Forest and landscape biodiversity conservation and ecosystem services BI1418, 30048.2526

15 Hp
Pace of study = 100%
Education cycle = Basic
Course leader = Annika Felton

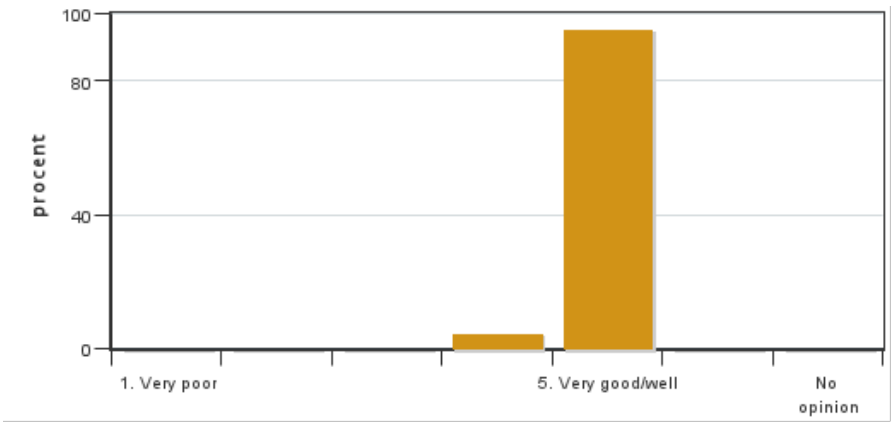
Evaluation report

Evaluation period: 2026-03-16 - 2026-04-06

Answers	24
Number of students	35
Answer frequency	68 %

Mandatory standard questions

1. My overall impression of the course is:

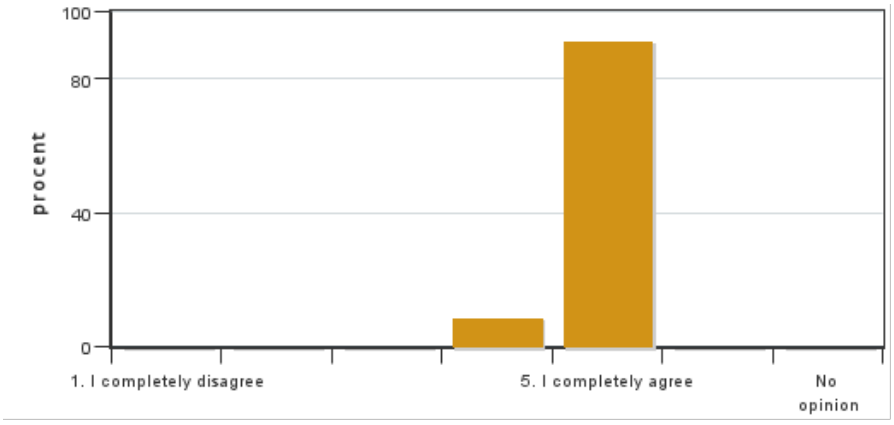


Answers: 23
Medel: 5,0
Median: 5

1: 0
2: 0
3: 0
4: 1
