Roles and methods for landscape architecture in comprehensive planning LK0330, 30111.2122

15 Hp
Pace of study = 100%
Education cycle = Advanced
Course leader = Andrew Butler

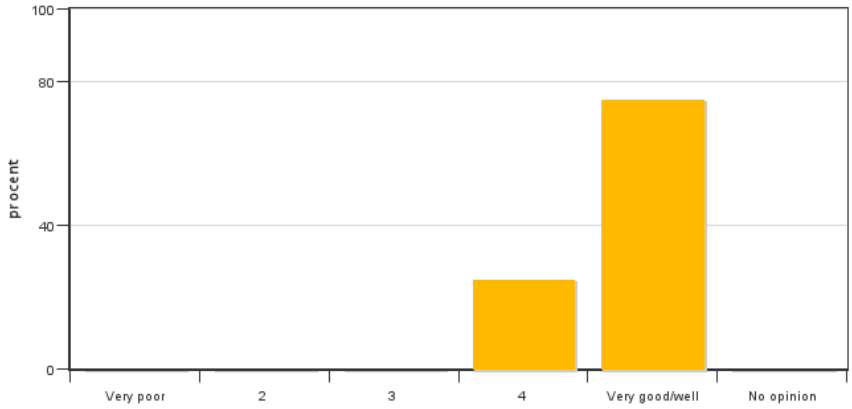
Evaluation report

Evaluation period: 2022-03-16 - 2022-04-06

Answers	12
Number of students	22
Answer frequency	54 %

Mandatory standard questions

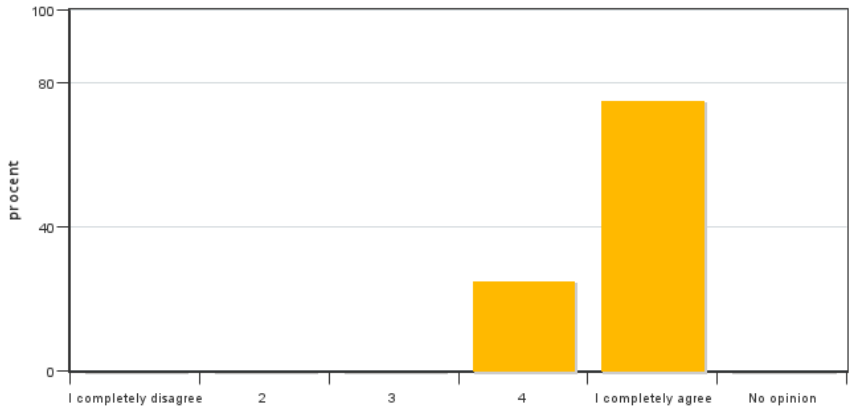
1. My overall impression of the course is:



Number of answers: 12
Average: 4,8
Median: 5

Very poor : 0
2: 0
3: 0
4: 3
Very good/well: 9
No opinion: 0

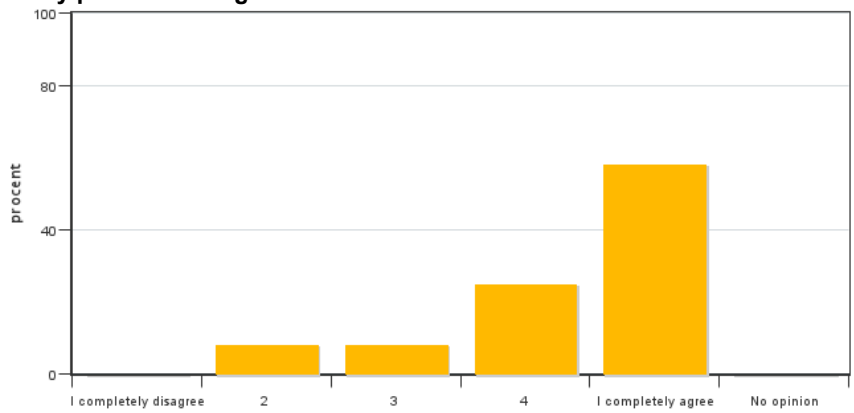
2. I found the course content to have clear links to the learning objectives of the course.



