



Uthålligt skogsbruk i södra Sverige SG0231, 10089.1819

15 Hp
Studietakt = 100%
Nivå och djup = Avancerad
Kursledare = Emma Holmström

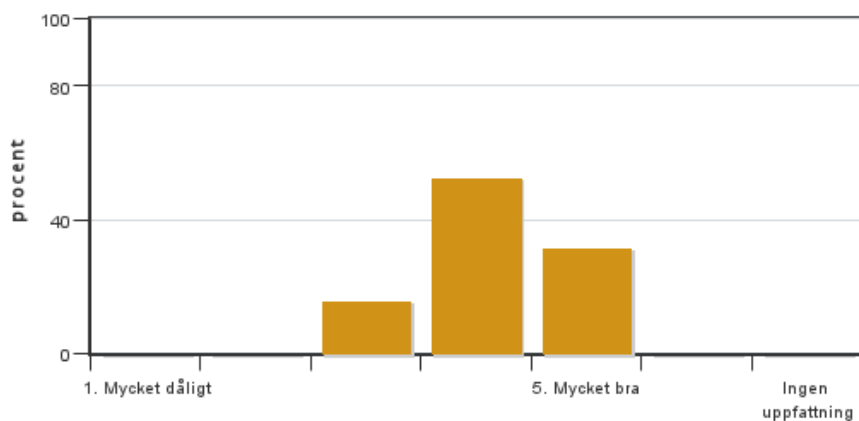
Värderingsresultat

Värderingsperiod: 2018-10-29 - 2018-11-19

Antal svar 19
Studentantal 22
Svarsfrekvens 86 %

Obligatoriska standardfrågor

1. Mitt helhetsintryck av kursen är:

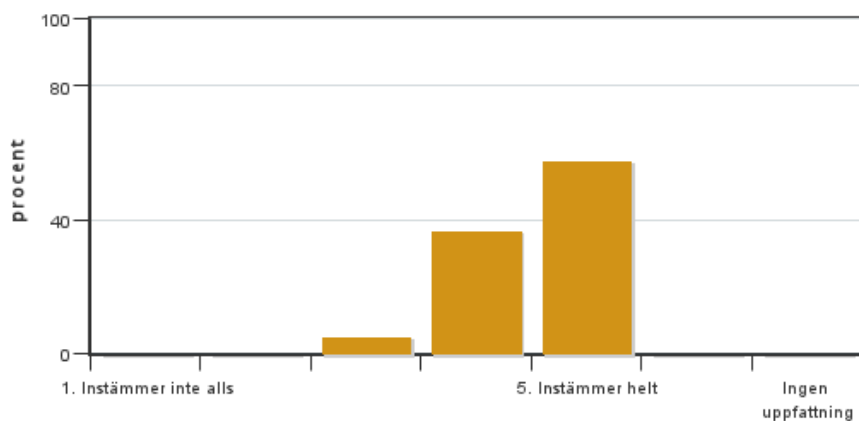


Antal svar: 19
Medel: 4,2
Median: 4

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

Har ingen uppfattning: 0

2. Jag anser att kursens innehåll hade en tydlig koppling till kursens lärandemål.

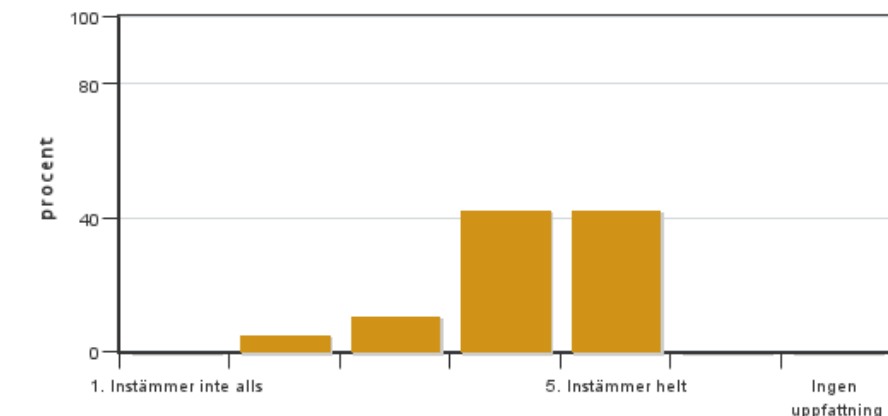


Antal svar: 19
Medel: 4,5
Median: 5

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

Har ingen uppfattning: 0

3. Mina förkunskaper var tillräckliga för att tillgodogöra mig kursen.

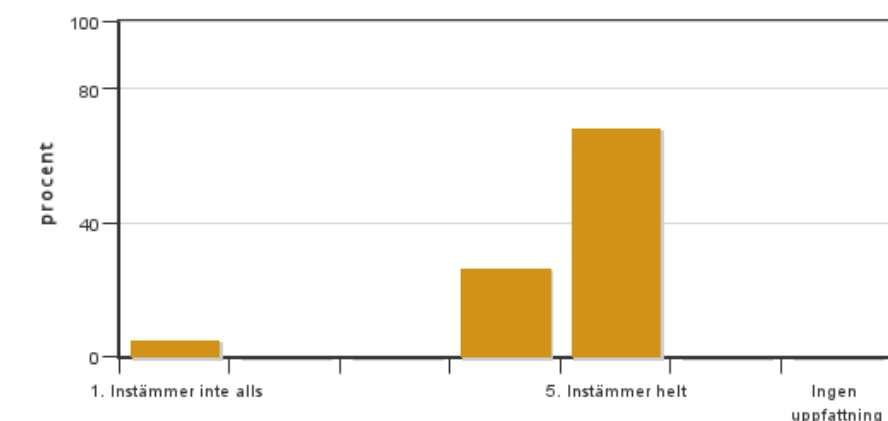


Antal svar: 19
