

Semesterkoordinators evalueringsrapport for Idræt 3. semester BA

Årstal: 2019

Semesterkoordinator/dato for udarbejdelse af rapport: Shellie Boudreau, March 13th 2020

Antal afholdte styrings-/semestergruppemøder på semestret: 2

Bilag vedhæftet: Ingen

(Referater fra semestergruppemøde skal kun vedhæftes, hvis de ikke tidligere er sendt til studienævn (studienævnssekretær). Semesterevalueringsskema skal ikke vedhæftes.

Semestret generelt (bemærkninger til forberedelse/opstart, studie-/læringsmiljø, studerendes arbejdsindsats, deltagelse i styrings-/semestergruppemøder og semesterevaluering, administration, fysiske rammer m.m.)

Skriv her:

- Few students submitted an evaluation (approx... 50%) so evaluation results should be interpreted with caution.
- Generally the semester was good, and two of three courses received good-very good evaluations. A number of issues are still re-occurring in NTP.
- Few if any lecture cancellations occurred across the three course, some were due to external factors (one double booking and other due to illness).

Projektmodul (bemærkninger til forløb af gruppedannelse, forløb af projektgruppearbejde, projektvejledning, sammenhæng mellem projektgruppearbejde og kursusmoduler, statusseminar, eksamen m.m.)

Skriv her:

- Most students still express *issues about preformed group formation*. They prefer to make their own groups
- Some students throughout the semester commented the groups did work (as based on personal communication)
- *Risks of preformed groups*: Student drop-outs and no-shows are high at the beginning since the attendance list is not finalized and students switch or dropout. One group this semester consisted only 4 persons as a result and felt pressured to perform the same project workload.
- There are reports that some *project supervisors have too many groups* (in total across semesters) and students felt they were not given enough time (attention)
- *Access to equipment in Nordkraft* for running student projects was disappointing however all groups were informed prior to semester they would not have access to extra equipment outside course hours.
- Status seminar: All groups participated in status seminar, one supervisor failed to inform the group and semester coordinator about not participating in the status seminar
- *Status seminar was useful* for all groups, as based on personal communication with groups and supervisors.
- *Topic of project was sometimes misinterpreted* (some groups failed to focus on a facilitation of 'Learning' and favored general performance enhancement approaches.
- Use of statistics: *Students still wish to use statistics in their reports* despite the lack of courses to support these endeavors. However many project group still need to learn the basics of designing, executing and writing a good report for their project.

Kursusmoduler (bemærkninger til kursusmodulers forløb – forelæsninger, caseundervisning, klinik ophold og kliniske øvelser, sammenhæng/progression i/mellem forløb, forberedelse/opgaveløsning/øvelser, eksamen m.m.)

Skriv her (angiv navn(e) på modul(er)/aktivitet(er):

The results of the evaluation should be interpreted carefully as the response rate of students was low- overall approx. 30%.

BTP

In general, the BTP2 course was successful. Students were mostly satisfied with the structure of the course and the delivery of the teaching. The coupling of the theory and practice seems to be the strong point of the course, which has teachers highly specialized on both aspects (theory and practice) in biomechanics. The evaluations also showed students got relevant knowledge for their upcoming activities within the education and also for their further professional careers.

NTP

Students highlighted the need for better coupling, requested more neurophysiology, and more concrete exam coupling throughout the practical sessions

The following points need improvement:

- I hvilken grad har du oplevet at modulet har indfriet dine faglige forventninger? (41% bad)

- Hvordan har du oplevet dit læringsudbytte af modulets aktiviteter? (28 % bad)
- I hvilken grad har du oplevet at modulets aktiviteter har lagt op til samarbejde med studerende? (27% bad)

I believed the action point indicated above, aimed at improving the coupling between theory and practice, introducing more neurophysiology content and a change in the teachers' team could improve the professional expectations of the students and how the students perceived their learning during the course.

PTP

Kurset gik generelt fint. Det primære fokus i forberedelsen til kurset 2020 er at styrke fagligheden på kurset, hvilket var et mindre kritikpunkt i kursusevaluering.

. However, overall the course received very good evaluations and constructive criticism. The issues raised in 2018 did not reappear in 2019 evaluation.

Action points/planlagte tiltag

(Action points skal formuleres i punktform og så de kan læses ude af kontekst (f.eks. skal det oplyses, hvilket modul hvert punkt relaterer til)

Skriv her:

BTP

- After each BTP2 lecture day, we assign a task for the students, where they should prepare an exercise that captures the most relevant aspects of the theoretical lecture into a practical sports context.

- This exercise should be presented in the following lecture, and the teachers were picking randomly the groups for presentation. It seems that the demonstration of a certain biomechanical technique in sports could be more interesting if the task was assigned to a couple of groups in advance. It is possible to implement such change in the course structure, however this might reduce the interest of students in developing skills to create exercises on a wide range of biomechanical topics. This addition will be discussed amongst the teachers and also the semester coordinator.
- *Implement time for experimenting the biomechanical techniques for a longer period.* Perhaps allowing students for a 20-30 minute period of free practice in which they can create their own strategies to achieve a biomechanical goal and compare to the proposed technique can be positive. Students may also be able to implement novel techniques for teaching when they have freedom to practice.

NTP

To address the issues raised in the evaluation:

- Missing coupling with theory and practice: At the end of each theoretical topic there will be 1 or 2 slides of introduction to the practice, presenting what the students will work on. This will improve the coordination between theoretical and practical teacher. Moreover, practical teachers will prepare instructions for the practical component (with exercises and questions for the students) that will be available on moodle to help the students noting the relevance of the practice.
- Students expected more neurophysiology: For each topic, at least the more relevant structures in the nervous systems and most relevant mechanism should be presented. Set up a meeting with teachers at the latest in June/July to discuss how more neurophysiology can be introduced in each topic.
- Quality of the practice: practice was long and students missed the relevance of the practice for the exam moreover, the students wished the practical teachers were more prepared on the theory.

I would like to underlie that this point was not present in the evaluation on the previous year and that in the current year 2 out of 3 of the previous practical teachers were absent. One of the practical teacher will resume teaching in 2020 and the teacher will cover part of theory and practical teaching and therefore will be able to provide more feedback to the students.

PTP

Det primære fokus på kurset 2020 er at styrke fagligheden på kurset, hvilket var et mindre kritikpunkt i kursusevaluering.

- I alle temaerne vil underviserne stille mere supplerende materiale til rådighed på moodle, i forelæsningserne vil blive gennemgået endnu flere videnskabeligt undersøgelser i relation til temaet, og sidst men ikke mindst vil vi have fokus på mere feedback til de studerendes praktiske tilgang til kursets tema

Evt. andre kommentarer

Skriv her: