



## Vegetation design LK0423, 10127.2324

7.5 Hp

Pace of study = 100%

Education cycle = Basic

Course leader = Anders Folkesson

### Evaluation report

---

Evaluation period: 2023-09-20 - 2023-10-11

Answers 18

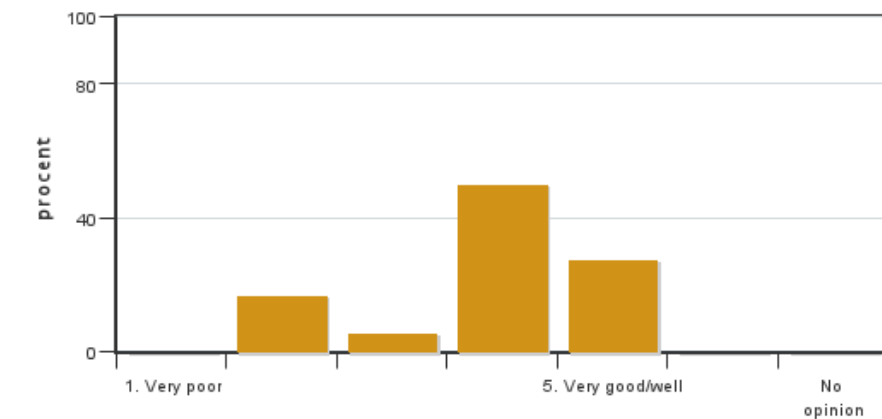
Number of students 23

Answer frequency 78 %

### Mandatory standard questions

---

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



Answers: 18

Medel: 3,9

Median: 4

1: 0

2: 3

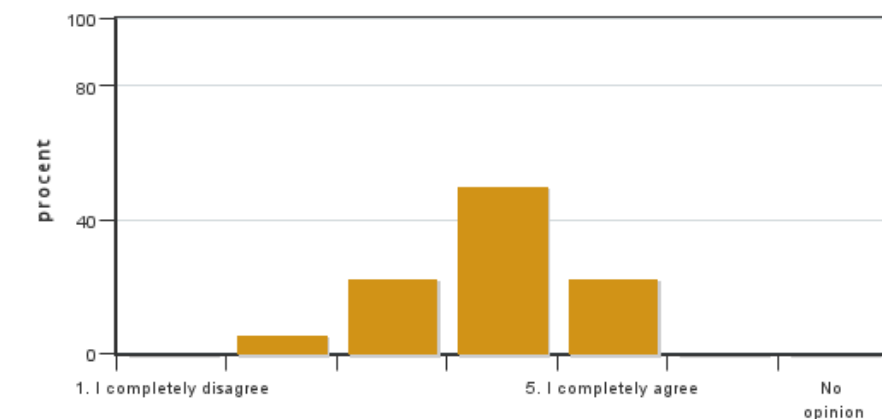
3: 1

4: 9

5: 5

No opinion: 0

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



Answers: 18

Medel: 3,9

Median: 4

1: 0

2: 1

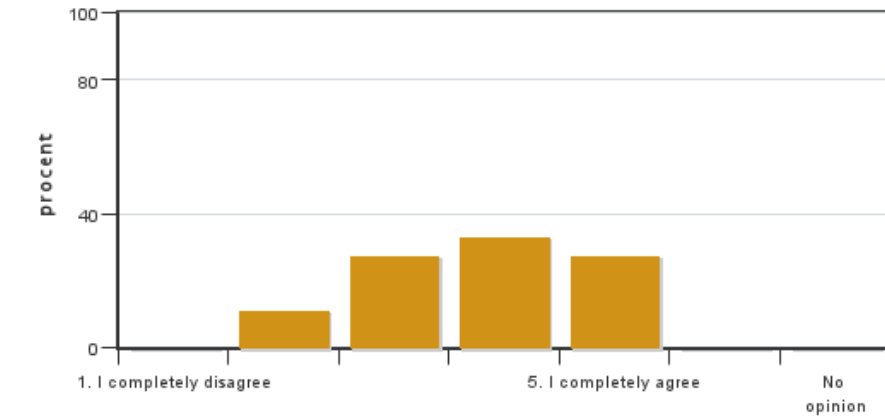
3: 4

4: 9

5: 4

No opinion: 0

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

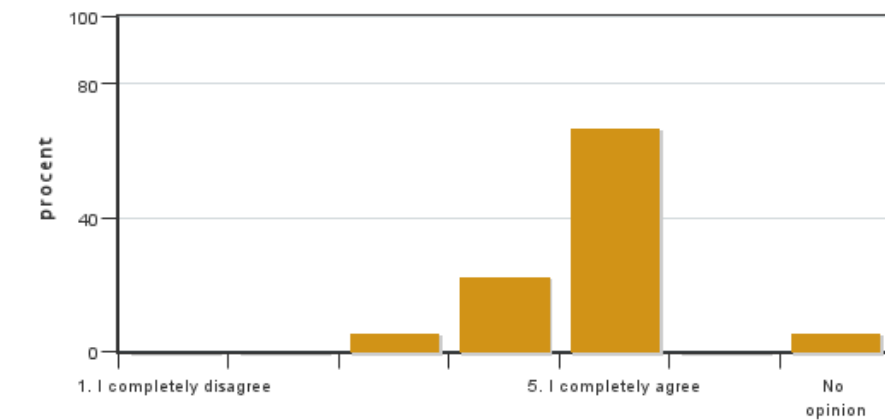


Answers: 18  
 Medel: 3,8  
 Median: 4

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

No opinion: 0

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

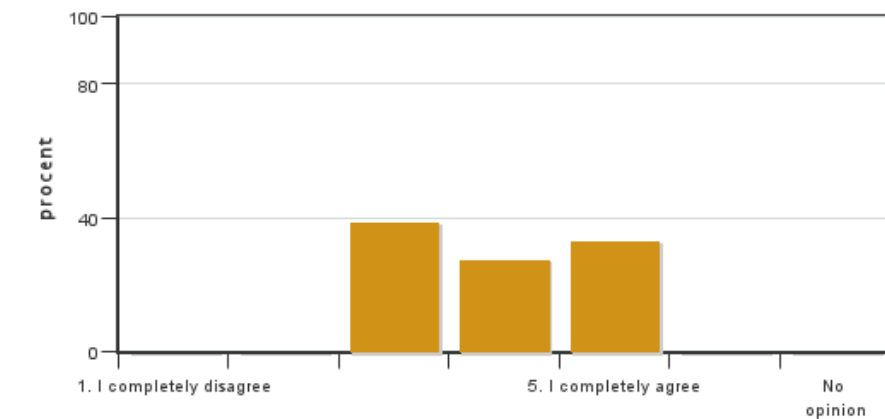


Answers: 18  
 Medel: 4,6  
 Median: 5

1: 0  
 2: 0  
 3: 1  
 4: 4  
 5: 12

No opinion: 1

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



