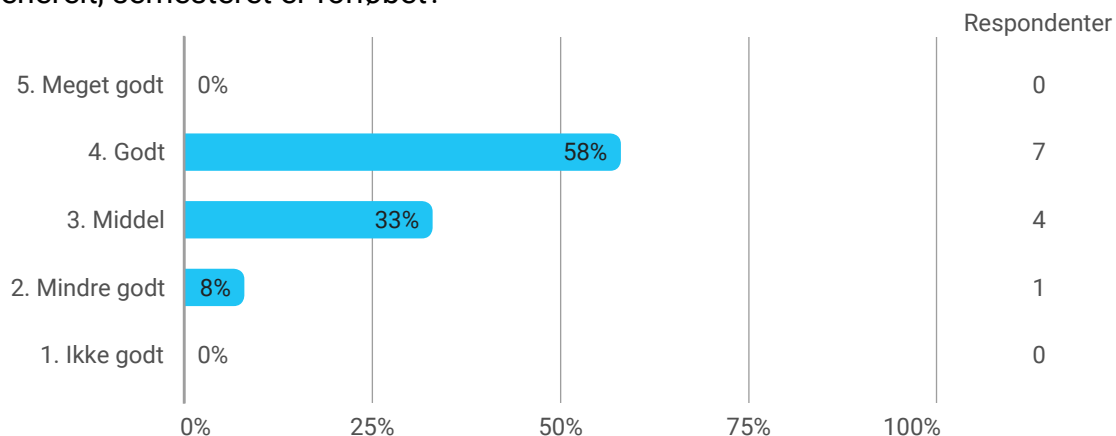
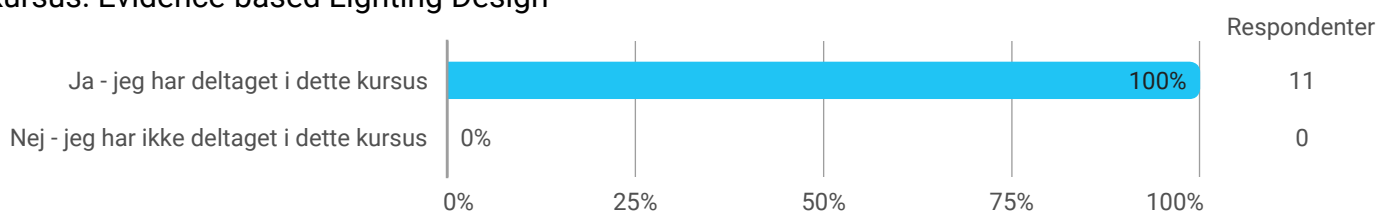


Hvordan synes du generelt, semesteret er forløbet?

