



Planning Project - Driving Forces and Contemporary Tendencies LK0370, 10266.2122

15 Hp

Pace of study = 100%

Education cycle = Advanced

Course leader = Caroline Dahl

Evaluation report

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

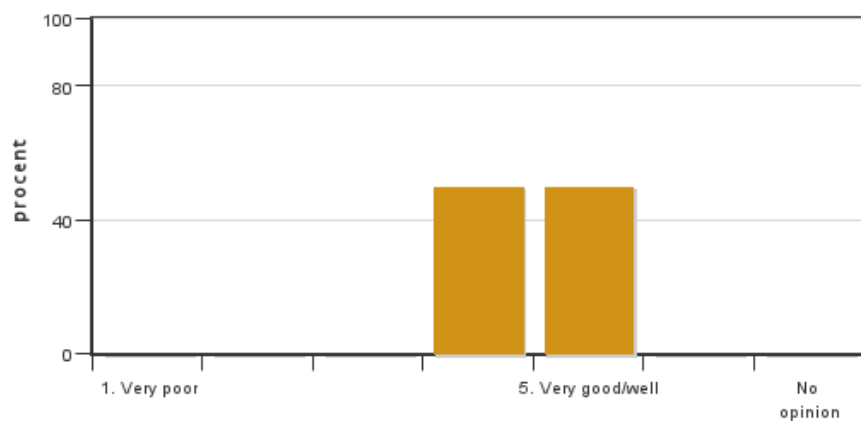
Answers 16

Number of students 18

Answer frequency 88 %

Mandatory standard questions

1. My overall impression of the course is:



Answers: 16

Medel: 4,5

Median: 4

1: 0

2: 0

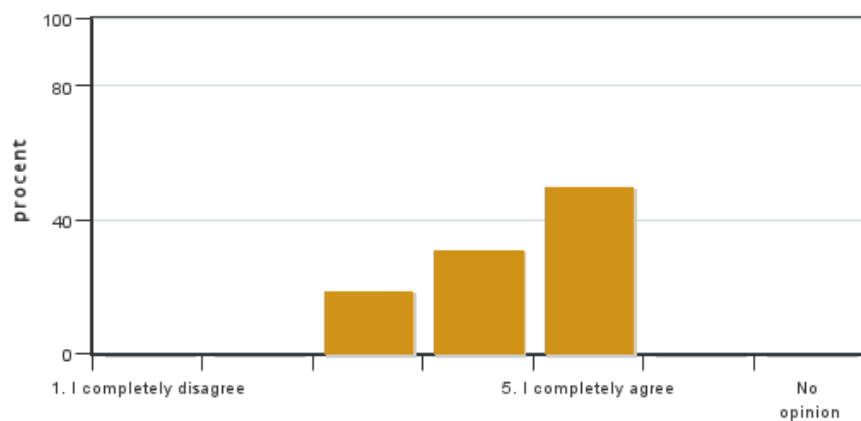
3: 0

4: 8

5: 8

No opinion: 0

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



Answers: 16

Medel: 4,3

Median: 4

1: 0

2: 0

