

# 463 GE8009 Land-Water Risk Assessment and Management Methods VT17 Kursrapport

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**Kurs-/momentansvarig:**

Jerker Jarsjö

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**Antal studenter på kursen:**

14

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**Beskrivning av ev. förändring sedan förra kurstillfället:**

We had a new course book and the contents of the course had been adjusted accordingly. In particular, the seminar contents were changed and updated.

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**Kursens/momentets styrkor enligt studenterna (sammanfattning baserat på kvantitativa resultat samt fritextsvar):**

Several students appreciated the seminar structuring and the scientific paper discussions. The practical implementations of the different methods were also appreciated, as were the lectures. Overall students felt that they had gained valuable knowledge and insight over the duration of the course.

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**Kursens/momentets svagheter enligt studenterna (sammanfattning baserat på kvantitativa resultat samt fritextsvar):**

This year some students (but not all) felt that the work load was low. In contrast, in previous years, measures were taken because this course had been seen as having too high workload. We will revisit the issue of workload (see change suggestions below).

Furthermore, several students felt that the connection and timing between lectures and exercises could be improved, as could the instructions.

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**Lärarnas analys av kursens/momentets genomförande:**

We felt that the mixture of seminars, lectures, and project assignments provided a good basis for looking at the course material from different angles. Some parts had more recently been developed (like the seminar assignments) than other parts. We take home from the feedback that it would be relevant to continue developing the balance between the different course parts, including also the connections between the parts. There were some issues with unclear instructions which we think will be straightforward to address until next time, in particular regarding details like format etc. With this course being an advanced course however, we would also need to explain that there is no "right" or "wrong" way of approaching some of the tasks, which means that different experts/ teachers can indeed give different advice that one needs to relate to (and take advantage of the different competences). Furthermore, since on the one hand, some students asked for more support, and on the other hand we saw that student attendance at help sessions could have been higher, we will check if and how available resources can be better matched with needs. The time we devoted to individual feedback to the project assignments and seminar essays seems to have been appreciated.

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**Slutsatser samt förslag till förändringar:**

We will attempt to increase attendance at feedback sessions (to increase the use of allocated teaching resources). For instance, one idea would be to start some of the sessions with structured summaries and feedback on common questions and issues.

An interesting student reflection was that we did not let them present their projects, which could have enhanced interactions towards the end of the course. We will attempt to diversify the last project assignment, which for instance could be done by allowing for applications to different real-world cases (catchments). We think this could make student presentations and knowledge sharing much more interesting, and it would also have the advantage of providing a higher level challenge (skills from different course parts could be used; considering the feedback on work load we think there is room for such a challenge in the end of the course).

We will attempt to address the raised issues on the connection and timing between lectures and exercises e.g. by schedule restructuring and adding introduction lectures for GAMS, and looking into if lecture material can be added to provide more direct links to the exercises.

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