Medel: 4,2
Median: 4

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

Har ingen uppfattning: 0

4. Jag anser att kursinformationen var lättillgänglig.

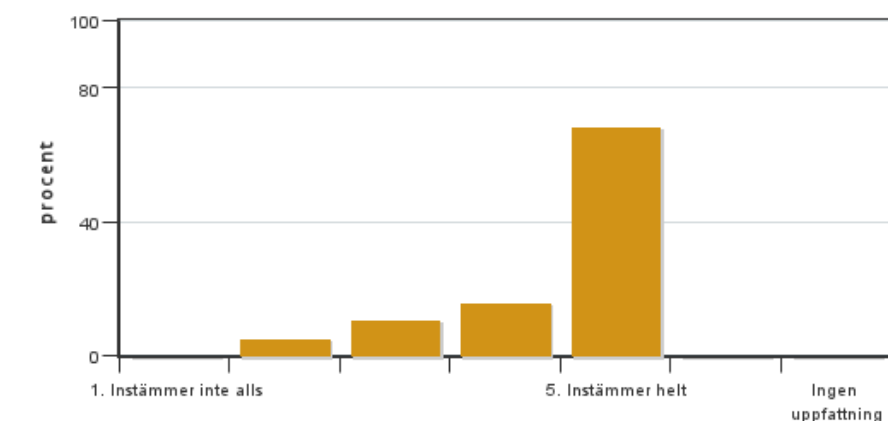


Antal svar: 19
Medel: 4,5
Median: 5

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

Har ingen uppfattning: 0

5. Kursens lärandemoment (föreläsningar, litteratur, övningar med mera) har stöttat mitt lärande.



Antal svar: 19
Medel: 4,5
Median: 5

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

Har ingen uppfattning: 0

6. Jag anser att den sociala lärmiljön har varit inkluderande där olika tankar respekterades.



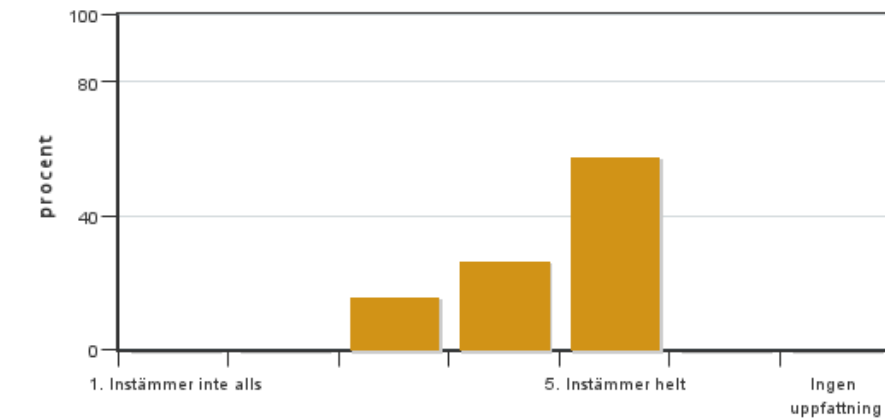
Antal svar: 19
Medel: 4,7
Median: 5

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



Har ingen uppfattning: 0

7. Jag anser att den fysiska lärmiljön (exempelvis lokaler och utrustning) var tillfredställande.

