



## Forest History - Human utilisation and vegetation dynamics BI1414, 10225.2223

15 Hp

Pace of study = 100%

Education cycle = Advanced

### Evaluation report

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

Answers 18

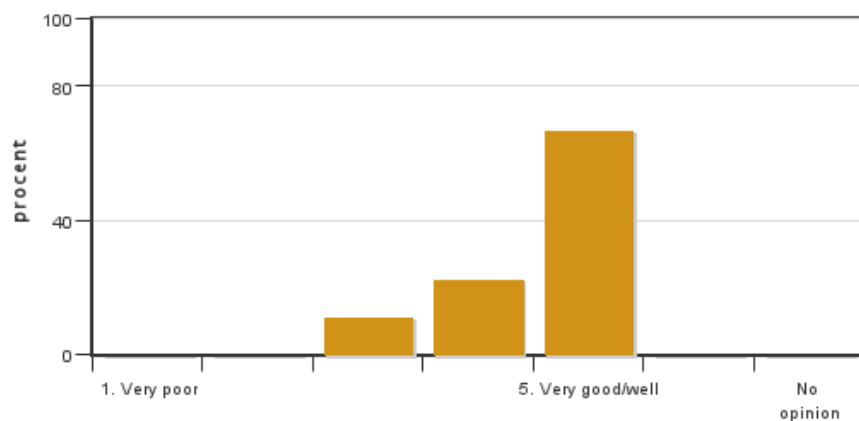
Number of students 29

Answer frequency 62 %

### Mandatory standard questions

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#### 1. My overall impression of the course is:



Answers: 18

Medel: 4,6

Median: 5

1: 0

2: 0

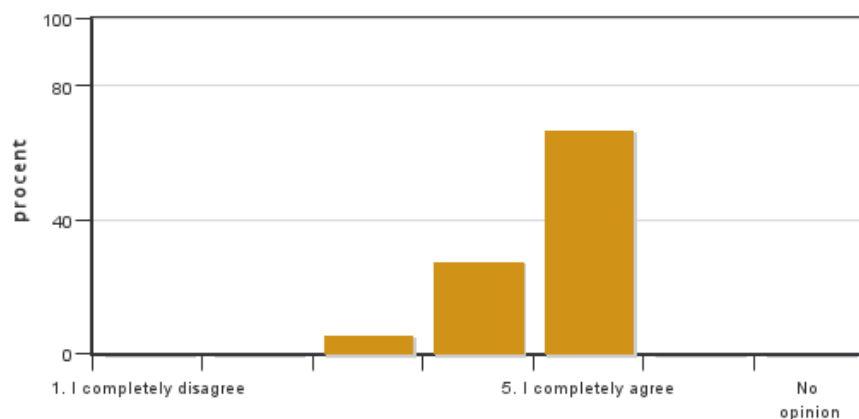
3: 2

4: 4

5: 12

No opinion: 0

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



Answers: 18

Medel: 4,6

Median: 5

1: 0

2: 0

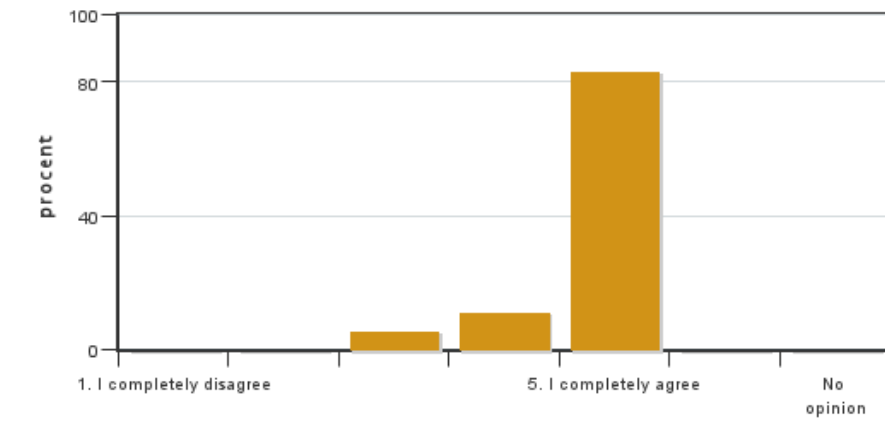
3: 1

4: 5

5: 12

No opinion: 0

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

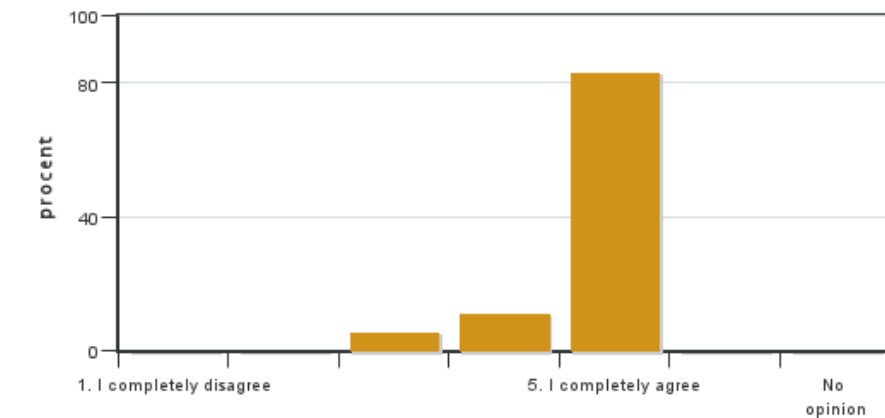


Answers: 18  
Medel: 4,8  
Median: 5

1: 0  
2: 0  
3: 1  
4: 2  
5: 15

No opinion: 0

**4. The information about the course was easily accessible.**

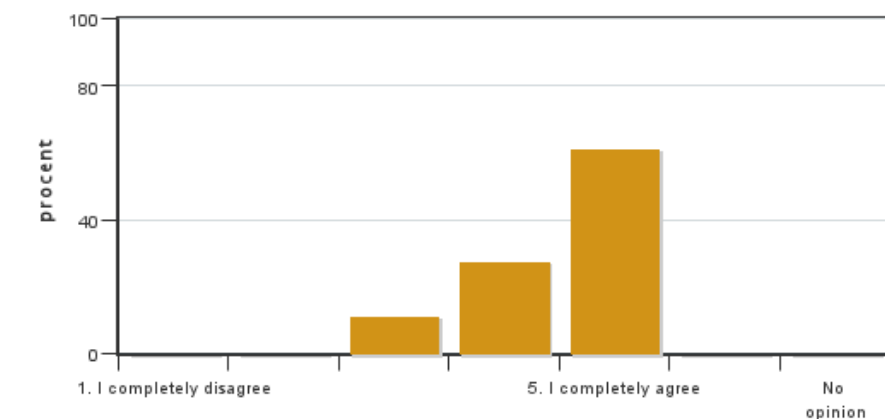


Answers: 18  
Medel: 4,8  
Median: 5

1: 0  
2: 0  
3: 1  
4: 2  
5: 15

No opinion: 0

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

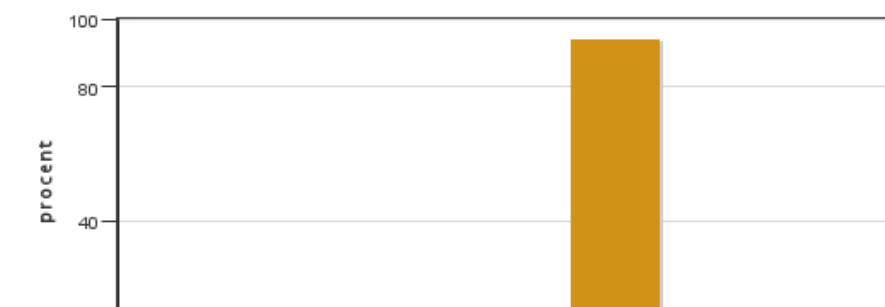


Answers: 18  
Medel: 4,5  
Median: 5

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

No opinion: 0

