



Roles and methods for landscape architecture in comprehensive planning LK0330, 30157.2425

15 Hp
Pace of study = 100%
Education cycle = Advanced
Course leader = Andrew Butler

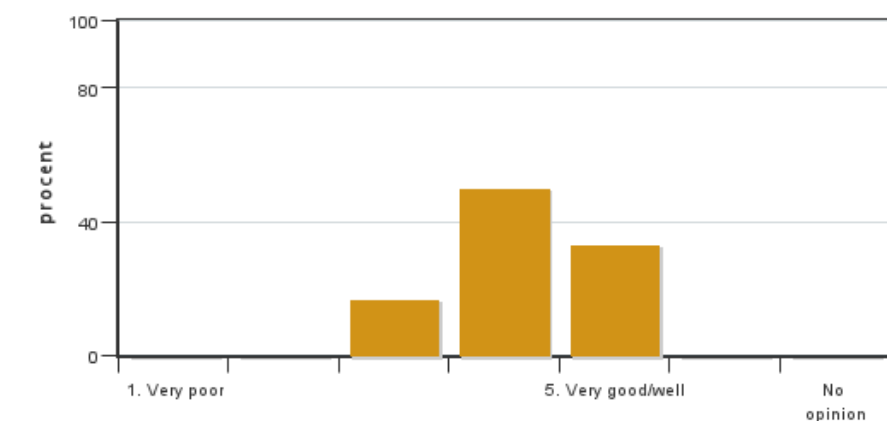
Evaluation report

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

Answers 6
Number of students 6
Answer frequency 100 %

Mandatory standard questions

1. My overall impression of the course is:

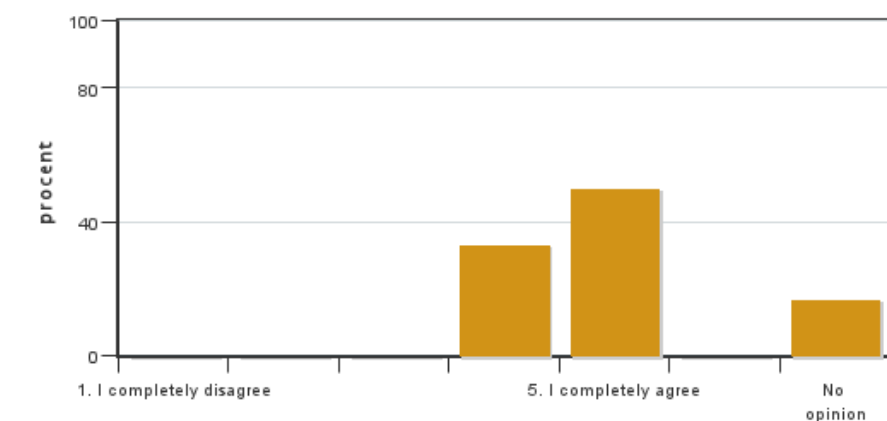


Answers: 6
Medel: 4,2
Median: 4

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

No opinion: 0

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

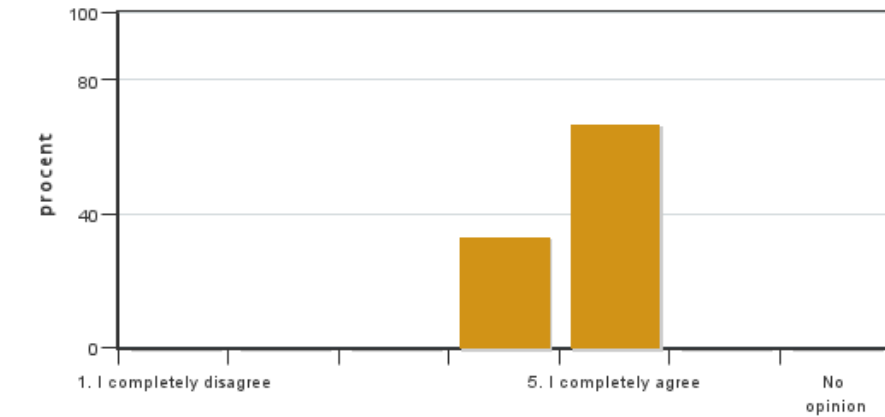


Answers: 6
Medel: 4,6
Median: 5

