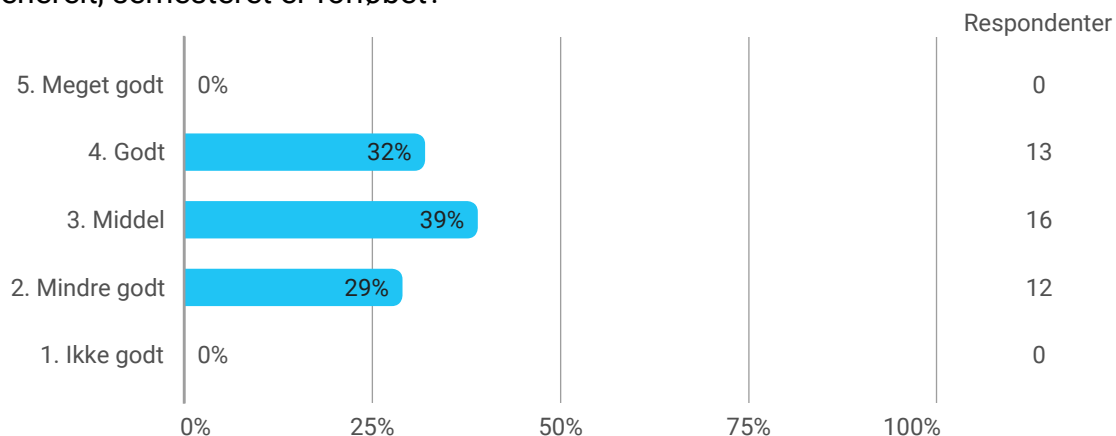
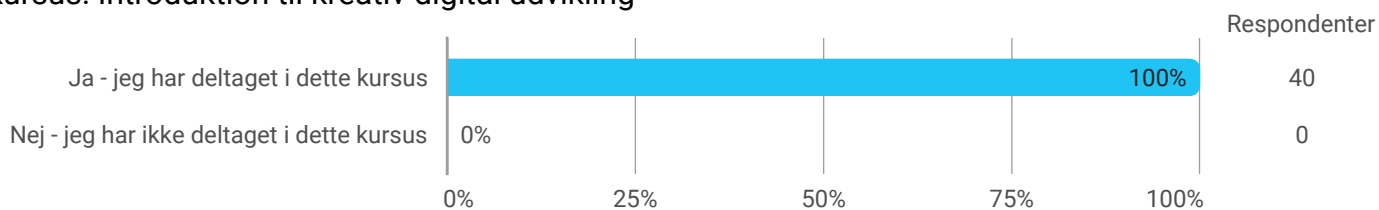


Hvordan synes du generelt, semesteret er forløbet?

