**Reference group’s feedback to course coordinator**

***The report must be submitted at end of the course via the tab “Prosesstøtte” in MS Teams.***

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| **Students participating in reference group. Name and study programme:**  **Andre Hoang-An Vu, Linn Moløkken, Magdalena Miazga** |

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| **Short summary of the dialogue between the reference group and course coordinator/teacher (start, middle and end of course) and with the other students in the course (if relevant):**   * Had one meeting with teacher after one of the lectures in the middle of the course to bring forward any feedback. Bought up some suggestions on how to slightly better structure course material on blackboard, based on feedback from a couple of students in the course. This was quickly implemented after the meeting, and very much appreciated by the students. * Collected feedback via talking to other students. There was also a post posted in the classes Facebook group which were open for feedback and it also contained the email to one of the students in the reference group, so that students had access to a channel of voicing their opinions. * Reference group were established early, but did not have any other meetings with the teacher other than the one in the middle of the course. No major complains from the students came up during the course. |

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| **The reference group’s assessment of the learning environment in the course**  By ‘learning environment’, we mean: “the totality of physical conditions, plans, curriculum, organisation of teaching, working methods, social relations and attitudes to learning - i.e., all factors that can affect students’ learning.”[[1]](#footnote-1)   * The teacher made a lot of resources and course material easily accessible on blackboard in a structured way. This was very appreciated among students. * Lectures were also structured and consistent. * As the course was fully digital, some expressed that they would like more information to be announced on blackboard, as some of the information was only stated in the lectures. * Some sessions were not recorded. Students expressed that they would like the sessions in regard to the portfolio and coursework to be recorded. * The teacher was very kind, helpful and good in presenting. |

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| **The reference group’s feedback on the teaching and learning activities, and the form(s) of assessment**  Evaluate the teaching and learning activities, and the form(s) of assessment based on the course's learning outcome (this can be found under the tab "Om emnet" in Teams). By learning outcome, we mean the knowledge and skills the students have acquired by having completed and passed the course.   * The project assignment was open and therefore could be a little overwhelming. Some students expressed a little uncertainty on what the requirements were to get a good result. Spending a bit more time to look at previous examples on projects could help define the scope for some students. * Some students expressed that the wording in the assignments was too ambiguous, making it hard to understand what the task was asking for specifically. It was stated that the assignments were open to interpretation, but this made it hard to know if their work fulfilled the requirements of the task or not. However, many also expressed that the portfolio tasks were meaningful for learning about the different topics in the course, and the work amount was not too overbearing. * Some experienced doing novel research into an unfamiliar new area as daunting. And finding a topic to research after being new to the course topic could be difficult. * Some students expressed that discussion about project topic began too early, as they were not done with the first portfolio assignment yet. This produced a pressure of choosing the topic, while working on portfolio. * Some suggested that correlational p values could be taught collectively as well as other research tools, which are easier than Excel. This would be helpful in conducting research project. |

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1. Skaalvik, E.M. & Skaalvik S. (2005) Skolen som læringsarena. Selvoppfatning, motivasjon og læring. Oslo, Universitetsforlaget. https://www.universell.no/lmu/lmu-haandbok/hva-er-et-laeringsmiljoe/ [↑](#footnote-ref-1)