



Study board conclusions of the semester and teaching evaluation report

Year:	2024
Campus	Copenhagen
Semester	SSD8
Coordinator:	Luca Simeone
Date:	October 9 th , 2024

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 was generally well-received by students, who appreciated the structure and content of the courses. The integration of workshops and hands-on learning allowed students to engage with the material in a practical and meaningful way. The semester project, particularly the collaboration with external companies like IKEA, was highly valued, and supervision was considered productive across groups. Students noted that the courses were well-coordinated and aligned with the project work, which contributed to the overall relevance and coherence of their learning experience.

Areas for improvement for the next semester:

- More detailed initial guidance: Students requested clearer guidance at the beginning of workshops, particularly in courses like UPSI, to help them make informed decisions that would maximize learning.
- Clarification of external company expectations: In future collaborations with external companies, clearer communication about expectations for the mid-term and status seminars would enhance the project development process.
- More time for exercises: In courses like "Perspectives in Service Design," more time for hands-on exercises, especially in sessions like Theory of Change, would help deepen students' understanding.
- Written exams: Students asked whether at least one of the written exams this semester can be a group assignment.
- Improved technical and physical resources: Students mentioned the need for larger screens, extension cords, coat hangers, and the ability to control lighting during presentations. More resources would enhance the learning environment.
- Thesis preparation: An introductory session on preparing for the thesis would help students better understand the next steps in their academic journey.
- Social and career events: Organizing social events, like the Create dinners, earlier in the semester and aligning career fairs with the academic schedule would improve student engagement with these extracurricular activities. Additionally, students requested a focus on NGOs and sustainability-related companies for career opportunities.

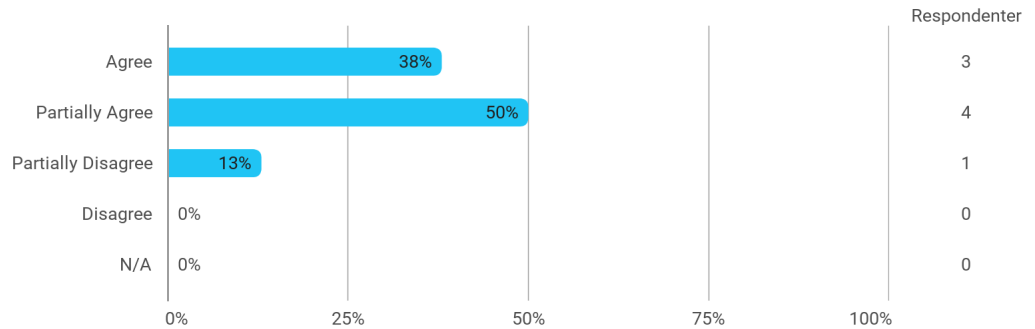


Conclusion of the study board

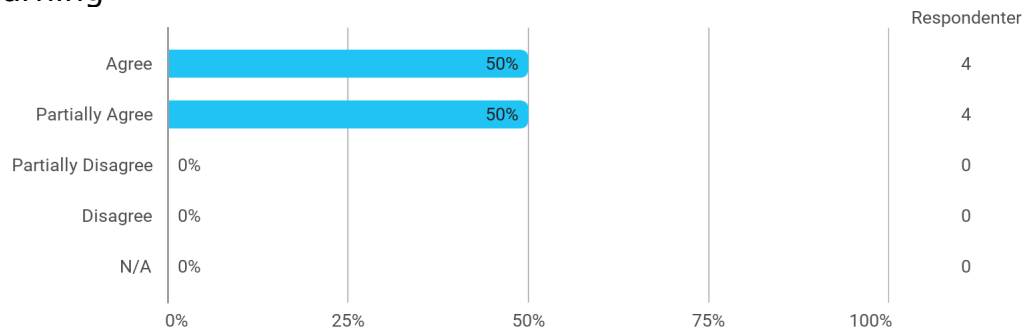
The Study Board (MSN) has processed the semester evaluation report and offers the following observations/conclusions:

- Response rate is 7/31 (23%).
- Grade distribution looks good, in the high end for some activities.
- The semester appears to have run well. There are specific comments from the semester coordinator for improvements next time.

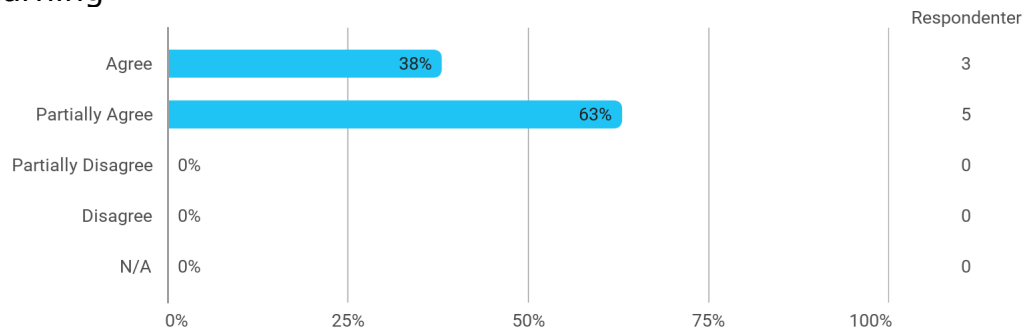
MSc02 SSD - Perspectives in Service Design - I have received the expected benefit from the module



