



Silviculture - the science of forest stand management SG0272, 30052.2122

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

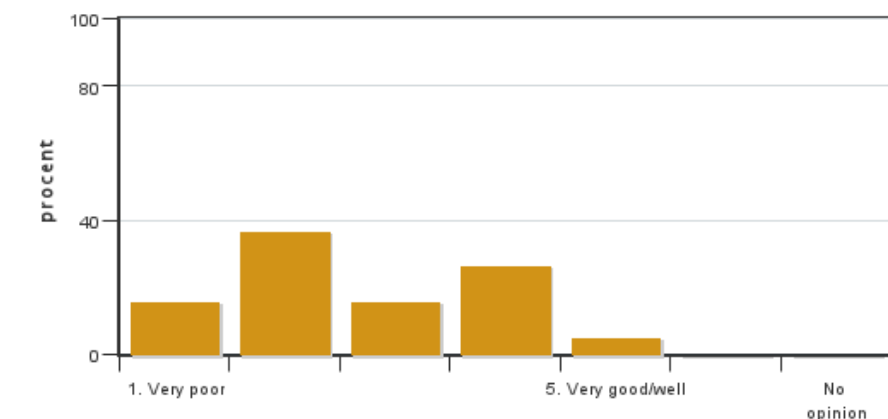
Evaluation report

Evaluation period: 2022-03-16 - 2022-04-06

Answers 19
Number of students 31
Answer frequency 61 %

Mandatory standard questions

1. My overall impression of the course is:

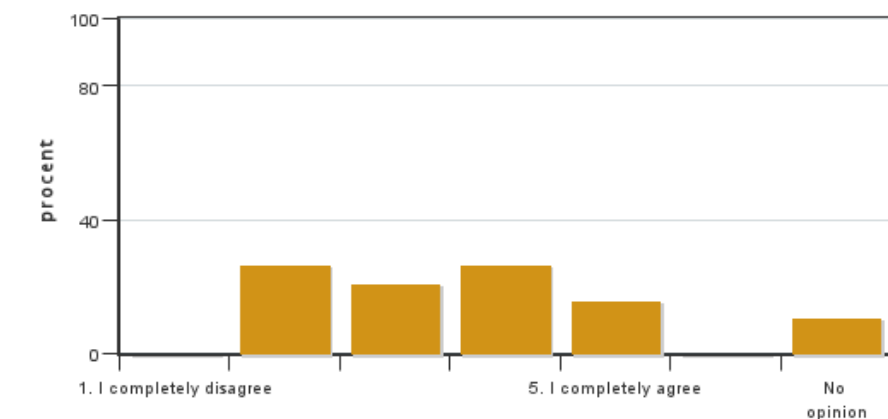


Answers: 19
Medel: 2,7
Median: 2

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

No opinion: 0

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

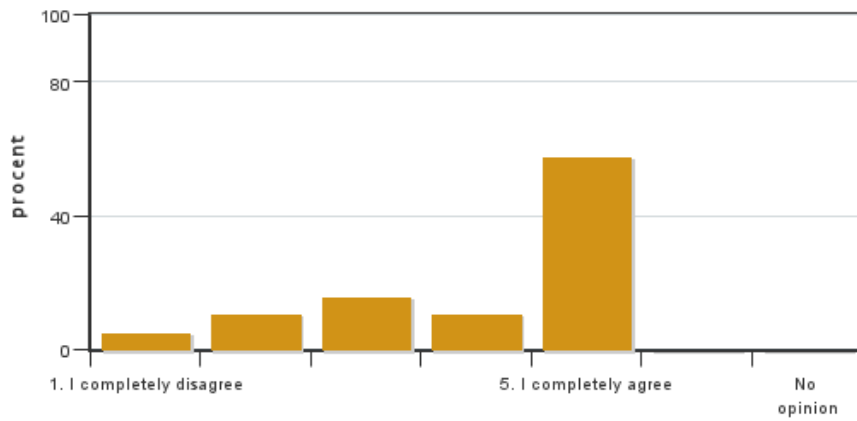


Answers: 19
Medel: 3,4
