



Sustainable Management of Boreal Forests SG0245, 40001.1920

15 Hp
Pace of study = 100%
Education cycle = Advanced

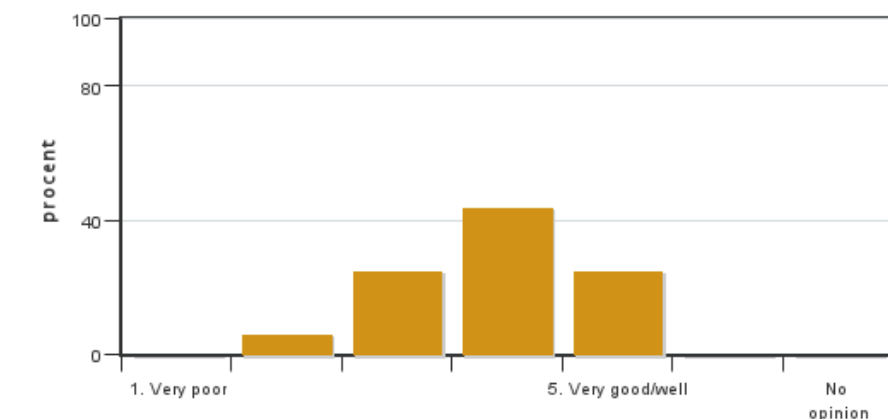
Evaluation report

Evaluation period: 2020-05-31 - 2020-06-21

Answers 16
Number of students 30
Answer frequency 53 %

Mandatory standard questions

1. My overall impression of the course is:

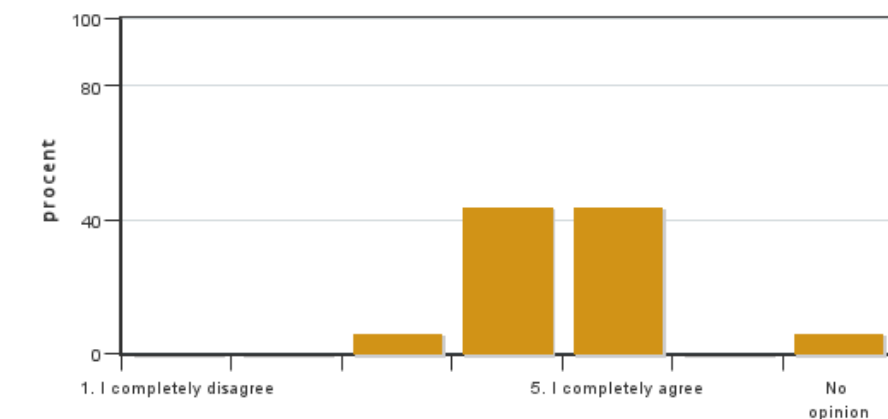


Answers: 16
Medel: 3,9
Median: 4

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

No opinion: 0

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

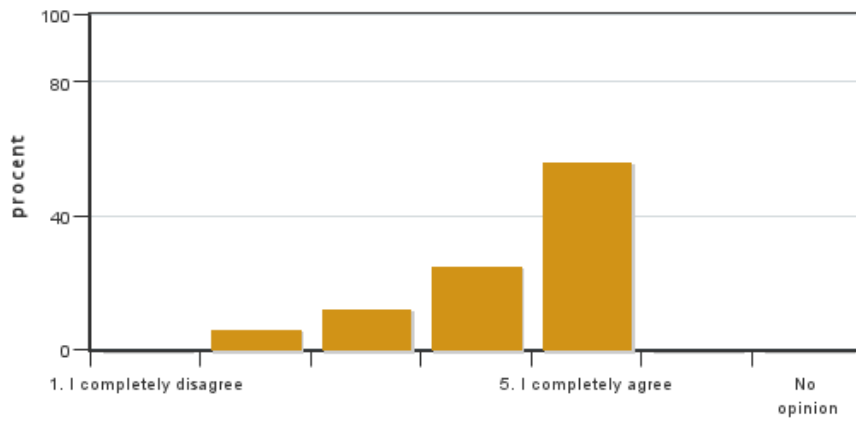


Answers: 16
Medel: 4,4
Median: 4

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

No opinion: 1

