



Study board conclusions of the semester and teaching evaluation report

Year: 2024
Campus: Copenhagen
Semester: LID8
Coordinator: Mette Hvass
Date: October 9th, 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



Five to six students answered the evaluation questions, and the answers are mainly to the positive side, mostly agree/ partially agree. There are though some challenges that we will work with during the next semester listed below.

Courses: The students mention that they have difficulties in understanding the structure of the courses and the reason why they need to learn about different topics they mention. In the lighting design team, we are working on getting a better connection between the issues thought on the courses and the semester project – and how the students can use the tools and skill they are thought, in practice.

Pin-ups: The students complain about the structure and the amount of time for discussions at the pinups. We have gone from 15 – 26 students and now 30 (LiD7 2024), and we need to adjust the pin-ups according to this for the upcoming semester.

Exams: At the LiD8 exam we experienced that there were discussions at the exam that the students were not prepared for. A which from the censor for more a more architectural and less academic result. We are in the process of adjusting the lighting design education, so we balance the teaching, the assignments and the feedback between the academic knowledge and the more practice related lighting design skills. In order to prevent this from happening again. Furthermore, we need to be very precise on preparing the censors for what the learning objectives are and which assignment the students have been working with.

Study rooms: Many students complain about their group room. It was extremely load from other students in the room and students passing by. Sometimes the students could not do group work due to the noise. We have been trying hard to get a better solution with better rooms for the students but due to savings we get less square meter pr student each year. This semester we have group work and lectures in the same room, so the noise will be less, but the room is very small, and furniture needs to be changed when we go from lecture to group room. Everybody is working hard to solve these problems with getting less and less space for the students, but it is challenging for the coordinators, teachers and most of all for the students.

Computer/ Software: Students are wondering why they can't work with the software that they need to work with when the get a job as a lighting designer. They are mainly introduced to software, which is free, but some software is not for free and unfortunately the university cannot provide the licenses for this. For some lighting renderings/calculations the students need computers with more power than their private computers. Unfortunately, we can't help them with this on the lighting design education. This could also be skills which could get the students into jobs.

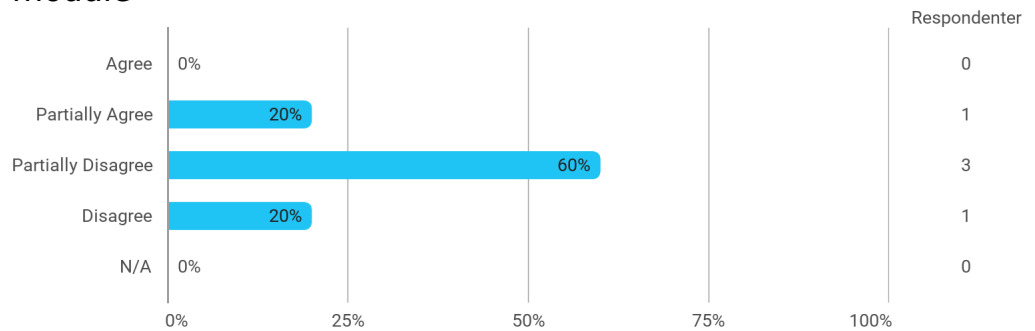
We are challenged due to the increase of students and no increase in teachers on the lighting design education. But we are working on an adjustment of the education to balance the academic and the lighting design praxis related focus through an increased focus on the semester project during the semester. Hopefully this will solve some of the problems presented by the students.

Conclusion of the study board

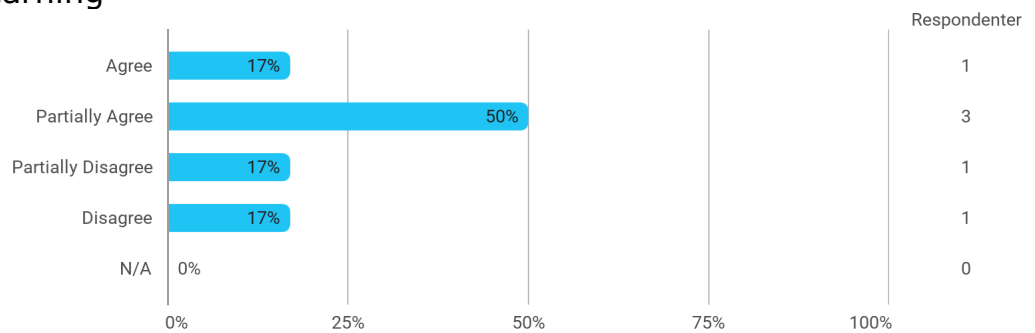
The Study Board (MSN) has processed the semester evaluation report and offers the following observations/conclusions:

- Response rate 5 out of 26 (19%).
- Grade distribution looks fine, although high grades in two subjects (Light and Context and Intelligent Lighting Design).
- Good observations from coordinator concerning changes for next semester.

