



Sustainable Management of Boreal Forests SG0245, 40023.2122

15 Hp
Pace of study = 100%
Education cycle = Advanced
Course leader = Järvi Järveoja, Lenka Kuglerova

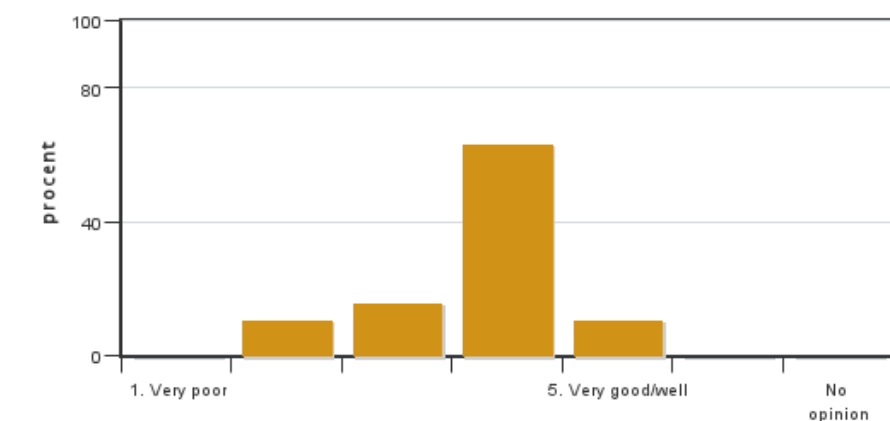
Evaluation report

Evaluation period: 2022-05-29 - 2022-06-19

Answers 19
Number of students 40
Answer frequency 47 %

Mandatory standard questions

1. My overall impression of the course is:

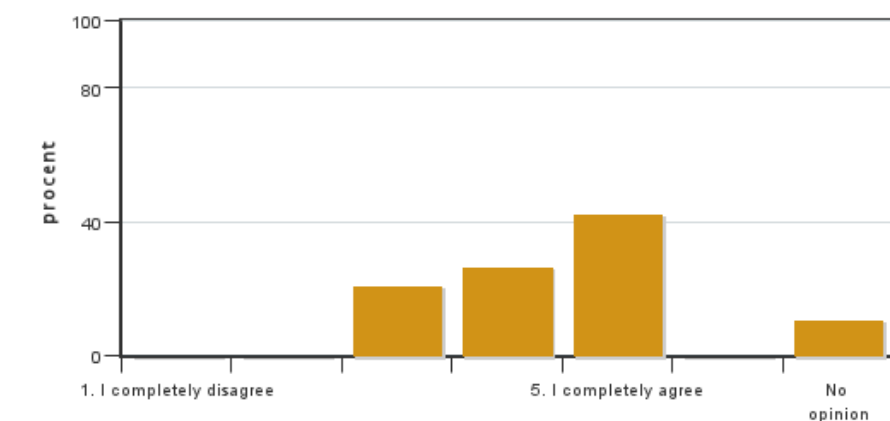


Answers: 19
Medel: 3,7
Median: 4

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

No opinion: 0

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

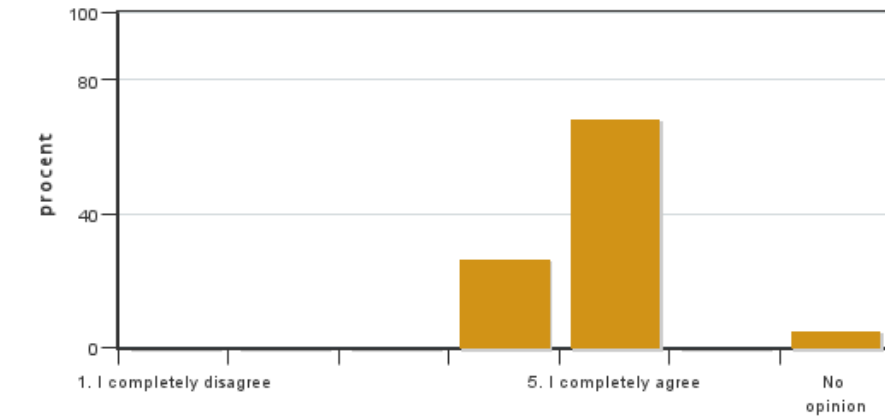


Answers: 19
Medel: 4,2
Median: 4

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

