

Evaluation of course PROPSY305, Cognitive Psychology, spring semester 2017

Introduction

This report was written by the course *emneansvarlig*, Prof. Mark Price. The course is given in English and is open to international students. There are 3 main lecture modules: **Perception, attention and consciousness**, taught by Mark Price; **Memory**, taught by David Pearson who is a guest lecturer; **Higher cognition**, taught mainly by Sieghard Beller, but with contributions by Andrea Bender, and covering topics such as analogy and learning from examples, expertise in problem solving and medicine, creativity & scientific reasoning, judgement and decision making, and aspects of language and communication. Students also complete a research project (*emneoppgave*). The course is assessed on a pass/fail basis for UiB students, but graded for international students.

The main course evaluation (referred to as Evaluation A) was conducted by Mark Price, via an online survey which was completed by 85% (35/41) of UiB clinical psychology students, complemented by a class discussion at the end of an obligatory activity where all students were present. It contains separate sections focusing respectively on (1) the lecture modules of the course, (2) the manner in which students were assessed, and (3) the research projects that students conduct during the course. Original data are available at:

<https://mitt.uib.no/courses/5133/quizzes/2108/statistics>

Evaluation A also contains an entry which summarises the results of a separate survey conducted by lecturer Sieghard Beller at the end of his own lecture module. This focused specifically on Beller's own lectures which covered a range of topics within cognition. The survey was completed by 34% of students (n=14).

In addition, this document contains an evaluation that specifically focuses on the lecture module **Perception, attention & consciousness**, given by Mark Price. This evaluation (referred to as Evaluation B) is based on an anonymous online survey completed during Price's lecture module by all students enrolled for the course (100% response rate). The survey aimed to obtain feedback on the use of online resources – especially online lectures. It also included questions about the lecture module in general. Respondents were 41 UiB students on the clinical professional study, and 6 exchange students. The survey was completed within a 3 day period towards the end of the lecture module. The report was shown to the student representatives of the class for approval, and posted online on the course website. Original data are available at:

<https://mitt.uib.no/courses/5133/quizzes/1758/statistics>

In order to provide a record for internal course development, this evaluation presents students' feedback in considerable detail. General readers may find it sufficient to read the overall summary which is presented first, on p.3.

Mark Price, 7 June 2017

Structure of this report

Summary of evaluation

Condensed summary of Evaluation A	.....	p.3
Condensed summary of Evaluation B	.....	p.4

Evaluation A – Overall course

PART A1 – Evaluation of the main lecture modules	.....	p.6
• A1.1 Evaluation data	.....	p.6
• A1.2 Summary	.....	p.10
PART A2 – Evaluation of student assessment methods	.....	p.12
• A2.1 Evaluation data	.....	p.12
• A2.2 Summary	.....	p.15
PART A3 – Evaluation of semester projects (<i>emneoppgaver</i>)	.....	p.18
• A3.1 Evaluation data	.....	p.18
• A3.2 Summary	.....	p.20

Evaluation B – Lectures by Mark Price

PART B1 – Data from multiple choice survey items	.....	p.23
PART B2 – Students' qualitative comments	.....	p.27
• B2.1 Section summary	.....	p.27
• B2.2 Expanded data	.....	p.28

Readers may skip directly to the [overall summary](#) for a concise overview. Part [A2](#) is of special relevance to readers who are interested in alternative assessment methods. Part [A3](#) raises some potential general problems with the concept of including research projects (*emneoppgaver*) in every semester of the first years of the clinical training program. Parts [B1](#) and [B2](#) contain detailed information that is relevant to readers who are interested in the use of Mitt UiB for structuring courses, or in the use of online lectures.

Overall summary

Summary of evaluation A: Whole course survey

Only the most central points are summarised here. For more detail, see section summaries under Evaluation A.

- Course administration and structure was highly rated by most students. Teaching activities were generally rated to be well prepared and students felt welcome to ask questions.
- Each of the 4 lecturers received a wide range of ratings for students' overall learning experience. Some modules received a higher frequency of positive ratings than others (modules were rated as *good/excellent* by between 43% to 82% of students), but for most modules the rating ranged from *poor* to *excellent*. The pedagogic delivery of all modules was generally praised, and dissatisfaction seems mainly related to repetition of previous course material; the proportion of students who rated course material to be too repetitive of previous courses was higher than desirable for 2 of the modules. This has been communicated to lecturers. However, students clearly vary in their prior background as well as their interests. A challenge for future course development is to provide a level and style of teaching that can accommodate all students.
- The main method of assessing students was via two short, ungraded, online essays, with written feedback and opportunity for revision. This was novel for the students but very popular, and was described as promoting useful and deep learning as well as being less stressful for students. Many students nevertheless requested that they would have benefitted from more detailed feedback; this has been communicated to involved teachers. There is also some suggestion that the assessment method might discourage study effort among some students. Most students supported expansion of *voluntary* multiple choice tests, but for *obligatory* tests opinion was more divided. Student assessment methods will continue to be refined in future.
- Only a slight majority of students (60%) rated their semester research projects to have been a useful learning experience. Dissatisfaction with projects among some students seems to be partly related to lack of interest in project themes on offer, partly related to problems of group cohesion (with a lack of shared effort and motivation within some student groups), and partly related to perceptions that supervision was inadequate and/or that workload was too demanding. Student satisfaction with the research project conference day varied widely. Some students strongly questioned the value of having group research projects every semester. Addressing whether these issues are systemic requires further research over a number of student classes, as well as discussion at faculty level of the resources available to give quality supervision to students on projects of this kind.

Summary of Evaluation B: Mark Price's lecture module

- This lecture module was well received by most students. Many students made very complimentary comments about the lecture module as a whole, including the teaching quality, the extensive use of Mitt UiB to present the course structure, and the teacher engagement.
- The use of online lectures, along with a wide range of other online resources, was largely welcomed as a useful to students' learning experience. Feedback nevertheless pointed to a need to improve the viewing format of online lectures, to expand student involvement in interactive class activities, and to make some aspects of the module easier for a minority of students who struggle with technical and conceptually abstract aspects of cognitive psychology.

More detailed observations and suggestions are as follows:

- We should continue with use of online lectures due to their learning advantages, but bear in mind that in isolation these can be less enjoyable for some students. We should continue with a mix of both live and online lectures and beware of expanding the proportion of online lectures in the absence of further teacher-student interaction. Technical problems were experienced by some students when trying to view the online lectures. These would hopefully be solved by converting online lectures into a continuous streaming format, which would also improve viewing experience. Live lectures could also be recorded (this was attempted for some lectures this semester but failed due to technical reasons or lack of classroom availability). Online lectures could also be cut into shorter units. Posting online lectures earlier in the semester would give students more flexibility in when to view them.
- Students made several comments that exemplify both the advantages and dangers of online lectures. These could be useful to other teachers considering this format. The verbatim comments are available in the main text of the survey results.
- We should continue to offer a diverse range of learning resources, but try to increase the frequency and attendance for interactive classroom activities.
- We should extend use of online quizzes to encourage students to keep up with course schedule. This can include both obligatory quizzes to encourage students to keep pace with the schedule of online lectures, and voluntary quizzes to allow students to assess their learning.
- The current level of complexity of the module was about right for most students on the professional program, but a few students struggled with the technical or abstract aspects of cognitive psychology. We need to continue to consider how to increase proportion of students rating that their knowledge was improved "very much" by the course. In this respect, videos of live lectures, more classroom discussion, and summaries of technical terms, could all be useful. The proportion of exchange students finding the course too advanced was 50%. The latter has been communicated to the

exchange office and should be noted by future exchange students considering this course.

- Expansion of the lectures on consciousness, perhaps at the cost of shrinking some other course contents, might be one way to develop content in the future.
- Useful suggestions for additional teaching formats were given by some students and can be explored in future if we have sufficient teaching capacity.

Evaluation A – Overall course

PART A1 – Evaluation of the main lecture modules

A1.1 Evaluation data for main lecture modules

Evaluation of the lecture modules is based on several multiple choice questions, plus a couple of free-text questions.

Overall learning experience for each lecturer's contribution to course: Students rated their "overall learning experience" from each of 4 lecturer's modules, using the responses *excellent*, *good*, *acceptable* or *poor*. The proportion of students rating their learning experience as *good* or *excellent* ranged from 43% to 82% across lecture modules. The proportion of students rating their learning experience as *poor* ranged from 0% to 17% across modules. However, all lecturers had at least 1 student rating their module as *excellent* (range 3% to 14%). As most modules received ratings from *excellent* to *poor*, students had quite varying experiences of each module. Individual lecturers have been given the detailed ratings for their own lecture module.

Assessment of the academic level each lecturer's module: Students were asked to rate the academic level of each lecturer's module as either *too advanced*, *about right*, or *too basic* in relation to their previous learning. (This question was not asked during this survey for Mark Price's lecture module because this had been evaluated previously; for completeness, results for these lectures are nevertheless included below, with exchange students removed.)

	Price	Pearson	Beller	Bender
<i>too advanced</i>	18%	3%	9%	11%
<i>about right</i>	83%	49%	80%	60%
<i>too basic</i>	3%	49%	11%	26%
<i>no response</i>	-	-	-	3%

Assessment of perceived preparedness of teaching activities: Students were asked: "Overall, did you find lectures or other classroom activities to be well prepared?" using the choices *yes*, *neutral* or *no*. The majority answered *yes* (89%), with 9% answering *neutral*, and 1 student answering *no* (3%).

Did students feel welcome to ask questions? Students were asked: "Overall, did you feel welcome to ask the teachers questions?" using the choices *yes*, *neutral* or *no*. The majority answered *yes* (97%), and 1 student answered *neutral*.

Administration of course: Students were asked: "How would you describe the overall administration and organisation of the course?" using the choices *excellent*, *good*,

acceptable or *poor*. The majority (89%) answered *excellent* or *good* (43% *excellent*). Of the remaining 11%, all answered *acceptable* and none answered *poor*.