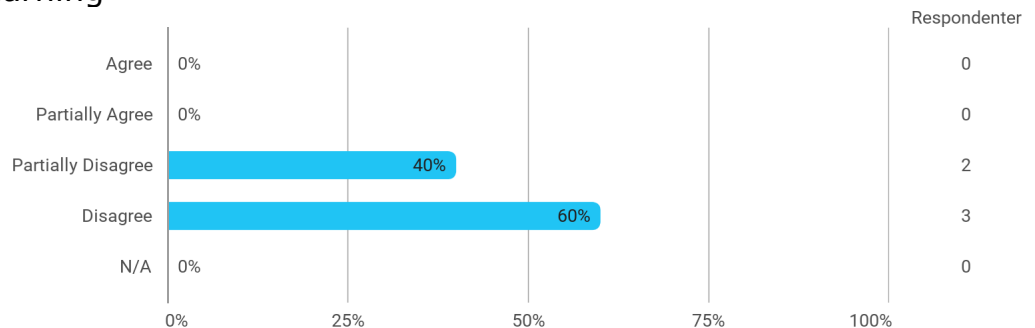
MSc02 LID - Evidence-based Lighting Design - I have received the expected benefit from the module



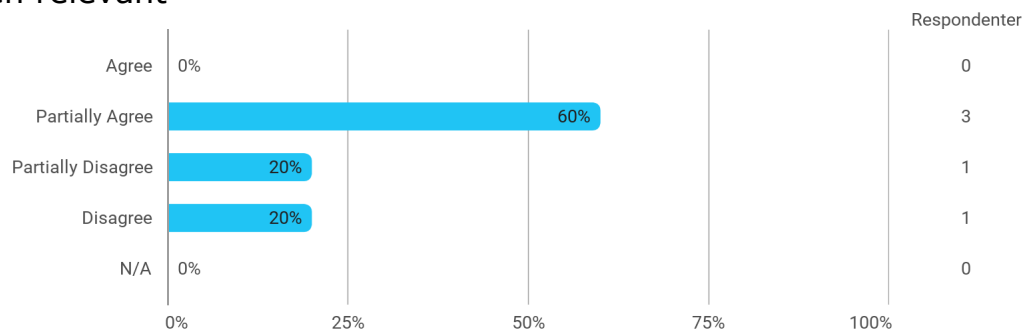
MSc02 LID - Evidence-based Lighting Design - The literature used has supported my learning



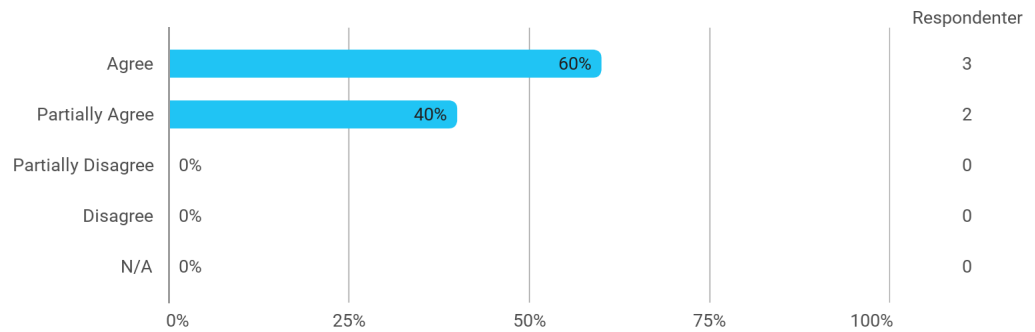
MSc02 LID - Evidence-based Lighting Design - The form of teaching used has supported my learning



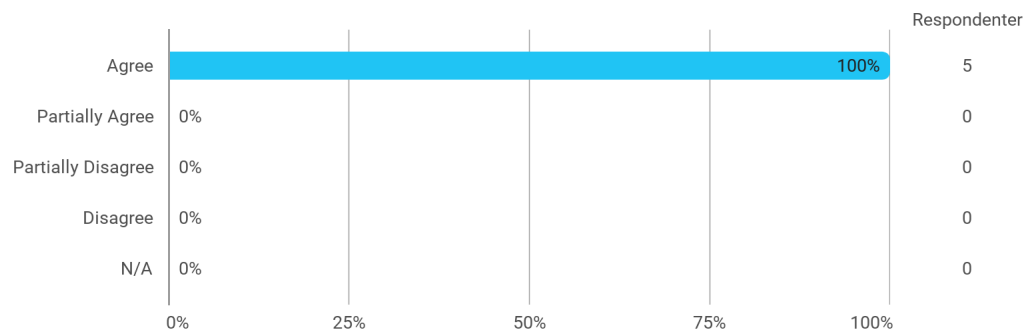
MSc02 LID - Evidence-based Lighting Design - The exercises/tasks for the course have been relevant



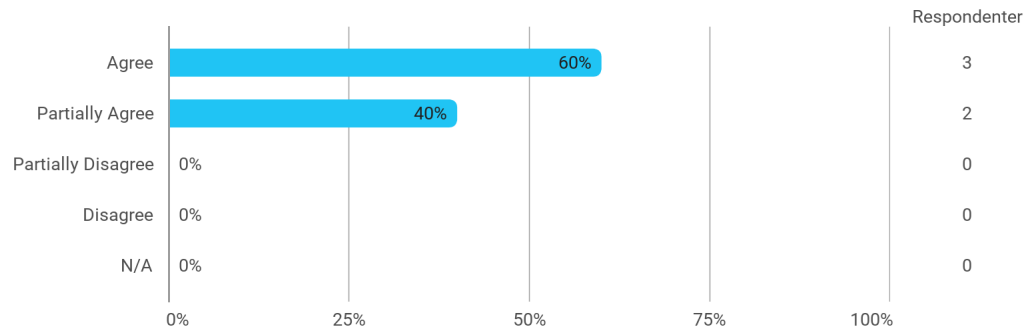
MSc02 LID - Light and Context - I have received the expected benefit from the module



