



Landscape Architecture Theory, Methodology & Practice LK0408, 20173.2122

15 Hp

Pace of study = 100%

Education cycle = Advanced

Course leader = Caroline Dahl

Evaluation report

Evaluation period: 2022-01-09 - 2022-01-30

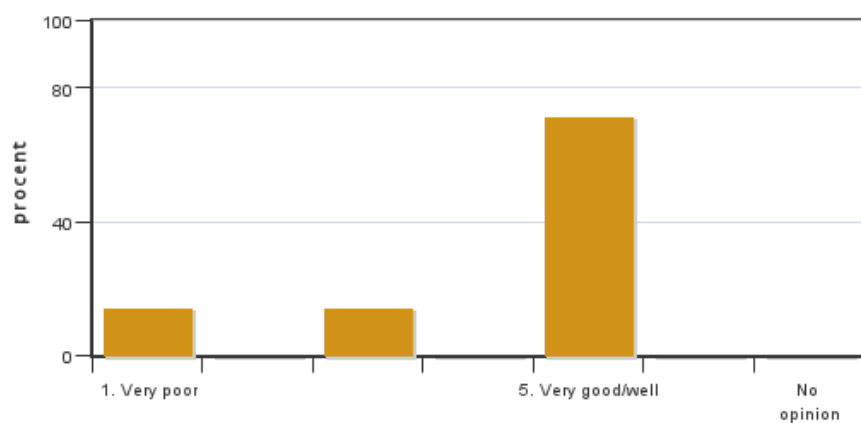
Answers 7

Number of students 26

Answer frequency 26 %

Mandatory standard questions

1. My overall impression of the course is:



Answers: 7

Medel: 4,1

Median: 5

1: 1

2: 0

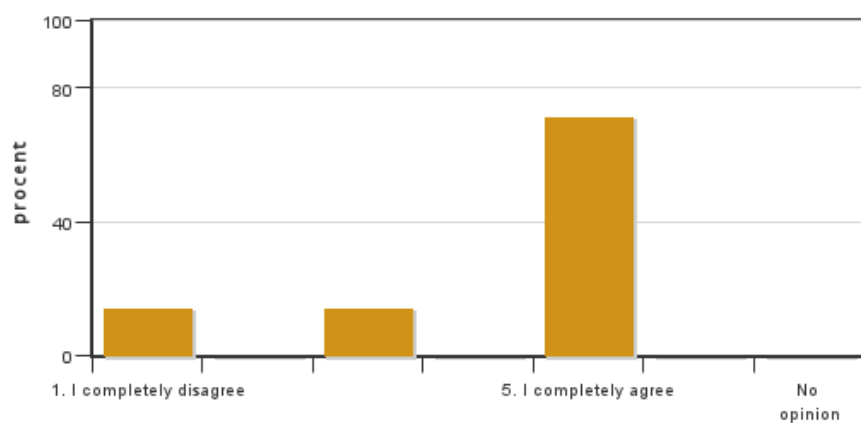
3: 1

4: 0

5: 5

No opinion: 0

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



Answers: 7

Medel: 4,1

Median: 5

1: 1

2: 0

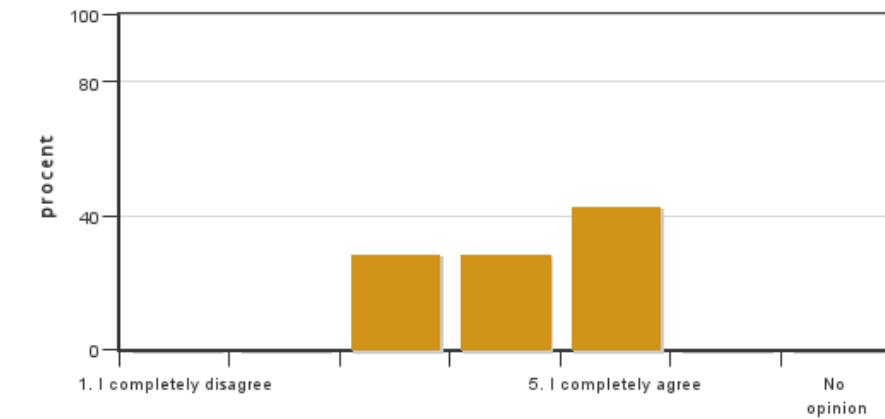
3: 1

4: 0

5: 5

