



Studio - Landscape architecture for sustainable urban design LK0346, 20096.2021

15 Hp

Pace of study = 100%

Education cycle = Advanced

Course leader = Lena Steffner

Evaluation report

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

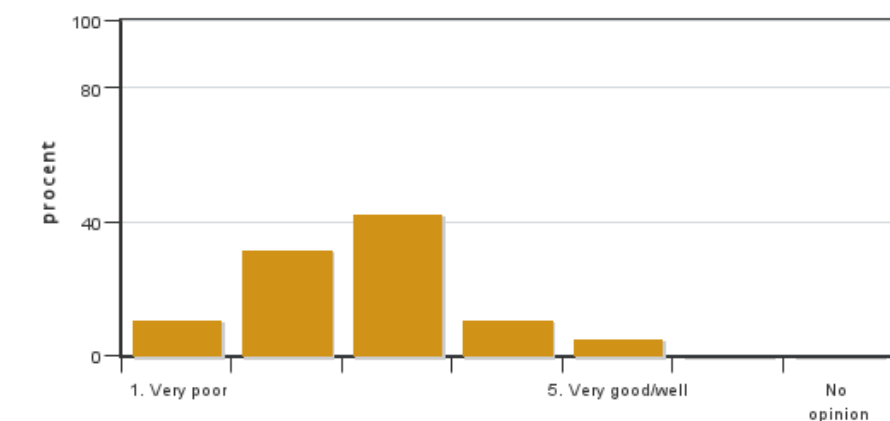
Answers 19

Number of students 25

Answer frequency 76 %

Mandatory standard questions

1. My overall impression of the course is:



Answers: 19

Medel: 2,7

Median: 3

1: 2

2: 6

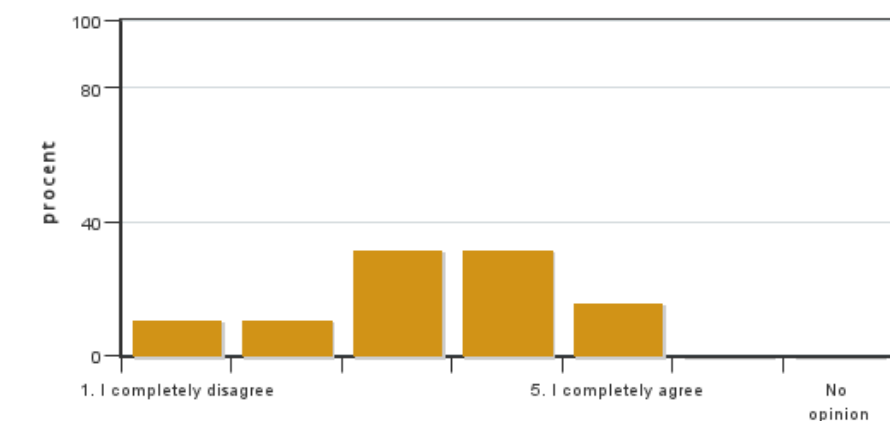
3: 8

4: 2

5: 1

No opinion: 0

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



Answers: 19

Medel: 3,3

Median: 3

1: 2

2: 2

