



## Global forests and land-use decisions SG0277, 20097.2324

7.5 Hp

Pace of study = 100%

Education cycle = Advanced

Course leader = Ida Wallin

### Evaluation report

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

Answers 24

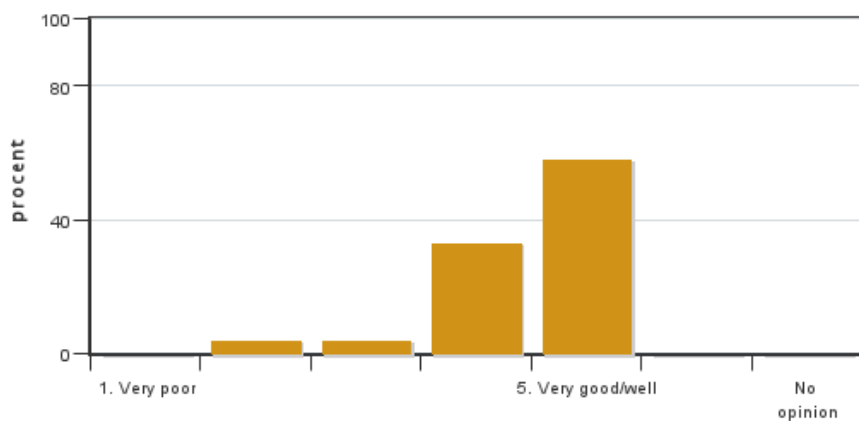
Number of students 28

Answer frequency 85 %

### Mandatory standard questions

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



Answers: 24

Medel: 4,5

Median: 5

1: 0

2: 1

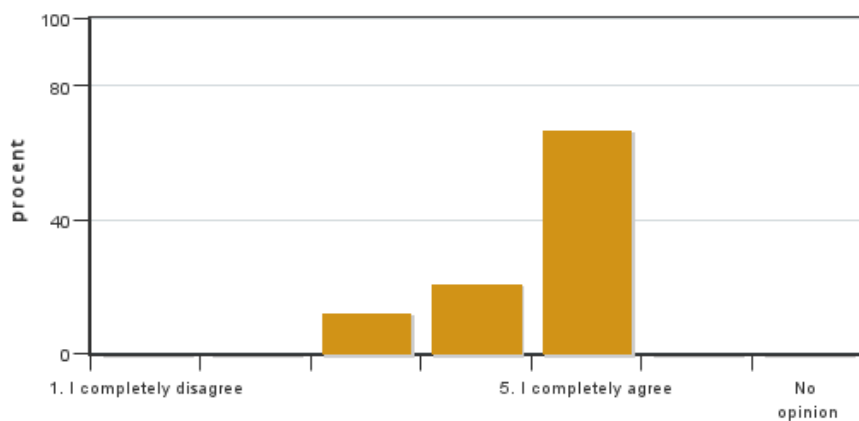
3: 1

4: 8

5: 14

No opinion: 0

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



Answers: 24

Medel: 4,5

Median: 5

1: 0

2: 0

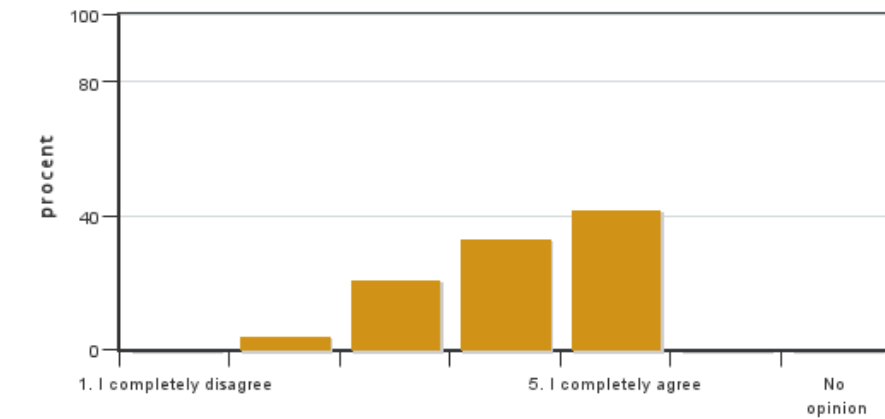
3: 3

4: 5

5: 16

No opinion: 0

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



Answers: 24

