



Planning Project - Large Scale Structures, Analysis and EIA LK0373, 20062.2021

15 Hp

Pace of study = 100%

Education cycle = Advanced

Course leader = Anders Larsson

Evaluation report

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

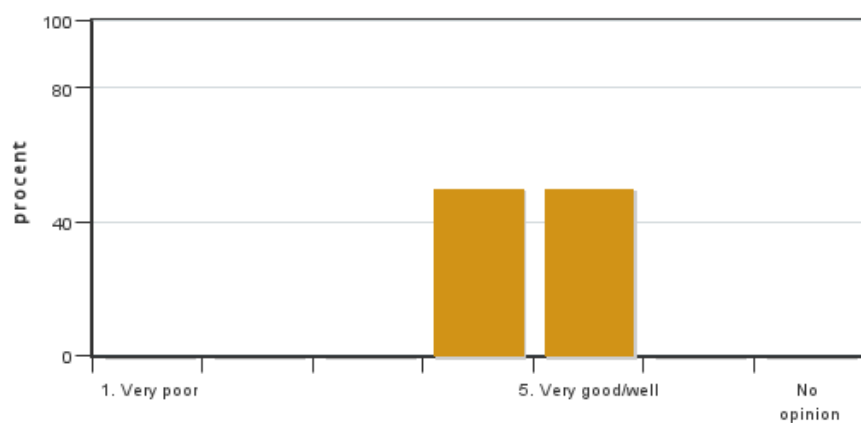
Answers 8

Number of students 14

Answer frequency 57 %

Mandatory standard questions

1. My overall impression of the course is:

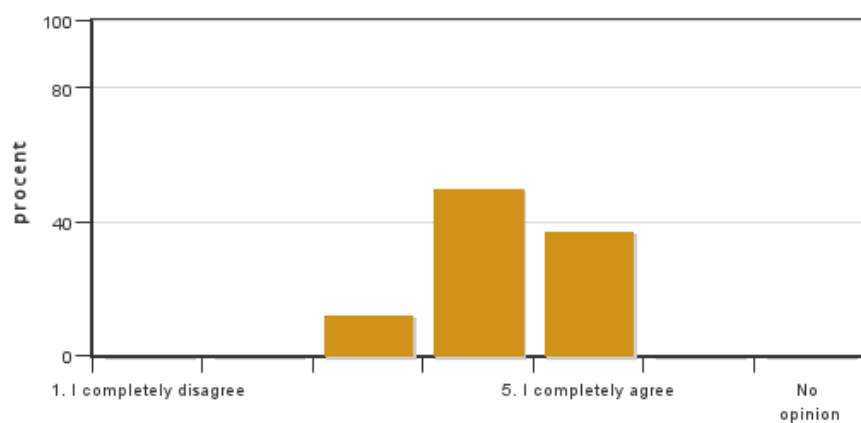


Answers: 8
Medel: 4,5
Median: 4

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

No opinion: 0

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

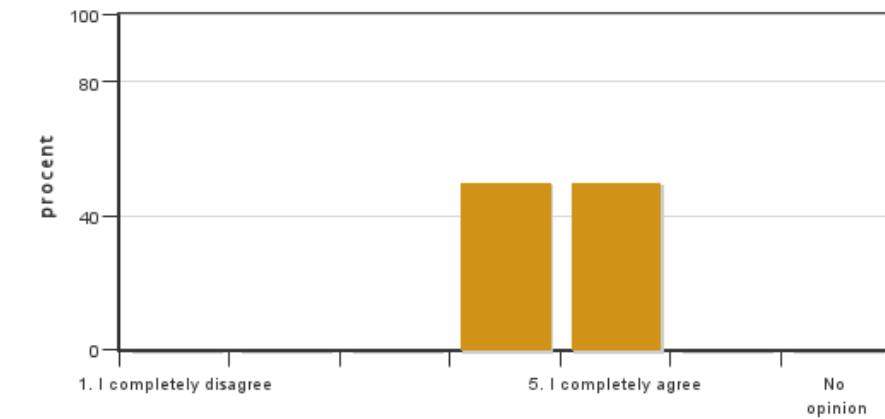


Answers: 8
Medel: 4,3
Median: 4