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



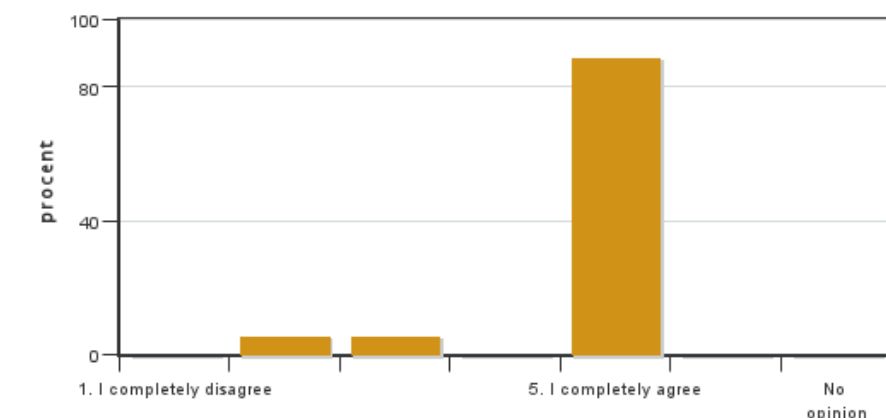
Answers: 18  
Medel: 4,9  
Median: 5

1: 0  
2: 0  
3: 1  
4: 0  
5: 17

No opinion: 0



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



Answers: 18

Medel: 4,7

Median: 5

1: 0

2: 1

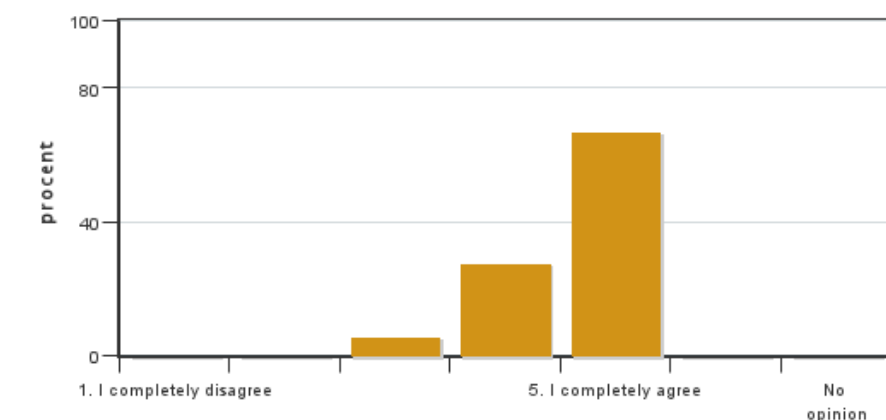
3: 1

4: 0

5: 16

No opinion: 0

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



Answers: 18

Medel: 4,6

Median: 5

1: 0

2: 0

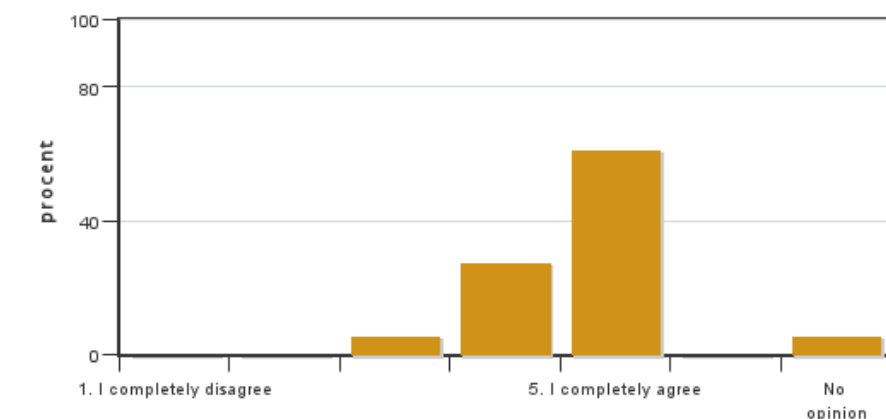
3: 1

4: 5

5: 12

No opinion: 0

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



Answers: 18

Medel: 4,6

Median: 5

1: 0

2: 0

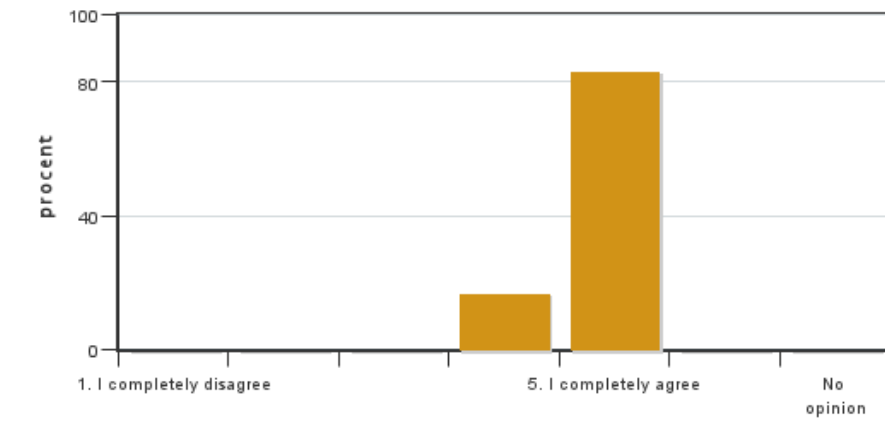
3: 1

4: 5

5: 11

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).**

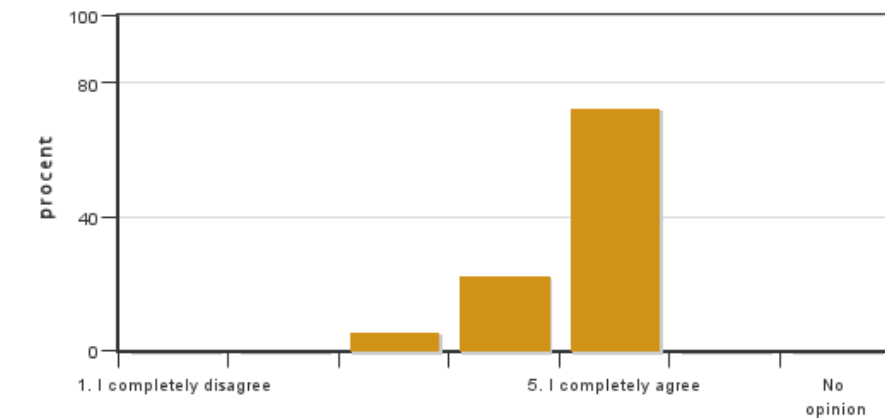


Answers: 18  
Medel: 4,8  
Median: 5

1: 0  
2: 0  
3: 0  
4: 3  
5: 15

No opinion: 0

