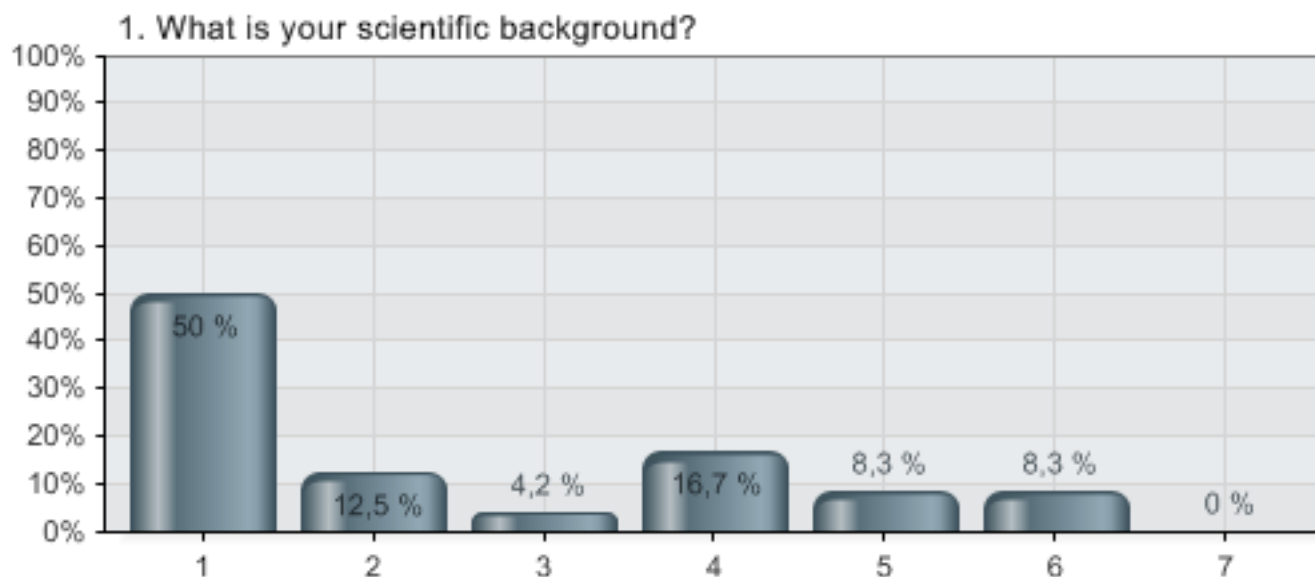


Evaluation of BIO-8603 (V2013)

Published from 02.04.2013 to 10.04.2013
24 responses (24 unique)

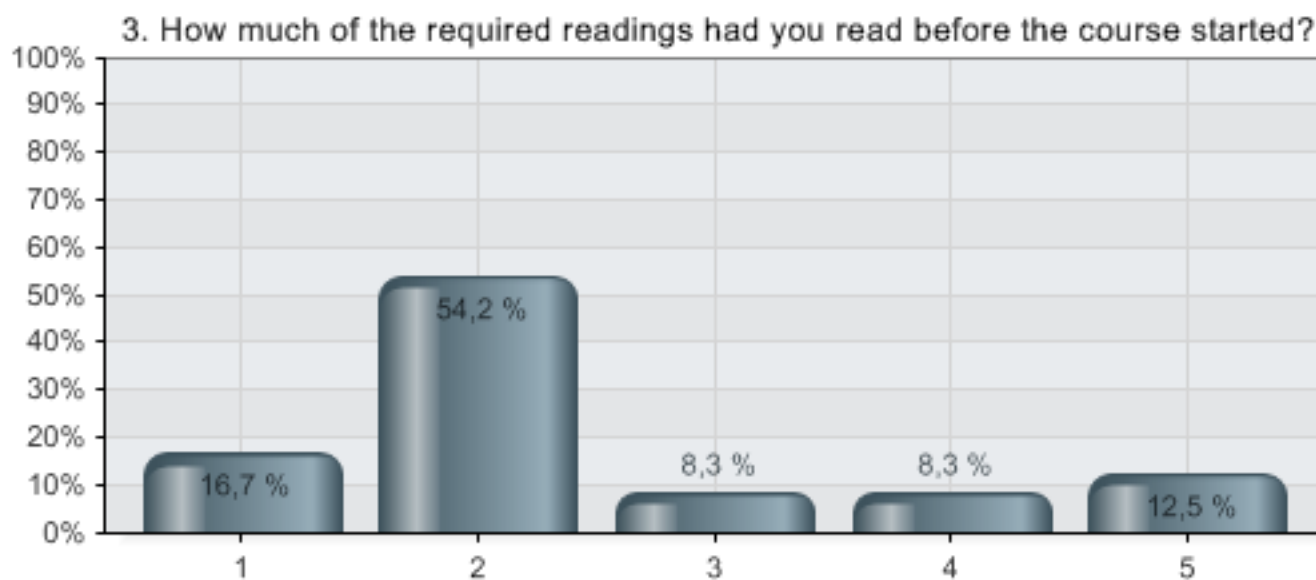
1. What is your scientific background?



