



Climate Change - Landscape in Transition LK0412, 30058.2526

15 Hp

Pace of study = 100%

Education cycle = Advanced

Course leader = Ishi Buffam

Evaluation report

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

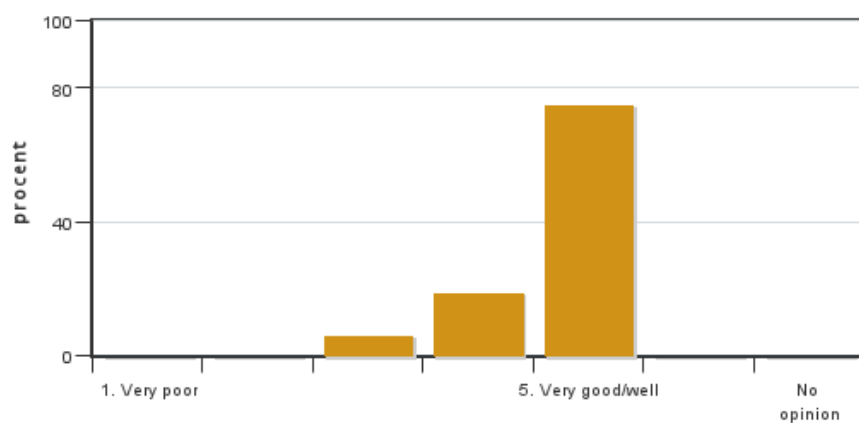
Answers 16

Number of students 22

Answer frequency 72 %

Mandatory standard questions

1. My overall impression of the course is:



Answers: 16

Medel: 4,7

Median: 5

1: 0

2: 0

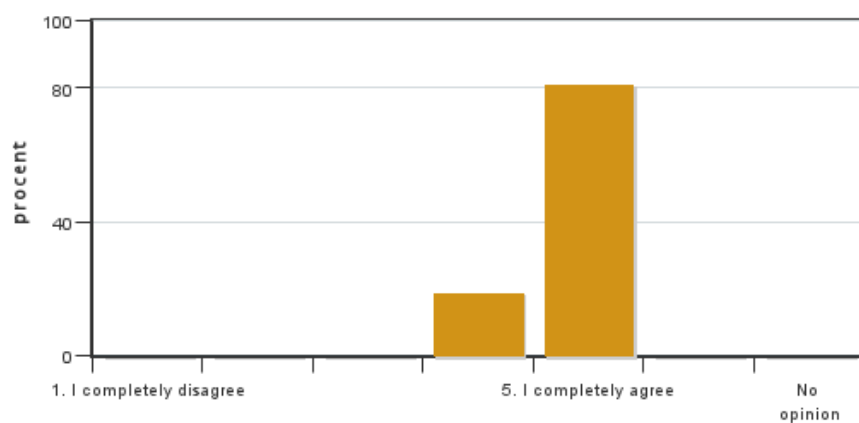
3: 1

4: 3

5: 12

No opinion: 0

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



Answers: 16

Medel: 4,8

Median: 5

1: 0

2: 0

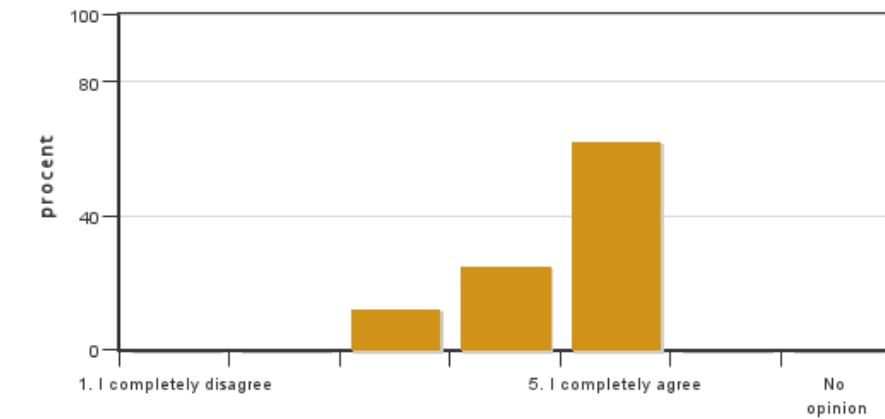
3: 0