No opinion: 2

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

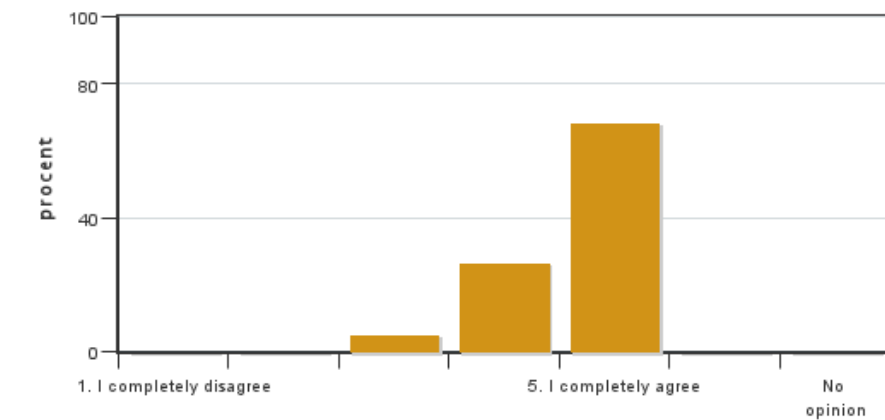


Answers: 19
 Medel: 4,7
 Median: 5

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

No opinion: 1

4. The information about the course was easily accessible.

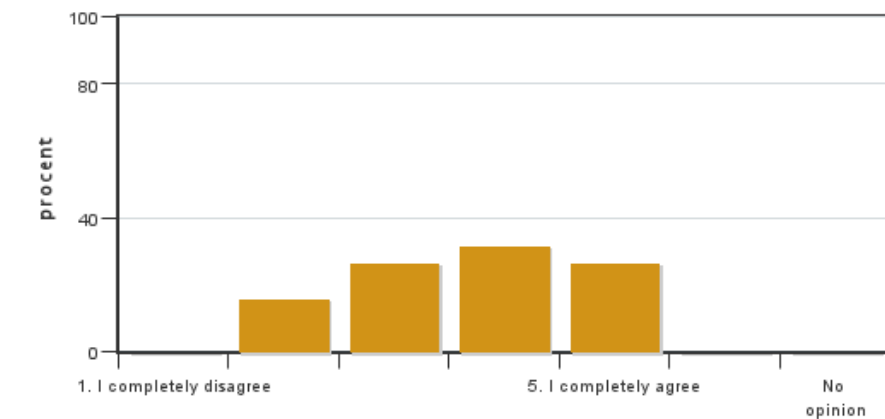


Answers: 19
 Medel: 4,6
 Median: 5

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

No opinion: 0

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

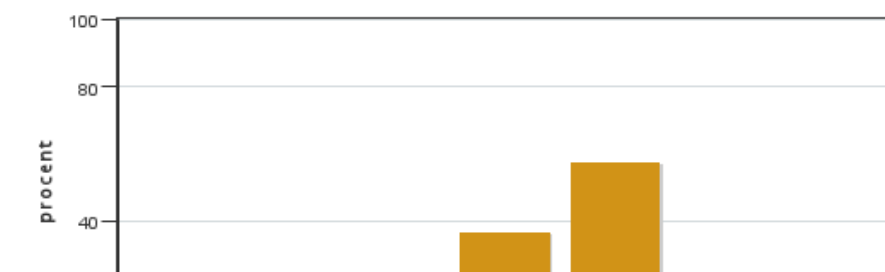


Answers: 19
 Medel: 3,7
 Median: 4

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

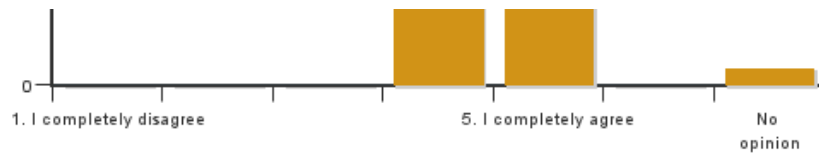
No opinion: 0

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