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

No opinion: 0

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

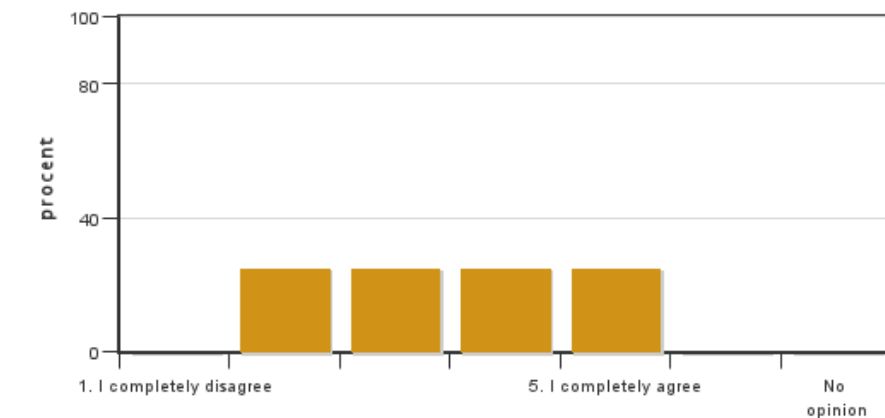


Answers: 8
Medel: 4,5
Median: 4

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

No opinion: 0

4. The information about the course was easily accessible.

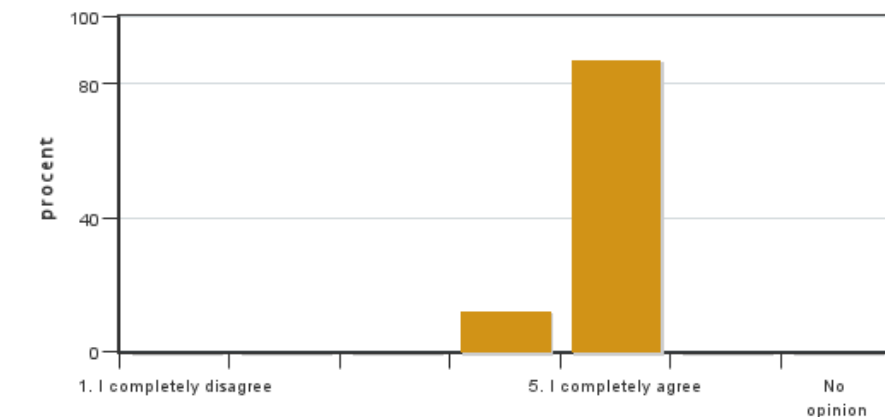


Answers: 8
Medel: 3,5
Median: 3

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

No opinion: 0

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



Answers: 8
Medel: 4,9
Median: 5

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

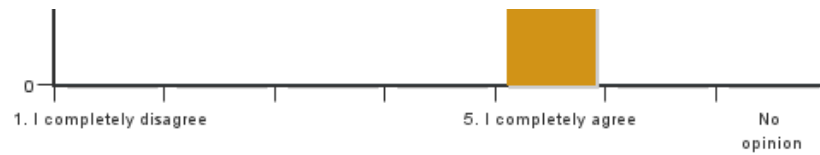
No opinion: 0

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



