



Theme Course 2020:2 LK0389, 10271.2122

15 Hp

Pace of study = 100%

Education cycle = Advanced

Course leader = Anders Larsson, Emily Wade

Evaluation report

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

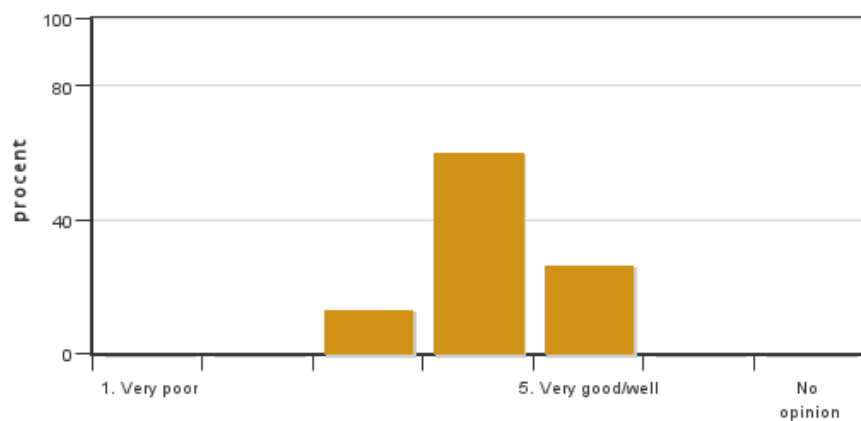
Answers 15

Number of students 17

Answer frequency 88 %

Mandatory standard questions

1. My overall impression of the course is:



Answers: 15

Medel: 4,1

Median: 4

1: 0

2: 0

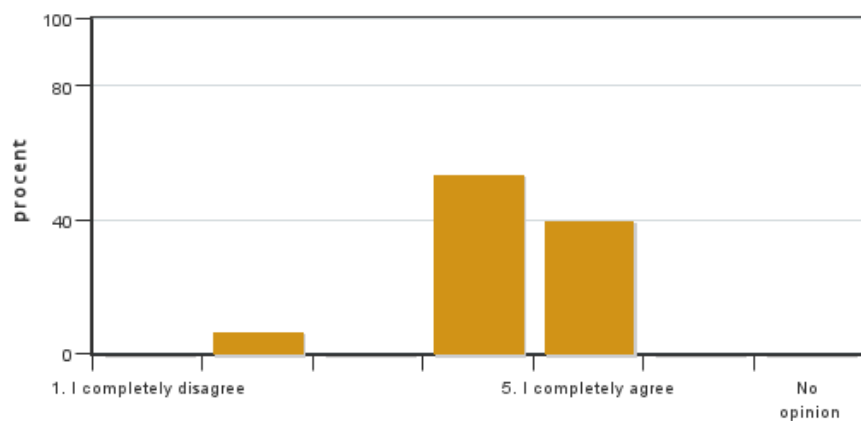
3: 2

4: 9

5: 4

No opinion: 0

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



Answers: 15

Medel: 4,3

Median: 4

1: 0

2: 1

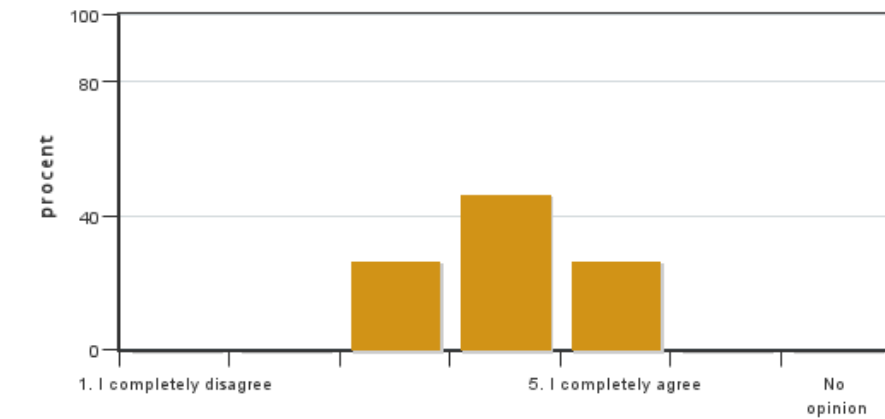
