Climate Change - Effects on the Landscape and Potential Solutions LK0401, 30036.2526

15 Hp
Pace of study = 100%
Education cycle = Basic
Course leader = Ishi Buffam

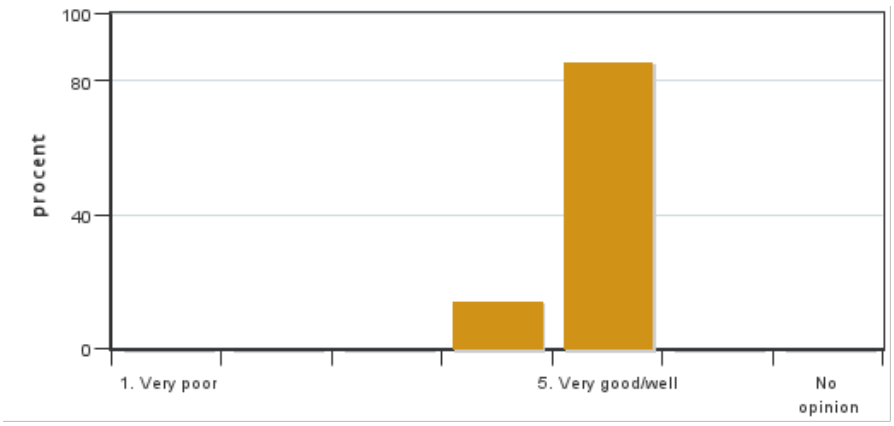
Evaluation report

Evaluation period: 2026-03-16 - 2026-04-06

Answers	7
Number of students	9
Answer frequency	77 %

Mandatory standard questions

1. My overall impression of the course is:

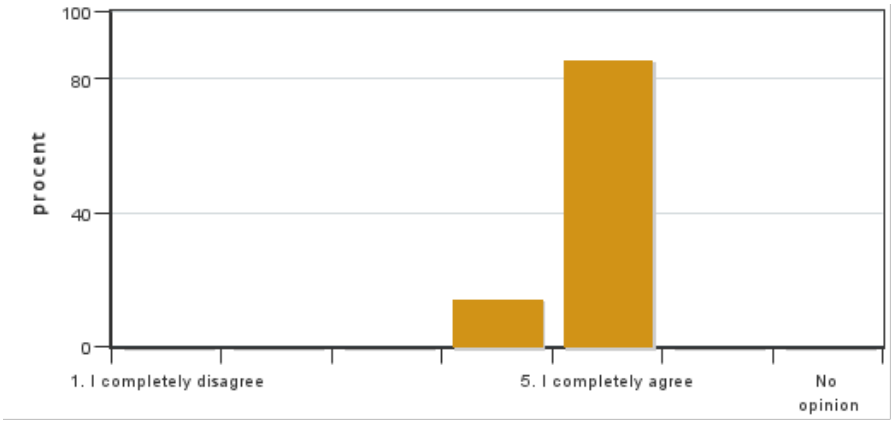


Answers: 7
Medel: 4,9
Median: 5

1: 0
2: 0
3: 0
4: 1
5: 6

No opinion: 0

2. I found the course content to have clear links to the learning objectives of the course.

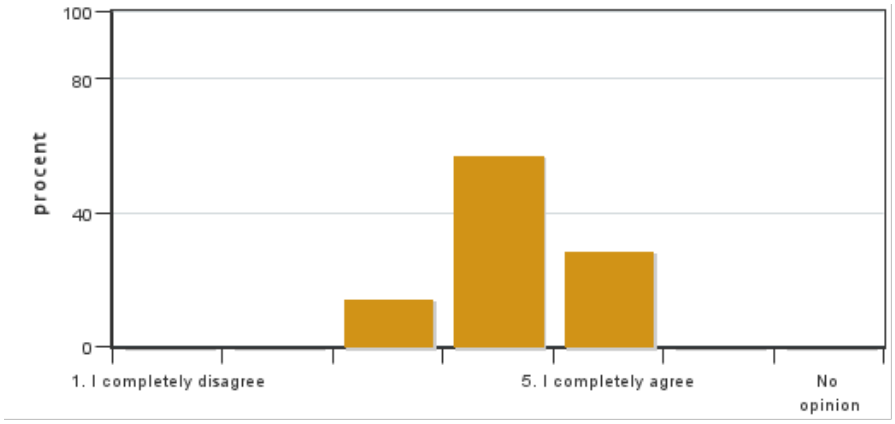