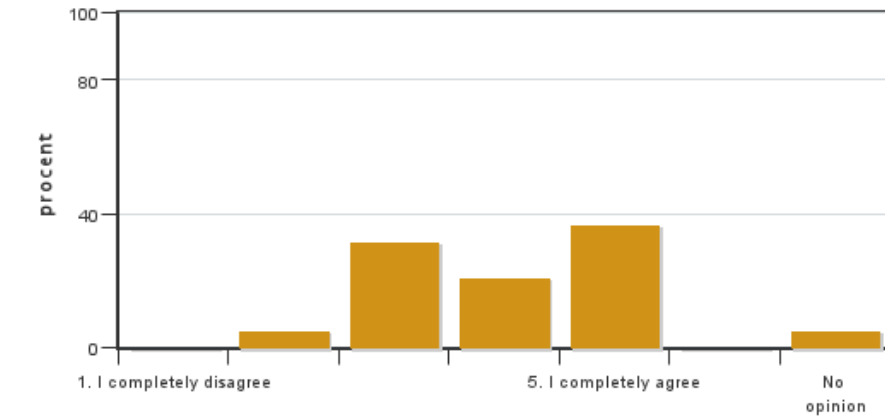
3: 6

4: 6

5: 3

No opinion: 0

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

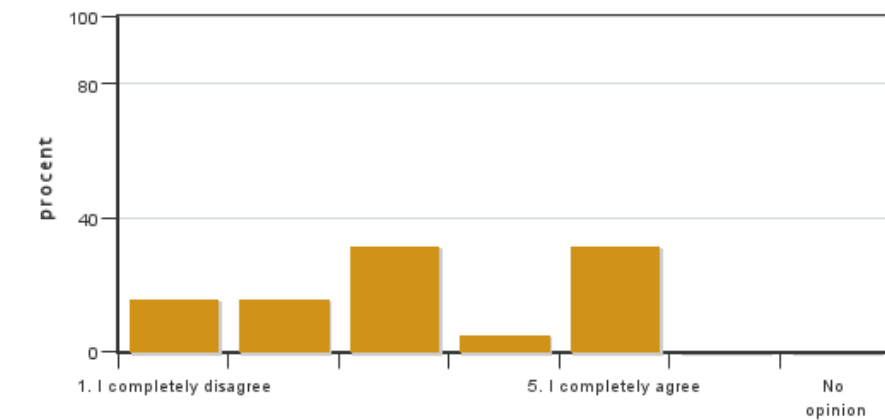


Answers: 19
 Medel: 3,9
 Median: 4

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

No opinion: 1

4. The information about the course was easily accessible.

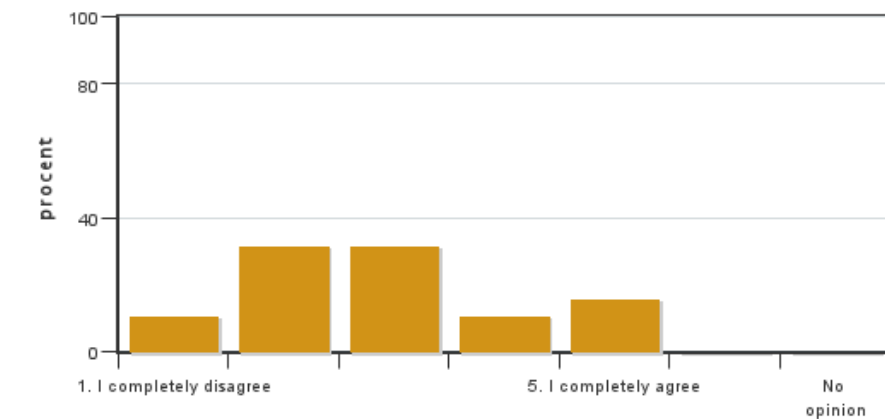


Answers: 19
 Medel: 3,2
 Median: 3

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

No opinion: 0

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

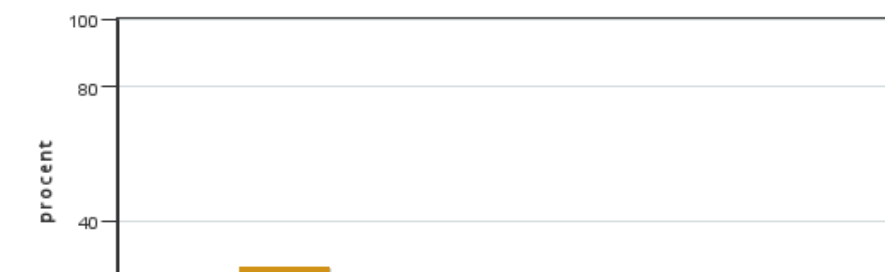


Answers: 19
 Medel: 2,9
 Median: 3

