



# Climate Change – Effects on the Landscape and Potential Solutions LK0401, 30121.2324

15 Hp  
Pace of study = 100%  
Education cycle = Basic  
Course leader = Ishi Buffam

## Evaluation report

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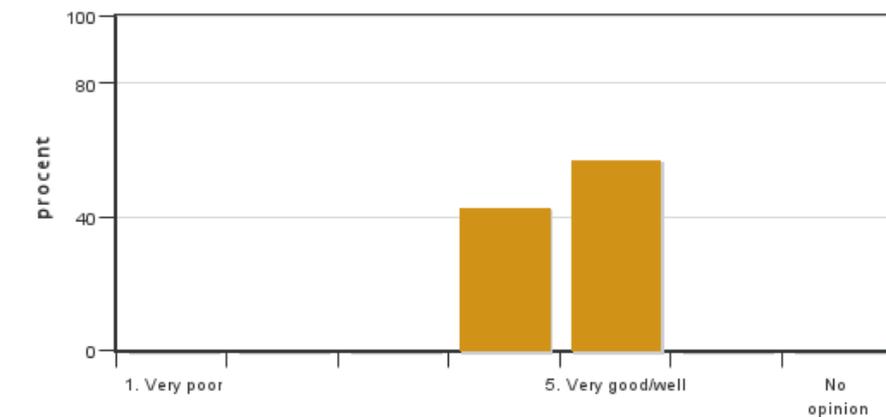
**Evaluation period: 2024-03-12 - 2024-04-02**

