



Analysis of Forested Landscapes LK0448, 20075.2526

15 Hp

Pace of study = 100%

Education cycle = Basic

Course leader = Geovana Mercado, Sixten Lundqvist

Evaluation report

Evaluation period: 2025-12-11 - 2026-02-01

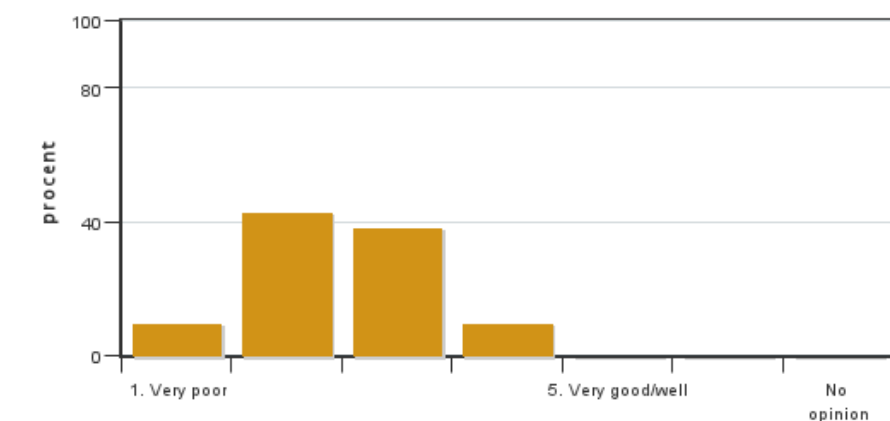
Answers 21

Number of students 38

Answer frequency 55 %

Mandatory standard questions

1. My overall impression of the course is:

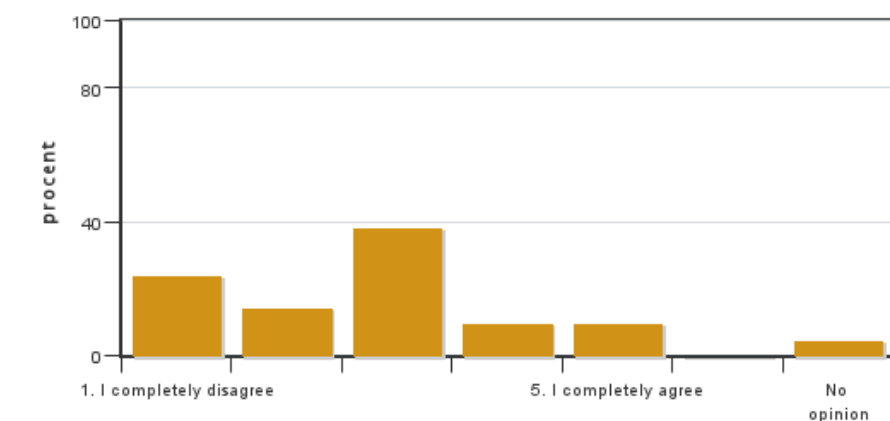


Answers: 21
Medel: 2,5
Median: 2

1: 2
2: 9
3: 8
4: 2
5: 0

No opinion: 0

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

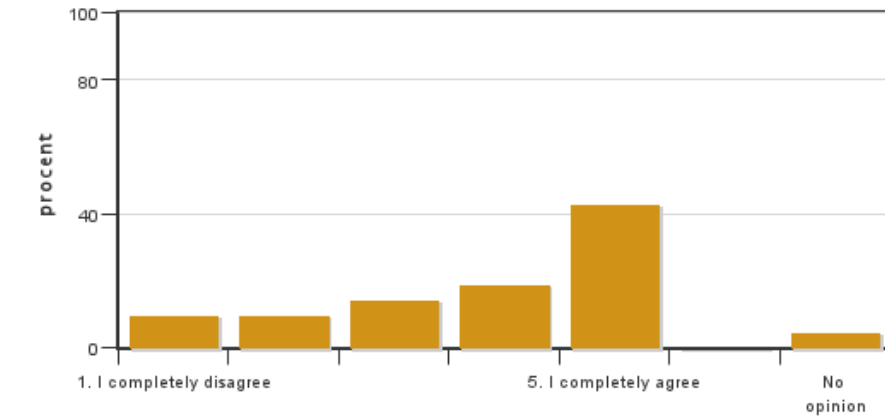


Answers: 21
Medel: 2,7
Median: 3

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

