



Forest Ecology SG0220, 20012.1920

15 Hp

Pace of study = 100%

Education cycle = Basic -

Course leader = Michael Gundale

Evaluation report

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

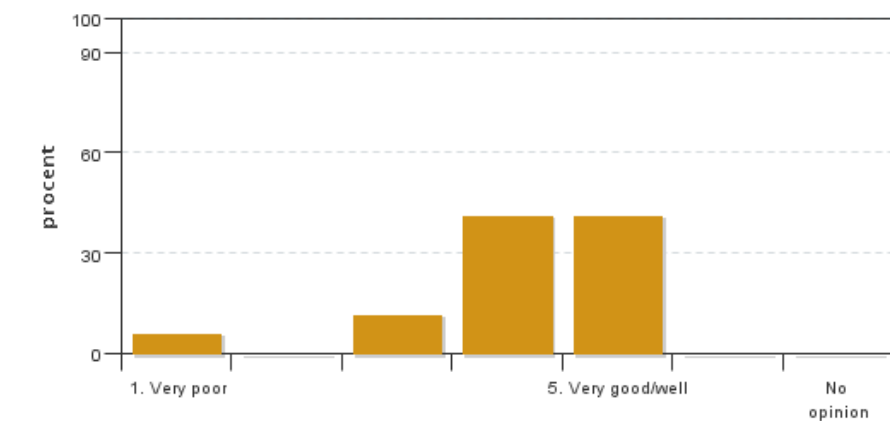
Answers 17

Number of students 29

Answer frequency 58 %

Mandatory standard questions

1. My overall impression of the course is:

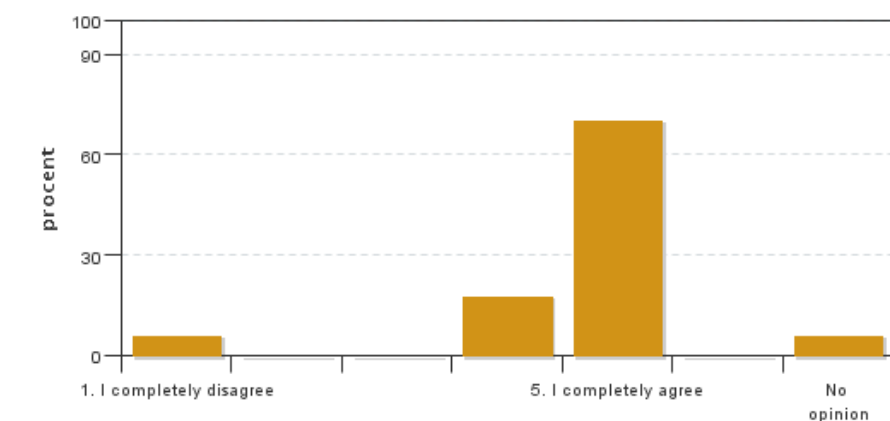


Answers: 17
Medel: 4,1
Median: 4

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

No opinion: 0

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

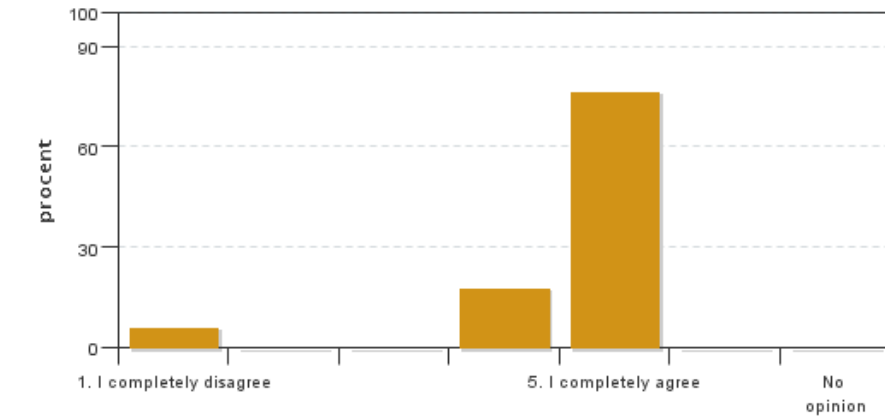


