

Rapport fra «Course evaluation: SVF-8054 - Theory of Science (2022)»

Innhentede svar pr. 9. november 2022 11:30

- Leverte svar: **15**
- Påbegynte svar: **0**
- Antall invitasjoner sendt: **0**

Med fritekstsvar

Questions about the common lectures (with Fredrik Nyseth)

Did you find the lecturer's explanations/presentations clear and helpful? *

1 = not clear and helpful at all; 5 = very clear and helpful

Svar	Antall	Prosent	
1	0	0 %	
2	1	6,7 % 	
3	2	13,3 % 	
4	7	46,7 % 	
5	5	33,3 % 	
N/A	0	0 %	

Did you find the topics covered in the common lectures interesting? *

1 = not interesting at all; 5 = very interesting

Svar	Antall	Prosent	
1	0	0 %	
2	1	6,7 % 	
3	3	20 % 	
4	6	40 % 	
5	5	33,3 % 	
N/A	0	0 %	

Do you have any comments about the topics covered in the common lectures?

E.g.: Did you find any topics particularly interesting/uninteresting or relevant/irrelevant? Were there any topics that weren't covered, but you would have liked to know more about?

- I missed a more overall and general framework when it comes to the connection between paradigms, ontology, epistemology, and methodology. I think this in the introduction to the subject would have helped me understand the lecture better.
- Foreleser er blid, trivelig og meget god i engelsk. Har åpenbart stor innsikt i faget, men jeg savnet mer oversikt, for eksempel gjennom å sette opp figurer/skjemaer, samt ta det litt sakte. Generelt er faget litt vanskelig å få grep om, og jeg har behov for litt "teskje" med mitt utgangspunkt. Noen få stopp innimellom for å diskutere litt med sidekvinnen/mannen hadde vært supert.
- I found every topic interesting. To me, I found the question of "does there exist a fundamental divide between natural and social sciences?" to be a common denominator for all the lectures. For example, the questions of "does science progress rationally" and "does science aim at truth" would be answered differently from a natural and a social perspective on science. To me, this was the main conclusion of the common lectures; that the answers to these questions depends on who you're asking. I think this helped me to attain a less rigid perspective in relation to my own project, which is at the intersection of the natural and social sciences. I think what I would have liked to be more clear, was the relation between each of the presented perspectives, and also the relation between their epistemology and ontology. I struggled a bit with creating a system or model of this when I was trying to develop the idea for my exam paper. I think some sort of a "map" or table which shows the relation between the different perspectives could have been presented as a conclusion of the common lectures. F.ex., there could be a table with the four questions/topics in the horizontal rows of a table and then in the vertical columns there could be each perspective and then a short answer to each question. The reason for this suggestion is that there was a lot to take in during those 3 days and I was pretty overwhelmed afterwards, and I found it quite hard to decide on a starting point for my assignment. I think a table or map could support the departure for an assignment, or at least a departure for structuring reflections of the relation between the students own project and the theories presented.
- It would be interesting to learn how these theories are being used in science today. The lectures seemed to target things that are a bit far from the actual conduct of science

Did you find the common lectures appropriately challenging? *





1 = not nearly challenging enough; 3 = appropriately challenging; 5 = way too difficult

Svar	Antall	Prosent	
1	1	6,7 % 	
2	2	13,3 % 	
3	5	33,3 % 	

Svar	Antall	Prosent	
4	5	33,3 % 	
5	2	13,3 % 	
N/A	0	0 %	






How much of the required readings for the common lectures have you read? *

(The required readings for the common lectures are collected in four pdf's under "readings" in the common lectures module in Canvas.)

Svar	Antall	Prosent	
(Almost) all of it (90-100%)	0	0 %	
Most of it (60-90%)	5	33,3 % 	
Roughly half (40-60%)	4	26,7 % 	
Considerably less than half (10-40%)	4	26,7 % 	
(Almost) none of it (0-10%)	2	13,3 % 	



Did you find the readings for the common lectures appropriately challenging? *

1 = not nearly challenging enough; 3 = appropriately challenging; 5 = way too difficult

Svar	Antall	Prosent	
1	0	0 %	
2	1	6,7 % 	
3	5	33,3 % 	
4	7	46,7 % 	
5	1	6,7 % 	
N/A	1	6,7 % 	

How would you rate the common lectures overall? *

1 = very poor lectures; 5 = very good lectures

Svar	Antall	Prosent	
1	0	0 %	
2	0	0 %	
3	3	20 % 	
4	8	53,3 % 	
5	4	26,7 % 	
N/A	0	0 %	

Any other comments about the common lectures?

