

Annual report from the programme auditor

Name of auditor: Professor Lennart Nygren

Programme auditor at University of Bergen, Faculty of Psychology,
Mastergrad in Barnevern (Master in Child Welfare).

Period of appointment: 2019-2023.

Period to which the report applies: 2019-2020.

Introduction

The master programme in child welfare at University of Bergen has been available for many years, and has developed into a valuable resource for a professional field with immense complexity and high demands on professional competencies. In this report the focus is on the course MABARN 351: Master's thesis in child welfare. The master's thesis in child welfare encompasses 60 credits, in other words half the programme. A new article format for the thesis has recently been introduced and therefore this assessment is focused on recommendations and elements that can strengthen the structure of the course by improving guidelines for this new format. Further, the contents of the course are assessed in how they enhance acquiring knowledge and writing skills in order to contribute to new scientific evidence.

For the course MABARN 351 the following materials were materials for the evaluation:

- Description, content and learning outcomes of the course master's thesis [MABARN 351].
- Guidelines: Retningslinjer for mastergradsoppgaven ved Master i barnevern, Universitetet i Bergen.
- List of master theses that used an article format with their respective grades.
- Five master theses applying the new article format. Graded A, A, B, B, D.

The guidelines

The guidelines for the course MABARN351 follow a standard format. They are detailed

and provide the student (and the teachers) with clear instructions for the contents and forms of the preparation and writing of the master's thesis. The preceding courses in semesters 1 and 2 contain important preparations in terms of knowledge of the field of child welfare. Especially the research methods courses are fundamental as preparation for the thesis work, since they include research methods and research planning. It is optional for the students to choose between qualitative and quantitative methods, so students become relatively narrow in their methodological competence, which is also reflected in the mainly qualitative design of the theses. There is one quantitative approach and no mixed-methods theses in the sample of five theses that were included in the materials for this evaluation.

The guidelines are specific in terms of the contents (the main elements) of the thesis and also very clear in stipulating a preceding project plan (8-10 pages). The total number of pages of the finalised thesis depends on whether it is a monography or an article with a corresponding additional introduction. Also, if the students prefer to work together (max two) the additional demands are clearly stated compared with working alone. In all, the guidelines appear to be enough detailed for the students to follow, and are also providing the students with quality criteria, at least as precise as possible. Scientific quality is a matter of judgment, and depends on the research design, access to data, the competence of the student in terms of knowledge of the field of research, theoretical and methodological advancement, and writing skills. A challenge in writing the thesis is to be able to represent all these quality aspects in a logical, readable and publishable manner.

The option to write an article is more and more commonly used in master's programmes internationally. The size of the course MABARN 351, makes it possible to do this, while a shorter/smaller thesis course would place a problematic restriction on this possibility. Having a full academic year for the master thesis enhances the writing of a good research review, designing a smaller empirical study, to collect data, to execute analyses and to discuss findings more carefully. And, not least important, it enhances to condense all this work into a research article within a relatively limited number of words. The guidelines are clear in the level of ambition, i.e. to generate a publishable research paper. It is also positive to see that master theses become published in refereed journals, either in Norway or internationally. It is no doubt that students after this course will have good knowledge of the demands that will meet them if and when they plan to continue towards a ph.d.

In terms of the contents of the thesis, the guidelines are very good and clear. A suggestion is to be even more specific and clear in what is expected in the discussion and concluding parts of the thesis. There is an ambition to generate new scientific knowledge from the work the students do, and it could be of some help for them if they were encouraged to spell this out, i.e. in what ways their theses add to the state of knowledge. Additionally, it is recommendable to further develop the guidelines about how to address implications for policy and practice. The five theses that were presented for this evaluation are relatively vague in this sense, and perhaps a bit too anxious in how they phrase the value of their work.

As a part of the course, the students are required to be present their work at two seminars. It is not clear from the guidelines how these seminars are organised and if the students have a role to comment on their fellow students. In some master's

programmes, the role to comment is assessed and a requirement for the students. This is a way to strengthen the students' capability to analyse and criticize scientific work, and may also be a factor that can improve their own argumentation and academic writing. It could be considered to include a requirement for the students to comment on their fellow students' works in at least one of the seminars. In order to improve the writing skills of the students, a possible way would be to require them to deliver their comments as a short review. To have this in written form could also be a basis for the assessment of the students' performances.

