



Forest modelling for sustainable forest management SG0276, 20114.2223

7.5 Hp

Pace of study = 100%

Education cycle = Advanced

Course leader = Martin Goude

Evaluation report

Evaluation period: 2022-11-24 - 2022-12-15

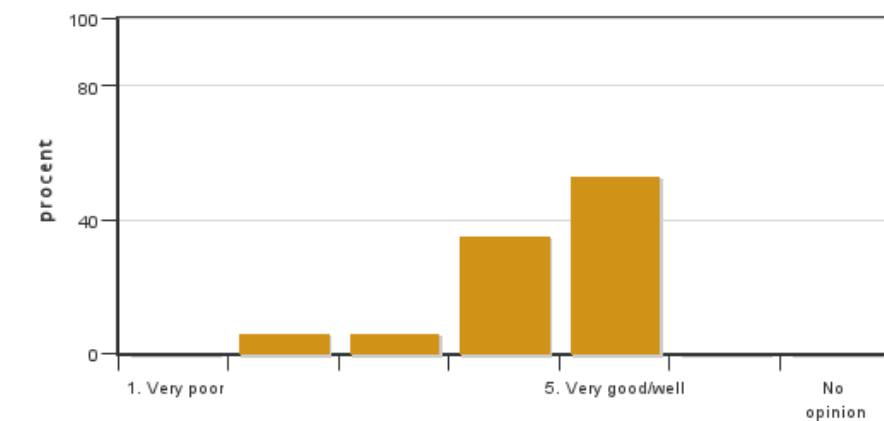
Answers 17

Number of students 26

Answer frequency 65 %

Mandatory standard questions

1. My overall impression of the course is:



Answers: 17

Medel: 4,4

Median: 5

1: 0

2: 1

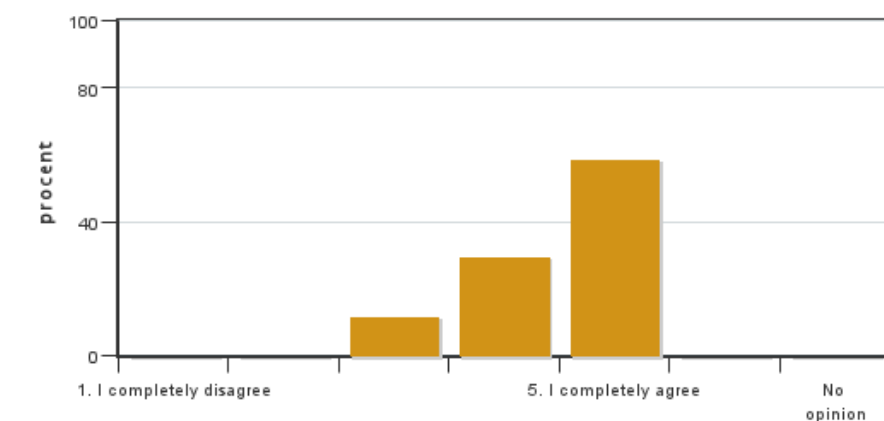
3: 1

4: 6

5: 9

No opinion: 0

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



Answers: 17

Medel: 4,5

Median: 5

1: 0

2: 0

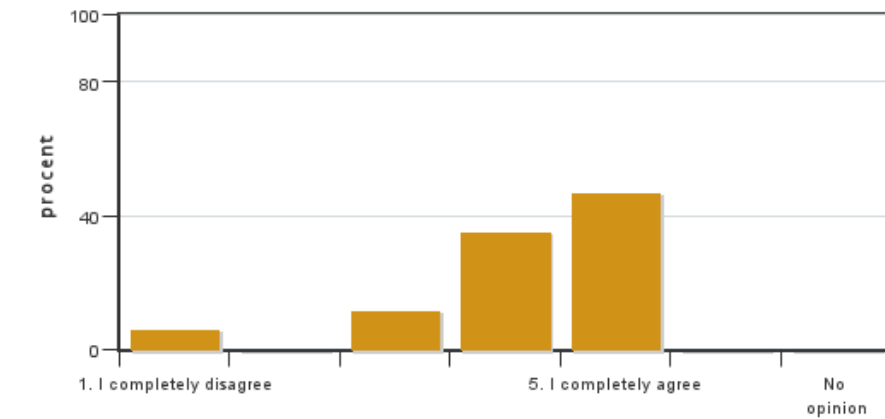
3: 2

4: 5

5: 10

