



Health Promoting Outdoor Environments MP0008, 30014.2223

15 Hp

Pace of study = 50%

Education cycle = Advanced

Course leader = Anna Bengtsson, Helene Landin

Evaluation report

Evaluation period: 2023-05-28 - 2023-06-18

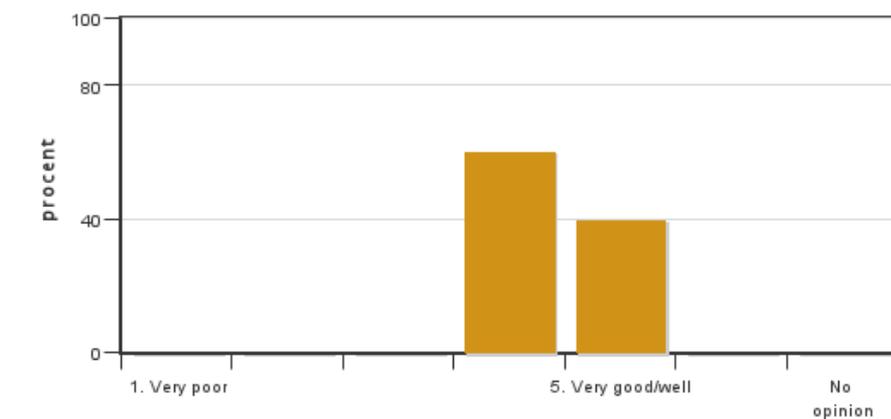
Answers 5

Number of students 13

Answer frequency 38 %

Mandatory standard questions

1. My overall impression of the course is:

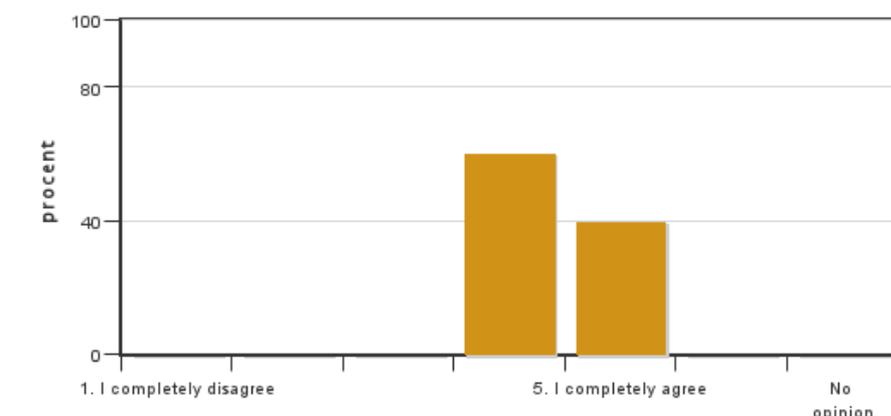


Answers: 5
Medel: 4,4
Median: 4

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

No opinion: 0

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

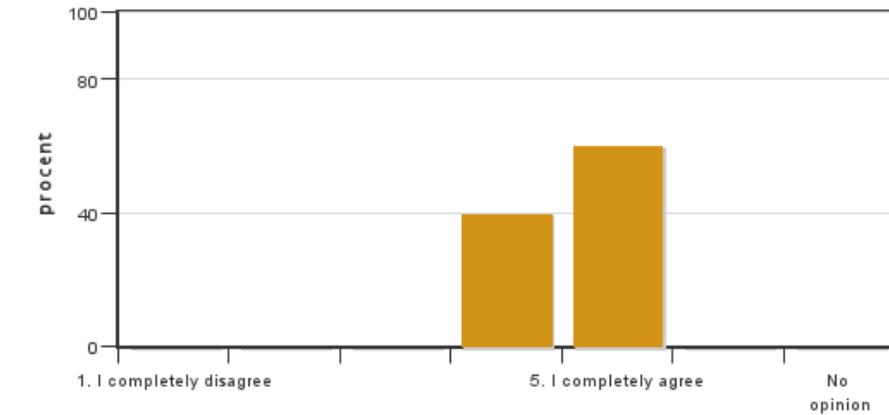


Answers: 5
Medel: 4,4
