



Sustainable Forestry in Southern Sweden SG0231, 10020.2021

15 Hp

Pace of study = 100%

Education cycle = Advanced

Course leader = Emma Holmström

Evaluation report

Evaluation period: 2020-10-25 - 2020-11-15

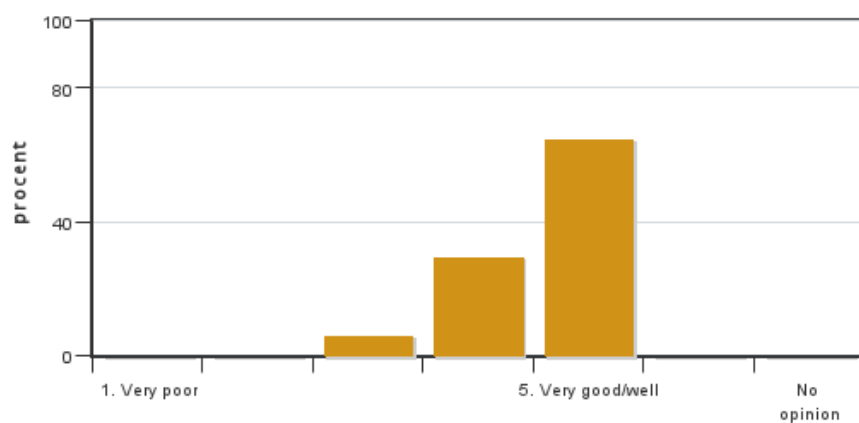
Answers 17

Number of students 29

Answer frequency 58 %

Mandatory standard questions

1. My overall impression of the course is:



Answers: 17

Medel: 4,6

Median: 5

1: 0

2: 0

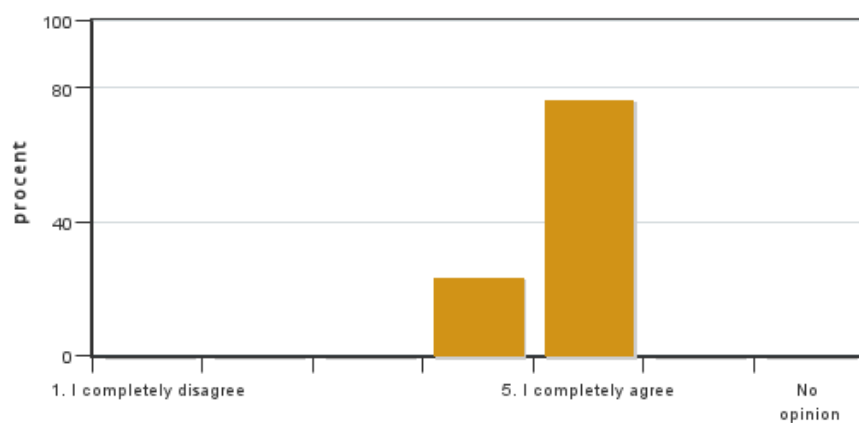
3: 1

4: 5

5: 11

No opinion: 0

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



Answers: 17

Medel: 4,8

Median: 5

1: 0

2: 0

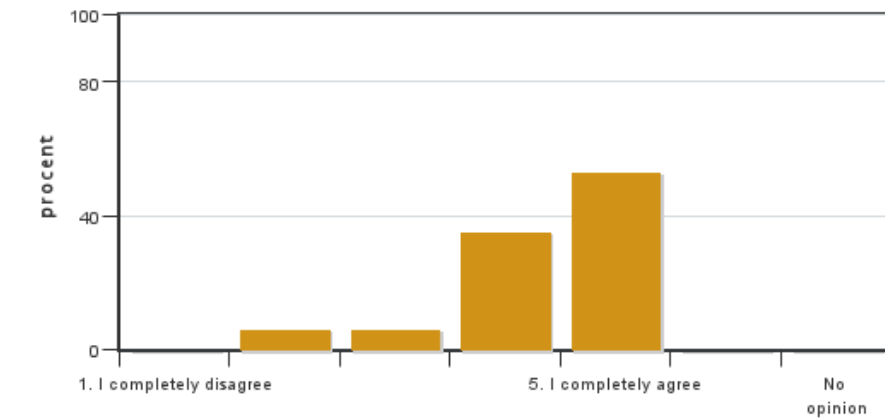
