



Outdoor Environments for Children and Youth MP0006, 10015.2223

15 Hp

Pace of study = 50%

Education cycle = Advanced

Course leader = Mark Wales

Evaluation report

Evaluation period: 2023-01-08 - 2023-01-29

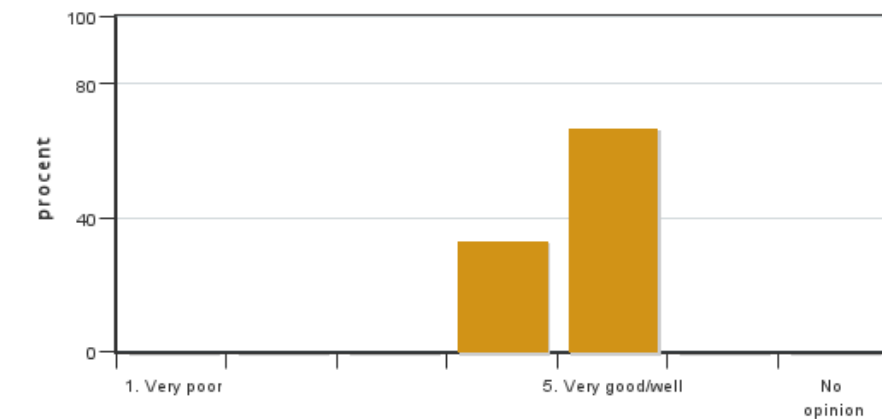
Answers 9

Number of students 28

Answer frequency 32 %

Mandatory standard questions

1. My overall impression of the course is:

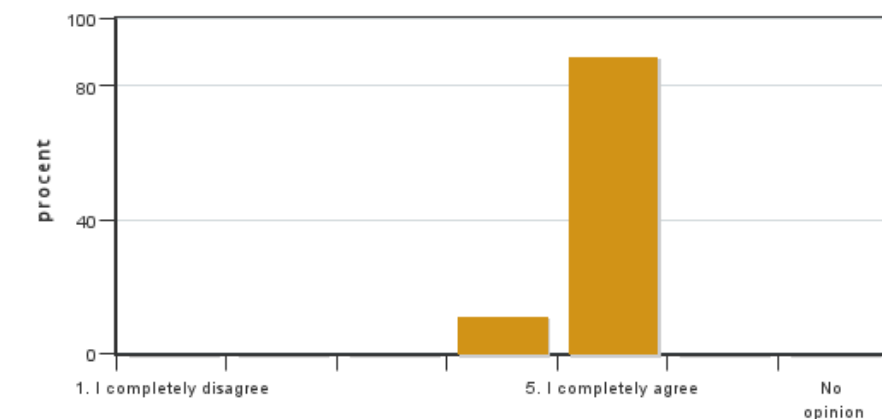


Answers: 9
Medel: 4,7
Median: 5

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

No opinion: 0

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

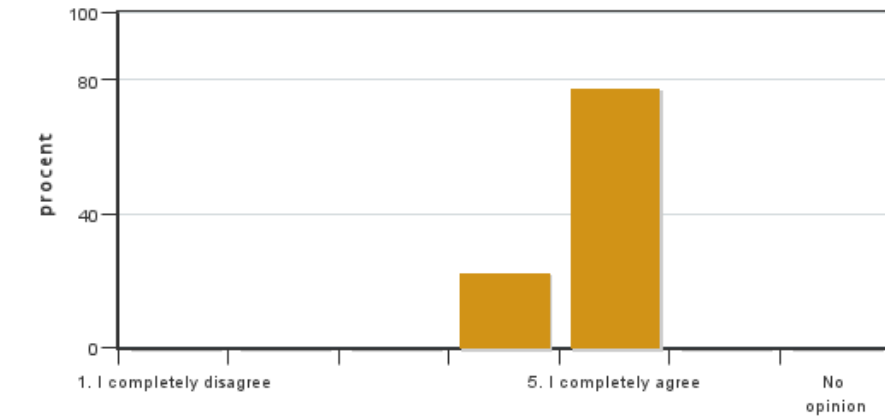


Answers: 9
Medel: 4,9
Median: 5

1: 0
2: 0
3: 0
4: 1
5: 8

No opinion: 0

