



Analysis of forested landscapes LK0394, 20102.2223

15 Hp

Pace of study = 100%

Education cycle = Basic

Course leader = Geovana Mercado, Sixten Lundqvist

Evaluation report

Evaluation period: 2023-01-08 - 2023-01-29

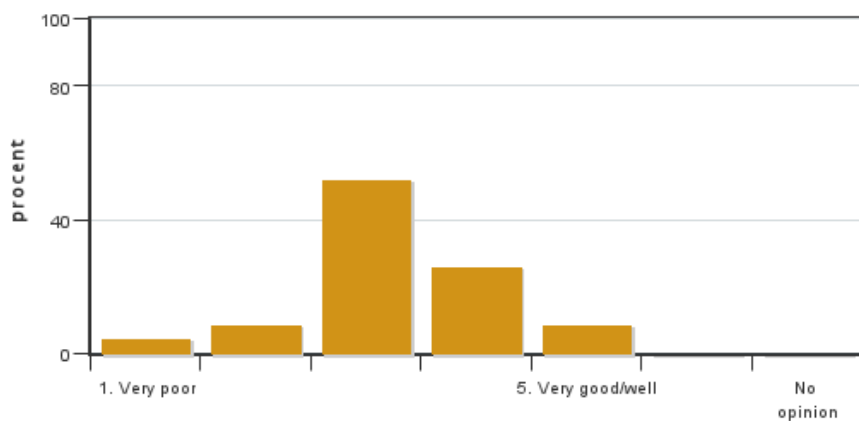
Answers 23

Number of students 28

Answer frequency 82 %

Mandatory standard questions

1. My overall impression of the course is:



Answers: 23

Medel: 3,3

Median: 3

1: 1

2: 2

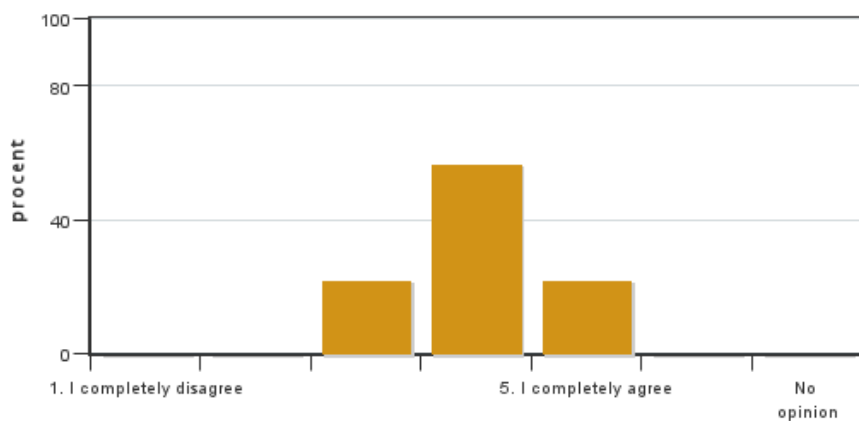
3: 12

4: 6

5: 2