3: 0

4: 4

5: 13

No opinion: 0

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



Answers: 17

Medel: 4,4

Median: 5

1: 0

2: 1

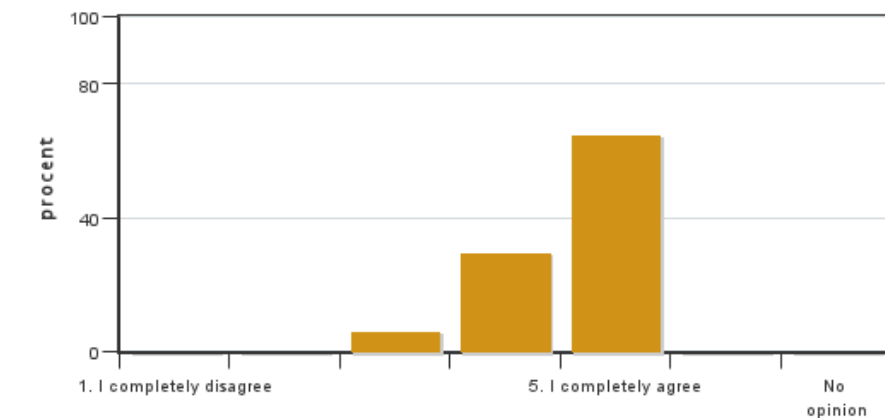
3: 1

4: 6

5: 9

No opinion: 0

4. The information about the course was easily accessible.



Answers: 17

Medel: 4,6

Median: 5

1: 0

2: 0

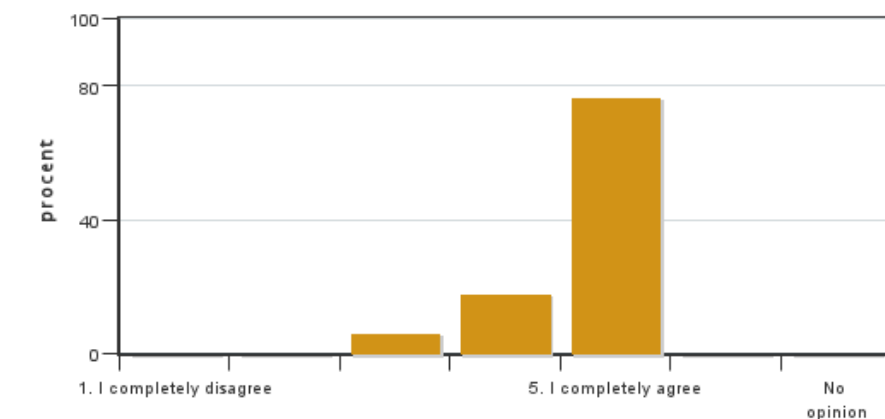
3: 1

4: 5

5: 11

No opinion: 0

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



Answers: 17

Medel: 4,7

Median: 5

1: 0

2: 0

3: 1

4: 3

5: 13

No opinion: 0

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



Answers: 17

Medel: 4,9

Median: 5

