



Dynamic Vegetation Design LK0384, 40126.2122

15 Hp
Pace of study = 100%
Education cycle = Advanced

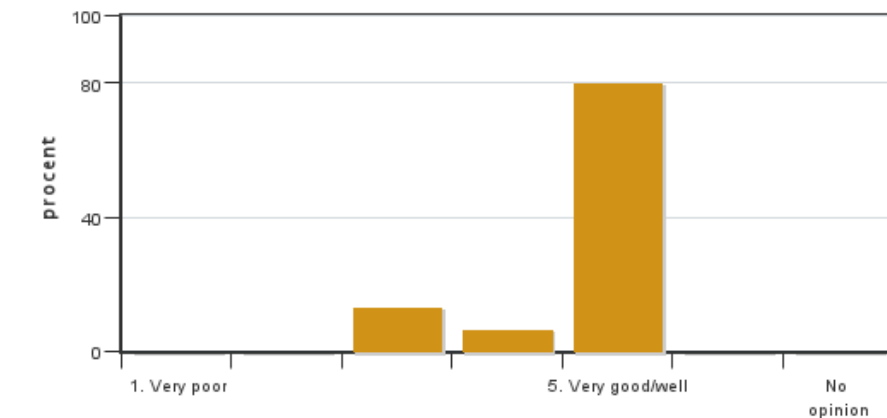
Evaluation report

Evaluation period: 2022-05-29 - 2022-06-14

Answers 15
Number of students 32
Answer frequency 46 %

Mandatory standard questions

1. My overall impression of the course is:

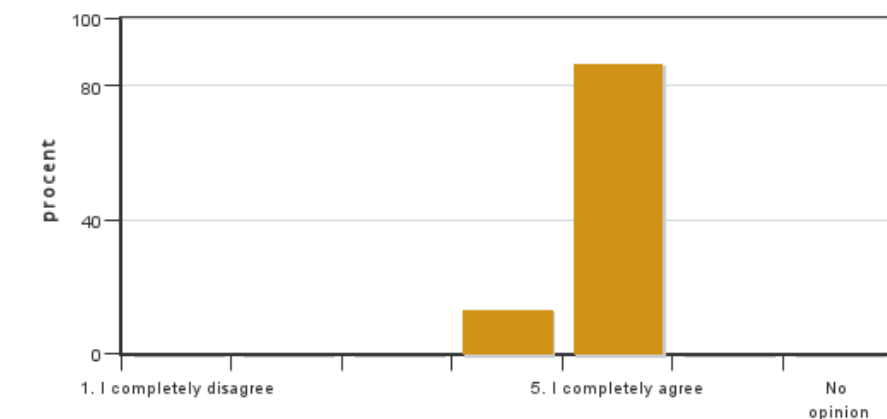


Answers: 15
Medel: 4,7
Median: 5

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

No opinion: 0

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

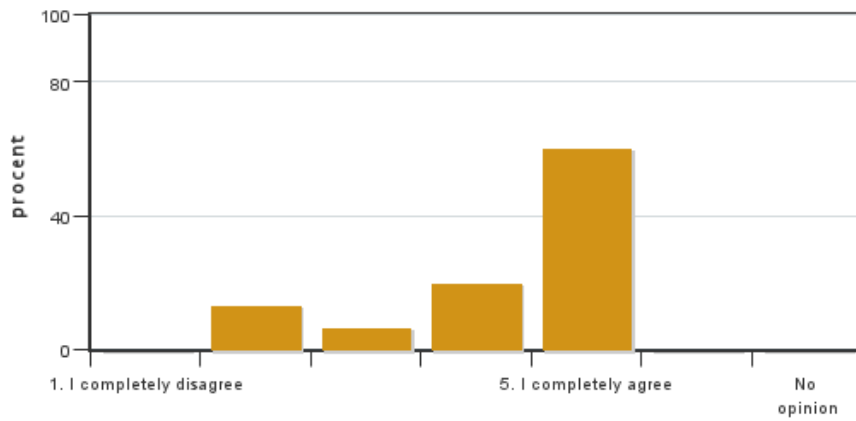


Answers: 15
Medel: 4,9
Median: 5

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

No opinion: 0

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

