



## Landscape planning in theory and practice LK0345, 10117.2122

15 Hp

Pace of study = 100%

Education cycle = Advanced

Course leader = Mattias Qviström

### Evaluation report

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**Evaluation period: 2021-10-25 - 2021-11-15**

Answers 8

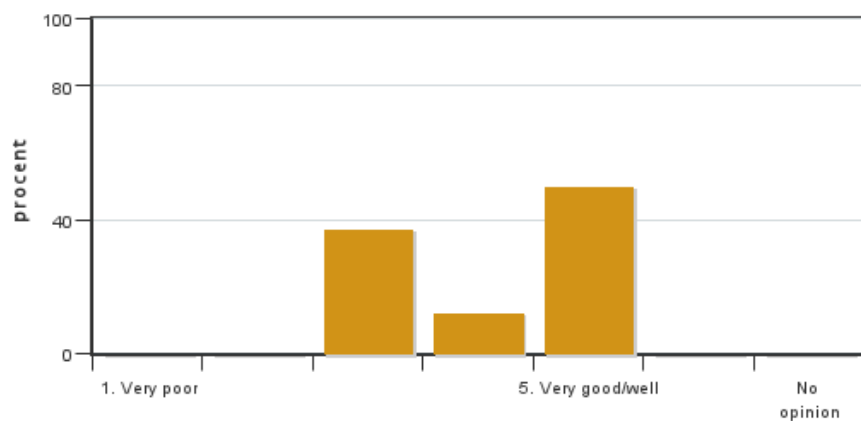
Number of students 16

Answer frequency 50 %

### Mandatory standard questions

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

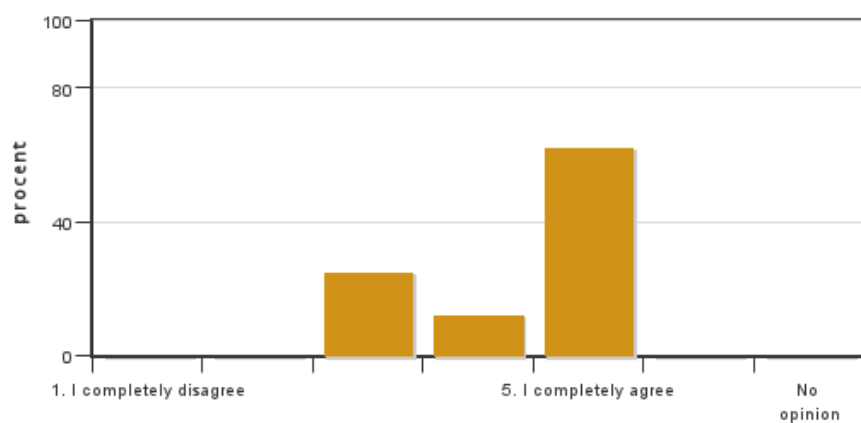


Answers: 8  
Medel: 4,1  
Median: 4

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

No opinion: 0

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

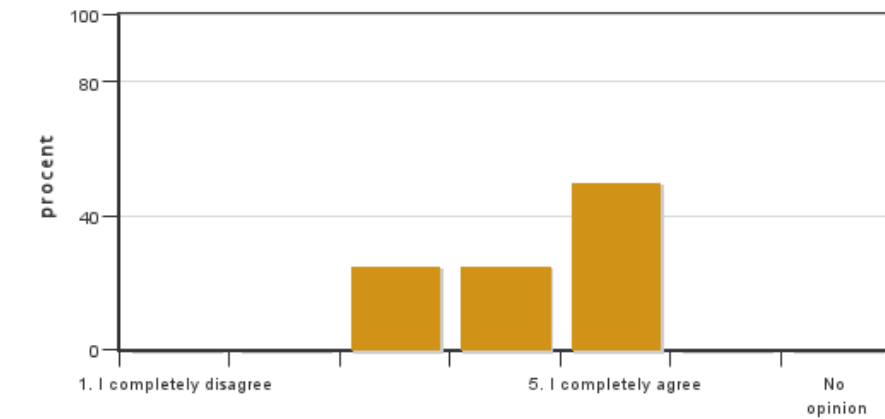


Answers: 8  