**11. The course covered international perspectives.**

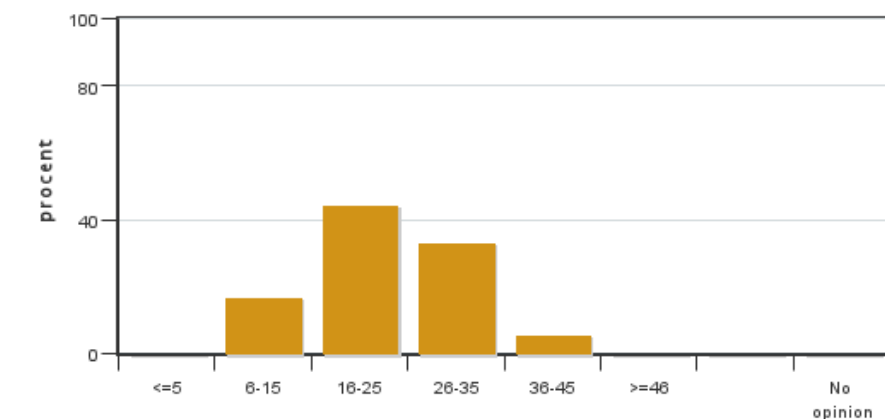


Answers: 18  
Medel: 4,7  
Median: 5

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

No opinion: 0

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

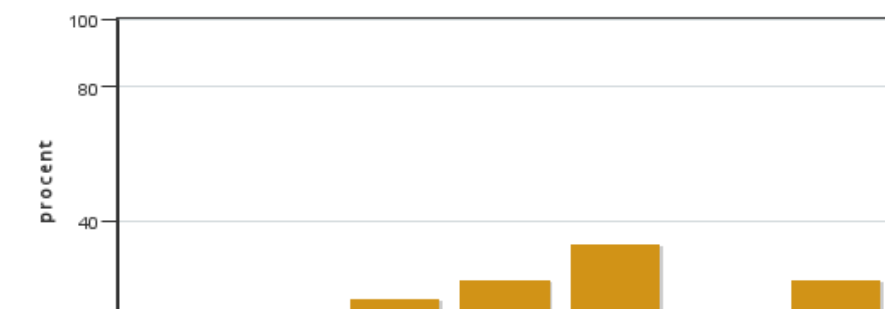


Answers: 18  
Medel: 22,8  
Median: 16-25

≤5: 0  
6-15: 3  
16-25: 8  
26-35: 6  
36-45: 1  
≥46: 0

No opinion: 0

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



Answers: 18  
Medel: 4,0  
Median: 4

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

No opinion: 4

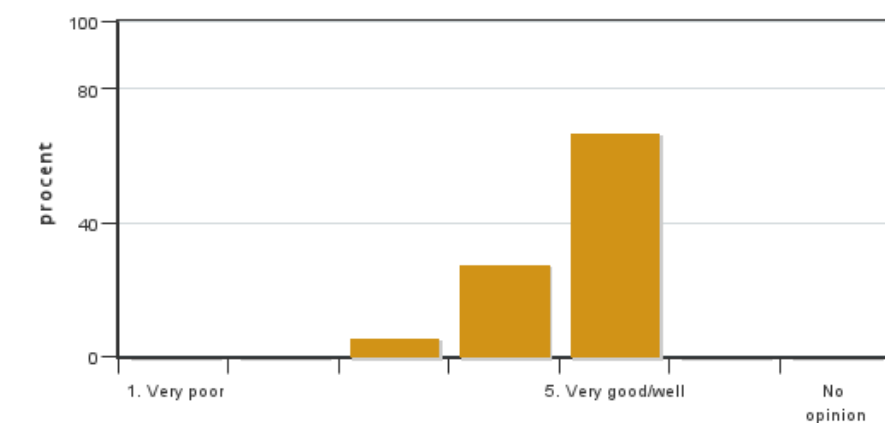


14. If relevant, please share what worked well when participating in teaching on distance

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

## Additional own questions

16. What is your opinion of the Karats fieldwork, following lab work and the report writing in groups (Lars. Kelley, Magdalena)?

