

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: BY217H	Scope (credits): 15
Course title: Built Environment: Climate-Neutral Construction and Digital Tools	
Course coordinator: Marwa Dabaieh	
Semester of course: Autumn-24	Number of registered students: 52
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. TGHAU24h	

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

The study administration's views:
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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)	Number of participants in the course evaluation: 46
Summative course evaluation: (Describe the form of the course evaluation and when it was carried out)	Number of participants in the course evaluation: 18
Feedback to students: (Describe how and when feedback is carried out to the relevant student group)	

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 course's learning objectives?

16 out of 18 students were very satisfied or satisfied to a large extent. 2 were just satisfied. The average value was 4.6, indicating that the course successfully met its intended goals. It was clear that students understood the intended learning outcomes.

To what extent do you believe that the course's working methods/learning activities have supported your learning in achieving the learning objectives?

12 out of 18 students were very satisfied or satisfied to a large extent, 5 were just satisfied, and 1 to a very small extent. Positive feedback highlighted the teaching methods and hands-on material workshops. Dissatisfaction mainly concerned digital tools and how the workshops were conducted. Students expressed a desire for more time to practice and for instructors capable of answering their inquiries about digital tools.

To what extent do you believe that the course's examination methods have given you the opportunity to show how well you have achieved the learning objectives?

16 out of 18 students were very satisfied or satisfied to a large extent, while 2 were just satisfied. Comments were more individual in nature, such as difficulties in working with teammates or requests to write more text in the individual assignment beyond the current word limit. The desire to express and share more about their learning was seen as a positive indication.

Mention something in the course that has been good

There was highly positive feedback on the teaching methods, lectures, and hands-on material workshops. Students appreciated the engaging exercises and the dynamics of group interactions.

Mention something in the course that could be improved for the next time the course is held

The primary comments focused on the digital tools, particularly the need to harmonize teaching styles and balance recorded tutorials with in-class hands-on workshops. Other comments were more individual in nature.

To what extent do you think the course as a whole has met your expectations?

16 out of 18 students were very satisfied or satisfied to a large extent, while 2 were just satisfied. There were some great comments shared

Feel already like an architect, with lots of knowledge about sustainability.

Exceeded my expectations, 10/10.

Very educational and interesting

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

17 out of 18 were very satisfied to satisfied to large extend. Only 1 were just satisfied

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.)

The evaluation was very positive, and students' comments were generally favorable. Aspects to retain in the course include the engaging teaching methods, hands-on activities, workshops, and lectures. Areas for improvement include enhancing the digital tool tutorials by harmonizing them with recorded materials, allowing students to learn at their own pace.

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 course evaluation highlights several strengths and areas for improvement. The analysis is based on student feedback, observations from teachers, and insights from the teaching team.

Strengths

The course was well-received, with most students indicating they achieved the learning objectives to a large extent. Positive aspects frequently mentioned include:

- **Engaging Teaching Methods:** Students appreciated the hands-on approach and interactive teaching style, which fostered engagement and enhanced learning outcomes.
- **Workshops and Lectures:** The integration of practical workshops with lectures created a balanced learning environment, effectively connecting theoretical concepts to real-world applications.

These elements contributed significantly to the students' ability to meet the intended learning objectives.

Areas for Improvement

While the course was successful in many aspects, several areas were highlighted for enhancement:

- **Digital Tool Tutorials:** Students expressed dissatisfaction with the digital tool workshops, citing the need for more time to practice and better instructor support.
- **Harmonization of Tutorials:** There is a clear recommendation to balance recorded tutorials with in-class hands-on sessions, providing students with the flexibility to learn at their own pace while maintaining interactive guidance during workshops.

Conclusion

The course demonstrated a strong alignment with its intended learning objectives, as reflected in the high satisfaction rates and positive feedback. Addressing the digital tool tutorial issues and maintaining the current strengths will further enhance the course's effectiveness in future iterations.

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.)

Future Development Suggestions

- Engage a dedicated instructor with expertise in digital tools to streamline teaching across software such as Rhino, Revit, CAD, and SketchUp.
- Develop a structured and consistent approach to digital tool instruction by integrating recorded tutorials with interactive workshops.
- Continue emphasizing hands-on teaching methods, which were highly valued by students.

I handed over to the next teacher who will teach the course so the time line to be decided by the following teachers.

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.