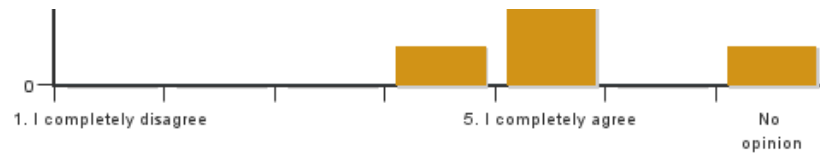
1: 0

2: 0

3: 0

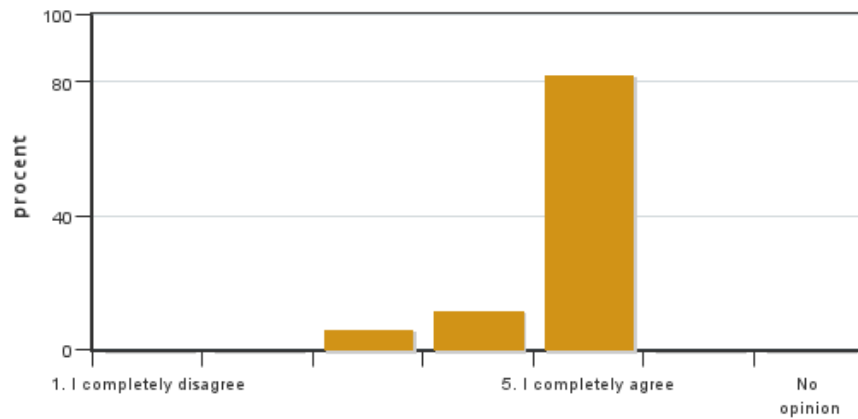
4: 2

5: 13



No opinion: 2

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



Answers: 17

Medel: 4,8

Median: 5

1: 0

2: 0

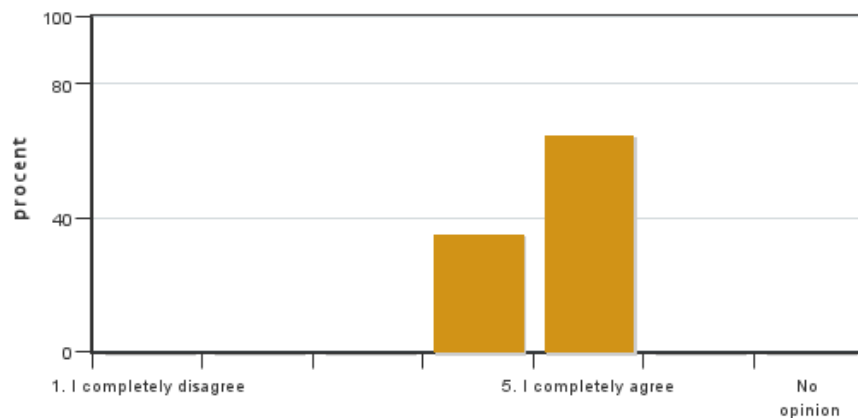
3: 1

4: 2

5: 14

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: 4,6

Median: 5

1: 0

2: 0

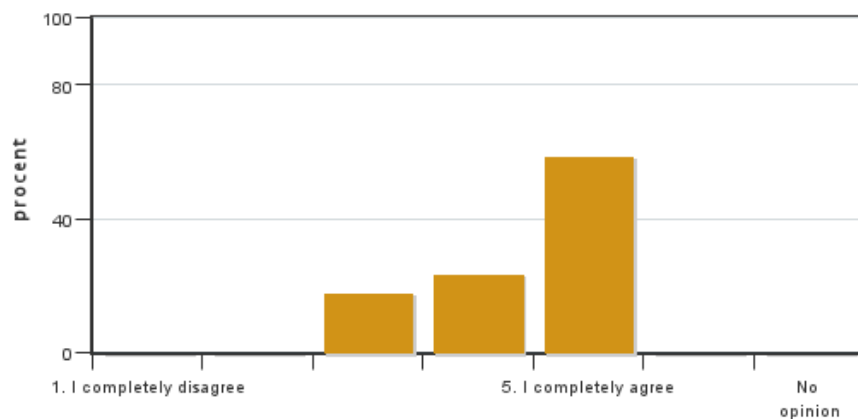
3: 0

4: 6

5: 11

No opinion: 0

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



Answers: 17

Medel: 4,4

Median: 5

1: 0

2: 0

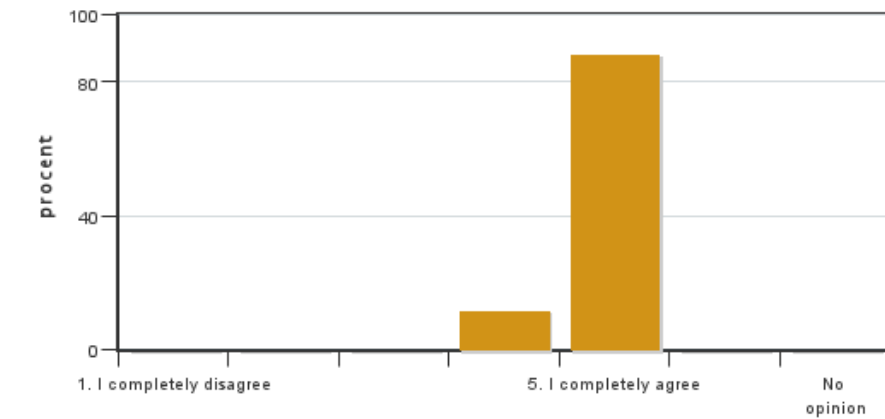
3: 3

4: 4

5: 10

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).

