

Overview of Semester, Supervision & Course Evaluations, Fall 2017

Semester Reviews

Reviews of the Fall 2017 semester were good, but with a few surprising elements. Striking was the notion that many students, especially from the first semester, noted that they realized they either needed to work harder, or that their first semester was important for laying foundations for later knowledge about the education. Historically, there has not always been a critical mass of LISE students maintaining such a “longer” view of the programs total course of study. That the education has begun to inculcate such a thing is important.

There were small points made about supposed lack of information, disorganization and occasional surprise that the content of a few specific courses was different than expected. The comments concerning lack of information have to be dismissed as they concerned issues about which students were informed multiple times (procedures around one issue or the other). Issues concerning “disorganization” simply reflect certain of the unavoidable complexities of making the highly integrated AAU system run. We will need to look at one or two courses to make sure they function more closely in relation to the curriculum.

An issue, though, was also that 18% of students identified themselves as only spending between 10 and 20 hours on the study a week. This relates to an ongoing cultural discussion around the education in terms of awareness that a number of students seem less motivated in relation to the education than we would like.

The study will continue to make the individual elements of the education and their role in its “larger picture” clear. It is a positive sign that a growing number of students are able to articulate the function of the different semesters of the education.

Low numbers of hours devoted to the study, however, is unacceptable. The education will be instituting a revised semester structure and set of practices around particular exams demanding more attendance and participation. The program would like to eliminate any last cultures of indifference among LISE students.

Supervision Reviews

Students were highly content with the supervision process. They clearly experienced their supervisors as available and enthusiastic to help them on their project as well as providing relevant knowledge. It's clear that supervision is a strength of the program.

There were a few notes that supervision wasn't always seen to relate well to the teaching students had in project classes. **The study is aware of this issue, and hope to at least partially address the issue through more systematically introducing cluster supervision (“klyngvejledning”).**

Course Reviews

Students generally had good experiences with their semesters' individual courses. There were many notations of enthusiastic teachers, good lectures, and interesting reading material. There were, of course, the usual notations of preferences around small issues in relation to one instructor or course or the other. The most salient comments come in relation to a few areas, however:

- The first semester PBL course is too thing; it simply doesn't "do" enough
- Students are unenthusiastic about discussion sessions and don't see their point
- Too little distinction between 3rd semester International Relations courses and 1st semester International Studies courses

The study has been aware of these issues for some time. PBL will be expanded on the Fall 2018 schedule. Discussion sessions will be remade as part of a new semester structure. Also, there will be thorough teacher's meetings to ensure that material is better coordinated between semesters.