



Roles and methods for landscape architecture in comprehensive planning LK0330, 30142.2021

15 Hp
Pace of study = 100%
Education cycle = Advanced

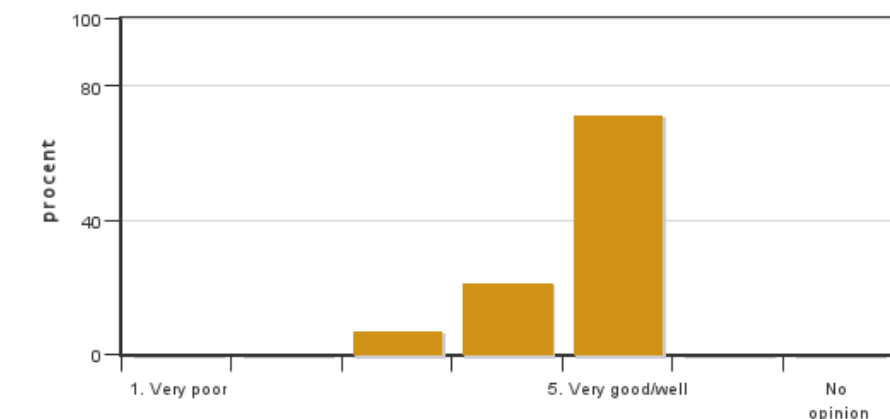
Evaluation report

Evaluation period: 2021-03-16 - 2021-04-06

Answers 14
Number of students 18
Answer frequency 77 %

Mandatory standard questions

1. My overall impression of the course is:

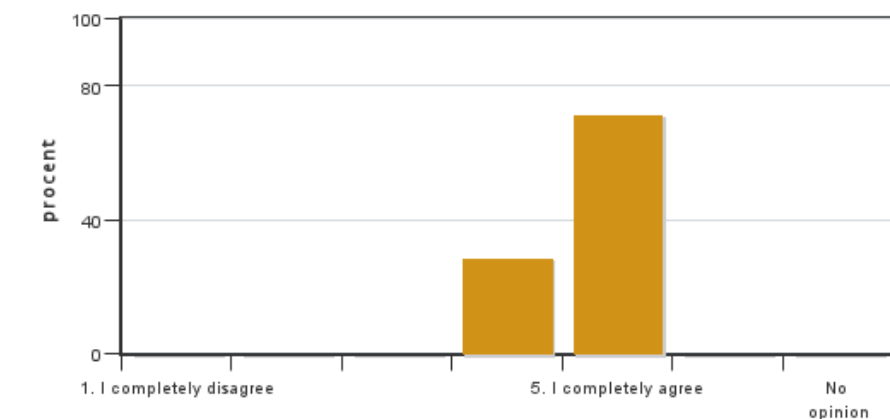


Answers: 14
Medel: 4,6
Median: 5

1: 0
2: 0
3: 1
4: 3
5: 10

No opinion: 0

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

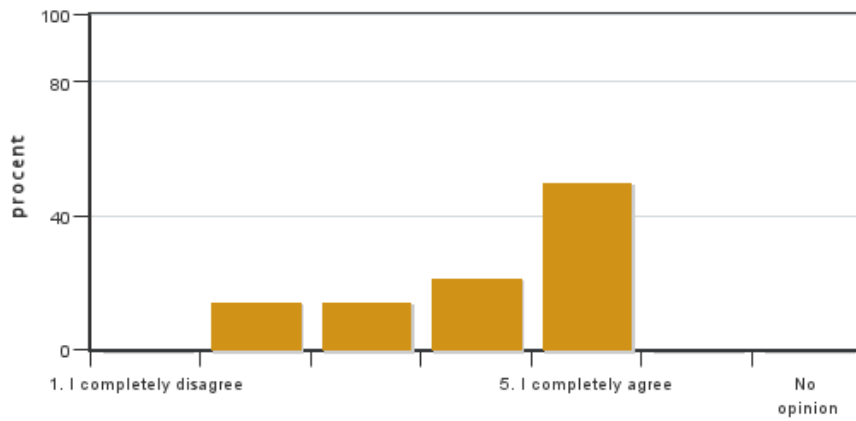


Answers: 14
Medel: 4,7
Median: 5

1: 0
2: 0
3: 0
4: 4
5: 10

No opinion: 0

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