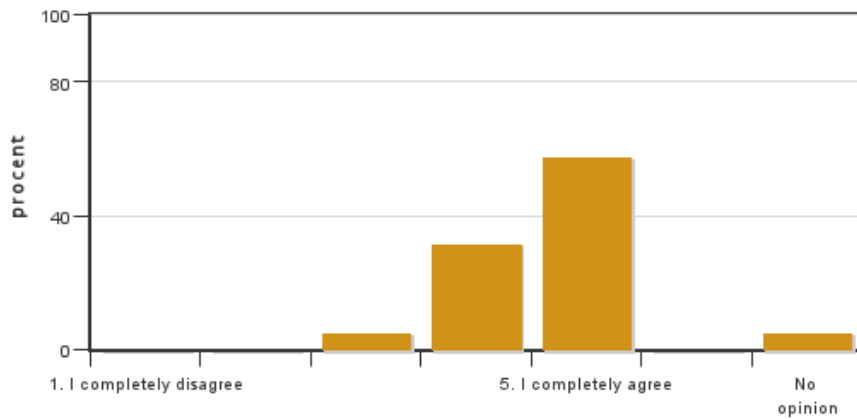
Answers: 19
 Medel: 4,6
 Median: 5

1: 0
 2: 0
 3: 0
 4: 7
 5: 11



No opinion: 1

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



Answers: 19

Medel: 4,6

Median: 5

1: 0

2: 0

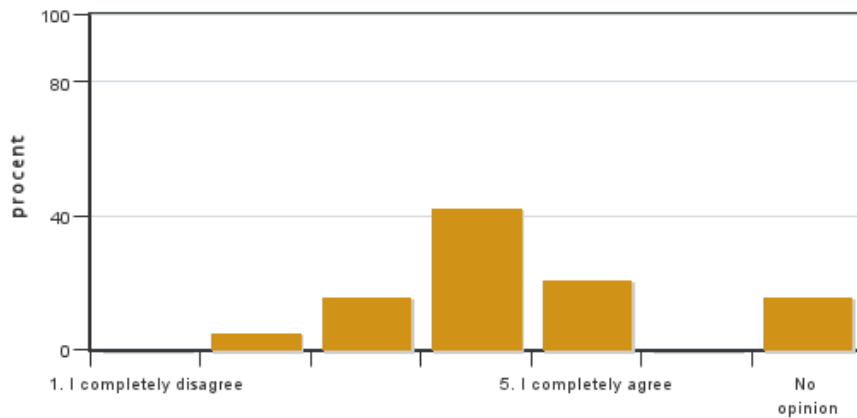
3: 1

4: 6

5: 11

No opinion: 1

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



Answers: 19

Medel: 3,9

Median: 4

1: 0

2: 1

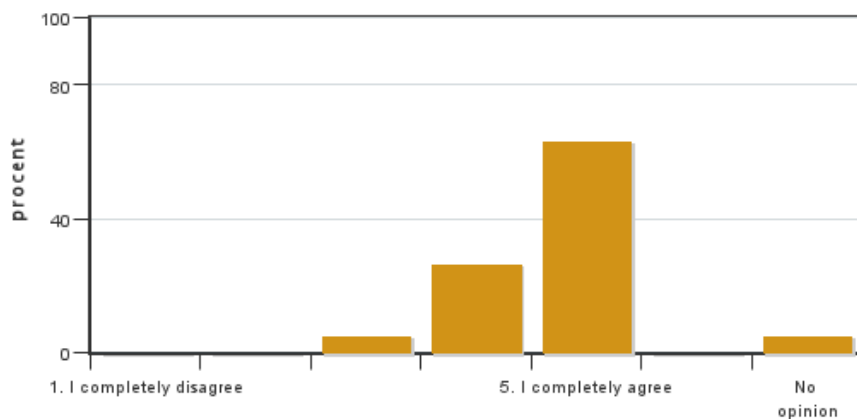
3: 3

4: 8

5: 4

No opinion: 3

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



Answers: 19

Medel: 4,6

Median: 5

1: 0

2: 0

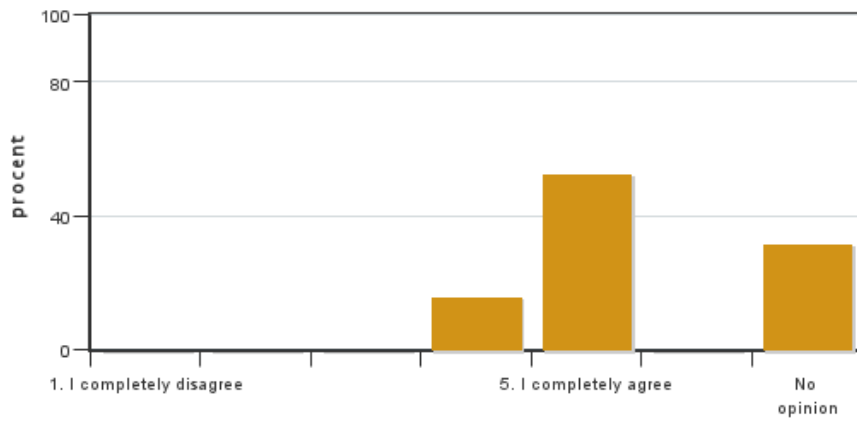
3: 1

4: 5

5: 12

No opinion: 1

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).