What worked well? What do you think could be improved? If you weren't satisfied with the common lectures, why was that?

- I and some others talked about how we missed participating in the teaching, like discussion tasks or reflection tasks to use the subject and practice. For me, it's a threshold to speak English in a large group when I'm not prepared, and I would probably get more benefit from discussions in smaller groups. Then it would be easier to participate and reflect in plenum as well.
- I think my prior comment answers this. But, additionally I would like to say that I enjoyed the lecturer's enthusiasm for the topics. It made me want to understand more. I also think he showed a lot of knowledge answering quite difficult questions then and there in class, and I found these answers clarifying. One minus, is that he tended to talk a bit too fast, but also I could have told him to slow down and he probably would have.
- When the first lecture started I was informed that it was not needed to read the syllabus beforehand, which i find a bit strange on PhD-level. Either this information should be emphasized more clearly at the course page in Canvas, or should be expected that the students have done their reading before the lectures. In the end though, I was glad i read the material before the lectures.

Questions about the specialized seminars/lectures

Which specialization do you belong to? *

Svar	Antall	Prosent	
Humanities (with Anniken Greve)	3	20 % 	
Linguistics (with Peter Svenonius)	2	13,3 % 	

Svar	Antall	Prosent	
Social sciences (with Håkon Leiufrud)	10	66,7 % <div><div></div></div>	

Humanities: Were the specialized seminars/lectures well organized? *

1 = not well organized at all; 5 = very well organized

Svar	Antall	Prosent	
1	0	0 %	
2	0	0 %	
3	0	0 %	
4	1	33,3 % <div><div></div></div>	
5	2	66,7 % <div><div></div></div>	
N/A	0	0 %	

Linguistics: Were the specialized seminars/lectures well organized? *

1 = not well organized at all; 5 = very well organized

Svar	Antall	Prosent	
1	0	0 %	
2	1	50 % <div><div></div></div>	
3	0	0 %	
4	0	0 %	
5	1	50 % <div><div></div></div>	
N/A	0	0 %	

Social sciences: Were the specialized seminars/lectures well organized? *

1 = not well organized at all; 5 = very well organized

Svar	Antall	Prosent	
1	1	10 % <div><div></div></div>	
2	2	20 % <div><div></div></div>	
3	1	10 % <div><div></div></div>	
4	2	20 % <div><div></div></div>	
5	4	40 % <div><div></div></div>	
N/A	0	0 %	

Humanities: Did you find the specialist teacher's presentations/explanations clear and helpful? *

1 = not clear and helpful at all; 5 = very clear and helpful

Svar	Antall	Prosent	
1	0	0 %	
2	0	0 %	
3	0	0 %	
4	2	66,7 % <div><div></div></div>	
5	1	33,3 % <div><div></div></div>	
N/A	0	0 %	

Linguistics: Did you find the specialist teacher's presentations/explanations clear and helpful? *

1 = not clear and helpful at all; 5 = very clear and helpful

Svar	Antall	Prosent	
1	0	0 %	
2	0	0 %	
3	1	50 % <div><div></div></div>	

Svar	Antall	Prosent	
4	0	0 %	
5	1	50 % <div><div></div></div>	
N/A	0	0 %	

Social sciences: Did you find the specialist teacher's presentations/explanations clear and helpful? *

1 = not clear and helpful at all; 5 = very clear and helpful

Svar	Antall	Prosent	
1	1	10 % <div><div></div></div>	
2	1	10 % <div><div></div></div>	
3	3	30 % <div><div></div></div>	
4	4	40 % <div><div></div></div>	
5	1	10 % <div><div></div></div>	
N/A	0	0 %	

Humanities: Did you find the topics covered in the specialized seminars/lectures interesting? *

1 = not interesting at all; 5 = very interesting

Svar	Antall	Prosent	
1	0	0 %	
2	0	0 %	
3	0	0 %	
4	1	33,3 % <div><div></div></div>	
5	2	66,7 % <div><div></div></div>	
N/A	0	0 %	