Medel: 4,4  
Median: 5

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

No opinion: 0

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

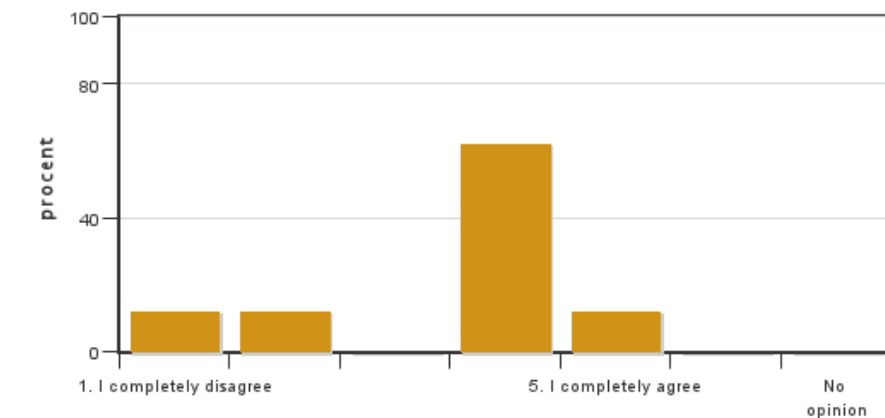


Answers: 8  
Medel: 4,3  
Median: 4

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

No opinion: 0

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

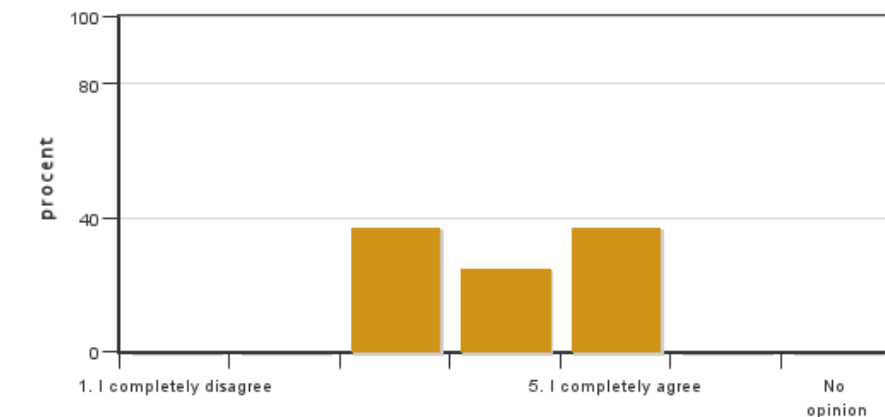


Answers: 8  
Medel: 3,5  
Median: 4

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

No opinion: 0

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



Answers: 8  
Medel: 4,0  
Median: 4

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

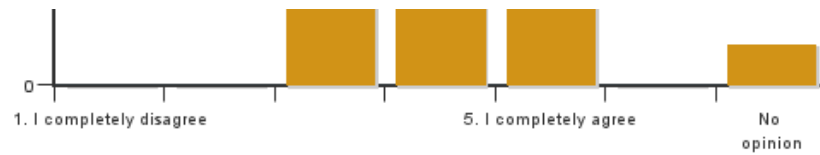
No opinion: 0

