



Sustainable Forestry and Land-use Management in the Tropics SG0258, 20133.2223

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

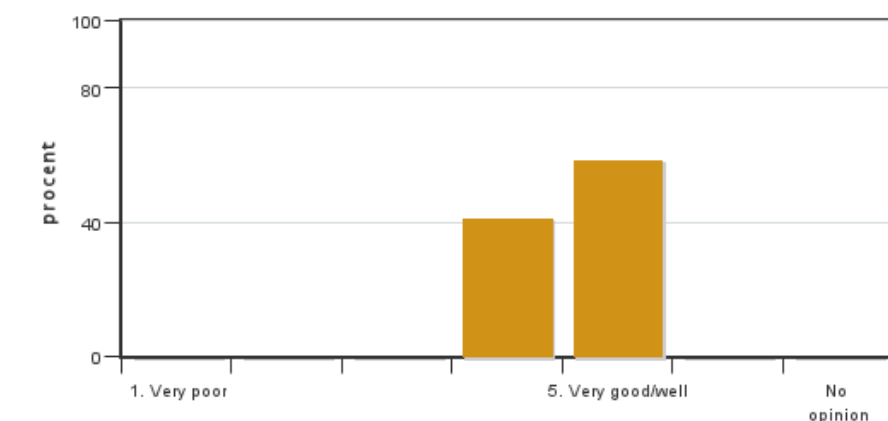
Evaluation report

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

Answers 17
Number of students 23
Answer frequency 73 %

Mandatory standard questions

1. My overall impression of the course is:

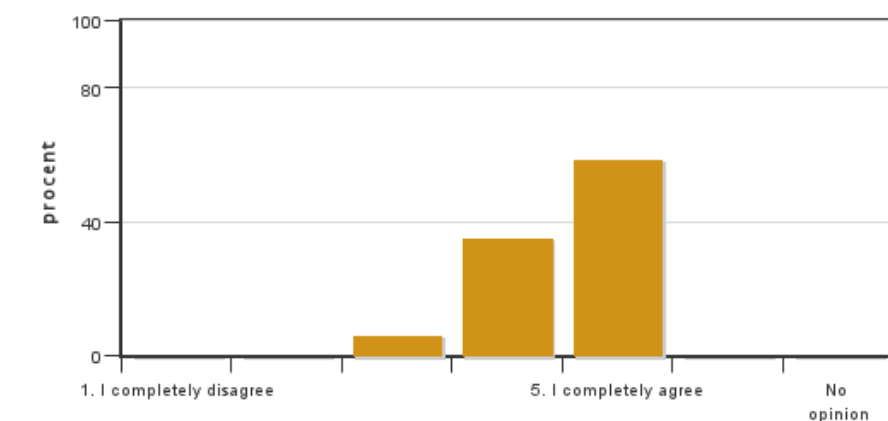


Answers: 17
Medel: 4,6
Median: 5

1: 0
2: 0
3: 0
4: 7
5: 10

No opinion: 0

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

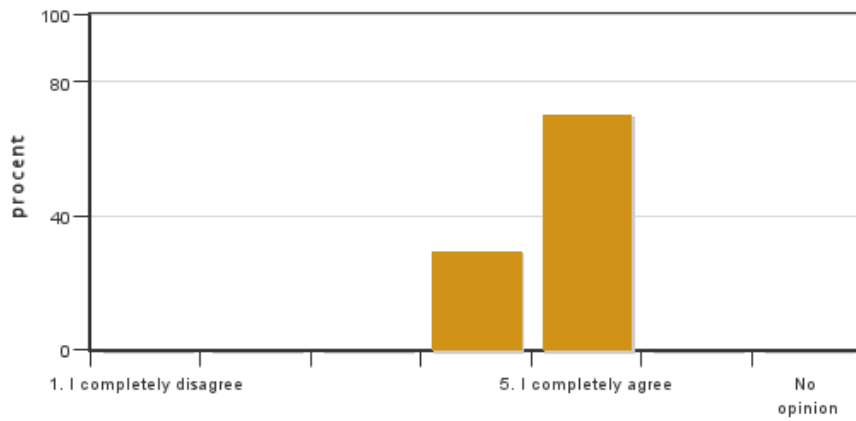


Answers: 17
Medel: 4,5
