



Trees, structure and function BI1385, 10221.2324

15 Hp

Pace of study = 100%

Education cycle = Basic

Course leader = Michelle Cleary

Evaluation report

Evaluation period: 2023-10-23 - 2023-11-13

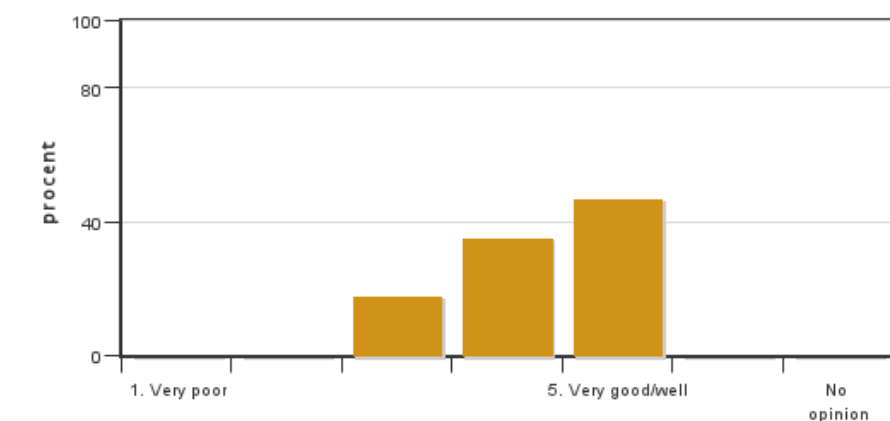
Answers 17

Number of students 24

Answer frequency 70 %

Mandatory standard questions

1. My overall impression of the course is:



Answers: 17

Medel: 4,3

Median: 4

1: 0

2: 0

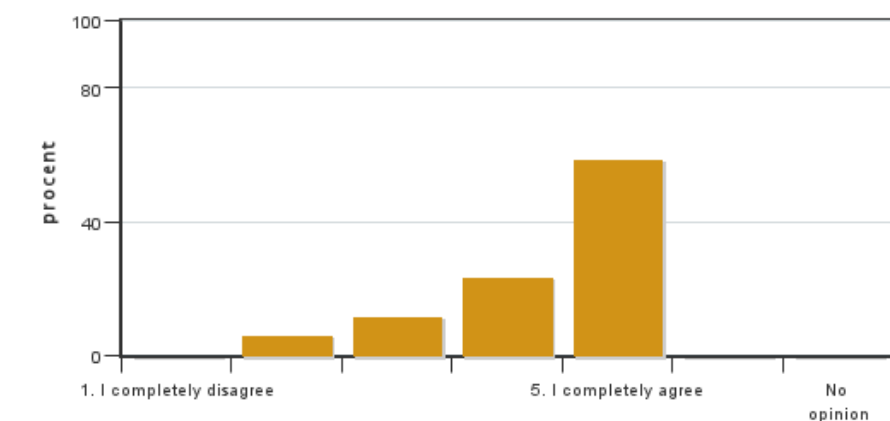
3: 3

4: 6

5: 8

No opinion: 0

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



Answers: 17

Medel: 4,4

Median: 5

1: 0

2: 1

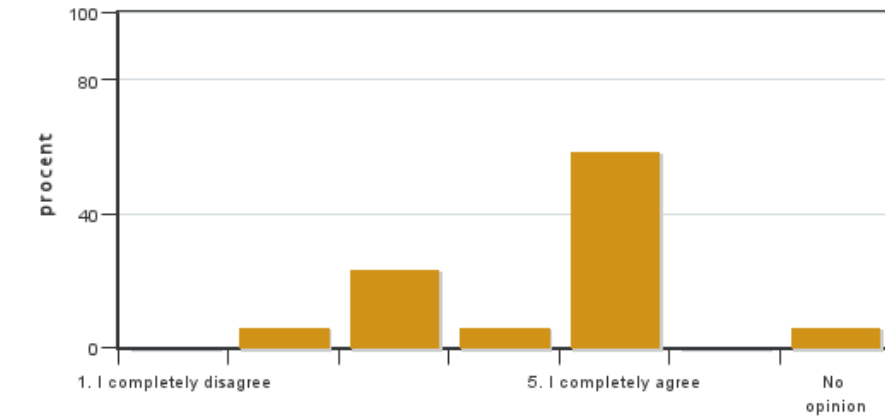
3: 2

4: 4

5: 10

No opinion: 0

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

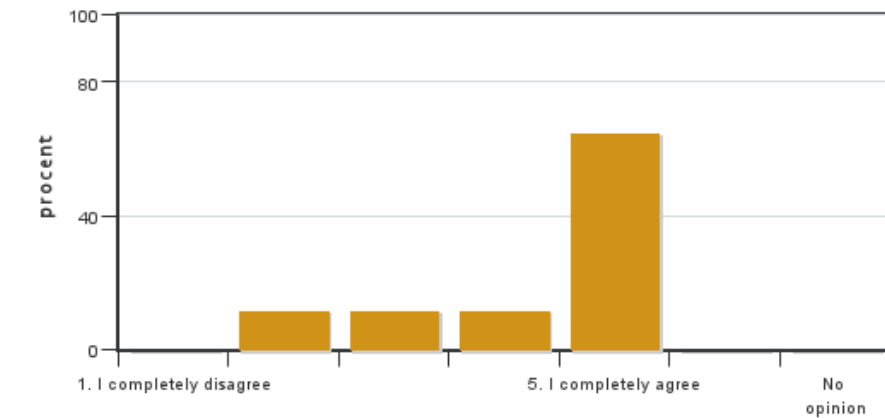


Answers: 17
 Medel: 4,3
 Median: 5

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

No opinion: 1

4. The information about the course was easily accessible.

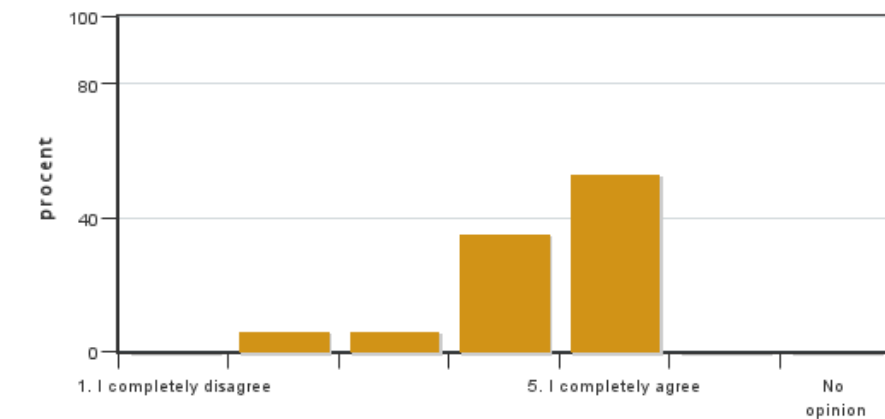


Answers: 17
 Medel: 4,3
 Median: 5

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

No opinion: 0

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

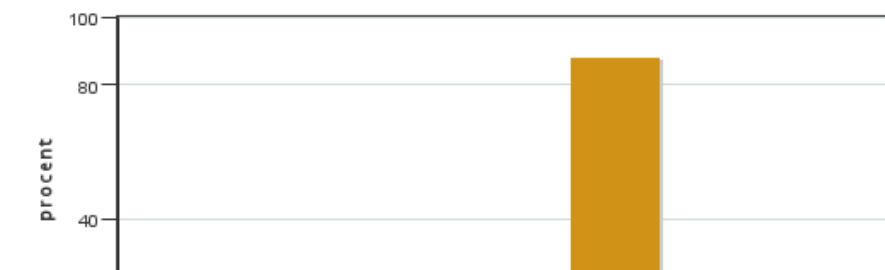


Answers: 17
 Medel: 4,4
 Median: 5

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

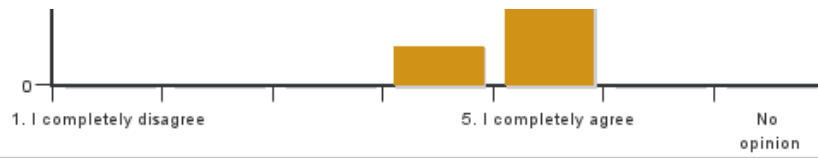
No opinion: 0

