



Design Project - Advanced Planting Design LK0362, 10070.2021

15 Hp
Pace of study = 100%
Education cycle = Advanced
Course leader = Karin Svensson

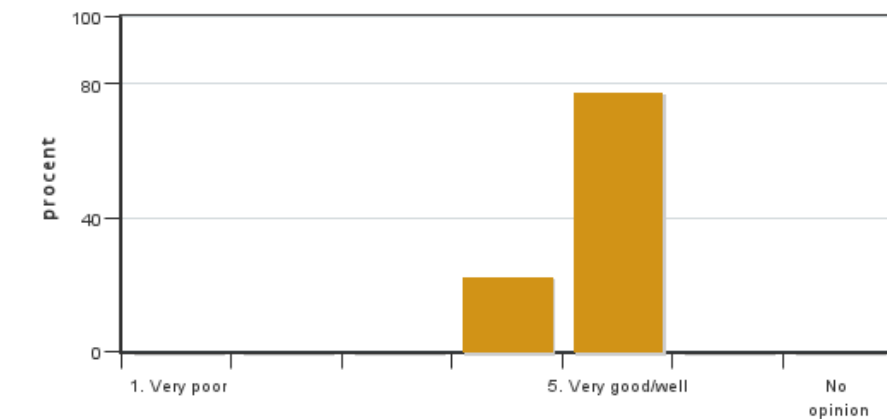
Evaluation report

Evaluation period: 2020-10-25 - 2020-11-15

Answers 9
Number of students 25
Answer frequency 36 %

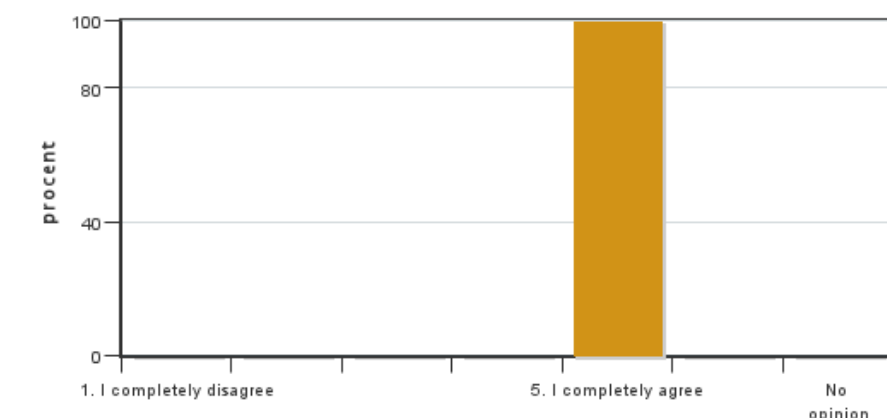
Mandatory standard questions

1. My overall impression of the course is:



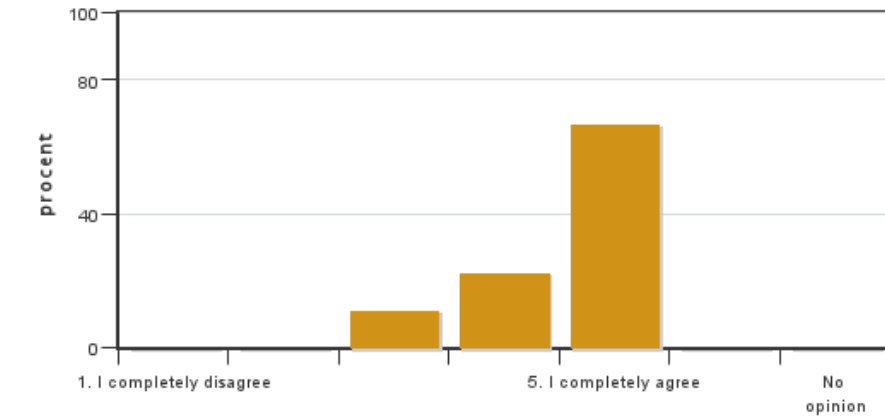
Answers: 9
Medel: 4,8
Median: 5
1: 0
2: 0
3: 0
4: 2
5: 7
No opinion: 0

