



REPORTING OF THE GRADUATE SURVEY

Underviser i dansk som andetsprog for voksne

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1 Introduction

The University of Copenhagen conducts graduate surveys for all professional Bachelor's, Academic Bachelor's, Master's Candidatus and Master's degrees, as well as Diploma and Academy Profession (AP) programmes according to a shared concept of data collection developed across the faculties.

The graduate surveys gather information about what the graduates are doing after their graduation, and how conditions during their studies have been influential in their later employment situation. Among other things, the graduates assess to what degree the skills achieved from their education have been relevant and sought after in the jobs they get after completing their education. Moreover, the graduates evaluate whether their education has been structured to ensure that the study programme can be completed without delay, and whether there is anything in the programme that could be improved to better prepare them for the job market.

Education Services at the University of Copenhagen is responsible for the graduate survey itself. Rambøll handles the acquisition of data and prepares a report based on the data from the questionnaires. The reporting of the graduate survey takes place on three levels: university, faculty and educational programme. This report is for Underviser i dansk som andetsprog for voksne.

Compared to previous reports in connection with the institution accreditation, the 2017 reports also include small, built-in analyses by cross-referencing information. The background for this is the fact that the results of the questionnaire had been adapted and reworked by the individual institutes. Therefore, Education Services has in collaboration with Rambøll worked on improving the report template so that the complete report can, as far as possible, cover the common needs that the institutions have.

The institution accreditation comprises an assessment of many educational programmes, all of which receive a report like this one. Therefore, it has been necessary to standardise the text so that it can be included generically in the reports for all types of educational programme. Throughout the report, there are guidance and notes on the individual sections and graphs. All faculties have received the complete data material for the faculty's educational programmes, which are included in this graduate survey. Thus, this report provides an overview of the survey's results, which can be further investigated by looking into the data.

2 Data

After the completion of their education programme, all graduates from the University of Copenhagen were invited to take part in the graduate survey. The University of Copenhagen offers the following types of education programmes:

- Academic Bachelor's degree
- Professional Bachelor's degree
- Master's Candidatus degree
- Master's degree
- Diploma programmes
- Academy Profession (AP) programmes (from 2016)

From 2015 all the faculties at the University of Copenhagen will use the same questionnaire for the collection of data in connection with graduate surveys in order to provide the opportunity to compare the results across educational programmes and faculties.

2.1 Table: Summary of collected data

	Master	Total
Invited	25	25
Completed	44%	44%
Partially completed	4%	4%
Number of replies	48%	48%
Did not wish to participate	0%	0%
Did not reply	52%	52%

Appendix 1 shows a summary of the questions from the questionnaire used in this report.

2.2 Background data from the study administrative system STADS

The individual graduates in the survey have been linked to the variables from the study administrative system STADS described in Appendix 2. The Table shows how representative the data is for Underviser i dansk som andetsprog for voksne when the entire graduates who were asked to reply to the questionnaire were compared to the graduates who chose to participate by responding to the questionnaire based on the background variables.

Among the background variables, the following variables from STADS are considered significant when it comes to studying how representative the graduate survey is:

- Gender
- Average age at study start/average age at graduation
- Completion time of Bachelor's and Master's Candidatus studies
- Grades for thesis/Bachelor's paper
- Graduates who are foreign citizens
- Quota 1/2

2.2.1 Table: Facts about the respondents, broken down into graduate status

	Master total	Master participated
Number	25	12
Percentage women	84%	92%
Foreign citizens	12%	0%
Average age upon graduation	38.2	41.2
- youngest	28.8	28.8
- eldest	55.3	55.3
Completion time (average years)	2.4	2.5
- shortest completion time	0.4	0.4
- longest completion time	5.8	5.8
Quota 2 at BA-entrance	0%	0%
Years from qualifying exam to commencement of study (average)	0	0
- shortest time from qualifying exam to commencement of study (average)	0	0
- longest time from qualifying exam to commencement of study (average)	0	0
Bachelor's programme as first priority	0%	0%
Grading of Bachelor's paper/Master's thesis (average)		
- lowest grade		
- highest grade		

For future analyses of data from graduate surveys it can be relevant to examine, aside from being representative, whether the data can be biased. Respondents could, for example, be biased in the assessment of their education, if they are unsuccessful on the job market.

2.3 Reading guide

In order to make the report more readable and to live up to various ethical principles, this section explains in brief how the data is presented in this report. The report has been made for many educational programmes; in addition, there are joint reports on faculty level and for the University of Copenhagen as a whole. As described in the introduction, it has thus been necessary to work with a standardised report structure, partly on financial grounds, both in terms of the content of the tables, graphs and the text itself. The following text is thus intended to help the reader in reading the report.

2.3.1 Q.1.1. What is your current job situation?

	Master
I am employed (including leave of absence, maternity leave, job with wage subsidies, part-time hirings, etc.)	100% (12)
I am self-employed (including freelance)	0% (0)
I am unemployed (including on maternity leave without being under contract of employment)	0% (0)
I am in full-time education (e.g. Candidatus programme)	0% (0)
I am on a Ph.D programme	0% (0)
Other	0% (0)
Number of replies	12

Figures in this table can be included in the text in the individual sections. If there is a figure for candidates in this table, they could also be included in the following section on candidates, for example. The table here provides a complete summary of the types of figures included in this report.

For Q.1.7 in the table, the respondents have just one possible answer. If a respondent has a part-time job with supplementary benefit, the respondent should select the category, "I am in work". In some cases, the individual questions in the questionnaire have just one possible answer; in other cases, multiple answers are permitted. With a single answer option, a percentage breakdown of the respondents according to answer will add up to 100 per cent as in a relative breakdown, and otherwise the sum of the percentages will be higher than 100 per cent. The graphs in the report thus provide a clear indication of whether there is a single answer option or multiple answers.

In general, the total "n" for the graphs and tables, as well as what it covers, is made clear in the text. In some situations, "n" is the total number of respondents in the graduate study while in other situations, "n" can be conditional on the respondents who are in work, for example. Based on the graph it is then possible to estimate how many respondents there are in the individual categories.

The graduate survey invites all graduates in a given population to answer the questionnaire, where the response rate can be small. The collected data does not therefore represent a complete survey, but rather a random sample. To ensure anonymity, when the number of respondents is small, the results on the following questions:

What is your monthly salary?

Do you supplement the income earned from your primary occupation?

Do you receive unemployment benefit or social assistance benefits in connection with your unemployed status?

Why do you think you do not have a job at the moment?

Be aware that few respondents can increase the statistical uncertainty significantly, and the percentage indications can fluctuate a lot if one respondent is added or removed.

3 Current job situation after Masters and Diploma programme

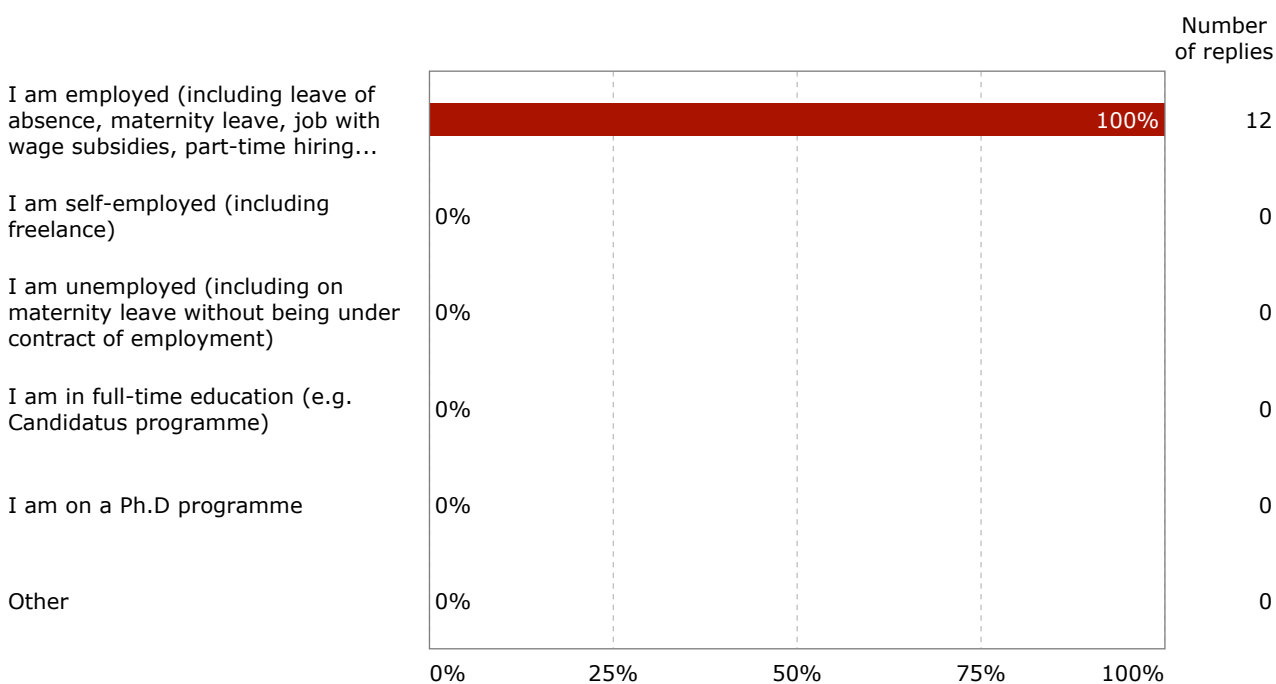
This chapter describes the job situation of Master's/Diploma graduates in their current position. The chapter includes sections on whether the graduates are in work, self-employed, unemployed or in full-time education.

