Evaluation Report: ECON3715/4715, Autumn 2025
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1. What is working?

Based on evaluations and feedback from students, several aspects related to teaching in the course are functioning well:

- **High interest and satisfaction:** All students found the course interesting or very interesting (22% scored 4, 78% scored 5 on a 1–5 scale). Overall satisfaction was also strong: 78% of students were satisfied or very satisfied with the course (scores 4 or 5), and none reported being dissatisfied.
- **Lecture quality and engagement:** Students are satisfied with both lecture quality and ability to convey material. For practical reasons, there were three different lecturers during Autumn 2025. The open-ended comments praised the main lecturer's for ability to explain difficult material and engage the class.
- **Seminar and course design:** The design of seminar tasks received strong praise in open-ended comments, with students noting that the tasks effectively combine theory and research comprehension. The problem sets were rated positively, with 56% giving the highest score (5) and 33% scoring them at 4. Multiple students described the course as one of the best they had taken in the economics department.
- **Term paper feedback:** Feedback on the term paper was rated as constructive or very constructive.
- **Attendance:** Students report attending both lectures and seminars throughout the course, indicating strong engagement with course activities.

2. What can be improved?

Despite the positive feedback, some areas need attention to enhance the overall effectiveness of the course.

- **Course difficulty and workload:** 77% of students found the course hard or very hard (33% scored difficulty at 4, 44% at 5 on the 1–5 scale), with only 22% finding it adequately demanding (score 3). Workload was similarly skewed: 66% of students found it above adequate (44% scored 4, 22% scored 5), while 33% found the workload appropriate. Open-ended comments specifically mention having too much information to absorb in a single lecture.
- **Learning outcomes:** Learning outcomes were mixed. While 66% of students rated their learning outcome as good or very good (33% scored 4, 33% scored 5), 11% rated it as poor (score 2) and 22% as moderate (score 3). This suggests room for improvement in how material is communicated and absorbed.
- **Seminar preparation and participation:** 44% of students reported not being well prepared for seminars (11% not at all, 33% only somewhat), and 56% reported not being active or vocal in seminars at all. Open-ended comments

link low participation to insufficient preparation, and suggest this may reflect the heavy workload. Some of the responses suggested including seminar participation as a *small graded component to incentivize engagement*.

- **Student composition:** Around half of the students who took the course this year were exchange students, and we should consider strategies to also improve the number of students that are enrolled in our economics program.

3. What can you do to improve the course?

- **Adjust content and pacing:** To address the high difficulty and workload ratings, we should consider reducing or streamlining some lecture content, or shortening slides, to allow for a slower and more deliberate presentation pace. This would give students more time to absorb and understand the material during lectures.
- **Increase seminar preparation and participation:** To encourage more students to read the assigned papers and engage actively in seminars, we could require short, ungraded written responses to discussion questions distributed ahead of each seminar. This low-stakes accountability mechanism could meaningfully increase preparation rates without adding significant grading burden.
- **Consider grading seminar participation:** As suggested by multiple students, introducing a small graded participation component (e.g., 10–20% of the final grade, covering attendance, preparation, and contribution) could incentivize broader engagement. This should be discussed with the program.
- **Multiple lecturers/seminar teachers (course division):** Given the feedback, we should avoid multiple having more than two lecturers in this course, to retain a stable teaching style over the lecture and seminar series.
- **Improve course visibility and enrollment:** One student suggested enriching the course description on the UiO website by adding keywords and topic indicators (e.g., technology, inequality, migration, policy) to make the content more accessible to prospective students unfamiliar the topics. This could help attract more students, especially students enrolled in our economics program.