Alternatives	Percent	Value
1 Biology	50,0 %	12
2 Economy	12,5 %	3
3 Social sciences	4,2 %	1
4 Physics and technology	16,7 %	4
5 Chemistry	8,3 %	2
6 Geology	8,3 %	2
7 Other, please specify	0,0 %	0
Total		24

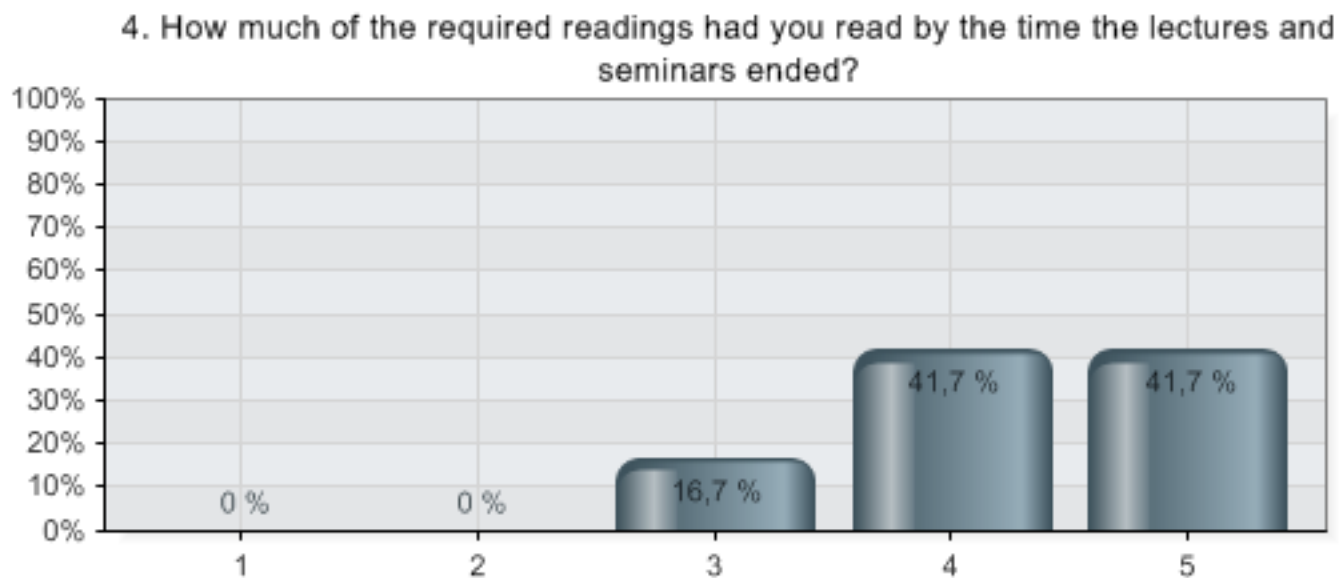
2. Scientific background - specified:

3. How much of the required readings had you read before the course started?



Alternatives	Percent	Value
1 None	16,7 %	4
2 Less than 25 %	54,2 %	13
3 25 - 50 %	8,3 %	2
4 > 50 %	8,3 %	2
5 All/almost oll	12,5 %	3
Total		24

4. How much of the required readings had you read by the time the lectures and seminars ended?



Alternatives	Percent	Value
1 None	0,0 %	0
2 Less than 25 %	0,0 %	0
3 25-50 %	16,7 %	4
4 > 50 %	41,7 %	10
5 all/almost all	41,7 %	10
Total		24

5. In case your answer was not "all/almost all", please explain why this was the case

No access to Fronter when the course started
Limited time to read in between seminars

It was difficult to do all the reading because of the lack of time, as most of the articles required translation of some words and expressions with dictionary

To many long articles, difficult to know the important parts of the articles. The seminar questions should be handed out the day before, this will make the discussion better.

Reading list was not available until quite close to course start.

In the first question it is because it made more sense to me to prepare for each individual session as we went along.

It was a lot of stuff to read within the period given for me to understand each and every document thoroughly. Especially that most of them were philosophical. So I needed time to grasp all the contents in the document

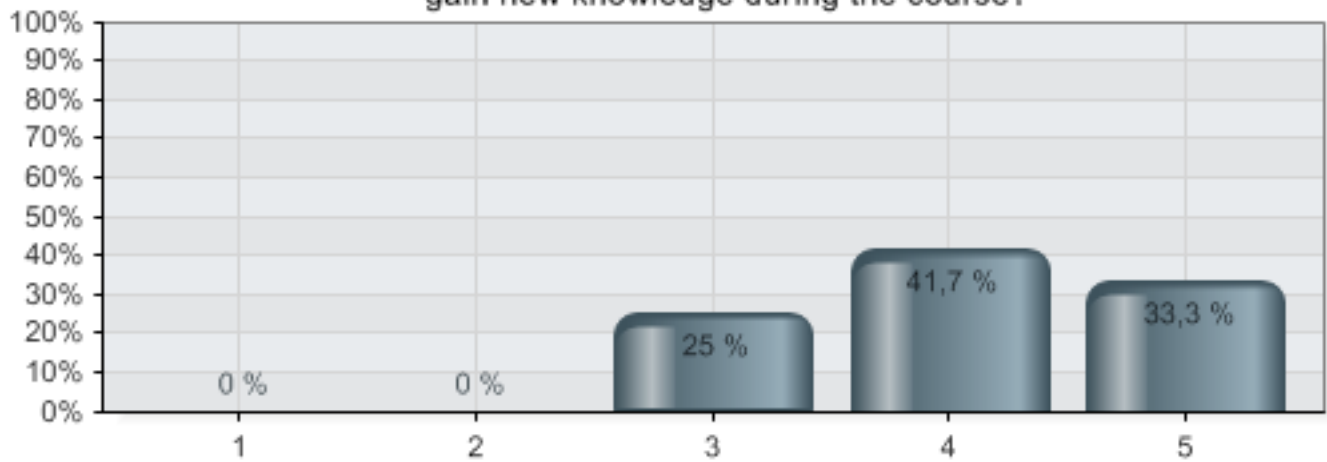
The course amterial was not ready before the course started. The course itself was quite intensive, and I did not have time nor energy to read all texts.

Much literature was relatively difficult to read due to the specifics of language, it took time to work with dictionary as well.

The course is very intense and when you have to do your Ph.D work in between and take care of your family in the evenings there is not much time to read

6. How will you evaluate your own contribution (i.e. course attendance, reading literature, preparing for lectures, active participation during seminars) in order to gain new knowledge during the course?

6. How will you evaluate your own contribution (i.e. course attendance, reading literature, preparing for lectures, active participation during seminars) in order to gain new knowledge during the course?



