

Rapport fra «Forskningsformidling»

Innhentede svar pr. 20. mai 2021 14:22

- Leverte svar: **9**
- Påbegynte svar: **0**
- Antall invitasjoner sendt: **0**

Med fritekstsvaer

How do you respond to the following statements, in connection with the Covid-19 situation?

On a scale of 1 to 5, where 1 strongly disagrees and 5 strongly agrees:



Svar fordelt på antall

	1	2	3	4	5	Not relevant
I would have preferred a digital organization of the class	6	2	0	1	0	0
I can learn better with in classroom teaching	0	0	2	2	5	0
The Covid-19 situation did not affect my participation in the class	1	0	1	2	5	0
The Covid-19 situation did not affect my learning progress	1	0	0	3	5	0
The overall handling of the Covid-19 situation was satisfactory	0	0	0	1	8	0

Svar fordelt på prosent

	1	2	3	4	5	Not relevant
I would have preferred a digital organization of the class	66,7 %	22,2 %	0 %	11,1 %	0 %	0 %
I can learn better with in classroom teaching	0 %	0 %	22,2 %	22,2 %	55,6 %	0 %
The Covid-19 situation did not affect my participation in the class	11,1 %	0 %	11,1 %	22,2 %	55,6 %	0 %
The Covid-19 situation did not affect my learning progress	11,1 %	0 %	0 %	33,3 %	55,6 %	0 %
The overall handling of the Covid-19 situation was satisfactory	0 %	0 %	0 %	11,1 %	88,9 %	0 %



How do you evaluate your own efforts in the course?

Svar	Antall	Prosent	
Very satisfied	7	77,8 %	
Satisfied	2	22,2 %	
Slightly satisfied	0	0 %	
Not satisfied	0	0 %	

If you are not satisfied with your own efforts in the course, state the main reason for this.

Svar	Antall	Prosent	
Private matters	0	0 %	
The structure of the course	0	0 %	
Other	0	0 %	

How do you evaluate your learning progress in the course?

Svar	Antall	Prosent	
Very satisfied	6	66,7 %	
Satisfied	3	33,3 %	
Slightly satisfied	0	0 %	
Not satisfied	0	0 %	

Teaching and academic content

On a scale of 1 to 5, where 1 is very bad and 5 is very good:

Svar fordelt på antall

	1	2	3	4	5	Not relevant

The course has covered the expected content	0	0	0	4	5	0
I benefited from presenting in front of the class	0	0	1	2	6	0
I think the discussions worked well	0	0	0	3	6	0
The teacher has been helpful and available for questions	0	0	0	2	7	0
The teacher explained the content well	0	0	0	3	6	0

Svar fordelt på prosent

	1	2	3	4	5	Not relevant
The course has covered the expected content	0 %	0 %	0 %	44,4 %	55,6 %	0 %
I benefited from presenting in front of the class	0 %	0 %	11,1 %	22,2 %	66,7 %	0 %
I think the discussions worked well	0 %	0 %	0 %	33,3 %	66,7 %	0 %
The teacher has been helpful and available for questions	0 %	0 %	0 %	22,2 %	77,8 %	0 %
The teacher explained the content well	0 %	0 %	0 %	33,3 %	66,7 %	0 %

About the course

On a scale from 1 to 5, where 1 is to a very small degree and 5 is to a very large degree:

Svar fordelt på antall

	1	2	3	4	5
The course has met my expectations	0	0	0	4	5
The course requires more time than other courses	5	0	4	0	0
The course is perceived as demanding	3	2	3	1	0

Svar fordelt på prosent

	1	2	3	4	5
The course has met my expectations	0 %	0 %	0 %	44,4 %	55,6 %
The course requires more time than other courses	55,6 %	0 %	44,4 %	0 %	0 %
The course is perceived as demanding	33,3 %	22,2 %	33,3 %	11,1 %	0 %

Learning environment

To what extent do you use the following in your work with the course. On a scale from 1 to 5, where 1 is to a very small degree and 5 is to a very large degree:

Svar fordelt på antall

	1	2	3	4	5	Not relevant
Participation in study groups	0	0	5	2	2	0
Canvas/digital learning resources	1	3	1	2	1	0
The material provided within the course itself	0	1	2	3	2	1

Svar fordelt på prosent

	1	2	3	4	5	Not relevant
Participation in study groups	0 %	0 %	55,6 %	22,2 %	22,2 %	0 %
Canvas/digital learning resources	12,5 %	37,5 %	12,5 %	25 %	12,5 %	0 %
The material provided within the course itself	0 %	11,1 %	22,2 %	33,3 %	22,2 %	11,1 %

Assessment and assessment methods

How do you respond to the following statements about the course's atmosphere

Svar fordelt på antall

	Agree	Slightly agree	Disagree
I am encouraged to speak and present the results of work tasks	9	0	0

There is a good culture of debate and feedback from the fellow students' side	9	0	0
There is a good culture of debate and feedback from the teacher's side	8	1	0
The overall atmosphere of the class was friendly and I was looking forward to attending class	9	0	0

Svar fordelt på prosent

	Agree	Slightly agree	Disagree
I am encouraged to speak and present the results of work tasks	100 %	0 %	0 %
There is a good culture of debate and feedback from the fellow students' side	100 %	0 %	0 %
There is a good culture of debate and feedback from the teacher's side	88,9 %	11,1 %	0 %
The overall atmosphere of the class was friendly and I was looking forward to attending class	100 %	0 %	0 %

Syllabus

On a scale from 1 to 5, where 1 completely disagrees and 5 completely agrees:

Svar fordelt på antall

	1	2	3	4	5
The syllabus has a suitable scope	0	0	1	3	5
The syllabus has a suitable degree of difficulty	0	0	1	3	5
The syllabus is relevant in relation to the course content	0	0	1	2	6

Svar fordelt på prosent

	1	2	3	4	5
The syllabus has a suitable scope	0 %	0 %	11,1 %	33,3 %	55,6 %
The syllabus has a suitable degree of difficulty	0 %	0 %	11,1 %	33,3 %	55,6 %
The syllabus is relevant in relation to the course content	0 %	0 %	11,1 %	22,2 %	66,7 %

Was there anything that worked particularly well with the course?

