



Forest Ecosystem Ecology BI1369, 20131.2324

15 Hp
Pace of study = 100%
Education cycle = Advanced
Course leader = Maja Sundqvist, Maria Myrstener

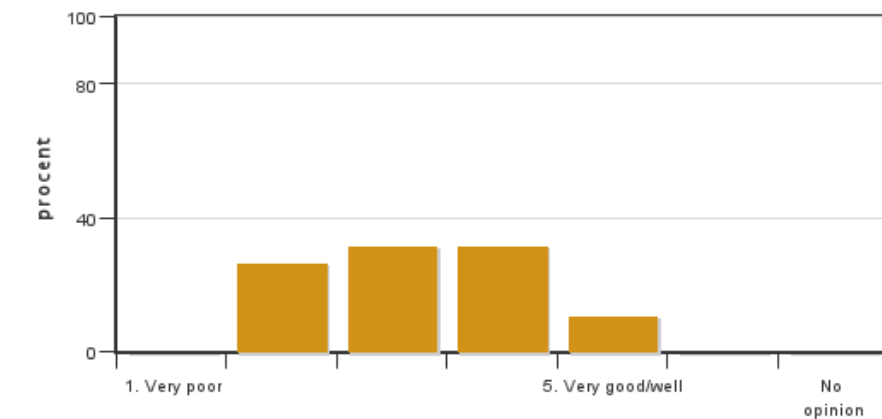
Evaluation report

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

Answers 19
Number of students 29
Answer frequency 65 %

Mandatory standard questions

1. My overall impression of the course is:

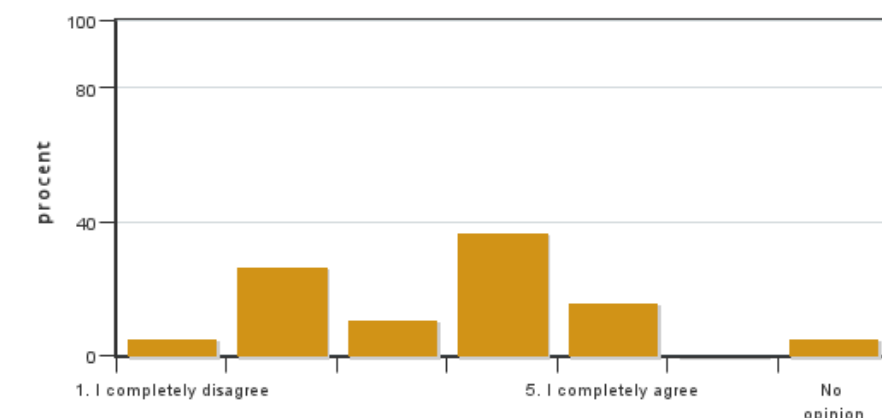


Answers: 19
Medel: 3,3
Median: 3

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

No opinion: 0

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

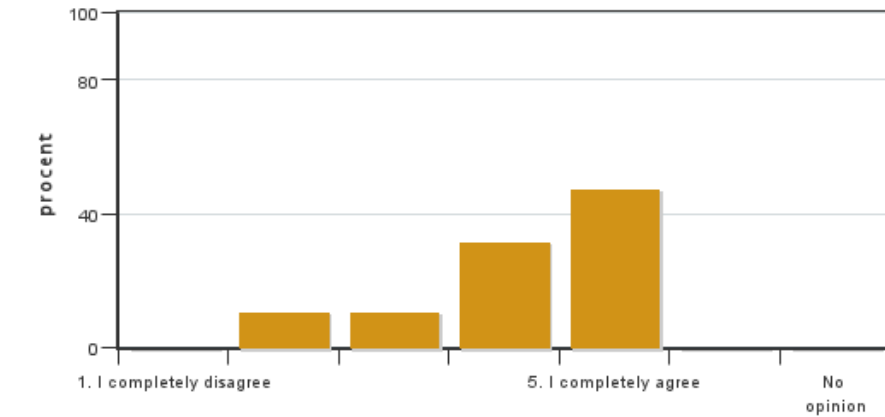


Answers: 19
Medel: 3,3
Median: 4

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

