



Study board conclusions of the semester and teaching evaluation report

Year:	2026
Campus	CPH
Semester	LiD7
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 MSc01 LID semester was defined by high academic achievement, a motivated student body, and excellent integration of external professionals, though it suffered from early-semester pacing issues and specific course-level pedagogical challenges. Overall grade distributions were excellent, with the vast majority of students receiving 10s and 12s across their modules.

What went well:

- The inclusion of guest lecturers and external professionals was highly praised and provided great networking opportunities.
- The "Meaning of Light" module successfully tied the semester's theoretical concepts together, supported by highly engaged teaching staff.
- Project supervision was considered highly effective and supportive.
- Video tutorials provided for rendering software (DIALux) were extremely beneficial to the students.

What went less well

- The start of the semester (specifically Week 2) was heavily overloaded with theory, making knowledge retention difficult.
- The "Lighting design Fundamentals" course suffered from communication barriers and a lack of pedagogical engagement (heavy reliance on reading slides).
- An administrative shortage of software licenses hindered students' ability to practice in the Rendered Light Simulation course.
 - The scale of the semester project (an entire library) was too broad for an initial project.
 - There was an alarming lack of critical judgment regarding the use of AI tools in scientific report writing among some students.

Recommendations for changes:

- Administration: Ensure that initial reading materials and schedules are distributed to students well before September 1st to mitigate the overwhelming start to the semester. It is also critical to secure adequate software licenses for all students prior to the start of the rendering modules. Clear, enforceable guidelines regarding the acceptable use of AI in scientific reporting must be established and communicated.
- Semester Coordinator: Consider scaling down the scope of the semester project to a smaller room or space to allow for deeper, more detailed work. Introduce a dedicated module or extra hours specifically focused on the design process for the project.
 - Teachers: For the Fundamentals course, teaching methods need to shift from reading slides to more interactive, practical experiments and real-world contextualization. For Rendering, consider offering an optional introductory 3D modeling workshop (e.g., Rhino) for students with less prior experience.



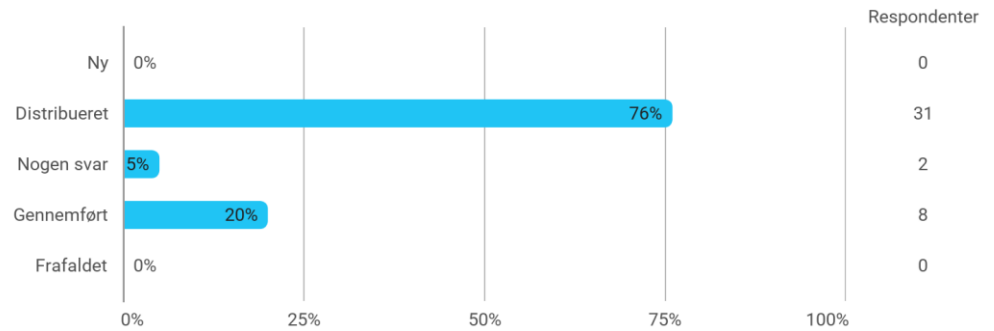
Conclusion of the study board

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

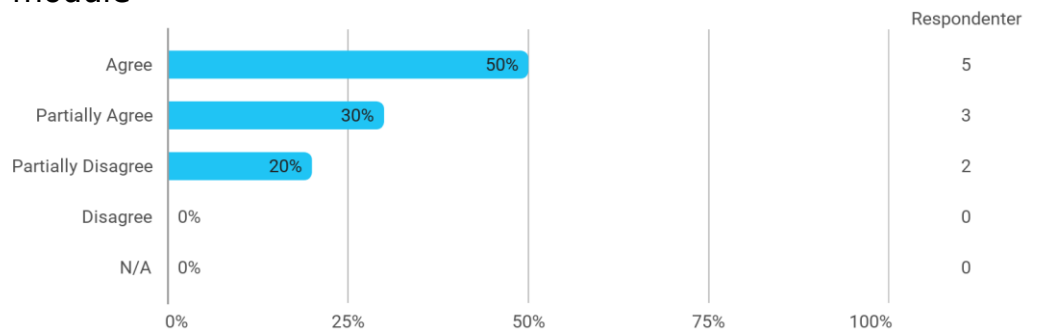
- Response rate: 20% / 8 respondents.
- Overall, the semester worked well.
- Comments on lack of critical judgment from some students regarding the use of AI tools in scientific report writing among some students.

