



Silviculture - the science of forest stand management SG0244, 30001.1920

15 Hp

Pace of study = 100%

Education cycle = Advanced

Evaluation report

Evaluation period: 2020-03-17 - 2020-04-07

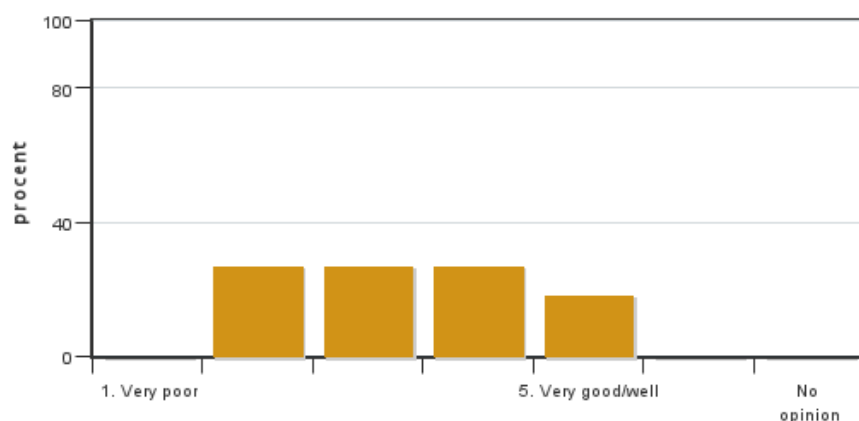
Answers 11

Number of students 21

Answer frequency 52 %

Mandatory standard questions

1. My overall impression of the course is:

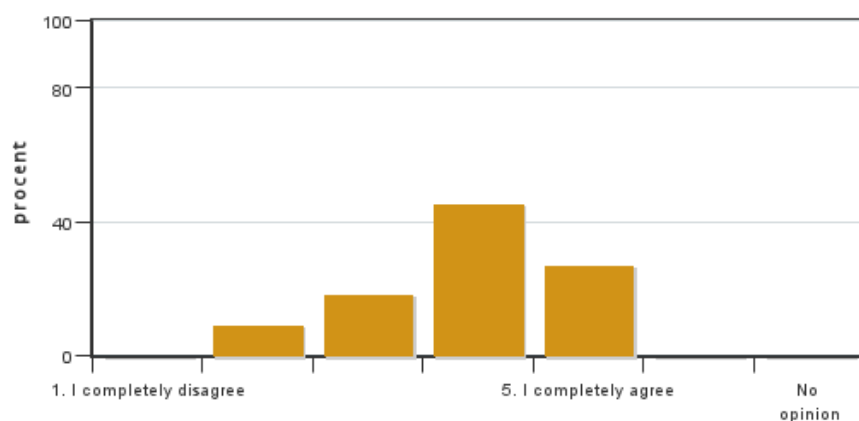


Answers: 11
Medel: 3,4
Median: 3

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

No opinion: 0

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

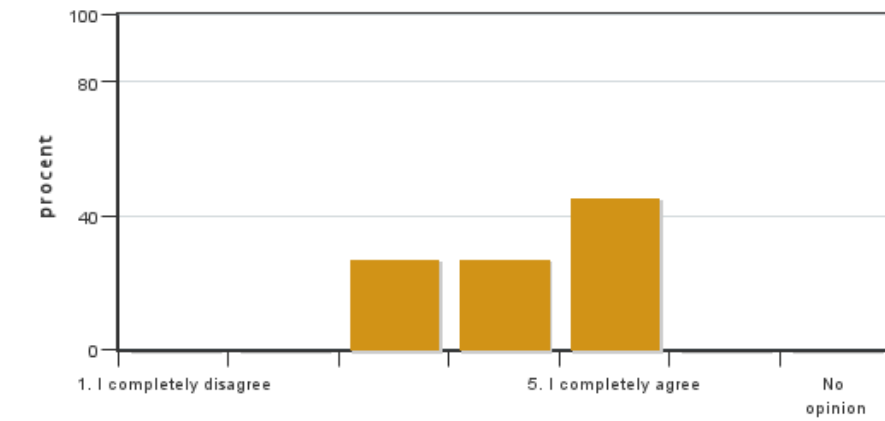


Answers: 11
Medel: 3,9
Median: 4

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

No opinion: 0

