

**Semesterkoordinators evalueringsrapport for Idræt 3. semester BA**

Årstal: E20
Semesterkoordinator/dato for udarbejdelse af rapport: 04-03-2021
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). Semesterevalueringsrapport skal ikke vedhæftes.

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

About 65% of the total student body evaluated the courses and semester.

In light of the year, the students praised several teachers, curriculum, and activities. Only minor issues with the exception of compressed teaching hours were raised for the courses. A majority of the evaluation averaged 60% or more of high and very high degree satisfaction. One reoccurring issue about group formation and more time for practical exercises were requested. Some of the criticisms of NTP are a result of responding to requested and recommended changes from the prior semesters, particularly, the amount of practical interaction in the NTP course. Additionally, the practicalities of running student projects encountered new hurdles imposed by safety restrictions and recommendations. In contrast, the online training worked well for most courses and the face-to-face practical components appears to support this mode of teaching.

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

Overall the project were rated well however a one point continues re-occur, such as pre-determined group formation, and this year access to facilities to run the projects was a major issue. Further, information about practicalities of running the projects in light of restrictions came late and was a source for confusion among students and their supervisors. This also clear in evaluation of which approx. 30% of the students rated this as unsatisfactory.

- The students still are unclear why preformed groups occur in the 3rd semester rather than earlier semesters and argue that working with students interested in the same topics could be more beneficial for their learning and motivation. (See AP1)
- Only one student reported a lack of engagement from their supervisor (See AP2)
- Facilities to run the student projects was a source of concern for students throughout the semester, as raised in the semester group meetings. In prior years, the students used their group rooms to set up and run their projects; however, this option was no longer available. Booking of group rooms are time-limited and can be hard to coordinate with other students. Further, it was more difficult to recruit fellow students for the semester projects when students are home rather on campus. Access to Nordkraft facilities for the semester group projects was deemed insufficient and there was a request for more time. Lastly, the students had very little access to other students to run the projects due to the subgrouping 'clustering' restrictions and many supervisors were unclear if the clustering was also to imposed on the projects as well or if they could run the projects with proper precautions (See AP3)

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

NTP: The general feedback is positive and has improved since the previous year. Especially the professional expectation and the learning offer of the course, this year were appreciated by most of the students. The coupling between the theory and practice was also improved in the current year, as this was not indicated to be an issue.

The qualitative answers indicated, though, the possibility of improvement in the following points:

- **High load of reading material for the theoretical class.** The reading load was not changed from the previous year. However, the module were this year compressed to four modules (see AP4).
- **Students require more feedback during the workshop.** Teachers visited the groups during the workshop to provide them for feedback, however we will attempt to improve this by creating a frame for feedback (see AP5)
- **Students require cleared information about the exam.** These were provided during the first class and through and email before the exam.

- **The students wish for more practice.** The amount of practice was reduced due to the change in the requisition system for teaching hours. However, the division of modules in 2 parts (AP4) (which should allow the students to better prepare on the theoretical material before the practice) and a workshop more oriented to students practice and demonstration (AP6) could improve the outcome of the practical component.

PTP: Både undervisere og studerende oplevet, at kurset overordnet forløb fint. Der var dog flere kvalitative svar (N=6) som peger på, at kurset kan forbedre information om eksamen, hvorfor kurset afsætter mere tid til denne del (see AP7). Derudover har flere studerende (N=3) i de kvalitative svar peget på, at vores (nye) tema om kreativitet ikke var meningsfuldt eller passede ind i kurset. Derfor vil vi tydeliggøre fremover hvorfor hvert enkelt tema er valgt undervejs i forløbet (see AP8)

BTP

The course received many praises of which was also given during the semester group meetings. There was only one concern raised in the feedback which involved a student/teacher interaction. This concern will resolve as the teacher is no longer involved with the course.

Action points/planlagte tiltag

Project Module

AP1: The semester coordinator will bring this to the attention of the board and recommend including preformed group earlier in the semester and/or removal of preformed groups at the 3rd level semester.

AP2: A reminder will be sent to all supervisors about setting goals, explaining their role, and how their hours should be distributed over the entire semester. For the students, via Moodle, a message about who to contact should they have concerns about goals, supervisor role and time/engagement (i.e. contact the semester coordinator or secretary if the semester coordinator is the supervisor). **Note** this is already communicated in every semester group meeting.

AP3: A request for an increase in the number of available hours at Nordkraft to allow for students to run their projects more smoothly and help from the secretary to arrange booking of student rooms for half or full day provided the students are using these appropriately. Supervisors will be made aware earlier in the semester about options for overcoming booking and location issues and planning early on how to address them. Lastly, a written guideline *written for the students* to be placed in Moodle is requested from the study board on whether students can use persons outside their clusters in the student projects.

NTP

AP4: the theoretical component of each module will be divided in two parts and these will take place with at least 1 week in between. This should help the student to better organize and spread the reading load.

AP5: the workshop assignment will be similar to the exam assignment and the students will be asked to demonstrate their solution to the assignment at the end of the workshop. Students will then receive feedback from their peer and teachers.

AP6: a section on Moodle will be dedicated to a detailed description of the exam.

PTP

AP7: Der vil afsættes lidt mere tid til sidst i kurset til at gennemgå eksamen, og derudover vil der være en præciseret skriftlig information om eksamen til både studerende, eksaminatorer og bedømmere.

AP8: Undervejs i hver forelæsning på kurset, vil vi sørge for at der forklares uddybende hvorfor hvert enkelt tema er nøje udvalgt til kurset.

BTP

No action points

Evt. andre kommentarer

AP1 and AP3 should follow up with the study board.