MSc01 LID

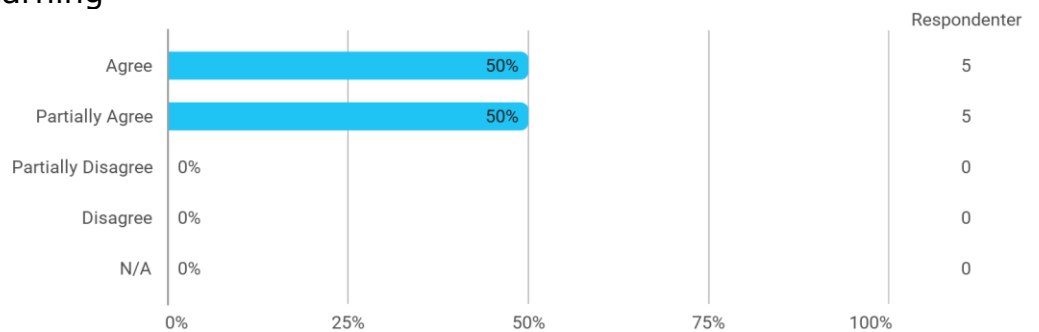
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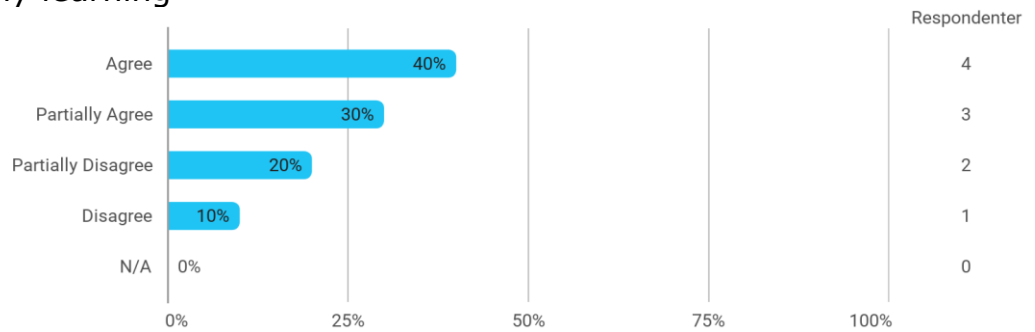
MSc01 LID - Meaning of Light: Light and Space - I have received the expected benefit from the module



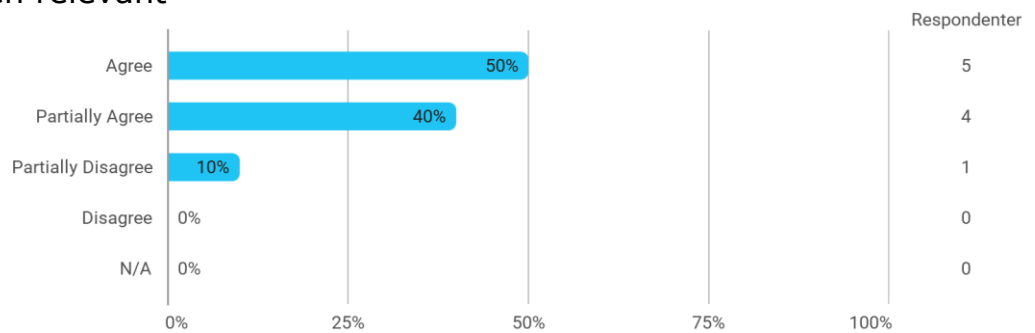
MSc01 LID - Meaning of Light: Light and Space - The literature used has supported my learning



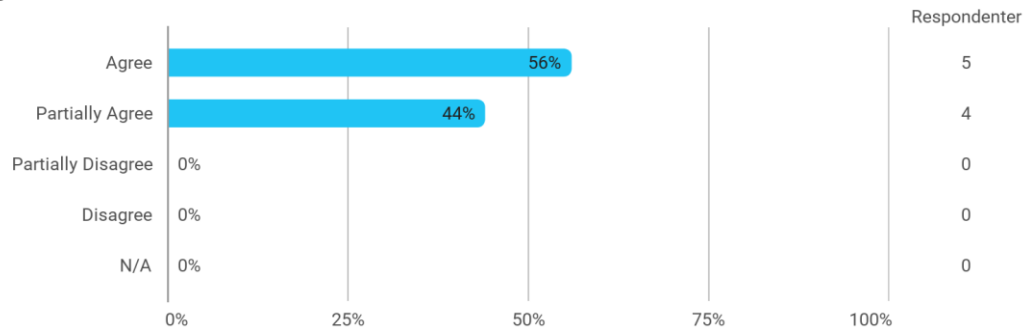
MSc01 LID - Meaning of Light: Light and Space - The form of teaching used has supported my learning



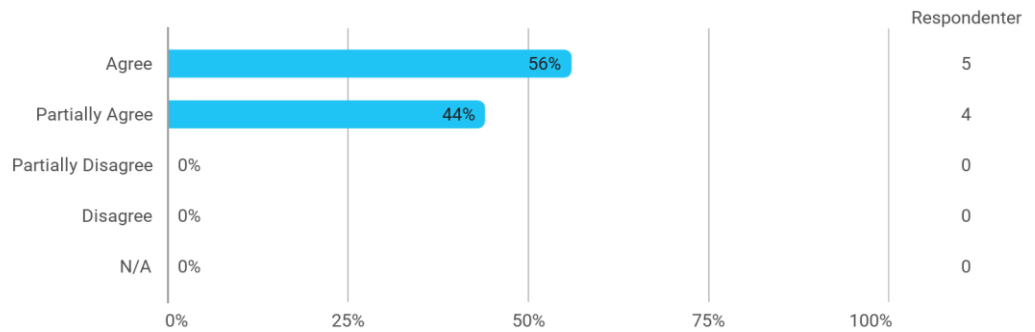
MSc01 LID - Meaning of Light: Light and Space - The exercises/tasks for the course have been relevant



