Report: Student evaluation of ECON1922, spring 2024

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The student evaluation had a low response rate. Only 9 students out of 55 responded to the evaluation. These are the main takeaways from the evaluation:

1. What is working?

1a) Ordinary lectures: The students report that the lectures have been of good quality. One student writes: “The lecturer had a nice pace, good explanations and her interest for the field shone through when she held her presentations.” Another student writes: “Very nice slides, and very good preparation.”

1b) Guest lectures: The students report that the guest lectures were very interesting.

1c) Seminars: The students report that the seminars have been of good quality. One student writes: “Daniel is a very good teacher with excellent explanations and an engaging voice.” Another student writes: “Enhanced my critical mind and gave me so much advices for the term paper.”

2. What can be improved?

2a) Ordinary lectures: Some students report that some topics/concepts that the students were already familiar with were explained in depth (e.g. supply/demand, equilibrium), and that it may have been better to move on earlier. One student writes: “Quite a bit of time was spent on explaining thing I already knew in the beginning, but I still think this is necessary, because not everyone has the same background knowledge as myself, so I do think this is necessary. If it was to not be included in the lectures, I think there should be some separate materiale for those who have not done economics before. Maybe a seminar or two in the very beginning of the semester (?)” Some students also suggest that the lecturer could be more engaging and use more own words.

2b) One student writes: "I experienced that the guest lecturers may have spent quite a bit of time on topics that were not the most relevant, but I am not sure if this is true for the lecturer. Maybe they could have had a bit more clear guidelines on what they should have talked about in their presentation?”

2c) The main problem with the seminars seem to be low participation and too little preparation by the students. One student writes: “I think we could get a lot more output if everyone had done the exercise before the seminar, and then do a group-discussion, rather than 'recieving' all the right answers at the seminar.”

3. What can you do to improve the course?

I think it might be a good idea to set up a seminar or two at the beginning of the semester for the students that have not studied economics before. This extra seminar could be devoted to explaining key concepts like supply/demand and market equilibrium.

This is the first time I teach this course. I have gained valuable experience and more confidence talking about the topics of the course. If I were to teach this course again, I think I could make the lectures more engaging using this experience.

Regarding the guest lectures, I might give clearer guidelines on the topics they should talk about in their presentation, in order to stay within the course content in the course description.

Regarding the seminars, the main problem seems to be low participation. Maybe the scheduled time for the seminars is not optimal? Wednesday morning at 8:15 and Friday afternoon may not be the students' preferred time.