

Model for slutevaluering af nye kurser

(English below)

Baggrund

På studienævnsmøde i november 2022 blev det vedtaget, at *nye obligatoriske fag* skal undergå en lidt grundigere evaluering efter første gennemløb.

Evalueringen skal foretages af undervisergruppen på faget, og formålet er, at gruppen internt diskuterer, om kurset i sin nuværende form opfylder sine læringsmål, og vurderer kursets sammenhængskraft. Samtidig gennemgås de vigtigste pointer fra studenterevalueringer.

I fag, hvor instruktører indgår som en del af undervisergruppen, bør instruktørerne deltage i diskussionen. Alternativt holder koordinator sammen med én anden underviser et møde med instruktørerne, hvorfra de vigtigste punkter noteres, således at instruktørernes feedback og evaluering af kurset kan indgå i undervisergruppens drøftelser.

På baggrund heraf vurderer undervisergruppen, om der skal foretages ændringer i indhold, format og evt. aktivitetskrav og eksamensbestemmelser.

Procedure

På et møde i august/september afholdes et møde i undervisergruppen, hvor følgende punkter diskuteres:

1. Hvad er de vigtigste punkter fra studenterevalueringerne?
2. Hvad er de vigtigste punkter fra instruktørernes feedback/oplevelse af at undervise kurset?
3. Hvad er vigtige punkter baseret på eksamensopgaverne?
4. Hvordan vurderer undervisergruppen, at kurset er lykkedes på følgende punkter:
 - Hvordan har sammenhængen været mellem de forskellige elementer i kurset? (fx sammenhæng mellem enkelte forelæsninger, mellem forelæsninger, seminarhold og øvelseshold?)
 - Hvordan har litteratur og indhold balanceret forskellige metoder, teori og praksis, samt forskellige forskningstraditioner?
 - Rummer litteraturen diversitet ift. samples og forfattere?
 - Hvilke udfordringer i faget kan undervisergruppen pege på?
5. Samlet, i hvor høj grad er det lykkedes at skabe alignment mellem læringsaktiviteter, læringsmål og eksamensform? Dvs.:
 - Er eksamen designet på en sådan måde, at vi tester i hvilken grad, den studerende opfylder fagets læringsmål?
 - Er læringsaktiviteterne (underviseroplæg, øvelser osv.) designet på en måde, der fremmer de studerendes muligheder for at opfylde fagets læringsmål og således forbereder dem på eksamen?
 - Er pensum sammensat på en måde, der afspejler det, vi tester de studerende i til eksamen?

6. Baseret på drøftelser under punkt 1-5: Bør der foretages ændringer i pensum, læringsaktiviteter eller eksamensformat, der skaber større alignment? (Hvorfor/hvorfor ikke?). Herunder kan undervisergruppens behov ift. at kunne videreudvikle faget blive beskrevet.

Senest d. 20. september 2023 fremsender koordinator en skriftlig opsamling på ovenstående til SN som indeholder en indstilling til at foretage ændringer eller en indstilling til ikke at foretage ændringer. Denne opsamling indeholder således undervisergruppens besvarelser af ovenstående spørgsmål samt en begrundelse for indstillingen.

Et væsentligt formål med proceduren er undervisergruppens *fælles* refleksion over faget. Som minimum er alle interne undervisere på faget medafsendere på den skriftlige refleksion og indstilling til studienævnet.

Model for final evaluation of new courses

Background

At the Study board meeting in November 2022, it was decided that *new compulsory courses* must undergo a slightly more thorough evaluation after their first run.

The evaluation must be carried out by the teaching group of the course, and the purpose is for the group to discuss internally whether the course in its current form meets its learning objectives and assess the coherence of the course. At the same time, the most important points from the student evaluations are reviewed.

In courses where instructors are a part of the teaching group, the instructors should participate in the discussion. Alternatively, the coordinator, together with one other teacher, have a meeting with the instructors, from which the most important points are noted so that the instructors' feedback and evaluation of the course can be included in the discussion of the teaching group.

Based on this, the teaching group assesses whether changes need to be made to the content, format and any activity requirements and exam requirements.

Procedure

At a meeting in August/September, the teaching group will meet and discuss the following points:

1. What are the most important points from the student evaluations?
2. What are the main points from the instructors' feedback/experience of teaching the course?
3. What are the key points based on the exam papers?
4. How does the teaching assess that the course has fulfilled the following points:
 - How has the coherence/progression/alignment been between the different elements of the course? (e.g., coherence between individual lectures, between lectures, seminar classes and exercise classes).

- How has literature and content balanced different methods, theory, and practice, as well as different research traditions?
- Does the literature represent diversity in terms of authors and samples?
- What challenges in the course can the teaching group point to?

5. Overall, to what extent has the course succeeded in aligning learning activities, learning objectives, and examination format? I.e.:

- Is the exam designed to test to what extent the student fulfills the learning objectives of the course?
- Are the learning activities (presentations, exercises, etc.) designed in a way which promotes the students' ability to meet the learning objectives of the course and thus prepares them for the exam?
- Do the course readings reflect what we test students on in the exam?

6. Based on the discussions in points 1-5: Should changes be made to the readings, learning activities or exam format to create greater alignment? (Why/why not?). Further, needs of the teaching group in order to improve the course can be put forward.

No later than September 20, 2023, coordinators submit a written summary of the above to the Study board, including a recommendation to make changes or a recommendation not to make changes. This summary thus contains the teaching group's answers to the above questions and arguments for recommending changes or not.

An essential purpose of the procedure is the joint reflection of the teaching group in relation to the course. As a minimum, all internal teachers of the course are co-submitters of the written reflection and recommendation to the Study board.