Answers: 7
Medel: 4,9
Median: 5

1: 0
2: 0
3: 0
4: 1
5: 6

No opinion: 0

3. My prior knowledge was sufficient for me to benefit from the course.

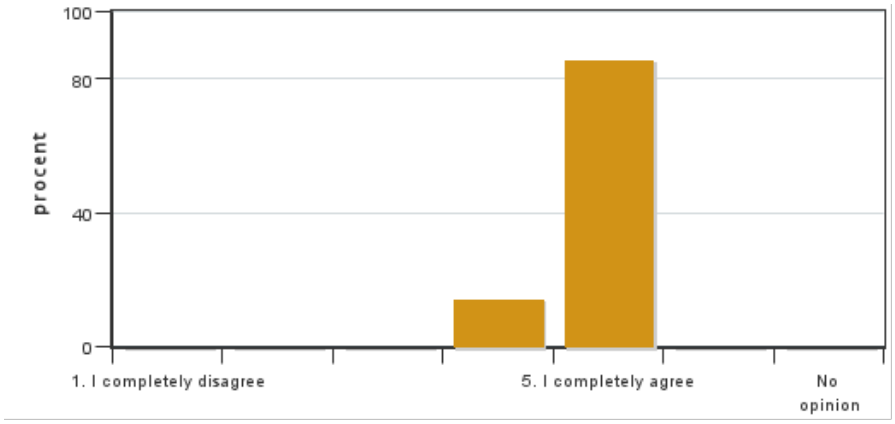


Answers: 7
Medel: 4,1
Median: 4

1: 0
2: 0
3: 1
4: 4
5: 2

No opinion: 0

4. The information about the course was easily accessible.

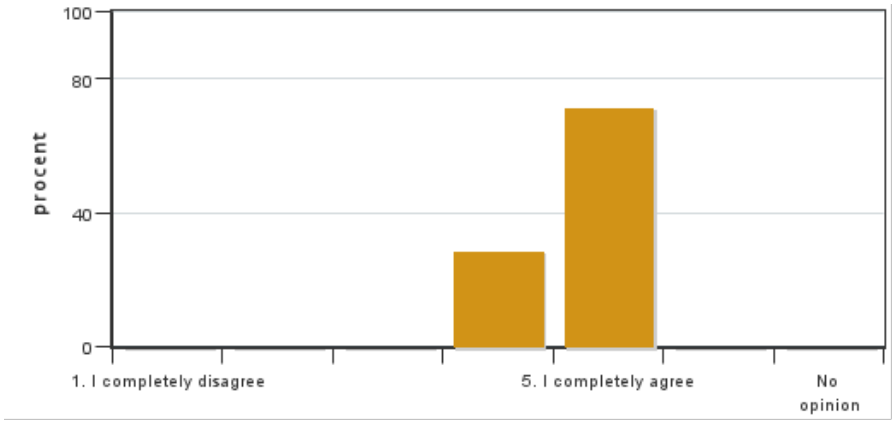


Answers: 7
Medel: 4,9
Median: 5

1: 0
2: 0
3: 0
4: 1
5: 6

No opinion: 0

5. The various course components (lectures, course literature, exercises etc.) have supported my learning.

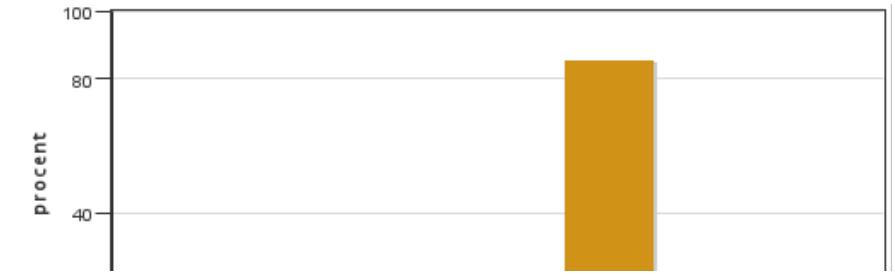


Answers: 7
Medel: 4,7