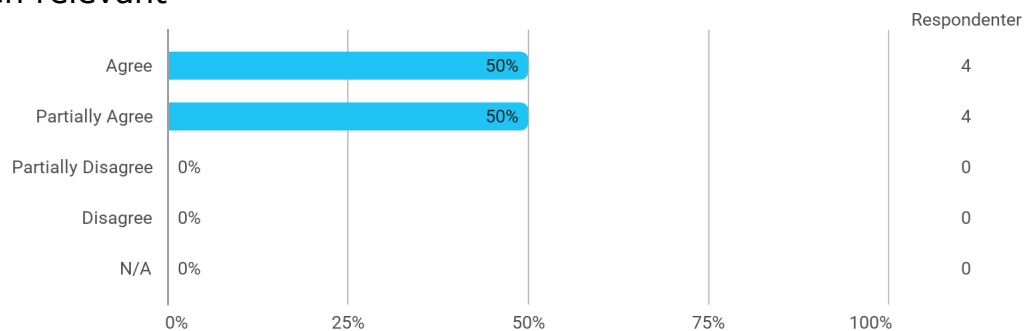
MSc02 SSD - Perspectives in Service Design - The literature used has supported my learning



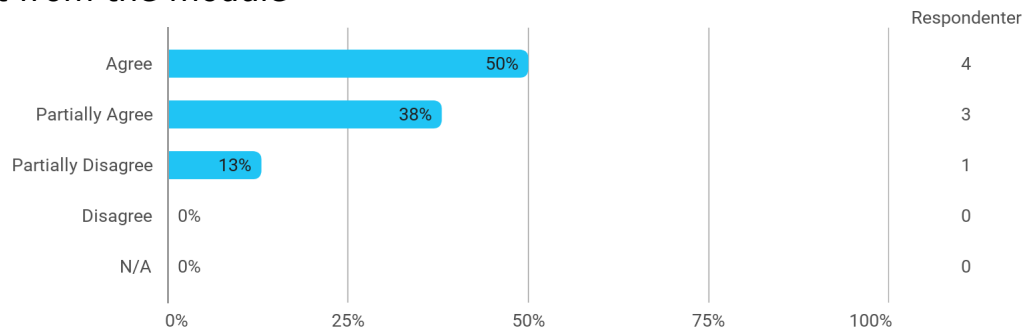
MSc02 SSD - Perspectives in Service Design - The form of teaching used has supported my learning



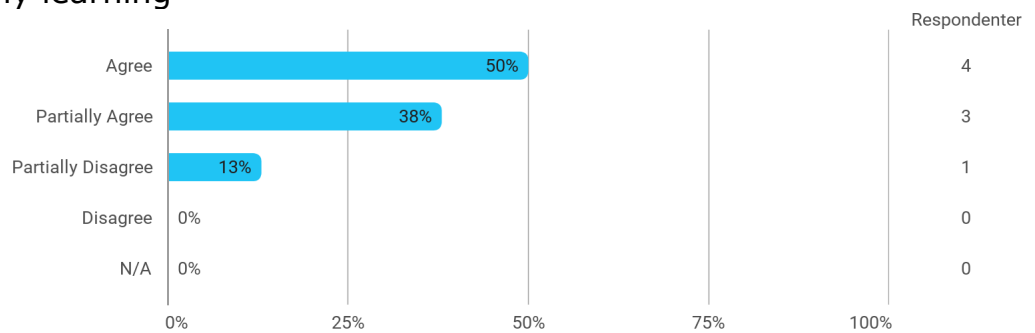
MSc02 SSD - Perspectives in Service Design - The exercises/tasks for the course have been relevant



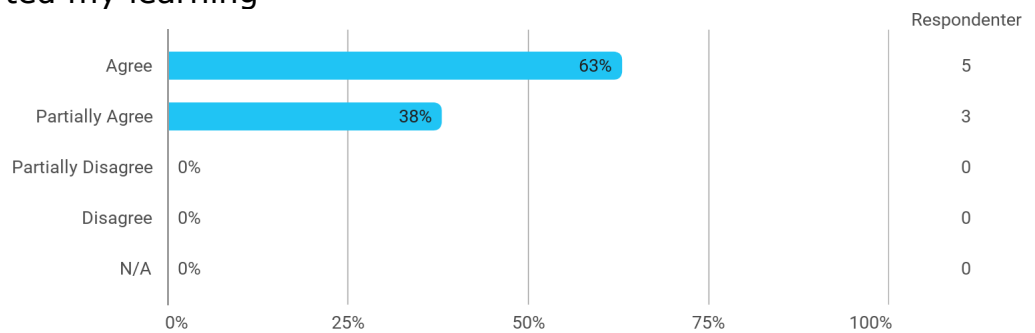
MSc02 SSD - User Participation and Social Innovation - I have received the expected benefit from the module



