Climate Change - Landscape in Transition
LK0412, 30090.2425

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

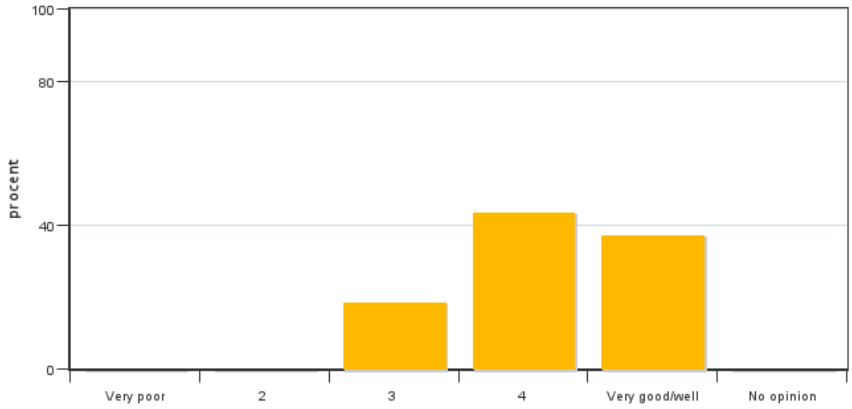
Evaluation report

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

Answers	16
Number of students	21
Answer frequency	76 %

Mandatory standard questions

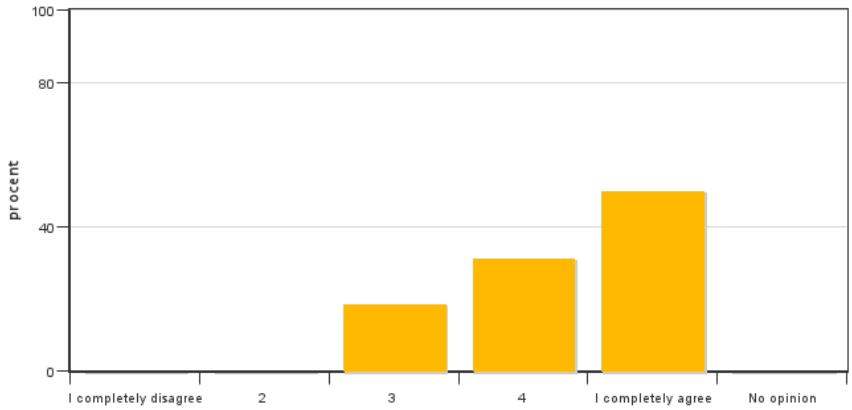
1. My overall impression of the course is:



Number of answers: 16
Average: 4,2
Median: 4

Very poor : 0
2: 0
3: 3
4: 7
Very good/well: 6
No opinion: 0

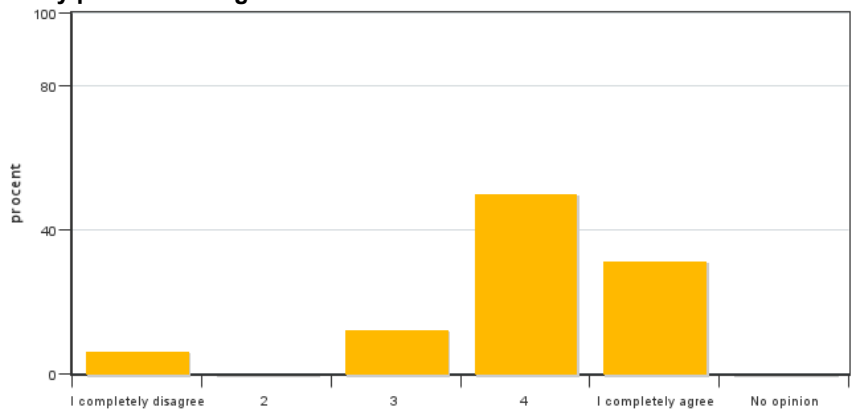
2. I found the course content to have clear links to the learning objectives of the course.