3.1 Employed Masters/Diploma graduates

Employed masters/diploma graduates covers graduates in work, self-employed, unemployed or in full-time education.

3.1.1 Q.1.7 What is your current job situation?

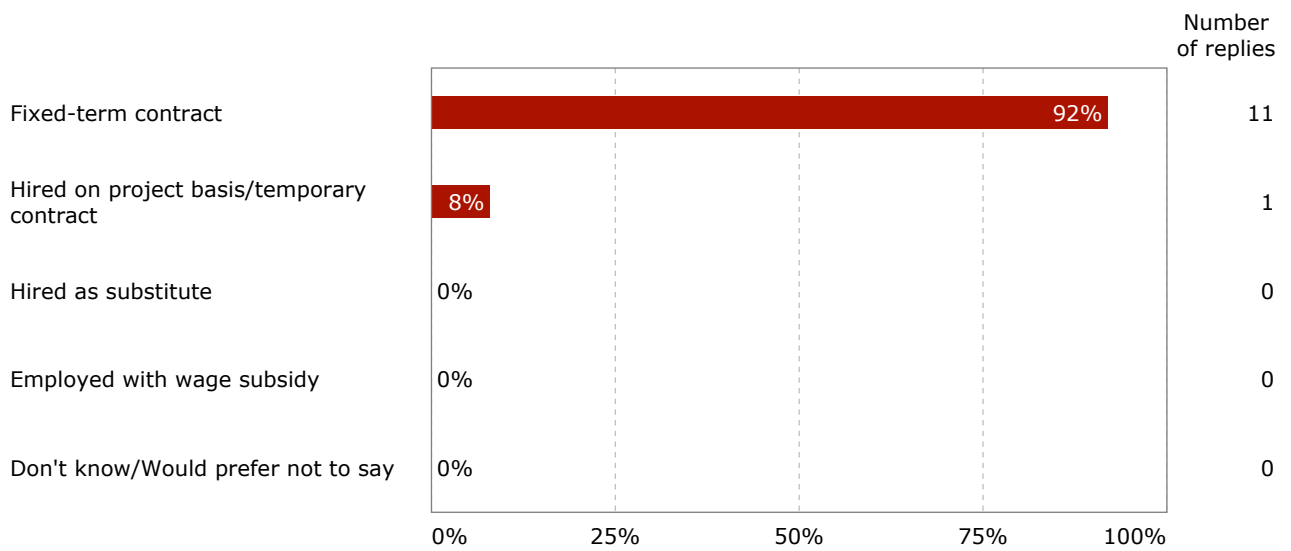
The figure for question Q.1.7. shows the Masters/Diploma graduates' current job situation, where the response categories show if they are in work, self-employed, unemployed, in full-time education, or on a Ph.d programme.



Spørgsmål Q.1.7. er stillet til alle dimittender, og antallet af dimittender for hver svarkategori er vist til højre i figuren. Kun én svarkategori mulig.

3.1.2 Q.1.9. What are the conditions of employment in your current job?

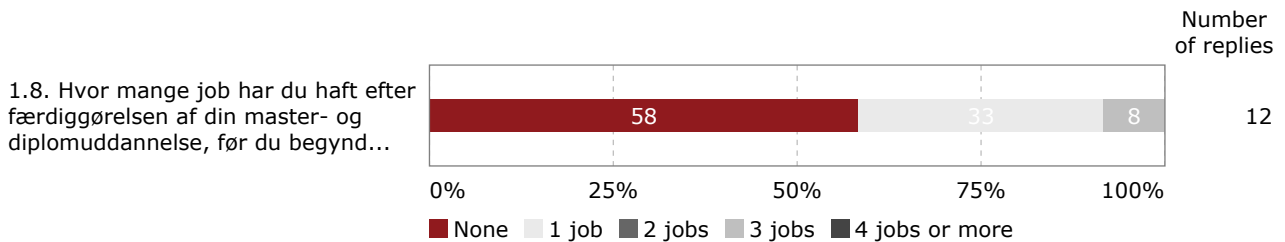
The figure for question Q.1.9. shows the conditions of employment for the Masters/Diploma graduates in work, where the response categories show if they have a fixed-term contract, a hired on a project basis/temporary contract, hired as a substitute, or employed with wage subsidy.



The actual number of respondents is shown to the right of the figure. The distribution is shown as a percentage, and the number of responses is show to the right of the figure. Only one response category is possible.

3.1.3 Q.1.8. How many jobs have you had (since completing your studies), before you started in your current employment?

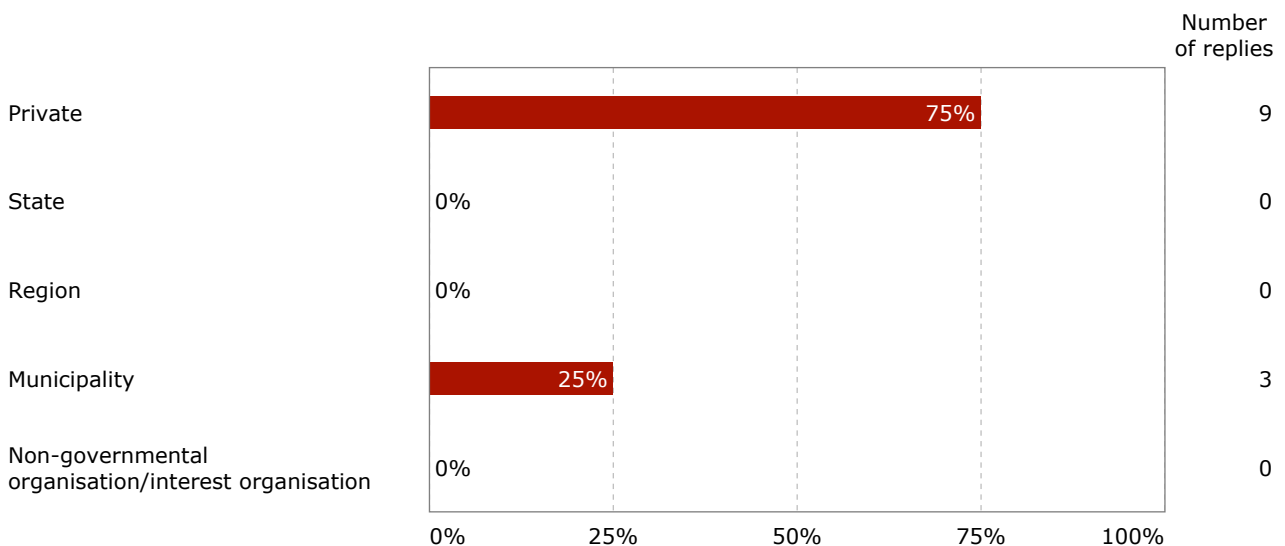
Figure Q.1.8. shows the number of jobs Master/Diploma graduates in employment have had before starting their current job.



There is only one response category, given the fact that they have had zero, one, two, three, four or more jobs. The total number of respondents is shown to the right of the figure.

3.1.4 Q.1.14. Within which sector is your place of work?

The figure for question Q.1.14. shows which sectors the Master/Diploma graduates are employed in. The response categories show if they are employed in the private sector, the state, a region or a non-governmental organisation/interest organisation.



The actual number of respondents for each response category is shown to the right of the figure. Only one response category is possible.

3.1.5 Q.1.14./Q.1.15. Which industry does your place of work belong to? by sector

The table for question Q.1.15. shows what industry the Master/Diploma graduates are employed in.

	Municipality	Non-governmental organisation/international organisation	Private	Region	State	Total %	Total n
Agriculture, hunting, forestry and fishing (e.g. plant nursery)	0%	0%	0%	0%	0%	0%	0
Raw material extraction (e.g. extraction of oil and gas)	0%	0%	0%	0%	0%	0%	0
Manufacturing firm (e.g. industry, food processing)	0%	0%	0%	0%	0%	0%	0
The supply of electricity, gas or heating	0%	0%	0%	0%	0%	0%	0
Water supply, sewerage, waste management, etc.	0%	0%	0%	0%	0%	0%	0
Construction company	0%	0%	0%	0%	0%	0%	0
Wholesale and retail trade	0%	0%	0%	0%	0%	0%	0
Freight transport and cargo handling (e.g. mail)	0%	0%	0%	0%	0%	0%	0
Lodging and restaurant business	0%	0%	0%	0%	0%	0%	0
Information and communication (e.g. publishing, film production, radio + TV)	0%	0%	0%	0%	0%	0%	0
Financial institute or financial company, etc. (e.g. insurance company, pension fund)	0%	0%	0%	0%	0%	0%	0
Real estate (leasing administrator, property agent)	0%	0%	0%	0%	0%	0%	0
Liberal profession, scientific and technical services (e.g. research assistant at a university, legal advice, complaints agency, town planning)	0%	0%	0%	0%	0%	0%	0
Public administration and defence; social security (e.g. public administration and social sector)	0%	0%	0%	0%	0%	0%	0
Teaching (e.g. upper secondary schools and adult education)	100%	0%	100%	0%	0%	100%	12
Health and social services (e.g. hospitals and drug or alcohol counselling)	0%	0%	0%	0%	0%	0%	0
Culture, entertainments and sport (e.g. theatre, libraries and museums)	0%	0%	0%	0%	0%	0%	0
Other services (e.g. business organisations and consumer organisations)	0%	0%	0%	0%	0%	0%	0
Extraterritorial organisations and bodies (e.g. FN and EU)	0%	0%	0%	0%	0%	0%	0
Number of replies	3	0	9	0	0	12	12

For each industry the table shows the distribution of the Master/Diploma graduates among the various sectors in question Q.1.14. To the right of the table is a total-column with the total percentages within the various industries.