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



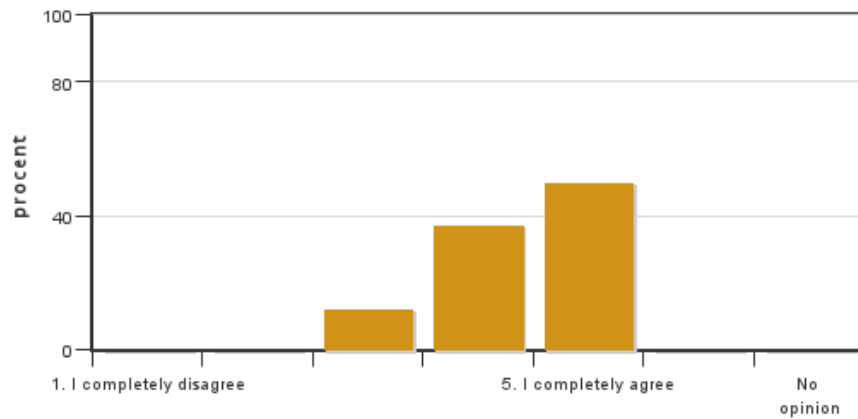
Answers: 8  
Medel: 4,1  
Median: 4

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



No opinion: 1

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



Answers: 8

Medel: 4,4

Median: 4

1: 0

2: 0

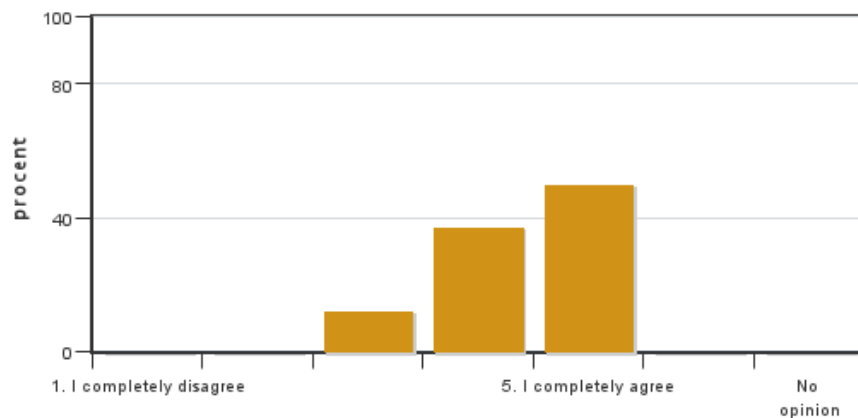
3: 1

4: 3

5: 4

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: 4,4

Median: 4

1: 0

2: 0

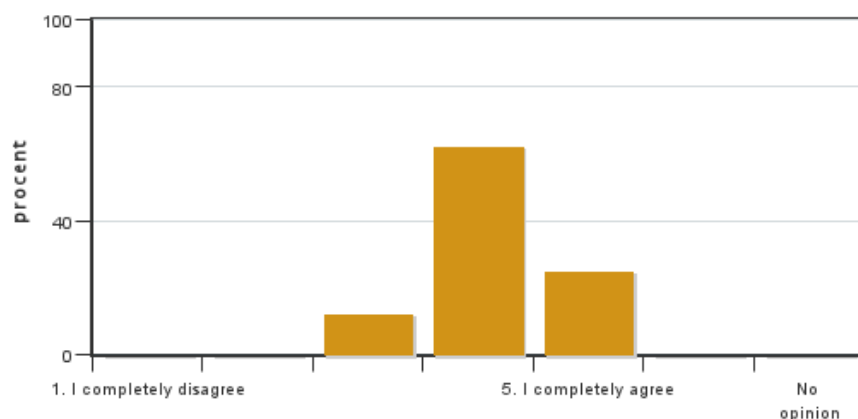
3: 1

4: 3

5: 4

No opinion: 0

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



Answers: 8

Medel: 4,1

Median: 4

1: 0

2: 0

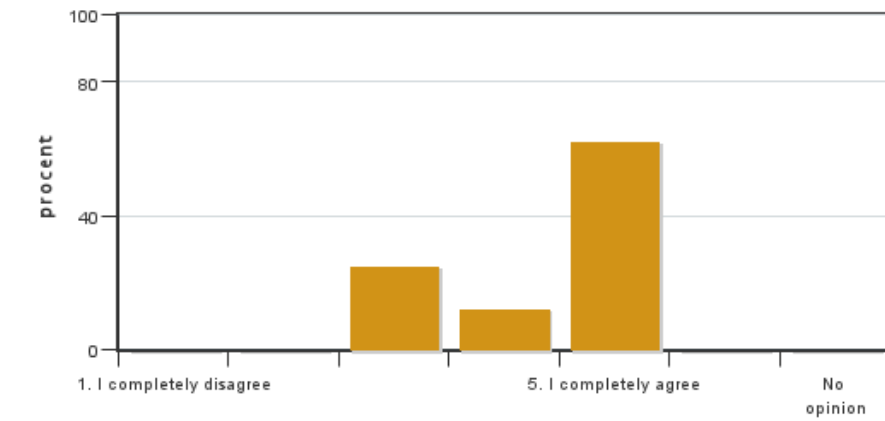
3: 1

4: 5

5: 2

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).**

