

Rapport fra «Evaluation of GEN-8001 Take control of your PhD journey (Spring 2021)»

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- Leverte svar: **26**
- Påbegynte svar: **0**
- Antall invitasjoner sendt: **0**

Med fritekstsvar






Dear participant,

We have developed this questionnaire as a means to improve the quality of the course GEN-8001. We sincerely hope you wish to contribute with your opinions.




On behalf of the teachers' team,

Helene N. Andreassen (course responsible)



1) Which PhD programme are you admitted to? *

Svar	Antall	Prosent	
Engineering Science	3	11,5 %	
Health Sciences	12	46,2 %	
Humanities and Social Sciences	5	19,2 %	
Law Studies	1	3,8 %	
Natural Sciences	5	19,2 %	
Nautical Operations	0	0 %	
Science	0	0 %	
I am admitted to the Associate Professor programme	0	0 %	
I am admitted to a Student Research programme	0	0 %	
Other	0	0 %	

2) For how long have you been a PhD candidate? *

Svar	Antall	Prosent	
I am in my first year	15	57,7 %	
I am in my second year	8	30,8 %	
I am in my third year	3	11,5 %	
I am in my fourth year	0	0 %	
I have been working on my PhD project for four years or more	0	0 %	

3) Where did you hear about the course (GEN-8001 Take control of your PhD journey)? *

Svar	Antall	Prosent	
Supervisor	0	0 %	
Research group	0	0 %	
Other PhD students	4	15,4 %	
University Library	1	3,8 %	
Administration	3	11,5 %	
UiT webpages	11	42,3 %	
Email	5	19,2 %	
Social media (Facebook, info screens, etc.)	0	0 %	
Other	2	7,7 %	

4) Please state the three most important things you have learned as a result of participating in this course. *

- 1. Excellent sources for my phd journey 2. Confidence to gather literature review for my ongoing research 3. Knowledge on Endnote and its wide variety of applications in research
- How impact factor is a flawed measure (did not know this), I learnt many things from the papers about writing and plagiarism. I really enjoyed the essay about goals of scientists vs. goals of science, and learnt much about Open Science from it. I have shared this essay with several colleagues.
- More about open access More about academic integrity More about literature search

- more insight into how to structure a search a better understanding of the publication channel system information about the university policy for archiving
- 1) Emphasis on Open Access research 2) The publishing process 3) How diverse all participants' PhD projects are
- 1. Importance of literature review on the topic of corresponding work and its impact. 2. Use of web of science and archive data 3. inserting citation, reference and use of endnote
- Open access system Systematic searches EndNote
- 1) How to find open access journals and find open access agreements with journals to make sure my research is accessible while still published in relevant journals. 2) How to fine-tune database searches to deliver new, relevant publications to my inbox. 3) The subtle ways in which the academic system can create integrity problems and how to spot and consider them.
- Smart search strategies to use in database searches. Endnote tips. Open Access Publishing.
- 1.The evolving position in Europe regarding the status of 'citation score, impact factor etc., in determining the statute of a researcher. I think this evolution is progressive and much needed. 2.The importance accorded by the EU in general and Norway in particular to keep research data open and accessible and an overview of how this is being implemented. 3.The utility and sometimes complexity of tools like EndNote in managing references to research literature.
- feel more secure in using Oria and literature search feel more secure in using EndNote feel more secure about which tasks I have to do concerning data-management and how to find the most suitable journals to publish in
- To be open and transparent in both how the research is done, and in how the analysis is conducted. Also, to be open about my sources, sharing the data that can be shared. Learned about different databases to do my literature search in. How to manage sensitive data.
- How to decide on a publication channel, research data management, how to securely conduct interviews (which could contain potentially sensitive data) digitally
- Searches in databases Better understanding of data management
- Forskjellen på open access gold og green Hvordan man søker opp informasjon om ulike tidsskrift At Prosquest og webofscience egentlig fungerer som en søkemotor til flere søkemotorer
- DRM, specifically Data Sharing
- data management, Open source, literature search
- Navigate through UiT system. Data management. Open access publishing.
- How open access publishing works (different types, how to find out whether a journal fits the requirements, the process of publishing), how to do a good literature search (which repositories to use, how to search for optimum results), how to manage my research data
- options for data management some new search tools
- Data privacy, Open science publishing, literature search
- 1. Data management 2. Various sources 3. Important aspects of research publication
- I learned interesting and valuable information about open science practices
- Academic Integrity. How to use Endnote. Good research data management.
- Nice tips for Endnote Thoughtful discussions about picking a journal to publish in Nice to learn about open access
- 1. publishing options in UiT 2. searching for proper references 3. the data management method

5) How satisfied are you with the course in general?

