

Programme Evaluation with External Review at the University of Gothenburg

**Assessment Report for Linguistics; Logic, Master's
Programme; Master in Language Technology
at the Faculty of Humanities**

2026-06-15

Dnr: GU 2025/1989

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Brief background

The review panel (see below) was tasked with evaluating the main field of Linguistics, the Logic, Master's Programme, and the Master in Language Technology at the Faculty of Humanities on the basis of the university's criteria for programme evaluation in accordance with the Policy for Quality Assurance and Quality Development, supported by the Guidelines for Educational Evaluation at the First- and Second-Cycle Levels with External Assessment at the Faculty of Humanities, 2023–2029.

On 2 December 2025, a kick-off meeting was held at which the review panel were introduced to the structure of Gothenburg University, the faculty and the department. The panel also had the opportunity to talk amongst themselves about the structure of the review and suggestions for dates for the site visit and further preparations. Before the kick-off meeting, the faculty and the department submitted a number of documents to the review panel (Appendix 1).

Ahead of the site visit, the review panel met through a digital meeting to go over the schedule and plan for the upcoming visit. The site visit was conducted on 16-17 of April 2026 (programme for the site visit, see Appendix 2). During the site visit, interviews with students, teachers and other departmental staff were conducted for all subjects and programmes under investigation. Additionally, the panel was shown around the campus and study spaces, as well as the department. The review panel subsequently prepared its assessment report jointly, on the basis of the documentation and site-visit interviews, via email and individual work.

The following persons were members of the review panel

- Panos Athanasopoulos, Professor, Lund University (chair)
- Ellen Melin, Uppsala University (student representative)
- Maria Aloni, Associate professor, University of Amsterdam
- Desmond Elliott, Associate professor, University of Copenhagen

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The programmes' main strengths and weaknesses, and the review panel's reflections and recommendations

Introduction

The evaluation assignment included three educational units within the Department of Philosophy, Linguistics and Theory of Science. This section presents brief descriptions of each unit: the main field of Linguistics, the Master's Programme in Logic, and the Master in Language Technology. It also lists a collective summary of the 3 units' strengths and weaknesses, and offers recommendations, before proceeding to consider each unit individually against the 8 criteria in the quality policy. At the end of the evaluation we conclude with some general reflection on the 3 units collectively.

Linguistics

The Linguistics subject includes courses at all levels of first cycle education, and second cycle (MA) courses too, with students who appear to be dedicated and focused on their studies. Courses in linguistics include fundamental and applied linguistic theory, methodology and application. The unit has seen some positive changes since the previous evaluation, but a particular challenge is addressing the recent loss of two members of the teaching team (which represent 50% of the core teaching staff), as the current staffing levels may impact the quality of the student learning experience as well as the well-being of the remaining staff, who may have to incorporate additional duties into their workload. Recruitment of mid-career to senior level academic staff in linguistics would help restore the staffing balance and continue to attract and retain students interested in the subject.

Master's Programme in Logic

Embedded in a strong research group the Master in Logic is a two-year programme offering in-depth training in the field of mathematical logic. The curriculum starts with a number of obligatory core courses providing a solid foundation in the fundamentals of the field and then proceeds with elective components tailored to the specific interests and background of the individual students. The programme is taught in English and attracts international students with different backgrounds. The Master in Logic was established in 2016 but started in the autumn term of 2018. Since then 85 students enrolled and 19 students finished the programme. A large majority of the students who completed the programme (70%) have been admitted to PhD programmes after graduation.

Master in Language Technology

The Master in Language Technology is embedded in an internationally-recognized research group in Natural Language Processing and Computational Linguistics. The

degree programme attracts international students from a variety of educational backgrounds. The courses in the program provide a solid foundation for incoming students, while offering a variety of specialist topics during the degree. The teachers in the program have completed their pedagogical training, and take real efforts to engage with the feedback from the students. Overall, this is a strong educational program that benefits from the committed teachers that blend foundational classroom-based teaching with more specialist research-based teaching.

Collective strengths

- Strategic vision for a new BA program. This will be a joint-degree with linguistics, philosophy, logic and language technology on societal aspects of AI combining department expertise. It potentially connects well to the labour market and shows focused long-term planning and vision.
- Engaged and enthusiastic teachers.
- Strong research environment that feeds into the pedagogy.
- Evidence of implementation of measures to address previously identified weaknesses in terms of staff pedagogical training.
- Very good modern facilities, including laboratories enabling a high level of research-informed student projects and teaching, and accessible study spaces.

Collective weaknesses

- We were not made aware of any concrete plans to replace core members of the teaching staff that have recently left the department - may increase exponentially the workload of remaining staff and create uncertainty about the future of the subjects among teachers and students.
- Student retention is a challenge.
- Lack of consistency/continuity in administrative staff disrupts workflow and increases workload of teachers, also affects students.
- Low response rate in student evaluation limits the interaction between students and teachers.

