



## Sustainable Forestry and Land-use Management in the Tropics SG0258, 20136.2324

15 Hp

Pace of study = 100%

Education cycle = Advanced

### Evaluation report

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

Answers 13

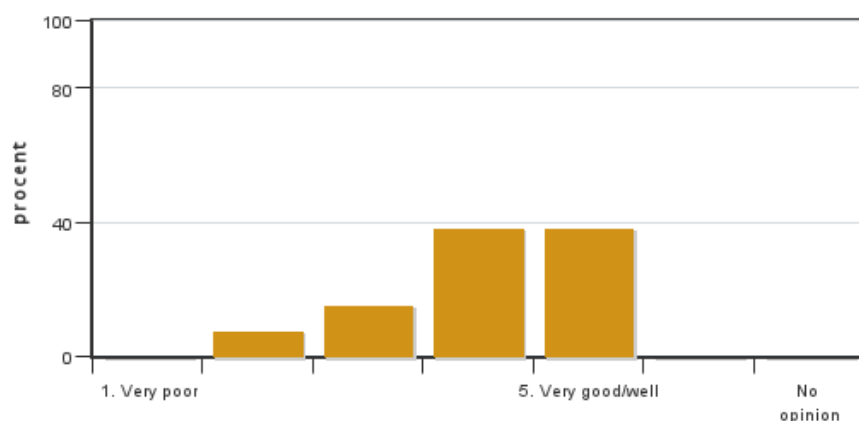
Number of students 21

Answer frequency 61 %

### Mandatory standard questions

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

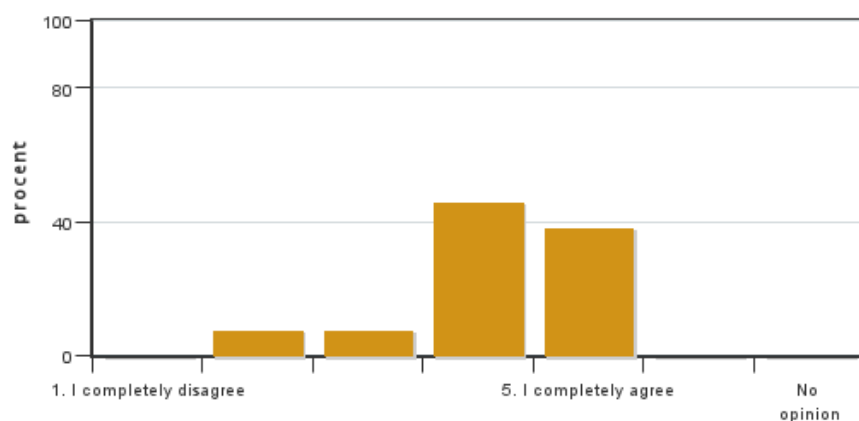


Answers: 13  
Medel: 4,1  
Median: 4

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

No opinion: 0

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

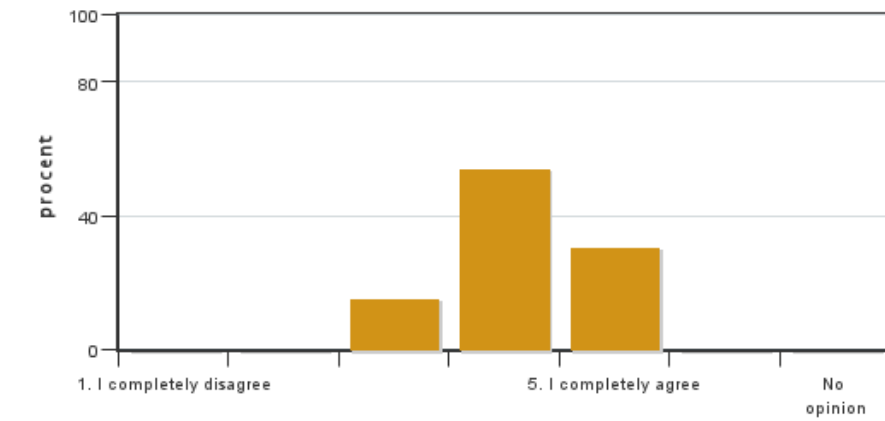


Answers: 13  
Medel: 4,2  
Median: 4

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

No opinion: 0