What did students like most and least about each lecturer's teaching module? This free-text question again did not ask about lectures by Mark Price as his module was evaluated in detail in a separate survey.

a) Module on memory (Pearson): Many students praised the teaching quality of this module in terms of clarity and structure. The use of video films and practical examples, the detailed Powerpoint slides which made revision easy, the use of summaries, and the conciseness of presentation, were all commented on as positive; e.g. "it was good how he started each different topic with a short summary of what we already knew to refresh it, and then expanded on the knowledge within those topics". Students liked the intensive nature of the lecture course with long sessions over just a few days. Some commented there could have been more participatory activities. The main criticism of the module was too much repetition of material that had been covered during *årstudiet*: Many students praised the pedagogic quality but found the content too basic, and this is reflected by the fact that about half the sample rated the module level as too basic in an earlier survey item. However it is important to stress that this view was not shared by all students. Some commented that the contents were only slightly repetitive of previous courses, or that the repetition was mostly at the start of the module. Some liked the opportunity to revise. Some positively commented that the level was right for them: e.g., "What I liked was that it was very easy to follow his train of thought and I could pay attention the whole class. The tempo, and the difficulty-level was perfect for me. I felt like I understood everything he said, even though it was new and challenging information. No dislikes."

b) Modules on higher cognition (Beller/Bender): Many students commented that they liked the variation between lectures and class discussions. Two students suggested that class discussion time could be better used if reading assignments were given before class rather than during class, and that they found reading materials could be overwhelming:

- *"I thought the topics were very interesting, and the information was presented very clearly. I also liked the student participation tasks, as it made it easier to follow and think. However, reading long essay segments in class was not a good use of time in my view - it would be better to ask the students to prepare this beforehand."*
- *"...recommended readings were a bit too extensive leaving us with not really being able to have read everything (like 100 pages for each lecture is a bit much). It also makes it hard to prioritize what to study up on. With these lectures I think we could be told that we will discuss a certain article in class and that we could be expected to have read it before class, rather than using half the lecture on reading the article. That would leave more time for the discussions :)"*

There was considerable diversity of opinion on contents and clarity of the module on higher cognition. Some praised the clarity and structure of teaching, while others found aspects of the module to be difficult to follow (e.g. some examples used by Beller that involved "maths/physics"). Some praised the selection of interesting topics, while several complained that much of the syllabus was repeating topics covered in previous courses. Repetition by Bender of previous coverage of language processing was especially commented on,

although other students specifically commented that they enjoyed all of this lecturer's syllabus.

Some students also commented that although individual topics were interesting, it was hard to grasp an overall framework that connected the topics. Additionally, some topics (e.g. on aspects of communication) were felt by some students to be dealt with too briefly to be of much use.

Separate evaluation of higher cognition lectures by lecturer Sieghard Beller: This evaluation is outlined in the introduction to this document, along with directions to more detailed data. Results, which were obtained from a smaller sample of 14 students, largely converge with results from the overall course survey. The evaluation asked students to rate each sub-topic in the module in terms of interest, difficulty, and overlap with other courses. Interest in the various topics varied widely between students. Difficulty level was for the most part rated as about right, converging with results from the survey conducted on the whole course. Results on overlap with other courses identified specific topics which many students found were too overlapping, and will allow the lecturer to adjust the course accordingly. The survey also identified some topics which students would like to be brought into the course in future. Results from questions about teaching format showed that students mostly found this to be satisfactory, which again converges with results from the overall course evaluation.

Influence of course on appreciation of cognitive psychology: Students were asked: "How has this course influenced your appreciation of cognitive psychology?" with 4 response options. About half (54%) chose the option "My views have not changed but I find the topic interesting and relevant". A small minority (2 students, 6%) chose the option "My views have not changed and I find the topic uninteresting and irrelevant." Around a third of students (29%) chose the option "I think it is more interesting and relevant than I expected before the course", while 11% expressed that "I think it is less interesting and relevant than I thought before the course." In summary, three quarters of students rated the topic to be as interesting or more interesting than they had thought previously, and more students changed their views in a positive direction than in a negative direction.

Interest of course contents in relation to expectations: Students were asked: "Has the course content and teaching been more or less interesting than you expected?" with 4 response options. Although the majority of students rated the course as being "as interesting" (40%) or even "more interesting" (20%) than expected, about a third (34%) were disappointed with course contents and teaching, in relation to their previous expectations. Two students (6%) indicated the course to be "As boring as I expected". This stands in contrast to results of the previous question: More students shifted their views on cognitive psychology in a positive than negative direction, but student's expectations about the course itself were more likely to shift in a negative than positive direction. This clearly indicates room for improvement in the course.

Further general comments about the course: Free text comments from students reflect the results of the previous multiple choice ratings.

General structure and organisation was generally given positive appraisal.

- *Jeg er veldig fornøyd over hvordan informasjonen er lett tilgjengelig på MittUiB. Ingen andre emneansvarlig har gjort en så god jobb i å tilrettelegge for at vi lett skal få oversikt over faget.*
- *Jeg likte veldig godt at alt for så fint organisert på mittUiB. Det var lett å finne frem til temaene, og veldig fint med liste over hva vi burde lese og at forelesninger ble lagt ut.*
- *Noe forbedringspotensiale, men for det meste synes jeg dette var et fint kurs.*
- *Veldig bra struktur på hele kurset. Godt forberedt og tilrettelagt for studentene. Det virker som at det er lagt mye tid og arbeid i struktureringen slik at det skal bli enklest mulig for oss som studenter. Likte spesielt godt organiseringen av faget under moduler i mitt uib. Her fikk man en god oversikt over hele faget og hva som var forventet. Oppsummeringer av hva som var viktig etter et tema var også fint å ha.*

However, some students commented that although they liked the course structure, they were less happy with contents. This dissatisfaction was to do with repetition of content from previous courses or with the intrinsic nature of the course topic.

- *...Men dette er et fag som til tider kan bli veldig tørt, til tross for at foreleserne er gode. I tillegg til dette er det mye repetisjon fra årsstudium, slik at man ofte føler at man bare lærer det samme på nytt.*
- *I found the other lectures [i.e. memory plus higher cognition] to be less enjoyable as the level was too basic in my opinion.*
- *Kognitiv psykologi er for min del ikke det mest interessante, så det kan være det subjektive grunnlaget for manglende deltakelse. Fra et mer objektivt synspunkt vil jeg si at kurset er bra.*
- *Overall good quality of lectures. Mark Price is committed, pedagogic and inspiring. Nevertheless, I think the subject of cognitive psychology is boring and theoretically heavy.*
- *Jeg synes det har vært godt organisert og gjennomført. Det har vært veldig hektisk så det har ikke alltid vært så enkelt å henge med på hjemmearbeidet særlig de periodene der vi hadde fulle dager med forelesninger.*

Some students commented on the intensive nature of the course, commenting that this was OK as long as students are forewarned.

- *Alt skjedde over veldig kort tid. Intensivt. Det kunne i begynnelsen gi en følelse av at man ikke helt ville klare å komme gjennom. Men med mye innsats fra elevenes side, holde seg oppdatert til hver forelesning og bruke den lille tiden man har til å virkelig forsøke å forstå budskapet så er det nok tid.*

Some students found the course too intense or advanced, but sometimes acknowledged that this could reflect their own organisation.

- *Noen forelesninger ble litt for avansert for meg, det tror jeg også kommer av at jeg ikke la inn gode nok forberedelser.*

Some also commented on difficulty in integrating the taught material.

- *Jeg synes ved et overblikk at flere deler av kurset var diffust og vanskelig å sette sammen til en helhet, kanskje spesielt Mark Price og Andrea Bender sine forelesninger. Men det var mye som også var interessant, det som var problemet var at jeg slet litt med å få et fullstendig overblikk over visse deler av pensum.*

Specific comments on Mark Price's lectures were generally positive but also included some students who found the module difficult. These comments are convergent with the results of the dedicated evaluation of Mark Price's lecture modules, and are cited in that evaluation.

Further comments included the following:

- *It should have been at least 20sp. Like the course at UiO.*
- *Hadde ønsket at fokus var mer hvordan kognitiv psykologi brukes i klinisk praksis.*

A1.2 Summary of evaluation for main lecture modules

Learning experience was rated as *good/excellent* by between 43% to 82% of students, depending on lecture module. Ratings that learning experience was *poor* ranged from 0% to 17% across modules. As most modules received ratings from *excellent* to *poor*, students had very varying experiences of each module. Individual lecturers have been given the detailed ratings for their own lecture module.

The majority of students rated the level of lectures to be about right for lecturers Price and Beller, although there were always a small minority of students rating the lectures as either too advanced or too easy in relation to previous knowledge. For the modules by Bender and Pearson, the proportion of students rating the level as too basic rose respectfully to about a quarter and about a half. This has been communicated to the lecturers so they can adjust course contents accordingly.

Detailed comments on the lecture modules on memory and higher cognition can be summarised as follows: Students appreciated interactive class activities in some parts of the course (e.g., higher cognition) and these could be further expanded in other parts of the course (e.g., memory). Quality of pedagogic clarity and delivery was mostly praised, but there was a lot of variation in whether students found course contents to be interesting or (to varying degrees) repetitive of previous courses. This reflects some students' dissatisfaction with teaching level as expressed above. A challenge for the teachers is to minimise such overlap, while ensuring that all students (i.e., even weaker students or those with less previous background in cognitive psychology) have sufficient consolidation of basic themes to be able to follow more advanced topics. Greater thematic integration of the topics taught under "higher cognition" may be desirable.

For the course as a whole, teaching activities were rated to be well prepared by 89% of students (only 1 student positively answered *no*), 97% of students rated that they felt welcome to ask questions, and 89% of students rated the administration and organisation of the course to be *good* or *excellent* (43% *excellent*; none rated this as *poor*).

For clinical psychology students, cognitive psychology is often a less popular topic. We were interested in the impact of the course on students' perception of the topic. Three quarters of students rated the topic of cognitive psychology to be as interesting, or more interesting, than they had thought previously, and, over the course, more students changed their views in a positive direction than in a negative direction. However, students' expectations about the course contents themselves were more likely to shift in a negative than positive direction. This indicates that the course – if anything – improved perception of the topic, but that course contents were disappointing for some students. As pedagogic quality was generally praised, this is most likely to reflect the overlap with previous courses that was experienced by some (but not all) students.

PART A2 – Evaluation of the student assessment method

On the lectured part of the course (9 study points), students are primarily assessed via 2 obligatory written essays. These are written in class, online, with full access to literature. Writing time is 2 hours 30 mins including upload time. Maximum word count is 1100 words. Essay questions are broad and conceptual, encouraging students to integrate and apply their knowledge. Essays are written shortly after the end of the lecture module being assessed – revision time is usually only a very few days. Essays are pass/failed by the lecturer. An equivalent of a C grade essay is required to pass. Students are given written feedback on each essay, and a suggested essay-plan template is made available to students after the first round of writing. Students who fail then revise their essay(s) over a period of a few weeks and resubmit. Approximately one third of both essays were failed at first sitting by students in this semester. All students passed after revision of their essays.

Additionally, students are asked to pass a short multiple choice test, taken online at home, which in this semester was focused on recent lecture content. At present this test is under development and is very short and easy, but is likely to be expanded in future semesters.

Evaluation of the assessment method is based on several multiple choice questions, plus one free-text question that was worded “Have you any other comments about what you liked or disliked about the assessed essays?”