Alternatives	Percent	Value
1 1 (low)	0,0 %	0
2 2	0,0 %	0
3 3	25,0 %	6
4 4	41,7 %	10
5 5 (very high)	33,3 %	8
Total		24

7. How satisfied are you with the course in general? (1 = not satisfied, 5 = very satisfied)



Alternatives	Percent	Value
1 1	0,0 %	0
2 2	12,5 %	3
3 3	4,2 %	1
4 4	62,5 %	15
5 5	20,8 %	5
Total		24

8. Please state the three most important things that you have learned as a result of participating in this course:

1. Scientific methods
2. Ethical issues in science
3. The way that the course is organized.

Overconfidence, differences in knowledge production, social aspects of science.

The course was good and it was interesting to work in seminar groups with people from different backgrounds. However, I felt the course was too general. Personally it would be much more interesting if the topics, research methodologies etc. was more related to my field. I felt that I learned the most when I read the optional readings than I did the mandatory ones.

1. Broader views on ethics
2. Reflect on common problems in science

1. to set development of science in its historical context
2. to gain an insight in the philosophy of science
3. to gain an insight in the ethics framework for science

Philosophy of science

Ethics in science

Methodological issues in science

- general picture of scientific research in the historical perspective and in the modern world
- some practical aspects regarding research (statistics, ethics etc.)
- some skills for group work

Been through most of it before during exphil and exfac in Oslo and statistics courses in biology. We've also had courses such as experimental planning that covered some of the same themes as this course.

I've learned that some of the foreign students, especially from asia, do not have these courses as part of their basic training, and this difference may be more important than most people think when it comes to research collaboration, communication etc.

I've learned more about changes in research systems.

I've met some of the other PhD students, with different cultural and academic backgrounds, and learned very interesting things from fields different than my own.

The course was too long in my opinion. I would have preferred a single week with lectures every day.

The discussion groups were not great because almost every time, someone had not read through the material and we ended up discussing something besides the questions.

The assignments could have been more clearly specified.

Where the researcher is positioned in relation to his/her field and what effect this can have on methodology.

To think about what I am trying to find out in my own project and how this can lead to selecting research strategies.

That I am allergic to statistics.

1. Ethical responsibilities as a researcher, especially ethical thinking of my PhD project.
2. More understanding of philosophical concepts.
3. The development of scientific theory.

How to be a good scientist

- seeing my own research in a broader context
- thinking critically about my own research
- understanding how to work scientifically properly

It is very hard to rank topics by importance. I think most of the course content is relevant and important.

- Philosophy of science makes science more complicated, but
- It convinces to regard the research process from another perspective
- Almost every single research may be explained with this or that philosophical knowledge

To reflect upon science in a new way.

To see one's own research from a different perspective.

Ethical rules at the UiT

How to differentiate between science and non science

Are we responsible for our research?

I thought my research field didn't have much in common with other research fields. The discussions with other participants proved me wrong.

Rethinking my research interests from an ethical point of view.

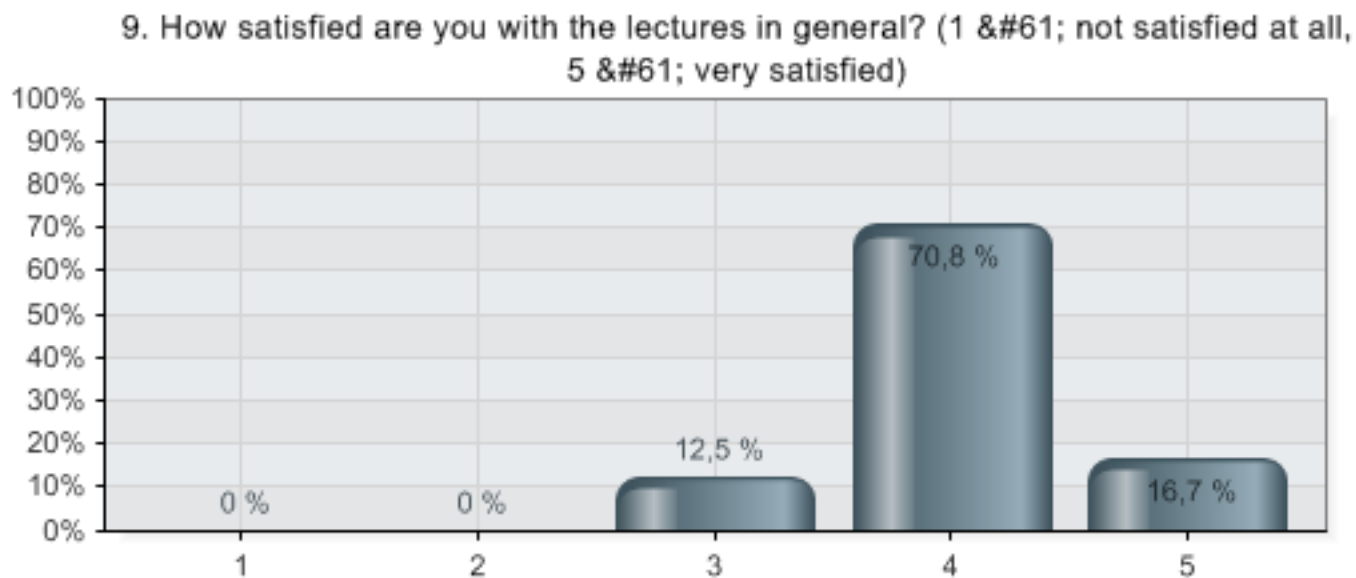
My research results need to be communicated to others (outside the research field).

new perspective on role of science in society

thoughts about modeling & making assumptions

goal of science/ what is the aim

9. How satisfied are you with the lectures in general? (1 = not satisfied at all, 5 = very satisfied)



Alternatives	Percent	Value
1 1	0,0 %	0
2 2	0,0 %	0
3 3	12,5 %	3
4 4	70,8 %	17
5 5	16,7 %	4
Total		24

10. Please explain why you were satisfied/not satisfied.

Because I can know the contents in Philosophy of science and ethic course, which I had not learnt before.

good and committed lecturers.

