



## Planning in Sustainable Forest Management - Theory, Methods and Tools SG0233, 20014.2021

15 Hp

Pace of study = 100%

Education cycle = Advanced

Course leader = Renats Trubins

### Evaluation report

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**Evaluation period: 2021-01-14 - 2021-01-31**

Answers 17

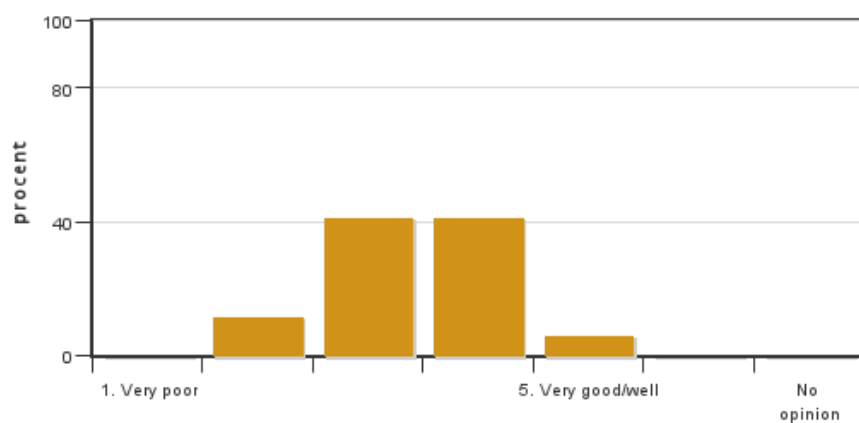
Number of students 28

Answer frequency 60 %

### Mandatory standard questions

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



Answers: 17

Medel: 3,4

Median: 3

1: 0

2: 2

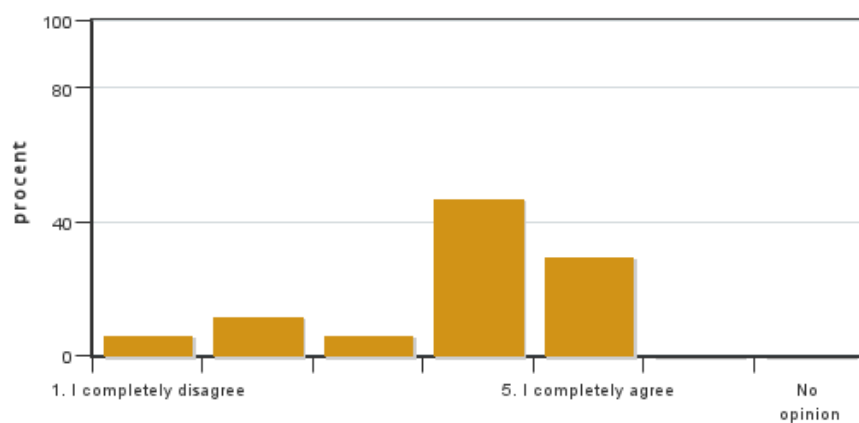
3: 7

4: 7

5: 1

No opinion: 0

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



Answers: 17

Medel: 3,8

Median: 4

1: 1

2: 2

