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:53**
Semester in which the course is conducted: VT26	
Is the course an independent course, programme course or contract course? If the course has been completed within a programme, enter the programme name. TGFFF25h	

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: 1**

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 evaluation for FF256E Real Estate Science: Facility Management and Organisation VT26 had a very low response rate: 1 of 53 students (1.89%). The results should therefore be interpreted with considerable caution and cannot be regarded as representative of the student group as a whole.

For the five university-wide questions, the respondent assessed the course as follows:

- Achievement of learning objectives: 5/6.
- Contribution of working methods/learning activities to learning: 5/6. The respondent particularly appreciated the case-study seminars, stating that they supported learning and understanding.
- Assessment methods providing opportunities to demonstrate achievement of learning objectives: 3/6, the lowest rating among the five questions.
- The course as a whole fulfilling expectations: 5/6.
- Opportunities to take responsibility for one's own learning: 6/6.

In the open-ended questions, the respondent particularly appreciated the seminars. The main suggested improvement concerned the workload associated with learning notes for each seminar. Although the respondent recognised the value of reflection notes, having additional learning notes for numerous seminars was experienced as creating considerable pressure and stress.

Overall, the single response indicates a generally positive experience, particularly regarding the seminars, learning activities, achievement of learning objectives and opportunities for independent learning. The main areas for attention are the assessment methods and the workload related to seminar learning notes. Given the very low response rate, however, these findings should be treated as individual feedback rather than evidence of the overall student experience.

However, although the response rate was very low, feedback received during the teaching period was very positive. Students considered the course helpful and inspiring and appreciated the opportunity to apply theories and frameworks to their everyday lives. Students with work experience also reported that the course helped them better understand and reflect on their professional experiences. Some students complained about the workload thinking it was too heavy. Others were not happy that in the case seminars some students didn't contribute much but also got passed.

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).

This is the second time we run the course. 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
The final exam was improved compared with last year. More essay questions are added so students have bigger space to present their knowledge, skills and critical thinking capabilities.

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. We will streamline the number of theories and concepts covered, allowing for greater focus and depth without compromising the comprehensiveness of the course.

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.