



Forest and landscape ecology BI1451, 30133.2425

15 Hp
Pace of study = 100%
Education cycle = Basic
Course leader = Donnie Lee Peterson

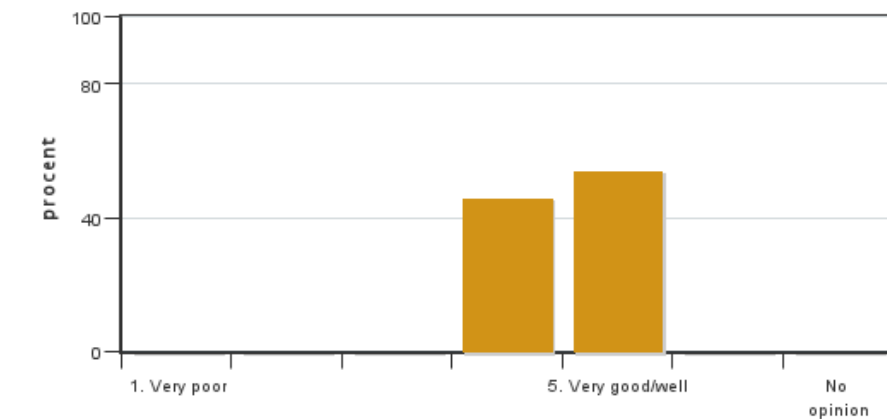
Evaluation report

Evaluation period: 2025-03-17 - 2025-04-07

Answers 13
Number of students 31
Answer frequency 41 %

Mandatory standard questions

1. My overall impression of the course is:

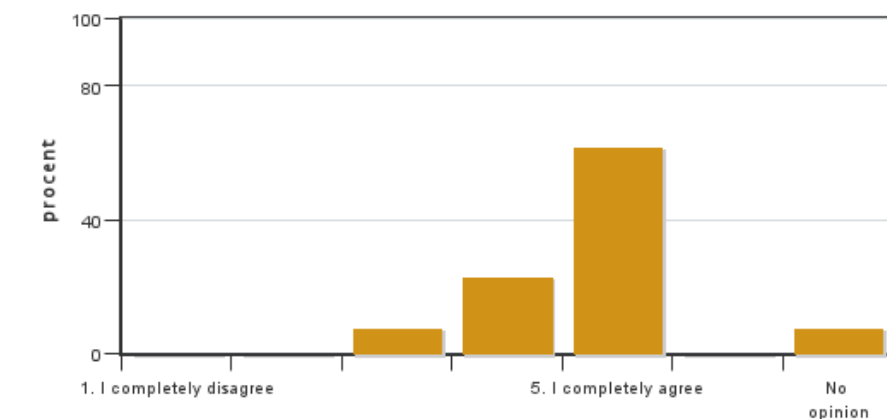


Answers: 13
Medel: 4,5
Median: 5

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

No opinion: 0

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

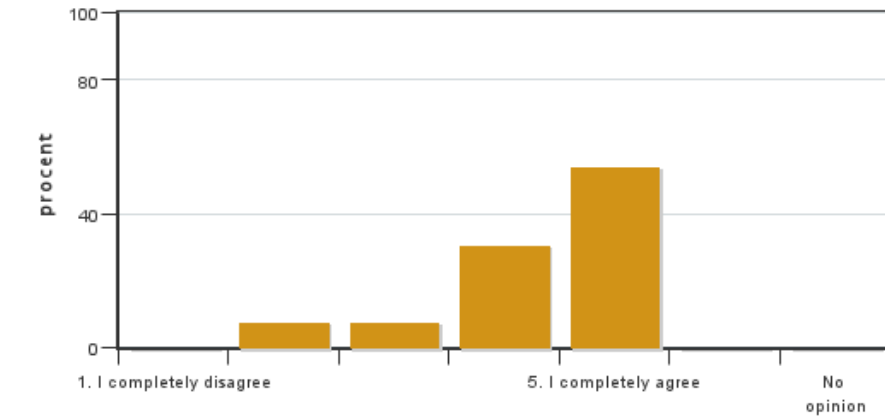


Answers: 13
Medel: 4,6
Median: 5

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

No opinion: 1