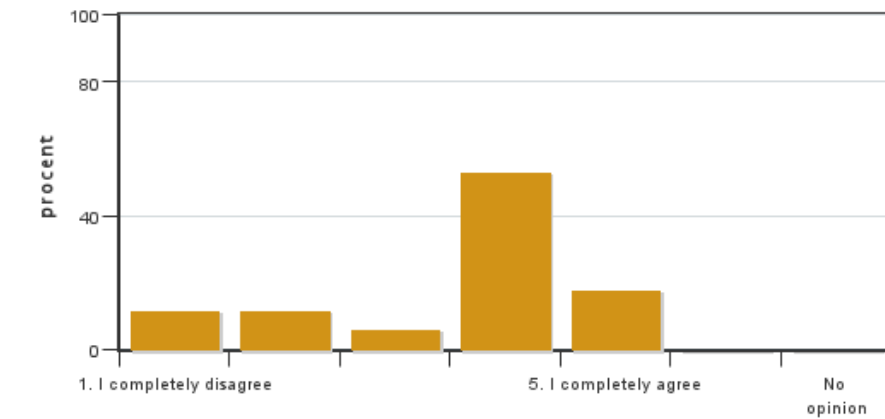
3: 1

4: 8

5: 5

No opinion: 0

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

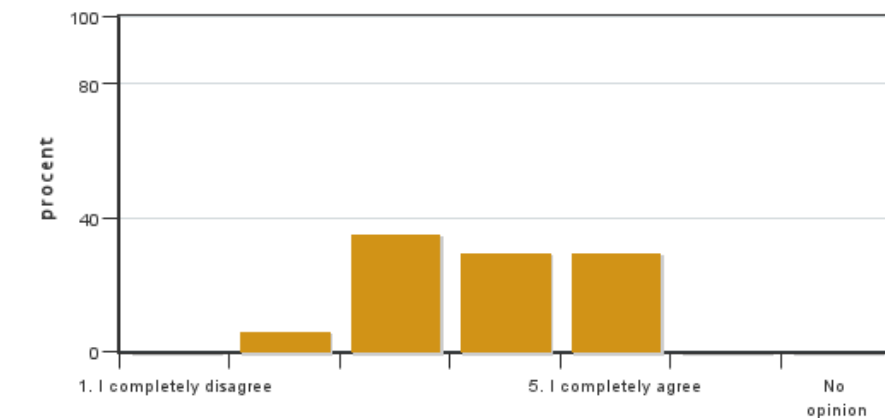


Answers: 17  
Medel: 3,5  
Median: 4

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

No opinion: 0

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

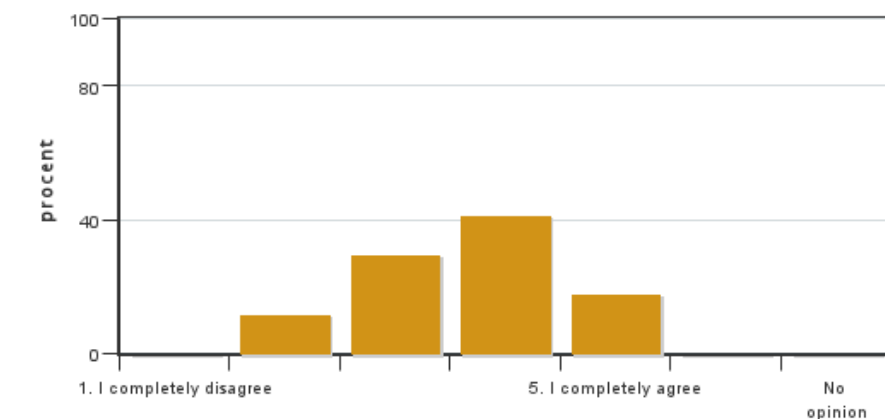


Answers: 17  
Medel: 3,8  
Median: 4

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

No opinion: 0

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

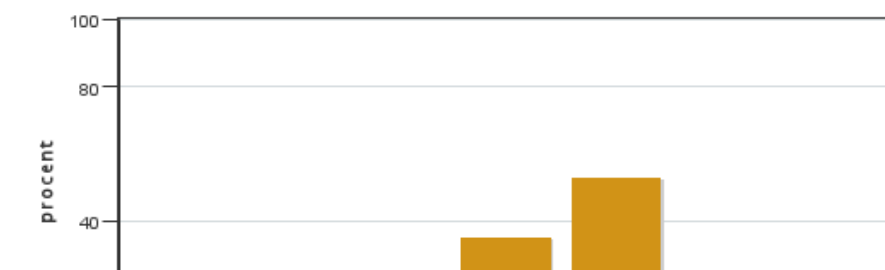


Answers: 17  
Medel: 3,6  
Median: 4

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

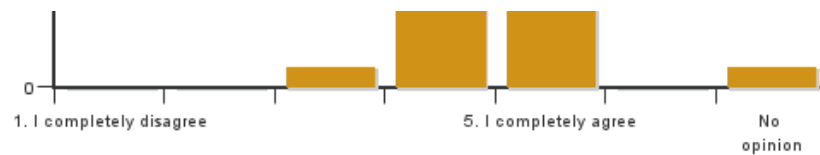
No opinion: 0

