



Broadleaves - History, Ecology and Management SV0062, 40013.2526

15 Hp

Pace of study = 100%

Education cycle = Advanced

Course leader = Donnie Lee Peterson, Magnus Löf

Evaluation report

Evaluation period: 2026-05-31 - 2026-06-21

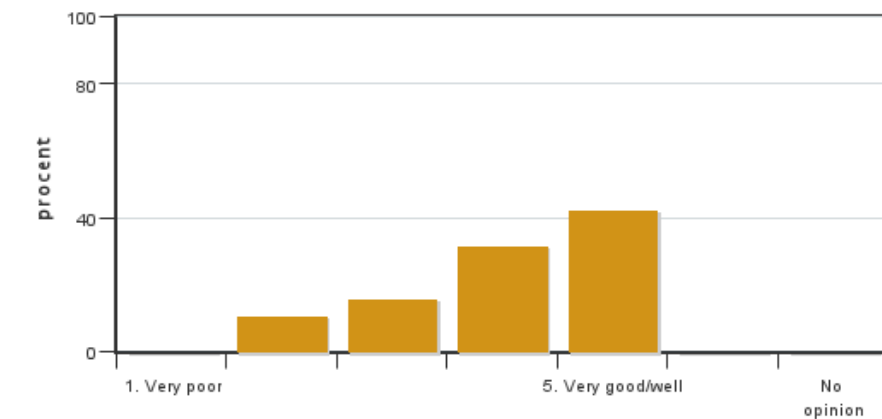
Answers 19

Number of students 29

Answer frequency 65 %

Mandatory standard questions

1. My overall impression of the course is:



Answers: 19

Medel: 4,1

Median: 4

1: 0

2: 2

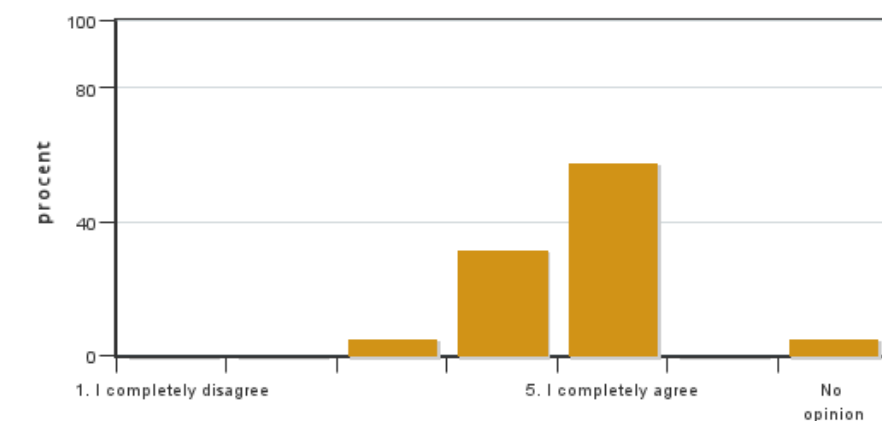
3: 3

4: 6

5: 8

No opinion: 0

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



Answers: 19

Medel: 4,6

