



## Forest Ecology SG0220, 20065.1819

15 Hp

Pace of study = 100%

Education cycle = Basic -

Course leader = Michael Gundale

### Evaluation report

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**Evaluation period: 2019-01-15 - 2019-02-03**

Answers 20

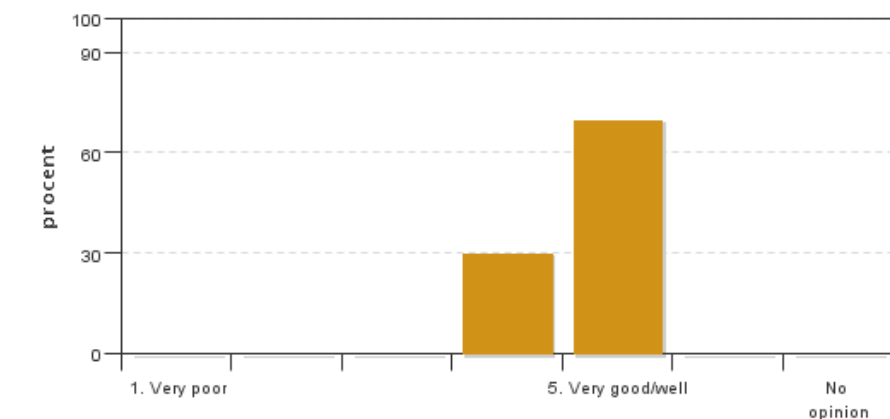
Number of students 27

Answer frequency 74 %

### Mandatory standard questions

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#### 1. My overall impression of the course is:

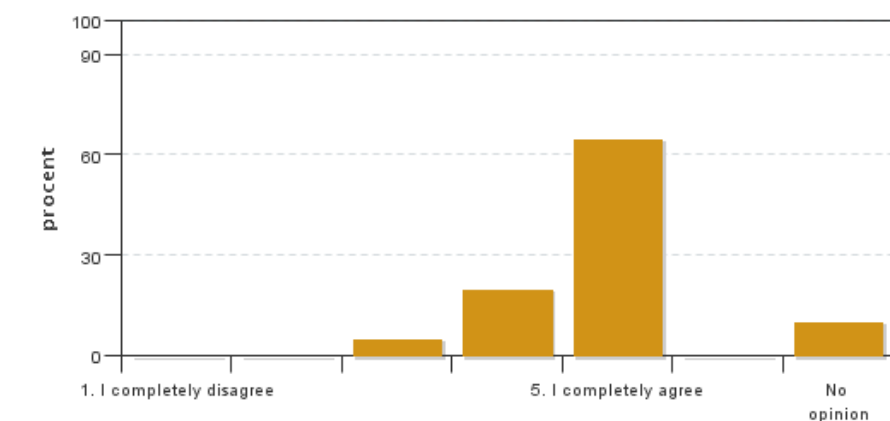


Answers: 20  
Medel: 4,7  
Median: 5

1: 0  
2: 0  
3: 0  
4: 6  
5: 14

No opinion: 0

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

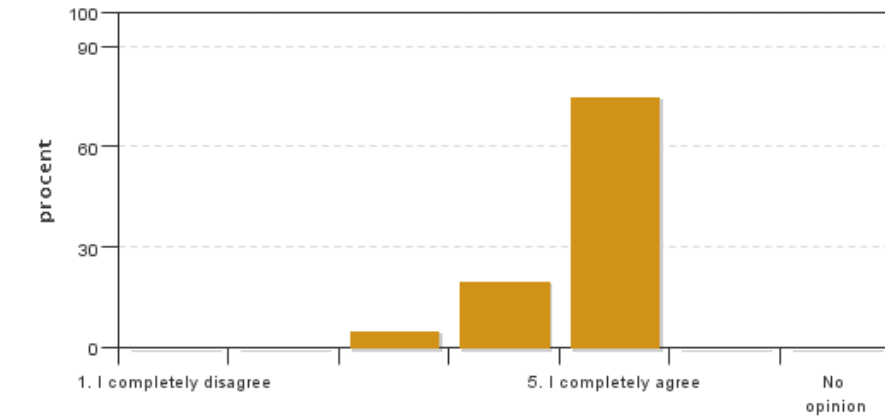


Answers: 20  
Medel: 4,7  
Median: 5

1: 0  
2: 0  
3: 1  
4: 4  
5: 13

No opinion: 2

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

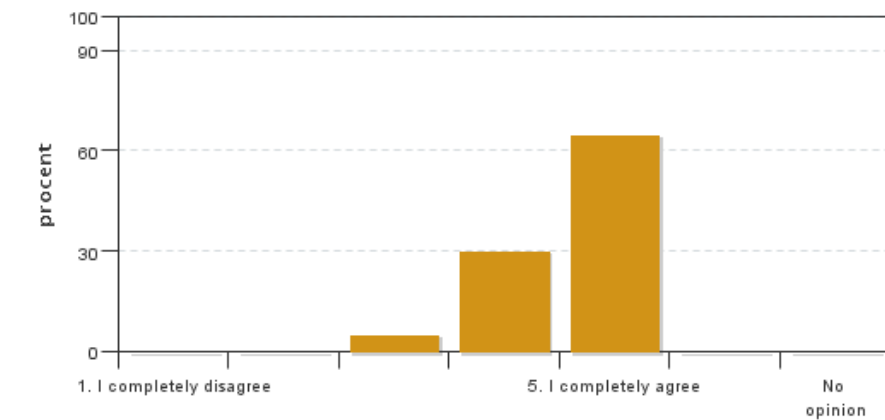


Answers: 20  
 Medel: 4,7  
 Median: 5

1: 0  
 2: 0  
 3: 1  
 4: 4  
 5: 15

No opinion: 0

**4. The information about the course was easily accessible.**

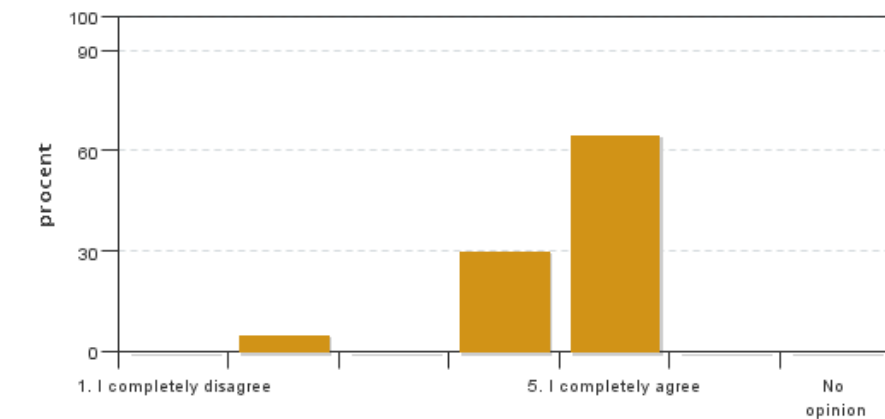


Answers: 20  
 Medel: 4,6  
 Median: 5

1: 0  
 2: 0  
 3: 1  
 4: 6  
 5: 13

No opinion: 0

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

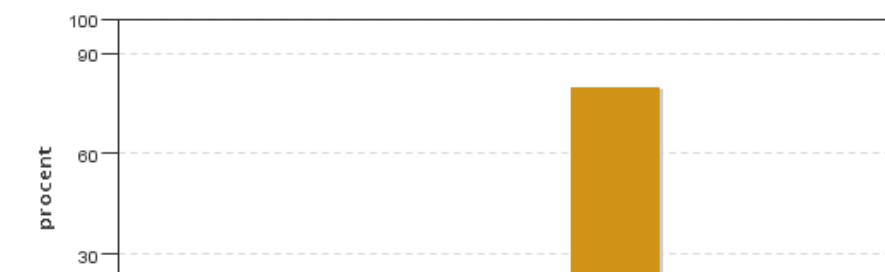


Answers: 20  
 Medel: 4,6  
 Median: 5

1: 0  
 2: 1  
 3: 0  
 4: 6  
