



## National and International Forest Policy SG0234, 30090.2122

15 Hp  
Pace of study = 100%  
Education cycle = Advanced  
Course leader = Vilis Brukas

### Evaluation report

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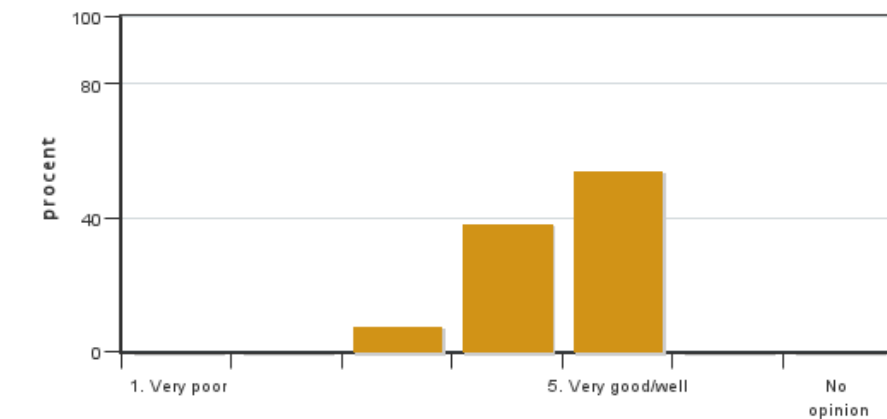
**Evaluation period: 2022-03-21 - 2022-03-23**

