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: BY422E	**Scope (hp): 15,0 hp**
Course title: Planning, Democracy and Justice	
Course coordinator: Lina Olsson, Chiara Valli	**Number of registered students: 48**
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. TGSTA25h	

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

The administration's views:

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

Formative course evaluation: Oral feedback was collected continuously during seminars, supervision sessions, and module activities.	**Number of students who participated in the course evaluation: 48**
Summative course evaluation: A digital course evaluation was conducted at the end of the course. Fifteen of 48 registered students responded (31.25%).	**Number of students who participated in the course evaluation: 15**
Feedback to students: The course report will be published according to university procedures and made available to students via Canvas.	

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

Summary of the students' course evaluations: *Formative course evaluations:* Students reported that the case-based literature seminars were a novel and engaging component of the course, providing valuable opportunities to apply and critically reflect on the theoretical perspectives encountered in the literature. While some students initially felt hesitant about speaking in English, several also noted that the seminars offered an opportunity for developing their academic English skills. The seminars also served as a forum for feedback on the course structure and examination tasks. *Summative course evaluation*:

Students generally reported a high level of achievement of the intended learning outcomes (mean 4.9/6). Learning activities were viewed positively (4.3/6), and assessment methods were considered to provide good opportunities to demonstrate learning outcomes (4.4/6). The course gave strong opportunities for independent learning (5.2/6). Overall expectations were fulfilled to a somewhat lower degree (3.9/6).

Students particularly appreciated the role-play seminars, the combination of seminars and written assignments, the opportunity to work both individually and collaboratively, and the use of real-life planning cases connecting theory and practice.

Areas for improvement included clearer assignment instructions, better coordination between teachers regarding grading and communication, review of seminar workload, improved scheduling, clearer links between group and individual assignments, and ensuring that feedback in seminars is consistently constructive and supporting.

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

Summary of the teacher's views/Results: As this was the first time the course was offered in its current form, some challenges were anticipated. As the students mentioned, the scheduling of re-examinations needs to be coordinated and clearer. Overall, our perception is that the course structure and pedagogical design functioned well and supported the intended learning outcomes. The course content has been well received and is considered relevant and engaging, but there is scope to improve the balance between workload, scheduling, and assessment activities.

We developed a new literature seminar format inspired by scholarship on urban planning pedagogy. In these seminars, students were asked to analyse and discuss both a fictitious case and a real-world case using the theoretical perspectives introduced in the course literature. Although the format required substantial preparation and facilitation by us teachers, it proved to be highly successful. Students engaged actively in discussions, demonstrated their ability to apply theory to practical situations, and reported that the case-based approach helped them process and deepen their understanding of complex theoretical concepts.

Worth mentioning is that the new case-based seminars were also developed in response to the growing use of AI among students, as a strategy to bring back the emphasis on critical thinking and reflection. However, while this format worked well in general, we noted loopholes through which AI was presumably used by some students, in some cases with verbatim reading of AI-produced content. We addressed this by posing follow-up questions and stimulating independent reflection. In the future, further changes will be implemented in the seminar format to reduce the use of AI, for instance by not allowing reading written notes during the seminar.

Analysis and action plan **(To be completed by the course coordinator)**

Analysis: The rate of students completing the course has been relatively low. Only 31 of 48 will, by mid-August, be able to finish the course with a complete grade. This may require further analysis, as it may be related to the course being offered in English. This is the first course offered in English in the program, and some students perceived it as more challenging than the previous courses offered in Swedish.

The course is relatively complex to administer, as it includes six separate examination activities. Reducing the number of literature seminars from three to two could make the course more manageable for both students and staff while maintaining the intended learning outcomes.

Action plan: Change the course plan to enable reduction of the number of seminars.

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.