Number of answers: 16
Average: 4,3
Median: 4

I completely disagree: 0
2: 0
3: 3
4: 5
I completely agree: 8
No opinion: 0

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

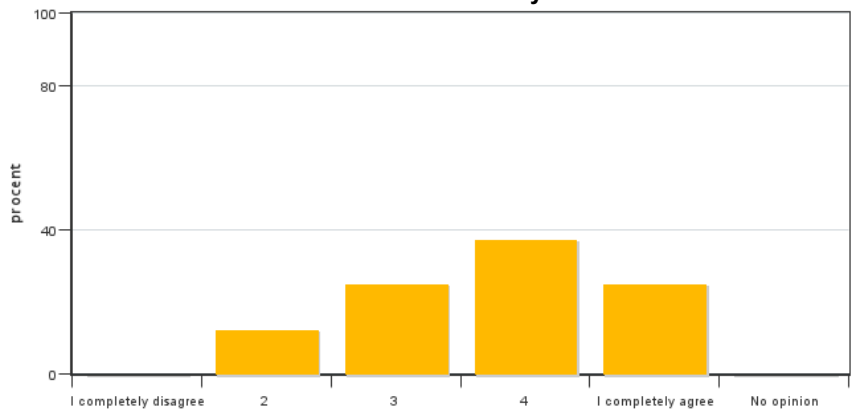


Number of answers: 16
Average: 4,0
Median: 4

I completely disagree: 1
2: 0
3: 2
4: 8
I completely agree: 5

No opinion: 0

4. The information about the course was easily accessible.

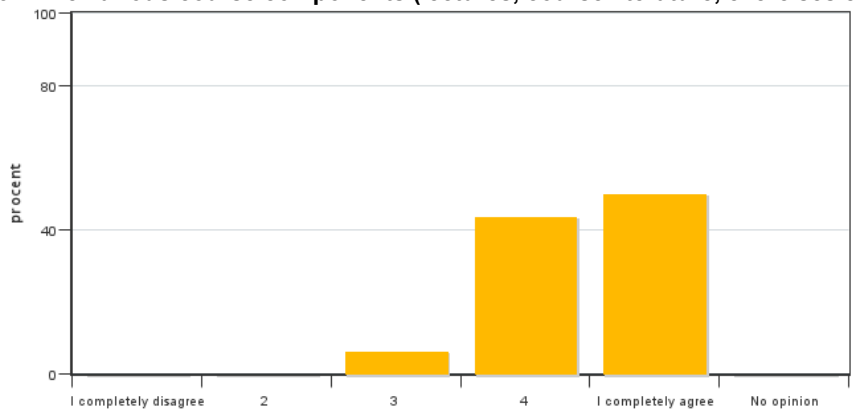


Number of answers: 16
Average: 3,8
Median: 4

I completely disagree: 0
2: 2
3: 4
4: 6
I completely agree: 4

No opinion: 0

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

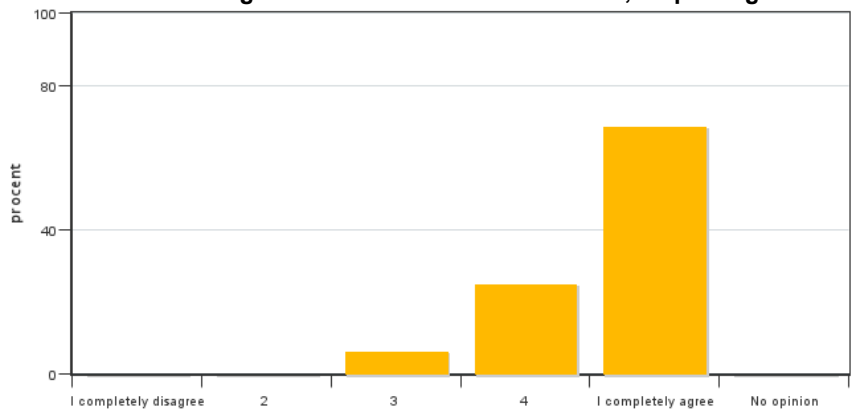


Number of answers: 16
Average: 4,4
Median: 4

I completely disagree: 0
2: 0
3: 1
4: 7
I completely agree: 8

No opinion: 0

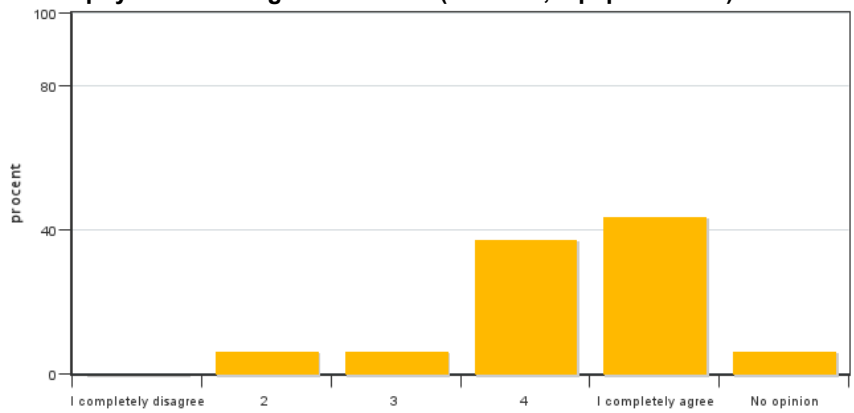
6. The social learning environment has been inclusive, respecting differences of opinion.



