

Course evaluation MAE4050 - Current Topics and Debates in Assessment and Evaluation 2023

Response rate: 30% (5/16 students responded to the questionnaire)

Information and Material

Generally, the majority of respondents agreed that the information provided on the UIO and CANVAS pages, along with the access to all required materials, was clear and accessible. The same was reported about the clarity of the information provided regarding written assignment requirements. One student did, however, disagree with the clarity of information across these categories.

Structure and Time Management

Invested time per week for this course ranged from approximately 5 hours to 100 hours. The 2023 course guidelines cap the required reading for each session at two academic articles, whereas the required reading for the presenter was three academic articles.

All students agreed or strongly agreed that the connections between different course modules were clear, that the lecturers adhered to the time plan, and that the speed, the number of sessions, the workload, and the number of breaks were all adequate for the content of the course.

Content and Teaching

Students found the content of the course interesting and helpful, conforming to the information previously provided. The majority also agreed that the course increased their knowledge and interest in the topic and improved their critical thinking skills. The balance between content input and interactive parts was also found to be appropriate. However, two students disagreed with the statement that the teaching methods of the course were motivating, and one student disagreed that the course was easy to follow.

Students found the following teaching methods particularly motivating:

- Reflection notes
- Autonomy in determining the structure of lectures and presentations
- Teacher-led discussions

Positive Aspects of the Course

Positive aspects reported by the students included:

- The course's ability to promote critical thinking about common assumptions
 - *"I think the course and lecturers did a great job at pushing us to think critically about what is often just assumed to be right or inherently positive".*
- The diversity of topics providing an illustrative focus on current debates in education
 - *"The different topics were good and give an illustrative focus on what kind of debate that exists in the educational field".*
- Use of guiding questions for structured discussions
 - *"I found having guide questions to steer the discussion very helpful because there was structure".*

Improvements

Students suggested several improvements for future iterations of the course, such as:

- A clearer structure for presentations and debates
 - *“Generally, I think that the topics were good. However a better and more clear structure from the beginning will help. Especially with the first topics where the format was unclear somehow”.*
- More group discussions with appointed group presenters to ensure everyone's involvement
 - *“Some change in how to perform the debate. In my head time to talk about statements in groups of max 4 persons, and 1 pre-appointed group presenter will perform the main arguments for the group. Each group could have 1 main statement, and 3 others to discuss in minor depths to add on in the debate. The pre-appointed group presenter "force" everybody to talk in class, and the presenter will drive the discussion in the group, such that they are most prepared.”*
- More explicit links between reflection notes and presentations
- More guidance on reading scientific journals and constructing arguments

Overall Impression

Two students strongly agreed that they enjoyed participating in the course and would recommend it to others. However, three students disagreed with these statements.

Other Reflections

Students expressed that extending the deadline for the reflection note submissions would be beneficial. If the session is set for Wednesday, they proposed shifting the deadline to Monday evening. Considering that the purpose of these deadlines is to provide sufficient time for the session moderator to review the students' reflection notes, the suggested timeline might be too tight. A potential modification to consider could be rescheduling sessions to occur later in the week, such as on Thursdays or Fridays. This adjustment would allow students to submit their reflection notes by Monday or Tuesday, thereby providing ample preparation time for the moderators.