



Health Promoting Outdoor Environments LK0262, 30006.2021

15 Hp

Pace of study = 50%

Education cycle = Advanced

Course leader = Anna Bengtsson

Evaluation report

Evaluation period: 2021-05-30 - 2021-06-20

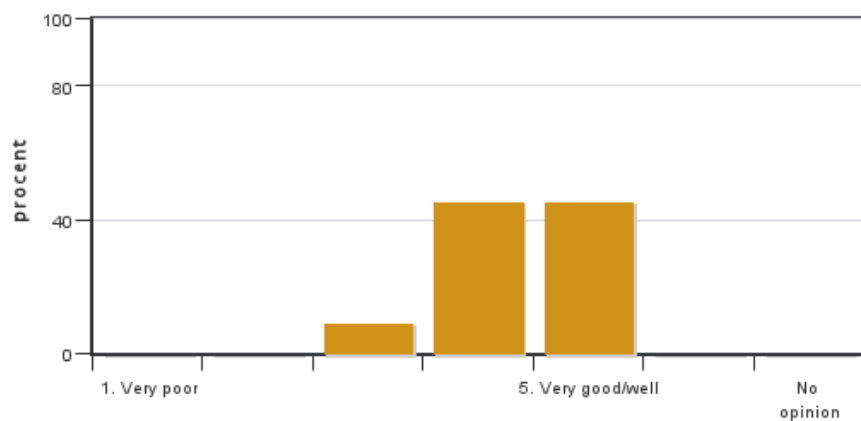
Answers 11

Number of students 27

Answer frequency 40 %

Mandatory standard questions

1. My overall impression of the course is:



Answers: 11

Medel: 4,4

Median: 4

1: 0

2: 0

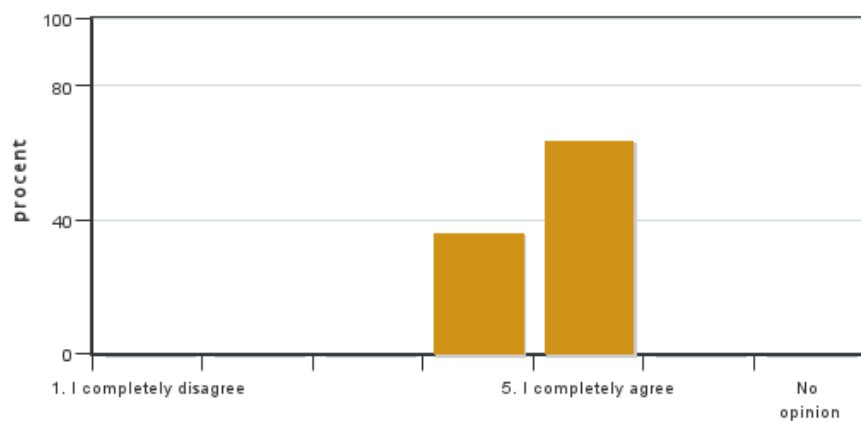
3: 1

4: 5

5: 5

No opinion: 0

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



Answers: 11

Medel: 4,6

Median: 5

1: 0

2: 0

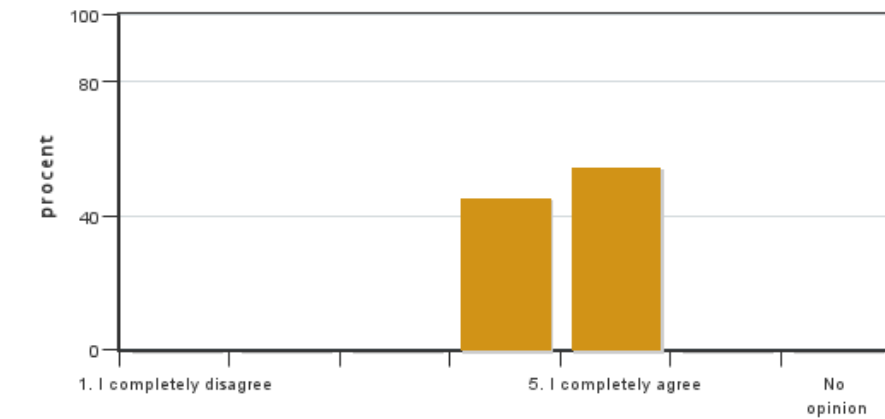
3: 0

