

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: US720E	Scope (hp): 15,0 hp
Course title: Urban Studies: Strategic Management and Service Innovation	
Course coordinator: Ju Liu	Number of registered students: 45
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. SAUBD25h	

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) The course evaluation is conducted in two different ways. <ul style="list-style-type: none"> • Survey right after the course was completed • One-hour course reflection seminar on campus on 16 Jan 2025, in which we discussed what we have done well and what can be improved in the future with the students 	11
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.)

The course received 11 responses out of 45 students (24.44%). Students reported high achievement of the learning objectives, with a mean score of 5.0/6. They also found that the learning activities effectively supported their learning (4.9/6) and that assessments generally enabled them to demonstrate their knowledge (4.8/6).

Qualitative feedback highlighted strong appreciation for lectures, seminars, workshops, and the practical project with the construction company PEAB. Students praised the high-quality teaching, the use of real-life cases, and the clarity and engagement of course materials and lectures. Interactive components—including the QFD workshop and innovation activities—were particularly valued.

Areas identified for improvement primarily concerned workload and pacing. Students reported that the course felt overly intensive, with tight deadlines and heavy pre- and post-class requirements. They also suggested clearer exam instructions, improved distribution of course content during the first week, and more preparatory materials for certain workshops. Some students requested deeper collaboration with the external partner and more practical exam questions.

Overall, students indicated that the course met or exceeded expectations, with a mean score of 5.2/6, and felt that it supported their ability to take responsibility for their own learning (5.1/6).

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 semester, significant pedagogical and structural improvements were implemented. The course structure was revised to create a better balance between the Strategic Management and Service Innovation modules, as well as the the empirical areas of real estate and transportation. A new integrative project assignment was introduced to connect these two themes, and this proved highly effective in strengthening coherence across the course. In addition, we adopted a redesigned teaching format for lectures and seminars, consisting of pre-session, real-time, and after-session components. This structure successfully increased student engagement before, during, and after scheduled teaching activities, and supported deeper application of theoretical frameworks to real-world problems, which the student feedback confirms as a successful approach. The guest lectures are also welcomed by the students which enriched the content and expanded the scope of the course.

Looking ahead, we recognise the need to adjust the overall workload and pacing of activities. Student comments indicate that the intensity of preparatory and follow-up tasks—especially during the first week—should be reconsidered. We will therefore review the distribution of assignments, clarify expectations around assessments, and ensure that deadlines are realistic for students with varying responsibilities. Opportunities for enhanced collaboration with external partners will also be explored

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 analysis is based on student evaluations, discussions with teachers and course administrators, and current developments in the fields of strategic management and service innovation. Student feedback shows strong achievement of learning outcomes and confirms that the major structural changes implemented this semester were effective. Balancing the two modules and introducing an integrative project strengthened coherence and supported the application of theory to real-world problems. Teachers also observed that the new three-part teaching format (pre-session, real-time, after-session) improved preparation, engagement, and continuity in learning.

At the same time, students highlighted concerns regarding the overall workload and the pace of early-week activities. The teaching team agrees that the intensity of preparatory assignments and the compressed schedule should be adjusted. Clarifications to assessment instructions, particularly for digital examinations, are also needed. Feedback regarding limited interaction with the external partner will guide future planning to create more structured opportunities for collaboration.

Overall, the course demonstrates strong pedagogical direction aligned with contemporary research, while refinements in workload management, scheduling, and assessment transparency will enhance both learning quality and student wellbeing in future iterations.

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 to 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.)

In the short term, the course will focus on adjusting workload and pacing by reducing the volume of pre- and post-session assignments and distributing tasks more evenly throughout the course. The first-week schedule will be revised to avoid excessive intensity and support a smoother introduction to both modules. Assessment instructions, particularly for digital examinations and reflection tasks, will be clarified with explicit point distributions and expectations. Preparatory guidance for workshops will be strengthened by providing more contextual background and clearer instructions.

Looking ahead, the course aims to strengthen collaboration with external partners by identifying more structured opportunities for interaction and real-world engagement. The balance and coherence between the Strategic Management and Service Innovation modules will continue to be reviewed on an annual basis to ensure alignment with pedagogical goals and disciplinary developments.

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.