



## Kursanalys - KTH<sup>1</sup>

Formulär för kursansvarig.

Kursanalysen utförs under kursens gång.

Nomenklatur: F – föreläsning, Ö – övning, R – räknestuga, L – laboration, S – seminarium)

### KURSDATA Obligatorisk del <sup>2</sup>

<b>Kursens namn</b>	<b>Kursnummer</b>
New Urban Sociology and Environmental Psychology for Urban Design 6.0 credits	AG2184
<b>Kurspoäng och poäng fördelat på exam-former</b>	<b>När kursen genomfördes</b>
6.0 credits	VT17
<b>Kursansvarig och övriga lärare</b>	<b>Undervisningstimmar, fördelat på F, Ö, R, L, S</b>
Pernilla Hagbert	15S
Hélène Littke	3För 6Ö
Thorbjörn Laike	2 För
Maria Johansson	2 För
-	-
<b>Antal registrerade studenter</b>	17
<b>Prestationsgrad efter 1:a examenstillfället, i %</b>	100%
<b>Examinationsgrad efter 1:a examenstillfället, i %</b>	100%

### MÅL

#### Ange övergripande målen för kursen

- ☞ To infer the key forces that accelerate the growth and diversity of cities such as migration, globalization, inequalities and others as well as to gain knowledge by extrapolating different ways in which various social, class and ethnic groups settle and interact in cities and neighborhoods.
- ☞ To comprehend correlations between housing and gentrification, public life and ethnic neighborhoods, city districts and social relations and how all these interactions between diverse groups produce new cultures, ideologies, and physical and social mobilities and mobilizations.
- ☞ To survey the complex link of urban form and human behavior, i.e. the role and impact of architecture, urban planning, town planning and urban design and landscape architecture on human behavior.
- ☞ To understand and study the complex structures, dynamic processes, transformative changes and emergent problems of an urban area and by doing so provide inputs for planning and policy making.

#### Ange hur kursen är utformad för att uppfylla målen

### Eventuellt deltagande i länkmöte före kursstart

#### Synpunkter från detta

No connection meeting with other teachers;

### Kursens pedagogiska utveckling I

Beskriv de förändringar som gjorts sedan förra kursomgången. (Berätta även för studenterna vid kursstart)

<sup>1</sup> Instruktioner till kursanalysformulär sist i dokumentet

<sup>2</sup> Rektors beslut: <http://www.kth.se/info/kth-handboken/II/12/1.html>

This was the second time the course was given. As there was a shift in teachers involved in the course, the structure also shifted slightly to accommodate scheduling changes, competency etc. The course was "switched around", with the Environmental Psychology part commencing the course instead of the Urban Sociology part - something that should be evaluated and considered for next year.

The course this year still built upon the general premise of the two parts, with lectures and discussion for Env. Psychology and more in-depth literature seminars for the Urban Sociology part, something that could be revised for next year, as there might be a point in finding a clear structure that runs throughout the course, making it more consistent for the students as well as the teachers involved. This would also respond to the comments from last year that the two parts should be integrated better. Compared to last year, there was however a more integrated planning between the teachers of respective course part, as well as collaboration in the design and grading of the home exam, which was beneficial.

A comment from last year was that the questions for the seminar discussions should be handed out in advance (a suggestion from the students), which was now done via email a few days in advance for each Urban Sociology seminar. In general, the assigned reading material for the Urban Sociology seminars was decreased with regards to number of pages to accommodate the comment from last year that there was not enough time to read and engage with the literature.

## Kontakt med studenterna under kursens gång

Studenter i årets kurs-nämnd:	Namn	E-post (lämnas blank vid webbpublicering)
	The contact was done throughout the whole course duration via lectures and discussions and emails.	

<b>Resultat av formativ mittkursenkät</b>	Half Way Course Evaluation was not done, instead peer discussions in class served as a way for the teacher to pick up on comments and questions.
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**Resultat av kursmöten**

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## Kontakt med övriga lärare under kursens gång

### Kommentarer

No continuous contact with the teachers of the parallell course, however scheduling issues etc were synched through the assistant program director. This could certainly be improved for next year, but also depends on a continuity of the teachers involved in the course, to keep in contact with other teachers in the program and get a better overview of e.g. the course load and time requirements for each course.

