

SVF-3022 Student Evaluation Report, Autumn 2005

The student evaluation of SVF-3022 Culture Conflict and Society was performed through a) two rounds of questionnaires answered by students electronically in QuestBack and b) the Student Staff Liaison. c) A final evaluation meeting of the subject was planned for December 7th, 2005, but it did not take place due to lack of student attendance. The following report sums up the most important results from such student assessments and points to conclusions that are to be taken in consideration in the subsequent phases of the MPCT evaluation period 2005-06.

I. QuestBack Evaluation of SVF-3022

1. Explanation

The students registered in SVF-3022 anonymously filled out electronically QuestBack forms in two rounds. The first one had a deadline on October 5th, 2005. The second one had a deadline November 9th, 2005. The following forms were used in each of the evaluations:

Scale : Excellent (All) = 5, Very Good (Most) = 4, Good (About half) = 3 ,
Average (Less than half) = 2, Bad (Few) = 1

First round of evaluation, October 5th, 2005. Form A.

General Questions	1	2	3	4	5
1. How many lectures have you followed?					
2. In the beginning, my motivation to follow the lectures was					
3. The teacher's knowledge of the subject matter being taught is					
4. The clarity and organisation of the lectures is					
5. I would rate the student-teacher communication as					
6. The amount of lectures on the topic have been					
7. The amount of reading-material in the topic has been					
8. I believe that the relation of the lectures to Peace Studies is					
9. I think that the cumulative progression of the specific lectures given by this teacher is					
10. How effectively did the lectures build on the material in the required readings?					
11. What is your overall assessment of teaching in this series of lectures?					
12. After the lectures, the improvement in my motivation towards the topic was					

Second round of evaluation, November 7th, 2005. Form B.

General Questions about the exam form	1	2	3	4	5
1. How would you rate the exam questions in relation to the content of the subject?					
2. How do you think the questions adapted to the length of the essay you were to write?					
3. How satisfied are you with the feedback you got from the examiners?					
4. How satisfied are you with the grade you received?					

General Questions about the subject as a whole	1	2	3	4	5
1. How satisfied are you with the content in SVF-3022 as a whole?					
2. How satisfied are you with the structure of the content in SVF-3022 as a whole?					
3. How helpful has SVF-3022 been in your way to developing a thesis project?					
4. How helpful was the subject in developing your understanding of Peace Studies?					

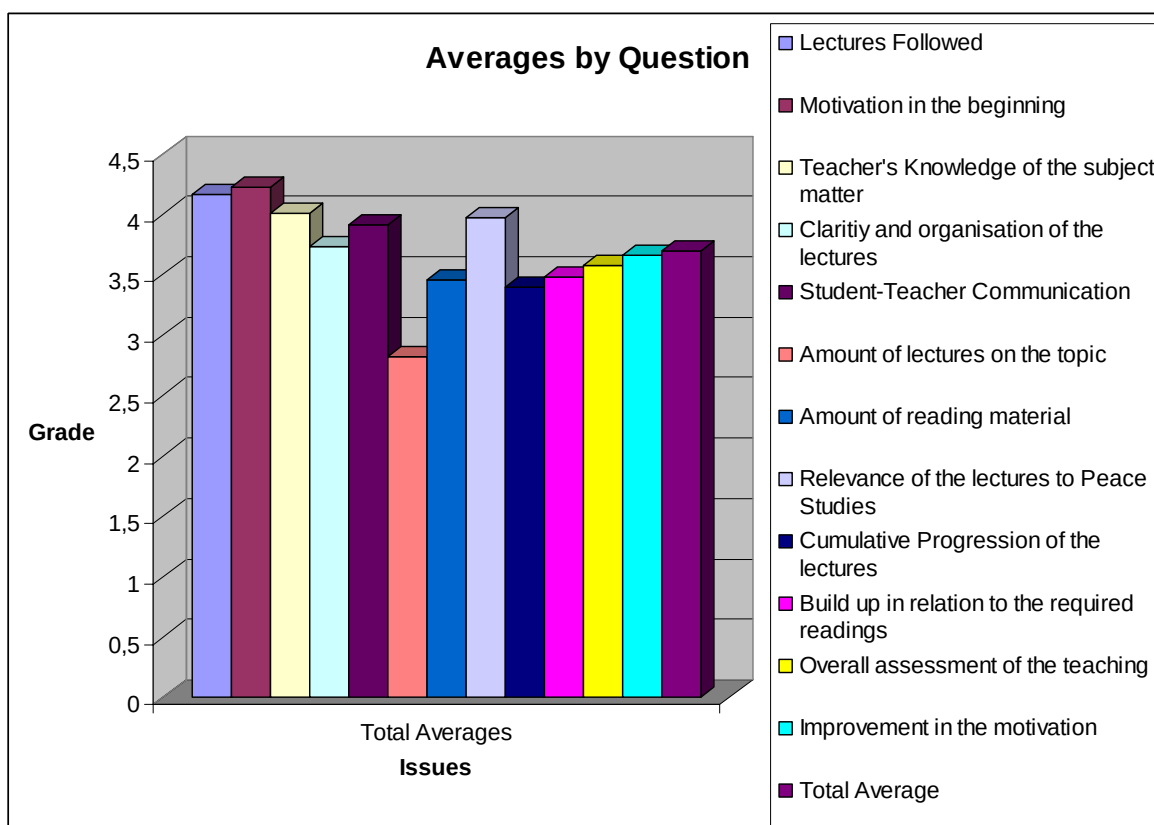
In both occasions the forms included a space where students could make comments on how they had experienced the subject.

2. Form-Evaluation Results

2.1. Lectures

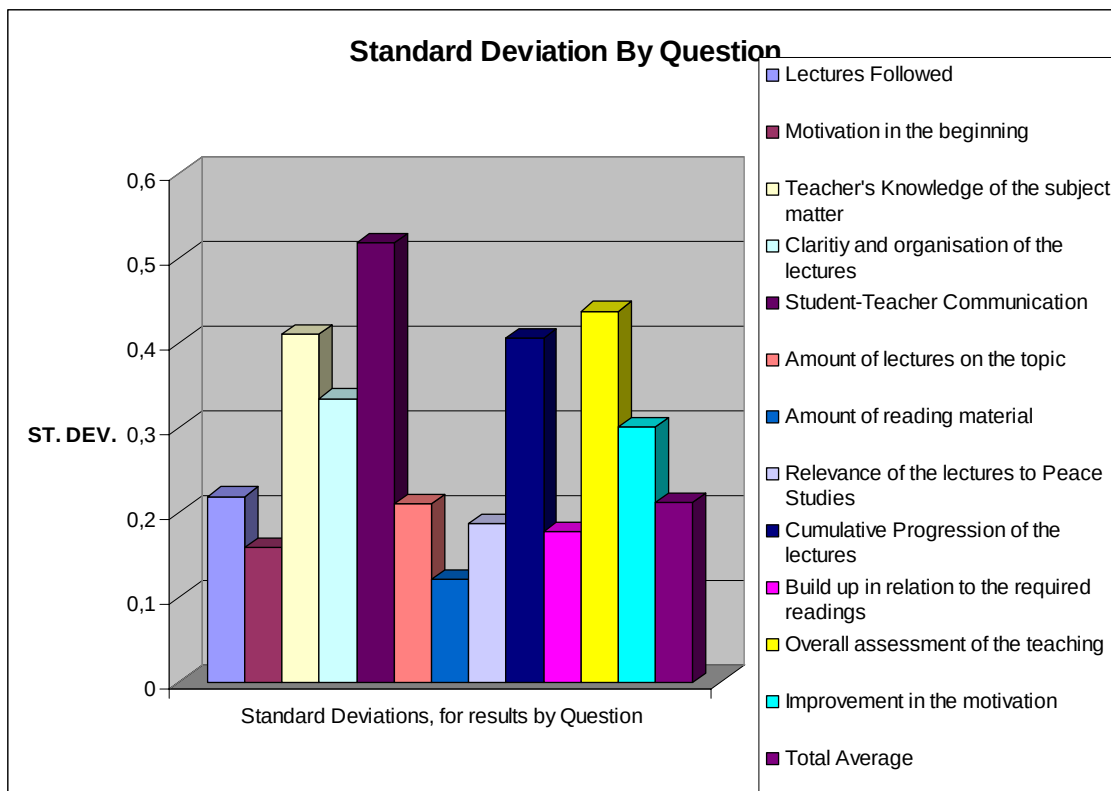
A total of 17 students of 24 answered the electronic QuestBack questionnaire on lecturers. Students gave lecturers in SVF-3022 an overall average grade of 3,69, in a scale from 1 to 5, where 1 is bad and 5 is excellent. This is the overall average of the specific grade averages each student assigned to the 12 issues raised by form A for each lecturer. The standard deviation of averages by question is 0,39 and 0,21 for averages by lecturer. Figure 1 presents a summary of the results.

