

SVF-3021 Lecturer Evaluation Report, Autumn 2005

The lecturer evaluation of SVF-3021 Integrated Peace Studies was performed through a questionnaire answered by contributing lecturers to SVF-3021 in QuestBack. The following report sums up the most important results from such lecturer assessment and points to conclusions that are to be taken in consideration in the subsequent phases of the MPCT evaluation period 2005-06.

Lecturer's QuestBack Evaluation of SVF-3021

1. Explanation

The lecturers that contributed to SVF-3021 – Autumn 2005 filled out electronically the following QuestBack form.

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

Lecturer Evaluation Form

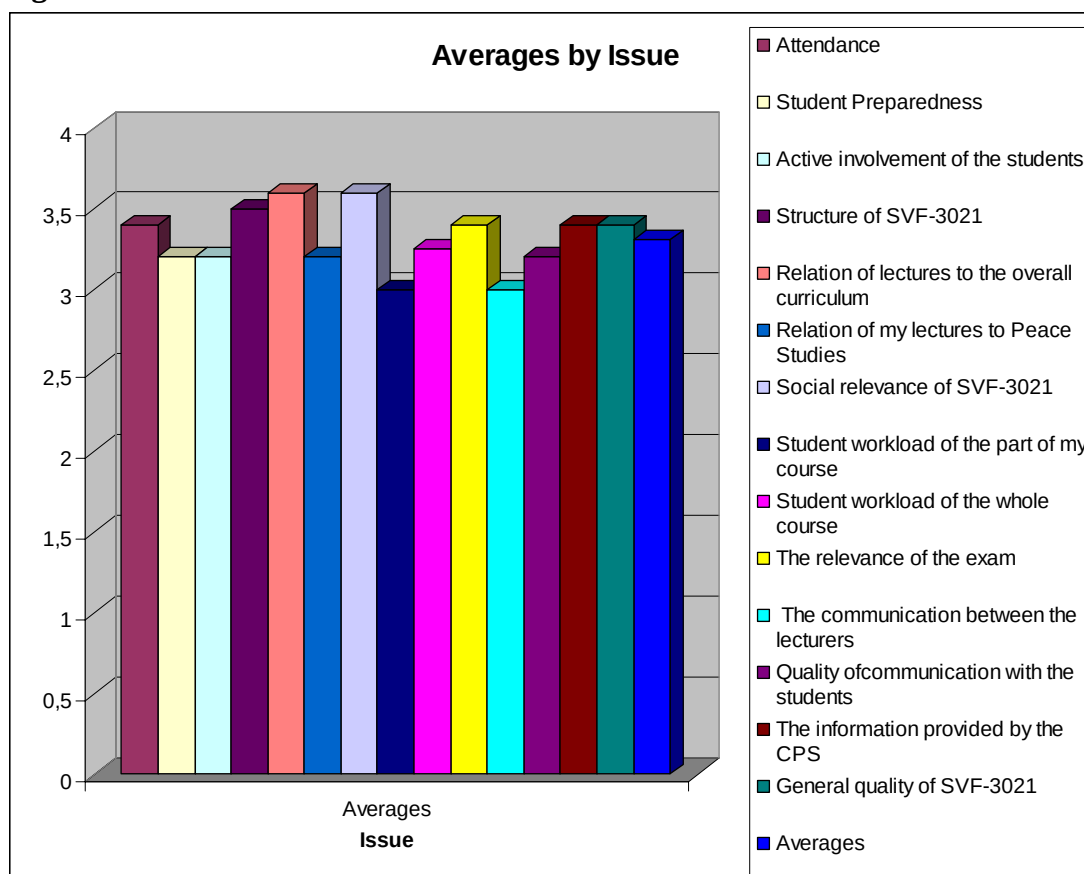
Question/Grade	1	2	3	4	5
Attendance					
How well prepared were the students that attended the lectures (in general)					
Active involvement of the students in discussions					
Structure of SVF-3022					
Relation of my lectures to the overall curriculum of SVF-3022					
Relation of my lectures to Peace Studies					
The social relevance of SVF-3022					
Student workload of the whole course SVF-3022					
Student workload of the part of the course I was responsible for					
Relevance of the exam form in relation to the objectives of the subject					
The communication between the lecturers involved in SVF-3022					
The quality of my communication with the CPS					
The quality of my communication with the students					
The information provided by the CPS regarding the course					
In general, I would qualify the quality of SVF-3022 as					