Collective recommendations

- It is essential to manage the urgent staffing need that arose from the departure of two core members of the linguistics teaching team. New hirings would significantly address this problem.

- Implementation of a clear protocol that ensures that staff mobility does not affect implementation of admin procedures.
- A variety of approaches may be considered in order to incentivise evaluation completion in the student body, in parallel to the provision of time resources to the teachers to implement this in the time allocated for the course.
- We are happy about the plan for the new BA program which capitalises on synergies among all the subjects in the department. This is a positive step that should materialise.

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Linguistics subject

Criterion 1. The actual learning outcomes correspond to the intended learning outcomes and the degree objectives in the Higher Education Ordinance

Overall comments: Linguistics is not a program per se and courses in the subject are taken on a voluntary basis. There are 10 courses (including the thesis course) at all levels of first cycle education, and 10 courses (including magister and master degree project 1 and 2) at the second cycle (MA). The students, though low in number, appear dedicated and focused on their studies. Courses in linguistics include fundamental and applied linguistic theory, methodology and application. Across all learning cycles, courses maintain a good national standard. The quality of the student output is largely in line with the stated learning outcomes and degree objectives. Student retention is generally good, and teachers appear to act proactively in this regard, by organising formal and informal meetings and gatherings providing information about courses on offer at all levels. There are established routines for examinations and for different types of assessment, including grading and evaluation criteria. These are sufficiently clear to reflect different expectations according to study level. Work marked as VG is clearly distinctive from work marked with G, reflecting the assessment criteria. It is clear how different courses on the same topic may cover similar content, but the depth and scope of the assessment differs according to the level the course is aimed at.

Strengths:

- Good mix of fundamental and specialised courses, offering breadth and depth.
- Clear level-appropriate learning outcomes and assessment criteria.
- High level of motivation by students choosing courses in the subject.

Weaknesses

- No weaknesses identified

Recommendations

- No recommendations

Criterion 2. Teaching places student learning at the centre.

Overall comments: There is a variety of assessment types commensurate with the nature of the course (e.g. exams for core/introductory courses, oral and written assignments in most courses, laboratory reports in more empirical oriented courses, practical exercises in methods courses etc.). However, the amount of detail/communication to students varies in how each course is assessed (some syllabi are rich and informative while others appear brief and not very specific). It would be good to take a holistic view of syllabi and harmonise content where possible. The information on Canvas can also appear inconsistent across courses. Harmonisation here would also help students find information about their schedule, mandatory elements of a course and other important communications from their teachers in a timely and efficient manner. It is good that many course syllabi specify the language that the course is given in and that students will need access to a personal computer for their attendance - this manages expectations and gives the opportunity to students to prepare accordingly. The working environment for both students and teachers has improved with the opening of the Humanities building in 2021, and there are dedicated laboratory facilities and study spaces within the same building. However, the recent reduction of staffing levels will likely impact the quality of the student learning experience.

Strengths

- Level and topic-appropriate assessment strategies
- Inspiring new infrastructure for student learning and development

Weaknesses

- Inconsistent level of information across course syllabi
- Issues with Canvas administration

Recommendations

- A holistic overview of course syllabi will harmonise style and content
- A holistic overview of course-pages interface may prove beneficial in highlighting disparities in how information is organised and disseminated to students.
- Management could investigate ways in which Canvas administration can be more consistent, by for example appointing a dedicated administrator for linguistics courses that oversees content, student enrolment, communications, etc.

Criterion 3. The content and format of the teaching are based on scientific foundations and proven experience

Overall comments: Many courses are taught by experts in their respective fields who bring their own research to bear on the learning content. This provides a solid scientific foundation, which enhances the quality of the teaching and learning experience. Teaching staff at all levels are active scholars in their respective linguistics subdiscipline. This is reflected in both the course offerings and the content of courses. In some cases, particularly in more advanced and specialised courses, one can see the presence of ongoing cutting edge research in the teaching content. The reading lists reflect a mixture of classic and up to date literature. The choice of coursebooks in introductory/foundational courses appears scientifically relevant, and all content is available digitally (stated on reading list).

Strengths

- Clear evidence of research-led teaching at all levels
- Staff integrate their own research in the teaching so that students benefit from the cutting-edge.

Weaknesses

- Because foundational courses are taught in Swedish, the literature is limited and may not reflect the state-of-the-art internationally.
- The loss of two core members of the teaching team who are also excellent researchers

Recommendations

- Consider introducing more English language literature, even in courses taught in Swedish (where the core reading may still include Swedish language coursebooks).
- Recruitment of linguistics staff with a solid research track record.

