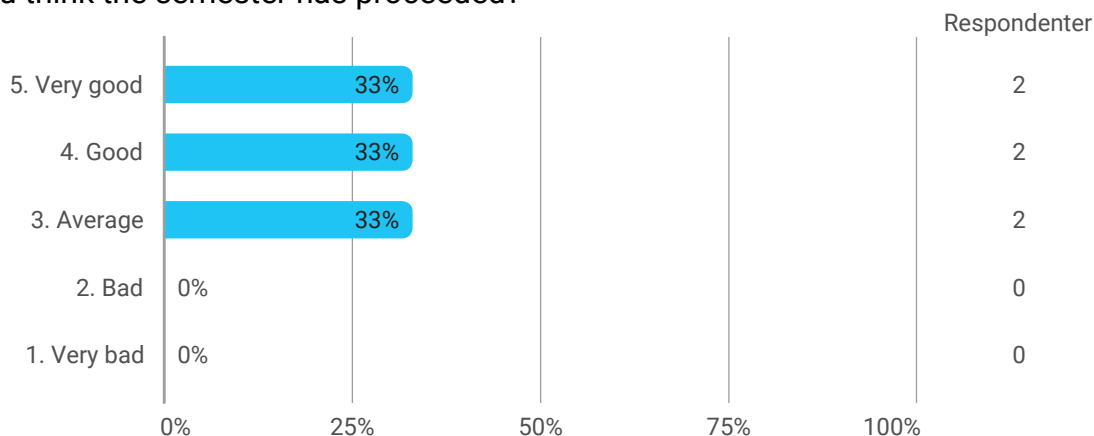
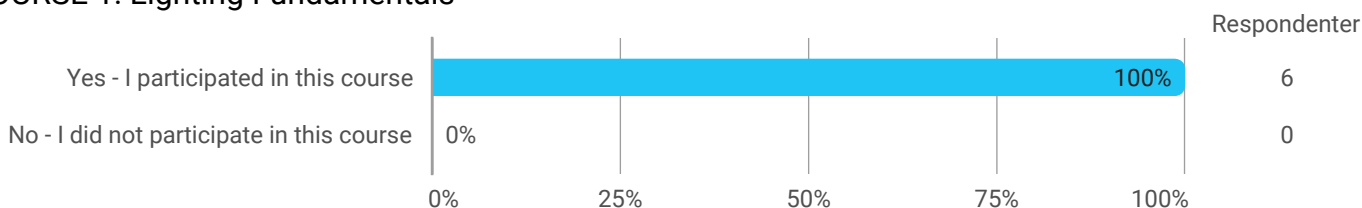


In general, how do you think the semester has proceeded?

