![SLU logo]

Silviculture - the science of forest stand management
SG0272, 30188.2223

15 Hp
Pace of study = 100%
Education cycle = Advanced
Course leader = Ulrik Ilstedt

Evaluation report

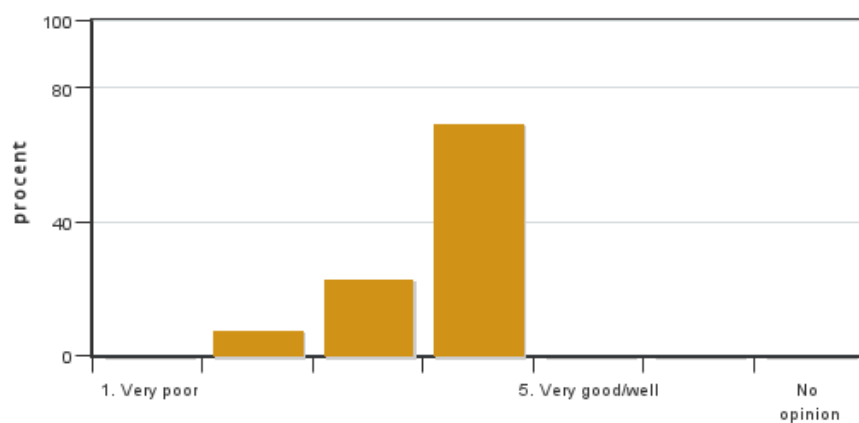**Evaluation period: 2023-03-14   -   2023-04-04**

Answers   13
Number of students 17
Answer frequency   76 %

Mandatory standard questions

1.   My overall impression of the course is:

Answers: 13
Medel: 3,6
Median: 4

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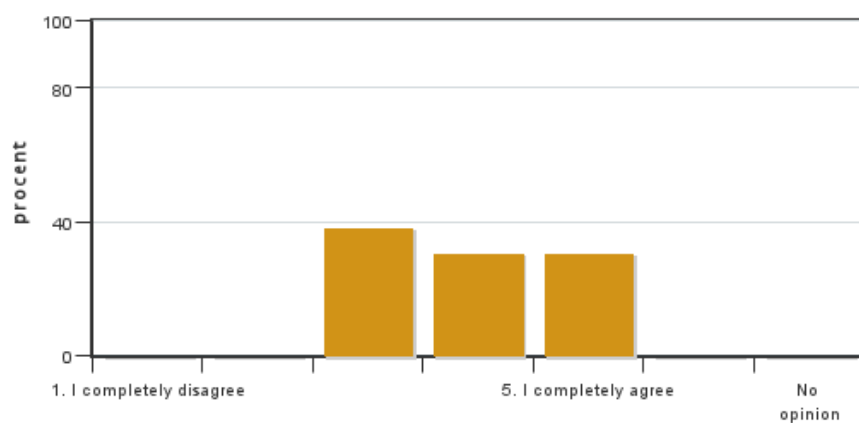3: 3
4: 9
5: 0

