



Planning Project - Driving Forces and Contemporary Tendencies LK0370, 10126.2021

15 Hp

Pace of study = 100%

Education cycle = Advanced

Course leader = Caroline Dahl

Evaluation report

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

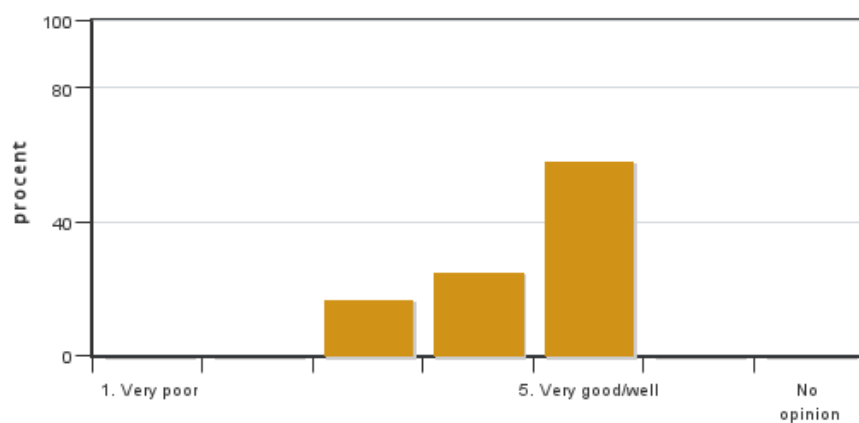
Answers 12

Number of students 21

Answer frequency 57 %

Mandatory standard questions

1. My overall impression of the course is:



Answers: 12

Medel: 4,4

Median: 5

1: 0

2: 0

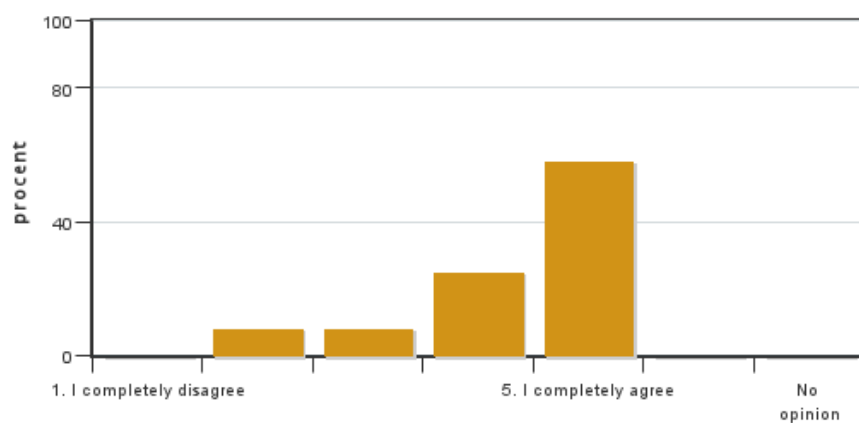
3: 2

4: 3

5: 7

No opinion: 0

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



Answers: 12

Medel: 4,3

Median: 5

