



Design Project - Site, Concept and Theory LK0367, 30116.2021

15 Hp

Pace of study = 100%

Education cycle = Advanced -

Course leader = Victoria Sjöstedt

Evaluation report

Evaluation period: 2021-03-16 - 2021-04-06

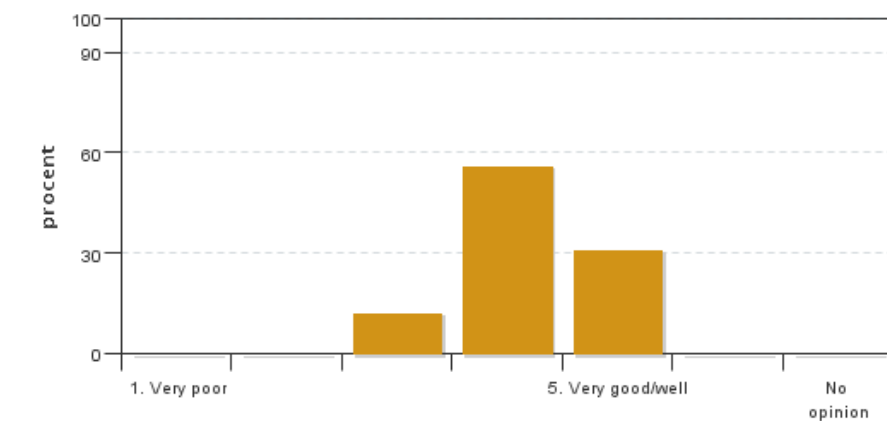
Answers 16

Number of students 24

Answer frequency 66 %

Mandatory standard questions

1. My overall impression of the course is:

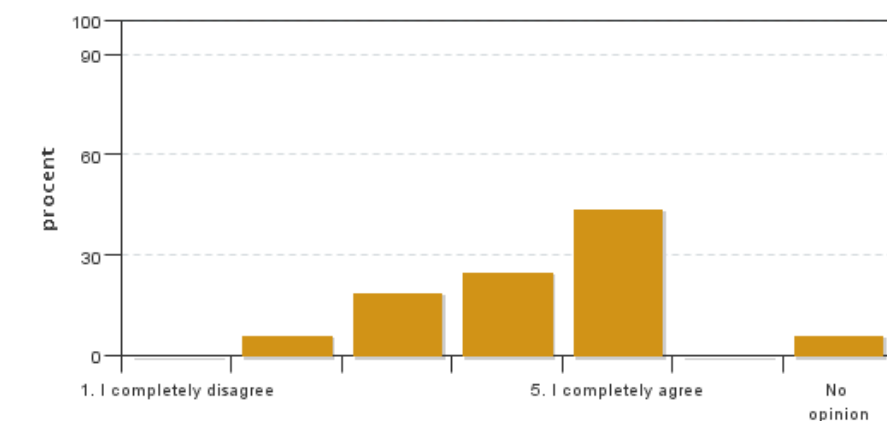


Answers: 16
Medel: 4,2
Median: 4

1: 0
2: 0
3: 2
4: 9
5: 5

No opinion: 0

2. I found the course content to have clear links to the learning objectives of the course.

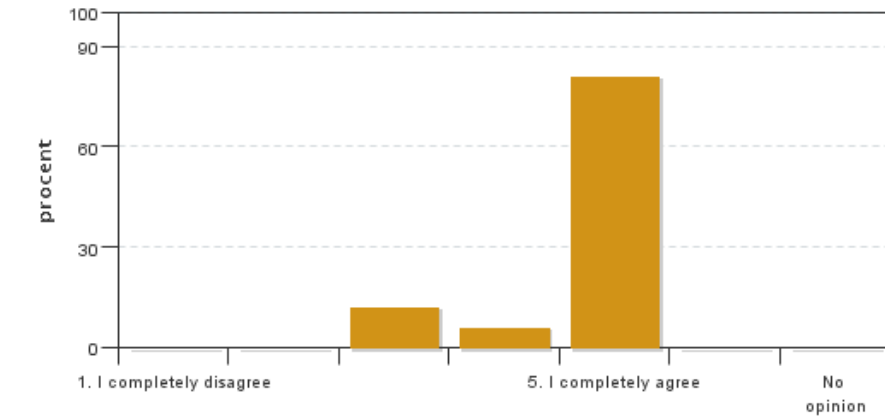


Answers: 16
Medel: 4,1
Median: 4

1: 0
