

Egenvurdering på emne- og programnivå

Emnenivå: BA

Emne/program	LING122 «Language and Cognition»
År	Fall 2024
Emneansvarlig/ Programstyreleder (fagkoordinator)	Yanina Prystauka Carl Börstell
Samlet vurdering av gjennomføringen av emnet/programmet	<p>This class consisted of 10 lectures, 1 obligatory assignment and the final exam which will take place on December 11th. Nine lectures were delivered by Yanina Prystauka and 1 lecture (on sign language and multimodality) was delivered by Carl Börstell.</p> <p>The obligatory assignment was to write a short essay (1-2 pages) describing one of the studies discussed in class. The exam will consist of 17 multiple-choice and 3 open ended questions.</p> <p>Lectures were based on the book “Language in Mind” by Julie Sedivy. The book is expensive (it currently costs 2816 NOK), so 100 most relevant pages were identified and submitted to Literaturkiosken. A few other relevant research papers were available online through the library.</p> <p>There were 53 students registered for this class. Four of them did not submit the obligatory assignment, of these 1 ended up withdrawing from the course and 1 student has been exempted.</p> <p>Based on the feedback from previous semesters, the range of topics discussed in class was expanded and included, for example, discussions about language in the brain, language diversity and multilingualism as well as language and ageing (in addition to multimodality which had been introduced earlier).</p> <p>The lectures were well-attended and students actively participated in the discussion. Overall, both the instructors and the students had a positive impression of the course.</p>
Emne: Er emnet student-evaluert? Hva kom i så fall fram der?	The students were asked to provide their feedback about different aspects of the course, e.g. overall satisfaction, satisfaction with topics and materials, their take on how difficult it was to follow the course, how much they learnt,

<p>Program: Funn i eventuelle programsensorrapporter sist år.</p>	<p>what they appreciated the most and what could be improved in the future.</p> <p>The course received 25 evaluations. The overall satisfaction score was 4.3 (here and further – out of 5); satisfaction with topics was 4.4; satisfaction with lecture slides was 4.2, satisfaction with readings was 3.8. When asked about how much the students learned, 2 students said that they learned less than expected, 14 students said that they learned as much as expected and 9 students said that they learned more than expected.</p> <p>Seventeen students provided their responses to the question what worked particularly well in the course. Most students pointed our well-structured and interesting lectures and positive interactive dynamics in class. Here are just a few representative quotes:</p> <ul style="list-style-type: none"> • “I would say that the PowerPoint presentations have been engaging and interesting to follow. They included videos and examples that made it easier to stay focused and created a desire to keep paying attention.” • “The continued interaction with the students, which creates engagement to the lectures.” • “Good dynamics in class and very interesting topics. Good sharing of info and knowledge from a skilled lecturer.” • “I really liked the way it was presented. The lecturer was really resourceful and pedagogic in the way she explained the complex findings in the field.” <p>When asked what the most important thing they learned in class was, students (n = 16) mentioned topics such as early stages of language acquisition, multimodality and sign language, language in the brain, word processing, language disorders, multilingualism, and reading. These responses cover 7 out of the 10 lecture topics, suggesting that the feedback about the breadth of the class raised in the previous semester was effectively addressed. It also indicates that students appreciated the variety of topics covered in the course.</p>
<p>Var det noe som ikke fungerte godt nok? Er det behov for å foreta justeringer eller sette inn tiltak for å forbedre emnet/programmet? Hvilke?</p>	<p>Fifteen students provided their thoughts on what aspects of this class could be improved in the future. Three major points that came up were:</p> <ol style="list-style-type: none"> 1. Some students (n=2) asked to publish lecture slides before the lectures (they have been published after the class this semester) – this can be easily implemented next time this course is taught. 2. Some students (n=3) would prefer to have a physical copy of a book, my impression was that students were not very happy with the format of the 100-pages PDF printout. The book by Sedivy we used this semester is very well written and accessible content-wise, however, since it is

	<p>expensive, it is hard to afford a physical copy. This is something to think about for further semesters.</p> <ol style="list-style-type: none"> 3. Several students (n=7) would prefer either some additional seminars, intermediate assignments or more quiz questions to prepare for the exam – we started each lecture by having a summary and one quiz question based on the content of the previous lecture, however next semester I would consider having 2 multiple choice and 1 open-ended quiz questions, which together would then sum up to 20 multiple choice and 10 open-ended questions. These could then serve as a sample exam. 4. A few students (3-4) also mentioned that they would prefer a slightly slower pace or less dense lectures.
<p>Andre kommentarer eller innspill</p>	<p>Please refer to the next page for the breakdown of the average scores from the report.</p>

Summary of Student Evaluations

