



# Climate Change – Effects on the Landscape and Potential Solutions LK0401, 30003.2223

15 Hp  
Pace of study = 100%  
Education cycle = Basic  
Course leader = Ishi Buffam

## Evaluation report

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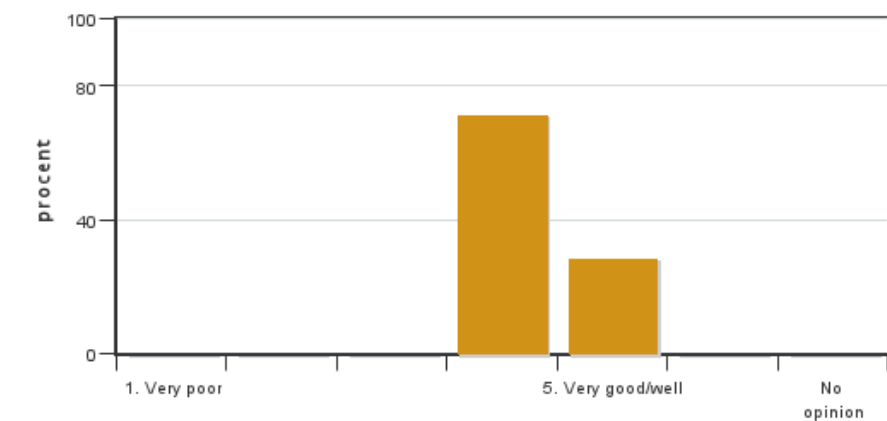
**Evaluation period: 2023-03-14 - 2023-04-04**

Answers 7  
Number of students 10  
Answer frequency 70 %

## Mandatory standard questions

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### 1. My overall impression of the course is:

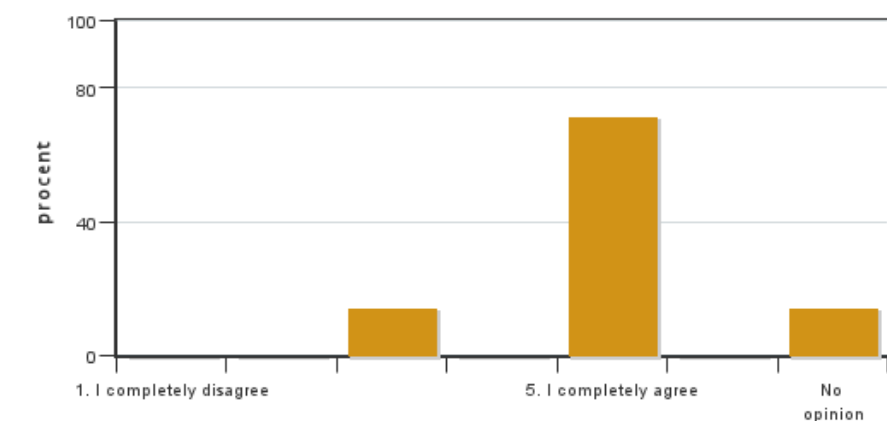


Answers: 7  
Medel: 4,3  
Median: 4

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

No opinion: 0

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

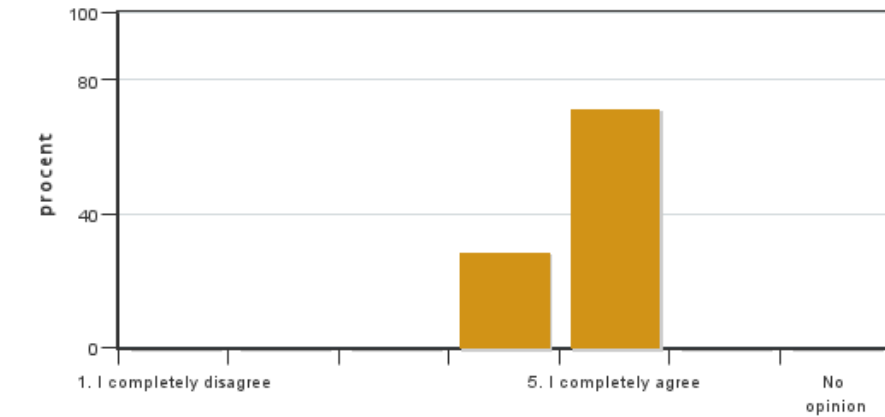


Answers: 7  
Medel: 4,7  
Median: 5

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

No opinion: 1

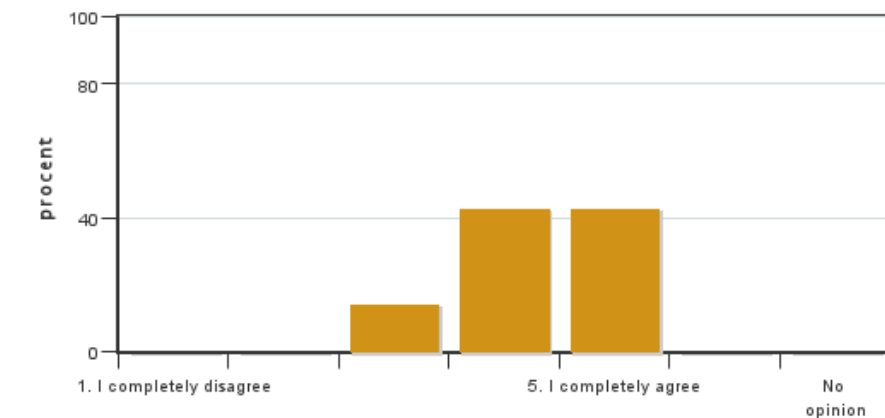
**3. My prior knowledge was sufficient for me to benefit from the course.**



Answers: 7  
 Medel: 4,7  
 Median: 5

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

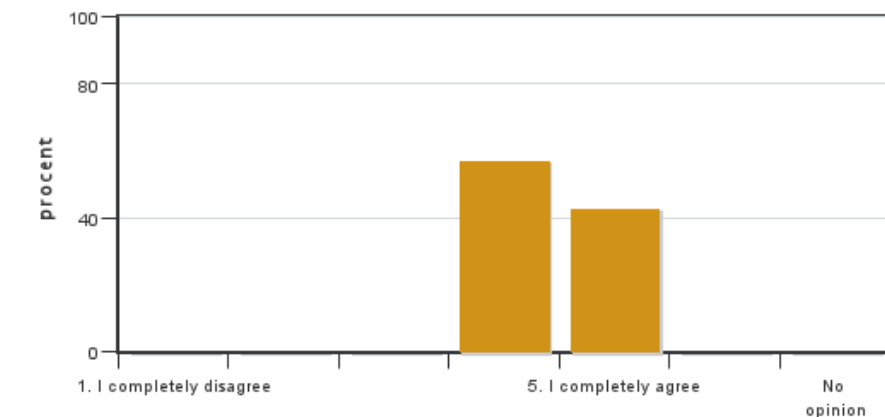
**4. The information about the course was easily accessible.**



Answers: 7  
 Medel: 4,3  
 Median: 4

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

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



Answers: 7  
 Medel: 4,4  
 Median: 4

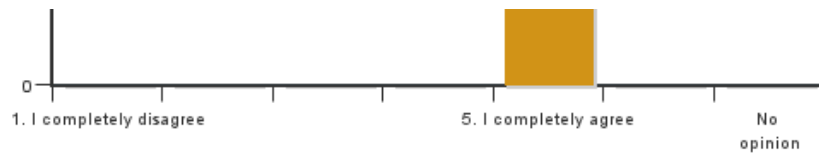
1: 0  
 2: 0  
 3: 0  
 4: 4  
 5: 3  
 No opinion: 0