No opinion: 0

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

Answers: 13
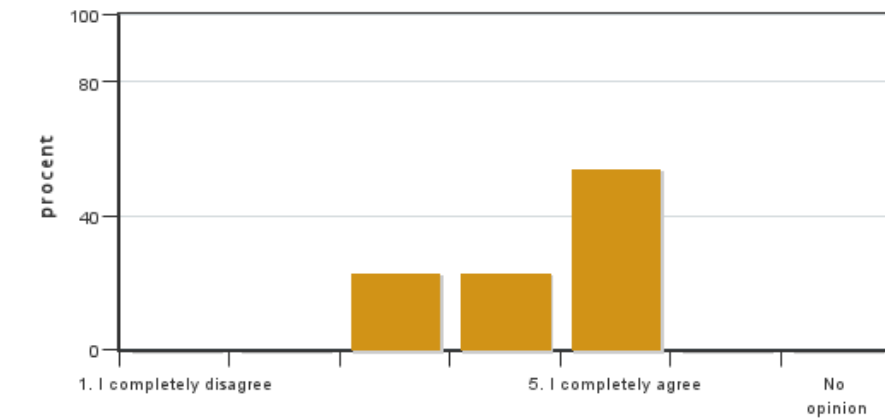Medel: 3,9
Median: 4

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

No opinion: 0

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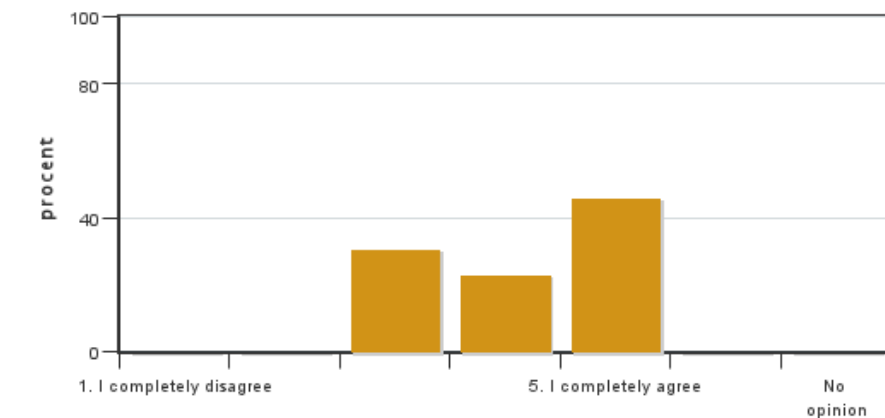

Answers: 13
Medel: 4,3
Median: 5

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

No opinion: 0

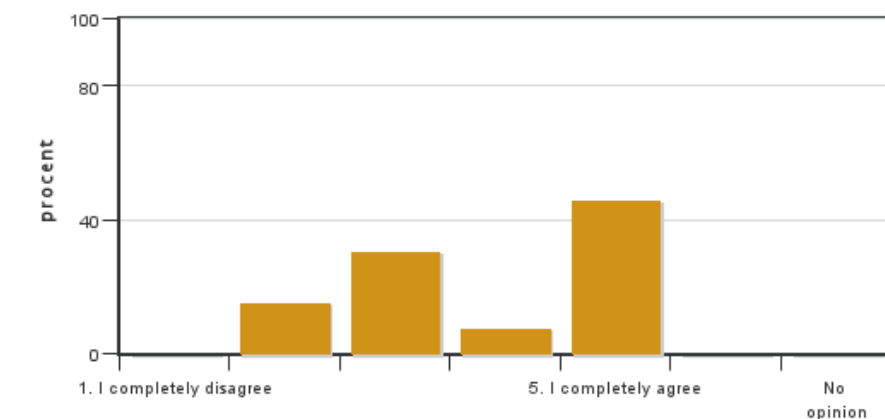### 4. The information about the course was easily accessible.

