



Silviculture - the science of forest stand management SG0244, 30013.2021

15 Hp
Pace of study = 100%
Education cycle = Advanced

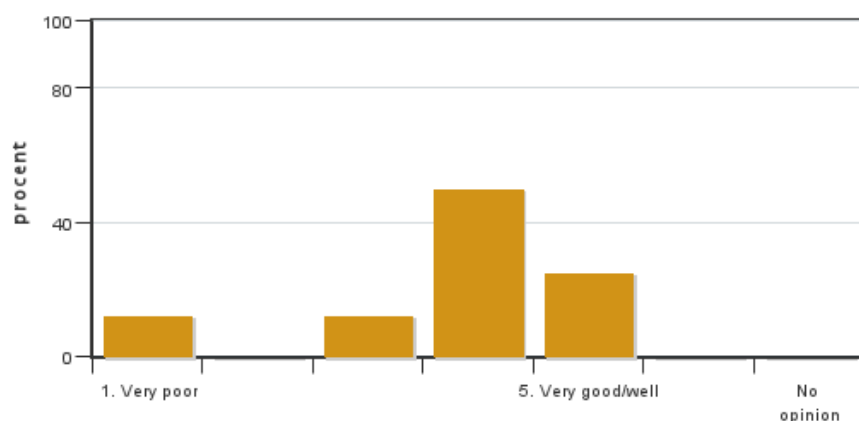
Evaluation report

Evaluation period: 2021-03-16 - 2021-04-06

Answers 8
Number of students 14
Answer frequency 57 %

Mandatory standard questions

1. My overall impression of the course is:

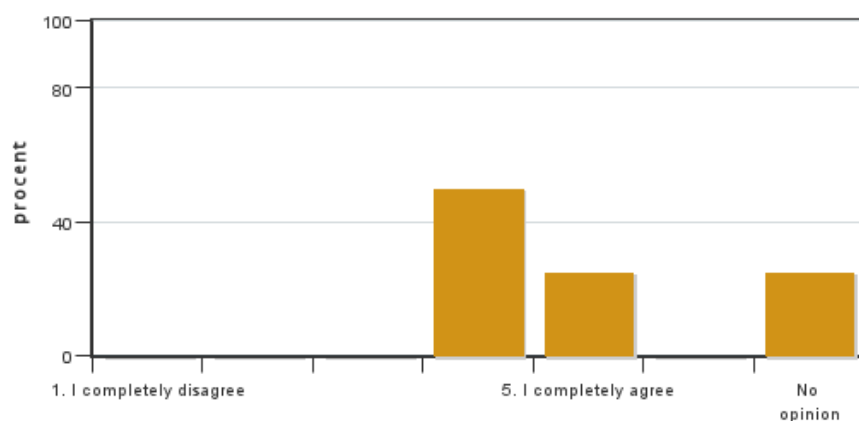


Answers: 8
Medel: 3,8
Median: 4

1: 1
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.