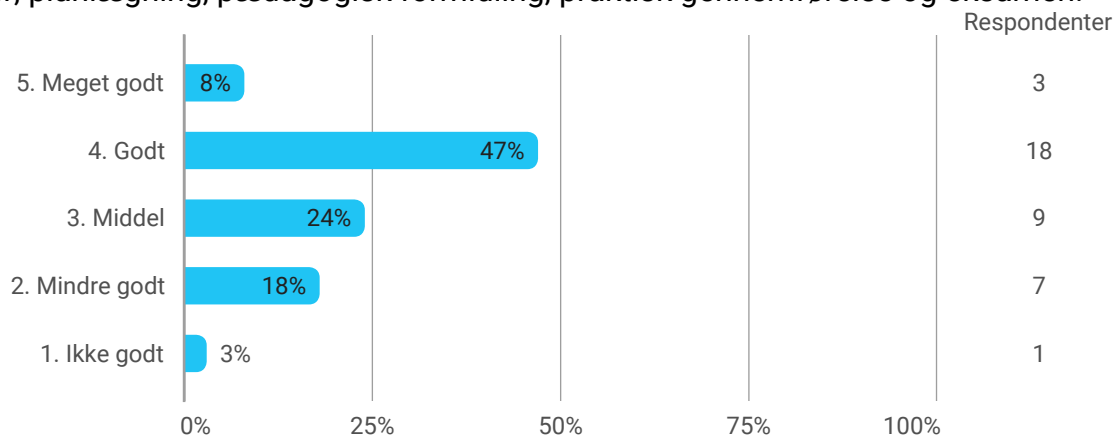


Kursus: Introduktion til kreativ digital udvikling



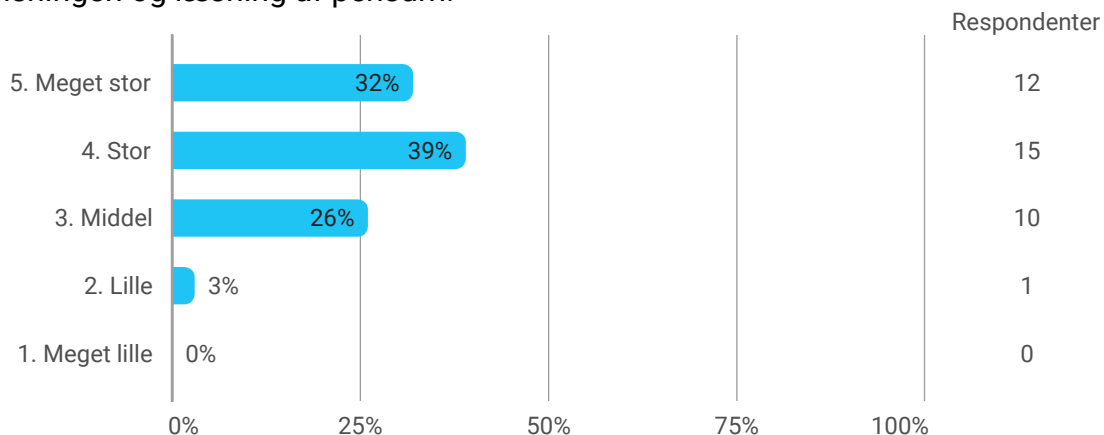
Hvordan vurderer du kurset som helhed?

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

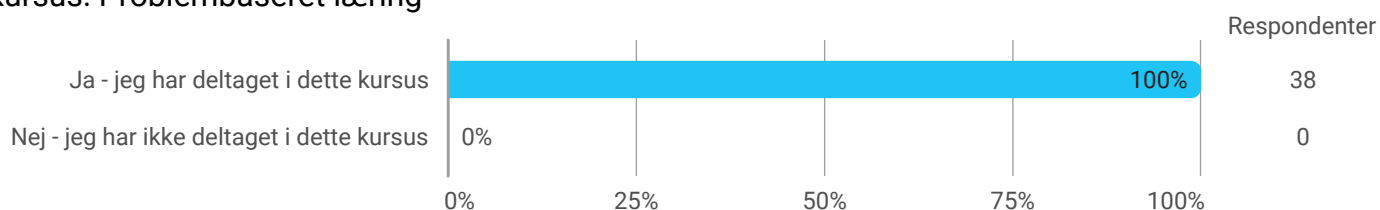


Hvordan vurderer du din egen indsats i kurset?

