# Summary of Course Evaluation for PED 2104, Fall 2022

The main objective of PED 2104 is to understand how theory translates to practice via educational intervention programs. The major learning outcomes are therefore to understand how interventions work, how to evaluate interventions critically, and how to apply educational interventions into new settings. We place emphasis on critical thinking skills and logical argumentation within the educational framework. Our teaching methods align with these outcomes as the lecture portion focuses on how interventions work (theory-based), while the seminar portion focuses on intervention evaluation, adaptation, and logical argumentation (practice-based); which provide direct scaffolding for the final examination.

Overall, students enjoyed PED 2104. Many found it challenging, but ended the course feeling accomplished with both new knowledge about educational theory and practical evaluation and presentation skills. We see this on our student evaluation survey with median scores between 3-4 (on a Likert scale of 1-5; where 1 indicates dissatisfaction), in the open responses (e.g., “The [obligatory] assignment was somewhat challenging, but great to work through the subject”), and through informal comments (e.g. “I was so scared to present in English, but I felt safe with my group”).

Several students reported a disconnect between the lecture and seminar content and recommended more cohesion between teaching and obligatory assignments. Others felt disappointed in pedagogical aspects of the lectures, largely reflected by the fact that this was the lecturer’s first experience with teaching. Students also suggested that they needed more support for group-work dynamics and time in the seminar. Our teaching team will consider these suggestions prior to the next course iteration.

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