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



Answers: 9
Medel: 5,0
Median: 5
1: 0
2: 0
3: 0
4: 0
5: 9
No opinion: 0

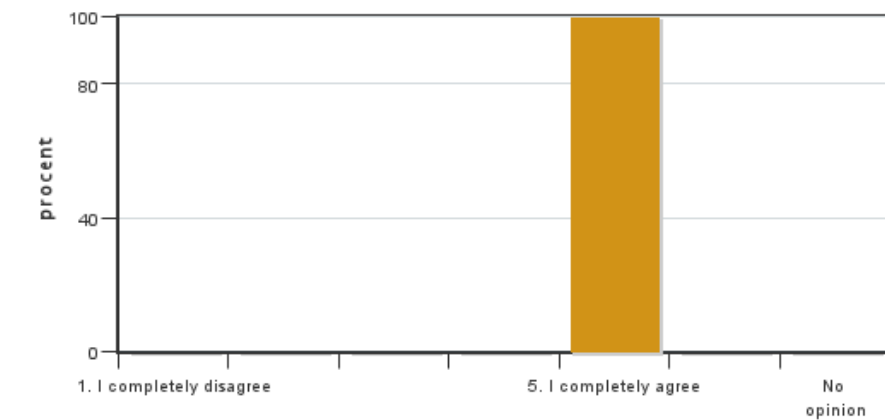
3. My prior knowledge was sufficient for me to benefit from the course.



Answers: 9
 Medel: 4,6
 Median: 5

1: 0
 2: 0
 3: 1
 4: 2
 5: 6
 No opinion: 0

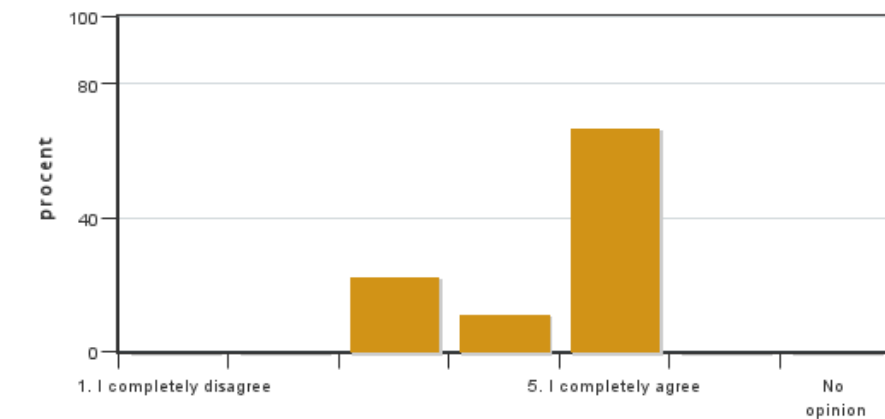
4. The information about the course was easily accessible.



Answers: 9
 Medel: 5,0
 Median: 5

1: 0
 2: 0
 3: 0
 4: 0
 5: 9
 No opinion: 0

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



Answers: 9
 Medel: 4,4
 Median: 5

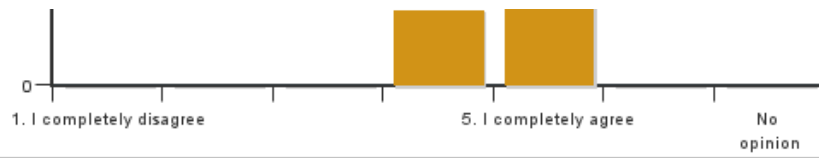
1: 0
 2: 0
 3: 2
 4: 1
 5: 6
 No opinion: 0

