



## Roles and methods for landscape architecture in comprehensive planning LK0330, 30150.2324

15 Hp

Pace of study = 100%

Education cycle = Advanced

### Evaluation report

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

Answers 6

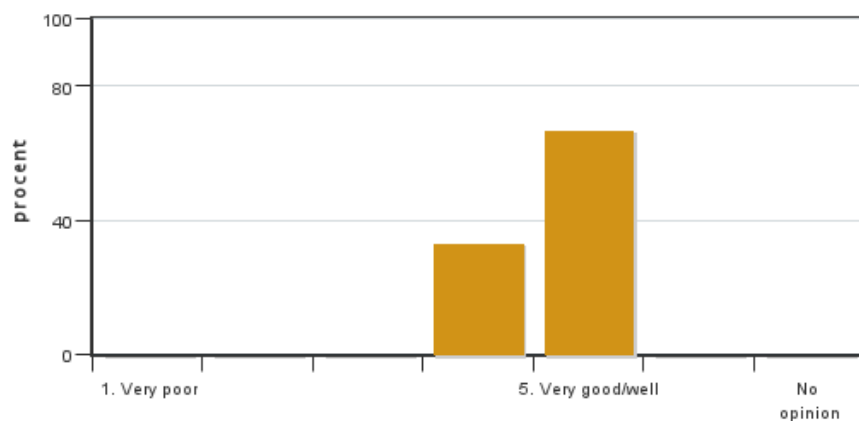
Number of students 12

Answer frequency 50 %

### Mandatory standard questions

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

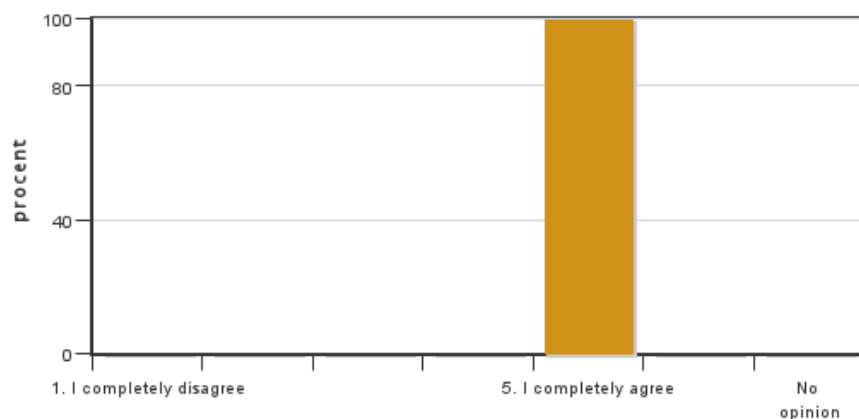


Answers: 6  
Medel: 4,7  
Median: 5

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

No opinion: 0

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

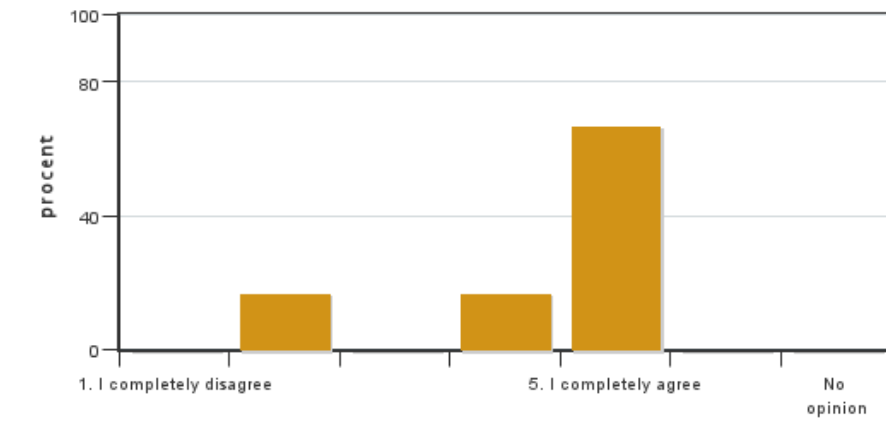


