



Studio - Large scale landscape project LK0314, 30149.2324

15 Hp

Pace of study = 100%

Education cycle = Advanced

Course leader = Tomas Eriksson

Evaluation report

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

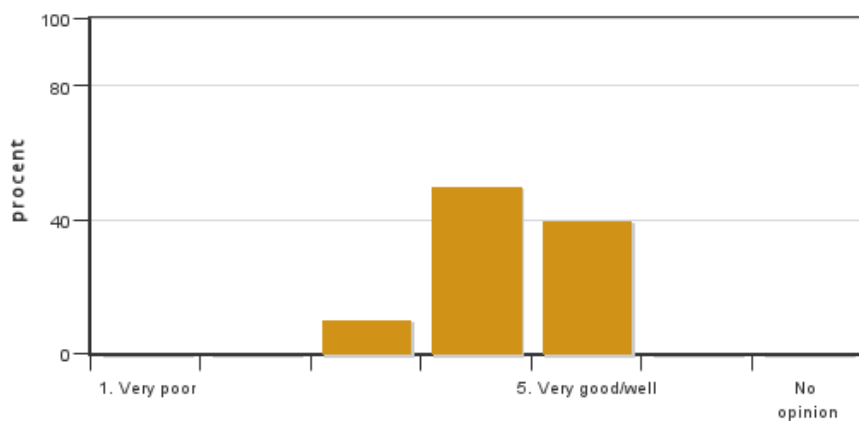
Answers 10

Number of students 18

Answer frequency 55 %

Mandatory standard questions

1. My overall impression of the course is:



Answers: 10

Medel: 4,3

Median: 4

1: 0

2: 0

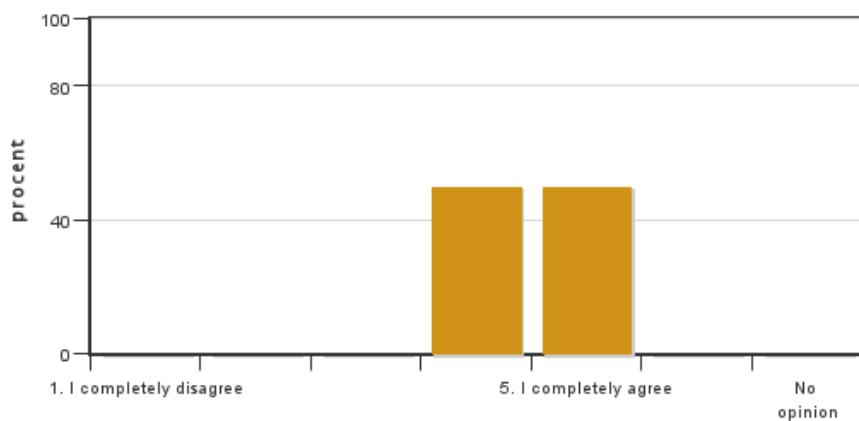
3: 1

4: 5

