

Egenvurdering PSYK250 Vår 2021

The Bachelor thesis module is special in the sense that most of the teaching is conducted by the supervisors of the respective Bachelor project. The teaching that the module leaders have responsibility for is limited to providing information and guidance around the Bachelor thesis. The module comprises two information meetings, one voluntary before the semester and one mandatory meeting at the beginning of the semester where the rules around the thesis and the module are explained as well as how students can get their Bachelor topics.

The module then comprises an obligatory APA course, run by myself, two courses on literature search and Endnote use, provided by the library, and an oral presentation day towards the end of the semester where students have the mandatory assignment to present their project. In addition, there is a voluntary "Writing course", also run by one of the module leaders. Based on students' feedback, we have arranged a voluntary "mid-term check-ups", where we reach out to each Bachelor group around late March/early April to see whether they are on track and whether there are any potential issues that need to be resolved (e.g., conflicts within the group or with the supervisor). Normally, Elisabeth Norman and I share responsibility for PSYK250, but due to her sabbatical Prof. Dominic Sagoe took over.

The 2021 module was substantially impacted by the COVID pandemic, which represented a challenge for planning but also implementing PSYK250. The teaching activities that the module leaders had responsibility for were all run digitally, with combinations of live online meetings and pre-recorded videos and modules on MittUiB.

An additional challenge in 2021 was the unusually high number of students (66). Typically, we have only slightly above 50. The high number in combination with the fact that multiple Bachelor groups wanted to have the same topics created the problem that several groups could not get their preferred topics. By recruiting additional topics from supervisors, we managed, however, to provide sufficient projects and the normal timeline could be kept (students start their projects at the end of January the latest).

We also had to handle an unusually high number of conflicts - mostly between students in their Bachelor groups - but also students who struggled with mental issues. This is likely to be a consequence of the pandemic, but it is also conceivable that the high competition for specific topics at the beginning contributed to those tensions.

Despite those challenges, the module went smoothly and the majority of students were satisfied with both the supervision and the module. Key points from their feedback on our online survey at the end of the module can be found below

Thoughts for the future:

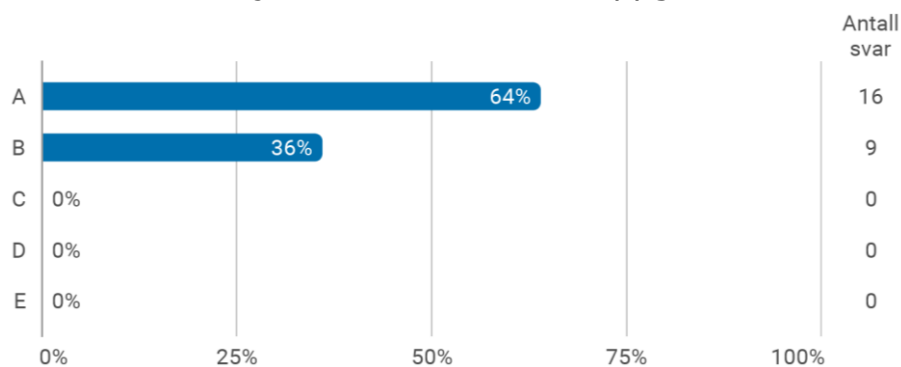
- Together with the admin we could not determine whether we are going to have similarly high numbers of students in the future. In the current module (2022), there are 57 registered students, which is less than in 2021 but still more than in previous years. In any case, it seems advisable to increase the number of Bachelor projects. That is, to find more topics and supervisors than in the past. This could also help to reduce tensions and competition between students.
- Students hand in a priority list which Bachelor topics they would like to choose. We received feedback from the students that they would like to provide a motivation/explanation why a particular topic is important to them, in order to give us more info about the importance of

their choices. We thought this was an excellent idea and implemented it already for the 2022 module.