Median: 4

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

No opinion: 0

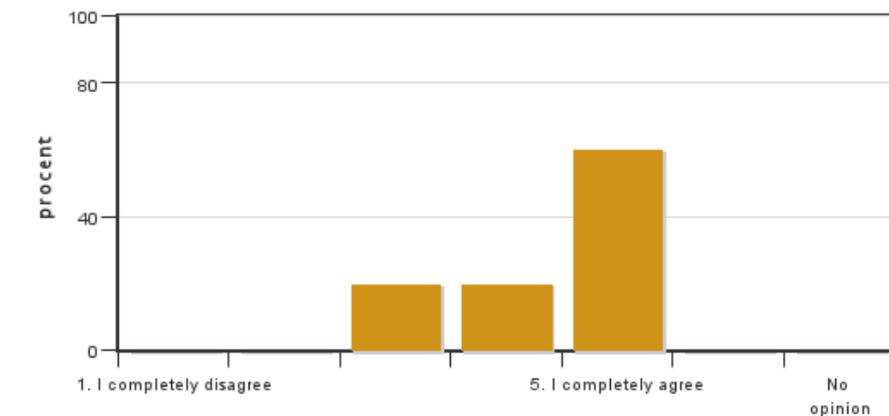
3. My prior knowledge was sufficient for me to benefit from the course.



Answers: 5
 Medel: 4,6
 Median: 5

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

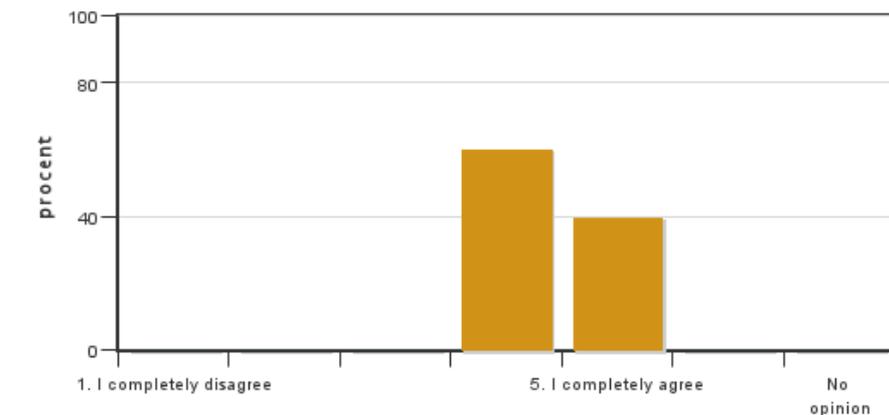
4. The information about the course was easily accessible.



Answers: 5
 Medel: 4,4
 Median: 5

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

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



Answers: 5
 Medel: 4,4
 Median: 4

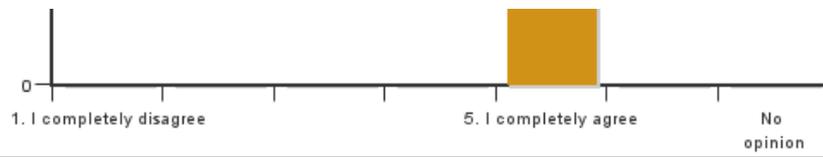
1: 0
 2: 0
 3: 0
 4: 3
 5: 2
 No opinion: 0

