



Dynamic Vegetation Design LK0384, 40073.2021

15 Hp
Pace of study = 100%
Education cycle = Advanced
Course leader = Björn Wiström

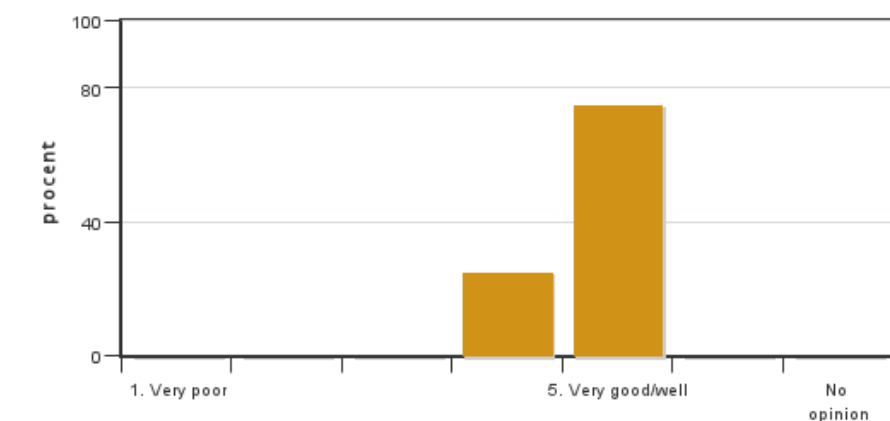
Evaluation report

Evaluation period: 2021-05-30 - 2021-06-14

Answers 16
Number of students 32
Answer frequency 50 %

Mandatory standard questions

1. My overall impression of the course is:

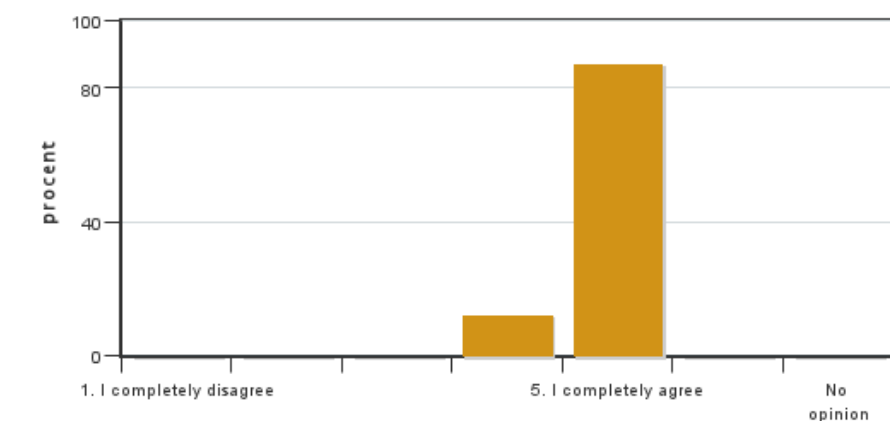


Answers: 16
Medel: 4,8
Median: 5

1: 0
2: 0
3: 0
4: 4
5: 12

No opinion: 0

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

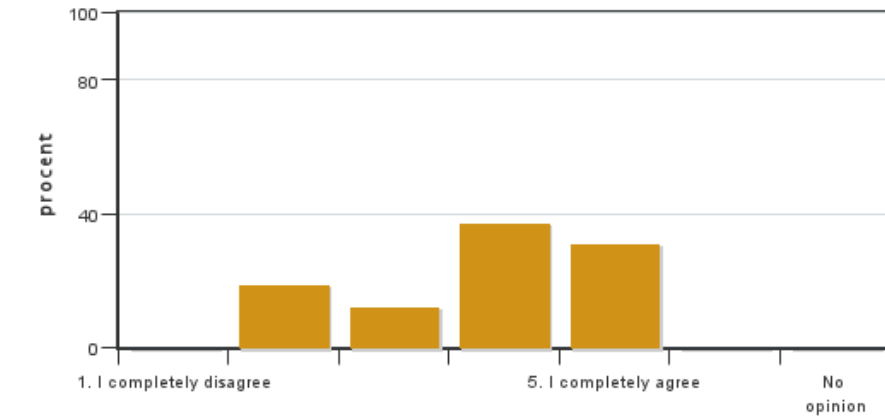


Answers: 16
Medel: 4,9
Median: 5

1: 0
2: 0
3: 0
4: 2
5: 14

No opinion: 0

