People and Environment
LK0382, 20047.2324

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

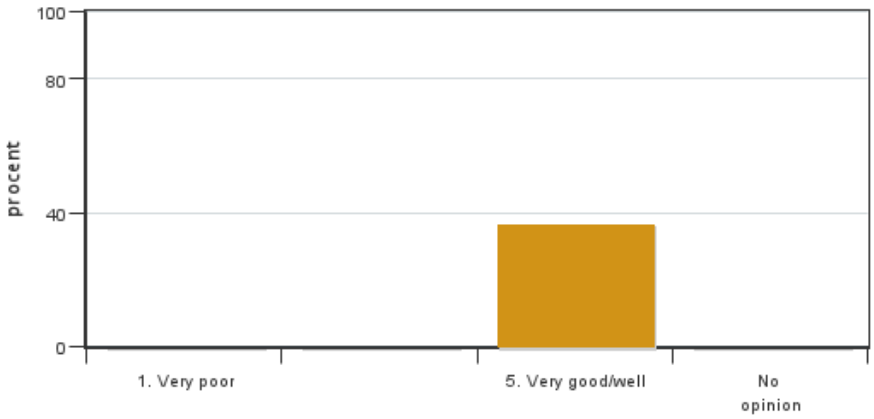
Evaluation report

Evaluation period: 2023-12-19 - 2024-01-28

Answers	19
Number of students	42
Answer frequency	45 %

Mandatory standard questions

1. My overall impression of the course is:

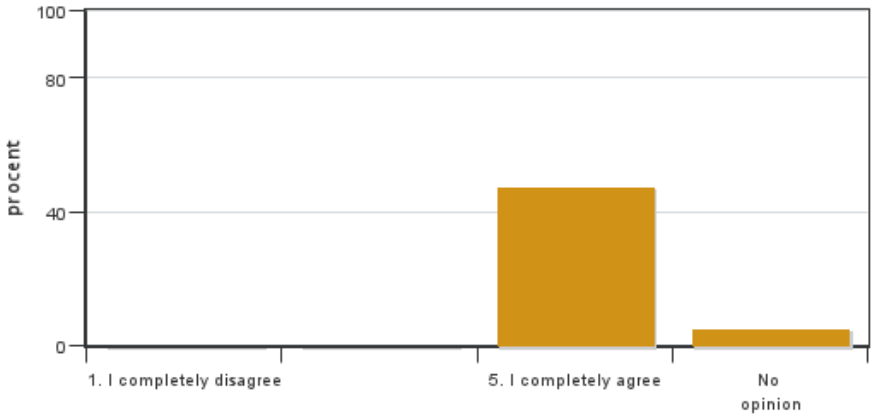


Answers: 19
Medel: 3,9
Median: 4

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

No opinion: 0

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

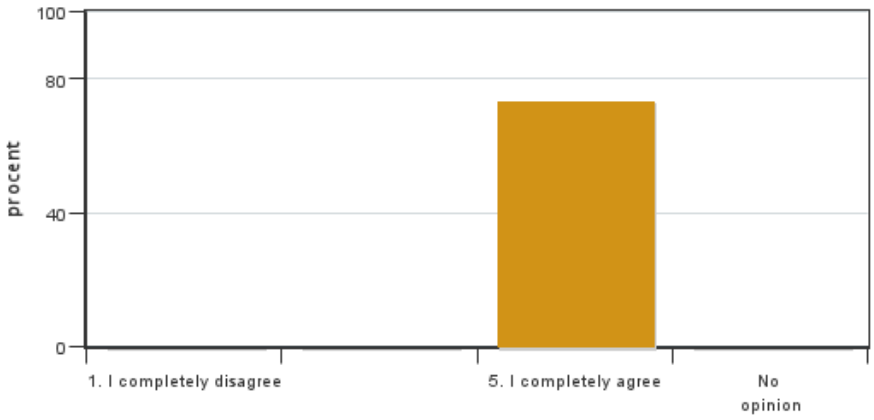


Answers: 19
Medel: 4,4
Median: 4

1: 0
2: 0
3: 2
4: 7
5: 9

No opinion: 1