Course evaluation report

ECON4715 Fall 2025

Department of Economics, University of Oslo

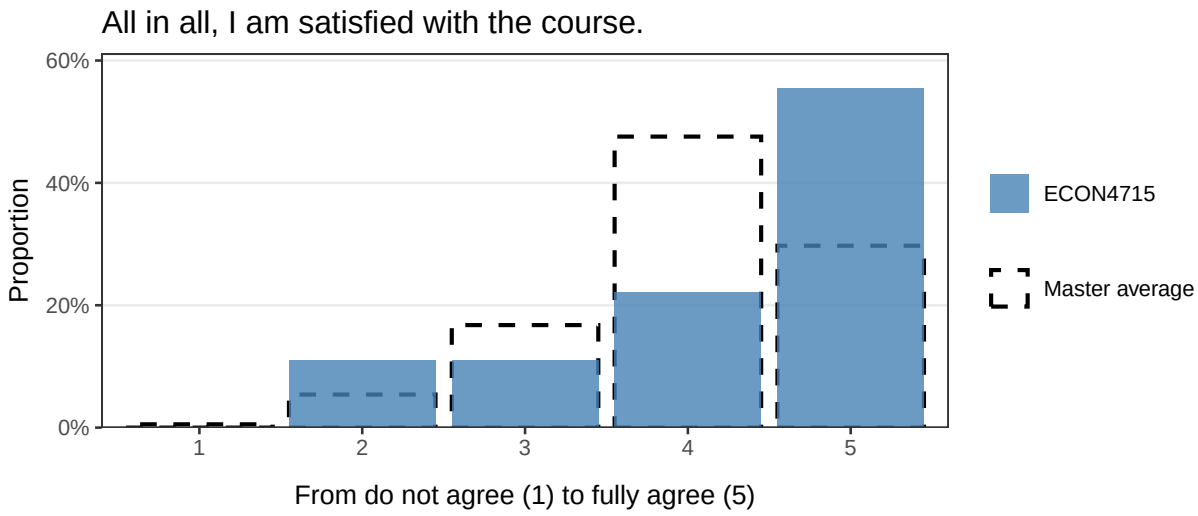
Course Overview

Course level: Master

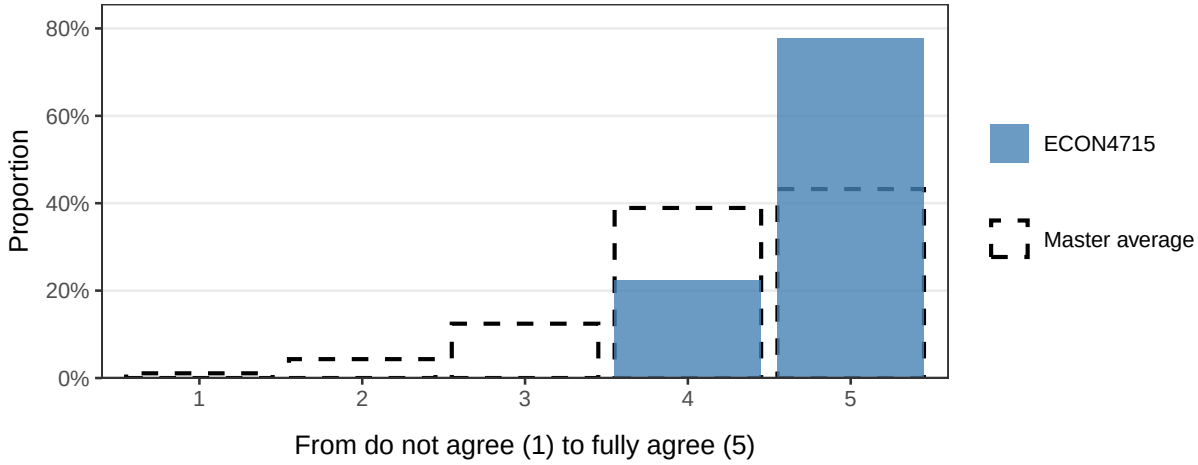
Total responses: 9 out of 20 invitations (45.0% response rate)

The charts compare ECON4715 responses to the average across all master courses in the same semester, shown with dashed outline.