No opinion: 0

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



Answers: 23

Medel: 4,0

Median: 4

1: 0

2: 0

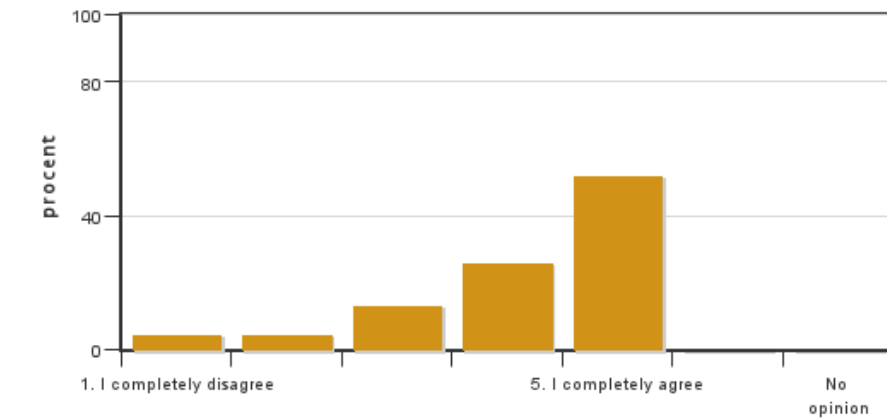
3: 5

4: 13

5: 5

No opinion: 0

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



Answers: 23

Medel: 4,2

Median: 5

1: 1

2: 1

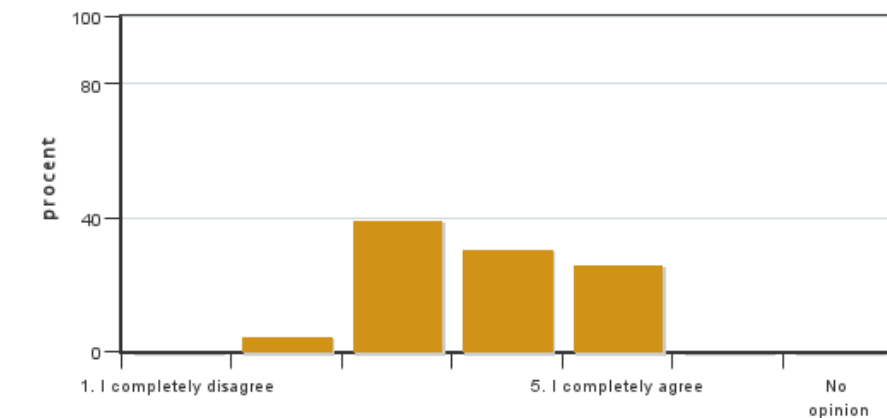
3: 3

4: 6

5: 12

No opinion: 0

4. The information about the course was easily accessible.



Answers: 23

Medel: 3,8

Median: 4

1: 0

2: 1

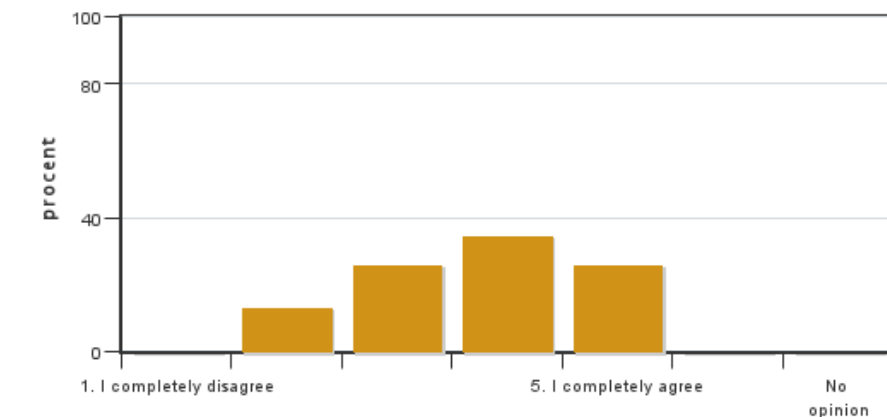
