COURSE REPORT - Collected documentation of course evaluation

The course report is a collective 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 completion 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 university-wide quality work.

Background information (To be completed by the study administrator)

Course LADOK code: BY212C	**Scope (credits): 20**
Course title: Built Environment: Independent project	
Course coordinator: Marwa Dabaieh	
Semester in which the course was completed: Spring 24	**Number of registered students: 40**
Specify whether the course is a freestanding course, programme course or contract education. If the course has been completed within a programme, state the programme name. TGAVC21h	

Study Administration's Perspective (To be filled in by the Study Administrator)

The study administration's views:

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

Formative course evaluation: (Describe the form of the course evaluation and when it was carried out) Only online anonymous evaluation	**Number of participants in the course evaluation:9**
Summative course evaluation: (Describe the form of the course evaluation and when it was carried out) Only online anonymous evaluation	**Number of participants in the course evaluation:9**
Feedback to students: (Describe how and when feedback is carried out to the relevant student group) Feedback was given via canvas	

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

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

To what extent do you consider yourself to have achieved the learning objectives of the course?

The majority of students considered themselves to have achieved the learning objectives of the course.

To what extent do you consider that the course's work forms/learning activities have been a support in your learning to be able to achieve the learning goals?

The responses varied, but the majority indicated a satisfactory level of support.

To what extent do you think that the course's examination forms gave you the opportunity to show how well you achieved the learning objectives?

Again, responses varied, but most students leaned towards a satisfactory level. In the comments, one student mentioned that the time allocated for presenting their work was too short.

To what extent do you consider the course as a whole to have met your expectations?

The responses varied, with the majority leaning towards satisfactory. Overall, the answers were split 50/50 between being satisfied and not satisfied.

To what extent has the course given you the opportunity to take responsibility for your own learning?

All students felt they were given the opportunity to take responsibility for their own learning, as this was an independent work course.

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

Summary of the 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 course's intended learning outcomes. Both success factors and problems are identified.)

I see this course as a success in terms of the quality of the theses presented, the high level of passing theses, and the significant number of students achieving VG grades. Specifically, 36 students successfully presented their theses in May, and 4 more in August. The students

were engaged, active, and worked hard on their theses. They were highly motivated and interested in the topics they had chosen.

Collaborating with Lund Municipality for internship opportunities was a new initiative that should be further developed. This collaboration provides valuable opportunities for students and enhances the program's overall value. Connecting academia with real-life practice always offers students excellent possibilities for future employment.

Analysis and development/action plan **(To be completed 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 relevant teachers and study administrators, the development of knowledge in the research field and that the analysis is done in collaboration with the teaching team.)

The survey was completed by only 9 out of 40 students, which is quite low and makes it challenging to form a comprehensive evaluation. However, this year all the supervisors were architects, which was exceptionally beneficial for the program. They varied in experience and seniority, yet they all supervised the students effectively. One of the supervisors was AVK, a former graduate, making it ideal to have someone who has been through the entire process themselves.

The examiners were primarily the supervisors, except for one external examiner from Lund University, who was a valuable addition to the team. The experience in the examined topics added depth to the evaluations. Having the same people as supervisors and examiners provided consistency in grading and a better understanding of the students' levels. This led to a high success rate and many students achieving VG grades. The dialogue between examiners and supervisors ensured even and fair evaluation and grading.

From the survey, it's clear that students tend to compare their situations with each other, which can sometimes be unhealthy. Each student will have a different experience due to having different supervisors and examiners. It seems unrealistic to force students to attend both days of exams or to extend the exam time significantly. According to the comments, students feel that the question and answer portion of the exam is not part of their presentation. They believe that having 5 to 7 minutes to present their bachelor thesis should focus on the main contributions, as the examiner has already read the work. The key part of the exam is the discussion and Q&A.

Additionally, very few students attended the weekly meetings. Those who did found them valuable, praising the opportunity to share their needs, assess their progress, and inspire each other. These short weekly meetings provided motivation and support, especially since students work independently and don't meet on campus regularly.

Development/action plan: (This states what changes are planned in the short and long term, as well as the timetable for when the measures are planned to be implemented and information about who is responsible for the implementation. If identified problems are left unaddressed, this must be justified. Follow-up of proposed measures according to previous course report/s is presented here.) As this program concludes, we can carry forward some improvements to the new program. For instance, it would be beneficial to ask supervisors to join the weekly follow-up meetings with students if possible. We should also clearly communicate to students that it is their responsibility to schedule supervision meetings with their supervisor. Starting the course in parallel with the research methodology course could give students even more time to work on their theses. Additionally, implementing a mid-way assessment or seminar for students would help to calibrate their progress and ensure they are on the right and same track.

Publication and archiving **(Arranged by the study administrator)**

The course report is published and archived in accordance with 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.