



Planning Project - Transforming Urban Landscapes LK0410, 10118.2324

15 Hp

Pace of study = 100%

Education cycle = Advanced

Course leader = Caroline Dahl

Evaluation report

Evaluation period: 2023-10-23 - 2023-11-13

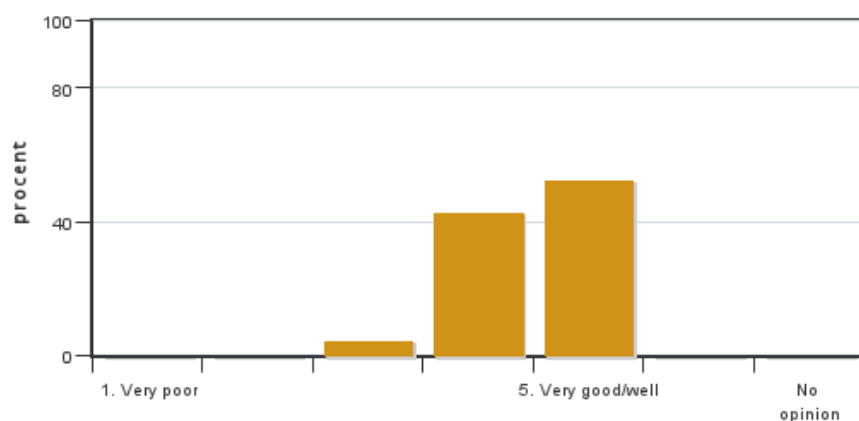
Answers 21

Number of students 23

Answer frequency 91 %

Mandatory standard questions

1. My overall impression of the course is:



Answers: 21

Medel: 4,5

Median: 5

1: 0

2: 0

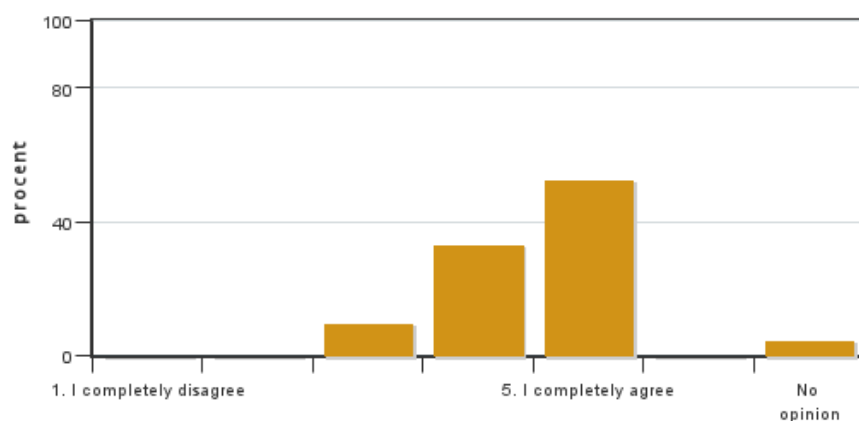
3: 1

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: 21

Medel: 4,5

Median: 5

1: 0

2: 0

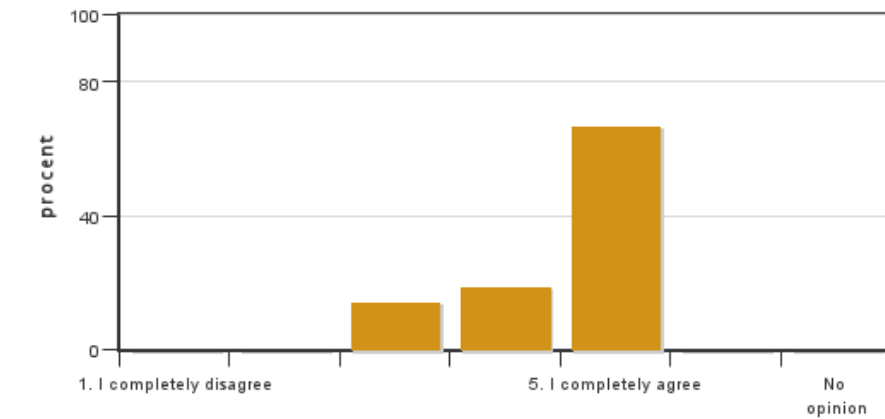
3: 2

4: 7

5: 11