No opinion: 0

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

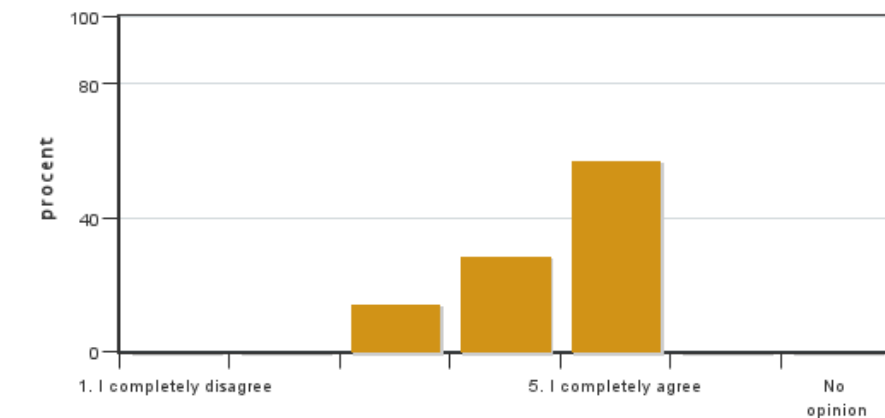


Answers: 7
Medel: 4,1
Median: 4

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

No opinion: 0

4. The information about the course was easily accessible.

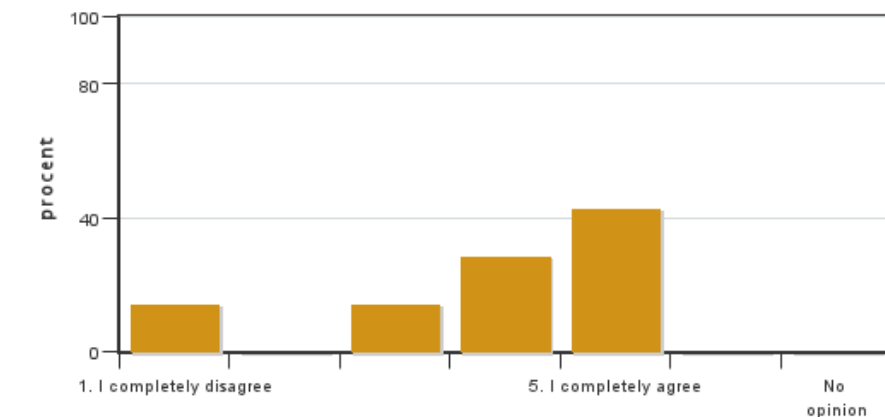


Answers: 7
Medel: 4,4
Median: 5

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

No opinion: 0

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



Answers: 7
Medel: 3,9
Median: 4

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

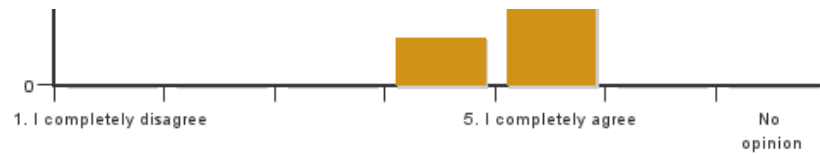
No opinion: 0

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