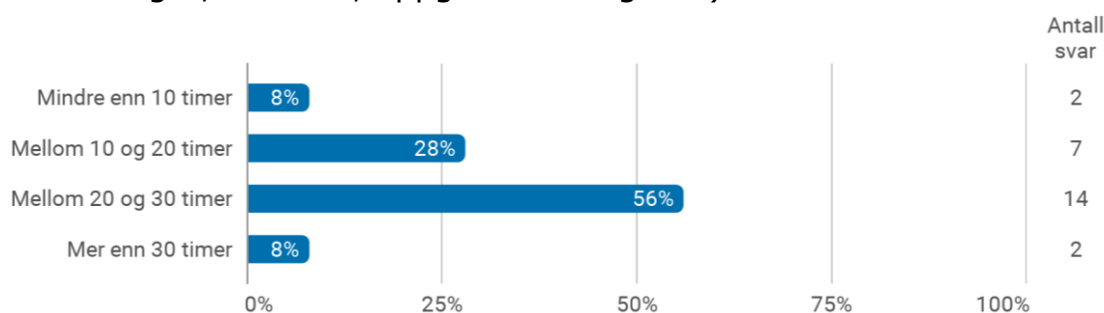
- The administrative handling of PSYK250 exceeds the norm hours by far – even in non-pandemic times. To give one example, every year there are a number of cases that need to be evaluated by the module leaders and the administration (e.g., (a) whether students are eligible to take PSYK250, (b) how to work around semesters abroad, (c) eligibility for adjustments (“tilrettelegging”) and how to implement them, like working alone or not being able to attend certain activities physically due to illness, (d) mediating between students etc.). The evaluation or handling of these cases is time-consuming as it requires a close dialogue between the module leaders and the admin. Fortunately, we have an extremely capable administrator, Sondre Øvrebø, and hope he will be on board for much longer.

Selected feedback from students

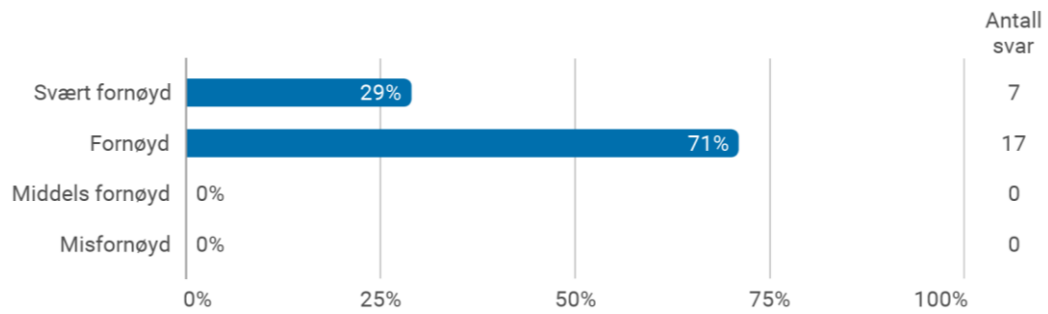
Hva er ditt ambisjonsnivå til Bachelor oppgave?



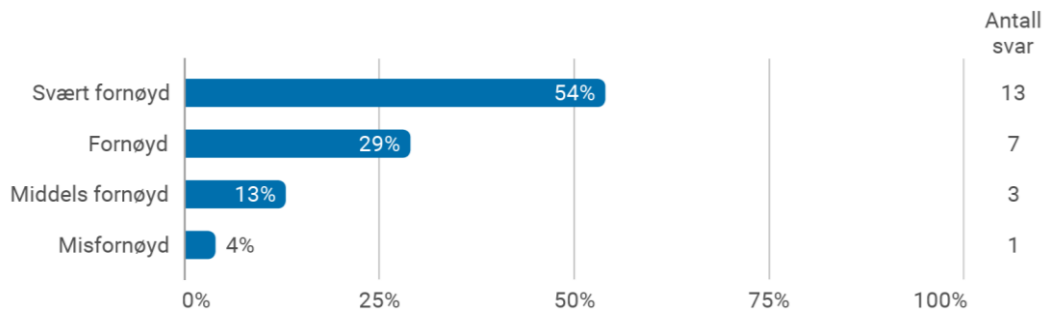
Hvor mange timer bruker du hver uke på dette emnet (inkludert forelesninger, seminar, oppgaveskriving etc.)?



