



## Sustainable Forestry in Southern Sweden SG0231, 10089.2122

15 Hp

Pace of study = 100%

Education cycle = Advanced

Course leader = Emma Holmström

### Evaluation report

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

Answers 12

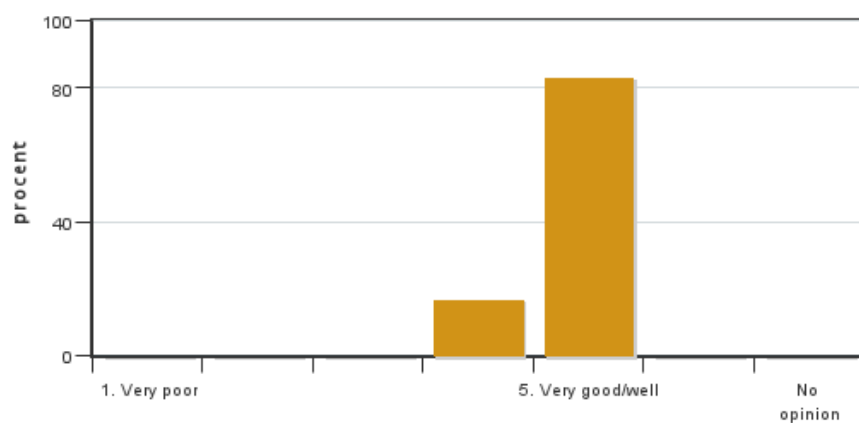
Number of students 15

Answer frequency 80 %

### Mandatory standard questions

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



Answers: 12

Medel: 4,8

Median: 5

1: 0

2: 0

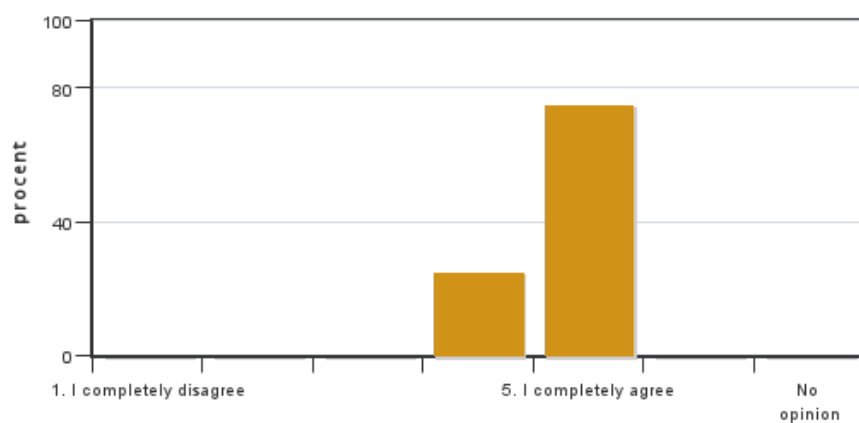
3: 0

4: 2

5: 10

No opinion: 0

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



Answers: 12

Medel: 4,8

Median: 5

1: 0

2: 0