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

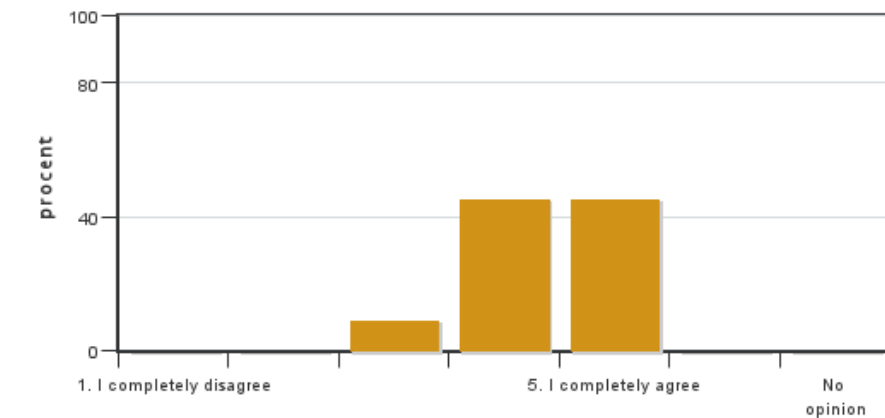


Answers: 11
Medel: 4,2
Median: 4

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

No opinion: 0

4. The information about the course was easily accessible.

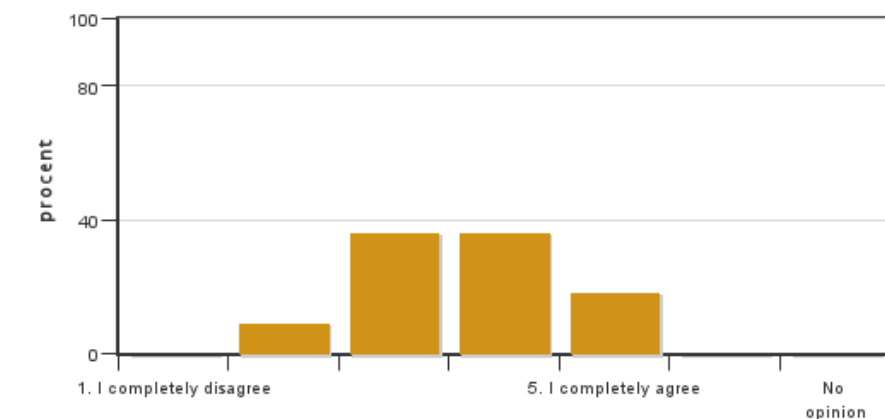


Answers: 11
Medel: 4,4
Median: 4

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

No opinion: 0

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

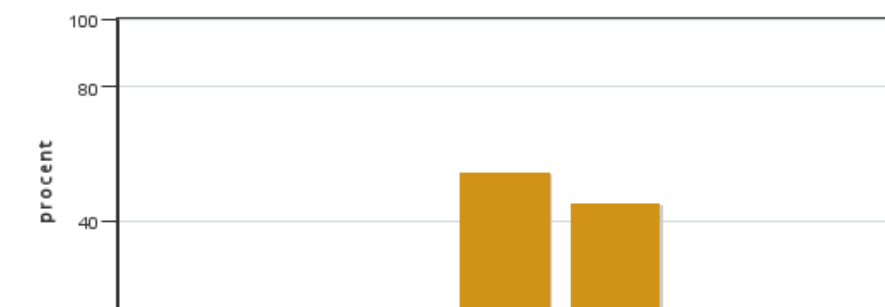


Answers: 11
Medel: 3,6
Median: 4

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

No opinion: 0

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



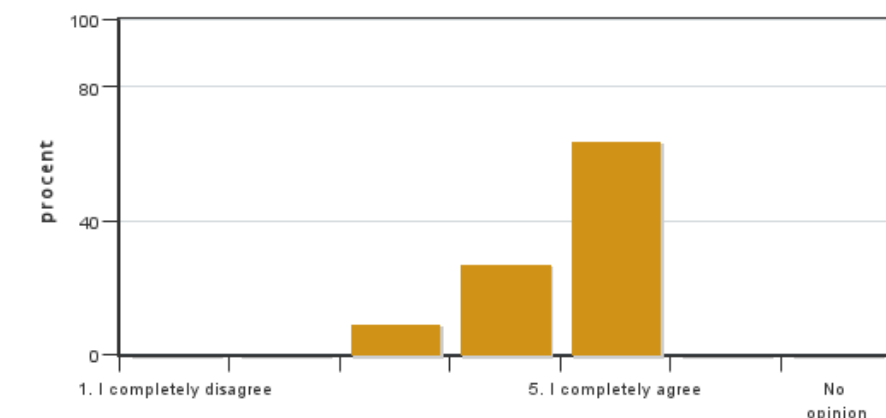
Answers: 11
Medel: 4,5
