

## **SIS/Spanish**

### **Semester, Project and Education Evaluation, Spring 2016**

#### **Summary & Issues**

##### **Project Evaluations**

There were few respondents (ten in total). Students are in general very satisfied with the project supervision that they received. Accessibility and flexibility are highlighted as positive aspects in the interaction with the supervisor (in relation to setting up meetings fx). Minor criticisms are raised concerning email communication as some students mention that supervisors are too slow responding to emails (up to one week). This seems to be mainly due to excessive workloads but it might also be a good idea to discuss guidelines for email communication in relation to supervision, especially with new staff.

##### **Semester Evaluations**

17 students have responded (out of a total of 41), most of them from the 6th semester. Most of the students use either 20-30 hours or 30-40 hours a week on their studies but a significant minority use only 10-20 hours. Most respondents have worked in groups on the project and all agree that the cooperation worked well and they learned a lot from the process. Most respondents agree that they received information regarding the coherence of the study programme in the beginning of the semester.

Several students ask for more extra-curricular activities in Spanish as well as more classes in oral communication in Spanish since significant differences in the level of Spanish that the students command persist and this is, for some, a hindrance in terms of active participation in class. Some suggestions were noted in terms of collaboration with international, Spanish-speaking students at AAU, language café, more classes taught in Spanish and practical language classes with a student assistant. Respondents also suggest glossaries for the more difficult texts in Spanish and project workshops early in the semester (perhaps with former students). Guest lectures in Spanish are highly appreciated and perceived as a good addition to courses and, to some extent, a compensation for the few weekly classes. There is a perception of the study programmes having few classes and some degree of lack of motivation/attendance among fellow students despite courses of high quality. Regarding contact with Spanish-speaking students, as one way to improve language competences, this has already been set in motion (in Autumn 2016), i.e. contacts between international students and 1<sup>st</sup> semester SIS/Spanish students, although it has to be noted that these kinds of initiatives always relies on voluntary work. Having guest lectures at least once every semester would also be recommendable.

The group is split regarding the results of the study abroad semester. Some felt that the academic gains were not significant, especially due to insufficient level of Spanish to be able to follow the courses abroad. To these students the study abroad semester has not been a positive experience personally and academically. This is a complicated issue; although we organize a day where the students, who have returned from the study abroad semester, tell about their experience, it is a fact that the number of students that fail to pass their exams abroad (and are more critical about the international universities) have increased.

Although most respondents agree that they have received the necessary practical information, some critical voices regarding lack of adequate information from the study secretariat (especially regarding

exams) are also raised in the evaluation. Furthermore some students comment on the lack of power outlets in the KS3 building (both in and outside classrooms) and the lack of help from IT services both of which are structural issues which need a more general solution.

### **Education Evaluations**

The main competences acquired during the course of the programme are assessed to be written and oral Spanish and the ability to cooperate with others in a group, when doing project work. Project management, thematic knowledge and the ability to analyze cases (especially using discourse analysis), texts, etc are also highlighted. There were few respondents for this part of the evaluation. Most students experience coherence and progression in the study programme and all respondents are positive about the competences acquired during the study. Some ask for more information on career options (in addition to the career day where former SIS/Spanish students came to talk about their careers). A few respondents say that it is their impression that it is difficult to find a job with the bachelor. In addition to continuing with the career day (especially targeted at SIS/Spanish students), it would be recommendable to emphasize the possibilities of doing masters as a continuation of the programme since most of the former SIS/Spanish students do indeed enroll in one of AAU programmes after graduation (DIR, CCG and Tourism).