



## Ecology and Management of Diseases and Pests of Forest Trees SG0225, 10061.2122

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

### Evaluation report

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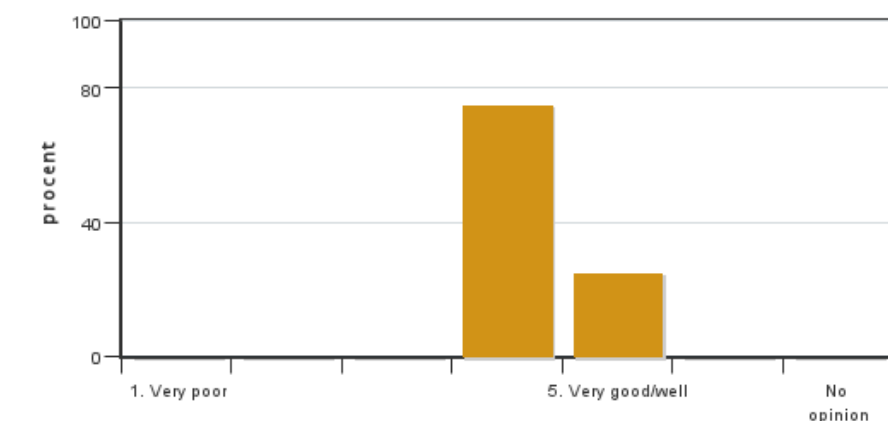
**Evaluation period: 2021-10-25 - 2021-11-15**