Median: 4

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

No opinion: 0



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

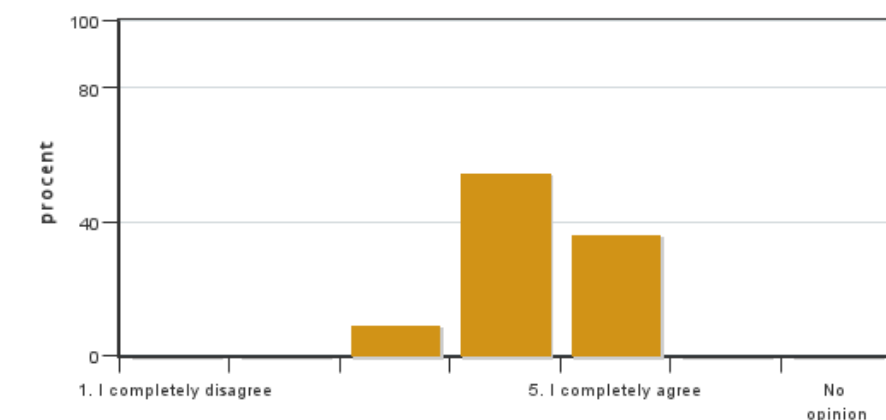


Answers: 11
Medel: 4,5
Median: 5

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

No opinion: 0

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

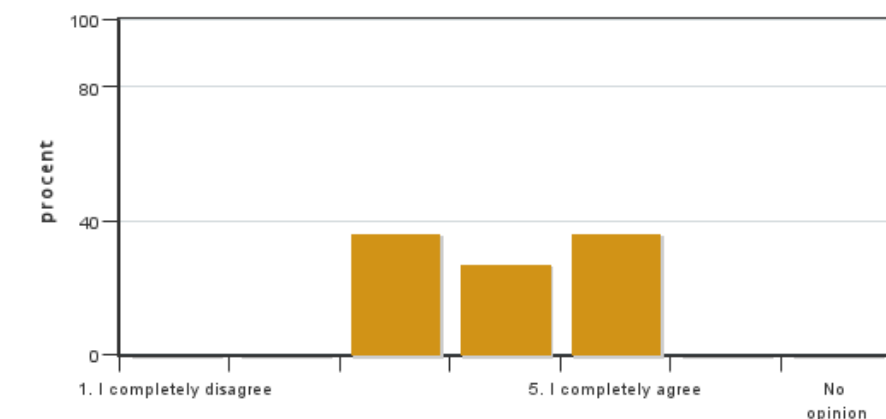


Answers: 11
Medel: 4,3
Median: 4

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

No opinion: 0

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

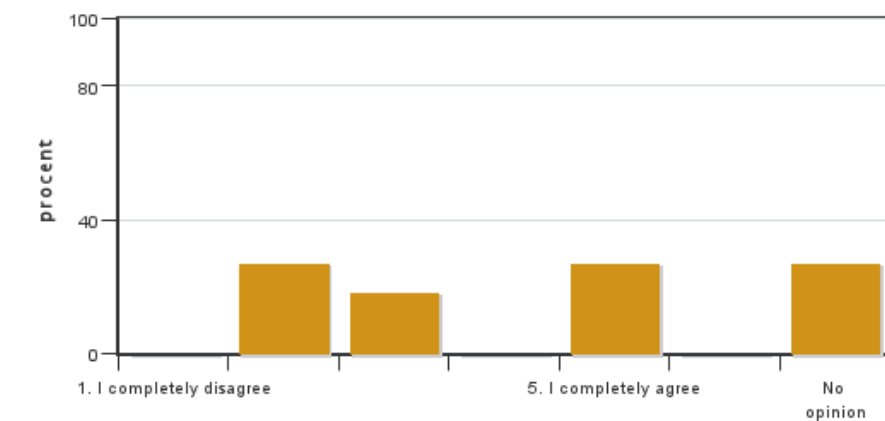


Answers: 11
Medel: 4,0
Median: 4

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

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).

