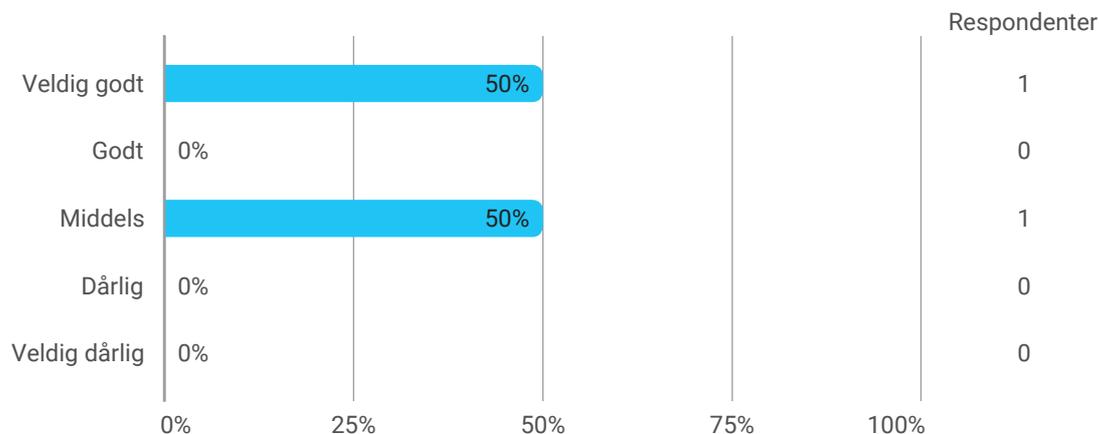


Hvilket studieprogram går du på?

- Masterprogram i filosofi
- Master filosofi

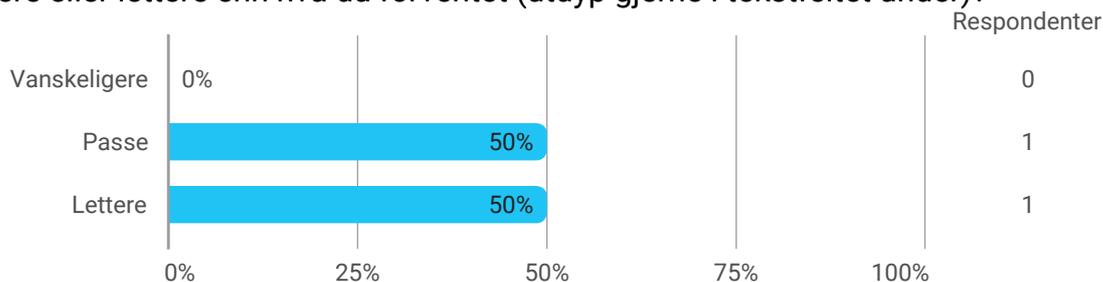
Faglig innhold - Hvor godt fornøyd er du med det faglige innholdet i emnet (utdyp gjerne i tekstfeltet under)?



Ytterligere kommentar?

- I find it difficult to evaluate what is a bad course, and what is simply a course that is not appealing to me personally. There is much of philosophy in general that I find of questionable value, yet I cannot determine whether this is because such philosophy is actually of little value or whether I fail to appropriately value or even understand the contributions within that particular field.

Er pensum vanskeligere eller lettere enn hva du forventet (utdyp gjerne i tekstfeltet under)?

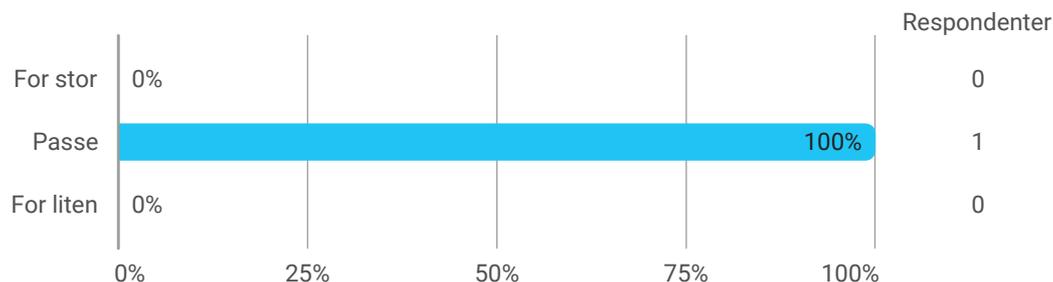


Ytterligere kommentar?

