Evaluation Report for Spring Semester 2017:
Educations at Study Board for International Affairs:

“Development and International Relations” (AAU, Aalborg); European Studies (AAU, Aalborg); “Development and International Relations: Global Refugee Studies” (AAU, Copenhagen).

Development and International Relations (AAU, Aalborg):

Semester Evaluation

50 students out of 129 have filled out evaluations. This corresponds to 39 percent. Approximately 60% of respondents say that they spend 30-40 or more per week on their studies, while 32 percent spend 20-30 hours. Some students seem to under report the number of hours spent on studying. The study board wishes to ensure that students in the future are aware of what they should include when reporting the number of hours used on studying. The aim is for students to see their study as a full-time study.

Generally, students find that they get a lot out of the study activities. Many students highlight competencies learnt in practically oriented courses/modules when responding to the main competencies they have acquired at the study program, while some also stress general academic competencies as well as the ability to plan their own work.

All students have taken part in project work, most in collaboration with other students. A relatively big minority has written the project alone. The study board wishes to reduce the number of students writing projects alone.

Most students who have studied a semester at another university or have been on an internship in an organization or company as part of their study program at DIR are satisfied with the experience.

The level of satisfaction with information from the study secretariat is high. There is room for improvement, since some students would like to get more detailed information about guest lectures than they sometimes are given.

Students are generally satisfied with the physical study environment and with the internal design of buildings including facilities used for breaks and study activities. They find that the physical environment contributes positively to the social aspect of life as a student.

Students generally thrive and are satisfied with the overall study environment on their education/study program.
Evaluation of the study program:

15 students responded to this evaluation. Most students are satisfied with the cohesion and progression between the modules/courses at the education. A small minority find them less coherent. Most students are satisfied with the acquisition of competences and think they are learning to identify and formulate problems for their project writing. Similarly, they find that they are good and working with problems. Most feel that they are good at long work processes and at achieving goals on time, but not all are completely satisfied in this area.

Regarding the university’s information about business and career opportunities responses are mostly positive, but several students find that this area does not work very well. The study board will focus more on this in the future in order to contribute to assure more student satisfaction in this area. In fact, the study program offered a half-day event on the theme during the semester, though very few students attended.

Evaluation of project supervision:

36 groups (including 1-person groups) have evaluated project supervision. A very large majority are quite satisfied with the supervision, although a number find the support from supervisors only average. Only in one case is a group unhappy with the supervisor – due to the supervisor’s lack of time. This is not a general problem with this supervisor, however. All in all satisfaction with supervision has been high.

Course Evaluation:

58 students out of 92 have responded to this evaluation. This corresponds to 63 percent.

The courses of Project Management and of Civil War are part of the same module. This module received many comments. Students were very satisfied with the course in Civil War. Students were for the biggest part satisfied with the course in Project Management, but a relatively big minority did not think the course lived up to its overall objectives. On the other hand, many students found it useful that the course provided many practical examples as part of the teaching. However, a relatively big part of the students did not find the standards of the exam very clearly formulated and communicated. The study board will make sure that we have a careful discussion amongst the teachers and examiners taking part in this module.

With regard to the course in International Political Economy, there was broad satisfaction amongst students who found teachers very competent.

The course on Globalization, Rising Powers and Emerging Markets also received quite positive evaluations, with some critical comments about the balance between the different country examples studied (or not studied) in the course. Some found the course too broad. The lecturers will consider these views.
The specializations: Chinese Area Studies, Latin American Studies, Gender Studies and Arctic studies received very positive evaluations. The Simulation Game also received very positive evaluation ad did the module on Theories of Social Science and Methodology. A number of students suggested that all courses belonging to this module should be taught in the fall semester. The study board agrees and in the future we will collect all the courses in methodology, method and theories of social sciences in the first semester of the Master program.

**Development and International Relations: Global Refugee Studies (AAU, Copenhagen):**

**Semester Evaluation**

Approximately 60% of respondents say that they spend 30-40 or more per week on their studies, while 35 percent spend 20-30 hours. Some students seem to under report the number of hours spent on studying. The study board wishes to ensure that students in the future are aware of what they should include when reporting the number of hours used on studying. The aim is for students to see their study as a full-time study.

