



Design Project - Site, Concept and Theory LK0367, 30087.2324

15 Hp

Pace of study = 100%

Education cycle = Advanced

Course leader = Victoria Sjöstedt

Evaluation report

Evaluation period: 2024-03-12 - 2024-04-02

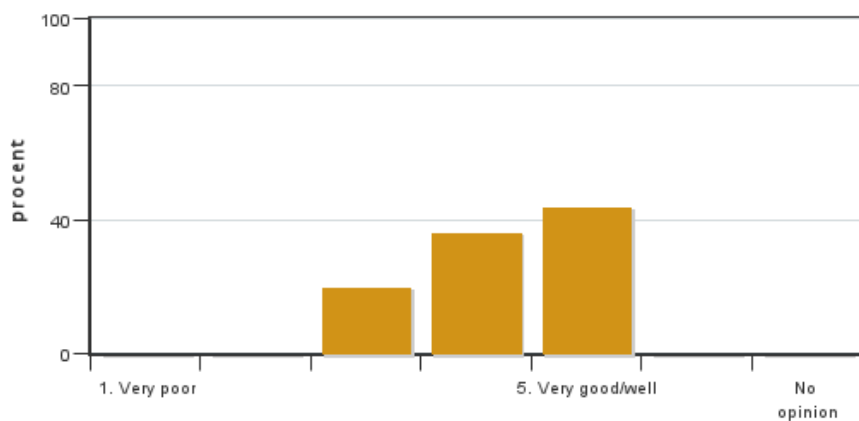
Answers 25

Number of students 31

Answer frequency 80 %

Mandatory standard questions

1. My overall impression of the course is:



Answers: 25

Medel: 4,2

Median: 4

1: 0

2: 0

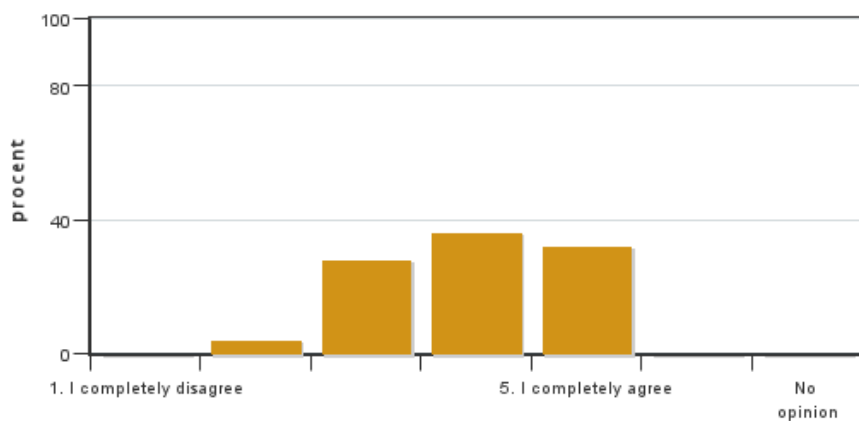
3: 5

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: 25

Medel: 4,0

Median: 4

1: 0

2: 1

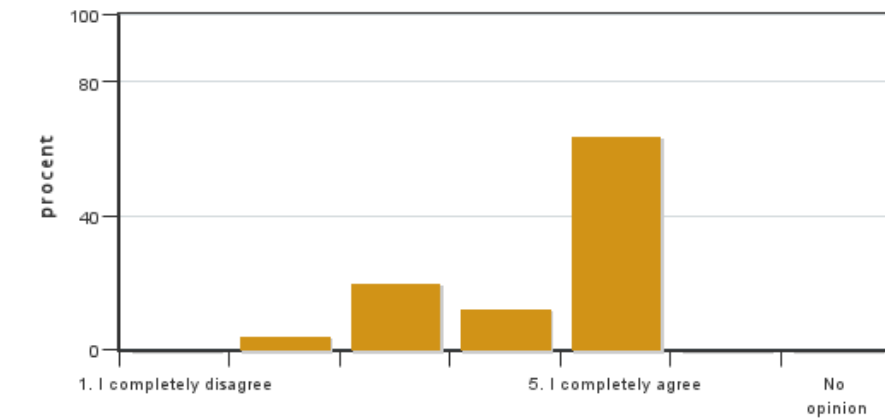
3: 7

4: 9

5: 8

No opinion: 0