The quality of the theses

The impression from the five theses that were attached for this evaluation, is that the idea to design the master's thesis as an article for peer reviewed journals has been successful. Even if only one (?) of the articles are published as of today, it is likely that at least two of the others will be possible to publish, one of them in an international journal.

The model with an introduction plus a manuscript ready for submission appears to be fruitful. In the introduction there is space to expand some of the issues that could not find space within the article format. The five theses indicate that working this way has been positive, even if the quality of the introduction sections varies. This is not surprising since the achievements and writing skills vary between students. However, the samples vary from ok to very good, and all of them are correctly awarded a pass. Obviously, the preceding courses have given the students both good enough knowledge of the child welfare research field, and methodological skills, even if the optional methods courses may lead to a relatively narrowed methodological competence. Also, the students appear to be well trained in how to search for literature, and to condense it into a usable research review. This is very important since it is in relation to this review the theses can be said to exceed current knowledge.

The dilemma with co-authorship seems to be solvable. The thesis is entirely written by the students, while the articles engage supervisors and senior researchers as co-authors. It is possible to do this transition according to the Vancouver codex, even if it requires that co-authors can translate supervision of the thesis into co-authorship. Another dilemma that is inherent in the transition from thesis to article is the requirements for ethical review. It seems as this dilemma is solved by having the ethical permissions ready from the start. It is generally problematic to get ethical permissions after that data is collected; permissions that are sometimes required by the journals in order to get published. It can also be good training to apply for ethical approval, and it can be seen as an important competence for future ph.d. candidates.

In terms of grading the judgments of the five attached theses seems reasonable. I might want to change one of the "A":s into a (strong) B and I also find the "D"-case to be at least close to a "C". Still, I have no doubts that the grading is done according to the not entirely unambiguous grading criteria.

As mentioned in the previous section, the theses/articles could be strengthened in terms of more elaborate discussions of findings in relation to both the state of the art, and in terms of relevance for policy and practice.

Summary

The child welfare master programme has a good structure, good content and is implemented with a well-developed idea for student learning. My recommendations based on this evaluation are:

- Consider possibilities to prepare students for more than either qualitative or quantitative approaches (e.g. mixed-methods).
- Consider to develop the guidelines with more elaborate instructions regarding the contents of the Discussion and Conclusion parts of the thesis.
- Consider to develop a more explicit demand to formulate the unique contribution of the studies.
- Consider to train and instruct the students to be more self-confident in the value of their work for practice and policies in the fields of child welfare.
- Consider to be more specific about the role of the students to comment on fellow students' work in the seminars, and to add a requirement on the students to present their comments in written form, as a way to improve academic writing skills.



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PROGRAMME AUDITOR – MASTER PROGRAM IN CHILD WELFARE

The assessment of the course MABARN 351 was focused on recommendations and elements that can strengthen the structure of the course by improving guidelines for the article format for the master thesis.

- Guidelines for the course MABARN351

The guidelines were positively evaluated. It was highlighted that these guidelines are detailed and provided the student with clear instructions for the contents and forms of the preparation and writing of the master's thesis. However, the program auditor suggests that the students may become relatively narrow in their methodological competence because the master theses mainly focus on the qualitative design of the theses. The auditor suggests possibilities to prepare students for more than either qualitative or quantitative approaches (e.g. mixed methods).

- We recognize the importance of diverse research methodologies; however, our methodological courses prioritize mainly qualitative and quantitative methodologies. It is possible that the use of mix/methods are not feasible. The methodological courses are managed for the 3 master's programs, so any modification cannot be taken in parallel by a single program. In this sense, our program finds it difficult to apply this recommendation.

- Guidelines for Master theses

It was mentioned that the guidelines are very good and clear for the students, however, it was suggested that these could be more specific and clear in what is expected in the discussion and concluding parts of the thesis (e.g. in what ways their theses add to the state of knowledge and how to address implications for policy and practice). The auditor suggests i) to develop the guidelines with more elaborate instructions regarding the contents of the Discussion and Conclusion parts of the thesis, ii) to develop a more explicit demand to formulate the unique contribution of the studies, iii) to train and instruct the students to be more self-confident in the value of their work for practice and policies in the fields of child welfare.