5: 22

No opinion: 0

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

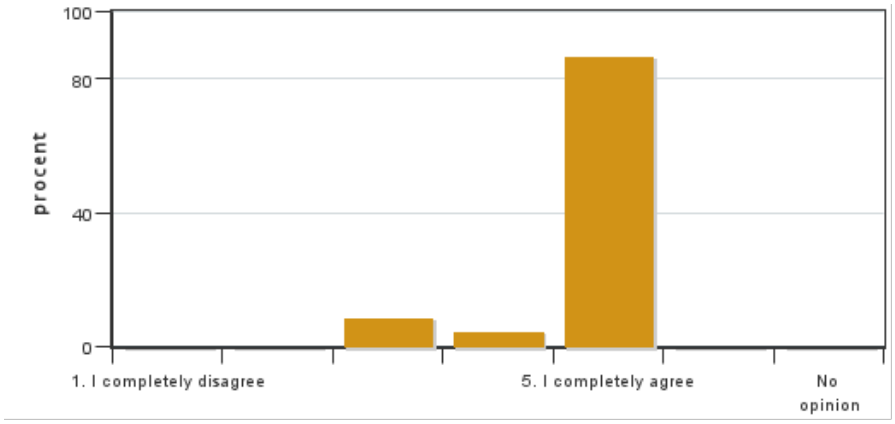


Answers: 23
Medel: 4,9
Median: 5

1: 0
2: 0
3: 0
4: 2
5: 21

No opinion: 0

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

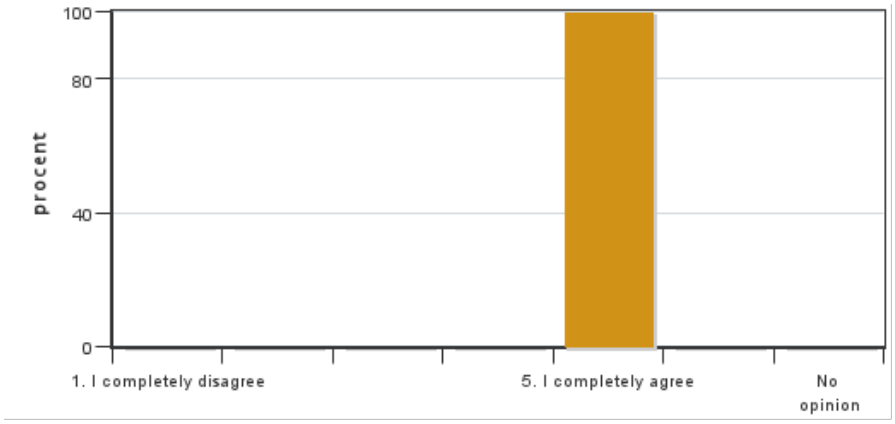


Answers: 23
Medel: 4,8
Median: 5

1: 0
2: 0
3: 2
4: 1
5: 20

No opinion: 0

4. The information about the course was easily accessible.

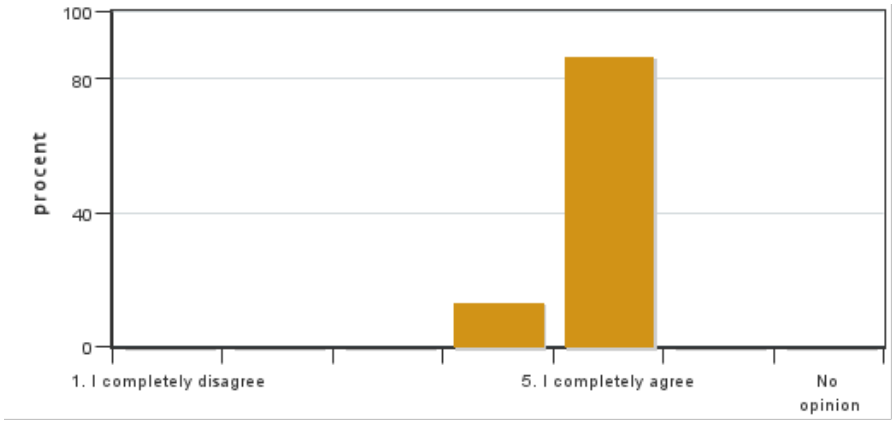


Answers: 23
Medel: 5,0
