Urban Forestry – management of urban forests and trees
LK0378, 20010.2223

15 Hp
Pace of study = 100%
Education cycle = Advanced
Course leader = Björn Olof Wiström

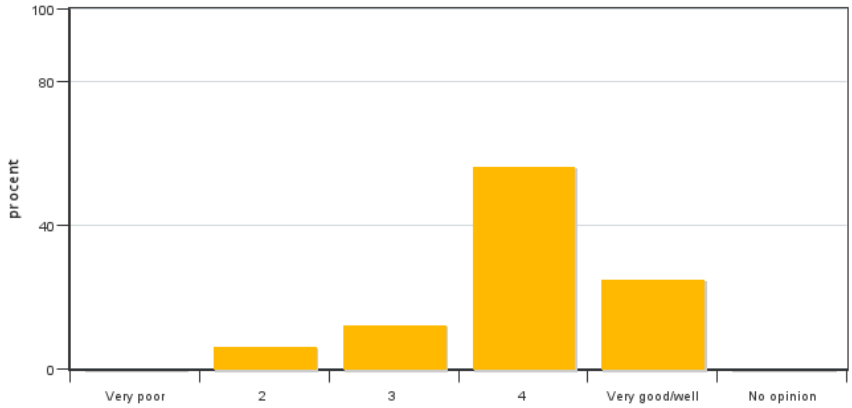
Evaluation report

Evaluation period: 2023-01-08 - 2023-01-29

Answers	16
Number of students	34
Answer frequency	47 %

Mandatory standard questions

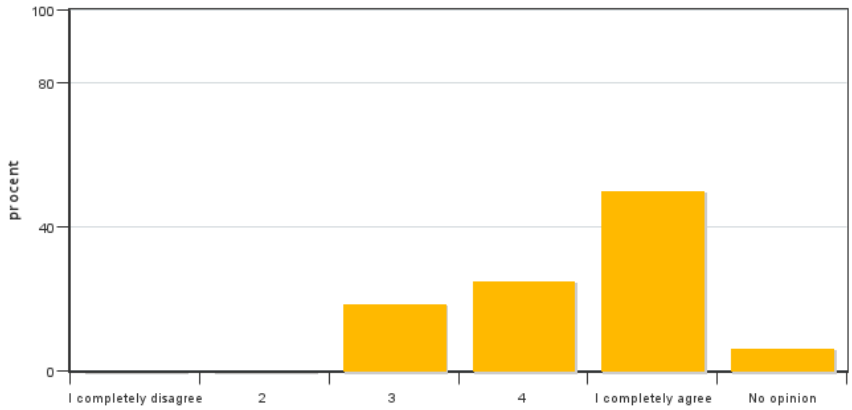
1. My overall impression of the course is:



Number of answers: 16
Average: 4,0
Median: 4

Very poor : 0
2: 1
3: 2
4: 9
Very good/well: 4
No opinion: 0

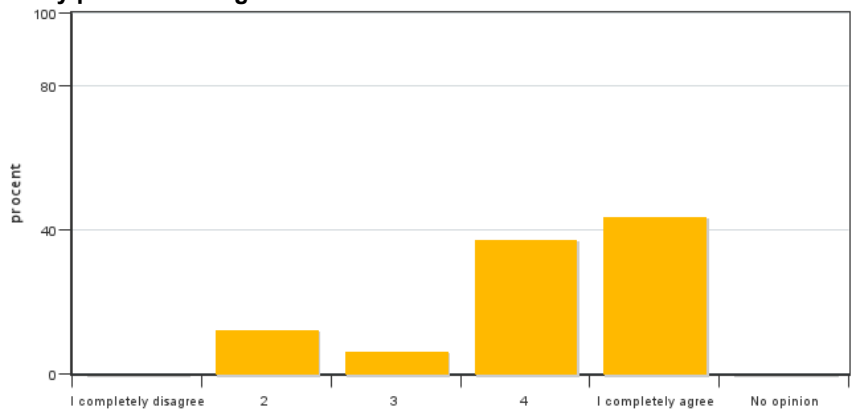
2. I found the course content to have clear links to the learning objectives of the course.