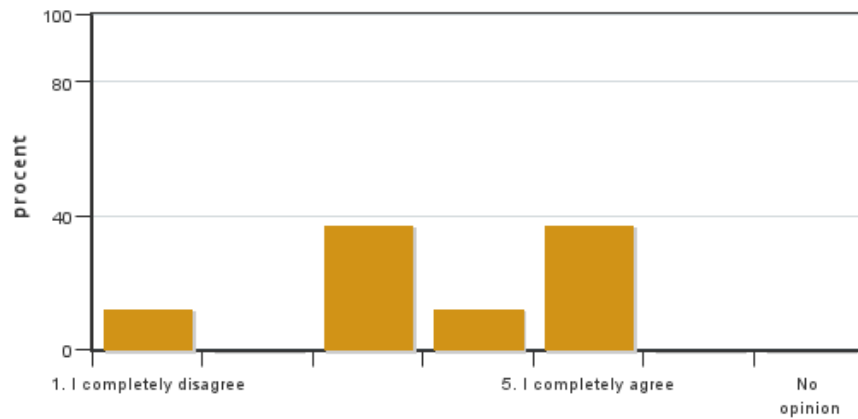
Answers: 8
Medel: 5,0
Median: 5

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



No opinion: 0

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



Answers: 8

Medel: 3,6

Median: 3

1: 1

2: 0

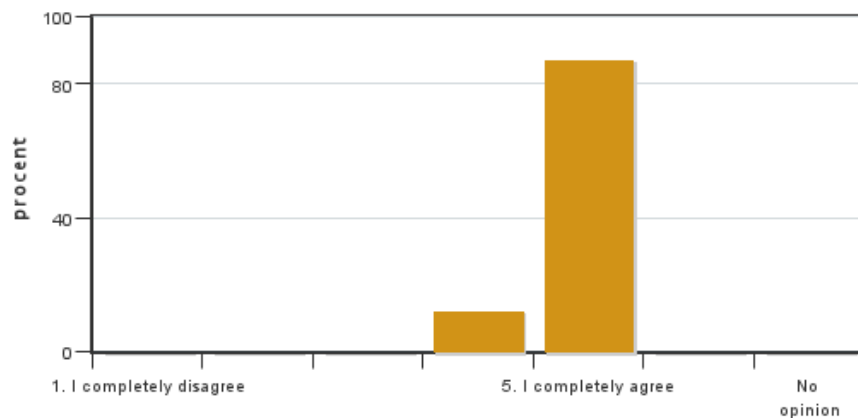
3: 3

4: 1

5: 3

No opinion: 0

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



Answers: 8

Medel: 4,9

Median: 5

1: 0

2: 0

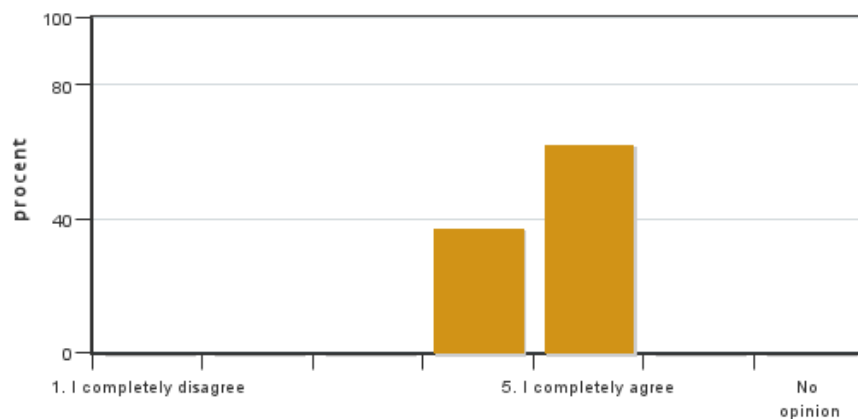
3: 0

4: 1

5: 7

No opinion: 0

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



Answers: 8

Medel: 4,6

Median: 5

1: 0

2: 0

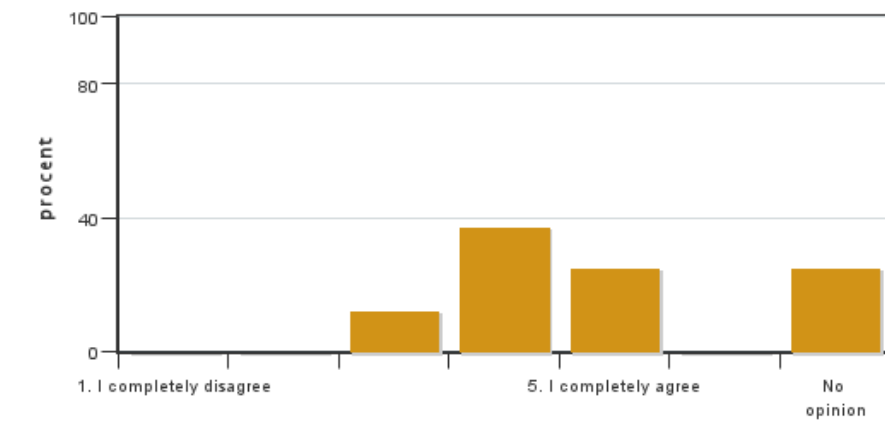
3: 0

4: 3

5: 5

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).

