

Utbildningsutvärdering med extern bedömning
vid Göteborgs universitet

Bedömarutlåtande för huvudområdena antik grekiska och latin inklusive ämneslärarutbildning i latin vid Humanistiska fakulteten

15 May 2025

Kort bakgrund

The evaluation group (for which see below) has been tasked with evaluating the subject areas of Ancient Greek and Latin, including the teacher-training programme in Latin, at the Faculty of Humanities, based on the university's criteria for teaching evaluation according to the [policy for quality assurance and development](#).

At an initial meeting over Zoom on 20th January 2025 the task was explained to Eleanor Dickey, Lisa Heine and Tor Ivar Østmoe, and they were given help understanding the documents that had been made available in advance (for these see Appendix 1). Shortly after that meeting Viktor Johansson was also appointed, and all group members were given access to the Canvas sites for relevant classes in autumn 2023 and spring and autumn 2024. (Access to spring 2025 classes was not given, and therefore it was not possible to observe live online teaching, but the group did not find this a problem as they were able to observe in-person teaching.) They read through the materials independently, e-mailed each other drafts of sections of this report, and held their own Zoom meeting on 9th March to discuss the materials and evaluation criteria. Although numerous examples of student work had been provided, the group found these insufficient for evaluation of the marking standards used or feedback provided, since most lacked marks and/or feedback. They therefore asked for further examples of marked work, which were sent by e-mail in March. Some clarification questions were also submitted to the department and answered in writing before the site visit on 24-25 March 2025 (see appendix 2 for the programme of the site visit). After the visit the group continued to discuss over e-mail as they finalised this report. A preliminary version of it was sent to the department on 31 March 2025, to which the department sent responses on 22 April. More clarification questions were then asked and answered over e-mail before the final version was produced.

All members of the group are able to read Swedish, though Eleanor, the chair, cannot write or speak it and sometimes has difficulty understanding the spoken language. Eleanor was nevertheless able to participate fully because not only the other members of the group but also the Gothenburg teachers kindly held meetings in English. (She would like to record her gratitude to everyone for making this effort, and to apologise for her linguistic shortcomings.)

She is primarily responsible for the drafting of this report, which is therefore in English, but the other group members also contributed portions, and all members of the group approve the overall content.

The evaluation group consisted of the following:

Eleanor Dickey, FBA, Professor of Classics, University of Reading (chair)

Viktor Johansson, graduate student in Greek and Latin, Uppsala University (student representative)

Tor Ivar Østmoe, Senior Lecturer in Classics, University of Oslo

Lisa Heine, secondary school teacher, Cathedral School, Linköping

Utbildningens främsta styrkor och svagheter samt bedömargruppens reflektioner och rekommendationer

Teaching of both Greek and Latin at GU is excellent. Students are very happy and love their teachers, and the teachers are doing a great job in almost every respect. The only serious problem we found is that it is easy to cheat in the online assessments for Latin (see under criterion 3 below); this does need to be fixed soon, but it is not a problem specific to Latin, rather a much larger one.

Förutsättningar för utbildningsutvärderingen och reflektion kring bedömningsprocessen

The process mostly worked very well; everyone was very forthcoming and we got a lot of insight into the department and its work. We were able to observe teaching directly, which is important for accurate evaluation (and which had not been possible in 2017, when Eleanor first participated in evaluating this department). The one aspect that we thought did not work was the statistics. In the document entitled 'Kriteriestöd för bedömargrupper vid utbildningsutvärdering av grundnivå och avancerad nivå', it was suggested that we should consider 'Avhoppstatistik' and 'Genomströming' under the first heading below. Although it is not obvious that such statistics are related to that criterion, on reflection we agreed that the extent to which students are able to pass classes is relevant to that criterion – and in any case the extent to which students are able to pass classes is clearly important in any evaluation of teaching. Good teaching cannot be identified in isolation from the students being taught; instruction that is perfect for one group of learners might be completely useless for a different one, depending on background, motivation, etc. Therefore evaluators need to understand what percentage of the students who receive instruction are able to use it to pass the class. We were sent a lot of statistics that seemed to relate to this but that in fact could not meaningfully be used to evaluate teaching, because they did not distinguish between students who attended class and received instruction from 'ghost' students who enrolled in classes with which they never engaged. A lot of our time and a lot of the time of department members was wasted before we understood that the information we needed for a meaningful evaluation of *prestationsgrad* could not actually be found in the statistics we had been sent. We think life would be easier for future evaluation groups if it were more clearly flagged that the statistics the department can provide are useless and should be ignored.

