

## Evaluation of course PROPSY305, Cognitive Psychology Spring semester 2013

Conducted and submitted by course emneansvarlig, Mark Price, August 2013

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## Course description

Course language – English

This is a new course, prepared for the new study plan. The assessment is for the first semester that the course was delivered. The course consists of 2 themes, each of which may be taken separately by exchange students.

**Theme 1 (also PSYCH305A for exchange students): The lecture course teaches basic and higher cognitive processes in the information processing tradition (9 study points).** In addition to traditional lectures, teaching time includes study and discussion of journal papers, videos, demonstration of classic experimental paradigms, and exercises in essay structuring. The main lecture slides and additional materials such as journal papers and reading guides are available to students on My Space. For descriptions of a new evaluation method, in the form of assessed (and graded) essays, see further below.

**Theme 2 (also PSYCH305B for exchange students): Term paper (emneoppgave). Design, evaluation and analysis of cognitive research (6 study points).** Students wrote a maximum 5000 word emneoppgave, either a theoretical paper or an empirical paper, based on projects that were chosen from a provided short list at the start of the semester. Projects mostly related to ongoing research interests of supervisors. Some students ran experiments or collected questionnaire data as part of their projects. Project reports were ungraded, and passed by the individual supervisors, and the course tutor additionally checked all projects. Students were also required to attend a conference day where they gave formal presentations of their projects to other students in their class.

## Evaluation methods

- a) A paper questionnaire was distributed at the students' emneoppgave conference, and completed anonymously by 37 students.
- b) An evaluation discussion was also held at the end of the students' emneoppgave conference.

## Attachments

Resultatfordeling PROPSY305 våren 2013  
Graphical summary of evaluation data

## Overall course assessment

### A) Summary of questionnaire data

- Evaluating the overall course in relation to other courses, on a 5-point Likert scale running from POOR to EXCELLENT, 71% students rated the course as ABOVE AVERAGE or more (18% EXCELLENT) while none rated it below average.

A further series of questions assessed course quality using a 5-point Likert scale running from “STRONGLY DISAGREE” to “STRONGLY AGREE”.

- Was the course well administered and organised? 88% AGREE (35% strongly) while 9% DISAGREE.
- Did students feel as if they had learned a lot from the course? 82% AGREE (18% strongly) while none disagree.
- Did the course inspire to further reflection? 71% AGREE (21% strongly) while 9% DISAGREE.
- Did the course work as a coherent whole? 65% AGREE (9% strongly) while 21% DISAGREE.
- Did the timetabling work well in the context of the overall semester? 76% AGREE (32% strongly) while 16% DISAGREE.
- In relation to their professional training, were students satisfied with the course? 68% AGREE (12% strongly) while 3% DISAGREE.
- Was it problematic that lectures were given in English? 6% AGREE (= 2 students) while 85% DISAGREE or more.
- In response to the general question of whether formal lecture time could be more usefully used for other teaching activities, only 6% of students rated AGREE or more, while 56% rated DISAGREE or more. This is very interesting feedback in relation to prevailing recommendations that teaching should move away from lecture format.
- Lecture attendance was medium to high for most course modules, but low for 1 module which students knew would not be examined and which took place shortly before an unrelated exam (see below). Only 6 students indicated that their reason for not attending lectures was that they considered lectures were “not useful” to their learning process.

### B) Summary of open feedback (discussion and written comments)

There was a general opinion that the course was well organized and that the teachers had been genuinely interested in giving good teaching. Sample quotations include:

- *The cognitive course has been rumoured to be the least exciting course during our professional training, but I cannot say these expectations have been met. Very interesting and exciting course!*
- *Each of the lecturers were very good at including the students, something I really like. It is very good to have the opportunity to discuss together with other students and then with the rest of the class. It was important for me that the lectures were consistent with the læringsmål and that the lecturers referred to those.*
- *This is the best organized course I have attended so far in the profesjonsstudiet. very good organization of the course ....*
- *Utrolig deilig å ha en emneansvarlig som fatisk har oversikt og tar oss alvorlig.*
- *It was clear what we were supposed to learn. Something that has been missing in lectures during other courses.*

On the other hand there were still some students who expressed that they did not find it easy to engage with the themes of the course.

Most students considered that there was a good balance of overlap between the preceding “cognitive neuroscience” and current “cognitive” courses, and that thematic overlap was not a problem. This included themes such as attention where the different courses have a different emphasis. However it was suggested that more precise reading details could have been given for the Gazzaniga et al. text book in the cognitive neuroscience course to avoid some students reading parts of the book during cognitive neuroscience that were not actually examined, and which are actually part of the syllabus for the cognitive course. Teachers should also be more mutually aware of exactly what is covered in each of these 2 different but overlapping courses. *Action to be taken: The emneansvarlig will communicate and discuss this with the emneansvarlig for cognitive neuroscience.*

The Hardman textbook used in our course to cover decision making etc. was considered to be a very bad and inaccessible text book and should be replaced. *Action to be taken: The emneansvarlig will discuss a replacement text book with the teachers who cover this part of the syllabus. As an interim measure, the text book has been discontinued and will be replaced with selected papers. Kahneman’s book “Thinking fast and slow” was recommended by many students as very helpful and should be listed as possible course reading material.*

There was variation in how specifically the different lecturers outlined the learning goals for their lecture modules, and generally students would like a high degree of specificity from all lecturers. *Action to be taken: The emneansvarlig will communicate this with other teachers on the course.*

The memory lecture module was considered to be very well taught and the students valued having an externally hired expert in memory to teach this module. However the memory lectures could be pitched at a more advanced level to avoid repetition of themes previously covered in årstudiet (e.g. basic models of STM). *Action to be taken: The emneansvarlig will communicate this with the teacher who should easily be able to replace some basic themes with more advanced ones that were recently removed from the course to allow for the reduced hours of teaching under the new study plan.*

More thematic connection was desirable with the contents of the clinical neuropsychology course that shares a semester with cognitive psychology. *Action to be taken: The emneansvarlig will discuss this with the emneansvarlig for the clinical neuropsychology course.*

A low attendance for memory lectures this semester was caused by proximity of an unrelated exam, perhaps (according to students) more than because of the fact that the memory lectures were themselves not examined. *Action to be taken: This has been an unavoidable timetabling problem but the emneansvarlig will attempt to minimize similar timetable clashes where possible.*

Students mostly commented that having the course in English was a positive experience. However non-native English speakers were more difficult to understand for some students. *Action to be taken: Possible solutions will be discussed with non-native English speaking lecturers.*

Students appreciated class exercises, early in the course, that practiced exam questions. This should be maintained and possibly expanded.

Students liked having the course concentrated into a few weeks so that there was no timetable overlap with other courses running in the same semester. Therefore the general timetabling strategy appears to have been successful, given the constraints imposed on the semester by the new study plan. Semester projects were in practice conducted largely in the second half of the semester when students had more free time from timetabled activities. Example comments by students were:

- *I LOVED the fact that the different courses (305 & 306) were staggered through the semester, instead of running in parallel*
- *Great course, nice scheduling so that we finished most of it by March.*

### **C) Overall summary of feedback**

The course was perceived by most students to be above average in quality, well administered, interesting, professionally relevant, and inspiring for further reflection. The compact timetabling appears to have been largely successful for most students. Use of English language is not a problem for the vast majority of students. Students generally value the continued use of traditional lectures as the main teaching format. Issues that need further attention include communication between courses in terms of pensum and thematic

overlap, further specification of learning goals for at least some parts of the course, adjusting the content of one course module to avoid overlap with previous courses, and replacement of one of the course text books.

## Assessment of individual course modules

### A) Summary of questionnaire data

- For individual lecture modules, the % students rating the modules as “above average” or more ranged from 50% to 86%, and for top ratings of “excellent” the range was from 6% to 36%. For any module, the number of students rating the module as below average never exceeded 3.

Summaries of more detailed feedback, pooled for all 4 lecturers, are presented below. Specific data for each lecturer has also been passed on to each lecturer, along with comments directed specifically to the lecture’s teaching module.

A series of questions assessed lecture quality using a 5-point Likert scale running from “Strongly disagree” to “Strongly agree”.

- For individual modules, 64%-72% of students agreed or strongly agreed that the thematic content of the course was interesting.
- For individual modules, 58%-92% of students agreed or strongly agreed that lectures were engaging and motivating.
- For individual modules, 75%-89% of students agreed or strongly agreed that the lecturer conveyed the topic clearly.
- For individual modules, 74%-80% of students agreed or strongly agreed that lectures were relevant to their professional training.
- For individual modules, 83%-100% of students agreed or strongly agreed that lectures were well prepared.
- For individual modules, 83%-100% of students agreed or strongly agreed that lecturers were receptive to questions and discussions
- For individual modules, 76%-97% of students agreed or strongly agreed that teaching methods were appropriate for the subject matter.
- For individual modules, 46%-94% of students agreed or strongly agreed that lectures were relevant to the pensum.
- For individual modules, 54%-92% of students agreed or strongly agreed that lecturers were a useful contribution to their learning process.

- For individual modules, 69%-93% of students rated the level of the lectures (on a 3 point scale from too basic to too advanced) as “about right”. For the module with the lowest level of “about right” ratings, 31% students felt the lectures too advanced. For another module, those who dissented from “about right” gave “too basic” ratings. Remaining modules had negligible levels of dissent from “about right”.
- For individual modules, 57%-87% of students agreed or strongly agreed that the lecturer provided useful additional materials.
- For individual modules, 29%-92% of students agreed or strongly agreed that the lecturer made good use of “My Space”.

### **B) Summary of open feedback (discussion and written comments)**

Comments directed to each lecturer’s course have been forwarded to respective lecturers so that they can consider any possible modifications.

## Assessment of graded examination method

A novel approach to student assessment was used in order to improve deep learning rather than rote memorization, and in order to permit graded assessment in a timetable with very little free time for exam revision. Students completed 3 separate graded essays. These were each themed in relation to one of the 4 main lecture modules and given shortly after the end of each lecture module (where possible). They were written on computers in a period of 2 hours each, with a maximum word count of 1100 words, and full access to any text book, notes or online material the students wished to make use of. Students were able to access the titles of essays (including by email and on "My Space") at the start of the writing period, and submitted their essay electronically at the end of this period. Writing took place in a specified classroom for the majority of students, but some chose to write at home or at other locations in the Faculty. Grading took place at the end of the semester after submission of an obligatory semester paper (which was pass/failed). Marking was conducted by 1 external examiner, and each of 3 separate lecturers acted as internal examiner for their own essay question. A separate grade was given for each essay, but students were only able to access a final overall average grade calculated by faculty administration. Students were given written feedback on what had been expected for each essay, and were also able to request specific feedback from examiners on their essay performance.

Despite some early technical hitches, this assessment system proved very workable, and also popular with the majority of students.

### A) Summary of questionnaire data

- Compared to other evaluation formats (multiple choice, long school exam, home exam etc.), most students were satisfied with this assessment format [69% agreed or more (41% strongly) while only 13% disagreed].
- Most students agreed that the format encouraged useful learning [64% agreed or more (21% strongly) while only 29% disagreed].
- By far the majority liked having essays staggered through the course [91% agreed or more (48% strongly) while only 6% disagreed].
- Opinion was evenly divided over (a) whether access to course materials (text books, notes etc.) during the essay writing had a positive influence on their learning style [39% agreed and 39% disagreed]; (b) whether they were happy with their answers [36% agreed and 33% disagreed]; (c) whether they felt their essays were a good reflection of what they had learned [42% agreed and 42% disagreed].
- While a slight majority thought the maximum word count for the essays should be left at 1100 words [55% versus 45% who wanted a longer count], a majority favoured having more than 2 hours to write [70% versus 30% who wanted no change].



- The majority disagreed that they should fail the whole course if they failed just 1 essay in isolation [66% versus 16% who agreed with the status quo].

### **B) Summary of open feedback (discussion and written comments)**

Most feedback was very positive. Students liked having essays after each lecture module rather than all together later in the semester.

Most wished for slightly longer time to complete the essays. *Action to be taken: We will attempt to change this for spring 2014 as the autumn 2013 timetable is already set*

Some students reported it was stressful to have a new assessment system of this kind which they were not used to, especially as most set essays were on very broad themes. Students expressed frustration at not being able to have feedback on each essay as soon as it was written; this had been our original intention but was blocked as violating university rules. Students also expressed frustration that they could not access the separate grades for their individual papers, again something that was forced on the course by existing rules. *Action to be taken: It would be very desirable for these rules to be changed to allow students maximum pedagogic benefit from their assessment system.*

Allowing students access to course materials during their exam proved to be difficult for some students who reported that it may have discouraged reading, or that it was difficult to use course material effectively within the time constraints of the 2-hour essay. *Action to be taken: We will try to give students clearer advice on how to benefit from access to course materials during assessed essays, and on which pitfalls to avoid.*

One good suggestion from students was to have a trial essay early in the course. *We will consider if this is something we can work into the timetable in future semesters*

Other suggestions included removal of grading, or grading semester papers instead of essays.

### **C) Overall summary of feedback**

The assessment system has been largely successful. It could be further improved with some changes to university regulations, some more detailed preparatory guidance to students, and some minor alterations to the format of the assessed essays.

### **D) Overview of grades achieved**

All students passed. Overall grades were on average slightly higher than in previous cognitive semesters, with more A and B grades and fewer D and E grades. The number of students receiving grades A, B, C, D, E were respectively 3, 8, 20, 6, and 0.

## Assessment of semester projects

Students wrote a maximum 5000 word emneoppgave, either a theoretical paper or an empirical paper, based on projects that were chosen from a provided short list at the start of the semester. Projects mostly related to ongoing research interests of supervisors. Some students ran experiments or collected questionnaire data as part of their projects. Project reports were ungraded, and passed by the individual supervisors, and the course tutor additionally checked all projects. All projects received a pass. Students also took part in an obligatory conference day where they gave oral presentations of their projects.

### A) Summary of questionnaire data and open feedback

- Most students were satisfied with their overall learning experience [69% satisfied or more (21% strongly) while only 9% were dissatisfied].
- Most students were satisfied with their supervision quality [67% satisfied or more (39% strongly)] but 24% were nevertheless dissatisfied.
- Most students were satisfied with project choice [61% satisfied or more (18% strongly) while only 18% were dissatisfied].
- Most students were satisfied with project allocation methods [79% satisfied or more (27% strongly) while only 3% were dissatisfied].
- Most students were satisfied with work sharing in their group [91% satisfied or more (33% strongly) while only 3% were dissatisfied].
- Most students were satisfied with their overall learning experience [69% satisfied or more (21% strongly) while only 9% were dissatisfied].
- About half the students expressed satisfaction with time available for projects [55% satisfied or more (31% strongly)] with others being neutral or 9% being dissatisfied.
- Under half the students rated the projects as relevant to the course aims [45% satisfied or more (12% strongly)] with others being neutral or 15% being dissatisfied.
- Nearly half the students agreed that having 4 students in a group detracts from their learning experience [45% agreed or more (12% strongly)] although 15% disagreed. Nevertheless most students agreed that conducting real experiments / data collection is valuable [84% agreed or more (31% strongly)] and only 9% disagreed.

Open comments reflected the questionnaire data above.

### B) Overall summary of feedback

Most students appeared satisfied with their projects. Most valued the opportunity to conduct real data collection. Nearly half expressed that the larger group sizes we require due to shortage of supervisors is suboptimal. Clearly there is a conflict here between supervisor resources and the learning value of empirical work. Only access to more potential supervisors can resolve this. The course only has 2 permanent lectures assigned to it at present.