Median: 3

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

No opinion: 2

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

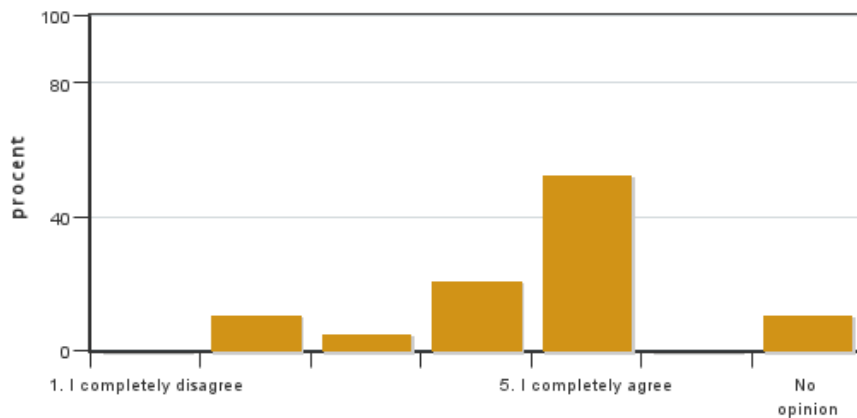


Answers: 19
 Medel: 4,1
 Median: 5

1: 1
 2: 2
 3: 3
 4: 2
 5: 11

No opinion: 0

4. The information about the course was easily accessible.

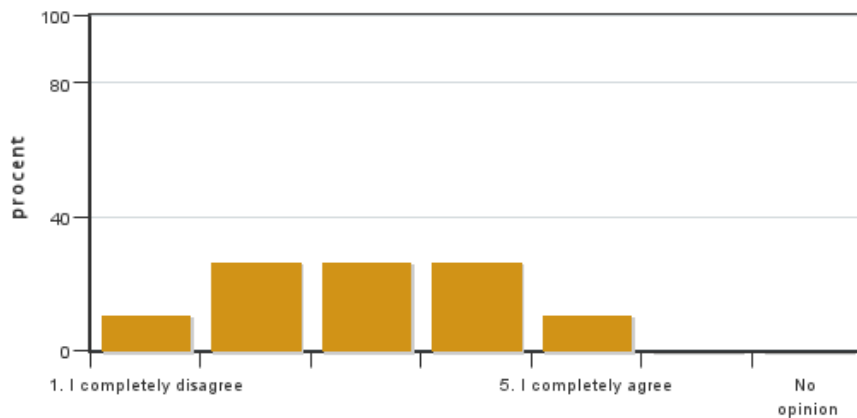


Answers: 19
 Medel: 4,3
 Median: 5

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

No opinion: 2

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

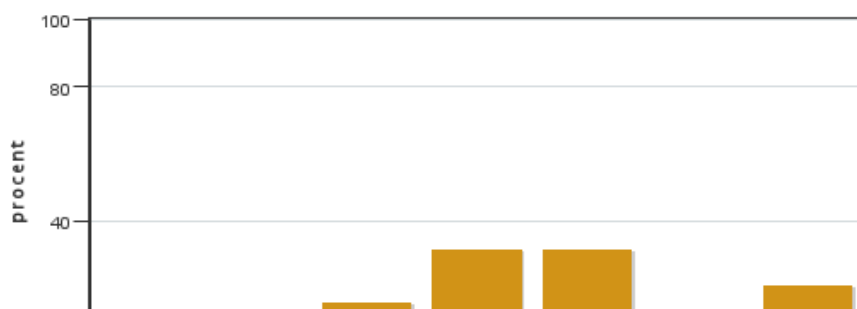


Answers: 19
 Medel: 3,0
 Median: 3