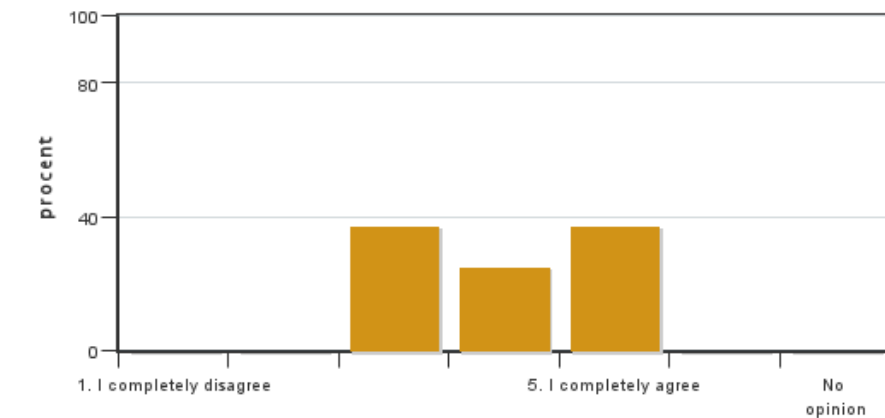


Answers: 8  
Medel: 4,4  
Median: 5

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

No opinion: 0

**11. The course covered international perspectives.**

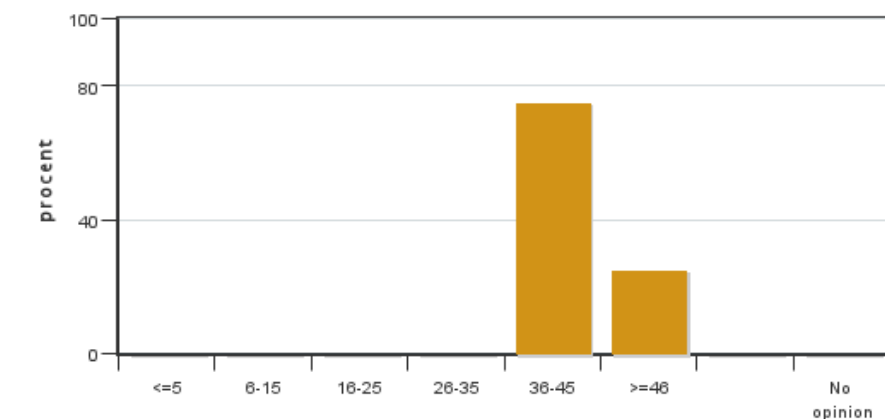


Answers: 8  
Medel: 4,0  
Median: 4

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

No opinion: 0

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

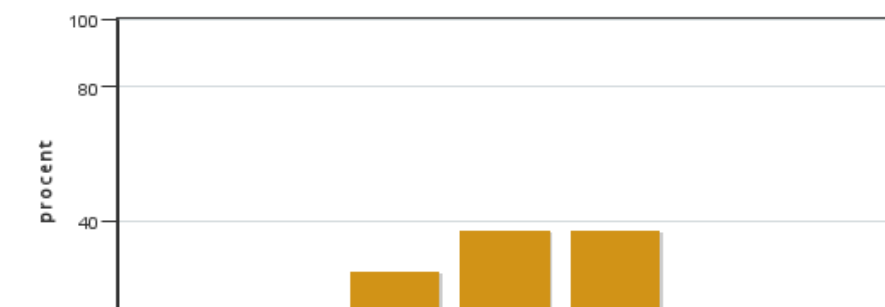


Answers: 8  
Medel: 41,5  
Median: 36-45

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

No opinion: 0

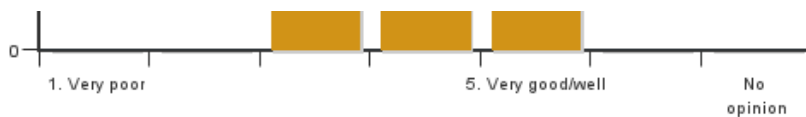
**13. If relevant, what is your overall experience of participating in all or part of your course online?**



