



## Climate Change - Landscape in Transition LK0412, 30085.2324

15 Hp

Pace of study = 100%

Education cycle = Advanced

Course leader = Ishi Buffam

### Evaluation report

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

Answers 20

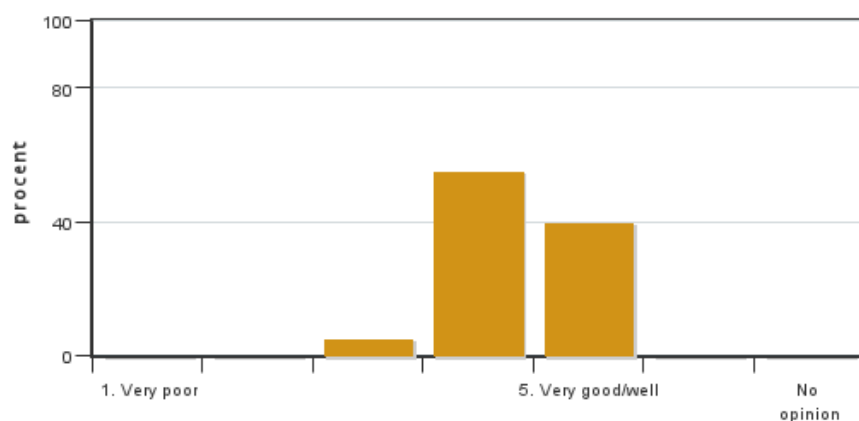
Number of students 23

Answer frequency 86 %

### Mandatory standard questions

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



Answers: 20

Medel: 4,4

Median: 4

1: 0

2: 0

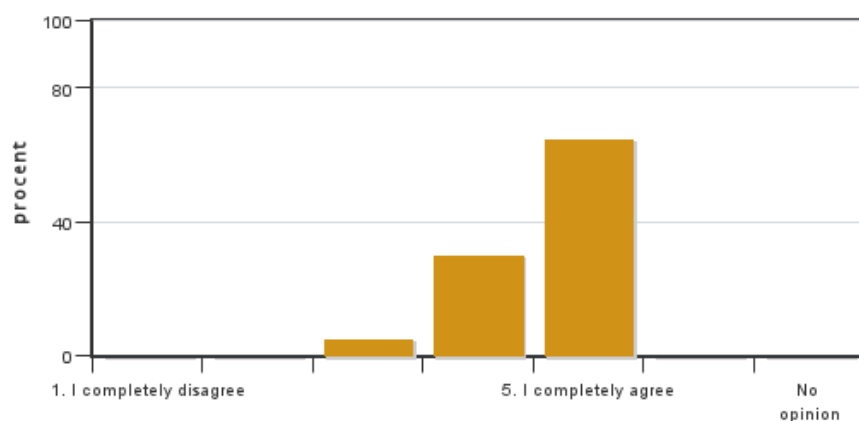
3: 1

4: 11

5: 8

