



## Dynamic Vegetation Design LK0384, 40010.2223

15 Hp

Pace of study = 100%

Education cycle = Advanced

Course leader = Björn Wiström

### Evaluation report

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**Evaluation period: 2023-05-28 - 2023-06-14**

Answers 22

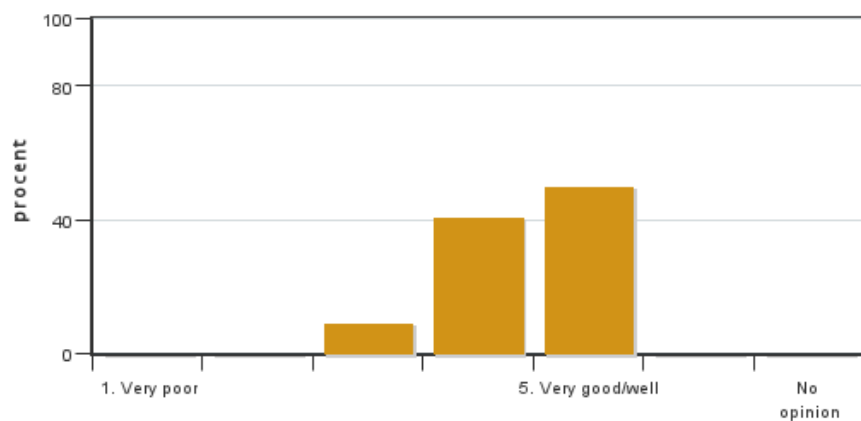
Number of students 33

Answer frequency 66 %

### Mandatory standard questions

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



Answers: 22

Medel: 4,4

Median: 4

1: 0

2: 0

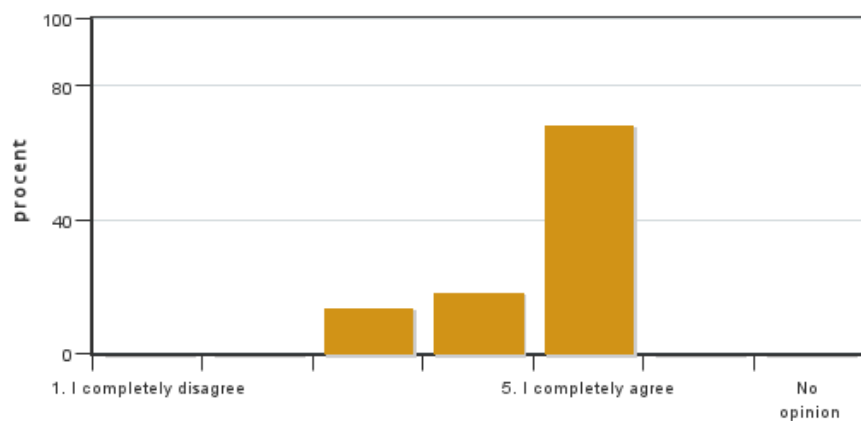
3: 2

4: 9

5: 11

No opinion: 0

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



Answers: 22

Medel: 4,5

Median: 5

1: 0

2: 0

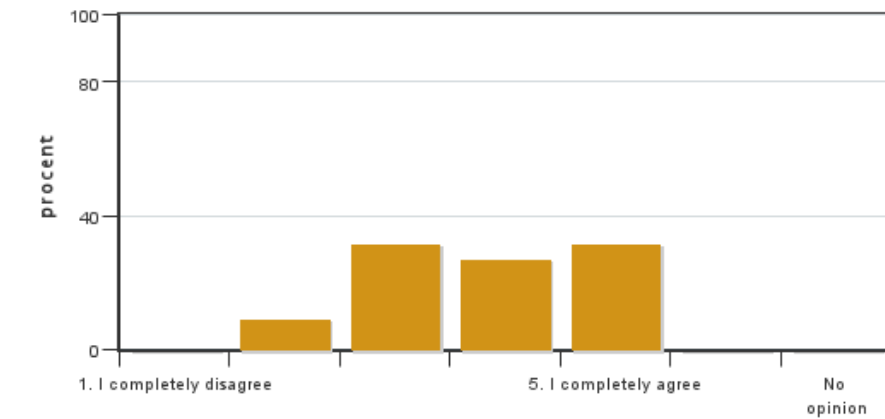
3: 3

4: 4

5: 15

