



Planning in Sustainable Forest Management - Theory, Methods and Tools SG0233, 20072.1920

15 Hp

Pace of study = 100%

Education cycle = Advanced

Course leader = Renats Trubins

Evaluation report

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

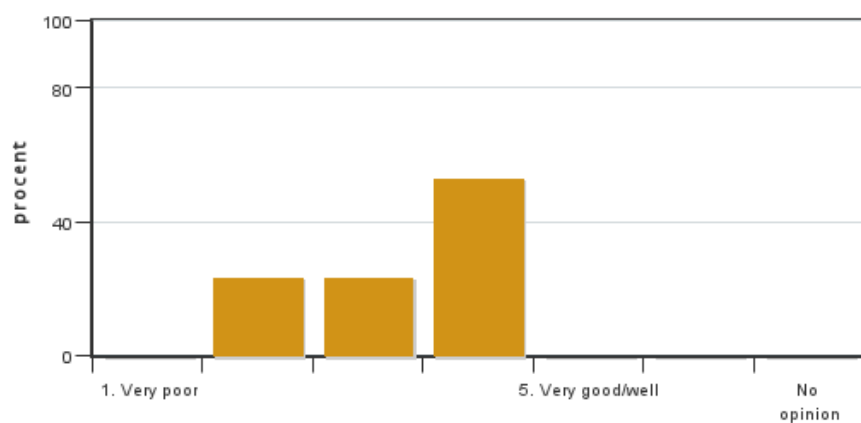
Answers 17

Number of students 23

Answer frequency 73 %

Mandatory standard questions

1. My overall impression of the course is:



Answers: 17

Medel: 3,3

Median: 4

1: 0

2: 4

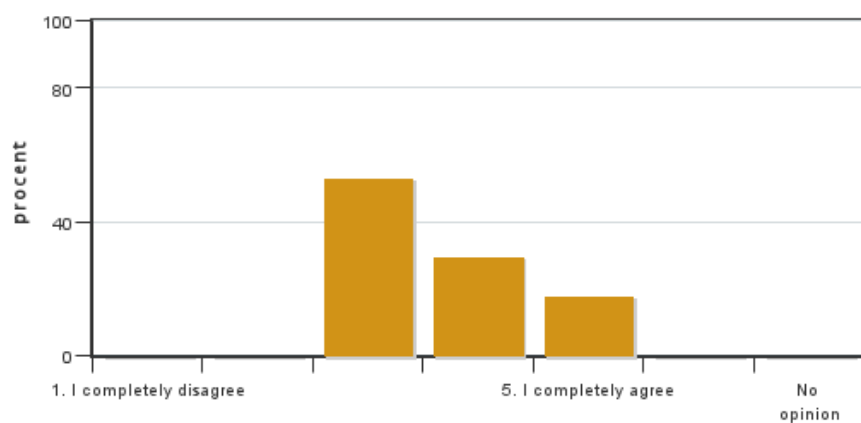
3: 4

4: 9

5: 0

No opinion: 0

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



Answers: 17

Medel: 3,6

Median: 3

1: 0

2: 0

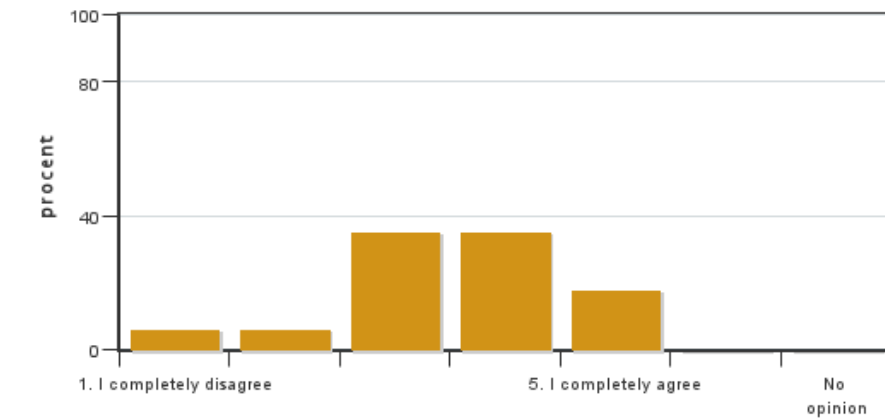
3: 9

4: 5

5: 3

No opinion: 0

