



### Study board conclusions of the semester and teaching evaluation report

Year:	2026
Campus	CPH
Semester	LiD9
Coordinator:	Georgios Triantafyllidis
Date:	1 April 2026

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

The Fall 2025 LID 9 (MSc03) semester successfully bridged the gap between academic theory and professional practice. The internship module was highly effective, with students feeling well-prepared by their prior coursework in lighting fundamentals and DIALux. 100% of the graded students (24 out of 24) successfully passed their project-oriented study.

What went well:

- Students felt extremely well-prepared for their external internships, particularly regarding fundamental lighting principles and DIALux proficiency.
- The Project-Oriented Study module was highly rated, with 80% of students confirming it developed their professional ambitions.

What went less well:

- The internship platform was a significant source of frustration. It was described as disorganized, difficult to navigate, and full of empty pages.
- There was a notable lack of structured training in industry-standard graphic design software (Adobe CC), which students found they desperately needed during their internships.
- The "Design Experiments" elective provided good theory but failed to deliver adequate practical application.
- Students felt unheard regarding sudden changes to valued teaching staff.

Recommendations for changes:

- Administration: An immediate audit and cleanup of the semester's internship pages is required. Adopt a "less is more" strategy to streamline content and remove empty pages so students can easily find expectations and materials. Improve transparency and communication with the student body regarding faculty changes.
- Semester Coordinator: Strongly consider implementing a mandatory or highly recommended elective course focused purely on Adobe graphic tools (InDesign, Photoshop, Illustrator) to prepare students for the visual communication demands of the industry.
- Teachers (Design Experiments): Revise the elective curriculum to ensure that theoretical concepts are paired directly with hands-on, practical exercises to improve module satisfaction and relevance.



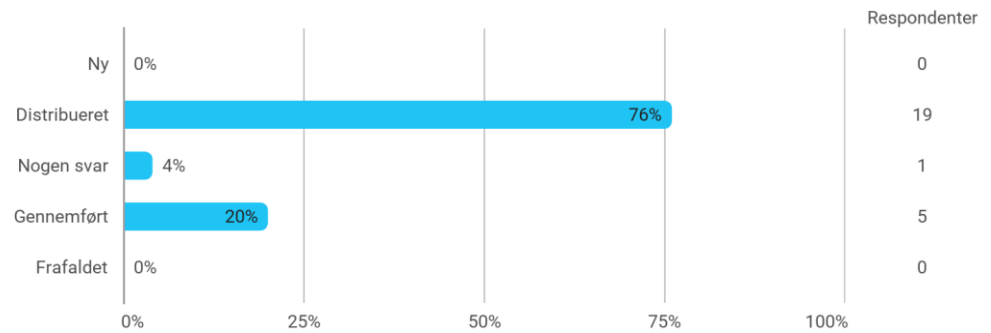
### **Conclusion of the study board**

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

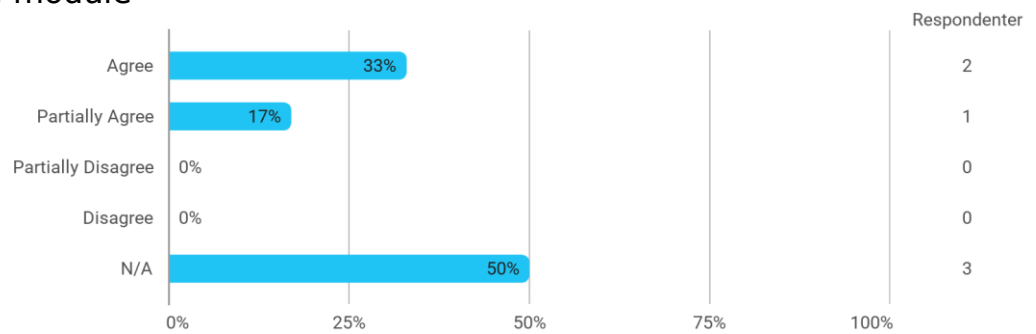
- Response rate: 20% / 5 respondents.
- Overall, the semester worked well.
- The internship platform was a significant source of frustration. The students are not clear about POSEO guidelines. The Study Board comments that it has been planned to look into the POSEO guidelines