No opinion: 0

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

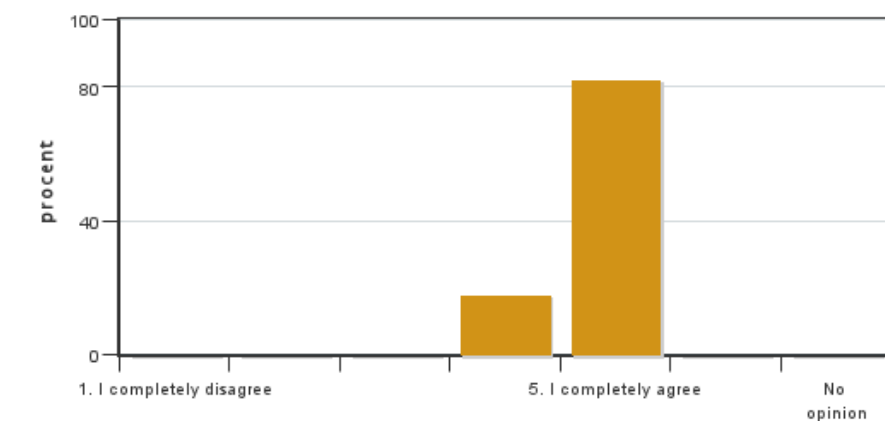


Answers: 17
 Medel: 4,2
 Median: 4

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

No opinion: 0

4. The information about the course was easily accessible.

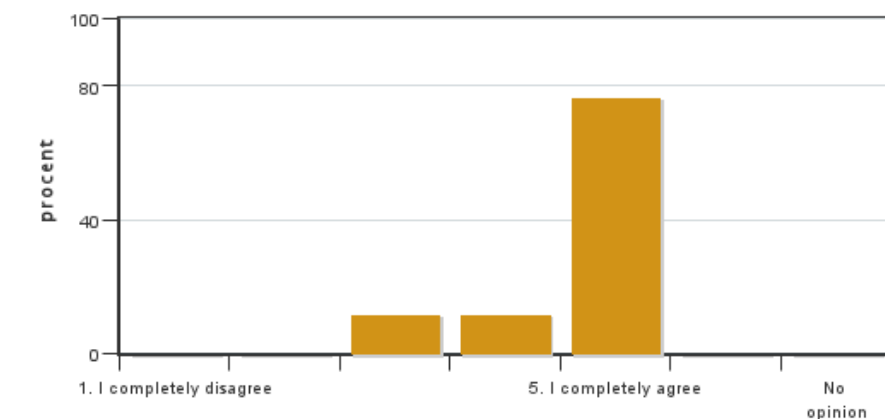


Answers: 17
 Medel: 4,8
 Median: 5

1: 0
 2: 0
 3: 0
 4: 3
 5: 14

No opinion: 0

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



Answers: 17
 Medel: 4,6
 Median: 5

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

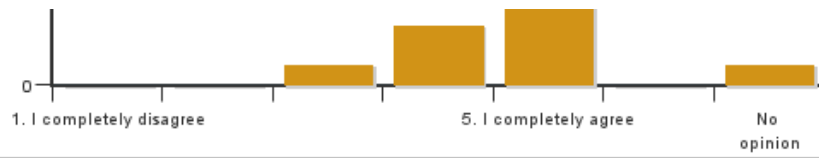
No opinion: 0

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



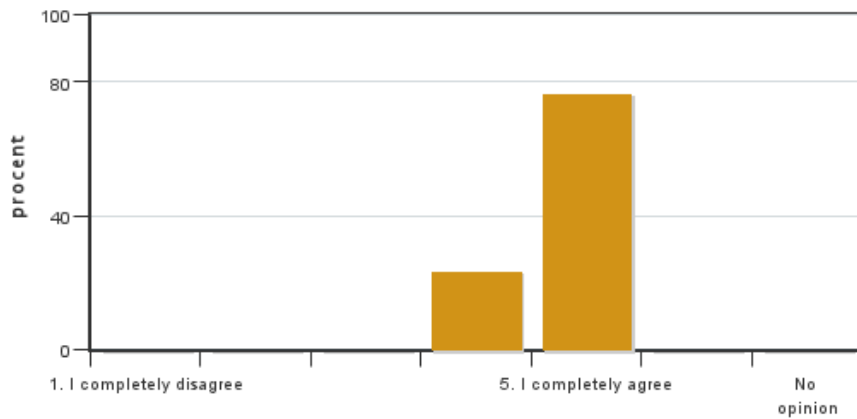
