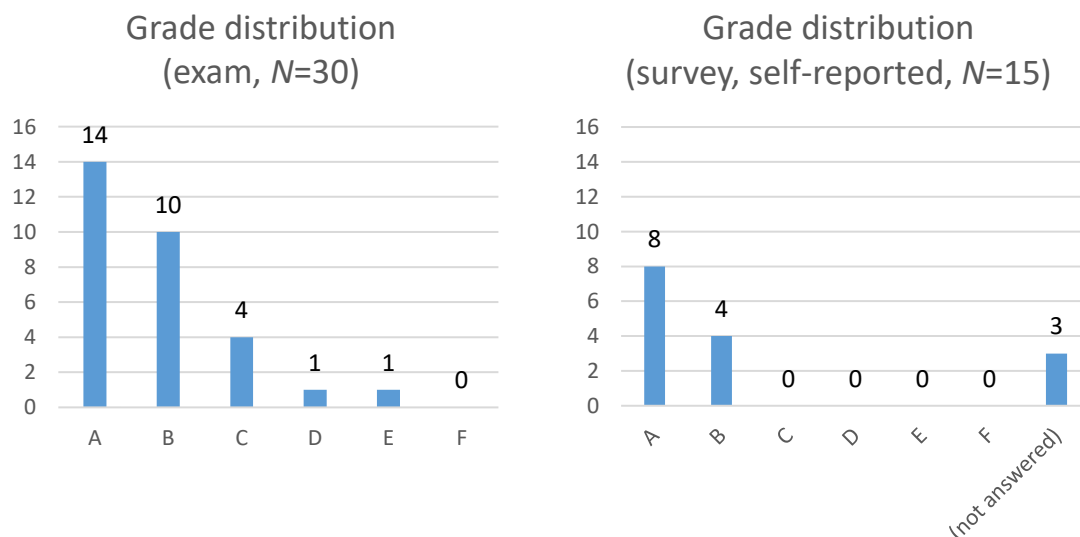


PSY-1705 Social Psychology (Spring 2023), Course evaluation

“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 course readings that comprise 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).

Thirty students took the course including its exam in Spring 2023. After the exam results had been published, the class was invited by email to participate anonymously in an online course evaluation. Half of the class participated (15/30 = 50%; all regular clinical-psychology students at the University of Tromsø). The distribution of self-reported grades in the evaluation survey suggests a low survey participation rate among students with exam grade C or below. The results of the survey therefore need to be interpreted with some caution.



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



Course evaluation for "PSY-1705 Social Psychology" (Spring 2023)

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 class and 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 ("pensum") 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 Canvas ("Powerpoint") were ...	☐	☐	☐	☐	☐	☐
The downloadable notes for the exam preparation on Canvas (weekly exam hints, 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: FOR THE STATISTICS

What is your student status in this course?
(Please select the best-matching answer)

- ☐ Regular student at the University of Tromsø, Clinical Psychology ("profesjonsstudium")
- ☐ Regular student at the University of Tromsø, but "not" in Clinical Psychology
- ☐ International exchange student
- ☐ Other

PART 4: 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.