Linguistics: Did you find the topics covered in the specialized seminars/lectures interesting? *

1 = not interesting at all; 5 = very interesting

Svar	Antall	Prosent	
1	0	0 %	
2	1	50 % <div><div></div></div>	
3	0	0 %	
4	1	50 % <div><div></div></div>	
5	0	0 %	
N/A	0	0 %	

Social sciences: Did you find the topics covered in the specialized seminars/lectures interesting? *

1 = not interesting at all; 5 = very interesting

Svar	Antall	Prosent	
1	1	10 % <div><div></div></div>	
2	2	20 % <div><div></div></div>	
3	1	10 % <div><div></div></div>	
4	4	40 % <div><div></div></div>	
5	2	20 % <div><div></div></div>	
N/A	0	0 %	

Humanities: Do you have any comments about the topics covered in the specialized seminars/lectures?

E.g.: Did you find any topics particularly interesting/uninteresting or relevant/irrelevant? Were there any topics that weren't covered, but you would have liked to know more about?

- It was great to attend.

Linguistics: Do you have any comments about the topics covered in the specialized seminars/lectures?

E.g.: Did you find any topics particularly interesting/uninteresting or relevant/irrelevant? Were there any topics that weren't covered, but you would have liked to know more about?

Social sciences: Do you have any comments about the topics covered in the specialized seminars/lectures?

E.g.: Did you find any topics particularly interesting/uninteresting or relevant/irrelevant? Were there any topics that weren't covered, but you would have liked to know more about?

- I felt that the focus was key concepts and students' questions about their concepts. I miss lectures about social constructivism/constructionism, ontologies, epistemologies, and methodologies within social science.
- I think I was a bit confused to what the relation between the common lectures and these seminars was. I think should have been more clearly stated at the beginning. I also struggled with understanding the aim of the presentations given, until like the 4th day. So I think he could have bluntly said why he was giving them and what relevance they should have in the assignment and how they related to the common lectures. I also found the focus of these seminars to be quite different from the common lectures, which made me confused as to what my exam assignment was really to address. I really liked the lecture's enthusiasm and I think he was very helpful and flexible. He also clearly had a lot of knowledge.
- it was boring....

Humanities: Did you find the specialized seminars/lectures appropriately challenging? *

1 = not nearly challenging enough; 3 = appropriately challenging; 5 = way too difficult

Svar	Antall	Prosent	
1	0	0 %	
2	1	33,3 % <div><div></div></div>	
3	0	0 %	
4	2	66,7 % <div><div></div></div>	
5	0	0 %	
N/A	0	0 %	

Linguistics: Did you find the specialized seminars/lectures appropriately challenging? *

1 = not nearly challenging enough; 3 = appropriately challenging; 5 = way too difficult

Svar	Antall	Prosent	
1	0	0 %	
2	0	0 %	
3	2	100 % <div><div></div></div>	
4	0	0 %	
5	0	0 %	
N/A	0	0 %	

Social sciences: Did you find the specialized seminars/lectures appropriately challenging? *

1 = not nearly challenging enough; 3 = appropriately challenging; 5 = way too difficult

Svar	Antall	Prosent	
1	0	0 %	
2	0	0 %	
3	6	60 % <div><div></div></div>	
4	3	30 % <div><div></div></div>	
5	1	10 % <div><div></div></div>	
N/A	0	0 %	

Humanities: Were the specialized seminars/lectures helpful for developing your examination paper? *

1 = not helpful at all; 5 = very helpful

Svar	Antall	Prosent	
1	0	0 %	
2	0	0 %	
3	1	33,3 % <div><div></div></div>	
4	0	0 %	
5	2	66,7 % <div><div></div></div>	
N/A	0	0 %	

Linguistics: Were the specialized seminars/lectures helpful for developing your examination paper? *

1 = not helpful at all; 5 = very helpful

Svar	Antall	Prosent	
1	0	0 %	
2	0	0 %	
3	1	50 % <div><div></div></div>	
4	1	50 % <div><div></div></div>	
5	0	0 %	
N/A	0	0 %	

Social sciences: Were the specialized seminars/lectures helpful for developing your examination paper? *

