Place, Activity and Human Development
MP0001, 10014.2223

15 Hp
Pace of study = 50%
Education cycle = Advanced
Course leader = Amanda Gabriel, Elizabeth Marcheschi

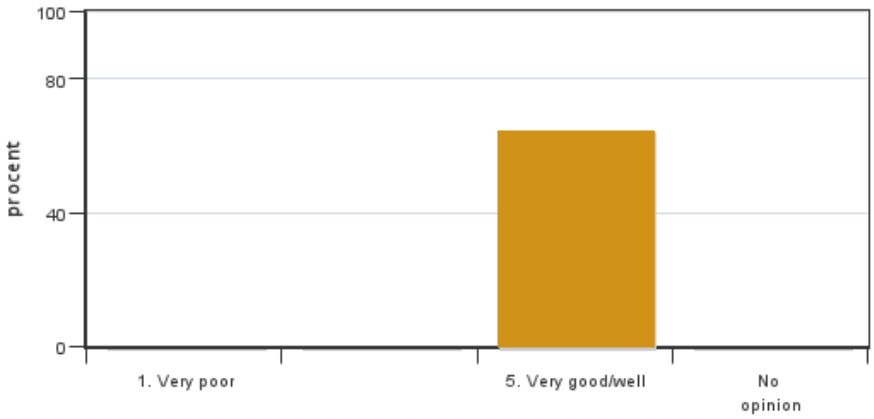
Evaluation report

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

Answers	17
Number of students	30
Answer frequency	56 %

Mandatory standard questions

1. My overall impression of the course is:

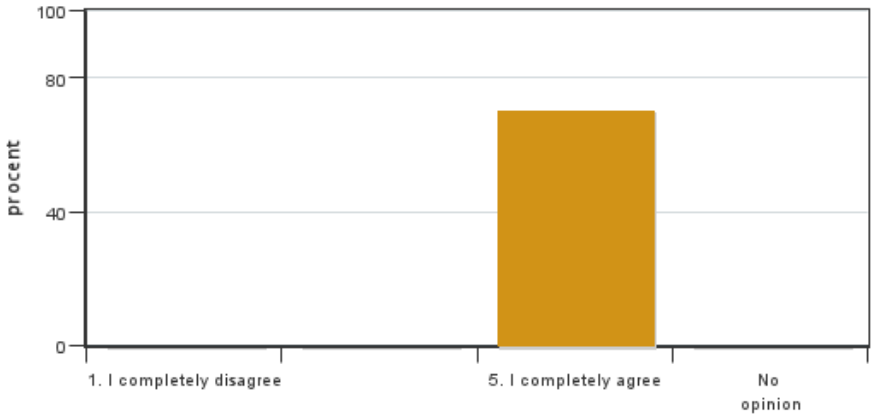


Answers: 17
Medel: 4,6
Median: 5

1: 0
2: 0
3: 1
4: 5
5: 11

No opinion: 0

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

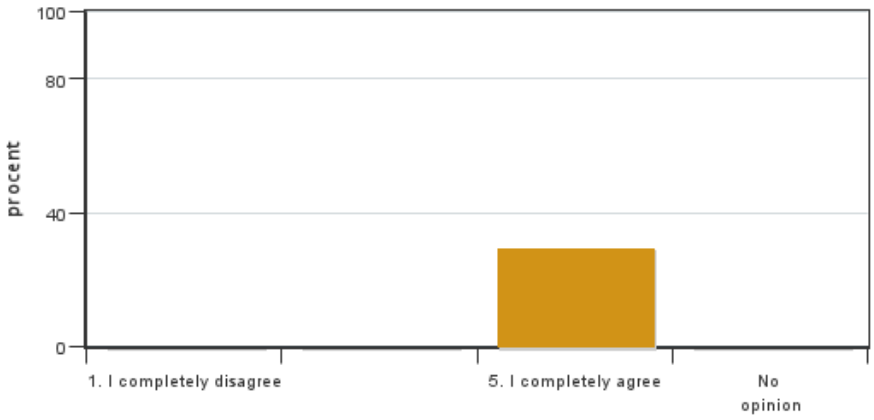


Answers: 17
Medel: 4,7
Median: 5

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

No opinion: 0