Number of answers: 16
Average: 4,3
Median: 5

I completely disagree: 0
2: 0
3: 3
4: 4
I completely agree: 8
No opinion: 1

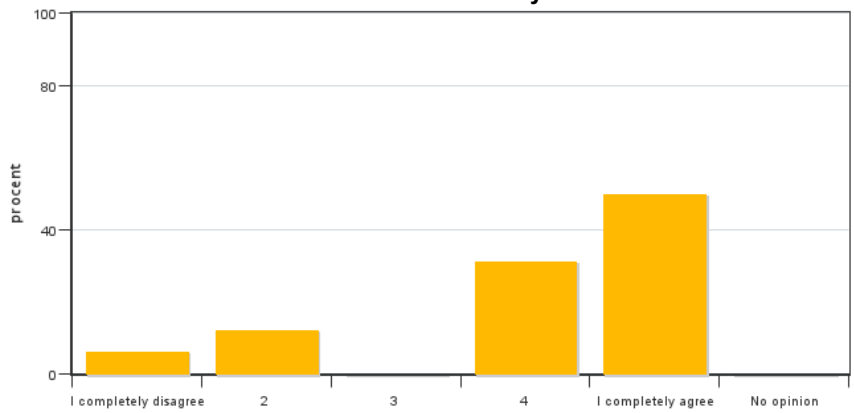
3. My prior knowledge was sufficient for me to benefit from the course.



Number of answers: 16
Average: 4,1
Median: 4

I completely disagree: 0
2: 2
3: 1
4: 6
I completely agree: 7
No opinion: 0

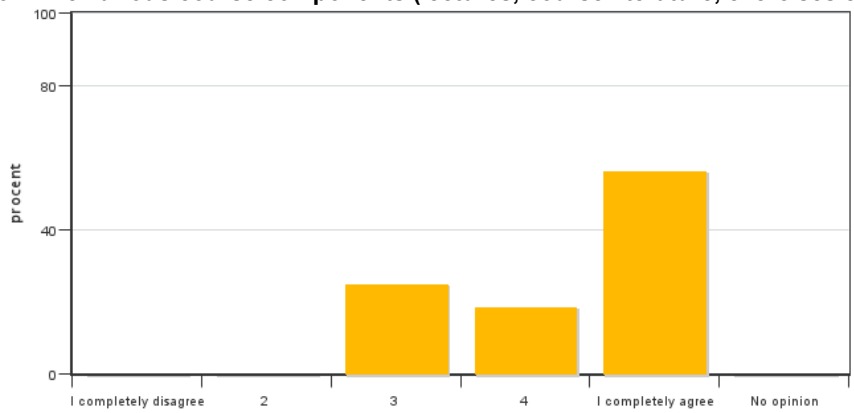
4. The information about the course was easily accessible.



Number of answers: 16
Average: 4,1
Median: 4

I completely disagree: 1
2: 2
3: 0
4: 5
I completely agree: 8
No opinion: 0

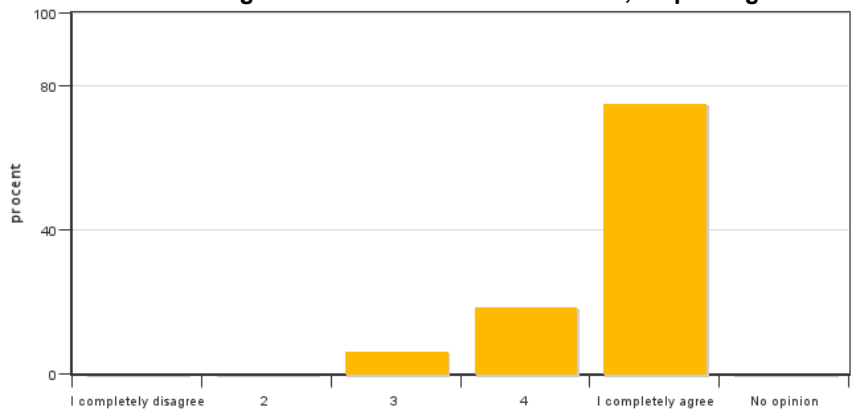
5. The various course components (lectures, course literature, exercises etc.) have supported my learning.



