



Forest Regeneration SG0255, 50006.2021

7.5 Hp

Pace of study = 50%

Education cycle = Advanced

Course leader = Kristina Wallertz

Evaluation report

Evaluation period: 2021-08-08 - 2021-08-29

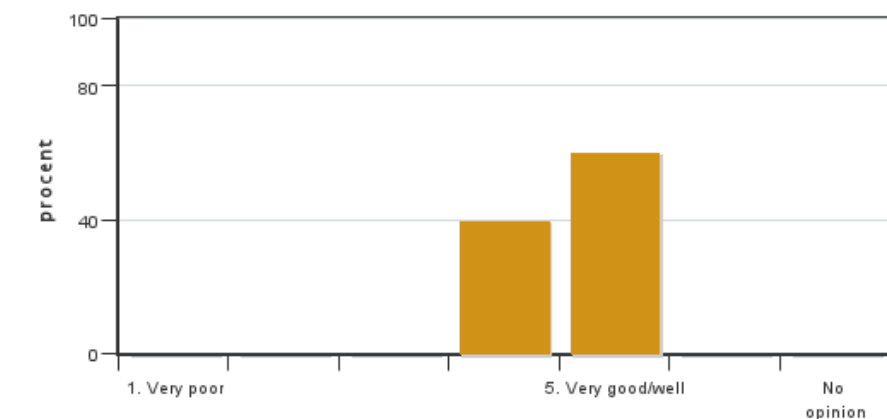
Answers 5

Number of students 14

Answer frequency 35 %

Mandatory standard questions

1. My overall impression of the course is:

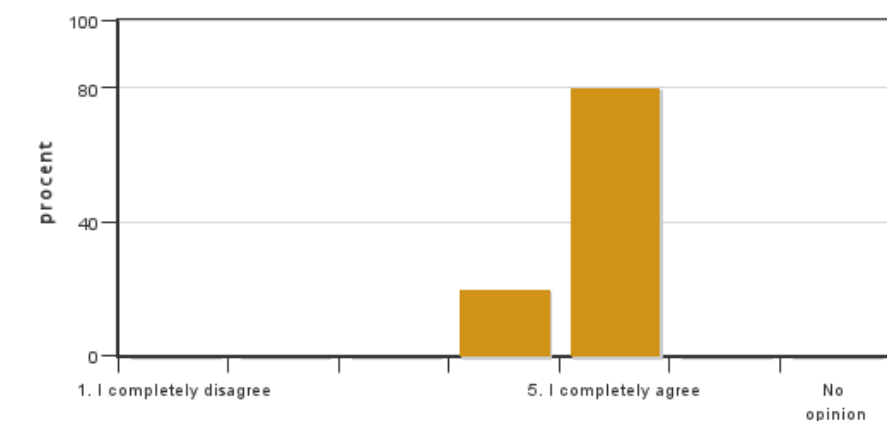


Answers: 5
Medel: 4,6
Median: 5

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

No opinion: 0

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

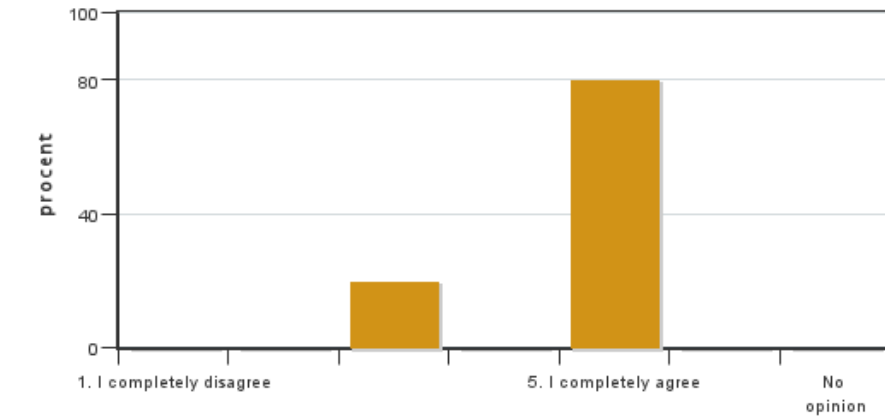


Answers: 5
Medel: 4,8
Median: 5

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

No opinion: 0

