



Space, Place and Mobility LK0411, 10009.2223

15 Hp

Pace of study = 100%

Education cycle = Advanced

Course leader = Emily Wade, Linn Osvalder

Evaluation report

Evaluation period: 2022-10-24 - 2022-11-14

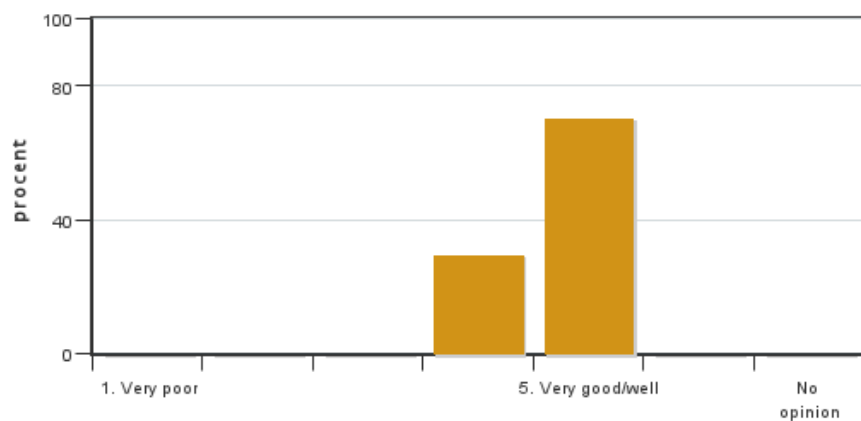
Answers 17

Number of students 21

Answer frequency 80 %

Mandatory standard questions

1. My overall impression of the course is:



Answers: 17

Medel: 4,7

Median: 5

1: 0

2: 0

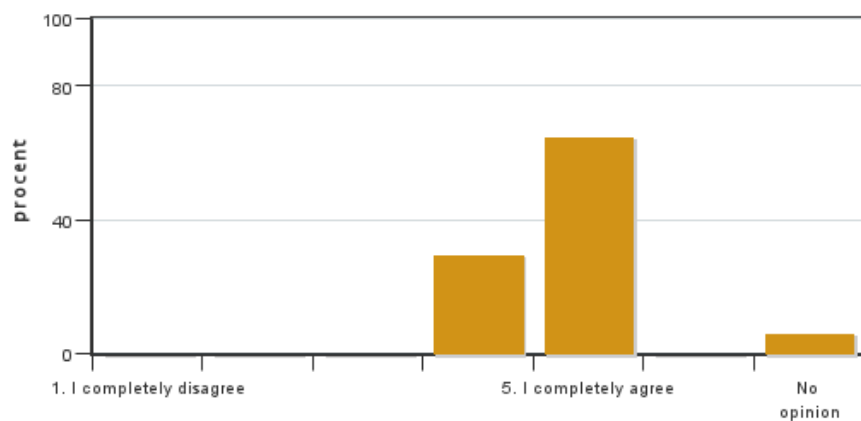
3: 0

4: 5

