Course Evaluation Report: ECON4925 (Autumn 2025)

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This report summarizes and reflects on the student evaluations of ECON4925: Resource Economics. Overall, the evaluation results are very strong and indicate a high level of student satisfaction, engagement, and perceived learning outcomes across lectures, seminars, and assessment components.

What is working?

The overall evaluation of the course is excellent. All respondents report being satisfied with the course, with all answers clustered at the top end of the scale. Students consistently describe the course as interesting and rewarding, with a majority fully agreeing that the course content was engaging. Importantly, the course is perceived as demanding but appropriately so: most students rate the difficulty and workload as high yet manageable, and the reported weekly time investment (predominantly 5–10 hours) aligns well with course expectations.

All students reported good or very good learning outcomes. The quality of the lectures and the lecturer's ability to convey the material were both evaluated very positively. Qualitative comments emphasize the clear structure of the lectures, the progression from mathematical foundations to applied problem-solving, and the effort made to motivate students and encourage engagement during class. Students particularly valued the combination of technical rigor with intuition and real-world relevance. The seminars and their lecturer were evaluated equally well. The seminar teacher was described as exceptionally skilled and students highlighted his pedagogical style that was both demanding and supportive.

What can be improved?

Given the very positive overall evaluation, suggested improvements are mainly about scope and depth rather than course quality. Students noted that the course covers many interesting and complex topics, in particular, more advanced material on climate change dynamics and non-convexities, and expressed a desire for more time to engage more deeply with these issues. While this reflects strong interest rather than dissatisfaction, it points to potential for further streamlining topic selection and the amount of lecture time spent on different topics.

In addition, while the social environment was rated positively overall, the responses were somewhat more dispersed than for academic components, suggesting room for modest improvement in fostering more informal interaction and peer cohesion.

What can be done to improve the course?

Within the existing constraints, future iterations of the course can explore modest adjustments to pacing, for example by slightly narrowing the scope of selected topics to allow deeper treatment

of others, though a broader analysis of student the cross-section of student interest would be helpful, so the first step might be a separate survey for a more detailed elicitation of topic interests.

Finally, the consistently strong feedback suggests that the course could benefit from increased visibility and clearer positioning within the program. Several students noted that the course was surprisingly interesting and well structured, indicating potential gains from better advertising to relevant student groups.

Overall, the evaluation confirms that ECON4925 is a demanding, well-structured, and highly rewarding course that succeeds in combining analytical rigor with strong pedagogy and student engagement.