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

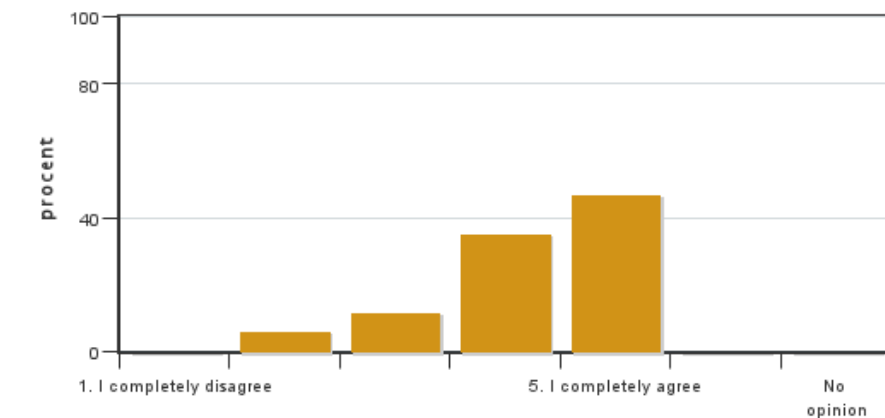


Answers: 17
Medel: 3,5
Median: 4

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

No opinion: 0

4. The information about the course was easily accessible.

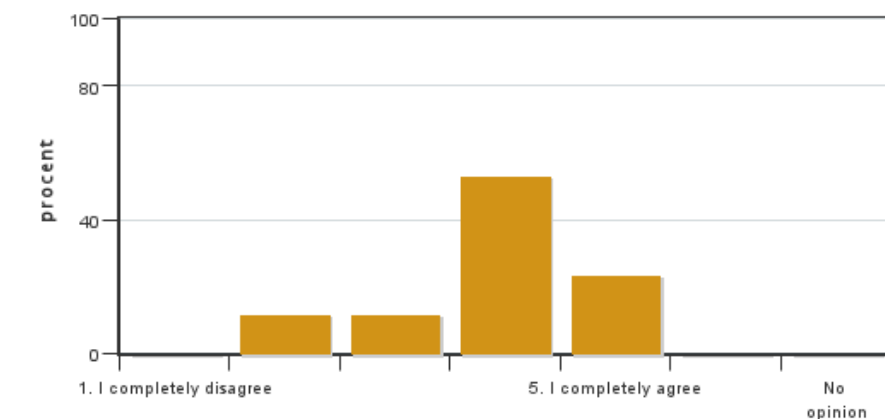


Answers: 17
Medel: 4,2
Median: 4

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

No opinion: 0

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

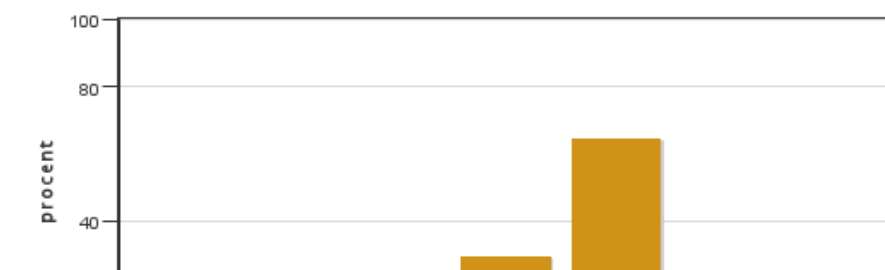


Answers: 17
Medel: 3,9
Median: 4

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

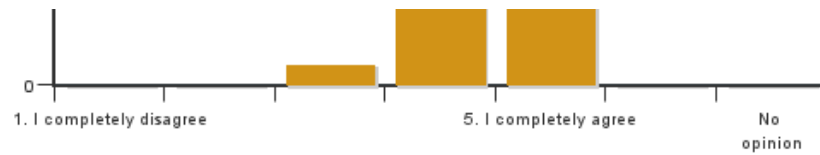
No opinion: 0

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



