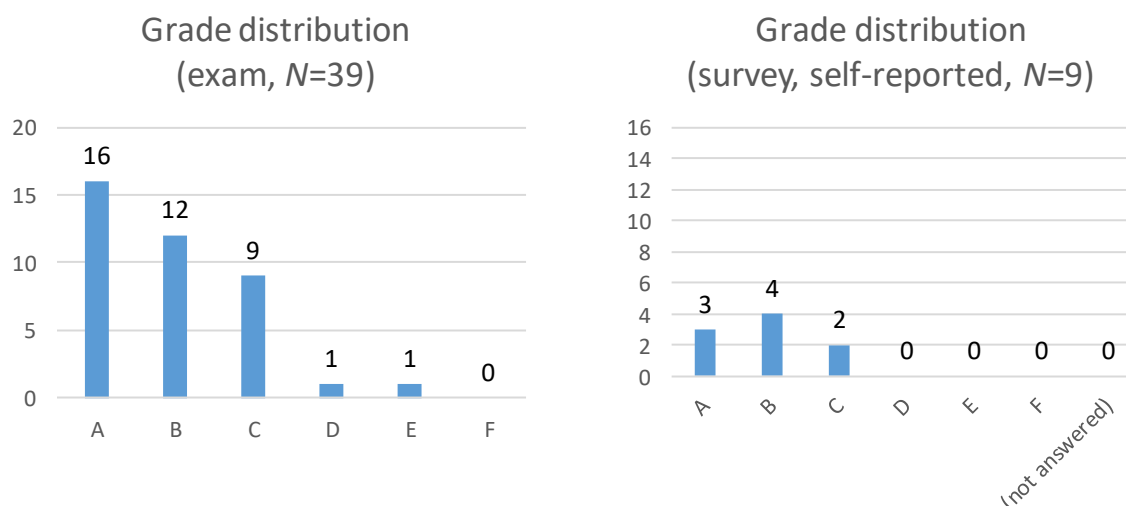


PSY-1705 Social Psychology (Spring 2025), Course evaluation

“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 the Appendix for details on the exam).

Thirty-nine students took the course including its exam in Spring 2025. After the exam results had been published, the class was invited by email to participate anonymously in an online course evaluation. Nine students participated (8 regular clinical-psychology students at the University of Tromsø, and 1 international exchange student). That is $9 / 39 = 23\%$ of the class¹. Whereas that participation rate is low, it is not *unusually* low for online surveys. The results of the survey still need to be interpreted with caution because of the small sample size.



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

¹ The survey page received 15 accesses (or “views”) overall. Nine of these ended with the submission of the (partly or completely) filled-in survey form, for a completion rate of $9 / 15 = 60\%$. In the remaining six cases, the form was not submitted in the end.



Course evaluation for "PSY-1705 Social Psychology" (Spring 2025)

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 made available 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.