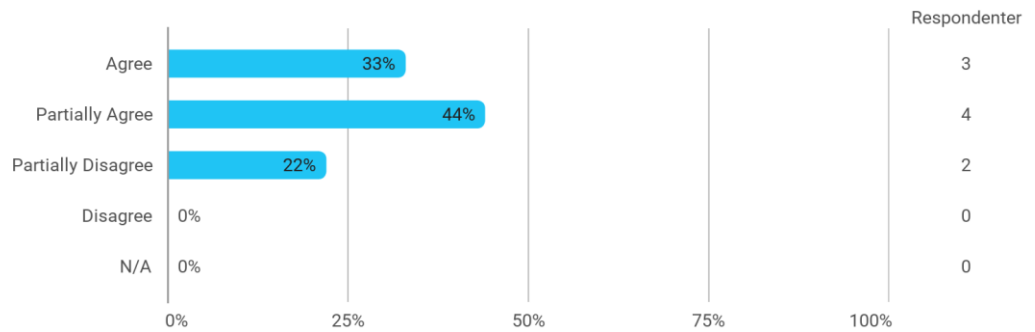
MSc01 LID - Lighting Fundamentals - I have received the expected benefit from the module



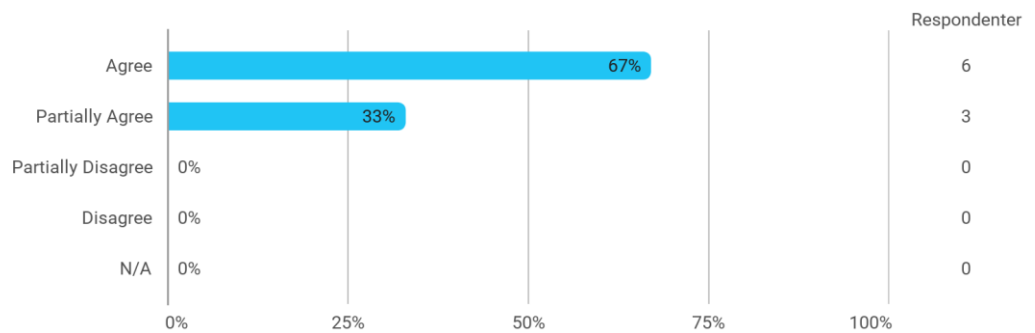
MSc01 LID - Lighting Fundamentals - The literature used has supported my learning



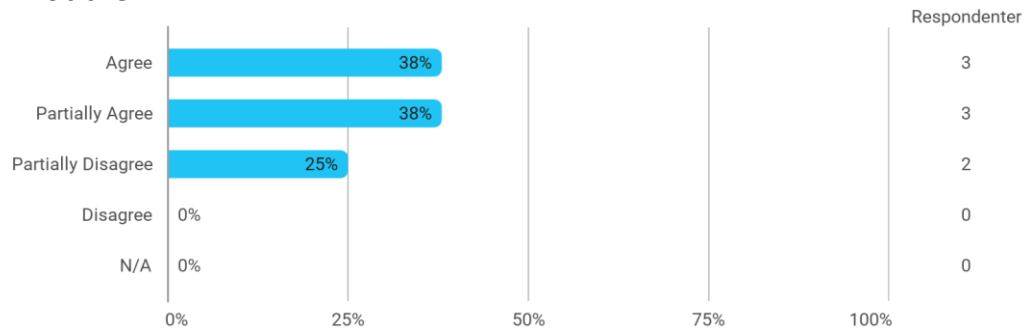
MSc01 LID - Lighting Fundamentals - The form of teaching used has supported my learning



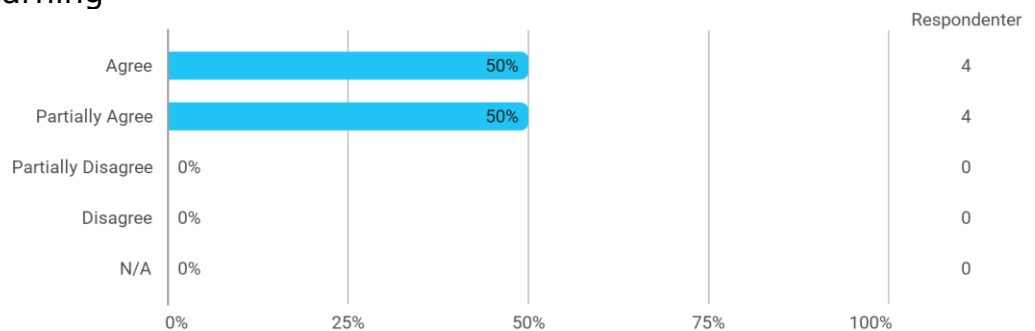
MSc01 LID - Lighting Fundamentals - The exercises/tasks for the course have been relevant



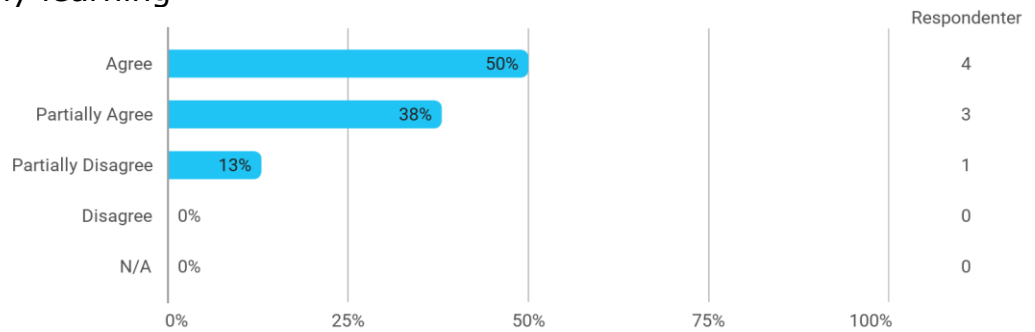
MSc01 LID - Rendered Lighting Simulation/CGI - I have received the expected benefit from the module