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



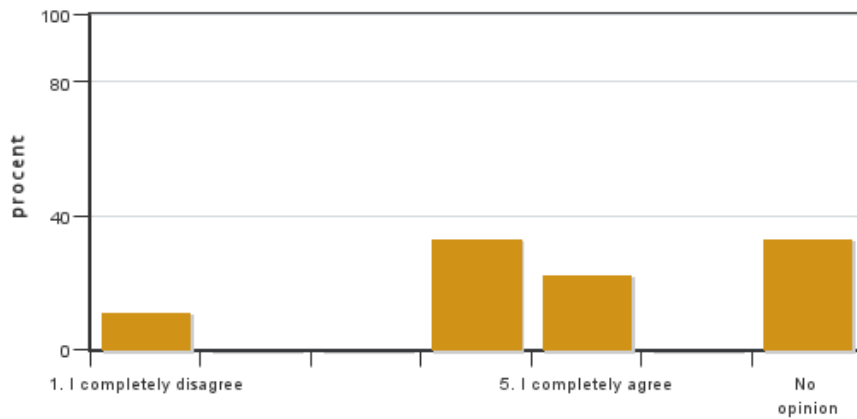
Answers: 9
 Medel: 4,8
 Median: 5

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



No opinion: 0

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



Answers: 9

Medel: 3,8

Median: 4

1: 1

2: 0

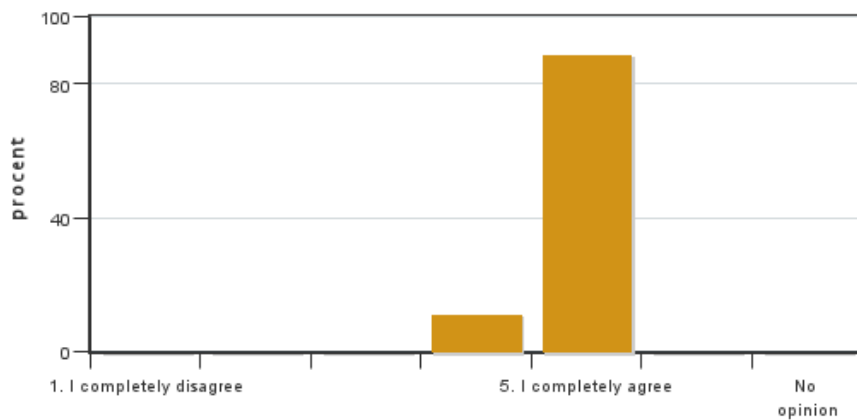
3: 0

4: 3

5: 2

No opinion: 3

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



Answers: 9

Medel: 4,9

Median: 5

1: 0

2: 0

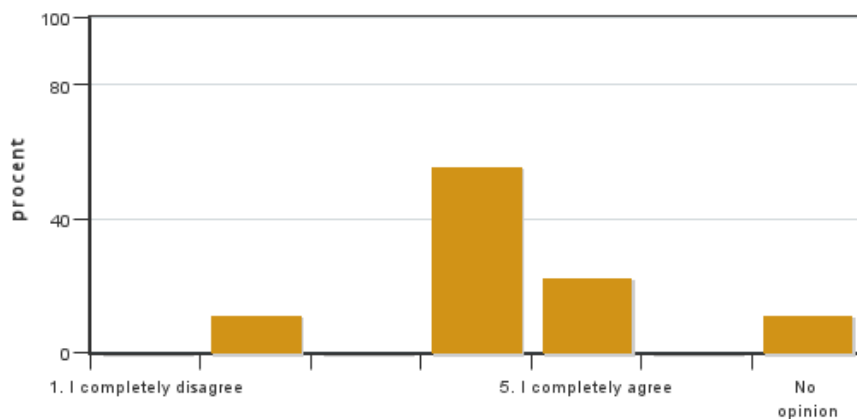
3: 0

4: 1

5: 8

No opinion: 0

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



Answers: 9

Medel: 4,0

Median: 4

1: 0

2: 1

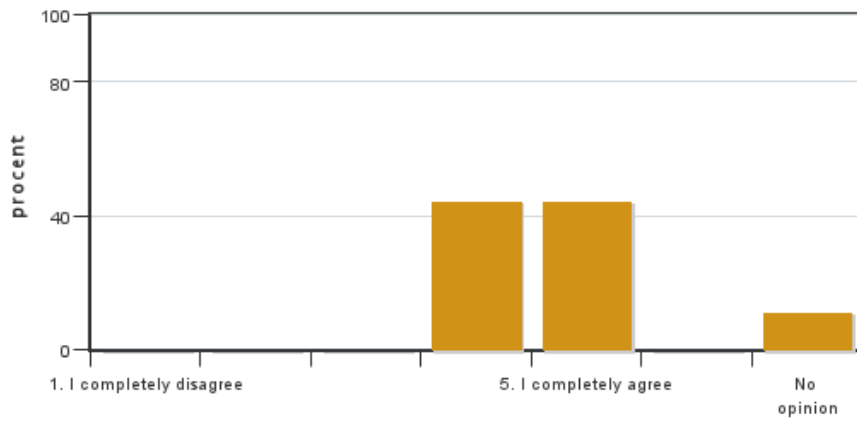
3: 0

4: 5

5: 2

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).

