



## Studio - Landscape architecture and urban space LK0252, 20084.1617

15 Hp  
Pace of study = 100%  
Education cycle = Advanced  
Course leader = Tomas Eriksson

### Evaluation report

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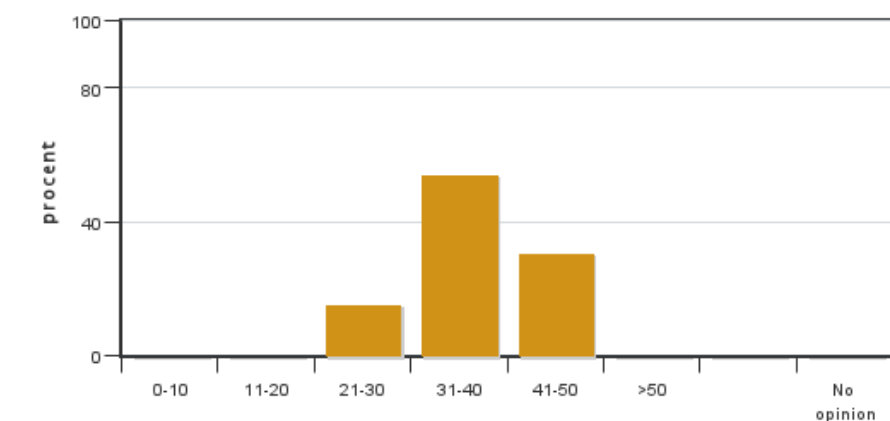
**Evaluation period: 2017-01-12 - 2017-02-03**

Answers 13  
Number of students 26  
Answer frequency 50 %

### Mandatory standard questions

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**1. How many hours per week have you on average spent on the course, including scheduled time?**