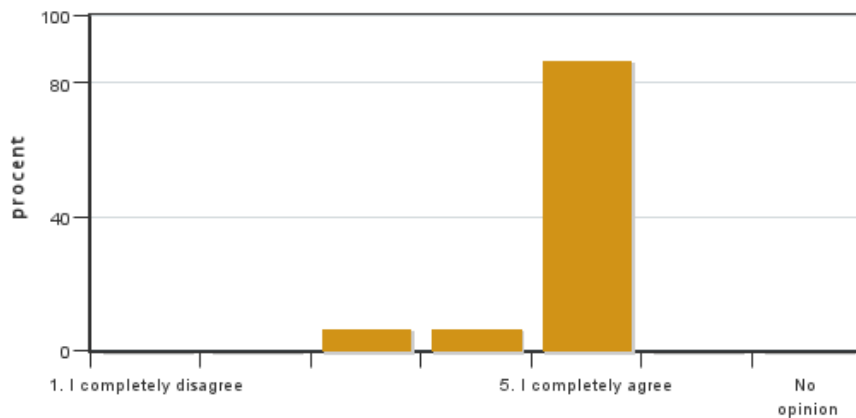


Answers: 15
 Medel: 4,3
 Median: 5

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

No opinion: 0

4. The information about the course was easily accessible.

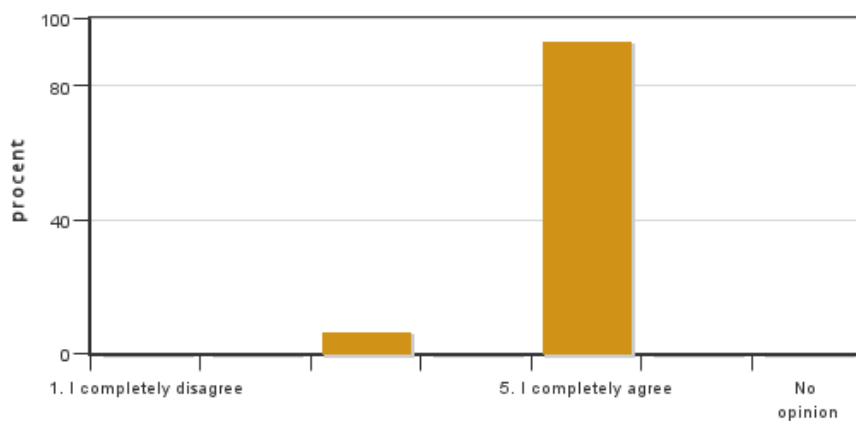


Answers: 15
 Medel: 4,8
 Median: 5

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

No opinion: 0

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

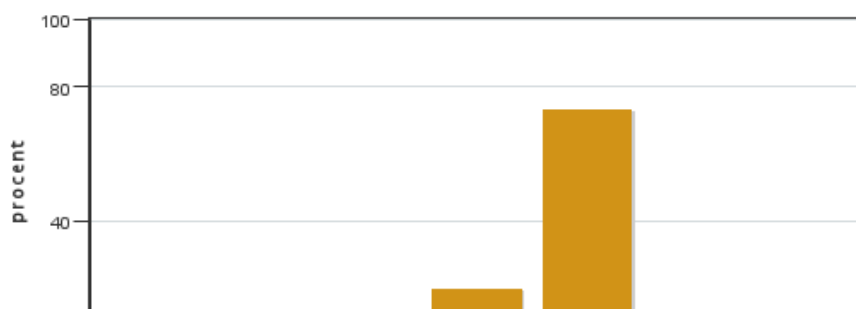


Answers: 15
 Medel: 4,9
 Median: 5

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

No opinion: 0

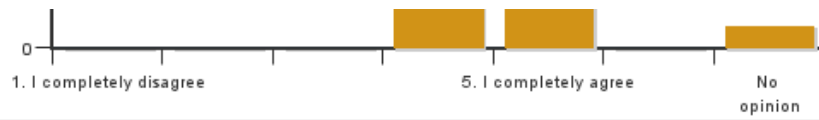
6. The social learning environment has been inclusive, respecting differences of opinion.