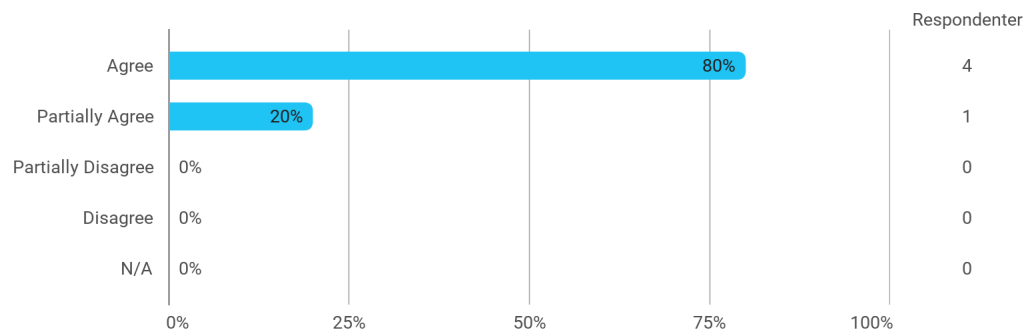
MSc02 LID - Light and Context - The literature used has supported my learning



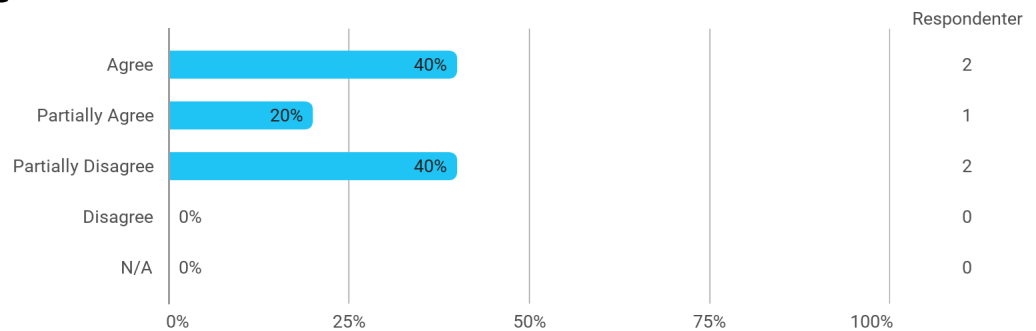
MSc02 LID - Light and Context - The form of teaching used has supported my learning



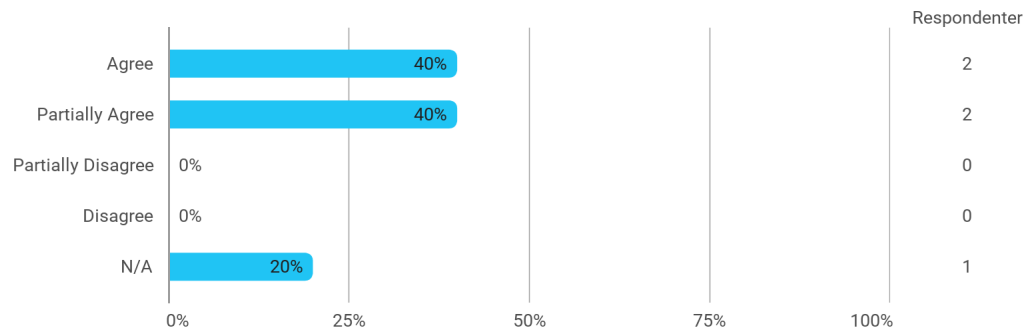
MSc02 LID - Light and Context - The exercises/tasks for the course have been relevant



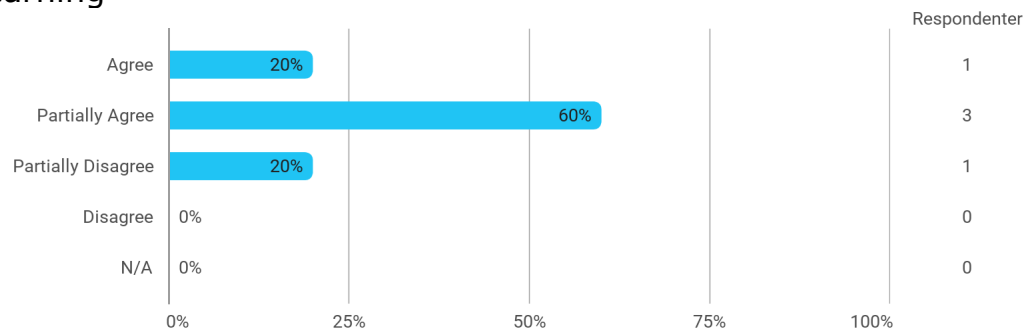
MSc02 LID - Intelligent Lighting Design - I have received the expected benefit from the module



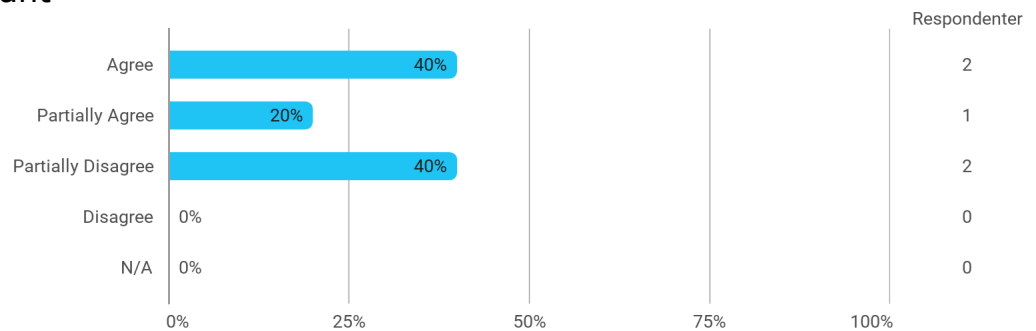
MSc02 LID - Intelligent Lighting Design - The literature used has supported my learning