Number of answers: 12
Average: 4,8
Median: 5

I completely disagree: 0
2: 0
3: 0
4: 3
I completely agree: 9
No opinion: 0

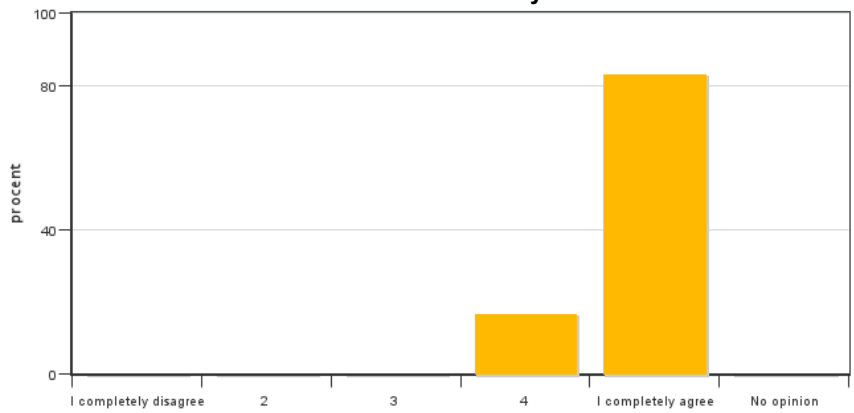
3. My prior knowledge was sufficient for me to benefit from the course.



Number of answers: 12
Average: 4,3
Median: 5

I completely disagree: 0
2: 1
3: 1
4: 3
I completely agree: 7
No opinion: 0

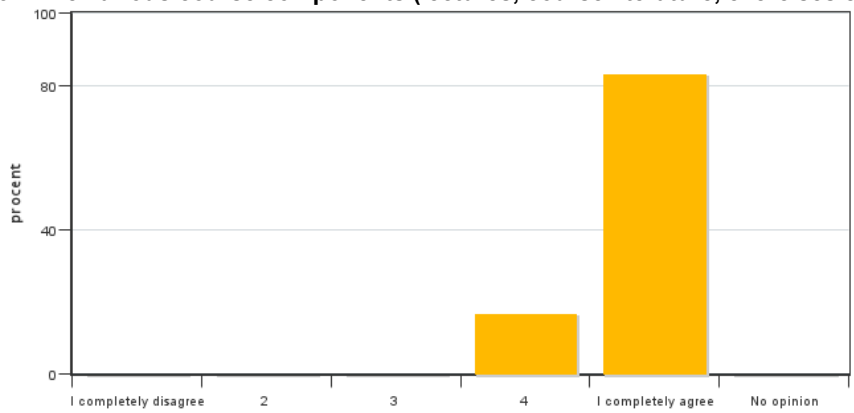
4. The information about the course was easily accessible.



Number of answers: 12
Average: 4,8
Median: 5

I completely disagree: 0
2: 0
3: 0
4: 2
I completely agree: 10
No opinion: 0

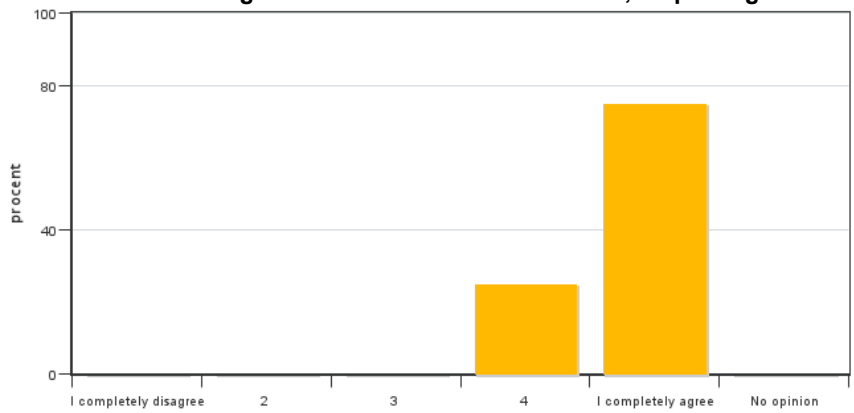
5. The various course components (lectures, course literature, exercises etc.) have supported my learning.



