



## Action plan for final teaching evaluations 2015

VIA Architectural Technology and Construction Management Aarhus  
VIA Construction Technology Aarhus

In 2015, the following semesters have been evaluated:

- 4<sup>th</sup> semester (ATCM)
- 4<sup>th</sup> semester (CT)
- 3<sup>rd</sup> semester (ATCM/CT)
- 7<sup>th</sup> semester (ATCM)

The programme manager has discussed the results and reflections together with the other programme managers with respect to joint initiatives and with involvement of relevant parties at the programme with respect to local initiatives.

From the table below you can see the focal areas the programme manager has chosen to act upon with involvement of relevant parties.

<b>S15</b> <b>4th semester (ATCM)</b> Response rate (in total): 81.7 % (197/241) Uncertainty at a 95 % confidence level: 3 %				
Focal area (primary results)	Assessment (reflection)	Action (new initiatives)	Responsibility	Time
Achievement of knowledge, skills and competencies	Especially in relation to COM (communication) and the following report the students	The team in the 4th semester will re-think the course regarding the report with the following	Semester team in the 4th se-	A15

within COM	had to write, the students in the 4 <sup>th</sup> semester have been challenged.	<p>initiatives:</p> <ul style="list-style-type: none"> <li>- At semester start, the teachers will make the students aware of what COM entails – that it is about philosophy of research and how to write a report, not other topics.</li> <li>- The lectures regarding the possible topics for the report: Sustainable Energy efficient Construction, Industrialized Construction and Management &amp; Communication. In relation to this it is important to inform the students that the lectures are there as a base for their choice of topic for their report.</li> <li>- The period from the students choose their topic until the final problem statement has to be extended to ensure that each student gets enough time to study the topic.</li> <li>- The students wish one week to write the report without any lectures instead of the period of several weeks they have now parallel to lectures. We have tried this previously but the teachers are okay with trying it again.</li> <li>- The appointed supervisor's role has to be clear to the students. As an example, the students are under the impression that the teacher in COM should have had time to guide all the students, but that is not possible with so many students.</li> <li>- A more aligned feedback to the students regarding their reports. The team has to agree on the extent of feedback and they have to use the same scheme for feedback.</li> <li>- In general the time plan regarding writing the report has to be re-thought.</li> </ul>	mester	
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Evaluation of the study- and workforms	If we want to use the results from the final teaching evaluation to evaluate the teaching- / workforms in order to develop and improve the teaching- / workforms, it ought to be the same teaching- / workforms that are evaluated across campus and line of study.	We have to initiate a work with the Study activity model to ensure that it matches the actual semester and reflect the learning environments.	The programme management	A15
Project guidance	The survey indicates a need to focus on how guidance / consultancy is handled.	<p>The team in the 4th semester will initiate the following to meet the criticism regarding the project guidance:</p> <ul style="list-style-type: none"> <li>- Make the students aware, that the supervisors expect the groups to be well prepared for the guidance sessions, this includes writing down specific questions or topics the students need to discuss.</li> <li>- The groups/the student have to sign up for guidance before the guidance sessions start. Based on this, the supervisors will allocate time for each group. This approach especially applies to the smaller subjects with lesser time for guidance in the classes.</li> </ul>	Semester team in the 4th semester	A15
Alignment of expectations	The survey clearly shows that we need to ensure a clearer alignment of expectations.	<p>The alignment of expectations between the students and the teachers is extremely important. The following will be initiated at the semester start to align expectations:</p> <ul style="list-style-type: none"> <li>- Presentation and discussion of the semester syllabus</li> <li>- Presentation of Plans of actions based on the students feedback</li> <li>- How do we supervise?</li> <li>- What does COM include?</li> <li>- The 4<sup>th</sup> semester is about "architecture" and the students are expected to gain knowledge about the subject and collaboration with the architect, hence this academic area takes up more time in this semester.</li> </ul>		

		<ul style="list-style-type: none"> <li>- Where do the students find information about when there is guidance and lectures = WEB-UNTIS</li> <li>- The supervisors are different – and they guide differently and as a student or group one can experience guidance in different directions, but in the end it is the student and the group who has to make a decision about a possible solution.</li> <li>- Students need differentiated guidance; hence some students need more guidance than others.</li> </ul>		
Clear communication of the context of the lectures.	In continuation of the challenges with alignment of expectations, the survey indicates that the students need the teacher to inform of the context of the lectures in relation to the other lectures/single subjects, the project, real life etc.	The teachers will seek to start all lectures with a brief introduction to the context; where can the following information be used in the projects?	Semester team in the 4th semester	A15
The lectures' placement in relation to the project	Some students have pointed out that the lectures don't come at the right time in relation to their project.	Lectures are placed in the order and at the time during the semester, the semester team have experienced is right. This means that some groups will experience that the lectures are either too early or too late because the groups work at different paces. We sometimes have to place external lectures in accordance with the external parties' calendars.		