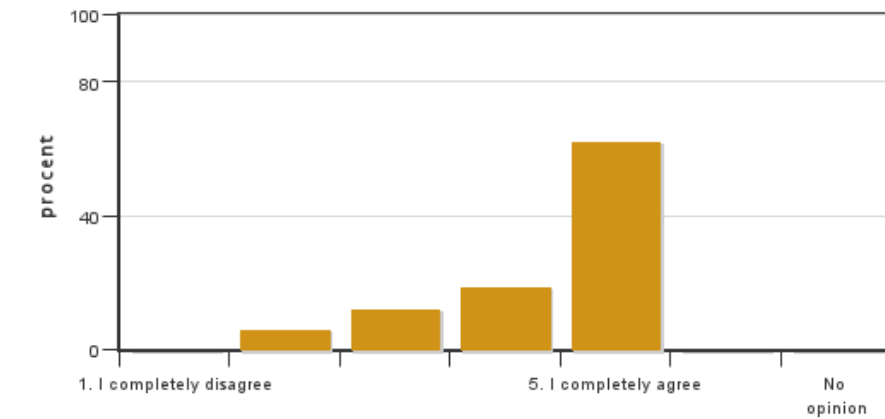
3: 3

4: 5

5: 8

No opinion: 0

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



Answers: 16

Medel: 4,4

Median: 5

1: 0

2: 1

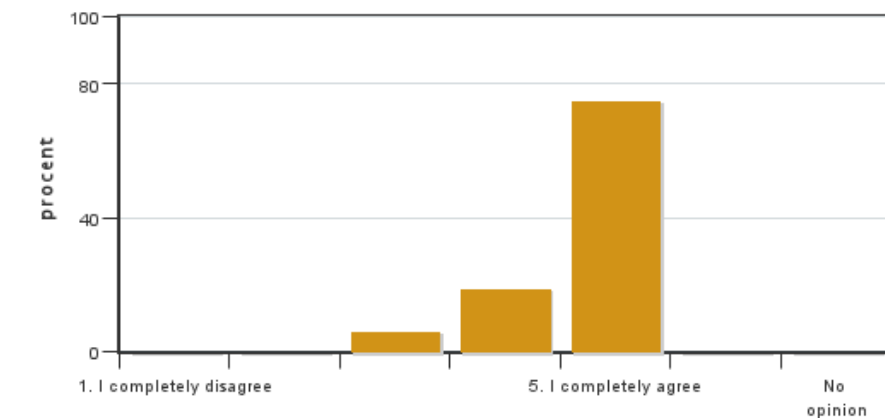
3: 2

4: 3

5: 10

No opinion: 0

4. The information about the course was easily accessible.



Answers: 16

Medel: 4,7

Median: 5

1: 0

2: 0

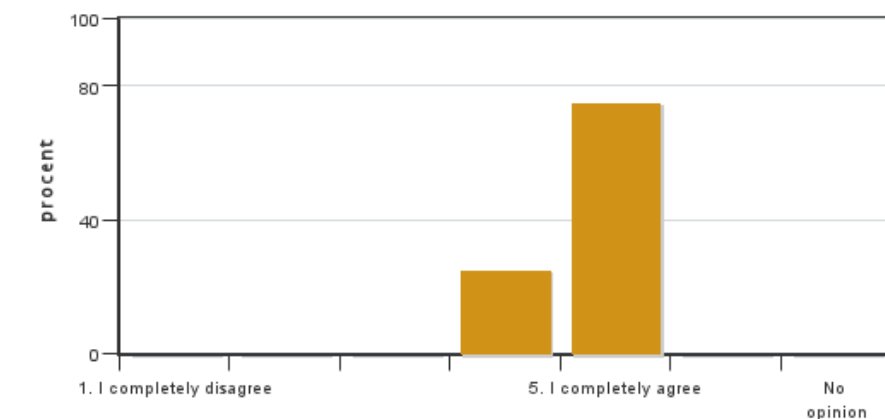
3: 1

4: 3

5: 12

No opinion: 0

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



Answers: 16

Medel: 4,8

Median: 5

1: 0

2: 0

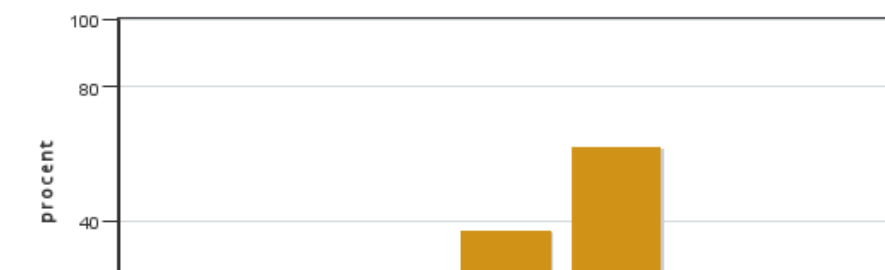
3: 0

4: 4

5: 12

No opinion: 0

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



Answers: 16