2: 1
3: 3
4: 4
5: 7

No opinion: 1

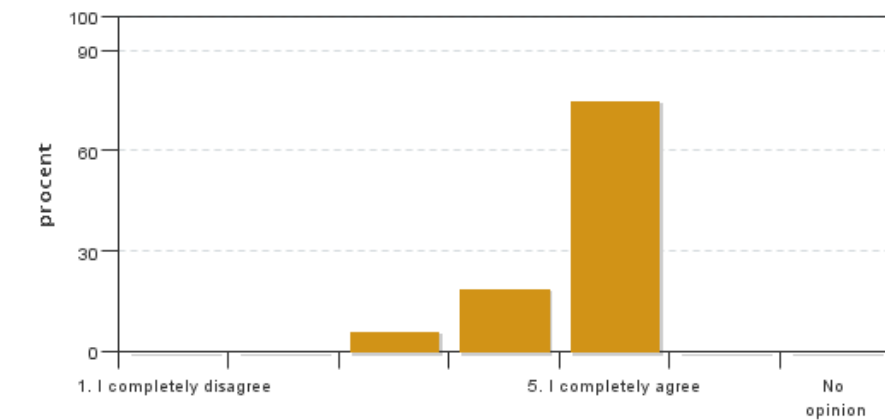
3. My prior knowledge was sufficient for me to benefit from the course.



Answers: 16
 Medel: 4,7
 Median: 5

1: 0
 2: 0
 3: 2
 4: 1
 5: 13
 No opinion: 0

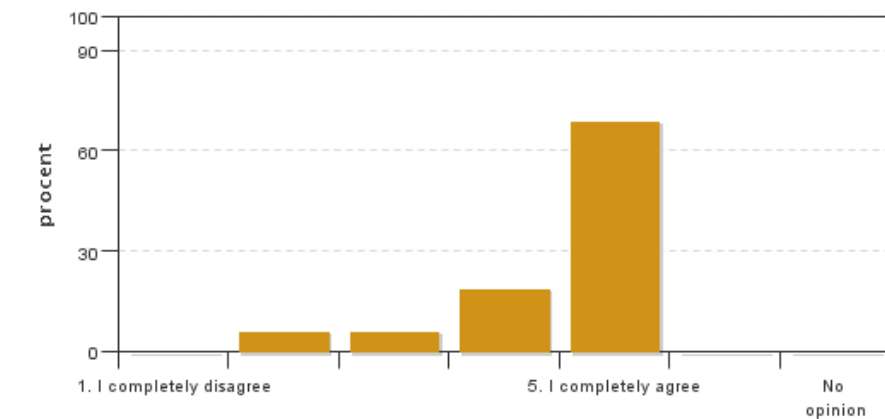
4. The information about the course was easily accessible.



Answers: 16
 Medel: 4,7
 Median: 5

1: 0
 2: 0
 3: 1
 4: 3
 5: 12
 No opinion: 0

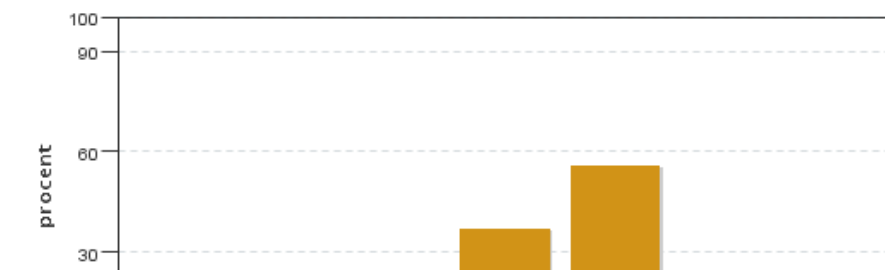
5. The various course components (lectures, course literature, exercises etc.) have supported my learning.



Answers: 16
 Medel: 4,5
 Median: 5

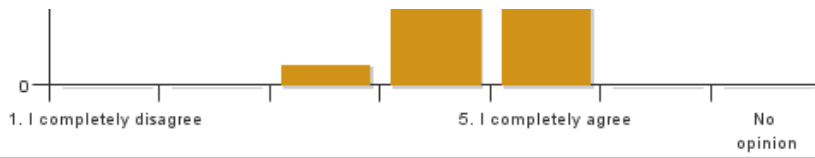
1: 0
 2: 1
 3: 1
 4: 3
 5: 11
 No opinion: 0