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

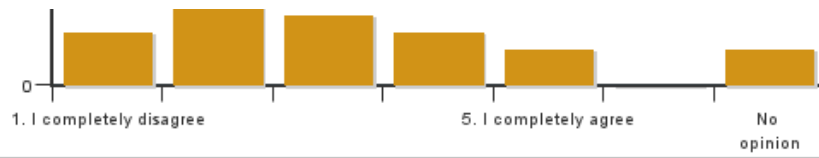
No opinion: 0

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



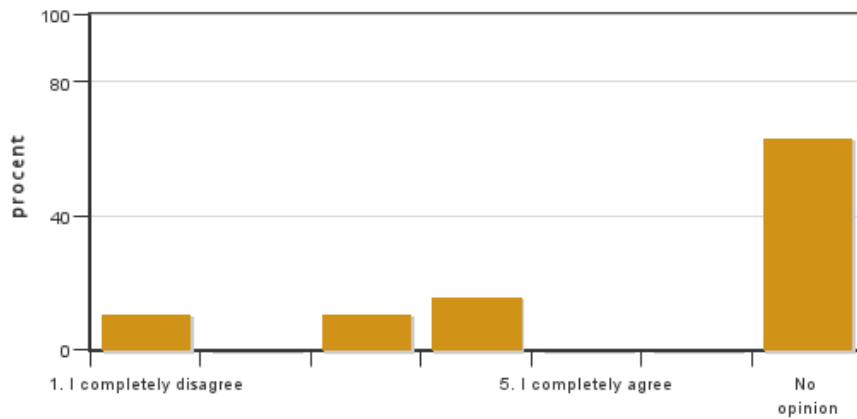
Answers: 19
 Medel: 2,8
 Median: 3

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



No opinion: 2

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



Answers: 19

Medel: 2,9

Median: 3

1: 2

2: 0

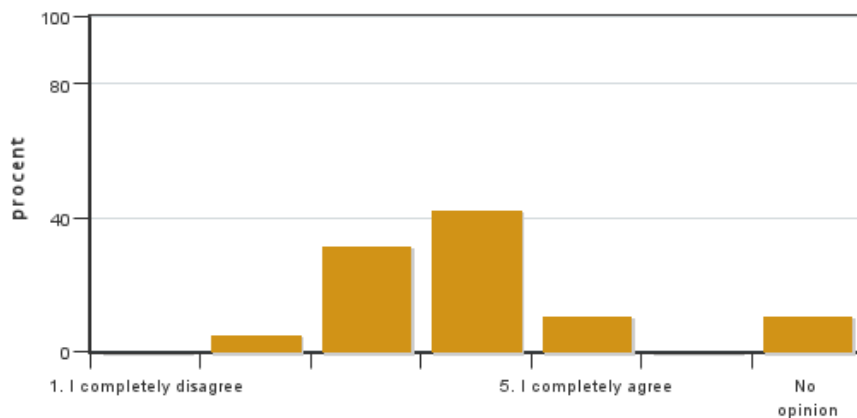
3: 2

4: 3

5: 0

No opinion: 12

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



Answers: 19

Medel: 3,6

Median: 4

1: 0

2: 1

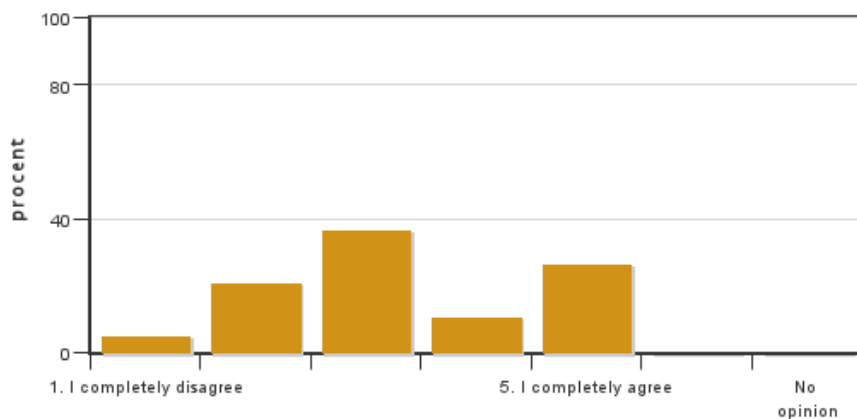
3: 6

4: 8

5: 2

No opinion: 2