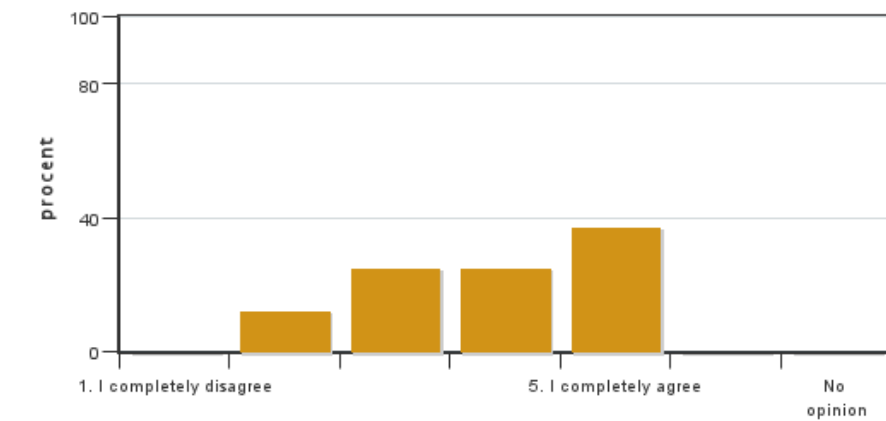


Answers: 8
Medel: 4,3
Median: 4

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

No opinion: 2

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

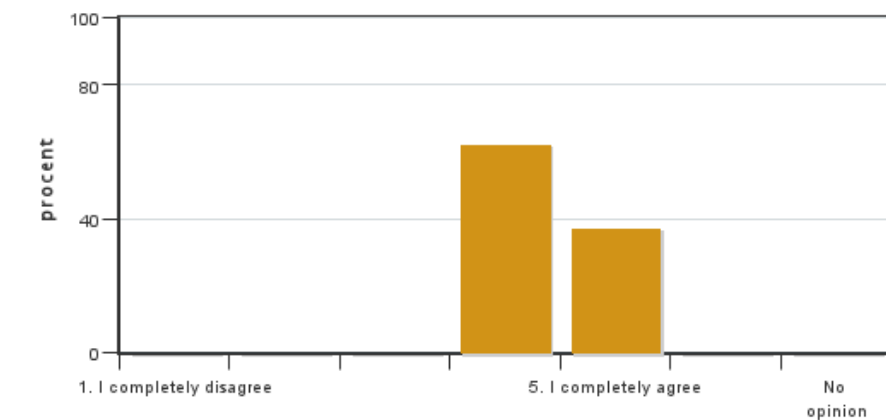


Answers: 8
Medel: 3,9
Median: 4

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

No opinion: 0

4. The information about the course was easily accessible.

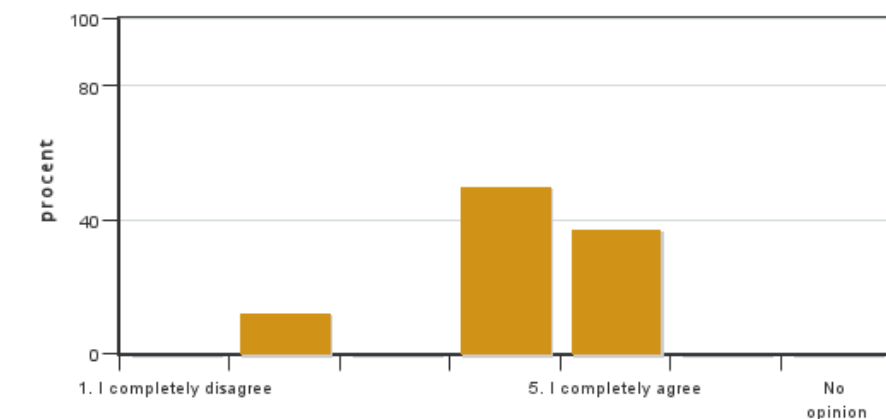


Answers: 8
Medel: 4,4
Median: 4

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

No opinion: 0

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

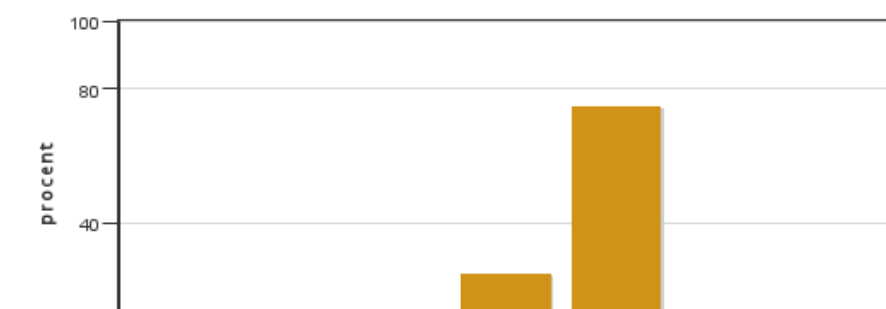


Answers: 8
Medel: 4,1
