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: US620E	**Scope (hp):** 15,0 hp
Course title: Urban Studies: The Urban Question	
Course coordinator: Defne Kadioglu	**Number of registered students:** 35
Semester in which the course is conducted: Fall term 2025	
Is the course an independent course, programme course or contract course? If the course has been completed within a programme, enter the programme name. SAURS25h	

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): Feedback was taken from students throughout the course by the course coordinator, i.e. in the form of 'checking in' after lectures and seminars by other colleagues. This was typically done at the beginning of the course coordinator's own lectures. Oral evaluations were conducted at the end of the two final seminars. This was completed on January 15 and 16 2026 respectively.	**Number of students who participated in the course evaluation: 32**
Summative course evaluation: (Describe the form of course evaluation and when it was completed): The summative course evaluation with the five university-wide was completed January 30, 2026	**Number of students who participated in the course evaluation: 15**
Feedback to students: (Describe how and when the feedback will be given to the current student group)	

Feedback for final essays and general course performance was given by the end of January in written form in Canvas by the three main lecturers.

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 responses to the five university-wide questions show that the course objectives have been reached to a good and great extent (mean between 4.4-4.9). There is not a significant difference in evaluations between the five questions, improvements can be made in all fields but particularly regarding the students' understanding of whether they have reached the learning objectives of the course.

Activities:

The students, overall, appreciated the working methods and thought they were appropriate for reaching the learning outcomes. During formative evaluations it crystallised that the students particularly appreciated the student-led seminars which they found equally challenging and fruitful. The introductory week in which we try out different methods was seen as fun but maybe not so well connected to the rest of the course.

Readings/Discussion:

Almost all students seemed to agree that the inclusion of different perspectives, particularly decolonial, postcolonial and feminist, was enriching and something they were lacking in other courses. WE had introduced some new lectures and lecturers this term which seemed to resonate positively. Also new topics we introduced such the politics of infrastructure resonated well. Many students, maybe even a majority, used postcolonial, decolonial and feminist approaches in their final essay. One or two students mentioned that they would appreciate more structured discussions in the classroom, as sometimes subjective views and opinions take over the classroom.

Final Essay:
One issue that is recurring also from previous course evaluations is that students would prefer more guidance with the final essays. This has been both discussed in class and is also visible in the formal evaluations. Moreover, some students felt that the two final essay presentation days were very tiring, and because they only get limited guidance beforehand, they were maybe less motivated as they felt the final discussion cannot really change the outcome (the grade). There are, however, important barriers here such as the course budget and the time pressure before the Christmas holiday. One proposal from the students was to get feedback on table of content rather than a proposal. This will be further discussed with the two other main lecturers in the course.

Pace of the course:
Some students, and this is connected to the final essay, are not entirely content with the pace of the course. The switch between activities and modules is fast and can be challenging. There is also not much time to provide guidance on each activity. This can leave students with a feeling of not knowing what they have actually achieved.

Canvas:

Soe students did not like the Canvas page and gave examples from other courses. However, others said that they found it easy to navigate, so this remained a bit inconclusive.

My role as course coordinator:

Overall, I got the feedback, both formative and in the summary, that students felt they could easily communicate with me.

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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).

Activities:

My evaluation of the activities' usefulness largely overlaps with the students' views. Student-led seminars, while generating some anxiety in some students, have been overwhelmingly seen as positive and confidence-inducing. Many students chose their final essay topics in conjunction with the discussions in these seminars. Learning notes have also been deemed useful, though the use of AI has been prevalent in some. The introductory week is a bit disconnected to the rest of the course as the students may not know how to connect the use of creative methods that we test out during that week, or the guided city walk we do with the rest of the content.

Readings/Literature:

Overall, we are in the right direction regarding readings and lecture content as students seemed to, in general, be happy to discuss these topics and also used them in their final essays.

Final Essay:

The final essay is tricky in my and the other lecturers' views. As course coordinator I understand that students would like more guidance. The essay is written during the winter break which means there is little to know communication between our last meeting (a seminar of the last module) and the submission. Before and after a discussion of proposals for the essay there are other lectures, meaning there is little time to do more. This is not something we can do much about as many students also want to travel home, that is why we end the active course period around December 15. We will ponder whether there is any other way this can be handled with the teachers' team. Similarly it will be hard to change the structure of the final seminars where students present their final essays – we have +30 students each year and the seminars need to be held on two days, simply to (1) allow time for students to write and us examiners to read and (2) for no significant disadvantage to occur for those students that go first. Accordingly spreading out the final seminars over more than two days does not seem feasible at this point.

AI usage:

A huge problem has been the increased and more intricate use of AI both for the learning notes and the final essays. Especially in the final essays this has made grading difficult as it was very difficult for the lecturers to discern whether and how AI had been used. In the beginning it was communicated that the use of AI for language was permitted, but not for content. However, even these lines are very blurry, and it was challenging to read essays with similar "AI-like" tones not exactly knowing whether the ideas were original. As it is very difficult to prove misconduct, grading was then based on referencing and the student's ability to be specific (as AI usually generates more general text and analysis). The final essays were also indicative as the discussion provided us with an idea of whether students were knowledgeable about their subjects. Two essays had to be retracted due to obvious use of AI.

Other:

We as the main lecturers and examiners noted still considerable issues regarding referencing. Though referencing instructions are given in the previous course The Field of Urba Studies as well as on this course's Canvas page, students seem to have a hard time with consistent referencing. This is possibly also partially connected to the increased usage of AI.

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.)

Overall, the course evaluations for this course a fairly similar each year. There are no major problems, but small improvements that can and should be made. There are reoccurring larger issues such as the pace and density of the course, the need for more feedback and guidance. These problems are mostly of a structural nature and related to issues out of the teachers' control such as the timing of the course before the winter break, the course budget and the need to teach a variety of content in a very short amount of time.

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.)

Readings and Discussions:

There is no need for a major change in terms of content, as the students seemed happy overall. However, better connections between the introductory week, and possibly a small restructuring will be considered by the course coordinator. This will be done in consultation with the two other main lecturers as they have a good overview of the overall course flow.

Guidance for Final Essay:

We have begun a discussion (course coordinator and two other main lecturers who examine the final essays) on what action to take regarding this discontent. One action is that we will give clearer and more detailed instructions on Canvas and during the introductory lecture (and if necessary, in between) on what we expect from the students in the essay. Another action is to give short feedback on a table of contents after the proposal discussion. This could be a short comment on Canvas in a separate assignment folder. It will be difficult to deliver more feedback as the three examiners also provide quite detailed feedback after the final essays.

AI:

Together with the two other main course lecturers we have decided to give more specific instructions for the final essays, such as providing a specific case study, something which AI often cannot deliver in a meaningful way. I will also integrate more discussion on AI from the beginning of the course to keep an open and democratic environment in which the students do not feel threatened to be 'caught' but can share their concerns and how they intend to use AI, if at all. The course coordinator will be responsible for integrating discussions on AI in the course, the instructions for the final essay will be drafted and communicated together with the other two main lecturers (Baeten and Parker)

Other:

To improve students referencing skills, the course coordinator will integrate this into the introductory lecture and also make oral and written (Canvas) reminders in order for the students to understand the importance of correct referencing, as many seemed to underestimate its significance.

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.