A2.1 Evaluation data for student assessment method

Comparison of assessment method with more traditional methods: Students were asked to agree/disagree with the statement: “Compared with other examination methods (e.g. multiple choice, long exam, home exam), I prefer the short assessed essays as the main way for my learning to be evaluated by the teachers.” The majority (83%) agreed, only 1 student disagreed, and 14% “neither agreed nor disagreed”. Many free-text comments illustrated the students’ perception of the advantages of the assessment method:

- *I absolutely loved that you actually took into account how learning works and then shaped the evaluation etc. based on that. I loved being able to focus on learning the bigger picture and the deeper meaning of the course rather than focusing on details like you have to for a normal exam. I feel like it also gave more freedom to learn more about what we found interesting, rather than just focusing on what we need to be able to recite for an exam. Good stuff! Keep it up!*
- *I thought the essays were good, making us see the broader lines and extract the most important parts.*
- *Litt vanskelig å knekke koden i begynnelsen, veldig uvanlig eksamensform for min del. Men med en gang jeg så tilbakemeldingene og skjønte hva dere så etter, følte jeg det gikk veldig fint.*
- *Jeg likte essayene fordi de ikke ga meg noe press, og jeg følte jeg kunne sette mer pris på materialet som ble lært dette semesteret på min egen måte. Eksempelvis valgte jeg å fordype meg noe mer i øyevitnesbyrd, noe som jeg finner veldig interessant, og dette var også noe jeg fikk igjen for på essay 1.*
- *Det var uvant å bruke en så kort og konsis skrivestil, fordi alle oppgaver og innleveringer vi hittil har hatt har vært med en lengre ordgrense, og dette var en utfordring fordi min*

skrivestil er beregnet på å bruke mer plass på å komme frem til et poeng. Likevel var det en interessant øvelse i å skrive på en ny måte!

- *I liked that we had access to all sources.*

Specific comparison of ungraded essays with feedback, versus standard graded essays:

Students were asked to agree/disagree with the statement: "I feel I learned more from having ungraded assessed essays with feedback and the opportunity to revise the essay, than by writing standard graded (A-F) essays." The majority (83%) agreed, only 1 student disagreed, and 14% "neither agreed nor disagreed". Many free-text comments illustrated the students' perception of the advantages of not having grades:

- *I really enjoyed the examination methods as I was able to focus more on learning than on remembering details in order to get a high grade.*
- *Jeg likte essayene godt. Det gjorde at jeg tok meg mer tid til å lese og faktisk sette pris på faget, heller enn å pugge og være veldig nervøs i forkant.*
- *Det er en god måte å lære på. Lærer mer enn å sitte å lese til eksamen. Stress opplever man uansett men det blir litt annerledes i og med at man ikke blir vurdert med karakter. Noe av stresset forsvinner.*
- *Synes det er en mye bedre måte å lære noe nytt på. Det var befriende å ikke ha karakterpress, ettersom jeg ofte finner karakterer unødvendig. For å forberede meg på essayet måtte jeg sette meg godt inn i fagstoffet, og jeg opplevde at jeg lærte mer enn jeg ofte gjør til en vanlig eksamen. Dette fordi jeg kunne bruke hjelpemidler noe som gir meg mer kapasitet til å fokusere, da jeg ikke trengte å bruke like mye energi på å hukommelsen, men heller forståelsen og formuleringen. Oppgavene var mer praktisk rettet og relevant og spennende.*

Was teachers' feedback on essays personally felt to have been useful by individual students?:

The usefulness of the written feedback that each student personally received on their essays was rated differently for essays 1 and 2. For essay 1, 74% of students agreed it had been useful, while 20% neither agreed nor disagreed and 6% disagreed. For essay 2, only 26% agreed, 31% were neutral and 40% disagreed. Free-text comments about dissatisfaction with feedback were as follows:

- *Jeg synes derimot at tilbakemeldingen jeg fikk på essay 2 var noe mangelfullt, da jeg måtte revidere og sende inn på nytt. Jeg synes kanskje det kunne vært greit å vite litt mer hva som eventuelt var bra og mindre bra. Samtidig så fikk vi jo eksempel på hvordan man kunne låse essayet, som ga nok informasjon om hva som kreves.*
- *...However, the feedback was rather short - especially on essay 2.*
- *On essay 2 the feedback was inadequate and very limited compared to the feedback on essay 1. If the model is to learn through feedback and revision, I think that only essay 1 took advantage of this model, while essay 2 seemed to have a "standardized" feedback to all of the failing essays. I almost find it shocking that a university can support this difference in treating essays within the same course if the meaning is to learn through feedback and revision.*
- *I disliked the fact that I did not get personal feedback, but the same generic feedback as everyone else (Essay 2). There was also no real learning value or help by the disposition offered. I also felt the third part of the essay had no/little relevant literature. And most importantly: I really, really dislike the notion that every essay would need to have the same disposition/content, as long as the question is answered in a good, relevant and interesting way. Doesn't fit the essay-format at all.*

- *While the feedback I got on the first essay was individualised and useful, even when I passed the essay, it seems that the feedback for the second essay was copy-pasted to everyone who didn't pass. In my view, this goes against the whole point of having an assessed essay with feedback, which is to learn from the particular mistakes one has made in writing it the first time.*
- *Jeg besto begge essayene, og fikk derfor ikke noe særlig tilbakemelding. Skulle ønske man fikk noe mer tilbakemelding selv om de ble bestått.*
- *Jeg synes tilbakemeldingene var litt knappe. Jeg besto begge på eksamensdagene så det hadde ikke så mye å si for min del, men det kunne vært fordelaktig å fått litt mer konkret informasjon enn at noen punkter var litt tynne ol.*

Which aspects of the assessed essays were useful for learning?: Students selected which of 9 aspects of the essays they found to have been useful to their overall learning experience. Percentages of students selecting each point, were as follows (given in order of frequency of students selecting that item):

94%	The essays were on separate days rather than grouped in one exam
80%	You were given feedback on your essays
77%	You had a chance to revise your essays if you failed the first time
74%	The essays were set very soon after the end of the teaching modules being tested
69%	You had open access to all books, notes and online resources
66%	The essays were written online rather than by hand,
60%	The essays were ungraded
57%	The essays had to be short (but concise and dense in content)
37%	The essays questions were quite conceptual

It is interesting to note that the short and conceptual nature of the essays, which teachers on the course consider to be important aspects of directing students towards deep learning, were perceived to be useful by only around half of students. Timetabling of essays on separate days, shortly after the end of lectures and with little time for revision, plus the opportunity to revise essays after receiving feedback, were all rated as useful by the majority of students.

Impact of ungraded assessment on work effort: Students were asked: “Do you think you put LESS or MORE effort and hours of study into your learning because the course was ungraded, compared to a graded course?” Although half the sample (49%) responded that the lack of grading made *no difference*, and 1 student responded that it encouraged *more effort and hours of study*, about half (49%) responded that it led to *less effort and hours of study*. This is a problem that needs to be addressed, perhaps by expanding other assessment exercises during the course? However this survey result needs to be interpreted in the light of the free text comments below, which mostly moderate worries about student effort. The last comment is an exception, and it again raises the potential problems of moving away from traditional assessment formats.

- *I spørsmål 23 vil jeg si at jeg har jobbet mindre med temaene, enn hva jeg kanskje gjort om essayene var gradert. Likevel vil jeg si at jeg har fått bedre utbytte av timene fordi jeg ikke følte meg så stresset for å få en god karakter og da bare fokuserte på å lære alle begreper og sånt. Faget har vært mer gøy og interessant fordi jeg ikke har følt meg like knyttet til den anbefalte litteraturen og kunne heller jobbet med en overordnet forståelse av faget.*

- *Jeg leste litt mindre enn jeg pleier, men lærte like mye. Følte det var mindre stress og negative tanker forbundet med faget, og at det var uten karakter har gjort at jeg har hatt mitt beste semester. Så takk for det!*
- *Jeg kan ha lært mindre av å ha to slike essays enn ved en vanlig eksamen. Dette er fordi man ikke nødvendigvis måtte forberede noe før man skulle skrive dem. Det var lett å tenke at det bare var å ta dem på nytt, dersom det gikk dårlig. Samtidig følte jeg at dette var en mye mer behagelig form for evaluering. Man kunne fokusere på et mindre område av gangen, siden det var to separate essays med forskjellige tema. Og jeg følte også at jeg kunne lese pensum fordi det var spennende, ikke fordi jeg måtte pugge til en eksamen. På dette møtet fikk jeg kanskje en mer behagelig læringsopplevelse enn ved en vanlig eksamen der det for det meste blir masse pugging av alt som er viktig. Det at man ikke fikk karakter gjorde også at man kunne fokusere på å faktisk lære noe, framfor å skulle få en A på eksamen. På denne måten har jeg kanskje lært litt mindre enn ved en eksamen, men jeg har lært ting som er viktigere - den store helheten - heller en små detaljer. Ved å skrive et essay på nytt fikk jeg også muligheten til å sette meg mer inn i temaet, og dette essayet lærte jeg mye av.*
- *... I answered that I put the same amount of effort and time into this course as I do on graded courses. I do, however, feel that the amount of time and effort is very hard to compare precisely, since all our other courses are taught over a whole semester rather than as an intensive course, which completely changes the whole dynamic of how I approach the course.*
- *I thought this was a great course, that I really enjoyed. However, it is pretty disappointing to me how little most of the class appreciated it, by not coming to lectures or reading anything. I don't know what to do about this, but I guess it has to do with motivation (perhaps due to the lack of grades, and possibility of rewriting the essay?)*

Concern that ungraded assessment might be detrimental to applying for exchange

semesters: Students were asked: “Are you concerned that ungraded course assessment might make it more difficult for you to apply successfully for an exchange semester in another country?” Only 2 students (6%) responded *yes*, while 54% responded *no* and 37% were *unsure* (1 no response)

Use of obligatory and voluntary multiple choice tests during the course: In answer to whether a short **obligatory** multiple choice test during Mark Price's lecture module had been a useful incentive to help students keep up with the course, 63% answered *yes*, 23% answered *no*, and 14% were *unsure*. In response to whether the same test was useful “to test your knowledge and understanding of lectures”, 63% answered *yes*, 17% answered *no*, and 20% were *unsure*. Regarding whether such tests should be used more in the course, 40% said *yes*, 20% said *no*, and 40% were *unsure*. Regarding whether we should increase the use of **voluntary** multiple choice tests, 69% said *yes*, 17% said *no*, and 14% were *unsure*.

A2.2 Summary of student assessment method

Most students (83%) agreed with the statement that they preferred the assessed essays compared to other standard examination formats, including graded exams, with only 1 student positively disagreeing. Many students also made very positive written comments about the assessed essay format. Comments suggest that for many students the learning experience had been deeper, more useful, more inspiring and personally interesting, less stressful etc.

Many characteristics of the assessment method were rated to enhance learning by most students: e.g., timetabling of essays on separate days, shortly after the end of lectures and with little time for revision, plus the opportunity to revise essays after receiving feedback. The short and conceptual nature of the essays, which teachers on the course consider to be important aspects of directing students towards deep learning, were perceived to be useful by only around half of students.