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



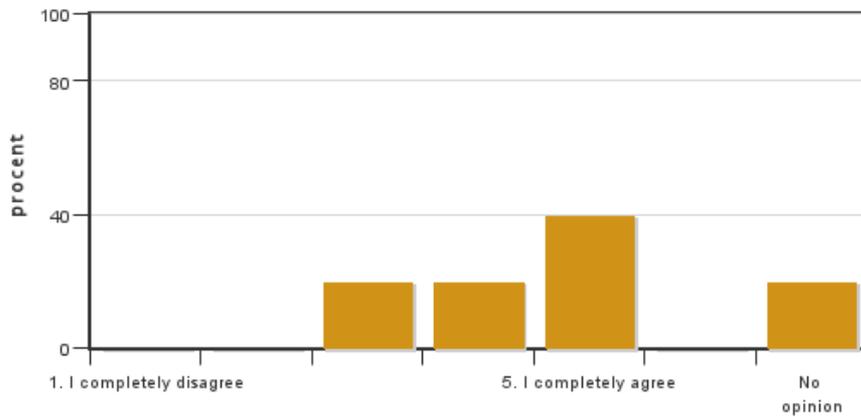
Answers: 5
 Medel: 5,0
 Median: 5

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



No opinion: 0

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

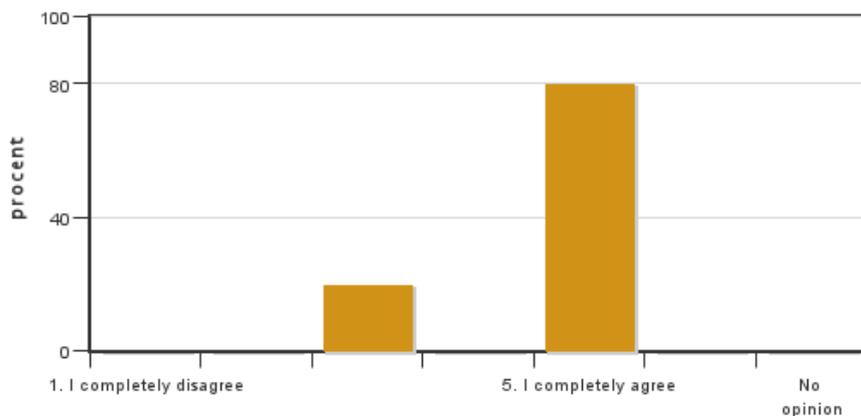


Answers: 5
Medel: 4,3
Median: 4

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

No opinion: 1

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

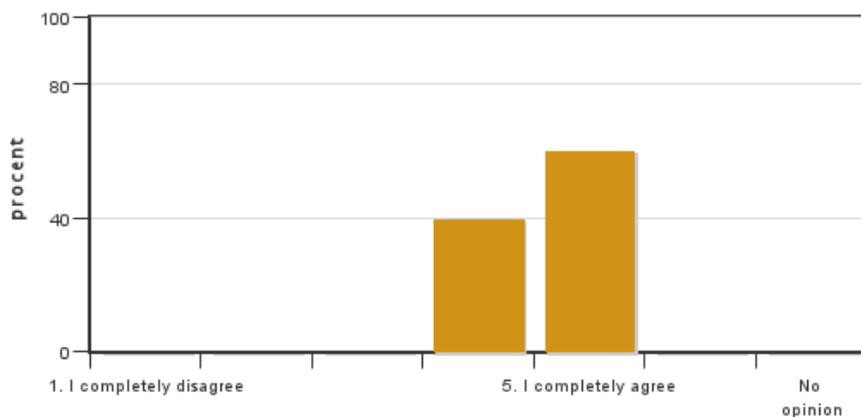


Answers: 5
Medel: 4,6
Median: 5

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

No opinion: 0

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

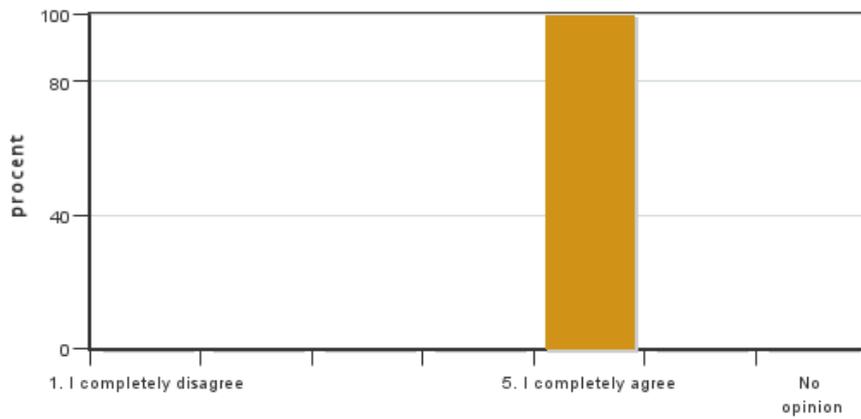


Answers: 5
Medel: 4,6
Median: 5

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

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).