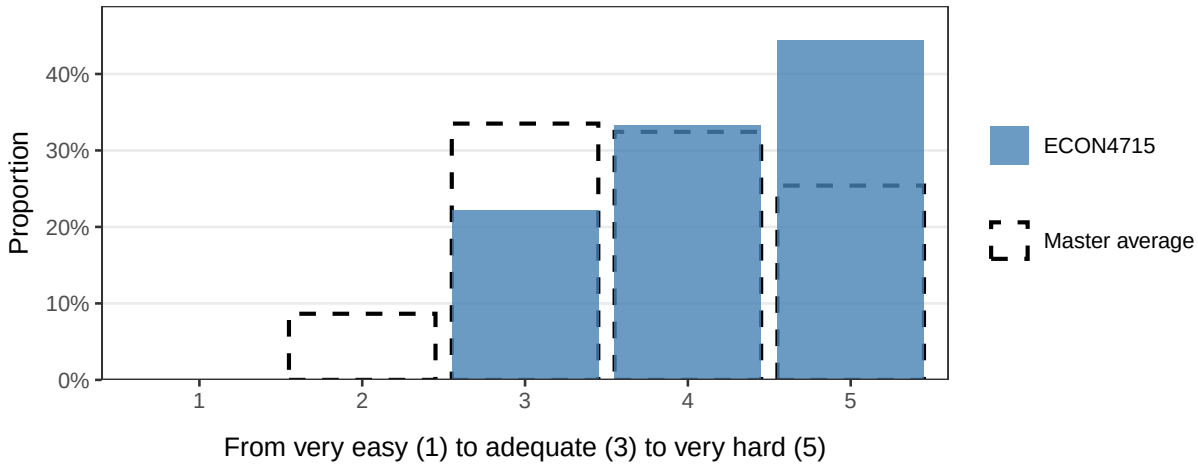
Overall evaluation of the course

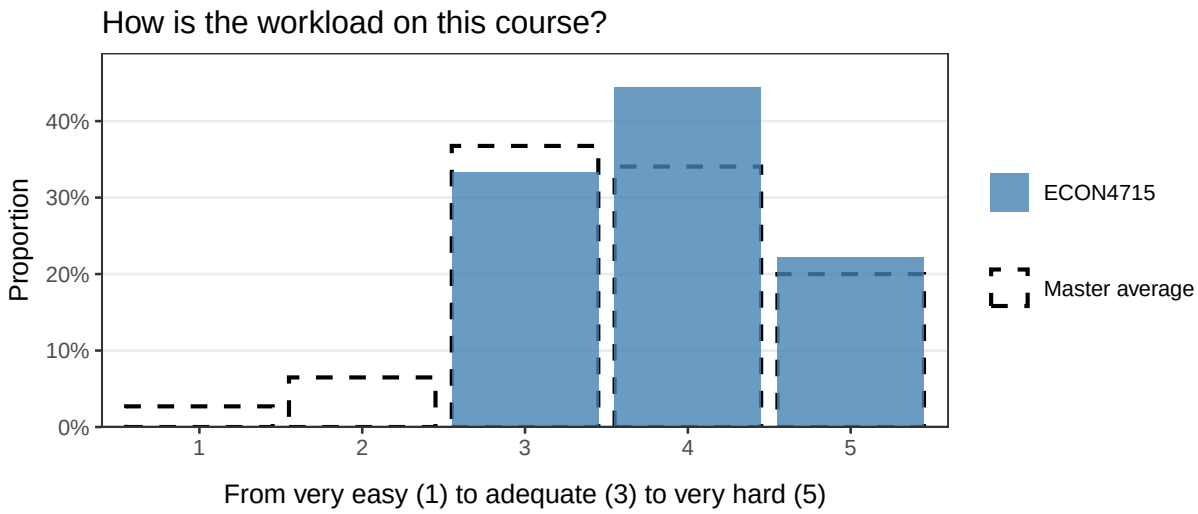


I find the course to be interesting.

