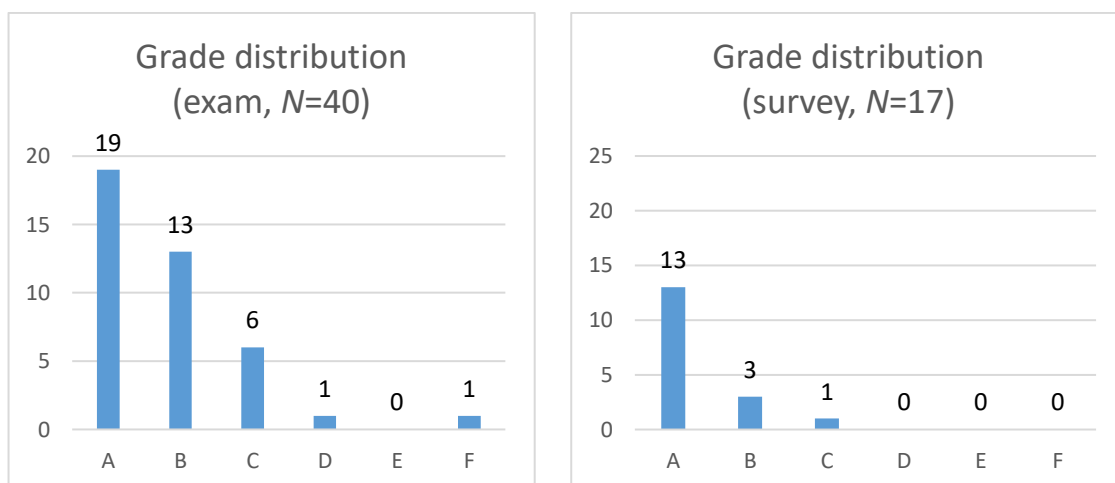


PSY-1705 Social Psychology (Spring 2019), Course evaluation

“PSY-1705 Social Psychology” is a mandatory course in the clinical psychology program (“profesjonsstudium”). In 12 two-hour lectures, the course introduces core concepts, theories, and methods from social psychology (see the next page for a list). The lectures build on a compendium (course readings) that comprises textbook chapters, literature reviews, and original research articles. Classroom demonstrations and exercises complement the readings. The course ends with a four-hour school-type exam that covers contents from all parts of the course (see Appendix 2 for details).

Forty students took the course including its exam in Spring 2019. After the exam results had been published, the class was invited by email to participate anonymously in an online course evaluation. Almost half of the class participated (17/40 = 43%). The distribution of self-reported grades in the evaluation survey indicates a low survey participation rate among students with exam grade B or below. The results of the survey therefore need to be interpreted with some caution.



The survey is shown on the next page, the results are presented afterwards.

Course evaluation for "PSY-1705 Social Psychology" (Spring 2019)

Thank you for participating. The evaluation is run by the course teacher (Assoc. Prof. Frank Siebler, frank.siebler@uit.no). A summary of its results will be submitted to the institute. Your answers are anonymous.

Here is a reminder of the course contents:

Social psychology aims to "understand and explain how the thought, feeling and behavior of individuals is influenced by the actual, imagined or implied presence of others" (Allport, 1954). The course covers important areas in social cognition; among others: automatic thought processes, attitudes, stereotypes and prejudice, social norms, intergroup emotions and relations, mood, the self-concept, and cultural influences. The lectures introduce theoretical and methodological principles in basic social psychology. Further, social psychology will be presented as an applied discipline that allows to design interventions that change behavior and contribute to solving issues in close relations, communities, organizations, and in society.

PART 1: LEARNING & TEACHING

How useful was each of the following elements for your own work with the course contents?
(If you don't remember an element or have not used it, then please leave that line unanswered)

	not useful					very useful
The articles and book chapters in the course readings ("kompendium") were ...	☐	☐	☐	☐	☐	☐
The lectures (the course teacher's live presentations) were ...	☐	☐	☐	☐	☐	☐
The classroom activities (videos, intervention plan in small-group work) were ...	☐	☐	☐	☐	☐	☐
The downloadable lecture slides on Fronter ("Powerpoint") were ...	☐	☐	☐	☐	☐	☐
The downloadable notes for the exam preparation on Fronter ("exam tips", trial exam) were ...	☐	☐	☐	☐	☐	☐