## MSc03 LID

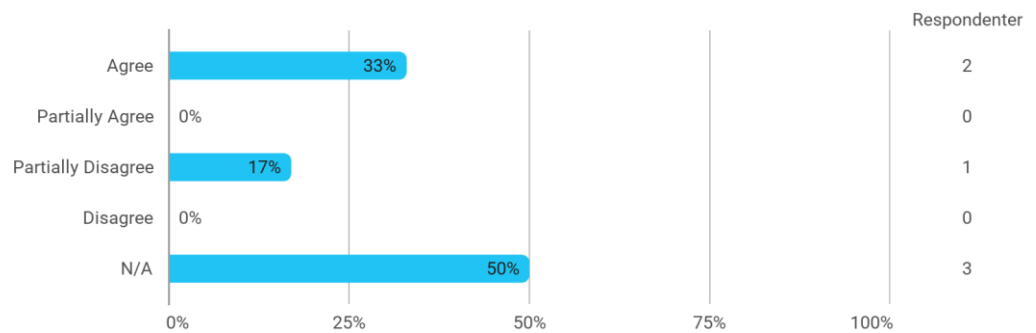
### Samlet status



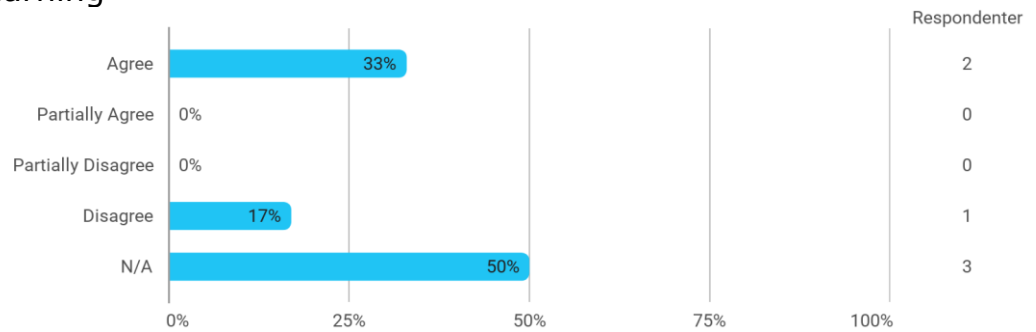
### MSc03 LID (elective) - Design Experiments - I have received the expected benefit from the module



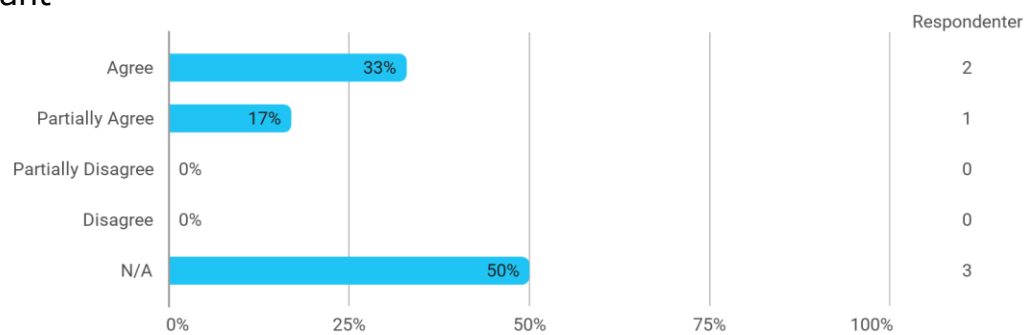
### MSc03 LID (elective) - Design Experiments - The literature used has supported my learning



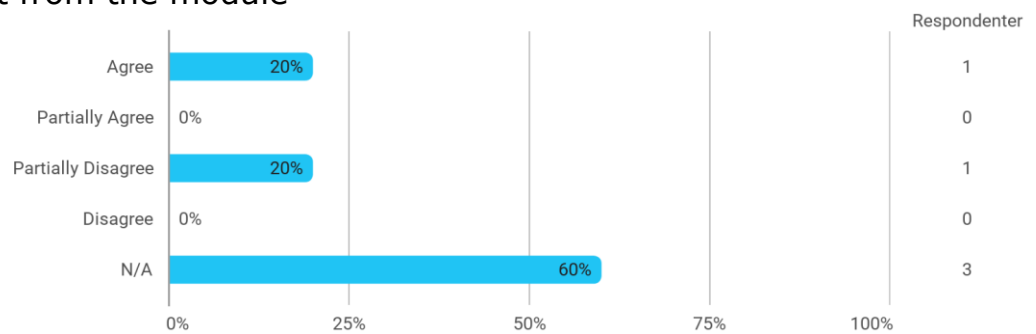
MSc03 LID (elective) - Design Experiments - The form of teaching used has supported my learning



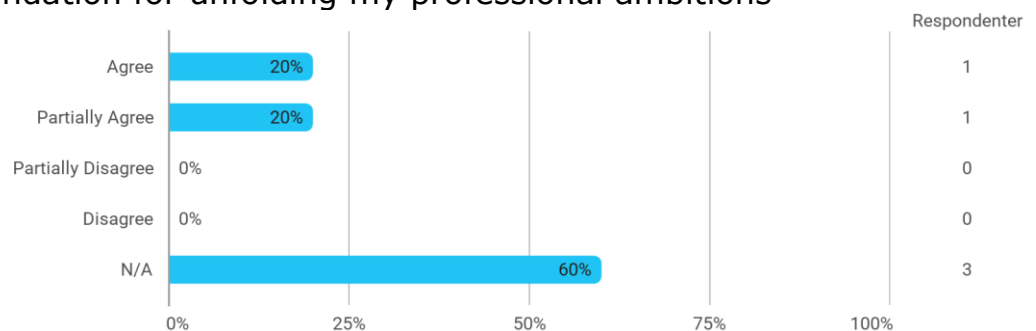
MSc03 LID (elective) - Design Experiments - The exercises/tasks for the course have been relevant



