



## Analysis of forested landscapes LK0394, 20148.2122

15 Hp

Pace of study = 100%

Education cycle = Basic

Course leader = Geovana Mercado, Thomas Randrup

### Evaluation report

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**Evaluation period: 2022-01-09 - 2022-01-30**

Answers 18

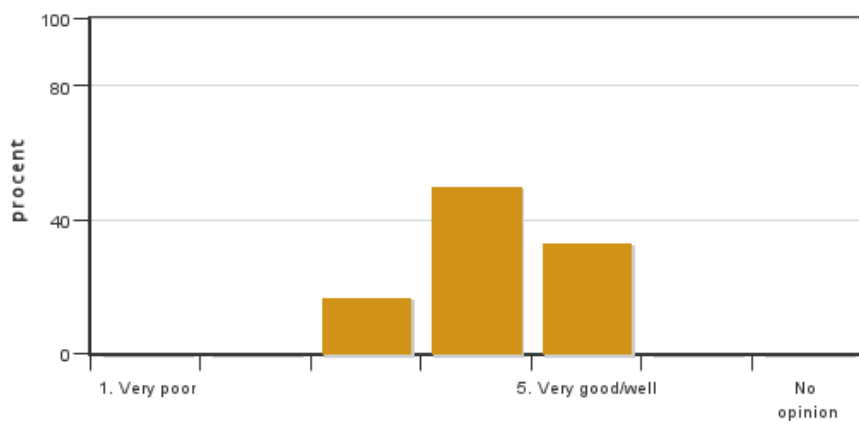
Number of students 31

Answer frequency 58 %

### Mandatory standard questions

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



Answers: 18

Medel: 4,2

Median: 4

1: 0

2: 0

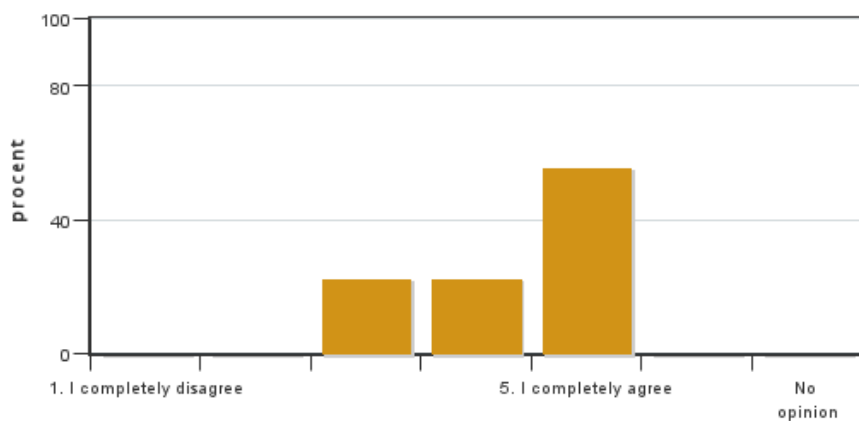
3: 3

4: 9

5: 6

No opinion: 0

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



Answers: 18

Medel: 4,3

Median: 5

1: 0

2: 0

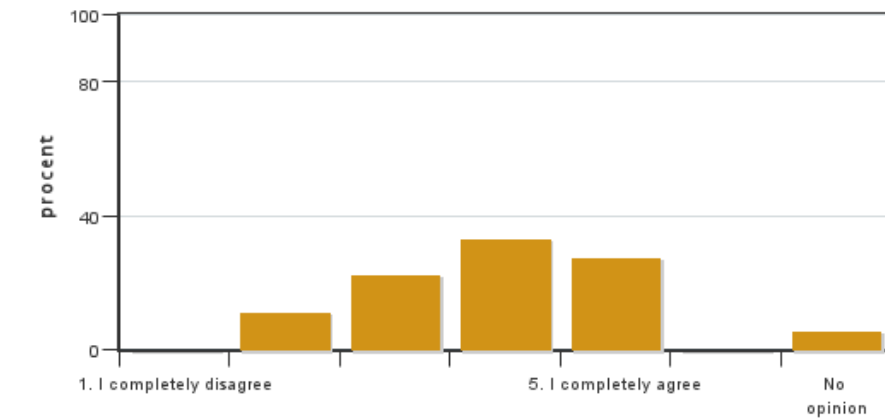
3: 4

4: 4

5: 10

No opinion: 0