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

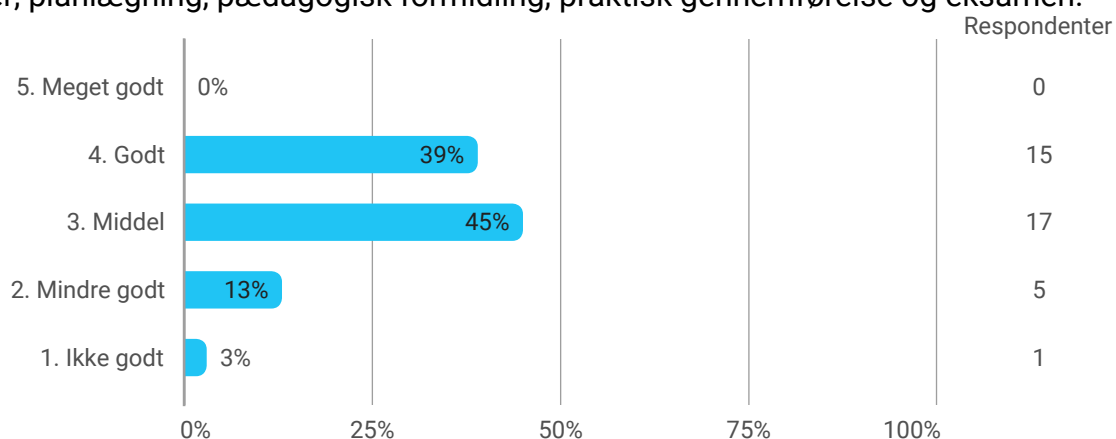


Kursus: Problembaseret læring



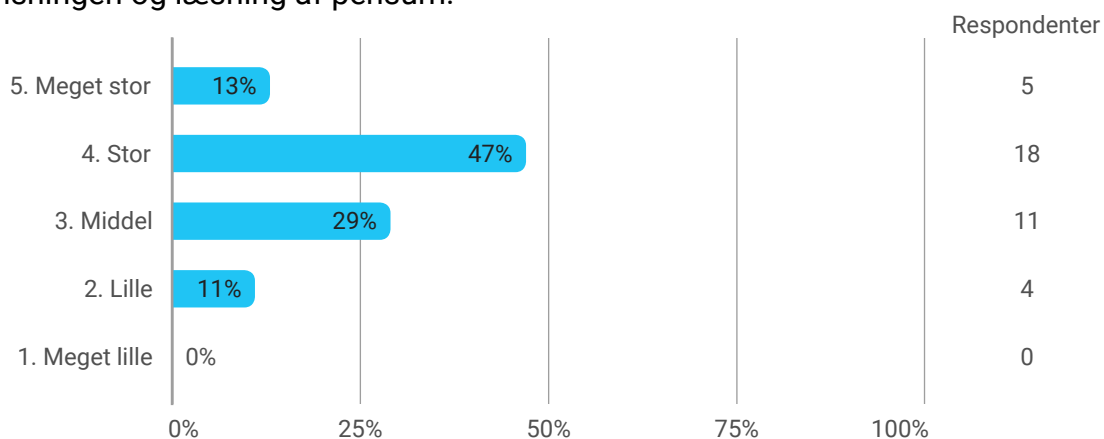
Hvordan vurderer du kurset som helhed?

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

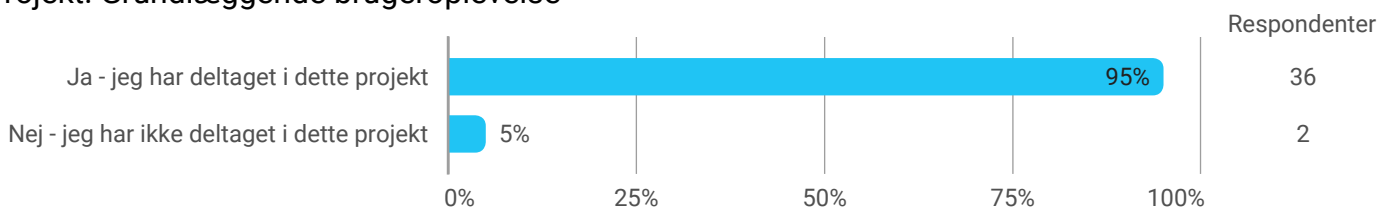


Hvordan vurderer du din egen indsats i kurset?