Median: 5

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

No opinion: 0

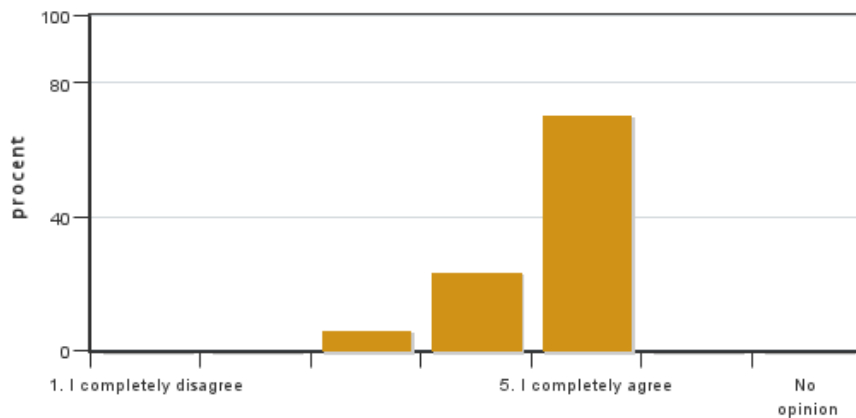
3. My prior knowledge was sufficient for me to benefit from the course.



Answers: 17
 Medel: 4,7
 Median: 5

1: 0
 2: 0
 3: 0
 4: 5
 5: 12
 No opinion: 0

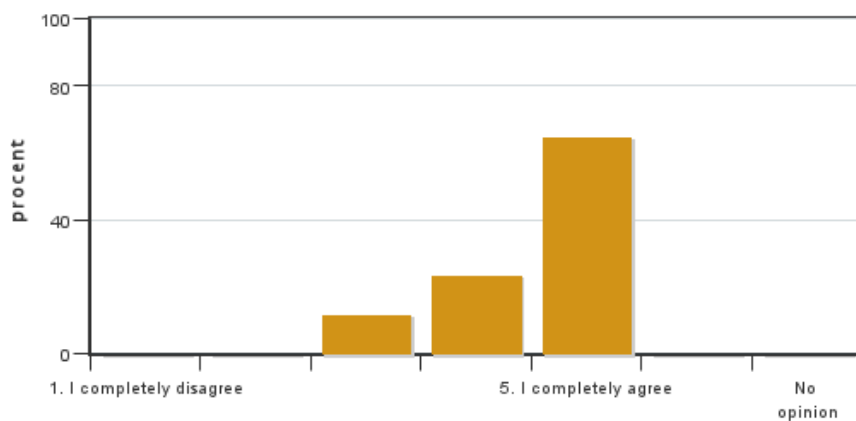
4. The information about the course was easily accessible.



Answers: 17
 Medel: 4,6
 Median: 5

1: 0
 2: 0
 3: 1
 4: 4
 5: 12
 No opinion: 0

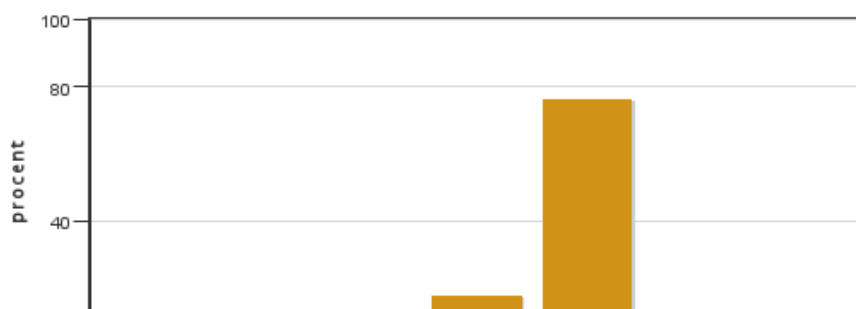
5. The various course components (lectures, course literature, exercises etc.) have supported my learning.