3: 9

4: 7

5: 6

No opinion: 0

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



Answers: 23

Medel: 3,7

Median: 4

1: 0

2: 3

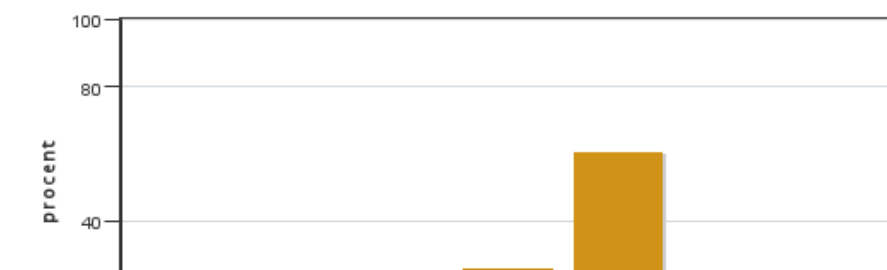
3: 6

4: 8

5: 6

No opinion: 0

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



Answers: 23

Medel: 4,5

Median: 5

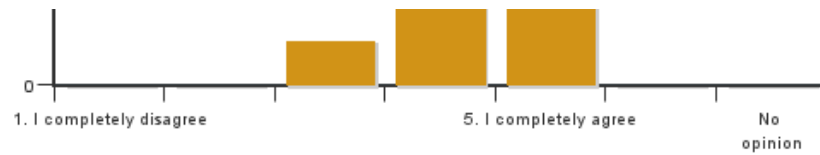
1: 0

2: 0

3: 3

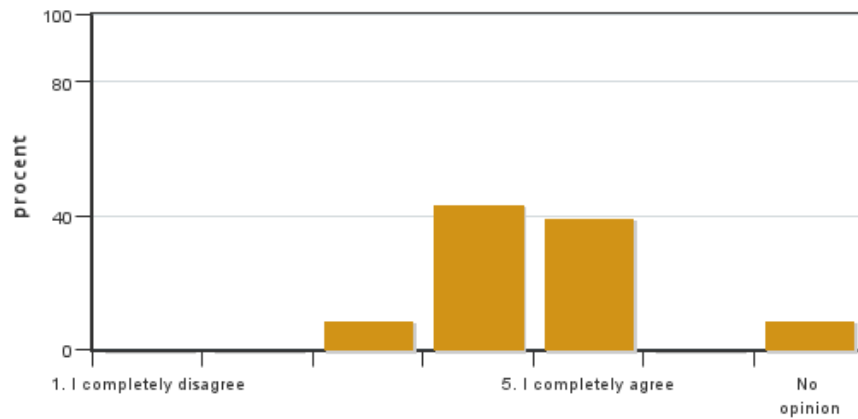
4: 6

5: 14



No opinion: 0

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



Answers: 23