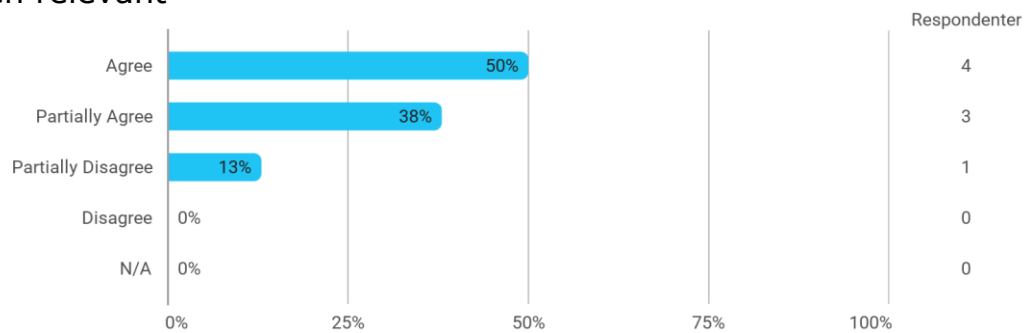
MSc01 LID - Rendered Lighting Simulation/CGI - The literature used has supported my learning



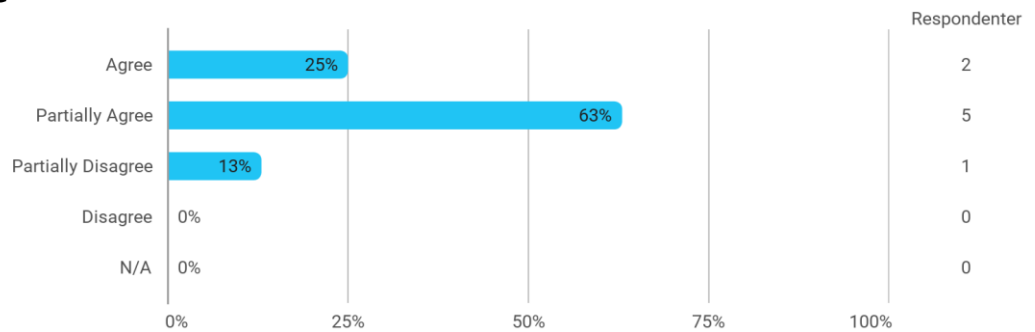
MSc01 LID - Rendered Lighting Simulation/CGI - The form of teaching used has supported my learning



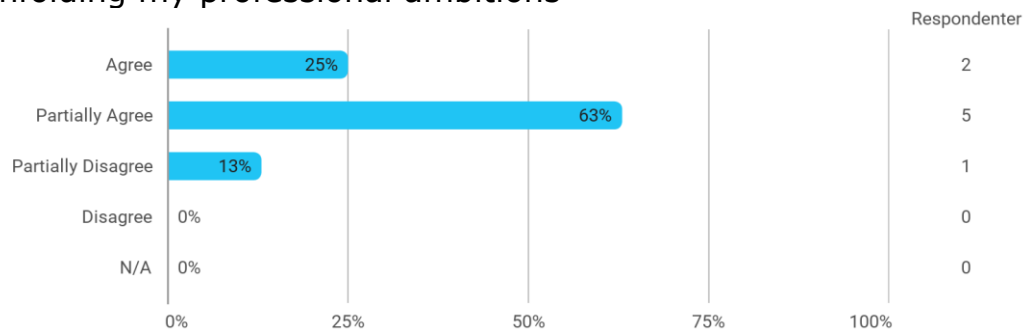
MSc01 LID - Rendered Lighting Simulation/CGI - The exercises/tasks for the course have been relevant



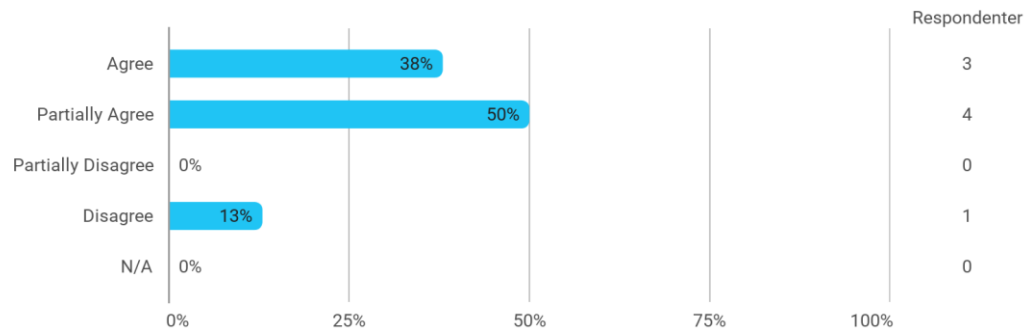
MSc01 LID (project) - Seeing the Light - I have received the expected benefit from the module