Medel: 4,6

Median: 5

1: 0

2: 0

3: 0

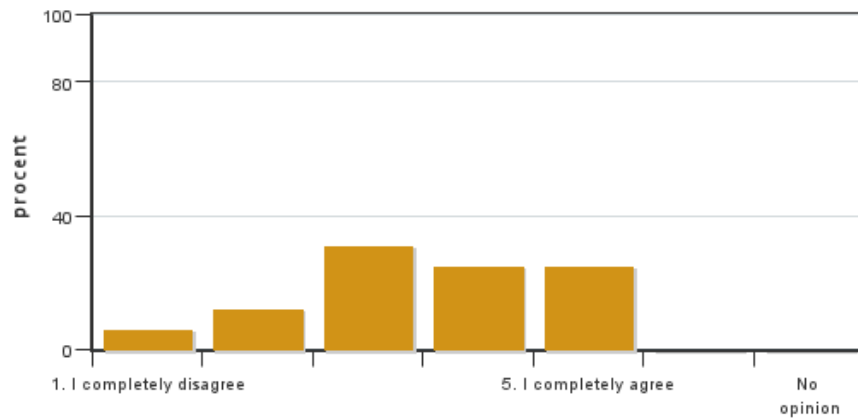
4: 6

5: 10



No opinion: 0

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



Answers: 16

Medel: 3,5

Median: 3

1: 1

2: 2

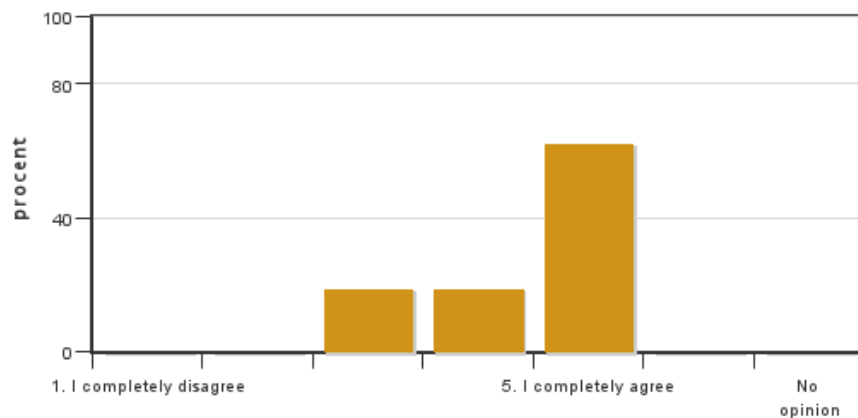
3: 5

4: 4

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: 16

Medel: 4,4

Median: 5

1: 0

2: 0

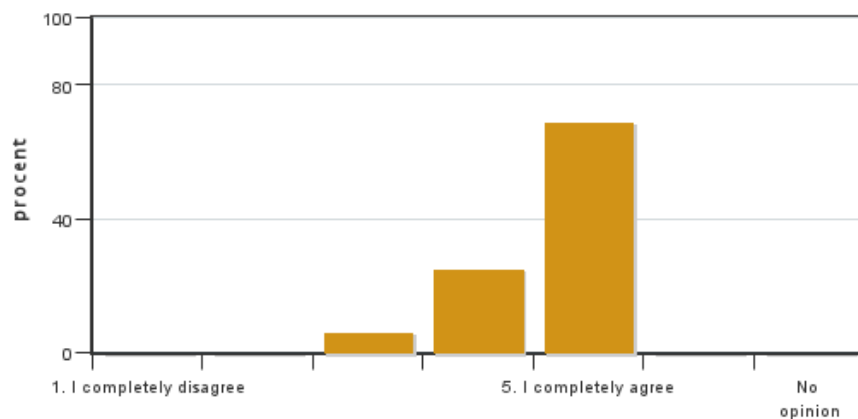
3: 3

4: 3

5: 10

No opinion: 0

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



Answers: 16

Medel: 4,6

Median: 5

1: 0

2: 0

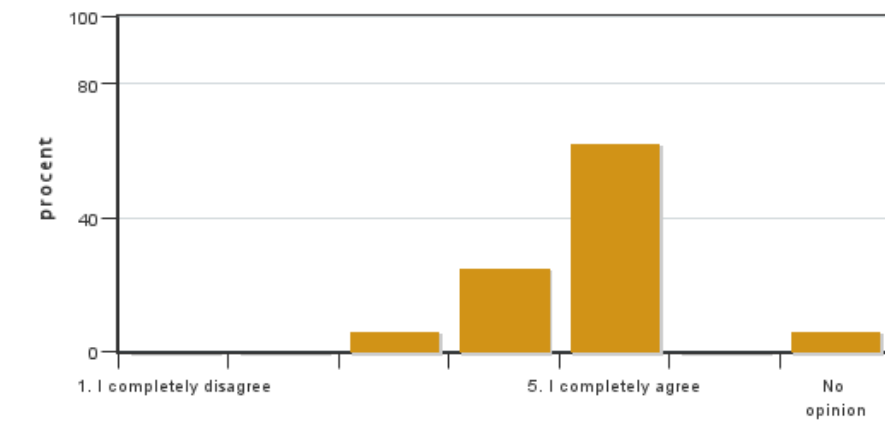
3: 1

4: 4

5: 11

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).

