Report on the basis of evaluations tourism Aalborg Fall 2015

**Course evaluations 7th semester**

Last fall, response rates were between 73% and 54% and the coordinator pointed to the major problem that students, for some reason, do not complete the evaluation. Unfortunately, the same problem characterises this semester, as response rates fall from 50% to 30% making 20% of responses incomplete. This leaves us with 13 students (around 30% of the student population) evaluating 3 of the 4 courses. This response rate is so low that it does not make much sense to take action on the basis of these evaluations and the coordinator strongly recommends that actions are instead directed towards increasing response rates – both in terms of students starting to do the evaluation and in terms of students completing the evaluation (usually, if respondents ‘drop out’ is has more to do with the quality of the survey instrument than with the respondents). That said, the students who did complete the survey used the opportunity to give qualitative comments that are very usual for the individual courses and lecturers (between 15 and 20 comments for each course).

As for student working hours across courses, the results are as follows compared to last year (counted as percentage of students, first percentage 2014, second 2015):

<table>
<thead>
<tr>
<th>Course</th>
<th>10+</th>
<th>7-9</th>
<th>4-6</th>
<th>1-3</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consumer studies</td>
<td>8/25</td>
<td>33/35</td>
<td>50/40</td>
<td>8/0</td>
<td>0</td>
</tr>
<tr>
<td>Strat leadership</td>
<td>9/38</td>
<td>23/31</td>
<td>45/15</td>
<td>23/15</td>
<td>0</td>
</tr>
<tr>
<td>Meth and pw</td>
<td>0/0</td>
<td>25/23</td>
<td>50/62</td>
<td>25/15</td>
<td>0</td>
</tr>
<tr>
<td>Culture</td>
<td>38/25</td>
<td>24/46</td>
<td>24/31</td>
<td>14/0</td>
<td>0</td>
</tr>
</tbody>
</table>

On the positive side, it seems that the group of students that puts in more than 10 hours a week into three of the four courses has dramatically increased. This is very positive as students are expected to put 135-140 hours into a course that is equivalent to 5 ECTS. Furthermore, the group of students that puts in only 1-3 hours a week has decreased significantly across all four courses. However, as response rates are extremely low this year, an alternate (and less positive) interpretation of these numbers could be that hard-working students are simply (more) over-represented amongst respondents this year.

As for the **CONSUMER STUDIES** course, positive comments relate to casework although a few students wish for ‘more time’ for case work or point to it being scheduled ‘too late’. An issue that might deserve attention is that 6% disagrees and 19% neither agrees nor disagrees on good learning outcome. But again; due to the low response rate, 6% is equivalent to one student.

As for the **CULTURE AND CULTURAL ENCOUNTERS** course, respondents are generally positive and in regard to the questions on things being clearly communicated; learning outcomes; course material; and presentation of material, all respondents either agree or completely agree. Furthermore, the comments include praises of the teacher and positive comments on the portfolio exam.

As for the course on **STRATEGY** respondents are predominantly positive, although 15% find the level ‘too low’ and 31% find the level ‘too high’; a distribution that might make this a difficult course to teach this semester. Apart from that, as the course on consumer studies, 23% are not positive towards learning outcome. As for qualitative comments, apart from praises of the teacher, students generally liked the idea about using two different textbooks, but some found it ‘hard’ and ‘difficult’ to work with two different books and would have liked the teacher to point more explicitly to differences between the two books.

As for the course on **PROJECT WRITING AND METHODOLOGY**, apart from negative evaluations that quantitatively corresponds to answers from one respondent for each question, responses are generally positive although two issues that deserve attention are (a) the amount of work students put into this ‘active participation’ course and (b) that 31% neither agree nor disagree that materials supported learning processes. One student comments on information on projects being given too late – however, in relation to this it is important to notice that on the 7th semester, tourism students are expected to put 20 ECTS into the four courses and 10 ECTS into the project (a distribution of work different from the 15/15 ECTS split that characterises our other programmes and semesters). Apart from that there are positive comments on PBL, methods bazaar and fieldwork – while only one student points to the level being ‘too low’ and having had ‘the same’ course on the bachelor
level, which might be very positive given the very varied levels of knowledge students have on methodology and project work when they enter the programme.

**Evaluations of supervision and project work**

The problem with very low response rates also characterizes this evaluation form as it has only been completed by 18 students. Furthermore, the coordinator strongly encourages students to use the opportunity to add qualitative comments in this form.

**Semester evaluations**

20 7th semester students and 18 9th semester students have completed this questionnaire and again, the response rates are too low for the coordinator to recommend specific actions. Half the students have put in 30-40 hours a week, whereas 22% has worked more than 40 hours a week and 78% (completely) agree that their work effort is satisfactory.

82% felt well-informed about practical issues. However, 2 out of 18 students disagree that they were informed about study activities at the start of the semester and 78% acquainted themselves with the curriculum. As for overall benefit, 22% found this to be very big, 50% to be big and 28% found it to be average.

16 students did semester projects and 75% found that group formation went well. 94% did the semester projects in groups and hereof 80% found team work went well. Furthermore, 44% of projects were done in collaboration with external partners. Finally, 76% of internships were done abroad and 70% estimated the ‘professional profit’ (whatever that means) positively.

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