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



Answers: 25

Medel: 4,4

Median: 5

1: 0

2: 1

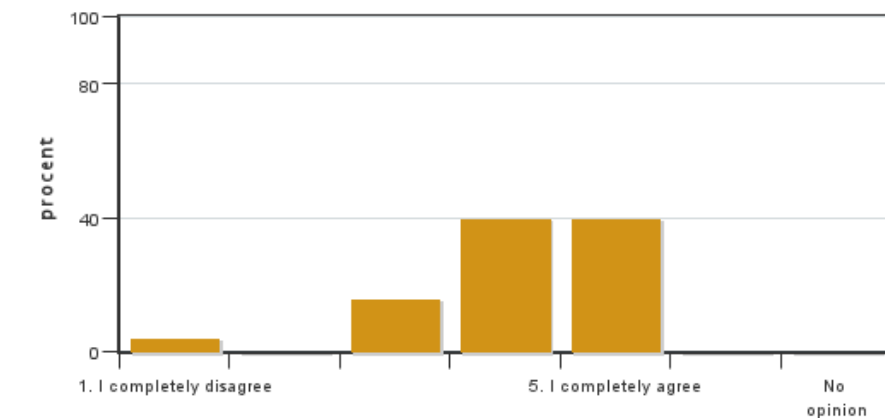
3: 5

4: 3

5: 16

No opinion: 0

4. The information about the course was easily accessible.



Answers: 25

Medel: 4,1

Median: 4

1: 1

2: 0

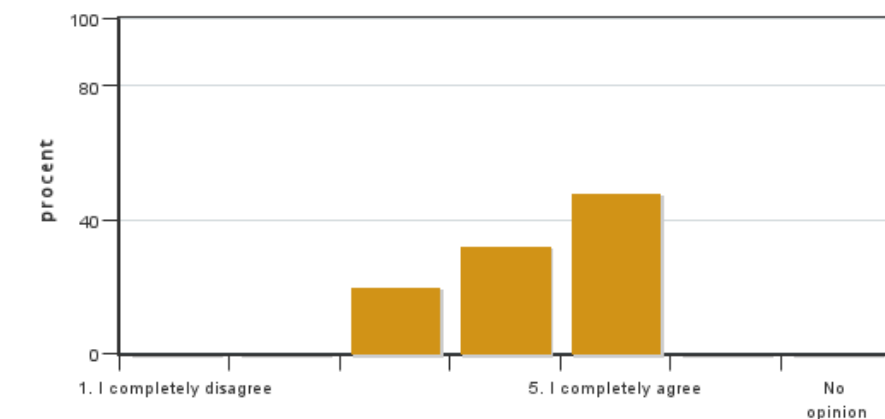
3: 4

4: 10

5: 10

No opinion: 0

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



Answers: 25

Medel: 4,3

Median: 4

1: 0

2: 0

3: 5

4: 8

5: 12

No opinion: 0

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



Answers: 25

Medel: 4,5

Median: 5

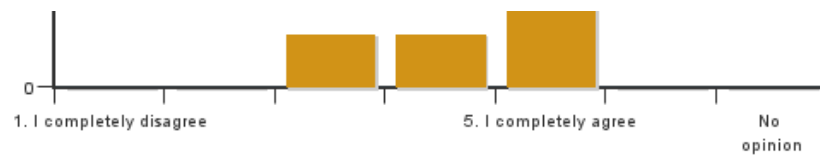
1: 0

2: 0