Median: 5

1: 0

2: 0

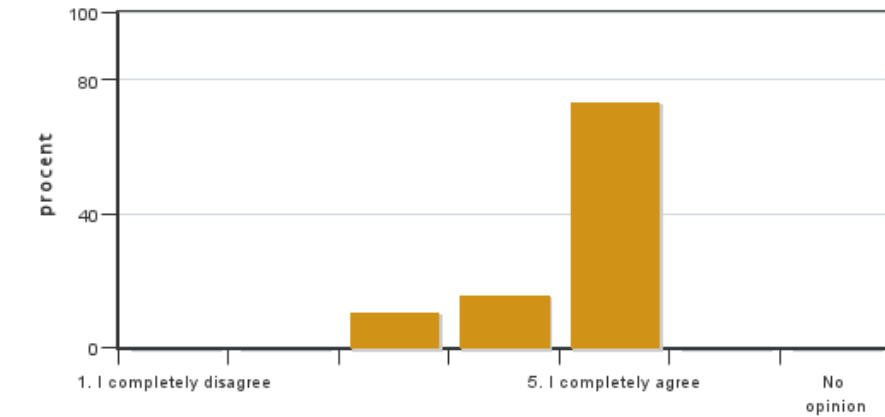
3: 1

4: 6

5: 11

No opinion: 1

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

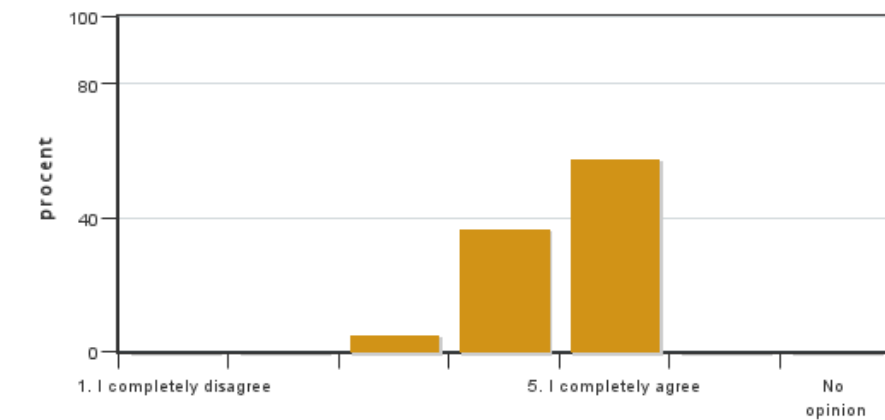


Answers: 19
 Medel: 4,6
 Median: 5

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

No opinion: 0

4. The information about the course was easily accessible.

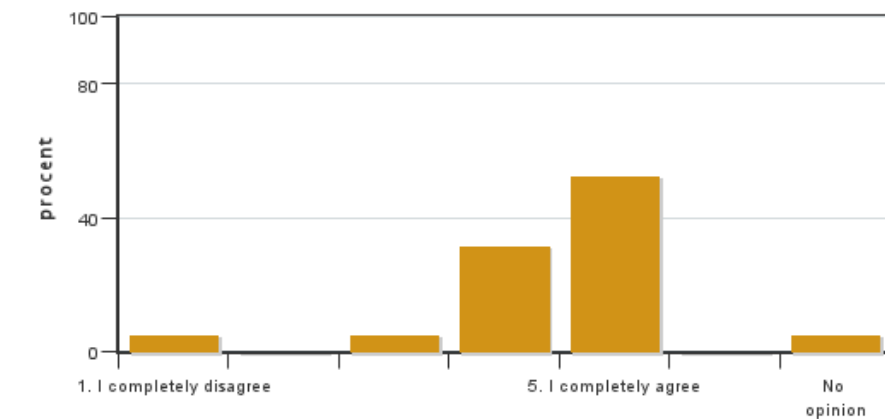


Answers: 19
 Medel: 4,5
 Median: 5

1: 0
 2: 0
 3: 1
 4: 7
 5: 11

No opinion: 0

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



Answers: 19
 Medel: 4,3
 Median: 5

1: 1
 2: 0
 3: 1
 4: 6
 5: 10

