

Course Evaluation Report, Fall 2025

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Course code and name: PSY1200/PSYC1210 – Introduction to Developmental Psychology

Introduction

Evaluation details:

The course evaluation was conducted by the end of the semester via Nettskjema. A total of 68 out of approx. 400 students responded to the online survey. Students answered the evaluation independently; no organized class time was allocated.

The course is structured with weekly lectures and seminars. Lectures were also streamed live on zoom (no recordings), while seminars were in-person and group-based. The final exam was a 1500-word essay. This semester, no major structural changes were introduced, though minor adjustments to lecture content and seminar guidance were implemented.

General impressions of the course

Students generally reported that they received adequate information about the organization of the course and felt that course administrators and lecturers were accessible for questions. The course Canvas page was considered clear and user-friendly.

Free-text comments highlight that the topics were interesting, with many students appreciating the diverse and engaging lectures. Some students noted that lecture pacing varied between instructors, and a few felt certain topics were difficult to follow without more structured guidance.

Overall, students felt positively about the course's content and organization, though a small group mentioned challenges with navigating the curriculum for the essay and the lack of lecture recordings for online attendance.

Course workload, reading, and individual effort

Students rated the workload and level of difficulty of the course as moderate. Several students mentioned that the essay required careful selection of material, and some felt that other parts of the curriculum were deprioritized as a result.

Comments indicate that students appreciated the manageable essay length, which allowed room for revision and learning academic writing skills. Some expressed concern about the large textbook and reading load.

Overall, most students felt that they were able to invest effort and learn effectively, though some noted that seminar effectiveness varied depending on group dynamics.

Teaching, lecturers, and learning environment

Students gave high ratings for lecturer engagement and competence, and seminars were considered helpful by some students, particularly for practicing essay writing and discussion. However, there was wide variation in seminar experience, with some students reporting that group members were unprepared or that seminars did not effectively support learning.

The learning environment was positively received, with students appreciating the opportunity for discussion and exploration of topics, though some expressed a desire for recorded lectures and improved audio quality for online sessions. Some mention that motivation for attending lectures

declined after students began working on their essays, suggesting a need for ongoing engagement strategies. Most of the respondents also reported that they were part of a colloquium group, either mentored, or self-initiated.

Course coordinators' assessment

The course is well-received, particularly for its interesting content, engaged lecturers, and academic skill development. Key improvements could enhance learning outcomes, particularly regarding seminar structure and reading material.

Addressing these points would likely increase student satisfaction and ensure a more balanced and effective learning experience.