



Forest and landscape governance LK0424, 10171.2223

7.5 Hp

Pace of study = 100%

Education cycle = Basic

Course leader = Ingrid Altamirano, Thomas Randrup

Evaluation report

Evaluation period: 2022-10-24 - 2022-11-14

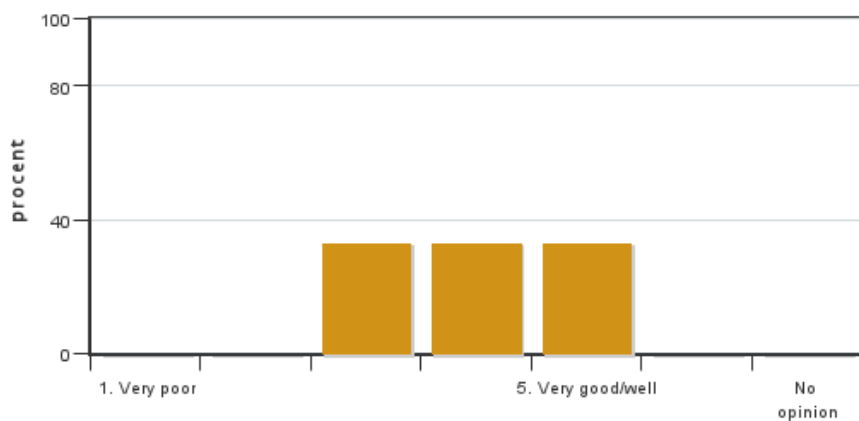
Answers 6

Number of students 25

Answer frequency 24 %

Mandatory standard questions

1. My overall impression of the course is:

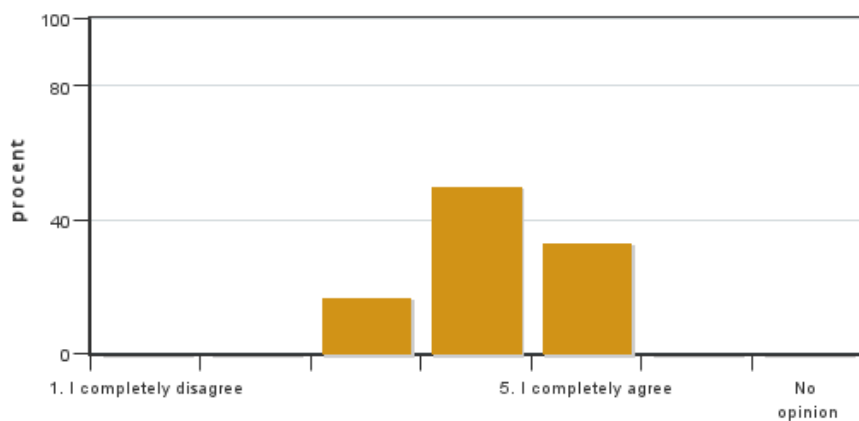


Answers: 6
Medel: 4,0
Median: 4

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

No opinion: 0

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

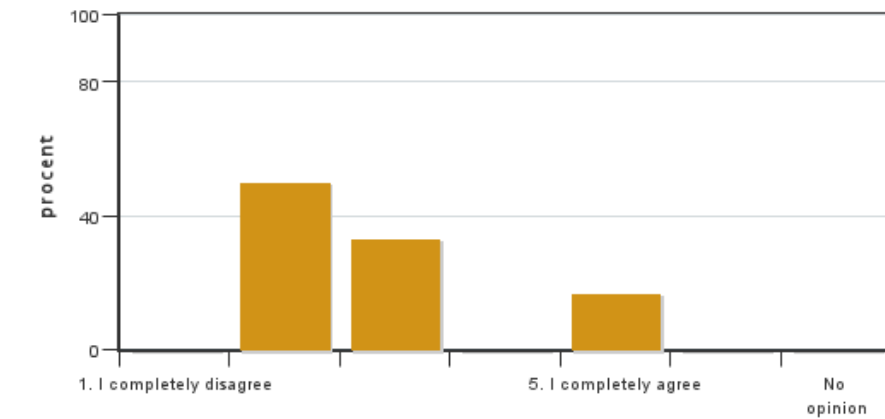


Answers: 6
Medel: 4,2
Median: 4

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