Course evaluation report

ECON4925 Fall 2025

Department of Economics, University of Oslo

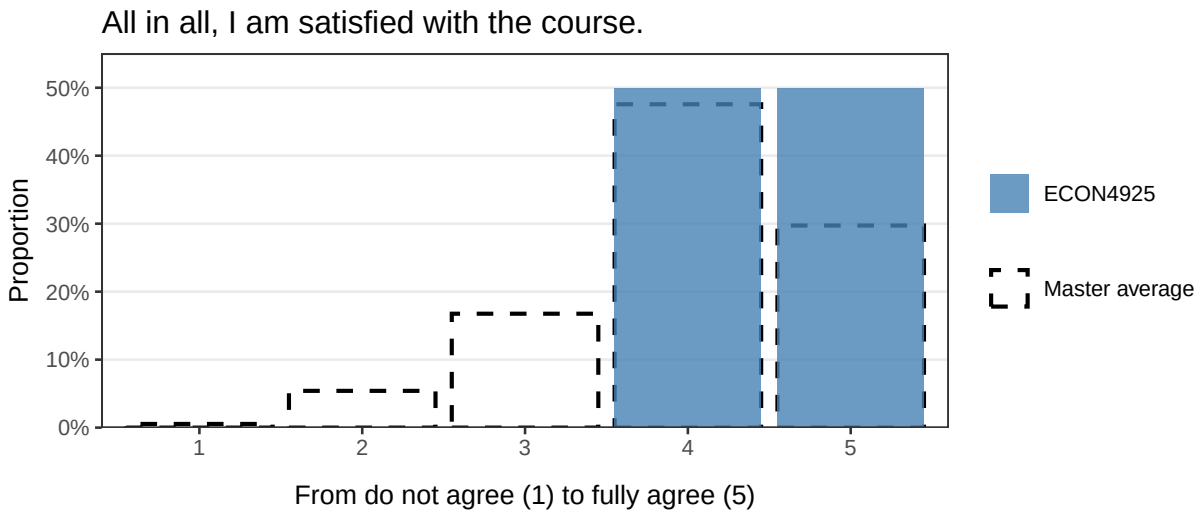
Course Overview

Course level: Master

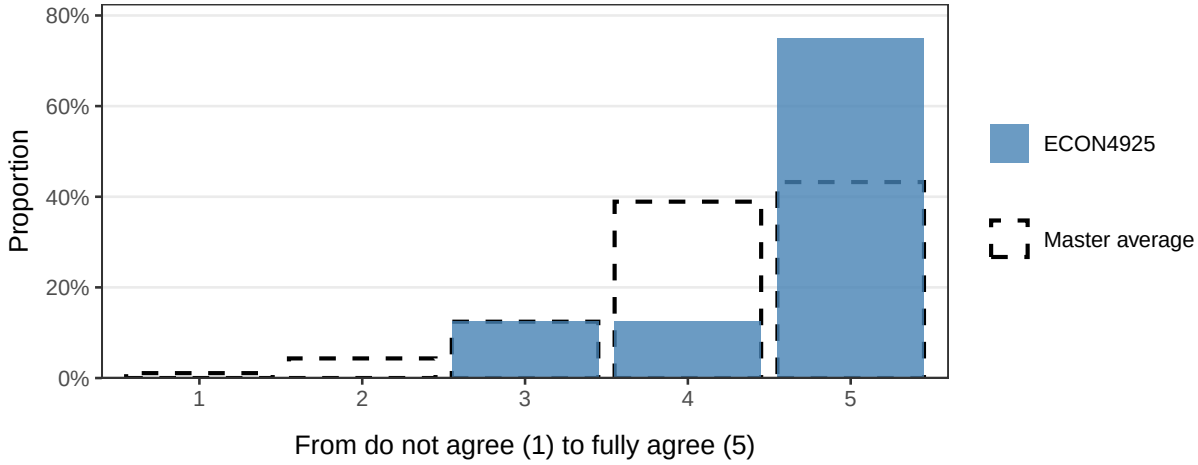
Total responses: 8 out of 26 invitations (30.8% response rate)

The charts compare ECON4925 responses to the average across all master courses in the same semester, shown with dashed outline.