Median: 5

1: 0
2: 0
3: 0
4: 2
5: 5

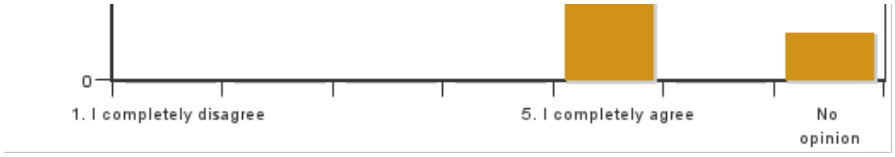
No opinion: 0

6. The social learning environment has been inclusive, respecting differences of opinion.



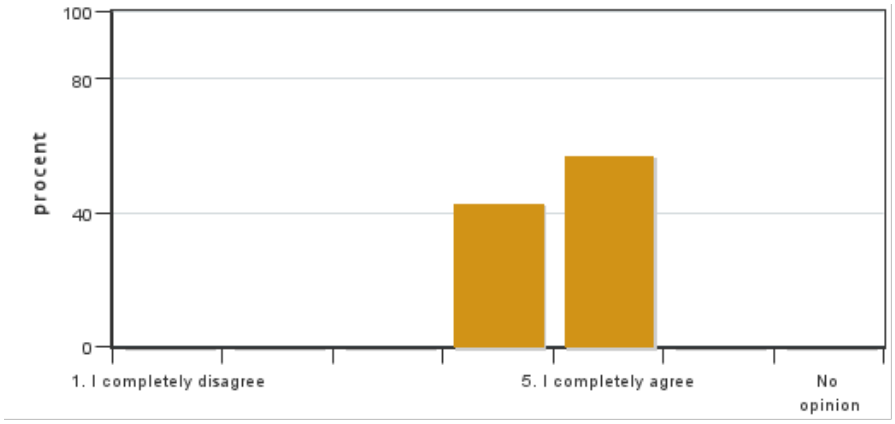
Answers: 7
Medel: 5,0
Median: 5

1: 0
2: 0
3: 0
4: 0
5: 6



No opinion: 1

7. The physical learning environment (facilities, equipment etc.) has been satisfactory.

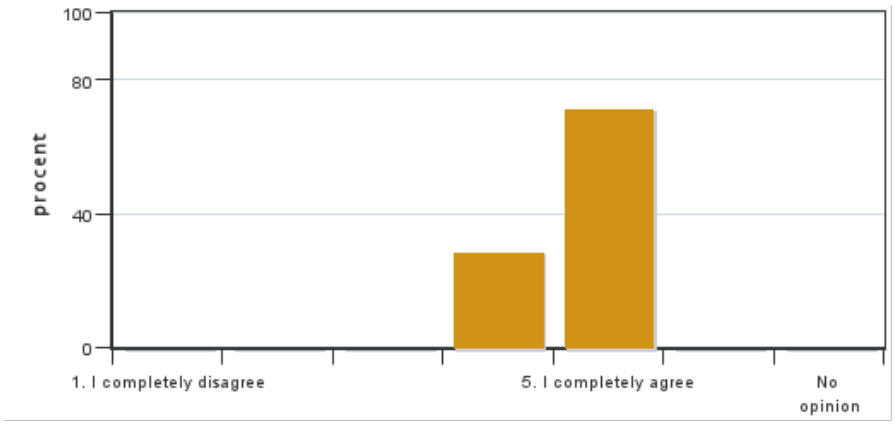


Answers: 7
Medel: 4,6
Median: 5

1: 0
2: 0
3: 0
4: 3
5: 4

No opinion: 0

8. The examination(s) provided opportunity to demonstrate what I had learnt during the course (see the learning objectives).