5: 12

No opinion: 0

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



Answers: 17

Medel: 4,7

Median: 5

1: 0

2: 0

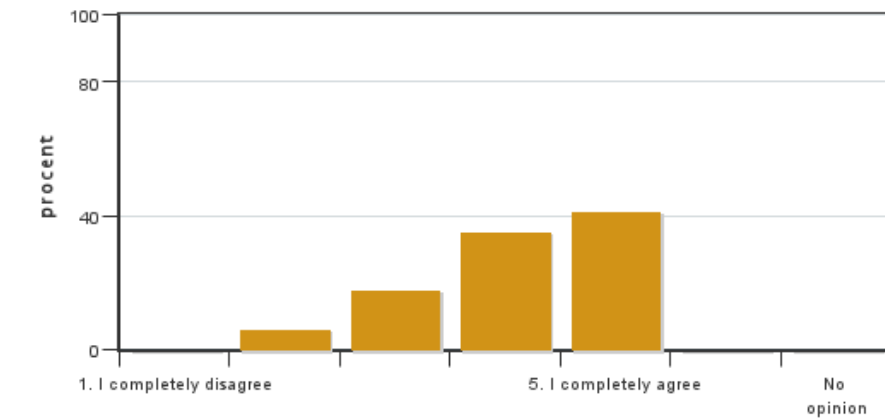
3: 0

4: 5

5: 11

No opinion: 1

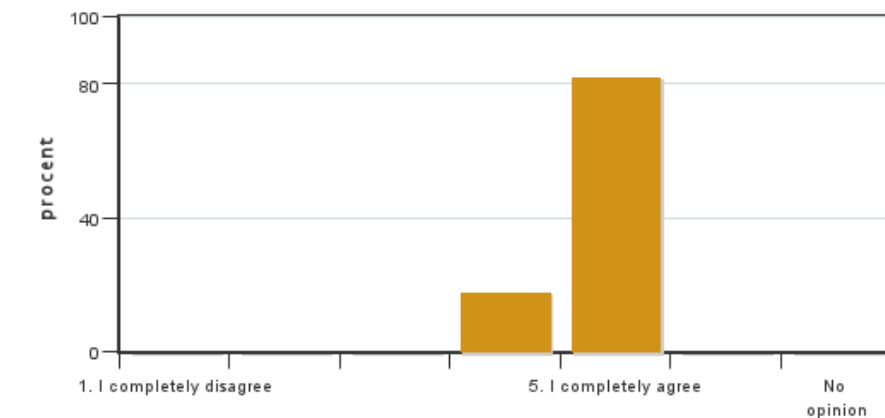
3. My prior knowledge was sufficient for me to benefit from the course.



Answers: 17
Medel: 4,1
Median: 4

1: 0
2: 1
3: 3
4: 6
5: 7
No opinion: 0

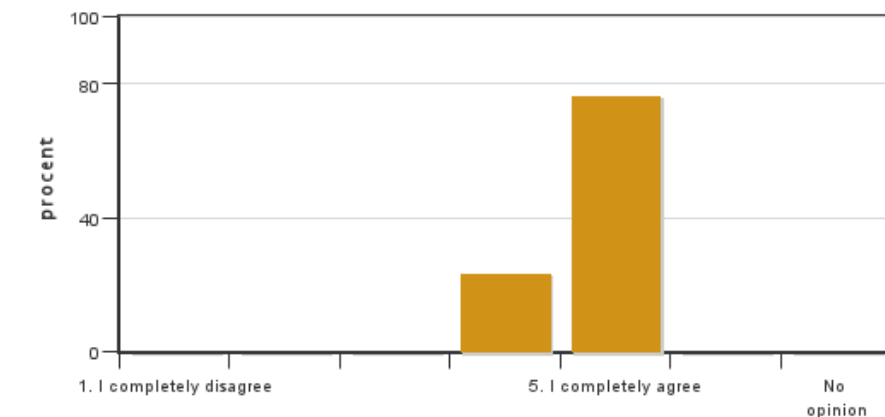
4. The information about the course was easily accessible.