3.1.6 Q.1.14./Q.1.17 Where is your place of work located geographically? by sector

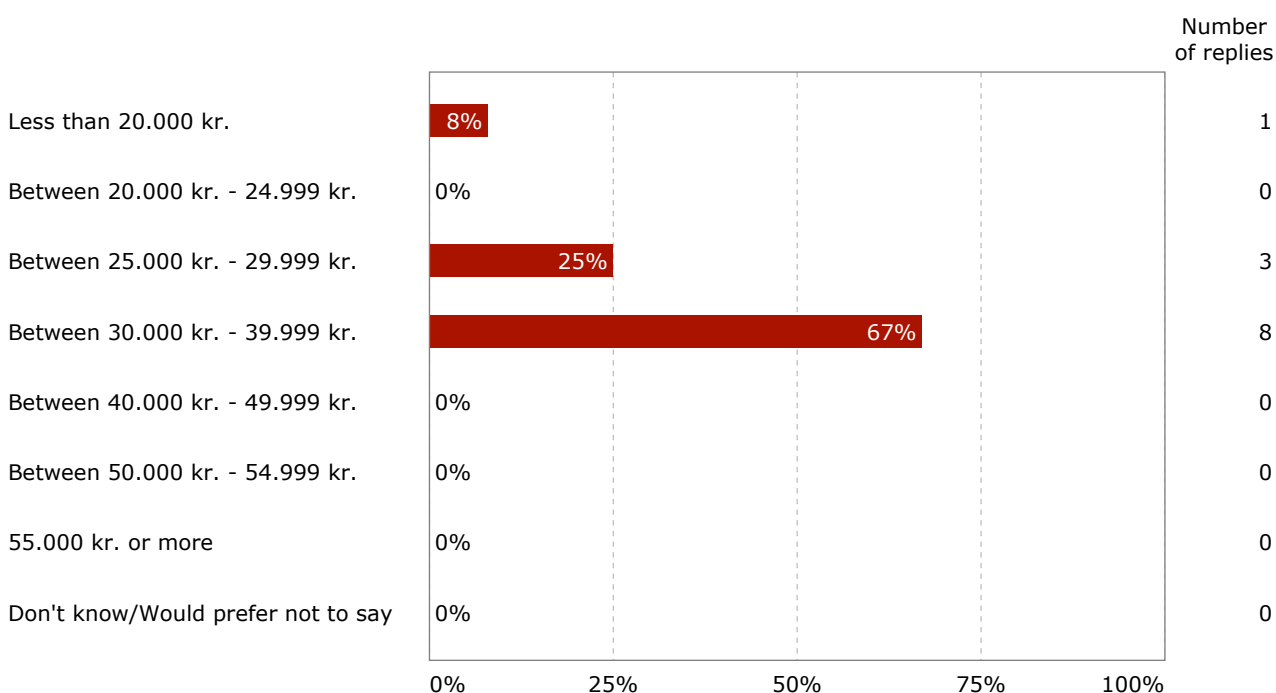
The table for question Q.1.17. shows the geographical location for the Master/Diploma graduates places of work among the various sectors in question Q.1.14.

	Municipality	Non-governmental organisation/interest organisation	Private	Region	State	Total %	Total n
Capital Region of Denmark	100%	0%	89%	0%	0%	92%	11
Region Zealand	0%	0%	11%	0%	0%	8%	1
Region of Southern Denmark	0%	0%	0%	0%	0%	0%	0
Central Denmark Region	0%	0%	0%	0%	0%	0%	0
North Denmark Region	0%	0%	0%	0%	0%	0%	0
All of Denmark	0%	0%	0%	0%	0%	0%	0
Nordic region (incl. Faroe Islands and Greenland)	0%	0%	0%	0%	0%	0%	0
Europe (not Nordic region)	0%	0%	0%	0%	0%	0%	0
North America	0%	0%	0%	0%	0%	0%	0
South America	0%	0%	0%	0%	0%	0%	0
Asia	0%	0%	0%	0%	0%	0%	0
Africa	0%	0%	0%	0%	0%	0%	0
Australia/Oceania	0%	0%	0%	0%	0%	0%	0
Number of replies	3	0	9	0	0	12	12

To the right of the table is a total-column with the total percentages of each geographical location.

3.1.7 Q.1.18. What is your monthly salary?

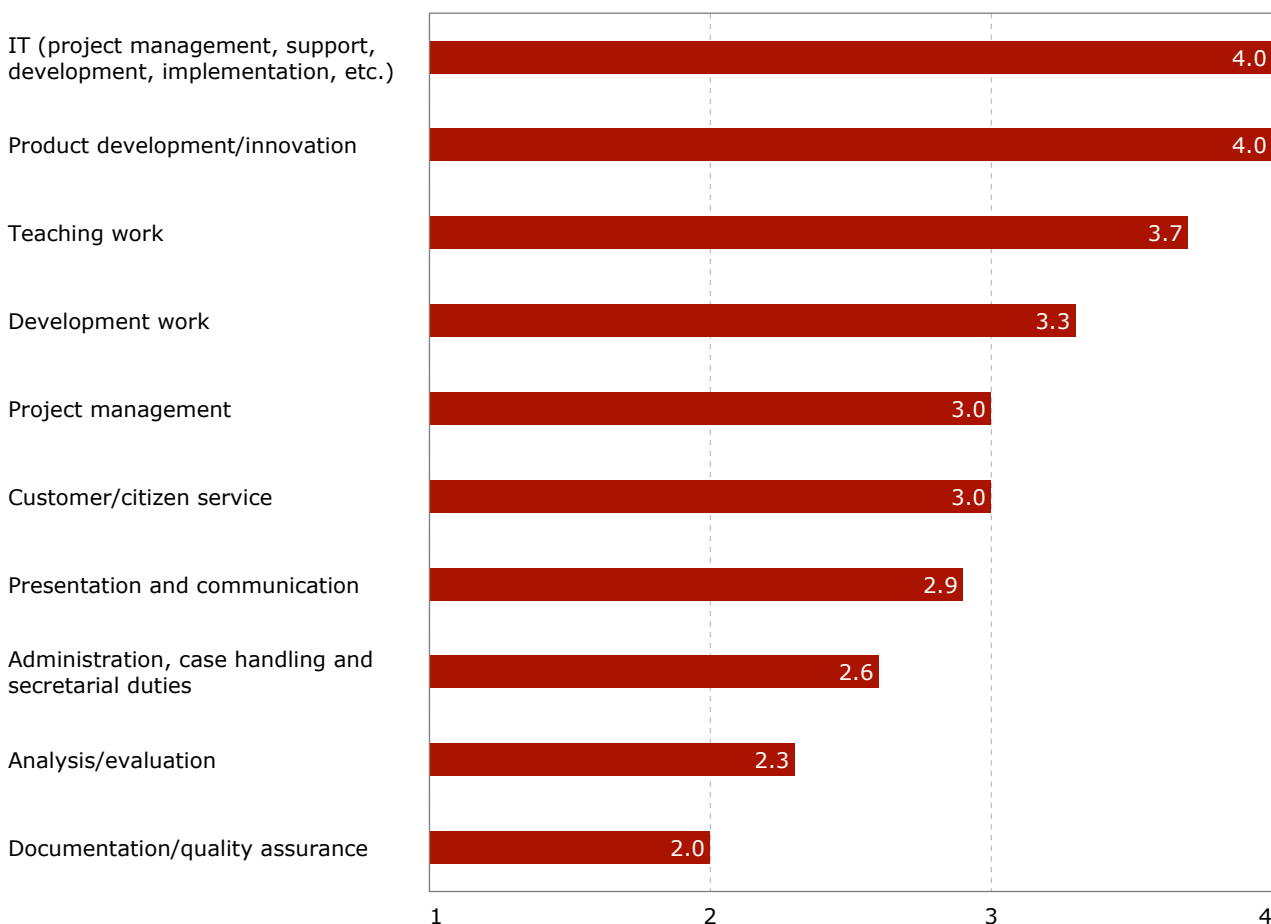
The figure for question Q.1.18. shows the Master/Diploma graduates' monthly salary.



The numbers state the percentages and sum up to 100. To the right of the figure, the total numbers of responses for each category is shown.

3.1.8 Q.1.22.1. Breakdown of your job functions. Top 10 over how much time the respondent spends on these job functions

The figure for question Q.1.22.1. shows which job functions the respondents spend time on as well as how much time they spend on the specific categories. Below is shown the ten job functions the Master/Diploma graduates spend the most time on.



The figure shows an average on a scale from 1 to 4, where 1 corresponds to 'Not at all', 2 corresponds to 'Occasionally', 3 corresponds to 'Sometimes' and 4 corresponds to 'A lot of the time'. From this scale the average time consumption is shown for the specific bar.