 5: 13

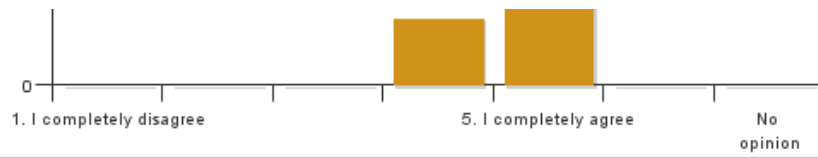
No opinion: 0

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



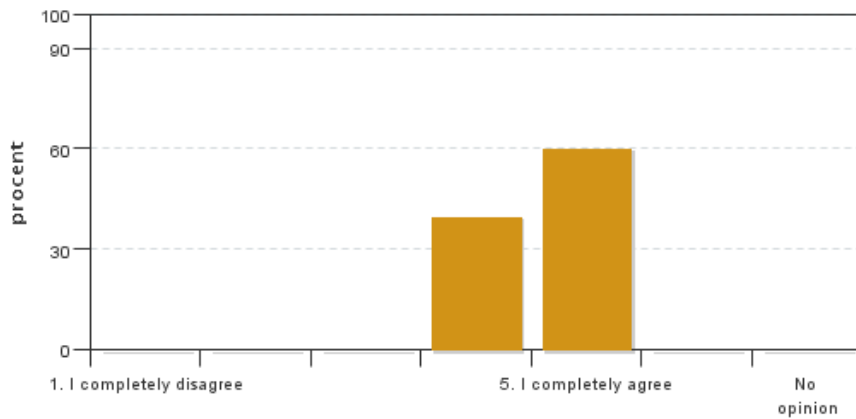
Answers: 20  
 Medel: 4,8  
 Median: 5

1: 0  
 2: 0  
 3: 0  
 4: 4  
 5: 16



No opinion: 0

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



Answers: 20

Medel: 4,6

Median: 5

1: 0

2: 0

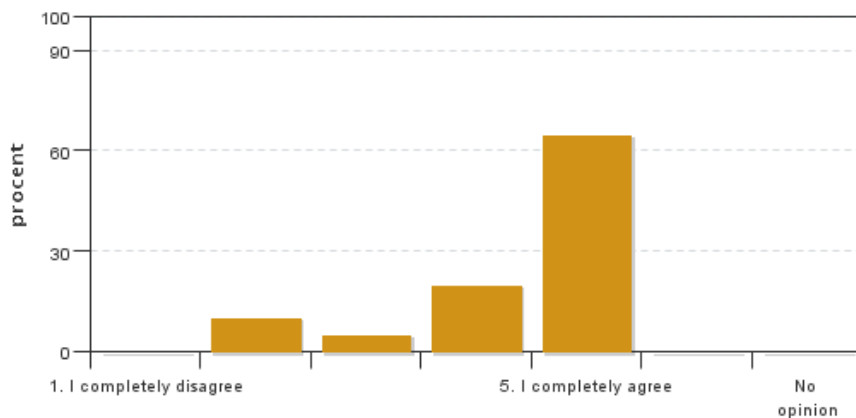
3: 0

4: 8

5: 12

No opinion: 0

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



Answers: 20

Medel: 4,4

Median: 5

1: 0

2: 2

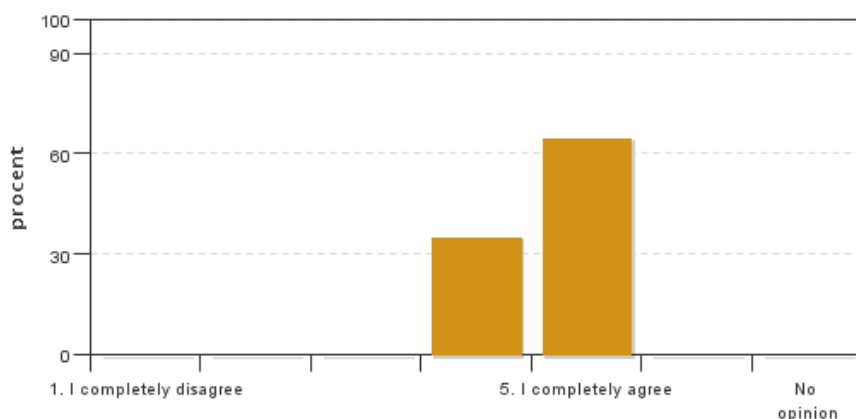
3: 1

4: 4

5: 13

No opinion: 0

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



Answers: 20

Medel: 4,7

Median: 5

1: 0

2: 0

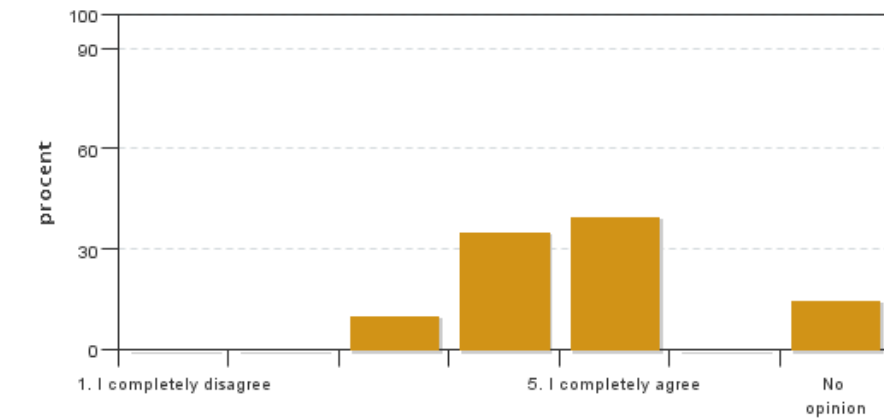
3: 0

4: 7

5: 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).**

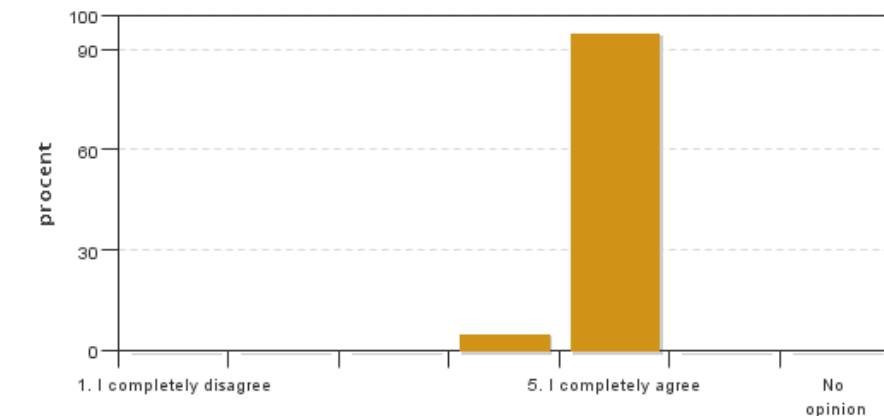


