



Climate Change – Effects on the Landscape and Potential Solutions LK0401, 30240.2122

15 Hp

Pace of study = 100%

Education cycle = Basic

Course leader = Ishi Buffam

Evaluation report

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

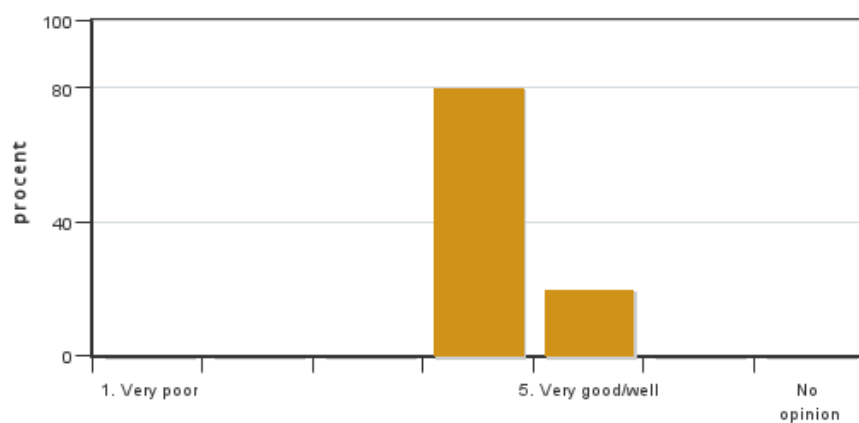
Answers 5

Number of students 6

Answer frequency 83 %

Mandatory standard questions

1. My overall impression of the course is:

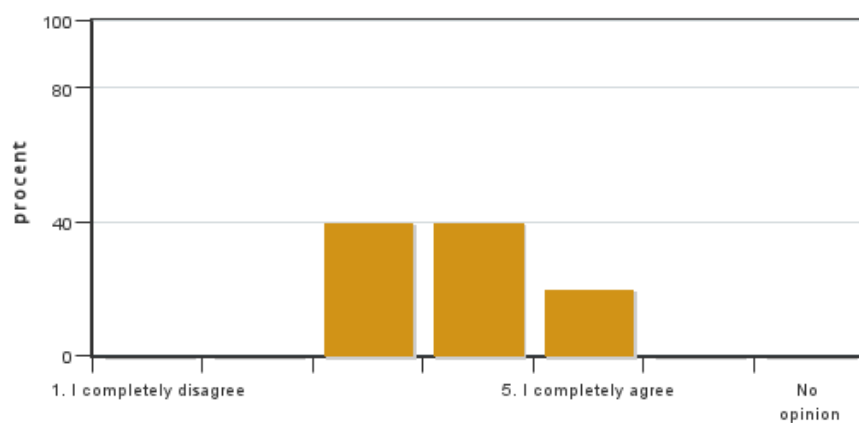


Answers: 5
Medel: 4,2
Median: 4

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