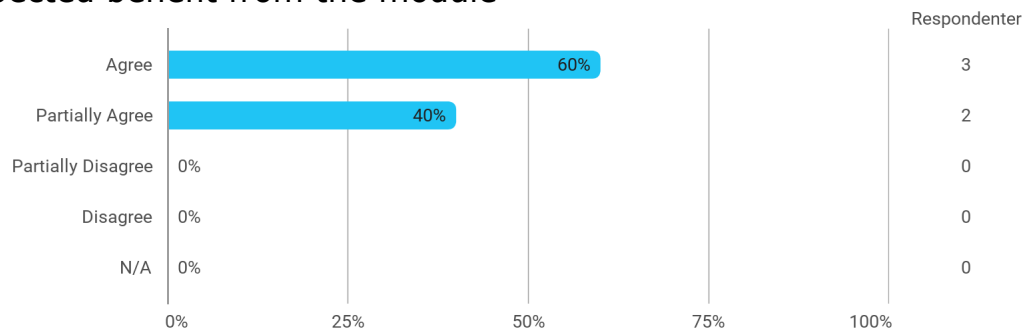
MSc02 LID - Intelligent Lighting Design - The form of teaching used has supported my learning



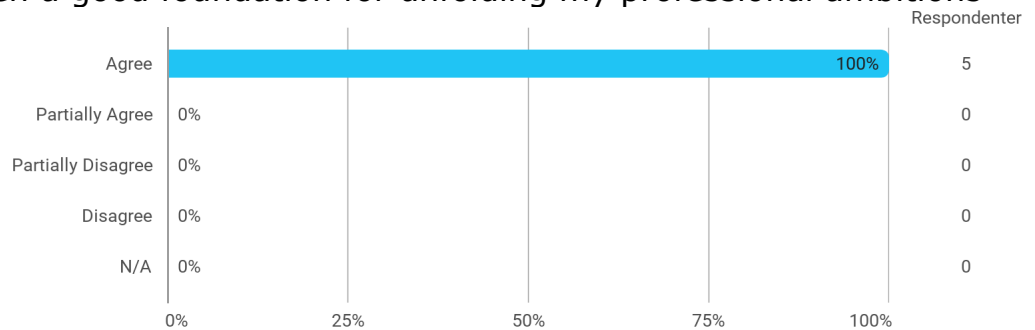
MSc02 LID - Intelligent Lighting Design - The exercises/tasks for the course have been relevant



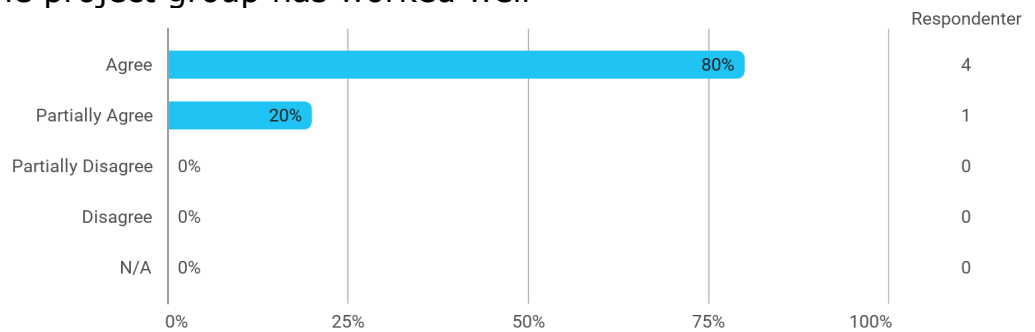
MSc02 LID (project) - Creating with Light: Interactive Lighting - I have received the expected benefit from the module



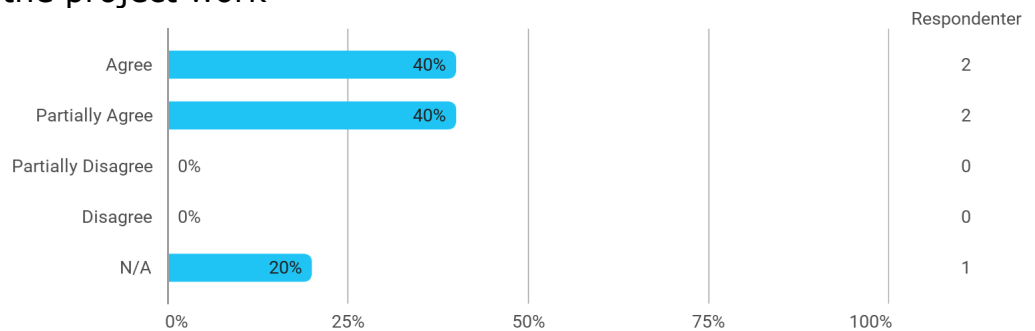
MSc02 LID (project) - Creating with Light: Interactive Lighting - The chosen problem has been a good foundation for unfolding my professional ambitions