3: 0

4: 8

5: 6

No opinion: 0

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



Answers: 15

Medel: 4,0

Median: 4

1: 0

2: 0

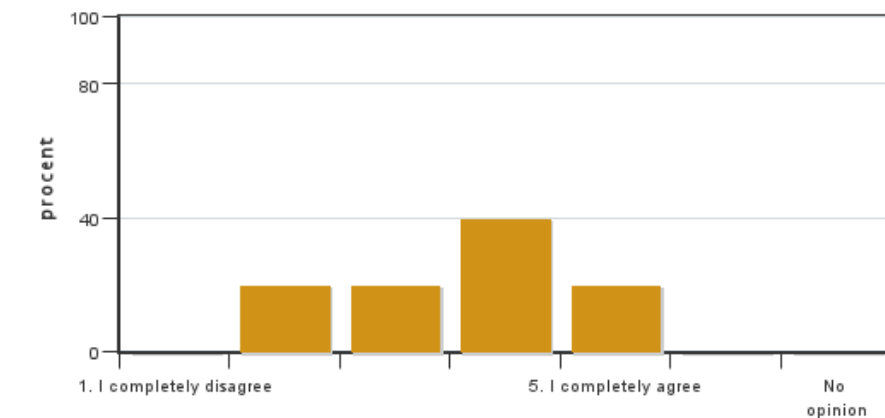
3: 4

4: 7

5: 4

No opinion: 0

4. The information about the course was easily accessible.



Answers: 15

Medel: 3,6

Median: 4

1: 0

2: 3

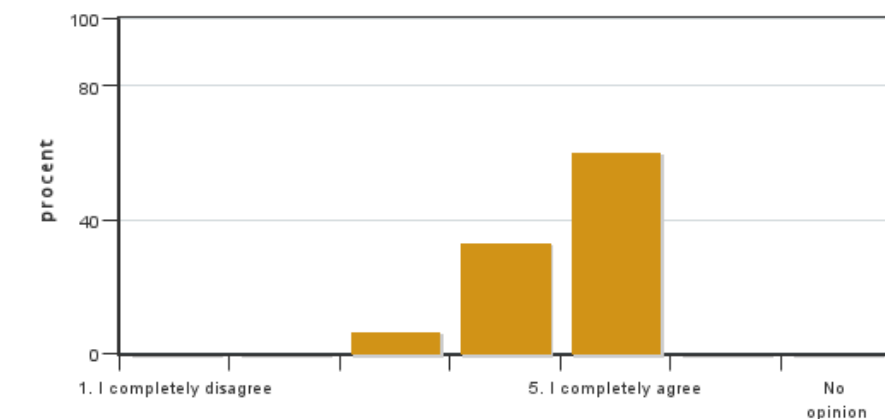
3: 3

4: 6

5: 3

No opinion: 0

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



Answers: 15

Medel: 4,5

Median: 5

1: 0

2: 0

3: 1

4: 5

5: 9

No opinion: 0

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



Answers: 15

Medel: 4,7

Median: 5