Most lectures were overall good. I especially enjoyed the lectures by Michael on the scientific method, the lectures on the use of models in science and the link between models and theory.

Most lectures were well targeted and well presented. There were some that I personally was less interested to, but overall I enjoyed the lectures

Most worked well, especially the philosophy non powerpoint lectures from a philosopher. Great to have experts talking about their subject area. The shifting modes of knowledge production was an interesting theme but didn't quite work as a lecture. The research strategies in qualitative research could also have been developed.

Lectures from expert of the related field.

The lectures were well structured, clear, opened for any questions regarding the contents. they were divided and given in sections according to the topics, powerpoint slides of the lectures in Fronter allowed to refresh and clarify some information

To many lectures, and the required readings were to long. Difficult to find the essens in the long articles with mostly discussion and philosophy. Not much focus at animal in research, and the etics about using them.

There should be case studies with etichal dilemmas scientist could meet, and discussion aorund this.

Seminarts group worked ok, would have been better discussions if the questions were handed out the day before.

Very good lecturers with varied backgrounds.

Overall the lectures were informative, easy enough to follow but raising challenging questions. They were also well linked to the readings.

The lectures were not only giving introduction of different concepts and issues, but also illuminating them with examples.

I could have been very satisfied (5) with lectures but I was put off with one of the lectures where we were told, I quote: "I am sorry to say that all those people without European back-ground do not know how to make references" How did such a lecture know about this? How could such a statement help the students, even if it might be true? Well in science we are not supposed to generalise things just like that. This is one of the things we learnt during the course e.g. as Karl Popper stressed the problem of demarcation "All Swans are white". Just because you have only seen white Swans does not mean that all Swans are white. This can logically be falsified by observing a black swan. As a scientist we should not jump into conclusions. We have to really justify our findings with all the evidence, before we can make such statement. So I was a bit disappointed with this, such that I could not listen to the whole lecture of that session-lecture. I hope next time lectures should avoid such statement, especially that in science we should also consider ethical issues and be inclusive

The topics of the lectures were not too general, i.e. they had a close link to my own research.

I am satisfied with the course overall. The course material should be made available earlier, at least two weeks, maybe a month, before the first lecture. Be sure to check that A/V-equipment works before lectures to avoid wasting time. I also wish Dr. Morreau where given more time as his lectures where very interesting, he engaged the students in interesting discussion, and it seemed that he didn't have time to cover (or at least go into detail in) all topics he intended to.

Information is accessible, fruitful discussions in process, nice presentations, tests make it better understandable.

The lecturers were very nicely prepared and the lectures had a good flow.

I found the lectures really good, at the point, and motivating for discussions, not at all boring!

The "philosphical/ethical words" used are so far from my vocabular that I had a hard time grasping what you/they were talking about.

very nice with a variety of lecturers, and many were very good lecturers.

There is a potential to improve division of material a better between lecturers though, a tendency to cover things multiple times (a general challenge with guest lecturers) could be avoided.

11. How satisfied are you with the seminars in general? (1 = not satisfied, 5 = very satisfied)



Alternatives	Percent	Value
1 1	0,0 %	0
2 2	4,2 %	1
3 3	16,7 %	4
4 4	70,8 %	17
5 5	8,3 %	2
Total		24

12. Please explain why you were satisfied/not satisfied with the seminars.

For me, they were new knowledge.

It was interesting and good learning to get feedback from the others. However, the seminars often proved to be ineffective because few had time to read all the required literature and the questions to be discussed were often directed towards only one paper.

The seminars was good although in our case not that structured. It was very interesting to talk to people from different backgrounds and see how their background colored their view of morals, science and ethics.

It would have been useful to have a bit more guidance to get started with the seminars. They largely depended on the group composition.

Good discussion group with enough people in the group who had read and were interested in discussing the suggested themes.

It was interesting. We discussed several issues in group. We agreed/disagreed on the issues based on particular justification. It also provided opportunity to understand thoughts of people at least within a small group.

It was good to have the questions for discussion during seminars, so that one could follow the main issues. But if the questions had been given beforehand it would have been easier to find in the readings required information

Best place to learn because the dialog is easier and everyone can ask questions immediately if they don't understand something. Questions should be handed out the day before.

Interesting people with different backgrounds.

I would have liked to know the questions a bit earlier for the seminars and which readings they would relate to. On some occasions I had read 3 out of 4 papers and the questions focused on only one paper, which happened to be the one I hadn't read.

We had specific issues to discuss on during each seminar. And the members in each group were fixed and not too many, these make me feel better to talk and tell my opinions. One thing could be improved is to ask for a short summary of discussion.

Good but I think some students dominated more than others such that the other students could not be heard. So I would suggest if there could have been at least some time set up for general discussion together as a class, e.g. the first thing in the morning could be used for such discussions on the previous' day seminars.

Listening to the others' opinions and discussing my own opinions with them broadened my horizon.

Participants had different backgrounds and were active through out the seminars.

The quality of the seminars varied, and mainly depended on how prepared the students were and the time of the day. Monday morning and Friday afternoon seminars were generally not very fruitful... Perhaps it would be an idea to hand out the problems to be discussed a couple of days in advance of the seminar instead of at the start of the seminar, so that you have time to think them through beforehand.

I'm satisfied with the seminar. I think it provided what I expected from a course in philosophy and ethics.

Important to get a chance to talk about the concepts, get involved with the material.

In general, an engaged group, and people coming in with somewhat different viewpoints.

13. How satisfied are you with the information provided before and during the course? (1 = not satisfied, 5 = very satisfied)



Alternatives	Percent	Value
1 1	0,0 %	0
2 2	8,3 %	2
3 3	37,5 %	9
4 4	25,0 %	6
5 5	29,2 %	7
Total		24

14. What could have been done differently?

Maybe, one lecturer in economic field should be invited for some seminars of the course in next time if students in economics attend the course. Get questions to be discussed in advance.