Answers: 17
Medel: 4,8
Median: 5

1: 0
2: 0
3: 0
4: 3
5: 14
No opinion: 0

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



Answers: 17
Medel: 4,8
Median: 5

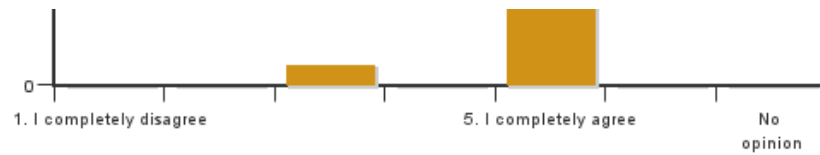
1: 0
2: 0
3: 0
4: 4
5: 13
No opinion: 0

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



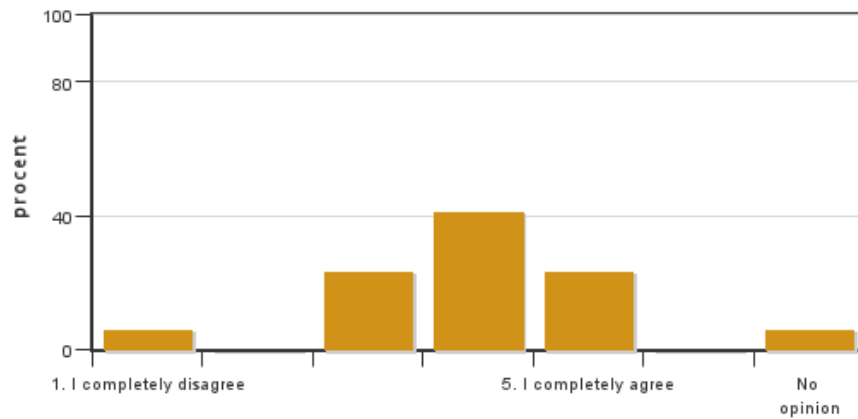
Answers: 17
Medel: 4,9
Median: 5

1: 0
2: 0
3: 1
4: 0
5: 16



No opinion: 0

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



Answers: 17

Medel: 3,8

Median: 4

1: 1

2: 0

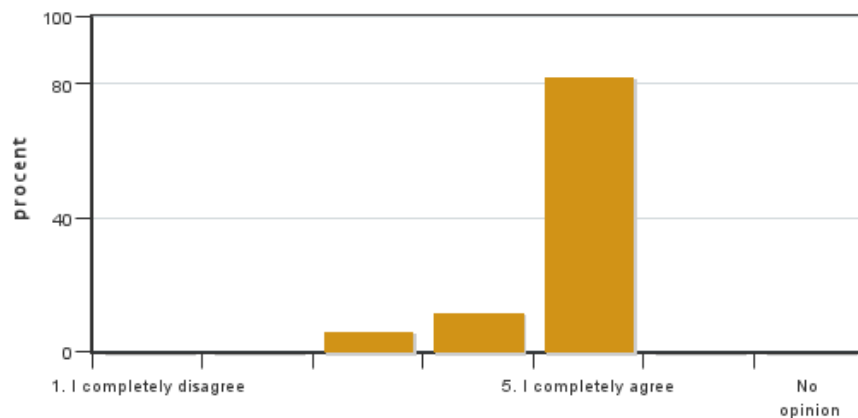
3: 4

4: 7

5: 4

No opinion: 1

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



Answers: 17

Medel: 4,8

Median: 5

1: 0

2: 0

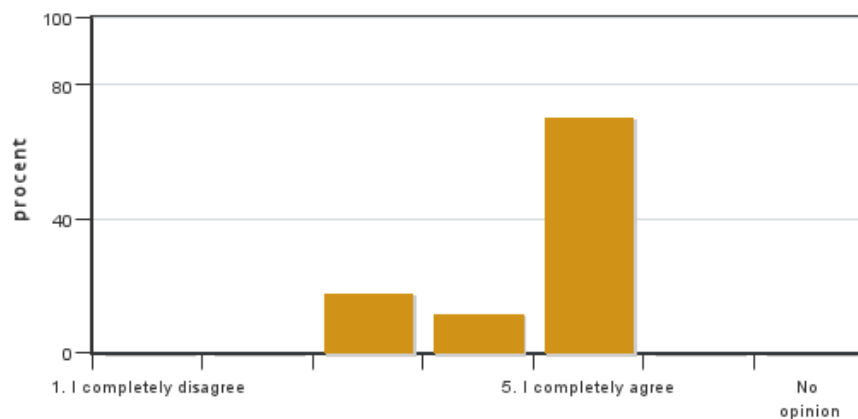
3: 1

4: 2

5: 14

No opinion: 0

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



Answers: 17

Medel: 4,5

Median: 5

1: 0

2: 0

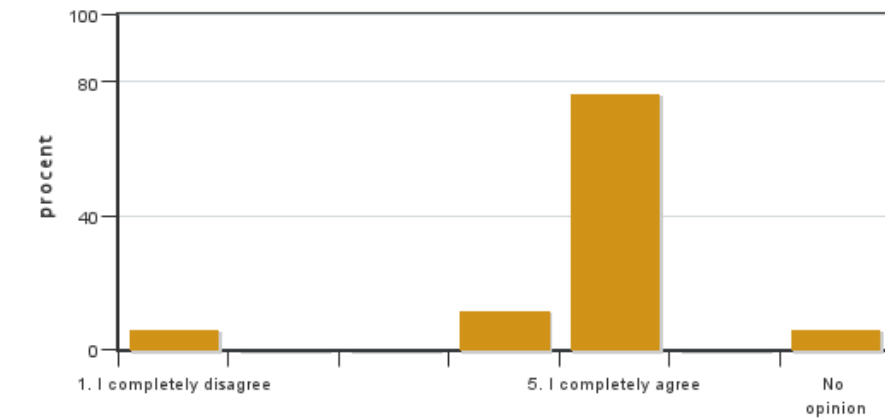
3: 3

4: 2

5: 12

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).