Median: 4

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

No opinion: 0

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



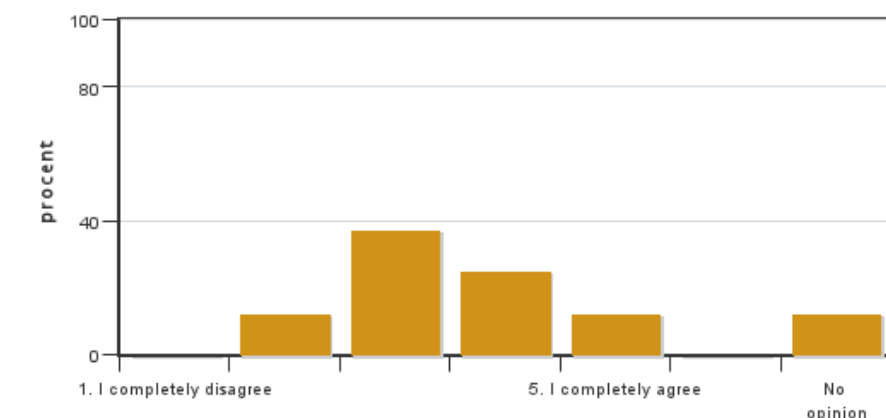
Answers: 8
Medel: 4,8
Median: 5

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

No opinion: 0



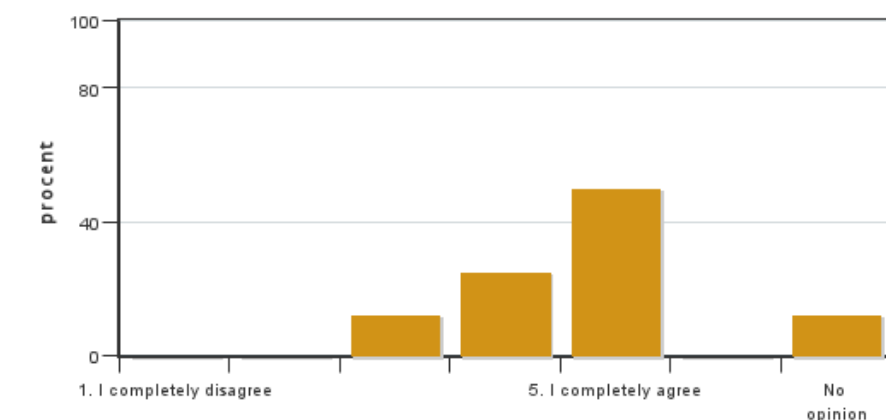
7. The physical learning environment (facilities, equipment etc.) has been satisfactory.



Answers: 8
Medel: 3,4
Median: 3

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

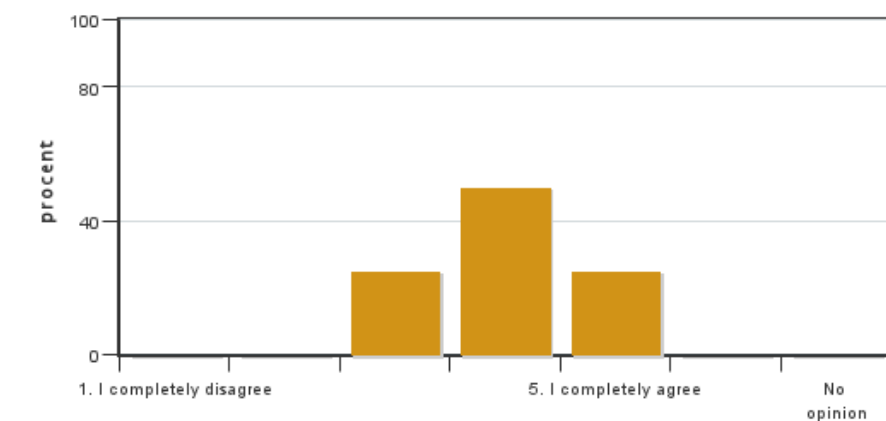
8. The examination(s) provided opportunity to demonstrate what I had learnt during the course (see the learning objectives).