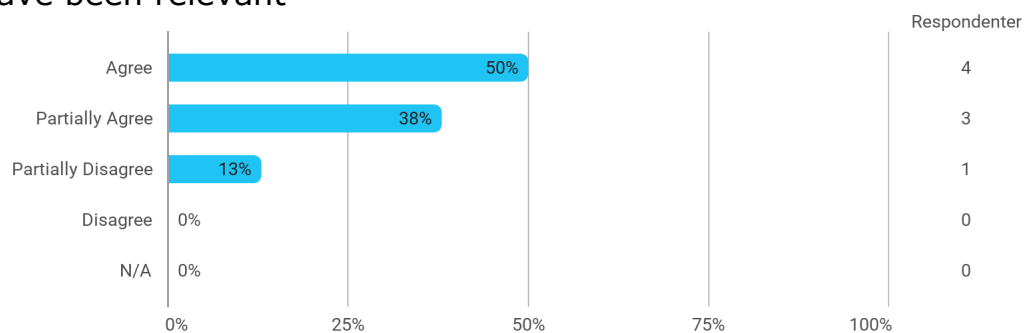
MSc02 SSD - User Participation and Social Innovation - The literature used has supported my learning



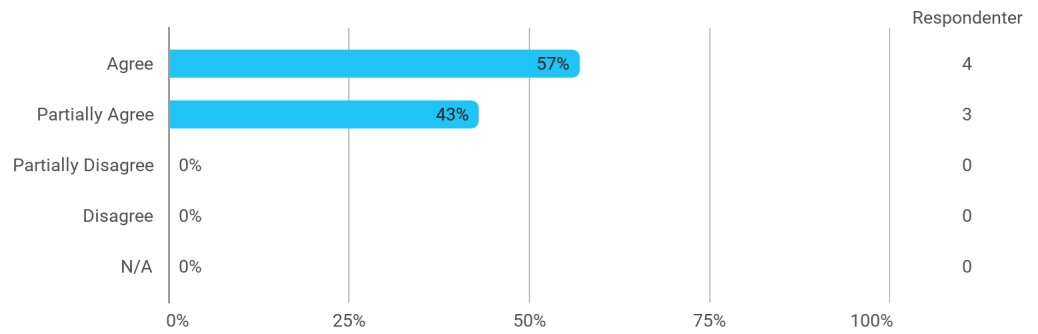
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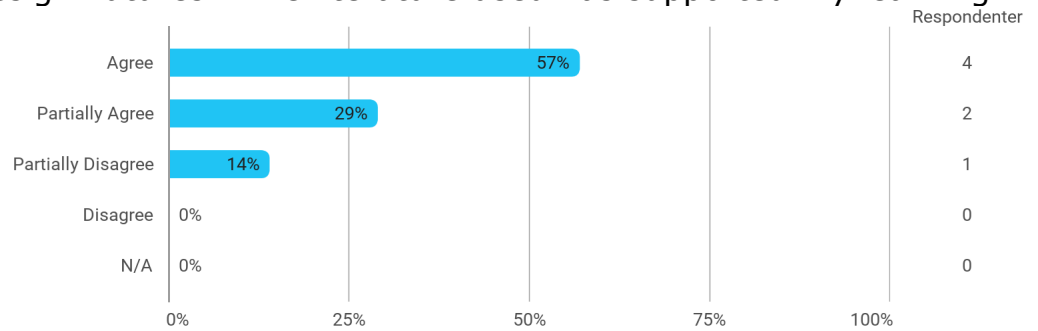
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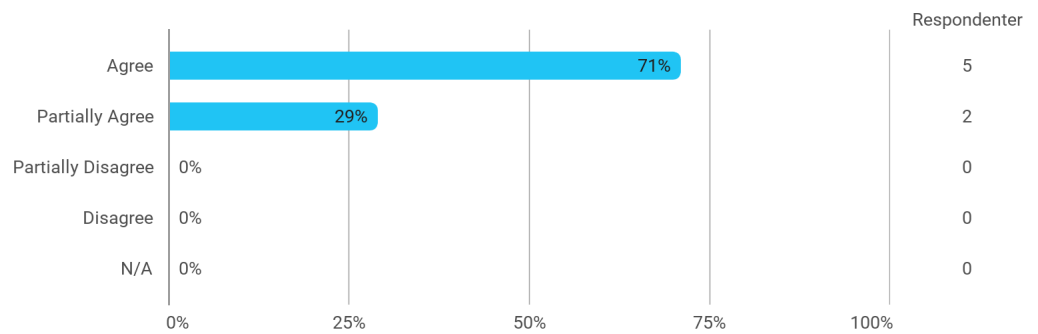
MSc02 SSD - Design Futures - I have received the expected benefit from the module



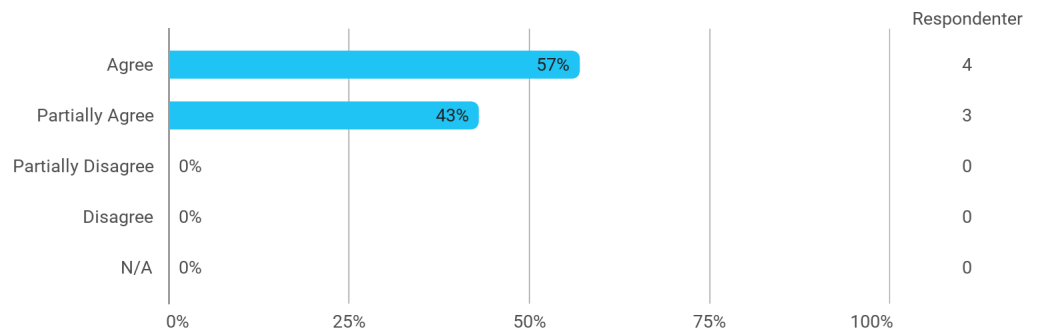
MSc02 SSD - Design Futures - The literature used has supported my learning