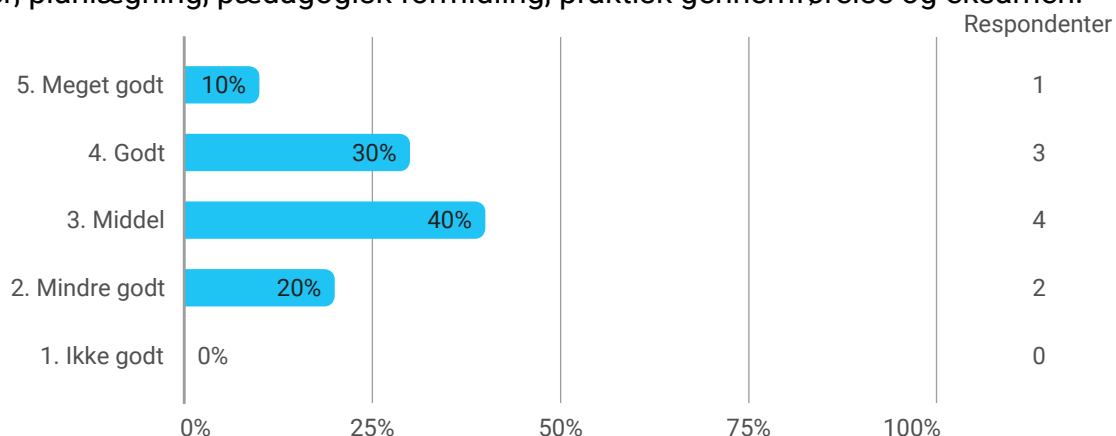


Kursus: Evidence-based Lighting Design



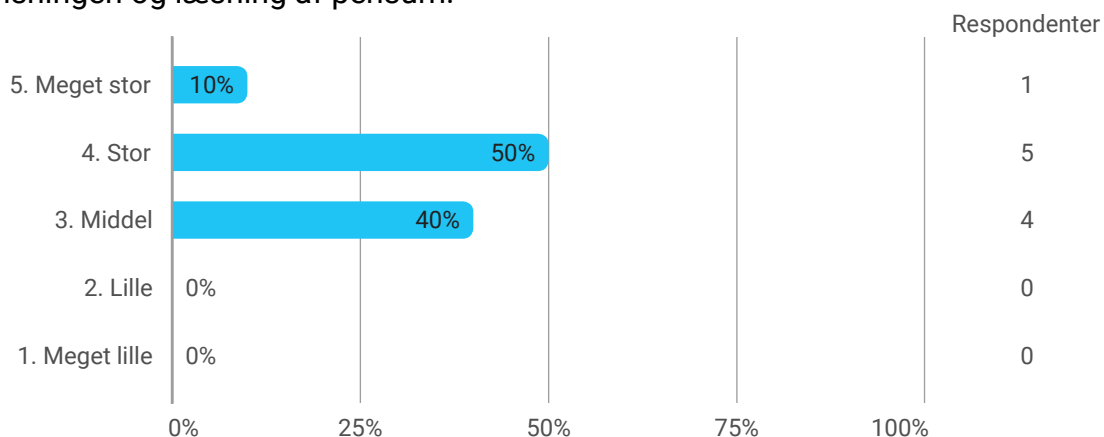
Hvordan vurderer du kurset som helhed?

- Her kan du inddrage sammenhæng mellem undervisning og læringsmål, pensum, de valgte undervisningsformer, planlægning, pædagogisk formidling, praktisk gennemførelse og eksamen.

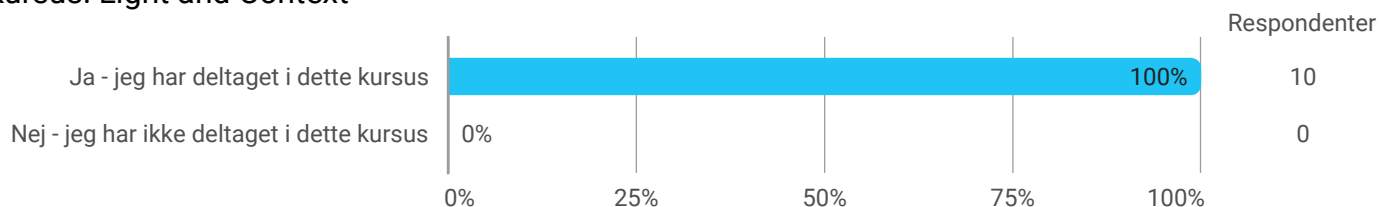


Hvordan vurderer du din egen indsats i kurset?

- Her tænkes på forberedelse, aktiv deltagelse i undervisningsforløbet, løbende forslag til forbedringer i undervisningen og læsning af pensum.