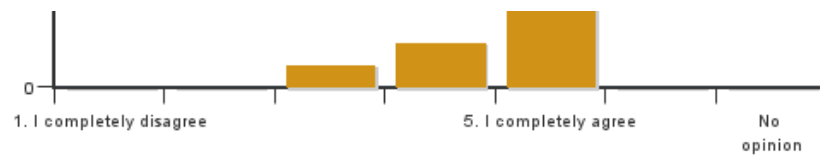
1: 0

2: 0

3: 1

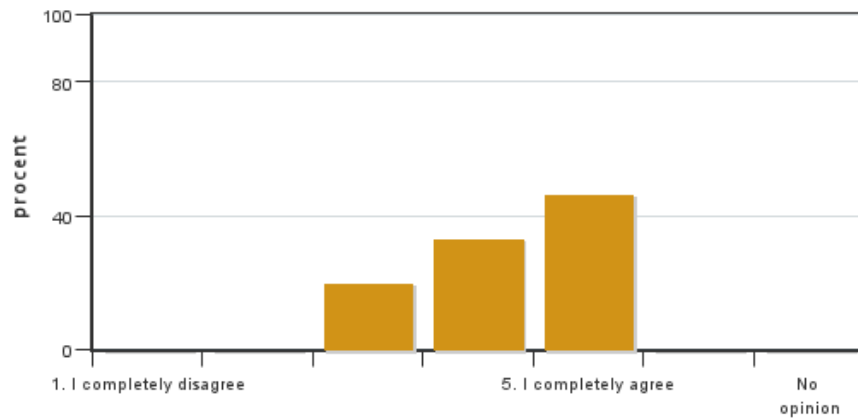
4: 2

5: 12



No opinion: 0

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



Answers: 15

Medel: 4,3

Median: 4

1: 0

2: 0

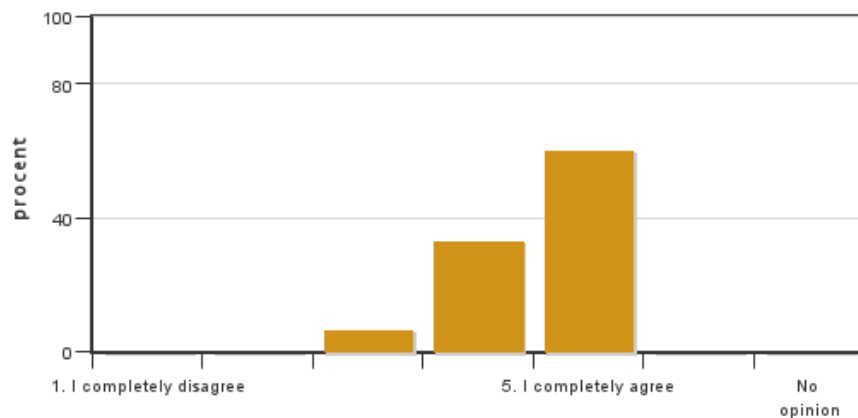
3: 3

4: 5

5: 7

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: 4,5

Median: 5

1: 0

2: 0

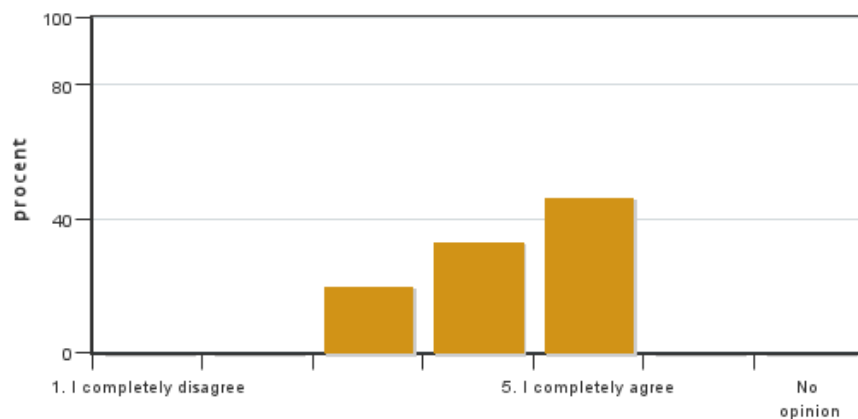
3: 1

4: 5

5: 9

No opinion: 0

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



Answers: 15

Medel: 4,3

Median: 4

1: 0

2: 0

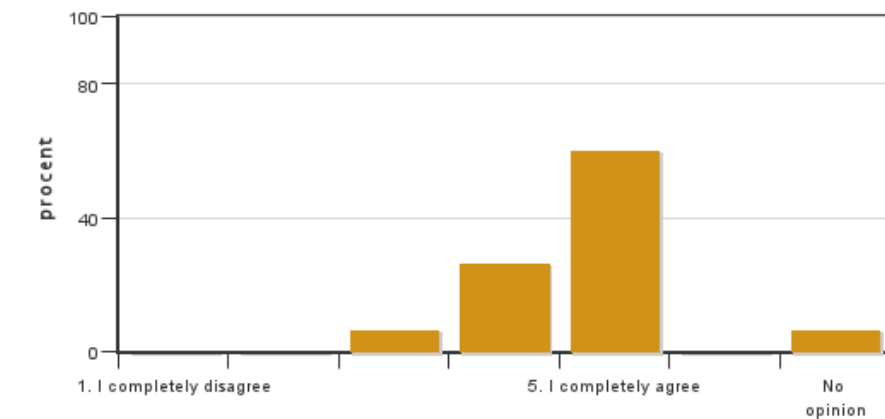
3: 3

4: 5

5: 7

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).