Answers: 6  
Medel: 5,0  
Median: 5

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

No opinion: 0

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

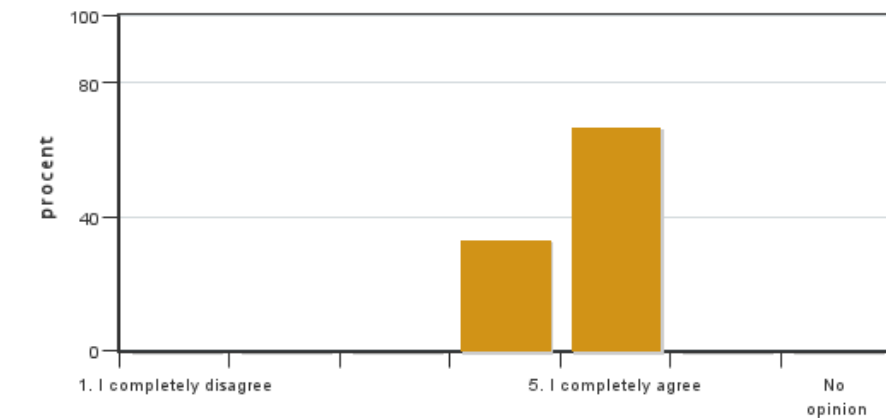


Answers: 6  
Medel: 4,3  
Median: 5

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

No opinion: 0

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

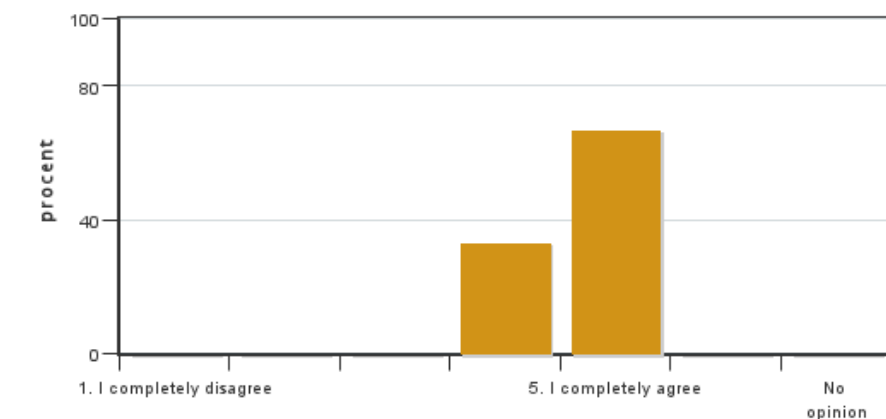


Answers: 6  
Medel: 4,7  
Median: 5

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

No opinion: 0

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

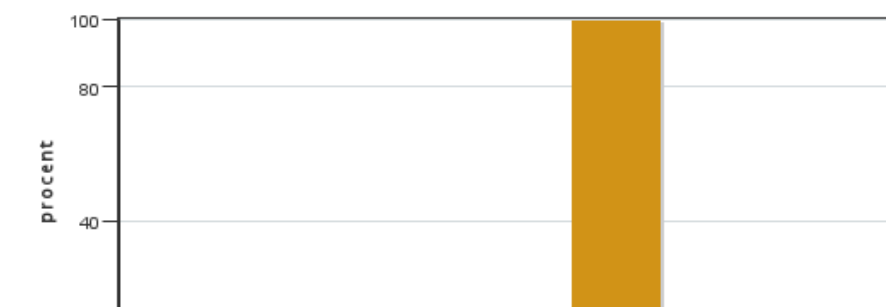


Answers: 6  
Medel: 4,7  
Median: 5

