Report on the basis of evaluations tourism Aalborg Spring 2016

Course evaluations 8th semester
Out of 45 active 8th semester students, 40 students have completed at least some parts of the questionnaire, so results are very likely to generalize across the student population. Furthermore, compared to previous evaluations, the students have given far more qualitative comments this time, so the coordinator strongly recommends that we use the format tested this spring (i.e. to allow for students to fill out the questionnaire during their last class) in future.

As for the POLICY course, 54% find that they ‘more or less’ know the objectives and 54% of the respondents spent 7 hours or more a week on the course. Around 2/3 found level and extent appropriate. In regard to the four main questions, the answers are as follows for the categories ‘neither agree or disagree’ and ‘(strongly) disagree’: Learning objectives being clearly formulated (33% and 8%), good learning outcome (33% and 21%), literature (21% and 10%) and presentation of material (33% and 10%). The students gave many comments and those deserving the most attention are probably the amount of readings, that the topic is difficult and the style of teaching.

As for the course CHANGE MANAGEMENT, 51% find that they ‘more or less’ know the objectives. 46% of the respondents spend 3 hours or less on the course per week and yet, 90%/87% finds the level and extent of the course appropriate. In regard to the four main questions, the answers are as follows for the categories ‘neither agree or disagree’ and ‘(strongly) disagree’: Learning objectives being clearly formulated (31% and 3%), good learning outcome (23% and 16%), literature (33% and 13%) and presentation of material (33% and 18%). Apart from praises of the teacher, the comment deserving the most attention is probably that students would like theories and literature to be a more prominent element of the course.

As for the course EXPERIENCES and COMMUNICATION, 63% know learning objectives, 68% spent 7 or more hours per week on the course and 98%/93% finds the level/extent appropriate. As for learning objectives being clearly formulated, good learning outcome, course material and presentation of material, staggering 93%, 93%, 96% and 95% (completely) agree. Apart from that, the qualitative comments include tons of praises of the teacher.

As previously, students have the opportunity to follow the APPLIED METHODOLOGY. This course was followed partially and only by a few students. Tourism students now have their ‘own’ methodology and project writing course on the 7th semester and this seems to have made this course less relevant than previously. Therefore, the coordinator recommends that students should no longer be offered to partake in this course (and recommends that the comments provided in regard to this course is used when planning the tourism 7th semester PBL and methodology course).

As for the non-course INNOVATION, the coordinator would (again again) point to the problems in evaluating this non-course as if it was a course. 43% know learning outcomes, 50% has spent 4-6 hours a week and 33% 7 or more hours. 25% finds the level too low and 21% finds the extent too small. In regard to the four main questions, the answers are as follows for the categories ‘neither agree or disagree’ and ‘(strongly) disagree’: Learning objectives being clearly formulated (25% and 11), good learning outcome (18% and 23%), literature (18% and 18%). NB: There are NO answers on presentation of material in the stats, but two sets of stats on course material. The three student-led classes really separate students (some like it, others dislike it). Apart from that students find the groups too big, that the course (which isn’t a course) is too brief, some praise WOFIE (others did not like it), but all comments on the solution camps are highly positive. In conclusion, the problems encountered in regard to this ‘non course’ are not new, so the coordinator strongly recommends that the stance of innovation on the 8th semester should be discussed during the upcoming curriculum discussions and subsequent changes.

Evaluations of supervision, project work and programme evaluation (10th semester)
SEASON EVALUATION.

PROJECT EVALUATIONS.

As for the 10th SEMESTER (PROGRAM) EVALUATIONS,

Tourism coordinators, Aalborg
Bodil Stilling Blichfeldt & Karina Madsen Smed