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

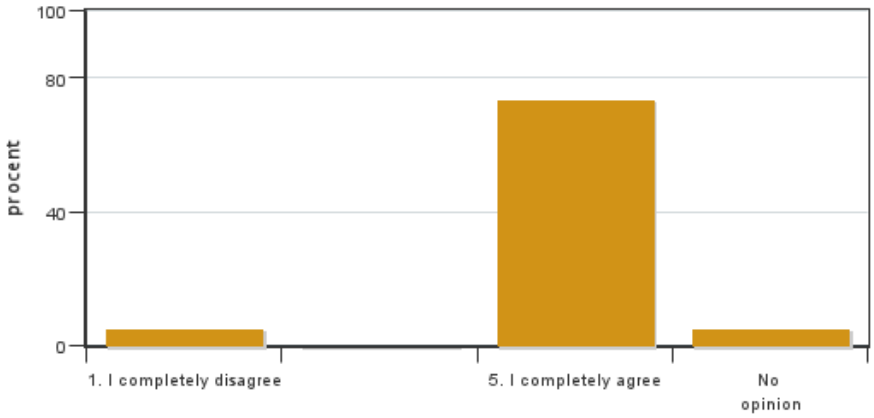


Answers: 19
Medel: 4,6
Median: 5

1: 0
2: 1
3: 1
4: 3
5: 14

No opinion: 0

4. The information about the course was easily accessible.

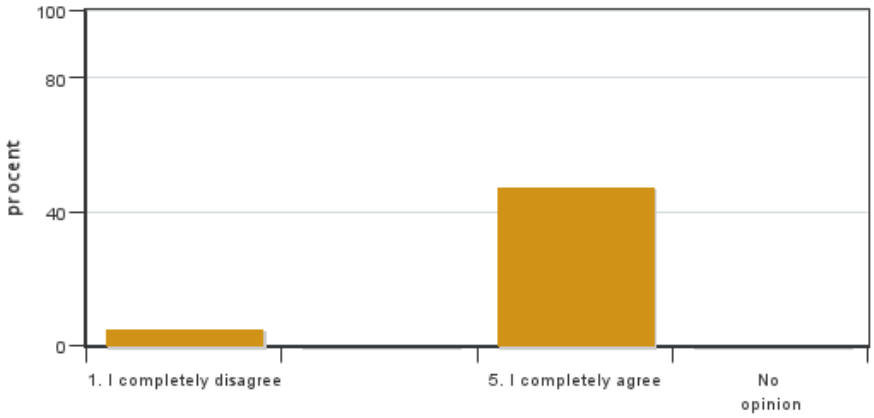


Answers: 19
Medel: 4,5
Median: 5

1: 1
2: 0
3: 2
4: 1
5: 14

No opinion: 1

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

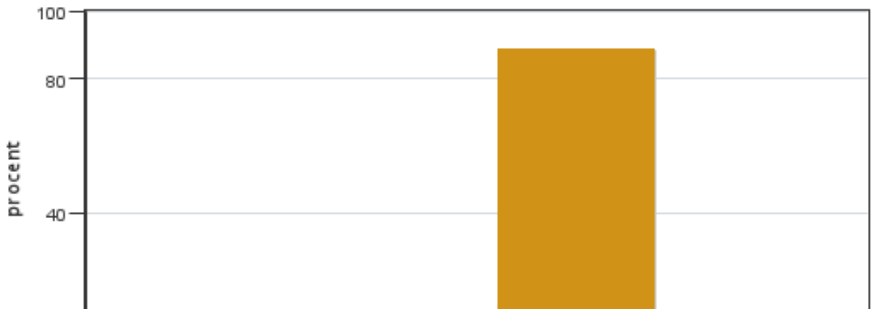


Answers: 19
Medel: 4,1
Median: 4

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

No opinion: 0

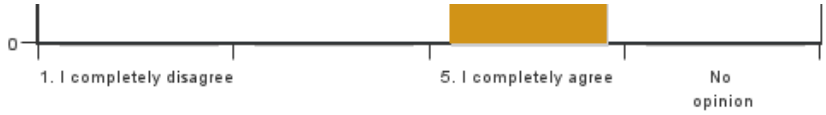
6. The social learning environment has been inclusive, respecting differences of opinion.



