



Trees: structure and function BI1385, 10162.2223

15 Hp

Pace of study = 100%

Education cycle = Basic

Course leader = Michelle Cleary

Evaluation report

Evaluation period: 2022-10-24 - 2022-11-04

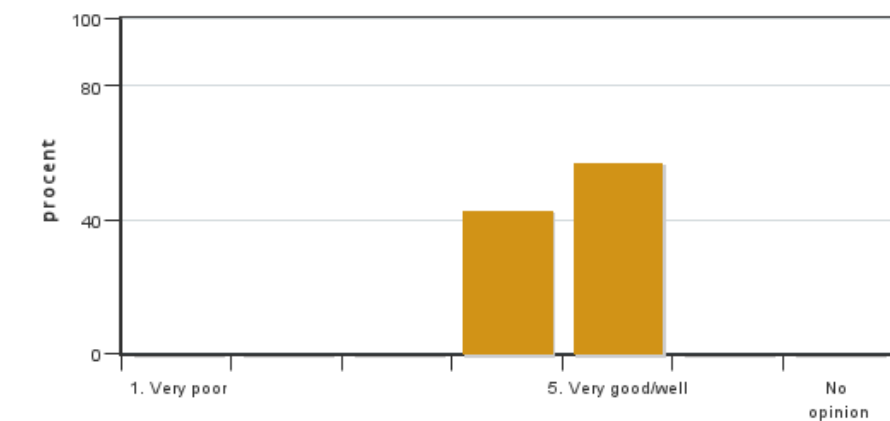
Answers 28

Number of students 29

Answer frequency 96 %

Mandatory standard questions

1. My overall impression of the course is:



Answers: 28

Medel: 4,6

Median: 5

1: 0

2: 0

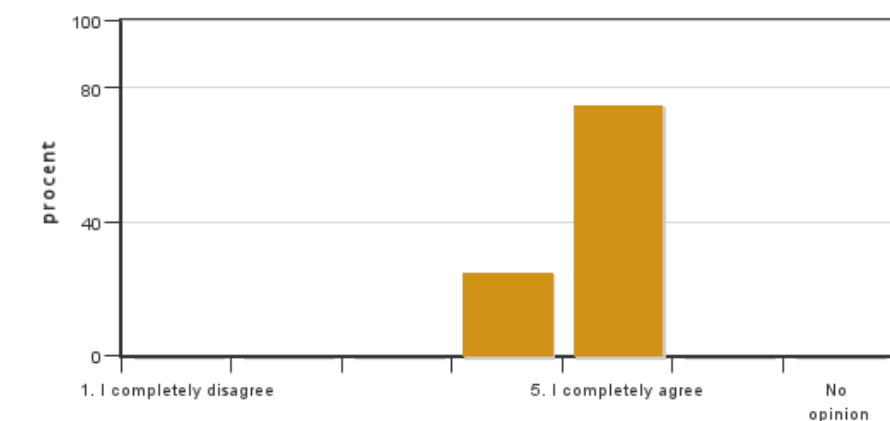
3: 0

4: 12

5: 16

No opinion: 0

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



Answers: 28

Medel: 4,8

Median: 5

1: 0

2: 0

