



## Forest Conservation Biology BI1338, 20009.1920

15 Hp

Pace of study = 100%

Education cycle = Advanced

Course leader = Marcus Hedblom

### Evaluation report

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**Evaluation period: 2020-01-12 - 2020-02-02**

Answers 14

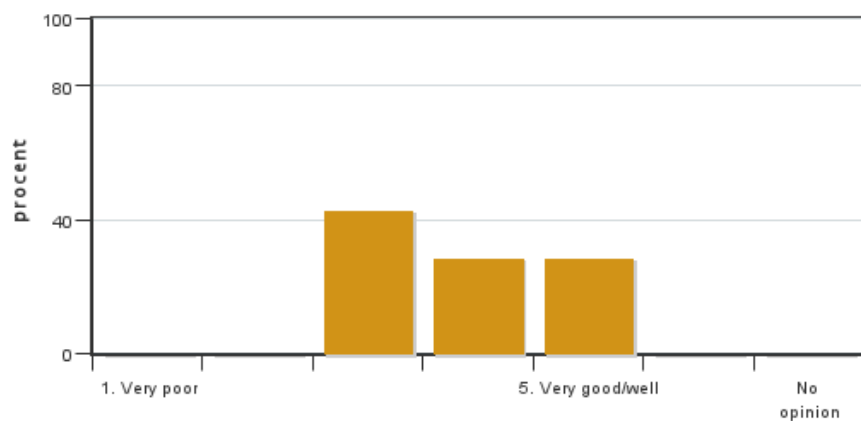
Number of students 22

Answer frequency 63 %

### Mandatory standard questions

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



Answers: 14

Medel: 3,9

Median: 4

1: 0

2: 0

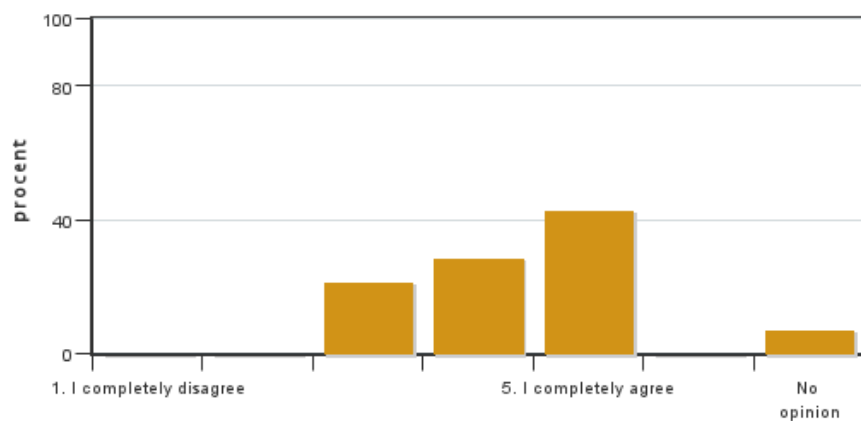
3: 6

4: 4

5: 4

No opinion: 0

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



Answers: 14

Medel: 4,2

Median: 4

1: 0