6. The social learning environment has been inclusive, respecting differences of opinion.



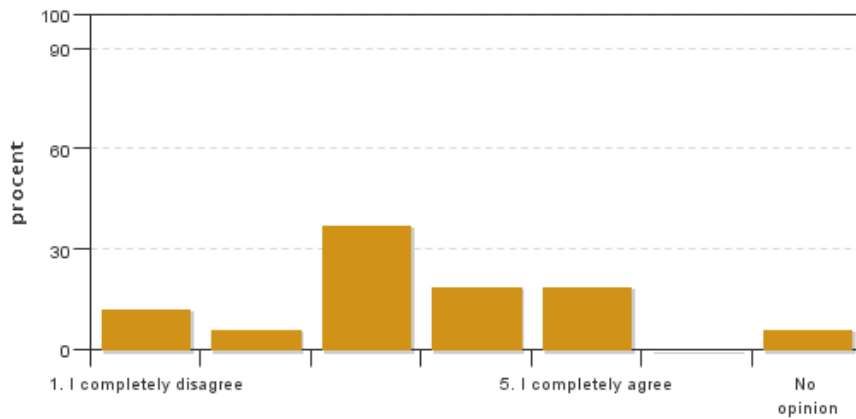
Answers: 16
 Medel: 4,5
 Median: 5

1: 0
 2: 0
 3: 1
 4: 6
 5: 9



No opinion: 0

7. The physical learning environment (facilities, equipment etc.) has been satisfactory.



Answers: 16

Medel: 3,3

Median: 3

1: 2

2: 1

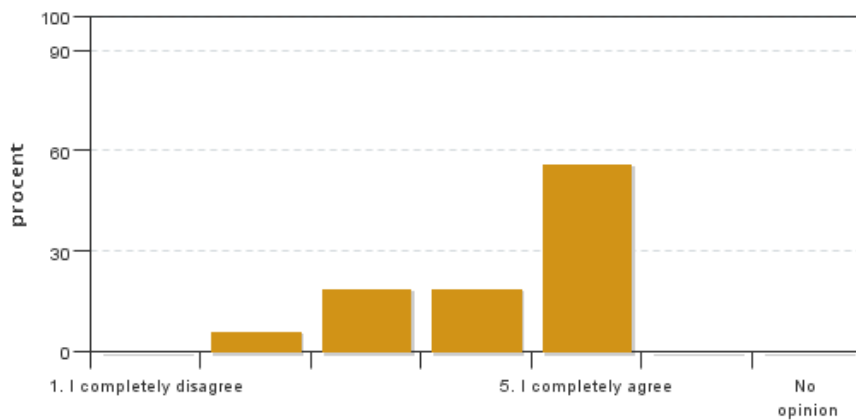
3: 6

4: 3

5: 3

No opinion: 1

8. The examination(s) provided opportunity to demonstrate what I had learnt during the course (see the learning objectives).