No opinion: 0

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



Answers: 22

Medel: 3,8

Median: 4

1: 0

2: 2

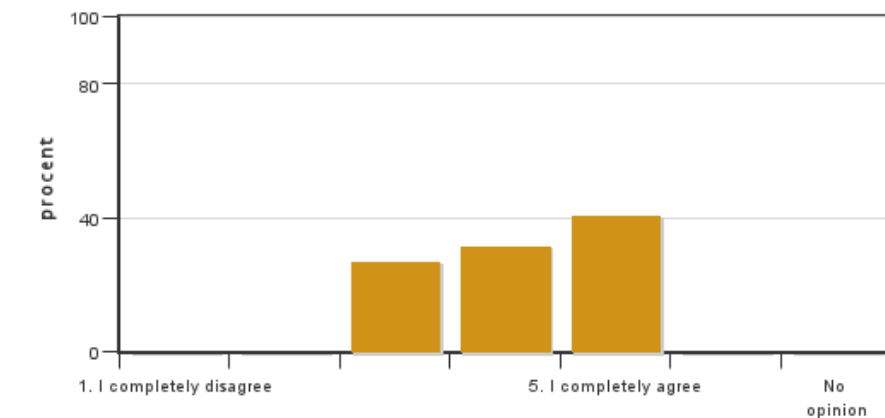
3: 7

4: 6

5: 7

No opinion: 0

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



Answers: 22

Medel: 4,1

Median: 4

1: 0

2: 0

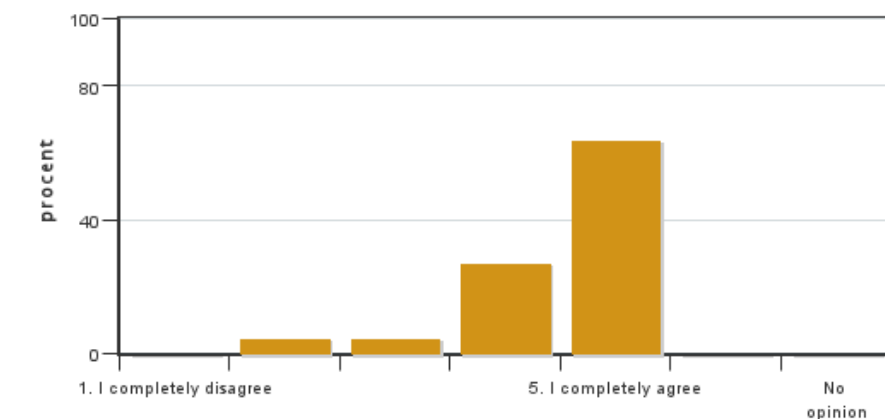
3: 6

4: 7

5: 9

No opinion: 0

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



Answers: 22

Medel: 4,5

Median: 5

1: 0

2: 1

3: 1

4: 6

5: 14

No opinion: 0

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



Answers: 22

Medel: 4,6

Median: 5

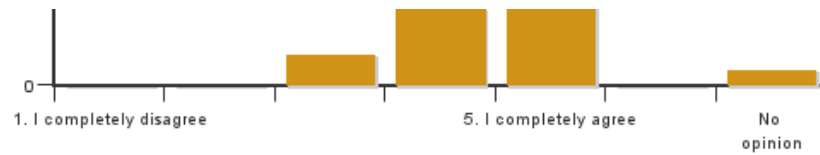
1: 0

2: 0

3: 2

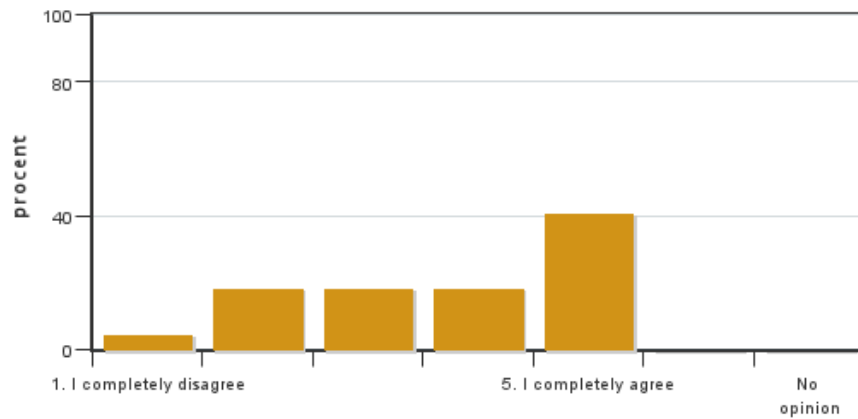
4: 5

5: 14



No opinion: 1