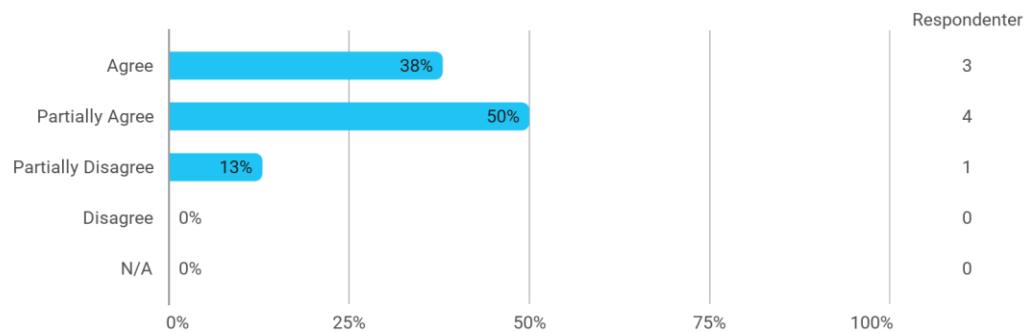
MSc01 LID (project) - Seeing the Light - The chosen problem has been a good foundation for unfolding my professional ambitions



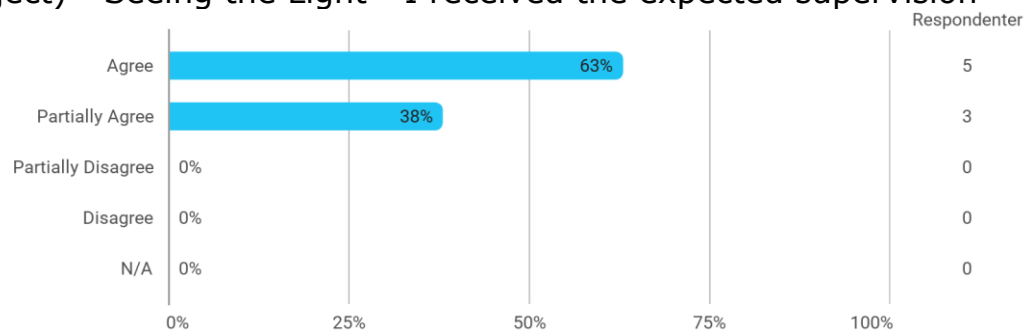
MSc01 LID (project) - Seeing the Light - The cooperation in the project group has worked well



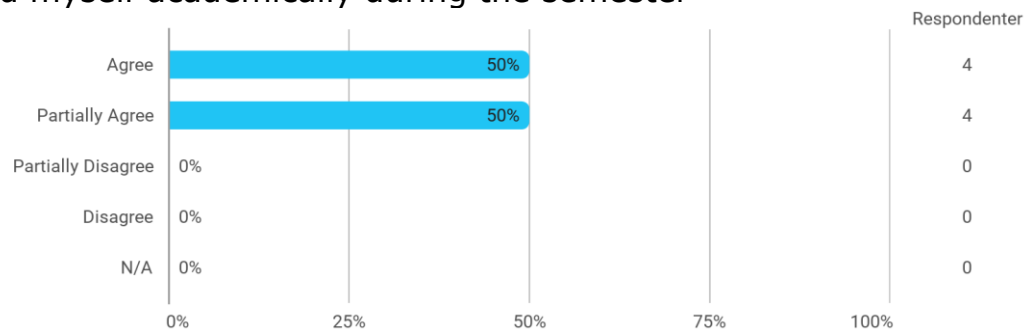
MSc01 LID (project) - Seeing the Light - The courses have supported the project work



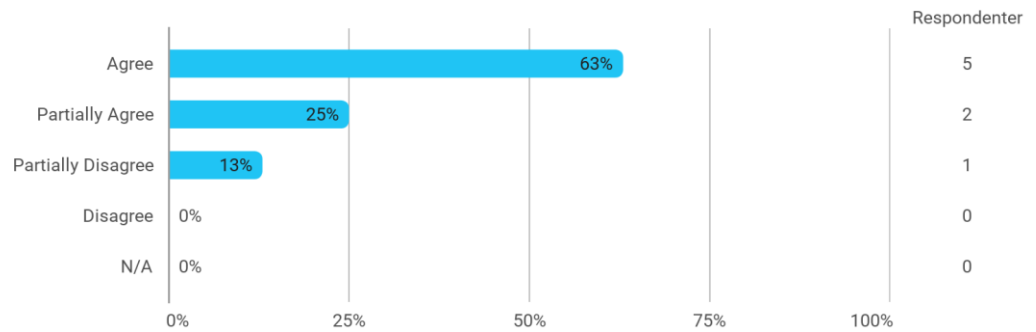
MSc01 LID (project) - Seeing the Light - I received the expected supervision



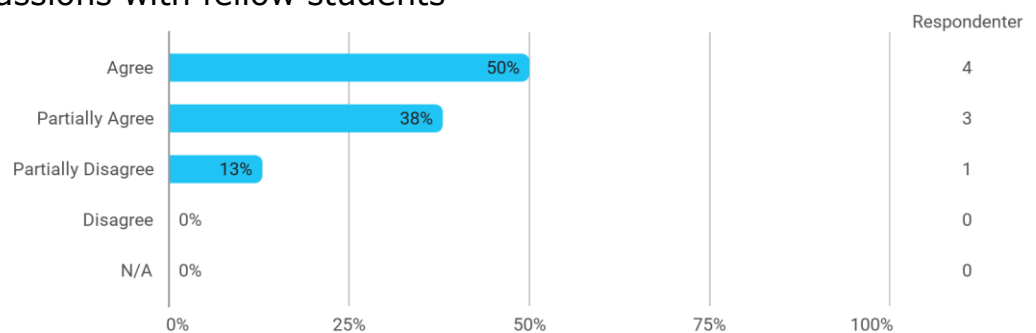
I have developed myself academically during the semester