3: 4

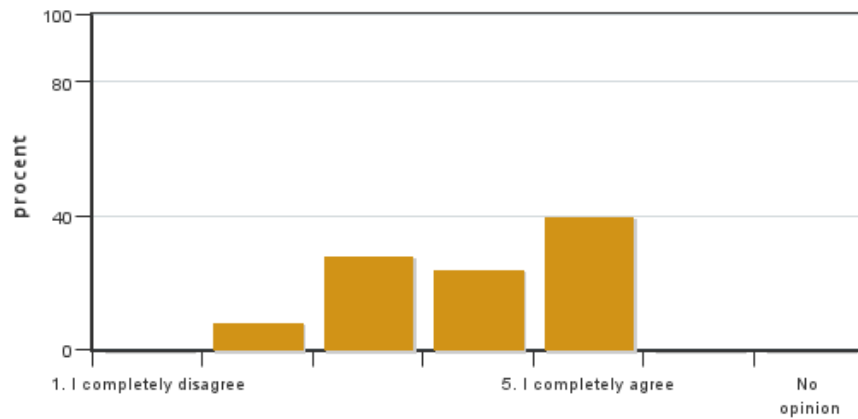
4: 4

5: 17



No opinion: 0

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



Answers: 25

Medel: 4,0

Median: 4

1: 0

2: 2

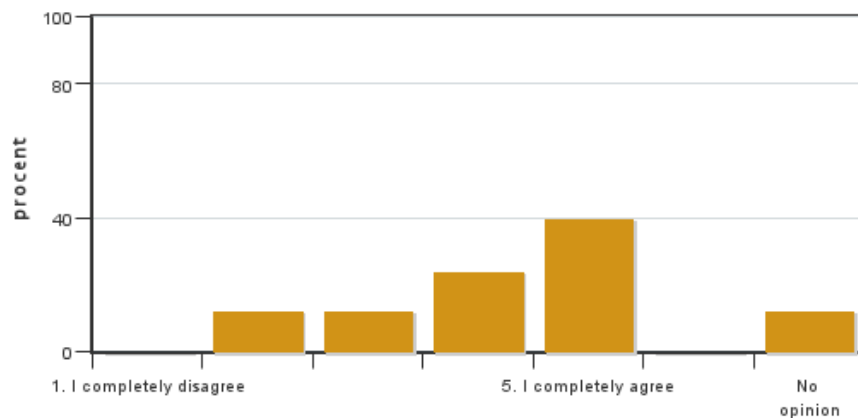
3: 7

4: 6

5: 10

No opinion: 0

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



Answers: 25

Medel: 4,0

Median: 4

1: 0

2: 3

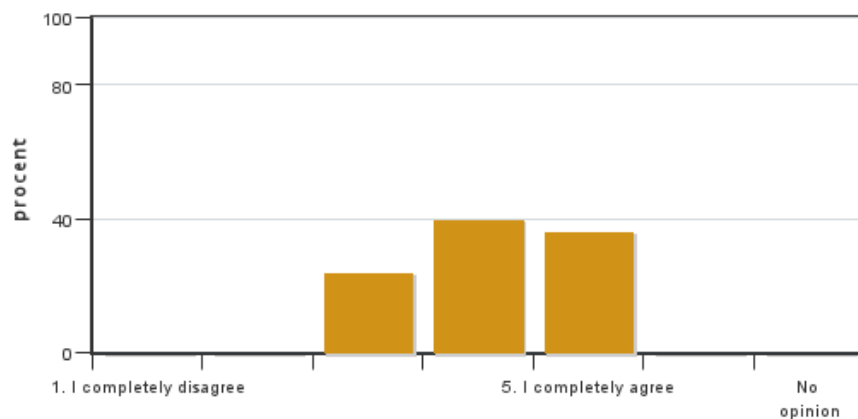
3: 3

4: 6

5: 10

No opinion: 3

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



Answers: 25

Medel: 4,1

Median: 4

1: 0

2: 0

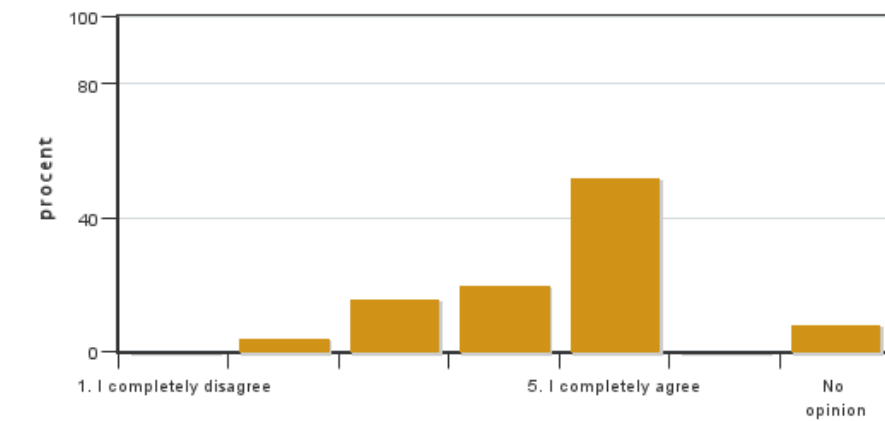
3: 6

4: 10

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).