No opinion: 0

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

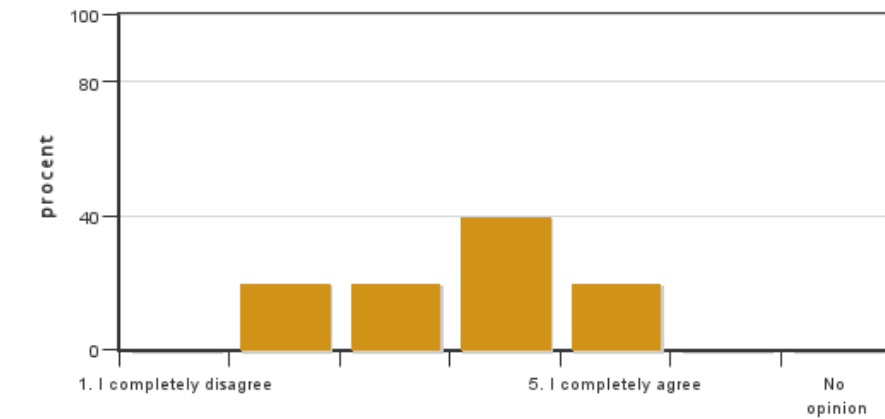


Answers: 5
Medel: 3,8
Median: 4

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

No opinion: 0

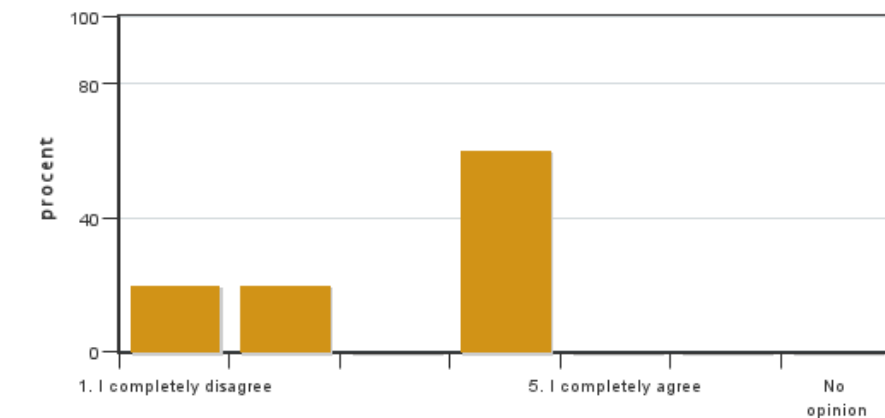
3. My prior knowledge was sufficient for me to benefit from the course.



Answers: 5
Medel: 3,6
Median: 4

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

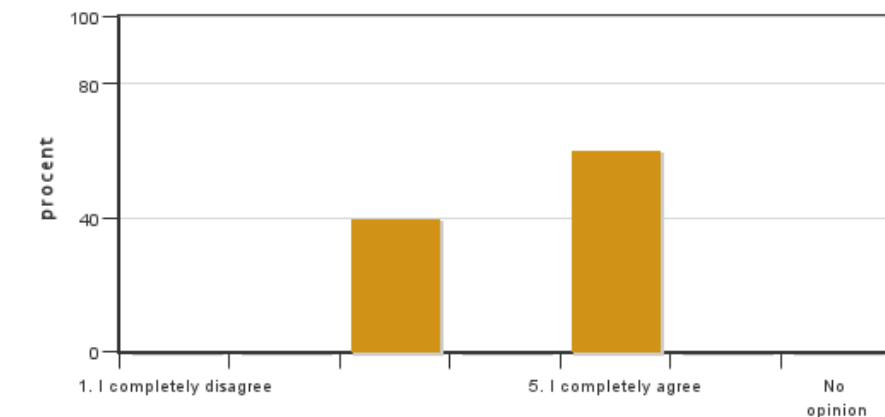
4. The information about the course was easily accessible.



