TELOS

# Evaluation Results

## Student & Staff

## Pilot Seminar 1

## Oct 22 – Jan 23

## Pilot Seminar 2

## Oct 23 – Jan 24


LE:NOTRE Institute
Linking Landscape Education, Research and Innovative Practice

ULB Faculté d'Architecture La Cambre Horta

Sapienza Università di Roma

Politechnika Gdańska

Hochschule für Wirtschaft und Umwelt Nürtingen-Geislingen

Akdeniz University

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# Evaluation activities October 2022 – February 2023

- Individual concept mapping: What is the relationship of landscape and economy?
- For some students we have pre- and post concept maps >>> **evolution of knowledge structures**
- **Online survey** of staff and students
- Staff respondents: **17**
- Student respondents: **32** (response was very slow and not complete)
- Many staff members had **multiple roles**: lectures, feedback in class, supervising local student group
- Most student respondents were active participants, only 5 were passive
- 22 out of 32 received credits, 10 did not, of which 5 were passive participants anyway
- **50%** of the students say they attended 9-12 times, **59%** of staff say this, remaining part attended 4-8 times >>> those participating less probably did not complete the survey either
- Most important reason for students not to attend was **competing study committments**

# Evaluation activities March 23– October 2024 (1)

- Individual concept mapping: What is the relationship of landscape and economy?
- For some students we have pre- and post concept maps >>> **evolution of knowledge structures**
- **Online survey** of staff and students
- Staff respondents: **19**
- Student respondents: **55** (response was very slow and not complete)
- Many staff members had **multiple roles**:  lectures,  feedback in class, supervising local student group
- 37 student respondents were active participants, 18 were passive
- 35 received credits, 20 did not
- **34%** of the students say they attended 9-12 times
- Most important reason for students not to attend was **competing study committments**

# Evaluation activities March 23– October 2024 (2)

- Post-evaluation staff and students after Nürtingen Summer School (June 2023)
- Pre-post evaluation participants Antalya Winter School (written and video)
- Post-evaluation Gdansk Staff Training
- Staff feedback and experience recording during Brussels TELOS Team meeting

# Impressions from the seminar sequence and structure

| **Statements**<br>*Evaluate at a scale from 1 (min) to 6 (max), mean average* | **2023**<br>*N=32* | **2024**<br>*N=55* |
|---|---|---|
| • There was a logical sequence with well-balanced contents: | 4,69 | 4,53 |
| • The lecturers engaged well with the audience: | 4,25 | 4,38 |
| • The lectures were clearly understandable: | 4,75 | 4,33 |
| • The lecture materials were good: | 4,91 | 4,87 |
| • The seminar sequence /assignments were clearly presented: | 5,19 | 4,85 |
| • The interactive polls were helpful | 4,78 | 4,61 |
| • The overall session lenght was just right | 4,44 | 4,31 |
| • My chat contribution were taken up by the moderator | 4,75 | 4,55 |
| • I would have liked to engage more with the lecturers | 3,5 | 3,96 |
| • I would have liked to engage more with the audience | 3,72 | 3,7 |
| • I received sufficient and helpful feedback online | 4,7 | 4,7 |

# Perceived knowledge development in %

| **Mobility** | | | |
|---|---|---|---|
| | **...has remained the same** | **....has increased** | **....has increased significantly** |
| Student 2023 (N = 32) | 12,5 | 68,75 | 18,75 |
| Student 2024 (N = 55) | 10,9 | 76,36 | 12,73 |
| Staff 2023 (N = 17) | 29,41 | 58,82 | 11,76 |
| Staff 2024 (N = 19) | 21,05 | 63,16 | 15,79 |
| **Energy** | | | |
| | **...has remained the same** | **....has increased** | **....has increased significantly** |
| Student 2023 (N = 32) | 12,5 | 56,25 | 31,25 |
| Student 2024 (N = 55) | 9,09 | 67,27 | 23,64 |
| Staff 2023 (N = 17) | 35,29 | 64,7 | 0 |
| Staff 2024 (N = 19) | 26,32 | 52,63 | 21,05 |