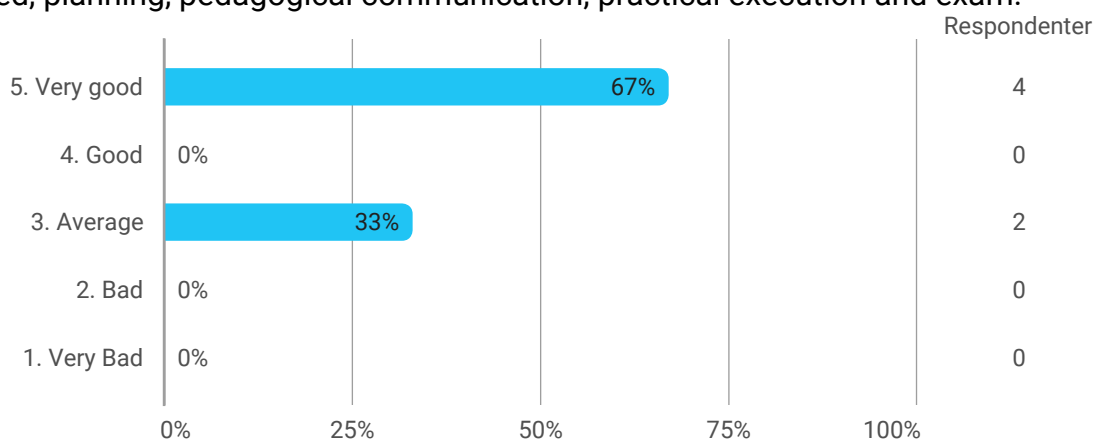


COURSE 1: Lighting Fundamentals



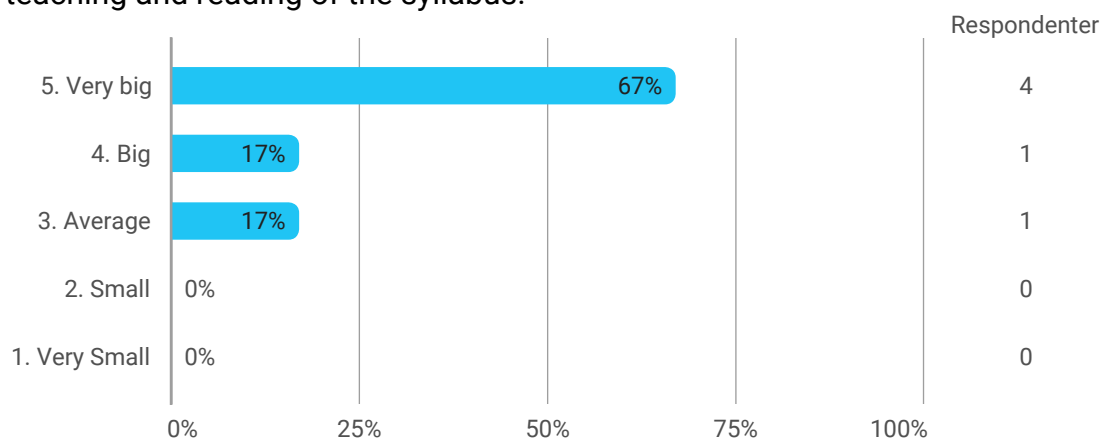
How do you assess the course as a whole?

You may include things like coherence between teaching and learning objectives, syllabus, the forms of teaching used, planning, pedagogical communication, practical execution and exam.

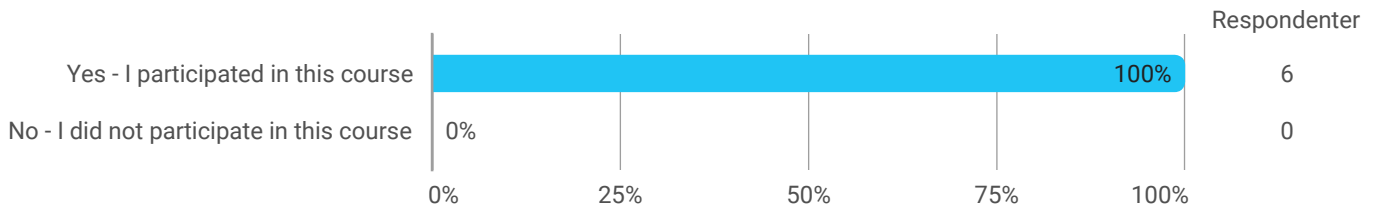


How do you assess your own effort in the course?

You may include things like preparation, active participation in the teaching sessions, proposals for improvements of teaching and reading of the syllabus.