No opinion: 1

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

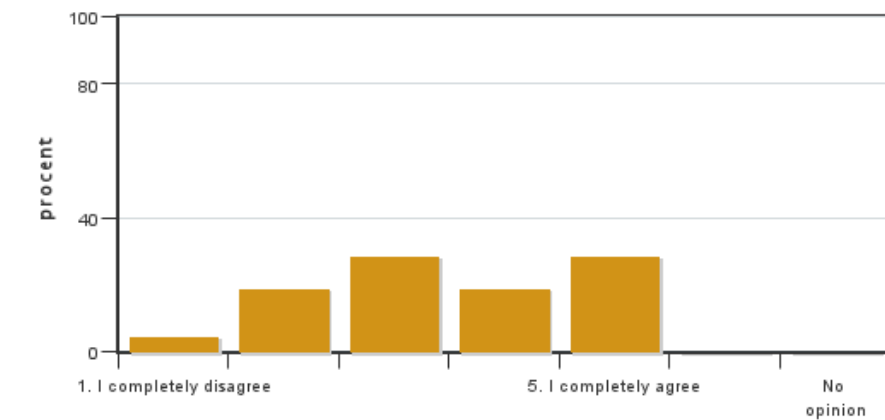


Answers: 21
 Medel: 3,8
 Median: 4

1: 2
 2: 2
 3: 3
 4: 4
 5: 9

No opinion: 1

4. The information about the course was easily accessible.

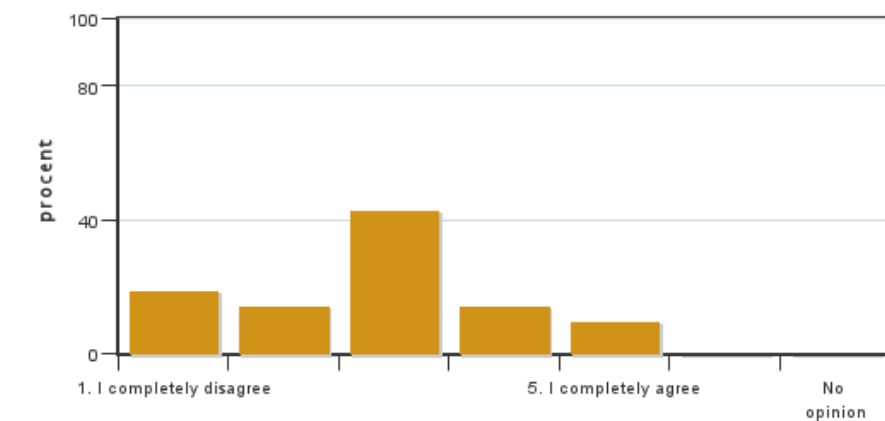


Answers: 21
 Medel: 3,5
 Median: 3

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

No opinion: 0

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

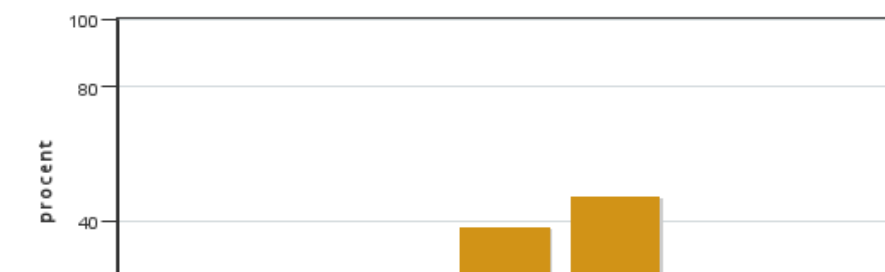


Answers: 21
 Medel: 2,8
 Median: 3

1: 4
 2: 3
 3: 9
 4: 3
 5: 2

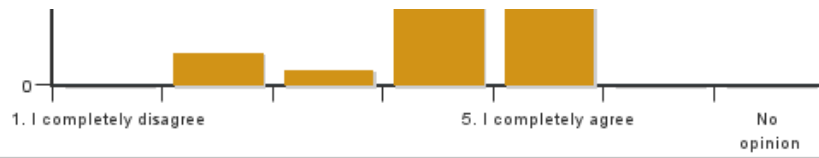
No opinion: 0

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