1. De faktiska studieresultaten motsvarar lärandemål och högskoleförordningens examensmål

Övergripande kommentarer: Both Latin and Greek do well on this criterion.

Styrkor: The content and recommended reading for all courses in Latin and Greek are generally well suited to achieving the learning objectives set out in the course syllabi. The same applies to the exams we saw: their design and assessment criteria are developed with a focus on the learning objectives.

At both Bachelor's and Master's level, the theses we reviewed meet the requirements of the högskoleförförordningen.

There is a good progression from one class to the next, and in general the overall organisation is coherent.

Svagheter: The *prestationsgrad* for 2019-2023 fluctuates between 41% and 59% for Greek and between 48% and 62% for Latin; this is not very high, but not abnormally low for the languages department either. The *prestationsgrad* does not seem to be either increasing or decreasing in any consistent way. The main reason for these statistics seems to be that large (but fluctuating) numbers of students register without ever engaging with the classes at all. Although there are no official statistics on how many students engage, we were given the following unofficial data by Latin teachers:

	Students registered	Students who engaged regularly	Ghost students ¹	Students who took exam and passed	Students who took exam and failed	Pass rate excluding ghost students
LAT111 50%, 2024	38	16	13 (34%)	21	4	21/25 = 84%
LAT111 50%, 2023	33	21	12 (26%)	19	4	19/23 = 83%
LAT111 50%, 2022	26	11	9 (35%)	11	6	11/17 = 65%
LAT112 50%, 2024	17	8	5 (29%)	8	4	8/12 = 67%
LAT112 50%, 2023	12	6	4 (33%)	7	1	7/8 = 88%

The introductory Greek class cannot provide the same kind of data on how many ghost students there are, because that class has no live interaction and therefore no record of engagement – but it is likely that Greek has a similar percentage of ghost students.

Whether the percentage of ghost students is similar across all subjects we cannot know, but one of the teachers suggested that subjects seen as small and exotic could attract higher numbers of applicants who never had any intention of engaging and simply wish to pose as students for the financial benefits of that status. This theory could be right, since such applicants might assume that they would be more likely to be admitted to such subjects, but we do not actually know. In any case we think the above figures show that the low *prestationsgrad* is due to factors beyond the control of the department and therefore cannot be used to evaluate the teaching.

Rekommendationer: No changes are needed.

¹ Defined as students who neither attend live sessions nor take the exam; note that some students who do not attend the live sessions do take the exam, and sometimes pass (perhaps due to cheating: see below).

2. Undervisningen sätter studenternas lärande i centrum

Övergripande kommentarer: Both Greek and Latin do very well on this point, despite the challenges posed by online teaching.

Styrkor: The workload is appropriate to the amount of time the classes are supposed to take: full-time classes really do take full-time work, and half-time ones half-time work. Students at all levels get helpful feedback on their work and can use it to improve. Tasks and exam formats are varied. On the Master's level, there is a practically oriented *in situ* course on epigraphy in Rome which seems very successful. Exam papers by students show convincing methodical reflection. The classes are mostly well scheduled to distribute workload sensibly. The students can easily contact their teachers, but they do not do so unnecessarily: when they have a problem they typically try to find the answer themselves and then bring it up with the teacher if they cannot. Students understand how their work will be judged and are shown marking criteria in advance. Dissertation students mostly receive extensive feedback before submitting their theses. Teachers do not simply rely on existing teaching resources but design their own exercises to meet the needs of GU students.