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



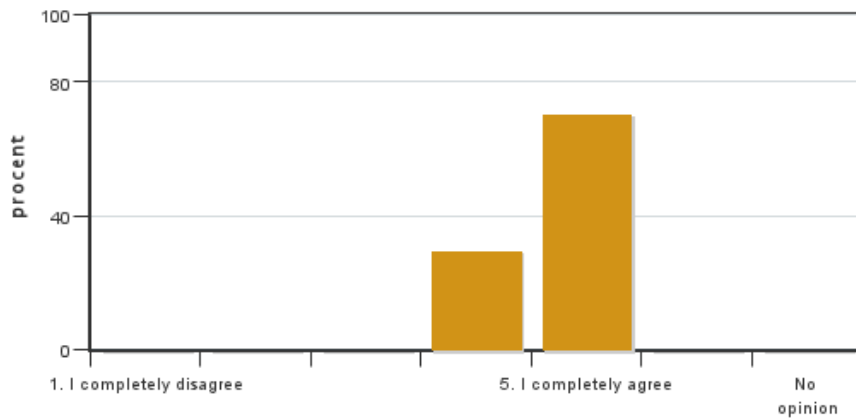
Answers: 17
 Medel: 4,9
 Median: 5

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



No opinion: 0

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



Answers: 17

Medel: 4,7

Median: 5

1: 0

2: 0

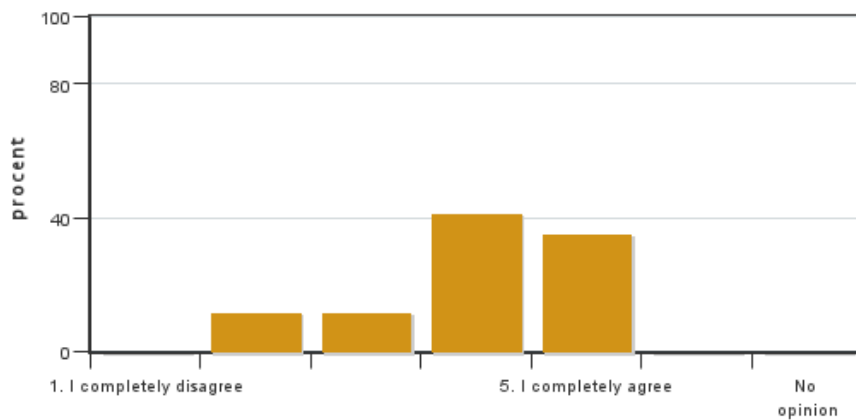
3: 0

4: 5

5: 12

No opinion: 0

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



Answers: 17

Medel: 4,0

Median: 4

1: 0

2: 2

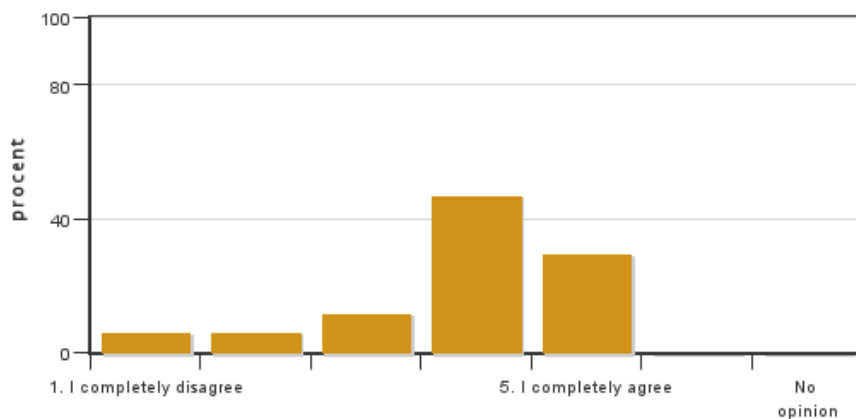
3: 2

4: 7

5: 6

No opinion: 0

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



Answers: 17

Medel: 3,9

Median: 4

1: 1

2: 1

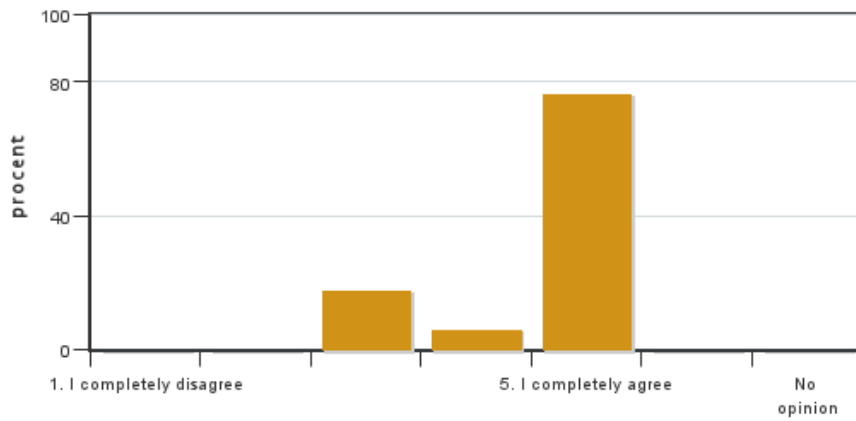
3: 2

4: 8

5: 5

No opinion: 0

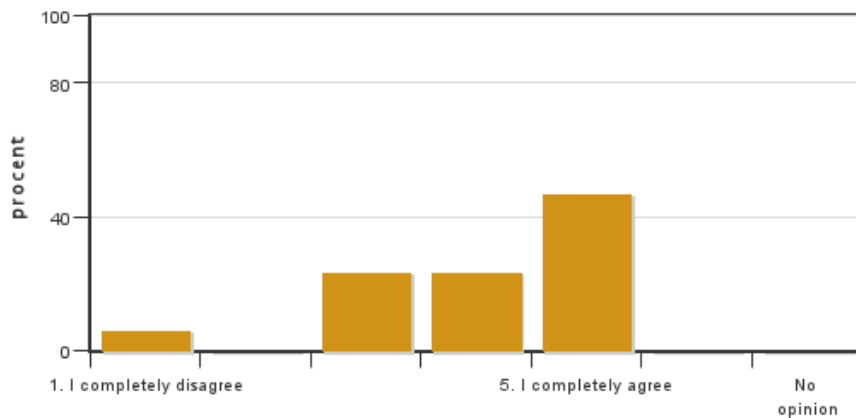
10. I believe the course has included a gender and equality aspect, regarding content as well as teaching practices (e.g. perspective on the subject, reading list, allocation of speaking time and the use of master suppression techniques).



Answers: 17
 Medel: 4,6
 Median: 5

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

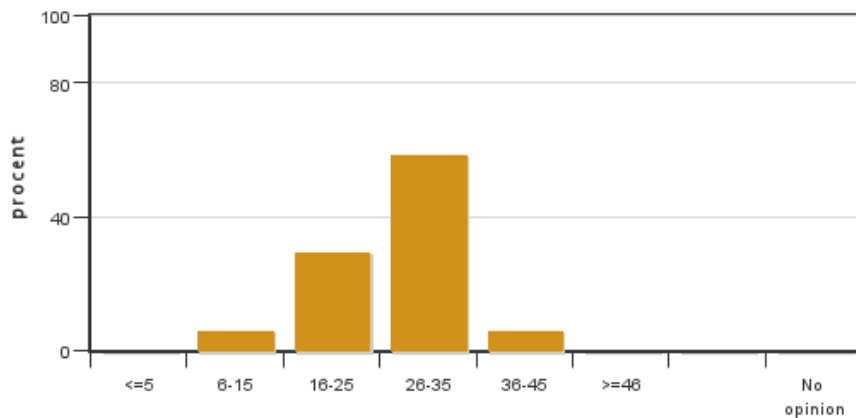
11. The course covered international perspectives.



Answers: 17
 Medel: 4,1
 Median: 4

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

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