Answers: 17
Medel: 4,6
Median: 5

1: 1
2: 0
3: 0
4: 3
5: 12

No opinion: 1

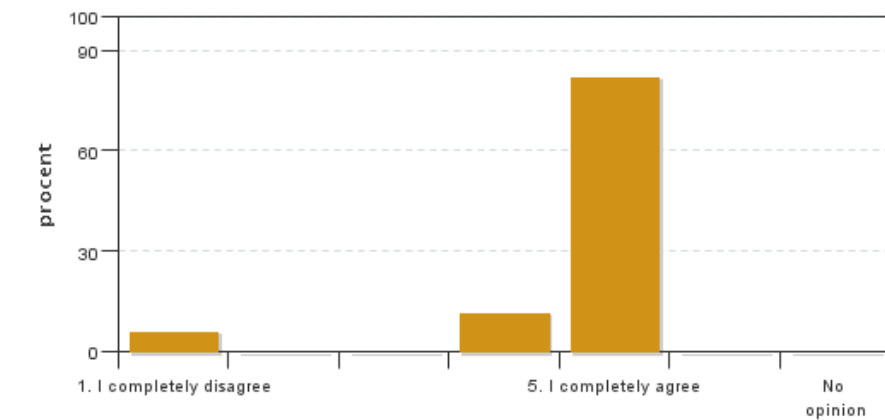
3. My prior knowledge was sufficient for me to benefit from the course.



Answers: 17
 Medel: 4,6
 Median: 5

1: 1
 2: 0
 3: 0
 4: 3
 5: 13
 No opinion: 0

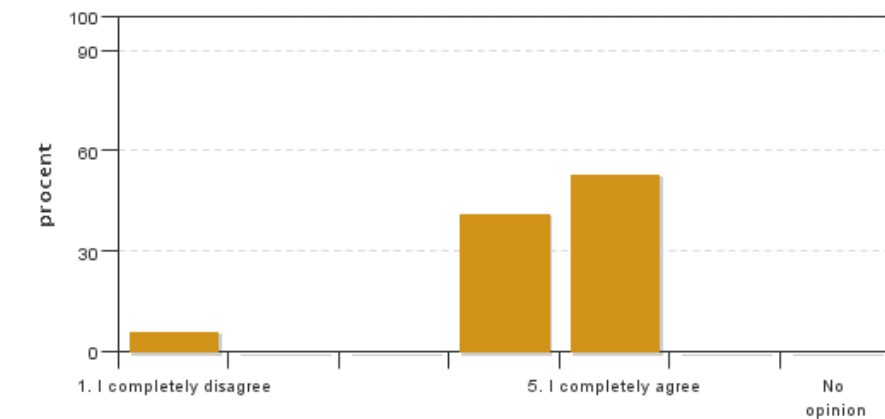
4. The information about the course was easily accessible.



Answers: 17
 Medel: 4,6
 Median: 5

1: 1
 2: 0
 3: 0
 4: 2
 5: 14
 No opinion: 0

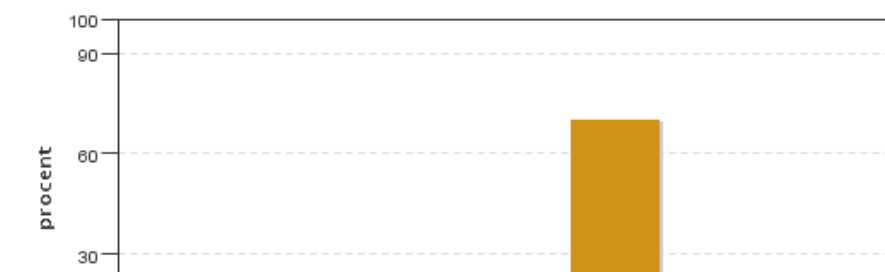
5. The various course components (lectures, course literature, exercises etc.) have supported my learning.