No opinion: 0

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



Answers: 20

Medel: 4,6

Median: 5

1: 0

2: 0

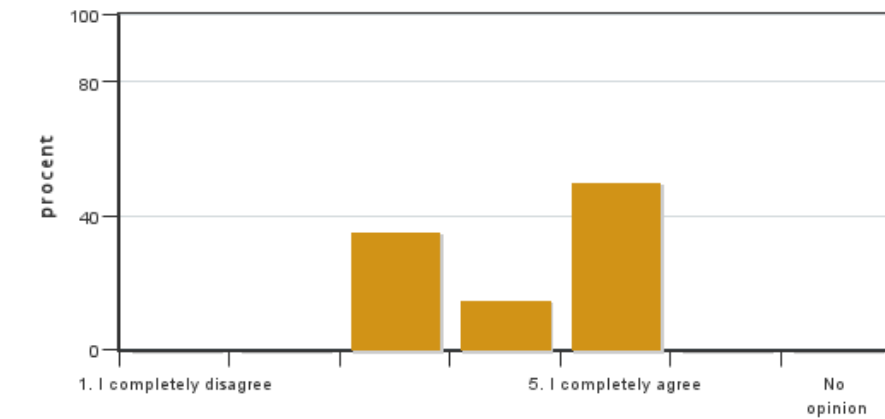
3: 1

4: 6

5: 13

No opinion: 0

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



Answers: 20

Medel: 4,2

Median: 4

1: 0

2: 0

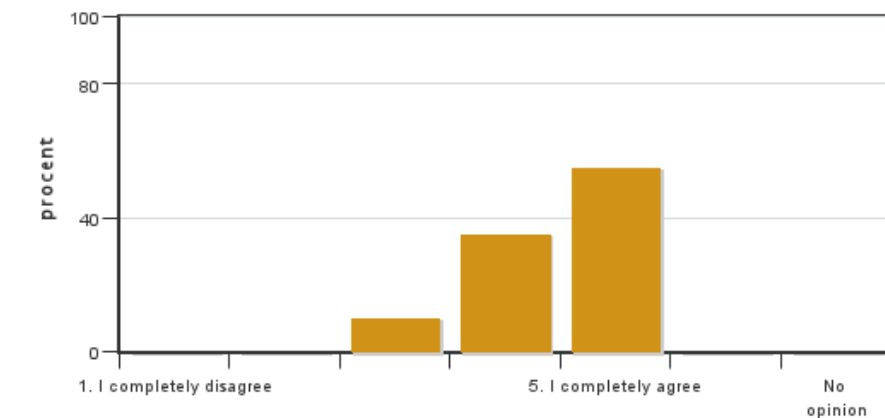
3: 7

4: 3

5: 10

No opinion: 0

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



Answers: 20

Medel: 4,5

Median: 5

1: 0

2: 0

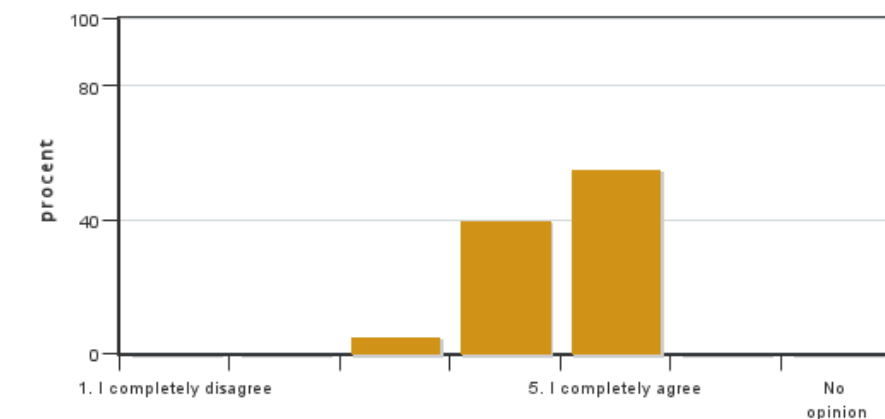
3: 2

4: 7

5: 11

