

Overview of Semester, Supervision & Course Evaluations, SIS Spanish Fall 2016

Semester Reviews

Generally, students impression of the fall semester was good. Students used a relatively high amount of time engaged in their coursework and projects (between 20 and 40 hours on average, and the impression of the content of the classes was good – many commented that they learned a great deal. The primary critiques, however, concerned concerns over what was perceived to be a somewhat empty schedule and lack of information and orientation towards the general course of the semester as well as how to approach project work. It's also noticeable that 83% of students noted the physical conditions around the study (rooms, places to study, etc...) as either only “satisfactory” or “very unsatisfactory.”

It remains important that students are provided as many activities as possible in relation to their schedule and that an effort is made to provide extra-curricular activity around the education. There is a tendency in the board of studies to not use the entirety of the educations’ “kroner and oere bevilling” (disposable money pool). Use of that pool should be thought of in relation to filling out the activity calendar of the educations as much as possible. It may also be worthwhile to attempt to get a sense from students as to what information they feel like they’re missing, or is not being communicated to them over the course of the semester. The board of studies will of course continue to advocate for the best physical conditions possible around the education.

Supervision Reviews

Students were generally content with the supervision process. They thought that the supervisors themselves were excellent, with the exception of some concerns about the competences of part-time staff at the TA level. There was some expression that students wished they could be assigned supervisors earlier.

The study should continue to emphasize the use of permanent faculty in relation to supervision. There are concerns to be had, however, about the idea of an “early” start to project work as it may distract from students’ ability to focus on classes which are supposed to form the *background* for their projects.

Course Reviews

As indicated in the semester reviews, the general impression of the coursework was strong – though there were criticisms of the course in Problem Based Learning to the extent of it being unclear what the course was to be used for. There was concern from some students that the language offerings of the study weren't extensive enough – that though there were occasional comments that the language disciplines dominated the study too extensively. What comes through clearly through the range of reviews is that there are intensely different expectations from the students regarding the significance of the education as a whole and their interests and appreciation of teaching styles. Some are more enthusiastic about the cultural and political subjects and others the language subjects; some enjoy straightforward lecturing while others seek a more active classroom. Most nonetheless found the general orientation of the classes to be correct and were willing to put effort into studying for their courses.

The kind of concerns expressed in relation to the fall semester courses are difficult to address – they largely reveal that students have different goals in approaching the education. What can be sought is a stable teaching staff and sufficient personnel to address students’ different areas of interest.