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Course Report

Course(s)

- Philosophy of Science I, FIVE10-10003 7.5 hp

Semester
Spring 2024

Course Site Name in Athena
Vetenskapsfilosofi I-VT24 (18162)

Department
Department of Philosophy

Published:
2024-06-10

Number of respondents
33

Number of answers
9

Compilation
Compilation_FIVE10_VT24.pdf

Description of changes, and potential decisions already made to make such changes, since the course was last given.

No significant changes have been made since the last course session. The examination proceeded according to the current syllabus with two homework assignments. Most classes were strongly based on in-class discussions around the topics presented.

The strengths of the course according to the students.
(summary based on quantitative results, text responses from the survey and any other evaluation during the course)

(We notice that 9 out of 33 students provided feedback on the course, therefore caution is needed to extrapolate the results of their feedback. This summary is based on quantitative results, free text answers, and any other evaluation during the course)

Based on the course evaluation feedback, students appreciated the knowledgeable teaching. The course's planning and structure, with well-organized lectures and a detailed approach to complex topics, were praised. Engaging discussions were another strength, with diverse perspectives enriching the interactive learning environment and fostering critical thinking. Students also commended the clear exams, which effectively tested their understanding of the material. The relevance and practical application of the topics were valued, as the course successfully connected theoretical concepts to broader ideas. The teaching style encouraged independent thinking and critical engagement, making the learning experience stimulating. Additionally, the focus on participation allowed students to voice their opinions and engage openly in discussions, enhancing the dynamic nature of the classes.

The weaknesses of the course according to the students
(summary based on quantitative results, text responses from the survey and any other evaluation during the course)

(We notice that 9 out of 33 students provided feedback on the course, therefore caution is needed to extrapolate the results of their feedback. This summary is based on quantitative results, free text answers, and any other evaluation during the course)

Based on the course evaluation feedback, some students did not appreciate the varied knowledge levels among students, which sometimes hindered effective discussions. There was also feedback about accommodating students who had not done the assigned reading before class, which affected the depth of discussions. At least one student suggested including more group work.

The teachers' analysis of the implementation and results of the course.

The lecturer/course manager: This course presents a great opportunity for students to have first contact with the main topics surrounding the philosophy of science. Despite the course mostly following up closely on the main textbook by Rosenberg and McIntyre, an extended list of references is provided to the students who would like to dive deeper into any given topic. One major advantage of this course is that attracts students from many different fields, who then bring their own perspectives on the topics being discussed in the classroom, and complement the examples already discussed in the textbook and articles provided.

This course was highly based on prompted in-class discussions. These were great opportunities for exchange between the lecturer and the students themselves. Nonetheless, expectedly some students were more advanced and would have rather spent time diving deeper into the topics. Perhaps, next time there could be less emphasis on reading the source material which is already covered in the lectures, and more emphasis on other sources and advanced topics.

Conclusions and suggestions for possible changes to the course and any decisions already made to develop the course.

The course was evaluated with two homework assignments. With the advent of AI, perhaps these methods will soon become old-fashioned. In particular, given that most of the students are not philosophy majors, and therefore perhaps don't need close experience with writing a philosophical essay (while the philosophy students will be trained on that anyway), it could be interesting to explore different evaluation methods in the future, such as oral exams or other forms of group work.

Other comments