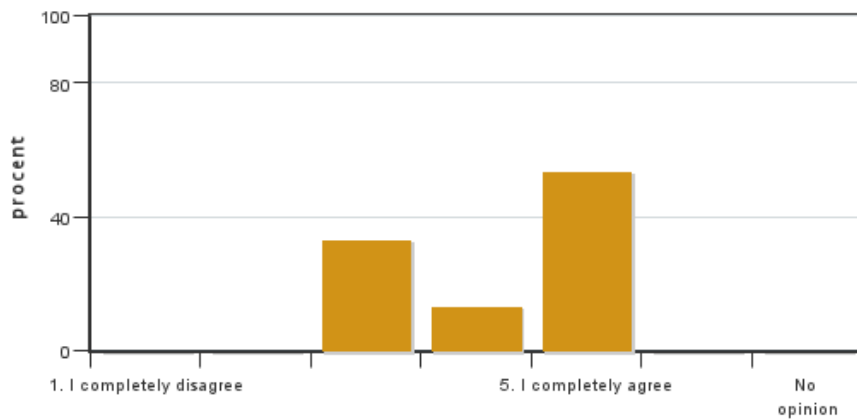
Answers: 15
 Medel: 4,8
 Median: 5

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

No opinion: 1



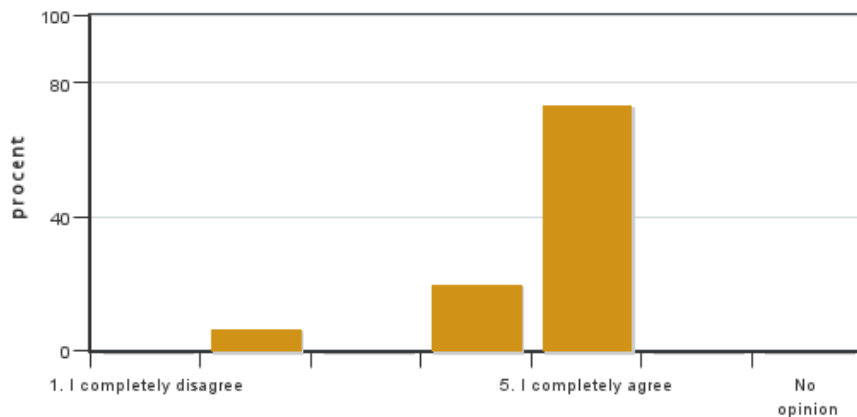
7. The physical learning environment (facilities, equipment etc.) has been satisfactory.



Answers: 15
 Medel: 4,2
 Median: 5

1: 0
 2: 0
 3: 5
 4: 2
 5: 8
 No opinion: 0

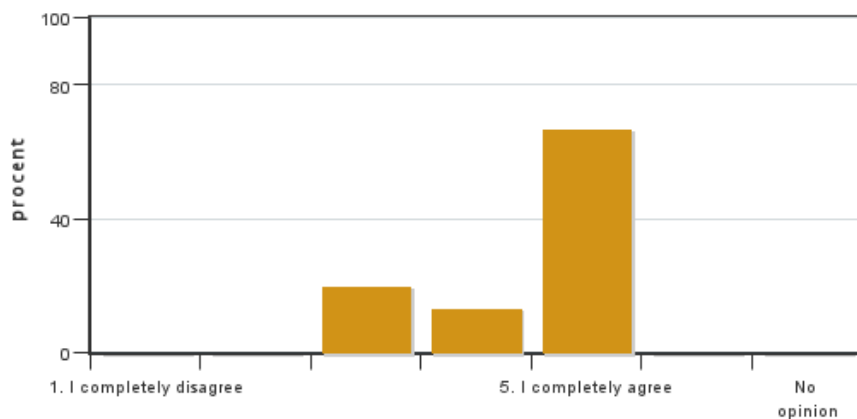
8. The examination(s) provided opportunity to demonstrate what I had learnt during the course (see the learning objectives).