I think it would have made things easier if all the reading material was ready before the course started. There was a couple of lectures where it was very difficult to come prepared. Especially the second monday lecture, when the readings weren't uploaded before late saturday.

A bit more information on the lectures and questions for the seminars beforehand would be nice

Would have been better to have a reading list before the course start so we could plan our reading around our other work commitments.

Course information should be provided with enough time in between. Course material should be available in advance.

Some readings could have been given earlier.

Lecture notes should have been at frontier before the lectures.

Before=bad

During = good

Some messages were given only orally during the course. It would be nice if all information that was given in the lectures was made available in Frontier.

The reading list could have been finalised a bit earlier. But once put together it was diverse and relevant.

I am very satisfied with the information. Maybe the requirement of final essay could be given earlier so that the students could think a little while they are taking lectures.

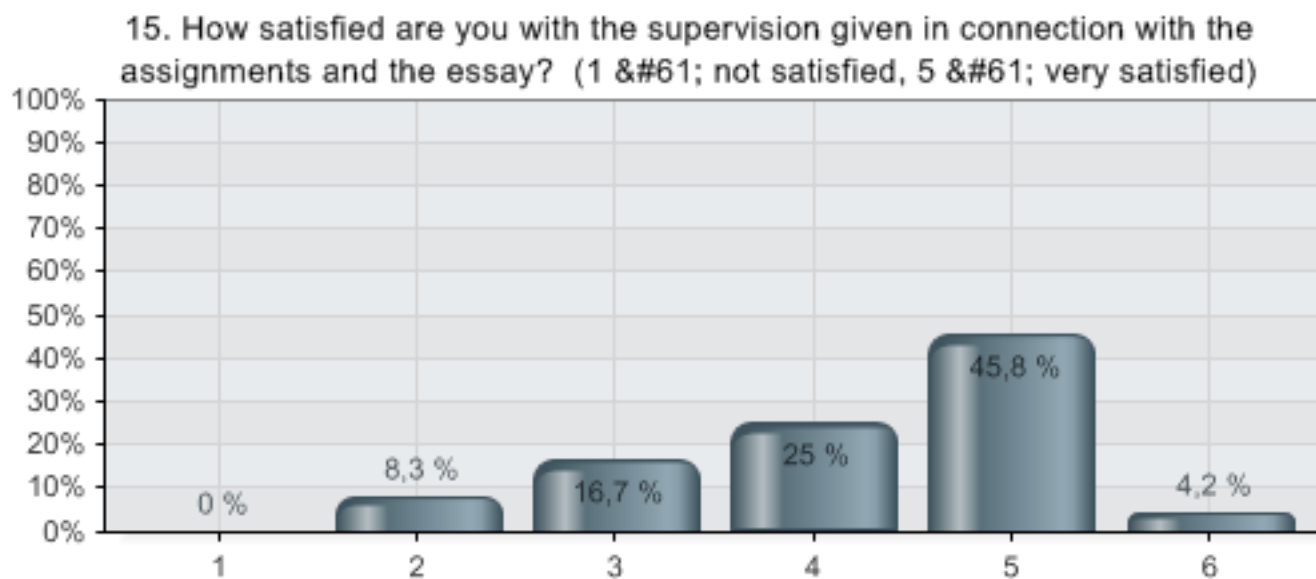
In the beginning, I had not been registered as a Ph.D.-student at the Faculty of Science and Technology yet. The communication with the Faculty of Biology, Fisheries and Economics could have been better in my case. Then, I would not have had to document the fact of being admitted as a research fellow at the Faculty of Science and Technology to the Faculty of Biology, Fisheries and Economics again.

No problems with getting info and reading resources on web.

The information whether you were accepted to the course or not could have come earlier.

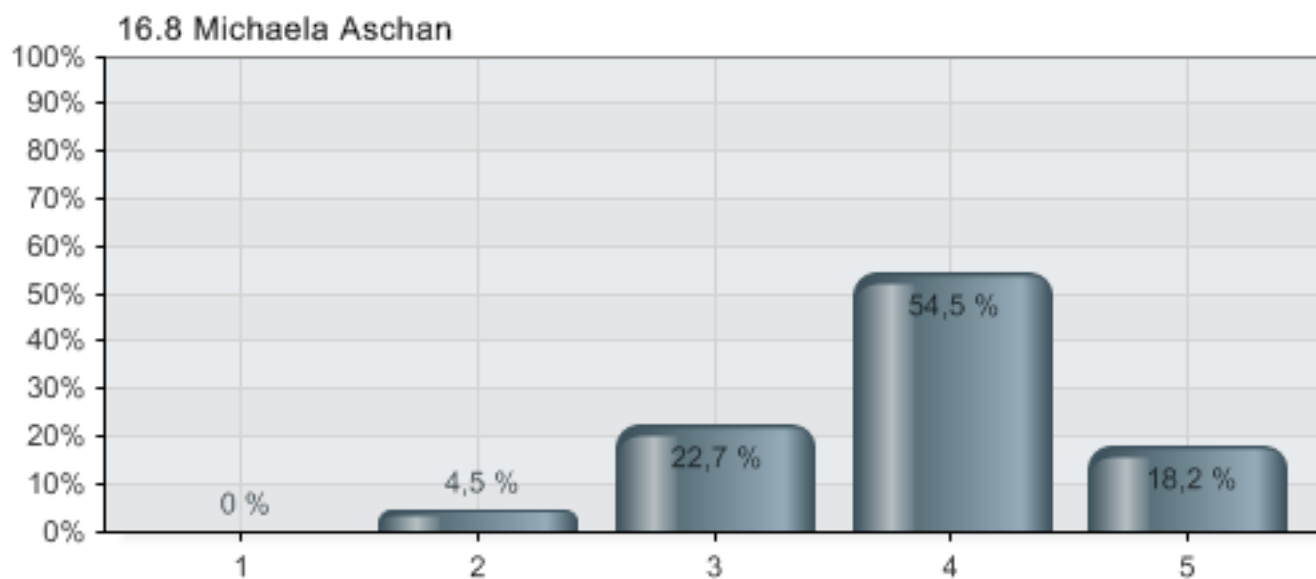
Readings were in place too late. E.g. readings for monday not posted until Friday 6pm.

