

UDDANNELSESLEDERS OPSUMMERENDE EVALUERINGSNOTAT ,

E13.

Peter Bakker, SEMLING

BA- LING + Tilvalg

KA-LING

BA-tilvalg KOGSEM

KA-KOGSEM

BA-tilvalg LEKTIOLOGIE

Uddannelse (opdelt i BA, tilvalg eller KA): alle

Uddannelsesfagudvalg: SEMLING

Uddannelsesleder: Peter Bakker

Hvilken evalueringsmetode er anvendt:

Ca. 6 forskellige; tre forskellige elektroniske; to tre typer opsummerende

Hvilke konkrete kurser omfatter denne opsummering:

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

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

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

General report on evaluations SEMLING, fall 2013.

By Peter Bakker, 13 February 2013.

GENERAL

Even though I am not very keen on exaggerated standardization, the variety of different ways of evaluating is somewhat overwhelming,, given the different forms and the measure by which students approve of the written text of the evaluation, the number of students who participate, especially when certain requirements are left out, or the point in time when the written evaluation is presented (in class, or outside class).

(I read all the evaluations of the Profilag, and there it is even more varied, including courses where only the teacher seems to have evaluated, or the title of the course and the name of the teacher are lacking altogether).

There are the usual contradictory comments (of the type: more student presentations please / fewer student presentations please) and concrete points about certain textbooks that are relevant for teachers and future teachers, and these are not mentioned here, as I assume teachers take them into consideration, or pass them on to other teachers.

Four positive points

- (1) The new subsidiary course "lektiologi" proceeds well
- (2) Teachers use innovative learning strategies
- (3) The "instructor" courses remain very welcome supplements to the main courses
- (4) Overall, the evaluations were satisfactory or more than that, in all programs.

Five points that need attention:

- (1) The workload of some courses should be adjusted upwards or downwards
- (2) The udd.leder has to make sure that the evaluations are done in the correct way, i.e. orally midway; final written evaluation with subsequent oral discussion, and a report signed by the teacher and a representative of the students. For the written evaluation, good opportunities should be given for the students to fill out a form. Especially for large classes, an accessible electronic survey is desirable, with a method to automatically transfer email addresses from lists.
- (3) There are recurrent complaints from students about the lack of electricity outlets in many teaching rooms, or their locations, and in some cases also that there are too few chairs and tables.
- (4) Students don't like it when they have two three-hour lectures in a row. It kills their attention span.
- (5) The BA-projects take up a lot of time, especially later in the semesters, which has led to decreased class attendance and unsatisfactory student preparation for classes. The workload must be distributed better throughout the semester, so that students can perform maximally in both the BA-project and their supplementary/Tilvalg course.

Overview of courses covered:

Lektologi:

- (1) Morfologi, syntaks og tekster E2013, BA-tilvalget i lektiologi, efterår 2013, ved Vibeke Fischer (primære underviser), Katrine Hammer Bønnerup (afløser) og Ditte Zachariassen (afløser)
- (2) Specifikke Skriftsprogvanskeligheder E2013, BA-tilvalg i lektiologi, efterår 2013, ved Anne Leth Pedersen.
- (3) Sammenfatning af afsluttende evalueringer af kurset Fra lyd til skrift E2013
BA-tilvalget i lektiologi, efterår 2013, ved Katrine Hammer Bønnerup

Lektologi

Dat det var første gang der var udbudt lektiologi-tilvalg, og det er derfor passende at komme ind nærmere på deres tre fag.

Overordnet synes man meget god om undervisere og undervisning, men der er også nogle ulemper, og det er at, når folk kommer fra forskellige retninger, at nogle ting er svære for nogle, og let for andre; det handler mest om de mere tekniske lingvistiske emner.

Sygdom af en af undervisere førte til udfordringer, med afløsere, og heldigvis endte det tilfredsstillende med afløsere.

Der var flere der brugte meget tid på deres BA-projekter, og det kunne være bedre at afstemme arbejdsbyrden gennem semestret bedre. Især i én af de 5 ECTS fag syntes de studerende at det tog mere tid end man er vant til, især mængden af opgaver.

Undervisere hos lektiologi bruger ikke First Class men CourseSites, som er “powered by Blackboard”, som er den læringssystem som skal implementeres på Arts i stedet for First Class. Flere bemærker at de foretrækker First Class, mens andre synes det er et godt platform.

LIN BA

Note that the Tilvalg students follow a selection of the regular courses in linguistics together with the LING students.

- (1) Understanding linguistics, William McGregor (BA1)
- (2) Danish and the Languages of the World, Andreas Mønsted Winding (BA1)
- (3) Dansk Grammatik, Jakob Steensig (BA1)
- (4) Language, Cognition and the Brain, Ethan Weed (BA3)
- (5) Structure, Meaning and Use, Jan Rijkhoff (BA3)

Courses by experienced teachers and external lecturers were all satisfactory. No further remarks.

LIN MA

- (1) Research Workshop, postcolonial linguistics. Eeva Sippola, Carsten Levisen
- (2) Research Workshop, Phylogenetics in linguistics, Aymeric Daval-Markussen, Peter Bakker
- (3) Language and social interaction, Jakob Steensig
- (4) Typology, Jan Rijkhoff

Generally the students were happy with the courses, both those taught by experienced teachers, and those taught by teachers with only a few years of teaching behind them.

Some of the students appear to be ambitious, in that they like to have a “pass/fail” course upgraded, and like to have more advanced contents.

One of the courses used a “learning diary”, where students handed in short texts about certain subjects provided by the teacher, which the students liked. Courses co-taught by two teachers were praised for this fact. Also conference-like workshops connected to courses were appreciated by the students. One of the research courses was appreciated in that it provided the state-of-the-art in an emerging research field.

SEM -Cognitive semiotics

- (1) Cognition and Semiotics 1, Peer Bundgaard, BA-tilvalg
- (2) Social cognition, MA1, Riccardo Fusaroli
- (3) Cognition and Semiotics 1, MA 1
- (4) Cognitive Semantics, MA1, Svend Østergaard
- (5) The Literary Work of Art, MA3, Peer Bundgaard
- (6) Experimental Methodology, MA 3, Mikkel Wallentin

Generally, the evaluations are very good, and the minor critical points raised are only relevant for the teachers themselves. Some of the requests of the students, more concretely that Experimental Methodology would be moved to the first year, will be implemented in the new study program. This may mean that some additional requests from students, such as introduction to Excel and Stats, may be in even greater need. Overall, students were also satisfied here.