PART 2: EXAMINATION & EVALUATION

How much do you personally agree with the following statements?
(If you have absolutely no opinion on a statement, then please leave that line unanswered)

	completely disagree					completely agree
"The course taught theories, methods, and techniques that are very practical and important for professional psychologists."	☐	☐	☐	☐	☐	☐
"The four-hour exam was an excellent match to the course contents."	☐	☐	☐	☐	☐	☐
"It was very clear for me how to prepare myself for the four-hour exam."	☐	☐	☐	☐	☐	☐
"At the end of the course I could easily have passed a much longer and more difficult exam about the course contents."	☐	☐	☐	☐	☐	☐
"It was no problem for me that the lectures and lecture slides were in English language."	☐	☐	☐	☐	☐	☐

Summary evaluations
(If you don't want to answer a question, then please leave that line unanswered)

	A	B	C	D	E	F
What grade did the course give you?	☐	☐	☐	☐	☐	☐
What grade do you give the course?	☐	☐	☐	☐	☐	☐

PART 3: OPEN-ENDED FEEDBACK

If you want to make comments or suggestions, then here is the place to do so. It can be on anything: the general course organization, the materials, the lectures, the exam, things that you missed, and so on. You can list things that you liked, and things that you did not like about the course.

That was all, thank you! Please click on the button below to send your answers.

Part 1: Learning and Teaching

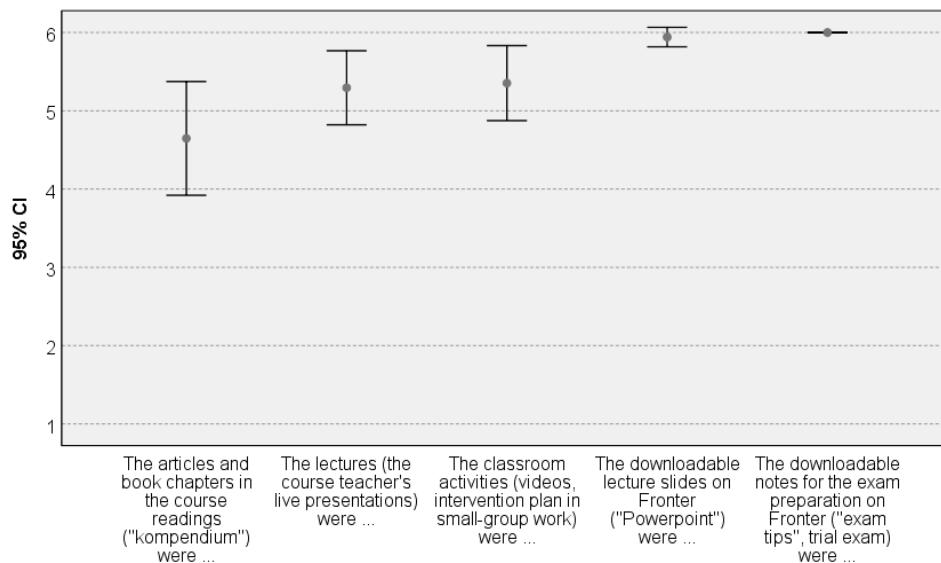
“How useful was each of the following elements for your own work with the course contents?”

(Answer scale from 1 = “not useful” to 6 = “very useful”)

	N	Mean	Std. Dev.
The articles and book chapters in the course readings (“kompendium”) were ...	17	4.65	1.41
The lectures (the course teacher's live presentations) were ...	17	5.29	.92
The classroom activities (videos, intervention plan in small-group work) were ...	17	5.35	.93
The downloadable lecture slides on Fronter (“Powerpoint”) were ...	17	5.94	.24
The downloadable notes for the exam preparation on Fronter (“exam tips”, trial exam) were ...	17	6.00	.00

“very useful”

“not useful”