- The interview session, writing the text and giving/receiving feedback and the poster were the most relevant for me. The teaser I also kind of liked, but I was not completely happy with mine.
- the course focus on learning by doing. That this could be done in the class-context with following discussion and feedback worked very well. Also the draft (opposed to perfect result) focus was very refreshing. I also liked that the course was given in Norwegian. For this amount of feedback/discussion/activity it was good to do it in my native language.
- Jeg er veldig fornøyd med kurset. Det er nyttig å kunne bruke ulike metoder for forskningsformidling, og kurset presenterte en god variasjon. En godt forberedt lærer som selv ga konstruktive tilbakemeldinger på presentert arbeid og engasjerte medstudenter som vil deg vel, var med å heve kvaliteten på kurset. Å se andres måter å lage intervju, teasere osv. har gitt meg gode ideer til hvordan jeg selv kan gjøre det. Jeg er også fornøyd med å bli introdusert for Twitter og Podcast selv om jeg kanskje ikke vil benytte meg av det selv. Tusen takk til kursleder for godt gjennomført kurs. Jeg ville ikke ha gjort mye annerledes til neste år. Godt jobba!
- Jeg likte at det var praktisk og at vi jobbet med alle oppgaver i mappa PÅ kurset. Gruppa var en fin gjeng og kulturen for å snakke og dele var god. Jeg likte også at det var et strikt fokus på å være presis til timene.
- The practical tasks and group/plenary discussions worked very well.
- Interviewsituation with fellow student. Feedback from students on article etc. Interesting to notice the discourses and discussions on social media Twitter, podcast etc.
- I think the course leader made the entire course in the way she presented each topic and followed us through the different tasks.

Do you have any suggestions for improvements in the course?

- First of all, I think it is problematic to encourage researchers to use social media, and to focus on the benefits, quite uncritically. During the lecture on SM I was really struggling because I think the the university should be the place where people would hold back and think long-term, and not give in just like the rest of the population. But besides from that I really enjoyed the course, and the teacher has been really really great to lead us through it.
- Time management. We need the breaks, the course is intense. The first two days was the worst. We had very little breaks and they were all "active". It was better the two last days. The relevancy of some of the external lectures could also have been better - I'm specifically thinking about the museum lecture.
- Det minst interessante var kanskje forelesningen knyttet til museumsformidling. Den kan vurderes. Kanskje erstattes med at Torjer Olsen får mer tid? Ellers vil jeg anbefale at studenter som legger fram får et visst antall minutter og klar beskjed om at det som er interessant er strukturer eller selve metodikken, ikke innhold. Det er kanskje det som gjør at det blir vanskelig å holde tidsrammen. Og jeg tenker at formidling også handler om å greie å formidle på tilmålt tid. Det i seg selv er en øvelse.
- Include more "general/normal" ways of resesarch dissemination. What can YOU and I do today to distribute our research here in Tromsø for example.
- Ja til INaktive pauser :) Ta vekk "how to" audacity. Alle sånne gjennomganger av hvordan man bruker IT-verktøy er unødvendig fordi man ikke får det med seg før man faktisk skal jobbe med det selv. Sett heller inn en halv dag med presentasjonsteknikk.
- Since many of the tasks (e.g. the pre-course submission, first "panel presentation", the one-minute explanation of a chosen term, the teaser, the twitter text, etc. and perhaps to lesser degree, the interview) all involved making a short "elevator-pitch", it can easily become repetitive unless you make the effort to choose something new each time. Many of the aforementioned tasks all revolve around a similar format, and I felt I was struggling at times to come up with a new way of saying what I felt I already had said, and not simply repeat what I previously did. While all the different tasks are relevant and interesting, perhaps they can be oriented slightly differently, so as to not simply be about creating a 1min. elevator pitch over and over. The course could have something on "presentation technique", such as the use of body language, tips for not seeming stressed, how to "memorize" a manuscript, etc. The lecture on participation in public debate could have been made more out of. Some questions that might be relevant can be: are you required to participate if it is a controversial topic? If not, where do you draw the line? If there is factually wrong information being used in a current heated debate, can you expect to be able to only weigh in with factual information to clear up misunderstandings and back out, or can you be expected to participate in the wider discussion?
- no active breaks, the tasks to be done should not be done when there is a break.
- More holistic approach to what is expected by a person affiliated to a university doing research. Using the "differences" between internal university research contexts (scientific conferences etc.) versus outside life context (popularization) in order to learn more on the role.
- It could have had more time available i class for the important discussions and feedback on assignments from teh group.

Which of the "external" contributions (Research dissemination in a museum context/ participation in a public debate/ podcast workshop/ twitter workshop) was particularly helpful?

- participation in a public debate
- Podcast/twitter but.. Maybe using slightly less time?
- participation in public debate, podcast & twitter
- Twitter (but way shorter, 30 min max)
- public debate
- Participation in public debate
- All parts!
- All were good
- The Twitter Session

Which other content should be part of the class in the future?

- power point, and rethorics
- How to present efficiency (tackeling nerves, using voice and body language etc.) That would be great :)
- Gerne litt mer Torjer!
- See above
- presentasjonsteknikk (som jo faktisk også er en viktig del av forskningsformidling)
- Presentation technique
- no idea
- How to communicate
- How the communication department can be of best use as a resource to us phd-students.

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