Forest and landscape governance
LK0434, 10335.2324

7.5 Hp
Pace of study = 100%
Education cycle = Basic
Course leader = Lisbet Christoffersen, Sixten Lundqvist

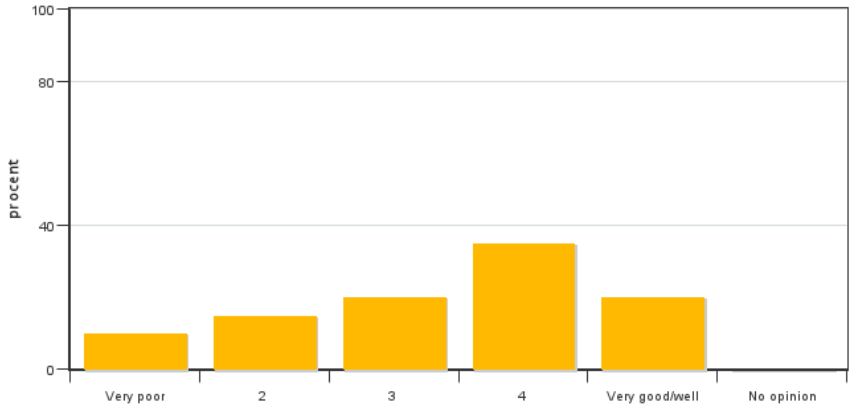
Evaluation report

Evaluation period: 2023-10-23 - 2023-11-13

Answers	20
Number of students	24
Answer frequency	83 %

Mandatory standard questions

1. My overall impression of the course is:

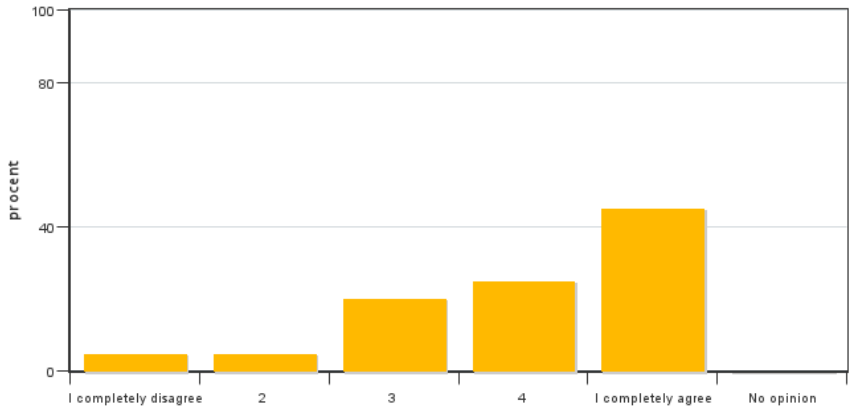


Number of answers: 20
Average: 3,4
Median: 4

Very poor : 2
2: 3
3: 4
4: 7
Very good/well: 4

No opinion: 0

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

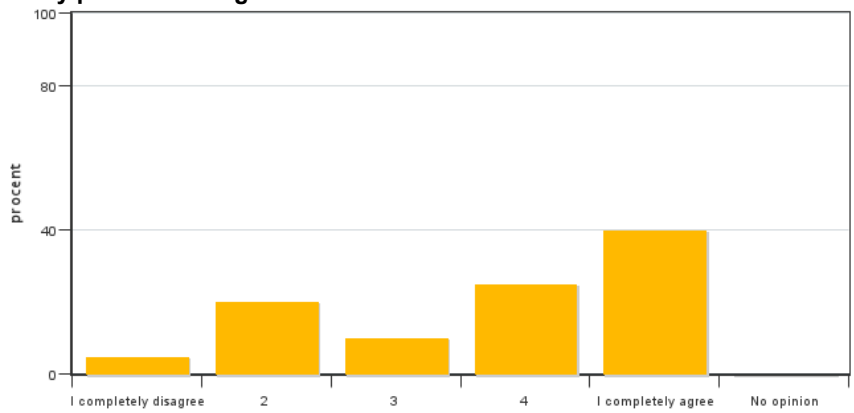


Number of answers: 20
Average: 4,0
Median: 4

I completely disagree: 1
2: 1
3: 4
4: 5
I completely agree: 9

No opinion: 0

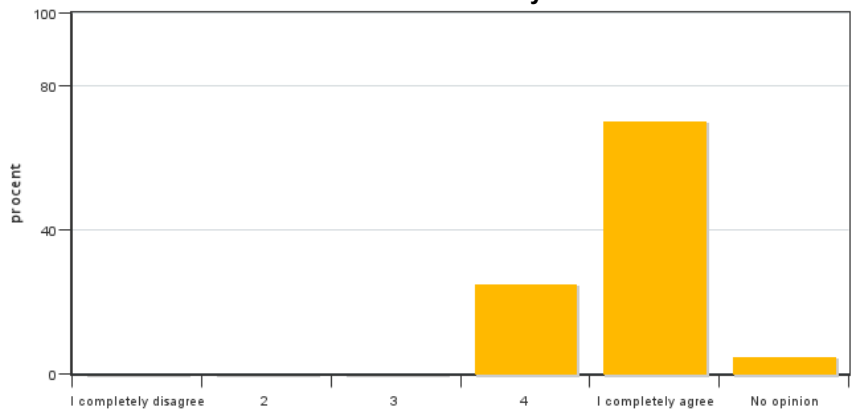
