

Course evaluation ECON 1910 spring 2019

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Syllabus: The syllabus consists of two textbooks: Books Banerjee, A. and Duflo, E., *Poor economics* : and Ray, Debraj, *Development economics*, . The two books are wide in scope and provide excellent background and detail to the many topics in development. In order to structure the lectures and to give all the non-econ students an introduction to economics Mehlum and Moene has prepared quite detailed lecture notes. These notes are the backbone of the lectures.

Teaching The teaching is done as old school auditorium lectures using chalk and blackboard. There is a total of 13 sessions over 13 weeks, where the last is wrap up and term paper discussion. The lecturers try to stimulate discussion in class and also set aside time for one to one discussion between pairs of students. In connection to the lectures the teachers also post videos using basic econ theory. In addition, there are six seminars/labs with solution of problem sets and exam essay preparations. These seminars are perhaps the most crucial part of learning for students where the bulk has never been exposed to economics before.

Exam and term paper The exam is a three hour school exam with no aid. In order to sit the exam the student also has to have passed a mid-term take home essay. The mid-term essay provides valuable learning and exam preparation.

Learning outcome. The learning outcome (<https://www.uio.no/studier/emner/sv/oekonomi/ECON1910/#learning-outcomes>) is broadly accurate but it should be revised. Compared the 10 years ago the course now appears to have a balance of topics that is better fitting all the non econ students.

Results: The exam statistics for 2019 shows that of 124 registered students 115 signed up for exam. Of these 108 passed the exam. The results are quite good. The mode is B. The grades has to be interpreted in light of the mixed student pool. The course is a 1000-course and the majority has no econ experience. Neither do they plan to do more econ. A substantial minority are somewhat trained in economics. The statistics shows that also the non-econ students do well. The largest single group is the first year students from the "Development studies" program. This group of students had an average grade of B.

The student evaluation was only handed in by 10 percent of the students. One concern raised was that the exact coverage of the syllabus was not always clear.

The bottom line seems to be that the adjustments done to the course over the last four years has improved the course seen from an average non-econ student. There are improvements to be made: a) The videos are quite popular so we could make more of those. b) The handout should be completed and the references to the textbooks should be clearer. c) Establish a system for early course feedback.