

# KURSRAPPORT - Samlad dokumentation av kursutvärdering

## Bakgrundsinformation (Fylls i av studieadministratör)

Kursens LADOK-kod: PD172A	Omfattning (hp): 15
Kursens namn: Produktdesign: Hållbar utveckling	
Kursansvarig lärare: Mia Münster	
Termin som kursen har genomförts: HT24	Antal registrerade studenter: 34 (incl. reexam students)
Ange om kursen är fristående kurs, programkurs eller uppdragsutbildning. Om kursen har genomförts inom ett program ange programnamnet. KGPRD23h	

## Kursvärderingsformer och återkoppling (Fylls i av kursansvarig lärare)

<b>Formativ kursvärdering, t ex dialog under kursens gång (frivilligt)</b>  We had dialogues with the students during the exhibition opening.	<b>Ungefärligt antal studenter som deltagit i formativ kursvärdering: 6</b>
<b>Summativ kursvärdering (obligatoriskt)</b> <input checked="" type="checkbox"/> Endast via Canvas <input type="checkbox"/> Canvas samt egen utvärdering <input type="checkbox"/> Endast egen utvärdering (skriftlig och/eller muntlig)	<b>Antal studenter som deltagit i den summativa kursvärderingen: 23</b>

## Studentperspektiv (Fylls i av kursansvarig lärare)

<b>Sammanfattning av studenternas muntliga och skriftliga synpunkter:</b>  The students' written feedback was positive; they said that the course was well planned and that they liked the structure of the modules. <ul style="list-style-type: none"><li>• They highly appreciated the focus on sustainability, which they find important.</li><li>• Presentations and feedback were clear.</li><li>• They appreciated the mix of group work and individual work.</li><li>• They also highlighted that the exhibition of their individual design products at the end was a great experience.</li><li>• Good teachers.</li><li>• One student wrote that the LCA part was too easy/thin. No one else mentioned LCA.</li></ul>
---

## Lärarperspektiv (Fylls i av kursansvarig lärare)

### Sammanfattning av lärarnas synpunkter:

- **Structure and content.** I took over as course coordinator for a well-structured and well-tested course, with engaged teachers and a good and relevant structure. It was clear that the course has been run for several years and feels thoroughly tested.
- **Combination of Group and Individual Projects.** Group projects maintained a high standard, while individual projects fell into two categories: group 1 – very good, approved on the first try; and a larger group of projects that required 1–2 resubmissions. This is due to major differences in student levels. Group work tends to mask these differences – weaker students are pulled up by stronger ones, while weaker students can also hide and contribute minimally to group work.
- **LCA Training.** A student wrote that the LCA (Life Cycle Assessment) part was too easy or superficial. On the other hand, we as teachers experienced that several students struggled with the LCA analysis in their individual work.
- **Digital Product Passports (DPPs).** The EU's introduction of Digital Product Passports, aimed at providing consumers with access to and increased transparency around product origin, materials, and climate impact, is expected to become a relevant aspect for future producers and designers. During our visit to Sysak in 2024, I was made aware that DPPs will play a larger role in their tours and guest information going forward. Conferences on product design and sustainability also have a strong focus on DPPs.

## Utvecklings-/åtgärdsplan (Fylls i av kursansvarig lärare)

Analysen bakom utveckling-/åtgärdsförslagen ska bygga på en sammanfattning av studenternas individuella kursvärderingar, synpunkter från kursens lärare och kunskapsutvecklingen inom forskningsfältet. Om identifierade problem lämnas utan åtgärd ska detta motiveras.

### Följande förändringar planeras på kort och lång sikt:

VAD ska göras, VEM ska göra det och NÄR bör det vara genomfört?

- **Combination of Group and Individual Projects** (No action taken – this can be implemented in the long term if the course is extended). If we had more time, we could offer more supervision during both the group and individual project phases. Group supervision could help reveal if someone in the group is underperforming. However, there are very limited hours available, and we do not wish to reallocate hours from individual supervision to group supervision, as the individual supervision is considered even more important – at least for the students who are eager to learn.
- **LCA Training** (4 action points). In Autumn Term 2025, we will take the following steps to strengthen the link between LCA analysis and the projects, and to ensure that all students receive proper LCA training:
  1. Emphasize that all students must participate in the LCA training (not just a few from the group) (*responsible: Course coordinator*). If a student is ill, they must attend the follow-up session (the LCA teacher will take attendance).

2. Make it clear to students that LCA analysis will be part of both the group and the individual projects, but that most training will be provided at the beginning of the course. They will then need to apply these skills in their individual assignments (*responsible: Course coordinator*).
3. Strengthen the connection between projects and LCA training. We will do this by having one of the main design project teachers participate in the LCA training with the students, to ensure that they understand the link between the LCA content and their design work (*responsible: Course coordinator*).
4. Schedule some of the follow-up training after students have presented their initial individual project ideas, so that supervisors can refer students to the follow-up sessions if needed (*responsible: Course coordinator + supervisors*).

• **Digital Product Passports.** To introduce students to DPPs, in Autumn Term 2025 we will offer a short lecture on DPPs following another lecture on the designer's role in the circular economy. This lecture will take place in the morning, followed by an afternoon visit to Sysak. This scheduling allows students to reflect on the topic of reuse and enables them to have informed discussions with the Sysak guide about DPPs (*responsible: Course coordinator*).

Tänk på att också muntligen återkoppla resultatet av kursutvärderingen till

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