Answers: 18  
 Medel: 3,9  
 Median: 4

1: 0  
 2: 0  
 3: 7  
 4: 5  
 5: 6

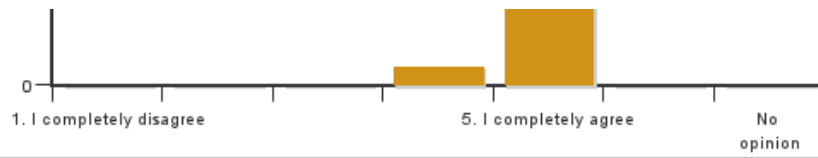
No opinion: 0

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



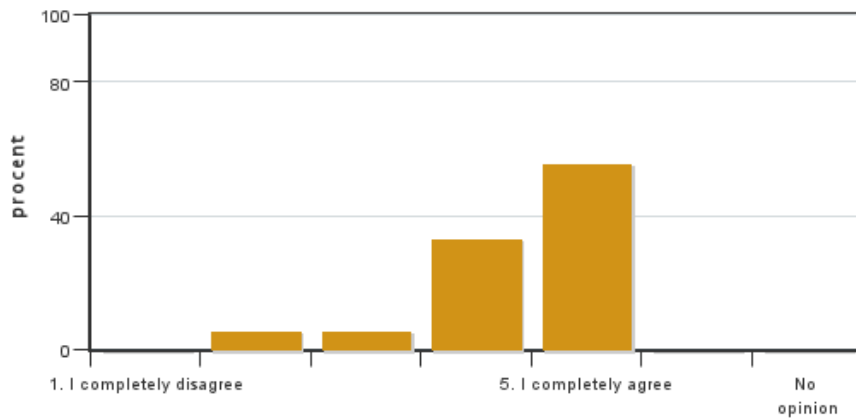
Answers: 18  
 Medel: 4,9  
 Median: 5

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



No opinion: 0

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



Answers: 18

Medel: 4,4

Median: 5

1: 0

2: 1

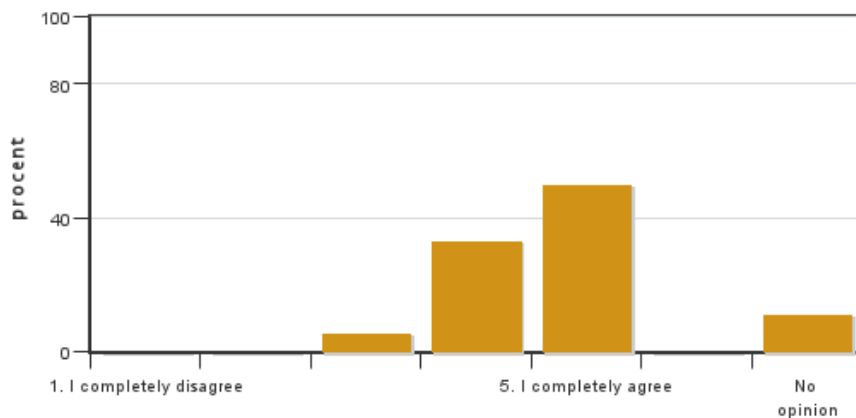
3: 1

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: 18

Medel: 4,5

Median: 5

1: 0

2: 0

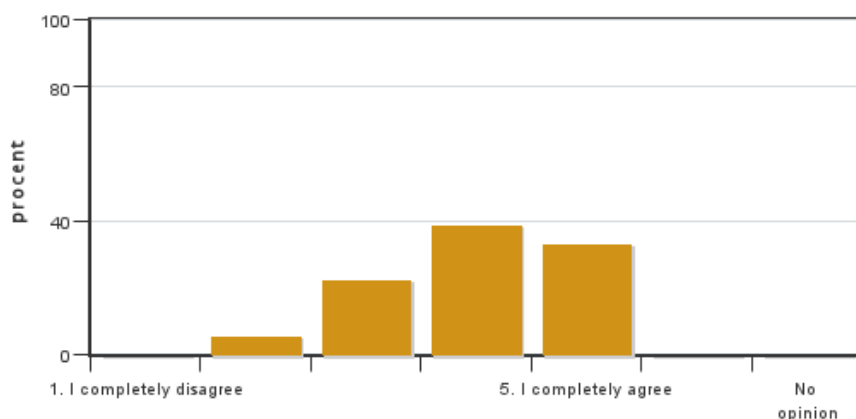
3: 1

4: 6

5: 9

No opinion: 2

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



Answers: 18

Medel: 4,0

Median: 4

1: 0

2: 1

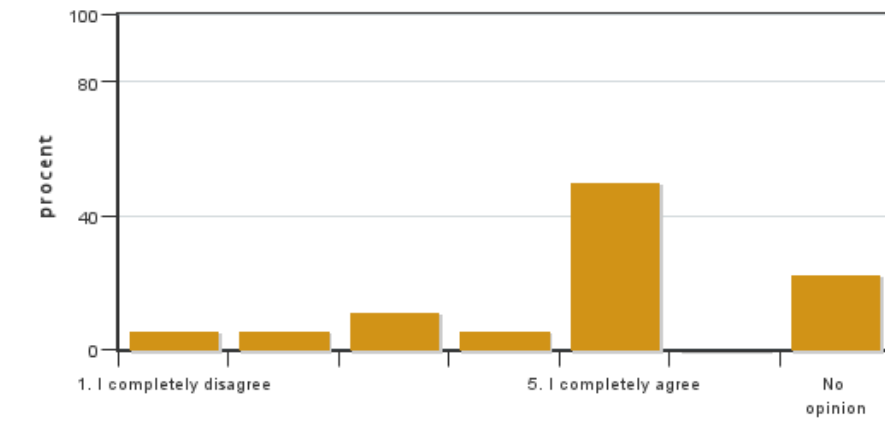
3: 4

4: 7

5: 6

No opinion: 0

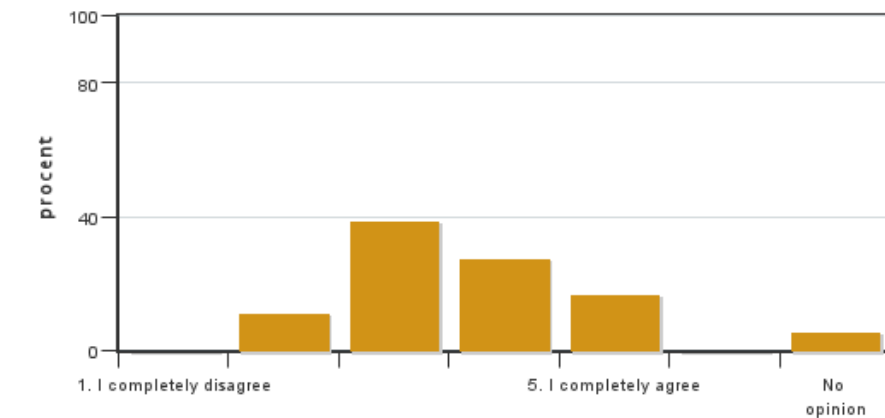
**10. I believe the course has included a gender and equality aspect, regarding content as well as teaching practices (e.g. perspective on the subject, reading list, allocation of speaking time and the use of master suppression techniques).**



Answers: 18  