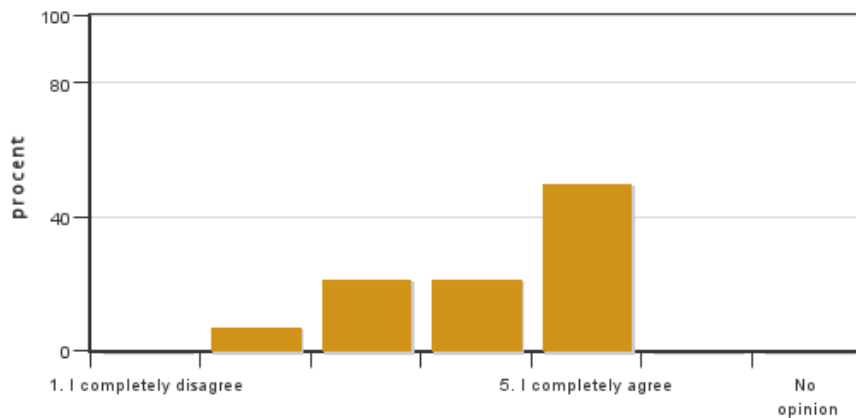


Answers: 14
 Medel: 4,1
 Median: 4

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

No opinion: 0

4. The information about the course was easily accessible.

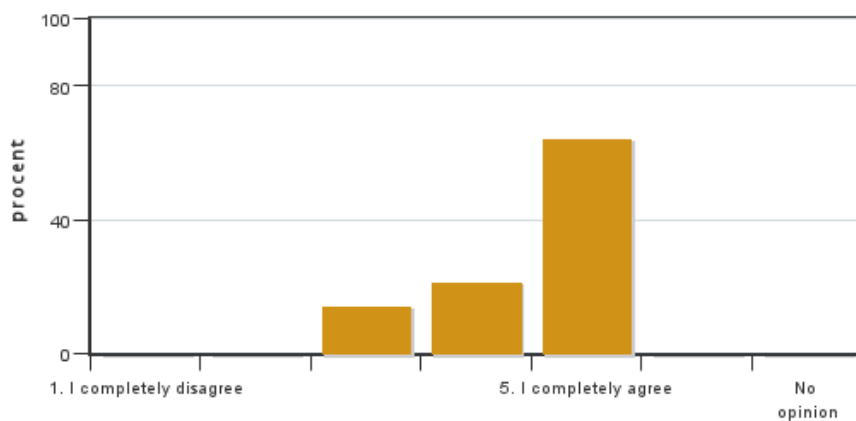


Answers: 14
 Medel: 4,1
 Median: 4

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

No opinion: 0

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

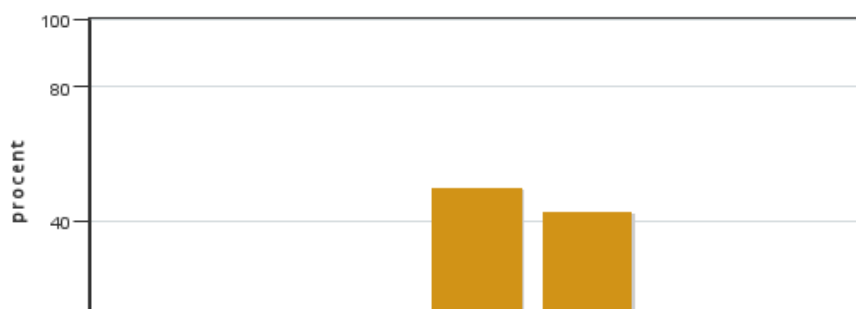


Answers: 14
 Medel: 4,5
 Median: 5

1: 0
 2: 0
 3: 2
 4: 3
 5: 9

No opinion: 0

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



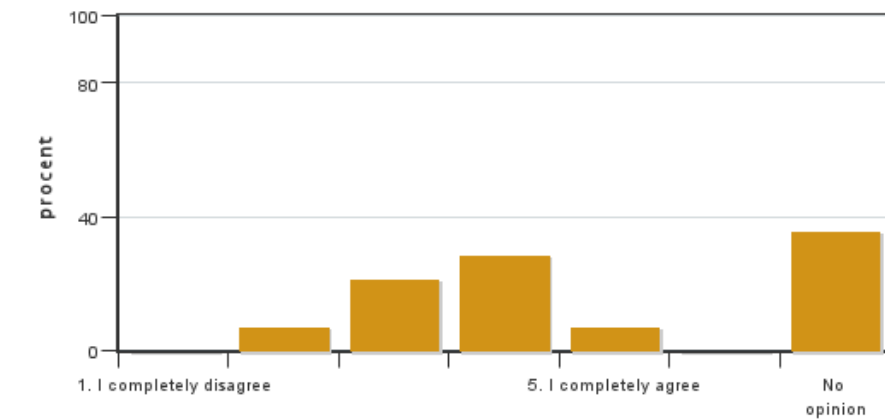
Answers: 14
 Medel: 4,4
 Median: 4

1: 0
 2: 0
 3: 1
 4: 7
 5: 6

No opinion: 0



