

Uddannelsens navn	Bachelortilvalget i International Communication in English (2015)
Uddannelsens niveau	Bachelor tilvalg
Uddannelsesnævn	Bachelortilvalget i International Communication in English (2015)
Afdelingsleder	Jody Pennington
Hvilken evalueringsmetode er anvendt	Digital evaulering via Blackboard
Hvilke konkrete kurser omfatter denne opsummering	Alle kurser i studieordningen
Beskriv 2-3 vellykkede forløb/forhold, der kan være inspiration for andre	<p>Media, Narrative and Identity: The incorporation of a ‘media pitch’ competition element won praise for its cultivation of English-language presentation skills. Students felt, indeed, that there should be a greater emphasis upon the fostering of Anglophone communication skills elsewhere on ICE, along the lines pursued in the ICE Communication Theories and Strategies’ course.</p> <p>English and Globalisation (Language / EIL part): Students were overall very satisfied with the course. 91% of students felt they got a very great or significant outcome from the course, 91 % though the module was relevant for their overall education programme, and 91 % felt the teacher taught the class as well as possible (several students highlighted the teacher's teaching style as a particularly positive element of the module). 90% found the level of teaching appropriate.</p>
Redegør for evt. forløb, der skal rettes op på, hvis de skal udbydes igen	Ingen
Anbefalinger til indsatsområder og særlige tiltag, som evalueringerne har givet anledning til	<p>English and Globalisation (Language / EIL part)</p> <p>Descriptions of successful experiences which may inspire others.</p> <ul style="list-style-type: none"> • The variation between group work, seminar discussion, research tasks and lectures. • The most popular aspect of the course were student presentations on different varieties of English, in which theory learned in the course was applied to real-world speakers and dialects.
Forslag til didaktiske initiativer	Ingen andre end ovenstående
Afsenders emailadresse	engjwp@cc.au.dk