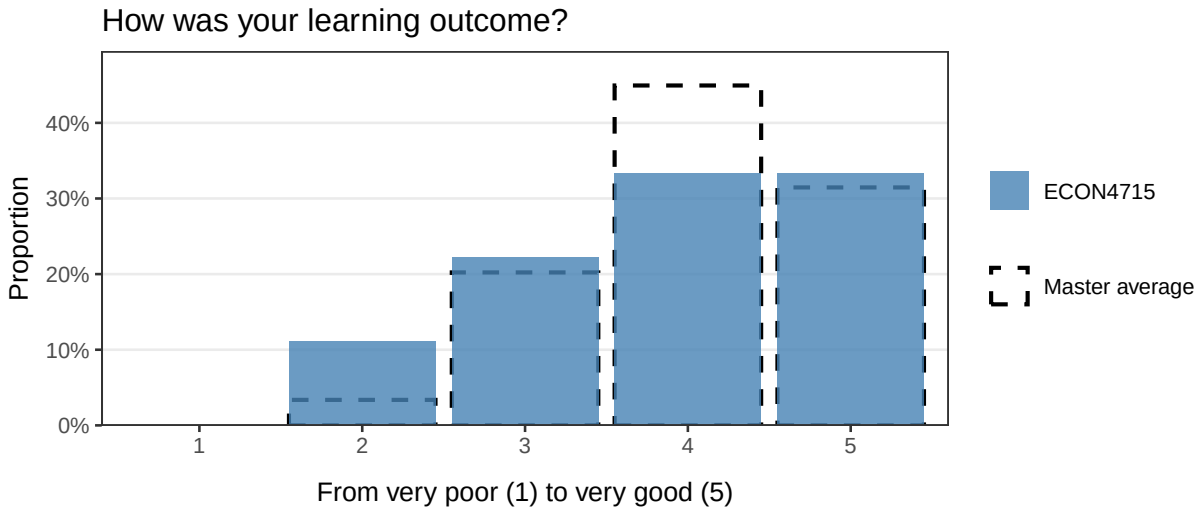


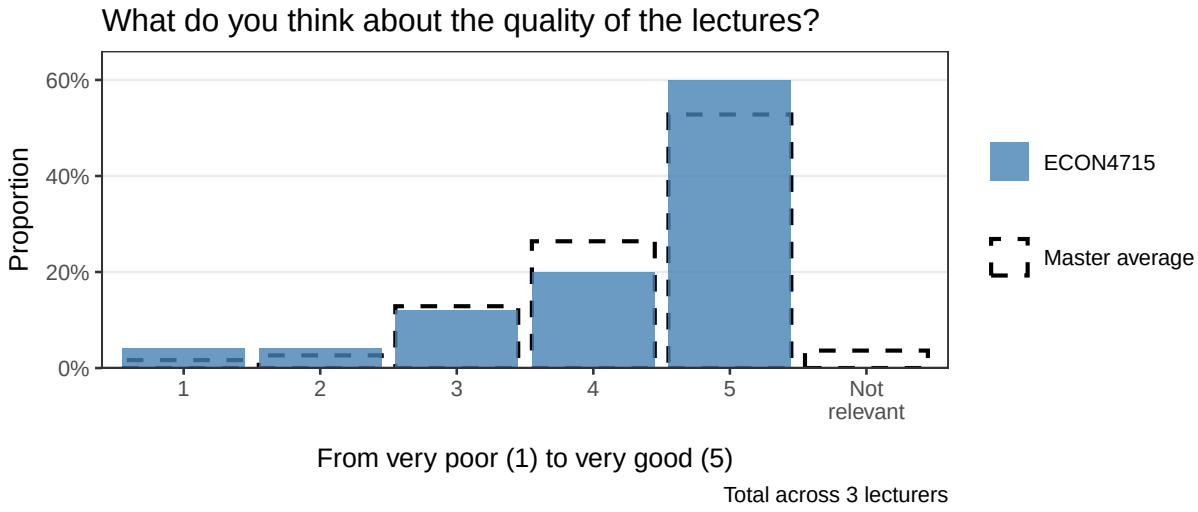
How difficult / demanding do you find the course to be?

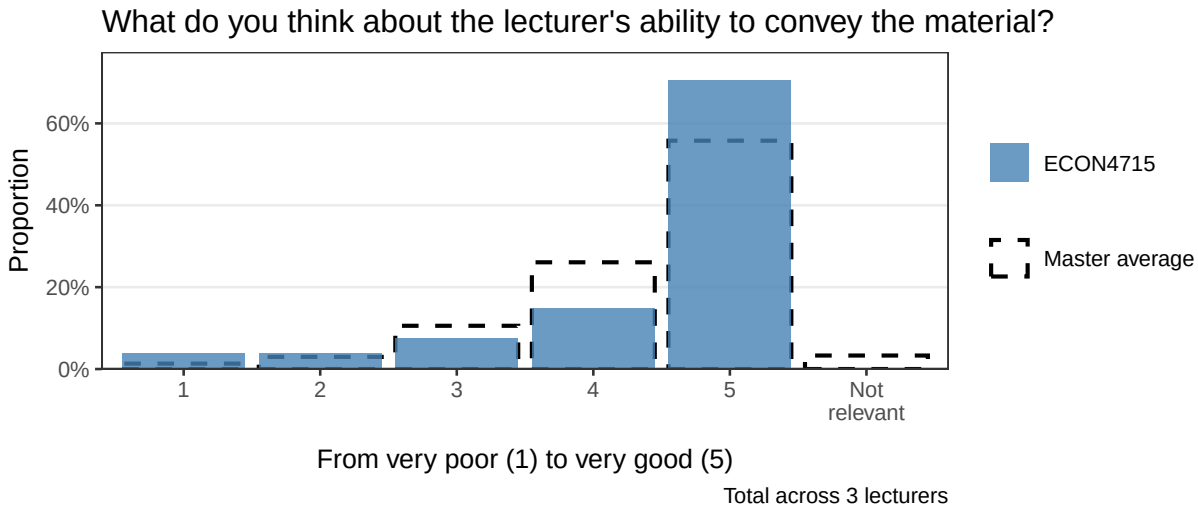



How is the workload on this course?
Proportion
40%
30%
20%
10%
0%
1
2
3
4
5
From very easy (1) to adequate (3) to very hard (5)
ECON4715
Master average

Teaching


How was your learning outcome?
Proportion
40%
30%
20%
10%
0%
1
2
3
4
5
From very poor (1) to very good (5)
ECON4715
Master average


What do you think about the quality of the lectures?
Proportion
60%
40%
20%
0%
1
2
3
4
5
Not relevant
From very poor (1) to very good (5)
Total across 3 lecturers
ECON4715
Master average


What do you think about the lecturer's ability to convey the material?
Proportion
60%
40%
20%
0%
1
2
3
4
5
Not relevant
From very poor (1) to very good (5)
Total across 3 lecturers
ECON4715
Master average