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



Answers: 18

Medel: 3,8

Median: 4

1: 0

2: 2

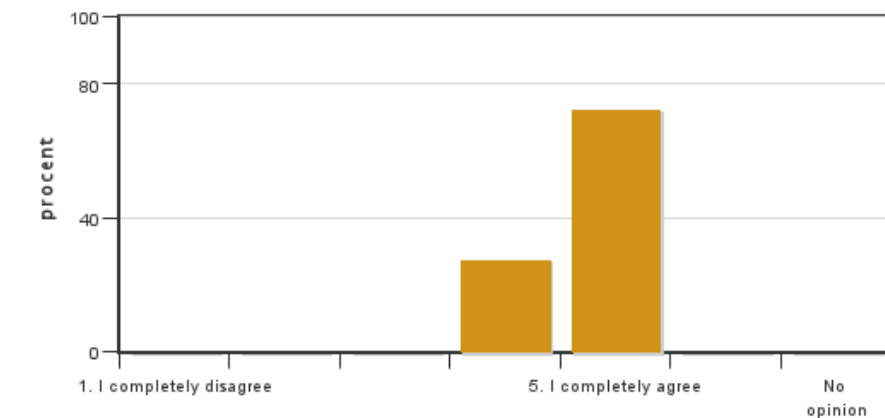
3: 4

4: 6

5: 5

No opinion: 1

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



Answers: 18

Medel: 4,7

Median: 5

1: 0

2: 0

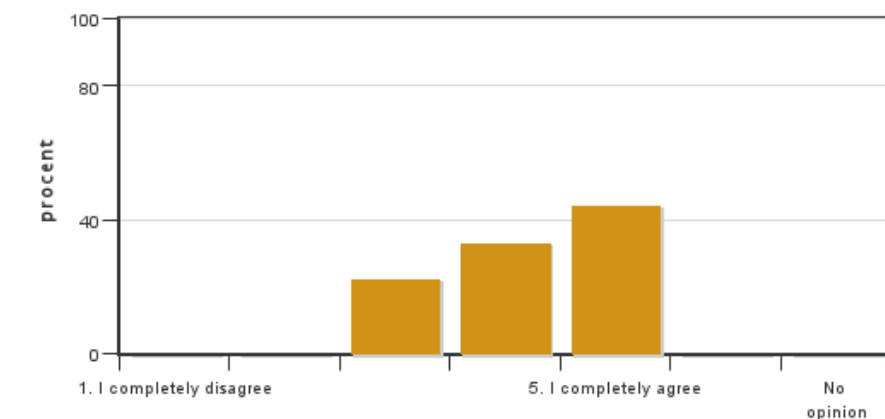
3: 0

4: 5

5: 13

No opinion: 0

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



Answers: 18

Medel: 4,2

Median: 4

1: 0

2: 0

3: 4

4: 6

5: 8

No opinion: 0

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



Answers: 18

Medel: 4,9

Median: 5

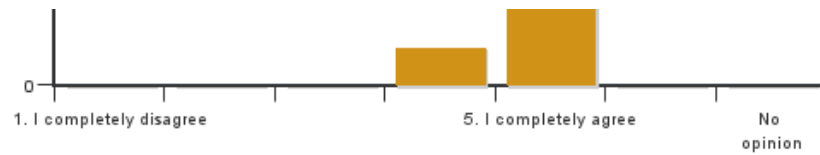
1: 0

2: 0

3: 0

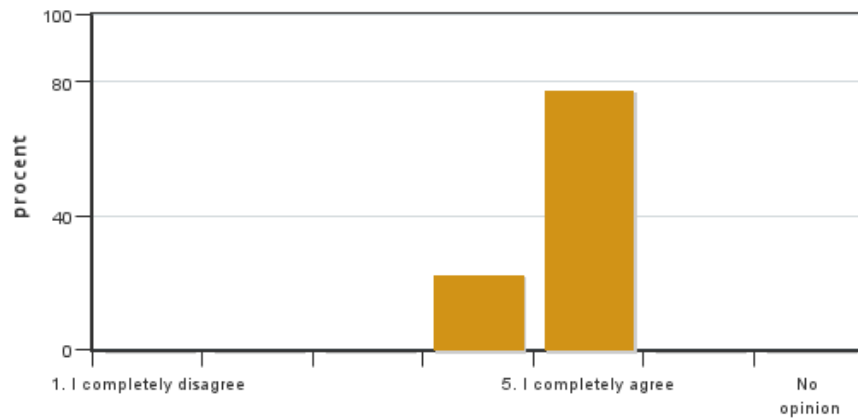
4: 2

5: 16



No opinion: 0

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



Answers: 18

Medel: 4,8

Median: 5