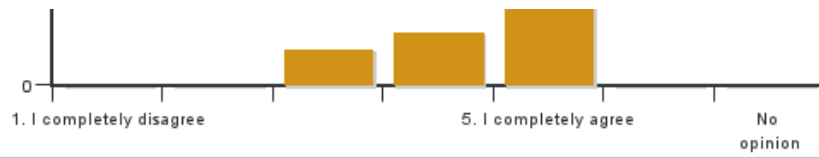
No opinion: 1

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



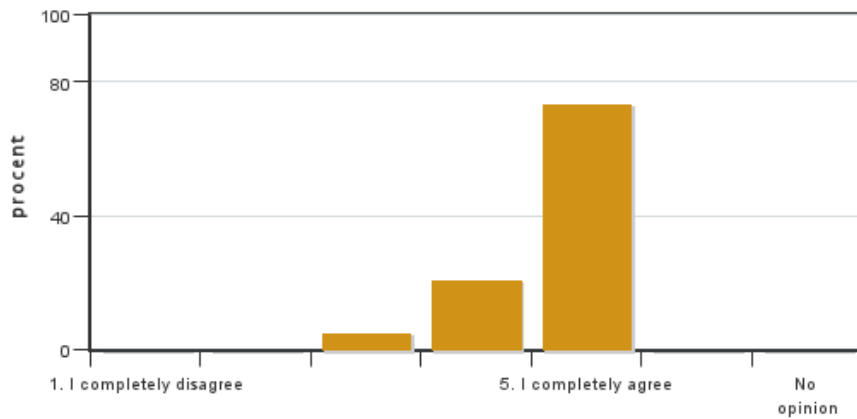
Answers: 19
 Medel: 4,6
 Median: 5

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



No opinion: 0

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



Answers: 19

Medel: 4,7

Median: 5

1: 0

2: 0

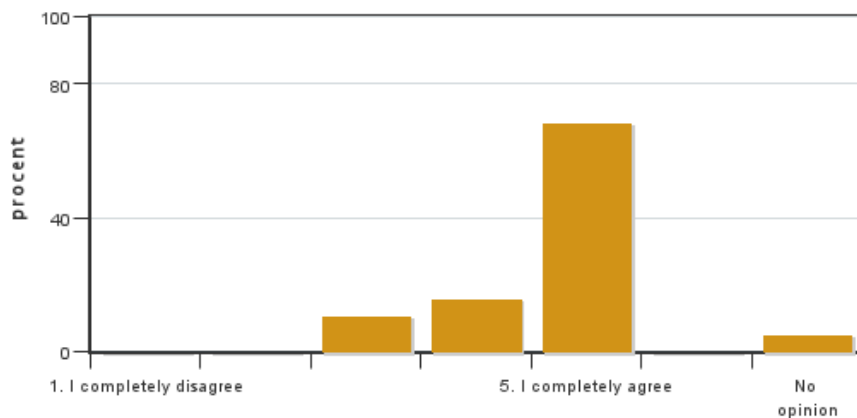
3: 1

4: 4

5: 14

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: 4,6

Median: 5

1: 0

2: 0

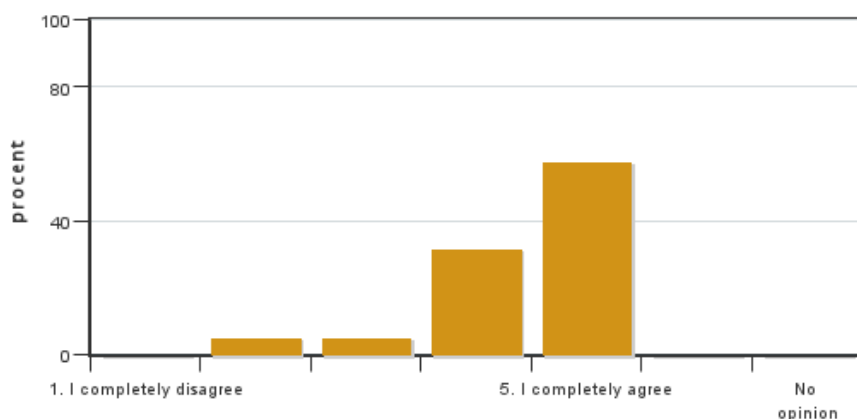
3: 2

4: 3

5: 13

No opinion: 1

