



Urban trees and forest health SV0015, 20103.2324

7.5 Hp

Pace of study = 100%

Education cycle = Basic

Course leader = Donnie Lee Peterson

Evaluation report

Evaluation period: 2024-01-10 - 2024-01-28

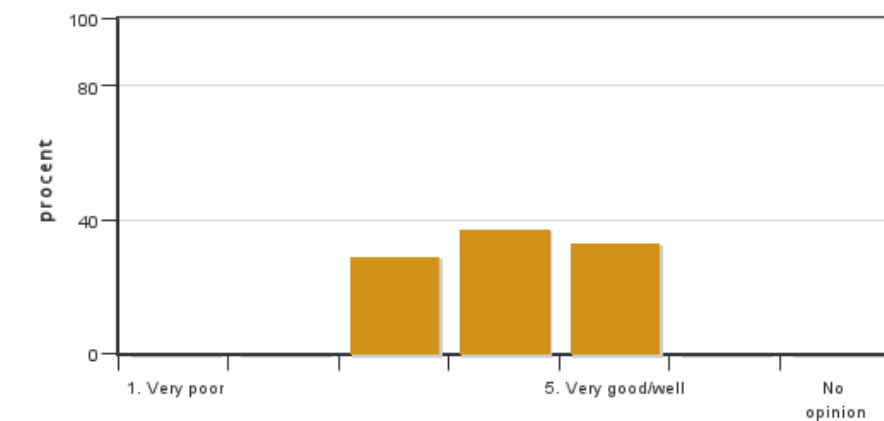
Answers 24

Number of students 29

Answer frequency 82 %

Mandatory standard questions

1. My overall impression of the course is:

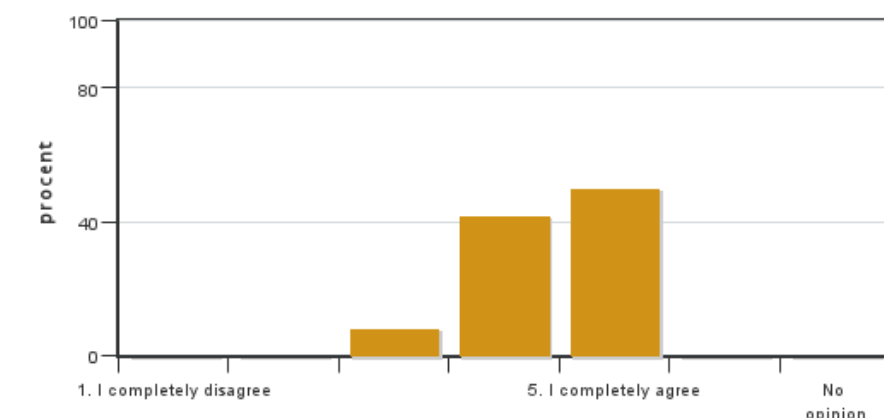


Answers: 24
Medel: 4,0
Median: 4

1: 0
2: 0
3: 7
4: 9
5: 8

No opinion: 0

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

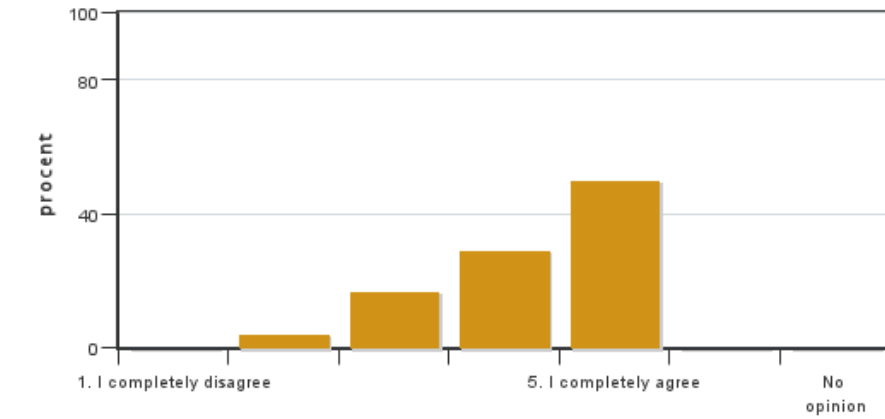


Answers: 24
Medel: 4,4
Median: 4

1: 0
2: 0
3: 2
4: 10
5: 12

No opinion: 0

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

