

1. Information about the course

The course is taught over 4 days, two with Monica Melby-Lervåg and two with Ronny Scherer. It starts out very basic and ends up with quite complex, cutting-edge models.

Participants in the course are UV faculty, PhD students, but also frequently postdocs and faculty members sit in and take the course. I think it would be fair to say that participation in the course has resulted in a number of publications for the faculty, not only for PhD students.

Typically, there is also a number of participants from other fields (mostly medicine and psychology). There are also participants from abroad, for instance, PhD students from institutions or research environments that the faculty collaborates with. Although the course is meant for our own PhD students, accepting people from the outside is also a nice way to build contacts and collaboration for the faculty, so we hope this can continue.

2. «Den emneansvarlige lager en kortfattet oppsummering med en vurdering av kvaliteten i emnet, studentenes/ph.d.-kandidatenes viktigste tilbakemeldinger, eventuelle justeringer som er gjort og mulighetene for videreutvikling av emnet. Oppsummeringen skal deles med emneeier og studentene/ph.d.-kandidatene som har deltatt.»

The course is evaluated every year, and in general, it receives good feedback from students, both for its content and its presentation. Some students, however, would prefer the course to be a full week, as they think it is a bit too packed for 4 days. Another issue that has been raised is that the level of difficulty can be a bit high, particularly for students with little experience with R. It is therefore important that students at the faculty become familiar with R during their master's studies.

It is noticeable that Norwegian students (and our own students) often have problems with the level of difficulty, not international students. They typically have R and more training in quantitative methods as part of their background. This is something to think about for the master programs at our faculty.

As we discussed earlier, we wanted to expand the course with one more day and more practical assignments during the course, instead of an essay. This is in line with the students' evaluations. However, since this was difficult to do practically, we ended with keeping it as it is.

3. «Emner skal evalueres hver gang de gjennomføres. Formålet med evalueringen er å legge til rette for jevnlig og systematisk videreutvikling av emnet. Som ledd i evalueringen skal studentene/ph.d.-kandidatene få

anledning til å gi innspill til og ha dialog med den emneansvarlige om kvaliteten på emnet.

All in all, I would say this is a rather well-functioning course that has contributed as an important part of many phd and faculty articles at UV, but also at other institutions in Norway and internationally. It also generally tends to receive good feedback. The number of participants is typically between 10-20, but as mentioned not all participants are from our faculty. An alternative would be to run the course every other year. This would free up more time for Ronny and me for other tasks. However, it is also a nice routine to have it every year, and it gives predictability.

Sincerely

Monica Melby-Lervåg (emneansvarlig) Ronny Scherer (co emneansvarlig)