15. How satisfied are you with the supervision given in connection with the assignments and the essay? (1 = not satisfied, 5 = very satisfied)



Alternatives	Percent	Value
1 1	0,0 %	0
2 2	8,3 %	2
3 3	16,7 %	4
4 4	25,0 %	6
5 5	45,8 %	11
6 6	4,2 %	1
Total		24

16.8 How satisfied are you with the teachers at the course (1 = not satisfied at all - 5 = very satisfied)? (1 = not satisfied at all, 5 = very satisfied) - Michaela Aschan



Alternatives	Percent	Value
1 1	0,0 %	0
2 2	4,5 %	1
3 3	22,7 %	5
4 4	54,5 %	12
5 5	18,2 %	4
Total		22

17. In case you were not satisfied with some of the lecturers, please explain why

I disagree with the idea of not using powerpoint. I do not remember all the issues discussed by Micahel now and will difinitely forget rest of the thing within few weeks (months). This problem could be solved by looking back to the slides even after years.

No summary of the experiment that Aidan had, this was waste of time. Some of the statistics lecture could be hard to follow. The norwegian teachers had some trouble with english (Anne Ingebor Myhr particulary).

I think all of them did a good job, and the strenght was in their varied background and expertice. Together they made a good team.

The lecture by Kåre Nolde Nielsen did not provide any information contents for me.

Kåre N. Nielsen should perhaps try to engage the students more, and not be to bound to his slides.

To bad powerpoint slides.

To much text, lecturer read the slides... just e-mail me the slides and I've could have read them my self using half the time

Myhr - she did not seem to really connect with the group, for instance understand the comments that were made. She also based her lecture very heavily on the text of the research ethics guidelines and a few spectacular examples (not very relevant to us). I would like to hear more more on the philosophy of ethics and apply it in a more "commonplace" research field.

18. Was the course content relevant to your work? (1 = not relevant at all, 5 = very relevant)



Alternatives	Percent	Value
1 1	0,0 %	0
2 2	12,5 %	3
3 3	20,8 %	5
4 4	54,2 %	13
5 5	12,5 %	3
Total		24

19. How can relevance and applicability be improved?

Maybe, one lecturer in economic field should be invited for some seminars of the course in next time if students in economics attend the course.

I think it is very difficult to increase relevance when the course participants are from so many different backgrounds. The mix of social and "hard" sciences makes it difficult to cover everything as they are very different.

Difficult to say given the very broad spectrum of the students background

Good to have both natural and social science content

This is a bit difficult question to answer. Philosophy of science is good for understanding scientific issues but hard to apply. As participants were from different scientific background, it is nearly impossible for course organizer to cover applicability of each field. Philosophy of science points out several flaws of scientific method logically but could not provide better alternatives. I found ethical issues important and applicable for me.

Include more on research animals and case studies on how to act in different ethical dilemmas.

Discussion in seminars relate to the projects of each student.

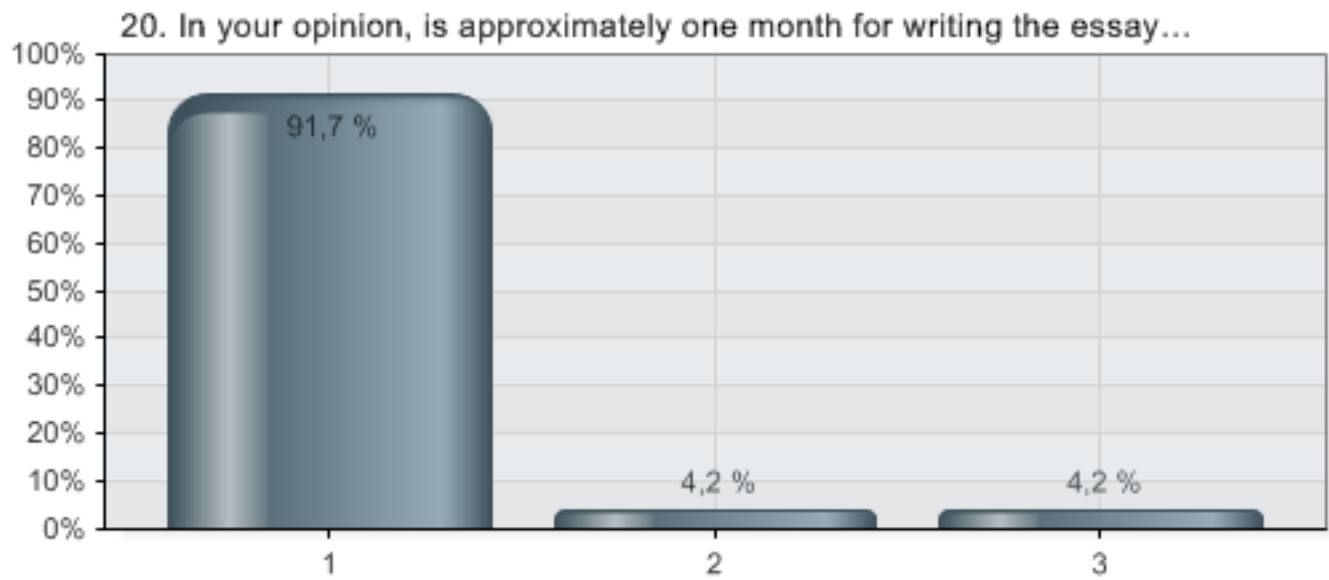
by establishing an own course on the philosophy of science and ethics at each single faculty

I think the course was relevant to a high degree.

Everyone may find applicability to his/her research, maybe to discuss some examples from different spheres of science during the course would be helpful.

