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1.0 GRUNDOPLYSNINGER	
Institut	Department of Geosciences and Natural Resource Management
Periode	2023-24

1.1 EVALUERINGER GENNEMFØRT I PERIODEN	
Antal kurser	143
Antal projekter og specialer	Bachelorprojekter: 6 Specialer: 30 Masterprojekter: 0 Projekt udenfor kursusregi: 0 Virksomhedsprojekter: 0 Specialeforberedende projekter: 0

1.2 REFLEKSION OVER SVARPROCENT (både kurser og projekter/specialer)	
Angiv svarprocenten og kommentér denne	
<p>The average number of students evaluating courses was 50% in Block 1, 55% in Block 2, 46% in Block 3, 43% in Block 4 and 53% in Block 5. Although these response rates are generally OK, there is always room for improvement and it is a reduction on the results from 22-23 so we will again ask our course responsible, Head of Studies and relevant student groups to place an emphasis on getting as many students as possible to evaluate courses. From block 4 onwards it was decided by UVU that the VILU will send a mail to all courses with a low response rate (<20%) to make sure they push their students to evaluate the course in the future. The number of students who evaluate projects is low (as usual) and disappointing – however no issues were apparent from the projects that were evaluated and we can only assume that the remaining students were satisfied with how their projects were supervised. However, there is likely also an issue with a lack of anonymity for students when evaluating projects</p>	

1.3 KURSERS FORDELING I KATEGORIER			
Kategori	Definition	Antal	Refleksion over fordelingen af kurser i kategorier
A	<i>Kurser, hvor undervisningen har fungeret særligt godt og kan være til inspiration for andre.</i>	58	Satisfactory
B	<i>Kurser, hvor undervisningen har fungeret tilfredsstillende. Evalueringen giver anledning til ingen eller mindre justeringer af kurset.</i>	59	Satisfactory
C	<i>Kurser, hvor evalueringen giver anledning til justering og udvikling af kurset og/eller undervisningens form og/eller indhold.</i>	26	We would of course prefer a much lower number of C courses – however in many cases, the C categorization reflects relatively few student responses and/or logistical issues that are be relatively easy to address.

1.4 ANALYSE AF KURSERNES KATEGORIER	
Hvilke elementer fra evalueringer og positive erfaringer med kurserne i kategori A kan fremhæves?	Generally reflects a course with engaged and enthusiastic staff (which is essentially nearly our teaching staff at IGN), and that is well-organised, and addresses subjects that students consider to be interesting and relevant.
Hvilke elementer fra kurserne i kategori B kan fremhæves?	Course in the B category function well and have typically had some organizational/structural issues that have resulted in evaluations lower than A courses – but in general both students and teaching staff are satisfied with these courses. The diversity and multi-disciplinary nature of IGN’s educational programmes mean that some compulsory courses may contain aspects that students would not otherwise choose to follow, which will result in potential dissatisfaction. However, these aspects are considered essential competences for our graduates and must remain in the study programme.
Hvilke opmærksomhedspunkter peger kurserne i kategori C på?	Most courses that classify as C do so because of organizational and structural issues – not because of bad teaching. This is something that we work on continuously, and in many cases can reflect that our teaching staff are busy dealing with multiple tasks including teaching, administration and research. Due to the multidisciplinary nature of many of the teaching programmes at IGN – and our overall aim of ensuring that students are exposed to all aspects of our disciplines – this means that we have some compulsory courses that some students may not be as engaged in. This makes getting ‘good’ evaluations difficult, nevertheless IGN considers that such courses and material are essential to the programmes we offer. Furthermore,

	many courses classify as 'C' based on relatively few student responses (especially in small courses) – it is difficult to know if these responses are representative of the full student population. IGN is continuously working on getting as many students as possible to evaluate courses.
Hvilke justeringer og opfølgningsinitiativer vil blive foretaget for kurserne i C-kategorien?	We require a written response from all staff with course responsibility whose course is classified in a C category. A discussion with the VILU is held (and the Head of Studies if considered relevant), where the evaluations are discussed, we can determine if there are valid reasons for the students comments, and a plan is made to address the comments and make relevant changes to the course in the following year. Implementation and effects of these changes are monitored.

1.5 STATUS PÅ SIDSTE PERIODES OPFØLGNINGSINITIATIVER FOR C-KURSER

Several of the C-courses from 22-23 improved significantly in 23-24 due to instigated changes. A significant number remain as C-courses in 23-24, although for some there is clear improvement in student satisfaction and the C-classification could be considered marginal. IGN still has some problem courses, which we have focus on. Some of these courses are 'mixed' compulsory courses where some students are potentially dissatisfied because they are being forced to follow a course that does not reflect their main interests. From a whole education point of view, there is little we can do about this as they are disciplines we consider essential. A few courses are relatively new (have only run a few times) and are still working on finding a good balance. Some problem courses have been addressed in more concrete ways – with one course being permanently cancelled, and discussion are in progress to completely revamp another course and bring in a new teaching competences from outside. A few other courses are in a transitional phase reflecting changes in IGN's staff profile.

1.6 REFLEKSION OVER EVALUERINGER AF PROJEKTER OG SPECIALER

Tegner evalueringresultaterne et billede af fælles træk i vejledningen? Vedr. forhold som f.eks. udarbejdelse af kontrakt, antal af vejledningstimer, opfølgning, faglige match?

There are unfortunately too few projects that are evaluated by students to make an assessment. Overall, the evaluations that are received are positive – and we can only assume that if there are issues the students will carry out an evaluation, or contact their relevant Head of Studies or VILU.

1.7 GENERELLE UDVIKLINGSPROJEKTER PÅ INSTITUTTET I RELATION TIL UNDERVISNING

Er der planlagt generelle udviklingsprojekter på instituttet i relation til instituttets undervisning (pædagogisk kompetenceudvikling, pædagogiske udviklingsprojekter etc.)?

Major development projects requiring changes to the studieordning are on hold at the moment until we know the consequences of the kandidatreform and have a clearer picture of the education economy at IGN and KU. It also remains unclear how the ongoing reform of administration at KU will affect our teaching. A major ongoing development is 'duplication' of multiple courses within the Geography programme to an on-line format to allow for upgrading of qualifications for high school geography teachers. This is running for the first time in 23-24 and is likely to provide important opportunities to consider making changes to other courses and programmes at IGN and make them more accessible. IGN also has an increased focus on understanding our teaching economy, and making it more effective. This may have some consequences in the future with respect to number of contact hours, teaching loads for teaching staff, and the courses we are able to offer.