# Perceived knowledge development in %

| Commons | | | |
|---|---|---|---|
| | **...has remained the same** | **....has increased** | **....has increased significantly** |
| Student 2023 (N = 32) | 9,38 | 53,12 | 37,5 |
| Student 2024 (N = 55) | 14,55 | 54,55 | 30,91 |
| Staff 2023 (N = 17) | 11,7 | 58,82 | 29,41 |
| Staff 2024 (N = 19) | 10,53 | 63,16 | 26,32 |
| | | | |
| **Health** | | | |
| | **...has remained the same** | **....has increased** | **....has increased significantly** |
| Student 2023 (N = 32) | 18,75 | 59,38 | 21,88 |
| Student 2024 (N = 55) | 21,82 | 49,09 | 29,09 |
| Staff 2023 (N = 17) | 35,29 | 58,82 | 5,88 |
| Staff 2024 (N = 19) | 21,05 | 73,68 | 5,26 |

# Perceived knowledge development in %

| Agriculture | | | |
|---|---|---|---|
| | ...has remained the same | ....has increased | ....has increased significantly |
| Student 2023 (N = 32) | 18,75 | 34,38 | 46,88 |
| Student 2024 (N = 55) | 9,09 | 54,55 | 36,36 |
| Staff 2023 (N = 17) | 17,65 | 70,59 | 11,76 |
| Staff 2024 (N = 19) | 15,79 | 57,89 | 26,32 |
| **Urban Forestry** | | | |
| | ...has remained the same | ....has increased | ....has increased significantly |
| Student 2023 (N = 32) | 15,62 | 59,38 | 25 |
| Student 2024 (N = 55) | 10,91 | 52,73 | 36,36 |
| Staff 2023 (N = 17) | 35,29 | 41,18 | 23,53 |
| Staff 2024 (N = 19) | 26,32 | 52,63 | 21,05 |

# Perceived knowledge development in %

| Housing and Dwelling | | | |
|---|---|---|---|
| | **...has remained the same** | **....has increased** | **....has increased significantly** |
| Student 2023 (N = 32) | 15,62 | 46,88 | 37,5 |
| Student 2024 (N = 55) | 9,09 | 78,18 | 12,73 |
| Staff 2023 (N = 17) | 29,41 | 64,71 | 5,88 |
| Staff 2024 (N = 19) | 0 | 78,95 | 21,05 |
| **Production and Logistics** | | | |
| | **...has remained the same** | **....has increased** | **....has increased significantly** |
| Student 2023 (N = 32) | 9,38 | 50 | 40,62 |
| Student 2024 (N = 55) | 9,09 | 65,45 | 25,45 |
| Staff 2023 (N = 17) | 17,65 | 64,71 | 17,65 |
| Staff 2024 (N = 19) | 10,53 | 47,37 | 42,11 |

# Perceived knowledge development in %

| Trade and Retail | | | |
|---|---|---|---|
| | **...has remained the same** | **....has increased** | **....has increased significantly** |
| Student 2023 (N = 32) | 21,88 | 43,75 | 34,38 |
| Student 2024 (N = 55) | 9,09 | 58,18 | 32,73 |
| Staff 2023 (N = 17) | 11,76 | 76,47 | 11,76 |
| Staff 2024 (N = 19) | 21,05 | 52,63 | 26,32 |
| **Tourism** | | | |
| | **...has remained the same** | **....has increased** | **....has increased significantly** |
| Student 2023 (N = 32) | 31,25 | 43,75 | 25 |
| Student 2024 (N = 55) | 14,55 | 49,09 | 36,36 |
| Staff 2023 (N = 17) | 29,41 | 52,94 | 17,65 |
| Staff 2024 (N = 19) | 26,32 | 52,63 | 21,05 |

# Perceived knowledge development in %

| My ability to explain conceptual connections between landscape and economy | | | |
|---|---|---|---|
| | **...has remained the same** | **....has increased** | **....has increased significantly** |
| Student 2023 (N = 32) | 3,12 | 56,25 | 40,62 |
| Student 2024 (N = 55) | 5,45 | 53,73 | 41,82 |
| Staff 2023 (N = 17) | 5,88 | 64,71 | 29,41 |
| Staff 2024 (N = 19) | 5,26 | 68,42 | 26,32 |