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

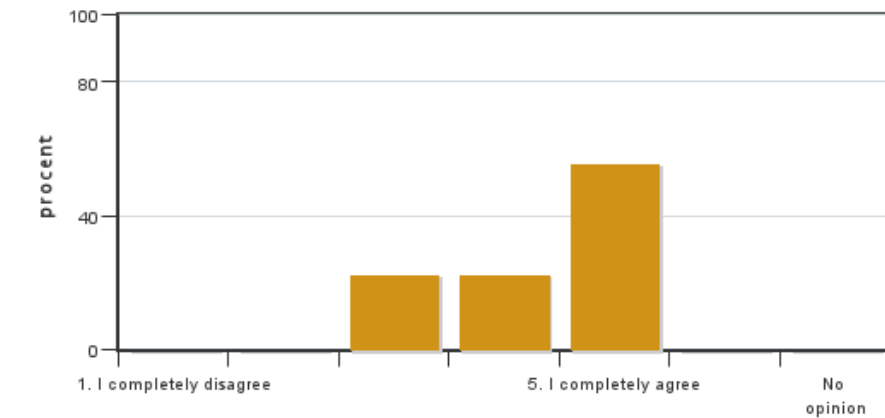


Answers: 9
 Medel: 4,8
 Median: 5

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

No opinion: 0

4. The information about the course was easily accessible.

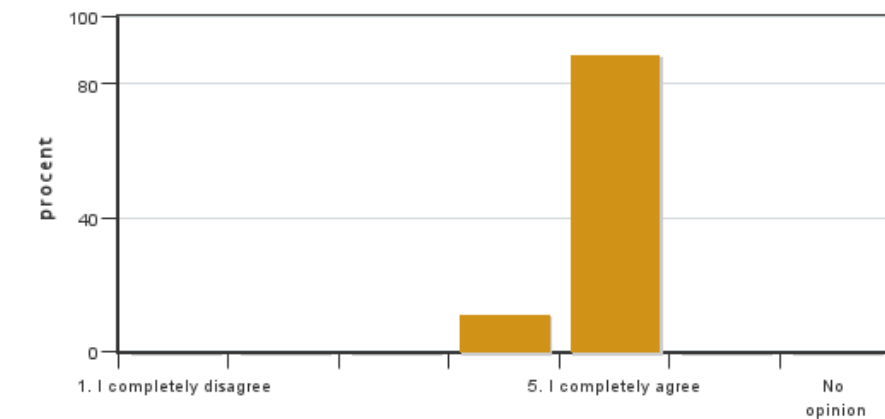


Answers: 9
 Medel: 4,3
 Median: 5

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

No opinion: 0

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

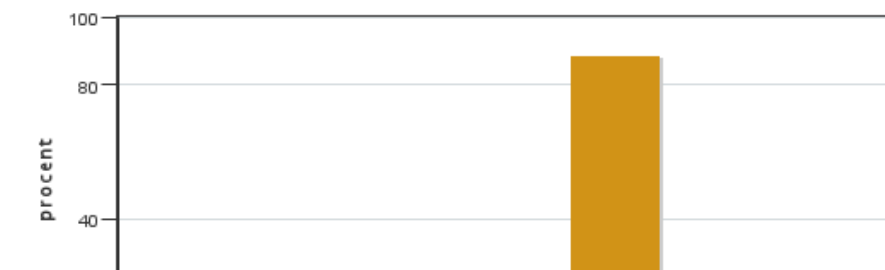


Answers: 9
 Medel: 4,9
 Median: 5

1: 0
 2: 0
 3: 0
 4: 1
 5: 8

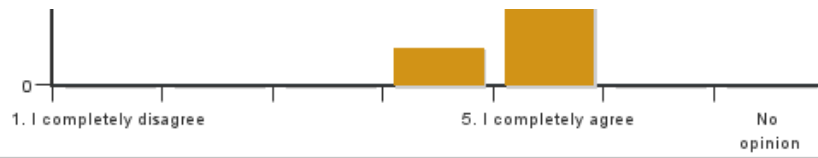
No opinion: 0

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