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

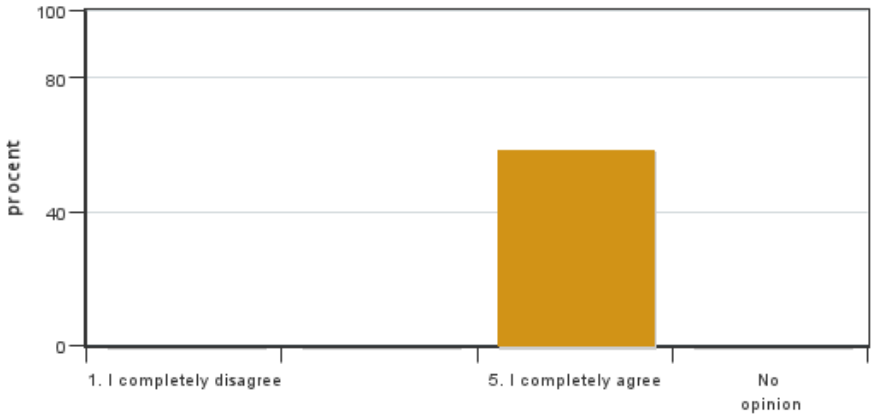


Answers: 17
Medel: 3,9
Median: 4

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

No opinion: 0

4. The information about the course was easily accessible.

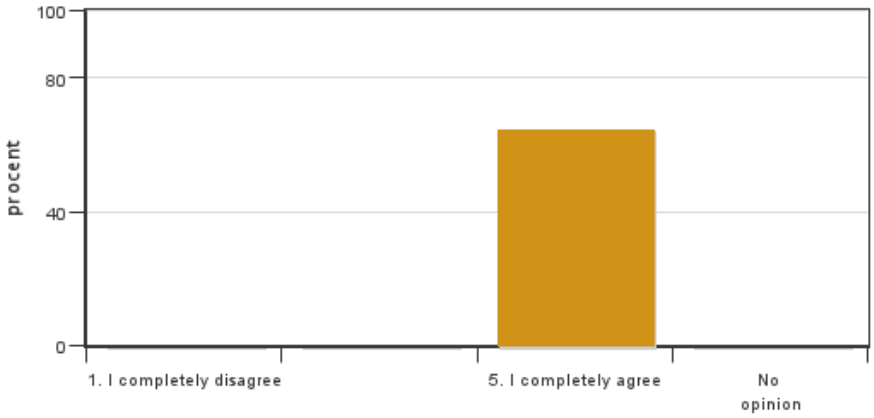


Answers: 17
Medel: 4,5
Median: 5

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

No opinion: 0

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

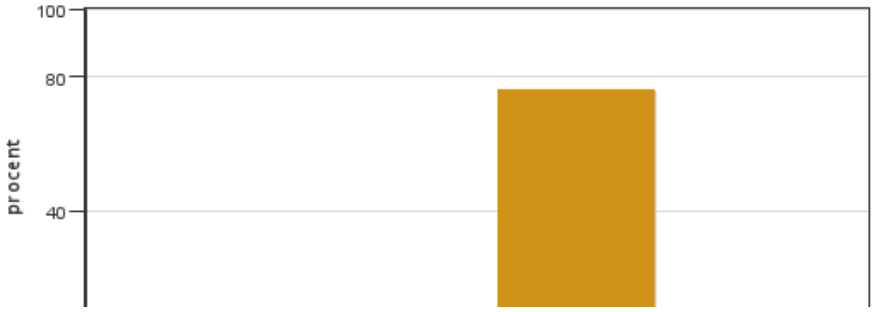


Answers: 17
Medel: 4,6
Median: 5

1: 0
2: 0
3: 1
4: 5
5: 11

No opinion: 0

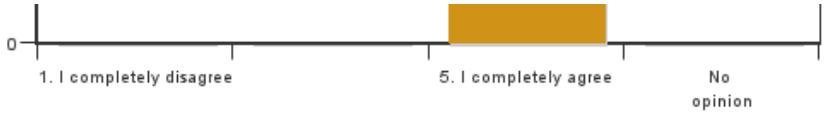
6. The social learning environment has been inclusive, respecting differences of opinion.