Svar fordelt på antall

	1 (not satisfied)	2	3	4	5 (very satisfied)
How satisfied were you with the course in general? *	0	0	6	10	10

Svar fordelt på prosent

	1 (not satisfied)	2	3	4	5 (very satisfied)
How satisfied were you with the course in general? *	0 %	0 %	23,1 %	38,5 %	38,5 %

6) Would you recommend GEN-8001 to others?

Svar fordelt på antall

	1 (absolutely not)	2	3	4	5 (absolutely)
Would you recommend GEN-8001 to others? *	0	0	4	6	16

Svar fordelt på prosent

	1 (absolutely not)	2	3	4	5 (absolutely)
Would you recommend GEN-8001 to others? *	0 %	0 %	15,4 %	23,1 %	61,5 %

7a) How satisfied were you with the different seminars?

Svar fordelt på antall

	1 (not satisfied)	2	3	4	5 (very satisfied)	Not applicable
Academic integrity and the transparency of science *	0	0	8	6	10	2
Literature search (Humanities, Social Sciences and Law) *	0	0	2	2	5	17
Literature search (Medicine and Health Sciences) *	0	1	1	5	5	14
Literature search (Technology and Natural Sciences) *	0	0	0	4	5	17
Open access publishing *	0	0	3	9	13	1
Research data management part I *	0	2	5	8	10	1
Research data management part II: Data with sensitive information *	0	2	3	5	6	10

Research data management part II: Data without sensitive information *	0	2	2	4	8	10
Endnote basic *	0	1	2	3	8	12
Endnote advanced *	1	0	2	4	6	13

Svar fordelt på prosent

	1 (not satisfied)	2	3	4	5 (very satisfied)	Not applicable
Academic integrity and the transparency of science *	0 %	0 %	30,8 %	23,1 %	38,5 %	7,7 %
Literature search (Humanities, Social Sciences and Law) *	0 %	0 %	7,7 %	7,7 %	19,2 %	65,4 %
Literature search (Medicine and Health Sciences) *	0 %	3,8 %	3,8 %	19,2 %	19,2 %	53,8 %
Literature search (Technology and Natural Sciences) *	0 %	0 %	0 %	15,4 %	19,2 %	65,4 %
Open access publishing *	0 %	0 %	11,5 %	34,6 %	50 %	3,8 %
Research data management part I *	0 %	7,7 %	19,2 %	30,8 %	38,5 %	3,8 %
Research data management part II: Data with sensitive information *	0 %	7,7 %	11,5 %	19,2 %	23,1 %	38,5 %
Research data management part II: Data without sensitive information *	0 %	7,7 %	7,7 %	15,4 %	30,8 %	38,5 %
Endnote basic *	0 %	3,8 %	7,7 %	11,5 %	30,8 %	46,2 %
Endnote advanced *	3,8 %	0 %	7,7 %	15,4 %	23,1 %	50 %

7b) Feel free to add comments about the different seminars.

- recorded lectures could be useful to us in the future, as they might help us during the next years of research
- In general I'm very satisfied with all the seminars! The different topics are all very interesting, and I think that you should add more hours to the course so we could discuss more! :) (that is why I chose 4, and not 5). I think the exercise in the Open access publishing where we were supposed to all work on the same online document was a little bit "messy". Maybe it could be better that the groups worked alone with it. Before the course, I prepared well and read all the syllabus. You have selected very relevant and interesting papers. I think that the papers should be discussed more in the seminars.
- The literature search for humanities, social sciences and law was so fast. maybe
- I had a problem of downloading the endnote. I called orakelet and asked for help. the lady asked me to mail the problem as she was not relevant to the problem I had. I followed the seminar for endnote but missed maximum things.
- None
- I got a little lost in EndNote seminars as I have carried out the purported tasks manually. This is because I am in the very beginning of my Ph.D.
- the teachers were very knowledgeable and it seemed like they had put a lot of work into their preparation.
- Basic definitions would have helped (for most seminars)
- Føler at vi spesielt første dag ville hatt større utbytte av å diskutere i grupper med like fagfelt, også bli delt opp i ulike fagfelt etterpå. på mine grupper ble det egentlig bare konstatering av ulikheter mellom felt i stede for gode diskusjoner
- I see that a course on academic integrity is important but most of the content is already familiar and it then seems redundant.

