

Report on course evaluations: Tourism Aalborg, Autumn Semester 2017

Out of 23 active 7th semester students, 18 students have completed at least some parts of the questionnaire, which gives a response rate of 78%.

The number of responses varies slightly between the courses. The vast majority of respondents said that they knew the learning objectives with a clear 'yes' or 'more or less' in every course. A majority of respondents found the level and extent of all the courses appropriate. A large majority agreed or completely agreed that learning objectives and outcomes of all courses were clear. A large majority agreed or completely agreed that they had good learning outcomes from all 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

Here 33% of the respondents claim to have spent 7-9 hours a week on the course, and a further 17% said they spent 10 hours or more. The respondents were very positive about energy and enthusiasm of the teacher. They also appreciated guest lectures. Some students would have liked to have gone more in depth with theoretical texts and other literature.

Tourism Destination Analysis

In this course 31% of the respondents state that they spent 7-9 hours a week working on the course, and 19% said they spend 10 or more hours. The comments indicated that the students were positive about the presentation, the use of real life case studies and introduction to foundational concepts. There was some frustration that not all students were prepared for group work which meant that it was not as rewarding as it could have been. Some students wanted more information and preparation for the exam. This last point reflects the fact that the course is new and no previous exams were available.

Encounters: Sociological Approaches to Tourism

38% of respondents said they spent 7-9 hours per week on this course, and 19% claim to have spent 10 hours or more. The slightly higher scores here compared to the other courses are likely due to the fact that this course was examined with a portfolio exam which required work throughout the semester. The comments indicated that the students were generally positive about the teaching and in particular appreciated the use of cases to illustrate theoretical concepts.

Project Based Learning and Project Writing

In this course 38% of respondents said they spent 7-9 hours per week on work related to the course. 13% said they spent 10 hours or more. As in previous years, the comments on this course are mixed, which reflects our students' wide range of methodological backgrounds and familiarity with the AAU PBL model. Some felt that the content was too basic for them but accepted that other students needed an introduction. There were, however, positive comments about all aspects of the course e.g. learning about philosophy of science, becoming aware of new methods, thinking about project group roles.

Semester projects

Only 9 evaluations were received, so it is difficult to draw strong conclusions. The respondents were generally satisfied but some said that expectations of content or process were not clear.

Overall key points

The response rate is relatively high (at least for the course evaluations) and we can therefore be relatively confident in generalizing from the findings in relation to the 7th semester students. Overall the evaluations and comments were positive, with some suggestions for improvements. The 7th semester teachers have discussed the evaluations, especially in light of the new curriculum and potential improvements have been discussed with the students in the semester start meeting; for example improving group work preparation and use of reading in class.

In relation to the new curriculum, we can see that changing the assessment of consumer studies from active participation to a written examination appears to have had an impact on the amount of time students spend preparing and working on that course, with more students spending the expected amount of time per course, and a significant minority spending more time than required.