Climate Change - Landscape in Transition
LK0412, 30021.2223

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

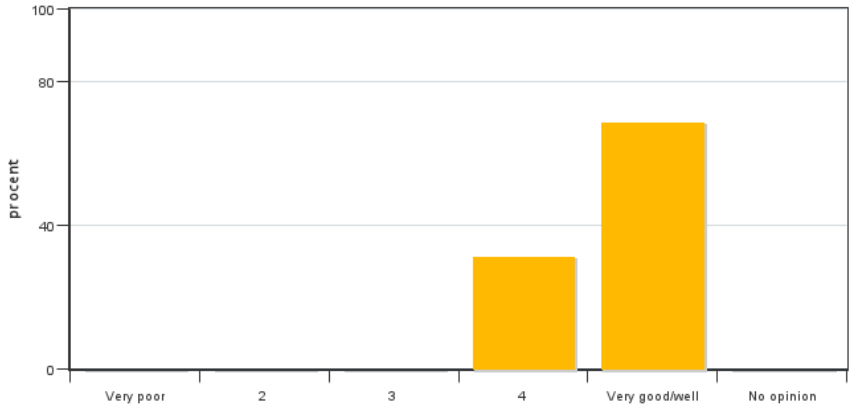
Evaluation report

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

Answers	16
Number of students	23
Answer frequency	69 %

Mandatory standard questions

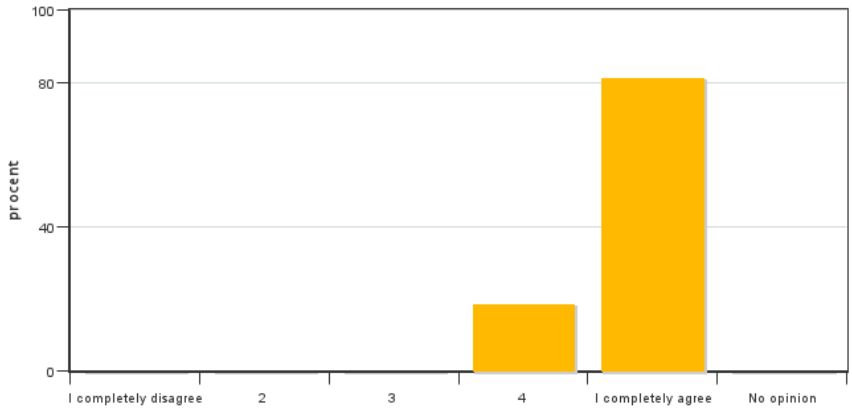
1. My overall impression of the course is:



Number of answers: 16
Average: 4,7
Median: 5

Very poor : 0
2: 0
3: 0
4: 5
Very good/well: 11
No opinion: 0

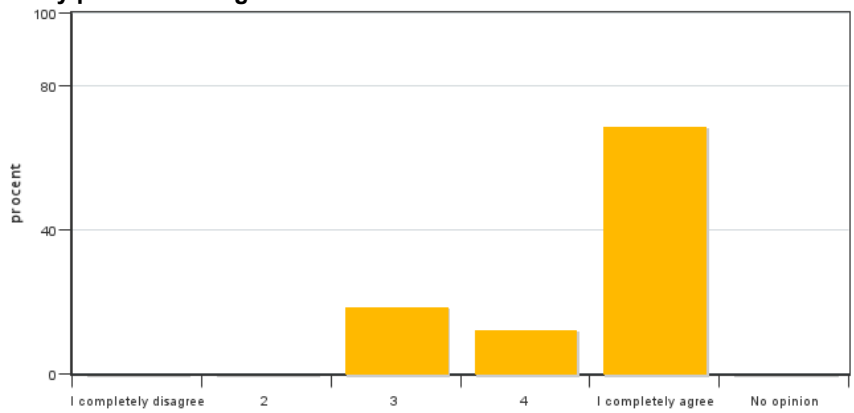
2. I found the course content to have clear links to the learning objectives of the course.