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



Answers: 19

Medel: 4,4

Median: 5

1: 0

2: 1

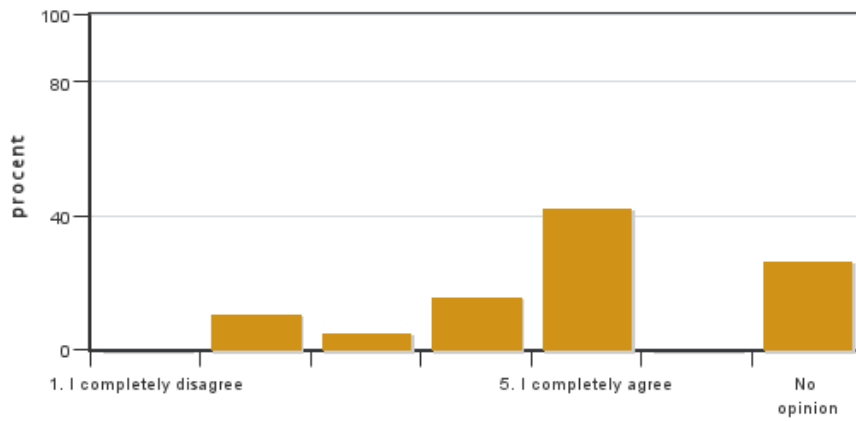
3: 1

4: 6

5: 11

No opinion: 0

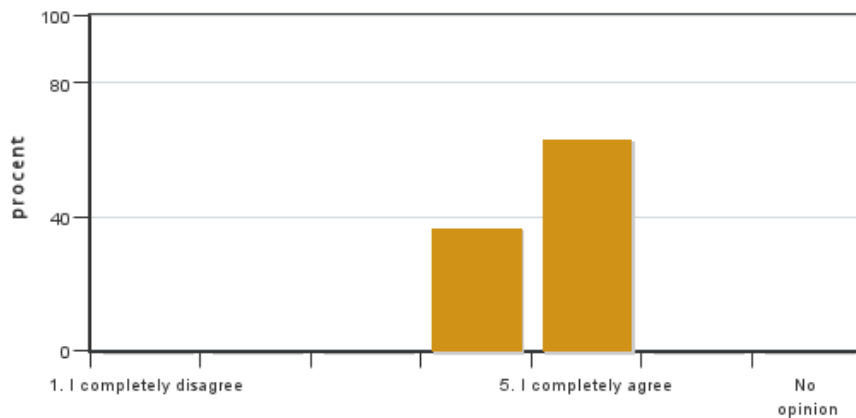
10. I believe the course has included a gender and equality aspect, regarding content as well as teaching practices (e.g. perspective on the subject, reading list, allocation of speaking time and the use of master suppression techniques).



Answers: 19
 Medel: 4,2
 Median: 5

1: 0
 2: 2
 3: 1
 4: 3
 5: 8
 No opinion: 5

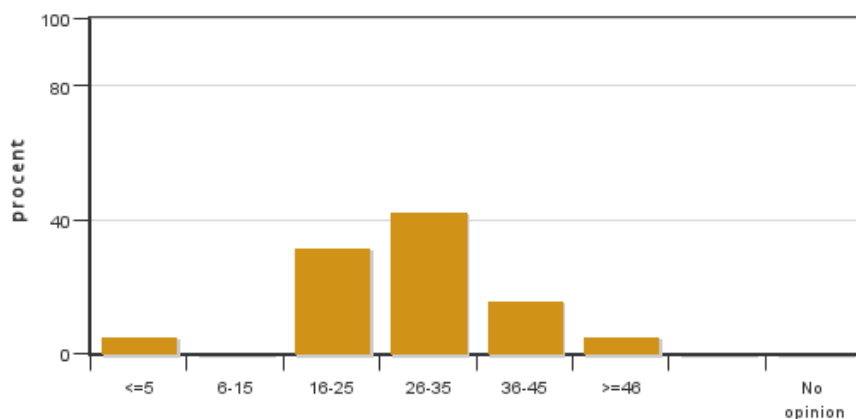
11. The course covered international perspectives.



