

## SVF-3025 Lecturer Evaluation Report, Spring 2006

The lecturer evaluation of SVF-3025 Methods in Social Research and Interdisciplinary Approach was performed through a questionnaire answered by contributing lecturers to SVF-3025 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-3025

#### 1. Explanation

The lecturers that contributed to SVF-3025 – Spring 2006 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-3025                                                       |   |   |   |   |   |
| Relation of my lectures to the overall curriculum of SVF-3025               |   |   |   |   |   |
| Relation of my lectures to Peace Studies                                    |   |   |   |   |   |
| The social relevance of SVF-3025                                            |   |   |   |   |   |
| Student workload of the whole course SVF-3025                               |   |   |   |   |   |
| 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-3025                |   |   |   |   |   |
| 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-3025 as                      |   |   |   |   |   |
|                                                                             |   |   |   |   |   |

Comments:

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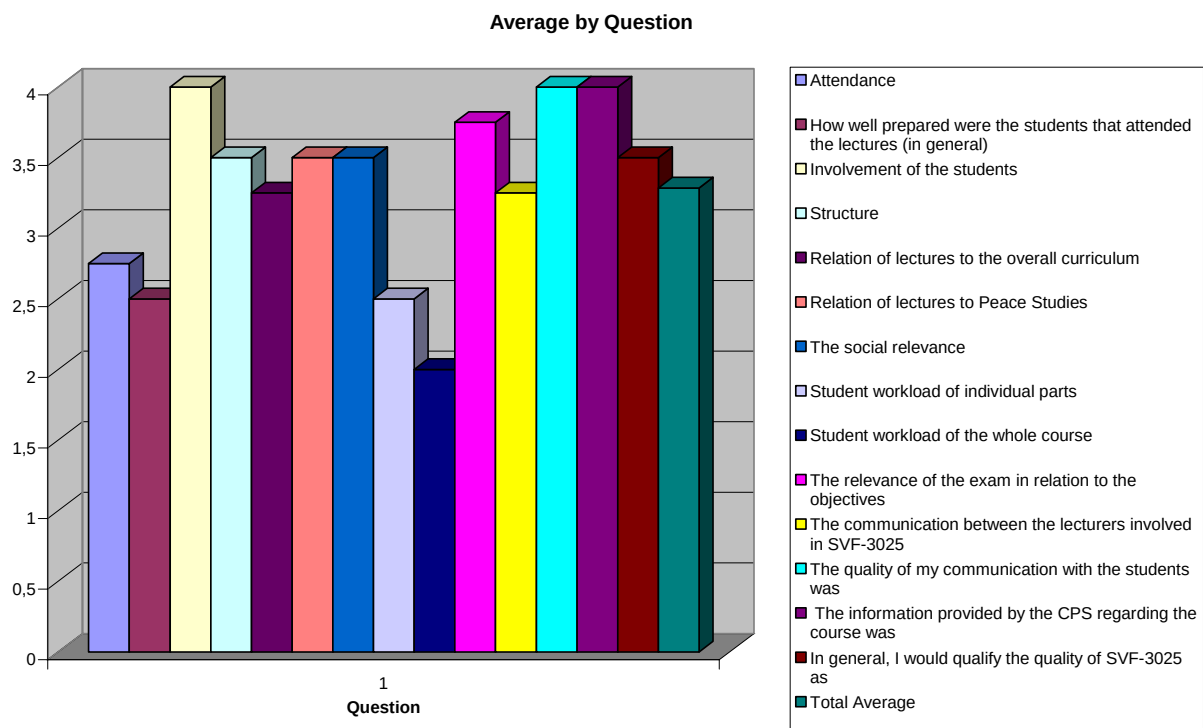
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## 2. Form-Evaluation Results

