Dynamic Vegetation Design
LK0384, 40036.2324

15 Hp
Pace of study = 100%
Education cycle = Advanced
Course leader = Björn Olof Wiström

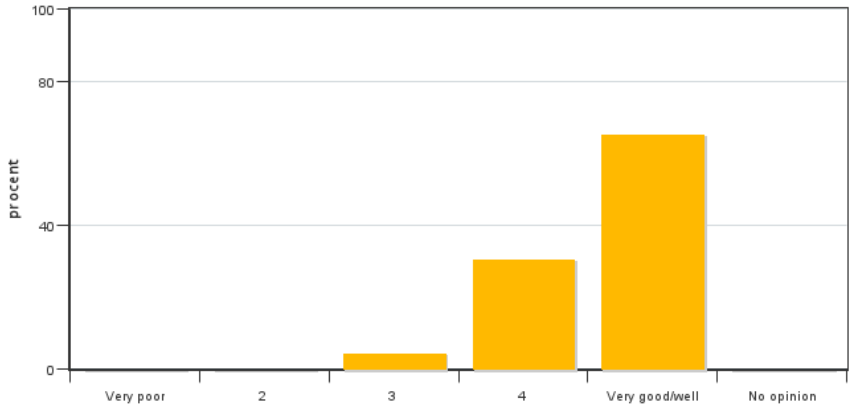
Evaluation report

Evaluation period: 2024-05-27 - 2024-06-14

Answers	23
Number of students	37
Answer frequency	62 %

Mandatory standard questions

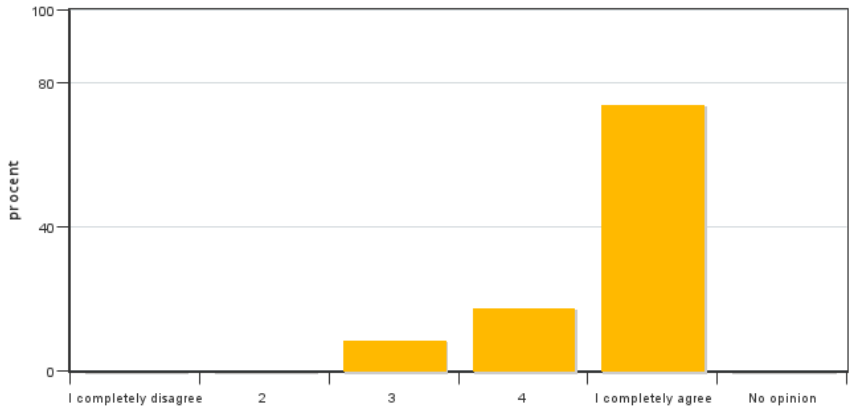
1. My overall impression of the course is:



Number of answers: 23
Average: 4,6
Median: 5

Very poor : 0
2: 0
3: 1
4: 7
Very good/well: 15
No opinion: 0

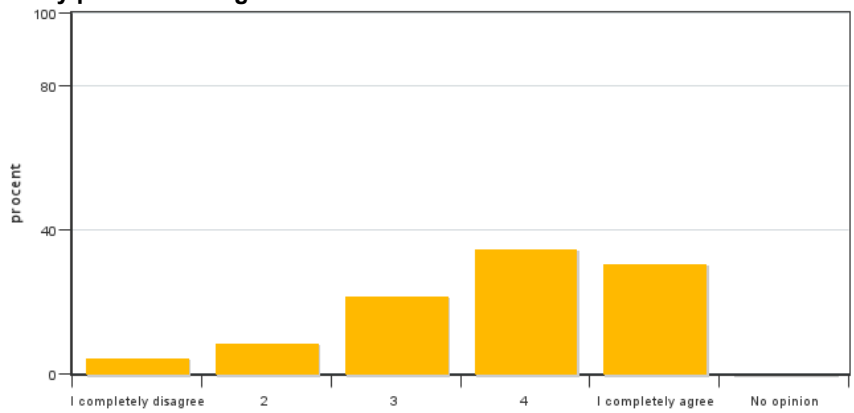
2. I found the course content to have clear links to the learning objectives of the course.