Number of answers: 16
Average: 4,8
Median: 5

I completely disagree: 0
2: 0
3: 0
4: 3
I completely agree: 13
No opinion: 0

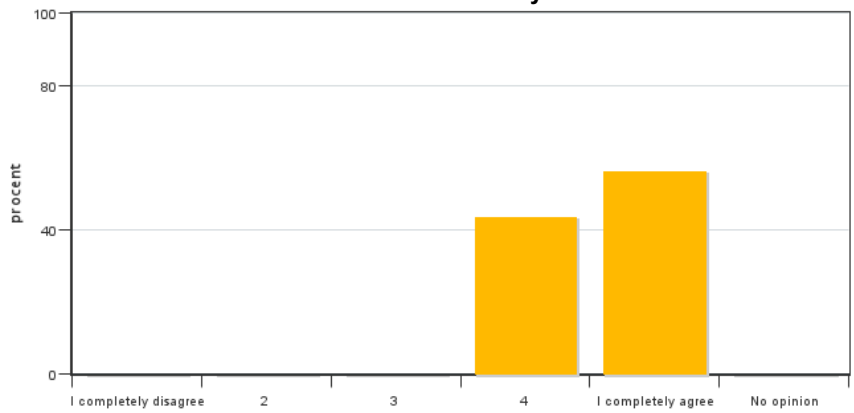
3. My prior knowledge was sufficient for me to benefit from the course.



Number of answers: 16
Average: 4,5
Median: 5

I completely disagree: 0
2: 0
3: 3
4: 2
I completely agree: 11
No opinion: 0

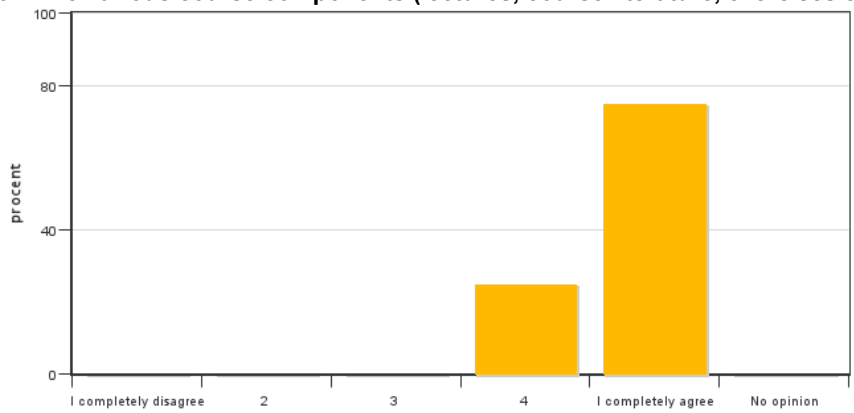
4. The information about the course was easily accessible.



Number of answers: 16
Average: 4,6
Median: 5

I completely disagree: 0
2: 0
3: 0
4: 7
I completely agree: 9
No opinion: 0

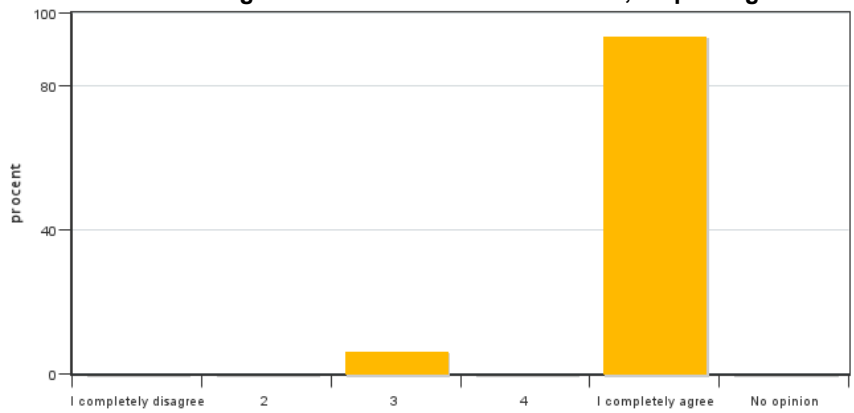
5. The various course components (lectures, course literature, exercises etc.) have supported my learning.