1 = not helpful at all; 5 = very helpful

Svar	Antall	Prosent	
1	1	10 % <div><div></div></div>	
2	1	10 % <div><div></div></div>	
3	2	20 % <div><div></div></div>	
4	1	10 % <div><div></div></div>	
5	5	50 % <div><div></div></div>	
N/A	0	0 %	

Humanities: How much of the required readings for the specialized seminars/lectures have you read? *

Svar	Antall	Prosent	
(Almost) all of it (90-100%)	1	33,3 % <div><div></div></div>	
Most of it (60-90%)	1	33,3 % <div><div></div></div>	
Roughly half (40-60%)	1	33,3 % <div><div></div></div>	
Considerably less than half (10-40%)	0	0 %	
(Almost) none of it (0-10%)	0	0 %	

Linguistics: How much of the required readings for the specialized seminars/lectures have you read? *

Svar	Antall	Prosent	
(Almost) all of it (90-100%)	0	0 %	
Most of it (60-90%)	0	0 %	
Roughly half (40-60%)	2	100 % <div><div></div></div>	
Considerably less than half (10-40%)	0	0 %	
(Almost) none of it (0-10%)	0	0 %	

Social sciences: How much of the required readings for the specialized seminars/lectures have you read? *

Svar	Antall	Prosent	
(Almost) all of it (90-100%)	2	20 % <div><div></div></div>	
Most of it (60-90%)	3	30 % <div><div></div></div>	
Roughly half (40-60%)	3	30 % <div><div></div></div>	
Considerably less than half (10-40%)	1	10 % <div><div></div></div>	
(Almost) none of it (0-10%)	1	10 % <div><div></div></div>	

Humanities: Did you find the readings for the specialized seminars/lectures appropriately challenging? *

1 = not nearly challenging enough; 3 = appropriately challenging; 5 = way too difficult

Svar	Antall	Prosent	
1	0	0 %	
2	1	33,3 % <div><div></div></div>	
3	1	33,3 % <div><div></div></div>	
4	1	33,3 % <div><div></div></div>	

Svar	Antall	Prosent	
5	0	0 %	
N/A	0	0 %	

Linguistics: Did you find the readings for the specialized seminars/lectures appropriately challenging? *

1 = not nearly challenging enough; 3 = appropriately challenging; 5 = way too difficult

Svar	Antall	Prosent	
1	0	0 %	
2	0	0 %	
3	0	0 %	
4	1	50 % <div><div></div></div>	
5	1	50 % <div><div></div></div>	
N/A	0	0 %	

Social sciences: Did you find the readings for the specialized seminars/lectures appropriately challenging? *

1 = not nearly challenging enough; 3 = appropriately challenging; 5 = way too difficult

Svar	Antall	Prosent	
1	0	0 %	
2	0	0 %	
3	6	60 % <div><div></div></div>	
4	2	20 % <div><div></div></div>	
5	1	10 % <div><div></div></div>	
N/A	1	10 % <div><div></div></div>	

Humanities: How would you rate the specialized seminars/lectures overall? *

1 = very poor; 5 = very good

Svar	Antall	Prosent	
1	0	0 %	
2	0	0 %	
3	0	0 %	
4	2	66,7 % <div><div></div></div>	
5	1	33,3 % <div><div></div></div>	
N/A	0	0 %	

Linguistics: How would you rate the specialized seminars/lectures overall? *

1 = very poor; 5 = very good

Svar	Antall	Prosent	
1	0	0 %	
2	1	50 % <div><div></div></div>	
3	0	0 %	
4	0	0 %	
5	1	50 % <div><div></div></div>	
N/A	0	0 %	

Social sciences: How would you rate the specialized seminars/lectures overall? *

1 = very poor; 5 = very good

Svar	Antall	Prosent	
1	0	0 %	

Svar	Antall	Prosent	
2	1	10 % 	
3	3	30 % 	
4	5	50 % 	
5	1	10 % 	
N/A	0	0 %	

Humanities: Any other comments about the specialized seminars/lectures?

What worked well? What do you think could be improved? If you weren't satisfied with the specialized seminars/lectures, why was that?

- I don't have any comments. I liked it very much.
- Maybe a bit to large/difficult syllabus, especially if you consider the additional lectures that we were expected to look at beforehand.

Linguistics: Any other comments about the specialized seminars/lectures?