Criterion 4. The teachers possess current and adequate subject-specific and higher education teaching competence, and the number of teachers is proportionate to the scope and content of the programme

Overall comments: All core members of the teaching team hold docent level competence and have therefore completed the corresponding courses in higher education pedagogy. Casual teaching staff such as postdocs or PhD students undergo pedagogical training in their first year in post. There is a continuous effort to increase and sustain pedagogical competence in higher education among teachers. Staff have organised and participated at conferences and workshops that enhance and develop both their scientific and pedagogical competencies. Teachers are engaged in additional outreach activities, in high schools, festivals and introduction meetings.

Strengths

- Teaching staff have the requisite qualifications and new staff undergo relevant pedagogical training

Weaknesses

- The recent reduction of the core teaching team poses future challenges regarding the scope and content of linguistics education at Gothenburg University.

Recommendations

- Recruitment of new staff with teaching expertise in core areas of linguistics is necessary in order to maintain the breadth and quality of pedagogical provision.

Criterion 5. The programme is relevant to the needs of students and society

Overall comments: Linguistics at Gothenburg appears to be spearheading research and training that reflects the increasing prevalence of artificial intelligence (AI) in society, by keeping pace with recent developments as regards language and AI. Courses offer specific, hands-on experience on how to interact with AI and how to critically analyse and interpret the language of prompting and output. This has potential direct connections to an increasingly AI cognizant labour market. Some interesting and unusual (in a good sense) courses are on offer, e.g. secret, forgotten and artificial languages, metalinguistics, language culture and thought. These not only make Gothenburg linguistics a little bit unique in a Swedish context, but also could bestow students an advantage if a future degree or professional role requires specialised knowledge. Assessment at MA level is focused more on independent and critical thinking. Courses are geared towards giving students practical tools for carrying out research, thus allowing the students to develop transferable skills. Efforts to create an interdisciplinary bachelor joint-degree with philosophy, logic and language technology on societal aspects of AI will likely have resonance with both the labour market and higher academic study, at MA or doctoral level for instance. However, there is scope for a more targeted, systematic dissemination about possible career paths with a linguistics education. Some information sessions with alumni have been helpful, but very person-specific. A more general session covering different and diverse bases may have maximal reach and utility and students would welcome it.

Strengths

- Courses with direct relevance to AI in society and other specialised courses offer students knowledge that is currently sought after in the job market or for a higher research degree.
- Practice-based critical thinking focused assessment develops transferable skills.

Weaknesses

- Little information or guidance at a general level on possible careers for students taking linguistics courses.

Recommendations

- Introduce relevant information sessions that cover both specific cases of alumni, but also offer a more holistic view at what is possible.
- If the university offers a career mentorship scheme, consider directing students' attention to it.

Criterion 6. Students have influence over the planning, implementation and follow-up of the programme

Overall comments: While departmental guidelines for student representation and influence mechanisms exist, in practice more can be done regarding implementation. Course evaluation information is present on most course syllabi, but participation in student surveys and course evaluations remains particularly low. Channels of communication between students and staff have scope of improvement. This will also benefit future students, who can then become aware of what changes/improvements have been implemented as a result of student feedback. Students would like a clear point of contact regarding course administration and potential issues with Canvas. More communication about the usefulness of course evaluations might be needed to motivate the students to fill out evaluations. Students feel that the forms can seem impersonal and not inspire them to fill them out, and there are ideas about oral feedback or time to fill out the evaluation in class.

Strengths

- The small number of students means that direct lines of communication with teachers are effective
- Guidelines and mechanisms for student influence exist at department level

Weaknesses

- Because of the small number of students, the existing mechanisms do not appear to be sufficient to effect student influence. For instance, in order for course evaluation output to be accessible to teachers, a certain number of responses needs to be reached, which puts courses with already a low number of students at a handicap in this regard.

Recommendations

- Consider additional channels of communication, such as oral feedback in a dedicated session.
- Consider asking students to fill out the course evaluation in class.

Criterion 7. An accessible and appropriate study and learning environment is available to all students

Overall comments: Students of linguistics at the University of Gothenburg benefit from an excellent educational atmosphere within the newly established Humanities building. This contemporary, inviting venue provides ample workstations, charging stations, study spaces and state-of-the-art dedicated laboratories. Additionally, because the staff offices, classrooms, labs and social spaces are located here, most student learning and pastoral activities can be conveniently held under one roof.

Strengths

- Students enjoy modern facilities catering to all aspects of student life.

Weaknesses

- No obvious weaknesses

Recommendations

- Management should ensure adequate levels of staffing for linguistics courses (in the face of recent staff departures) so that the dedicated laboratories and other infrastructure continue to be put to good use.

