LISE

Semester, Project and Education Evaluation, Spring 2016

Summary & Issues

Project Evaluations

Generally, students made good evaluations of their supervisors, noting the quality of the supervision and supervisors engagedness. It was also clear from student comments that supervisors were generally willing to meet students as much as possible, and were understanding of their needs. The most salient criticism – repeated more than once – concerned junior members of staff and part-time teaching staff: namely, that student sensed that especially part-time teachers were stocked with too many groups and may have not been experientially equipped to handle the load. Potentially, it’s advisable that newer part-time instructors be kept to slightly less than the maximum load of allowed hours to ensure they’re practically able to handle supervision while still learning the process.

Semester Evaluations

Semester evaluations were generally fair to positive. It appears as though students were generally satisfied with the level of the courses and found the intellectually challenging. It also appeared as though the students spent sufficient time preparing for courses and were eager to participate. A number of issues stick out in terms of criticisms, however.

- Students were concerned about information concerning the practical use of their education
- Students felt there was sometimes a lack of information about how to practically use the theoretical information in their courses
- Students noted that non-functioning technical apparatus in the course (projectors, etc.) could affect the instructors’ ability to make adequate presentations
- Students were concerned with whether there were enough adequate places to study and meet in the education’s primary building
- Students felt that class schedules were released sometimes late, and that there was sometimes not adequate information about procedure, due dates and exams

Students of course deserve to gain information about potential career paths. The education will begin to address that, already in the fall, by sponsoring lectures by former students in terms of their particular career paths. The program will continue to attempt to make clear to students before they enter the education what the contents of the education are such that students are able to adequately reflect on their reasons for potentially choosing the education. The study also supports the ongoing efforts from the faculty to improve the physician environment of all of its studies. It must be noted that in terms of scheduling, there are practical limitations as to how early schedules can be released; room scheduling and coordinating the teaching staff is complex. The point is nonetheless noted as of concern and every effort will be made to deliver schedules as early as possible. Regarding information, the study is a bit unsure beyond Moodle, the student handbook and frequent updates from coordinators regarding procedural issues what might be done to better communication. Regarding exam dates, however –
partly in relation to new rules regarding exam registration – the study will be announcing both first and second attempt deadlines once the exam term is set. This will hopefully help clarify due dates.

**Education Evaluations**

There were VERY few responses on this issue. The few that were offered echoed the question of employment options after the study (see above) and a single comment asked whether the education focused too much on English-language MAs and didn’t enough stress Danish language options. While the general orientation of the education is towards English language MAs, the study of course recognizes students interests MAs in other languages as well, and will attempt to help point those students to the best sources of information possible.