PART 5: SENDING YOUR ANSWERS

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

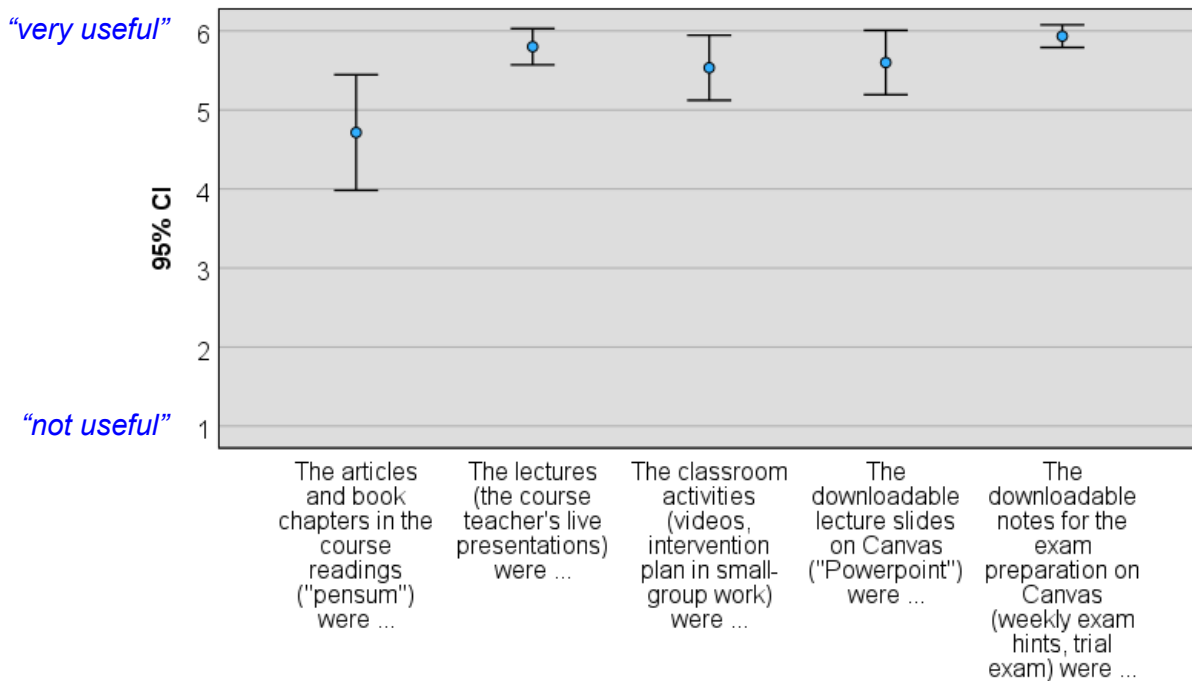
Continue

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 (“pensum”) were ...	14	4.71	1.27
The lectures (the course teacher's live presentations) were ...	15	5.80	.41
The classroom activities (videos, intervention plan in small-group work) were ...	15	5.53	.74
The downloadable lecture slides on Canvas (“Powerpoint”) were ...	15	5.60	.74
The downloadable notes for the exam preparation on Canvas (weekly exam hints, trial exam) were ...	15	5.93	.26



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.

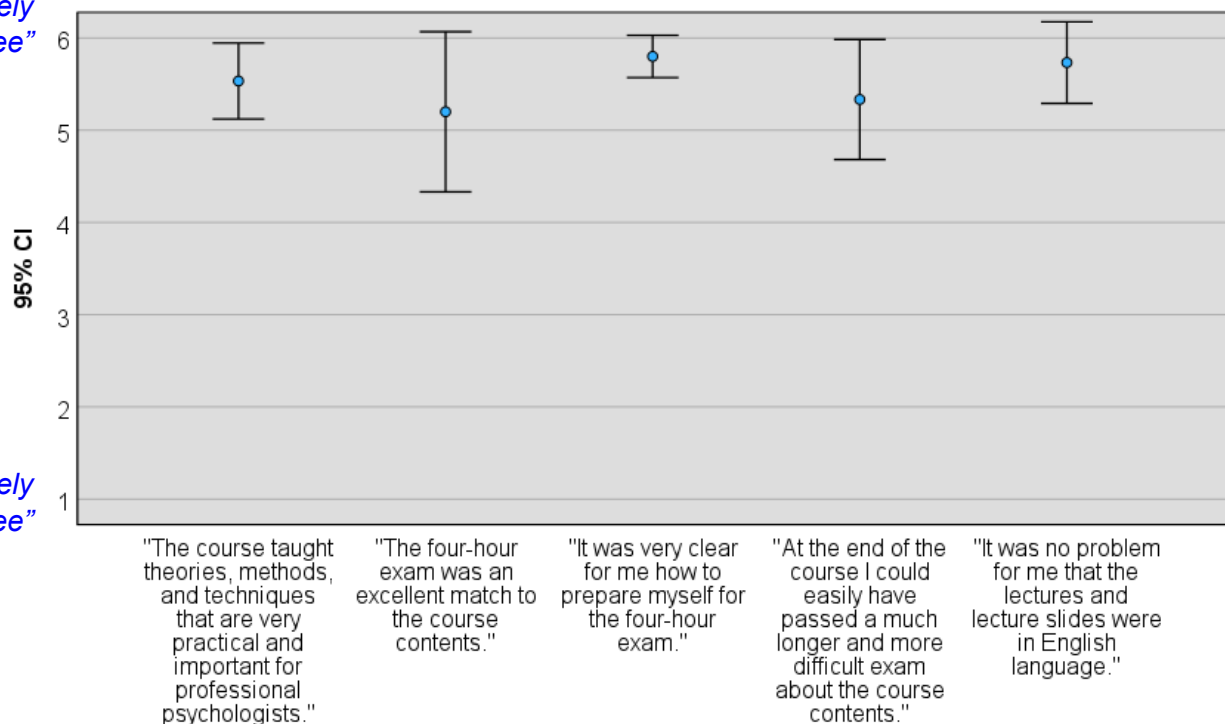
Part 2: Examination and Evaluation

“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.”	15	5.53	.74
“The four-hour exam was an excellent match to the course contents.”	15	5.20	1.57
“It was very clear for me how to prepare myself for the four-hour exam.”	15	5.80	.41
“At the end of the course I could easily have passed a much longer and more difficult exam about the course contents.”	15	5.33	1.18
“It was no problem for me that the lectures and lecture slides were in English language.”	15	5.73	.80

“completely agree”



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", ..., 6 = "F")

	N	Mean	Std. Dev.
What grade did the course give you?	12	1.33	.49
What grade do you give the course?	15	1.40	.63

		What grade do you give the course?		
		A	B	C
What grade did the course give you?	(not answered)	1	1	1
	A	6	2	
	B	3	1	

In cells: case count. Total N = 15.