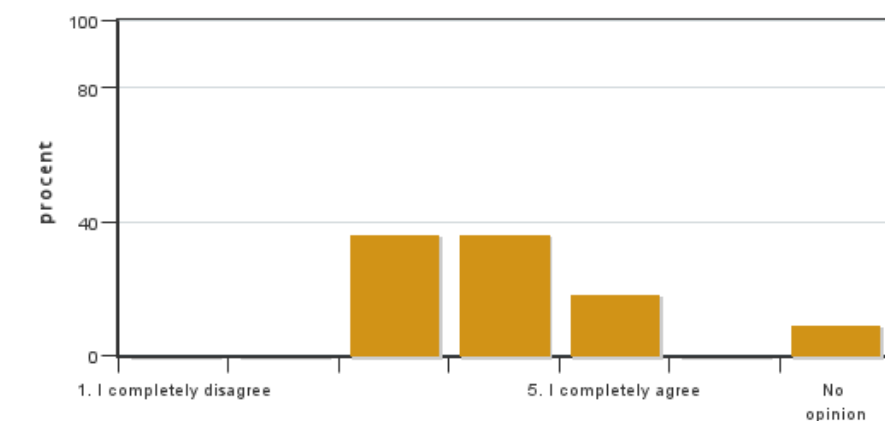


Answers: 11
 Medel: 3,4
 Median: 3

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

No opinion: 3

11. The course covered international perspectives.

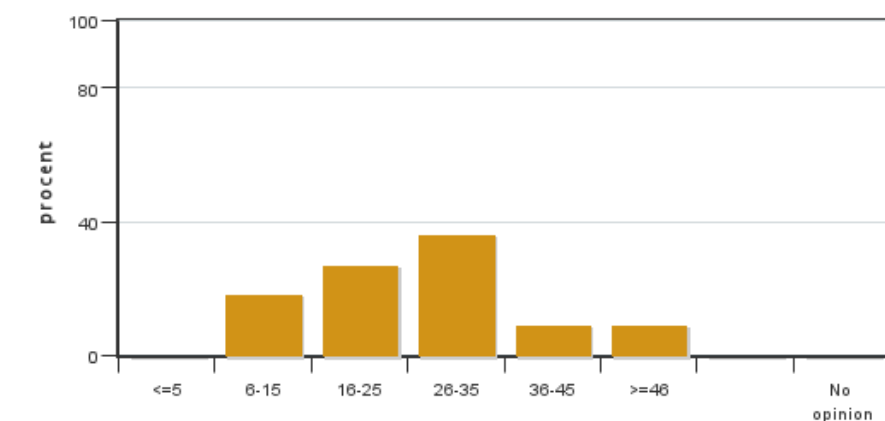


Answers: 11
 Medel: 3,8
 Median: 4

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

No opinion: 1

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



Answers: 11
 Medel: 26,0
 Median: 26-35

≤5: 0
 6-15: 2
 16-25: 3
 26-35: 4
 36-45: 1
 ≥46: 1

No opinion: 0

Course leaders comments

General comments:

Only 55% of the students (11 out of 20 that finalized the course) did the evaluation. This was disappointing, and despite teachers sending four reminders on canvas/e-mail and pushing for it during the oral evaluation. Possibly the Corona situation affected the students ability to focus on this? It is therefore difficult to make any strong general conclusions based on this evaluation as we cannot know if just a few students' thoughts get too high weight. However, our understanding is those students that may not have made the course evaluation may have been happy with the course rather than disappointed, and therefore might not have strong opinions or recommendations to add. The student representative may be important to give insight into this.

-It seem that the diverse background of students is affecting this course slightly more than other courses. As, for

other courses the diversity in backgrounds is mostly seen as an asset that contributes to the learning and give more perspectives into the course. A few of (perhaps 1-3 of) the Jägmästare students express that they had too much background knowledge, while some of the non-Swedish students said they had too little knowledge in some aspects. We added material and literature for this category of students to be able catch up on their own, but at least some would have liked to have a lecture in the beginning. We will discuss to include a non-mandatory lecture on Swedish Silviculture for those with backgrounds from other places. We will also bring up the possibility to include this as a general extra-curricular activity/material in the general MSc-program available already from the start of the program.

-Group works and type of assignments were appreciated, but next time we should assign groups in advance to force a better mix of students in the groups and between assignments. Some students also perceive this as more effective since they do not have to spend time and energy on making the groups by themselves.

-Overall co-ordination and communication of the course was well received, with the exception of some re-scheduling that took place in the beginning of the course due to a (more than usual) number of lecturers of different reasons could not make it as agreed. Unfortunately, a number of the canceled lecturers happened to be women, which affected the gender balance of the teachers and guests negatively. Hopefully, this will be better next year.

