



## Design project - Composition and Materiality LK0387, 40074.2021

15 Hp

Pace of study = 100%

Education cycle = Advanced

Course leader = Jitka Svensson

### Evaluation report

---

**Evaluation period: 2021-06-02 - 2021-06-23**

Answers 21

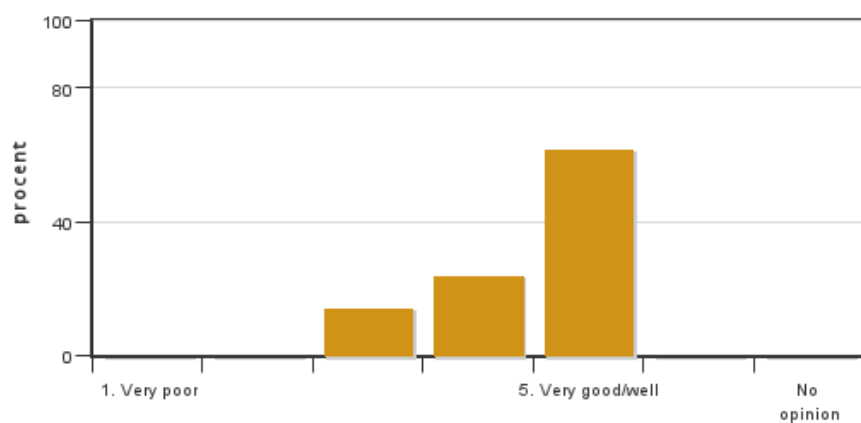
Number of students 26

Answer frequency 80 %

### Mandatory standard questions

---

#### 1. My overall impression of the course is:



Answers: 21

Medel: 4,5

Median: 5

1: 0

2: 0

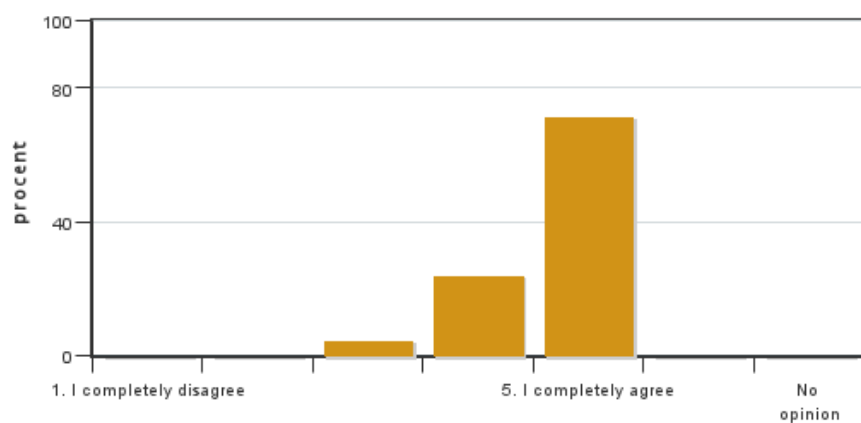
3: 3

4: 5

5: 13

No opinion: 0

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



Answers: 21

Medel: 4,7

Median: 5

1: 0

2: 0

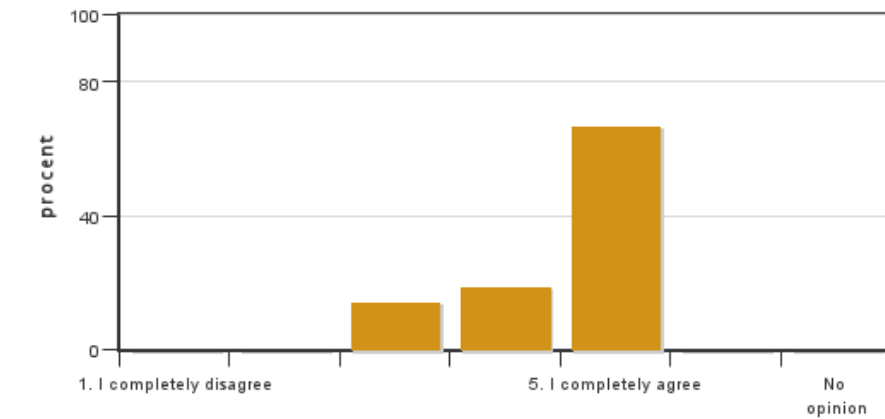
3: 1

4: 5

5: 15

No opinion: 0

