



Climate Change – Effects on the Landscape and Potential Solutions LK0401, 30037.2425

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

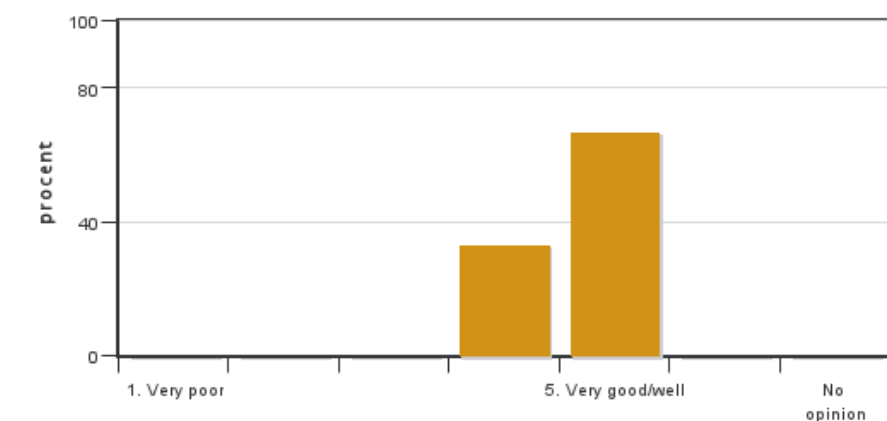
Evaluation report

Evaluation period: 2025-03-17 - 2025-04-07

Answers 9
Number of students 10
Answer frequency 90 %

Mandatory standard questions

1. My overall impression of the course is:

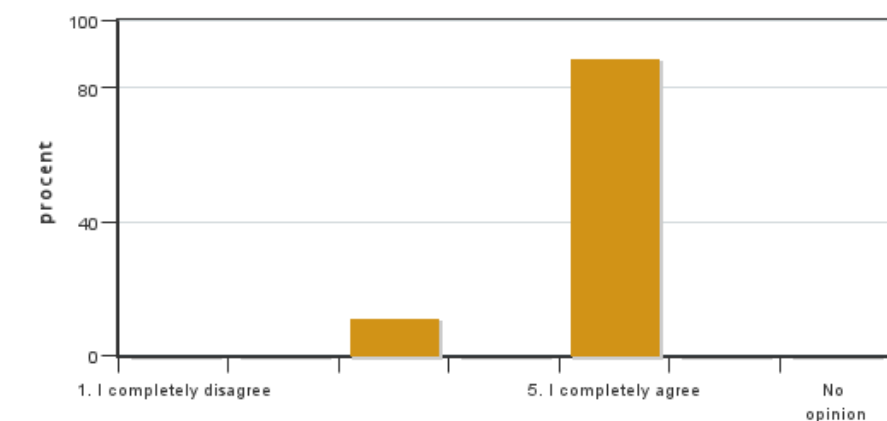


Answers: 9
Medel: 4,7
Median: 5

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

No opinion: 0

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

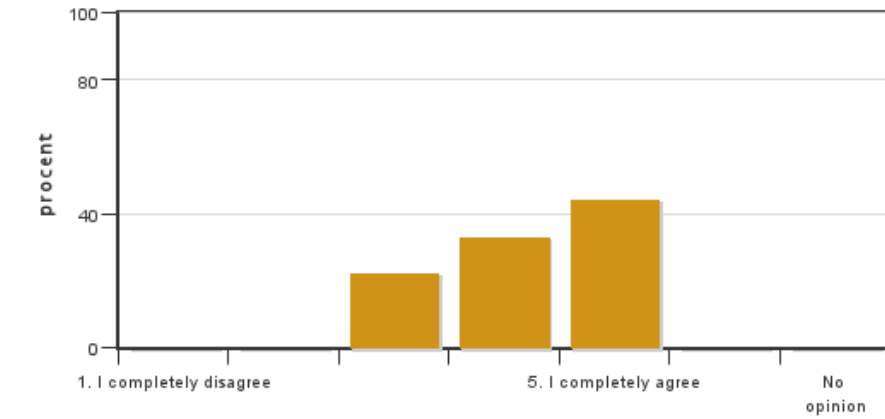


Answers: 9
Medel: 4,8