What worked well? What do you think could be improved? If you weren't satisfied with the specialized seminars/lectures, why was that?



Social sciences: Any other comments about the specialized seminars/lectures?

What worked well? What do you think could be improved? If you weren't satisfied with the specialized seminars/lectures, why was that?

- In the first seminar in September, Leifsrud exposed me for harassment. Another student had difficulties finding a topic for her paper draft/exam. He proposed that she could give a presentation of her project, and he would help with finding a topic for the paper draft/exam. The student wanted this and seemed to get the help she needed. Afterward, he asked if someone else would like to do the same. No one responded. He picked me and I expressed that I did not want to do it. He argued that I should be able to do it since I have come so far in my project. I felt pushed when others were given a choice. When I was done with my presentation he read aloud from my pre-course paper even if the agreement was that every student was supposed to get one-to-one feedback after the lecture. After reading from my pre-course assignment, he threw it on the table. He seemed both irritated and at the same time chuckled/laughed and called my paper for blunt work. He also said: "I'm unsure of how much I should say since you have come so far", and signalize that I have made some huge mistakes that would be hard to undo. I felt so humiliated and shameful. Not only have a professor in plenum defined me and my work to be blunt, but he has also defined my project as weak and with fatal mistakes. Another student turned to me and said that she think Leifsrud meant that I should stitch my project together in a better way. I think she tried to help in a way, but I felt horrible at this time. Another tried to get in eye contact with me, but I didn't because I was not emotionally able to. This happened right before the lecture ended. After the lecture, I went to Leifsrud and asked in Norwegian if I understood it right that there is no coherence in my project. He gave me my pre-course assignment with his comments, hesitated, and said that there is something in there and that I had to work on the structure. I asked if I understood it right that I have gotten my feedback in plenum, and he said yes and waved me away with his hand - not looking at me. I told my colleague that I only had to work on my structure, but I immediately felt that it now looks like I'm trying to convey that what was said in class didn't apply after all or that I was trying to gloss over the fact that I'm not doing sloppy work and that my project isn't as bad as he said. I felt ashamed for trying to make up for what had happened and said goodbye. One student commented on the way out that I have a nice jacket, feeling that she was trying to make me feel better. I cried for the rest of the day. I couldn't eat or sleep. My thoughts were that I was incompetent and everybody knows now, that I should give up my project, and that I have to resign from my position, I felt ashamed of myself and my project. I asked myself: what am I doing? What did I do that deserved such feedback? Am I so stupid that I deserved to be humiliated in plenary? Do I have so little control over my project? Why has no one said that my project does not meet the targets or is not good enough? Am I that weak and not strong enough to get feedback? I felt that I couldn't show myself in academia again and that everyone will remember me for this. If I should try to continue my Ph. D., I couldn't bear thinking about Leifsrud giving me feedback on my paper presentation or being sensor on my exam. The next day, I continue crying and couldn't work or eat this day either. I talked with my colleague who attended, and she said that everyone felt that the feedback was uncomfortable - nothing else is possible. She was confused since the context was that he was supposed to help me find a topic, but he did something else. She was unsure if he tried to be funny, but no one laughed. It was just uncomfortable. She overheard that one student went to Leifsrud and apologized for not doing good enough work on her pre-course paper - she seemed scared or nervous about the feedback. Since I was crying a lot and couldn't work, eat, or sleep, I contacted my doctor and got sick leave. The Ph. D- coordinator in the Department helped me to change specialization group, and I am deeply grateful for that. I have been enormous stressful about attending the new group and to give the paper presentation. I have been and still am scared of doing something wrong or not being good enough. Anniken Greve made a safe environment, and the presentation went well. I got constructive feedback that was helpful. My supervisor was one of the first persons I told this to, and I appreciate all the time she has spent making me feel more confident about myself and my project. What happened affects me even today. I feel more nervous, and more scared of doing something wrong or making a fool out of myself. I also have missed time to work effectively on my project because I feel a lot more unsure. I am afraid to expose myself but I am trying to do it anyways. I still receive follow-ups from my doctor.
- Selve forelesningene var gode og tydelige, men kunne hatt noen stopp for å drøfte litt i smågrupper. Faget ble mer forståelig i denne delen av kurset. Vi var over tjue personer i denne gruppen, og dette opplevde jeg som alt for mange når det kommer til å presentere skisse og få tilbakemeldinger. Vi skulle gjerne ha lest et par/tre skisser hver slik at flere kunne gitt mer konkrete tilbakemeldinger til den enkelte. Den siste dagen var vi omtrent 10 stk. til stede fysisk, og dette opplevde jeg som en fin gruppestørrelse, lettere å hve seg inn i dialogen, og fin stemning. Lokalet var også vesentlig bedre enn rommet på SV-HUM bygget.
- I think I answered this in my prior comment. To me, what specifically would have helped was to start the first seminar to distinguish between "the context of justification" and "the context of discovery", and then relating this to what he said about the use of concepts. To me, this would have helped me understand the relevance of the common lectures as well as linking both the seminars and the common lectures to my project design. I think the way the seminars were organized now, I experienced them as trying to make me change my design, rather than understand and argue for it. I think the design in itself is something I spent a lot of time developing with my supervisor, and so I wasn't pleased with feeling that it needed change, because for me that was already too late. I think critical reflection is important, of course, but in a way that doesn't make one feel that one needs to change something that in practice is actually too late to change. I think the emphasis should be on arguing for the choices made, as well as reflection upon what may weaken the validity and reliability of the project. A course should not intervene with changing a design, because this is the task of the supervisor. That's just my opinion, though. And I express it because I felt like I was between a rock and a hard place, which was not a good experience. That being said, I felt Håkon was very helpful and I ended up with an assignment I felt pleased with.
- I really appreciate Håkon's help in developing our papers.