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

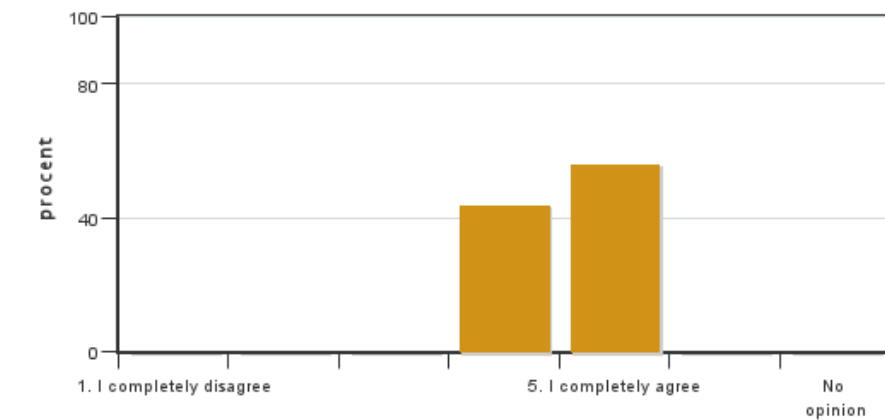


Answers: 16
 Medel: 3,8
 Median: 4

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

No opinion: 0

4. The information about the course was easily accessible.

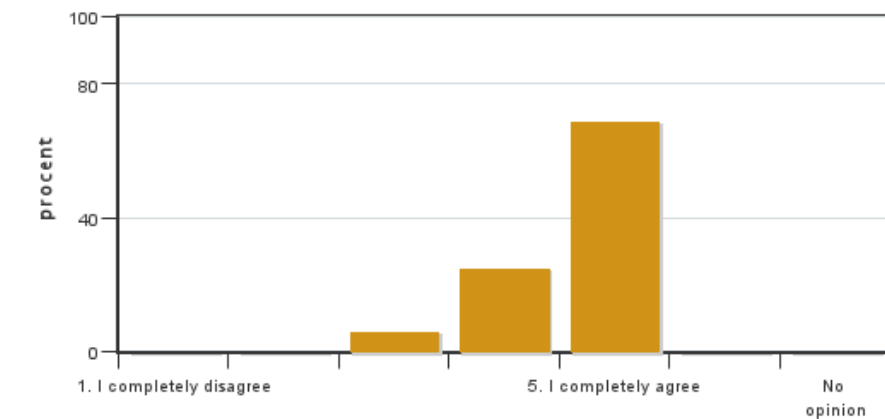


Answers: 16
 Medel: 4,6
 Median: 5

1: 0
 2: 0
 3: 0
 4: 7
 5: 9

No opinion: 0

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



Answers: 16
 Medel: 4,6
 Median: 5

1: 0
 2: 0
 3: 1
 4: 4
 5: 11

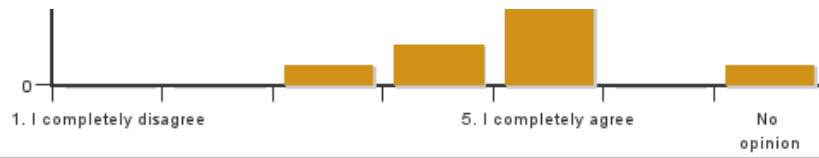
No opinion: 0

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



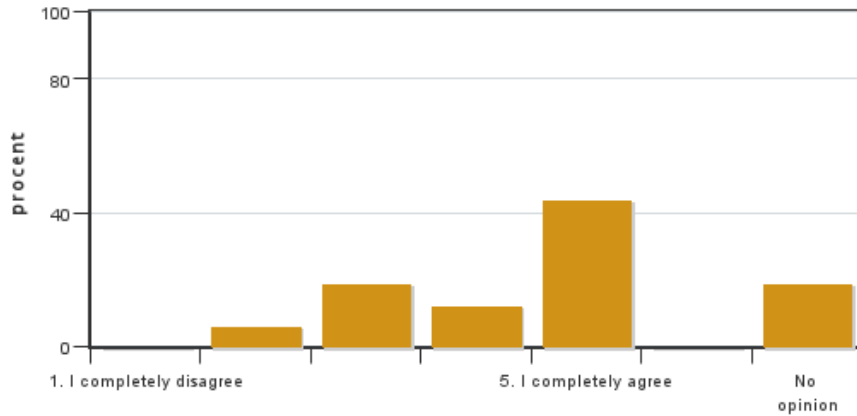
