



Roles and methods for landscape architecture in comprehensive planning LK0330, 30132.2526

15 Hp
Pace of study = 100%
Education cycle = Advanced
Course leader = Andrew Butler

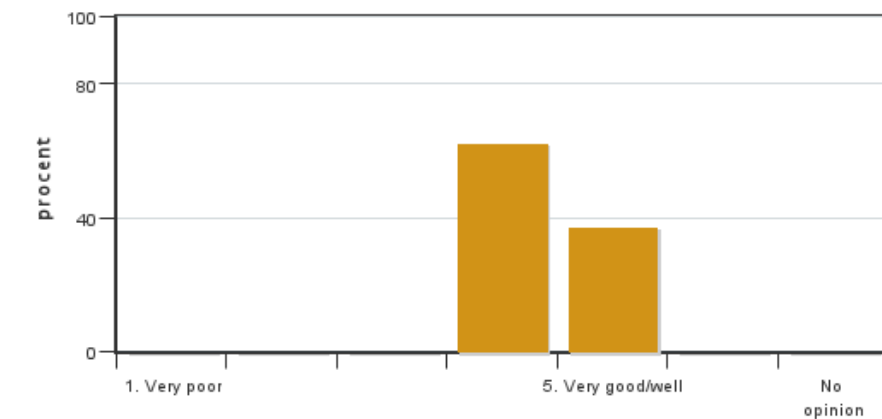
Evaluation report

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

Answers 8
Number of students 14
Answer frequency 57 %

Mandatory standard questions

1. My overall impression of the course is:

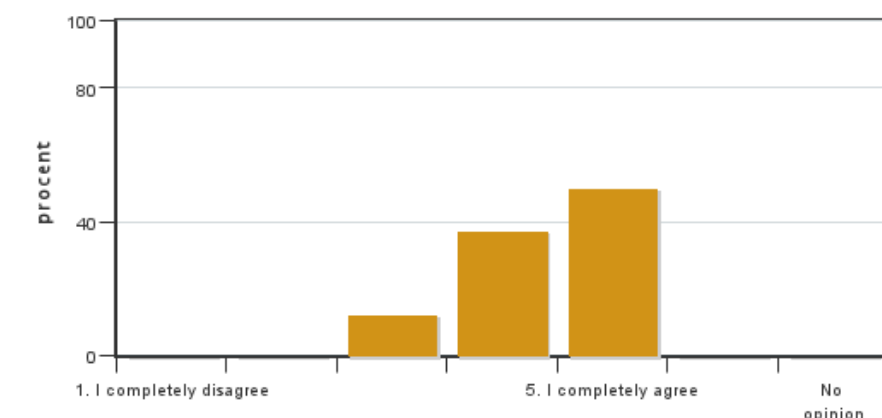


Answers: 8
Medel: 4,4
Median: 4

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

No opinion: 0

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

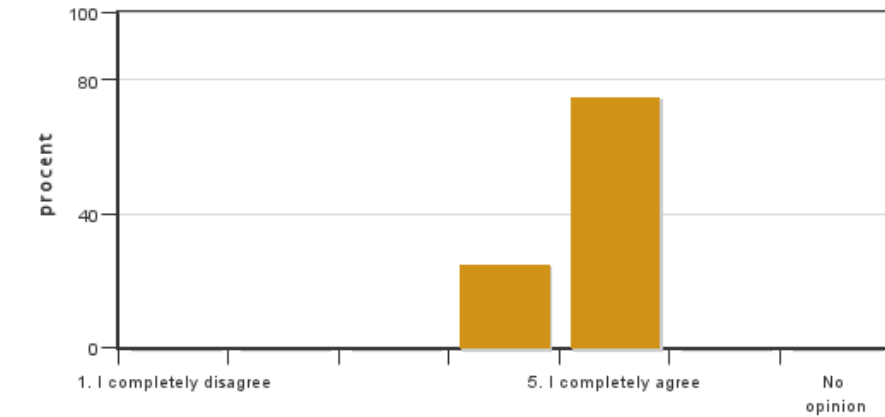


Answers: 8
Medel: 4,4
Median: 4