<b>S15</b> <b>4th semester (CT)</b> Response rate: 60 % (6/10) Uncertainty at a 95 % confidence level: 23 %				
Focal area (primary results)	Assessment (reflection)	Action (new initiatives)	Responsibility	Time
Response rate and uncertainty	Even though the response rate is above the standard of 60 %, the uncertainty is very high	In the next turnus we should aim for a higher	CT Team	Next turnus.

	(especially in total and for Aarhus).  It is a smaller population, why the uncertainty increases at a response rate of 50 %.	response rate.		
<p><b>The practical placement</b></p> <p>The students express that they were prepared academically, but of course lack experience. One student requests more guidance specifically in relation to the AP Degree in Construction Technology. The students express that the most positive part of the practical placement have been that they as students could create value "in the real world", have experienced real life and have had the opportunity to work independently on finding solutions. One student points out that the most negative was that the practical placement company used another software, than what is being thought in the education.</p>	<p>The 1½ years of education is a good base for ending with an independent semester – as described in the executive order to study programme, curriculum and semester syllabus. The evaluation indicates a basic satisfaction with the practical placement. An alignment of expectations between the company, intern and the institution about the software can ensure that the students get an opportunity to prepare for a possible change in software.</p>	Ensure information about the practical placement companies' software solution in relation to the practical placement.	CT Team	Next practical placement in A15
<p><b>The final project</b></p> <p>Half the students' final projects (in Aarhus and Holstebro) have been related to the students' practical placement. The students express that the most positive part of the final project is that they have worked independently with support from the supervisor. One student express that the most negative part of the final project is that the entire study programme is based on group work and then in the last semester, they have to work alone. Other points out a lack of time.</p>	<p>The final project is an independent piece of work as written in the executive order to study programme, curriculum and semester syllabus. Lack of time is a learning process where one's own expectations are aligned with expectations to what is possible for a student during 10 weeks of work.</p>	No new efforts.		
<p><b>The AP Degree in Construction Technology</b></p> <p>The students express very different reasons for choosing the AP Degree in Construction Technology. Several students think it is necessary to be better prepared for the choice between BK/ATCM and BT/CT earlier on in the education (2<sup>nd</sup> semester).  The students express that the most positive part of the</p>	<p>In the 2nd semester we already carry out an activity day about the opportunities within the ATCM/CT programme – including possible "cross-overs" and opportunities for further education.</p> <p>Positive and negative views are taken into consideration.</p>	No new efforts.		

<p>CT programme is:</p> <ul style="list-style-type: none"> <li>- Collaboration in groups</li> <li>- The Innovation weeks</li> <li>- Study trips</li> <li>- The teaching</li> </ul> <p>The students express that the most negative part of the CT programme is:</p> <ul style="list-style-type: none"> <li>- That the programme have been very compressed (too little time) – too much in the 3<sup>rd</sup> semester with the Innovation weeks and confusion about the different hats in the 3<sup>rd</sup> semester.</li> <li>- Group work with students who aren't as dedicated.</li> <li>- Lack of focus on the different backgrounds.</li> <li>- The be two different places (Holstebro)</li> </ul> <p>83 % in Aarhus would recommend the study programme to others, 17 % don't know if they would. 100 % in Holstebro would recommend the study programme to others.</p>	<p>The study programme is a general education and the content in relation to knowledge, skills and competencies is compressed.</p> <p>The 3<sup>rd</sup> semester in the study programme is the first semester in the learning environment "professionalization", hence it is only natural that we require more in relation to the academic level, the content and the students' independence.</p>			
<p><b>Moving on</b></p> <p>Most of the students express that they are looking/will start to look for a job soon. One will start after graduation.</p>	<p>It is important to stay in touch with previous students.</p>	<p>Increased focus on ensuring that the students register their mail and join the alumni group on LinkedIn – the more the merrier.</p>	<p>CT Team</p>	<p>Continuously</p>

<p><b>A15</b> <b>3<sup>rd</sup> semester (ATCM/CT)</b> Response rate: 69 % (18/26) Uncertainty at a 95 % confidence level: 13 %</p>				
Focal area (primary results)	Assessment (reflection)	Action (new initiatives)	Responsibility	Time
BPM	Differences in the way of presenting the material. In BPM there was a bigger difference in theory to	Course plans is given to students for a better view of lectures and their executed order.	CON/BPM teachers	Next semester