Answers: 20  
 Medel: 4,4  
 Median: 4

1: 0  
 2: 0  
 3: 2  
 4: 7  
 5: 8

No opinion: 3

**11. The course covered international perspectives.**

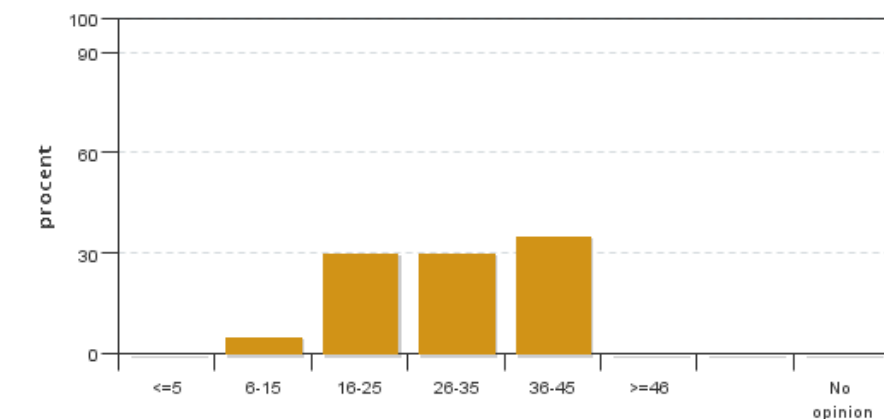


Answers: 20  
 Medel: 5,0  
 Median: 5

1: 0  
 2: 0  
 3: 0  
 4: 1  
 5: 19

No opinion: 0

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



Answers: 20  
 Medel: 29,5  
 Median: 26-35

<=5: 0  
 6-15: 1  
 16-25: 6  
 26-35: 6  
 36-45: 7  
 >=46: 0

No opinion: 0

## Course leaders comments

Overall we received a 74% response rate on the evaluation, and the students clearly indicated the course was very good. Some even commented that it was the best course they have had. The students clearly like the structure of the course, as well as each of the three components of the course, including the lectures, the PBL activity, and computer laboratory activities.