Number of answers: 12
Average: 4,8
Median: 5

I completely disagree: 0
2: 0
3: 0
4: 2
I completely agree: 10
No opinion: 0

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

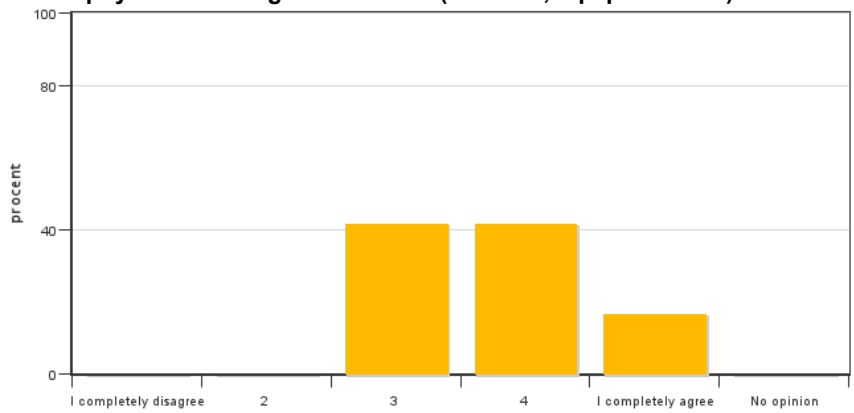


Number of answers: 12
Average: 4,8
Median: 5

I completely disagree: 0
2: 0
3: 0
4: 3
I completely agree: 9

No opinion: 0

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

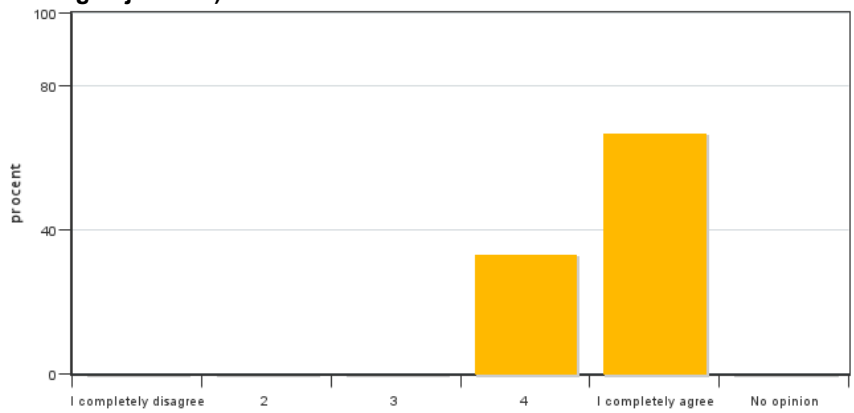


Number of answers: 12
Average: 3,8
Median: 4

I completely disagree: 0
2: 0
3: 5
4: 5
I completely agree: 2

No opinion: 0

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

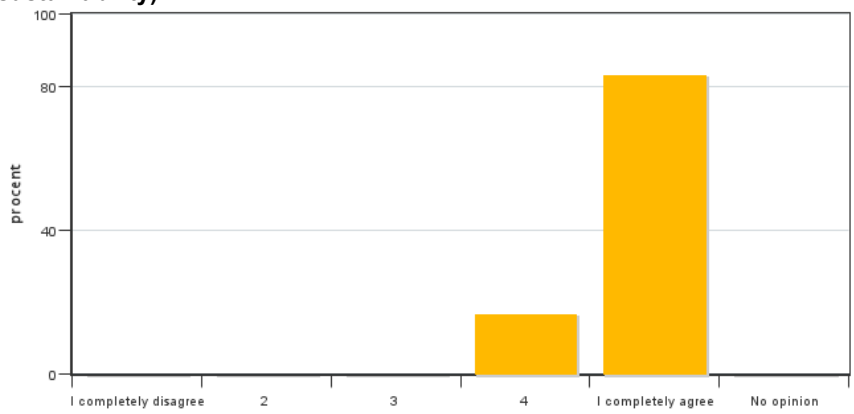


Number of answers: 12
Average: 4,7
Median: 5

I completely disagree: 0
2: 0
3: 0
4: 4
I completely agree: 8

No opinion: 0

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

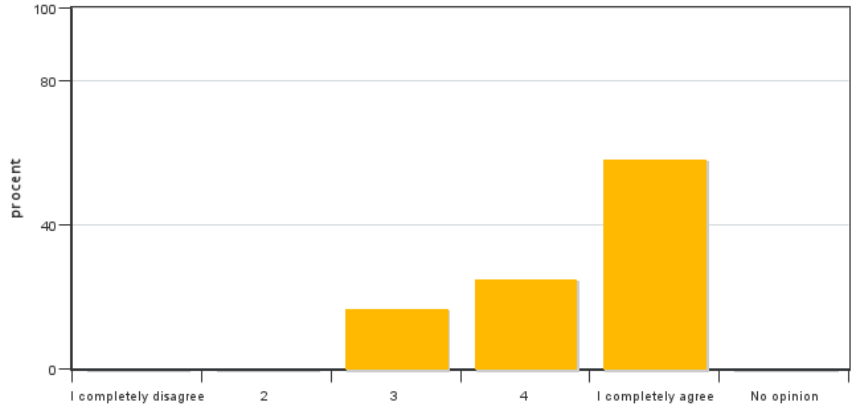


Number of answers: 12
Average: 4,8
Median: 5

I completely disagree: 0
2: 0
3: 0
4: 2
I completely agree: 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).