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



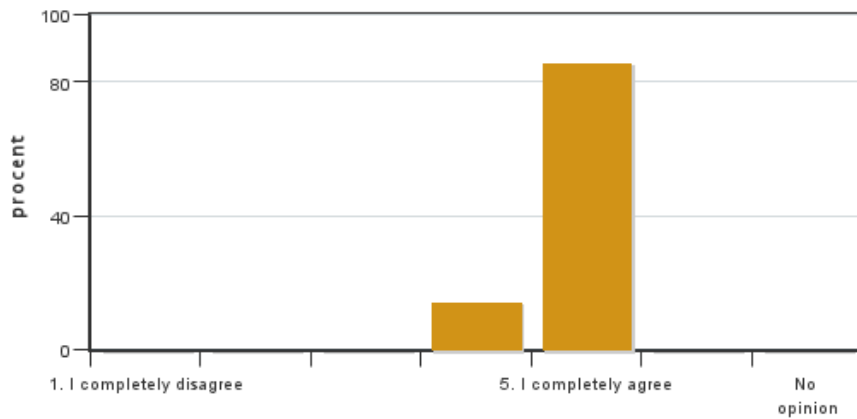
Answers: 7  
 Medel: 5,0  
 Median: 5

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



No opinion: 0

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

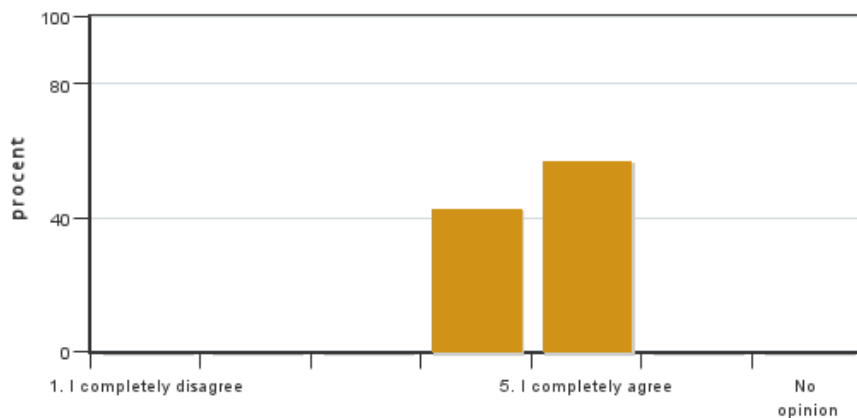


Answers: 7  
Medel: 4,9  
Median: 5

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

No opinion: 0

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

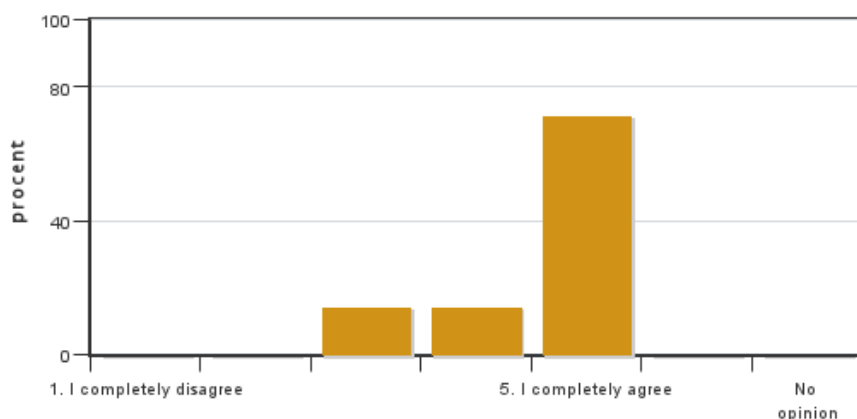


Answers: 7  
Medel: 4,6  
Median: 5

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

No opinion: 0

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

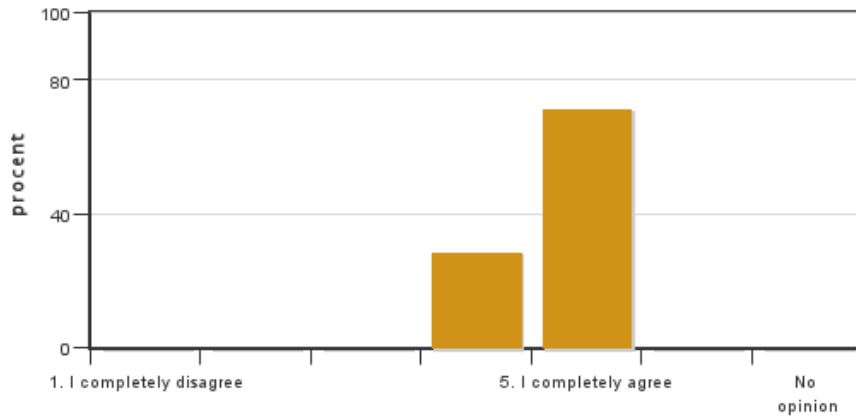


Answers: 7  
Medel: 4,6  
Median: 5

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

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).**

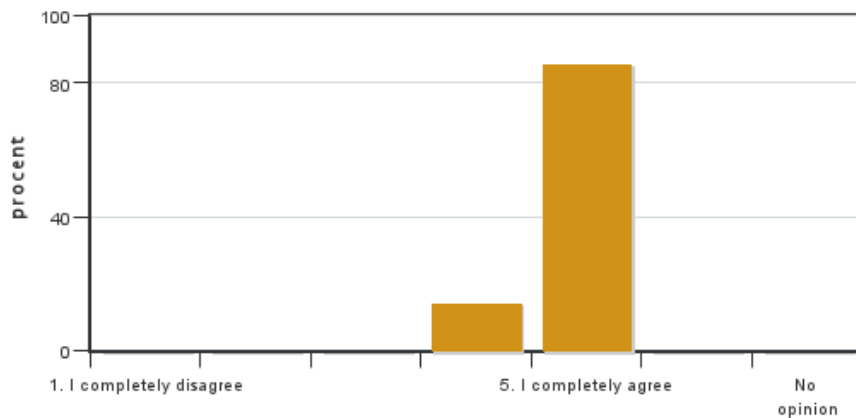


Answers: 7  
 Medel: 4,7  
 Median: 5

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

No opinion: 0

**11. The course covered international perspectives.**

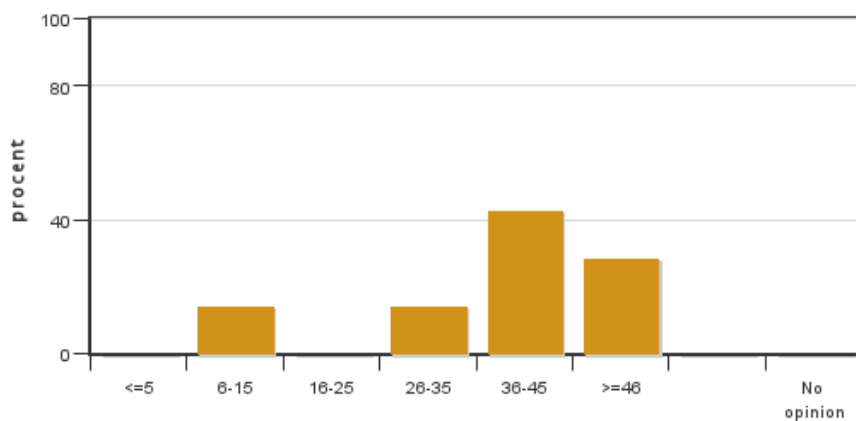


Answers: 7  
 Medel: 4,9  
 Median: 5

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

No opinion: 0