Of course it could be a problem when so many disciplines are gathered in one course. Maybe you could have at some point re-arranged the groups so people in the same research fields could have discussed topics especially relevant for them!

20. In your opinion, is approximately one month for writing the essay...



Alternatives	Percent	Value
1 sufficient time	91,7 %	22
2 too short time	4,2 %	1
3 too much time	4,2 %	1
Total		24

21. Do you have other suggestions for improving the course?

Maybe, one lecturer in economic field should be invited for some seminars of the course in next time if students in economics also attend the course.

It will be easy for course organizer to focus on the relevant issues if the participants are from similar background (subject).

The students have very varied background, making it a challenge. I believe that the students with a lot of background from similar courses benefited little, and the ones with little background benefited a lot. It may be wrong to force students with a lot of ethics and philosophy background to take this course, since we already have precious little time to do what we are supposed to do. I would still recommend it to students with little background.

It should be a lecturer involving in economic area if there are students in this area

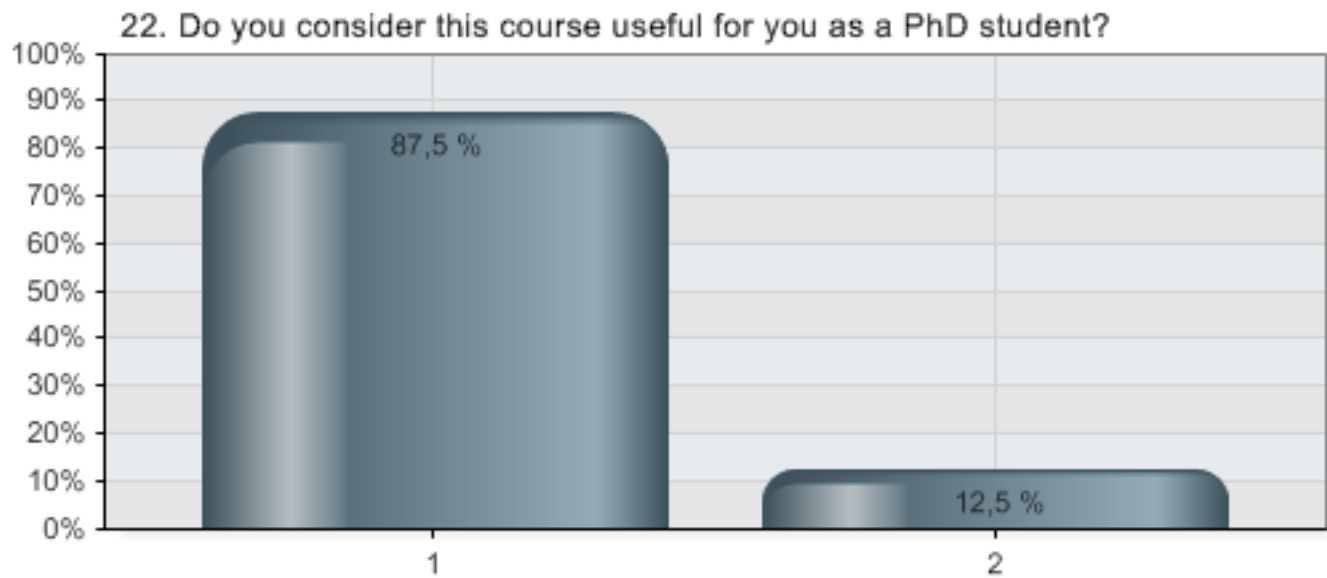
Maybe less required readings.

Refer to my statements above.

either establishing an own course on the philosophy of science and ethics at each single faculty or making sure that the communication between the faculties is improved when it comes to the question of being admitted to that course or not

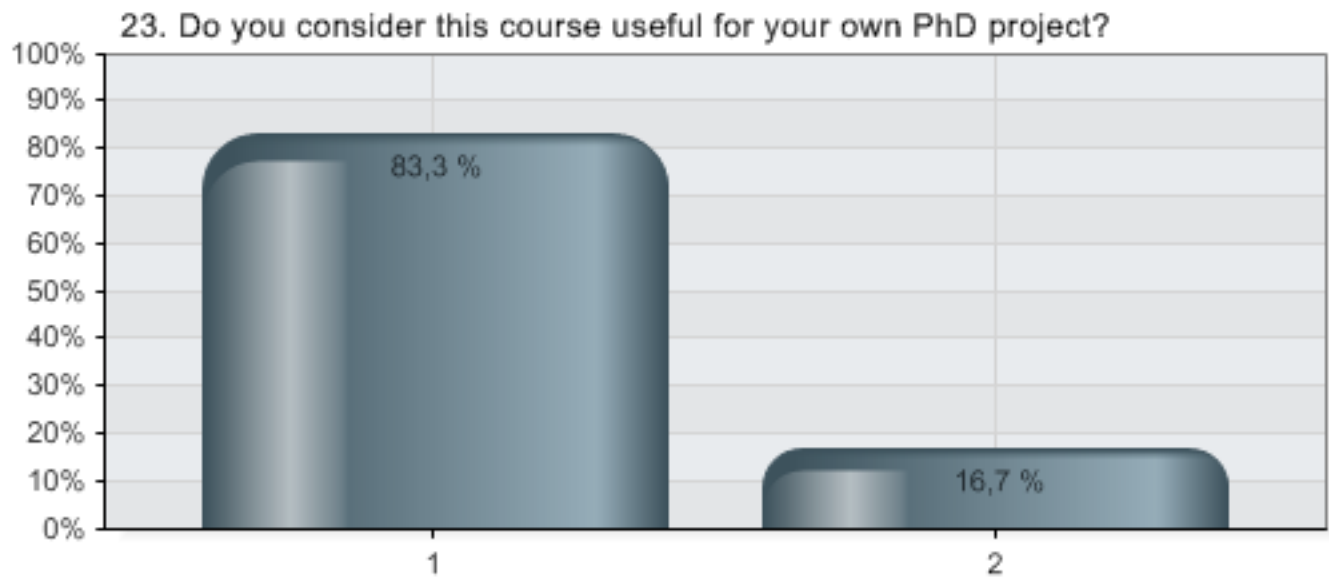
Lecturers might need to communicate more among themselves, in order to reduce the chance of repeating what is already/ or going to be covered by someone else.