Answers: 16
 Medel: 4,7
 Median: 5

1: 0
 2: 0
 3: 1
 4: 2
 5: 12



No opinion: 1

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



Answers: 16

Medel: 4,2

Median: 5

1: 0

2: 1

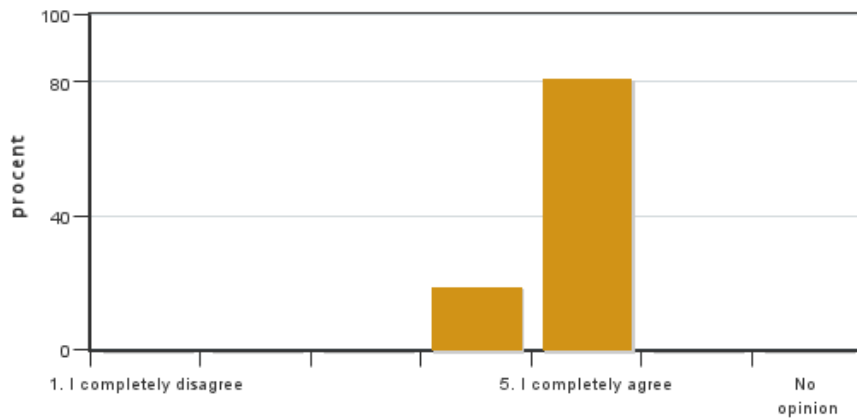
3: 3

4: 2

5: 7

No opinion: 3

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



Answers: 16

Medel: 4,8

Median: 5

1: 0

2: 0

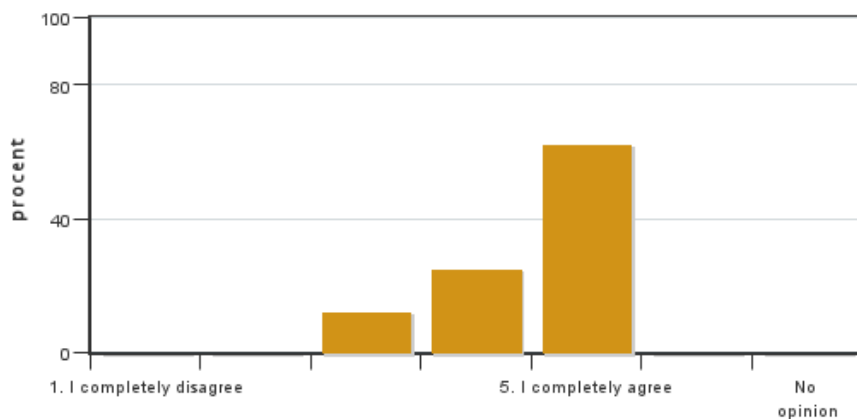
3: 0

4: 3

5: 13

No opinion: 0

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



Answers: 16

Medel: 4,5

Median: 5

1: 0

2: 0

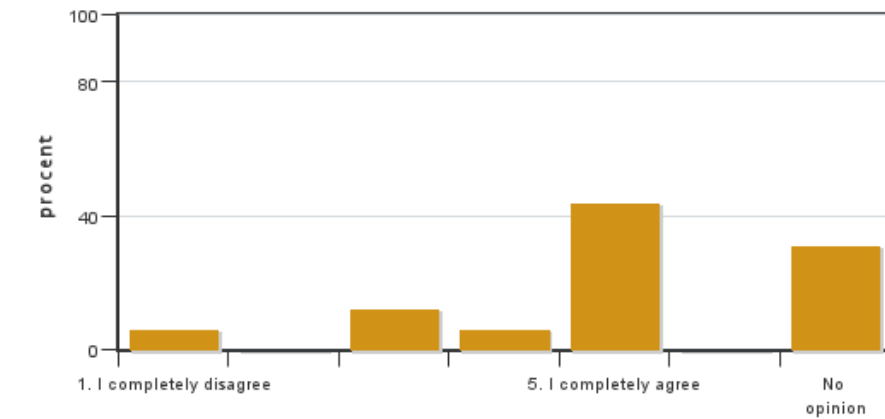
3: 2

4: 4

5: 10

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).