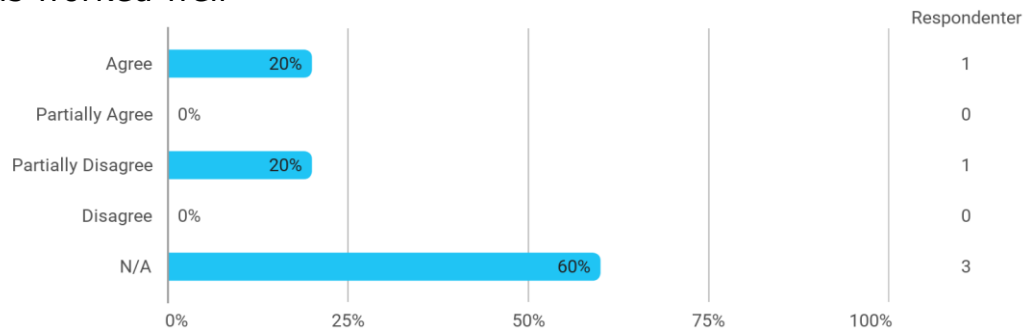
MSc03 LID (project) - Lighting Design Innovation - I have received the expected benefit from the module



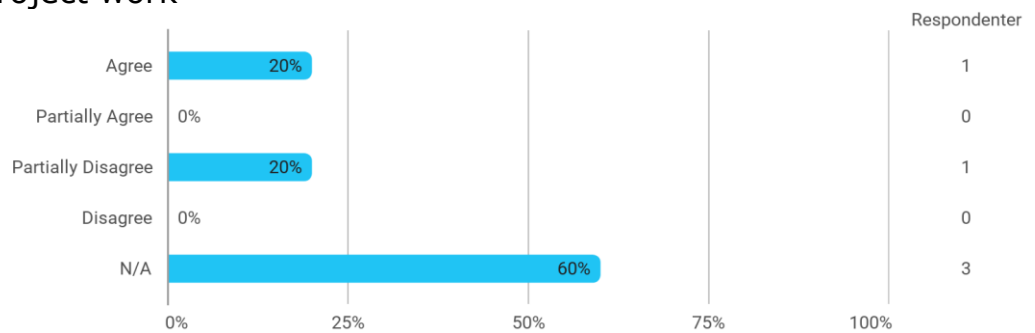
MSc03 LID (project) - Lighting Design Innovation - The chosen problem has been a good foundation for unfolding my professional ambitions



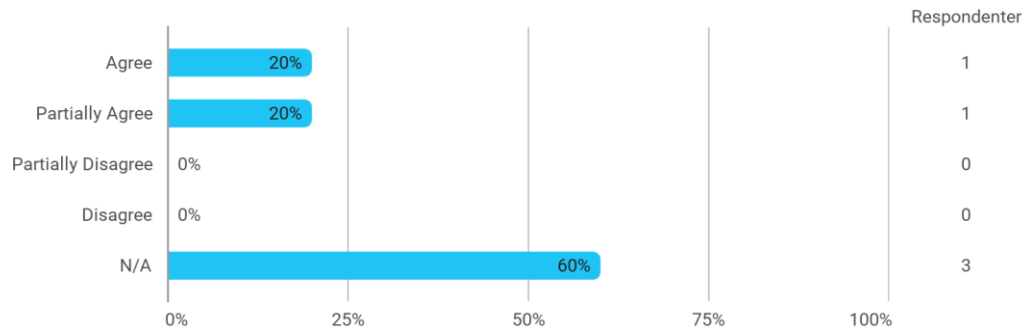
MSc03 LID (project) - Lighting Design Innovation - The cooperation in the project group has worked well



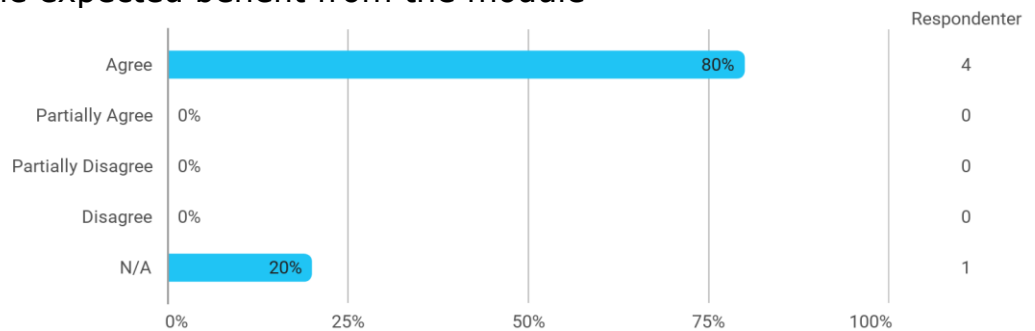
MSc03 LID (project) - Lighting Design Innovation - The courses have supported the project work