Answers: 13
Medel: 4,2
Median: 4

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

No opinion: 0

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

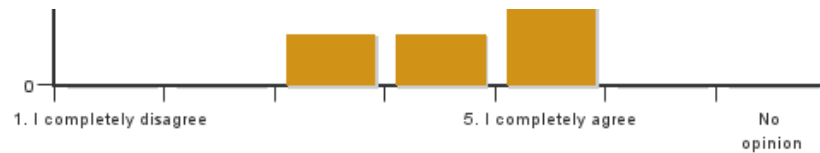
Answers: 13
Medel: 3,8
Median: 4

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

No opinion: 0

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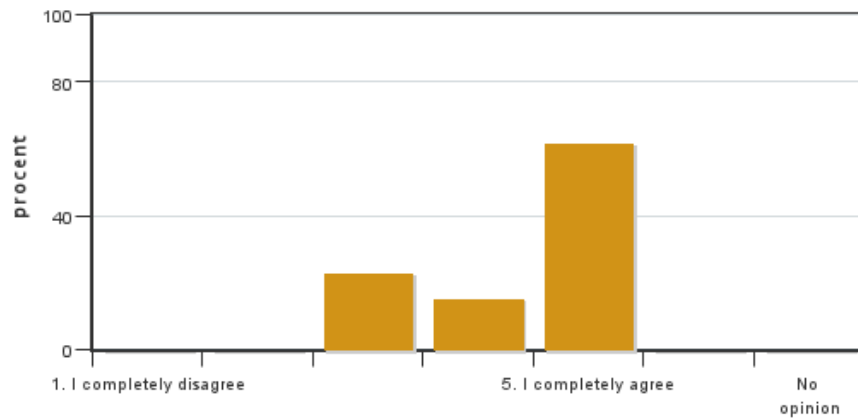

Answers: 13
Medel: 4,5
Median: 5

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

No opinion: 0

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

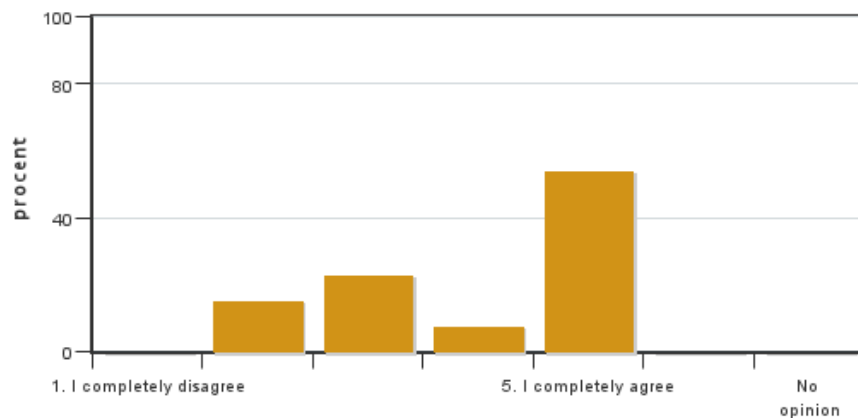Answers: 13
Medel: 4,4
Median: 5

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

No opinion: 0

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

Answers: 13
Medel: 4,0
Median: 5

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

No opinion: 0

9. The course covered the sustainable development aspect (environmental, social and/or financial sustainability).
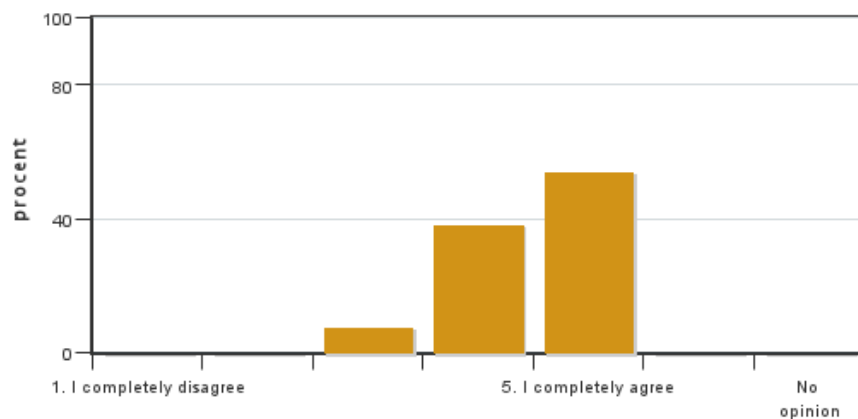
Answers: 13
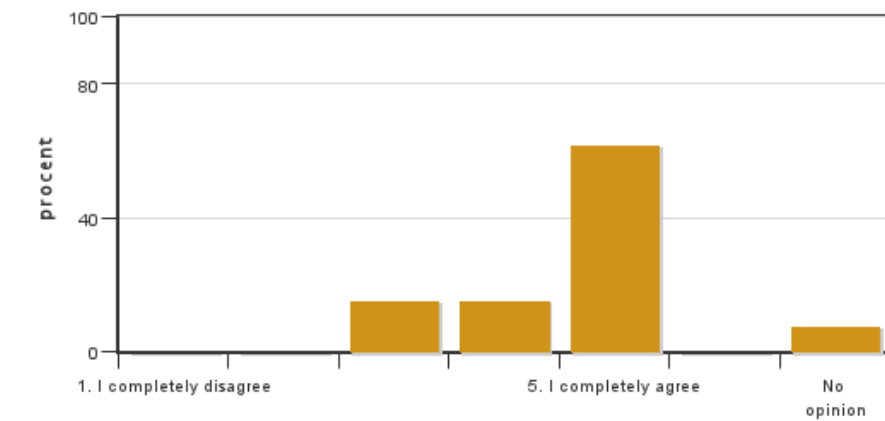Medel: 4,5
Median: 5