1: 0

2: 0

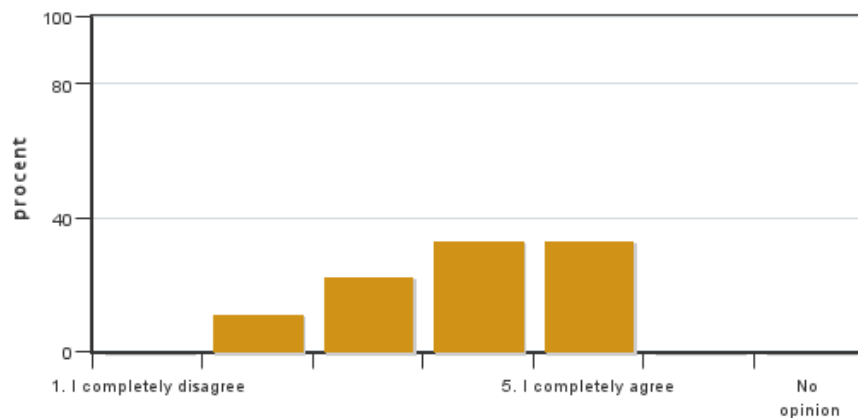
3: 0

4: 4

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: 18

Medel: 3,9

Median: 4

1: 0

2: 2

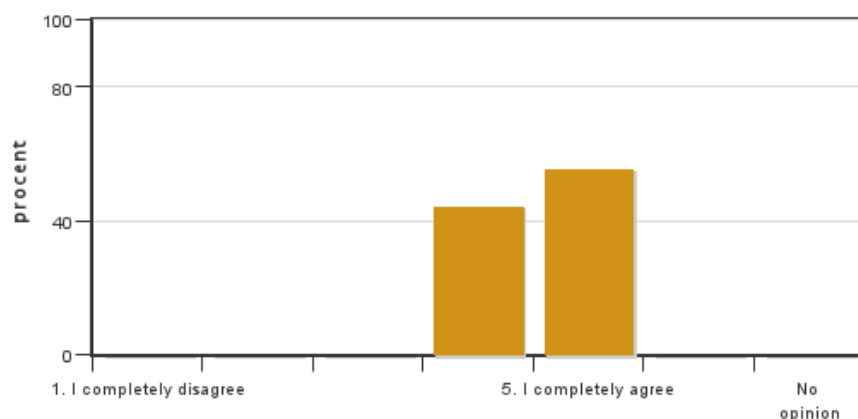
3: 4

4: 6

5: 6

No opinion: 0

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



Answers: 18

Medel: 4,6

Median: 5

1: 0

2: 0

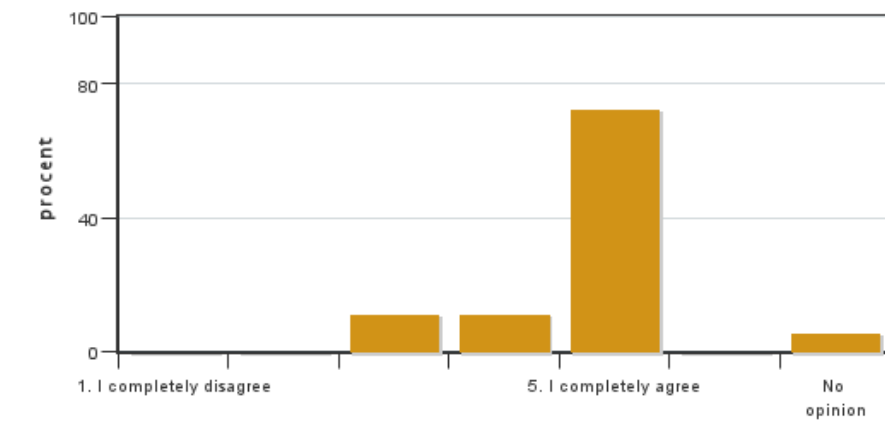
3: 0

4: 8

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).**

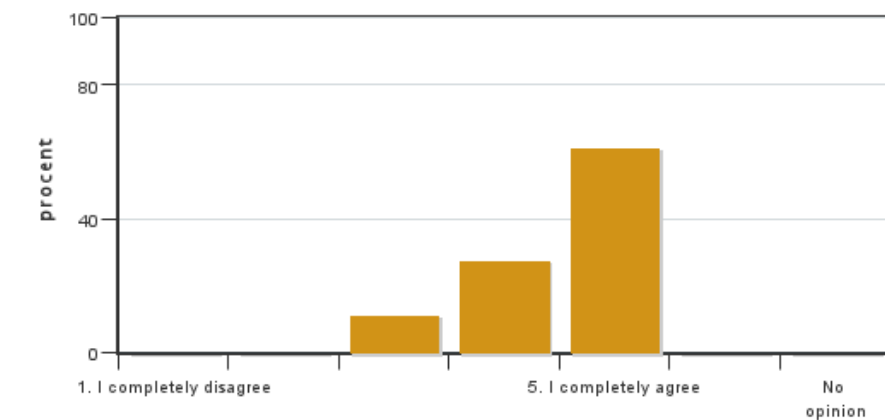


Answers: 18  
Medel: 4,6  
Median: 5

1: 0  
2: 0  
3: 2  
4: 2  
5: 13

No opinion: 1

#### 11. The course covered international perspectives.

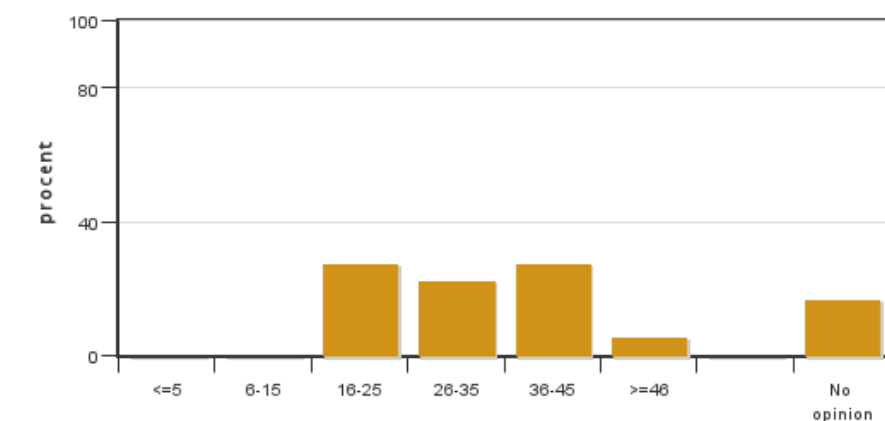


Answers: 18  
Medel: 4,5  
Median: 5

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

No opinion: 0