Answers 7  
Number of students 10  
Answer frequency 70 %

## Mandatory standard questions

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

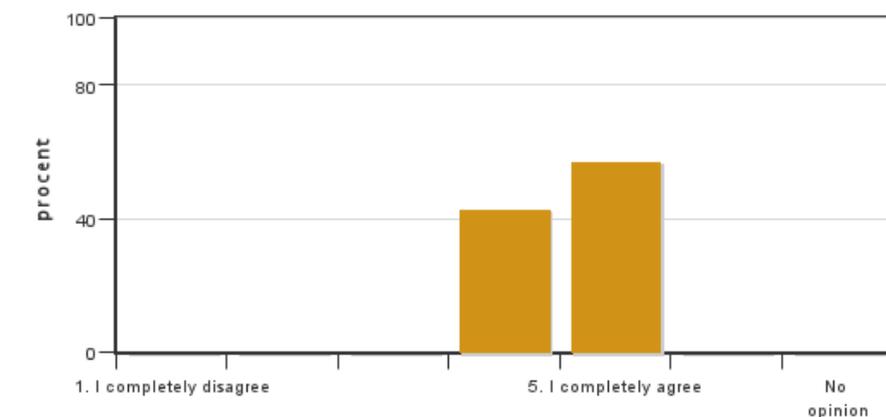


Answers: 7  
Medel: 4,6  
Median: 5

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

No opinion: 0

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

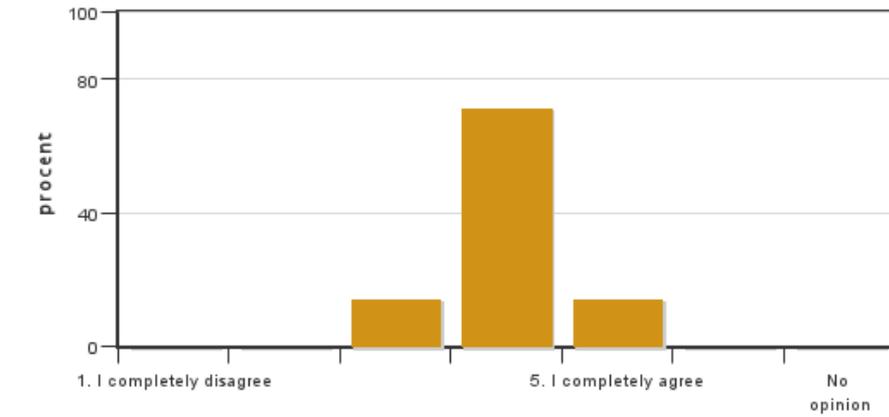


Answers: 7  
Medel: 4,6  
Median: 5

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

No opinion: 0

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

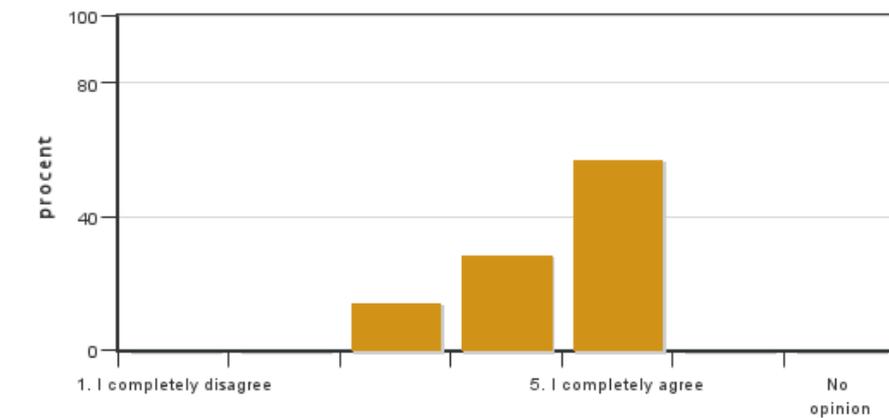


Answers: 7  
 Medel: 4,0  
 Median: 4

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

No opinion: 0

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

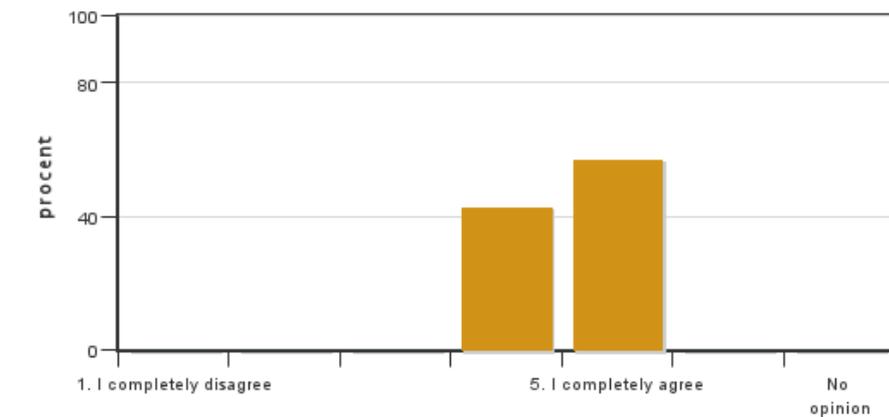


Answers: 7  
 Medel: 4,4  
 Median: 5

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

No opinion: 0

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

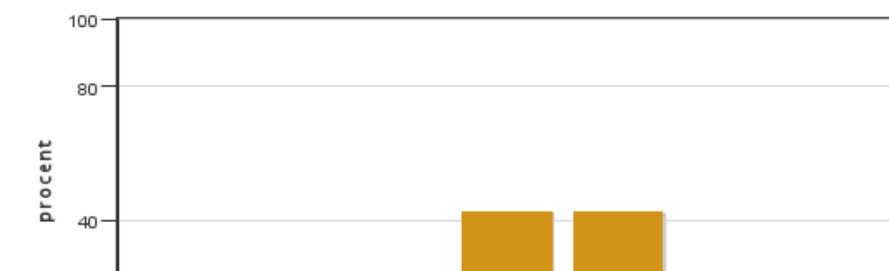


Answers: 7  
 Medel: 4,6  
 Median: 5

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