3. My prior knowledge was sufficient for me to benefit from the course.



Number of answers: 20
Average: 3,8
Median: 4

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

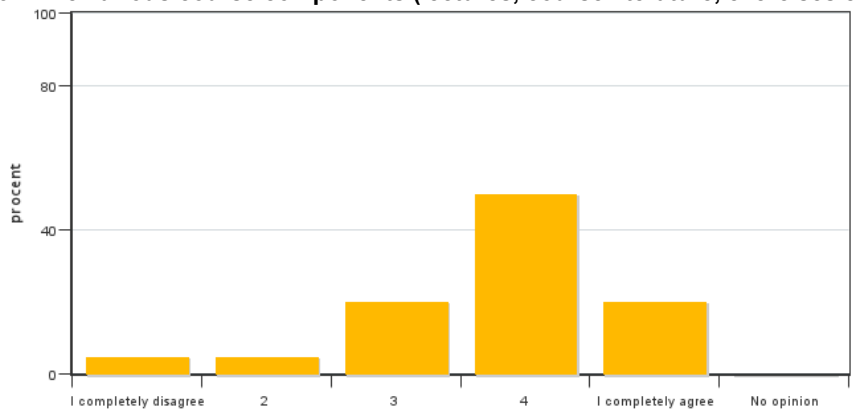
4. The information about the course was easily accessible.



Number of answers: 20
Average: 4,7
Median: 5

I completely disagree: 0
2: 0
3: 0
4: 5
I completely agree: 14
No opinion: 1

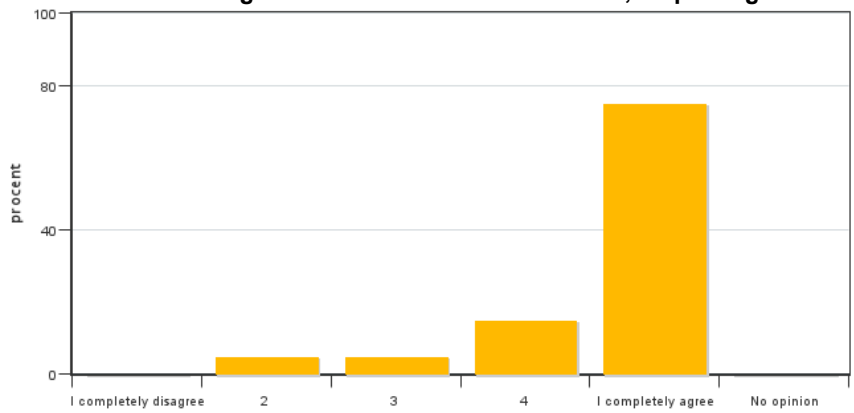
5. The various course components (lectures, course literature, exercises etc.) have supported my learning.



Number of answers: 20
Average: 3,8
Median: 4

I completely disagree: 1
2: 1
3: 4
4: 10
I completely agree: 4
No opinion: 0

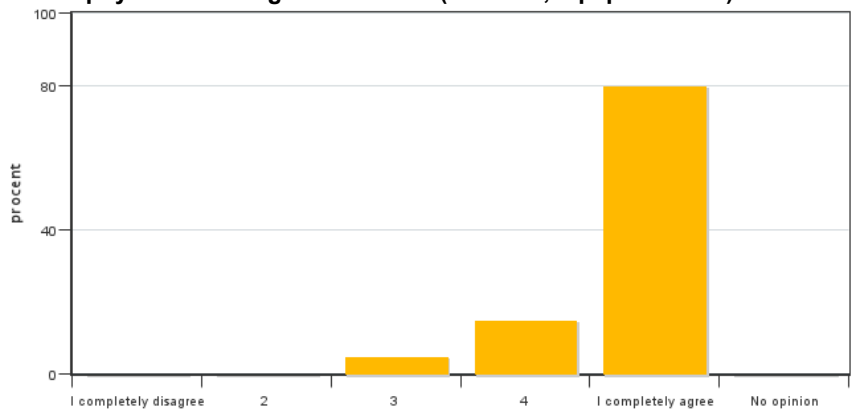
6. The social learning environment has been inclusive, respecting differences of opinion.



