

Course Feedback Report: ECON4335 Economics of Banking, Fall 2025

Overview

The student feedback for ECON4335 Economics of Banking reflects an overall highly satisfactory reception of the course. More than 80% of respondents indicated that the course is both satisfactory and intellectually engaging, and that they have gained meaningful insight into how economic theories can be applied to real-world phenomena. These results are encouraging and provide a strong foundation from which to further develop the course.

Student Appreciation for Modern, Up-to-Date Content

One of the most prominent comments emerging from the feedback is the strong appreciation students have for the up-to-date and reality-relevant course materials. A notably high share of respondents specifically emphasized that the course content is modern, and that this quality directly enhances their ability to engage with ongoing policy debates in banking and finance. In an era of rapid regulatory change, evolving monetary policy frameworks, and continued structural transformation of the financial sector, students clearly value the effort invested in keeping the syllabus current and reflective of contemporary developments.

This enthusiasm for relevant, real-world based content is closely tied to another recurring theme in the feedback: the successful integration of rigorous economic theory and practical application. Students consistently highlight that the course strikes an effective balance between formal theoretical frameworks and their application in actual banking practice. This combination allows students to develop what many describe as a deeper understanding of "economics at work" — a phrase that captures the course's distinctive ambition to make abstract models come alive through concrete, real-world examples.

Students with particular interest in pursuing careers in the financial industry or in academic research on banking and finance are especially positive. Many describe ECON4335 as a valuable and well-structured introduction to the economics of banking, and credit the course with helping them clarify and refine their professional or academic ambitions. This is a confirmation for the breadth and coherence of the course design,

which manages to serve both practically minded students and those with a more research-oriented outlook.

Concerns Regarding Perceived Difficulty and Student Effort

Despite the broadly positive feedback, the results also reveal some points of concern. About 40% of respondents characterized the course as demanding or very demanding, and over 30% reported a high perceived workload — a notable finding given that the course does not include homework assignments. Compared to pre-Covid cohorts, this represents a significant shift in perception, even though the core content of the course has remained largely unchanged.

A closer examination of the survey suggests that this perception may be linked to patterns of student engagement rather than to the intrinsic difficulty of the material. Quite a few students told me that they had to miss part of the lectures due to their part-time jobs or internship, which would make it more challenging for them to keep up with the course. Approximately 30% of respondents reported that they do not actively participate in lectures, and one fourth indicated that they spend fewer than ten hours per week on their studies. These figures suggest that a meaningful proportion of students may be encountering difficulty not necessarily because the course is unreasonably demanding, but because their level of effort and in-class engagement is insufficient to keep pace with the material. This observation aligns with a broader post-Covid trend in which students appear to attend lectures and seminars less regularly and express greater difficulty with technically demanding content. Understanding what motivates students to invest effort in challenging material remains an important pedagogical question.

Plans for Future Development

Looking ahead, the course will continue to be revised and updated to reflect the latest developments in banking economics and financial regulation, reinforcing the strengths that students already appreciate. At the same time, the rigor of the theoretical content will be preserved — master-level engagement with complex economic models is a core feature of the course and one that should not be diluted. To better support students in meeting this challenge, additional exercises will be introduced and group study will be highly encouraged, with the aim of fostering greater engagement, accountability, and collaborative learning among participants.

