



Analysis of forested landscapes LK0394, 20049.2324

15 Hp

Pace of study = 100%

Education cycle = Basic

Course leader = Geovana Mercado, Sixten Lundqvist

Evaluation report

Evaluation period: 2024-01-07 - 2024-01-28

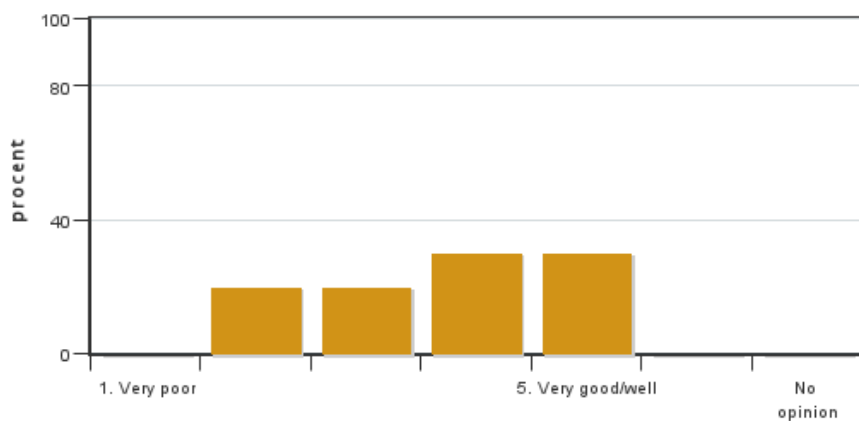
Answers 10

Number of students 23

Answer frequency 43 %

Mandatory standard questions

1. My overall impression of the course is:



Answers: 10

Medel: 3,7

Median: 4

1: 0

2: 2

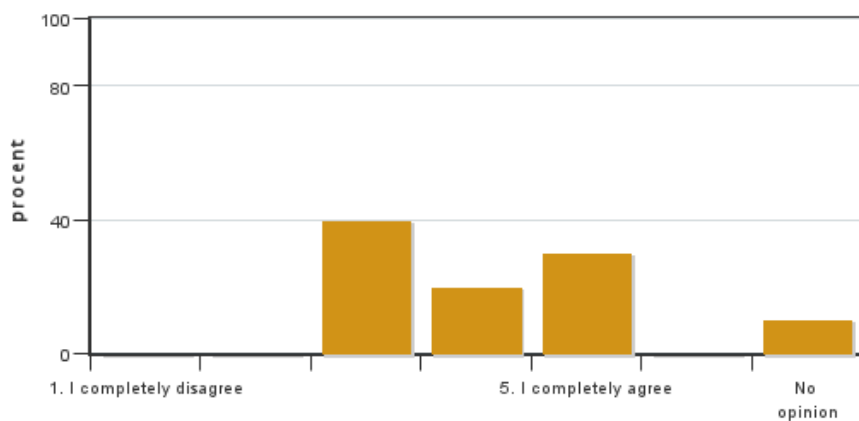
3: 2

4: 3

5: 3

No opinion: 0

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



Answers: 10

Medel: 3,9

Median: 4

1: 0

2: 0

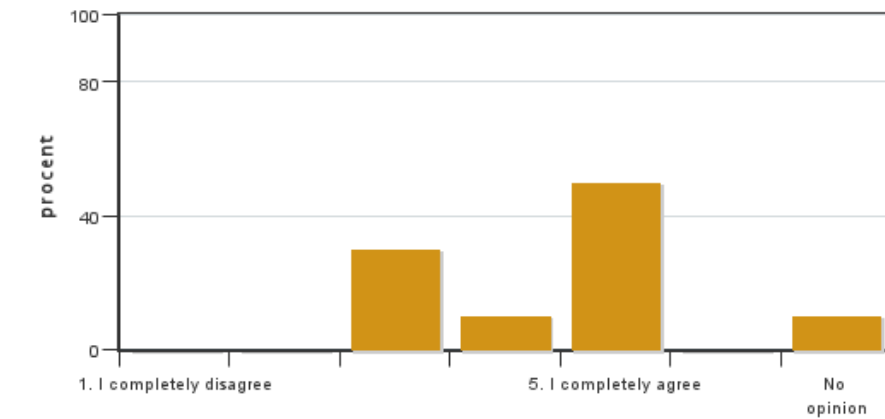
3: 4

4: 2

5: 3