Answers: 15
 Medel: 4,6
 Median: 5

1: 0
 2: 1
 3: 0
 4: 3
 5: 11
 No opinion: 0

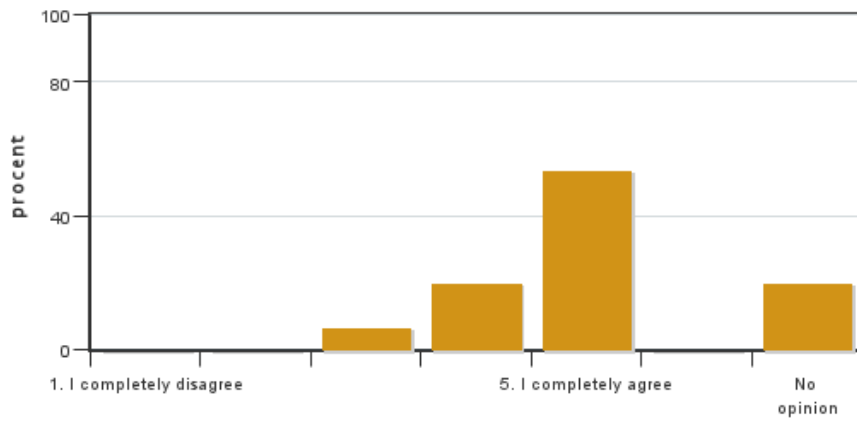
9. The course covered the sustainable development aspect (environmental, social and/or financial sustainability).



Answers: 15
 Medel: 4,5
 Median: 5

1: 0
 2: 0
 3: 3
 4: 2
 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).