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

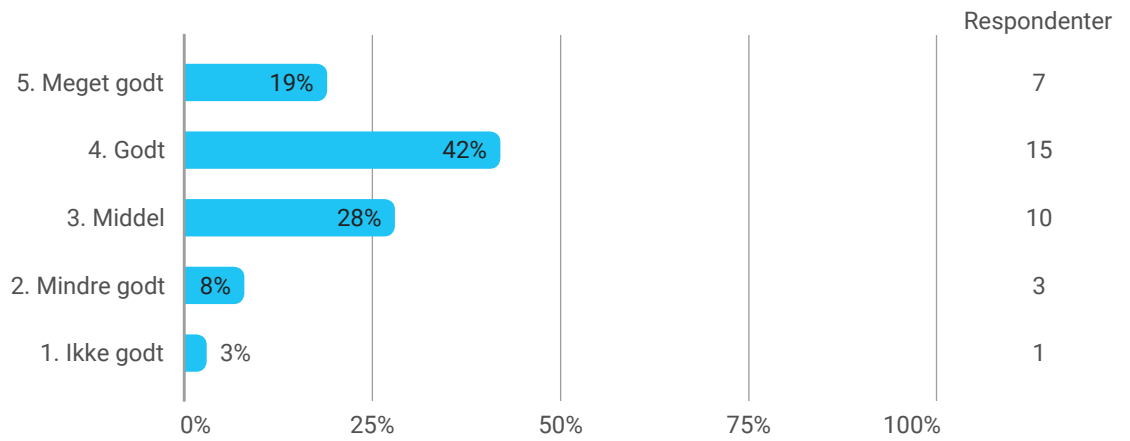


Projekt: Grundlæggende brugeroplevelse



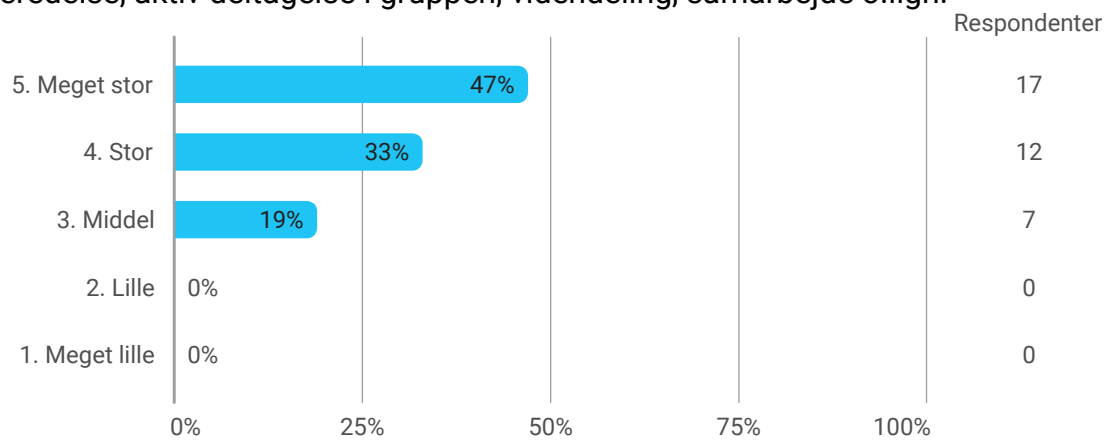
Hvordan vurderer du projektforsløbet som helhed?

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

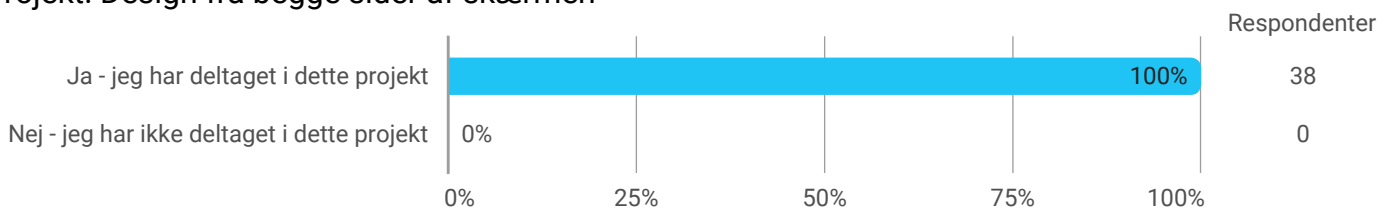


Hvordan vurderer du din egen indsats i projektføreløbet?