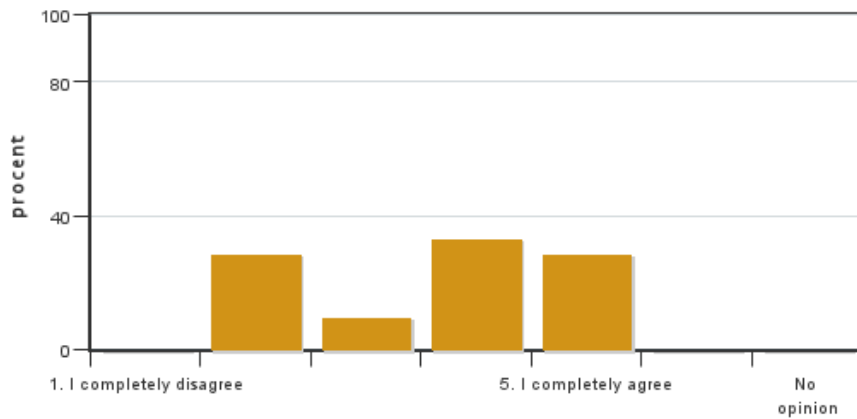
Answers: 21
 Medel: 4,2
 Median: 4

1: 0
 2: 2
 3: 1
 4: 8
 5: 10



No opinion: 0

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



Answers: 21

Medel: 3,6

Median: 4

1: 0

2: 6

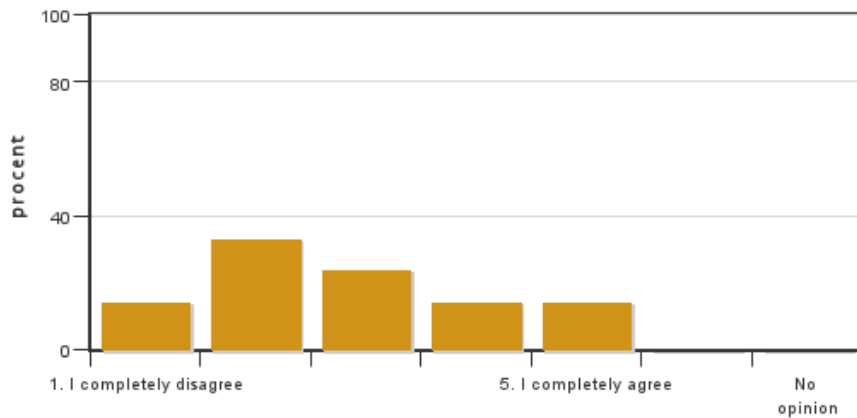
3: 2

4: 7

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: 21

Medel: 2,8

Median: 3

1: 3

2: 7

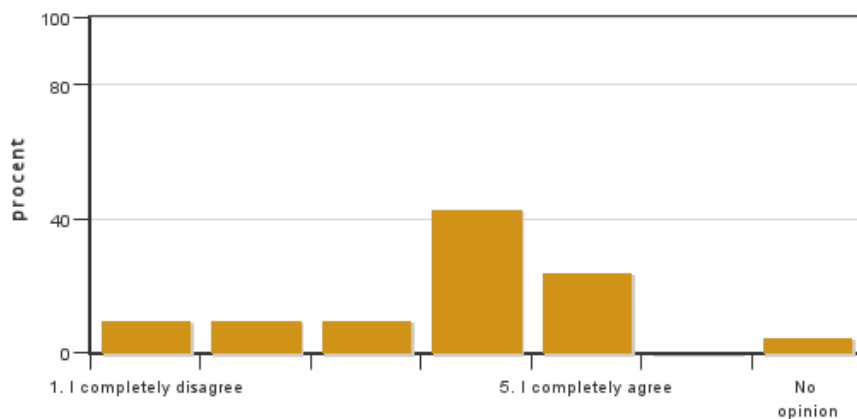
3: 5

4: 3

5: 3

No opinion: 0

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



Answers: 21

Medel: 3,7

Median: 4

1: 2

2: 2

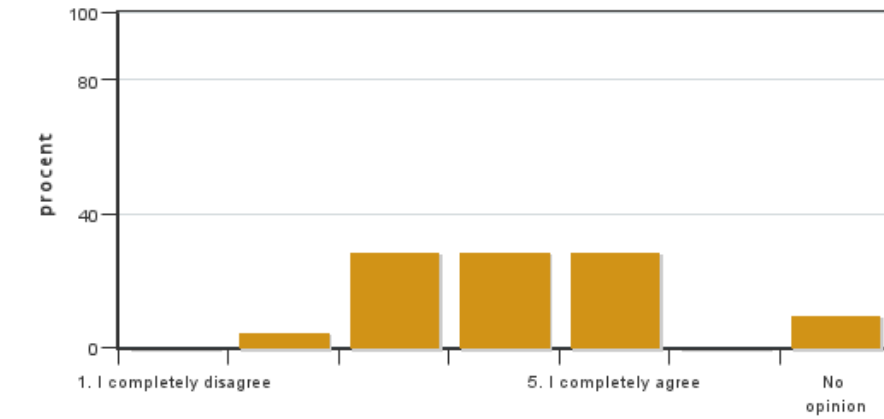
3: 2

4: 9

5: 5

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).