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



Answers: 22

Medel: 3,7

Median: 4

1: 1

2: 4

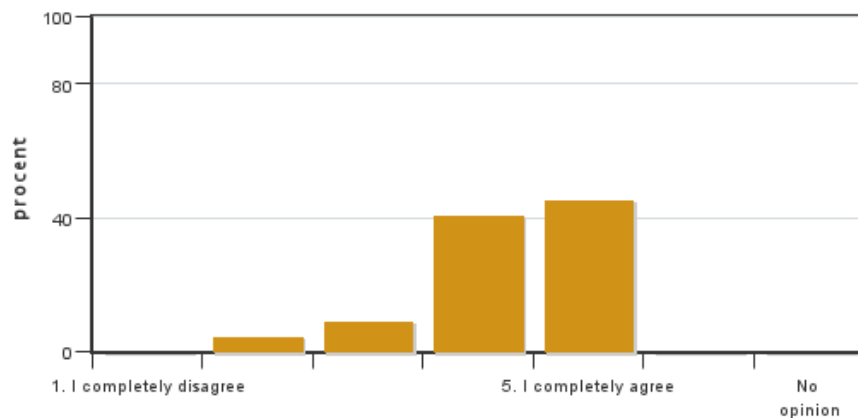
3: 4

4: 4

5: 9

No opinion: 0

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



Answers: 22

Medel: 4,3

Median: 4

1: 0

2: 1

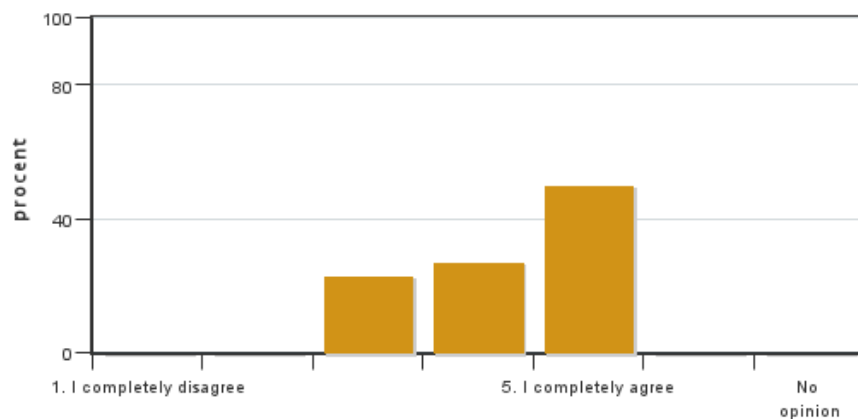
3: 2

4: 9

5: 10

No opinion: 0

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



Answers: 22

Medel: 4,3

Median: 4

1: 0

2: 0

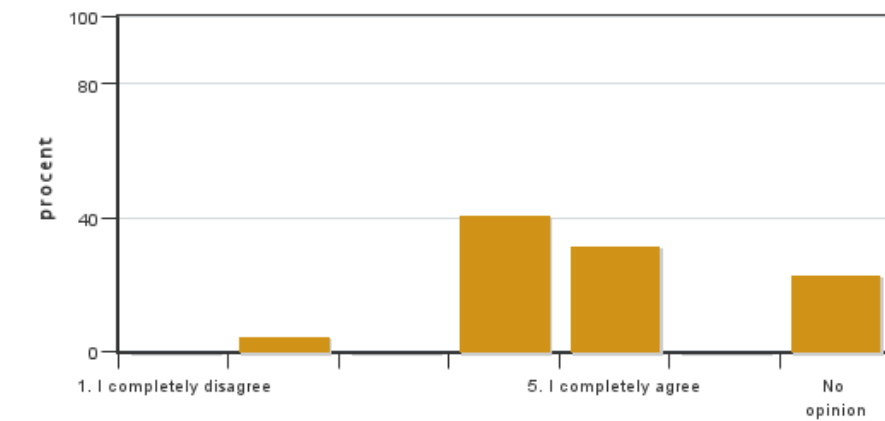
3: 5

4: 6

5: 11

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).**

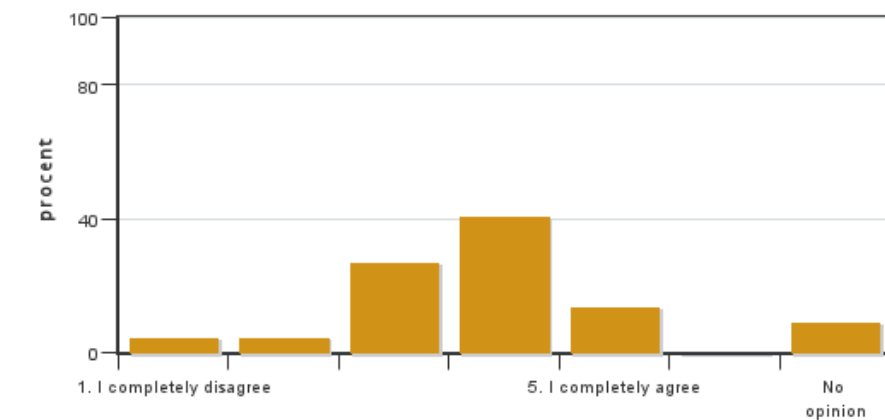


Answers: 22  
Medel: 4,3  
Median: 4

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

No opinion: 5