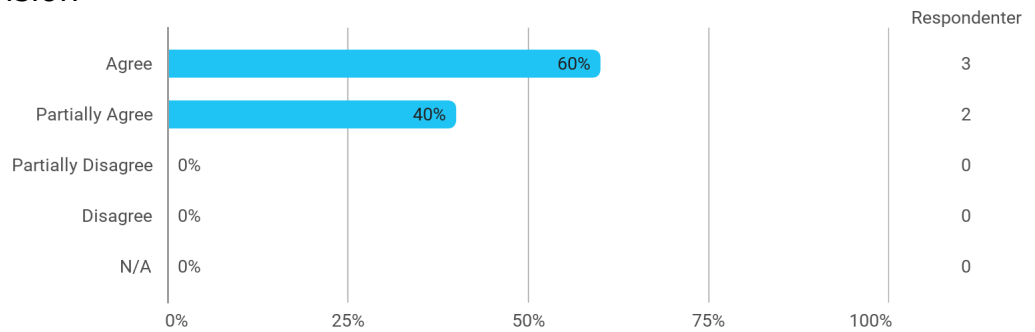
MSc02 LID (project) - Creating with Light: Interactive Lighting - The cooperation in the project group has worked well



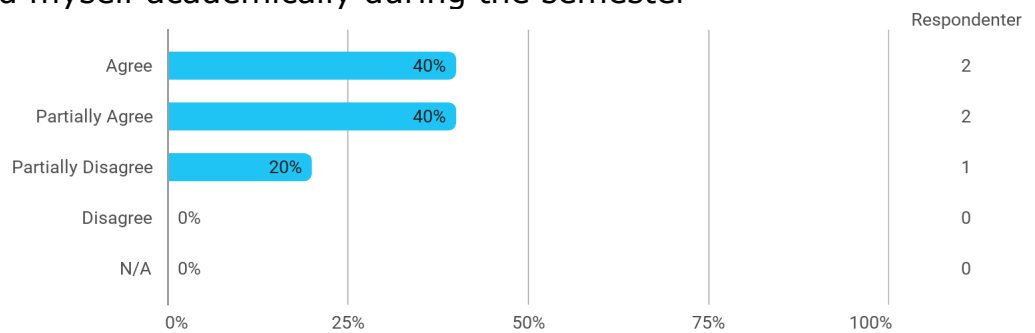
MSc02 LID (project) - Creating with Light: Interactive Lighting - The courses have supported the project work



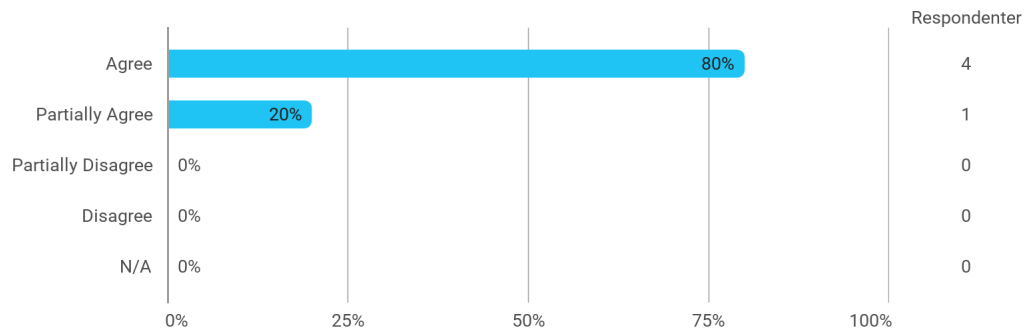
MSc02 LID (project) - Creating with Light: Interactive Lighting - I received the expected supervision



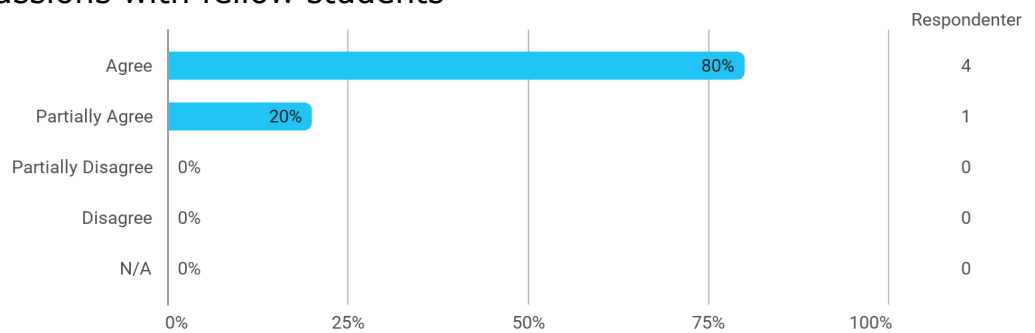
I have developed myself academically during the semester



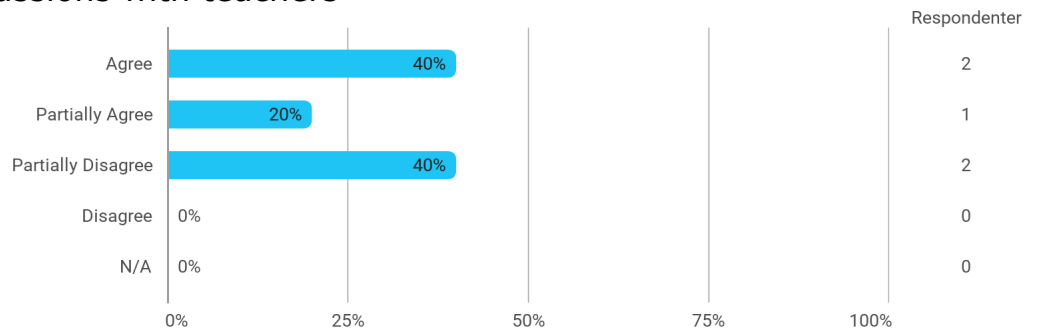
The following activities have developed me academically during the semester:
- Project work



