SKEMA TIL AFRAPPORTERING PÅ UNDERVISNINGSEVALUERING – STUDIEÅRET 2019/20

Skema over kursers kategorisering i A-, B- eller C-kategori er vedlagt rapporten (afkryds felt) ☒

Del 1. Offentliggøres på science.ku.dk (må ikke indeholde personfølsomme oplysninger, herunder konkrete kursustitler, navne etc.)

1.0 GRUNDOPLYSNINGER	
Institut	Institut for Geoscience og Naturforvaltning
Periode	Studieåret 2019/20

1.1 EVALUERINGER GENNEMFØRT I PERIODEN	
Antal kurser	165
Antal projekter og specialer	Bachelorprojekter: 0 Specialer: 27 Masterprojekter: 0 Projekt udenfor kursusregi: 0 Virksomhedsprojekter: 0

1.2 REFLEKSION OVER SVARPROCENT (både kurser og projekter/specialer)
Angiv svarprocenten og kommentér denne

Courses: 33% of the students have, on average, evaluated the courses they have followed. We would like this to be higher and are continually reminding teaching staff to encourage students to evaluate, including dedicating time during teaching to evaluations. This is also evident in the fact that 75/165 courses (45%) did not receive enough evaluations to be discussed at UVU (>6 students and >20% of course participants).
We received 27 student evaluations of Master theses. Of these, it was only considered necessary to follow up on 2 of the evaluations.

1.3 KURSERS FORDELING I KATEGORIER

Kategori	Definition	Antal	Refleksion over fordelingen af kurser i kategorier

A	*Kurser, hvor undervisningen har fungeret særligt godt og kan være til inspiration for andre.*	30	Thirty courses classified as A in 2019-20 compared to 21 courses 2018-19, and similar to previous years. We are generally satisfied with this number as, as noted below, there is generally not a significant difference in the positivity of the responses from students in both A and B courses. In general, we observe an increase in the number of A and B courses (>70% of evaluated courses) compared to C-courses.
B	*Kurser, hvor undervisningen har fungeret tilfredsstillende. Evalueringen giver anledning til ingen eller mindre justeringer af kurset.*	34	Thirty-four courses classified as B in 2019-20 compared to 50 in 2018-19. As IGN's UVU has a significant number of courses to deal with each block our focus is primarily on the C-courses and we do not have time to look at the A and B courses in detail. In general we do not distinguish between A and B and also do not see a large difference in the students comments. We encourage all KA to look at and react to the students comments and evaluations, and trust that they use this information to improve and/or modify their course each year.
C	*Kurser, hvor evalueringen giver anledning til justering og udvikling af kurset og/eller undervisningens form og/eller indhold.*	26	Twenty-six courses classified as C in 2019-20 compared with 24 courses in 2018-19 and 16 in 2017-18. Of the courses that classified as 'C' in 19/20 – four were changed to a B category after discussion in the UVU as the C classification was based on minor issues and/or very few responses; in each case the KA was notified by this decision. This brings the total number of C-courses down to 22. We are satisfied with the number of courses that end with a C-classification, especially given the major disruptions caused by COVID-19. It is our impression that most 'C' courses classify as such due to relatively minor organizational issues that are often outside of the influence of teaching staff and/or that can be easily fixed. In other cases, the C categorization reflects development of new teaching materials that needs to be tested or involvement of new teaching staff who need to find their feet and find out what is the appropriate level of material to teach. We feel that the system works well to identify the very few courses where major steps are needed to improve teaching, and there is a good process in place through Heads of Studies, Section leaders and Research group leaders to instigate changes when deemed necessary