The extensive online offerings greatly increase the number of students that GU can reach, in some cases by attracting students who would otherwise attend different institutions and in other cases by making Latin and Greek available to those who would not otherwise be able to study these languages at all. They are thus highly beneficial both to GU and to the wider society. The live sessions in Greek, in which everyone translates and gets immediate feedback, work very well.

The Latin teaching is much better and more rigorous than in the Liberal Arts programme, at least in the view of students who have tried both.

One student described the offerings as 'perfect'.

Svagheter: Online classes are less satisfying and less motivating for both teachers and students, leading to lower completion rates. As one person we spoke to said, 'You can't expect that the magic of teaching and learning happens on Zoom as it does on campus.'

Some online classes lack live interaction, and these work less well for many students.

Most students would benefit from more reading practice in the early stages of language learning. Beginners (even in on-campus classes) are rarely asked to produce paradigms from memory or to translate without advanced preparation; they would have more incentive to study if they knew that their teacher was going to know exactly how much studying they had done. No help is given with developing the memory skills so essential to success in learning an ancient language.

A few sequences do not work so well; in particular students who take LAT111 and LAT112 at quarter-speed then have to wait a semester without a Latin class before they can take LAT113.

The workload is heavier than for some other subjects, where a nominally full-time class can typically be done with less than full-time work. But we do not see that as a problem with Latin and Greek; perhaps offerings in other subjects should aim for a better match between how much time they say they need and how much time they really need?

On campus, the teachers' offices are behind a locked door; although students can in theory get in with their campus cards, the students we spoke with were unaware of this and felt excluded. Staff are also unhappy about the message the locked door sends to students.

Rekommendationer: If the teachers wish, the online classes that currently lack live interaction could be given a few Zoom sessions in which students are invited to translate without preparation and/or to demonstrate their knowledge of paradigms and/or vocabulary. And the Canvas sites of the introductory classes could be given an additional page explaining the importance of memory skills and providing materials that allow students to do a controlled test of whether they can in (e.g.) 8 minutes learn more Greek vocabulary by chanting out loud, by writing it out, or by using flashcards.

3. Undervisningens innehåll och form vilar på vetenskaplig grund samt beprövad erfarenhet

Övergripande kommentarer: The risk posed by AI to the integrity of the examination process for Latin constitutes a serious problem that must be addressed – but this problem is common to many subjects (not, interestingly, to Greek). In other respects both Latin and Greek teaching does well on this criterion.

Styrkor: The teaching is mostly excellent. In both Greek and Latin the textbooks used were published a long time ago, but the teachers supplement them with other materials so that they still work well. More recent research is incorporated in various ways (especially in the advanced classes, but also at introductory levels), and the advent of the new PhD student in Greek is seen as an opportunity for the Greek teachers to improve their skills in her field as well. There is an openness to and even enthusiasm for new ideas, combined with an appreciation of the merits of older methods.

The integrity of the assessment process in Greek is excellent; advanced classes are often examined orally, and the online written examinations started to be invigilated as soon as the risks of AI became apparent. Greek at GU is ahead of most other languages and indeed ahead of most other universities in this respect.

Svagheter: It is very easy to cheat in the online Latin exams. Everyone is aware of this problem, which also affects many other subjects, but no-one is prepared to take responsibility for solving it, and therefore students are allowed to continue cheating. In our view the table on p. 4 above provides concrete evidence of the extent of this problem;

in the preliminary report we mentioned this only briefly, but because the department's responses to the preliminary report contested our analysis of that evidence, we now set it out in more detail.

We were given data on LAT111 50% results over three years, 2022 to 2024. In 2022 and 2023 the number of students who passed the exam was equal to or less than the number who attended sessions regularly, but in 2024 five more students passed the exam than attended regularly (i.e., a number equivalent to 131% of regular attendees). This is a striking increase, and we think the most likely explanation for it is that in 2024 some students passed the exam using AI.

In its response to our preliminary report, the department pointed out that some students who do not attend class are able to pass the exam legitimately, either because they have previously learned Latin and are not actually beginners or because they study hard on their own despite being unable to attend the live sessions. Of course this is possible, but the number of such students ought to remain roughly constant over time; their existence cannot really explain a sudden spike in the pass rate.