4: 3

5: 13

No opinion: 0

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



Answers: 16

Medel: 4,5

Median: 5

1: 0

2: 0

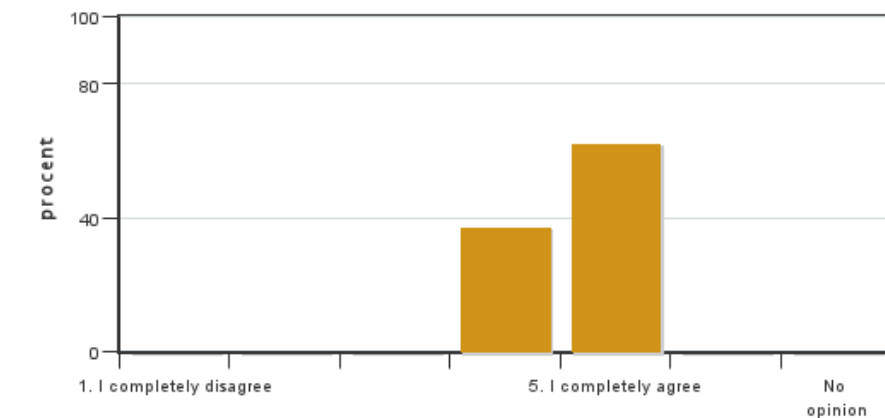
3: 2

4: 4

5: 10

No opinion: 0

4. The information about the course was easily accessible.



Answers: 16

Medel: 4,6

Median: 5

1: 0

2: 0

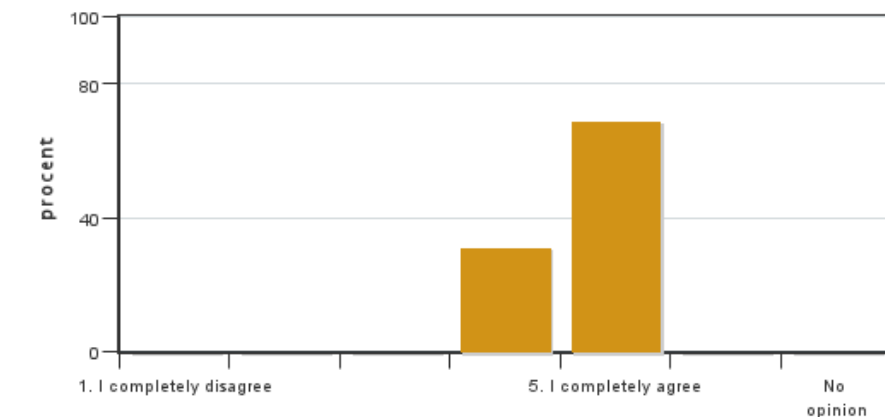
3: 0

4: 6

5: 10

No opinion: 0

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



Answers: 16

Medel: 4,7

Median: 5

1: 0

2: 0

3: 0

4: 5

5: 11

No opinion: 0

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



Answers: 16

Medel: 4,9

Median: 5

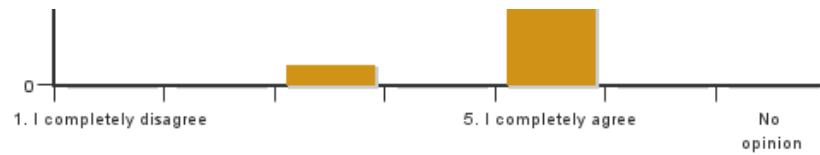
1: 0

2: 0