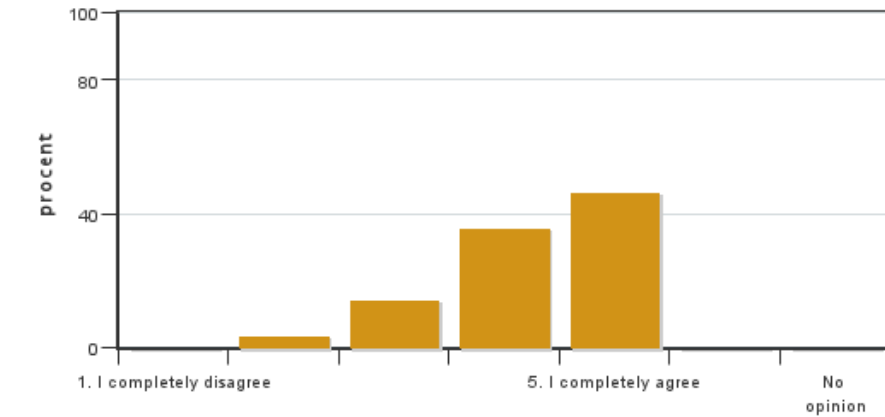
3: 0

4: 7

5: 21

No opinion: 0

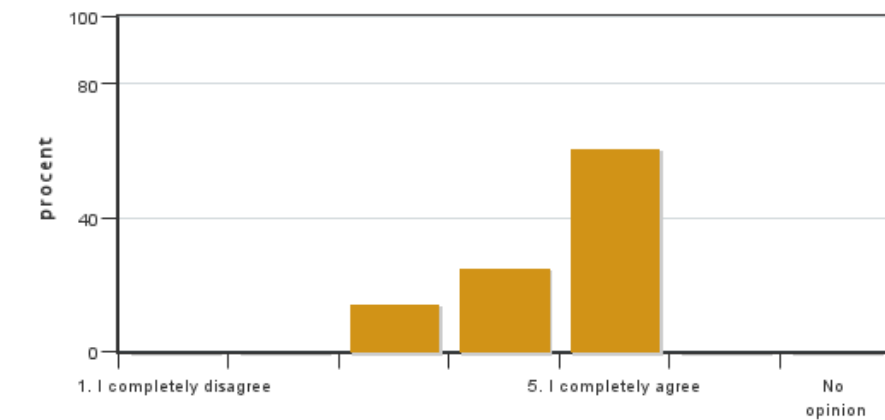
3. My prior knowledge was sufficient for me to benefit from the course.



Answers: 28
 Medel: 4,3
 Median: 4

1: 0
 2: 1
 3: 4
 4: 10
 5: 13
 No opinion: 0

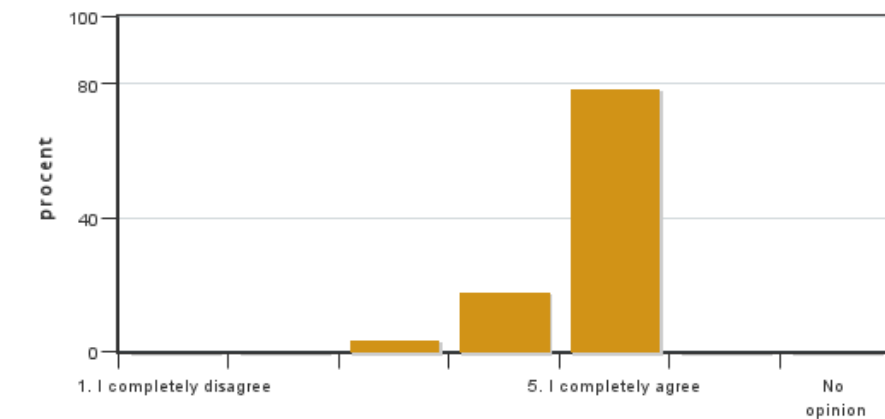
4. The information about the course was easily accessible.



Answers: 28
 Medel: 4,5
 Median: 5

1: 0
 2: 0
 3: 4
 4: 7
 5: 17
 No opinion: 0

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



Answers: 28
 Medel: 4,8
 Median: 5

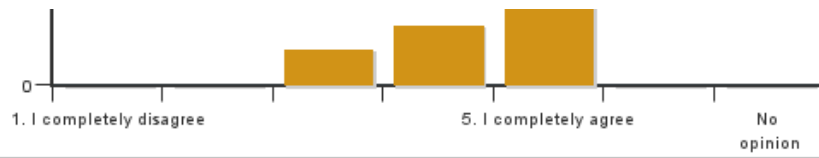
1: 0
 2: 0
 3: 1
 4: 5
 5: 22
 No opinion: 0