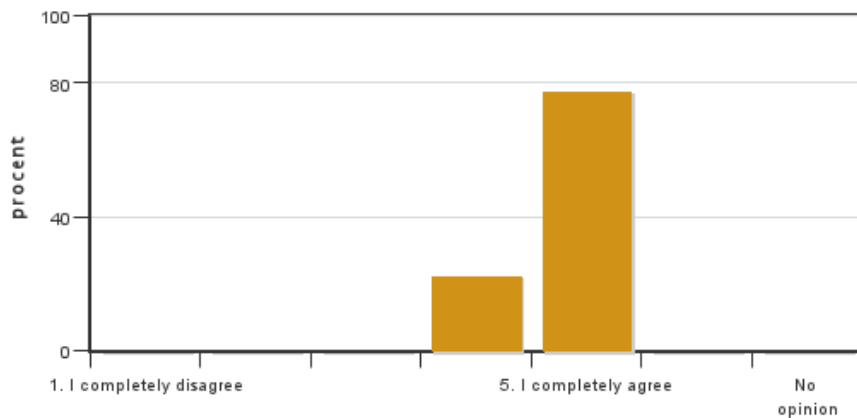


Answers: 9
 Medel: 4,5
 Median: 4

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

No opinion: 1

11. The course covered international perspectives.

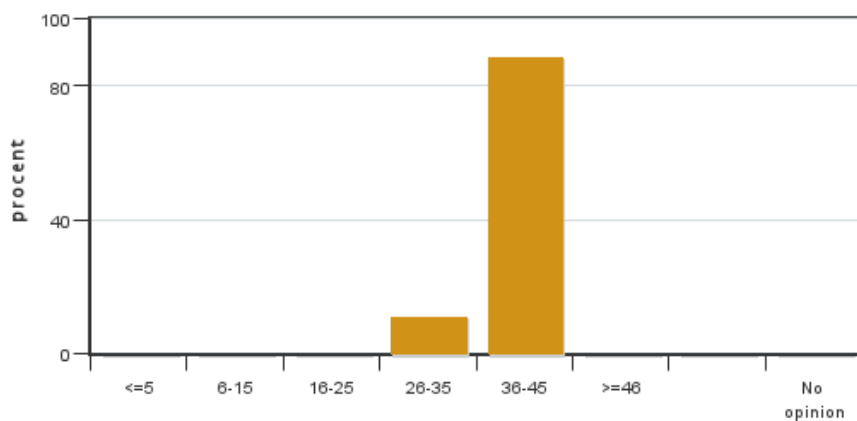


Answers: 9
 Medel: 4,8
 Median: 5

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

No opinion: 0

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

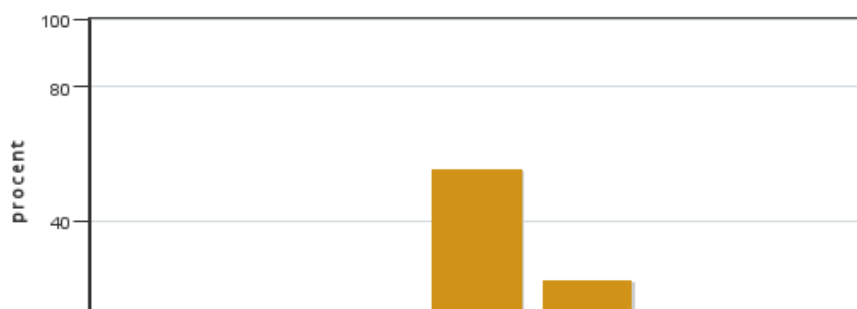


Answers: 9
 Medel: 38,9
 Median: 36-45

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

No opinion: 0

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



Answers: 9
 Medel: 3,9
 Median: 4

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

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

Course leaders comments

No comments from the teacher

Student representatives comments

The overall impression of the course is good among the students, in spite of the special situation of distance-based learning due to COVID-19. Almost all of the negative aspects brought up in this evaluation is connected to the distance learning, but there are also a lot of examples of why this course have worked out well on distance. Key aspects brought up are the group meetings on zoom, the live lectures and the varied mix of exercises and workshops. One thing to bear in mind is the answer frequency of this evaluation only being 36%, (9/25 students participating). However, what has been brought up in the evaluation coincides with the student representative's overall impression based on conversations with fellow students.