Number of answers: 16
Average: 4,6
Median: 5

I completely disagree: 0
2: 0
3: 1
4: 4
I completely agree: 11
No opinion: 0

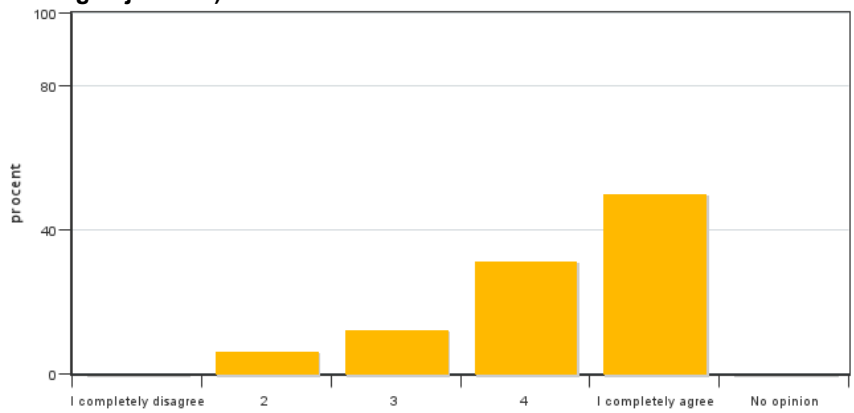
7. The physical learning environment (facilities, equipment etc.) has been satisfactory.



Number of answers: 16
Average: 4,3
Median: 4

I completely disagree: 0
2: 1
3: 1
4: 6
I completely agree: 7
No opinion: 1

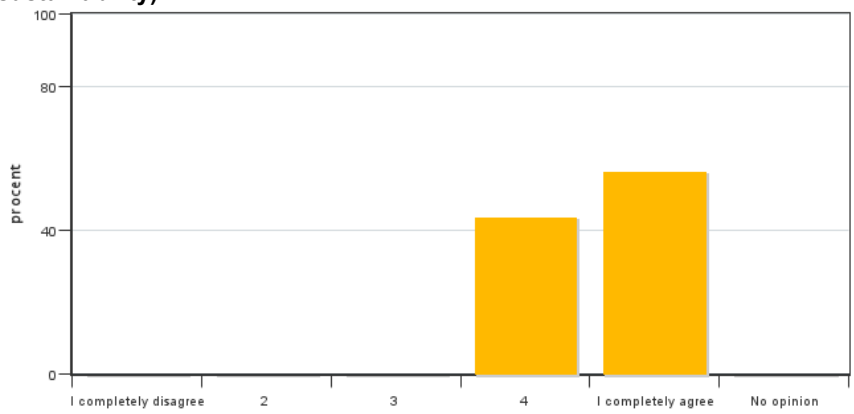
8. The examination(s) provided opportunity to demonstrate what I had learnt during the course (see the learning objectives).



Number of answers: 16
Average: 4,3
Median: 4

I completely disagree: 0
2: 1
3: 2
4: 5
I completely agree: 8
No opinion: 0

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

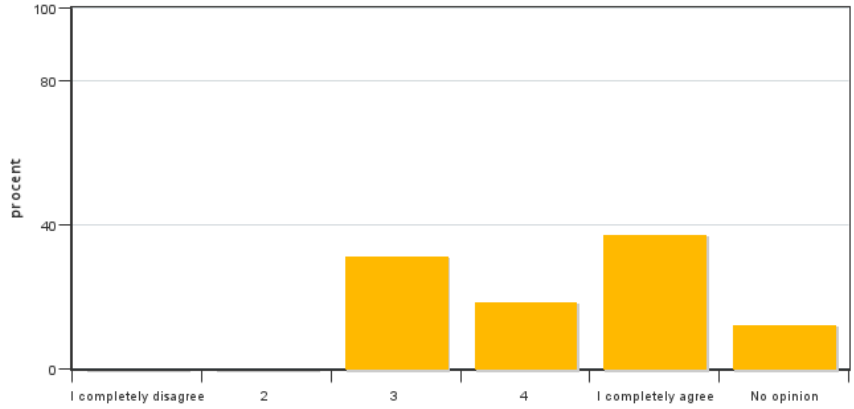


Number of answers: 16
Average: 4,6
Median: 5

I completely disagree: 0
2: 0
3: 0
4: 7
I completely agree: 9

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).