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



Answers: 19

Medel: 3,3

Median: 3

1: 1

2: 4

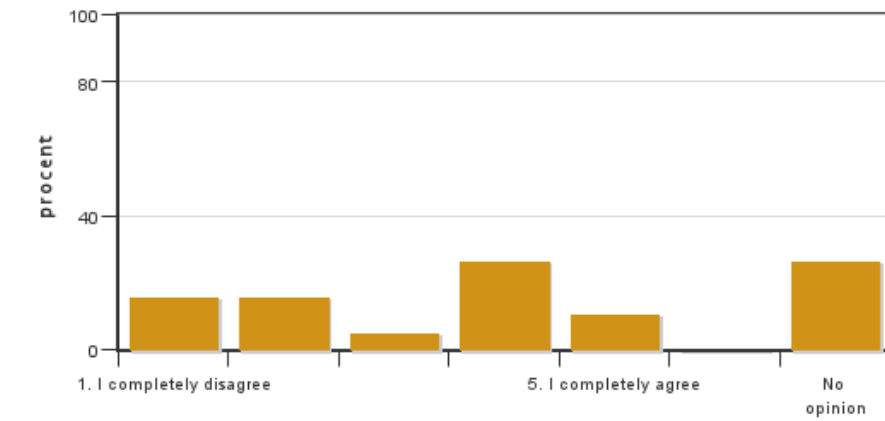
3: 7

4: 2

5: 5

No opinion: 0

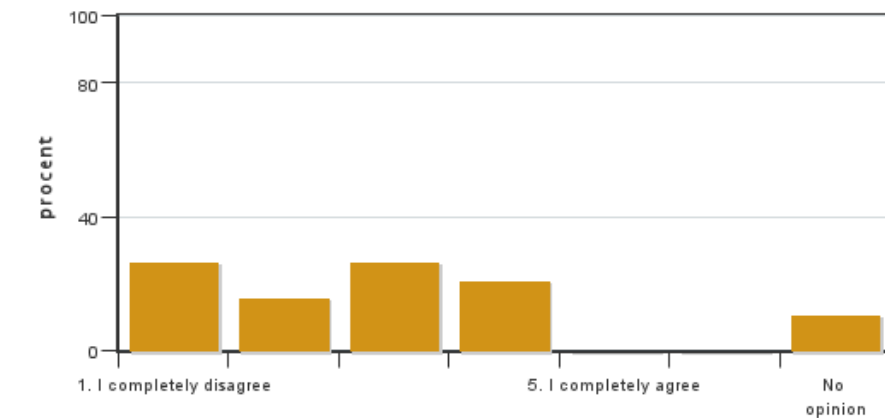
10. I believe the course has included a gender and equality aspect, regarding content as well as teaching practices (e.g. perspective on the subject, reading list, allocation of speaking time and the use of master suppression techniques).



Answers: 19
 Medel: 3,0
 Median: 3

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

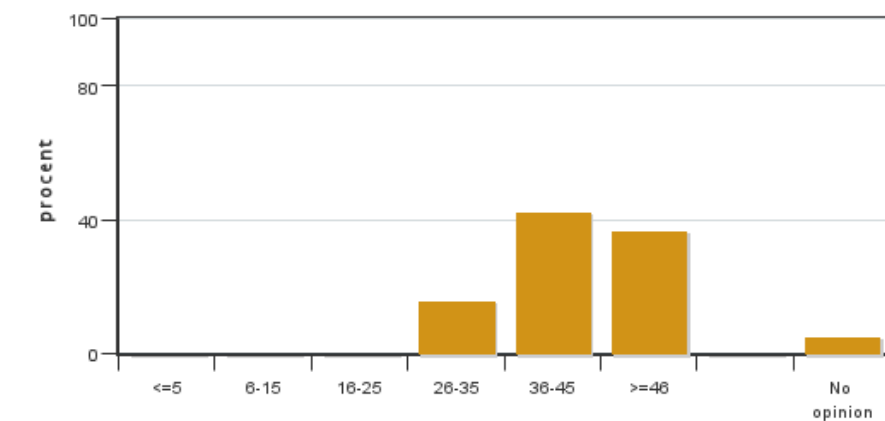
11. The course covered international perspectives.