1: 0

2: 1

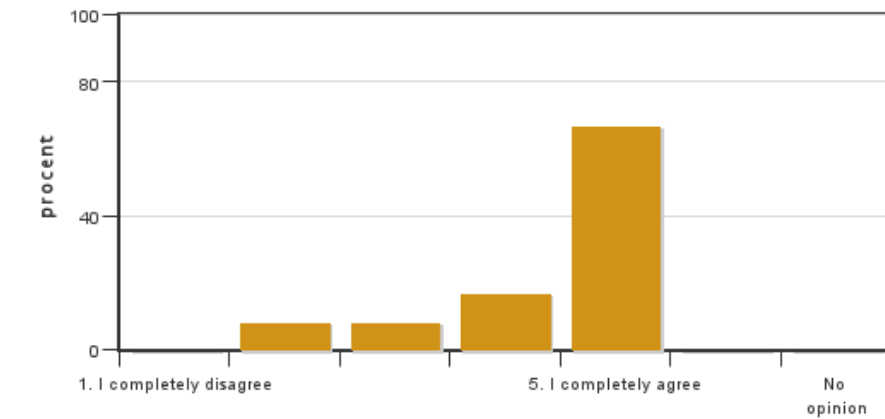
3: 1

4: 3

5: 7

No opinion: 0

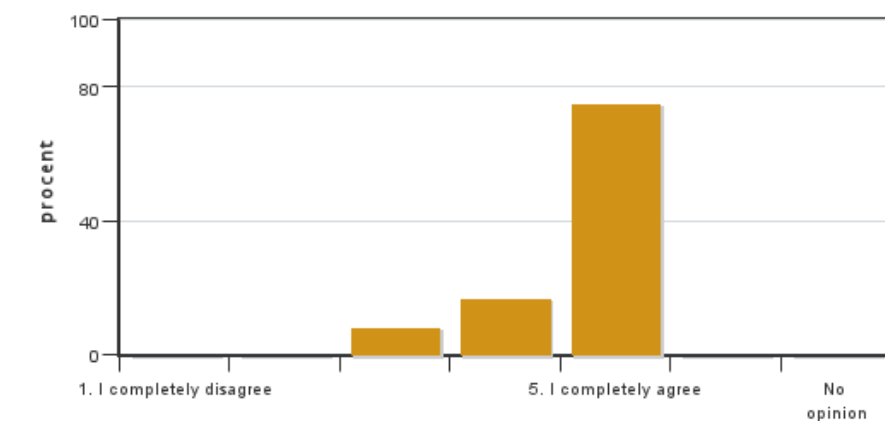
3. My prior knowledge was sufficient for me to benefit from the course.



Answers: 12
Medel: 4,4
Median: 5

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

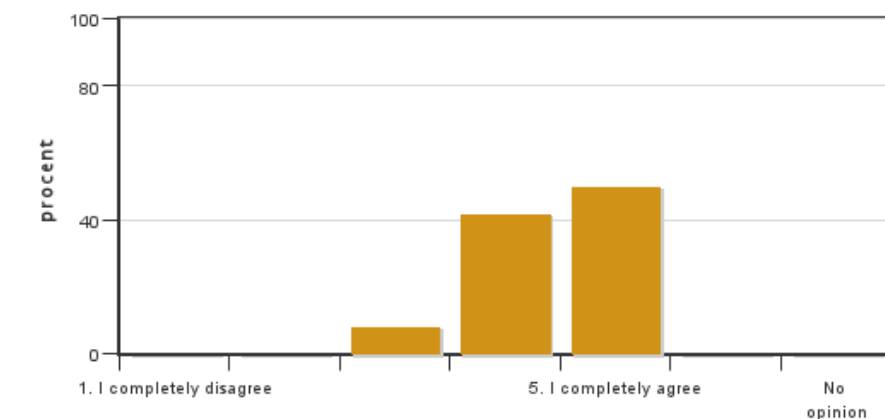
4. The information about the course was easily accessible.



Answers: 12
Medel: 4,7
Median: 5

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

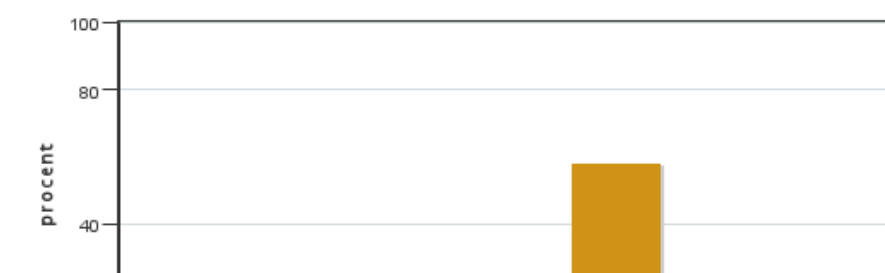
5. The various course components (lectures, course literature, exercises etc.) have supported my learning.