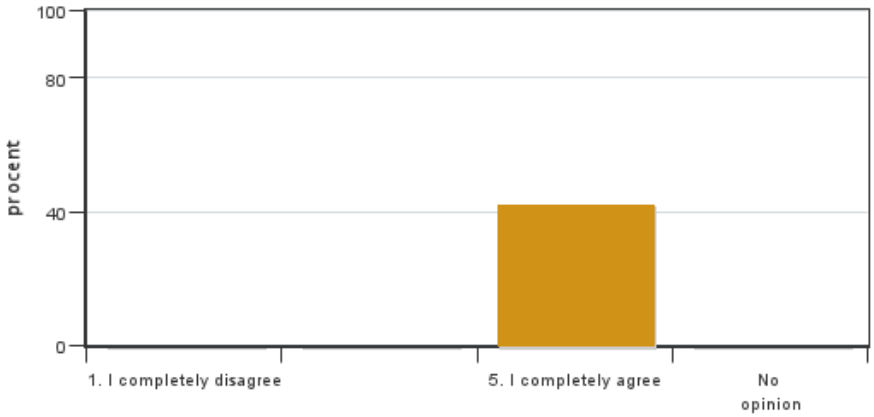
Answers: 19
Medel: 4,9
Median: 5

1: 0
2: 0
3: 0
4: 2
5: 17

No opinion: 0



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

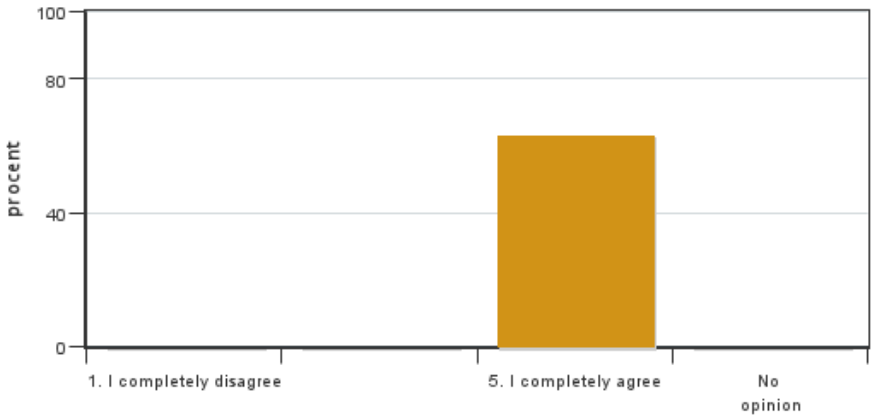


Answers: 19
Medel: 4,1
Median: 4

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

No opinion: 0

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

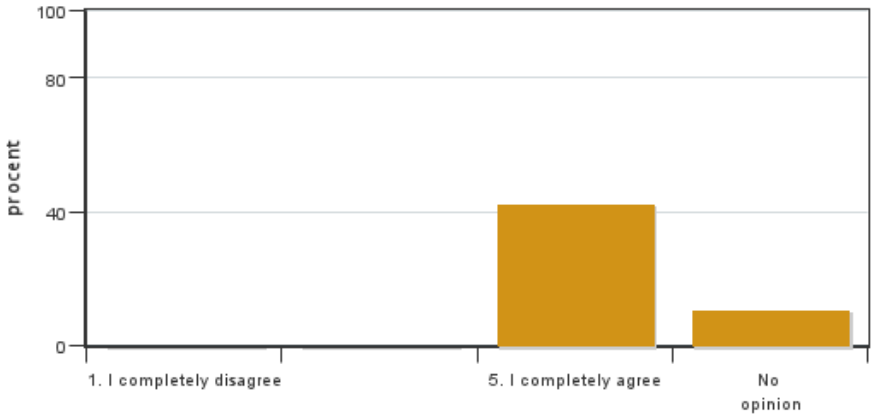


Answers: 19
Medel: 4,4
Median: 5

1: 0
2: 1
3: 3
4: 3
5: 12

No opinion: 0

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

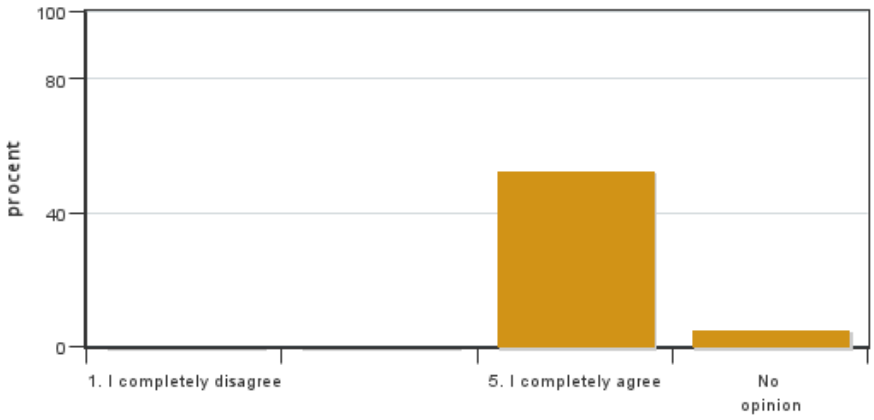


Answers: 19
Medel: 4,2
Median: 4

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

No opinion: 2

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).