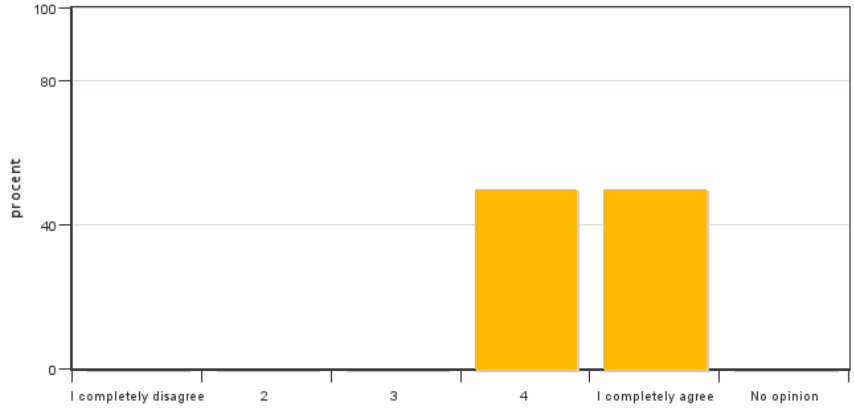


Number of answers: 12
Average: 4,4
Median: 5

I completely disagree: 0
2: 0
3: 2
4: 3
I completely agree: 7

No opinion: 0

11. The course covered international perspectives.

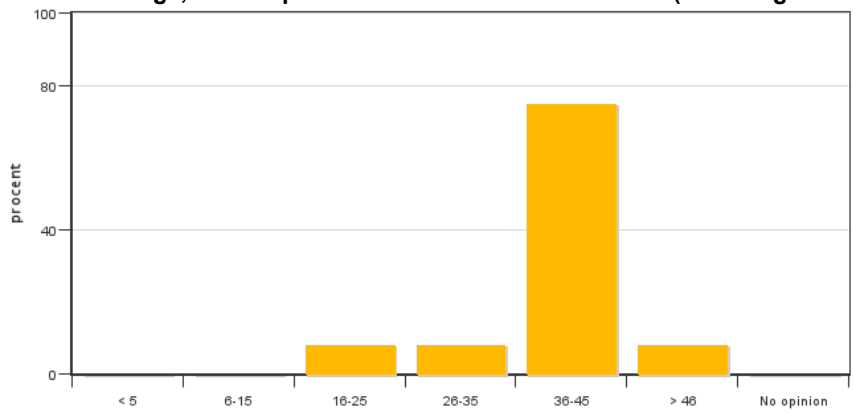


Number of answers: 12
Average: 4,5
Median: 4

I completely disagree: 0
2: 0
3: 0
4: 6
I completely agree: 6

No opinion: 0

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

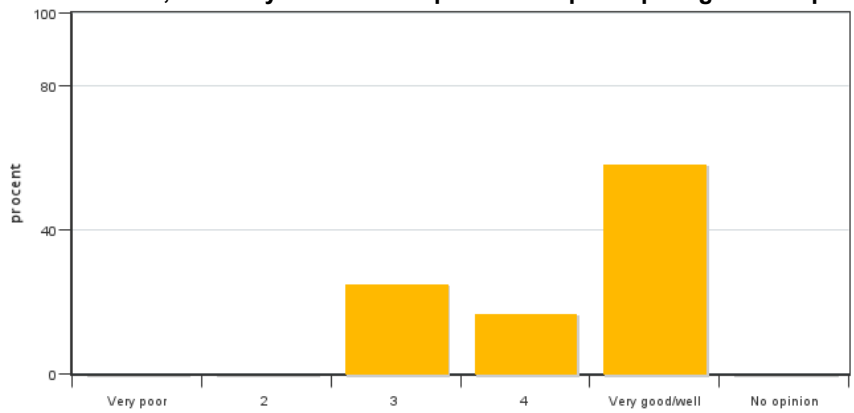


Number of answers: 12
Average: 38,0
Median: 36-45