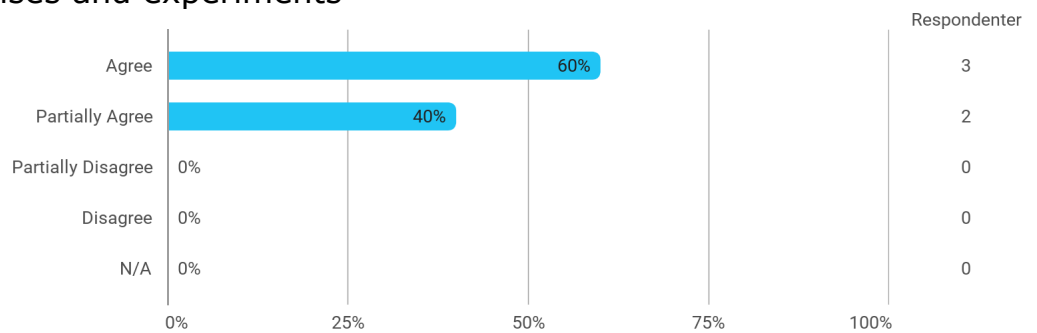
The following activities have developed me academically during the semester:
- Academic discussions with fellow students



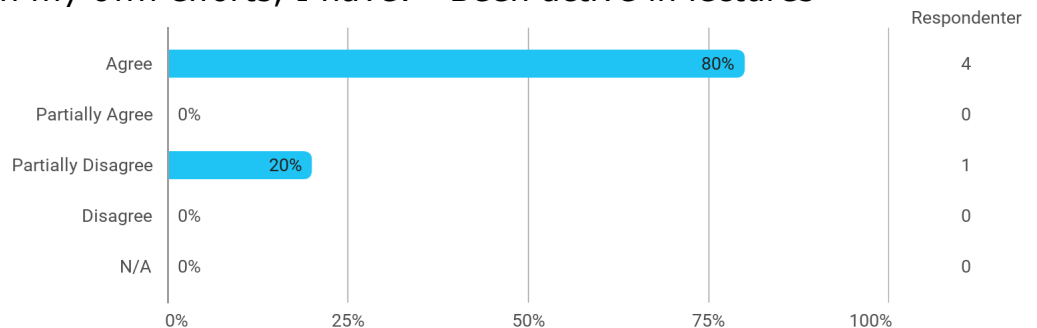
The following activities have developed me academically during the semester:
 - Academic discussions with teachers



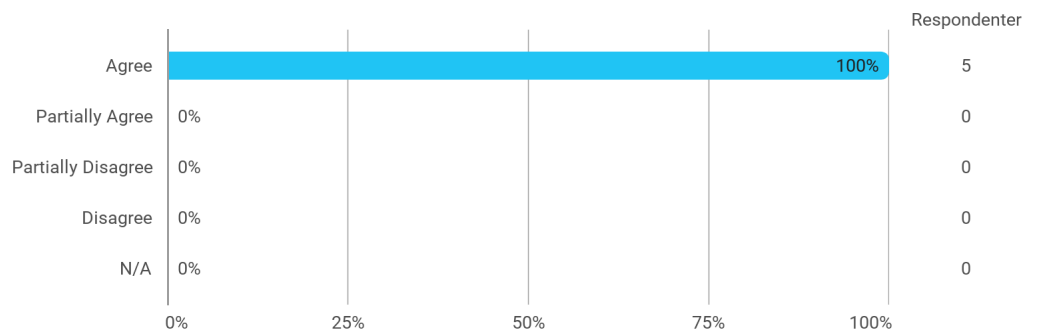
The following activities have developed me academically during the semester:
 - Practical exercises and experiments



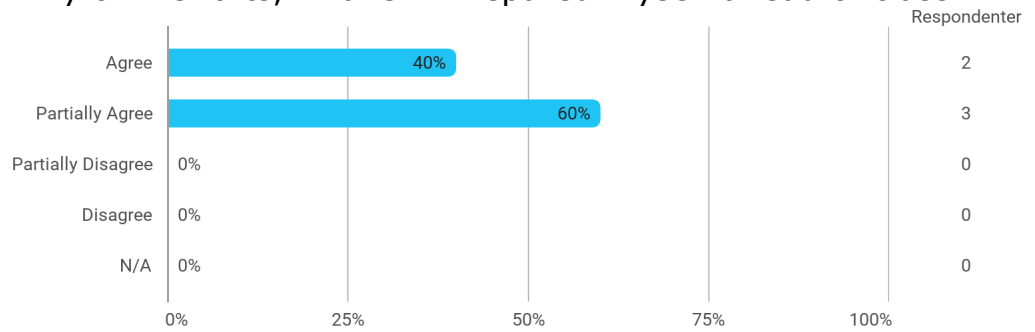
When I reflect on my own efforts, I have: - Been active in lectures