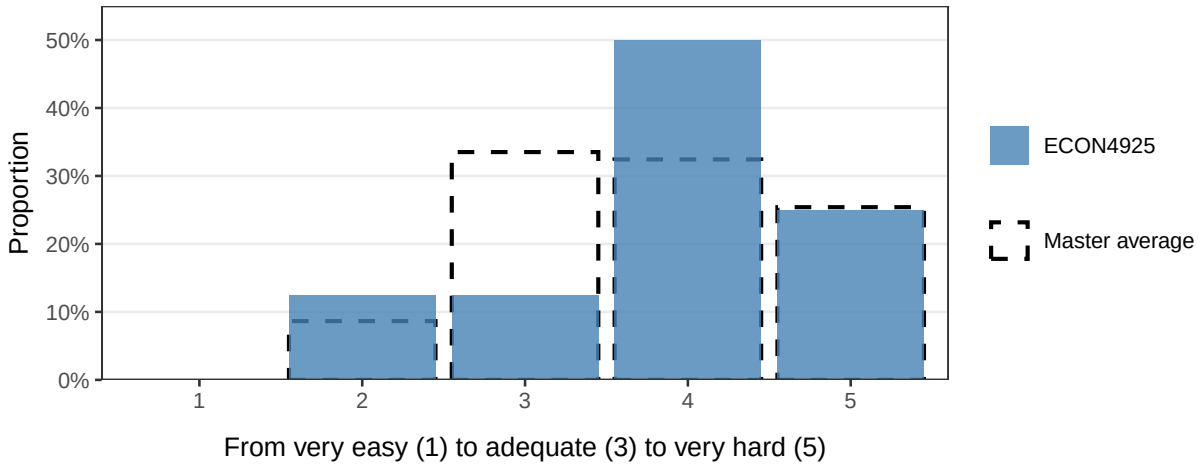
Overall evaluation of the course

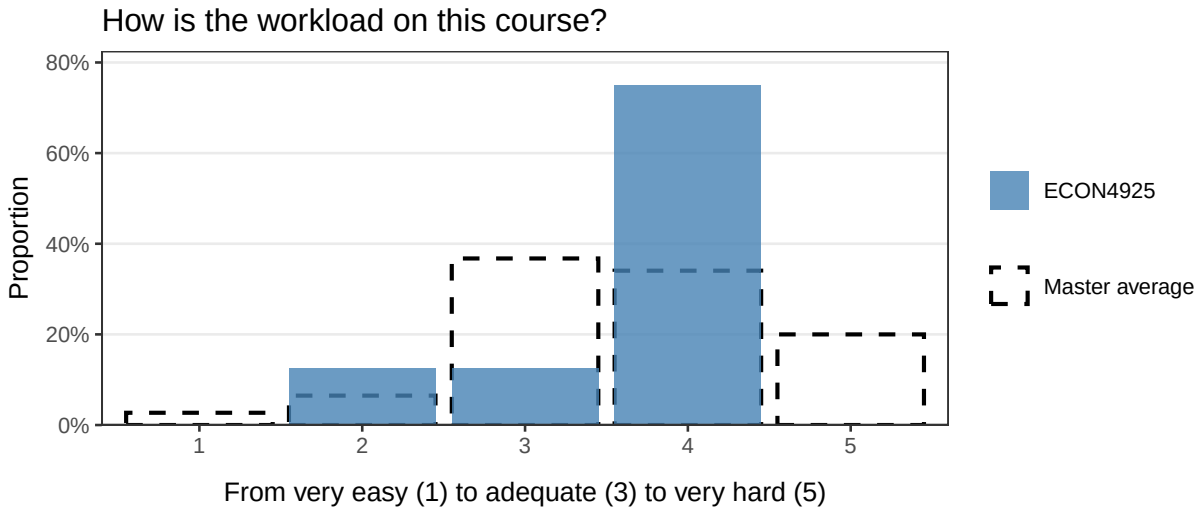


I find the course to be interesting.

