Uddannelsens navn	BSc Cognitive Science
Uddannelsens niveau	Bachelor
Uddannelsesnævn	LICS
Afdelingsleder	Joshua Skewes
Hvilken evalueringsmetode er anvendt	Digital evaluering på BB + midtvejsevaluering + mundtlig opsamling til sidst
Hvilke konkrete kurser omfatter denne opsummering	Introduction to Cognitive Neuroscience Experimental methods Studium Generale Computational Modeling for Cognitive Science Models of perception and action Social and cultural dynamics in cognition
Beskriv 2-3 vellykkede forløb/forhold, der kan være inspiration for andre	In the course Introduction to Cognitive Neuroscience, students reported being very positive about using their own experiments for the exam material. Students reported that the exam format makes the course more relevant, and gives a better understanding of the material. In the course Studium Generale, students reported that classes with weekly quizzes, discussion of readings, and essay writing workshops have greatly facilitated their understanding of the philosophical texts. In the course Computational Modeling for Cognitive Science, students were very positive about the portfolio structure of the exam, coupled with the practical exercises. Students positively evaluated the opportunities for additional work, concurrent support, timely feedback, and possibility for developing a codebase that could be re-used in future projects, as particularly valuable aspects of the course.
Redegør for evt. forløb, der skal rettes op på, hvis de skal udbydes igen	The course Models of Perception and Action was run in its second iteration. The first iteration of the course was evaluated to be overly difficult, including mathematical modeling techniques which the students were not sufficiently prepared for in that semester. This year the decision was made to reduce the difficulty of the course by removing the mathematical content. The result was an over-correction in the difficulty level. The student response was that the course content was now too basic, and too similar to earlier courses. This will be addressed by revising the teaching methods used and content presented in the course. The next iteration will strive to increase relevance and variation by incorporating more content on lab and measurement competences, and re-introducing some of the modeling content. Students were also critical of the exam format, which is a 24 hour take home set assignment. This issue will be addressed in revisions to the academic regulations, to be conducted next year.

Anbefalinger til indsatsområder og særlige tiltag, som evalueringerne har givet anledning til	Across the courses evaluated this year, student feedback generally suggests that the courses are overly ambitious in terms of volume of content, and perhaps in terms of number of portfolio assignments (where used). There was a general desire for more opportunity to go into depth on fewer topics, and to have more time to explore methods in greater detail. This sentiment was expressed both in the context of topics covered in lectures, and in assignments, where more time for reflection might be desirable. This feedback may be worth considering not only in teaching preparation, but also in revising the new study regulations, and tuning the program, following the possibility of teaching more content areas on the MSc. Now that we have the students for a few more years, we can discuss the volume/depth balance we have on the BSc program.
Forslag til didaktiske initiativer	For perception and action, we plan to increase the focus on measurement and modeling in the course. We also plan to explore co-teaching for this course, to increase/optimize the range of expertise areas included in coverage of the topic area. If successful, this approach may be considered for other courses in the future.
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