

Semesterkoordinators evalueringsrapport for Idræt 2.sem. BA
<p>Årstal: Forår 2022 Semesterkoordinator/dato for udarbejdelse af rapport: Sabata Gervasio/10 October 2022 Antal afholdte styrings-/semestergruppemøder på semestret: 2 Bilag vedhæftet: none</p>
Semestret generelt (bemærkninger til forberedelse/opstart, studie-/læringsmiljø, studerendes arbejdsindsats, deltagelse i styrings-/semestergruppemøder og semesterevaluering, administration, fysiske rammer m.m.)
<p>Around 73% of the students competed the evaluation There is general satisfaction with the semester. The students reported in the evaluation and in the semester meetings that it felt well structured and inspiring to continue the education According to the semester meeting some students wish for more courses at the beginning of the semester (especially y of the two courses supporting the project work) and more time for project work later in the semester. For the “coaching course it worked well having the course starting later in the semester.</p>
Projektmodul (bemærkninger til forløb af gruppedannelse, forløb af projektgruppearbejde, projektvejledning, sammenhæng mellem projektgruppearbejde og kursusmoduler, statusseminar, eksamen m.m.)
<p>The quantitative evaluation is generally very positive. Based on the qualitative answers and the semester meetings some students wished that part of the supporting teaching were scheduled later during the semester so that the students could have the knowledge they needed at the right moment during the project progression. Some students wished for more information about the group formation and a reminder about the catalogue before the semester start.</p>
Kursusmoduler (bemærkninger til kursusmodulers forløb – forelæsninger, caseundervisning, klinik ophold og kliniske øvelser, sammenhæng/progression i/mellem forløb, forberedelse/opgaveløsning/øvelser, eksamen m.m.)
<p>The course “Biomekanik og svømmeaktiviteter”, despite possible differences in the student level when the course started, has received a very good feedback and teachers were praised during the semester group meetings and in the course evaluation. The course “Coaching og boldspil”, was also positive evaluated and the teacher was praised in the evaluation. In the qualitative evaluation a few students wished for more feedback during the practical teaching. The course “Neurofysiologi og motorik i gymnastik og dans” was also generally well evaluated. 1-2 students mentioned in the qualitative answers that there was uncertainty about the exam, however in the course workshop the students worked with exam-like questions and the students mentioned in the semester group meeting that this was appreciated and useful as exam preparation Based on the evaluation of the courses, no action points are needed, however the module coordinators are planning a few adjustments to improve even more the quality of the courses.</p>
Studiemiljø (bemærkninger til det fysiske, psykiske, æstetiske og digitale studiemiljø fra semesterevalueringen samt semestergruppemøder. Vær obs på at notere lokaler, og adresse ved fysiske udfordringer i studiemiljøet)
<p>Although the quantitative evaluation does not highlight the need for action points (less than 25% are negative review), the qualitative evaluation, and the semester group meetings, suggest that students wished for a nicer study environment at Gigantium, for instance some decorations in the Seminar room. Students are not very satisfied about the group tables in the Seminar room. Students wish for a printer at Gigantium.</p>
Action points/planlagte tiltag
<ul style="list-style-type: none"> • For the course “Coaching og boldspil” extra measures will be taken to accommodate the students' experience of lack of feedback, including increased supervision of the coaching conversations in the practical part of the teaching. It will also be investigated whether there is a need for an additional teacher in the course, possibly a student assistant with coaching skills, to be involved in the practical part of the teaching. • For the course “Biomekanik og svømmeaktiviteter” the teachers will try to make the course even more practically oriented in relation to sports in general and swimming specifically, by giving even more practical examples of applied biomechanics in relation to sports/exercise, as well as working with group tasks that integrate more easily applicable measurement methods from various apps (rapidly developing market and opportunities) that are based on physics, movement analysis and training in general. This action point should increase and improve the immediate relevance and applicability of biomechanics in daily training of different target groups in sports. • For the course “Neurofysiologi og motorik i gymnastik og dans” the order of the topics might be altered to ensure the students have teaching in the topics more relevant in the project earlier in the semester. • The supporting teaching will be placed more strategically according to the progression.
Evt. interne kommentarer til Studienævn (fjernes inden offentliggørelse)
<p>Changing the practical teachers every year or every second year creates very variable quality of the teaching for the Neurophysiology course and require more efforts from the theoretical teachers that need to participate to the practical class to ensure a coupling between the theory and practice. This might not always be possible in case of reduces teaching hours for the course.</p>