Number of answers: 20
Average: 4,6
Median: 5

I completely disagree: 0
2: 1
3: 1
4: 3
I completely agree: 15
No opinion: 0

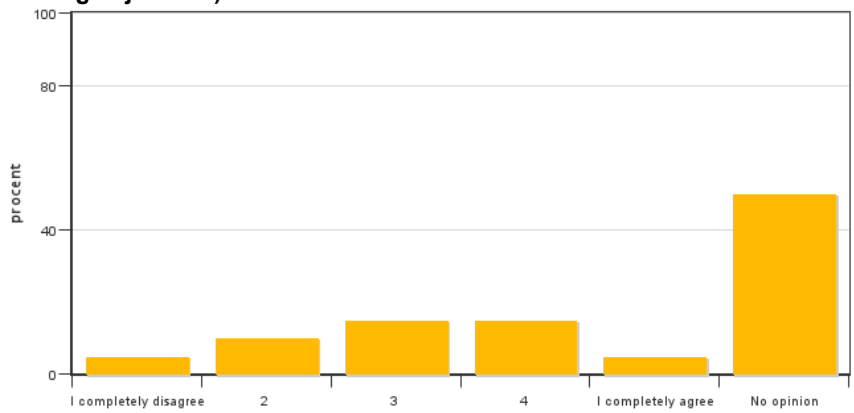
7. The physical learning environment (facilities, equipment etc.) has been satisfactory.



Number of answers: 20
Average: 4,8
Median: 5

I completely disagree: 0
2: 0
3: 1
4: 3
I completely agree: 16
No opinion: 0

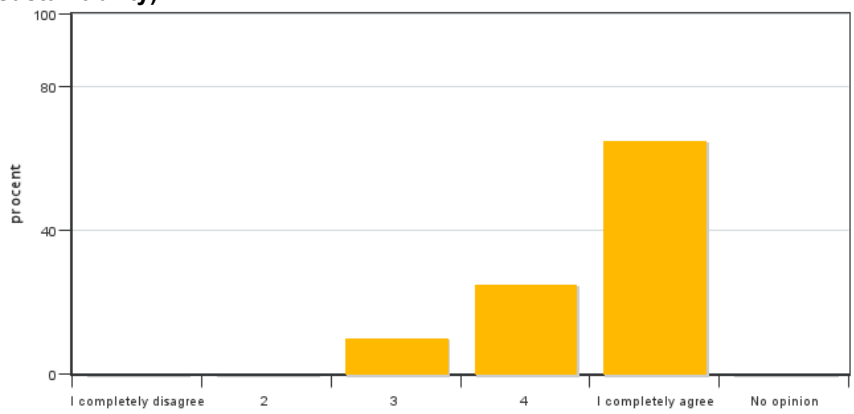
8. The examination(s) provided opportunity to demonstrate what I had learnt during the course (see the learning objectives).



Number of answers: 20
Average: 3,1
Median: 3

I completely disagree: 1
2: 2
3: 3
4: 3
I completely agree: 1
No opinion: 10

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

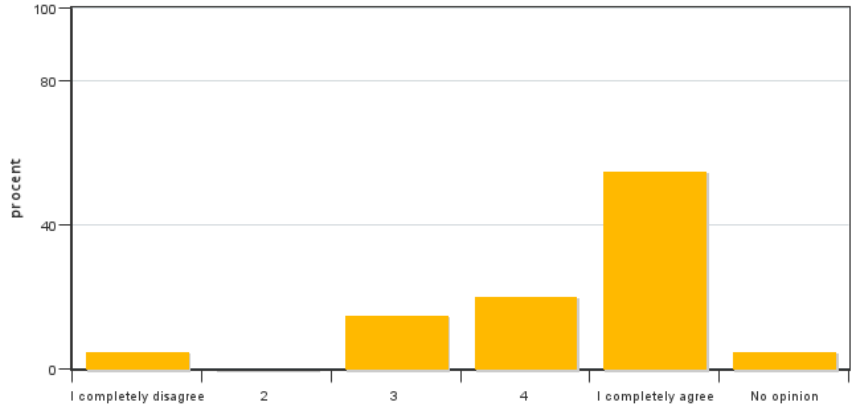


Number of answers: 20
Average: 4,6
Median: 5

I completely disagree: 0
2: 0
3: 2
4: 5
I completely agree: 13

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).