Number of answers: 23
Average: 4,7
Median: 5

I completely disagree: 0
2: 0
3: 2
4: 4
I completely agree: 17
No opinion: 0

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

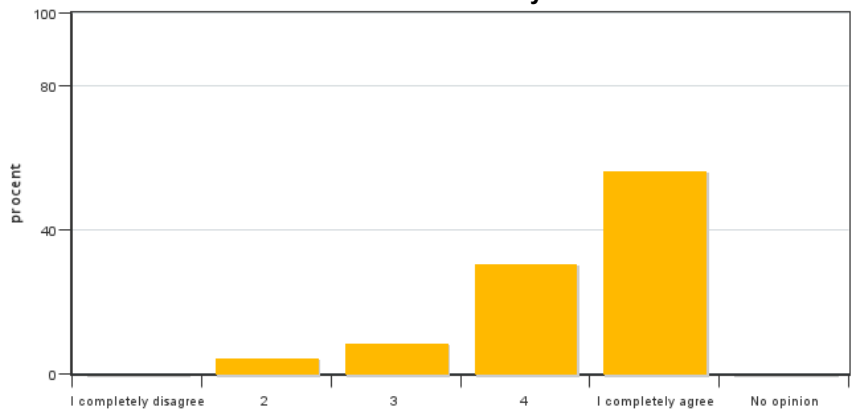


Number of answers: 23
Average: 3,8
Median: 4

I completely disagree: 1
2: 2
3: 5
4: 8
I completely agree: 7

No opinion: 0

4. The information about the course was easily accessible.

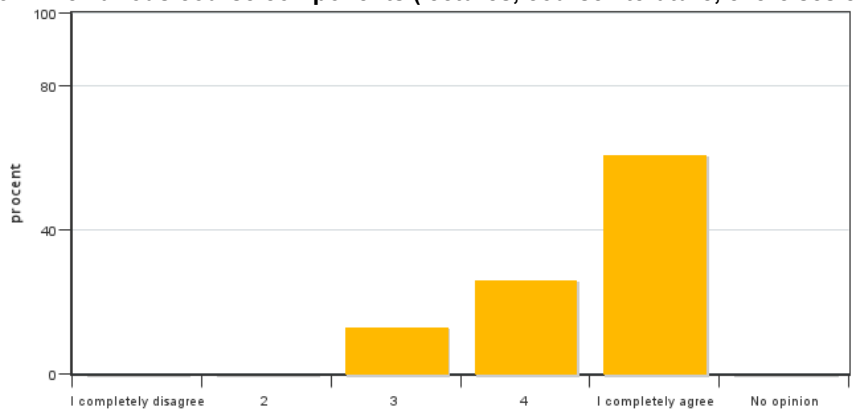


Number of answers: 23
Average: 4,4
Median: 5

I completely disagree: 0
2: 1
3: 2
4: 7
I completely agree: 13

No opinion: 0