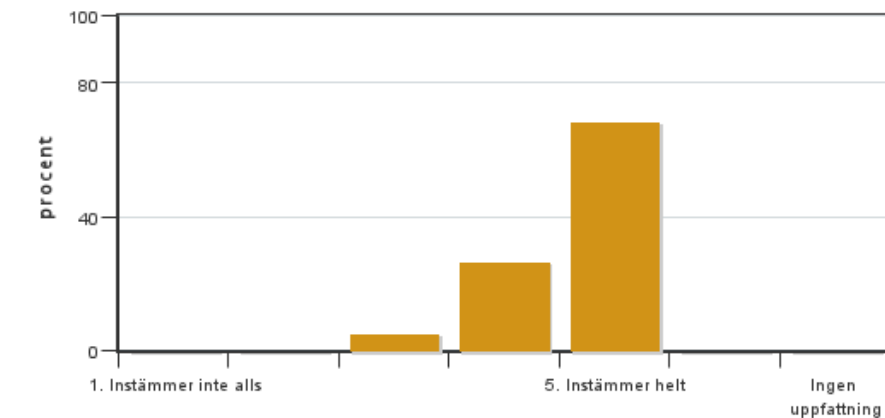


Antal svar: 19
Medel: 4,4
Median: 5

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

Har ingen uppfattning: 0

8. Examinationen/-erna gav mig möjlighet att visa vad jag lärt mig under kursen, se lärandemål.

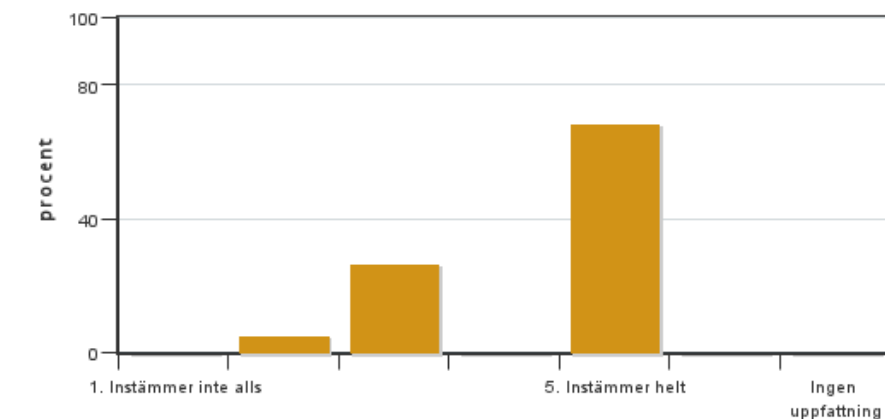


Antal svar: 19
Medel: 4,6
Median: 5

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

Har ingen uppfattning: 0

9. Jag anser att kursen har berört hållbar utveckling (miljömässig, social och/eller ekonomisk hållbarhet).

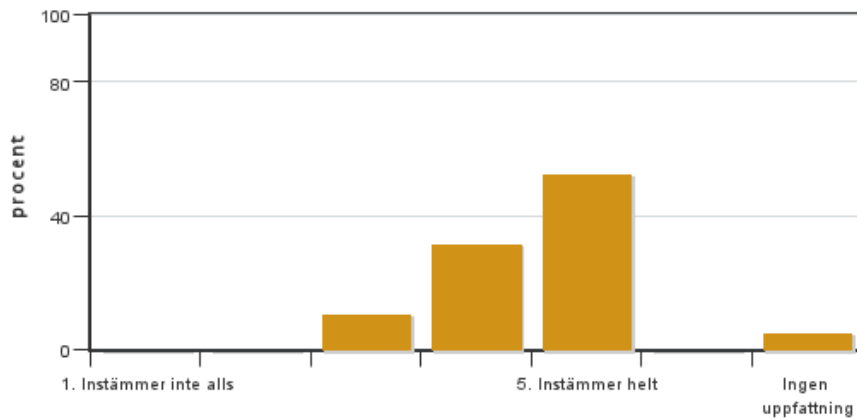


Antal svar: 19
Medel: 4,3
Median: 5

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

Har ingen uppfattning: 0

10. Jag anser att kursen har berört ett genus- och jämställdhetsperspektiv i innehåll och praktik (t. ex. perspektiv på ämnet, kurslitteratur, fördelning av taltid och förekomst av härskartekniker).