Figure 1



In order to present a measurement of the variance in student opinion (disagreement) regarding each of the questions on lecturer performance, Figure 2 presents the standard deviations of student answers to each question in Form A.

Figure 2



2.1.1. Interpretation of the Results of the Lecturer Evaluation

According to the scale and criteria employed, the general opinion of students is that the quality of lectures in SVF-3022 approximates to *very good*, with an overall average score of 3,69 and a standard deviation of the averages by question of 0,39. This information can be used to verify hypotheses on students' opinions about the course:

Table 1. Verification of Hypotheses on Students' Opinions on SVF-3022

Ho: The lectures are bad	FALSE
Ho: The lectures are average	FALSE
Ho: The lectures are good	Significant
Ho: The lectures are very good	Significant
Ho: The lectures are excellent	FALSE
Significance	95%

The student answers to the forms also serve to identify strengths and weaknesses in the content, structure and presentation of the subject by each lecturer. Those elements with a grade higher than the average are regarded as strengths and those with a grade lower than the average are considered weaknesses.

Strengths of the lectures: Motivation in the beginning ($\mu = 4,22$ and $\sigma = 0,16$); attendance ($\mu = 4,16$ and $\sigma = 0,21$); teacher's knowledge of the subject matter ($\mu = 4,00$ and $\sigma = 0,41$); relevance of the lectures to Peace Studies ($\mu = 3,97$ and $\sigma = 0,18$);

student-teacher communication ($\mu=3,91$ and $\sigma =0,51$); and finally, clarity and organisation of the lecture ($\mu = 3,73$ and $\sigma =0,33$). It should be an aim to preserve these aspects of SVF-3022.

Weaknesses of the lectures: According to the results, the series of lectures in SVF-3022 have to improve *primarily* in the amount of lectures on the topic ($\mu = 2,82$ and $\sigma =0,21$); cumulative progression of the lectures ($\mu = 3,4$ and $\sigma =0,4$); amount of reading material ($\mu =3,45$ and $\sigma =0,12$); build up in relation to the required readings ($\mu = 3,48$ and $\sigma =0,18$); overall assessment of the teaching ($\mu = 3,57$ and $\sigma =0,43$); and finally, improvement in the motivation, which the students think dropped from 4,22 to 3,65 as the semester was underway ($\sigma =0,30$). However, it must be pointed out that even the *weaknesses* in the subject receive high marks, with an average of 3,39 ($\sigma=0,27$), which is slightly better than *good* according to the grading scale. At a significance of 95% the students consider that the weaknesses in the lectures still get a *good* grade.

It is important to point out that the students give the lowest score to the amount of lectures on the topic. According to the standard variation chart, this is also the issue there is more agreement on in the opinion of the students (because it shows a relatively low standard deviation). As it is shown in the student comments (section 2.3), the explanation for this might be that some students express a desire to have more lectures and more reading material on SVF-3022. There are even some of them suggesting that SVF-3022 is made a 15 study point subject.