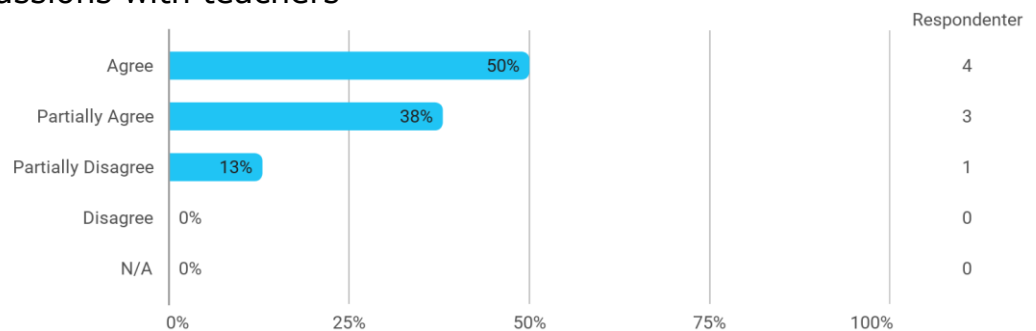
The following activities have developed me academically during the semester:
 - Project work



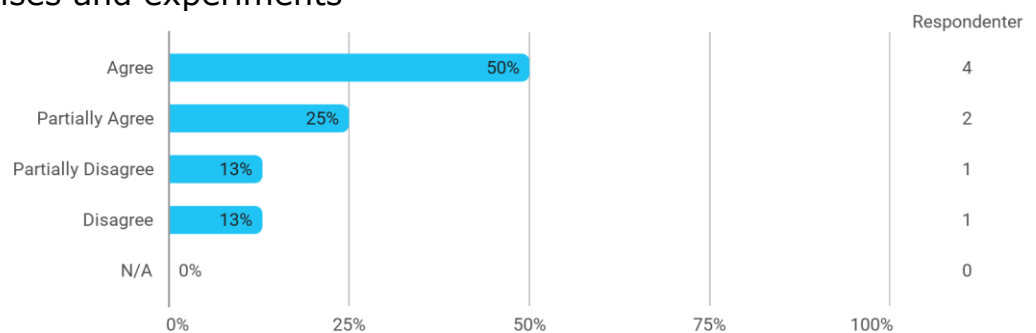
The following activities have developed me academically during the semester:
 - Academic discussions with fellow students



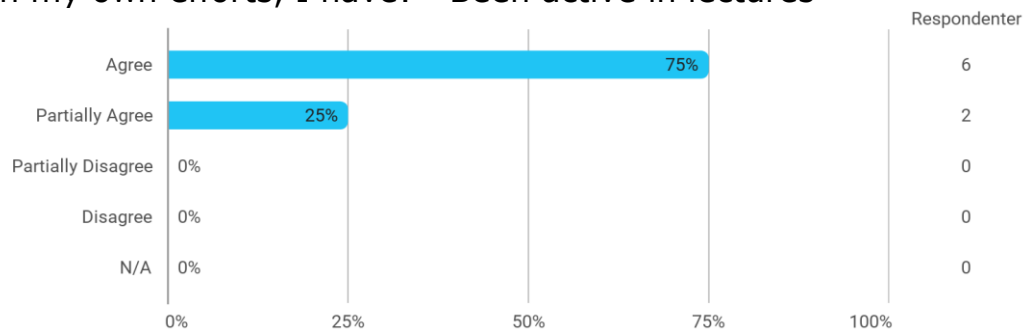
The following activities have developed me academically during the semester:
 - Academic discussions with teachers



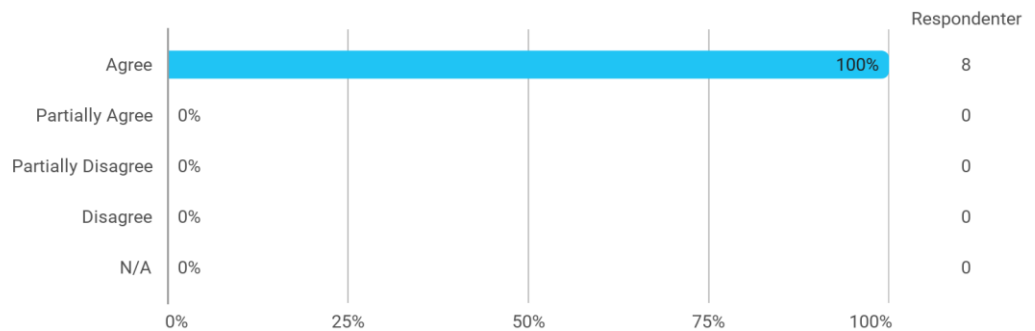
The following activities have developed me academically during the semester:
 - Practical exercises and experiments