Answers: 5
Medel: 3,0
Median: 4

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

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



Answers: 5
Medel: 4,2
Median: 5

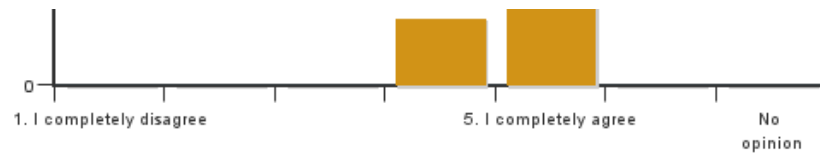
1: 0
2: 0
3: 2
4: 0
5: 3
No opinion: 0

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



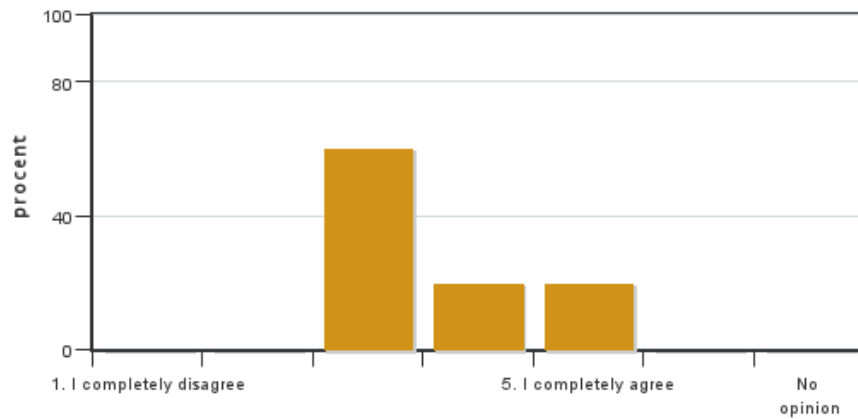
Answers: 5
Medel: 4,8
Median: 5

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



No opinion: 0

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



Answers: 5

Medel: 3,6

Median: 3

1: 0

2: 0

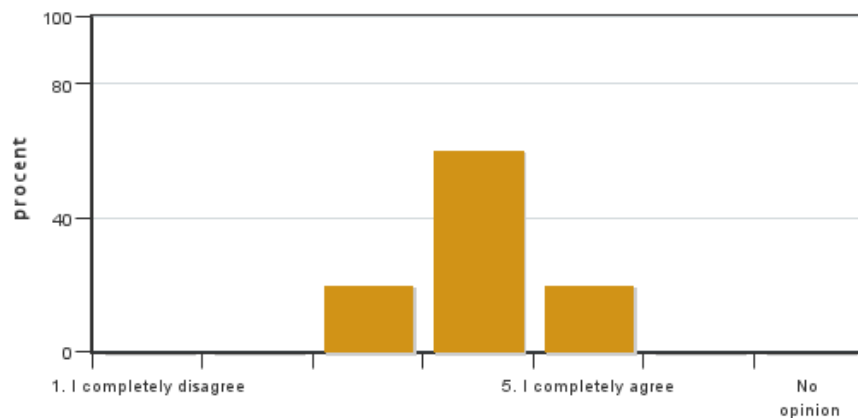
3: 3

4: 1

5: 1

No opinion: 0

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



Answers: 5

Medel: 4,0

Median: 4

1: 0

2: 0

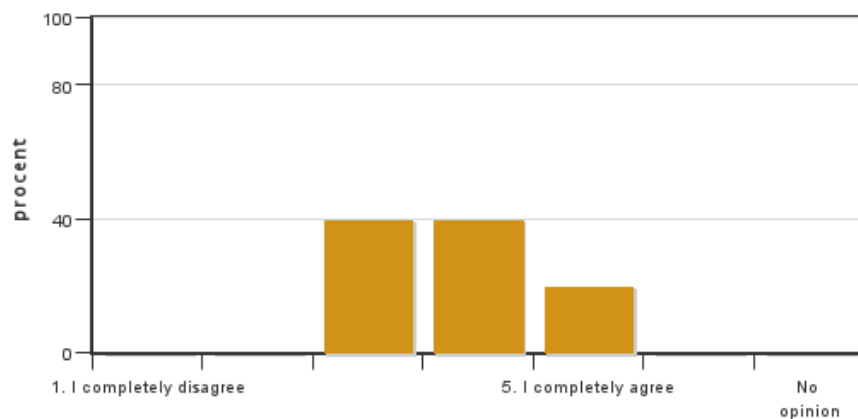
3: 1

4: 3

5: 1

No opinion: 0

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



Answers: 5

Medel: 3,8

Median: 4

1: 0

2: 0

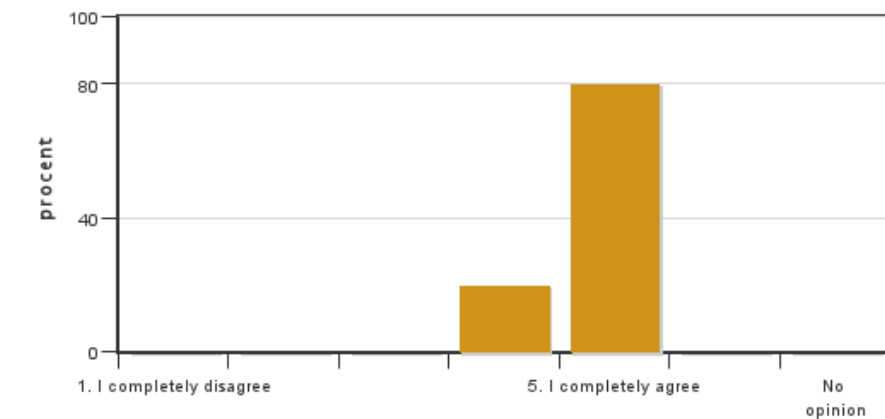
3: 2

4: 2

5: 1

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).

