

<b>Uddannelsens navn</b>	BA i Engelsk
<b>Uddannelsens niveau</b>	Bachelor, Bachelor tilvalg
<b>Uddannelsesnavn</b>	BA i Engelsk
<b>Afdelingsleder</b>	Jody Pennington
<b>Hvilken evalueringsmetode er anvendt</b>	Fakultetets digital evaluering via Blackboard
<b>Hvilke konkrete kurser omfatter denne opsummering</b>	Alle kurser på Engelsks BA i Engelsk
<b>Beskriv 2-3 vellykkede forløb/forhold, der kan være inspiration for andre</b>	Mathias Clasen's course on 'Human Nature and Pop Culture: Evolutionary Approaches in the Humanities' attracted the most interest and appears to have lived up to expectations, with 85% rating the outcome 'very great' and the remaining 15% 'significant'. There was special praise for the use of interactive technology (e.g. PollEverywhere) and social media. Students are apparently more inclined to respond to FaceBook than to Blackboard. MC's tight organisation, e.g. 'the rigid timing of presentations', also seems to have been appreciated.

#### English Linguistics 1: MSS

The overall outcome was evaluated as significant or highly significant, and there had been

sufficient opportunities for feedback and guidance. The course was well-planned and well-taught,

and it seemed clearly relevant to the study of English (no one disagreed). The academic level of

teaching as well as the level of student involvement / interaction were considered appropriate

(not too high or too low).

Most of the students prepared thoroughly for class, though only app. 2/3 reported that

they read what they had to read. Around 80% did their homework for every week.

The structure of the course was clear. The detailed course plan provided a very clear

overview of the course. The lecture + seminar structure worked very well.

#### Valgfag: Creative Non-Fiction (3rd semester) (SJ)

This elective was popular in terms of both numbers of participants and their assessment of its achievements. Its objective was to

enable students to write, and to get feedback on their writing, and this aim was fully realized: students appreciated the opportunity

and the guidance, not only from the course teacher but also from fellow students, in that there was an element of peer-to-peer

feedback built into the teaching.

<b>Redegør for evt. forløb, der skal rettes op på, hvis de skal udbydes igen</b>	ikke aktuelt
<b>Anbefalinger til indsatsområder og særlige tiltag, som evalueringerne har givet anledning til</b>	Ingen
<b>Forslag til didaktiske initiativer</b>	Ingen
<b>Afsenders emailadresse</b>	<a href="mailto:engjwp@cc.au.dk">engjwp@cc.au.dk</a>