1: 0
2: 0
3: 1
4: 5
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: 13
Medel: 4,5
Median: 5

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

11. The course covered international perspectives.
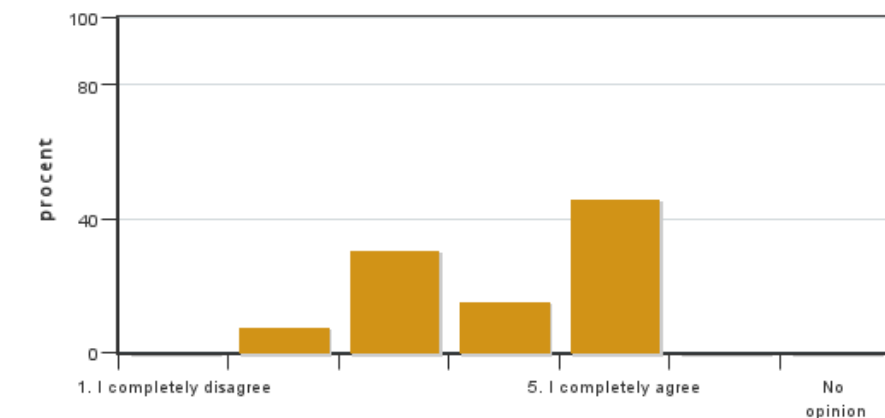
Answers: 13
Medel: 4,0
Median: 4

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

12. On average, I have spent … hours/week on the course (including timetabled hours).
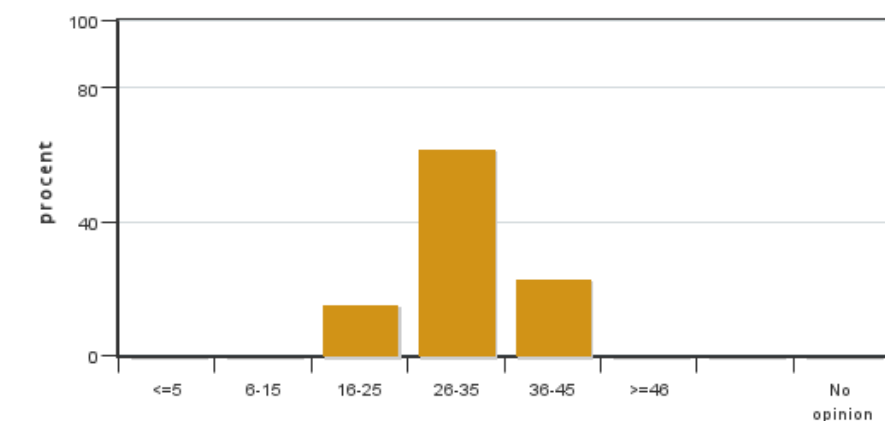
Answers: 13
Medel: 30,8
Median: 26-35