4: 4

5: 7

No opinion: 0

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



Answers: 11

Medel: 4,5

Median: 5

1: 0

2: 0

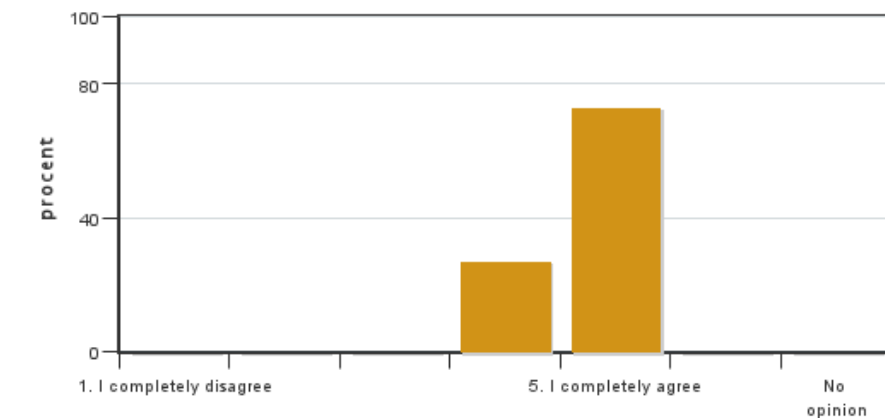
3: 0

4: 5

5: 6

No opinion: 0

4. The information about the course was easily accessible.



Answers: 11

Medel: 4,7

Median: 5

1: 0

2: 0

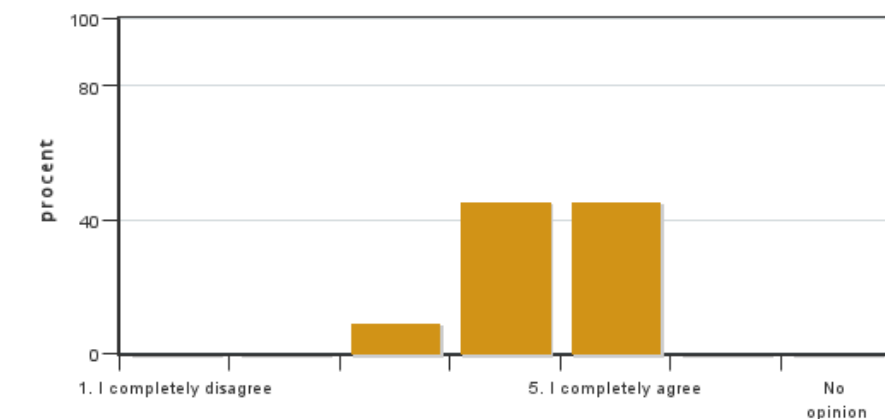
3: 0

4: 3

5: 8

No opinion: 0

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



Answers: 11

Medel: 4,4

Median: 4

1: 0

2: 0

3: 1

4: 5

5: 5

No opinion: 0

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



Answers: 11

Medel: 4,7

Median: 5

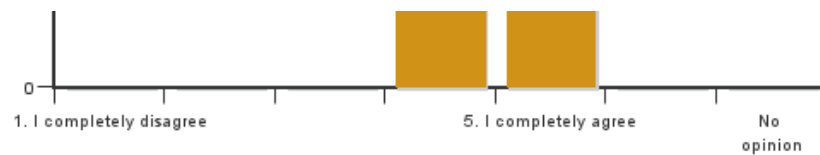
1: 0