Median: 5

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

No opinion: 0

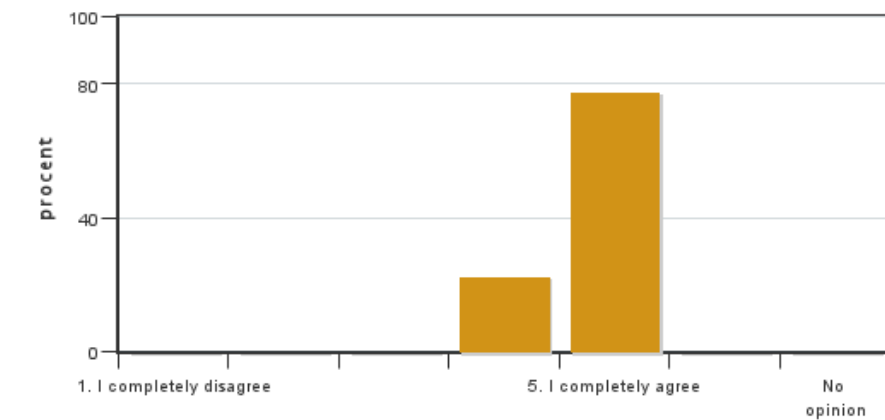
3. My prior knowledge was sufficient for me to benefit from the course.



Answers: 9
 Medel: 4,2
 Median: 4

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

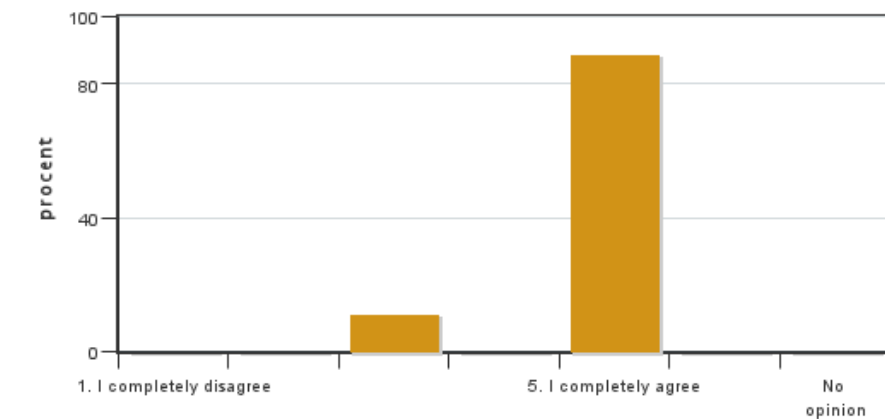
4. The information about the course was easily accessible.



Answers: 9
 Medel: 4,8
 Median: 5

1: 0
 2: 0
 3: 0
 4: 2
 5: 7
 No opinion: 0

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



Answers: 9
 Medel: 4,8
 Median: 5

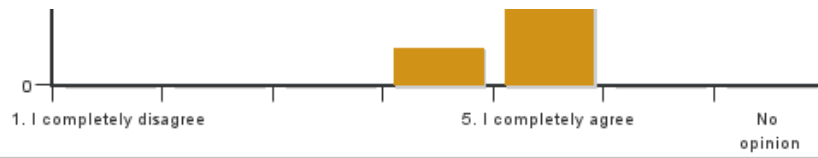
1: 0
 2: 0
 3: 1
 4: 0
 5: 8
 No opinion: 0