Answers: 19
 Medel: 2,5
 Median: 3

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

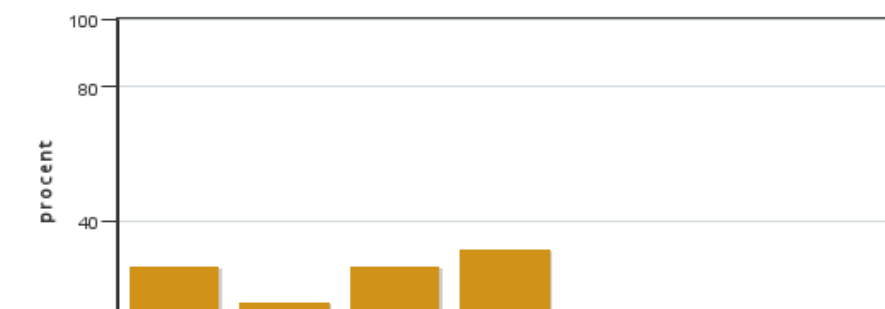
12. On average, I have spent ... hours/week on the course (including timetabled hours).



Answers: 19
 Medel: 40,7
 Median: 36-45

≤5: 0
 6-15: 0
 16-25: 0
 26-35: 3
 36-45: 8
 ≥46: 7
 No opinion: 1

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



Answers: 19
 Medel: 2,6
 Median: 3

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

Student comments

Ämnet stadsbyggnadskonst tillämpas inte i modernt stadsbyggande och därför måste vi lära av historiska stadskaraktärer för att förstå hur helheter skapades i de stadskaraktärer som uppskattas mest idag. Kursens mål är att lära studenter om de sju morfologiska stadsbyggnadselementen som tillsammans i samverkan kan bilda en konstnärlig helhetsupplevelse. Detta blir för svårt eftersom de flesta studenter inte har förkunskaper i stadsbyggnadshistoria som konststart. Kunskaper om hållbarhetsaspekter på var och en av stadsbyggnadselementen med referenser till en rad andrahandskällor i kurslitteraturen har inte genomsyrat projekten. Det syns i utvärderingen att många studenter missuppfattat att kursen och projektet handlat om dagvattenprojektering istället för stadsbyggnadskonst. Den blå/gröna strukturen har varit i centrum eftersom huvudämnet är landskapsarkitektur. Kursen lär ut landskapsarkitekturens roll kring den blå/gröna strukturen i ett sammanhang med de övriga 5 stadsbyggnads elementen. Inget projekt har riktigt nått fram till en helhetssyntes mellan den grönblå strukturen och bebyggelsestrukturen med hållbarhetsaspekter på fastighetsindelning, arkitektur samt teknisk infrastruktur, kvarter och gatunät med sektioner samt användningar. Studentprojekten har stannat vid olika typer av mönster som är utvecklingsbara vilket är tillräckligt bra. Studentprojekten med ett formulerat syfte och en visionsidé i form av ett mönster som visas med hänsyn till platsen är en bra utgångspunkt för fortsatt utredning

The art of urban design is not applied in modern urban planning today and therefore we must look at historical urban characters to learn how a wholeness was created in the urban characters that are most appreciated in cities today. The aim of the course is to teach students about the seven morphological urban building elements that together in collaboration can form an artistic holistic experience. This becomes too difficult because most students do not have prior knowledge of urban design history as an art form. Knowledge of sustainability aspects of each of the urban building elements with references to a number of second-hand sources in the course literature has not permeated the projects. It can be seen in the evaluation that many students misunderstood that the course and the project were about stormwater design instead of the art of urban design. The blue / green structure has been in the center because the main subject is landscape architecture. The course teaches the role of landscape architecture for the blue / green structure in a context with the other 5 urban elements. No project has really reached a holistic synthesis between the green-blue structure and the building structure with sustainability aspects on property division, architecture and technical infrastructure, neighborhoods and street networks with sections and uses. The student projects have stopped at different types of patterns that are developable, which is good enough. The student projects with a formulated purpose and a vision idea in the form of a pattern that is shown with regard to the location is a good starting point for further investigation

Student representatives comments

No comments from the student representatives