Comments:

2. Form-Evaluation Results

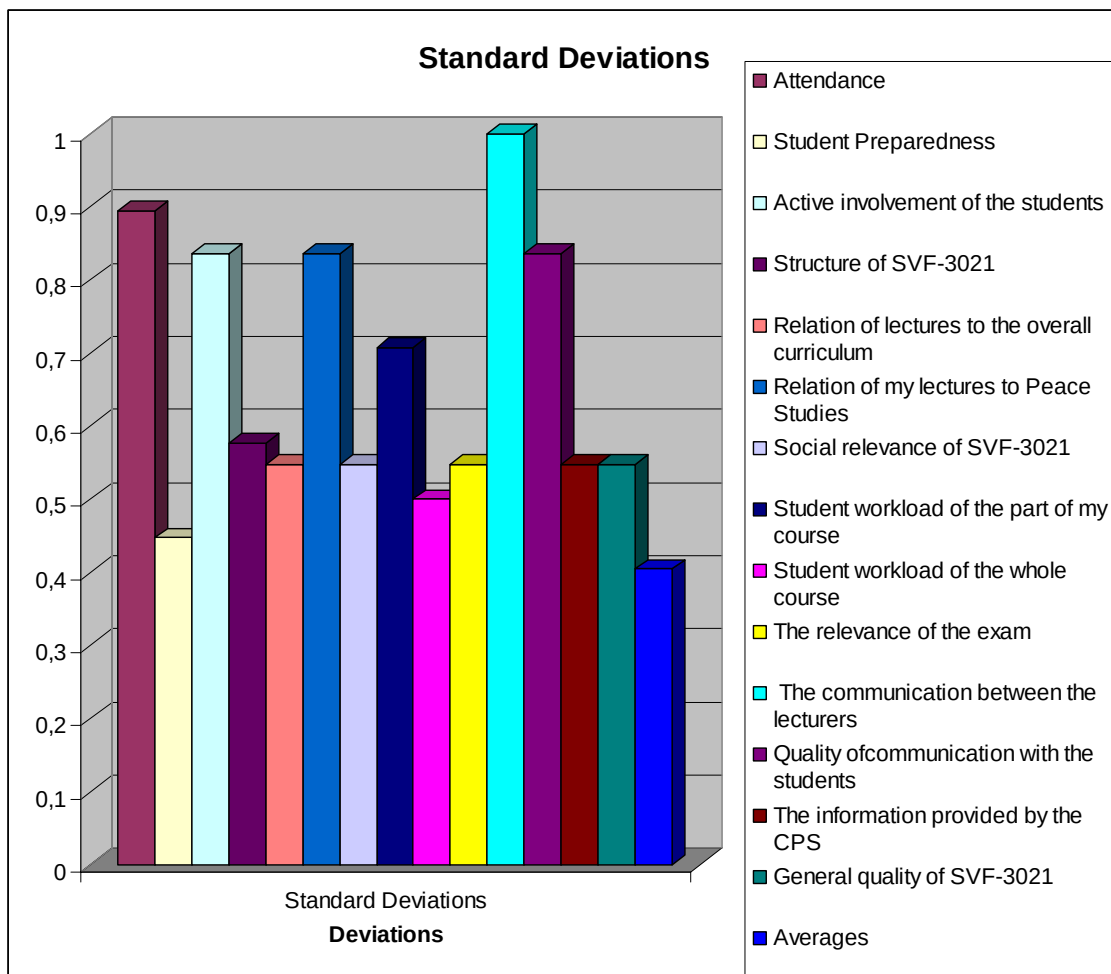
A total of 5 lecturers of 7 answered the electronic QuestBack questionnaire on SVF-3021. The lecturers gave SVF-3021 an average grade of 3,31, in a scale from 1 to 5, where 1 is bad and 5 is excellent. This is the overall average of the specific grade averages each lecturer assigned to the 16 issues raised by the “Lecturer Evaluation Form”. The standard deviation of averages by question is 0,19 and 0,4 for averages by lecturer. Figure 1 presents a summary of the results.