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

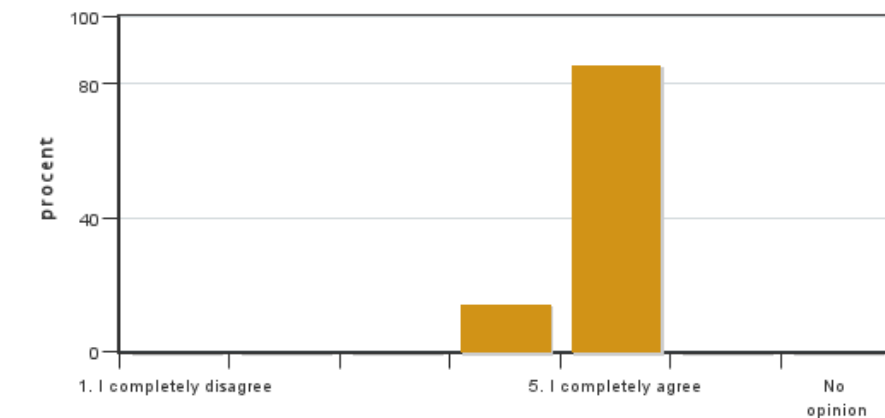


Answers: 21  
Medel: 4,5  
Median: 5

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

No opinion: 0

**4. The information about the course was easily accessible.**

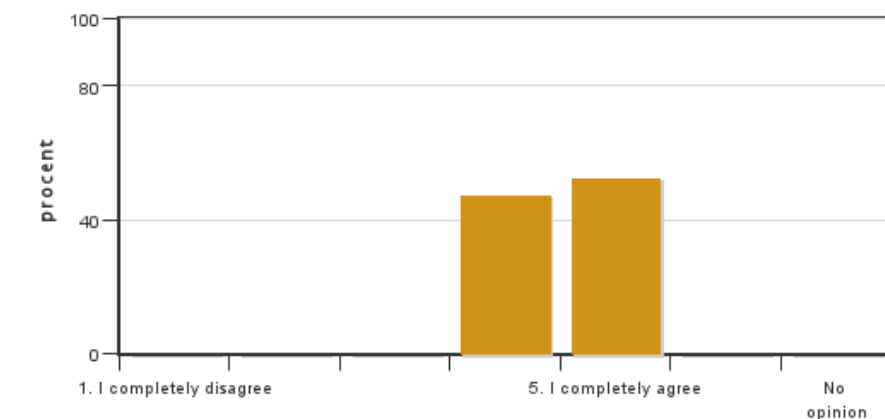


Answers: 21  
Medel: 4,9  
Median: 5

1: 0  
2: 0  
3: 0  
4: 3  
5: 18

No opinion: 0

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



Answers: 21  
Medel: 4,5  
Median: 5

1: 0  
2: 0  
3: 0  
4: 10  
5: 11

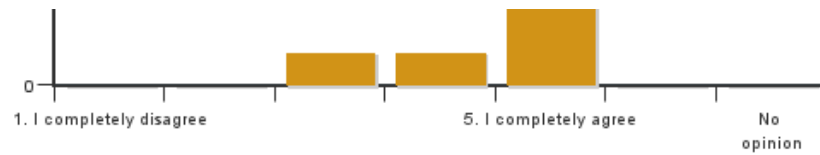
No opinion: 0

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



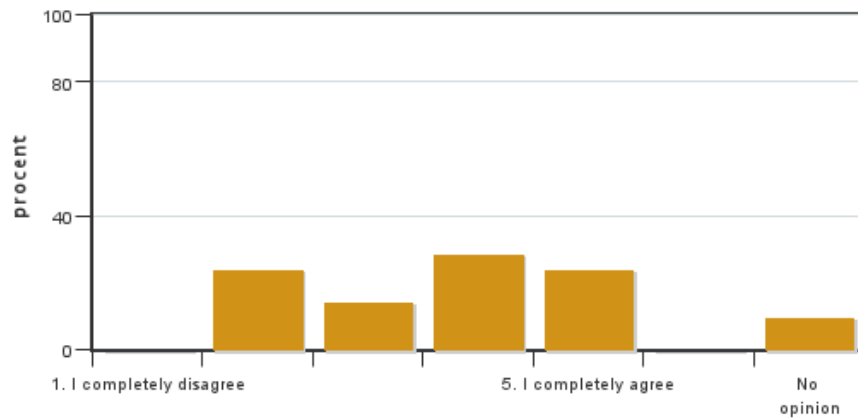
Answers: 21  
Medel: 4,7  
Median: 5

1: 0  
2: 0  
3: 2  
4: 2  