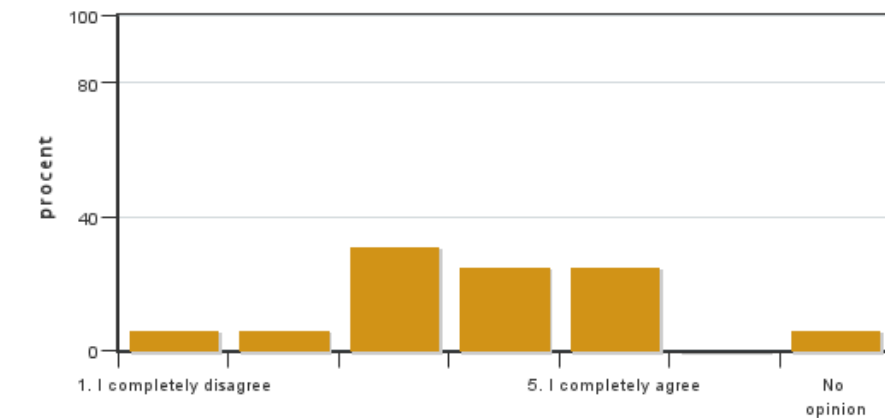


Answers: 16
 Medel: 4,2
 Median: 5

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

No opinion: 5

11. The course covered international perspectives.

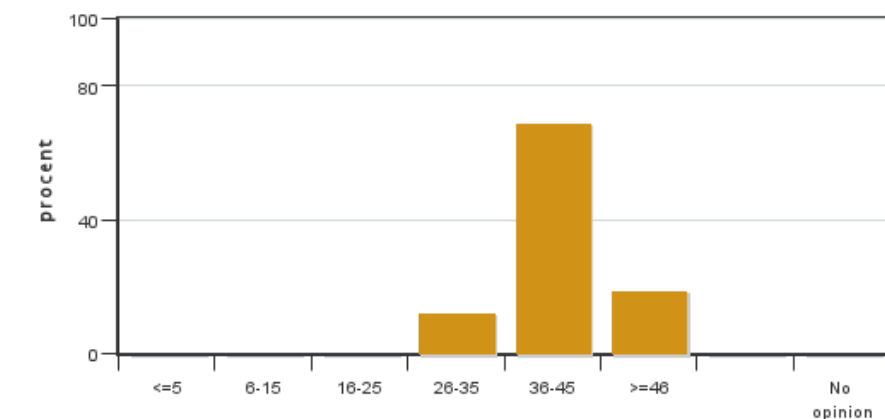


Answers: 16
 Medel: 3,6
 Median: 4

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

No opinion: 1

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

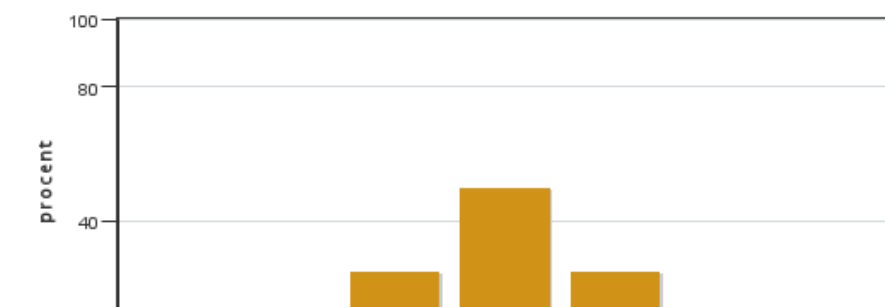


Answers: 16
 Medel: 39,9
 Median: 36-45

≤5: 0
 6-15: 0
 16-25: 0
 26-35: 2
 36-45: 11
 ≥46: 3

No opinion: 0

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



Answers: 16
 Medel: 4,0
 Median: 4

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

Additional own questions

16. What is important to keep as it is in the course? Please motivate why if possible.

16. Give examples of what could be changed/modified to make the course better?

Course leaders comments

The course was taken though during the covid-19 pandemic with its associated restrictions. As such most of the course was held as a distance based digital teaching however with some outdoor activities in smaller groups. Overall the course seems to have been appreciated by the students although it is clear from the comments and experience that it is suboptimal to have the course as digital based distance teaching both for the students and teachers. So although thanks to hard work from the students and teacher it have been possible to carry through the course as mainly distance based in a good way, its clear that this is not a course suitable for distance based teaching. The student really appreciate the outdoor parts that could be taken through, which manifests their importance in the course. For the digital lecturing quite many appreciate the prerecorded lectures and some prefers the live once. As such using some of the prerecorded lectures in flip-class approach could be valuable for the future. Generally most of the comments given of improving the course relates to aspects caused by the digital teaching aspects. A lack of knowledge of working with height curves and topography was expressed by students and noted be teachers. This is clearly a lack in the landscape undergraduate education that should be addressed, but to aid the workflow in the course it is suggested that an introduction/repetition of the technical aspects of working with height curves and topography are included also in this course. Otherwise most course content seems to be very appreciated by the students and only need future fine tuning.