Figure 1



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

Figure 2



2.1 Interpretation of the Results of the Evaluation by Lecturers

According to the scale and criteria employed, the general opinion of lecturers is that the quality of SVF-3021 approximates to *good*, with an overall average score of 3,31 and a standard deviation of the averages by question of 0,19. This information can be used to verify hypotheses on lecturers' opinions about the course:

Table 1. Verification of Hypotheses on Lecturers' Opinions on SVF-3021

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

The lecturer's answers to the forms also serve to identify strengths and weaknesses in SVF-3021. Those elements with a grade higher than the average awarded to the subject by each lecturer are regarded as strengths and those with a grade lower than the average are considered weaknesses.

Strengths of the lectures: Attendance ($\mu = 3,4$ and $\sigma = 0,89$); structure of SVF-3021 ($\mu = 3,5$ and $\sigma = 0,58$); social relevance of SVF-3021 ($\mu = 3,6$ and $\sigma = 0,54$); relevance of the exam form in relation to the objectives of the subject ($\mu = 3,4$ and $\sigma = 0,55$); information of the administration regarding the course ($\mu = 3,4$ and $\sigma = 0,55$); general quality of SVF-3021 ($\mu = 3,4$ and $\sigma = 0,55$).

Weaknesses of the lectures: According to the results, the series of lectures in SVF-3021 have to improve *primarily* in the preparedness of the students ($\mu = 3,2$ and $\sigma = 0,45$); active involvement of the students in discussions ($\mu = 3,2$ and $\sigma = 0,84$); relation of my lectures to peace studies ($\mu = 3,52$ and $\sigma = 0,84$); student workload of the whole course ($\mu = 3,25$ and $\sigma = 0,5$); student workload of the part of the course I was responsible for ($\mu = 3$ and $\sigma = 0,71$); quality of communication with students ($\mu = 3,2$ and $\sigma = 0,84$); communication between the lecturers ($\mu = 3,0$ and $\sigma = 0,1$). However it is important to point out that none of the weaknesses receive a grade under 3,0 (good), which points to agreement between the lecturers on the good quality of the course.

3. General Comments

Vidar Vambheim:

1. Since my lectures were at the very start of the semester, q. 1-3 are a bit tricky to answer. Attendance was ca 100% among those who had arrived. However, 3-5 students had not arrived.

When it comes to student preparation, the problem is partly the same: My lectures were first, so how much preparation could I expect ?

Involvement: I am afraid my lectures were a bit to "packed" to open up well enough for that. This may be due to my style of teaching, but personally, I do not think so: Rather, it was caused by too little time for Q-A.

(In other words: I need more lecture hours to cover the content I was supposed to cover properly).

2. In some questions "good/very good" do not fit well to the question. I have read these categories as "medium" - "high" etc.

3. Quality of communication w/ CPS was poor before, but good after the course started. (This is due to specific circumstances, during spring/ early summer 2005). Main problem: I was assigned too few hours to cover all the stuff i was supposed to cover.

When it comes to lecturer-lecturer communication, I don't think I spoke one word with any of the other lecturers before, during or after the course was finished. However, I have read their literature, which I liked very well.

Finally: To my mind "Average" IS "Good". However, here it seems that "average" means "below average."