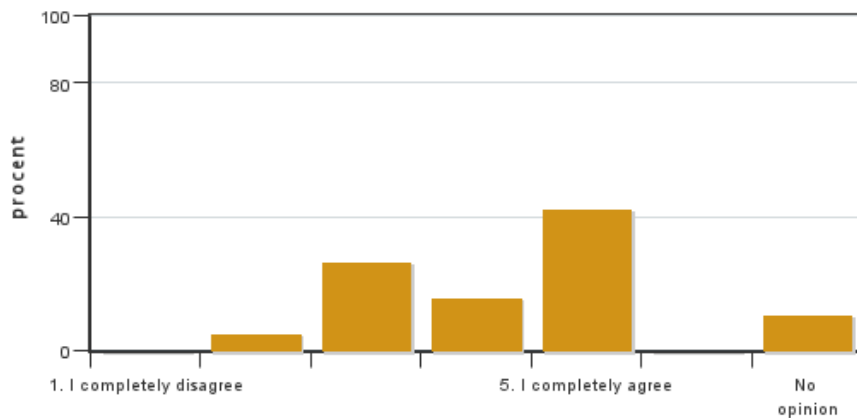


Answers: 19
 Medel: 4,8
 Median: 5

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

No opinion: 6

11. The course covered international perspectives.

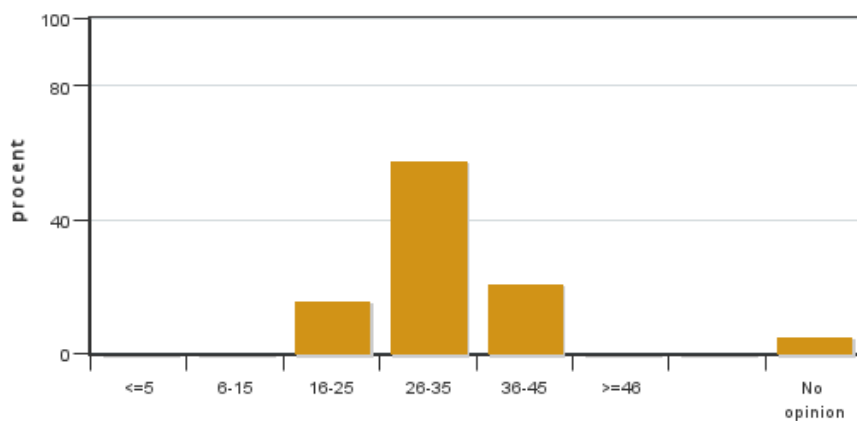


Answers: 19
 Medel: 4,1
 Median: 4

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

No opinion: 2

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

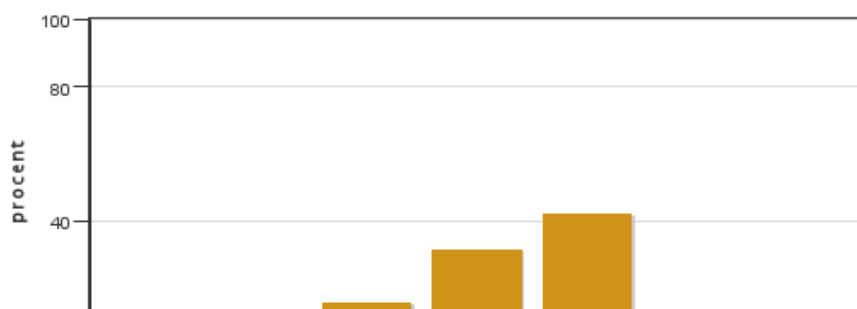


Answers: 19
 Medel: 30,6
 Median: 26-35

≤5: 0
 6-15: 0
 16-25: 3
 26-35: 11
 36-45: 4
 ≥46: 0

No opinion: 1

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



Answers: 19
 Medel: 4,2
 Median: 4

1: 0
 2: 1
 3: 3
 4: 6
 5: 8

No opinion: 1

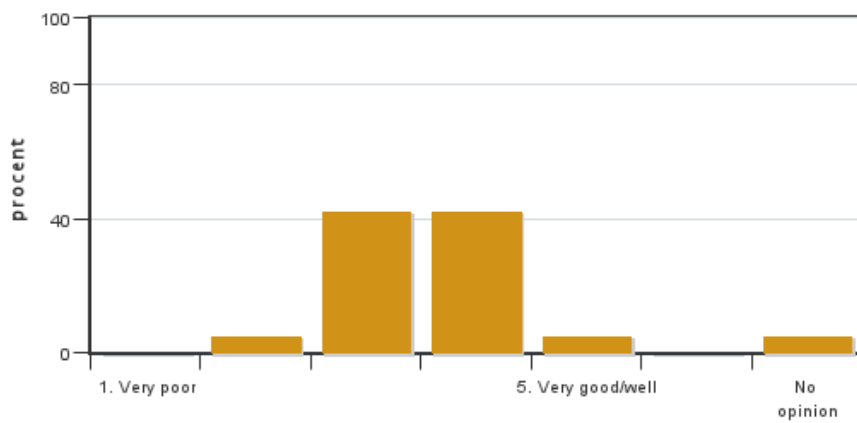


14. If relevant, please share what worked well when participating in teaching on distance

15. If relevant, please share what worked less well when participating in teaching on distance

Additional own questions

16. Your overall impression of Module 2 - the boreal forestry context. Please consider all aspects of the module, lectures, assignments, teachers, etc.