Criterion 8. Continuous follow-up and development of the programme are carried out

Overall comments: Staff were able to provide concrete examples of where a student evaluation led to changes in a course. However, such action is not always communicated effectively down to students. Since there is follow-up of course content and offerings, these could be communicated to students in a more systematic way, so that current students have at least some awareness of how past feedback figures into staff discussions on course planning and implementation. Increasing student engagement in course evaluation is a long standing issue that staff are aware of.

Strengths

- When aware, teachers are responsive to student feedback on course content and curriculum, which is regularly reviewed.

Weaknesses

- The fact that course evaluation output from a low number of students is not visible to teachers perpetuates a cycle of low response rates because students become disenfranchised as they think that responding is pointless.

Recommendations

- Sign-post to students follow-up and development action taken in order to motivate them to continue to provide feedback.
- Consider alternative ways of student communication as outlined in criterion 6.

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Master in Logic

Criterion 1. The actual learning outcomes correspond to the intended learning outcomes and the degree objectives in the Higher Education Ordinance

Overall comments: The Master in Logic is a well-organised, coherent programme with a clear academic focus in the field of mathematical logic. Embedded in a very strong research group, the programme attracts every year an heterogeneous group of international students with diverse academic backgrounds.

The programme is well-designed with a clear progression through increasingly advanced course material. The first semester of study consists of a core logic course (Logical Theory, 15ECTS) offering an in-depth introduction of the main concepts and results in the field, and two more introductory courses to Set theory (7,5ECTS) and Modal Logic (7,5ECTS). In their second and third semesters, students follow more advanced obligatory courses in Proof theory, Model theory and Philosophy of Logic and can further choose among several recommended electives and specialisation courses (33ECTS of free choice in total). The final semester is devoted to the thesis (30ECTS). Extra research training in preparation for the thesis work is further offered by an obligatory Research skills course (7.5ECST) in semester 3 where students acquire research-related transferable skills and further get in contact with the research lines developed by the logic group through interviews with staff and PhD candidates.

The intended learning outcomes of the Master in Logic are of clear MA level, and reflect the academic focus of the programme's profile. The actual learning outcomes, evidenced by the students' thesis work, correspond to the intended ones and clearly show alignment with the expectations of the field of mathematical logic, both at national and international level. Student retention, however, is a challenge with a number of students leaving the programme after the first year. We recommend the management to investigate the reasons behind student dropout and to adopt measures accordingly. A possible factor is the technical focus of the programme, which might not always align with students' background and expectations. The programme management and teachers have already made efforts to mitigate this issue. Further possible measures are mentioned below under Recommendations.

Strengths

- Embedded in a very strong research group;
- Clear progression in a well-designed and coherent programme with courses of increasing level of difficulty;

- Clearly stated learning outcomes reflecting the academic focus of the programme profile; Actual learning outcomes in clear alignment with the expectations of the field of mathematical logic.

Weaknesses

- Student retention is a challenge with students leaving the programme after the first year;
- Possible misalignment between technical focus of the programme and students' background and expectations.

Recommendations

- Investigate the cause behind first year student dropout;
- To mitigate misalignment between technical focus of the programme and students' background and expectations:
 - Emphasise more the technical nature of the programme in the information material for prospective students;
 - Consider strengthening the admission criteria requiring a certain level of mathematical maturity (e.g., at least 12ECTS in logic or mathematics courses);
 - Organise additional support activities for students entering the programme without a strong technical background;
 - Valorise more the different backgrounds of the incoming students by including in the programme more activities emphasising the interdisciplinary potential of logic (including more collaborations with philosophy, linguistics and computer science programmes).

Criterion 2. Teaching places student learning at the centre

Overall comments: The Master in Logic programme offers varied learning activities, including lectures, exercise sessions, individual supervision and research seminars. Given the small size of the programme (with an average of 10 students starting every year) students can receive remarkable individual attention-- an aspect of the programme that students appreciate very much. Furthermore, there is much flexibility in the choice of the topics of the specialisation courses, which allows students to follow their preferences at least in the non-obligatory component of the curriculum. A system of mentorship is further in place to offer additional support and academic guidance.

Several additional factors further indicate that student learning is at the centre of teaching in the logic programme: the individual courses have clearly stated learning outcomes; examinations come in different formats, including homework, written class-exams and final essays, and there are possibilities for resits; and finally the course evaluation cycle seems to work reasonably well, with the results (when available) communicated to students and discussed in regular teachers' meetings. However, the response rate of course evaluation forms is often too low to be significant. Given the small class sizes we recommend the management to provide different channels students can use to give their feedback on individual courses as well as on the programme as a whole.