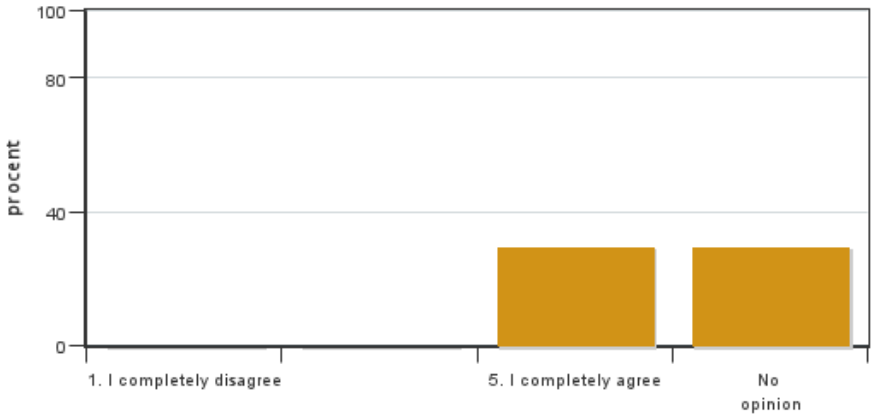
Answers: 17
Medel: 4,7
Median: 5

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

No opinion: 0



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

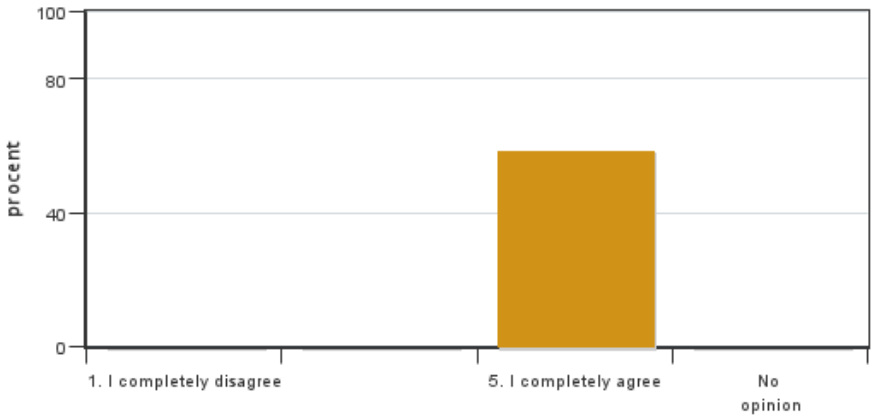


Answers: 17
Medel: 4,1
Median: 4

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

No opinion: 5

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

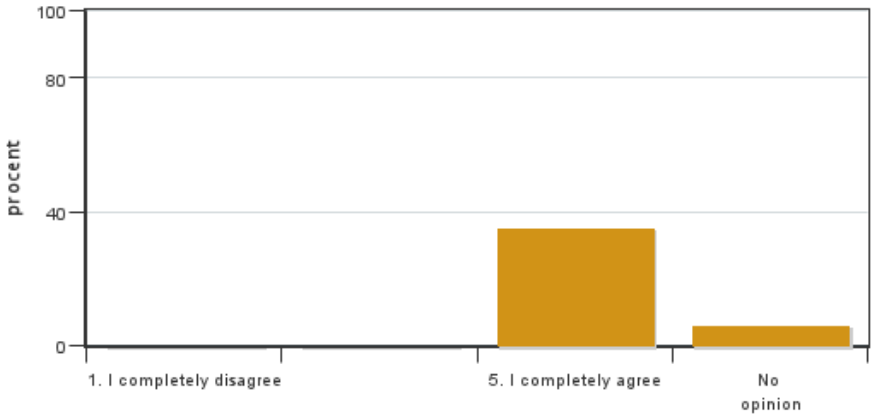


Answers: 17
Medel: 4,6
Median: 5

1: 0
2: 0
3: 0
4: 7
5: 10

No opinion: 0

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

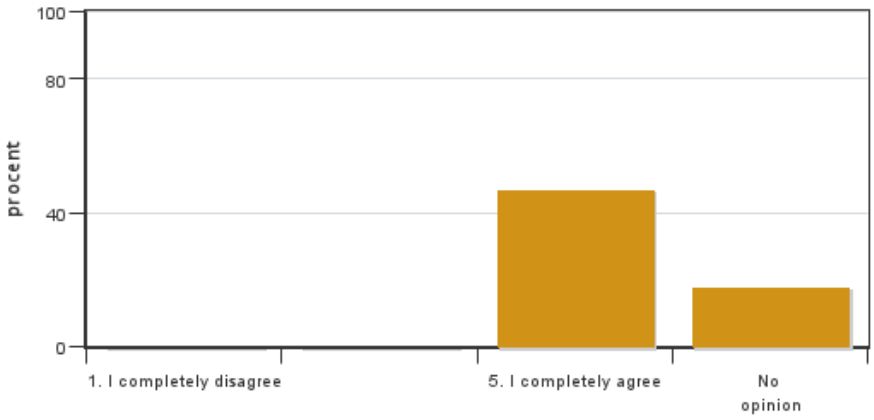


Answers: 17
Medel: 4,3
Median: 4

1: 0
2: 0
3: 2
4: 8
5: 6

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).