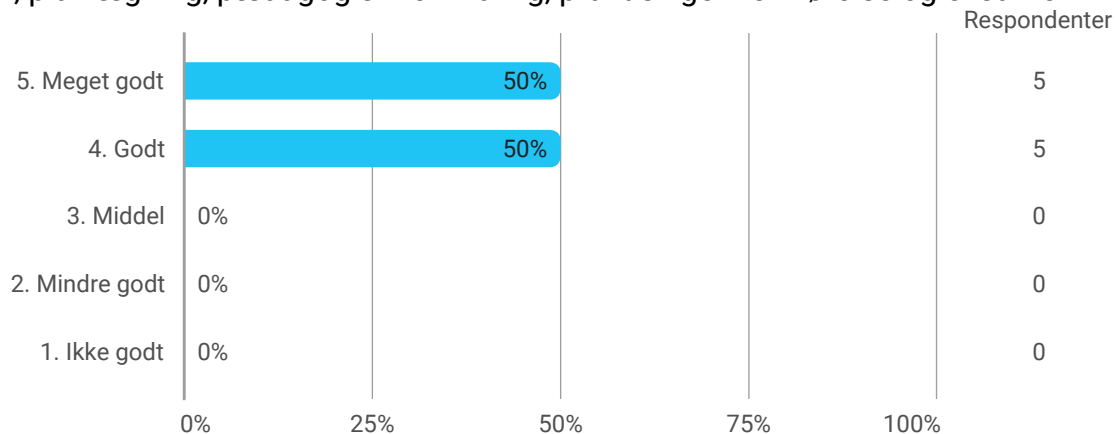


Kursus: Light and Context



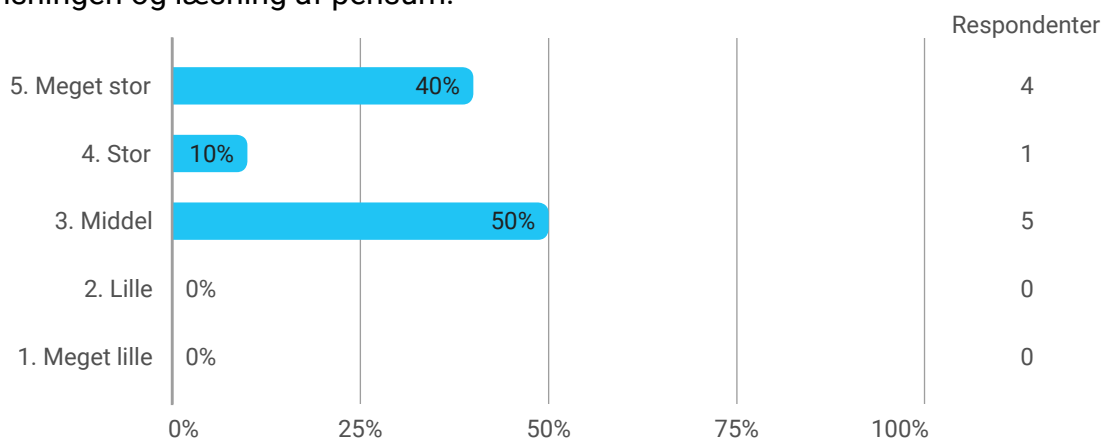
Hvordan vurderer du kurset som helhed?

- Her kan du inddrage sammenhæng mellem undervisning og læringsmål, pensum, de valgte undervisningsformer, planlægning, pædagogisk formidling, praktisk gennemførelse og eksamen.

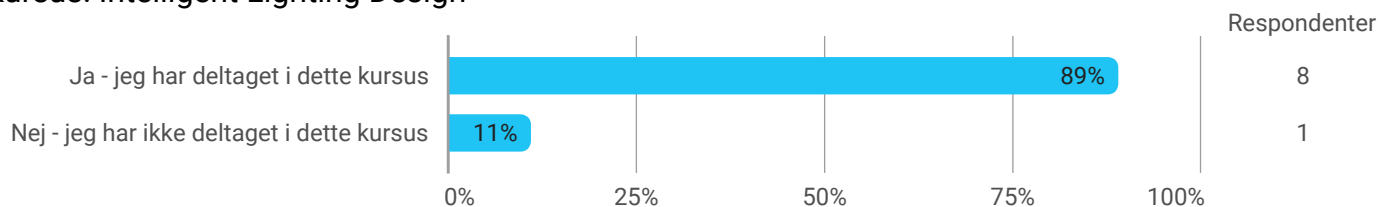


Hvordan vurderer du din egen indsats i kurset?

- Her tænkes på forberedelse, aktiv deltagelse i undervisningsforløbet, løbende forslag til forbedringer i undervisningen og læsning af pensum.