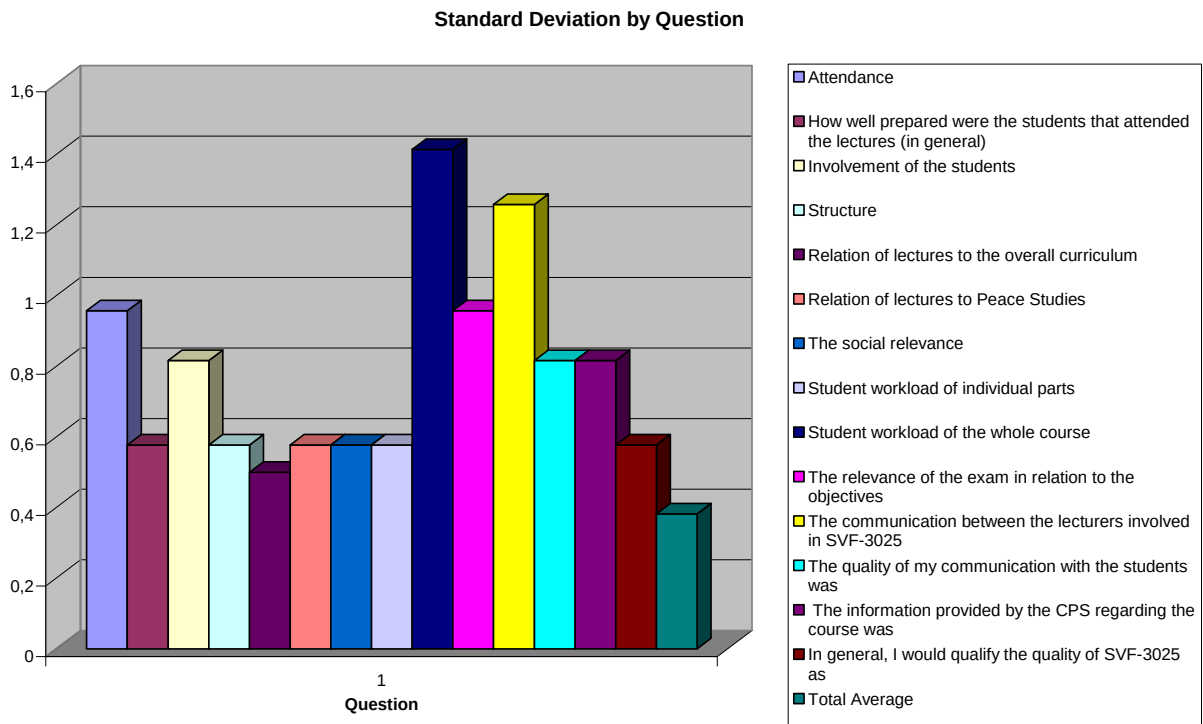
A total of 4 lecturers of 4 answered the electronic QuestBack questionnaire on SVF-3025. The lecturers gave SVF-3025 an average grade of 3,33, in a scale from 1 to 5, where 1 is bad and 5 is excellent. This is the overall average of the specific grade averages each lecturer assigned to the 16 issues raised by the “Lecturer Evaluation Form”. The standard deviation of averages by question is 0,54 and 0,40 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-3025 approximates to *good*, with an overall average score of 3,33 and a standard deviation of the averages by question of 0,54. This information can be used to verify hypotheses on lecturers' opinions about the course:

**Table 1. Verification of Hypotheses on Lecturers' Opinions on SVF-3025**

|                                                        |             |
|--------------------------------------------------------|-------------|
| <b>Ho: The lectures are bad</b>                        | FALSE       |
| <b>Ho: The lectures are average</b>                    | FALSE       |
| <b>Ho: The lectures are good</b>                       | FALSE       |
| <b>Ho: The lectures are between good and very good</b> | Significant |
| <b>Ho: The lectures are very good</b>                  | FALSE       |
| <b>Ho: The lectures are excellent</b>                  | FALSE       |
| <b>Significance</b>                                    | 95%         |

The lecturer's answers to the forms also serve to identify strengths and weaknesses in SVF-3025. 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:** Active involvement of the students in discussions ( $\mu = 4,0$  and  $\sigma = 0,82$ ); information of the administration regarding the course ( $\mu = 4,0$  and  $\sigma = 0,82$ ); quality of communication with students ( $\mu = 4,0$  and  $\sigma = 0,82$ ); the relevance of the exam form in relation to the objectives of the subject ( $\mu = 3,75$  and  $\sigma = 0,96$ ); structure of SVF-3025 ( $\mu = 3,5$  and  $\sigma = 0,58$ ); relations of lectures to the overall curriculum ( $\mu = 3,25$  and  $\sigma = 0,5$ ); relation of my lectures to peace studies ( $\mu = 3,5$  and  $\sigma = 0,58$ ); social relevance of SVF-3025 ( $\mu = 3,5$  and  $\sigma = 0,58$ ); and general quality of SVF-3025 ( $\mu = 3,5$  and  $\sigma = 0,58$ )

**Weaknesses of the lectures:** According to the results, the series of lectures in SVF-3025 have to improve *primarily* in: preparedness of the students ( $\mu = 2,5$  and  $\sigma = 0,58$ ); student workload of the part of the course I was responsible for ( $\mu = 2,5$  and  $\sigma = 0,58$ ); student workload of the whole course ( $\mu = 2,67$  and  $\sigma = 0,58$ ); attendance ( $\mu = 2,75$  and  $\sigma = 0,96$ ); communication between the lecturers ( $\mu = 3,25$  and  $\sigma = 1,26$ ).

### **3. General Comments**

#### **Bror Olsen**

Hard to answer all of this. I only had a few lectures on the course, and it is some time ago.

#### **Tone Skinningsrud**

The attendance during my lectures in the course were very uneven. Some lectures had a high attendance and other lectures a low attendance. There was a clash between this course and home exams in other courses. The course in itself seemed to be well planned in terms of content, but the scheduling of course work in various courses was not well planned from the point of view of participating students.