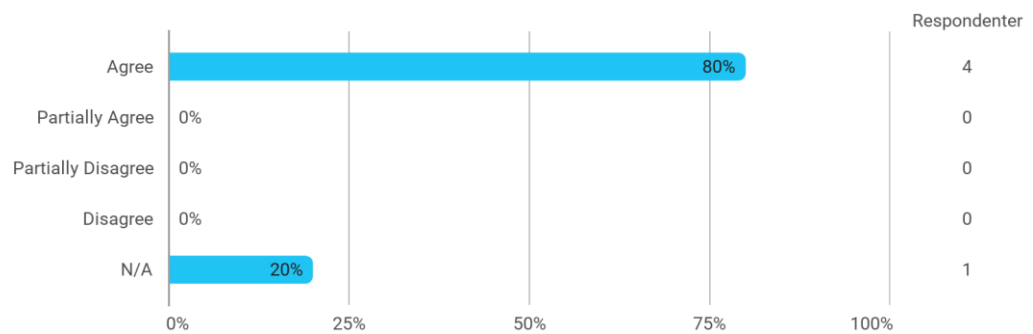
MSc03 LID (project) - Lighting Design Innovation - I received the expected supervision



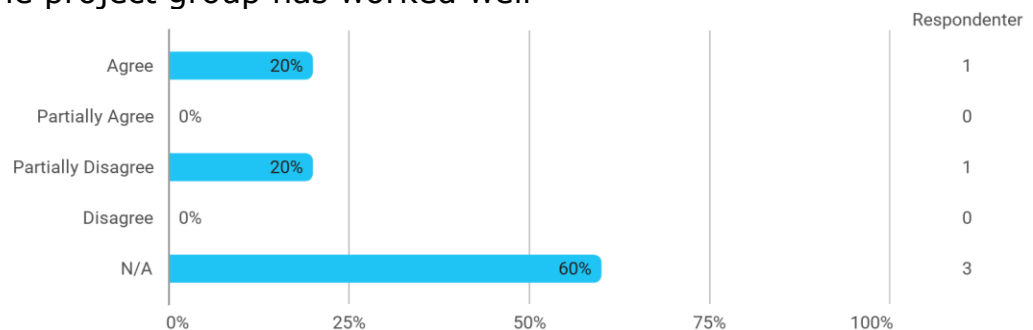
MSc03 LID (project) - Project-Oriented Study in an External Organisation - I have received the expected benefit from the module



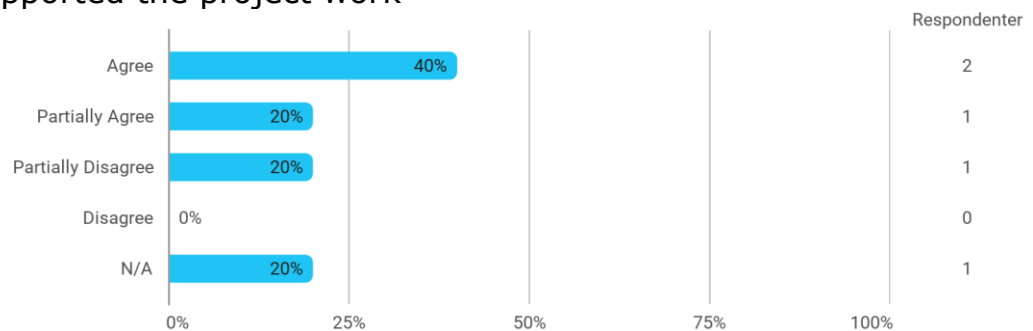
MSc03 LID (project) - Project-Oriented Study in an External Organisation - The chosen problem has been a good foundation for unfolding my professional ambitions



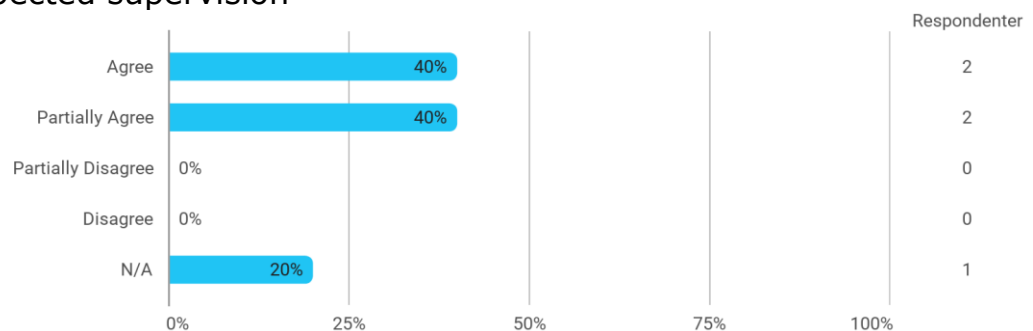
MSc03 LID (project) - Project-Oriented Study in an External Organisation - The cooperation in the project group has worked well