3: 1

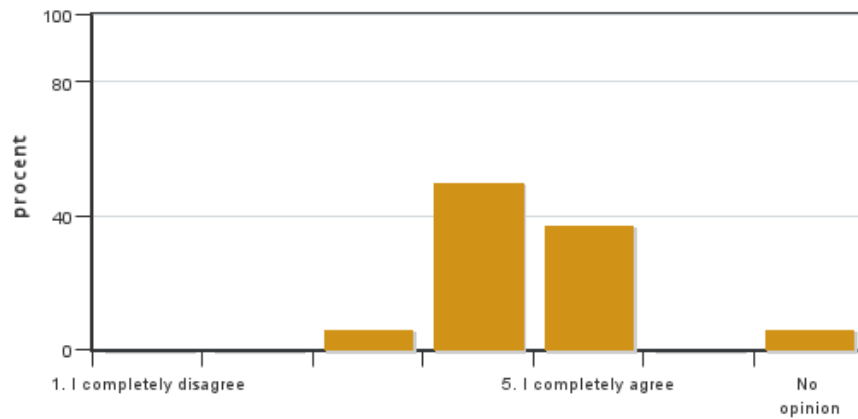
4: 0

5: 15



No opinion: 0

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



Answers: 16

Medel: 4,3

Median: 4

1: 0

2: 0

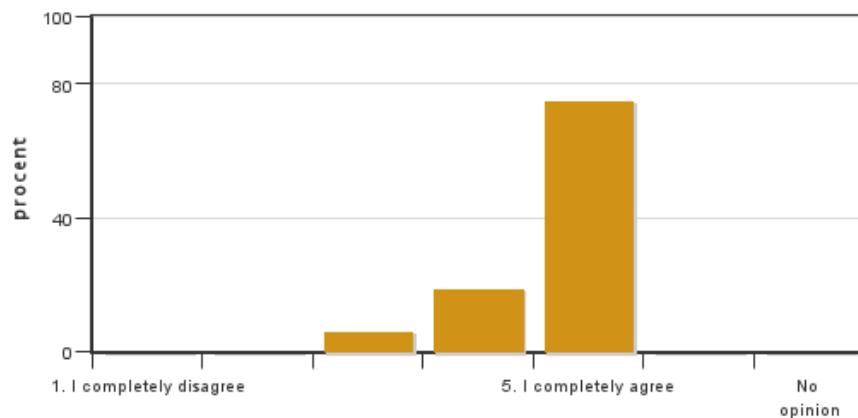
3: 1

4: 8

5: 6

No opinion: 1

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



Answers: 16

Medel: 4,7

Median: 5

1: 0

2: 0

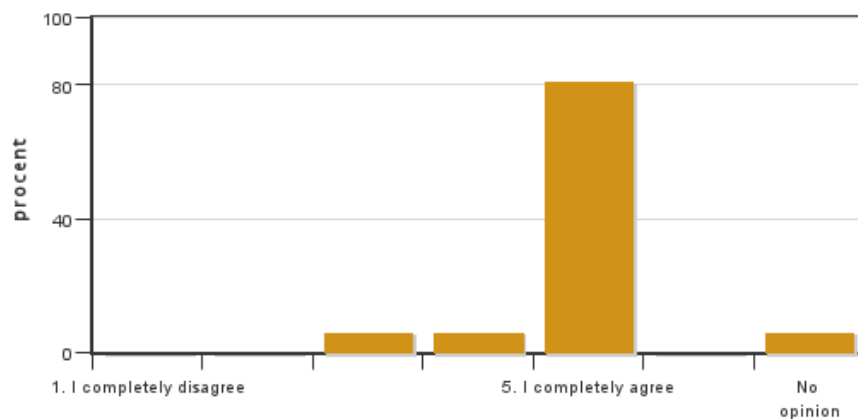
3: 1

4: 3

5: 12

No opinion: 0

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



Answers: 16

Medel: 4,8

Median: 5

1: 0

2: 0

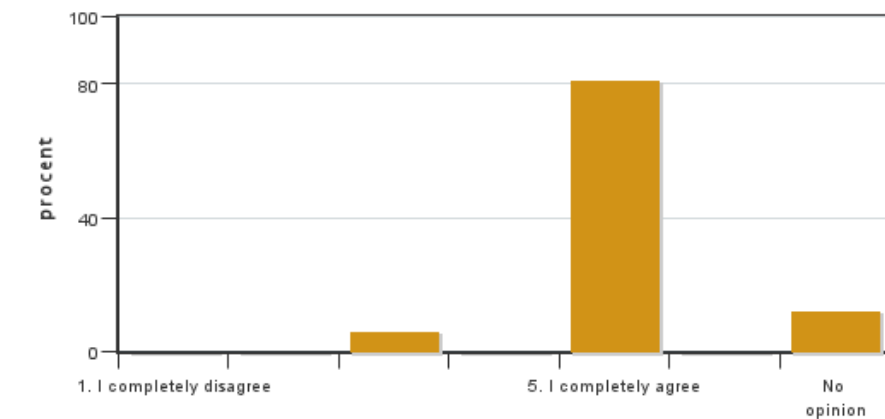
3: 1

4: 1

5: 13

No opinion: 1

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).