Answers: 16

Medel: 4,3

Median: 5

1: 0

2: 1

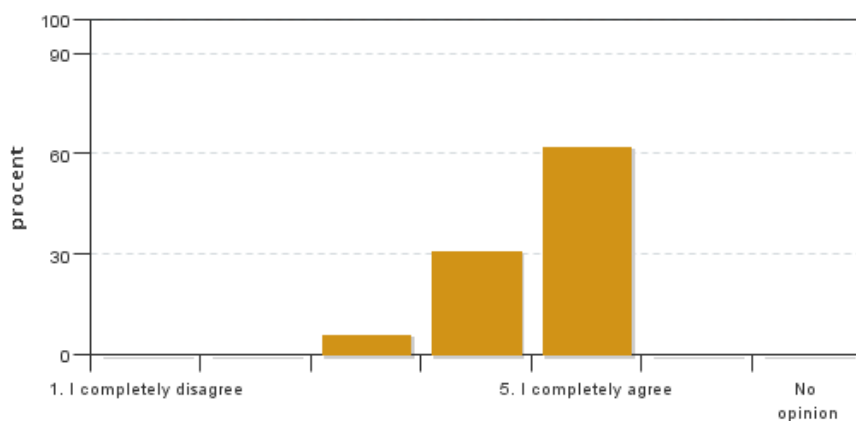
3: 3

4: 3

5: 9

No opinion: 0

9. The course covered the sustainable development aspect (environmental, social and/or financial sustainability).



Answers: 16

Medel: 4,6

Median: 5

1: 0

2: 0

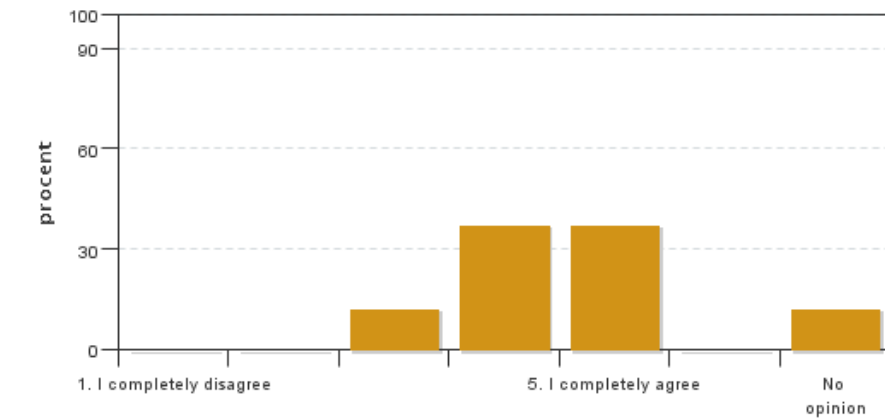
3: 1

4: 5

5: 10

No opinion: 0

10. I believe the course has included a gender and equality aspect, regarding content as well as teaching practices (e.g. perspective on the subject, reading list, allocation of speaking time and the use of master suppression techniques).

