Närvarande, se bilaga 1
Attendees, see appendix 1

Tid, Time: 13.00
Plats, Place: Designhögskolan, Administrationens konferensrum
Uméa Institute of Design, Administration Conference room

Ärende, Agenda Items

62. Information
   
   Information

63. Kursrapporter, kursutvärderingar, programutvärderingar

Beslut/Åtgärd, Action Items

Ingen information presenterades.

No information was presented.

Linda Bogren tog upp vilka kursutvärderingar/kursrapporter som saknas på servern.

Thomas Degn presenterade följande kursrapporter från APD.
51D096 Project 1: Design Methodology
51D186 Creative reflections on product design
51D208 Sound in Industrial Design

För att bättre förstå varför studenterna rapporterat ett högt antal timmar ägnat åt studier har en uppföljningsfråga om orsak lagts till i kursutvärderingarna.

Linda Bogren kommer att informera studenterna om var man hittar kursutvärderingar vid nästa skollöne.

Fakulteten har startat ett projekt där nytt kursrapporteringssystem ska utformas. Program-/kursansvariga lämnar in synpunkter på nuvarande kursrapport till Linda Bogren för vidarebefordran till fakulteten.

Monica Lindh Karlsson förslog att frågor ang. hållbarhet bör läggas till i kursutvärderingen.

Från studenthåll föreslogs att föregående kursrapport presenteras vid start av en kurs.

Course reports, course evaluations, programme evaluation

Linda Bogren informed which course evaluations/reports are missing at the server.
Thomas Degn presented following course reports from APD:
- 5ID096 Project 1: Design Methodology
- 5ID186 Creative reflections on product design
- 5ID208 Sound in Industrial Design

In order to better understand why students report a high number of hours devoted to studies, a follow-up question about reason has been added to the course evaluations.

Linda Bogren will inform the students about where to find course evaluations at the next school meeting.

The Faculty has started a project in which a new course report system will be designed. Programme/course responsible will send comments on the current course report system to Linda Bogren who will compile and forward it to the faculty.

Monica Lindh Karlsson suggested that questions regarding sustainability should be added to the course evaluation.

The students suggested that the previous course report should be presented when a course starts.

64. Övriga frågor
Vakanta positioner, externa ledamöter

Vakanta positioner, extern ledamot från akademim samt industrin.

Förlag till externa ledamöter kan skickas till Linda Bogren innan nästa programrådsmöte i maj.

Additional questions
Vacant positions, external members

Vacant positions, external member of the Academy and from the Industry.

Suggestions for external members should be sent to Linda Bogren before next Council meeting in May.
65. Nästa möte

Next meeting

Nästa möte är 16 maj.

Next meeting will be May 16.

Ordförande / Chairman

Linda Bogren

Vid protokollet, Minutes keeper

Birgitta Sundberg

Justeras / Approval of Minutes

Thomas Degn

Bilagor, Appendix:

1 Närvarande / Attendees
2 5ID096 Project 1: Design Methodology
3 5ID186 Creative reflections on product design
4 5ID208 Sound in Industrial Design
Programråd, Programme Council
Tid/Date: 2018-03-28

Närvarande/Present

Linda Bogren  Studierektor, Ordförande / Director of studies, Chairman
Birgitta Sundberg  Utbildningsomordnare, Sekreterare / Coordinator for education, Minutes keeper
Johan Redström  Rektor Designhögskolan / Rector Umeå Institute of Design
Per Sihlén  Programansvarig, Kandidatprogrammet i industridesign / Programme director, BFA programme in Industrial design
Monica Lindh Karlsson  Programansvarig, Masterprogrammet i avancerad produktdesign / MFA programme director Advanced product design
Thomas Degn  Biträdande rektor/Deputy rector for subject development
Christoffel Kuenen  Programansvarig, Masterprogrammet i interaktionsdesign / Programme director, MFA programme Interaction design
Oscar Björk  Kursansvarig kurspaket Intensivkurs i industridesign / Course responsible course package Industrial Design Intensive
Vacant (Linda Bogren)  Kursansvarig, fristående kurser / Course responsible Single subject courses
Piotr Kuklo  IxD studentrepresentant / IxD student representative

Inte närvarande/Not present

Demian Horst  Programansvarig, Masterprogrammet i transportdesign / Programme director, MFA programme Transportation design
Lisa Modin  BFA1 studentrepresentant / BFA1 student representative
Felicia Hjelmqvist  BFA3 studentrepresentant / BFA3 student representative
Tobias Löhe  IDI studentrepresentant / IDI student representative
Jenny Holmsten  APD studentrepresentant / APD student representative
Wenting Xu/ Jozsef Becze  TD studentrepresentant / TD student representative
Vacant  Extern ledamot från akademien / External member of the Academy
Vacant  Extern ledamot från industrin / External member from the Industry
Design Methodology
5ID096
15 Credits

APD1 autumn term 2017

Project title: Coming Generations Material Handling Equipment

Course Evaluation Report
February 2018

Compiled by:
Thomas Degen

Student representative:
Ricardo Verheul (APD1)

Sections:

1. Group ‘Keep/Tweak’ discussion session
   Student attendance: 11/12 = 92%

2. CAMBRO evaluation summary
   Student reply rate: 12/12 = 100%

3. Feedback from teachers

4. Feedback from student representative

5. Overall conclusions
1. **Group ‘Keep/Tweak’ discussion session**

   Student attendance: \( \frac{11}{12} = 92\% \)


One take away from the group session was that the possibility for students to work in pairs (where each student would produce their own project result) could be emphasised more. Although there were two examples of this in this particular project, it was commented that it could be highlighted more by the project responsible - particularly because of the complex nature of this specific project and theme.
2. CAMBRO evaluation summary
   Student reply rate: \( \frac{12}{12} = 100 \% \)

The Kalmar Project

APD1 Design Methodology ht17 5ID096 (52226HT'17)

Resultat på utvärdering

Startade: den 24 januari 2018

Avslutad: den 15 februari 2018

Svarsfrekvens: 100\% \( \left( \frac{12}{12} \right) \)

Elektroniskt utvärderingssystem
The Kalmar Project

Please share your input and evaluation of the expected learning outcomes of the course and how you believe it has supported you in your individual learning. If you have comments about the course that you thought was particular good or if anything should be improved, please share that as well under the last two questions. If you state that you worked more than 40 hours per week on your studies, please let us know why (in the comment section)!