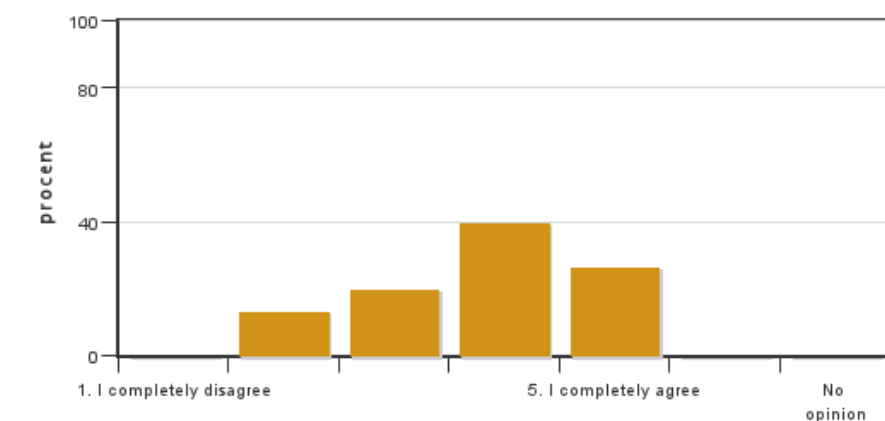


Answers: 15
Medel: 4,6
Median: 5

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

No opinion: 1

11. The course covered international perspectives.

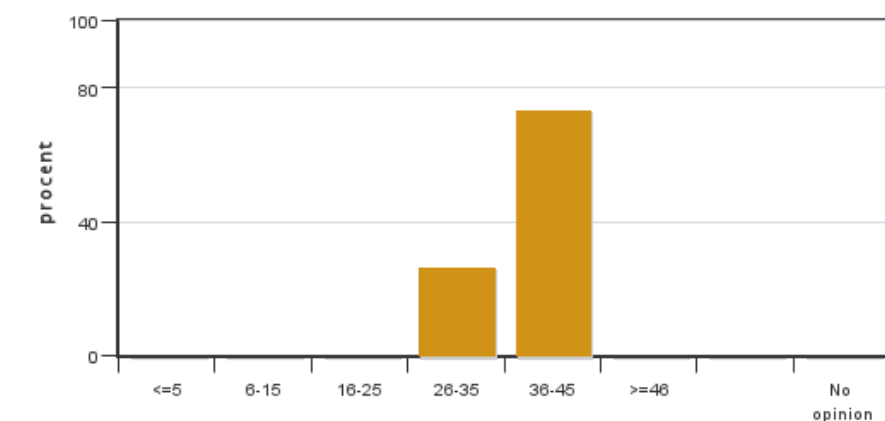


Answers: 15
Medel: 3,8
Median: 4

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

No opinion: 0

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

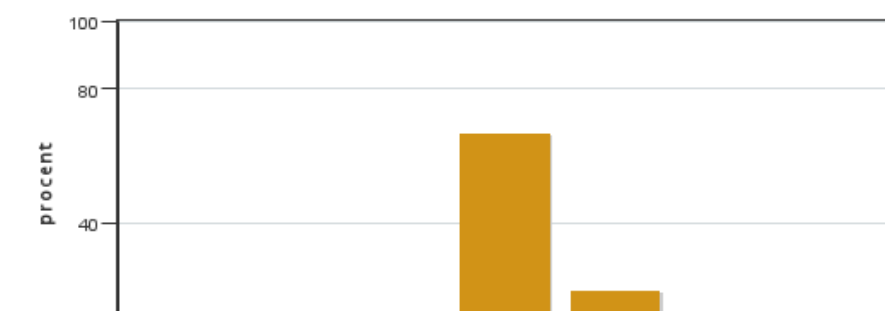


Answers: 15
Medel: 37,3
Median: 36-45

≤5: 0
6-15: 0
16-25: 0
26-35: 4
36-45: 11
≥46: 0

No opinion: 0

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



Answers: 15
Medel: 4,0
Median: 4

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

LK0389 General on Theme course Landscape Architecture in Transport Infrastructure

A general reflection from the course evaluation, was that the large scope of the theme with a variety of topics expanded the awareness of the subject. The site visits, excursions and workshops with technical consultant were mentioned as highlights. The general evaluation of teachers and lectures were positive. Many practicing professionals participated in lectures and workshops. Some weeks were considered too intense because of a combination of reading, literature seminars, and group work, and in this aspect there is room for improvement. A reflection from the course leader was that a lot of the individual projects presented a good awareness of sustainable mobility proposals. Most students chose a small scale transport infrastructure, and a larger scale can be explored further the next time around.

Site visits and excursions: During this course there were site visits to the case study areas, a bicycle tour through Malmö with Cykelfrämjandet, individual fieldstudy and a days visit to the on going construction of several railwaystations in the Lund, Malmö area with Trafikverket. Many students expressed that these occasions were highlights of the course. There was room for improvement concerning information about the activities could have come further in advance.