Answers: 19
 Medel: 4,6
 Median: 5

1: 0
 2: 0
 3: 0
 4: 7
 5: 12
 No opinion: 0

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



Answers: 19
 Medel: 27,8
 Median: 26-35

≤5: 1
 6-15: 0
 16-25: 6
 26-35: 8
 36-45: 3
 ≥46: 1
 No opinion: 0

Additional own questions

13. Please share how the course structure (module 1-6), information (announcements) and communication (weekly zoom meetings) worked when participating in teaching. What did you find to be good, what could have been improved?

13. Please share how module 1 (forest history, forest dynamics and biodiversity) worked when participating in teaching. What did you find to be good, what could have been improved?

13. Please share how module 2 (Forest Health) worked when participating in teaching. What did you find to be good, what could have been improved?

13. Please share how module 3 (Ungulate ecology) worked when participating in teaching. What did you find to be good, what could have been improved?

13. Please share how module 4 (Bialowieza Forest) worked when participating in teaching. What did you find to be good, what could have been improved?

13. Please share how module 5 (Fast Growing Broadleaves) worked when participating in teaching. What did you find to be good, what could have been improved?

13. Please share how module 6 (Forest management and restoration) worked when participating in teaching. What did you find to be good, what could have been improved?

13. We tried a new Data Workshop this year. What did you find to be good, what could have been improved?

Course leaders comments

No comments from the teacher

Student representatives comments

Many students point out that the course felt too easy and had a lot of repetition from previous master courses from the Euroforester program. However, the course subjects and topics were highly appreciated. Respondents request more discussion of financial viability and sustainability in practical application of broadleaf management, and how non-production aspects can be made financially viable (funding, tourism, biodiversity certificates?) in other ways than tax-financing.

Students appreciated the module structure and the way that canvas was set up. However, they request more beforehand information regarding assignments in order to better plan their own studies in advance. Similar to this, several students have experienced issues with changes in the scheduling as well as more general scheduling errors. E.g. Previously non mandatory days were made mandatory which caused problems for several students that had planned other things or had other mandatory projects in other courses on days that were previously marked as "optional or self study".

Students seem generally satisfied with lecturers and classrooms. Many experienced struggles focusing on the zoom lectures, with one respondent recommending more interactive lectures like Miles' lecture.

Many did not see a direct benefit from reading the literature. The articles did not connect to specific lectures and the literature list seemed more like something optional if one is interested rather than an integrated component of the course.

For the fast growing broadleaves module, students suggest that the presentations are instead turned into another kind of format in order to preserve more enthusiasm e.g. group discussion. Furthermore, respondents request more international perspectives on fast growing broadleaves and a broadening of the scope of what more than poplar/aspens might be viable.

For the data workshop: Many people liked the way Paige presented and executed the assignment. Sadly, the R-workshop failed to connect to the rest of the course leaving many to wonder the purpose and need for the assignment.

It goes without saying that the majority of students were very fond of the field trips and excursions present in the course.

Regarding the examination, students point out that the exam is very similar to previous years, and studying rewarded exam memorization rather than active learning.

The main things that could be improved would be to deepen the course subjects, and as some students suggested, add more species ecology and ecology excursions to learn more species and species dynamics.

My main suggestions for improvements:

--> Make sure that the slides are available in english

--> Consider quizzes or other follow ups within the course in order to promote active learning throughout the course and to encourage reading the course literature. Also consider linking articles to specific lectures in the literature list and consider adding an article discussion of 5 min before each lecture.

--> Avoid scheduling field trips during holidays, don't change dates on mandatory examinations/excursions.

→ Make the course more difficult, remove some topics and spend more time and energy on diving in depth on some topics instead.

→ Discuss ecology in relation to financial sustainability.