Answers 13  
Number of students 14  
Answer frequency 92 %

### Mandatory standard questions

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

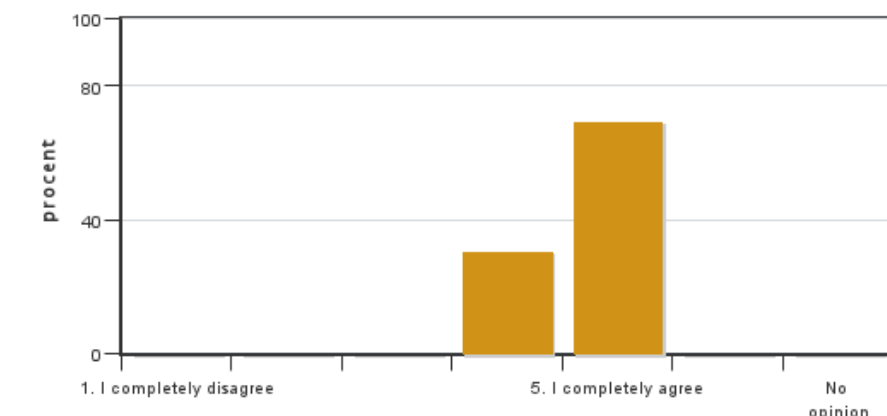


Answers: 13  
Medel: 4,5  
Median: 5

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

No opinion: 0

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

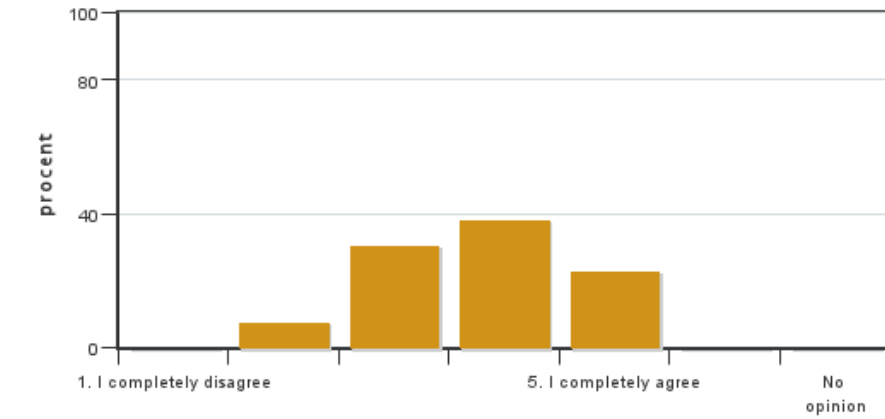


Answers: 13  
Medel: 4,7  
Median: 5

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

No opinion: 0

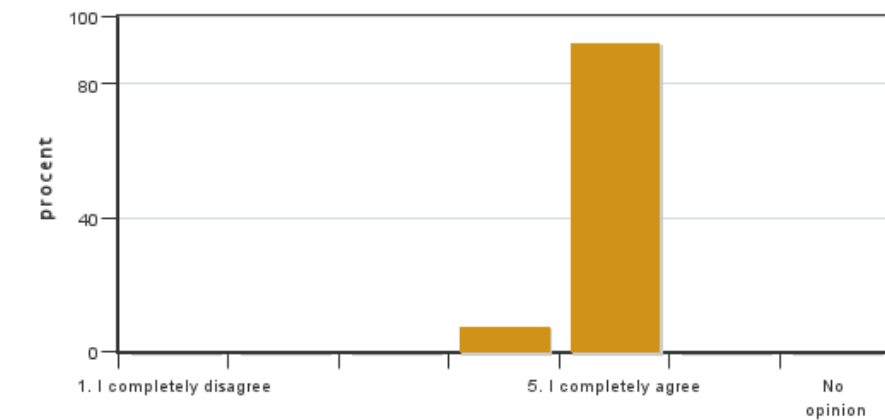
**3. My prior knowledge was sufficient for me to benefit from the course.**



Answers: 13  
 Medel: 3,8  
 Median: 4

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

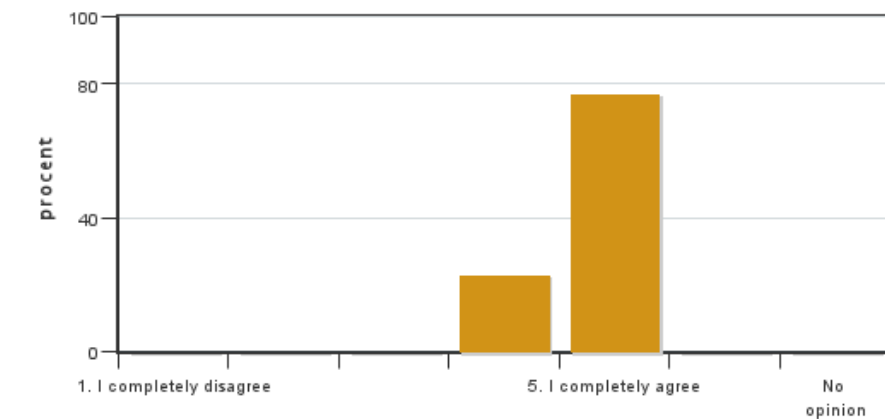
**4. The information about the course was easily accessible.**



Answers: 13  
 Medel: 4,9  
 Median: 5

1: 0  
 2: 0  
 3: 0  
 4: 1  
 5: 12  
 No opinion: 0

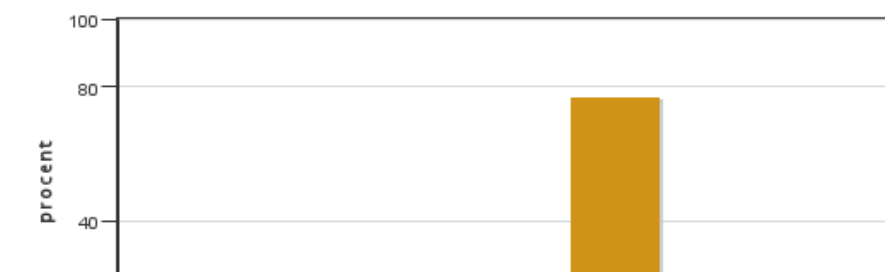
**5. The various course components (lectures, course literature, exercises etc.) have supported my learning.**



Answers: 13  
 Medel: 4,8  
 Median: 5

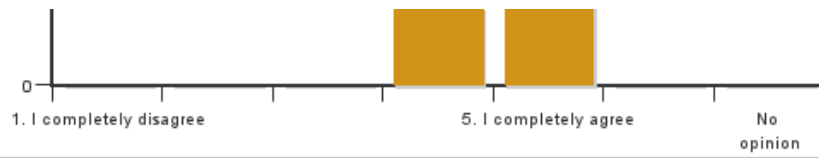
1: 0  
 2: 0  
 3: 0  
 4: 3  
 5: 10  
 No opinion: 0

