

## Course Evaluation Fall 2022

### Course coordinators:

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### Course code:

PSY1200/PSYC1210 – Introduction to Developmental Psychology

### Introduction

Reflecting a response rate of 41%, 172 students answered the course evaluation survey between October 18th and 30<sup>th</sup> 2022. The students were introduced to the survey in Canvas during the last lecture, but still had seminars and the deadline for their final essay yet to come at this point.

The course consisted of 18 lectures covering the different chapters in their curriculum. Further, the students have to pass two multiple choice assignments in Canvas (unlimited amount of chances to pass within the deadlines), and participate in 4 out of 5 seminars to be able to hand in their final essay. For those unable to participate in seminars, there was a seminar 99-option in which the students had to hand in and pass a smaller assignment. The essay was graded using the scale A-F.

Many indicated to have attended most of the lectures and over half of the students read at least half the book. See Figure 1 for an overview of the different programs the students were enrolled in, Figure 2 for their own indication of how many lectures they attended, and Figure 3 for how much of the book they read.

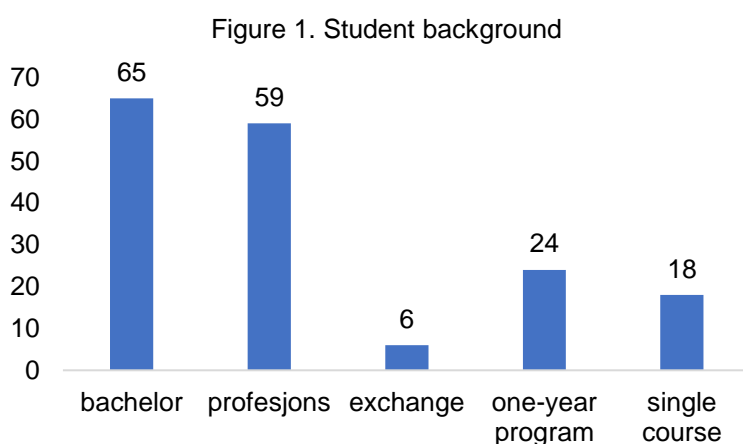


Figure 2. Attendance frequency

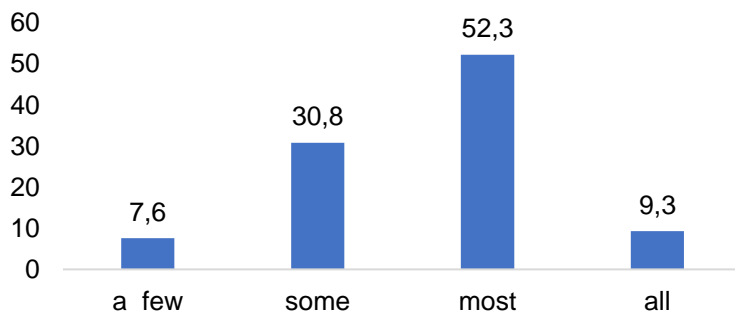
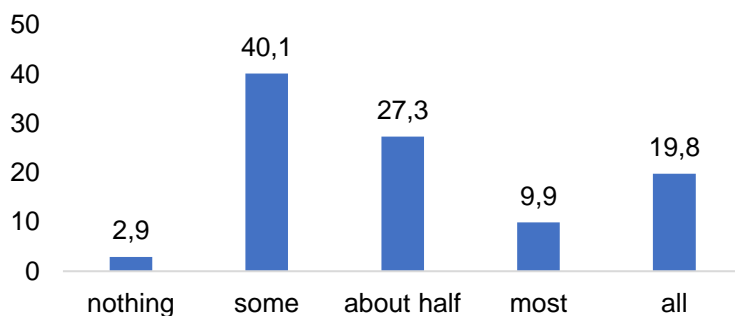


Figure 3. Parts read of the book



Below are the students' evaluations of our course organization, teaching format, the workload and teaching activities, motivation, perceived learning, and their social life within the course. Unless indicated otherwise, all questions had answer options ranging from 1 ('completely disagree') to 5 ('completely agree').

### Course Organization

On average, students perceived this course as quite well-organized. They received adequate information about the course organization ( $M = 4.3$ ,  $SD = .8$ ), were satisfied with our Canvas page ( $M = 4.3$ ,  $SD = .8$ ), and felt that both course coordinators ( $M = 4.2$ ,  $SD = .9$ ) and teachers ( $M = 4.0$ ,  $SD = .9$ ) were available for questions.

### Teaching Format

Even though most students preferred physical attendance over online options ( $M = 3.9$ ,  $SD = 1.2$ ), they still strongly felt that online options should be offered ( $M = 4.3$ ,  $SD = .9$ ). In terms of seminar teaching, respondents scored around the midpoint of the scale indicating that they found them neither useful nor un-useful ( $M = 3.1$ ,  $SD = 1.1$ ). Students slightly preferred lectures over seminars ( $M = 3.6$ ,  $SD = 1.1$ ). Students found the exam format (an essay) highly suitable ( $M = 4.3$ ,  $SD = 1.0$ ).