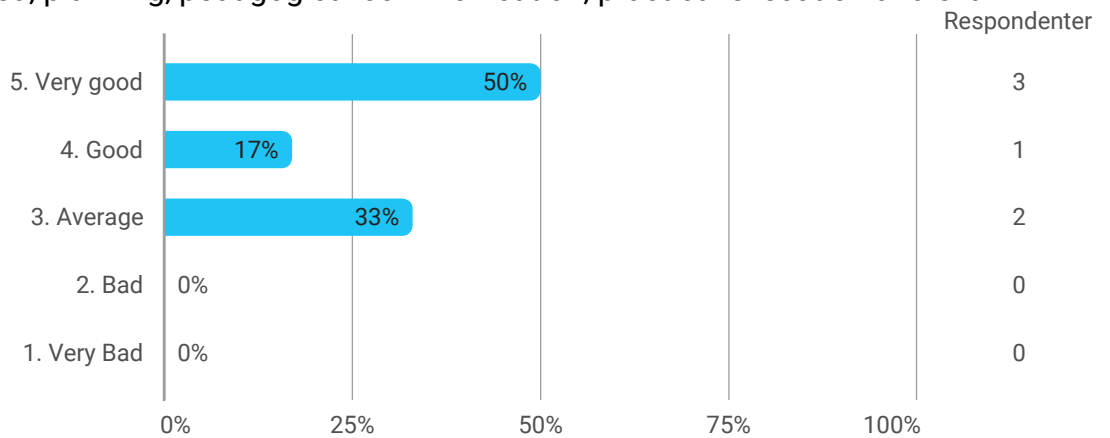


COURSE 2: Meaning of Light: Light and Space



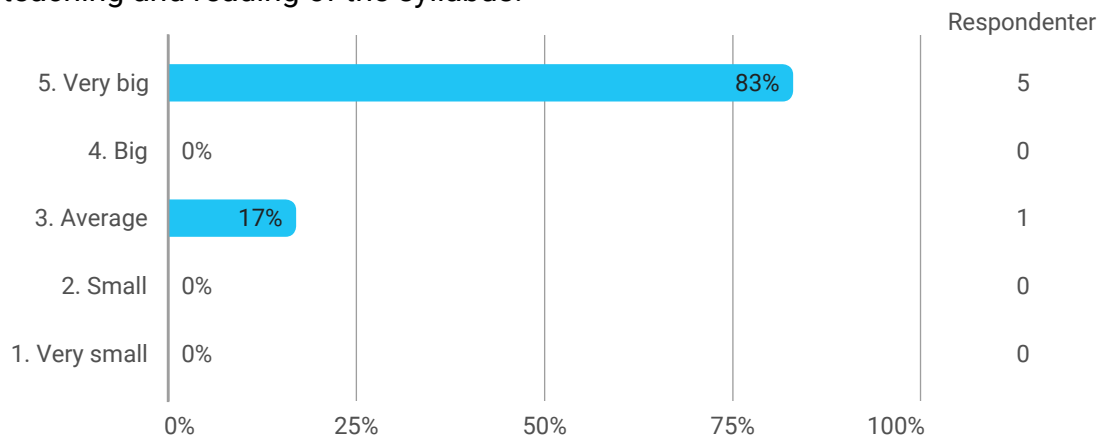
How do you assess the course as a whole?

You may include things like coherence between teaching and learning objectives, syllabus, the forms of teaching used, planning, pedagogical communication, practical execution and exam.

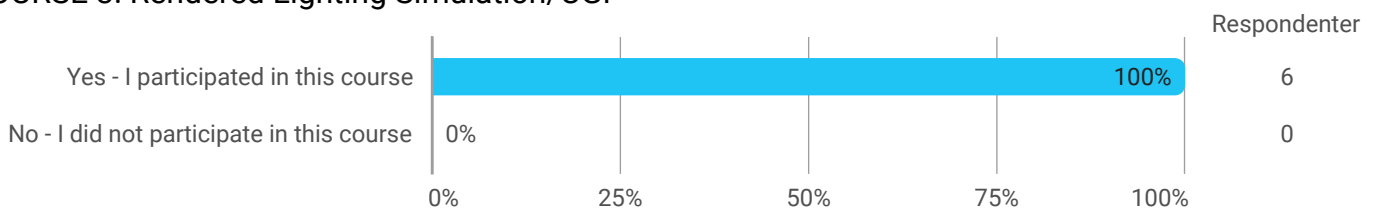


How do you assess your own effort in the course?

You may include things like preparation, active participation in the teaching sessions, proposals for improvements of teaching and reading of the syllabus.