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



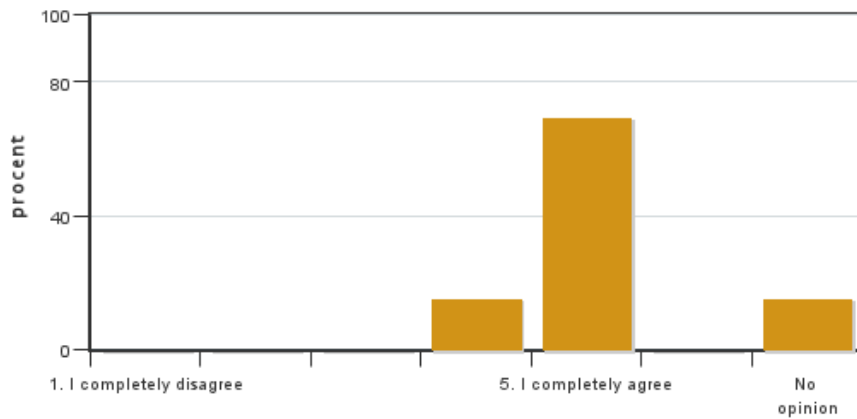
Answers: 13  
 Medel: 4,8  
 Median: 5

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



No opinion: 0

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



Answers: 13

Medel: 4,8

Median: 5

1: 0

2: 0

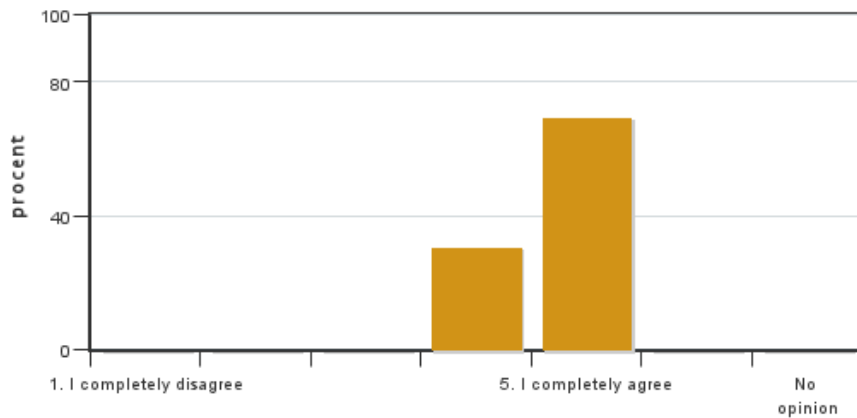
3: 0

4: 2

5: 9

No opinion: 2

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



Answers: 13

Medel: 4,7

Median: 5

1: 0

2: 0

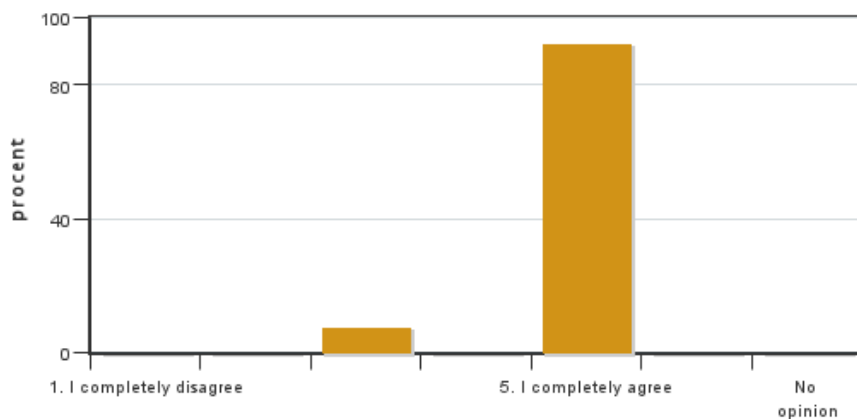
3: 0

4: 4

5: 9

No opinion: 0

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



Answers: 13

Medel: 4,8

Median: 5

1: 0

2: 0

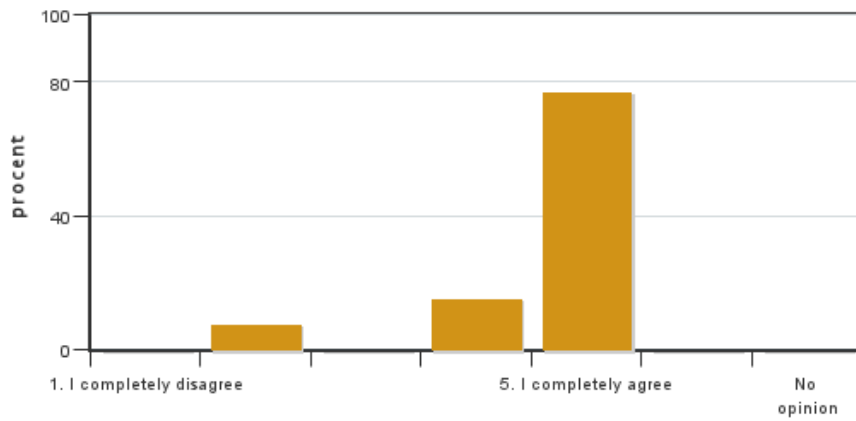
3: 1

4: 0

5: 12

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).**

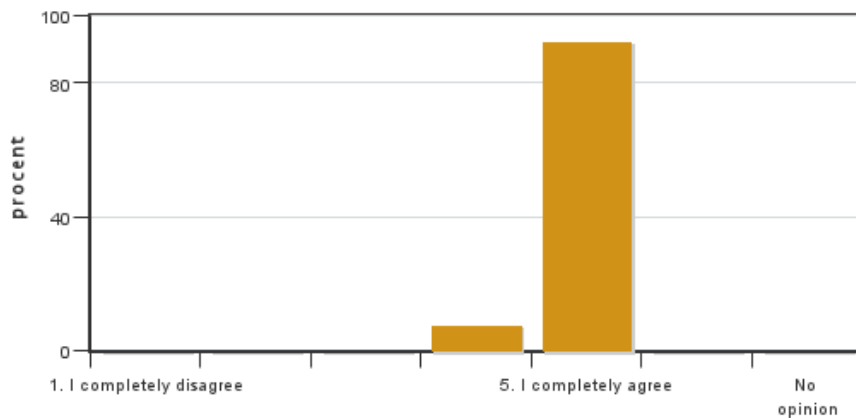


Answers: 13  
 Medel: 4,6  
 Median: 5

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

No opinion: 0

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