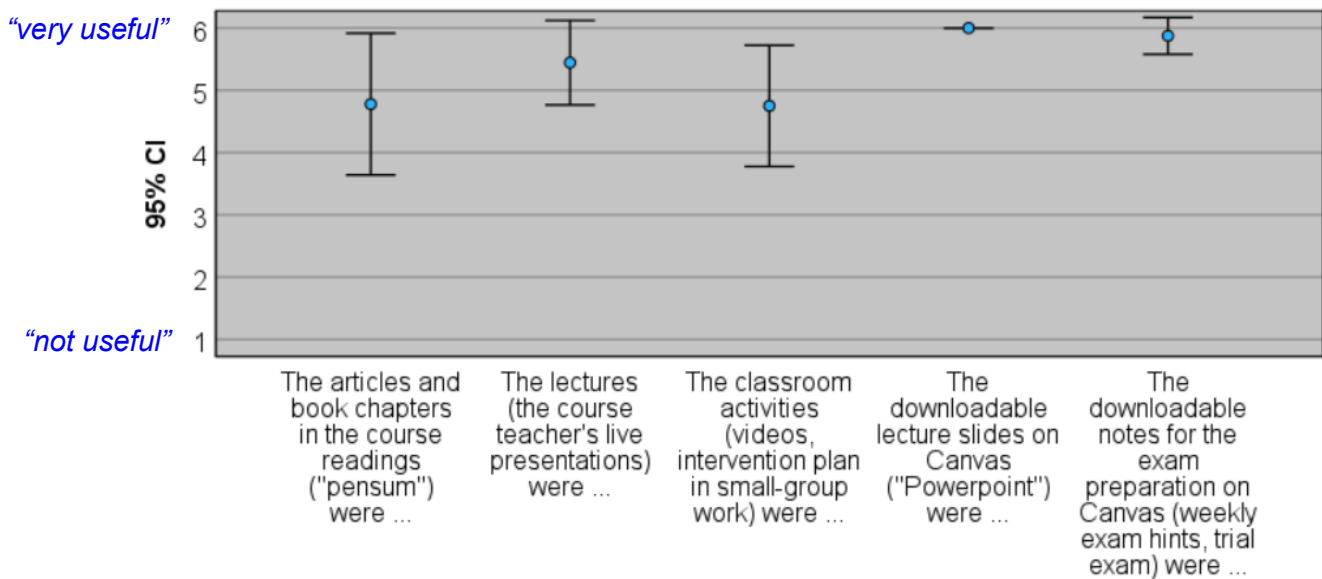
Continue

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 ...	9	4.78	1.48
The lectures (the course teacher's live presentations) were ...	9	5.44	.88
The classroom activities (videos, intervention plan in small-group work) were ...	8	4.75	1.17
The downloadable lecture slides on Canvas (“Powerpoint”) were ...	8	6.00	.00
The downloadable notes for the exam preparation on Canvas (weekly exam hints, trial exam) were ...	8	5.88	.35



Verbal interpretation

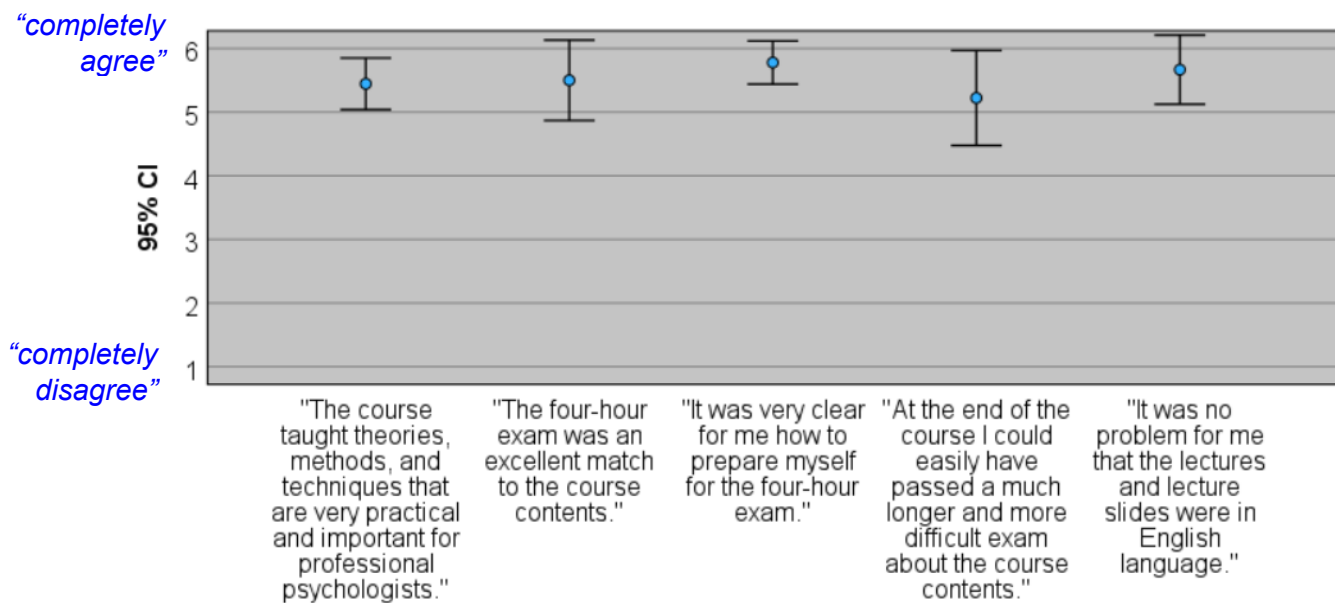
All course elements received the highest possible usefulness ratings in this survey, namely mean answers around the scale points 5 and 6.

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.”	9	5.44	.53
“The four-hour exam was an excellent match to the course contents.”	8	5.50	.76
“It was very clear for me how to prepare myself for the four-hour exam.”	9	5.78	.44
“At the end of the course I could easily have passed a much longer and more difficult exam about the course contents.”	9	5.22	.97
“It was no problem for me that the lectures and lecture slides were in English language.”	9	5.67	.71



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?	9	1.89	.78
What grade do you give the course?	9	1.33	.50

		What grade do you give the course?		
		A	B	C
What grade did the course give you?	A	3		
	B	3	1	
	C		2	

In cells: case count. Total N = 9.

Verbal interpretation

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

Part 4: Open-ended feedback

Four respondents also gave verbal feedback:

1. Thanks Frank, fantastic course
2. I would've liked the lectures to be earlier in the day.
Most often I could not make it because the lectures clashed with my work schedule.
3. Very good lectures:)
4. Absolutely amazing course, you made it really easy to understand, and explained everything very well. I especially liked that you explained every concept (begreper), even though we are already supposed to know them from previous courses, it made it really easy to keep up, as it gave me a reminder of what it was and thus made it easy to understand everything together

In their verbal feedback, most students reported to be satisfied with the course and its lectures. One student reported conflicts between the time schedule of the lectures and her/his extra-curricular activities. The lectures took place 14h-16h and thus within the university's regular teaching hours. Moving the lecture to a different time slot may lead to conflicts elsewhere (f. ex., with other students' concurrent obligations, with the availability of suitable lecture halls, etc.). While I thank the student for the hint, it should also be taken into account that the observation was made by one person and does not seem to represent the majority opinion.