2: 0

3: 0

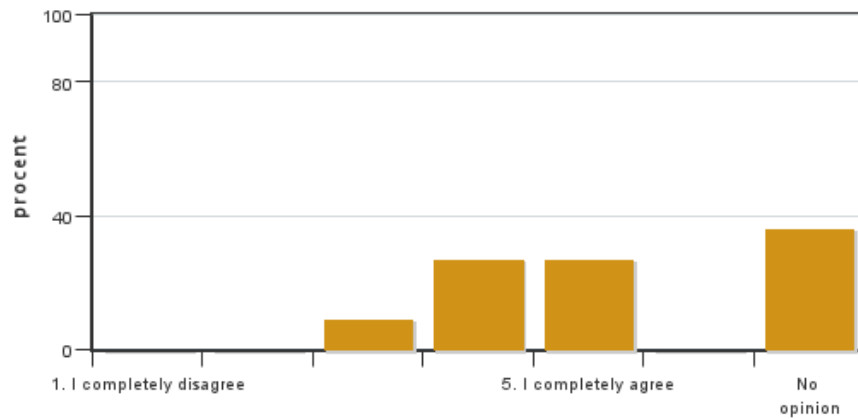
4: 3

5: 8



No opinion: 0

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



Answers: 11

Medel: 4,3

Median: 4

1: 0

2: 0

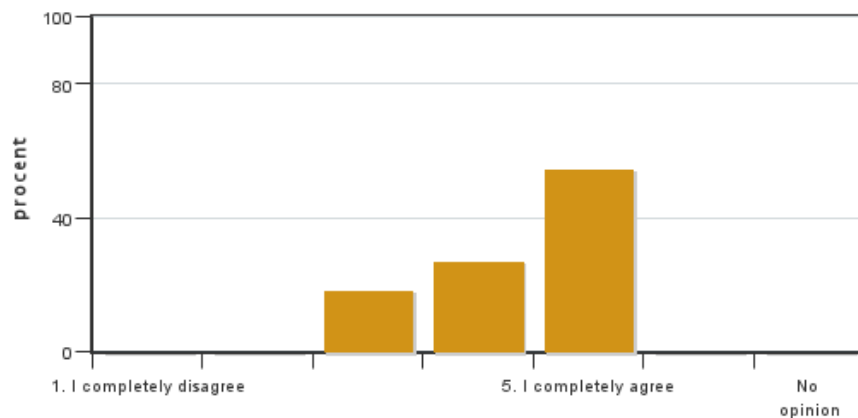
3: 1

4: 3

5: 3

No opinion: 4

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



Answers: 11

Medel: 4,4

Median: 5

1: 0

2: 0

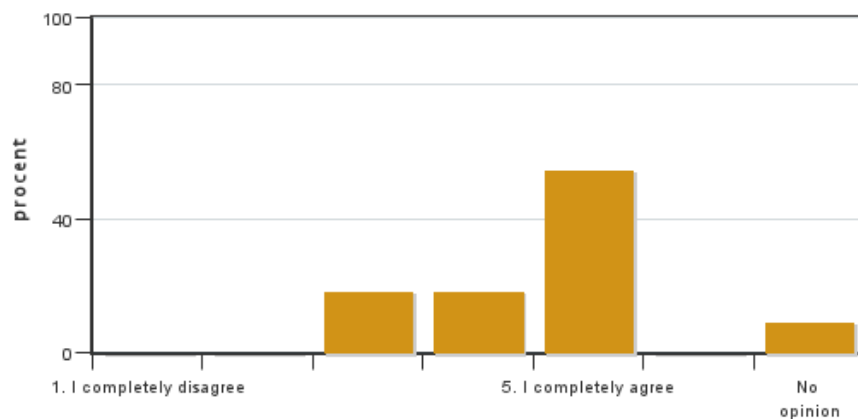
3: 2

4: 3

5: 6

No opinion: 0

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



Answers: 11

Medel: 4,4

Median: 5

1: 0

2: 0

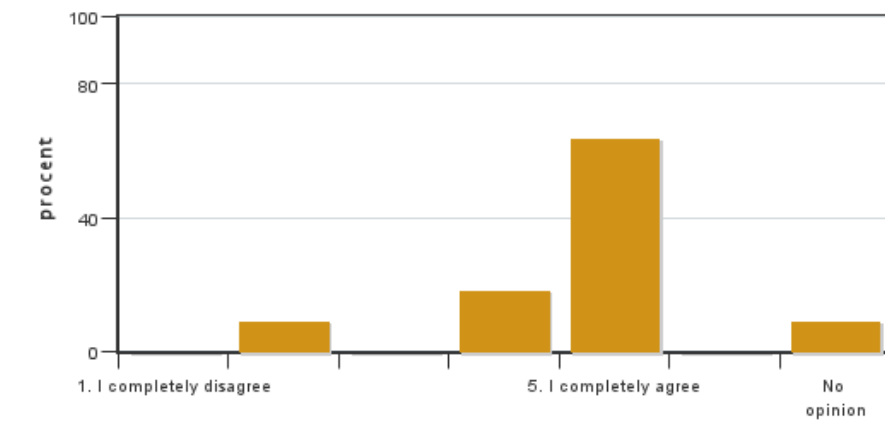
3: 2

4: 2

5: 6

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).