Literature seminars: Overall very good discussions during the seminars. The themes scoped social, ecological, sustainable transportation and guidelines for landscape adaptation of transport infrastructure. However, there was perhaps one to many (4) and it was a bit tight to get the time to read. An improvement for next time would be to make smaller groups and reduce the amount and update some of the texts.

Lectures: Overall positive evaluation of the lectures. The planning perspective of Trafikverket was considered a little repetitive. The lecture about Road design was mentioned as a highlight from several students.

Tutoring and feedback: There were feedback sessions and tutoring during the assignments. A general comment was that there could have been more tutoring and that the feedback at the end of the course could be more evenly distributed to avoid repeated presentations. An overall comment was that feedback was useful and helped frame the projects.

Assignments: Good to have open assignments but also challenging to find an appropriate scope and understanding the expected result within the given time. The three group assignments and the individual assignment were presented for the class. The final submission was a report comprising learnings from the group assignment and an individual project.

Course leader Emily Wade

Student representatives comments

The general impressions of the course were positive and appreciated but as always, feedback, critic and opinions on what worked well and what can be improved are raised by the students and will be compiled here. In general it can be said that the theme and the content of the course and also the teacher's enthusiasm, both in students work and the theme itself seems to have been appreciated. But the more administrative parts (schedule, information and instructions and resources on tutoring) seem to have room to be improved a bit.

The general impression of the course scored mean= 4,1 (in 1-5 score) and some of the positive impressions on the course where that the teachers showed interest in the students, the many interesting guest lecturers and the different perspective-themed weeks.