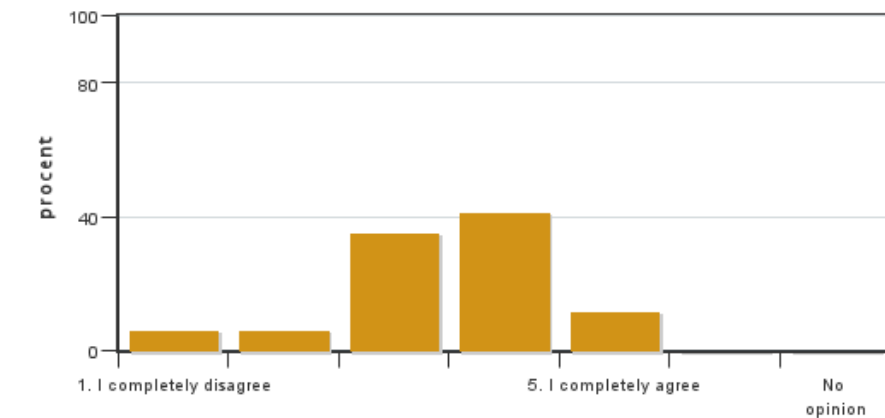


Answers: 17
 Medel: 4,6
 Median: 5

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

No opinion: 1

11. The course covered international perspectives.

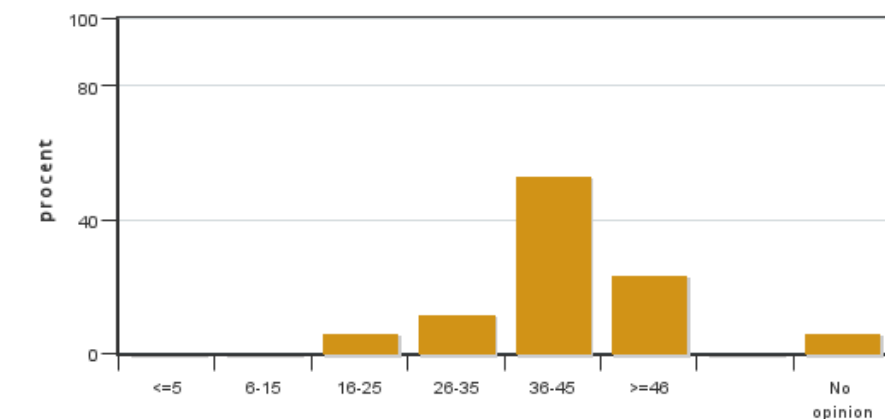


Answers: 17
 Medel: 3,5
 Median: 4

1: 1
 2: 1
 3: 6
 4: 7
 5: 2

No opinion: 0

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

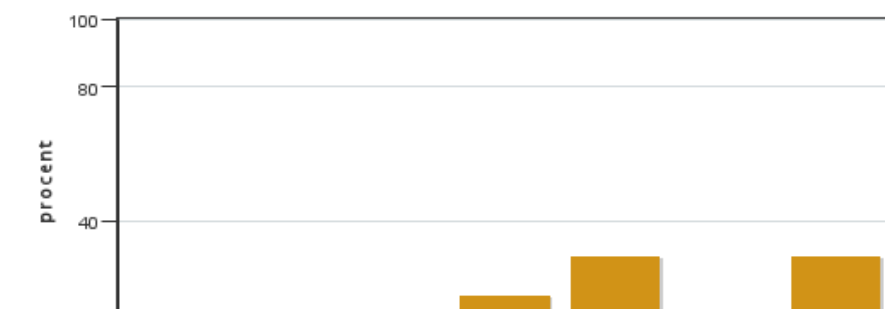


Answers: 17
 Medel: 39,0
 Median: 36-45

≤5: 0
 6-15: 0
 16-25: 1
 26-35: 2
 36-45: 9
 ≥46: 4

No opinion: 1

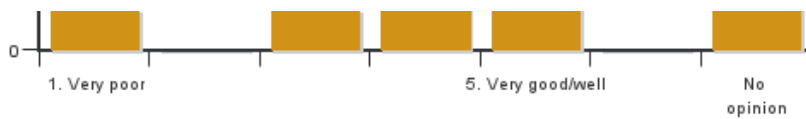
13. If relevant, what is your overall experience of participating in all or part of your course online?



Answers: 17
 Medel: 3,8
 Median: 4

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

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

Course leaders comments

The focus of the course is to understand the Landscape Architects role in the planning process and design of transport infrastructure. Therefor we practice combining the site specific issues, the technical delimitations and the travelers perspective with structural system thinking on a local to regional scale. This is a challenging task and several students say they have learned a lot but found the individual project a challenge. The course 2022 had 21 students that worked with two sites; Börringe Ystad and Mölndal Borås. The first half of the course contained three group assignments, group tutoring, literature seminars, wrap up sessions, lectures from practitioners, and two fieldtrips. The latter part of the course focused on an individual assignment and tutoring. The individual project was presented at a seminar and the final week was spent making a report.

The evaluation of the course is very good with an over all impression scoring 4,7 out of 5. Highlights of the course has been the connection between the literature seminars and the themes, the fieldtrips, the learning environment, information and the examination. During the verbal evaluation the opinions on the lectures were quite varied and several students expressed that the sections with technical consultants and fieldtrips could have been extended. Most students appreciated the succession of group assignment, learning the subject, then moving on to an individual project. However, many students also expressed that the individual project was a great challenge in finding a scope and conducting the study in a relatively short lapse of time. The result of the student individual accomplishments, both according the course leader and the online evaluation, was however excellent (4,8). So my interpretation is that the students hard work paid off.