Answers: 17
 Medel: 4,7
 Median: 5

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



No opinion: 1

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



Answers: 17

Medel: 4,8

Median: 5

1: 0

2: 0

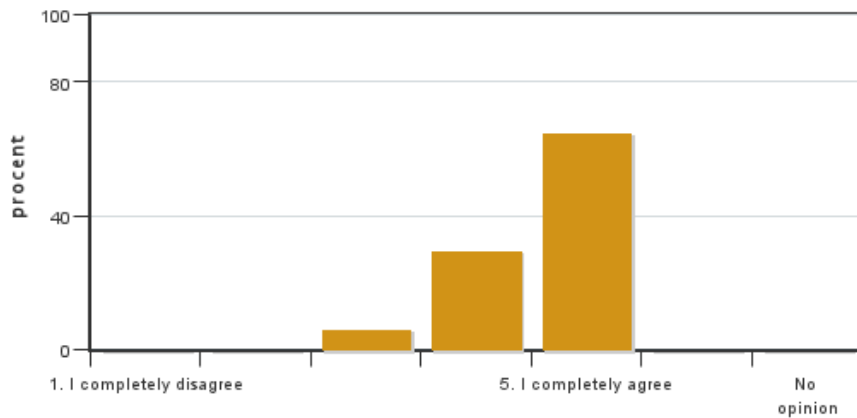
3: 0

4: 4

5: 13

No opinion: 0

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



Answers: 17

Medel: 4,6

Median: 5

1: 0

2: 0

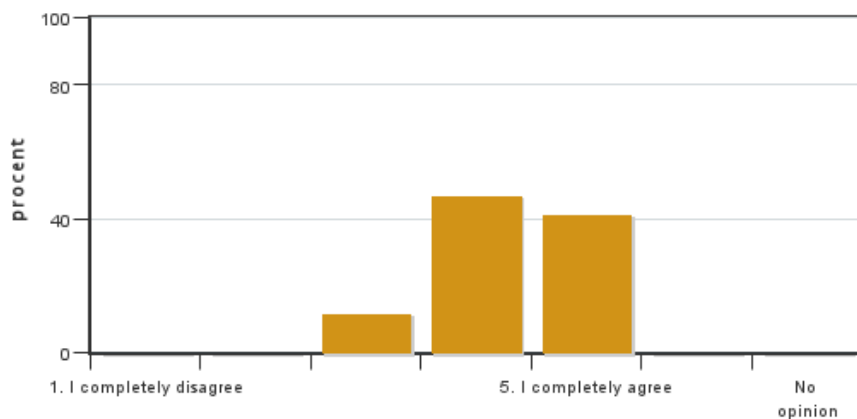
3: 1

4: 5

5: 11

No opinion: 0

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



Answers: 17

Medel: 4,3

Median: 4

1: 0

2: 0

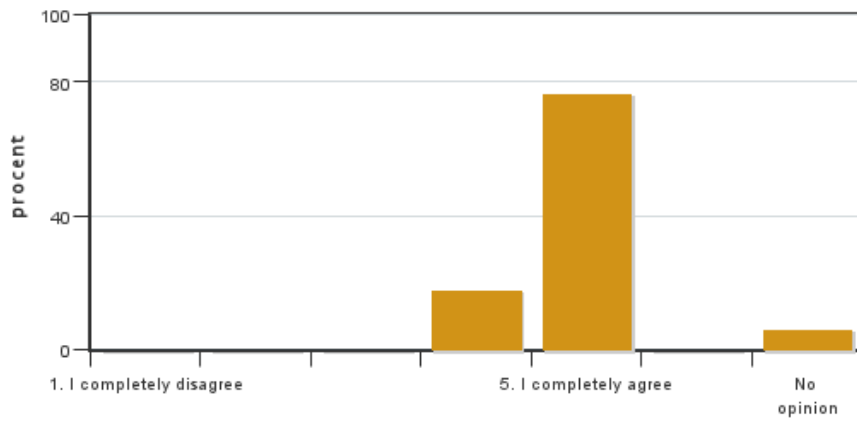
3: 2

4: 8

5: 7

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).