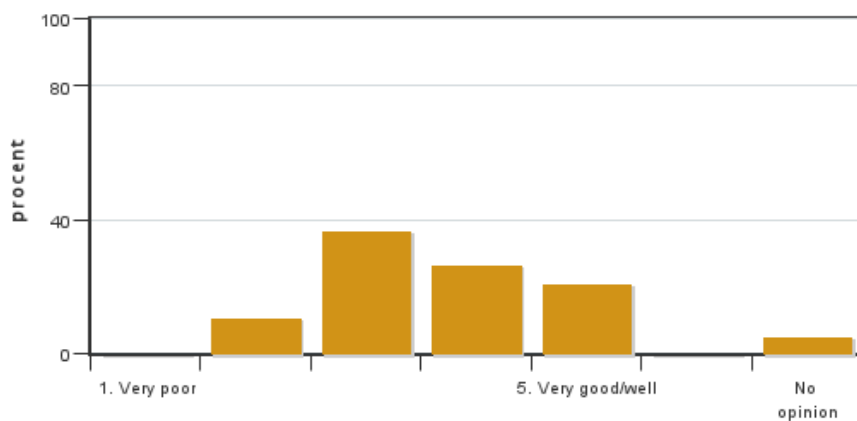


Answers: 19
Medel: 3,5
Median: 3

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

No opinion: 1

17. Your overall impression of Module 3 - boreal forestry and climate change. Please consider all aspects of the module, lectures, assignments, teachers, etc.



Answers: 19
Medel: 3,6
Median: 3

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

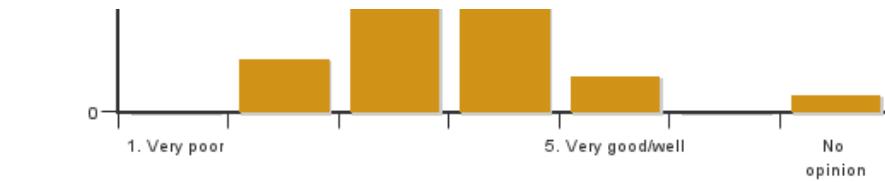
No opinion: 1

18. Your overall impression of Module 4 - wood technology and value chain. Please consider all aspects of the module, lectures, assignments, teachers, etc.



Answers: 19
Medel: 3,4
Median: 3

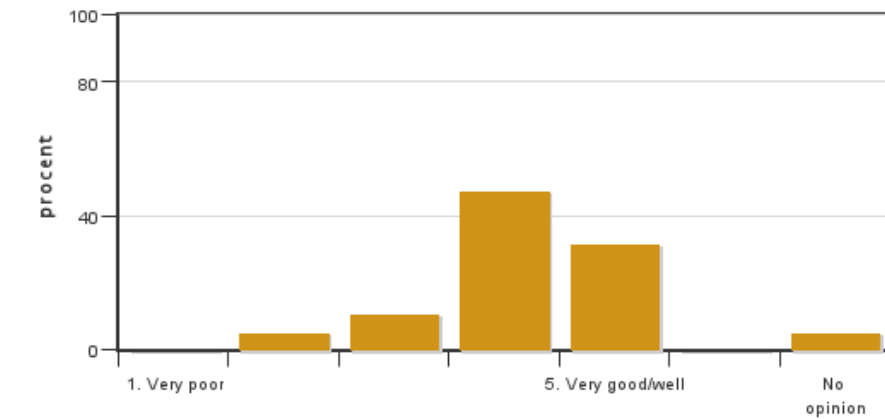
1: 0
2: 3
3: 7
4: 6



5: 2

No opinion: 1

19. Your overall impression of Module 5 - forest management and biodiversity. Please consider all aspects of the module, lectures, assignments, teachers, etc.



Answers: 19

Medel: 4,1

Median: 4

1: 0

2: 1

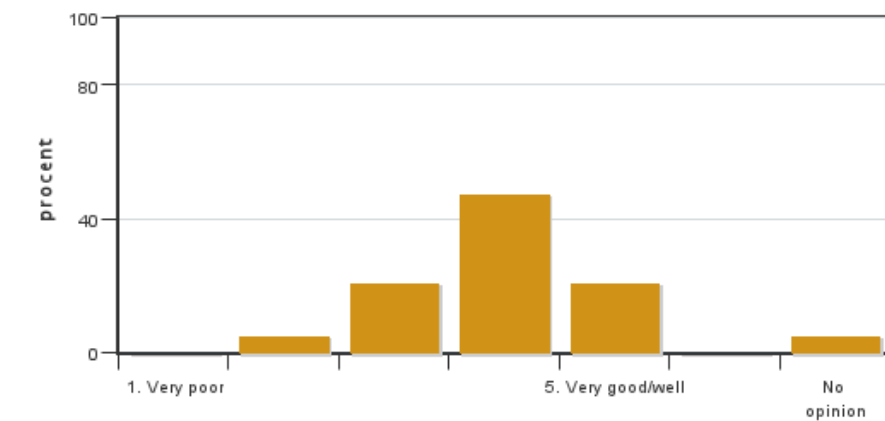
3: 2

4: 9

5: 6

No opinion: 1

20. Your overall impression of Module 6 - damaging agents. Please consider all aspects of the module, lectures, assignments, teachers, etc.



