



## Urban Ecology for the Development of Sustainable Living BI1380, 40130.2223

15 Hp

Pace of study = 100%

Education cycle = Advanced

Course leader = Kristina Karlsson Green, Åsa Lankinen

### Evaluation report

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

Answers 13

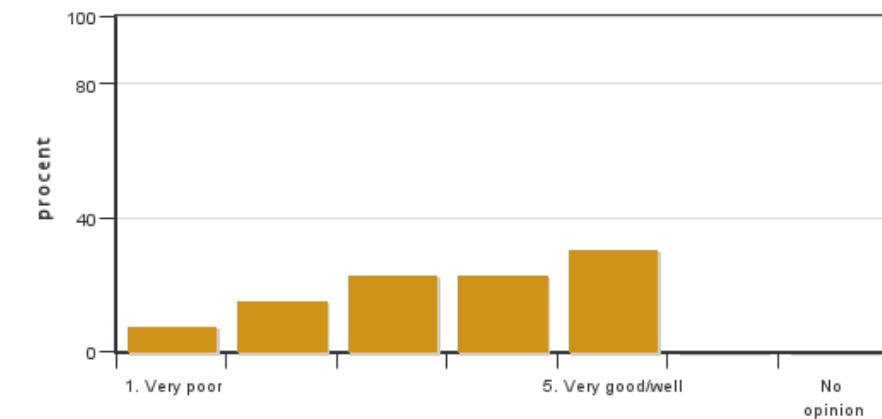
Number of students 19

Answer frequency 68 %

### Mandatory standard questions

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



Answers: 13

Medel: 3,5

Median: 4

1: 1

2: 2

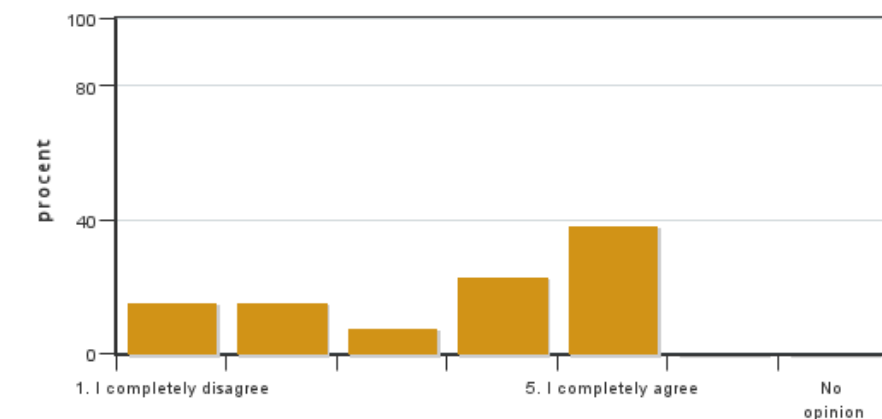
3: 3

4: 3

5: 4

No opinion: 0

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



Answers: 13

Medel: 3,5

Median: 4

1: 2

2: 2

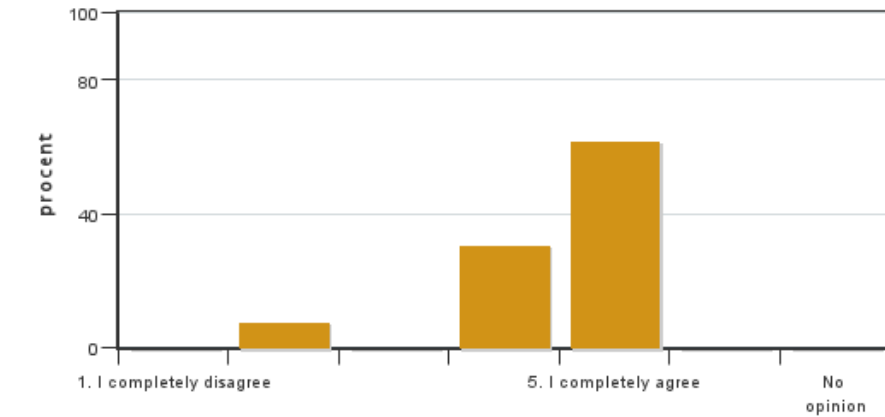
3: 1

4: 3

5: 5

No opinion: 0

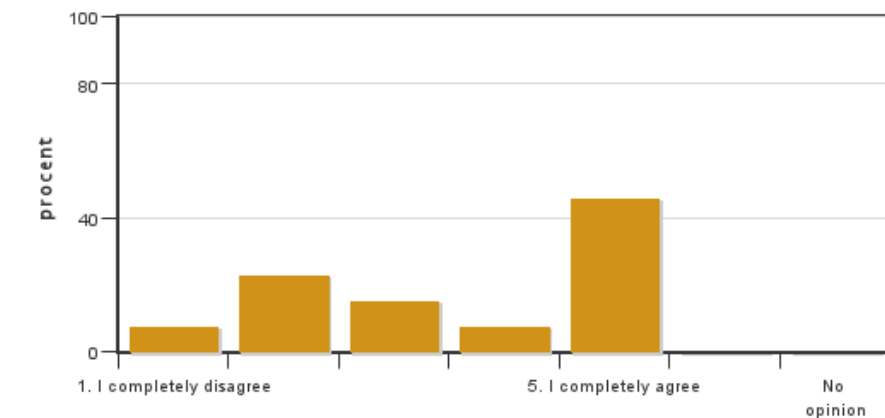
**3. My prior knowledge was sufficient for me to benefit from the course.**