Did you do this voluntarily because the studies are fun or is it because you feel "forced" or because of negative stress? If you experience a negative study environment please let us know!

If any of you have any negative comments or feedback about individuals (teachers or fellow students), please contact the course responsible your programme director or the Head of Department regarding this instead of including it in this evaluation. This evaluation is an important opportunity for the department and ensures the quality of the learning content of the course.

Thank you for taking the time to help us with this! /Thomas

Kurs/grupp-frågor:

1. How would you assess the quality of the course as a whole?

<table>
<thead>
<tr>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 %</td>
<td>20 %</td>
<td>42 %</td>
<td>58 %</td>
</tr>
</tbody>
</table>

Antal svar: 12
Vikat genomsnitt: 3.58

2. On average how many hours per week have you devoted to your studies?

- 70-90 hours a week
  
  For including work also on weekends and after school hours. Just like with other programs people are doing studies at home after school and on weekends. I do that as well, but for Industrial Design it’s very practical and I prefer to work in school where I have all the tools that I need. I also do other stuff: I go to the gym, cook food, get enough sleep and take care of my well being. For me that is super important! But I also love design and am very passionate about it so of course I will work a lot with it, either with a project or my portfolio.
  
  - 60, this includes weekends and evenings. All in all will never be nice to be in a creative environment surrounded with friends instead of in my blue room in Äldsjön. I came to Umeå for the study not the city. I don’t plan the weekends as a full working day. It is extra and gives space to explore and try out. Every bit I manage to do outside of working hours is a nice to have.
  
  - 60. (Including weekends by choice.)
  
  - Overall I devoted 60-70 hours per week to my studies because I think that is necessary to get a good result in the project and also to improve myself. Our class is very ambitious but also fun to be with, that’s why I like to be in the studio and work more than the average student (non-design student) does. We have to try, fail and try over and over again. The design process just consumes much more time than studying books but it is also more fun. That is why I am willing to devote a lot of time to my studies.

  - I can say it was about 60 hours a week because there were so many things to learn and explore, it is always the case with a new project. Now I can see that I have the knowledge and experience as an outcome from devoting these 60 hours every week for my studies and that’s the main purpose of being here from my side.

  - 70
  
  - 60
  
  - 52
  
  - 65

  - Around 70h a week. The high number is a result of exploring different techniques and a personal longing for a great outcome. I have not felt pressure at any point to stay at school for more than a typical weekday.

  - I devoted around 65 hours per week to my studies. I spent this amount of hours, because I liked the project and wanted to create a new center piece for my personal portfolio.

  - I devoted 70-80 hours per week on this course. I wanted to challenge myself and therefore I tried to work the best I could even if I had to work on weekends. This means I did this on purpose mostly because I wanted to give the best and see what I can accomplish in 10 weeks and the project was fun.

Antal svar: 12

den 15 februari 2018 - pag. 2
3. How would you assess the way you have been treated in general as a student during the course?

<table>
<thead>
<tr>
<th>Unsatisfactory</th>
<th>0% (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inadequate</td>
<td>0% (0)</td>
</tr>
<tr>
<td>Adequate Good</td>
<td>23% (3)</td>
</tr>
<tr>
<td>Excellent</td>
<td>25% (5)</td>
</tr>
</tbody>
</table>

Antal svar: 12
Vikariat genomsnitt: 4,75

6. Carry out user studies and utilize various interviewing techniques to create a sketch log that shows the creative development of the current project.

<table>
<thead>
<tr>
<th>Unsatisfactory</th>
<th>0% (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inadequate</td>
<td>33% (4)</td>
</tr>
<tr>
<td>Adequate</td>
<td>50% (6)</td>
</tr>
<tr>
<td>Good</td>
<td>17% (2)</td>
</tr>
<tr>
<td>Excellent</td>
<td>0% (0)</td>
</tr>
</tbody>
</table>

Antal svar: 12
Vikariat genomsnitt: 2,83

Expected Learning Outcomes After having completed the course, the student will be able to:

Vikariat medeltal för block: 3.33

4. Master the specific design method used at the MA programme in Advanced Product Design, that facilitates identifying the problems, describing them, and proposing a project solution to solve them.

<table>
<thead>
<tr>
<th>Poor</th>
<th>0% (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fair</td>
<td>0% (0)</td>
</tr>
<tr>
<td>Good</td>
<td>20% (5)</td>
</tr>
<tr>
<td>Excellent</td>
<td>20% (5)</td>
</tr>
</tbody>
</table>

Antal svar: 12
Vikariat genomsnitt: 3.5

7. Visualize the end result of the design project in a convincing way.

<table>
<thead>
<tr>
<th>Unsatisfactory</th>
<th>0% (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inadequate</td>
<td>0% (0)</td>
</tr>
<tr>
<td>Adequate</td>
<td>33% (4)</td>
</tr>
<tr>
<td>Good</td>
<td>67% (8)</td>
</tr>
<tr>
<td>Excellent</td>
<td>0% (0)</td>
</tr>
</tbody>
</table>

Antal svar: 12
Vikariat genomsnitt: 3.67

5. Write a preliminary project description and create a sketch dialogue.

<table>
<thead>
<tr>
<th>Unsatisfactory</th>
<th>0% (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inadequate</td>
<td>0% (0)</td>
</tr>
<tr>
<td>Adequate</td>
<td>61% (8)</td>
</tr>
<tr>
<td>Good</td>
<td>33% (4)</td>
</tr>
<tr>
<td>Excellent</td>
<td>0% (0)</td>
</tr>
</tbody>
</table>

Antal svar: 12
Vikariat genomsnitt: 3.33
8. What did you find especially good?:

- Very well planned project in general. Good brief that was easy to follow. Kalmar was a good collaboration partner that was easy to collaborate with and they treated us very good. I think. Really good tutors for the project. A big star to both Johan and Jonas for their feedback and help!
- Realistic budget for the project.
- Possibility to work in groups.
- Field research.
- Sketching techniques and design feedback by Jonas.
- Model making tips and tricks by Johan.
- Involvement of Vice-president R&D. Feedback was useful and felt more open to new ideas than the Hans and Per-Eric.
- (having him at the kick-off would have made even more impact regarding research).
- David in the workshop is always a great help.
- The company's involvement and budget for us to use.