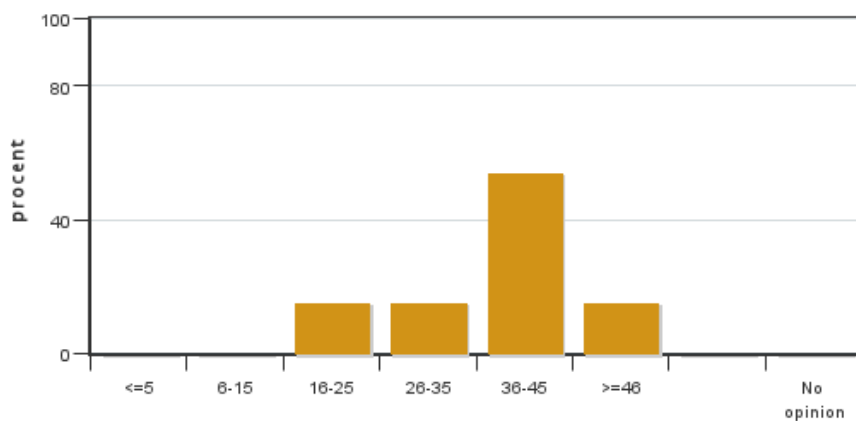


Answers: 13  
 Medel: 4,9  
 Median: 5

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

No opinion: 0

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

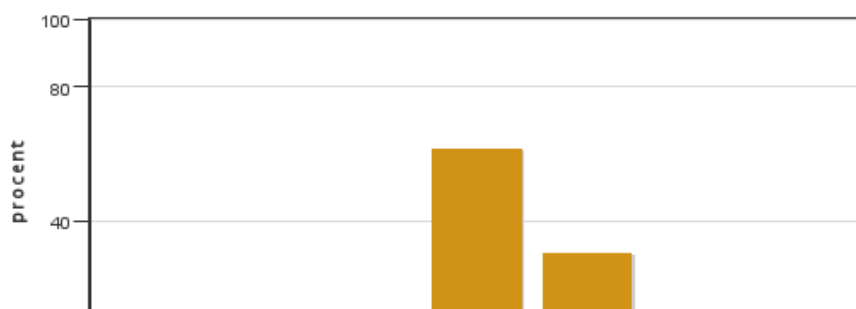


Answers: 13  
 Medel: 36,3  
 Median: 36-45

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

No opinion: 0

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



Answers: 13  
 Medel: 4,1  
 Median: 4

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

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

## Additional own questions

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16. What was "the worst" in the course? If possible, provide suggestions for improvement

16. What was "the best" in the course?

## Course leaders comments

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### FP2022, Course evaluation commentary

Comments on evaluation by the course responsible Vilis Brukas, Alnarp, March 24, 2022.