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

No opinion: 1

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

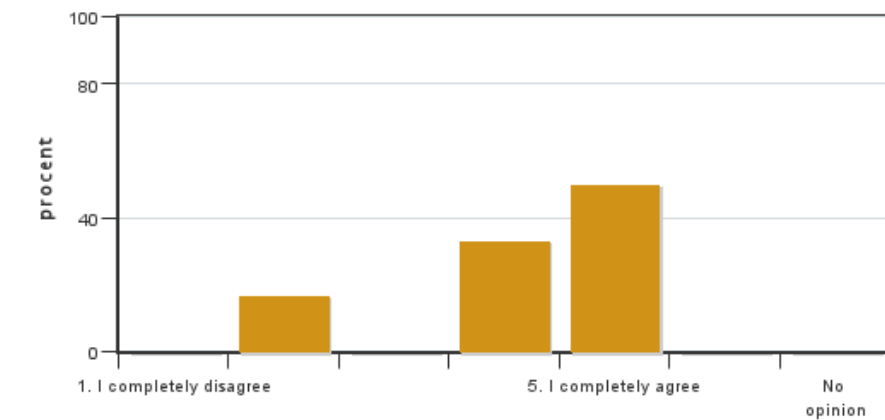


Answers: 6
 Medel: 4,7
 Median: 5

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

No opinion: 0

4. The information about the course was easily accessible.

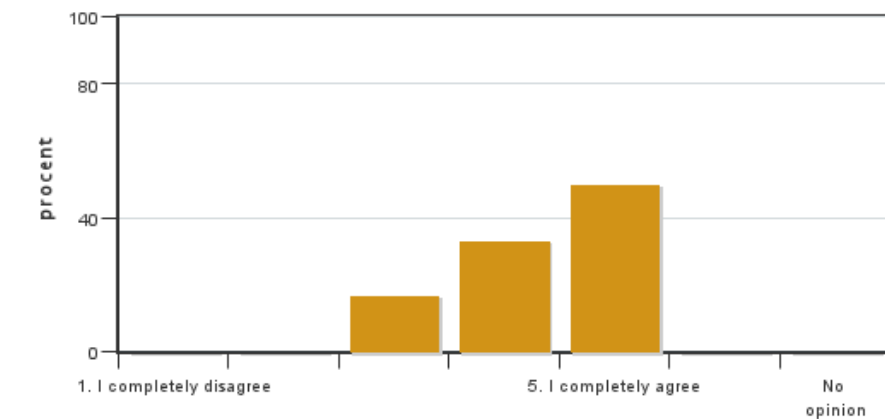


Answers: 6
 Medel: 4,2
 Median: 4

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

No opinion: 0

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



Answers: 6
 Medel: 4,3
 Median: 4

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

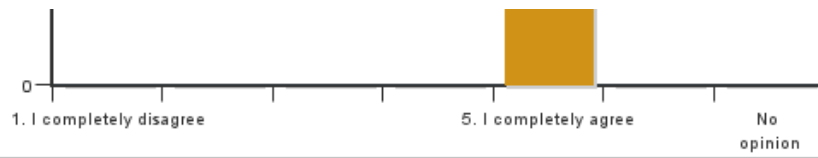
No opinion: 0

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