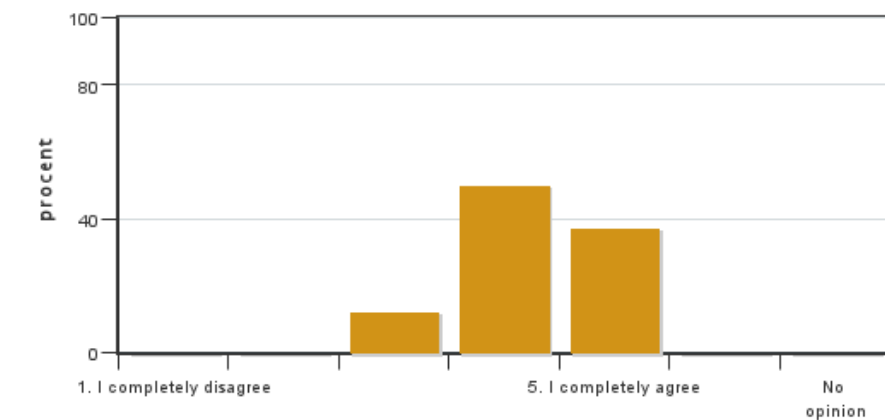


Answers: 8
Medel: 4,2
Median: 4

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

No opinion: 2

11. The course covered international perspectives.

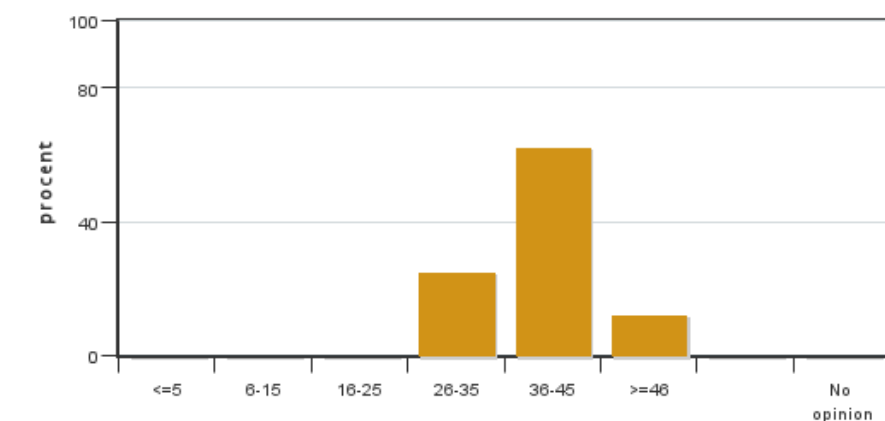


Answers: 8
Medel: 4,3
Median: 4

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

No opinion: 0

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

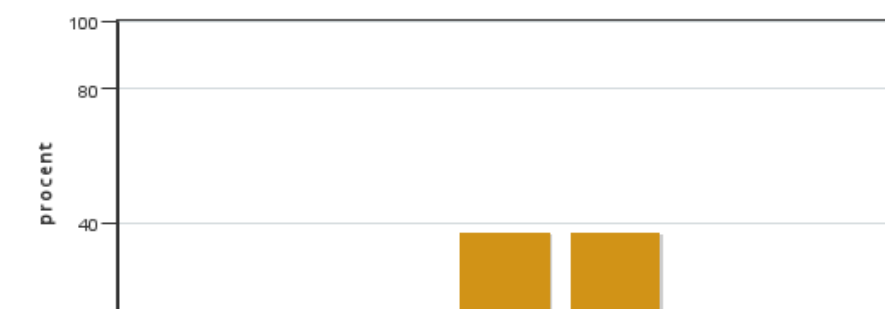


Answers: 8
Medel: 38,3
Median: 36-45

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

No opinion: 0

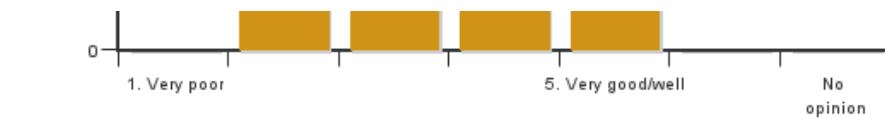
13. If relevant, what is your overall experience of participating in all or part of your course online?



Answers: 8
Medel: 4,0
Median: 4

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

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

Några generella kommentarer (studentrepresentanten sammanfattar bra nedan och ingen idé att repetera detta...):

Tips om att bredda kursens fokus ligger helt i linje med planerna för nästa kurs, då vi tänker oss jobba med flera olika typer av storskaliga projekt, framförallt relaterat till energiutvinning (sol, vind, landsbygd som råvarukälla etc.). De första två åren av denna kurs i nuvarande utformning låg fokus helt på HSR och studenterna verkade nöjda med det. År 3 provade vi att tillåta individuella alternativ, men det blev mest förvirrande och de allra flesta valde att fokusera på HSR. I år var vi tydligare med att förespråka alternativen och ca hälften av projekten handlade om andra storskaliga landskapsingrepp än HSR, och resultat i kursvärderingen blev då att studenterna fick mersmak för detta och vill gå ännu längre i denna riktning, vilket vi ser som en