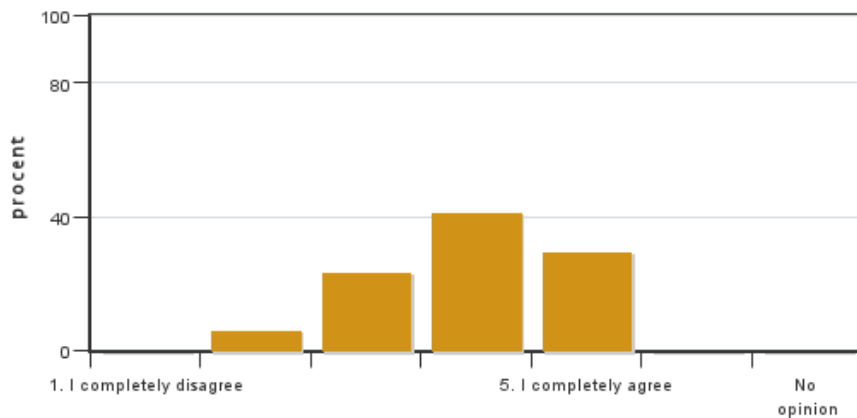


Answers: 17
 Medel: 4,8
 Median: 5

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

No opinion: 1

11. The course covered international perspectives.

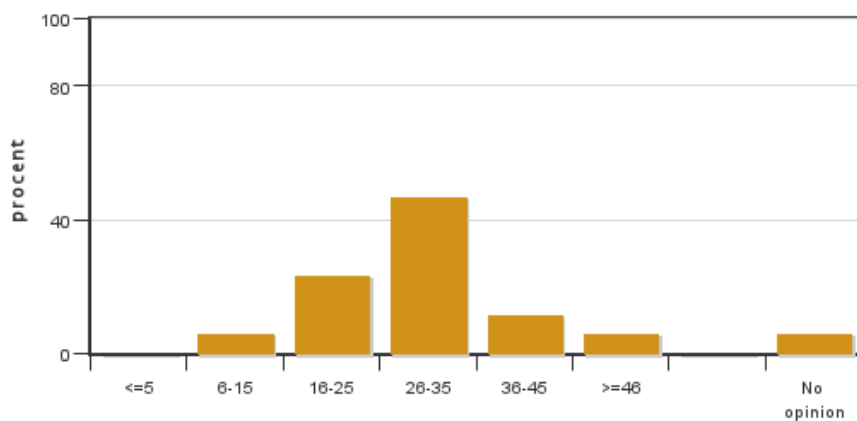


Answers: 17
 Medel: 3,9
 Median: 4

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

No opinion: 0

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

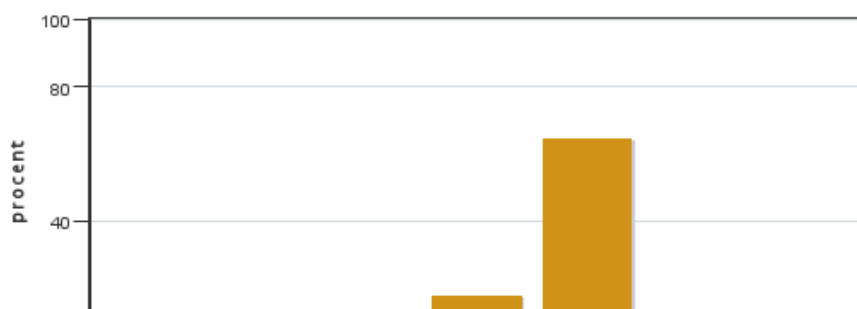


Answers: 17
 Medel: 28,5
 Median: 26-35

≤5: 0
 6-15: 1
 16-25: 4
 26-35: 8
 36-45: 2
 ≥46: 1

No opinion: 1

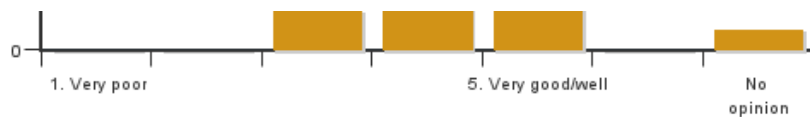
13. If relevant, what is your overall experience of participating in all or part of your course online?



Answers: 17
 Medel: 4,6
 Median: 5

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

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

Course leaders comments

The first time a course is being held is always challenging, but I'm pleased with how the course turned out and, according to this evaluation, so were the students. A big part of this was the students' active participation during lectures and exercises, which contributed to a great learning environment. However, according to some comments in the evaluation, the teachers should improve the learning environment even more so that everyone is comfortable asking questions and interrupting when they need help understanding something presented in the class.

For a complex topic such as modelling and statistics, it is challenging to put lectures and exercises at a good level where it's not too difficult or too easy. The evaluation confirmed that we had managed to put it on a reasonable level, according to time spent and the student's previous knowledge. The group had quite a varied background, reflected in the evaluation where some felt that their prior knowledge was insufficient.

The course was short, only 7,5 credits, which makes it difficult to include everything important from such a vast topic as forest modelling. We were fortunate that most of the students had taken the Sustainable Forestry in Southern Sweden course before this one, which meant that they were already familiar with the R statistical program and some of the growth and ecophysiological aspects discussed and used during this course.

Most lectures were held in class, which was good for the students learning. Some of the lectures were held online with teachers from SLU in Umeå to broaden the perspective and get some practical examples of modelling used in research. An improvement for both the online lectures and the lectures in class could be to include more small exercises to activate the students better and introduce complex topics.

