

Emneevaluering fra emneansvarlig

Emnekode: PROPSY305

Navn på emne: Kognitiv Psykologi

År/semester: 22/ Høst

Emneansvarlig: Mark Price

Innledning:

This is a short report for the autumn 2022 semester, based on initial data from the course evaluations. A more detailed report will be included in a cumulative report for the last several semesters.

Studentevalueringer:

Metode / gjennomføring

Detailed course feedback via obligatory evaluation questionnaires

Faglærers oppsummering av studentene sine tilbakemelding fra studentevaluering

Feedback followed similar patterns to previous semesters though this cohort generally gave lower ratings on most questionnaire items, partly a cohort effect but also a reflection of greater time pressure in the autumn semester. The proportion of students who rated some parts of the course as too advanced in level was higher than usual. However the large majority of students rated that each main module contributed at least to some extent to their knowledge in each domain. A large than usual minority of students gave very low ratings and indicated that they tried to get through the course using previous knowledge, even though the large majority still endorsed the ungraded nature of the course and the transferrable skills developed in the assessment methods

Faglærers kommentarer til studentevalueringen

As above

Faglærers vurdering av:

Undervisnings- og vurderingsformer

Successful. Emphasis on transferrable skills and active learning. Still positively evaluated by most students.

Litteraturliste / anbefalt litteratur

Vurdering av om framdrift og opplegg er i samsvar med målene for emne og program

Yes

Eventuelle erfaringer fra andre som bidrar i undervisningen på emnet, både studenter og ansatte

Rammevilkår:

Lokale og undervisningsutstyr

Andre forhold

Praksis / arbeidsrelevans:

Hvis relevant

Oppfølging:

<u>Strykprosent:</u>	0%

Eventuell fagfelleevaluering

See above. Informal discussion with students suggested that students who formed work groups to help them proceed through online work packages were generally happy with the course and were able to complete the study materials in the allotted time. However, some students believed that a conventional lectured course would have engaged them more, and seemed to resent having much online content after the pandemic period. We may have to accept that online work will be less popular than it originally was until the pandemic effect has worn off. This cohort of students have done most of their previous studies under pandemic conditions and this may explain the lower ratings and lower self motivation of some students.

It should be noted that even if some students complained about too much online content, and too little face to face engagement with the class during some periods of the course, many students elected to not take part in some live workshops (which were highly rated by most students who took part), and the class did not take up on the offer to arrange more additional informal meetings with teachers.