Nearly a quarter of students were dissatisfied with their supervision quality, despite 39% being strongly satisfied. This variation clearly needs attention. One student commented that they felt they were being exploited as a research assistant. *Action to be taken: Guidelines will be sent to all supervisors by the emneansvarlig suggesting ways to avoid student disappointment in their projects.*

**FS580.001 Resultatfordeling**

Eksamen: PROPSY305 0 L 2013 VÅR

Kognitiv psykologi - MAPPEVURDERING - Essays

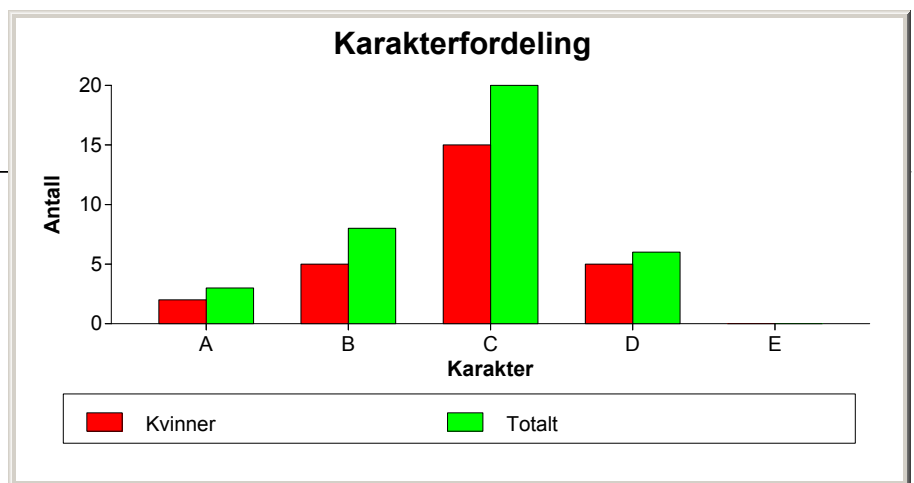
Karakterregel: Beste: A, Bestått: E, Dårligste: F

15,0sp

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	Totalt	Kvinner	Menn
Antall kandidater (oppmeldt):	37	27	10
Antall møtt til eksamen:	37	27	10
Antall bestått (B):	37	27	10
Antall stryk (S):	0	0	0
Antall avbrutt (A):	0	0	0
Gjennomsnittskarakter:	C	C	C
Antall med legeattest (L):	0	0	0
Antall trekk før eksamen (T):	0	0	0

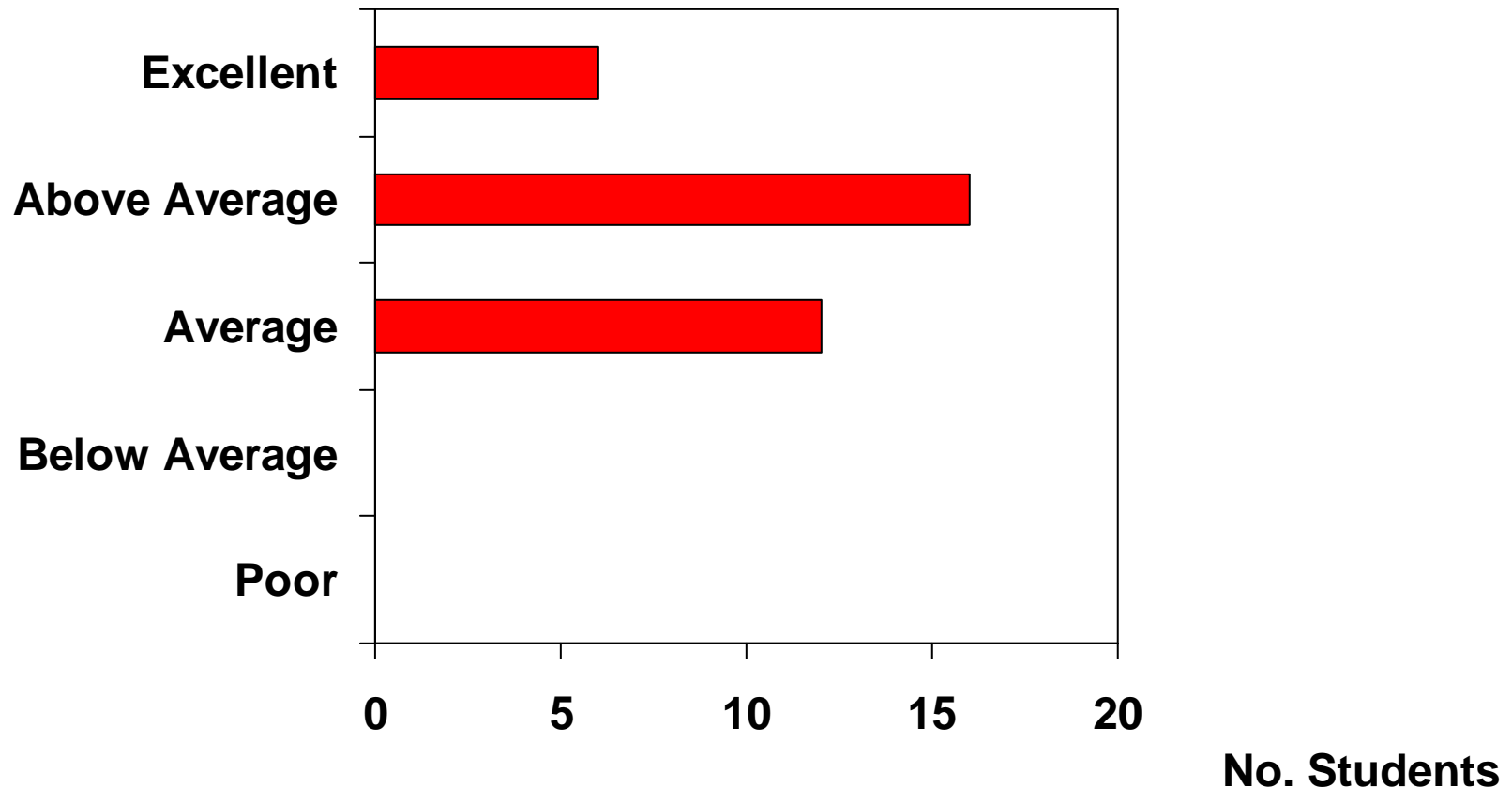
Karakter	Antall	Antall kvinner
E	0	0
D	6	5
C	20	15
B	8	5
A	3	2



# THE COURSE OVERALL

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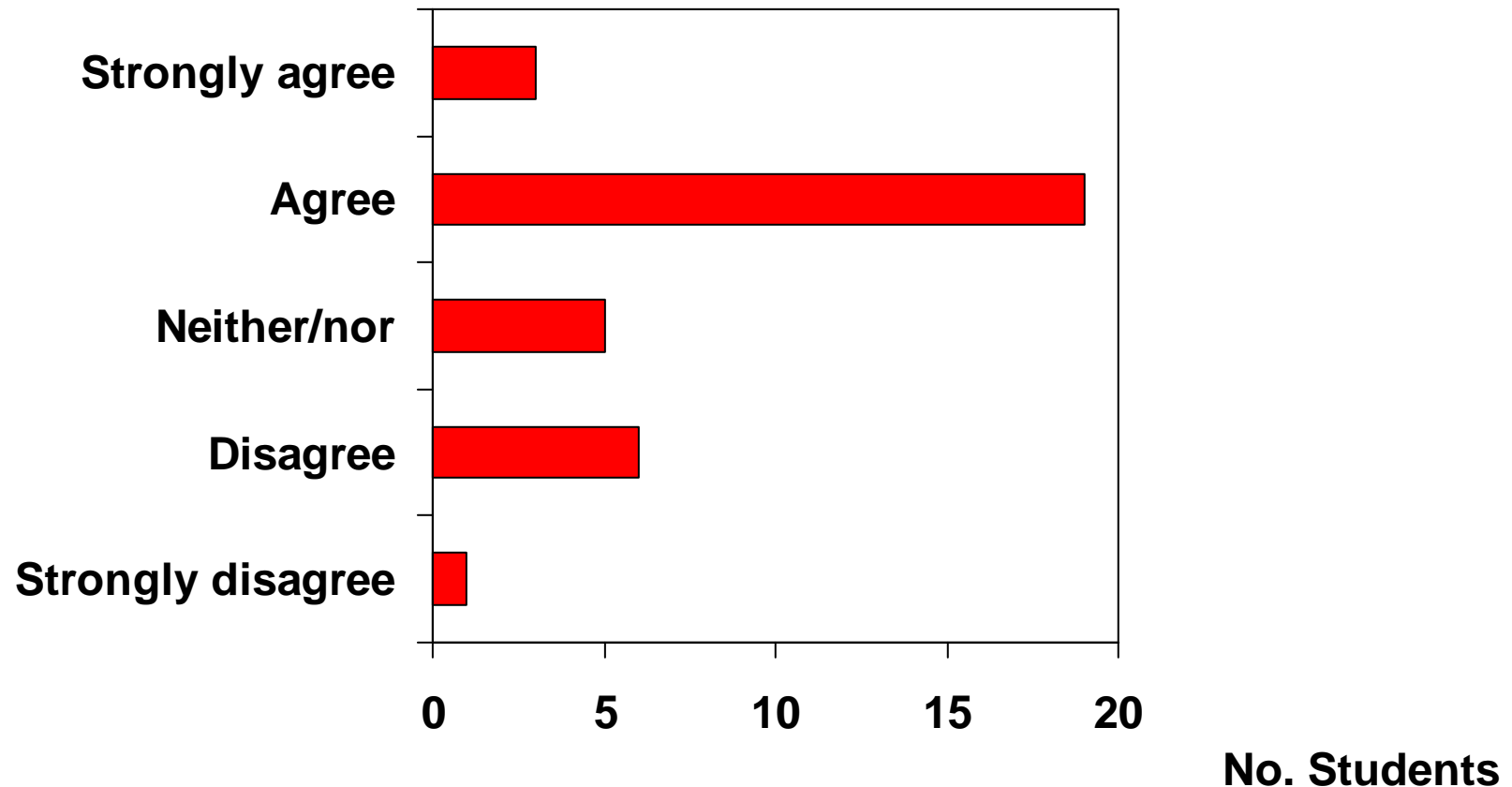
1. In relation to other courses, I found this course to be:



% students rating ABOVE AVERAGE or more = 71%  
% students rating EXCELLENT = 18%

# THE COURSE OVERALL

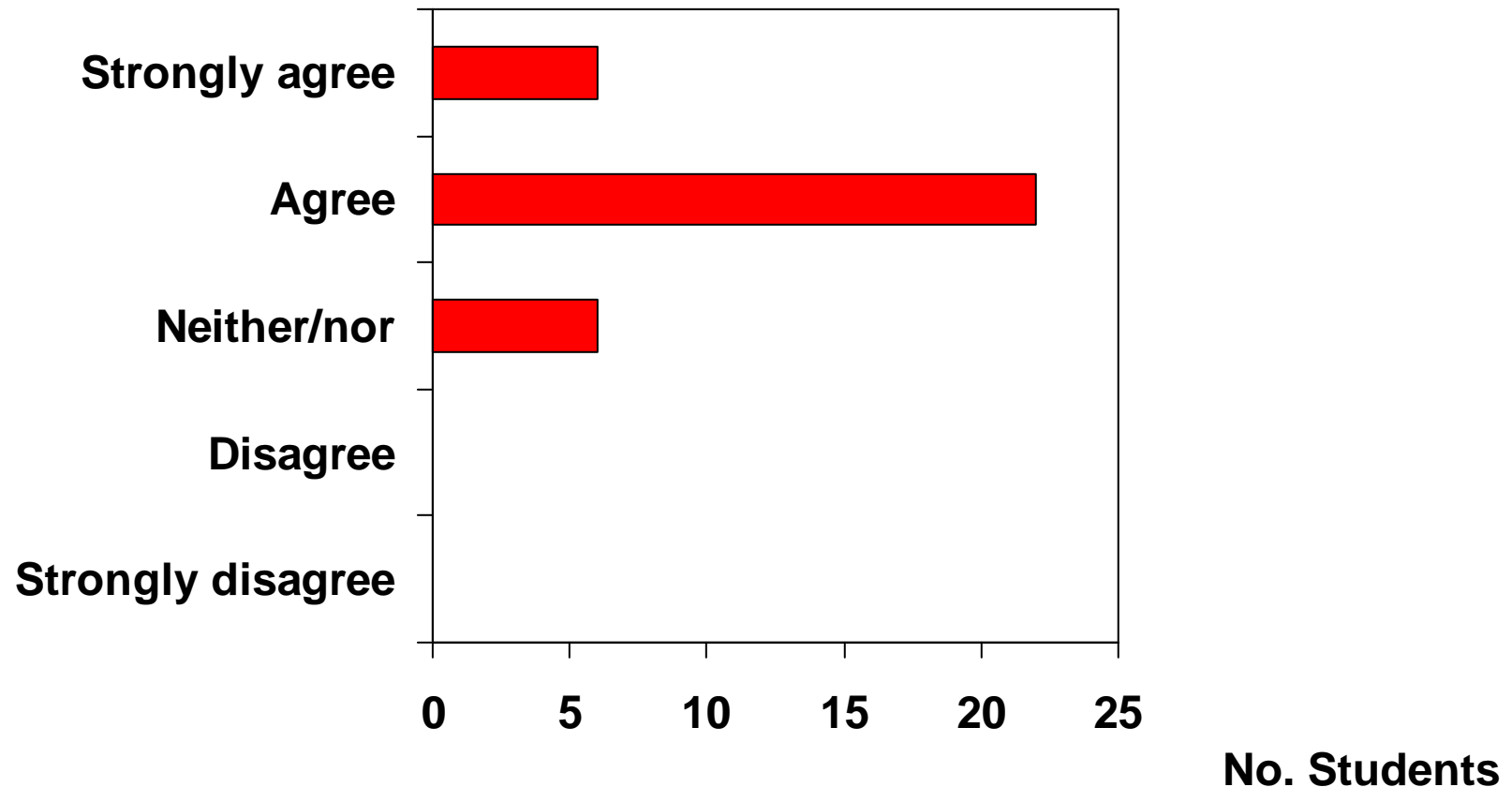
## 2. The course worked as a coherent whole?