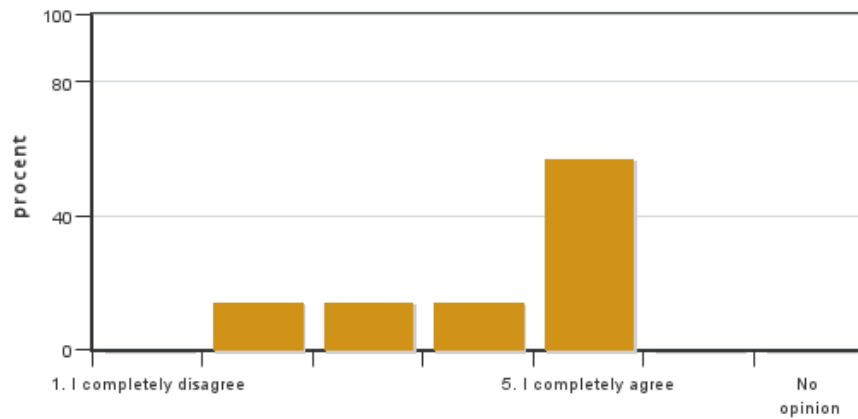
Answers: 7
Medel: 4,9
Median: 5

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



No opinion: 0

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



Answers: 7

Medel: 4,1

Median: 5

1: 0

2: 1

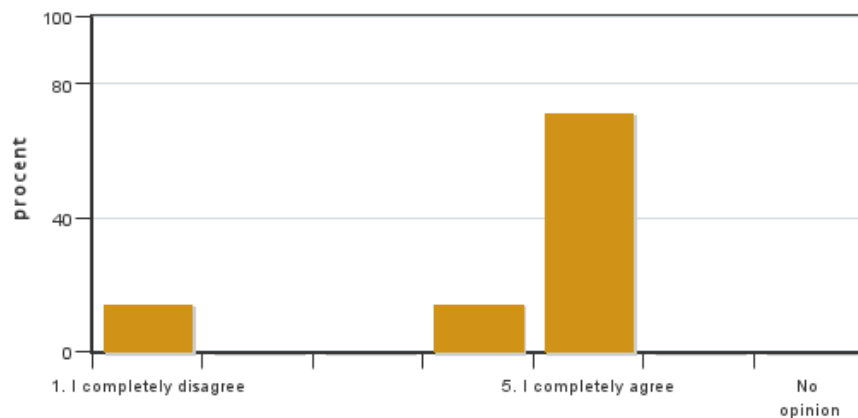
3: 1

4: 1

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: 7

Medel: 4,3

Median: 5

1: 1

2: 0

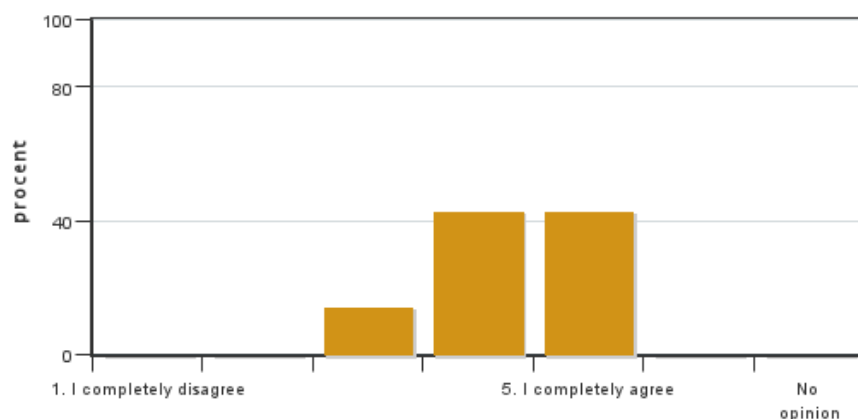
3: 0

4: 1

5: 5

No opinion: 0

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



Answers: 7

Medel: 4,3

Median: 4

1: 0

2: 0

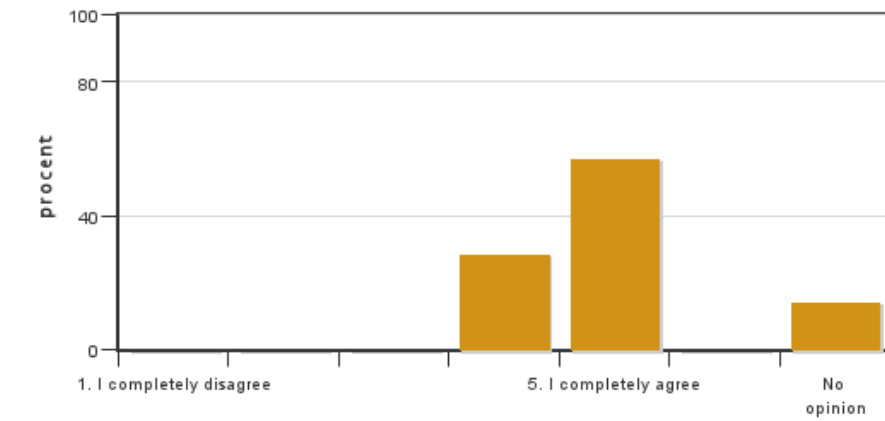
3: 1

4: 3

5: 3

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).

