COURSE REPORT – Summary of course evaluation

The course report is a summary of the course evaluation. The course evaluation takes into account the students' course evaluations, the study administration's views, the teachers' views, and the course outcome - ie the students' actual results, course completion, and conditions for course implementation 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 follow-up in quality dialogues both in the education-centered and in the university-wide quality work.

Background information (To be completed by the course administrator)

Course LADOK code: BY247E	**Scope (hp): 15,0 hp**
Course title: Built Environment: Climate Neutral and Zero-emission Neighbourhood	
Course coordinator: Marwa Dabaieh	**Number of registered students:** 44
Semester in which the course is conducted: Spring Term 2026	
Is the course an independent course, programme course or contract course? If the course has been completed within a programme, enter the programme name. TGHAU24h	

Administration's perspective (To be completed by the course administrator)

The administration's views: To be completed by the course administrator.

Forms of evaluation and feedback (To be completed by the course coordinator)

Formative course evaluation: (Describe the form of course evaluation and when it was completed) Ongoing formative feedback was integrated into the course through weekly pin-ups, workshops, supervision, and discussion of project development throughout the course.	**Number of students who participated in the course evaluation:** Not formally recorded, as this feedback was embedded in teaching activities rather than collected through a separate survey.
Summative course evaluation: (Describe the form of course evaluation and when it was completed) A summative digital course evaluation was conducted at the end of the course in Spring Term 2026.	**Number of students who participated in the course evaluation:** 9 students completed the evaluation out of a survey population of 44 students (20.45% response rate).
Feedback to students: (Describe how and when the feedback will be given to the current student group) The completed course report will be published and communicated according to Malmö University procedures. The main findings and planned course-development measures will also be used when planning the next course iteration.	

Student's perspective (To be completed by the course coordinator)

Summary of the students' course evaluations: (The five university-wide questions should be included. Compilation from digital questionnaires can be appended.)

The digital course evaluation received 9 responses out of 44 students (20.45%). Because the response rate is low, the results should be interpreted cautiously: they provide useful indications and individual perspectives, but they cannot be assumed to represent the views of the whole cohort. No firm general conclusions should therefore be drawn from the numerical averages alone.

For the five university-wide questions, the reported means were: achievement of learning objectives 4.1/6 (n=9); working methods/learning activities supporting learning 3.8/6 (n=9); assessment enabling students to demonstrate achievement of learning objectives 4.0/6 (n=8); the course fulfilling expectations 3.4/6 (n=9); and opportunities to take responsibility for one's own learning 4.4/6 (n=9).

Positive comments highlighted the usefulness and engagement of the course, strong lectures and guest contributions, on-site workshops, hands-on methods, high expectations, and the value of the sustainability challenges. Several students particularly appreciated workshops with Pasha, guest lectures, and Sunniva's contribution. Additional unsolicited written feedback received after the course was strongly positive and thanked the course for being inspiring, relevant, supportive, and valuable for exchange and future bio-based/sustainability-oriented work (see Appendix 1).

Suggestions for improvement concerned the intensity and frequency of weekly pin-ups, closer alignment of lectures with the learning objectives and climate-neutral neighbourhood topics, clearer examples of expected project quality, group formation and group-work conditions, and the balance between the complexity of the assignment and the available time. Some students also asked for more structured support in visual/graphic communication and more examples from previous projects. Even all these wishes were already provided on the course Canvas page.

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

Summary of the teacher's views/Results: (The comments on the course's implementation and the results based on an assessment of the students' actual learning outcomes in relation to the intended learning outcomes, are summarised here. Both success factors and problems are identified).

The course was deliberately organised as an ambitious, project-based learning environment in which students were expected to integrate environmental, spatial, technical, and design considerations in proposals for climate-neutral and zero-emission neighbourhoods. Weekly pin-ups, workshops, guest contributions, and supervision were intended to support iterative development and encourage students to take responsibility for their own learning. The evaluation indicates that this aspect was generally recognised, with the highest mean among the university-wide questions relating to responsibility for one's own learning (4.4/6).

The feedback also identifies areas that require attention. The pace and complexity of the project, the number of pin-ups, and differences in group dynamics created stress for some students. Some students wanted a clearer connection between lectures and the learning objectives, more concrete precedents and examples of expected outcomes, and greater support for group formation and visual communication. These comments are valuable for course development, yet such points were introduced in the introduction lecture and after every milestone. That also indicates that students are not present actively in class if such comments appear. While the low response rate means they should be considered together with teacher observations, student performance, and other forms of course dialogue rather than treated as representative of the entire cohort.