No opinion: 1

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



Answers: 21

Medel: 4,5

Median: 5

1: 0

2: 0

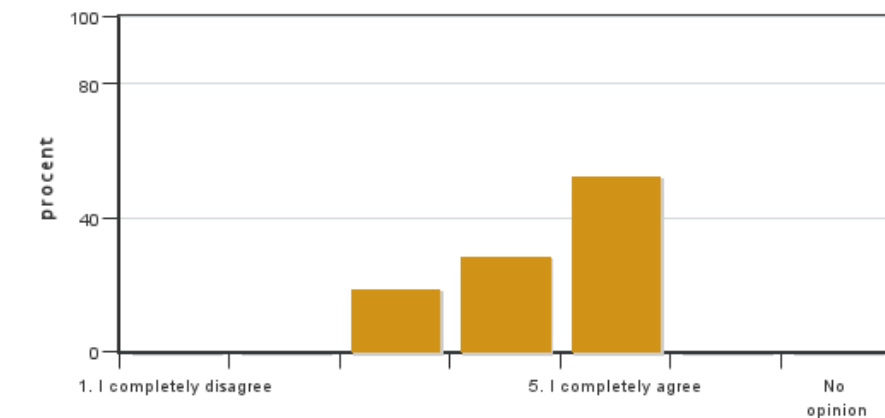
3: 3

4: 4

5: 14

No opinion: 0

4. The information about the course was easily accessible.



Answers: 21

Medel: 4,3

Median: 5

1: 0

2: 0

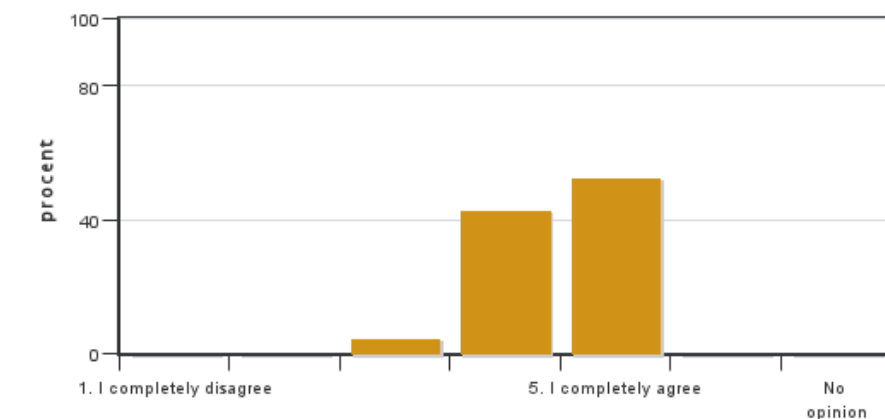
3: 4

4: 6

5: 11

No opinion: 0

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



Answers: 21

Medel: 4,5

Median: 5

1: 0

2: 0

3: 1

4: 9

5: 11

No opinion: 0

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



Answers: 21

Medel: 4,9

Median: 5

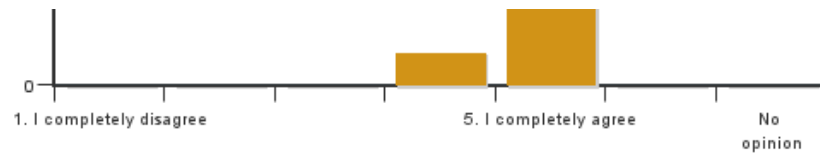
