

Periodic evaluation form of courses IPED

Please fill out the form and send it to the administrative coordinator of the course.

Course	PED 2501/4501 (15 stp)
Semester	Fall
Lecturer/responsible for the course	Palmyre Pierroux (only)
Time for mid evaluation (short evaluation midway through the course)	There was no midway evaluation this semester. However final evaluation indicates student responses to the activities during the course.
How did you carry out the final evaluation?	Online questionnaire for each course PED 2501/4501 was sent out after classes but before exam.
How many students took part in this evaluation?	10 students submitted questionnaire responses: 1 student PED 2501, 9 students PED 4501. Class: 23 students (17 master, 6 bachelor). 7 students were international. First time teaching course in English, with Bachelor students and Master students combined. 6 international Bachelor students 1 international Master student
The students experience of the following points:	
*Study information	This was evaluated as satisfactory.
*Teaching start and implementation of the course, including lessons/teaching, teaching plan and learning environment	Students were very satisfied (8) or satisfied (2) with the way the course was taught. The level of difficulty was the right level (8) or demanding (2). The workload was the right level (3) or demanding (7). All respondents thought there was a good balance between individual and group work. Students thought the variation in teaching methods was excellent (8) or very good (2). No respondents were dissatisfied with any aspect of the course.

	<p>Students wanted quicker feedback on the reflection papers submitted for each assignment.</p>
<p>*The content of the course (level and relevance in connection to the course aims)</p>	<p>All students thought the compulsory activities and literature were very useful and relevant.</p> <p>The reflection papers contained very positive evaluations of each activity and how they were experienced as relevant to the pensum.</p>
<p>*Assessment</p>	<p>Students wanted quicker feedback on the reflection papers submitted for each assignment.</p> <p>A few students would have preferred pass/no pass grading on the obligatory assignments.</p> <p>Students generally felt that verbal feedback on project presentations was uneven. It was hard to understand the genre of critique and discussion, which was intended as a more informal type of discourse, highlighting the strengths and possible improvements for each presentation.</p> <p>The exam format, while not evaluated by the students, seems successful and will be retained.</p>
<p>*The students' individual effort</p>	<p>Students reported that they were very motivated or motivated to take the course, and put in a lot of effort or some effort. There was a high level of engagement in the class.</p>
<p>Conclusion</p>	
<p>*Suggestions for changes (the students and the teachers)</p>	<p>The literature, lectures, activities, overall structure and content of the classes were very successful, but there are some small changes I am considering.</p> <p>1. Psycho-social environment Generally, it appeared that the international Bachelor and Master students were welcomed and socially well-integrated in the class and in the groups. My evaluation is that combining these levels in the formal teaching</p>

and evaluation plans was successful and does not require change.

However, it was made clear to me that some Norwegian students felt it was difficult to 'always' interact with the international students in English and that some students were shy about making their presentations in English. Although it was not mentioned, some students may have felt excluded if Norwegian students did not speak English in group work.

I will incorporate this point in the student evaluations next year to collect better information, and I plan to include a 'hospitality' topic at the beginning of the course next time, on how to welcome and collaborate with students from other countries and schooling backgrounds.

2. Assessment

Based on comments and responses from students and the work load for this course, I want to reconsider how the 3 assignments are evaluated/critiqued/feedback. First, the students were overwhelmingly positive about the usefulness of writing the reflection papers after completing each assignment. But it was difficult to always submit my comments on all reflection papers in a timely fashion. An alternative here is to reduce assignments from 3 to 2 (see below). Another alternative is to assess assignments as pass/fail, without comments on the reflection papers.

Second, the students would prefer more formalized evaluation criteria for discussing the presentations of their assignments.

2. Compulsory assignments

Reducing assignments from 3 to 2 would allow more time for their work on the tasks, which some students wanted. I am considering moving the DBR assignment to PED 4505 since there is some overlap with PED 4501. This would also address a student comment about better contextualizing the use of this method, as would possible with PED 4505. I will evaluate this after teaching PED

	<p>4505 in spring 2022 (my first time teaching that subject).</p> <p>I also want to explore how to make the students' chapter presentations 'whole class' instead of 'in groups'. The students feel more comfortable with small group presentations, especially since they now have to do them in English. However, it is complicated to coordinate simultaneous presentations in groups since it requires separate rooms and I am unable to hear all of them. Also, it is good for the whole class to have the benefit of chapter presentations. A return to group presentations of a chapter to the whole class (versus individual presentations to a group) is a more manageable and practical approach but eliminates the 'individualized' and informal approach to readings that has proven to foster motivation.</p>
<p>*Reasons for not doing changes that students have suggested</p>	<p>Students' suggestions will be incorporated as changes as described above.</p>

Signature (academic staff):