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

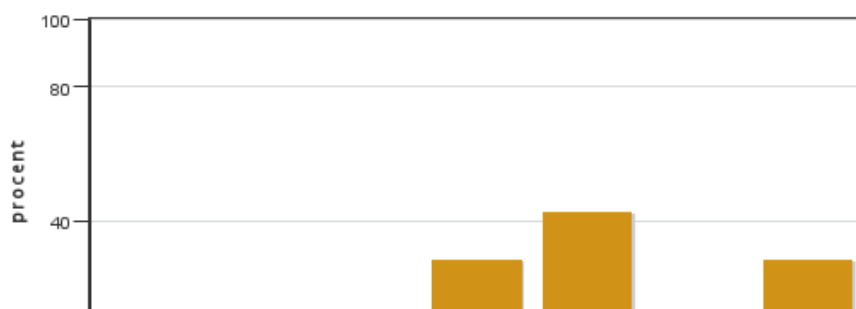


Answers: 7  
 Medel: 36,0  
 Median: 36-45

≤5: 0  
 6-15: 1  
 16-25: 0  
 26-35: 1  
 36-45: 3  
 ≥46: 2

No opinion: 0

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



Answers: 7  
 Medel: 4,6  
 Median: 5

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

No opinion: 2



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

### Student comments

#### Overview

This bachelors course is run together with a companion master's level course, LK0412 "Climate Change – Landscape in Transition". We generally have 25-40 students total, of which the majority are in the masters-level course. For much of the term, we collaborate and mix fully among the two courses, though they diverge somewhat for the second half of the term. During that time, for the masters students taking LK0412 more focus is placed on decision-making and communication aspects of addressing climate change, while for the bachelors students taking LK0401, more focus is placed on the details of blue-green infrastructure options as practical solutions to local climate adaptation. There is also a more rigorous expectation for the group project in the masters course.

