Course evaluations 7th semester, Tourism Copenhagen, Fall 2014

68 out of 93 (or so) students (dropping to 58 at the end), so 63%-54%, filled out the questionnaire. Once again a student version (other than the one we are given) is apparently in Danish – resulting in many comments in Danish, which cannot be read by the teachers which do not speak English. So please, ONCE AGAIN (AGAIN): when will this questionnaire be available only in English??? If we are to take internationalization seriously, this is one of the places to start.

The qualitative feedback is becoming a bit overwhelming by now with so many respondents, also because of the very great diversity, academically speaking, of the students. Concretely, this results in very different understandings of the courses, its work load, level and outcomes. Some thought things were too challenging, other that the level was below what could be expected on a Master level course. Some comments however seem quite general and will therefore be commented upon in more detail:

The workload during the semester is very compressed semester. Especially an extra subject (problem-based methods) and a course within the new specialization make it difficult to find appropriate time between courses for reading and preparation, resulting in information overload and double lectures. I therefore find that an extra week or two to fit in all of this would be useful – or at least suggest that we discuss other ways to organize our schedule on our next cross-campus meeting.

Generally, teachers get good evaluations, reflecting perhaps how we are slowly established (more or less) a teaching ‘core’ (the exception is methodology, whose format is still being ‘rehearsed’). The examination form of active participation is once again this year subject to contestation (consumer studies and Qual. Meth.). The students simply find it unclear how they are being assessed and how the assessment is in sync with what is stated in the curriculum. Teachers do not agree with this, stating that the students are being thoroughly introduced to assessment criteria early on during the course. Also, the exam form was somewhat experimental in strategy (drawing mind maps ect.), which troubled quite a lot of students (but again – also surprised others positively!).

Also the size of the class is (understandably) criticized – we hope that the reduction in size next year will at least partially solve this problem (although 70 is still a lot).

For the exam for the new course Global Tourism development, quite a few students (rightly) pointed to why the exam was only given 2 days, when for the exact same ‘deliverable’ and ECTS students get 4 days on other subjects. This should perhaps be changed in the next revision?

Concerning methodology, we are still struggling to find a form. Students mention how consumer studies is too often being referred to (some tasks on that course where used as examples), which does not work for GTD students. Also, the very big difference in background - from 30 ECTS in Methodology to scratch on the bachelor is a challenge, we need to address. However, we have noted that the groups have never been so large before and only 2 students wrote individually. This was clearly enabled through the course.

Project evaluations

47 replies were received. Overall, the students display satisfaction with the level and content of the supervision, with one (at least partial) exception, a newly hired external lecturer. The lecturer is hired full
time elsewhere, but is otherwise considered a good resource. This situation could be discussed on the study board.