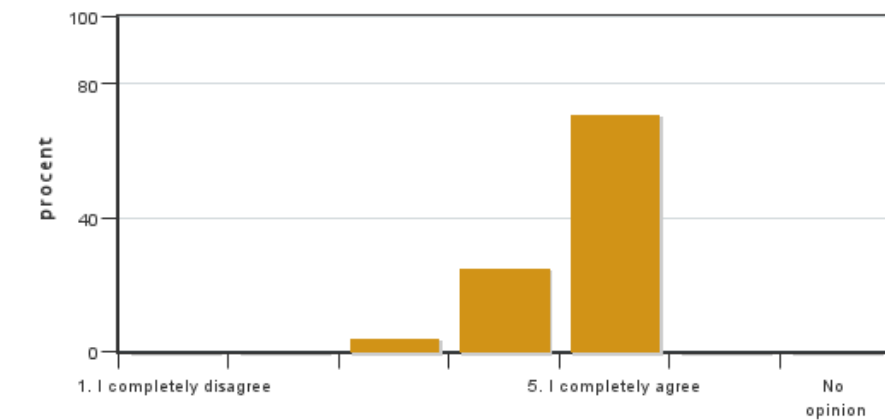


Answers: 24
 Medel: 4,3
 Median: 4

1: 0
 2: 1
 3: 4
 4: 7
 5: 12

No opinion: 0

4. The information about the course was easily accessible.

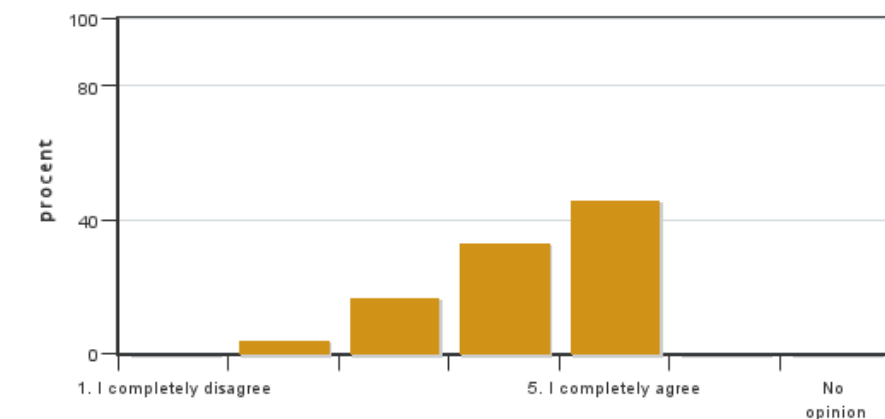


Answers: 24
 Medel: 4,7
 Median: 5

1: 0
 2: 0
 3: 1
 4: 6
 5: 17

No opinion: 0

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



Answers: 24
 Medel: 4,2
 Median: 4

1: 0
 2: 1
 3: 4
 4: 8
 5: 11

No opinion: 0

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



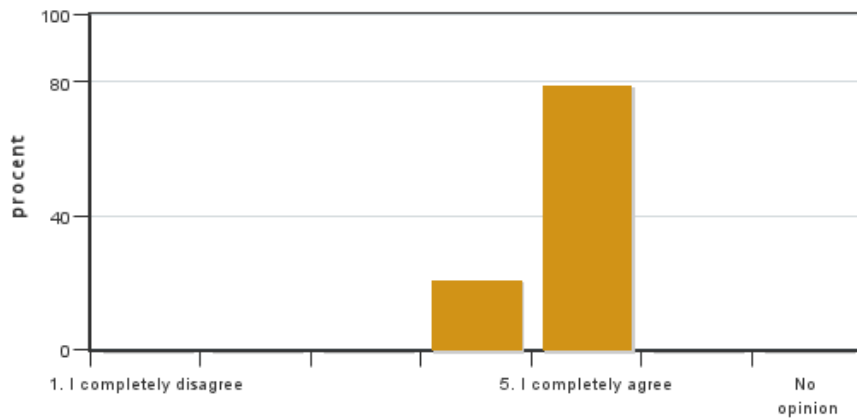
Answers: 24
 Medel: 4,7
 Median: 5

1: 0
 2: 0
 3: 0
 4: 7
 5: 17



No opinion: 0

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



Answers: 24