Student representatives comments

The overall impression of the course is positive, with some constructive feedback that the course can improve. The general impression of the course is 4,7 (in 1-5 score), which implies that generally, students are happy about the course. It is a fun and well-balanced course where students can learn a lot both theory and practice. They find the course has clear links to the learning objectives as well. However, some students say it is a bit stressful, especially during the individual project, but the teachers are always supporting them.

Some students think that their prior knowledge was not sufficient for them to benefit from the course, hence the mean score of 4,1. A lot of the comments say that they lack technical knowledge or come from different backgrounds, so it makes it challenging to learn about the correct measurement or standards.

The information about the course was easily accessible, showed by the high mean score of 4,8. However, some students wished that some of the technical guidelines, especially the updated ones, were also uploaded on Canvas because a lot of them are in Swedish which makes it difficult for foreign students to obtain them. Also, students can refer to the same guideline, thus everyone has the correct standard.

The variety of the course components is rated positively with a score of 4,8. The lectures, course literature, and exercises are well-balanced. The different lectures from various backgrounds and perspectives and the literature seminars are highly praised. The lectures are generally perceived as effective and match the objectives, although some students find the materials are sometimes not interesting or irrelevant. There were comments about the structure of the course, which some people prefer to have it structured differently. Some students would like to have more tutoring, especially on the individual project. The individual project is the most challenging part of the course because many students felt that the time is short or there is not enough time to have tutoring and revise. The international students have problems with some of the materials on the PowerPoint that are presented in Swedish. Although the verbal lecture was delivered in English, it would be more appreciated if the lecturer was able to translate the PowerPoint slides into English as well so students can read the context of the lecture.