Medel: 4,3

Median: 4

1: 0

2: 0

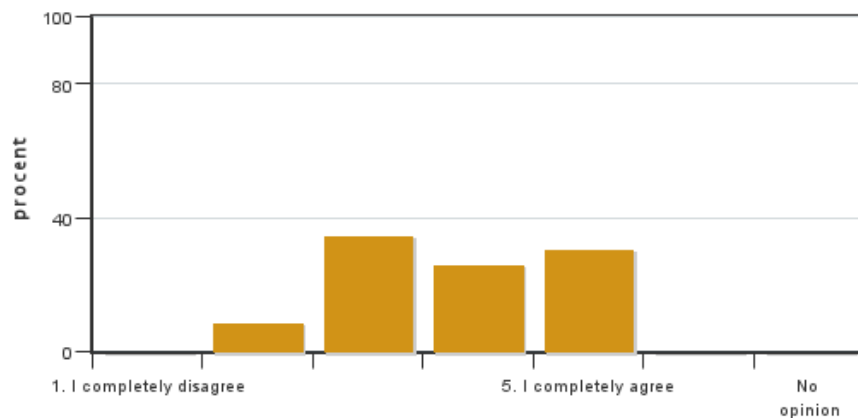
3: 2

4: 10

5: 9

No opinion: 2

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



Answers: 23

Medel: 3,8

Median: 4

1: 0

2: 2

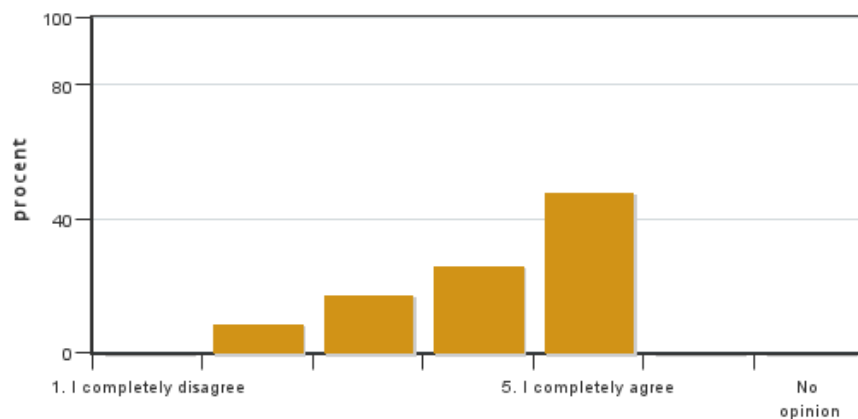
3: 8

4: 6

5: 7

No opinion: 0

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



Answers: 23

Medel: 4,1

Median: 4

1: 0

2: 2

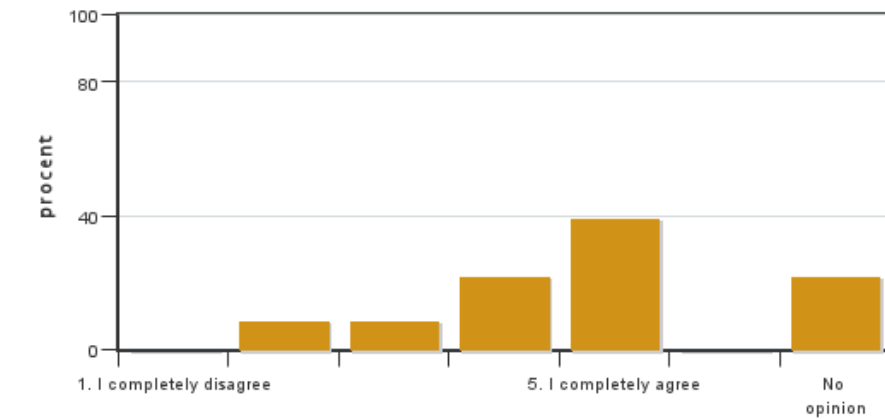
3: 4

4: 6

5: 11

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).