Answers 4  
Number of students 7  
Answer frequency 57 %

### Mandatory standard questions

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

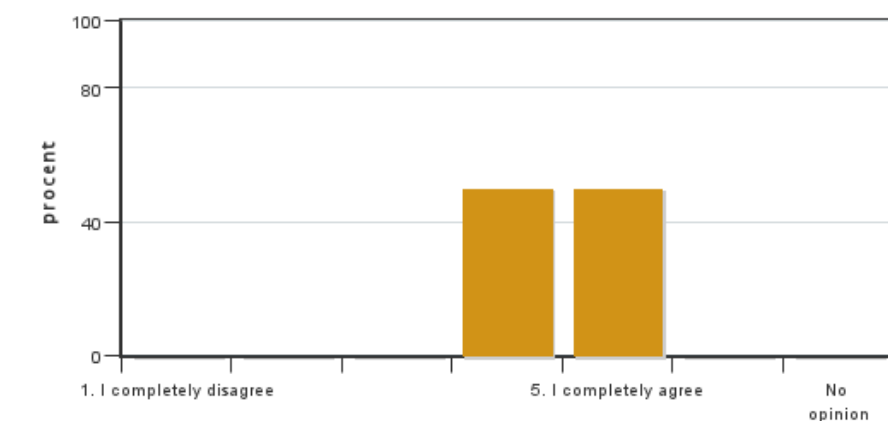


Answers: 4  
Medel: 4,3  
Median: 4

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

No opinion: 0

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

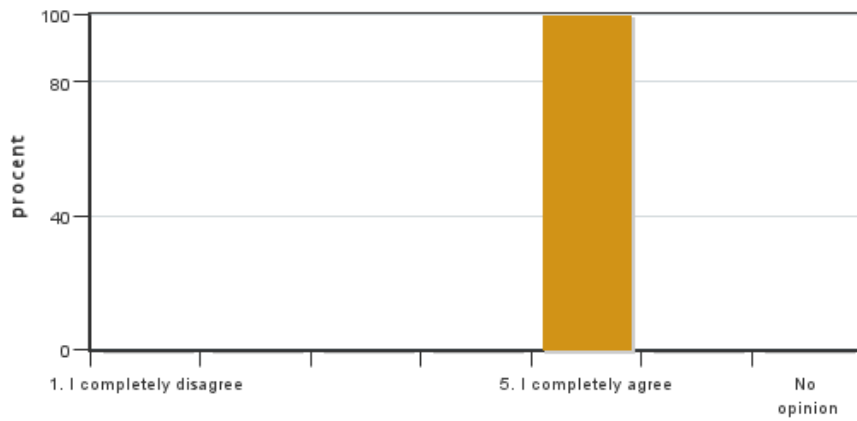


Answers: 4  
Medel: 4,5  
Median: 4

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

No opinion: 0

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

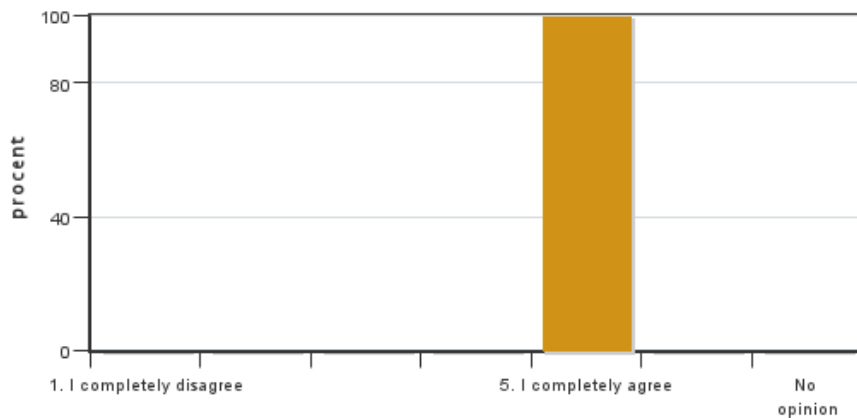


Answers: 4  
 Medel: 5,0  
 Median: 5

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

No opinion: 0

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

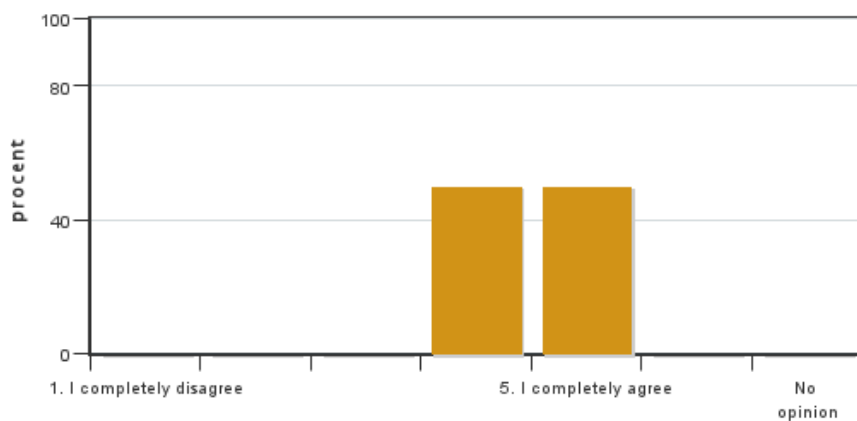


Answers: 4  
 Medel: 5,0  
 Median: 5

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

No opinion: 0

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

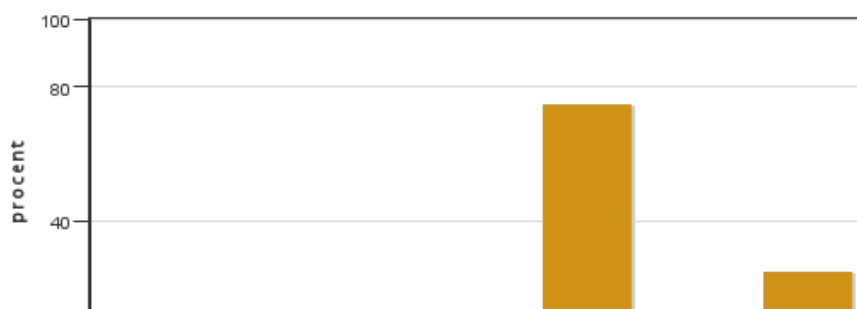


Answers: 4  
 Medel: 4,5  
 Median: 4

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

No opinion: 0

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



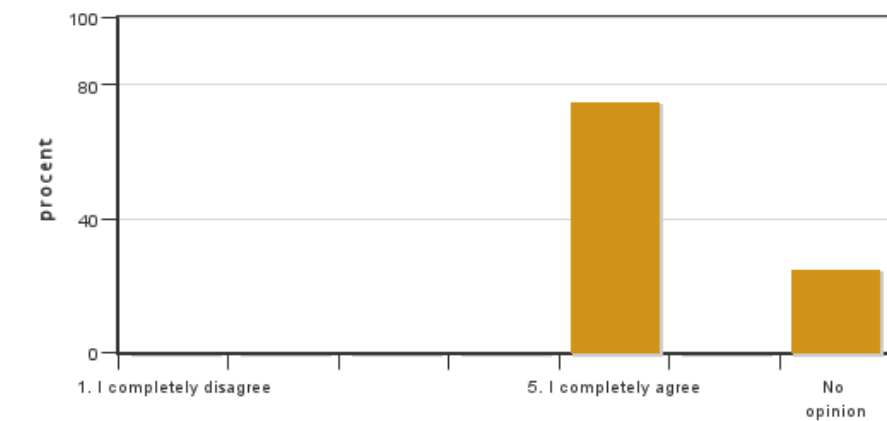
Answers: 4  
 Medel: 5,0  
 Median: 5

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

No opinion: 1



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

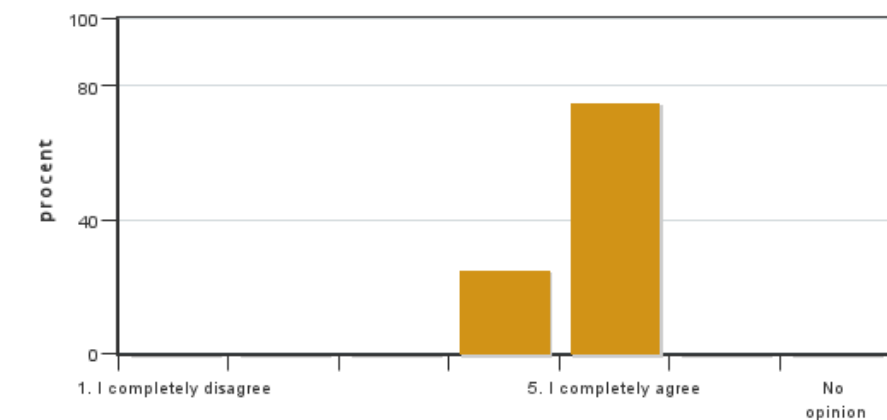


Answers: 4  
Medel: 5,0  
Median: 5

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

No opinion: 1

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

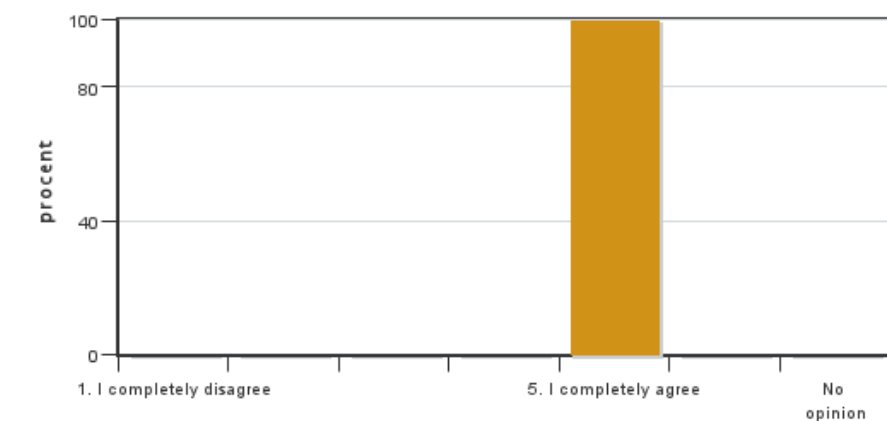


Answers: 4  
Medel: 4,8  
Median: 5

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

No opinion: 0

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

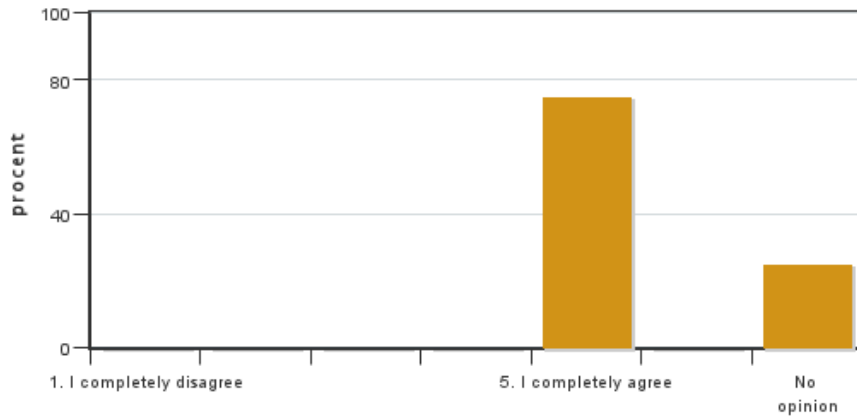


Answers: 4  
Medel: 5,0  
Median: 5

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

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).**