Number of answers: 16
Average: 4,3
Median: 5

I completely disagree: 0
2: 0
3: 4
4: 3
I completely agree: 9
No opinion: 0

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

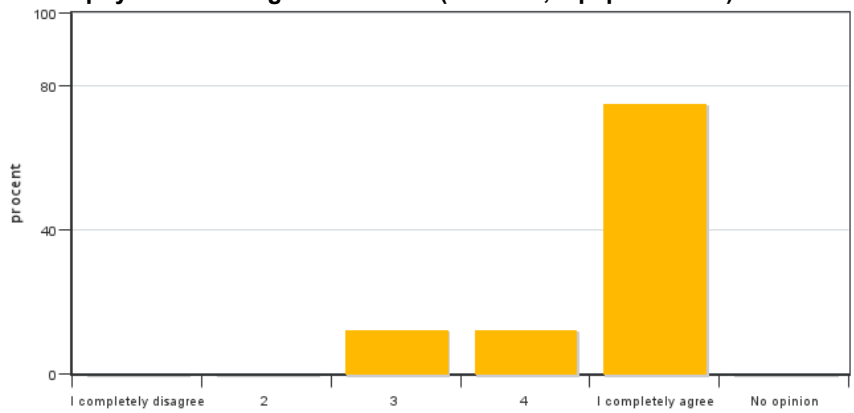


Number of answers: 16
Average: 4,7
Median: 5

I completely disagree: 0
2: 0
3: 1
4: 3
I completely agree: 12

No opinion: 0

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

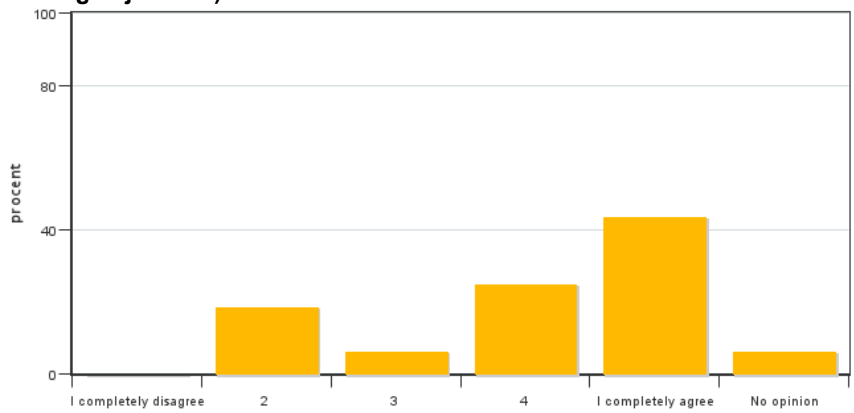


Number of answers: 16
Average: 4,6
Median: 5

I completely disagree: 0
2: 0
3: 2
4: 2
I completely agree: 12

No opinion: 0

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

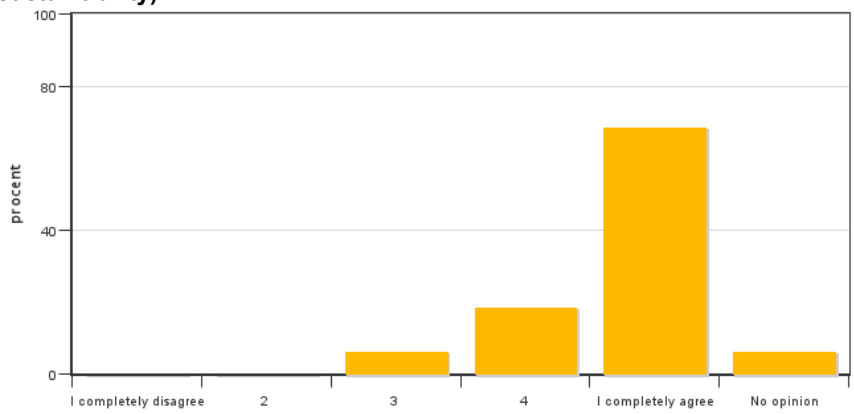


Number of answers: 16
Average: 4,0
Median: 4

I completely disagree: 0
2: 3
3: 1
4: 4
I completely agree: 7

No opinion: 1

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

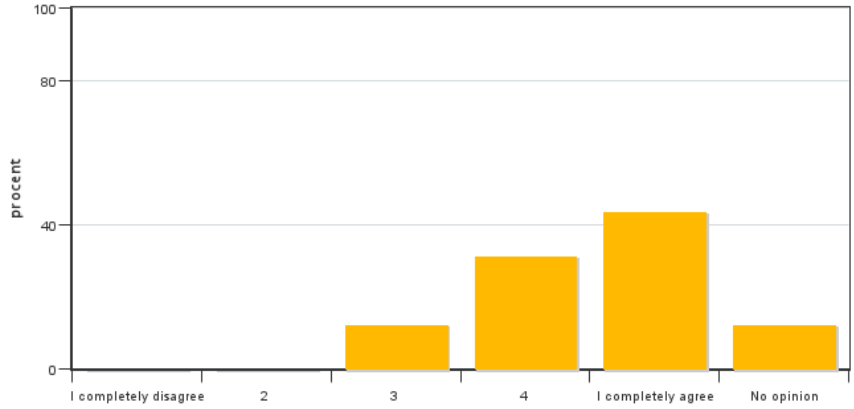


Number of answers: 16
Average: 4,7
Median: 5

I completely disagree: 0
2: 0
3: 1
4: 3
I completely agree: 11

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).