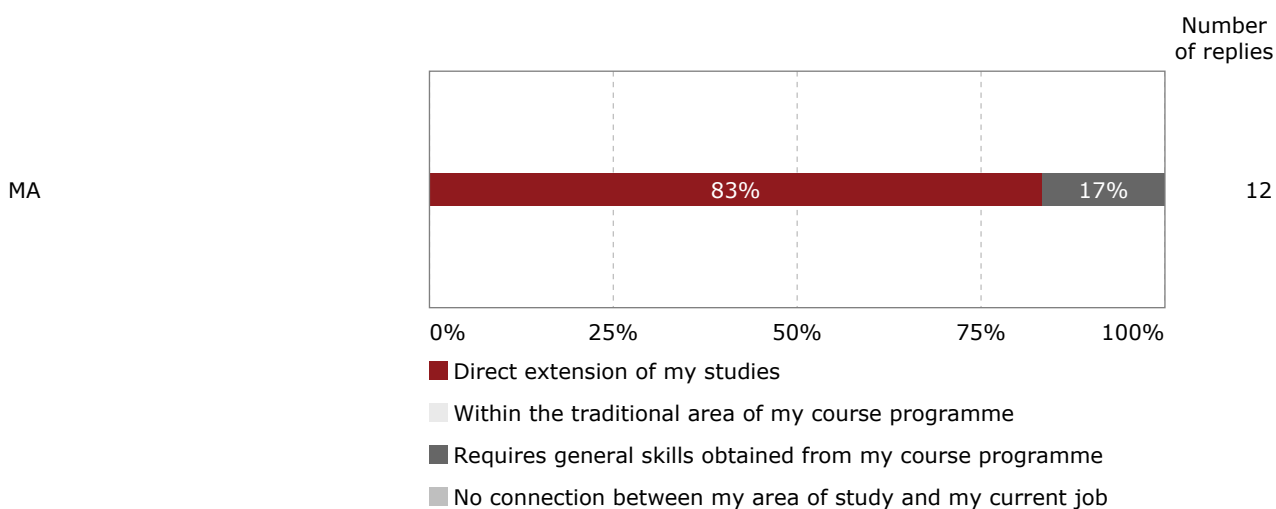
4 Correlation between Master's/Diploma education programmes and the job market

One central element in the educational programmes offered by the faculty is that they prepare the graduates as well as possible for the job market by giving them the skills that are sought after by employers. The graduate surveys of the University of Copenhagen can thus gather information on the graduates' assessment of how much the educational programmes have prepared them for the job market. The question is whether the graduates experience that there is agreement between the skills they are expected to possess on the job market and the skills they have been provided with during their education at the University of Copenhagen.

4.1 Academic correlation between studies and job

4.1.1 Q.1.19. How would you describe the correlation between your area of study and your job?

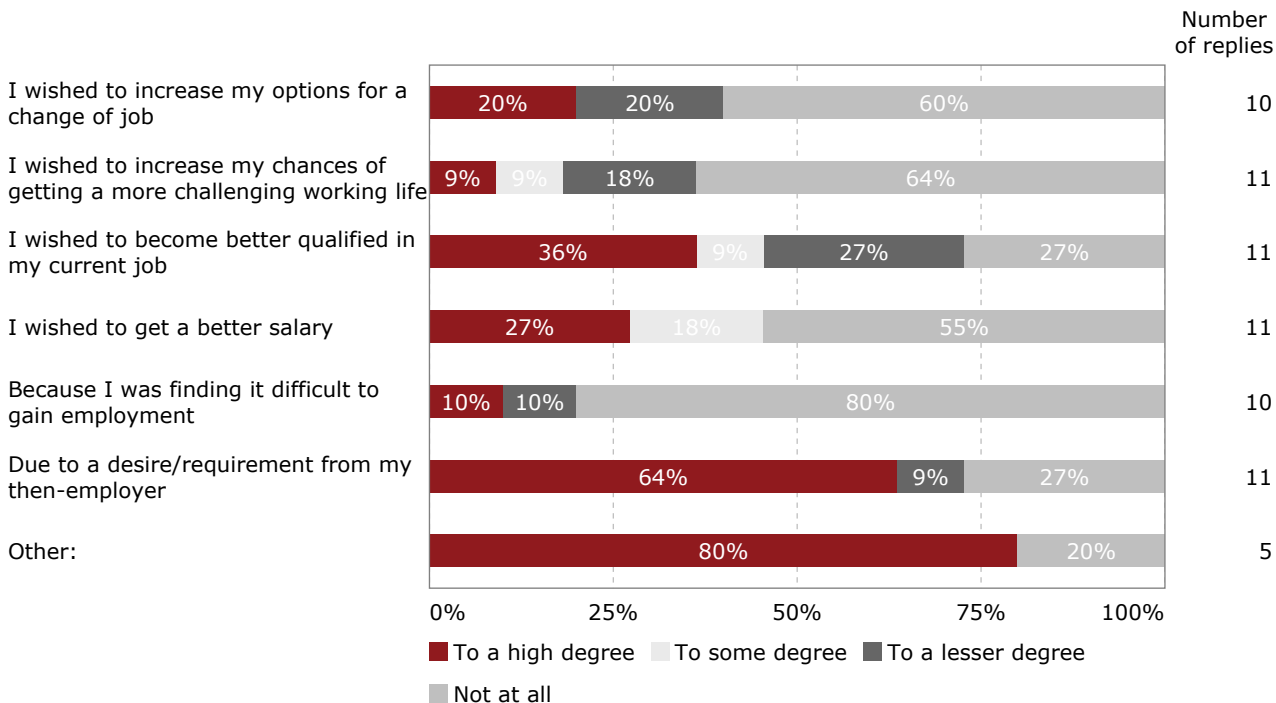
The figure for question Q.1.19. shows how the Master's/Diploma graduates assess the correlation between their education and their job.



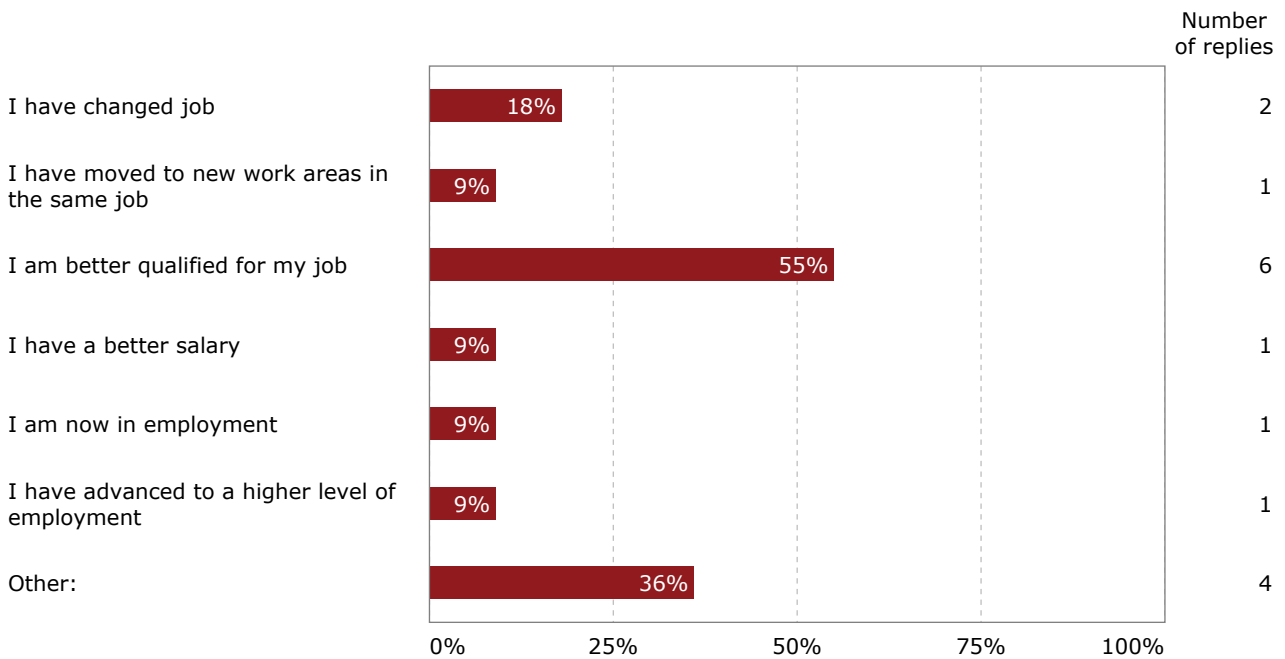
The distribution is shown as a percentage. The total number of respondents is shown to the right of the figure.

