



Silviculture, Forest Management Planning and Forest Health SG0230, 10097.1819

15 Hp

Pace of study = 100%

Education cycle = Basic -

Course leader = Tommy Mörling

Evaluation report

Evaluation period: 2018-10-29 - 2018-11-19

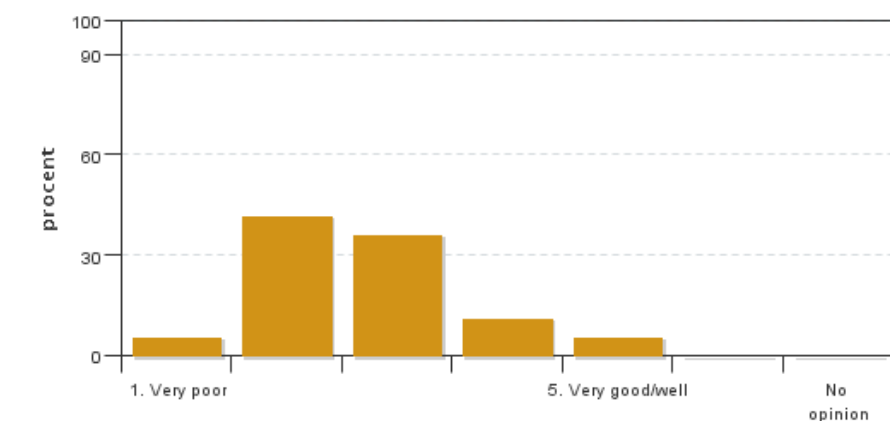
Answers 36

Number of students 60

Answer frequency 60 %

Mandatory standard questions

1. My overall impression of the course is:



Answers: 36

Medel: 2,7

Median: 3

1: 2

2: 15

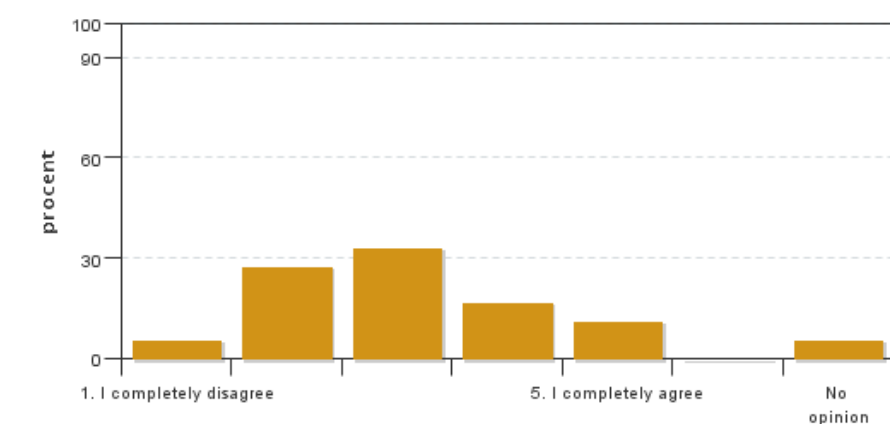
3: 13

4: 4

5: 2

No opinion: 0

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



Answers: 36

Medel: 3,0

Median: 3

1: 2

2: 10

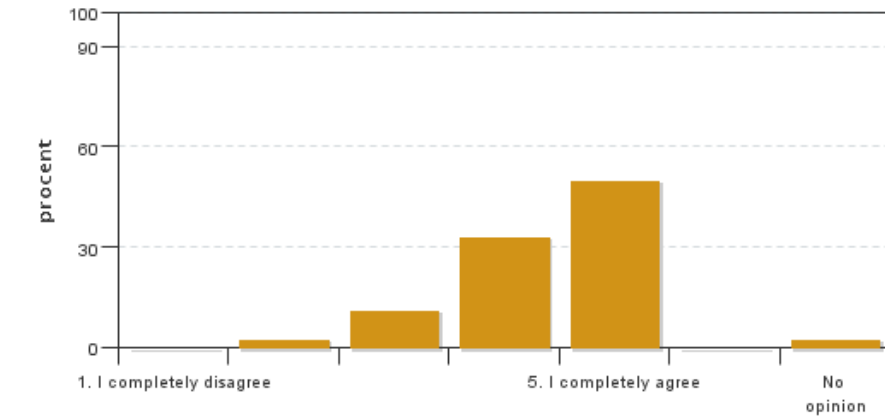
3: 12

