



Planning Project - Transforming Urban Landscapes LK0410, 10008.2223

15 Hp

Pace of study = 100%

Education cycle = Advanced

Course leader = Caroline Dahl

Evaluation report

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

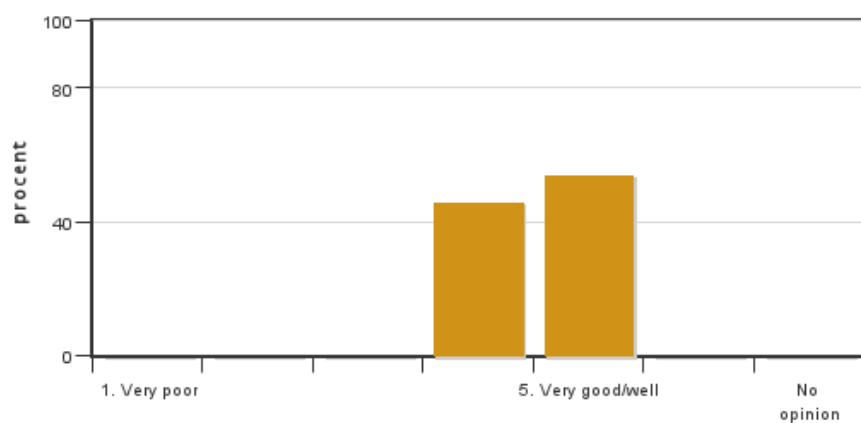
Answers 13

Number of students 15

Answer frequency 86 %

Mandatory standard questions

1. My overall impression of the course is:



Answers: 13

Medel: 4,5

Median: 5

1: 0

2: 0

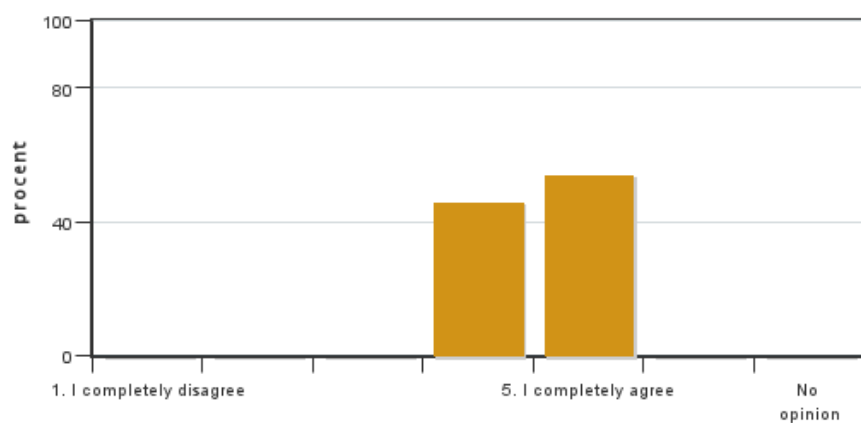
3: 0

4: 6