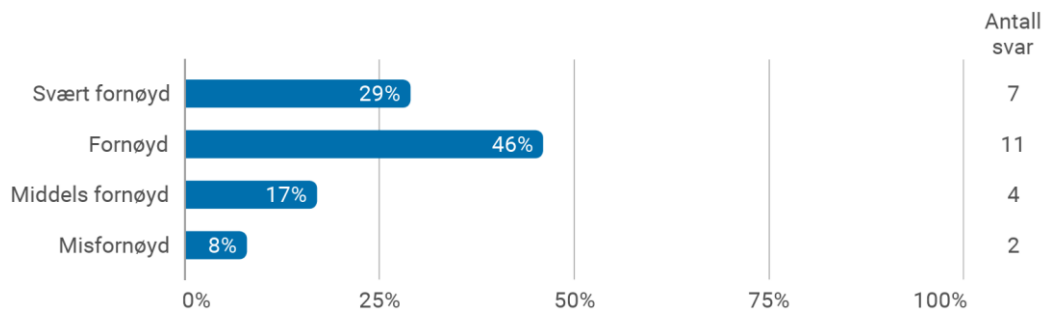
Hvor fornøyd er du med orienteringsmøtet ved semesterstart?



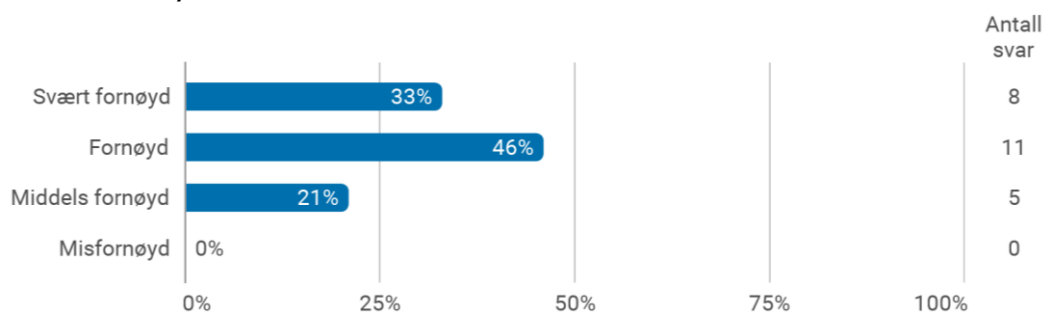
Hvor fornøyd er du med temaet for bacheloroppgaven din?



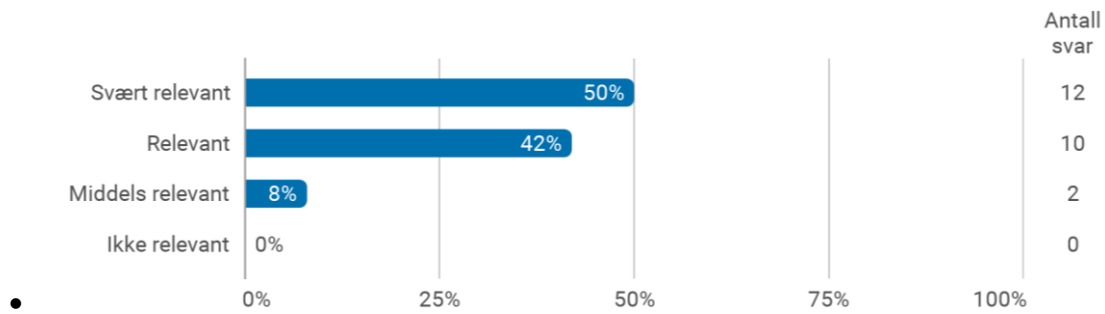
Hvor fornøyd er du med fordelingen av bacheloroppgavene blant studentene på PSYK250?