# Perceived methodical development in %

| **Ability to guide an analysis of a landscape system from multiple perspectives** | | | |
|---|---|---|---|
| | **...has remained the same** | **....has increased** | **....has increased significantly** |
| Staff 2023 (N = 17) | 11,76 | 64,71 | 23,53 |
| Staff 2024 (N = 19) | 5,26 | 68,42 | 26,32 |
| **Ability to analyse a landscape from multiple perspectives** | | | |
| | **...has remained the same** | **....has increased** | **....has increased significantly** |
| Student 2023 (N = 32) | 12,5 | 40,62 | 46,88 |
| Student 2024 (N = 55) | 3,64 | 60,00 | 36,36 |
| **My ability to advise students on DPSIR method** | | | |
| | **...has remained the same** | **....has increased** | **....has increased significantly** |
| Staff 2023 (N = 17) | 23,53 | 35,29 | 41,18 |
| Staff 2024 (N = 19) | 21,05 | 42,11 | 36,84 |
| **My ability to apply DPSIR analysis** | | | |
| | **...has remained the same** | **....has increased** | **....has increased significantly** |
| Student 2023 (N = 32) | 9,38 | 46,88 | 43,75 |
| Student 2024 (N = 55) | 7,27 | 50,91 | 41,82 |

# Perceived methodical development in %

| My ability to guide students in scenario and visioning method | | | |
|---|---|---|---|
| | **...has remained the same** | **....has increased** | **....has increased significantly** |
| Staff 2023 (N = 17) | 17,65 | 70,59 | 11,76 |
| Staff 2024 (N = 19) | 21,05 | 47,37 | 31,37 |
| **My ability to apply to apply the scenario method** | | | |
| | **...has remained the same** | **....has increased** | **....has increased significantly** |
| Student 2023 (N = 32) | 9,38 | 40,62 | 50 |
| Student 2024 (N = 55) | 9,09 | 56,36 | 34,55 |
| **My ability to support an ideation process on an alternative landscape system** | | | |
| | **...has remained the same** | **....has increased** | **....has increased significantly** |
| Staff 2023 (N = 17) | 35,29 | 58,82 | 5,88 |
| Staff 2024 (N = 19) | 15,79 | 68,42 | 15,79 |
| **My ability to ideate an alternative landscape system** | | | |
| | **...has remained the same** | **....has increased** | **....has increased significantly** |
| Student 2023 (N = 32) | 12,5 | 56,25 | 31,25 |
| Student 2024 (N = 55) | 7,27 | 60 | 32,73 |

# Perceived methodical development in %

| My ability to develop an alternative value proposition with students | | | |
|---|---|---|---|
| | **...has remained the same** | **....has increased** | **....has increased significantly** |
| Staff 2023 (N = 17) | 29,41 | 47,06 | 23,53 |
| Staff 2024 (N = 19) | 21,05 | 68,42 | 10,53 |
| **My ability to design an alternative business model** | | | |
| | **...has remained the same** | **....has increased** | **....has increased significantly** |
| Student 2023 (N = 32) | 6,25 | 40,62 | 53,12 |
| Student 2024 (N = 55) | 7,27 | 61,82 | 30,91 |
| **My ability to tutor the process of designing an alternative business model** | | | |
| | **...has remained the same** | **....has increased** | **....has increased significantly** |
| Staff 2023 (N = 17) | 17,65 | 47,06 | 35,29 |
| Staff 2024 (N = 19) | 15,79 | 47,37 | 36,84 |

# Perceived methodical development in %

| My ability to evaluate the social and environmental impact of my alternative system | | | |
|---|---|---|---|
| | **...has remained the same** | **....has increased** | **....has increased significantly** |
| Student 2023 (N = 32) | 9,38 | 40,62 | 50 |
| Student 2024 (N = 55) | 5,45 | 76,36 | 18,18 |
| **My ability to guide students on how to evaluate the social and environmental impact..** | | | |
| | **...has remained the same** | **....has increased** | **....has increased significantly** |
| Staff 2023 (N = 17) | 41,18 | 52,94 | 5,88 |
| Staff 2024 (N = 19) | 15,79 | 63,16 | 21,05 |

