

## COURSE REPORT – Summary of course evaluation

### Background information (To be completed by the course administrator)

<b>Course LADOK code:</b> PD179A	<b>Scope (hp):</b> 7,5
<b>Course title:</b> Material Driven Design	
<b>Course coordinator:</b> Asbjørn Sørensen Charlotte	<b>Number of registered students:</b> 29
<b>Semester in which the course is conducted:</b> VT25	
<b>Is the course an independent course, programme course or contract course? If the course has been completed within a programme, enter the programme name.</b> KGPRD23	

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

<b>Formative course evaluation, for example dialogue during the course (optional)</b>	<b>Approx. number of students who participated in formative course evaluation(s):</b>
<b>Summative course evaluation (obligatory)</b> <input type="checkbox"/> Only via Canvas <input checked="" type="checkbox"/> Canvas and other form <input type="checkbox"/> Only other form (written and/or oral)	<b>Number of students who participated in the summative course evaluation:</b> Summative oral – 26 Written – 18 Formativ - 22

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

<b>Summary of the students' oral and written feedback:</b> <ul style="list-style-type: none"> <li>General feedback indicate that the course is interesting and relevant (written 66%) with an even workload through out the course. The workload is considered high and most of the work is practice based in the workshop daytime 9-16, so hard to manage with other activities, such as work.</li> <li>The format with short lectures in the morning followed by supervision until lunch was appreciated by those who attended. Several students mentioned that they would liked even more supervision in the end of the course during concept development.</li> <li>The topic and its real world applications is interesting and the fact that we got real waste from local companies. We would have liked even more lectures on the topic!</li> <li>We appreciated assignments with deadlines that was not formal examination only designed to support learning and feedback. The teachers could be faster with feedback since it was good and useful feedback.</li> <li>The explorative character of the course has been interesting and challenging in a good way. There is also a collaborative aspect where we students learn from eachother by asking about processes and recipes.</li> <li>Several students mentioned that they appreciate that the course starts with a waste stream and ends up with a biomaterial and a product concept. Would like to make the course 15 hp to have time to develop a product and not only a quick concept. Others would like it to run full-time instead of part-time.</li> <li>The feedback indicates a contradiction in feedback on how it is structured. On the one hand it is good with step 1-4 with clear written instruction from day one, on the other hand that the different steps should be introduced gradually in the course.</li> <li>Teachers should remind us to read the theory and not just expect us to do it by ourselves.</li> </ul>
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- The supervisions was considered useful to highly useful by everyone in the written feedback. Only one supervision was mandatory, but the class suggested more mandatory supervisions with fixed timeslots.
- The written feedback indicates that students takes a full responsibility for their own learning. Comments indicate that it was a positive, but hard experience that gave a lot of insights.

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

#### **Summary of the teacher's views:**

- The course is structured in four steps connected to milestones/ assignments that are all summarized in the final verbal examination and by handing in process documentation and material samples. Learning activities are based on lectures and practical work in the workshop and material kitchen.
- The course is based on studio pedagogy and high attendance on campus. It is not possible to attend only parts of the course as each step is interlinked with the others. Students who miss parts of the day on a regular basis (morning lectures) or parts of the course struggle to finish in time and generate extra workload for the teachers.
- Working with fresh organic waste streams makes it challenging as we can't predict exactly what raw materials the course will focus on until two weeks before it starts. By having a few extra alternatives and planning ahead it is still doable.
- The introduction workshop can be shortend from 4 days to 3 days as the dehydrator speeds up the process.
- The students requested more material lectures than earlier classes and it can be connected to the last years challenges they experienced in PD170A. Will try and adapt the lectures next year to more general biomaterials and less circular and situated design. A lot of teory on biomaterials was available in the course but most students did not read it as they experienced a heavy workload in the other part-time course. The ones who read it found it useful.
- Considering introducing how to share and co-work in documents as it became apparent half way through the course that this was not general knowledge in all groups. It would speed up documentation and ease the editing.

### **Action plan (To be completed by the course coordinator)**

The underlaying analysis and the action plan should be based on a summary of the students' individual course evaluations, views from teachers in the course and the knowledge development in the research field. If identified problems are left without action, this should be motivated.

#### **The following changes are planned in the short and long term:**

WHAT should be done, WHO should do it and WHEN should it be done?

- For the next year we will schedule guestlecturers and alumni to inspire and share knowledge on a few occasions.
- Invite the companies for a session to present the outcome in the end of the course (an afternoon after exams) and not after the course.
- Consider if there should be an exhibition or not. Difficult as the students begins two new courses directly afterwards.
- Try to book a separate space for lectures as the workshop is quite noisy.
- Revise the introduction workshop to 3 days.

Remember to orally feedback the results of the course evaluation to

- the students who have completed the course evaluation
- the students of the next course round, i.e. the next time the course is given