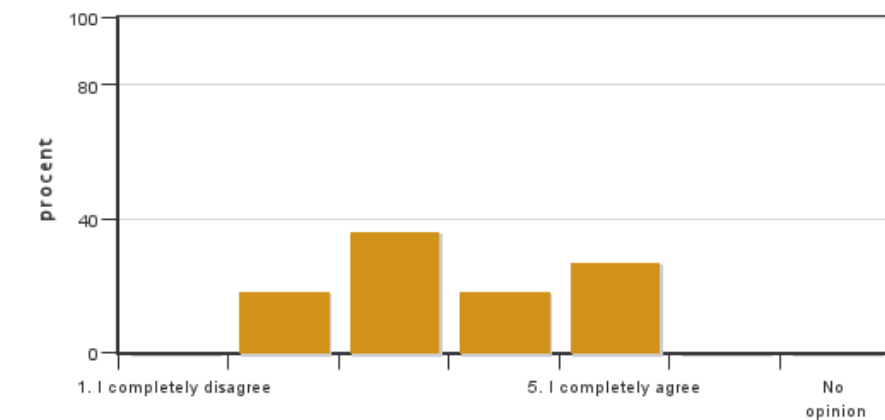


Answers: 11
 Medel: 4,5
 Median: 5

1: 0
 2: 1
 3: 0
 4: 2
 5: 7

No opinion: 1

11. The course covered international perspectives.

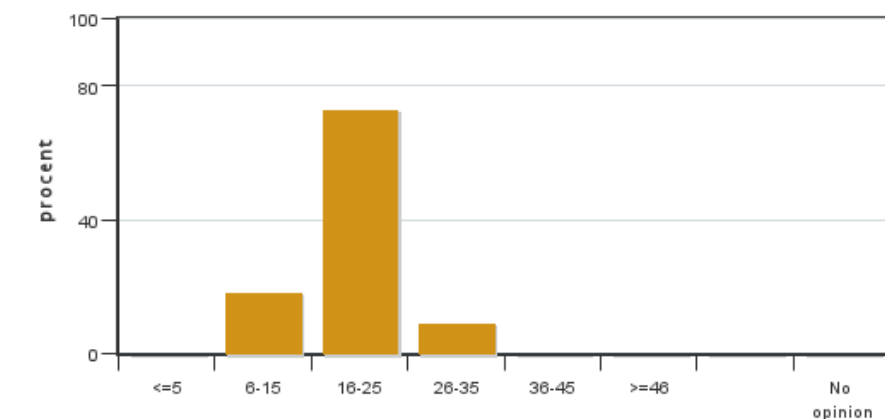


Answers: 11
 Medel: 3,5
 Median: 3

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

No opinion: 0

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

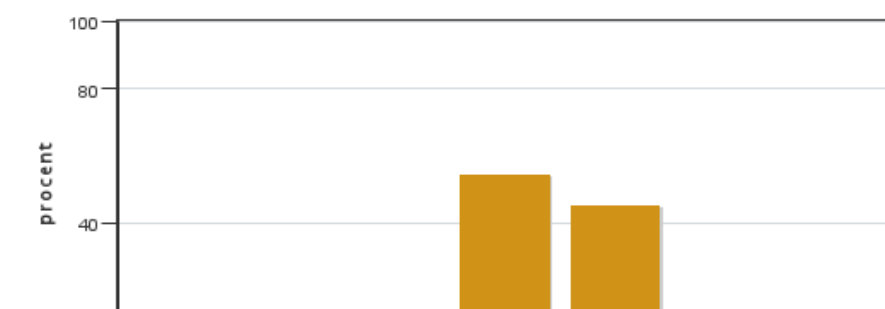


Answers: 11
 Medel: 19,1
 Median: 16-25

≤5: 0
 6-15: 2
 16-25: 8
 26-35: 1
 36-45: 0
 ≥46: 0

No opinion: 0

13. If relevant, what is your overall experience of participating in all or part of your course online?



Answers: 11
 Medel: 4,5
 Median: 4

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

No opinion: 0



14. If relevant, please share what worked well when participating in teaching on distance

15. If relevant, please share what worked less well when participating in teaching on distance

Additional own questions

16. The things that you liked the most with the course:

16. The things that you think could to be improved in the course:

Course leaders comments

No comments from the teacher

Student representatives comments

Health Promoting Outdoor Environments – Student Representative Commentary

This commentary is based on the written student evaluations (in Evald) along with some comments from the oral evaluation discussion held (online) at the last course meeting.

An overall positive experience, with high scores in the evaluation, as the course offered clear structure, instructions and purpose, enabling a good learning process. A well thought-through design of the course, with interesting and informative lectures, offering varying perspectives on the subject and relevant and interesting group project. The combination between group work and the individual assignment provided for positive learning opportunities in a real-life setting, with different perspectives and areas of expertise from the group members. The large freedom of choosing setting for the group project also contributed to an interesting range of perspectives. The clear frame for the group work provided by the course leader, with the contract and mutual level of commitment and understanding of what was expected, was central into creating a positive learning process and climate, avoiding unnecessary conflicts along the way.

The course leader was highly appreciated as her high level of ambition and passion for the topic served as a great source of inspiration. Always available when needed, setting off time for meetings, returning with clear and constructive feedback to questions and assignments.

The perception of challenge within the course differed between students, depending on prior knowledge, as some took the course separately and were new to many of the theories and so on, while others had taken several courses within the program. As the level and pace was quite high from start, a preunderstanding of theories etc from studying the literature is helpful to follow and take part in and make more out of the lectures and discussions. The discussions, both within the project groups and in class, were much appreciated and helpful and it was interesting and rewarding to take part of the other group projects. Perhaps more room could be given for discussions within the larger group, to gain more and other