If the course needs to be rerun as digital (which is clearly suboptimal) the following suggestions for improving the course is suggested:

- Include more digital seminars and group exercises then those given today especially after prerecorded lectures, one of them should focus on prototype/concept work.
- Stress the need for students not to overwork the species list hand ins.
- Update the description of the Final Project clarifying among other the aspects of Reference library use.
- Add an introduction/repetition of the technical aspects of working with height curves and topography.

Ideally the course is given as a none digital course and then the following suggestion are proposed:

- Reintroduce and add more seminar and group work, ideally when suitable as a flip-class approach. One of them should focus on prototype/concept work.
- Reintroduce the project work as studio and partly group work based.
- Increase the amount of outdoor based teaching especially exercises and excursions.
- Update the description of the Final Project clarifying among other the aspects of Reference library use.
- Add an introduction/repetition of the technical aspects of working with height curves and topography.

Student representatives comments

Course evaluation summary

Dynamic vegetation design

The summary is based on the material from a digital course evaluation as well as notes from an oral discussion on the last day of the course.

33 students attended the course, 16 students (48 %) answered the digital course evaluation. The views presented in this summary are therefore not totally representative of all the student's impressions. From experience, it is usually the case that students who are content with the course forget to take part of the evaluation, making negative feedback overrepresented in the questionnaires. This is not something that has to be changed at this point, but something to consider when reading the evaluation.