5: 7

No opinion: 0

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



Answers: 13

Medel: 4,5

Median: 5

1: 0

2: 0

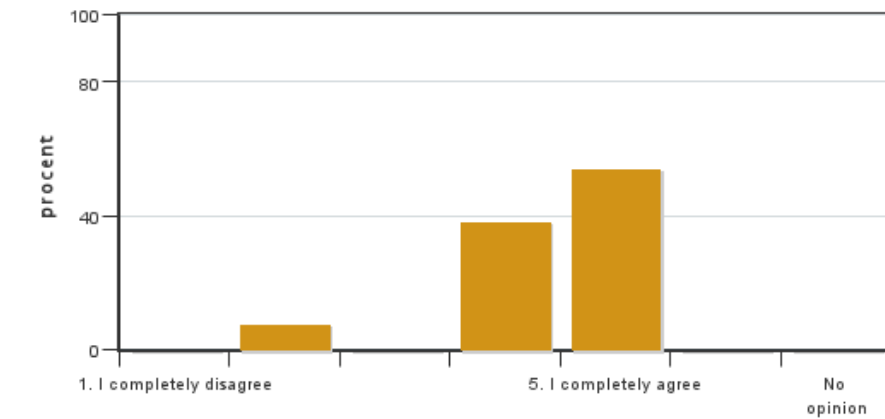
3: 0

4: 6

5: 7

No opinion: 0

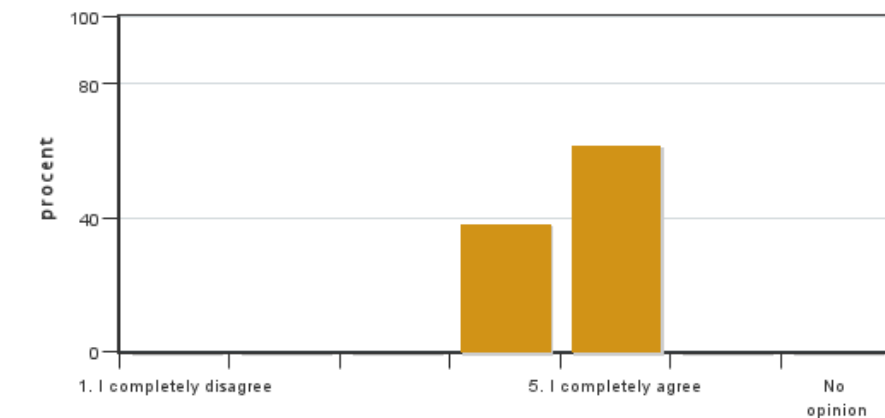
3. My prior knowledge was sufficient for me to benefit from the course.



Answers: 13
Medel: 4,4
Median: 5

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

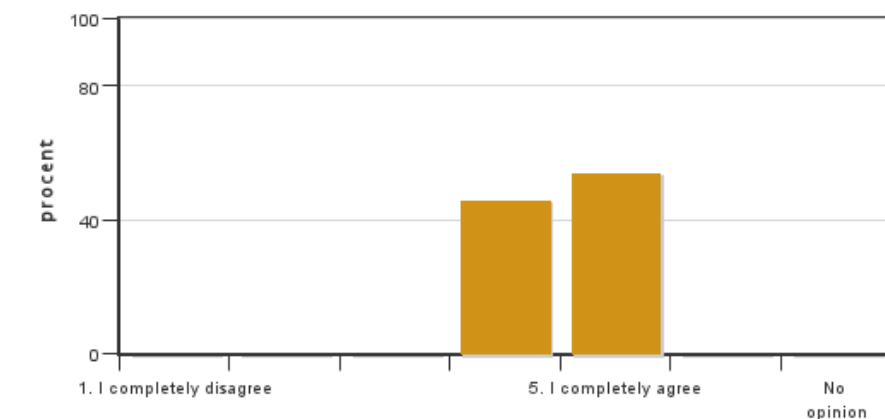
4. The information about the course was easily accessible.