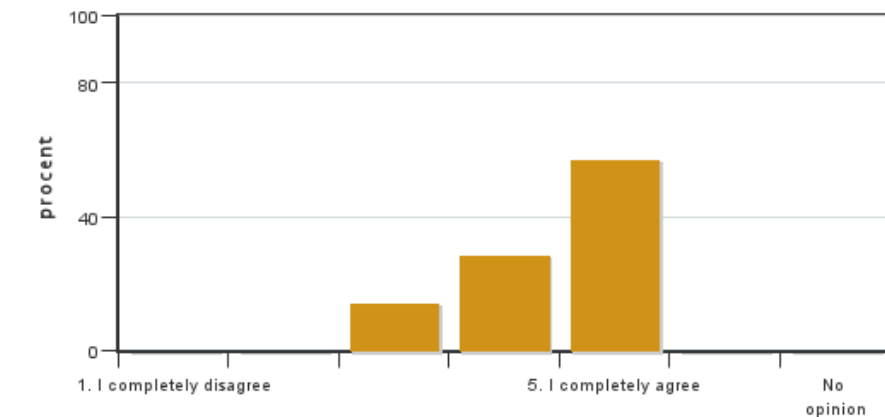
7. The physical learning environment (facilities, equipment etc.) has been satisfactory.



Answers: 14
 Medel: 3,6
 Median: 4

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

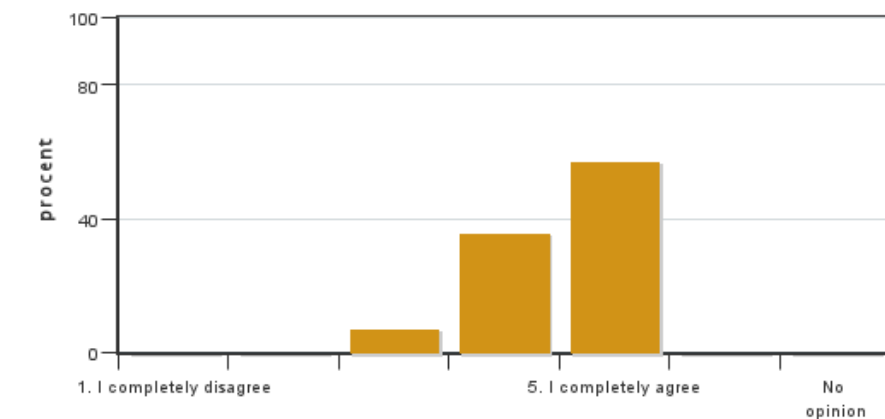
8. The examination(s) provided opportunity to demonstrate what I had learnt during the course (see the learning objectives).



Answers: 14
 Medel: 4,4
 Median: 5

1: 0
 2: 0
 3: 2
 4: 4
 5: 8
 No opinion: 0

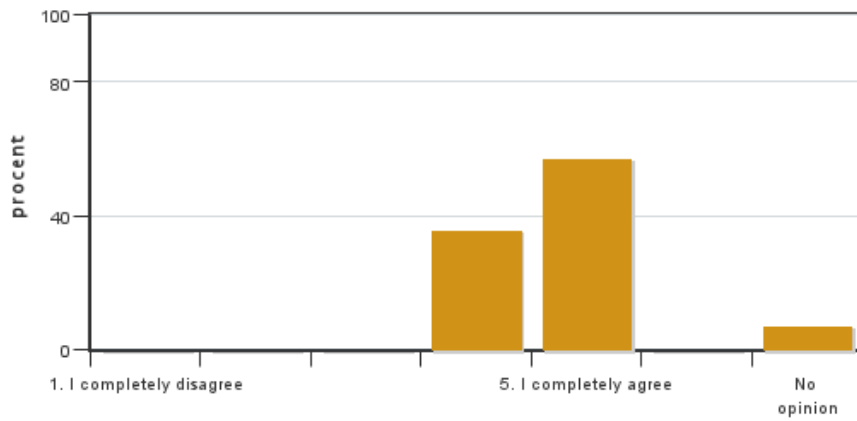
9. The course covered the sustainable development aspect (environmental, social and/or financial sustainability).



Answers: 14
 Medel: 4,5
 Median: 5

1: 0
 2: 0
 3: 1
 4: 5
 5: 8
 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).