4: 6

5: 4

No opinion: 2

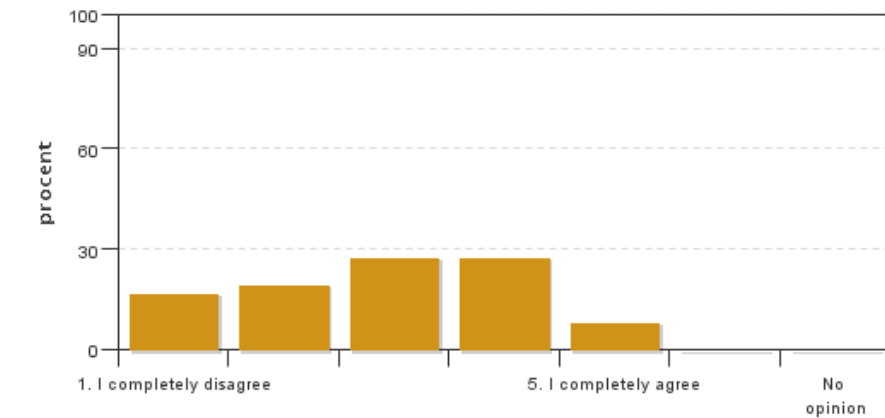
3. My prior knowledge was sufficient for me to benefit from the course.



Answers: 36
 Medel: 4,3
 Median: 5

1: 0
 2: 1
 3: 4
 4: 12
 5: 18
 No opinion: 1

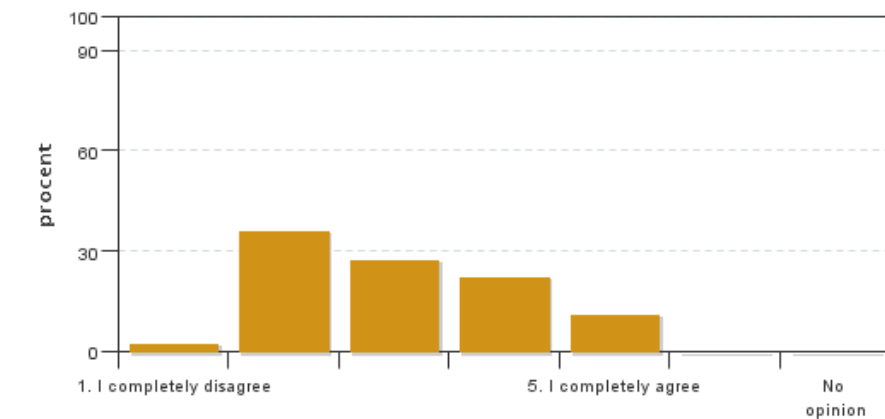
4. The information about the course was easily accessible.



Answers: 36
 Medel: 2,9
 Median: 3

1: 6
 2: 7
 3: 10
 4: 10
 5: 3
 No opinion: 0

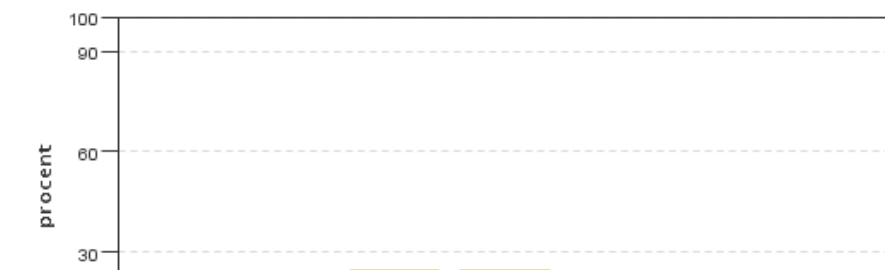
5. The various course components (lectures, course literature, exercises etc.) have supported my learning.



Answers: 36
 Medel: 3,0
 Median: 3

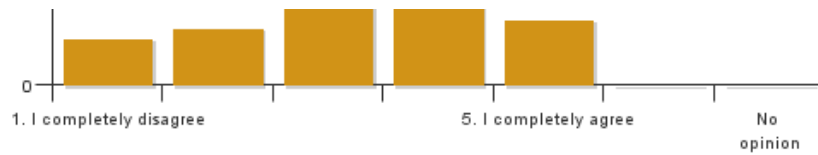
1: 1
 2: 13
 3: 10
 4: 8
 5: 4
 No opinion: 0