No opinion: 0

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



Answers: 20

Medel: 4,5

Median: 5

1: 0

2: 0

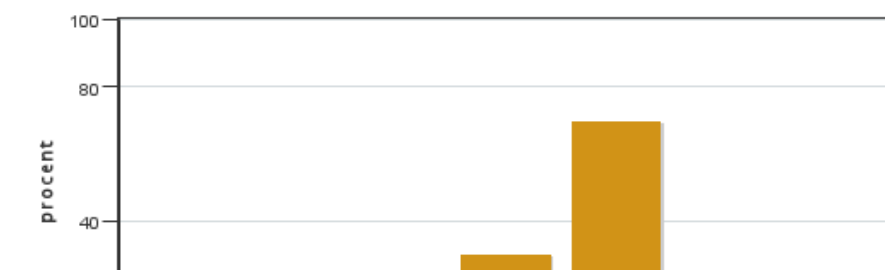
3: 1

4: 8

5: 11

No opinion: 0

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



Answers: 20

Medel: 4,7

Median: 5

1: 0

2: 0

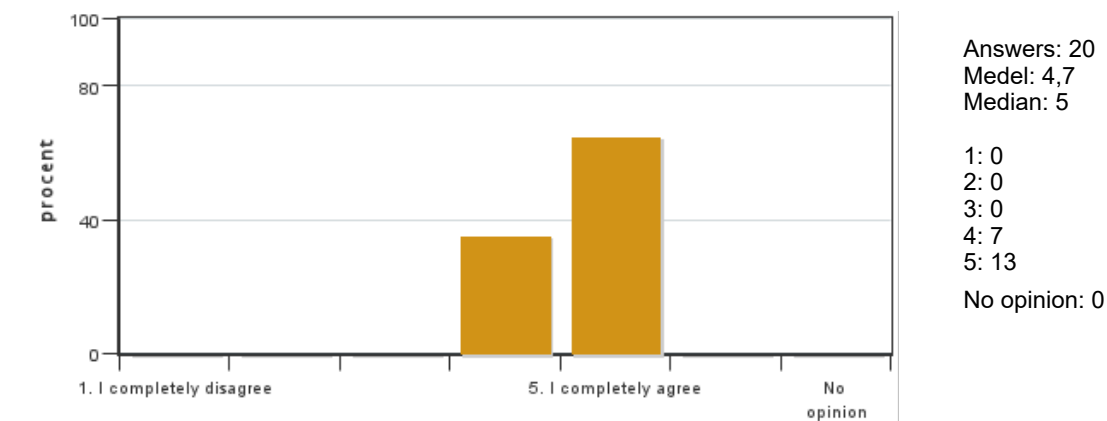
3: 0

4: 6

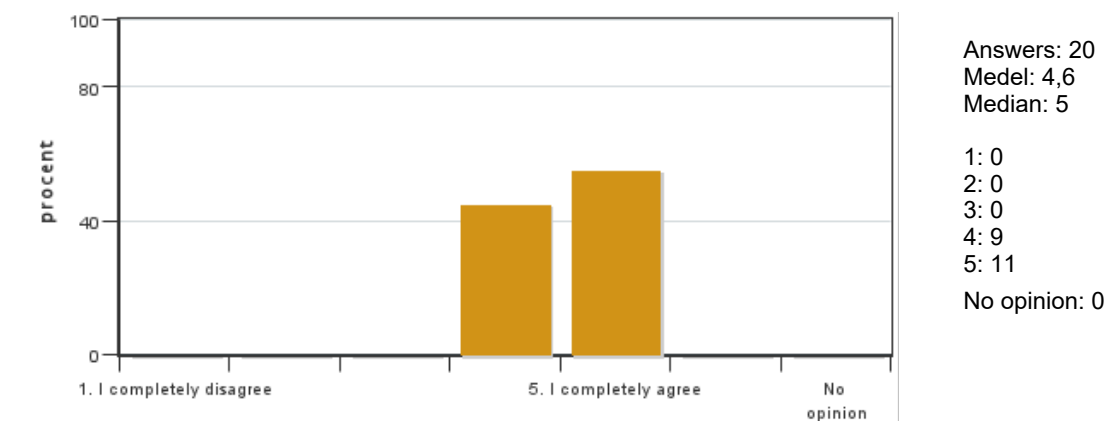
5: 14



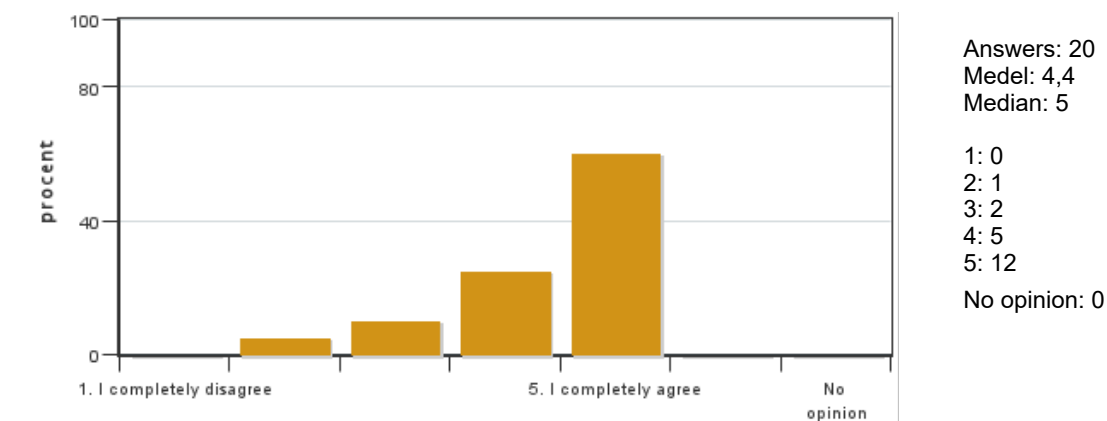
**7. The physical learning environment (facilities, equipment etc.) has been satisfactory.**