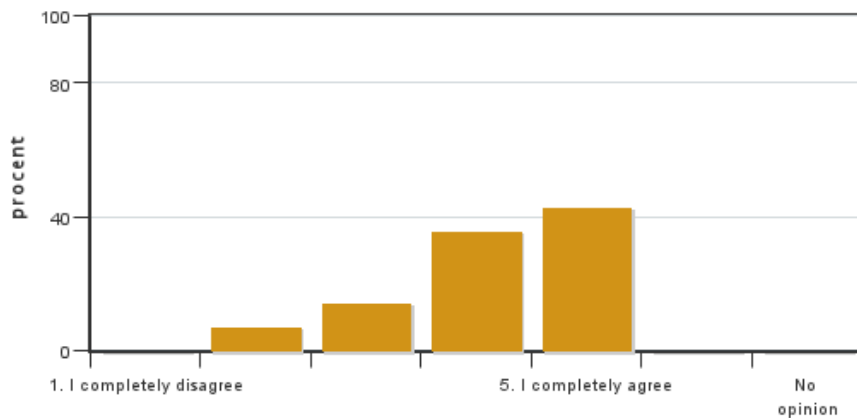


Answers: 14
 Medel: 4,6
 Median: 5

1: 0
 2: 0
 3: 0
 4: 5
 5: 8

No opinion: 1

11. The course covered international perspectives.

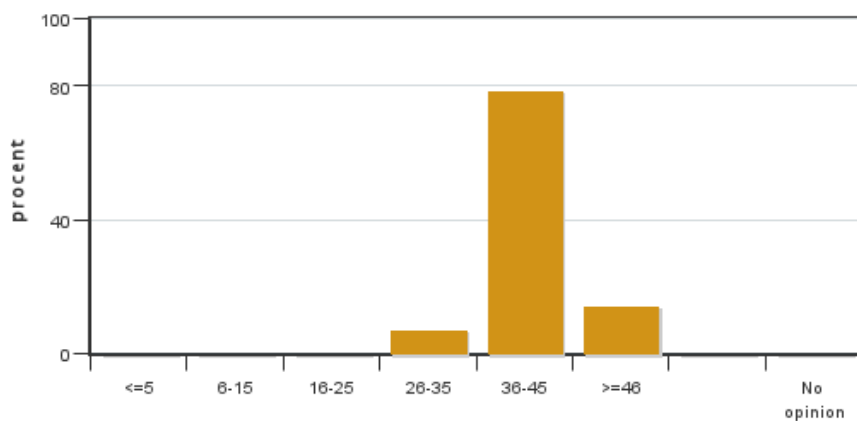


Answers: 14
 Medel: 4,1
 Median: 4

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

No opinion: 0

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

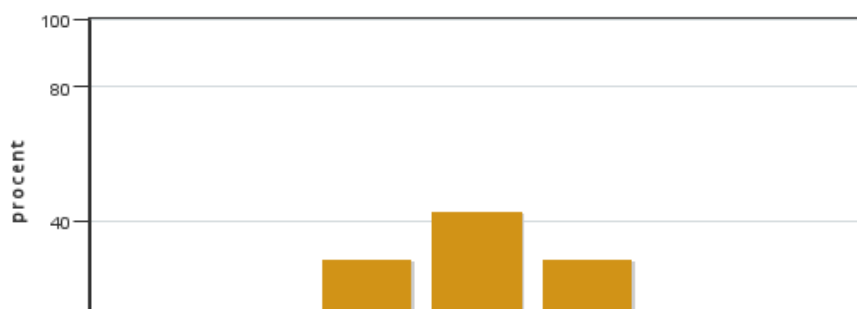


Answers: 14
 Medel: 40,1
 Median: 36-45

≤5: 0
 6-15: 0
 16-25: 0
 26-35: 1
 36-45: 11
 ≥46: 2

No opinion: 0

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



Answers: 14
 Medel: 4,0
 Median: 4

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

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

We felt that the course was appreciated from the continuous feedback sessions we held, but we are 'over the moon' at some of the unbelievable comments. The course has been a joy to teach with a great atmosphere in the course, great engagement from the students helping develop healthy and stimulating discussions. We are truly thankful to all our students who made the course such a success... and for providing such a glowing evaluation.

The various components of the course were seen on the whole to fit together well. However it is clear from the responses that adjustments to the schedule would benefit the course. The course was more time demanding in the later stages. Initial ideas to remedy are; to hold the literature seminars earlier in the course, leaving the last month free for project work and reflective essay; and making the final group work pass/fail will lift demand on the students during this period.