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

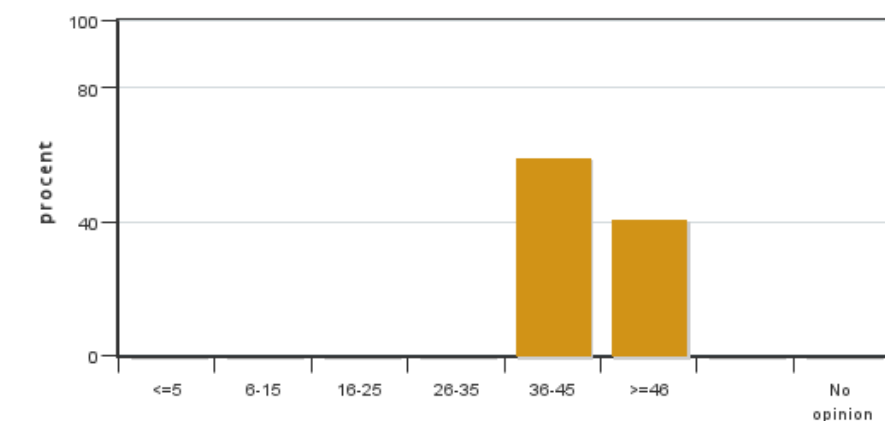


Answers: 22  
Medel: 3,6  
Median: 4

1: 1  
2: 1  
3: 6  
4: 9  
5: 3

No opinion: 2

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

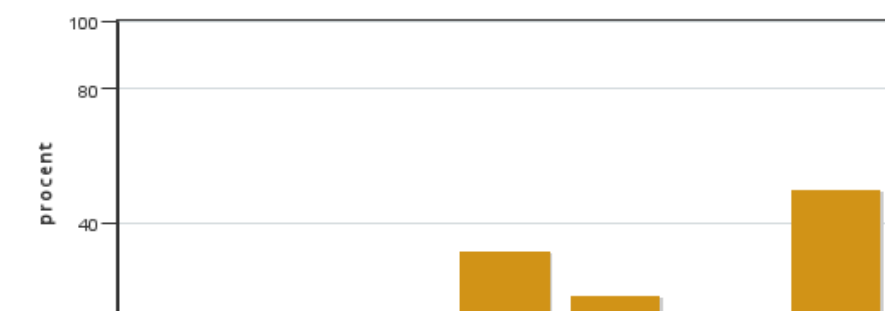


Answers: 22  
Medel: 42,5  
Median: 36-45

≤5: 0  
6-15: 0  
16-25: 0  
26-35: 0  
36-45: 13  
≥46: 9

No opinion: 0

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



Answers: 22  
Medel: 4,4  
Median: 4

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

No opinion: 11



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

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16. What is important to keep as it is in the course? Please motivate why if possible.