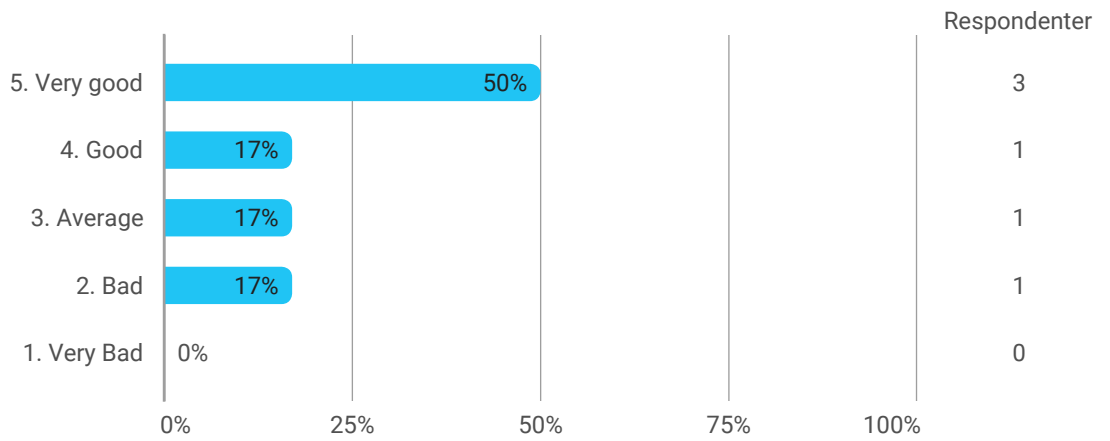


COURSE 3: Rendered Lighting Simulation/CGI



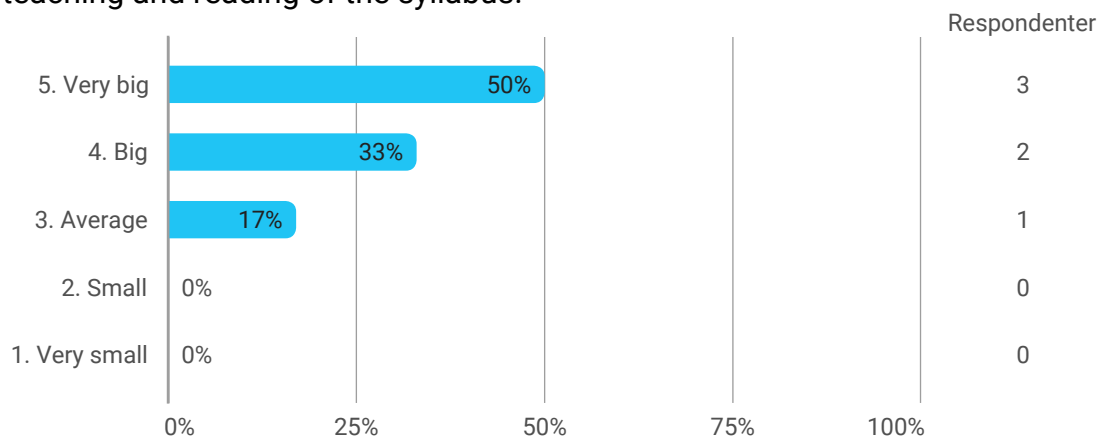
How do you assess the course as a whole?

You may include things like coherence between teaching and learning objectives, syllabus, the forms of teaching used, planning, pedagogical communication, practical execution and exam.

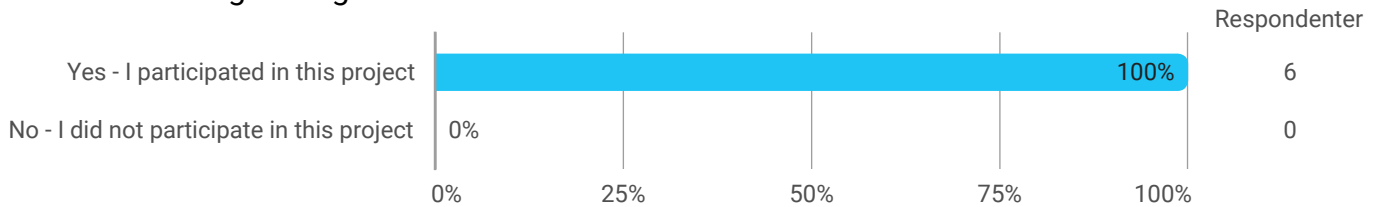


How do you assess your own effort in the course?

You may include things like preparation, active participation in the teaching sessions, proposals for improvements of teaching and reading of the syllabus.