2: 0

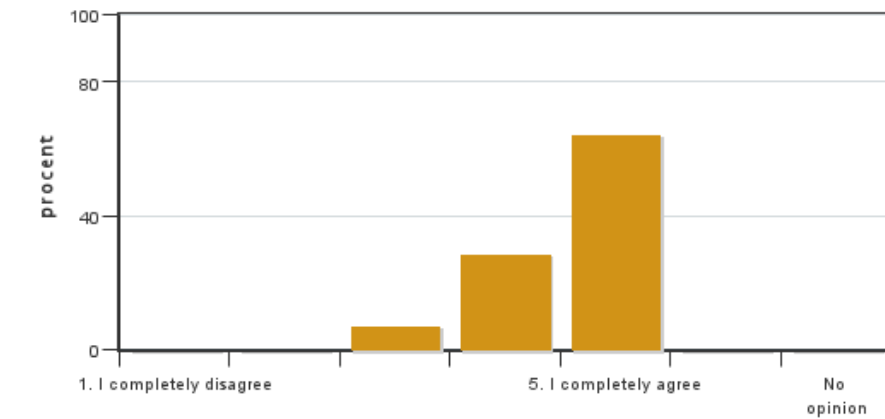
3: 3

4: 4

5: 6

No opinion: 1

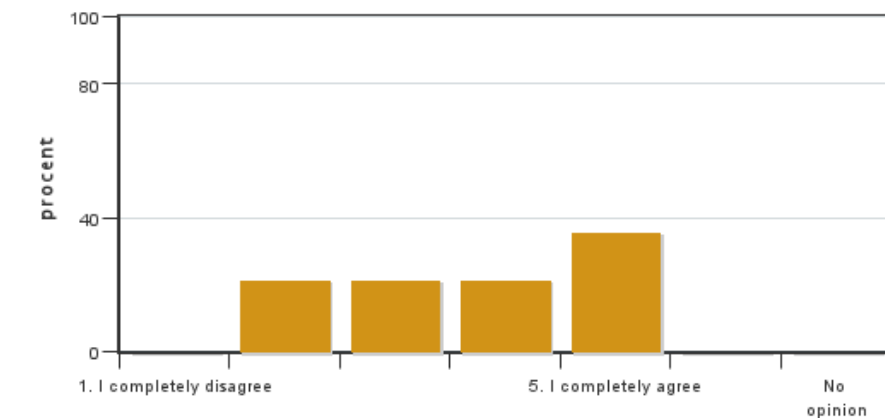
**3. My prior knowledge was sufficient for me to benefit from the course.**



Answers: 14  
Medel: 4,6  
Median: 5

1: 0  
2: 0  
3: 1  
4: 4  
5: 9  
No opinion: 0

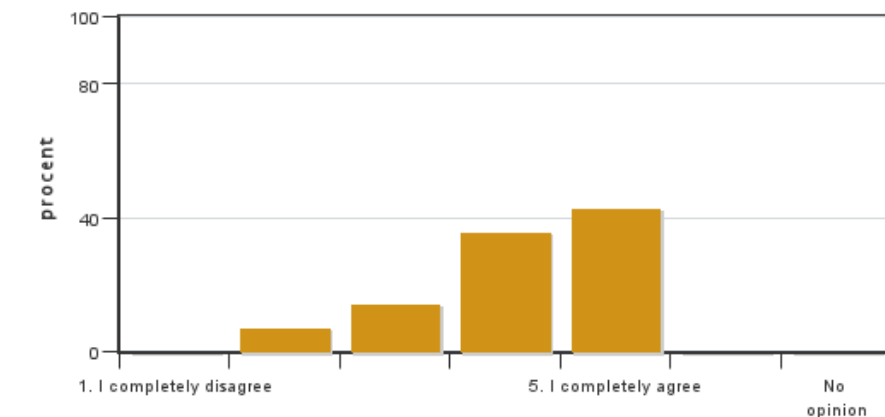
**4. The information about the course was easily accessible.**



Answers: 14  
Medel: 3,7  
Median: 4

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

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



Answers: 14  
Medel: 4,1  
Median: 4

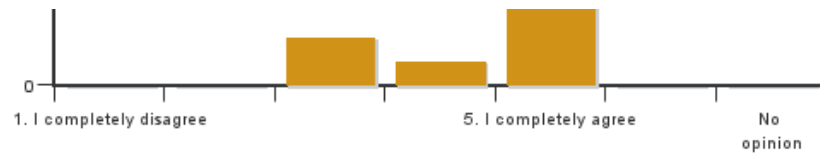
1: 0  
2: 1  
3: 2  
4: 5  
5: 6  
No opinion: 0