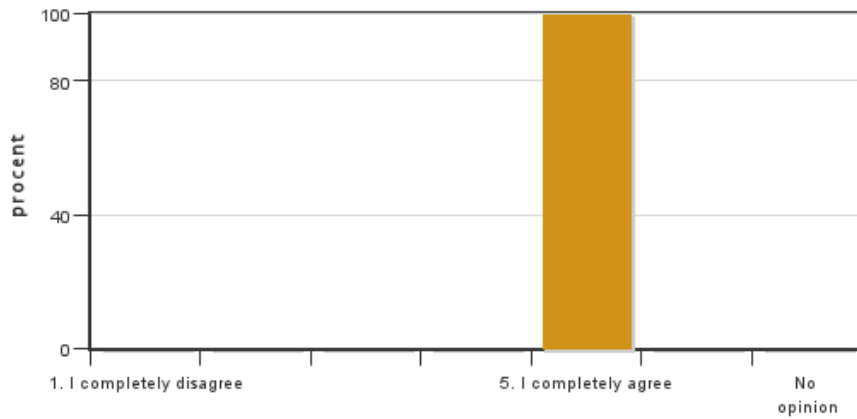


Answers: 4  
 Medel: 5,0  
 Median: 5

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

No opinion: 1

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

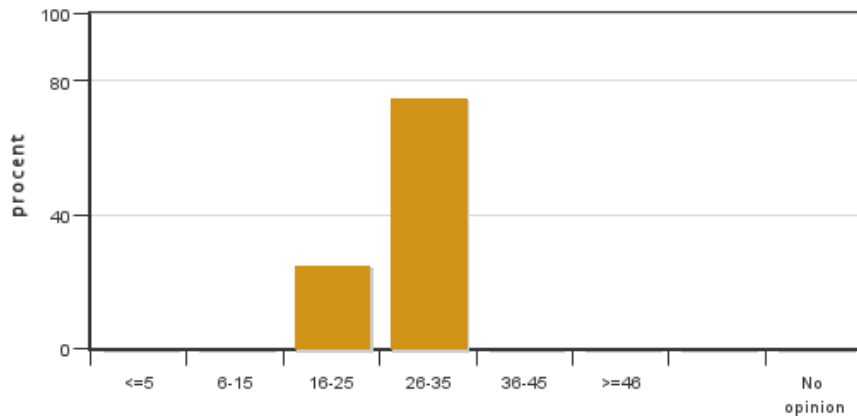


Answers: 4  
 Medel: 5,0  
 Median: 5

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

No opinion: 0

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

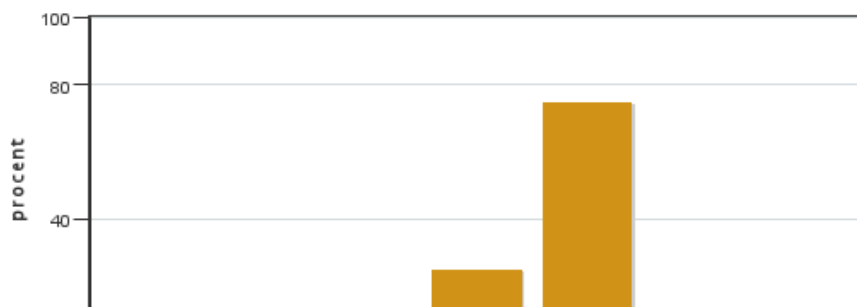


Answers: 4  
 Medel: 27,5  
 Median: 26-35

≤5: 0  
 6-15: 0  
 16-25: 1  
 26-35: 3  
 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: 4  
 Medel: 4,8  
 Median: 5

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

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We appreciate that more than half of the students took part in this evaluation and provided valuable insights on how to further improve the course. Changes for this year in the course content and structure were generally positively met by the students. These changes included a larger number of online live lectures, follow-up live sessions and discussions, and a written feedback on different home assignments, which provided better learning opportunities and more interactions between students and teachers. Taken together, this has likely contributed that the course was found to be an inclusive and successful learning environment.

It is very important that the course materials and information were found by the students to be easily accessible and that different onsite and home assignments as well as the home exam were found to be well prepared, thereby facilitating the achievement of the learning goals.

We will continue our work on the course content and structure, and plan to work on issues indicated by the students, specifically improving the quality of voice and written comments of the stand-alone lectures, providing more in-depth information on forest pathogens and pests, and balancing between the theoretical and practical aspects. As suggested, we will also look for additional possibilities on how to make this largely online course even more interactive.

## Student representatives comments

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Four out of seven course participants answered the course evaluation.

Their overall impression of the course is 4,3/5 which is between good and very good. The course content has been appreciated and thought to have clear links to the learning objectives. Some of the course content was shared with another course which was leaning towards agriculture rather than silviculture, but examples from those lectures were still useful for knowledge about pathogens in general (ecology, molecular studies etc.). One student left a comment that more in depth study of pathogens and pest could be more useful than the PCR, even though that was helpful knowledge as well.

Students participating in the course evaluation spent on average 26-35 hours per week on the course.

All participants thought the information about the course was easily accessible. The setup with week-folders in canvas was appreciated. Pre-recorded or commented lectures worked well in most ways and it was easy to follow the course online from home. Some recorded lectures had fairly low volume, something that perhaps could be improved further on. Voice recorded lectures were preferred over powerpoints and PDF:s with comments. Also, some PDF:s with comments only showed the first part of the text written in the comment. The cause of this is unknown and maybe could've been solved during the course if a participant reached out to course administration or responsible teacher.

Teacher-student connection is on average lower when the course is taken on distance, so less opportunities for questions and discussion of lectures and course content. Perhaps a "questions & answers" a few days before the exam? Non-compulsory.