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

No opinion: 0

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



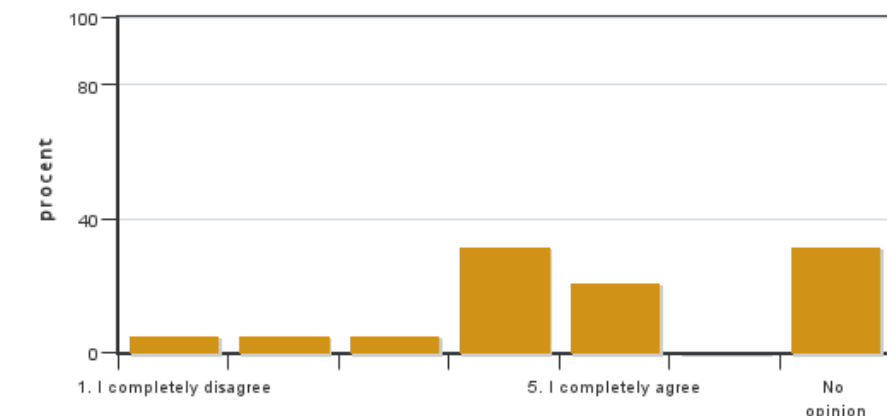
Answers: 19
 Medel: 4,2
 Median: 4

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

No opinion: 4



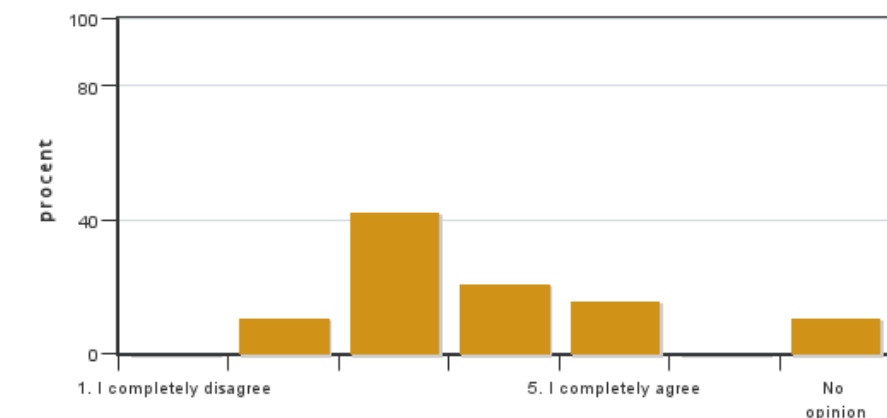
7. The physical learning environment (facilities, equipment etc.) has been satisfactory.



Answers: 19
 Medel: 3,8
 Median: 4

1: 1
 2: 1
 3: 1
 4: 6
 5: 4
 No opinion: 6

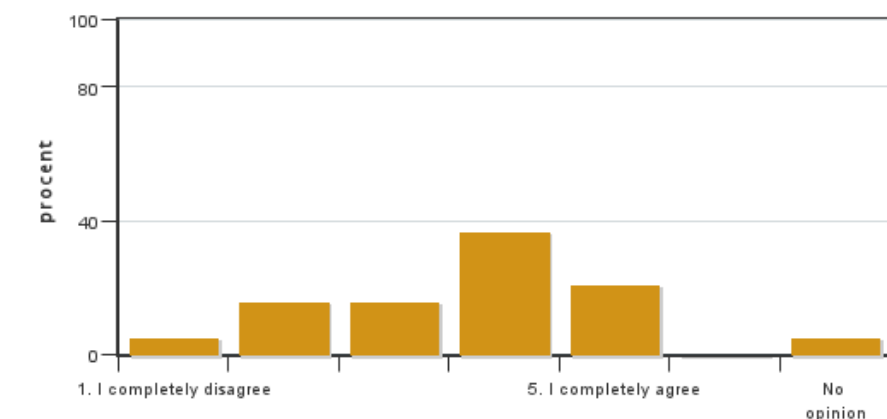
8. The examination(s) provided opportunity to demonstrate what I had learnt during the course (see the learning objectives).