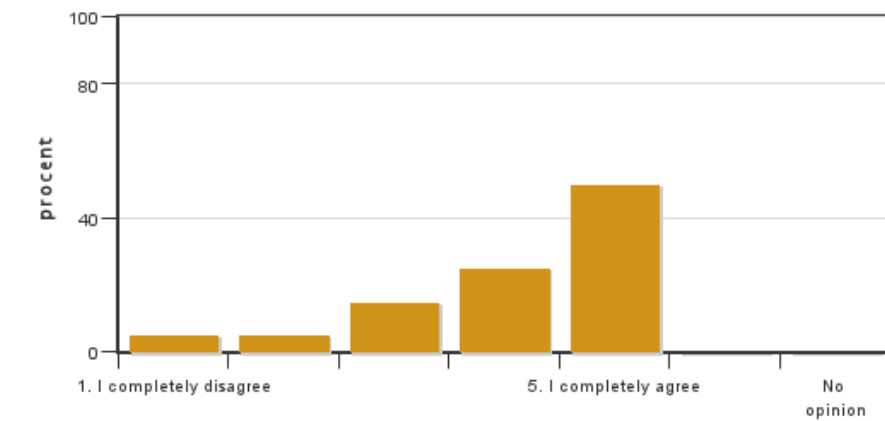
**8. The examination(s) provided opportunity to demonstrate what I had learnt during the course (see the learning objectives).**