After a couple of years of running this course remotely/hybrid, we returned this year to being fully in person at Alnarp campus. The course is intensive with a lot of reading especially in the first several weeks (which is a crash course in climatology and climate science followed by a written exam), and most students report spending an average of 36-45 hours per week on the course. The course was well-received by students based on the online evaluation. The overall positive review was also reflected in the comments in the group discussion and feedback session on the last day of class. Students particularly emphasized the following highlights:

- The lectures, both by the main instructors and guests, were seen as highly useful.
- Overall course structure was appreciated by many students, in particular the use of focal questions highlighting key learning objectives, that are given to students prior to the readings and then form the basis for in-class reporting and discussion. This was appreciated by many students as it helps to structure their approach to reading and studying.
- The Falsterbo field trip together with the guest lecture on coastal erosion and flooding was a highlight for many students – this was the first time for this field trip but we plan to repeat it!
- The "In the news" segment at the beginning of class many days: This is a chance for students to bring in, present and discuss briefly a relevant recent news item that they are interested in.
- The use of a case study location facing climate change challenges, as a focal point for the final group projects. This approach may be taken again, but would have a different location in order to keep it fresh and explore a new area and collaboration.

Most of the components of the course will remain the same/similar as they were well appreciated and achieved the main learning objectives. In particular, we will continue to list focal questions which emphasize the key learning objectives prior to each day's readings, and students will be expected to come to class prepared to present and discuss these. The format of the course will again emphasize lectures, discussion, and written exams during the first half of the term to build up a strong theoretical foundation; complemented by field trips, exercises, and group projects mainly during the second half of the term.

**Based on feedback from students and our own observations, we plan to make the following adjustments for this coming year's course:**

1. Begin the group project earlier in the term, to reduce the time-pressure towards the end of the course.
2. Further streamline communication of readings and assignments on Canvas.
3. Further clarity in the learning outcomes and grading criteria on Canvas.
4. Make some of the lectures available as short videos to be viewed before class, to free up class time for discussion and exercises going over key concepts.

# Student representatives comments

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## SUMMARY OF COURSE EVALUATION FOR LK0401 2023-04-27

### GENERAL RESULTS AND IMPRESSIONS OF THE COURSE

This year was the second time that the course was given. There were nine students participating in the course, of which three were exchange students. Seven students (78%) filled out the evaluation. The course was evaluated as demanding with a reported average workload of 36-45 hours/week. At the same time, the overall impression of the course was good, with average values of 4,3 (mean) and 4 (median) out of 5. Prior knowledge was seen both as sufficient and lacking. The first two weeks focused on meteorological, climatological, and physical terms and processes, which could be challenging for some in terms of prior knowledge. The structure of learning methods was reported to be relevant, where Ishi's lectures were pointed out as extra rewarding, receiving a value of 5 (mean and median). Although it was time demanding and challenging to answer the study questions prior to class, they were seen as a helpful tool for the learning process. Some students thought that the learning outcomes and grading criteria were unclear, wishing they would be more clearly stated in Canvas.

### SPECIFIC COURSE CONTENT

**Lectures:** received many positive comments and were seen as a great contributor to the accumulation of knowledge.

**Flood modelling exercise:** students thought it was a good opportunity to learn more about evaluation tools for stormwater management and appreciated that it could be linked to the final project.

**Field trip to Skanör-Falsterbo:** highly rated (median value of 5). One student felt that the field trip was a bit too long.

**Global solutions project:** mostly seen as good. It presented an opportunity to practice oral presentation skills.

**Workshop on urban environments:** appreciated and students wished there was more time for this.

**En-Roads project:** regarded as one of the least appreciated parts of the course (average value of 4). One student thought it took up too much time.

**Presentations on local research projects:** pointed out as "very interesting" and "clear and short".

**Workshop and field visit to Hässleholm:** There were mixed evaluations (points ranging from 2 to 5, average 4), where appreciation of a real-life project was coupled with the impression of unclear meaning and expectations. Students also pointed out that the visit took place too long time before the presentation of the project, that the afternoon field visit took too much time and that there were obvious knowledge gaps between participants in the workshop discussions.