



Ecological disturbances in forests - silvicultural challenges under climate change

BI1442, 20152.2324

15 Hp
Pace of study = 100%
Education cycle = Basic
Course leader = Gustaf Egnell

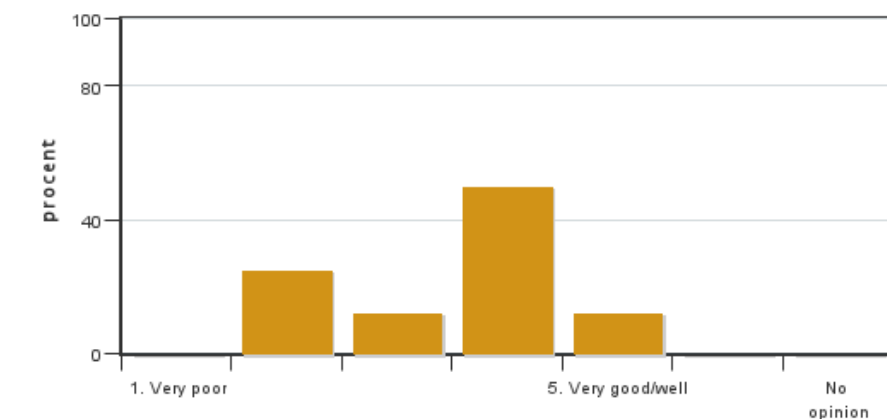
Evaluation report

Evaluation period: 2024-01-07 - 2024-01-11

Answers 8
Number of students 8
Answer frequency 100 %

Mandatory standard questions

1. My overall impression of the course is:

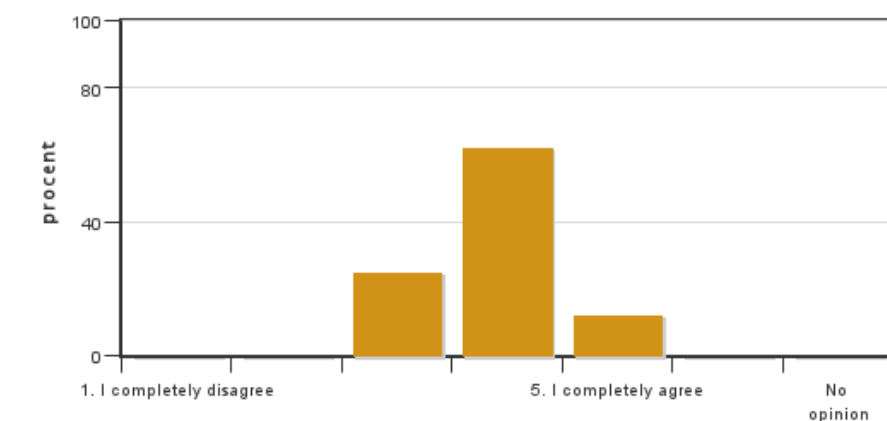


Answers: 8
Medel: 3,5
Median: 4

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

No opinion: 0

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

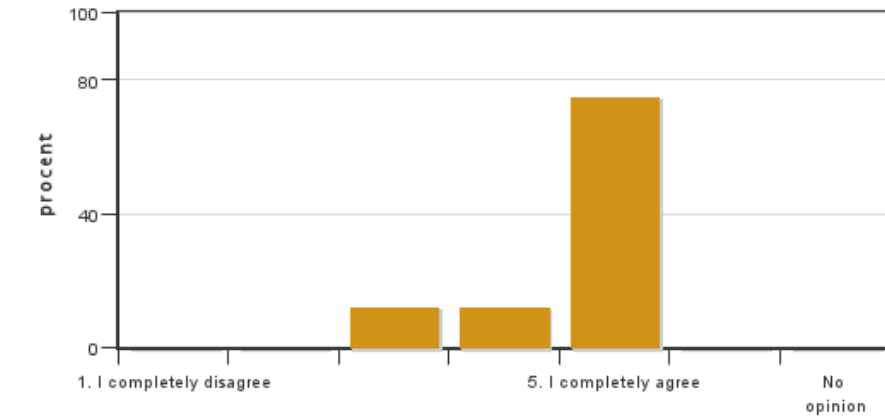


Answers: 8
Medel: 3,9
Median: 4

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

