

## **1. Sammenfattende evaluering av gjennomføringen av emnet i perioden**

### **1.1. Beskrivelse av og kommentarer til eventuelle avvik fra emneplan**

Ingen avvik fra emneplan.

### **1.2. Oppsummering og kommentarer til FS-rapport 754.001 over kvantitative gjennomføringsdata på emnet (karakterer, stryk, frafall)**

Totalt antall studenter – 17; 2 trakk seg før eksamen. 14 kandidater har gjennomført eksamen, 1 kandidat – F. Snittkarakter: B.

### **1.3. Er det indikasjoner/eksempler på særlig god kvalitet? Hvordan er de fulgt opp?**

I used all my comments and considerations of the first rapport (2007).

To improve the acquisition of the theoretical items: I prepared hand-outs (materials) of each lesson resuming the essential points and examples. These materials were also available on Class Fronter.

(The students that are evaluated the course in the Nettskjema, commented the use of hand-outs as very positive and useful).

To improve the practical skills: there was practical exercises after each grammatical item. Some of them we did in class, for others I gave the keys afterwards. The students were very glad of this possibility to work also at home. Moreover, I gave them the list of web-sites which contain grammatical exercises for the items that we studied in class. Several days before the exam, a meeting was organised where the students came with their questions.

### **1.4. Er det indikasjoner på sviktende kvalitet? Hvordan er de fulgt opp?**

On this level the majority of students want to have more practical skills and less theory. But there are also some students who are interested in theoretical problems, and those could be the future master students. So, it is important to follow both approaches (theoretical and practical). In the two obligatory oppgaver there was some exercises where both approaches was accepted.

### **1.5. Hva er det fokusert på i denne perioden mht utvikling av studiekvalitet? Hva er det viktig å fokusere på i fremtiden?**

See 1.3

## **2. Forslag til tiltak for å forbedre emnet .**

I am not sure if previous courses (i.e. ITA1100) should be considered as obligatory for the students who want to be accepted to the ITA 2101. In any case the program of the course is not connected with those of previous courses and there are some students who don't need the lower level because they studied Italian somewhere else. Maybe it is possible to use a test for those who want to follow the course without following previous courses?

**PS.** We talked about it with Sergio Sabbatini and we decided that we can just change the description of the course: saying that ITA 1100 is suggested but is not obligatory.

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### **Deltakernes vurderinger av emnet**

8 students have answered to the electronic questionnaire (nettskjema).

The evaluation is positive.

In the answers there is a conflict between those who want to study more (asking more exercises), and those who are complaining that the course is difficult and there is too much information. It seems to me that I found a compromise between the theory and praxis, and obligatory and not obligatory things to do. But everybody can have his/her individual preferences.

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