8a) To what extent did the course help you obtain the intended learning outcomes?

Svar fordelt på antall

	1 (not at all)	2	3	4	5 (to a very high degree)	Not applicable
Explain correct use of sources in an academic publication and questionable research practices. *	0	0	4	13	9	0
Explain the purpose of literature search for the research process. *	0	0	3	9	14	0
Explain the purpose and advantages of open science, for research and society in general. *	0	0	2	10	13	1
Explain the main sections of a data management plan. *	1	1	5	9	10	0
Cite academic work, including published research data, in line with existing norms and conventions. *	1	0	5	8	10	2
Select and use scientific databases for advanced literature searches. *	0	2	2	10	12	0
Build advanced searches, using operators (AND, OR, NOT) and search history. *	0	1	3	7	15	0
Evaluate and select suitable publication channels for own research. *	0	0	5	10	10	1
Find and use repositories for archiving text (publications/manuscripts) and research data. *	0	1	6	11	7	1
Structure and document research data in line with good academic practice. *	0	0	6	13	6	1
Carry out research with academic integrity. *	0	0	5	8	12	1
Disseminate academic work in line with current publication trends and requirements. *	0	0	8	7	10	1
Communicate with peers and the larger scholarly community about the concept of transparency of science. *	0	0	7	10	8	1
Use the research support services at the University Library. *	0	0	7	9	9	1

Svar fordelt på prosent

	1 (not at all)	2	3	4	5 (to a very high degree)	Not applicable
Explain correct use of sources in an academic publication and questionable research practices. *	0 %	0 %	15,4 %	50 %	34,6 %	0 %
Explain the purpose of literature search for the research process. *	0 %	0 %	11,5 %	34,6 %	53,8 %	0 %
Explain the purpose and advantages of open science, for research and society in general. *	0 %	0 %	7,7 %	38,5 %	50 %	3,8 %
Explain the main sections of a data management plan. *	3,8 %	3,8 %	19,2 %	34,6 %	38,5 %	0 %
Cite academic work, including published research data, in line with existing norms and conventions. *	3,8 %	0 %	19,2 %	30,8 %	38,5 %	7,7 %
Select and use scientific databases for advanced literature searches. *	0 %	7,7 %	7,7 %	38,5 %	46,2 %	0 %
Build advanced searches, using operators (AND, OR, NOT) and search history. *	0 %	3,8 %	11,5 %	26,9 %	57,7 %	0 %
Evaluate and select suitable publication channels for own research. *	0 %	0 %	19,2 %	38,5 %	38,5 %	3,8 %
Find and use repositories for archiving text (publications/manuscripts) and research data. *	0 %	3,8 %	23,1 %	42,3 %	26,9 %	3,8 %
Structure and document research data in line with good academic practice. *	0 %	0 %	23,1 %	50 %	23,1 %	3,8 %
Carry out research with academic integrity. *	0 %	0 %	19,2 %	30,8 %	46,2 %	3,8 %
Disseminate academic work in line with current publication trends and requirements. *	0 %	0 %	30,8 %	26,9 %	38,5 %	3,8 %
Communicate with peers and the larger scholarly community about the concept of transparency of science. *	0 %	0 %	26,9 %	38,5 %	30,8 %	3,8 %
Use the research support services at the University Library. *	0 %	0 %	26,9 %	34,6 %	34,6 %	3,8 %

8b) Feel free to add comments about the intended learning outcomes.