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

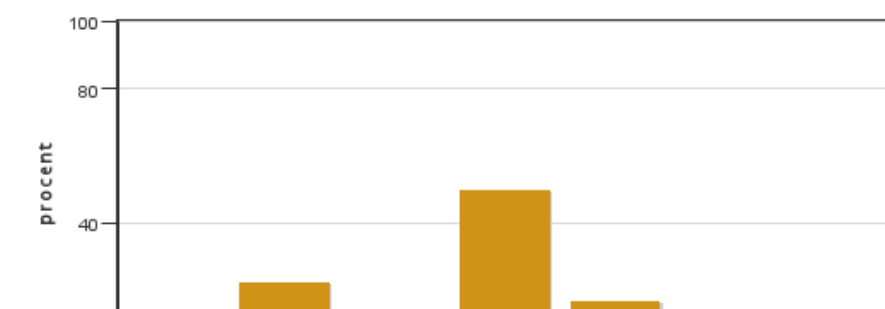


Answers: 18  
Medel: 31,1  
Median: 26-35

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

No opinion: 3

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



Answers: 18  
Medel: 3,6  
Median: 4

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

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

### Students evaluation

The students evaluation is based on a response rate of 58% (18 answers of 31). However, only 28 students followed the course, so an adjusted response rate is 62%. This is still a disappointing and surprising response rate, as we have emphasized right from the beginning of the course the importance of the evaluation. We will look into this for next year.