- We agree with these suggestions. Under RETHOS, these modifications can be relatively easy to implement. Our program can review the guidelines for master's theses, and in addition, we can strengthen the seminars to help students improve their critical capacity to analyse and criticize scientific work and improve their own argumentation and writing academic skills.

- Quality of the theses

It was highlighted that the idea to design the master's thesis as an article for peer-reviewed journals has been successful. The five theses indicate that working this way has been positive, even if the quality varies. The auditor suggests to consider to be more specific about the role of the students to comment on fellow students' work in the seminars, and to add a requirement on the students to present their comments in written form, as a way to improve academic writing skills.

- We agree with the suggestions made. As for the specific seminar you mentioned, we believe that the seminar can be improved by requesting written feedback from students. Undoubtedly, this activity will strengthen the academic skills of students and strengthen their critical capacity to read and comment on the work of other classmates.

Programme Auditor Report and Response GLODE 2020

2020 is the last year (of four) that Dr Pamela Kea from the School of Global Studies, University of Sussex, Brighton, UK, has been Programme auditor for GLODE. Her intended task for 2020 was to visit Bergen (ticket has been booked and paid for!) and evaluate GLODE 303 Qualitative methods. The visit was planned just at the time of the lockdown due to corona virus and had to be cancelled. We asked if she would be willing to change task to one that did not involve travel and could easily be accomplished digitally - and one that draws on her expertise and experience in Development studies and in Gender.

The new task Dr Kea agreed to:

1. Evaluate the literature (resource) list and recommend changes and additions for
 - a. GLODE 301 Critical approaches to development
 - b. GLODE 305 Gender
 - c. GLODE 307 Development practice Please comment on relevance, breadth/depth and how up-to-date the list is.
2. Share reading lists from courses at Sussex University

We asked Dr Kea to submit the report in two parts – GLODE 301 by week 16 so that we could include her comments in planning for the autumn semester 2020; and GLODE 305 and 307 by week 40 so that we could include her comments in planning for Spring 2021.

Dr Kea's two reports follow:

Report 1	pp.2-3
Report 2	pp.4-8
GLODE response	p. 9

Programme Auditor Report:

MPhil GLODE, University of Bergen

23/4/20

**Assessment of course content of Critical Approaches to Development (GLODE 301) -
Autumn term 2020**

Syllabus, lecture themes

‘Critical approaches to Development’ covers a range of relevant and up to date areas. The reading list is comprehensive, although there are additional areas that might be included (see below). It includes a range of resources, from classic texts to more recently published material. The range of recently published material is very good. It is an excellent idea to include videos and podcasts both for those students who struggle with the reading and to help students to engage with the relevant content in novel ways. In our International Development courses at The University of Sussex, we also use Development blogs, which can be a rich source of material, as well as other online resources (see Global Development Paradigms and Global Development Challenges Policy, University of Sussex).

The course tutors might consider highlighting two essential readings each week to further guide the students. It would also be helpful to include a brief summary (one paragraph) of the focus and content for a particular week, as it is not always clear what specifically will be covered, or what approach will be adopted, in a given week. For instance, the week on ‘Theories of Development’ needs a brief summary of the theories that will be covered and the period, in order to situate the contents in relation to the other weeks. This would provide students with an overview of the week’s content and particular focus. In addition, the tutors could include a few questions after the short descriptive paragraph, which helps to guide the students in their reading and understanding of the texts and podcasts / videos. These questions can then be used to facilitate and structure class discussion. Given the focus on the SDGs in the course objectives and content, the tutors might wish to consider adding a week on sustainable development and the contestations over its meaning (See Global Development: Paradigms, Policy and Politics, University of Sussex).

Possible additional areas to include:

1. Decolonial approaches to Development. This could be included in 'Theories of Development'.
2. Human Rights, particularly refuge and the right to asylum. (This could be included in the session on migration).
3. Civil Society and Social Movements. (This could include decolonial movements and political projects from countries in the Global South).
4. Microfinance
5. We have two undergraduate modules entitled: 'Global Paradigms and Global Challenges'. I am attaching the handbooks to illustrate my points about: the use of introductory paragraphs to help introduce a week's topic; the use of marking essential readings; and an overview of overall course content. There are also relevant references that the tutors may want to include in the 'Critical Approaches to Development' module. I am also attaching details of sessions and readings on 'Microfinance, Credit and Debt', 'Civil Society, Social Movements and Networks', Decolonial Theory, and The Right to Refuge and Asylum.