No opinion: 0

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

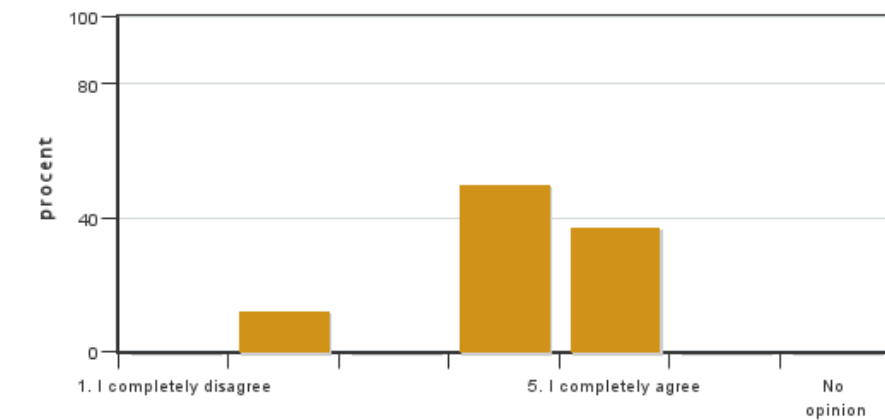


Answers: 8
 Medel: 4,6
 Median: 5

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

No opinion: 0

4. The information about the course was easily accessible.

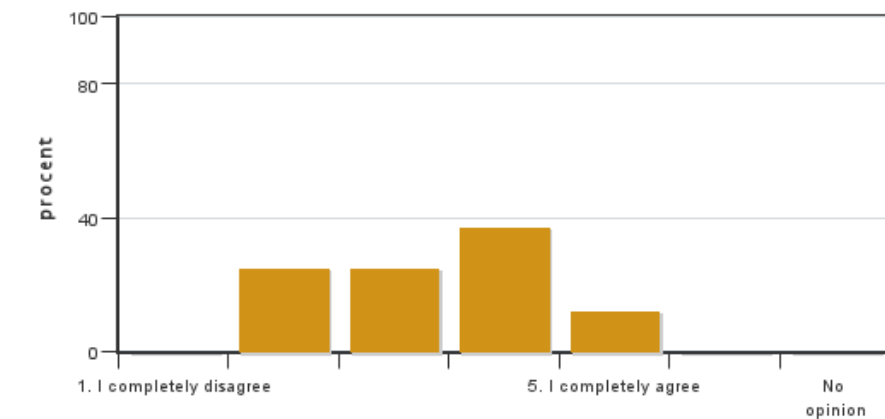


Answers: 8
 Medel: 4,1
 Median: 4

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

No opinion: 0

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

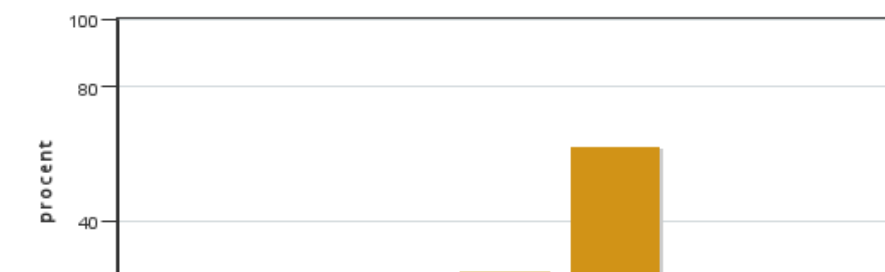


Answers: 8
 Medel: 3,4
 Median: 3

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

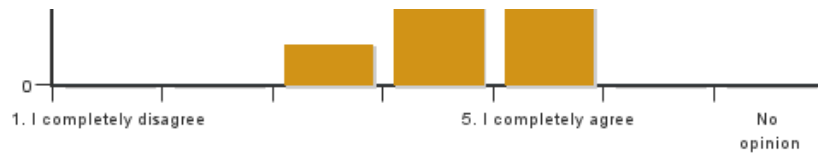
No opinion: 0

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