The overall student evaluation report is perceived as positive, as the overall impression scored 4.2, with three scores at 3 as the lowest (out of 18). Links to the learning objectives scored 4.3, and is also perceived as positive. Previous knowledge of the subject was scattered, which should be expected for a course in the first year of a BSc program. In this case there were deliberately few links between the first course and this second course in the program. The reason was to give students insight to very different aspects of Forest & Landscape from the very beginning.

Information was easily accessible (4.7), and is due to a very deliberate and highly intensive use of Canvas, as well as general availability of teachers.

The students spent 26-35 hours per week during the course, which indicates that we can be more ambitious in terms of challenging the students. As also stated below, some students prefer to have very direct indications on what to do when, so this may also be a matter of learning to self-study, which we as teachers feel could be improved. We will have more emphasis on this aspect next year.

This year we had a half time class evaluation, in which we discussed (amongst other):

- The value of quizzes to test the learning outcomes. These were valued very high, and were prioritized for the remaining of the course. Such quizzes will also be used next year.
- The value of more optional literature (additional readings). More literature were added to the list, and we will reconsider the entire literature list for next year.
- The wish to have more full days scheduled, rather than half days (mornings) scheduled, and the remaining day for own work. As this is a 1st year course, we acknowledge the wish from students to have more fixed schedules, and less 'free' time for own scheduling.

### Overall structure, lectures and lecturers

We structured the course in three overall modules, with lectures in the mornings and exercises in afternoons. Some of these were in groups or in class held on-site, and some afternoons were left for own readings, and self-organized group work. This overall structure worked very well, even if some students would have preferred to have a full schedule to know exactly when to do what, and what to read when. We will be clearer in our communication in the future, but also emphasizing that part of the course will be dedicated to own studies.

We used many guest –lectures, with some obviously working better than others. In most cases there is a need for the lecturer to develop a new lecture for this new course, but this did not turn out to be the case in all instances. This is partly due to economic restraints as it takes time to develop new lectures. We evaluate all lectures, reschedule and re-assess the dialogue with our colleagues in order to provide even better and more aligned lectures, including related literature next year.

### Literature and literature seminars

The literature list will be improved for next year. We have found it difficult to find good and relevant literature for this new course, but have learned a lot about which texts worked well, and which should be changed. Also, in some cases we provided full texts but asked students to read parts of it, which provided some confusion among some students. Communication about what to read when will be improved.

The literature seminars were highly valued and will be further extended next year. We will try to use the literature seminars to highlight the most central texts of the course, for these to be discussed in more detail.

### Group work

Group work was highly valued and will be kept as a central pedagogical means.

### **Excursions**

The two excursions were highly valued, and for next year we will try to place them further apart. The weather factor is an issue here, since we would prefer to have the excursions early, but need to align them with the content of the course.

### **Final assignment**

The Final assignment is likely to be kept, but we will improve the description to structurally be more in line with a standard text, which is also being taught during the course. In doing so, we will also improve the possibility to include more general aspects of the course into the final assignment.

### **Grading**

The grading criteria will be updated to also include WAC criteria's.

Overall, we feel that the course was successful. 20 out of 28 students passed the course (final assignment) with a Grade 3, 4 or 5 (71%). Seven students have at this time re-submitted their assignments, and the last student have been granted extra time due to personal issues.

We, as a teaching team have learned a lot too, especially as this is a new course in a new program. There will be significant improvements for the coming years. We will see some changes to the teaching team too. Thomas will step down as course responsible, and Geovana will take over. Julia will unfortunately not be able to take part next time, and we will look for a course assistant who can at least support on the more technical aspects, such as running the Canvas page and the dialogue with the students. Also, we will try to engage further with the WAC coordinators as well as to engage a colleague from the Forestry department in the course team.

