



## Space, Place and Mobility LK0411, 10120.2324

15 Hp

Pace of study = 100%

Education cycle = Advanced

Course leader = Emily Wade

### Evaluation report

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

Answers 9

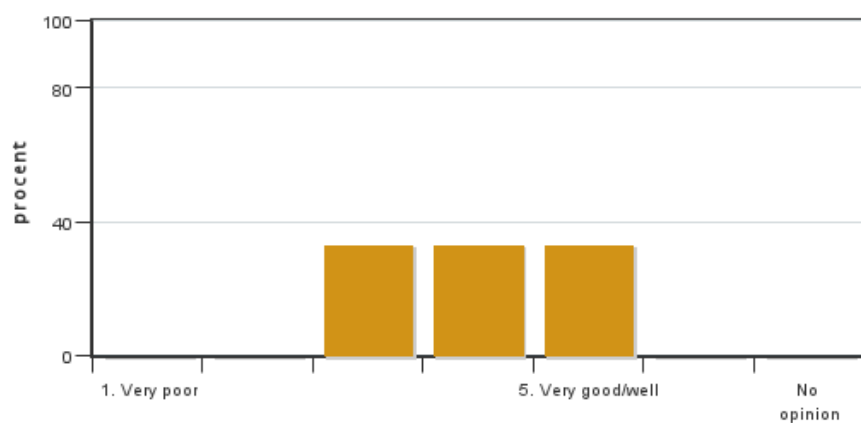
Number of students 9

Answer frequency 100 %

### Mandatory standard questions

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

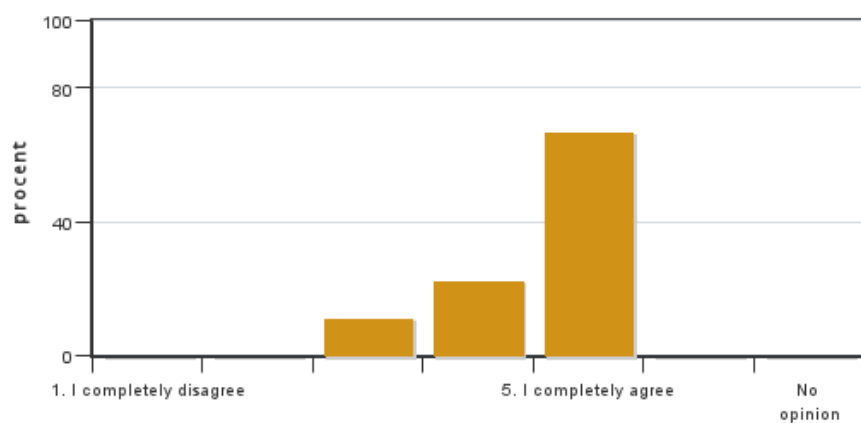


Answers: 9  
Medel: 4,0  
Median: 4

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

No opinion: 0

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

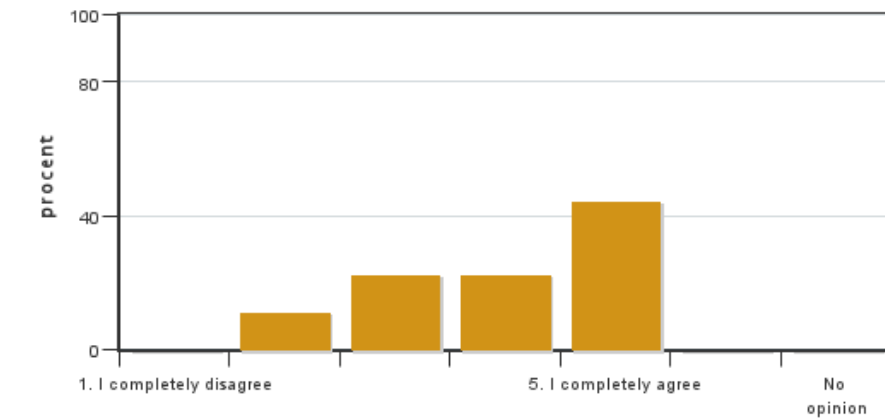


Answers: 9  
Medel: 4,6  
Median: 5

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

No opinion: 0

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

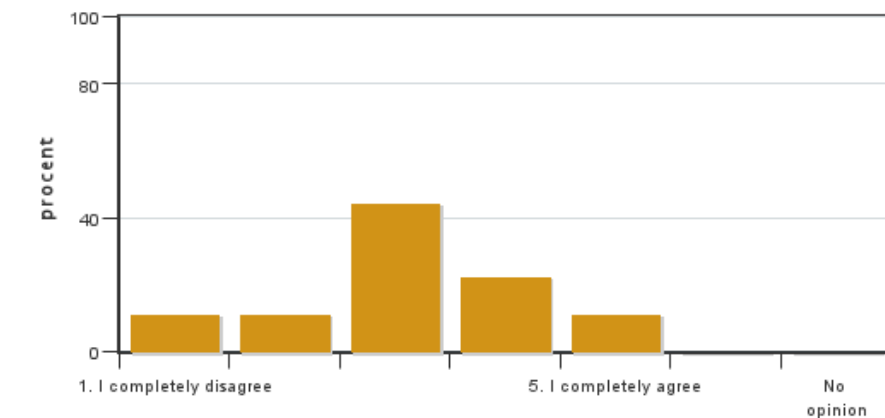


Answers: 9  
Medel: 4,0  
Median: 4

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

No opinion: 0

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

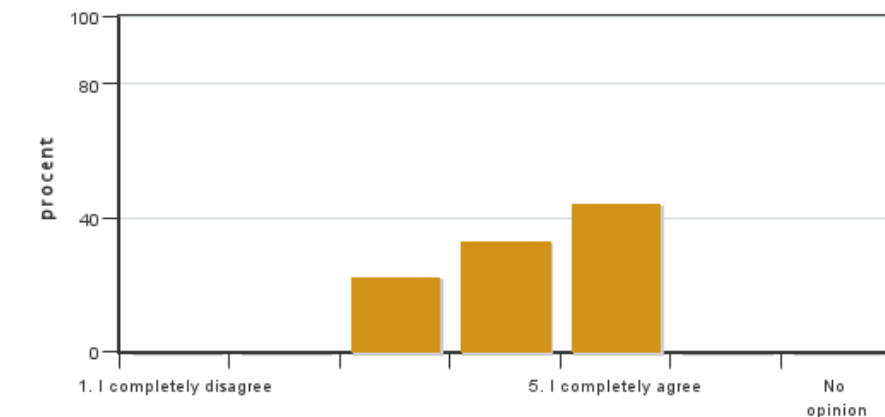


Answers: 9  
Medel: 3,1  
Median: 3

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

No opinion: 0

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



Answers: 9  
Medel: 4,2  
Median: 4

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

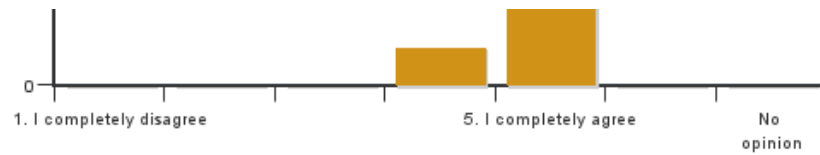
No opinion: 0

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



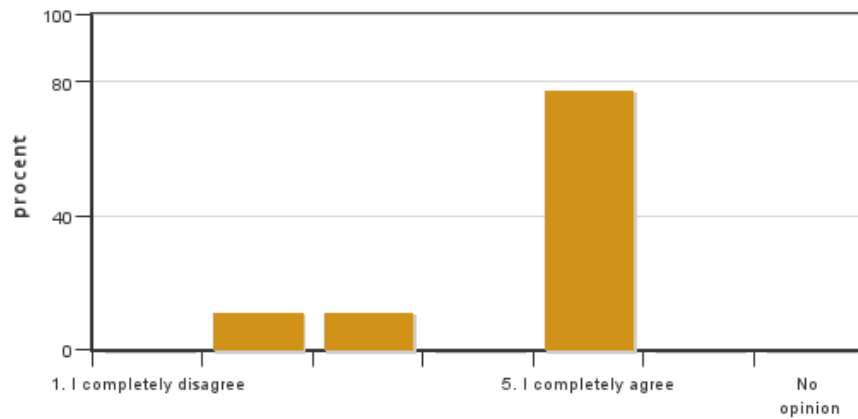
Answers: 9  
Medel: 4,9  
Median: 5

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



No opinion: 0

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



Answers: 9

Medel: 4,4

Median: 5

1: 0

2: 1

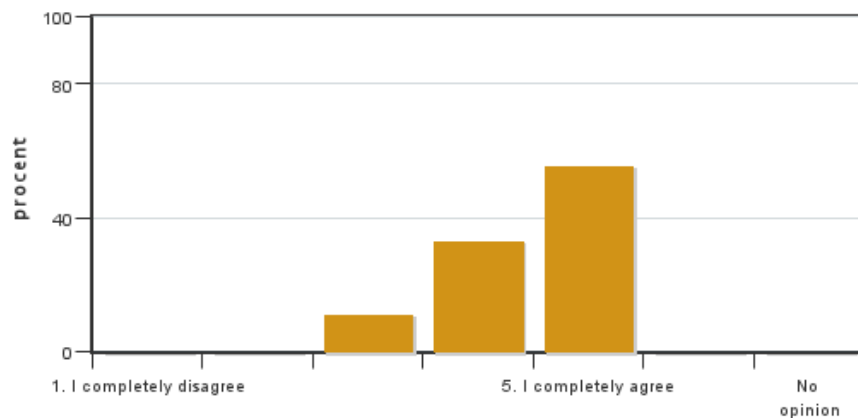
3: 1

4: 0

5: 7

No opinion: 0

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