Answers: 13
Medel: 4,6
Median: 5

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

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



Answers: 13
Medel: 4,5
Median: 5

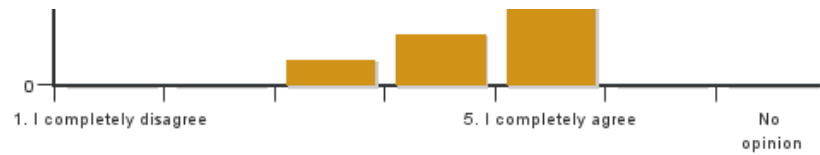
1: 0
2: 0
3: 0
4: 6
5: 7
No opinion: 0

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



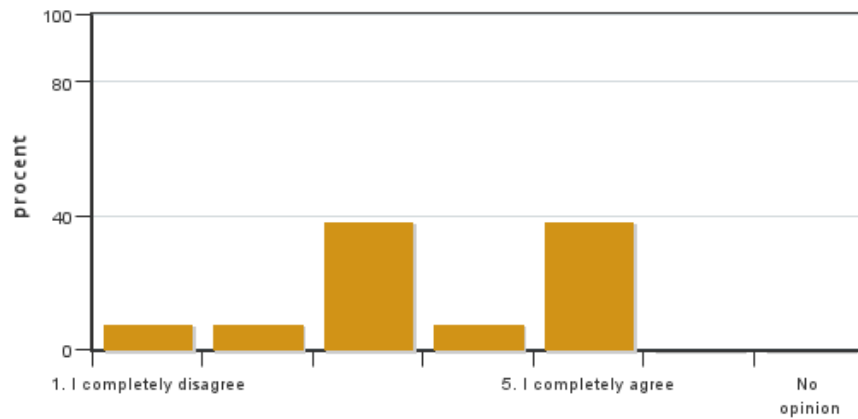
Answers: 13
Medel: 4,7
Median: 5

1: 0
2: 0
3: 1
4: 2
5: 10



No opinion: 0

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



Answers: 13

Medel: 3,6

Median: 3

1: 1

2: 1

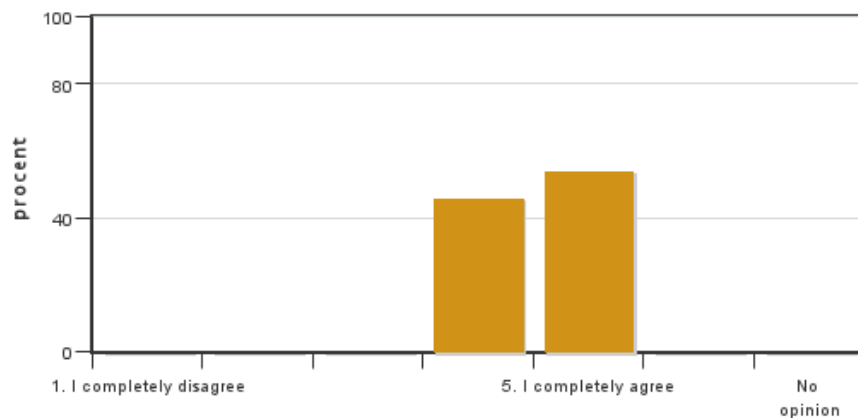
3: 5

4: 1

5: 5

No opinion: 0

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



Answers: 13

Medel: 4,5

Median: 5

1: 0

2: 0

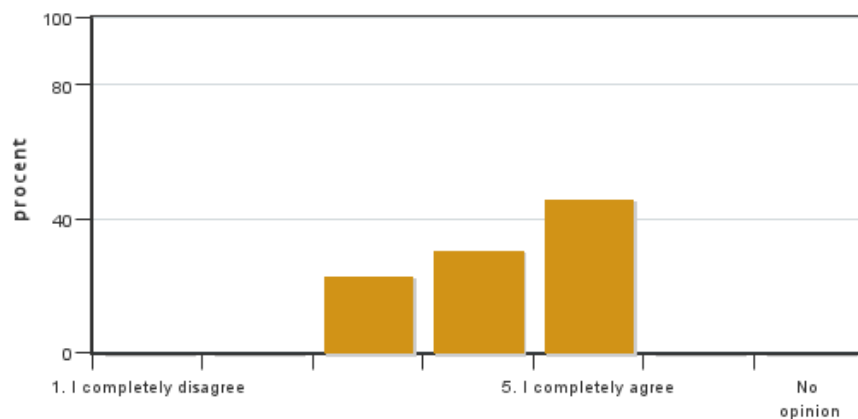
3: 0

4: 6

5: 7

No opinion: 0

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



Answers: 13

Medel: 4,2

Median: 4

1: 0

2: 0

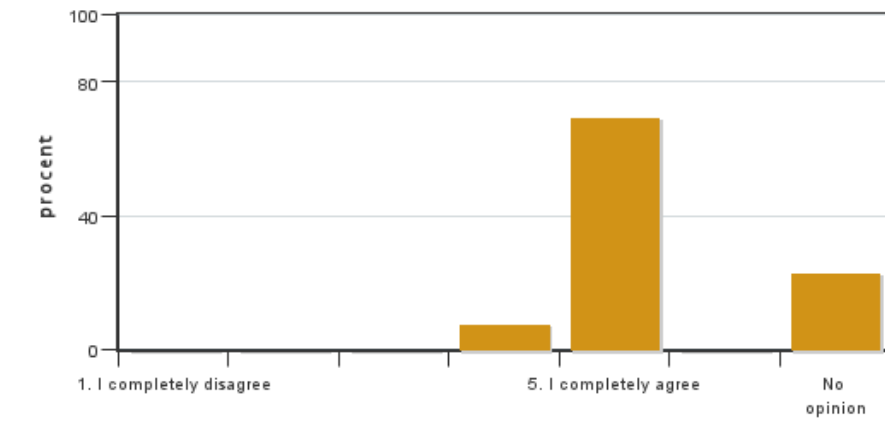
3: 3

4: 4

5: 6

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).

