

## Course Evaluation Fall 22

PSY4204 – Hands on training in emotional and cognitive development

Course coordinators: Julien Major and Ida Tidemann

### Introduction

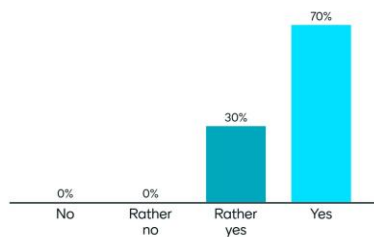
About the evaluation:

- The students were asked to participate in the evaluation during their final lecture this fall, the 23<sup>rd</sup> of November.
- 19 out of 36 students participated, corresponding to a response rate of 53 %.
- The evaluation was conducted during the lecture by the use of a Mentimeter survey.

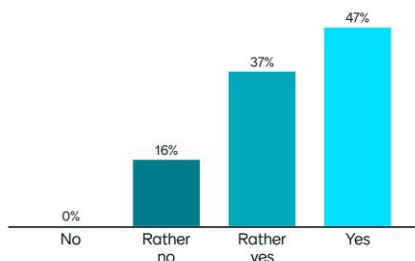
This course is offered at the master level and is developed to transmit in-depth knowledge about the development of a wide range of cognitive and emotional phenomena: Language, executive functions, gender differences, emotion regulation, emotion understanding, emotional competence, and attachment. The students expand their knowledge on these topics while acquiring hands-on experience with different methodological approaches. The teaching activities are divided between lectures and seminars, all of which are compulsory. The topics are divided into three modules, each of which results in a group presentation or written report. Together these constitute the student assessment in this course, awarded on a pass/fail scale.

### The course in general

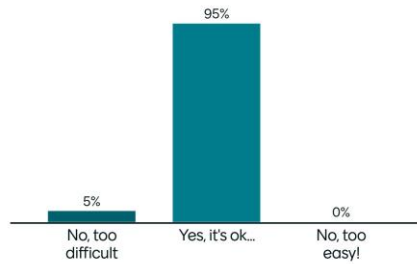
Are the GOAL and STRUCTURE of the course clear (i.e. overall goal of the course, structure of the lectures & seminars, assignments)?



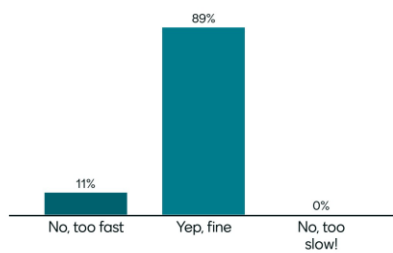
Overall, is the CONTENT of the course novel & interesting (i.e. lectures & seminars, assignments) ?



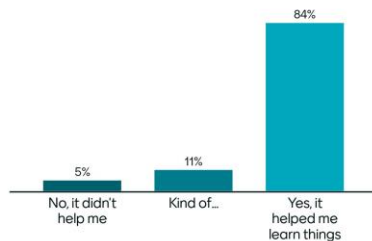
Overall, is the LEVEL of DIFFICULTY of the course adequate (i.e. of the lectures, seminars, assignments) ?



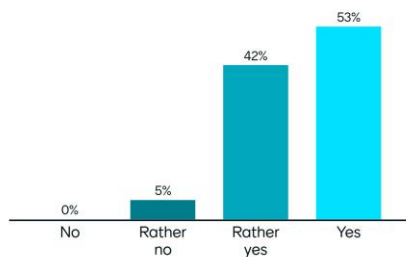
Overall, is the TEMPO (speed) of the course adequate ?



Is the EXAMINATION FORM (assignments) of the course adequate / beneficial (i.e. your knowledge & skills improved because of them)?

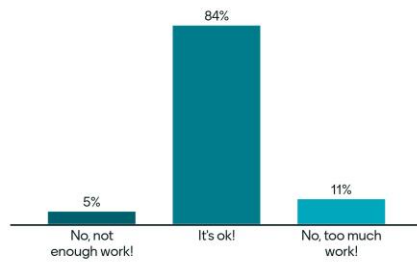


Overall, could the course be USEFUL for your future professional activity?

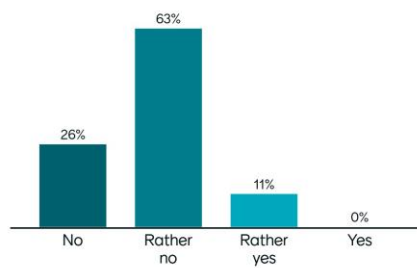


Scope, level of difficulty, and students' own effort

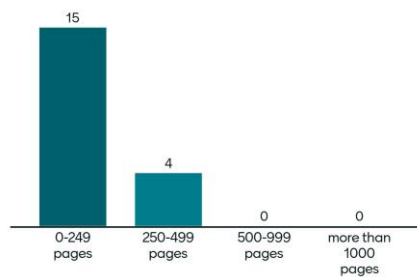
Overall, is the **QUANTITY** of **WORK** demanded for the course adequate (i.e. lectures, seminars, assignments)?



