



Action plan for final teaching evaluations 2015

VIA Architectural Technology and Construction Management Horsens
VIA Construction Technology Horsens

In 2015, the following semesters have been evaluated:

- 4th semester (ATCM)
- 4th semester (CT)
- 3rd semester (ATCM/CT)
- 7th 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.

S15				
4th semester (ATCM)				
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	The name 'COM' is misleading because classes are only thought in PS (Philosophy	The name COM in the schedule is misleading. The teachers add "Philosophy of Science".	The teachers	A15

within COM	of Science). In the semester syllabus it is described as PS in relation to the elective module.	We should pay extra attention to and align expectations with the students. All schedule modules in relation to the elective module should be called "elective module".	The programme management	S16
Achievement of knowledge, skills and competencies within BSE	The students have received classes in a program they cannot install.	VIA gets a new updated version of the program from SBI which can function with the newer operating systems.		A15
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. Presentation of the Study activity model to ensure that it to a higher extent makes sense in relation to each semester and reflects the respective learning environment.	The programme management The teachers	A15 A15
Learning outcome by receiving teaching over the internet (only evaluated at ATCM Horsens).	The students don't experience a high enough learning outcome from the digital teaching- and workforms in the way they are today.	Development and application of digital teaching- and workforms is one of VIA Builds focus areas, why we continuously work with this.	The programme management and the teachers	Is going on now.
Learning outcome by participating in excursions.		Moving on, the excursions won't be evaluated as one in the questionnaire. If the semester team thinks it is important to evaluate the learning outcome of excursions, they will ask to each one.	The teachers	A15
The teachers have collaborated in planning the semester.	The lectures aren't always placed in the time in relation to the project.	This is pursued, but cannot always be achieved for all groups.	The teachers	
Academic link between the 3rd and 4th semester (not asked to Exchange students).		"Handover" of the 3rd semester students to the 4th semester core team is done immediately after the final exam.	Team 3 and 4.	S16
Development in the academic level from the 3rd to 4th semester	Approximately half of the students have expressed that they think the increase in the academic level has been fitting. Across campuses, 35 % of the students	The academic coordinators work on illustrating when during the study programme there might be too much repetition. Possible adjustments are written in to the semester syllabus.	The teachers	S16

	have assessed that the increase has been too low.	It is the team and teachers' task to differentiate the teaching in relation to the students' needs.		A15
Guidance	The guidance has a great effect on the students' outcome of the elective module. The students have expressed a need for more guidance.	The teachers and supervisors have to ensure an equal distribution of guidance between all the students.	The teachers	A15
Hand in	The students have expressed that there is a difference in the guidelines for the guidance in relation to the report.	We must agree on when an elective module is to be handed in (uploaded) in Wiseflow. Date and time (counts as one attempt).	The teachers	A15

A15 3rd semester (ATCM/CT) Response rate: 81 % (34/42) Uncertainty at a 95 % confidence level: 7 %				
Focal area (primary results)	Assessment (reflection)	Action (new initiatives)	Responsibility	Time
BSE	High demands compared to the time available.	The single-subject is adjusted in relation to the project and the time available.	The programme management	A2016
COM	The single-subject communication entails a lot of smaller elements and raises many questions.	We are working on a new flow in relation to COM in the entire study programme.	The programme management	S2016 for implementation A2016
Learning outcome by preparing for the teaching	The students ask for the study material to be uploaded to Studynet before the lesson, to ensure that they have the opportunity to prepare for the teaching. Furthermore, the students would like if it is clear from the schedule whether it is a lecture or guidance.	Of pedagogical reasons, the material might be uploaded before or after the lesson. Hence, it is up to the teacher team / each teacher. The same applies to information about lectures or guidance.	The teacher team	S2016
Learning outcome by working with e-learning objects	Is assessed to be good for repetition. Is assessed to be good for the tool-subjects.	In the entire study programme focus is on developing digitally mediated teaching within the single-subjects and new learning forms in general.	The programme management / The teacher team	S2016 and moving forward
Learning outcome by working with Portfolio	There is a great difference between the tools being presented.	Teaching in Portfolio is part of a new flow in relation to COM in the entire study programme.	The programme management	S2016 for implementation A2016

Outcome from the company visits	In general the students have had a high outcome from the company visits at the concrete and wood element companies.	We should aim at ensuring that the visits entail presentation of and insight into the production-flow.	Underviserteamet	S2016
The elective programme element – Innovation and entrepreneurship	In general the feedback is more positive than earlier. The elective module is to be seen as a coherent course.	The elective module is adjusted and repeated in the spring 2016.	The programme management / The teacher team	S2016
Communication of the learning aims	It can be difficult for each student to read and understand the learning aims in the semester syllabus.	It is important that a good alignment of expectations is done throughout the semester. The learning aims in the semester syllabus have to be read and be unfolded together with the content in the semester. Furthermore, a good expectation alignment / semester syllabuses are the focus of the next self-evaluation workshop.	The teacher team	S2016

A15 7th semester (ATCM) Response rate: 75 % (24/32) Uncertainty at a 95 % confidence level: 10 %				
Focal area (primary results)	Assessment (reflection)	Action (new initiatives)	Responsibility	Time
THE ELECTIVE MODULE				
Outcome of working with the elective module	A greater focus on working with the report guide through the study programme.	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 th semester elective module. 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.	The programme management	S16 for implementation A16
THE BACHELOR PROJECT				

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>The students work in groups through the entire study programme, why it is natural that this work form continues in the 7th semester.</p> <p>The students ask why they don't work in groups in the 7th semester.</p>	<p>In 2015, we have worked on a new model for the 7th 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> <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 7th semester.</p>	The programme management and supervisors	S16
THE SEMESTER IN GENERAL				
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 6th 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
THE ENTIRE STUDY PROGRAMME				
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

MOVING FORWARD				
Portfolio	Outcome from Portfolio has been assessed very low. Portfolio has to be a part of the study programme in all semesters.	We are working on a new flow regarding the work with Portfolio in the entire study programme.	The programme management	S16 for implementation A16