While in the past, in exceptional circumstances, some of the courses have been taught by PhD candidates, currently all regular lecturers hold a PhD and most of them (6/8) have followed some pedagogical training. We recommend the management not to give full responsibility of a course to junior researchers without teaching experience/pedagogical training.

Strengths

- Individual attention and flexibility in the choice of specialisation courses made possible by small programme size;
- Academic mentors who provide further support and individual guidance.

Weaknesses

- Low response rate of student evaluations due to the small size of the programme.

Recommendations

- Provide different channel students can use to give their feedback on individual courses as well as on the programme as a whole, for example by means of annual programme evaluation meetings which could be organised by the student representatives with support from the programme coordinator;
- Do not give full responsibility of a course to junior researchers without teaching experience or pedagogical training.

Criterion 3. The content and format of the teaching are based on scientific foundations and proven experience

Overall comments: The Master in logic is embedded in a very strong research group, which includes world leaders in the field of logic. This is reflected in the teaching content, which rests on firm scientific grounds and is of high academic standard. Most of the courses use textbooks (one exception is Philosophy of Logic), which given the technical nature of the discipline is a good choice, but there are also occasions for students to get in contact with recent research, for example by participation in the regular research seminars organised by the Logic group. All lecturers are active researchers with a very strong publication record, and logic is a vibrant and dynamic field. To maximise the benefits of this excellent research environment, the management could consider an earlier and more systematic integration of recent research outputs in the curriculum.

Strengths

- Programme embedded in very strong research group;
- Teaching content based on strong scientific grounds.

Weaknesses

- No weakness identified.

Recommendations

- To maximise the benefits of the excellent research environment, the programme coordinator could consider an earlier and more systematic integration of recent research outputs in the curriculum.

Criterion 4. The teachers possess current and adequate subject-specific and higher education teaching competence, and the number of teachers is proportionate to the scope and content of the programme

Overall comments: All lecturers of the Master in Logic are all active logicians with a very strong publication record. Many are world leaders in the field. Most of them (6/8) have followed higher-education pedagogical training and all of the permanent staff are very experienced teachers and supervisors. Currently the teaching team includes lecturers without a permanent position. To ensure continuity in such a high quality programme it is important to have a stable team with expertise in all the relevant areas.

Strengths

- Lecturers are top researchers in the field of logic with extensive experience as teachers and supervisors.

Weaknesses

- No weakness identified.

Recommendations

- Continued investment to ensure a stable team of highly qualified lecturers is essential for long-term programme quality.

Criterion 5. The programme is relevant to the needs of students and society

Overall comments: The Master in Logic offers an excellent first step for an academic career in the field of mathematical logic. Some of the students are able to produce substantial original research already in their master thesis and around 70% of the graduates have been admitted to PhD programmes after graduation. Since the first graduates are from 2022, there are no data concerning their success in these programmes, but the prospects for a successful academic career in a logic-related area are good. As for non-academic career paths, graduates in logic have similar prospects of graduates in mathematics, philosophy or computer science, depending on their area of specialisation. During the interviews however students indicated a general lack of information and guidance on non-academic career prospects for logic graduates. The panel recommends the programme coordinator to provide students with information on concrete career prospects in and outside of academia; to conduct regular alumni surveys to validate this information and create an alumni network and/or a non-academic mentorship system where former students who successfully pursued a career outside of academia can advise current students in the programme.

Strengths

- Excellent preparation for academic career in the field of logic;
- 70% of the graduates admitted to PhD programmes afterwards.

Weaknesses

- Limited information or guidance on non-academic career prospects.

Recommendations

- Conduct regular alumni surveys; create alumni networks; establish a system of non-academic mentorship.

Criterion 6. Students have influence over the planning, implementation and follow-up of the programme

Overall comments: Overall, student influence is reasonably well supported in the Master in Logic programme by direct channels of communications between students and lecturers made possible by the small size of the student population. The programme further allows students to shape the content of the specialisation courses according to their individual preferences. Course evaluations are conducted regularly but often the response rate is too low to be significant. Nevertheless, when available course evaluations can lead to improvements. During the interviews the teachers could provide concrete examples of improvements triggered as follow-up on course evaluations (changes in textbook or selection of articles).

Strengths

- Direct channels of communications due to small size of the programme;
- Flexibility in shaping course content (in non-obligatory part of the curriculum).

Weaknesses

- The small size of the programme limits opportunities for meaningful student representations and leads to low responses in course evaluations.

Recommendations

- Provide different channels students can use to give their feedback on individual courses as well as on the programme as a whole, for example by means of annual programme evaluation meetings which could be organised by the student representatives with support from the programme coordinator (recommendation also mentioned under 1).