Number of answers: 16
Average: 4,8
Median: 5

I completely disagree: 0
2: 0
3: 0
4: 4
I completely agree: 12
No opinion: 0

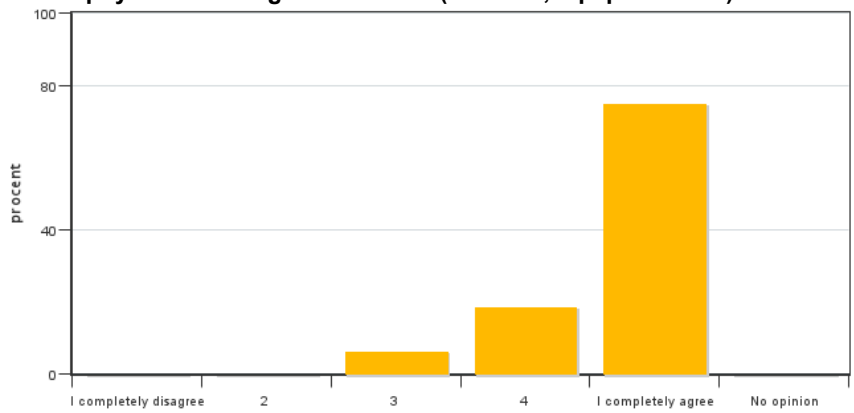
6. The social learning environment has been inclusive, respecting differences of opinion.



Number of answers: 16
Average: 4,9
Median: 5

I completely disagree: 0
2: 0
3: 1
4: 0
I completely agree: 15
No opinion: 0

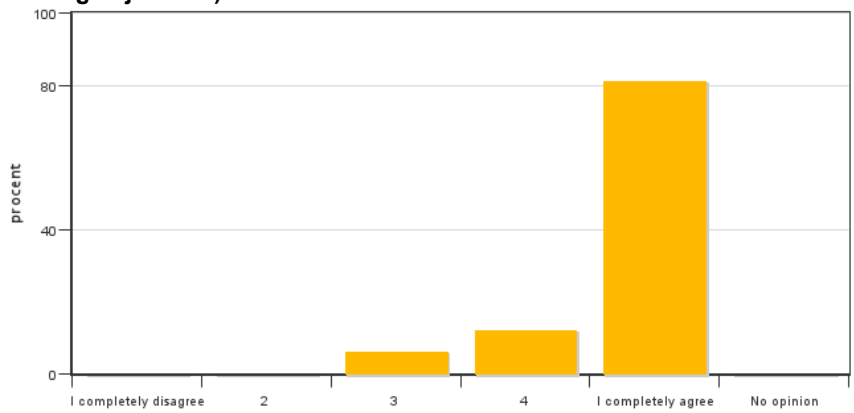
7. The physical learning environment (facilities, equipment etc.) has been satisfactory.



Number of answers: 16
Average: 4,7
Median: 5

I completely disagree: 0
2: 0
3: 1
4: 3
I completely agree: 12
No opinion: 0

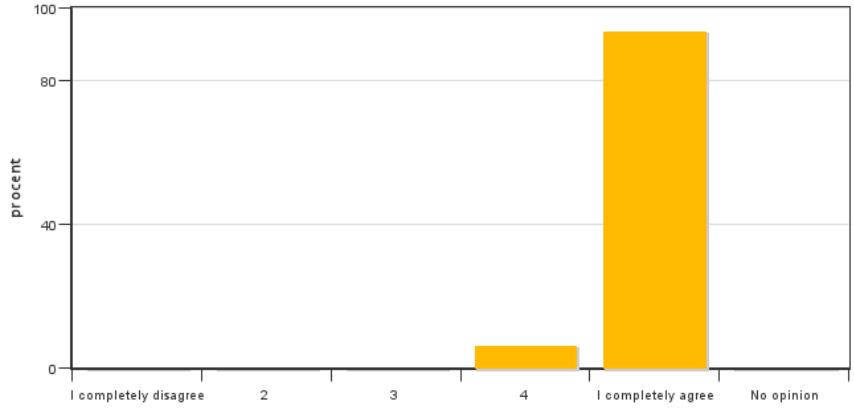
8. The examination(s) provided opportunity to demonstrate what I had learnt during the course (see the learning objectives).