1.4 ANALYSE AF KURSERNES KATEGORIER	
Hvilke elementer fra evalueringer og positive erfaringer med kurserne i kategori A kan fremhæves?	Student comments for both A- and B-courses tend to focus on the personality, dedication and enthusiasm of their teachers – and this highlights the importance of placing equal focus on teaching skills and dedication as well as research potential when hiring new academic staff. The students often provide limited feedback on why a course functioned well, and often it is the feedback from the teaching staff that is more relevant. At IGN, the UVU has started to send a short 'congratulatory' mail to the KA whose courses classify as A and asking for feedback as to why they think it functioned well. Common themes that emerge from this (and student comments) are the importance of well-organized teaching, a consistent and uniform use of Absalon, good communication between staff and students regarding the teaching plan and expectations, and regular dialogue between staff and students.
Hvilke elementer fra kurserne i kategori B kan fremhæves?	See above. There is often little difference in the written text comments between the A and B courses. The difference between and A and B course often reflects the opinions of only a few students, and the feedback given is often contradictory where some think that certain aspects were good, others are less satisfied with the same aspect (e.g. group-work). In general, the students always provide useful information for fine-tuning of courses that already function well.
Hvilke opmærksomhedspunkter peger kurserne i kategori C på?	In most cases, it is only relatively small issues such as lack of coordination between teaching staff, or poor organization in course and teaching material that result in categorization as a 'C' course – and these are issues that are easily addressed. Unsurprisingly, there are a number of courses in Block 4 which classify as C due to the major disruptions caused by COVID-19. This typically reflects cancellation/re-scheduling of the field aspects of teaching which are an integral part of most teaching at IGN. Some teething problems with use of remote teaching platforms were also noted. This, coupled with very short deadlines for making important decisions regarding how teaching and exams took place, has been frustrating for the teaching staff and students, but in general the responses from both groups have been understanding.
Hvilke justeringer og opfølgningsinitiativer vil blive foretaget for kurserne i C-kategorien?	For all courses classified as C, we have asked for a written response to the course evaluations highlighting any modifications the teaching staff will make to modify the course and address the students' evaluations. In as many cases as possible, a meeting is held with the course responsible to discuss the progress of the course. In blocks 3 and 4 these meetings were held remotely. In these meetings, a plan is put forward to address the student responses and adjust the course, if necessary. For several courses, changes in the teaching staff involved, and course content, are planned to re-vitalize the course. The written responses and written summaries of these meetings are available upon request and are used to track the progress of the course in the next academic year. In all cases, the relevant Head of Studies has been cc'ed on all correspondence.

1.5 STATUS PÅ SIDSTE PERIODES OPFØLGNINGSINITIATIVER FOR C-KURSER

Sammenfatning af pkt. 2.1. Angiv i overordnede termer og ikke på kursusniveau.
In most cases, the courses classified as C last year have shown a marked improvement in their evaluations, with many classifying as B or A. In a few cases, too few students evaluated the course to allow classification in 2019/20, however the few responses that are available do not indicate major problems exist. Those courses that categorized as C again in 2019/20 are a clear area of focus from the VILU, Head of Studies and UVU, and their classification can often be explained by the specific circumstances surrounding the course. In some cases, these classifications reflect a lack of continuity in teaching staff and this is also being addressed.

1.6 REFLEKSION OVER EVALUERINGER AF PROJEKTER OG SPECIALER
Tegner evalueringsresultaterne et billede af fælles træk i vejledningen? Vedr. forhold som f.eks. udarbejdelse af kontrakt, antal af vejledningstimer, opfølgning, faglige match?

The percentage of students who complete an evaluation of their thesis and/or project work is low – making assessment of this area difficult. We have emphasized to the students that the process is anonymous; however, it is impossible to keep critical evaluations anonymous if action is to be taken and this clearly is of concern to students. During 19/20 meetings were held with two supervisors following critical evaluations of their supervisory role. This proved to be a valuable process for both students and supervisors, however supervisory issues would be better handled prior to thesis submission. We now encourage all students and supervisors to complete time management plans for their thesis study and we hope that this will help to highlight potential problems earlier, and help to clarify student and supervisors expectations during the thesis work.

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.)?

IGN continues to collaborate with ITLC, and this will be especially important with the emphasis on remote teaching and technological options forced upon us by Corona. The Geography section has carried out an extensive review of their bachelor programme, and are in the process of implementing a number of changes to renew many courses and to reflect recent staff changes (retirements and new hires). Similarly, the Geology section – following a request from the Faculty – has completely revised its Bachelor and Masters Programmes to reflect the current staff. This process was carried out in close cooperation with several businesses that employ geology graduates and thus includes developing new courses that will be directly relevant when they enter the job market. Reguar meetings have been set up between VILU and Geofagråd to improve communication with the students and to get direct feedback regarding teaching planning etc during the Corona situation. Landscape Architecture has initiated a pilot programme to elaborate and emphasize aspects of sustainability in its teaching, and expanding on the use of digital software in design and planning courses – including a cloud solution for programmes, which then can be available everywhere and on every lap-top. Finally, the UVU at IGN now also focuses on A courses as well as C courses and uses the evaluation process to provide positive feedback to those teachers whose courses function especially well.