Positive direct messages from students after completion of the course provide additional qualitative evidence that the course was experienced by some students as inspiring, relevant, supportive, and professionally meaningful. These messages are included in Appendix 1.

Analysis and 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 course administrators, knowledge development in the field of research and that this analysis is done in collaboration with the teaching team.)

The survey results show a mixed but broadly constructive picture. Students reported comparatively positive views of their responsibility for learning (mean 4.4/6), achievement of learning objectives (4.1/6), and assessment opportunities (4.0/6), while the overall fulfilment of expectations received a lower mean (3.4/6). The qualitative comments help explain this variation: students valued the hands-on format, workshops, guest lectures, sustainability relevance, and high expectations, but some experienced the workload, weekly pin-ups, group organisation, and project complexity as demanding.

A central limitation is the very small number of survey participants. Only 9 of 44 students responded (20.45%), and one of the five questions received only 8 responses. This substantially limits the reliability and representativeness of the evaluation. The data should be treated as indicative rather than conclusive, and the views of individual respondents should not be generalised to the full cohort. For quality-development purposes, the survey is therefore considered together with ongoing course dialogue, teacher observations, student work/results, and the additional positive feedback received directly from students.

Action plan: (The changes planned to be made in the short and long term are stated here, as well as the timetable for when the actions are planned be carried out and who is responsible for the implementation. If identified problems are left without action, this should be justified. The follow-up of proposed measures according to the previous course report(s) is presented here.)

For the next course iteration, the teaching team will: (1) review the number and timing of pin-ups to maintain iterative feedback while reducing unnecessary pressure; (2) make the connection between lectures, workshops, learning objectives, and project deliverables more explicit; (3) provide a small set of carefully selected precedent projects/examples to clarify the expected level and range of outcomes; (4) review how groups are formed and how individual contribution within group work can be made more transparent; (5) strengthen support for visual/graphic communication where relevant; and (6) continue the workshops, guest contributions, and hands-on learning activities that students particularly appreciated.

The course coordinator and teaching team will review these measures during planning for the next offering and follow them up in the subsequent course evaluation. Efforts should also be made to improve survey participation, for example by reserving dedicated time at the end of the course for students to complete the evaluation, so that future conclusions rest on a broader evidence base.

Publishing and archiving **(To be handled by the course administrator)**

The course report is published and archived according to the university's instructions.
The students are informed about the publication.
The course report is shared with the programme coordinator (if applicable) and saved according to any additional requests on behalf of the department.

Appendix 1 – Selected positive student feedback

The following messages were received directly from students after the course and are included as supplementary qualitative feedback.

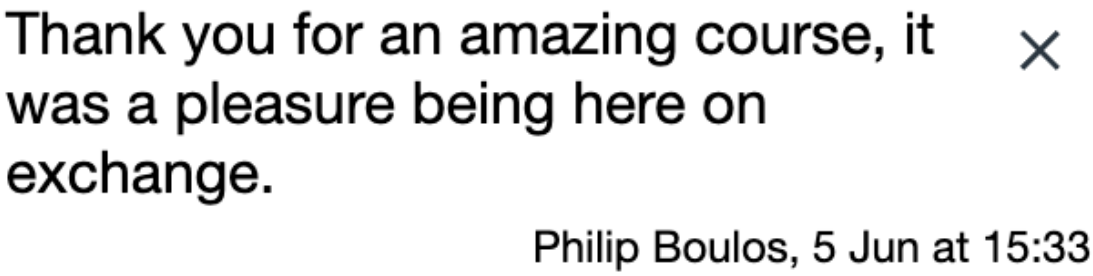


Figure A1. Positive student feedback received after the course.