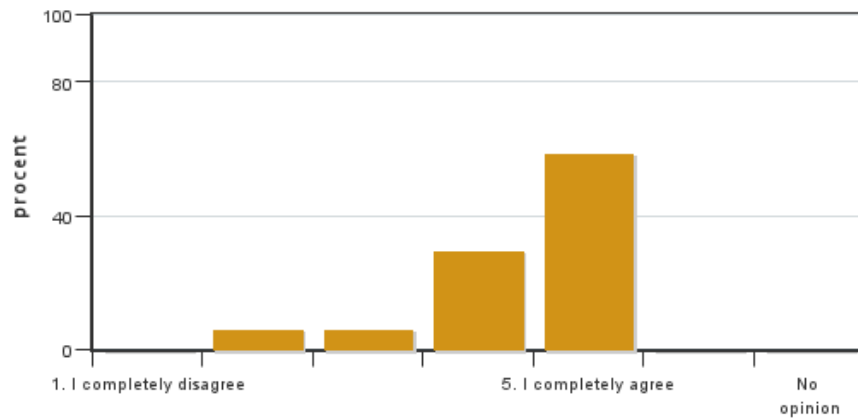
Answers: 17
Medel: 4,6
Median: 5

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



No opinion: 0

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



Answers: 17

Medel: 4,4

Median: 5

1: 0

2: 1

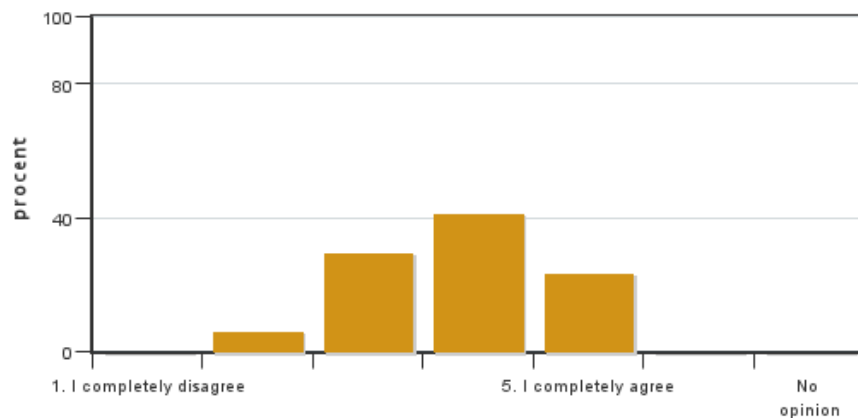
3: 1

4: 5

5: 10

No opinion: 0

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



Answers: 17

Medel: 3,8

Median: 4

1: 0

2: 1

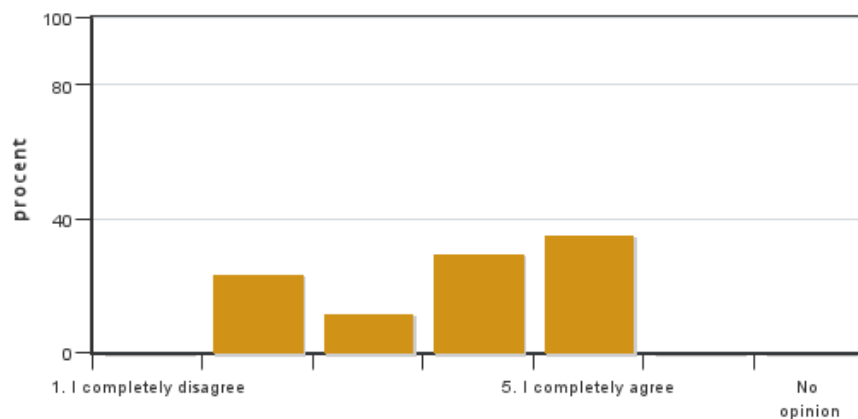
3: 5

4: 7

5: 4

No opinion: 0

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



Answers: 17

Medel: 3,8

Median: 4

1: 0

2: 4

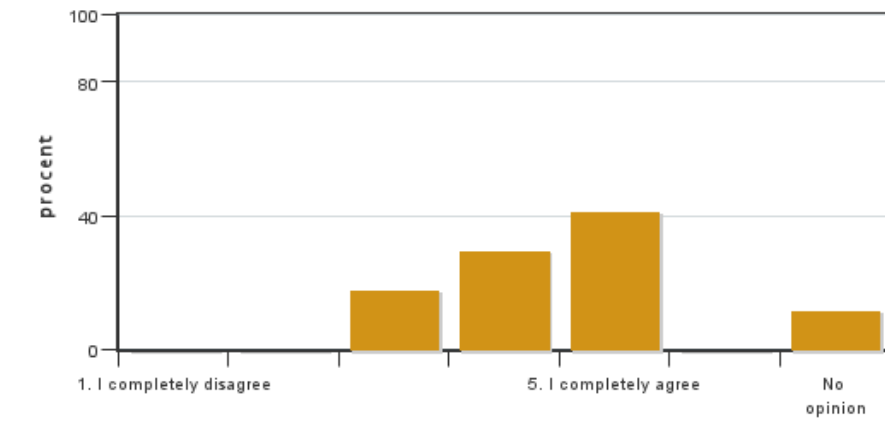
3: 2

4: 5

5: 6

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).