One student states that it was a very nice course that had a lot of different assignments where you could learn a lot, and that the usual student trip probably would have made it even better. Another student expresses that the course leadership worked really well, and was organized. The involved teachers contributed to a nice atmosphere and a good learning environment where the student felt like he or she could ask anything.

The opinions slightly differ in whether the students prior knowledge was sufficient or not to benefit from the course. One student suggest that they should have more planting design in the bachelor's program, on a more detailed scale. Another wrote that some parts in this course felt like repetition, while a third describes that he or she has own experience from working in a plant shop and has a big interesting in vegetation, that might have made this course easier compared for those with little own experience of plants.

On the question whether the various course components have supported the student's learning, it becomes clear that the COVID-19 situation has influenced the course. One student expresses that working from home did not support the learning, but understands that this has much to do with the special situation. However another student writes that the mix and variety of group work, smaller workshops and bigger projects made the course work well despite of it being held on distance, and this view is shared among other students as well. Another comment says that the only thing that he or she could complain about is the pre-recorded lectures, which made it harder to concentrate compared to the live-lectures. One reason for this was that sometimes the volume of the recorded sound was too low. The disadvantages of distance teaching, also becomes clear in question of the social learning environment. Students write that it was hard to connect with people through zoom and that sitting at home was not ideal, but they connect this to the COVID-19 situation, and not to the course administration in general. Two students point out that the breakout rooms on ZOOM worked really well as a tool to be able to discuss with each other.

Regarding the physical learning environment, several students found it difficult to grade because of it being held on distance. One student puts forward that it was good that we got access to the adobe programs from home, while another one states that it was harder to work with those programs from home, on less capable computers. The students experiences of working from home varies from it being difficult, OK to saying that it worked out well.

The examinations seems to have worked very well as opportunities to demonstrate what the students had learnt during the course. One student writes that it was easy to follow the assignments in relation to the learning objectives of the course, and to understand the connection to the assignments and when to show the different abilities. The smaller projects were appreciated. One aspect brought up was that it was nice to have got a second hand-in after having got the feedback on the final project. There is also a suggestion for next year to get the Citalelskajen project back with comments too, before the final hand in. One comment was about that the course content mostly focused on open vegetation systems like steppes and meadows, and that it was hard in some way to directly apply that

knowledge in the last project, that mostly dealt with woodland design. Maybe some more aspects concerning woodlands and woodland design could have been brought up in the course in lectures or readings.

There are some different opinions regarding if this course dealt with sustainable development. One student writes that sustainability was brought up through propagating for less maintenance and using the right plant material. Another student asks for adding more focus on maintenance, and suggests that we could have made maintenance plans. There are positive feedback regarding covering international perspectives. One student writes that this was one of the first courses that actually had a perspective of outside Europe, and another student writes that the parts with Noel Kingsbury was a big plus.

On average, the student spent around 36-45 hours a week on the course, but three students points out that they have to spend a lot more time the last few weeks for the last project. One student says that he or she used 80 hours the last week to finish the project, and another one says that he or she needed to work the whole weekend as well to be able to make it for the first hand-in.

A lot of students left comments on what worked well and less well when participating on the course on distance. The most evident negative aspect based on the student's comments was the lack of inspiration in general, and especially that kind of inspiration you get from meeting each other face to face and working in a studio. However a lot of students write that the smaller groups on ZOOM have been very positive in this aspect, to be able to discuss and learn from each other as well as keep up the motivation. One student suggest that we could have been divided into smaller study groups at the beginning of the course, since it is easier to discuss in smaller groups and that it would help to feel less alone. Several students points out that the live-lectures worked much better than the pre-recorded ones, it helped you to keep the focus. However one student says that he or she really appreciated when the lectures were recorded, so that you could go back to different parts afterwards. One student thinks that the literature seminars did not work so well on distance. Another aspect that is being brought up is the tutoring, which several students think has worked really well and felt effective. One positive aspect with it being on a strict timeline on zoom was that the timeline was followed and everyone got equal amount of tutoring. One negative aspect brought up however was that it was harder to show sketches etc. In the joint course elevation on zoom, the suggestion of having tutoring in pairs or groups was brought up, or that you could be able to attend another students tutoring, to compensate for the "over hearing" of information that usually appears in a studio course.