Answers: 9

Medel: 4,4

Median: 5

1: 0

2: 0

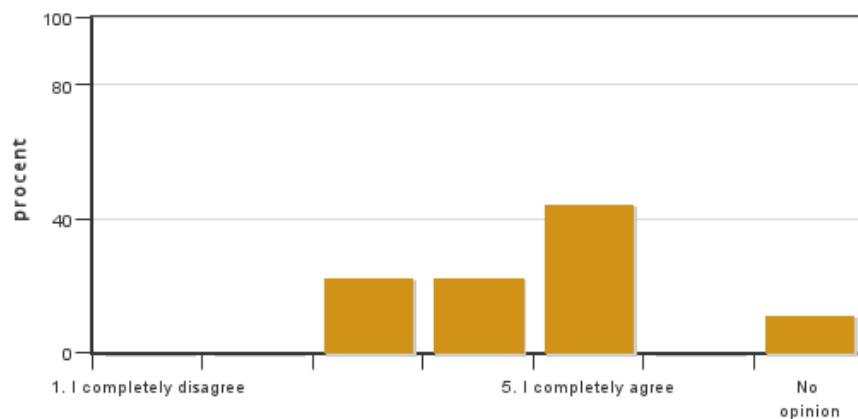
3: 1

4: 3

5: 5

No opinion: 0

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



Answers: 9

Medel: 4,3

Median: 4

1: 0

2: 0

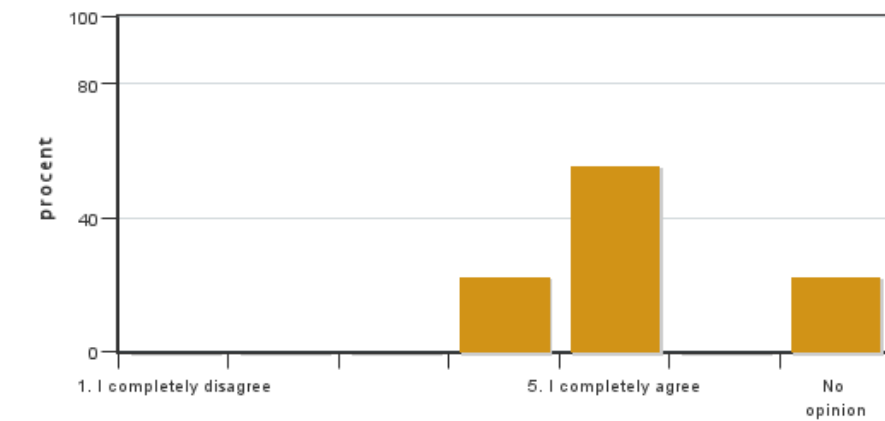
3: 2

4: 2

5: 4

No opinion: 1

**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).**

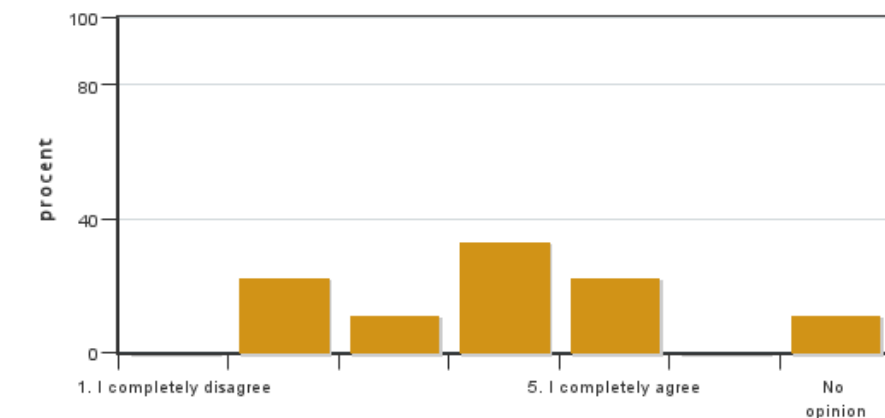


Answers: 9  
Medel: 4,7  
Median: 5

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

No opinion: 2

#### 11. The course covered international perspectives.

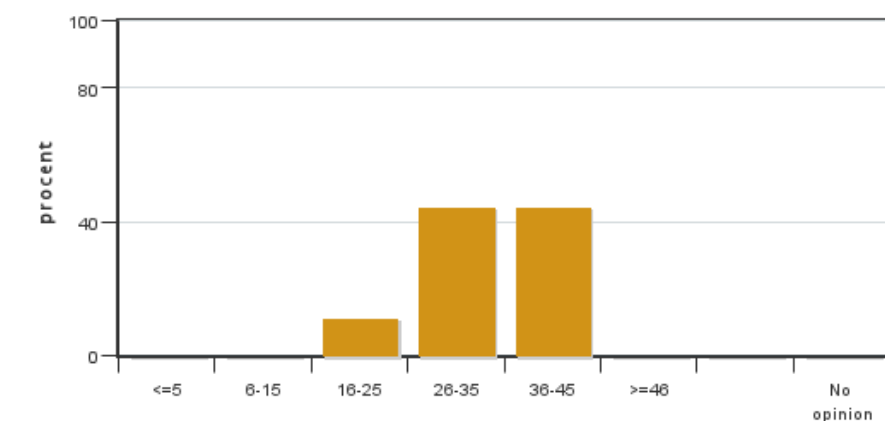


Answers: 9  
Medel: 3,6  
Median: 4

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

No opinion: 1

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



Answers: 9  
Medel: 33,3  
Median: 26-35

≤5: 0  
6-15: 0  
16-25: 1  
26-35: 4  
36-45: 4  
≥46: 0

No opinion: 0

### Course leaders comments

No comments from the teacher

### Student representatives comments

The Space, Place, and Mobility course is a very interesting course which, apart from a few suggestions for improvement and minor constructive criticisms, left a very good impression.

The course itself teaches you a lot about the functions of infrastructures and how they interact with the landscape.

You get different insights from different experts and work at different levels of scale. In addition, various lectures give you an insight into how essential landscape architecture is and can be for good transport planning.

The students enjoyed the course. Even if some of the students were not particularly interested in the topic of transport systems at the beginning, this changed during this course. The course content was adapted to the learning objectives of the course. The excursions were particularly instructive during the course, as they contributed to a better understanding of infrastructures and their links to the surrounding landscape. Secondly, the opportunity to exchange ideas with experts from Trafikverket.