Criterion 7. An accessible and appropriate study and learning environment is available to all students

Overall comments: The interviews with the students of the Master in Logic revealed no concerns with respect to the accessibility and suitability of the physical study environment, including classrooms, digital learning platforms and other facilities. The logic students have further access to a dedicated study space, a library with a small collection of logic classics, as well as computer and other lab facilities. Despite the numerous positive aspects linked to the small size of the programme, a too small number of fellow students can also negatively affect study dynamics. A sufficiently large and diverse student cohort enriches peer-based learning and therefore is important for a good study environment. The panel recommends actively advertising the programme among local, national and international bachelors in philosophy, mathematics, formal linguistics and computer science to ensure a sufficiently large and diverse student cohort every year.

Strengths

- Overall, excellent physical study facilities, with dedicated study space for logic students.

Weaknesses

- The limited number of fellow students, if it further decreases, might negatively affect study dynamics.

Recommendations

- Actively advertise the programme among local, national and international bachelors in philosophy, mathematics and computer science to ensure a sufficiently large and diverse student cohort every year.

Criterion 8. Continuous follow-up and development of the programme are carried out

Overall comments: The Master in Logic is undergoing development in 3 directions: (i) plans to establish new ERASMUS+ connections; (ii) development of several new courses; (iii) better interaction and integration with Master in Language Technology.

Strengths

- There is a clear and concentrated effort to develop the programme and its courses.

Weaknesses

- No specific weaknesses identified.

Recommendations

- No further recommendations.

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Master in Language Technology

Criterion 1. The actual learning outcomes correspond to the intended learning outcomes and the degree objectives in the Higher Education Ordinance

Overall comments: The Master in Language Technology is a two-year Master's degree program housed under the Department of Philosophy, Linguistics, and Theory of Science. Students typically study Introduction to Programming (7.5 credits), Introduction to Formal Linguistics (7.5 credits), Basic Skills for Language Technology (7.5 credits), and Themes in NLP and Language Technology (7.5 credits) in their first semester. The second semester courses include Machine Learning for Statistical NLP: Introduction (7.5 credits), Dialogue Systems (7.5 credits), Computational Semantics (7.5 credits), and Computational Syntax (7.5 credits). The third semester offers courses in Machine Learning for Statistics NLP: Advanced (7.5 credits), Dialogue Systems 2 (7.5 credits), Language Technology Resources (7.5 credits), Artificial Intelligence: Cognitive Systems (7.5 credits), and a Language Technology Project Course (7.5 credits). The final semester is the Master's Project (30 credits). The sample of Master's theses shows that students are pursuing projects at a high level of technical and theoretical difficulty, using state of the art methods. This overall program structure gives students a strong theoretical and practical background in Language Technology that satisfies the objectives in the Higher Education Ordinance.

Strengths

- In the Master of Language Technology program, students are exposed to a combination of foundational and cutting-edge teaching through a combination of taught courses, project courses, and their thesis projects.

Weaknesses

- In the Master of Language Technology program, no specific weaknesses were identified.

Recommendations

- In the Master of Language Technology program, no recommendations

Criterion 2. Teaching places student learning at the centre

Overall comments: In the Master of Technology program, the courses offer a variety of educational experiences, including lectures, guest invited lectures, programming assignments, written assignments, and group work. In discussion with students, they highlighted that the two Introductory courses in the first semester did a good job of ensuring that everyone was sufficiently prepared for the more advanced courses in the program.

Strengths

- The Introduction to Programming and Introduction to Formal Linguistics courses ensure that students have a level playing field of subject matter understanding.

Weaknesses

Recommendations

Criterion 3. The content and format of the teaching are based on scientific foundations and proven experience

Overall comments: In the Master of Language Technology program, the content and teaching format are based on strong scientific foundations. Courses typically consist of lectures, exercise sessions, and sometimes group work. Reading material for the courses typically relies on using internationally-recognized textbooks and additional material is related to peer-reviewed articles.

Strengths

- In the Master of Language Technology program, the teaching is based on relevant and up-to-date scientific foundations.

Weaknesses

- In the Master of Language Technology program, no specific weaknesses were identified.

Recommendations

- In the Master of Language Technology program, no recommendations.

Criterion 4. The teachers possess current and adequate subject-specific and higher education teaching competence, and the number of teachers is proportionate to the scope and content of the programme

Overall comments: In the Master of Language Technology program, all teachers possess the required pedagogical competencies. The number of teachers across the MLT courses is sufficient with regards to the scope of and content of the program.

Strengths

- In the Master of Language Technology program, every teacher has the required pedagogical qualifications.

Weaknesses

- In the Master of Language Technology program, some of the teachers do not hold permanent contracts. This can affect the continuity of the teaching, both in terms of content and the student experience.