Discussion

Nine students (of 39 who took the course and its exam) completed an anonymous online survey to evaluate the course “PSY-1705 Social Psychology (Spring 2025).” The results need to be taken with some caution because of the low survey participation rate (23%).

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.

The open-ended answers support the positive course evaluation from the closed-format part of the survey.

In line with the overwhelmingly positive survey answers, the excellent exam result (see p. 1 and the Appendix) 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

(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 2025, Grading and results

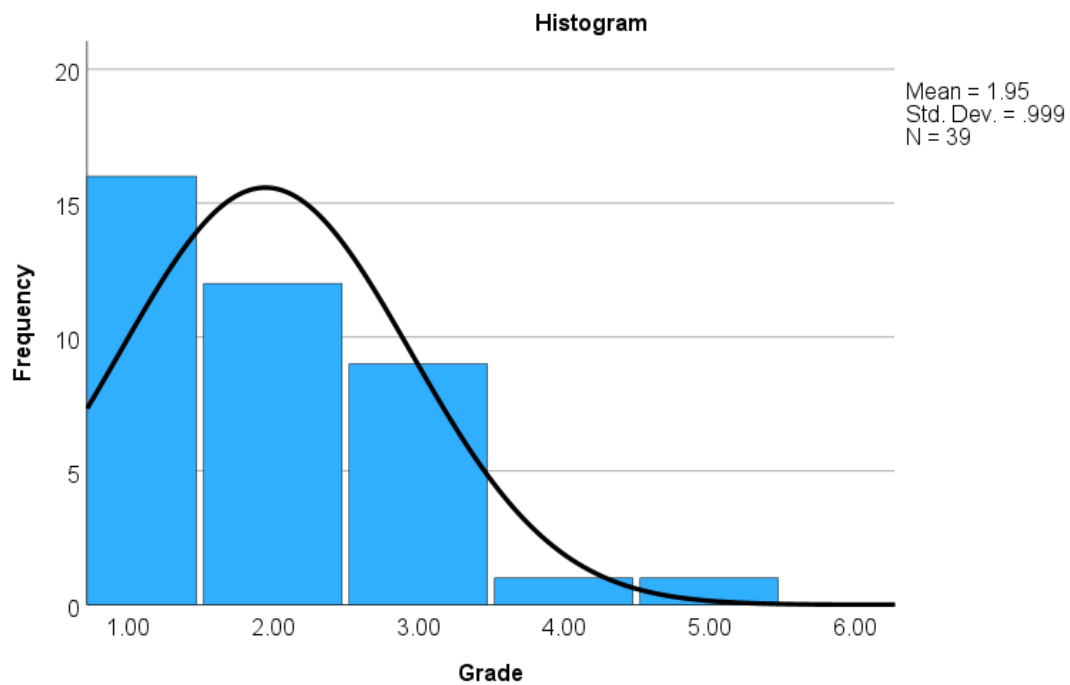
The four-hour school-type exam for "PSY-1705 Social Psychology" had 16 main questions (some with sub-questions). There were multiple-choice and short-answer questions; the longest question required to develop an intervention plan on circa 2 pages. Together the questions covered all topic areas from the 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). 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 grading scale ("karakterskala") that defines the meaning of each grade verbally. The external examiners controlled the internal grading for one third of the exam papers each.

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

Grade	Frequency	Percent
A	16	41.0
B	12	30.8
C	9	23.1
D	1	2.6
E	1	2.6
Total	39	100.0



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

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; the three external examiners controlled the internal grading for a randomly selected, non-overlapping subset of 13 exam papers each ($3 \times 13 = 39$ papers in total, which is 100% of the submitted 39 papers).

Consistency between examiners

For 30 of the 39 exam papers, internal and external examiner arrived at the same grade. For 9 exam papers, their point sums were similar to each other, but ended up on different sides of a grade boundary. Here the final grade was determined by discussion.

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
,81	,82	18

Cronbach's Alpha is .81, or .82 when standardizing the points per question. That indicates good to very good internal consistency.

Item-Total Statistics

Cronbach's Alpha
if Item Deleted

q1	.814
q2	.804
q3	.798
q4	.801
q6	.792
q7	.802
q8	.804
q9	.786
q10	.786
q11	.813
q12	.793
q13	.775
q14	.762
q15	.795
q16a	.806
q16b	.799
q16c	.792
q16d	.787

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 5 (q5) is missing. SPSS leaves it out automatically because this question had no variability: all exam papers identified the correct answer and collected the 2 points for this multiple-choice question. So q5 was too easy (for this class) and should probably be replaced in future exams.



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