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

No opinion: 0

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

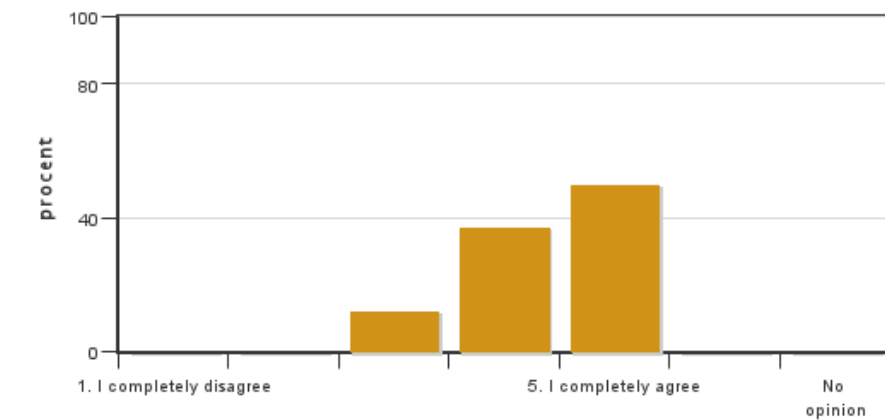


Answers: 8
 Medel: 4,8
 Median: 5

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

No opinion: 0

4. The information about the course was easily accessible.

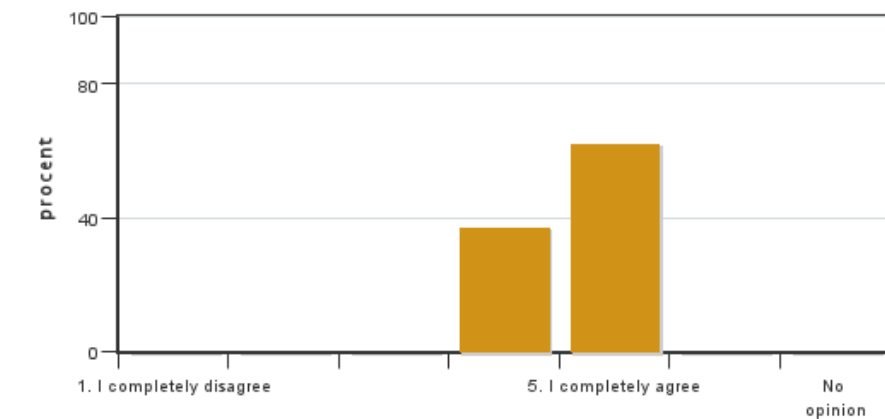


Answers: 8
 Medel: 4,4
 Median: 4

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

No opinion: 0

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

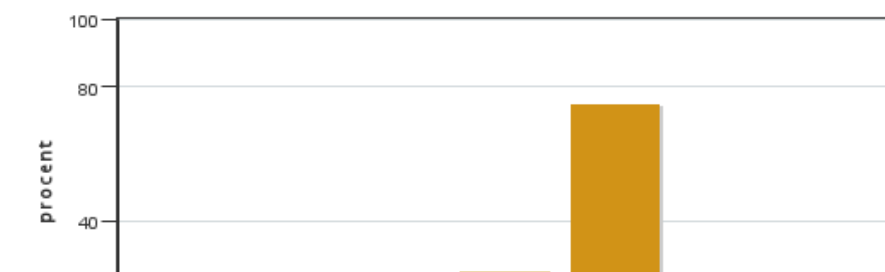


Answers: 8
 Medel: 4,6
 Median: 5

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

No opinion: 0

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