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



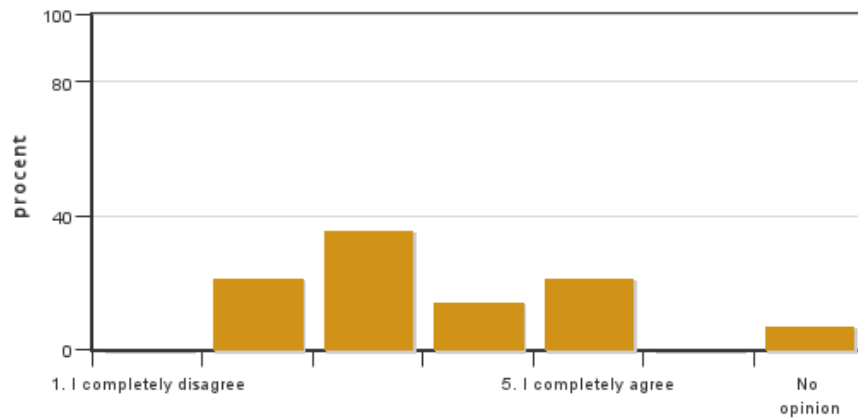
Answers: 14  
Medel: 4,6  
Median: 5

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



No opinion: 0

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



Answers: 14

Medel: 3,4

Median: 3

1: 0

2: 3

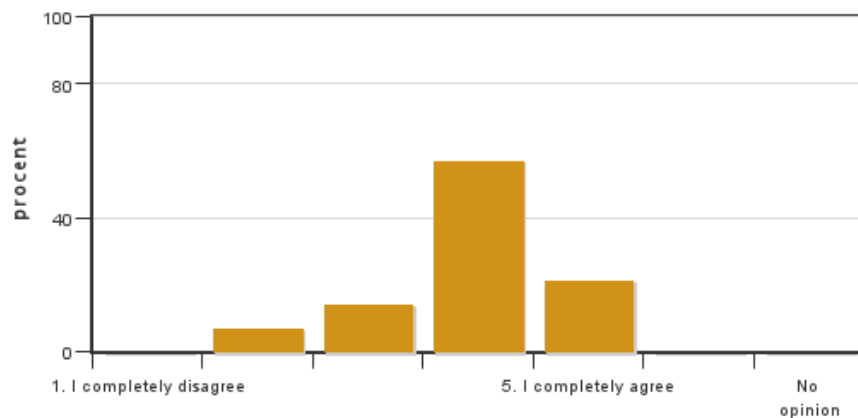
3: 5

4: 2

5: 3

No opinion: 1

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



Answers: 14

Medel: 3,9

Median: 4

1: 0

2: 1

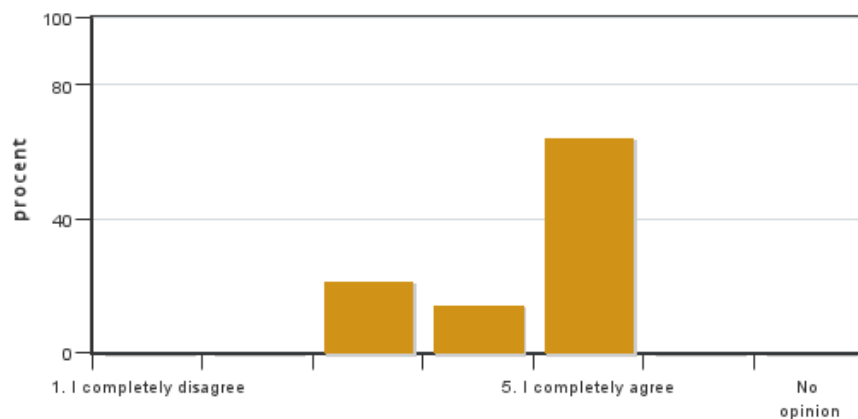
3: 2

4: 8

5: 3

No opinion: 0

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



Answers: 14

Medel: 4,4

Median: 5

1: 0

2: 0

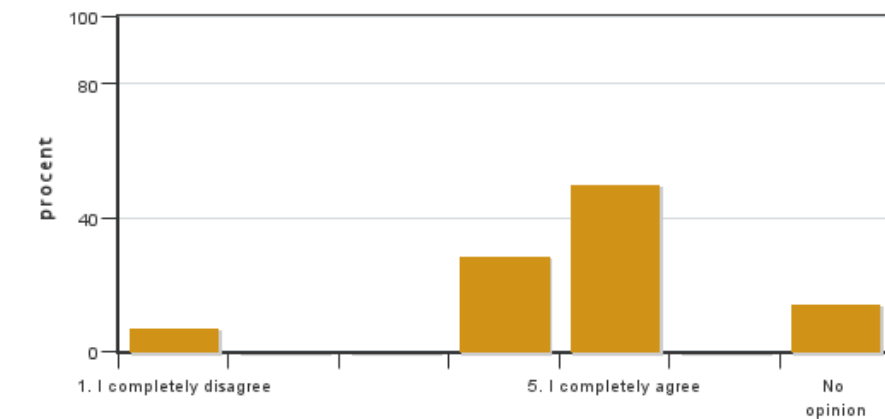
3: 3

4: 2

5: 9

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).**

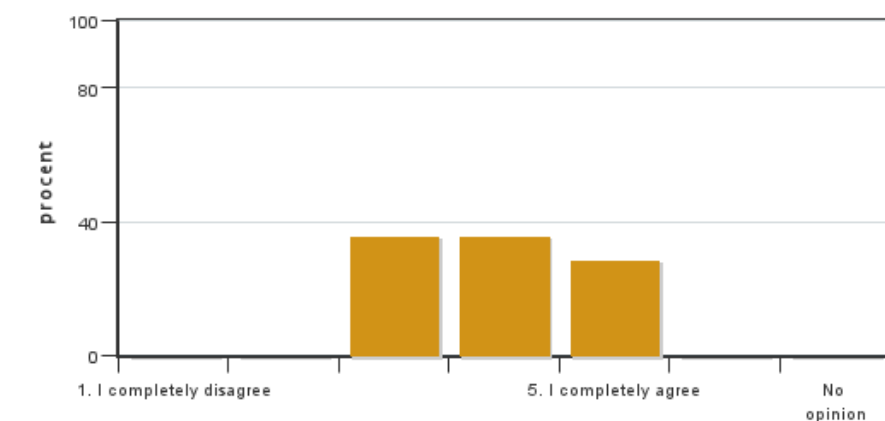


Answers: 14  
Medel: 4,3  
Median: 5

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

No opinion: 2

#### 11. The course covered international perspectives.

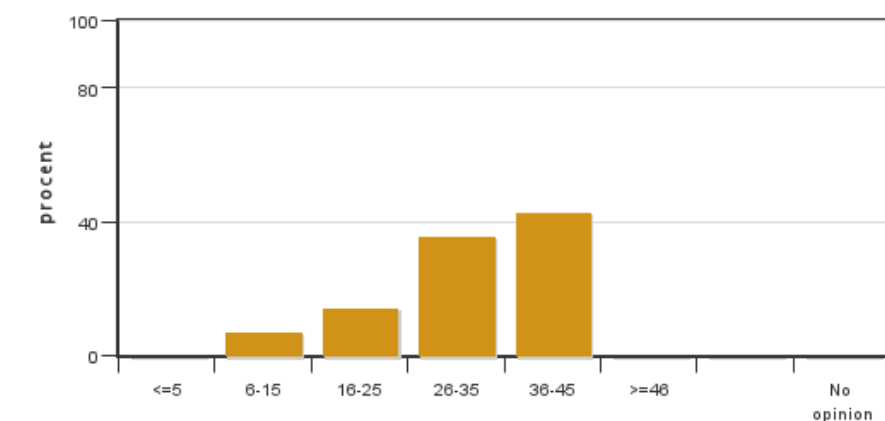


Answers: 14  
Medel: 3,9  
Median: 4

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

No opinion: 0

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



Answers: 14  
Medel: 31,4  
Median: 26-35

≤5: 0  
6-15: 1  
16-25: 2  
26-35: 5  
36-45: 6  
≥46: 0

No opinion: 0

### Course leaders comments

No comments from the teacher

### Student representatives comments

The overall impression of the course was all between good and very good. Many appreciated the content and the outlay of the course as well as the lectures, the excursion and the outlay of the exams, but felt that the communication must be improved. And that the problem regarding the technology for lectures really must be solved before next time.

Most students thought that their knowledge prior to the course was (more than) enough.