2.2 Exam

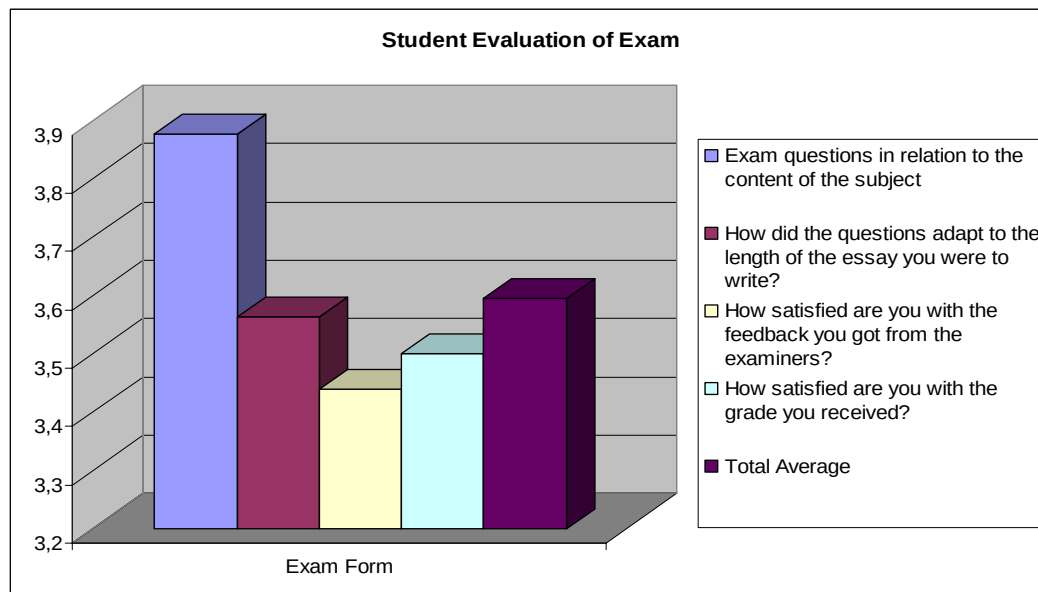
A total of 16 of 24 answered the electronic QuestBack questionnaire on the exam. The students consider that the quality of the exam approximates to *very good*, with a score of 3,59 and a standard deviation of 0,19 of the average responses for each question. Table 2 verifies hypothesis on the subject SVF-3022:

Table 2. Verification of Hypotheses on student opinion for SVF-3022

Ho: Bad Exam	FALSE
Ho: Average Exam	FALSE
Ho: Good Exam	FALSE
Ho: Between Good and Very Good Exam	Significant
Ho: Very Good Exam	FALSE
Ho: Excellent Exam	FALSE
Significance	95%

Which means that in general data shows significantly that students think the exam is between good and very good. Scores above the average are considered strengths and scores below the average mark are considered weaknesses. Such an interpretation helps the academic coordinator establish priorities of action regarding the changes to consider in the exam form. The results are summed up in Figure 3.

Figure 3



Strengths of the exam: The exam questions and their relation to the subject ($\mu = 3,875$ and $\sigma = 0,72$).

Weaknesses of the exam: The adaptation of the questions to the length of the essay students were to write, which got a mark just under the average of the exam as a whole ($\mu = 3,56$ and $\sigma = 0,73$). The results point out that the students are less satisfied with the grade they received ($\mu = 3,5$ and $\sigma = 1,31$) and even less the feedback they received in their oral exam, which got the lowest mark ($\mu = 3,44$ and $\sigma = 1,2$). However, even the weaknesses of the exam get a grade above *good*, with an overall average of 3,5 ($\sigma = 0,08$), just 0,09 points under the overall average for the exam form.