Answers: 17
 Medel: 26,5
 Median: 26-35

≤5: 0
 6-15: 1
 16-25: 5
 26-35: 10
 36-45: 1
 ≥46: 0
 No opinion: 0

Course leaders comments

No comments from the teacher

Student representatives comments

Course Evaluation feedback and comments.

Classroom Learning

The overall reviews of this course were very good. No negative comments in regard to the teaching methods used, students were happily surprised by the amount of outdoor practical classes involving tree identification and soil science. A different approach to conventional class methods made it easier for many to absorb the information at a faster rate. All classroom facilities were impeccable. A slight downside to the pace of the lectures was the imbalance in information quantity across varying modules. The literature provided by SLU was impeccable and easily accessible for all, with a note being the importance of some literature associated with a lecture being unclear, some students weren't aware of the importance of acquiring the chemistry foundations prior to the tree anatomy and development module.

The Canvas platform was greatly appreciated by all, with instant announcements and an easy user interface, although the mailing list within the application was not the same as the Outlook Student mail. If all mailing could go to either one or the other, and possibly separate the inboxes dividing SLU university announcements and Course-related emails. From a calendar and timetable perspective, everything was very clear when it came to time and location on campus. For the future years could it be envisageable to increase the density of the lectures throughout the week, or not spread out lectures throughout the day leaving gaps between classes?

Excursions

The frequency of all the excursions made the overall motivation of the class greatly increase, we all thoroughly enjoyed the time spent outside with professors who showed great engagement whilst still making students feel implicated. The transport provided by the university was greatly appreciated although not always consistent, some excursions not providing a return trip.

Assignments

The assignments were very varied in terms of workload investment and the timing seemed at times unnatural. The tree ID card assignment that followed the exam was confusing for many as they could not use the cards they made in order to study, due to the exam already being finished. Some assignments could have had a more concise grading scheme with more in-depth feedback, this was also felt with the amount of small-scale group work, which in contrast to longer individual examinations would have allowed for better student self-assessment.