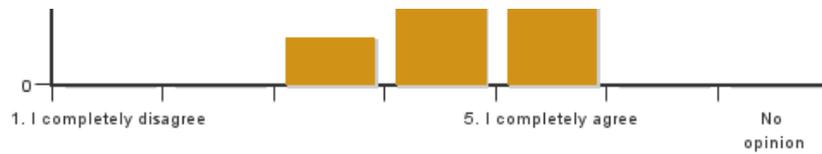
No opinion: 0

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



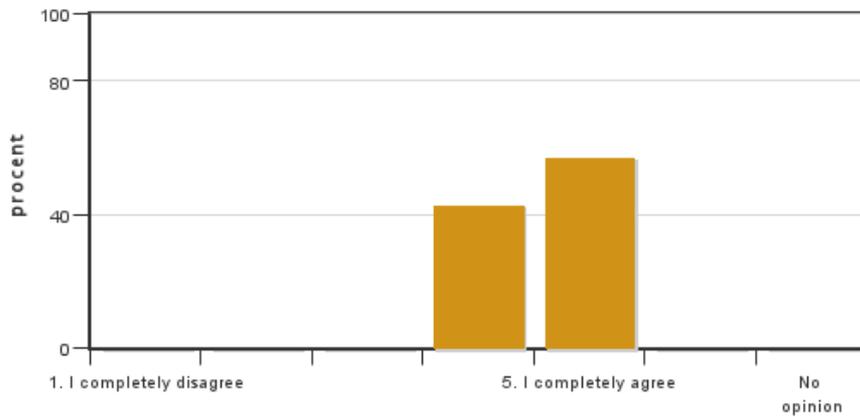
Answers: 7  
 Medel: 4,3  
 Median: 4

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



No opinion: 0

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



Answers: 7

Medel: 4,6

Median: 5

1: 0

2: 0

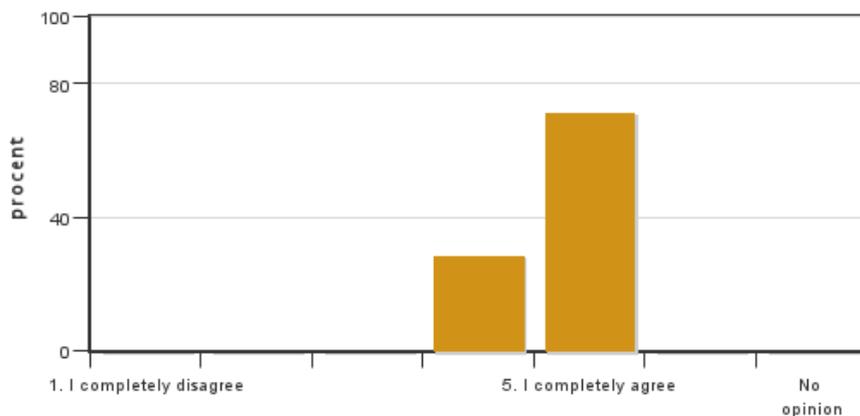
3: 0

4: 3

5: 4

No opinion: 0

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



Answers: 7

Medel: 4,7

Median: 5

1: 0

2: 0

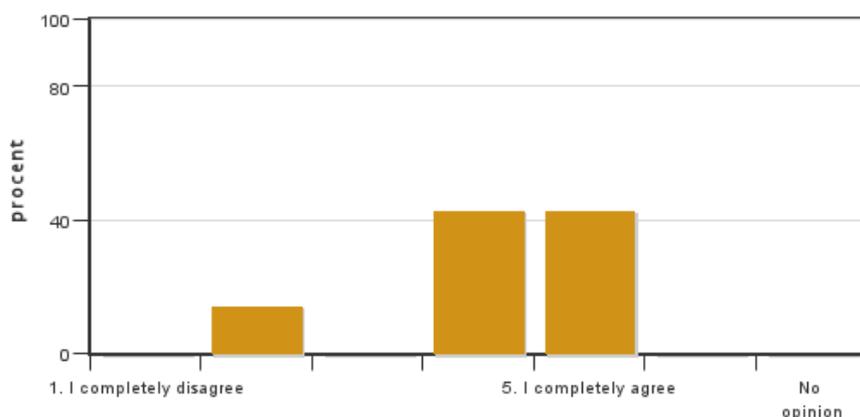
3: 0

4: 2

5: 5

No opinion: 0

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



Answers: 7

Medel: 4,1

Median: 4

1: 0

2: 1

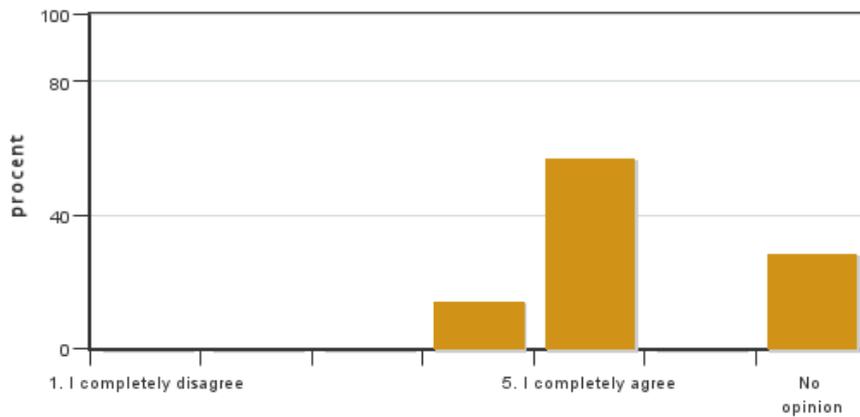
3: 0

4: 3

5: 3

No opinion: 0

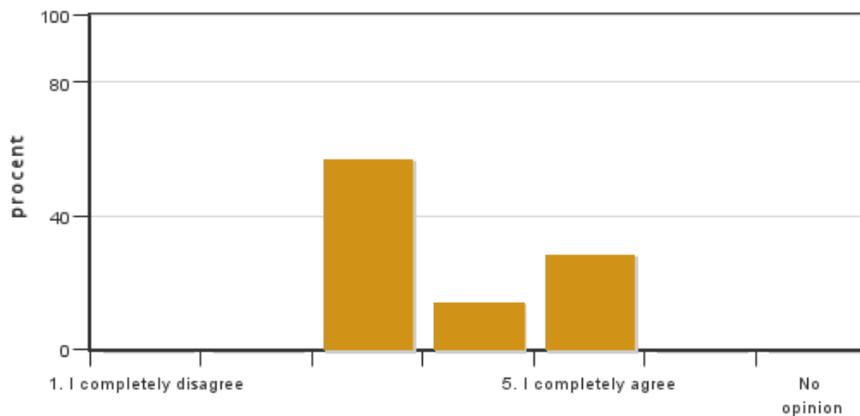
**10. I believe the course has included a gender and equality aspect, regarding content as well as teaching practices (e.g. perspective on the subject, reading list, allocation of speaking time and the use of master suppression techniques).**