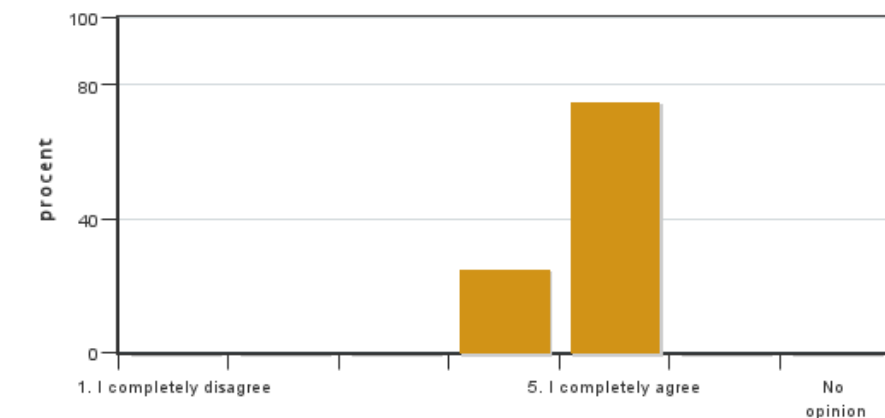


Answers: 16
Medel: 4,6
Median: 5

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

No opinion: 1

11. The course covered international perspectives.

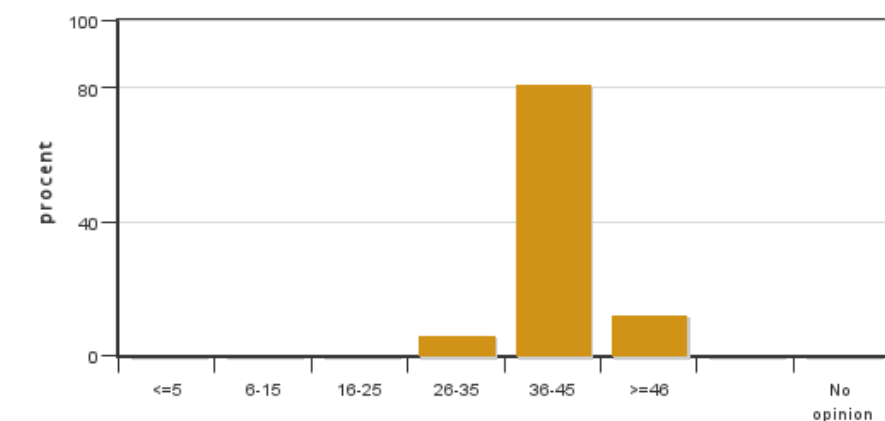


Answers: 16
Medel: 4,8
Median: 5

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

No opinion: 0

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

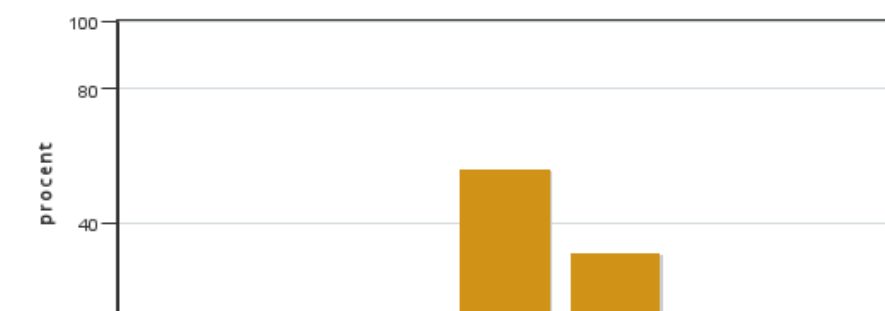


Answers: 16
Medel: 40,1
Median: 36-45

≤5: 0
6-15: 0
16-25: 0
26-35: 1
36-45: 13
≥46: 2

No opinion: 0

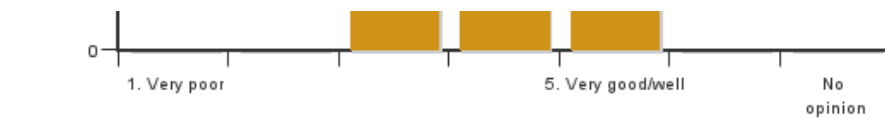
13. If relevant, what is your overall experience of participating in all or part of your course online?