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



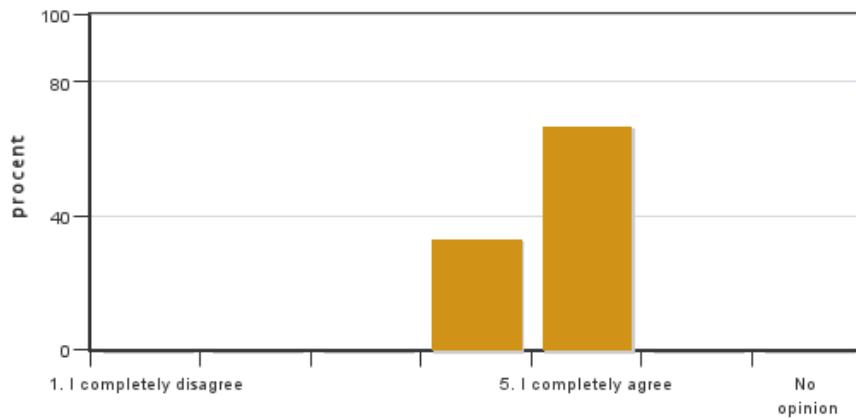
Answers: 9
 Medel: 4,9
 Median: 5

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



No opinion: 0

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



Answers: 9

Medel: 4,7

Median: 5

1: 0

2: 0

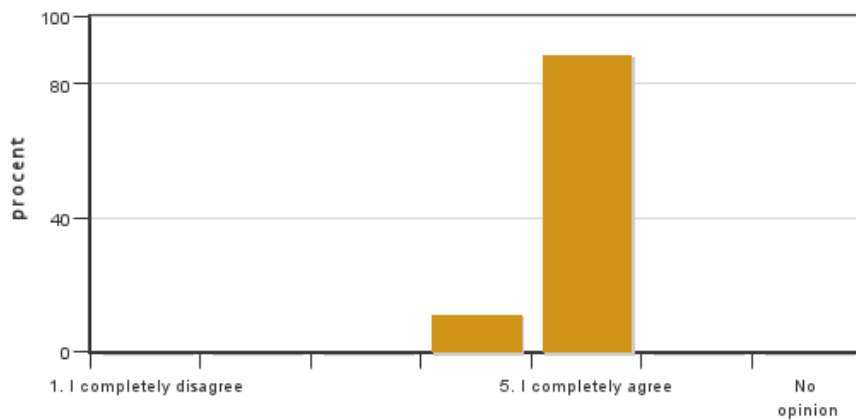
3: 0

4: 3

5: 6

No opinion: 0

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



Answers: 9

Medel: 4,9

Median: 5

1: 0

2: 0

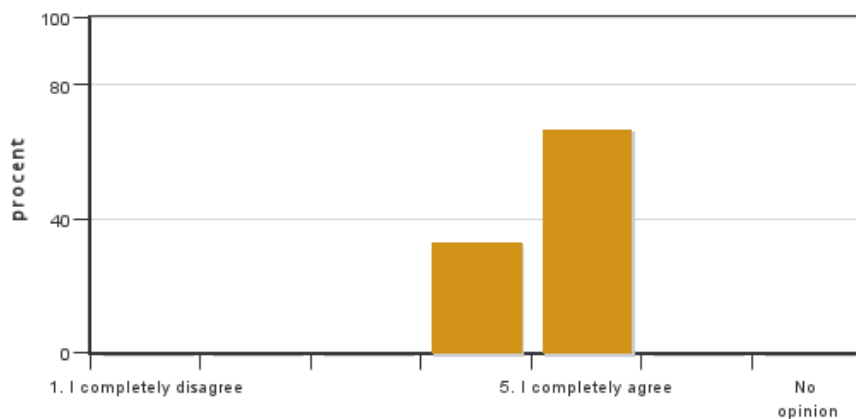
3: 0

4: 1

5: 8

No opinion: 0

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



Answers: 9

Medel: 4,7

Median: 5

1: 0

2: 0

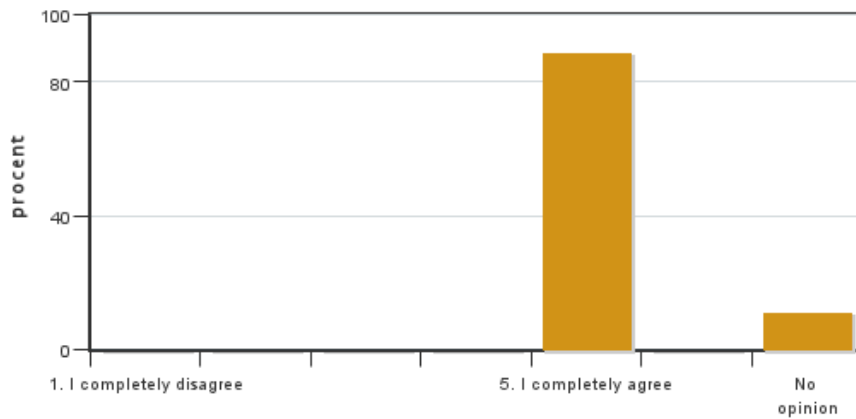
3: 0

4: 3

5: 6

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).