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

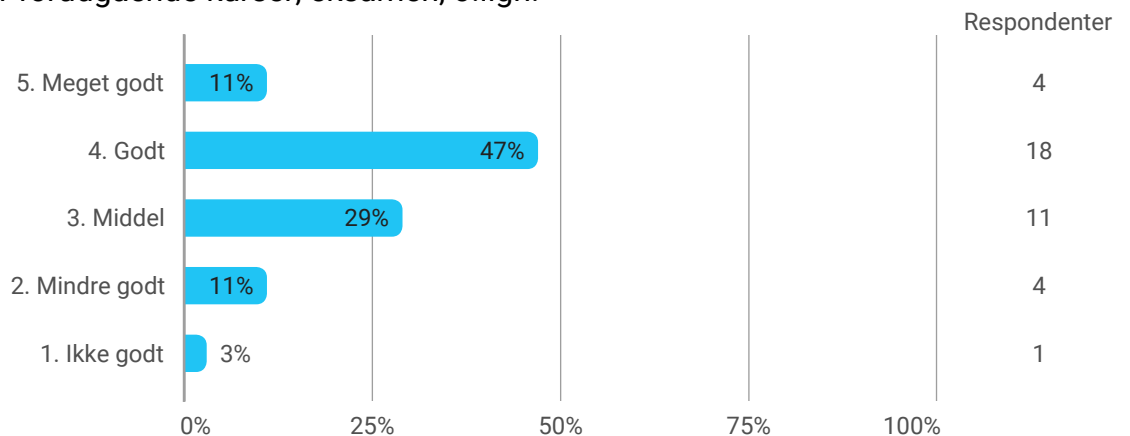


Projekt: Design fra begge sider af skærmen



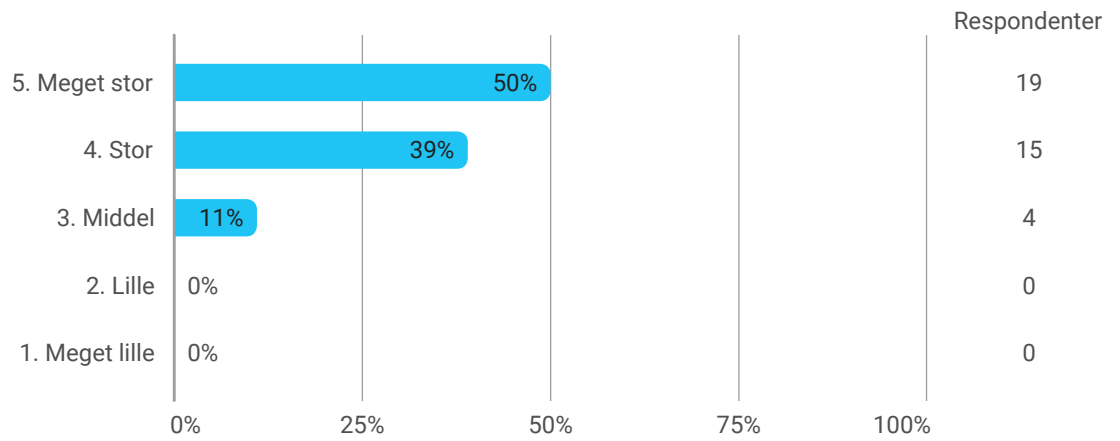
Hvordan vurderer du projektføreløbet som helhed?

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



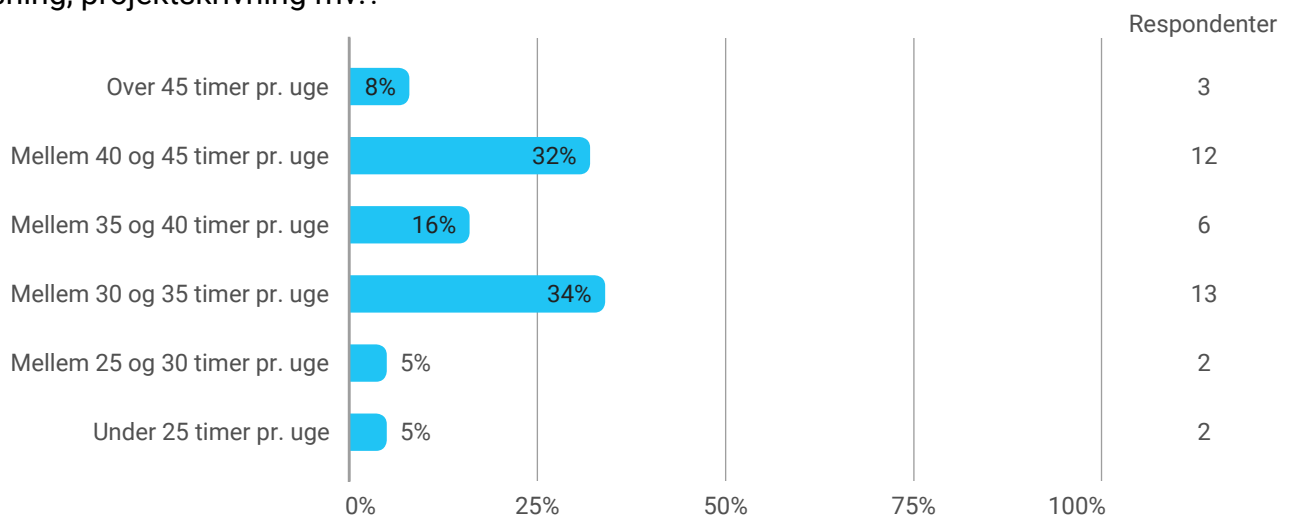
Hvordan vurderer du din egen indsats i projektføreløbet?