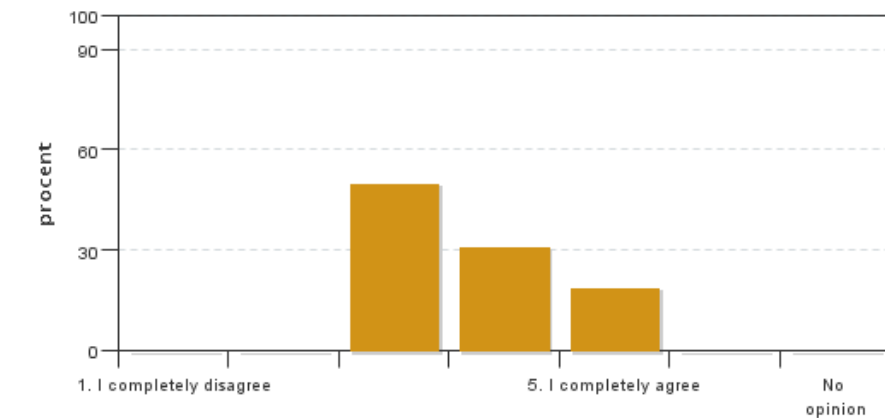


Answers: 16
 Medel: 4,3
 Median: 4

1: 0
 2: 0
 3: 2
 4: 6
 5: 6

No opinion: 2

11. The course covered international perspectives.

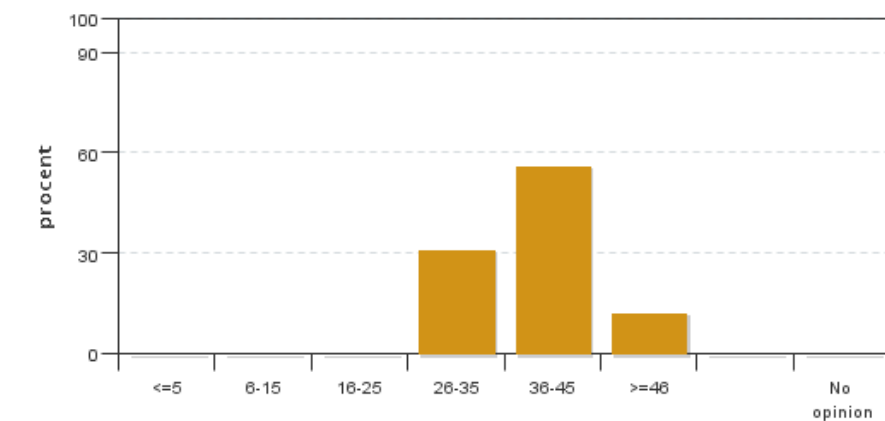


Answers: 16
 Medel: 3,7
 Median: 3

1: 0
 2: 0
 3: 8
 4: 5
 5: 3

No opinion: 0

12. On average, I have spent ... hours/week on the course (including timetabled hours).

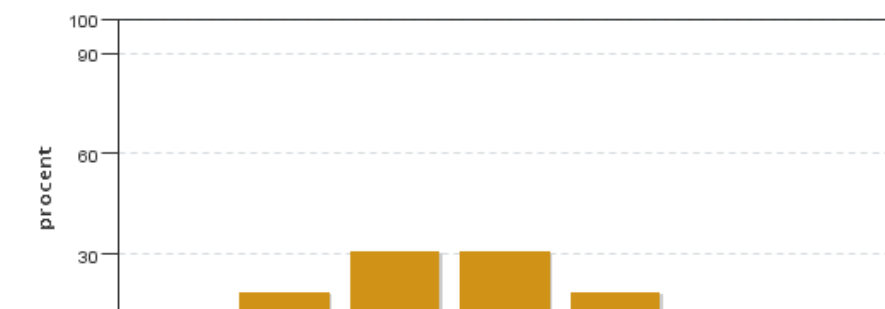


Answers: 16
 Medel: 37,6
 Median: 36-45

≤5: 0
 6-15: 0
 16-25: 0
 26-35: 5
 36-45: 9
 ≥46: 2

No opinion: 0

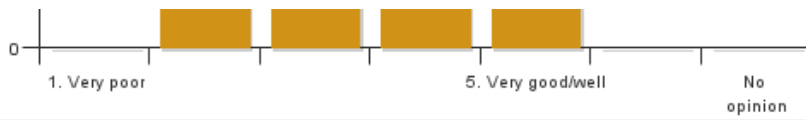
13. What is your overall experience of participating in all or part of your course online?



Answers: 16
 Medel: 3,5
 Median: 3

1: 0
 2: 3
 3: 5
 4: 5
 5: 3

No opinion: 0



14. Please share what worked well when participating in teaching on distance

15. Please share what worked less well when participating in teaching on distance

Additional own questions

16. How did you experience the course structure?

16. How did you experience the assignments?

16. To what extent did you find the three studios helpful for developing your design project?

16. List some main things in the course you: appreciated and find important to keep; would prefer to change; would prefer to remove.

Course leaders comments

For next year's Site, Concept and Theory course, in order to clarify and focus the course content, we'll concentrate on fewer assignments; give more time to the design project assignment; train hands-on design skills to a larger extent; modify the essay assignment to more clearly support the design project. With this orientation we seek to more strongly support the students to trust their creative ability and develop their view on their professional role, and encourage the students to think new.

Student representatives comments

Students Thought on Design Project - Site, Concept and Theory

LK0367

Over all the students thought that the course was well structured and that the themes and methods were inspiring. One student commented that the workload was unevenly distributed. One students found the content of the course too incoherent. The students thought that the information was easily accessible and thought that the placement of the weekly schedule on canvas was really good.

Various students has commented that the course components were good but that the amount of stress stoped them from really getting in to it and to get a deeper understanding. For example the amount of literature made it impossible to read everything and therefore important information was only skimmed. Some students think that there should have been more support from the course team and said that zoom made it harder to ask for help. In regard of the learning environment the students thought that it was hard to have a studio course at home. They also thought that the IT in school, plotters especially, have been difficult to work with.

The students thought that the final examination would have been better if the critics beforehand had seen our work. They also thought that there were too many examinations in the end. Due to the fact that the presentations were on

zoom the time for presentation, 5 min, was too short. It's probably a sufficient time in a classroom but not digital. The students also liked the idea-book.

Regarding sustainable development the students thought that the course mainly covered biological sustainability and were lacking social and financial.

The students spent around 36-45 hours a week on the course but also commented that they spent more than that on the last few weeks of the course. One student said that they probably spent more time because it was home studies and a lot of time could have been reduced in the meeting of other people.

The over all feeling of the course being online is that its hard to be creative on your own in your own home. One student also thought that the course could have been more adjusted to a digital form and not talk so much about previous years and what we missed out on but more use the digital form as a advantage for examples inviting lecturers from other parts of the world.

The students thought this worked well when teaching on distance; lectures, seminars, wrap-ups, workshops.

The students thought this worked less well when teaching on distance; studiowork, contacts with other students, group work, presentations (not enough time).

Some students thought the course structure where a little bit chaotic, with a lot of assignments at the same time and a lack of continuity between the themes. Some students thought that the literature seminar should change day and not be on a Monday since it made them work on the weekends. They also stated again that the work load was unevenly distributed.

Regarding the assignments the students are divided, some thing all the assignments were good and liked that they all added something different but some thought that it wasn't coherent enough and that it made them really stressed. But overall they liked the new and different methods, like site meditation, but that they could have a stronger connection to the final project.

The things the student thought that should be kept in the course was; meditation, watercolor, Cris Baines, course team, helpfulness of the teachers, essay

The things the student thought that should be adjusted in the course was; remove essay, longer time for final project, the "presenting the lecturer", too many ongoing things at the same time, having a student opponent on the final crit, seminars on another day.