Answers: 12
Medel: 4,4
Median: 4

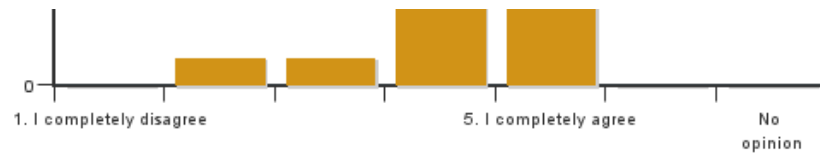
1: 0
2: 0
3: 1
4: 5
5: 6
No opinion: 0

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



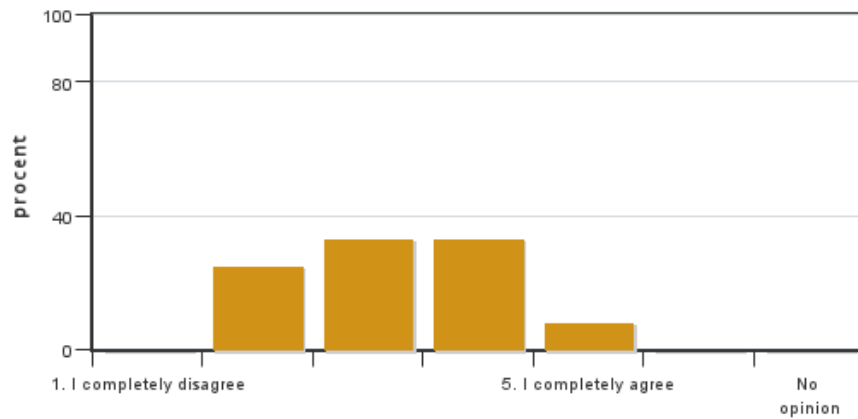
Answers: 12
Medel: 4,3
Median: 5

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



No opinion: 0

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



Answers: 12

Medel: 3,3

Median: 3

1: 0

2: 3

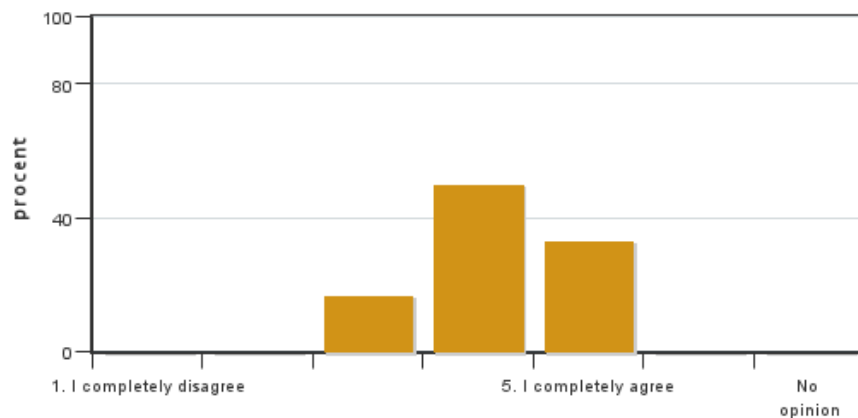
3: 4

4: 4

5: 1

No opinion: 0

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



Answers: 12

Medel: 4,2

Median: 4

1: 0

2: 0

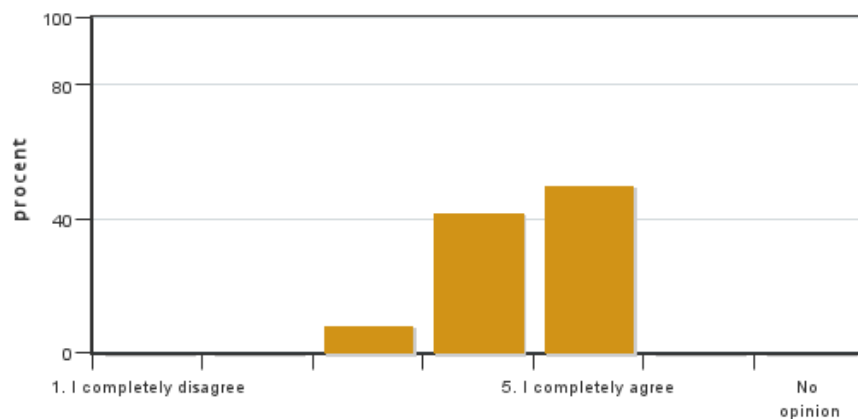
3: 2

4: 6

5: 4

No opinion: 0

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



Answers: 12

Medel: 4,4

Median: 4

1: 0

2: 0

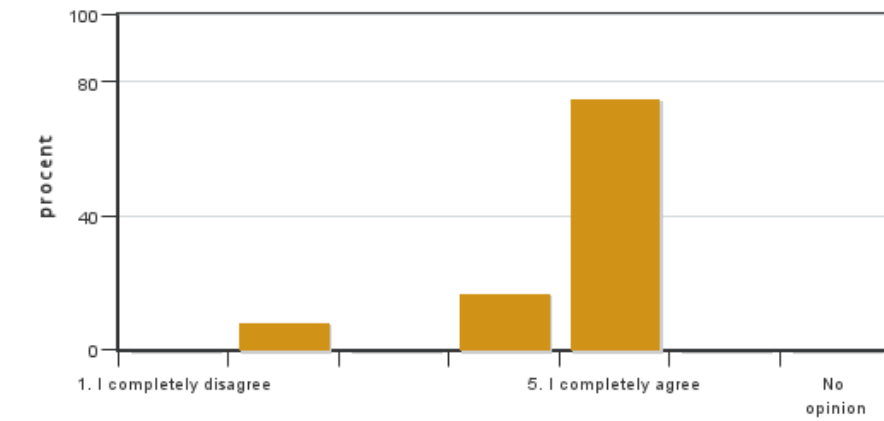
3: 1

4: 5

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).