No opinion: 1

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

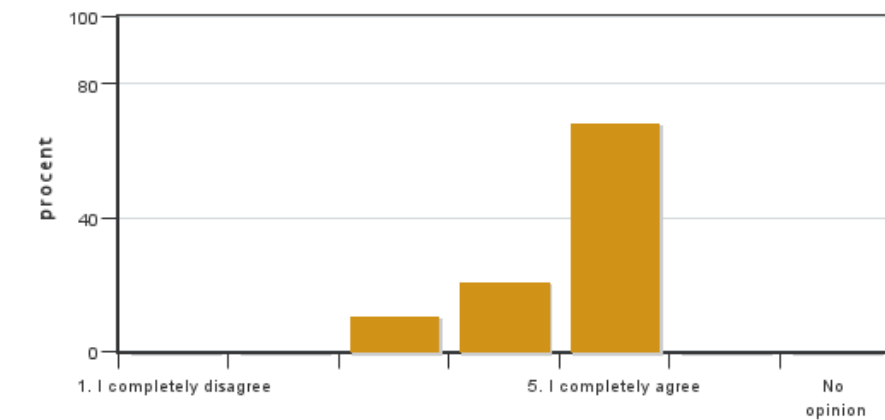


Answers: 19
 Medel: 4,2
 Median: 4

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

No opinion: 0

4. The information about the course was easily accessible.

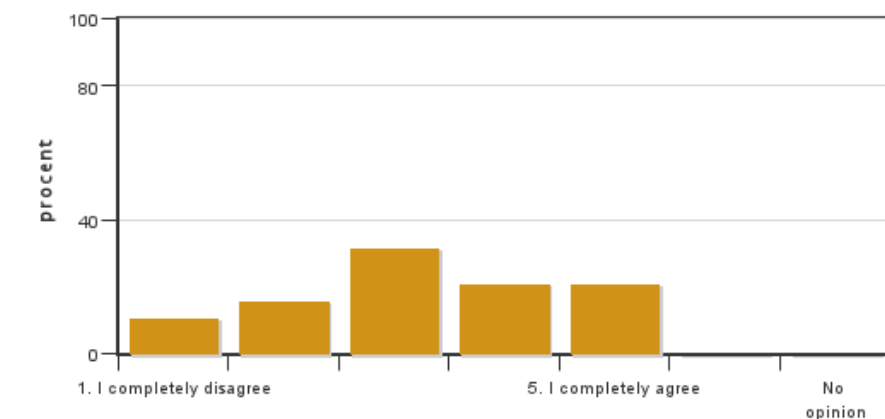


Answers: 19
 Medel: 4,6
 Median: 5

1: 0
 2: 0
 3: 2
 4: 4
 5: 13

No opinion: 0

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



Answers: 19
 Medel: 3,3
 Median: 3

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

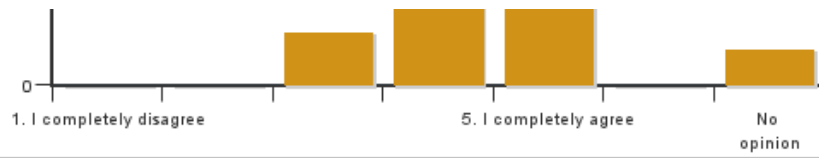
No opinion: 0

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



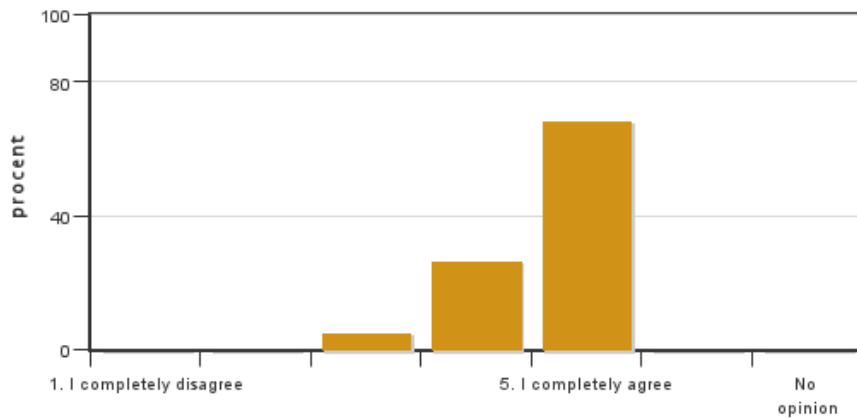