No opinion: 0

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

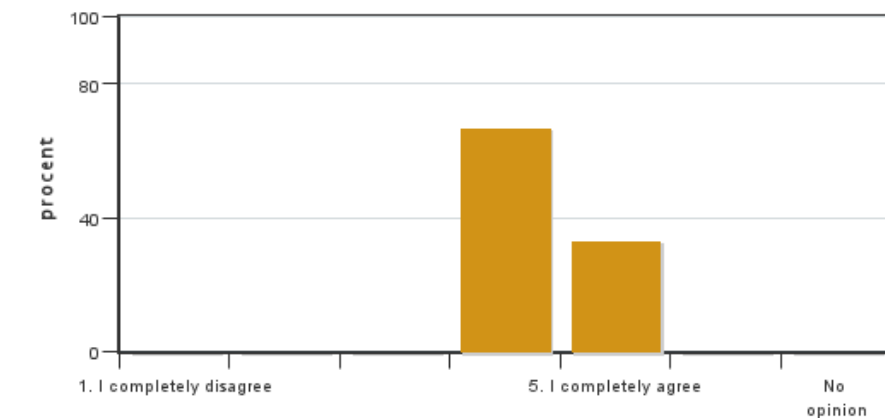


Answers: 6
Medel: 2,8
Median: 2

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

No opinion: 0

4. The information about the course was easily accessible.

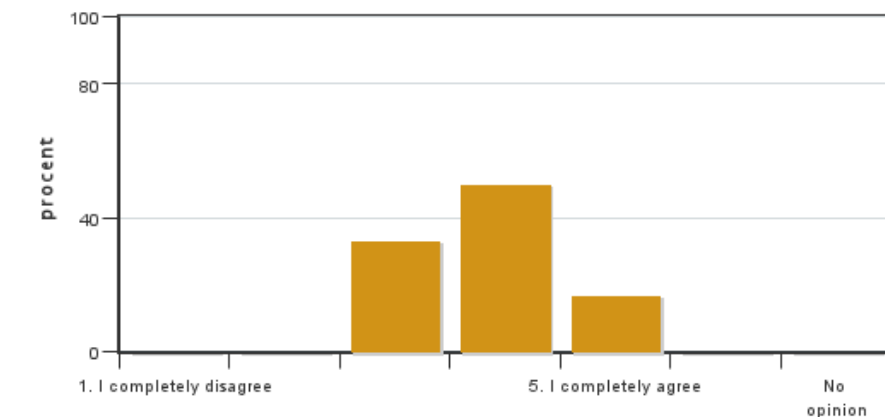


Answers: 6
Medel: 4,3
Median: 4

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

No opinion: 0

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

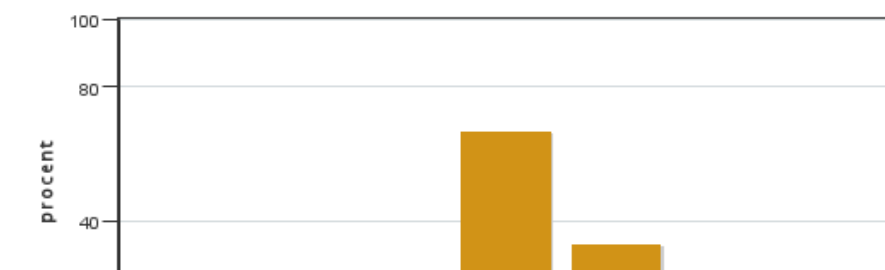


Answers: 6
Medel: 3,8
Median: 4

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

No opinion: 0

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