- very good organisation, friend trip to Germany + Poland, a lot of exchange with the company, sketching sessions and feedback sessions with Jonas, enough DOLF-money
- I think it is really good that the program is designed to have the informative courses first, when we need to apply or use these informations and techniques right after getting the knowledge or during the design process.
- The overall course structure was good timing and content wise. The group workshops in the beginning were a great exercise and had very useful outcome. Also I liked that we had feedback available at any time from the client and also our tutors, Johan and Jonas which gave valuable input.
- The opportunity that we had to immerse in the harbor's routine and Kalmar's factory was of great importance to me. Because of the observations and interviews I could come with a satisfactory concept quite early in the process giving me the choice of studying and developing my sketching abilities, which is something that I wanted to improve. I would like to have more sketching lectures and tutoring with Jonas.

Even though some people didn't like the involvement of Lighthouse in the process, I liked Hans' feedbacks. I think that the professional ambient that was created by bringing Kalmar as the client, Lighthouse as their consultants and us as the design firm is a positive experience.

- the feedback from the tutors was helpful. Also the support in the workshop was good. Overall I am very happy with my learning outcomes.
- Great opportunities to explore the environment of the project on site as well as having the contact to professionals working in the field. I also liked the input from different teachers to get several perspectives.
- I really enjoyed the initial research trip to Germany and Poland, at the beginning of the course.
- I appreciated the supporting lectures in Sketching, Painting and the external tutoring.
9. What can we do to improve the course?

- Looking up better traveling options. In my opinion it was unnecessary and way too time consuming to travel as much with bus as we did. I also believe cheaper alternative options can be found.

Also so have a project over christmas will always happen I got that, but maybe be more aware in general about students well being in those times. Just a reminder in general since this is a school and program with huge pressure that comes with it. Not only considering myself but also my classmate.

- Three weeks for research is on the long side.
- Idea- and concept presentation close to each other, especially the concept presentation just before Christmas break felt useless since there was no time to change anything after the holidays because of model making etc, it was only eating precious time from the project and feedback was not usefull.
- Less research, more time for the design phase, earlier concept presentation, support by Jonas during the CAD-phase
- For this project only, since the topic was huge, it would be better to have more time about discovering the logistics, whole scenario and the system behind it and future trends instead of focusing so much on the products, although it was also important to do that too. And it would be really nice to have a project topic that we can focus on human as users, I think they are much better than containers.
- It would be nice to save a bit of time in the beginning by going into individual research and ideation two or three days earlier. Also, and I know this is very project specific and hard to predict, the workshop with lighthaus could have been either right after the field trip or even reduced to just a talk in the bus on the way back from Hamburg that was dead time anyway. That could have saved us at least two days as well. Another thing that might be improvable is the timing of the concept presentation before christmas, one week earlier would be nice to be able to take feedback more into consideration.

NOTE: I worked 70h per week due to the switch of concepts before christmas and because I had to teach myself skills in visualisation for the final presentation, which was very time consuming. In general I think these working hours are a result of standards and goals that I set for myself and want to achieve.

- One thing that I want to improve in next projects is my model making skills. I had a hard time to make my model and think that maybe we should have had some more model making lectures before the project starts.

The ideation workshops worked well until a specific moment, I think that the last one was a bit too much and maybe it could be substituted by a private feedback session with.

Thomas, Per Erik and Hans.
- The sketch course with jonas could be more extensive.
  The time in the concept phase was quite limited. Would be nice to have bit more time for form exploration.
- I would have liked to spend more time on the user and human centered design but the topic didn’t suit that. Also a bit more theoretical input and new working methods or techniques could have added more value to the course.
- Additional and intensified Sketching Lessons !!
- Modelewaking, Painting and CNC Milling Introduction Course at the beginning of the project instead at the end
- Less presentations ( Research, Ideation, Concept and Final ) –> Merge Ideation and Concept presentation ( A lot of time got wasted for the preparation).
- No report
- Maybe a better research introduction, especially concerning user interviews.

Aetal svar : 10

den 15 februari 2018 - Pag. 5
3. Feedback from teachers

Jonas Sandström, senior lector (sketching / form):
I met with the student's repeatedly during a period in the Kalmar project. We first met during the early stages of concept development and later again as the individual form development was being made. I think the deployment of hours and when the teaching took place in the project was good. During the early stages, we focused more on general techniques for concept development through sketch media and sketch techniques. In the later stage, we mostly talked about the form expression and perhaps less about the techniques used, although we did some demos with more complex 2D digital software. On the topic of digital 2D work over cad data I think that we could get more involved in the future to further the quality of design output.
I think the group as a whole was very keen and open minded towards the sketch techniques that where taught during our meetings.
In relation to previous years, this group seem more open towards the use of 2D media in their design process. The reason may be due to group dynamics, personal experience or others but it is welcome.

