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

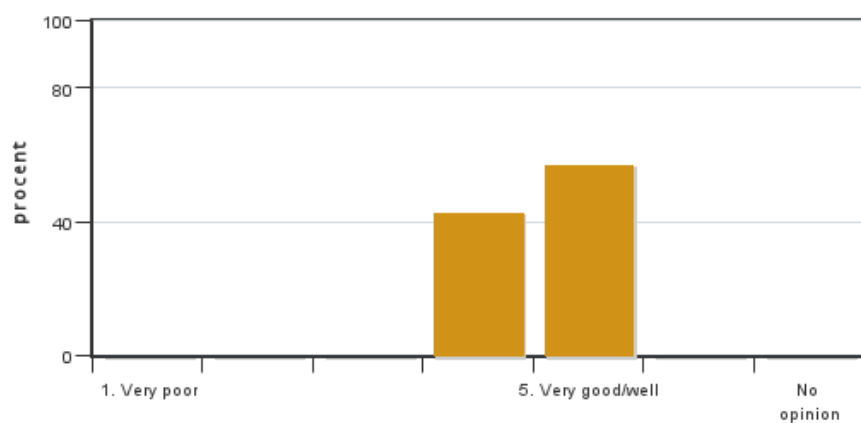## Evaluation report

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

Answers   7
Number of students 10
Answer frequency   70 %

Mandatory standard questions

1.   My overall impression of the course is:
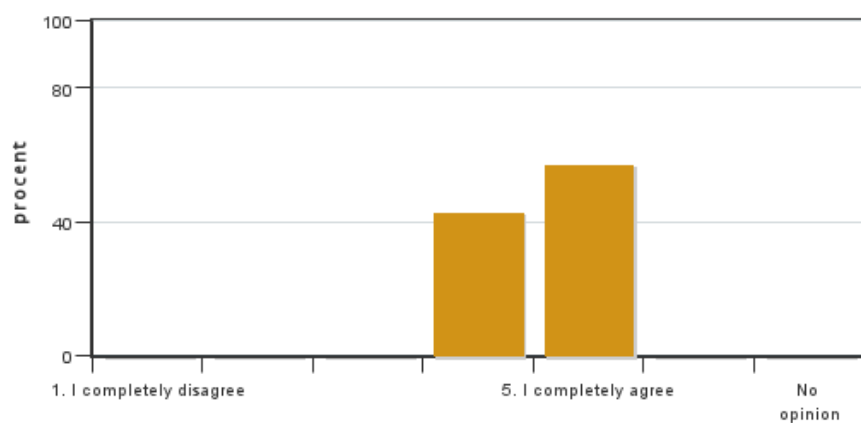

Answers: 7
Medel: 4,6
Median: 5

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.
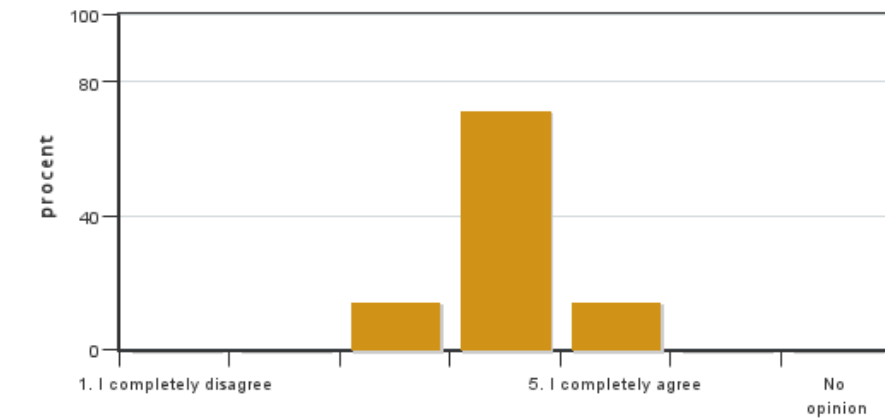