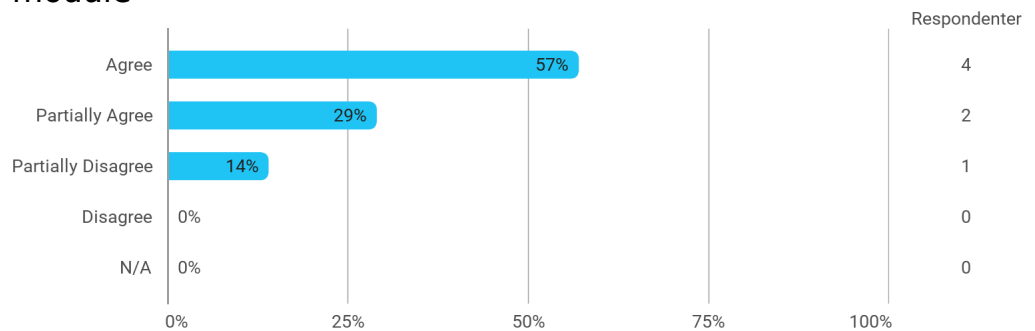
MSc02 SSD - Design Futures - The form of teaching used has supported my learning



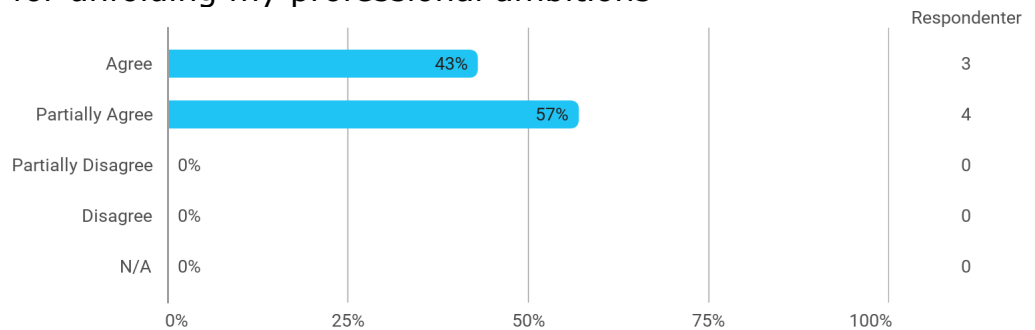
MSc02 SSD - Design Futures - The exercises/tasks for the course have been relevant



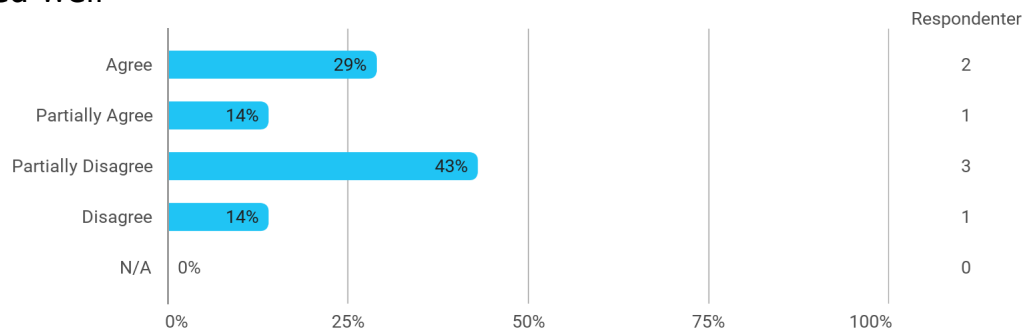
MSc02 SSD (project) - Services as Systems - I have received the expected benefit from the module



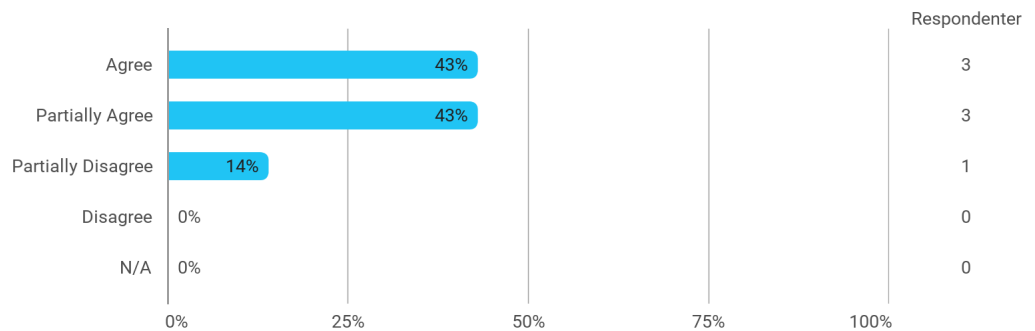
MSc02 SSD (project) - Services as Systems - The chosen problem has been a good foundation for unfolding my professional ambitions