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



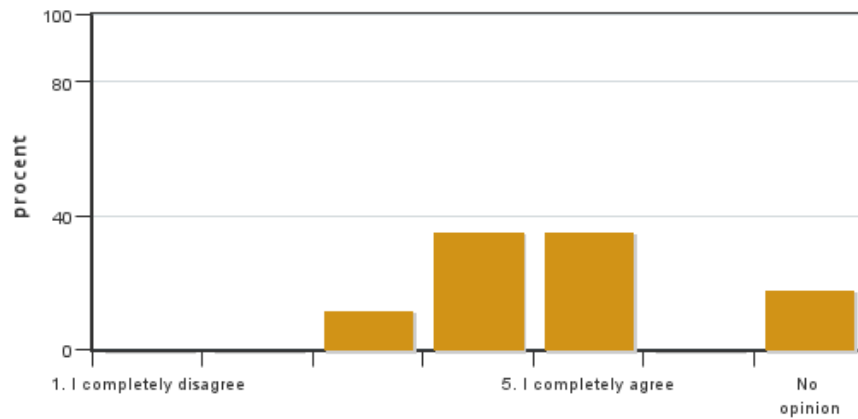
Answers: 17  
Medel: 4,5  
Median: 5

1: 0  
2: 0  
3: 1  
4: 6  
5: 9



No opinion: 1

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



Answers: 17

Medel: 4,3

Median: 4

1: 0

2: 0

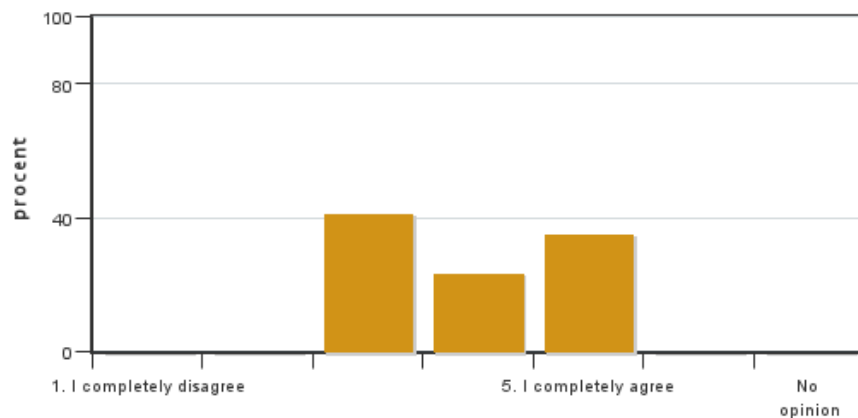
3: 2

4: 6

5: 6

No opinion: 3

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



Answers: 17

Medel: 3,9

Median: 4

1: 0

2: 0

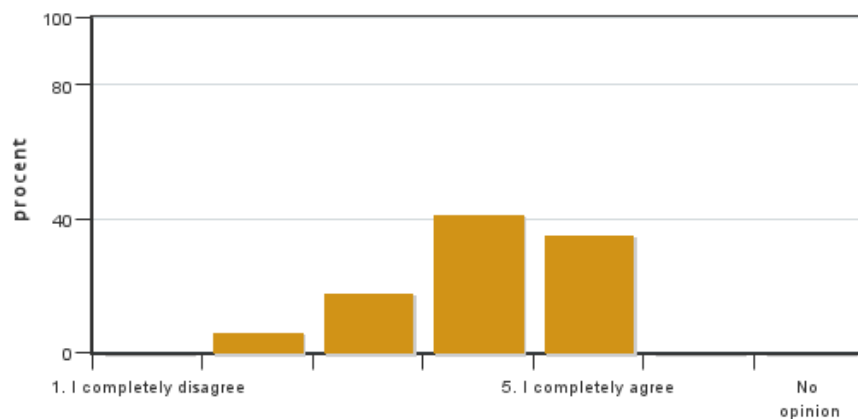
3: 7

4: 4

5: 6

No opinion: 0

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



Answers: 17

Medel: 4,1

Median: 4

1: 0

2: 1

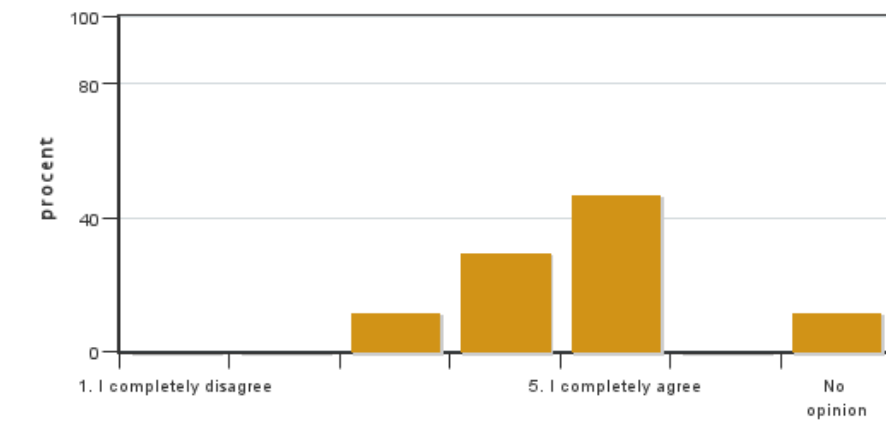
3: 3

4: 7

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).**