Answers: 13  
 Medel: 4,5  
 Median: 5

1: 0  
 2: 1  
 3: 0  
 4: 4  
 5: 8  
 No opinion: 0

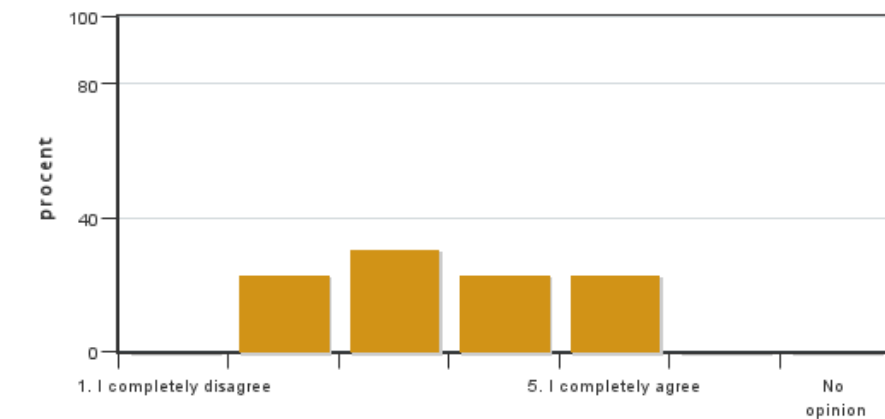
**4. The information about the course was easily accessible.**



Answers: 13  
 Medel: 3,6  
 Median: 4

1: 1  
 2: 3  
 3: 2  
 4: 1  
 5: 6  
 No opinion: 0

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



Answers: 13  
 Medel: 3,5  
 Median: 3

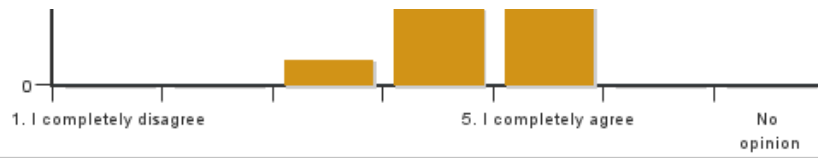
1: 0  
 2: 3  
 3: 4  
 4: 3  
 5: 3  
 No opinion: 0