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

No opinion: 0

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



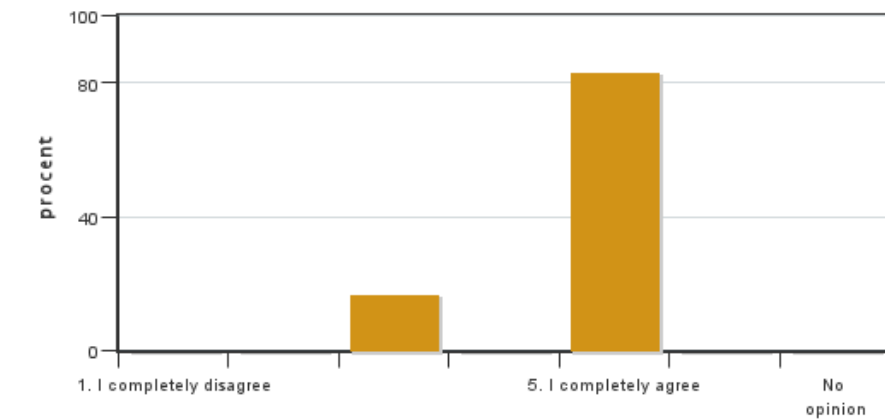
Answers: 6  
Medel: 5,0  
Median: 5

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

No opinion: 0



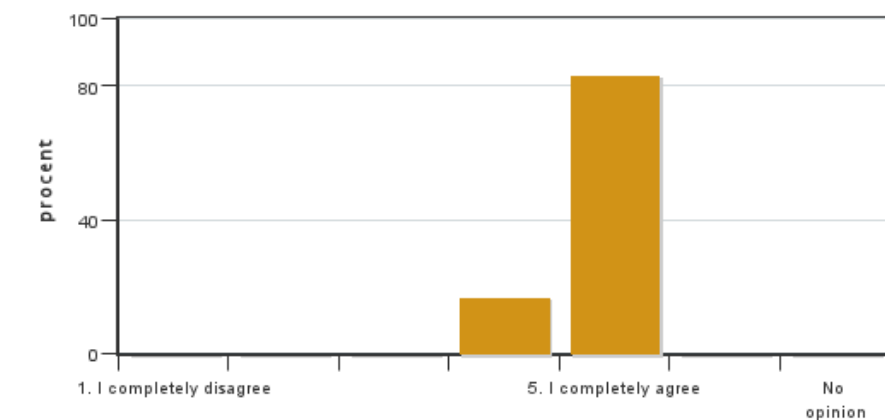
**7. The physical learning environment (facilities, equipment etc.) has been satisfactory.**



Answers: 6  
Medel: 4,7  
Median: 5

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

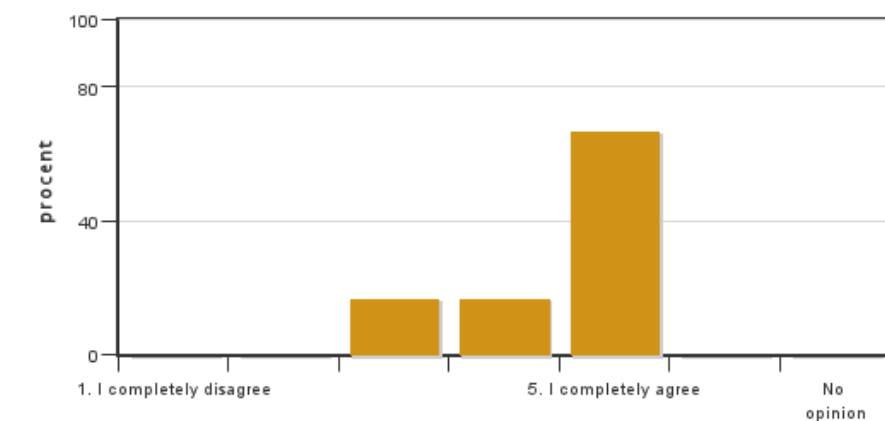
**8. The examination(s) provided opportunity to demonstrate what I had learnt during the course (see the learning objectives).**