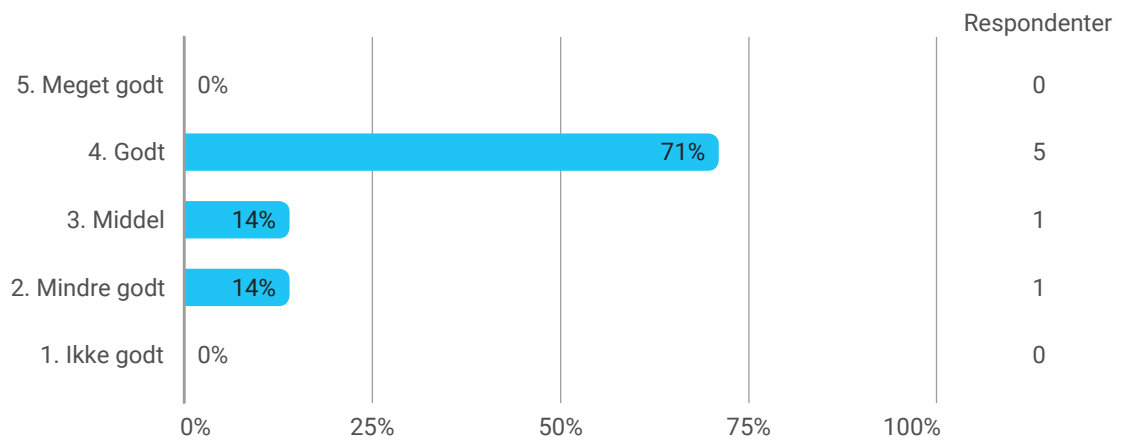


Kursus: Intelligent Lighting Design



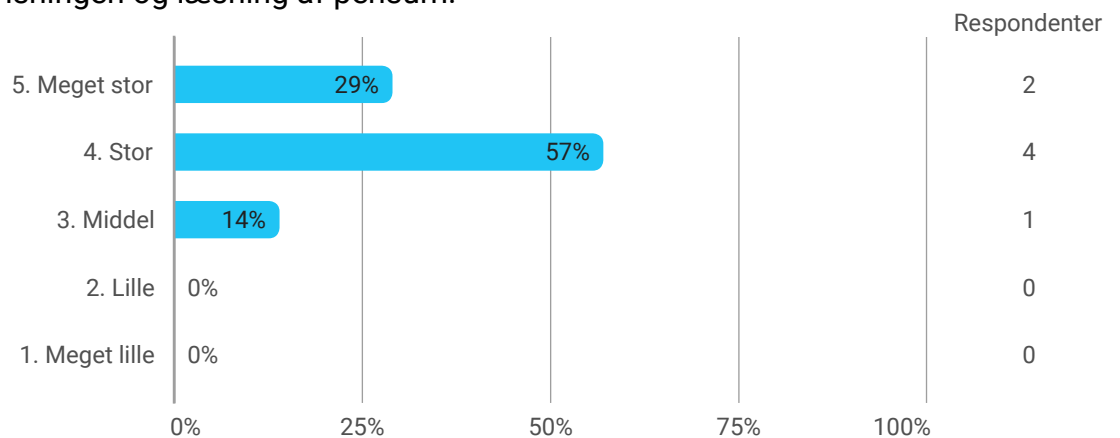
Hvordan vurderer du kurset som helhed?

- Her kan du inddrage sammenhæng mellem undervisning og læringsmål, pensum, de valgte undervisningsformer, planlægning, pædagogisk formidling, praktisk gennemførelse og eksamen.

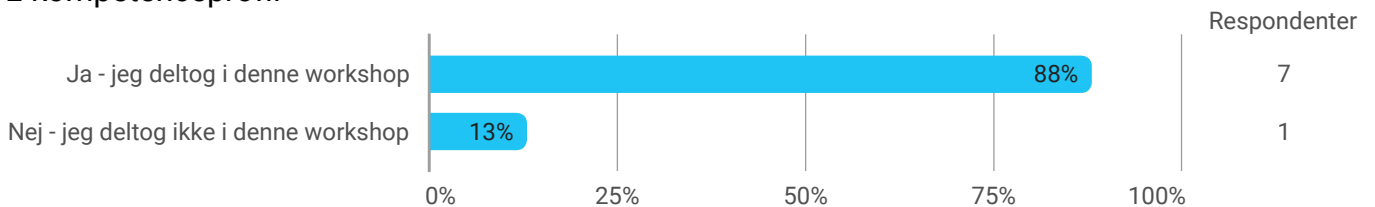


Hvordan vurderer du din egen indsats i kurset?

- Her tænkes på forberedelse, aktiv deltagelse i undervisningsforløbet, løbende forslag til forbedringer i undervisningen og læsning af pensum.

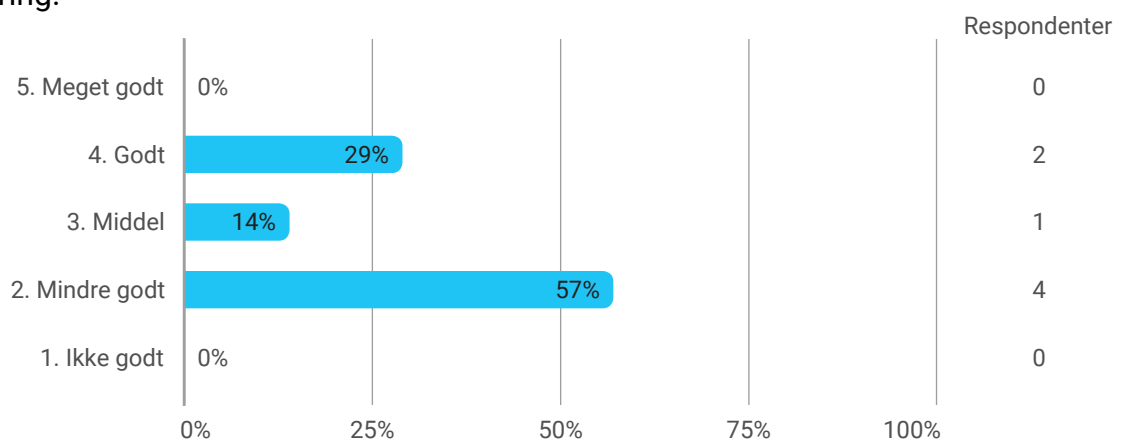


PBL-kompetenceprofil



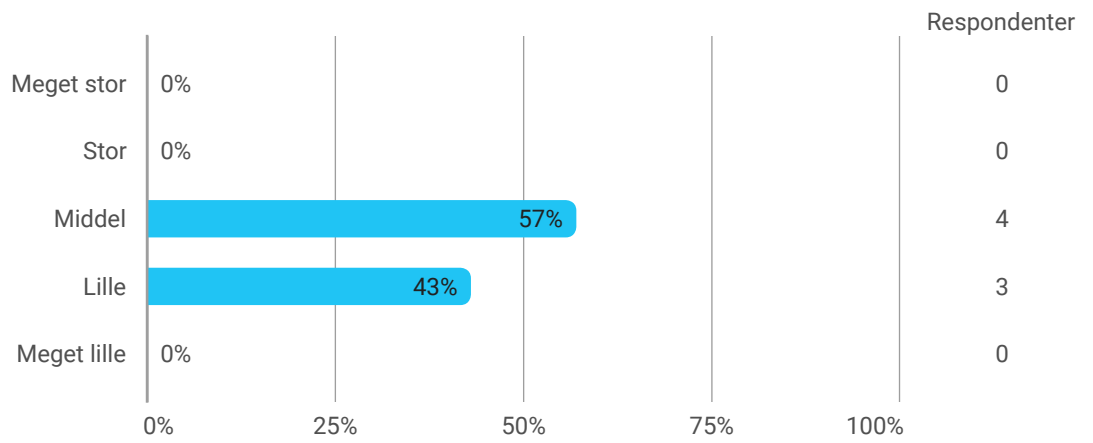
Hvordan vurderer du workshoppen som helhed?