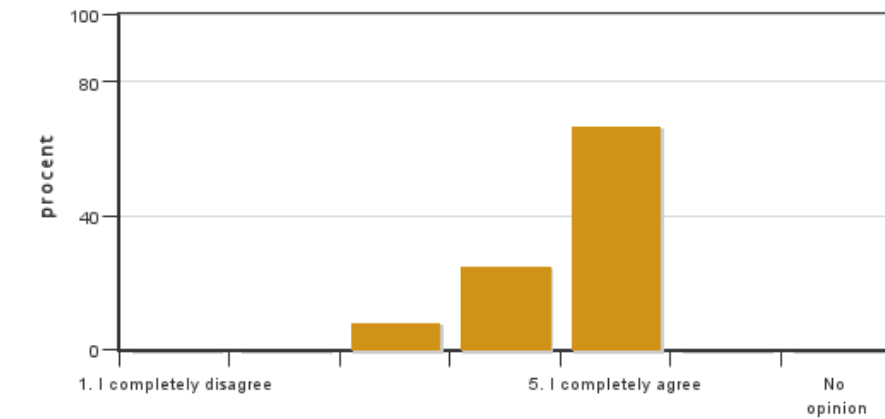
3: 0

4: 3

5: 9

No opinion: 0

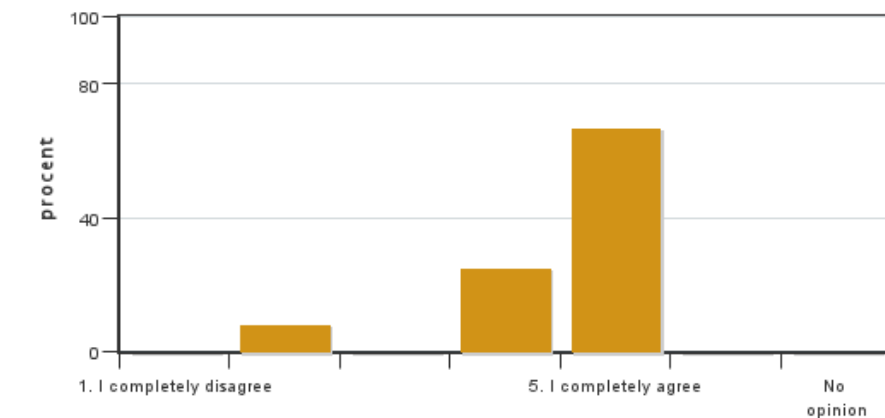
**3. My prior knowledge was sufficient for me to benefit from the course.**



Answers: 12  
Medel: 4,6  
Median: 5

1: 0  
2: 0  
3: 1  
4: 3  
5: 8  
No opinion: 0

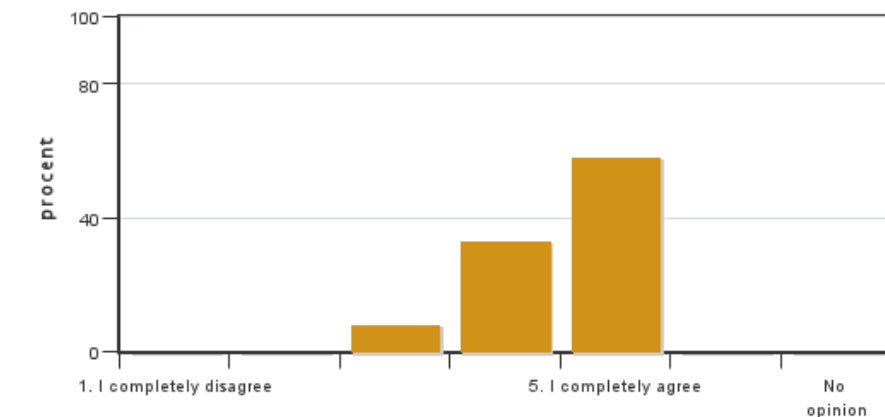
**4. The information about the course was easily accessible.**



Answers: 12  
Medel: 4,5  
Median: 5

1: 0  
2: 1  
3: 0  
4: 3  
5: 8  
No opinion: 0

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



Answers: 12  
Medel: 4,5  
Median: 5

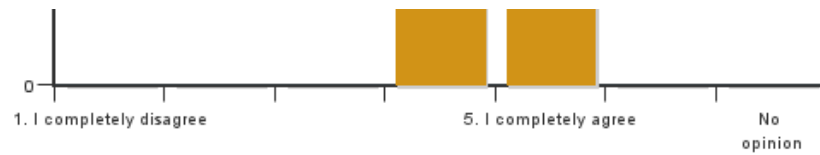
1: 0  
2: 0  
3: 1  
4: 4  
5: 7  
No opinion: 0