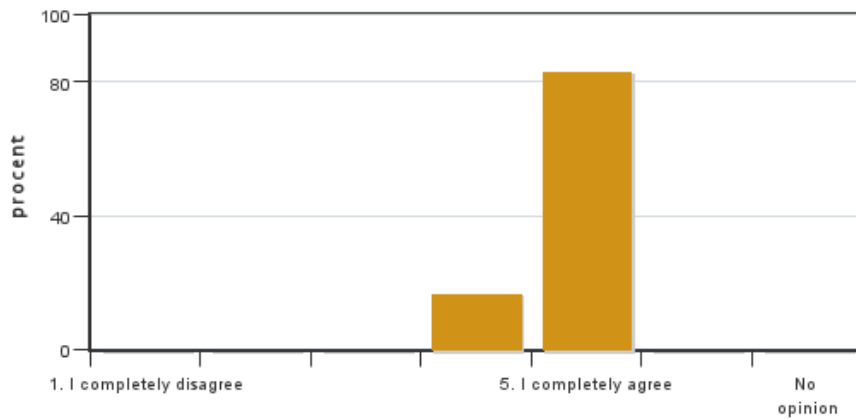
Answers: 6
 Medel: 5,0
 Median: 5

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



No opinion: 0

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



Answers: 6

Medel: 4,8

Median: 5

1: 0

2: 0

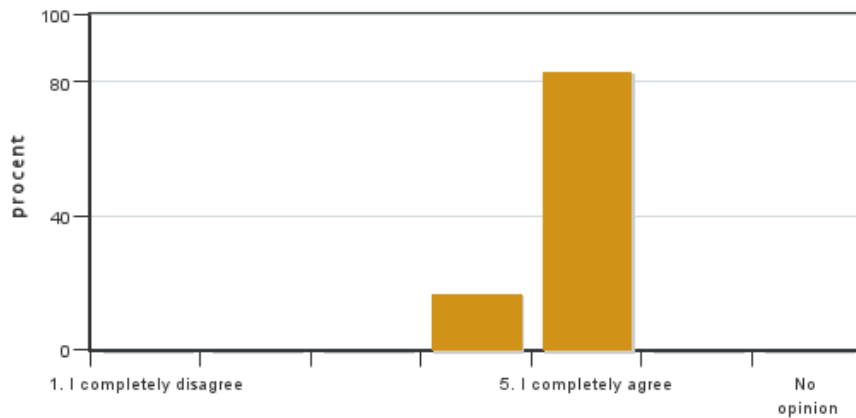
3: 0

4: 1

5: 5

No opinion: 0

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



Answers: 6

Medel: 4,8

Median: 5

1: 0

2: 0

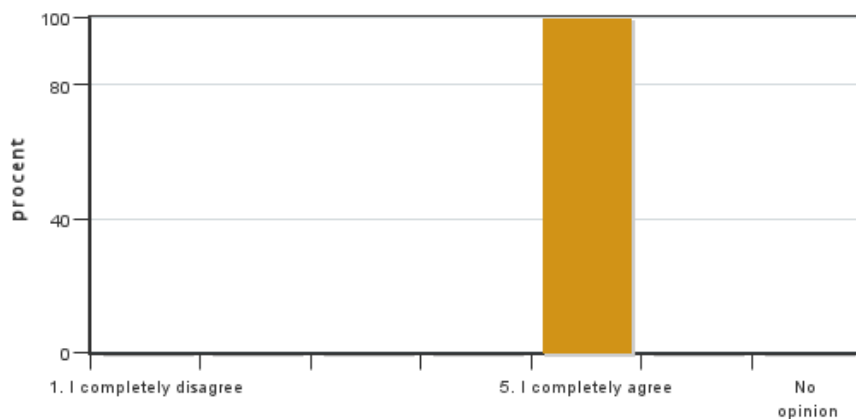
3: 0

4: 1

5: 5

No opinion: 0

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



Answers: 6

Medel: 5,0

Median: 5

1: 0

2: 0

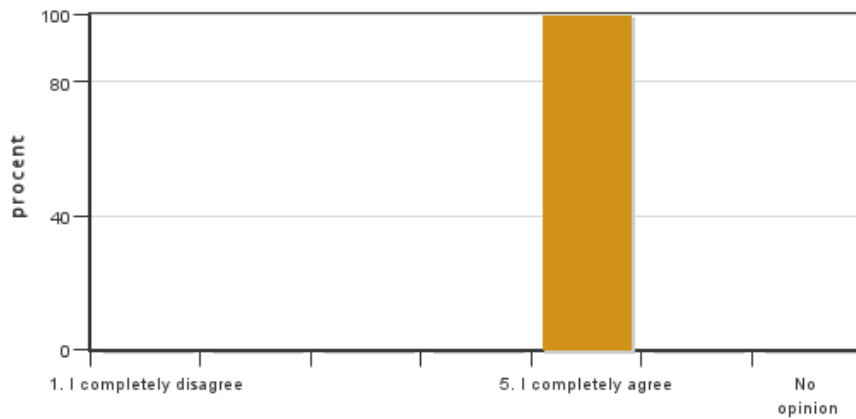
3: 0

4: 0

5: 6

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).