framgång! Till nästa kurs tänker vi oss att använda kontakter etablerade från pågående fou-ptojekt som t.ex. "Countryside unfolds" för såväl föreläsningar som exkursioner och skissar på en internationell exkursion till brunkolsdistrikt i Tyskland, där det även finns intressanta restaureringsprojekt relaterade till f.d. brunkolsutvinningar och storskaliga solenergiparker mm., liksom vi längs vägen kan studera t.ex. befintliga höghastighetsbanor.

Årets studenter var färre än vanligt och de fick därför också mer handledning än vanligt, och ändå vill de ha mer. Det är nog tyvärr bara att konstatera att handledning får ges i sådan omfattning som budget mm tillåter och att det aldrig blir tillräckligt. Canvasstrukturen får ibland beröm och ibland negativ kritik, trots att det är samma person & struktur bakom och ibland delvis samma studenter från kurs till kurs. Svårt att veta vad vi ska göra åt det, mer än att försöka undvika info. enbart i meddelandefunktionen.

Det finns intressanta idéer från studenternas sida kring att lägga vissa gruppmoment senare i kursen, som avbrott i det individuella arbetet, liksom att utveckla motläsningsuppgiften så att studenterna läser flera av de andras arbeten och under olika skeden av kursen, som vi tar med oss till nästa kurs.

I övrigt var kvaliteten på årets inlämningar generellt sett den bästa hittills och många har fått högsta betyg. Tyvärr lyckades vår enda utländska student inte nå upp till minimikraven (våldigt olika nivå på studenter från olika länder), liksom en student haft personliga problem under kursens gång och en annan student har mått mycket dåligt pga. Coronasituationen mm. Kursen dras därför med en förhållandevis stor procent icke-avslutade arbeten.