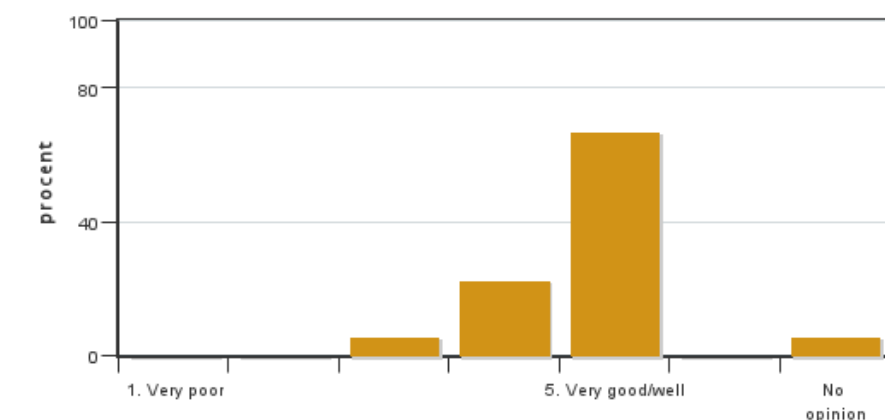


Answers: 18  
Medel: 4,6  
Median: 5

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

No opinion: 0

17. What is your opinion about the Disturbance and disturbance history week (Torbjörn J)?

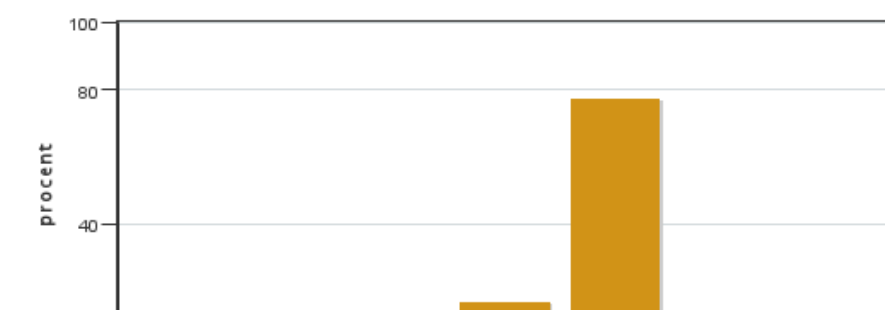


Answers: 18  
Medel: 4,6  
Median: 5

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

No opinion: 1

18. What is your opinion about the Long term human land use week (Gudrun Norstedt, Anna Rimpi, Lars)?



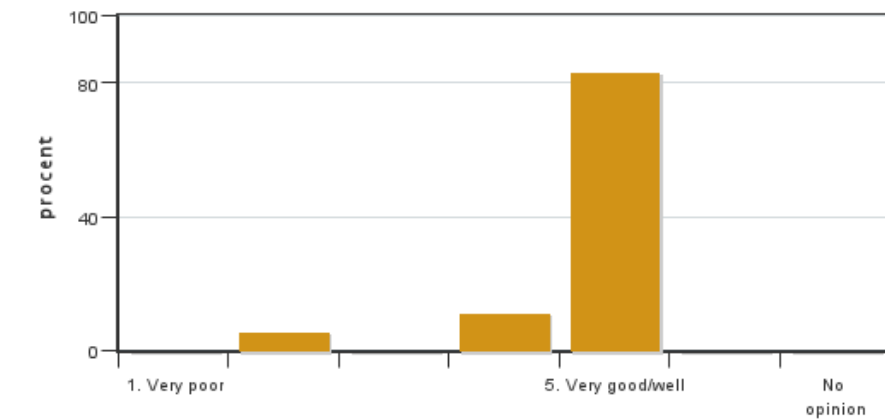
Answers: 18  
Medel: 4,7  
Median: 5

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

No opinion: 0



**19. What is your opinion about the Outdoor fire experiment day?**



Answers: 18

Medel: 4,7

Median: 5