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



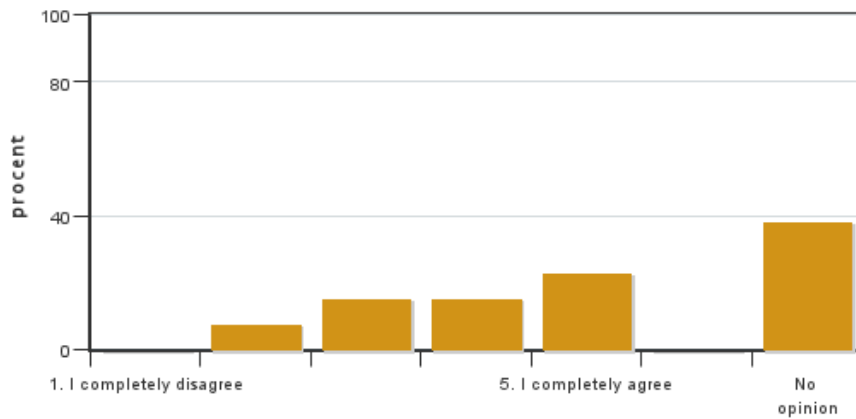
Answers: 13  
 Medel: 4,6  
 Median: 5

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



No opinion: 0

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



Answers: 13

Medel: 3,9

Median: 4

1: 0

2: 1

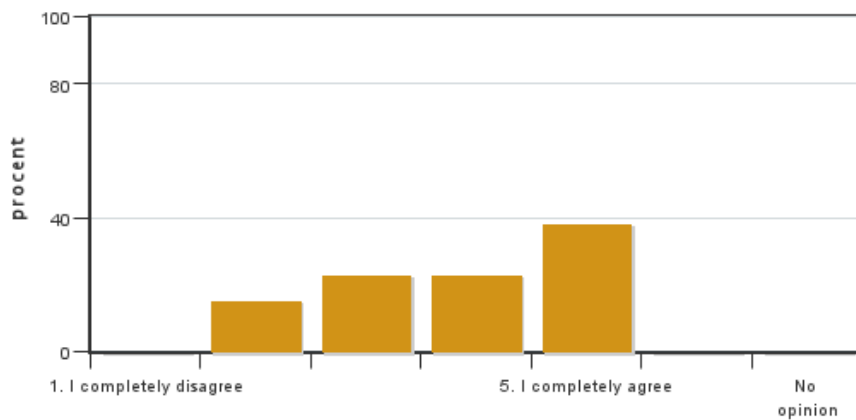
3: 2

4: 2

5: 3

No opinion: 5

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



Answers: 13

Medel: 3,8

Median: 4

1: 0

2: 2

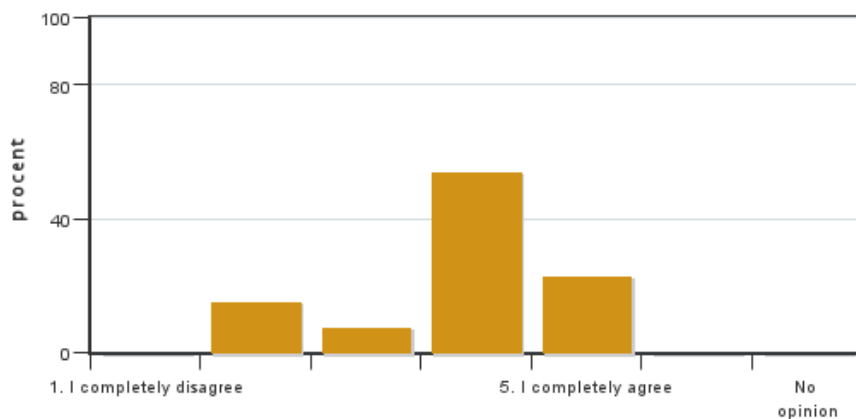
3: 3

4: 3

5: 5

No opinion: 0

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



Answers: 13

Medel: 3,8

Median: 4

1: 0

2: 2

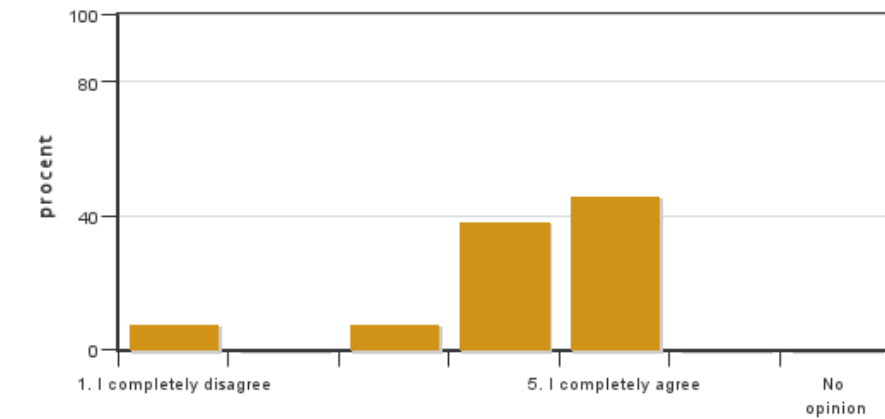
3: 1

4: 7

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).**

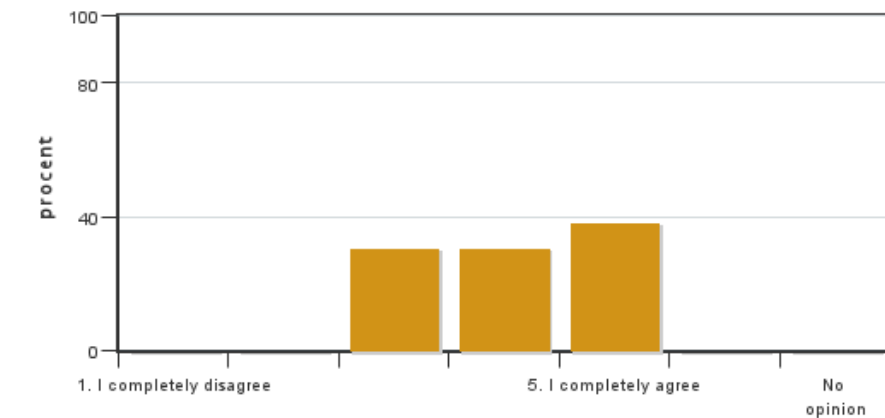


Answers: 13  
 Medel: 4,2  
 Median: 4

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

No opinion: 0

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

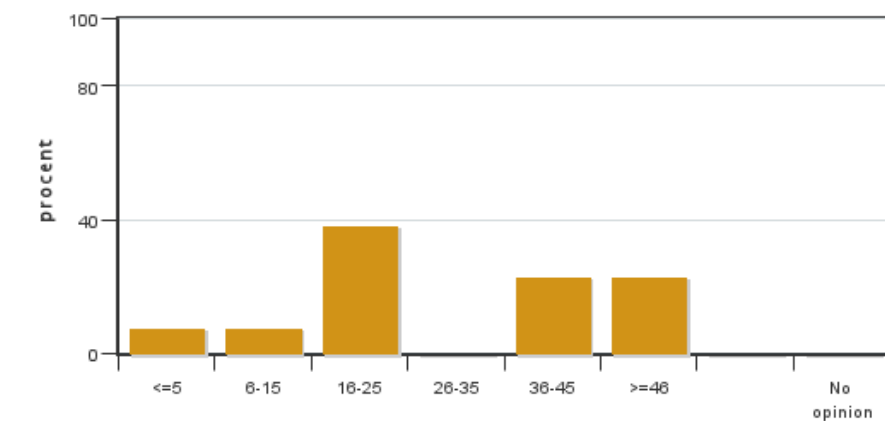


Answers: 13  
 Medel: 4,1  
 Median: 4

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

No opinion: 0

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

