

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)

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| Course LADOK code: US630E | Scope (hp): 15 |
| Course title: Urban Studies: Catching Urbanity | |
| Course coordinator: Hoai Anh Tran | Number of registered students: 57 |
| Semester in which the course is conducted: V24 | |
| Is the course an independent course, programme course or contract course? If the course has been completed within a programme, enter the programme name. SAURS | |

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

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| The administration's views: |
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Forms of evaluation and feedback (To be completed by the course coordinator)

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| Formative course evaluation: (Describe the form of course evaluation and when it was completed) | Number of students who participated in the course evaluation: |
| Summative course evaluation: (Describe the form of course evaluation and when it was completed) | Number of students who participated in the course evaluation: 30 |
| Feedback to students: (Describe how and when the feedback will be given to the current student group) | |

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

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| <p>Summary of the students' course evaluations: (The five university-wide questions should be included. Compilation from digital questionnaires can be appended.)</p> <p>The majority of responding students consider that they have achieved the learning objective of the course, that the learning activities have reinforced their learning and their ability to achieve the learning objectives, and that the course has given them opportunities to take responsibility for their learning, though there are more students who said that they achieved this to a smaller extend.</p> <p>Aspects that are appreciated: The learning methods, the freedom, the hand-ons working with different types of data, and the opportunity to work creatively with different methods. Some students appreciated the ethnology and mapping modules while others emphasise the approach of the GIS module.</p> |
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Aspects that could be improved: clearer instructions on how to do the assignments, clear instructions about the assessment, clear info about what was mandatory or not, the credit imbalance between the module assignments and the poster assignment, the poster presentation was given too little time, presentation session could have been splits over two days, more communication between the module teachers, Canvas site was confusing in the beginning, too short time for each module, too many students in class which restrict activities during lectures and seminars.

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).

We had a very high number of students this year, this made it difficult to organise the seminars and workshops within the given time framework. Similar to previous years, the students are from different backgrounds and are unequally familiar with the methods introduced in the courses, this make it difficult to find a level that satisfies all. The struggle with Canvas (experienced mainly by students from Roskilde) at the beginning of the course seems to have seriously affected the students' experience of the course. While our administration has informed us that students from Roskilde have got the necessary introduction to the program, the learning environment in Malmö, as well as Canvas, we still got a lot of questions and complains from Roskilde students who did not get the information in time on Canvas (in the first week).

The study results of the class have been relatively good. The majority of students got a passing grade and less than haft of the class (23 students) got A and B grade.

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 year the class has been much bigger than all the previous years and we were not adequately prepared for this. If the number of students continue to be this high, the course structure needs to be substantially changed. We may need to transform some of the individual assignments into group works and have fewer but longer timeslot for seminars and workshops. The presentation of the posters may need to be given two days, to give adequate time for discussion.

The size of the poster is still an issue, we may try to apply the composit A2 format that is made up of 4 A4 posters. Students will need help to do this, so a tutorial will need to be scheduled.

This year, the module assignments are given only Pass and Fail grades, which really helped to alleviate the grading workload of the teachers. However, this means that the grades of the posters are determinant for the grade of the whole course, and this resulted in some concerns (and complaints) from the students about the imbalance between the individual assignments and the poster assignment. The introduction of groupwork and smaller individual assignment may be a solution. This will also help to forster more collaboration between students.

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.)

We still need to ensure that the students from Roskilde with more background information about the program, how the courses in the program are constructed, Canvas and about the learning environment in Malmö in general.

Introduce groupworks for some of the module assignments. Discuss with the module teachers about this to find a good solution.

Schedule two days for the presentation of the posters in two days, to give adequate time for discussion.

Apply the composit A2 format that is made up of 4 A4 posters. Schedule a tutorial session early in the course to help the students with this.
Make sure that the Canvas page only have the most up-to-date information.

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.