% students rating AGREE or more = 65%  
% students rating STRONGLY AGREE = 9%

# THE COURSE OVERALL

## 3. I feel as if I have learned a lot from the course?

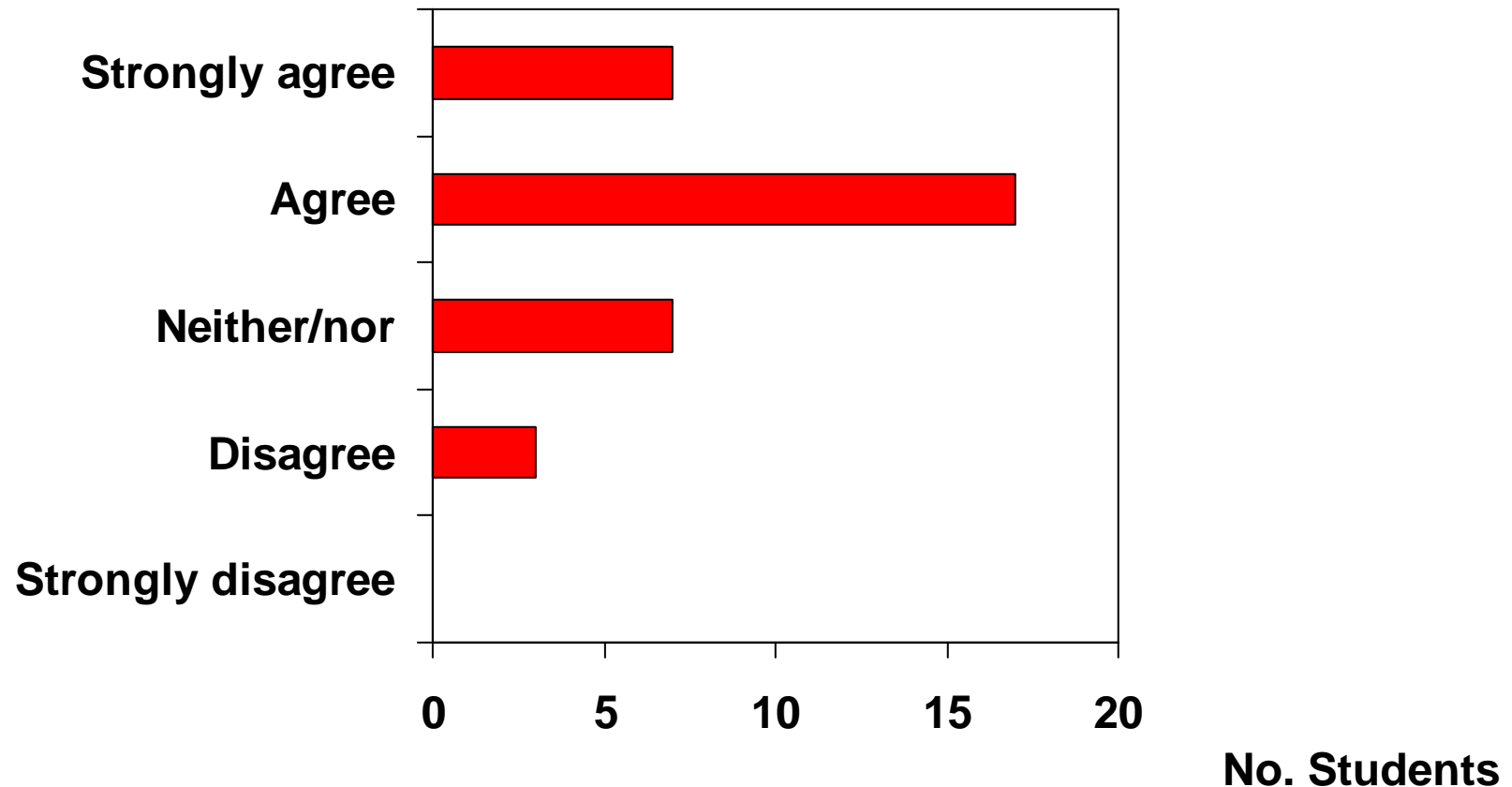


**% students rating AGREE or more = 82%**  
**% students rating STRONGLY AGREE = 18%**



# THE COURSE OVERALL

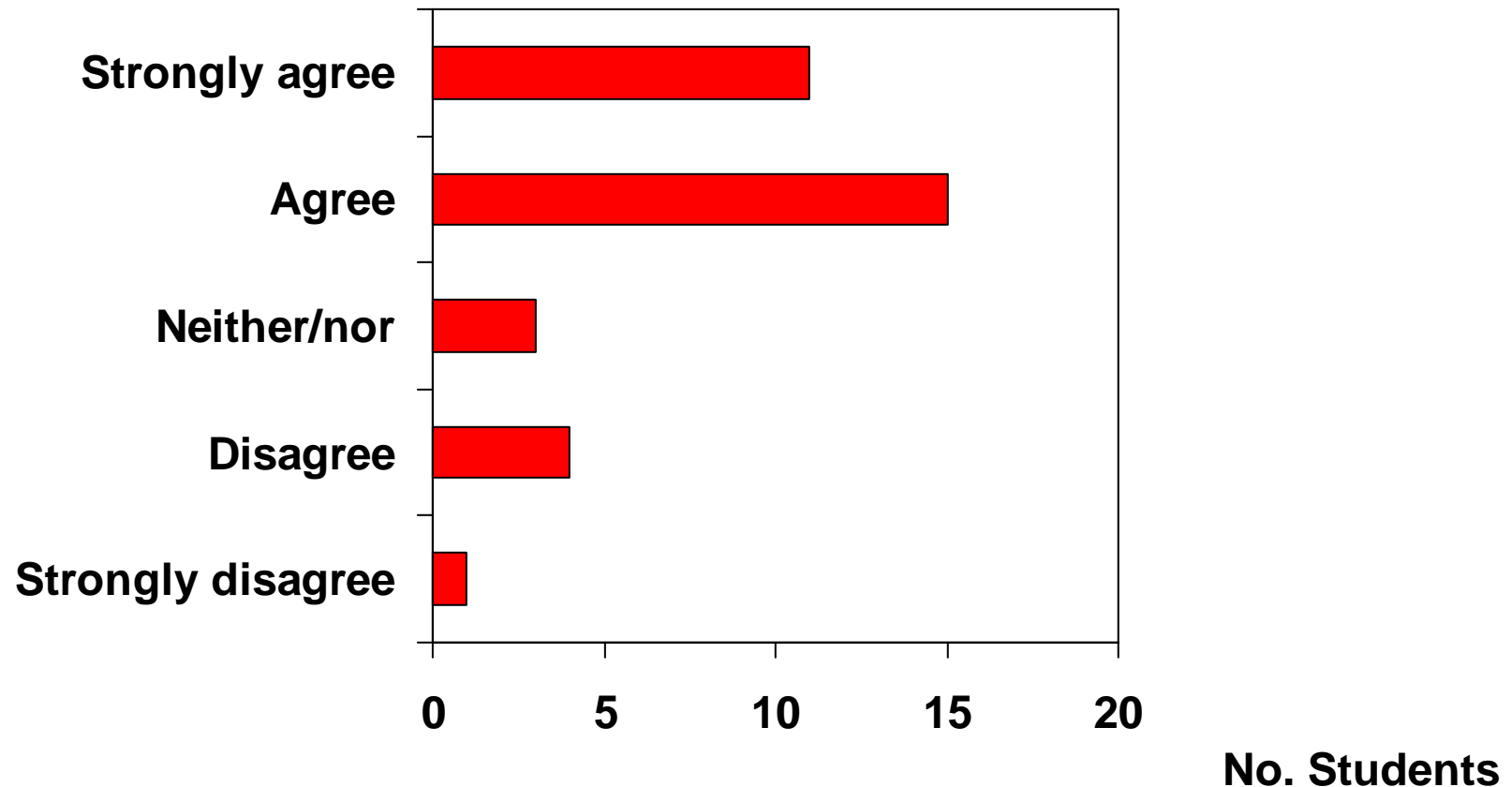
## 4. The course inspires me to further reflection and contribution?



**% students rating AGREE or more = 71%**  
**% students rating STRONGLY AGREE = 21%**

# THE COURSE OVERALL

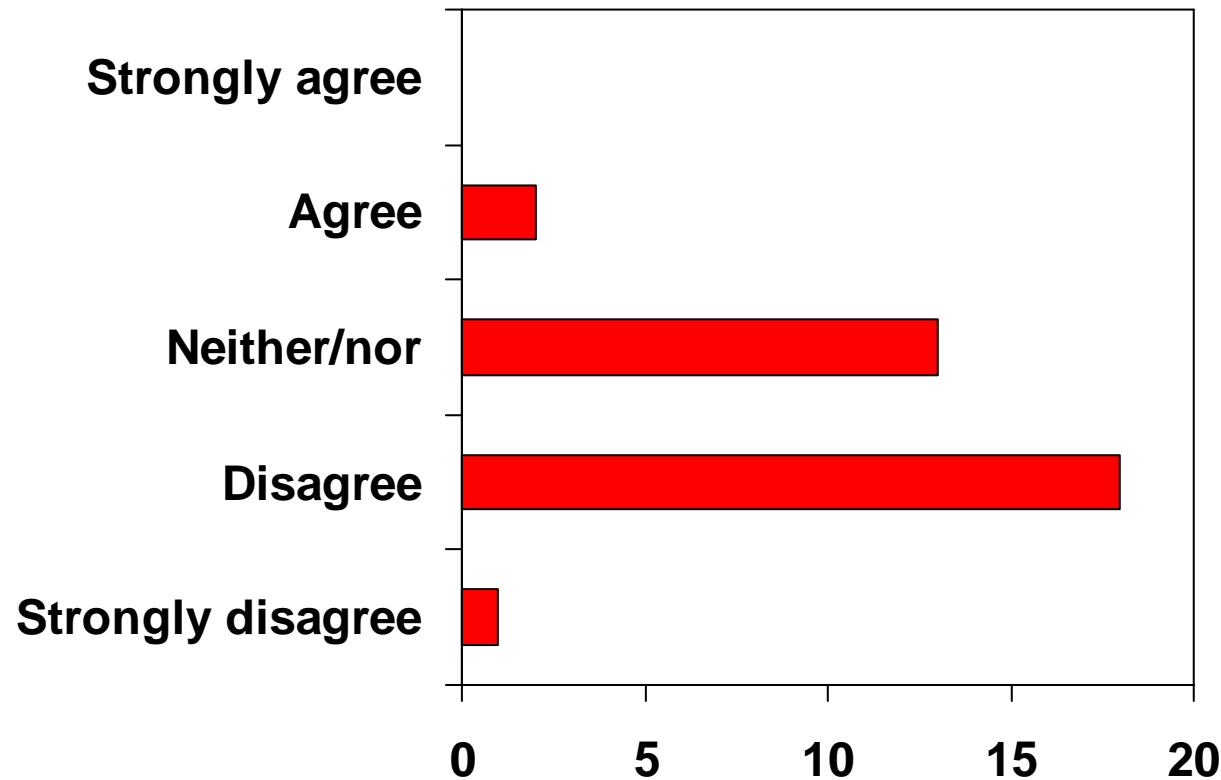
## 5. Timetabling worked well within context of whole semester?



**% students rating AGREE or more = 76%**  
**% students rating STRONGLY AGREE = 32%**

# THE COURSE OVERALL

6. Staff time spent lecturing could have been better used for discussions, group work or other activities?

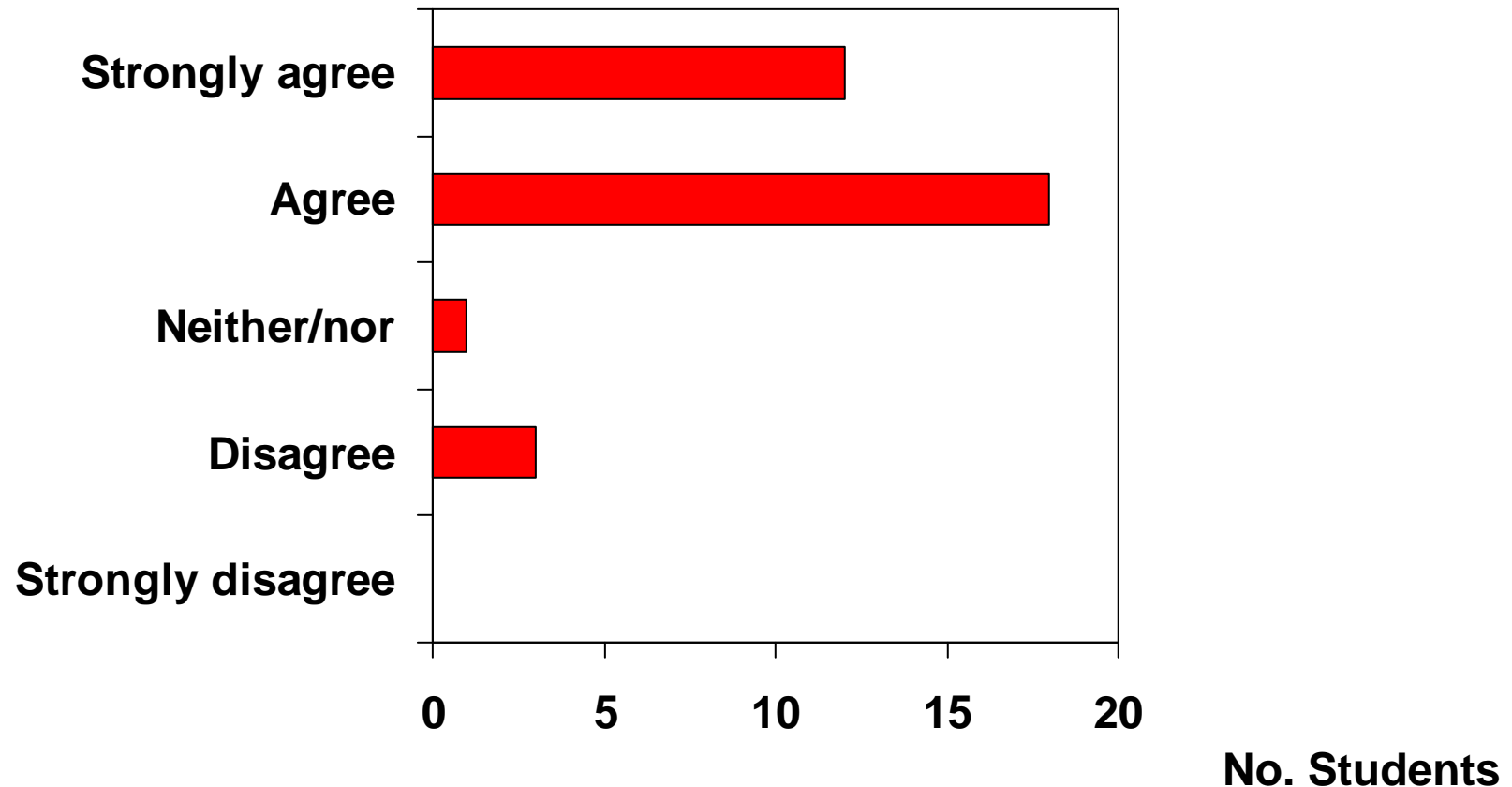


No. Students

% students rating AGREE or more = 6%  
% students rating DISAGREE or more = 56%

# THE COURSE OVERALL

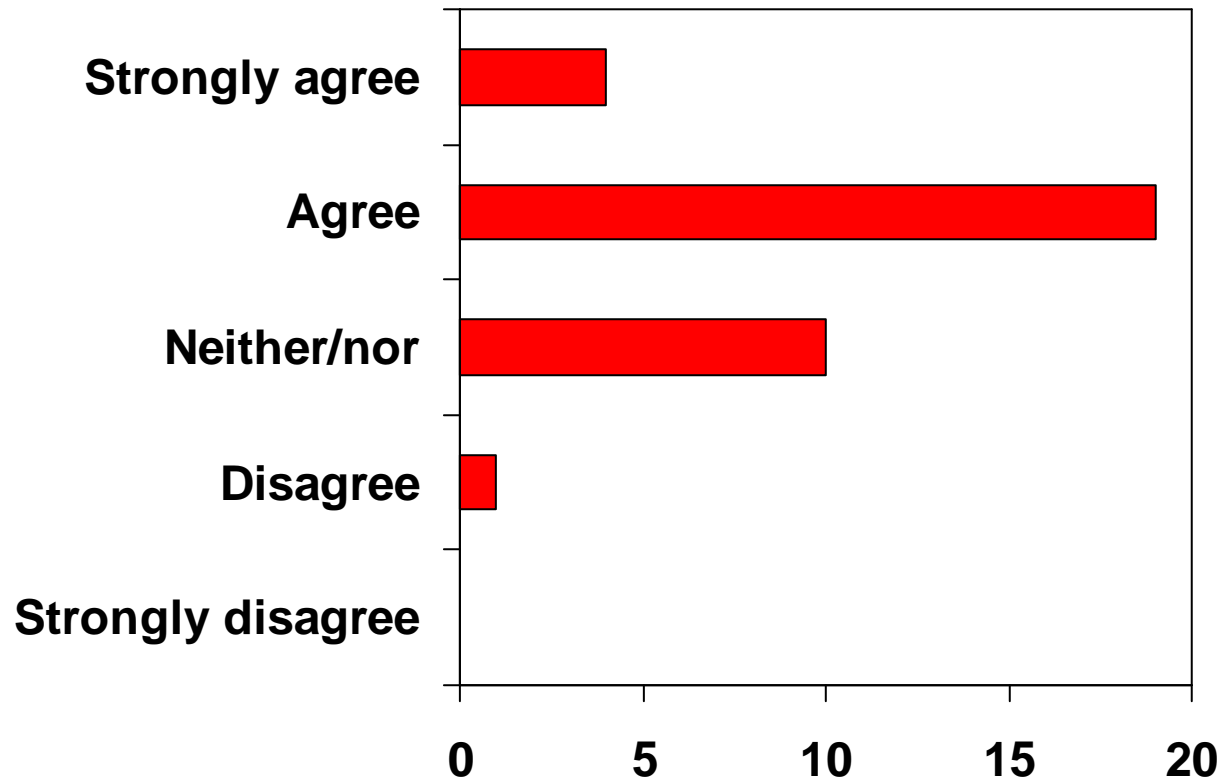
## 7. The course was well administered and organised?