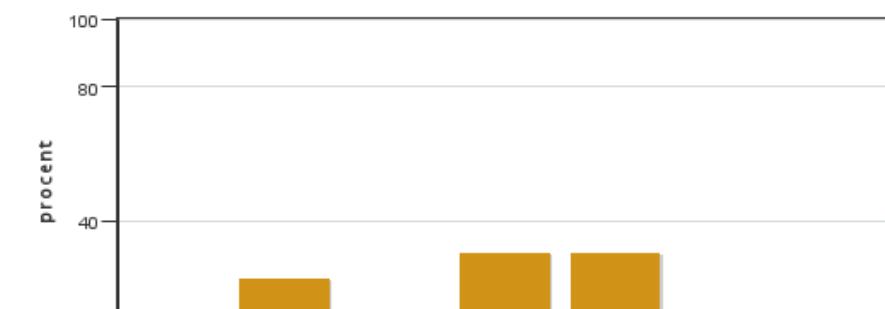


Answers: 13  
 Medel: 28,5  
 Median: 16-25

≤5: 1  
 6-15: 1  
 16-25: 5  
 26-35: 0  
 36-45: 3  
 ≥46: 3

No opinion: 0

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



Answers: 13  
 Medel: 3,5  
 Median: 4

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

No opinion: 0

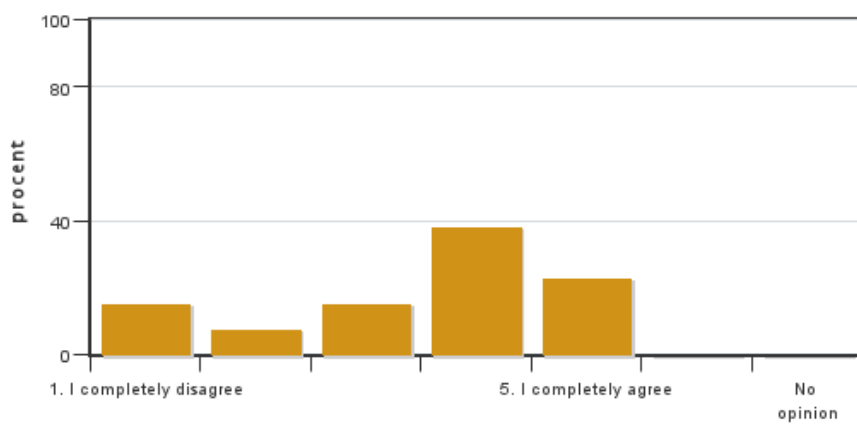


14. If relevant, please share what worked well when participating in teaching on distance

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

## Additional own questions

16. I have learnt a lot about urban ecology and sustainable development in the course.

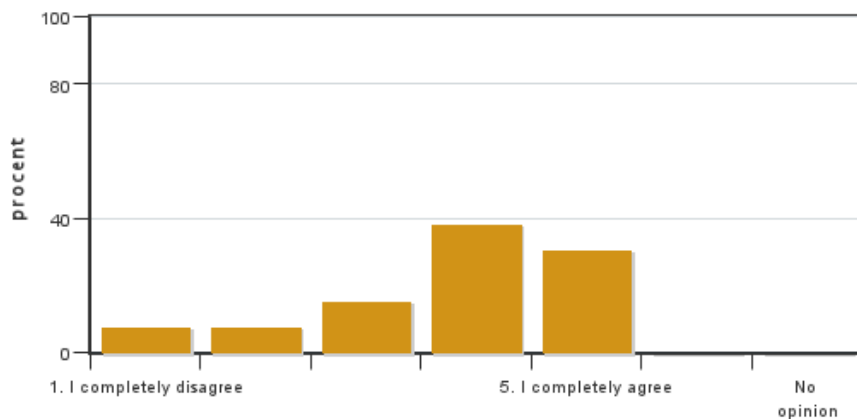


Answers: 13  
 Medel: 3,5  
 Median: 4

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

No opinion: 0

17. I have a deeper understanding of interdisciplinarity and working with people with a different background.

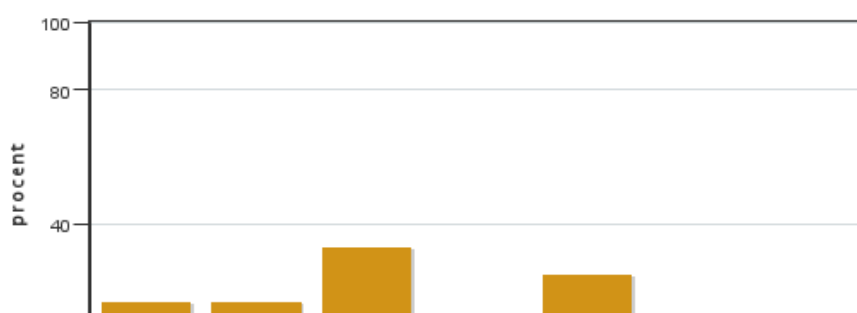


Answers: 13  
 Medel: 3,8  
 Median: 4

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

No opinion: 0

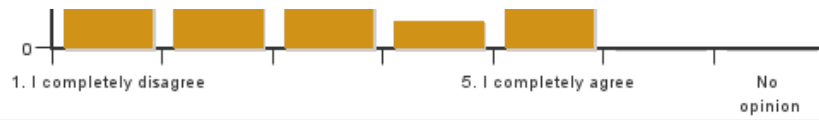
18. The structure of the course with different course modules worked well (introductory days, theme weeks, seminars, project work).