Number of answers: 16
Average: 4,8
Median: 5

I completely disagree: 0
2: 0
3: 1
4: 2
I completely agree: 13
No opinion: 0

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

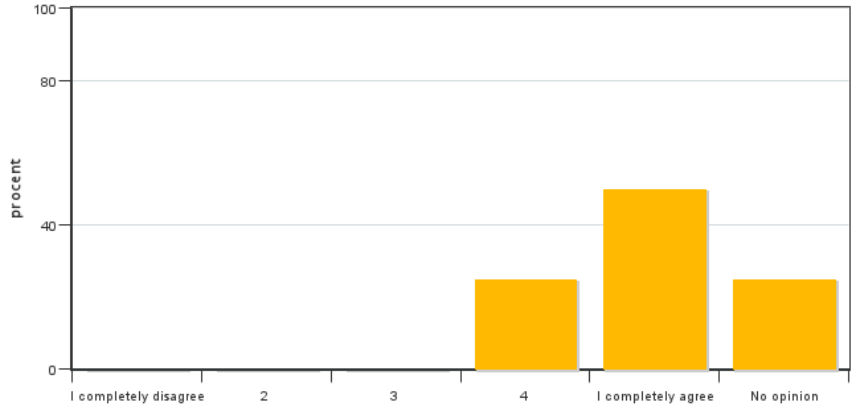


Number of answers: 16
Average: 4,9
Median: 5

I completely disagree: 0
2: 0
3: 0
4: 1
I completely agree: 15

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).