Medel: 4,8

Median: 5

1: 0

2: 0

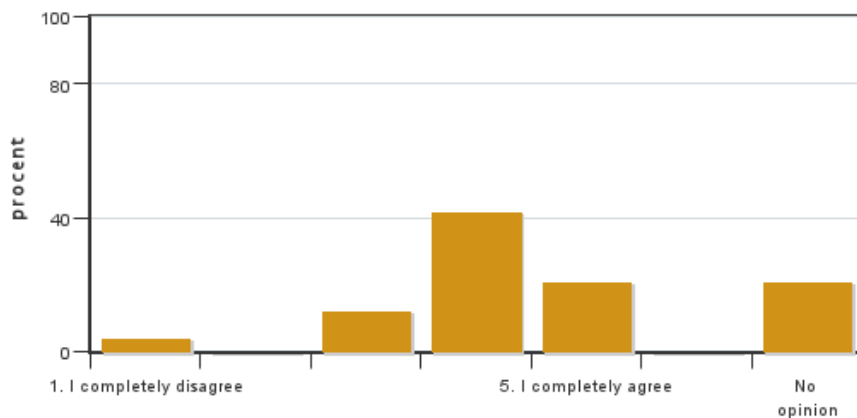
3: 0

4: 5

5: 19

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: 3,9

Median: 4

1: 1

2: 0

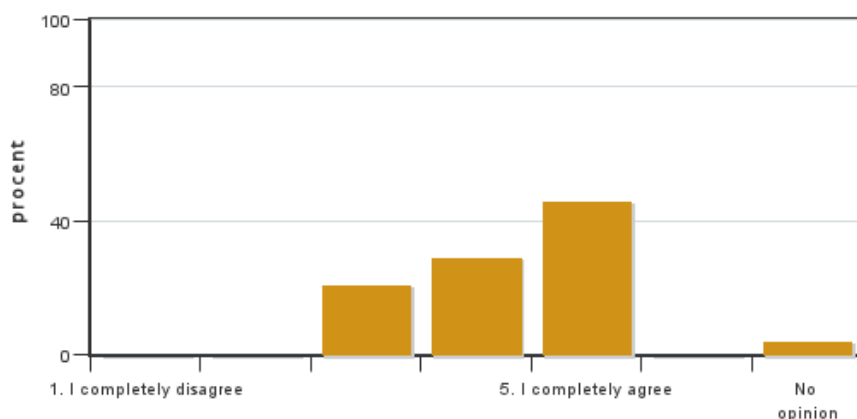
3: 3

4: 10

5: 5

No opinion: 5

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



Answers: 24

Medel: 4,3

Median: 4

1: 0

2: 0

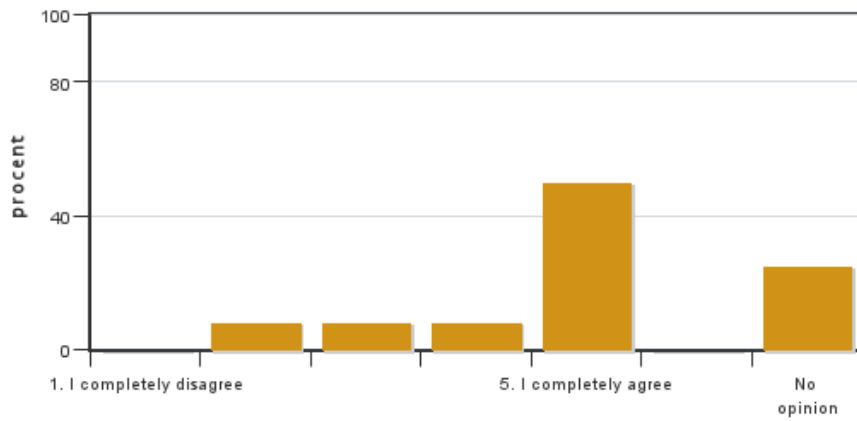
3: 5

4: 7

5: 11

No opinion: 1

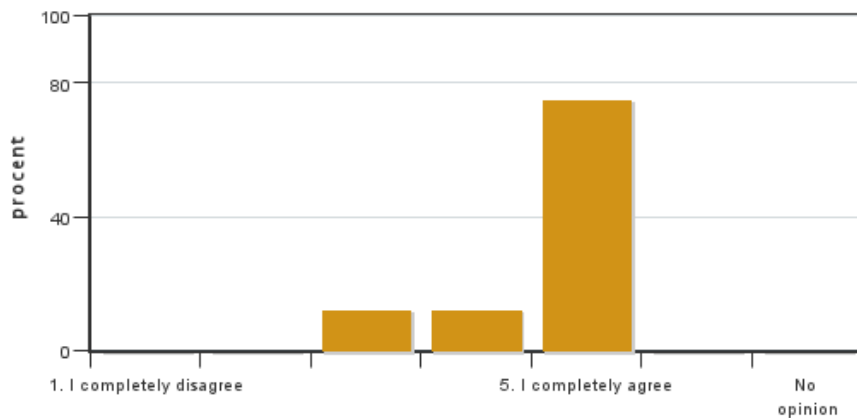
10. I believe the course has included a gender and equality aspect, regarding content as well as teaching practices (e.g. perspective on the subject, reading list, allocation of speaking time and the use of master suppression techniques).