David Risberg, workshop technician (workshop / painting etc.)
Överlag så tycker jag att projektet var vältigt lyckat. Jag ser ju nästan bara vad de gör i verkstan, men de skötte sig vältigt bra i år. Många vara ute i god tid, och de höll bra ordning omkring sig när de arbetade. De har också haft bra koll på hur man fräser och 3D-skrivner, så det har varit vältigt lyckat med introduktionerna de fick av Tomas Lindehell.
Varför?: Jag tror främst att det är årets grupp, de har ett vältigt professionellt arbetssätt. Men jag tror också att kursupplägget har varit bra i år, att Tomas gått igenom filberedningar för projektet och att vi har lackkursen just innan första modellerna ska lackas. Även det upplägget att jag får hålla en genomgång innan lackläraren kommer hit. Det var väl samma förra året, men ibland tar det ett par år innan nya arbetssätt har fastnat i arbetskulturen.

English translation:
Overall, I think the project was very successful. I almost see what they do in the workshop, but they were doing very well this year. Many were out in good time, and they kept working well when they worked. They have also had a good look at how to the milling machines and 3D printers, so the introductions they received from Tomas Lindehell has been very successful.
Why?: I mainly think it’s the group of the year, they have a very professional way of working. But I also think that the course has been good this year, that Tomas has gone through file preparation for the project and that we have the model painting course just before the first models have to be painted. Even the layout that I can keep a review before the paint teacher comes here. It was the same last year, but sometimes it takes a few years before new ways of working have stuck in the working culture.
4. Feedback from student representative

Ricardo Verheul’s (APD1) comments after reviewing the first version of the course evaluation report:

After reading the first draft version of the course evaluation I can say that I agree with the feedback provided so far. I would like to take this opportunity to emphasise some topics which I think are most relevant.

First of all the topic of spend working hours for our group. Most (if not all) students have spend way more than the standard 40h working week on their studies during this project. Since our studies is very hands on and all about doing instead of “regular” studies where you learn from textbooks I makes sense to spend a lot of time in school. We are all very ambitious and strive for the best. To create the best possible we need the tools that are provided at school. Also the atmosphere is great and there is always someone around who you can ask to help-out or listen to you.

The group really appreciate the input from both Johan and Jonas in their own field of expertise, this was very helpful.

One thing the group pointed out that field missed in this project was some more information or training in research methods and interview techniques in preparation to the research trip. This is something that could be added for next year. (Talk to IxD about their interviewing technique lessons)

It would have been nice if we could have done a sketching training in the Cintiq room (green pc room) where everyone could try out and ask questions on the go. Due to communication or planning issues this room was booked during our sketching course.
5. Overall conclusions (after feedback from the student representative)

2017 (Coming Generations Material Handling Equipment): Comments:
The APD1 students reported that they devoted 60 to 90 hours to their studies a week throughout the 10-week duration of the term project. The high number for hours was discussed at a number group meetings and the students were encouraged to report why they worked such a high number of hours in the anonymous Cambro evaluation and if this was of free will or not (question 2). They were been asked to contact their course responsible/ programme director if they as a group or as an individual feel they are in need of help of lowering the workload or hours or restructuring their way of working.
Overall the group showed that they are aware of the reasons why they decide to dedicate such high number of hours they do on their studies. The APD program is aware that it, just like the department and each individual student, share a joint responsibility of making sure that no one, student or staff, get’s into harm’s way due to too high a work load.

Action points:
- Change ELO no. 6 since sketch logs are not included as a technique any longer.
- Include a lecture about user research and interviewing techniques (New recruitment at UID should make that possible)

Keep in mind:
- Try to book the Cintiq lab ahead of time for the sketching classes.

2016 (Extreme Bolting):
1. Ensure hours for a CAID teacher to be available in week 1 (if possible) or at least from week 2 when files are prepared for digital processing in the workshop.
2. Schedule tutoring sessions (design and CAID tutoring) after the Concept presentation, just before we break for the Christmas vacation. This to ensure each students is aware what to address when coming back after the holiday.
3. Try to plan the sketch course so the extra tutoring Jonas offered in week 49 (Thursday) and 50 (Tuesday) will be included in next years project.
4. Try to make the students work less the last three weeks? Ask how they are feeling, but also reminding them that it is also their responsibility to ask for help and advise from the tutoring staff or the course responsible.

2015 (The Paramedics Project):
5. Take time to go through the document and tips for research visits and on-site user studies.
6. Include Roland milling in Alias course (suggested to Tomas L).
7. Plan in one-two days between Ideation presentation and the sketch course.
8. Sketch course in two paths? One for concept development and the other for form – Or try form only?!
9. Go back to following-up on the individual students schedule during the project. Remind external tutors.
10. Have the Internal presentation on a Tuesday, so it will not be on a Wednesday where we are not allowed to book students?
Creative Reflections on Product Design

5ID186

7.5 Credits

APD2 autumn term 2017

Course Evaluation Report
February 2018

Compiled by:
Thomas Degn

Student representative:
James Skeggs (APD2)

Sections:

1. Group ‘Keep/Tweak’ discussion session
   Student attendance: 10/13 = 77%

2. CAMBRO evaluation summary
   Student reply rate: 9/13 = 69%

3. Teacher feedback

4. Feedback from student representative

5. Overall conclusions
1. Group ‘Keep/Tweak’ discussion session
Student attendance: 10/13 = 77%
(Two students were travelling in connection with their on-going thesis work)

From the immediate feedback and dialogue, the students expressed a wish that some for the assignments and deliverables could be simplified and even emphasised that assignment 2 should/could be handed in before Christmas (for the ones who would be able to - others might need a bit more time to reflect).
As a smaller practical matter, they recommended that the specified reference list and images should not be a 'separate deliverable', but that it should “blend in” with” assignment 3.1 which are delivered after the Christmas vacation.

Overall they were pleased with the first week of the course and the daily assignments they were given and asked to share and discuss in their critical friends pairs.
2. CAMBRO evaluation summary
Student reply rate: $9/13 = 69\%$

Creative Reflections on Product Design

Creative Reflections on Product Design (HT17)

Resultat på utvärdering

Startade: den 25 januari 2018

Avslutad: den 2 februari 2018

Svarsfrekvens: 69\% ($9/13$)

Elektroniskt utvärderingssystem
Creative Reflections on Product Design

Please share your input and evaluation of the expected learning outcome of the course and how you believe it has supported you in your individual learning.