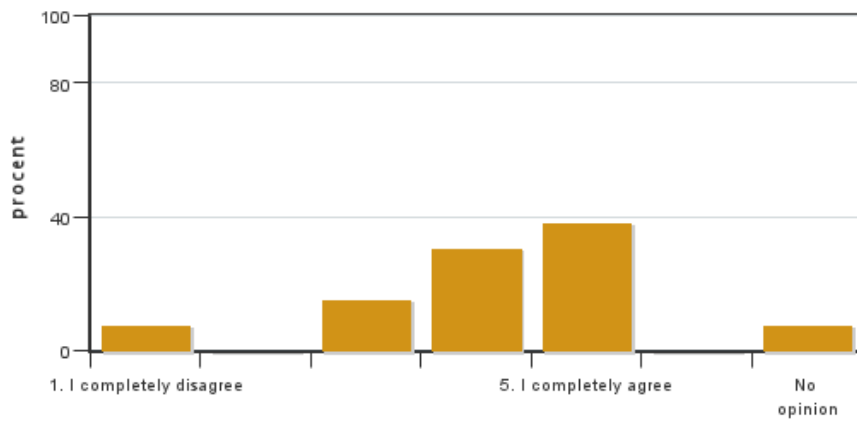
Answers: 12  
 Medel: 3,1  
 Median: 3

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

No opinion: 0



19. The format of this online course facilitated social interactions with teachers and students.

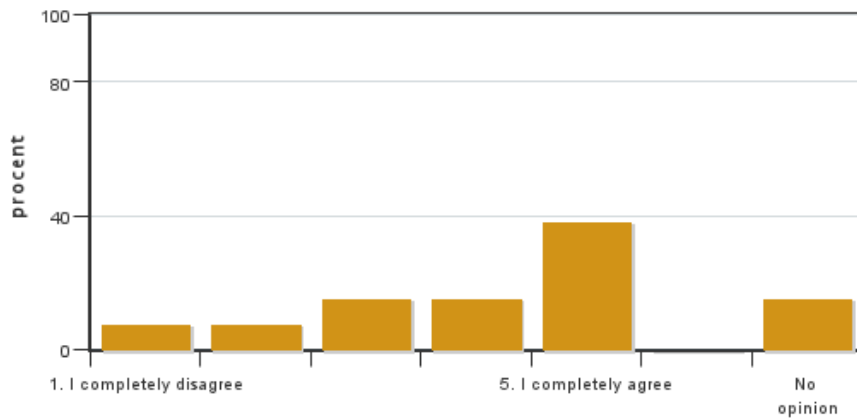


Answers: 13  
Medel: 4,0  
Median: 4

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

No opinion: 1

20. If relevant, check-in time with course leaders was an important resource during the course.

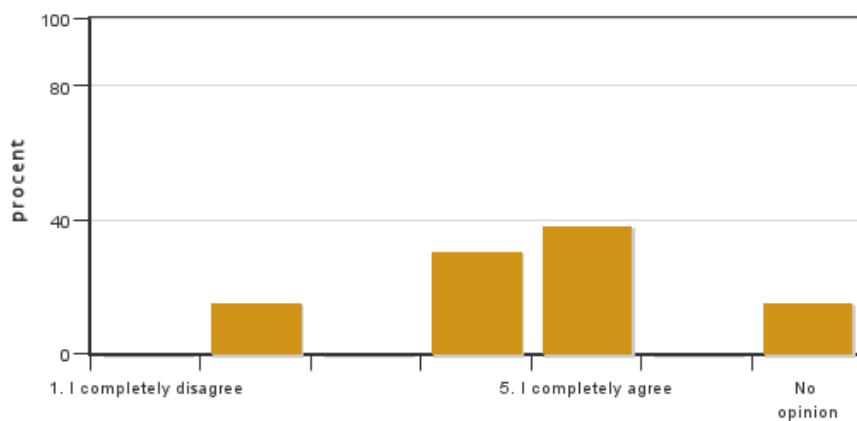


Answers: 13  
Medel: 3,8  
Median: 4

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

No opinion: 2

21. I found the introductory days useful for getting an overview of the course and getting started on interdisciplinary work.