Answers: 17
 Medel: 4,5
 Median: 5

1: 0
 2: 0
 3: 2
 4: 4
 5: 11
 No opinion: 0

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

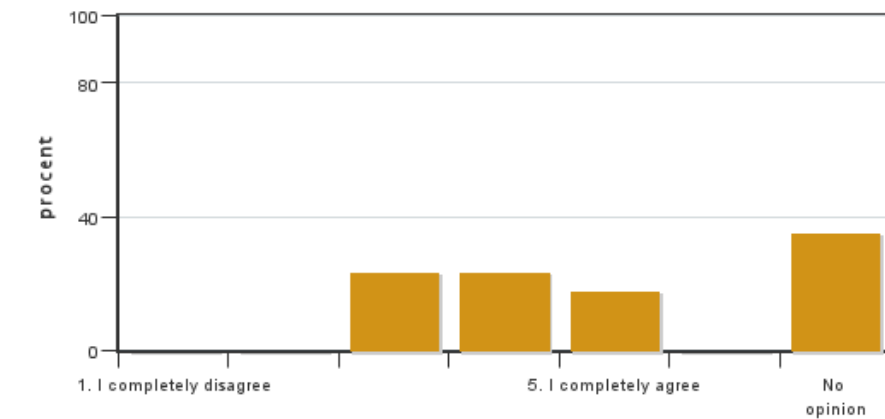


Answers: 17
 Medel: 4,7
 Median: 5

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



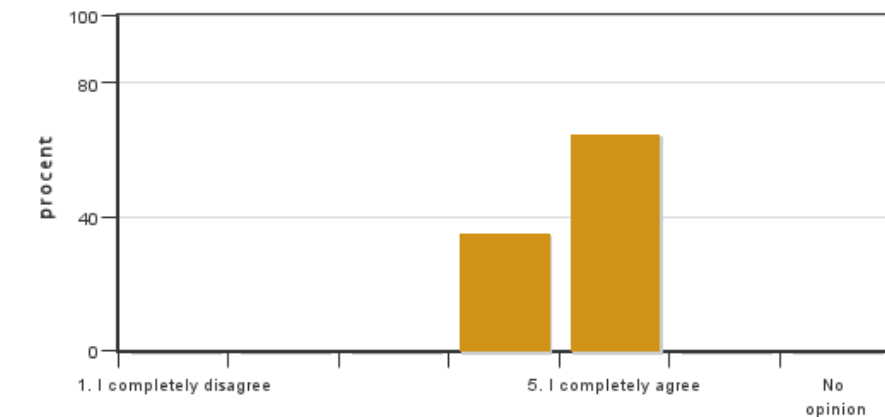
7. The physical learning environment (facilities, equipment etc.) has been satisfactory.



Answers: 17
 Medel: 3,9
 Median: 4

1: 0
 2: 0
 3: 4
 4: 4
 5: 3
 No opinion: 6

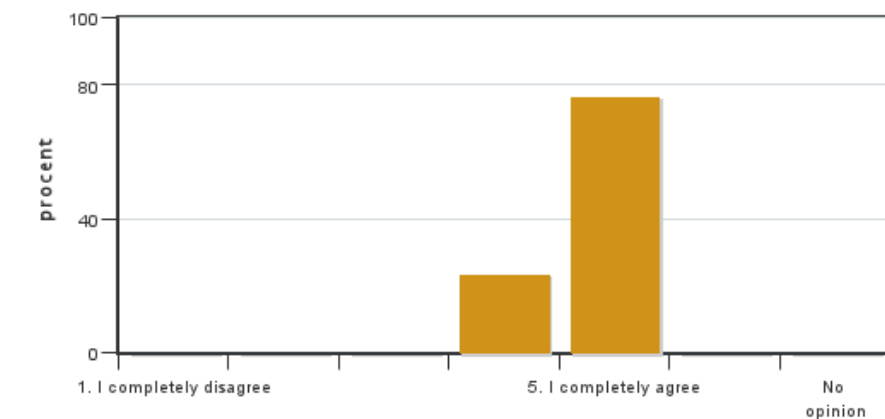
8. The examination(s) provided opportunity to demonstrate what I had learnt during the course (see the learning objectives).