Answers: 19
 Medel: 3,5
 Median: 3

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

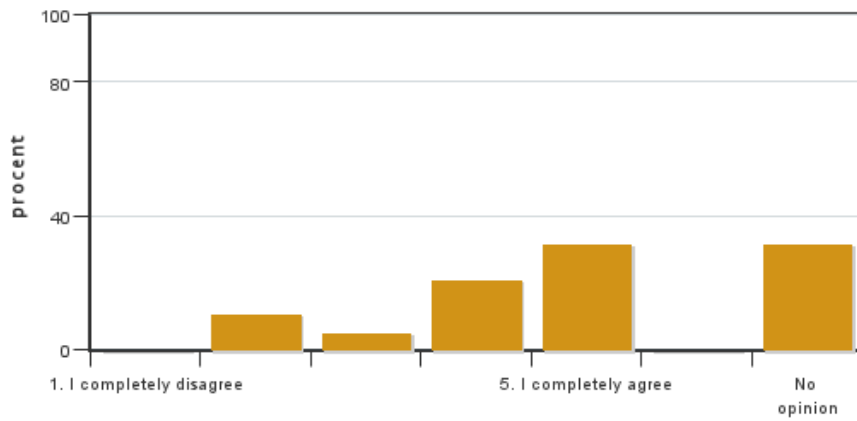
9. The course covered the sustainable development aspect (environmental, social and/or financial sustainability).



Answers: 19
 Medel: 3,6
 Median: 4

1: 1
 2: 3
 3: 3
 4: 7
 5: 4
 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).