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

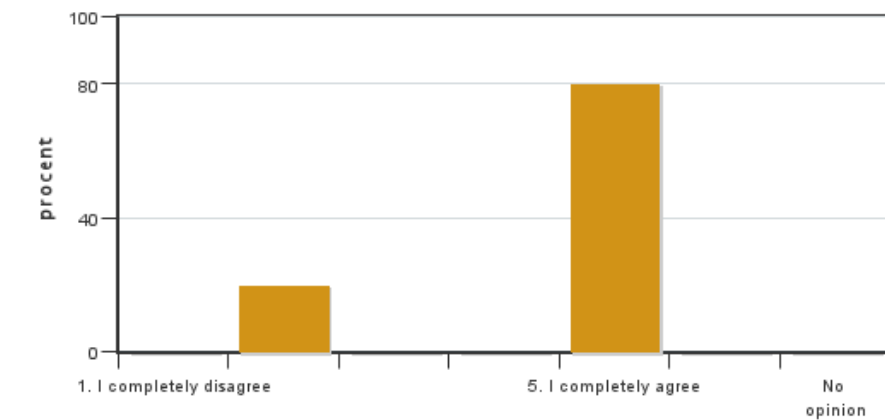


Answers: 5
 Medel: 4,6
 Median: 5

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

No opinion: 0

4. The information about the course was easily accessible.

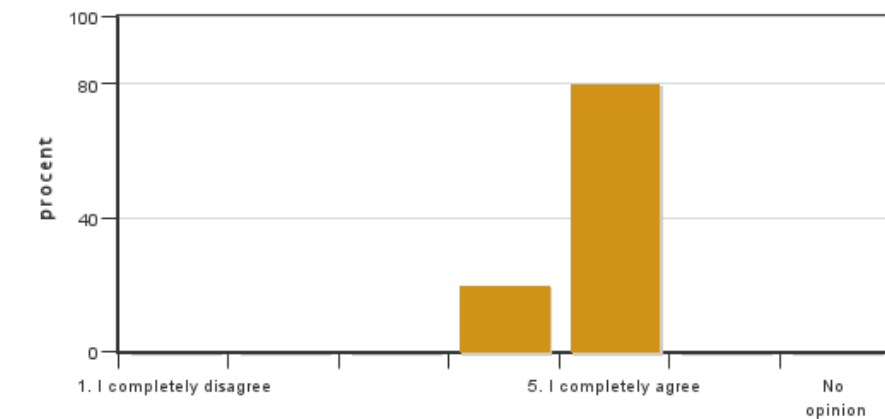


Answers: 5
 Medel: 4,4
 Median: 5

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

No opinion: 0

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

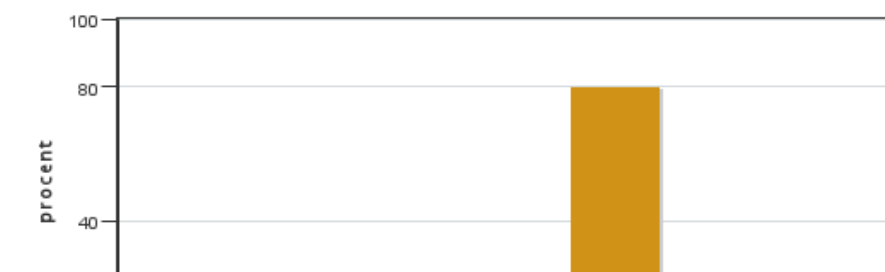


Answers: 5
 Medel: 4,8
 Median: 5

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

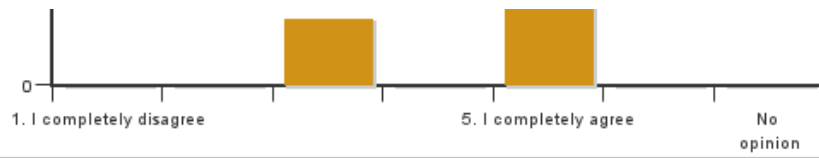
No opinion: 0

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



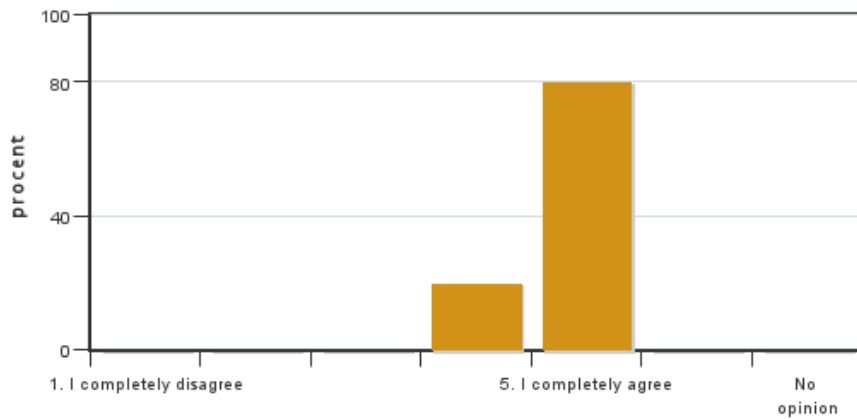
Answers: 5