### Student group

As always, our international class consisted from many nationalities. 14 students represented the following countries:

**Sweden: 2** (1 forestry student from Umeå, 1 horticulture student from Alnarp)

**Other countries: 12.** Belgium 1, Canada 1, Latvia 1, Poland 4, Myanmar 1, UK 1, Vietnam 3

### Covid adaptations

The intention initially was to run most of classes on campus. Compared to the usual years, the only bigger difference should have been discarding the foreign study trip (due to Covid-related risks) and instead running global case studies as in class activity. However, this plan needed to be abandoned due to the outbreak of Covid-19 in student group (a few days into the course, 4 out of 14 students were ill). Therefore most of the classes were conducted online. The main conclusion is that, similarly to 2021, students appreciated how the teacher team adapted to the circumstances. But still most people, students and teachers included, would prefer the conventional teaching in the classroom. This year's group was more "shy" than in usual years, it was sometimes difficult to invoke discussion in the class. This, at least in part could be an influence by the online mode of teaching. Still, the students were strongly committed to learning and the course went very well in my judgement.

### Evaluation set up and response rate

The evaluation questions were answered by 13 out of 14 students participating in the, thus the response rate was 92%. We also had a concluding oral discussion on Zoom that took about 1.5 hour. When answering on Evald, students were encouraged to write comments, not limiting the answers to quantitative grading; thus providing many additional valuable insights.

### Compulsory questions on SLUNIK

On 1 to 5 scale, the average overall impression is 4.5. This is close to the long-term average and is a good result. Students gave high scores practically for all general aspects in the SLU standard evaluation form, the scores ranging between 4.6-4.9.

	2014	2015	2016	2017	2018	2019	2020	2021	8 years average	2022
<b>Overall impression</b>	4.4	4.1	4.9	4.6	4.4	4.1	4.6	4.4	4.4	<b>4.5</b>

Students on average put 36 hours for course work per week with a few outliers. This can be considered appropriate, despite a few students indicating high course intensity, especially during the first weeks of the course. The averages for years 2018-2021 were 46, 36, 33 and 35 hours per week, respectively.

### Additional remarks

Since last year, I chose to online evaluate course modules by weeks and not by separate pedagogic approaches. Many of the course weeks scored very high, 4.8 or more, led by the participatory role play week earning the round 5.0. As in the most years, the week on international forest policy got the lowest score (3.6), students being somewhat overwhelmed by large amount of information in this module of large thematic scope. The newly conducted global case studies by Peter Edwards earned 4.2, which is a good result for a first-timer. Concerning the pedagogic approaches, probably the most satisfying outcome concerns the reflective journals. In previous years the student group used to be very divided, some strongly liking and some strongly disliking this specific approach that demands a lot of writing. This year most students are moderately or strongly positive about the journal, acknowledging its push for creativity, deeper learning and structuring of knowledge. The reasons for such positive attitudinal change are difficult to pinpoint it is probably a combination of preferences of "opinion leaders" in the student group and the great work by first time "journal leaders", Keeli Curtis and Luis Andres Guillen Alm.

### Changes to consider for the next year

Based primarily on the oral discussion on the last day of the course, I will consider the following changes:

- In case we run the global case studies, the teacher should preferably come over and deliver the course in class, not in online mode. This would enable avoiding the issue of time difference and facilitate more direct contact between the teacher and students. Also presentations could be longer, more elaborate.
- Students considered the lecture on gender overall very relevant but too introductory. For next year, I would ask the lecture to have less strands but to dig deeper into core topics.
- Encourage teachers (esp. Norbert, Peter) to use the course literature more during lectures and assignments.