Answers: 19

Medel: 3,9

Median: 4

1: 0

2: 1

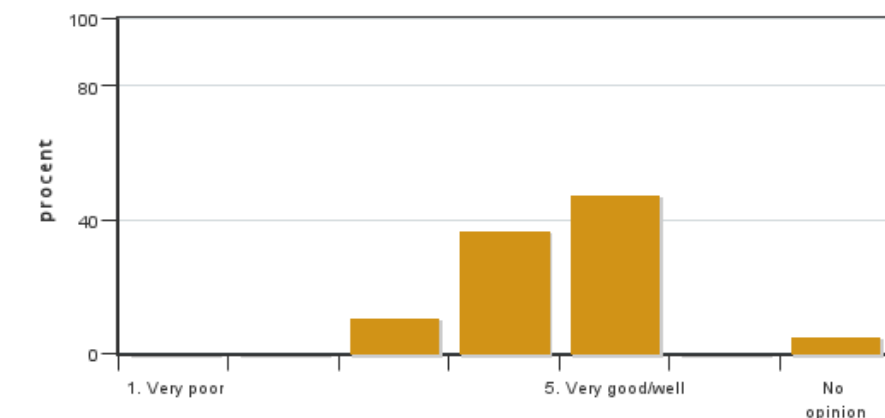
3: 4

4: 9

5: 4

No opinion: 1

21. Your overall impression of Module 7 - water and forestry. Please consider all aspects of the module, lectures, assignments, teachers, etc.



Answers: 19

Medel: 4,4

Median: 4

1: 0

2: 0

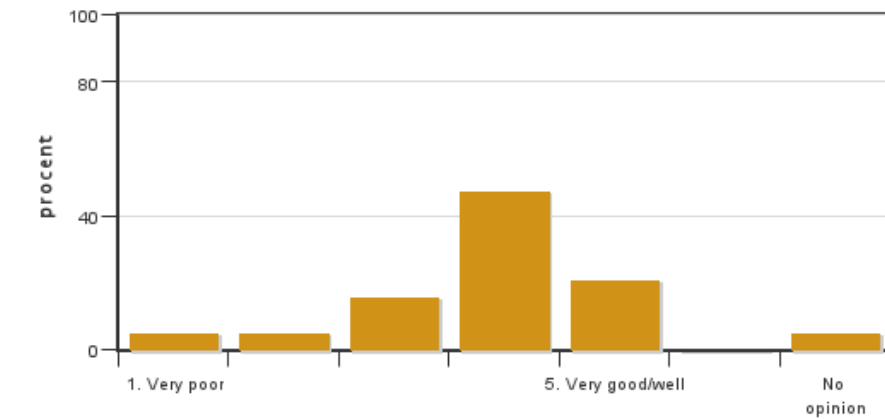
3: 2

4: 7

5: 9

No opinion: 1

22. Your overall impression of Module 8 - long term, large scale planning. Please consider all aspects of the module, lectures, assignments, teachers, etc.

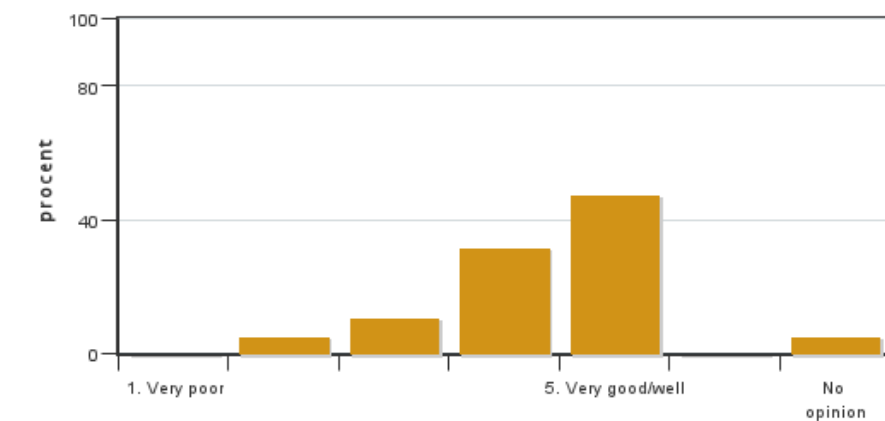


Answers: 19
 Medel: 3,8
 Median: 4

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

No opinion: 1

23. Your overall impression of Module 9 - the field trip. Please consider all aspects of the module, lectures, assignments, teachers, etc.