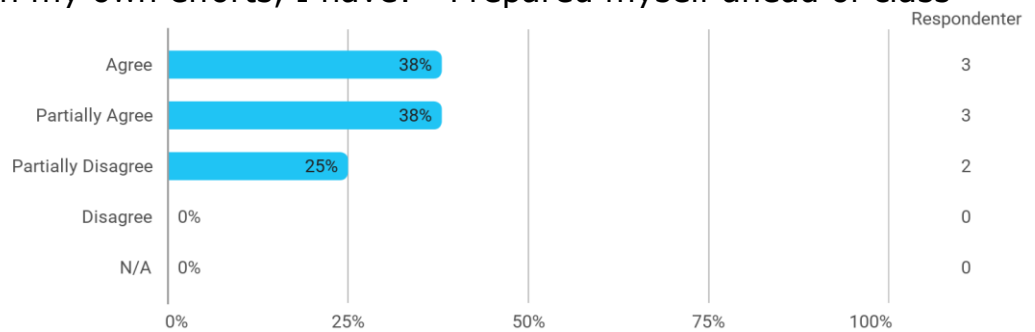
When I reflect on my own efforts, I have: - Been active in lectures



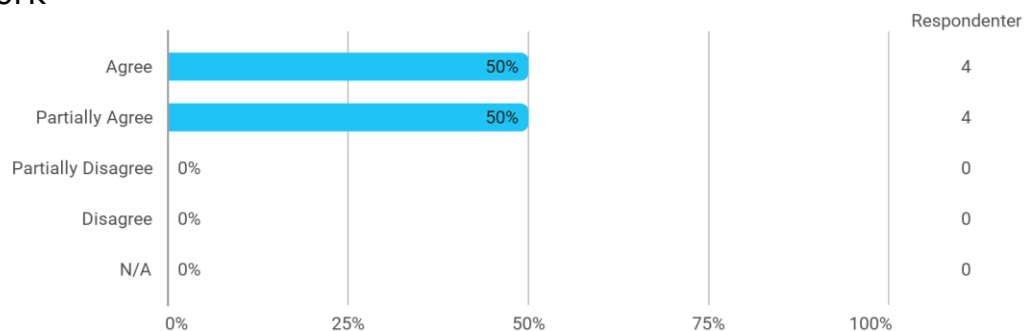
When I reflect on my own efforts, I have: - Participated actively in the project group work



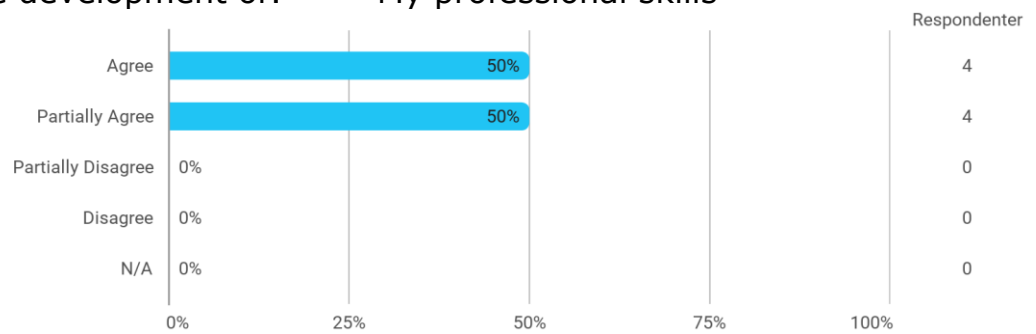
When I reflect on my own efforts, I have: - Prepared myself ahead of class



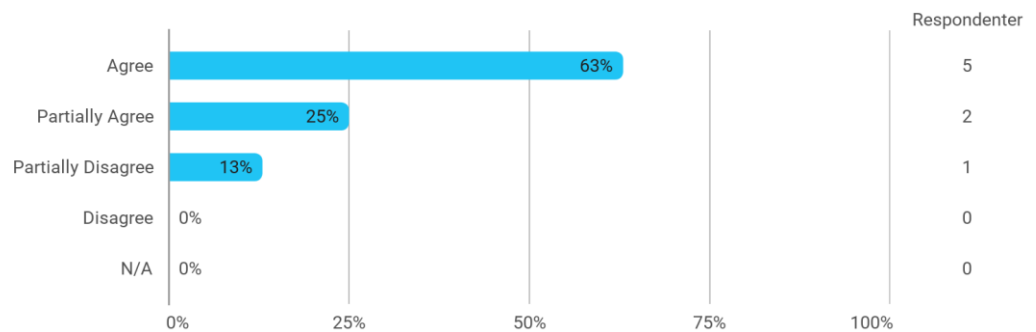
When I reflect on my own efforts, I have: - Prepared myself prior to the project group work



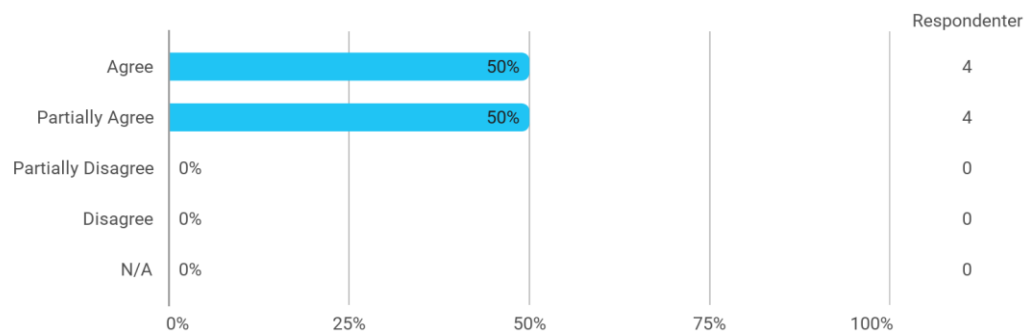
I experience the problem-based and project-oriented form of teaching as conducive to the development of: - My professional skills