Answers: 16
Medel: 4,2
Median: 4

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

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

The course team is very happy with the comments and grading that the students have made, and they correspond very well with our impressions of the course. Due to the ongoing pandemic some learning activities were kept at a distance, but some could also be executed IRL. Digital teaching has of course been continuously challenging for both students and teachers alike, but we are all very grateful to be back at campus, at least for some learning activities. Some comments, though, actually state that lectures online works quite well, and is appreciated because it also allows for increased international participation, with the students much appreciated. We share the students' experience with Loftet as a problematic studio space, but we also understand that it was necessary for the education administration to take measures due to the pandemic. We are looking forward being back in our proper studio space next fall.

From the course leaders' team, we would like to confirm that we also have found the overall structure of the course to work quite well, as well as communication / information protocols during the course. Some comments concern the experience that the end of each week is a bit "heavy" and a rescheduling of the literature seminars from Friday to Monday is proposed. We will discuss this in the teachers' team. A few comments points towards a gap between one of the course objectives and the content. We agree and this has been addressed in an update course syllabus that we will work from next year. Suggestions to remind mid-term about the course objectives will also be included.

Most comments in terms of what has been vague and unclear deals with the main assignment and the wish to have it more clearly defined at the start of the course or during the course. This is fully understandable. However, the course also aims at (as all creative work should do) training the students to navigate uncertainties and to build confidence in task and self through iteratively testing, discussing and evaluation one's own work and process in the student group and the full class. But we read your comments and will continue to improve the facilitation through tutoring and learning activities that support such explorative processes.

We are happy to learn that the relevance of the course is considered by the students to be high and also working with "real" situations. The assignment and the involved practitioners seem to have contributed to this. We also appreciate to learn that the students see a connection to the sustainability goals. The additional comments point towards the relevance of a broader understanding of what planning can become (beyond legal or conventional protocols), how design and planning can be integrated as well as the contribution of a landscape perspective or a landscape architect. The students express an appreciation of being part of an emerging discourse. Some additional comments stress individual "discoveries" about landscape architecture and time or the temporal, how to interact with different stakeholder perspectives, and how transformation can be conducted inspired by examples from other European cities etc. This is very important for us, and we are happy to see those comments. We will take with us the appreciation of the international perspectives and guest lectures, the importance of an allowing atmosphere, and how to in general structure feed-back sessions.

Time is often an issue and there is often a wish for more time. Thus, it is good to see that the average time spend on the course is quite ok. We also recognize that there were many presentations during the last week and we will consider making less next year. The course is on master's level and quite demanding in terms of time spent and being present in various learning activities. In sum the teachers' team and the practitioners we have collaborated with have found this year's course to be very productive and the outcome to be of high quality. We are impressed by the students' commitment and contributions as well as their ability to navigate various learning activities and to bring it into a coherent result.

Student representatives comments

Comments Student Representative Planning Project DFCT 2021 (LK0382)

The students' overall impression of the course is very good. Most students also thought the course content had clear links to the learning objectives, although someone pointed out that it would be nice to have a reminder of the learning objectives in the middle of the course. The majority of the students also thought their prior knowledge was enough to benefit from the course, but here there were a couple of replies on 2-3 on a scale of 1-5. Someone commented that

it would have been helpful to know more of how to work in a group to make sure everyone is involved and won't be afraid to contribute or ask when one doesn't understand. Sketching, and visualizing things in Photoshop were also competences that some students thought they lacked.

Most participants thought the course information was easily accessible. Most students also agreed that the course components have supported their learning, and the social learning environment was thought to be inclusive. The physical learning environment wasn't that satisfactory though, according to the students. Loftet was thought to be cold, not well sound-proofed, dark, somewhat dirty, and without ergonomical equipment. Some thought it was nice to be in a studio, but suggested Hyllan might work better.

Most people thought the examinations provided opportunity to demonstrate what one had learnt, but someone suggested an additional individual assignment, perhaps not orally presented. Most students agree that the course has covered the sustainable development aspect, gender and equality aspect, and that it covered international perspectives. The international point of view was really appreciated! Someone thought it would have been nice to see some projects from outside the Western world also. Most participants worked for 36-45 hours/week, although two people worked over 46 hours on average. One student thought the first four weeks were extremely stressful.

Those who commented on question 13 really liked that so much of the course took place in real life, and that the balance between Zoom/school was good. The opportunity to have lecturers/tutors from different parts of the world was appreciated by many. Some appreciated that the lectures took place on Zoom. Some appreciated the flexibility of distance teaching. On the other hand, some thought it hard to get good discussions going on Zoom, and that the Internet connection was a problem. Some people thought tutorials should have been at Alnarp instead. A couple of people also found it hard to focus when on Zoom.