Answers: 8
Medel: 4,4
Median: 5

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

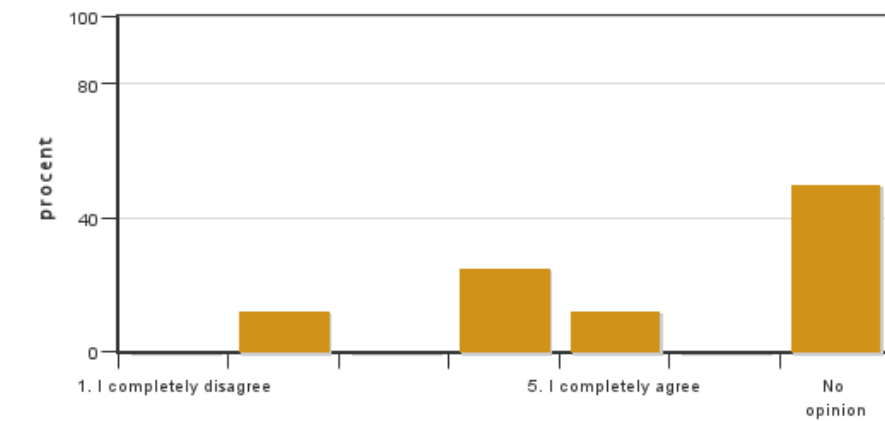
9. The course covered the sustainable development aspect (environmental, social and/or financial sustainability).



Answers: 8
Medel: 4,0
Median: 4

1: 0
2: 0
3: 2
4: 4
5: 2
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).