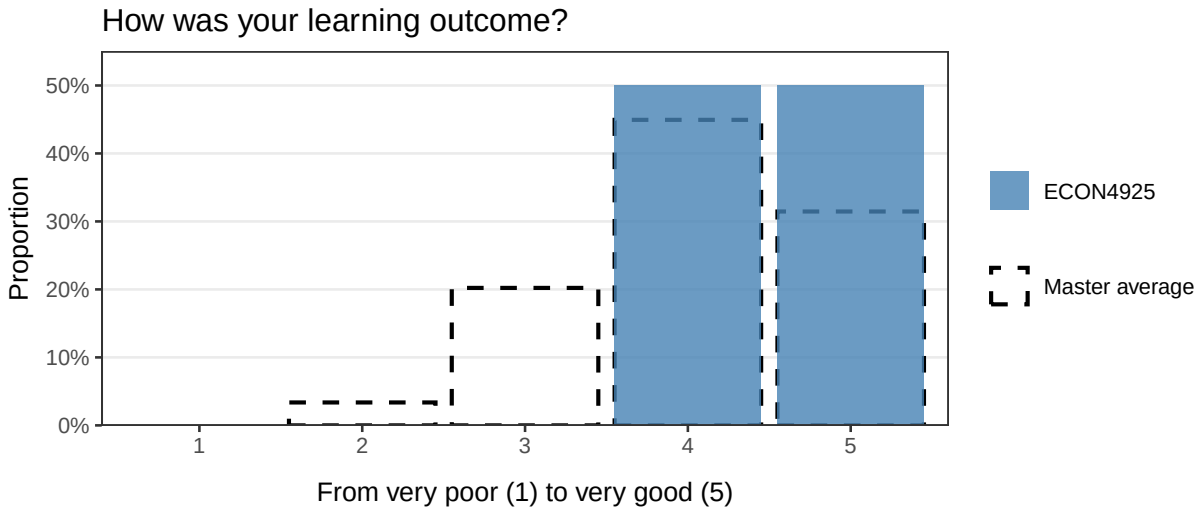


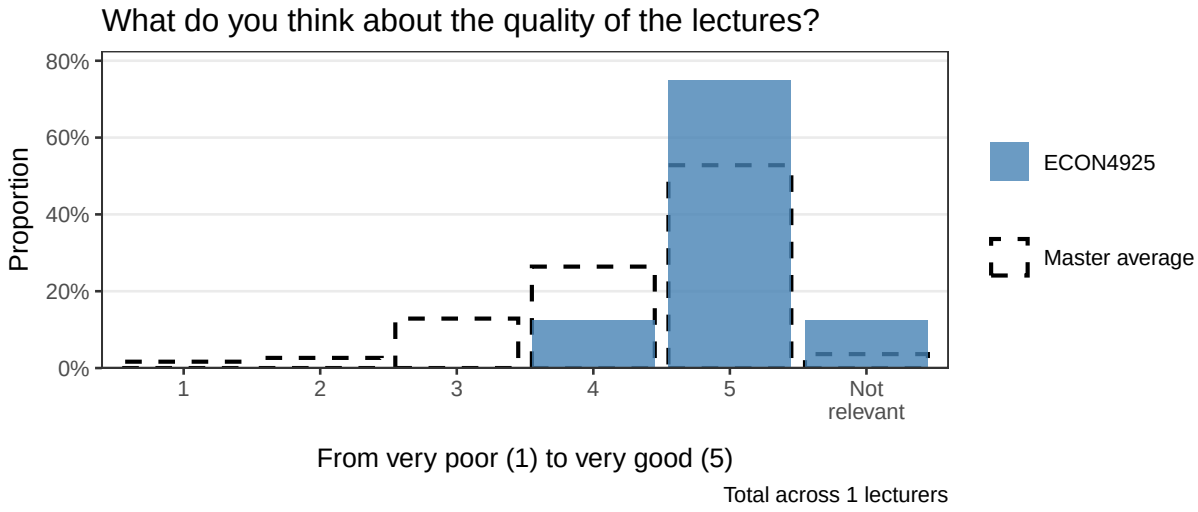
How difficult / demanding do you find the course to be?

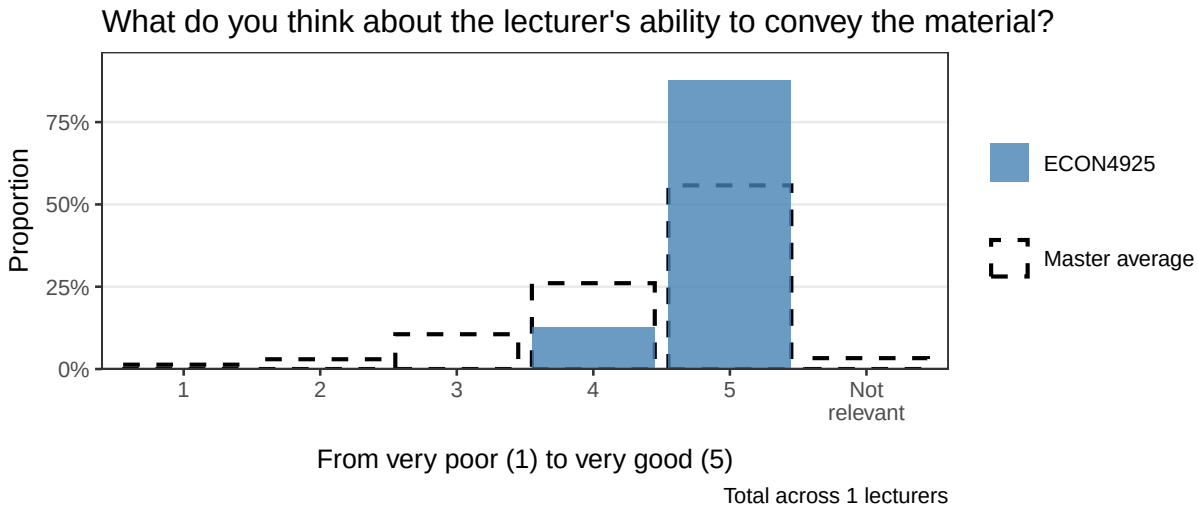



How is the workload on this course?
80%
60%
40%
20%
0%
Proportion
1
2
3
4
5
From very easy (1) to adequate (3) to very hard (5)
ECON4925
Master average

Teaching


How was your learning outcome?
50%
40%
30%
20%
10%
0%
Proportion
1
2
3
4
5
From very poor (1) to very good (5)
ECON4925
Master average


What do you think about the quality of the lectures?
80%
60%
40%
20%
0%
Proportion
1
2
3
4
5
Not relevant
From very poor (1) to very good (5)
Total across 1 lecturers
ECON4925
Master average


What do you think about the lecturer's ability to convey the material?
75%
50%
25%
0%
Proportion
1
2
3
4
5
Not relevant
From very poor (1) to very good (5)
Total across 1 lecturers
ECON4925
Master average