- -
- The course is well structured and there is so much information that I think a few more minutes should be allocated to each section of the course.
- None
- I guess the more or less feedback is also a factor of how attentive I was at the particular time of delivery of the seminar. I am a full time employee juggling a few other things in addition to the research project. However, I very much liked the rigour adopted by all the resource persons.
- feel more secure about my research and how to do it
- Veldig nyttig å bli introdusert til nettstedet der man kunne lete opp tidsskrift å publiserer i samt å finne relevante parametre å vurdere hvorvidt de er lurt å sende inn sitt manuskript der
- I said not at all for citing things because I have taught lectures on this before and knew everything

9a) To what extent did the reading list help you obtain the intended learning outcomes?**Svar fordelt på antall**

	1 (not at all)	2	3	4	5 (to a very high degree)	I didn't read it all
To what extent did the reading list help you obtain the intended learning outcomes of the course? *	1	0	6	6	5	8

Svar fordelt på prosent

	1 (not at all)	2	3	4	5 (to a very high degree)	I didn't read it all
To what extent did the reading list help you obtain the intended learning outcomes of the course? *	3,8 %	0 %	23,1 %	23,1 %	19,2 %	30,8 %

9b) In case your answer was "I didn't read it all", please explain why.

- I did not have time to read all articles on the list, but the ones I did read were in line with what was taught in the course
- I spent more time trying to get myself acquainted with the practical aspects of the course such as trying to use oria, searching for publication channels, endnote trick etc, but I the articles that I have read so far are very informative and precise!
- I read most of it but some texts were very long, so I just scanned the material
- The week during which I had the course overlapped with an afternoon conference and having to ship samples for my first paper. As a result of that and my personal life there were simply not enough hours in the day to read the entire reading list and I was forced to prioritize sources that sounded most relevant to my current field and circumstances.
- I am a full time, mid career employee having this research project based Ph.D. as one part of the whole and a young family to manage after work hours. So, I couldn't complete all the suggested reading. But I will complete the suggested reading before I submit my assignment for which the course provides sufficient time.
- I didn't have time. I learned a fair bit from the parts that I read.
- Life happened
- I was too busy in the weeks leading up to the course to read all the material
- The course was ministred right after the course Philosophy of Science and Ethics, a mandatory course at UiT. I had to work on the assignment for the mentioned course alongside my own project and other chores regarding my PhD. I did not have time to read the material.
- Too much to read

10a) How will you rate the following teaching and learning activities? To what extent did they help you learn?**Svar fordelt på antall**

	1 (not at all)	2	3	4	5 (to a very high degree)	Didn't attend/didn't do it
Course readings *	2	1	9	5	8	1
Preparatory tasks *	1	2	9	7	7	0
Direct instruction/lectures *	0	0	5	8	13	0
Group/pair activities in classroom *	0	3	4	10	9	0
Polls in classroom *	0	0	6	8	11	1

Svar fordelt på prosent

	1 (not at all)	2	3	4	5 (to a very high degree)	Didn't attend/didn't do it
Course readings *	7,7 %	3,8 %	34,6 %	19,2 %	30,8 %	3,8 %
Preparatory tasks *	3,8 %	7,7 %	34,6 %	26,9 %	26,9 %	0 %
Direct instruction/lectures *	0 %	0 %	19,2 %	30,8 %	50 %	0 %
Group/pair activities in classroom *	0 %	11,5 %	15,4 %	38,5 %	34,6 %	0 %
Polls in classroom *	0 %	0 %	23,1 %	30,8 %	42,3 %	3,8 %

10b) Feel free to add comments about the different teaching and learning activities.

- The group activity on searching for publication channels was a great initiative but there wasn't enough time. Direct instruction/lectures: I really liked the fact that there was someone from the IT department to talk about how to handle sensitive data.
- The course was very interesting
- The breakout room group activities should all have been actively timed. Only one breakout group activity had an active timer present for the entire exercise, and it helped in keeping our time budget.
- Direct instructions and Questions and Answers were the most effective to me as I was able to give the fullest attention when the classes were actually in session.
- I liked the breakoutrooms and the discussions there. Maybe we could have had a bit more time in those. it takes time to establish a Group. Maybe we should be the same Groups for some activities. We then don't need the introductions on what are subjects are etc.
- Some of the group activities was hard to do because of the limited timeframe, and also some of the activities themselves was difficult to understand properly to answer. Especially, for me, I found the task of evaluating how to (or not to) publish work in different journals according to what information found on <https://dbh.nsd.uib.no/publiseringskanaler/Forside>.
- A lot of very relevant information was just said. It wasn't included in the presentation. I wasn't able to take notes fast enough and so I missed the information. Presentations could have been provided before the seminars.
- They were well balanced.
- I think the group discussions were the best part of the course- especially how they were set up on day with good instructions about what to discuss. However the break out sessions were very short and we never got a chance to get through the intended discussion questions.