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

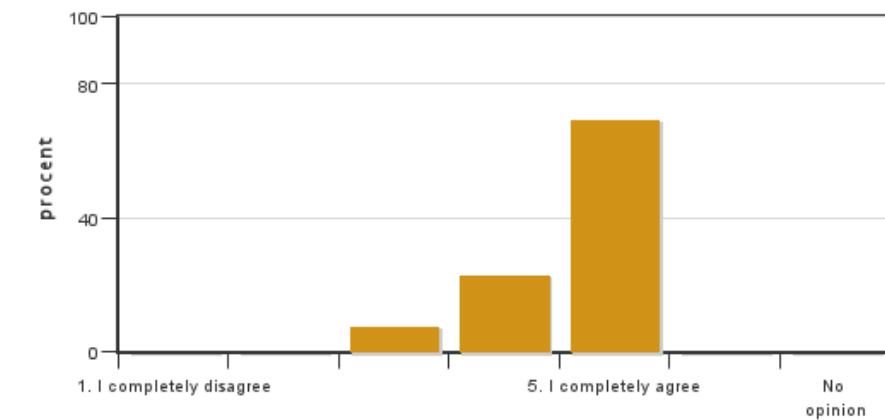


Answers: 13
 Medel: 4,3
 Median: 5

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

No opinion: 0

4. The information about the course was easily accessible.

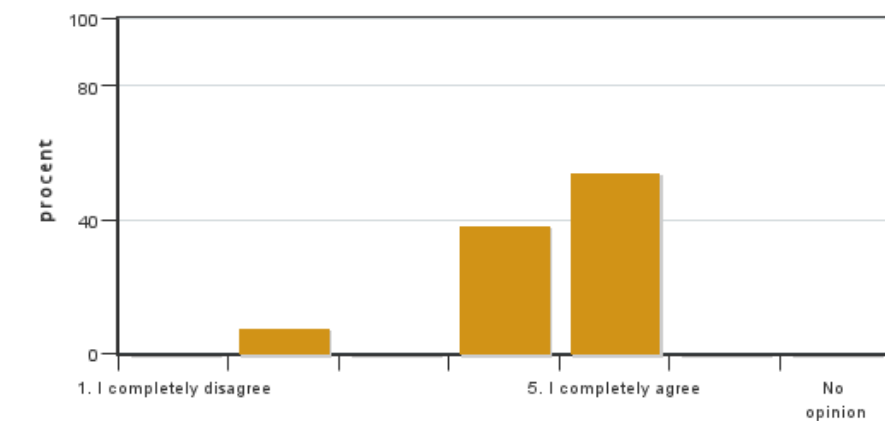


Answers: 13
 Medel: 4,6
 Median: 5

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

No opinion: 0

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

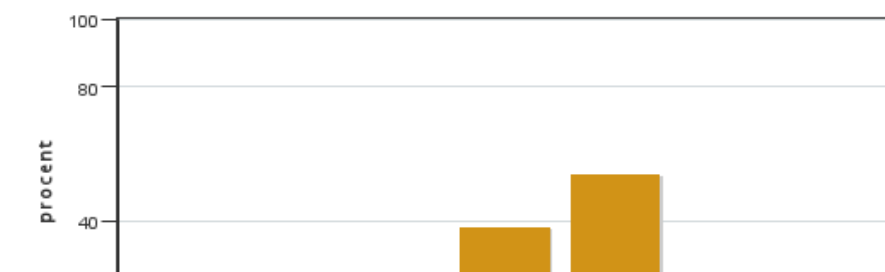


Answers: 13
 Medel: 4,4
 Median: 5

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

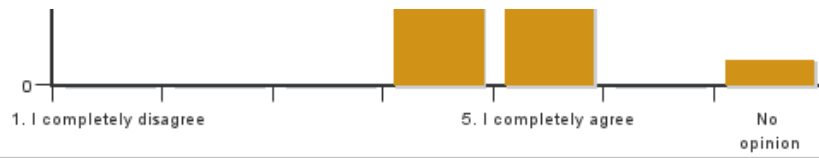
No opinion: 0

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



