

	Responses				Response	
	(A)Enig	(A)Overvejende enig	(H)Hverken- eller	(U)Overvejende uenig	Antal	Gns. score
Holdunderviseren/Instruktoren var god til at forklare stoffet	60.0 %	35.0 %	5.0 %	.	20	4.6
Holdunderviseren/Instruktoren gjorde sig umage for at forstå, hvor vi kunne have vanskeligheder med	65.0 %	30.0 %	5.0 %	.	20	4.6
Holdunderviseren/Instruktoren var god til at give os råd om, hvordan man bedst muligt arbejder med stoffet og løser opgaver	30.0 %	15.0 %	35.0 %	20.0 %	20	3.6

Translation

- 1) The instructor was good at explaining the course content.
- 2) The instructor made an effort to understand where we were having difficulties
- 3) The instructor was good at giving advice on how best to apply the course content and solve problems

Response Range: Agree / Predominantly agree / Neither agree nor disagree / Predominantly disagree

NB: Antal = number of students, and Gns. score = average response. Student comments follow on the next page.

Q12_Uddyb evt. dine svar vedrørende instruktør/holdundervisningen her

Our student teacher has been really good at understanding the difficulties we have had. Specially the EU-bloc lectures have been horrible - the lecturer wasn't understandable and the material for the lectures started at a level where we couldn't follow - we needed to get the baseline of EU before moving on to the materiale which we have been taught in. In this situation our Anthony did a great job

Anthony continuously saved this course in his lessons. Every lesson he would start by recapping the lecture in a clear and precise manner - for most of us this was only at this point the goal with the lecture were apparent

Anthony var virkelig god til at imødekomme vores frustrationer. Det blev antaget at vi vidste meget mere om EU's opbygning og organisering, hvilket vi ikke gjorde, Anthony valgte at prioritere at vi fik en god forståelse af dette. Han har været meget forstående overfor, at det også kan være vanskeligt at svare fyldestgørende på engelsk.

Anthony forsøgte ihærdigt at følge op på det vi ikke havde fået med fra forelæsningserne. På den måde fik vi mere med fra forelæsningserne, men det betød også af holdtime spørgsmål blev gennemgået hurtigere. Derudover lagde han i sin feedback af oplæg og skriveøvelser mere vægt på den sproglige udførelse mm., hvilket ikke rigtig giver mening, da vi hverken skal til mundtlig eksamen eller aflevere på engelsk. Det kunne være fedt, hvis han havde lagt mere vægt på det substantielle i sin feedback. MEN overordnet har han virkelig forsøgt at få det bedste ud af holdtimerne.

Anthony frequently cleared out some misconceptions and misunderstandings from the lectures that were unclear to us. This was helpful, but due to the fact that there often seemed to be misunderstandings between the lecturers/teachers about what exactly we were supposed to learn and what they took for granted we already knew it sometimes got confusing.

The instructor was not used to teaching, so at first it was difficult for him to see what kind of help we needed, and as students we were used to someone who has been a part of the same learning system and thus is more knowledgeable about it, so it was difficult for us to articulate the problems we had in a way that was easy to understand for the instructor. However, we all worked at it and it has gotten much better.

We had Anthony in our class, and I think he did a really great job. ..When we had several lectures in a row, where people did not understand what was going on, he started the class by asking which questions we had, and then he incorporated them into his schedule for the class. It worked extremely well. He really made a great effort. ..I think we were lucky to have him, because I have heard about other classes who has other teachers, and they did not feel they gained anything from there, which is a shame, because it has been some very interesting topics.

Regarding the teacher classroom: If you have to make written assignments then feedback is necessary either thorough peer-review or from the class-room teacher.

Sometimes the focus of the classes and lectures were very different and these differences could have been better explained...Overall, Anthony was a great instructor.

Anthony did a great job with elaborating central points from the lectures, that we didn't understand.

Vi var heldige, vi havde Anthony som instruktør, da han trods alt havde mere styr på stoffet og hvad der var vigtigt, hvorfor han efter alle Daniel Finkes forelæsninger kunne svare på uddybende spørgsmål. Jeg synes han har været god som instruktør, og holdtimerne er det eneste tidspunkt i dette forløb, hvor jeg rent faktisk har fået noget ud af undervisningen. ..Hvad der overordnet ved holdtimerne bør forbedres er dog feedback ift skriveøvelser. Det har været under alt kritik, at vi - trods høj efterspørgsel efter det - OVERHOVEDET ikke har fået noget at vide omkring skriveøvelserne. Ikke engang kollektivt. Tit er et spørgsmål også blevet gennemgået ift overordnede ting istedet for at komme ind på, hvad der substantielt skulle have stået...Et andet aspekt er de mange mundtlige powerpoint presentations. Det er som sådan fint nok nogle gange, men når eksamen er skriftlig virker det trivielt uge efter uge at skulle evaluere på sine medstuderendes gestikuleren og artikuleren frem for indholdet.

Hold 4 har været heldige med at have Anthony som instruktør, det tror jeg har hjulpet vores hold. ..Det ville være rart, hvis der til hver forelæsning var en undervisningsbeskrivelse, så i vidste, hvad vi skulle have haft ud af hver forelæsning og holdtime. ..Det kunne måske have hjulpet hvis instruktorene, selvom de er phd'er var til forelæsning - ligesom i alle andre fag, på den måde har de også selv en ide om hvad der er foregået på forelæsningen, de virker ofte helt tabt og uden anelse om hvad der er forelæst i. ..Andre ugesedler med mere fokus på de ting der er gennemgået på forelæsning. Det virker meget irrelevant at have så specifikke ugesedler med fokus på et lille lands parlament. De evindeligt mange oplæg der har været har fuldstændigt mistet deres betydning. Igen synes de at mangle relevans og relation til forelæsning/holdtimetekster. ..Der har manglet feedback på de igen, evindeligt mange skriveøvelser der har været. Problemet er ikke antallet af skriveøvelser, men når der ikke kommer et eneste ord tilbage på det vi har lavet, så virker det meningsløst at lave dem.Det har virkelig været et træls og irriterende fag at have. Det har skabt meget virvar, som kun har givet frustrationer og super meget stress i forhold til forventninger til eksamen!

Our student teacher made an effort to understand our difficulties and was willing to explain things from the lecture that we didn't understand (a lot) ..On the other hand the feedback was lacking e.g. the written assignments..Also I think that he should have gotten more guidance/introduction to the IFSK kind of teaching

The idea w the written assignments and hand-ins seemed like a misunderstanding; we didn't get any feedback and thereby simply had no idea what to expect. So make sure to give feedback when the students are handing something in, otherwise it seems like a waste of time when one have absolutely no idea of the level.

Anthony definitely helped us a lot. The lectures were often very confusing, so after about 5 or 6 lectures we started each class by walking through the basics (which we completely jumped in the lecture). That was the best thing about this course.

Anthony has been most help and truly concerned about all of our frustrations. He has tried to explain the things, that did not make sense in the lectures and is willing to answer all of our questions.