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



**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).**

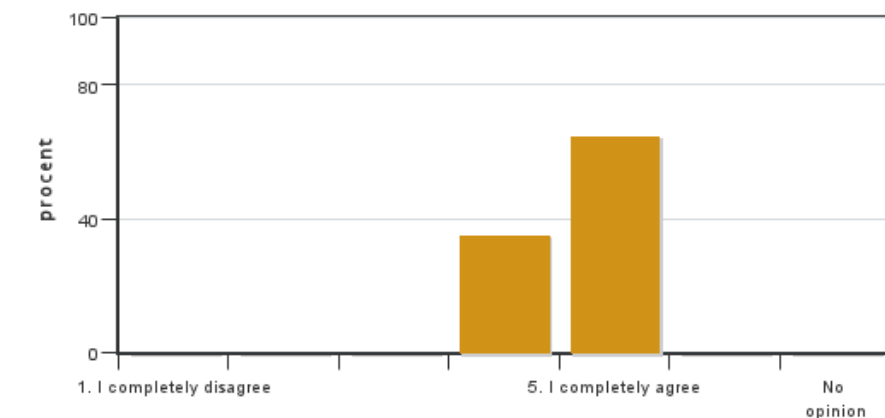


Answers: 20  
 Medel: 4,1  
 Median: 4

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

No opinion: 0

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

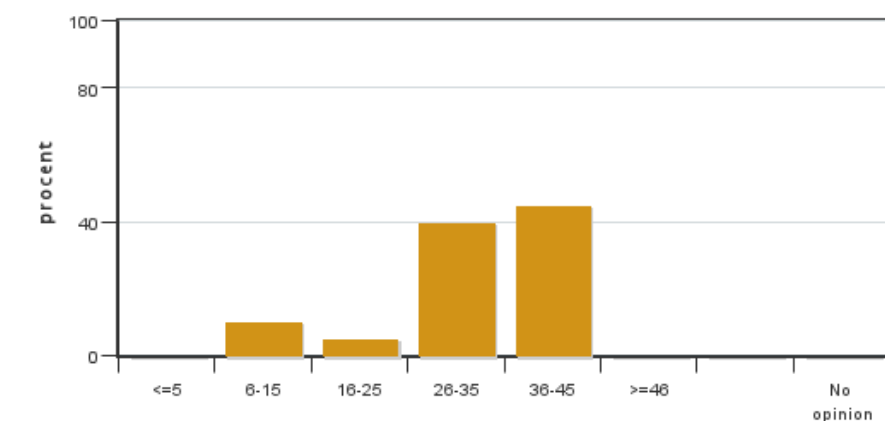


Answers: 20  
 Medel: 4,7  
 Median: 5

1: 0  
 2: 0  
 3: 0  
 4: 7  
 5: 13

No opinion: 0

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



Answers: 20  
 Medel: 32,0  
 Median: 26-35

≤5: 0  
 6-15: 2  
 16-25: 1  
 26-35: 8  
 36-45: 9  
 ≥46: 0

No opinion: 0

## Course leaders comments

### General

This masters course is run together with a companion bachelor's level course, LK0401 "Climate Change – Effects on the Landscape and Potential Solutions". We generally have 30-35 students total, of which the majority are in the masters-level course. For much of the term, we collaborate and mix fully among the two courses, though they diverge somewhat for the second half of the term. During that time, for the masters students taking LK0412 more focus is placed on decision-making and communication aspects of addressing climate change, while for the bachelors students taking LK0401, more focus is placed on the details of blue-green infrastructure options as practical solutions to local climate adaptation. There is also a more rigorous expectation for the group project in the masters course.

The course is intensive with a lot of reading especially in the first several weeks (which is a crash course in climatology and climate science followed by a written exam), and students report spending an average of 26-45 hours per week on the course. The course was generally well received by students, with all of the main categories receiving a median value of 4 or 5 from the students who filled in the online evaluation (20 of 23 students filled this in). The overall positive review was also reflected in the comments in the group discussion and feedback session on the last day of class. Students particularly emphasized the following highlights:

- The lectures, both by the main instructors and guests, were seen as highly useful. The use of some pre-recorded lectures (new this year), was appreciated by most as a complement to in-class lectures, and a way to free up more class time for discussion and exercises.
- Overall course structure was appreciated by many students, in particular the use of focal questions highlighting key learning objectives, that are given to students prior to the readings and then form the basis for in-class reporting and discussion. This was appreciated by many students as it helps to structure their approach to reading and studying.
- The Falsterbo field trip together with the guest lecture on coastal erosion and flooding was a highlight for many students
- The group project during the last several weeks of the course was seen as intense, but a good way to bring together and apply many of the course concepts

Most of the components of the course will remain the same/similar as they were well appreciated and achieved the main learning objectives. In particular, we will continue to work with focal questions which emphasize the key learning objectives, and students will be expected to come to class prepared to present and discuss these. The format of the course will again emphasize readings, lectures, discussion, and written exams during the first half of the term to build up a strong theoretical foundation; complemented by field trips, exercises, and group projects mainly during the second half of the term.

## **Based on feedback from students and our own observations, we plan to make the following adjustments for this coming year's course:**

1. Update schedule to reserve at least one open day per week; this may involve longer days in the classroom at times, but more “free” days for working on own.
2. Update the Enroads exercise on climate change mitigation, to accommodate the shorter time frame for this assignment and link more clearly to the lectures.
3. Bring in one or more additional exercises focusing specifically on vegetation design choices and especially tree species selection as they relate to climate change challenges. Include a lecture on different types of green roofs as climate change adaptation measures.
4. Set aside additional time for group work and supervision during the final project.
5. Present social sustainability aspects and relevance more explicitly.

## **Student representatives comments**

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### **OVERALL**

The general perception was the course was a really good experience and learning environment, especially the course leader, site visits, lectures and general structure of the course were positively discussed in the evaluation. The main issue identified was the sometimes heavy study load as experienced by having many hand-ins and requiring active participation during classes. There was the impression from some students that there could have been more focus on designing for climate change throughout the course. Most students thought the learning objectives were achieved in a way that fit their prior knowledge, with the first part of the course focusing on new information. The canvas page was very well organised, even though there were a lot of different assignments.

### **CLASSES & SITE VISITS**

The classrooms were noted as having a great learning environment with all teachers encouraging discussions in a very constructive and inviting approach. The mix of Zoom, prerecorded lectures and in-class lectures was appreciated and complemented each other although there was a tendency to more positively review in-class lectures. The site visits received positive comments, especially the Falsterbo excursion which was mentioned as one of the most positive aspects of the course.

### **EXERCISES**

The general perception of the exercises were positive, with the comments indicating a need to consider the structure and instructions for some of the exercises like Enroads and Scalgo.

## **FINAL PROJECT**

The Final Group Projects were seen as very useful and some comments mentioned that it would have been nice with some more time for this part of the course. In particular, some students wanted more time to put towards visualisations and further research into the design aspects of climate change. The evaluation therefore indicates that there could be a need to consider the structure of the course to allow for more time and further supervision during the final group project.

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