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

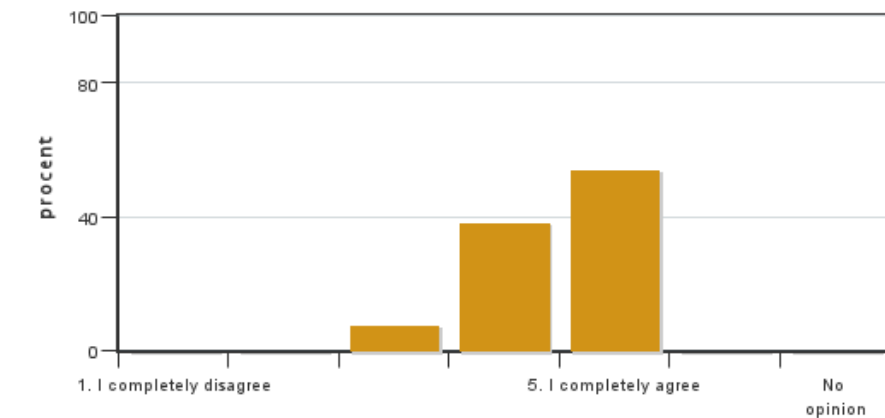


Answers: 13  
Medel: 4,2  
Median: 4

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

No opinion: 0

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

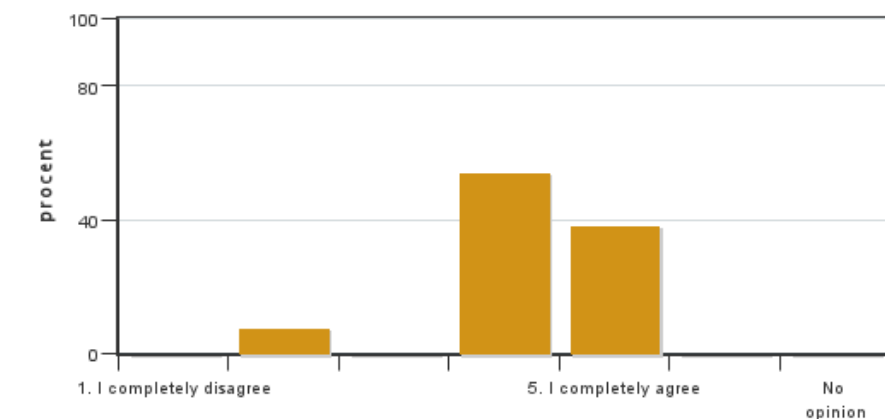


Answers: 13  
Medel: 4,5  
Median: 5

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

No opinion: 0

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

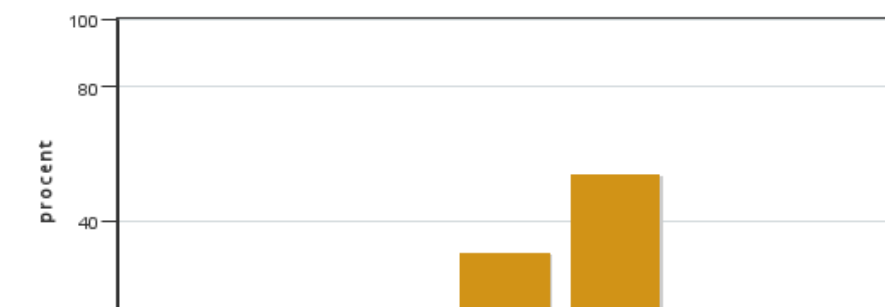


Answers: 13  
Medel: 4,2  
Median: 4

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

No opinion: 0

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



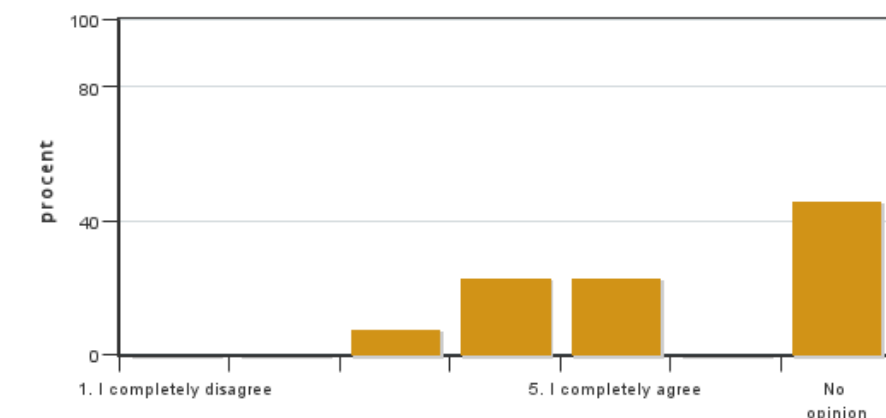
Answers: 13  
Medel: 4,3  
Median: 5