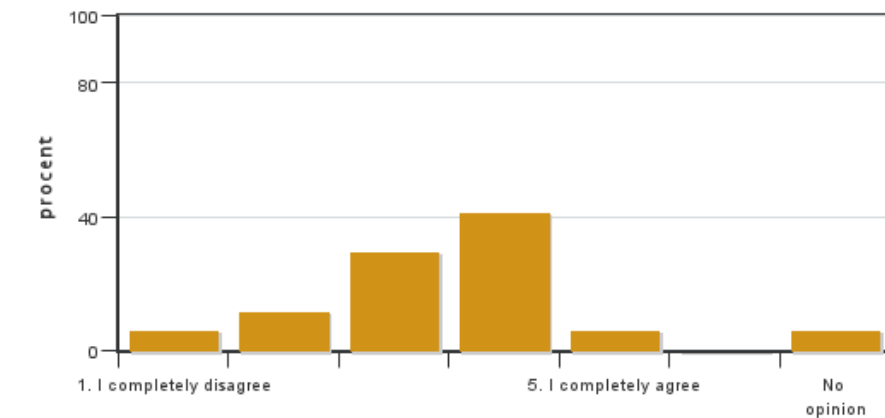


Answers: 17
 Medel: 4,3
 Median: 4

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

No opinion: 2

11. The course covered international perspectives.

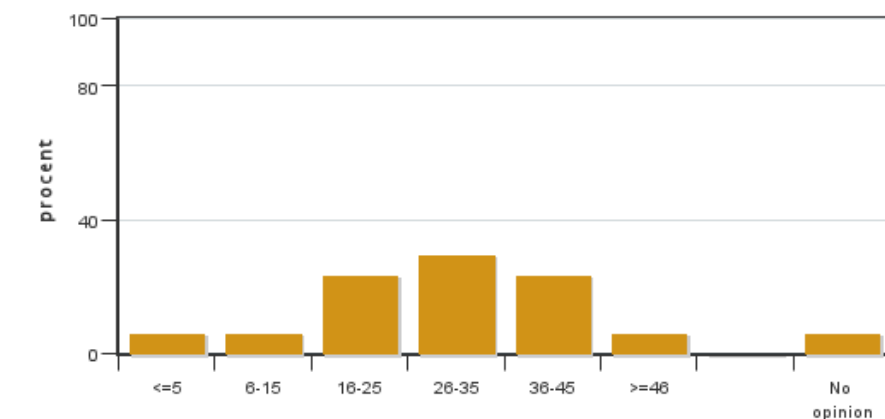


Answers: 17
 Medel: 3,3
 Median: 3

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

No opinion: 1

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



Answers: 17
 Medel: 28,0
 Median: 26-35

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

No opinion: 1

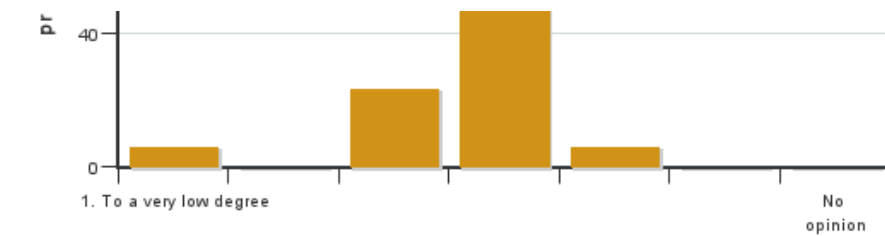
Additional own questions

13. To what degree do you appreciate the overview of the remote sensing techniques, forest data types and inventory methods provided in the course?