The basic knowledge of the students was mostly sufficient to build on in the learning process of the course. One criticism regarding the basic knowledge relates to the Sketch Train workshop held at the beginning of the course. It was noted that there is sometimes a lack of self-confidence or brainstorming when it comes to finding new experimental approaches to presentation. As this was only a short workshop, there was unfortunately not enough time to close this gap. However, this workshop was part of the introductory week and not a core component of the course.

The information procurement in the course was somewhat mixed. Sometimes you received the information on time and sometimes you didn't find any information on Canvas and sometimes the announcements came very late. This lack of information is a shame as the information posted on Canvas was very helpful and easy to find.

In addition to group work and individual project, the course also includes tutorials, excursions, lectures, and literature seminars.

The lectures of the course are very comprehensive and offer a good insight into the work of landscape architects in infrastructure design. You also learn a lot about the functions and the influence of the infrastructure on the environment. In addition to all the Swedish examples, it would be interesting to show other examples from other countries. The only minor criticism of the lectures is that the topic of biodiversity overlapped a lot in two lectures.

As already mentioned, the excursions were very enjoyable for the students and contributed to their understanding of the infrastructure and its connection to the surrounding landscape.

The literature seminars were mostly perceived as positive. They made it possible to bring the subject again into a larger context and gave new ideas. The discussions generated by the literature are also very enriching for the learning process.

The quality of the tutorials was good. After the talks and discussions, there were new approaches and ideas. However, you have sometimes felt a bit left alone, as the teachers sometimes left earlier during the tutoring, or just didn't come back. In addition, sometimes emails with questions were answered only after a few days.

The group work was very instructive and very helpful for the individual project later on. The division of the course into group work and individual projects was also praised, although there was a wish for a little more time for the individual project.

The individual project was perceived as very good. However, some students would have liked a little more time for the project. In addition, in some cases, it was somewhat difficult to obtain technical information regarding the construction of an infrastructure. It would be desirable if this information gap could be closed for future individual projects. It would also have been interesting to have another meeting with the experts from Trafikverket for the individual project to be able to work on the task even more based on expert knowledge. However, all in all, the individual project was a very exciting and instructive challenge for everyone.

The learning environment of the course was very good. If you needed help, people helped each other and discussions were always respectful.

The course deals with aspects of sustainable development. On this point, the students only asked for more information about the costs of using resources.