2.2 Subject as a whole

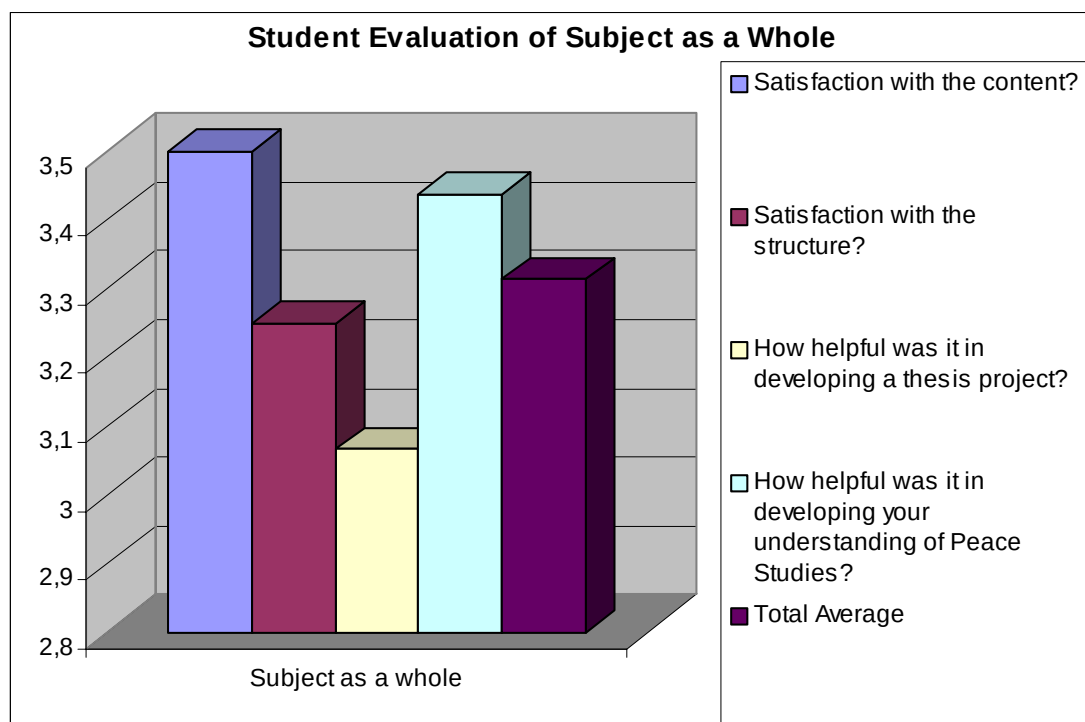
Of 24 students, 16 answered the electronic QuestBack questionnaire on the subject as a whole: lectures and exam. The average grade the students gave to the lectures and exams in SVF-3022 was 3,27. The standard deviation in the questions answered on the subject as a whole was 0,28. Table 3 shows the verification of hypotheses on SVF-3022 as a whole

Table 3. Verification of hypotheses on SVF-3022 as a whole

Ho: Bad Subject as a whole	FALSE
Ho: Average Subject as a whole	FALSE
Ho: Good Subject	Significant
Ho: Very Good Subject	FALSE
Ho: Excellent Subject	FALSE
Significance 95%	

Figure 4 sums up the results:

Figure 4

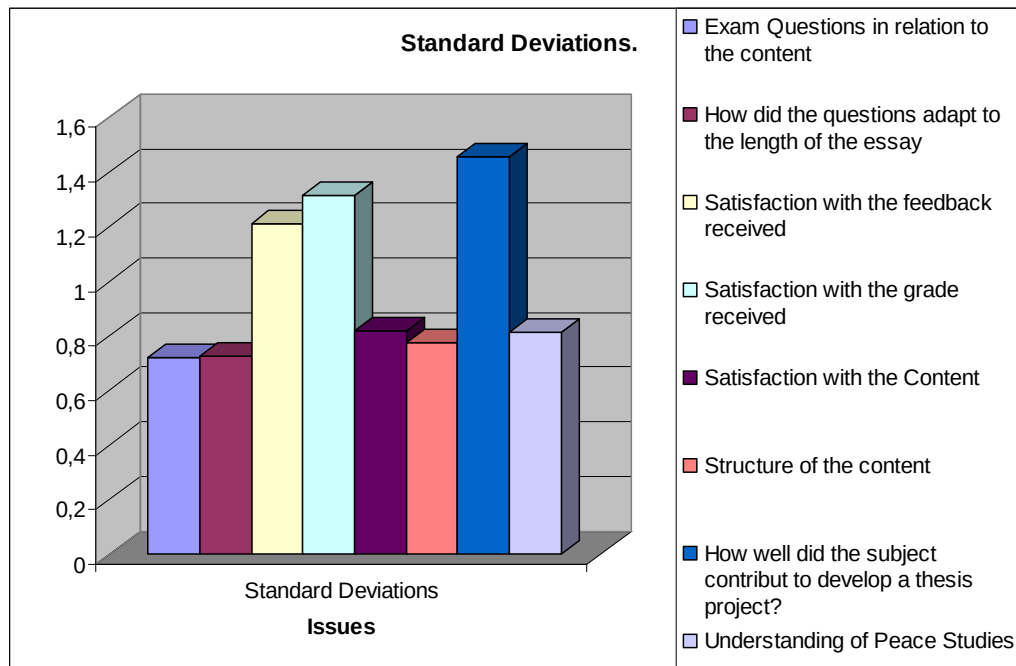


Strengths of the subject as a whole: The subject scored higher in content ($\mu=3,5$ and $\sigma =0,81$) and in helping students develop their understanding of Peace Studies ($\mu=3,44$ and $\sigma =0,81$).

Weaknesses of the subject as a whole: The subject scored lower in structure ($\mu=3,25$ and $\sigma =0,77$) and in being helpful to develop a thesis project ($\mu=2,88$ and $\sigma =1,44$); which is the issue students seem to disagree the most on.

Figure 5 presents the standard deviations for the questions answered by students on the exam form and the subject as a whole. They can be used to measure disagreement in the class on each issue.

Figure 5.
Standard Deviations for Questions on the Exam and Subject as a Whole



2.3 Student Comments

This section sums up concrete suggestions taken from the student comments handed in with the QuestBack forms that were delivered electronically in two occasions, October 5th and November 9th, 2005.

- There seem to be many students that want SVF-3022 to be a larger course. A suggestion is to make SVF-3022 and SVF-3021 two courses of 15 study points each.
- Some students would like more religion and psychology in SVF-3022 and less anthropology.
- Compendiums have to be available on time and with no mistakes.
- Problem based learning should be employed more.
- A student wants more material on socio-biological theories of conflict, ethology, genetic predisposition towards aggressive behaviour, relationship between frustration, relative deprivation and aggression.
- The library should have more texts.
- The final exam should not be the only grade in the whole semester.
- The evaluation committee should be composed of people from anthropology, psychology and religion, and not only people from one of these disciplines.
- The students should be better informed on what's expected from them in the written exam.
- The exam should reward more the use of articles from the course curriculum.

II. Student Staff Liaison (SSL)

There were three SSL meetings in the course of the Autumn Semester 2005. The first one was combined with the “MPCT Study Programme Evaluation 2005” on September 22nd. The following meetings took place on October 20th and November 29th. The results of the first meeting are included in the “MPCT Study Programme Report 2005” (DocuLive saksnr. 2005 02607). The following two meetings are summed up in the minutes (DocuLive saksnr. 2005 02976).

The comments and measures on SVF-3022 Culture Conflict and Society taken up in the SSL meetings are:

Suggestion: “The academic coordinator can speak with lecturers so that they can stimulate students to be present at class. Teachers could send students discussion questions and organize their lectures leaving time for discussion. This would encourage students to prepare themselves on beforehand and to come to lectures. Students will also have a general student meeting, where the issues of assistance and reading before lectures will be taken up”

Follow up: The academic coordinator will ask the lecturers to include structured discussion in class next time SVF-3022 is offered. The lecturers are also to provide the reading materials in advance so that compendiums can be available on time. They will also be indicated that they have to prepare and structure their lectures and use Power Point to present their material, because some of the lectures in the autumn semester 2005 were hard to follow because of their lack of structure. Lectures will also been asked to relate their material more to the course as a whole. Hopefully teachers will follow up. Students have to take care that the lecturers take the academic coordination’s recommendations into consideration.

Suggestion: The student representatives feel this subject was better than SVF-3021. The fact that they had a lecturer that was always there was good, because he could follow up and maintain a structure. They also mentioned that the exam form had been good, and it had contributed to pull all of the parts together.

No follow up measure.

III. General Evaluation Meeting

Unfortunately there was no formal “General Evaluation Meeting” due to lack of student attendance. The CPS staff regards this as unfortunate, since two reminders were sent with good timing for this meeting and information about it had been posted in the CPS website with one month in advance.