Verbal interpretation

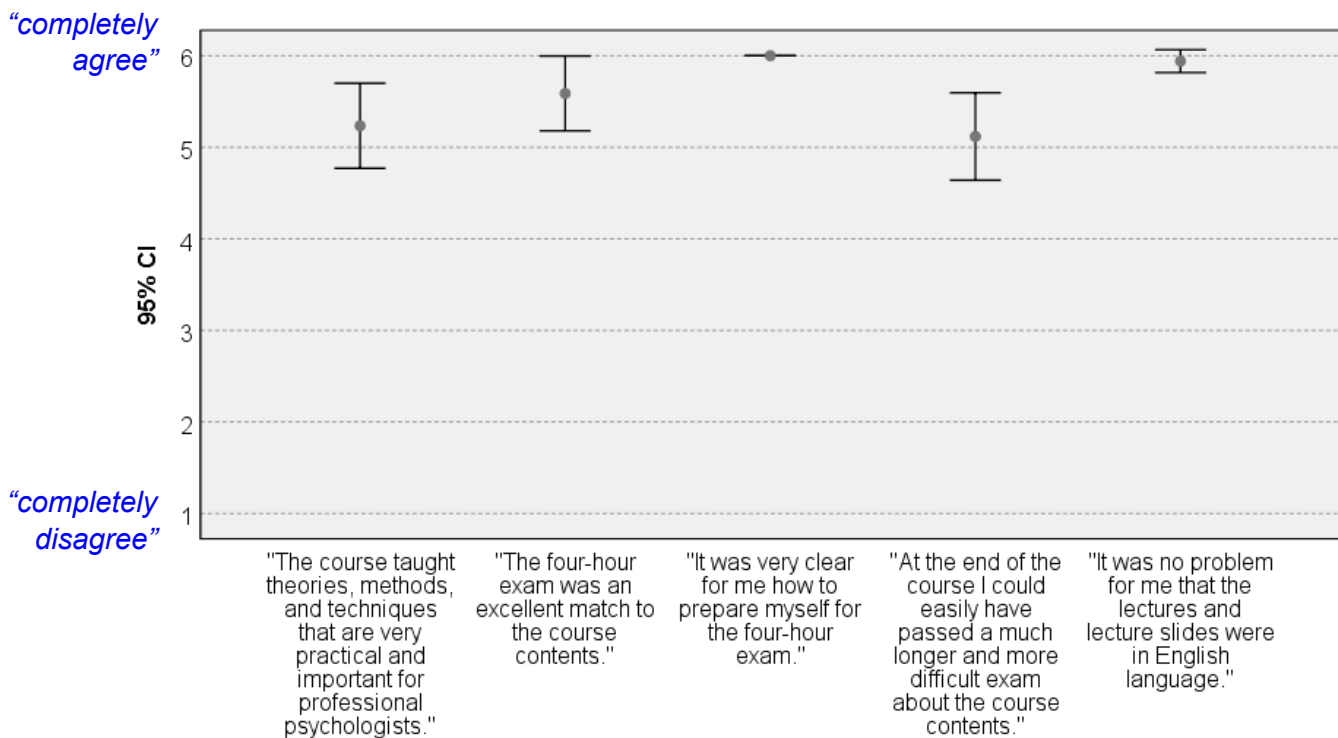
Almost all course elements received the highest possible usefulness ratings in this survey, namely mean answers between the scale points 5 and 6.

Part 2: Examination and Evaluation

“How much do you personally agree with the following statements?”

(Answer scale from 1 = “completely disagree” to 6 = “completely agree”)

	N	Mean	Std. Dev.
“The course taught theories, methods, and techniques that are very practical and important for professional psychologists.”	17	5.24	.90
“The four-hour exam was an excellent match to the course contents.”	17	5.59	.80
“It was very clear for me how to prepare myself for the four-hour exam.”	17	6.00	.00
“At the end of the course I could easily have passed a much longer and more difficult exam about the course contents.”	17	5.12	.93
“It was no problem for me that the lectures and lecture slides were in English language.”	17	5.94	.24



Verbal interpretation

The five statements about the course and its exam (all formulated into a positive direction) received the highest possible agreement in this survey, namely mean answers between the scale points 5 and 6.

Summary evaluations

(Answer scale: 1 = "A", 2 = "B", 3 = "C", 4 = "D", 5 = "E", 6 = "F")

	N	Mean	Std. Dev.
What grade did the course give you?	17	1.29	.59
What grade do you give the course?	17	1.29	.59

		What grade do you give the course?		
		A	B	C
What grade did the course give you?	A	11	1	1
	B	1	2	
	C	1		

In cells: case count. Total N = 17.

