

Report for ECON4335, Fall 2025

Jin Cao, 10.12.2024

Overall, the course received satisfactory feedback. More than two thirds of respondents think the course is satisfactory and interesting, and they learn about how theories can be applied. Particularly, respondents emphasize that this course well combines rigorous economic theories and their applications in real life, which makes them better understand the “economics at work”; course participants appreciate that the materials in the course are up to date so that they can better understand the ongoing policy debates; students with special interest of starting their career in the financial industry/pursuing academic research on banking and finance find this course a useful introduction to banking and helpful with their career choices.

What strikes me is that more than 50% of respondents think that the course is demanding / very demanding, and more than 40% of the respondents think that the workload for the course is high (although there was no homework assignment for this course). This is a significant increase compared with students in the past (particularly the pre-covid cohorts), given that the core contents of the course remain very much unchanged. This also coincides with the fact that 40% of respondents do not actively participate in the lectures and one-third spend less than 10 hours on their studies, so the outcome that many respondents think the course is demanding may just be the result of insufficient effort. Personally, what I observed that after covid students tend to attend lectures/seminars less and they complain more about the technical parts in the course, so it is a general question for me to better understand what motivates the students to take effort on the challenges during their studies.

In the future, I plan to keep revising the course and making it up to date to better motivate the students. Particularly, economics theories on banking are typically complex and rigorous, and teaching those core theories at the master level shall not be compromised, which in turn requires students to have more input of effort during their study. This can be achieved through providing more exercises and encouraging more group studies.