

## **Afdelingslederens Opsummerende Evalueringsnotat Uddannelser: LICS**

Uddannelsesnævn: LICS  
Afdelingsleder: Peter Bakker

### **Hvilken evalueringsmetode er anvendt:**

Oral mid-terms and online or written end-of-term evaluations

### **Beskriv 2 - 3 vellykkede forløb/forhold, der kan være inspiration for andre:**

(1) Generally the evaluations were positive, both those taught by experienced teachers and those taught by external lecturers. The students were quite generous with tips and ideas for course improvement, and the teachers will take those into consideration next time they teach it.

(2) The Semiotics Research Workshop had a special challenge in that there were many more students (ca. 30) than are considered appropriate for the normal scheme of these courses (ca. 10). The teacher found an elegant solution in involving the students in a peer review process of the other students' projects, which were based on experiments designed and made in groups. The evaluations were excellent, so that seems to be a formula that can be used in the future.

(3) Some teachers comment on the evaluations, saying what they intend to change or maintain, based on students' remarks. That is quite useful. Especially useful is one teacher's 3 page report on his experiences, especially geared towards the teacher of the same course next year, who will be a different person.

### **Redegør for evt. forløb, der skal rettes op på, hvis de skal udbydes igen:**

The Summer School in Deaf Studies was offered for the first time, and attracted some 40 students, half of them deaf, half of them from abroad. It will be an annual course, but with different teachers and topics each year. A special challenge was the fact that it was taught in sign language, with interpretation. A number of challenges were met, and most are relatively easy to solve. Here are the points of improvement:

- course materials have to be made available earlier than it was possible this year
- students could deliver their exam in Sign Language, on a video. This worked generally well, and the videos are uploadable in Blackboard, but in some cases the teachers could not access or open some videos, for unclear reasons.
- the wish for information (a mini-course?) on sign language does not seem feasible, as Sign language is just as complex as any other natural language, and requires a long learning process, not a few days or even a month. However, an accessible book about sign languages can be recommended to all course attendants to be read beforehand, e.g. Oliver Sacks "Seeing Voices". (other suggestions welcome).

- I (PB) was present during all but a few classes, and I do not recognize the fact that the interpreters' English was not so good; in my view it was fully professional English.
- The lunch breaks between morning and afternoon classes must be shorter (e.g. 1 to 1,5 hours), unless the teachers plan on giving (group) assignments for the intervening hours.
- It will be good to have a social event on Day 1 where people can get to know each other
- Ideally there would be interpreters during the breaks, but that would mean that another set of interpreters have to be hired, as the course interpreters also need a break from their mentally intensive activities. It has to be investigated whether this is economically feasible.
- Many students said they needed more time for their exams than just the few weeks reserved for it. Around half of the students have delivered in time.
- Not all deaf students were equally familiar with both International Sign Language or American Sign Language. Ideally, the sign language(s) used will be announced beforehand. Interpretation to spoken English is preferred as only a Danish audience would not be sufficient, and interpretation to two spoken languages too costly.

### **Anbefalinger til indsatsområder og særlige tiltag, som evalueringerne har givet anledning til:**

I find it increasingly annoying that each teacher uses his or her own evaluation form, and not all of them follow the institute's policy on evaluation. On the other hand, I cannot give them a standardized form, as long as we wait for the Faculty to provide with a new form, promised with increasing eagerness (?) since at least 2012, with a committee that was supposed to come with a proposal around a year ago, for a task that should not take more than a few hours for a concept.. It reminds me of the title of a book on the Métis of Montana: "waiting for the day that never comes". Apparently there is some progress now, so I hope we can implement a decent evaluation form starting December 2015.