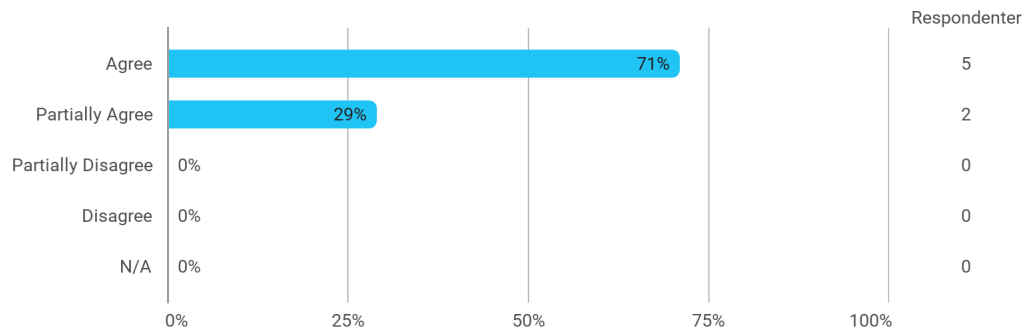
MSc02 SSD (project) - Services as Systems - The cooperation in the project group has worked well



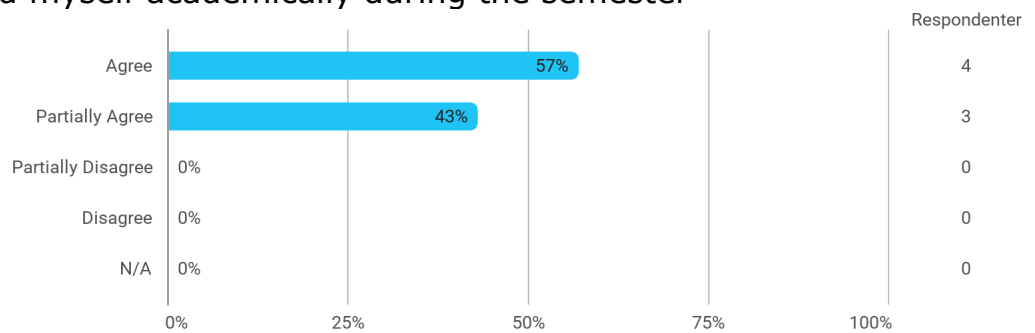
MSc02 SSD (project) - Services as Systems - The courses have supported the project work



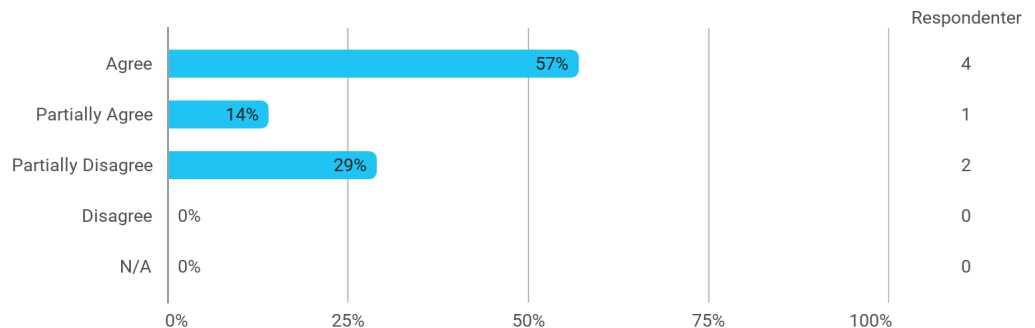
MSc02 SSD (project) - Services as Systems - I received the expected supervision



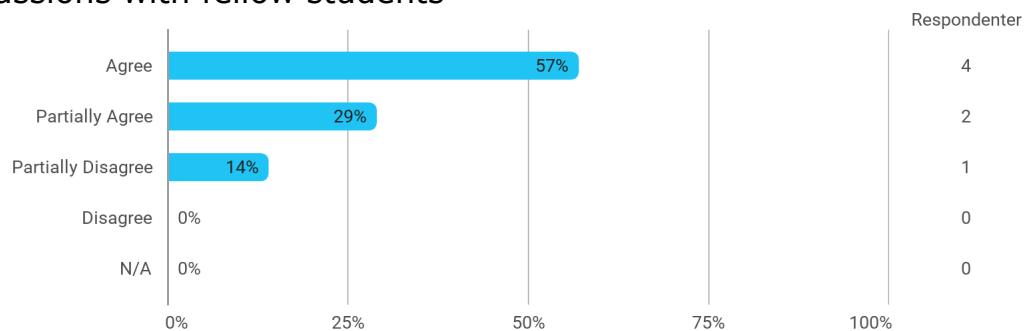
I have developed myself academically during the semester



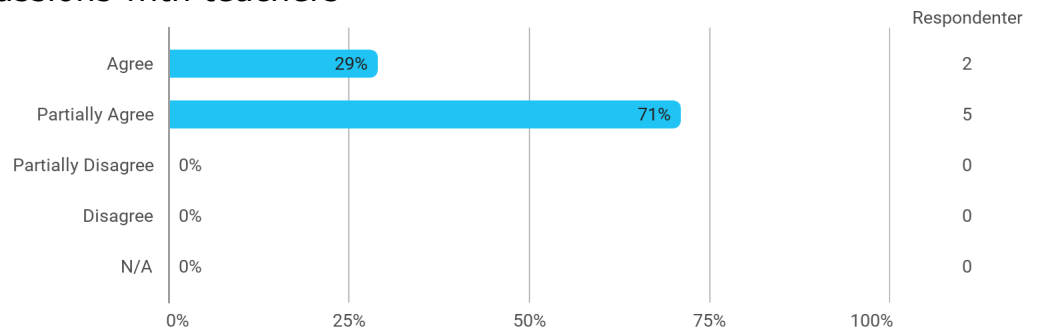
The following activities have developed me academically during the semester:
- Project work