Alnarp 2022-02-22

Julia Schneider, Geovana Mercado & Thomas B. Randrup

## **Student representatives comments**

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**LK0394**

**2021-2022**

**Student Representative - Henry Nicholson**

### **Forest and Landscape Analysis Student Evaluation**

The course feedback was collected through class discussions and the Evald survey. The opinions that are represented in this report were held by at least several students.

### **Organization and Physical Learning Environment**

The consensus in our class was that canvas and all associated communications were run very smoothly. It took one or two weeks for everyone to get used to canvas as a platform, but after that there was little confusion about how to use it. We were informed of changes with enough time to adapt, and were able to find all the resources available through it.

The lecture halls were very good, and no one had any complaints related to that. Zoom was not as good. When class was purely on zoom, it was unsurprisingly much harder to stay engaged and students felt like they got a lot less out of the lecture. Some things that improved motivation was when the lecturer actively engaged the students through quizzes, asking questions, arranging activities, group discussions, etc. Mimicking a classroom environment by requiring cameras to be on was not enjoyed but generally thought to improve the lecture a lot.

Hybrid lectures were controversial. Those at home really appreciated the option to not miss class if they were sick or couldn't join for other reasons. However, students in class felt like it interrupted the lecture and made the class feel fragmented. Like the completely online classes, it depended a lot on who the lecturer was. Some were able to adapt to zoom very well, but other lecturers did not.

### **Lecture Content**

The content of the classes was generally considered good, with some caveats. Some of the guest lecturers were disliked either because they were not very engaging with the class, or because their topic did not seem to be related to the learning objectives. In terms of the core lectures, part of the class felt that not enough time was spent on fundamental definitions before moving on to more complex topics. The rest thought that there was a good progression of knowledge throughout the course.

Some people were not interested in the overall course topic, which is hard to avoid due to the nature of the program. Presenting the course as forest and landscape analysis from an anthropocentric perspective would help shape expectations before the course starts, so it is clear that it is not a biological or ecological analysis.

It was appreciated when there were a lot of clear examples and direct links to real-life applications. Sustainable development, international perspectives, and gender and equality were all handled well. Many lectures were considered very good. Some examples the class brought up were the ones on green infrastructure, SWOT analysis, landscape ecology, stakeholders, perceived sensory dimensions, and urban commons. The literature seminars and lectures related to the group work were also enjoyed.

### **Course Literature**

There were a lot of issues brought up surrounding course literature. Many people found the textbook difficult to study from, and some thought it was too technical for a G1 course. Some of the guest lecturers also assigned texts that people thought were too advanced for them to learn much from. It was also not appreciated when reading was assigned that was not relevant or mentioned in passing during the lectures.

Students also brought up consistency in the amount of reading that had to be done. Instead of nothing one week then over 100 pages the next, they would prefer that it was more even. Since English is a second language for many students and the texts are academic it was difficult to read everything.

### **Examinations and Grading**

Many students thought that the course grading could be improved. They felt that being graded solely on the landscape analysis didn't give them enough opportunities to show what they had learned. Some suggested other ways to grade, such as a standard test with a clear rubric, or receiving grades on the other assignments. Overall, they felt that clear instructions on what to study and something to instill a sense of urgency to study would improve learning outcomes.

### **Excursions, Group Work, and Activities**

Overall, the excursions were a highlight of the course. The firsthand experience helped students achieve a better idea of what it is like to work in landscape management. The Höör excursion was great to see the creative side of the subject, and the parks in Malmö were good for seeing the management side. One suggestion to improve them is to space them out more evenly so students have more time to digest the information.

The group work exercises were also really enjoyed. They helped build teamwork and presentation skills and were a great opportunity to be creative. An improvement that was suggested was to provide a rubric and to include a bit about forming policies.

The class activities were also very popular. The SMHI game and similar activities were fun and engaging, and the literature seminars were great. People requested more time for both the structured and unstructured debate, and for more frequent seminars. They helped comprehension of the test a lot, and the questions in advance were a good exercise.

Last but not least, the Friday fika was very appreciated. If you have any questions, please contact me on canvas or at [henry.d.nicholson@gmail.com](mailto:henry.d.nicholson@gmail.com).