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

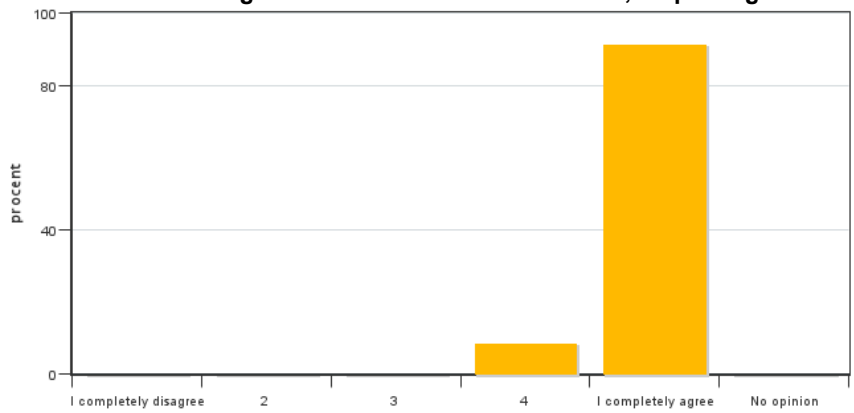


Number of answers: 23
Average: 4,5
Median: 5

I completely disagree: 0
2: 0
3: 3
4: 6
I completely agree: 14

No opinion: 0

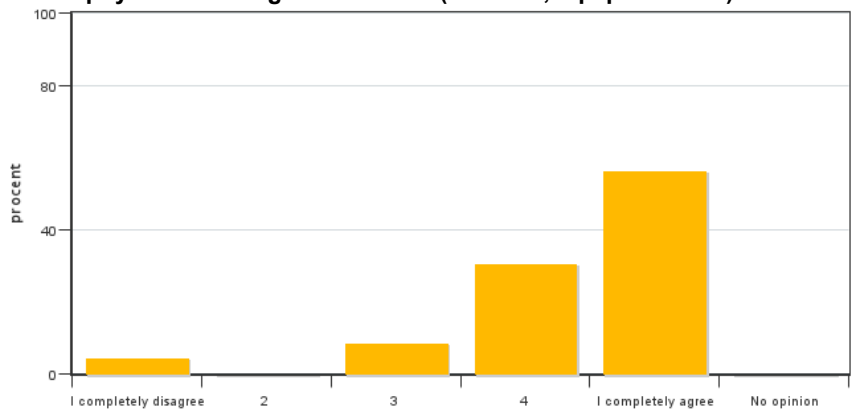
6. The social learning environment has been inclusive, respecting differences of opinion.



Number of answers: 23
Average: 4,9
Median: 5

I completely disagree: 0
2: 0
3: 0
4: 2
I completely agree: 21
No opinion: 0

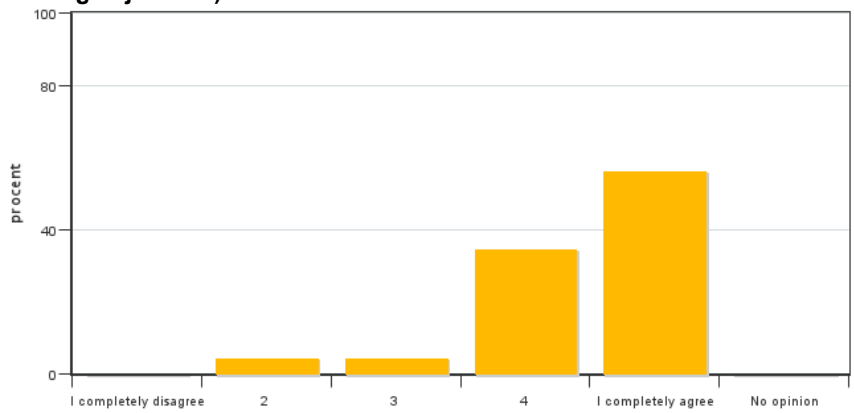
7. The physical learning environment (facilities, equipment etc.) has been satisfactory.