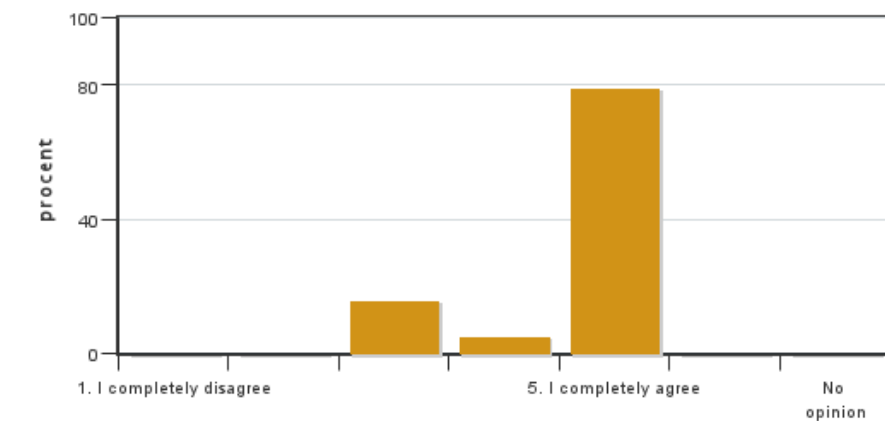


Answers: 19
 Medel: 4,3
 Median: 4

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

No opinion: 1

24. In your opinion, the field trip is worth part of the course.

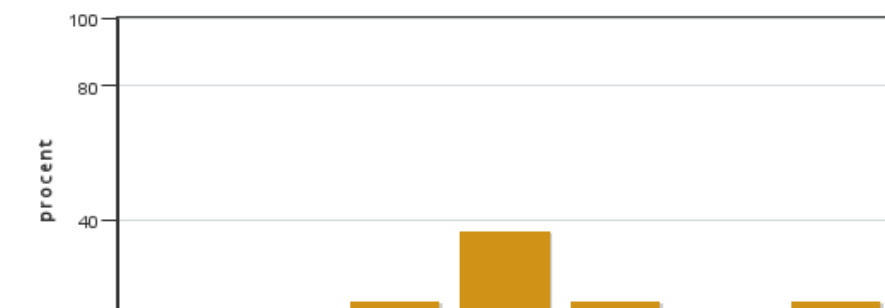


Answers: 19
 Medel: 4,6
 Median: 5

1: 0
 2: 0
 3: 3
 4: 1
 5: 15

No opinion: 0

25. Your overall impression of Module 10 - desirable futures - conference. Please consider all aspects of the module, lectures, assignments, teachers, etc.



Answers: 19
 Medel: 3,5
 Median: 4

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

No opinion: 3



Course leaders comments

The course has been offered at SLU since 2013 but in 2022, the course leadership has changed. The new course leaders mostly followed the structure from previous years with only small changes in the schedule, organization and teachers. The major change in the course was that 40 students has enrolled and after the initial week, only 1 student decided not to continue. This resulted in 39 students attending the class, which is a record high. The course structure, assignments, lectures, and general logistics have been prepared for about 30 students and the extra 9 has posed some additional challenges (mostly in group assignments, see further comments). In total, 19 students has filled the course evaluation, and since this is less than 50%, the results of the course evaluation might or might not be relevant. A few changes will be made in the course content and structure for next year.

The overall impression of the course was good and thus no major changes are planned. The course will continue to be given in 10 individual modules with assignments within each module and without a final exam. This seems to be appreciated by the students. However grading will be restructured. Instead of several sub-grades from individual assignments that were averaged for the final grade, we will adopt a pass/fail system for several mandatory and several optional assignments. The final course grade will be then created as 3 (pass) when students pass all mandatory assignments (group and individual) and then higher grades will be awarded based on the number of optional assignments (also individual and group) that each student submits. This grading system avoids averaging and put more emphasis on optional work that can bring students to a higher grade. This will also hopefully prevent the common complains about group work that many of the students find not satisfactory. This year however, this was probably the result of too many students in the class (39) and the groups being too large. If this high number of students becomes a standard, we will make sure to restructure group work with maximum of 4 students per group.

As every year, this course main struggle is to set appropriate level of the content. Many of our own SLU students complain that the class is too easy (at least some assignments) while some of the international students find this level appropriate or even difficult as they do not have as high a priory knowledge of the boreal forest. In the years to come, we will work towards increasing the difficulty of the course because of the general restructuring of the programs at the Forestry faculty. Nevertheless, it is not possible to avoid some repetition from the bachelor program. Optional assignments will be one way for the more ambitious students to increase the course difficulty.

The course structure into modules with individual and group assignment has been working for many years, and has been repeatedly evaluated positively by the students, no major changes are planned for years to come. However, two modules with the lowers evaluation scores will be modified next year – the climate and forestry module, and the wood chain values. In the climate and forestry module, we will adjust the assignments (decrease the number) and will make sure that the grading criteria will be clearly articulated – i.e., changing the assignments to pass/fail (instead of grades). The wood technology and chain values will be sourced to different module leader since our SLU students evaluated all the information in the module too easy and already covered in the bachelor program. We will also include more financial aspects in this module, something that has been suggested as lacking. The first module (also evaluated with lower scores) will stay unchanged but we will make sure that the group assignments will be better structured.