Half the sample rated that the lack of grading made *no difference* to the effort and hours they put into their studies, and 1 student responded that it encouraged *more effort and hours of study*, but about half (49%) responded that it led to *less effort and hours of study*. However, verbatim comments suggest that at least some of these students felt they learnt *better* even if they felt they studied *less*. One student also pointed out that it is difficult to objectively compare work effort between courses with very different structure. This somewhat offsets the worry that many students were unmotivated to work hard because of the lack of grading. The possibility that some students rely on essay revision to get them through the course is nevertheless still raised in some of the comments. This is a problem that needs to be explored further. It might be addressed by expanding other assessment exercises during the course.

In this respect, both obligatory and voluntary multiple choice tests were felt by the majority of students to have been useful during the course. A majority would support expansion of voluntary tests. For obligatory tests, opinions on expansion was more divided, with many students unsure. During informal discussion during course evaluation, one student strongly expressed the view that timetabled obligatory multiple choice tests can distract students from deep learning, by re-encouraging a focus on rote learning of detail.

Despite generally very positive comments about the assessed essays, the written feedback that students receive on their essays was often rated as insufficient to be useful; for their first essay about three-quarters of students found the feedback useful but this fell to only a quarter on the second essay. Several students commented that written feedback on their essays could have been much more substantial and personalised, especially for essay 2. The course emneansvarlig agrees that more feedback is in general desirable for all essays. Unfortunately the amount of personalised feedback is to some extent currently limited by staff resources. Nevertheless, the criticisms of the feedback is taken seriously and has been passed on to the teachers involved in the essay evaluation process.

One student commented that "*Når vi skrev essayene var det ingen som passet på ro i rommet, og det ble mye småsnakk som kunne være forstyrrende (selv om det var hyggelig). I en annen situasjon kunne jeg ønske det ikke var mulig at man pratet sammen under en slik eksamens"-situasjon*". The problem of noise in the essay writing rooms is something that teachers were not aware of, and has not been raised before. Teachers do try to visit the rooms on several occasions, and where possible are present in the rooms for longer periods. Solutions to this problem will be implemented.

One student commented that "*I would prefer to have a home exam, with more time and in a more "calming" environment. This would make me stress less and learn more. I think my essay would be much better as well.*" Allowing students to write essays at home has been

tried before in this course. Unfortunately our experience is that this encourages cooperative writing between some students. Given that essays are already ungraded, teachers feel it is important to maximise the chances that each essay is based on individual work.

PART A3 – Evaluation of semester projects (*emneoppgaver*)

Students conduct a research project which can be theoretical (literature-based) or empirical (involving data collection and/or analysis). The project is presented as a maximum 6000 word paper, with students usually working in groups of 3-4. Students also present their work at an obligatory project conference day. The work is credited with 6 study points. Assessment is on a pass/fail basis and is ungraded.

In this sample of students, about half of students conducted empirical projects and half conducted theoretical projects.

Evaluation is based on several multiple choice questions which tapped the overall learning experience of the students, project allocation, supervision experience, group cohesion etc. There were also 2 free-text questions probing for further clarification of problems in either group cohesion or with projects more generally.

A3.1 Evaluation data for semester research projects

Was the project a useful learning experience?: Students were asked: “Have you found your semester project (emneoppgave) to be a useful learning experience overall?” 60% answered *yes*, 17% answered *no*, and 23% were *unsure*.

Range of projects on offer: Students were asked: “Did the range of available project themes include projects themes that interested you?” 66% answered *yes*, 20% answered *no*, and 14% were *unsure*.

Allocation of projects: Students were asked: “Are you satisfied with the way the projects were allocated to each student group?” 57% answered *yes*, 34% answered “*neither satisfied not dissatisfied*”, and 9% answered *no*. Dissatisfaction with project choice was described as follows:

- *Det var veldig få interessante oppgaver, de fleste var diffuse og ganske avanserte. Hvis det hadde vært flere spennende og engasjerende oppgaver å velge mellom tror jeg det hadde vært en mer positiv læringserfaring.*
- *Jeg syns det var noen oppgaver som hadde vært interessant å skrive om, men fikk ikke tildelt oppgaven jeg ønsket. Det gjorde at jeg endte opp med å skrive en oppgave jeg ikke fant noe interesse for, og det gjorde det hele veldig tørt og kjedelig.*
- *Emneoppgaven kan være morsom eller ikke å skrive, og det påvirker hvor mye jeg lærer. Dette kommer helt an på hva slags oppgave man får. Dette semesteret fikk jeg en oppgave som ikke var interessant for meg, som gjør det vanskelig å holde seg motivert. Mye av grunnen til dette var at jeg ikke forsto helt hva vi egentlig skulle undersøke, og hvorfor dette var relevant for vårt framtidige arbeid som psykologer. Fordelingen var rettferdig, og man kan være heldig eller uheldig med hva slags tema man får. Dette går greit i og med at vi skriver en oppgave hvert semester. Men det er likevel vanskelig å føle at man lærer noe særlig, når man bare vil skrive for å få nok ord, ikke av interesse.*

Interest of project relative to expectations: Students were asked: “Have you found your project to be more or less interesting than you expected?” 34% answered “*more interesting*”, 43% answered “*as I expected*”, and 14% answered “*less interesting*”.

Supervision quality: Students rated “Are you satisfied with the quality of supervision you were given for your project?” using a 5-point scale. Responses were: 34% *very satisfied*, 31% *satisfied*, 23% *neutral*, 11% *dissatisfied*, 0% *very dissatisfied*. Free text comments related to supervision were as follows:

- *Data processing took most of our time, and we were not able to start writing until it was finished, so the writing process was quite rushed, which made us less invested in it I believe. We only met with our supervisors about the coding of their raw data, not about the writing of our paper.*
- *Our group dynamic has been good. However, our supervisor has given us way too much work for us to be writing an empirical paper. We have in total two weeks from being done with our "research assistant" work until the deadline of the paper, with no supervision on the actual writing of the paper. All in all pretty disappointed with the project, as the theme is very interesting.*
- *Vi endte opp med en oppgave som var litt forvirrende og avansert, samtidig som den var ganske abstrakt i forhold til temaet kognitiv psykologi, og da ble det vanskelig å kommunisere.*
- *We didn't get as much supervision as I had hoped. I had never done a theoretical paper before, and I felt like I didn't have much to contribute.*
- *Opplever at arbeidsmengden varierer mye ut fra hvilken veileder du får og type oppgave. Jeg opplever at jeg både var forskningsassistent og måtte skrive en hel empirisk oppgave. I et mer krevende semester enn dette, ville jeg følt at det var veldig ugreit.*
- *Jeg hadde ønsket en oversikt over hva vi kan forvente av veileder, som bør være likt for hvert semester. Jeg opplevde til tider at veileder ikke hadde tid eller kapasitet nok til gi tilbakemeldinger underveis. Det tok ofte lang tid før vi mottok svar og kommentarer, og jeg opplevde at veileder til tider var dårlig forberedt til veiledningstime. Motsatt opplevde jeg at veileder forventet for mye av oss innen kort tid. Det bør være en bedre plan fra start av for når man skal være ferdig med ulike delmål og for når de ulike veiledningstidene skal plasseres utover semesteret. Når dette er sagt, synes jeg imidlertid veileder hadde god kunnskap og ga gode kommentarer når vi først mottok dem.*

Student project group cohesion: Students were asked: “Did your project group work well together in terms of communication and division of work load?” 54% answered *yes*, 20% answered *unsure*, and 26% answered *no*. Free text comments described the following problems within groups:

- *Det ble noe skjevfordeling i henhold til hvor mye hver person skrev. Dette kan ha med at vi begynte til forskjellige tider i semesteret slik at det ble skrevet mye så andre ikke helt hang med.*
- *Vi jobber i forskjellig tempo, noe som har vært utfordrende.*
- *Some did more than others, because of more interest and understanding of the task and better work ethics.*
- *The people in my group hardly had time to meet. In that way it's more like an individual paper where you lose the understanding of the whole and it's difficult to get help to understand different articles when we are just working separately. You don't learn so much about working in groups when you are just working separately.*

- *There were some group members who was less willing to work on the project, which resulted in some members of the group having to do more work than others.*
- *To av gruppemedlemmene i en gruppe på fire har vært bortreist mesteparten av semesteret. Dette har gjort det litt vanskelig å samarbeide.*
- *Det var ikke problemer ift gruppedynamikk, men prosessen vår var mye vanskeligere enn først tiltenkt. Det gjorde at jeg ofte satt med mer arbeid, noe vi ble enig om. Dette fordi de andre ikke hadde like mye kompetanse til å engasjere i mer arbeid.*
- *Generelt Ok. Men jeg opplevde mangel på struktur og planlegging, noe som er viktig for meg. Det er slitsomt å jobbe i gruppe med noen som er mer impulsive enn hva jeg er. Dessuten tror jeg vi hadde ulike forventninger til hva og hvor mye vi ville legge i oppgaven. Fordeling av arbeidsoppgaver ble også et problem grunnet ulike tidspunkt for praksisperiode.*
- *The group had different goals for the task. Some wanted to do the bare minimum and some wanted to do a great paper. It made the workload divide uneven.*

Student project conference: Half the students (51%) found it useful to present their projects at the project conference day, while 20% found it not useful and 29% were neutral. Similarly, half the students (51%) found it useful to listen to other students' projects on the project conference day, while 20% found it not useful and 29% were neutral. Free text comments (see below) expressed divergent views on the on the benefits of holding a conference day on the projects. The obligatory use of English language during conference presentation (as this is an international course with exchange students present) was also commented on by 3 students:

- *I really like the project conference! For once people really know the stuff they are presenting, which makes it possible to actually learn something from what they are saying.*
- *The only comment worth mentioning is about the conference. I really can't see the meaning of the whole thing. Yes, we get a opportunity to get some tiny insight in to what our peers have been doing, but to make this a obligatory attendance seems quite unnecessary. I already forgot most of the projects, and those few I remember, I remember them not for their presentation, but from talking with my classmates.*
- *Framføringene av oppgavene gjorde at man fikk et innblikk i hva andre hadde sett på, og noe av det var absolutt interessant å høre om. Men mye av tiden blir brukt på å grue seg til egen framføring, slik at man ikke helt klarer å følge med.*
- *Synes det var synd vi måtte snakke på engelsk, da jeg ble bundet til manus og ikke klarte forklare essensen i oppgaven like godt som jeg hadde gjort om jeg fikk snakke på morsmålet.*
- *Jeg skulle også ønske vi ikke hadde trengt å ha framføringen på engelsk.*
- *Det at man måtte framføre på engelsk, gjorde også at kvaliteten på framføringen ble dårligere (dette gjelder for meg selv, ikke de andres framføringer).*

A3.2 Summary of semester research projects

Only a slight majority of students (60%) positively rated their learning experience as useful. A substantial minority (20%) did not find the project options to be interesting, although students were more likely to find their projects more interesting than anticipated, as opposed to less interesting. This may at least partly reflect the fact that a minority of students generally do not find the theme of cognitive psychology to be interesting.