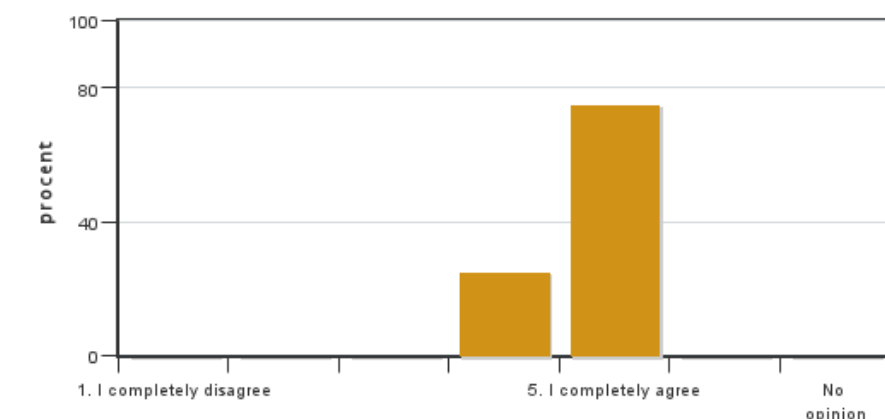


Answers: 16
Medel: 4,9
Median: 5

1: 0
2: 0
3: 1
4: 0
5: 13

No opinion: 2

11. The course covered international perspectives.

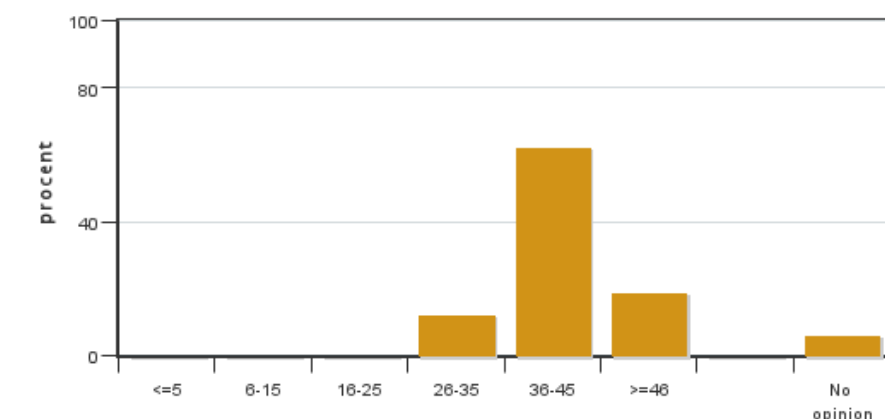


Answers: 16
Medel: 4,8
Median: 5

1: 0
2: 0
3: 0
4: 4
5: 12

No opinion: 0

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



Answers: 16
Medel: 39,9
Median: 36-45

≤5: 0
6-15: 0
16-25: 0
26-35: 2
36-45: 10
≥46: 3

No opinion: 1

Course leaders comments

This masters course is run together with a companion bachelor's level course, LK0401 "Climate Change – Effects on the Landscape and Potential Solutions". We generally have 30-35 students total, of which the majority are in the masters-level 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 masters students taking LK0412 more focus is placed on decision-making and communication aspects of addressing climate change, while 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. 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 students report spending an average of 40 hours

per week on the course. The course was well received by students, with an average overall rating of 4.7 (out of 5) in the anonymous student evaluation (16 of 19 students filled this in). The overall positive review was also reflected in the comments in the group discussion and feedback session on the last day of class. Student described the course as “very pedagogical”, “highly professional”, “very interesting and clear”, “lived up to my expectations, and really included important parts of climate change”. The main concerns mentioned by students revolved around the new UMEP modeling exercise, where we had technical issues and hadn't budgeted enough time for the exercise; and the intense reading workload during some periods.

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 especially in the first module.
5. Set aside additional time for group work and supervision during the final project.

Student representatives comments

Student representative comments

The general response regarding the overall impression of the course is positive. Most students felt they had enough knowledge to benefit in the course. Information was easily accessible and the different lectures, excursions and similar supported their learning. However, there is some improvement needed in some of the exercises and programs that were used, such as a more clear introduction or more time for the exercise. Many students also felt that the reading was too overwhelming and resulted in many hours of work outside of class.

Thoughts from the different modules in the course

Climatology and Mitigation and Adaptation:

These modules were perceived as intense but also a good introduction to understanding climate change and different measures to prevent it. The “crash course”-concept was well received and thought to give a good base on the subject.

Guest teachers:

Many students liked having guest lectures and felt like they touched on many subjects and gave new perspectives.

Excursions:

Students were very positive with the different excursions, by getting to hear and see the effects of climate change and thought it was a good supplement to their learning.

Seminars and discussions:

Most students thought these segments were very useful in the learning process as well as giving more confidence in speaking English in front of an audience. However, some information was only received during these discussions and could therefore easily be missed if one was absent.

Programs and Workshops:

Most students had a positive response to the SCALGO Live and ENroads program and thought they got enough

information and introduction to use them. However, many students struggled with the program UMEP and did not understand why it was introduced, with its limited information outside of the exercise.

Exams and project:

A majority of students appreciated the different opportunities to demonstrate one's acquired knowledge, through exams, reading feedback and projects. For the final project, some students struggled to produce accurate maps, due to lack of knowledge of UMEP, and thereby made the writing process more difficult.

Kontakta support: support@slu.se - 018-67 6600