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



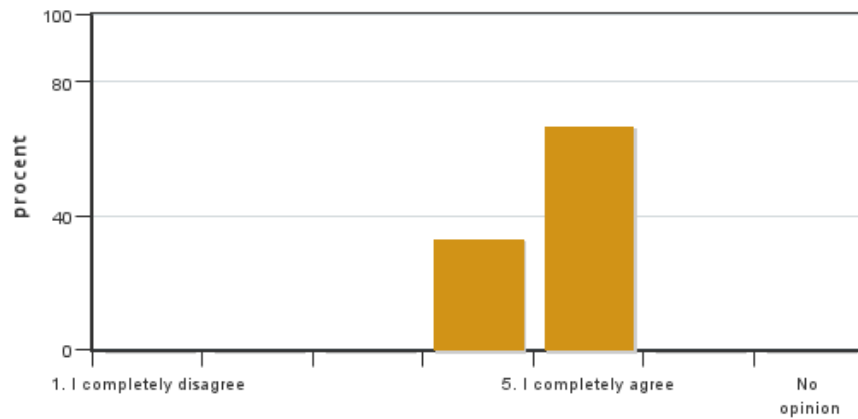
Answers: 12  
Medel: 4,8  
Median: 5

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



No opinion: 0

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



Answers: 12

Medel: 4,7

Median: 5

1: 0

2: 0

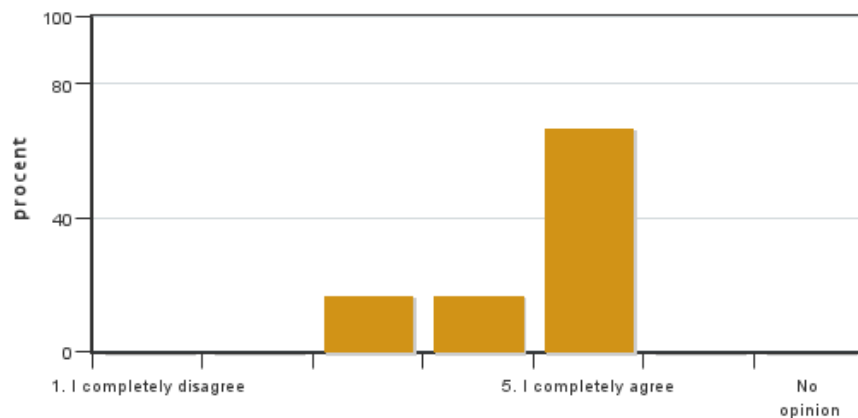
3: 0

4: 4

5: 8

No opinion: 0

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



Answers: 12

Medel: 4,5

Median: 5

1: 0

2: 0

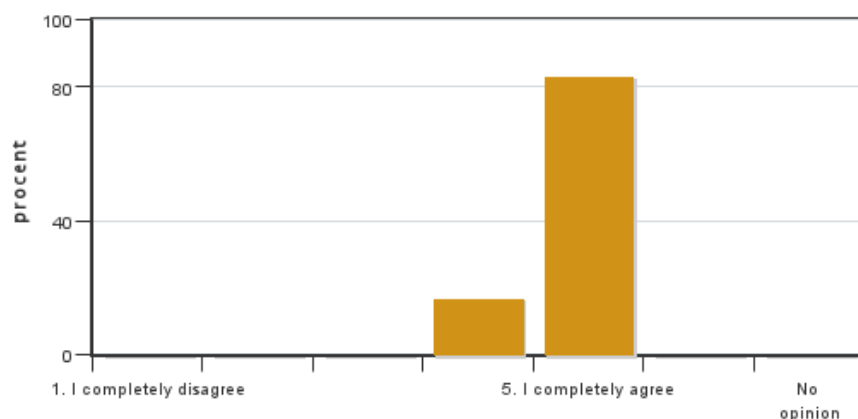
3: 2

4: 2

5: 8

No opinion: 0

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



Answers: 12

Medel: 4,8

Median: 5

1: 0

2: 0

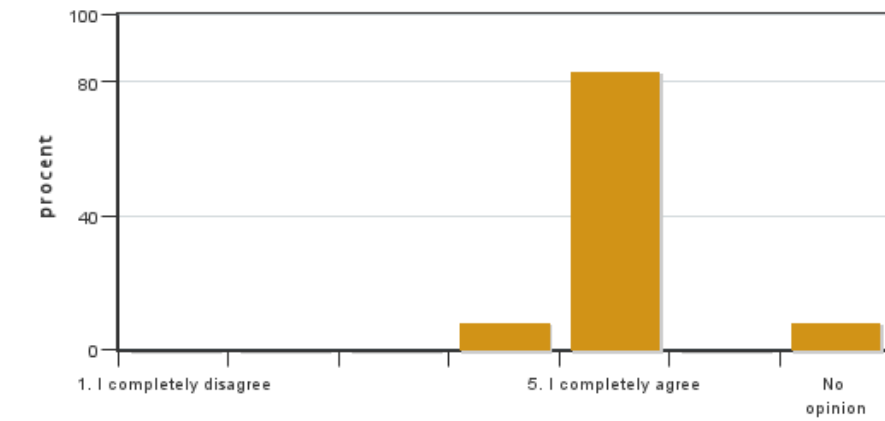
3: 0

4: 2

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).**

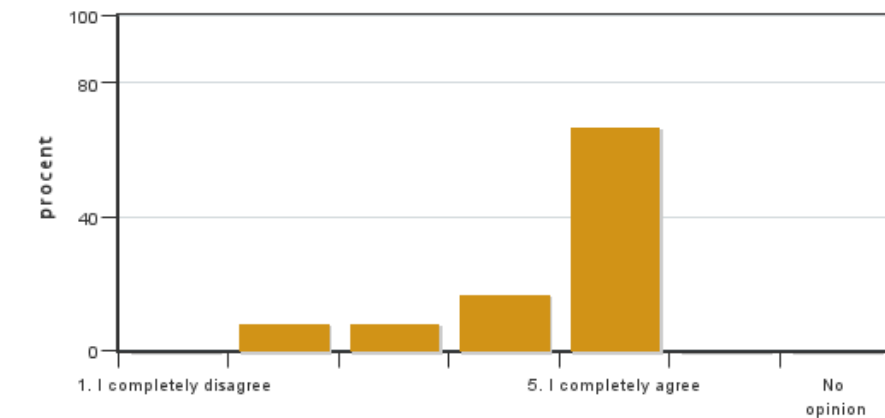


Answers: 12  
Medel: 4,9  
Median: 5

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

No opinion: 1

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

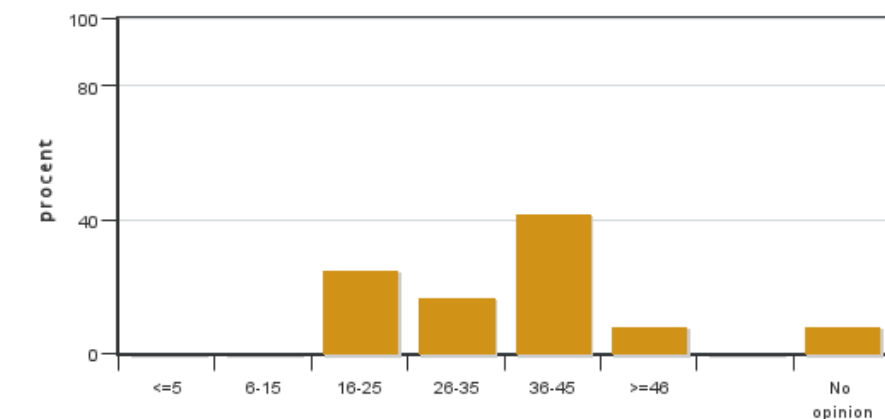


Answers: 12  
Medel: 4,4  
Median: 5

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

No opinion: 0

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

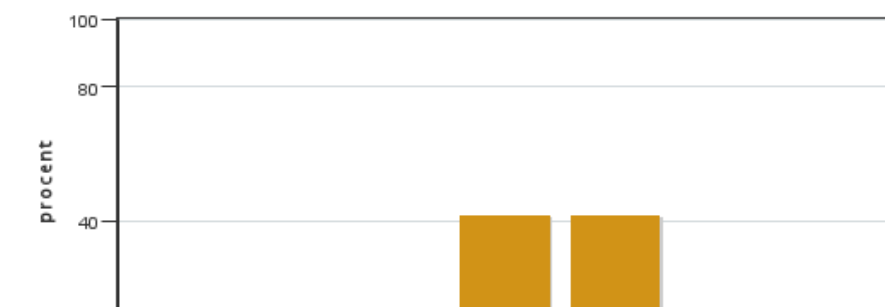


Answers: 12  
Medel: 33,3  
Median: 36-45

≤5: 0  
6-15: 0  
16-25: 3  
26-35: 2  
36-45: 5  
≥46: 1

No opinion: 1

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



Answers: 12  
Medel: 4,2  
Median: 4

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

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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This year was challenging due to the mixed teaching environment, with distance learning and class room. One of the reasons for this being overcome as good as it was, is of course the efforts made by the students themselves.

I am also very pleased that we had the possibility to do most of the forest excursions as planned.

I would like to have better connections between the nature conservation theory and silviculture parts of the course. But probably for next year I will focus more on CCF silviculture and alternative strategies to plantation forestry instead of increasing the ecology part of the course. I see a need for more silviculture in the masters programs in general, and perhaps I should emphasize those parts in my course.