Answers: 6  
Medel: 4,8  
Median: 5

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

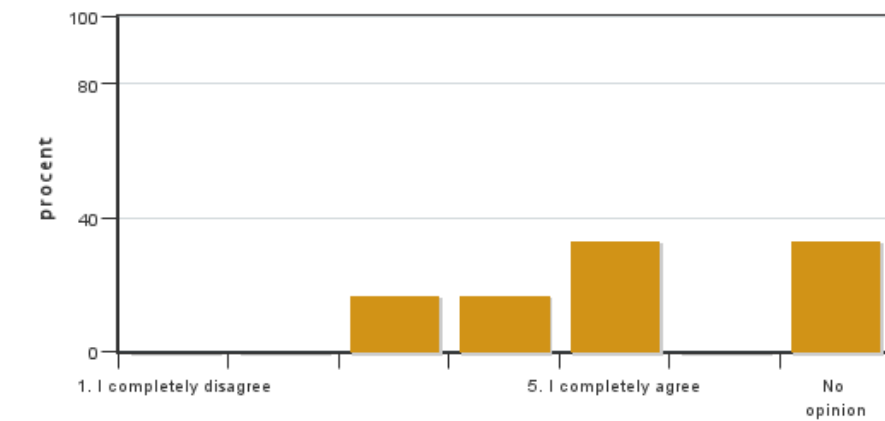
**9. The course covered the sustainable development aspect (environmental, social and/or financial sustainability).**



Answers: 6  
Medel: 4,5  
Median: 5

1: 0  
2: 0  
3: 1  
4: 1  
5: 4  
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).**