1: 0

2: 0

3: 0

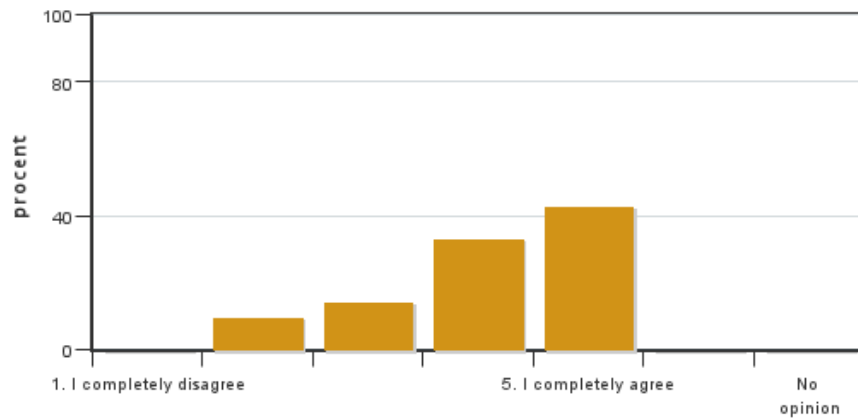
4: 2

5: 19



No opinion: 0

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



Answers: 21

Medel: 4,1

Median: 4

1: 0

2: 2

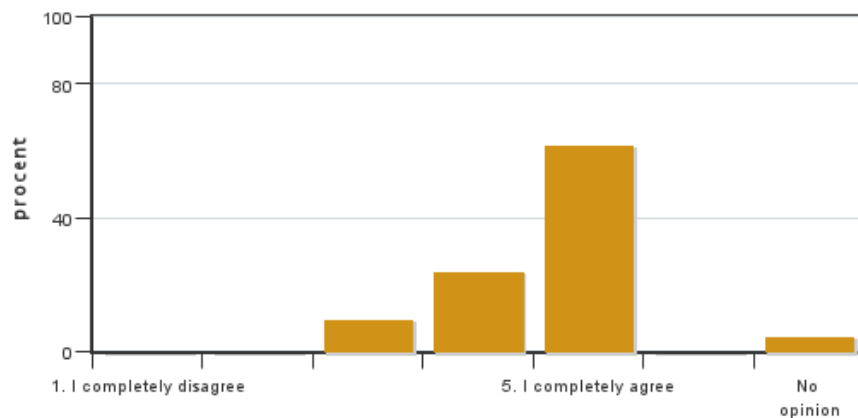
3: 3

4: 7

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: 21

Medel: 4,6

Median: 5

1: 0

2: 0

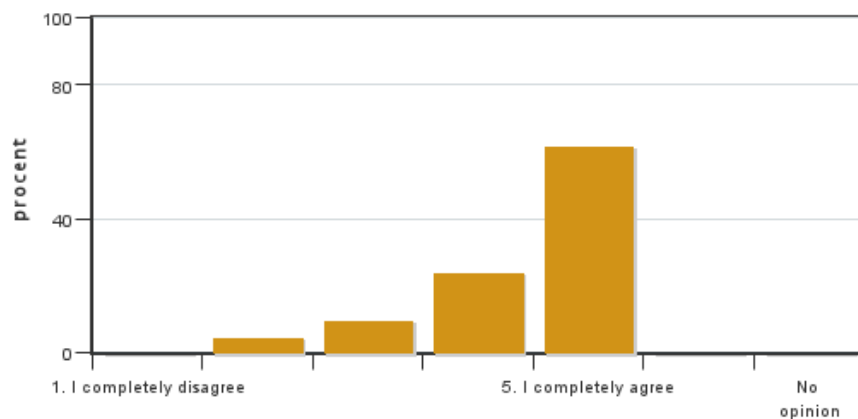
3: 2

4: 5

5: 13

No opinion: 1

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



Answers: 21

Medel: 4,4

Median: 5

1: 0

2: 1

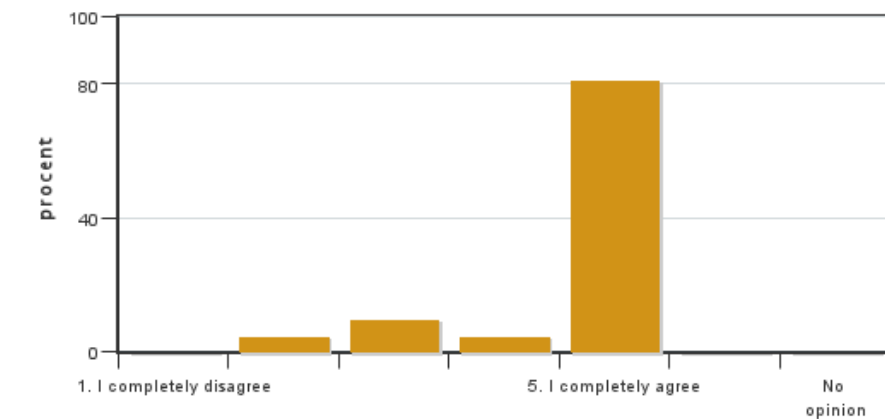
3: 2

4: 5

5: 13

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).