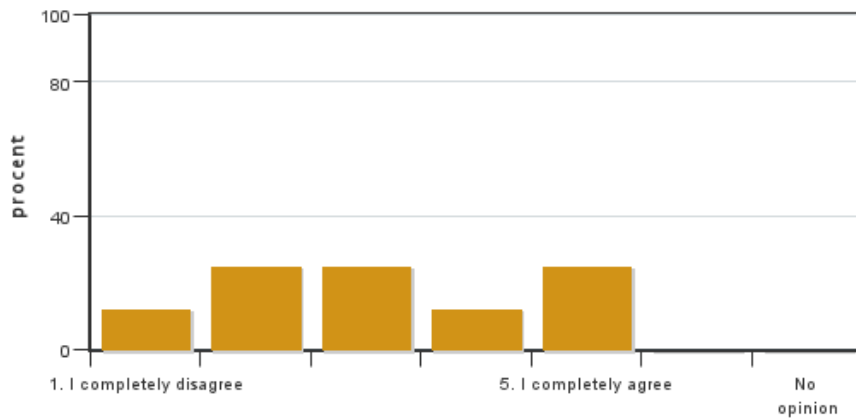
Answers: 8
 Medel: 4,5
 Median: 5

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



No opinion: 0

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



Answers: 8

Medel: 3,1

Median: 3

1: 1

2: 2

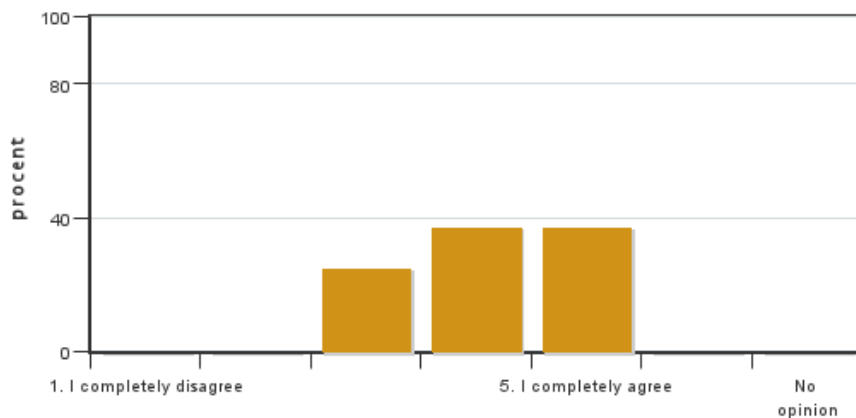
3: 2

4: 1

5: 2

No opinion: 0

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



Answers: 8

Medel: 4,1

Median: 4

1: 0

2: 0

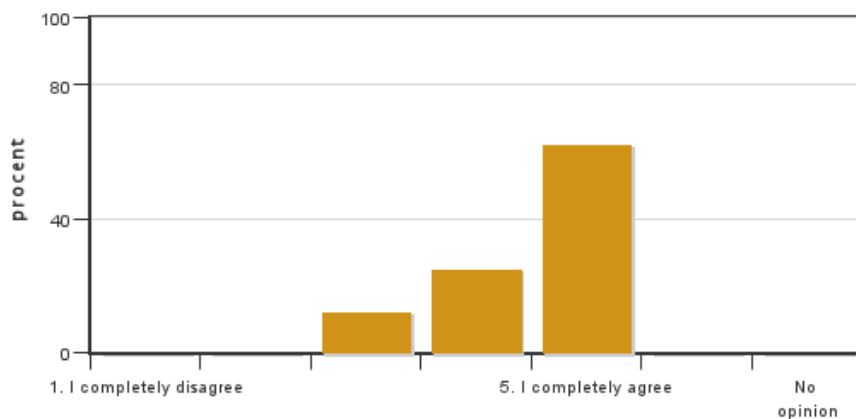
3: 2

4: 3

5: 3

No opinion: 0

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



Answers: 8

Medel: 4,5

Median: 5

1: 0

2: 0

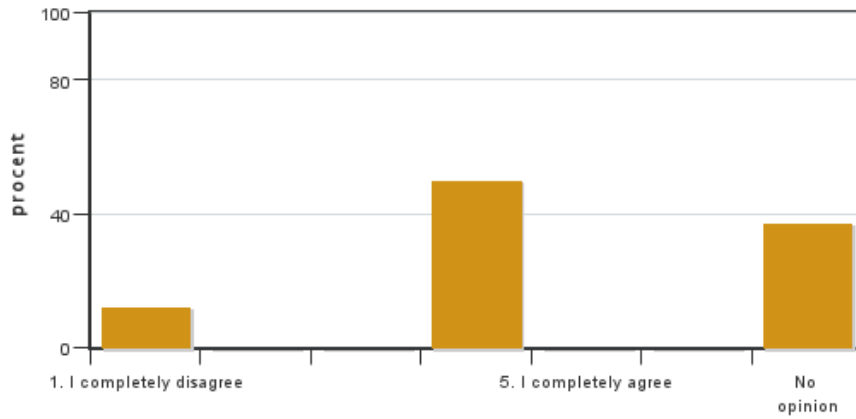
3: 1

4: 2

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).