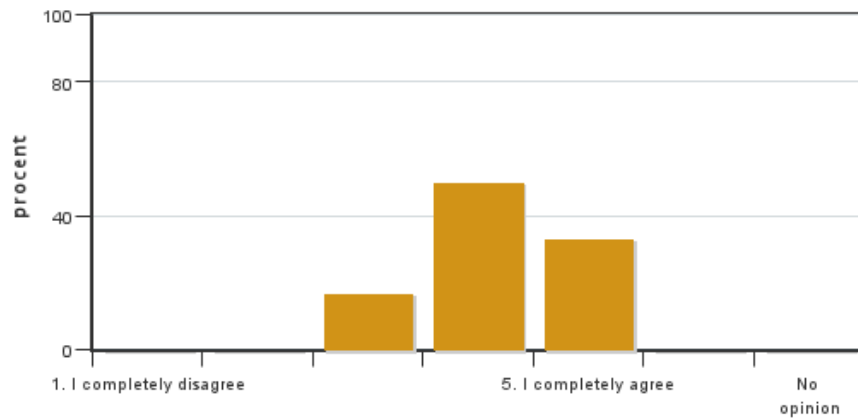
Answers: 6
Medel: 4,3
Median: 4

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



No opinion: 0

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



Answers: 6

Medel: 4,2

Median: 4

1: 0

2: 0

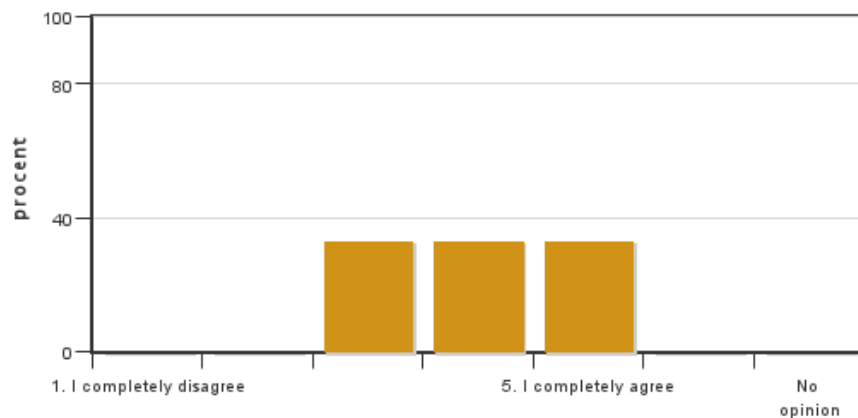
3: 1

4: 3

5: 2

No opinion: 0

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



Answers: 6

Medel: 4,0

Median: 4

1: 0

2: 0

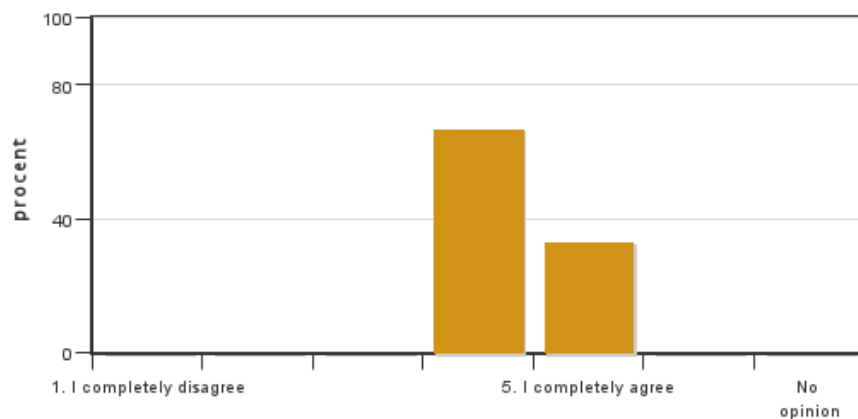
3: 2

4: 2

5: 2

No opinion: 0

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



Answers: 6

Medel: 4,3

Median: 4

1: 0

2: 0

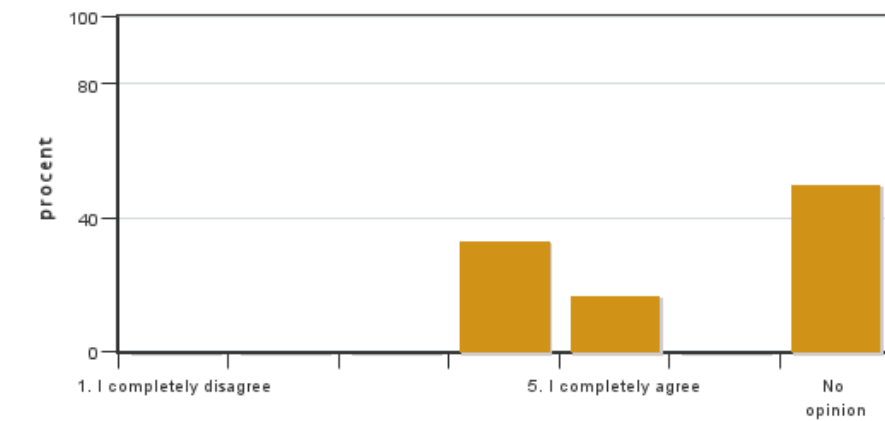
3: 0

4: 4

5: 2

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).