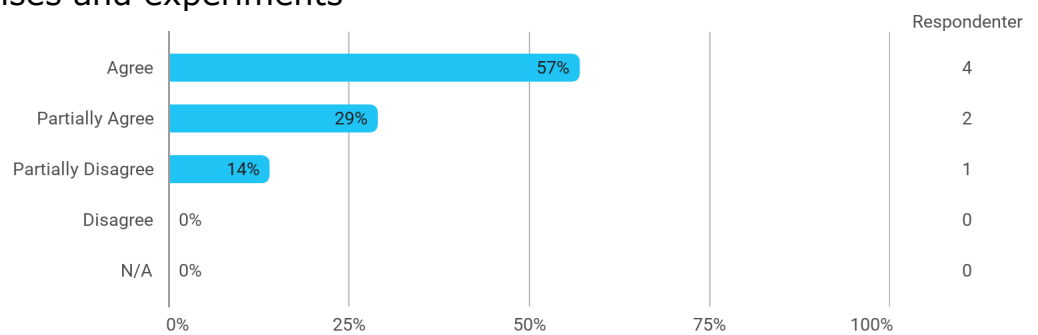
The following activities have developed me academically during the semester:
- Academic discussions with fellow students



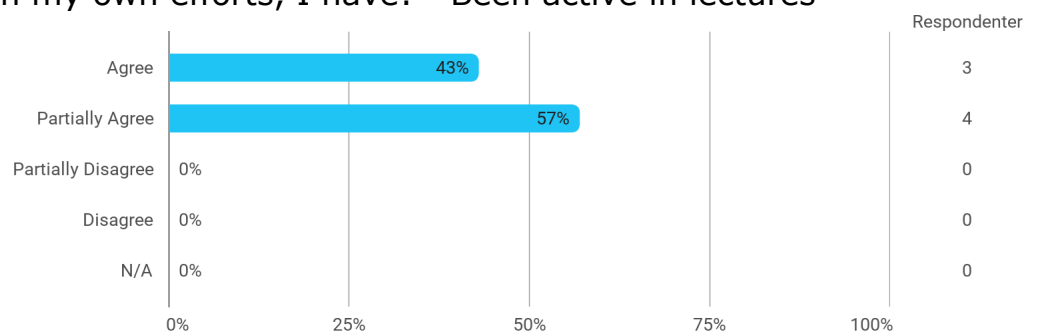
The following activities have developed me academically during the semester:
 - Academic discussions with teachers



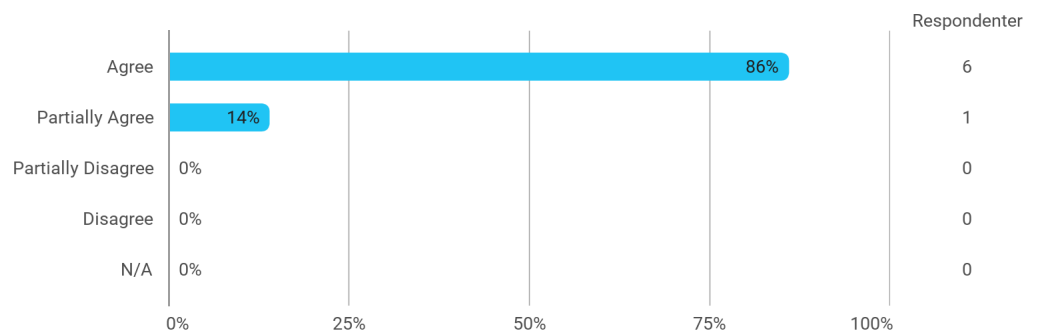
The following activities have developed me academically during the semester:
 - Practical exercises and experiments



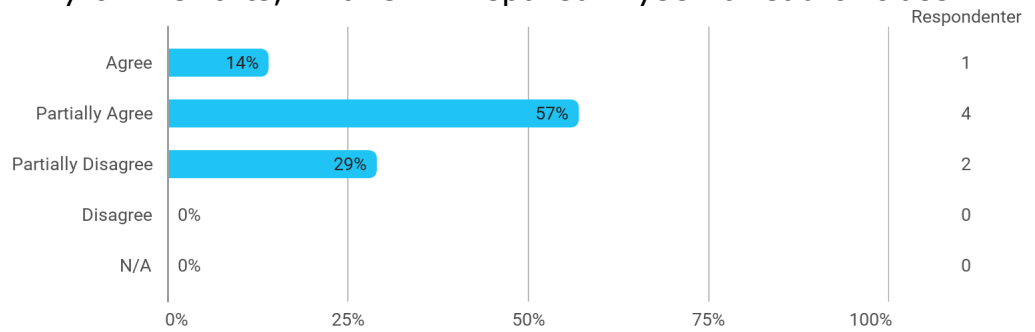
When I reflect on my own efforts, I have: - Been active in lectures