5: 17



No opinion: 0

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



Answers: 21

Medel: 3,6

Median: 4

1: 0

2: 5

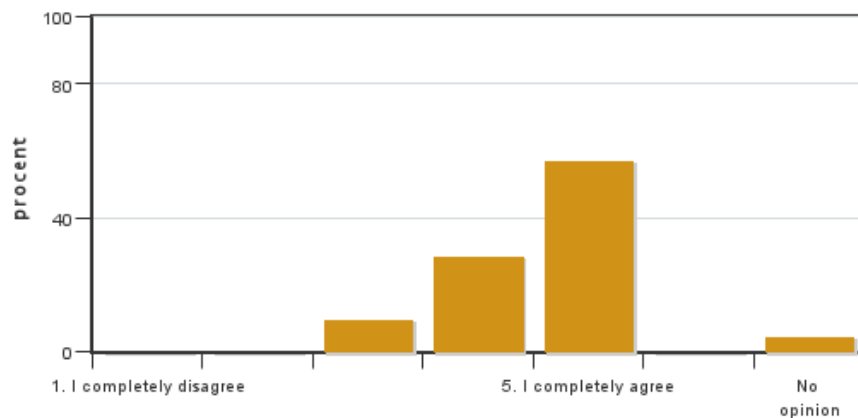
3: 3

4: 6

5: 5

No opinion: 2

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



Answers: 21

Medel: 4,5

Median: 5

1: 0

2: 0

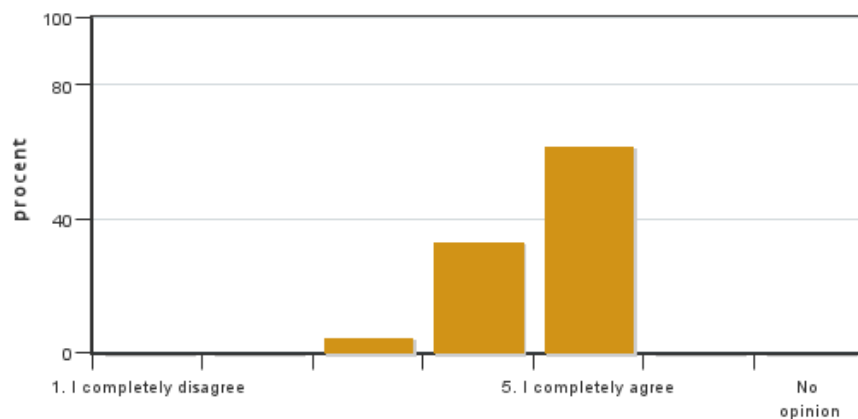
3: 2

4: 6

5: 12

No opinion: 1

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



Answers: 21

Medel: 4,6

Median: 5

1: 0

2: 0

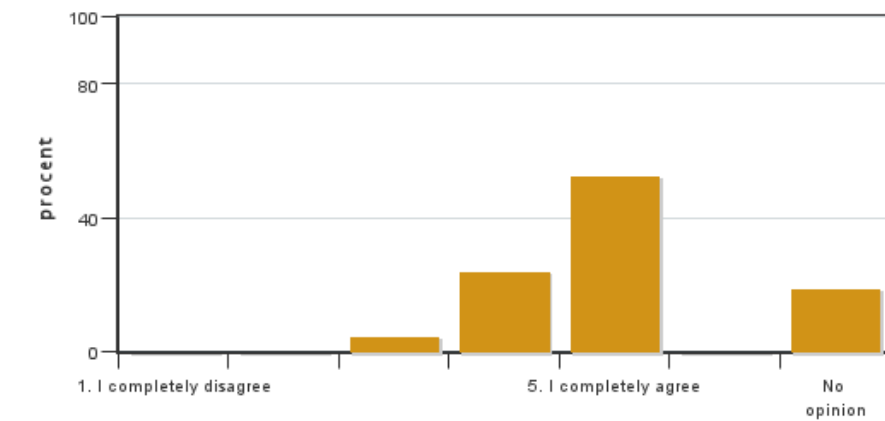
3: 1

4: 7

5: 13

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).**

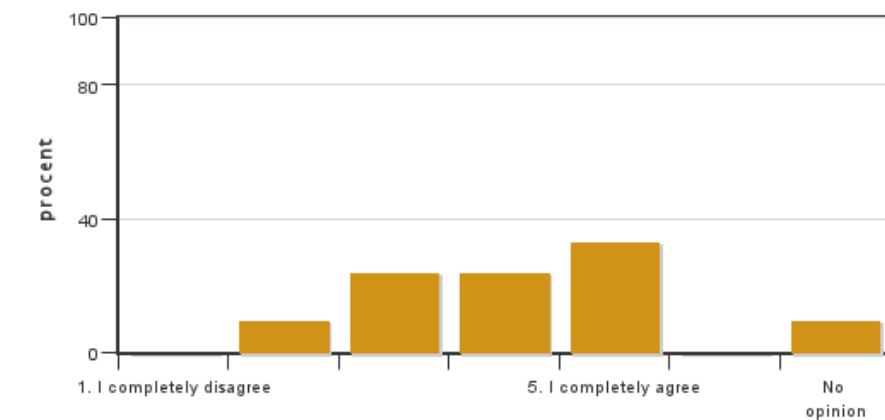


Answers: 21  
Medel: 4,6  
Median: 5

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

