

## Rapport fra «Evaluation of GEN-8001 Take control of your PhD journey (Autumn 2020)»

Innhentede svar pr. 18. februar 2021 08:12

- Leverte svar: **22**
- 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	4	18,2 %	
Health Sciences	7	31,8 %	
Humanities and Social Sciences	5	22,7 %	
Law Studies	0	0 %	
Natural Sciences	6	27,3 %	
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	12	54,5 %	
I am in my second year	9	40,9 %	
I am in my third year	1	4,5 %	
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	1	4,5 %	
Research group	1	4,5 %	
Other PhD students	8	36,4 %	
University Library	0	0 %	
Administration	1	4,5 %	
UiT webpages	6	27,3 %	
Email	5	22,7 %	
Social media (Facebook, info screens, etc.)	0	0 %	
Other	0	0 %	

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

- - How to use databases to safely store research data, and where to find the correct one for my needs - How to be more efficient in literature search - The different requirements from UiT regarding the PhD program, as well as the tools provided by UiT to help us along the way
- It is a very informative course, I learned a lot during the course, but the most important are \* advanced searches, using operators (AND, OR, NOT) \*finding open access journals \*UiT open research data
- a b c

- 1. Systematic research of an article via WoS, Scopus, etc 2. Open access journal searching and DOAJ 3. Research data management and storing
- How to determine open publishing alternatives for a journal. That I should create a readme-file for my data. Combining several concepts in a literature search (at least at Web of Science).
- Effective ways of searching for literature as well as data; The different publication pathways; and data management plans.
- Literature search, the importance of open access and the importance of academic integrity.
- As I have worked for a few years in academia after finishing my masters I did not find the course to provide much new information. However, it would be very nice to have the information presented as a flyer or similar.
- Literature Search, Open Access, EndNote
- How the assessment of journals work, how to publish open access, tricks for literature review
- .
- What you have to think about to compose a good literature search What open access is and what you have to think about before you chose a journal to submit your article to Some functions in endnote I didn't know in advance
- Advanced literature research, better awareness of citing other researchers, advanced End Note
- - More techniques for searching - Introduction to endnote - Handling research data
- How to do better systematic searches How to evaluate different journals and their degree of "openness" How to share various data and supplements in repositories
- Research data management Library services
- EndNote, new literature search portals, technicalities about working with sensitive data
- Data Management plan Web of Science and literature search importing and exporting references
- Scientific transparency Open data Literature search
- The use of Endnote A better understanding of how to archive data. A better understanding of how to do a scientific search
- The university library can help with a great diversity of tasks. The importance of open science. The importance of continuously update and improve a datamangement plan.
- To share ideas, that there are different routes to the goal, share the knowledge and spread it as much as we can, there are many things to consider during every part of the project.

## 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	1	4	10	7

### Svar fordelt på prosent

	1 (not satisfied)	2	3	4	5 (very satisfied)
How satisfied were you with the course in general? *	0 %	4,5 %	18,2 %	45,5 %	31,8 %

## 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	1	4	8	9

### Svar fordelt på prosent

	1 (absolutely not)	2	3	4	5 (absolutely)
Would you recommend GEN-8001 to others? *	0 %	4,5 %	18,2 %	36,4 %	40,9 %

## 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	4	3	8	6	1
Literature search (Humanities, Social Sciences and Law) *	0	0	2	4	5	11
Literature search (Medicine and Health Sciences) *	0	0	2	3	5	12
Literature search (Technology and Natural Sciences) *	0	0	1	4	5	12
Open access publishing *	0	0	5	6	9	2
Research data management part I *	0	1	4	5	10	2
Research data management part II: Data with sensitive information *	0	1	3	5	7	6
Research data management part II: Data without sensitive information *	0	0	1	4	5	12
Endnote basic *	1	0	2	5	4	10
Endnote advanced *	0	0	4	2	3	13

**Svar fordelt på prosent**

	1 (not satisfied)	2	3	4	5 (very satisfied)	Not applicable
Academic integrity and the transparency of science *	0 %	18,2 %	13,6 %	36,4 %	27,3 %	4,5 %
Literature search (Humanities, Social Sciences and Law) *	0 %	0 %	9,1 %	18,2 %	22,7 %	50 %
Literature search (Medicine and Health Sciences) *	0 %	0 %	9,1 %	13,6 %	22,7 %	54,5 %
Literature search (Technology and Natural Sciences) *	0 %	0 %	4,5 %	18,2 %	22,7 %	54,5 %
Open access publishing *	0 %	0 %	22,7 %	27,3 %	40,9 %	9,1 %
Research data management part I *	0 %	4,5 %	18,2 %	22,7 %	45,5 %	9,1 %
Research data management part II: Data with sensitive information *	0 %	4,5 %	13,6 %	22,7 %	31,8 %	27,3 %
Research data management part II: Data without sensitive information *	0 %	0 %	4,5 %	18,2 %	22,7 %	54,5 %
Endnote basic *	4,5 %	0 %	9,1 %	22,7 %	18,2 %	45,5 %
Endnote advanced *	0 %	0 %	18,2 %	9,1 %	13,6 %	59,1 %