≤5: 0
6-15: 0
16-25: 2
26-35: 8
36-45: 3
≥46: 0
No opinion: 0

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

Answers: 13
Medel: 3,3
Median: 3

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

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

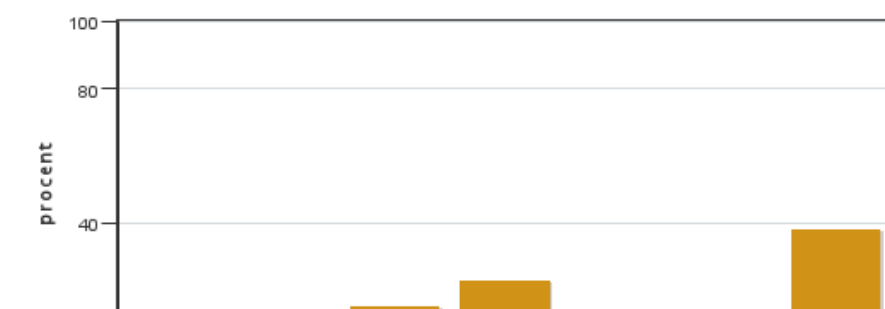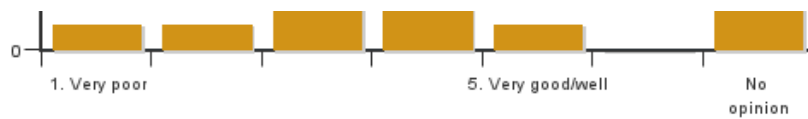**15. If relevant, please share what worked less well when participating in teaching on distance**

Additional own questions

16. What was your overall impression of Module 1 - Silviculture in society & research: demands, challenges and knowledge gaps? Please consider all aspects of the module, lectures, assignments, teachers, etc.
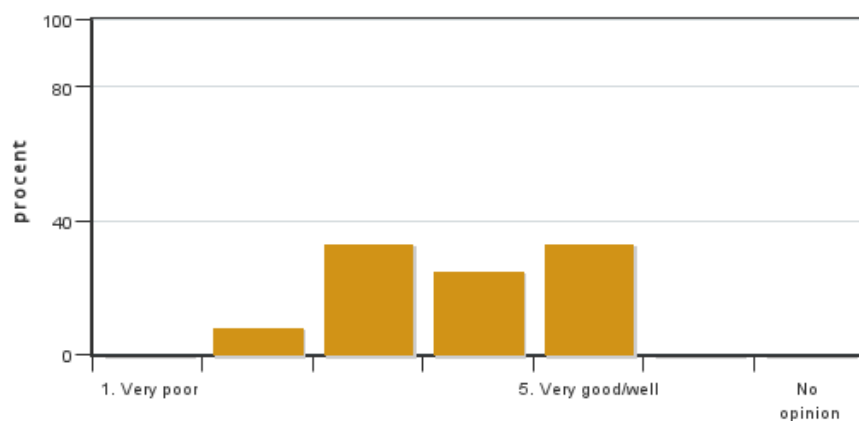
Answers: 12
Medel: 3,8
Median: 4