No opinion: 4

#### 11. The course covered international perspectives.

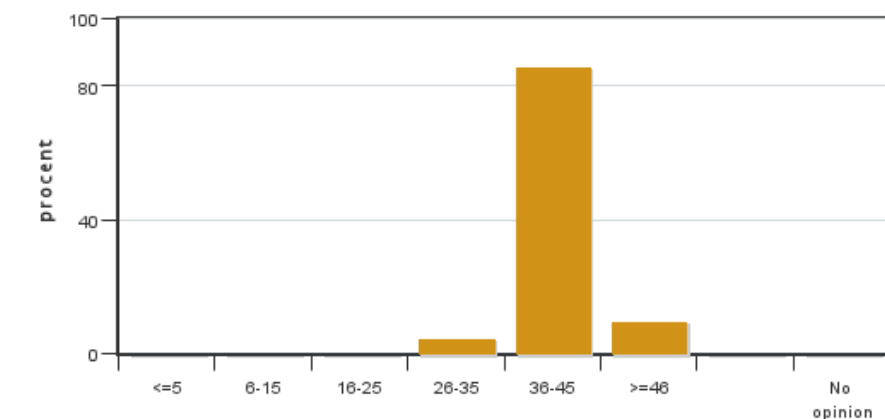


Answers: 21  
Medel: 3,9  
Median: 4

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

No opinion: 2

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

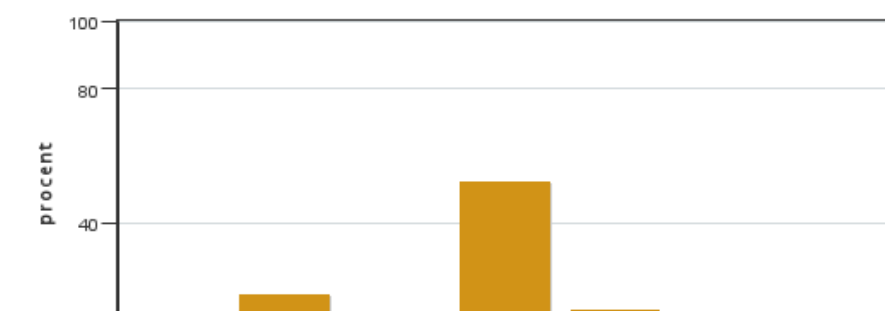


Answers: 21  
Medel: 40,1  
Median: 36-45

≤5: 0  
6-15: 0  
16-25: 0  
26-35: 1  
36-45: 18  
≥46: 2

No opinion: 0

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



Answers: 21  
Medel: 3,5  
Median: 4

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

No opinion: 0



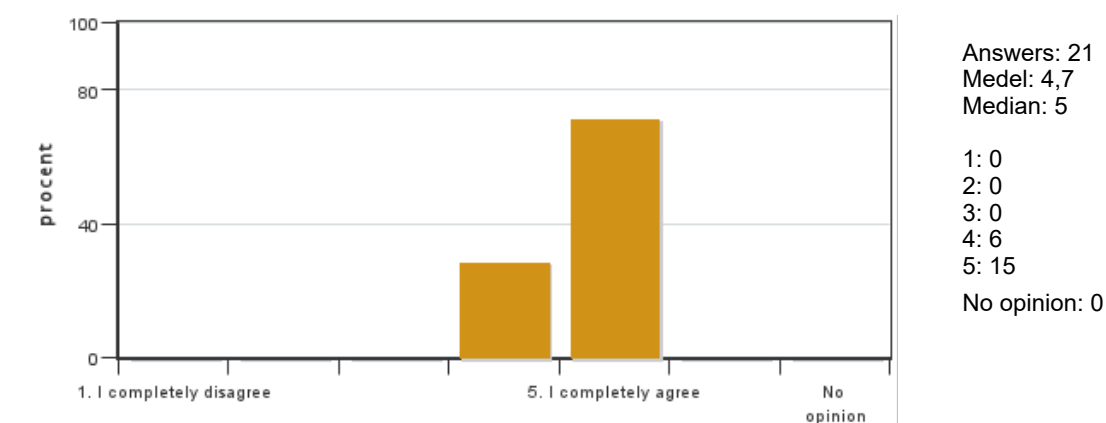
14. If relevant, please share what worked well when participating in teaching on distance