< 5: 0
6-15: 0
16-25: 1
26-35: 1
36-45: 9
> 46: 1

No opinion: 0

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



Number of answers: 12
Average: 4,3
Median: 5

Very poor : 0
2: 0
3: 3
4: 2
Very good/well: 7

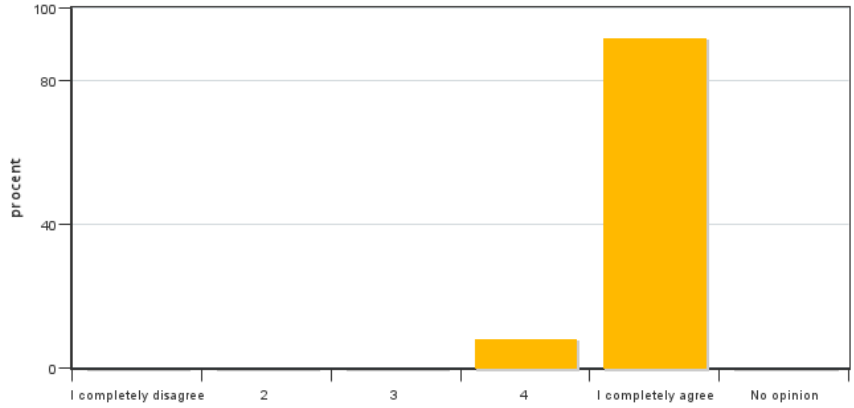
No opinion: 0

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

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

Additional own questions

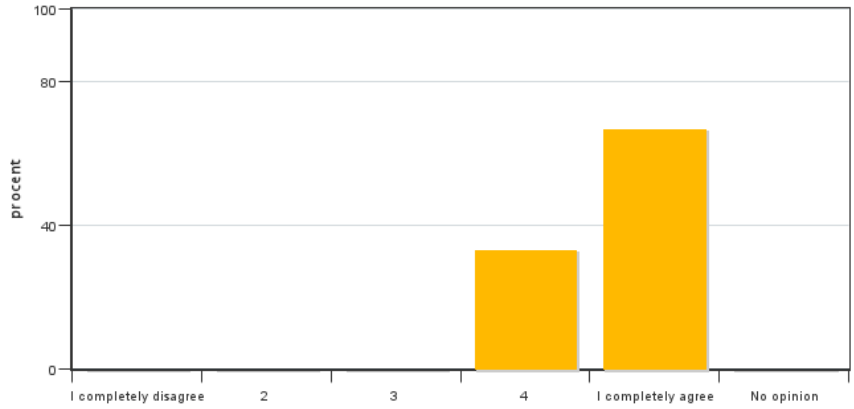
14. I think the course literature has been relevant and interesting