Course evaluation report

ECON4335 Fall 2025

Department of Economics, University of Oslo

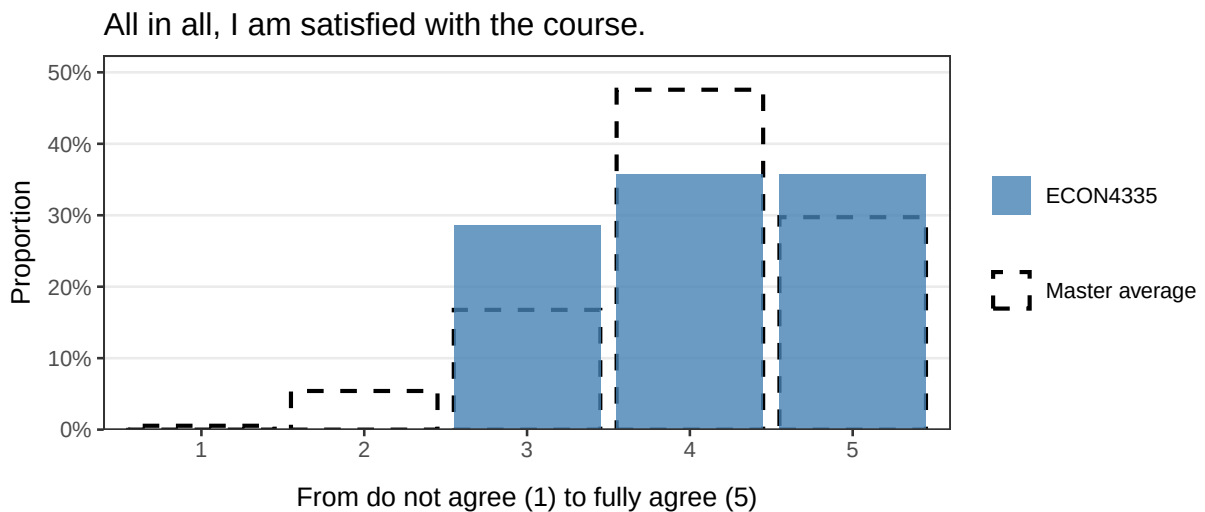
Course Overview

Course level: Master

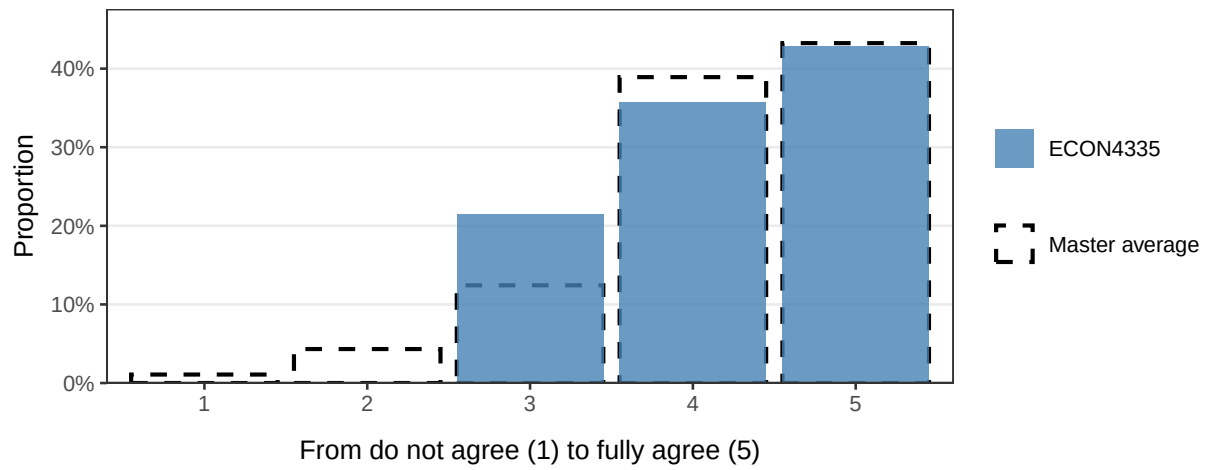
Total responses: 14 out of 53 invitations (26.4% response rate)

The charts compare ECON4335 responses to the average across all master courses in the same semester, shown with dashed outline.