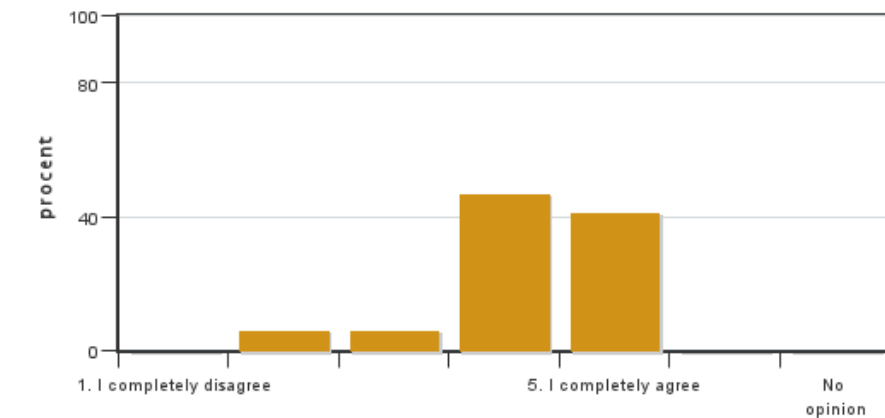


Answers: 17
Medel: 4,9
Median: 5

1: 0
2: 0
3: 0
4: 2
5: 15

No opinion: 0

11. The course covered international perspectives.

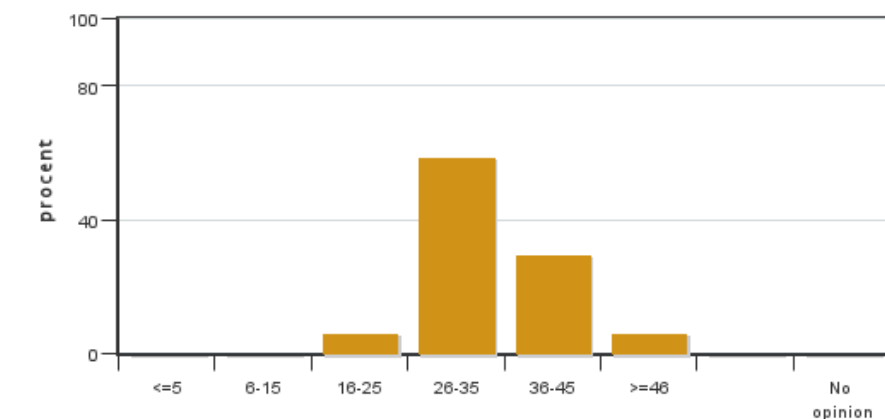


Answers: 17
Medel: 4,2
Median: 4

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

No opinion: 0

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

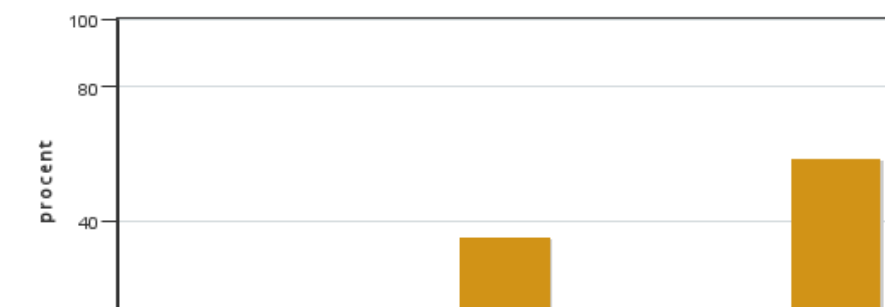


Answers: 17
Medel: 33,3
Median: 26-35

≤5: 0
6-15: 0
16-25: 1
26-35: 10
36-45: 5
≥46: 1

No opinion: 0

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



Answers: 17
Medel: 4,1
Median: 4

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

No opinion: 10



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

I try to structure the course content into 3 general sections of the course and aspects on sustainable forest management; growth & yield, forest conservation and silviculture. This year my main effort of improvements for the course was to reach a higher degree of integration between the growth & yield -section of the course and the forest conservation section. Therefore some of the course literature and lectures was replaced and I think our efforts at least made an improved integration.

The suggestions from students to have an introduction module, open and available for students a week before course start is a good idea and something I have considered earlier years. The technical difficulty is that since my course is the first on a masters program, new SLU students seem to not have access to Canvas before course start. I will try to figure out an online solution which doesn't require to be registered to the course.

It is also a good suggestion to split the final exam into two exams, where one can be done half time and the other in the end of the course. I will consider this for next year.

Overall, I am happy that the students seem to consider the course being relevant for their education and that they seem to enjoy the start of their student life in Alnarp.

Student representatives comments

The overall impression of the course was positive, as reflected in the evaluation responses. The course was well organised, with clear objectives which were met through the methods of teaching employed.

Each section of the course had a clear objective, and this was reflected in the classroom exercises and assignments given to students.

It is certain that students who had prior knowledge of the subjects studied in the course would have felt mainly prepared for the content even if some aspects were new. Care was taken at the start of the course to hold introductory lectures to ensure all students were 'on the same page' going forward. This was a good idea in principle; however, it could be less useful for those who already have sufficient knowledge. Perhaps a good alternative would be to hold a preparation week for students who admitted to the course with a non-forestry background.

Information about the course was communicated clearly by course organisers and teachers using the Canvas platform and student email. Learning content such as course literature was easy to find and consistent in its use. The course webpage also provides useful information.