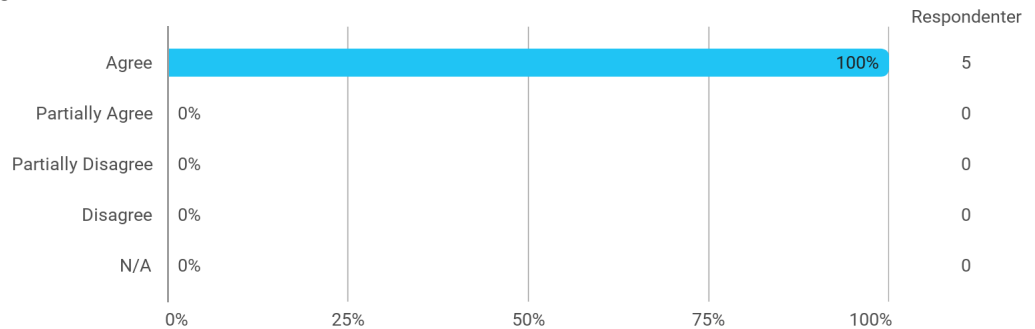
When I reflect on my own efforts, I have: - Participated actively in the project group work



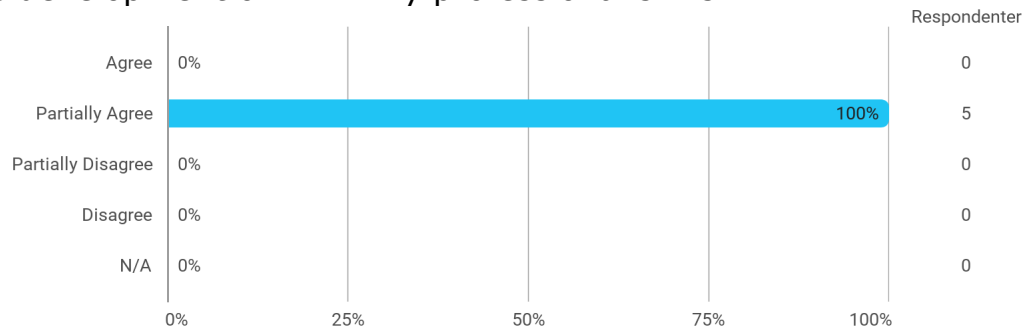
When I reflect on my own efforts, I have: - Prepared myself ahead of class



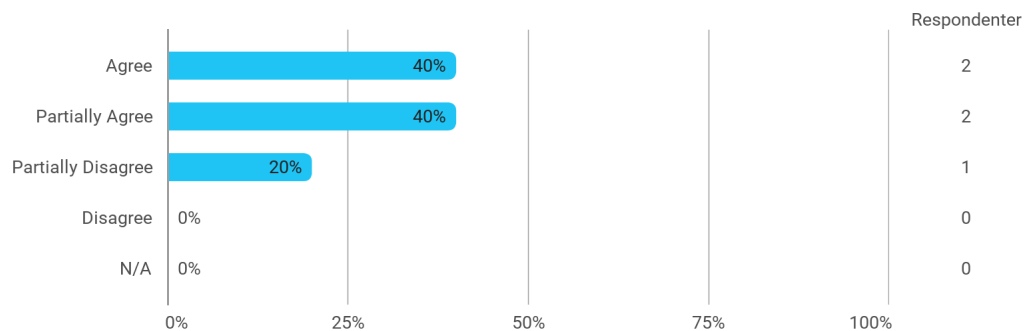
When I reflect on my own efforts, I have: - Prepared myself prior to the project group work



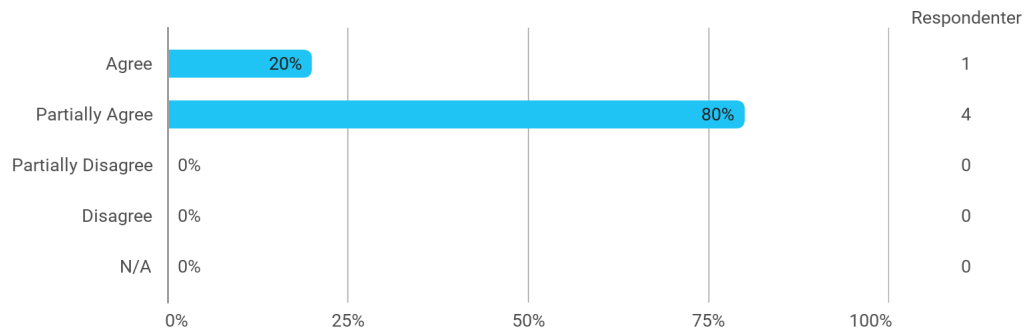
I experience the problem-based and project-oriented form of teaching as conducive to the development of: - My professional skills



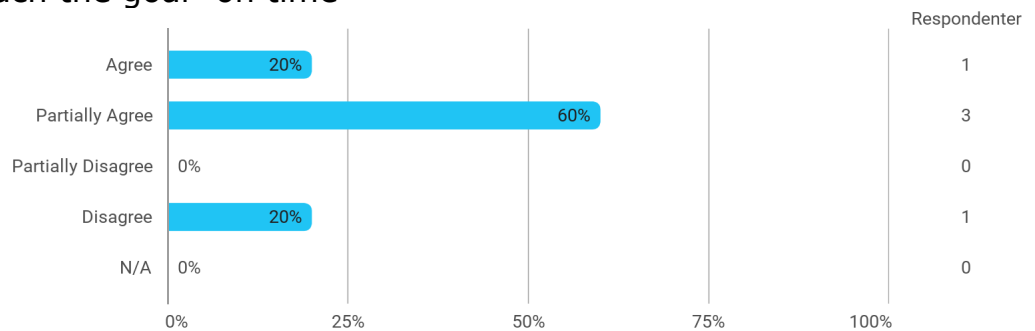
I experience the problem-based and project-oriented form of teaching as conducive to the development of: - My ability to identify and formulate problems