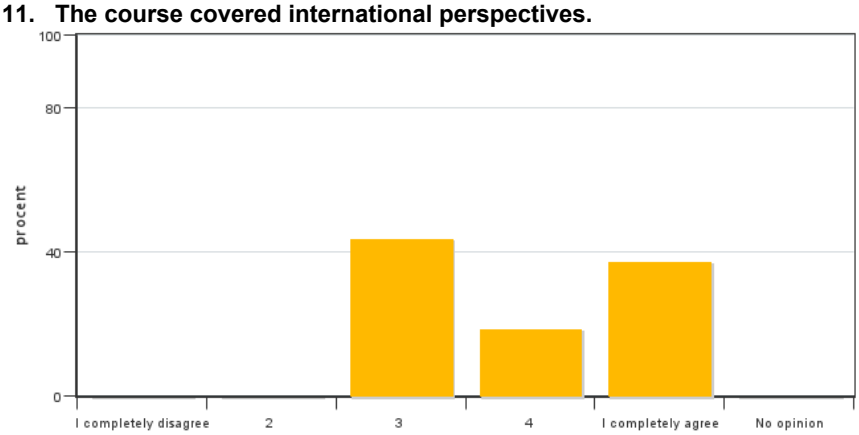


Number of answers: 16
Average: 4,4
Median: 4

I completely disagree: 0
2: 0
3: 2
4: 5
I completely agree: 7

No opinion: 2

11. The course covered international perspectives.

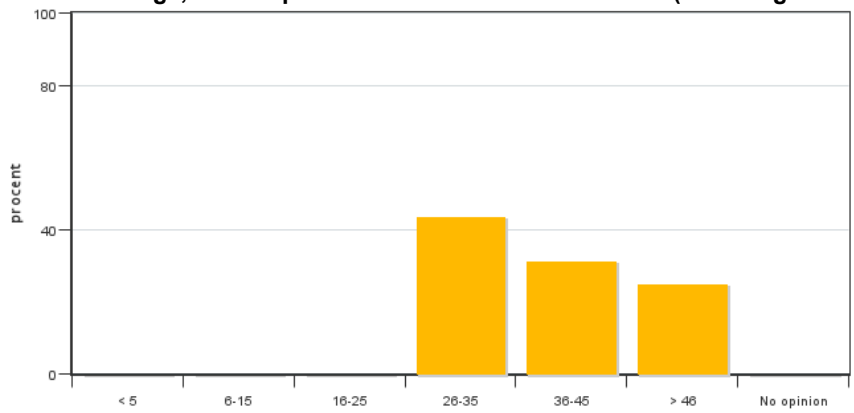


Number of answers: 16
Average: 3,9
Median: 4

I completely disagree: 0
2: 0
3: 7
4: 3
I completely agree: 6

No opinion: 0

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

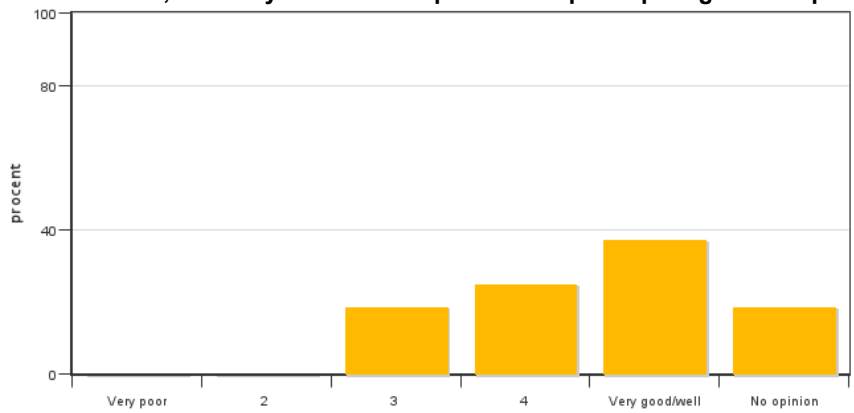


Number of answers: 16
Average: 37,1
Median: 36-45

< 5: 0
6-15: 0
16-25: 0
26-35: 7
36-45: 5
> 46: 4

No opinion: 0

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



Number of answers: 16
Average: 4,2
Median: 4

Very poor : 0
2: 0
3: 3
4: 4
Very good/well: 6

No opinion: 3

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

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

Course leaders comments

The course was taken through as mainly on-site teaching with some digital based learning mainly in connection to the Holiday period. Otherwise the content of the course was similar to earlier years. A low number of responses on the evaluation give some uncertainties in interpreting the evaluation, enforced with some responses with opposite views among some of the students. However overall all evaluation points are given positive responses with some few negative individual views, with a median of 4 and 5 for all evaluation questions. The diversity of responses is probable partly related to the different educational background of the students, where some aspects of repetition is hard to avoid. Although the course have a similar content balance as earlier years between more urban/ landscape architecture based aspects and urban forestry/silviculture some of the forestry students felt like there was too little landscape architecture based aspects. The international aspect was lifted as one aspect to further develop.

Suggested improvements based on the course evaluation and the results of handed in material from the students showcasing what skills they have gained.

- Include some more urban aspects or street and park trees and consider if it is possible to include in a casework based assignment or seminar.
- Try to further enhance the urban connection in some of the more forestry directed lectures.
- Emphasis the freedom in the course of not taking part in some activities that covers basic aspects of their own field and instead use that time for in depth reading of other themes.
- More clearly point out which elements that could be seen as repetition for some of the students.
- Adjust the seminaries slightly and stress the need of participating in these for all to increase the transdisciplinary aspects.
- Look through the Logbook task and it descriptions.
- Look through the Case C description and see if other examples could be provided.
- Look through the Canvas page for structural improvement.
- If economically feasible include some more international lectures and or examples.
