

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: US640E	Scope (hp): 15,0 hp
Course title: Urban Studies: Making Urban Studies	
Course coordinator: Peter Parker, Chiara VALLI	Number of registered students: 56
Semester in which the course is conducted: Spring Term 2026	
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)	Number of students who participated in the course evaluation:
Summative course evaluation: (Describe the form of course evaluation and when it was completed): Survey	Number of students who participated in the course evaluation: 19
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)

Summary of the students' course evaluations: (The five university-wide questions should be included. Compilation from digital questionnaires can be appended.) 19 students answered the survey so quantitative assessments cannot be assumed to be representative. However, there is some interesting variability and some thoughtful comments which may be summarized as follows. 1. Better communication with teachers is asked for. This is key in an open-ended course where students are given quite a lot of freedom. 2. One student found it repetitive to do both a written critique and discuss with the same groups at the reflection seminar. This seems important to avoid.

3. A few students ask for more support in the initial process of finding an approach. This is important and essentially about hours for supervision.

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).

This year we had 56 students enrolled in the course. This puts a severe strain on communication among students but also stretches the teacher's ability to supervise and coordinate internally. Having ca 40 students would be optimal.

Overall, the quality of student work is very good but there is significant variability. Students have used the opportunity to creatively explore methods which is the main purpose of the course.

The format for teaching seems to work but is strained in terms of hours. We introduced several new elements that we would like to continue to explore and develop.

1. thematic student-organized seminars
2. a new form of written opposition which requires students to comment on each presentation during the day they present. This is intended to increase attentiveness at the presentations.
3. A new form for peer-feedback in cross-groups at the final reflection seminar.

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.)

There is broad agreement on the strengths and weaknesses of the course but variability in student readiness to take on exploratory research.

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 will try to organize student-led seminars on theory, methods and main claims in order support learning among the students.
- We would like to provide more initial supervision, but this is a question of available hours
- Next year we will revert to written critique of a single group to provide better depth.

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.