Overall impression

The course had an overall very positive impact on the students, which was reflected in the high grading. The students that answered the digital course evaluation gave the course a 4.8 out of 5. The same excitement and gratefulness were expressed in the oral evaluation. Some even thought that this has been their best course during the landscape architecture program. The course was well-structured, varied and packed with useful and interesting tasks.

Contents

The students found the course content to have clear links to the learning objectives of the course, but some students felt that their prior knowledge was insufficient to fully benefit from the course. The knowledge that they lacked was mostly concerning soil, bedrock, plants, and topography. This would be expected of an advanced course, combined with that not everyone has the same background. There were more students expressing an insecurity towards topography, which could be something missing in the landscape architecture program in earlier years.

The information about the course was easily accessible and very well structured according to most students. Some students had trouble with the schedule, claiming it was not clear enough and had preferred a time-table style schedule with separate colors for hand-ins, lectures, etc.

Most students felt that the course components (lectures, course literature, exercises, etc.) had supported their learning. A request from many students here was to have more seminars to be able to discuss course material in groups.

Learning environment

The social learning environment was believed to be inclusive and respecting, but the physical learning environment was somewhat unsatisfactory. This had mostly to do with the covid-19 pandemic and the lack of physical meetings, which meant most students worked from home. The students felt that there were lots of opportunities to demonstrate what they had learned. Most students spent on average 36-45 hours per week on the course. Some felt that they did not have time to fully comprehend the recommended readings as there were a lot of recommended literature. The last weeks during the individual project was most intense.

Perspectives

The course covered the sustainable development aspects in some degrees, mostly focusing on environmental/ecological aspects of vegetation design. The financial and social perspectives could be elaborated more.

Some international perspectives were covered, mostly in northern and western Europe. The examples were provided both during lectures and in the literature.

On the question of gender and equality aspect, regarding content and teaching practices, there was hard to find a conclusion. Some agreed, some did not agree, and some did not have an opinion. (From my experience as a student representative and having done five of these summaries before, this question has never produced useful feedback and I would recommend to reconsider either reformulating the question or skip it entirely)

Distance teaching

The overall experience of participating in all or part of the course online was positive. The course leader did excellent work of this, and many students were impressed by how the course had adapted to the circumstances.

Most students still missed having discussions and the exchange of ideas that happens much easier face to face. Most of the feedback concerning distance teaching was concerned with finding ways to have more discussions between students.

The students found most of the course working well. Lots of supervision, well structured course, lots of interesting and high-value material (literature, pre-recorded lectures, etc.).

Things that worked less was mostly concerning the discussion between students, as mentioned before. The excursions were very valuable here in filling this longing for social contact during the course. Some felt that the last weeks of the individual project could have been done differently, as it was too big of a challenge for some regarding time.

What is important to keep in the course?

It is very clear that the personal reference library made a strong impression on many students, as this was a task that stood out for the students as especially valuable. Other things that students really enjoyed were the excursions, the generous supervision, and the course material (literature, lectures, lists, etc.)

Things that could be changed or modified to make the course better?

The two things that stood out among the student's suggestions was to do with the hand-in of the species list and the part regarding topography in the course.

The hand-in of the species lists was too time consuming in relation to the reward. Many students felt that it very soon became a monotone task to fill in the information and copied most of it, not encouraging learning.

The section about topography was for some students hard to take in, as many felt they lacked sufficient prior knowledge to understand how to use it in the project. This part needs to either be simplified or allowed more time, students got stuck on this in the first part of the individual project.

Other suggested areas of improvement have been mentioned in the summary already, but here is some of the again:

Some preferred a more traditional time-table-style schedule.

Students requested more seminars and situations that allow for student discussion.

The last weeks was a bit too intense, some students found themselves stuck because of the topography part or overloaded because of the literature tasks being challenging.

Conclusion

All students and teachers involved should be proud and happy with their effort and participation in this course. It was very well executed, especially concerning the context of the covid-19 pandemic. The comments by students saying that this was the best course they have taken probably says enough.