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



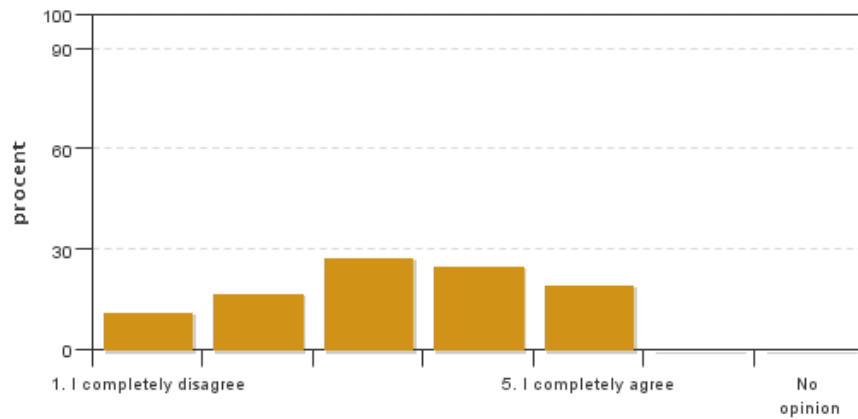
Answers: 36
 Medel: 3,2
 Median: 3

1: 5
 2: 6
 3: 9
 4: 9
 5: 7



No opinion: 0

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



Answers: 36

Medel: 3,3

Median: 3

1: 4

2: 6

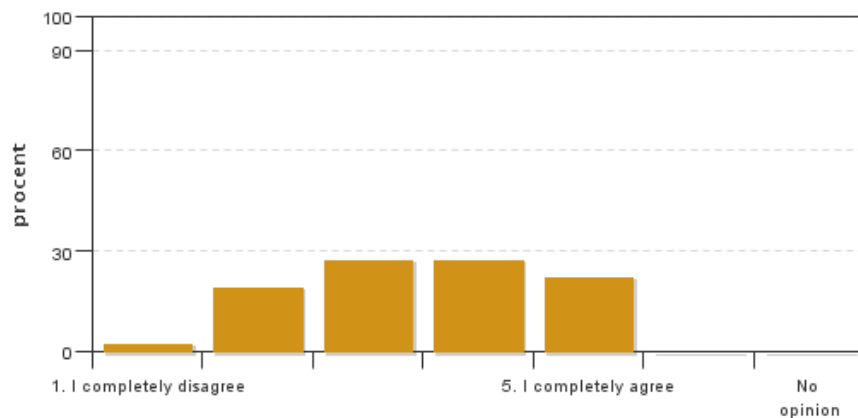
3: 10

4: 9

5: 7

No opinion: 0

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



Answers: 36

Medel: 3,5

Median: 3

1: 1

2: 7

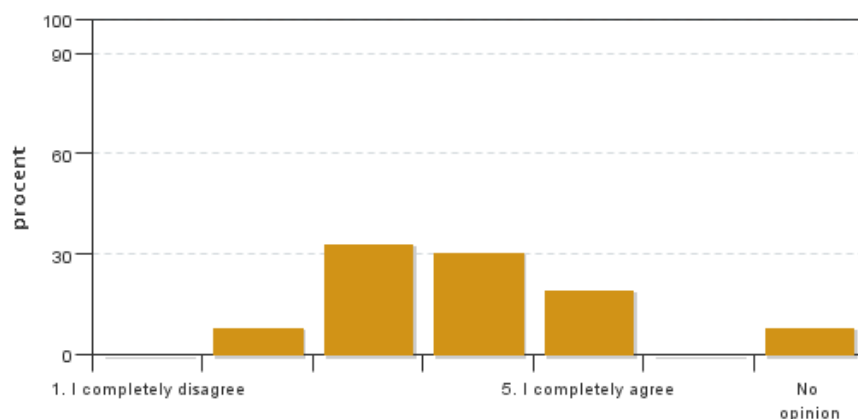
3: 10

4: 10

5: 8

No opinion: 0

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



Answers: 36

Medel: 3,7

Median: 4

1: 0

2: 3

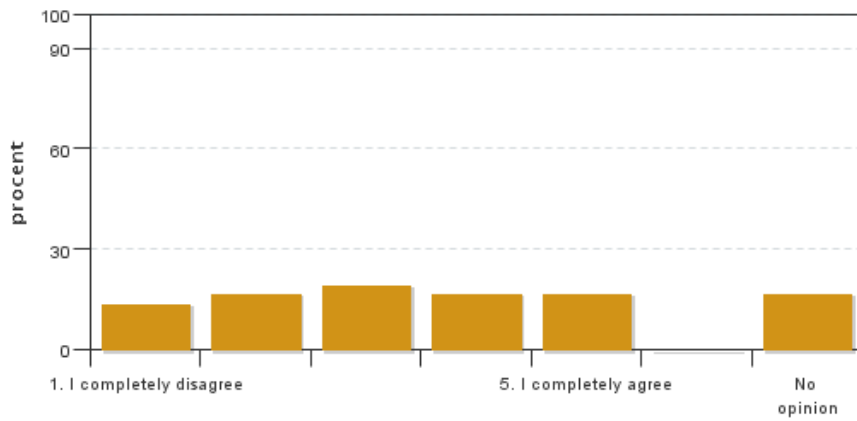
3: 12

4: 11

5: 7

No opinion: 3

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).