**% students rating AGREE or more = 88%**  
**% students rating STRONGLY AGREE = 35%**

## THE COURSE OVERALL

8. In relation to my professional training, my overall opinion of the value of the course is?

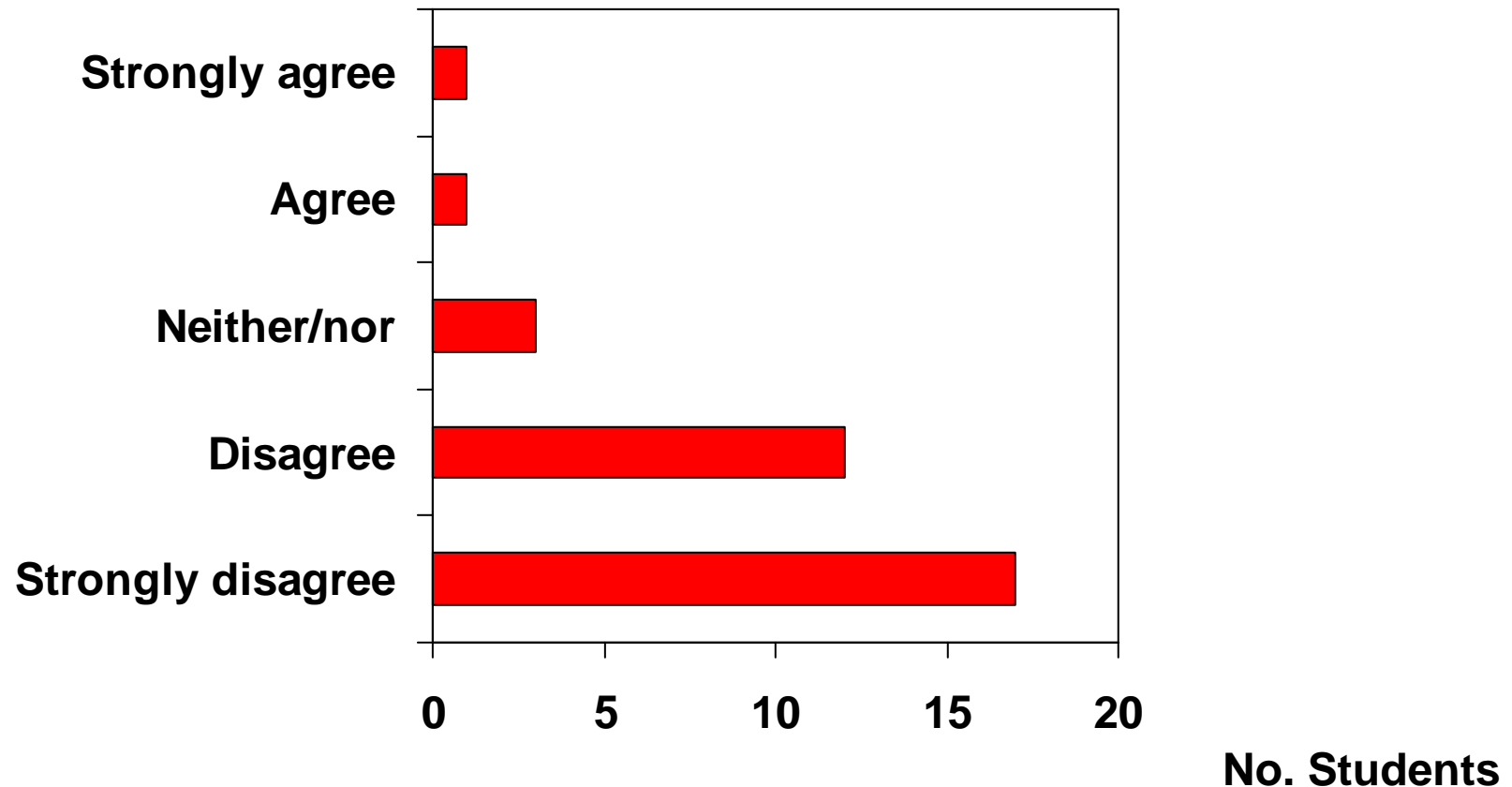


No. Students

% students rating AGREE or more = 68%  
% students rating STRONGLY AGREE = 12%

# THE COURSE OVERALL

## 9. It was problematic for me that lectures were given in English?



% students rating AGREE or more = 6%  
% students rating DISAGREE or more = 85%

## THE COURSE OVERALL - summary

**Relative to other courses**, 71% students rated ABOVE AVERAGE (18% EXCELLENT) while none rated below average.

**Worked as coherent whole?** 65% AGREE (9% strongly) while 21% DISAGREE

**Learned a lot?** 82% AGREE (18% strongly) while none disagree

**Inspires to reflect and contribute?** 71% AGREE (21% strongly) while 9% DISAGREE

**Timetabling worked well?** 76% AGREE (32% strongly) while 16% DISAGREE

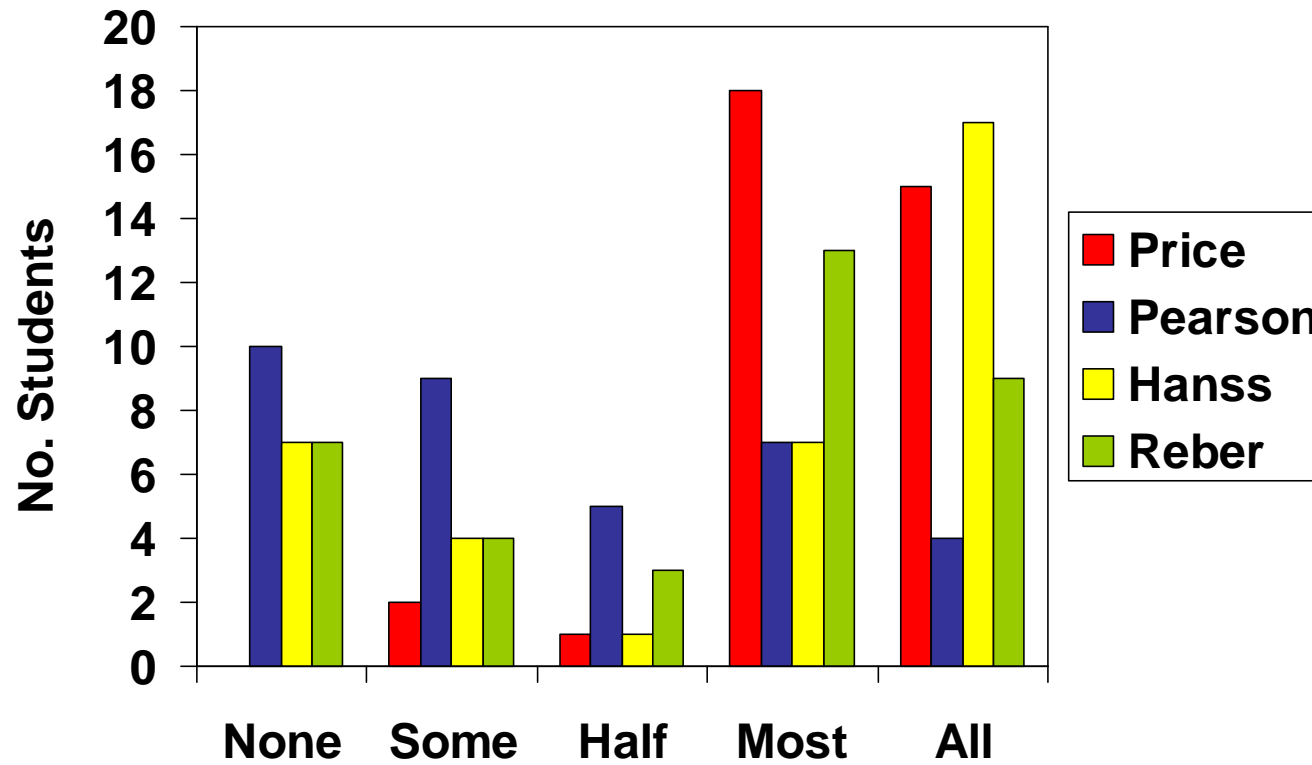
**Replace lectures with other activities?** 6% AGREE while 56% DISAGREE

**Well administered/organised?** 88% AGREE (35% strongly) while 9% DISAGREE

**Satisfaction wrt. prof. training?** 68% AGREE (12% strongly) while 3% DISAGREE

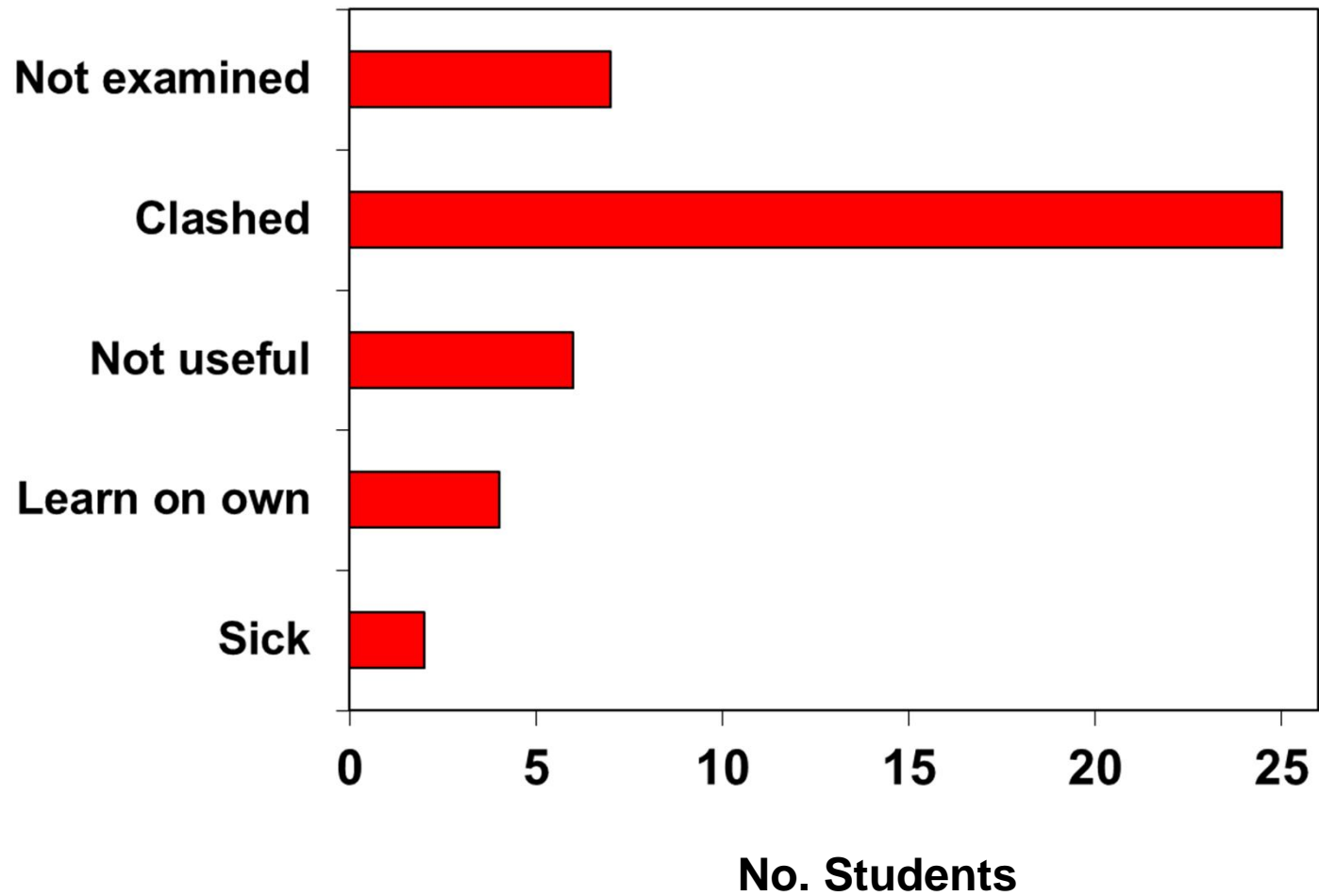
**English problematic?** 6% AGREE (2 students) while 85% DISAGREE or more

# Lecture attendance

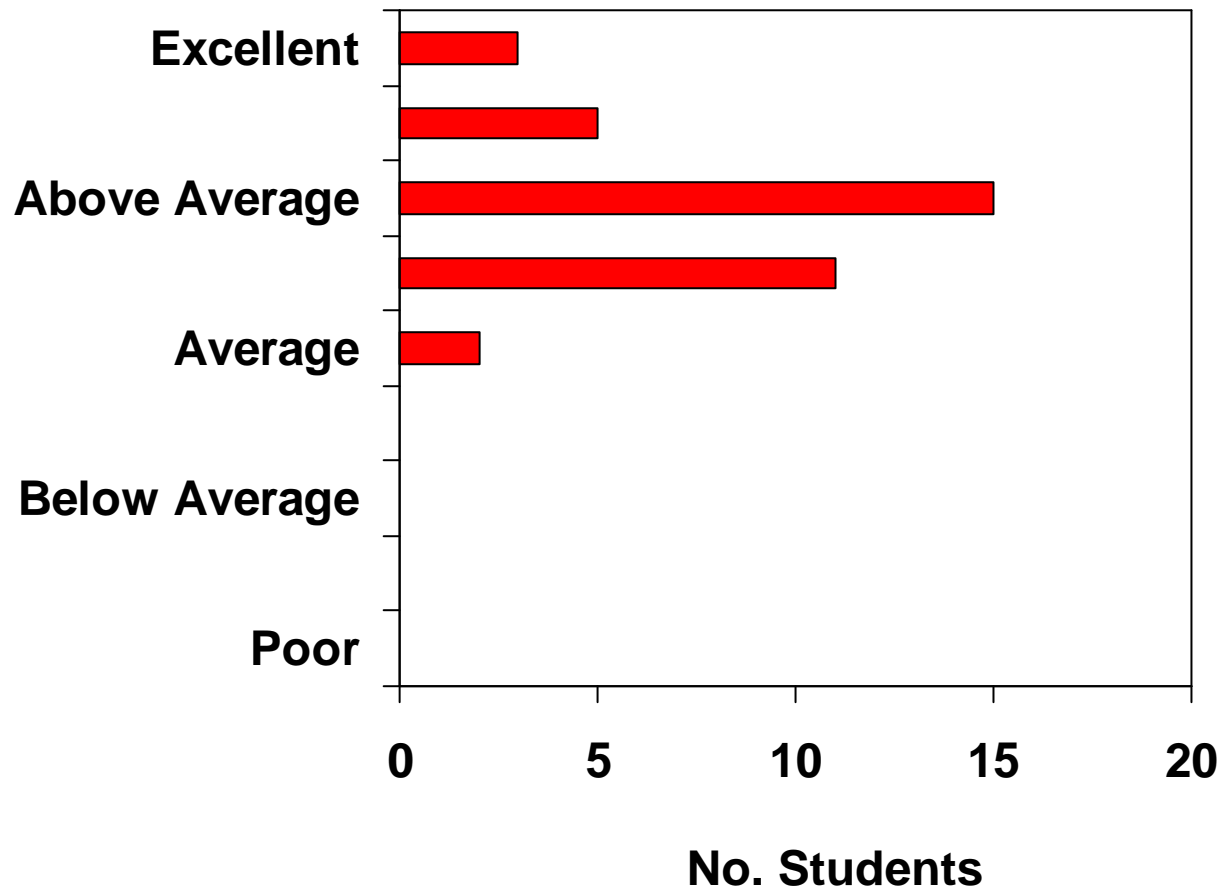




# Reasons for lack of attendance



# Overall assessment of the lecture modules - grouped



% students rating above average = 83%

# ASSESSMENT OF INDIVIDUAL LECTURE MODULES - summary

- Attendance was high for most course modules, but low for 1 module which students knew would not be examined and which took place shortly before an unrelated exam. Both these problems arose due to unavoidable timetable constraints and are avoided in the timetable for next semester. Only 6 students indicated that their reason for not attending was that lectures were “not useful”.
- Across modules, a mean of 83% of students rated the overall course as “above average” or more, compared to other courses. For individual modules, the % students rating the modules as “above average” or more ranged from 50% to 86%, and for top ratings of “excellent” the range was from 6% to 36%.
- For individual modules, 64%-72% of students agreed or strongly agreed that the thematic content of the course was interesting.
- For individual modules, 58%-92% of students agreed or strongly agreed that lectures were engaging and motivating.
- For individual modules, 75%-89% of students agreed or strongly agreed that the lecturer conveyed the topic clearly.
- For individual modules, 74%-80% of students agreed or strongly agreed that lectures were relevant to their professional training.
- For individual modules, 83%-100% of students agreed or strongly agreed that lectures were well prepared.

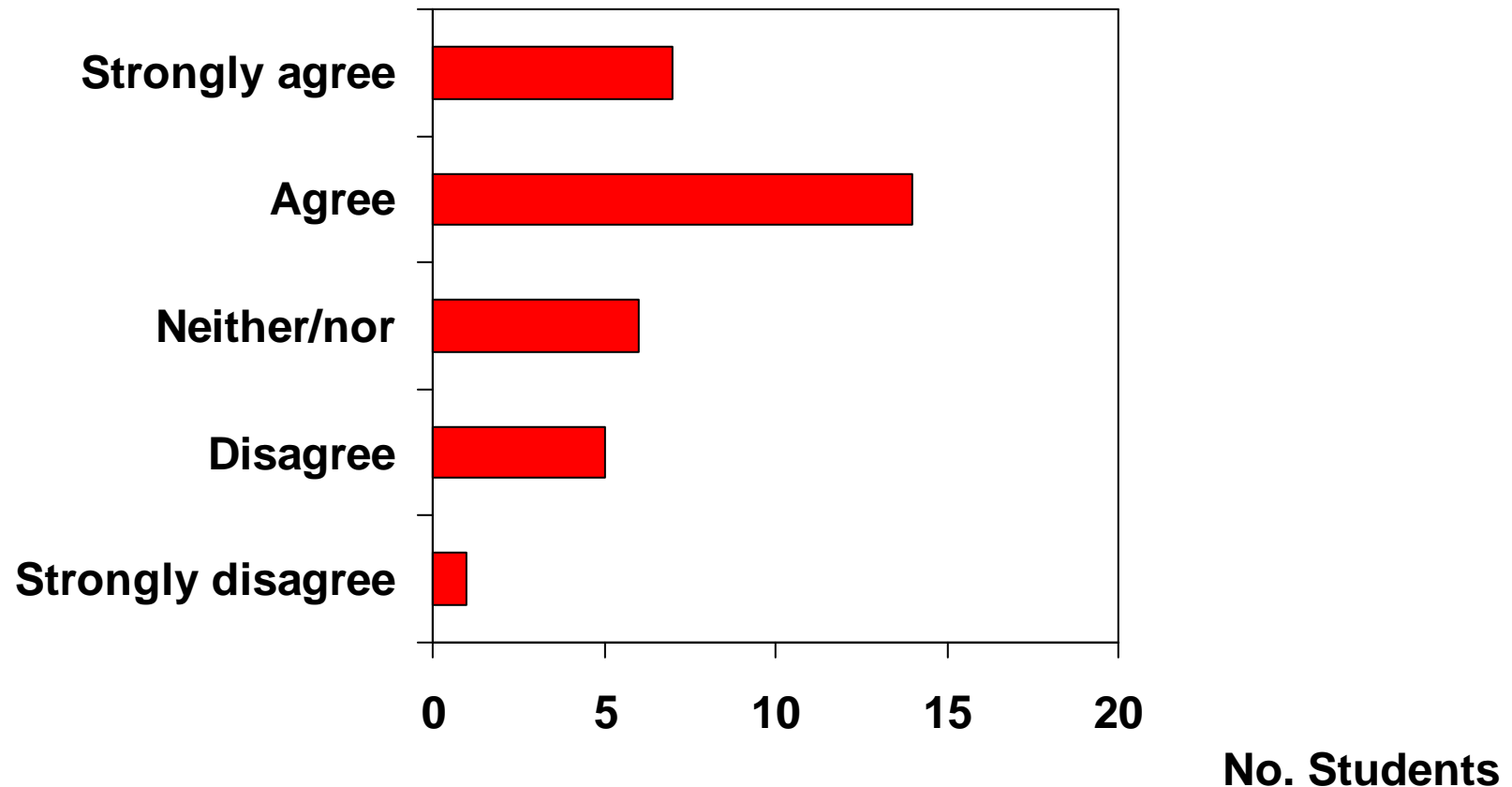
# ASSESSMENT OF INDIVIDUAL LECTURE MODULES - summary

- For individual modules, 83%-100% of students agreed or strongly agreed that lecturers were receptive to questions and discussions
- For individual modules, 76%-97% of students agreed or strongly agreed that teaching methods were appropriate for the subject matter.
- For individual modules, 46%-94% of students agreed or strongly agreed that lectures were relevant to the pensum.
- For individual modules, 54%-92% of students agreed or strongly agreed that lecturers were a useful contribution to their learning process.
- For individual modules, 69%-93% of students rated the level of the lectures (on a 3 point scale from too basic to too advanced) as "about right". For the module with the lowest level of "about right" ratings, 31% students felt the lectures too advanced. For another module, those who dissented from "about right" gave "too basic" ratings. Remaining modules had negligible levels of dissent from "about right".
- For individual modules, 57%-87% of students agreed or strongly agreed that the lecturer provided useful additional materials.
- For individual modules, 29%-92% of students agreed or strongly agreed that the lecturer made good use of "My Space".