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



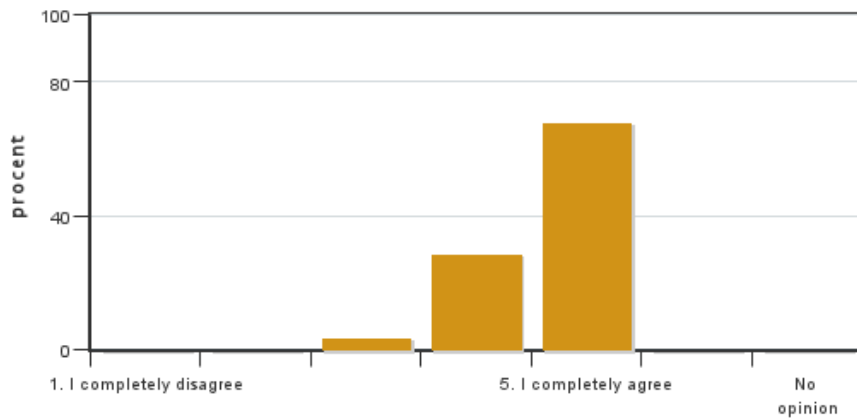
Answers: 28
 Medel: 4,6
 Median: 5

1: 0
 2: 0
 3: 3
 4: 5
 5: 20



No opinion: 0

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



Answers: 28

Medel: 4,6

Median: 5

1: 0

2: 0

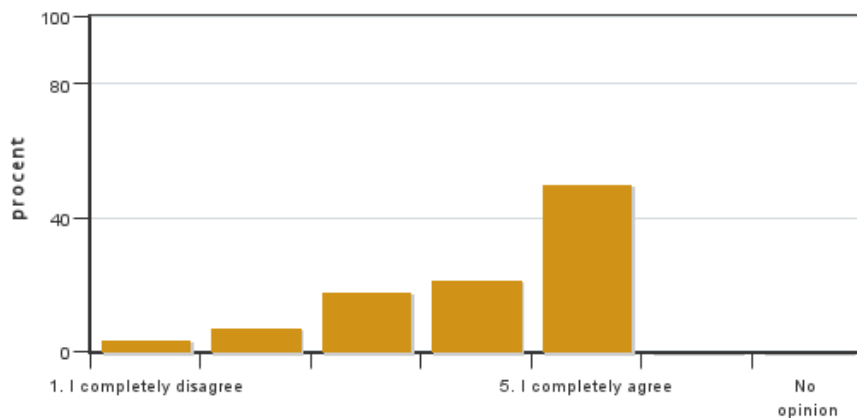
3: 1

4: 8

5: 19

No opinion: 0

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



Answers: 28

Medel: 4,1

Median: 4

1: 1

2: 2

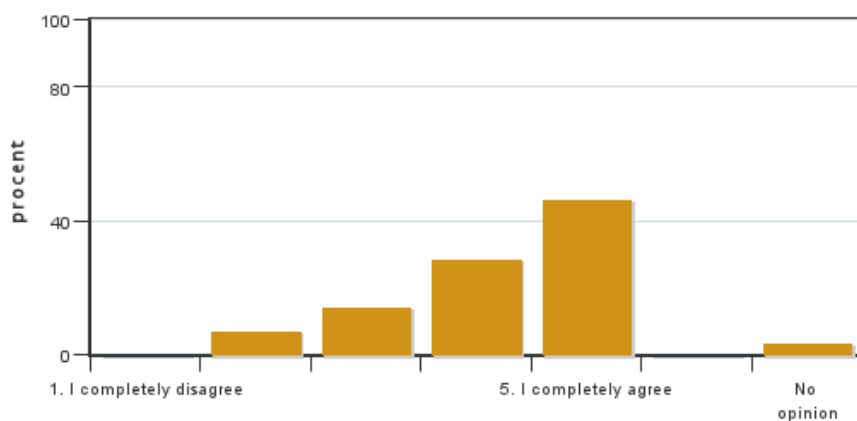