perspectives. The perception of the social learning environment was positive, with an open and respectful climate, accepting different opinions and perspectives. The emphasis was always on the learning process, contributing to an explorative and inclusive approach. The individual assignment was highly appreciated, as a very good complement to the group work since it allowed the students to explore freely and focus on their expertise and interest. Some students thought that it could be given more room within the course, as the group work took up most of the time and some students had varying levels of engagement.

Considering the circumstances with the pandemic, the learning environment has been as good as possible. Even though many missed the physical course meetings, the well-structured meetings and digital solutions (like zoom)

have worked well. A positive aspect is the ability to take part without traveling or when sick, both during course meetings and within the smaller groups. However, it can sometimes be problematic to only study from home, depending on your (or others) home situation (children, space, wi-fi and so on). Most agreed on how it is more difficult to stay focused when in front of a screen, so there is a need for more breaks, and there are aspects that go missing, both socially as well as e.g., the perception of a place. For example, the study visit in the rehabilitation garden would have been much more appreciated on location. For the future, a mix would be optimal, and it should be possible to take the course on full distance.

The course covered most aspects of sustainable development through discussion and highlighting from the course leader, although the financial aspect was somewhat less covered. As for an international perspective, the Scandinavian, and somewhat a broader "western" perspective was offered in lectures and discussions, but the course lacked other angles, from other continents or developing countries. These could be found to some extent within the course literature but was not given focus in class.

The schedule at the course meetings was by some considered slightly cramped, with too many (and/or too long) lectures, making it difficult to process all the new knowledge and information. Since it was all online, some experienced the days too long and too intense, and perhaps more days could be an option (when fully online)? The individual study tour was regarded as somewhat confusing, both considering the assignment, as well as giving and receiving feedback between students (due to the unclear purpose and differing understanding of the assignment). Other suggestions for improvement were:

- more discussions and seminars on the course literature. Connecting the literature more clearly to lectures and exercises would support processing and integrating all new information and knowledge
- a larger perspective on health promoting environments in the lectures, for example on city planning, infrastructure and urban development
- more international perspectives
- more varied and smaller assignments, both connected to literature and lectures, and the program proposal
- more lectures on the objective of participatory research methods, other than design dialogue
- Some of the literature was difficult to find, perhaps the most important chapters from those books could be available online?