- Du kan inkludere ting som sammenhæng mellem undervisnings- og læringsmål, pensum, programmet anvendte undervisningsformer, planlægning, pædagogisk kommunikation, praktisk udførelse og evaluering.

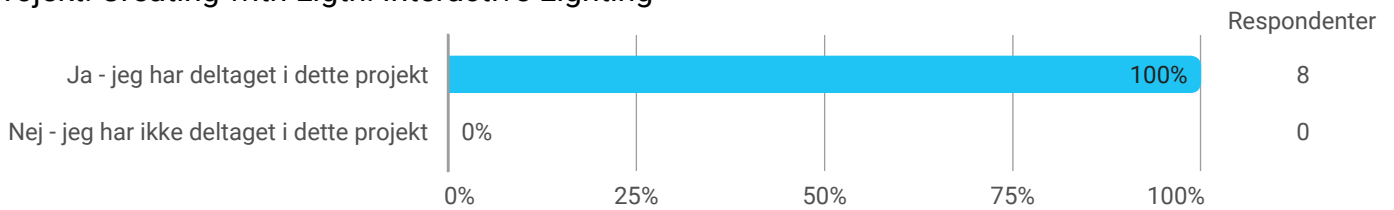


Hvordan vurderer du din egen indsats i workshoppen?

- Du kan inkludere ting som forberedelse, aktiv deltagelse i undervisningssessionerne, forslag til forbedringer af undervisningen og læsning af pensum.

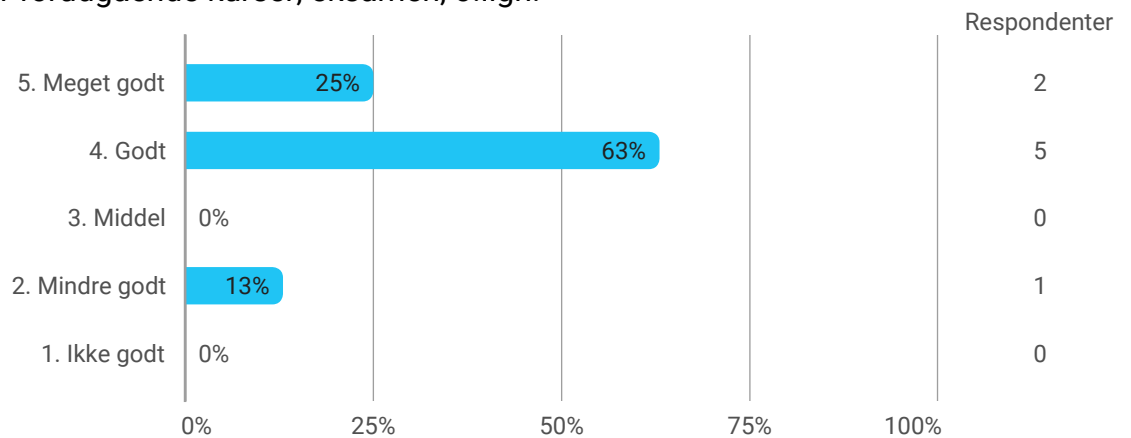


Projekt: Creating with Ligth: Interactive Lighting



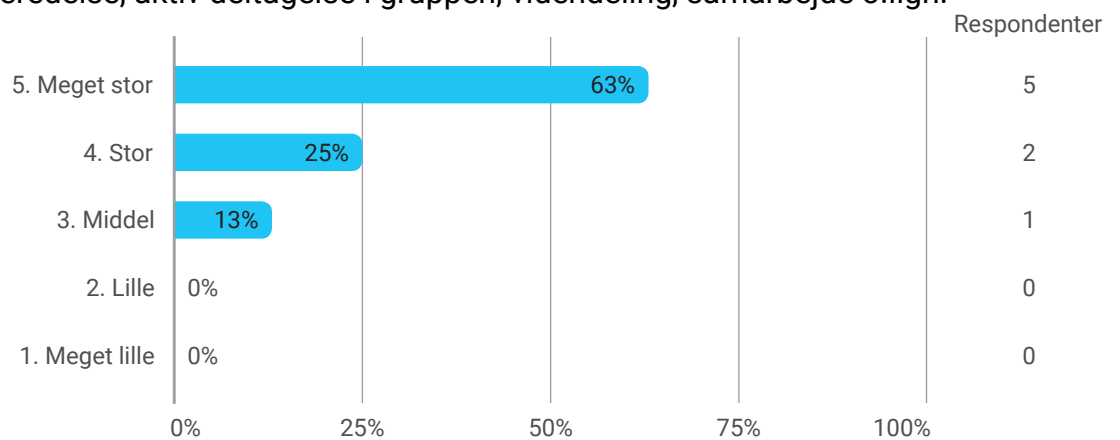
Hvordan vurderer du projektforløbet som helhed?