3: 5

4: 6

5: 14

No opinion: 0

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



Answers: 28

Medel: 4,2

Median: 4

1: 0

2: 2

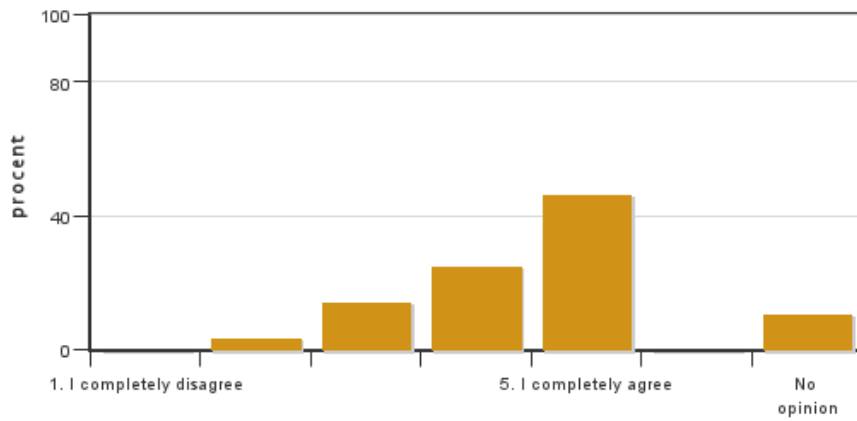
3: 4

4: 8

5: 13

No opinion: 1

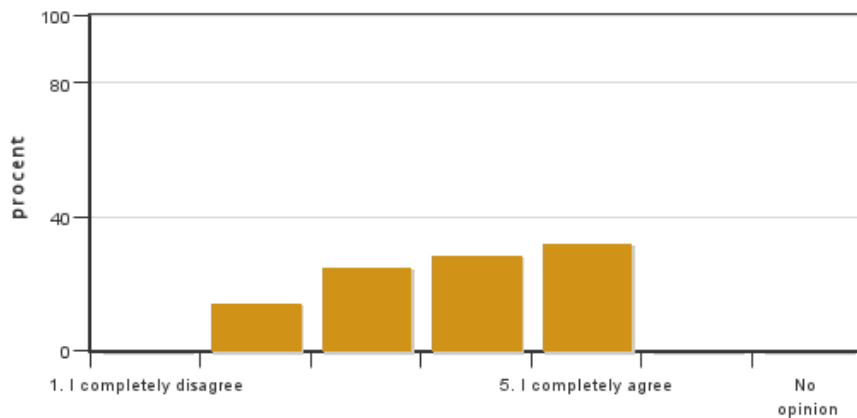
10. I believe the course has included a gender and equality aspect, regarding content as well as teaching practices (e.g. perspective on the subject, reading list, allocation of speaking time and the use of master suppression techniques).