*Also, In case of pandemic restrictions: see notes from course evaluation 2021, esp. concerning the breaks and group work in Zoom sessions.*

## Student representatives comments

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SG0234, 30090.2122

2022-01-17 - 2022-03-23

### National and International Forest Policy

Course evaluation

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#### 1. Overall impression of the course

In general students' impression about the course is very good.

There were opinions that the course was a really great overview of main topics in relation to national (Swedish) forest policy as well as global forest policy and challenges to be faced and tackled in the future to come. That the knowledge was led very successfully and with variety of tools and approaches and generally - really great course content and a lovely variety of teaching.

Mean: 4.5

Median: 5.0

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#### 2. Was students' prior knowledge sufficient for them to benefit from the course?

Most of the students didn't have much knowledge about forest policy in their home countries and forest policy in general before the course, so at the beginning they felt a little bit overwhelmed and confused about all the new terms and vocabulary, but there were also voices that it motivated students to learn more about the subject and in general it was getting better and better from one week to another.

Mean: 3.8

Median: 4.0

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**3. All of the students claimed that a) the information about the course was easily accessible and b) that the various course components (lectures, course literature, exercises etc.) have supported their learning.**

**a)**

Mean: 4.9

Median: 5.0

**b)**

Mean: 4.8

Median: 5.0

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#### **4. The social and physical learning environment**

In general students agreed that the social learning environment has been inclusive, respecting differences of opinion and highlighted that **the Role play** was a perfect example of it. Students were able to discuss the subject in a respectable environment and also to check how is it to walk in someone's else shoes.

Mean: 4.8

Median: 5.0

Regarding the physical learning environment there were some opinions that it is hard to evaluate it, as most of the lectures were online because of covid cases and online classes are not the best for sharing own thoughts and for discussions, but this is something we don't have impact on and apart from the circumstances teachers were trying to do their best and the students appreciated also that all needed materials and information were well-organised and easy to find on Canvas.

Mean: 4.8

Median: 5.0

No opinion: 2

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#### **5. Time spent on the course materials**

On average, students have spent **36 hours** per week on the course (including timetabled hours).

There were opinions that first weeks of the course were very busy and because of that somehow stressful and that some teachers were doing too short breaks or not doing them at all during some lectures, what made it difficult to stay focused. There were also some voices that there was not enough time during the week-tests.

On the other hand students were very happy about last weeks of the course as there was time for preparations for the final exam, what was very important and students also appreciated a lot that there were 5h to write the final exam – having mental comfort to think about the answers and write the exam without extra stress.

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#### **6. Teaching on distance**

<b>According to students</b>	
<b>What worked-well</b>	<b>What worked less well</b>

- It was safe in the Covid 19 situation.
- It is good way to prevent the infection to each other. We can learn comfortably from home.
- Easy to take notes
- small coffee breaks
- Good that the recording option exists (used a few times), easy to look back on what was said.
- The lectures were easy to follow, the slides were clearly visible.
- Communication was working well.
- Cooperation in groups thanks to breakout rooms
- menti.com
- All literature was easily available for students
- the advices from professors were clear
- professors approach, who really cared about the students

- Students are more likely to answer questions from the teacher when the lectures are in class. We see each other and notice when someone has a thing to say. This is much more difficult during online classes.
- Discussions were rather forced online, and not quite as natural as being together as a class.
- Short or none breaks made it hard to focus
- Sometimes it may go less participation and concentration
- Two lecturers did a little too long lectures with not enough breaks what resulted in poor focus on lectures, but the rest was perfectly well and with a good balance
- Understanding Vilis, because of the bad quality of the microphone
- internet connections problems sometimes
- Difficulty concentrating on the lecture

## 7. Evaluation of each week of the course

### Week 1 - Policy analysis by Vilis Brukas

The overall impression about this week is very good.

A little bit overwhelming, as it was a lot of new information and work to do, difficult vocabulary and a lot of new terms, but in general this week was a nice introduction to the subject. Very well presented points and nicely made lectures with objectives being easy to follow. Lectures with great and charismatic lecturer that was very easy to listen to and generally very friendly.

Mean: 4.5

Median: 5.0

### Week 2 - Analytical forest policy science by Max Krott

Lectures and assignments were made in a very interesting way. A little bit tough topics, but everything was very clearly shown and explained. Everything had an order. Good order.

Students mentioned also that during this week the breaks were actually way too long.