Most students find that they get a lot out of the study activities or that the benefit is reasonable.

All students have taken part in project work, most in collaboration with other students. A relatively big minority has written the project alone. The study board wishes to reduce the number of students writing projects alone.

Most students who have studied a semester at another university or have been on an internship in an organization or company as part of their study program at DIR are satisfied with the experience.

The level of satisfaction with information from the study secretariat is relatively high.

Students are generally satisfied with the physical study environment, although a relatively big share of students are not very satisfied with the interior design of the buildings, as they do not find that it contributes strongly to the social aspect of life as a student. Nevertheless, most students thrive and are satisfied with the overall study environment on their education/ study program.

**Evaluation of the study program:**

Nine students responded to this evaluation. Most students are satisfied with the cohesion and progression between the modules/courses at the education. Most students are satisfied with the acquisition of competences and think they are learning to identify and formulate problems for their project writing. Similarly, they find that they are good and working with problems. Most feel
that they are good at long work processes and at achieving goals on time, but not all are completely satisfied in this area.

Regarding the university’s information about business and career opportunities responses are not very positive. Most students find the information level in this regard to be at a medium level, but a big minority are not satisfied. The study board will focus more on this in the future in order to contribute to assure more student satisfaction in this area.

**Project Supervision**

20 groups (including 1-person groups) have evaluated project supervision. A very large majority are quite satisfied with the supervision. A few groups were not satisfied with supervision. Particularly one supervisor received very critical evaluations. The coordinator has reacted on this.

**Course Evaluation:**

33 students out of 65 have responded to this evaluation. This corresponds to 51 percent.

Students evaluate the courses on “Applied Methods for Development Work” relatively positively, though some students found the courses too compact in terms of time.

The course in “Globalization, forced migration and refugees seen in a developmental, historical and political perspective” received quite positive evaluations. The same was the case for “International Political Economy”, though a big minority found that the extent was too large.

Students were relatively positive in their evaluations of “Politics, Culture, Identity”, although a majority of students found this course to be too large in extent.

**European Studies (AAU, Aalborg)**

**Semester Evaluation:**

15 students have evaluated the semester.

A relatively big share of the students did not find that they had received particularly good information about the coherence of the study program, although almost all acquainted themselves well with the objectives of each module. Students over all found the benefit of the
study activities was at an average level. Most students made their semester project in a group and found that the team-work went well. A big minority wrote their project individually. The study board intends to explain the benefits of group work clearly to students in order to assure that most students work in groups, as this is quite useful from the perspective of acquiring abilities of collaboration and intercultural competencies.

Students for the most part were satisfied with the level of information about practical issues provided by the study program.

Students were largely pleased with the physical conditions they encountered and found it stimulating for their learning as well as appropriate for socializing. Students generally thrive well and find that the study community functions well.

Evaluation of the Study Program:

Only six students evaluated the study program. Most students were relatively satisfied with the study program. However, some felt that they did not receive sufficient career guidance. The study board will seek to contribute to assure more and better information about career and business opportunities. In fact, the study program offered a half-day event on the theme during the semester, though very few students attended the event.

Project Supervision:

10 groups (including individual groups) have evaluated project supervision.

Most groups were quite pleased with the supervision they received, though a minority was not pleased. Particularly two teachers got negative evaluations. The study board chairman has spoken to these two supervisors who do not usually receive negative evaluations.

Course Evaluation:

16 students out of 25 have evaluated the courses. This corresponds to 65 percent.

The course on “EU Politics and European Political Economics” received quite positive evaluations, though a few students did not think that the learning objectives and standards of exams were clearly formulated and communicated. The course on “EU Law and EU Institutions” received quite positive evaluations by most students. The same was the case with the “Simulation Game”. The course on “Globalization, Rising Powers and Emerging Markets” received mixed evaluations by the students of European Studies (DIR students evaluated the course positively). A third of the respondents found that learning objectives and standards of the exam were not clearly formulated and communicated and that the learning outcome was not good. The study chairman will discuss the issue with the course teachers to consider ways to make the class more appealing to students.
from European Studies. Only three students evaluated Theories of Social Science and Methodology. The evaluation is at an average level. Finally, two students evaluated the course in the specialization “Gender Studies”. The evaluations were relatively positive.