



# Landscape Architecture Theory, Methodology & Practice LK0408, 20069.2324

15 Hp  
Pace of study = 100%  
Education cycle = Advanced  
Course leader = Caroline Dahl

## Evaluation report

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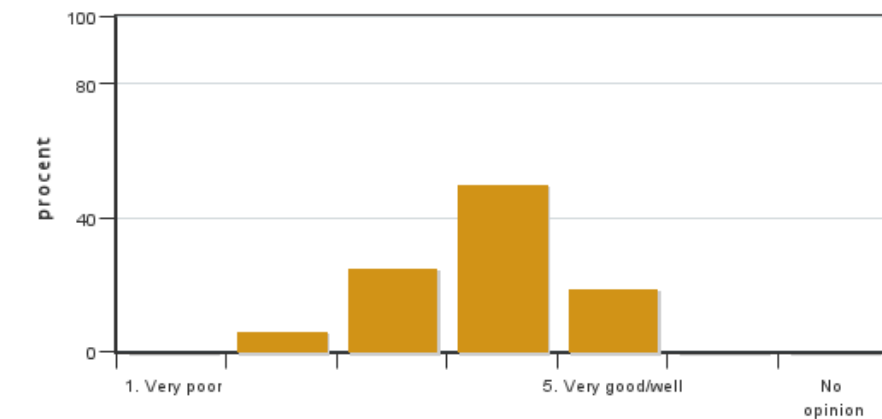
Evaluation period: 2024-01-07 - 2024-01-28

Answers 16  
Number of students 18  
Answer frequency 88 %

## Mandatory standard questions

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

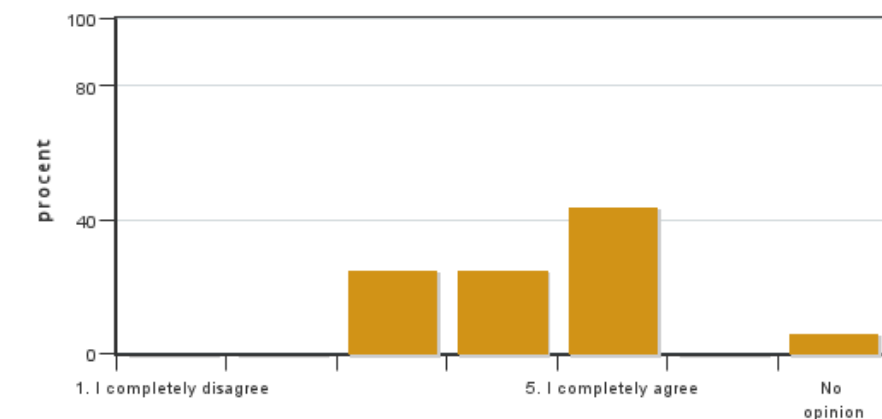


Answers: 16  
Medel: 3,8  
Median: 4

1: 0  
2: 1  
3: 4  
4: 8  
5: 3

No opinion: 0

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

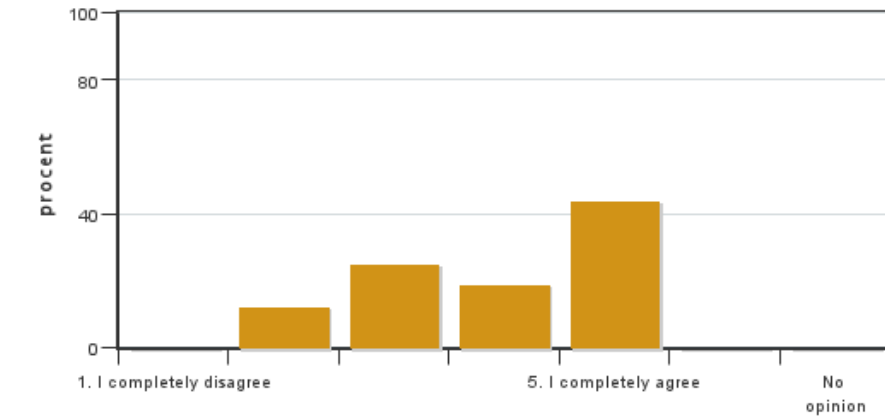


Answers: 16  
Medel: 4,2  
Median: 4

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

No opinion: 1

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

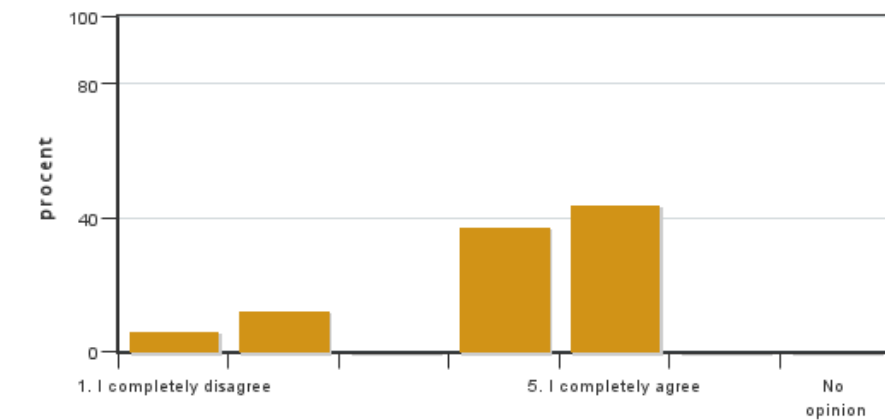


Answers: 16  
 Medel: 3,9  
 Median: 4

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

No opinion: 0

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

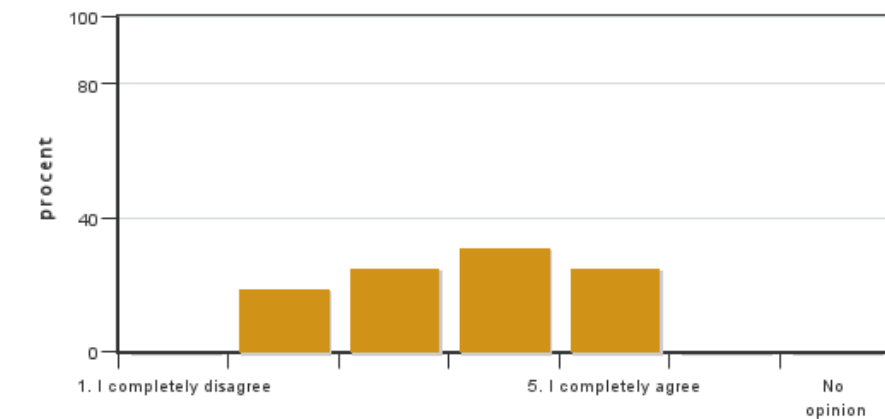


Answers: 16  
 Medel: 4,0  
 Median: 4

1: 1  
 2: 2  
 3: 0  
 4: 6  
 5: 7

No opinion: 0

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

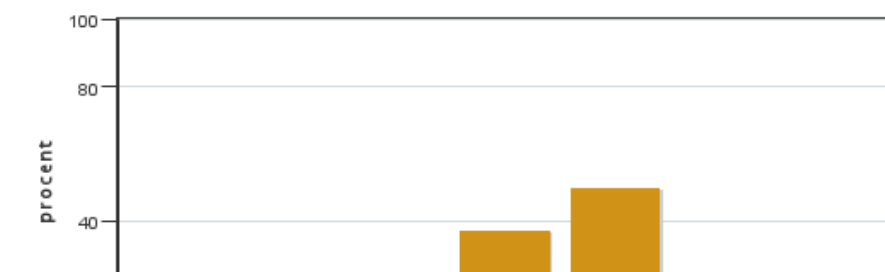


Answers: 16  
 Medel: 3,6  
 Median: 4

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

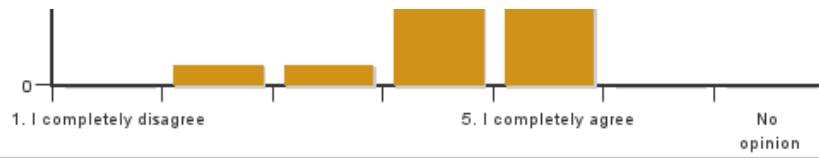
No opinion: 0

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



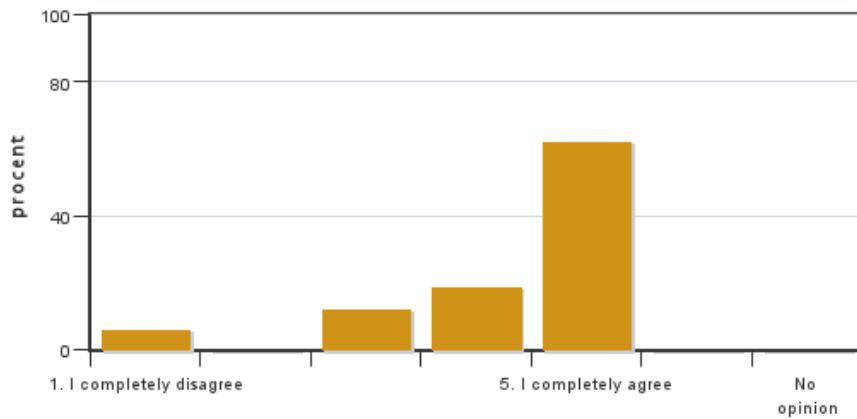
Answers: 16  
 Medel: 4,3  
 Median: 4

1: 0  
 2: 1  
 3: 1  
 4: 6  
 5: 8



No opinion: 0

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



Answers: 16

Medel: 4,3

Median: 5

1: 1

2: 0

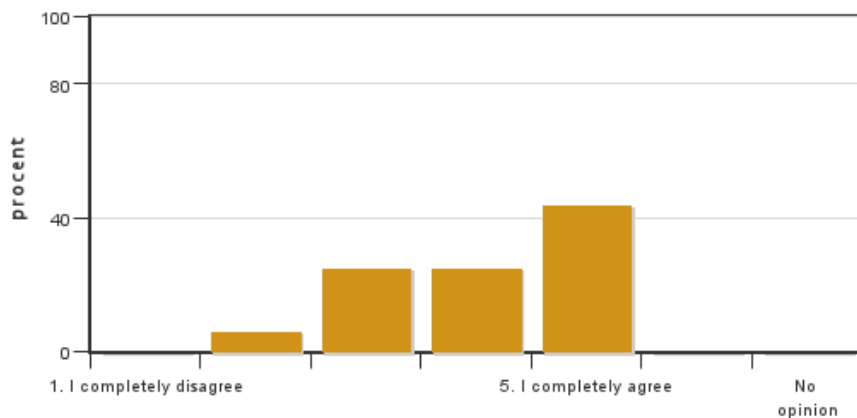
3: 2

4: 3

5: 10

No opinion: 0

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



Answers: 16

Medel: 4,1

Median: 4

1: 0

2: 1

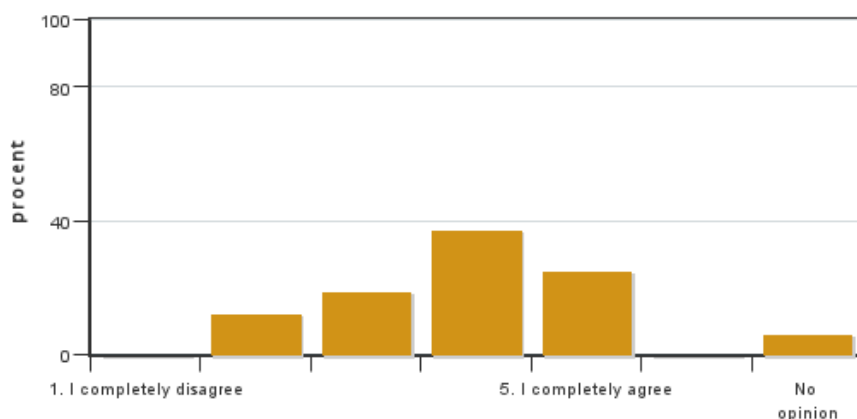
3: 4

4: 4

5: 7

No opinion: 0

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



Answers: 16

Medel: 3,8

Median: 4

1: 0

2: 2

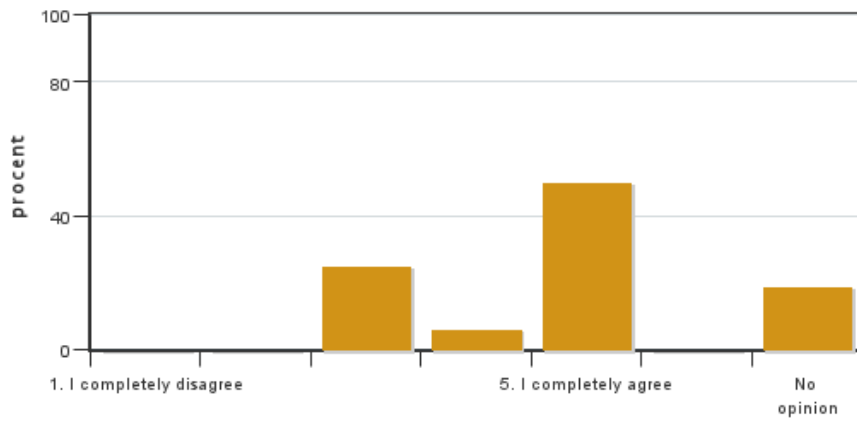
3: 3

4: 6

5: 4

No opinion: 1

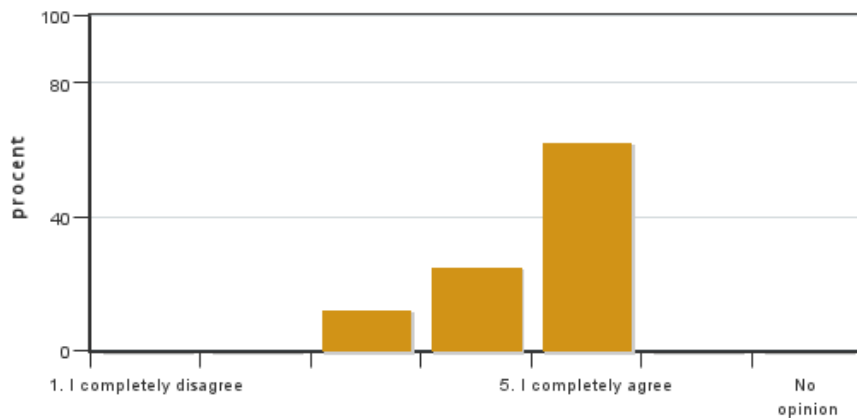
**10. I believe the course has included a gender and equality aspect, regarding content as well as teaching practices (e.g. perspective on the subject, reading list, allocation of speaking time and the use of master suppression techniques).**



Answers: 16  
 Medel: 4,3  
 Median: 5

1: 0  
 2: 0  
 3: 4  
 4: 1  
 5: 8  
 No opinion: 3

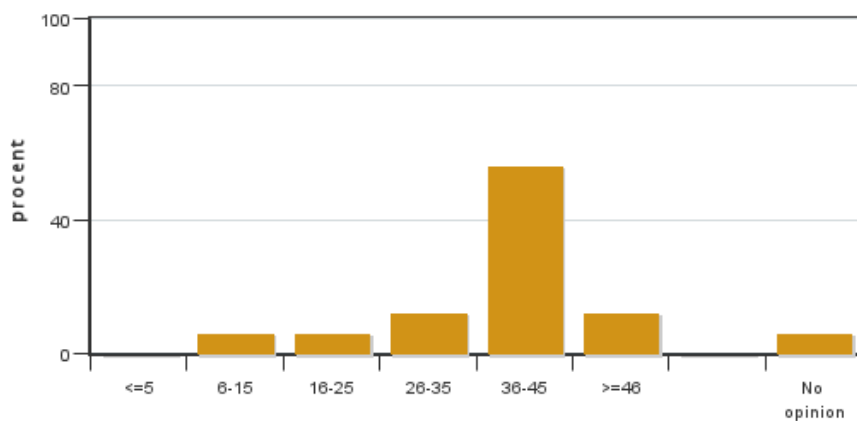
**11. The course covered international perspectives.**



Answers: 16  
 Medel: 4,5  
 Median: 5

1: 0  
 2: 0  
 3: 2  
 4: 4  
 5: 10  
 No opinion: 0

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



Answers: 16  
 Medel: 36,1  
 Median: 36-45

≤5: 0  
 6-15: 1  
 16-25: 1  
 26-35: 2  
 36-45: 9  
 ≥46: 2  
 No opinion: 1

**Course leaders comments**

No comments from the teacher

**Student representatives comments**

The overall impression of the course was quite good (3.8/5). Students found that it provided a solid foundation in landscape architecture theories and was conducive to future study. Office visits, seminars, and paper writing were appreciated, and students found the course well-directed.

The optional nature of the course should have been communicated more clearly.

Students found the connection between course content and learning objectives clear, and the existing knowledge in the class was largely adequate. Even those with a background in landscape architecture found the course valuable.

The information of the course was generally easily accessible. Students appreciated the use of Canvas calendars. Some noticed scattered information; consolidating announcements on Canvas would improve navigation.

The overall impression of course components was supportive. Seminars offered a chance to delve into literature with varied tasks. However, students found some lectures challenging to align with course objectives.

Students rate the learning environment as inclusive with open discussions. Some view mandatory attendance negatively. Concerning the physical environment, students appreciate the opportunity to work from home on some days.

Students generally held positive views on the examinations. Some enjoyed the variation of presentations, visualizations, and writings. However, some would prefer seminars not to be graded but viewed as learning opportunities. Several highlighted time constraints as a challenge to examination quality.

The course addressed sustainable development and gender equality aspects differently across seminar groups, receiving a relatively high rating from students. The international perspective was mainly conveyed through lectures, literature, and projects, albeit with a predominantly Western academic viewpoint.

The hours spent on the course were quite high (median 36-45). Some students felt that they had to study outside scheduled hours, mostly due to the amount of reading. To reduce the overload, students gave suggestions to cut down on guest lectures, the amount of reading, or the writing report of office visits. Students also highlighted positive experiences from the reading groups, visualization, and the final paper. Additionally, students would like to see more office visits and workshops on writing.

The course demanded some time (median 36-45 hours), leading some students to study beyond scheduled hours, primarily due to extensive reading. To alleviate the workload, students proposed reducing guest lectures, reading volume, or office visit reports. Moreover, students expressed a desire for more office visits and writing workshops.