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

- A lot of technical issues during the Endnote Advanced course
- ok
- I feel as though it was unnecessary to show us proper citations and convince us about the value of open science. At least in my field these are already somewhat self-evident. Other than that I enjoyed the course and like that you differentiated the different search seminars and the endnote into basic/advanced.
- please make either this course or scientific writing course a mandatory course for all phd student

**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. *	1	1	3	7	7	3
Explain the purpose of literature search for the research process. *	0	0	6	8	7	1
Explain the purpose and advantages of open science, for research and society in general. *	0	0	3	5	12	2
Explain the main sections of a data management plan. *	0	2	6	8	5	1
Cite academic work, including published research data, in line with existing norms and conventions. *	0	1	6	7	5	3
Select and use scientific databases for advanced literature searches. *	0	0	3	7	10	2
Build advanced searches, using operators (AND, OR, NOT) and search history. *	0	0	4	6	11	1
Evaluate and select suitable publication channels for own research. *	0	2	6	7	6	1
Find and use repositories for archiving text (publications/manuscripts) and research data. *	0	1	7	7	5	2
Structure and document research data in line with good academic practice. *	0	2	6	9	4	1
Carry out research with academic integrity. *	0	0	4	11	6	1
Disseminate academic work in line with current publication trends and requirements. *	0	3	3	11	4	1
Communicate with peers and the larger scholarly community about the concept of transparency of science. *	0	1	5	12	3	1
Use the research support services at the University Library. *	0	0	3	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. *	4,5 %	4,5 %	13,6 %	31,8 %	31,8 %	13,6 %
Explain the purpose of literature search for the research process. *	0 %	0 %	27,3 %	36,4 %	31,8 %	4,5 %
Explain the purpose and advantages of open science, for research and society in general. *	0 %	0 %	13,6 %	22,7 %	54,5 %	9,1 %
Explain the main sections of a data management plan. *	0 %	9,1 %	27,3 %	36,4 %	22,7 %	4,5 %
Cite academic work, including published research data, in line with existing norms and conventions. *	0 %	4,5 %	27,3 %	31,8 %	22,7 %	13,6 %

Select and use scientific databases for advanced literature searches. *	0 %	0 %	13,6 %	31,8 %	45,5 %	9,1 %
Build advanced searches, using operators (AND, OR, NOT) and search history. *	0 %	0 %	18,2 %	27,3 %	50 %	4,5 %
Evaluate and select suitable publication channels for own research. *	0 %	9,1 %	27,3 %	31,8 %	27,3 %	4,5 %
Find and use repositories for archiving text (publications/manuscripts) and research data. *	0 %	4,5 %	31,8 %	31,8 %	22,7 %	9,1 %
Structure and document research data in line with good academic practice. *	0 %	9,1 %	27,3 %	40,9 %	18,2 %	4,5 %
Carry out research with academic integrity. *	0 %	0 %	18,2 %	50 %	27,3 %	4,5 %
Disseminate academic work in line with current publication trends and requirements. *	0 %	13,6 %	13,6 %	50 %	18,2 %	4,5 %
Communicate with peers and the larger scholarly community about the concept of transparency of science. *	0 %	4,5 %	22,7 %	54,5 %	13,6 %	4,5 %
Use the research support services at the University Library. *	0 %	0 %	13,6 %	40,9 %	40,9 %	4,5 %

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

- ok

### 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? *	0	0	5	7	3	7

#### 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? *	0 %	0 %	22,7 %	31,8 %	13,6 %	31,8 %

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

- Am still in the process.
- I only read the listed texts for the first two days because the texts for the two last days seemed quite introductory and I am in my second year so I figured I wanted to hear the presentations first.
- There is too much to read on the list and the effort required to read it does not reflect the 2 ECTS the course provides.
- I did not read anything from the reading list before the course because I was very pressured on time, due to other obligations.
- I prioritized my time to other tasks that I felt was more relevant at the time. But I do keep some of the references for future use.
- I actually had a lot of work to do
- lack of time
- Too much semester work which left me with little time to read the literature on this.