If you have any negative comments or feedback about individuals (teachers or fellow students), please feel free to contact the course responsible or your programme director or the Head of Department regarding this instead of including it in this evaluation. Antal svar: 9

If you have comments about the course that you thought was particular good or if anything should be improved, please share that as well under the last two questions. This is a possibility of us to make quality assurance of the learning content of the course. Thank you for taking the time to do this! /Thomas

3. How would you assess the way you have been treated in general as a student during the course?

<table>
<thead>
<tr>
<th></th>
<th>0 % (9)</th>
<th>11 % (1)</th>
<th>22 % (2)</th>
<th>44 % (4)</th>
<th>89 % (8)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fair</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Good</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Excellent</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Antal svar: 9
Viktat genomsnitt: 3,89

Expected Learning Outcomes: After having completed the course, the student will be able to:

4. Account for the purpose and importance of methodology in their future work as an industrial designer.

<table>
<thead>
<tr>
<th></th>
<th>0 % (9)</th>
<th>11 % (1)</th>
<th>22 % (2)</th>
<th>44 % (4)</th>
<th>67 % (6)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fair</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Good</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Excellent</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Antal svar: 9
Viktat genomsnitt: 3,56

5. Show ability to perform and draw conclusions from fact-based market analyzes.

<table>
<thead>
<tr>
<th></th>
<th>11 % (1)</th>
<th>0 % (9)</th>
<th>50 % (5)</th>
<th>33 % (3)</th>
<th>0 % (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unsatisfactory</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inadequate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adequate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Good</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Excellent</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Antal svar: 9
Viktat genomsnitt: 3,11

1. How would you assess the quality of the course as a whole?

<table>
<thead>
<tr>
<th></th>
<th>0 % (9)</th>
<th>56 % (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fair</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Good</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Excellent</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Antal svar: 9
Viktat genomsnitt: 3,44

2. On average how many hours per week have you devoted to your studies?

- 80 but more in preparation of the thesis then this project.
- 30
- 20
- 10
- 50
- 40
- 30
- 20
- 10
- 50

Antal svar: 9
6. Document relevant problems or design opportunities within a specific area.

<table>
<thead>
<tr>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
<th>Inadequate</th>
<th>Adequate</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 % (0)</td>
<td>22 % (2)</td>
<td>78 % (7)</td>
<td>0 % (0)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Antal svar: 9
Viktigt genomsnitt: 3.78

7. Generate personal reflections based on facts encountered during data collection and extend such reflections into possible areas for further personal development in line with the students own design philosophies.

<table>
<thead>
<tr>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
<th>Inadequate</th>
<th>Adequate</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 % (0)</td>
<td>22 % (2)</td>
<td>78 % (7)</td>
<td>0 % (0)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Antal svar: 9
Viktigt genomsnitt: 3.78

8. Individually create a written and illustrated report supported by an oral presentation exposing personal reflections and conclusions on a relevant design opportunity, all based on relevant design opportunity.

<table>
<thead>
<tr>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
<th>Inadequate</th>
<th>Adequate</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 % (0)</td>
<td>22 % (2)</td>
<td>78 % (7)</td>
<td>0 % (0)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Antal svar: 9
Viktigt genomsnitt: 3.56

9. What did you find especially good?:

- Was a good preparation for the thesis!
  - Was more difficult for people who did not have the final topic to really delve into much into it though...

  But other than that keep it!

- Critical friends was a great way to expand on ideas and get constructive feedback.

- Reflecting on my own design philosophies.

- The discussions with a classmate about the relevance of your thesis topic and how your thesis fulfills your aspirations as a designer.

- Enough time to focus on narrowing down the initial research I had been doing before

- Being able to work from home

- Exchange feedback with class mates

- Critical friends

- To have time to reflect upon who you want to be as a designer and to be able to properly prepare the thesis

- The possibility/a dedicated time to reflect on ones design philosophy and choice of topic and the exercise of sharing with a friend to give and receive feedback.

Antal svar: 9

10. What can we do to improve the course?:

- Serve the doughnut cake during the discussions

- Removing lighter weight assignment during vacation for either before or after.

- Remove the assignment to separately collect images and sources, it should be moved and combined with the actual report.

- I think it’s fine the way it is right now! Maybe just ‘force’ the students to hand in the exerces before Christmas? Just to cross off things.

- Feedback on the submitted brief

- Skip assignment 2 and make it part of assignment 3

- Nothing really

Antal svar: 7
3. Teacher feedback

**Thomas Degu:**
This year’s course was a positive experience. The class was present and very active on-site in the group sessions and exercises that were prepared and scheduled during the first week for the course.

This year’s set-up with an introduction week of smaller written assignments each day followed by critical friend meetings and personal reflections and group sharing sessions, was a refinement of previous courses, which will be build upon the next time the course will be run.

*Both during the first week and at the group evaluation session, the student group had suggestions on how to streamline the exercises and share hands-on proposals for how smaller changes could ease the structuring and submissions of the specified deliverables. The group also shared other good ideas for what could be a continued development of the course, like raising some of the questions touched upon in this course earlier in the education. However if the focus should be broadened and the workload involved will increase, more hours (and/or colleagues) will have to be made available in order to execute this. Food for thought!*
4. Feedback from student representative

James Skeggs' (APD2) comments after reviewing the first version of the course evaluation report:

Overall the course was received well by the class. Every welcomed a change in workload and alternative course structure after the successful ‘ABB’ project. We had time to sit down and reflect on our journey so far as a designer, where we would like to go and formally sit down to think about thesis. Personally, I really enjoyed the exercises where we had to articulate our own design philosophies in writing and believe this should be done more frequently throughout the Master Programme.