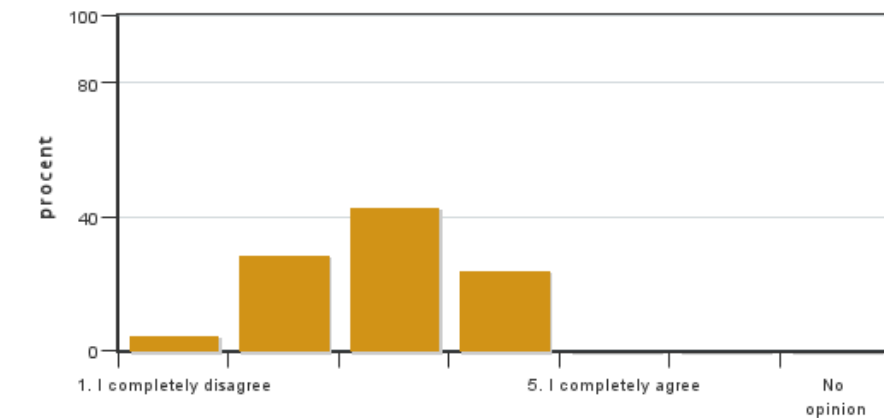


Answers: 21
 Medel: 3,9
 Median: 4

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

No opinion: 2

11. The course covered international perspectives.

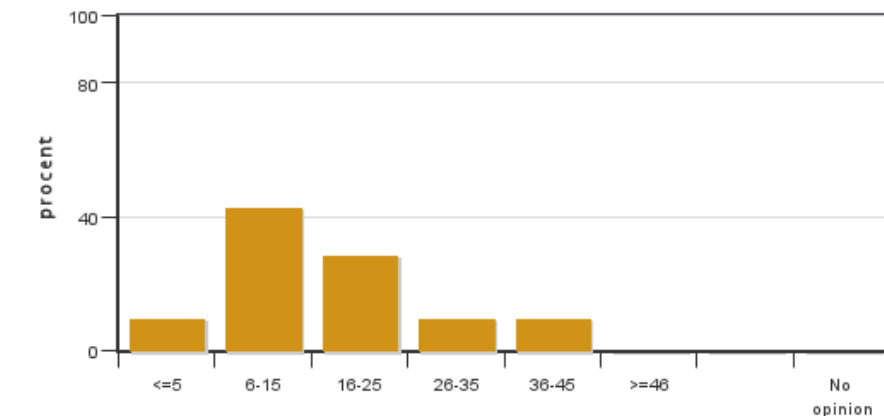


Answers: 21
 Medel: 2,9
 Median: 3

1: 1
 2: 6
 3: 9
 4: 5
 5: 0

No opinion: 0

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



Answers: 21
 Medel: 16,9
 Median: 6-15

<=5: 2
 6-15: 9
 16-25: 6
 26-35: 2
 36-45: 2
 >=46: 0

No opinion: 0

Course leaders comments

The feedback on the course *Analysis of Forested Landscape* is appreciated and taken seriously. Overall, it is acknowledged that while the course provided a broad and accessible overview of different approaches in landscape architecture, there is clear room for improvement.

The wide range of topics offered valuable orientation, especially for those without prior knowledge. However, the lack of deeper engagement with individual themes has been recognized. In the next course iteration, key topics will be prioritized more clearly, allowing for greater depth. More concrete examples and case studies will be integrated, and greater emphasis will be placed on discussing possible solutions, particularly in relation to sustainable development.

The structure and distribution of lectures will be reviewed to ensure a more balanced workload throughout the semester. Additional lectures, assignments, or guided readings will be considered where appropriate. The

connection between lectures and literature will also be strengthened to improve coherence and clarity of learning outcomes.

The positive reception of the literature seminars and the flipped classroom format is encouraging. Given the strong feedback in favor of discussions, more space for interactive exchange will be incorporated.

Concerns regarding room size and facilities have been noted. Efforts will be made to secure appropriately sized rooms and ensure sufficient seating and access to power outlets.

