

Subject Evaluation Report for Spring PSY2405

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The course evaluation survey for PSY2405 was designed and disseminated anonymously via nettskjema, with responses collected during the final week of lectures. Students were afforded time during the concluding minutes of the lecture to complete the survey, and the form remained accessible afterward for additional responses. Moreover, throughout the term, various channels were accessible for students to share their feedback, and they were actively encouraged to do so.

The course comprised 10 lectures and 7 seminars, with one mandatory assignment and optional seminar attendance. Notably, there were changes in both the course coordinator and lecturers compared to previous years. The most significant alteration involved the case studies used in seminars, with all cases being newly crafted by the course coordinator to align with each week's subject matter, ensuring coherence.

The survey utilized a rating scale ranging from 1 to 5, with 1 indicating "not at all" and 5 denoting "yes to a great extent." The majority of students evaluated the lecturer's commitment and dedication to effective teaching positively, with 80% responding "yes to a great extent," 15% finding it sufficient, and 5% somewhat agreeable. Similarly, 95% of respondents deemed the lecturer well-prepared for the lectures to a great extent, with 5% finding it sufficient.

Regarding course content, 85% of participants affirmed the inclusion of practical, real-life examples, and relevant information to a great extent, while 10% found it sufficient, and 5% somewhat agreeable. In terms of recommending the course to others, 50% of surveyed students expressed a strong inclination to recommend it to a great extent, with 10% finding it sufficient and 5% somewhat agreeable.

Students reported spending between 2 to 15 hours weekly on course-related activities, with an average of 5-6 hours per week. Noteworthy feedback from free-text responses highlighted the course's practicality, structured approach, and the lecturers' preparedness and engagement. The high quality and relevance of the case studies were particularly praised, along with the usefulness of seminar leaders' feedback and peer collaboration during case analyses. Lectures were consistently described as interesting and engaging.

A common suggestion for enhancing the course experience was to make seminar attendance mandatory. While students enjoyed and benefited from the seminars, there was a prevailing notion that compulsory attendance would increase participation and facilitate better discussions, thereby enriching the overall learning experience.

We actively sought and received feedback from students through multiple channels, including direct conversations, evaluation forms, emails, and Canvas platforms. Most of this feedback was notably positive, encompassing insightful suggestions and constructive criticism.

Upon reviewing this feedback, it became apparent that seminars play a pivotal role in supplementing lecture content by offering practical applications and problem-solving opportunities through case studies. Each week, a real-life workplace scenario was presented, fostering collaborative efforts among students who analyzed the cases, presented their findings, and engaged in peer and seminar leader feedback sessions. This interactive format proved highly advantageous, allowing students to apply

theoretical knowledge and refine their teamwork skills, ultimately enhancing their preparedness for the final examination. The students expressed a strong appreciation for the feedback provided by seminar leaders.

While students found the weekly case studies to be enriching and aligned with lecture material, it is emphasized that implementing mandatory attendance would further elevate the seminar experience. This approach would cultivate more robust discussions and ensure broader participation, consequently enabling a greater number of students to benefit from the practical applications presented. Appropriate procedures are being adhered to in order to implement mandatory attendance for seminars.

Additionally, it is acknowledged the positive impact of fostering collaboration and effective communication among the course coordinator, lecturers, and seminar leaders in enhancing the overall quality of the course. Such collaborative efforts contributed significantly to the academic experience, ensuring that students receive comprehensive support and guidance throughout their learning journey.