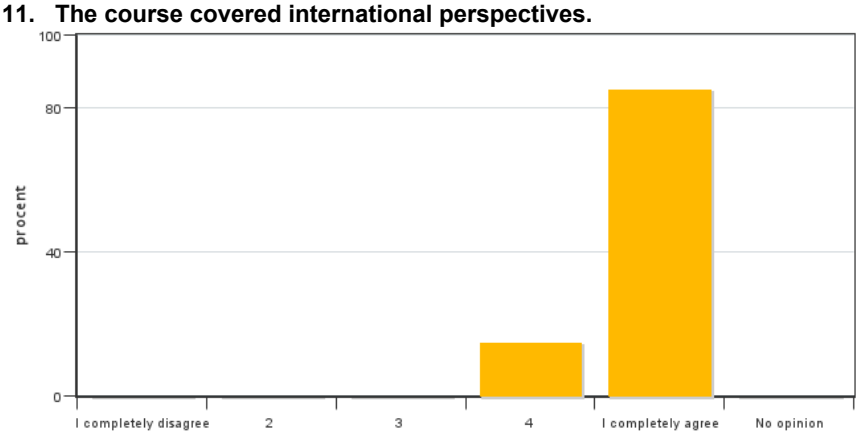


Number of answers: 20
Average: 4,3
Median: 5

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

No opinion: 1

11. The course covered international perspectives.

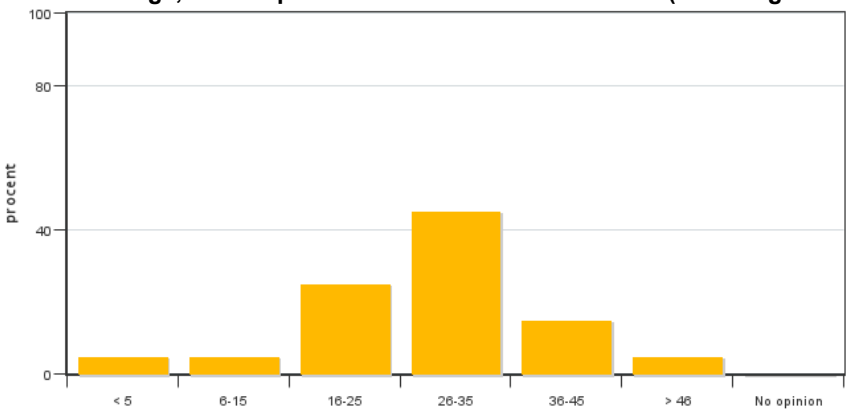


Number of answers: 20
Average: 4,9
Median: 5

I completely disagree: 0
2: 0
3: 0
4: 3
I completely agree: 17

No opinion: 0

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



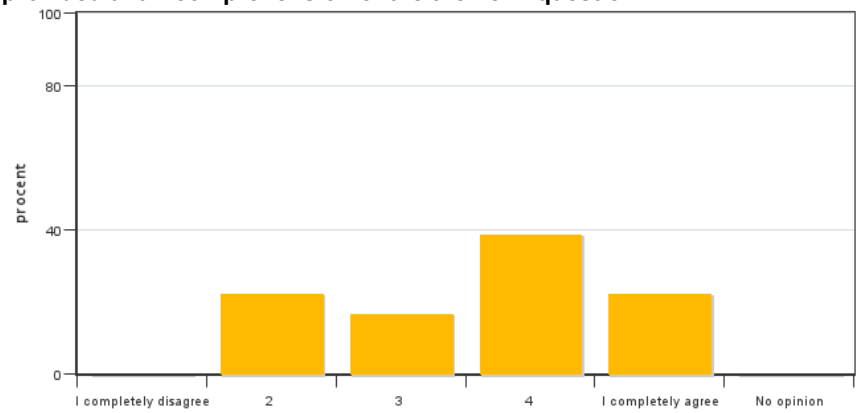
Number of answers: 20
Average: 27,4
Median: 26-35