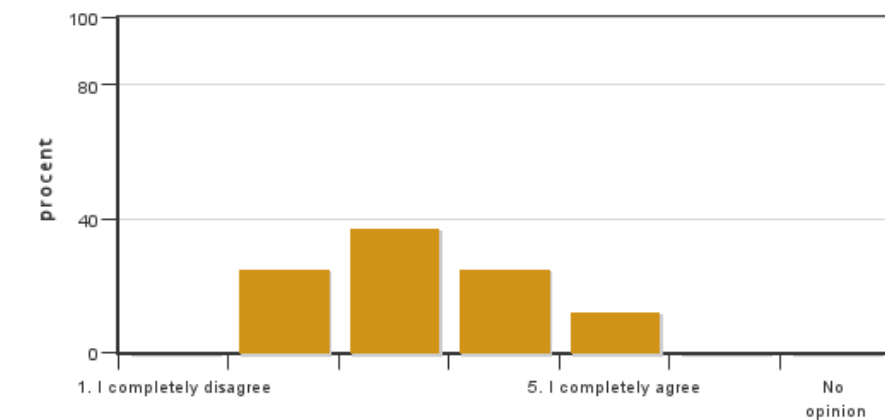


Answers: 8
Medel: 3,8
Median: 4

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

No opinion: 4

11. The course covered international perspectives.

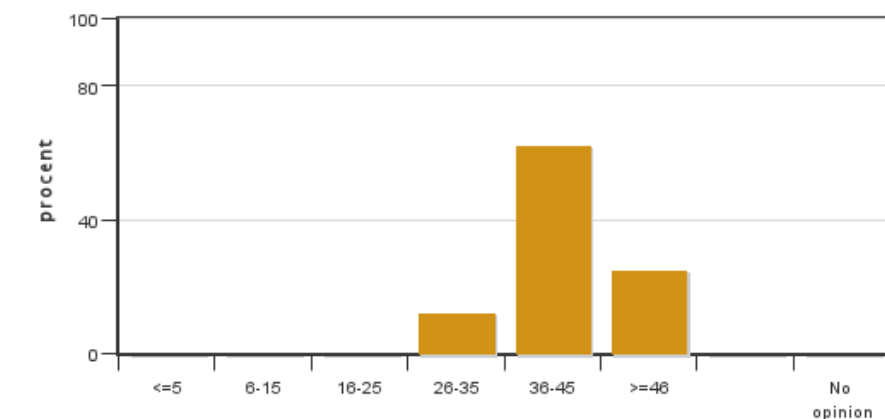


Answers: 8
Medel: 3,3
Median: 3

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

No opinion: 0

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

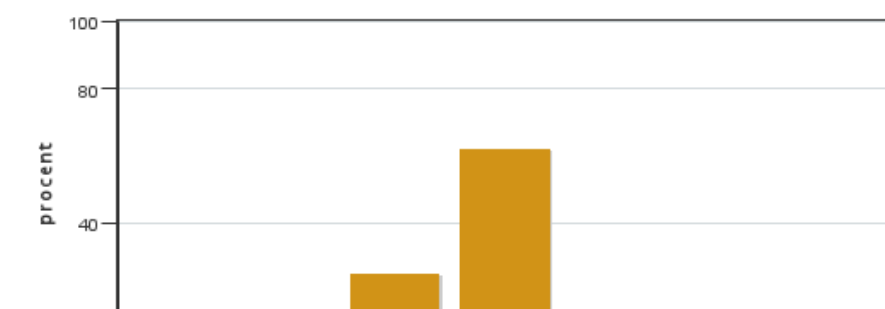


Answers: 8
Medel: 40,3
Median: 36-45

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

No opinion: 0

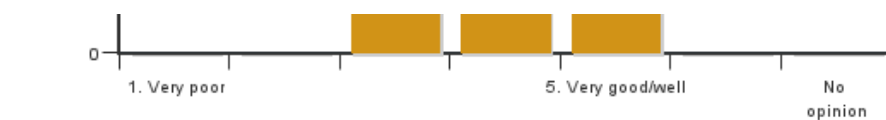
13. If relevant, what is your overall experience of participating in all or part of your course online?



Answers: 8
Medel: 3,9
Median: 4

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

No opinion: 0



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

57% of the students completed the evaluation (8 of 14). Among the students that answered the evaluation there was only one student that graded the course as poor, while the rest were generally positive (median 4). It appeared we were not able to reach this student even though all students stated that the course had clear links between the content learning objectives (median 4). Our understanding is those students that may not have made the course evaluation was also generally happy with the course rather than disappointed, and therefore might not have strong opinions or recommendations to add. The student representative may be important to give insight into this.

-Overall co-ordination and communication of the course was well received (median 4) and the social learning environment was appreciated (median 5). The distance based teaching clearly affected negatively how the students perceived the physical learning environment (median 3). However the students were positive about the experience of the online teaching in general (median 4)

-The examinations requiring active work on different assignment was much appreciated and preferred by the students in comparison to having written final examinations (Q8: median 5).

Based on these 12 evaluations most themes were well received by the majority of students. Theme 1 (the role of silviculture in society) with guest lectures for different organizations was appreciated by the students. Also, theme 4 (process based approaches) and theme 6 (Science for future silviculture) got very positive comments and there are little reasons to do any major changes for next year.

Theme 2 (current topics in silviculture) were also appreciated but several students thought that the reports required for the assignment 2 was too extensive and that some papers given as literature were difficult to synthesize in the way instructed. We will look over the assignments and adjust the scope. Perhaps limiting the synthesis to one paper or adjusting the instructions.

Theme 3 got some comments mainly related to some difficulty to understand the instructions and excel models. As one student pointed out, this assignment is likely to be better in a physical computer room situation. However, we will look over the instructions for possible improvements. This theme in particular would have been easier and more rewarding if we could have been doing some teaching in the field. However, this is difficult with the present timing of the course.

Theme 5 (Individual-based approaches) had more mixed comments. It appeared that the main issues were with the videos used in theme 5 for distance teaching that many perceived as too long and too many for the time allocated. We hope that this will be better next year when we can go back to class room teaching or blended teaching (mixed remote and class room), which we believe will be better for this and other themes.

-The main overall problem we had in the course, as also pointed out by some of the students, was that we had difficulties to give quick feedback and grading to some of the assignments. Especially assignment 1 was graded late and has not received comments. Comments to assignment 5 are given if contacting the teacher. The reason for this was a combination of extra work caused by Corona adaptations to the course and some rescheduling needed for assignment 1. Together, this meant that we focused on more extensive and timely feedback for the coming assignments. We had wished to have been able to give detailed comments on all assignments, but given the situation we argue that feedback on 4 of 6 assignments is still reasonable. In the end grading and reporting in Ladok was done in time.

Overall, considering the need for extensive corona adaptations, we are happy with the good activity and performance of the students in this year's course. We have good reasons to assume the situation will be even better next year.

Student representatives comments

No comments from the student representatives

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