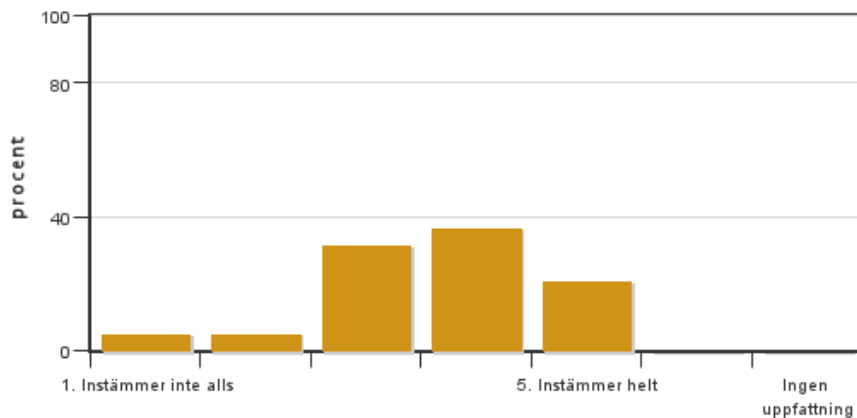


Antal svar: 19
 Medel: 4,4
 Median: 5

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

Har ingen uppfattning: 1

11. Jag anser att kursen har berört internationella perspektiv.

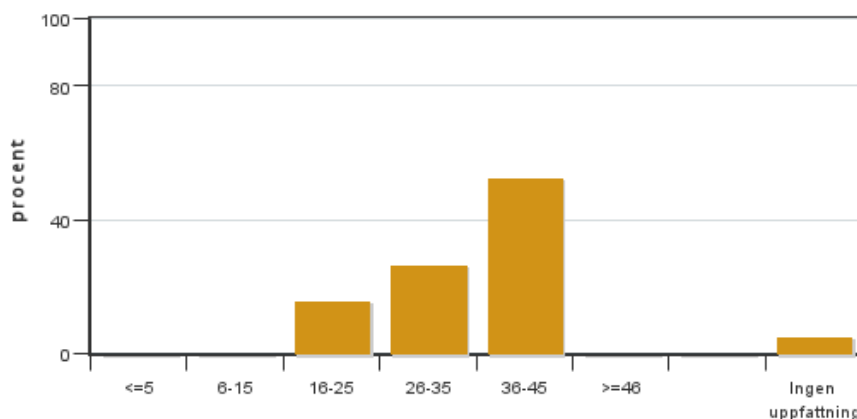


Antal svar: 19
 Medel: 3,6
 Median: 4

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

Har ingen uppfattning: 0

12. Jag har i genomsnitt lagt ... timmar per vecka på kursen (inklusive schemalagd tid).



Antal svar: 19
 Medel: 33,9
 Median: 36-45

≤5: 0
 6-15: 0
 16-25: 3
 26-35: 5
 36-45: 10
 ≥46: 0

Har ingen uppfattning: 1

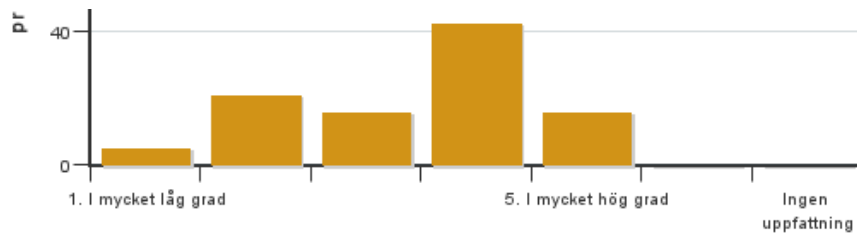
Egna frågor

13. I found the part of the course with R sessions, labs and assignment useful and it improved my understanding in forest management research.



