



### Study board conclusions of the semester and teaching evaluation report

Year:	2019
Campus	Copenhagen
Semester	LiD8
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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

The semester started with a kick-off project. During the kick-off project, the students were to create a lighting installation at DAC (BLOX) in relation to the Copenhagen Lightfestival. This was a success, but the coordination with Blox and a lack of a general theme in the kick-off was met with critique by few students. The procedure of grouping the students this semester seemed to work and the reasons behind seemed clear to the students. The semester project was a bit too broad and difficult to grasp for the students leading to some frustration by groups or students feeling a lack of supervisor involvement and guidance. The evidence based lighting course was rated poorly this year. Many students this year was not used to read scientific papers and therefore struggled with the core course activities. Student involvement is important for the success of the course and the challenges and enthusiasm of some students in the class seems to have affected the evaluation negatively. The structure of the sessions were changed during the course towards work and discussions in smaller groups about the papers read. This seemed to help so that more students were actively participating throughout the sessions. Smaller group discussion and a follow up on the discussion in plenum should therefore be encouraged – also if the class exceeded the current number of approx. 25 students. The activity of writing scientific paper was moved so that it is the hand-in of this course and not a part of the semester-project. This challenged the students in terms of little time for guidance and supervision in the planning of tests and scientific paper writing, since this is no longer a part of the semester project hand-in. Students evaluated the Intelligent Lighting Design (ILD) and the Light and Context (L&C) courses very positive and over the average (Good). In L&C students report especially to be happy with the external lectures given. That is lectures from companies and professionals outside of the school. They report that they would like to have more focus on how to apply the methods introduced in the course. Prior experience is reported to be an advantage in the course ILD. Some students find the programming part is hard and report that it would have been good with more hands-on workshops. In general the overall feedback from students about the semester is positive, the workload being in the high end, some students lacking some prerequisites to actively participate in some course activities and a wish by students to have more exercises and direct supervision.

### 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: 20/25. This is a fantastic response rate. Thank you for that
- The Evidence-Based Lighting Design course receives quite negative feedback from the students and definitely there seems to be a disconnect between the course and the semester project. In the new revision of the study plan, some steps have been taken towards alleviating these problems
- From the grade statistics it is clear that the average project module grade level is very high. 50% of all students get 12. 67% get 10 or 12. MSN is interested in continuing the discussion on how to set realistic and suitably challenging learning goals for the education