About two-thirds of students were *satisfied* (31%) or *very satisfied* (34%) with the supervision they received, however 11% were *dissatisfied*. Comments indicate that students

perceive the workload and supervision they receive to vary considerably (between and within semesters). Teachers' informal observation is that students also vary considerably in commitment and in what they consider to be a reasonable amount of work, despite the fact that the workload expectations of these semester projects were stressed at the start of the semester.

About half of students (54%) reported that communication and division of work load within their group had worked well, but a quarter (26%) reported that it had not worked well. Verbatim comments expressed frustration that group members varied in motivation, ability, availability and working style. One comment indicated a problem with students being away on travel over long periods of the semester. It should be noted that dissatisfaction with group cooperation appears higher than in class feedback from previous semesters.

Although it was the teachers' impression that the project conference day had gone well, and that groups had made a serious effort to present a variety of interesting projects, only about half of students rated the project conference as positively useful, either in terms of presenting their own project or in terms of listening to other students' projects. Verbatim comments on the conference day ranged from very enthusiastic to very negative.

As students were encouraged in this survey to describe problems rather than benefits of their projects, the majority of comments were necessarily negative. An exception was: "*Jeg var veldig fornøyd med emneoppgaven dette semesteret. Vi hadde ingen nevneverdige problemer.*" Nevertheless, both the feedback from students and the longer term experience of this course *emneansvarlig* suggest a need to reconsider the whole rationale of obliging students to conduct research projects in each semester of this part of the clinical training program: Shortage of supervisors leads to large group sizes; students vary considerably in their interest and commitment to cognitive empirically-based research; students are already under considerable time pressure. These issues are highlighted by 2 verbatim comments by students:

- *This is the single worst part of studying psychology at UiB compared to how they do it at UiO/NTNU. Doing it in groups once or twice is perfectly fine. Doing every semester like this is a terrible idea.*
- *I really dislike the use of emneoppgaver in each semester in general. People rarely work together. The groups are assembled very randomly. Takes a LOT of focus away from the course in general. And from the opportunity to propose/follow up on self generated research ideas/interests. I don't have time for both. There should be an option to work alone. And there should be an obligatory presentation of the available projects/supervisors well ahead of the selection process if possible.*

In conclusion, there is a need to systematically evaluate the learning benefits of conducting these kinds of research projects in all semesters, bearing in mind the following points.

- Finding enough supervisors is an ongoing problem, at least for this course. This forces up group sizes which is often detrimental to student work.
- There is a perceived variation in supervisor commitment, likely exacerbated by the low number of teaching hours that are currently credited to teachers for project supervision.
- Not all students are interested in conducting in-depth research projects in all disciplines.

- Student absenteeism over longer parts of the semester can impact negatively on group-work.

Evaluation B – Lecture module by Mark Price

PART B1 – Individual multiple choice survey items

1) How many students had viewed the online lectures by at the point in the course when the survey was conducted?

Percentages of students having viewed the online lectures, in order of lecture, were:

- 96%: L2- Basic level visual object recognition (a mini-lecture which was the end of live lecture L2)
- 87%: L3- Beyond basic level - extension and interaction
- 87%: L5- Top down influences on perception
- 70% L7- Perception for action
- 12% L12- Executive processing mini-lecture (a mini-lecture which was part of live lecture 12 on "The balance between attention and automaticity".)

1 student did not answer.

Summary: Most students had viewed online lectures that they were expected to have studied by this point in the course, but worryingly 13% had not viewed a lecture (L3) that was supposed to have been tested by a previous obligatory online quiz. Perhaps some of these students did the quiz by copying answers from friends, or guessing the answers? If the quiz had been more difficult, this problem might be avoided. *Action to be taken: Increase difficulty of online quizzes to avoid cheating.*

2) How did students view the online lectures?

Most students (83%) usually viewed the entirety of lectures they had accessed, with 38% claiming they had viewed at least some parts more than once. Only 15% said they usually only viewed part of the lectures.

About three quarters (77%) claimed they would view some lectures again for their revision, and about half (53%) said they would view lectures they had not already viewed. Only 4 respondents (9%) said they had viewed some lectures only and would not view any more.

Regarding an online recording of a live attention lecture from a previous semester, only about half of students had viewed it by the time I had hoped, while most of the remainder said they would view it later. Only 2 students said they would not view it (perhaps they were the 2 resit students from last semester?).

Summary: Most students viewed the whole of each online lecture, many reported viewing parts of the lectures more than once, and most claimed they would view lectures again for revision. This seems to vindicate one of the advantages of online lectures. However, there was also evidence that many students had not kept up with the instructed schedule, and logical order of lectures, by not having viewed one pre-recorded lecture on attention. *Action to be taken: As for item 1. Extend use of online quizzes to encourage students to keep up with course schedule; increase difficulty of online quizzes to avoid cheating.*

3) Technical problems:

About half of students reported no problems in viewing the online Powerpoint lectures, about half had problems but were able to overcome them, and 2 students reported “I had problems which discouraged or prevented me from viewing some or all of the lectures”.

Summary: I need to address the technical problems somehow. *Action to be taken: Streamable online videos of the Powerpoint lectures might be a solution.*

4) Perceived value of online lectures:

In response to the question “*In terms of your **understanding and overall learning experience**, do you usually find the online lectures or the live lectures most useful?*”, about three quarters of students reported that online lectures were as good or better than traditional lectures; 30% claimed online were best, 43% claimed they were similar, and 21% that they were worse.

For the question “*In terms of your **enjoyment**, do you usually prefer viewing the online lectures or the live lectures?*” about half claimed online was as good or better; 26% claimed online were best, 28% claimed they were similar, while 43% preferred live lectures.

Summary: The learning value of online lectures seems to be as good or better for the majority of students. However, online lectures were more likely to be rated as less enjoyable than as more enjoyable. *Action to be taken: Continue with online lectures due to their learning advantages, but bear in mind that in isolation these can be less enjoyable and therefore perhaps demotivating. This point was also made by students verbally.*

5) Quality of online lectures:

The lectures were rated as “clear” or “very clear” to understand by all students (53% rated then as “very clear”). A minority rated them as “uninteresting” but most rated them as “interesting” (70%) or “very interesting” (15%).

Summary: Online lectures presented clear tuition which was interesting to a majority of students. *Action to be taken: Continue with online lectures.*

6) Level of lectures:

About 75% of students rated the level of the lectures as “*about right*” (77%). One student rated them as “*too easy*” and 21% as “*too advanced*”. Among exchange students, the proportion of students rating the course as “*too advanced*” was 50%

Summary: Level was about right for most UiB students. It is probably better to have a few students finding them challenging than to have many bored students. *Action to be taken: Continue with current level of complexity in lectures (though see below).*

7) Recommendations for format and future development of online lectures:

Preference for online Powerpoint lectures over prerecorded live lectures was only marginal (43% vs 36%), with 21% showing no preference. Most students (60%) thought the proportion of online lectures was about right, 26% thought I should expand their use, and 15% thought I should reduce them.

Summary: About 2/3 of students either preferred the audio Powerpoint format over videoed lectures or declared no preference. Most thought the proportion of online lectures to be about right; expanding their use even more is therefore not necessarily advisable. *Action to be taken: Continue with a mix of live and online lectures and beware of expanding their proportion.*

8) Classroom discussion sessions:

Evaluation of the 2 hour classroom discussion based on obligatory preparative reading was as follows. Of the 14 students who attended, all but 1 found it useful. However nearly half of students (47%) did not attend because they had not done the preparatory work. 21% did not attend for “*other reasons*” and only 1 did not attend because they did not think it would be useful. Asked whether they thought “*more classroom time should be devoted to discussion activities in my lecture course?*”, 43% said “*yes*”, 36% were “*unsure*” and 21% said “*no*”.

Summary: Classroom discussion was poorly attended, mostly because students had not done the preparatory reading, but was positively appraised by those who attended. More students thought this type of activity should be expanded than reduced, but many were unsure about this. Overall it seems there is scope to try and expand this type of activity. *Action to be taken: Try to increase encouragement to attend classroom activities.*

9) Contribution of lecture module to students’ knowledge:

In response to the question “*Overall, to what extent has my part of the cognitive course - on the themes of perception, attention and consciousness - contributed to your knowledge in these areas?*”, with 3 possible ratings, about half (49%) the students responded “*very much*”, about half (51%) responded “*to some extent*”, and none responded “*very little*”.

Summary: The lecture module appears successful in transmitting knowledge to the students. *Action to be taken: Consider how to increase proportion of students rating that their knowledge was improved “very much”.*

10) Relative contribution to student learning from different teaching activities and resources:

This question asked “Which activities and resources on this course have contributed in a useful way to your learning? You can click on as many options as you want.” Ten different activities and resources were listed. In the following table these are listed in order of % students who chose the item as contributing.

Live lectures	81%
Online lectures	81%
Examples of past essays questions, and past essay answers	81%
My lecture summaries	74%
Recommended reading in text book	72%
My reading guides	64%
Recommended reading of journal papers	60%
Discussion with other students outside classroom	38%
Classroom practice of essay plans	30%
Classroom discussion	23%
Reading that is not part of the recommended course pensum	17%

Summary: Most students claimed to benefit from all learning formats that were offered, with the exception of classroom discussion. Reading guides, lecture summaries, and posted examples of past essays and essay answers, were all used by the majority of students. (Future questions about this could attempt to evaluate relative contribution rather than just whether a given resource contributed.) *Action to be taken: Continue to offer a diverse range of learning resources, but again try to increase encouragement to attend classroom activities.*

11) A voluntary online quiz:

One voluntary quiz (5 questions, on top down processing) was answered by 19 students, mostly during their revision week. (Note this was not an item on the questionnaire, but I include this information here as it was obtained by observing statistics on Mitt UiB and is relevant to the current questionnaire.)

Summary: About half the students used a voluntary online quiz to help their revision. Note that in the open comments below, 1 student also suggested expanding such quizzes. *Action to be taken: Try to increase number and use of voluntary online quizzes.*

PART B2 – Integrated summary of students’ free text responses from 3 open text questions

Questions were:

- “What did you like best about the organisation and content of my lecture course? What themes did you find most interesting?”
- “What did you most dislike about the organisation and content of my lecture course? What themes did you find least interesting?”
- “What did you like best about the organisation and content of my lecture course? What themes did you find most interesting?”

The feedback is organised thematically below, pooling comments from the 3 questions, and quoting the majority of student comments verbatim. Four verbatim comments are also included from the overall course evaluation survey that was conducted later (these are indicated).

