

## 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: US770E	Scope (hp): 30
Course title: Urban studies: Master's Thesis - Urban Business and Development	
Course coordinator: Magnus Andersson	Number of registered students: 11
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. SAUBD22h+SAUBD22h1	

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

The administration's views:
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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: 11</b>
<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: 7</b>
<b>Feedback to students:</b> (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><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 course evaluation show that the students felt that the learning objectives of the course and working methods / learning activities on the course have reinforced your learning and your ability to achieve the learning objectives? were met to a very large extent.</p> <p>Voices from students: All of it, from all teachers</p>
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To some extent I actually liked having seminars that ensured that we weren't depending solely on a good supervisor to pass, because that was the case during my bachelor thesis and it didn't work well and felt unfair.

I think I have appreciate the availability of the tutors to always support us in whatever we do.

One of the aspects I particularly appreciated about this course was the inclusion of several seminars throughout the thesis process. These seminars provided invaluable opportunities for receiving comprehensive feedback from both fellow students and lecturers at every stage.

Engaging in these sessions not only fostered a collaborative learning environment but also ensured that our work was continuously refined and improved.

The feedback from peers allowed for diverse perspectives and constructive critiques, which enriched the quality of our research. Meanwhile, the insights from lecturers, grounded in their expertise and experience, guided us in aligning our work with academic standards and expectations.

The openness at the seminars

I appreciated the learning methods

no

Perhaps could be a slight shift so we have a little bit more supervision and a little bit less seminars.

Didn't feel like all teachers would have to be at every single seminar.

Seminars could be divided into two different groups - I think most of us struggle to listen for an entire day, better to do a half day and actually listen. Could also be easier to have discussions in smaller groups.

Could perhaps make it so the peer reviews falls on peers who have a similar subject - I, for instance, struggled to evaluate the quantitative studies that I read, learned more from people who had similar topics to me.

I think the research internship at the department can be improved to incorporate more skills and be like an internship in the real world. It would also be important to try and establish contacts with research companies as well.

I don't really have anything to recommend.

Put higher expectations on feedback from peer reviewers, I didn't get any written feedback for two of the seminars. And make it more clear how to give feedback and what is expected add a significant time or day spacing between thesis submission and defence .it was too close that most students were too tired to give a good opposition.

## 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).

The course coordination was cumbersome due to the long days with seminars involving many teachers. After 3 seminars we reached a balance with how to be present during seminars. The delivery of assignments by students were met by almost all students. However, the integration between students' submissions and the writing of the thesis could have been tighter.

## 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.)

**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.)

Consider dividing the seminars so not all teachers are required to the present during the all seminars for example to use the themes. However, it is important to have teachers representing the different themes of the program present at all seminars.

### **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.