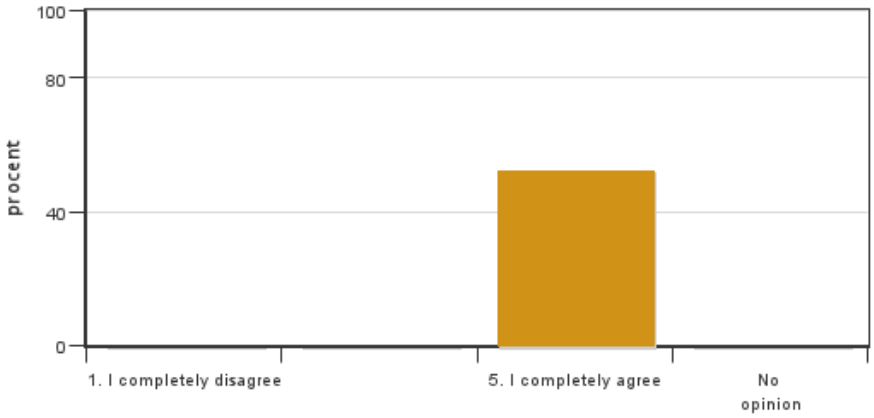


Answers: 19
Medel: 4,5
Median: 5

1: 0
2: 0
3: 1
4: 7
5: 10

No opinion: 1

11. The course covered international perspectives.

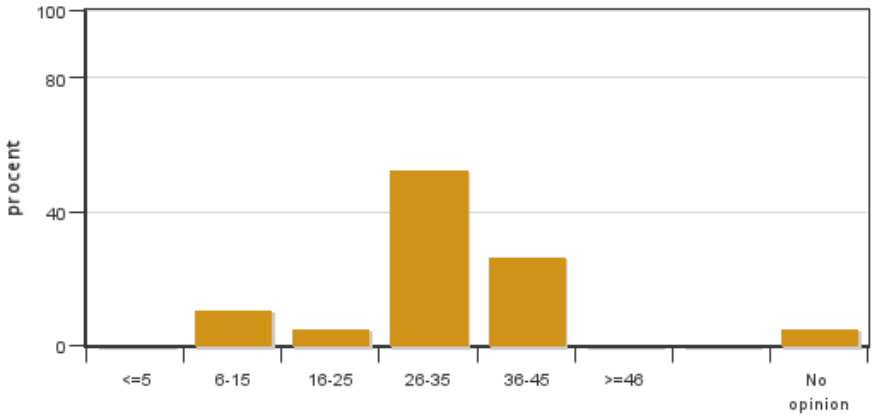


Answers: 19
Medel: 4,3
Median: 5

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

No opinion: 0

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



Answers: 19
Medel: 30,0
Median: 26-35

≤5: 0
6-15: 2
16-25: 1
26-35: 10
36-45: 5
≥46: 0

No opinion: 1

Additional own questions

13. Are there any particularly valuable lectures, texts or other course elements that we should definitely keep in the course?

13. Do you have any suggestions for improvements of the course?

13. What was the most important knowledge you got from the course and would you recommend this course to other students?

13. Any additional comments

Course leaders comments

About half of the students answered the evaluation, which is a fair response rate but perhaps then lacking responses for those who do not have strong opinions in any direction. This could perhaps inflate and partly explain the picture of differing opinions. Another explanantion is ofcourse the diversity of students taking the course, where some has little knowledge of enviornmental psychology from before while others are already aquainted with the field from earlier studies. Also students differ in their practical, design or theoretically oriented interests.

Currently the course serves an aim of being an introduction and overview to the topic of environmental psychology in landscape architecture. It is possible that the growing interest generally in the topic over the past years has also lead to that more students than before have some prior knowledge. Hence, more students are looking for a more in depth knowledge and more challenging tasks. How to provide the best possible content for all the different student categories taking the course will be an important question to discuss further in the teacher team and with the programdirectors, as this question relates both to how the course itself can be further developed but also to what role this course should have in the education programs for landscape architects.