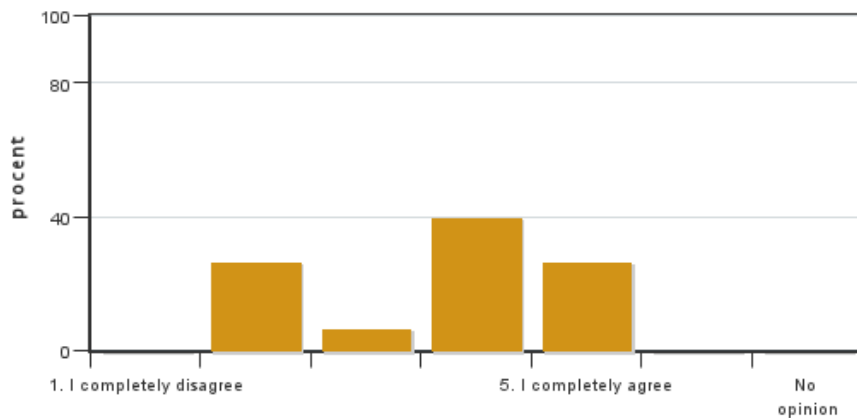


Answers: 15
 Medel: 4,6
 Median: 5

1: 0
 2: 0
 3: 1
 4: 3
 5: 8

No opinion: 3

11. The course covered international perspectives.

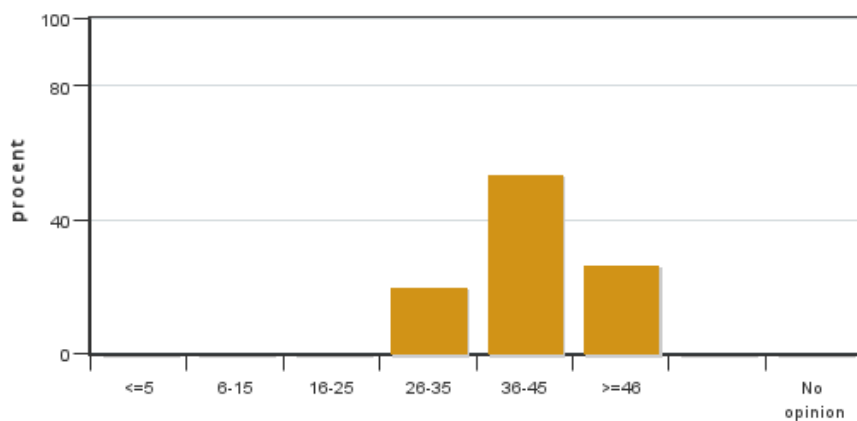


Answers: 15
 Medel: 3,7
 Median: 4

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

No opinion: 0

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



Answers: 15
 Medel: 39,6
 Median: 36-45

≤5: 0
 6-15: 0
 16-25: 0
 26-35: 3
 36-45: 8
 ≥46: 4

No opinion: 0

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



Answers: 15
 Medel: 4,6
 Median: 5

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

No opinion: 5



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 overall impression is that the student have appreciated the course, the structure of it and the different teaching activities included. Also the students and teacher seems to think that it is good to be back to campus, but that it's ok with some few digital elements for lecturing and supervision. Lowest scores and largest possibilities for change could be seen in relation to teaching facilities and their technical functionality, however that is on the table of the facility owners and managers.

Suggestion for what is extra important to keep as it is:

The overall structure of the course with different themes, exercises , excursions and tasks

The personal reference landscape library task and excursions

Suggestion for improvement:

Add a more informal hand-in / check-up during the project to help the students keep up with work progress of the main project for example at the end of working with overall topography

If possible give more time for the project and further stress for the students to take supervision

Investigate the possibility to include a workshop or similar about topography, height curves and water.

If possible from a economic and sustainability point of view include some more international project presenters

Go through the grade criteria and task description to see if it can be further clarified

Try to inform the facility owners and managers about their shortcomings and that they should try to reduce the amount of moving around between different studios

Concerning the rather wide variety of answers about prior knowledge perhaps the additional information in the syllabus should be more highlighted for those applying to the course "The course departs from that the student's possess basic plant knowledge and is familiar with the most common trees and shrubs of the region where the course is given. In case the student do not possess this knowledge it is up to the student themselves to enquire this knowledge before and during the course."

Student representatives comments

Overall impression of the course

The students seem to have appreciated the course a lot, giving it the score 4,7 (on a 1-5 scale). Although it's important to note that only 45% of the students (15/33 st) completed the course evaluation.

The structure of the course and the social learning environment was highly appreciated by the students.

The question that got the lowest score was the one about the physical environment, with comments surrounding the lack of a studio space for the duration of the course and switching between rooms a lot.

There were some comments about prior knowledge about specifically plant-knowledge. One suggestion could be to add a list of trees and shrubs that it are important to know, to the literature list, to help students who come from other backgrounds than the landscape architectural bachelor program.

On average the students spent 39 h/week working on the course. Some students commented that they spent well over 46 h/week especially late in the course, during the main project, and a student continued: "For this course it was worth it".

Suggestions for what is extra important to keep

The reference library and excursions where highly praised and seems to be the highlight of the course for many.

The overall structure with lectures, exercises and literature tasks that where well thought out and connected to the main project.

It is worth pointing out that many comments where specifically directed at the course leader, Björn, and teacher Allan, praising their knowledge, presence, responsiveness and pedagogical skills.

Suggestion for improvement

Scheduled reading time as a full day instead of scattered hours would be preferable for some.

Informal hand-in/check-ups during the main project to make sure all students can move on from ex. hight curves and water flow solutions.

In relation to the main project many students expressed a need for **more time**. One student commented that the short time made them focus on the course theme, which led to less pressure on visualisations and such things that are more in focus in other courses.

Clearer instructions on the final task, specifically what is required to include in the final hand-in to pass, this could also help reduce some stress.

A final suggestion from me, as the student rep, is to schedule the course evaluation on the same day as the final presentations. Since the students already are on campus the attendance might be higher, resulting in a more representative evaluation.