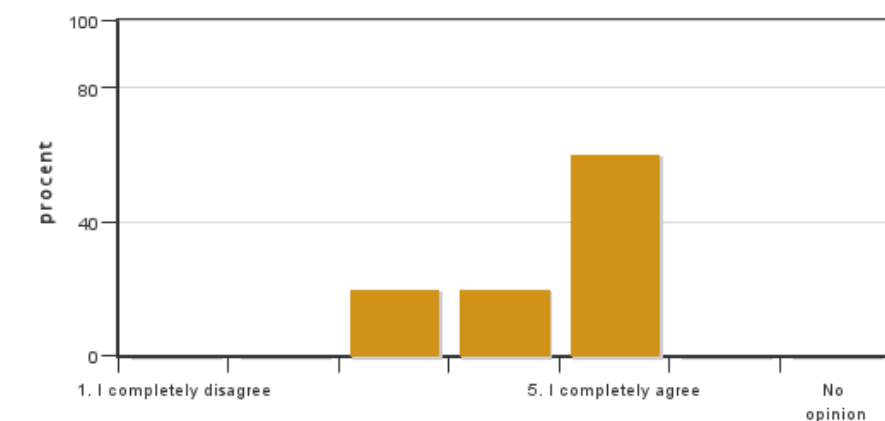


Answers: 5
Medel: 4,8
Median: 5

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

No opinion: 0

11. The course covered international perspectives.

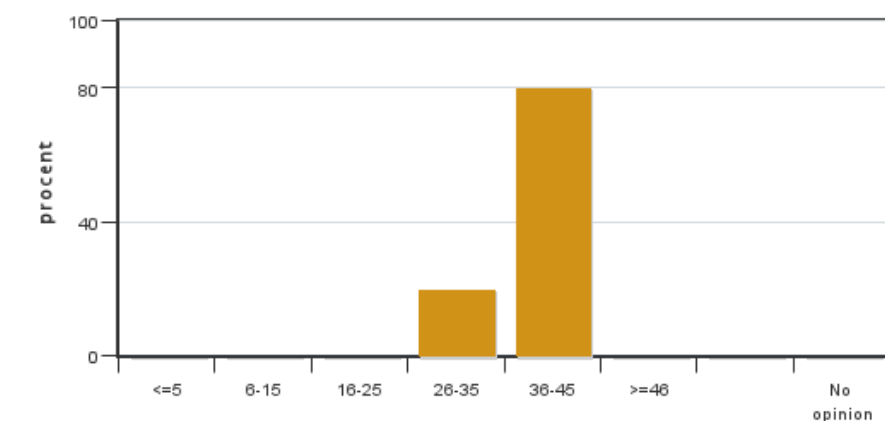


Answers: 5
Medel: 4,4
Median: 5

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

No opinion: 0

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

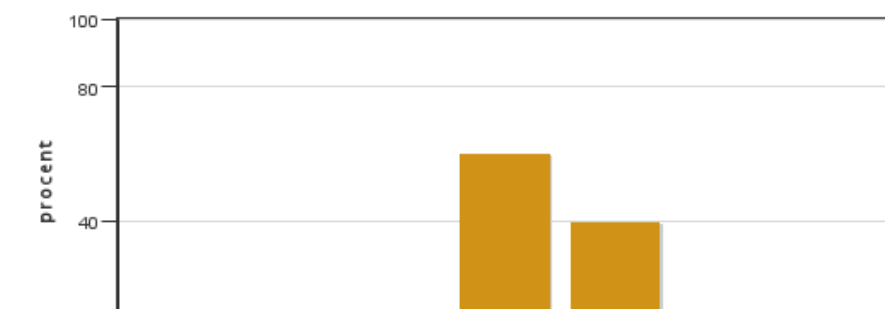


Answers: 5
Medel: 38,0
Median: 36-45

≤5: 0
6-15: 0
16-25: 0
26-35: 1
36-45: 4
≥46: 0

No opinion: 0

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



Answers: 5
Medel: 4,4
Median: 4

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

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

No comments from the teacher

Student representatives comments

Student representatives comments

It was the first year that the Climate Change course was given for bachelor students. A big part of the course was together with master students. The group of bachelor students consisted of 6 people, 5 of them responded to the course evaluation (it was a little bit challenging to make general statements with not that many people). The students had a good impression of the course (average of 4,2). It seemed to be more focused on climatology and climate change, less on potential solutions and practical examples which would be preferable. Several people emphasized the large amount of reading that required extra energy, but this was an obstacle to the high score of the course, as the knowledge gained was very valuable. People's previous knowledge of climate change and climatology was between mediocre and low. Good course structure and leading. The beginning of studies was more intense than the end.

General thoughts regarding the different modules of the course:

Climatology: The first part of the course was dedicated to only climatology. In general the students thought the lectures about climatology were useful and were a good base for the rest of the course. But one student questioned the usefulness of all the climatology subjects for the rest of the course. In general the students spend more time on the reading during the climatology part of the course.

Guest teachers: The guest lectures touched on many different subjects which was interesting and appreciated by the students, especially the ones about: biodiversity (Christine Haaland), coastal erosion and flooding (Björn Almström), everyday decision-making (Annika Wallin) and street tree research for climate change adaptation (Anna Levinsson).