1: 0

2: 1

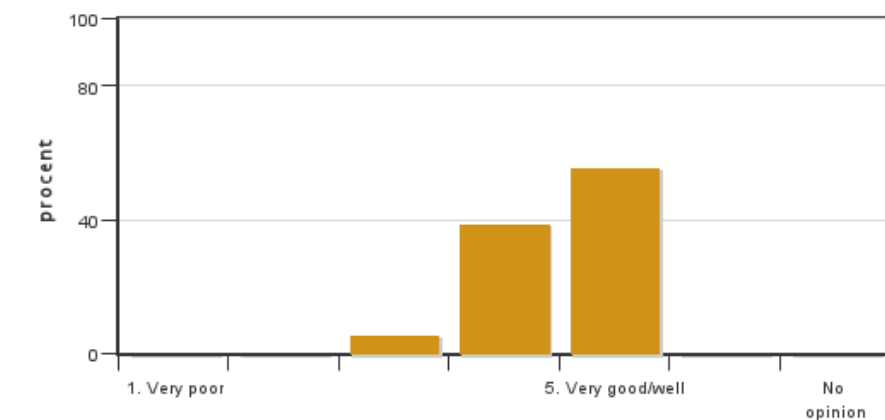
3: 0

4: 2

5: 15

No opinion: 0

**20. What is your opinion about the Conservation, cultural legacies and management week (Torbjörn J, William L)?**



Answers: 18

Medel: 4,5

Median: 5

1: 0

2: 0

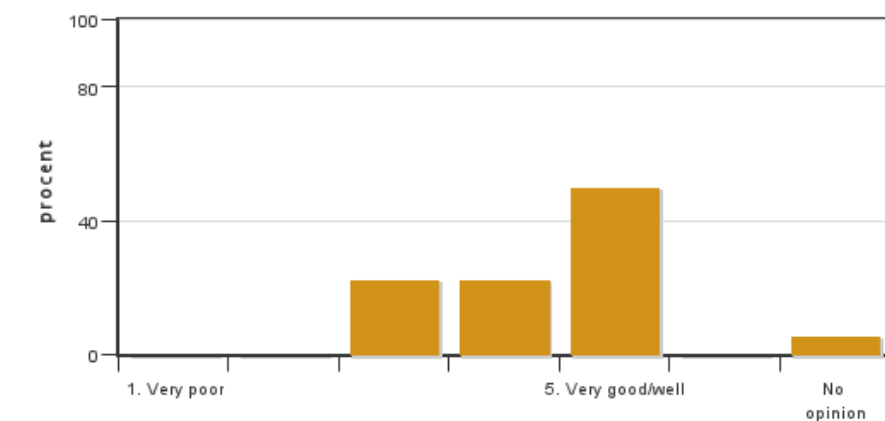
3: 1

4: 7

5: 10

No opinion: 0

**21. What is your opinion about the Forest management history week (Arne Pommeringen, Erik Törnlund, Kelley Gundale and Marie-Charlotte Nilsson (lecture as pdf only)?**



Answers: 18

Medel: 4,3

Median: 5

1: 0

2: 0

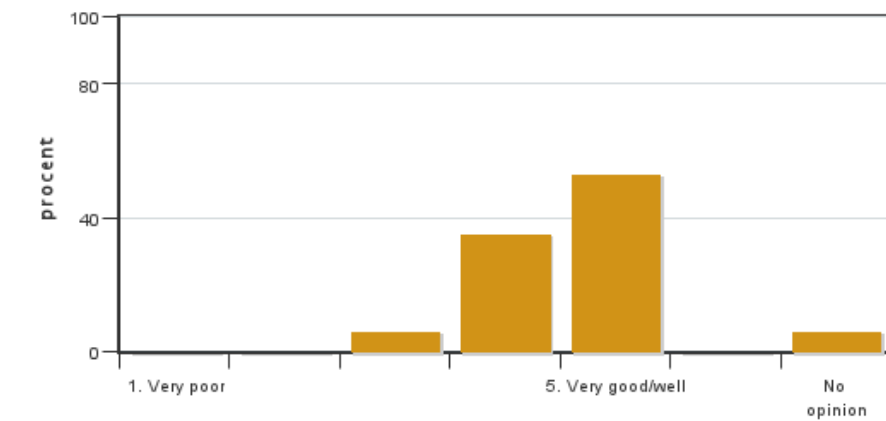
3: 4

4: 4

5: 9

No opinion: 1

**22. What is your opinion of the Forest vegetation history/Pollen analysis week (Matts Lindbladh, Elisabet Bohlin, Marcus Klaus)?**