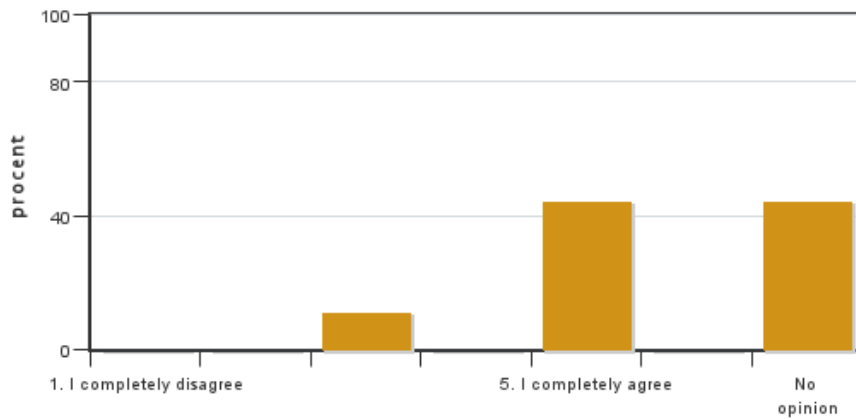
Answers: 9
 Medel: 4,9
 Median: 5

1: 0
 2: 0
 3: 0
 4: 1
 5: 8



No opinion: 0

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



Answers: 9

Medel: 4,6

Median: 5

1: 0

2: 0

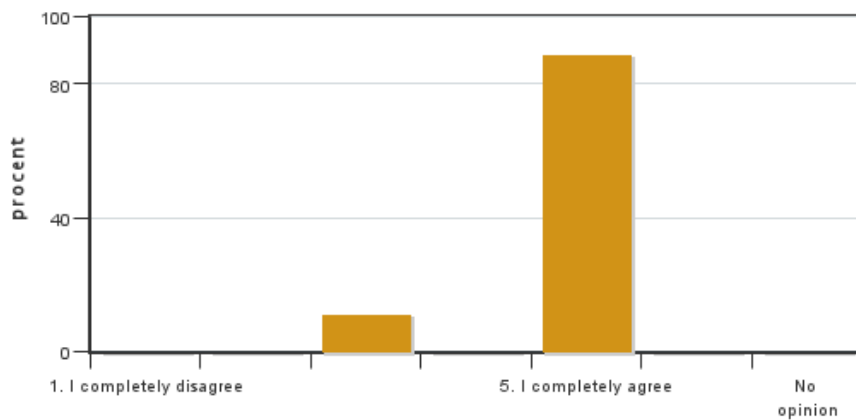
3: 1

4: 0

5: 4

No opinion: 4

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



Answers: 9

Medel: 4,8

Median: 5

1: 0

2: 0

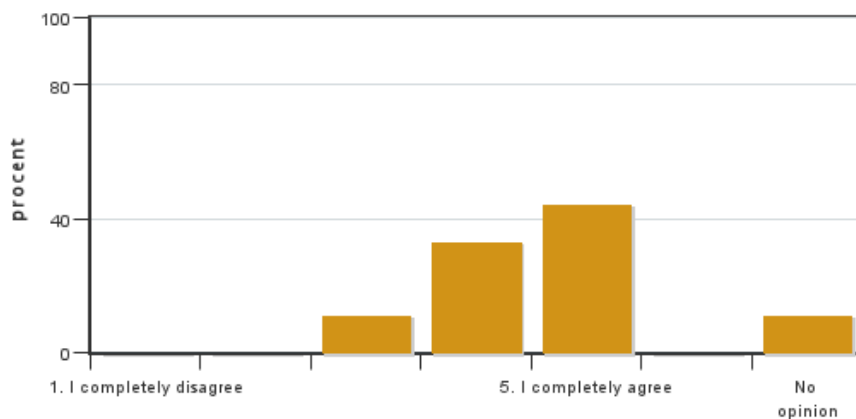
3: 1

4: 0

5: 8

No opinion: 0

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



Answers: 9

Medel: 4,4

Median: 4

1: 0

2: 0

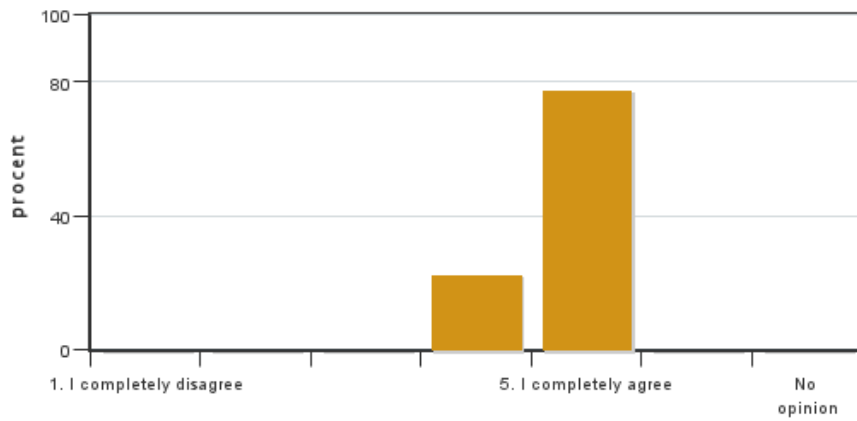
3: 1

4: 3

5: 4

No opinion: 1

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).