Answers: 7
Medel: 4,6
Median: 5

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.
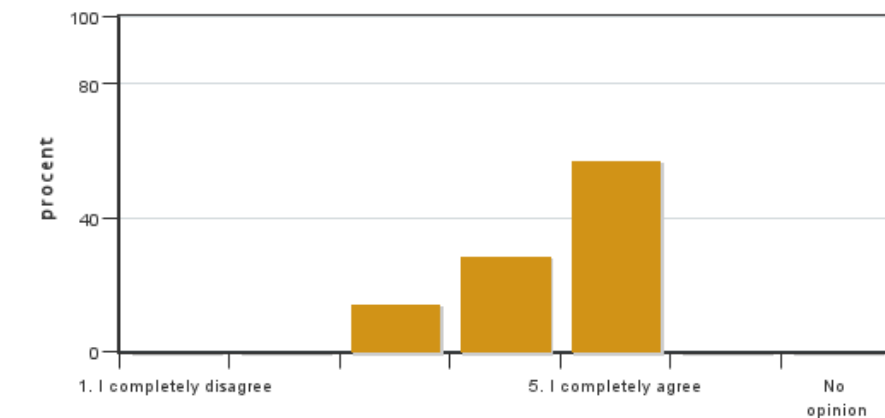

Answers: 7
Medel: 4,0
Median: 4

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

No opinion: 0

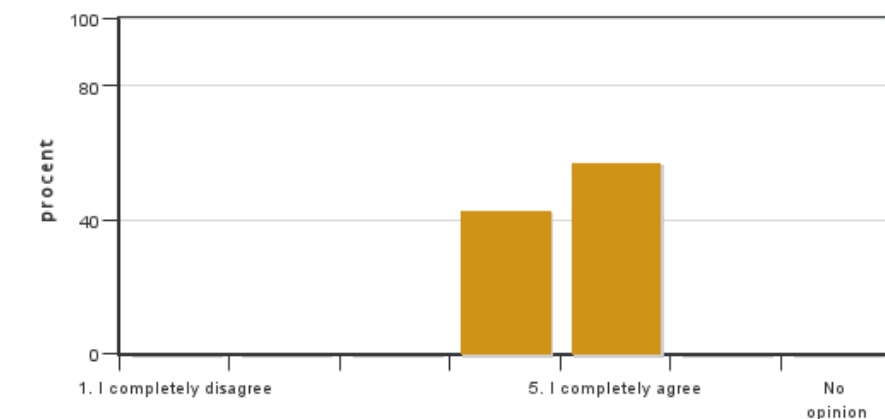**4. The information about the course was easily accessible.**

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.
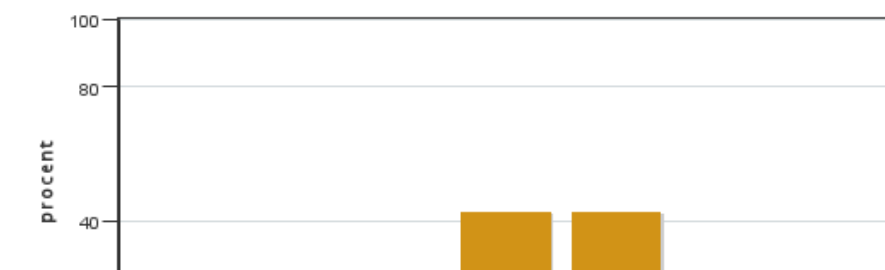