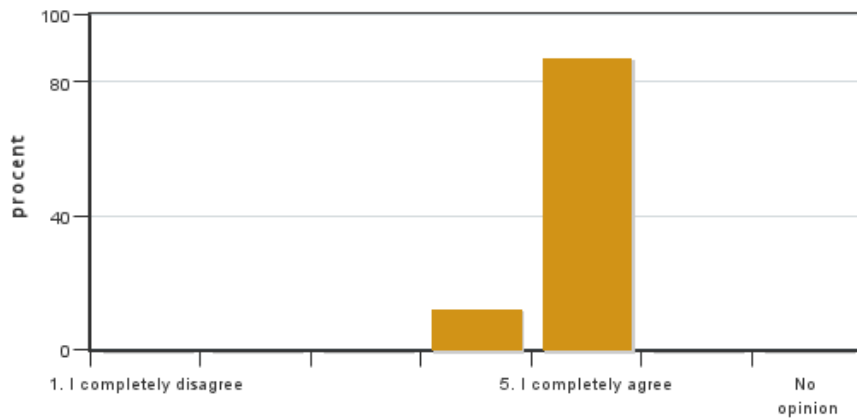
Answers: 8
 Medel: 4,8
 Median: 5

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



No opinion: 0

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



Answers: 8

Medel: 4,9

Median: 5

1: 0

2: 0

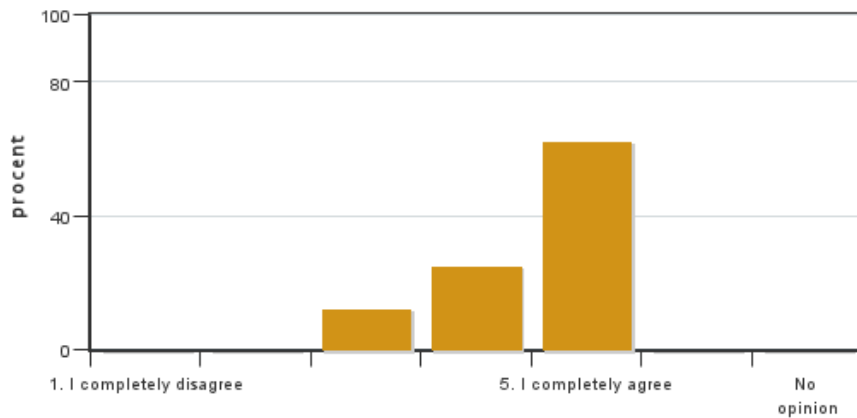
3: 0

4: 1

5: 7

No opinion: 0

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



Answers: 8

Medel: 4,5

Median: 5

1: 0

2: 0

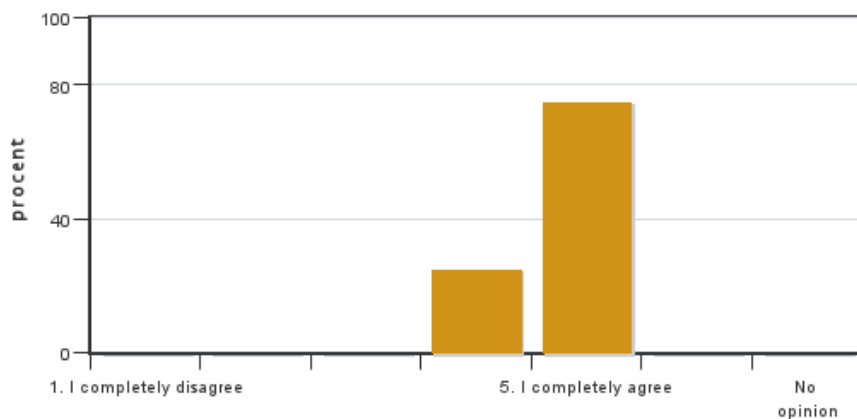
3: 1

4: 2

5: 5

No opinion: 0

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



Answers: 8

Medel: 4,8

Median: 5

1: 0

2: 0

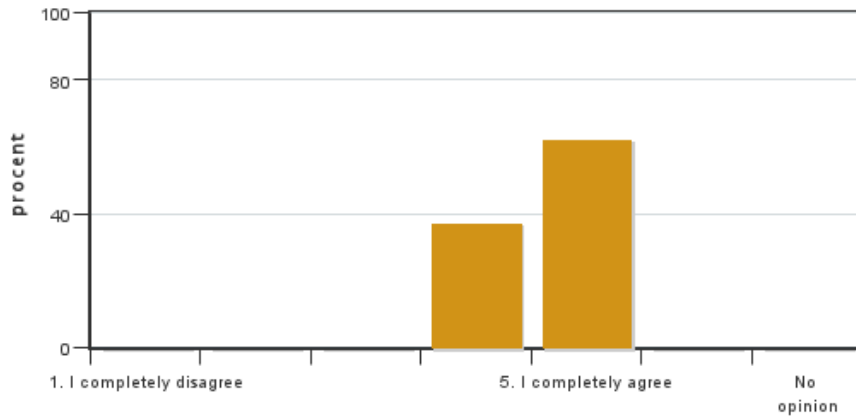
3: 0

4: 2

5: 6

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).