As shown in course feedback, a few minor changes like shifting the ‘images and references’ assignment to either side of the Christmas break would have been more preferable for students. This would ensure everyone is well rested and refreshed before returning to complete the last assignment and thesis preparation. The concept of ‘critical friends’ was also highly valued and should be considered for future courses.
5. **Overall conclusions** (after feedback from the student representative)

2017: (Feb. 2018)

**Comments:**
On the 2nd question in the Cambro evaluation on how many hours the students in average dedicated to their studies, one individual had listed 80 hours. If this is correct this particular individual worked twice the recommended number of hours during the entire 5-week course, which ran over the Christmas holidays. It should be noted that at least 3 of the 5 weeks were off-campus, with no scheduled classes or meetings.

As a response to this an e-mail was send out to the entire group encouraging them to take contact with the course responsible/ programme director in case they were in need of help to reduce or re-structure their workload or studies.

One of the APD2 students replied to the e-mail with the following response (at the time she was off-campus doing research for her thesis: "I honestly cannot imagine that anyone has spent that many hours on the course, even if you would calculate all the time for thesis preparation into it. I feel pretty busy right now with the deliverables (presentation, briefing...), but I think I don't usually reach more than 50/55 hours per week (and it was definitely less in the creative reflections course). Maybe it was just a typo? Or 80 hours in total for the whole course?"

A reflection on this could also be if the high number of hours the student listed in this evaluation, and the fact that many APD students tend to list very high number of work hours in other course evaluations, could partly be because of the phrasing of the question which today is:

"On average how many hours per week have you devoted to your studies?"

An alternative rephrasing of the same question could be (?):
 "On average how many work hours per day have you devoted to achieve the Expected Learning Outcome of this specific course?"

However one reason for keeping the original phrasing would be the APD programme’s genuine interest in monitoring the time that it’s students devote to their total immersion into the subject of design, which on a weekly basis, based on the feedback this PD has received during discussions with the APD students, goes far beyond just their studies in a specific course.

A follow-up question that will now be added to the APD Cambro evaluations is: "Notice: If you wrote that you devoted more than 40 hours per week on your studies - Please tell us why!"

One question for the UID Programme Council could be if there should be defined one phrasing of the ‘work hour question’ to be used in all the UID Cambro educations?

**Action points:**
- No immediate actions.

**Keep in mind:**
- Fine-tune the exercises and listed deliverables for next year's course.
2016: (2017)
1. Consider introducing a sharing session (assignment 1?), where the students share with the rest of the group their focus areas?
2. Consider introducing assignment 1 earlier in the autumn term? Maybe halfway into the term project?
   If so, plan in a day where the assignment should be introduced and carried out, maybe with a deadline the same afternoon?
   If so, plan in feedback time from my side (1-2 work days).
   - The sharing session could be the same day or in December when the different themes have matured and ideally confirmed by a collaborating partner?

2015: (2016)
3. Only accept critical fiend pairs (2 students).
4. Communicate earlier (during the autumn) that the course will take place and the purpose of it?
Sound in Industrial Design

5ID208
7.5 Credits

APD1 spring term 2018

Course Evaluation Report
March 2018

Compiled by:
Thomas Degn

Student representative:
Maximilian Brück (APD1)

Sections:

1. Group ‘Keep/Tweak’ discussion session
   Student attendance: 12/12 = 100%

2. CAMBRO evaluation summary
   Student reply rate: 12/12 = 100%

3. Teacher feedback

4. Feedback from student representative

5. Overall conclusions
1. **Group ‘Keep/Tweak’ discussion session**

   Student attendance: **12/12 = 100%** (together with IxD1 class = 24 students)

   180216: Course time-line evaluation with ‘Keep/Tweak’ feedback and follow-up discussion. (Green post-its = ‘Keep’. Pink post-its = ‘Tweak’)

---

**Summary of the main take-away’s:**

Overall the APD1 + IxD1 students (24 students in total) highly appreciated the course and the opportunity to collaborate across programs. Appreciation was also expressed on the fact that an effort was made to mix the students from day one and during the first five exercises the first week of the course.

Another take away was the wish to explore and experiment more with the Massive software (maybe with more time for exercise 1D?). This would mean compressing exercise 1A-1E (or removing one of them) in order to give more time for this and also introduce the Massive software (and the installation of the trial software) at an earlier stage the first week.

A clear wish was expressed to have the external sound design tutor more involved in exercise 2 (maybe with additional tutoring on Tuesday the last week or the course?)

Ideas were also brought up for more time for the “theme choosing” or a more “intensified” ideation session for exercise 2, although no clear suggestions were shared for how to achieve this with the present time restraints. Maybe the session could start before lunch that day and continue in the afternoon? Or each student “preparers” one idea on a post-it or A5 sheet of paper and brings it to the group session?

There was also an interesting idea of UID facilitating different load speaker set-ups; from small low-cost to maybe more high fidelity. This way the students could “test-play” their sound designs and understand the actual sound quality and experience of their audio designs through different and realistic hardware used in either prototype or real product applications.
2. CAMBRO evaluation summary
Student reply rate: $12/12 = 100\%$

Sound Design 2018

APD1 (2017-2018)

Resultat på utvärdering

Startade: den 16 februari 2018

Avslutad: den 23 februari 2018

Svarsfrekvens: 100\% ($12/12$)

Elektroniskt utvärderingssystem
Sound Design 2018

Please share your input and evaluation of the expected learning outcome of the course and how you believe it has supported you in your individual learning.

If you have any negative comments or feedback about individuals (teachers or fellow students), please feel free to contact the course responsible, your programme director or the Head of Department regarding this instead of including it in this evaluation.

If you have comments about the course that you thought was particular good or if anything should be improved, please share that as well under the last two questions. This is a possibility of us to make quality assurance of the learning content of the course.