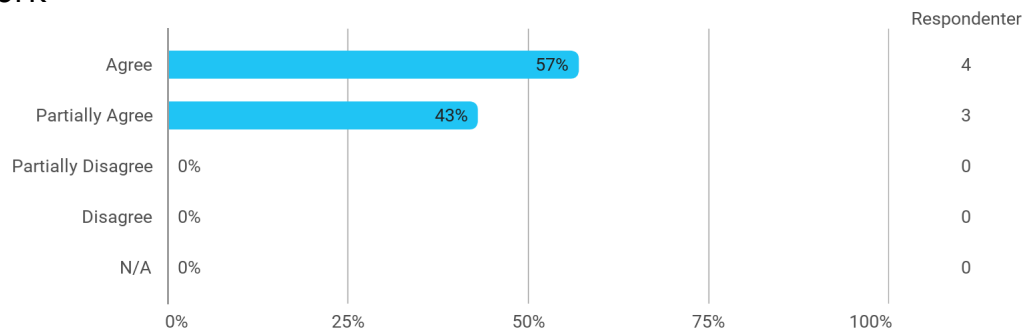
When I reflect on my own efforts, I have: - Participated actively in the project group work



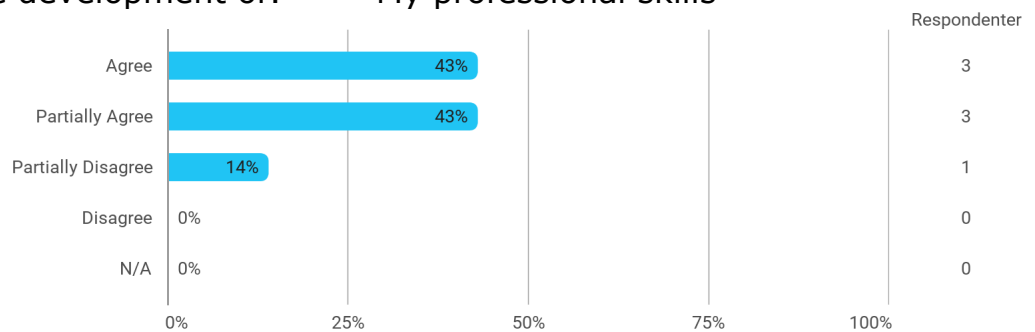
When I reflect on my own efforts, I have: - Prepared myself ahead of class



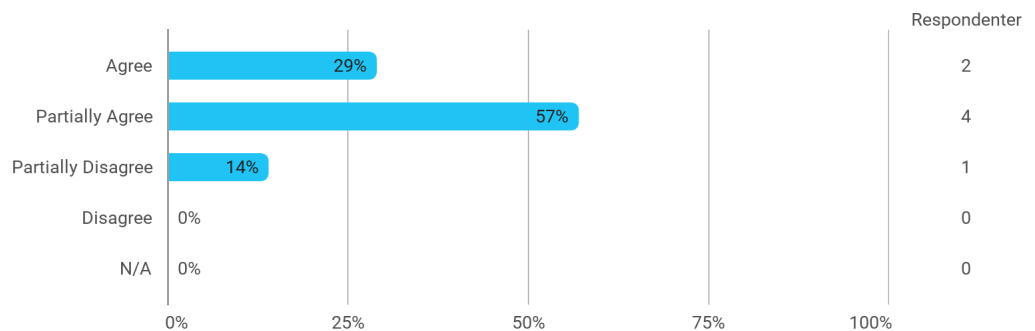
When I reflect on my own efforts, I have: - Prepared myself prior to the project group work



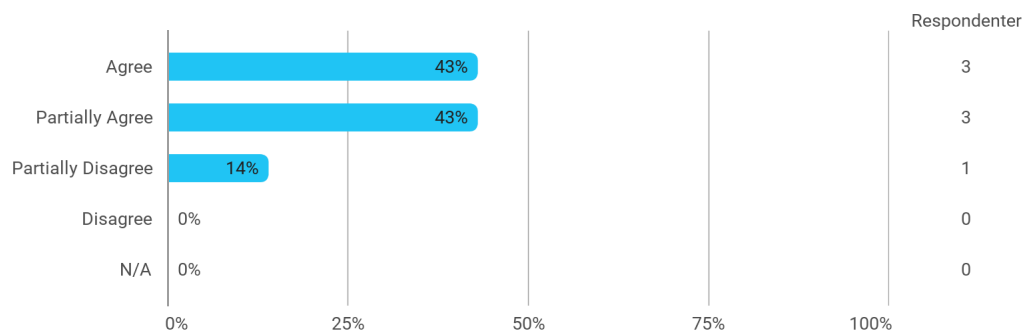
I experience the problem-based and project-oriented form of teaching as conducive to the development of: - My professional skills



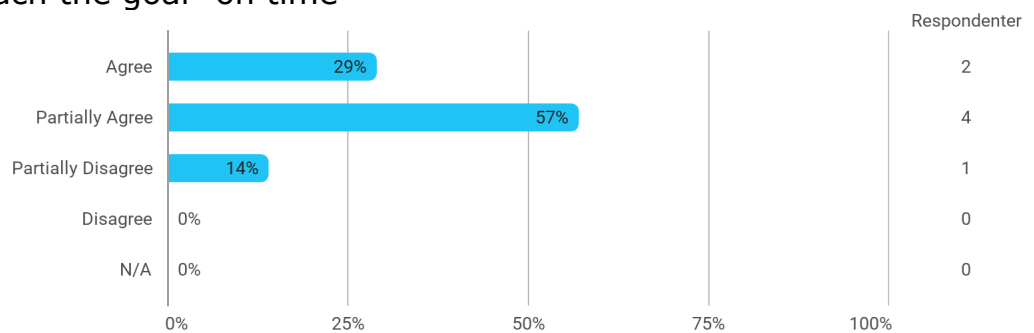
I experience the problem-based and project-oriented form of teaching as conducive to the development of: - My ability to identify and formulate problems