### 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 *	0	1	6	6	3	6
Preparatory tasks *	0	2	7	10	2	1
Direct instruction/lectures *	0	2	1	12	7	0
Group/pair activities in classroom *	0	0	6	10	6	0
Polls in classroom *	2	2	2	12	2	2

#### 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 *	0 %	4,5 %	27,3 %	27,3 %	13,6 %	27,3 %
Preparatory tasks *	0 %	9,1 %	31,8 %	45,5 %	9,1 %	4,5 %
Direct instruction/lectures *	0 %	9,1 %	4,5 %	54,5 %	31,8 %	0 %
Group/pair activities in classroom *	0 %	0 %	27,3 %	45,5 %	27,3 %	0 %
Polls in classroom *	9,1 %	9,1 %	9,1 %	54,5 %	9,1 %	9,1 %

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

- I didn't quite understand the meaning of using breakout rooms in the Endnote basic seminar. The assignment was not so clear and that made it difficult to keep up and understand what we were actually going to do and learn. I think the seminar would be much better if it was organized the same way as the advanced seminar where the lecturer just step-by-step explained how to do things.
- ok
- The poll used for open publishing did not work.
- The prep-tasks were sometimes unclearly communicated or difficult to understand. I personally think prep-tasks should be very clear and restricted in scope.
- The teaching may have been a bit too rushed up – we are mostly switching between a variety of courses and technical information can be hard to catch up with amidst so much mental load.
- I think there could have been more interactive tasks, or discussion of preparatory tasks. The course participants varied in the preparedness which made it difficult to keep a good discussion going.

### 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	3	7	12
Course readings *	5	2	5	8	2
Plenary discussions *	1	4	6	6	5
Group/pair activities in classroom *	0	1	2	10	9

#### Svar fordelt på prosent

	1 (very low)	2	3	4	5 (very high)
Cours attendance *	0 %	0 %	13,6 %	31,8 %	54,5 %
Course readings *	22,7 %	9,1 %	22,7 %	36,4 %	9,1 %
Plenary discussions *	4,5 %	18,2 %	27,3 %	27,3 %	22,7 %
Group/pair activities in classroom *	0 %	4,5 %	9,1 %	45,5 %	40,9 %

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

- Break-out groups was very much fun, nice to talk to other students even though the course is digital this year!
- Although i did try to contribute as much as possible, I did not feel that there was sufficient time to complete the grop/pair activities in some instances. In other instances, the instruction was somewhat unclear.
- Perhaps the Zoom effect was present, but I felt the discussions was ok in plenary, but a bit less stimulating in groups. Paris worked better.

### 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	2	4	9	7
Accuracy/clearness of information *	0	2	4	9	7
Communicativeness of teachers *	0	0	4	9	9
Communicativeness of administrative support staff *	1	0	3	10	8
Utilisation of Canvas *	1	0	2	11	8
Overall organisation of the course *	0	1	5	8	8

#### Svar fordelt på prosent

	1 (not good at all)	2	3	4	5 (very good)
Timeliness of information *	0 %	9,1 %	18,2 %	40,9 %	31,8 %
Accuracy/clearness of information *	0 %	9,1 %	18,2 %	40,9 %	31,8 %
Communicativeness of teachers *	0 %	0 %	18,2 %	40,9 %	40,9 %
Communicativeness of administrative support staff *	4,5 %	0 %	13,6 %	45,5 %	36,4 %
Utilisation of Canvas *	4,5 %	0 %	9,1 %	50 %	36,4 %
Overall organisation of the course *	0 %	4,5 %	22,7 %	36,4 %	36,4 %

### 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	<b>54,5 %</b> 
Absolutely not	0	<b>0 %</b>
I am not sure yet	9	<b>40,9 %</b> 
I will not take the exam	0	<b>0 %</b>

Svar	Antall	Prosent	
Other	1	4,5 %	<input type="checkbox"/>

**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.

- As a general comment, the course in itself was interesting from start to finish, and having the activities in break rooms disseminated throughout was a good idea: it allowed me to stay focused, rather than have 3h of lectures in a row then the activities at the end where I would have drifted off at some point. One "negative" point is that the reading list felt more like a "if you want to know more, read this" rather than "this will be useful for the course, you should read it before coming".
- no
- I do think the texts in the reading list were too long considering this is "just" a 2 ECT course, texts on 40 pages will not be read. Either shorter or fewer readings.
- None to add
- Maybe allocate a bit more time to questions and answers.
- For me, the course did not work out at all. I am sure there was some good information there but the format of zoom does not fit very well with how things were presented and the time given for the tasks was too short. Most of all 3 hours are far too long. By the end of each day, I had a cracking head ace and were nauseous. In my opinion, zoom should only be used if strictly necessary. If needed I would really limit the time to 1.5 hours (absolute maximum). An alternative could be to have a 2-3 hour break between two sessions and by that manage 3 hours per day. I found it rather bad to send out tasks and information that should be read on Friday evening and Sunday. You should not expect people to work during the weekend or corroborate the expectation that one should.
- Compromise it to longer and fewer days
- Change the lecture related to referencing techniques and academic integrity so that it is more relevant, and perhaps at a higher level. I may come from a very different discipline, but these concepts seem self-evident to most in my field.
- In my opinion, Either this course or the Scientific or hybrid of both course is very essential for every phd student. It is wise to make one of this course mandatory together with research ethics course.
- More preparatory tasks and follow-up help/discussion on advanced searches and citation. Publish the course material/preparatory tasks well in advance to make everyone have a chance to come prepared.

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

- The course was really well organized!
- ok

[Se nylige endringer i Nettskjema](#)