First, however, I briefly summarise the feedback from the *majority* of students (i.e., putting to one side any dissenting comments that came from only 1 or 2 students – these minority comments *are* listed further below):

PART B2.1 – Summary and suggested actions to be taken

- Some themes were popular with more students than other themes, but all themes were popular with at least some students. Expansion of the lectures on consciousness, perhaps at the cost of shrinking some aspects of perception, might be one way to develop content in the future.
- Organisation and course structure on Mitt UiB, using the module menu, was praised as exceptionally good by many students. A small minority nevertheless thought the structure was confusing.
- A few students commented that they liked the interactive aspects of the course and suggested expansion of these activities. This converges with responses from previous survey items.
- The use of online lectures was popular, and students described many advantages for this format. It seems to have been especially appreciated that the course mixed these online lectures with live lectures; i.e., a course that was solely based online could be unengaging and demotivating. Technical problems were experienced by some students when trying to view the online Powerpoint lectures. These will hopefully be solved by converting online lectures into a continuous streaming format, which would also improve viewing experience. Live lectures could also be recorded (this was attempted for some lectures this semester but failed due to technical reasons or lack of classroom availability). Online lectures could also be cut into shorter units. Posting online lectures earlier in the semester would give students more flexibility in viewing time – something that will be possible in future. This information converges with results of previous survey items.
- Reading guides were appreciated by some (but not all) students

- For a few students the lecture content was felt to be too great, and delivery too fast, with perhaps too many slides. A sizeable minority reported the contents to be too technical, biological or abstract. Although the majority of students rated the difficulty level of the course as about right when answering a specific question about this, the difficulty that some students have in following the course needs to be addressed. One suggestion from students was for better definitions of key concepts. A few students commented they would have liked more text on the lecture slides. Video recording of live lectures might also help to address these problems.
- A few students suggested concentrating lectures into fewer but longer teaching days. Unfortunately this would be difficult if maintaining the mix of online and live lectures, combined with other interactive activities.
- Clinical content was rated as good by some students but insufficient by others.
- Useful suggestions for additional teaching formats were given by some students.
- A couple of students complained that they received too many email communications during the course.
- Many students made complimentary comments about the course as a whole, the teaching quality, and the teacher engagement. These comments are much appreciated and very motivating to receive.

All these points are now unpacked in further detail below (with *verbatim quotes in italics*).

PART B2.2 – Expanded data

Thematic content

1) *The relative interest of the various topics that were lectured: Students varied, and no one theme was universally either liked or disliked.*

Students' suggestions for the ***themes they enjoyed the most*** were spread across the whole course. Although aspects of the theme of perception were the most frequent topic to be described as ***the least interesting*** part of the course, (especially bottom up models, feature detectors etc.), all the main lectured topics were chosen by at least 1 student as the most interesting.

Consciousness was a popular choice of most interesting topic despite low attendance for those live lectures. However a few students were disappointed with coverage of consciousness. Specifically (verbatim):

- *Last consciousness lectures a bit rushed*
- *It's hard to describe why I found consciousness so uninteresting. I just found it messy.*
- *Jeg tror jeg syns bevissthet er minst interessant. Men ikke fordi det er et uinteressant tema, men kanskje mer fordi jeg opplever det som mer filosofisk og dermed vanskeligere å forstå eller gripe.*

One student wanted the topic of consciousness to be expanded to allow more detail. Note that although one student found it good that consciousness was a bit philosophical, another was disappointed that consciousness was too philosophical.

Organisation and structure on Mitt UiB

2) Many students (N = 19) said they liked the structure/organisation of the course as set out in the online course module. Example quotations are:

- *I liked how everything was so smooth and tidy at the "modules" page.*
- *Det er veldig godt tilrettelagt her på Mitt Uib i forhold til andre fag jeg har hatt.*
- *Det jeg likte best med forelesningskurset er studieplanen. ... Det var veldig ryddig og organisert.*
- *I also am very happy about how all the files are placed in the modules. It's very organized and extremely easy to find relevant lectures and material, and to follow the course throughout the semester. ... Hands down the best organized course yet given at our faculty.*
- *Jeg likte oppsette/strukturen i forelesningene.*
- *I found the organisation and content of the lecture course as simply perfect. It was organized in a way that made it easy to find everything that I was looking for.*
- *I love how the modules are organized, it's easy to know what to read to be prepared for the lectures, its super nice to know what the point of the readings are (like where you've written which main points to get out of the readings), and its super nice with the lecture summaries, both to get an idea of what its about before the readings, before the lectures and to check after the lecture that you've been able to pick up on the main points.*
- *The thing I liked best was the structure during the lectures and at the modules, including everything from study guides to the guidance during online lectures.*
- *Kurset er veldig bra organisert. Man får god oversikt over relevant pensumlitteratur gjennom "moduler."*
- *Det jeg likte best med organiseringen og innholdet var nok mest av alt, hvor enkelt det var å forberede seg til hver time. Jeg tror aldri vi har fått så konkret beskjed om hvor vi må lese for å henge med.*
- *Jeg synes først og fremst at det var veldig godt organisert. ... Jeg syntes også det var veldig fint at vi fikk vite hva som burde leses til forberedelse av timene. Alt i alt veldig fornøyd.*
- *The course was very well organised. A lot of information available for preparation before the lectures. So if you do the preparation before the lectures start I think it's a good way to get the pieces of information together.*
- *Jeg syns opplegget slik jeg ser det har vært fint. Setter pris på at du som foreleser er engasjert og bruker tid på å organisere MittUiB slik at det er lettere for oss å finne ting. Også veldig fint med oversikt over hva vi burde lese i boken, samt sammendrag.*
- *Er veldig fornøyd med kursets oppbygning.*
- *Rekken av forelesninger var godt organisert ift. tema og punkter relatert til læringsmål.*
- *Videre synes jeg det er veldig bra å ha tilgang så mye informasjon om emnet, referanser til artikler osv i modulene.*
- *Regarding the organisation, I loved the fact that there's a little bit of everything. Some get a lot out of sitting in a lecture, while others get more out of sitting alone and reviewing the topics in their own pace. The organisation you have gives something for everyone.*
- *Jeg likte veldig godt bruken av "moduler", og at du har brukt tid på å legge ut leseplaner og oppsummeringer til oss. Jeg opplever dette som svært hjelpsomt.*

- *Fin måte å organisere på, da både live forelesninger og online fungerer godt. Også veldig god struktur på alt du har gått igjennom. Likte også godt at du har lagt sammendrag av alle temaene, og at du tok deg tid til å spille inn det du ikke rakk å gå igjennom i timen.*
- *In general, the plan presented in "modules" made it really easy to follow the lectures as I knew what I had to prepare before the lectures. The lectures themselves also felt well structured.*
- *Jeg er veldig fornøyd over hvordan informasjonen er lett tilgjengelig på MittUiB. Ingen andre emneansvarlig har gjort en så god jobb i å tilrettelegge for at vi lett skal få oversikt over faget. (This comment is imported from the overall course evaluation.)*

On the other hand, the structure or thematic overview of the course was unclear to some students (N=7), although some of these thought this might reflect their own lack of work.

- *Jeg har ikke vært så flink til å følge tilretteleggingen her på mitt uib, og fikk for eksempel ikke med meg at den ene forelesningen krevde forberedelser. Kunne kanskje ønsket en påminnelse om dette.*
- *Organiseringen iht. moduler synes jeg var litt uoversiktlig. det ble mye å bla igjennom etter hvert, og vanskelig å se tydelig hva som var hva.*
- *The information on the modules were sometimes repeated and a bit messy structured.*
- *Stoffet ble noen ganger litt uorganisert presentert, så jeg har i visse tilfeller hatt problemer med å forstå hvilke deler av det du snakker om som hører sammen under samme modell, og hva som kan organiseres sammen for å få et overblikk over teoriene og essensen av det du vil vi skal kunne.*
- *Jeg synes det har vært litt vanskelig å få en generell oversikt over faget, og se et større bildet, men det er kanskje fordi jeg ikke har lest nok enda.*
- *I think maybe the information on the modules could be a little bit clearer. Maybe one is the online lecture/the slides from the live lecture, one document on suggested reading (with more dense information about the readings, was a little bit too much text I think), and just generally make the information more dense. I was sometimes afraid I had missed something because the actual readings and so on disappeared in lots of text and information.*

One student thought too much time was spent explaining course structure in class time.

- *Although, I appreciate a clear followed structure in classes, I felt like everything was a bit too organised in a sense that you talked a lot about what you are going to talk about instead of using the limited time to dive right into the content. If we would have had more lectures on each topic, I think your highly structured teaching style would have been great, as it gives you insight into how everything is related and connected.*

Interactive activities

3) Some students (N=5) said they liked the opportunity to interact, both in terms of participatory activities such as the rubber hand illusion, and class discussion. Example quotations are:

- *Vi hadde mulighet til å diskutere og stille spørsmål kontinuerlig.*
- *Liker at det var en blanding mellom diskusjon og forelesning.*
- *I also attended both of the discussion sessions during the course and thought this was very helpful. We have too much lectures where we just listen to the lecturer and often don't take part in deeper information processing. So I think the discussions will help us understand the*

content better, and remember it for a longer time. In addition I appreciate the way you lecture when you take time to show us videos, discuss with the person next to us, and repeating the main issues of the course.

Three students wanted this expanded and another wanted it reduced.

- *Oppsummerende synes jeg kurset er lagt opp på en veldig god måte, men kunne godt tenke meg enda mer diskusjon og oppgavelsning (som for eksempel å gå sammen i gruppe og diskutere spørsmål).*
- *Would recommend more class discussions, and to go through the course material a bit slower. Maybe, more practicing for how to answer the questions in the exam, or like a trial exam to know how you are doing so far.*
- *More group work during lectures.*
- *I don't like discussions in the classroom and this is also one of the reasons why I don't attend the lectures, even though I sometimes want to.*

Online lectures

4) Many students (N=15) said they liked the use of online lectures and the variation between online and live lectures. Example quotations are:

- *Jeg synes det er bra med variasjon, og likte derfor både ha forelesninger live og online-forelesninger.*
- *I liked the organisation and content of the lectures, as we usually had either an at-home activity or a lecture, which made it manageable.*
- *Jeg likte måten du har satt opp kurset på ved at det varierte mellom nettbasert og live forelesninger.*
- *I really liked the combination of online lectures and live lectures, which gave time to do some studying on my own, I think more than I would have studied with only live lectures. Det jeg likte best med forelesningskurset er studieplanen.*
- *Jeg likte at du hadde ulike forelesningsmetoder og at noen var online og noen live ...*
- *I am very pleased with having content and material online, especially audio and video lectures. This gives us as students the ability to shape our learning process and plan the lectures as we please. It also gives us the opportunity to review content again later, and refresh our knowledge.*
- *Jeg likte kombinasjonene av online- og live-forelesninger. Men, jeg skulle gjerne sett at også de live-forelesningene ble filmet og lagt ut etterpå.*
- *I liked a lot the videos of previous live lectures, it was a great idea to allow the student to review the courses.*
- *Jeg liker veldig godt online lectures for da kan jeg ta det i mitt eget tempo og når jeg er opplagt.*
- *I do also like that it was both live and online lectures. I liked the audio online lectures since I could potentially skip parts that I felt I had enough knowledge about and repeat parts that I didn't have enough knowledge about.*
- *Online audio lectures. I learn best by reading by myself and for this reason I find the online audio lectures to be very helpful.*
- *Fin kombinasjon med online lectures, live lectures og egen lesing.*
- *Regarding organisation, I did like the option of viewing lectures online in my own time, though I believe the Powerpoint format could be improved upon (see below).*
- *Jeg likte godt kombinasjoen av online-lectures og live-lectures.*

- *I think that the way you have structured the courses, both live and online, was great. Being able to view some lectures online in my own tempo was good, but having too much of online lectures could make me unmotivated. So having both online and live lectures is a good thing.*

AND some students gave good reasons, in their additional comments text, to continue or expand the use of online lectures (N=3).