Answers: 28
 Medel: 4,3
 Median: 5

1: 0
 2: 1
 3: 4
 4: 7
 5: 13
 No opinion: 3

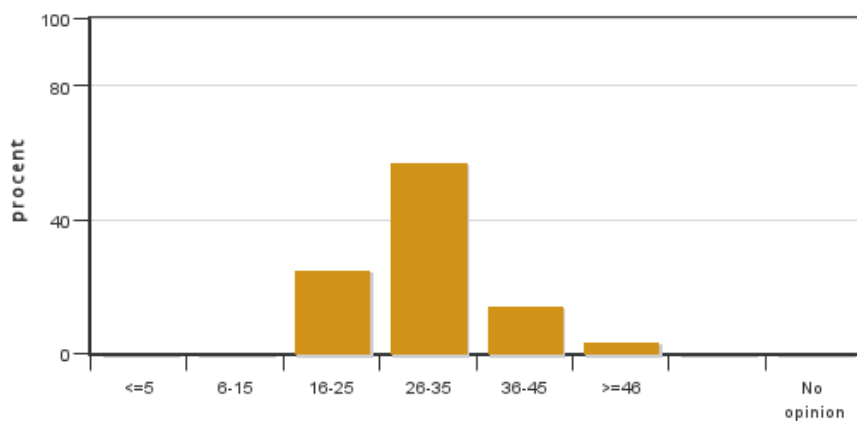
11. The course covered international perspectives.



Answers: 28
 Medel: 3,8
 Median: 4

1: 0
 2: 4
 3: 7
 4: 8
 5: 9
 No opinion: 0

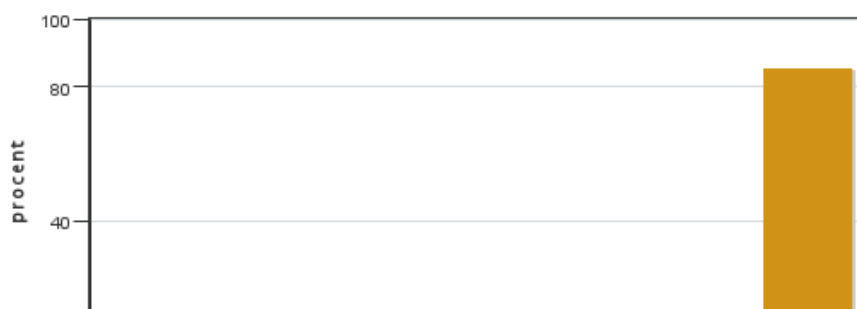
12. On average, I have spent ... hours/week on the course (including timetabled hours).