No opinion: 1

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

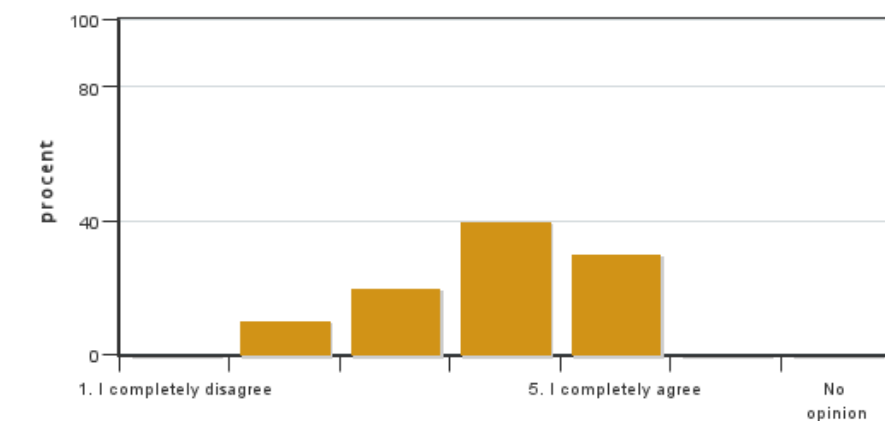


Answers: 10
Medel: 4,2
Median: 5

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

No opinion: 1

4. The information about the course was easily accessible.

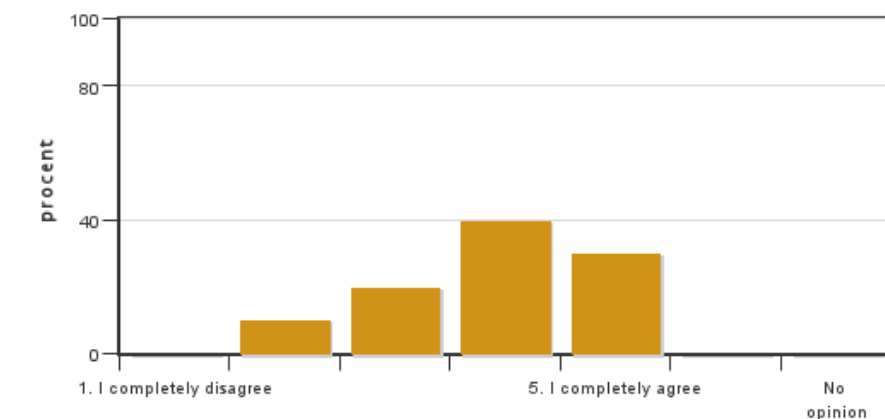


Answers: 10
Medel: 3,9
Median: 4

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

No opinion: 0

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



Answers: 10
Medel: 3,9
Median: 4

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

No opinion: 0

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



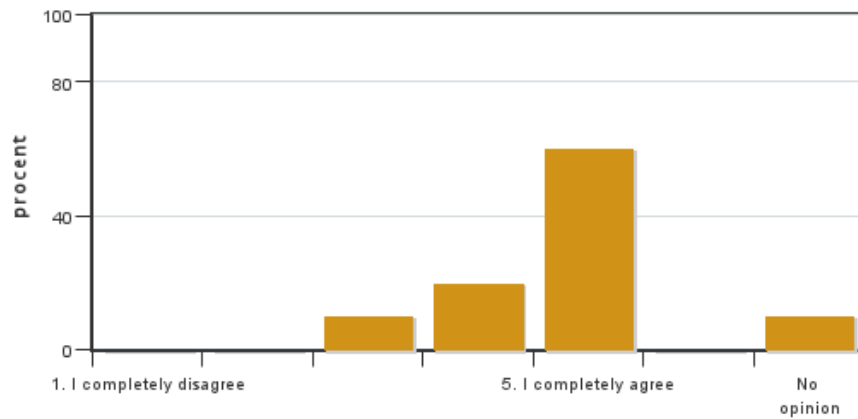
Answers: 10