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

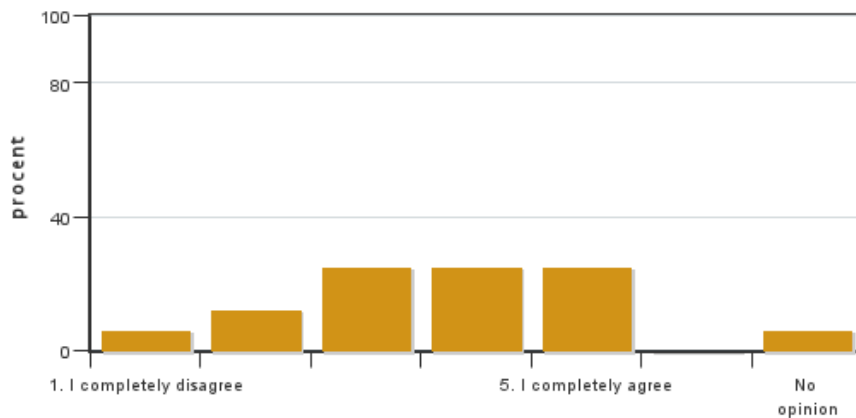


Answers: 16
 Medel: 4,3
 Median: 5

1: 0
 2: 1
 3: 2
 4: 4
 5: 9

No opinion: 0

4. The information about the course was easily accessible.

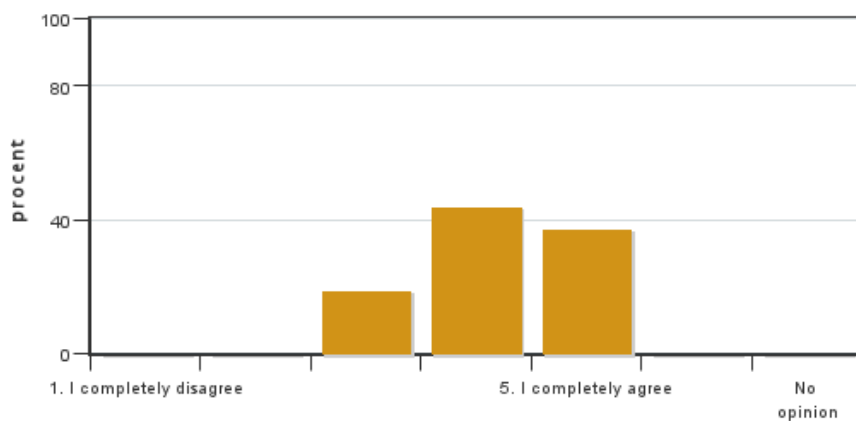


Answers: 16
 Medel: 3,5
 Median: 4

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

No opinion: 1

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

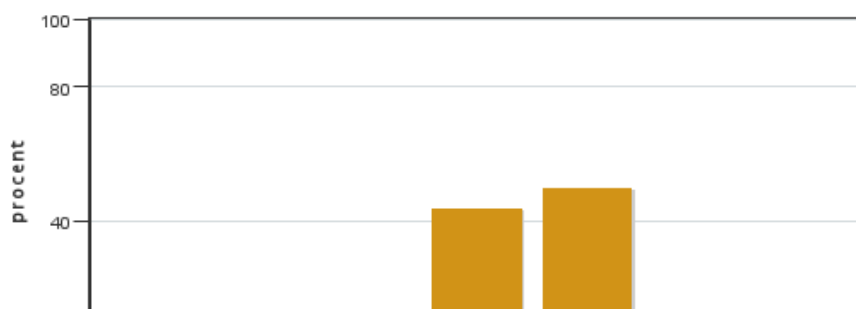


Answers: 16
 Medel: 4,2
 Median: 4

1: 0
 2: 0
 3: 3
 4: 7
 5: 6

No opinion: 0

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



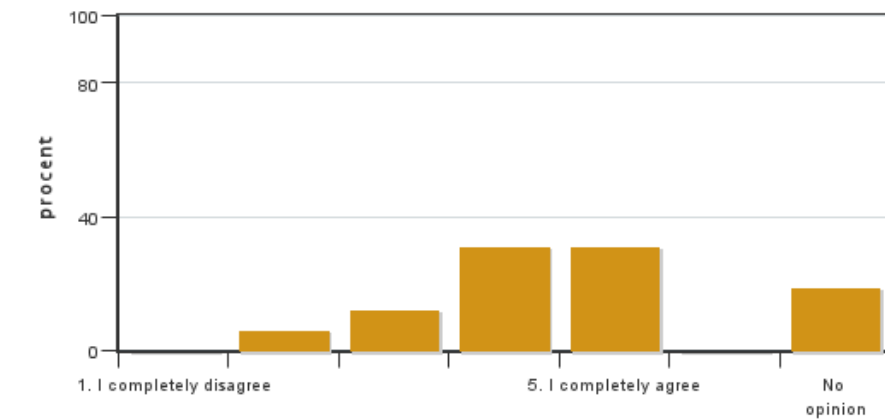
Answers: 16
 Medel: 4,4