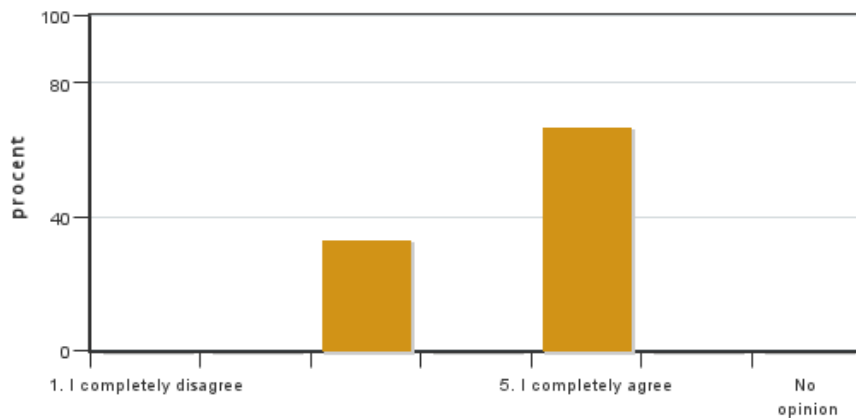


Answers: 9
 Medel: 5,0
 Median: 5

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

No opinion: 1

11. The course covered international perspectives.

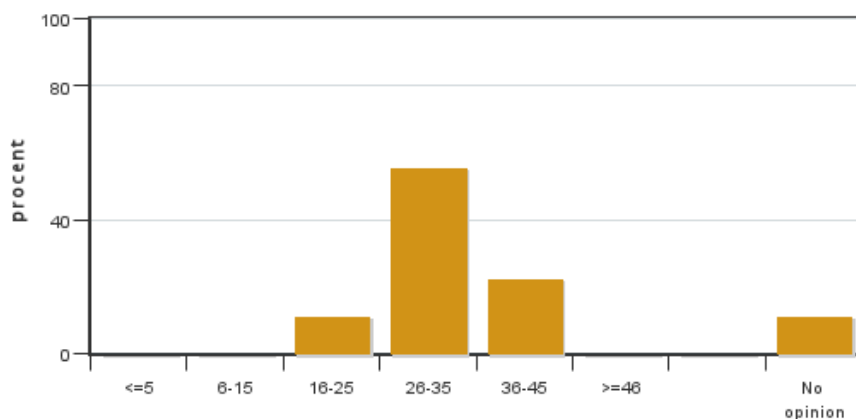


Answers: 9
 Medel: 4,3
 Median: 5

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

No opinion: 0

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



Answers: 9
 Medel: 31,3
 Median: 26-35

≤5: 0
 6-15: 0
 16-25: 1
 26-35: 5
 36-45: 2
 ≥46: 0

No opinion: 1

Course leaders comments

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 most students report spending an average of 26-35 hours per week on the course. The course was generally well received by students, who gave the course an overall

rating of 4.7 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. The field trips were a particular highlight for many students.

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. Gather all instructions and grading criteria for the final project in one document and make this available early on in the course.
2. Set aside additional time for group work and supervision during the final project, form project groups earlier in the course, and extend the length of time during the course to work on the project.
3. Reduce the number of lectures and readings slightly in the first module of the course, in order to create more breathing space and time for reading and preparation.

Student representatives comments

Course evaluation LK0401; spring 2025; Bachelor's students

(9/10 students responded)

The overall impression of the course was very positive. Students particularly appreciated the polite attitude of the teachers, the diversity of teaching methods, the inclusion of guest lectures, and the balance between group and individual work.

Students highlighted the variety of methods used throughout the course. Guest lectures and field trips were especially inspiring, and the prerecorded lectures students found to be very useful. According to the students, the course content was clearly aligned with the course objectives. The use of different groups in each class and enough time for discussions were also well-received.

International perspectives were seen as a valuable opportunity to share and listen to different experiences. Students noted that prior knowledge in Climate Change or Climatology was a big advantage in their understanding of the first part of the course (the Climatology module).

Overall, students found the course information to be accessible. They mentioned that the initial information was clear and easy to find. However, they suggested that the structure of information in the third part of the course could be improved. For example, knowing the final project groups earlier would help with planning.

Students also discussed the amount of mandatory reading in the first part of the course. They found it challenging to manage in a single day and suggested that some of the readings could be optional or replaced with prerecorded lectures.

To sum up, the course was interesting for the students, and they appreciated the kind attitude of the teachers.