Answers: 28
 Medel: 29,5
 Median: 26-35

≤5: 0
 6-15: 0
 16-25: 7
 26-35: 16
 36-45: 4
 ≥46: 1
 No opinion: 0

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



Answers: 28
 Medel: 3,0
 Median: 3

1: 0
 2: 1
 3: 2
 4: 1
 5: 0
 No opinion: 24

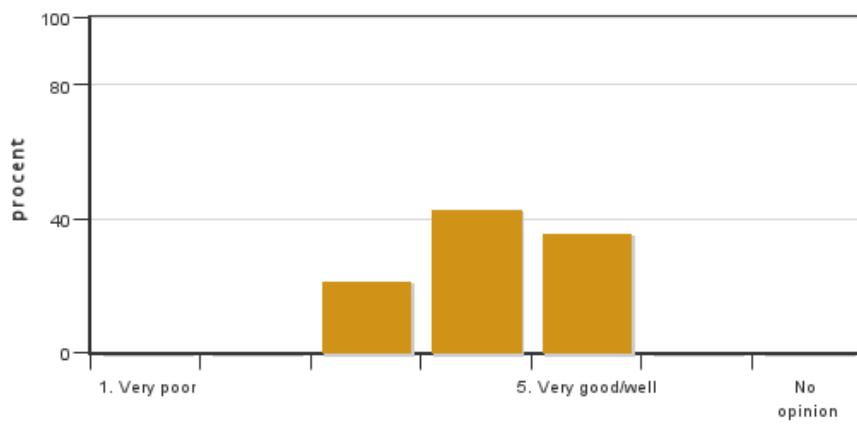


14. If relevant, please share what worked well when participating in teaching on distance

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

Additional own questions

16. How were the communications within the course (e.g. announcements, arranging logistics, etc.)

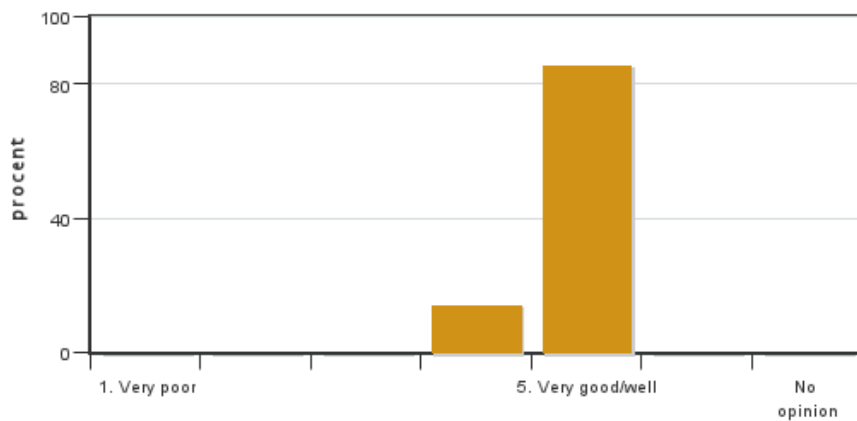


Answers: 28
 Medel: 4,1
 Median: 4

1: 0
 2: 0
 3: 6
 4: 12
 5: 10

No opinion: 0

17. How did you experience the balance between indoor and outdoor learning?



Answers: 28
 Medel: 4,9
 Median: 5

1: 0
 2: 0
 3: 0
 4: 4
 5: 24

No opinion: 0

18. Please share how module 1 (Introduction to Forest and Landscape Management) worked. What was good, what can we improve?

18. Please share how module 2 (Tree Identification) worked. What was good, what can we improve?

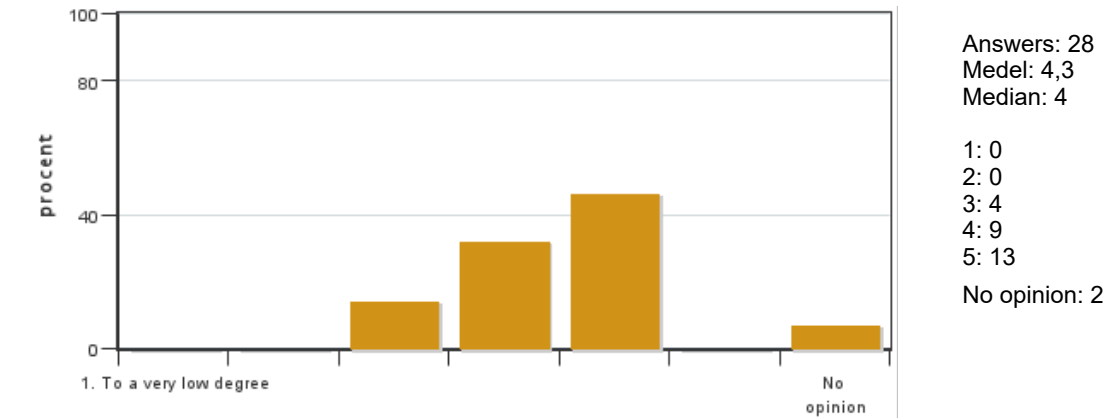
18. Please share how module 3 (Soils) worked. What was good, what can we improve?

18. Please share how module 4 (Tree Anatomy, Growth and Development) worked. What was good, what can we improve?

18. Please share how module 5 (Mensuration and Biometrics) worked. What was good, what can we improve?

18. Did you refer to the WAC guidebook during the course for your writing Assignment and if so did you find it useful?

18. Was the feedback you received during the WAC evaluation constructive and helpful?



Course leaders comments

This was the second year that this course (Trees, structure and function) has been running in the new International Bachelors's program in Forest and Landscape (F&L). This course is designed to be an introductory course in tree biology where students learn everything about trees and their growth and development, from the roots to the canopy. The scope of topics within the course gives students the requisite background for what will come in subsequent courses and years in F&L.

