

Emneevaluering

Emnekode: PSYK106

Navn på emne: Personal psykologi

År/semester: H2018

Emneansvarlig: Guy Notelaers

Innledning:
Faglærers vurdering av:
<ul style="list-style-type: none">• <i>Undervisnings- og vurderingsformer</i>
Lectures and seminars. Not oppmøteplik. Skoleeksam
<ul style="list-style-type: none">• <i>Litteraturliste/anbefalt litteratur</i>
It is large, it is very diverse and there are many different sources : books, bookchapters, articles, ...
Rammevilkår:
<ul style="list-style-type: none">• <i>Lokale og undervisningsutstyr</i>
To small room for the number of students
<ul style="list-style-type: none">• <i>Andre forhold</i>
Studentevalueringer:
<ul style="list-style-type: none">• <i>Metode - gjennomføring</i>
Organisation of the course was good (81%) but the order of the teaching activities is open for improvement (34% good or very good) and the amount of teaching was only deemed to be good by 58% of the respondents. Note that the class rooms got a clear bad (48%)

- **Faglærers oppsummering av studentene sine tilbakemelding fra studentenes emneevaluering**

22 respondents of 115 who took the exam

Only 46% deemed the lectures very useful (moderate = 41%) Only 14 of the respondents attended, the seminars and 25% said they were very or extremely useful. That being said only 50% prepared more than 1 hour for a lecture and only 30% prepared more than 1 hour for the seminars.

A clear weak point is that the lectures were not engaging enough. Only 38% said that they were engaging. Only 48% said that they were interesting. But they were relevant for the learning objective (71% = agree / strongly agree and they were understandable (72%).

- missing link between literature and lectures
- Do not know what to prepare
- Grammar mistakes in the slides
- Some use too much pictures and numbers
- Learning goals not covered in some lectures
- Time management of lecturer
- PDH students get a + for engagement

With respect to the activities in the seminars : only 35% thought at least very useful. Idem for discussing exam questions

+

- exam preparation is very useful

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- structure : students do not like to organize themselves
- more content (theory) driven discussion are welcomed
- lack of student participation (too few people)

Literature was 53% said the literature was very or extremely useful to reach the learning goals

- too large recommended literature
- missing link between literature and lectures

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- . The rooms in the second half of the semester were too small.

- **Faglærers kommentarer til studentevalueringen**

- Lecturer can clarify the link between learning goals / literature and lectures using the document that is already on mitt UiB
- Do not know what to prepare : lecturer can announce what has to be read for next time
- Grammar in the slides should be ok
- Time management of lecturer
- Engaging students should be better managed
- The pensem is rather diverse , perhaps to divers. We should undertake further actions to make it simpler.

Andre merknader

Most of the international students are used to get 1 book (handbook) and 1 teacher who lectures most often from that book. Hence they have clearly other expectations. Managing these expectations in the beginning of the course is important but may be not sufficient.

Faglærers samlede vurderinger, med eventuelle forslag til endringer