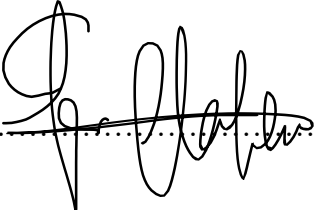


## SKJEMA FOR PERIODISK SLUTTEVALUERING AV EMNER ved IPED

Sendes til studieadministrasjon når evalueringen er gjennomført. Inngår i underveisevaluering av studieprogram.

Emne	PED4404
Semester	Ht 2022
Foreleser(e)	Åsa Mäkitalo, Eric Breit, Arne Carlsen, Anja H Olafsen
Tidspunkt for underveisevalueringen	August 30th
Hvordan ble evalueringen gjennomført (skjema/annet)	Orally after writing workshop Nettskjema
Hvor mange studenter deltok i evalueringen	18 of 23 (workshop) Nettskjema 3 st.
<b>Studentenes opplevelse av følgende punkter:</b>	
*Studieinformasjon	Information about the course was considered good.  One of the three students that responded in writing (nettskjema) just wanted to do the exam and get the credits, and for that student the information of the course requirements, and the work implied must have been lacking.
*Undervisningsstart og igangsetting av emnet	The course start with the introduction and information given was appreciated.  This was a very intense course running from mid August to late September. There were several students from abroad attending which made the use of English a requirement. The lecture themes were presented early on and the aim of the course with its focus on critical review and writing was clear according to the midway evaluation.
*Undervisning, undervisningsopplegg og læringsmiljø	The combination of lectures presenting the themes of the course and the open seminar format where the articles for reading were critically reviewed worked well.  The students came well prepared to the writing workshop and appreciated the group work and peer-review part of that session. One group did not attend because one of the students in that group was working.

	The individual writing assignment where students received input from each other was also appreciated.
*Emnets innhold (nivå og relevans i forhold til målsettingene)	The course content was very appreciated by the students as expressed during the mid-evaluation. Two of three students who responded to the written evaluation highlighted its importance for understanding the function of critical reviews for their own learning and writing.
*Vurderingsformene i emnet	One of the seminar leaders summarised and added comments in writing from the individual review session to each student paper. Even though the information was not exceeding what was taken up at the seminar – this was considered an advantage for the students attending that seminar group, and this is highlighted in one of the three evaluations from nettskjema.
*Studentenes egeninnsats	The students were very engaged in this course with few exemptions, one of the Swedish speaking students had difficulties in conducting a discussion and also writing in English but was still very engaged in all parts of the course, orally and in writing.
<b>Konklusjoner</b>	
*Forslag til endringer (studentenes og lærernes)	The workshop should be made obligatory.  The seminar leaders in the obligatory peer-review session for the individual assignments should summarise the important comments made in the seminar in writing, for each student paper. This will be a way of highlighting what are major or minor issues in the points that were made
*Begrunnelse for ikke å gjøre endringer som er foreslått av studentene	We think this course and its content worked well. Just one critical voice from the students was expressed in writing, and that student was only interested taking the exam for the credits.

Signatur (emneansvarlig): .....  .....