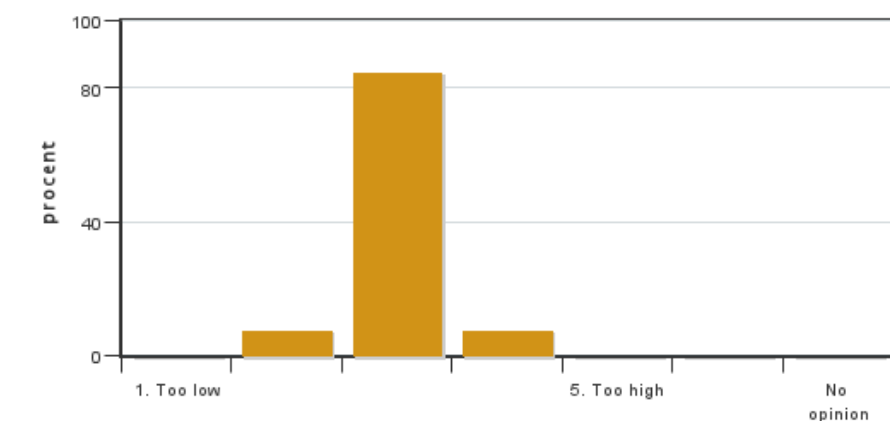


Answers: 13  
Medel: 36,5  
Median: 31-40

0-10: 0  
11-20: 0  
21-30: 2  
31-40: 7  
41-50: 4  
>50: 0

No opinion: 0

**2. How do you estimate your background knowledge before the course?**

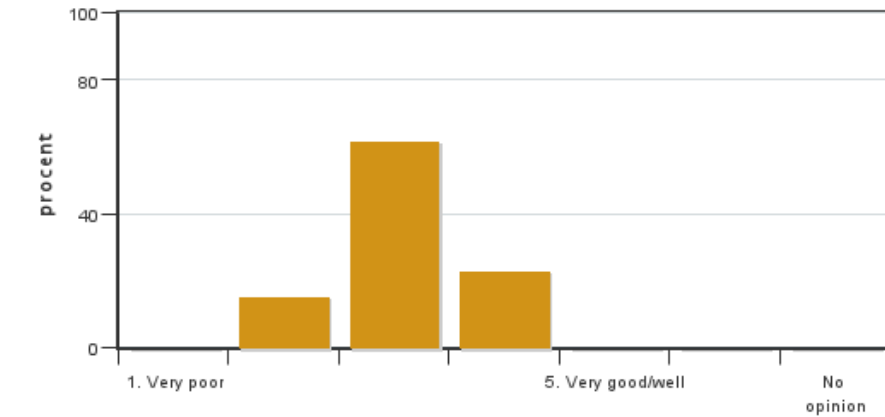


Answers: 13  
Medel: 3,0  
Median: 3

1: 0  
2: 1  
3: 11  
4: 1  
5: 0

No opinion: 0

**3. How has the administration of the course worked?**

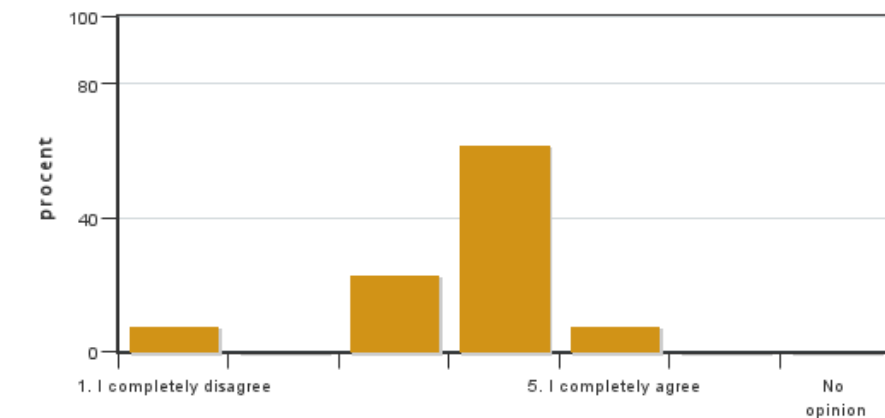


Answers: 13  
 Medel: 3,1  
 Median: 3

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

No opinion: 0

**4. The overall impression of the course is very good.**

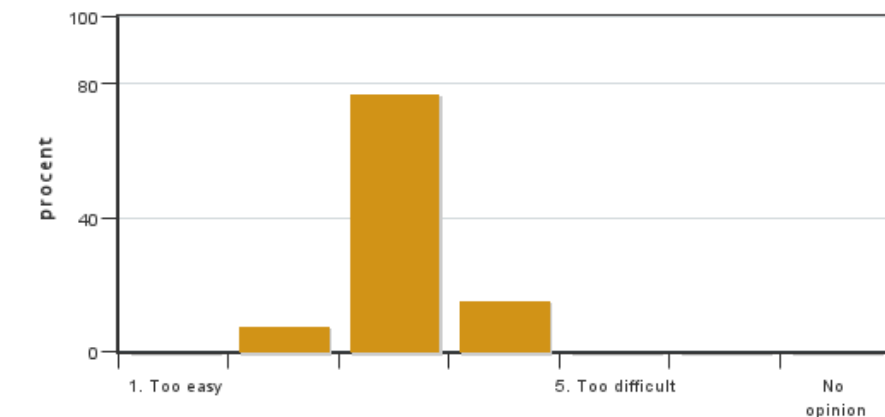


Answers: 13  
 Medel: 3,6  
 Median: 4

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

No opinion: 0

**5. The level of difficulty for this course has been**



Answers: 13  
 Medel: 3,1  
 Median: 3

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

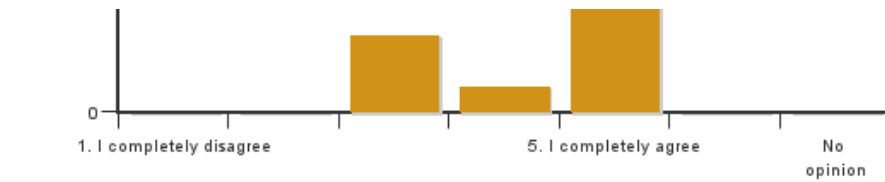
No opinion: 0

**6. I consider that this course has taken up all of the learning outcomes described in the course syllabus. If you select (1), (2), (3), or (4) please describe which learning outcome(s) has/have not been sufficiently covered.**