# NEW EVALUATION FORMAT – ASSESSED ESSAYS

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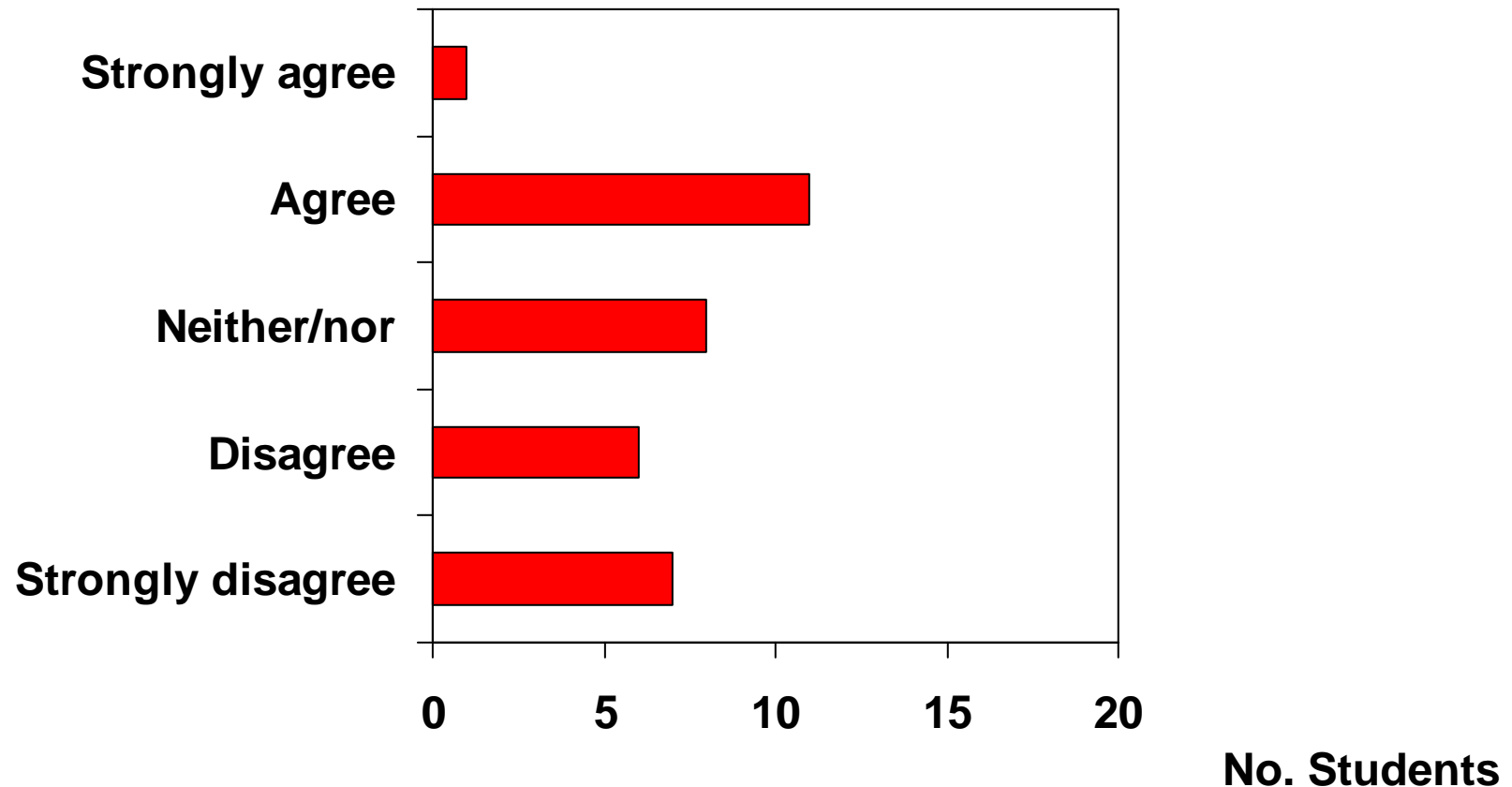
## 1. Encouraged me to learn in a useful manner?



% students rating AGREE or more = 64%  
% students rating STRONGLY AGREE = 21%

# NEW EVALUATION FORMAT – ASSESSED ESSAYS

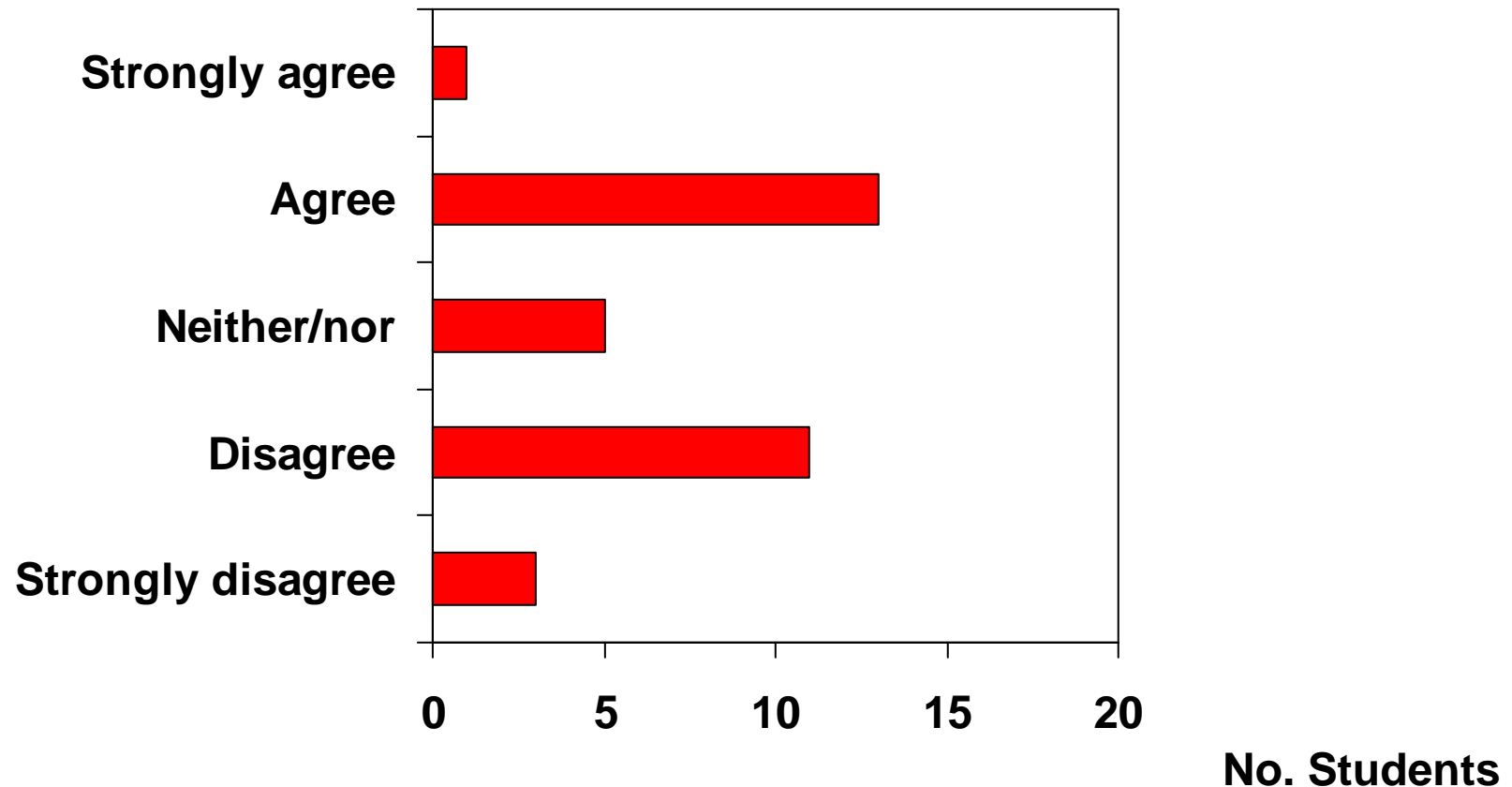
## 2. I was reasonably happy with my essay answers?



% students rating AGREE or more = 36%  
% students rating DISAGREE or less = 33%

# NEW EVALUATION FORMAT – ASSESSED ESSAYS

## 3. Answers were a good reflection of material learned?

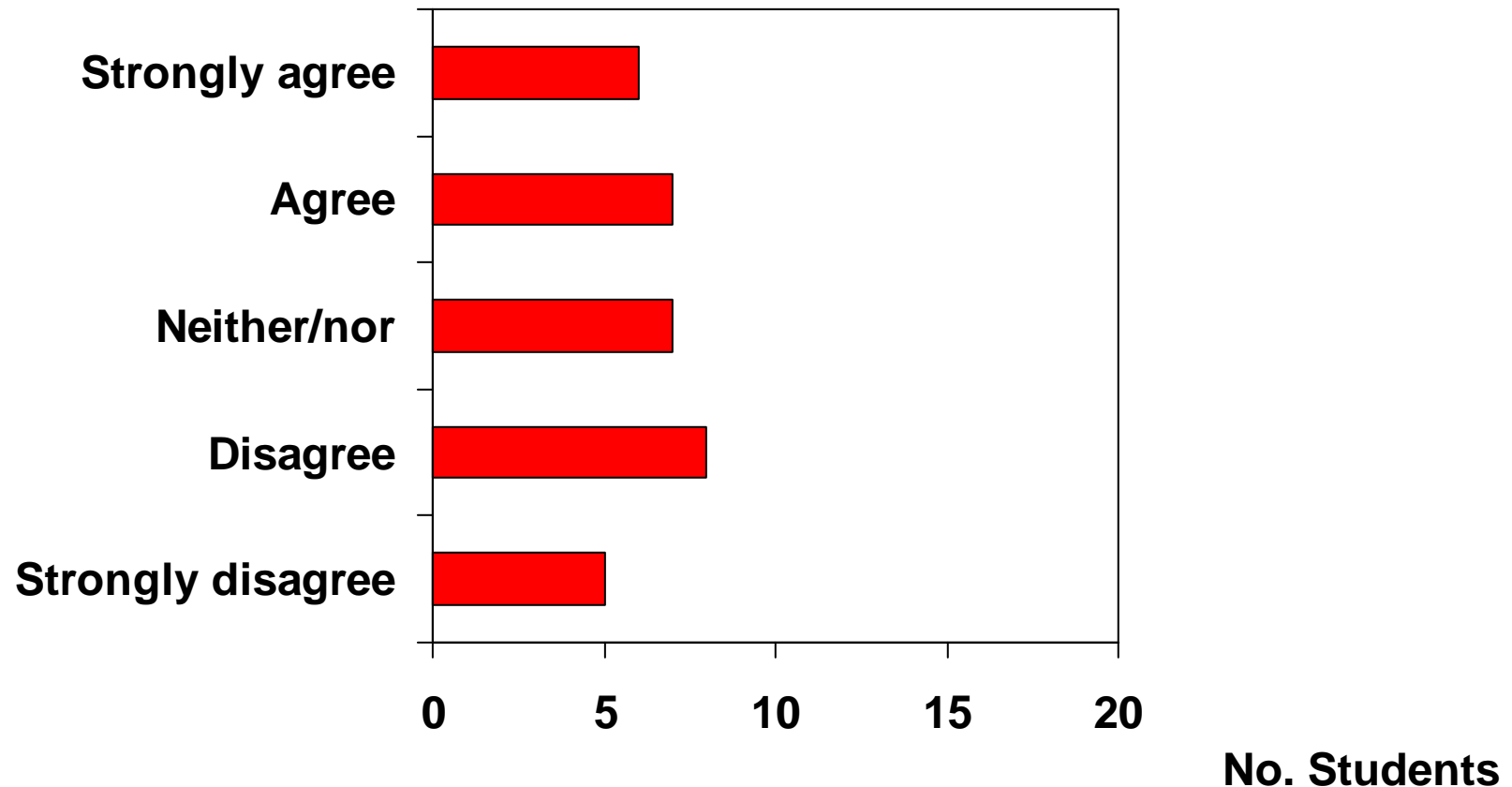


% students rating AGREE or more = 42%  
% students rating DISAGREE or less = 42%



# NEW EVALUATION FORMAT – ASSESSED ESSAYS

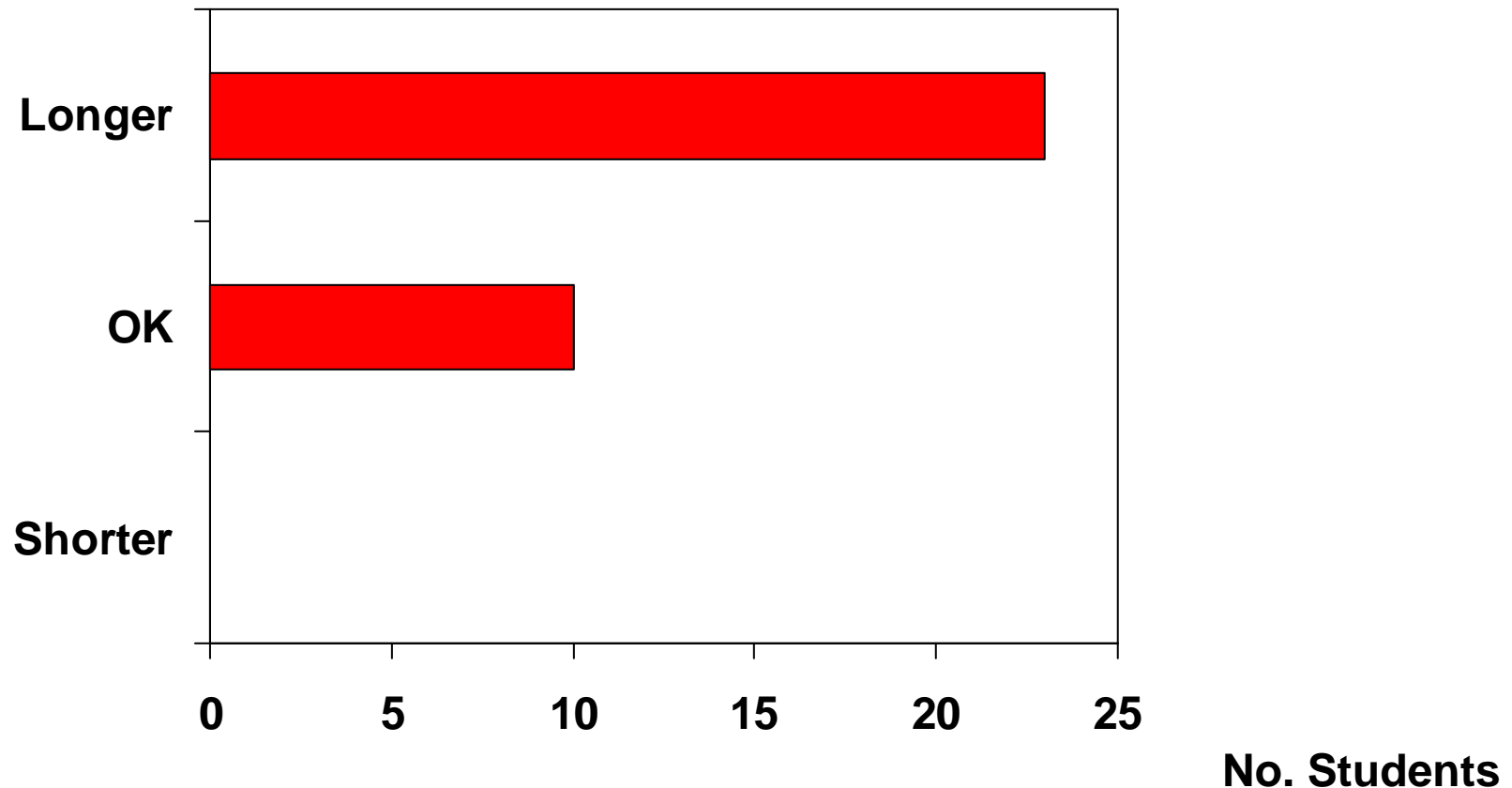
## 4. Access to course materials was positive for learning style?