Generally the evaluation result points to that the course is considered having a good quality, with high scores also for the social learning climate, equality aspects and international perspectives.

Student representatives comments

Out of 42 students, 19 gave feedback on the course through the course evaluation. On average, students spent 30 hours a week, and rated it 3.9 out of 5. The course covered various topics concerning the interaction between people and the physical environment. A theme several students felt had been missing previously in the landscape architecture program. Opinions on the course varied widely. Some students appreciated the wide range of topics, while others felt it lacked depth.

In the evaluation students wished to maintain several different lectures and themes, indicating a positive range of topics and lecturers. However, this diversity was also seen as a challenge, with some finding the material repetitive and superficial. Some of the most revered were Mark Wales, Fredrika Mårtensson, and Kolbjörn.

Students with no previous experience in landscape architecture said that that was not a hindrance to this course and felt like their previous knowledge was sufficient. Some students would recommend the course highly, especially for those interested in psychology and are new to environmental psychology, others suggested it needed more challenge and depth, particularly for those already familiar with the field. Specific lectures, like the one with Mark Wales were praised. But for other lectures there were calls for clearer connections to the landscape architecture field and practical applications, rather than focusing solely on research.

Many students appreciated the course's flexible schedule, allowing them to focus on areas of interest in the field and could explore particular topics more in depth. Others however, found this approach unmotivating, and felt it lacked motivation due to a perceived lack of workload and insufficient challenges.

Suggestions for improvement include smaller groups, shorter presentation days, more structured online resources, and field trips. Overall, student responses varied greatly, with some expressing a positive experience, emphasizing the valuable insights gained from the course, while others saw room for improvement.