5: 4

No opinion: 0

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



Answers: 10

Medel: 4,5

Median: 4

1: 0

2: 0

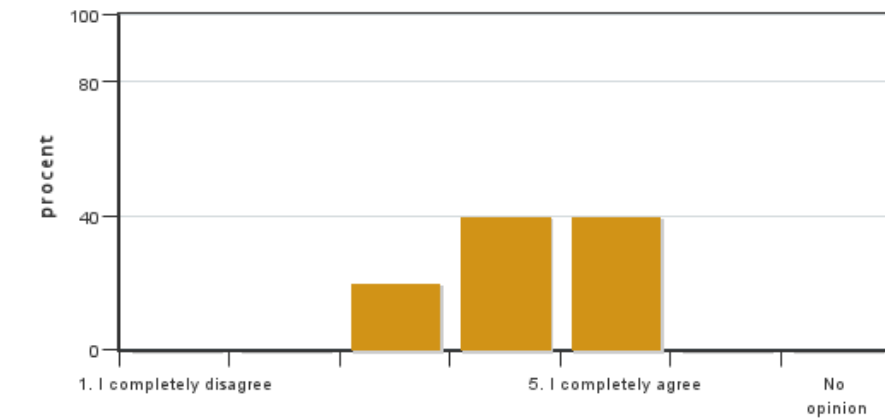
3: 0

4: 5

5: 5

No opinion: 0

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



Answers: 10

Medel: 4,2

Median: 4

1: 0

2: 0

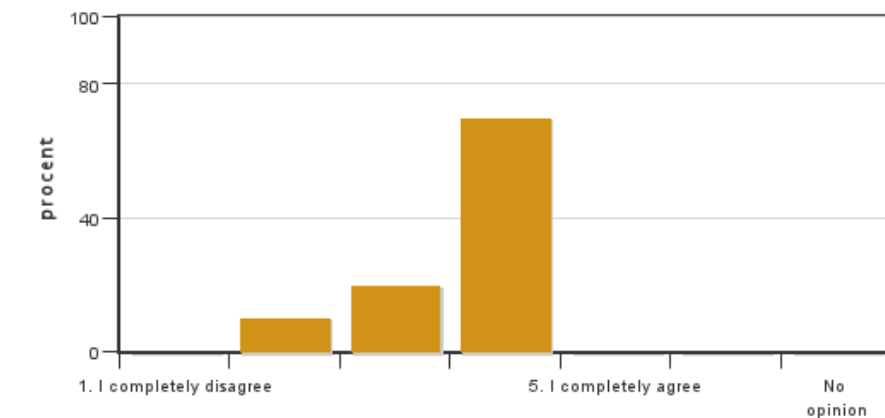
3: 2

4: 4

5: 4

No opinion: 0

4. The information about the course was easily accessible.



Answers: 10

Medel: 3,6

Median: 4

1: 0

2: 1