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Programme Auditor Report:

MPhil GLODE, University of Bergen

21/9/20

Assessment of course content of:

‘Gender Analysis in Global Development - Core Perspectives and Issues’ (GLODE 305 Gender) and ‘Development Practice’ (GLODE 307) - Spring term 2020

‘Gender Analysis in Global Development - Core Perspectives and Issues’ (GLODE 305 Gender)

Syllabus, lecture themes

‘Gender analysis in Global Development’ is comprehensive and extensive in the range of areas it covers. The breadth of weekly subjects covered is impressive and the reading list is comprehensive. One of the strengths of the reading list is the clear division between key readings, followed by a list of optional readings. I particularly like the focus on ‘classic’ texts in some weeks, which gives students a stronger foundation in a particular subject area. The course tutors might also consider including a brief summary (one paragraph or a few sentences) of the focus and content for a particular week, to provide more detail on what will be covered (see below for an example*). This helps students to contextualize the topic within the course as a whole and understand its content in relation to other topics covered. It might also be helpful to pose one or two questions after the paragraph summaries. These can be questions that are used to facilitate and structure class discussion or they may be used to guide the students’ reading.

Although the course content is comprehensive and covers a range of key topics the course tutors may consider including the following additional topics in future:

1. Cisgender privilege and heteronormativity in development
2. Gender and Migration

*Example of sample paragraph and questions:

Topic: **Gender and Migration** (Could be included in the session on ‘Gendered economies and livelihoods):

Introduction

Building on the issues discussed in the previous week on gendering labour, this week we will look at how the feminisation of labour affects international migration, and the particular vulnerabilities and challenges faced by migrant women. In the seminars, students will be encouraged to apply the theoretical concepts introduced in the lecture to the issue of sex trafficking and the debates around the agency and victimhood of migrant sex workers.

Questions:

- How does the feminisation of labour affect the dynamics of migration?
- How do we categorise different types of migrant and is this typology useful?
- Can a gendered approach to migration help us better understand and deal with issues such as sex trafficking?

Additional references that might be useful:

Feminism:

- Ahmed, Sara. 2017. *Living a Feminist Life*. (Introduction: Bringing Feminist theory Home).
- Wilson, Kalpana. 2015. ‘Towards a Radical Re-appropriation: Gender, Development and Neoliberal Feminism’. *Development and Change*. 46(4).
- Lugones, Maria. 2010. ‘Toward a Decolonial Feminism’. *Hypatia*. 25(4).
- Nazneen, S. and Maheen Sultan. *Voicing Demands : Feminist Activism in Transitional Contexts*.
- Emmanuelle Bouilly, Ophélie Rillon & Hannah Cross (2016) African women’s struggles in a gender perspective, *Review of African Political Economy*, 43:149, 338-349.

Cisgender privilege and heteronormativity in development:

- Mason, Corinne. 2018. ‘Introduction.’ *Routledge Handbook of Queer Development Studies*.
- Clapeer, C. 2017. ‘Queering Development in Homotransnationalist Times
- A Postcolonial Reading of LGBTIQ Inclusive Development Agendas.’ (22): No. 2-3 (2017): *Postcolonial Queer Europe*.

Intersectionality:

- Nikita Dhawan and Maria do Mar Castro Varela, ““What Difference Does Difference make?”: Diversity, Intersectionality and Transnational Feminist Politics.” *Wagadu: A Journal of Transnational Women’s and Gender Studies*, 2016, vol. 16, pp. 9-43]

Gender and Migration:

- Brenda S.A. Yeoh & Kamalini Ramdas (2014) Gender, migration, mobility and transnationalism, *Gender, Place & Culture*, 21:10, 1197-1213.
- Helma Lutz (2010) Gender in the Migratory Process, *Journal of Ethnic and Migration Studies*, 36:10, 1647-1663.
- Piper, Nicola. 2006. ‘Gendering the Politics of Migration.’ *International Migration Review*. 40 (1).