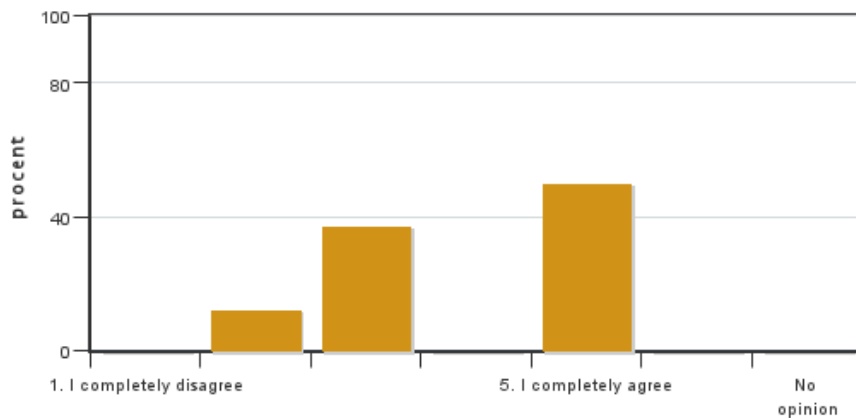


Answers: 8
 Medel: 3,4
 Median: 4

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

No opinion: 3

11. The course covered international perspectives.

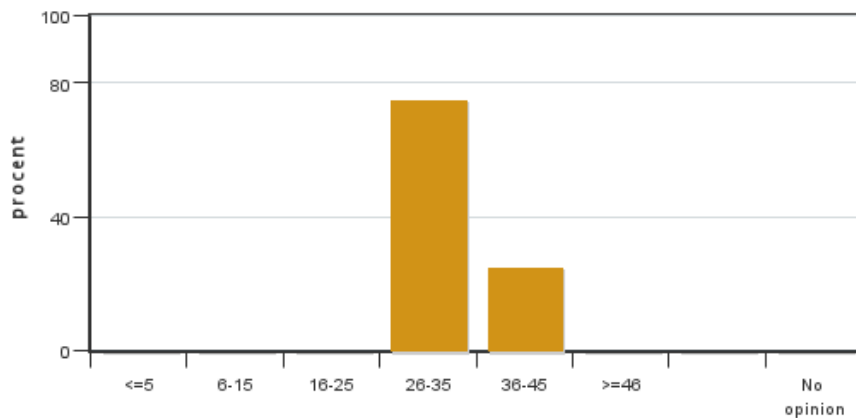


Answers: 8
 Medel: 3,9
 Median: 3

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

No opinion: 0

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



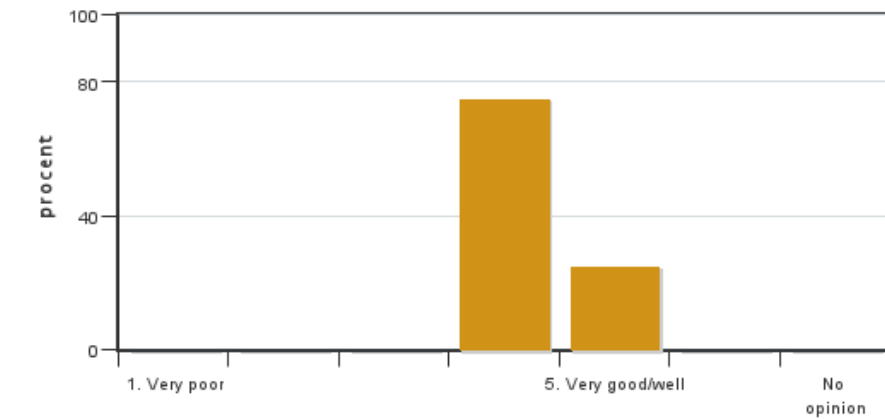
Answers: 8
 Medel: 32,5
 Median: 26-35

<=5: 0
 6-15: 0
 16-25: 0
 26-35: 6
 36-45: 2
 >=46: 0

No opinion: 0

Additional own questions