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

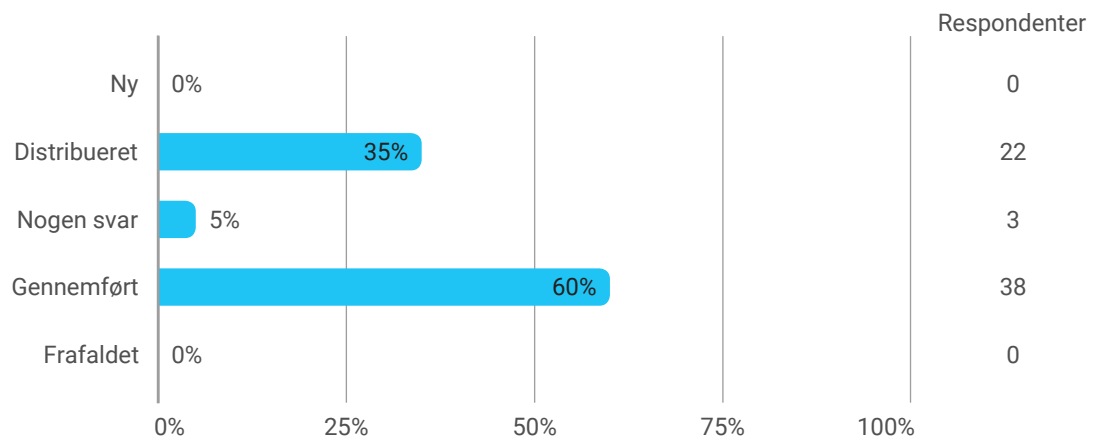


Aktivitetsniveau og motivation

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:	2022
Campus	Copenhagen
Semester	MED1C
Coordinator:	Ali Adjorlu
Date:	April 2023

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

On MED1 E22 we lost a very experienced semester secretary. The new semester secretary did understandably need some time to get used to the new tasks of her new job. This led to issues regarding group formations, course and exam schedules, and Moodle page publishing. However, both the secretary and the coordinator have gained valuable experience and will avoid these issues next year. The semester secretary seemed much more experienced during the final parts of MED1.

The following points should be improved for the next iteration of MED1:

- A copy of the MED1 E22 Moodle page should be made and used as a template for an improved MED1 E23 Moodle page instead of creating an empty new Moodle page. The same goes for all the courses
- Only one Moodle page should be created for each course and the semester page and published to the students
- The course schedules should be the same on all platforms – this should be double-checked to avoid confusion
- A "FAQ day" one or two weeks into the semester so that the students can ask any questions

On the second day of MED1 E22, a 2-hour introduction was given about P0, PBL, report writing previous projects, and exam format. This is too much information in one day. Next year we will divide this information into more days while providing much more detailed written information regarding PBL work, report writing, and exams etc.

Additionally, there were some reports from some students that the tutors seemed to create social arrangements for themselves while the MED1 students felt like they were "guests" at these events. Closer collaboration with tutors will be done next year to ensure the new students feel welcome.

Exam descriptions and expectations for both courses need to be much clearer. According to some students, the PBL course could benefit from fewer teachers and more group supervision and group work compared to classroom lectures, which were "just" repetitions of the book. The IKDU course needs a more slow-paced introduction to programming, with a better connection between the three teachers and what they teach.



Conclusion of the study board

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

- Response rate: 38/63
- The semester has suffered from some confusion and uncertainty due to problems with information flow to students, - problems that have natural explanations presented in the evaluation report.
- Students should be commended for putting effort into commenting constructively on the survey.
- Self-reported weekly workload low, - 60% work less than 40 hours per week.
- Generally, the semester seems to have run successfully despite communication challenges and coordinator appears to have clear plan for how to improve on those for next semester.