

Summary of evaluation reports for the Ph.D. course "SOS9032 – Peer-reviewing and getting published in international journals 2025".

The participants unanimously considered the course as highly relevant and beneficial, and it was described by one student as the "most successful PhD course I have attended". Another stated it was the "most relevant PhD-course I have taken. It has been much more relevant than the mandatory PhD-courses at the department". Participants felt the course taught them essential "survival skills" for academic publishing, sharing a lot of "silent knowledge" about the process that would otherwise be difficult to learn. Its value was seen as universal, with one comment noting, "I believe this course will be highly beneficial regardless of one's academic discipline".

The course structure was praised for its hands-on approach and for being spread out over a semester, which allowed the material to mature over time. The blend of lectures, interactive discussions, and peer activities was seen as a "great balance". This practical design was directly applicable to the students' own PhD projects, which was seen as a unique and valuable feature for a PhD course. The content was considered useful for students at any stage of their PhD journey, from early on to nearing completion.

The course instructor, Trude, received extensive praise for creating a "warm and safe atmosphere". She was commended for being knowledgeable, approachable, and for openly sharing her own experiences and insecurities with the academic system. One student noted, "Such things are difficult to define in a learning objective but provide incredible extra value for those of us learning to navigate academia". The contributions from guest lecturers were also highly valued.

While the overall feedback was overwhelmingly positive, with many stating nothing needed to be changed, a few minor suggestions for improvement were made. One participant suggested that the information provided before the course could clarify that the submitted article draft "doesn't need to be a 100 percent finished draft" to encourage more students to enrol. Other suggestions included sending feedback emails during the week instead of on weekends and placing more emphasis on the writing process and strategies for journal selection.