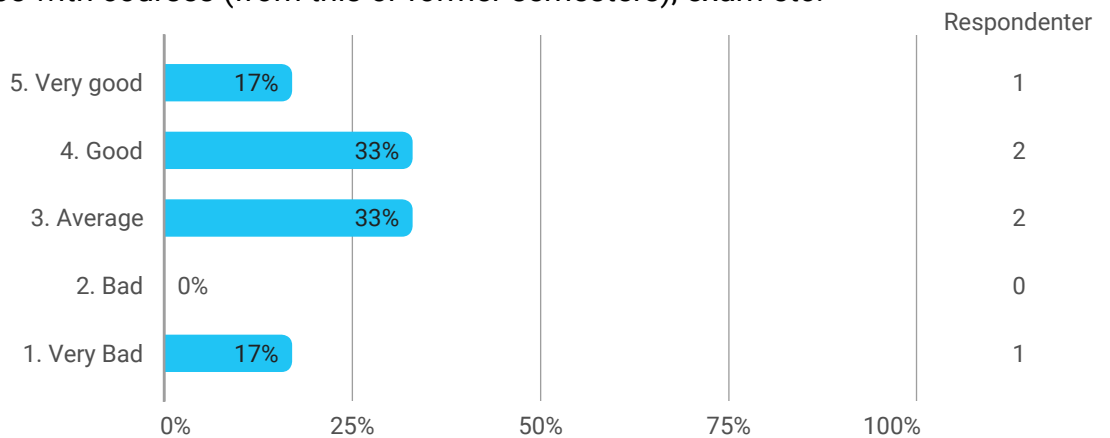


PROJECT 1: Seeing the Light



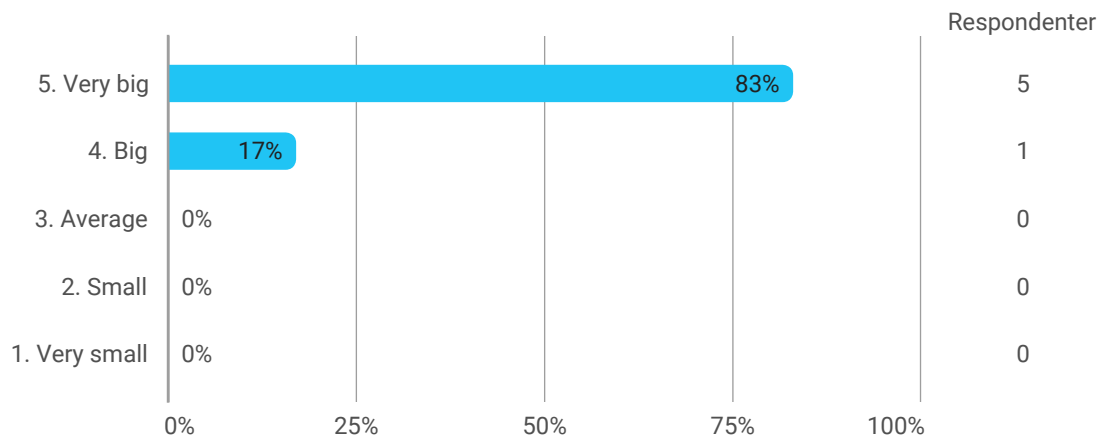
In general, how do you think the project has proceeded?

You may include things like alignment of content and learning objectives, project subject, project supervision, coherence with courses (from this or former semesters), exam etc.



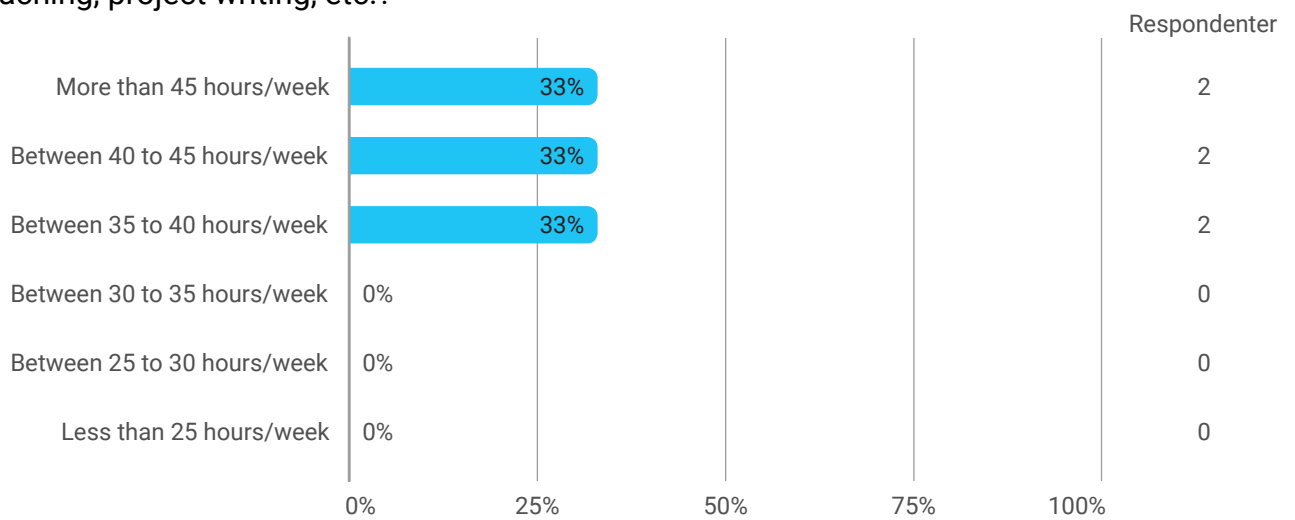
How do you assess your own effort during the project?