4.2 The ability of the study programme to prepare the graduates for working life

4.2.1 Q.2.1. To what degree did the following reasons play a part in your application to the Master's/diploma programme?

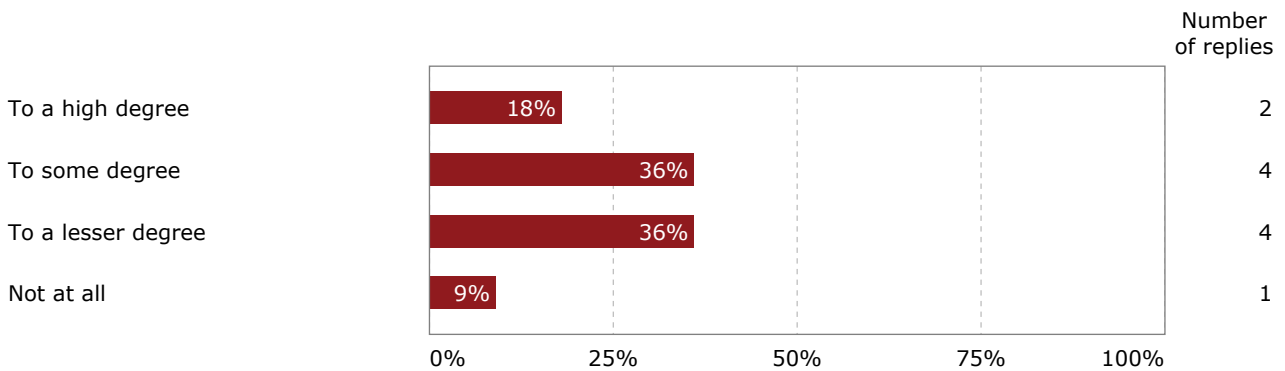


4.2.2 Q.2.2. What specific outcome have you achieved from your education?



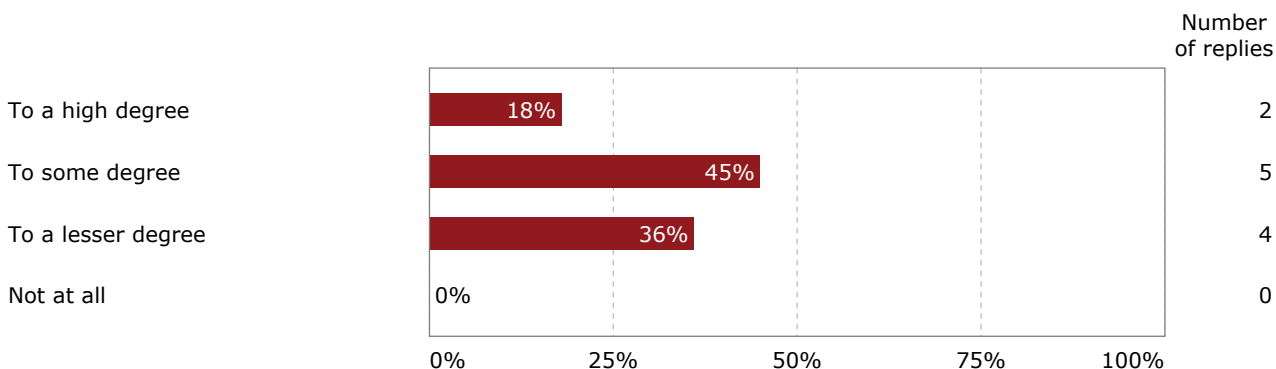
4.2.3 Q.2.4. To what degree do you feel that your programme of study has adequately prepared you for your working life?

The figure for question Q.2.4. shows to what degree the Master's/Diploma graduates feel that their programme of study adequately has prepared them for their working life.



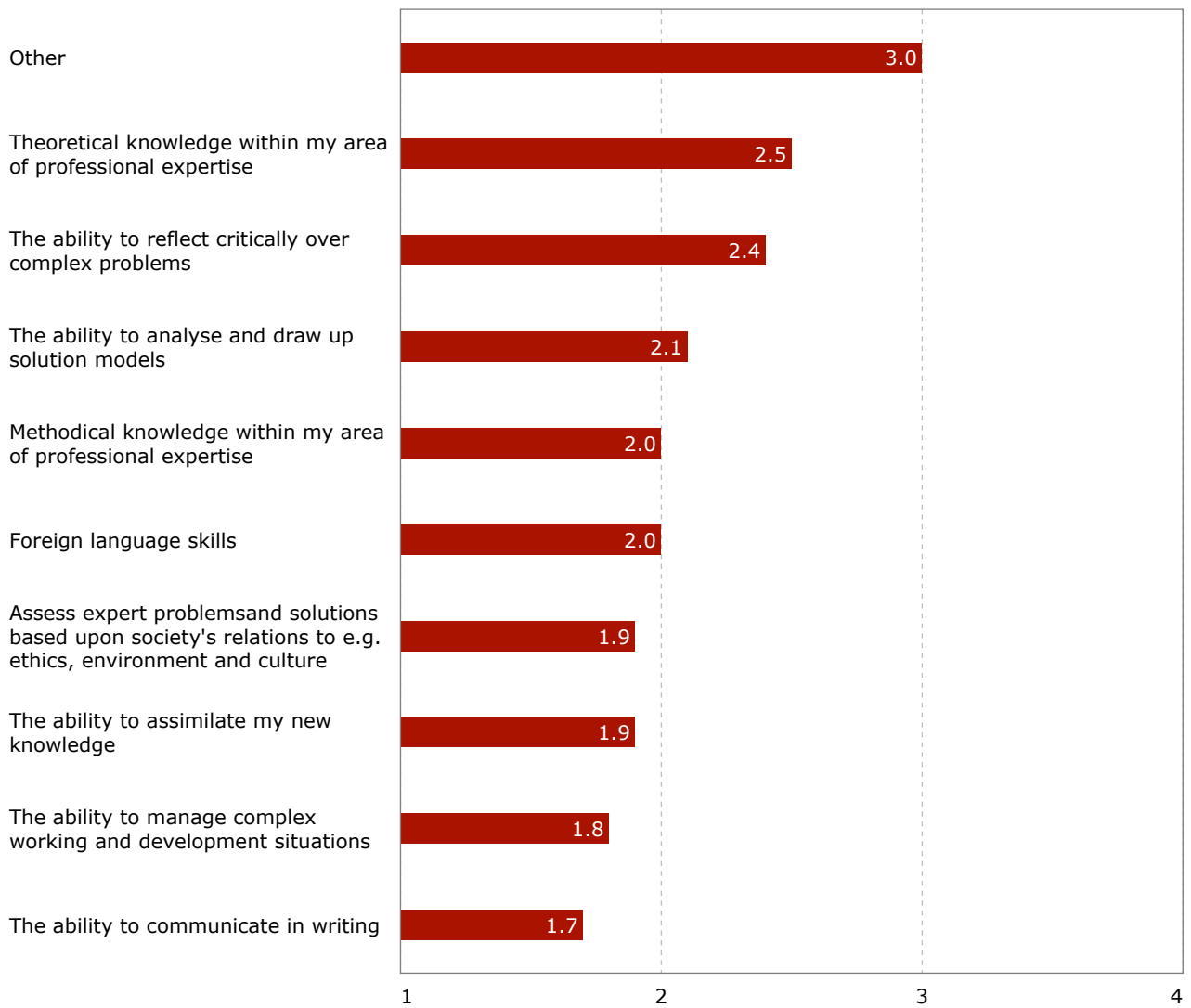
The response categories show either to a high degree, to some degree, to a lesser degree or not at all. The distribution is shown as a percentage. The total number of respondents for each degree is shown to the right of the figure.

4.2.4 Q.2.5. To what degree do you estimate that there is agreement between the objectives described for the programme of education and the actual content of the programme?



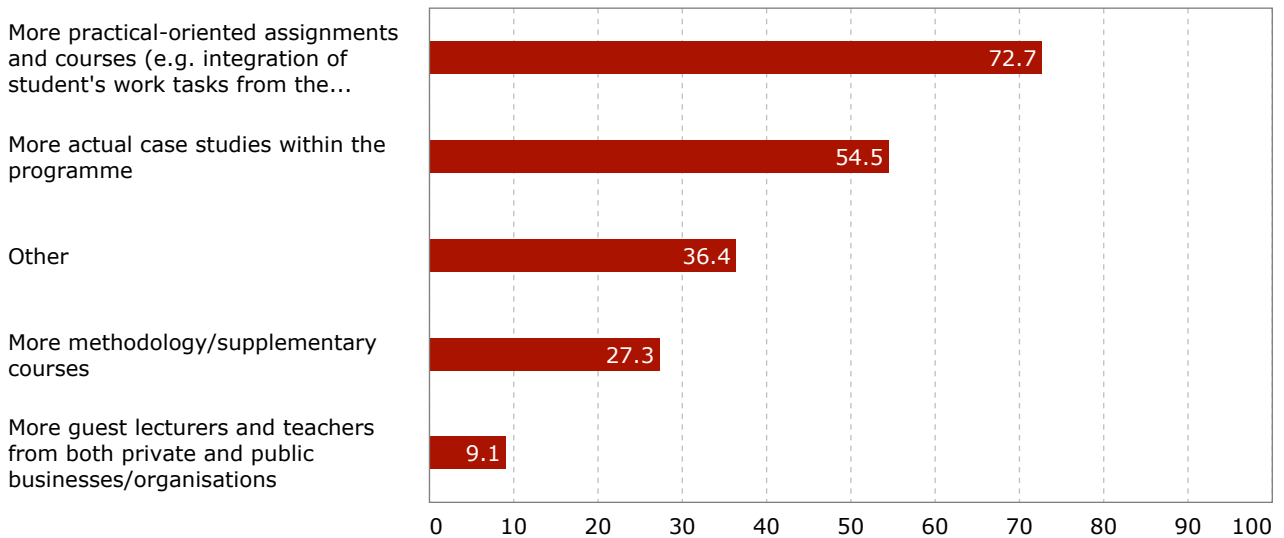
4.2.5 Q.2.6. To what degree do the Master's/Diploma graduates use the skills learned in their education in their current job

The figure for question Q.2.6 shows the 10 skills Master's/Diploma graduates think that they use in the highest degree in their current job. The figure shows an average on a scale from 1 to 4, where 1 corresponds to 'Not at all', 2 corresponds to 'Occasionally', 3 corresponds to 'Sometimes' and 4 corresponds to 'A lot of the time'. From this scale the average time consumption is shown for the specific bar.



