

Report on the basis of course evaluations: Tourism Aalborg, fall 2016

Course evaluations 7th semester

Out of 35 active 7th semester students, 29 students have completed at least some parts of the questionnaire, which gives a response rate of 83%. The number of responses varies from course to course. All respondents expressed that they knew the learning objectives with a clear 'yes' or 'more or less' in all courses. A majority of respondents found the level and extent of the course appropriate in all courses. Regarding learning objectives and outcomes, the vast majority found these relatively clear and considered good learning outcomes to come from all the courses. The majority also considered the course materials and presentation to be beneficial to the learning process in relation to all courses.

Consumer Studies in Tourism. The majority of respondents (37%) stated to have spent 7-9 hours a week on the course. The students gave many positive comments, e.g. on the clarity and enthusiasm of the teacher. Those of a slightly more negative tone relate to organisation and preferences of activities in class. Based on these comments, it seems possible to turn up activities, as this course entails an active participation exam and there seems to be room for that.

Strategic Leadership in Tourism Organisations. The majority of respondents (44%) stated to have spent 7-9 hours a week on the course. The comments are divided into two: 1) praising the teacher, and 2) expressing confusion about the learning objectives and outcomes, which was mainly expressed in comments relating to the connection between literature and what is taught in class.

Culture and Cultural encounters in Tourism. The majority of respondents (36%) stated to have spent 10 hours or more a week on the course. A distinct difference between this course and other courses was pointed out in the comments, mainly through additional comments relating to the confusion about the portfolio assignment, which is a new type of exam for almost all students. The course entails first feedback on written work at the master's level and within the tourism programme, which was also reflected in the comments on challenges in this regard.

Project Based Learning and Project writing. The majority of respondents (46%) stated to have spent 4-6 hours a week on the course. This course is planned as a hands-on preparation for the project work to come, and although this was generally understood, there were a number of comments regarding the content being a bit simple and not learning anything new due to some students' PBL experiences. However, these were most often supplemented with comments on understanding the need for this for other students.

Overall conclusions and points of attention:

The response rate is relatively high and results must therefore be considered generalizable across this year's 7th sem. students. All in all the majority of respondents gave positive ratings and comments in all courses, of course also with some criticism that have been mentioned above and discussed among the teachers. However, the quantitative statistics and qualitative comments seem contradictory at times, which points towards a revision of the evaluation form in order to make the answers more useful. For example, the rating of level and extent in the course as 'appropriate' is left to student's individual definitions, and not seemingly related to the Master's level, curriculum or ECTS workload, which is what teachers are navigating towards. This is of course something that can be addressed further in the courses, but which could also be included in the evaluations.

As a final point, the number of hours spent on courses is always noticeable, particularly considering a number of comments on teachers asking 'too much' in terms of readings, activities or other, while the indication of time spent on courses suggest much less than expected according to the ECTS workload. In relation to this, it is clear that the active participation courses (Consumer Studies and PBL and project writing) can seem less important to students, as relatively little time is spent on these (as there is no time spent specifically on these after the point of evaluation). This suggests that the exam format of active participation be revised, which is already happening by a new curriculum in which active participation courses are significantly reduced.