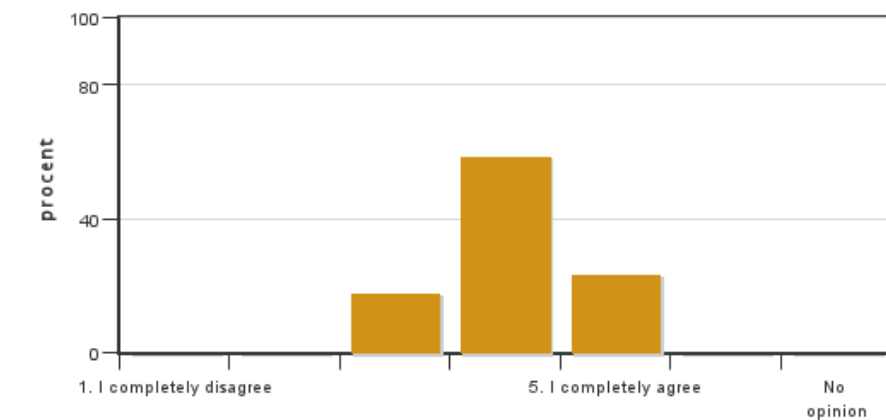


Answers: 17  
Medel: 4,4  
Median: 5

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

No opinion: 2

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

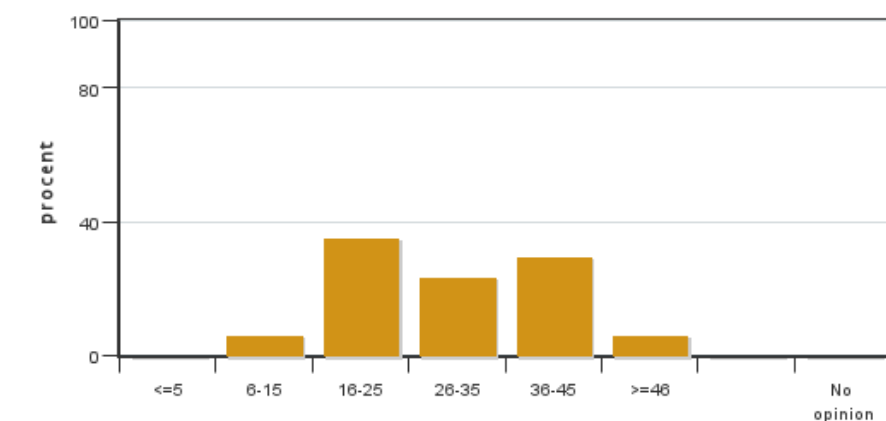


Answers: 17  
Medel: 4,1  
Median: 4

1: 0  
2: 0  
3: 3  
4: 10  
5: 4

No opinion: 0

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

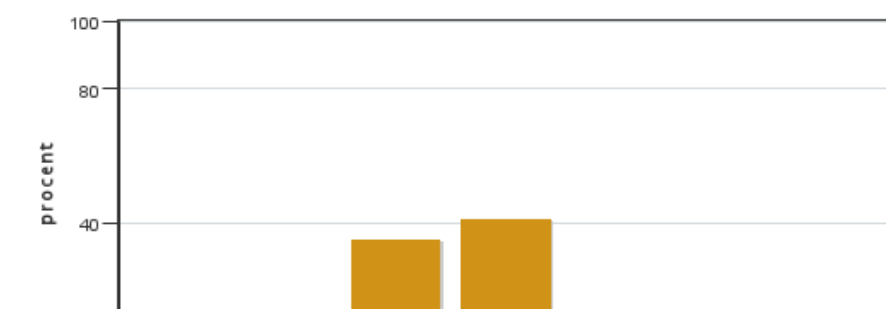


Answers: 17  
Medel: 29,2  
Median: 26-35

≤5: 0  
6-15: 1  
16-25: 6  
26-35: 4  
36-45: 5  
≥46: 1

No opinion: 0

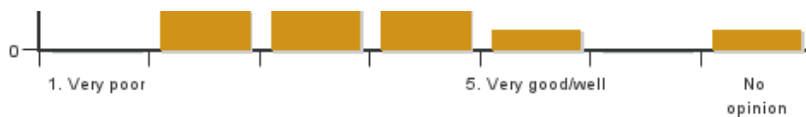
**13. If relevant, what is your overall experience of participating in all or part of your course online?**