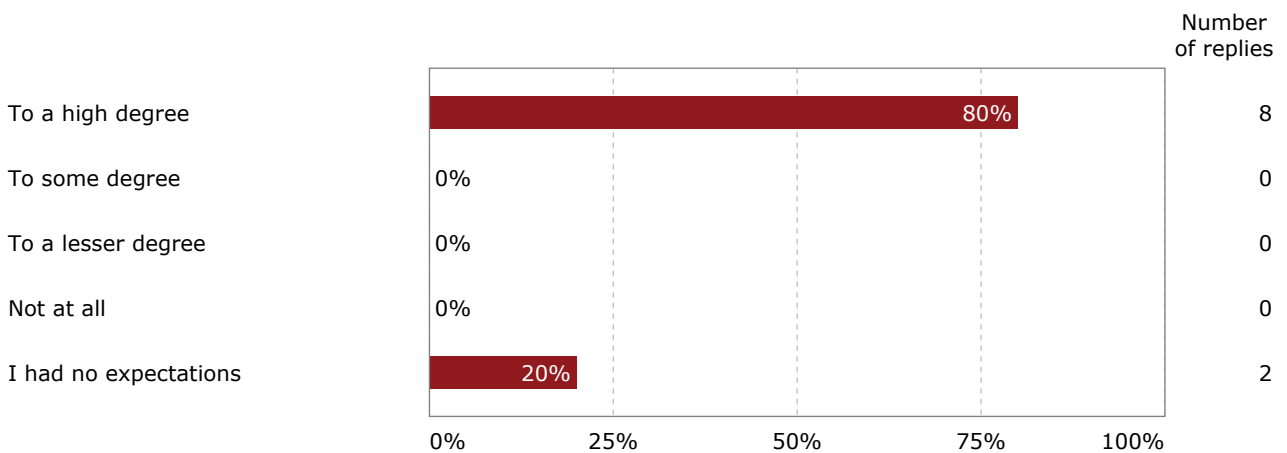
4.2.6 Q.2.7. How do you feel that the University of Copenhagen could improve the educational programme in question in terms of the needs of the labour market?

The figure for question Q.2.7. shows in order of priority, what areas the Master's/Diploma graduates think the university could improve upon to prepare the graduates for the demands of the labour market.



The figure shows what percentage of the graduates that have chosen the specific category. The categories don't sum up to 100 as several categories are available for selection.

4.2.7 Q.2.8. To what degree does your current occupation live up to the career expectations that you had whilst studying?

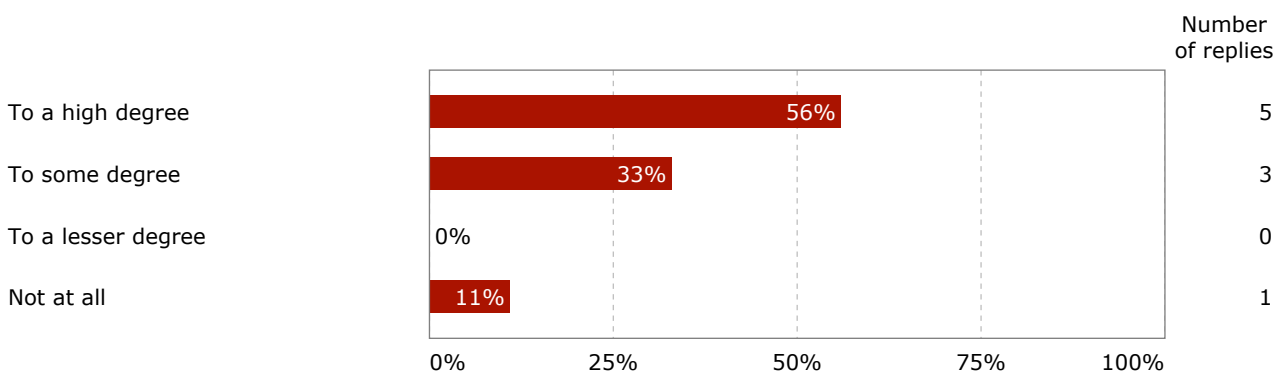


5 Master's/Diploma graduates' assessment of the program

5.1 The level of teaching in relation to the entry requirements

5.1.1 Q.3.1. To what degree is it your assessment that the teaching on your study programme was organised at a suitable level in relation to the entry requirements?

The figure for question Q.3.1. shows to what degree the Master's/Diploma graduates assess that the teaching on their programme was organised at a suitable level in relation to the entry requirements.



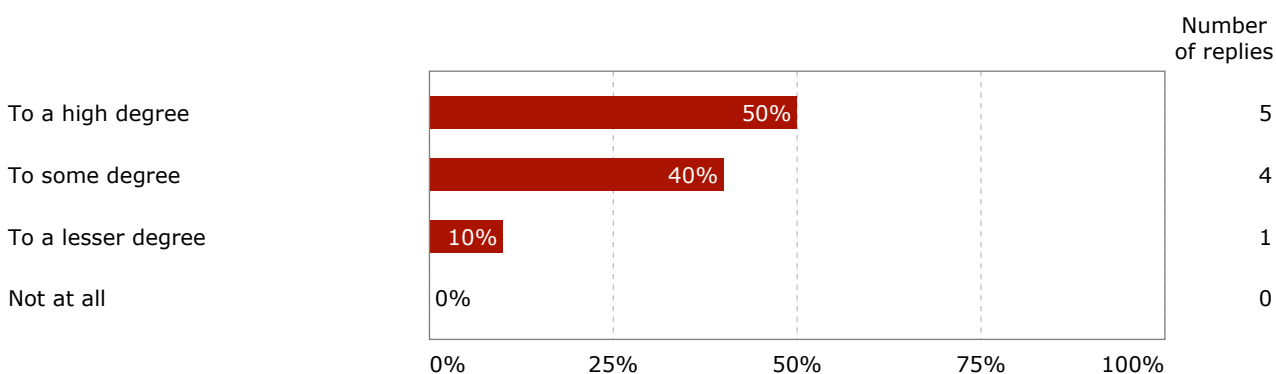
The distribution is shown as a percentage. The total number of respondents for each response category is shown to the right of the figure.

5.1.2 Q.3.2. To what degree have you experienced a good academic correlation between the modules/courses in your study programme?

The figure for question Q.3.2. shows to what degree the Master's/Diploma graduates assess that there was a good academic correlation between the modules/courses in their master/diploma programme

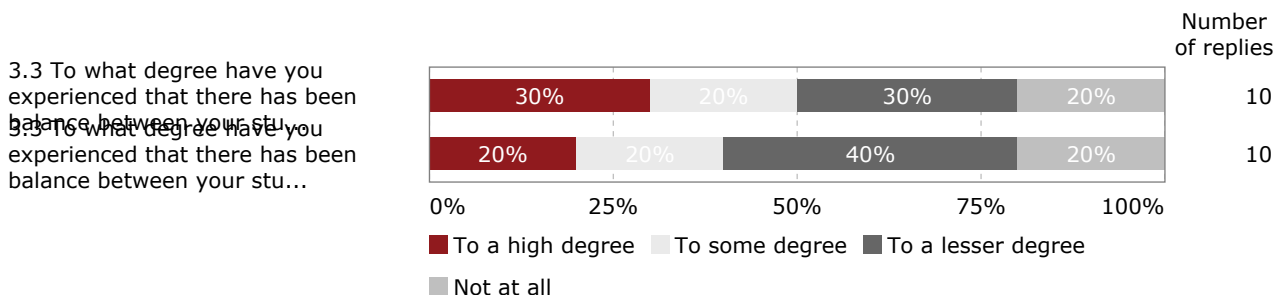
The distribution is shown as a percentage.

The total number of respondents for each response category is shown to the right of the figure.



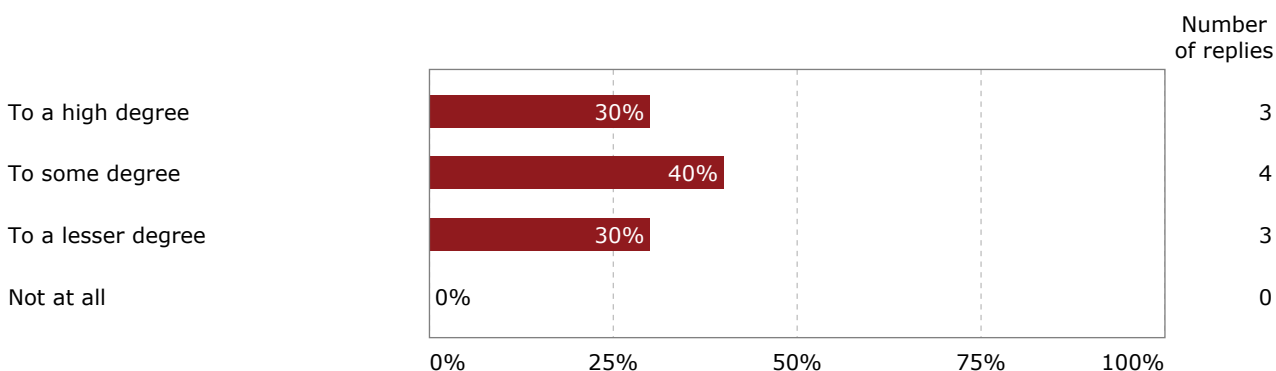
5.1.3 Q.3.3. To what degree have you experienced that there has been balance between your study programme and work and private life?