15. If relevant, please share what worked less well when participating in teaching on distance

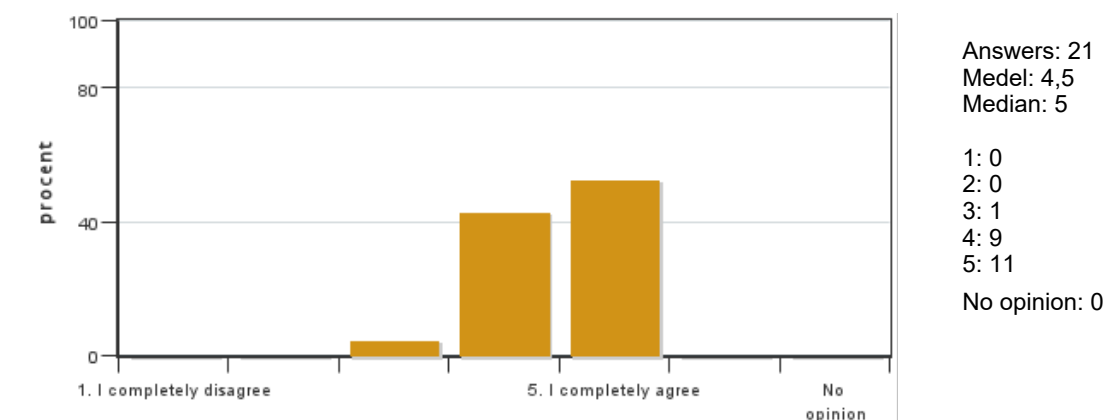
## Additional own questions

16. What advice or tips would you like to give to a student who is going to take (or just started to take) this course?

16. The teachers have tried to make the course contents interesting to the students.

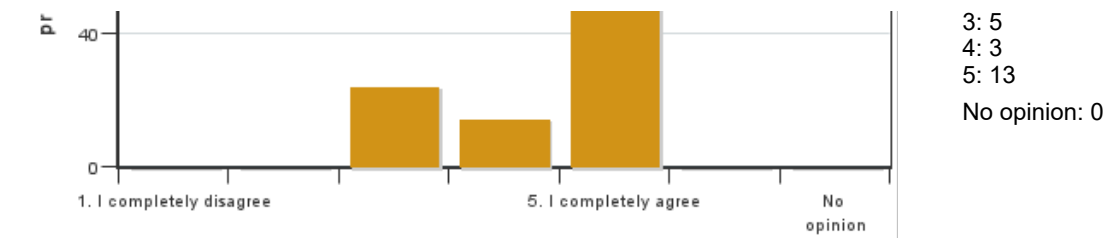