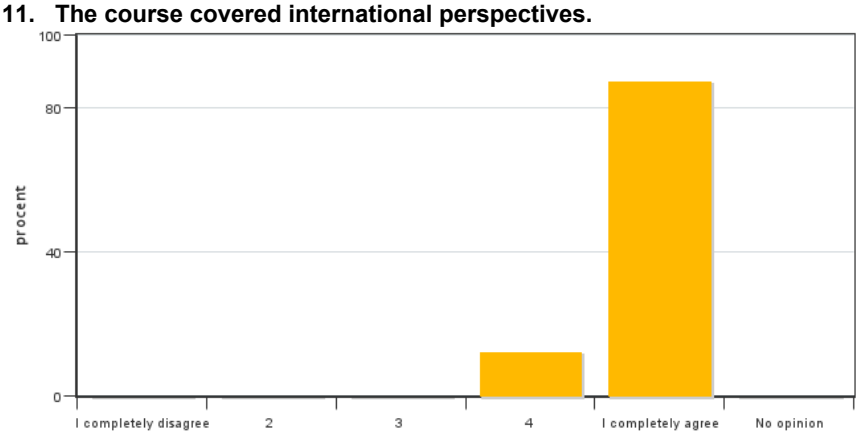


Number of answers: 16
Average: 4,7
Median: 5

I completely disagree: 0
2: 0
3: 0
4: 4
I completely agree: 8

No opinion: 4

11. The course covered international perspectives.

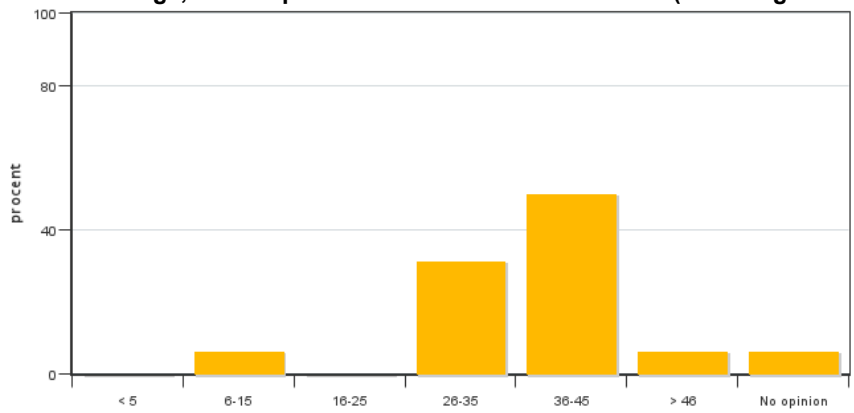


Number of answers: 16
Average: 4,9
Median: 5

I completely disagree: 0
2: 0
3: 0
4: 2
I completely agree: 14

No opinion: 0

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

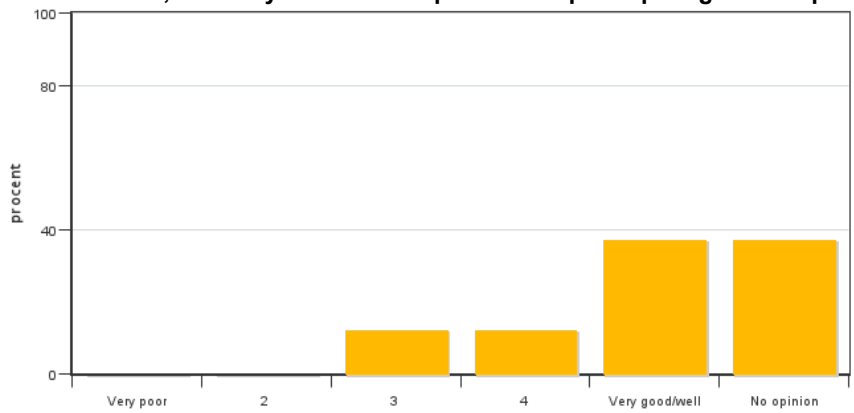


Number of answers: 16
Average: 35,1
Median: 36-45

< 5: 0
6-15: 1
16-25: 0
26-35: 5
36-45: 8
> 46: 1

No opinion: 1

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



Number of answers: 16
Average: 4,4
Median: 5

Very poor : 0
2: 0
3: 2
4: 2
Very good/well: 6

No opinion: 6

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

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

Course leaders comments

Overview

This masters course is run together with a companion bachelor's level course, LK0401 “Climate Change – Effects on the Landscape and Potential Solutions”. 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 generally well received by students, with all of the main categories receiving a median value of 5 from the students who filled in the online evaluation (16 of 21 students filled this in). 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-press 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.

Internal comments

Student representatives comments

Overall:

Overall, the students' point of view towards the course is very positive. The course content had clear links to its learning objectives, covering sustainable development aspects and bringing a good amount of knowledge both in the lectures and in the readings. However, the students found that the information regarding the course readings was sometimes difficult to get access to, as the texts to read were occasionally posted on short notice, making it hard to do some readings in advance. The guest lectures were thought interesting but were also sometimes considered

intense and hard to follow with some lecturers going a bit too fast through their presentation.

Climatology:

The climatology part of the course was perceived as intense but also giving a good understanding of climate change as well as a strong base for the rest of the course. The lectures given by Ishi were very appreciated as they provided good and easy to follow explanations on the concepts.

Field trips:

The workshop and field trip to Hässleholm was generally considered useful and interesting though the students reported issues towards the first part of it being in Swedish and thus very hard or even impossible to understand for non-Swedish students (about a third of the students were exchange students or students following an English-taught program).

On the other hand, the field trip and lectures on coastal flooding to Falsterbo were really appreciated. The students found the lectures interesting and informative, giving knowledge going beyond the sole Falsterbo peninsula, and the excursion gave the lectures a concrete example.

Workshops:

The En-ROADS exercise was generally considered useful, but the students pointed out that it might have needed more tutoring during the exercise or more information during the lecture on the way the model works.

The students found the SCALGO exercise useful though it was pointed out that more practice could have been useful for the final project.

The lecture and workshop on urban environments and species selection was considered useful but also hard to follow without prior knowledge.

Exams and project:

The exams were globally considered as a good opportunity to demonstrate the acquired knowledge more because of the schedule they gave to the learning than because of their difficulty. The review sessions before the exams were also appreciated.

On the final project, it was considered interesting, a good opportunity to apply what was learned and was perceived positively (4.5 out of 5 on average), but it also faced some issues. The most frequent one mentioned was the tight schedule: two weeks was considered short and a bit stressful to make a project that would be relevant. Several students proposed starting the project at least one week earlier, maybe in parallel with last week's classes and adding additional tutoring if possible.