Answers: 24
 Medel: 4,3
 Median: 5

1: 0
 2: 2
 3: 2
 4: 2
 5: 12
 No opinion: 6

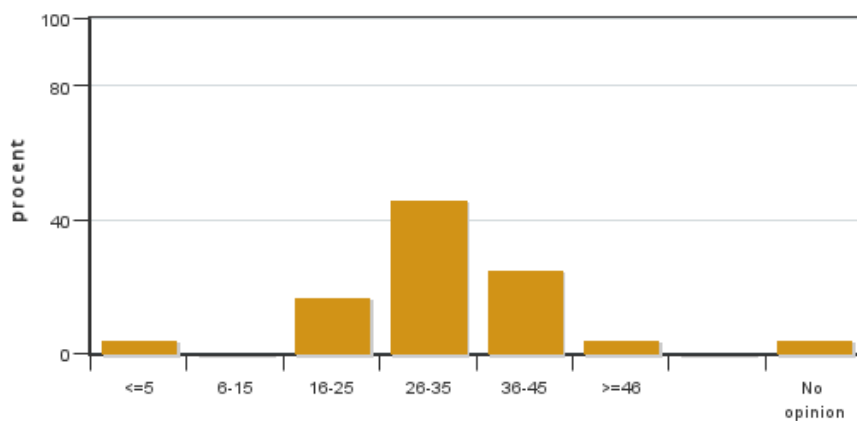
11. The course covered international perspectives.



Answers: 24
 Medel: 4,6
 Median: 5

1: 0
 2: 0
 3: 3
 4: 3
 5: 18
 No opinion: 0

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



Answers: 24
 Medel: 30,4
 Median: 26-35

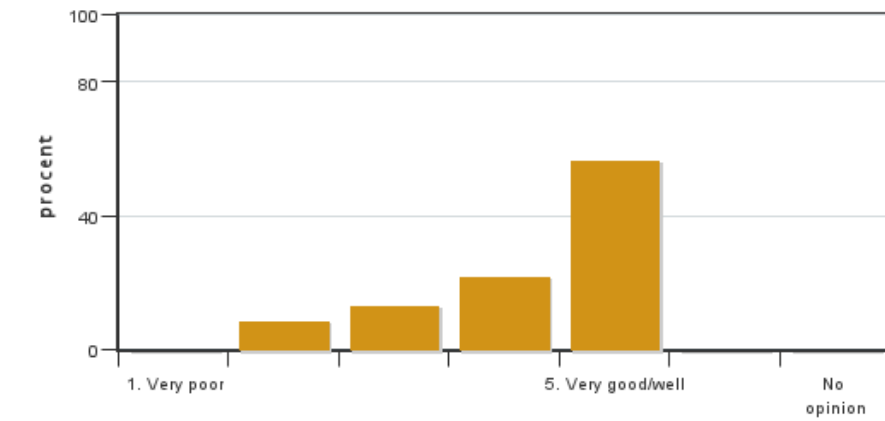
≤5: 1
 6-15: 0
 16-25: 4
 26-35: 11
 36-45: 6
 ≥46: 1
 No opinion: 1

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?

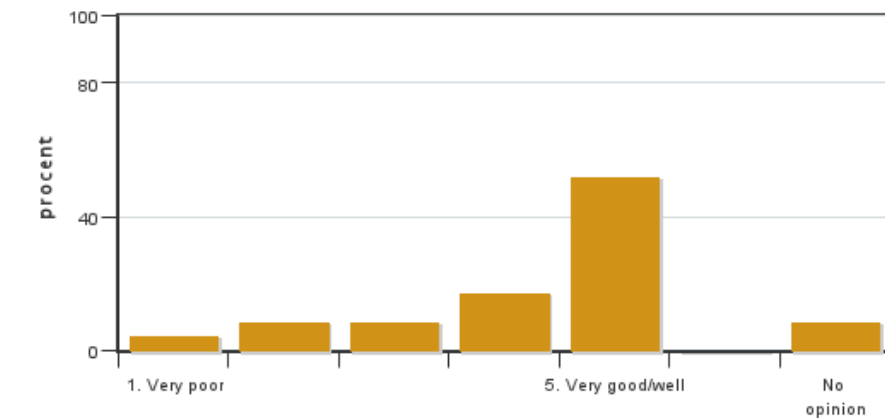
13. How did you find the Lab practical for Diagnostic (Isolation) Methods?