Medel: 4,7
Median: 5

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



No opinion: 0

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



Answers: 10

Medel: 4,6

Median: 5

1: 0

2: 0

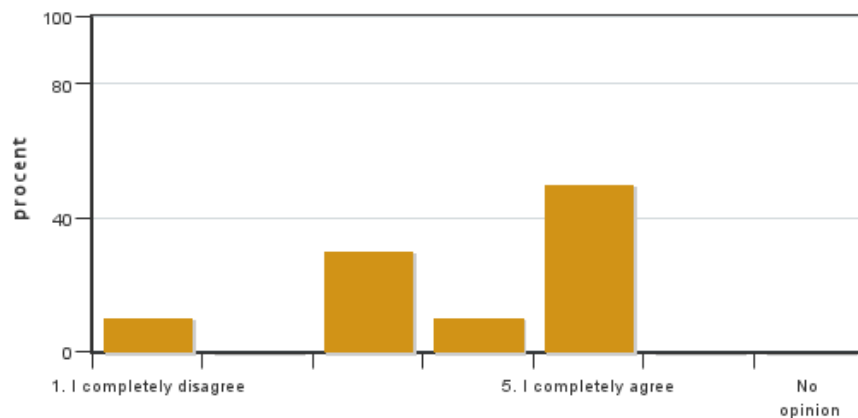
3: 1

4: 2

5: 6

No opinion: 1

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



Answers: 10

Medel: 3,9

Median: 4

1: 1

2: 0

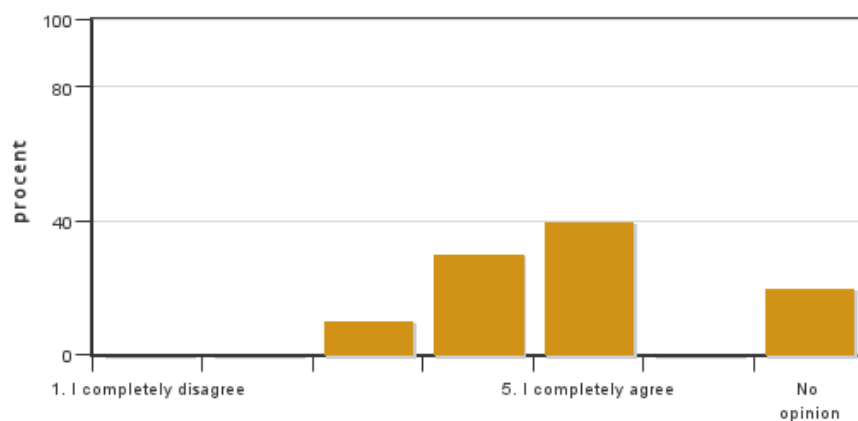
3: 3

4: 1

5: 5

No opinion: 0

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



Answers: 10

Medel: 4,4

Median: 4

1: 0

2: 0

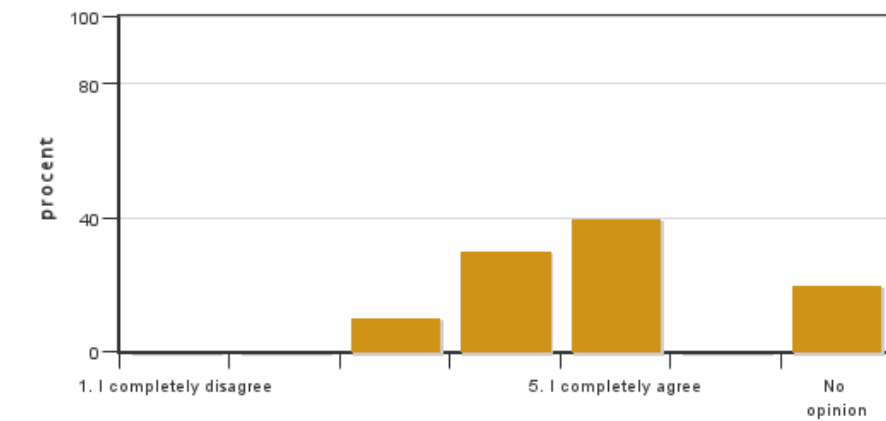
3: 1

4: 3

5: 4

No opinion: 2

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).