## Kursenkät; teknologernas synpunkter <sup>3</sup> Obligatorisk del

### Att komma ihåg:

- 1) Uppmana, mha kursnämnden, till ifyllande av kursenkät i anslutning till / just efter slutexaminationen
- 2) Delge kursnämnden enkäten
- 3) Publicera enkäten under en kortare tid

<b>Period, då enkäten var aktiv</b>	Handed out to students at last seminar
<b>Frågor, som adderades till standardfrågorna</b>	QC2 Course Analysis, Student Peer Review
<b>Svarsfrekvens</b>	15 out of 17 students
<b>Förändringar sedan förra genomförandet</b>	-

<sup>3</sup> Rektors beslut: <http://www.kth.se/info/kth-handboken/II/12/1.html>

<b>Helhetsintryck</b>	Overall very positive - the students gave an average of 4,9 on the overall quality of the course, and 4,9 also for whether they would recommend the course for other students. The least appreciated was the creative content (3,9), and balance between theory and practice (4,0) which is also perhaps reflected in the comments that the students would have wanted more examples and links to urban design and planning - but is still quite high and therefore taken as a positive also in that a theoretical course can give input other than always being linked to a concrete design project.
<b>Relevanta webb-länkar</b>	-
<b>Kursansvarigs tolkning av enkät</b>	
<b>Positiva synpunkter</b>	<ul style="list-style-type: none"> <li>• The course leaders were very much appreciated</li> <li>• Good organisation</li> <li>• The students express appreciation for getting a chance to engage with what they express as engaging and relevant topics and particularly discuss the well-selected readings - seems much needed and longer for, with suggestions that the course should be longer and come in earlier in the program</li> <li>• Both course parts were appreciated in different ways and by different students, suggesting they are both relevant</li> </ul>
<b>Negativa synpunkter</b>	<ul style="list-style-type: none"> <li>• Environmental psychology part: comments on the quality of lectures</li> <li>• Form for sociology seminars could be improved to allow students to express themselves more</li> <li>• More lectures (also in the sociology part)</li> <li>• Should integrate two parts better</li> </ul>
<b>Var kursen relevant i förhållande till kursmålen?</b>	4,7 average according to students
<b>Syn på förkunskaperna</b>	Good, although for some it was very new
<b>Syn på undervisningsformen</b>	The lectures and seminars were appreciated in different ways, some wanting more lectures in combination with discussions. Comments on how to improve the ability for also those who are shy to participate in discussions - which is a tricky challenge...
<b>Syn på kurslitteratur/kursmaterial</b>	Overall students found it well-selected, but comments on wanting more economic perspectives and nuance with also mainstream perspectives
<b>Syn på examinationen</b>	good, but home exam questions could be clearer
<b>Speciellt intressanta kommentarer</b>	That the course could be longer - something that several students expressed. That the two course parts should be integrated better - in time, form and in content
<b>Synpunkter från övriga lärare efter avslutad kurs</b>	
<b>Vad fungerade bra</b>	-Not Relevant Here-
<b>Vad fungerade mindre bra</b>	-Not Relevant Here-
<b>Vad fungerade mindre bra</b>	-Not Relevant Here-
<b>Resultat av kursnämndsmöte efter examination</b>	
<b>Studenternas sammanfattn.</b>	Please see the QC2 Student Course Evaluation 2017 for more information
<b>Förslag till förändringar</b>	Please see the QC2 Student Course Evaluation 2017 for more information
<b>Länk till kursnämndsprot.</b>	-Not Relevant Here-
<b>Kursansvarigs sammanfattande berättelse</b>	
<b>Helhetsintryck</b>	The students were very engaged, although some more so than others.

<b>Positiva synpunkter</b>	Good with engaged staff, which engages the students in reflecting on these very relevant topics
<b>Negativa synpunkter</b>	Not all had read for each seminar, which is a problem when trying to incite a discussion
<b>Syn på förkunskaperna</b>	Good, interested in the topics and while not all are as used to academic texts perhaps, it went ok. Good mix of educational and cultural backgrounds
<b>Syn på undervisningsformen</b>	Good to allow students to discuss - but need to reflect upon how to stimulate for all to participate. The teacher tried to divide in smaller groups, to walk around the room to get voices from those sitting in the back, to try to make eye contact or specifically ask more silent students, but this is still hard. Mixing written and oral ways of expressing themselves is good and should be developed further.
<b>Syn på kurslitt/kursmaterial</b>	Can be revised with regards to gender perspective, but also with regards to cultural/geographical spread.
<b>Syn på examinationen</b>	Should be revised, a written examination does not seem as applicable in the course, instead a chance for the students to express their own thoughts more freely related to the topics, and linking it better to planning and urban design would perhaps be possible