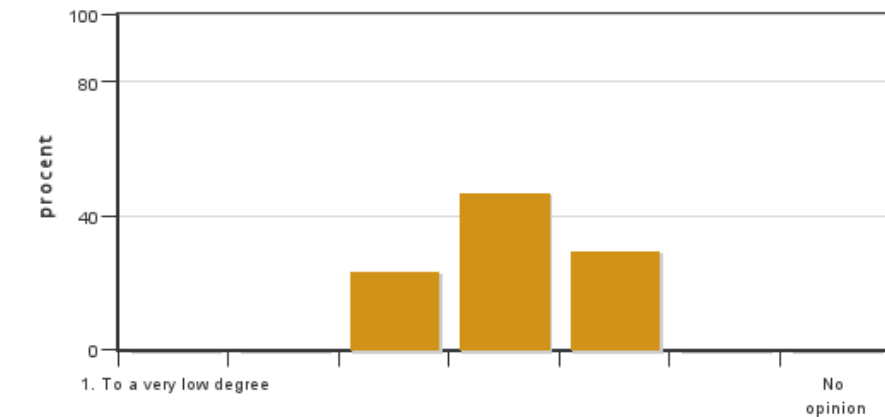
Answers: 17
 Medel: 3,6
 Median: 4

1: 1
 2: 0



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

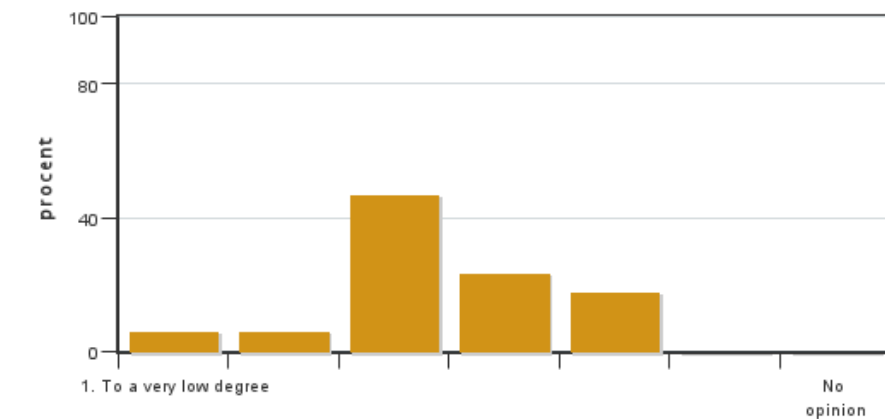
14. To what degree do you appreciate the general introduction to forest modelling such as lectures by PM and Urban, exercises with the general growth model, readings?



Answers: 17
Medel: 4,1
Median: 4

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

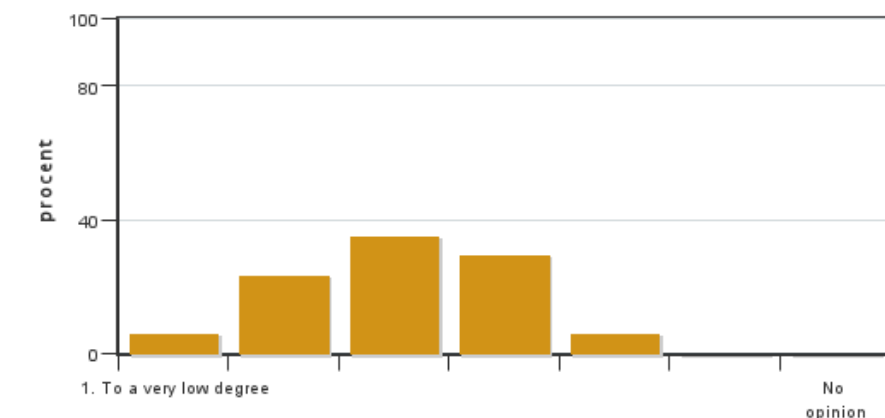
15. To what degree do you appreciate activities aimed at clarifying forest economics concepts as part of the course?