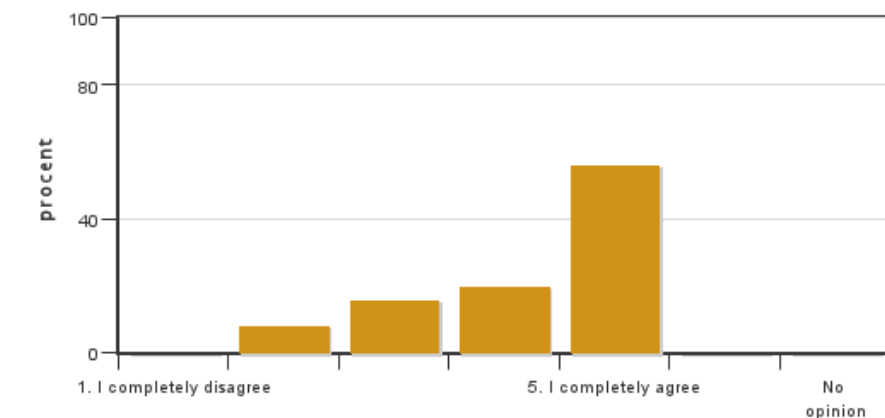


Answers: 25
 Medel: 4,3
 Median: 5

1: 0
 2: 1
 3: 4
 4: 5
 5: 13

No opinion: 2

11. The course covered international perspectives.

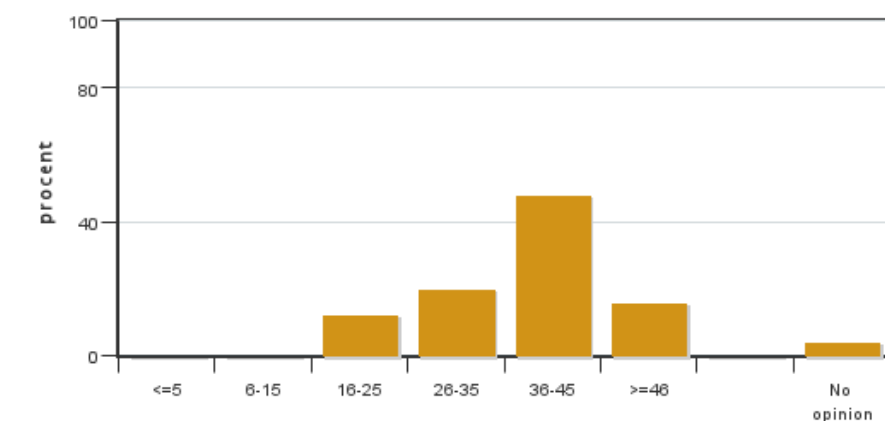


Answers: 25
 Medel: 4,2
 Median: 5

1: 0
 2: 2
 3: 4
 4: 5
 5: 14

No opinion: 0

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



Answers: 25
 Medel: 36,4
 Median: 36-45

≤5: 0
 6-15: 0
 16-25: 3
 26-35: 5
 36-45: 12
 ≥46: 4

No opinion: 1

Course leaders comments

No comments from the teacher

Student representatives comments

The student group of this years Site Concept Theory course were in general very happy with the content and structure of the course. The lectures, literature, site visits and workshops were inspiring, supported the process and sparked innovative thinking. During the course there were many guest lectures, from around the world, which were very inspiring and covered many different aspects. There were inspiring workshops in water color and model making

etc. Many students mentioned that they really appreciated the opportunity to take a course that focused on creativity and analog ways of expressing ideas and concepts.

“I really enjoyed this course, especially how it was very creative. I feel like I really developed my hand drawings and paintings”

The course team did a great job encouraging students to challenge their creativity by trying out new techniques and ways of thinking. The freedom of the course could however at times be a bit confusing for some students. We worked with a quite big geographical area and some students thought it was overwhelming in the beginning, to choose a site to focus on. It was also a bit difficult to grasp what was expected in the studio project for several students. The previous course moments were quite free and open so for some it was a bit hard to understand that the studio project should result in a concrete design solution.

The course content had clear links to the learning objectives and information about the course was easily accessible, though sometimes information was announced a bit short in advance. The fact that the assignments were revealed little by little along the course and that the introductions often were held on Mondays contributed to a healthy working environment. Even though the literature in the course were very much appreciated many students felt like there were too much to read in short time.

The learning environment gave space for exploration of ideas and concepts. In the physical environment, each student had their own working space in Arken, which gave room for innovative and creative work. However, the space was perceived as dusty, lacking of good light and quite cold. Students also commented that the internet connection and access to computer room was lacking. When it was time to compile the material in digital form it was sometimes hard to find a computer to work on.

Many students mentioned that they appreciated that the course covered social aspects of landscape architecture on a local scale. The theme for this year's course was “uncovering the infraordinary- initiating commons”. We worked with local structures and interactions in places of everyday life. We investigated ways of enabling interactions and meeting points in the public environment of an urban neighborhood. The course widened the image of what landscape architecture can be.

The overall feedback from the student group were positive all along the course. Thanks to the course team, this years Site Concept Theory course gave us lots of valuable experience of expressing ideas and concepts of landscape architecture in creative and innovative ways.