Questions about the course in general

Was the information about the course on Canvas (e.g. the course handbook and schedule) adequate? *

Svar	Antall	Prosent	
Yes	14	93,3 % 	
No	1	6,7 % 	
No opinion	0	0 %	

Why wasn't the information about the course on Canvas adequate? *

- I think information about the readings for the seminars was unclear, which was why I sent an email about this before the courses. I also think the link between the common lectures and the seminars should have been more clearly and specifically stated. What was the aim of the common lectures? What was the aim of the seminars? And how did these aims relate to each other, the exam and each student's project?

Did the content of the course match your expectations? *

Svar	Antall	Prosent	
Yes (more or less)	11	73,3 % 	
No	1	6,7 % 	
N/A (e.g. didn't have any particular expectations)	3	20 % 	

In which ways did the content of the course diverge from your expectations? *

- I would appreciate it if the lectures and the papers/exam could be more connected to our Ph. D. project. I want to learn in general but also in specific connection to the Ph. D. project. I think that we would have learned more if we could connect science theory to each project instead of an unattached discussion.

Do you think it was a good idea to start the course with an informal kick-off event? *

(This event took place on September 5; it was a chance to meet the teachers and the other course participants over pizza.)

Svar	Antall	Prosent	
Yes	9	60 % 	
No	2	13,3 % 	
No opinion	4	26,7 % 	

How satisfied are you with the course overall? *

1 = not satisfied at all; 5 = very satisfied

Svar	Antall	Prosent	
1	0	0 %	
2	1	6,7 % 	
3	2	13,3 % 	
4	11	73,3 % 	
5	1	6,7 % 	

Any other comments about the course?

What worked well? What do you think could be improved? If you weren't satisfied with the course, why was that?

- I would prefer more discussions in smaller groups, and information about paper presentations in the course handbook so that I could prepare in a better way.
- For oss som ikke bor i Tromsø var det ugunstig med kick-off på mandag, og kursoppstart onsdag. For min del førte det til at jeg ikke kunne delta på kick-off. I tillegg hadde det vært fint ha kursdagene samlet innen ei uke, altså at kursdagene ikke blir oppstykket med helg imellom.
- I found it interesting, but quite overwhelming. I explain why in my prior comments. Also, I think the amount of work (required readings) was quite large, and I felt that it sort of inhibited my work with my articles. I found it very interesting-it was just very time consuming.
- The three days of the general lectures were a bit too long, which made it a bit hard to have time to digest the lecture/topic/discussion of the day. Also, unfortunately, too long days may impact focus and understanding of the topic. Overall, however, the course has been very interesting, although challenging, and, more importantly, it has helped me reflecting more on my own PhD project.

[Se nylige endringer i Nettskjema](#)