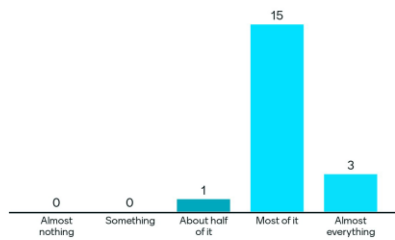
Overall, is there too much **REPETITION** from previous courses (i.e. lectures, assignments)?



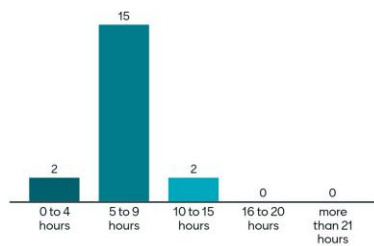
Overall, approximately **HOW MANY PAGES** did you read for this course (i.e., articles, books, ...)?



Overall, how much of this course did you MASTER/UNDERSTAND?

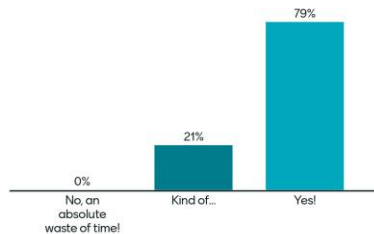


On average, approximately HOW MANY HOURS per week did you spend for this course (i.e. lectures & seminars, assignments)?

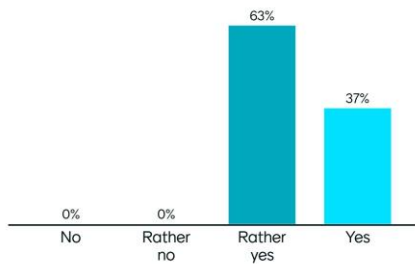


### Teaching activities & the teachers

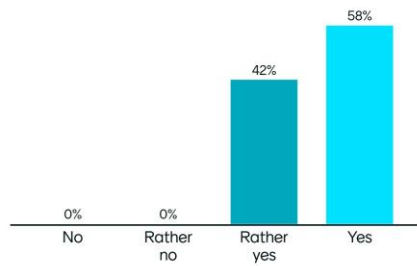
Overall, is the ATTENDANCE to the lectures & seminars beneficial (i.e. your knowledge & skills improved because of them)?



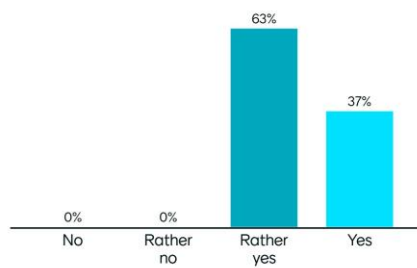
Overall, did this KNOWLEDGE improve because of the course (i.e. lectures & seminars, assignments)?



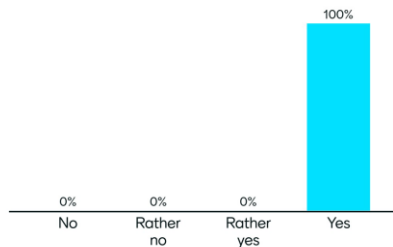
Overall, did these **SKILLS** improve because of the course (i.e. lectures & seminars, assignments)?



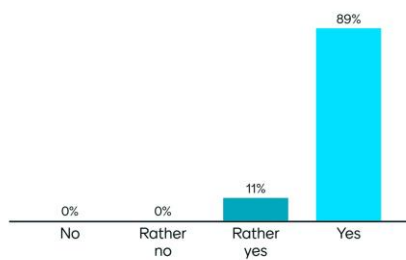
Overall, did these **COMPETENCES** improve because of the course (i.e. lectures & seminars, assignments)?



Overall, is the teachers' **SCIENTIFIC EXPERTISE** adequate ?



Overall, are the teachers' **PEDAGOGICAL QUALIFICATIONS** adequate ?



In addition to the questions above, the students were also asked to describe the overall course, what they liked the best and what they disliked the most. In general, we see from these reports that the students found the course both challenging and interesting – and were especially satisfied with the practical modules and assignments in smaller groups. Few students reported “dislikes” or room for improvement, but two issues were mentioned by more than one student: 1) More lectures and more time for the different assignments, or alternatively fewer assignments (three students). 2) The need for more statistical knowledge on beforehand (two students).

### **Course coordinators' evaluation**

We find this student group easy to communicate with, and very active in the way they participate in the different teaching activities. No needs to adjust were reported during the semester, and we do not currently see the need to implement larger changes for the coming fall.