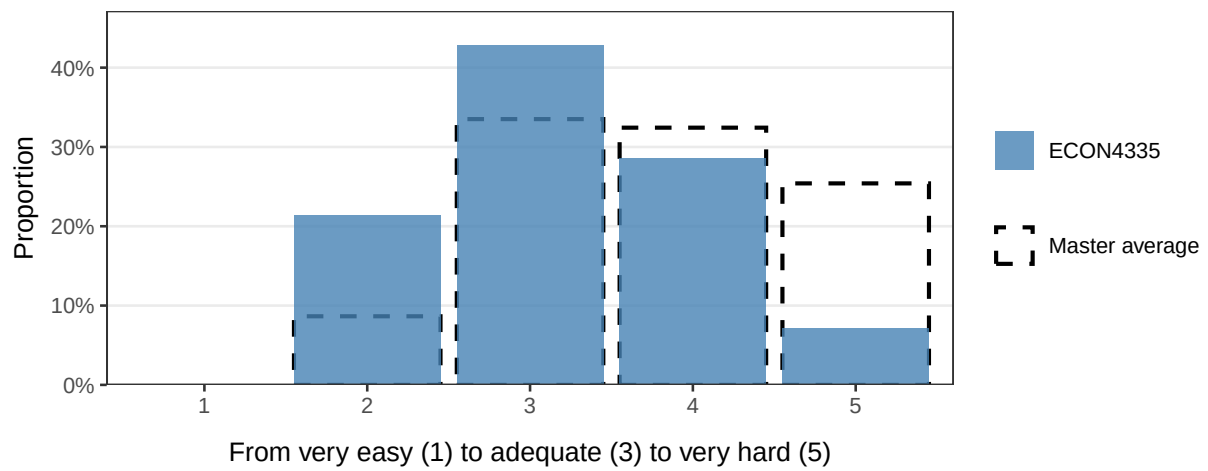
Overall evaluation of the course



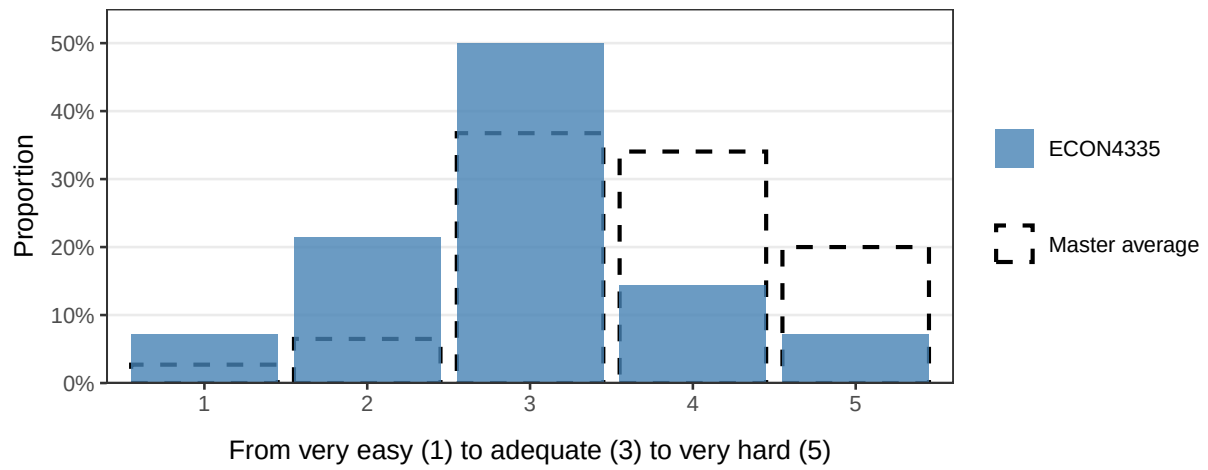
I find the course to be interesting.



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

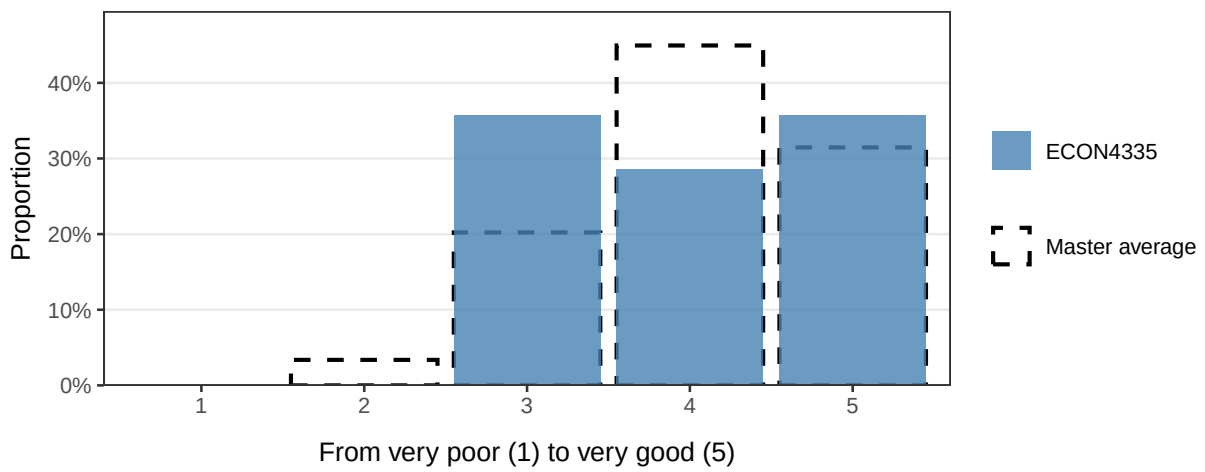


How is the workload on this course?

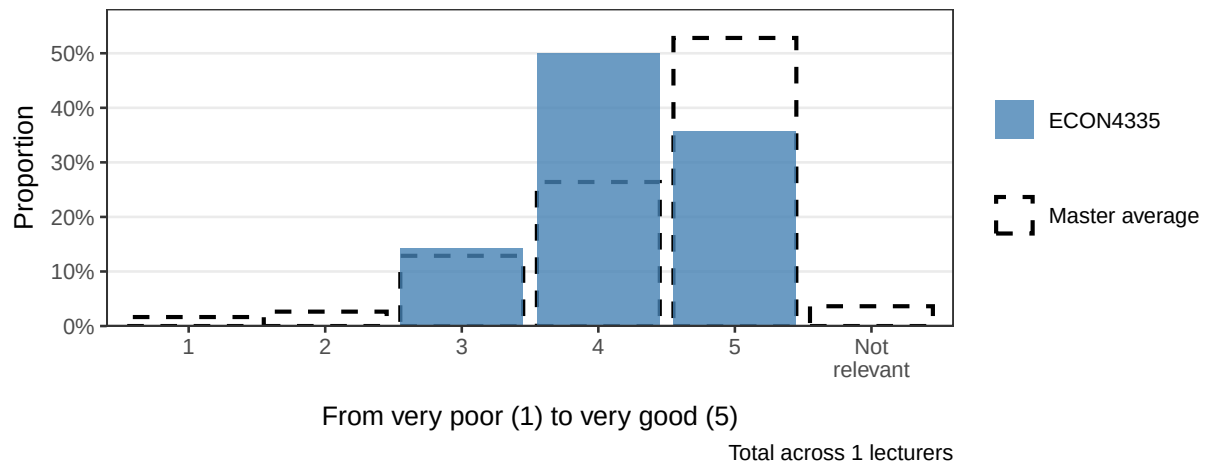


Teaching

How was your learning outcome?



What do you think about the quality of the lectures?



What do you think about the lecturer's ability to convey the material?