Regarding the information about the content and general information during the course is the part that has received the most deviated credits from the students. Some thought it worked very well, whereas others thought the course site in canvas was very badly arranged and that the information regarding where information could be found was very unclear and inconsistent. Being consistent from the start on where which information is uploaded would help a lot. The main criticism here was the questions regarding some of the seminars that appeared with no warning a month after these seminars had taken place. And even though the deadline was postponed it still was unclear whether the three examination days were to include the time for these or not.

The various components got mainly high grades from the students. Most people commented that they really liked the excursion and the visit to the site of the Sala-fire. The seminars were appreciated by some, who thought it was a great way of learning, although they would have preferred more up to date-articles, whereas others thought there were too many seminars and would have preferred more and longer lectures. The fact that you always had seminars with the same people was appreciated, since it made people who might feel uncomfortable talking in front of strangers feel safe and more confident in doing so after a while. But one suggestion of improvement was to not always let the same group have the lecturer responsible for that week seminar and the rest always having their usual one, but to switch lecturers between the groups. Some thought that the course book was superfluous, since the focus and references mainly was on the provided articles. More referring to the course book was suggested, since it was quite "heavy" to read on your own and came handy for the examination. The debate was appreciated, although it was questioned why the debate article that was handed in was not graded, whereas the excursion assignment as well as the seminar assignments were.

The comments regarding the exams were mainly positive and many thought it was a good and realistic way to show off their skills. The main criticism here was that the map-part (that was the base for quite a large part of the finishing examination) came as a surprise.

One suggestion was to add how to communicate the importance of conservation to the public to the course, a subject that many conservation courses lack.