The figure for question Q.3.3. shows how the Master's/Diploma graduates assess the balance between work life and private life respectively opposite their education.

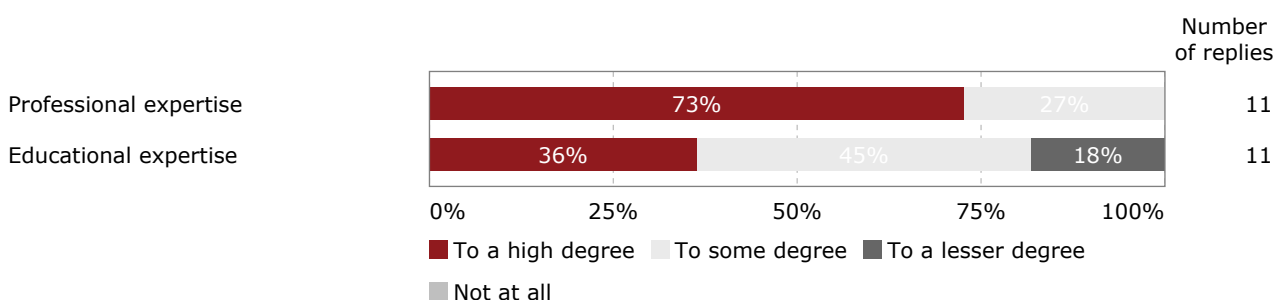


The distribution is shown as a percentage. The total number of respondents for each response category is shown to the right of the figure.

5.1.4 Q.3.6. To what degree do you feel that all the obligatory modules/courses in the Master's/diploma programme have contributed to the collective goals of the teaching offer?



5.1.5 Q.3.7. To what degree do you feel that the teachers on your Master's/diploma programme had sufficient professional and educational expertise?



6 Appendix 1: Questions used in the report

Current status: who are you?	Outcome of education and attainment of expectations	Quality of programme of study
Q.1.7.	Q.2.1.	Q.3.1.
Q.1.8.	Q.2.1.X	Q.3.2.
Q.1.8.X.	Q.2.2.	Q.3.1.X.
Q.1.9.	Q.2.4.	Q.3.2.X.
Q.1.11.	Q.2.4.X.	Q.3.3.
Q.1.12.	Q.2.5.	Q.3.3.X.
Q.1.12.X.	Q.2.6.	Q.3.6.
Q.1.14.	Q.2.7.	Q.3.6.X.
Q.1.15.	Q.2.8.	Q.3.7.
Q.1.17.		Q.3.7.X.
Q.1.18.		
Q.1.19.		
Q.1.19.X.		
Q.1.20.		
Q.1.21.		
Q.1.22.1.		
Q.1.23.		
Q.1.25.		
Q.1.28.		
Q.1.28.X.		
Q.1.29.		
Q.1.30.		

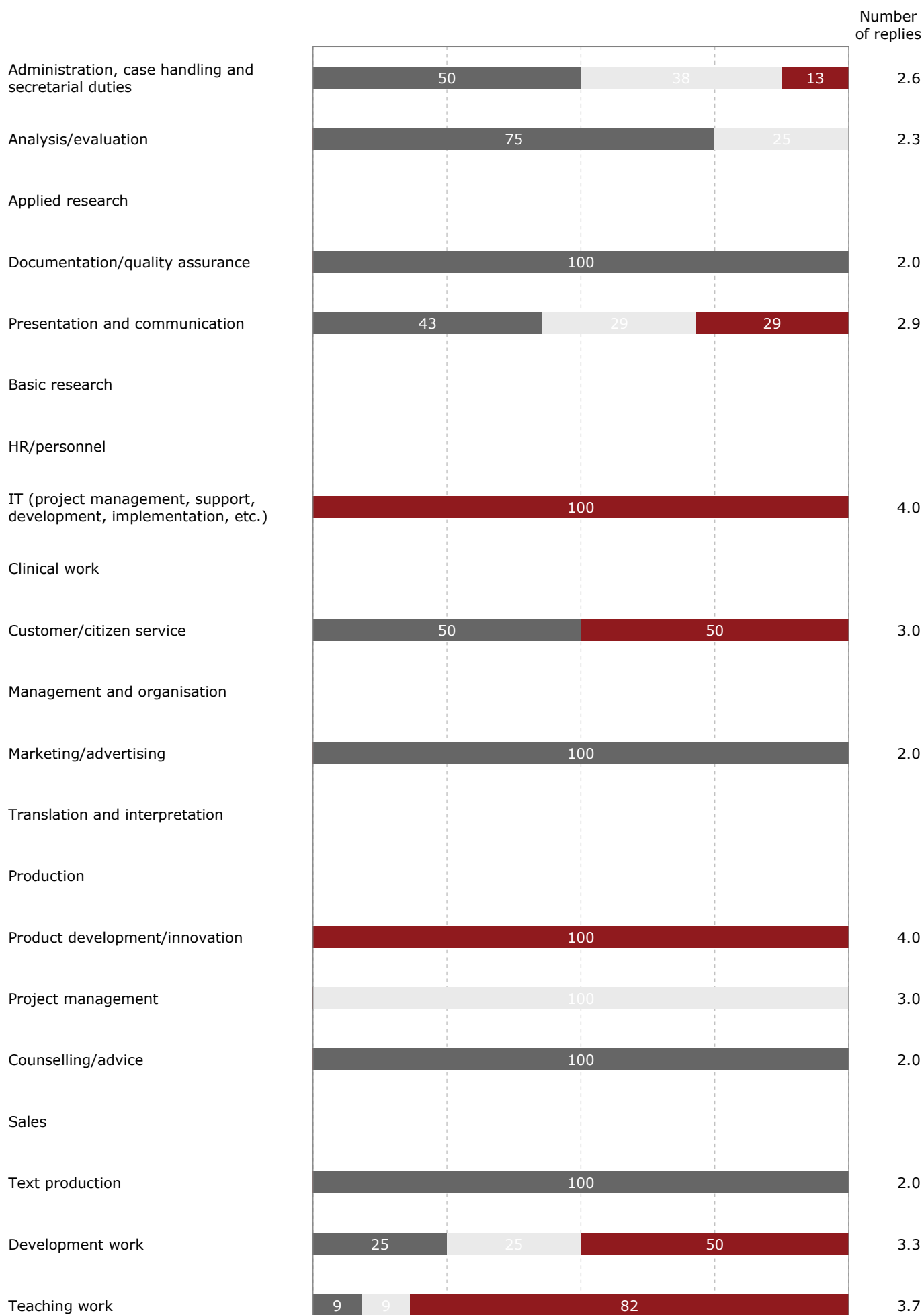
7 Appendix 2: Background data in STADS

CPR-number	CPR
Name	FORNAVN
Family name	EFTERNAVN
Address	ADRESSE
Postal code	POSTNR
City	BY
Country	LAND
KU-username	STUDIENR
Phone number	TELEFON
E-mail	EMAIL
Alumni e-mail address	ALUMNIEMAIL
Sex	KOEN
Citizenship	NATIONALITET
Foreign student (Y/N)	UDL_STUD
Study programme	UDDANNELSE
Faculty	UDD_FAKULTET
Year of graduation from qualifying exam/education	ADGANG_DIM_ÅR
Qualifying exam/education	ADGANG_EKSAMEN
Priority of BA-programme at application	PRIO_NR
BA-admission in quota 1 or 2 (possibly also Master Candidatus with same BA-education)	BA_OPT_KVOTE
Years between qualifying exam/education and commencement of study	SABBAT_ÅR
Date of commencement of study on the study programme in question	STUDIESTART
Year of commencement of study on the study programme in question	STUDIESTART_ÅR
Graduate's age at the time of the graduate survey	DIMITTENDALDER
Graduation year	SLUTÅR
Years from commencement of study to graduation	STUDIETID_ÅR
Date of birth	FØDSELSDAG
Calculated age at the time of commencement of study	ALDER_STUDIESTART
Age at graduation	ALDER_DIMISSION
Master's thesis/Bachelor's paper	AFHANDLING_TYPE
Grade for Master's thesis/Bachelor's paper	KARAKTER1
Possibly second grade for Master's thesis/Bachelor's paper (when there is both a verbal and a written exam)	KARAKTER2

8 Appendix 3: List of work places and job titles

- Lærer i dansk som andetsprog
- Lærer i dansk som andetsprog
- Underviser
- Underviser
- Underviser
- Underviser i dansk som andetsprog
- Underviser/sproglærer
- Vejleder, visitator, lærer
- kursusleder
- lærer
- underviser i dansk som andetsprog
- Clavis
- IA Sprog
- IA Sprog, København
- Sprogcenter
- Sprogcenter Hellerup
- Sprogcenter Hellerup
- Sprogcenter Nordsjælland
- Sprogcenteret i Kalundborg
- Vestegnens sprog- og kompetencecenter
- en sprogscole i KBH
- kbh sprogcenter

9 Appendix 4: Response distribution on question 1.22



10 Appendix 5: Comments

10.1 Q.2.5. Please tell us where the objectives described for the programme of education didn't agree with the actual content of the programme:

- Alfabetisering udgør en meget lille del af uddannelsen, og man er således ikke klædt på til at varetage undervisningen af denne kursistgruppe.
- Der manglede DESPARAT undervisning, som kan give pædagogiske forudsætninger for at varetage, begrunde og udvikle undervisning i dansk som andetsprog. Det var en MEGET teoritung uddannelse, som i høj grad manglede at blive afstemt med de behov, der reelt er i arbejdet; nemlig pædagogikken. Og det er endda en kommentar for en - på det tidspunkt - helt ny i faget.
- Der var en stor del tavleundervisning / forelæsning. Mange områder blev kun overfladisk behandlet. I mit daglige arbejde bruger jeg næsten udelukkende de kompetencer jeg fik gennem min tidligere uddannelse + praktisk erfaring, vejledning fra kollegaer m.v. Det er kun i mindre grad at jeg synes uddannelsen har ændret mit syn på og viden om arbejdet og arbejdets indhold.
- Desværre var uddannelsen ringe opbygget, og jeg synes absolut ikke at den var pengene værd. Uddannelsen lå langt fra hvad min arbejdshverdag indeholder. Uddannelsen var alt for teoretisk og burde være LANGT mere lavpraktisk. Desuden var der en masse administrative problemer, og 2 ud af 5 undervisere var ikke dygtige til at undervise. Det var en lang sej kamp at komme igennem, da jeg jo arbejdede ved siden af. Incitementet var lille, da jeg heller ikke steg i løn, da jeg så endelig blev færdig. Tværitimod skulle vi selv finansiere uddannelsen (jeg var heldig og fik betalt halvdelen) og mange var nødt til at gå ned i tid for at kunne klare det. Jeg ved at uddannelsen bliver ændret nu, hvillket er godt og jeg håber VIRKELIGT at den her udgave bliver langt bedre.
- Meget fokus på teori i uddannelsen og for lidt fokus på praktiske arbejdsredskaber
- Nu vil jeg ikke bruge hele min aften på det, men fx synes ikke at uddannelsen gør at de studerende udvikler pædagogiske kompetencer. Ej heller arbejdes der på en forskelgørende måde med alfabetisering. Man bliver ikke ret meget bedre til at varetage undervisningen. Jeg tror den studerende bliver god til at skrive opgaver og gå til eksamen i bedste fald, men ikke til at bedrive undervisning. Det kræver øvelse. Og det gør man ikke i uddannelsen, øver sig i at undervise.
- Uddannelses er meget teoretisk og forbereder som sådan ikke til at undervise. Jeg har også taget pædagogikum, hvor der er langt større fokus på selve undervisningssituationen.
- den er for teoretisk abstrakt i forhold til den rå virkelighed, der møder os.....

10.2 Q.2.8. Feel free to describe why your current occupation does not live up to your expectations:

10.3 Q.3.3. Feel free to provide an example of problems/challenges and suggestions for what could be improved in relation to balance between education programme and work life/private life?:

Balance between education programme and work life

- Alle modulerne er jo relevante og interessante, dog er det et meget stort og af gode grunde teoretisk pensum i forhold til den virkelige verden på et sprogcenter, hvor man ofte står med nogle problematikker, som man ikke fra uddannelsen er klædt på til at varetage. Derfor kan man med fordel inddrage flere cases i uddannelsen.
- Arbejdsgiveren kræver at vi færdiggør uddannelsen på 3 år, universitetet at vi færdiggør den på 6 år. Samtidig skal vi i praksis lære hvordan vi bliver gode lærere, og passe vores arbejde. Samtidig med at mange af os har børn m.v. Det hænger på ingen måde sammen tidsmæssigt. Absolut alle lærere (rigtig mange!) jeg har snakket med, synes det i den grad trækker tænder ud at tage uddannelsen. Og den er dyr. På KUA koster de enkelte fag 2-3 gange mere end andre fag under Åben Uddannelse. Det ville hjælpe hvis arbejdsgiveren betalte for uddannelsen og gav os tid til at tage uddannelsen, dvs. reduktion i undervisning og forberedelse.

- Hvis spørgsmål 3.3 skal forstås som, "i hvilken grad var det udfordrende at kombinere arbejdsliv og uddannelse", så er udfordringen jo helt klart, at man tager uddannelsen i sin fritid og ikke får fri til den. Det medfører uvilkårligt en periode med ekstra arbejdspress, og desværre ligger løsningen nok hos arbejdsgiveren. For det ville give meget mening, at man - ligesom på mange andre arbejdspladser i øvrigt - ville få fri til undervisning, uden at skulle tage fri eller gå ned i tid.
- Jeg arbejder 41 timer om ugen og er mor til 2 børn. Det hænger ikke særligt godt sammen med at tage en uddannelse samtidig med at man arbejder.
- Nedbring læsebyrden. Drop punktet "supplerende læsning" på lektionsplanen. Gør eksamensformen valgfri: skriftlig/mundtlig. Drop mundtlige oplæg blandt de studerende. Forvent ikke at vi husker alt fra en seks år gammel kandidatgrad. Sammenlign os ikke med fuldtidsstuderende på kandidatniveau. Sæt prisen på kurset ned. Bring flere cases og "levende kursister" ind i undervisningen. En feltrapport er ok men ikke nok. Jeres undervisere har forskelligt ambitionsniveau. Som mor til tre yngre børn (deriblandt tvillinger i 2023) og et fuldtidsjob oveni var det en kamp at få læst fra gang til gang.
- Virksomheder skal støtte bedre, hvis de ønsker at videreudanne folk. Det er hårdt at arbejde og studere samtidigt, og at man er nødt til at gå ned i tid = miste penge og så selv skulle betale uddannelsen.

Desuden skal KBH Universitet være bedre til det administrative. Eksempelvis modtog jeg det forkerte eksamensbevis, fik først deadlines at vide i sidste øjeblik af underviser, fik stillet krav om at købe kompendier der ikke var færdige til studiestart(!) etc. Jeg har gået på ASB i Århus og Syddansk Universitet og der fungerede tingene altså bedre - jeg håber KBH Universitet får strammet up.

Balance between education programme and private life

- Det er lidt samme problematik, som ved det forrige spørgsmål, men jeg tror, at det for mange er privatlivet, som tiden går fra, da arbejdet jo skal passes. Mange af mine kolleger har også valgt at gå ned i tid på arbejdet, for at kunne nå det hele, og for at det ikke skulle gå alt for meget ud over privatlivet, men det er ikke en god løsning, synes jeg. Igen ville det være fint - og rimeligt - hvis arbejdsgiveren gav én fri til at tage uddannelsen, uden at man skulle vælge selv at tage fri eller at gå ned i tid.
- Det har jeg udfyldt - er det ikke registreret? Skrev jeg for mange anslag?
- Jeg arbejdede samtidig med at jeg læste og da der er et meget stort pensum kræver det selvfølgelig tid. Det hjalp at jeg kunne holde pause ind imellem. Et mindre pensum og mindre teoretisk pensum ville være en fordel.
- Man kunne skære lidt ned på pensum.
- Se forrige input
- for lidt tid, megen læsning samtidig med job og fam.liv

10.4 Q.3.6. Feel free to provide examples of modules/courses that you feel did not contribute to the collective goals of the teaching offer:

- Der var et modul der hed et eller andet med pædagogik.
Det var efter min mening kontraproduktivt. Man arbejdede med gamle outdatede teorier om hvad der kan motiverer learneren og det s indhold lå meget langt fra den virkelighed man befinder sig i som andetsprogsunderviser. Jeg vil sige at der ikke var nogen praktisk anvendelse at den bearbejdede teori overhovedet. Det vil sige at man fik leveret et meget uhensigtsmæssigt perspektiv, som så kunne træde i stedet for det praksisnære og konstruktive perspektiv man selv opbygger når man er en dedikeret og ansvarsfuld lærer.
- Kurser, der indeholdt allerede kendt stof (sprogbeskrivelse, til dels kulturforståelse)
Kurser, der primært baserede sig på forskningsrelevant stof for langt fra praksis (sprogtilegnelse, til dels kulturforståelse)

Andetsprogs pædagogik føltes som det eneste relevante fag med en bachelor- og kandidatbaggrund fra dansk. Det havde været fint, at det praktiske fyldte endnu mere - gerne funderet på teori og analyse af situationer, så det akademiske aspekt bibeholdtes, men med virkeligheden som anker, eftersom det primære fokus som ny lærer var jobbet.

- Kurserne bidrog til det samlede mål, men var ikke tilstrækkelige ift. det beskrevne mål.
- Mere vægtning af pædagogik og/eller praksis i alle fag. Koblingen til egen praksis i undervisningen er helt essentiel for, om kurserne motiverer (for mig i hvert fald), og for om jeg kan bruge teorien/undervisningen i mit daglige virke. Det kunne fx være forløb med tilrettelæggelse, udførelse og evaluering af undervisningsforløb. Det kunne også være i mindre skala: tilrettelæggelse, udførelse og evaluering af specifikke tasks.
- Sprogbeskrivelse: for meget diskussion om begreber og definitioner
Kulturforståelse: spændende, men ikke så meget nyt under solen
Andetsprogspædagogik: virkede fjernt fra virkeligheden og meget rodet undervisning
Sprogtilegnelse: gode undervisere, dog igen for teoretisk
- for meget teori. Alle lærere burde være sprogskolelærere