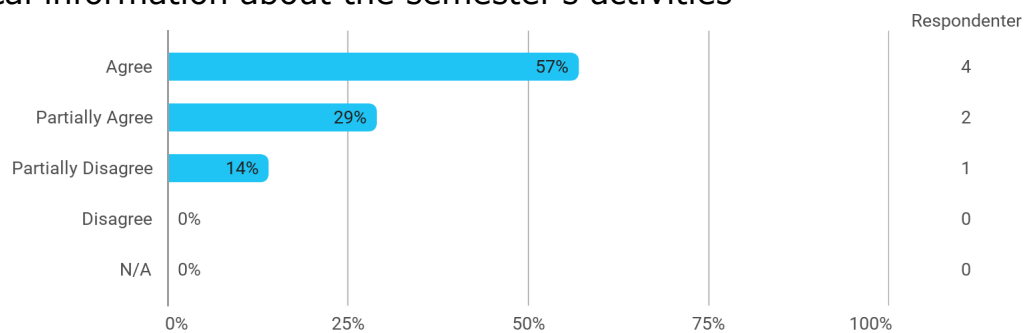
I experience the problem-based and project-oriented form of teaching as conducive to the development of: - My ability to attack and process problems



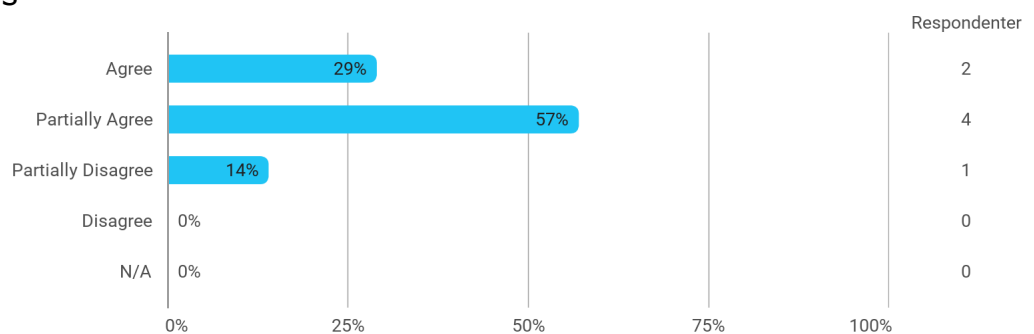
I experience the problem-based and project-oriented form of teaching as conducive to the development of: - My ability to organize a longer work process and "reach the goal" on time



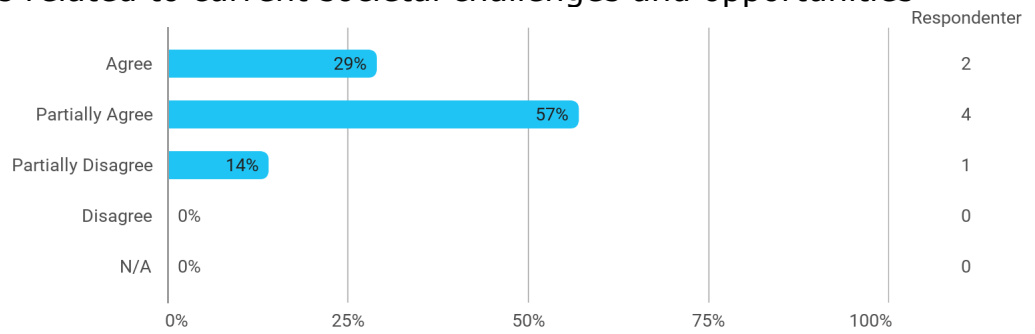
The following questions pertain to the semester as a whole: - I have received sufficient practical information about the semester's activities



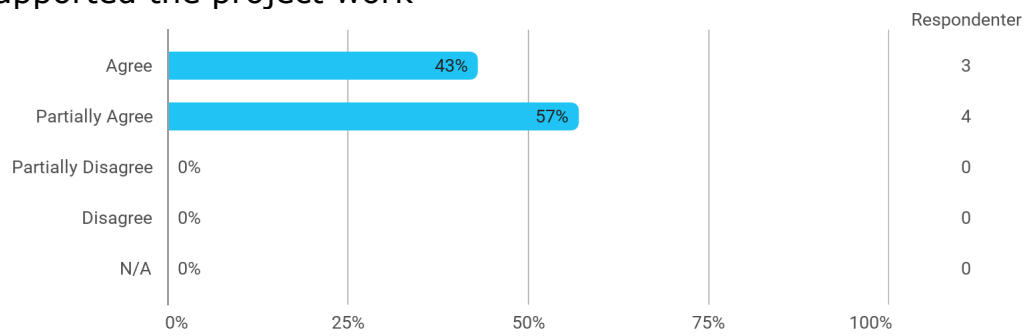
The following questions pertain to the semester as a whole: - I feel that the semester has given me the opportunity to engage in current issues relevant to external partners



The following questions pertain to the semester as a whole: - I feel that I have addressed issues related to current societal challenges and opportunities



The following questions pertain to the semester as a whole: - I feel that the modules have supported the project work



Samlet status