Sexual and Reproductive Rights:

- Undie, C., Izugbara, C.O. 2011. Unpacking rights in indigenous African societies: indigenous culture and the question of sexual and reproductive rights in Africa. *BMC Int Health Hum Rights* 11, S2.
- Undie, C., Izugbara, C.O. Unpacking rights in indigenous African societies: indigenous culture and the question of sexual and reproductive rights in Africa. *BMC Int Health Hum Rights* 11, S2 (2011)

Gender and Development:

- Asongu, S. and N. Odhiambo. 2020. ‘How enhancing gender inclusion affects inequality: Thresholds of complementary policies for sustainable development’. 28 (1).

Assessment of course content of ‘Development Practice (GLODE 307)– Spring term 2020

‘Development Practice’ is comprehensive in terms of the different areas covered. It has clearly stated objectives, content, learning outcomes, skills and general competence. Although the reading list covers a range of relevant readings, it might be useful to highlight 2-3 key readings to help the students prioritise their reading. In addition, it would be helpful to have a brief introduction to highlight the specific focus for a given week since, given the weekly headings, there is potential to cover a number of different areas in a given week. Although ‘empowerment’ is covered briefly in the week on ‘Human Rights and Gender Perspectives’, the tutor may consider devoting a session to ‘Power and Empowerment.’

Power and Empowerment:

Accessible sources on putting ideas about power into practice in development:

- Alsop, Ruth ed. (2005) *Power, Rights and Poverty: Concepts and Connections* (<http://siteresources.worldbank.org/INTEMPowerment/Resources/PPFinalText.pdf>)
- Eyben, Rosalind, Harris, Colette and Jethro Pettit eds. (2006) *Exploring Power for a Change*, IDS Bulletin 37(5).
- Rowlands, Jo (1997) *Questioning Empowerment*, Oxford: Oxfam
- Veneklasen, Lisa and Valerie Miller (2002) *A New Weave of People, Power and Politics*, Washington: Stylus Publishing. This is a very accessible guide with activities and simple explanations of complicated theories.

On women’s empowerment see:

- Batliwala, Srilatha (2010) ‘Taking the power out of empowerment – an experiential account’, in A. Cornwall & D. Eade eds. *Buzzwords and Fuzzwords*, Oxford: Oxfam/PAP
<http://www.oxfam.org.uk/resources/downloads/bk-deconstructing-development-buzzwords-010910-en.pdf#page=122>
- Batliwala, Srilatha (1993) *Empowerment in South Asia – Concepts and Practices*, Sri Lanka: ASPBAE.
- Eyben, Rosalind and Rebecca Napier-Moore (2009) ‘Choosing words with care: Shifting meanings of women’s empowerment in international development’, *Third World Quarterly* 30.2: 285-300
- Kabeer, Naila (1999) Resources, Agency, Achievements: Reflections on the Measurement of Women’s Empowerment, *Development and Change*, 30: 435-46

A key resource for development information is Eldis (www.eldis.org), which carries information on a range of topics. See also the Institute of Development Studies (where Eldis

is housed) main webpage. There are features, news and other materials (e.g. free-to-download working papers and briefings (www.ids.ac.uk)).

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GLODE Response to Dr Kea's reports:

Report 1.

1. We are delighted that Dr Kea is generally positive to our existing literature list and that she particularly likes our inclusion of podcasts and videos.
2. Dr Kea suggested identifying certain readings as essential each week – this is actually done already, on Leganto, but did not show up in the lists we sent Dr Kea.
3. Point 1 under possible additional areas: we already include a section on Post-colonial approaches in the section Theories of development. We call it Post-development and we have decided to make it a lecture topic on its own to have more time to go into, for example, theories of de-growth.
4. Points 2-4 are all included in our **Development Practice course, GLODE 307** and the topic 'human rights' is also included in both specialisations.
5. We have made good use of the literature suggestions Dr Kea sent.

Report 2.

GLODE 305 Gender and Development

1. We are delighted that Dr Kea is generally positive to the existing reference list.
2. She suggested adding a section on Gender and migration, but this is covered already
 - a. In GLODE 301 where migration is a theme throughout the course and we have particularly added gender into the student led lecture on migration and development
 - b. In GLODE 305 it is already covered in the lecture on Gendered Economics
3. We are very grateful for the excellent literature suggestions – a very timely list as we are currently preparing our courses for the Spring semester 2021.