Answers: 17
 Medel: 4,6
 Median: 5

1: 0
 2: 0
 3: 0
 4: 6
 5: 11
 No opinion: 0

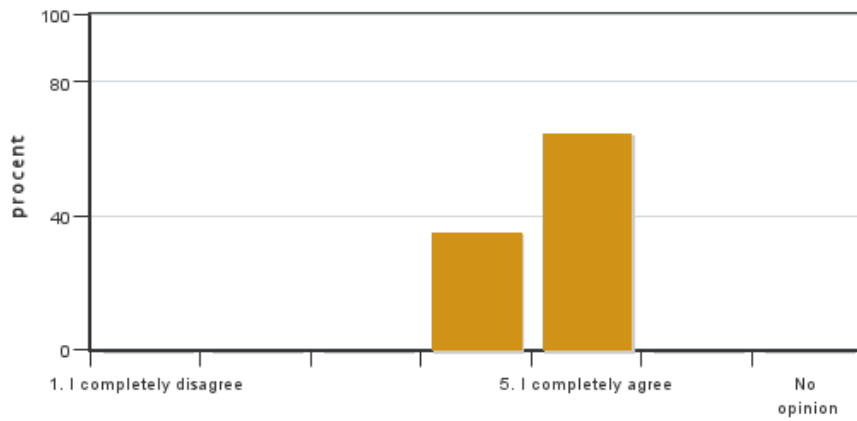
9. The course covered the sustainable development aspect (environmental, social and/or financial sustainability).



Answers: 17
 Medel: 4,8
 Median: 5

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

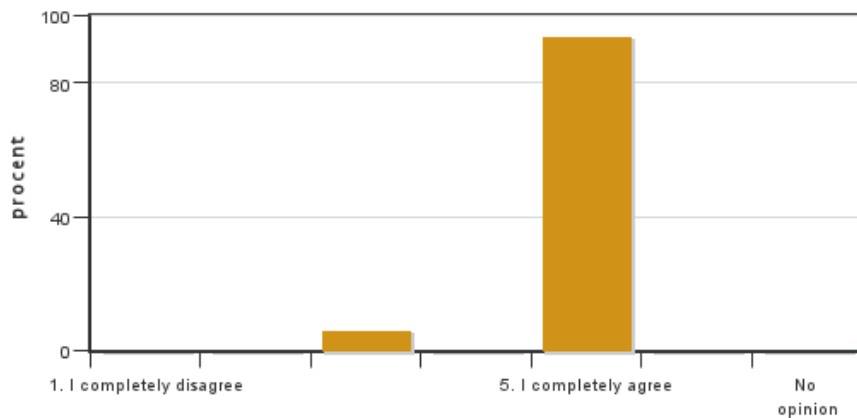
10. I believe the course has included a gender and equality aspect, regarding content as well as teaching practices (e.g. perspective on the subject, reading list, allocation of speaking time and the use of master suppression techniques).



Answers: 17
 Medel: 4,6
 Median: 5

1: 0
 2: 0
 3: 0
 4: 6
 5: 11
 No opinion: 0

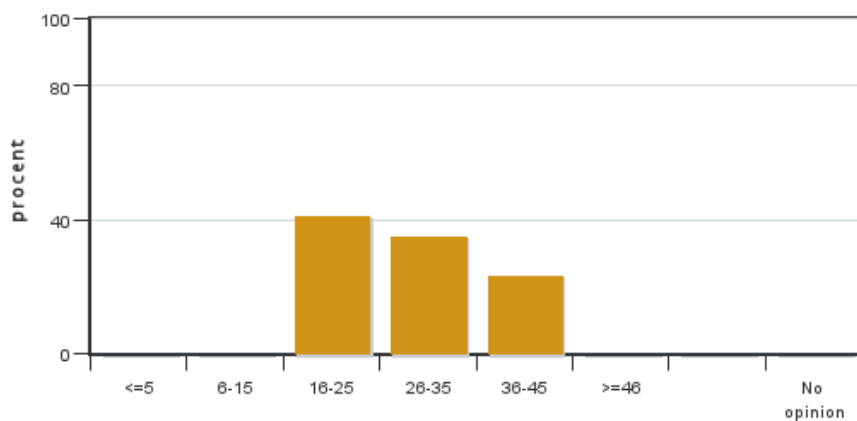
11. The course covered international perspectives.