Thank you for taking the time to do this! /Thomas

Kurs/grupp-frågor:

1. How would you assess the quality of the course as a whole?

<table>
<thead>
<tr>
<th></th>
<th>Poor</th>
<th>0 % (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fair</td>
<td>0 % (0)</td>
</tr>
<tr>
<td></td>
<td>Good</td>
<td>0 % (0)</td>
</tr>
<tr>
<td></td>
<td>Excellent</td>
<td>100% (12)</td>
</tr>
</tbody>
</table>

Antal svar: 12
Viktig genomsnitt: 4

2. On average how many hours per week have you devoted to your studies?

- 40
- 60
- On average I think it is around 65 hours.
- 88
- 55
- 40
- 50-70
- 70
- 60
- 60-70
- 45

Antal svar: 12

3. Notice: If you wrote that you devoted more than 40 hours per week on your studies - Please tell us why!

- It was basically super fun to work since we all liked the concept and our topic. And it was a really quick project so we wanted to spend our time as much as possible.
- Although we had everything very well planned, we decided on spending more time striving for better results. It happens quite frequently because of high quality standards.
- Included weekend. We started talking and brainstorming on the topic so we could take advantage of the two days extra, no one was forced to do this, all in free will.
- I'm including 7 days a week. It was a really short project (2 weeks) and we really wanted to make something good and serious with it since my group chose a stigmatized topic (Sex Toys). It was also super fun. Probably one of the most fun project I've had at USD.
- sprint project
- because we had high ambitions and to reach them in just two weeks, we had to work a bit more.

Antal svar: 6

4. How would you assess the way you have been treated in general as a student during the course?

<table>
<thead>
<tr>
<th></th>
<th>Poor</th>
<th>0 % (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fair</td>
<td>0 % (0)</td>
</tr>
<tr>
<td></td>
<td>Good</td>
<td>27 % (3)</td>
</tr>
<tr>
<td></td>
<td>Excellent</td>
<td>73% (8)</td>
</tr>
</tbody>
</table>

Antal svar: 11
Viktig genomsnitt: 3,73

Expected Learning Outcomes After having completed the course, the student will be able to:

Viktig meddelat för block: 3,67

5. Demonstrate understanding of the potential of sound design in combination with a design solution.

<table>
<thead>
<tr>
<th></th>
<th>Poor</th>
<th>0 % (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fair</td>
<td>0 % (0)</td>
</tr>
<tr>
<td></td>
<td>Good</td>
<td>17 % (3)</td>
</tr>
<tr>
<td></td>
<td>Excellent</td>
<td>83 % (10)</td>
</tr>
</tbody>
</table>

Antal svar: 12
Viktig genomsnitt: 3,83
6. Propose and communicate intended initial sound. What did you find especially good?

designs verbally and with visual medias and initial audio sketches.

<table>
<thead>
<tr>
<th>Unsatisfactory</th>
<th>0 % (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inadequate</td>
<td>0 % (0)</td>
</tr>
<tr>
<td>Adequate</td>
<td>33 % (4)</td>
</tr>
<tr>
<td>Good</td>
<td>67 % (9)</td>
</tr>
<tr>
<td>Excellent</td>
<td>0 % (0)</td>
</tr>
</tbody>
</table>

Antal svar: 12
Viktat genomsnitt: 3,67

7. Use and critically evaluate sound processing equipment and two- and three-dimensional visualizations to develop and express a creation that combines personal interpretations of sound, form and interaction seen from an industrial design perspective.

<table>
<thead>
<tr>
<th>Unsatisfactory</th>
<th>0 % (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inadequate</td>
<td>0 % (0)</td>
</tr>
<tr>
<td>Adequate</td>
<td>50 % (6)</td>
</tr>
<tr>
<td>Good</td>
<td>50 % (6)</td>
</tr>
<tr>
<td>Excellent</td>
<td>0 % (0)</td>
</tr>
</tbody>
</table>

Antal svar: 12
Viktat genomsnitt: 3,5

8. Argue and efficiently communicate how the combination of form and sound can enhance the intended perception of a product or design solution.

<table>
<thead>
<tr>
<th>Unsatisfactory</th>
<th>0 % (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inadequate</td>
<td>0 % (1)</td>
</tr>
<tr>
<td>Adequate</td>
<td>17 % (2)</td>
</tr>
<tr>
<td>Good</td>
<td>75 % (9)</td>
</tr>
<tr>
<td>Excellent</td>
<td>0 % (0)</td>
</tr>
</tbody>
</table>

Antal svar: 12
Viktat genomsnitt: 3,67

- Andreas Eriksen.
- Tutoring with a sound design specialist.
- Learning how to use sounds to create better interactions and product solutions was one aspect of this project that I really like, but on the other hand I actually learned the power of quick and smart decisions. Normally I spend my time on defining the concept as much as I can just to feel secure with the idea and continue with other decisions (interaction form etc.) And this super bad habit (now I can see how bad it is actually) always ends up with not having enough time for the other important things, and also not having enough sleep to make good decisions before final presentation. For me the best part of this project was to learn the time management and smart decision making. Also the first week with Andreas was really informative and full of creativity and experimenting.

- Andreas involvement was off the charts! Really good feedback and help. I see the fact that the project being short (2 weeks, not counting the "learning" week) resulted in a high level of learning outcome specialty for me. Having 10 plan, research, execute a design project involving a completely new area (Sound) that I have never worked with before could very easily scare people. But at the end, I was surprised on the high quality of the projects and the way we have dealt with each a short time frame. I believe that I improved quite a lot in my planning skills during this two weeks.

- Andreas, excellent way of communicating in a clear and understandable way.

IxDLAB, freedom to try stuff and support when needed.
Couching momenta with teachers from different disciplines-programs.

- Tutoring by external sound designer, combining spd and ixd skills, time for exploring, several small tasks instead of few big ones, a small timeframe to achieve the project.

- Andreas, he was great. We should have him more towards the end for feedback.

- Andreas
  - External Tutoring by Andreas
    - First week exercises
    - Time to experiment within the first week
    - Groupwork
    - Course topic and structure was great 3!

- working with Andreas, teamwork, mixed with ixD
- The time envelope was great as it encourages and teaches you to make quick decisions. Also, the first week was great to explore the field of sound design, which was completely unknown to me before, and of course Andreas' feedback which was tremendously helpful and always on point. Furthermore the exercises were chosen well and it was fun to collaborate with ixD.