Answers: 7
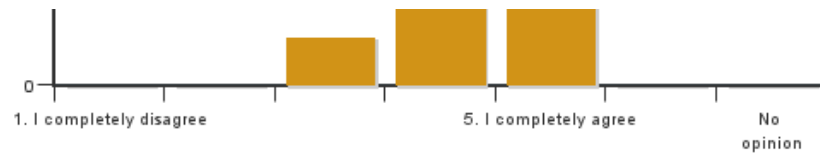Medel: 4,6
Median: 5

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.
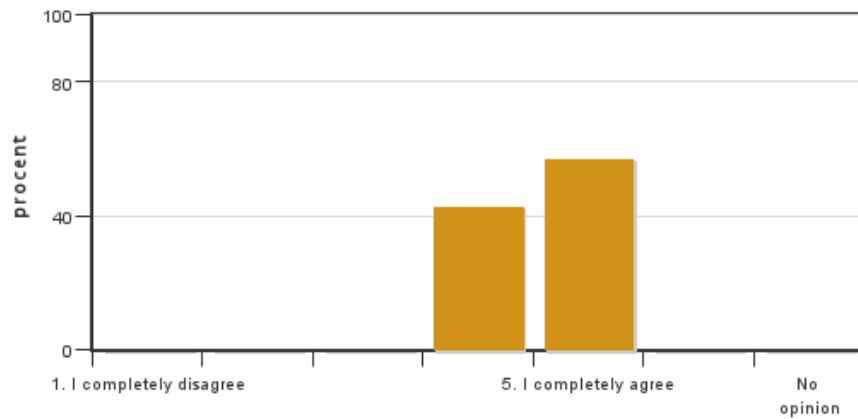

Answers: 7
Medel: 4,3
Median: 4

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

No opinion: 0

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

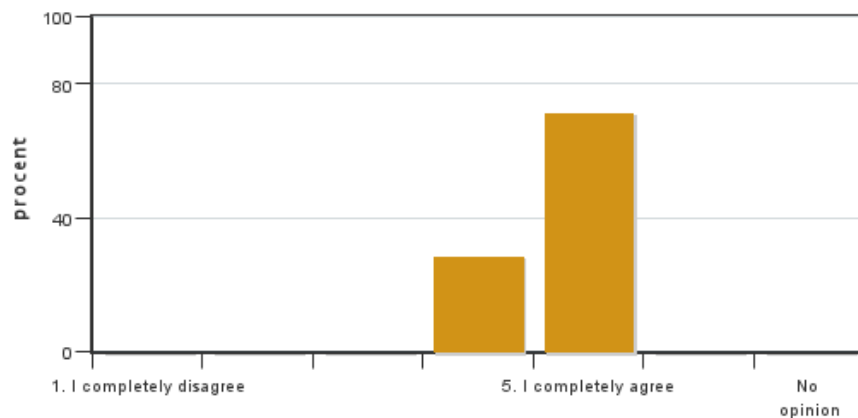Answers: 7
Medel: 4,6
Median: 5

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).
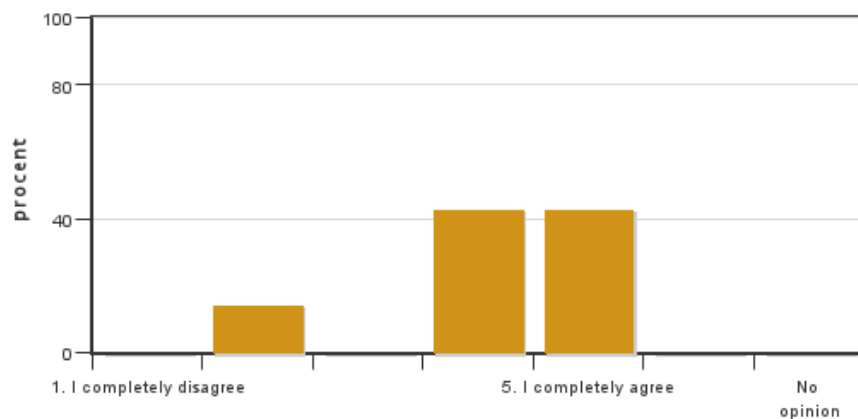
Answers: 7
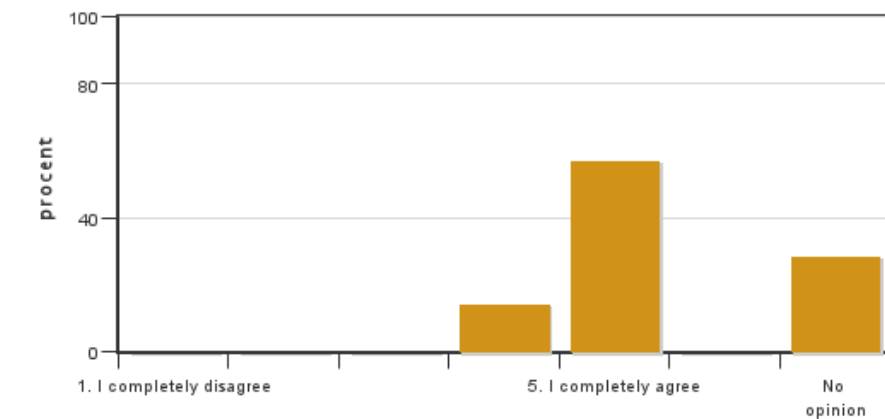Medel: 4,1
Median: 4