% students rating AGREE or more = 39%  
% students rating DISAGREE or less = 39%

## NEW EVALUATION FORMAT – ASSESSED ESSAYS

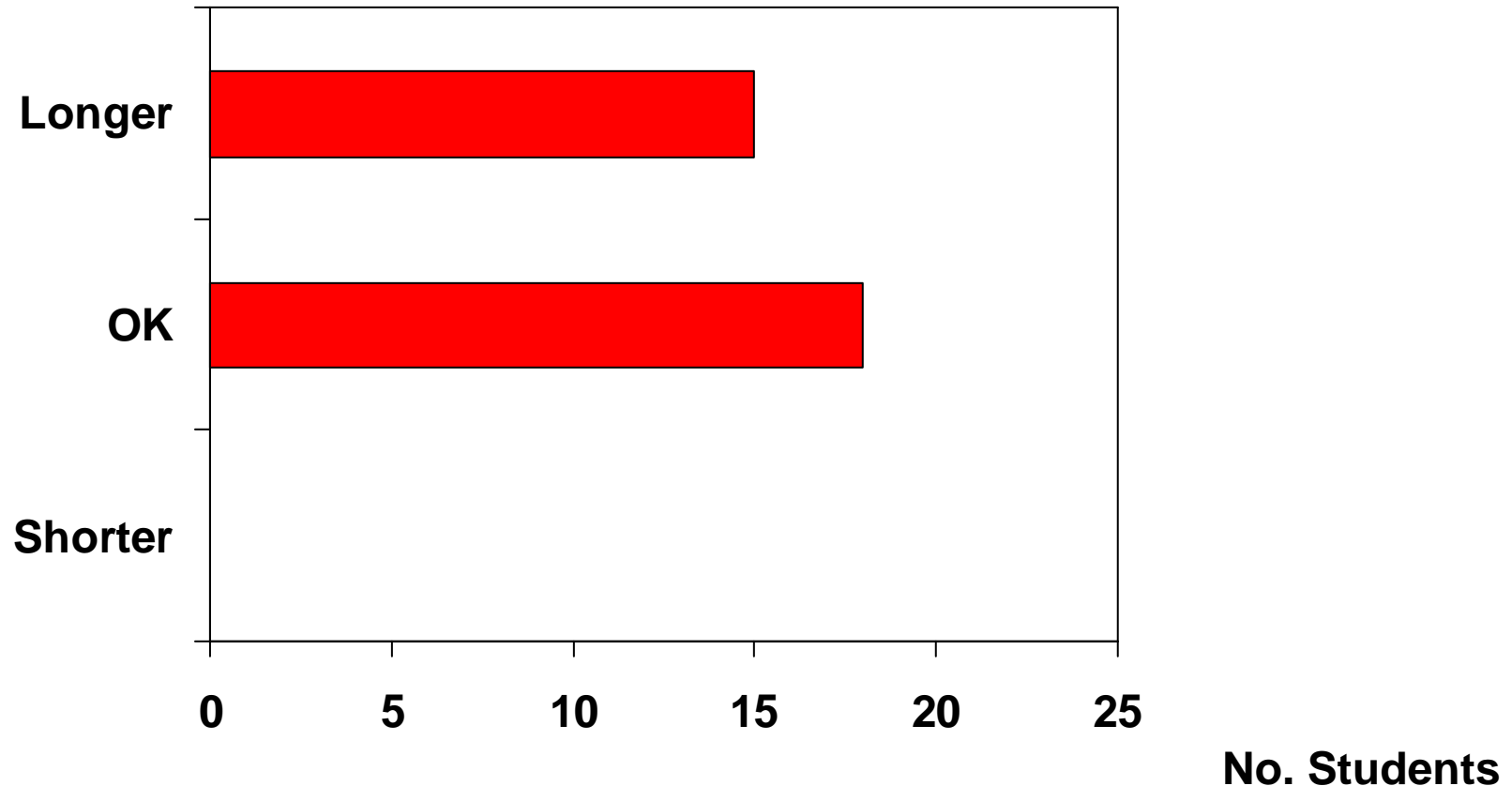
### 5. Time to write each essay (2 hours) should have been?



% students wanting longer = 70%  
% students wanting no change = 30%

# NEW EVALUATION FORMAT – ASSESSED ESSAYS

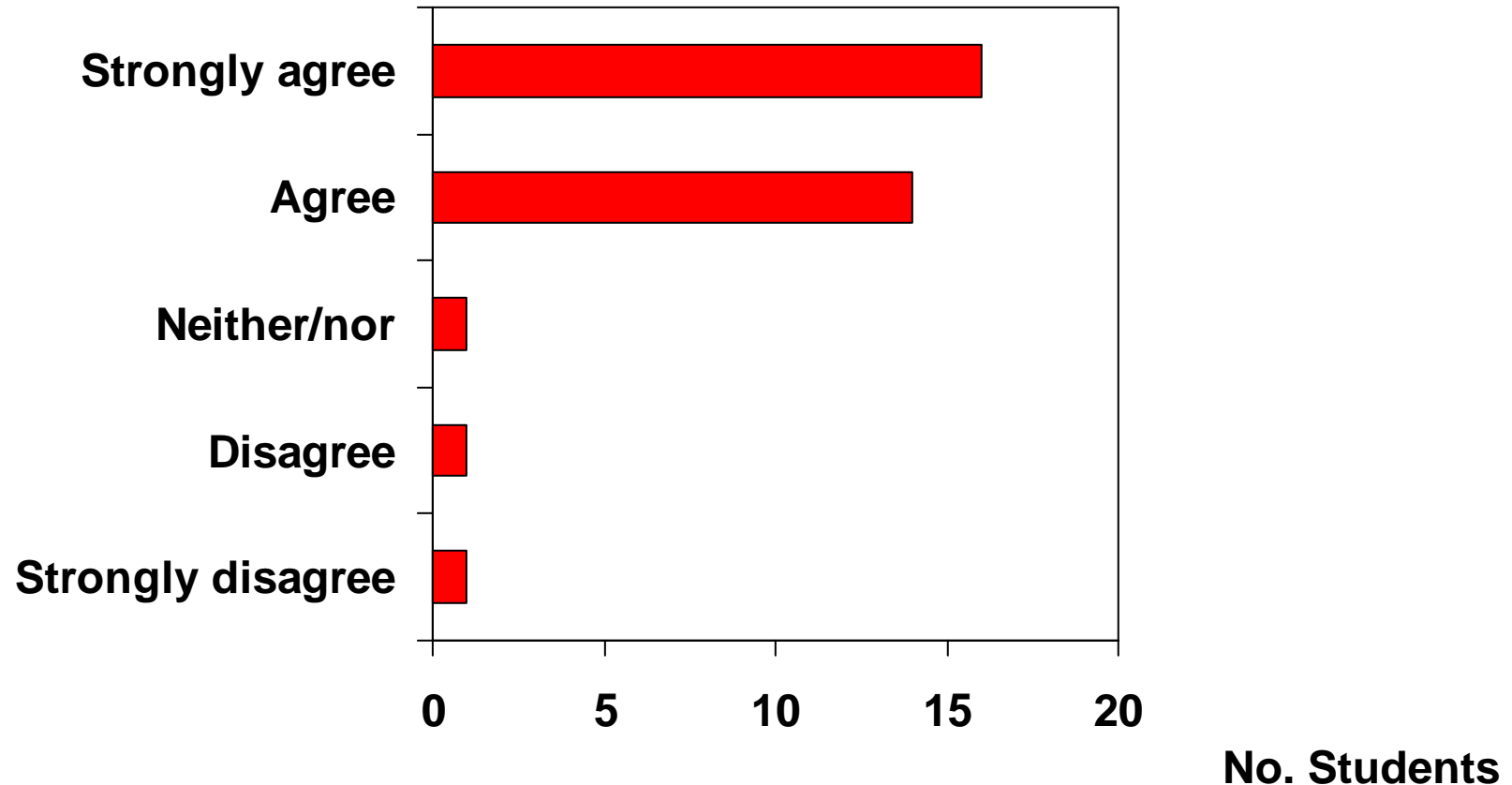
## 6. Max essay length (1100 words) should have been?



% students wanting longer = 45%  
% students wanting no change = 55%

# NEW EVALUATION FORMAT – ASSESSED ESSAYS

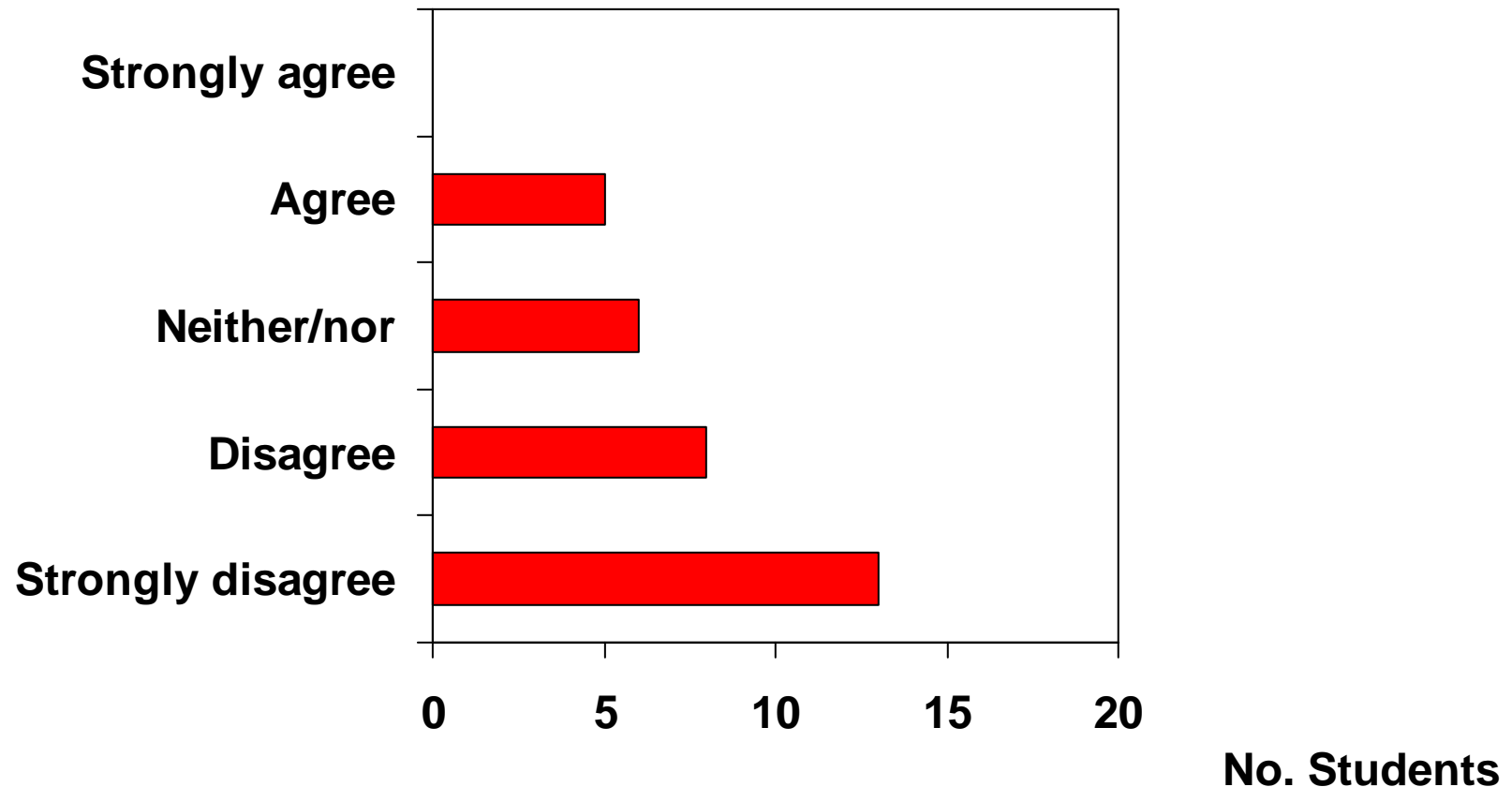
## 7. Liked staggered essays throughout course?



**% students rating AGREE or more = 91%**  
**% students rating DISAGREE or less = 6%**

## NEW EVALUATION FORMAT – ASSESSED ESSAYS

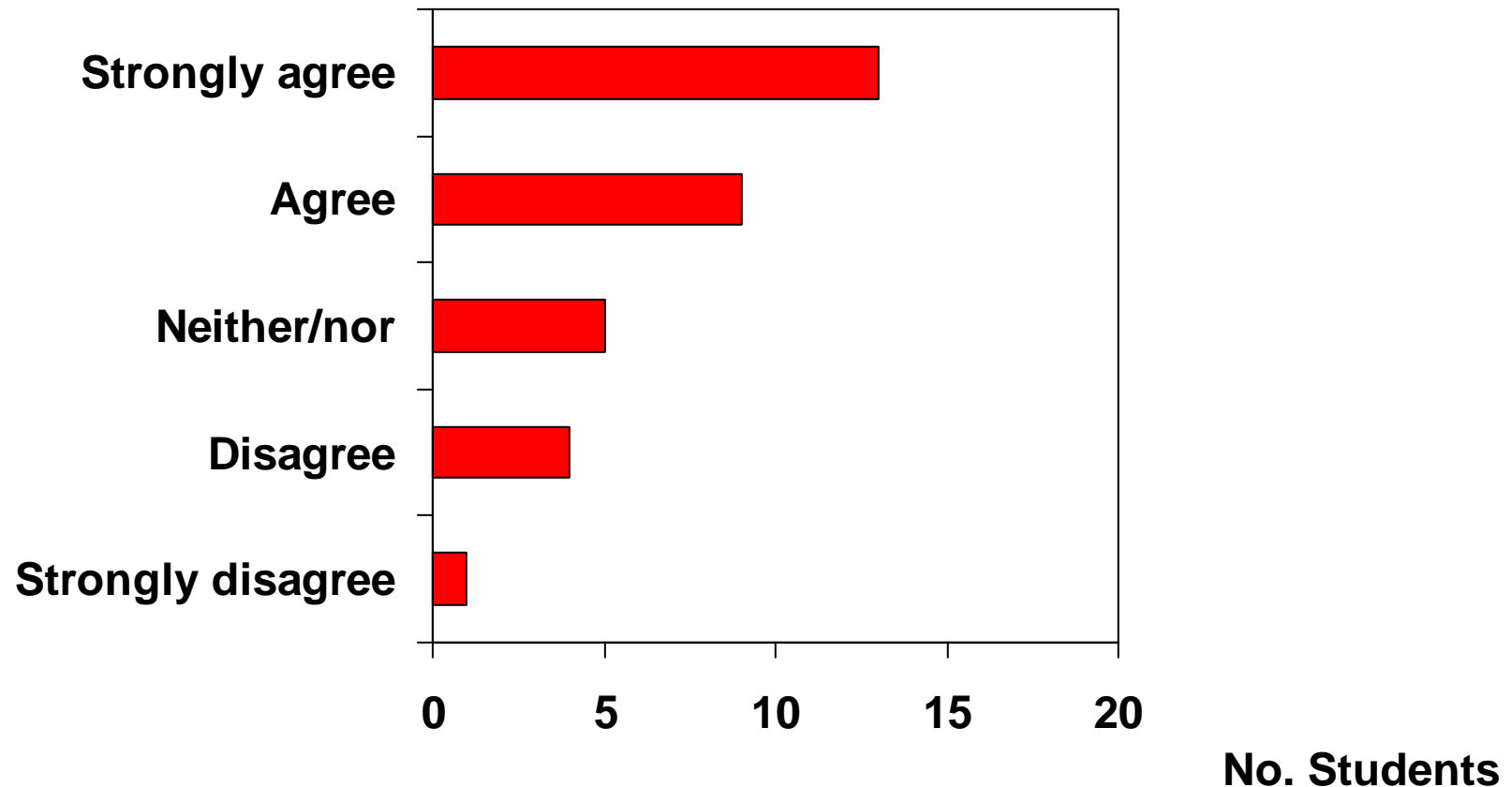
### 8. I agree we should fail the entire course if we fail 1 essay?