Number of answers: 12

I completely disagree: 0
2: 0
3: 0
4: 1
I completely agree: 11
No opinion: 0

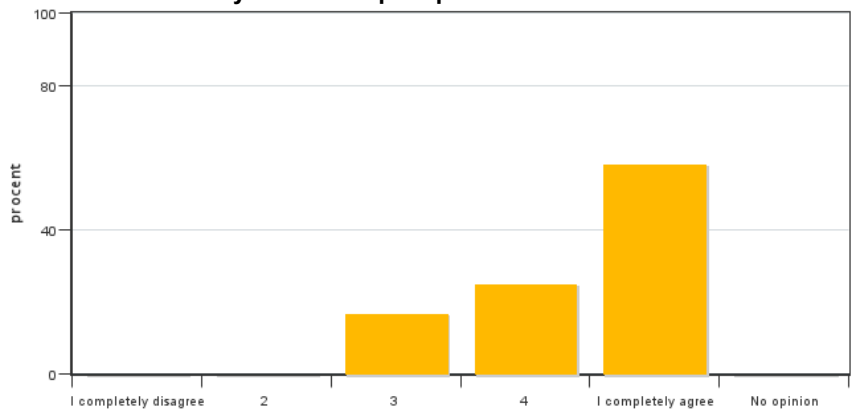
15. I think the literature seminars have worked well



Number of answers: 12

I completely disagree: 0
2: 0
3: 0
4: 4
I completely agree: 8
No opinion: 0

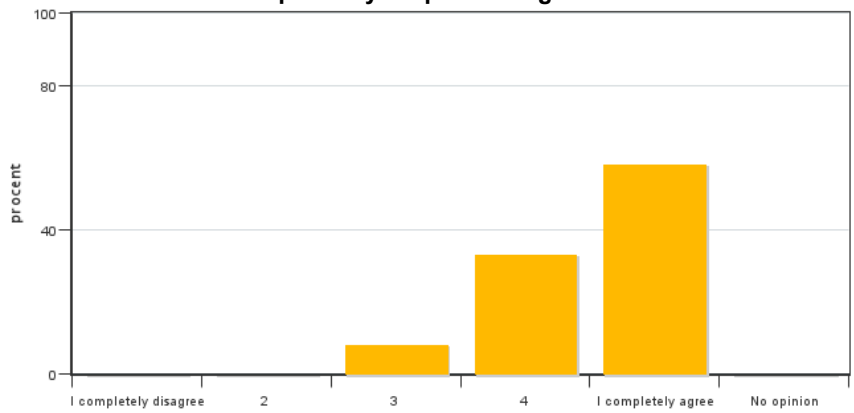
16. Exercise 1 'Analyse and compare plans' was relevant and useful for the course



Number of answers: 12

I completely disagree: 0
2: 0
3: 2
4: 3
I completely agree: 7
No opinion: 0

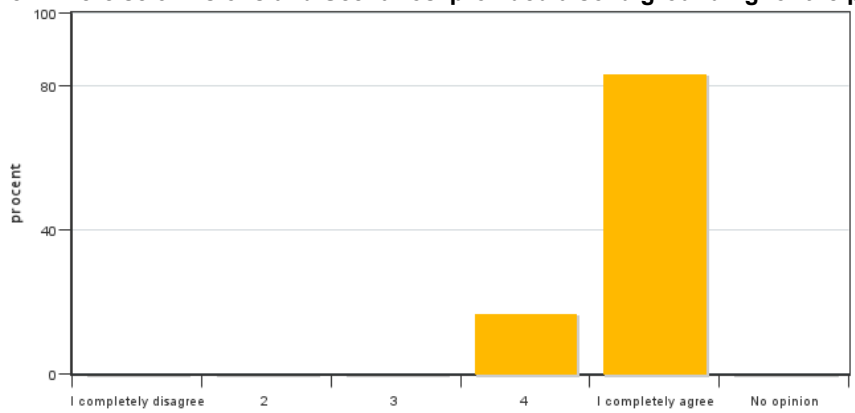
17. Exercise 2 'Landscape Analysis' provide a good basis for understanding the landscape of Tierp



Number of answers: 12

I completely disagree: 0
2: 0
3: 1
4: 4
I completely agree: 7
No opinion: 0

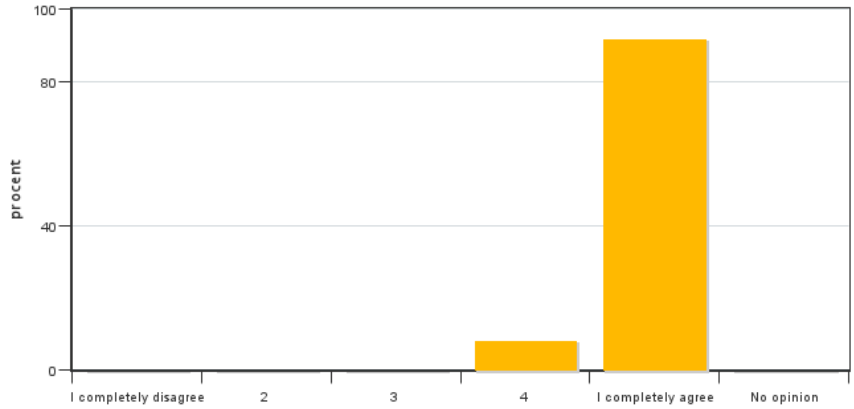
18. Exercise 3 'Visions and Scenarios' provided a solid grounding for the project work