Medel: 4,1

Median: 4

1: 0

2: 1

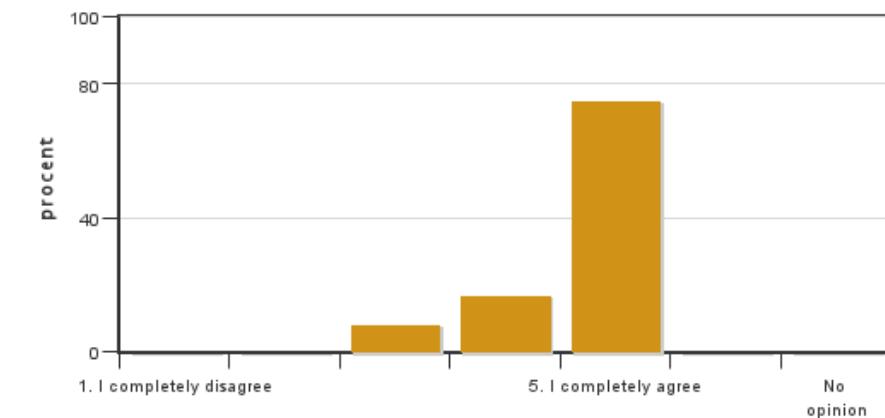
3: 5

4: 8

5: 10

No opinion: 0

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



Answers: 24

Medel: 4,7

Median: 5

1: 0

2: 0

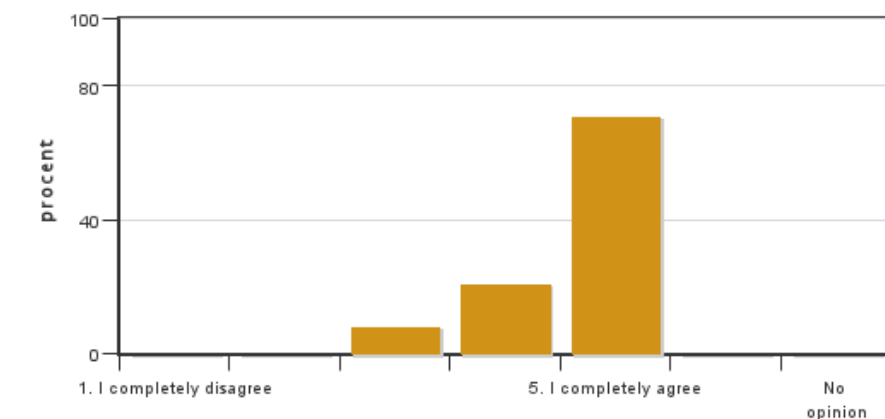
3: 2

4: 4

5: 18

No opinion: 0

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



Answers: 24

Medel: 4,6

Median: 5

1: 0

2: 0

3: 2

4: 5

5: 17

No opinion: 0

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



Answers: 24

Medel: 4,7

Median: 5

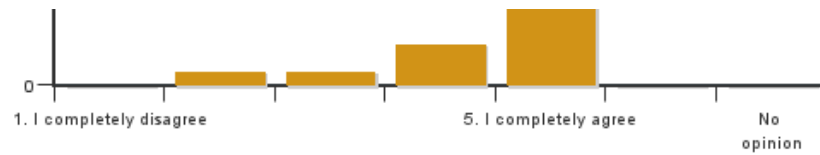
1: 0

2: 1

3: 1

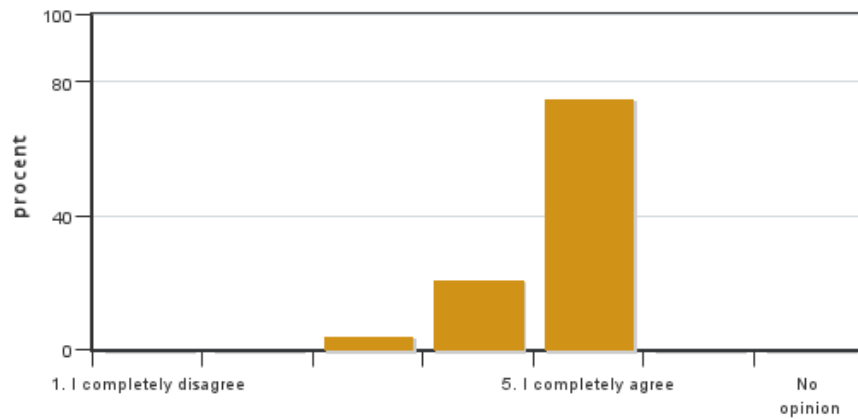
4: 3

5: 19



No opinion: 0

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



Answers: 24

Medel: 4,7

Median: 5

1: 0

2: 0

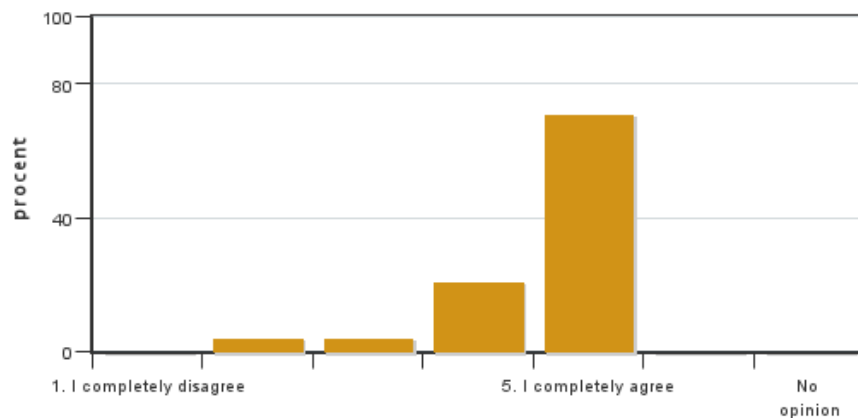