The response also claimed that ChatGPT had its breakthrough in 2022-3 and thus should not be responsible for a spike visible only in 2024. Now it is true that 2022-3 is the year in which everyone started talking about ChatGPT, but at that point it was not really capable of passing university exams. Eleanor is confident of this because that is when she started running her own essay questions through ChatGPT each semester and evaluating the answers; numerous UK colleagues did similar things, and the general conclusion was that Classicists did not yet have to worry. But things got worse in 2023-4 and much worse in 2024-5. Autumn 2024 was the point at which the GU Greek teachers concluded that ChatGPT could now translate ancient Greek into Swedish well enough to make it a serious threat to academic integrity. The timing of the spike in LAT111 thus correlates well to the timing of the development of the most relevant AI capabilities.

Therefore we think that the use of AI has already led to GU credits being fraudulently awarded and will soon lead to the more advanced Latin classes being infiltrated by students who have not learned Latin. The issue constitutes an existential threat to the value of a GU degree and to the viability of Latin as a subject.

Rekommendationer: The examination system should be changed to eliminate the possibility of cheating: it needs to be verified both that each exam is the work of the person who takes it and that that person is the one registered in the class. As this is an issue affecting many subjects, ideally the central university management would solve it – but if they do not do that, the department and individual teachers must not wait but need to solve it themselves. Possible solutions include:

- Online exams taken at home could be invigilated with an ID check, whether by the people who teach the classes or by others.

- Online exams could be moved from the home environment to satellite centres (e.g. in schools) where invigilation and ID checking is possible.
- Online exams could be replaced by in-person exams for which students have to come to GU.
- Online written exams could be replaced by online oral exams, on which it is harder to cheat.

If well designed, a solution involving more invigilation would not have to cause financial loss to the department. For example, the default examination option could become an in-person exam at GU, and other possibilities could be offered only for an additional fee that covers the costs associated with them.

4. **Lärarna har aktuell och adekvat ämnesmässig och högskolepedagogisk kompetens samt att antalet lärare står i proportion till utbildningens omfattning och innehåll**

Övergripande kommentarer: Both Latin and Greek have excellent teachers, but Latin does not have quite enough teachers.

Styrkor: Most teachers are excellent (both in the sense that they know the subject and in the sense that they know how to teach), and all do their jobs well. The students are fully aware of how good the teachers are and appreciate them very much; we were very struck by their affection, admiration, and enthusiasm for this group of teachers.

A new tenure-track Greek teacher has just been hired, with a generous research component. The hiring process focused on excellence in teaching, while not neglecting research, and the new teacher appears to be of the same high caliber as the previous staff. The department leadership is aware that Latin needs more staff and would like to hire another teacher on the same basis as the recent hire in Greek; we think that such a hire would make a very positive difference.

The newly-hired PhD student in Greek has solid teaching experience, is expert in both Greek and Latin, and now teaches a course very much in line with her research interests in historical linguistics (Homeric Greek).

One of the Latin teachers is able to teach Greek, and both the Greek teachers can teach Latin. The languages department as a whole makes an effort to hire people who are able to teach more than one language, to increase resilience and flexibility. One of the teachers in English can also teach Latin.

Svagheter: The Latin teachers in particular are stretched in terms of how much teaching each of them must do; the teachers are able to keep the Latin and Greek courses running when things go well, but there is no slack in the system in case something goes wrong, and no time for professional development.

Rekommendationer: If possible, another Latin teacher should be hired, on the same basis as the recent hire in Greek.

5. Utbildningen är relevant för studenternas och samhällets behov

Övergripande kommentarer: Both Latin and Greek do well in this respect, Latin perhaps a bit better than Greek.