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

No opinion: 0

17. What was your overall impression Module 2: Modelling forest stand dynamics - Classical Approaches? Please consider all aspects of the module, lectures, assignments, teachers, etc.
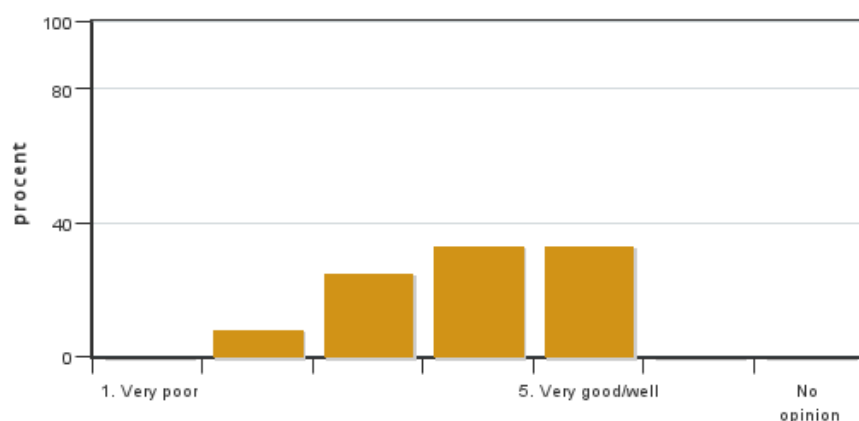
Answers: 12
Medel: 3,9
Median: 4

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

No opinion: 0

18. What was your overall impression Module 3: Process based models for predicting forest stand dynamics? Please consider all aspects of the module, lectures, assignments, teachers, etc.

Answers: 11
Medel: 3,6
Median: 3

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

5: 3
No opinion: 0

19. What was your overall impression Module 4: Continuous Cover Forestry - Theories, Concepts & Implementation? Please consider all aspects of the module, lectures, assignments, teachers, etc.
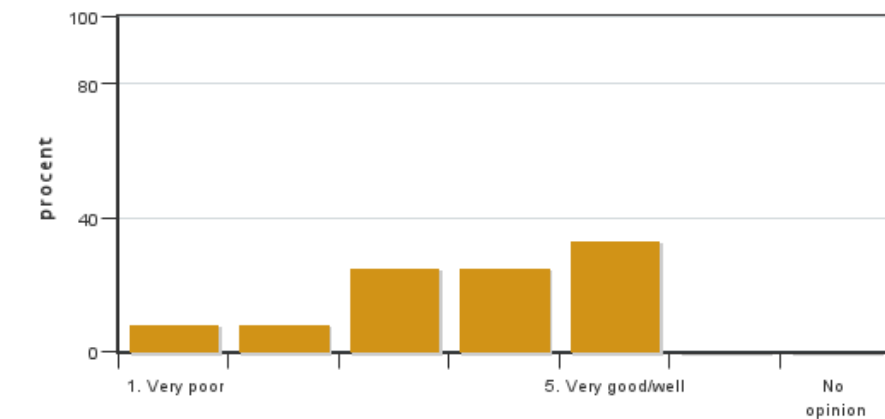
Answers: 12
Medel: 3,7
Median: 4

1: 1
2: 1
3: 3
4: 3
5: 4

No opinion: 0

20. This was the first time we have had a field trip on this course due to the timing during the year – winter. What was your overall impression of the field trip to Nydala Lake Demonstration Area?

Answers: 12
Medel: 4,3
Median: 5

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

No opinion: 3

21. Is the field trip worthwhile including in the course next year?

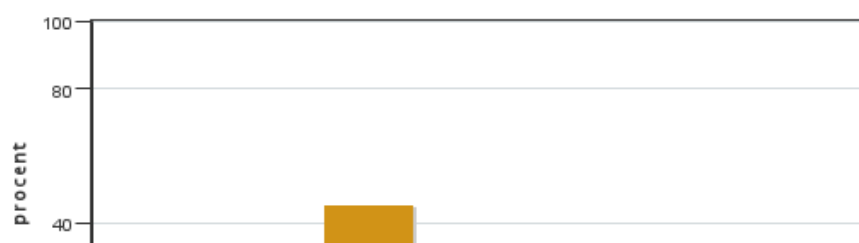

Answers: 12
Medel: 4,6
Median: 5

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

No opinion: 3

22. What was your overall impression Module 5: Proposing future silvicultural research? Please consider all aspects of the module, lectures, assignments, teachers, etc.