13. How were the more general introductory lectures [Marcus Klaus (drivers of climate change, terminology), Wiebke Neumann Sivertsson (forest damage centre), Jonas Petersson (Bibliography), Cornelius Senf (Forest damages - Europe), Peter Högberg (critical reading), Erik Kjellström (regional climate models), Chandra Krishnamurthy (social impacts)]? PLEASE ADD COMMENTS ON THE INDIVIDUAL LECTURES

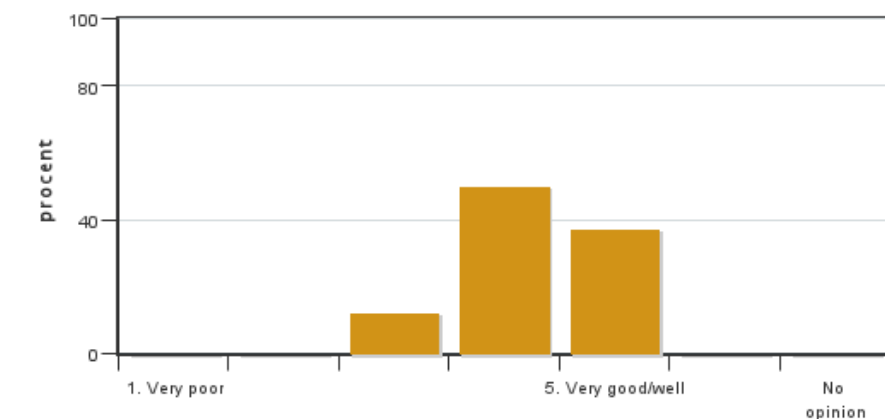


Answers: 8
 Medel: 4,3
 Median: 4

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

No opinion: 0

14. How were the topical lectures by the "damage experts" [Maartje Klapwijk, Kristina Blennow, Fredrik Widemo, Anders Granström, Audrius Menkis]? PLEASE ADD COMMENTS ON THE INDIVIDUAL LECTURES