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).
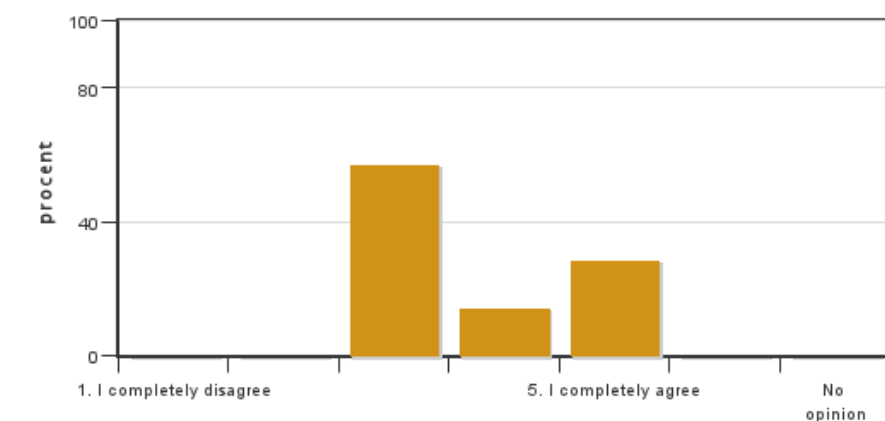
Answers: 7
Medel: 4,8
Median: 5

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

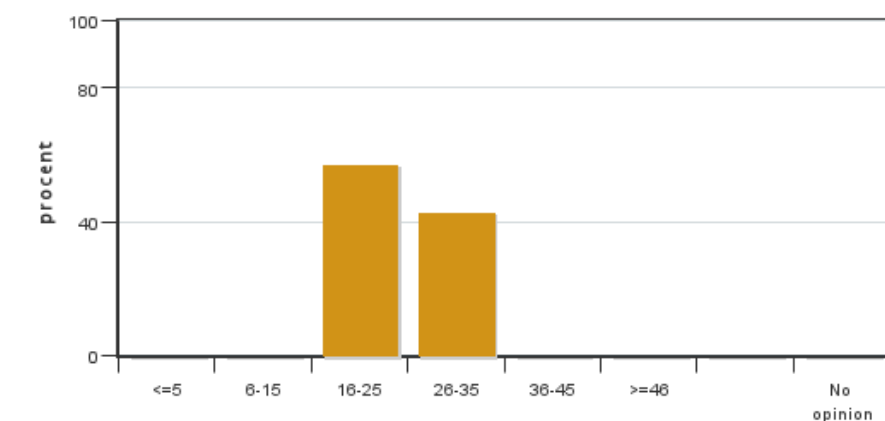## 11. The course covered international perspectives.

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

No comments from the teacher

Student representatives comments

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.