

Summary of student evaluations of ECON4137, Spring 2024

This summary is based on 12 student evaluations of the course. Both lectures and seminars were taught by Martin E. Andresen

Overall assessment. Overall, the students are very satisfied with the course. 11 out of 12 students are satisfied or very satisfied with the course, and an equal proportion find it interesting and relevant. 9 out of 12 respondents find the various parts of the course (lectures, seminars, curriculum) well aligned. Some students find the course challenging and with a workload that exceed that of many other courses.

Canvas quizzes for self-review, a new feature this year, seems to have been appreciated by some students, but not all students used these.

Lectures. Overall, the students find the lectures of very good quality, with an average rating of 4.5 out of 5. However, multiple students remarked on the pace of the lectures being too fast and covering a lot of material, making them somewhat hard to follow. Students are however also on average not very well prepared.

Seminars. The students on average find the quality of the seminars to be good, with an average rating of 4.3. The seminars are also considered relevant. There are mixed reviews of the seminar style, which involve students working on computer exercises with the help of the lecturer, and only a relatively quick review of a suggested solution at the end. Students seem to appreciate the move to Rmarkdown files as a format for seminar exercises and solutions. Some found the move from theory (lectures) to applied econometrics (seminars) hard and required more guidance.

The way forward: The course generally works well. A clear challenge that is hard to address is the exam necessarily cannot test coding in R and practical exercises, which is an important part of what makes this course applied and what we teach in the seminars.

In the future, I will redesign a few seminar exercises to make them more applied. This involves making more real-world case exercises based either on published research or hypothetical analysis that could be done at places where Economics students regularly work after graduation.

Finally, I aim to introduce a “codebook” for the course, with coding examples and comments. This can take some material out of the lectures, and also give the students a larger bank of coding exercises to start with when working with the seminar exercises.

I will also aim at reducing the pace of the lectures.