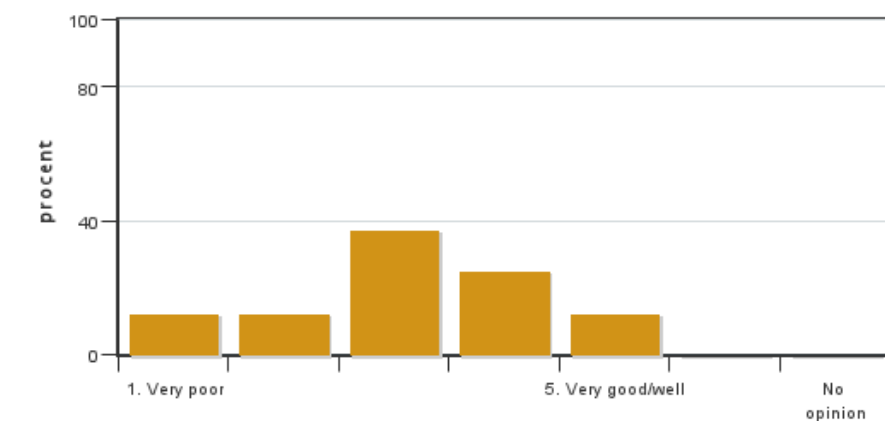


Answers: 8
 Medel: 4,3
 Median: 4

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

No opinion: 0

15. How were the inspirational lectures on adaptation [Hans Djurberg (SCA), Göran Örlander (SÖDRA), Tomas Staafjord (the County Board), Carin Nilsson (the Swedish Forest Agency)]? PLEASE ADD COMMENTS ON THE INDIVIDUAL LECTURES

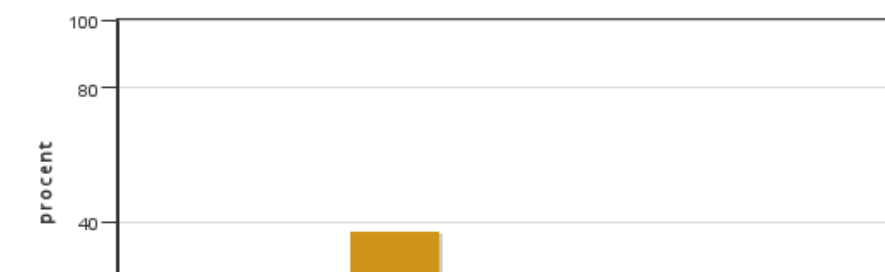


Answers: 8
 Medel: 3,1
 Median: 3

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

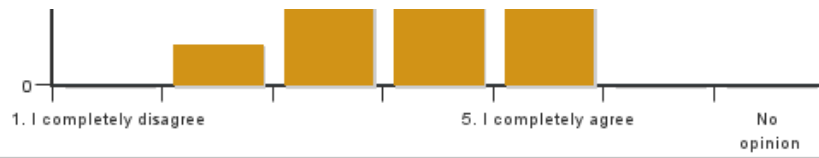
No opinion: 0

16. The different assignments helped me in my learning progress [Bibliography, Quiz, Lecture, Final report, Questions for examination]? PLEASE COMMENT ON INDIVIDUAL ASSIGNMENT



