



# Planning Project - Large Scale Structures, Analysis and EIA LK0373, 20043.2324

15 Hp  
Pace of study = 100%  
Education cycle = Advanced  
Course leader = Anders Larsson

## Evaluation report

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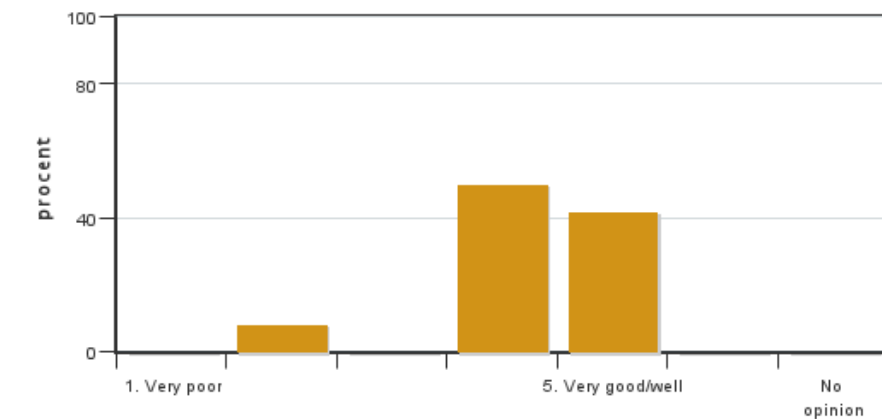
Evaluation period: 2024-01-07 - 2024-01-28

Answers 12  
Number of students 16  
Answer frequency 75 %

## Mandatory standard questions

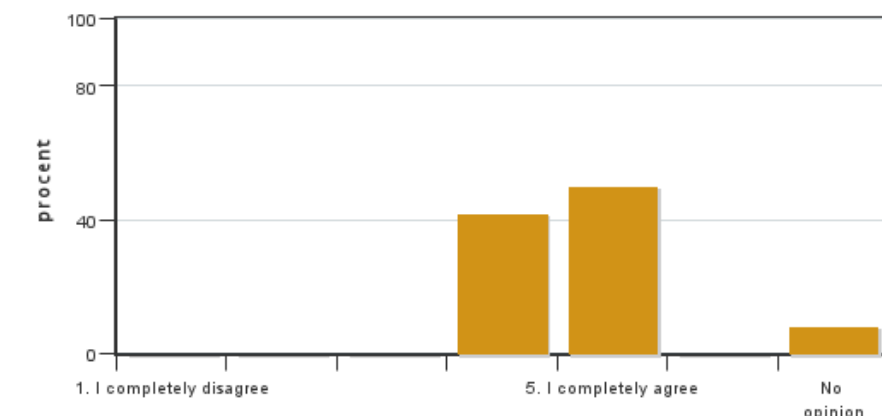
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### 1. My overall impression of the course is:



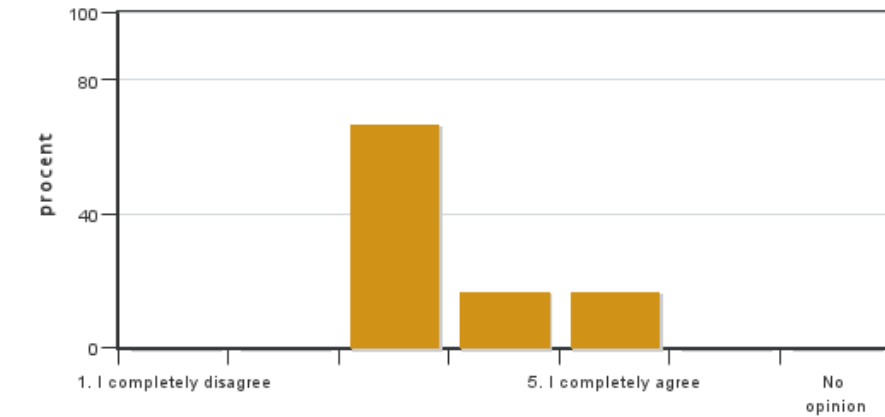
Answers: 12  
Medel: 4,3  
Median: 4  
1: 0  
2: 1  
3: 0  
4: 6  
5: 5  
No opinion: 0

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



Answers: 12  
Medel: 4,5  
Median: 5  
1: 0  
2: 0  
3: 0  
4: 5  
5: 6  
No opinion: 1