 Median: 4

1: 0
 2: 0
 3: 1
 4: 7
 5: 8

No opinion: 0



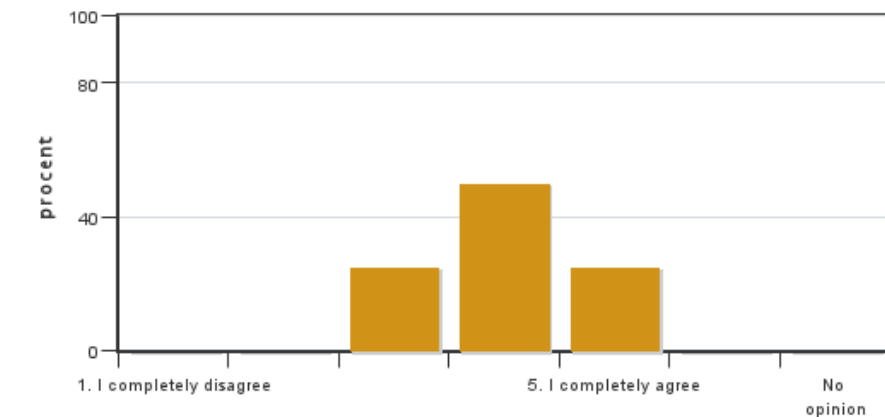
7. The physical learning environment (facilities, equipment etc.) has been satisfactory.



Answers: 16
 Medel: 4,1
 Median: 4

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

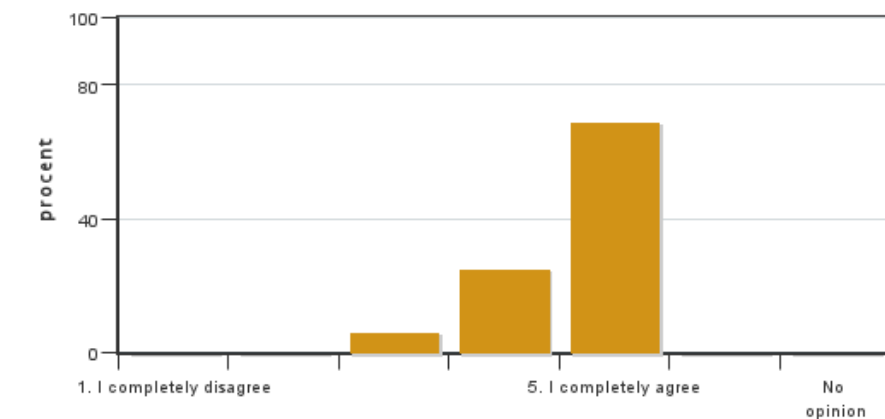
8. The examination(s) provided opportunity to demonstrate what I had learnt during the course (see the learning objectives).



Answers: 16
 Medel: 4,0
 Median: 4

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

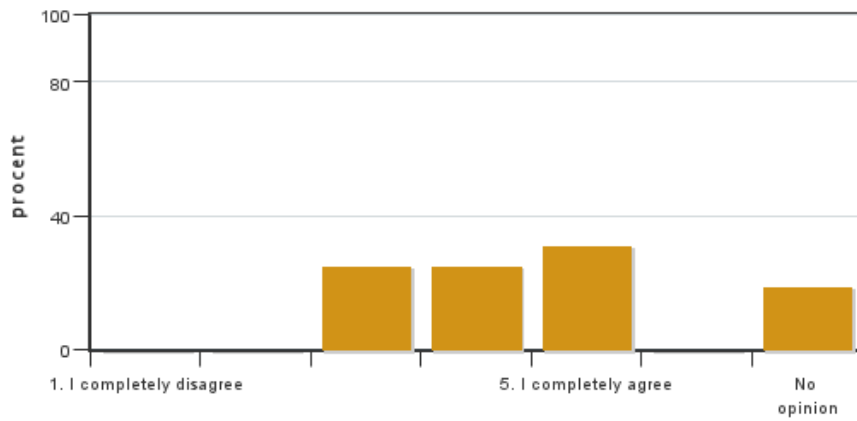
9. The course covered the sustainable development aspect (environmental, social and/or financial sustainability).