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

No opinion: 1



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

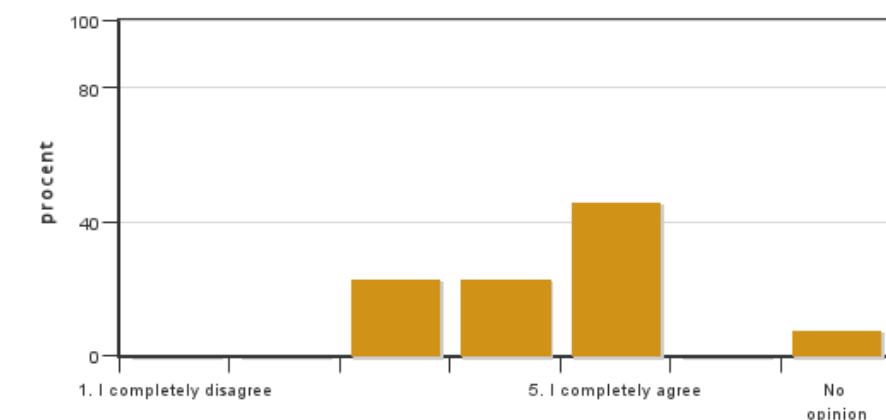


Answers: 13  
Medel: 4,3  
Median: 4

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

No opinion: 6

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

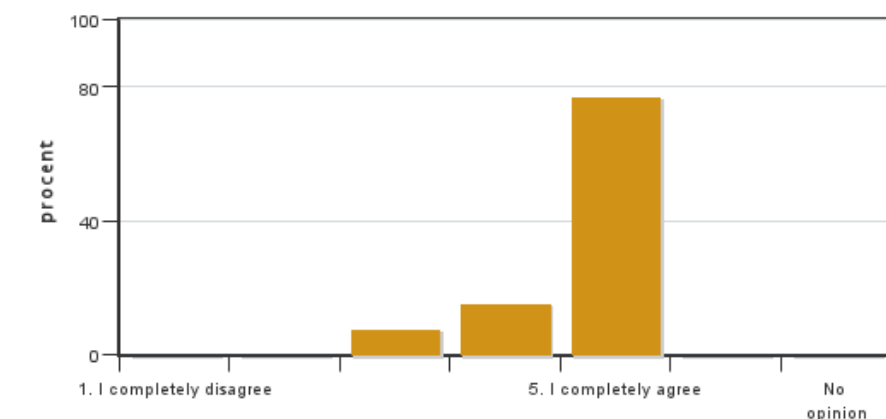


Answers: 13  
Medel: 4,3  
Median: 4

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

No opinion: 1

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

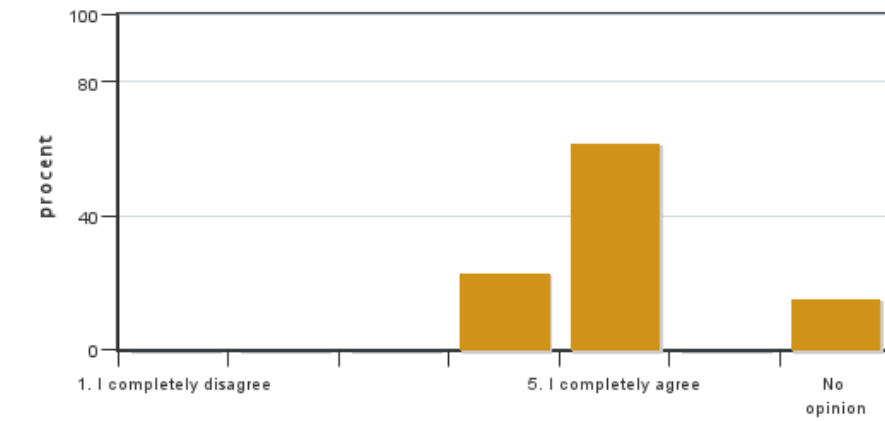


Answers: 13  
Medel: 4,7  
Median: 5

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

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: 13  
Medel: 4,7  
Median: 5