Styrkor: Latin and Greek are important for contemporary Swedish society not only because of the access they provide to the rich and fascinating Greco-Roman antiquity, but also because of their historical roles in Sweden; without understanding one's past it is very difficult to fully grasp why the present is the way it is. And given the extent to which Latin was used for formal writing in earlier centuries, being able to read Latin is a key skill for understanding those centuries. In addition, knowledge of Latin greatly helps developing a deeper understanding of the modern Swedish language, as Swedish contains many (ultimately) Latin loanwords. For these reasons the Swedish government has made Latin a mandatory part of one branch of the national humanities programme in the gymnasium.

Students are passionate about the subjects and appreciate their importance. Alumni are pleased with their choice of subject. Students come to these classes for a wide variety of reasons and at very different stages of their lives; some want careers as Classicists, some use these studies to further their expertise in other fields, and for others it is a hobby. It is impressive how many different goals the same classes can meet simultaneously. More specifically, the PhD student feels confident that the PhD programme is relevant for her needs as a future researcher.

The teacher training programme is well designed and incorporates most of what students need to become good teachers. The department has a tradition of collaborating with upper secondary schools. Within the Latin teacher training programme a significant number of credits are reserved for courses that concern didactic approaches and therefore focus explicitly on the prospective teachers' competence to teach Latin.

Students learn not only Latin and Greek but also valuable transferable skills. Most find their understanding of Swedish grammar greatly improved, and the ones we spoke to also mentioned improved writing skills, organisational skills, analytical skills, language-learning skills, research skills, skills in understanding older varieties of Swedish, academic English skills, and IT skills. The students in the teaching programme learn appropriate pedagogical skills to prepare them for a successful teaching career. Many classes clearly emphasise the links between the subject and modern Swedish language and/or culture, which the subject helps illuminate.

Svagheter: Students are not always sufficiently aware of the transferable skills they are acquiring, and the teachers (particularly in Greek) are not always as articulate as they could be about what those skills are and how they can benefit students later.

The teacher training programme will need to be changed slightly to deal with the new government requirement that teachers be taught how to evaluate textbooks. This is however not an immediate problem as there are no students currently in that programme.

In the teacher training course LGLA12, students are expected to discuss today's image of Latin teachers using as a starting point a very old film, 'Hets' from 1944, where the teacher is highly stereotyped. We think that this may limit students' ability to discuss their own professional role on a sufficiently nuanced level, and wonder whether a more up-to-date and multifaceted film could be found as a starting point.

Rekommendationer: the teachers (especially in Greek) should be more explicit in communicating to students what skills they are learning in addition to Greek/Latin itself. Students could be asked to reflect explicitly on what transferable skills they are acquiring and how those can help them in employment in a range of jobs; after all a degree in Greek/Latin can greatly facilitate many careers besides that of Classicist.

The teacher training programme should be updated as needed.

6. Studenterna har inflytande i planering, genomförande och uppföljning av utbildningen

Övergripande kommentarer: Both Greek and Latin do extremely well in this respect.

Styrkor: The teachers are highly responsive to students' needs and requests; a good rapport exists, students feel comfortable speaking directly with teachers about any problems or wishes, and teachers actively solicit student views and rapidly make changes as needed. In some classes the reading materials are chosen in conjunction with the students during the semester. The new Master's course is the most responsive because it is still under development. Students who do not fill in the official evaluations often don't bother precisely because they have no complaints.

Svagheter: Because so few students fill in the official evaluations, it is hard to prove objectively what students think. One reason students gave for not filling in the evaluations is that they close for responses at or sometimes even before the end of the class, having been open for a long time (though the department says this is not what is supposed to happen: evaluations should open 3 weeks after the start of a course and remain open until several weeks after it ends). Some students say they would have responded if the evaluations were open for only a short period just after the end of the class, so that the students knew they had to do them immediately on receiving the invitation (though the department says that they tried that system in the past without getting more responses). But we're not sure how much of a problem this really is, since the official evaluations are not the main channel of communication anyway.

Students who drop out of classes before the end rarely say why they left; they neither fill out the official evaluation forms nor (except in a few cases) do they respond to teachers' inquiries. It is therefore very difficult for teachers to know how those students might have been retained – but we don't see any solution to this problem, which is common to all the universities we know.

Rekommendationer: Keep up the good work!