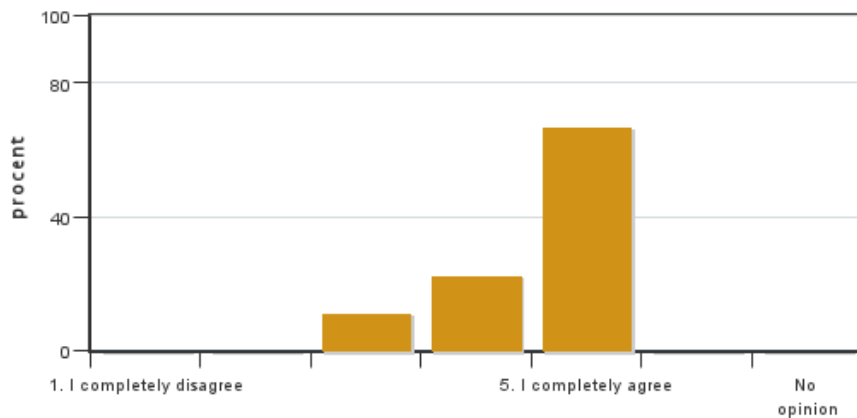


Answers: 9
 Medel: 4,8
 Median: 5

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

No opinion: 0

11. The course covered international perspectives.

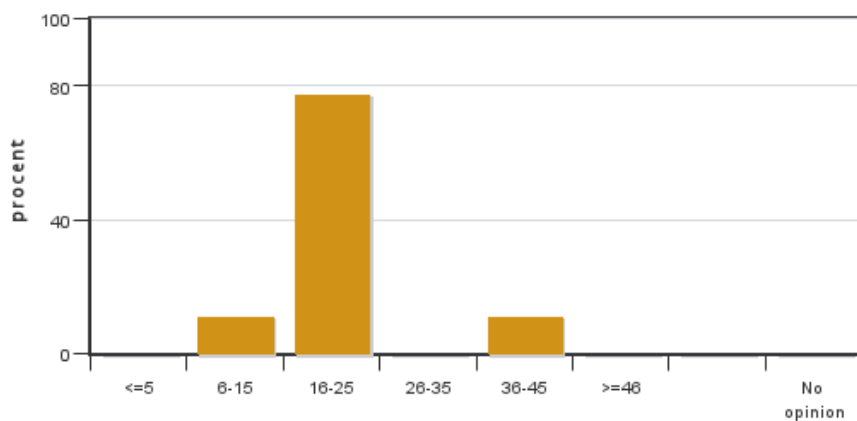


Answers: 9
 Medel: 4,6
 Median: 5

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

No opinion: 0

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

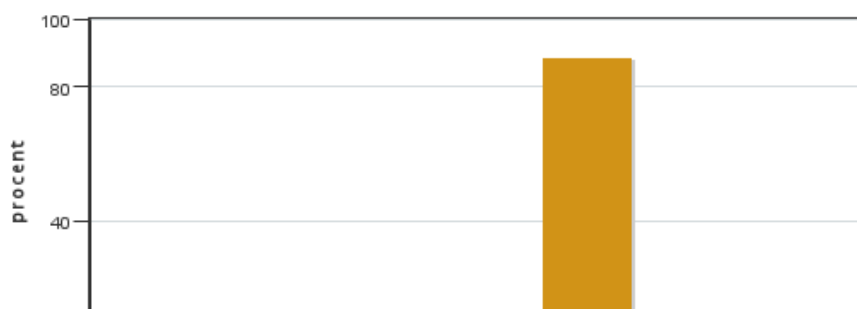


Answers: 9
 Medel: 21,1
 Median: 16-25

≤5: 0
 6-15: 1
 16-25: 7
 26-35: 0
 36-45: 1
 ≥46: 0

No opinion: 0

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



Answers: 9
 Medel: 4,8
 Median: 5

1: 0
 2: 0
 3: 1
 4: 0
 5: 8

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

The course had overall very positive feedback, where students highlighted that they achieved a good development of new knowledge that could be applied in their work. They highlighted the perspectives as important and relevant for understanding children and youth perspectives, needs and aspects important for the development of spaces for children and urban spaces. Several students spoke about how useful were the methods they learned and used, and valued the international and interdisciplinary perspectives that were possible in the online setting of the course. Zoom and the digital platform Canvas worked really well. The assignments were equally appreciated as relevant and interesting. Some students named the complexity of the course as challenging. There was also some feedback relating to the navigability of the course, which the course leaders thought about.

Here are some concrete outcomes that the course leaders propose based on the feedback of this year:

- Streamline Canvas page to make it more navigable.
- Make a reference document that guides them through the course – to do lists, a gameboard of a skeleton of references and learning outcomes.
- Could the course perhaps be more hybrid? Ideas: Study visits? Or make the course more interactive? Placebased activities combined with another course??
- Equality and inclusion – more focus?
- Ensure workload is more manageable – not too many small assignments
- Literature seminars as part of the schedule
- Group work issues? How to ensure equal work and contact
- Collaborate with other teachers at SLU?

Student representatives comments

No comments from the student representatives