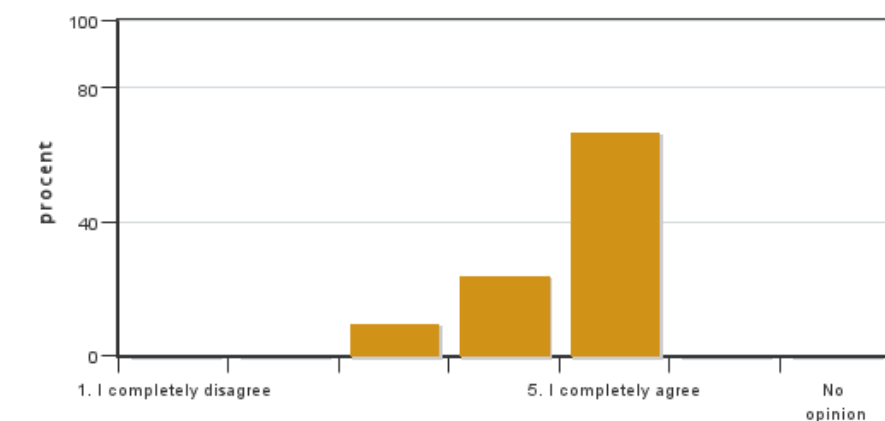


Answers: 21
Medel: 4,6
Median: 5

1: 0
2: 1
3: 2
4: 1
5: 17

No opinion: 0

11. The course covered international perspectives.

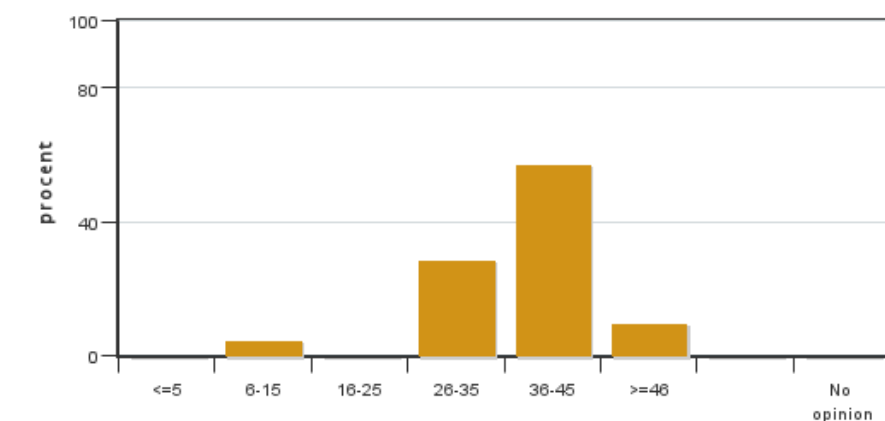


Answers: 21
Medel: 4,6
Median: 5

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

No opinion: 0

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



Answers: 21
Medel: 36,3
Median: 36-45

≤5: 0
6-15: 1
16-25: 0
26-35: 6
36-45: 12
≥46: 2

No opinion: 0

Course leaders comments

The course team is happy with the comments and grading that the students have made with average numbers for the most part between 4.5 and 4.9. We are also very happy with the students expressing thoughts on why the course is relevant and in particular the connection to climate change and sustainability. In addition, we read between the lines of the students' comments that the course offers knowledge and training skills to shift us from reaction to action.

We find that the students highly appreciate the course and find the various learning activities to have clear links to the learning objectives, and that the learning activities supported learning (4.5). We are very happy to learn that the students find that the examination formats have allowed them to demonstrate their learning (4.6). However, some students also state that there were too many presentations, and we will keep an eye on that for the upcoming year.

The social learning environment are getting high numbers (4.9) and the inclusion of gender and equality aspects are also high, as is the inclusion of international perspectives (4.6). Most comments concerning group work express that the small teams have worked well, even if there are always both pros and cons with such structures. The wish to sometimes mix groups, or do individual tasks, will be considered for next year. The only number that is significant lower is the grading of the physical learning environment (4.1) and in particular the office space on site at Frihamnen that we borrowed from the city. We will reconsider this for next year, if we work with the same site.