- Emphasis even further for the students that it is the combination of knowledge-fields and contextual adaption that are central as part of a transdisciplinary advanced course and not individuals facts/content.

Internal comments

Student representatives comments

The overall impression of the course is that it is a good one, packed with information and touching on many aspects of landscape architecture. However, students mentioned that this course is not designed for foresters, because shared forestry knowledge is the one they already have (while taking the master course). The landscape architecture side seems like a minor part of that course. There were also opinions that the urban context was lacking because the focus was pushed towards the periurban context. What is more, some students mentioned that even though the course provides a lot of information it seems like it is not on the master level, but a bachelor's. The course was dense, packed with information and taught a lot. Contact with the teachers was easy and always in a nice atmosphere. It was diverse and interesting.

The course had clear links to the learning objectives but several students pointed out that the structure and plan could have been clearer. Prior knowledge was sufficient for most of the students to benefit from the course. The impression about provided information about the course and its accessibility is divided, some students really liked the plan with differently marked modules and mandatory/non-mandatory lectures/exercises and found it helpful. On the other hand, some students felt lost reading that as well as navigating through the canvas. However, the average grade of that from the students was: good. The various components of the course were assessed highly, and students liked the diversity of the lectures and provided literature. The social learning environment was inclusive and respected differences of opinion which is very important during that course, where people with various backgrounds meet. The physical learning environment has been satisfactory.

Most of the people enjoyed the examinations which were logbook and different casweroks. Students highlighted that they learnt a lot during the course and could have shown that in the logbook. The course covered the sustainable development aspect. The course covered international perspectives to some degree. The students were lacking views from other countries, considering it is an international course with many exchange students. On average students spent 37.1 hours a week on that course, however, there were some opinions that it took much longer due to readings and writing logbook assignment. The online part of the course was good and felt like a good diversity for the course. Some students mentioned that they would prefer supervision during casework in person other than online. However, other students say that it was easy to book an appointment online and that worked well. Some students would prefer in-person/online-in-group supervision when it comes to the last casework, which was individual

work. That opinion is justified that people ask various questions and discuss them so more aspects can be touched on during one meeting.