



Silviculture of Temperate Forests SG0232, 10090.2122

15 Hp
Pace of study = 100%
Education cycle = Advanced
Course leader = Jens Peter Skovsgaard

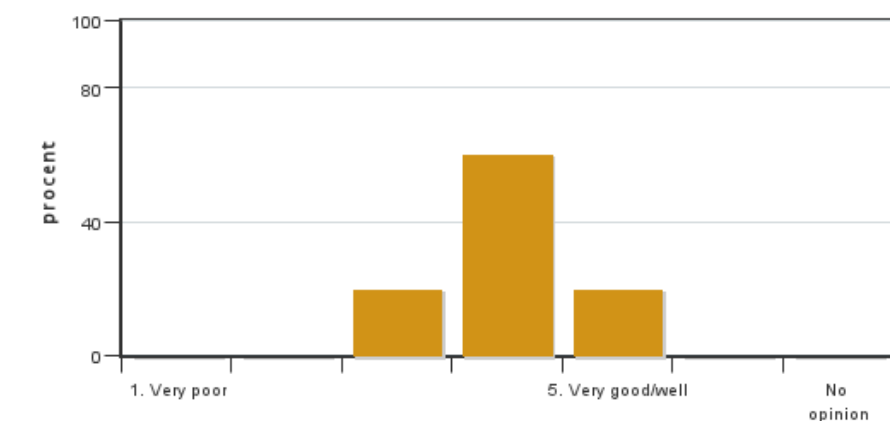
Evaluation report

Evaluation period: 2021-10-19 - 2021-11-16

Answers 15
Number of students 17
Answer frequency 88 %

Mandatory standard questions

1. My overall impression of the course is:

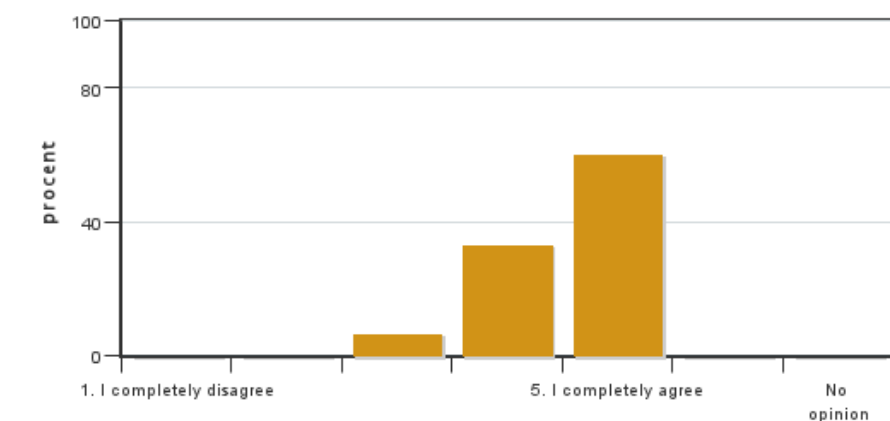


Answers: 15
Medel: 4,0
Median: 4

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

No opinion: 0

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

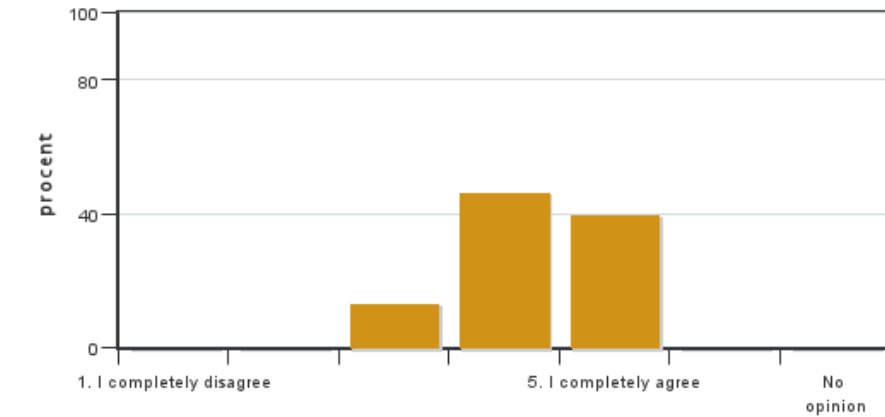


Answers: 15
Medel: 4,5
Median: 5