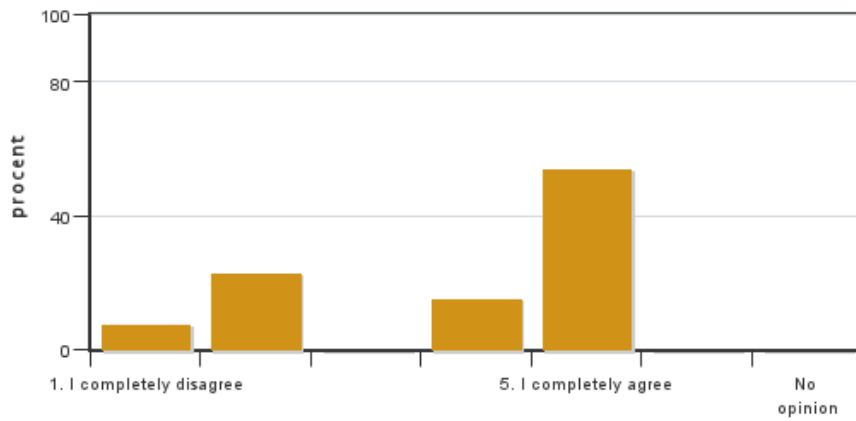


Answers: 13  
Medel: 4,1  
Median: 4

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

No opinion: 2

22. The lectures during the theme weeks assisted my learning.

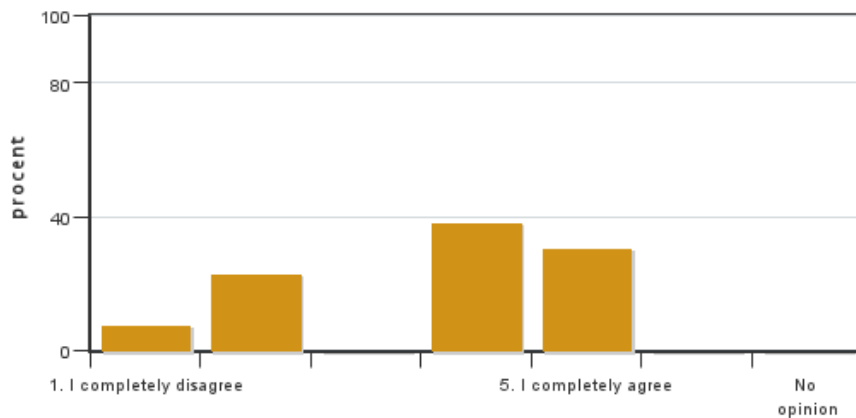


Answers: 13  
 Medel: 3,8  
 Median: 5

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

No opinion: 0

**23. The assignments during the theme weeks contributed to my learning and understanding.**

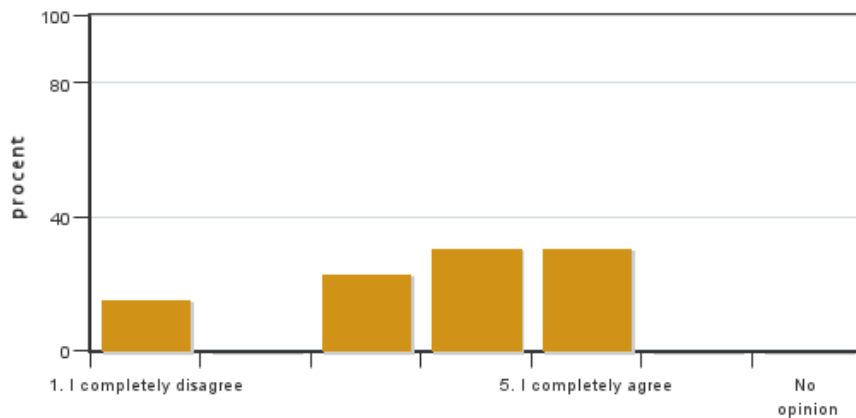


Answers: 13  
 Medel: 3,6  
 Median: 4

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

No opinion: 0

**24. The seminars assisted my learning.**

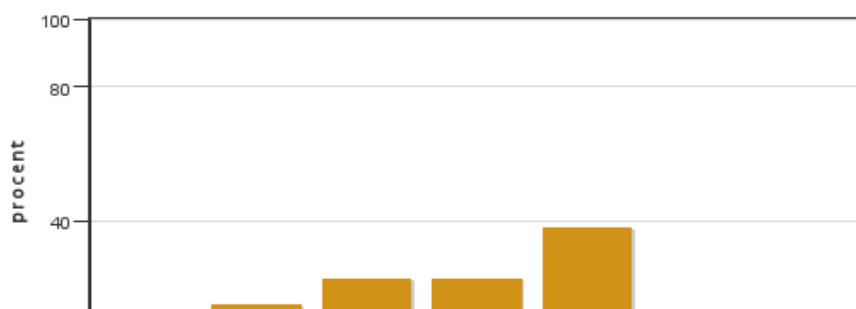


Answers: 13  
 Medel: 3,6  
 Median: 4

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

No opinion: 0

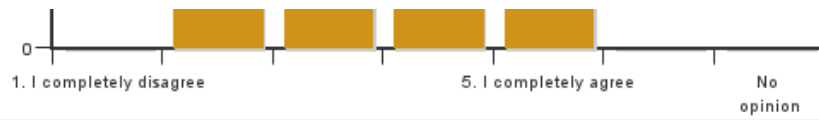
**25. The course literature was relevant and covered the topics of the course.**