- Her tænkes på sammenhæng mellem indhold og læringsmål, projektemne, vejledning, sideløbende og/eller forudgående kurser, eksamen, o.lign.



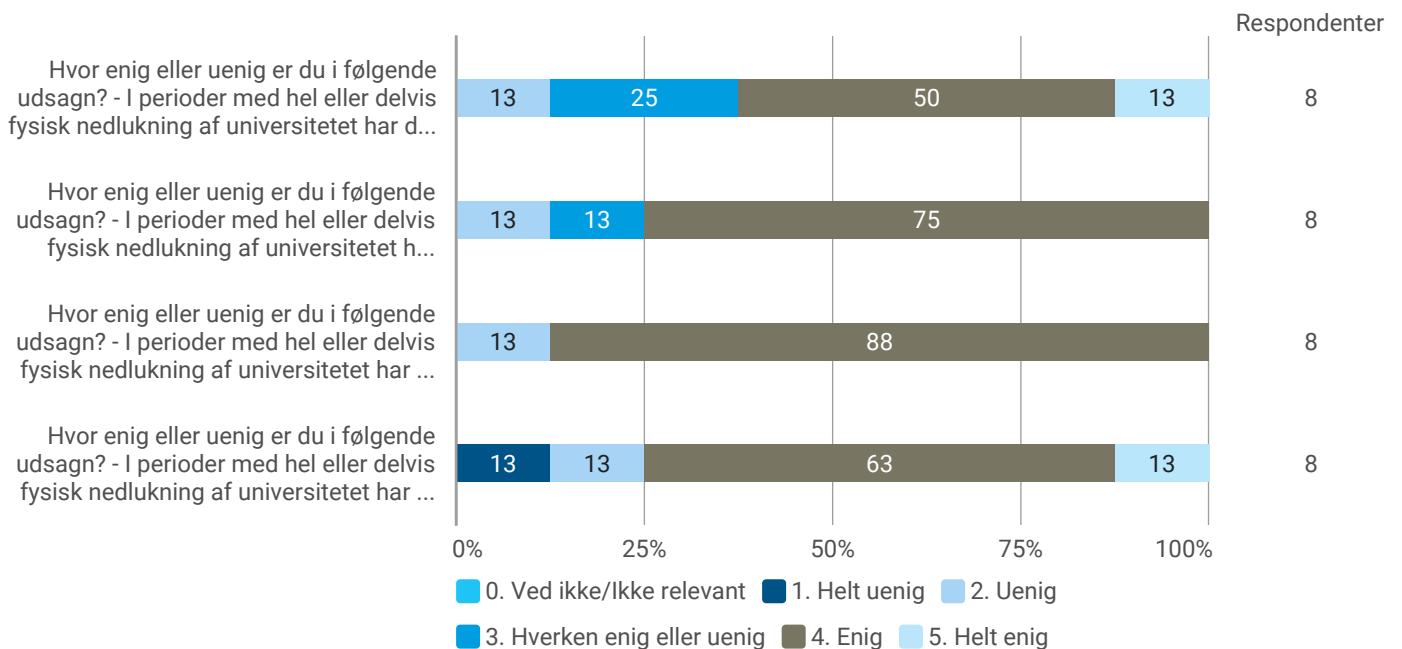
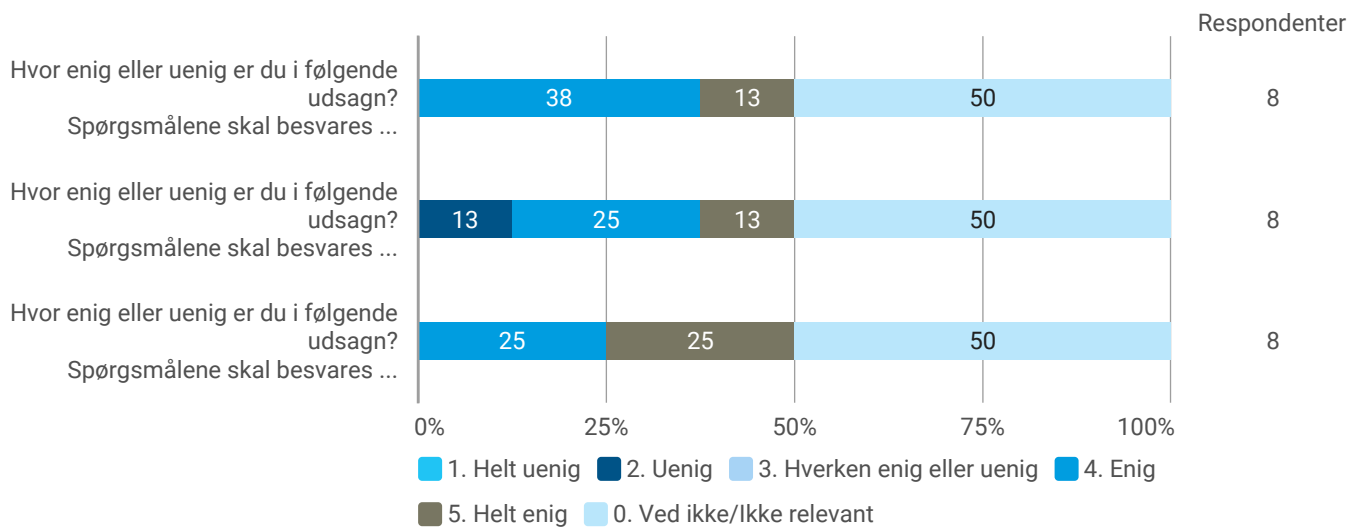
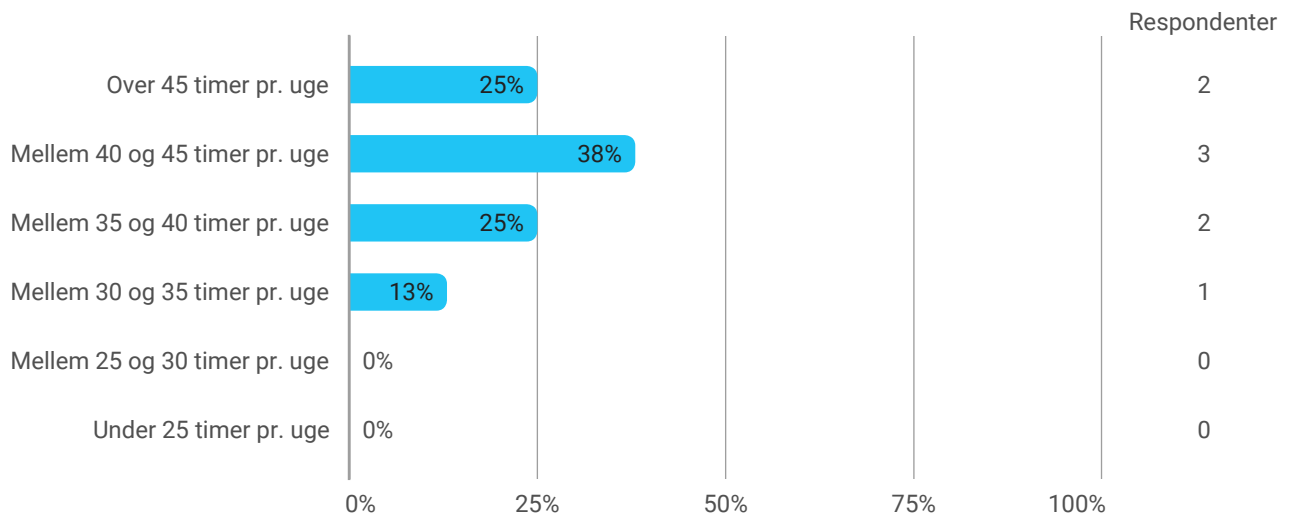
Hvordan vurderer du din egen indsats i projektforløbet?

