

## 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 course administrator)

<b>Course LADOK code:</b> US630E	<b>Scope (hp):</b> 15
<b>Course title:</b> Urbana studier: Att tolka staden	
<b>Course coordinator:</b> Ragnhild Claesson	<b>Number of registered students:</b> 43
<b>Semester in which the course is conducted:</b> VT23	
<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> SAURS22h	

### Administration's perspective (To be completed by course administrator)

<b>The administration's views:</b>
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### Forms of evaluation and feedback (To be completed by the course coordinator)

<b>Formative course evaluation:</b> (Describe the form of course evaluation and when it was completed)	<b>Number of students who participated in the course evaluation:</b> 27
<b>Summative course evaluation:</b> (Describe the form of course evaluation and when it was completed)	<b>Number of students who participated in the course evaluation:</b> 27
<b>Feedback to students:</b> (Describe how and when the feedback will be given to the current student group)	

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

<p><b>Summary of the students' course evaluations:</b> (The five university-wide questions should be included. Compilation from digital questionnaires can be appended.)</p> <p>The most appreciated aspects of the course, mentioned in the students' evaluation, are: opportunity to try different methods; the making of a poster; the international week; critical mapping; learning basic GIS; exploring ethnographic methods; possibility to adapt the assignments to individual interest and experience; and the many small hand-ins.</p> <p>What could be improved: More and better communication and information of schedule and assignments (due to illness, this year's students had to wait for some information which caused</p>
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some stress); more feedback; more teaching on how to use digital tools to produce the actual poster.

To reach learning objectives and demonstrate that you reached them: better schedule (like order of modules); more feedback; more communication around evaluation criteria

The experience of to what extent one had to take responsibility of one's own learning process differed between students - some appreciated taking individual responsibility and others wished for more support. Many expected more from the course, mainly in terms of better information concerning course structure and content, including on Canvas, to enhance planning of studies.

## 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).

A majority of the students reached grade B or C as final course credit, which is above average. The grades from the GIS-module and the poster assignment lifted the general level of the final grade. The learning goals of assessing relevant issues in Urban studies were well met, as well as applying appropriate methods to formulated issues, and demonstrating ethical concerns. Several of the students had creative ideas and elaborated on how to use methods in various ways. However, the students' ability to critically integrate and analyse knowledge and urban phenomena could have been further developed. Most students submitted all hand-ins on time, or at second opportunity, despite (or because) the stress some experienced.

## 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.)

This is a methods course focusing on practical investigations of urban issues. Many small hand-ins and assignments (this year it was 13 submissions in 10 weeks) reflects a variety of approaches to urban issues. Based on the results from the assignments, the teaching's level of depth into different methods seems to have complied with the level of experience and knowledge of the average student. All presented methods can be applied in either a simple or more advanced way, and each student is expected to adapt and develop their investigations according to their own level of experience and interest.

**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.)

- The course plan has now been changed - more focus will be given to the main assignment (the poster) when grading (A-F). All smaller assignment will be graded only pass/fail.
- The overall idea as well as the details of the course should be repeatedly communicated at course start.
- It should be explicitly communicated at start that each student is expected to adapt the methods and level of depth of investigation to own previous experience and interest
- Feedback on poster idea and process should be given early in course
- More teaching on digital design tools for making the actual poster should be considered

- More teaching in GIS *analysis* should be considered

### **Publishing and archiving (To be handled by the course administrator)**

- The course report is published, and the students have been informed about the publication,
- The course report is archived according to the university's archiving rules,
- The course report is shared with the programme coordinator (if applicable),
- The course report is saved according to any additional requests on behalf of the department.