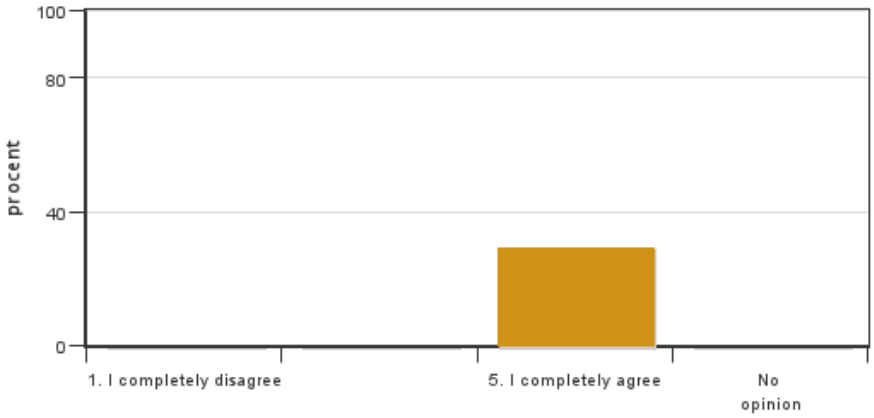


Answers: 17
Medel: 4,4
Median: 5

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

No opinion: 3

11. The course covered international perspectives.

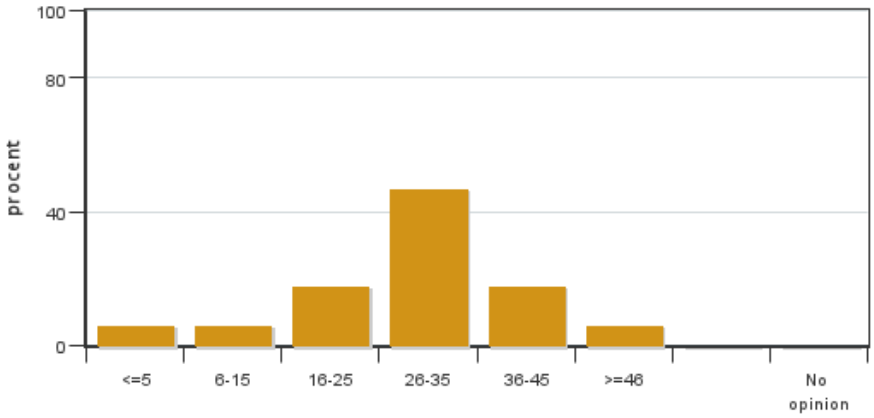


Answers: 17
Medel: 4,2
Median: 4

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

No opinion: 0

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

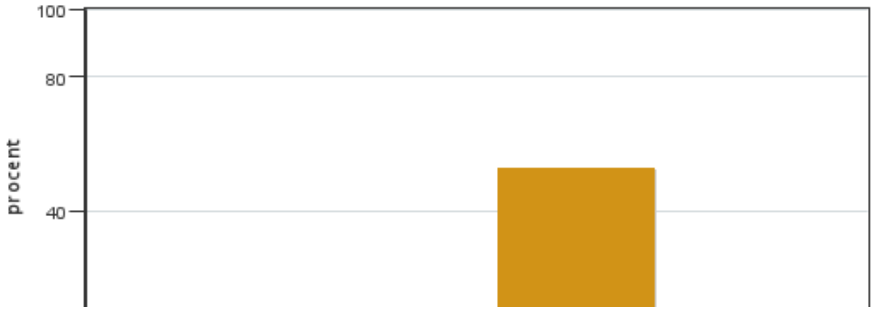


Answers: 17
Medel: 28,1
Median: 26-35

≤5: 1
6-15: 1
16-25: 3
26-35: 8
36-45: 3
≥46: 1

No opinion: 0

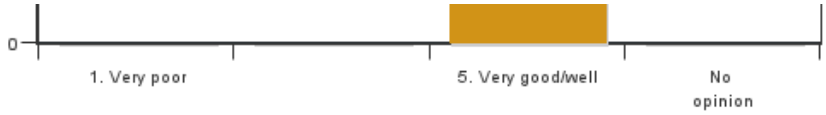
13. If relevant, what is your overall experience of participating in all or part of your course online?