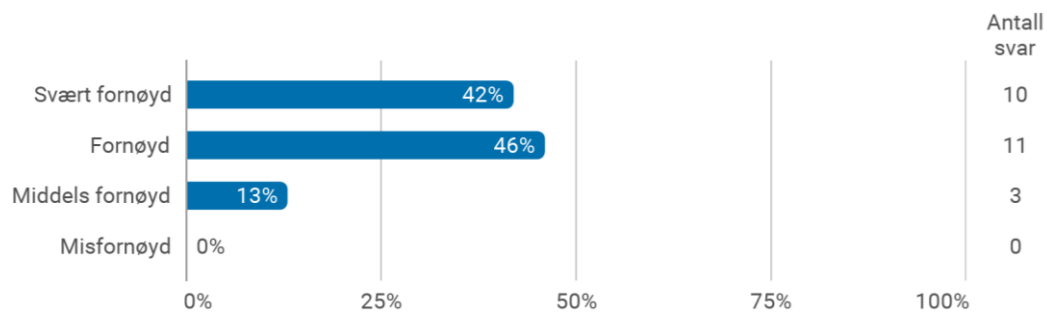
Hvor fornøyd er du med APA-kurset?



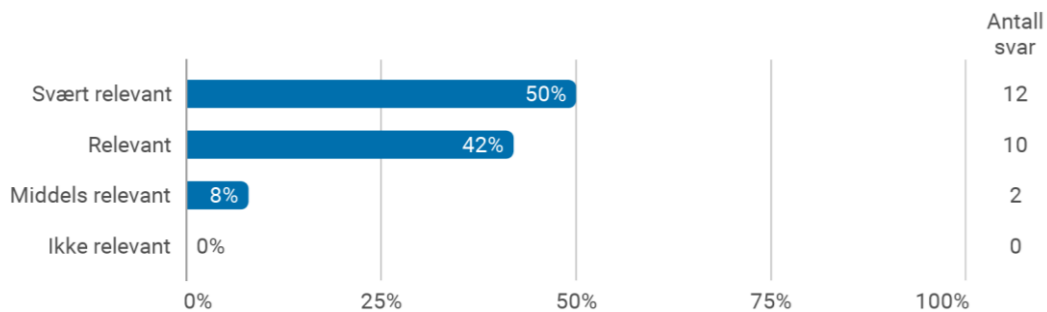
Hvor relevant syntes du APA-kurset har vært?



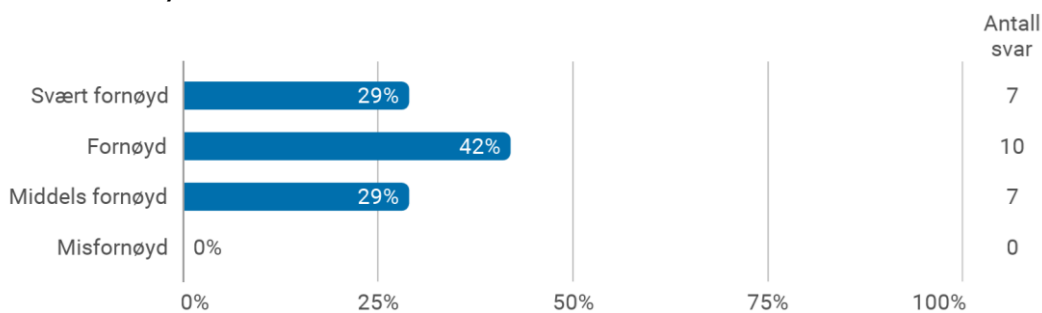
Hvor fornøyd er du med litteratursøk og Endnote-kursene?