Next year this course will be followed by a course in Forest modelling and I will therefore do some adjustments in the R modules, to align this course and learning objectives to the new course.

## Student representatives comments

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Overall, the course was enjoyable, well organised, brilliantly taught and provided a great learning environment for all students. The course content was interesting and followed the learning objectives provided at the start of the course. All this was backed up with great communication between teachers and students and fun and informative excursions which consolidated knowledge gained in the classroom. Gender equality was represented well and the classroom felt inclusive.

Although the course was focused on forestry in southern Sweden, we did manage to acquire international perspectives through the individual class members and their experience in their home countries.

The physical learning environment and course components were very good with clear lecture slides and concise information. One improvement could be to translate all graphs to English from Swedish to aid in understanding the theories behind the graphs. The economics element of the course was received as being rather difficult especially on zoom. R labs were also challenging but support from teaching staff and good exercise instructions made learning possible and even enjoyable in the end.

Online learning, in part due to the Corona virus, received a mixed review. Many students really liked the flexibility with online learning and having the option to be at home. However online learning did not work with all formats such as in R labs and some students lost concentration while online. On the other hand, some students liked the opportunity to use breakout rooms for group work and ask questions directly to teachers instead of in front of the whole class. It may also be helpful to record online lectures so that students can revisit the lectures if they feel their concentration levels were low in the original lecture.

Finally, the examinations and assignments allowed students to demonstrate what they had learnt and improve writing and summary skills.