Answers: 17
Medel: 4,2
Median: 5

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

No opinion: 0

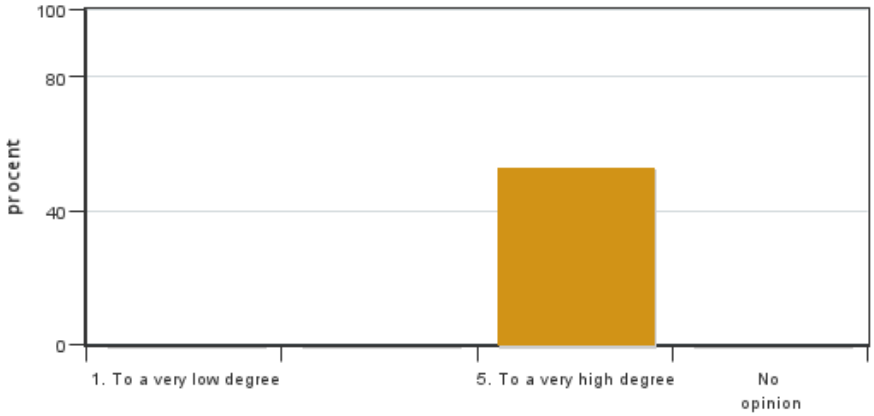


14. If relevant, please share what worked well when participating in teaching on distance

15. If relevant, please share what worked less well when participating in teaching on distance

Additional own questions

16. How much knowledge about place relationships have you developed?



Answers: 17
Medel: 4,5
Median: 5

1: 0
2: 0
3: 1
4: 7
5: 9

No opinion: 0

Course leaders comments

The course was appreciated by the students, where the aspects of interdisciplinarity, internationality, and digital opportunities where centrally discussed as pivotal for the success of the development of their new knowledge. Group discussions were appreciated and the mix of digital and in place, manual activities, some involving outdoor events, were appreciated. All of the three assignments were considered interesting. The course leaders noticed that the first assignment, which related to writing a psychological narrative about a personal experience of a sense of place, was harder for some students. This is related to the lack of psychological and qualitative experiences in some students. This is something we will address more truly next year by having a stronger basic introduction about the personal and social-identity aspects of sense of place: covering the physical, psychological, social, and cognitive aspects and functions related to meaning-making

- We are aware that depending on how the students are taking the masters (50% or 100%), there is a difference in the experience of the load of the course. We will agree with discussing with the Course Leaders of the whole Master's program, in order to give longer breaks for students in between the courses. We will also consider new structures for the digital course, perhaps offering a hybrid event.

-Some students asked us to offer lecture material before the lectures happen, which we can do on canvas, to support students.

- As course leaders, we agreed that the final assignment needs more structure, restriction, and simplified instructions to give students more support.

Student´s self-evaluations about the course can be found in here:
https://padlet.com/itsamandagabriel/self-evaluating-your-performance-in-the-course-8oljchzo106ze2ej

Student representatives comments

Course evaluation
Place, activity and human development (MP0001) SLU, Autumn term 2022

Overall impressions of the course (4,6/5)
Student satisfaction is notably high for this course, with engaging and interesting topics that were well succoured by rich and varied literature and highly competent teachers. The knowledge derived from the course is regarded as valuable and applicable. The main challenge for students is to stay organised and disciplined enough to read the course literature according to schedule.