GLODE 307 Development Practice

1. Dr Kea's comment on highlighting certain readings each week has been answered in report 1. Point 2 above.
2. She suggested adding a section on 'power and empowerment'. Last semester, due to Corona lockdown, we had to drastically alter our delivery of GLODE 307 and, for the first time since this Master's Programme began, in spring 2021 someone other than Marguerite will lead the course, i.e. Siri Lange. In the handover process, we are planning an in-depth review of the topics, what is emphasised and how they are presented – all within the existing course description. We will seriously consider Dr Kea's suggestion for the inclusion of 'power and empowerment' during this review process.

Programmsensorrapport for GLODE304- kvantitativ del

Høst 2020

Fokus i denne rapporten er på relevansen av, og sammenhengen mellom emnebeskrivelse og forventet læringsutbytte på den ene, og undervisningsaktivitetene tilknyttet emnet på den andre siden.

- Emnebeskrivelsen, læringsutbytte og pensum- oppdaterte, relevante, passende nivå?
- Læringsaktiviteter- variasjon og gjennomføring
- Sammenheng læringsaktiviteter, pensum og emnebeskrivelsen
- Annet

Materiale og fremgangsmåte

Evalueringen bygger på emnebeskrivelsen (inklusive læringsutbytter), timeplan, pensum, beskrivelse og eksempler på øvelsen i SPSS, samt vårens studentevaluering av emnet.

Vår 2020 var programsensor på besøk ved UiB, møtte emneansvarlige og undervisere og fikk et generelt innblikk i hvordan studiet er oppbygget og organisert. På grunn av restriksjoner ifb med Covid-19 epidemien ble ingen samtale med studentene gjennomført under besøket.

Emnebeskrivelsen, læringsutbytte og pensum- oppdatert, relevante, passende nivå?

Det generelle inntrykket av emnet slik det beskrives i emnebeskrivelsen på nett

(<https://www.uib.no/emne/GLODE304>) er at emnet legger seg på et nivå som er passende for et Masteremne. Læringsutbytter fokuserer på å designe, gjennomføre og fortolke statistiske analyser basert på forskningsspørsmål, og presentere skissen til et kvantitativ prosjekt. Bortsett fra et generell kompetansemål om å kunne «Tenke kritisk, reflekterende og kreativt om statistisk analyse» er det mindre fokus på kritisk refleksjon rundt hvordan metodebruk påvirker forskningsdesign og -funn, og på etiske problemstillinger i forskning.

Emnets relevans for studiet er tydelig, i og med at studenter forbereder sitt eget Masterprosjekt.

Omfanget av emnet er 10 stp, som betyr ca 6,5 uker med fulltidsstudier. Læringsaktiviteter består hovedsakelig av forelesninger og øvelser, samt et fremlegg av eget prosjekt for medstudenter. Obligatoriske aktiviteter er innlevering av en øvelser (task 1-4), et fremlegg av eget forskningsprosjekt og en avsluttende innlevering (eksamen) av prosjektskisse, som vurderes til bestått/ikke bestått. Denne skal ifølge sensorveiledning ansees som et utkast, noe som gjør oppgaven lettere overkommelig. Omfanget av obligatoriske og ikke-obligatoriske aktiviteter tilsvarer minst 10 stp.

Pensumlista beskrives av faglærere som noe omfattende, og målet er å korte ned spesiell litteratur knyttet til forskningsetikk. Inntrykket til programsensor er at pensumlista er overkommelig i omfang, men deler inntrykket at en stor andel av litteraturen dreier seg om etiske og overordnede problemstillinger i forskning, mens mindre av litteraturen handler om forskningsdesign og ulike statistiske metoder. Det kan skyldes at dette er en oppfølgingskurs, men står i et viss misforhold til læringsutbyttene som beskrives- der fokuset er mer på å designe en studie og velge en passende

statistisk metode, og mindre på kritisk reflektere over forskningsmessige og etiske konsekvenser av valg.