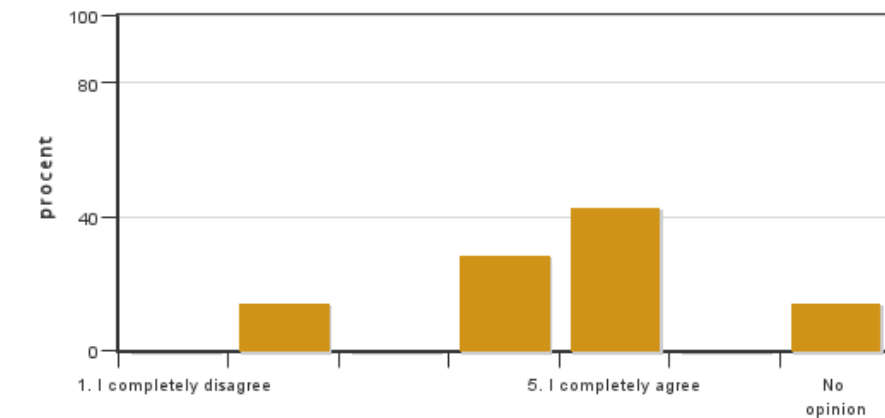


Answers: 7
Medel: 4,7
Median: 5

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

No opinion: 1

11. The course covered international perspectives.

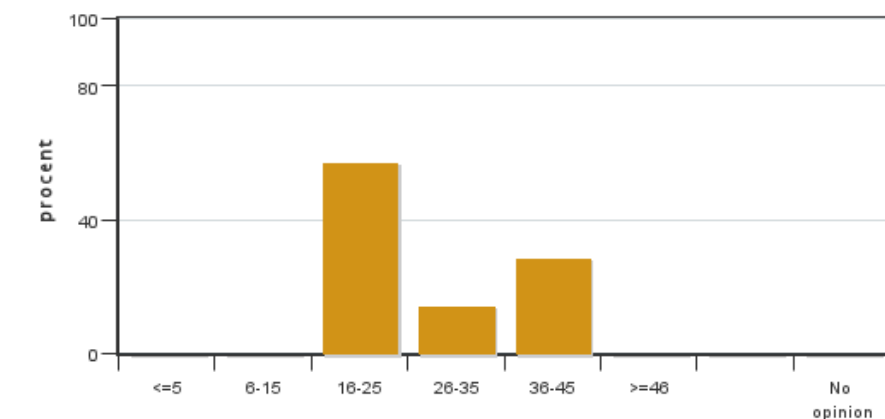


Answers: 7
Medel: 4,2
Median: 4

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

No opinion: 1

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

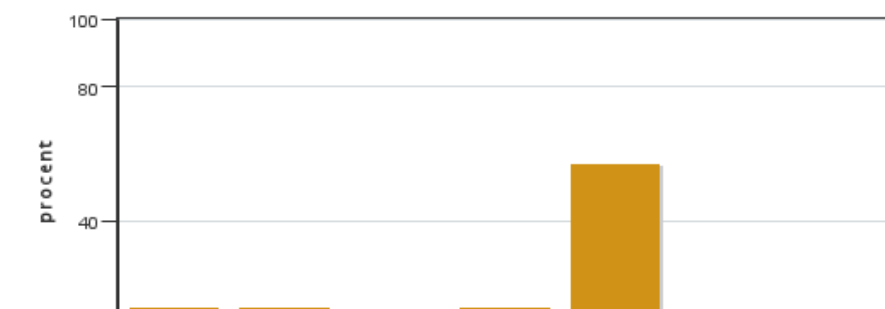


Answers: 7
Medel: 27,1
Median: 16-25

≤5: 0
6-15: 0
16-25: 4
26-35: 1
36-45: 2
≥46: 0

No opinion: 0

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



Answers: 7
Medel: 3,9
Median: 5

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

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

Additional own questions

16. Please comment your appreciation and/or recommendation for change concerning the litteratur study and seminars.

16. Please comment your appriciation/recommendation for change concerning the lectures?

16. Please comment your appriciation/recommendation for change concerning the office visist (even if we could only do one).

16. Please comment your appriciation/recommendation for change concerning the paper writing assignment.

Course leaders comments

No comments from the teacher

Student representatives comments

OVERALL

26 students registered for this course, and 7 students took part in the evaluation, equating to a response rate of 26%. The majority of students who responded to the course evaluation had a positive overall impression of the course. The responding students felt that this course broadened their knowledge of landscape architectural theory and methods, and that it helped to prepare them for undertaking their thesis project through practicing critical reading and writing skills, as well as strengthening their presentation skills.

COURSE CONTENT

The content of the course consisted mainly of readings from two books. Most respondents wrote that they appreciated the interesting subject matter of the texts, and a few wrote that they would prefer to have even more varied subject matter and sources. Two comments criticized a western-centric focus. While most students appreciated the theoretical focus of the course, many wished to obtain more in-depth knowledge of how the presented theories were used within a professional practice. This missing link between theory and practice might have been accounted for in visits to professional offices, but due to scheduling and coronavirus-related restrictions, we were only able to attend one office visit.