There is a clear correspondence between the course title and asserted goals and the actual contents of the course. Students report feeling inspired and well-informed on the topics of place, place attachment and the development of supportive spaces.

The course is intense and high-paced at times, so a student should be prepared to put in the hours. Most students estimate spending approximately 30 hours/week during this course.

There is ample and accessible information regarding schedules, literature and course components on Canvas and things are very well organised.

Challenges to consider
Distance courses and social aspects
Many students have reported feeling lonely between lecture-blocks. Encouraging students to form study groups outside the blocks is a well advised move, perhaps having (non-mandatory) social meetings set up by the university might be a good idea as well.

Distance based courses does, however, facilitate taking the course despite not being able to move to Sweden, making it available to students who live and work all over the world.

Technical aspects
Although the overall impression is that the digital resources are very well managed by the teachers, there are some dimensions to digital meetings that are seemingly lacking. Since speaking on a zoom-call means demanding the entire attention of the room (having two people talk at once is very disturbing and confusing), many feel reluctant or hesitant to speak up (due to insecurity). It also robs group assignments of their organic communication, this due to informal conversation where students get to know each other being replaced by solitary screen-brakes.

Keeping things in blocks or spreading things out more evenly
This challenge seem to divide the students in two factions – those who think the blocks are too intense and that would like the lectures to be spread more evenly throughout the course, and those who thinks the blocks make it easier to fit the course into their everyday lives (balancing work – studies – family). There seem to be a slight majority hoping to keep the layout of the course as it is.

Suggestions from the student group
Allowing groups to meet more than once
Getting to meet the same group more than once supports getting to know some peers a bit better, helping students feel connected to others, becoming increasingly open to sharing and discussing ideas.

More concise instructions for the last assignment
The instructions for the last assignment were quite extensive and some passages came across as somewhat self-contradictory. Shorter written instructions and allocated time for questions might help.

Pushing deadlines
Many deadlines were moved in order to give ample time to finish assignments. Perhaps this could be done without it affecting those who handed in their assignments on time. Some students felt like the delay in feedback disrupted their work on subsequent assignments (not being able to put the previous ones aside).