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

No opinion: 2

**11. The course covered international perspectives.**

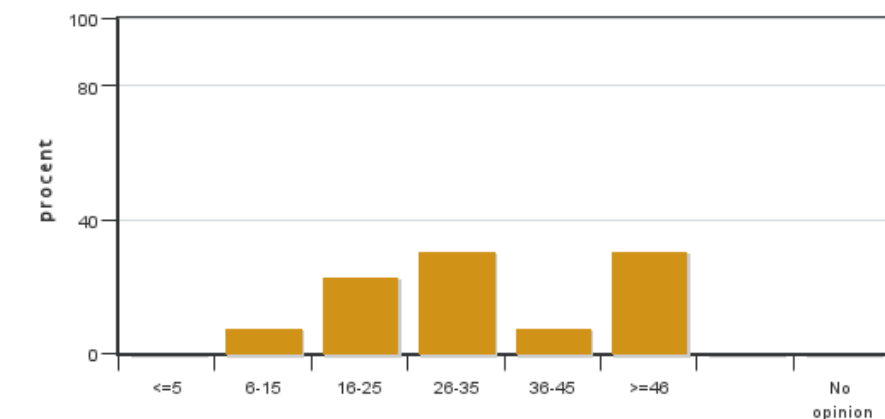


Answers: 13  
Medel: 5,0  
Median: 5

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

No opinion: 0

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

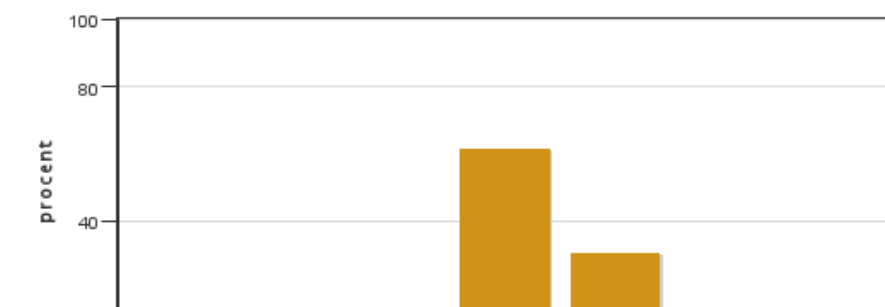


Answers: 13  
Medel: 31,8  
Median: 26-35

≤5: 0  
6-15: 1  
16-25: 3  
26-35: 4  
36-45: 1  
≥46: 4

No opinion: 0

**13. If relevant, what is your overall experience of participating in all or part of your course online?**



Answers: 13  
Medel: 4,3  
Median: 4

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

No opinion: 1



**14. If relevant, please share what worked well when participating in teaching on distance**

**15. If relevant, please share what worked less well when participating in teaching on distance**

## Additional own questions

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**16. Please list your favorite components of the course (ie, an assignment, a particular exercise or lecture, a week-long topic). Optional: Share what you liked about them.**

**16. Please share any part of the course you did not like, why, and what could be improved.**

**16. What is your top take-away from this course?**

**16. Did you learn anything that really changed your perspective? If so, what?**

## Course leaders comments

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Overall, the feedback from the students (61% answer frequency) has been positive. The average overall impression of the course is 4,1 (out of 5). In general, the students appreciated the course content (average 4.2), the information accessibility (4.5), the course structure and learning methodologies (4.2), the social learning environment (4.3), and the examination format (4.3). We are very happy about these positive results.

Students' favorite course components included the modules on Natural Forest Management and Forest and Landscape Restoration (FLR), and the optional field trip to Borneo. Among their favorite course assignments, students mentioned the interview project, 'Factfulness,' and the FLR infographic.

The students who joined the optional field trip to Borneo really liked and learned from it. Unfortunately, not many students could participate in the field trip, mostly due to financial reasons.

Several students mentioned that they found the Canvas page very well structured and that this helped to access information. They also acknowledged that the other online tools we have used – Mural, Mentimeter, Zoom ... - have worked well and have contributed to their learning.

