

SIS/Spanish

Course Evaluation, Spring 2017

Summary & Issues

28 students participated in the evaluation, 20 from the 2nd semester and 8 from the 6th semester.

2nd semester courses

The students evaluated the following courses: Spansk sprog og kommunikation (skriftlig)/Spansk sprog og kommunikation II (the two courses were combined and taught as one), Grammatik II, Sprogvidenskabeligt grundkursus, Diskursstudier and Kulturel, social og politisk teori. In general, they found all courses to be at an adequate level, and overall they are satisfied with the courses. Individual comments on the different courses show that the combined course on Spansk sprog og kommunikation gave the students the opportunity to use and put into practice what they had learned in other classes. They were divided however on the assessment of the level: to some the level was too low whereas others felt that they had improved their Spanish language competences a lot. The teacher was good and it was evaluated positively that classes were taught in Spanish only. The students emphasized that the teacher of Grammatik II made difficult topics easy to understand and the course received good evaluations in general. The quality of the teaching was also underlined in Sprogvidenskabeligt grundkursus. There were few comments on Diskursstudier but the course was evaluated positively. The course on Kulturel, social og politisk teori was considered to be demanding by one third of the students, and individual comments also point to large amounts of difficult readings and demanding classes.

In terms of possibilities for improvements, attention should be given to the level in an effort to strike an adequate balance between the diverse levels of competences of the students. It should also be noted that students appreciate courses taught in Spanish.

6th semester courses

The students evaluated the following courses: Mundtlig kommunikation, Transkulturelle processer and Projektmodul. Den Europæiske Union, Corporate Social Responsibility, Version, and Human Resource Management were evaluated by 1-2 students; the students were overall satisfied with these courses. The level of Mundtlig kommunikation was considered to be adequate but the students would like more sessions for this course and they suggest for the course to have its own examination (instead of being evaluated together with the bachelor project). The commitment of the teacher was evaluated very positively. The level of Transkulturelle processer was adequate and the course considered interesting; however, students ask for more coherence between texts and lectures, and more theory and method. Projektmodul was evaluated by three students, some of whom thought that there was a lack of information and communication regarding the module.

Suggestions for improvements include attention to clear communication and information regarding courses. More oral Spanish classes is a continuous demand from students but when carried out, usually the level of participation decreases. Regarding the examination of oral Spanish this has been changed already in the new curriculum proposal.

SIS/Spanish

Semester, Project and Education Evaluation, Spring 2017

Summary & Issues

Project Evaluations

There were very few respondents (six in total). Students are in general very satisfied with the project supervision that they received. The only criticism that is set forward relates mainly to lack of accessibility; high degree of accessibility, on the other hand, is highlighted as a positive feature of most of the supervision processes. This could, once again, be emphasized with the supervisors.

Semester Evaluations

Eight students have responded but only six students completed the whole questionnaire. Most of the respondents are from the 2nd semester, and some from the 6th semester. Most of the students use 20-30 hours per week on their studies. Most respondents have worked in groups on the project and they state that the cooperation worked well. They evaluate their own work effort as good.

Students are neither satisfied nor unsatisfied with the information received regarding coherence of the study program in the beginning of the semester. Several state that they lack information about practical matters, logistics, and deadlines. They are particularly critical of the late announcement of a specific extra-curricular seminar in March. There were some specific challenges regarding the communication of the mentioned course but this was solved already during the semester and is not likely to occur again.

Students are satisfied with the physical environment and the recent changes in the KS3 building. They evaluate the study environment as satisfactory but are neither satisfied nor unsatisfied when it comes to their own wellbeing as part of the study program.

Students appreciate the competences they acquire but also recommend more classes and more homework in-between classes. They are particularly eager to get more classes in Spanish oral communication, study techniques, theory and methods.

Education Evaluations

Only three students responded to the education evaluation. The main competences acquired during the course of the program are assessed to be Spanish language competences, knowledge of and competence in project writing processes, and in general a critical approach to academic work. In terms of the remaining aspects of the evaluation, the students are satisfied with the different aspects except for the information offered by the university at large and the SIS Spanish program regarding career options. Presentations by former SIS Spanish students, who are now doing a master degree (DIR, CCG, Tourism), have already been scheduled for November 2017. It would also be a relatively easy task to update the information on the program in itself and provide students with more examples and options of career paths. However, the general services of student counselling regarding career options would need to be addressed elsewhere as this part of the critique applies to the university more broadly.