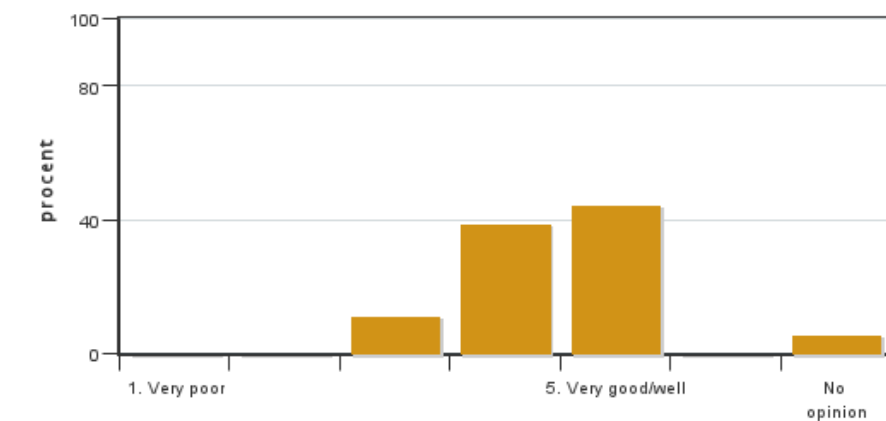


Answers: 17  
Medel: 4,5  
Median: 5

1: 0  
2: 0  
3: 1  
4: 6  
5: 9

No opinion: 1

**23. What is your opinion about the International forest history week (Leon Hauenschild, Nancy Turner, Matthias Buergi, Lars)?**

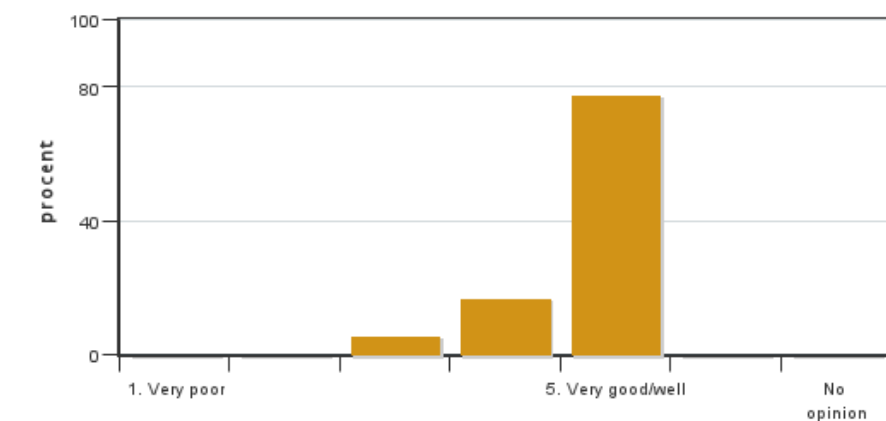


Answers: 18  
Medel: 4,4  
Median: 4

1: 0  
2: 0  
3: 2  
4: 7  
5: 8

No opinion: 1

**24. What is your opinion about the grading system on the course (mandatory tasks (pass/fail) and extra tasks to get higher grade)?**

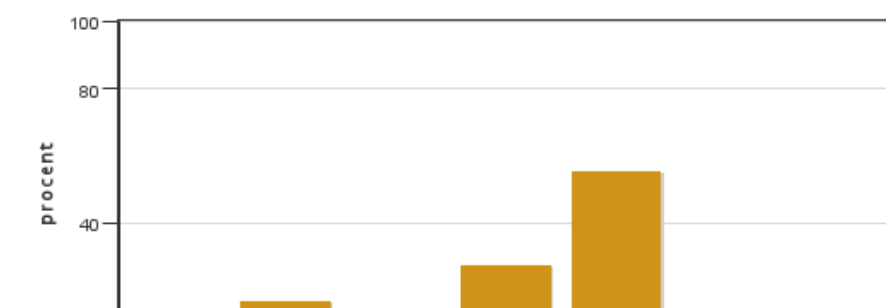


Answers: 18  
Medel: 4,7  
Median: 5

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

No opinion: 0

**25. What is your opinion about the seminars during the course (Torbjörn J, Kelley and Marcus K)?**



Answers: 18  
Medel: 4,2  
Median: 5

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

No opinion: 0



**26. Do you have any final comments to the course leaders on how to improve the course for coming years? Constructive ideas most welcome!**

## Course leaders comments

In general, the course has been going well and apparently the students seem satisfied. Particularly the individual interview project, the fieldwork and reports from Karats and the seminars have been appreciated. We are also pleased that a higher number of students did the evaluation this year. As always though, there is room for improvement for coming years. We note the following things based primarily on the comments from the students: We think it would be better to have an earlier deadline for the fieldwork report (this year from Karats) in order to spread out the workload better during the course. Then the focus could be on the interviews and the supplementary tasks for higher grades during the final weeks. While the students clearly appreciate the examination system we also note some new ideas and we will have a discussion about how to fine-tune this for next year. Maybe increase some mandatory tasks also to increase the time the average student spend on the course. One final comment: One student was a bit upset about me (Lars Östlund) discussing Swedish current politics with an invited lecturer before the lecture started on Zoom. Although the discussion was initiated by the invited lecturer, I totally agree that this should not have been done.