3: 1

4: 5

5: 18

No opinion: 0

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



Answers: 24

Medel: 4,6

Median: 5

1: 0

2: 1

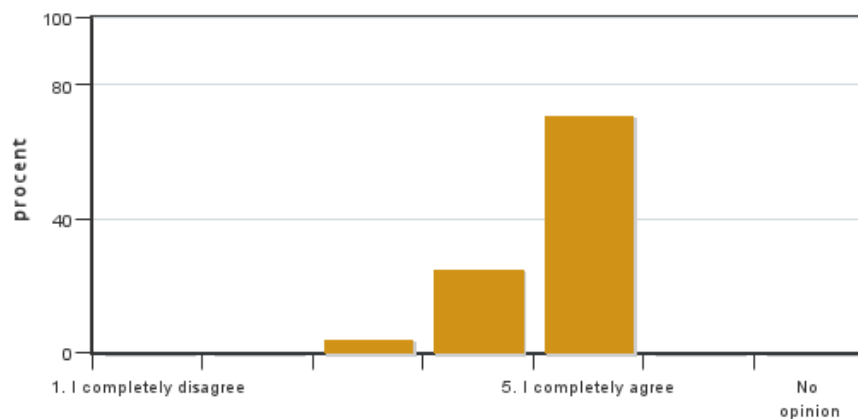
3: 1

4: 5

5: 17

No opinion: 0

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



Answers: 24

Medel: 4,7

Median: 5

1: 0

2: 0

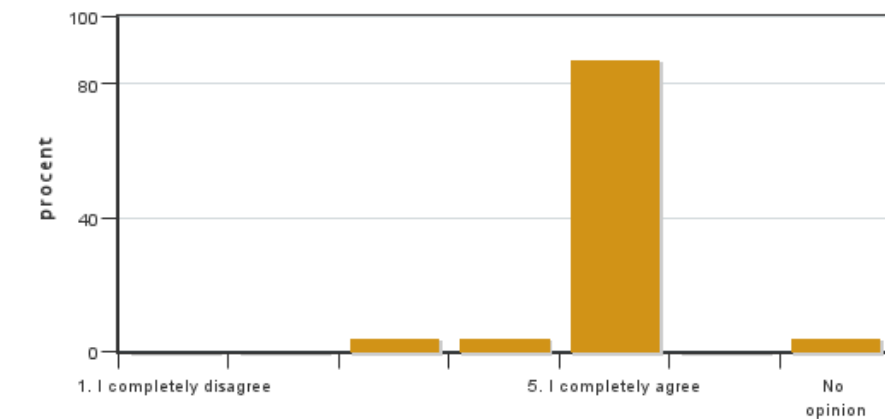
3: 1

4: 6

5: 17

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).**

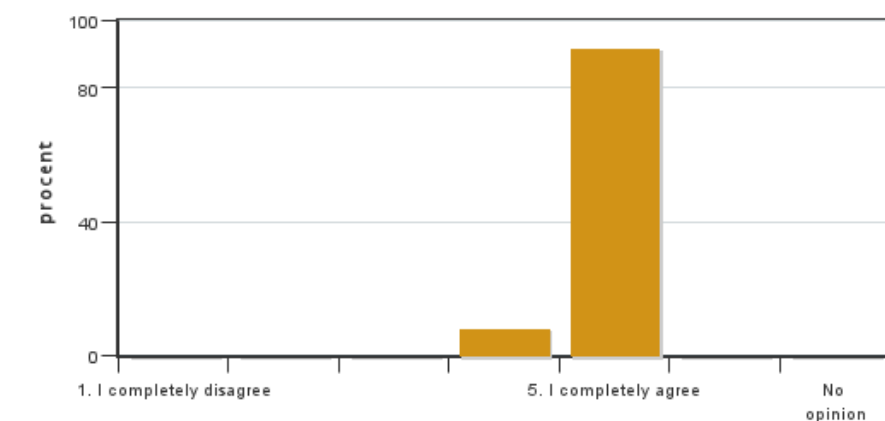


Answers: 24  
Medel: 4,9  
Median: 5

1: 0  
2: 0  
3: 1  
4: 1  
5: 21

No opinion: 1

#### 11. The course covered international perspectives.

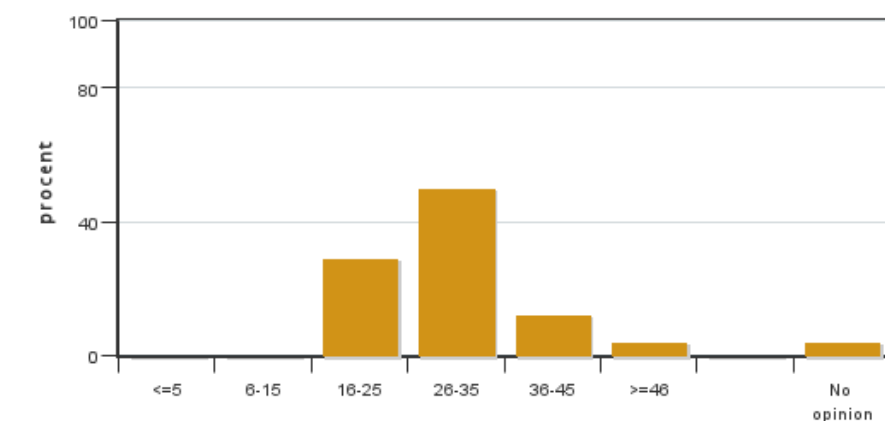


Answers: 24  
Medel: 4,9  
Median: 5

1: 0  
2: 0  
3: 0  
4: 2  
5: 22

No opinion: 0

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



Answers: 24  
Medel: 29,0  
Median: 26-35

≤5: 0  
6-15: 0  
16-25: 7  
26-35: 12  
36-45: 3  
≥46: 1

No opinion: 1

## Course leaders comments

### Student group

The class consisted of 28 students from the following countries: Sweden, Bangladesh, Belgium, Germany, India, Indonesia, Switzerland, Latvia, Lithuania, Poland, Romania, and Vietnam.

### Evaluation set up and response rate

The evaluation questions were answered by 24 out of 28 students, thus the response rate was 85%. We had a

concluding oral discussion on the last day of the course. Additional questions were added to the evaluation in order to capture the qualities and problems specific to certain elements of the course such as the literature, group work and lectures.