16. Give examples of what could be changed/modified to make the course better?

## Course leaders comments

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### Overall

The overall impression is that the student have appreciated the course, the different teaching activities and the overall structure of it, the, and that the main possibilities is to improve the course is to look at the amount of time the different task is given and to adjust the descriptions of some of the assignments in the course. Lowest scores and largest possibilities for change could be seen in relation to teaching facilities, which was pointed out in the previous course evaluation; however, that is still a matter for of the facility owners and those coordinating which courses that are assigned Studios to solve.

### Suggestion for what is extra important to keep as it is:

The overall structure of the course with different themes, exercises, excursions and tasks

The personal reference landscape library task, excursions and main project

The Field walks and the Focus on sketching by hand together with the sketching exercises

### Suggestions for improvement:

- If possible, give more time for the project by reducing the concept stage part and further stress for the students to take supervision and adjust for more supervision at overall biotope design stage.
- Consider to include mandatory supervision check-ups to ensure that all students take part in the supervision. Also, include some more supervision at the start of the detailed design.
- Investigate the possibility to include a workshop or similar about topography and height curves since many students is lacking this base knowledge.
- Investigate the possibility to include more basic information about planting plans, qualities etc. since many students is lacking this base knowledge.
- Go through the literature task and there placement and requirements, considering having task 1 as a literature seminar or similar.
- Go through the task description to see if it can be further clarified and the extent of some parts of it, and adjust and clarify, especially the topography aspect of it.
- Try to inform the facility owners and coordinators about their shortcomings and that they should try to reduce the amount of moving around between different classrooms used as replacement for studios, and that they ideally should provide a studio for the project part of the course.
- Try to allocate some more coherent time slots for the literature task.
- Try to Place literature task 3 earlier during the course

Concerning the rather wide variety of answers about prior knowledge perhaps the additional information in the syllabus should be more highlighted for those applying to the course "The course departs from that the student's possess basic plant knowledge and is familiar with the most common trees and shrubs of the region where the course is given. In case the student do not possess this knowledge it is up to the student themselves to enquire this knowledge before and during the course." Further one could stress the need for the Introduction courses of LAM and

the landscape architecture program to include more about topography and basic planting plans in their teaching.

## Student representatives comments

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The overall impression of the course was very good (4,4/5). In general, students found the course to be inspiring, full of valuable knowledge and covering a very wide range of topics. It mixes theoretical aspects through lectures and literature tasks with practical aspects through exercises and hands-on tasks. The tempo is high throughout the course – there are a lot of scheduled hours and includes many different activities and tasks.

There were several excursions and field walks, which were very much appreciated by the students who felt they gained a lot of valuable knowledge by being out in nature. Students thought there was a good balance between lectures and exercises. Many students appreciated the focus on sketching by hand during the course and the sketching exercises given.

The course is very high tempo and there is a wide range of topics that are covered. Some parts of the course are not given enough time, so the course could benefit from some prioritizing between tasks.

Some students found that their prior knowledge was not completely sufficient for the course, especially when it came to plant knowledge, as well as knowledge about water management and topography. It is expected that students have basic plant knowledge to keep up with the course - those who lack it are recommended to enquire this before or during the course.

There was a generous amount of tutoring with several different teachers during the final project that was appreciated.

Many students were not happy with the facilities during the course, moving around a lot between different classrooms, and many wished there had been a studio available for them at least during the final project at the end of the course.

Most students spent on average 36-45 h/week on the course, but many students spent much more time than that during the final project.

Almost the entire course was on-campus, with the exception of a few pre-recorded lectures. A lot of time is spent outdoors which was very much appreciated.

Students appreciated the expertise and high level of engagement from the course leaders.