- I find it difficult to answer this conclusively, as the curriculum is in some ways up my alley. It is rather psychological in nature (reflecting on what it is to forgive someone, to blame someone, to resent someone), and so it may have been a subject that I had an easier time picking up than some others might.

Having said that, I find that (almost) half the class getting an A (7 out of 15) seems to me to be too high. I can say that I was one of these A's, yet when I saw that I was one among so many, any sense of pride quickly evaporated. Is half the class really so excellent? Am I? If an A no longer signifies distinction, does it not lose much of its value? The professor stated that the goal of the essay is to show that you (the student) can think and argue. Yet, is this not more what ought to be expected at the bachelors level? Should the masters level not demand more? Not only should you show that you can think and argue, but also that you can actually put in the work to study the material in some depth. In terms of studying in depth, there are some problems with the way UIB is organized in general, which I shall cover in the next part of this questionnaire.

Hvordan synes du at arbeidsmengden på kurset er i forhold til antall studiepoeng (utdyp gjerne i tekstfeltet under)?

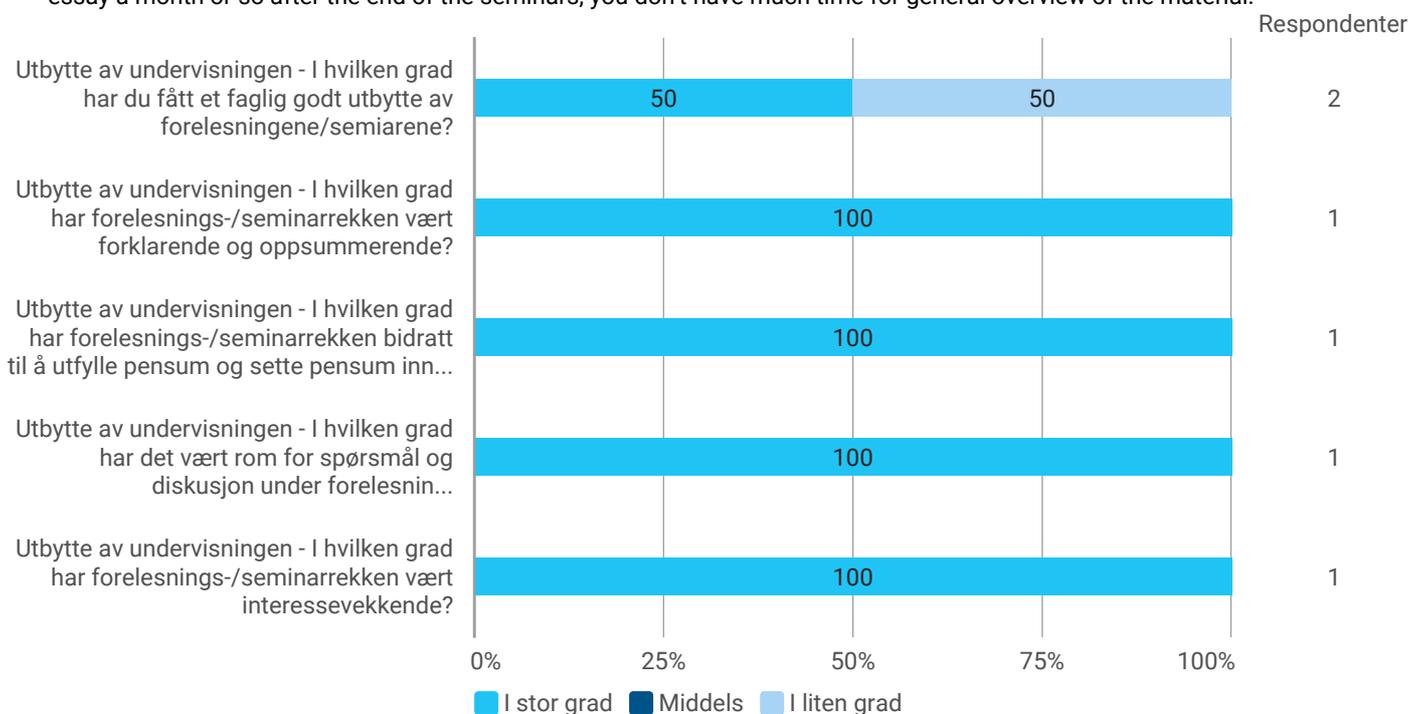


Ytterligere kommentar?

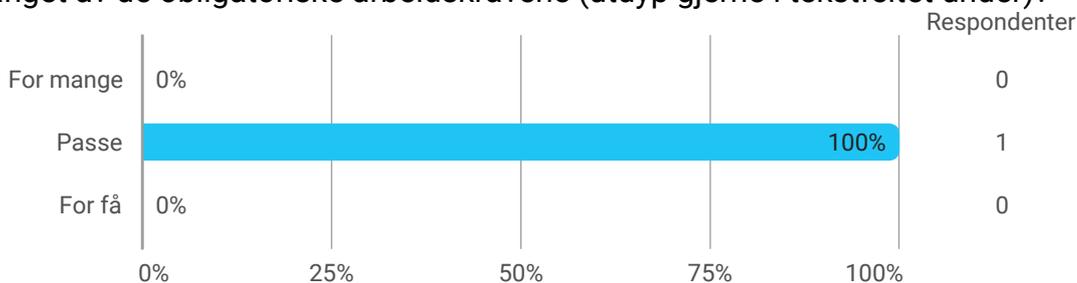
- The answer to this question depends on how one is to view it. On one hand, the material one was expected to read prior to participating in the seminars/lectures was no lower than any other course I have participated in, and it was perhaps even higher. While I did not participate in any of the seminars, I have heard from others (whose opinion I generally trust) that the level of the seminars was fairly high.