Verbal interpretation

On average, the respondents achieved a grade between "A" and "B" themselves. On average, they also gave the course a grade between "A" and "B" as their summary evaluation.

Part 3: Open-ended feedback

Nine respondents also gave verbal feedback. Appendix 1 shows the full answers; below I will refer to the answers by their number in the Appendix. Qualitative responses are of course open to multiple interpretations. Nevertheless, three conclusions seem warranted:

A) Overall, the class was very satisfied with the course. Most answers contain clear positive summary evaluations (2, 3, 4, 5, 6, 7, 8, 9), whereas no answer contains a negative summary evaluation (not counting suggestions for single aspects and course elements here).

B) The high satisfaction stems from the course's high degree of teacher-provided structure. Most answers explicitly mention the course's clear structure and organization as one of its strong aspects (2, 3, 5, 6, 7, 8, 9). These answers refer to individual course components such as the clearly communicated learning goals, or they point to the high degree of integration between course components such as learning goals, reading list, and lectures.

C) Suggestions for improvements describe possibilities for further fine-tuning, not major revisions. Three answers describe possible improvements to the course: to provide the compendium electronically rather than in printed form (4), to discuss the course contents in relation to another course in the same semester (7), and, to make the exam a bit more demanding (9). These are informative and valuable suggestions for specific details of the course. It should be taken into account that they were made by one student each and may not represent the majority opinion.

Discussion

Seventeen students (of 40 who took the course and its exam) completed an anonymous online survey to evaluate the course “PSY-1705 Social Psychology (Spring 2019).” The results need to be taken with some caution because of the low survey participation rate of students with exam grade B or below.

The closed-format answers show that the respondents were very satisfied, giving the course a grade between “A” and “B” as their summary evaluation. Almost all of the specific components of learning and teaching received the highest possible usefulness ratings, all of the more general statements about the course and its exam received the highest possible agreement ratings (in this survey, average scores between 5 and 6, on an answer scale from 1 to 6).

The open-ended answers support the positive course evaluation from the closed-format part of the survey. Going beyond the closed-answer part, they reveal the students’ appreciation of the course’s high degree of teacher-provided structure. Suggestions for further fine-tuning of the course are provided.

In line with the overwhelmingly positive survey answers, the excellent exam result (see p. 1 and Appendix 2) also indicates that the course achieved its goals. Even with the caveat in mind that the evaluation sample is not perfectly representative of the whole class, it still appears that the course in its present form is successful.

Appendix 1: The open-ended answers

1. Never change
2. The course has been exceptionally well organized, I wish more teachers would be half as organized. It makes it so easy being a student and I know many of my fellow students agree on this. There is absolutely no doubt about what this course is supposed to teach us, more than a few courses so far have been pretty vague about what we actually are supposed to learn. The course content is so well defined (almost too well :). To present articles the way they have been in the lectures is a very, very good way of teaching students what to look for in articles, and make some of the articles much more understanding (not all articles are easy to grasp). I have learned a lot!
3. As always I think you are one of the most organized teachers at UIT. You make it easy for us to know what is expected in the exam and where to focus our work. I appreciate that.
4. It would be better if the compendium was uploaded as «artikkelsamling» to Canvas because it was so hard to handle it because it was so huge. It would be better to be able to print the articles belonging to just one tema. For eksempel kunne alle artikkelene som omhandlet «the self» vært en fil eller i en mappe som vi kunne skreiver ut fra Canvas (Vittersø gjorde det på denne måten i PSY-1704, spør han om du ikke skjønner hva jeg mener) :-). Sosialpsykologi har vært et av de beste fagene jeg har hatt.
5. The course was very well planned and organized. The lectures were also well organized, and Frank was an excellent teacher. The course gave a good view of theories in social psychology, as well as a practical angle to the material. I am very happy with the course and would rate it 10/10! Thank you!
6. I really liked that we first had a "theoretical" part, and then the applied. Also very nice with the group work where we came up with our own intervention. Wonderful preparation for the exam. All the lectures in and of itself were very to the point and organized which I liked. Good of the lecturer to set up the lectures so they don't go over the time put for the lecture. Exam hints were great for studying for the exam, and the PPs were great to use as reminder-sheets when reviewing the curriculum.
7. I liked everything, I really enjoyed Frank as our

lecturer :) I see now in retrospective that this course and the other about society and culture are related. Just for "fun" maybe applying a wider view at the end of the course or after every 2. theme? Not that it should have anything to say for the pensum, or grading. But just like a little discussion part :) (f.eks 15 minutes) Thank you for a very useful, and well-structured course! Have a nice summer <3