Answers: 12
Medel: 4,1
Median: 4

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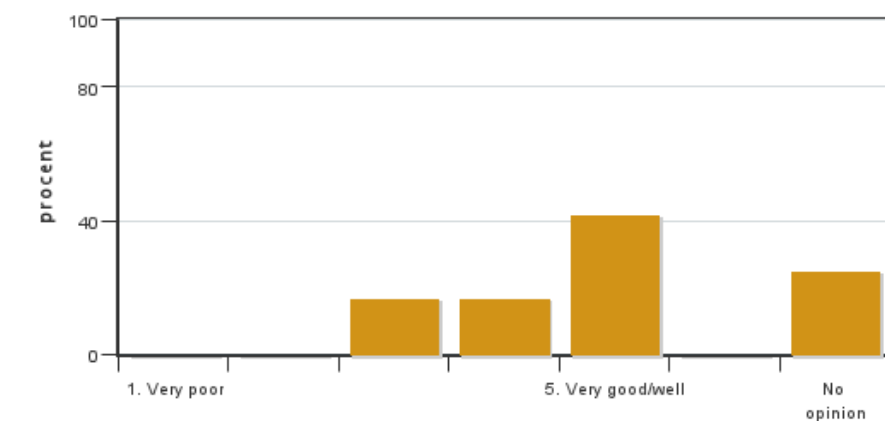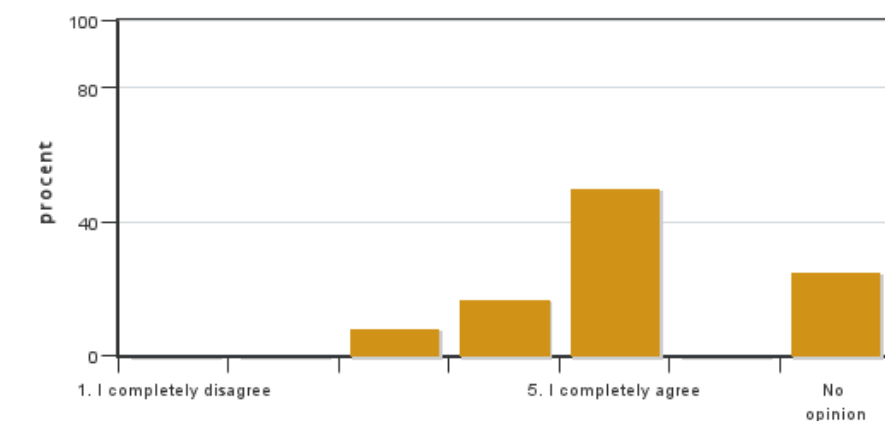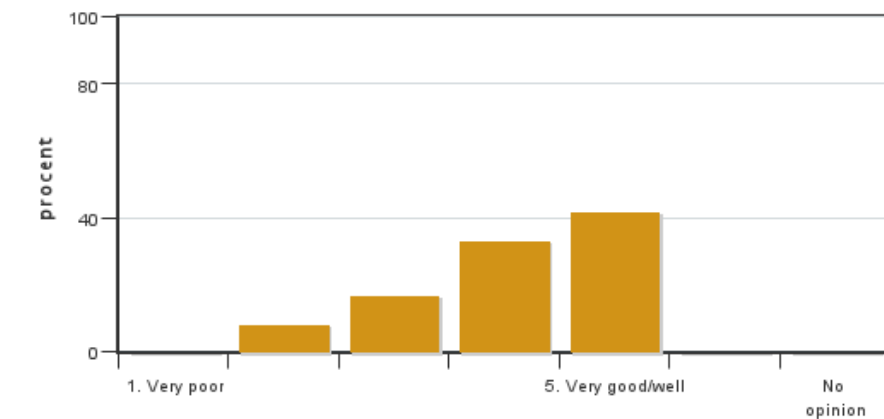No opinion: 0

Course leaders comments

Since last year, the average score of the course has increased 33% (from 2.7 to 3.6) and the median score has doubled (from 2 to 4). Last year, we had a bimodal distribution of scores, with 30% giving it a score of 2 and 30% giving the course a score of 4 or 5. This year, the evaluations were much more consistent with 60% giving it a 4/5 and just one person giving us a 2. Additionally, the response rate (the number of students giving an evaluation) increased by 25% from 61% to 76%.

