



## Planering för hållbart skogsbruk - teori, metod och verktyg SG0233, 20056.1819

15 Hp

Studietakt = 100%

Nivå och djup = Avancerad

Kursledare = Renats Trubins

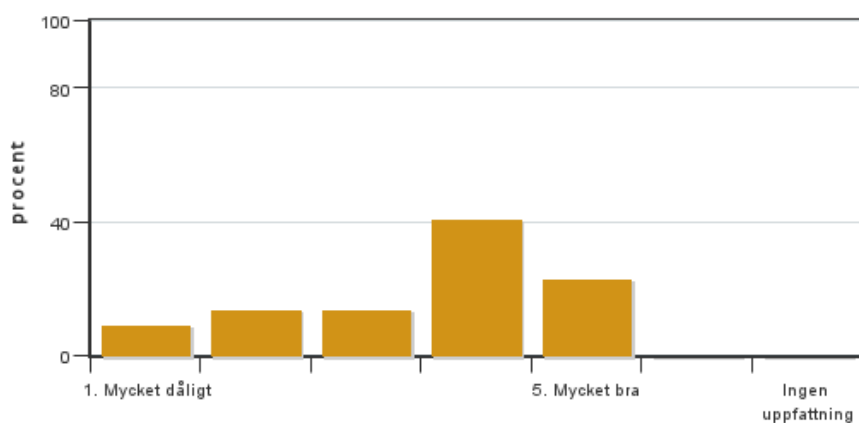
### Värderingsresultat

Värderingsperiod: 2019-01-13 - 2019-02-03

Antal svar	22
Studentantal	25
Svarsfrekvens	88 %

### Obligatoriska standardfrågor

#### 1. Mitt helhetsintryck av kursen är:

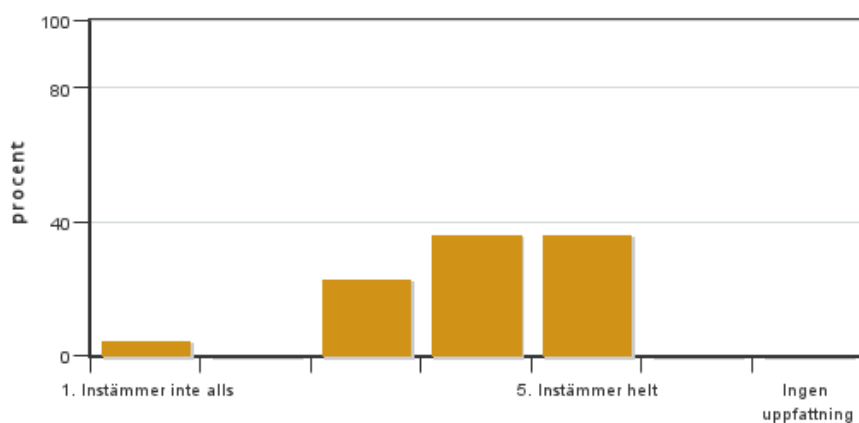


Antal svar: 22  
Medel: 3,5  
Median: 4

1: 2  
2: 3  
3: 3  
4: 9  
5: 5

Har ingen uppfattning: 0

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

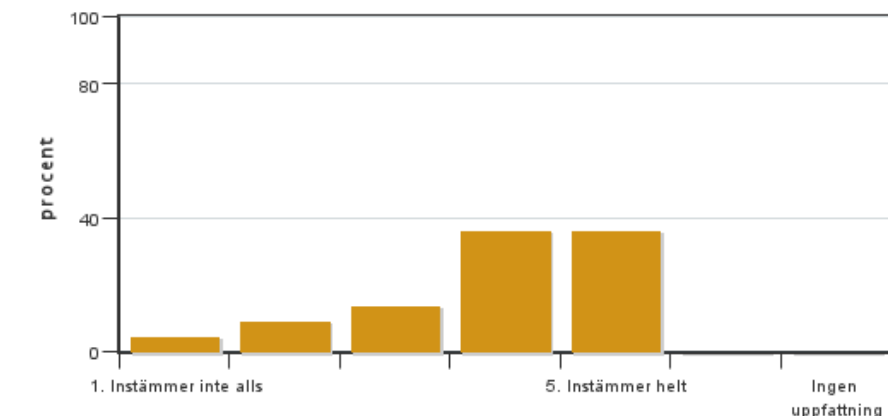


Antal svar: 22  
Medel: 4,0  
Median: 4

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

Har ingen uppfattning: 0

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

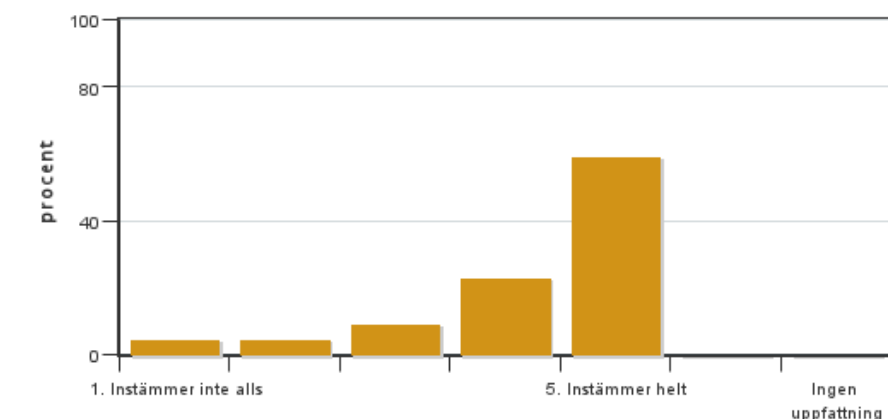


Antal svar: 22  
Medel: 3,9  
Median: 4

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

Har ingen uppfattning: 0

**4. Jag anser att kursinformationen var lättillgänglig.**

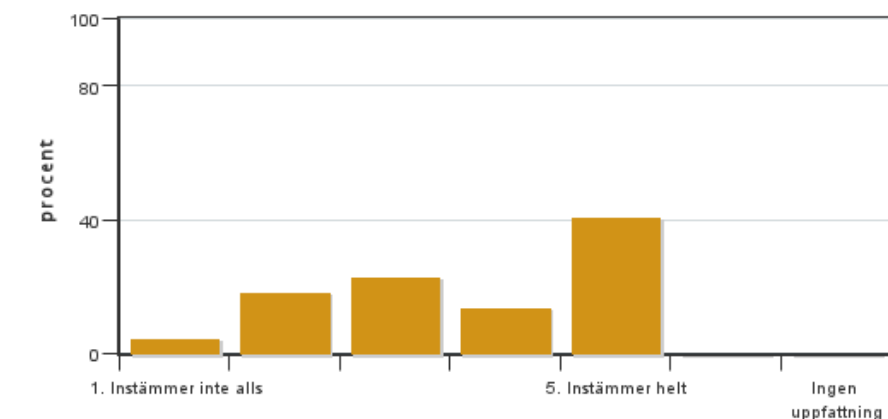


Antal svar: 22  
Medel: 4,3  
Median: 5

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

Har ingen uppfattning: 0

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

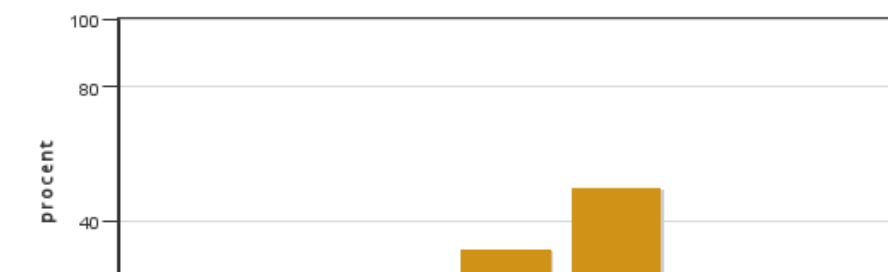


Antal svar: 22  
Medel: 3,7  
Median: 4

1: 1  
2: 4  
3: 5  
4: 3  
5: 9

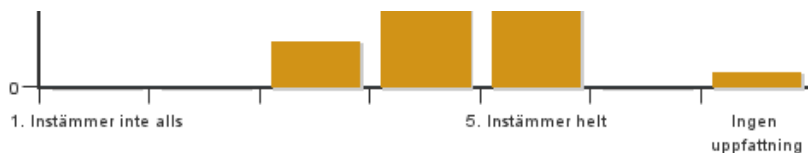
Har ingen uppfattning: 0

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



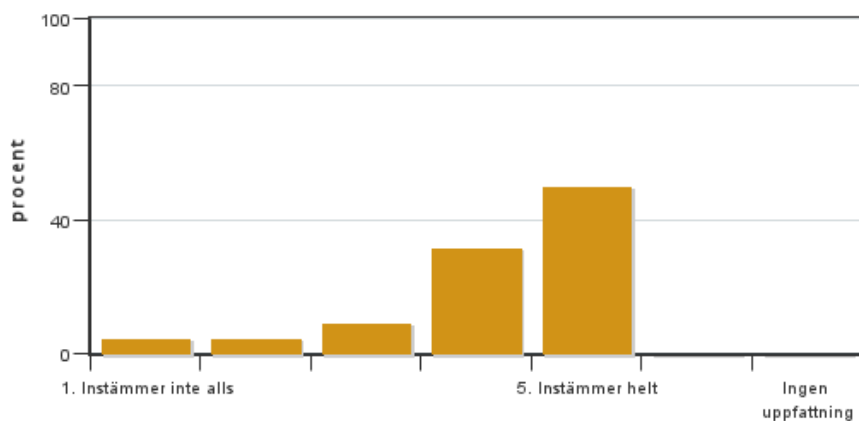