## Compulsory questions

On the 1 to 5 scale, the average overall impression is 4.5, indicating high satisfaction with the course. Students gave high scores for all general aspects in the SLU standard evaluation form, the scores ranging between 4.1-4.9. The lowest score concerned the students' estimation if their prior knowledge was enough for benefitting from the course. International perspectives and inclusion of gender and equality aspects received the highest scores. Questions about social and physical learning environment, accessibility of information and examination forms scored between 4.6-4.7.

## Overall impression

In general, the students were very satisfied with the course and the different components. Especially the three guest lecturers were highly appreciated as well as the lecture highlighting different case studies of conflicts around forest livelihoods. Some students would have liked a more European focus while others were happy for the international scope. The group work received similar split views, some liking the independent work and others asking for more detailed instructions and guidance. The explicit rule of raising ones hand before asking a question or making a comment was appreciated by some and considered a hindrance by others. The best part of the course according to several students was the poster making and to listen to the others' presentations of case studies.

## Additional remarks

Several students commented on the worst part of the course being theory and requested more teacher-led time in the classroom. It is a challenge for students and teachers alike to take and respectively to give the first social science based course in an otherwise natural science based program. Despite this, the course received high scores and students highly appreciated the new perspectives they received through the lectures and from their colleagues within the group work and presentations.

## Considerations for future courses

- Literature seminars and more teacherled time to work more hands-on with theory and concepts are necessary for successfully bridging the gap between prior natural science knowledge to new social science based knowledge for all students.
- Gender equality, diversity and inclusion issues need more space and time in order to give justice to the complexity of the topic and for facilitating students' learning about diverging values and perspectives on these issues.
- The learning objectives of the course should be explained in more detail during the introduction of the course in order for the students to better understand the expectations placed on them.

## Student representatives comments

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**In summary, the course receives high ratings in all standard questions; on all questions except for the one regarding prerequisites, the average score was 4.5 or above, and the prerequisite question received a 4.1. Much of what is highlighted as negative by some is instead seen as positive by others. In addition to the summary of the evaluation responses below, the student representative perceived a generally open environment among the students during the course, where there was expressed interest and positive opinions about the course structure, content, and lecturers.**

Regarding prerequisites, some felt they lacked knowledge in certain areas, such as qualitative analysis and understanding of a theoretical framework, while many respondents gave high scores to the question without comment.

A large majority of respondents found information about the course very accessible, and the teacher's quick responses, availability, and clear structure are emphasized as important aspects of this. The learning moments of the course were considered highly contributory to the students' learning.

On the question of an inclusive learning environment, students give high ratings and positive comments. There is some mixed criticism regarding the rule on raising hands, which was established collectively during the first lecture.

The time students spent on the course had a mean of 29 hours and a median of 26-35 hours, with response values fairly normally distributed.

The first three lectures received consistently high response scores. Comments highlight good structure, while there are mixed opinions on whether the theory was too difficult, perhaps presented too quickly, or served as a good foundation for the upcoming parts of the course.

The lecture on forest commons received a score of 4/5 with some comments that it was vague and difficult to extract useful information for the exam from it.

The lecture on Chile received very high scores and only positive comments!

The lecture on forest restoration received mixed ratings, and students commented that it was somewhat chaotic, overly dense with information, and difficult to maintain high quality in lectures via Zoom.

There are mixed responses regarding the written exam. The responses are fairly evenly distributed between 3, 4, and 5, with a couple of students giving it 2 points.

Regarding the literature, some found it too challenging, and it is suggested that the most important parts be discussed orally in the classroom after an article is expected to be read. By looking at the comments and scores on question 21, I suspect it was not understood correctly by all students; perhaps it can be clarified for next year.

The group work receives both criticism and praise. Some believe that clearer instructions would have benefited learning, while others express that the results were of high quality! The emphasis on on-call guidance during Christmas and New Year's is highlighted as something very positive for group work!

On the question of what was worst about the course, the comments vary. Two things mentioned by more than one student are that they would have liked to see more interesting lectures and that the literature was sometimes difficult to grasp, perhaps a bit too abstract for students who are often new to the social science literature tradition?

On the positive side, it is expressed that the group work was fun, that the international perspective was interesting, and that the lectures (and guest lectures) were informative and good!