

Conclusions from 2020 Evaluation of ILSA Analysis Workshop

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The ILSA Analysis workshop was held on seven consecutive days. The 90-minute sessions were taught by Isa Steinmann, Jelena Veletić, Diego Gonzalez, and Wangqiong Ye. Two external presenters (Laura Zieger from University College London and Erika Majoros from Gothenburg University) showcased own ILSA-based studies, as well. The teaching format included input-focused theoretical sessions, discussion-focused sessions, as well as hands-on exercise sessions. The first two and the last day had a digital format. The course covered the background of the ILSA studies, their methodological underpinnings, the resulting test and questionnaire data, and research using this kind of data.

I evaluated the workshop in both an unstructured discussion session as well as in a Nettskjema questionnaire. Eight out of 13 students responded to the questionnaire.

In the questionnaire, all students indicated that they received sufficient information about the course and access to all required materials. The overall structure of the modules appeared to be perceived as clear and appropriate. However, the course appeared to be too demanding and too fast for some students, while others would have preferred a higher speed and more demanding sessions. The reported invested hours for this course ranged between 14 to 100. Since the course was denominated with 5 ECTS, it could have been even more time intensive. All students reported that the content of the course was interesting and increased their knowledge and interest in the topic. They found the teaching methods to be learning promoting and motivating. All students reported that both the digital and the place-based parts of the course worked well for them. The students said that the exercises supported their learning progress and that their questions were answered appropriately. Single students found the balance between inputs and exercises not to be appropriate and that the exercises could have been more motivating. Sessions in which the presenter talked too much were experienced as difficult to follow. Sometimes, the time for R exercises was too short. Different students thought that the course could have been more spread out and that some sessions that included many details could be simplified. However, all students reported that they enjoyed the course and would recommend it.

In autumn 2021, I will change the condense block format to a spread-out weekly one. I will also simplify the sessions that included a lot of in-depth information and make sure that all sessions include a balance of input and discussion or exercise. After reading the assignments, I decided to extend a few key sessions and give even more detailed information about the assignment requirements. I will remove the sessions that showcased actual ongoing ILSA studies, since these were apparently too demanding for some students. I will ask Jelena Veletić and Diego Gonzalez to be co-teachers, again.