Canvas structure, the schedule and provision of information was evaluated positively, no changes are planned.

As for online/hybrid teaching, we plan to provide this possibility if good hybrid rooms are available. Currently, SLU only has Björken as a good hybrid teaching option and the external microphone and speakers do not work so well in other rooms. However, many students really appreciated to join lectures and discussions online because of different circumstances and the course leaders strongly believe that this option should be kept in all higher education if our goal is student-centered teaching.

The field trip has been evaluated as the best part of the course and the course leaders will work towards keeping it in the course. However, the way how the field trip has been financed does not work (individual student stipends) for the course leaders and thus alternative sources for financing needs to be secured by the dept. or the faculty. The last information from the department was that at least for 2023, financing of the field trip is secured.

Student representatives comments

1. My overall impression of the course is:

The overall impression of this course seemed to be "Well done!". Some minor comments are that there were too many group projects and therefore a lot of logistics. From personal experience, I can say that at least 6 Facebook Messenger Groups and 2 WhatsApp Groups have been created to fulfill the Group works. Therefore, I can

understand that some students comment that there should be more personal assignments.

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

The different learning objectives were stated at the very beginning and at the start of each module.

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

Most of the Jägmästare students mentioned that this course was easy to follow. For International Students, it was a bit different due to the different backgrounds, but enough support was provided when questions were asked, or students wanted to read more papers on a topic.

4. The information about the course was easily accessible.

The provided schedule was easy to follow and therefore preparing for the course was easy.

Everything was provided and organized in Canvas.

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

supported my learning.

Very different course components and learning opportunities were used. A small list: Group work, Individual work, reading, presentations, discussions.

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

Everything alright.

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

The Hybrid Room Björken was very good. The use of zoom worked really well and gives the students lots of flexibility.

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

course (see the learning objectives).

Difficulties to show the learning in group works. On the other hand, it was good that the group works only were graded with a pass or fail. This kept the stress level a bit lower because otherwise, you needed to work very hard to make good teamwork in a short time.

The amount of groupwork limited the number of assignments that were actually graded.

The open book exam was mentioned to be good to get good practice in reading/understanding literature with a critical view.

It was positively noted that the course structure consisted of many small assignments instead of one big at the end.

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

Students mentioned that the financial part and the social part were a bit missing.

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).

The professors and speakers were quite equally distributed. The course leader mentioned also that this equal distribution is important for her. Special techniques were not used. But could have been interesting.

11. The course covered international perspectives.

Due to the international students and very international engaged speakers and professors an international perspective was there.

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

26-35 hours were spent on average.

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

Most of the students felt sick (Covid, or other things) once during the course. So it was very important that there was the opportunity to join online.

14a. If relevant, please share what worked well when participating in teaching on distance

It was very good that the Hybrid room was booked for most of the lectures. The set-up was working quite well. Depending on the skill levels of the speakers the inclusion of the online audience differed.

14b. If relevant, please share what worked less well when participating in teaching on a distance

The lectures in the Aspen Room didn't work quite well. Furthermore, in Björken the audience was not clear to hear sometimes. The extra microphones in the small cabin should be used more.

The link between online students and in place students was not there (but is also probably unachievable)

Module 2 - the boreal forestry context

The groups were confusing and quite messy. Furthermore, they were too big and more often than

not, the same people were doing all the work while others could just tag along. To many subjects made it hard to do in-depth and focus.

Module 3 - boreal forestry and climate change

The quiz assignment was mentioned positively. But 3 Assignments in one week seemed to be quite stressful.

Module 4 - wood technology and value chain

Groups were a bit to big and for Jägmästar students it was some repetition.

Module 5 - forest management and biodiversity

Students found it interesting and the open book exam was mentioned positively.

Module 6 - damaging agents

It was mentioned that it was a bit unclear how in-depth the group work should be.

Some repetition again for Jägmästar students

Module 7 - water and forestry

It was a nice learning experience to take different views from different stakeholders.

Choosing own group members and smaller group size was mentioned positively.

Group work seems to need more time in general than individual assignments. This does not correlate well with the grading.

Module 8 - long term, large scale planning

Including forest and human health was very refreshing and positively noted.

Module 9 - the field trip

The students made a lot of comments regarding the field trip. Mostly positive and stated that this module was the best. It was furthermore mentioned that bringing Göran Hallsby to the trip was a plus. The field trip is very important in order to bring all the knowledge learned in the lecture room to the real world.

22. In your opinion, the field trip is worth part of the course.

Strongly agreement among the students that the field trip needs to be part of the course.

Module 10 - desirable futures – conference

It was seen as a great opportunity to dive deeper into a topic of interest after having been introduced to a wide variety of topics during the course.

The conference at the end was conducted virtually, which was useful for the organization but not for a really deep discussion.