11a) How will you evaluate your own contribution during the following teaching and learning activities?**Svar fordelt på antall**

	1 (very low)	2	3	4	5 (very high)
Cours attendance *	0	0	4	6	16
Course readings *	3	3	6	8	6
Plenary discussions *	2	3	7	9	5
Group/pair activities in classroom *	0	0	6	9	11

Svar fordelt på prosent

	1 (very low)	2	3	4	5 (very high)
Cours attendance *	0 %	0 %	15,4 %	23,1 %	61,5 %
Course readings *	11,5 %	11,5 %	23,1 %	30,8 %	23,1 %
Plenary discussions *	7,7 %	11,5 %	26,9 %	34,6 %	19,2 %
Group/pair activities in classroom *	0 %	0 %	23,1 %	34,6 %	42,3 %

11b) Feel free to add any comments on your own contribution.

- I had some technical problem during two of the group sessions and one of the lectures
- I enjoyed the short break out sessions with different other Ph.D. students.
- Was forced to abandon some of the Friday Endnote seminars due to emergencies in the lab and didn't have time to read it all. Felt like I participated actively otherwise.
- None

12) How will you rate the quality of the following aspects on course organisation?**Svar fordelt på antall**





	1 (not good at all)	2	3	4	5 (very good)
Timeliness of information *	0	0	3	9	14
Accuracy/clarity of information *	0	0	1	11	14
Communicativeness of teachers *	0	0	3	12	11
Communicativeness of administrative support staff *	0	0	3	9	14
Utilisation of Canvas *	0	0	0	13	13
Overall organisation of the course *	0	0	0	14	12

Svar fordelt på prosent

	1 (not good at all)	2	3	4	5 (very good)
Timeliness of information *	0 %	0 %	11,5 %	34,6 %	53,8 %
Accuracy/clarity of information *	0 %	0 %	3,8 %	42,3 %	53,8 %
Communicativeness of teachers *	0 %	0 %	11,5 %	46,2 %	42,3 %
Communicativeness of administrative support staff *	0 %	0 %	11,5 %	34,6 %	53,8 %
Utilisation of Canvas *	0 %	0 %	0 %	50 %	50 %
Overall organisation of the course *	0 %	0 %	0 %	53,8 %	46,2 %

13) Exam assignment: Do you believe the course has made you equipped to answer it? *

Comment: We will send out a short questionnaire after the exam deadline, to learn more about your experience with the exam assignment.

Svar	Antall	Prosent	
Absolutely	12	46,2 %	
Absolutely not	0	0 %	
I am not sure yet	11	42,3 %	
I will not take the exam	1	3,8 %	
Other	2	7,7 %	

14) Do you have any thoughts about how we can improve the course?

We would appreciate advice on all levels: Objectives, reading list, teaching, activities, exam, organisation, etc.

- see comment above
- Smaller groups. More about academic integrity and more overview lectures about some of the other subjects, to many details about publisher fees...
- Objectives: the objectives are great. I just wish it was given a bigger credit than 2 ect because there is so much that could have been expanded on. Reading list: There is more reading lists on open access publication than publication channels in general Activities: very good activities. more time should be allocated to the activities with more than 2 people in a group.
- None
- May the survey can be taken on the very same day for each day of the course and make it a part of deeming the 'attendance' on that day adequate. That way, you get better recall and the feedback might be more detailed.
- I was hoping to have more information on how to do the literature review, and not only the search - because of the reading list connected to that module :)
- muligens gå mer inn på noe av det viktigste i et phd løp, nemlig samarbeid veileder og student? Veiledere blir jo kurset i å veilede, men phd studenter har ingen opplæring i å være en del av dette teamet og løpet. Man blir kanskje derfor i all for stor grad avhengig av at veileder er god til å begynne med, før man selv kommer litt inn i gamet? en liten introduksjon til hvordan man selv kan ta tak i rammene for phd løpet sammen med veileder hadde kanskje ikke vært så dumt i et kurs som dette?
- longer group discussions. This questionnaire was quite long. I think a shorter questionnaire would prompt more people to finish it.

15) Do you have comments on topics not covered by the other questions? Feel free to share them here!

- Can't think of any.
- This course would be more useful as an obligatory course for new PhD students than the actually obligatory courses I had to take.
- None

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