

Summary course evaluation report

Academic year 2021-22

Degree programme(s):	MSc. Global Development
Head of Studies:	Henrik Hansen

All ECTS-generating activities are evaluated at each pass

Completed Bachelor's projects, theses, academic internships, fieldwork and Master's projects must be evaluated. Have one of these categories of study activities not been evaluated and, if so, why?	The theses and academic internships have not been evaluated. The reason is continued confusion wrt. duties in the study administration.
Are there courses or other ECTS-generating activities that have not been evaluated and, if so, why:	The course "Thesis Data Collection" has not been evaluated because of very few students (less than five)

Response rates

Response rate, Autumn Semester:	Theories, Facts and Current Issues	63%
	Applied Research Methods	73%
	Transn. Actors, Networks and Placem.	39%
	Global Business and Economics	65%
Response rate, Spring Semester:	Interdisciplinary Field Research	23%
	Global Politics	17%
	Economic Growth and Inequality	24%
Response rate, last year, Autumn Semester:	Theories, Facts and Current Issues	87%
	Applied Research Methods	42%
	Transn. Actors, Networks and Placem.	50%
	Global Business and Economics	58%
	Thesis Data Collection	31%
Response rate, last year, Spring Semester:	Interdisciplinary Field Research	52%
	Global Politics	32%
	Economic Growth and Inequality	53%
Target response rate:	50 %	
Does the Head of Studies regularly encourage lecturers to evaluate during teaching hours:	yes	
Does the Head of Studies encourage that the first course of teaching begins with the lecturer explaining which changes have been made to the course compared to last year.	yes	
Account in brief for any further action taken to increase the response rate:	We explain the importance of the evaluations at the introduction to the programme and at each evaluation round.	

Processing of student evaluations received

Distribution of the evaluations in categories A, B and C	Number, autumn	Number, spring
Category-A assessment Category-A assessments are given when evaluations are particularly good, for example when lecturers have taken exemplary initiatives and positive experience has been gained from which other teachers or course elements can benefit.	0	0
Category-B assessment Category-B assessments are given when standards are satisfactory. The communication of the result to the lecturer may still be accompanied by suggested improvements and adjustments, but it is basically up to the lecturer to introduce initiatives.	4	2
Category-C assessment Category-C assessments are given when one or more aspects of the degree programme are so problematic that improvements must be made, supervised by the programme management and/or the departmental management (depending on the nature of the problem(s)). Category-C assessments can also be given if other aspects of a subject element than the teaching as such need to be adjusted, e.g. the course content, requirements in relation to the academic background of participants, the academic level or the extent of the teaching.	0	1

Reflection on the distribution of teaching evaluations in categories A, B and C and response rates:
Det giver ikke den store mening at kommentere detaljeret på fordelingen i A, B, og C kurser når antallet af kurser er så lavt som for Global Development. Vi har tidligere haft 2 A-kurser og ingen C-kurser. Det er naturligvis målet ikke at have C-kurser, men samtidig skal der forsøges med kursus udvikling, og i dette tilfælde forløb kurset ikke som forventet og håbet.
For category A, focus is on the particularly positive experience gained during the period:
Vi har ingen A-kurser i denne periode. Alle kurser er på et højt niveau
Category-B (the middle group, probably the largest of the three) are commented on only in brief.
B-kurser på GD er alle af meget høj kvalitet sammenlignet med kurser på andre uddannelser, studielederen har kendskab til.
For category C, a description is provided of any issues identified as being in need of attention, as well as any adjustments and other follow-up initiatives already implemented or due to be implemented.
De studerende ønskede bedre koordination mellem de tre undervisere. Det retter vi op på. Studielederen har talt med underviserne
Follow-up initiatives. Mention is made, in particular, of skills development initiatives.
Ingen

Links to the underlying evaluation data. If no links are provided, it must be stated what material the programme evaluation report is based on (For example questionnaires):

Jeg ved ikke hvor data er placeret. Det ved studieadministrationen

How was the data material obtained:

Online spørgeskema

Will the lecturer, the course organiser (if there is a course organiser), the Head of Department and the Study Board receive the results of the course evaluations?

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