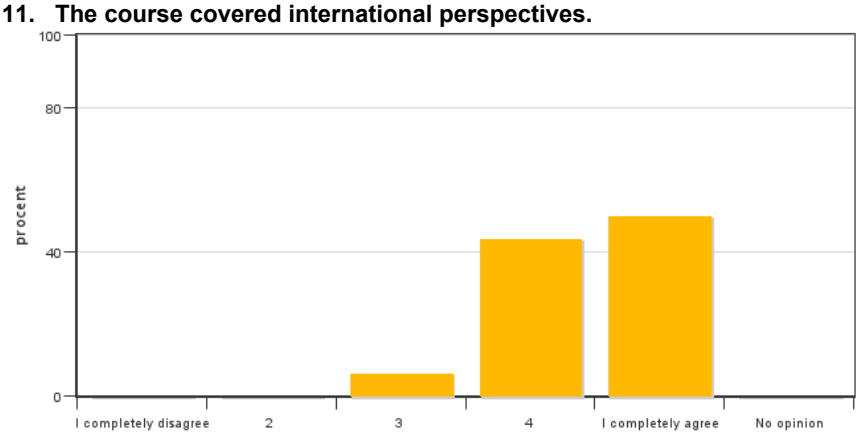


Number of answers: 16
Average: 4,1
Median: 4

I completely disagree: 0
2: 0
3: 5
4: 3
I completely agree: 6

No opinion: 2

11. The course covered international perspectives.

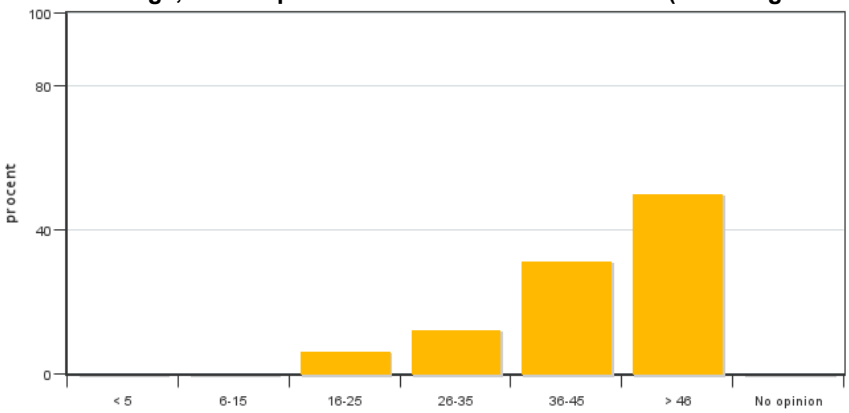


Number of answers: 16
Average: 4,4
Median: 4

I completely disagree: 0
2: 0
3: 1
4: 7
I completely agree: 8

No opinion: 0

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



Number of answers: 16
Average: 40,5
Median: 36-45

< 5: 0
6-15: 0
16-25: 1
26-35: 2
36-45: 5
> 46: 8

No opinion: 0

Course leaders comments

This masters course is run together with a companion bachelor's level course, LK0401 “Climate Change – Effects on the Landscape and Potential Solutions”. We generally have 30-35 students total, of which the majority are in the masters-level 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 masters students taking LK0412 more focus is placed on decision-making and communication aspects of addressing climate change, while 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. 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 students report spending an average of 40 hours per week on the course. The course was generally well received by students, with all of the main categories receiving a median value of 4 or 5 from the students who filled in the online evaluation (16 of 21 students filled this in). The overall positive review was also reflected in the comments in the group discussion and feedback session on the last day of class. However, students noted a weakness in the organization and communication regarding assignments and expectations for the final project – this was split between several places on Canvas and could be difficult to find.

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.

In addition, 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.
4. Bring in more specific examples, case studies and exercises regarding specific climate change adaptation measures and techniques.

Internal comments

Student representatives comments

Overall

The overall impression from the students about the course was positive (with an average score of 4,2). The course content was seen to match the learning objectives and cover aspects of sustainable development. The lectures and exercises gave a good knowledge base, and several students highlighted the excursions as a particularly interesting

and important part of the course. Most students felt that they had sufficient previous knowledge and overall, the students felt that it was a good social environment, as they describe open discussions both between students and between students and teachers. A majority of students felt that the examinations matched the learning objectives, however many students thought that two weeks was a rushed timeline for the group project and would have liked to have more time for it.

Climatology

Most students appreciated the “crash course” with a background climatology knowledge and described this to be one of the highlights of the course and something they take away from it. However, several students felt that there was an overload of information, and reading with a fast pace. Many would have liked to know what the most essential information was and perhaps have less strict reading deadlines.

Communication- and course structure

The students felt that during in the last part of the course (the group project), the information was unclear and scattered between different channels like announcements and assignments. Several students would have liked a clearer explanation of the project earlier and more structure regarding how that information was communicated. Many students thought there was a difference between the depth of knowledge between the different parts of the course (climatology, impacts and adaptation, group project). Several students would have liked a little more in-depth knowledge of impacts and adaptation measures, especially with some international examples. It was suggested to integrate impacts and adaptation and the group project, to give more time for the group project.

Excursions and exercises

The three different excursions to Falsterbo, Copenhagen and The Malmö bike-tour respectively, were highlights for many students. The exercises were seen as useful and interesting. However, some students would have liked more time to learn SCALGO Live and UMEP, as these tools were later used by several students in the group projects.