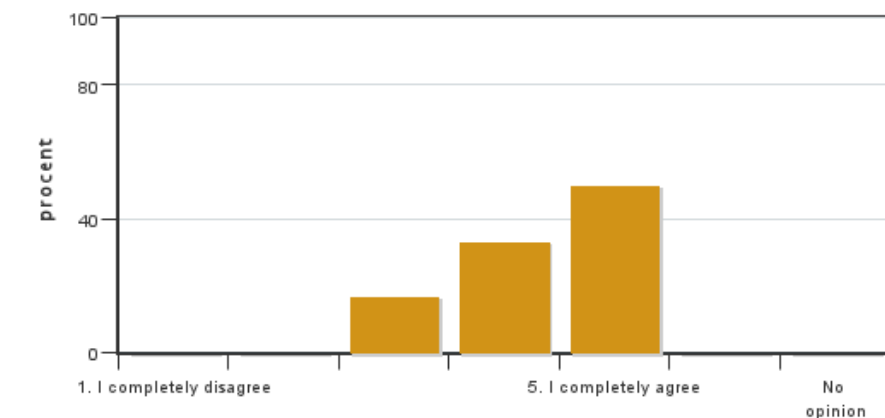


Answers: 6  
Medel: 4,3  
Median: 4

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

No opinion: 2

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

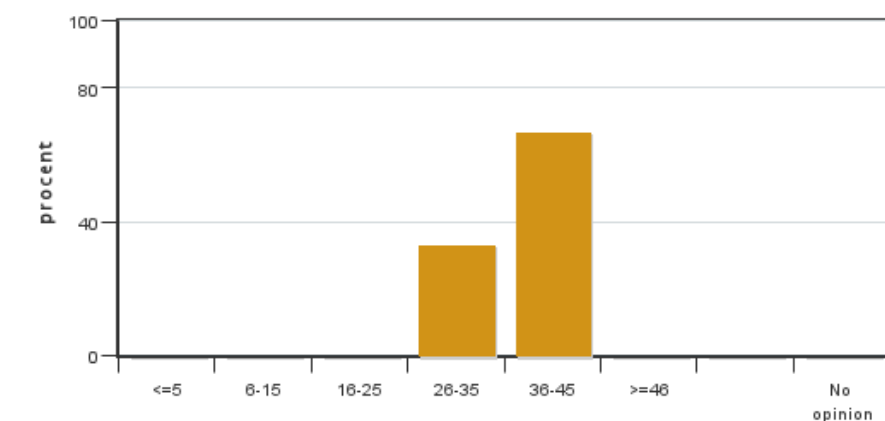


Answers: 6  
Medel: 4,3  
Median: 4

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

No opinion: 0

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



Answers: 6  
Medel: 36,7  
Median: 36-45

≤5: 0  
6-15: 0  
16-25: 0  
26-35: 2  
36-45: 4  
≥46: 0

No opinion: 0

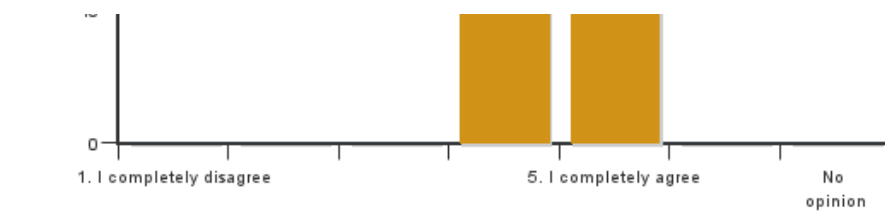
### Additional own questions

#### 13. I think the course literature has been relevant and interesting



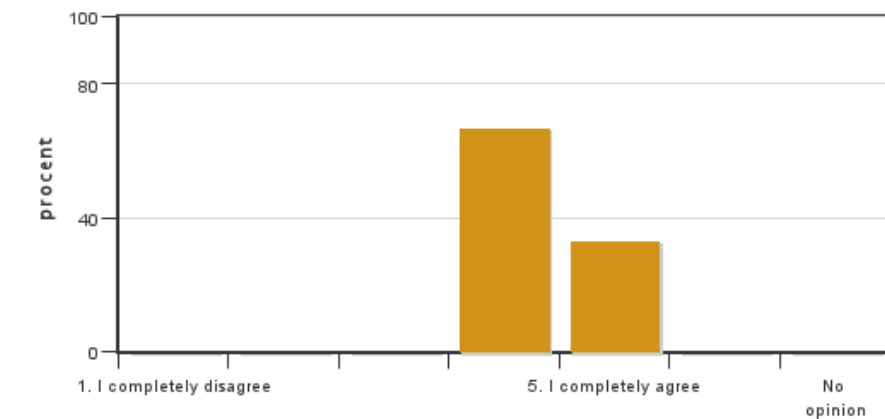
Answers: 6  
Medel: 4,5  
Median: 4

1: 0  
2: 0  
3: 0



4: 3  
5: 3  
No opinion: 0

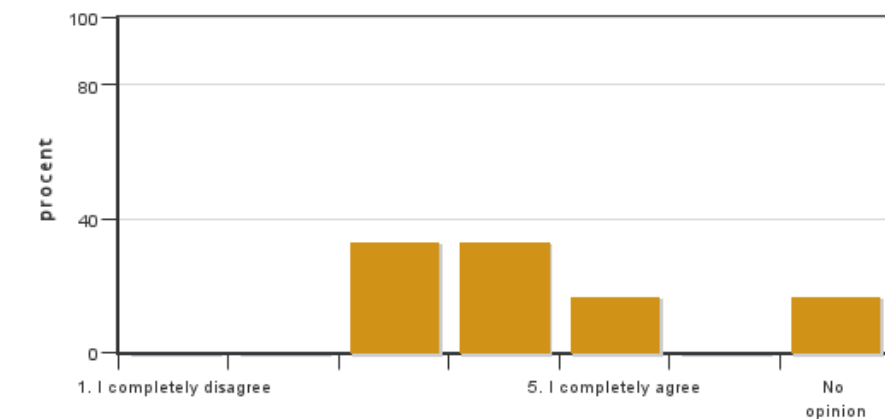
**14. I think the literature seminars have worked well**