As previously stated, – the use of the Canvas platform, Microsoft Teams and classroom interaction supported learning for students. Even when adaptations to classes were required due to COVID-19 restrictions, classes and the methods of teaching employed ran smoothly.

The field trips were very effective in backing-up the theoretical work taught in the classroom. It provided good visual support to what had been taught. The trips were well organised logistically and allowed all students to participate equally in group activities. The additional teaching staff were also widely appreciated.

The way in which classes were taught provided a platform and a forum for all students to participate. Discussions and group-work were encouraged to create and socially inclusive environment.

The location of the lectures was suitable for the students as all physical classes were held on campus. The facilities were comfortable and accessible. Furthermore, the library at Alnarp is more than sufficient to support students' needs.

The date of the exam was well communicated in advance. One challenge for many students was that the entire course content needed to be revised before the exam – which could be considered quite challenging by some

students. Especially as there were many possible topics and associated literature to consider. This was perhaps exacerbated by the date of the exam, when students were also required to work on other assignments and presentations.

Although much of the course focuses on production forestry and silviculture, this was linked to sustainable management practices. Topics such as the use of continuous-cover forestry, shelterwood and other methods to include sustainable considerations in forestry were explored through seminars and assignments.

Whilst it is true that Sweden is the reference point for much of the course, it cannot be said that useful comparisons to other countries were not included. This is aided by the fact there were students from several different countries. This facilitated interesting debate and comparisons between forestry in Sweden and the rest of the world.

The course was balanced in the number of male and female students. Gender equality was always present for both teachers and students. This is also reflected in the course evaluation responses.

The presence of COVID-19 resulted in some adaptations to lectures being moved to the online platform Zoom. In general students were able to adapt to this change without problem and the teachers did a great job considering it was rather a new method of teaching.

The course and its content were well taught and suitable in helping students to meet the learning objectives. The classes taught by senior researchers were particularly impressive. The topics were well delivered. Although some students had difficulties with R, they were well supported by the teachers. Preparation classes for students with a non-forestry background could be a valuable addition to future courses.