Course evaluation ECON1100

1. What is working?

84% of the respondents are satisfied with the course (30% has responded '3', 44% has responded '4' and 10% has responded '5'). 84% has stated that they find the course interesting (32% has responded '3', 34% has responded '4' and 18% has responded '5'). This suggests that the students find the course interesting and rewarding. Furthermore, most students report that they are satisfied with the feedback they get on their assignments (32% report '3', 44% report '4' and 22% report '5'). Over 90% of the students are satisfied with the learning outcome of the course (i.e., they report '3' or higher). The students also find the lectures to be of high quality (41/50 respondents report a '3' or higher).

2. What can be improved?

At the same time, many students find the course difficult. In fact, 100% of the respondents thinks the course is difficult (22% has responded '3', 46% has responded '4' and 32% has responded '5'). As it is a mathematics course and as the scope of students is rather wide (some students has taken R (scientific/realfaglig) mathematics at high school, whereas many students come to the course with P (practical) mathematics). Herein lies the real challenge: How to make the course relevant and balanced (i.e., not too difficult and not too simple) for all or at least most of the students.

On that note, it is essential to revise the workload in this course. The mandatory assignments are too long and they contain syllabus which the students have yet to be taught. On the one hand, the assignments may contain some theory which they have yet to encounter in lectures. On the other hand, a prerequisite for this is that the assignment deadlines are sufficiently far off so that the students are able to process the new material. Furthermore, the assignments should be smaller. I believe that 4 heavy mandatory assignments are a tad too much. In the introductory mathematics course at the mathematics department, they have 2. It should also be said that with such a large student mass, it is also challenging to provide thorough feedback on the student's work when there is so much of it (although, apparently, this is less of an issue).

The students would also like for the 'grupperegninger' to be organized differently. Many students seem to prefer that someone goes through the exercises (i.e., the old-fashioned way). It might be worthwhile to explore the idea of organizing the seminars so that the students may sit down and work on the assignments themselves (under guidance from the teaching assistants) and 1 hour in which some of the exercises are reviewed by the teaching assistant so that the students may ask questions. The

teaching assistants must also try better to come on time, although many students report a high quality on the seminars and on the exercises (18/31 and 26/31 report a '3' or higher on these questions).

3. What can you do to improve the course?

The main issue is a large discrepancy between the examples used on the lectures to introduce the material and the exercises given on the mandatory assignments. Whilst it is natural for there be a small gap (there should be a learning opportunity), the gap must be reasonable. It is not reasonable now, and so I will do my best to adjust the exercises. Furthermore, I should very much like to hand the students notes in the form of slides or other digital media in which all equations are more readable. It is a good idea to use a document camera at the lectures as that slows down the process of writing down everything, but notes must be clear when the students come back to the material for revision. Some students also report that the lectures have been rather hasty, meaning that I have a tendency of going too fast. I will work on that. The lectures must be structured in a way that allows for a more gradual introduction of new ideas and concepts. There has also been some issue with recording the lectures, but I think I've rather got the hang of it now.

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13.12.2024