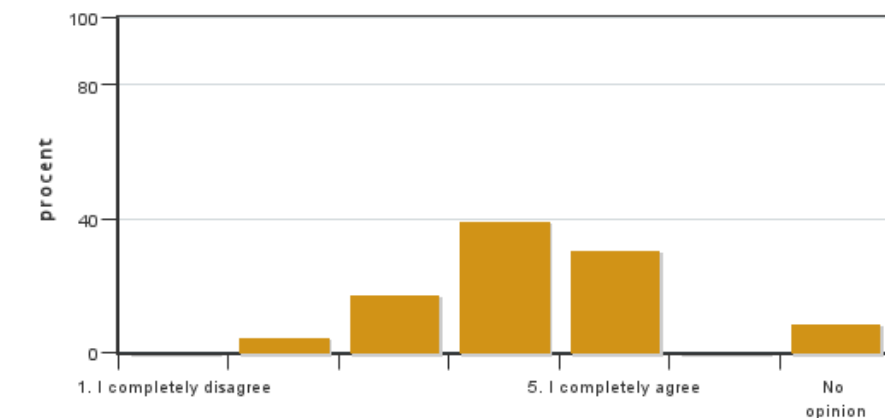


Answers: 23
Medel: 4,2
Median: 4

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

No opinion: 5

11. The course covered international perspectives.

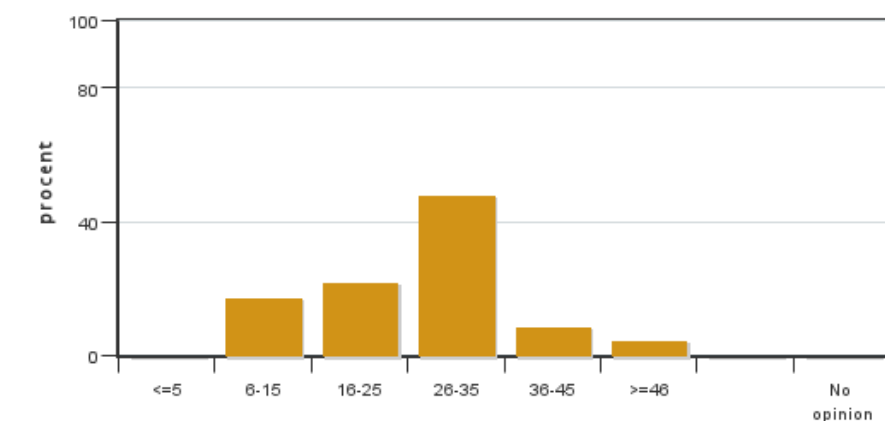


Answers: 23
Medel: 4,0
Median: 4

1: 0
2: 1
3: 4
4: 9
5: 7

No opinion: 2

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

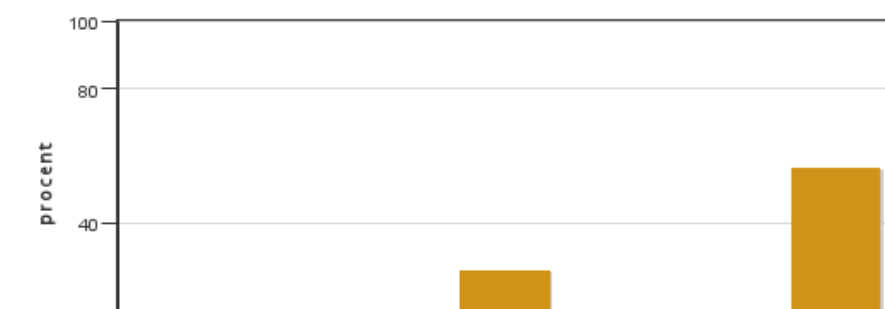


Answers: 23
Medel: 25,9
Median: 26-35

≤5: 0
6-15: 4
16-25: 5
26-35: 11
36-45: 2
≥46: 1

No opinion: 0

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



Answers: 23
Medel: 3,9
Median: 4

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

No opinion: 13



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

Teachers evaluation of course Analysis of Forested Landscapes

Students' evaluation

The students evaluation is based on a response rate of 82% (23 answers of 28). We think this has been a very good response rate and it respond to the fact that some time was provided for the students to fill in the evaluation form during our internal final evaluation of the course.

The overall student evaluation report is perceived as positive, as the overall impression scored 3.3, with 8 scores between 4 and 5 (the highest). Links to the learning objectives scored 4, and is also perceived as positive. In addition, most of the students considered their previous knowledge was sufficient to benefit from the course, which has received a score of 4.2.

Information was easily accessible (3.8), but some problems were reported specifically with the use of Canvas and the search for literature. We will consider a more convenient layout for canvas for the next year.

The students spent 26-35 hours per week during the course, which indicates that we can be more ambitious in terms of challenging the students, but also is an indication for reducing the number of students in working groups. This was also discussed during internal evaluations of the course, and the general opinion was that the group's sizes included too many students (5-6). Next year we will reduce the number of students in each group for the course assignments and exercises.

Overall structure, lectures and lecturers

We structured the course in two modules, with lectures in the mornings and exercises in afternoons. Some of these were in groups or in class held on-site, and some afternoons were left for own readings, and self-organized group work. This overall structure worked very well, even if some students would have preferred to have a full schedule to know exactly when to do what, and what to read when. We will be clearer in our communication in the future, but also emphasizing that part of the course will be dedicated to own studies.

We used many guest –lectures, with some obviously working better than others. In most cases there is a need for the lecturer to develop a new lecture for this new course, but this did not turn out to be the case in all instances. This is partly due to economic restrains as it takes time to develop new lectures. We evaluate all lectures, reschedule and re-assess the dialogue with our colleagues in order to provide even better and more aligned lectures, including related literature next year.