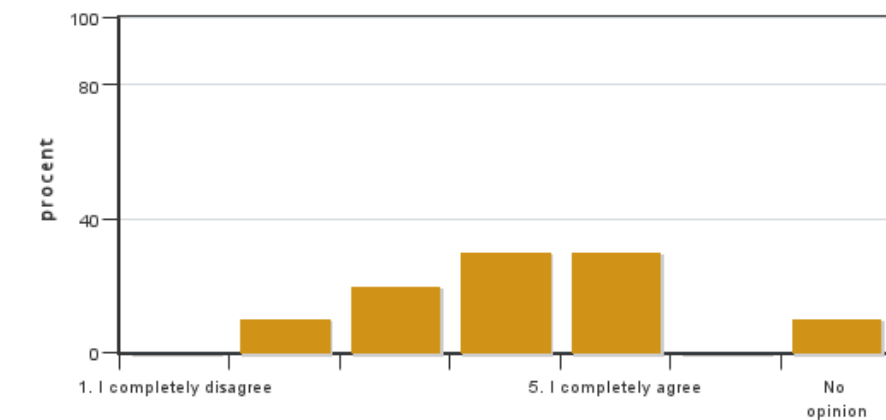


Answers: 10
Medel: 4,4
Median: 4

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

No opinion: 2

11. The course covered international perspectives.

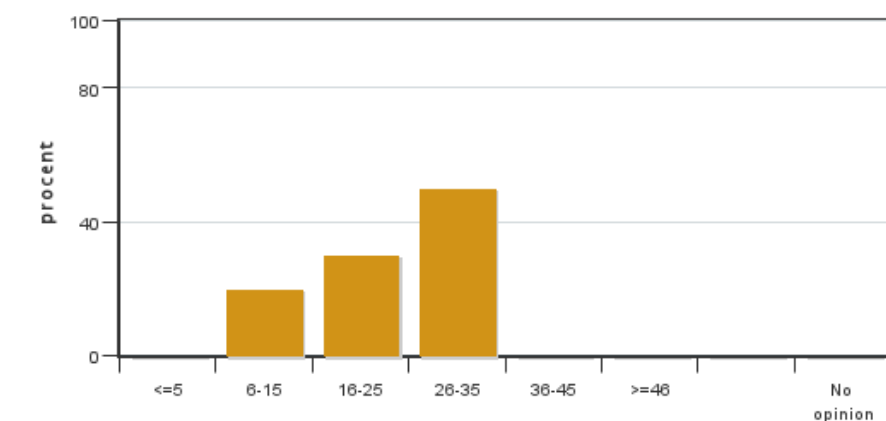


Answers: 10
Medel: 3,9
Median: 4

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

No opinion: 1

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



Answers: 10
Medel: 23,0
Median: 16-25

≤5: 0
6-15: 2
16-25: 3
26-35: 5
36-45: 0
≥46: 0

No opinion: 0

Additional own questions

13. Did you refer to the WAC guidebook during the course for your writing Assignment, and if so did you find it useful?

13. Was the feedback you received during the WAC evaluation constructive and helpful?

13. Were “The Parts of an Academic Paper” and “How to Make Figures and Tables” WAC workshops helpful to you?

Course leaders comments

The student evaluation reflects a response rate of 43% (10 out of 23 students), which is lower than anticipated, given our emphasis on the evaluation's importance since the beginning of the course. We will aim to improve participation next year.

Despite the lower response rate, the overall student evaluation report indicates positive feedback, with an overall impression score of 3.7. Additionally, the alignment with learning objectives scored 3.9, reflecting positively on the course. The perception of students' previous knowledge of the subject was generally good, with an average score of 4.2, which aligns with expectations for a first-year course in a BSc program.

Accessibility of information received a score of 3.9, attributed to the deliberate and intensive use of Canvas and the general availability of teachers. However, the majority of respondents indicated spending 26-35 hours per week on the course, suggesting room for increased challenge in the curriculum for the following year.

The Writing Across the Curriculum (WAC) components of the course were highlighted in the evaluation as particularly useful. Students appreciated mentorship for grammar and vocabulary feedback, which significantly helped in enhancing their writing skills.

During our half-time class evaluation, various topics were discussed, including literature seminars, group work, assignments, and excursions. Literature seminars were highly valued for promoting discussions and deeper understanding, with plans to extend their scope next year, focusing on central texts of the course. Group work was valued for providing hands-on experience with course concepts and fostering creativity in problem-solving, and will remain integral to the course structure.

Excursions were also highly valued, with positive feedback regarding the lecture and visit to Höör, as well as the visit to Ostra Kyrkogarden.

Overall, the course was deemed successful, with 21 out of 22 students passing with Grades 4 (33%) or 5 (66%). However, areas for improvement have been identified and will be addressed to enhance the learning experience for future students.

Geovana Mercado, Thomas Randrup and Sixten Lundqvist

Student representatives comments

No comments from the student representatives