Median: 5

1: 0
2: 0
3: 0
4: 0
5: 23

No opinion: 0

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

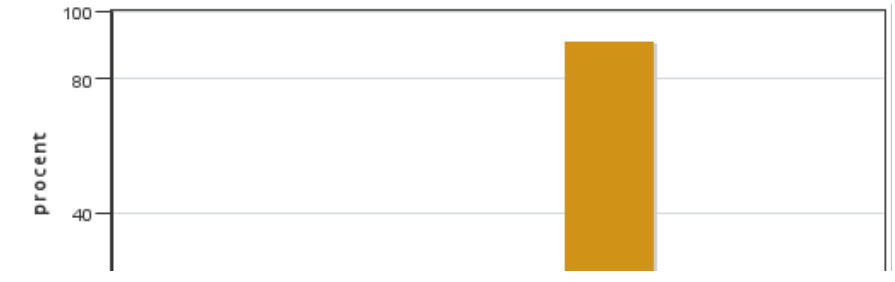


Answers: 23
Medel: 4,9
Median: 5

1: 0
2: 0
3: 0
4: 3
5: 20

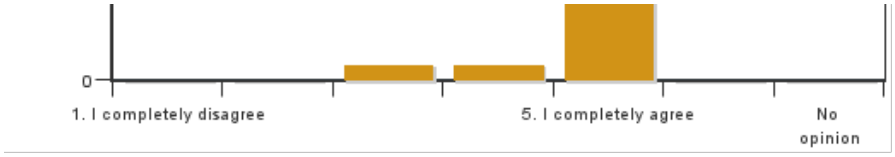
No opinion: 0

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



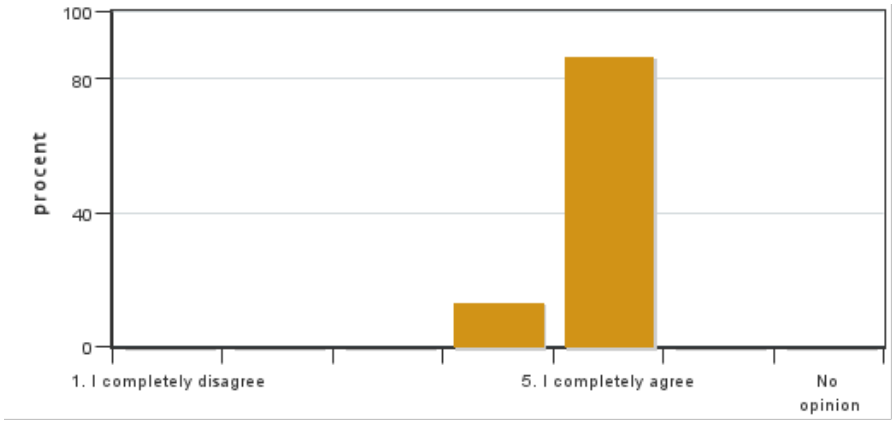
Answers: 23
Medel: 4,9
Median: 5

1: 0
2: 0
3: 1
4: 1
5: 21



No opinion: 0

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