% students rating AGREE or more = 16%  
% students rating DISAGREE or less = 66%

# NEW EVALUATION FORMAT – ASSESSED ESSAYS

## 9. Satisfied, compared with other exam methods?



% students rating AGREE or more = 69%  
% students rating DISAGREE or less = 13%

## NEW EVALUATION FORMAT – summary

**Encouraged useful learning**, 64% AGREE or more (21% strongly) while 29% DISAGREE

**Happy with answers?** 36% AGREE (3% strongly) while 33% DISAGREE

**Answers reflect course learning?** 42% AGREE while 42% DISAGREE

**Access to material was good for learning style?** 39% AGREE while 39% DISAGREE

**More time for writing?** 70% suggest LONGER while 30% suggest OK

**Longer max. word count?** 45% suggest LONGER while 55% suggest OK

**Liked staggered essays?** 91% AGREE (48% strongly) while 6% DISAGREE

**Fail 1 essay, fail all?** 16% AGREE (none strongly) while 66% DISAGREE

**Satisfied, relative to other formats?** 69% AGREE (41% strongly) while 13% DISAGREE

## NEW EVALUATION FORMAT – summary

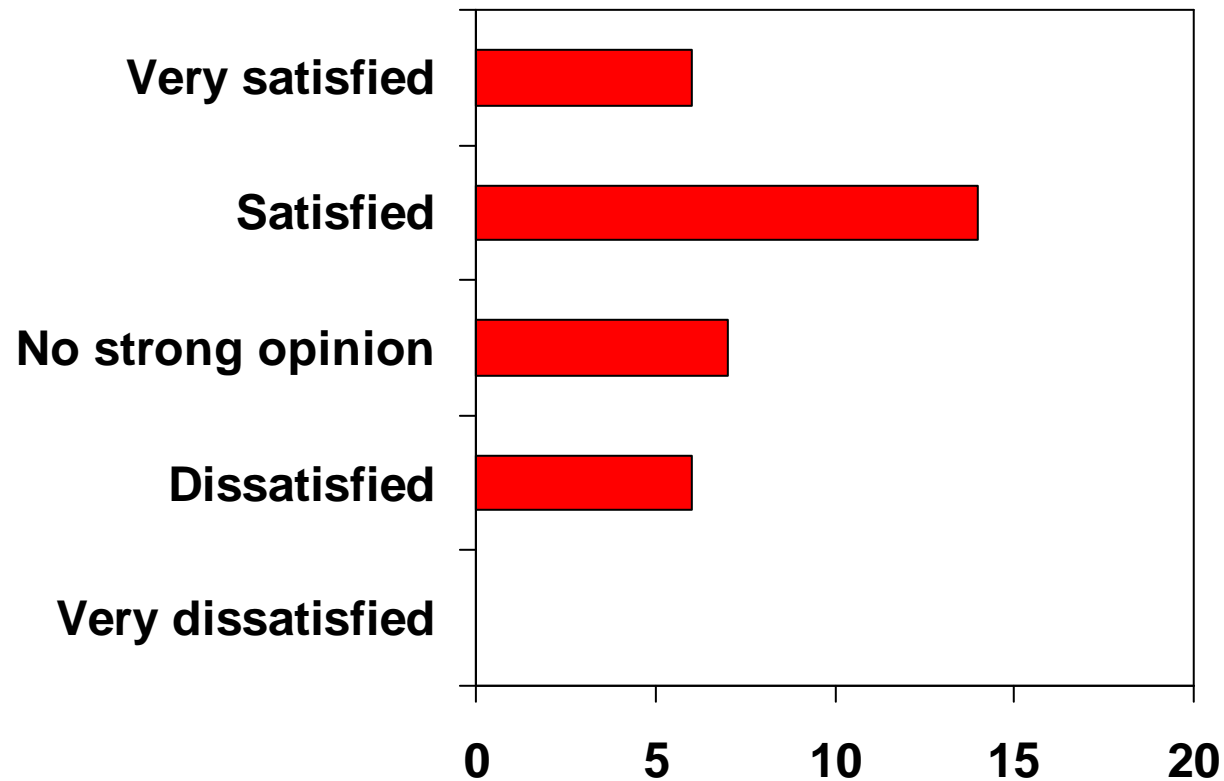
- Compared to other evaluation formats (multiple choice, long school exam, home exam etc), most students were satisfied with this this assessment format [69% agreed or more (41% strongly) while only 13% disagreed].
- Most students agreed that the format encouraged useful learning [64% agreed or more (21% strongly) while only 29% disagreed].
- By far the majority liked having essays staggered through the course [91% agreed or more (48% strongly) while only 6% disagreed].
- Opinion was evenly divided over (a) whether access to course materials (text books, notes etc) during the essay writing had a positive influence on their learning style [39% agreed and 39% disagreed]; (b) whether they were happy with their answers [36% agreed and 33% disagreed]; (c) whether they felt their essays were a good reflection of what they had learned [42% agreed and 42% disagreed].
- While a slight majority thought the maximum word count for the essays should be left at 1100 words [55% versus 45% who wanted a longer count], a majority favoured having more than 2 hours to write [70% versus 30% who wanted no change].
- The majority disagreed that they should fail the whole course if they failed just 1 essay in isolation [66% versus 16% who agreed with the status quo].



# EMNEOPPGAVER

# EMNEOPPGAVER

## 1. Choice of available project topics?

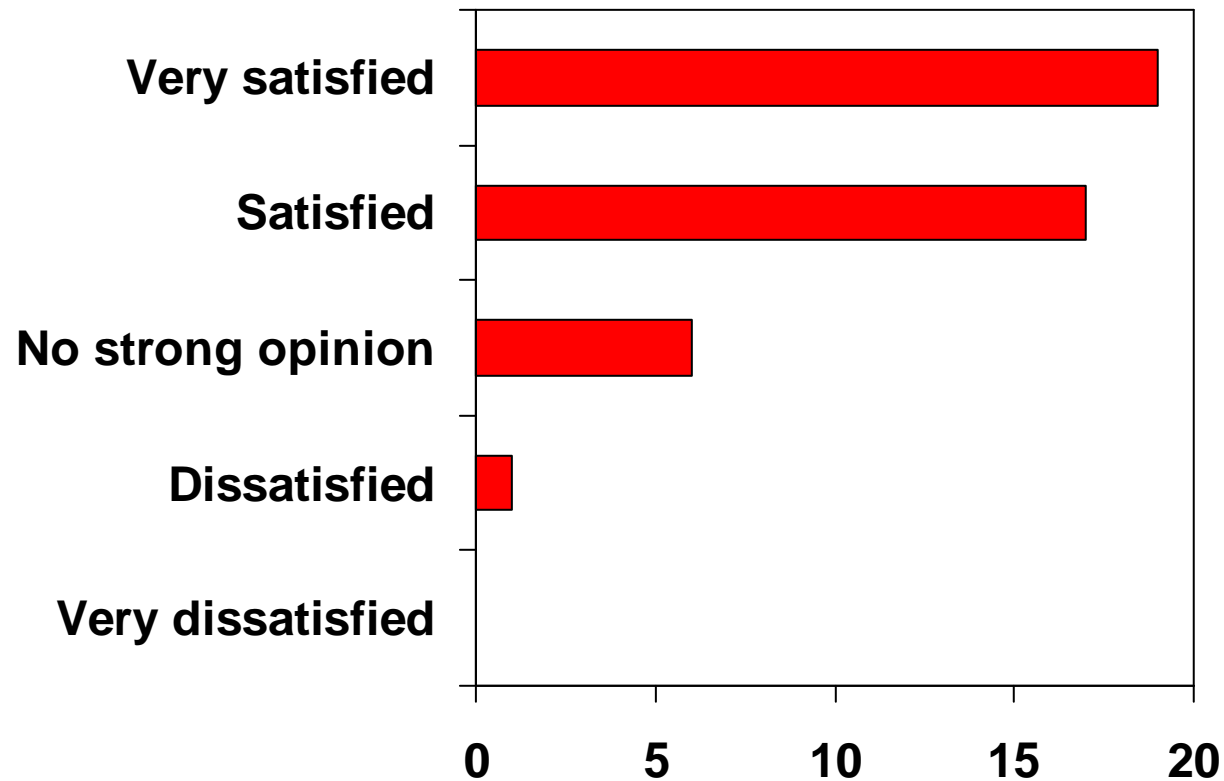


No. Students

% students rating SATISFIED or more = 61%  
% students rating DISSATISFIED or less = 18%

# EMNEOPPGAVER

## 2. Allocation method for project topics?

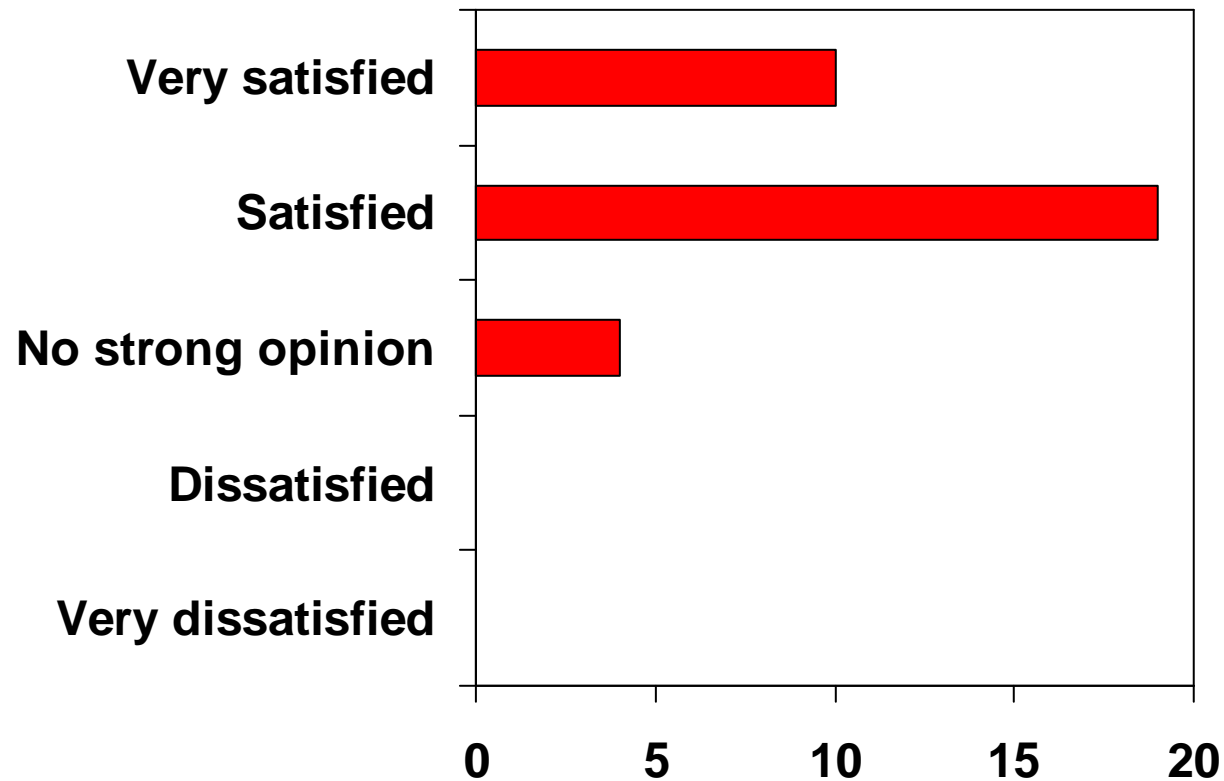


No. Students

% students rating SATISFIED or more = 79%  
% students rating DISSATISFIED or less = 3%

# EMNEOPPGAVER

## 3. Time available for projects?

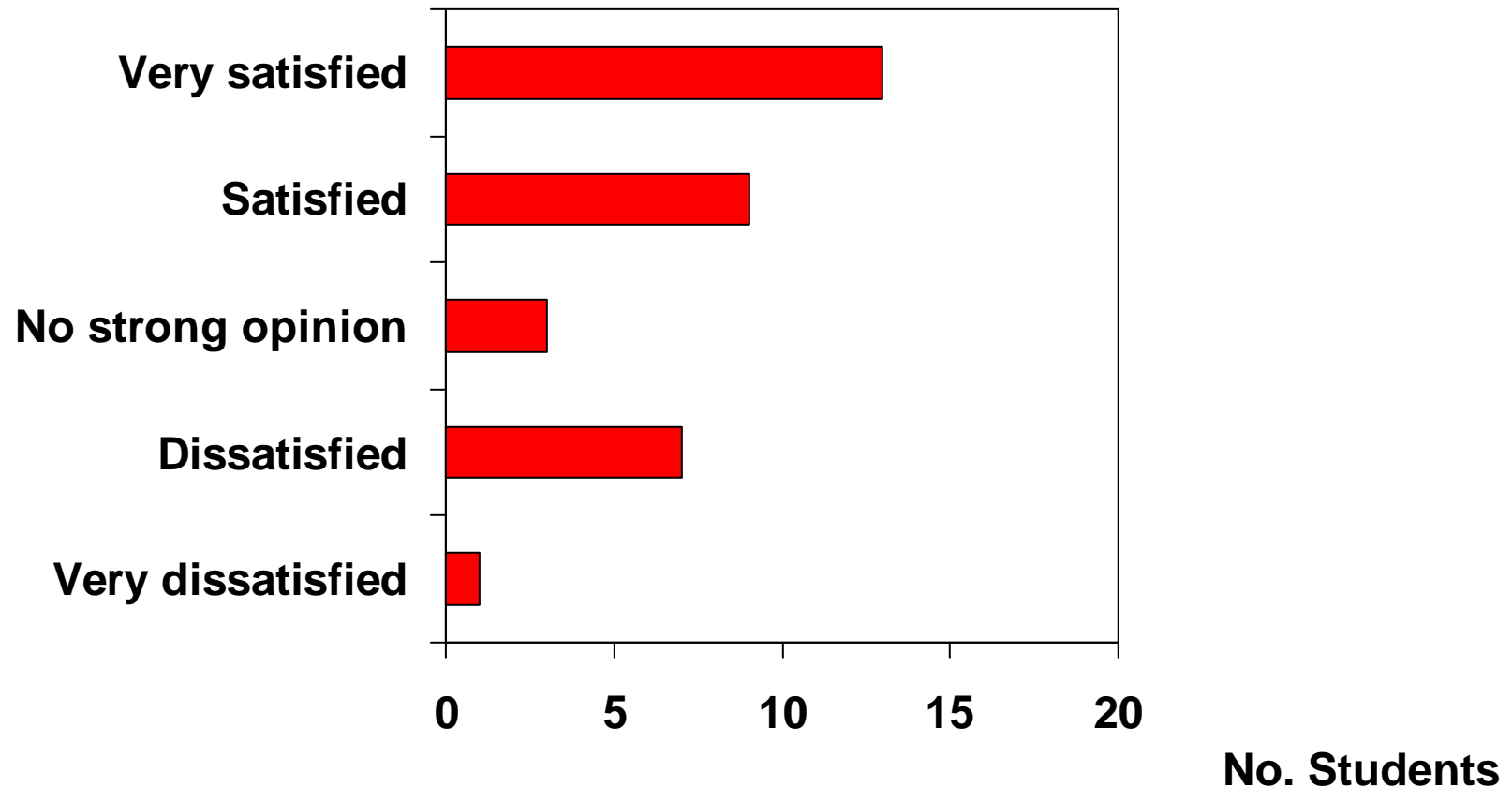


No. Students

% students rating SATISFIED or more = 55%  
% students rating DISSATISFIED or less = 12%

# EMNEOPPGAVER

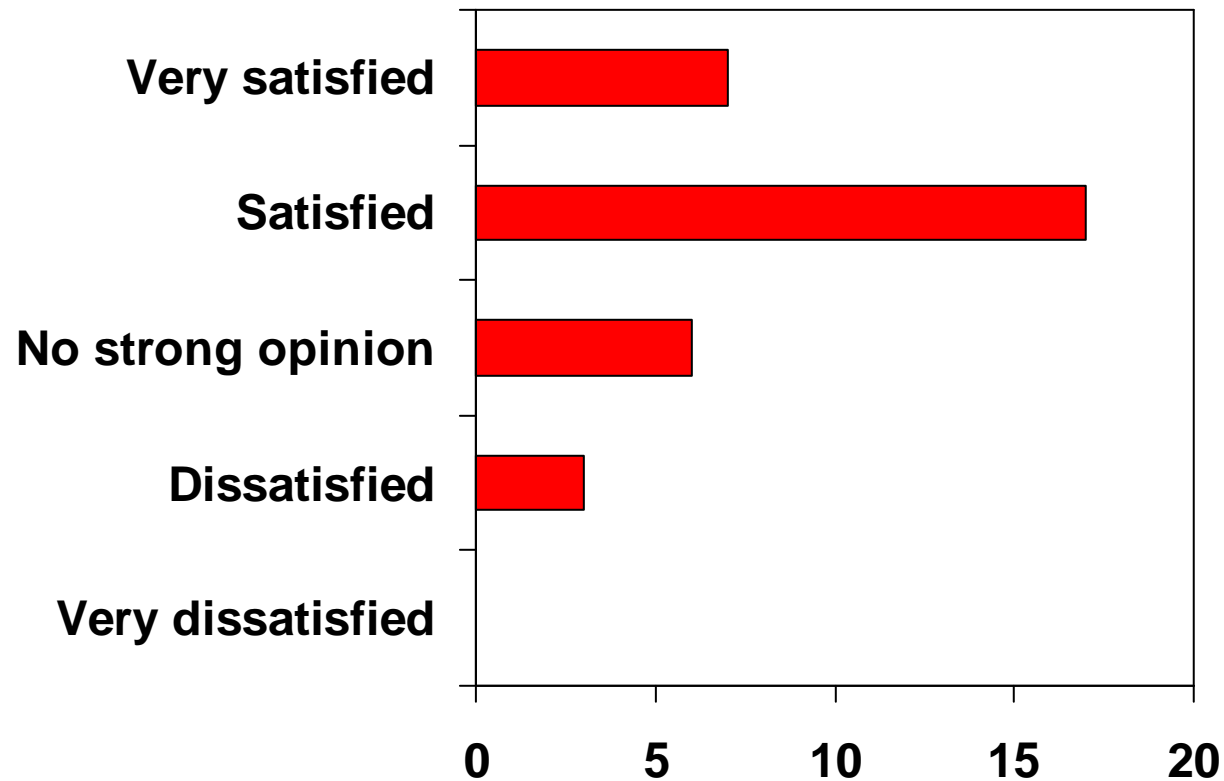
## 4. Supervision quality?