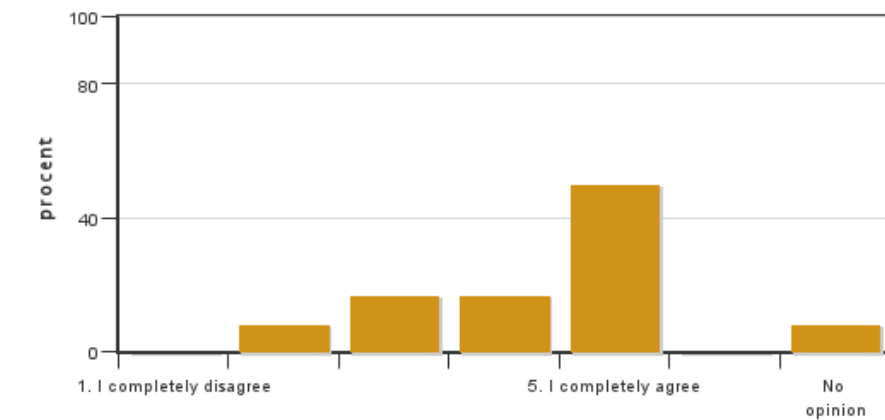
**3. My prior knowledge was sufficient for me to benefit from the course.**



Answers: 12  
 Medel: 3,5  
 Median: 3

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

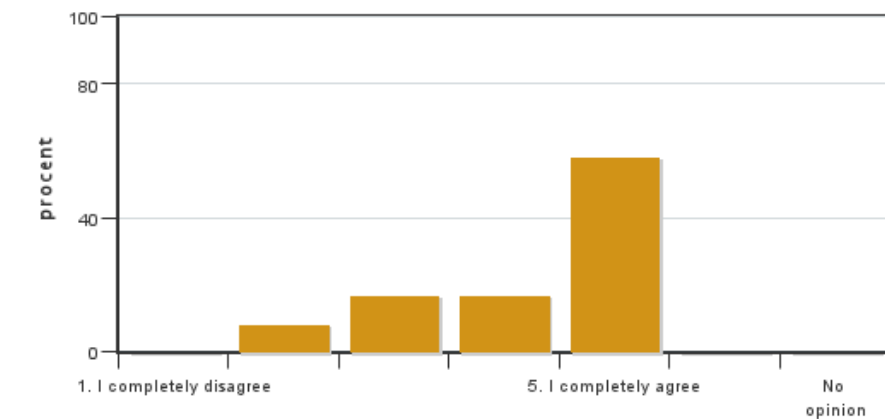
**4. The information about the course was easily accessible.**



Answers: 12  
 Medel: 4,2  
 Median: 5

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

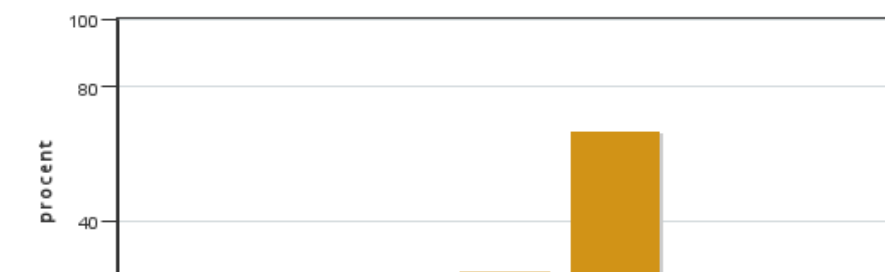
**5. The various course components (lectures, course literature, exercises etc.) have supported my learning.**



Answers: 12  
 Medel: 4,3  
 Median: 5

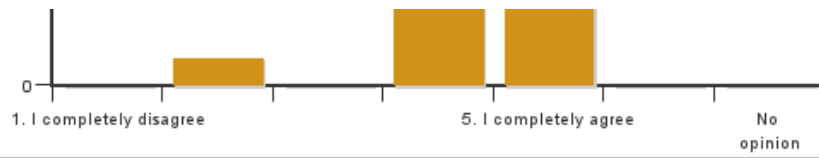
1: 0  
 2: 1  
 3: 2  
 4: 2  
 5: 7  
 No opinion: 0