You may include things like preparation, active participation in the group work, knowledge sharing, collaboration, etc.

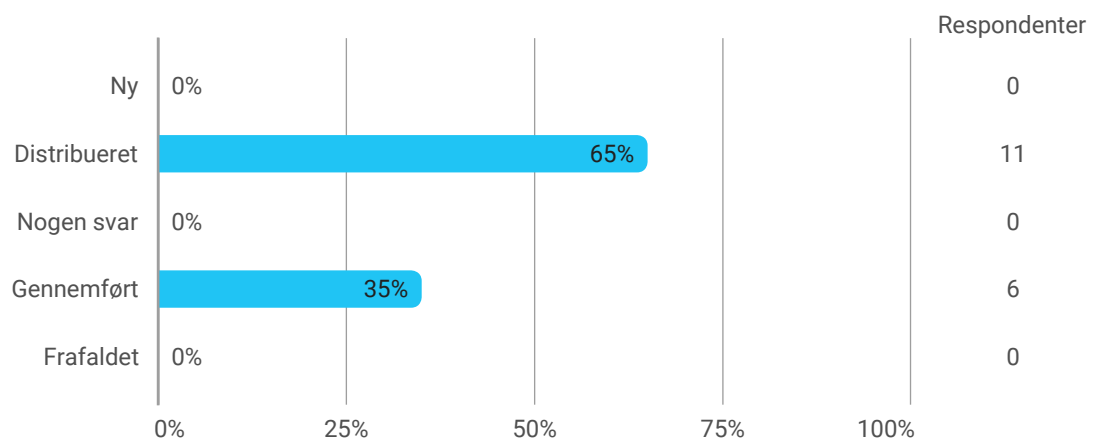


Level of activity and motivation

During the semester: How many hours per week did you spend on preparation for and participation in the teaching, project writing, etc.?



Samlet status





Study board conclusions of the semester and teaching evaluation report

Year:	2021
Campus	Copenhagen
Semester	LID7
Coordinator:	Georgious Triantafyllidis
Date:	April 2022

This document represents the public version of the evaluation of the semester. The document forms together with the semester and teaching evaluation report the basis of any adjustments to the semester's description, planning, execution and/or evaluation of the next iteration of the semester and are used by the coming semester coordinator and semester planning group.

The document also represents the study board's response to the students, teachers, coordinators and other interested parties about possible consequences of conditions that the students of the semester have pointed out.

The public conclusions and recommendations of the semester coordinator

Sometimes, group work was challenging for the students, due to different dynamics within groups. In this context, the supervisors tried to support and help the students dealing with such issues. A focus should be given to more efficient and flexible group formation. 15 students took the exams. All these students were following the courses and the educational activities, were very motivated and this was also reflected in the (high) grades. Students were not very happy with the group room, due to noise and open space (passing by). Positive feedback on extra initiatives: - (Extra) Joint supervision - Visits to companies - Moving light workshop - Invited talks from external lecturers. In general, it is always challenging for the first semester of the LiD MSc due to the fact that the students are coming from different academic fields, with different skills in studying and different mindsets and expectations. However, the students expressed their satisfaction with the structure, the plan and the content during this semester.

Conclusion of the study board

The Study Board (MSN) has processed the semester evaluation report and offers the following observations/conclusions:

- Student survey response rate: 6 out of 17
- The coordinator mentions group forming could be more efficient and flexible, but no detail is really given. The Study Board is very interested in group forming approaches and is interested in having a continuous dialogue with coordinators about this element of our educations
- There would appear to be issues with different students having different levels of ambition; this is definitely not limited to Lighting Design. We do have issues with students not spending sufficient time on a weekly basis on their studies. Addressing this general problem is part of the new self-evaluation action plan being rolled out
- Students' grades, in particular the very low rate of students failing activities, do not look quite "right"