Answers: 7  
 Medel: 4,8  
 Median: 5

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

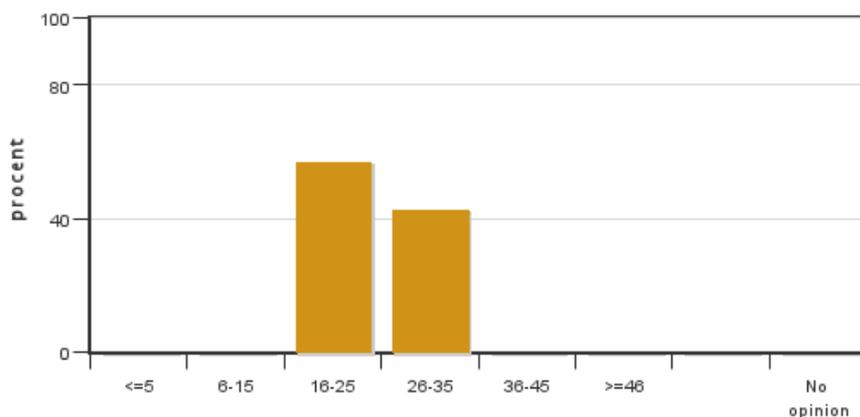
**11. The course covered international perspectives.**



Answers: 7  
 Medel: 3,7  
 Median: 3

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

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



Answers: 7  
 Medel: 24,3  
 Median: 16-25

≤5: 0  
 6-15: 0  
 16-25: 4  
 26-35: 3  
 36-45: 0  
 ≥46: 0  
 No opinion: 0

**Course leaders comments**

**General**

This bachelors course is run together with a companion master's level course, LK0412 "Climate Change – Landscape in Transition". We typically have 30-35 students total, of which about 10 are in the bachelors 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 bachelors students taking LK0401, more focus is placed on the details of blue-green infrastructure options as practical solutions to local climate adaptation, while the masters students taking LK0412 more focus is placed on decision-making and communication aspects of addressing climate change. 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 16-35 hours per week on the course. The course was generally well received by students, who gave the course an overall rating of 4.6 out of 5. The 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:

- Communication worked well and information was easily accessible online (Canvas) and in the classroom
- 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 as a complement to in-class lectures.
- Overall course structure and organization was appreciated.
- The Falsterbo field trip together with the guest lecture on coastal erosion and flooding was a highlight for many students
- Learning the SCALGO flood modeling toolkit was highly appreciated
- The group project during the last several weeks of the course was found to be intense, but seen by most students as a good way to bring together and apply many of the course concepts. Some students remarked that they would like the group project to be carried out over a longer period, rather than restricted mainly to the last 3+ weeks.

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, and consider extending the length of time during the course to work on the project.

## **Student representatives comments**

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The course was taken together with the master's students from the Climate Change – Landscape in Transition course. There were nine bachelor's students in the course, mostly exchange students, and seven (78%) answered the course evaluation. The overall impression of the course was positive, with a 4.6 mean and median 5.

Most of the respondents found that the course content had clear links with the learning objectives (mean 4.6 and median 5) and that the prior knowledge was sufficient to benefit from it (mean and median 4.0). The information provided was considered accessible (average 4.4 and median 5), with compliments for the course leader and the teaching assistant. All respondents considered the lectures, literature and exercises to offer a positive support for learning (mean 4.6 and median 5). The social learning was considered inclusive by most of the interviewees, with average 4.3 and median 4, and one comment mentioned that opinions were always well received. The course had a positive environment regarding gender and equality (mean 4.8 and median 5). The learning environment was considered satisfactory (mean 4.6 and median 5) and the examinations were definitely coherent to the learning objectives (average 4.7 and median 5). The international perspective received the lowest grade in the evaluation (mean 3.7, median 3), probably because most of the students were on exchange and had high expectations. On average respondents spent around 24 hours of study per week (median 16-25 hours).

All respondents gave grade 5 for the introduction on climatology. The pre-recorded lectures were considered useful, but there was no consensus about the preference of in-person or recorded lectures. Most of the students found the urban climate lectures relevant. The SCALGO flood modeling project was really appreciated by the interviewees and the majority enjoyed the Falsterbo field trip. The bachelor's classmates were divided in two groups for the final project and had divergent opinions about it. Some enjoyed the project, others struggled with group work and complained about the short time and little feedback provided.

All in all, the evaluation was positive, and the course was heavily recommended for future applicants.

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