Answers: 19
 Medel: 4,4
 Median: 5

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



No opinion: 2

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



Answers: 19

Medel: 4,6

Median: 5

1: 0

2: 0

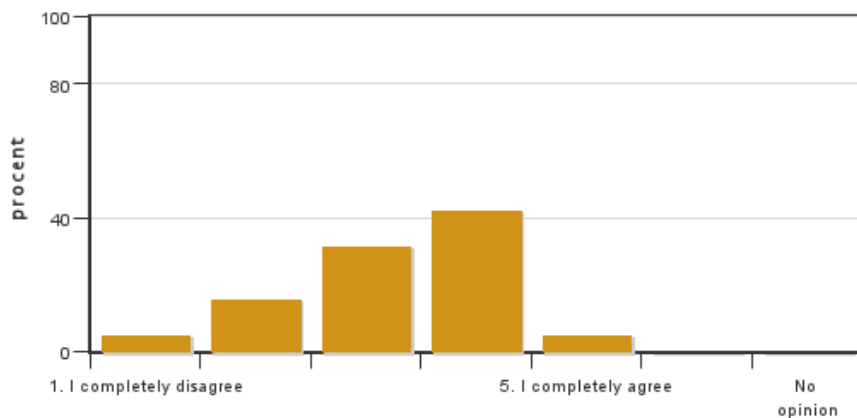
3: 1

4: 5

5: 13

No opinion: 0

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



Answers: 19

Medel: 3,3

Median: 3

1: 1

2: 3

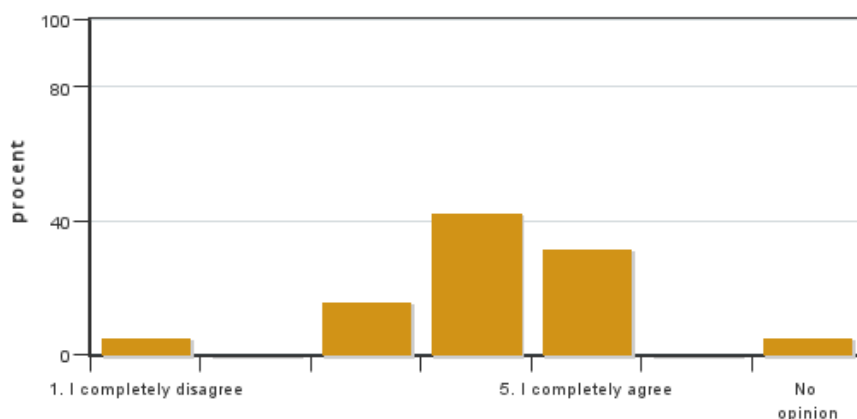
3: 6

4: 8

5: 1

No opinion: 0

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



Answers: 19

Medel: 4,0

Median: 4

1: 1

2: 0

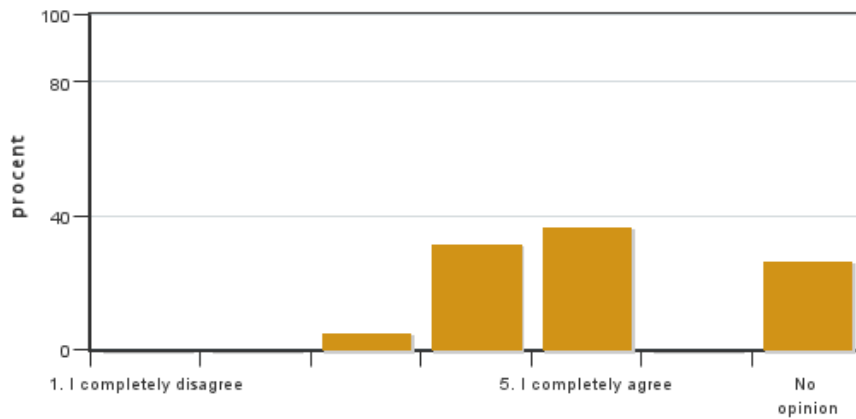
3: 3

4: 8

5: 6

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).