Answers: 23
 Medel: 4,3
 Median: 5

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

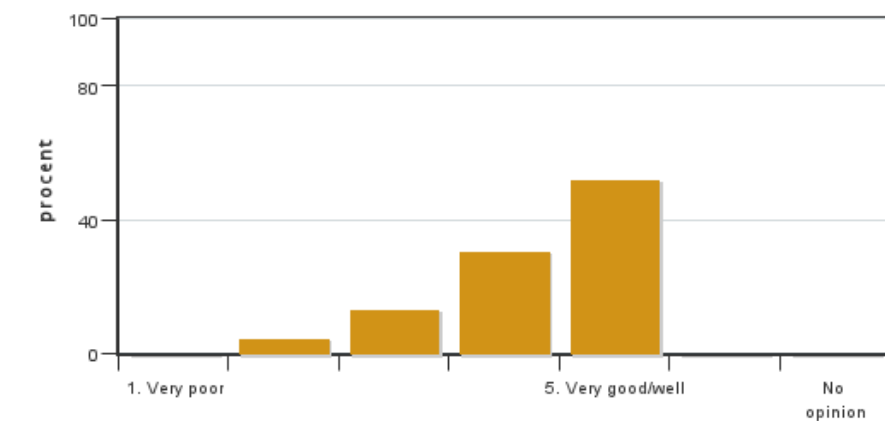
14. How did you find the Lab practical for Molecular Methods (DNA extraction)?



Answers: 23
 Medel: 4,1
 Median: 5

1: 1
 2: 2
 3: 2
 4: 4
 5: 12
 No opinion: 2

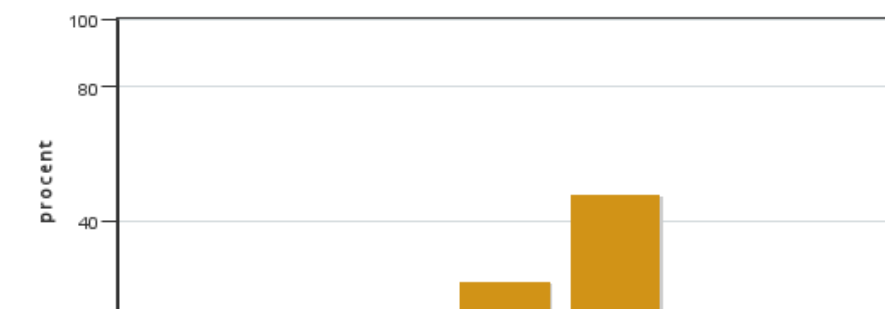
15. Overall, how did you find the Lab practical assignment and Lab days?



Answers: 23
 Medel: 4,3
 Median: 5

1: 0
 2: 1
 3: 3
 4: 7
 5: 12
 No opinion: 0

16. How did you find the field excursion for Urban Tree Hazard and Risk Assessment?



Answers: 23
 Medel: 4,1
 Median: 5

1: 1
 2: 1
 3: 3
 4: 5
 5: 11
 No opinion: 2



17. What did you like best about the course?

17. What would you like more of?

Course leaders comments

The Urban Trees and Forest Health course, now in its second year, continued to provide students with an introduction to the damaging pests and pathogens that harm forests and individual trees. The overall score for the course, 4.0/5.0, demonstrating good, positive feedback, similar to the scores from the previous year. Students expressed a satisfaction with the teaching quality and overall learning experiences.

Majority of the feedback was good for the course, some suggestions for improving the course were provided. Students appreciated the communication and quick responses through Canvas. While the students enjoyed the topics that were covered, students suggested to have those subjects taught in units; for example, insect/pest unit one week and pathogens another week. One major area that students desired was more field sampling of insects or pathogens and increased opportunities for field excursions; however, this is limited by the seasonality of the course.

For the course learning objectives, students expressed satisfaction but suggested incorporating more field excursions to better learn by doing in the field. On average, students reported spending approximately 30 hours per week on the course.