< 5: 1
6-15: 1
16-25: 5
26-35: 9
36-45: 3
> 46: 1

No opinion: 0

Additional own questions

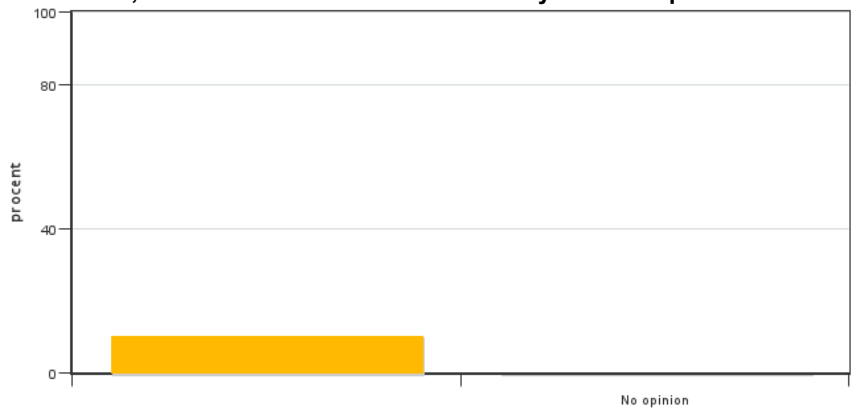
13. The structure of the course with thematic lectures and corresponding mandatory literature cafés provided a fair comprehension of the theme in question



Number of answers: 18

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

14. Overall, was the work-load and the difficulty-level adequate?



Number of answers: 19

: 0
: 2
: 9
: 6
: 2
No opinion: 0

15. Did you find the excursion to Copenhagen, and the talk from
1) Rebecca Leigh Rutt
2) Anders Andersen
relevant?

15. What is the most important or interesting you have learned from this course?

Course leaders comments

No comments from the teacher

Student representatives comments

1. There were mixed opinions about this course overall, with an average rating by student of 3.7/5. Students thought the course was meaningful, interesting, and a useful addition to the FLAP program. The main issue people mentioned was difficulty engaging with the course material because of the class structure. A large component of the course was student presentations and the response to this was negative overall.
2. Most of the students agree that the course content has clear links to the learning objectives of the course. However, some student expressed that the themes that were covered could have been more clearly explained to the class so that it would be more obvious what we should take away from readings and lectures.
3. Those who mentioned having a prior background in governance, political science, or sociology thought that their prior knowledge was sufficient to succeed in the course. Others felt it was a challenging course, but it was doable even without prior knowledge of the subjects. Some felt that the precursor course within the FLAP program Analysis of Forested Landscapes was enough to prepare them, but others did not.
4. All students answered 4 or 5 and had only positive things to say about the accessibility of the course information. The structure of the Canvas page was great, and the exportable calendar was very appreciated.
5. Since there were several different components to the course, students rated the question relatively high. Lectures were mentioned multiple times; overall they were well-liked and regarded as useful. However, there were several criticisms of the literature café exercises. In summary, students did not find them helpful or engaging. It was not a good way for the course literature to be taught since students are not expert presenters. Also, we were given a loose structure to use for presentations and if it was more rigid it could have helped more. A great suggestion was that the class be split into smaller groups to have the literature cafés to encourage more in-depth discussion and student engagement.
6. Overall, students agreed that the learning environment was inclusive and respectful.
7. All of the classes were held in the same place every day, which students appreciated.
8. The oral examination was intense. In the future, there should be a rubric for the examiners to reference when grading students to make it more objective and clarify what instructors expect of the students. As it was this year, scoring felt very subjective and based on criteria that we were not made aware of in advance.
9. Students agree that the sustainable development aspect was covered (however mostly uncritically). This could have been a great opportunity to initiate more discussion on the topic and critical thinking!
10. As far as teaching practices, students felt that there was gender equality in the classroom and felt comfortable participating. When it came to the course content, students thought that the topic of gender equality was touched on but should be covered even more in the future since it is actually relevant to the course.
11. All respondents agreed that international perspectives were covered. There was an explicit emphasis placed on learning about international cases (specifically in the Global South) in the course literature and in the lectures.
12. The average amount of time students reported spending on the course was about 27 hours. It seems that if you kept up with the readings then it could easily take up 40+ hours per week
13. Everything written by students mentioned something about not finding the structure of the literature cafés beneficial, mostly because they were not conducive for participation and engagement from the rest of the class. Many people suggested having the literature cafés in smaller groups instead of a presentation in front of the entire class. However, some did mention that thematic lectures were helpful.
14. Some students thought that the workload was reasonable, while others didn't. The common theme with those who thought that the workload was too high is that they found the academic papers difficult to read/follow along with.
15. The general consensus is that, although different, both of the lectures we recieved during the Copenhagen excursion were valuable. Students enjoyed having real life examples of the theoretical material we had been learning in lectures and literature cafes.
16. The main takeaway from the course that students mentioned was governance! Also mentioned was that the course gave students more insight into the forestry industry as well as discourses, power, and leadership.