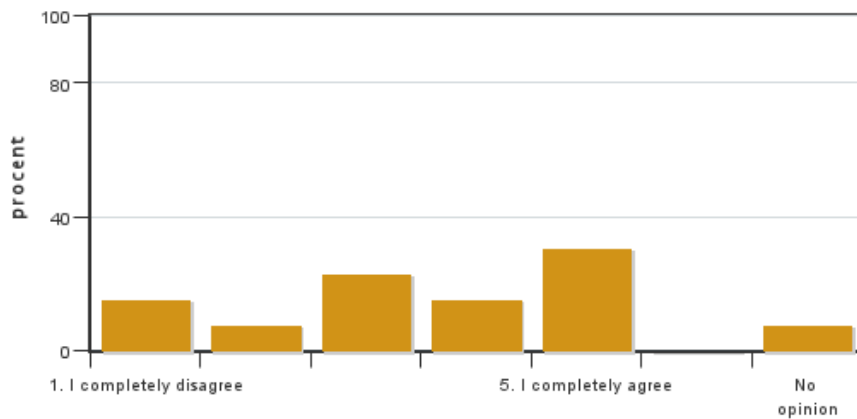
Answers: 13  
 Medel: 3,8  
 Median: 4

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

No opinion: 0



26. The methodology lectures were useful for my project work, such as the jigsaw project.

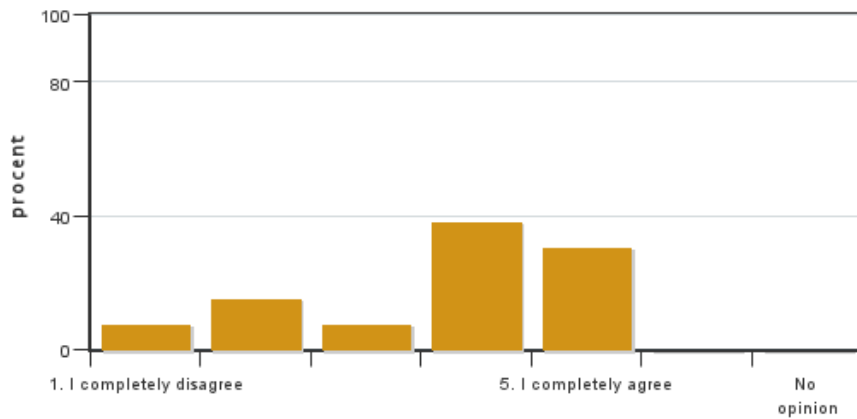


Answers: 13  
Medel: 3,4  
Median: 3.5

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

No opinion: 1

27. The in-depth project work contributed to my learning within a subject area.

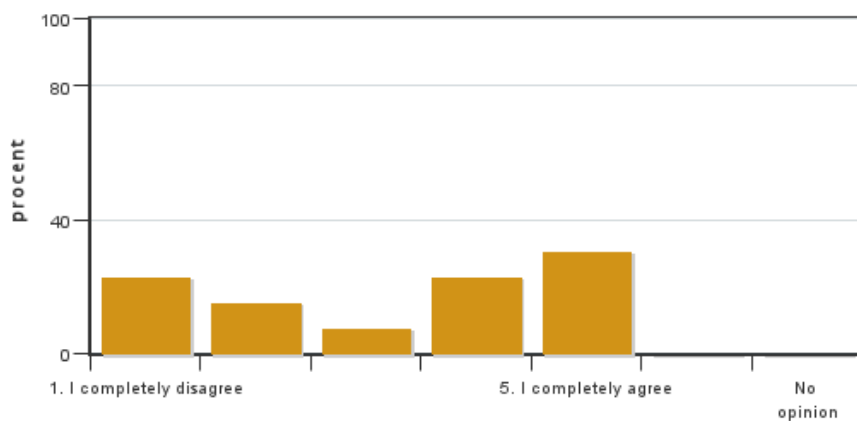


Answers: 13  
Medel: 3,7  
Median: 4

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

No opinion: 0

28. The jigsaw project work aided my interdisciplinary discussions and my training in working across disciplines with a joint problem.