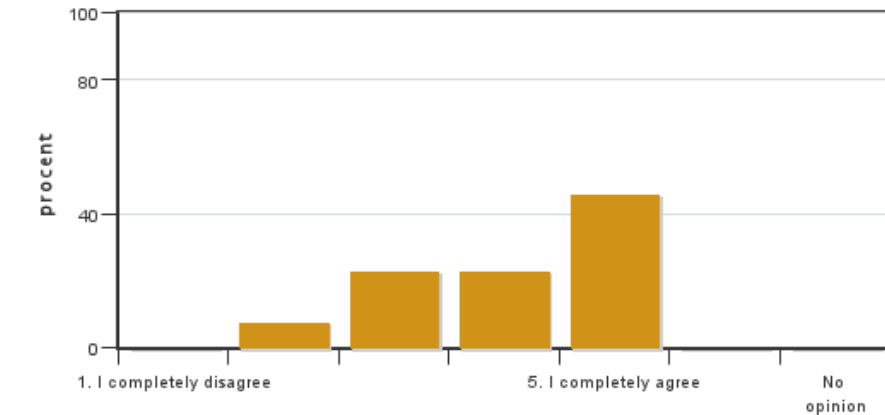
Answers: 13  
 Medel: 4,5  
 Median: 5

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



5: 9  
No opinion: 0

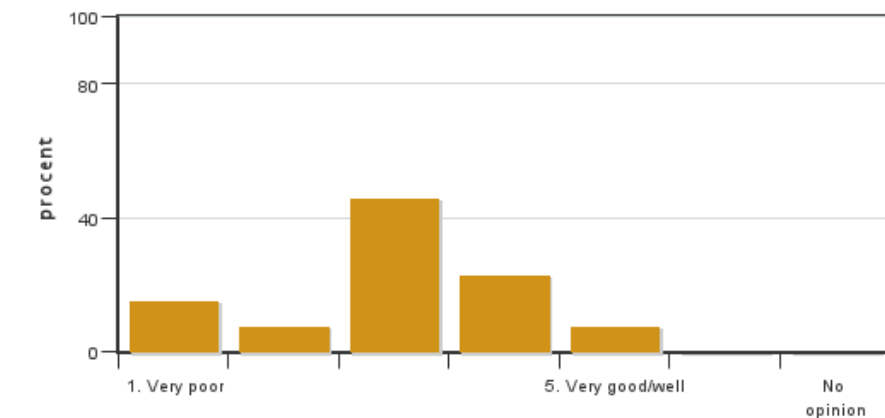
**7. The grading criteria were clear and easy to understand**



Answers: 13  
Medel: 4,1  
Median: 4

1: 0  
2: 1  
3: 3  
4: 3  
5: 6  
No opinion: 0

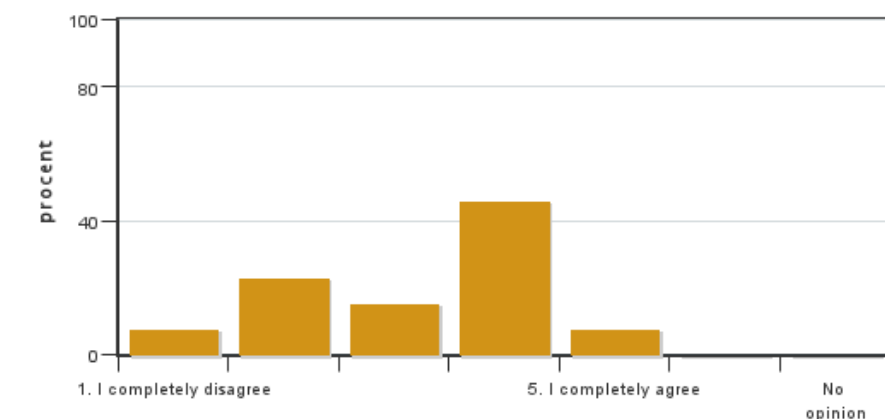
**8. I believe that the discussion climate during the course has been good**