7. En för alla studenter tillgänglig och ändamålsenlig studie- och lärmiljö föreligger

Övergripande kommentarer: Things are mostly excellent in this respect, but there are a few problems; solving these would be fairly easy and would make a significant difference to the overall student experience.

Styrkor: The students are generally happy and feel they learn well here. Not only the teaching itself but also the classrooms, buildings, library, and other facilities are good, appreciated by teachers, and perceived by students as helpful. The Canvas pages are structured, clear, and suitable. Online students greatly value the opportunity to study without coming to campus, as many live far away (one is in Norway) and/or have jobs that would not allow them to attend during working hours. Both the prerecorded lessons (well received by the students due both to their high-quality content and to the ability to rewatch lessons on demand) and the live online classes are praised. There is a widespread sense that Gothenburg provides an important service in offering such complete online courses; students are grateful and happy. Teachers and students are diverse in gender, age, and background; equality seems to be in good shape.

All information is provided in a timely fashion (apart from a few glitches during the illness and death of a late colleague); sometimes not everything is uploaded at the very beginning of the semester, but when not, that's either because the teachers do not want to make the students feel overwhelmed and disoriented by giving them too much material at once, or because the later materials are developed with the students' needs and/or wishes in mind. Most students appreciate that flexibility. Feedback is promptly delivered. The study counsellors are knowledgeable, helpful, prompt, and readily accessible.

Students who fall behind are pro-actively contacted and given advice and encouragement. The Greek teachers in particular are excellent about helping students catch up after temporary difficulties.

The PhD student (Greek) is very satisfied with the work environment: She feels that she gets a lot of support from the department; the atmosphere is perceived as wonderful and friendly. As an international student, she is extremely happy with how she is treated. She feels that her two supervisors complement each other well and that she, together with them, has been able to work out a good plan for her doctorate studies in the near term. The feedback, responsiveness and support from the supervisors is lauded, and she feels confident that her scholarly integrity is respected by them.

Svagheter: Students who have studied both Latin and Greek feel that the Latin classes are not quite as good as the Greek classes, though still very good. The Latin teachers also give students who fall behind less help in catching up; they seem to be closer to the departmental norm in this respect than are the Greek teachers. There seems to be some unclarity about the amount of help that it is right to give a student who has fallen behind: everyone agrees that it is fine to give advice about what they need to do, and everyone agrees that it is not right to completely re-teach all the classes they have missed, but how

much explanation of the missed material can one give before that constitutes unfair extra tuition? If students who have missed live sessions due to illness are not able to get *any* individual explanation to help them catch up, many of them are likely to be unable to pass the classes, impacting on the retention rates. So the attitude of those who do not want to offer any such explanation is not only hard on well-intentioned students, but also financially counter-productive for the department. Workload considerations of course limit what can be done, but in our opinion those should not reduce the amount of individual consultation to zero, merely prevent it taking too much staff time. At many other universities teaching staff are expected to spend a certain number of hours per week (often two hours, which goes a long way for the students without doing the staff much damage) answering students' individual questions. (Historically these were 'office hours' in which the teacher would sit in an office waiting for students to drop by; now they more often involve pre-booked meetings online or in person.) There does not seem to be such an expectation at GU, and we find this problematic.

The students in very small classes feel isolated, without opportunities to meet the students who do different classes in the same subject. This is true even for on-campus students. Research talks are very rare.

Rekommendationer: At the start of each semester the department could have an in-person social event for all the Latin students at all levels, inviting also the online ones. More advanced students could be encouraged to come to introduce themselves to the new students. This wouldn't take significant time or money: the teachers don't have to come themselves, just book a room, issue invitations, and provide nominal refreshments. And once per semester there could be a research lecture given either by an outside invited speaker (you wouldn't have to pay them, just offer train fare and maybe a meal) or a member of the department, in hybrid form with all Latin and Greek students invited. If you have tea afterwards the students will be able to get to know each other – plus it would be inspiring for them to hear about research in progress. (We understand that since our visit a previously existing and temporarily lapsed Classics research seminar has been revived and had its first lecture of three or four per semester. This is terrific and we congratulate the department.)