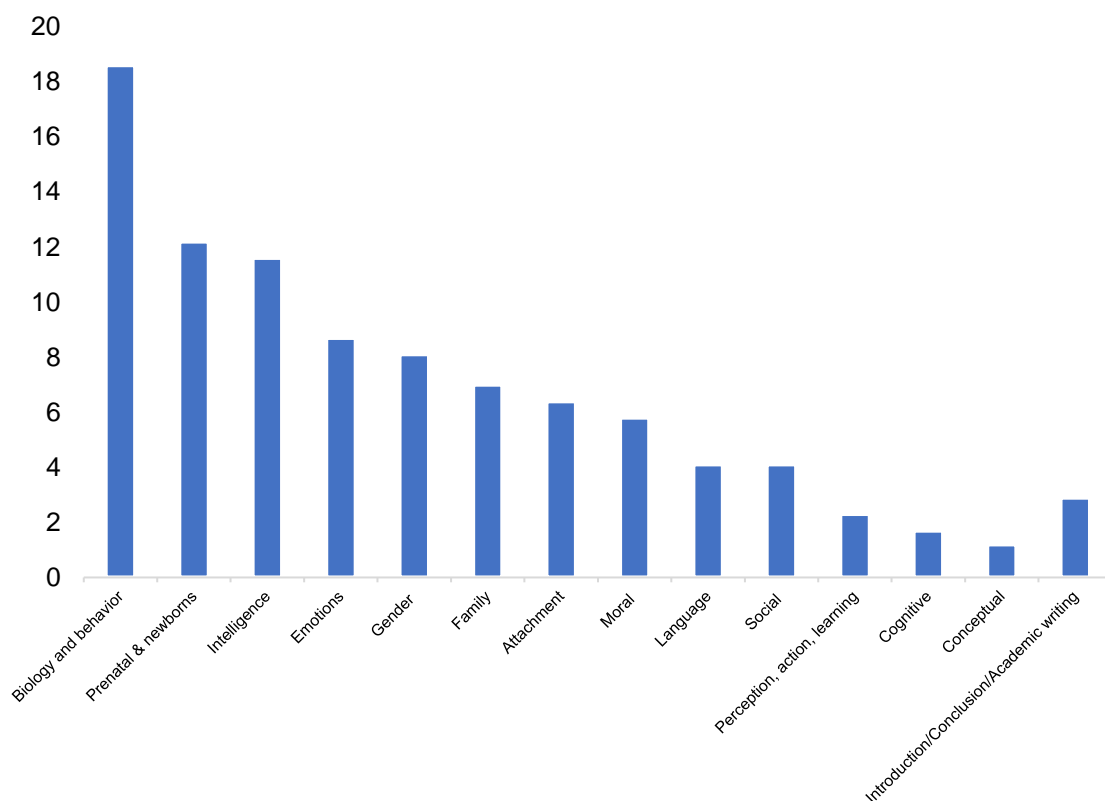
### Workload and Teaching Activities

Students had the impression they benefitted from attending the lectures ( $M = 3.9$ ,  $SD = 1.0$ ). In terms of difficulty level, 9 in 10 found both the workload in this 10-EC course and the amount of teaching activities suitable, and 8 in 10 found both the difficulty level of the lectures and the book suitable. 2 out of 10 students found the book too difficult.

## Motivation

As each lecture represented a certain topic in developmental psychology and to get to know which topics are most popular, we asked which lecture was the favorite lecture of the students (see Figure 4) and why. The students demonstrated to have a wide variety of favorites. All lectures were listed as a favorite by at least a couple of students.

Figure 4. Favorite lecture in % of total respondents



We added a question tapping into different types of motivation that followed from last year's motivation thermometer survey's open question '*What motivates you the most in this course?*'. There were seven answer options including fear of failing, good grades, good social environment, high quality teaching, pleasure of learning, recognition from others, use for future education/career. These seven items were chosen as a result of a qualitative analysis of the student responses to the motivational thermometer developed for the fall of 2021. Students were asked to rank them from most important to least important motivational factor. As most important, most often 'use for future

education/career' was chosen followed by 'pleasure of learning' and 'good grades'. As least important, most often chosen was 'recognition from others'.

### **Perceived Learning Progress**

On average, students were quite satisfied with their progress of both theoretical knowledge ( $M = 3.6$ ,  $SD = .9$ ) and academic skills ( $M = 3.5$ ,  $SD = .9$ ). In addition, they also quite liked their own efforts in this course ( $M = 3.6$ ,  $SD = .9$ ).

### **Social**

Half of the students was part of a colloquium group. Some of them made new friends among the students of this course ( $M = 3.4$ ,  $SD = 1.4$ ).

### **Course coordinators' evaluation**

Prior to this semester, a few changes were planned and passed by the program council: Remove the multiple choice partial exam and replace it with obligatory assignments, and make the seminars mandatory. We believe that both actions have improved the quality of the course, allowing for more focus on developing academic skills and the students' final essay. With regards to future adjustments, we see potentials in further developing the structure of our seminars to make sure the students are able to properly exploit the opportunity of improving their academic skills, especially their writing skills. In addition, we are considering an adjustment of the essay topics the students can choose from to draw from a greater variety of the topics covered in this course, and as such allow the students to specialize on more than one topic for their final grade.