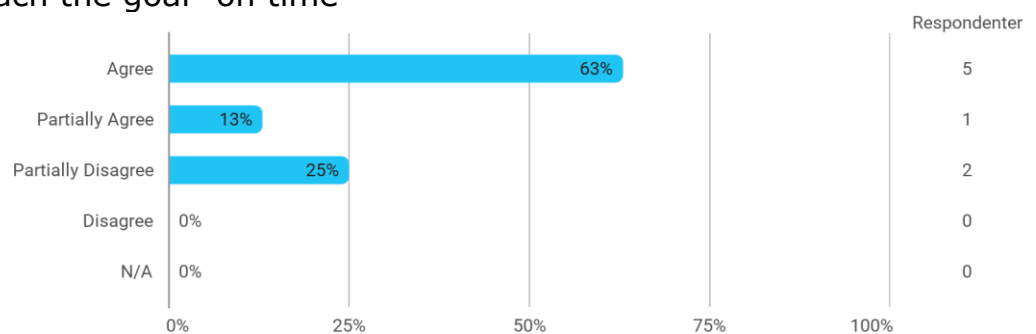
I experience the problem-based and project-oriented form of teaching as conducive to the development of: - My ability to identify and formulate problems



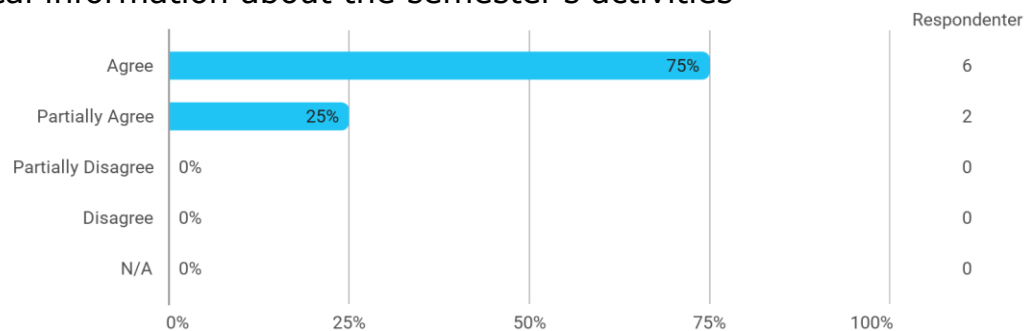
I experience the problem-based and project-oriented form of teaching as conducive to the development of: - My ability to attack and process problems



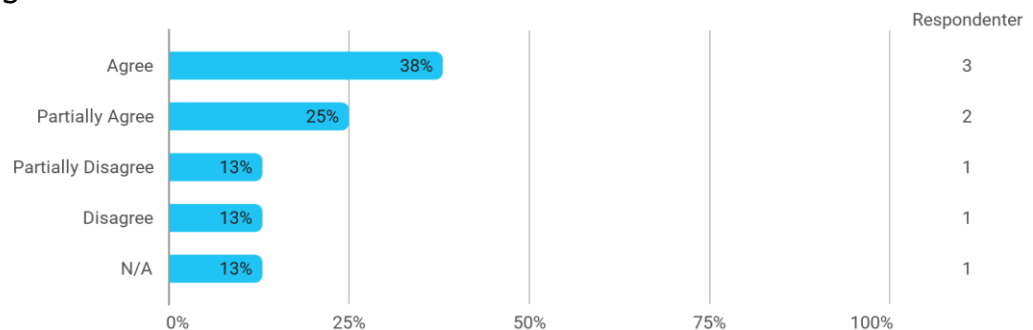
I experience the problem-based and project-oriented form of teaching as conducive to the development of: - My ability to organize a longer work process and "reach the goal" on time



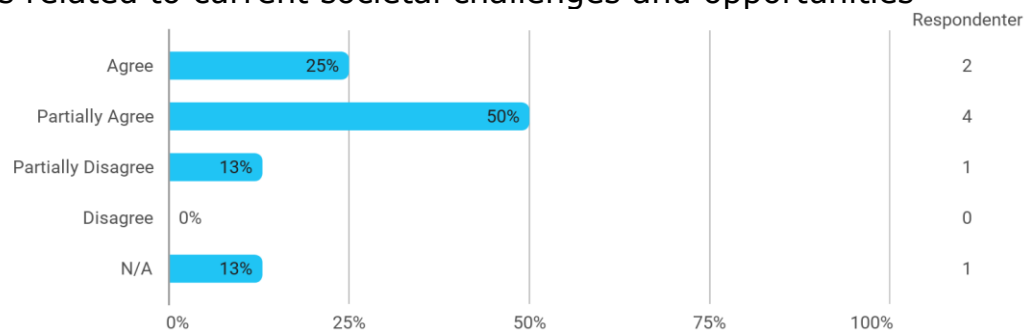
The following questions pertain to the semester as a whole: - I have received sufficient practical information about the semester's activities



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