Antal svar: 22  
Medel: 4,4  
Median: 5

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



Har ingen uppfattning: 1

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



Antal svar: 22

Medel: 4,2

Median: 4

1: 1

2: 1

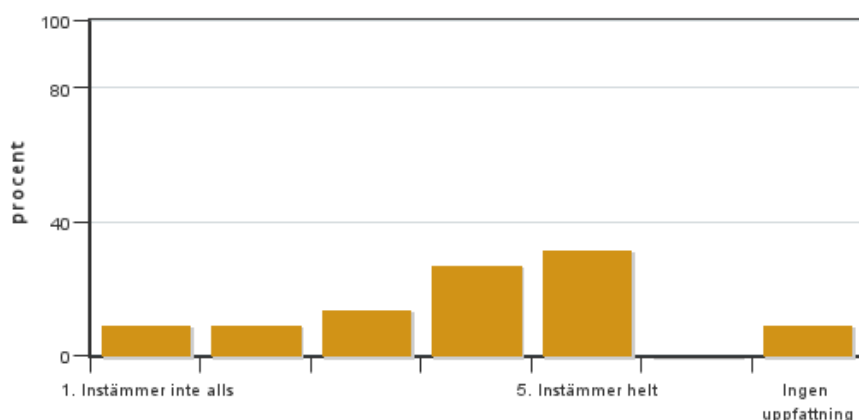
3: 2

4: 7

5: 11

Har ingen uppfattning: 0

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



Antal svar: 22

Medel: 3,7

Median: 4

1: 2

2: 2

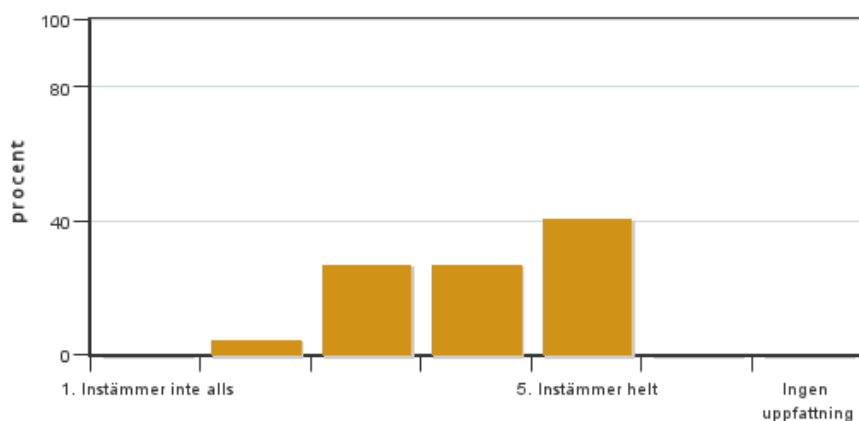
3: 3

4: 6

5: 7

Har ingen uppfattning: 2

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



Antal svar: 22

Medel: 4,0

Median: 4

1: 0

2: 1

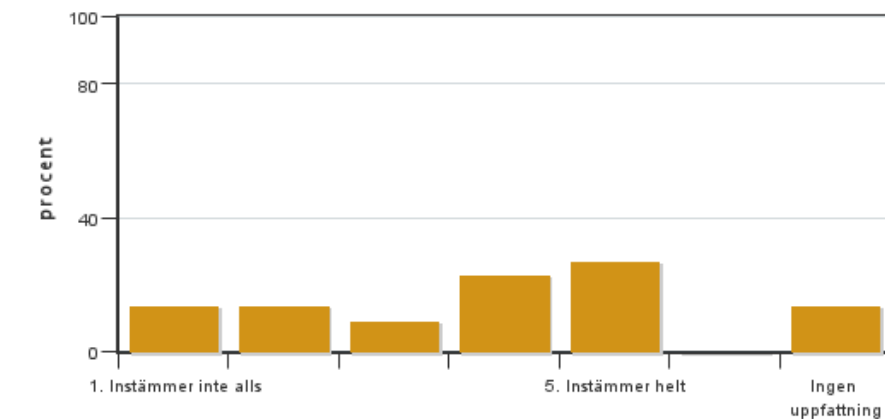
3: 6

4: 6

5: 9

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).**

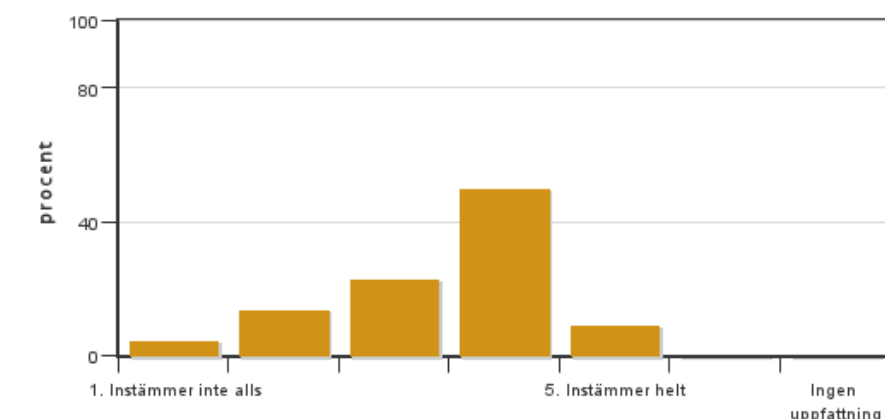


Antal svar: 22  
Medel: 3,4  
Median: 4

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

Har ingen uppfattning: 3

#### 11. Jag anser att kursen har berört internationella perspektiv.

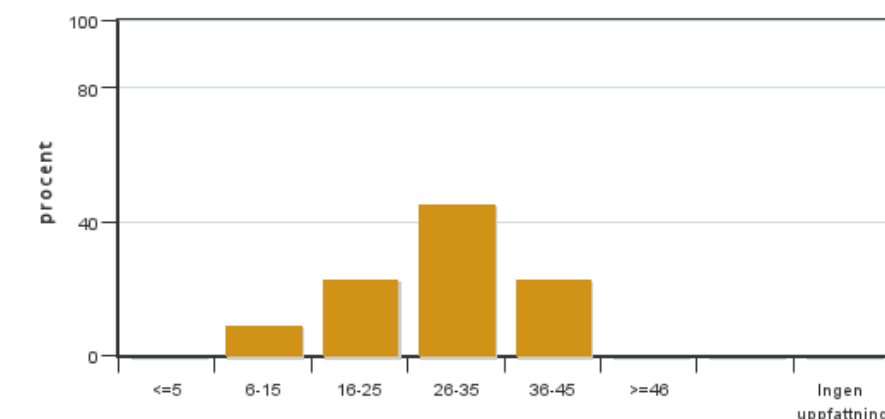


Antal svar: 22  
Medel: 3,5  
Median: 4

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

Har ingen uppfattning: 0

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



Antal svar: 22  
Medel: 28,2  
Median: 26-35

≤5: 0  
6-15: 2  
16-25: 5  
26-35: 10  
36-45: 5  
≥46: 0

Har ingen uppfattning: 0

## Kursledarens kommentarer

The organizational side of the course worked very well. Compared to last year's evaluation there is not a single comment with regard to organizational shortcomings.