On the other hand, when it came to writing your essay, you did not need to draw on all that much literature and could focus on just a few texts, this being connected with the expectation that you are capable of "displaying your capacity to think and argue" (I paraphrase what the professor told me directly) rather than showing your knowledge of the material. This is in part sensible, yet the question is how far such a policy should go.

I can say that a problem I have had over the course of my studies at the university in general is the conflicting incentives of every course. On one hand, you could read each text prior to each lecture/seminar and get an overview of the whole course. On the other hand, if you wish to do well on your essay, you are incentivized to completely ignore the general curriculum and rather pick a subject to write on and start writing immediately. You are pulled in two directions. You CAN read the general material of the curriculum, yet you really have very little incentive to do so, for if you want a good grade, you would (often) be better off simply picking a subject immediately and ignoring every other aspect of the curriculum entirely. When you need to produce an essay a month or so after the end of the seminars, you don't have much time for general overview of the material.



Hva synes du om omfanget av de obligatoriske arbeidskravene (utdyp gjerne i tekstfeltet under)?

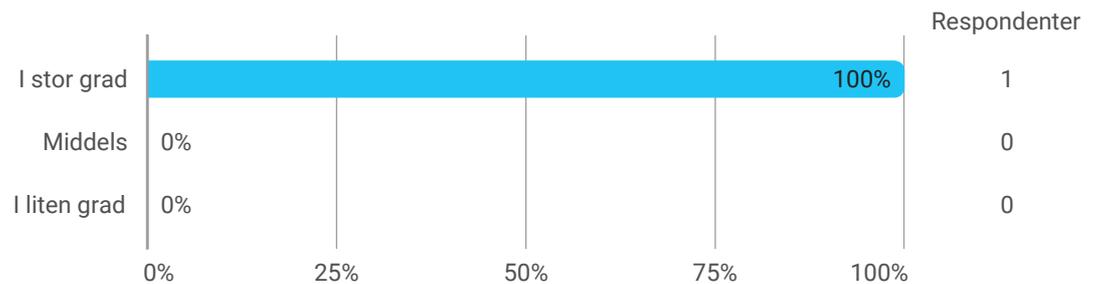


Ytterligere kommentar?