 Medel: 4,6
 Median: 5

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



No opinion: 0

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

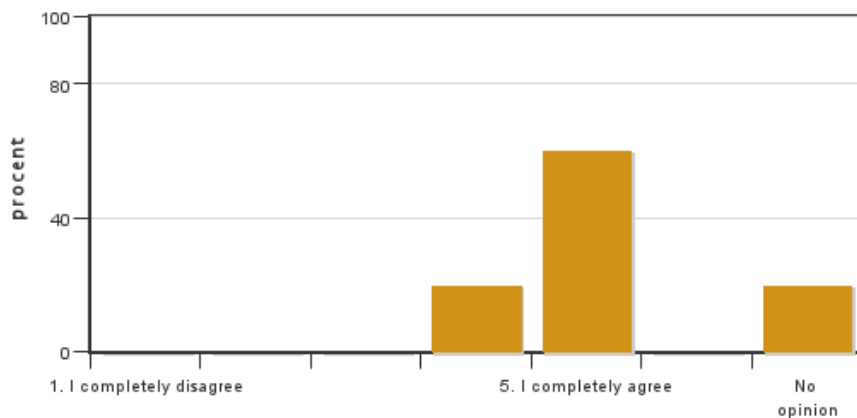


Answers: 5
Medel: 4,8
Median: 5

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

No opinion: 0

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

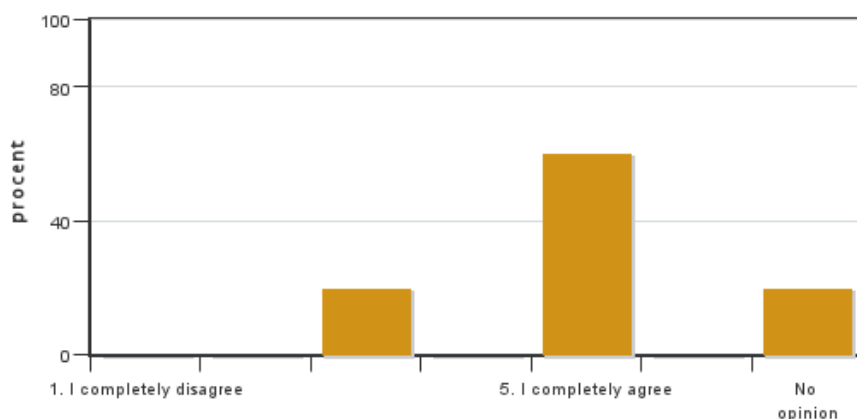


Answers: 5
Medel: 4,8
Median: 5

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

No opinion: 1

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

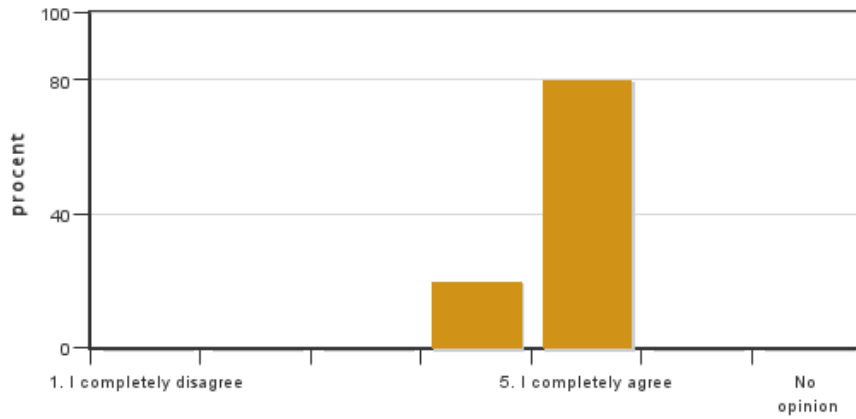


Answers: 5
Medel: 4,5
Median: 5

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

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).

