



## Forest Economics Analyses SG0248, 20010.1920

15 Hp  
Pace of study = 100%  
Education cycle = Basic  
Course leader = Francisco X Aguilar Cabezas

### Evaluation report

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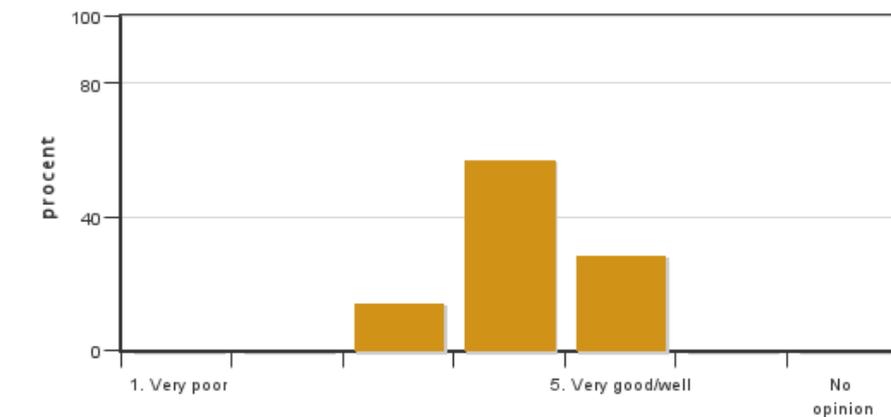
**Evaluation period: 2020-01-12 - 2020-02-02**