Mean: 4.5

Median: 5.0

### Week 3 - International forest policy by Norbert Weber et al.

Very long presentations with very short breaks. Topics seemed to never end which made the main points unclear. Too many information at once and mixed together, so it was hard to catch up and also remember many information. The feeling of not finished subject. It was also very much to read up and it was not clarified what to focus on when reading the papers. Even though the lecturer was extremely nice and tried to engage students it was too hard to focus after that amount of information and the length of lecture.

Students really enjoyed the "Typical forester from your country" drawing competition and the lecture by Forest Europe organisation.

In general it would be much better if the information would be divided into some sections and the main points would be clearly highlighted. The amount of information could be reduced to focus on what was the most important. Additionally, with such amount of information more and longer breaks are needed for students to be able to actually gain knowledge from the lectures.

Mean: 3.6



Median: 4.0

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#### **Week 4** – Swedish Forest Policy, private forestry

Nicely made and very interesting lectures and also very interesting literature connected with the subject. Well balanced time between learning and breaks. The opportunity to listen to Keeli Curtis, who has some experiences as forest advisor was very important and helpful. In general students really appreciated lectures with Keeli and Luis Andres. The frosting on the cake for the class was the field trip and lecture with forest owners, who were very honest and gave us a lot of important information and thanks to that we were able to get to know how many forest policy issues look from forest owner perspective. Students wish to have more and longer excursions like this one.

Mean: 4.8

Median: 5.0

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#### **Week 5** - Participatory processes by Ida Wallin

Very nice week with good balance between theory and exercises. The role play was perfect, the whole class enjoyed it a lot. It was both fun and educational. Favourite week for many of the students.

The only complains were about the lecture with person from the CAB. There were opinions that it was sometimes difficult to understand the lecturer and that the questions were not really being answered.

Mean: 5.0

Median: 5.0

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#### **Week 6** - Forest Certification by Vilis et al.

Great content and good lecturers who nicely introduced Forest Certification issues. Students really appreciated the guest lecture, where the guests discussed both positive and negative sites of FC and were using very accurate arguments highlighting their opinion. The class also enjoyed the debate about FC a lot. Students said that the essays about FC were also interesting. However, there were some opinions that the essays grading was not entirely fair and also complained that we didn't get any final feedback.

Mean: 4.8

Median: 5.0

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#### **Weeks 7 and 8** - Case studies by Peter Edwards; gender issues by Elias Andersson

The case studies with Peter Edwards were very interesting and highlighted many issues from different points of view. Students liked the case study presentations too and in general appreciated the teacher's effort to do the lectures, considering that with 12h difference in New Zeland was very late already, when we had classes. There were some voices that we would probably enjoy it even more if the lectures would happen in real life, not online. There could be also more activities during these 2 weeks.

The gender issues presentation was criticised by many students. There were opinions that the lecture didn't bring anything new to the knowledge of people taking the master course. It didn't show any statistics or numbers showing where the problem lies or how to face the concrete issues. Students really liked the general idea about having the lecture about gender issues in forestry, but it would be much better if the teacher would go more into details and statistics instead of giving very general information about gender equality during most of the lecture.

Mean: 4.2

Median: 4.0

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### **8. Summary**

The class felt a little bit overwhelmed by the amount of work, new information and new terms at the beginning of the course, but in general the students really enjoyed the course. The big advantage of this course is the diverse way of teaching, different teachers from different countries and with different backgrounds, possibility to gain knowledge about the forest policy in many different countries. Students liked the reflective journals too – some of them mentioned that it was not that easy to write them, but later it was a very helpful tool to recall some information and to study for the final exam. The class also liked the way all the information and materials were provided and easy to find on Canvas. Definitely favourite parts of the course for most of the students were: role play, excursion to forest owners, guest lecture and debate about Forest Certification. The students also appreciated a lot that there were much time (5h) to write the final exam, it reduced the stress and the students didn't feel the time pressure and were

able to focus on their answers. The class also liked the open book form of the exam – it was less about learning something by heart and more about really understanding the topics.

What should be changed according to students opinions? Week 3 with Norbert Weber and the lecture about gender issues need some improvements and some of the teachers should remember to make breaks during their lectures, so the students will be able to refresh their minds and learn more effectively.

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Kontakta support: [support@slu.se](mailto:support@slu.se) - 018-67 6600