 Medel: 4,1  
 Median: 5

1: 1  
 2: 1  
 3: 2  
 4: 1  
 5: 9  
 No opinion: 4

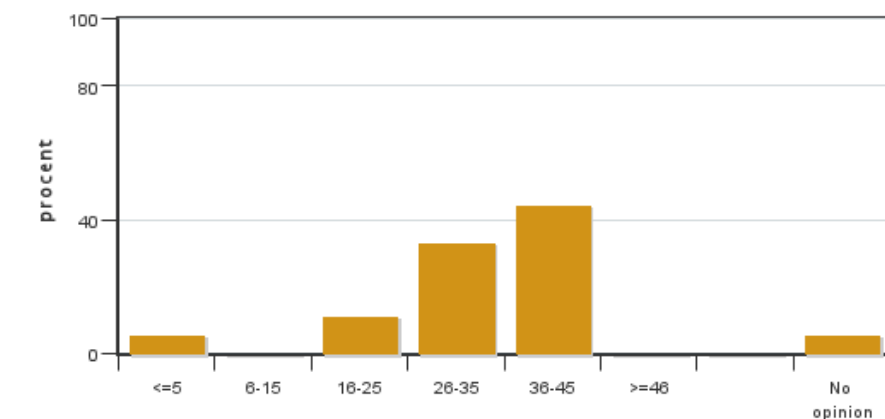
**11. The course covered international perspectives.**



Answers: 18  
 Medel: 3,5  
 Median: 3

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

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



Answers: 18  
 Medel: 31,9  
 Median: 26-35

≤5: 1  
 6-15: 0  
 16-25: 2  
 26-35: 6  
 36-45: 8  
 ≥46: 0  
 No opinion: 1

## Course leaders comments

### Comments from course leader Anders Folkesson 2023-11-02

Answers 18

Number of students 23

Answer frequency 78 %

**Question 1: My overall impression of the course is:**

Average was 3,9. 14 of 18 students found the course good or very good. 3 students found it rather poor (2). It is interesting to compare the results with previous year, when average was 4,5, in spite of that being the first year that the course was given. From the comments it seems that the course has been generally well run, but at the same time some students express a frustration over a few things – especially the fact that the course was too short to provide with all the design skills that students wish for and consider necessary to do a master in landscape architecture. The Snogeholm excursion also seems to have meant too much of repetition for the students.

As course leader I was myself very content about how the course was carried out, and was actually surprised that the average went down so significantly, compared to last year. But I can also fully understand that the students wish for more design knowledge and – skills, given the fact that few other courses provide with this. I totally agree with comments expressing that the course should be 15 hp, not only 7,5. If this can't be changed until next year, I feel I will have to exclude much of the silvicultural and ecological content, to be able to focus more on design theory and design skills.

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

With an average of 3.9, this seems to have been the case to a reasonable degree. One negative comment is that the course focused more on silviculture than design in the beginning. There is also a critical comment about the writing exercise and about the Snogeholm excursion.