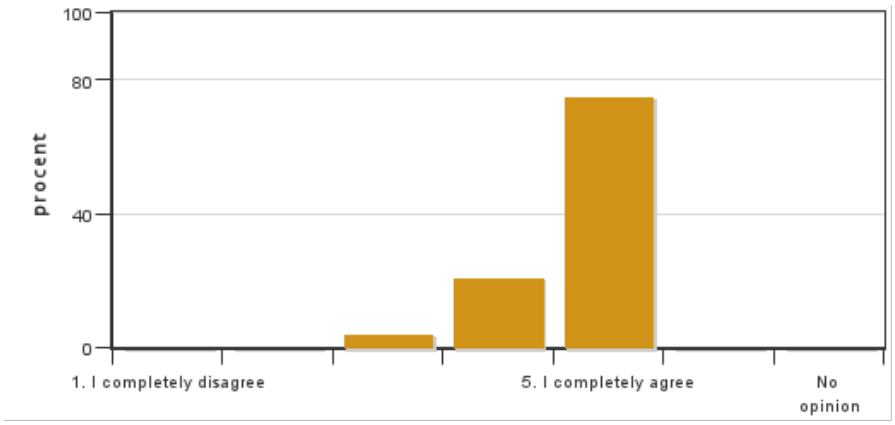


Answers: 23
Medel: 4,9
Median: 5

1: 0
2: 0
3: 0
4: 3
5: 20

No opinion: 0

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

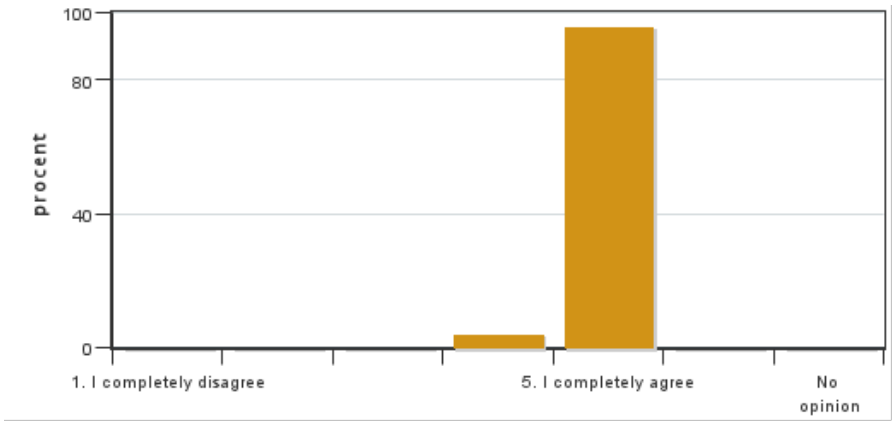


Answers: 24
Medel: 4,7
Median: 5

1: 0
2: 0
3: 1
4: 5
5: 18

No opinion: 0

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

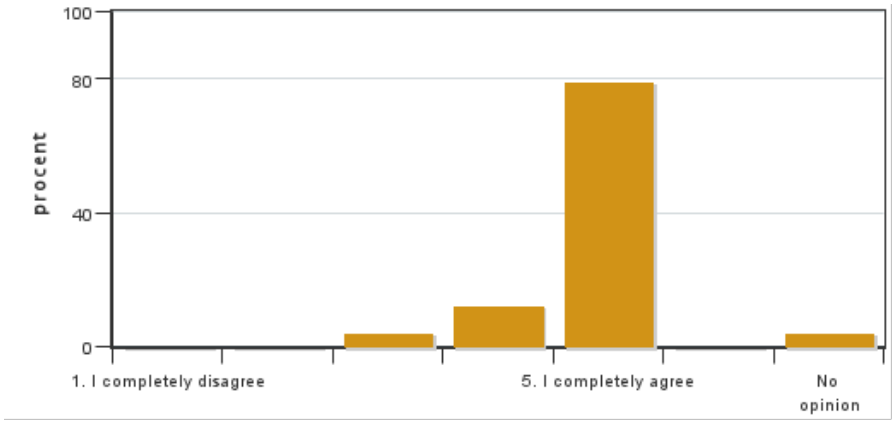


Answers: 24
Medel: 5,0
Median: 5

1: 0
2: 0
3: 0
4: 1
5: 23

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).