The GIS lecture in particular requires significant improvement. Technical issues and limited support hindered effective learning. For the next course cycle, technical arrangements will be reviewed to ensure meaningful skill development.

The forest-related content will be strengthened. More forest-specific case studies and examples will be incorporated. Assignment formats will also be reconsidered to introduce greater variety, including the possibility of working with more than one landscape context.

Assessment formats and expectations will be revised to improve clarity. Assignment criteria will be specified more precisely and the balance between group and individual work will also be reconsidered, along with the potential inclusion of an additional form of knowledge assessment.

In summary, while the course successfully provided a broad overview of key topics, the feedback highlights important areas for development. Concrete adjustments will be implemented next year to strengthen depth, clarity, practical relevance, and overall course structure.

Student representatives comments

The course "Analysis of forested landscape" gave a good first overview on different approaches in landscape architecture and there was no need for prior knowledge. However, due to the wide variety of topics, there was a lack of digging deeper into each topic. Furthermore, it would be desirable to get more specific examples of the "real world" to help stabilizing the knowledge of the different topics learned instead of just focusing on the theoretical part and the definitions of different terms used in landscape architecture. Additionally it would be very helpful as well, to not just state and repeat the different problems landscape architecture is facing over and over, but also try to think of possible solutions. The sustainable development aspect could have been pointed out more as well.

To reach this, it would be good to have more lectures in general, since many students felt a bit underchallenged. Some students felt that the lectures were splitted badly and that some weeks were full of lectures whereas others were pretty empty. To fill this emptiness, some students would have wished not only for more lectures, but also for more assignments or readings. The existing literature felt not always connected to the lectures, so maybe the literature used should be revised.

What really stood out in a positive way were the literature seminars. The ongoing discussions about the literature was really helping to get a deeper understanding of the topics covered. Many students also wished for even more of them and overall wished for more discussions. The teachers did a good job in opening up discussions and tried to motivate us very actively. However, sometimes comments or comparisons about how quiet the class is or that "this year is not like the previous year" were made, which felt offensive to some people.

The gender and equality aspect was covered very well, but it could have been pointed out even more.

Another thing that stood out in a good way was the flipped classroom. It was a new and interactive way to build our knowledge and was perceived positively by most of the students. In general, Canvas and how the timetable was organized was satisfying for most of the students. Nevertheless, some students felt like the Canvas page in this course was unorganized and that some of the material was hard to find. Furthermore, some things like times or dates of events were communicated wrong. Additionally, some students would have found it helpful if the timetable would have been transmitted directly into Canvas.

Overall, the studying environment was satisfying but there were some lectures where the room was too small for the whole class. Especially in the castle, where most of the time not enough chairs were available and some students and teachers had to search for chairs. Some teachers seemed pretty surprised as well that we were so many students. As a result the rooms were often crowded, so maybe it would be possible to book rooms that are fitting for the amount of students in class. A few students also wished for more power outlets, where they could plug in their computers etc.

One thing that has to be improved is the GIS lecture. Many students were looking forward to it, but were disappointed afterwards. The computers were extremely slow and crashed a few times. It was simply impossible to finish the assignment and no one really benefited from that lecture or knows how to use GIS now. It would be great to have multiple lectures on that topic and also have more than one teacher helping.

There is also room for improvement on some other topics. Since the course is called "Analysis of **forested** landscape" we would have wished for more forest related content. The landscape aspect was fully covered, but the

forest part was missing most of the time. For example for the poster assignment, most of the groups had more park-like landscapes, and only one group had a forested landscape.

A lot of students wished for more variety on the assignments. We had one group and one landscape over the whole course. For many students this felt a bit monotonous since we had all of the assignments on the same landscape, and for some it felt like a never ending story, because after every assignment, another one was added for the same landscape.

What also was perceived a bit monotonous was that most of the time, it was talked about Scandinavia, especially Sweden and Denmark. There was one lecture where we had to talk about folklore from our homecountry, but nobody really understood what folklore had to do with landscape architecture. In addition we had one article about the differences between european and american forestry, but it was more theoretical and about the different philosophies in each country and not about how it is really practiced.

The last point is about our examinations. There was no real exam which also gave us no opportunity to test our knowledge. Some of the assignments and the feedback we received were rather vague and it often was unclear what was expected from us. Some students also wished for not as much group works and that the final WAC assignment was explained at the beginning of the course, so that we would know on what we should pay extra attention during the lectures.

Overall, it can be said that the course gave a good overview on a wide range of topics but there is certainly some improvement that has to be done.

Kontakta support: support@slu.se - 018-67 6600