As course leader, I am aware that the course literature is not the best, but I am very convinced that the critical reading of it, and writing about it, leads to massive learning and lots of important insights. Whenever better literature in this field is published, I will gladly make it course literature. Regarding the Snogeholm excursion, I will not repeat it next year.

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

With an average of 3.8, this seems to have been the case to a reasonable degree, but there are a couple of comments about wishing to have more prior knowledge about design and sketching techniques. In my opinion, either this has to be introduced in other courses during year 1, or this course has to exclude silvicultural and ecological content to give room for more design training and digital tools. Or the course has to become a 15 hp course.

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

With an average of 4.6, students seem to be very pleased with this aspect – which is also reflected in the positive comments. The only critical comment is about how lecture files could have been named to be found more easily – a good point.

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

1. an average of 3.9, this seems to have been the case to a fairly high degree. There are both positive and critical comments, the latter expressing wishes for more digital tool exercises, more tutoring and other methods for tutoring. As a course leader I sense that some students have been quite unfamiliar with how to make use of the tutoring, so for next year I will try to introduce the students into this.

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

With an average of 4.9, students seem to be very pleased with this aspect.

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

With an average of 4.4, students seem to be rather pleased with this aspect.

There are two critical comments about having to pay for printing the posters. Next year I will inform about this at course start. The course budget is always constrained, so the students have to accept this cost also next year. I don't find this more strange than that students have to buy their course literature.

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

Most students seem to be content with the examinations (average 4.5). There is a comment about having to spend much time on printers and programs, but in my opinion this is just the way it is to work with design tasks.

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

Average is 4.0. One student states there was no specific teaching of sustainability.

My comment as a course leader is that I am surprised to read this comment – in my opinion sustainability is an issue throughout the whole course, as we more or less constantly discuss and address issues of biodiversity, recreation etc and how these aspects can be balanced against production.

**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).**

Even if most students agree completely, the answers are spread all along the scale - and several students have also answered “no opinion”. There are no written comments, so it’s very hard to draw any conclusions here.

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

The answers to this question has a quite low average (3.5). One comment states that the Swedish perspective is dominating, another comment states “mostly American”.

I will have a discussion with the program rectors if they have expectations of more international perspectives, and if so I will change that for next year.

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

The average here is 31,9 hours, which is less than is expected from the students. It is notable, that 9 students have spent less than 36 hours per week, and that one students actually has used less than 5 hours (!) On the other hand, another student comments that the workload is too heavy for such a short course. As a course leader, I have not experienced much of stress among the students, and consider the workload to be well balanced.

/Anders Folkesson 2023-11-02

## Student representatives comments

---

1. The majority of responses within the 4-5 but 4 students rated it a 3 or below. It seems that the general consensus is that it was a good course but should have been 15 points to provide a sufficiently in-depth education on landscape design.
2. It seems that students agree that the course content has clear links to the learning objectives of the course overall, with more of a bell-curve distribution of scores around the 4. Multiple people mentioned feelings that activities in the beginning of the course did not fit well with the rest of the content. The first excursion and the critical review essay were mentioned as examples.
3. Students felt that their education on forestry prepared sufficiently for that part of the course. However, several people did not feel like they had enough prior knowledge of graphic design software.
4. Overall students agreed that the canvas page was easy to navigate and accessible.
5. Mixed answers on this question as there was a pretty wide variety of activities and excursions, which garnered different opinions from different people.
6. All respondents agreed that the social learning environment has been inclusive, which is remarkable since the course involved a lot of discussions, presenting ideas to groups, and receiving constructive criticism.
7. It seems that there were no issues with the physical facilities themselves. Some students were unhappy that they had to pay 140 kr for printing the final project on large paper.
8. Students were happy that there was a final project instead of an examination because it was a better way to demonstrate knowledge from the course. The only issues were with the technical aspects of creating the project- like the previously mentioned issues using graphic design software as well as using the specialized printers for the first time.
9. Mixed opinions on whether or not the course covered the sustainable development aspect OR a gender and

equality aspect. This maybe means that the topics were not explicitly or clearly addressed, so students interpreted that it was/wasn't based on their own perception of what that would mean.

10. ^

11. We mostly covered the Swedish perspective since the projects and excursions were focused on Swedish areas. At the same time, for such a short course it almost doesn't make sense to cover broad perspectives since our application of knowledge was always local.

12. The average amount of time based on the responses was 40 hours spent working per week (but there was an outlier of

---

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