Number of answers: 23
Average: 4,3
Median: 5

I completely disagree: 1
2: 0
3: 2
4: 7
I completely agree: 13
No opinion: 0

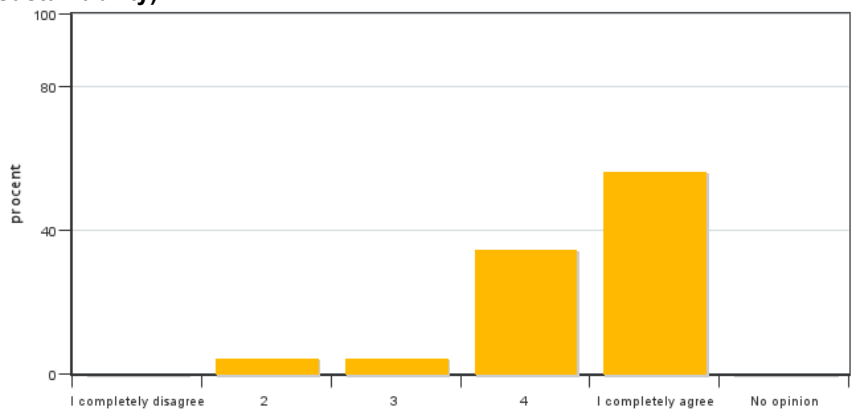
8. The examination(s) provided opportunity to demonstrate what I had learnt during the course (see the learning objectives).



Number of answers: 23
Average: 4,4
Median: 5

I completely disagree: 0
2: 1
3: 1
4: 8
I completely agree: 13
No opinion: 0

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

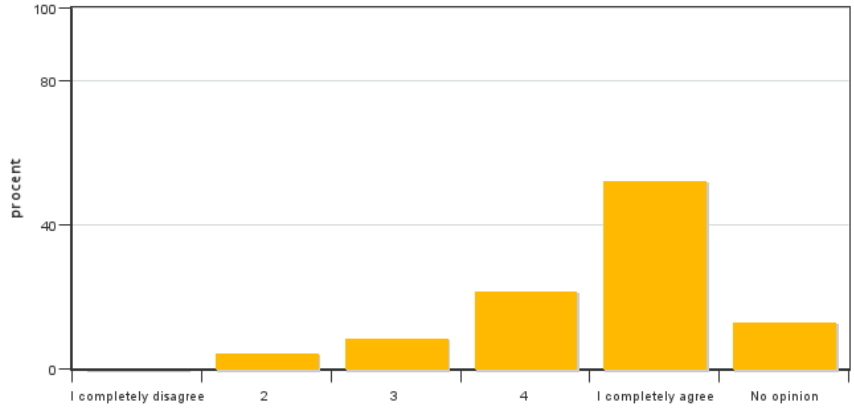


Number of answers: 23
Average: 4,4
Median: 5

I completely disagree: 0
2: 1
3: 1
4: 8
I completely agree: 13

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).

