

This written course evaluation summary was generated by NotebookLM after being fed a composite report from Nettskjema with anonymous course evaluations from all nine PSI PhD seminars. It was controlled for quality and content by both PhD administration and the Head of Research.

Summary of Evaluation for PhD Seminars, Spring 2025

This report provides a summary of the evaluation feedback gathered from PhD candidates who participated in the nine PhD seminars offered in Spring 2025 at the Department of Psychology (PSI). The evaluation was sent to all 38 enrolled students across these seminars (this specific number is not present in the provided sources and may need independent verification). The summary presented here reflects the input of the 5 students who submitted their evaluations. Among these respondents, there was a mix of internally employed PhD candidates and externally funded candidates, with a majority from the latter group. The evaluated seminars included:

PSY9301 – Research seminar in Developmental Psychology

PSY9302 – Research seminar in Cultural and Social Psychology

PSY9303 – Research seminar in Cognitive and Neuropsychology

PSY9304 – Research seminar in Clinical Psychology

PSY9305 – Research seminar in Health Psychology

PSY9306 – Research seminar in Social Psychology

PSY9307 – Research seminar in Personality, Genetics and Mental health

PSY9308 – Research seminar in Psychopathology

PSY9401 – Mental health and wellbeing

The report paints a generally positive picture of the seminars' relevance and usefulness for those who responded, while also highlighting some areas with potential for improvement.

Strengths and Positive Trends:

A consistent trend is that the seminars are perceived as highly useful for the development and ultimate completion of the PhD thesis. All respondents found the workload appropriate for the assigned credits, with some noting it was less demanding than suggested by the study points. The organization of obligatory attendance spread over three semesters was largely perceived as helpful. Seminar activity primarily consists of participants' contributions, guided by the seminar leader. There was no expressed need for more structure or traditional teaching/lecturing in the seminar, as active participation from candidates was considered sufficient. The quality of teaching was rated as good or adequate. The framework conditions (such as technical equipment and classrooms) were considered satisfactory or very satisfactory. Midway assessments, when organized as part of the seminar, were experienced as relevant and useful by most participants.

Opportunities for Improvement:

Some respondents indicated that the learning objectives only partially or did not correspond to the actual course content. The practice regarding curriculum and reading lists varied; some reported no specific lists, while others reported occasional lists, and some wished for a more set curriculum.

There were divided opinions on the amount of teaching; some felt it was too little, while others found it just enough. Although all students benefited from the seminar content, for a majority (60% of respondents), the benefit was only "to some extent," with fewer (40% of respondents) experiencing "great benefit". The frequency of midway assessments varied (often, sometimes, never or rarely), which could suggest a need for a more consistent practice.

Overall Trends and Recommendations:

The seminars appear to be fundamentally valuable and directly relevant to the PhD candidates' research projects and thesis work. The workload and external framework conditions are perceived as well-functioning. There is strong support for integrated midway assessments and the guidance provided by seminar leaders in group activities.

Potential for improvement primarily lies in clarifying the connection between learning objectives and content, as well as standardizing and structuring curricula and reading lists to ensure a more consistent experience. It may also be appropriate to review the balance between lectures and student-driven activity to optimize the perceived benefit for more participants.