## Student representatives comments

The overall impression of the students of the course was very positive. No student stated a negative feeling towards the course as a whole.

The comments demonstrate this as well: "Bästa kursen på Jägmästarprogrammet!", "Overall it has been a very good course, great discussions and a very pleasant learning environment", "Keep up the good work!".

Though most students declared that they felt their prior knowledge to be sufficient and benefit from the course, especially students without prior knowledge in forestry may had problems to participate. The Karats report and the connected field work were addressed in this context.

Students spent mostly in between 16 to 35 hours per week on the course, which is compared to other courses at SLU or a "normal work week" rather low, which could relate to low requirements to achieve a pass grade by way of comparison and a connected lack in motivation. Considering the course to be at a master's level of education, the responsibility for learning, archiving knowledge and skills should be however in the end on the students.

Just few lessons were hold on Zoom, mostly because of lectures by international researchers. Watching these together in class and limited in time, could help some students to stay focused.

Along with the interview report, the Karats report was a mandatory assignment of the course. Many students experienced the fieldwork as a fun and informative time. It helped especially international students to get a feeling for the boreal forests, allowed the class to get to know each other gave a base for the following lectures and group works. Some perceived the group work of writing the report as challenging, yet it is an important task to improve social skills. More guidance, by giving more detailed information of the work goals and a (shorter) more focused time frame could be helpful.

The Disturbance and disturbance history week was seen as positive; a more condensed discussion in the end could be helpful.

Besides the trip to Jokkmokk, the outdoor fire experiment day was one of the top events of the course. It was not just a fun task for students, but also a way to get a practical connection to the forest history and the method of experimental archeology. The outdoor fire experiment day should part of future classes.

The conservation, cultural legacies and management week got positive feedback as well, just the exercise with the LIDAR data was hard to understand for some students due to the deep knowledge that is necessary to really understand the data.

The international forest history week with its big variety of presentations from different countries was an enrichment for the course and interesting to follow, especially Nancy Turner was mentioned by the students. A broader aspect of the view on forests worldwide could be a good addition. Critique was also mentioned: one student stated to feel



offended by political statements from the course leader and one lecturer. It is important that teachers handle political topics careful, and stay neutral.

For the course was a grading system with mandatory pass/fail tasks and additional tasks for a higher grade used. This system got very positive feedback. It lowered the stress for the students and allowed to work corresponding to their ambition. On the other side some students might had problems to motivate themselves, in lack of mandatory tasks. Since this is a masters level course, students should be able to motivate themselves. Earlier deadlines for some tasks might help for motivation and spread the workload more along the whole course.

Seminars were another part of the grading system and mandatory. For most students this form of an exam worked very well, for some less. It was a great opportunity to express and discuss own ideas. The seminars could be longer to allow more room for discussions and involve students that tend to participate less.

- A change in the focus of the forest history more to whole Sweden, then just the northern part.
- "It would be amazing to do a small "tjärdal" or "kolmila". Perhaps that could be done in a day, like we did with the fire experiment"
- More pressure from the course leader, that students interview actually old people, to focus more on the history.
- An earlier deadline for the Karats report and eventually presentations of the reports to give insight in the other groups work.
- "Keep the interview presentations at the end!"
- "I would have liked to have some lectures during the first week, before the Karats trip. I found that going to Karats so early meant I felt unprepared for what we were looking for in the field" My experience of the course may have been better if we had more lectures earlier on with the lab and report writing more spread out throughout the course"
- "The course could cover some more parts of forest history (particularly when it comes to finding cultural remains in the forests)", "having a dedicated field day to older "non-sami"-forest usage would be appreciated as well"
- "Split up into 2 groups for the presentations on the last days, will go a lot faster then"
- "Keep the more "loose" structure, it makes it much more enjoyable and fun to learn"

In my personal opinion, this course was a great way to start my studies here in Sweden and gave me the opportunity to get to know the country with its history and the people in the university better. Also the scientific way and the students responsibility was a great aspect of the course.

For future courses a more focused time plan, with earlier deadlines for some assignments as well as a better preparation with background knowledge before the trip to Jokkmokk could be helpful. Also to have a Ph.D. student as contact person besides the teachers, could help new students, if they struggle with tasks and hesitate to ask for help.