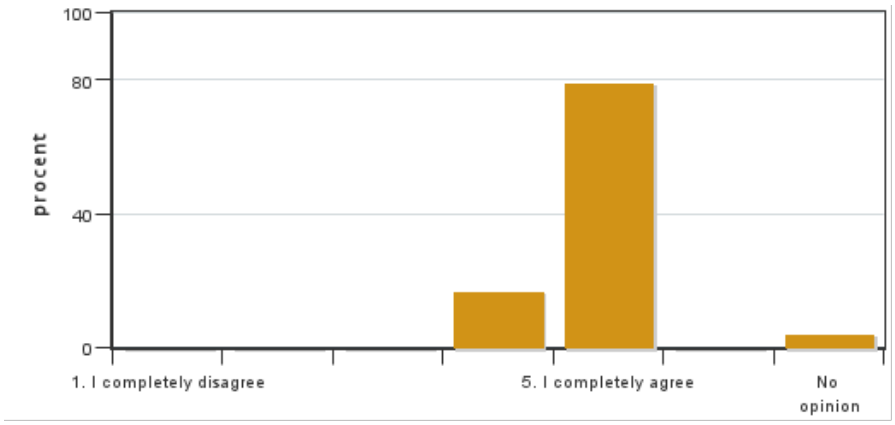


Answers: 24
Medel: 4,8
Median: 5

1: 0
2: 0
3: 1
4: 3
5: 19

No opinion: 1

11. The course covered international perspectives.

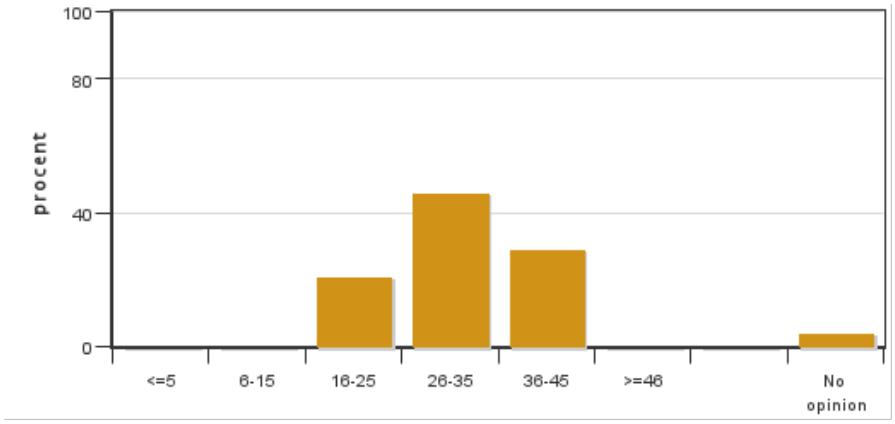


Answers: 24
Medel: 4,8
Median: 5

1: 0
2: 0
3: 0
4: 4
5: 19

No opinion: 1

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



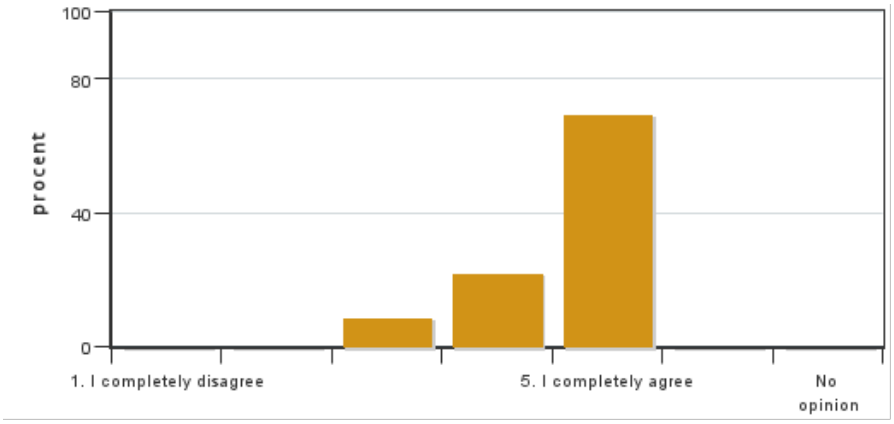
Answers: 24
Medel: 30,9
Median: 26-35

≤5: 0
6-15: 0
16-25: 5
26-35: 11
36-45: 7
≥46: 0

No opinion: 1

Additional own questions

13.
The WAC (Writing Across the Curriculum; in terms of teacher feedback on writing, and peer-review) aspect of the course supported my learning.