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

No opinion: 0

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

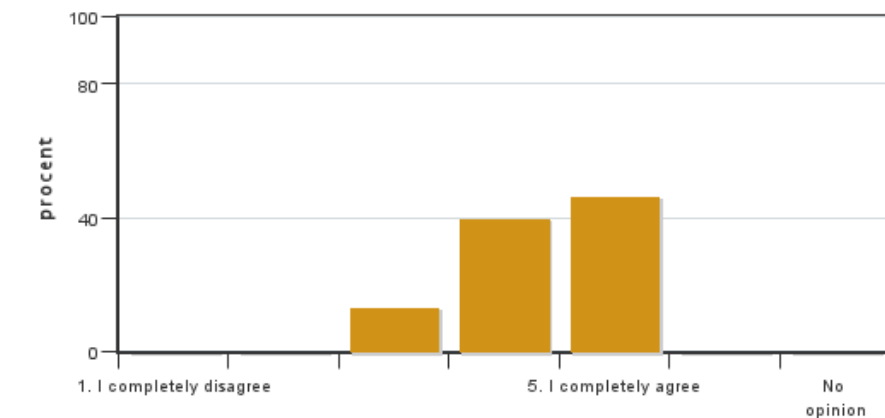


Answers: 15
 Medel: 4,3
 Median: 4

1: 0
 2: 0
 3: 2
 4: 7
 5: 6

No opinion: 0

4. The information about the course was easily accessible.

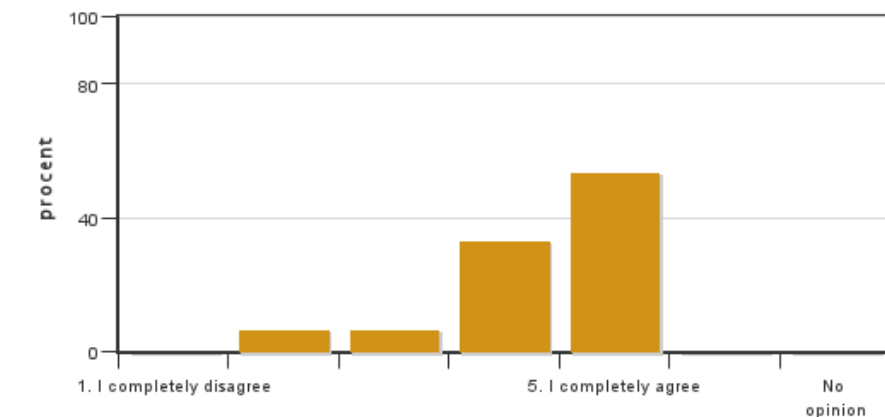


Answers: 15
 Medel: 4,3
 Median: 4

1: 0
 2: 0
 3: 2
 4: 6
 5: 7

No opinion: 0

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

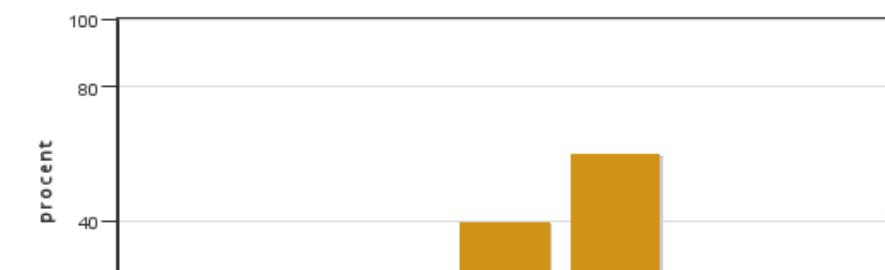


Answers: 15
 Medel: 4,3
 Median: 5

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

No opinion: 0

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