Answers: 17  
Medel: 3,4  
Median: 3

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

No opinion: 1



**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

### Course leader's comments

This year, it is even more obvious that the varying backgrounds (forestry and non-forestry) among the student in the group is a problem. In several comments, the students themselves say that the course often required substantial previous forestry knowledge while the admission requirements do not reflect it. I strongly believe that the admission requirements should include a requirement on previous forestry studies. Also, it is visible that students much more like topics which mainly include learning factual information (e.g. nature conservation) as compared to topic which demand achieving understanding (e.g. economics) involving relatively complex logic. This can have partly to do with the background issue, but probably is also a general feature: it is much more pleasant to listen (or read) a story, rather than struggling with something that you do not understand (like discounting in economics) until you finally understand it. The latter is much more energy demanding and often frustrating: if you don't succeed to "crack the nut", you feel bad about your abilities.

## Student representatives comments

The impression of the course was positive, as reflected in the evaluation responses, however, it was also acknowledged that there is some room for improvements. The content and the proposed learning outcomes of the course were considered relevant and valuable.

The course was well organised, with clear objectives which were met through the methods of teaching employed.

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. However, students with no background in forest economics, remote sensing or mathematical tasks felt underprepared and stated that these skills should be outlined more in the prerequisites for taking the course.

There were times when certain knowledge was assumed by teachers, and where this was not the case it led to difficulties. More complicated elements of the course required more teaching hours and guidance, for example Heureka or statistical tasks for assignments.

Information about the course was communicated clearly by course organisers and teachers using the Canvas platform and student email. However, some comments suggested that this became less true as the course went on. The exam required a broad amount of reading and some students had difficulty in locating the necessary information when needed.

The various course components supported learning objectives to an extent. The standard of lectures and material varied – some were very engaging, but others failed to capture the interest of students.

One issue may have been the heavy workload at the start of the course, combined with short periods to learn the material and produce an outcome, however, the second half of the course was less intense.

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 trip to Östad was effective in backing-up the theoretical work taught in the classroom, but as previously mentioned some of the tasks associated with the trip assumed a lot of prior knowledge which was not always the case. The trip was well organised logistically and allowed all students to participate equally in group activities. The additional teaching staff were also 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. However, after some weeks the course was moved online due to COVID.

The date of the exam was well communicated in advance. One challenge for many students was that a large component course content needed to be revised before the exam – which could be considered quite challenging by some students. This was reflected in the questions which provided some difficulty for students if wording was not completely clear. Some felt that the weighting of questions in terms of potential marks that could be awarded was not completely balanced.

Having said that, the format of the exam did provide a platform to demonstrate knowledge obtained during the course.

The course was successful in covering sustainable management practices, mainly focused on Sweden but consideration was given to other countries e.g., Baltic states. Several assignments allowed students to choose their own direction e.g., the Tactical Plan - estate management, meaning they could work with a preferred focus on nature conservation or timber production. This assignment was well received and considered very relevant for the future.

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.

One big challenge for students is to spend so many hours in front of a screen for both lectures and course tasks. Perhaps more interactive tasks could help with this problem. Although it was noted that the lecturers made efforts to be supportive and responsive when help was needed.

The GIS element of the course was widely appreciated and acknowledged to be a useful skill. GIS was integrated for those who had used it before and those that had never used it before. The detailed planning and instructions were to a good standard, and the teaching of the Heureka part of the course could take a lot of positive inspiration from this part of the course.

Heureka was also considered a useful tool and was well integrated into assignments but could have been clearer in terms of instructions and that it could be challenging for some students with their laptops to have the program running optimally.

Overall, the course content was mainly relevant, and it is easy to see how these skills could be applied to a professional role. However, it was also noted that there is room for improvements in terms of teaching, especially where students may lack the required knowledge to fulfil the course demands.