All who answered on question 14 thought the course topic was relevant and that it relates to real-world problems. Some feel that real-world planning processes need to be revised, and that it's important to work with the "meantime".

Course aspects that were appreciated:

- Planning with temporary interventions
- Bringing in different actors
- Combination of online + normal teaching
- International teachers/international atmosphere. Input from multiple people, professions, and universities
- The course leader
- Repeated presentations/wrap-ups and focus on narration
- Literature and literature seminars were well integrated to inspire our work
- Stakeholder activities
- The course content felt relevant
- Case seminars
- Lectures
- Site-visits
- A different way of thinking about knowledge and knowledge production
- Site specificity
- Lecture and workshop with Disorder
- The traveling transect method
- Weekly assignments
- Prototyping week

Course aspects people thought should be changed:

- The Loftet location
- More case studies
- Less final presentations. Less mandatory presentations
- The course felt overwhelmingly heavy the first weeks
- Should be a language proficiency test to enter the course, it was hard to work together when someone didn't have sufficient English skills
- Final project needs more support/guidance/structure and time. Maybe extra guidance earlier
- Literature seminars don't need a summary if everyone reads the text
- How the main task was introduced
- Tutorials on Zoom – should have been in studio
- Tutorials and wrap-ups were very close in schedule
- Updated group contract to maintain the group dynamic and conversation on how to work together as a group
- More workshops to get new reflections and material into our projects
- The group often perceived the aim differently – lots of time spent on discussing, not moving forward
- Maria Hellström Reimer's lecture was a bit hard to integrate in the course/our project
- The round table with the River Redux(?) team and Maria Goula's lecture
- Seminars and presentations on the same day was very stressful
- More involvement from the Buenos Aires students

Most of the students thought the main structure of the course was good. Someone thought the days assigned for working with final hand-ins/presentations could be increased. One person appreciated that it was announced early how the wrap-ups worked.

Appreciations/recommendations for change in...

1. Assignment:

- Good and reasonable
- Needs to be clearer and easier to understand
- Maybe some more individual assignments
- Could be nice with a stakeholder workshop/"roleplay"
- Very suited to the course context
- Easy to grasp

2. Site explorations

- Need more time after site explorations until wrap-ups
- Great but very intense
- Don't think two site-visits are needed
- Nice
- Too bad it was a long travel, would have liked more site-visits
- Liked the traveling transect method
- Liked Cecilia's workshop and presentation, nice to see land art
- Easy to understand the site's context during visits
- Would like to work site-specific closer to campus
- Excellent, but the first visit was maybe a bit long

3. Lit seminars

- No complaints
- Skip the presentation parts
- Really interesting literature
- Interesting, but some teachers took over at times
- Heavy reading in the beginning but it makes sense
- Would have liked more of a discussion with the fellow course members
- Everyone could maybe bring up something they found hard to understand to start discussion
- Learnt a lot, the literature was the spine of the course
- Would rather have the seminars as a start of the week, than on the same day as wrap-ups
- A bit stressful, but relevant and necessary content

4. Wrap-up sessions

- Good but the last one where we had tutorials the day before felt like a double presentation
- Is it necessary to have every week? Maybe a tutorial instead
- One person per group could be the first one to respond to critics
- Sometimes the crit time was a little hasty, but overall good
- Took some time for the group to get the material in a digital format
- Essential to share knowledge
- Maybe a bit too many
- Good but could maybe be a bit less formal

5. Lectures

- Good and inspiring
- Sometimes not perfect timing
- Great
- Good variety and interesting
- Find it easier to participate when the lecture is IRL
- Often very good, but some took place too late in the course
- Really informative, but breaks should be respected (45 min lecture, 15 min break)

6. Final crits

- Final presentations for three days were exhausting
- Nice structure and technical solution
- It was all over the place. Groups got wildly different feedback on similar things. Some comments were unfair or didn't make any sense
- Nice atmosphere even if the situation was stressful
- Good to get feedback and especially from the stakeholders
- Nice with a mix of critics – both old and new
- Would like one more week to work on final presentations
- Appreciated the teachers'/guests' engagement in our projects
- How we should present and for whom should be clearer
- Wish we would have gotten some inputs earlier, but that might not have been possible anyway

Kontakta support: support@slu.se - 018-67 6600