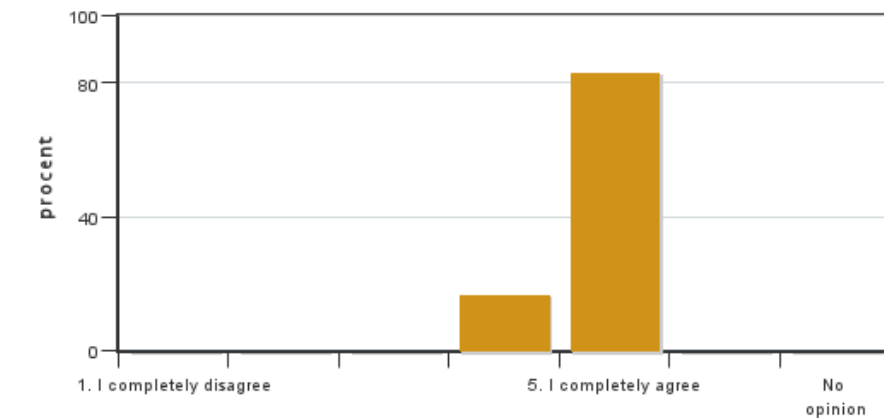


Answers: 12
Medel: 4,6
Median: 5

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

No opinion: 0

11. The course covered international perspectives.

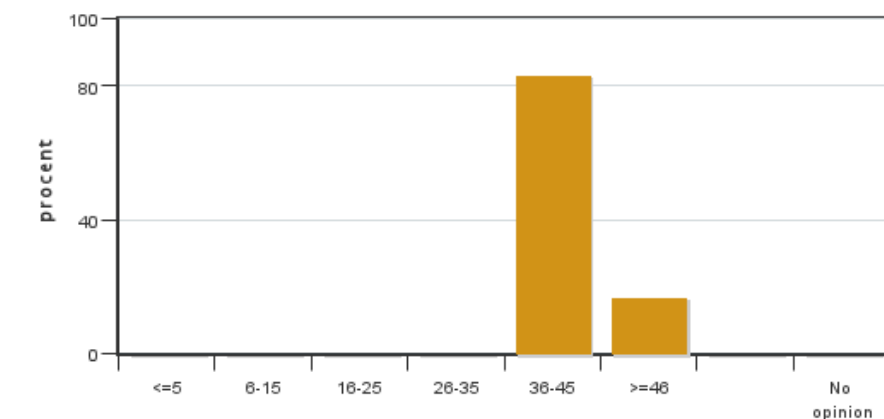


Answers: 12
Medel: 4,8
Median: 5

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

No opinion: 0

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

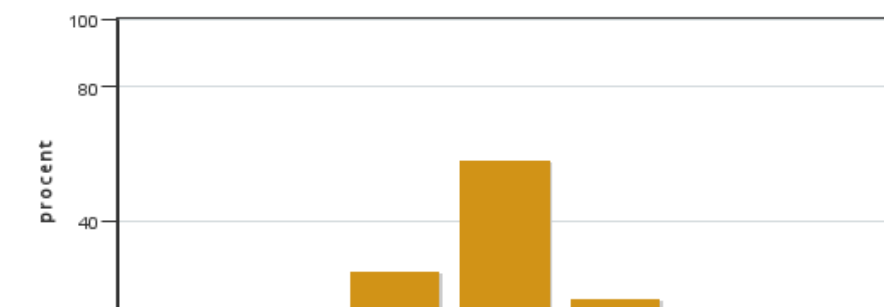


Answers: 12
Medel: 41,0
Median: 36-45

≤5: 0
6-15: 0
16-25: 0
26-35: 0
36-45: 10
≥46: 2

No opinion: 0

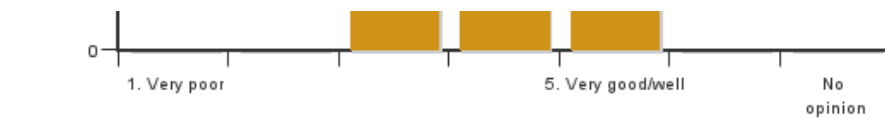
13. If relevant, what is your overall experience of participating in all or part of your course online?



Answers: 12
Medel: 3,9
Median: 4

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

Additional own questions

16. Do you find the topic of the course relevant and if so, how?

16. Name up to 3 course aspects you particularly appreciated, and up to 3 you think should be changed.

16. How did you experience the main structure of the course?

**16. Please comment on your appreciation/ recommendation for change concerning these course moments:
1/ assignment 2/ site exploartions 3/ literature seminars 4/ wrap up sessions 5/ lectures 6/ final crits**

Course leaders comments

The course leaders' team is very happy with the comments and grading that the students have made and corresponds very well with our impressions of the course. The situation with the ongoing pandemic has been challenging for both students and teachers alike, but we in the course leaders' team are deeply impressed by the effort everybody has made to make the course work as well as the agility that the students have showed proof of in terms of adapting to changing circumstances. We share the students' experience with Skörden as a studio space, but we also understand that it was necessary for the education administration to take measures due to the pandemic and that this was the best that could be done. We are looking forward being back in a proper studio space next fall.

From the course leaders' team, we would like to confirm that we also have found the overall structure of the course to work quite well, as well as communication / information protocols during the course. A few comments points towards a gap between the course objectives and the content and we can agree that this might not have been as clear for all the objectives, even if we have tried to meet them all through various learning activities. We will keep it in mind and better highlight them when planning next year's course. Most comments in terms of what has been vague and unclear deals with the main assignment and the wish to have it more clearly defined at the start of the course or during the course. This is fully understandable. However, the course also aims at (as all creative work should do) training the students to navigate uncertainties and to build confidence in task and self through iteratively testing, discussing and evaluation one's own work and process in the student group and the full class. But we read your comments and will make sure to better facilitate through tutoring and learning activities such explorative processes.