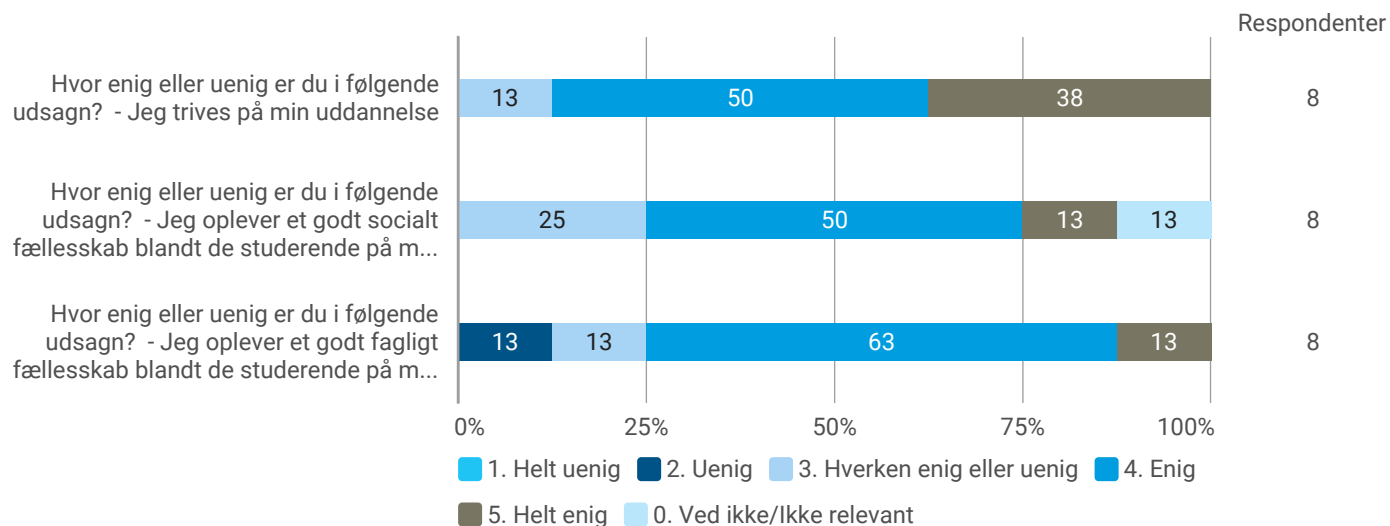
- Her tænkes på forberedelse, aktiv deltagelse i gruppen, videndeling, samarbejde o.lign.