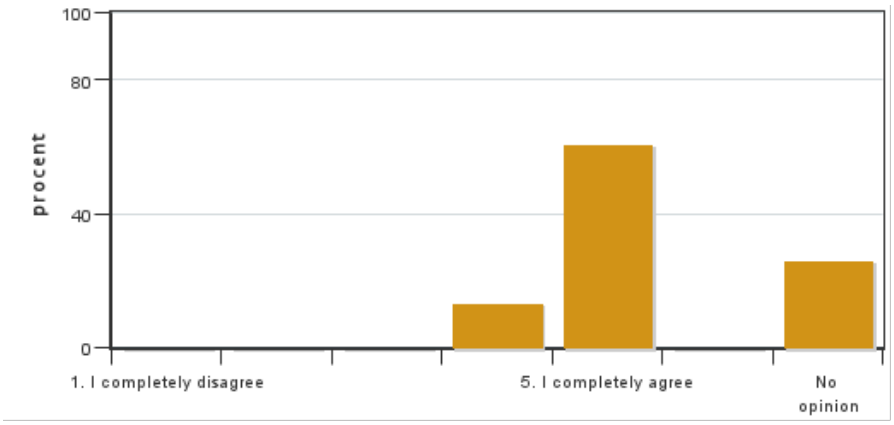


Answers: 23
Medel: 4,6
Median: 5

1: 0
2: 0
3: 2
4: 5
5: 16

No opinion: 0

14. I found the quizzes to be helpful to my learning.



Answers: 23
Medel: 4,8
Median: 5

1: 0
2: 0
3: 0
4: 3
5: 14

No opinion: 6

Course leaders comments

We teachers were so happy to read this evaluation and see that the students were very satisfied with the course, and most importantly, that they learnt a lot. We worked hard to keep the content up to date, close to research, international in scope and relevant for sustainability, and it seems like the students appreciated this effort. The work was made easier this year thanks to the wonderful group of students.

As a course leader I am grateful for the specific comments on how to improve the course even further. For example, I take note about dedicating scheduled time for some of the exercises, and will enquire whether it's possible to sometimes schedule lectures before and after lunch instead of having whole-morning sessions. I also appreciate the feedback regarding the quizzes and our new approach this year to helping students prepare for the final exam. Regarding the final exam, I agree with several of the comments that perhaps we could keep the same general approach, but make it a bit more challenging by increasing the number of potential exam questions in the collation of practice questions. It's nice to see that all of the work that we do as teachers for the WAC assignment is deemed to be helping the students become better writers, so this is something we will definitely keep as an aspect of the course.

We work consciously throughout the course to create a social learning environment that is inclusive. For example, we took measures this year to make the environment and course organisation even more friendly for people with neurodivergent conditions. We take seriously the feedback that a student felt uncomfortable during discussions of perceived safety in urban green spaces. Next year when discussing how different groups experience public space, we will use the phrasing 'threats to personal safety' rather than more uncomfortable terminology. We are also concerned by the description of classroom behaviour that made a student feel unwelcome. Respectful engagement with course content, including topics that may challenge assumptions, is an expectation for all students. In the future, we will therefore place even greater emphasis on the fact that understanding the needs and experiences of groups, other than one's own, requires conscious effort.

Student representatives comments

This course is regarded as the best course in Forest and Landscape by many students, which is reflected in unusually high attendance rates. The engagement and motivation of the teachers is unmatched and results in an inclusive, fun and extremely up to date teaching. Some of the presented studies have been a few hours old and all claims throughout the course area scientifically backed up.

The provided knowledge is enough to learn a lot even if there is not a lot of prior knowledge. The teachers provide with a lot of additional information and refer to studies that support the learning outcomes but are not necessary for the course.

The course is well structured, assignments feel meaningful and well thought through. There is a great variety of exercised and quizzes that support the learning outcome and provide a fun and interesting course experience.

The teachers are inclusive; opinions are respected and there is always time for discussion about all topics that are brought up. Students especially liked the inclusion of topics not necessarily connected to the main objectives of the course, like “critical thinking” and “what is science”. Gender equality both in teaching and topics is well established and students felt safe in the learning environment.

The course provides a lot of international perspectives and provides a breath of fresh air compared to a lot of more Sweden centred courses. The average time spend on the course represents a nicely paced 100% study course and students do not feel overwhelmed by the workload.

The overall impression is extremely positive and teachers are very mindful regarding criticism/uncomfortable topics.

Last but not least, the WAC implementation gives students nice feedback to their writing, and they get good feedback on their assignments to help them improve in their furture careers.