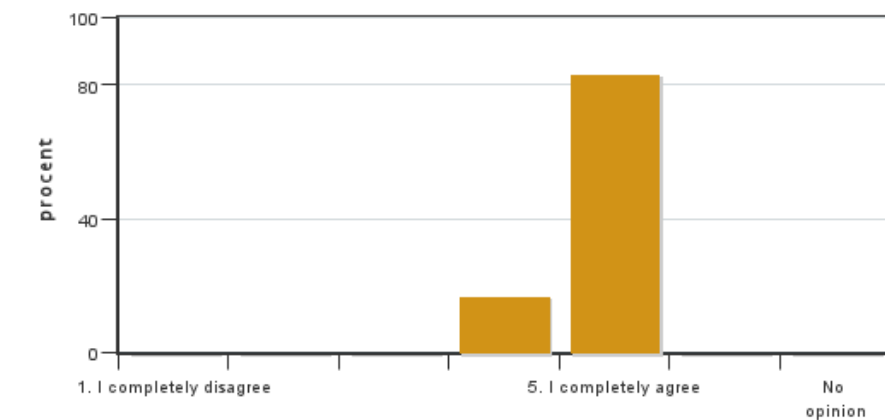


Answers: 6
Medel: 4,3
Median: 4

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

No opinion: 3

11. The course covered international perspectives.

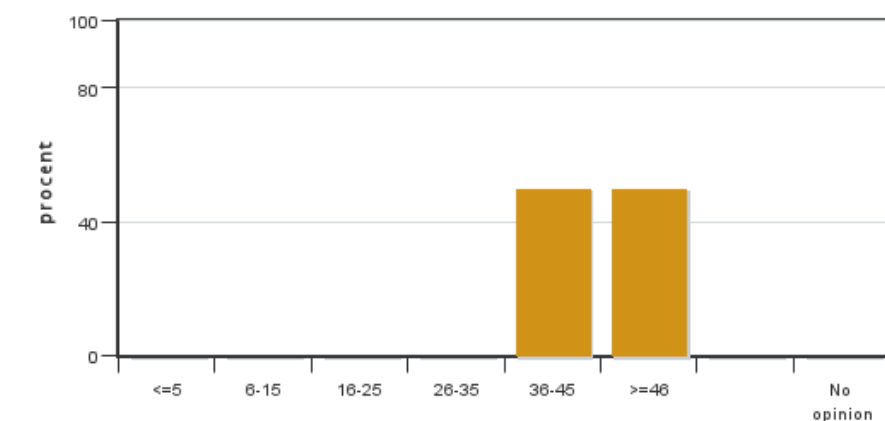


Answers: 6
Medel: 4,8
Median: 5

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

No opinion: 0

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

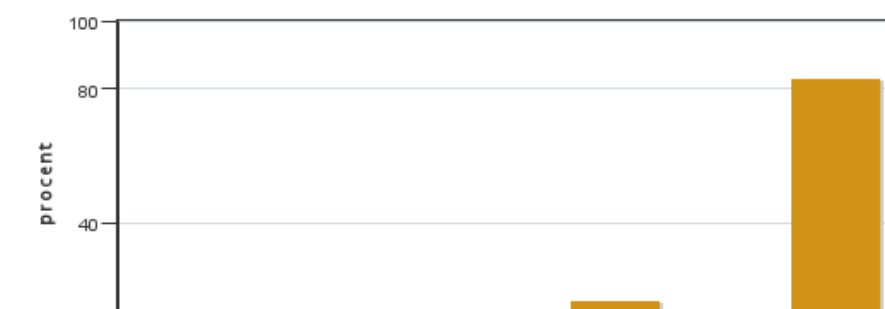


Answers: 6
Medel: 43,0
Median: 36-45

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

No opinion: 0

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



Answers: 6
Medel: 5,0
Median: 5

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

No opinion: 5



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

15 students shared comments on the course (31.10.22)

Literature: (Too) much! Both long and complex. Many felt the dilemma of devoting time for either assignment or readings, and often pushed readings to the weekend. Could we include readings more directly in lectures? E.g. plan lectures to stick closer to literature, or have students present/oppose papers? Do we need to downscale the assignment, for the students to have time to dive more into the theories and literature? Some students would prefer that. Others just that literature was either complex OR long, not both.