Verbal interpretation

On average, the respondents who answered the question ($n = 12$) achieved a grade between "A" and "B" themselves. On average, all respondents ($n = 15$) gave the course a grade between "A" and "B" as their summary evaluation.

Part 4: Open-ended feedback

Ten 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 (1, 3, 4, 5, 6, 9, and, to some degree, 7, 8), 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. Several answers explicitly mention the course's clear structure and organization as one of its strong aspects (3, 5, 7, 8). These answers refer to individual course components such as the clearly communicated learning goals for each session (the weekly exam hints), or they point to the high degree of integration between course components such as the theories from the articles on the reading list and the teacher-provided lecture materials and exam preparation elements.

C) Suggestions for improvements describe possibilities for further fine-tuning, not major revisions. Three answers describe possible improvements to the course: use fewer original studies (7), revise the slides so that they are less bland (9), and, more recording of live lectures (10). A fourth answer (2) is critical towards the timing of the optional classroom practice in the last session. That critique seems to overlook the fallback option (to send me a solution by email any time later, and to receive feedback on it by email as well) that I offered to the class early, repeatedly, and through various communication channels. Overall, however, 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

Fifteen students (of 30 who took the course and its exam) completed an anonymous online survey to evaluate the course “PSY-1705 Social Psychology (Spring 2023).” The results need to be taken with some caution because of the low survey participation rate of students with exam grade C or below.

The closed-format answers show that the respondents were very satisfied, giving the course an average 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. Great work Frank. Keep it up!
2. Total fiasco to have the intervention course in the easter week. This is not a working week at universities in Norway/spring break. Might just as well have it on a Sunday. Considering this was a vital course to pass the exam too.
3. Very good course, with clear instructions and a structure that was easy to follow. Felt the course, especially the powerpoints, had good summaries. The hints also made it easy for me to understand what to focus on when reading the materials.
4. A great course and a great teacher!
5. I loved the exam hints every week and the well-constructed PPT-slides! It made the learning goals easy to identify, and also helped me get a good overview of the main points of the theories so I understood them better. The practical class where we made an intervention was also very usefull!
6. You are a great teacher and your course have been one of the most practically useful courses, both on daily basis and in the field of clinical psychology.
One of the best qualities is your engagement and excitement in your work. I have only heard praise about you as a teacher, both from current and previous students.
7. - Very good with the exam hints, made it easy to understand what was important for the exam, but also what was important from the lectures.
- The power point slides were very well made and structured.
- I understand why you included all the studies in the lectures to learn us about theories and concepts in social psychology, but sometimes I felt that there were too many studies, and that I did not learn that much from it.
8. Frank did a really good job at devoloping the slides in a way that was understandable, even if you were going through the

slides at home.

It was easy and fun to understand and learn what Frank was teaching.

By giving us exactly what we had to learn for the exam, it became more fun to read and learn. Because you did not have the stress of whether you were focusing on the important parts or not.

9. The powerpoints were a bit bland, and could be more interesting to look at. Other than that all was good!
10. More recorded lectures. It helps when you look back at the pp's.

Really liked the tips for how to answer exam questions, it really helped. Especially the intervention plan