Recommendations

- In the Master of Language Technology program, no recommendations

Criterion 5. The programme is relevant to the needs of students and society

Overall comments: In the Master of Language Technology program, there is a clear effort to make a connection between the needs of society and the learning outcomes of the education program. Some enrolled students collaborate with local organizations as part of their education, e.g. in working on their Master's theses. Conversations with the students reveal that they feel that this education program is teaching them valuable career skills. A recent survey of graduates showed that 75% of alumni were employed in industry, 20% remained in academia, and 5% were employed in the public sector.

Strengths

- The Master of Language Technology program is educating students in a high-value area and graduates are finding gainful employment.

Weaknesses

- It is not always clear to students how they can connect with local organizations. There may be a bias towards local, or Swedish-speaking, students having an advantage over international students.

Recommendations

- Investigate how international students could have better access to connect with local organizations to develop their professional connections.

Criterion 6. Students have influence over the planning, implementation and follow-up of the programme

Overall comments: In the Master of Language Technology program, the students report that they typically use their class representatives to influence the planning, implementation, and follow-up of the courses. In practice, this is the main route for influence because there is often an insufficient course evaluation response rate to get formal feedback to the course leaders.

Strengths

- In the Master of Language Technology program, students are able to find creative and official channels to get timely feedback to the teachers in their courses.

Weaknesses

- In the Master of Language Technology program, due to data protection regulations, course teachers are often unable to get formal feedback from course evaluations. This makes it difficult for the university to ensure that student feedback is being acted upon on an annual basis.

Recommendations

- Investigate how to increase student response rate so the formal course evaluations are sent to the teachers

Criterion 7. An accessible and appropriate study and learning environment is available to all students

Overall comments: The Master of Language Technology program is an accessible study program that is available to qualified students. In discussions with current students, they praised that the course had broad entrance requirements that welcomed students from diverse undergraduate backgrounds. The dedicated computing lab is a well-used learning resource for teaching Master of Language Technology students.

Strengths

- In the Master of Language Technology program, it is possible to qualify for entrance from a variety of different backgrounds. This opens up the program to a broader spectrum of students than other similar programs in Europe.

Weaknesses

- In the Master of Language Technology program, no specific weaknesses were identified.

Recommendations

- In the Master of Language Technology program, no recommendations.

Criterion 8. Continuous follow-up and development of the programme are carried out

Overall comments: In the Master of Language Technology program, there are regular meetings to discuss and plan individual courses and the structure of the program, as a whole. The documented meetings demonstrate that serious efforts are being taken to continuously develop the program.

Strengths

- In the Master of Language Technology program, there is a clear and concentrated effort to develop the program and its courses.

Weaknesses

- In the Master of Language Technology program, no specific weaknesses were identified.

Recommendations

- In the Master of Language Technology program, no recommendations.

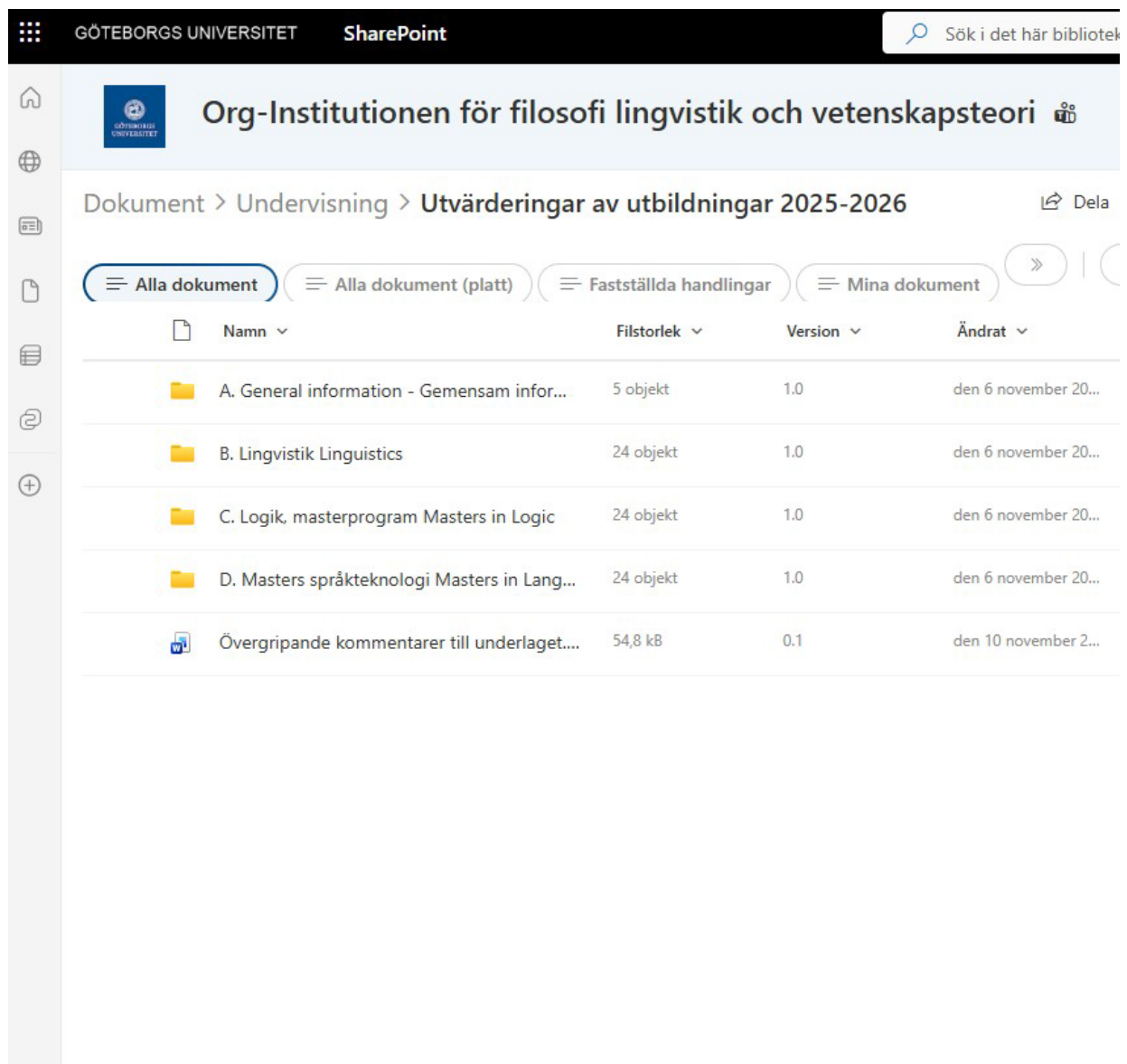
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Other comments from the review panel