Overall, the course scored extremely well (4.6/5) and the scores increased remarkably from the previous year (4.1/5). Students felt that that course aligned well with their overall expectations and the course objectives. Students spent an average of 30 hours a week on the course.

The students come from diverse backgrounds and there are obvious differences in starting levels of biology and chemistry, and mathematics (use of excel), or number of years since taking the requisite levels for the program, which needed to be facilitated by the teachers in the different modules. Integrating more tutorials e.g. for how to work with data in Excel should be considered in future years.

Students loved the mix of indoor and outdoor learning. In particular, the plant walks (Tree Identification module) were a new and enjoyable learning experience for the students, as well as the excursions that were made.

Different group work was designed in a way to vary the group participants on different assignments, giving them first experience of real situations for multitasking in different groups in a professional setting. In general, this went over very well. Communication throughout the course, from all teachers in all modules via Canvas, has been great. Students found the textbook readings in Applied Tree Biology very useful and helpful to understand the lectures.

A wish to be considered is to extend certain modules (e.g. Soils) as the students felt the time was limited and they would like to get deeper knowledge on the subject. Students seek more exercises and examinations for testing their knowledge on the different lectures and assignments.

The WAC guidebook was very useful and has helped students a lot with their writing assignments. Individual feedback sessions were particularly favored and appreciated by students, providing them further clarification and better structure to the assignments, but students desired to have more time with the WAC coordinators to discuss their writing assignments.

Student representatives comments

Course evaluation

Classroom Learning

Overall the response to this course was quite good. The teaching style worked well for a large majority of the students and some of the complaints brought up involved things outside of the classroom. Almost everyone had a good impression of every module, especially the first one and the majority was very content with the balance of being outdoors and indoors as well as Kamil's teaching style. The biggest issue was with the modules was the time allotted and pacing, such as there was a general feeling that the soils module should have been more than 1 week long, as it was a lot of information that most students didn't have any background knowledge about. There was a very positive reaction to every lecturer and everyone seemed very knowledgeable about their subject and engaged in teaching it. One thing that might be helpful to add is a totally voluntary excel workshop. Some students were much less comfortable on excel than others, and for reasons such as time restraints and teaching style, it was difficult for some to follow Friday's lectures. Many also thought there was too much emphasis on production, and very little on conservation. There was also a strong feeling of not having enough international perspectives, which is a shame as we have so many international students that may be able to bring in these points of view.

Excursions

Another aspect that had an overwhelmingly positive response was the excursions. Everyone enjoyed the outdoor learning, and felt like it cemented an understanding of the lectures. However, many students became frustrated around the logistics of it, such as confusion around transportation and clear communication around that with sufficient time (ie. a canvas announcement a week in advance) would have made everything less stressful. There was also a positive response to the reflections and work that came from the excursions.

Assignments

One part that felt mismatched to some students was the order of each assignment. It would have made much more sense to have the tree ID card project in module 2, and the site preferences assignment in the soils module. The others seemed to have a clear relation to what we were learning about and helped to develop the understanding of material. Despite this, many students would have liked a better balance of group and individual work. For some assignments (tree ID cards in particular) ended up being individual work, and then putting them together at the end, which became frustrating if one group member hadn't done their individual part. A small number of comments wished there could have been more examinations which could have made this balance better, and help some remember the material.

Miscellaneous

One infrequent (but incredibly important) comment was an issue with international students not being able to understand Swedish. While this might not be the biggest issue outside of the classroom, this happened during a group assignment, which has to be addressed for the sake of inclusivity. Also along that line, some responded with comments about allotted speaking time, and specifically that men are given a disproportionate amount of time. While things are pretty balanced simply in terms of amount of people (both in nationality and gender) there is still room for improvement. One final thing that would make life a little easier for a first course is having a section at the bottom of the schedules explaining where each classroom we will be in is, possibly next to the names of all the lecturers.