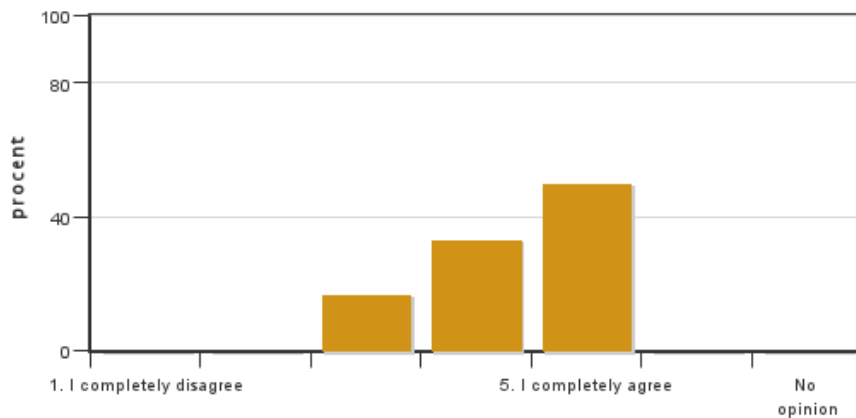


Answers: 6
 Medel: 5,0
 Median: 5

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

No opinion: 0

11. The course covered international perspectives.

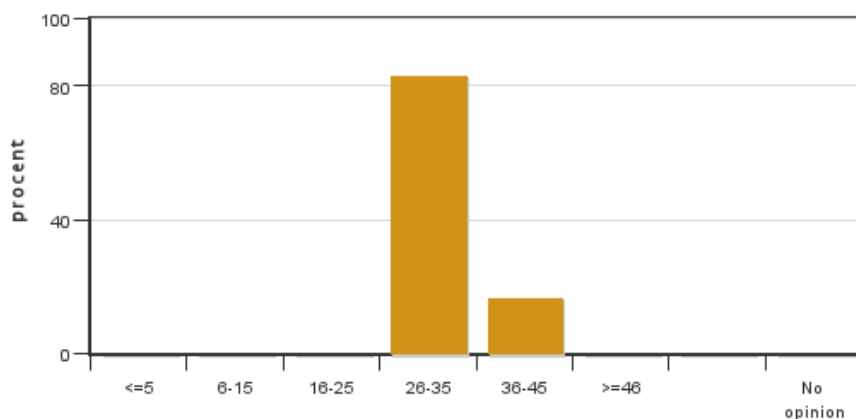


Answers: 6
 Medel: 4,3
 Median: 4

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

No opinion: 0

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



Answers: 6
 Medel: 31,7
 Median: 26-35

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

No opinion: 0

Course leaders comments

Unfortunately for 2025 we had a very small cohort of students, only 6 students partook in the course. Yet once again this has been an enjoyable course to run and teach on. Despite their small number the student's engagement and investment in the course has helped to develop a healthy environment for discussions, there appeared to be a great group dynamic. As such we are thankful to all our students who made the course so enjoyable.

There were several positive aspects that have been lifted by the students, both in the Evald evaluation and during verbal feedback, these we hope to build on for future years. There are obviously a number of less positive points that we need to address. The critical nature of the course and engagement with ethical issues, was on the whole greatly appreciated, this is an aspect of the course we will continue to nurture as it forms a central basis for the course.

This year we changed the study area and moved from a municipality to Nedre Dalälven Biosphere reserve, which

covers several municipalities. Although both teachers and students seem to agree that this is an interesting case, it came with numerous issues which will need to be addressed if we retain the same case next year. Firstly, the small number of students made it difficult to really engage with such a large area; The students are not accustomed to engaging with such a large scale; and finally even by the end of the course it was unclear what role the Biosphere reserve has in planning. The teaching team are weighing up the possibility of addressing a smaller area within the biosphere reserve in future courses, but we still consider that this is a case worthy of engaging with again.

We also made additions to the course, bringing in an exercise on critical mapping to help question the Landscape Assessment. This needs to be grounded better next year, with clearer examples and more thought through workshop to assist the students.

The changes we made to the study area and the exercises has resulted in increased complexity for exercises in the course. We had not truly foreseen these knock on effects and will rework the course guidelines to address issues which arose. A degree of the confusion regarding exercises

We are extremely pleased that the students enjoyed the open and inclusive environment developed in the course. This is central to our ethos in the course, but obviously it is also reliant on the students engaging with each other and the teaching team. We attempt to foster freedom, allowing the students to define their own agenda and choose topics to research.

In verbal feedback, the group work was seen as a positive.

The literature for the course was considered interesting and stimulating, if at times taxing. We will continue to reflect on the relevance of the texts and their place within the course. Again, we would like to thank the students for making this such an enjoyable teaching experience.

Student representatives comments

The students have expressed an overall positive impression of the course, and 100% of the students answered the course evaluation. This year there were only 6 students in the course. During the classroom discussion about the course all students expressed they were glad that they chose this course. They also felt that the content of the course was valuable and resulted in new knowledge that they see as valuable for their future work.

The overall impression of the course structure was positive. However the students had some feedback. Due to the small number of students this year some of the exercises and the course structure were adjusted, which the students found mostly well balanced, but - the Biosphere reserve felt a bit too big to engage with for only one group. The main negative feedback on the course structure was that there had been parts of the course where the students felt a bit lost, mostly regarding when new (for the students) concepts were introduced. A proposed suggestion was to have more workshop sessions, where the students could get started with these concepts together with teachers. Other suggestions contained; changes in the schedule to get a better flow, and more structured documents/lectures explaining new concepts and the exercises in a clear and in-depth way. Another wish throughout the course was to get to see some examples - which contradicts the teachers' wish to let the students work independently without being led by examples.

The students found the literature interesting, resulting in meaningful discussions in the seminars. The same applied for the lectures, which contributed with new thoughts and helped the students with their critical thinking. The students were happy about the examination and felt that two individual essays together with the passable group work felt fair.