

Concerning the teaching evaluation performed in the Spring Semester 2015



26 NOVEMBER 2015

In overall terms, the evaluation reports received reflect well-run courses from both the teachers' and the students' viewpoints for the bachelor programme in Theology, as well as the master's programmes in Theology, African Studies (CAS) and The Religious Roots of Europe (RRE).

DIR +4535323781
MOB +4561711890

About the evaluation in general

Overall, there are good descriptions from the teachers, with general considerations, concrete proposals for improvement or comments on well-functioning elements of the course. However, the teachers' evaluations also vary considerably in terms of their form. Some evaluations are forms with response rates, while others are close to being whole essays. The focus of the evaluations ranges from the very general to the rather more detailed and specific. Most teachers' evaluations include both the students' and their own perception of the course.

csj@teol.ku.dk

REF: CSJ

Only one single teacher has used the online evaluation, with a low response rate and no further comments.

For CAS and RRE in particular, the response rates from the students were relatively low for several of the course evaluations, which impedes the ongoing work of developing the courses. It must be noted that the Faculty has appointed a working group with special focus on revision and improvement of evaluation practice.

General observations

There is generally great satisfaction among students and teachers for both the bachelor programme and the three master's programmes. There is still a relatively high dropout rate for several subjects despite teachers' positive evaluation of the course, and this requires concrete follow-up and

investigation. Previous years' frequent remarks concerning insufficiently prepared students are by and large absent from this year's material.

The courses

There is generally great satisfaction among students and teachers with a combination of various different types of teaching of the programmes. Several reports thus describe the pedagogical benefit of teaching methods that involve the students in active participation: multiple choice, Clickers (online program with quiz questions) and students' presentations. The involvement of students and student activity in classes has thus proved to be beneficial to the quality of teaching and the students' attendance. Lectures are also named as a beneficial teaching method.

A special pedagogical initiative which gave a lift to the academic content in this semester was the concluding preparation of a draft joint article with the course results, which was sent to *Præsteforeningens Blad* (the magazine of the Danish Priests' Association).

Examination

Especially for the first year groups, several students express uncertainty with regard to examinations and expectations. It can thus be a challenge to incorporate abstract themes from teaching in the basis for examination – so this is also a concrete area requiring attention.

The evaluations also reflect how the synopsis examination method for the theological study programme has yielded good results.

Trial course and study trips

Moreover, a trial course in conjunction with the Faculty's participation in the 2016 priority area for research-based teaching was a success. The study trip to the Middle East in the summer of 2015, with biblical exegesis, is also evaluated very positively by the teachers. Emphasis is given to the social, theological and existential benefits for the theology students.

Once again, the automatic registration system documents a significant discrepancy between the number of students registering for a course, and those who attend and take part. And again, it is found necessary to strengthen the students' written presentation skills and to focus on the special challenges with regard to the programmes taught in English (CAS and RRE).

As stated, via a working group the Study Board has initiated the work of revising the concrete evaluation methods, including use of the standardised questionnaires. During the coming two semesters, the Study Board will

probably be able to present a more optimal evaluation method, for the benefit of both teachers and students in terms of form as well as content.

PAGE 3 OF 3

Categories A, B, C

As before, the Study Board has assessed the evaluated courses in terms of the degree of agreement between the student's and the teacher's expectations. Courses with a high degree of agreement between these expectations are placed in category A. These are courses for which teaching functions particularly well, and for which expectations are reconciled to a high degree, and which can, moreover, serve as inspiration for other teachers and students.

Courses for which the evaluation shows that teaching functions satisfactorily and that there is agreement between expectations of the course are placed in category B.

On the other hand, courses for which both teacher and students mostly express dissatisfaction with the course generally or elements thereof, are placed in category C. These courses require special attention and a significant degree of adjustment in relation to the concrete problematic issues revealed by the evaluation. As a follow-up, teachers will be offered pedagogical support, and/or concrete adjustments will be made to subject and learning goals for the concrete course.

Conclusion

On the basis of the evaluations received, there is an overall picture of general satisfaction among teachers and students. The reports reveal serious preparation, pedagogical commitment and a constant effort to improve courses and types of teaching, so as to support the students' academic development.

Kind regards

Carsten Selch Jensen

Associate Dean and Head of Studies, associate professor, PhD