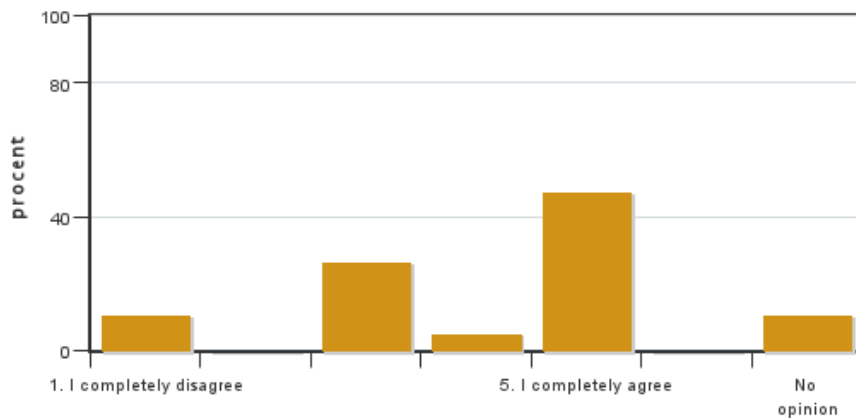


Answers: 19
 Medel: 4,4
 Median: 4

1: 0
 2: 0
 3: 1
 4: 6
 5: 7

No opinion: 5

11. The course covered international perspectives.

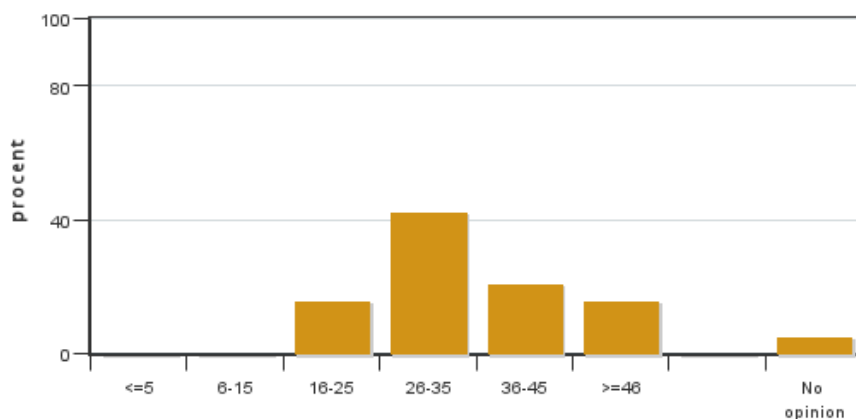


Answers: 19
 Medel: 3,9
 Median: 5

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

No opinion: 2

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



Answers: 19
 Medel: 33,2
 Median: 26-35

≤5: 0
 6-15: 0
 16-25: 3
 26-35: 8
 36-45: 4
 ≥46: 3

No opinion: 1

Course leaders comments

In discussion with the student representative, the overall feedback was that the course was well structured in terms of the modules, and the communication between the course leaders, teachers and students was good. It was raised that it could however be made clearer at the start of each module who the main responsible teacher is for each module. Overall, the group project work was considered an important part of the course, but there was a wide variety in terms of how students appreciated the work within the different group projects. It was also discussed that there was a wide variety in how students considered different assignments, both written and oral assignments, as important for the overall learning of the course topics. One suggestion was that it could be beneficial to, instead of having assignments tied to specific modules, create an assignment that more clearly bridges the topics taught within two or more different modules. It was also suggested that the instructions for the assignments, specifically for the extra assignments, should be improved. The text could be shortened and it could more clearly define the specific elements and tasks each assignments should address, and hence contain, when submitted. We also discussed that

the course canvas page was mostly easy to navigate, but the order of files (assignments and lecture material) could be better organized so they are easier to find.

Student representatives comments

The overall impression of the course was somewhat mixed. A lot of students really liked the course, its structure, and assignments. However, there were also students who felt that the course was not challenging for them (i.e. they felt that they learnt very little). Some felt that the course was too general and that they wanted to explore the topics more in depth. The spread in opinions is probably due to the large variety of students accepted into the course, with some having backgrounds in ecology and others having rarely/ never studied the subject before. This was evident in discussions reflecting on the course.

Again, due to the spread of students from different backgrounds the perception of the course difficulty varied a lot. A lot of students (e.g. jägmästare, ecology students) felt that the course was easy, a large part found it had a sufficient level of difficulty and there were also some students who found the course difficult. This was also reflected in the workload with some students spending more time per week on the course than others. It is worth noting that there is an overlap in students who reported spending more time every week on the course and students who also completed all extra assignments for a higher grade.

Similarly, there was a variety of opinions regarding the mandatory assignments and extra assignments. Some students appreciated the assignments and felt that it was a good tool of examination. Others felt the opposite stating that the assignments were too small or too many and did not support their learning. Some assignments felt a lot harder than others particularly the assignment from the hydrogen ion module. Different suggestions for improving this were: fewer assignments, larger assignments, and some students stated a preference for regular exams. The extra assignments, for a higher grade, were generally more well regarded as students felt that they were more "free" to show individual ideas, reasoning, and learning. As for the larger group project, spanning over the entire course, most students really liked it but would prefer smaller groups.

The students felt that the canvas page was well structured and easily accessible with some minor comments regarding delays in uploading lectures and confusion as the uploaded files were not always in order.

Students had overwhelmingly positive experiences regarding the social and physical learning environments. They felt that all teachers were respectful and that the physical learning environment was good. Getting to work in a lab environment was especially appreciated.

More specific/ practical ideas on how to improve aspects of the course (assignments, modules, canvas, etc.) for next year have been communicated to the course leader through the student representative.