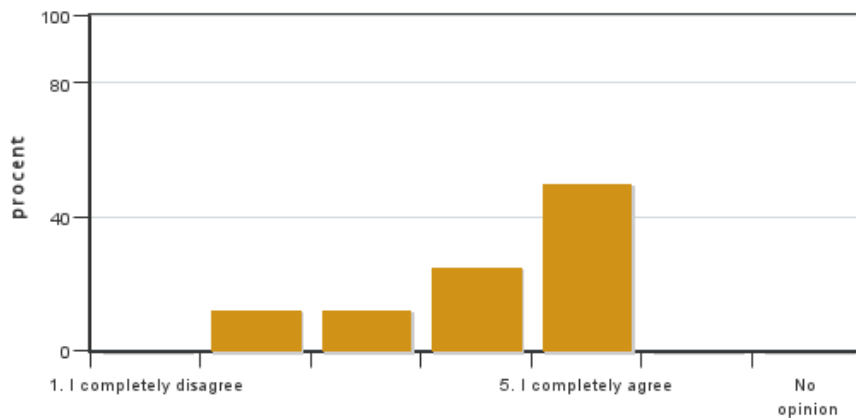


Answers: 8
 Medel: 4,6
 Median: 5

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

No opinion: 0

11. The course covered international perspectives.

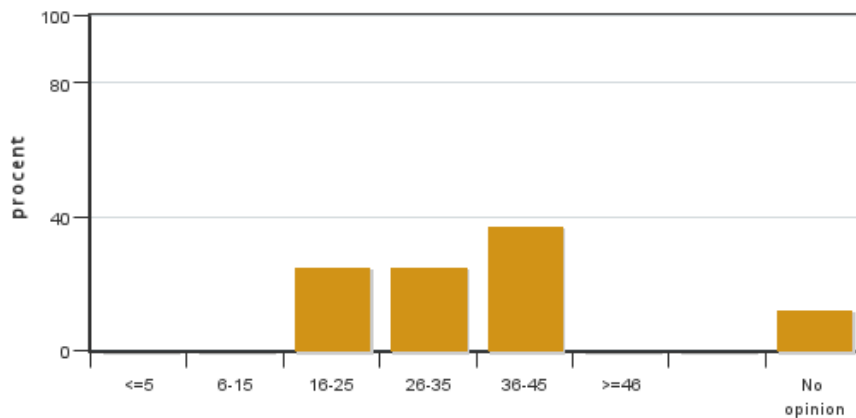


Answers: 8
 Medel: 4,1
 Median: 4

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

No opinion: 0

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



Answers: 8
 Medel: 31,4
 Median: 26-35

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

No opinion: 1

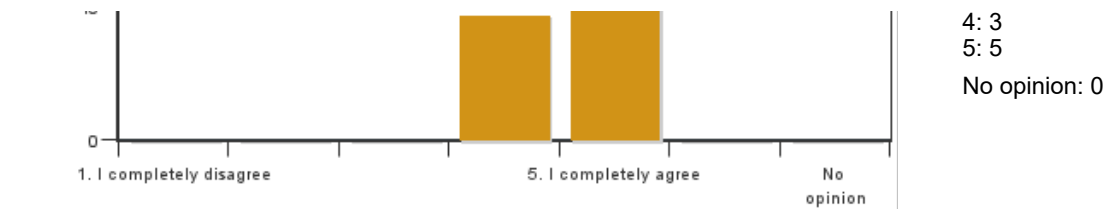
Additional own questions

13. The course has developed my critical and analytical thinking



Answers: 8
 Medel: 4,6
 Median: 5

1: 0
 2: 0
 3: 0



Course leaders comments

No comments from the teacher

Student representatives comments

There were some issues in terms of the presentation of the information and lack of clarity in instructions. Particularly, students found the study guide sometimes had different information than the assignments on canvas, which the students preferred. Several students suggest removing the study guide entirely and posting the assignments directly instead.

We had a visiting lecturer who suggested an unexpected exercise. Although the exercise was very entertaining, was not graded and had a clear connection to the rest of the course, many of the students were stressed working on it as it took away time from the seminars and essay writing, which carried the weight of the grade.

There were mixed feelings regarding the non-graded assignments: some students preferred it while others felt demotivated working on something that would not count towards a grade.

The workload distribution in the course could use some work. Students found they dedicated more time to the group assignments despite them not being graded, because they were given more relevance during the course.

The course focused on Sweden, and we worked with Avesta Kommun. It is understandable that the literature also focused on a European and Swedish perspective, but some students would also like to have access to a wider international perspective.

The excursions were engaging and informative, however they had some flaws. Firstly, the timing; the course runs during the first period of the semester and as a site visiting excursion that was a disadvantage since the landscape we were meant to observe was covered in snow. Secondly, we had a presentation given to us by the people at Avesta Kommun, which was carried out in Swedish despite us having international students with us. It made the excursion not seem as planned as it surely was.

The essay and seminars were appreciated for their discussions of interesting topics. The essay had only one draft revision opportunity and the students would have appreciated having another one, but it was overall seen as a good assignment that allowed for critical thinking and connecting concepts from the seminars and assignments with the students' own interests. There was perhaps a lack of instructions regarding the essay, since the feedback from the different lecturers differed in what was meant to be turned in. What is a reflective essay, does it have a clear structure, etc?

Overall the course was positively received. The students especially appreciated the structure and the clear connection between the different assignments and literature. The discussions from the seminar were particularly engaging and appreciated for allowing the students to engage in critical thinking.