MAE4101 Measurement Models—Course Evaluation Spring 2023

Summary of the Course Evaluation

Teaching mode: Hybrid teaching (8 sessions online via Zoom, 15 sessions on-site)
Teachers: Jarl Kleppe Kristensen, Kseniia Marcq, and Ronny Scherer (CEMO)
Comments in green

General comments

- Perceived pace and difficulty: By and large, students perceived the pace of the course as appropriate.
- Perceived teaching clarify: The students' reports indicated that the teaching in the course was clear to them.

Suggested improvements

- **Assignments:**
  - Some students indicated issues with a specific task, that is, the Wright's path tracing rule task. In this task, students had to familiarize themselves with these tracing rules and then apply them to an example. → Consider including these tracing rules into the lecture on model-implied covariance matrices with an example.
- **Teaching practices:**
  - Students reported that online teaching was appropriate.
  - Students suggested making available the exercises in the seminars and lecture at an earlier stage. → In this round of the course, we re-modeled most sessions, which caused some delays in the sharing of the course slides before the respective sessions.
  - Students reported that the EFA lectures were dense. → Consider adding an entirely new session to distribute the content better. Hence, extend the three EFA sessions to four sessions. This way, the course would have 24 sessions.
- **Content:**
  - Students suggested reviewing the models and procedures for count and categorical data. → Currently, there is hardly any room for additional material and content. However, the session on "Data issues" could focus on these types of data in greater detail and could be extended to two sessions. This would imply that another session in course would have to be dropped, for instance, the one on complex SEM.
  - Students suggested having more examples of deriving model-implied covariance elements and checking a model's identification. → Add more examples to the lectures.

Nettskjema

MAE4101-UV9297 Measurement Models: Course Evaluation Spring 2023

Oppdatert: 5. juni 2023 kl. 19:31

This is the evaluation of the course MAE4101-UV9297 on Measurement Models.
The goal of this evaluation is to identify the strengths but also the weaknesses of the course. Moreover, we would like to find out how everyone perceived his or her progress in the course.

Please respond as honestly as possible.

I think the pace of the course is:

Antall svar: **8**

Svar	Antall	% av svar	
Too slow	0	0%	0%
Just right	8	100%	100%
Too fast	0	0%	0%

I think the difficulty level of the course is:

Antall svar: **8**

Svar	Antall	% av svar	
Too low	0	0%	0%
Just right	8	100%	100%
Too high	0	0%	0%

I think the teaching in the course is:

Antall svar: **8**

Svar	Antall	% av svar	
Largely clear to me	4	50%	50%
Just right	4	50%	50%
Largely unclear to me	0	0%	0%

In case you think the teaching (methods) should have been adjusted, please provide your specific comments here.

- I like the style of teaching wherein we (students) are walked through the process in understanding the concepts (in both the lecture and the labs). It helps a lot for someone like me, for example, who doesn't have a background in psychometrics. Truly appreciate the effort and the fact that we are given the worked solutions as well. And I love the colored pens! :)
- I rather want to have on-site teaching than online teaching. However I think this online format is workable, since it gives a good overview of the models and how to do it.
- teacher is very clear, classes are interactive... everything is really well planned and done!
- No need for adjustments. I like the combo lecture + hands-on seminar. Effective. Shout-out to Jarle's help so far.

Which topics (if any) were missing in the course?

- Perhaps a bit more about how to imply the models with items of discrete/count, ordinale, or continuous data. At the moment it seems that you can use the same model on all the data. But is that true?
- didn't miss any

Comments on the course assignments:

- Very good!
- They seems good. However some of the topics are not touch upon in classes, eventough you can read by yourself. It would be nice to have some examples in the teaching. It could be the Wright path tracing rules.
- so far so good!

Comments on how to improve the course:

- only minor things, such as on-site teaching, and some more examples of the different things. However I do know everything you put something in the teaching, you have to remove something else.
- I think the teacher is really great - definitely the best we've had in the master's course. However, one specific class was way too dense and I would either reduce the content or break it into two classes: class 9 on Exploratory Factor Analysis (EFA) (Factor Enumeration, Extraction, Rotation, Interpretation, and Scores). I've checked the class slides a second time and I still struggle to make sense of it fully. Also, it would be great if we could have access to the video recordings of the classes on Canva! I've tried to go through some slides and I think sometimes they are not that clear outside the context of the class. The videos could be useful to remember and clarify points
- More instructions and example files of how to do manual variance/covariance calculations, and model identification.

Any other comments?

- It could be good if the exercises are available earlier (at least a day), such that we can prepare before class/labs, and not in class. People can read the exercises/slides before the class, and then we can use the time to ask questions instead. It will improve the class-time-management, and it will increase learning.
- thanks for all the effort to prepare the classes, Ronny!
- My progress: quite good, except this week where I just could not follow the lecture on Wednesday. Too tired and nothing stuck to my brain. Obviously today's lecture was a struggle and I will probably be struggling again tomorrow. Therefore I'm grateful for the extra material and the recorded lectures. I plan on catching up this evening and this weekend