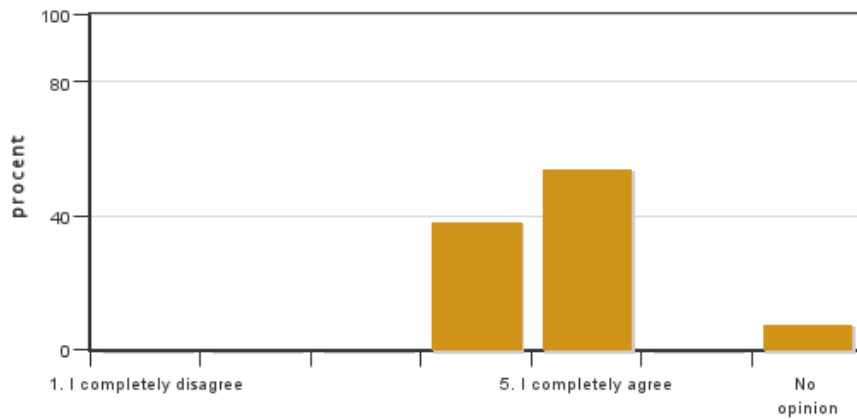
Answers: 13
 Medel: 4,6
 Median: 5

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



No opinion: 1

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



Answers: 13

Medel: 4,6

Median: 5

1: 0

2: 0

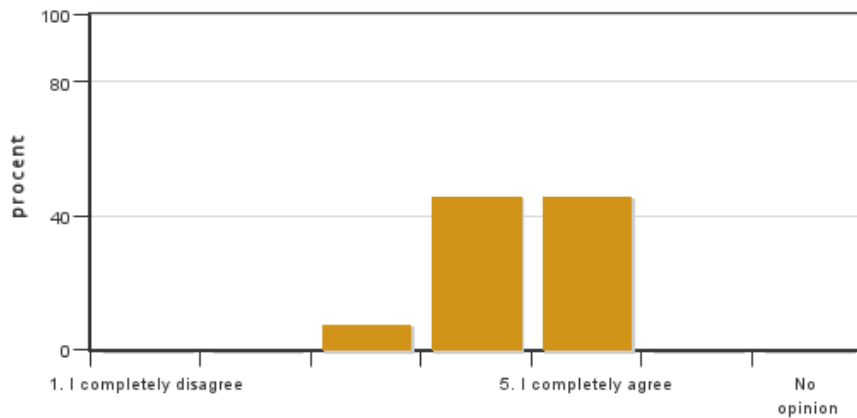
3: 0

4: 5

5: 7

No opinion: 1

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



Answers: 13

Medel: 4,4

Median: 4

1: 0

2: 0

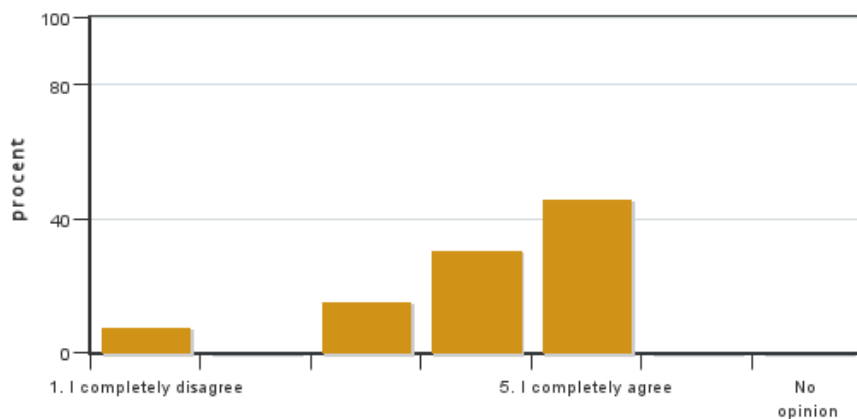
3: 1

4: 6

5: 6

No opinion: 0

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



Answers: 13

Medel: 4,1

Median: 4

1: 1

2: 0

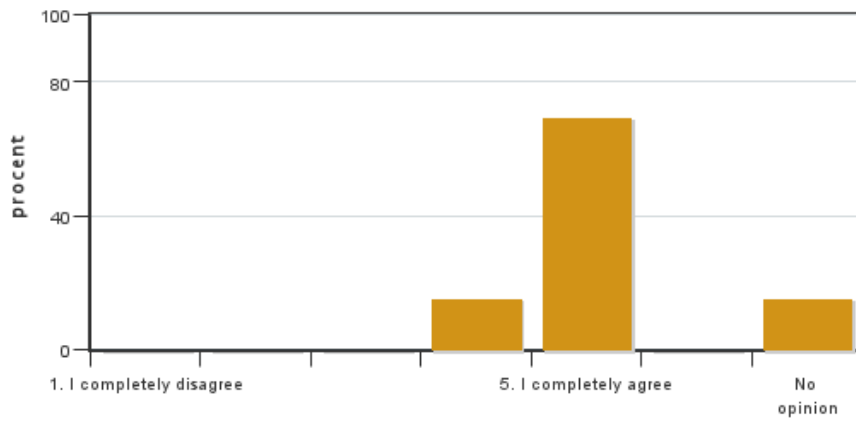
3: 2

4: 4

5: 6

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).

