CCG Course Evaluations Fall 2016

76 students took part in evaluating the courses.

Core Courses:
Generally the students tend to estimate that the goals and the objectives of the core-course and their position in the study programme is communicated fairly clearly (55% and higher).

In relation to Philosophy of Science and Methodology course, the students opinions divided depending on the level of methodological knowledge they acquired through their previous studies, including comments on both too “high” and too “low” level of the introduced material and too “hard/much” and to “easy/insufficient” readings. The students also commented on the unwanted discrepancy in the teachers’ approaches to seminars and workshops. There were only 2 comments designated to flipclasses – one claiming them to be interesting and useful and the other irrelevant and unfit for the master’s level. At the same time, the students were eloquent and precise in enumerating a large variety of competences they gained through the course.

Managing Multiculturalism /PBL was described in the evaluations as a relevant, important and engaging course. The students, however, also emphasised a somewhat disconnected position occupied by the PBL workshop and the otherwise theory-oriented course.

In relation to the Globalisation course, the students stressed the richness of the perspectives and theoretical angles on globalisation introduced by the teachers. They also commented on the challenging yet inspiring diversity of the seminars and teaching styles and focuses.

Optional Courses:
Academic Oral Communication: The students commented on the engaging teaching styles of the lecturer and important learning outcomes of the course.

Intercultural Communication: The evaluations stress the enthusiastic and interactive approach to teaching that encourages critical thinking and interesting and relevant content.

Stream Courses:
Understanding Consumption and Culture in Globalized Societies: The students comment on the interesting and relevant materials used for the course, important learning outcome of group work and other interactive methods of teaching as well as on the diversity of the addressed aspects of consumption and culture.

The Internet and International Marketing: 98% of the students thought that the scope of the course was appropriate. In addition the students comment on the importance of the concrete hands-on examples and cases on which he teaching was based and an interesting and engaging teaching styles. The students stress the relevance of the course’s focus.

Disturbing Landscapes: Migration, Difference and Social Hierarchies: 82% of the students thought that the scope of the course was appropriate. The students described the course as relevant and interesting and commented on an engaging teaching style of the instructor.
Organizational Leadership and Communication: The evaluations emphasised an ability of teacher to cover an interesting way a broad range of relevant issues and theoretical perspectives. The students commented though on some lack of focus on communication.

The United States and Global Politics: Only 6 students replied. They estimated that the course’ objectives and teaching content was commented fairly clearly (app 50%) and commented on a broad and relevant focus of the course.

Social Movements and Global Democracy: The students commented on the relevance of the raised issues, discussions and used examples.

Key Concepts I: The students stress an engaging teaching style and a combination of the clear thematic line of the course with the multifacedness of the raised issues.

Area Courses

Too few respondents (2-5) and lack or absence of qualitative responses in the evaluations.