



Independent Project in Landscape Architecture, A2E - Outdoor Environments for Health and Well-being - Master's Programme EX0858, 10007.2021

30 Hp

Pace of study = 100%

Education cycle = Advanced

Course leader = Fredrika Mårtensson

Evaluation report

Evaluation period: 2021-01-10 - 2021-01-31

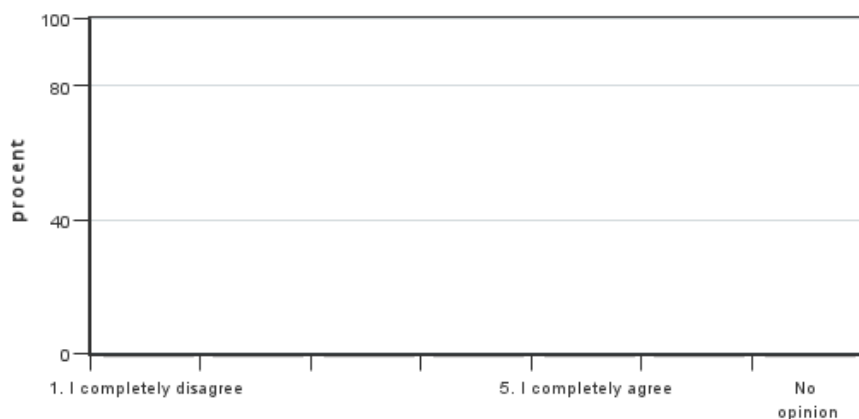
Answers 0

Number of students 4

Answer frequency 0 %

Mandatory standard questions

1. I am generally satisfied with the independent project process



Answers:

1: 0

2: 0

3: 0

4: 0

5: 0

No opinion: 0

2. My prior knowledge was enough to carry out my independent project



Answers:

1: 0

2: 0

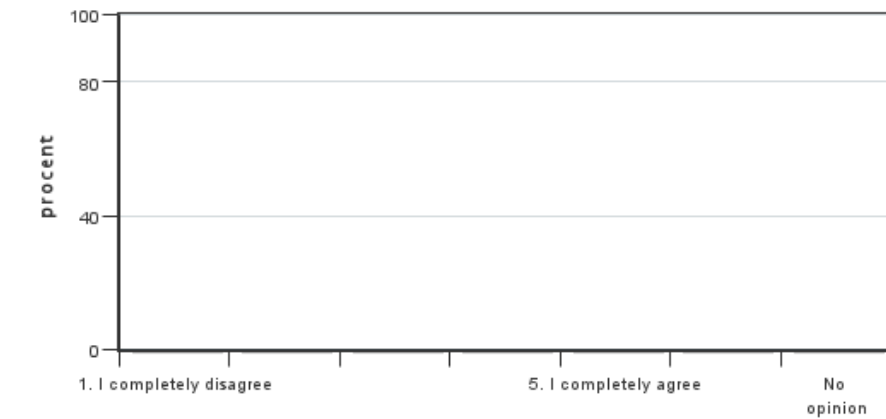
3: 0

4: 0

5: 0

No opinion: 0

3. Administration (including information) concerning my independent project has worked well



Answers:

1: 0

2: 0

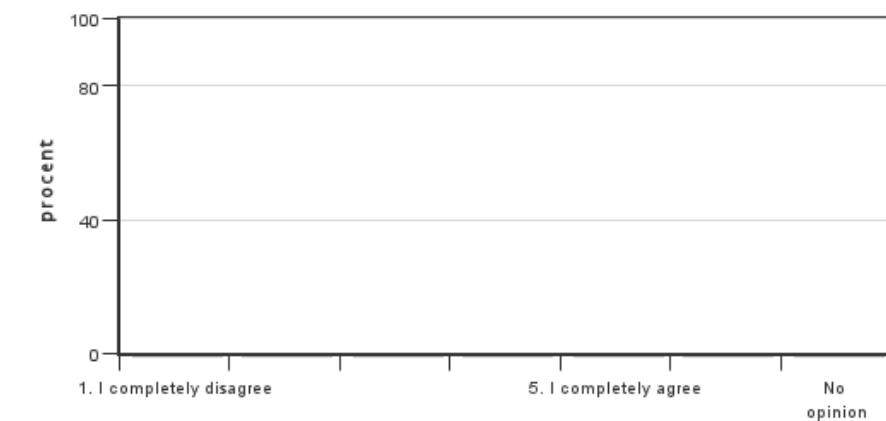
3: 0

4: 0

5: 0

No opinion: 0

4. The social learning environment was inclusive (e.g. different opinions were respected, gender equality aspects, no master suppression techniques used)



Answers:

1: 0

2: 0

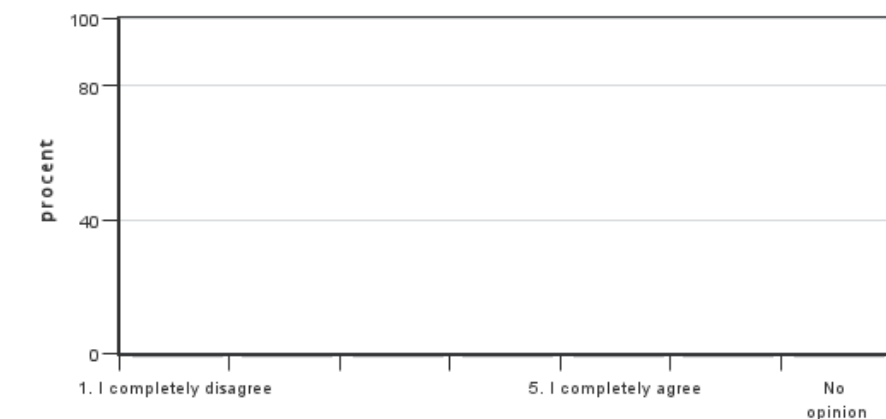
3: 0

4: 0

5: 0

No opinion: 0

5. The physical learning environment (e.g. equipment and other resources) was satisfactory



Answers:

1: 0

2: 0

3: 0

4: 0

5: 0

No opinion: 0

6. The course has touched on sustainable development (environmental, social and/or financial sustainability)



Answers:

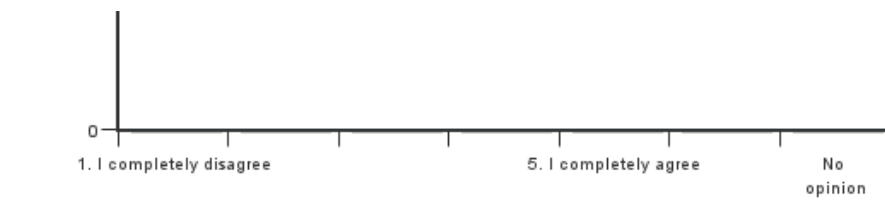
1: 0

2: 0

3: 0

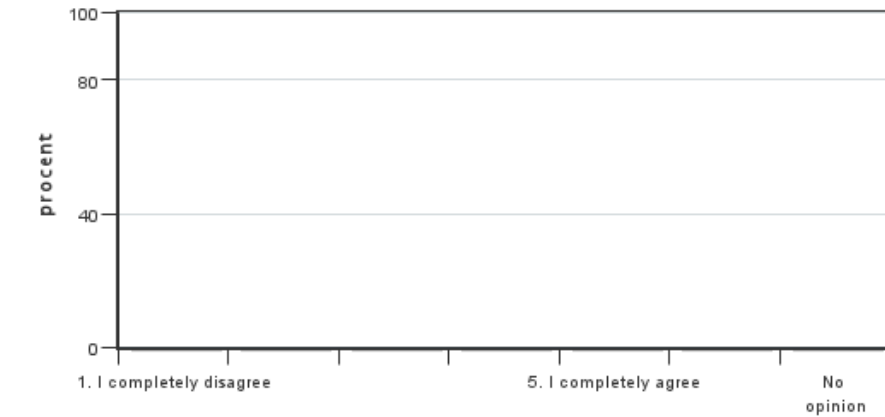
4: 0

5: 0



No opinion: 0

7. Contact with my supervisor was sufficient for me to complete my independent project



Answers:

1: 0

2: 0

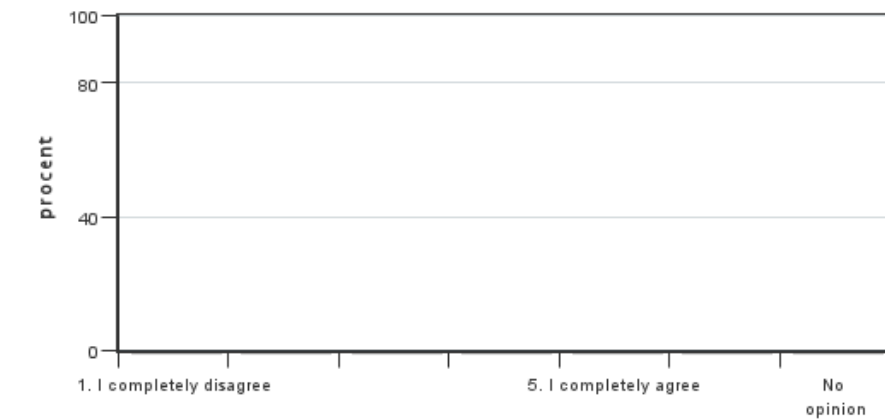
3: 0

4: 0

5: 0

No opinion: 0

8. I received constructive feedback on the written part of my project



Answers:

1: 0

2: 0

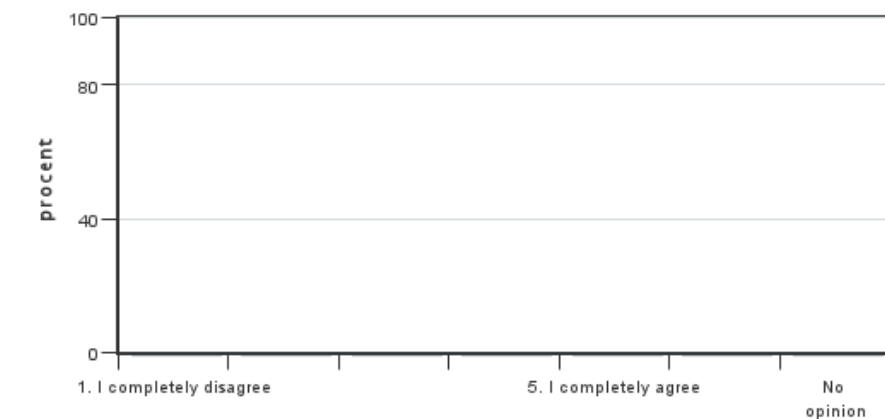
3: 0

4: 0

5: 0

No opinion: 0

9. I received constructive feedback on the oral presentation of my project



Answers:

1: 0

2: 0

3: 0

4: 0

5: 0

No opinion: 0

10. I received constructive feedback on my review of another student's project



Answers:

1: 0

2: 0

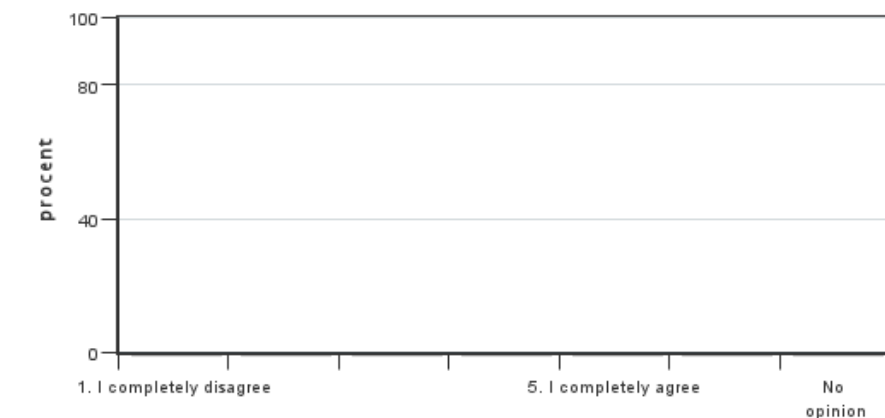
3: 0

4: 0

5: 0

No opinion: 0

11. My ability to work independently has developed after carrying out my independent project



Answers:

1: 0

2: 0

3: 0

4: 0

5: 0

No opinion: 0

12. Other comments

Course leaders comments

No comments from the teacher

Student representatives comments

Student feedback - Independent project course

These comments are formed by aspects raised by students during the semester. These were collected through a document available on Canvas, e-mails, and comments said to the student representative.

Concerning the Canvas page, students appreciated the existence of the Canvas group before the semester started, with the already available documents, the platform to pose questions and the suggestions of projects. However, some of the documents and suggestions were outdated, and only a few supervisors had provided a presentation about themselves.

Documents in place before the start-seminar could allow students to be better prepared. This could also avoid that the students need to send the same questions to their supervisors. The formalities about the project, namely the delivery date, the size, and the content, were unclear and could be determined to facilitate planning. An example of a project could support students before the semester starts. The Canvas page could also be used for students to introduce themselves; and for supervisors to give information about their interest of field in supervising and their availability. Ideas of actual projects in date for the Master Thesis in different areas of Environmental Psychology could support the students. Many students struggled to find some specific documents: the student agreement for participants in the thesis is one example. Finally, the Canvas page could be used to support students to form groups to work with during the semester.

Time for discussions in smaller groups in the meetings was significantly appreciated – the students suggest that more time in the meetings is used for that and less time for students to introduce themselves. These groups could maybe be prepared: if students were divided in the groups and if they had the opportunities to share a question or a page before the meeting, more time could be used to discuss. Meeting and discussing with different supervisors in the meetings was positive. The librarian lecture about writing was very positive. Some students hoped for a lengthier presentation of how the master thesis should be structured and background information to build a thesis project. Many students named a struggle to build their projects – a student suggested a basis lecture with the recommendation of further texts for reading.

Generally, it would be positive with clear recommendations from SLU regarding the information letter or a consent form to be sent to research participants. Some points that were raised in seminars could be explored in Canvas or with other lectures. For instance: how to deal with language differences?

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