Evaluation report Autumn 2020

Cand.IT Product Design

Study Board: SNIKS

Evaluation strategy for the education: see online [study board approved policy](#)

What specific courses does this summary include:

All core modules from semester 1 and 3

Positive examples for inspiration:

- In general, first year students expressed their satisfaction with the way that the first semester is designed – they showed appreciation for being able to explore different themes, learn different perspectives on design, methods and theories. As a result, many of them saw their skills and competences in a new light.
- Jussi Mikkonen's teaching of IT-vest's priority area of computational thinking (as part of Design Skills and Exploring Design) was singled out for praise by many students for how it enlarged their toolbox and supported future communication with more technically oriented collaborators and employers.

Conditions that call for further follow-up:

- Many third semester students who participated in the session have student jobs or did an in-company project in the past semester, which made it difficult to find time for reading all the literature co.
- Third semester students expressed that they were overwhelmed by the workload (readings) in Design Research 2; it was necessary for them to always prioritize their time in order to keep up. They would have liked to have known the size of the workload so they could have planned accordingly.
- In general, students felt that there's a need for more informal peer-to-peer communication during the studies, where they can exchange experiences and ideas, etc.
- It seems that many students have a hard time identifying their own skills and competencies – there is a lack of ability to reflect back upon one's past and experiences *in the light* of newly learned ITPD skills. However, the third semester students had a clearer idea of their competencies after they tried them out in student jobs or in-company projects, especially the value of their soft skills, personal skills or similar.

Future initiatives based on the evaluations:

- We plan a series of seminars for students to reflect, share learnings, practice articulating their competences and look forward to future careers. Students with internships may provide much of the content, but this will also be open to students without internships.
- We are reorganising the details of our InCompany Project oral examinations and producing a guideline for report writing in order to improve reflection and articulation of workplace

Initiatives since the last evaluation

- Student Development Conversations: All second-year students having small group discussions with a teacher regarding their personal learning goals and future ambitions as part of Professional Apprenticeships module.
- Sharpening Competence Descriptions, mini-workshop by SDU RIO (Careers and Innovation). RIO are working with ITPD teachers to improve how we explain the job relevance of our modules
- Jacob Buur leads a small team of students in (co)designing an employability (board) game to provoke reflection, inspiration and sharpening attention to employer-friendly articulation
- SDU RIO (Careers and Innovation) are delivering a four-part series of employability events to boost student's articulation of competences, awareness of job market, application/resume/letter writing skills, culminating in an online business fair meeting companies.
- increased dialogue with local industry
- collection and distribution of narratives from alumni concerning job finding and career-defining

Employability Facing Curriculum Developments being processed:

- Fostering greater student responsibility and attention to future employability and profile development through appending student's project name to future transcripts (otherwise bland and generic sounding) modules like Design Specialisation and Professional Apprenticeships
- Reorganising our 5 ECTS InCompany Project module to be a 10 ECTS Design Start-Up advanced entrepreneurship option for students interested in pursuing an "internship" in their own startup.
- Curriculum changes to allow more ITPD students to pursue the (new-ish) Entrepreneurial Practice elective (we will encourage/require students interested in a start-up "internship" to take the Entrepreneurial Practice elective alongside the Design Start-Up module)
- Re-organising the details of our InCompany Project oral examinations and deliverables to allow greater sharing and discussion between internship students and our other students.

Also under consideration:

- Considering make taking one of our internship modules a default option in semester 3 rather than its current elective status
- Updating of module names and contents to increase future marketability of students to employers

NB Big thanks to Ona Pirol & Nanna Hartby for facilitation of the semester reflections