Answers: 6  
Medel: 4,3  
Median: 4

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

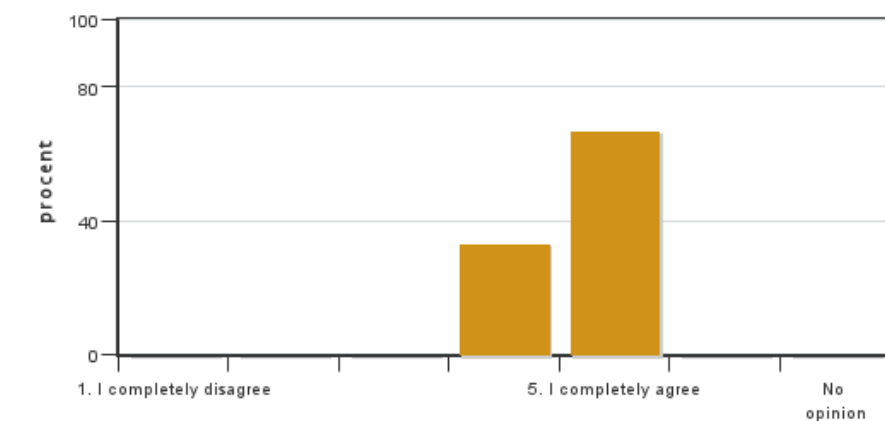
**15. Exercise 1 'Analyse and compare plans' was relevant and useful for the course**



Answers: 6  
Medel: 3,8  
Median: 4

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

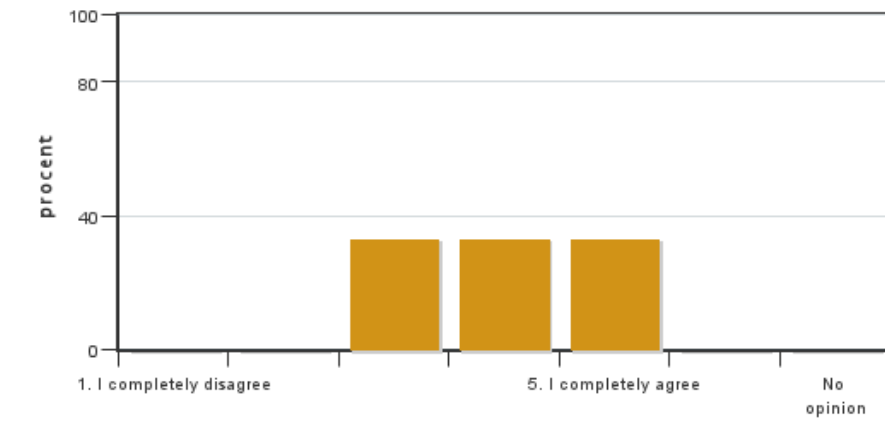
**16. Exercise 2 'Landscape Analysis' provide a good basis for understanding the landscape of Tierp**