We are happy to learn that the relevance of the course is considered by the students to be high and we appreciate to learn that the students see a connection to the sustainability goals. The additional comments point towards the relevance of the selected site (post-industrial) as well as a broader understanding of what planning can be (beyond legal or conventional protocols) as well as the particular contribution that a landscape perspective or a landscape architect might offer. This is very important for us and we are happy to see those comments. We will take with us the appreciation of the international perspectives and guest lectures, the need for more time during the Friday wrap ups and how to in general structure feed-back sessions, and that some learning activities are actually beneficial to have digitally. We will also think hard on how to develop the tutorials so that they do a better job in supporting (which sometimes means questioning) the evolvment of the students' work on the assignment and we will also make an even larger effort bringing in stakeholders into the course as well as sharing the result with them.

Time is often an issue and there is often a wish for more time. For this year we did remove one task that we during previous years have found to be a bit too much. Thus, it is good to see that the average time spend on the course is quite ok, but we agree with the Student Representative's comments that the span of 36-45 hours is too wide in the evaluation and that it would be interesting to see a more fine-grained result in terms of how many students that are

spending more than the required 40 hours. The course is on master's level and quite demanding in terms of time spent and being present in various learning activities. In sum we teachers in the course responsible team have found this year's course to be very inspiring and the outcome to be of high quality. We are impressed by the students' commitment and contributions as well as their ability to navigate various learning activities and to bring it into a coherent result.

Student representatives comments

Course evaluation result - Graded questions

The course evaluation shows a generally positive attitude towards the course from the students. In most of the graded questions, the majority gave 5 out of 5 (implying "agree fully"/"very good"). The strongest consensus were to the statements "The course covered international perspectives" and "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)".

