



Summary course evaluation report

Academic year 2020-21

Degree programme:	MSc in Social Data Science
Head of Studies:	Andreas Bjerre-Nielsen

All ECTS-generating activities are evaluated at each pass

Completed Bachelor's projects, theses, academic internships, fieldwork and Master's projects must be evaluated. Have one of these categories of study activities not been evaluated and, if so, why?	All study activities have been evaluated.
Are there courses or other ECTS-generating activities that have not been evaluated and, if so, why:	All courses have been evaluated.

Response rates

Response rate, Autumn Semester:	Social Data Science Base Camp: 83 % Elementary Social Data Science: 59 % Data Governance: Law, Ethics, and Politics: 44 %
Response rate, Spring Semester:	Advanced Social Data Science I 75 % Social Data Analysis 60 % Advanced Social Data Science II: 50 % Digital Methods: 63 %
Response rate, last year, Autumn Semester:	The program started in September 2020
Response rate, last year, Spring Semester:	The program started in September 2020
Target response rate:	We aim to have 50% response rate.
Does the Head of Studies regularly encourage lecturers to evaluate during teaching hours:	No – this was not necessary in the beginning of the first year. The declining response rate in the spring indicates that we should do this in the new academic year (2021/22).

Response rate, Autumn Semester:	Social Data Science Base Camp: 83 % Elementary Social Data Science: 59 % Data Governance: Law, Ethics, and Politics: 44 %
Does the Head of Studies encourage that the first course of teaching begins with the lecturer explaining which changes have been made to the course compared to last year.	Will be done from academic year 2021/22, which is the first time it makes sense (every course ran for the first time in 2020/21).
Account in brief for any further action taken to increase the response rate:	The response rate was close to the target or over target for most courses. There have not been taken further actions to increase it.

Processing of student evaluations received

Distribution of the evaluations in categories A, B and C	Number, autumn	Number, spring
Category-A assessment Category-A assessments are given when evaluations are particularly good, for example when lecturers have taken exemplary initiatives and positive experience has been gained from which other teachers or course elements can benefit.	1	0
Category-B assessment Category-B assessments are given when standards are satisfactory. The communication of the result to the lecturer may still be accompanied by suggested improvements and adjustments, but it is basically up to the lecturer to introduce initiatives.	2	4
Category-C assessment Category-C assessments are given when one or more aspects of the degree programme are so problematic that improvements must be made, supervised by the programme management and/or the departmental management (depending on the nature of the problem(s)). Category-C assessments can also be given if other aspects of a subject element than the teaching as such need to be adjusted, e.g. the course content, requirements in relation to the academic background of participants, the academic level or the extent of the teaching.	0	0

Reflection on the distribution of teaching evaluations in categories A, B and C and response rates:
We expect that in the coming years there are going to be the same or more courses in the A category over the academic year.
For category A, focus is on the particularly positive experience gained during the period:
The course that was graded A achieved a good balance in terms of workload of expected learning outcomes, high clarity in terms of exam scope and sufficient teacher-to-student feedback. We expect to bring this experience to other courses.
Category-B (the middle group, probably the largest of the three) are commented on only in brief.
The first year has proceeded very well and all courses have some directions for improving the courses.
For category C, a description is provided of any issues identified as being in need of attention, as well as any adjustments and other follow-up initiatives already implemented or due to be implemented.
No courses were categorized as C.
Follow-up initiatives. Mention is made, in particular, of skills development initiatives.
A curriculum revision was made. The teachers meet to improve the alignment in the courses at the first year.
Links to the underlying evaluation data. If no links are provided, it must be stated what material the programme evaluation report is based on (For example questionnaires):
After every block, the students received questionnaires by SurveyExact.
How was the data material obtained:
By questionnaires by SurveyExact.
Will the lecturer, the course organiser (if there is a course organiser), the Head of Department and the Study Board receive the results of the course evaluations?
The relevant lectures and course organisers have received the course evaluations. The Study Board has received a summary of the answers to the questionnaires. SDS does not have a Head of Department.