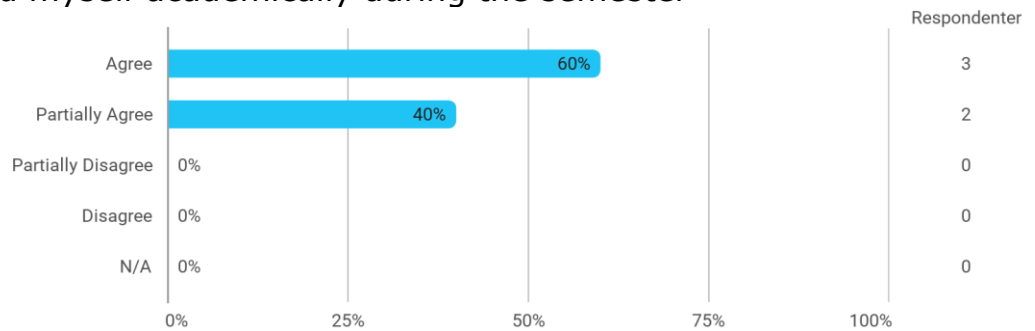
MSc03 LID (project) - Project-Oriented Study in an External Organisation - The courses have supported the project work



MSc03 LID (project) - Project-Oriented Study in an External Organisation - I received the expected supervision

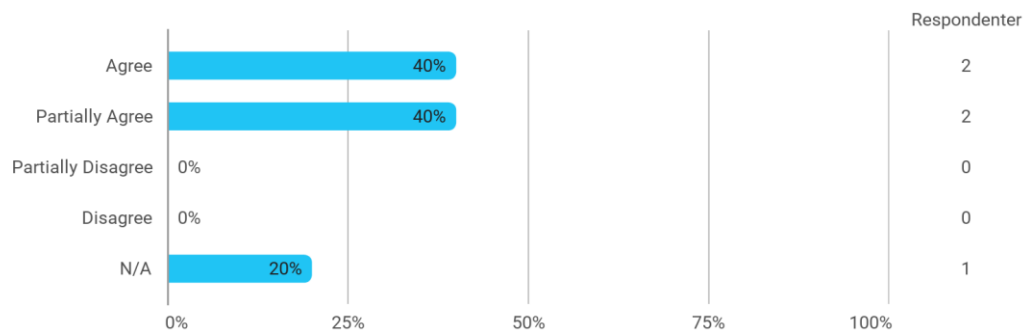


I have developed myself academically during the semester



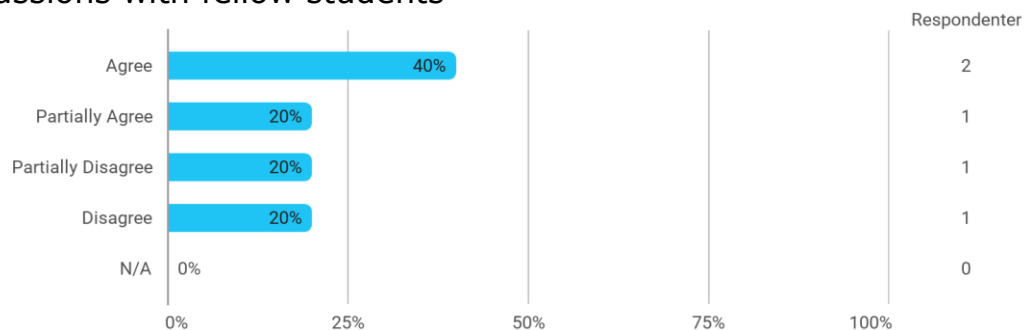
The following activities have developed me academically during the semester:

- Project work



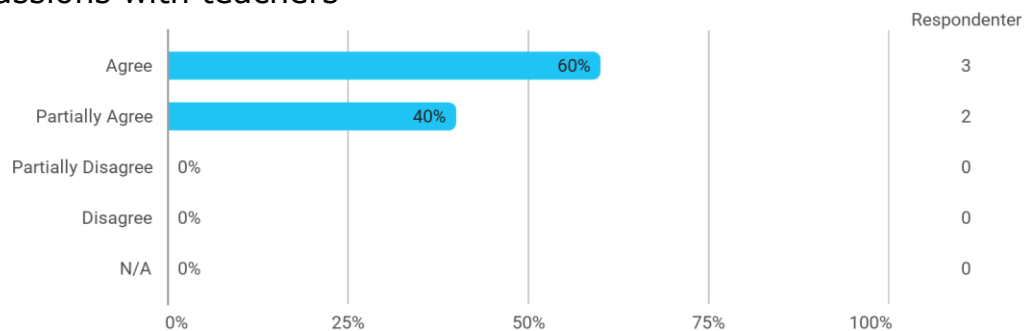
The following activities have developed me academically during the semester:

- Academic discussions with fellow students

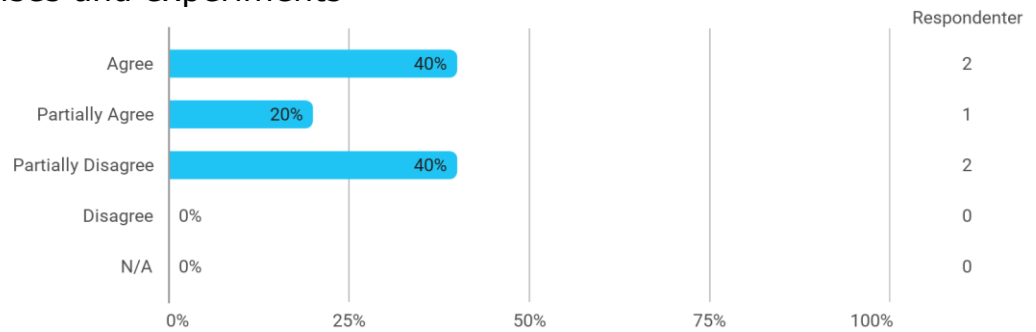


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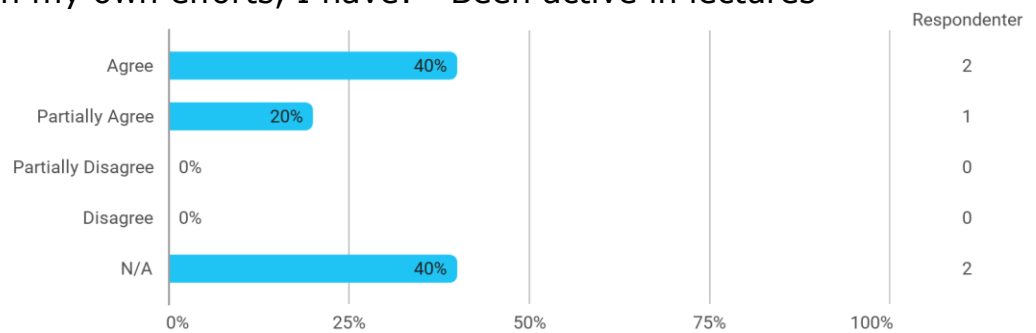
- Academic discussions with teachers



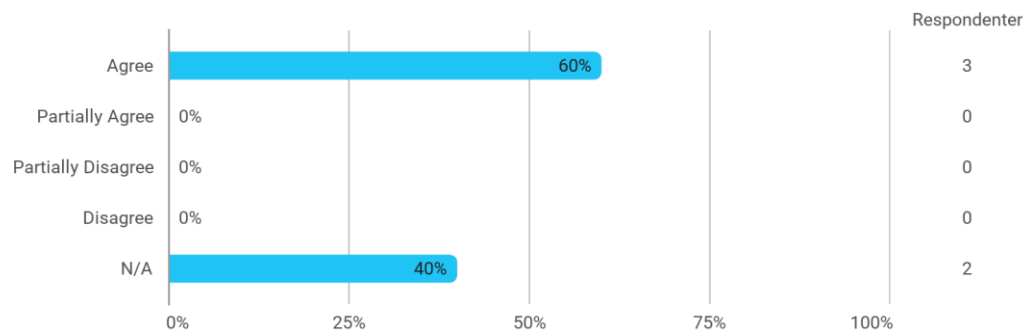
The following activities have developed me academically during the semester:  
 - Practical exercises and experiments



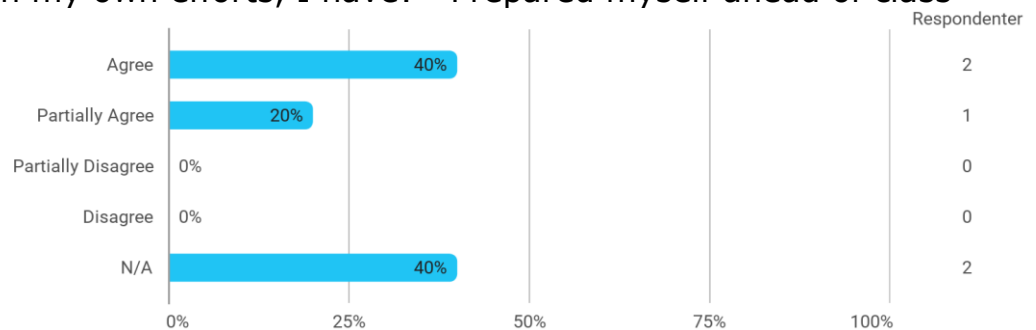
When I reflect on my own efforts, I have: - Been active in lectures