Answers: 13  
Medel: 3,0  
Median: 3

1: 2  
2: 1  
3: 6  
4: 3  
5: 1  
No opinion: 0

**9. I believe that the necessary infrastructure, such as teaching facilities and equipment, has functioned effectively.**



Answers: 13  
Medel: 3,2  
Median: 4

1: 1  
2: 3  
3: 2  
4: 6  
5: 1  
No opinion: 0

## Course leaders comments

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Course leader Tomas Erikssons comments.

1.

Participation in the course evaluation is below 50%, which of course affects the value of the measurement but gives important signal to get better participation to future years. The year before, in 2015, participation was 76% and the year before 2014 (the equivalent course) was 79%.

If we look at the question of what the students think of the course overall impression the average is 3.6 this year, which is clearly lower than in the two previous years' averages, in 2015 it was 4.7 and in 2014 it was 4.6. The issue of information / management is also clearly lower than the average 3.1 in 2015 to 4.3 in 2014 and 4.4.

From the above, it is impossible to draw proper conclusions. The rating drops but so also participation and thus reliability. Yet it is a signal that we teachers need to respond to. Broadly we have done in the same way the last two years before in terms of exercises, number of hours of supervision and criticism, and it seems then to have worked well, but perhaps less good this year. Although the allocated time to do the course evaluation was the same as last year the figures became lower.

As for the comments on the various assignments one measure is to review all assignments, maybe lift out or change some assignment. In this context also it is also good to clarify expectations and demands of the different critique sessions. Clarify the relationship between design and presentation and how they fit together. The information is relevant to the students but also to the teacher-critique group. Putting together assignments, critiques etc in a comprehensive compendium is a good idea and can be relatively easily arranged. Gives everyone an overview of the course.

This year, the part which deals with digital presentation technologies and softwares received more negative comments. One measure is to review whether other teachers can be involved.

There are some negative comments on the critique model we have in the course, that it is a critique group of teachers and invited to provide feedback / criticism, and that students are not allowed to, or do not have time to come in and comment. It is also so that the critics do not study the proposals before the critique moment. This model has its advantages and disadvantages compared with other crits. The model we have had for several years and we think it is good when the student practices to, briefly and clearly present to someone who is not familiar with the task. Of course, criticism is currently an important educational opportunity, an opportunity for feedback, but it should be seen in conjunction with other student-teacher meetings in the tutorials that are equally important. This kind of critique model is one of many in the landscape architect program and in an overall context, it is good that the students face different types. Admitting students for comments we should do, it may not mean that everyone have the time to say something, but we see that it is possible to do so. It may also require a clearer explanation of why we have this critique model in this course.

This year, some comments focused on that a female student had received comments in critique 2 and experienced by many as gender inequality and had nothing to do with the student's proposal or presentation. It should not be comments about students in presentation situations (or another situation) perceived as inequalities in gender or other perspective. It should not be present at all from any part and here we all need contribute. But this is particularly important for teachers as a teacher-student relationship involves a power imbalance when a teacher's role is partly to assess the student's performance. This is addressed in the teacher group to prevent it from happening in the future. However, it may be highly relevant to comment on a student's way to present orally and visually if it affects the understanding of the proposal. But of course, in an objective and equitable manner.

The level of ambition of teachers and students needs to be high, but you have to do it in a positive spirit. Both students and teachers are committed to the different tasks and that the course should be of high quality. Sometimes a teacher's involvement is perceived as he/her sets high standards, which is not wrong, it must be able to do in course at master level, however, it is possible to discuss how it is presented. We teachers are of course different individuals with different personalities that is expressed in the course. We think it is a strength that students can interact with these differences in tutoring, lectures and criticism.