Answers: 6  
Medel: 4,7  
Median: 5

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

**17. Exercise 3 'Visions and Scenarios' provided a solid grounding for the project work**

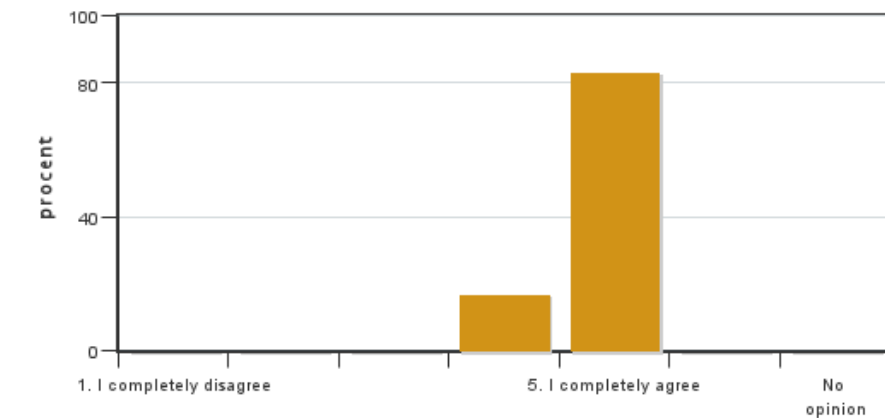


Answers: 6  
Medel: 4,0  
Median: 4

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

No opinion: 0

**18. Exercise 4 'Stakeholders and participation' was useful and relevant for the project work.**

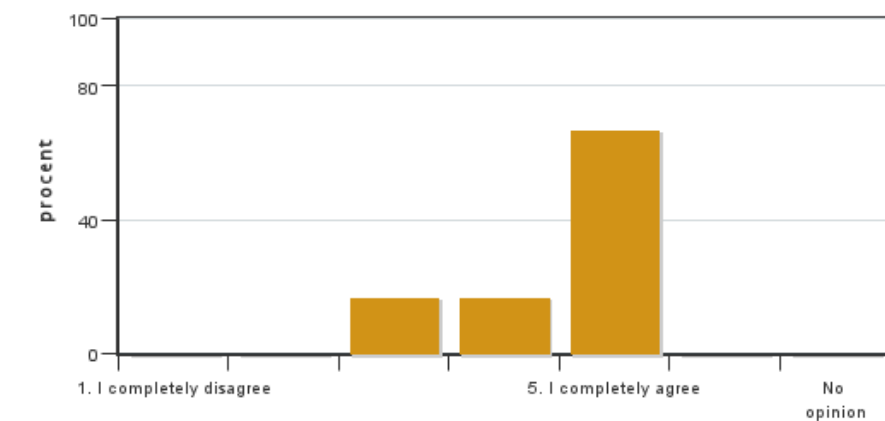


Answers: 6  
Medel: 4,8  
Median: 5

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

No opinion: 0

**19. The final group project worked well**

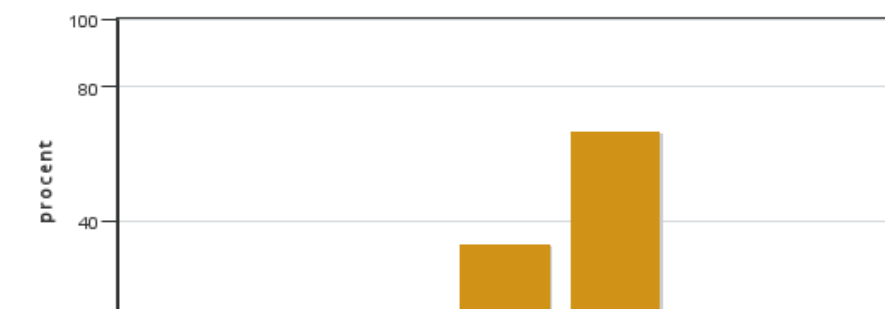


Answers: 6  
Medel: 4,5  
Median: 5

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

No opinion: 0

**20. The individual essay allowed me to develop my thoughts about planning**



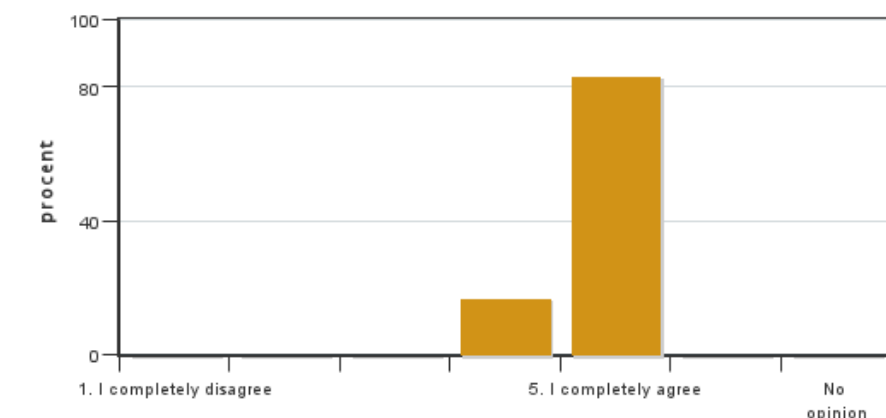
Answers: 6  
Medel: 4,7  
Median: 5

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

No opinion: 0



## 21. The course has developed my critical and analytical thinking



Answers: 6  
Medel: 4,8  
Median: 5

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

No opinion: 0

## Course leaders comments

Once again this has been an enjoyable course to run and teach on. The student's engagement and investment in the course has once more helped to develop a healthy environment for discussions. As such we are thankful to all our students who made the course so enjoyable.