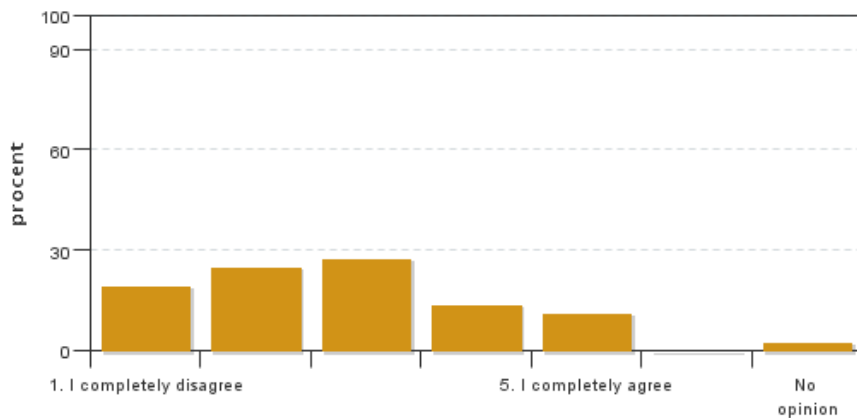


Answers: 36
 Medel: 3,1
 Median: 3

1: 5
 2: 6
 3: 7
 4: 6
 5: 6

No opinion: 6

11. The course covered international perspectives.

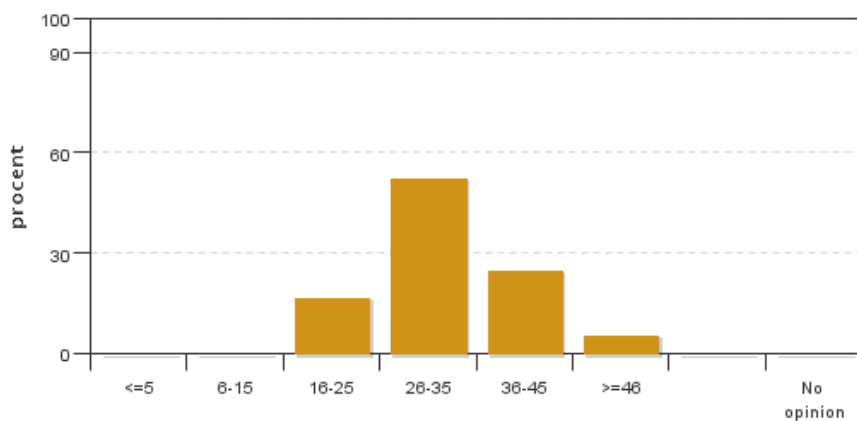


Answers: 36
 Medel: 2,7
 Median: 3

1: 7
 2: 9
 3: 10
 4: 5
 5: 4

No opinion: 1

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



Answers: 36
 Medel: 31,7
 Median: 26-35

≤5: 0
 6-15: 0
 16-25: 6
 26-35: 19
 36-45: 9
 ≥46: 2

No opinion: 0

Course leaders comments

No comments from the teacher

Student representatives comments

Course evaluation- Silviculture, Forest Management Planning and Forest Health- SG0230

1. The whole impression of the course varied. The bigger part of the class thought it was bad (average 2,7)

It was all over the place and under all critic that a course that are supposed to be in English were in Swedish.

Some of the student thought it was educational with so many days out in the field. But others wondered why we went to Dalarna. Some many hours to go by bus and so few hours out in the field and then, see a company marketing themselves.

The student proposes that the lectures will be hold in English, and only in English, with lecturer who knows how to speak the language or that the course will be hold in entirely in Swedish and not be open for exchange student. Surprisingly was there not enough with instructions in English. Some wondered who did the plan for this course... And how are the not Swedish students supposed to handle this situation? It is not their work to translate the instructions. Are the other student supposed to translate?

When even not the lecturer did not speak English there became a problem. It makes the opportunity to discuss and learn more very difficult, even for the Swedish students. It would might be better to have a lecturer that maybe knew less about the subject, but knew the language and that would maybe open up the discussions. The quality varied too much between the lecturer.

It was too much of every part of the course at the same time. During the period with the management plan we had lectures with other topics and two assignments with unclear instructions. Some parts were repetition and but too few were new.

