

Evaluation of UV9217

The PhD course consisted of only 3 students with one observing master's student. The students had a widely varying background with some students having little experience in regression and others having already had classes in regression. Further, the students all had experience in R and were planning on using R in their future work, so the course was switched to take place in R after the first day. The course was focused on providing examples and guides for engaging in quantitative reasoning with a focus on reasoning through regression models. I focus more on interpretation and the ways that regression can be used to answer research questions more than the mathematics that underly regression methods.

One student thought that the literature could have been more supportive, especially when it comes to supporting students in using R (the class was scheduled to use SPSS). One student, presumably the one with extensive regression experience thought the class was not helpful in understanding and applying regression while two students thought it was very helpful. All students found the instruction helpful in addressing questions. Two of the three students would have preferred if the class were more spread out across time. Further comments suggested a desire for more group work and think-pair-share type activities, which only took place on the last day.

The small size of the class makes it hard to know how to interpret and take the feedback, which seemed to be mostly positive. That said, the feedback here matches feedback from previous rounds. There is frustration at the condensed nature of the course, which seems to be based in the sheer amount of technical information conveyed in four days. This is simply overwhelming for students with less of a quantitative background. I will consider breaking the class up across time more, but this limits the capacity for those outside of Oslo to participate. The course reading could also be updated, especially for students who will not be using SPSS (which I recommend). It could also be beneficial to try to reduce some of the content in order to provide students with more time to digest the content that is taught.

Last, given the small size of the class and the declining enrollment, it might be wise to start holding this class every other year, rather than every year.

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