Some specific comments stuck out in the evaluation that we will strongly using to make a change to the course next year. These include:

1. More time for students to complete assignments.
2. The lectures will be organized on Canvas by date, so they are easier for the students to navigate through.
3. The students commented on a few specific lectures as being difficult to understand (mainly lectures given by

several post docs that were too complicated). We will discuss this with those lecturers next year so that they can improve their pedagogic technique.4.will also look into scheduling lectures closer to Christmas, and potentially use scalable learning tools.

4. One lecturer did not show up due to a scheduling confusion, and we will make sure this will not happen next year.
5. A few expressed that the exam was too easy (but clearly not all believed this), and next year we will make the exam a little harder.

We also received a few comments from individuals, however, there was no clear consensus on this. Below are some comments we received, and to which we will take no action:

1. Two students described repetition in lecture, but did not indicate exactly where, so it is difficult to make any change.
2. A few students found the computer lab assignment unnecessary, but we feel that the students need practice with scientific writing, and thus will retain this lab activity.
3. A few students did not like the lecture room, but we have no control over that.

## **Student representatives comments**

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### **Course evaluation- Forest Ecology**

1. It was one of our best courses, but it could be a higher tempo and more lectures before the Christmas tree selling since during this time there were not much to do.
2. The course content had clear links to the learning objectives.
3. No one felt they lacked knowledge before, so it could be a hinger tempo and more expectations on the students. There was much repetition from ecology classes we had before. The instruments that were used gave everyone a chance to do well.
4. Since canvas was new it was a little bit tricky to first find the information. It has been appreciated that the course leader has been helpful and sent e-mails when needed. Tips for next year is to sort the handouts in canvas by date and name of the lecturer.
5. It has been interesting but more "how to hold a lecture" training for the PhD. Some would like to mix up the lectures with scalable learning instead. It could be a opportunity to have lectures even during the Christmas tree selling.
6. The PBL has been appreciated and the oral exam too. It led to discussions, deeper understanding and we learnt how to develop our thoughts.
7. Aspen is not the best room. Especially when you sit in the back of it.
8. Since we had PBL, oral exams and the computer labs it was not needed a bigger exam. It would had been appreciated if the written exam had questions that needed longer answers so it would be clear that the student understood.
9. It was a course easy to connect to the subject sustainable development and it was done good.
10. Many of the lecturers came from different parts of the world which made it easy for them to tell us about how it is somewhere else or can give us perspectives.
11. The time spent studying has been low during this course. More content can rise this.
12. It has been a mix of female and male lecturers, the examples had characters that were both females and males.

**13.** The computer simulation activities were appreciated, how it went thru the information and with the moments when the student had to think and activate the learning progress.

**14.** The PBL was good and the students liked it. It made the students working more during the weeks which gave us more time to understand the moments. It helped for the oral exam but it would be great if the discussions were held in English, maybe point it out for the students more clearly that they will perform better during oral exam if they do it in English. It would also be good to get some constructive criticism and not just positive.

**15.** The lectures that were particularly excellent were the lectures with a topic that where more interesting and with a driven lecturer who followed a line thru the presentation and who were open for questions.

**16.** Some went too fast thru the presentation and many of the PhD's were hard to understand because they had slides, they went by with the saying "you do not need this". They why would they bring the slides? Some were the graphs were unclear or pictures that did not made any sense. And when the lecturer did not even show up, twice, that was irritating.

**17.** The students could easily contact the course leader and it came e-mails if there were something everyone should know rather fast. It made so much with the spirit from everyone. They wanted us to really understand and feel like this was interesting. It does so much. It was a good mix of PBL, lectures and labs. It was also easy to follow the schedule and what everyone expected from us.

**18.** SLU should inform the course leader what is expected of him. Like there should be a student representative and that it is possible to write the exam at Östra Paviljongen, it will be needed if there are more who reads the course. It has also been pointed out that it should not be so easy to change the dates when the students must turn in labs or so. Since our education is our work, we should have enough time to do everything in time. The Christmas tree selling or the days after new year is not a break, we are supposed to work during this time. But others thought this was good, that the course leader could change the dates. It has also been wished for how ecology is used in the Swedish forestry. The last would be to update the assignments we wrote. Not to be something that were not asked in the labs. It has sometimes been confusing or a bit irritating that we needed to talk English even though everyone talked Swedish. We would probably learn more in Swedish but of course we needed the English vocabulary. Since not every teacher speaks English well it can be more frustrating.

This course has been overall very appreciated by the students and even though there are some parts that could be improved is has been a pleasure to studying Forrest Ecology.