The support we got with the work with the management plan was good but the instructions were old and not always relevant for us. And parts of them could not even our teachers help us with. Maybe time to update them.

Otherwise, it felt like the course were held for the first time, especially when the course leader was hard to contact and did not take the responsibility he had during the week in Dalarna. And the schedule, it was updated too many times. Sometimes just some hours before the lectures, things can happen but this was too much and a text message or a message on the course page would be appreciated.

Suggestions for coming years.

Do two parts of this course, one part with the management plan and one with the rest, even though the second part would be hard to grip. Do not have one written exam. Do cases or other types of assignments instead, especially when the lecturer differs so much in quality. Update the instructions and kind of helps the student use to solve their problems. Not even the teachers understood everything. The excel files would be updated too, the teachers told us that some of the information were unimportant and it would be easier to use a "clean" workbook. Update the literature list. Why can the Swedish students read Swedish literature? It would be more fair if they needed to find it by themselves instead. For once, SLU might have to let go, the trip to Dalarna varied in quality but how the information were held were a catastrophe. And the students thought most of it were repetition. The written exam was not appreciated when it could be done with only information from the old exams, but if it changes to other kind of examinations this will probably not be a problem. It would be more giving if it could contain more of discussions and how to argue than just about information.

That the exchange students did not feel like they were welcome and not even get the chance to finish the course because the course leader and lecturer mismanage their work are not acceptable. That a student without the history of Swedish forest or may not expected to stay in Sweden and hear that some of the subject that was brought up were not relevant for him/her are unacceptable. They are not the ones that will decide what is relevant for the student or not.

2. The students thought it was not very clear what the goals were. The literature was too overwhelming, and it was hard to screen what was important when it was so many different literature. I would be appreciated if the learning objectives were discussed with the course leader so it would be even clearer what is expected of the students. During half the course they were not even accessible. The lecturer should be more consistent were they put the literature, not under both "links" and "literature, it is confusing. The learning objectives could be clearer. It is uncertain how they are supposed to count. In the goals it said that the moment with insects could only be graded with G or U, but the it came questions on the written exam which could give higher grade than G. How is this supposed to be red by the students?

3. Most of the students thought their prior knowledges was enough. Much were also repetition, it would be appreciated with deeper going lectures.

4. It was unclear where the information would come. It would be easier if it was either Fronter or our course page. A SMS can also be sent if there are any information that should be out quick. And try not to change too much in short of time. And how is it possible that the students had to call the course leader two days before the re-examination because they did not know where and when it should be held?

5. It was bad English during many of the lectures and the literature were not completely useful due to it was not translated so exchange students could not understand, or got the same information as us Swedish students. The

exchange students should not be forced to go to Östad just because the information and instructions are not written in English. How the information was brought up during the lectures can also be discussed, e.g. the lecture about modelling were unclear for many of the students. In the literature list it should probably only be literature that everyone can read. If the Swedish students want to read in Swedish, then they should, on their own find it, just like everyone else.

6. Since the course were supposed to be held in English and there were students that could not speak Swedish it was not including when much were held in Swedish. It was also difficult for the Swedish students during the days in Mora when the park manager was condescending when the students were asking questions.

7. The room Bokskogen are not very popular. It is hard to see from the back. The rooms with computers are not dimensioned for our number of students. It is also irritating that not all the computers has two screens. It was trouble with pcSKOG and if there are 3 hours schedule with teacher it would be nice if the teacher were available at least 3 hours, not less.

8. It is not very meaningful to get questions about a certain number, it would be more meaningful to write an exam when the questions are more to show our understanding, and not just our memory for specific numbers. It would be better to have the deadline one day after the oral presentation to touch up the report if any questions came up. Information about the written exam and the manage plan could be better. According what many students have seen, modelling where what not that big amount.

9. It would have been interesting to discuss the environmental effect of bio fuels. More focus could be on certifications.

10. The international perspective were not a big part of this course which it could since it is open for exchange students.

11. One idea would be to have "flipped classrooms" which means that the students are prepared before the lecture and then the time can go to discuss what they have been reading instead of the lecturer stands in front of the class and just talks.

12. Maybe it was been more women who has been lecturers during this course which is appreciated, but there were not many of them on the literature list. It could be good to change some of the lecturers to new people that are full of knowledges so we can get new perspectives. And pleas, teach the lecturers that all the forest owners are not just men. There are women too. Do not forget.

This course has potential but has to change many things and if the course leader are not into this idea maybe someone else should take over. There could be some changes that can make the students more clear about what they are supposed to know, learn more and bring exchanges students to SLU and they will talk good about our school and courses.