## Kursens pedagogiska utveckling II Obligatorisk del <sup>4</sup>

<b>Hur förändringarna till denna kursomgång fungerade</b>	<p>Positive with a more integrated planning of the course between the two teachers responsible for each part.</p> <p>Good to have seminar questions sent out (as asked for last year).</p> <p>The amount of readings this year seemed more appropriate in relation to the time available for students to read.</p>
<b>Förändringar som bör göras inför nästa kursomgång</b>	<p>A primary suggestion for next year is to change the grading for the respective course moments, as grading e.g. seminar participation with A-F is both difficult and inappropriate, instead this course moment should be graded as Pass/Fail based on attendance and a minimum engagement with the literature and discussion with peers - made clear to the students in advance.</p> <p>A more overarching question is the layout of the course as a whole. There might be a point in rethinking the split into the two distinct parts, and instead strive for a more cohesive structure with each session being based on a similar procedure, yet with varying themes from Urban Sociology to Environmental Psychology.</p> <p>A proposal (based on a mix from the two years of running the course) is to have students read assigned literature for each seminar occasion and write a brief response paper of to be handed in before the seminar (1,5 credit, A-F or Pass/Fail), attend the seminars - which could be introduced by a 1 hour lecture on the specific topic by the teachers or invited lecturers and followed by 2 hours of peer discussion, potentially also lead by students themselves in a rotating fashion, to encourage active participation from all (1 credits, Pass/fail), and then a final paper linking the course to future professional roles and considerations, by having students pick a topic of their choice from the course as a whole to critically explore more in-depth, possibly also formulated as a research/project proposal - which would replace the written examination to instead foster their own critical thinking on the complex issues raised in the course, and making it more relevant to their own work rather than a purely theoretical exercise (3,5 credits, A-F).</p>

## Övrigt

### Kommentarer

<sup>4</sup> Rektors beslut: <http://www.kth.se/info/kth-handboken/II/12/1.html>

### **Instruktioner till kursanalysformulär**

- 1) Kursanalysformuläret fylls i interaktivt; fälten expanderar automatiskt.
- 2) Fyll i fälten inom en månad efter kursens slut. (Viktigt krav från KTH!)  
Skicka sedan till studierektor (som vidarebefordrar till prefekt och programansvarig).
- 3) Försök att ge så kompletta uppgifter som möjligt.  
Tänk på att kursanalysen är ett hjälpmedel inte bara för teknologerna, utan även för Dig som lärare.
- 4) Med ”prestationsgrad” avses antalet presterade poäng hittills på kursen (inlämningsuppgifter, projektuppgifter, laborationer etc.) dividerat med antalet möjliga poäng för de registrerade studenterna. Med ”examinationsgrad” avses antalet studenter av de registrerade, som klarat samtliga kurskrav.  
Kurssekreteraren hjälper gärna till här.
- 5) Kontakten med studenterna:
  - Etablera kursnämnd under kursens första vecka (minst två studerande, gärna genusbalanserad).
  - Lämplig bonus till kursnämndsdeltagarna är fri kurslitteratur.
  - Om kursnämnd ej kan etableras, skall sektionens studienämndsordförande (SNO) kontaktas genast (se [www.ths.kth.se/utbildning/utbildningsradet.html](http://www.ths.kth.se/utbildning/utbildningsradet.html) för kontaktuppgifter).
  - Kursnämnden skall sammanträda under kursens gång, exempelvis i halvtid. Har mittkursutvärdering genomförts, skall den diskuteras då.
  - Kursnämnden skall även ha ett möte efter det att studenterna har besvarat kursutvärderingen och kursnämndens studenter fått tillgång till resultaten. Undantaget är kurser i period fyra, där mötet bör ske direkt efter examinationen är avslutad för att analysen skall vara klar innan sommaren.
  - Under det avslutande kursnämndsmötet bör studenterna föra protokoll. Detta protokoll skall kursansvarig få senast en vecka efter mötet.
  - Det är kursansvarigs ansvar att kalla till kursnämndsmöten.

### **Slutligen, tänk på:**

- det är viktigt att kursanalysen tydligt *visar utvecklingen av kursens kvalitet* från ett läsår till nästa.
- möjligheten att lägga ut kursanalysen på kurshemsidan.
- spara kursanalysen till förberedelsearbetet inför nästa kursomgång.