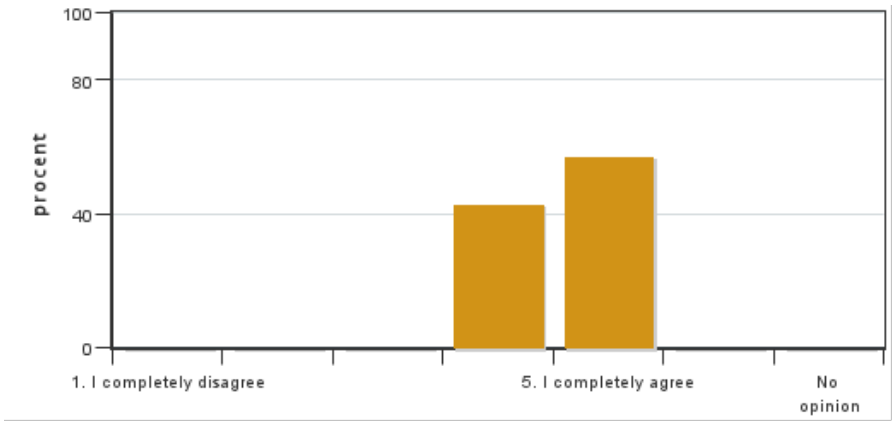


Answers: 7
Medel: 4,7
Median: 5

1: 0
2: 0
3: 0
4: 2
5: 5

No opinion: 0

9. The course covered the sustainable development aspect (environmental, social and/or financial sustainability).

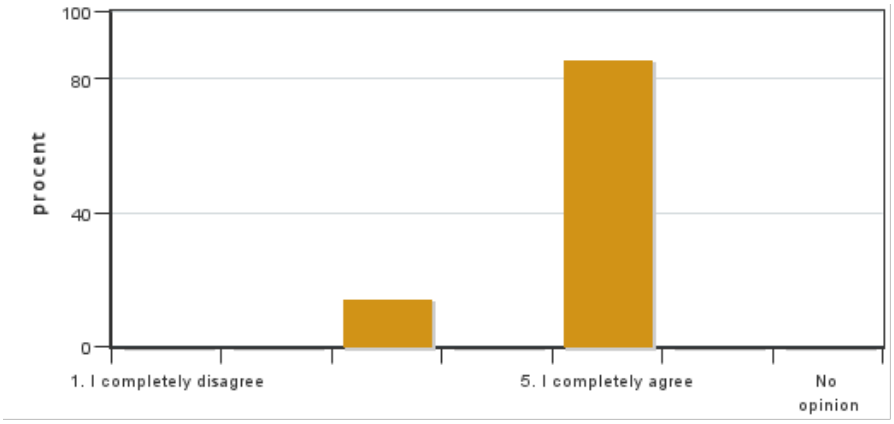


Answers: 7
Medel: 4,6
Median: 5

1: 0
2: 0
3: 0
4: 3
5: 4

No opinion: 0

10. I believe the course has included a gender and equality aspect, regarding content as well as teaching practices (e.g. perspective on the subject, reading list, allocation of speaking time and the use of master suppression techniques).

