COURSE REPORT - Collected documentation of course evaluation

The course report is a collected documentation of the course evaluation. The course evaluation takes into account the students' course evaluations, the views of the study administration, the teachers' views and the outcome of the course - i.e. the students' actual results, the implementation of the course and the conditions for the implementation of the course, such as teaching and supervision time, premises and support functions. The course report also contains an analysis and development/action plan for the course.

The course report forms the basis for feedback to students and for follow-up in quality dialogues both in the education-related and in the university-wide quality work.

Background information (To be filled in by the study administrator)

Course LADOK code: **BY209B**	**Scope (credits):** **10**
Name of the course: **Project Management II**	
Course coordinator: **Marwa Dabaieh**	
Semester of course: **Autumn-23**	**Number of registered students:** **35**
Specify whether the course is a freestanding course, a programme course or contract education. If the course has been completed within a programme, state the programme name. **TGAVC21h**	

Study administration perspective (To be filled in by the study administrator)

Views of the study administration:

Course evaluation forms and feedback (To be filled in by the course coordinator)

Formative course evaluation: (Describe the form of the course evaluation and when it was carried out) The survey evaluation was made after the exam that was carried on the 6th of October and the final submission of the projects on the 11th of October.	**Number of participants in the course evaluation: 11**
Summative course evaluation: (Describe the form of the course evaluation and when it was carried out) After the final exam a general evaluation was made in the form of feedback session.	**Number of participants in the course evaluation: 11**

Feedback to students: (Describe how and when feedback is given to the current student group)

Feedback to students was given orally after the exam day in the feedback and evaluation session.

Student perspective **(To be filled in by the course coordinator)**

Summary of the students' course evaluations: (The five mandatory questions should be highlighted. A summary from a survey tool can be attached if desired.)

In response to the extent of achievement of learning objectives, students largely expressed that they had, to a significant degree, attained the course's learning goals. Additionally, two notable comments were provided:

- One student noted that a substantial amount of time was dedicated to the master plan, leaving limited time for other aspects of the building design process.
- Another student highlighted the desire for enhanced support and focus on project management, suggesting the inclusion of more project management lectures and exercises.

In regard to the effectiveness of the course's learning activities in supporting goal attainment, responses were evenly split between 'to some extent,' 'to a good extent,' and 'to a great extent.' Notable comments included:

- One student expressed a preference for individual work over workshops.
- Another commended the inclusion of guest critics, tutoring, and suggested a more evenly distributed lecture schedule.
- One student called for increased focus on project management, supervision, and additional lectures in this area.

When evaluating the examination forms, responses predominantly leaned towards 'to a good extent' and 'to a great extent.' One student even stated 'to a very large extent.' Noteworthy comments encompassed:

- A suggestion for pin-up sessions closer to the final report.
- Feedback on the timing and duration of pin-up sessions and presentations.
- An appreciation for visits from other architects, with a call for a pin-up session before transitioning from the master plan to building design.
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Positive feedback primarily centered around the knowledge, teaching quality, and the value of guest critics, particularly the involvement of city architects. Areas for improvement were mainly linked to the proximity of the exam day to the final pin-up, concerns about unclear communication between teachers and students, and the perceived intensity of studying for a G-grade course.

In assessing whether the course met their expectations as a whole, students' responses were evenly distributed, with approximately half indicating that it met their expectations 'to a good extent' and 'to a large extent.'
This structured summary provides an overview of the feedback and insights gathered from the student responses, highlighting their views on various aspects of the course's design, content, and organization.

Teacher's perspective **(To be filled in by the course coordinator)**

Summary of teachers' views/Results: (Here the comments on the implementation and results of the course are summarized based on an assessment of the students' actual learning outcomes in relation to the intended learning outcomes of the course. Both success factors and problems are identified.)

It is always challenging to make a fair assessment when only 11 out of 35 students respond to the evaluation. The positive comments are valuable and demonstrate the course's success. Regarding the comments on communication and deadlines, we would like to clarify the following. There was

a brief description of the individual course assignment in the Canvas modules and a more detailed description in the assignment section. Some students perceived this as contradictory communication, but that was not the case. If they had questions, they could have asked, as we are always available to address their inquiries. The second set of comments regarding the timing of the pin-up session close to the exam day resulted from a change in schedule requested by the city architect. We provided students with the opportunity to take advantage of this change, and they still had time to continue working on their projects after the exam. The remaining comments are of a more individual nature and should not be considered as common feedback. Comments such as 'too little time' and the need for 'more lectures' are typically received

Analysis and development/action plan **(To be filled in by the course coordinator)**

Analysis: (The course coordinator is responsible for ensuring that the analysis is based on a summary of the students' individual course evaluations, views from the teachers and study administrators concerned, the development of knowledge in the research field and that the analysis is carried out in collaboration with the teaching team.)

The course outcomes have left a lasting impression on our guest critics during the final pin-up session. They reserve their highest praise for student work when both the teachers and students have invested substantial effort. It's possible that students may primarily notice the increased effort and time they put into the course (designated as 'G course'), but might not immediately recognize the depth of knowledge and experience they've acquired, which contributes to their pursuit of excellence.

Over the last four course iterations, we have diligently worked to enhance the quality of the projects compared to previous outcomes. Our entire program has undergone evaluation, and we have made dedicated efforts to elevate the standard of education. These endeavors have included pushing students beyond their comfort zones to foster greater creativity and innovation.

Development/action plan: (This includes the changes planned in the short and long term, as well as a timetable for when the measures are planned to be implemented and information about who is responsible for ensuring that the implementation takes place. If identified problems are left unaddressed, this shall be justified. Follow-up of proposed measures according to previous course report(s) is presented here.)

This course is not going to be offered again but the feedback can be considered for the new program in HAU.

Publishing and archiving **(Provided by the study administrator)**

The course report is published and archived according to the university's instructions. Students will be notified of the publication.
The course report is shared with the programme director (if it is a programme course) and saved according to the department's possible further wishes.