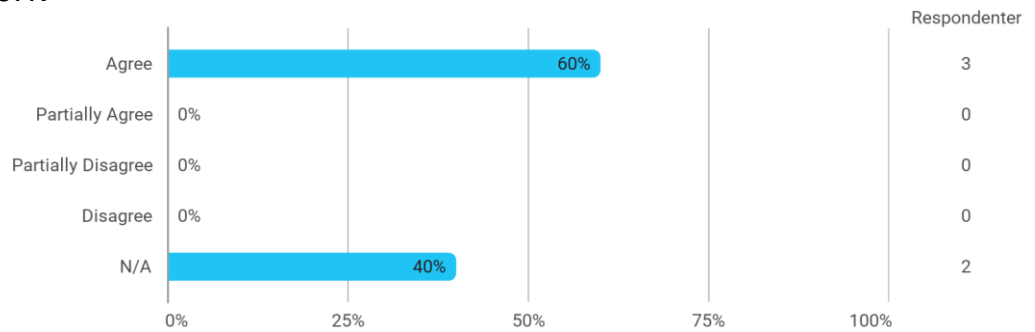
When I reflect on my own efforts, I have: - Participated actively in the project group work



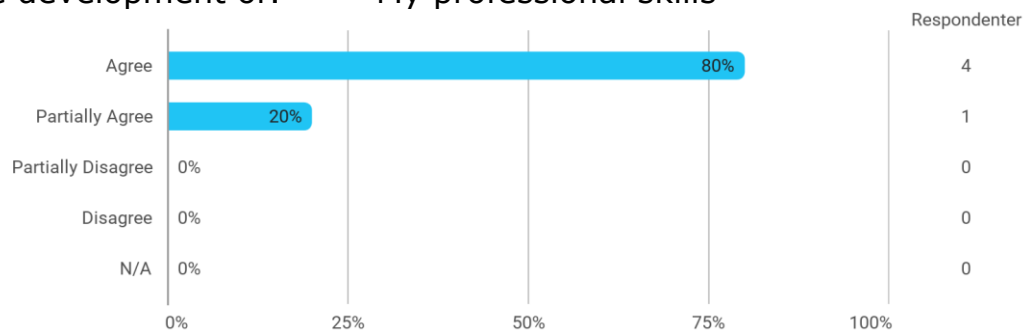
When I reflect on my own efforts, I have: - Prepared myself ahead of class



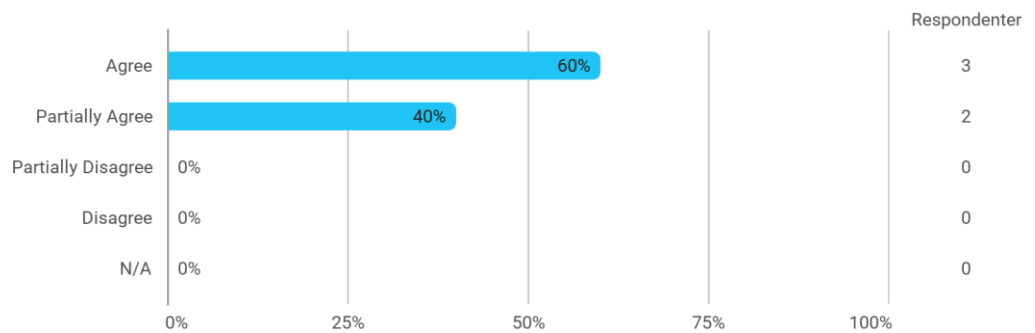
When I reflect on my own efforts, I have: - Prepared myself prior to the project group work



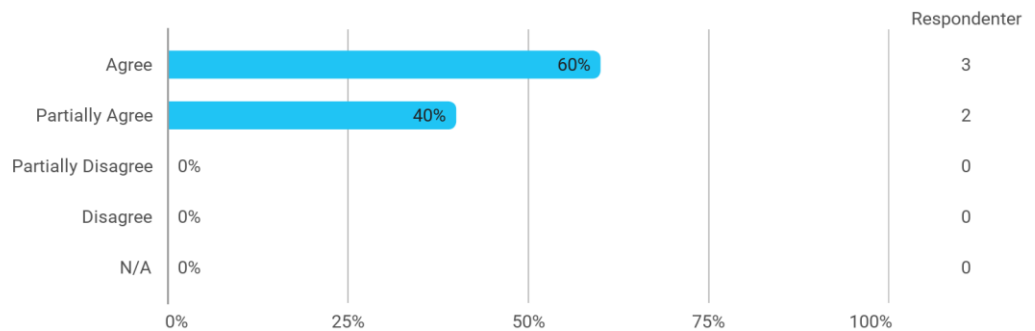
I experience the problem-based and project-oriented form of teaching as conducive to the development of: - My professional skills