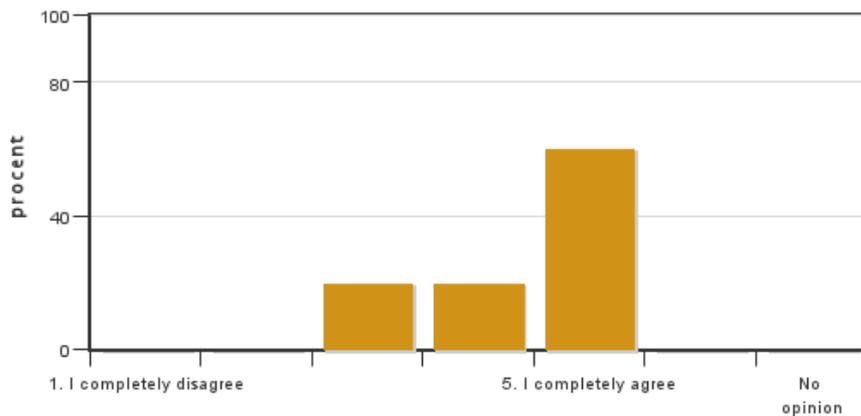


Answers: 5
 Medel: 5,0
 Median: 5

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

No opinion: 0

11. The course covered international perspectives.

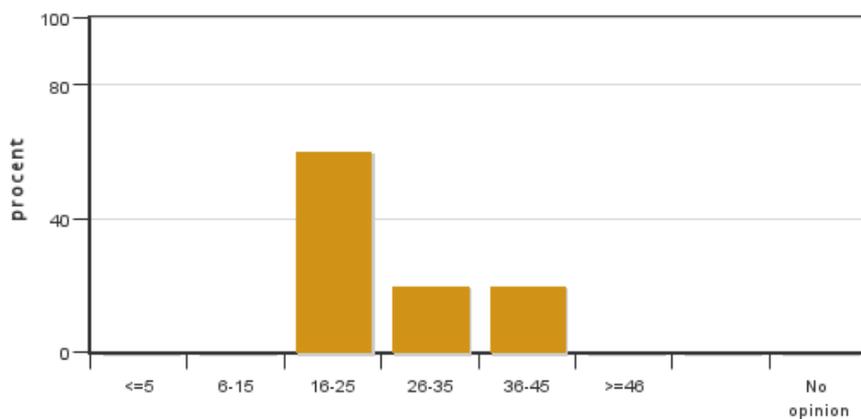


Answers: 5
 Medel: 4,4
 Median: 5

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

No opinion: 0

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



Answers: 5
 Medel: 26,0
 Median: 16-25

≤5: 0
 6-15: 0
 16-25: 3
 26-35: 1
 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: 5
 Medel: 5,0
 Median: 5

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

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

No comments from the teacher

Student representatives comments

Inception:

In this document, I try briefly present what students experienced.

Information was collected under transparent conversations. Conversations were between the students themselves, students with course leaders, and students with the student representative.

It is good to mention one meeting that course participants had on the 11th of May. Most of the students participated, and a transparent discussion occurred. Generally, seven students share their thoughts. Five students were active to share what they think about the course in an oral and in writing. Two students share their opinions by writing. Most (not all, hard to determine exactly) individual opinions (from one student) were well received by the other students who participated. Even if they did not mention that verbally. Some opinions were discussed with course leaders. The discussions lead to more understanding of different matters. Later on in this document, it will be mentioned if the opinion came from one student or several.

Points indicated:

1. The teachers/ course leaders

Five students talked about this point. All five students think it was good with teachers/course leaders. The argument was that the leaders were fixable, near the students, answered all questions, listened to all wondering, and had good communication and connection via mail and during the lectures. "We had space to work with the flexible teachers," one student said.