2.

Designing the square of Hertig Johans square in Skövde is one way, of many, to address sustainability issues. Issues about useability, aesthetics and choice of materials are examples of discussions in the course.

## Student representatives comments

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### 1. Kommentera alla de fritextkommentarer som känns relevanta i utvärderingsrapporten -- både bra och dåliga.

Det var ganska många kommentarer även om det inte var så många som gjorde den skriftliga utvärderingen.

Sammanfattningsvis var det många kommentarer om det hierarkiska styrsättet av kursen, jag upplever det som att många är missnöjda med kritikfällena och särskilt för att studenterna knappt fick prata. Det verkar även som att

flera tycker att kritiken från juryn ibland varit lite väl hård. Mycket kritik mot Thorbjörn, för hård, för okonstruktiv kritik, kommenterade på Linns utseende under en presentation, mansplaining mm. Kanske värt att ta upp det med honom att han inte upplevs som en helt skön person ur studenternas synvinkel?

Uppgifterna har varit lite röriga, flera uttrycker att de skulle vilja ha ett samlat dokument i början av kursen för att på ett lättare sätt kunna strukturera sin tid. Även tydligare instruktioner. Kanske skippa uppgiften homepage och flytta några lärartimmar från kritiktillfällen till handledning? På så sätt skulle ni kunna använda er av 15 studenters smarta hjärnor som är helt gratis och som gärna är med och kommenterar på presentationerna. Det verkar även vara ett önskemål om tydlighet i modellbyggandet. Det är bra med fysisk modell, dock har vi aldrig gjort det tidigare så kanske skulle behövas instruktioner om hur en kan gå till väga + att det finns material på skolan att köpa.

Jag tog även kommentarer under den muntliga kursutvärderingen:

Om övningarna

- För mycket olika information om vad vi skulle prestera och om övningarna, ni borde samla allt i ett dokument
- Skissövningen i början av kursen var bra, den med mimic osv. Även tillhörande tables när vi diskuterade alla de olika förslagen som vi fått fram.
- För mycket uppgifter innan kritik 2, det blev dåligt för folks planering

Om kritiktillfällena

- Bra med tre kritiktillfällen på olika teman, även om dessa skulle behöva styras upp och förtydligas samt att juryn borde hålla sig till det väsentliga (ex. kritik 2 där många fick kommentarer på sin grafic och layout fast att det ingenstans stått att det var ett fokus. borde heller inte vart det så tidigt i kursen)
- Det behövs mer tid efter kritik 2 innan presentationsfasen. Folk blev stressade.
- Kanske ha en tables innan kritik 2 som vi hade innan kritik 1? För att få litet mindre hål mellan kritik 1 och 2

Om föreläsningar och program

- Ta in någon utomstående som kan datorprogrammen bra
- Mikael och hon som förklarade sketchup var inte tillräckligt bra. Mikael låg även för tidigt i kursen och han borde haft fokus "så här gör du det här" och inte inspiration. Det kan vi finna på pinterest
- Tomas Oles presentation var bra men den borde legat mycket tidigare
- Föreläsning om ljus skulle vara bra, eller kanske en ljuspromenad i Uppsala?

Övrigt

- På Alnarp finns det ett kompendium som de får köpa där det finns instruktioner om alla datorprogram. Kanske kolla vem som tillhandahåller det och sprida det på den här skolan också?
- Bra att konceptfasen var så lång
- Veckans bok borde vara på engelska så att alla kan ta del av den
- En ordlista för eng-sve vanliga begrepp skulle vara bra

**2. SLU har ett övergripande mål att "Öka kunskapen om hållbar utveckling och hållbart nyttjande av naturresurser hos våra studenter". Kommentera nedan hur du anser att kursen har bidragit till kursdeltagarnas kunskaper om hållbar utveckling och hållbart nyttjande av naturresurser.**