There was also an issue that some of the workshops and lectures did not directly relating to the exercise the students were working on. While we would ideally like the individual exercises to work as clear units, there is a lot of content in the course that provides a more general overview rather than addressing specific of the exercises. However, we plan to look through the content of the individual weeks and see if we can make the course structure tighter, including clear introduction, possibly workshops.

While the students were positive to our engagement with Sustainable development, we feel this could be strengthened and made more relevant for the course content by developing an introductory workshop relating SD directly to (landscape) planning. It is too easy to take for granted that all students are aware of SDG etc. this is especially the case with an international course.

The experience of the learning environment was obviously coloured by online learning (which we mention below), however the responses were on the whole positive. There are many aspects of this years experience that we would like to foster and nurture for future years; the open and inclusive discussion environment; allowing students freedom to define their own agenda and choose topics to research.

One element which we introduced this year was a Friday afternoon check-ins were issues from the week could be discussed and alterations could be made to teaching etc. This was greatly appreciated and we will continue with this even in future campus or blended teaching situations.

While gender/equality scored high in the evaluation, we have reflected that there is the opportunity to bring in more diversity to the course through the literature that supports the course as well as in the focus and contents of lectures and workshops. We, as teachers, also need to continue questioning our own preconceptions and biases through the course.

At present, the course deals almost exclusively with Northern European notions of planning. This is the result of the course's genesis, introducing Swedish students to methods, laws and regulations in comprehensive planning. As the course becomes more international, we have the opportunity to complement this with a broader perspective on planning. An initial step will be to address the literature and the lecture/seminar/workshop sessions.

Holding the course online worked surprisingly well and was reasonably well appreciated by many of the students. There were several positive aspects that have been lifted by the students, which we can build on for future years, and obviously a number of negative issues which we will have to address if we find ourselves in a similar situation again.

The students found the digital tools used in the course, Conceptboard, Zoom and Teams, worked well "facilitating communication and teamwork". We see the potential to in continuing using these tools in a future blended course

The online format made it easier to join workshops and lecturers, yet it was also seen as hampering discussions for some due to the lack of flexibility and the issue of extended 'Zoom' sessions was draining. While working on 'Zoom' was seen as flexible means for group work by some, others found that it inhibited collaboration. If this kind of group work is to be undertaken another year we need to consider and frequently address the diversity of abilities in groups.

The biggest issue with the online course seemed to be the lack of social interaction and the space for informal

discussions. While we attempted to reproduce moments for spontaneous chats, including an informal intro to the week and keeping breakout rooms open during lunch etc. this is difficult to achieve in the online environment.

Again we would like to thank the students for making this such an enjoyable teaching experience

Student representatives comments

Overall the course was very informative, exceptionally engaging, and a course favorite for many of our colleagues. We, students, were able to direct our work depending on our interests and have the opportunity to develop them further. The course covered different aspects of planning and unmasked its complexity. The teachers' great knowledge and enthusiasm contributed to a positive, upbeat, and inviting learning environment.

The literature was rich with different topics and overall extremely inspiring. Many students expressed their high satisfaction with the literature and content of the course that would stay with them for years to come. The exciting part of this course is the high teacher-student engagement and enjoyable discussions. The teachers provided great support for the students and were very keen to have an inclusive and open climate.

Even though the course was taught online this year, in light of the pandemic, the online environment was still social and welcoming. The teachers allocated time for Monday morning chats and Friday feedback sessions where students were able to give feedback and somewhat influence the course as it went.

The online aspect has also contributed to both hosting different lecturers and getting invited to and attending other lectures with ease. The interdisciplinary interactions gave the students perspective and the possibility to learn from each other.

In the first four exercises, the groups changed which resulted in students getting to know each other and more relaxed discussions. Students were able to choose their topic and teammates in the final project which made the workflow smoother.

The individual essay allowed students the opportunity to explore their interests and reflect on them, in light of the course content and literature.

One of the course's weak points was that there was an imbalance between work hours at the beginning of the course and the end. The final group project demanded more time than what the schedule had planned for. Students also found it difficult to put aside time for the individual assignments since there was no set time for this in the schedule. Moreover, some students expressed their exhaustion from the occasional long Zoom hours.

Another weak aspect of the course was that some documents needed for the project work were in Swedish. For the Swedish-speaking students, it resulted in additional translation work and the international students felt slightly left out. Finally, there was a knowledge gap between Swedish students and international students on the Swedish building and planning laws and legislations. However, after meeting with the teachers, they expressed their intention to address the mentioned issues in the upcoming years.