Answers: 16
 Medel: 4,6
 Median: 5

1: 0
 2: 0
 3: 1
 4: 4
 5: 11
 No opinion: 0

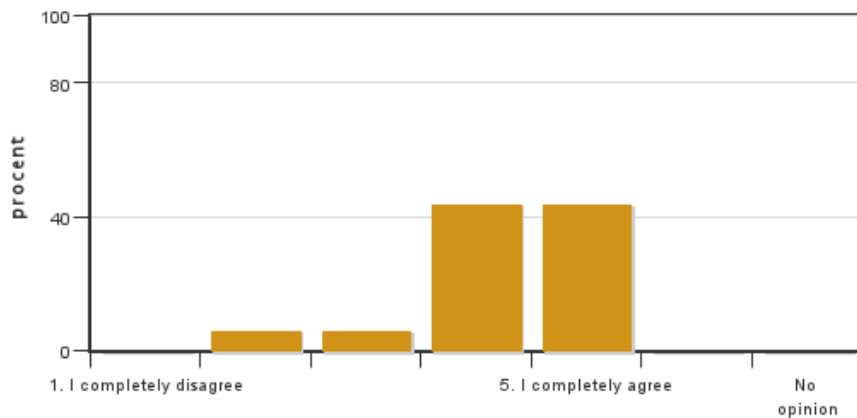
10. I believe the course has included a gender and equality aspect, regarding content as well as teaching practices (e.g. perspective on the subject, reading list, allocation of speaking time and the use of master suppression techniques).



Answers: 16
 Medel: 4,1
 Median: 4

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

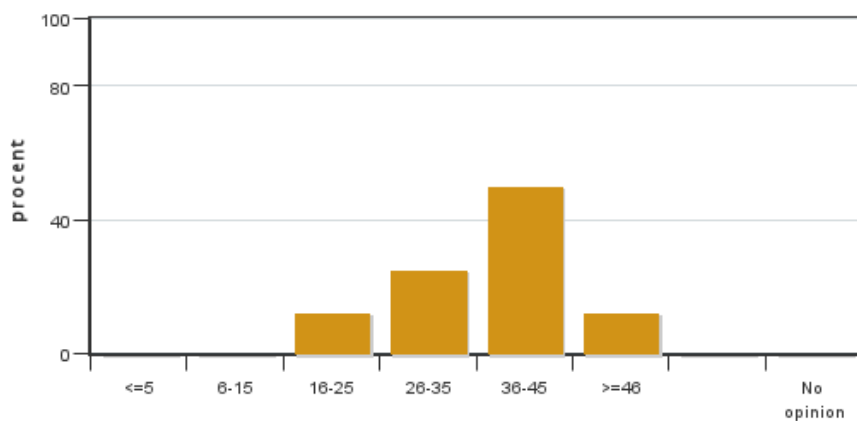
11. The course covered international perspectives.



Answers: 16
 Medel: 4,3
 Median: 4

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

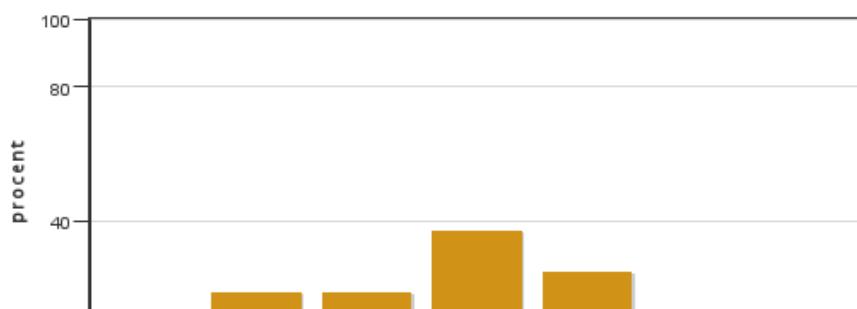
12. On average, I have spent ... hours/week on the course (including timetabled hours).