Læringsaktiviteter- variasjon og gjennomføring

Inntrykket fra timeplanen er at emnet inneholder en god variasjon av forelesninger og praktiske øvelser, som harmonerer med hverandre ift tid og innhold. Sammen leder undervisningsaktivitetene studentene gjennom de nødvendige skrittene for å lage en prosjektskisse, noe som oppleves som positiv for programsensor.

Øvelsene inneholder en fin variasjon, og tydelig progresjon fra å gjennomføre statistiske analyser i seg selv, til å velge passende metoder basert på realistiske forskningsspørsmål. Studentevalueringen viser at studentene var fornøyde med måten oppgaver ble fordelt over emnet på. Den viser også at studenter har ulike oppfatninger rundt nivået av øvelsene, noe som synes å henge sammen med egne forkunnskaper om statistikk. Det etterspørs et seminar der studenter kan jobbe med egne analyser under veiledning.

Under forelesningene er det en tydelig fokus på ulike statistiske metoder og forskningsdesign, mens Etske og forskningsmessige vurderinger synes å ta mindre plass. Dette er i tråd med forventet læringsutbytte.

Sammenheng læringsaktiviteter, pensum og emnebeskrivelsen

Alt i alt er inntrykket at menet er organisert på en ryddig og overskuelig måte, som legger til rette for at studenter opplever sammenheng og progresjon gjennom emnet. Pensum, forelesninger og øvelser er synkroniserte og tydelig knyttet til hverandre. Til sammen leder de studentene gjennom prosessen med å utvikle en prosjektskisse, som også er eksamen i emnet.

Det er noen uklarheter når det kommer til forventet læringsutbytte, pensum, og undervisningsaktiviteter. På den ene siden er det en del undervisningsaktiviteter knyttet til litteratursøk og det å skrive en prosjektskisse, mens disse ferdighetene ikke kommer tydelig frem som forventet læringsutbytte. Samtidig er det en del pensum som omhandler etiske og kritiske refleksjoner rundt kvantitativ forskning, som ikke er tatt opp i læringsutbyttene og heller ikke gjenspeiles i undervisningsaktivitet. På den andre siden er det i læringsutbyttene og undervisning en del fokus på valg og gjennomføring av statistisk metode, som kanskje vises mindre i pensumlitteratur. Bristene i sammenhengen vurderes som små, og programsensor går ut i fra at studentene opplever alle deler av undervisningen som relevante da de tydelig knyttes til eksamen/prosjektskissa. Å se nærmere på hvordan dette kan løses kan likevel kanskje bidra til å klargjøre fokus og styrke sammenheng i emnet.

Annet

Studentevalueringen trekker frem uklarheter og motstridende beskjeder rundt obligatorisk tilstedeværelse som et negativ aspekt ved gjennomføring av emne vår 2020.

Omstillingen til digital undervisning gikk i følge studentevalueringen greit, selv om det tok litt tid å bli vant til det nye formatet. Det påpekes at studenter satt pris på at veiledere og fagpersonal var tilgjengelig e for spørsmål i en usikker situasjon.

Sammenfatning

Alt i alt fremstår emnet, basert på materialet programsensor hadde tilgjengelig, som et spennende, vel gjennomtenkt og -gjennomført emne. Emnet er oppbygd i logiske skritt som hjelper studentene med å gjennomføre øvelser og leder opp til eksamen. Litteratur, undervisningsaktiviteter og læringsutbyttene fremstår som relevante og oppdaterte, med passende nivå og omfang.

På bakgrunn av den pågående korona-epidemien var mulighetene for å snakke med studenter selv dessverre begrenset for programsensor, som i tillegg er ny i jobben. Det kan derfor hende at noen av punktene som bemerkes kan forklares med sammenhengen med andre mener i samme studiet, og kan i så fall sees bort fra.

For å løfte sammenhengen i emnet enda mer kunne de ansvarlige ha vurdert å se nøye på sammenhengen mellom forventet læringsutbytte og pensum/undervisningsaktiviteter, spesielt ift etikk, kritisk refleksjon over hvordan valg av metode påvirker funn og litteratursøk. Å tilby studentene mulighet å jobbe mer individuelt med statistiske øvelser i rammen av øvelser/seminar kunne bidra til å møte utfordringer med ulike forkunnskaper, og sikre at alle studenter får utbytte av emnet.

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