Answers: 17
 Medel: 4,4
 Median: 5

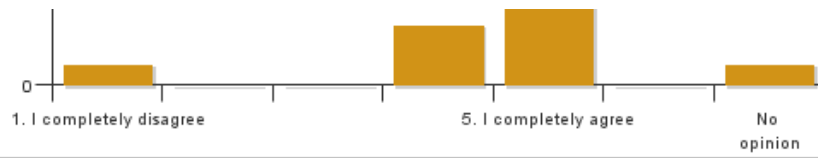
1: 1
 2: 0
 3: 0
 4: 7
 5: 9
 No opinion: 0

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



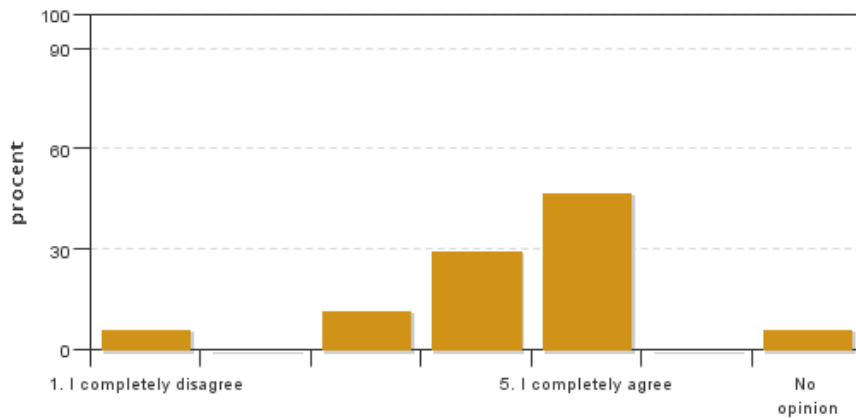
Answers: 17
 Medel: 4,6
 Median: 5

1: 1
 2: 0
 3: 0
 4: 3
 5: 12



No opinion: 1

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

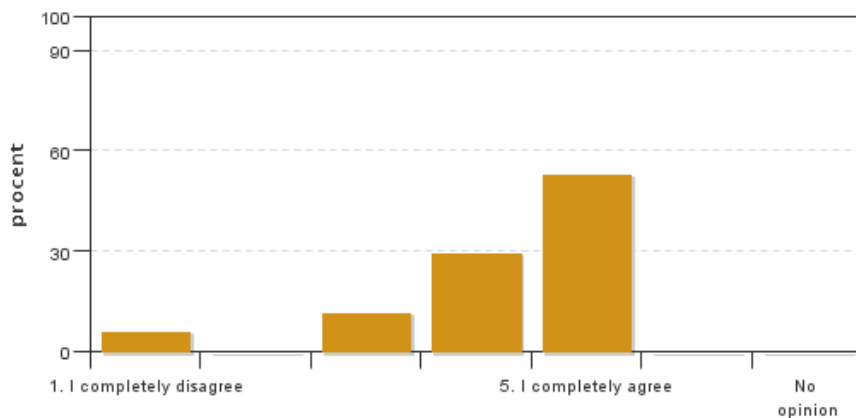


Answers: 17
Medel: 4,2
Median: 4

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

No opinion: 1

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

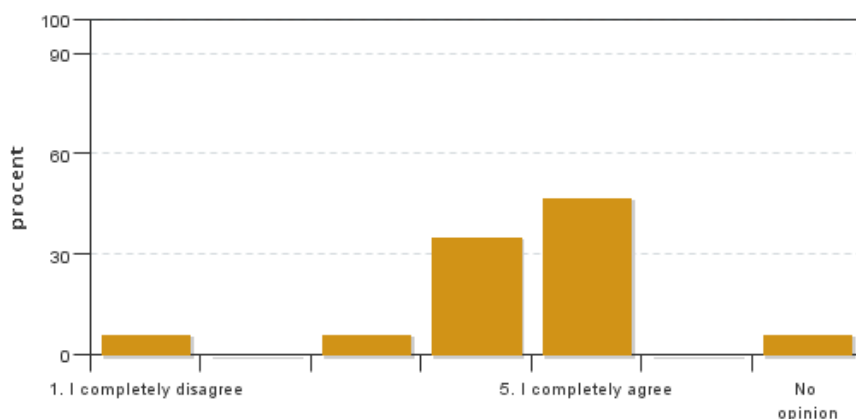


Answers: 17
Medel: 4,2
Median: 5

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

No opinion: 0

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

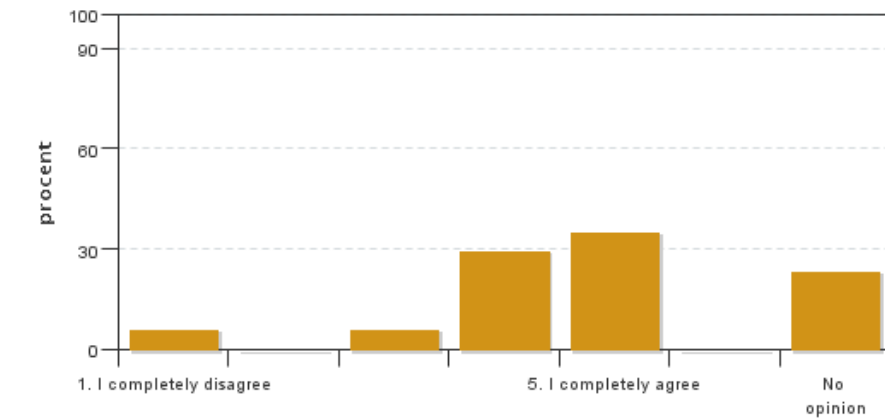


Answers: 17
Medel: 4,3
Median: 4

1: 1
2: 0
3: 1
4: 6
5: 8

No opinion: 1

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).