COURSE STRUCTURE

There was a general consensus that the instructors were well-chosen and that the reading followed by a seminar was a welcome structure. The pace of the schoolwork was taxing but manageable, and most students spent between 16 and 25 hours per week on the course, including class hours. While canvas was a helpful platform to disseminate course information, there was some inconsistency in methods used by course instructors to communicate schedule or assignment changes. The guest lectures were valued by students, and the lecturers

well-chosen. Some felt that the lectures were a bit longer than necessary, especially on longer class days which also included seminars. Shorter but more varied lectures have been proposed.

ASSIGNMENTS

The final project was a paper written in the form of a critique. Students found this to be a valuable assignment from which the lessons learned could be applied to their thesis work in the future. Some found the 2000-word limit to be too constraining for the assignment. One suggestion regarding the assignments was that students receive instructor feedback/comments after turning in their written assignments.

LEARNING ENVIRONMENT

The overall learning environment was one of respect and inclusivity. Due to coronavirus measures, this course was held partially in-person, and partially digitally via Zoom meetings. When meeting in person, we often used the room Loftet in Alnarpstråden. This enabled students and staff to keep a safe distance, but the room felt quite cold to some students and the poor acoustics made it difficult for lecturers to be heard by all. With regards to distance learning, some students felt that it promoted a good study/life balance, due to time saved that would normally be spent on commuting to campus. Students also praised the strictly scheduled Zoom lectures, which included breaks every 45 minutes and were adhered to by most instructors. Drawbacks to distance learning identified by students include technical difficulties experienced by some, as well as video meetings being less conducive to verbal participation, especially among more timid students.