

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: FF256E	Scope (hp): 7,5
Course title: Real Estate Science: Facility Management and Organisation	
Course coordinator: Ju Liu	Number of registered students: 59
Semester in which the course is conducted: VT25	
Is the course an independent course, programme course or contract course? If the course has been completed within a programme, enter the programme name. TGFFF24h	

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: (Describe the form of course evaluation and when it was completed) During the course process, we asked students questions about the course and gained feedback. The questions include "Do you have difficulty to understand the theories and concepts?"; "Do you think the lectures go too fast or too slow?"; "Do you think the seminar tasks are too difficult? Do you have time to study when looking for a job before graduation?", "What are the part that you liked or disliked in lectures and seminars? "Etc. Some of the suggestions are adopted immediately, such as put up the slides of a lecture before the lecture takes place so that the students can pre-study or can make notes on the slides while having the lecture.	Number of students who participated in the course evaluation: Almost every time we met students in the lectures and seminars, we asked how do they feel and think about the course design and learning process.
Summative course evaluation: (Describe the form of course evaluation and when it was completed) Formal survey after the final exam.	Number of students who participated in the course evaluation: 8

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

The feedback can be published in the course page once it is ready.

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 course received responses from 8 out of 59 students, resulting in a response rate of 13.56%. Overall, the feedback was **strongly positive**, with most students expressing satisfaction with the course structure, learning outcomes, and assessment methods.

Students reported a high level of achievement in meeting the course's learning objectives, with an average score of **5.2 out of 6**. Half of the respondents rated this in the highest category ("to a very large extent"), and 37.5% in the second-highest. One student commented that the lectures were "very good," reinforcing the overall positive sentiment.

The **learning activities and methods** were also well received, with a mean score of **5.4**. Students felt these activities helped reinforce their understanding and supported their learning goals. Similarly, the **assessment methods** (e.g., exams and assignments) were rated **5.2**, with most students agreeing they provided a fair opportunity to demonstrate knowledge and competence.

When asked whether the course as a whole fulfilled their expectations, students gave an average rating of **5.1**. One student noted that their slightly lower rating (5 instead of 6) was due to the intensity and volume of assignments, especially when combined with other responsibilities. Several students appreciated having access to the "10 pages" during the digital exam, and one expressed personal enthusiasm for the subject matter, which helped boost engagement.

Feedback for improvement focused on the **workload and assignment structure**. Students felt there were too many small tasks, including reflection notes and pre/post seminar submissions, which sometimes felt excessive and disjointed. A few students suggested simplifying and better organizing the course timeline to reduce stress and increase clarity. Some also raised concerns about ambiguous exam questions and last-minute information updates, which complicated planning and preparation.

Finally, students indicated that the course encouraged **responsibility for self-directed learning**, giving this aspect an average rating of **4.9**. Comments highlighted that the clarity of presentations helped students prepare independently, without requiring excessive outside work to understand course content.

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).

We have a group of very engaged students and teachers. We are happy that students found the course educational, clearly delivered, and well-structured in its core components. While the feedback on engagement and pedagogical clarity was positive, improvements can be made by

reducing the administrative burden of numerous assignments and enhancing course organization for smoother execution

We also noticed that the final exam was too easy. We will work on it next year.

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.)

As a new course running for the first time, the results are very encouraging. The most important factor of the success lies in the adoption of blended learning methods. It is very demanding to teachers to design, conduct and evaluate the learning activities, as well as to the students to work before, during and after the lectures and seminars. Our hard work is paid off.

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.)

Next year, we will refine all the modules. Thinking smartly to moderate the workload. Certainly, to improve the final exam.

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.