

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

1.0 GRUNDOPLYSNINGER	
Institut	Institut for Naturfagernes Didaktik
Periode	Studieåret 2023-24

1.1 EVALUERINGER GENNEMFØRT I PERIODEN	
Antal kurser	21 (Blok 5 kurser ikke inkluderet, da undervisningsudvalget endnu ikke har behandlet evaluering af B5 kurser)
Antal projekter og specialer	Bachelorprojekter: 20 Specialer: 26 Masterprojekter: 0 Projekt udenfor kursusregi: 11 Virksomhedsprojekter: 3 Specialeforberedende projekter: 1

1.2 REFLEKSION OVER SVARPROCENT (både kurser og projekter/specialer)
Angiv svarprocenten og kommentér denne
The response rate varies widely. 70% of the courses have response rates over 30%, and 40% have a response rate over 50%. Note that low response rates were also found in courses where students were given in-class time to complete the evaluation form. A few courses had problems with the evaluation system that were not discovered at the time. We continue to encourage faculty members to provide in-class time for the evaluations and to promote their usefulness for course development.

1.3 KURSERS FORDELING I KATEGORIER			
Kategori	Definition	Antal	Refleksion over fordelingen af kurser i kategorier

1.3 KURSERS FORDELING I KATEGORIER			
A	<i>Kurser, hvor undervisningen har fungeret særligt godt og kan være til inspiration for andre.</i>	4	The common factor in these courses: excellent course structure, active effort to bring students into the discussion and to tie the course material to students' other academic efforts.
B	<i>Kurser, hvor undervisningen har fungeret tilfredsstillende. Evalueringen giver anledning til ingen eller mindre justeringer af kurset.</i>	15	All of these courses are running well. A lack of student evaluation data does not allow us to move some of them into the A category.
C	<i>Kurser, hvor evalueringen giver anledning til justering og udvikling af kurset og/eller undervisningens form og/eller indhold.</i>	2	One course involved a last-minute restructuring due to the long-term illness of the course instructor. The other was due to lack of student responses due to a new instructor and lack of knowledge of the course instructor about the evaluation system. Both of these problems have already been addressed by course responsables.

1.4 ANALYSE AF KURSERNES KATEGORIER	
Hvilke elementer fra evalueringer og positive erfaringer med kurserne i kategori A kan fremhæves?	The common factor in these courses: excellent course structure, active effort to bring students into the discussion and to tie the course material to students' other academic efforts.
Hvilke elementer fra kurserne i kategori B kan fremhæves?	Low response rate on some courses. Some courses have few participants, so even one student not responding makes a big difference.
Hvilke opmærksomhedspunkter peger kurserne i kategori C på?	(1) Sick instructor = special conditions for course. (2) New instructor = incorrect way of collecting eval data.
Hvilke justeringer og opfølgningsinitiativer vil blive foretaget for kurserne i C-kategorien?	The conditions that created the problems have already been fixed. We anticipate no problems next year.

1.5 STATUS PÅ SIDSTE PERIODES OPFØLGNINGSINITIATIVER FOR C-KURSER
NA

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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?

We only received five evaluations from all of the projects that were undertaken during the last academic year. It appears most faculty members were unaware that students had the opportunity to make evaluations. For 24-25, we will remind supervisors to remind their students where to find the evaluation and ask them to fill it out. There were no problems noted in the evaluations that were received.

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.)?

We hold a pedagogical day each year, based upon a theme that seems to be most important at the time, and we have other afternoon 'INDsigt' lectures that address pedagogical issues on a regular basis. In addition, sections are encouraged to undertake pedagogical training appropriate for their teaching. This year, the History and Philosophy of Science section will hold quarterly discussions on effective assessment of students' academic work and how it can be a learning experience for students.