From the course team, we would like to confirm that we also have found the overall structure of the course to work quite well, as well as communication / information protocols during the course. Some comments concern the experience that some weeks have had too many presentation and that they have not been notified well in advance. We will try to amend this for next year's scheduling. Some suggestions on how to restructure in particular the Ecotone-weeks and the Dacke's workshop will also be considered.

Most comments in terms of what has been vague and unclear deals with some of the assignments and the wish to have it more clearly defined. This is fully understandable. However, the course also aims at (as all creative work should do) training the students to navigate uncertainties and to build confidence in task and self through iteratively testing, discussing and evaluation one's own work and process in the student group and the full class. This comment is reoccurring from year to year, but we don't find it to be too strong this year, hence we hope we have found a good balance between instruction and freedom. We are happy to learn that the wrap-ups, lectures, seminars and tutorials have been beneficial in building an understanding of the course's main assignment. We also recognize that some students would like to have more teacher-group interaction and not always the presentation and feed-back in full-class.

Time is often an issue and there is often a wish for more time. Thus, it is good to see that the average time spend on the course is quite ok. The course is on master's level and quite demanding in terms of time spent and being present in various learning activities. In regards to this we would like to express that the work that was presented during the final presentations were of high quality already as it was.

In sum the teachers' team have found also this year's course to be very productive and the outcome to be of a high quality. We are impressed by the students' commitment and contributions as well as their ability to navigate various learning activities and to bring it into a coherent result reflecting the complexities of transformation projects and processes.

Student representatives comments

The general perception of the course is very positive. The course is perceived as intense but informative. Some phases, especially the first half of the course, are seen as somewhat unclear regarding the content – only to become clearer later in the course. Regardless of previous education, the course has been instructive and provided insight into societal planning issues. The course is described as offering new perspectives on planning and landscape issues, both for landscape architects and students with other backgrounds. The starting time, either 09:15 or 09:00, is described as somewhat confusing. Some of the task instructions are also perceived as advanced, requiring discussions in student groups to fully understand the assignment.

Both literature seminars and case seminars are appreciated by students, and the combination of cases and literature is considered good. One student suggests that one of the theme weeks could have been shortened. The literature was good, but some texts were challenging to comprehend. The debate climate and social environment were good. The atmosphere in the classroom was positive, and ideas and thoughts were respected and encouraged. The classroom Arken used during the course was appreciated by students. The proximity to the computer room was also valued. However, Malmö City's office in Nyhamnen was not as well-suited for teaching and group work. Poor air quality and small rooms made the work unpleasant at times, especially when it was warm. The corridor presentations were criticized because it was difficult to concentrate with movement and noise around. A suggestion is to present on mobile walls in Arken and later set them up in the corridor after the presentation.

Students are generally satisfied with the examinations during the course. Some wish for fewer presentations in certain parts of the course. Another student wishes for more focus on planning guides and less time spent on site visits during the first part of the course. Successfully representing the entire course work in the final presentation was also challenging. Economic sustainability is described as an aspect of sustainability that could be strengthened in the course. The international elements in the course, from Argentina and other parts of the world, are appreciated. The international guest lecturers are particularly valued. More case studies from other parts of the world are desired. The course workload is described as manageable.

13. Do you find the topic of the course relevant and if so, how?

The content of the course is described as highly relevant, especially in times where sustainability and reuse are significant themes. The course is motivated by the transformation of large industrial ports worldwide and other changing locations. The concepts of meantime, reuse, deindustrialization, and transformation are appreciated and provided new perspectives to the students. The course's content challenged traditional planning, offering fresh

viewpoints and opening eyes to new ways of approaching planning. The appreciation for site-specific thinking and thinking outside the box is particularly noted, as well as the method of plan guide and its underlying principles.