- The previous question "I hvilken grad har du fått et faglig godt utbytte av forelesningene/seminarene?" I answered "i liten grad", yet I should clarify that I did not attend any seminars, so this is not really a reflection of the level of the seminars themselves, only that I did not utilize them.

I have always detested obligatory requirements. This may conflict with some of my previous statements, yet I find my freedom to study as I see fit to be of utmost value and I have always loathed being pulled across the finish line by force.

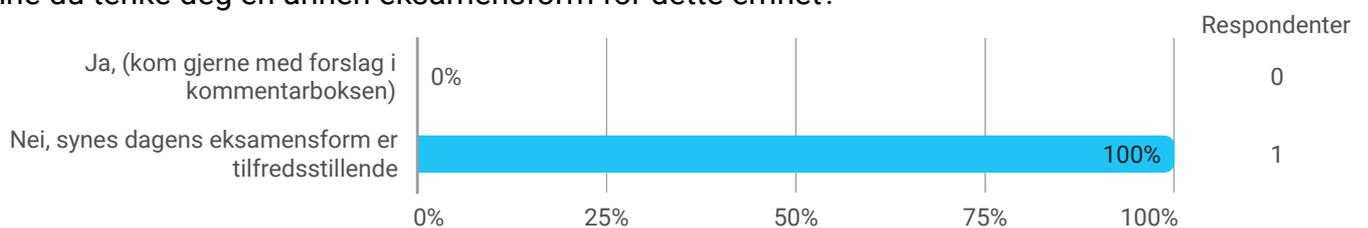
I hvilken grad har du hatt utbytte av de obligatoriske arbeidskravene (utdyp gjerne i tekstfeltet under)?



Ytterligere kommentar?

- I gained limited benefit out of the mandatory requirements, but I think this is also in part my own fault. All one needs to do is to deliver a draft for evaluation. My draft was not sufficiently developed for detailed feedback to be realistic. That said, it allowed me to ask whether I needed to include more references and such (to which the answer was no), and this was helpful in terms of direction. It is hard to complain about draft feedback. I simply dislike obligatory activities.

Kunne du tenke deg en annen eksamensform for dette emnet?



Kunne du tenke deg en annen eksamensform for dette emnet? - Ja, (kom gjerne med forslag i kommentarboksen)

- For this course, I think an essay seems appropriate. I only find that the essay structure somewhat conflicts with following the general curriculum. This was actually less of a problem in this course, I would say, because the material was very interconnected, and I have experienced worse conflict in other courses.

Er det noe du vil tilføye som kan være til hjelp for forbedring av studietilbudet?

- Throughout my studies at UIB I have felt that there is little direction. You pick and choose subjects somewhat willy-nilly, and you don't really feel like you get any deep understanding of any particular subject. When you, each semester, need to write three separate essays on three separate topics, you are unlikely to get any deep understanding of anything, at least barring an incredible work-ethic and a high amount of talent. At the end of every course, I feel I have gained a superficial understanding of the course material, and little else. This seems to me a problem. I realize there are trade-offs for everything, and more direction might feel stifling. It can nonetheless envision that more direction in form of a clearer goal for what you are supposed to learn over the course of your studies might be more motivating.

Another comment, and one I am quite confident about: mixing bachelor students with master students is awful! Either one has to lower the level to accommodate the bachelor students, or elevate it to the masters level and leave the bachelor students behind. Terrible! Terrible! Terrible!

Finally, let me say that an excellent student can get something out of anything. If I were more hard-working than I am, I may have felt as if I got more than superficial understanding of each subject. The problem, however, is that even with (at the end of the day) rather superficial understanding of the material, I still get a fair amount of A's (as I did in the course in question, FIL344). Have I really earned these A's? I have my doubts. I am ultimately left wondering - what use does the world have for mediocre philosophers?

- Veldig fornøyd med foreleser/seminarleder

Samlet status