Answers: 16
 Medel: 35,8
 Median: 36-45

≤5: 0
 6-15: 0
 16-25: 2
 26-35: 4
 36-45: 8
 ≥46: 2
 No opinion: 0

13. If relevant, what is your overall experience of participating in all or part of your course online?



Answers: 16
 Medel: 3,7
 Median: 4

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



14. If relevant, please share what worked well when participating in teaching on distance

15. If relevant, please share what worked less well when participating in teaching on distance

Course leaders comments

Points of interest for the year 2021 issue of SG0245, Sustainable management of boreal forests
/Göran Hallsby

The following is a summary of suggestions based on separate assignment evaluations performed during the course yr 2020, discussions with MSc program directors (Sandra and Kelly), oral evaluation with students in June 2020 and results from the Evald-survey including comments from the student representative 2020.

* In general the assemblage of course modules is appreciated, relevant and well-functioning. The main parts will remain 2021. However, more work is needed to streamline the assignment instructions and material provided on Canvas.

* Assignment evaluation criteria could be developed further. Our student's previous knowledge varies between subjects. Instructions and evaluation criteria should clarify the opportunities for more advanced in depth studies that warrant the highest grades.

* If resources (teacher availability and money) permit the course would benefit from 1-2 new or revised modules; 1) Dealing with monitoring and evaluation programs. This subject area could add useful skills to fulfill requirements for adaptive management and, 2) Planning exercises that include tools not dealt with in SRH-courses eg. participatory planning and decision support systems. (Approaches that don't require Heureka skills).

* Existing modules could be revised in order to allocate more time for practical / case-based assignments. I want to develop closer ties between field-week activities and the preceding weeks of theoretical studies. At Fagerdal new field trials, demonstration plots and survey tasks dealing with unconventional management operations and strategies have been added in 2020. All teachers are encouraged to explore and develop field applications using the Fagerdal property.

* The training of writing and oral presentation skills for outreach activities should be developed further. Having students working in production teams with supervised internal peer reviews showed promising results in 2020. The Canvas platform and Google docs combined with Zoom meetings provide good tools for teamwork to stimulate co-generation of knowledge and discussions. The digital conference assignment with pre-recorded student sessions was a time efficient format.

Student representatives comments

1. Mitt helhetsintryck av kursen är:

Overall the impression I have gotten from the other students was that while the course was interesting and covered many topics, there were quite a few redundant topics for those who had already been studying forestry at the SLU. For those who haven't been studying this topic before however the course covered many topics they had not yet encountered. A slightly negative aspect of the course was the high amount of coursework that needed to be done in a short amount of time. While personally I believe this was good practice for our future careers as we will probably not have the luxury of having to work towards ideal time goals, I can understand that this will have been a cause of stress to some people. This may however be explained by the exceptional online nature of the course and as such an in person course would maybe not have led to the issuing of so much coursework. Should these types of courses be moved online again in the future, I would recommend against the issuing of summary assignments of lectures to be handed in the same day as this may lead more to the person writing the assignment for the sake of writing something instead of properly assimilating the content of the lecture. One assignment dealing with the summary of a whole subtopic of the course is better in my opinion than issuing many small assignments.

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

I agree with the majority of positive answers issued on this question. The lessons were all related to the subtopic at hand and the professors were mostly all keen to be involved in discussions with the students pertaining to the lessons they had issued.

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

Most students had the required background knowledge to be able to grasp and understand the course contents properly. Prior courses in forestry will have inevitably helped. I would go so far as to say that extensive prior knowledge of sustainability is not a prerequisite as the course content was quite accessible for the uninitiated. As stated before, a lot of the personal feedback I have gotten from the other students was, as stated in point 1, that there were a few redundancies for those who had already been in the SLU forestry programme. Then again, I don't see how the course content could be corrected in such a way as to still be accessible for those who haven't been in the forestry programme before.