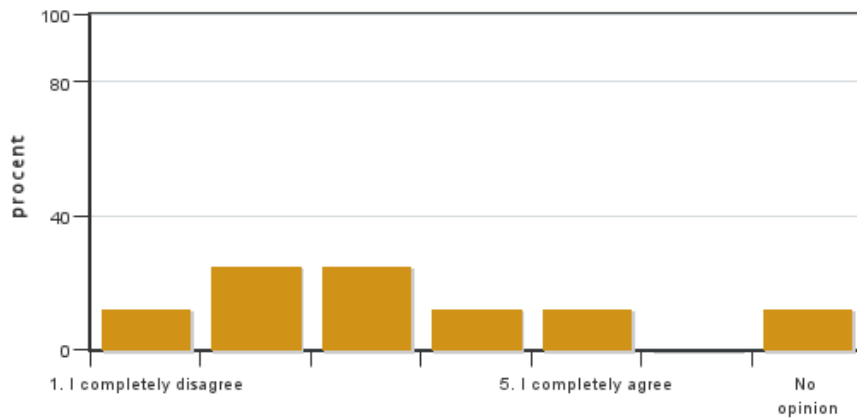
Answers: 8
 Medel: 3,6
 Median: 3.5

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



No opinion: 0

17. The final seminars were important and a critical part as preparation for final examination??

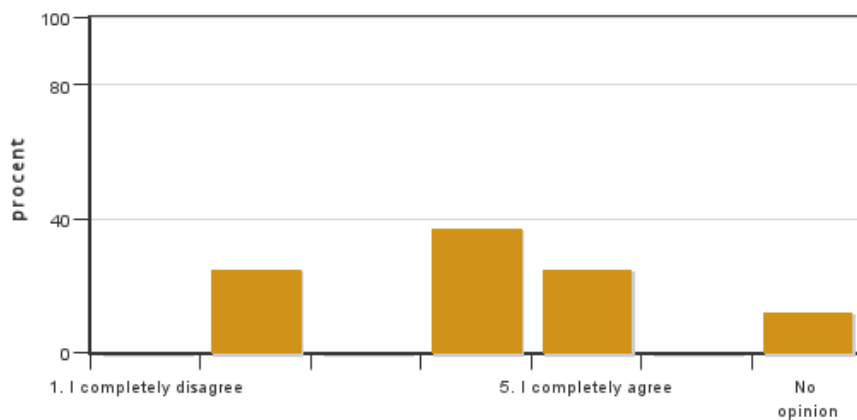


Answers: 8
Medel: 2,9
Median: 3

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

No opinion: 1

18. A learned more from this course than from a more conventional course built on more lectures.

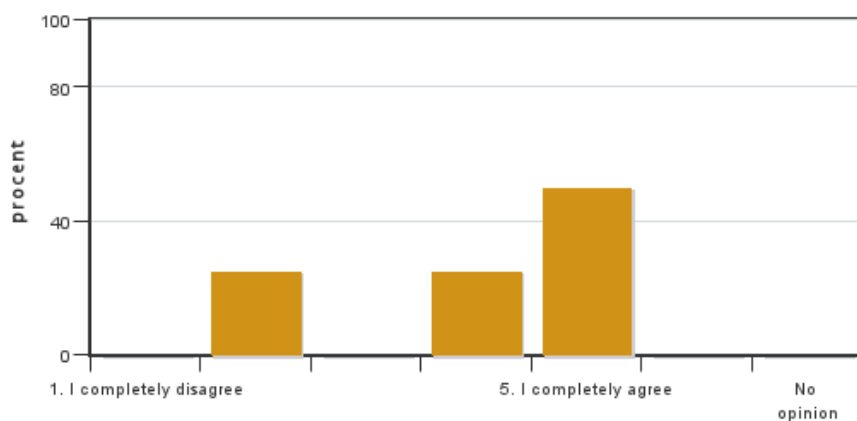


Answers: 8
Medel: 3,7
Median: 4

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

No opinion: 1

19. I will recommend this course for other students

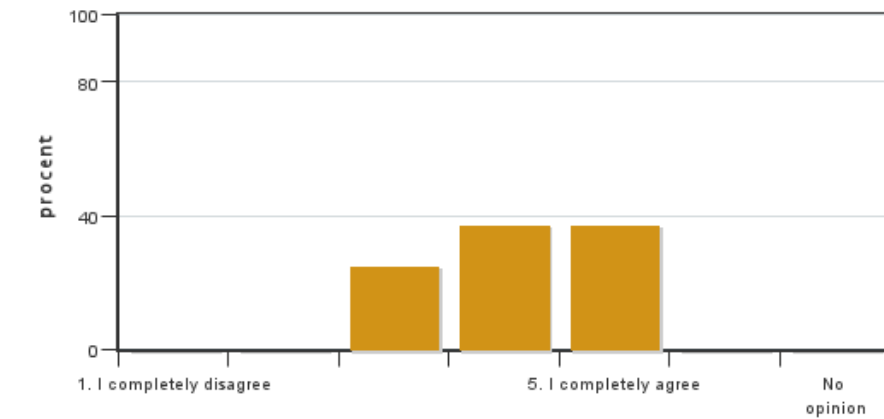


Answers: 8
Medel: 4,0
Median: 4.5

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

No opinion: 0

20. Course leaders and teachers have been responsive and easy to reach throughout the course.



Answers: 8
 Medel: 4,1
 Median: 4

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

No opinion: 0

21. Any other comment on the course, i.e. what are the most critical changes to consider for next years course?

Course leaders comments

This was the first year for the course, that was organized according to a "flipped classroom" approach. New for us as course leaders and for the students. The aim was to stimulate and train the students ability to search for, critically read, synthesize, and disseminate knowledge within the frame of abiotic and biotic disturbances under climate change.

