

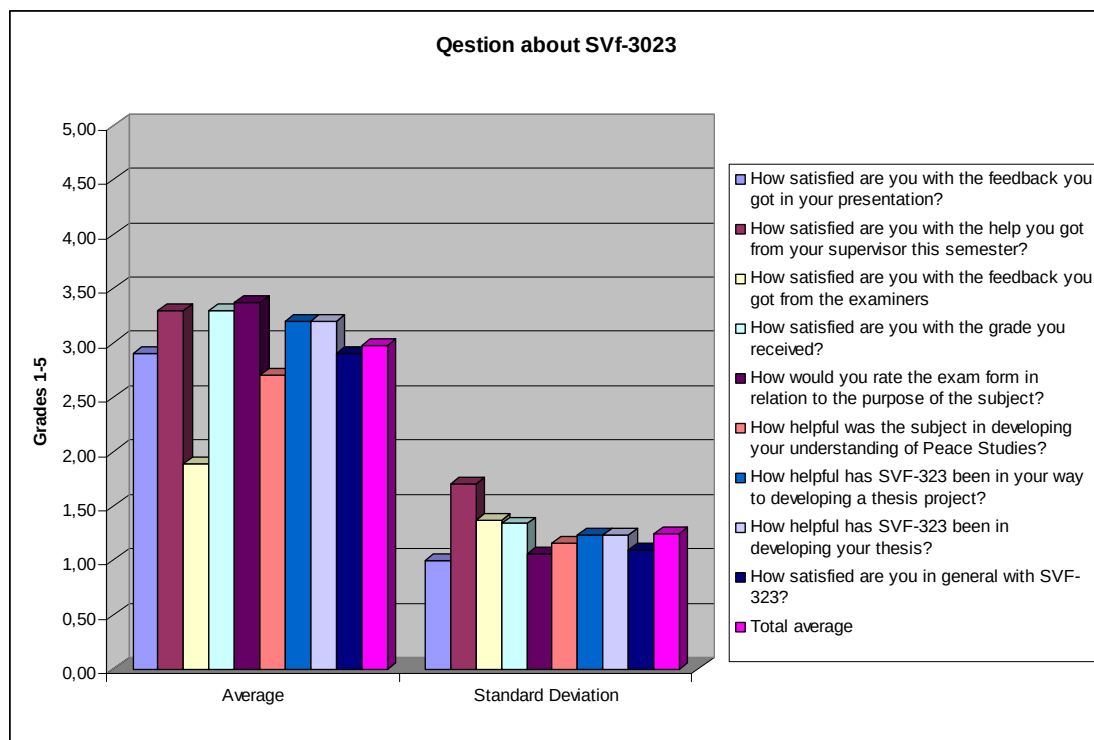
SVF-3023 Evaluation Report, Fall 2006

The student evaluation of SVF-3023 Specialisation with Methodology was performed through a) one rounds of questionnaires answered by students electronically in QuestBack and b) the Student Staff Liaison. The following report sums up the most important results from such student assessments and points to conclusions and measures that are to be taken in consideration next fall. The students' and the teachers' personal comments are removed in order for them not to be recognised. They are, nonetheless, still part of the whole evaluation process and play a great part in reaching the conclusions. This report is approved by the CPS Programme Board 08.02.2007.

The students registered in SVF-3023 anonymously filled out electronically QuestBack forms in three rounds. The questions asked are all to be graded on a scale from 1-5: 1-Bad (few) 2-Average (less than half) 3-Good (about half) 4-Very good (most) 5-Excellent (all). In all three occasions the forms included a space where students could make comments on how they had experienced the subject.

1. QuestBack Results

1.1. Question on lectures



A total of 10 students of 17 answered the first electronic QuestBack questionnaire. The total average grades are an average of the grades given by the students on the questions whereas the standard deviation is a measurement of the variation amongst the students' opinions. If the deviation is low it shows that the students seem to agree on that particular question.

2. Student Staff Liaison (SSL)

There were four SSL meetings in the course of the Spring Semester 2006. The first one was on January 25th, 2006. The following meetings took place on February 23rd, March 23rd and May 24th, 2006. The results of the meetings are summed up in the minutes (DocuLive saksnr. 2006 01506).

The comments and measures on SVF-3021 Culture Conflict and Society taken up in the SSL meetings are:

01.11.06:

The paper in SVF-3023:

As this is an independent paper and at the same time a step in writing the thesis, the students expressed difficulties in focusing their work into this paper and not into the thesis. The academic coordinator argued that this paper is an important step in writing the thesis. It is supposed to give the students a good start in the writing process, but also give them the opportunity to deal with methodological and theoretical challenges at an early stage. Consequently, writing this paper should make the students more prepared and better equipped for the work they will do later. The academic coordinator also pointed out that this confusion is very normal in any research and writing process.

Suggestion: Given the fact that this paper has some long-term learning outcomes it can be difficult to spot them while still being in the process of writing it. It is therefore important that the students get a chance to evaluate this course at the end of the whole process of writing the master thesis. The results of this evaluation will be very important when looking at possible changes for this course.

The seminars:

The students seem to be very pleased with the seminars in SVF-3023, and with Alberto as seminar leader. The students have suggested that the first years could take part of these seminars. This has however been turned down by the staff of the centre. Reasons for not making these seminars open for the first years is that both the first years and the second years are in different places in their degree and need to focus on different issues. It is the responsibility of the centre to see that these different levels are reached in a justifiable way and that the courses offered are tailored for these different levels.

The academic coordinator explained that she is accountable to and has responsibility for the 2nd yr students for learning outcomes, to the seminar leader for the size of the class and their workload, to supervisors who attend the presentations and to the social science faculty for the plan of study for the MPCT. Any changes to the course can only be initiated with reference to the plan of study and have to be planned usually a year in advance. 3023 although it appears to be an 'informal' course is the most 'formal' course on the MPCT as it is highly structured and has the most academic staff time and administrative time devoted to it. In addition, in terms of the quality of the experience 2nd year students have when presenting, it is important that the class is small and with students at the same level.

Suggestion: The students suggested arranging informal seminars outside the mandatory course plan that is open for all students. This way the students can come together and learn from each others experiences in a more informal way.

3. Conclusions

This course has throughout the semester met both frustration and complaints from the students. It seems that there is an underlying confusion about the paper the students are supposed to write connected to this course. The seminars however have got good feedback and seem to have been of good help in the process of writing the paper. Below is a summary of the main points from this evaluation:

- Confusion about the paper
- Low attendance on seminars
- Lack of required readings

Measures:

- The course description of SVF-3023 was changed at the programme board meeting 08.02.07. The main changes was: new name: "Project seminar", mandatory seminars, list of required readings and clearer demands for the research paper.