Assignment/Presentations: Nice that the cases had connection to real life, but more info on LL needed. The cook-book was good, but could also be limiting b/c of the detailed descriptions. The students asked for more intensive supervision in the beginning of the course. Would 1-2 fixed timeslots for supervision/feedback per group work better than teachers being available every afternoon? Possibility to distribute groups among teachers. They agreed that an initial focus on problem definition would be beneficial. They also mentioned the idea that the group make a contract about how to work together, that they can then evaluate in the end. They were a little confused with the presentations, some thought three presentations were too much (first/problem-oriented, final and exam). They ask for more detailed information about what is expected, and ask to make sure each group has the same amount of time for feedback, and overall more time would be appreciated. Regarding the first presentation some asked if not only teachers needed to be there to give feedback (not all the other groups), others liked this session the best. We discussed whether individual feedback on presentation skills would be an idea – some liked the idea. We also discussed whether WAC-feedback could be used in connection to presentations (maybe on the problem definition).

Lectures: Connect more to literature. The students would like if we could include the exercises in the lectures to make them less theoretical, or at least start them up, they felt somewhat left alone with the tasks. An idea would be to apply e.g. the PAA on a smaller case as an example. Some said they really liked the field-cases from the 'south' (Bolivia/Mexico/Sweden) – an add-on could be to involve the PAA here. They also really liked the discourse lecture, but needed a follow up, or practical exercise related to it since it apparently also created some confusion. Use more interactivity, said in relation to the discourse lecture, but was a general recommendation. Some felt that the week that focused on forestry seemed somewhat detached from the rest of the course. (Grodden too small for lecture room).

Excursion: Great, but need for more focus on the connection to the governance theme. See also comment above on the forestry week. Connection is there – we need to carve it out for the students.

WAC: Not nice to hand in a half report after only two weeks, but WAC feedback always good. Feedback very focused on grammar, not content, they asked for feedback from teachers instead, who have knowledge on the topic and the aim of the assignment. In addition, they felt that the WAC feedback given was more relevant for individual writing, and that it would be good with feedback specifically for group-assignments.

Exam: Overall, the students liked the format, but felt that the last week was too cramped, that they had too little time for preparing for the exam.

Course description: See cookbook comment above. Clearer rules of the game.

Canvas: WAC guide on Canvas

Student representatives comments

1. My overall impression of the course is

The overall score here was 4, the comments reflected a lot on the workload and that both a test and a big group assignment were a bit much. The course became stressful with all its content.

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

The average answer was 4,2, most people answered 4. the comment on this one was that it sometimes was unclear and the example that was lifted was how certifications are related to governance.

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

The average for this question was 2,8, most answered 2. The knowledge expressed as missing is some forestry knowledge and some more background in social sciences

4. the information about the course was easily accessible.

Average 4,3,most answered 4. Overall the information was easily accessible, but it could be clearer when and where to hand in the different assignments.

5. The various course components have supported my learning.

most answered 4, and the average were 3,8. It is requested to have more discussions on how to apply the theories in real life and to the projects. One comment is also the it was hard to find the time to read all the literature, and that the literature often was heavy to read and hard to grasp.

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

Overall good, most people answered 4. One comment is that the lecturers shouldnt chew chewing gum while presenting. Another one lifts that there has been good discussions with respect for all opinions.

7. The physical learning environment has been satisfactory.

The average score here was 4,2 and most people answered 4. The comments were about that the lecture halls for presentations didn't have room for everyone to sit. Especially for presentations, a lecture hall with room for everyone is nice.

8. The examinations provided opportunity to demonstrate what I had learnt during the course.

High scores here with equal distribution on 3, 4, and 5. The oral exam is lifted as a nice way to have a test.

9. The course covered the sustainable development aspect.

The life labs were focused on sustainability. Most people answered for and the average is 4,3.

10. I believe the course has included a gender and equality aspect, regarding content as well as teaching practices.

Some answered "no opinion" and the rest gave high scores, 4 and 5. from the comment the course has appeared to be gender equal.

11. The course covered international perspectives.

The average here was 4,8.

12. On average I have spent ... hours/week on the course.

Here the answers are equally distributed between "36-45" and ">46". One comment states that it took more than the scheduled 40 hours to learn everything for this course. And another says that they spent at least the 40 hours without reading the literature.

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

Since no elements of the course was online most people has answered "No opinion".

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

It saves time and increases participation.

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

Less engaging and lack of attention.

Overall comments

From the answers and the discussions among the students, I get the impression that many of the students felt that

this course was stressful, with a lot to do all the time. Having both a test and a group assignment (with two presentations connected to that) felt too much for a 7,5 hp course. Though many appreciated the oral exam after it was done many students were stressed beforehand. Many felt that it was really nice to get the questions for the exam before to help prepare.

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