However, several raised critique on last minute changes in the schedule which in some cases resulted in stress and

difficulties to plan the weeks. The score on the "The information about the course was easily accessible" had the mean of 3,6 and 9 comments regarding late changes/information on canvas. Someone point out that it might have been extra unclear since we did not meet that much on campus and needed to rely extra much on canvas information. As I earlier pointed out the pandemic situation and the uncertainties in society in general is important to highlight. And I think it is important to have this in mind that it is a rather new situation to everyone, both students and teachers. This context sometimes creates the need for last minutes changes and needs flexibility from both teachers and students. With this said, improvement can off course still be done with the communication and information. More tutoring in the later part of the project were wanted and might be something to add to next years course. Opinions here also concerned the individual projects instructions and the frame of the assignment to be a bit vague and unclear and that written feedback on assignments would have been preferred by some.

The students had a quite big variety of academic background and most students seemed to think that the course where in line with the learning objective. Some wanted mor engineering / technical focus though. The same goes for the "prior knowledge question" where it becomes clear that students have different background, some thought it was a bit difficult but felt that they could do their individual project more inline with their previous background and several people point out that it was good with multiple backgrounds and take new experiences with them. This is also reflected in the high score on Social learning environment (mean= 4,7). Even though some people point out (what I see as general group work problem that is not specifically related to this course) that the group work was a bit annoying for some since some people in the group didn't seem to respect group plans and left only 3 people in the group to do the job.

Regarding the physical learning environment, it seemed pretty appreciated! And it is important to point out that this course was held during the Pandemic with both some restrictions and also uncertainties about future restriction in the society in general which. This lead to a combination of online/distance work and meetings at campus. Some students did most of their individual work at home and some at campus. In the evaluation it is pointed out that Ateljén is not the best classroom, especially not for computer work. Many people instead worked in the Computer-classrooms such as the studio which where appreciated. If the studio would have been fully booked however, it might have been troubles in finding a good working environment in ateljén. Thoughts were also raised on problems with access to adobe programs (I don't know how it works if the course leader is responsible for notifying IT that the students need some programs or if this critic is on the IT-guys desk), but as far as I know, this problem was solved rather quickly.

The sustainability perspective seems to have been appreciated! But more rural focus/perspectives and a longer time horizon were wanted by some. The international perspective scored a bit lower (mean=3,8) but as one student comment: a bit of the idea of the course was also to learn about Swedish regulations and the Swedish Transport administration. However, some examples, mainly from Europe was used in literature etc. But a few students point out that it mostly had a Nordic/European/western perspective, and some wanted more international perspectives outside of Europe. Also, it is pointed out that a few powerpoints/slides were in Swedish but at the same time, all lecturers spoke and explained in English. Regarding gender and equality, it scored pretty high (mean= 4,6) but very few comments added to it by the students other than one that says it was perceived as equal amount of male and female lecturers and authors.

Most students (11 of 15) say they spent 36-45 hours/week on the course, the other students responded 26-35 hours/week. One thing is pointed out – that some seminar preparations needed to be done overtime since it clashed with the groupwork.

On the online/distance shape of the course seem to have pretty split opinions by the students. Several students point out that it sometimes was difficult to understand if activities were on campus or on zoom and that the information about location sometimes came with short notice. However, the general impression seems to be good, and many people liked the structure and that it was both meeting in person and online. Several point out that meeting in person has positive effects (more fun/learning more etc.) that is hard to replace with zoom. In general, it seems like the lectures worked more well on zoom than the groupwork and seminars. Many people point out that discussion environment and such are difficult in zoom. However, several people also thought that seminars and groupwork worked well on zoom. And some did not like the concept distance education in any part, even though most students seemed to have an understanding for the pandemic situation and appreciate the options to be home if one felt sick. However, the concept of hybrid seminars (some on zoom, some on campus in the same seminar group) did not seem to have worked so well.