Evaluation Report: ECON3715/4715, Autumn 2024
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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:

- **Informative content**: The lectures are praised for being informative and relevant, enriching the students' understanding of the subject matter. 92% of students found the course interesting or very interesting. All students reported that they learned (or to some degree) how the theory can be applied.

- **Effort and engagement**: The instructors are recognized for putting in substantial effort and trying to deliver the course content effectively. The feedback on the term paper was considered useful or very useful by 100% of students.

None of the students reported not being satisfied with the course and 75% reported to be satisfied or very satisfied with the course.

2. What can be improved?

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

While exactly half of students found the course adequately difficult, the other half found it hard or very hard. Comments specifically mention having too much information to absorb in one lecture.

These comments carry-over also to seminars, where one comment mentions that preparation for the seminar activity requires too much time. However, in the evaluations 25% of students reported to not be well prepared for the seminar and 58% to be somewhat prepared. This likely affects less-than-ideal participation in seminars, where also 25% of students reported to not participate at all.

As 50% of students who took the course this year were exchange students, these comments and evaluations might not adequately represent a typical student enrolled in the economics master degree program at the UiO.

3. What can you do to improve the course?

To address the comments regarding the difficulty, we should consider adjusting some course content or shortening lecture slides. This would allow us to slow down the presentation pace to ensure students have sufficient time to understand and absorb the material.

To increase the proportion of students who read the assigned papers before the seminars and actively participate, we could require in the future to submit short (ungraded) written answers to the discussion points that are distributed to the students before the seminar.

An alternative change to the course could involve incorporating more interactive teaching methods, such as group discussions or quizzes to increase student engagement in seminars.