	practice.	CON will be more involved to create connection to BPM subjects such as, functional analysis, work specification and building component journal. Power Points will be uploaded as a phase-set or as minimum a few days before so students have the material prior the lecture is given.		S2016
e-learning	Didn't have any for static. Could be good with tutorials, because it's possible to watch again and again. Good for instructional software.	Helps a lot in Revit and Sigma! Static and constructions will implement in some extent subjects to explain via a media of online tutorials. ACTM Horsens will be contacted to hear their experience on e-learning regarding their positive response vs response in Aarhus.	CON/Static teachers  Con teacher	Next semester S2016
Portfolio	Don't see the reason. Have been explained the reason many times, but the students can't understand them. Don't want to spend the time it takes to make a good Portfolio. Do more with working on a presentation Portfolio for when applying for jobs. Should be introduced differently from the 1 <sup>st</sup> semester! It doesn't catch their interest. From the beginning it becomes a habit not to care. NN is pretty good.	The portfolioteam (Pernille and Goar) are aware of the mentioned attitude and lack of interest regarding Portfolio. We make conclusions from that by making ongoing adjustments in the subject. The changes will be fully implemented in about a year.	The 3. Semester Team	S2016
Ability to plan	Issue with attendance – if people aren't here it's hard to plan.	Given course plans will facilitate the planning of project work. It must be intensified to make clear how the "study activity model" effects the study environment and why this must be respected in class. Document list must be required named by author for each drawing and document individually produced and must also be required presented at midway evaluation and the exam.	The 3. Semester Team	S2016
Collaboration on planning the semester	Timing of the teaching – not following the same steps. The order of the material that was presented.	Given course plans will define the order and timing of lectures to prepare the students for when material is presented.	The 3. Semester Team	S2016
Communication of learning aims	More examples of what would be considered a very high standard. Or bullet points.	Examples of any subject can be provided by tutor by request from students.	The 3. Semester Team	S2016

Other - Elective module	Should be placed in the first part of the semester. It's disruptive for the semester project and the tools the students have learned are more useful in the start of the semester project (analysis and solving projects).	This course is coordinated between all involved campus' so is not possible to move in any way.	No action	No action
Other - Exam after winter break	Most of the students are going home and it have been a long time since they have done any work.	This is unfortunate but it is recommended to plan any vacation or holiday according the semester time schedule.	No action	No action

<b>A15</b> <b>7<sup>th</sup> semester (ATCM)</b> Response rate: 81 % (22/27) Uncertainty at a 95 % confidence level: 9 %				
Focal area (primary results)	Assessment (reflection)	Action (new initiatives)	Responsibility	Time
<b>THE ELECTIVE MODULE</b>				
Outcome of working with the elective module	A greater focus on working with the report guide through the study programme.	<p>We are working on a new flow in the study programme regarding the programme elements, which should improve the students' competencies in relation to writing the report in the 7<sup>th</sup> semester elective module.</p> <p>Furthermore, the students now have the opportunity to work with research or a building program. This has been written in to the semester syllabus from S16.</p>	The programme management	S16 for implementation A16
<b>THE BACHELOR PROJECT</b>				
Achievement of knowledge, skills and competencies in relation to the bachelor project	<p>It is important the students learn as much as possible through working on the bachelor project.</p> <p>There is a lot of positive comments regarding working in groups.</p> <p>To work in groups support our pedagogical principles.</p>	<p>In 2015, we have worked on a new model for the 7<sup>th</sup> semester bachelor project. In short this means:</p> <p>Mandatory The students have to work in a study group and they evaluate each other's bachelor projects with a supervisor twice during the semester.</p>	The programme management and supervisors	S16



	<p>The students work in groups through the entire study programme, why it is natural that this work form continues in the 7<sup>th</sup> semester.</p> <p>The students ask why they don't work in groups in the 7<sup>th</sup> semester.</p>	<p>The study group (gathered) is guided by a supervisor once a week in the period of where they work on the bachelor project.</p> <p>Furthermore, we refer to the semester syllabus for the 7<sup>th</sup> semester.</p>		
<b>THE SEMESTER IN GENERAL</b>				
Communication of the learning aims in the semester syllabus	Unfolded in the semester syllabus.	<p>The learning aims for the elective module and intro to the bachelor project are presented in the Home day in the 6<sup>th</sup> semester.</p> <p>In relation to the bachelor project, it is again important that the semester syllabus and the learning aims are communicated.</p>	Supervisors	S16
<b>THE ENTIRE STUDY PROGRAMME</b>				
Academic connection in the study programme	The progression in each subject in the study programme.	The academic groups process and assess the progression in each subject continuously.	The programme management and Academic groups	Ongoing
Educate to practice	There are a lot of comments regarding contact to and collaboration with employers.	Further assessment of the contact to employers as e.g. building site visits, producer visits, study trips, external lectures etc.	The programme management	2016
<b>MOVING FORWARD</b>				
Portfolio	<p>Outcome from Portfolio has been assessed very low.</p> <p>Portfolio has to be a part of the study programme in all semesters.</p>	We are working on a new flow regarding the work with Portfolio in the entire study programme.	The programme management	S15 for implementation A16