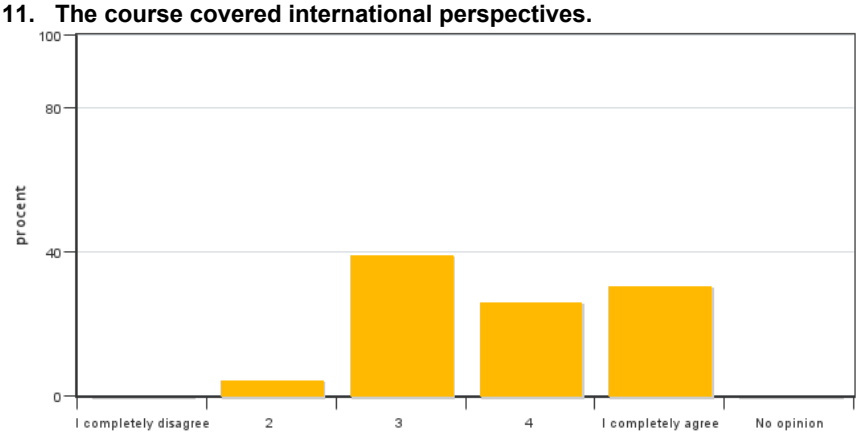


Number of answers: 23
Average: 4,4
Median: 5

I completely disagree: 0
2: 1
3: 2
4: 5
I completely agree: 12

No opinion: 3

11. The course covered international perspectives.

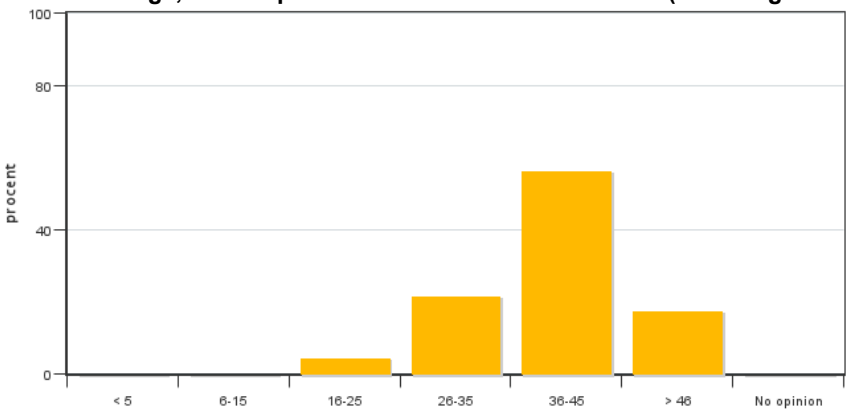


Number of answers: 23
Average: 3,8
Median: 4

I completely disagree: 0
2: 1
3: 9
4: 6
I completely agree: 7

No opinion: 0

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



Number of answers: 23
Average: 38,0
Median: 36-45

< 5: 0
6-15: 0
16-25: 1
26-35: 5
36-45: 13
> 46: 4

No opinion: 0

Additional own questions

13. What is important to keep as it is in the course? Please motivate why if possible.

13. Give examples of what could be changed/modified to make the course better?

Course leaders comments

Overall

The overall impression is that the students have appreciated the course, the different teaching activities and the overall structure of it, and that the main possibilities is to improve the course is to look at the amount of time the different task is given especially for the last part of the main project.

Suggestion for what is extra important to keep as it is:

The overall structure of the course with different themes, exercises, lectures and main project

The lectures, both live and pre-recorded

Combination of group and individual work for the project

The personal reference landscape library task, excursions, field walks and main project

The use Magasinet or similar as substitute for the lack of available studios

Suggestions for improvement:

- If possible, give more time for the final part of project by reducing the concept stage part and some of the literature task parts.
- Try to include a workshop or similar about topography and height curves since many students is lacking this basic knowledge.
- Try to include some optional basic information about planting plans, qualities etc. since many students is lacking this basic knowledge.
- Go through the literature task and there placement and requirements, considering removing literature task 1 or include more of the tasks into the main project.

Concerning the rather wide variety of answers about prior knowledge and some student's problems to handle basic aspects of topography and planting planes one could stress the need for the Introduction courses of LAM and the landscape architecture program to include more about topography and basic planting plans in their teaching.

Internal comments

Student representatives comments

Overall the course received high scores from the students. Here are some main points and reoccurring answers from the course evaluation.

- Multiple students highlighted the value of field walks and excursions, noting that they provided essential real-world references for the main project. These were seen as both useful and inspiring and should be kept in the course. The mix of lectures, excursions, field walks, and a combination of group and individual work was appreciated for providing a well-rounded learning experience.

- Many highlight the need for supervision in rooms with computers such as Magasinet. Booking the computer room for the remaining part of the project period was a relief. Suggestions for the future included ensuring supervision spaces have computers and providing dedicated workspaces for the final project phase.

- Some students felt that prior knowledge requirements were challenging, particularly in specific areas like local flora and topography. Creating a compiled resource with information on tree species, shrubs, and other plants, including details on dampness, light, pH, soil type, and qualities, was suggested.

- Many students felt that the final project was too demanding for the given timeframe. Suggestions for adjusting the workload included reducing the literature tasks, fewer field walks (although these were also mentioned as important to keep) and integrating the main project earlier.

Students appreciated the course's intensity and the substantial learning it provided. The course content was well-linked to the learning objectives, and the variety in the course (lectures mixed with real life examples in the excursions etc) were highly appreciated.