

Summary course evaluation report

Academic year 2022-23

Degree programme(s):	MSc. Global Development
Head of Studies:	John Rand

All ECTS-generating activities are evaluated at each pass

Completed Bachelor's projects, theses, academic internships and Master's projects must be evaluated. Have one of these categories of study activities not been evaluated and, if so, why?	Academic Internships and Thesis Data Collection has not been rated as no students responded to the evaluations.
Are there courses or other ECTS-generating activities that have not been evaluated and, if so, why:	Academic Internships and Thesis Data Collection has not been rated as no students responded to the evaluations.

Response rates

Autumn	
Response rate, Autumn Semester:	62%
Response rate Autumn semester Bachelor's projects	N/A
Response rate Autumn semester master thesis	17% (3/18)
Response rate Autumn semester academic internships	41% (11/27)
Response rate Autumn semester Master's project	N/A
Response rate, last year, Autumn Semester:	60%
Spring	
Response rate, Spring Semester:	56%
Response rate, Spring Semester Bachelor's projects	N/A
Response rate, Spring Semester master thesis	23% (6/26)
Response rate, Spring Semester academic internships	0% (0/2)
Response rate, Spring Semester Master's project	N/A
Response rate, last year, Spring Semester:	21%
Target response rate: 50 %	
Does the Head of Studies regularly encourage lecturers to evaluate during teaching hours:	Yes
Does the Head of Studies encourage that the first course of teaching begins with the lecturer explaining which changes have been made to the course compared to last year.	Yes

Autumn	
Account in brief for any further action taken to increase the response rate:	<i>We remind teachers of the evaluations and encourage them to set aside time in class for the students to respond to the evaluations.</i>

Processing of student evaluations received¹

Distribution of the evaluations in categories A, B and C	Number, autumn	Number, spring
Category-A assessment Category-A assessments are given when evaluations are particularly good, for example when lecturers have taken exemplary initiatives and positive experience has been gained from which other teachers or course elements can benefit.	1 (<i>Applied Research Methods</i>) (1/7)	0
Category-B assessment Category-B assessments are given when standards are satisfactory. The communication of the result to the lecturer may still be accompanied by suggested improvements and adjustments, but it is basically up to the lecturer to introduce initiatives.	6 (6/7)	3 (3/6)
Category-C assessment Category-C assessments are given when one or more aspects of the degree programme are so problematic that improvements must be made, supervised by the programme management and/or the departmental management (depending on the nature of the problem(s)). Category-C assessments can also be given if other aspects of a subject element than the teaching as such need to be adjusted, e.g. the course content, requirements in relation to the academic background of participants, the academic level or the extent of the teaching.	0	1 (<i>Interdisciplinary Field Research</i>) (1/6)

Reflection on the distribution of teaching evaluations in categories A, B and C and response rates:

We have very few courses at Global Development, which makes it difficult to generalise the distribution of teaching evaluations. However, compared with 2021/22, we now have 1 A-rated course (zero in 2021/22), but also 1 C-rated course (also 1 C-course in 2021/22 but a different course). Response rates are very decent, and we are especially happy about the significant increase in the Spring semester. This improvement reflects an increased frequency in reminders given to students and increased timeuse in class for completing evaluations. Low response rates in Academic Internships may reflect that students are very busy at the time of the evaluation as internships and the thesis writing period often overlap. However, the Study Board do not generally

¹ Please note that two courses have not been rated, since no student had responded to the evaluation. This goes for the Academic Internship (0/2), just as it applies for the Thesis Data Collection (0/2).

<p>have concerns about the quality of the Academic Internships, as we see many students writing their thesis using data collected during the internship period. Thesis Data Collection is not seen as a concern, as the course has now been terminated (due to recurrent weak evaluations in the past).</p>
<p>For category A, focus is on the particularly positive experience gained during the period:</p>
<p>After many years with difficulties in ARMs, we were happy to see that the changes made to the course has improved the evaluations significantly. A more coordinated and hands-on experience for students was mentioned as positive elements and a highly engaged set of teachers.</p>
<p>Category-B (the middle group, probably the largest of the three) are commented on only in brief.</p>
<p>B-courses are still considered to have a very high academic level.</p>
<p>For category C, a description is provided of any issues identified as being in need of attention, as well as any adjustments and other follow-up initiatives already implemented or due to be implemented.</p>
<p><i>Students wanted better coordination of the field course plus more and improved communication among teachers.</i></p>
<p>Follow-up initiatives. Mention is made, in particular, of skills development initiatives.</p>
<p><i>As part of the digitalisation initiative 4 courses will have an increased focus on improving students' digital skills. These are ARMs, TFC, FIELD and GloBE.</i></p>
<p>Does the head of studies regularly inform the head of department about evaluation results and other results of the teaching?</p>
<p>Yes</p>