Answers: 17
Medel: 3,4
Median: 3

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

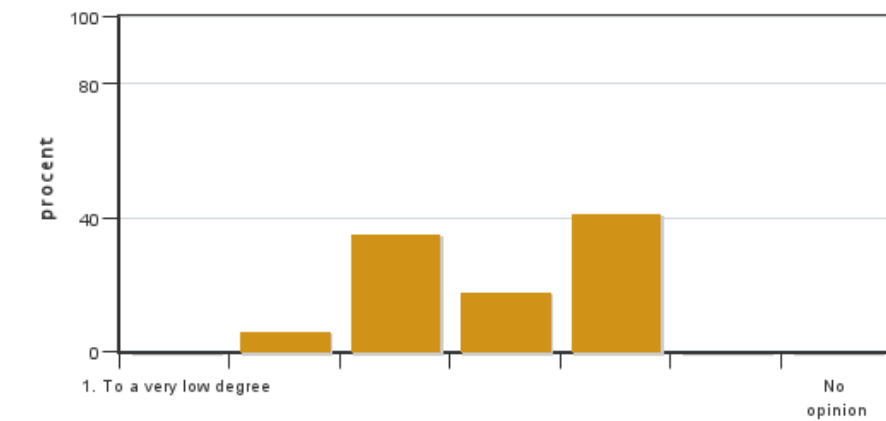
16. To what degree do you appreciate the exercises and tasks carried out using Heureka?