Answers: 8  
Medel: 4,1  
Median: 4

1: 0  
2: 0  
3: 2  
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

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The comments were generally more positive in the oral evaluation (with 9 studentes participating) than in the written one. Still, the general feedback is that the content and structure of the course is very good, and the same goes for the lectures and guidance even though there are fewer comments on this.

The information has been insufficient, and a Canvas page is required. This is partly due to the number of students: last year it worked much better with only e-mail, due to a smaller student group. We need to plan for more students next year, have a canvas page, and a teaching assistant that takes care of this.

One content related comment concerned too many papers with a Western focus. We have worked on this, and we will try to improve this further. Having said that, I think we are more concerned about this than most (if not all) other courses: it might be precisely because of the content of the literature and the discussions at the seminars that the awareness of a dominant Western perspective comes to the fore!

The combination of Zoom and physical meetings were generally positively received. We will increase physical meetings next year, but guidance and a few other activities could probably be held via Zoom.

One student questioned the final seminar. I agree, the format is not ideal. With more students we will need a new format anyway, perhaps by dividing the students in smaller groups and have a more active discussion.

The main negative feedback has to do with the ambitious schedule and number of texts. Several students feel stressed and struggled to find the time to read all texts. Still, the average time spent is 41,5 hours on a full time course. The students deserve a course which demands 40 hours per week, no more and no less, so one of the problems is probably the low expectation of our courses, which is worrying. Even so, a few revisions will be made, based on input from the students during the oral evaluation: there shouldn't be more than three texts for each seminar (one seminar had four), and some less important texts (which are brought in more as illustrations than to deepen theory) does not need to be commented upon in the student's summaries. With these revisions we should hopefully end up with students spending 40 hours on the course per week.

## Student representatives comments

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**Overall:**

**The course was extremely informative, clearly structured, with a comprehensive course guide, including interesting themes with a touch of variety both in themes and the way it was held (hybrid both via zoom and in-person). The readings were rich and the essay was a great way to digest and create a focus around students' subject of choice. The general impression of the course has been one of the most positive among all LASU courses.**

**Structure**

**The overall course structure was well done, with a division into two main parts, each with a clear goal and defined end result. There was rarely any confusion on what our next step is going to be. However, this was not the case with the supervisions, where the satisfaction of the structure varied based on the supervisor.**

**Information distribution was one of the strongest weaknesses of the course according to the public opinion. While the Email-only setting was supposed to reduce the hassle of too much information, close to the end of the course was a cause of disturbance and stress. A simple canvas page for general information and**

submissions would have worked much better. Also, the fact that we did not have a hold of the first zoom link until minutes before the first session was a cause of stress among students.

#### **Lectures / Seminars**

The quality of lectures was generally above the average but varied depending on the lecturer (an honourable mention goes to Vera's lecture and seminar, students had a strong positive reaction to her information, control and general attitude)

Seminars were mostly very dynamic and rich in pedagogical values.

#### **Litterature (quality, quantity)**

The literature was sophisticated, introducing us to new perspectives and discussions regarding recent and relatable topics. Themes were carefully picked and were in cohesion with each other. Each seminar came with a range of difficulties in readings which were both good and bad.

General opinion on the quality of the information given was very positive however it turns mostly negative when it comes to the time assigned to each reading seminar (which has been communicated verbally prior to this with the professors), the excessive workload for the first half of the course interrupted students life-routines. The issue has been addressed strongly in the student course evaluations (mentioning stress, anxiety and even panic attacks).

Another downside regarding the literature was the lack of diversity in views and the strongly dominant western theme, which was both questionable while reading and later on while writing the essays for non-western students.

#### **Covid**

The hybrid (online/in-person) had a general positive feedback from students, adding some real-life human contact to our all-online education. It added to the effect of seminars and was a brilliant idea.