Exams: The exam was a good representation of the learned knowledge. The students appreciated practicing with the pre-exam, which was given for the first exam. The questions on the exam had a wide range and covered the whole subject, it focused on the important things and felt like a summary for the course. One student would prefer less multiple choice questions and more deeper questions where you have to use the gained knowledge more.

Field trip: The students responded that they generally enjoyed the field trip, one student had prior knowledge but found it still interesting and one student had preferred to have more breaks or a shorter excursion day.

EN-road, Köppen geiger, Global solutions (group work exercises): Specific tasks required energy and insight into topics that helped to understand more about climate change. Making change requires much more knowledge and resources.

Final project: Topics were chosen freely based on personal interest in climate change and potential solutions. This gave more insight into what one individual wanted to focus on in relation to climate change. This was followed by a free schedule of independent group work. Strict terms of requirement were not given, only recommended workload that sometimes caused little confusion regarding the content of the information. The presentations were in person in a free atmosphere.

Lectures in class / online: Online lectures created a freer opportunity to vary with study materials by taking screenshots and adding notes than being present in person. However, personal contact and interaction between people is important and necessary. The flexibility to be able to choose between online and in person lectures was appreciated. The schedule for the online lectures worked very well.

Social learning environment: The students experienced the social learning environment as inclusive and

respectful. The teachers were well reachable with fast response and open for discussion. It was appreciated that there were several teachers included and also the guest lecturers were appreciated.

Canvas organization: Some students appreciated the way the course information and materials were accessible in Canvas. But some students gave a low score (1 or 2 points) but didn't explain why.

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