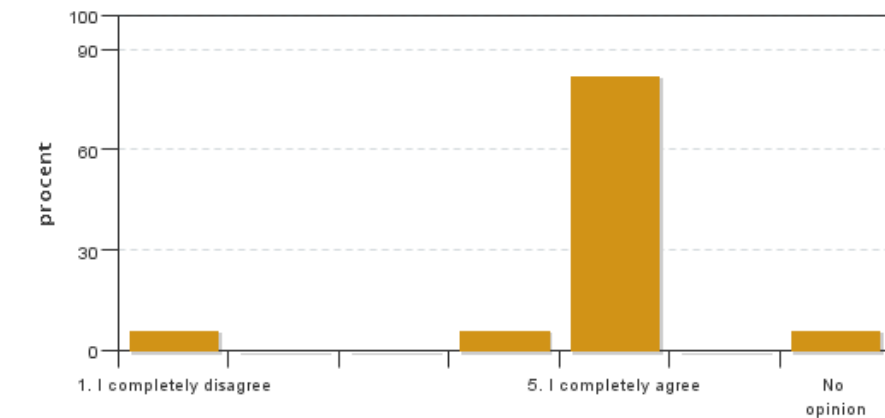


Answers: 17
 Medel: 4,2
 Median: 4

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

No opinion: 4

11. The course covered international perspectives.

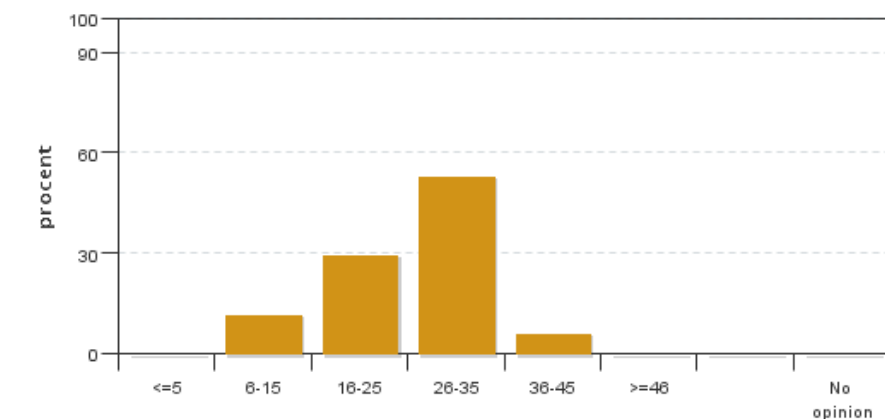


Answers: 17
 Medel: 4,7
 Median: 5

1: 1
 2: 0
 3: 0
 4: 1
 5: 14

No opinion: 1

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



Answers: 17
 Medel: 25,3
 Median: 26-35

≤5: 0
 6-15: 2
 16-25: 5
 26-35: 9
 36-45: 1
 ≥46: 0

No opinion: 0

Course leaders comments

Course Evaluation Forest Ecology

With 17/29 student evaluating the response may not be considered high but should still work as a good indicator for opinions and could surely be useful for further improvement of the course. When doing this evaluation, I try to include both the written evaluation as well as oral conversations throughout the course with different students.

Positive feedback

- Overall, great structure and easily accessible information via Canvas.
- Inspirational course leaders which seemed to care about us students and as the same time gave good lectures.

- Most people enjoyed and learnt from the three different parts of the course.
- A lot of good lectures with many lectures.
- Great response from several teachers and great to be able to contact them about specific things after the lecture. Also, nice to have opportunities where we could assist them in projects and such.

Negative feedback

- The largest amount of criticism in the course was about repetition from previous courses. A lot of students, both in the evaluation and talking outside the course felt that this was a problem. This might have made students less inspired to push and work hard throughout the course. Besides having too much repetition from previous courses, the lecturers in Forest Ecology also touched the same topics repeatedly.
- Disappointment in the time divided between written and oral exam. Most students felt that it was too easy to pass on the oral exams and that the topic itself were not very important (perhaps intended?). At the same time a lot of students would have liked a broader written exam. A lot of students felt that they could repeat themselves quite much as each presentation had a new teacher.
- The PBL's did not work too well with all international students as they often seemed to have different priorities.
- The amount of time spent on the course is not so high which might be caused by the amount of time in between PBL's combined with such a high amount of repetition from previous courses.
- The information about specific studies and lectures overall after the Christmas break were generally considered unnecessary.

Constructive feedback