Answers 7  
Number of students 28  
Answer frequency 25 %

### Mandatory standard questions

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

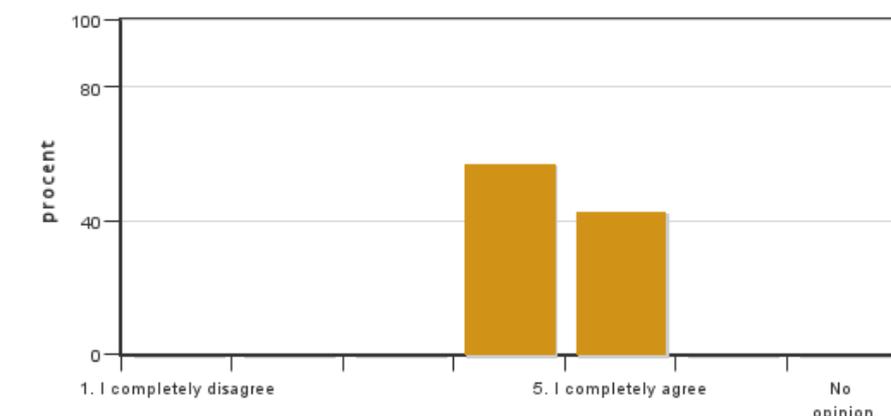


Answers: 7  
Medel: 4,1  
Median: 4

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

No opinion: 0

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

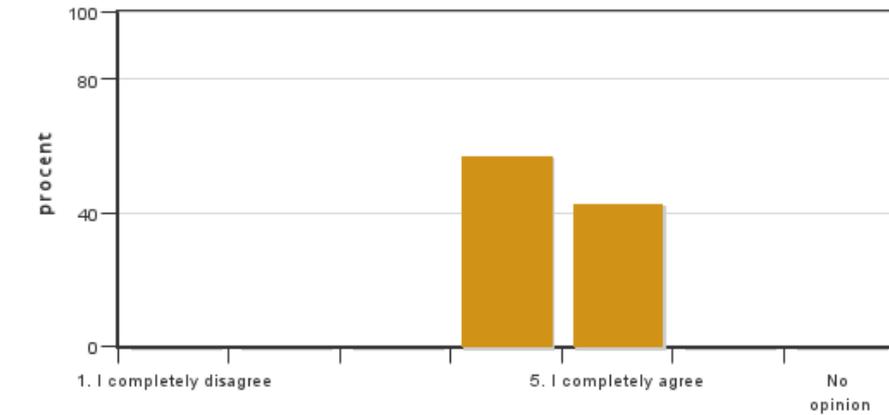


Answers: 7  
Medel: 4,4  
Median: 4

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

No opinion: 0

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

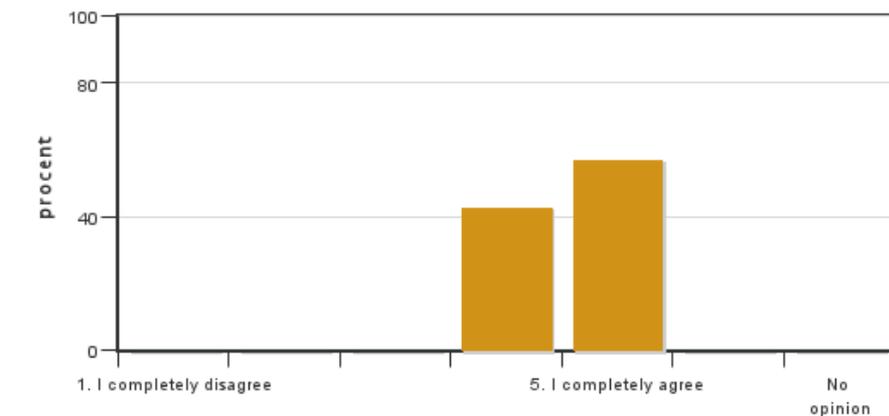


Answers: 7  
 Medel: 4,4  
 Median: 4

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

No opinion: 0

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

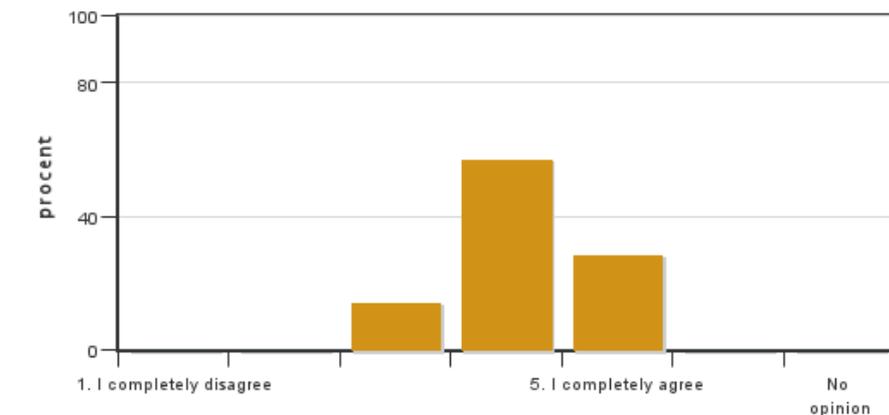


Answers: 7  
 Medel: 4,6  
 Median: 5

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

No opinion: 0

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

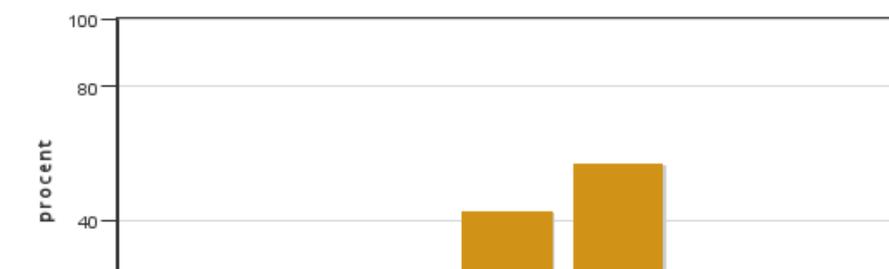


Answers: 7  
 Medel: 4,1  
 Median: 4

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

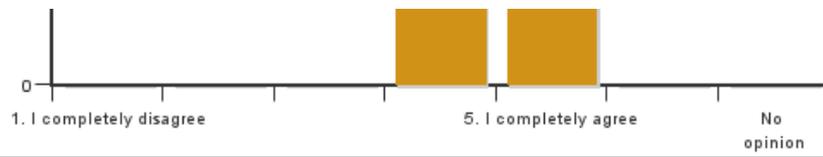
No opinion: 0

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



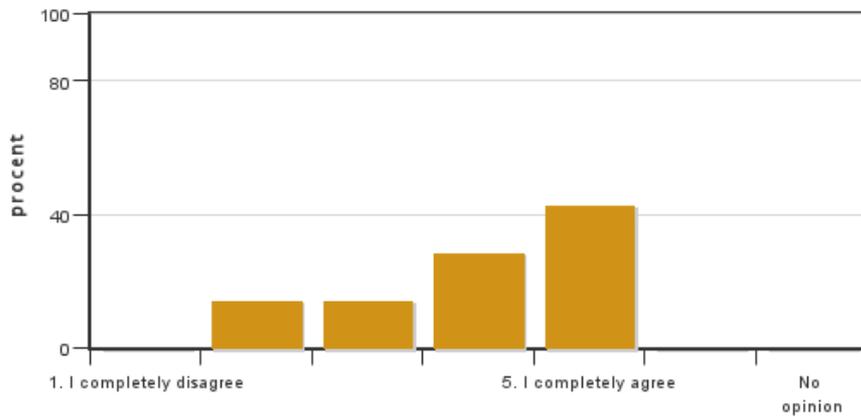
Answers: 7  
 Medel: 4,6  
 Median: 5

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



No opinion: 0

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

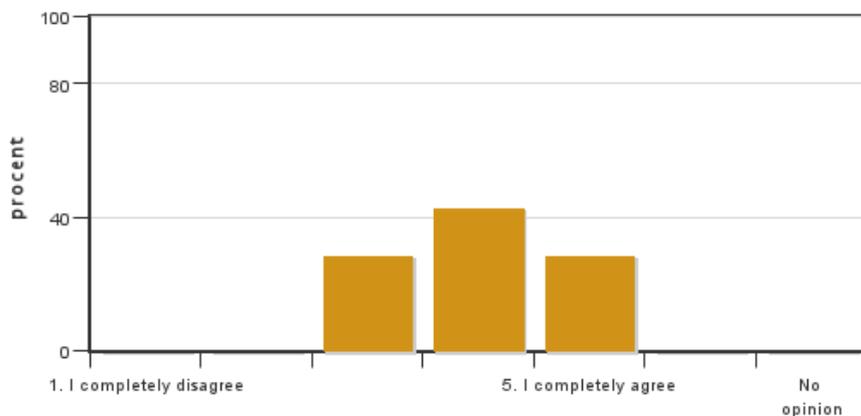


Answers: 7  
Medel: 4,0  
Median: 4

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

No opinion: 0

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

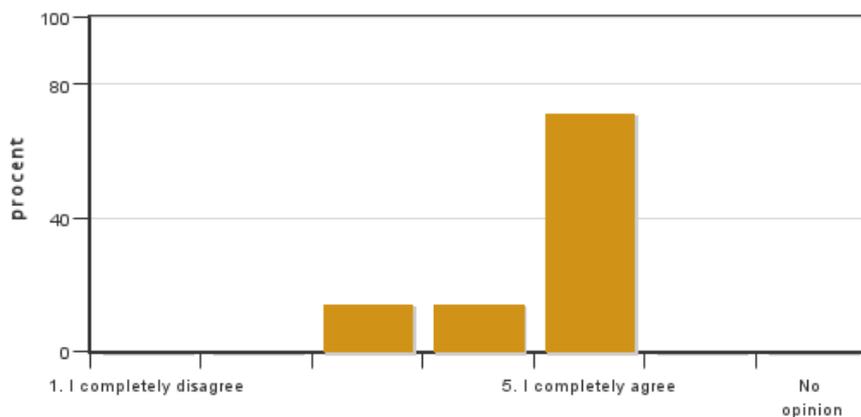


Answers: 7  
Medel: 4,0  
Median: 4

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