Number of answers: 12

I completely disagree: 0
2: 0
3: 0
4: 2
I completely agree: 10
No opinion: 0

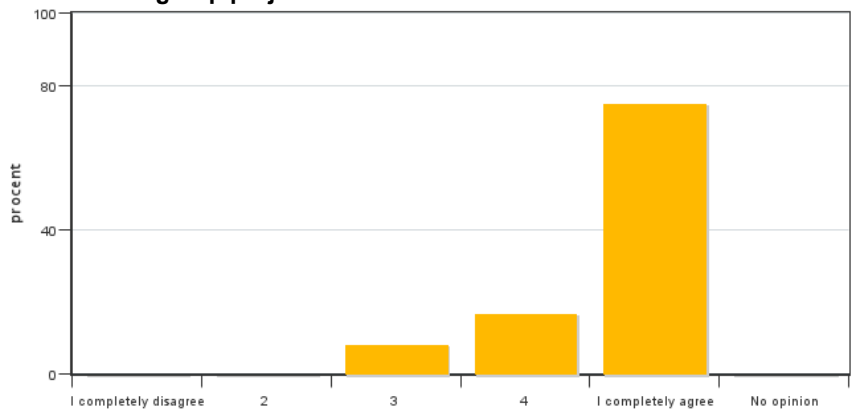
19. Exercise 4 'Stakeholders and participation' was useful and relevant for the project work.



Number of answers: 12

I completely disagree: 0
2: 0
3: 0
4: 1
I completely agree: 11
No opinion: 0

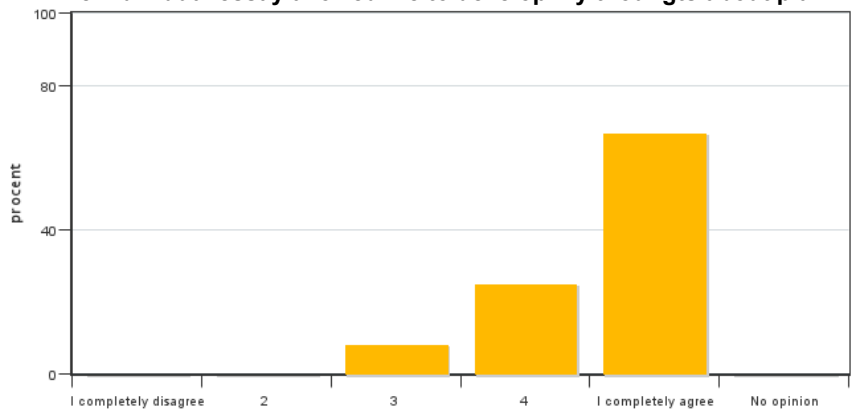
20. The final group project worked well



Number of answers: 12

I completely disagree: 0
2: 0
3: 1
4: 2
I completely agree: 9
No opinion: 0

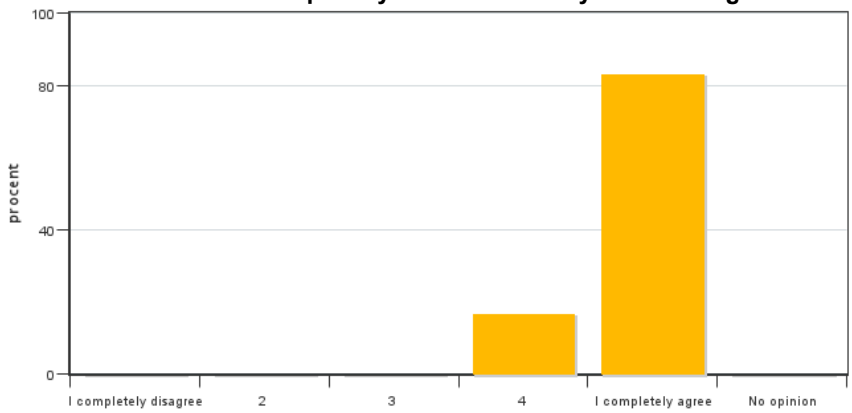
21. The individual essay allowed me to develop my thouhgts about planning