- **Perhaps try to invite one or two teachers from Umeå University to get people which might have different views even though the course topic should be the same.**
- **Some time must be spent with course leader from previous Ecology courses to make sure that the amount of repetition is minimized. This is a common problem throughout our courses.**
- **Even though the oral exam were good, if the intention is to receive relevant and informative material learnt from the course, the structure of the exam could be thought over. However, if the intention is to use the exam as a practise of spontaneous oral presentations, the oral exam is quite good and useful.**
- **More lectures about climate change and forest with greater insight and perhaps with more climatology (without too much repetition from previous courses) is required, both in a global and regional perspective.**
- **The assignment during December were considered too easy and small when considering the amount of time set of for the task, especially for those who didn't go to Stockholm for the work opportunity there.**

Course Leader Response:

Overall the Students mostly satisfied with the course, but of course there is still room for some improvement. Regarding the issue of overlap with the first level course, we have addressed this issue seriously last year, when I have met with the leader of the first level course to make sure the content will not overlap as much in the future. This was the first year that we made this change, and thus it will take two years before the students passing through the first level course experience the difference. I will also continue discussions with the first year course leader to make sure this is done well.

It was good to hear that the students would like a more demanding writing assignment over the break. The challenge of this is coming up with the instructor hours to grade a longer assignment. However, we will make a good effort to make this happen next year, as well as make the winter break period more demanding.

We will also make some changes to keep more momentum going in the PBLs next year. The suggestion to include oral presentations of the PBL exercises was very useful, and we will likely do that. We will also strive to make the oral exam more difficult next year.

We will try to bring in additional lecturers on climate change next year. This year we already added two new lectures on this, but we will try to go further in this direction next year.

Overall we will try to maintain the same structure for the course, and make some small changes outlined above to keep the course moving in the right direction.

Student representatives comments

No comments from the student representatives

Kontakta support: it-stod@slu.se - 018-67 6600