# Overall evaluation of the TELOS seminar (in %)

| Group | Poor | Average | Good | Excellent |
|---|---|---|---|---|
| Students 2023 (N= 32) | 3,1 | 15,6 | 40,6 | 40,6 |
| Students 2024 (N= 55) | 0 | 1,8 | 63,64 | 34,55 |

# Would you recommend the seminar to a friend? (in %)

| Group | yes | no |
|---|---|---|
| Students 2023 (N= 32) | 84,3 | 15,6 |
| Students 2024 (N= 55) | 90,9 | 9,1 |

# Lectures named as the most relevant for personal developme

| Staff Answers | Count |
|---|---|
| Social Business Model Canvas | 6 |
| Mobility | 5 |
| Commons | 4 |
| Retail | 4 |
| Scenario | 3 |
| Presentations & Discussions | 2 |
| Tourism | 2 |
| Health | 2 |
| Agriculture | 1 |
| All | 1 |
| Energy | 1 |
| Housing | 1 |
| Production & Logistics | 1 |
| Urban Forestry | 1 |
| Visualiation of Landscape System | 1 |

| Student Answers | Count |
|---|---|
| Social Business Model Canvas | 13 |
| Scenario | 7 |
| Mobility | 6 |
| Production & Logistics | 5 |
| Health | 3 |
| Commons | 3 |
| Agriculture | 3 |
| Dwelling | 3 |
| Landscape System Modeling | 3 |
| Urban Forestry | 2 |
| Energy | 2 |
| Tourism | 2 |
| Energy | 1 |
| All | 1 |
| Impact Evaluation | 1 |
| None. I enjoyed the trip to Stuttgart, though. | 1 |
| Urban Forestry | 1 |
| Trade | 1 |

# Recommendations from TELOS Team

Suggestions regarding **seminar content:**

- stick to the TELOS lecture template
- Start and finish with the **conceptual connections** of landscape and economy
- make sure that in every lecture a connection is made of how students might **connect the theory to their assignments and projects.**
- doing a small **exercise with concept mapping**, to give the students a feel how it works
- Have Retail and tourism more at the beginning
- focus more on **local economic implications** (for farmers, builders, entrepreneurs, etc).
- Less written information on slides
- Presentations should have more connection to the design problems
- Focus more on the topic of landscape economy
- More time for new topics (i.e. landscape performance, impact assessment) >>>

# Recommendations from TELOS Team

Suggestions regarding **seminar structure:**

- More discussion in the team on the contents
- Give pre-readings to students
- Shorter time slots
- More discussion time with the students
- Limit the number of student study cases, to make discussions more efficient and detailed
- Better platform to exchange data
- Not favourable that Sapienza students were not participating individually
- Activate students in breakout sessions
- Ensure interdisciplinary teams
- Involvement of students was very high, time was beyond their usual scope

# Recommendations from TELOS Students

Suggestions regarding **seminar communication**

- Make sure everybody has understood the assignment clearly
- More direct communication with students
- More reviews, and more specific reviews
- More templates and more explanation on concept mapping
- Less read lectures, shorter lectures
- Different quality and intensity of the feedback, depending on who was in the session

# Recommendations from TELOS Students

Suggestions regarding **seminar content**

- Invite also Non-European speakers, to get a global perspective
- More good practice cases with real impact
- Meet also on site in real places
- More about architecture, more about reality
- More engaging content, some of which were issues with which we are familiar.

# Recommendations from TELOS Students

Suggestions regarding **seminar interaction**

- Interactive exercises during some sessions were very nourishing, there could be more
- Participanting students should be more active and interact more, also outside the sessions
- Different motivations can be developed outside of ECTS.
- Make sure all working groups participate equally
- Smaller groups
- Better control that everyone does the assignments and control attendance
- Some people don't feel comfortable talking because of language skills - a more general discussion wouldn't make people flee the rooms.

# Recommendations from TELOS Students

Suggestions regarding **seminar technology**

- Include the Q&A in the recording
- Post documents/recordings immediately after session
- Better audio quality to avoid distraction
- Movies and multimedia support or recommendation

Suggestions regarding **seminar timing**

- More time can be allocated between lessons to avoid distraction.
- Sessions not longer than one hour
- Better time management during student presentations
- More time for the designing part, start earlier with the design part
- Avoid curriculum integration problems / competing schedules