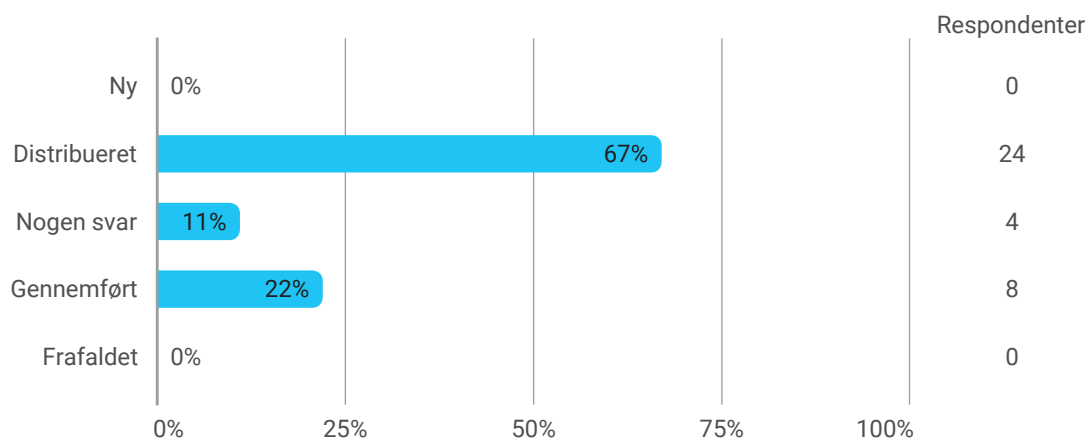
Aktivitetsniveau og motivation

Hvor mange timer pr. uge brugte du i løbet af semestret i alt på forberedelse, deltagelse i undervisning, projektskrivning mv.?





Samlet status





Study board conclusions of the semester and teaching evaluation report

Year:	2021
Campus	Copenhagen
Semester	LiD8
Coordinator:	Ellen K. Hansen
Date:	November 2021

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

In general, Covid19 impede the semester. The students were challenged by online teaching and especially due to the restrictions of Covid19, they did not get the social relations, which normally makes the students engaged, and keep them in a good spirit. Despite this the semester was evaluated positive, both the courses and the semester. The students did enjoy the lectures and the exercises. But the semester project would benefit from defining a clearer topic and purpose to support the students in getting started earlier on the project and stressing more focus on the design and communication part.

This could be strengthened by a closer collaboration between the persons in charge of the different courses and the phrasing and organisation of the semester project. Especially the Evidence Based Lighting Design course could be better integrated with the rest of the semester.

The students put an enormous effort into the difficult semester, which is also reflected in their grades.

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: 8/36 replied. The response rate is clearly too low. The coordinator of the subsequent semester needs to bring this up at semester start
- The semester was evaluated positive despite lockdown. The social relations which normally makes the students engaged and keep them in a good spirit lacked
- The courses were taught online, and here they were evaluated positive
- The semester project would benefit from defining a clearer topic and purpose to support the students in getting started earlier on the project and stressing more focus on the design and communication part
- A closer collaboration between the persons in charge of the different courses and the phrasing and organization of the semester project could strengthen this
- Especially the course Evidence Based Lighting could be better integrated with the rest of the semester
- The students put an enormous effort into the difficult semester, which also reflects in the grades
- High grades in the projects and high grades in the course Light and Context, so the hard work benefited
- We have good students that have high ambitions. Maybe focus should be on the level in the study plan