

ITA 2108

Periodisk emnerapport våren 2011

It's a new course, that I gave in spring 2010 (with an Emnerapport, after that) and in spring 2011, so there could be some repetition in the evaluation and description.

1. En vurdering av:

- pensum. There were two obligatory books: several chapters from one book, several chapters from the other. I gave also copies to the students, and put some copies also in Fronter. I specified for each lecture on which chapter of which book it is based. The students got the program before, so they were able to read the material in advance preparing themselves to the lecture.

Moreover, there were hand-outs that I prepared for each lecture.

- undervisning. The students were very interested. One of the "obligatorisk oppgave" had a written form and the other was oral (a discussion in classroom) which purpose was to prepare students to the oral exam.

- Ressurser og infrastruktur. I used audiovisuelle hjelpemidler (especially for the third part: dialectology) and also bibliotek-ressurser (e.g. comparing different dictionaries).

- Eksamen. Oral exam. Ok for this kind of course. Maybe at the exam we didn't have enough time to check everything. Two days before I sent to the students a "check-list" with ca. 20 possible questions.

An idea could be to add to the evaluation forms a written part (mappe) to deliver before: it will treat one of the parts of the course, it will prepare students to the academic writing and to the scientific analysis.

2. The "technical" part of the description of this course has been improved (comparing to the first time – 2010): all the information on the evaluation forms was on the web.

The part "hva lærer du" describes perfectly the course.

3. see N2.

Like the previous time, there were many registered students, five participants and only three – at the exam. It is a facultative course.

4. Instead of two written "oppgaver":

One of the "obligatorisk oppgave" had a written form and the other was oral (a discussion in classroom) which purpose was to prepare students to the oral exam.

5. Maybe, there is (too) much information at this course. It would be nice to divide it in two parts: vocabulary (with more focus on the lexis and with comparison with Norwegian, that could be also useful for the translation) and dialectology (including also sociolinguistic and cultural information about Italian regions).

Another possibility could be to use two evaluation forms: oral exam and a "mappe".

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