Overall, the students liked the course assignments and pointed out that they supported their learning and gave room for analysis. Many liked the variety of assignments and the grading criteria (the fact that they could choose between doing only the mandatory assignments or the mandatory + optional assignments to opt for a higher grade). Some students who opted for a higher grade found the workload a bit high. For next year, I am considering making the deadlines of the optional assignments more flexible.

Among the things that worked less well, some students mentioned challenges related to distance learning. These were general disadvantages of online learning and not specific to the course content. Despite this, students also acknowledged some major advantages, in particular the possibility to interact with international guests from various countries and backgrounds, which, according to the evaluation, contributed to broadening their perspectives. Another major advantage of this being a distance course is that it also attracted students from outside Umeå - this increased the diversity in the classroom (different programs, faculties, and countries), which led to richer discussions.

As in previous years, one of the problems we have encountered is that some students did not participate actively in the course and often missed lectures and seminars. Students who had been actively engaged in the course found it challenging to have group work with less active students. After discussing this with the course student representative, they have suggested making random groups with the students that participate in the meeting where

the assignment is introduced and then making random groups with the remaining students. I think this can be a good solution.

The student representative also suggested that at the beginning of the course, I organize a speed dating /get-to-know-each-other meeting so that they can get to know each other better. I think this is a great idea.

Some students have also complained that they received feedback on their assignments too late. I will make sure to remind module/assignment leads more often to provide feedback on time.

Students have also complained that the information on the optional field trip came too late. We shared this information one month before the course started as part of the welcome letter. We did not inform them earlier because we were not sure if we would have financing for the field trip. After discussing with the student representative, we decided that I would add some information on the course page about a potential field trip if funding is available so that students know well in advance.

Finally, another recurrent problem is that there are several students who sign up for the course but then de-register (many times because they realize they cannot participate from different time zones or because they had signed up for other online courses that were running in parallel and realize they cannot take all of them). This means that we need to start calling in people from the reserve list once the course has already started. These students start the course later than the rest and often struggle to get up to speed. There is not much we can do to improve this except to make it very clear from the start that despite being a distance & online course, it is a synchronous and full-time course with mandatory meetings.

Aida Bargués-Tobella, course leader

## Student representatives comments

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13 of 21 registered students answered the survey. Number of respondents corresponds closely to the average number of students attending the Zoom lessons (estimated average of 14 students during non mandatory lessons). The respondents were overwhelmingly positive about the course with median scores of 4 and 5 on all questions (5 being the max score possible). The overall impression of the course had an average of 4,1.

The variety of topics and different types of lessons were mentioned as very positive and NFM lectures received special praise. Other aspects receiving high grading were the international perspective of the course with the international guest lecturers. The student body also was diverse with regards to country and academic field, which was considered positive by the respondents from a learning perspective. Furthermore, the engagement during the lessons was high and one student commented "this is the most I think I've heard people discuss on Zoom". The lessons were interactive, often performed in small discussion groups, group activities in Mural etc and weekly group assignments contributed to the positive depth learning experience. These assignments helped the social aspect despite it being a distant course which is otherwise a recognised challenge with distance courses. The course is 100% however many had double course loads and did not attend the lessons.

The weekly extra assignments provided a great opportunity to dive deeper into the topics and do additional analysis and was appreciated by many. The last group assignment of the course was an interview and the interviewees offered up were of very relevant for the field of studies and this assignment was generally highly appreciated as you could choose whom to interview based on your own interests. The usefulness of the Factfulness book was passionately debated however the majority leaning towards that it was a relevant part of this course. Possibly some chapters would be beneficial earlier in the course.

Some areas of improvement suggested by the students: firstly, the field trip was not sufficiently announced before the course start, nor discussed at the beginning of the course, thus making it difficult to attend for the majority of the students (time needed to arrange visas, passports and funding. Those that attended the field trip were very positive and commented that everything "clicked" for them during the trip). Secondly, the first couple of weeks there was a lot of rotation of students leaving and new arriving. Many ended up having other side engagements or courses and not attending the zoom lessons and were less active during group work. This gave as a result a considerable unbalanced workload in the group assignments throughout the course for the more motivated students. Better tool for group ad hoc interactions was a wish, not everyone uses WhatsApp and Canvas chat tool not perceived as useful.

Median hours spent on the course was between 26-31 hrs, Module 4 was regarded as requiring considerably more time than other modules and exceeding 100% course load for that week.