The literature seminar was perceived positively because the articles suit the course objectives and assignments. Some students said they prefer to have the literature seminar groups rotated in each seminar, so they will meet different people each time, thus they will have more diverse discussions. Some students also suggested spreading it out to a few more seminars.

The excursion trips to Ystad and Gothenburg are the highlight of the course because it is seen as nice breaks from the classroom atmosphere and an excellent way to learn about the infrastructure. However, the first excursion to Ystad has less positive feedback. One of the main reasons is the lack of time because the student wished to explore more places in the area. The unplanned bathroom break took longer than expected as well, so we might have missed another potential site to be visited. Also, the sound exercise was deemed ineffective because some students have done almost the exact same exercise in other courses previously, so they did not learn much.

The Gothenburg trip was one of the best experiences in the course because the students were able to visit some locations and observe the infrastructure while being taught on the bus at the same time. However, some students said that they wished his lecture was held before they hit the road, so they will understand more about the context of his lecture. Some pointed out as well that more time should have been given to see/walk/move in the actual spaces rather than just pointing them out from the bus.

The majority of students voiced their criticism about the COWI workshop (one student even commented "chaotic"). Some students prefer it online, but some also prefer it face-to-face. Since the workshop was held during the individual project (instead of during the group work according to the initial plan), everyone was given the opportunity to present their project shortly to be reviewed by COWI. Thirty minutes for 4-5 people to present and get feedback is not enough, some did not even have a chance to present at all. It would be much more effective if it is held during the group work according to plan. Some topics that the students choose are not aligned with the consultant's expertise, so they did not get effective feedback. There are several COWI consultants who attended the meeting and listened to one speaker, so it would be more effective if the workshop is held one by one instead.

There is no problem in the social learning environment, hence the score of 4,9. One student commented that they would appreciate wider perspectives. It is refreshing to hear not only from the theoretical ground but also from the experience on the field.

The physical learning environment question is rated 3,8. Students are not quite satisfied with the facilities and equipment, such as the lack of Wi-Fi connection in Hyllan. Students would like to have a computer desk, but sometimes it is difficult because the classroom is always changing and there is not enough capacity in the computer room. There are comments about the quality of the ventilation in some classrooms, which sometimes is noisy and seems to be poorly dimensioned.

The individual projects got a high score of 4,8. Despite the high score, a lot of students said that the instructions are a bit unclear and too broad. The supervision for the individual project was helpful because they can get private tutoring for their projects. However, some students said that the speed dating of a 5-minutes presentation in a large group was ineffective because they cannot get adequate feedback, some also said that they see no point in listening to other students' projects. Some are not satisfied with the feedback as sometimes it feels like they are too subjective with their own preferences instead of a neutral perspective.

The course has covered the sustainable development aspects of environmental, social, and/or financial, as proven by the score of 4,5. Someone suggested having more discussions about sustainable materials in infrastructure projects.

The gender and equality aspects are rated 4,6 as most students have no problem regarding the issue. Some articles in the literature seminar also mention the different habits between different genders which affect infrastructure and transportation planning. However, a student questioned the relevance of these questions because gender equality is not an issue in the landscape architecture field in general.

The course has touched upon foreign case studies, however, students think that the international perspectives are not covered enough, as stated by the mean score of 3,5. The reference and case studies are more oriented from and toward the Swedish perspectives. More international perspectives would be helpful so students can learn about the implementation of infrastructure projects from other countries in a different range of issues and contexts.

On average, students spent 39 hours/per week on the course. Most students who answered that they were working more than 46 hours think that the individual project is the most stressful; they have to sit longer during that period. However, they learned a lot during that period.

Regarding the method of the class, the online class is not a popular option, with a mean score of 3,8. There are some things that worked well when participating in teaching on distance, such as more time to work instead of getting ready and taking the bus to school, and the variety of courses. If there are assignments to do and there is one random lecture on that day, then it would be better to have the lecture on Zoom instead. But, there are also things that worked less well when participating in teaching on distance, such as the COWI workshop. The Team platform is not familiar by many, so some students have technical difficulties. One student commented that the discussion is not as lively as it is if it was held online.