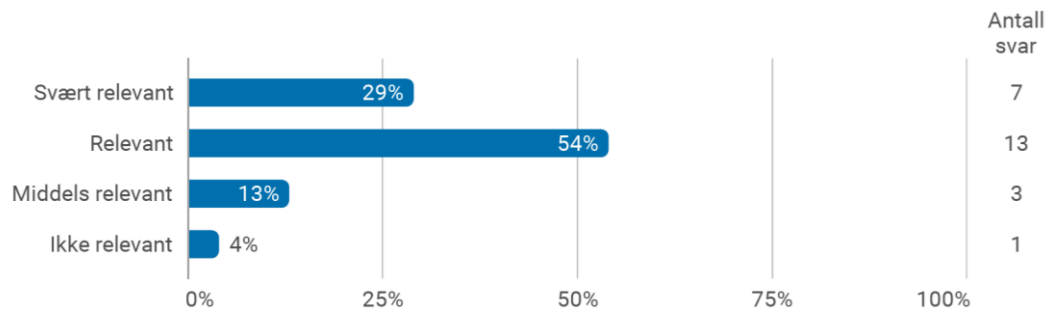
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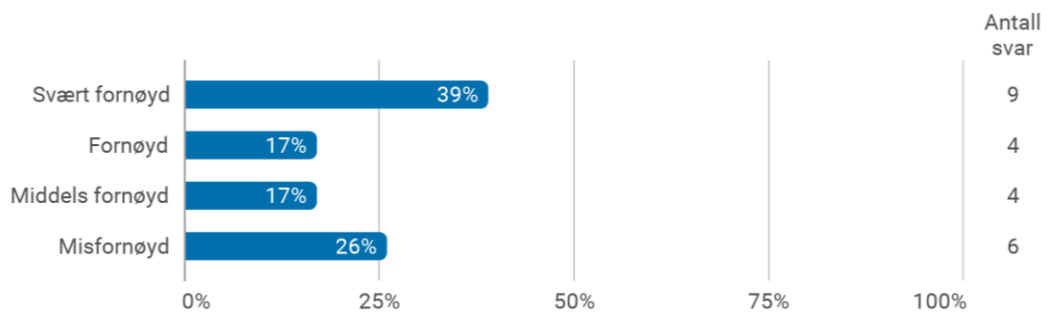
Hvor fornøyd er du med skrivekurs?



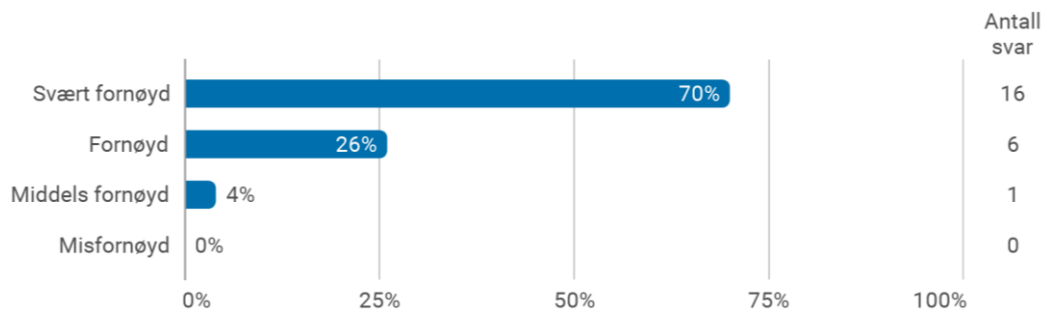
Hvor relevant syntes du skrivekurset har vært?



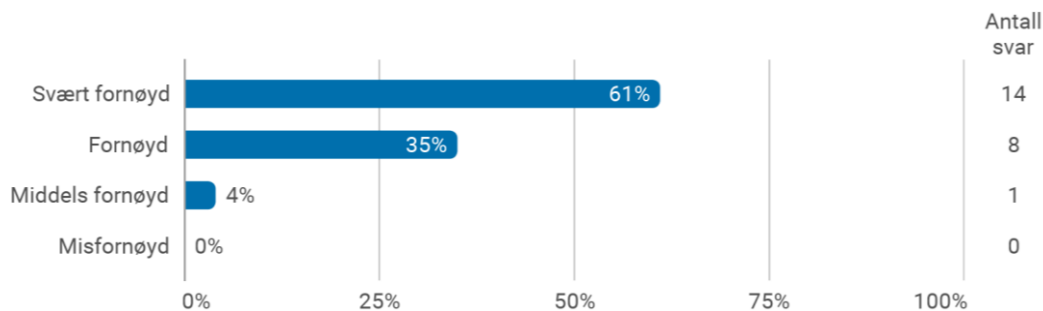
Hvor fornøyd er du med den faglige veiledningen av din bacheloroppgave?



Hvor fornøyd er du med den administrative/praktiske oppfølgingen på emnet PSYK250 (f.eks. henvendelser om administrative og praktiske spørsmål)?



Hvor fornøyd er du med samarbeidet med medstudenter?



Hvor fornøyd er du totalt med emnet PSYK250?