- *Jeg synes noen ganger du prater litt fort i forelesning, og det kan derfor være vanskelig å henge med. Når jeg ser online-forelesningene kan jeg gå tilbake på, eller høre på nytt, de klippene jeg ikke helt forsto, slik at jeg bedre kan forstå det. En fordel kan derfor være å forklare ting i et litt mer rolig tempo, og ha flere online-forelesninger.*
- *Jeg synes det er litt vanskelig å henge med når forelesningene går på engelsk. Jeg synes derfor det var veldig nyttig med online forelesningene, da de muliggjorde googling, stilling og repetering av det du hadde sagt.*
- *Siden noe av fagstoffet blir tilgjengelig på nett gjennom online-forelesninger, blir det en skjevfordeling i forhold til hva man lærer seg bra og hva man så vidt skrapet i overflaten. Live-forelesninger har en svakhet i sin natur ved at man ikke kan gå tilbake og forstå viktige ting på nytt. Man faller hele tiden i mellom å følge med og notere, og man havner et sted i midten med ufullstendige notater, og redusert forståelse. Dette er et problem med live-forelesninger generelt.*

On the other hand some students had problems with online lectures or just did not like this format.

- *Jeg hadde dessverre mye tekniske problemer knyttet til online lectures, så noen av de siste har jeg lest gjennom uten å få lyd til å fungere. I all hovedsak er nok dette grunnen til at jeg foretrekker live lectures. Samtidig finner jeg det lettere å følge live undervisning fordi jeg ikke blir like lett distraheret som jeg blir om jeg har mulighet til å pause en lecture (som i online lectures) for å gjøre noe annet.*
- *I would suggest to reduce the amount of online lectures. This way, it would be easier to focus on the live lectures and revise them carefully.*

5) The format of the online lectures was an area that several students (N=7) suggested I could improve.

Specifically, suggestions were that the Powerpoint lectures should be viewable without clicking manually between slides, that some lectures were too long, or that the online lectures could not be viewed easily due to technical compatibility with the student's PC. Two students commented they preferred videos of live lectures and that more of these would be good. The main message here is that the Powerpoint format should, if possible, be converted into a streamable video.

- *I would personally prefer if the lectures were recorded in a continuous stream. And this might be a bit of an ambitious suggestion, but I use online/youtube-lectures extensively and I always prefer the ones with an online screen (with drawing, or other moving and more involving visual presentation). So if there is time and resources available in the future, I think that would be a good idea to explore. E.g. Khan Academy. My thoughts on the general content and organization leads right into a suggestion, so I hope it's ok if I answer that under "spørsmål 17".*

- *As mentioned above, I felt that the powerpoint format was not optimal. Having to change slides, as well as starting the audio on each slide, became a bit of a distraction and annoyance. This was much less of a problem in the video lecture. A compromise between the two could be doing a powerpoint-based video, like the ones Khan Academy produce (<https://www.youtube.com/user/khanacademy>), though I'm not familiar enough with the production of such videos to know how much time and resources that would demand of you.*
- *I found some of the online lectures to be a little long, especially when the slide-papers used to make notes were much shorter than the actual online lecture.*
- *Jeg synes ikke det er noe negativt å si om organiseringen, men det var synd at ikke alle audio forelesningene fungerte som de skulle.*
- *Det kunne godt ha vært flere online-forelesninger, da gjerne tidligere forelesninger som er litt spilt inn. Jeg likte dette bedre da det var lettere å henge med når jeg fikk helheten i det du foreleste om, og ikke måtte stoppe opp for hver slide som i online-audio forelesningene.*
- *Not enough videos of the previous lectures.*
- *Det jeg mislikte mest med kurset var å bruke mye tid på å få online lectures til å fungerte. I tillegg opplevde jeg at de også varte litt lenge. Jeg tror jeg hadde foretrukket online lectures hvis de var korte. Men når man må sitte i flere timer foretrekker jeg å ha en live lecture da jeg opplever det som mye lettere å følge med enn å skulle trykke meg gjennom bilder og lyd.*

6) Other specific issues related to the online lectures were that some students (N=1) felt it was easy to fall behind, and another suggested they could be posted online more in advance (N=1). The latter will be easier to do in future, given that many online lectures were only made this semester.

- *Det var lettere å følge med på online lectures fordi man kunne ta på pause, men jeg synes det var lett å utsette å se disse. Dermed ble det lett å bli hengende langt bak, og det har derfor i ettertid ikke blitt gjort for min del da det har hopet seg opp.*
- *Could have published the online lectures earlier, because it would make us able to be more flexible in preparing for next class.*

Two students also commented that online lectures currently have too many slides, or are too long.

- *The online lectures consists of a lot of slides, and I think it would be easier to follow the lectures if the number of slides had been reduced a bit.*
- *Hvis man skal bruke online lectures ville jeg foretrukket at de ikke varte mer enn 30 min. Og heller ha lange foredrag "live". Jeg ble også litt demotivert av å ha lange online lectures uten å kunne stille spørsmål. Jeg greide ikke motivere meg til å skrive de ned og ta de opp på et senere tidspunkt.*

Reading materials and guides

7) Some students (N = 4) commented that they liked the detailed set reading for each lecture.

- *Jeg likte ... at du har forberedt lesestoff til hver forelesning.*
- *I also liked that you put up suggested readings for all the lectures, which made me plan my day like; reading first, then view the lecture, for example*

- *Jeg likte at du har forberedt ordbeskrivelser til å lese for forelesning. Det var veldig ryddig og organisert.*
- *Det var til tider forvirrende at du bruker andre begreper enn vi har lært tidligere. Den supplerende penumlitteraturen hjalp veldig til her.*

On the other hand 1 student found it confusing:

- *Suggested reading-dokumentene kan bli litt uoversiktlige, og kunne nok nytt godt av å ha en mer kulepunktstruktur.*

8) One student had not used lecture summaries yet and suggested they were superfluous

- *Moreover, I do not know how useful the summary's on each lectures are you provided on Mitt Uib. But maybe that is just because I have not used them yet. They might be useful to get a sense of the key information of each lecture. However, I think that you could save your time by keeping that to the students, who should be able themselves to create a summary of each lecture topic.*

Lecture content, style and difficulty

9) Some students commented that they liked the use of videos to illustrate themes:

- *I also like the video-examples used to illustrate different aspects and phenomena in cognitive psychology.*
- *Fint å ha videoer å se på på Internett også!*

10) Some students thought the course (or lectures) contained too much content (N=5)

- *Moreover, at some point I was a bit overwhelmed by the amount of lectures. I felt that it was quite difficult to catch up with all readings and online lectures in addition to revising the previously attended live lectures.*
- *Further the amount of different papers about each lecture is very useful, but also makes the amount of work seem a little overwhelming.*
- *Jeg synes det var til tider litt vel mange aktiviteter på en gang. så jeg rakk ikke å bruke den studieteknikken jeg bruker vanligvis, men det har gått fint.*
- *Jeg synes at det ble for mye informasjon om for mange teman ift. at kursen var kort.*
- *The lectures might sometimes be a bit dense (often as a result of time constraints). If it were up to me, they would tackle fewer themes, in more detail, and leave us to read up on the rest on our own.*

On the other hand 1 student said the course contained too little content (N=1)

- *Didn't really dislike anything about the organisation or content, maybe a little more of everything? Including papers from journals and online lectures with your voiceovers about broader topics and more depth on the ones you already covered?*

11) Some students (N=3) found aspects of the course too fast, especially in live lectures given in English.

- *The course is a bit fast paced. That makes it a bit hard to organaise and remember new-learned information before the next lecture starts.*
- *Synes det til tider går litt for fort for meg å følge med i live-lectures. I og med at forelesningene er på engelsk er det litt utfordrende å følge med*
- *Av og til syns jeg også kanskje at det gikk litt fort i forelesningene. Jeg opplevde grunnet språk og innhold at nivået var ganske høyt, og hadde av og til behÅ,vd tid til å la det som ble sagt synke litt mer inn.*

12) Aspects of the course were felt to be too technical, biological or abstract for a sizeable minority of students (N=12)

- *Mostly I found everything interesting, but when things get too technical or "biological" rather than theoretical I sometimes get demotivated to know the information.*
- *Temaet jeg fant minst interessant var nok Topp ned påvirkning og bunn opp påvirkning. Dette var fordi jeg syntes at noen av modellene som ble brukt, var for avanserte og abstrakte.*
- *Jeg sliter som sagt med å forstå når ting blir for abstrakt. Alle temaene som i kurset er svært abstrakte og flere ganger syntes jeg det gikk altfor fort.*
- *The content on mental imagery was a bit abstract and some times hard to follow. And the first part of consciousness was also a bit abstract.*
- *Jeg syns noen ting ble litt for abstrakt for meg, og hadde vanskelig med å forstå på en del temaer.*
- *Synes nivået på forelesningene er noe høyt. Kunne tenke meg færre tema, og mer dybde på hvert enkelt tema.*
- *Enkelte av forelesningene var kanskje noe mer dyptgående enn nødvendig, hvor jeg ikke følte jeg kunne se de store linjene jf. generell forståelse krevd til essay. Jeg valgte dermed å ikke være med i noen av de siste forelesningene på persepsjonsdelen, da jeg foretrakk å selv se på forelesningene med støttelitteratur på lesesal. Dette fordi jeg fant enkelte undertema av persepsjon noe kjedelig, og hadde vanskeligheter for å føle med i undervisningen.*
- *Jeg syns kanskje at mye av det som blir gått igjennom er litt diffust, eller svevende, slik at jeg ikke helt klarer å henge med på akkurat hva du vil ha fram. Men det hjelper godt at du har sammendrag osv, slik at man kan se nærmere på ting man ikke helt forstår i senere tid.*
- *Jeg syns stoffet er litt vanskelig, at det går litt fort frem i timen og at jeg derfor faller lett av.*
- *Når det gjelder temaene syns jeg generelt kognitiv psykologi er veldig vanskelig å forstå da det er så abstrakt. Av denne grunn sliter jeg med å følge forelesningene og har vanskelig å forstå alle tre temaene som ble gjennomgått.*
- *Det er ingenting fra forelesningene jeg misliker, men jeg finner enkelte temaer litt vanskelige å forstå.*
- *Jeg liker generelt ikke kognitiv psykologi, men dette er på grunn av at jeg ikke forstår det og ikke ser helt hvorfor vi skal lære dette. De temaene jeg likte minst var persepsjon og oppmerksomhet.*
- *I henhold til Price's stoff så syns jeg det var generelt vanskelig. Dette kan ha med at det som ble sagt i forelesningene ikke alltid korresponderte/endret form når man skulle lese om det i pensum. (This comment is imported from the overall course evaluation.)*

But note ...