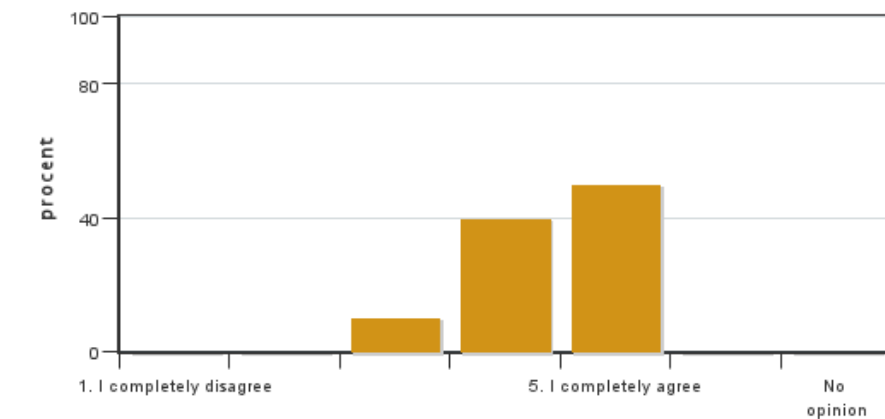
3: 2

4: 7

5: 0

No opinion: 0

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



Answers: 10

Medel: 4,4

Median: 4

1: 0

2: 0

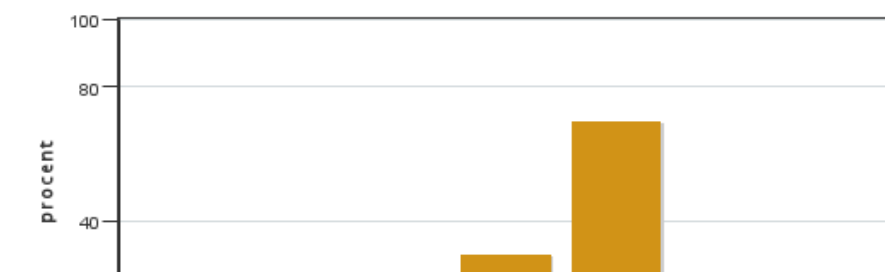
3: 1

4: 4

5: 5

No opinion: 0

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



Answers: 10

Medel: 4,7

Median: 5

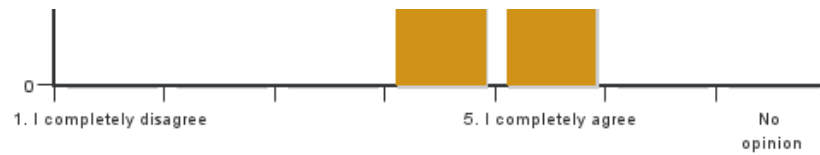
1: 0

2: 0

3: 0

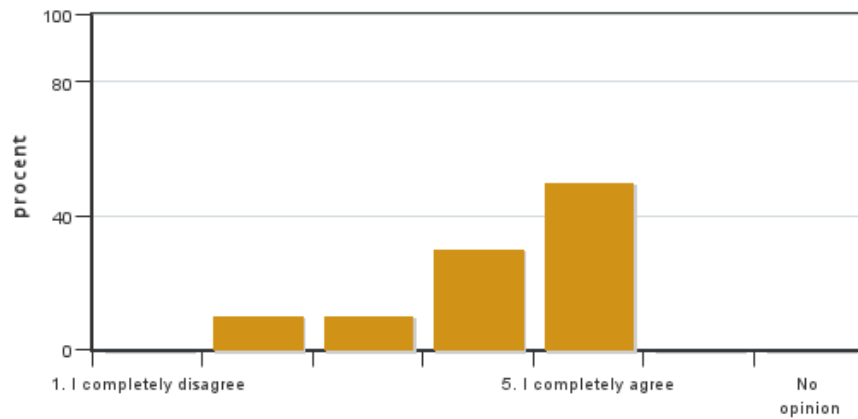
4: 3

5: 7



No opinion: 0

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



Answers: 10

Medel: 4,2

Median: 4

1: 0

2: 1

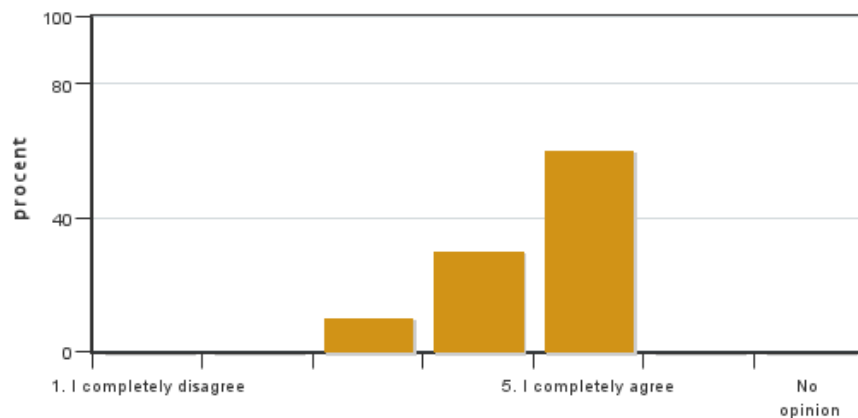
3: 1

4: 3

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: 10

Medel: 4,5

Median: 5

1: 0

2: 0

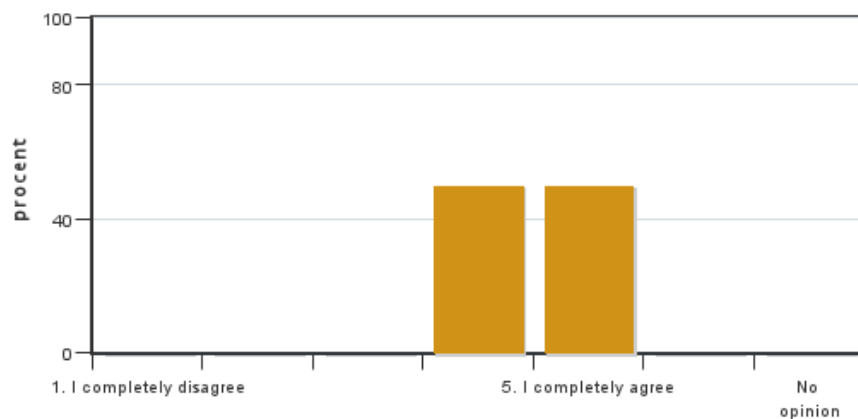
3: 1

4: 3

5: 6

No opinion: 0

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



Answers: 10

Medel: 4,5

Median: 4

1: 0

2: 0

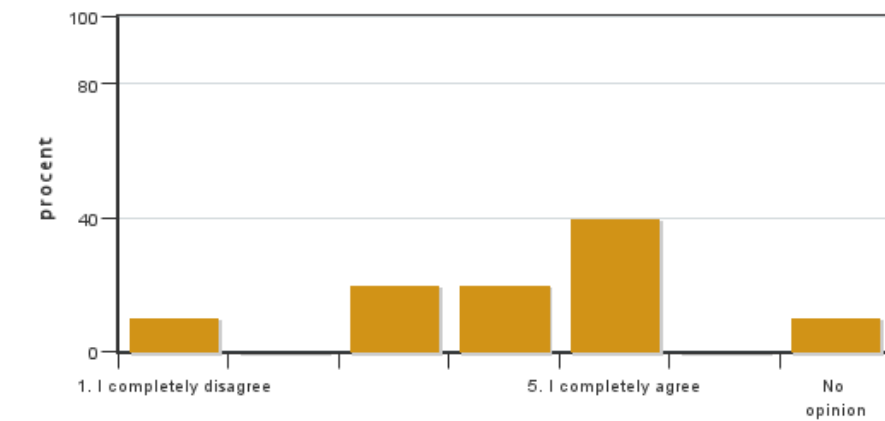
3: 0

4: 5

5: 5

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).

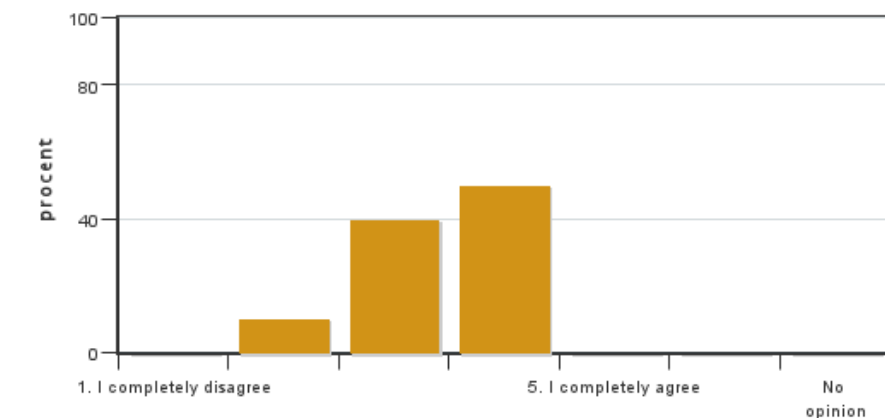


Answers: 10
Medel: 3,9
Median: 4

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

No opinion: 1

11. The course covered international perspectives.

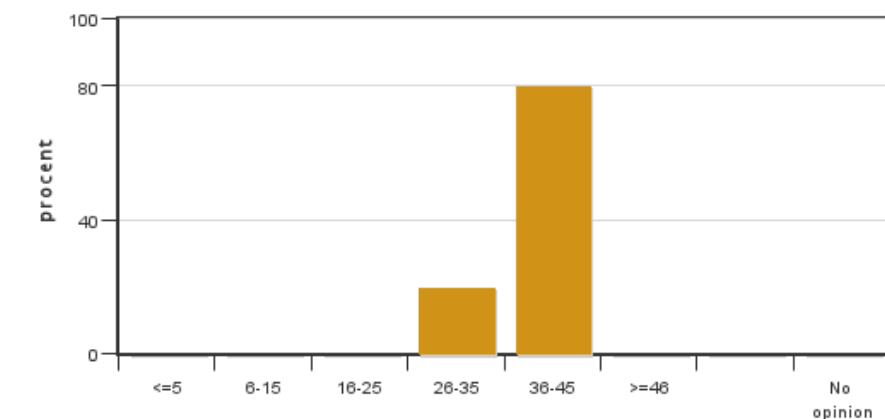


Answers: 10
Medel: 3,4
Median: 3

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

No opinion: 0

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



Answers: 10
Medel: 38,0
Median: 36-45

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

No opinion: 0

Course leaders comments

No comments from the teacher

Student representatives comments

The overall impression of the course is 4,3/5 and some comments are that it was well structured with lectures, assignments, and workshops with appropriate workload. Some comments regarding the language are that the teachers and outside lecturers should either practise their English more, or the course should be in Swedish, also considering some of the material (reports and such) was only available in Swedish. Some confusion regarding the

connection between some lectures/assignments/literature and the purpose of having them occurred, and the student proposes to make this clearer. Concerning the question of if the preexisting knowledge was sufficient, the majority agrees, one comment is that more repetition of ILKA and how to implement it in practise would be good, and another one asks for clearer answers concerning measurements/standards of roads.

The course info might have been a bit hard to access on canvas. Examples are that some info could be inside a folder, in a folder, in another folder, or that the instructions were on several places but with slightly different information, or that the instructions themselves were hard to understand, maybe due to the wording in English.

The students appreciate getting many different perspectives from professionals with different knowledge and viewpoints. Two students mention the workshops as giving, and one student specifies the part in a workshop where we were asked to imagine a day in the life of a resident to understand the area and how residents move and transport through it. That was a good exercise to do before the field trip to the site to get to know the area.

One student wishes that the field trips would be scheduled earlier, before we had gotten to far in the individual project, to be able to take inspiration to it before it was too close to the deadline. Another student thought the tutoring was more rewarding than the lectures, and another one wished 1 on 1 tutoring with the ecologist.

The air and ventilation in the ritsal is very poor, several students complains about this. It was also big problems with the printers.

Regarding the examinations, the majority agrees with them being able to show what they had learnt. One student comments that the feedback seminar for the group project was mainly focused on the layout and maps, instead of text and content, and later, when it was too late to change, got more critique on the text.

One comment is regarding a teacher speaking over students and disrupting them, which could be interpreted as a "ruler technique", or rude and unequal. Even though it's probably not intentional it sets a tone to the classroom, and some people might stop themselves from asking questions if they think they might get interrupted.

Regarding international examples, some students comment that parallels were drawn to the exchange students' countries as the exchange students were asked how a certain thing works in their country, this was good, but one student is concerned that the exchange students might have felt attacked by the questions where they had to explain something for the whole class. Another student found these inputs rewarding and interesting.

Most of the students who filled out the course evaluation have put 36-45 hours per week during the course. One student finds the group project most stressful, whilst another finds the individual project more stressful.

For anyone reading - have in mind only half the students have filled in the evaluation and around 2-5 students have added written comments, therefore many opinions might be individual and nor representative for the whole group taking the course. A recommendation to the course leader from the student representative is to arrange for an oral evaluation or to make more specified questions about specific parts of the course in order to get more rewarding comments on how to develop the course. Much is often brought up on the oral evaluations and its often clear if the whole group agrees or if its only one person with the specific experience – this is much harder to decipher from written evaluations with only the standard questions and a few written comments.