

KURSRAPPORT - Samlad dokumentation av kursutvärdering

Bakgrundsinformation (Fylls i av studieadministratör)

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| Kursens LADOK-kod: KD311C | Omfattning (hp): 7,5 hp |
| Kursens namn: Att arbeta som designer | |
| Kursansvarig lärare: Elizabeth Ashley Fox-Jensen | |
| Termin som kursen har genomförts: HT25 | Antal registrerade studenter: 31 |
| Ange om kursen är fristående kurs, programkurs eller uppdragsutbildning. Om kursen har genomförts inom ett program ange programnamnet. KGGD24 | |

Kursvärderingsformer och återkoppling (Fylls i av kursansvarig lärare)

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| Formativ kursvärdering, t ex dialog under kursens gång (frivilligt) | Approximately 15 students participated in ongoing course dialogue |
| Summativ kursvärdering (obligatoriskt) <input type="checkbox"/> Endast via Canvas <input type="checkbox"/> Canvas samt egen utvärdering <input type="checkbox"/> Endast egen utvärdering (skriftlig och/eller muntlig) | 6 students completed the Canvas evaluation (18% response rate) |

Studentperspektiv (Fylls i av kursansvarig lärare)

Students appreciated the clear insight into working as a graphic designer. The course prepared them well for professional life. They valued the freedom to direct their own projects within reasonable boundaries. Guest lectures were inspiring and varied. Students found the assignments educational with clear deadlines and expectations. They appreciated quick feedback and support. The integration of sustainability into design work was meaningful.

Students noted some challenges. The open-ended nature of assignments required significant decision-making time. Running this course parallel to another proved difficult with overlapping deadlines. Some confusion emerged about the focus on packaging design versus graphic design specifically. Early tutorial sessions felt too frequent given limited progress to share. The progress report assignment appeared late in the week before the Monday deadline. Some students felt the workload exceeded expectations for a half-time course.

Lärarperspektiv (Fylls i av kursansvarig lärare)

The course achieved its core aims. Students gained practical understanding of professional design work. Guest speakers provided valuable industry connections. The flexible assignment structure allowed students to explore their interests while meeting learning outcomes. Response rate was

low at 18%, making comprehensive assessment difficult. Student feedback consistently praised the quick turnaround on assignments and availability for consultation. The sustainable design component resonated well. Time management between two concurrent courses created pressure for students. Tutorial scheduling needs adjustment. Assignment instructions require clearer advance communication, particularly for progress reports.

Utvecklings-/åtgärdsplan (Fylls i av kursansvarig lärare)

Provide progress report schedule at course start. This creates clearer expectations. Deadline shifts from Monday to Friday. Students need weekend buffer time. The staff will implement for spring semester.

Reduce early tutorial frequency. Students need time to develop work before meaningful feedback sessions. Maintain later intensive support when projects advance. Staff will revise tutorial schedule for next iteration.

Clarify graphic design versus product design focus in assignment briefs. Students need explicit guidance on balancing packaging structure with visual communication. The staff will revise assignment language before next course offering.

Consider workload distribution across parallel courses. Coordinate with program colleagues on deadline clustering. Discuss with program team during spring planning.

Maintain current strengths including guest lectures, quick feedback, and sustainability integration. These elements received strong positive feedback and support learning outcomes.

Tänk på att också muntligen återkoppla resultatet av kursutvärderingen till

- studenterna som har genomfört kursvärderingen
- studenterna på nästkommande kurstillfälle, dvs nästa gång kursen ges