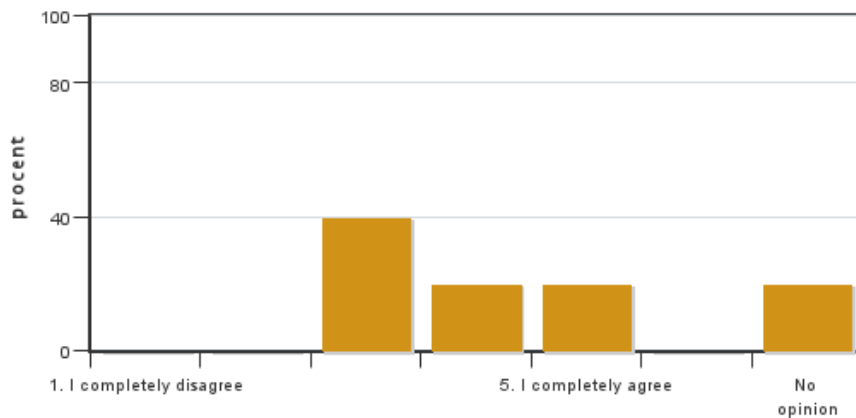


Answers: 5
 Medel: 4,8
 Median: 5

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

No opinion: 0

11. The course covered international perspectives.

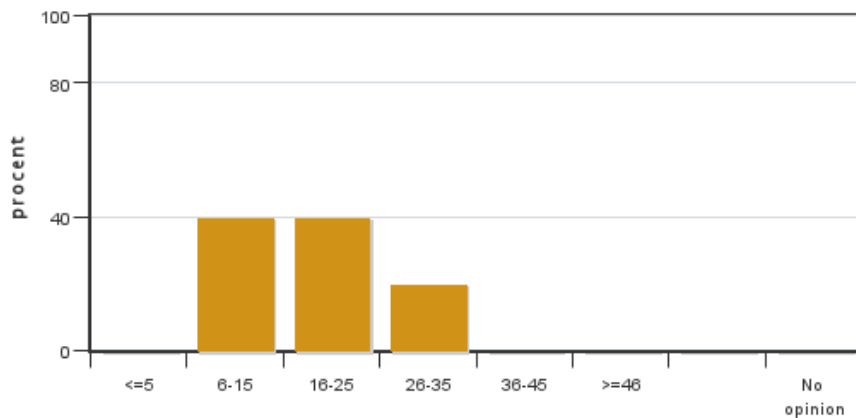


Answers: 5
 Medel: 3,8
 Median: 3

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

No opinion: 1

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

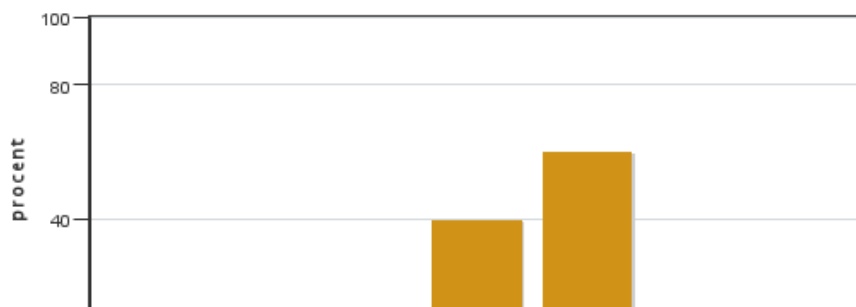


Answers: 5
 Medel: 18,0
 Median: 16-25

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

No opinion: 0

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



Answers: 5
 Medel: 4,6
 Median: 5

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

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

No comments from the teacher

Student representatives comments

My name is Jens Bergenheim, and I am the student representative for the course "Forest regeneration", given during the summer 2021. The course evaluation was executed in the same style as previous years, to simplify comparison of the course year to year.

The context

The context of the course was good. All parts of the course were executed even though we're in a pandemia. Though some guest lectures had to be given on Zoom, as could be expected. The course was planned in a good way.

The format

As similar to last year, the course was divided into a literature study, a field experiment and a field week. The literature study and the field experiment were on the students responsibility, with the teachers available for advice and correction of assignments. This gives freedom but also som added responsibility from the students side to plan their work accordingly. However it as a course on Msc level, so students should expect this. The course leader mentioned a few drop-offs due to unexpected workload. Like last year, perhaps this could be communicated more thoroughly, so that reserve students who were motivated had been given a chance instead. The course leaders were accomodating in finding experimental setups for student who couldn't find one. In the end, the students were very content with the course, something expressed both during the field week as well as in the questionnaire. The field week was the highlight for the students, with an opportunity to synthesize all the information learned as well as meeting professors and Phd-students giving field lectures/discussions about content from the literature studied.

Assignments

As mentioned earlier, the assignments/experiments require some time. The assignments needed more time than students expected. reading a lot of litterature, and synthesizing knowledge. The distance format was much appreciated.

The professors

The students were happy with all lectures. They felt like the teachers were calm and had a strong theoretical background, as expected. The fact that lectures included discussions was appreciated, since it increased learning. All of the students didn't agree with all of the research, which is natural. Teachers were easy to get ahold of online as well. The guest lecturers from multiple disciplines as well as countries and companies, gave a good mix between

theoretical and practical parts of forestry.

Possible areas of improvements

A lecture in the middle of the course was something students asked for, to check-up on progress of literature studies. Another, more important part is that "no question is a stupid question". With varying levels of pre-knowledge, the level needs to be adjusted to meet all needs, but more important those new to the field. This is something that can be improved a bit, albeit it is a challenge.

Conclusion

Students were content with the course, and highly recommend the field week. They expressed the sentiment, that the field week promotes exchange between different disciplines as well, and that perhaps this can give new solutions/perspectives to challenges in forestry. The literature part a bit heavy, a lot of students used "Skogsskötselsserien" outside of the course literature. After using it, they expressed it was easier to skim through the research articles.

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