17. The exercises focusing on Lightscape have offered relevant methods and skills.

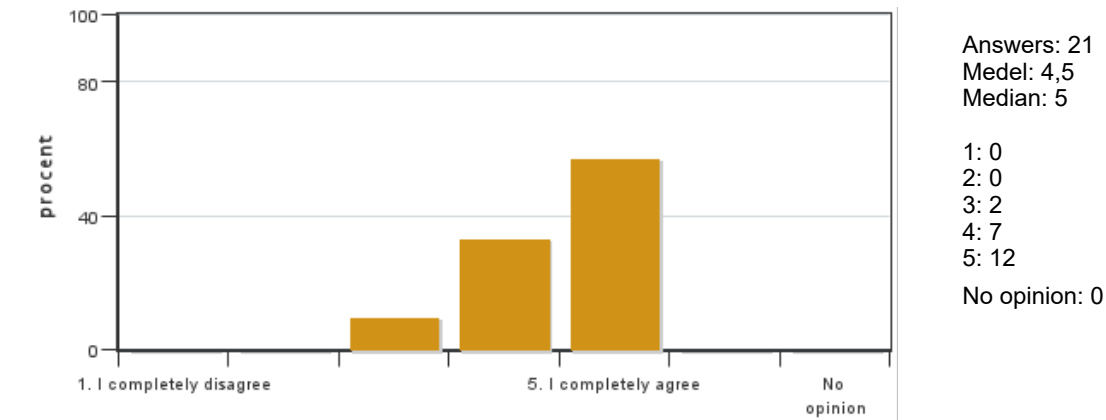


18. The exercises focused on Soundscape have offered relevant methods and skills.

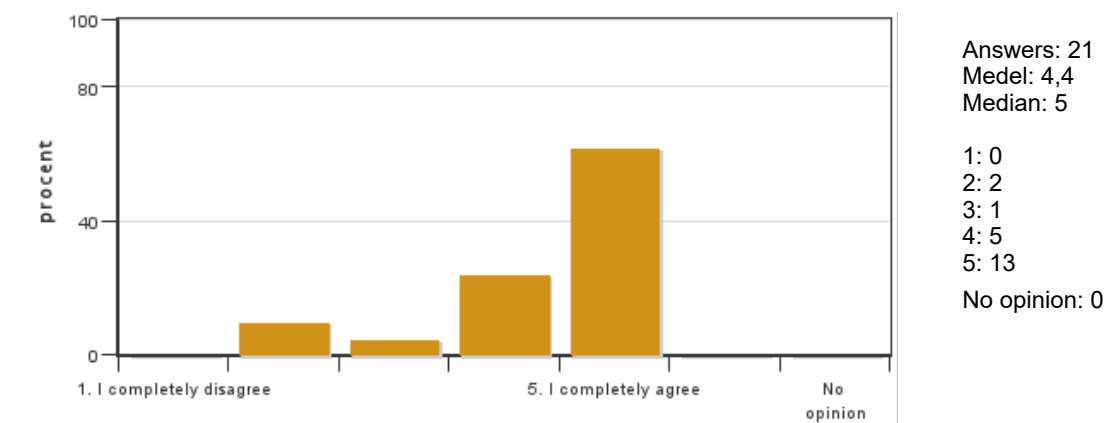




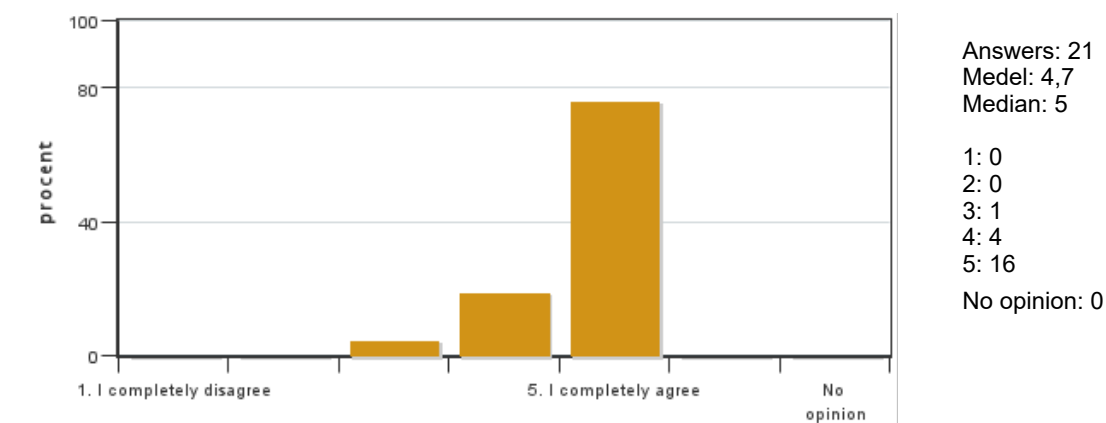
**19. The individual assignment 'Case Place study' was interesting and with a good structure**