Till nästa år:

- * Temat kommer att breddas, vilket leder till nya föreläsare, exkursioner etc., dvs. relativt stor förändring som påverkar även andra aspekter av kursen.

- * Litteraturseminarierna ska få tydligare instruktioner

- * Individuellt arbete & feedback-seminarier kan breddas mot att omfatta även t.ex. dagbok (exkursion), utökat opponentskap etc.

- * Ev. nya gruppmoment mot slutet av kursen ska funderas vidare på.

Student representatives comments

Overall impression

The course had a good impression on the students who gave it a 4.5 of 5 points. 8 out of 14 students have answered the evaluation that this text is based on. The course was mainly online due to the covid-19 pandemic, most students thought that this experience was overall good and that the teachers did a great job of adapting to the situation. The students still prefer a traditional face-to-face teaching, but some aspects of the course (for example lectures and supervision) worked great online.

The course had a clear structure, starting with three weeks of seminars, group assignments and lectures, and after that an individual project. The students felt the balance was good between the assignments. There was a greater focus on railroads during the course and how different tools and analysis could be used when planning large scale structures. The students felt that their prior knowledge was sufficient for them to benefit from the course and the course content had clear links to the learning objectives of the course.

Possible areas of improvement

The biggest drawback for most students was that the information about the course was not accessible enough. Some found it hard to navigate in the pages system and suggested to use canvas modules instead. Some information only came through announcements and was hard to find later.

The digital field study was a good alternative since we were unable to do it live, but many students felt that the instructions was a bit unclear and therefore difficult to prepare for.

The seminars were great, but that was after the course team changed the focus to discussing the texts instead of presenting them. This was a very appreciated change and should be considered to next year.

The same goes for the feedback seminars. They worked best when the focus was on a general discussion about the subject, they were less great when they resembled a presentation. One student suggested that the teachers could take a more leading role in this.

The supervision possibilities were great, but some students wanted more of these. There was a suggestion of having drop-in. Some students complained that there should be a limit to how many slots one student can take, suggesting that some students took more than one.

Some feedback also had to do with a wish of having an even broader scope in the course. This would maybe compete with the focus on a single project, but it could also be something to consider for next year.

One other point had to do with the overall context of the course, taking place during the covid-19 pandemic. Many students felt it was hard to study from home where you don't have good ergonomically chairs, desks, and computers. This has more to do with general challenges with distance teaching. Over all the students felt that it was as good as it could have been considering the circumstances.

Lastly, there were some comments about the evaluation being too long.

Best things about the course

When asked about what was best with the course the students top choices was the bike field trip from Åkarp to Lund, the close communication during the course between teachers and students and the seminars. Many students liked that there was a lot of freedom during the individual project, both in being able to use your time freely and chose a subject of choice.

There was a lot of external lectures which ended up in good discussions, these were also very appreciated. The lectures covered international examples and where very appreciated. One student mentioned that it was nice to see examples of high-speed railways in other countries.

Lectures, supervision, presentations, and seminars worked well online. The workload was overall fair, most students spent between 36 to 45 hours per week. The course team had a positive attitude which also was very appreciated.

All the lectures were highly rated by the students. The student's favorite lectures were about LCA, HLC, EIA, GEO-design, and the introduction to the study area.

The quality control was great and very helpful. The timing in the individual project was good.

The final presentations were also good. It worked fine on zoom and was well managed regarding time and feedback.

About the gender and equality aspect of the course, most students found the content and teaching practices was inclusive. Some students brought up the question if such a question really is relevant for the course. If it is relevant, one student suggested to include this more during the social impact assessment lectures.

Final words

All in all, a great course with most students being very pleased. The context for the course was challenging due to the covid-19 pandemic, but the course team did a great job of keeping a positive attitude and cheering the students up with an interesting and good course.

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