Answers: 17
 Medel: 4,9
 Median: 5

1: 0
 2: 0
 3: 1
 4: 0
 5: 16
 No opinion: 0

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



Answers: 17
 Medel: 28,2
 Median: 26-35

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

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



Answers: 17
 Medel: 4,3
 Median: 4

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

Additional own questions

16. Please list your favorite components of the course (ie, an assignment, a particular exercise or lecture, a week-long topic). Optional: Share what you liked about them.

16. Please share any part of the course you did not like, why, and what could be improved.

16. What is your top take-away from this course?

16. Did you learn anything that really changed your perspective? If so, what?

16. Please give us feedback on the assignments (e.g., length, workload, topics...)

16. What do you think about the structure of the course and the topics that are covered?

16. Please name one thing to: a) remove, b) keep; c) add and d) change

Course leaders comments

Student comments

Overall, the feedback from the students (73% answer frequency) has been very positive. In general, the students have appreciated the course content, structure, learning methodologies, and social learning environment. We are very happy about these results, particularly given that the course was given as a distance course for the first time this year (which entailed much extra work with, e.g., restructuring and developing the Canvas page).

Students' favorite course components included the optional field trip to Tanzania and the modules on Agroforestry and Forest and Landscape Restoration (FLR). Among the favorite course assignments, students mentioned 'Factfulness', the FLR infographic, and the interview project.

The optional field trip was one of the highlights of the course, and students who participated in the trip considered it an unforgettable memory and a great way of learning. However, they noted that it would be good if students could apply for scholarships to attend the trip. We also think this is a priority and have requested the faculty to consider changing the current requirements to apply for field trip scholarships from the faculty (the application period is during March, and students cannot apply retroactively. Therefore, students from this course cannot possibly apply for scholarships to join the field trip).

The Canvas page and how information was structured and presented were also appreciated, and the students highlighted that this made online learning easier. Students also acknowledged that the other online tools we have used – Mural, Mentimeter, Zoom ... - have worked well and, in general, have been helpful.

The students liked the mandatory assignments and pointed out that they were well-designed (varied and complementing) and supported their learning. However, some students felt that the workload to complete the optional assignments needed to opt for a higher grade was too much. This is something we will revise before the next course round. The students who joined the field trip (who had a different assignment connected to the trip) also pointed out that this required much time and that the workload during the Christmas break was overly high. We will also revise that.

Despite the challenges of online learning (difficulty in keeping focused for a long time during zoom meetings, etc), students also acknowledged some major advantages, including flexibility and the possibility to interact with international guests and students. We agree with them that the possibility of having international guests and students is an advantage as it enriches learning and provides students with more diverse perspectives and experiences.

The students also appreciated the different lectures, particularly from international guests. The pre-recorded lectures were also valued positively, but the accompanying discussion seminars did not work well due to low attendance of students or because they had not watched the pre-recorded lectures or read the literature in advance. We will need to rethink this for next year. In addition, some students mentioned that low attendance and lack of engagement in non-mandatory course elements/meetings were a problem, and some suggested we could make some of these elements mandatory. We will consider this and explore other mechanisms to improve attendance in these meetings and improve students' active engagement in discussion seminars.

Aida Bargués-Tobella, course leader

Student representatives comments

The overall impression of the course was great, it was well structured with engaged teachers. The workload varies a bit over the course and to get higher grade some added assignment needed to be done, which took some extra time. This course did not have any examination, it was built on assignments mostly group assignments with presentations which was appreciated. Discussions, were one thing that worked less well during the course which might be connected to the zoom lecture (due to distance course) and in some lectures low attendance. To record the lecture would also be preferable according to the students. Group work, lectures, presentations, location flexibility and structure (canvas) was some of the things that worked very well. The part of the course that the students had as their favourite was the field trip and assignment 6 (facfullness).