14. Name up to 3 course aspects you particularly appreciated, and up to 3 you think should be changed.

Good atmosphere in the course

- The tasks
- The site visits and traveling transect, along with the time allocated to be on-site and explore, both physically and mentally, are appreciated. Stakeholders, "Malmö in the making," and the contact with local actors are also valued.
- Prototype week, and the division of different themes each week, are appreciated. The prototype week also generated ideas that were later incorporated into the final submission.
- Ecotone week is especially appreciated, as it opened up creative thinking early in the course. Many groups later used materials from this week in their final projects.
- The freedom to focus on what captured one's interest and the encouragement to be bold were appreciated. The supportive atmosphere for exploration and daring to try new approaches was also valued. The work was not judged as "good" or "bad" but instead focused on the process, which is appreciated.
- Multiscalar approach.
- Plan guide method

Changed:

- Landscape ecology week was highly appreciated by many, but the task needed clarification early in the week.
- The workshop "Finding shapes" with the artist should have taken place earlier in the course when students were still in an exploratory stage. Otherwise, the workshop is appreciated, along with the tools it introduced. One student suggests that the workshop should be integrated into the Ecotone-week assignment.
- More site visits and a possible study trip are requested. On-site presentations are proposed as a way to conduct case studies, and study trips are also suggested as a means to enhance group cohesion.
- The lecture on Living Labs is described as difficult to understand by one student. Scores and interviews with people in the area are described as somewhat challenging to comprehend, including their utilization.
- The group work on Grisbygatan should be changed due to the facilities. Corridor presentations are also criticized. The presentations during the various weeks sometimes took up too much time and were lengthy. At times, the presentations exceeded the allocated time. Several students feel that the presentations competed with the time needed to produce the final submission, and some wish for more time for the final submission. Earlier guidance toward the final submission is also desired by multiple students.

15. Please comment on your appreciation/ recommendation for change concerning these course moments: 1/ assignment 2/ literature and case seminars 3/ wrap up sessions and presentations 4/ lectures 5/ final crits

Assignments:

- Positive: Generally good and interesting assignments, and a nice blend of lectures.
- Suggestions: Clearer instructions and more concise language for assignment sentences. Some students wanted more time for the last assignment. Better access to maps is wished by one student. Adding a moment every day, for common questions in the morning is proposed as a way to make assignments more clear.

Literature:

- Positive: Appreciation for interesting literature.
- Suggestions: Some literature was perceived as too tricky, and discussions during literature seminars were sometimes short. Some students think the discussions got formal because a teacher was with the group. Make the literature accessible already before the course has started, so it's possible to prepare before the course has started.

Case Seminars:

- Positive: Students liked the case seminars, found them interesting and important.
- Suggestions: Have on-site case studies and presentations.

Wrap-Up Sessions and Presentations:

- Positive: Appreciation for the concept of wrap-ups and presentations, and the possibility to get good at presenting in front of a crowd.
- Suggestions: Concerns about the length and frequency of wrap-up sessions and presentations. Some felt they were time-consuming, and there were suggestions for shorter presentations per group, or to have

presentations divided into smaller groups. Some groups felt needed to produce material and to prepare only for having the wrap up. Explain the conditions more precise for the different presentations/wrap ups. "Walk around" presentations is also suggested as a different way of presenting.

Lectures:

- Positive: Good lectures and a nice mix of different tutors, which were really inspiring.
- Suggestions: Some difficulty in hearing on Zoom. The "finding shapes" lecture could be scheduled earlier in the course.

Final Critique:

- Positive: Generally constructive and fruitful final critiques.
- Suggestions: Suggestions to make final critiques more class-inclusive and to involve more students in the discussion. Hard to listen for two days straight.

1. How have you experienced the work in small teams/groups? Would you have preferred individual work or was the team/group work beneficial?

Positive feedback:

Students generally liked working in groups, and found the work beneficial, and the process of learning from each other interesting. Preparing case studies in the group, and getting new input from literature seminars gave new ideas. Some mentioned that group work is essential for the course and prepares student for future work life.

Suggestions

Some students felt lucky with their groups, while some had more different group dynamics. Several students wish some individual work, to have the possibility to create material for a portfolio. Smaller breaks from the groupwork such as workshops could be a way to get new energy into the group. Merging groups for some exercises is also proposed as a idea to get new energy into the group. The talks between different groups is appreciated. The fact that the majority of the work is carried out in groups, could be stated more clear on the website so that you know it before entering the course. Having a midway talk about group dynamics is one suggestion, to help the group sorting out difficulties together. Several students think that communication in the group were time consuming and sometimes hard, and propose the idea of having smaller groups of maximum 2-3 people.