Something should be done to make sure that Latin students who fall behind briefly and want to catch up are able to do so: it should be clarified that it is not unfair to meet such students individually and give them a short explanation of material that they need help with. For example, the system of office hours, which was abolished because students never came, could be replaced by something not tied to fixed hours or in-person visits that nevertheless makes clear that teachers are available to students for individual consultation for e.g. 2 hours per week (in total, not per student).

8. Kontinuerlig uppföljning och utveckling av utbildningen genomförs

Övergripande kommentarer: The department is exceptionally strong in this respect, Greek perhaps a bit stronger than Latin.

Styrkor: The department has a continuous collegial discussion involving both the teachers and the studierektor. Formally they meet monthly to discuss all courses and consider whether changes are needed. Informally, colleagues in Latin and Greek are constantly discussing among themselves. Many changes have recently been made, including introduction of a new Masters' course, new classes at the undergraduate level, offering Latin classes at half and quarter speed as well as at full speed, and the enormous expansion of the online offerings. Changes have also been made to the content and teaching materials of long-standing classes. Exciting, unique research-based classes have been created, drawing students to Gothenburg in preference to other universities. In Greek the advent of AI was met by immediate adaptations: a Greek teacher ran his exam through ChatGPT, realised that it could now produce correct answers, and started invigilating his online exams.

Svagheter: The Latin teachers are not quite as proactive as the Greek ones; for example the advent of AI has not caused them to adapt their examination procedures. Some changes may cause unintended problems; often it's too early to tell. But we are confident that if that happens, the department will be able to make further changes to fix things.

Rekommendationer: Keep up the good work!

9. Övriga synpunkter från bedömagruppen

We think the issue of cheating in exams has also revealed problems of internal conflict within GU, not within the department itself but between various departments and the central administration. Departments believe that the central university management needs to take responsibility for solving the cheating problem by providing the extra resources needed for additional invigilation, but the central management has apparently said that responsibility lies with departments. The result seems to be a stalemate in which nothing is done to solve the problem while each side waits for the other to act, each being well aware that once they allocate resources to solving this problem there will no longer be any chance of getting someone else to produce the necessary funding. This kind of internal conflict is unhealthy for an institution (though of course extremely common in universities) and should arguably be addressed as a difficulty in itself, separate from the particular issue over which the two sides are currently fighting.

Underlag till bedömagruppen

Bilaga 1

Program platsbesök, den 24/25 mars 2025

Bilaga 2

Bilaga 1: see https://gunet.sharepoint.com/:f/s/sy-grp-utbildningsutvardering-antik-grekiska--latin-samt-lararut/Eh1F39Z1PppOuLw4v7qkpVoBD_YwL6gSSZROGiANFqZ3Nw?e=YiJdAj

Bilaga 2

Utvärdering av klassiska språk

Program platsbesök 24-25 mars 2025

Måndag 24 mars

09:00-10:00	Bedömargruppen, interna överläggningar	C442
10:00-11:45	Hospitation hos Sara Ehrling Moding, LAT110 (delkurs: Introduktionskurs i latin II),	J406
11.45-12.15	Intervju med Sara Erling Moding	J406
12:15-13:00	Lunch	
13:00-14:00	Studierektor, studievägledare, studieadministratör	C442
14:00-17:00	Studenter, latin och grekiska <i>Per Andersson: 14-14:30</i> <i>Geir Alexander Nilsen: 14:30-15.00</i> <i>David Lafage: 15:30-16.00</i> <i>Anton Andersson: 16.00-16:30</i> Alumner <i>16:30-17: Malin Petersson, Vera Andersson</i>	C442
17-18	Bedömargruppen, interna överläggningar	C442

Tisdag 25 mars

09:00-11:00	Lärare latin	D424
11:00-12:00	Doktorander latin och grekiska <i>Sofia D</i>	D424
12:00-13:00	Lunch	
13:00-15:00	Lärare grekiska	D424
15:30-16:30	Prefekt, proprefekt	D424