Course Report

Course(s)

- Trends in cognition, PSMT61-36553 7.5 hp

Semester

VT21

Course Site Name in Athena

PSMT61-VT21 Trends in cognition-VT21 (5561)

Institution

Psykologiska institutionen

Published:

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Number of respondents

33

Number of answers

20

Compilation

Sammanställning_kursvardering_PSMT61_VT21.pdf

Description of changes since the last course and decisions already made since last course date (if any was made)

This was my first time as course organizer for this course, and I made several changes. All changes was carried out after discussion with previous course leader, and with the director of the masters programme. Main changes were: I removed two modules from previous years because they were not key topics in cognition. Instead I introduced three new topics, which included key topics of key relevance for the course. There were now 7 topics, each corresponding to a module that included a lecture (to give a background) and a seminar. I added a lecture at the start of each of the 7 modules which had been requested by the students. This enabled a division between lectures (background knowledge - key papers) and seminars (cutting-edge knowledge - new papers). The literature was carefully revised in order to open the cognition field to interdisciplinary perspectives (cognitive neuroscience, economics, ethology, pedagogy, etc). I provided new, detailed instructions on how to perform well on essays and seminars. I also gave individual feedback to students following the third module, to give formative feedback. This was requested by the students.
The strengths of the course's according to the students
(summary based on quantitative results, text responses from the survey and any other evaluation during the course)

Flexibility on part of the course organizer, and the course format and skills of teaching staff, that enabled in-depth learning.

The weaknesses of the course according to the students
(summary based on quantitative results, text responses from the survey and any other evaluation during the course)

Difficulty to handle online zoom seminar. Some students found the online seminar format difficult to handle, and the speaking time became quite unevenly distributed (despite my best efforts). No female teachers. Too little formative feedback during the course. Some asked for fewer course papers that instead can be studied and discussed in more depth.

The teachers' analysis of the course's implementation and results

I am overall happy with the evaluation and feedback. The students provided a lot of valuable input in the evaluations, as well as during the course. I will adapt the course for the future to reflect many of these suggestions.

Conclusions and suggestions for possible changes in order to develop the course and any decisions already made to develop the course before future course dates.

I will replace at least one course module in order to achieve a better gender balance. I will consider reducing the course papers to achieve a deeper discussion at the seminars. I will consider giving direct feedback after each course module, at least based on essays. I will weight the seminar grades less than those of essays, for reasons of transparency. I will also be even stricter in my instructions for seminars, and remind all students and teachers to read and follow the written instructions that I have provided, in order to ensure a more even distribution of speaking time (this is challenging in a zoom setting).

Other comments

I thank the students for making the course a memorable learning experience for me as course leader. I also thank the teachers for contributing with their expertise and engagement.