22. Do you consider this course useful for you as a PhD student?



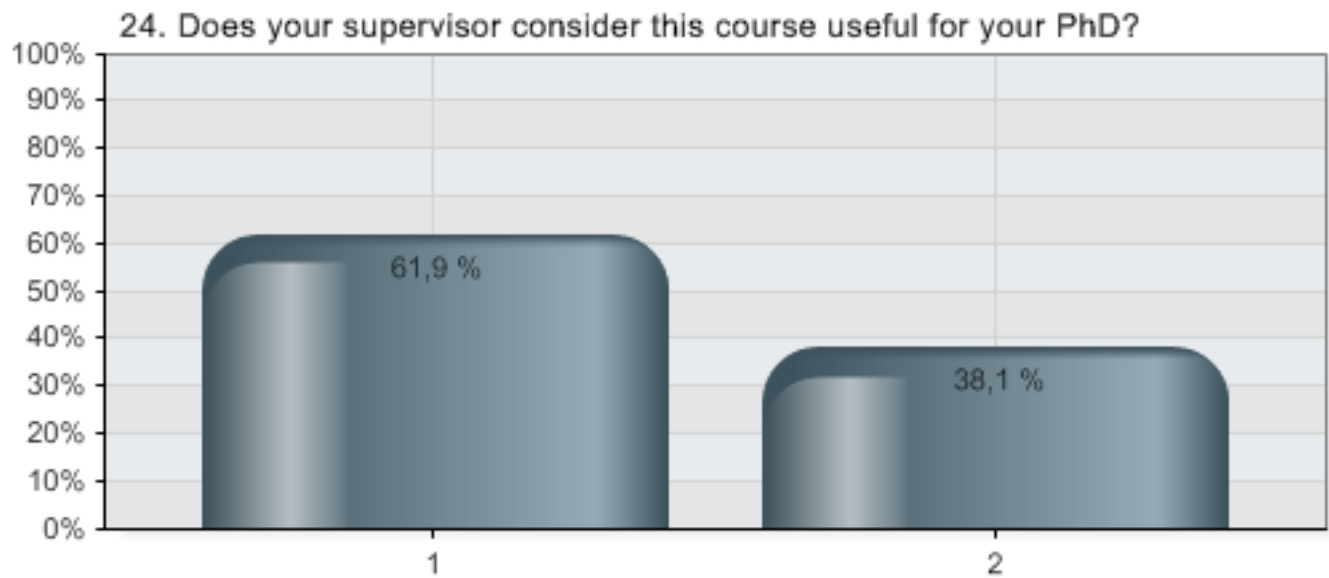
Alternatives	Percent	Value
1 Yes	87,5 %	21
2 No	12,5 %	3
Total		24

23. Do you consider this course useful for your own PhD project?



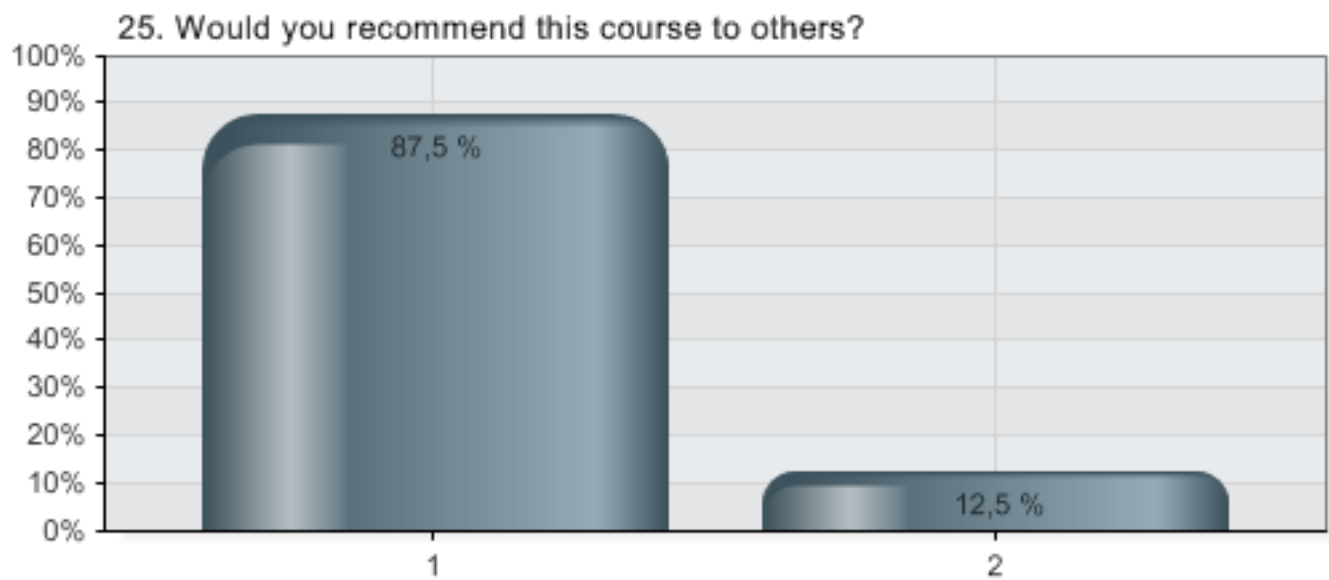
Alternatives	Percent	Value
1 Yes	83,3 %	20
2 No	16,7 %	4
Total		24

24. Does your supervisor consider this course useful for your PhD?



Alternatives	Percent	Value
1 Yes	61,9 %	13
2 No	38,1 %	8
Total		21

25. Would you recommend this course to others?



Alternatives	Percent	Value
1 Yes	87,5 %	21
2 No	12,5 %	3
Total		24