Number of answers: 12

I completely disagree: 0
2: 0
3: 1
4: 3
I completely agree: 8
No opinion: 0

22. The course has developed my critical and analytical thinking



Number of answers: 12

I completely disagree: 0
2: 0
3: 0
4: 2
I completely agree: 10

No opinion: 0

23. Please state one aspect of the course that you were very happy with.

23. Please give us one suggestion of what could be improved with the course.

Course leaders comments

Once again this course has been a joy to teach and we are really happy to see some of the unbelievable comments from the students. The students engaged and invested in the course from the start creating a great atmosphere that helped develop healthy and stimulating discussions. We are truly thankful to all our students who made the course so enjoyable to teach… and for providing great evaluation.

There were several positive aspects that have been lifted by the students, which we can build on for future years, and obviously a number of negative issues which we will have to address if we find ourselves in a similar situation again.

The critical nature of the course and engagement with ethical issues, was on the whole greatly appreciated, this is an aspect of the course we will continue to nurture as it forms a central basis for the course. We are also extremely pleased that the students enjoyed the open and inclusive environment developed in the course, this is central to our ethos in the course, but obviously it also reliant on the students engaging with each other and the teaching team. We will continue to foster this freedom in future years, allowing students freedom to define their own agenda and choose topics to research.

Gender/equality and international perspective scored high in the evaluation, but there is the opportunity to bring in more diversity to the course through the literature as well as in the focus and contents of lectures and workshops. Numerous students lifted the sparsity of female authors in the literature. We, as teachers, have continued to questioning our own preconceptions and biases through the course, yet this can still be improved upon. While the course deals almost exclusively with Northern European notions of planning, we have attempted to create space for students to share experience and draw from their own international context. We can engage with this more in future years.

As is evident from the feedback the online format made it easier to join workshops and lecturers, yet it was also seen as hampering discussions for some. A balance is needed for online and campus teaching, something we will have to address once we return to a more stable situation; a covid norm. The changes in the schedule, brought about with the switch from on-line to campus/online was lifted as an issue; firstly the rooms used for some of the workshops/lectures were unsuitable, and secondly the schedule was not always updated.

As in previous years we have not yet quite got the right balance between different exercises, literature seminars and final project work, this is an ongoing adjustment which reflects alterations to the course content, the teaching team and the background of the students.

Again we would like to thank the students for making this such an enjoyable teaching experience

Internal comments

Student representatives comments

The course was interesting where students had a large amount of freedom in the diverse assignments throughout the course. The course gave an international perspective by using diverse comprehensive plans from different countries as well.

At the beginning of the course, we started with digital meetings which the majority were used to. The digital tools that the course used were helpful and well organised during the digital lectures and seminars. However, the on-site meetings on campus were welcomed after the first part of the course. This made it easier to be engaged in the discussions and easier to follow and understand the lectures. The only negative aspect was that the lecture halls that were provided were not optimal. This was, however, quickly changed due to students pointing out this problem.

The assignments were interesting and well organised and the groups changed after every assignment. This made the groups more inclusive which gave new interesting discussions during all group work. Students could also choose their topic and group members for the final assignment.

With students' diverse backgrounds the groups were mixed with different skills that provided new learning between the teammates within the group. However, the weaker points in a smaller number of groups were the language barrier which made it difficult to communicate which made it more demanding for some groups.

The literature was relevant to the course which many will use throughout their education. The teacher also recommended other literature that could be interesting to the individual essay. The student felt positive about the inclusion of female authors in the compulsory literature but could increase with even more.

The majority of students enjoyed the course, above all the teachers teaching methods of choosing freely and commitment throughout the whole course. As a student, you could discuss the landscape and its ethical problems with other students, teachers and guest lecturers. Students and teachers could easily communicate and after the last discussion, the teacher will address the mentioned issues with the next year's course.