8. I really liked how the course was organized. It was easy to navigate in canvas and it was easy to identify what was important. Overall a very good course!
9. Faget var godt strukturert og planlagt, noe som gjorde det mulig for studenten å gjennomføre på en god måte. Knallbra pensum. Det er gøy å lese til eksamen når man kan forbedre seg godt! På en annen side kunne eksamen vært hakket mer krevende. Det var noen mc-spørsmål hvor svaret var veldig åpenbart, og det blir litt for lett - mtp. at dette er et basalfag i profesjonsstudiet. Jeg brukte mye tid på å lese i dette faget (mest fordi jeg liker sosialpsykologi veldig godt), og da er det litt synd å føle at eksamen stiller noen "tullespørsmål". For eksempel mener jeg å huske at OCD var et svaralternativ inni der? Men alt i alt: knallbra fag, meget fornøyd :)

Appendix 2

(The following pages show the document that was distributed to the class after the exam had been graded, but before the online evaluation took place. The document contains the exam result for the whole class, explanations of the grading process and of the result, and statistical analyses.)

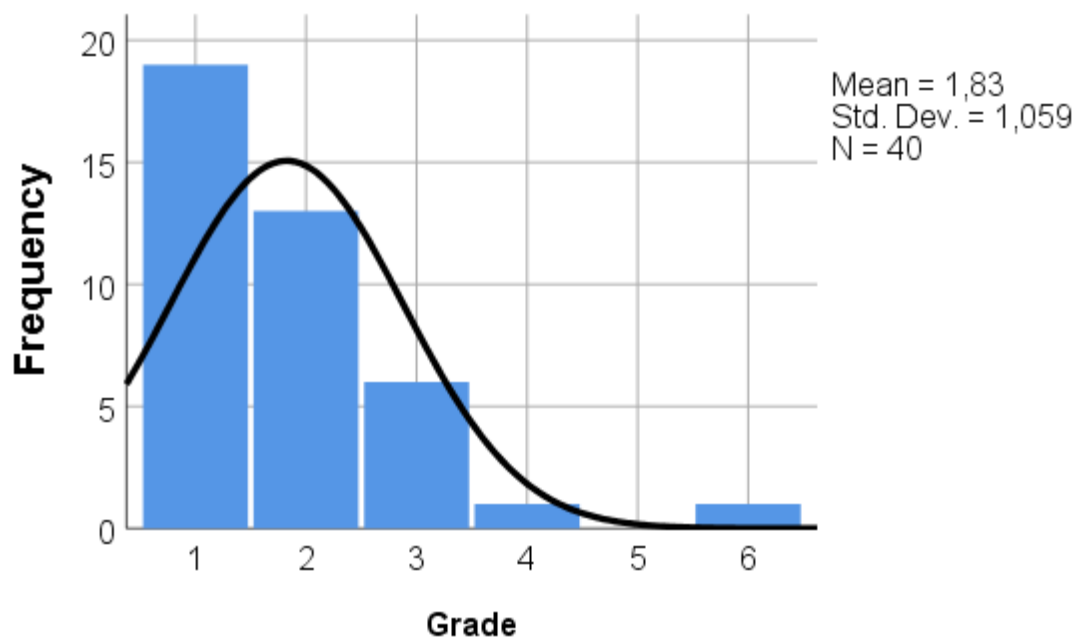
PSY-1705 exam April 2019, Grading and results

The four-hour school-type exam for "PSY-1705 Social Psychology" had 16 main questions (some with sub-questions). There were multiple-choice and short-answer questions; the longest question required to develop an intervention plan on circa 2 pages. Together the questions covered all topic areas from the course's 24 lecture hours. All questions had to be answered.

The evaluation committee comprised one internal examiner (a member of the Department of Psychology; actually: the course teacher) and one external examiner (a psychologist who is not a member of this Department; this examiner is a native speaker of Norwegian). The examination committee received the exams in an anonymous form, namely with candidate numbers instead of the student names. Detailed, written examiner guidelines listed the normatively correct answer to each question, together with answer variants that should also count as correct. The examiners first graded all exams independently, using the written guidelines for this exam plus the university's general "karakterskala" that defines the meaning of each grade verbally. Then they compared their ratings for each exam and determined the final grades.