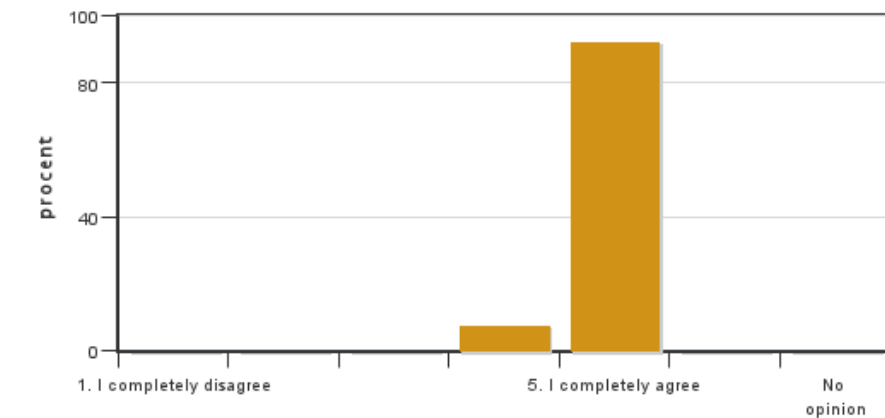


Answers: 13
Medel: 4,9
Median: 5

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

No opinion: 3

11. The course covered international perspectives.

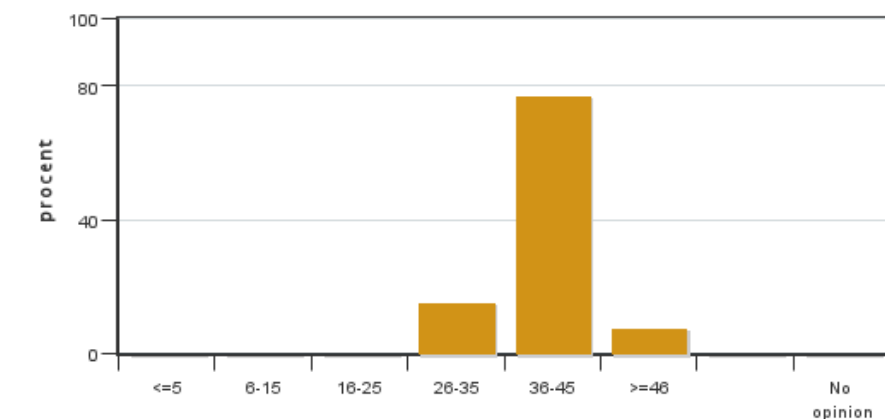


Answers: 13
Medel: 4,9
Median: 5

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

No opinion: 0

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

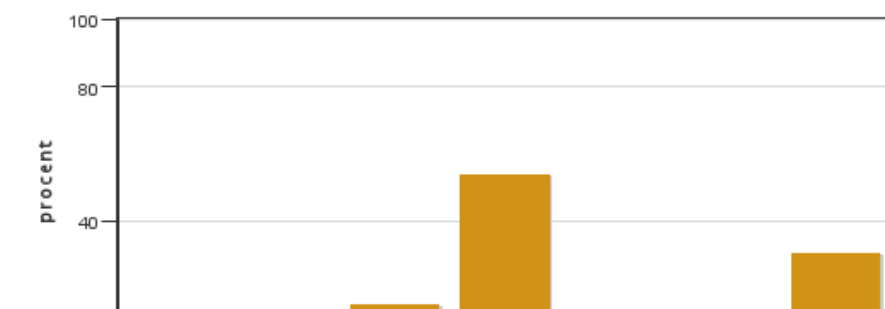


Answers: 13
Medel: 38,9
Median: 36-45

≤5: 0
6-15: 0
16-25: 0
26-35: 2
36-45: 10
≥46: 1

No opinion: 0

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



Answers: 13
Medel: 3,8
Median: 4

1: 0
2: 0
3: 2
4: 7
5: 0

No opinion: 4



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. Do you find the topic of the course relevant and if so, how?

16. Name up to 3 course aspects you particularly appreciated, and up to 3 you think should be changed.

**16. Please comment on your appreciation/ recommendation for change concerning these course moments:
1/ assignment 2/ literature and case seminars 3/ workshop 4/ wrap up sessions 5/ lectures 6/ final crits**

16. How have you experienced the work in small teams/groups? Would you have preferred individual work or was the team/group work beneficial?

Course leaders comments

Comments from the course team

The course team is very happy with the comments and grading that the students have made with average numbers for the most part between 4.2 and 4.6 (with the . We find that the students highly appreciate the course and find the various learning activities to have clear links to the learning objectives. This we are very happy with as it is an improvement we have worked with during the last year. Hence, we are happy to learn that our efforts have paid off. The social learning environment are getting high numbers (4.7) and the inclusion of gender and equality aspects as well as international perspectives even higher (4.9). The only number that differs is the grading of the physical learning environment (3.6) and this has also generated a lot of comments in the evaluation. The teachers' team share the students' experience with Arken as a problematic studio space and we wish that cleaning protocols could be improved as one measure to take.

