Evaluations, Fall 2019

Study board of International Affairs/Studienævnet for Internationale Forhold (SNIF)

Evaluations fall semester 2019: courses, semester and supervision at Development and International Relations (DIR), European Studies (ES) and Global Refugee Studies (GRS)

DIR

Course evaluations:
Response rate 72 percent (64 out of 87)

The evaluations were overall quite positive, with satisfaction rates with learning outcomes ranging from 57 to 100 percent.

The four specializations were evaluated quite positively. So was the course in Regionalization, though some students pointed out that they experienced a lack of coordination between the different lectures.

As regards the methods course, some students pointed out that they had already had a similar course during their BA. This is a known problem, caused by the highly diverse student intake. We will try to address it through the new curriculum, from the autumn of 2020. The course in International relations were also seen as repetitive for students with a background in international studies or political science, while other students felt they learned a lot. We will again try to address this with the new curriculum, which opens for a more differentiated and case-based approach in order to accommodate students from various backgrounds.

The development class also received quite positive feedback – especially the discussion classes.

Semester evaluation:
Response rate 37 percent (53 out of 144)

Generally speaking, the students have been satisfied with the semester, with 93 percent of the students reporting that they found their outcome of the semester good, very good or average. The respondents repeat the wish for more suitable places for group work, and some students comment on the lack of proper facilities for socializing. The air quality receives a few negative comments, as does the many technical problems, which disturbed classes at the beginning of the semester. There were a number of comments about the group work process – while many students loved working in groups others were less than satisfied with the work effort, English skills and academic level of their group mates. This illustrates how important it is to differentiate the grade in the project exams.

Supervision:
We received 48 evaluations, most of them very positive. One supervisor received a few negative remarks, this has since been handled by the coordinator. The project evaluations indicate that it would be beneficial to have an initial session to align expectations between the supervisor and the students both in regards to the academic level of the project and the work process. Some supervisors have experimented with cluster
supervision and reactions from the students have been mixed, as they sometimes feel they get fewer supervision meetings. It is important to stress that cluster supervision is used for pedagogical reasons and not as a cost-saving measure.

**ES**

**Courses:**
Response rate: 86 % percent (18 out of 21)

The courses shared with DIR (specializations, regionalization, Theories of international relations and methods) received similar evaluations from the ES students – again addressing the difficulty of designing introductory classes for a varied student body. The ES specific courses were generally quite popular, especially the external role of the European Union.

**Semester evaluation:**
Thirteen students responded. A large majority of the students found that their outcome of the semester was satisfactory. Most students wrote their semester project in groups, and were satisfied with the process, while a couple of respondents found group work problematic due to differences between the group members. And again, the air quality and the many technical problems were addressed by the respondents.

**Supervision:**
Thirteen students completed the questionnaire and were generally satisfied with their supervisors. A couple of supervisors received negative comments as well – this has since been addressed by the coordinator.

**GRS**

**Courses:**
Response rate: 54 percent (47 out of 87)

Students are overall very satisfied with the courses, with satisfaction levels ranging from 71 to 100 percent. Especially the course on International organizations and International law was evaluated very positively. Also, the methods course was well-received following adaptations in previous years. However, for some courses the response rate was relatively low. The mobility semester was evaluated quite positively, and the students enjoyed the small class size.

**Semester:**
Response rate 33 % percent (29 out of 87)

Students were generally satisfied with the semester as a whole, and very positive about the study program. Some students found Moodle quite confusing and wanted more information from the secretariat. This will be addressed by having the secretary present during information meetings at the beginning of the semester. Most students found the classrooms and the air quality satisfying, while a few students would like more dedicated space for group work. The international students would also like more social/academic extracurricular activities, which could be facilitated by the study program, upon input from the students.
Supervision:
There were 22 respondents. Most students were satisfied, but there was a several critical comments about one supervisor, especially as regards availability. This has been handled by the GRS coordinator.