

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: US740E	Scope (hp): 15
Course title: Urban Studies: Applications of Spatial Economics	
Course coordinator: Magnus Andersson	Number of registered students: 19
Semester in which the course is conducted: VT24	
Is the course an independent course, programme course or contract course? If the course has been completed within a programme, enter the programme name. SAUBD23h+SAUBD23h1	

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: 19
Summative course evaluation: (Describe the form of course evaluation and when it was completed)	Number of students who participated in the course evaluation: 9
Feedback to students: (Describe how and when the feedback will be given to the current student group)	
Direct feedback to students during the course to ensure. The feedback will be distributed to the students via Canvas.	

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

<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 working methods on the course had a mixed impact on my learning. The workshops, particularly those incorporating "stormathon" activities, were highly effective. These sessions were productive and fostered a strong understanding of the course material.</p> <p>Finally, while the course provided a good foundation, I believe it could benefit from delving deeper into real-world applications of policy in the real estate sector. This could be achieved by incorporating case studies or examples that demonstrate how policy plays out in practical scenarios.</p>
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Two important quantitative methods but very different ways of teaching.

I particularly appreciated several aspects of the course. The QGIS section was excellent. The combination of clear instruction and insightful feedback from Magnus made learning the software efficient and enjoyable. Furthermore, the course's exploration of urban economic theories was fascinating. It provided valuable insights into how economic forces shape and influence city life. The flow of the lectures and seminars to the assignments and exams is really educating, Everything we have been working with puts the foundation right away to the next steps and learning out comes. What i have missed in any way , I have to cover back even though the teachers did not point out because the curriculum helps us to reflect back to every lecturer which has been thought even weeks ago.

- that it was a direct follow up to the course before; this really helped to deepen and manifest the knowledge from the previous course and supported in discovering weaknesses/areas of improvement, as well as open questions.

- The opportunity of receiving support through the open labs was very helpful; overall great availability for support.

- The pace of study/final assignment was very good. It allowed to produce results while taking the time to learn, rather than in more time-crunched projects where one focusses on only achieving a good great and "getting it done", but not really being able to understand what the learning actually could be.

- Very clear and transparent expectation management.

The seminars, and of course the open labs because we really got guidance and help. I would also like to highlight that Magnus has been a very good professor, very helpful and has a very good way of teaching students.

The open labs

I like the freedom and flexibility given to students with their projects—amazing teachers who have guided and helped us all along.

Combination of both GIS and statistical

The course definitely provided opportunities for me to take responsibility for my own learning, particularly in sections like agglomeration and urban economics. Here's why:

Clear explanations and engaging content: Magnus's clear instruction in topics like agglomeration and economic theories in cities fostered a strong foundation for independent exploration. The engaging nature of the material motivated me to delve deeper on my own.

Opportunity to apply knowledge: The course likely included assignments or discussions that required applying the learned concepts to real-world scenarios. This encouraged me to take ownership of my understanding by going beyond memorization and actively using the knowledge.

However, it's important to note that some aspects may not have equally supported self-directed learning.

Overall, the course provided a good foundation for taking responsibility for my learning, especially in areas like agglomeration and urban economics. However, the extent to which it fostered this skillset might have varied depending on the specific topics and resources offered.

teachers gave perfect guidance to formulate and conduct our own Independent project.

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 course builds on the course us730e, and aims at applying tools and theories from the previous course, thereby getting practical experiences on independent analysis. Students are informed to use material also from the previous course and if necessary, revise previous material and exercises. Introductory material (self-guided material) on statistics, Stata and GIS are available to students. There are several occasions, eg in open labs, for asking questions and discuss challenges ,

and students have had several opportunities to bring challenges and queries to the labs. The course pose importance to self-learning rather than following instructions. The combination of statistics and GIS is working very well.

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 course builds on the course us730e, and aims at applying tools and theories from the previous course, thereby getting practical experiences on independent analysis. Students are informed to use material also from the previous course and if necessary, revise previous material and exercises. Introductory material (self-guided material) on statistics, Stata and GIS are available to students. There are several occasions, eg in open labs, for asking questions and discuss challenges, and students have had several opportunities to bring challenges and queries to the labs.

The course is developed continuously by including an international week and updating the instructions and data for the final project. This semester the different learning activities were well received with in general good results from the 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.)

The course is developed continuously by including an international week and updating the instructions and data for the final project. Changes for next semester will involve a new theme of the final project so we create a variation and update to a relevant theme.

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.