From the course leaders' team, we would like to confirm that we also have found the overall structure of the course to work quite well, as well as communication / information protocols during the course. Some comments concern the experience that some weeks have been too heavy, for example when case seminars coincided with mid-term presentation. We will try to avoid such conflicts for next year's scheduling. Many comments states the pros and cons with group work, and we recognize the challenge that might occur, but also the benefits. We are however happy to learn that smaller groups of 2-3 students are productive, if one should have group work at all. To update the group contract, as one student suggested, is a very suggestion and something that we will bring with us to next year.

We are happy to learn that the relevance of the course is considered by the students to be high. The assignment and the involved practitioners seem to have contributed to this. We also appreciate to learn that the students see a connection to the sustainability goals, even if economic aspects might not have been as clear. The additional comments point towards the relevance of a broader understanding of what planning can become (beyond legal or conventional protocols), how design and planning can be integrated, the multidisciplinary aspects of transformation as well as the contribution of a landscape perspective or a landscape architect. The students express an appreciation of being part of an emerging international discourse.

Most comments in terms of what has been vague and unclear deals with some of the assignments and the wish to have it more clearly defined. This is fully understandable. However, the course also aims at (as all creative work should do) training the students to navigate uncertainties and to build confidence in task and self through iteratively testing, discussing and evaluation one's own work and process in the student group and the full class. But we read your comments and will continue to improve the facilitation through tutoring and learning activities that support such explorative processes. Some of the comments do confirm that the wrap-ups, lectures, and tutorials have been beneficial in building an understanding of the course's main assignment. Suggestions from students that would strengthen this even more are student-student reviews and discussions, include the study of an existing process working through a *plan guide* approach or an excursion.

Time is often an issue and there is often a wish for more time. Thus, it is good to see that the average time spent on the course is quite ok. Almost all students ask for more time to be able to refine their work after the final presentation. We will consider this for next year, but we would also like to express that the work that was presented during the final presentations were of high quality already as it was. The course is on master's level and quite demanding in terms of time spent and being present in various learning activities. In sum the teachers' team have found this year's course to be very productive and the outcome to be of a very high quality. We are impressed by the students' commitment and contributions as well as their ability to navigate various learning activities and to bring it into a coherent result reflecting the complexities of transformation projects and processes.

Student representatives comments

Course evaluation; Transforming Urban Landscapes, LK0410. SLU Alnarp. Commentary from student representative.

Generally, all students express very positive feedback. The theme of the course was perceived as very relevant and interesting, inspiring and challenging. Some experienced that it was one of the best courses they've taken. Filled with many different learning opportunities such as guest professors and their methods, lectures, seminars and workshops this course was perceived as dense and substantial. During the oral feedback, many expressed a wish to have more time to develop their group projects, a request that the course leader argued would, unfortunately, steal time from other components in the course which all students agreed were valuable and important to keep. The final case seminar was appointed as a possible event to cut out to liberate more time to develop projects instead. Certain students also felt frustration over the assignment instructions as they were perceived as unclear and confusing, stealing time from the students performing the task. Three days were designated to a workshop with the students at LTH which was much appreciated. Some voiced that it was too short, while others that it was too much time spent.

Overall the social and learning environment is put in a positive light. The facility, Arken, is a big problem for the students. Especially the air quality which is reportedly very poor. Causing the most problem during lectures Arken was noisy, messy, dusty, cold and hard to hear whenever a lecturer spoke. This was particularly hard during an online lecture held in Arken. A positive aspect was sharing the room with the first-year landscape architects. This exchange between first years and master students could have been enhanced by an organized activity either by the professors or students themselves.

The examination opportunities were satisfying overall, especially regarding all of the minipresentations called 'wrap-ups' that were more or less formal provided throughout the course. These were lifted as important as they forced the students to formulate and describe their projects, bringing out the essence of their ideas. One student referred to the density of the course while expressing somewhat frustration over having to synthesize everything we learned in as short as 15 minutes in the final presentation.

Something that was really appreciated was the exchange with the university in Buenos Aires. Both the guest professors and the students added a lot of perspective and quality to the course. That there were a lot of other exchange students in the course was also highly valued.

Overall the students report having spent more than 40 hours a week on the course. More time was spent during the final weeks than in the beginning. Others lift a sense of not being prepared enough for the high level in the course. This is not a request from the students to lower the level of complexity, but the challenge caused some stress.

An aspect of the course the students expressed a wish to change was the enclosed groups formed at the beginning of the course. A bigger exchange between the students could be achieved by changing peers and partners on certain assignments. Generally, working in groups is regarded by the students as highly beneficial and is seen as an enrichment in the learning environment. Some students expressed difficulties working within their groups and were left with a sense of frustration. A majority of the students highlight the value of working mixed in international groups and that being a team pushed the final projects forward.