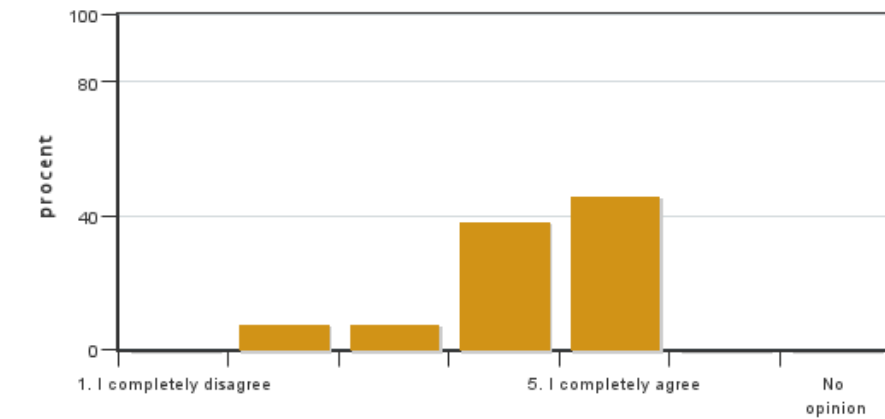
Answers: 13  
Medel: 3,2  
Median: 4

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

No opinion: 0

29. The popular science assignment aided my learning about explaining a problem to the general public.



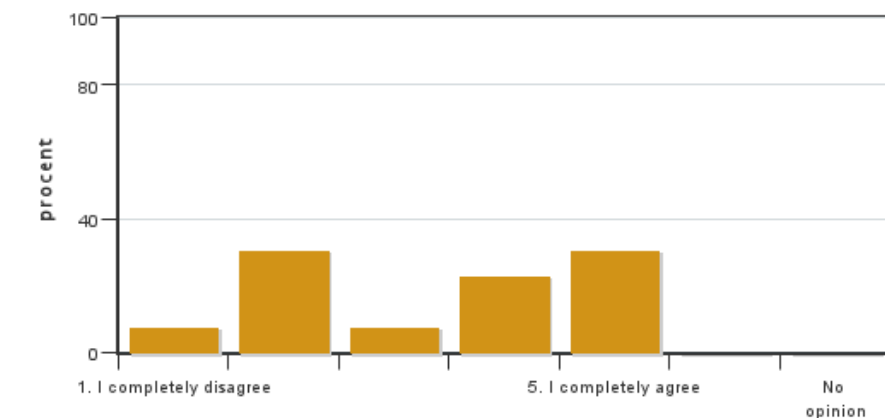


Answers: 13  
 Medel: 4,2  
 Median: 4

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

No opinion: 0

**30. Examinations involving group presentations or group reports worked well.**



Answers: 13  
 Medel: 3,4  
 Median: 4

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

No opinion: 0

**31. What were the three best things about the course?**

**31. What were the three things you would strongly recommend to be changed in the course?**

**31. What would be your advice for developing the course in the future?**

## Course leaders comments

### Course evaluation BI1380 2023 – teachers' summary

This course ran for the second time in 2023. We had 16 active students in the course from nine different nationalities and with backgrounds in both biology and landscape architecture. 13 of these students sent in the course evaluation, i.e. the answer frequency of students taking part in the course was 81%. The distribution of the answers seemed in general to follow a bimodal distribution with most students reporting high grades, but also 1-2 students that were very displeased with the course. For this reason it should be more accurate to look at the median rather than the mean.

The median for the overall impression of the course was 4, which was the same at last time. Positive comments included useful lectures relatable to current research and interesting course content. Two students commented that some of the content was presented in a too basic way. One comment of a student that was less satisfied, was that there was too little focus on design of urban green spaces and that the topics of the research project work (in-depth project) were not so interesting. Another student commented that plant protection could have been more prominent in the course. Moreover, several students commented that financial aspects of sustainable development was lacking. We will try to bring in more of these topics in the course and also hunt for an even higher diversity of topics of the in-depth project (which is dependent on ongoing research projects at the faculty). However, the in-depth project was in general appreciated (median: 4).

Improvements of the course compared to last time included increased learning from lectures, the interdisciplinary

group work (jigsaw project) and group examinations. Even though we developed the jigsaw group work since last time, it is clear from the comments that this work needs to continue. Some students would have wanted more guidance in this project work, while others valued the freedom of developing and researching their own ideas. As this is a master course, we do feel that independent work is important. Moreover, one student commented that there was a too high focus on interdisciplinarity in the course. As interdisciplinarity is a main part of this course, we will continue to have a strong focus on this, which also the majority of students valued (median 4). However, when improving the jigsaw project we could also allow for going deeper into specific subject areas.

What worked less well this time included the course structure/modules and finding your way on Canvas, which we clearly should improve. We could also think about revising the course structure, such as dividing the in-depth and jigsaw projects in time, and potentially also continue the lectures and seminars throughout the course. Students generally liked the popular science part of the course. This part could also come slightly earlier making sure that we do not have days at the end with too little work, as a student commented on. Students also found that the methodology lectures were less valuable, which may partly be explained by that one out of two methodology lectures unfortunately was cancelled. We could think about connecting these lectures better to their usefulness for project work, which may mean that they should come earlier in the course.

Students generally liked the social learning environment despite the challenges of interacting only online. The group work was difficult in some groups where not all students engaged as much as expected. It is also clear from the evaluation that there is a huge difference in how much time students spent on the course; half of the students spent more than 36 h per week while the other half spent less than 25 h per week. One solution to this could be to introduce more mandatory participation in the course. Moreover, to enhance student learning and improve interactions in groups we will push more about reading literature. We are happy that students commented on that we teachers were available and that the check-in time was helpful for connecting with us.

## Student representatives comments

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### BI1380 STUDENT REPRESENTATIVE SUMMARY

#### GENERAL INFORMATION

2023 was the second year that the course was given. 19 students were registered for the course, 16 participated throughout the period and 13 (13/16 = 81%) filled out the course evaluation. Students generally had a good impression of the course (median value = 4,2). There was an uneven representation of reported numbers of hours spent per week for studying, where most students stated to have dedicated 16-25h to course work. Prerequisites were considered as absolutely sufficient (median value = 5).

#### COURSE FORMAT

The distance learning format of the course was considered suitable (median value = 4). Time, availability and structure for tutorials and communication were seen as effective. Online teaching and the flexibility connected to it, was necessary for some students to establish a sustainable balance between everyday life routines and study. Canvas was mentioned as content rich and helpful to some extent, but the layout lacked clarity. The unclarity of the learning platform was reflected in the impressions of course structure, where there was much going on simultaneously. This made it difficult to plan and distinguish between points of focus.

#### TEACHING

Lectures were evaluated as informative and helpful. But perhaps they should have been offered throughout the whole course period. Not only during its first half. Seminars were seen as an opportunity for rewarding discussions. However, there was an uneven distribution of effort and contribution among students. When fellow students had not done the reading, discussions tended to turn into more of a social factor than an opportunity for knowledge gathering.

#### EXAMINATION

Many tasks and assignments were assigned to group work. Although mentioned as a chance to get to know people from different parts of the world to learn about their experiences and knowledge, uneven commitment and effort among students were reported as a negative factor for group work. On the contrary, the popular science report was appreciated and considered as an effective element to demonstrate one's personal knowledge and abilities.

#### ADDITIONAL REMARKS

Comments were made about the course being too basic (knowledge wise), resembling courses on the bachelor's

level. More in-depth analysis and more elements specifically related to urban ecology were asked for. Still most students stated that they had gained a lot of knowledge. Furthermore, interdisciplinarity was pointed out as a too prevalent component of the course.

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Kontakta support: [support@slu.se](mailto:support@slu.se) - 018-67 6600