Literature and literature seminars

The literature list will be improved for next year. In some cases, we provided full texts but asked students to read parts of it, which provided some confusion among some students. Communication about what to read when will be improved.

The literature seminars were highly valued and we will continue to have them next year. We will try to use the literature seminars to highlight the most central texts of the course, for these to be discussed in more detail.

Group work

Group work was highly valued and will be kept as a central pedagogical means, however as stated earlier the number of participants per group will be reduced.

Excursions

The two excursions were highly valued, we will continue to organize two excursions next year.

Midway examination for module 1

For grading module 1 we had a midway exam in the format of a multiple choice test. Students were satisfied with the results and it was evaluated positively. However, we are still considering if this is the best way to evaluate students learning process. The test consisted of 20 questions about the first half of the course. To obtain a grade 5 the student needed to get 18 questions correct, for grade 4; 15 correct answers and for grade 3; 10 correct answers. 18 students (62%) were awarded with grade 5, 9 students (31%) with grade 4 and 2 students (7%) with grade 3.

Final assignment

The Final assignment was a way to grade students in module 2. It was a positive exercise for students to apply the course literature and the tools they learned about landscape analysis, but also to improve their writing skills. Students presented interesting case studies, and most of them obtained positive grades. 3 students (11%) were awarded grade 3; 7 students (26%) were awarded grade 4 and 17 students (63%) were awarded grade 5.

Grading

Overall, we feel that the course was successful. 27 out of 29 (93%) students passed the course. We have not heard anything from the two students who did not hand in their final assignment.

Alnarp 2023-02-28

Sixten Lundqvist, Thomas B. Randrup & Geovana Mercado

Student representatives comments

LK0394 - Analysis of Forested Landscapes - Course Evaluation

General

The overall response to the course was quite mixed. Many felt like it fulfilled its role as an introductory course in landscape. Several responses were a little disappointed with difficulty of navigating the canvas site, and thought it could be better organised. Students spent an average of about 26 hours per week on the course, and some thought that there was a little too much free time at the beginning of the course and the schedule could have been a little more condensed. This was especially true for those with long commutes who had to make a serious time investment to even make it to campus.

Course material

There was a pretty positive reaction to the course literature. Everything was well written, and helped students in their understanding of the topics. There were a few exceptions, and specifically mentioned was Scott, W.R (2014) "Institutions and organisations: Ideas, interests, and identities" and that it wasn't tied into the lessons very well. The texts from Jansson, M. & T.B. Randrup "Urban Open Space Governance and Management" were well received and these helped a lot with general understanding of the lessons. There was also a good variety of literature in both form (articles, textbook excerpts, etc) and topics.

In-Class learning

There was a very positive response to the social aspect of the classroom learning. Many enjoyed the discussion-based lectures, and thought that there was ample space to hear and discuss a variety of views. One aspect that was not as well-received was the amount of group assignments. Some felt like there were too many, others thought that some of them didn't add much to their knowledge or understanding of the topics, and others mentioned the group sizes being too large for some assignments, and it made it difficult to divide the workload. The general consensus on the classrooms themselves is that Stora Sessionssalen in the castle was excellent, whereas the computer lab was difficult to have lectures in due to the layout of the room. Most of the lecturers were seen positively, especially those who were able to hold interesting and relevant conversations and provided nuanced details and perspectives from outside of Northern Europe, although certain lecturers were hard to follow.

Exams

This was one of the more divisive areas in that the writing assignments were seen positively, but the exams were not. Many felt like the final assignment was a great opportunity to show what they had learned throughout the course, and that it tied all of the topics in the course together. There could have been a better job with the pacing of it, and it would have been beneficial to understand what we were looking for in our landscapes before deciding which one to write a paper about. Another suggestion mentioned was to have only one canvas page as the source for information about the assignment, because getting that information from multiple places was confusing and at times

contradictory. While some liked the midterm, many thought some of the questions were unclear and could have been better formulated.

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