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



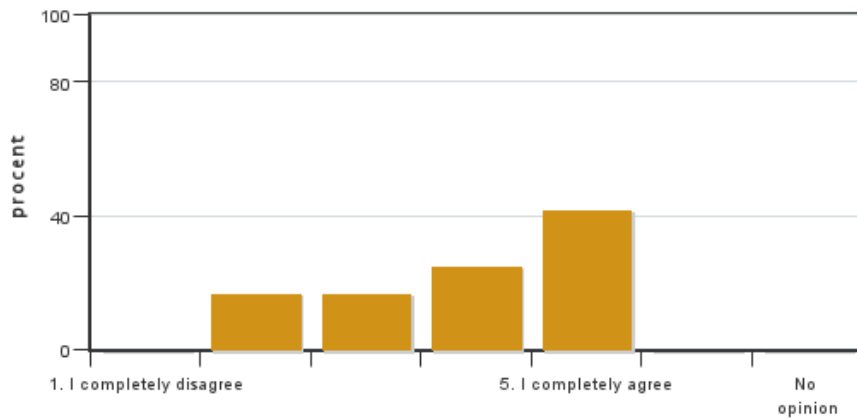
Answers: 12  
 Medel: 4,5  
 Median: 5

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



No opinion: 0

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



Answers: 12

Medel: 3,9

Median: 4

1: 0

2: 2

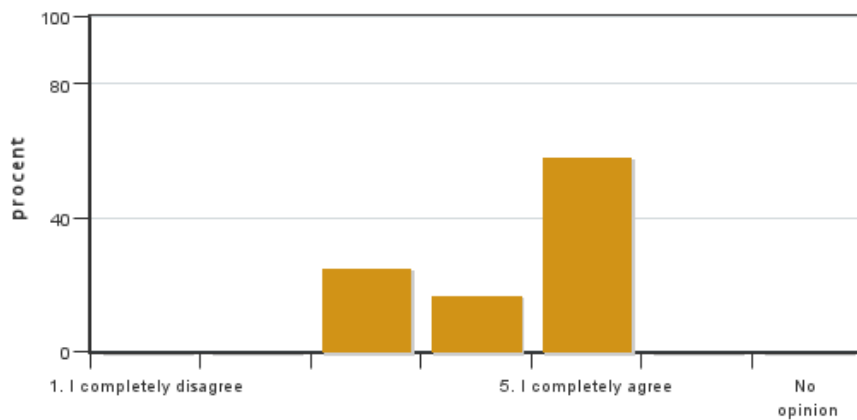
3: 2

4: 3

5: 5

No opinion: 0

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



Answers: 12

Medel: 4,3

Median: 5

1: 0

2: 0

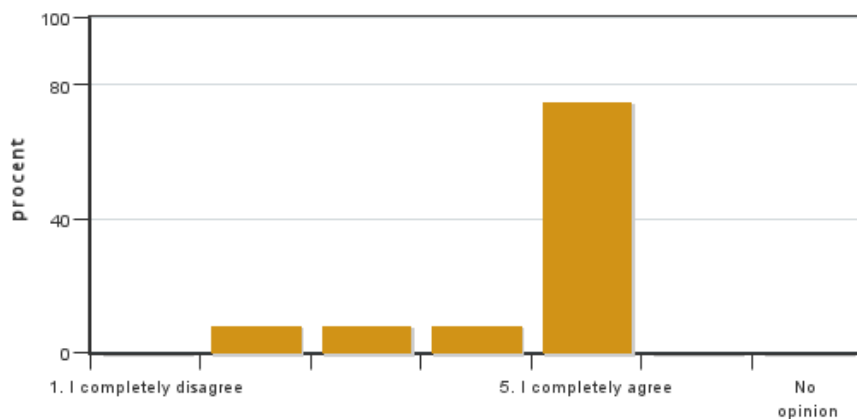
3: 3

4: 2

5: 7

No opinion: 0

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



Answers: 12

Medel: 4,5

Median: 5

1: 0

2: 1

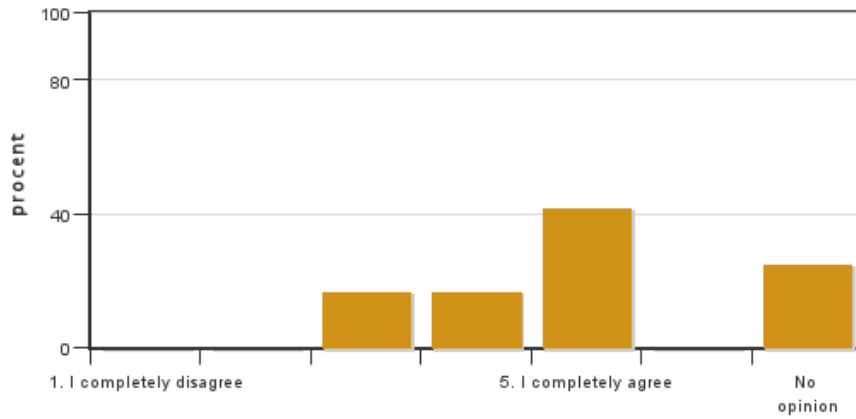
3: 1

4: 1

5: 9

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).**

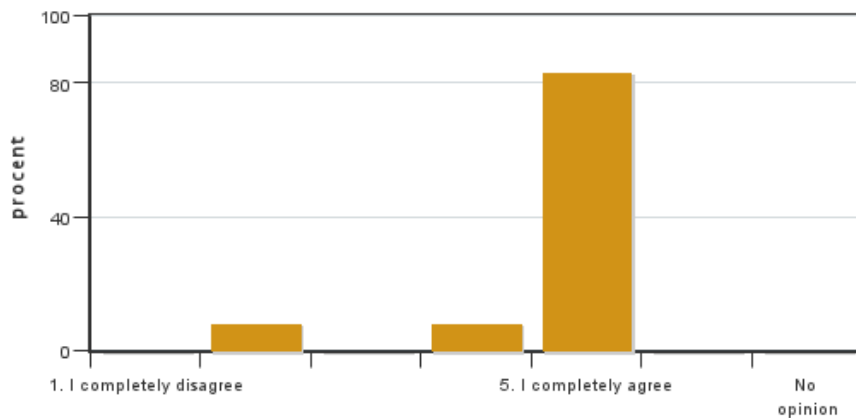


Answers: 12  
 Medel: 4,3  
 Median: 5

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

No opinion: 3

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

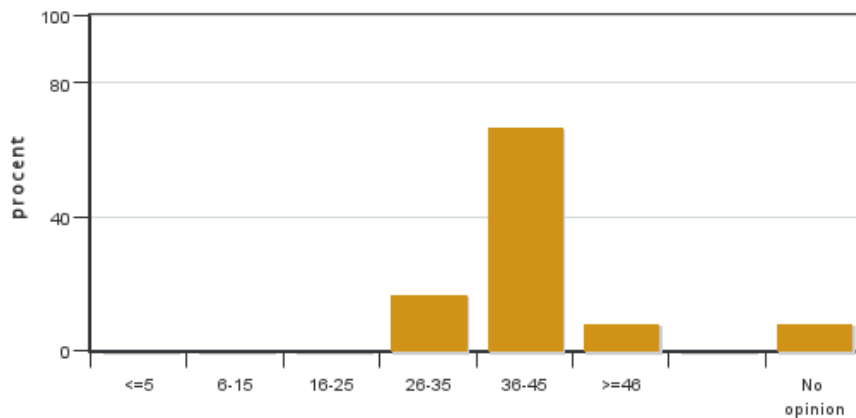


Answers: 12  
 Medel: 4,7  
 Median: 5

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

No opinion: 0

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



Answers: 12  
 Medel: 38,7  
 Median: 36-45

≤5: 0  
 6-15: 0  
 16-25: 0  
 26-35: 2  
 36-45: 8  
 ≥46: 1

No opinion: 1

**Course leaders comments**

Ok, but could be better. Next year we will probably have a few pre-selected cases instead of letting students choose any kind of project. This will hopefully make it easier for students to focus on the landscape analyses and impact assessments instead of the technique as such, which could also lead to a too narrow focus and not the large scale perspective.

## Student representatives comments

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The overall impression of the course was very good (4,3/5). In general, students were happy with the different course components, as well as the overall structure of the course. The course gave a good insight into energy related issues and energy landscapes, as well as an introduction to conducting LCA's and