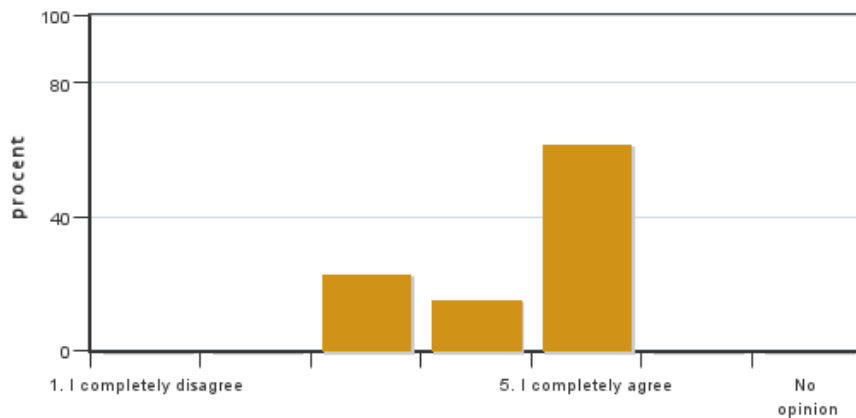


Answers: 13
 Medel: 4,8
 Median: 5

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

No opinion: 2

11. The course covered international perspectives.

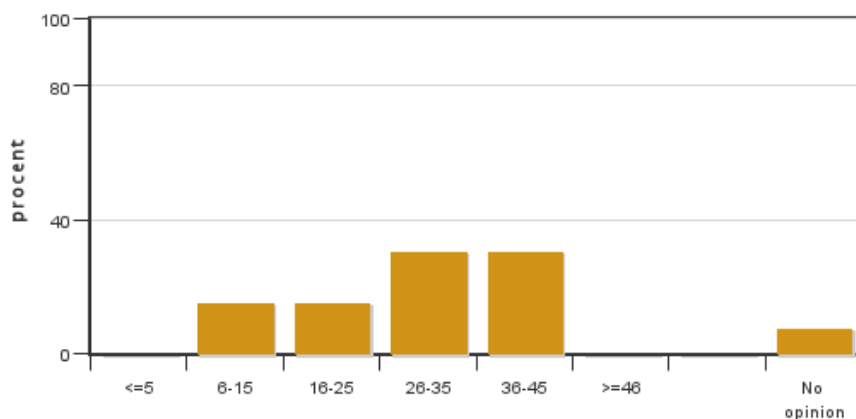


Answers: 13
 Medel: 4,4
 Median: 5

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

No opinion: 0

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



Answers: 13
 Medel: 28,3
 Median: 26-35

≤5: 0
 6-15: 2
 16-25: 2
 26-35: 4
 36-45: 4
 ≥46: 0

No opinion: 1

Course leaders comments

The course *Forest and Landscape Ecology (BI1451)* received positive feedback from students, with an overall score of 4.5 out of 5. Students found the course engaging and enjoyed the range and scope. A few students found that the modules had some similarity could have clearer differences. Concerns were raised excursions of attendance and make-up for missing. The course content was met well with its learning objectives (average score 4.6), but the statistics module felt quick and some prior knowledge of Excel is needed. Most students (average score 4.3) felt that they had the prior knowledge needed for this course. Information about the course was easily accessible with Canvas (4.6), but some would like to see the Canvas calendar function to add improved clarity.

Students felt well-supported by the course components (4.4), enjoying the literature and excursions. Yet some lectures, like the statistics and iNaturalist sections, were harder to follow and could get some clarity. The social learning environment was generally inclusive (4.6), although a few lectures were more critical teaching style

depending on the teacher. The physical learning environment also scored high (4.6), reflecting that the course rooms and availability of course content were good.

Both examinations were found to be effective in meeting the course objectives (4.4). There was a clear expression by students that the two exams need to be more balanced since the first exam comes early and the second exam comes at the end. Suggestions included to have the first exam about halfway through the course to balance out the amount of content needed to know for each exam.. Gender and equality considerations were well recognized (4.8), with students noting inclusive representation in content and teaching. International perspectives were appreciated (4.4), though some preferred a stronger emphasis on European examples since the book content is focused on North American examples and inclusion of additional biomes. On average, students spent about 28 hours per week on the course, with several describing the workload as heavy, but this amount of course work is in line with a full time course. Overall, students largely felt the course was valuable and has great content.

Student representatives comments

The general impression of the course is very positive. Students thought it showed a nice ecological side, which might be neglected in other courses. The small statistics module felt rushed and not thought out. In general, the connectivity of the different modules and lectures lacked a bit from time to time. An inclusion of the decomposition exercise into the statistics module would have been nice and useful. Furthermore, a lot of lectures were just rehearsal of the chapters without any new information or discussions. Students wished for a bit more motivation to attend the lectures, because there was a lack of new information regarding the topics previously read in the book.

The excursions on the other hand are a strange topic. They were very well received and fun, but did not really lead to any new insights or learning experiences. Students thought they were a great addition, but no new knowledge was accumulated.

Most of the students thought the spacing of the exams was not optimal, especially the second exam covering too much topics and workload. Some students wished for three exams to better space the chapters between them and do not have to do so much work in the end. It is noteworthy, that this opinion is not shared by everyone and some students thought it is perfectly fine and not too much work at all.

Overall the course was very well received, it is a welcome experience regarding the sometimes neglected ecologic side of forestry.