% students rating SATISFIED or more = 67%  
% students rating DISSATISFIED or less = 24%

# EMNEOPPGAVER

## 5. Overall learning experience?

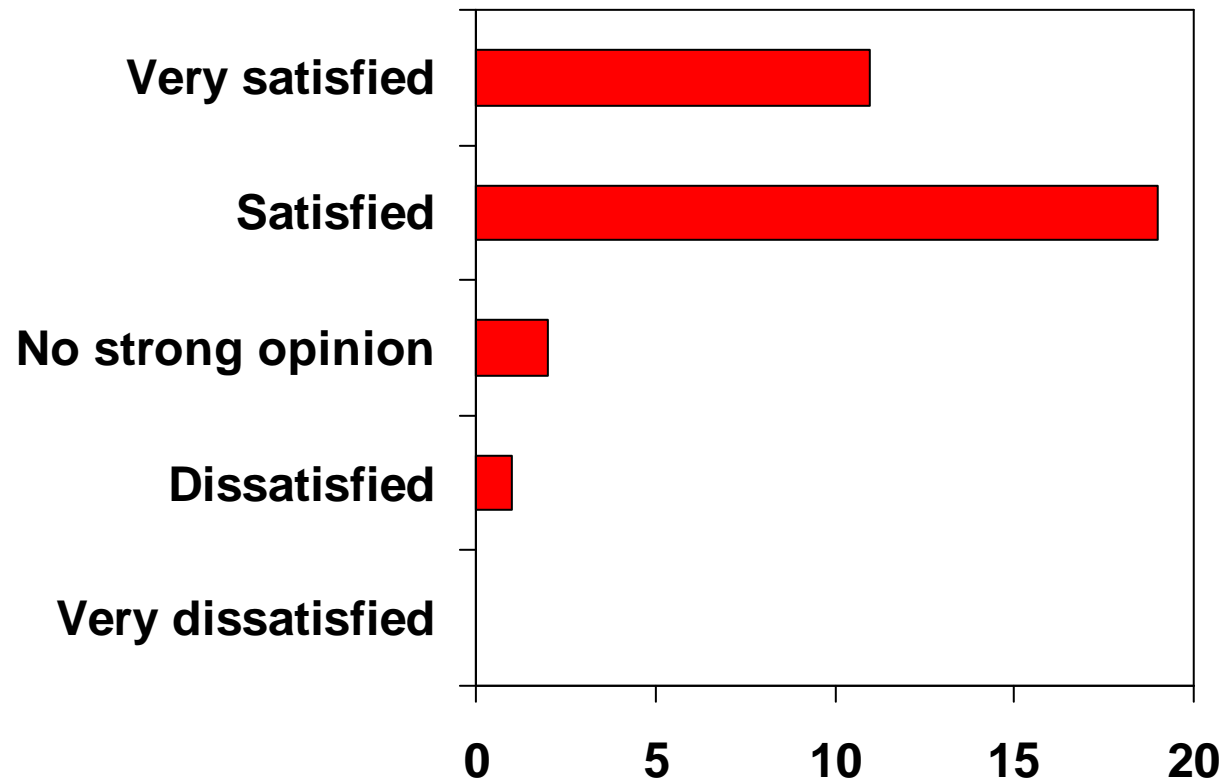


No. Students

% students rating SATISFIED or more = 73%  
% students rating DISSATISFIED or less = 9%

# EMNEOPPGAVER

## 6. Work sharing in group?

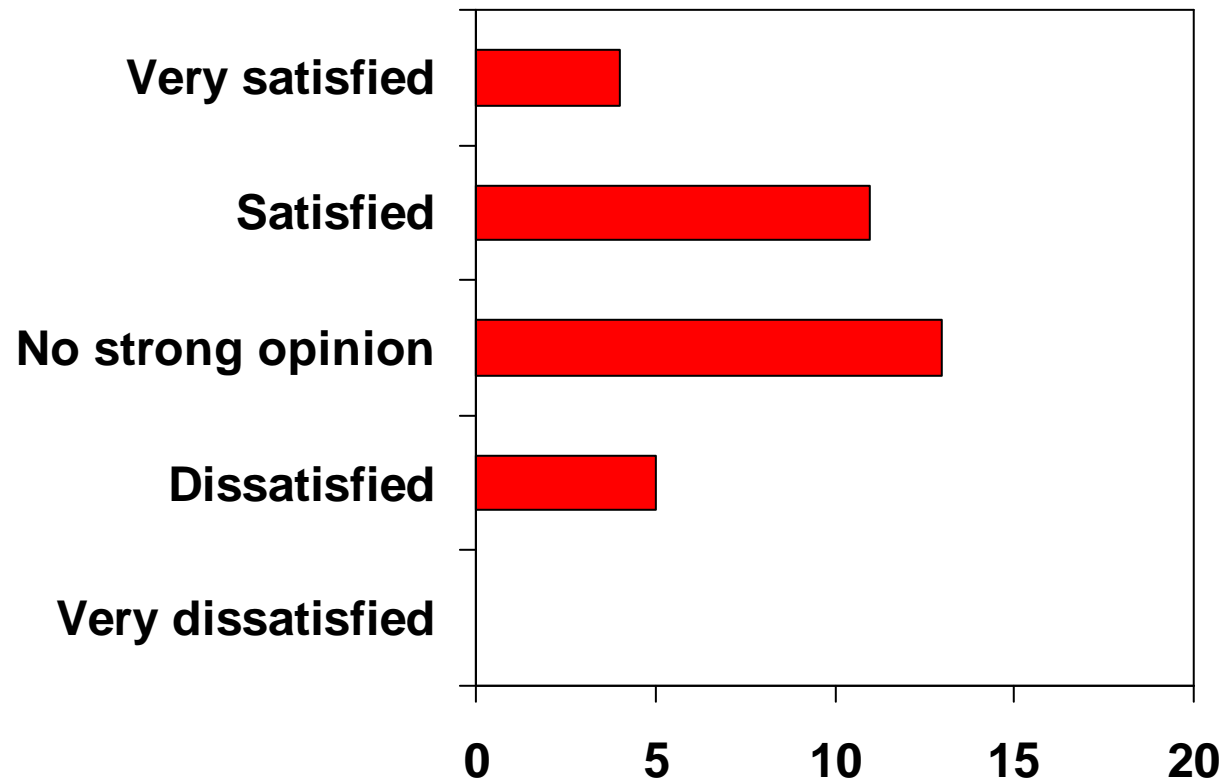


No. Students

% students rating SATISFIED or more = 91%  
% students rating DISSATISFIED or less = 3%

# EMNEOPPGAVER

## 7. Relevance to course aims?



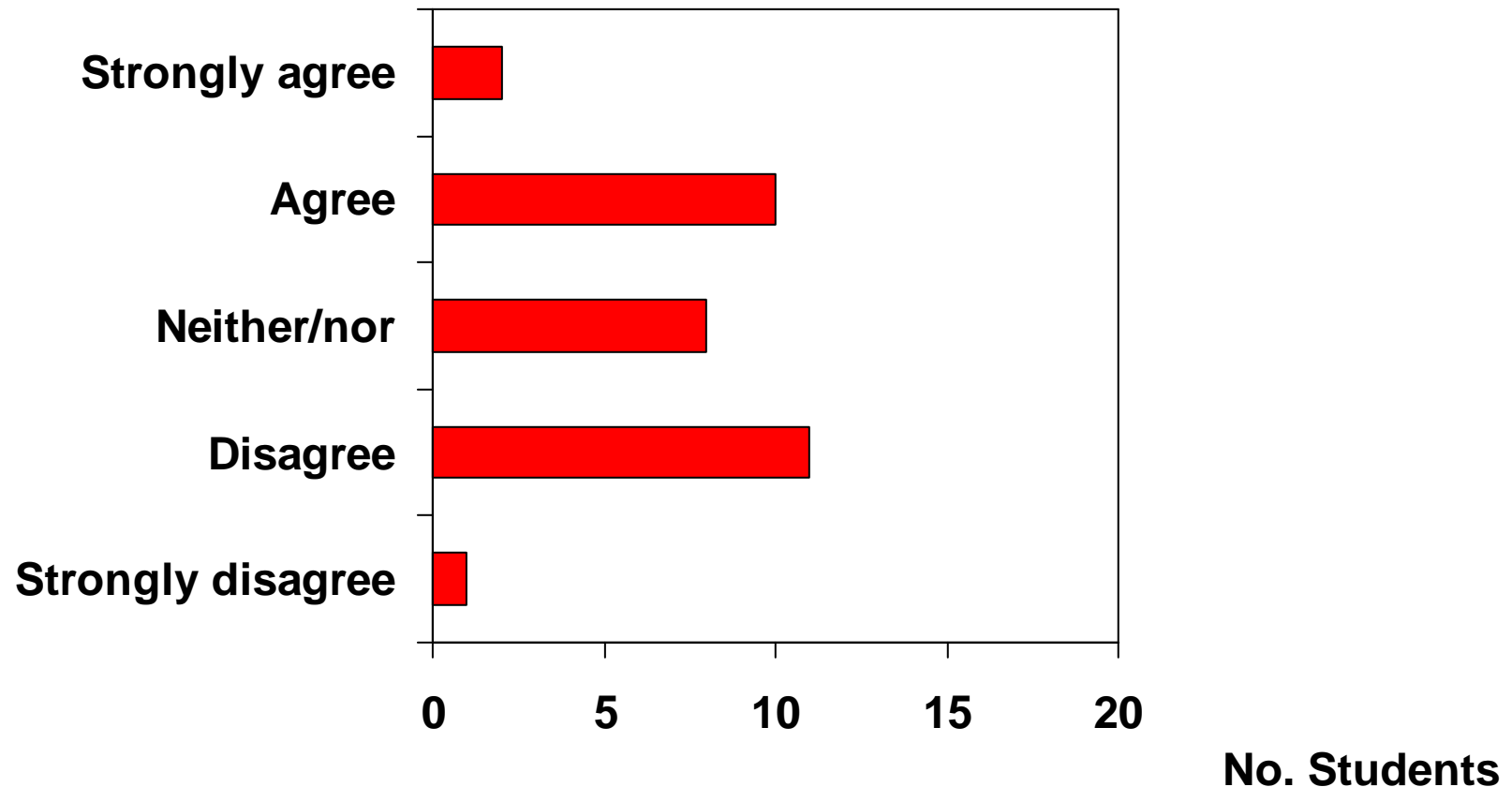
No. Students

% students rating SATISFIED or more = 45%  
% students rating DISSATISFIED or less = 15%



# EMNEOPPGAVER

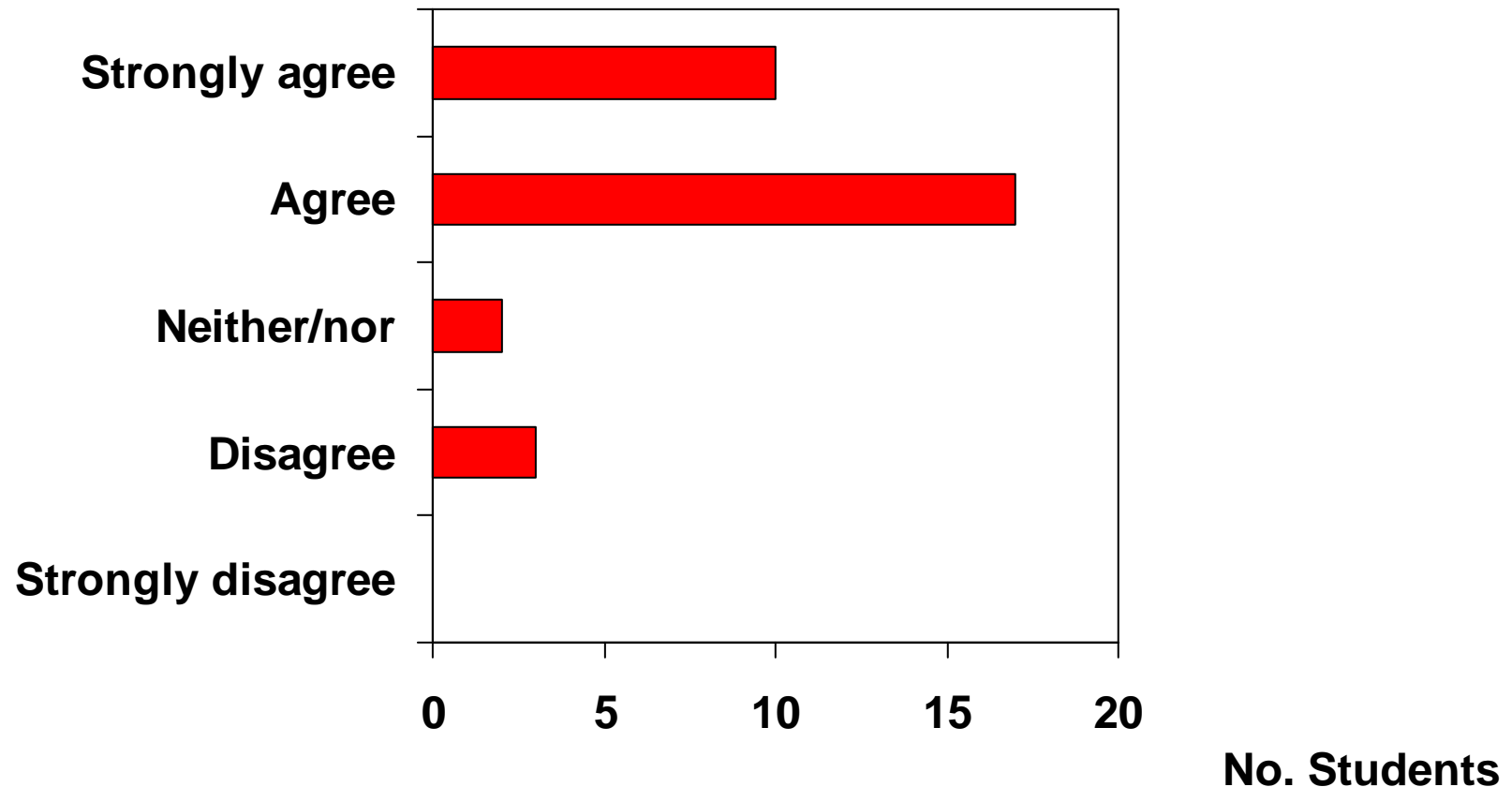
## 8. Having 4 students in group reduces learning experience?



% students rating AGREE or more = 38%  
% students rating DISAGREE or less = 38%

# EMNEOPPGAVER

## 9. Opportunity to conduct experiments / data collection is valuable?



% students rating AGREE or more = 84%  
% students rating DISAGREE or less = 9%

## EMNEOPPGAVER - summary

**Choice?** 61% SATISFIED or more (18% strongly) while 18% DISSATISFIED

**Allocation method?** 79% SATISFIED or more (27% strongly) while 3% DISSATISFIED

**Time available?** 55% SATISFIED or more (31% strongly) while 12% DISSATISFIED

**Supervision quality?** 67% SATISFIED or more (39% strongly) while 24% DISSATISFIED

**Learning experience?** 73% SATISFIED or more (21% strongly) while 9% DISSATISFIED

**Work sharing in group?** 91% SATISFIED or more (33% strongly) while 3% DISSATISFIED

**Relevant to course aims?** 45% SATISFIED or more (12% strongly) while 15% DISSATISFIED

**4 students bad?** 45% AGREED or more (12% strongly) while 15% DISAGREED

**Real exps valuable?** 84% AGREED or more (31% strongly) while 9% DISAGREED

## EMNEOPPGAVER - summary

- Most students were satisfied with their overall learning experience [69% satisfied or more (21% strongly) while only 9% were dissatisfied].
- Most students were satisfied with their supervision quality [67% satisfied or more (39% strongly)] but 24% were nevertheless dissatisfied.
- Most students were satisfied with project choice [61% satisfied or more (18% strongly) while only 18% were dissatisfied].
- Most students were satisfied with project allocation methods [79% satisfied or more (27% strongly) while only 3% were dissatisfied].
- Most students were satisfied with work sharing in their group [91% satisfied or more (33% strongly) while only 3% were dissatisfied].
- Most students were satisfied with their overall learning experience [69% satisfied or more (21% strongly) while only 9% were dissatisfied].
- About half the students expressed satisfaction with time available for projects [55% satisfied or more (31% strongly)] with others being neutral or 9% being dissatisfied.
- Under half the students rated the projects as relevant to the course aims [45% satisfied or more (12% strongly)] with others being neutral or 15% being dissatisfied

## EMNEOPPGAVER - summary

- Nearly half the students agreed that having 4 students in a group detracts from their learning experience [45% agreed or more (12% strongly)] although 15% disagreed. Nevertheless most students agreed that conducting real experiments / data collection is valuable [84% agreed or more (31% strongly)] and only 9% disagreed.