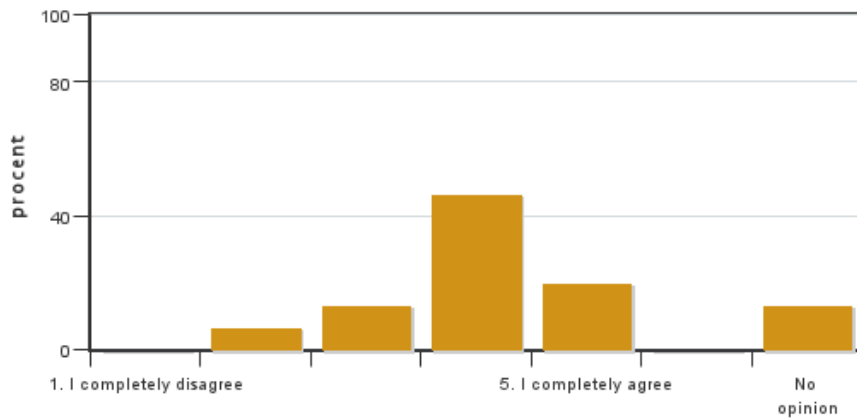
Answers: 15
 Medel: 4,6
 Median: 5

1: 0
 2: 0
 3: 0
 4: 6
 5: 9



No opinion: 0

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



Answers: 15

Medel: 3,9

Median: 4

1: 0

2: 1

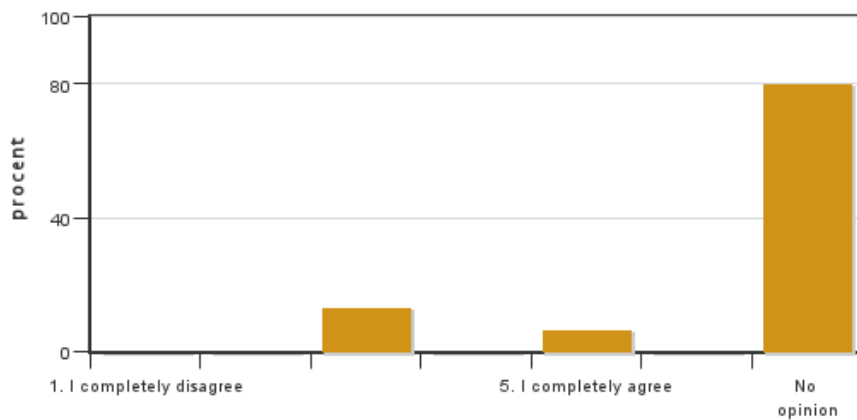
3: 2

4: 7

5: 3

No opinion: 2

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



Answers: 15

Medel: 3,7

Median: 3

1: 0

2: 0

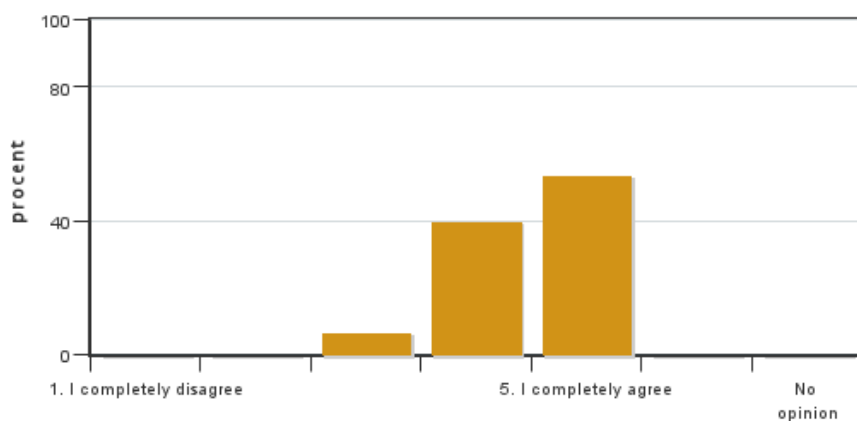
3: 2

4: 0

5: 1

No opinion: 12

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



Answers: 15

Medel: 4,5

Median: 5

1: 0

2: 0

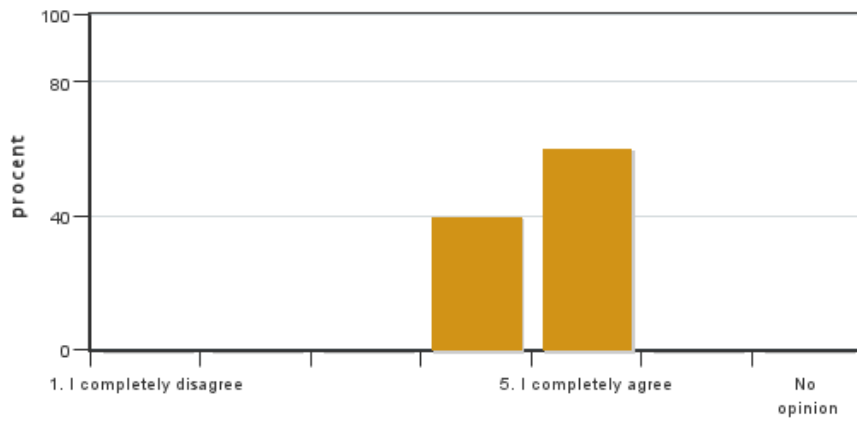
3: 1

4: 6

5: 8

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).

