Evaluation report Autumn 2021

[IT – Product Design]

Study Programme: IT Product Design
Level: KA
Study Board: SNIKS

Evaluation strategy for the education:
Semester reflection session (24th of June 2021). Including first- and second-year students.
Faculty questionnaire.

What specific courses does this summary include:
Overall semester/ Year feel
Wearables Technologies (2nd semester)
Professional Apprenticeship (2nd semester)
Collaborative Technologies (2nd semester)
Multistakeholder Innovation (2nd semester)
Master Thesis (4th semester)

Positive examples for inspiration:
Wearable Technologies (2nd semester): Students seem to thrive implementing their projects online. Students appreciate the freedom to choose their project direction

Professional Apprenticeship (2nd semester): Students are glad for their freedom to choose their project directions, and to follow and review their progression on a weekly basis (writing weekly reflections, skills presentations, individual sessions).

Conditions that call for further follow-up:
Professional Apprenticeship (2nd semester): Students experience stress – "Feeling like an exam at every meeting with teacher"

Future initiatives based on the evaluations:
Included under suggestions for each course

Initiatives since the last evaluation:
- re-introduced Semester Guide 2
- employability talks
- reorganized semester programme for more concentrated course time (with breaks in other courses)

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Semester Evaluation, Spring 2021 (IT Product Design)

Course	Suggestions
Overall Semester/Year feel:	
Students are glad to look up the course information, requirements, etc. themselves in the semester guide, but they would prefer if the information was integrated and shared on only one platform. Students express a need for more academic reading on the 2nd semester.	- Communication with students should be limited to **one** platform (e.g., Itslearning) - Encourage and scaffold reading practices and academic writing during the 1st year of studies - Maintain supportive faculty
Wearable Technologies (2nd semester)	
Students seem to thrive implementing their projects online. Students appreciate the freedom to choose their own project direction. Students seem to have difficulties understanding the teachers' intentions. Students express a wish to collaborate with Design School Kolding in order to get access to their facilities and materials, as well as to have more skills sessions (e.g., sewing)	- Encourage students to take advantage of online tools - Focus on clear communication, and expectations from the teachers - Integrate more skills sessions in the 2nd semester e.g., sewing
Professional Apprenticeship (2nd semester)	
Students are glad for their freedom to choose their project directions, and to follow and review their progression weekly (writing weekly reflections, skills presentations, individual sessions). However, students wish to have more supervision time from their instructors, especially in the beginning of the project. Some students also express stress – "Feeling like an exam at every meeting with teacher"	- Keep: freedom to explore, weekly progression, writing support - Make enough time for supervision
Collaborative Technologies (2nd semester)	
Students express a frustration regarding group dynamics and managing expectations within groups, which also affects the exam and grading. Students would like to have brief and more clear learning objectives and expectations. Students experienced frustrating differences (in terms of clarity and organization) between information shared from the two instructors (Jussi M. and Robb M.) Students were glad to track their project progression through weekly reflective writings.	- Provide team dynamics support (individual grades?) - Encourage weekly reflections on their project progression - Address the difference between clarity and organization between instructors - Clearer communication about expectations and learning objectives

Multistakeholder Innovation (2nd semester)	
Students need more focus on addressing group dynamics, and they would like to know beforehand that they need to create their own group. Students express an overall frustration over exam details, expectations e.g., they would like to see previous examples of posters. Students would like to have more support from instructors and have them lay down clear expectations earlier in the course. They appreciate the freedom to choose their directions, but would like to get support for finding stakeholders, and for bridging language barriers when contacting those. Students express that the 5-week-long break was frustrating, and that it made it challenging to negotiate with stakeholders. Students also express that online teaching was disappointing ("lectures are not very useful for the approach of the course", "boring lectures")	- Let student know that they need to make their own groups earlier - Provide examples of previous exam deliverables, and provide clearer information about the exam requirements - Introduce methods earlier in the course, emphasize/encourage academic reading - Plan the course without a break in the middle - Provide support for challenges (e.g., bridging language barriers) between students and stakeholders
Thesis (4th semester)	
Students are glad for group meetings with the supervisors, and for frequent mails and updates. However, they experience academic loneliness, and that their supervisors are too busy. They would like to have more social activities, joined supervision. They express that it should be made clear, that their *scientific contribution* is very important (at the thesis defense). They would like to have a sharper and more persistent timeline of the process	- Make clear, that students need to emphasize how they contribute to their research field with their thesis. - Timeline of the process - Address academic loneliness (e.g., social activities) - Encourage better time management with supervisions.