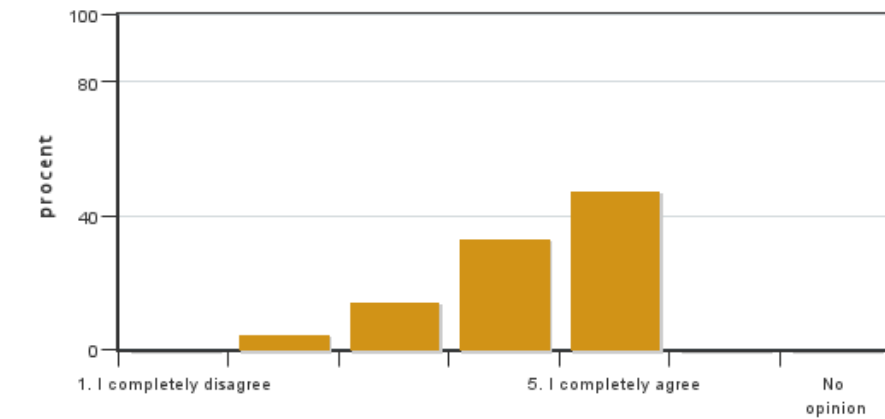
**20. The teamwork with the Design Project worked out well (group assignment).**



**21. Working with a real person as a client was a good way to understand how preferences and needs influence a project.**



**22. The "Immaterial week" helped the team to work with composition and materiality in the Design project. (SE-analyses, composition exercise at pier, tutoring with focus on light and sound)**

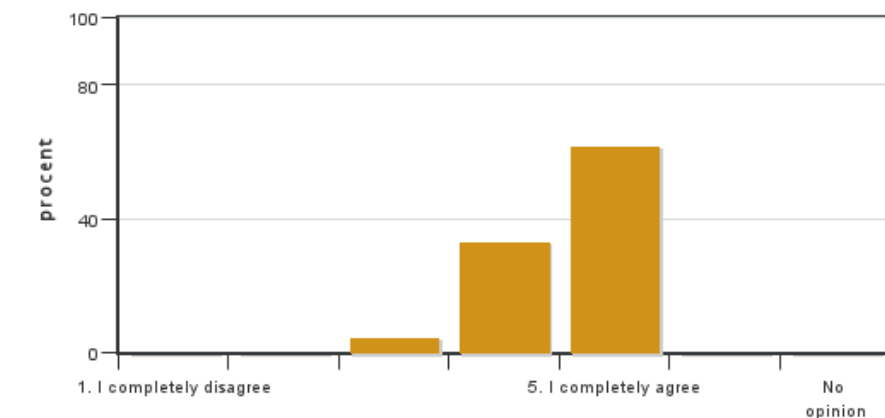


Answers: 21  
 Medel: 4,2  
 Median: 4

1: 0  
 2: 1  
 3: 3  
 4: 7  
 5: 10

No opinion: 0

## 23. The assessment by a group of teachers was an interesting way of getting feedback.



Answers: 21  
 Medel: 4,6  
 Median: 5

1: 0  
 2: 0  
 3: 1  
 4: 7  
 5: 13

No opinion: 0

## 24. Do you have any other comments and suggestions for improvements? Please write them here!

### Course leaders comments

Despite doubts about the suitability of completing the course at a distance, it has turned out well. This is thanks to the students' curiosity, openness, willingness to cooperate and understanding of their own commitment. Not least, this has been noticed in the high attendance and questions asked. The course has also, for a long time, found its structure that has largely worked even in this extreme situation. The big shortcoming is the opportunity to work in a physical studio, which is probably to blame for certain elements being made more difficult. An issue that is addressed is the need for basic material knowledge, something that students are expected to have at the advanced level, which points to a need for a solution.

Thank you students, course team and all contributors!

### Student representatives comments

#### General Comments

Many of the students consider this module to be one of the best they have done at Alnarp. The theoretic sources and lectures are good and well balanced, and the module offers new ways of looking at sustainability and materials in relation to the landscape and human interaction.

Some students request a more hands-on approach with learning about materials, costs and construction process. Material knowledge is not taught in detail during the course which was communicated by the team in the beginning of the module. Some students were surprised by that and suggests this should be added. Teachers communicate that this might have to be strengthened in earlier modules but more supporting material, such as literature, could be

offered in the module. Some student felt like they lacked some other skills, such as digital visualization. What is taught in the module, based on the teacher team's experience and exercises, as well as literature and aesthetics of thrift, create an interesting blend between hard and soft knowledge.