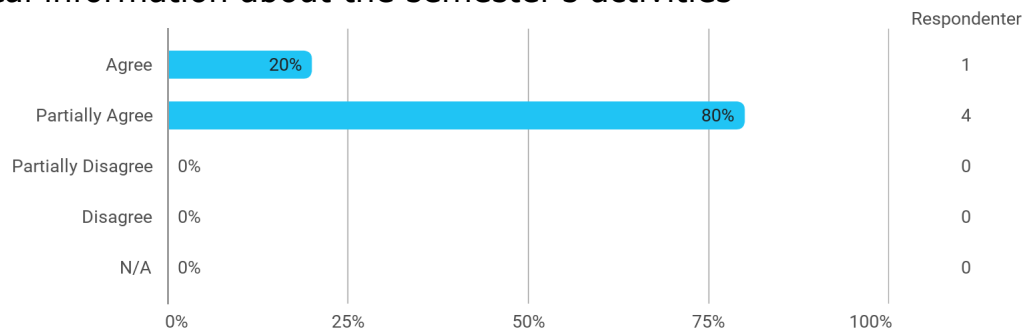
I experience the problem-based and project-oriented form of teaching as conducive to the development of: - My ability to attack and process problems



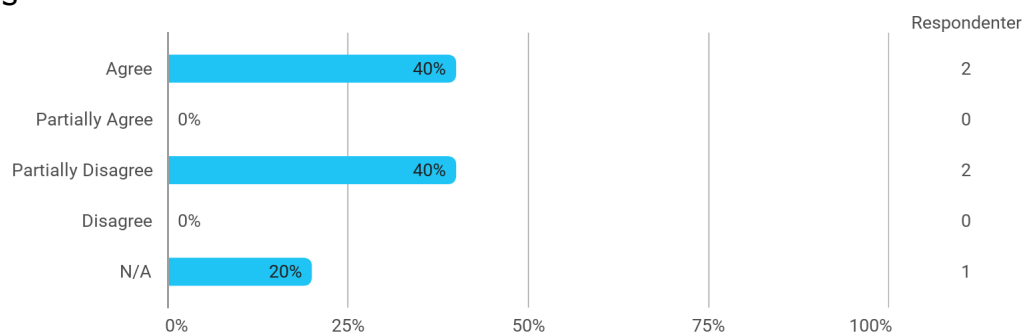
I experience the problem-based and project-oriented form of teaching as conducive to the development of: - My ability to organize a longer work process and "reach the goal" on time



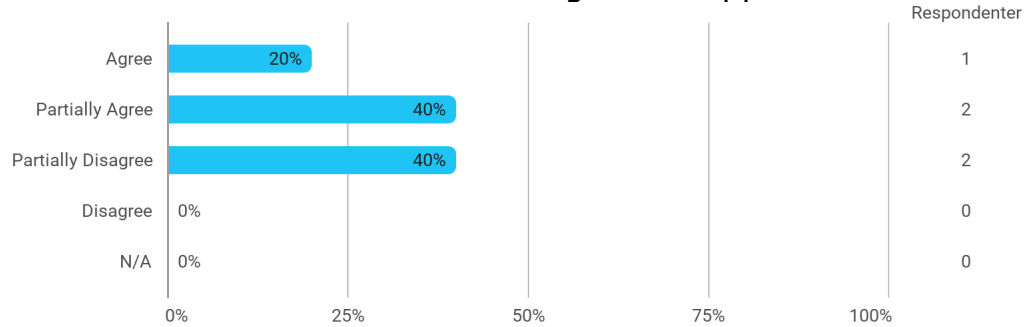
The following questions pertain to the semester as a whole: - I have received sufficient practical information about the semester's activities



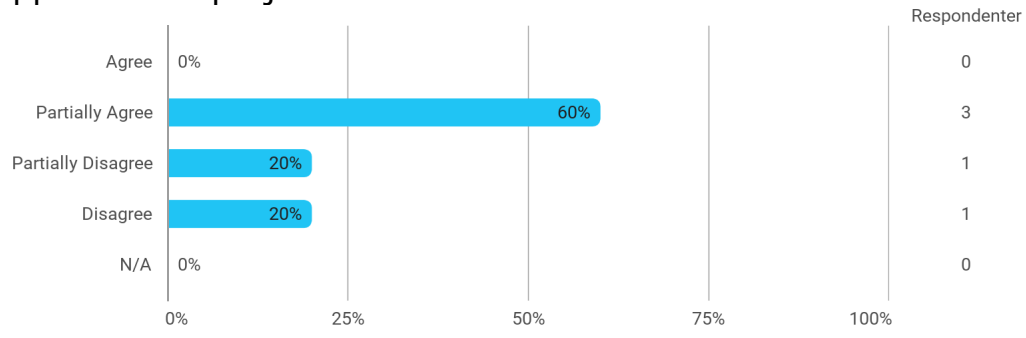
The following questions pertain to the semester as a whole: - I feel that the semester has given me the opportunity to engage in current issues relevant to external partners



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