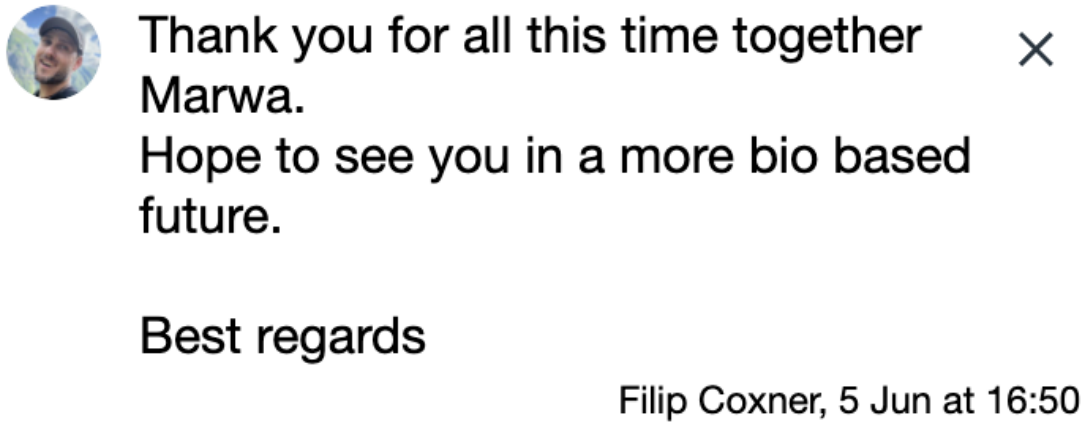


Figure A2. Positive student feedback received after the course.

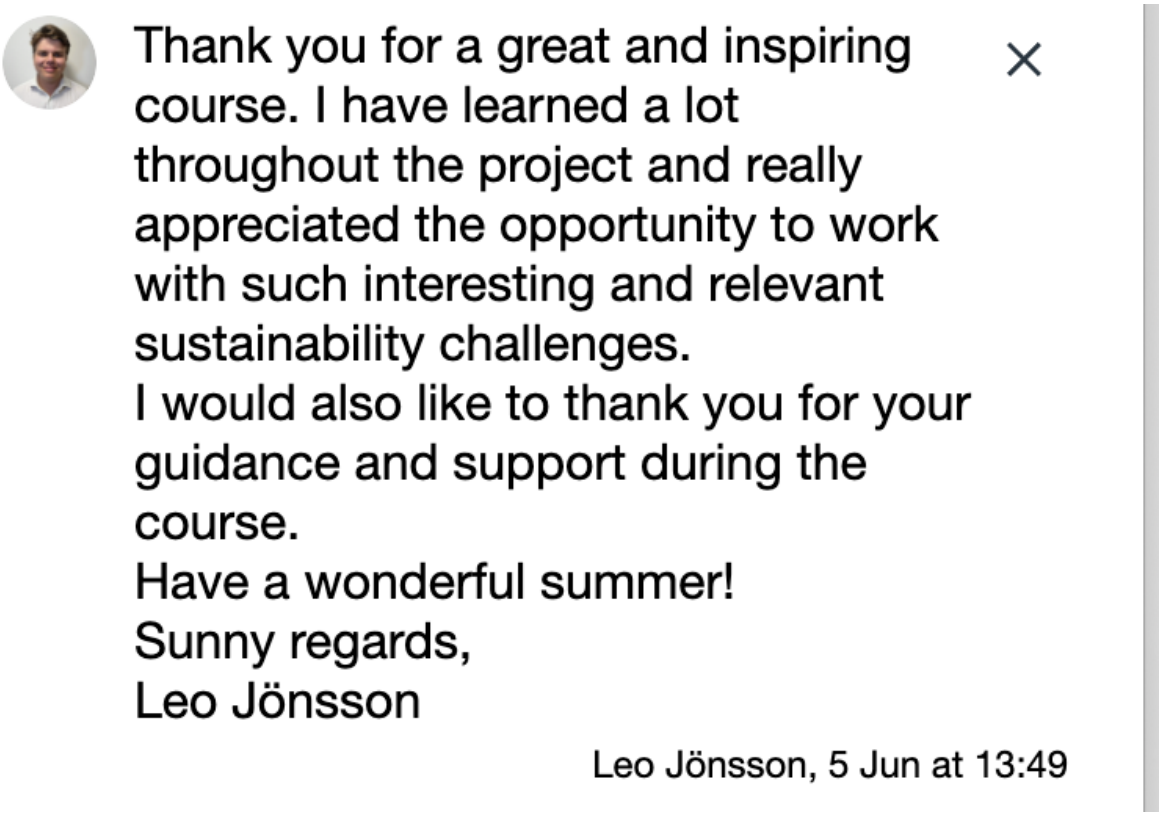


Figure A3. Positive student feedback received after the course.