Each question had a defined number of maximum points that could be achieved, from 2 points (for simple multiple-choice questions) over 3-4 points (for questions that required more thought and/or own formulations) and 10 points (for the self-formulated description of a theoretical model or empirical study) to 20 points (for the intervention plan). The maximum number of points for each question was listed in the exam; the examiners gave partial points for partly correct answers. The maximum number of points for the whole exam was 80 points. 70 points or more counted as an A. For each 10 points less, one grade was subtracted (B = 60-69, C = 50-59, and so on). The result for the class as a whole is shown on the next page.

		Grade		
		Frequency	Percent	Cumulative Percent
Valid	A	19	47,5	47,5
	B	13	32,5	80,0
	C	6	15,0	95,0
	D	1	2,5	97,5
	F	1	2,5	100,0
	Total	40	100,0	



Note. 1 = A, 2 = B, ..., 6 = F

Where do the differences in the grades come from?

As is usual, the differences in the grades come mostly from the questions that required to formulate an answer in one's own words. Multiple-choice questions ("identify the correct one out of four pre-formulated answers") and reproductive questions ("what is the definition of ...") were answered correctly most of the time. Several questions asked to apply a specific theory or technique to a small practical problem, by filling the word-gaps in pre-formulated sentences. Here the answers were mostly correct, too. Other questions however required self-formulated answers: to explain in one's own words a major theoretical model, to describe a complete experiment including its background theory, or to develop a full intervention plan for a novel real-world problem ("novel" = not presented in the lecture, not pre-solved in the pensum). Here the exams occasionally missed points for wrong answers, forgotten details, or unclear formulations. The loss was usually small at each place individually, but it added up across the whole exam. A loss of 10 points still allowed an A, but from then on, it impacted the grade.

Reliability I: Inter-rater agreement in the grading

Detailed, written examiner guidelines had been developed beforehand to standardize the grading process. Using these guidelines, each examiner first rated all exams independently. Afterwards the examiners compared their results and agreed on the final grades. Below are analyses with the point sums (theoretical range: 0-80 points) from before the comparison.

Paired Samples Statistics

		Mean	N	Std. Deviation
Pair 1	Points (examiner 1)	67,70	40	12,19
	Points (examiner 2)	64,73	40	11,23

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Points (examiner 1) & Points (examiner 2)	40	,89	,000

Paired Samples Test

		Paired Differences		t	df	Sig. (2-tailed)
		Mean	Std. Deviation			
Pair 1	Points (examiner 1) - Points (examiner 2)	2,98	5,60	3,36	39	,002

The tables above show that the examiners independently gave similar numbers of points on average ($M = 67.70$ points and $M = 64.73$ points, respectively). Whereas the mean difference reached statistical significance, $t(39) = 3.36$, $p < .003$, its magnitude is small ($M = 2.98$ points, which corresponds to less than one third of a grade).

In a comparison exam-by-exam, the examiners separately reached similar results too. The table above shows a strong correlation between their independent ratings, $r(38) = .89$, $p < .001$.

In sum, the grading process showed high inter-rater reliability.

Reliability II: The exam's internal consistency

The following tables show Cronbach's Alpha as the measure of the exam's internal consistency.

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.89	.90	19

Cronbach's Alpha is .89, or .90 when standardizing the points per question. That indicates very good to excellent internal consistency.

Item-Total Statistics	
	Cronbach's Alpha if Item Deleted
q1	.90
q2	.89
q3	.89
q4	.88
q5	.89
q6	.89
q7	.90
q8	.89
q9	.88
q10	.88
q11	.90
q12	.88
q13	.88
q14	.88
q15	.87
q16a	.88
q16b	.88
q16c	.88
q16d	.88

The table to the left shows, separately for each exam question, what Cronbach's Alpha would be if that question had not been asked. If a question differs from the others, then removing it would increase Cronbach's Alpha noticeably. As we see in the table, this is not the case for any of the questions.

In sum, the exam's internal consistency was high, and all questions contributed to the total grades in the same way.

← q1 to q15 are the social psychology questions, q16a to q16d are the four parts of the intervention plan