

Course Evaluation Report: PSY4206 Language Acquisition

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1. Evaluation Overview and Methodology

This report provides a formal synthesis of student feedback for PSY4206, collected through an anonymous electronic questionnaire. The evaluation was conducted via Mentimeter to ensure high data integrity and candid responses aimed at institutional quality enhancement. The assessment targeted core pedagogical components, including examination efficacy, lecture architecture, and the utility of seminar sessions. For 2026, the following findings represent the evaluative input of 9 participating students. The data suggests a high degree of alignment between the course's advanced pedagogical objectives and student outcomes.

2. Core Course Metrics (Aggregated Positive Feedback)

Metric analysis confirms that the course achieved a 100% satisfaction rating across all primary categories. However, a nuanced review of the data reveals varying levels of absolute conviction ("Yes") versus qualified agreement ("Rather yes").

Metric Category	Positive Feedback (%)	Key Highlights
Clarity of Goals & Structure	100% (89% Yes / 11% Rather yes)	The evaluation indicates total clarity regarding overarching course objectives and the structural integration of assignments.
Novelty & Interest of Content	100% (78% Yes / 22% Rather yes)	The curriculum is perceived as highly engaging, driven significantly by specialized topics such as language acquisition.
Knowledge Improvement	100% (89% Yes / 11% Rather yes)	Respondents indicate that course activities were effective drivers for expanding subject-matter expertise.
Future Professional Utility	100% (56% Yes / 44% Rather yes)	Students recognize that the emphasis on presentations and group work provides significant value for future career activities.

3. Course Difficulty, Workload, and Student Effort

Level of Difficulty The instructional challenge is effectively calibrated for the master's level; 100% of respondents categorized the difficulty of lectures, seminars, and assignments as "adequate" (Yes or rather yes).

Quantity of Work The workload is positioned within an appropriate range for the cohort. 89% of students reported that the quantity of work was "adequate" (responding "Yes or rather no" to the question of whether work was excessive). Only 11% of the cohort perceived the workload as "Too much."

Course Tempo Instructional delivery is maintained at a sustainable pace, with 89% of participants rating the tempo as "fine" (Yes or rather yes).

Student Effort & Mastery

- **Reading Volume:** Engagement with primary literature was concentrated, with 8 out of 9 students reporting a total reading volume of 0–149 pages.
- **Weekly Time Investment:** The majority of the cohort (5 students) dedicated 3–5 hours per week to the course, suggesting efficient student engagement.
- **Level of Mastery:** The data indicates high comprehension levels; 6 students reported mastering "Most of it," while 3 students indicated they understood "Almost everything."

4. Curriculum Design and Repetition

The course demonstrates uniqueness within the broader academic program. In a notable success for an "Advanced" module—which often risks redundancy—100% of participants (44% "No" and 56% "Rather no") indicated that the content did not overlap excessively with previous coursework. Additionally, the examination form (a portfolio) is validated as a learning tool, with 89% of students (56% Yes / 33% Rather yes) confirming it was beneficial for skill development.

5. Qualitative Analysis: Strengths and "Best Liked" Features

Qualitative feedback from student word clouds and open-ended responses identifies the following institutional strengths:

- **Engagement and Thematic Appeal:** Students described the course as "inspiring" and "thought-provoking." Specific lectures on **bilingualism, dialects, and the mechanics of child language acquisition** were highlighted as high-interest drivers.
- **Instructional Style:** The pedagogical approach of the instructor was praised for its "expertise" and "kindness." Students specifically valued the "flipped classroom" sessions and the depth of in-class discussions.
- **Applied Learning:** The "**mini-article group project**" and general group work were cited as highlights, providing essential "good presentation practice" and "skill-developing" opportunities.

6. Qualitative Analysis: Challenges and Areas for Improvement

Despite the high satisfaction metrics, students identified specific logistical stressors that impact the learning experience:

- **Scheduling and Fatigue**
 - The 08:15 start time was explicitly described as a "bit painful," suggesting that early scheduling may negatively impact student readiness.
 - The consolidation of both lectures and seminars on the same day was identified as a point of frustration.
- **Workload Distribution**
 - The requirement for "many mandatory assignments" was noted as particularly demanding during weeks where students faced competing academic deadlines.
- **Feedback Integration**
 - There is a clear student request for more peer-to-peer feedback loops during presentations to foster a more interactive learning environment.

7. Future Recommendations: Flipped Classroom Model

Student advice regarding the "flipped classroom" format (pre-recorded video at home followed by in-class discussion) remains conservative:

- **Maintain current frequency (2-3 sessions):** 7 students.
- **Increase flipped sessions:** 1 student.
- **Convert all lectures to flipped format:** 1 student.

Conclusion: While the format is popular, the data suggests that the current balance is optimal; increasing the frequency beyond this point may lead to format saturation and a decline in student satisfaction.