The field week was mostly successful by combining what had been done in the classroom with some visits to the field and outdoor exercises. However, the exact content during the week needs to be reworked to better take advantage of the possibilities available at Östad. A challenge this year was that we had a lot of snow in the first days, which prevented us from using parts of the forest, and the exercises needed to be adjusted to this limitation.

Finally, the examination of the course, in the form of two written essays worked well and was appreciated by the students as a learning opportunity to write down in their own words what had been discussed in class and link it to literature on the subject. However, I see an opportunity to include a quiz or something similar around the details of model development and analysis that were missing from the current essays.

Student representatives comments

65% of the class population responded to the evaluation of which more than 75% of the respondents were impressed with the course. The few that were unimpressed were due to not liking science subjects related to statistics. The course fulfilled its learning objectives and it built well on previous knowledge of students, as information needed on the course was easy to access.

Lectures, class exercises and literature supported all students' learning. However writing some foundation codes in R would have been appreciated as well as learning a bit more about the Heureka system. The learning environment was inclusive as there was an ambiance of respect between the teachers and students. The physical learning environment was excellent, but, equipments were little during the excursion

Students appreciated the grading method of using written essays in the course as it allowed some to research more and at the same time make good notes to be referenced in the future. All aspects of sustainability were covered in the course and equality in all respects were reflected in class or on the field. International perspective of the course was lacking a bit.

The course did not take up the whole hours of the week, as the average time spent on the course, insitu and exsitu classrooms was about 29 hours.

Most of the students had no problem participating during distance lectures, some however felt it was difficult to focus during this type of lecture, while others felt having little breaks during lecture made it easy to follow. To sum it all up, some students felt the time frame for the course was too little to understand the wealth of knowledge that could be gained in the course.

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