There were several positive aspects that have been lifted by the students, both in the Evald evaluation and during verbal feedback, these we hope to build on for future years. There are obviously a number of less positive points that we need to address. The critical nature of the course and engagement with ethical issues, was on the whole greatly appreciated, this is an aspect of the course we will continue to nurture as it forms a central basis for the course.

The students were positive to our use of Tierp municipality as a study area for the course. The municipalities close proximity to Uppsala allowed us have a thorough visit of the area. The rural nature area of the municipality was also appreciated, requiring a different perspective to planning, from the urban norm which dominates through much of the Landscape Architecture programme. However, during verbal feedback we discussed the possibility of choosing an alternative case, pro's and con's need to be discussed between the teaching team.

We are also extremely pleased that the students enjoyed the open and inclusive environment developed in the course, this is central to our ethos in the course, but obviously it also reliant on the students engaging with each other and the teaching team. We will continue to foster this freedom in future years, allowing students freedom to define their own agenda and choose topics to research.

In verbal feedback, the format of group work was seen as a positive, with different constellations throughout the course. However, as we expected a group of 3 is really too small for productive project (but we were restricted by the size of the course cohort).

The literature for the course was considered interesting and stimulating, if at times taxing. We will continue to reflect on the relevance of the texts and their place within the course. As in previous years we have not yet quite got the right balance between different exercises, literature seminars and final project work, this is an ongoing adjustment which reflects alterations to the course content, the teaching team and the background of the students. However, following verbal feedback, we are now considering taking away the final project work and allowing more time for the separate exercises, which are the main focus of the course.

Again, we would like to thank the students for making this such an enjoyable teaching experience.

## Student representatives comments

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The students have expressed an overall positive impression of the course. However, only 6 out of 11 people answered the course evaluation. One possible reason for this could be that the final afternoon of the course was dedicated to a group evaluation session, which may have resulted in much of the feedback already being provided at that time. During the classroom evaluation session, it became clear that most students were satisfied with the course. They believed that the knowledge and insights gained would be beneficial for their future work and appreciated the course's overview of urban and landscape planning. The students also believed that the course had helped them develop their critical thinking.

Overall, students provided mainly positive feedback about the course structure. However, some mentioned that the last two weeks were stressful and required more work than the rest of the course. The reason for this was that both the group project and the individual reflective essay were due in the same week, making it difficult to allocate time between the two assignments. A proposed solution was to set an earlier deadline for the draft of the reflective essay to encourage that you start earlier. The course guide was easy to follow and the course content was easily accessible on Canvas.

One thing that was particularly appreciated with the course was the inclusive and interactive learning environment with engaged and interested teachers. The literature and lectures for the course was another thing that the students were very positive about. Especially the reading was highlighted as significantly contributing to the learning process, despite being acknowledged as time-consuming and challenging. Seminars were viewed as valuable complements to the readings, helping in understanding the texts. Some students suggested sticking to specific discussion questions for clearer structure during the seminars rather than having an open dialogue.

Opinions diverged regarding the exercises. Some students felt that the time that was given for each exercise was insufficient, limiting the depth of exploration and making the overall experience less rewarding than it could have been. Most positive comments were made about the exercise about participation and stakeholders. Most students thought the group project worked out well and were happy with the group size of 3-4 people. Regarding examination, most students were content with the final grading being based solely on the reflective essay. However, there was a suggestion from one of the students that the final grade might have been more representative and fairer if the reflective text for the seminars were also graded.