

Course evaluations spring 2020.

The semester and project evaluations appear to have been completed by 81 students (out of 210). The program evaluation ('uddannelsesevaluering') is only carried out on the 6th semester. The course evaluation has been completed by 82 students (out of 217).

2nd semester

Overall, the evaluation of the courses is very positive. Obviously, the lockdown from March 12th has influenced the evaluations, and several students comment that following the online lectures made learning more difficult. However, students also understand that the circumstances were extraordinary. Actually most of the comments concern *teaching* before the lockdown. I will address the aspects that the study board needs to discuss in relation to these comments, knowing that the teaching format this fall is different from what we experienced during the lockdown, but also different from the 'normal' organization of teaching, which is what most of the comments concern. First of all, the dedication of all 2nd semester teachers is noticed and appreciated. While students appreciate how grammar teaching makes the subject engaging and 'fun', students also note that grammar *learning* in a large class is more difficult and some recommend a return to a model where the entire group is divided into two classes. I also note that students often ask for clearer guidance and more chances for feedback. The request for clear guidance applies to workshop presentations in relation to discourse courses. The chance to receive feedback before handing in the final assignment is mentioned in relation to all courses, however, mostly relevant in relation to DSTM and Contemporary Social and Political Discourse, which both have portfolio exams. Both in relation to the demand for clearer guidelines in relation to presentations and the chance to have feedback on one's work prior to the final hand-in, the students seem to feel that if their performance is graded or counts towards grading, clear instructions and at least one chance of getting feedback should be available.

4th semester

The quality of the courses is generally assessed as high. The students get the impression that teachers put a lot of work into the preparation of classes, and they feel that teachers are engaged in the classes and the content they are teaching. Knowing that the class Religion, society and politics is a relatively recent addition to LISE's curriculum, it is good to see how this course really seems to complement students' knowledge and make them aware of the importance of religion for a variety of different fields, also in terms of their future careers. Again, students of course comment on the changes due to the corona restrictions. A planned fieldwork in the Social and Cultural Globalization class had to be changed significantly, but students appreciate how the situation was handled by the teachers. In general, students demonstrate a lot of understanding in relation to the difficulties related to course teaching, while, at the same time, noting that they prefer and benefit more from 'normal' on-campus teaching. In relation to one course, Cultural Analysis, more students than usual seem to have been confused about the purpose of the course and its learning goals. This is probably to some extent due to the fact that the course has a cultural focus in terms of its disciplinary content while, at the same time, not being directly tied to the project module as a project course. This problem has been addressed in the 2020 curriculum where 'Cultural Analysis' is replaced by other courses.

6th semester

Overall, few students from this semester have participated in the survey. For example, Regional Studies, the only course that all students were supposed to take, was evaluated by 10 students.

Particularly in relation to the electives, the number of participating students is low. For example the EU and Media Analysis courses were evaluated by 3 students. Student assessments are generally positive and do not address the effect of the lockdown.

Regarding the course in Regional Studies, students appreciate the opportunity to become more familiar with the regions addressed in the course. The students also address two issues. Firstly, taking attendance in the 6th semester is not popular. It is experienced as slightly inappropriate in relation to students in their final semester. Secondly, some students experience that the course repeats content that was introduced in their first and third semester. This issue has been raised by students in previous evaluations, and the course is not a part of the 2020 curriculum.

Semester evaluations

Impact of lockdown

Generally, several students indicate that their study motivation decreased as a consequence of the lockdown, the increased isolation, lack of social contact to fellow students and teachers, and the sudden change to online teaching. One consequence seems to be that students simply spent fewer hours on their education per week.

That said, there is much valuable information in students' comments on the variety of teaching formats introduced during the lockdown.

Firstly, the most frequently applied teaching format was online lectures, either in the form of recorded presentations or in the form of power point presentations with voice-over. Students could access these presentations at any time, and that is actually appreciated by many (still, some students also found these lectures demotivating). Importantly, some students criticize that online material was not necessarily posted on time (within the timeframe of the originally planned physical lecture). Interestingly, what the lockdown situation and the student reactions seem to demonstrate is the considerable heterogeneity among students regarding their preferred modes of learning. For some (maybe only a few) the online format gave opportunities for flexibility, studying at one's own pace and lower stress levels. For others, the entire situation was completely demotivating. It is worth considering if something can be done to accommodate the preferences of all students, also during 'normal' conditions.

It is also worth noting that online supervision via Teams is almost unanimously received positively, and a couple of students even found online exams to be less stressful than physical exams. "the project supervision worked much better over Microsoft teams, it was much easier to schedule a meeting for both parts. The students who live far from campus did not have to travel the long way for a 30 minute meeting, which was very nice".

Other issues

Students were asked to comment on the physical environment. To the extent that students experienced the physical environment in the spring of 2020, their impression of KS3 is not favorable. The construction work and relocation of the library meant too much noise in the building and sometimes too many students in lecture rooms.

The survey now includes the question: "Have you experienced or been a victim of offensive or abusive behavior and/or discrimination during your studies (such as bullying, violence, sexual harassment,

discrimination based on gender, ethnicity, etc.)?” I was very sorry to see that 7-8 students seem to have had uncomfortable experiences in the context of the program. On behalf of the study board, I of course strongly encourage students who experience the type of behavior addressed in this question to contact any member of the teaching staff, for example the semester coordinator in order to enable us to address the issue.

Project evaluation

Generally a high level of satisfaction with supervisors. Some supervisors were assigned a high number of groups, which had some impact on their accessibility.

Education evaluation

This part of the evaluation was not completed by more than 12 students. Overall, students provide very positive assessments of what they have gained from the LISE program: critical and analytic thinking, understanding of the complexity of working interdisciplinarily, knowledge of human rights and international relations, organizational skills, competence and training in collaboration, and research competences. The program is encouraged to keep working for the possibility of enrolling international students again due to their positive impact on the study environment. The only negative comments address the question of ‘the university’s counselling on business and career counselling’. This may be due to the phrasing of the question because it is unclear whether it applies to the program or the university.