In general, students found that the content had clear links to the learning objectives of the course, with just one suggesting that we should add learning objectives specific to Swedish forestry. We argue that this is an advanced course that included content and principles that are more general than Swedish forestry.

Regarding information flow, we can certainly remind teachers to announce changes via Canvas, but also encourage them at the start of the course to form a WhatsApp group or similar to communicate among themselves. We will also find a student representative early in the course and we will keep continuous contact with the student representative of the course to see how things are going and if there is any issues that need to be addressed during the course.

We were happy to learn that the lectures and literature were generally supported the student's learning. We were sorry to hear that a basic thing like English language ability caused so much trouble, particularly in group work. We will discuss the English language requirements with the SLU admissions board; it is not the course administrators that decide on admission. We will also try to reduce the amount of group work so that work is more evenly divided and evaluated among the students.

We are very proud that we have established a learning environment that is inclusive and respectful of differences of opinion (median of 5). Adding a new critical thinking exercise in the beginning of the course that emphasizes that diverse opinions are welcome was an important addition for setting the stage for the environment of the course.

In general, the facilities worked well, with some liking the more intimate environment of the smaller Vita Havet and one not liking how small it was. This room will be renovated soon and hopefully different furniture and ventilation will make Vita Havet feel more open and fresh. Also, in terms of the structure of the class, we will look into having less group work in the future and thus the comment about 'unguided' group work will be addressed. At the same time, this is an advanced MS level course and students should be able to manage their time without constant supervision.

Regarding examination. Our course is the only one in the MS Program that still has grades and all other courses have pass/fail with the concept that completing more assignments allows the students to earn higher grades. We see the benefit of the consistency with the other program courses and will change to the same system for next year.

Module 1 – It is a continuing problem that we have combined what used to be two modules into one (was stakeholder perspectives and researcher's perspectives, now combined). We will think more about how we can integrate these two better or separate them again.

Module 2 – This was more or less an entirely new module compared to last year and the new teacher for this module (Alex) did a great job developing entirely new content. This also incorporated modelling in R, which is a general skill the students should learn. We will help the teacher with better communication to students of course times change, etc.

Module 3 – We will work to give a better introduction to the 3PG model so that it feels more relevant. Furthermore, previously, incoming students had more experience with Excel, so we will need to adjust our expectations for the future and give a more basic introduction to Excel as well, also developing more general skills.

Module 4 – This module changed considerably since last year focusing more on continuous cover forestry. The majority of students liked this module, but there was one student who did not like this version of the "flipped classroom" the assignment. They had to read a book chapeter and develop a lecture from it. I suggest that this

person likely learned a lot from doing this activity, even if it was new and uncomfortable. *The best way to learn is to teach.*

Field trip associated with Module 4 – This was the first year that we included a field trip in this course because it takes place in the middle of winter. We will likely keep the field trip for next year, but will try to work in more walking or movement into the trip so that we prevent people from getting so cold.

Module 5 – In this module, students have to develop their own fictional (but reality based!) research proposal by doing a literature review, identifying knowledge gaps, developing relevant research questions and writing appropriate methods to answer those questions. This is important practice for Masters level students before they start their MS research projects. We had very mixed evaluations of this module, seemingly because of different group dynamics. We will consider making this an individual assignment. In addition, hopefully problems with the English level of the class will be solved by the SLU-level admissions.

The module interconnectedness and communication among teachers in each module will be developed more.

Student representatives comments

No comments from the student representatives