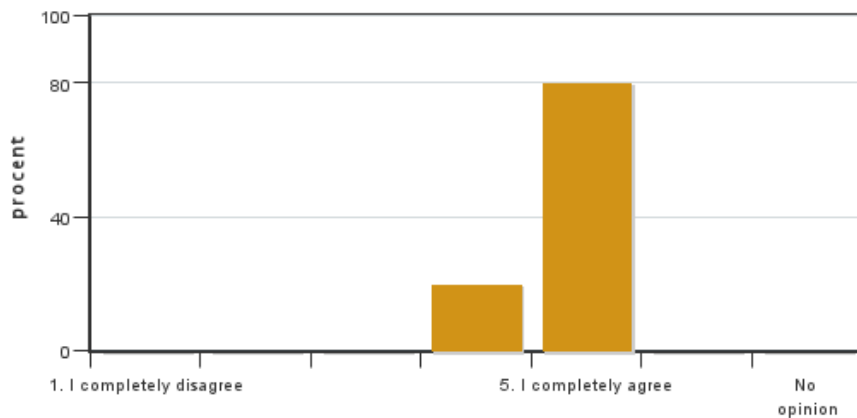


Answers: 15
 Medel: 4,6
 Median: 5

1: 0
 2: 0
 3: 0
 4: 6
 5: 9

No opinion: 0

11. The course covered international perspectives.

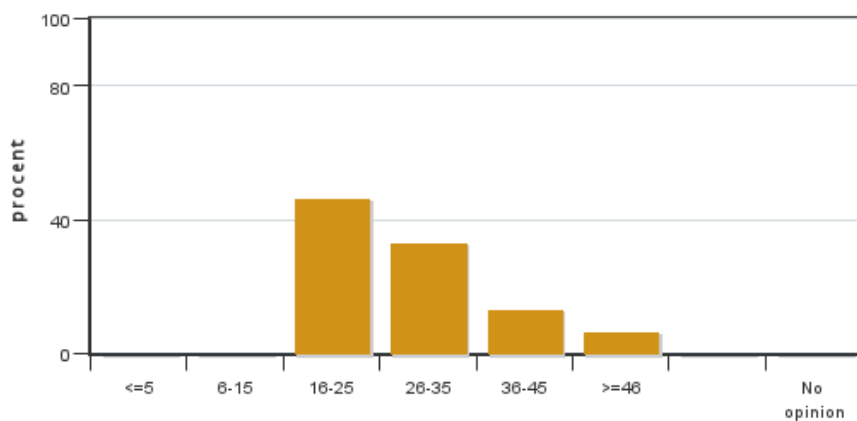


Answers: 15
 Medel: 4,8
 Median: 5

1: 0
 2: 0
 3: 0
 4: 3
 5: 12

No opinion: 0

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

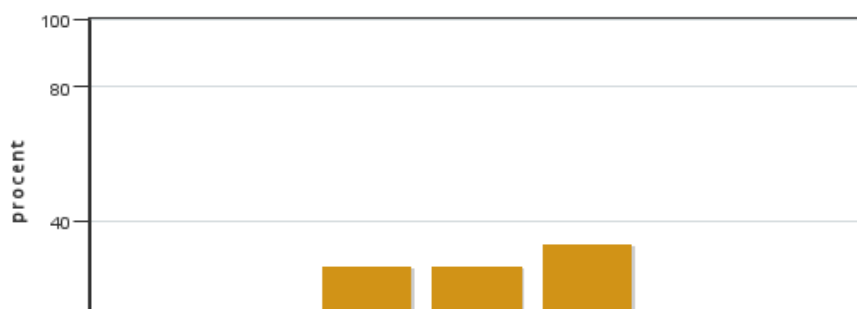


Answers: 15
 Medel: 27,7
 Median: 26-35

≤5: 0
 6-15: 0
 16-25: 7
 26-35: 5
 36-45: 2
 ≥46: 1

No opinion: 0

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



Answers: 15
 Medel: 3,7
 Median: 4

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

No comments from the teacher

Student representatives comments

Course evaluation of SG0232 - Silviculture of temperate forests

By student representative Kaj Sjöqvist

The students seem pleased with the course and give the course a good rating. All questions scoring a convincing average of 4 or 5, except for question 13 on the experience of participating online (it got a 3,6). So overall, I think, the students gave the course a good grade.

There were several comments from the students that stated they were pleased with the quality of the lectures and the provided information. However some found that it was harder to connect the theory to practices.

Regarding the video excursions. The consensus was that they were very interesting and high quality as well: an acceptable replacement for actual excursions. However, they were a bit too long and could definitely be condensed. JP agrees with this, but fairly pointed out that it is a time-consuming process to edit all the videos. Some students also would have liked to have the discussions on the field tours more early on and get a set of questions on the topics beforehand. Moreover, there were some comments that it was not always clear when to watch which videos.

The question about participating in teaching on distance scored an average of 3,6 so there is room for improvement. The students opinions on participating in teaching on distance are a little divided. Students that had problems with distance teaching stated they had a hard time to concentrate, found it difficult to have discussions and were less likely to ask questions and participate in discussions. The students that said everything worked well with distance teaching stated that it and that it is a comfortable way of learning, Zoom is a good platform to do it on and discussions worked well in so-called 'breakout rooms' in Zoom. However, the general impression is that it worked out alright for most.

The same goes for the hybrid lectures JP organised. Some thought it worked well and some online participants complained that the sound quality could have been better along with the technical difficulties setting up the classroom. Also, some online participants during the field trips on the campus in Alnarp found it hard to participate in the discussions.

I got a few comments from students that they sometimes were uncomfortable about the way JP could react to questions or answers to questions. JP would either not like the answer or laugh. A couple of students were discouraged by this.

There were also some single comments on that the schedule was changing a lot, that the course schedule was clear, that it was not clear what to read from the literature and what was extra, canvas could have been structured better, that it was good that all information was in one place (canvas), that there should be more focus on environment, that there should have been a lecture specific on climate change, that the oral exam just focuses on two topics and that it does not represent what the student has learned over the course.

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