Our overall summary impression is that all three units offer good education of high national standard while, as ever, there is still scope for improvement in certain areas. New staffing challenges require careful consideration. In the longer term, there is scope for meaningful pedagogical collaboration across the three units and the potential provision of joint courses—for instance in philosophy of language and language technology— which, if done in a systematic and principled way, could offer attractive learning choices and opportunities to students. Indeed, the general long-term vision to create an interdisciplinary bachelor joint-degree with philosophy, linguistics, logic and language technology on societal aspects of AI is fundamentally sound and it plays on the department’s research strengths and teaching provision. It is also likely to have high student uptake due to potential links to the increasingly AI focused labour market.

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The evaluation materials provided by Gothenburg university



GÖTEBORGS UNIVERSITET SharePoint

Sök i det här bibliotek

Org-Institutionen för filosofi lingvistik och vetenskapsteori

Dokument > Undervisning > Utvärderingar av utbildningar 2025-2026

» Dela

Alla dokument Alla dokument (platt) Fastställda handlingar Mina dokument

Namn	Filstorlek	Version	Ändrat
A. General information - Gemensam infor...	5 objekt	1.0	den 6 november 20...
B. Lingvistik Linguistics	24 objekt	1.0	den 6 november 20...
C. Logik, masterprogram Masters in Logic	24 objekt	1.0	den 6 november 20...
D. Masters språkteknologi Masters in Lang...	24 objekt	1.0	den 6 november 20...
Övergripande kommentarer till underlaget....	54,8 kB	0.1	den 10 november 2...

Site Visit Programme

Department of Philosophy, Linguistics and Theory of Science

Room J577

April 16–17, 2026

Purpose: Site visit within the framework of the External Educational Evaluation

DAY 1 – April 16, 2026

Morning Session

Time	Activity	Participants
09:15–10:00	Meeting with Department Management and Administrative Staff	Head of Department, Deputy Head for Education, Unit Heads, Educational Coordinator
10:15–11:00	Meeting with Students – MLT	Student representatives
11:15–12:00	Meeting with Students – Logics	Student representatives
12:00–13:00	Lunch	

Afternoon Session

Time	Activity	Participants
13:00–13:45	Meeting with Students – Linguistics	Student representatives
14:00–14:45	Meeting with Teachers – MLT	Teachers, including Programme Coordinator
15:00–15:45	Meeting with Teachers – Logics	Teachers, including Programme Coordinator

DAY 2 – April 17, 2026

Morning Session

Time	Activity	Participants
09:15–10:00	Meeting with Teachers – Linguistics	Teachers
10:15–11:00	Learning Environment at Humanisten (Guided Tour)	Guided tour
11:15–12:00	Reserved Time / Additional Meetings (if needed)	As required
12:00–13:00	Lunch	

Afternoon Session

Time	Activity	Participants
13:00–	Deliberation time for the External Evaluation Panel	