No opinion: 0

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

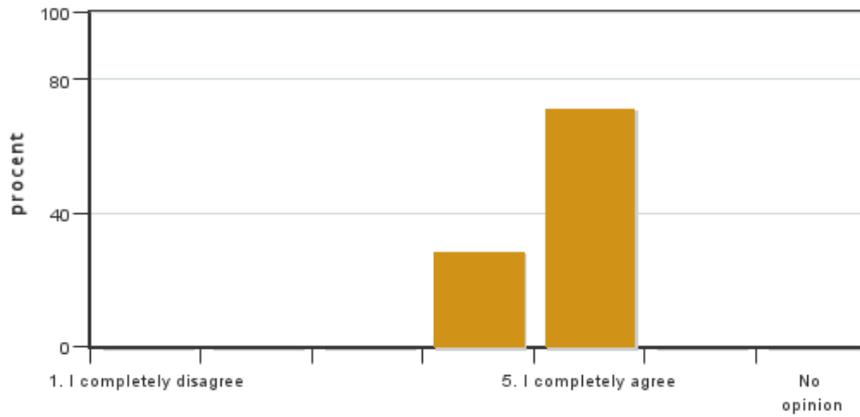


Answers: 7  
Medel: 4,6  
Median: 5

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

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).**

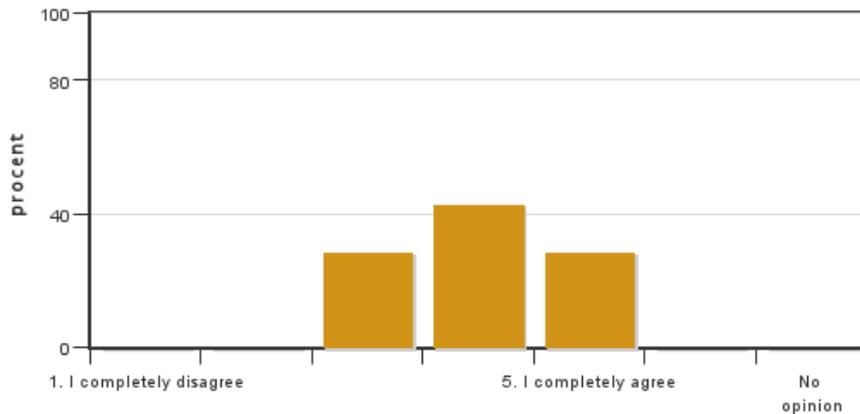


Answers: 7  
 Medel: 4,7  
 Median: 5

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

No opinion: 0

**11. The course covered international perspectives.**

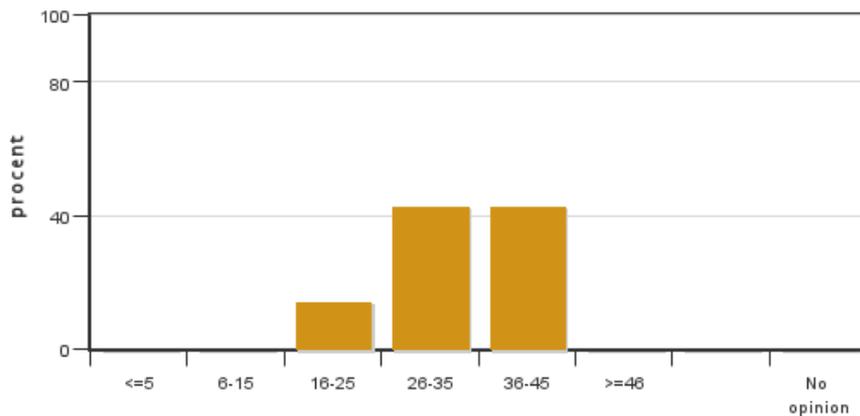


Answers: 7  
 Medel: 4,0  
 Median: 4

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

No opinion: 0

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



Answers: 7  
 Medel: 32,9  
 Median: 26-35

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

No opinion: 0

**Course leaders comments**

This past year was the first time the course was formally structured into modules. The students seem to appreciate the new structure and the availability of course files by module on Canvas. There is still opportunity to enhance the readability of some documents, particularly on the taxation section that could be further translated to English.

Also new to this past year was the overall approach to student learning assessment. The students' evaluation suggests we can still improve this area and we proactively have been making changes to our approach to examinations. Module 1 relied on a traditional sit-down exam with a collection of multiple-choice, true/false, and calculations. The one element introduced in this Module was the use of an oral examination to test knowledge among students who failed the exam on their first try. Casual feedback from those students suggest this is a welcome strategy to examine knowledge.

Module 2 relied on an online examination to test knowledge on taxation. This module distinguished between national and international taxation. Given the nature of the course, being offered 100% in English, it is nonetheless difficult to translate terminology in Swedish that is instrumental to understanding the Swedish forest taxation system. We will continue to evaluate options on how to improve this aspect.

Module 3 examined students using a take-home exam and included an in-classroom oral presentation. This proved to be an effective tool to examine knowledge by removing common time constraints in traditional examinations.

Feedback offered by students throughout the term asked orally and through Canvas, in addition to the final Evaluation, suggests that students appreciated the use of excel-based tools and how instructors made themselves available for these sessions during regular meeting times and beyond. The one aspect that seems could be improved is that of infrastructure of the learning environment which was rated the lowest by students. We will communicate this aspect to our Faculty Administrators.

In the course we offered various elements of international perspectives, but students' feedback suggests this aspect should be expanded. In the next year we will further evaluate how to better integrate course lectures, literature, exercises, and other learning techniques to enhance the overall perception of the course.

We highly welcome how students valued our learning environment inclusive of addressing gender and equality aspects, various teaching practices and the coverage of sustainable development!

## **Student representatives comments**

No comments from the student representatives