4. Jag anser att kursinformationen var lättillgänglig.

The group's opinion here seems to be quite split. A common complaint was there was not a unified method for accessing course and lecture information. A lot of the literature could be found easily enough once you got used to the Canvas GUI, however this process could take some time. It was not immediately clear which literature pertained to which particular lesson. An earlier issuing of useful information would be an improvement of the course formula, say a week before a lecture rather than the day before. On a positive note it seemed that most of the students found the process of uploading files to Canvas to be quite simple, so there were no major issues there. In summary, the course leader should strive towards streamlining Canvas' GUI so that it is easy to find information on one page only, emails on another, literature on another and so on and so forth.

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

Every body learns best from a particular method, be it attending a lecture to participating in exercises. I agree with the statement that there may have been too many assignments with short deadlines. However as I stated before I consider this to be potentially good experience for our professional

Student representative notes

careers. Most of the exercises were good and were a good opportunity for us to develop our collaborative skills.

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

As stated before, most of the professors were willing to engage in discussions and if they didn't know the answer assured us that they would research it and get back to us, and they did. So that was definitely a good thing. One suggestion I would make would be to discourage the lecturers from asking that we save our questions until the end of the lecture as that may have the effect of leading students to zone out and not have any questions to ask at the end of the lecture. Otherwise, the lecturers were open to discussion and I got the impression that everyone has the opportunity to ask a question if they so wished though in practice it was only a few people who actually frequently engaged with the lecturers.

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

This question is quite difficult to answer as the course was online, so a few students felt that they couldn't answer. The physical aspect of the course was therefore dependent on the students' individual situation. Almost all students were understanding as the necessity of having this course online due to exceptional corona circumstances, though they all would have preferred to have in person lectures, if only for the social aspects related to them.

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

The major complaint I have gotten from the students was the length of the open book exam, which nearly all agree should have lasted longer if only to be able to deal with the various software issues we may have encountered or to not rush our answers. This caused some frustration among certain students who felt they were not able to show off what they have learnt from the course. Overall most of the assignments were good individually however they did lack a common red thread linking them together even though they related to the individual subtopics. A common assignment as an end of course exam would have been a good idea for tying all of our course knowledge together.

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

Overall the course content did a good job at covering various aspects of sustainability in a non-partisan way and it was good that it went through the efforts of covering the interests of the various stakeholders involved. I have received feedback that it would have been good to cover aspects to do with financial sustainability more in depth as this aspect is very important in the successful following of a sustainable exploitation model. Most people were still quite satisfied with how this course accomplished its objectives of explaining sustainable forest management.

10. Jag anser att kursen har berört internationella perspektiv.

Most people were quite happy to focus on Sweden, though more discussions about sustainable management strategies outside of Scandinavia would have been good. In this course we mostly just focused on the international perspective in the first subtopic.

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

Most of the students felt that the workload was reasonable enough. There was a good ratio of lectures/group work/individual work. No major complaints here.

12. 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).

There was a good gender balance in the younger generation of lecturers, though the older generation was mostly men. An effort should be made to find more female perspectives among the older generation of lecturers. Otherwise, gender balance seems to have been quite satisfactory.

13. Vad är ditt helhetsintryck av att utbildningen genomförts på distans?

Most people had no issues with the online nature of the course and felt that the online lectures were well led. A few people did end up complaining about the strain staring at a computer screen most of the day put on their eyes, however due to the particular circumstances of this course it was difficult to do things in another manner.

14. Vad fungerade väl i undervisningen på distans?

Most people seem to have been quite happy with how the course turned out. The collaborative spirit was very present, with the successful establishment of the working groups. Most people feel like they got something positive out of these and most also thought that the workload sharing has been relatively fair. We were all overall quite happy with the online lectures and many people felt that the time they didn't have to spend on transport to and from the lectures allowed them to follow the lessons better.

15. Vad fungerade mindre väl i undervisningen på distans?

A common issue students had was with time management. Some found it hard to find a balance between the workload and time for themselves. Many didn't enjoy having to turn on their webcams. Another aspect that was difficult was the high probability of zoning out during an online lecture, though this may have been exacerbated by the online format of the lectures. A lot of the students did not particularly enjoy the last assignment (video podcast) as some did not have the necessary software for attaching videos together and uploading to Youtube was considered by many to be tedious. If the course leader wants to do the video assignment again it would be good to consider offering training in video editing to the students.