Antal svar: 11
10. What can we do to improve the course?

- Teachers should show up on time (if they even show up at all). This is your job and not being there is not acceptable anywhere else. We value your opinion the most, but it is really demotivating when you don't show up. Respect goes both ways.

- I really like the Wizard of Oz exercise but we defined our concept so quickly we didn't actually have time for it, but I can imagine it could be useful for so many things. I would like to have more time for wizard of oz, and instead of doing exercise 1D I think we can decide the groups earlier.

- I just believe that the process for choosing a theme could be changed. I do not have a clear idea on how this could be achieved, but in my point of view we should have done it with a bit more time, in a blind process (nobody knows who have written what) and with more restrictions: e.g., instead of narrowing too much the themes at the beginning, we could have written down macro areas such as 'hiking equipment', 'Medical Device for Asthma'. The way it was conducted make some very interesting 'areas' being disregarded from the beginning while some very specific ideas were very popular thus being carried on until the end.

- The first orientation week with assignments could be changes in such a way that the assignment are a bit more realistic in nature. mercedes exercise was perfect. first assignment was to short.

- Additional software input (massive) maybe on free will/ wednesday afternoon. Putting emphasis on Sound and spend less time on product/interaction. Also there can't be enough of Andreas!

- Maybe start the course on the thursday/friday the week before, just to get into it a bit earlier. But short projects are good to learn time management also.

More massive please!

- Maybe more feedback from interaction side...

- Deeper learning of massive would be nice

- A bit more time to think about the topic and build groups

- A bit more in depth tutorials on massive would be nice.
3. Teacher feedback

Rickard Åström:
The course of 2018 felt very successful. I especially appreciated the level of common sense that seemed to permeate the groups. Even though some early ideas were farfetched or ambitious considering the time frame, all groups heeded our advice and then delivered well thought through concepts with quality models and sounds. Some even above what you would expect possible in this short amount of time, but still without signs of being overworked.
4. Feedback from student representative

Maximilian Brück (APD1) comments after reviewing the first version of the course evaluation report:

From my perspective, the feedback insights gathered and summarized in this report are congruent with the common attitude and thoughts of the class, towards the Sound Design Course 2018. In general all students enjoyed the course and the topic of sound very much. We really appreciated the opportunity to experiment in a design field, which most of us never touched. Moreover the collaboration between IxD and APD students was a fun and inspiring experience.

I would like to emphasize at this point, that a lot of us especially liked the experimental character of the first week, where we were able to try out new things over several days, without keeping an eye on the effects of our actions to a big project. It allowed us to learn something just guided by your guts and the joy of exploring unknown field. This was a refreshing diversion. Like in the evaluation often mentioned, a deeper tutoring in Massive would have been nice in this week. Not because the students felt overwhelmed or were not able to produce the required sounds, but more because most of us reached quiet quickly a point, were we wished for a deeper understanding of the software to be able to express the sounds we imagined in our head, rather than just making use of happy accidents.

In addition to that there was a general wish for more lectures with Andreas Estensen. The students really appreciated his qualified input and were interested in learning more about his personal approach towards sound design and his design strategies.

It would have been nice to get an even deeper understanding of the thinking behind a sound design and about the general workflows in this design discipline.

The second phase of the project, the group-work phase, was in the eyes of most students really successful and fun. In general people liked the limited timeframe of two weeks, because this made the whole working atmosphere a bit more light minded and playful. Nobody was expecting to create a stunning portfolio piece in two weeks, which was in my eyes a key factor, why at the end the results were really surprising and impressive.

A lot of students devoted more than 40 h per week to this course, including myself. From my personal perspective and through talks to my fellow students, I can say this happened not because the requirements of the course were to high or some crazy group dynamics forced these people to work over the standard amount of hours per week. I think in general the people were really motivated and passionate about the course, because it was a fun topic and the light minded atmosphere of the first week definitely sparked some creativity.

All in all the Sound Design Course was a really nice and informative course which broadened the students understanding of industrial design and showed us some new and interesting perspectives.
5. **Overall conclusions** (after feedback from the student representative)

**2018:**

**Comments:**
More than half of the APD students reported that they dedicated more than 40 hours per week on their studies. Three reported that they dedicated up to 70 hours per week.

In order to better understand the reason why the program's students overall tend to report that they invest and spend more time than the 40 hours that are officially recommended, a follow-up question has been added to the Cambro evaluation (question 3).

Besides giving the course responsible, program director and department a more nuanced insight to the students' motivation, it will hopefully also be an additional support for the constant on-going group discussion and the individual reflection each student should have regarding how much time they decide to devote to their studies and why.

The conclusion is that the high number of hours dedicated to their studies were done voluntarily and because they enjoyed the exploration of design within the course subject.

**Action points:**
- There are no major issues or action points with this course.

**Keep in mind:**
- Simplify the scheduling of the two tutoring sessions in exercise 2. There were smaller misunderstandings when tutoring sessions started earlier than 9 o'clock in the morning.
- Consider the introduction of Massive earlier together with time explore it more (this will mostly likely be achieved by condensing the activities first 2 days)
- Consider investing in one more day with feedback and tutoring from the external sound design expert (depending on the program budget).
- Continue with the effort of mixing the groups during the first week (it takes a bit of time, but it is worth it).

**2017:**
1. Consider how to randomize mixed groups the first week!
   Also try to keep the groups in the 2nd exercise to max 4, ideally 3 persons.
2. “Andreas prio 1”: Either move Andreas’s only visit during exercise 2 to the final week (Tuesday?), if it is not possible to budget for one more day of tutoring.
3. “Andreas prio 2”: Budget half-a-day more to include Andreas at the final presentation?
4. Try to include After Effects in the first week (instead of Premier?)
5. Try to include lecture on the 'theory of light design' into the course (will probably have to be developed internally).