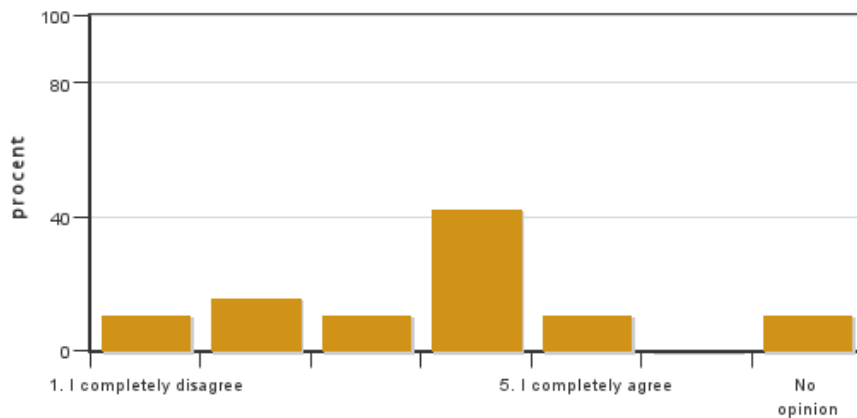


Answers: 19
 Medel: 4,1
 Median: 4

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

No opinion: 6

11. The course covered international perspectives.

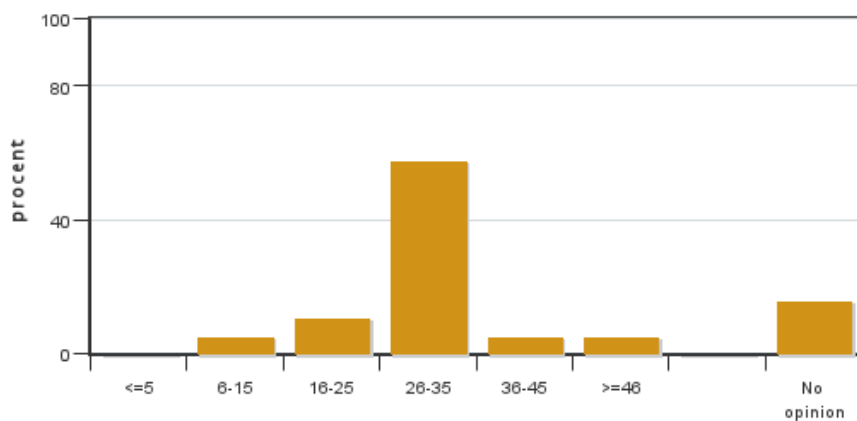


Answers: 19
 Medel: 3,3
 Median: 4

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

No opinion: 2

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

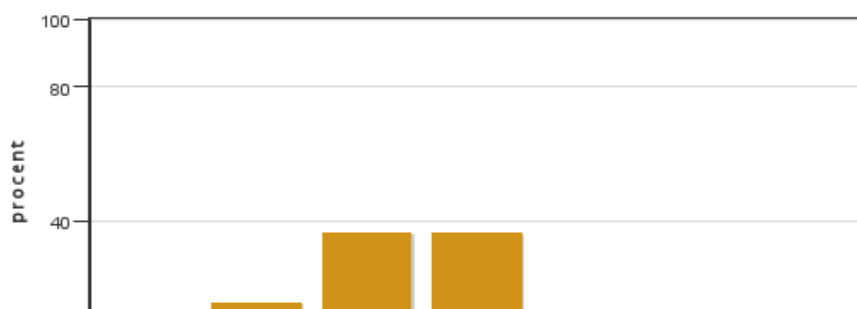


Answers: 19
 Medel: 29,1
 Median: 26-35

≤5: 0
 6-15: 1
 16-25: 2
 26-35: 11
 36-45: 1
 ≥46: 1

No opinion: 3

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



Answers: 19
 Medel: 3,2
 Median: 3

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

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

Student comments

Comments on course evaluation SG0272, 2022

The course evaluation this year was unusually mixed, spanning the entire range of "grades" from 1 to 5. An unusually large group of students was disappointed with several aspects of the course. This is despite that several of these modules are similar to what we taught previously for many years. Therefore, we partly attribute this mixed review to group dynamics in this course. Nevertheless, we see that some of these group dynamics relate to different expectations among Swedish Jägmästarstudents versus international program and exchange students. Some of this can possibly be improved by clarifying these expectations further in the beginning of the course and some might be helped by modifying themes so that they meet expectations among the student groups better.

We identify the following improvements and changes for the course in the future:

- We will work with the program directors to introduce an introductory course in Swedish forestry for international students that have not had silviculture previously or that are interested. This could be organized as a week-long short course the week before the Fall term starts or as a distance course taken through recorded lectures.
- Clarify early that the course is not primarily about learning "new" silvicultural methods but evaluating and developing the scientific basis for silvicultural methods, and analyzing forest stand dynamics.
- Module 1: Reduce the number of days with invited stakeholders by concentrating to a 1-2 days seminar event. Instruct the invited guests to decrease the time spent on the background and focus more on the challenges specific to silviculture. The university lecturers could be more spread out over the course as the some students felt the course was too lecture intensive in the beginning.
- Module 2: We will consider going back to more hands on modelling or data analysis exercises. However, the module will still focus on empirical modelling and understanding of stand development. Here the students also expressed a need to clarify the expectations and grading, which we will consider.
- Module 3: The 3-PG modelling and poster assignment was generally received well. We take note of a constructive suggestion to have a recorded demo of the 3-PG tutorial.
- Module 4: The module was generally received well but some students wanted to work more themselves with the models and some thought that the statistics was above their ability. Here, we see a possibility to change this module to focus more on "international experiences of CCF". This is a topic that has been increasing steeply in interest in society and among students, and where both Swedish and international students feel they need more knowledge. The module organizer has long experience of CCF teaching in Germany and UK. This could be complemented with inviting the Swedish Forest Agency to discuss their definitions and view of CCF.
- Module 5: The module is generally received well and the students expressed that it was timely and useful to develop writing and presentation skills for their upcoming MSc thesis work.

Final note:

One of the students commented that one of the teachers would have been disrespectful in an e-mail reply. The student also referred to the sex of this teacher. The student also brought this up twice in the evaluation, including under the specific question of gender issues. We agree that communication should be respectful. However, we strongly disagree that the e-mail was disrespectful. It was direct, and informative, but not disrespectful. We note that it is improper to refer to a teacher's sex in this context, which appear to have affected how this particular student perceived the information from the teacher.

Student representatives comments

After read through the evaluation and lessening on what classmate had to say its clear that the opinion is split. The content in the course must be more adapted to the split pre knowledge the participants have. As said in the oral evaluation, some assignments must be seen over in the approach to grading and take-home knowledge.

It is important that both students and teacher is communicating in a respectfully way. It has come up in both the evaluation and directly to me that one teacher sent a mail with an devaluing tone to a student that catch the eye. In the future it should be good if we all think how we expresses our us.

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