Many of the students used and appreciated the WAC guidebook and lecture to help with laboratory report. Majority of the students found the WAC constructive and helpful for improving their report and writing.

A major part of the course involves a case study for students to diagnose the pathogen of a stressed tree using classical and molecular techniques for disease identification. The feedback on the laboratory practicals was generally positive, with students enjoying the chance to see and experience research in the laboratory. However, some students found a couple of steps unclear and felt the laboratory was rushed but understood that this was due to the amount of time available in the course.

Overall, students found the content of the lectures good and teachers provided an excited, interactive learning environment. The course received positive feedback overall, there are opportunities for improvement with course structure and offering additional field excursions. Nonetheless, students appreciated the engaging teaching methods and valuable practical experiences provided by the course.

Student representatives comments

1. Students' overall impression of the course was positive, with responses evenly distributed between 3, 4, and 5. There were several different components packed into a 7.5 point course, so there were many things to judge the course on.

2. Most people agreed that the course content had clear links to the learning objectives of the course, but something to note is that we had one excursion as opposed to the "several field trips" as advertised on the course page.

3. Someone who had no background in forestry responded that the course was still manageable and enjoyable for them. As far as working in the laboratory, this class was the majority of students' introduction to lab work. Some people expressed that the pace was too quick but some were okay with it. Those with prior experience in a lab might find the exercises too basic.

4. The Canvas page for the class had content separated by week and lectures were provided in advance. The majority of students responded agreed that the information was easily accessible.

5. The majority of students agreed that the various course components supported their learning in general, but some comments were made about the course structure. There was a desire for more excursions where we identified symptoms in the field. Multiple people also mentioned that certain things felt rushed (the practical work in the lab, studying for the exam).

6-7. All students agreed that the class had an inclusive and respectful learning environment and that the physical learning environment was satisfactory.

8. People's opinions of the exam were varied. Some respondents thought it was a good exam and were happy that it was held before the Christmas break. Others thought that it was not ideal to have an exam that required so much memorization for a month-long course.

9. Students agreed with an average rating of 4.3 that course did cover sustainable development, but it was not the

focus of the course.

10. Answers spanned from 2-5, but is unclear if this is because respondents did not agree that the gender and equality aspect was covered sufficiently or if it just wasn't addressed at all.

11. Students agreed that class did not feel overly focused on Sweden and covered international perspectives.

12. The median amount of time students reported they spent on this course was 26-35 hours per week, with an average of 30 hours per week. This course is 100% study pace, so this is below the 40 hours per week that is expected the course will take.

13-14. Help with writing the report: More than half of the respondents said that they used the WAC (writing across the curriculum) guidebook to help them write the lab report for the class. The specific lecture about writing a lab report was also mentioned as being even more helpful than the WAC guidebook for that specific writing task. The majority of students thought that the feedback they received on their report drafts was helpful.

15. The lab practical for fungal isolation methods received mostly good ratings, but some were critical too. People who rated it highly thought it was an interesting exercise and enjoyed the practical aspect. Overall it seems like the unifying issue is that there wasn't enough time to go through everything thoroughly and let everybody get in-depth experience. Some people thought things were not explained enough. Some did not like the way we simulated doing the experiment with many steps being done for us by instructors, but we still pretended like we did it in the lab write up.

16. The DNA extraction module received slightly lower scores than the fungal isolation module. Again, some liked getting hands-on experience but some thought that an insufficient amount of time was spent on the exercise.

17. Overall, opinions of practical lab work for the course were positive. Students enjoyed getting some introductions to lab work, and also mentioned that the course instructors were very helpful. People had issues with the structure of the exercises (mentioned in 14-15). Again, people mentioned it felt rushed but understood that it was hard to fit everything in when the course is only 1 month long. Some people did not like the large size of the groups and the way we simulated an actual scientific experiment.

18. There were positive and negative reviews of the field work we did for urban tree hazard and risk assessment. Positive reviews mentioned that they enjoyed the instructor, thought it was an interesting exercise, and felt like it gave them a good idea of working in that field. Negative reviews focused on the slow pace of the exercise and wished it was more streamlined.

19. What students liked best about the course: The lectures, the lab, the instructors, the classroom environment, and the subject itself. Basically every aspect of the course content was mentioned as someone's favorite (besides the exam).

20. What students want more of in the future: a 15 hp course instead of 7.5, more talk about sustainable development, getting experience identifying disease in the field, and most of all more labs.