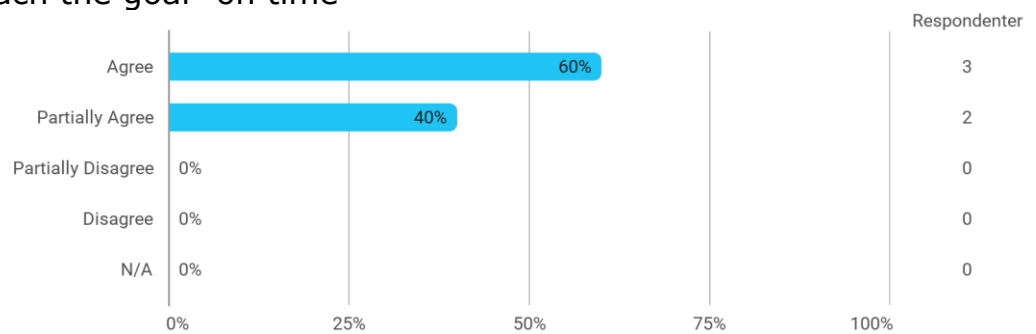
I experience the problem-based and project-oriented form of teaching as conducive to the development of: - My ability to identify and formulate problems



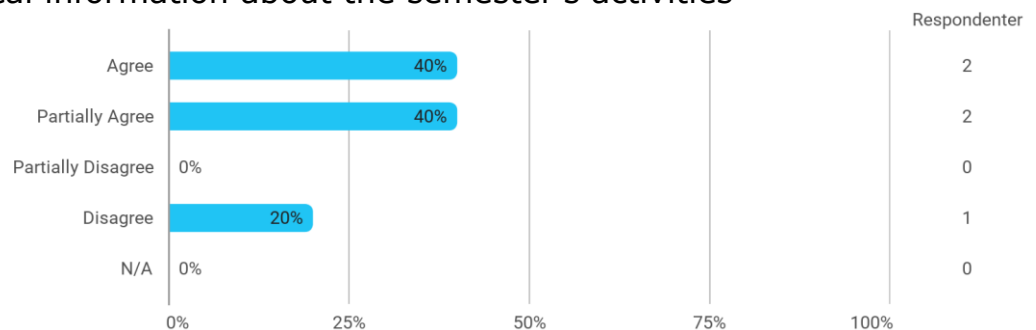
I experience the problem-based and project-oriented form of teaching as conducive to the development of: - My ability to attack and process problems



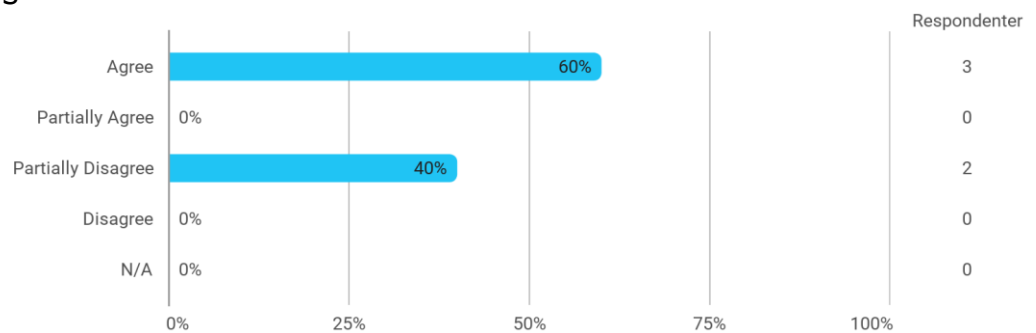
I experience the problem-based and project-oriented form of teaching as conducive to the development of: - My ability to organize a longer work process and "reach the goal" on time



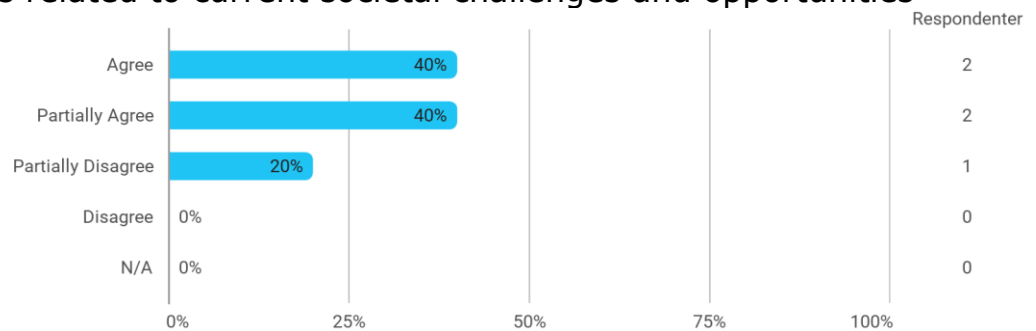
The following questions pertain to the semester as a whole: - I have received sufficient practical information about the semester's activities



The following questions pertain to the semester as a whole: - I feel that the semester has given me the opportunity to engage in current issues relevant to external partners



The following questions pertain to the semester as a whole: - I feel that I have addressed issues related to current societal challenges and opportunities



The following questions pertain to the semester as a whole: - I feel that the modules have supported the project work