EIA's. The course is split into one period of group work, lectures and seminars, and one period of individual work through a final project. Students were generally quite happy with this setup and the balance between group work and individual assignments. However, there is a lot to cover during the first period which made it quite hectic at times. What stood out in the course was the high level of engagement from the teachers, the fact that they came from different fields which gave many different perspectives as well as the highly appreciated excursion.

Many students felt they lacked prior knowledge of energy issues, mostly related to terminology and the science behind it. Students suggest that some extra literature or lectures on the topic would be helpful.

Feedback was given throughout the course on various projects, and the fact that the feedback was continuous was appreciated. However, some students thought they didn't get enough feedback and that the quality of feedback was not consistent throughout the sessions. During the individual assignment, tutoring was given at different stages and in general students were happy with the level of engagement and the quality of the tutoring that was given. However, students wished for more tutoring sessions as well as booked computer rooms where tutoring could be given spontaneously. There was also some confusion related to booking the tutoring that could be improved.

Students were happy with the big amount of engagement showed by the teachers and that they managed to keep a serious and ambitious level in the course while simultaneously encourage curiosity and a playful "thinking outside the box" mindset. Students were particularly happy with the two-day excursion through Skåne that was both informative and fun.

Students had the feeling that the time given for the final presentations was too short which did not allow them to show everything they had produced and made the presentations feel rushed. Students suggest that the presentations would be held over two days instead of one.

Most students spent on average 36-45 h/week on the course.