2. The course:

2.1. Course Administration

Some students (architectural backgrounds, mostly) see that it is essential to include conditions to take this course. We discussed, for example: to take this course, it is required to have the course Landscape Analysis Methods and research methods. One student said: "Tools before applications!" That means learning methods in different parts of the course should come before the application of the theories and methods themselves.

Other students (Health promotion backgrounds mostly) believe the opposite and ask to keep it free of requirements and up to the students themselves to choose what they need. That means it is enough for current general conditions, "No more conditions please!" said one student.

Most of the students thought that it was a great distance course, that it helps professionals who study and work.

2.2. The course in general:

Most of the seven participants believe that the course has good instruction, an open style, and a pedagogical system, and the course had a great schedule. One student mentioned how essential it was with the group contract. "I did not imagine that in the beginning," The student said. It was good with group distribution from the beginning, picking students with the same geographic existence as much it was possible. It helps to be present in the locations and gives more flexibility. The students liked the lectures and thought the presence was giving a lot.

On the contrary, one student thoughts that instructions sometimes confuse him/her, times are short and sometimes long. And it recommended clearer assignment instructions. The student said: "clear instructions mean a clear plan for the students".

One student wants to discuss the work frame more flexibly regarding the reality of the students' time and availability. And wants to think about whether hinders being out for landscape and social analysis." we can take something else in-house instead" The student said.

One student talk about if it was possible with more literature and lecture at the beginning before starting the project work. The smaller project work (exercises) good be more, in the field of health, social, and psychology. "The landscape was more prioritized than the health-promoting lectures, but it was great at the end," the student said individually, with no comment from the other participants.

One student talked less frequently by separating lectures on a different date and if it is possible, live lectures can be recorded and shared.

In Uppsala, one student wants the same program there, or maybe it should be mandatory (not the same content in detail but like it for the university basic level) for "grundnivå" students. The student said: "I miss this information in my earlier studies".

If someone has social anxiety, it is not good to share the "hand-ins". But at the same time, it gives extra dimensions for discussion and perspectives. "As much I struggle with it, keep it still!" said one student.

2.3. The course according to different students' backgrounds:

All students who participated and gives opinions believe that it is great with the new information that they have gotten from another field. Especially, students who had non-architectural backgrounds thought that it was great to get that data about this essential field. We, students, believe that it was great with variation among group members' backgrounds, to enrich the educational process.

One student needed more lectures about the healthy, social, and psychological side of the course as much as it was architectural ones.

One of the students in the health and social work position was combining and using information between study and work. Likewise, one more from the architecture branch was doing that.

2.4. Course content.

The students asked for more content and did not remove any of the currents.

Another one asks to include more promotions and how to establish a program and the activities that we are supposed. And want more workshops about social experiments techniques of taking info and interviewing participants.

Students talk positively about the four-zones method and QET, and appreciate that they had the possibility to learn it. By Bengtsson, A., Åshage, A. and Grahn, P. (2023). Besides Grahn's pyramid.

Would you like to take the whole program “Outdoor Environments for Health and Well-being – Master's Program”?

One student is already in the program.

One student has already applied

Two students, we wish we have time for that!

Two students would continue picking just suitable courses according to their study or work. (Urban green areas, social and environmental sustainability in city planning, oriented course, human geography)

One student would like to access the other courses, but he/she cannot because of the background requirement of architecture.

The rest of the students did not answer

Tips for future students:

Enjoy it!

Take it calmly!

Ask, ask, and ask again!

Make it yours within the group work!

Do not be shy to apply your interest and skills to the project!

Listen to other points of view, This is a multidisciplinary concept!

Do not be afraid to take the difficult subjects, you have great support for the course!

Work with your group with respect and democracy, even if you do not like it, you will learn a lot!

Conclusion

By the end, I would like to thank you all in SLU for this opportunity, to participate in this course. And for this opportunity of transparent comment space. I hope that I included all the points indicated by the student clearly. And hopefully, they will help with course development in the future.

Kontakta support: support@slu.se - 018-67 6600