Answers: 17
Medel: 3,1
Median: 3

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

17. To what degree do you appreciate the GIS module of the course?

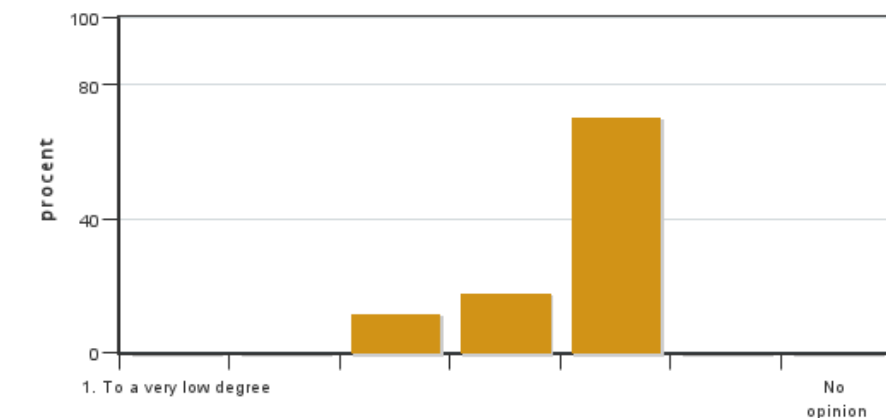


Answers: 17
Medel: 3,9
Median: 4

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

No opinion: 0

18. To what degree do you appreciate the field trip to Östad and the activities during the field trip?

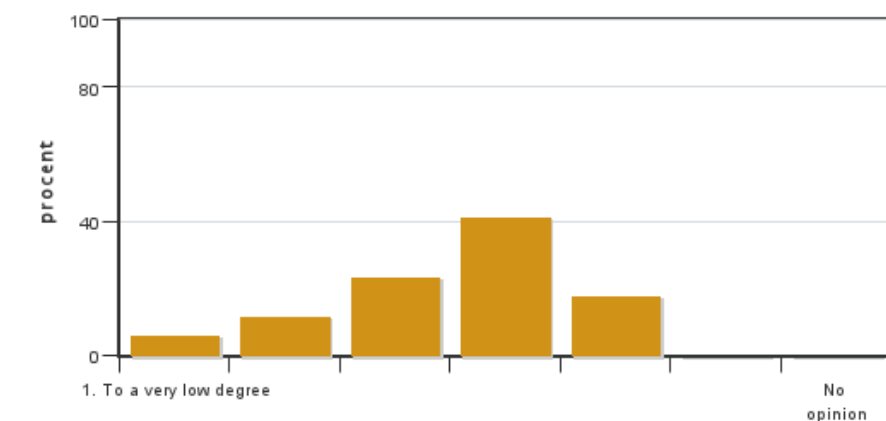


Answers: 17
Medel: 4,6
Median: 5

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

No opinion: 0

19. To what degree do you appreciate the lectures and the game concerning the functioning of wood supply chains?

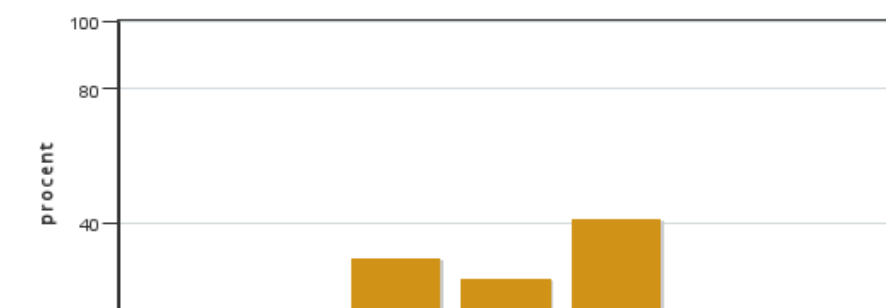


Answers: 17
Medel: 3,5
Median: 4

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

No opinion: 0

20. To what degree do you appreciate the tactical planning task?



Answers: 17
Medel: 4,0
Median: 4

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

No opinion: 0



Course leaders comments

One of the challenges in the course is the diversity of background knowledge of the students. There are some who do not have almost any previous forest education and some that have had 4 years of specialized forestry education. Logically, there are those who are not really able to appreciate the topics and/or those for whom the topics are too basic. This situation is related to the relaxation of the entry requirements concerning previous forestry education for the "Euroforester" program a few years ago to broaden the student contingent.

Other issues such as "more personal feedback", "too little support", "not all supervisor had enough knowledge" relate to the lack of personnel and financial resources in the course budget.

Student representatives comments

The overall impression was quite okay. 3.3 out of 5 on average. Half of the people scored it as 4, a quarter scored it as 3 and another quarter as 2. It is okay, but there are different points at which it can improve.

Main issues and how to improve:

- More (personal) feedback
- there was a feeling that we didn't learn that much, that it was too easy to pass, and that it was not enough for a 15 credits course
 - Minimum requirement to pass 40%: really low
 - However, several students failed and in case there would be 60% limit to pass plenty would fail.
 - On average we spent 28 hours on the course.
- Essay
 - Felt pointless
- Strategic analysis
 - Too little support
- Structure of the course and sequence of deadlines
 - The deadlines for the tactical plan were together with deadlines of strategic analysis, essay, and with studying for the exam
 - F.e. two deadlines of tactical plan, one before Christmas, one after
 - Or f.e. first the essay, then first version of tactical plan, then seeing the consequences of that tactical plan in Heureka, then adapt tactical plan
 - Lectures "review of assignments" and deadline of assignment -> more time in between so that it is possible to correct all
 - It would be nice to have the instructions for the economics module earlier so that people who are ready with GIS can start the economics module
 - Schedule more specific instructions concerning tactical plan
 - F.e. meet with supervisor, set objectives for tactical plan, and send it to your supervisor
- There was a lack of ecological sustainability
- mainly focused on Sweden
- the lecture on forest economics was cancelled

Good points

- Information was easily accessible
 - (However, Canvas got a little messy by the end of the course)
- Open questions on the exam
- Tactical plan
 - (Support from supervisors depended a lot on the supervisor. Not all supervisors had all the knowledge needed)
- Remote sensing
 - (Maybe a bit too detailed, and no practical examples during the field trip)

Best points

- Excursion
 - (not everyone felt safe on the hunt)

- GIS module
 - Very good support
- The social and physical learning environments

Very different opinions:

- Game on wood supply

We also did our own evaluation on the course and specifically on the excursion. The results can be found via this [link](https://drive.google.com/drive/folders/1wW0x3kKVMbU3-bJ7g5DRjHptPOZqoJ_I?usp=sharing) (https://drive.google.com/drive/folders/1wW0x3kKVMbU3-bJ7g5DRjHptPOZqoJ_I?usp=sharing).

The main points from our own evaluation (on January 16th) were:

- the degree of satisfaction was 1.79 out of 5 (if 5 is taken as the best)
- the 'fullness' of the schedule was too low
- there could be more feedback
- fewer days for GIS could be an option
- we didn't feel that much encouraged to be the best version of ourselves.

The evaluation on the excursion was very very positive.

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