- *I guess I'm not crazy interested in some parts of perception, at least the very detailed parts of it. But I see how its beneficial for us to know something about.*

- *The focus on the why and the how might have been confusing at first, but eventually started to make sense.*

And aspects of the course were too easy or basic for 1 student

- *Some of the content of certain lectures was mere repetition of what we learned in the first year (Årsstudium). This goes especially for much of the content in the first lectures on perception, as well as the first lecture on mental imagery. I think there was an instance or two more where I felt I had already learned what you were lecturing on, but the two mentioned above are the ones that most readily come to mind.*

One suggestion that could help students who find the course complex was to include more explicit definition of terms.

- *I would like the lectures to include a more explicit definition to the various terms, I find it hard to clearly understand what we are discussing, although I understand all of the examples.*
- *Jeg er veldig fornøyd med kurset, men det ble brukt mange metaforer til å forklare ting underveis. Dette fungerer veldig fint, men når vi blir fortalt at vi selv ikke bør bruke dem, da hadde det vært greit om du bare noterte er sted hva det egentlig heter. Hvis ikke er det metaforen som sitter i hodet.*

13) Perceived clinical relevance was both praised and criticised. One student commented on inclusion of a clinical perspective, while 2 wanted more clinical content.

- *Jeg likte også de gangene det ble diskutert kliniske implikasjoner av ulike tema.*
- *Kunne gjerne hatt enda flere kliniske implikasjoner ved alle temaene for å gjøre dem enda mer interessante.*
- *Jeg saknede også et større fokus på hvordan vi kan bruke det vi lærer om perception og attention i praksis.*

14) Four students suggested lectures should be concentrated in longer and more intense teaching days. Unfortunately it is difficult to see how this could be done and still allow for viewing of online materials and home reading to take place at the right points in the course timeline. Also note 1 student commented that concentrated lectures had been problematic due to course clashes.

- *I tillegg gikk det ofte to-tre dager før neste forelesning og da var det meste glemt igjen. Jeg skulle derfor ønske at forelesningene var litt mer samlet og at dagene var lenger.*
- *Det jeg likte minst med kurset var at forelesningene var så spredt og at man hadde en forelesning til dagen og to ganger i uken. Jeg skulle ønske det var litt mer intensivt og samlet.*
- *For me it would have been nice to have more lectures pr day so the days dont get so split up. like if we had 4 hours pr day it would have been easier to split up our studying into days of lectures and days of reading on our own. Its not a big problem, it just would have been a little easier for me :)*
- *Forelesningsrekkene kunne vært lenger. Dvs f eks 4 timer istedenfor 2 timer fordelt på 2 dager.*
- *Another bureaucratic point is, because of the compact lectures especially on memory I have missed some lectures of my other courses.*

15) Three students commented they would like more text on the lecture slides, or that there were too many slides.

- *Although the slides were generally well structured, while revising the lectures I realised that some slides were hard to understand without additional notes. Sometimes I find it hard to listen, looking at the slides, understanding and writing at the same time. Therefore my notes are missing some information from time to time. Especially some Pictures from studies did not have additional texts.*
- *The only thing I can think of is that i personally miss more text on some of the slides. When you are not quoting someone, i personally feel like there's not enough full sentences. But that's probably just me.*
- *Sometimes there were a lot of slides on the live lectures, which can be stressful. But I understand that we have a lot to learn, and that this is a consequence of that.*

16) One student thought lectures contained too many examples.

- *During the lectures, both online and live, I also felt that you sometimes spent too much time on examples (for instance, of different experiments illustrating the same thing) after explaining a term, theory or principle. It might just be due to my own slight tendency toward impatience, but there were instances where I lost focus because I felt that I had gotten the point you were trying to make several minutes earlier. For me, personally, some of that lecture time could have been spent more productively.*

Other possible teaching formats and exercises

17) More online quizzes would be useful

- *Jeg synes det var veldig greit med den ene multiple choice velsen vi hadde. Likte å få bekreftet at jeg hadde fått med meg det viktigste. Hadde gjerne vært fint med flere slike (ikke nødvendigvis som obligatorisk aktivitet, men mer for eget læringsutbytte).*

18) Some students made useful suggestions for other types of classroom format, activities or presentation formats

- *I definitely appreciated the lectures, and the work you put into it. It is a lot more ambitious/involved than what we are used to. But I do want to mention an alternative structure that I thought worked really well on a similar (but maybe a bit more narrowly focused, and more resource demanding) course at UiO.*
 - *The course was to a large degree structured around central experimental paradigms. The first hour we went to a computer lab and everyone tried an experiment. Then came an hour break, for studying up individually on the paradigm and the related theoretical issues. In the mean time research assistants processed the data from the experiments. Then we had two hours discussing the results (now processed, and visually presented), and discussed the theoretical implications/perspectives surrounding the experiment.*
 - *The scope of the course was a bit narrow and went deeper into a couple of very specific issues. But in general it worked really well. As it seems like you are open for trying out new ways of structuring the lectures, I thought it would be worth mentioning.*

- *Bra at du har med videoeksempler i forelesningene og online forelesningene! Og fint med ekstra artikler for å belyse temaene. Men kunne det vært mulig å presentere teoriene, eksperimentene og modellene som hører inn under samme tema/del av fagstoffet i stikkordsform, tabell eller modell for å vise oss hvordan det henger sammen?*
- *We could discuss during the courses about journal papers, text book, or something which is not in the part of the recommended course pensum.*

Communication

19) A couple of students thought the lecturer had sent too many emails (N=2), although the lecturer did in fact make a great effort to minimise emails on the basis of previous feedback. The need for many emails was increased due to the dynamic evolution of the course during the semester.

- *Too many emails.*
- *All the emails- it came to a point when I stopped reading them at a daily level, because there were so many.*

Overall satisfaction

20) General compliments on teaching style or on course overall:

- *In general I think that you have a very vivid and nice teaching style which makes it easy to follow you and the content. This also applies to your PowerPoint slides, which are very animated and often varying.*
- *I experienced the lectures and your way of lecturing as very clear and relatively easy to follow.*
- *In addition with your awake and rather vivid presence and style of lecturing, I really enjoyed attending the classes. I also felt that you had a very good preparation of your lectures what allowed you to speak freely. I also enjoyed your "modern" way of teaching namely, that you included lots of visual materials such as pictures and videos.*
- *Overall a really nice lecture course. Refreshing ways of learning!*
- *Det jeg likte best med forelesningskurset er studieplanen. Jeg likte at du hadde ulike forelesningsmetoder og at noen var online og noen live, at du har forberedt ordbeskrivelser til å lese for forelesning. Det var veldig ryddig og organisert.*
- *Hands down the best organized course yet given at our faculty.*
- *Jeg likte veldig godt at forelesningene var varierte, og følte ikke så ensidige. Vi hadde mulighet til å diskutere og stille spørsmål kontinuerlig. I tillegg fant jeg det positivt at innholdet bygget videre på forrige forelesning.*
- *I found the organisation and content of the lecture course as simply perfect. It was organized in a way that made it easy to find everything that I was looking for.*
- *Jeg likte eksemplene på eksperimenter og kognitive oppgaver du brukte for å belyse de ulike fenomenene, og måten du utfordret oss til å se bak de spørsmålene som vi kanskje i utgangspunktet trodde var viktigst, for å finne de underliggende problemstillingene som egentlig er viktig å svare på for å forstå persepsjon, oppmerksomhet og kognisjon.*
- *Jeg likte at du var ute etter å lage et helhetlig rammeverk for å heller forstå temaene enn å lære bort rene fakta.*
- *I really liked everything from the start to the end, including your presence and clarity during the lectures.*

- *Er veldig fornøyd med kursets oppbygning. Foreleseren gjør en fantastisk jobb - svært pedagogisk og engasjert!*
- *What I liked the most, and also found the most interesting, rewarding, and conducive to my personal understanding of the subject, was the way you moved between abstract, general principles of human nature and concrete details of experimental cognitive psychology.*
- *Jeg likte at du virket veldig engasjert og villig til å hjelpe oss å lære på best mulig måte, og at du er flink til å svare på spørsmål og hjelpe :)*
- *You were really structured, I loved that! A lot of my fellow classmates said the same thing, - it was a new experience for me at the university. I appreciated that.*

Plus the following comments from 9 students in their additional comments text:

- *Overall I enjoyed this course, and especially all the course material available to us. It seems as though the lecturer really enjoys the course and themes, which is motivating.*
- *Jeg synes generelt at live-forelesningene var veldig gode! Selv om jeg ikke alltid fant alle tema like interessante, så gjorde disse forelesningene at jeg ble mer engasjert i temaene enn jeg trodde jeg skulle være ved starten av semesteret.*
- *Jeg likte veldig godt at det var en blanding mellom klasseromsundervisning og Internettbasert. Fortsett gjerne med dette.*
- *Synes det smitter over at du er så engasjert! Fortsett sånn :D*
- *... veldig fornøyd med kurset! Synes du har gjort en god jobb med modul-siden her på mittuib. Veldig bra at slides har blitt lagt ut før forelesningene, at det er tydelig hvilket pensum som hører til hver forelesningene, og sammendragene du har laget har vært helt topp. ... Må også nevne at jeg synes introduksjonen din til emneoppgaven var flott. I tidligere semestre har skillet mellom empirisk, forskningsassistent og teoretisk ikke vært så klart. Satte pris på at du klargjorde dette - kanskje spesielt hvilken rolle en forskningsassistenter skal ha. Tror emneansvarlige på tidligere semestre skulle sett dine PP-slides fra denne introduksjonen!*
- *Really enjoyed the course.*
- *I really enjoyed following the course.*
- *I'd like to give some positive words to the lecturer. It's nice for me as a student to have a lecturer that are so interested in their subject and the students. The way you follow up on us and do not give us long multiple choice tests even though you have to give us some obligatory assignments is really appreciated. This gives us more time to learn in our own way.*
- *I have no other comments regarding the content of the course. I would, however, like to add that I really appreciate the fact that you're genuinely interested in our experience and feedback. Staff taking students seriously is, sadly, such a rare thing at the faculty of psychology, and seeing someone who actually does helps me keep motivated and interested in the subject.*

The following comments are imported from the overall course evaluation survey:

- *Jeg setter særlig pris på alt Mark Price gjør for å holde forelesninger oppdatert og relevante, både hva gjelder innhold og format.*
- *Mark's lectures were great that way that we had a very clear overview of what we should be up to date on before the lectures. When having read the recommended articles/book pages the lectures were very understandable but still not too easy.*

- *I really enjoyed Price's lectures, which I found to be appropriately challenging and very interesting. I liked that the lecture portrayed the "big picture" of cognition instead of focusing on small details.*