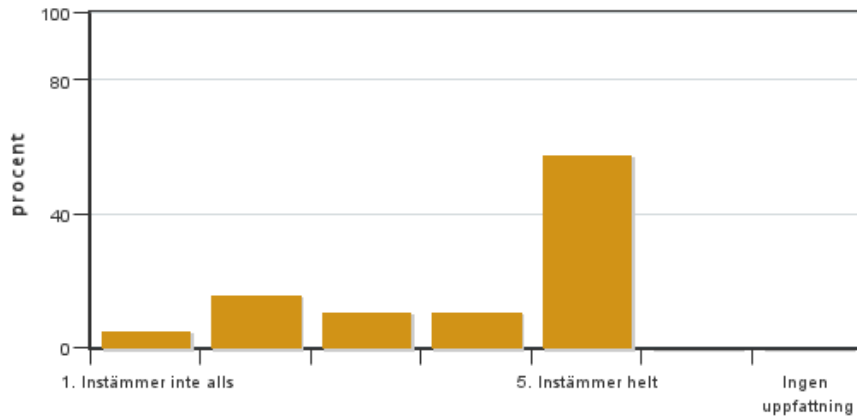
Antal svar: 19
 Medel: 3,4
 Median: 4

1: 1
 2: 4



3: 3
 4: 8
 5: 3
 Har ingen uppfattning: 0

14. I appreciated working in pairs on the written, longer, assignment and it is better from a learning perspective with the pairwise writing. (as in contrast to do the literature search and discussion in pairs but the actual report writing individual)



Antal svar: 19
 Medel: 4,0
 Median: 5

1: 1
 2: 3
 3: 2
 4: 2
 5: 11
 Har ingen uppfattning: 0

Kursledarens kommentarer

I have read the comments and the evaluation from the students and I agree in most of their comments on the course. This is the second year that I have the course and I have drastically re-arranged it from what it was before my time. My hope is that for next years course even more of it will be well-structured and transparent already from start.

My intentions is to transform the course more into a course in sustainable development with all possible aspects in a forest management with different objectives. My intention is to focus more on how to actually implement an adaptive management than the specific management programs. I have increased the parts of the course that concerns continuous cover forestry, carbon sequestration and mixtures and I will keep this in the future as well. I agree that the ecological aspects of sustainable forestry could be even more discussed and I do want the course to have an integrated approach on both biodiversity and wood supply in forest management. I also agree that the amount of written assignments might have been more than the students are used to. Perhaps some of the assignments could be only pass/fail next year instead of grades.

I also agree that the learning of R is difficult and not all students enjoy this. Positively, the median in my question whether R was useful or not, was a 4, which means that most of the students appreciate this part of the course. I have decided to next year to only demand pass/fail on R assignments without taking the R coding skill into the final grade. By doing this, much of the stress for the students would probably be reduced. However, I am pretty sure that full class lectures, where teachers stand in front and do step by step-exercises, are a little bit too old-fashioned. But for next year, some of the Rlabs will be a little bit changed and more instructive. Some Rlabs will be more repetition before going into next level. This year I had two Ph-D students that joined all R labs and they gave great support to the students.

I will keep the mixture of examination forms; oral presentation, written assignments, group work with poster presentations and final exam, since I appreciate the possibility for students to show different strengths in their performances. Some of the comments regarding working in groups for assignments was negative in the evaluation, but still the median answer was a 5! indicating that I should keep at least some of those modules. The two separated field weeks will also be kept for next year, perhaps with a little bit more of follow up-exercises in class afterwards. Finally I want to say that I have very much appreciated the time with the course and the students this year as well!

Studentrepresentantens kommentarer

Students have submitted largely positive comments about the course in Sustainable Forestry in Southern Sweden. Respondents praise the course for its structure and quality of teaching. Information concerning the course as well as linking the course content to learning outcomes were both positively reviewed by students. All respondents found the social learning environment to be inviting and welcoming, including the physical components of the course during fieldwork exercises. The average response rating out of 5 for the questions was 4.2, illustrating an overwhelmingly positive attitude towards the course.

The responses varied in terms of satisfaction with assignment structure and different components of the course. A number of students criticized the frequency of assignments and how this deviated attention from actual learning of course content, as well as the heavy focus on working with R. The survey question with the most negative response (3.4) was concerning the R component of the course. The most frequently occurring criticism of the R component was the structure of the R labs. A number of comments had suggestions for improvements: having smaller classes during labs, introducing R topics through walkthroughs, placing more focus on understanding concepts behind the program as opposed to placing a heavier focus on code, and working together as a class step-by-step through R sessions. Overall, students appear to be unhappy with how R was taught, while at the same time most students have appreciated the value of learning R in the long run.

Furthermore, several students desired a more balanced focus on sustainability and production, and stated that the course content placed too much emphasis on production forestry. Some comments suggested a more integrated approach to the two fields as opposed to treating them separately. Another component of the course that was criticized was the focus on group assignments. Students cited unfair work allocation in groups and that they would rather have worked on assignments individually.

To summarize, based on the survey and comments from students, the Sustainable Forestry in Southern Sweden course has been very well-received and appreciated by students for a number of factors, such as quality of teaching, lecture content, and a learning environment. Components that could be improved are the manner in which R labs are organized as well as the balance between sustainability and production forestry.