The structure of the exercises in the module was very good. It was good to have small exercises that then build up to the final project, it created a better foundation and pinpointed material perspectives. It was also good to practice giving feedback to students in the case place study to prepare for final crits. Many components of the module are considered unique at Alnarp and get good reviews.

The light and sound exercises are considered useful and open student's eyes to its impact on materials and landscape design. Sound was difficult to represent visually and more information on this could be offered. The sound exercise was a bit hard to translate into the design project which be because of distance learning.

The immaterial week is considered to be very good and the exercises important for developing knowledge and project. It opened up to thinking about site on site, which became immensely important in the setting of distance learning. Students suggest that the timing of the light and sound tutoring, and last SE-analysis could have been different.

The Case place study is good. This component is the one that is focused on physical materials and attributes. Students request more material knowledge is added into the module and this component could be a missing link. The module being on distance and the case place study an individual assignment might have impacted the experience of the way that materials are treated in the module. It is suggested that more workshops on site and sources on materials could be offered. Maybe going around in groups and analyzing places together could have strengthened this component such as is done in the sound and light exercises.

The review and feedback are considered very good. It is especially appreciated to hear all groups feedback and get it written down. Having the discussion crit during presentation and combining with more thought trough notes from the team was smart. Some students felt it was too humble and wanted more in-depth analysis.

The way that groups are changing during the module components is considered very good. That made the class a supportive forum and one got to meet many different people and ideas.

## Online and distance learning

Dealing with the pandemic has been one of the modules biggest challenges. Many students found working on distance difficult. A lot of the responsibility for creating a good study environment is put on the students and the equality of this can be discussed. Things like bad internet connection and unergonomic home offices impacted the quality of learning during the module, as well as the possibility to participate in all course activities (with failing connection being the biggest issue). Technology that's not working, like printers and access to programs on distance, is the biggest bad experience among students. Considering this, the course team made a good job in creating an interesting module which content has given great value and developed knowledge in students not offered in other courses.

Distance and online learning is not optimal for this module, being a module based on work on site and strong ties to site specificity, the site visits we had were good though.

Especially the design project was difficult, with groupwork being the hardest to do online. The exchange of ideas and working with illustrations together was challenging. Students feel like decisions would have been made quicker in studio and models could have been made together and ideas discussed more freely. Sketching, which turned out to be very important in this project was especially challenging. And many students experienced it as a struggle trying to describe ideas within the group over zoom. The knowledge one has of online work coming into the module affects the individual's ability to participate and develop. This could be strengthened in earlier modules and by offering more tools for online teaching such as drawing tablets.

Groupwork was also affected by the balance within the groups, some groups ended up with longer working hours and more stress because of fewer people in the group or unbalanced knowledge base. With group composition being a little bit of a lottery, struggling students might need support in this and especially online where it is not visible directly by the course team.

The structure of the simulated parallel commission is both experienced as good and problematic among students. Working with a client is considered fun and rewarding by students and the "actors" were very good. On the other hand, not getting to see and discuss other groups project's and ideas during the process became difficult in the setting of distance learning and contributed to a feeling of isolation amongst students, especially at the end. This put pressure on group compositions. To tackle this, one idea is to have a partner discussion group working with the opposite brief during the design project.

Tutoring over zoom is seen as challenging. Material has to be prepared in a very different way and images communicate differently making it hard to connect with teachers. More time is needed for tutoring when being online. Things take much longer working over zoom.

One such thing is that many students can't scan images from home which makes it difficult to work by hand. Zoom is good for a lot of talking, but what students experienced that they needed in this module was drawing and describing ideas through images. To support learning on distance, students suggest longer and weekly checkups with teachers



and structures for communication among students with different kinds of communication from talking, especially in the final design project.

Good things about being on distance is that it's more convenient, but harder to create boundaries between working hours and school. Lectures were good and distance makes it possible to have teachers from abroad which is seen as a big quality. They were experienced as less spontaneous, but good that they were live and had time for questions. Online seminars receive divided opinions. Having one and the same zoom-room and breakout rooms for smaller discussions were good and can be used again. Discussions were by some experienced as harder. Information was clearly communicated over canvas.

All students have appreciated this module and we would like to thank the teachers, lecturers and "clients", giving us the opportunities to learn and develop so much.

---

Kontakta support: [support@slu.se](mailto:support@slu.se) - 018-67 6600