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 2023, Grading and results

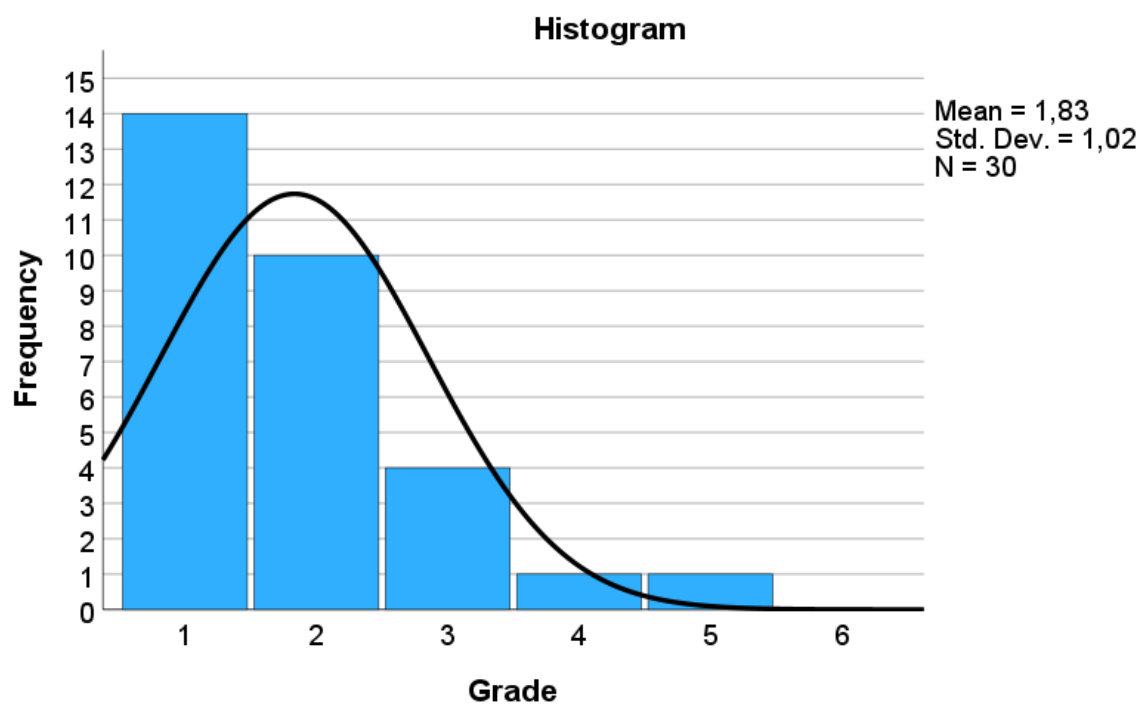
The four-hour school-type exam for "PSY-1705 Social Psychology" had 16 main questions (some with sub-questions). There were multiple-choice and short-answer questions; the longest question required to develop an intervention plan on circa 2 pages. Together the questions covered all topic areas from the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

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; partial points were given 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 evaluation committee comprised one internal examiner (a member of the Department of Psychology; actually: the course teacher) and three external examiners (psychologists who are not members of this Department; all three are native speakers 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 internal examiner graded all exams, using the written guidelines for this exam plus the university's general "karakterskala" that defines the meaning of each grade verbally. The external examiners then controlled the internal grading for a randomly selected, non-overlapping subset of five exam papers each (3 x 5 = 15 papers in total, which is 50% of the submitted 30 papers).

The result for the class as a whole is shown on the next page.

Grade			
		Frequency	Percent
Valid	A	14	46,7
	B	10	33,3
	C	4	13,3
	D	1	3,3
	E	1	3,3
	Total	30	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: Consistency of the grading process

Detailed examiner guidelines had been written beforehand to standardize the grading process. The internal examiner graded all exams first, using the written guidelines for this exam plus the university's general "karakterskala" that defines the meaning of each grade verbally. The three external examiners then controlled the internal grading for a randomly selected, non-overlapping subset of five exam papers each (3 x 5 = 15 papers in total, which is 50% of the submitted 30 papers).

Consistency between examiners

For 12 of the 15 exam papers with external control, internal and external examiner arrived at the same grade immediately. For 3 exam papers, their point sums were very similar to each other (the difference corresponding to half a grade or less), but ended up on different sides of a grade boundary. Here the final grade was determined by discussion.

Consistency within examiner

Group Statistics

External control of internal grade		N	Mean	Std. Deviation
Grade	no	15	1,87	1,25
	yes	15	1,80	,77

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means			
		F	Sig.	t	df	Significance One- Sided p	Two- Sided p
Grade	Equal variances assumed	1,52	,23	,18	28,00	,43	,86
	Equal variances not assumed			,18	23,42	,43	,86

The tables above compare the average grades for exam papers with versus without external control of the internal examiners' grading (coded such that 1.00 = "A", 2.00 = "B", and so on). The two means are very similar ($M = 1.80$ and $M = 1.87$, respectively). The difference is tiny (corresponding to less than one tenth of a grade) and not statistically significant ($t < 1$, $p = .86$).

In sum, the grading process showed high reliability: its results were replicable both between internal and external examiners (for the same exam papers), and within the internal examiner (for different subsets of exam papers).

Reliability II: The exam questions' internal consistency

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

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,79	,80	18

Cronbach's Alpha is .79, or .80 when standardizing the points per question. That indicates good to very good internal consistency.

Item-Total Statistics

	Cronbach's Alpha if Item Deleted
q2	,77
q3	,79
q4	,80
q5	,79
q6	,79
q7	,76
q8	,79
q9	,78
q10	,78
q11	,77
q12	,78
q13	,76
q14	,79
q15	,77
q16a	,78
q16b	,78
q16c	,80
q16d	,76

The table to the left shows, separately for each exam question ^[1], 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.

^[1] Note that a line for Question 1 (q1) is missing. SPSS leaves it out automatically because this question had no variability: all exams identified the correct answer and collected the 2 points for this multiple-choice question. So q1 was too easy (for this class) and should probably be replaced in future exams.

← q2 to q15 are the social psychology questions, q16a to q16d are the four parts of the intervention plan