

Semester evaluations, Study Board for Cross-Cultural Spring 2023

CCG

43 students out of 131 (response rate of 33%) completed the questionnaire. 5 students partially completed (additional 4%). 29 respondents indicated to be enrolled at 8th semester and 18 at 10th.

Approx. half (51%) of the respondents indicate to have spent between 30-40 or 40 hours or more on their studies, equivalent to full time or more. A total of 88% of the respondents evaluate their own work efforts to be satisfactory or above. There are two comments pointing out that the level of the 8th semester has been too low.

The respondents generally state to be clearly informed of coherence between study activities in the semester (82%) and find that the academic outcome of attending the programme has been 'big' or 'very big' (59% combined) or 'average' (29%). Two respondents indicate benefits as 'small' and two as 'very small', and the qualitative comments are a mix of negative comments about the level (similar to the above) and positive comments about specific exams and workshops.

In relation to specific competences obtained or improved, 'the ability to engage in intercultural collaboration and communication' got the highest score (70%), followed closely by 'critical thinking' (47%) and the 'ability to analyse' (43%). There was one comment about teamwork, which expressed a preference for faculty to facilitate group formation in a different way than what is done currently. There is no direct suggestion of what would have been more useful for this particular respondent. The qualitative comments about choosing to work alone revolve around individual circumstances, such as having a student job and therefore anticipating a less flexible schedule or simply preferring to work alone.

93% of the respondents indicate that they have felt well informed about practical issues. This is at a significantly higher level than last year's spring evaluations. There were some negative comments about Moodle and overall communication at AAU, but most of it has to do with the design of the systems that we rely on, which means that it is a bit out of our hands. For example, filtering information in Moodle to different semesters. However, we always work on improving our communication to students within these systems that we have to use, and we also try to guide them through the different systems, as we fully acknowledge students' criticisms of the heavy load of information that comes from different levels of the organization.

Programme Evaluation

This evaluation was answered by 16 students, and 15 respondents indicate to experience the coherence and progression between modules/courses to be 'very clear' or 'clear'. The remaining one respondent has indicated 'less clear'. Experiences of academic competences are rated extremely positively (100% 'completely agree' or 'agree'); regarding experiences of the ability to identify and formulate problems the same percentage was 94%; and regarding the ability to organize a long work process and achieve set goals on time it was 88%.

In the individual comments, several respondents mention specific topics that they have each become more knowledgeable of, and it is also mentioned that the ability to address difficult or sensitive topics is very useful, as is the support by teachers in guiding these discussions in an appropriate way. In terms of more general skills, reflexive abilities, critical thinking, communicative skills, analytical skills, and collaboration are some of the things mentioned as the most important and useful qualifications they have obtained throughout their studies at CCG. The university's career counselling is rated as medium or good by 69% of the respondents and having a person from the central career counselling at AAU, is mentioned by one respondent as sometimes being too general, which is the only rather negative comment in this regard.