

Summary of student evaluation of PSY4206 spring 2025 (coordinator: Audun Rosslund)

Introduction: PSY4206 – Language Acquisition is an intensive 5 ECTS course held in January-February, consisting of lectures and seminars, and empirical papers as pensusum. The exam format consists of a portfolio assignment, including an individual oral presentation, a group oral presentation, and a group-written report on a self-selected research question using real, openly available child language data. The evaluation survey, consisting of 20 statements on a four-item scale (no/rather no/rather yes/yes), was conducted at the end of the course, with all 9 students (100% of the class) responding.

Course content and teaching quality: Students found the content of the course to be novel and interesting (78% stating ‘yes’; 22% stating ‘rather yes’). The quality of teaching was well received (78% yes; 22% rather yes). Additionally, students found the instructors to be engaged and enthusiastic (89% yes; 11% rather yes), and students found the communication to be clear (11% yes; 67% rather yes). In terms of teaching methods, students appreciated the diversity of approaches used in the course (78% yes; 22% rather yes). The majority of students were satisfied with the flipped classroom approach, with 78% supported keeping it as it was this term (1-2 sessions), rather than increasing its use, while 22% suggested not using flipped-classroom.

Workload: Feedback on workload was slightly more mixed. 100% of the students found the level of difficulty to be satisfactory, and while 56% found the quantity of work satisfactory, 44% felt it was too much. The pace of the course was mostly appropriate, with 78% agreeing that the tempo was suitable, though 22% found it too fast. The majority of students (67%) spent around 6-8 hours per week on coursework, with 22% dedicating 9-12 hours. Most students read between 150-299 pages (67%), with some reading more extensively.

Examinations and assignments: Students had varied opinions about the examination and assignments. While 67% found the exam format beneficial for learning, 22% were less convinced. Some students mentioned that the exam required extensive effort, making it challenging for a 5-credit course. Assignments were generally well received, but a few students suggested clearer guidance or additional resources, particularly for R programming.

Learning outcomes and professional relevance: The course was effective in increasing students’ knowledge (89% yes, 11% rather yes). Understanding levels were also high, with 67% of students indicating they understood most of the course material and 22% indicating they understood almost everything. Regarding professional relevance, 77% saw the course as useful for their future careers, though a small portion (22%) were less certain.

Additional (free text) comments and conclusions: Students appreciated the engaging teaching style and diverse topics. Some suggested clearer course information prior to the course start (understandable given the intensive, fast-paced schedule), especially regarding the reading list and exam expectations. Several students highlighted the benefits of discussions, small group work, and structured presentations. The feedback suggests that students generally found the course informative, well-structured, and engaging. Areas for potential improvement include refining assignment instructions, managing workload expectations, and providing more guidance on exam preparation and R programming resources (although using R was not strictly necessary for the exam).