-Some students say they had too much time on some assignments, but still many students have not made very extensive literature reviews on their assignment. We could stress such expectations/possibilities better, in addition to somewhat adjusting time allocation (see comments for theme 4).

-Based on these 11 evaluations all themes are well received by the majority of students, but theme 3 and 4 have more mixed comments (both positive and negative). For all themes we can use the experience from this year to improve instructions and make them even better for next year.

Individual Themes:

Theme 1:

This theme was appreciated, but we had some issues with guest lecturers that could not come in the end which was of course not ideal.

Theme 2:

Theme 2 was very well received by the students. It could be improved by having one uninterrupted block and the we could reduce the time for writing with 1-2 days in favor of theme 4.

Theme 3:

Theme 3 is a good and important assignment but students (unclear how many) perceived that they needed more guidance. Some personal, non-foreseen, private issues affected the responsible teacher's ability to be available as much as planned, which may have affected some of the student groups. If possible, we could assign an assistant teacher. We should also consider what instructions could help to guide the students in the assignment.

Theme 4:

Theme 4 was also well recieved by many students but should be given ca 3-4 days more time for the students to work on the assignment. Several student expressed disappointment that the R exercises did not happen. By having an introductory silviculture lecture earlier in the course or MSc-program, the intended R exercises should hopefully be possible. We will discuss if we could make this a group assignment and/or include a peer-review. This would also make it doable to have more feedback comments to the grades and promote learning between students.

Theme 5:

This theme was very well received by the students in general, including the "poster assignment". We could not do the oral presentation due to Corona situation, but the web-based discussion and peer-review worked reasonably well. The peer review could be developed and used in more group assignments.

Student representatives comments

General summary

Unfortunately only 50% (11/22) of the students answered the evaluation, even though efforts were made by the teachers and student representative to motivate students to answer it. This may be due the unclear situation many students were confronted due to the covid-19 situation and some may have not prioritized it. Not being able to reach out in person, but just via mail to students may have influenced this as well. Some students had also left Umeå back to their home countries or to other regions in Sweden, this physical distance may also have affected the results. Therefore the overall evaluation and comments may not be representative for the overall opinion of all students who took the course.

The overall impression of the course was perceived as quite well. Some students stated that they learned more about models and forest management and enjoyed working with different models. Others would have liked to have more time for working more in R and have a fieldtrip or practical exercises to understand the theory learned in the course.

As the group had a very diverse background some voluntary preparation lectures in the beginning of the course could have helped students to understand silvicultural practices in Sweden better. In addition it was stated that it could have been more effective if the teachers would have mixed the students for the different group assignments, instead of the students self organizing the groups. Still, the various course components were perceived as good as well as the examination for each part.

Students spent on average 26 hours per week on the course which is very low. It was criticized that the work load was very episodic and that there was generally very extended times for each assignment. This is on one hand good, as students are not set under pressure to rush through assignments, still more lectures and maybe a more spread workload could be done to improve the workload. Especially having assignment 2 spread over a longer time period seems not to have been that effective.

The gender balance was criticised as almost all lecturers were men. This is on one hand due to the teaching staff mostly being men, but also due to the fact that some female guest lecturers had unfortunately to cancel their lectures. Here it would have been good if the guest lecturers could still have hold their lecture on a later point maybe through an online lecture or recorded lecture.

Theme 1

This theme was perceived very well. Unfortunately some lectures needed to be postponed or cancelled. Students stated that they would have liked to get more insights from the nature conservation side.

Theme 2

Having this exercise was perceived very well. Students enjoyed having freedom picking a subject on their own. This exercise could have been blocked a bit more and not so spread out over a long time period, to then have more time for theme 4.

Theme 3

Here most students were criticizing that they were not sure what they were doing for the assignment and that having more support by the lecturer or an assistant lecturer could have helped to understand the modelling better. More feedback was also wished by some students. More time for this exercise and better support of the students could be beneficial for next year's course.

Theme 4

The opinions about this exercise were very spread. Some students enjoyed the lectures and getting a better understanding of silviculture, others were more disappointed as there was not enough time for doing more exercises in R. Definitely more time should be allocated for this theme next year, as many students don't have previous knowledge in R and they would have enjoyed learning more about using it for silvicultural modelling.

Theme 5

This theme was well perceived by the students and the covid-19 situation was well managed. It was good that the presentations could be done online and it worked very well and that students had an opportunity to design a scientific poster.