From the course evaluation it becomes obvious that this concept fits some students – but not all (large spread in grades). Since all the modules in the course were new, minor and major adjustments in the instructions were made during the course, often as a response to questions from the students. This was found frustrating for some (if not all) the students – but hopefully something that coming students will not experience with the changes done.

It is obvious that external lecturers need to get better instructions on what we expect from them. This is something we will be better on for coming course occasions. Even more important will be to have the topic experts (experts on disturbance agents) more connected to the course. I.e. to have a broader responsibility for the content and quality in the different modules. This will also require more time for them in the course.

The low number of students applying for the course was because it was a course in biology with 60 credit requirements. Next year's course is double classed (both biology and forestry science) with adjusted requirements. Hopefully this will open up and more students will apply.

Although some students were unhappy with lectures online, this is something that we will continue to have as a part in the course since it allows us to have the best experts available for the course without having a major impact on the climate (and the course budget). However, the technique for this must work without too much friction. This is something for us to look over for the upcoming course.

For the upcoming course we will also look over the timeline with the aim to have the written reports (part of the course literature) reviewed and ready before the Christmas break. This will allow for more open topic seminars after the break, just before the final written examination, where everyone can ask questions to the "topic group" and the topic expert. Linked to that we will skip the assignment to provide questions to the examination and instead have the students providing study questions to be used in the seminars.

Apart from the written evaluation we also had an oral evaluation that has provided us with more suggestions for finetuning different parts of the course. These suggestions will also be considered for coming course occasions.

Student representatives comments

Den här kursen ges tredje året på skogsvetarprogrammet och var året vi gick endast öppen för de som läster grön inriktning (eller hade 60HP biologi i förkunskap). Eftersom den har ett så stort fokus på skogsskötsel tycker jag den egentligen är relevant även för de med blå inriktning och borde gå att dubbelklassas.

Kursens upplägg skiljer sig från de flesta andra kurser. Vi hade mycket tid för egetarbete för att sammanställa en bibliografi och rapport samt tillhörande quiz och tentafrågor. Eftersom vi var en så pass liten klass var vi två och två i varje grupp. Den stora mängd tid vi fick till inläsning var uppskattad. Vi hade senare en föreläsning för de andra kursdeltagarna som även det var ett uppskattat moment. Hur bra detta koncept fungerar kan nog variera mellan

vilka som läser kursen och hur stor klassen är.

Vi hade även en del föreläsningar under kursen som ibland ansågs för ytliga och tog upp saker som vi redan kan. Av en avancerad kurs förväntas det mer djup och vissa föreläsningar uppfattades som slöseri med tid om man ska vara hård. Jag tror också att detta problem upplevs som extra stort då det var något som återkom flera gånger. Kanske kan det ges mer rum för diskussion och att kursledarna ger bättre instruktioner till gästföreläsarna och påminner om nivån på kursen.

Seminarierna hade också behövt mer instruktioner till både lärare, experter och elever. Det hade gått att få ut mycket mer av dessa än vad vi fick nu.

Det var även lite problem med tekniken men överlag fundegarde det bra att vara i Vita havet och att vissa föreläsare var på zoom. Tyvärr blev jag sjuk och kunde inte alltid hjälpa till med tekniken fets jag utsetts till "teknikansvarig". Kanske kan man be IT komma och kolla så att det går bra ifall kursledarna inte har möjlighet att vara där? Eller att man har mer än en ansvarig.

Kursledarna har fört en dialog med kursdeltagarna under kursens gång för att förbättra saker och visar stort deltagande att förbättra kursen till nästa år.

Utvärderingen har lite spretiga poäng troligtvis då det finns en del bättringspotential och för att upplägget inte passade alla. Det kan vara viktigt att ge eleverna rätt förväntningar och tydliga instruktioner när undervisningen ska ske på ett lite annorlunda vis.

Kontakta support: support@slu.se - 018-67 6600