In general, the evaluation shows a very large spread of scores, on most questions. Unfortunately, there were some students who became dissatisfied with the contents of the course. However, for almost every critical comment there is an almost exactly opposite positive comment. For example, someone find the tactical planning task "not advanced enough" while a number of others point it out as the most interesting and useful part of the course. Someone complains about deficient structure of the course while someone else praises the clear structure. And so on.

My hypothesis is that what we see is mainly a result of two divides. First is the divide between students with background in the Swedish forestry program and the foreign students. Second is the divide between students with

forestry and students with other backgrounds. Some Swedish students with forestry education back-ground want to learn only tools as close as possible to what they will be applying in their professional work. For the foreign students, it often does not make much sense to study a specific tool used in Sweden. Therefore, we usually try to focus on methods at a more general level. As for the second divide, some elements of the course might be rather difficult for the non-forestry-background-student while sometimes be a repetition for the "foresters". Perhaps, the admission requirements to the course need to be narrowed down.

## Studentrepresentantens kommentarer

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In general, respondents to the survey had positive impressions of the course in terms of point scores (the average overall score was 3.8). Answers to specific questions varied a lot, making it difficult to draw general conclusions. Students seemed to have the most positive opinions about the field trip, tactical plan assignment, and the teaching quality of the course. However, respondents were also dissatisfied with the format of the tactical plan assignment, the length of the field trip, and overall how unstructured the course was.

The teaching aspect of the course was commented on as the most positive component. Many students were satisfied with the quality of teaching and engagement, as well as accessibility, of lecturers. The learning and classroom environment was also positively reviewed. Classroom materials and information access was also received well. However, simultaneously, a few students felt as if Sharepoint was unclear and hard to use. Many students reviewed the field trip positively in terms of point scores, although a number of comments criticized different aspects of the trip. Criticism was primarily directed at how the trip felt unorganized and unnecessarily long. Furthermore, some students felt as if the trip could be more integrated with the tactical plan assignment. The tactical plan assignment also generated differing opinions, with many students enjoying the assignment and citing it as one of the best parts of the course. Other students felt as if it was too simple doing the plan using excel, and questioned the value of this format in terms of preparation for work after education.

Several other components were criticized by more students, such as the lack of international perspective and that the course felt unstructured. Respondents also had the impression that the lectures on remote sensing technique lectures were too complex and in-depth, and that the forest economics lectures were unclear. Students also did not enjoy the ProdMod exercises, as they felt outdated. The Heureka and GIS lectures were greatly appreciated, however many respondents would have liked more time with the programmes. More time dedicated towards understanding the programme and learning how to work with would have helped develop skills with the software. Lastly, many students had the impression that the 'beer game' was poorly organized and not explained well.

The question concerning gender equality had one of the lowest average scores (3.4). Some respondents commented on the use of pronouns and the gender balance in lecturers, while some did not understand the relevance of the question to the course. This in itself could suggest a greater need for gender issues integration and/or awareness from students in the programme. Perhaps this should be tackled on a broader basis and be addressed collectively in all courses.

In conclusion, the course was well received and appreciated by the majority of students, with a few areas that could be improved based on suggestions. Some questions generated negative comments addressing perceived issues, however it should be noted that many of these specific questions still had average scores that were high (>3).