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| Uddannelsens navn | KA i Engelsk |
| Uddannelsens niveau | Kandidat, Kandidat tilvalg |
| Uddannelsesnævn | KA i Engelsk |
| Afdelingsleder | Jody Pennington |
| Hvilken evalueringsmetode er anvendt | Fakultetets digital evaluering via Blackboard |
| Hvilke konkrete kurser omfatter denne opsummering | Alle kurser på Engelsks KA i Engelsk |
| Beskriv 2-3 vellykkede forløb/forhold, der kan være inspiration for andre | <p>Evaluating Evidence</p> <p>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 (91% fully agreed, 8% partly agreed, 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). The students found the course relevant as well as interesting, and they like the structure of the course: different teachers with different styles and expertise, that the order of topics was mixed, and that it was clearly research-based. The exam form (active participation) worked well: the weekly group work with peer-feedback on Blackboard helped the students focus on learning. The students also felt that the course prepared them for their work on the MA thesis.</p> <p>The excursions (guided tours on ‘human evolution’ at Moesgaard Museum and ‘the history of science and the humanities’ at the Steno Museum) were very helpful and stimulating, and the students would like to have more of them.</p> <p>Current Approaches and Topics in History, Society and Culture (1st Semester) (ME, SDM)</p> <p>Evaluations for the course were positive, indicating widespread satisfaction concerning the topics chosen, teaching, student participation, exam preparation and workload, and the course’s relevance vis-à-vis the study program.</p> <p>About the only area for future consideration is the academic level of the course: a quarter of students felt it was pitched too high. Course teachers have already considered possible explanations for these sentiments (some students taking the KA minor were unfamiliar with the course’s theories and approaches on the basis of their own major subjects) and have rehearsed ways in which the shortcoming might be addressed. The latter involves initiatives in pedagogy and support materials.</p> <p>The additional hour of structured activities which the course incorporated for the first time appears to have been well-used, and might offer a good example for other courses. The exam – a formidlingsopgave and work report – is of a type that students</p> |

have not confronted before. While in previous years the course has included a range of activities devoted to introducing and preparing for the exam, the additional structured activities this year have clearly been beneficial, at least from the students' point of view.

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| Redegør for evt. forløb, der skal rettes op på, hvis de skal udbydes igen | ikke aktuelt |
| Anbefalinger til indsatsområder og særlige tiltag, som evalueringerne har givet anledning til | Ingen |
| Forslag til didaktiske initiativer | Ingen |
| Afsenders emailadresse | engjwp@cc.au.dk |