This indicates a strength in this year's course when it comes to diversity - both in terms of reaching outside our immediate surroundings for global influences, and in terms of awareness of (and work against!) gender inequalities. As to the weakest consensus to the graded questions, this showed up on the statement "The physical learning environment (facilities, equipment etc.) has been satisfactory.". This, however, seems perfectly understandable as the course was given in 2020 when the new covid-19 regulations made it difficult for everyone to adapt. This caveat was also apparent in the added comments to the question in the course evaluation. Summarized, most of the comments stated that the make-shift Studio facility "Skörden" was uncomfortable, and that it would have been nice to have had a real studio space with possibilities of using the walls etc. more creatively, but that all this was understandable due to the covid-19 situation, and dealt with well under these circumstances. One comment however, stated that the problem was not with Skörden but with Zoom (the digital platform used for most of the lectures and tutorials during the course). The comment emphasizes the **need for prepared lectures and periodical breaks when lectures are given digitally**, as it is much harder to focus on the screen than it is to focus on analogue lectures.

Two of the graded questions received very mixed answers. The first was "Please rate how you experienced participating in teaching on distance". (Again, it needs to be taken into consideration the mitigating circumstances of 2020 and the covid-19 crisis when considering questions such as this one.) This question received 3 answers stating 3/5, 7 answers stating 4/5 and 2 answers stating 5/5. The question was also heavily commented. In summary, the comments generally stated that it wasn't ideal but it worked OK. The second graded question to receive mixed answers was "The examination(s) provided opportunity to demonstrate what I had learnt during the course (see the learning objectives)". This question received 2 answers stating 3/5, 6 answers stating 4/5 and 4 answers stating 5/5. One comment stated that group work always means compromise but that the course leaders were probably already aware of that. The other comment pointed out that it was hard not to fall into traditional presentation boards with the tabulae format (used in the course's final hand-in). The comment went on to say that the discussion surrounding the tableaux became one-sided. *[I would like to step in here and give a few notes from having talked in person to the participants of the course. It is my understanding that most students were looking forward to using three dimensional means to portray their final results (the plan guide). This seemed also to be the point of the above mentioned comment. However, as the covid-19 situation worsened towards the end of the course, a digital presentation was the only feasible option, and it is my understanding that the students understood and agreed with this decision. Also - I did hear a few students giving their relieved remarks at not having to do a 3D presentation so it was probably a relief for some and a necessary evil for others.]*

As previously mentioned, the rest of **the graded questions received a high consensus, indicating a generally positive attitude towards the course.**

Course evaluation result - Comments and other questions

Regarding the amount of time spent on the course, 10/12 students answered 36-45 hours. 2 students answered that they'd spent over 46 hours per week on the course. *[I would again like to personally step in and mention that this bracket seems unfair. There is quite a big difference between spending 36 and 45 hours per week on the course. I would like for the person(s) responsible for next year's evaluation to consider breaking the options at 40 hours. It is my understanding from discussing with the participants of the course that most people spent more than 40 hours per week on course material. However, I doubt many were confident they spent more than 46 hours per week. It would, however, be more interesting to see how many participants work "over-time" (more than 40 hours per week), if using the standardized Swedish full-time work week as an indicator - as this is what the full-time CSN pertains to (which many students rely on financially).]*

In the comment-sectioned, it was made clear that the lectures worked really well in the course. It should be mentioned that almost all lectures were given digitally over Zoom. One comment even mentioned how not having to make the journey to and from Alnarp every morning was relieving them of stress and enabled them to focus more on the course, indicating this would have been a bonus even in covid-19 free times. What worked less well, according to the given evaluations, were presentations (including those at the literature seminars). To the question "Do you find the topic of the course relevant and if so, how?" The answers were overwhelmingly positive, ranging from "Yes" to "Extremely!". The main structure of the course was also given high praise. **This indicates and overall appreciated topic and format of the course.**

A general summary of the rest of the comments would go something like this...: The course was very appreciated for its good structure and warm atmosphere. The assignments were appreciated, as well as the given international perspectives and the accessibility to the site and site visits. More guidance/tutorials during the course would have been helpful. The literature was interesting, relevant and showed multiple perspectives.

That pretty much sums up the course "Planning Project - Driving Forces and Contemporary Tendencies" given in 2020.

Thank you for a great course, and thank you for reading.

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