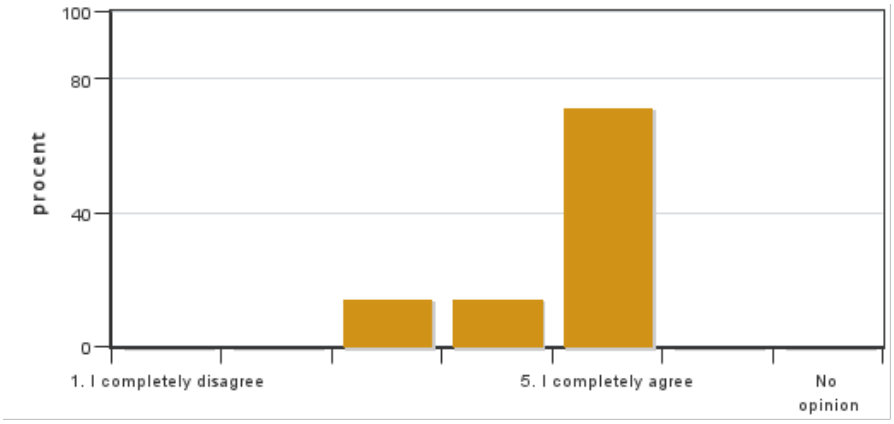


Answers: 7
Medel: 4,7
Median: 5

1: 0
2: 0
3: 1
4: 0
5: 6

No opinion: 0

11. The course covered international perspectives.

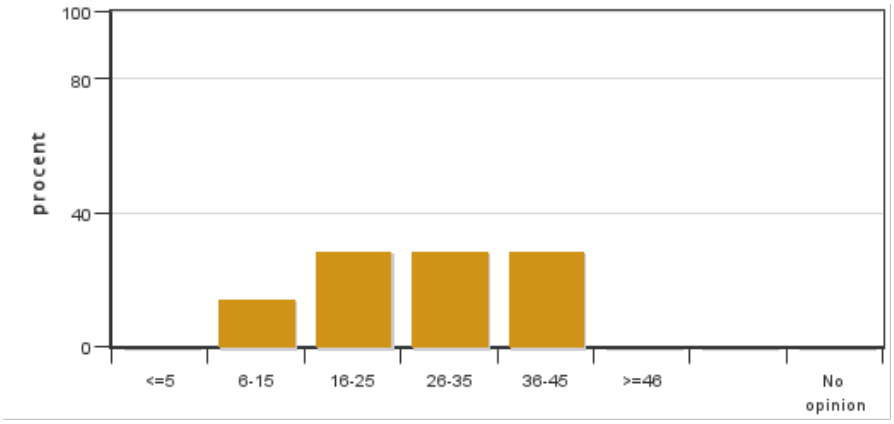


Answers: 7
Medel: 4,6
Median: 5

1: 0
2: 0
3: 1
4: 1
5: 5

No opinion: 0

12. On average, I have spent … hours/week on the course (including timetabled hours).



Answers: 7
Medel: 27,1
Median: 26-35

≤5: 0
6-15: 1
16-25: 2
26-35: 2
36-45: 2
≥46: 0

No opinion: 0

Course leaders comments

This bachelors course is run together with a companion master's level course, LK0412 “Climate Change – Landscape in Transition”. We typically have 30-35 students total, of which about 10 are in the bachelors course. For much of the term, we collaborate and mix fully among the two courses, though they diverge somewhat for the second half of the term. During that time, for the bachelors students taking LK0401, more focus is placed on the details of blue-green infrastructure options as practical solutions to local climate adaptation, while the masters students taking LK0412 more focus is placed on decision-making and communication aspects of addressing climate change. There is also a more rigorous expectation for the group project in the masters course.

The course is intensive with a lot of reading especially in the first several weeks (which is a crash course in climatology and climate science followed by a written exam), and most students report spending an average of about 30 hours per week on the course. The course was very well received by students, reflected both in the anonymous

online review and in the comments in the group discussion and feedback session on the last day of class. Students commented that the course was “accommodating, inclusive, well-structured and thorough”, with a good combination of theory and application covering a range of climate-change related issues. The field trips were a particular highlight for many students.

Most of the components of the course will remain the same/similar as they were well appreciated and achieved the main learning objectives. In particular, we will continue to work with focal questions which emphasize the key learning objectives, and students will be expected to come to class prepared to present and discuss these. The format of the course will again emphasize readings, lectures, discussion, and written exams during the first half of the term to build up a strong theoretical foundation; complemented by field trips, exercises, and group projects mainly during the second half of the term.

In addition, based on feedback from students and our own observations, we plan to make the following adjustments for this coming year's course:

1. Clarify instructions and budget more time for the UMEP (urban heat modeling) exercise, both pre-exercise logistics and time for students to learn the model and carry out the exercise.
2. Incorporate a short module on the use of AI and the environmental and climate impact of associated data centers.
3. Shift information on Assignments into Modules on Canvas so that the information is consistently available in a single place.
4. Reduce reading workload particularly in the first module.
5. Set aside additional time for group work and supervision during the final project.

Student representatives comments

The course LK0401 encompasses the science behind the forces and phenomena resulting in our livable earth conditions and the causes of climate change globally, as well as approaches to mitigation and adaptation of climate change in different landscapes. This course is carried out together with a sister course for masters students; we had about 10 bachelors students in LK0401, in a group of about 30 total students. There were also a significant number of exchange students taking the course from across the globe.

The overall impression of the course scored a 4.9/5 from student feedback. As climate change education is more pressing and commonplace the prior knowledge students have to contribute in thoughtful discussions and learning experience has been growing year after year, albeit alongside new and more complex climate related issues.

The first module of the course on climatology was mentioned as deeply important for understanding clearly the challenges and phenomenon of climate change globally.

The excursions were very useful, tangible learning experiences providing examples of action in place for climate risks and also vulnerabilities in the future.

With so much to cover in the course some aspects such as AI use and gender/equality issues could be delved into further within the context of climate change and transition.

Learning throughout the course was tested at two different times focusing on the most recent material. A final project pushed the students in groups to bring together all elements of the course after acquiring the needed knowledge to make smart and thoughtful projects anchored in course material and provide the opportunity to be creative in finding solutions for real life problems.