Broadleaves - History, Ecology and Management
SV0062, 40013.2526

15 Hp
Pace of study = 100%
Education cycle = Advanced
Course leader = Donnie Lee Peterson, Magnus Löf

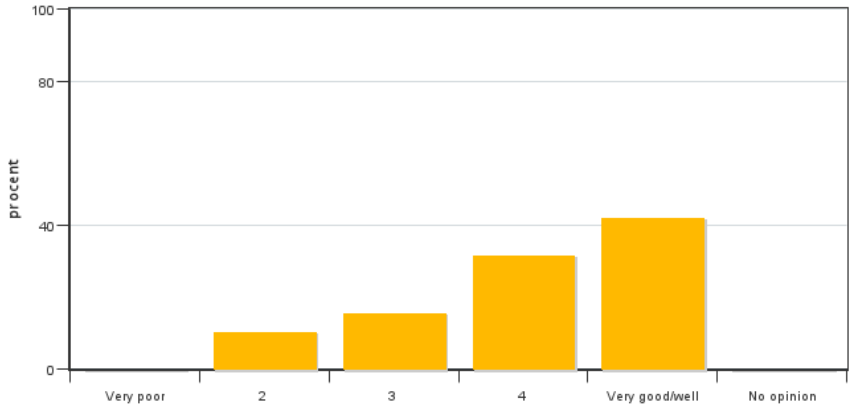
Evaluation report

Evaluation period: 2026-05-31 - 2026-06-21

Answers	19
Number of students	29
Answer frequency	65 %

Mandatory standard questions

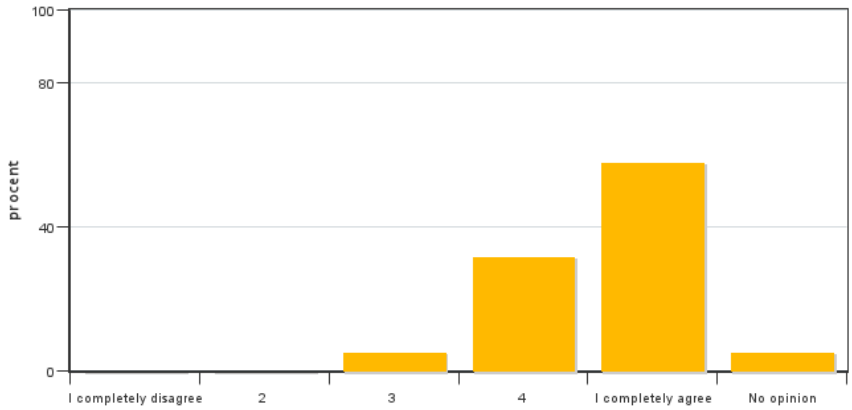
1. My overall impression of the course is:



Number of answers: 19
Average: 4,1
Median: 4

Very poor : 0
2: 2
3: 3
4: 6
Very good/well: 8
No opinion: 0

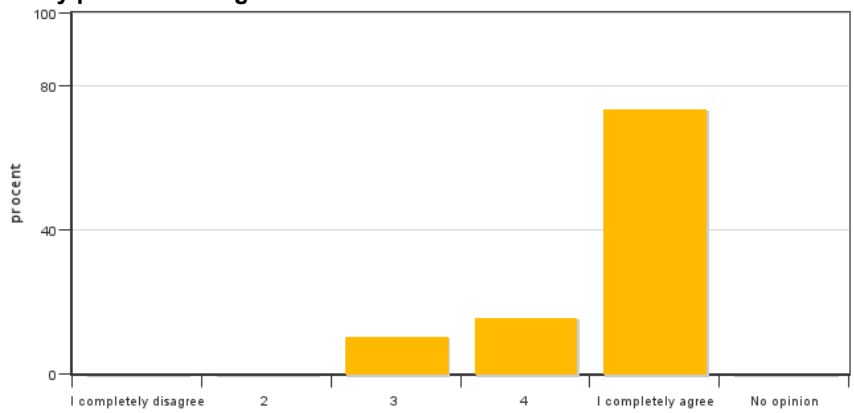
2. I found the course content to have clear links to the learning objectives of the course.



Number of answers: 19
Average: 4,6
Median: 5

I completely disagree: 0
2: 0
3: 1
4: 6
I completely agree: 11
No opinion: 1

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

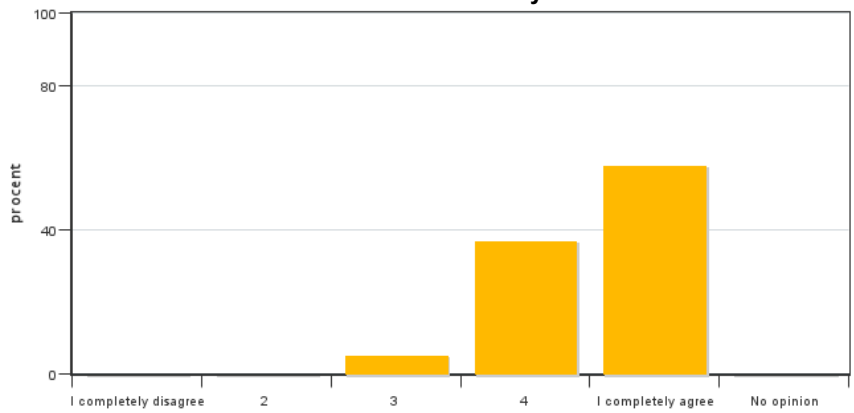


Number of answers: 19
Average: 4,6
Median: 5

I completely disagree: 0
2: 0
3: 2
4: 3
I completely agree: 14

No opinion: 0

4. The information about the course was easily accessible.

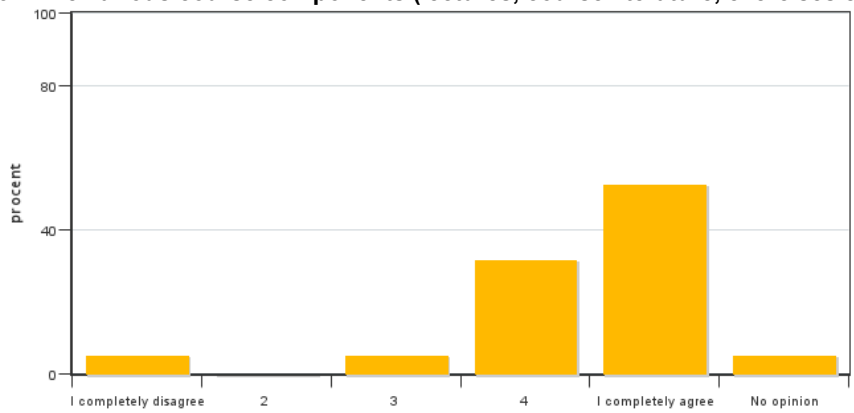


Number of answers: 19
Average: 4,5
Median: 5

I completely disagree: 0
2: 0
3: 1
4: 7
I completely agree: 11

No opinion: 0

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

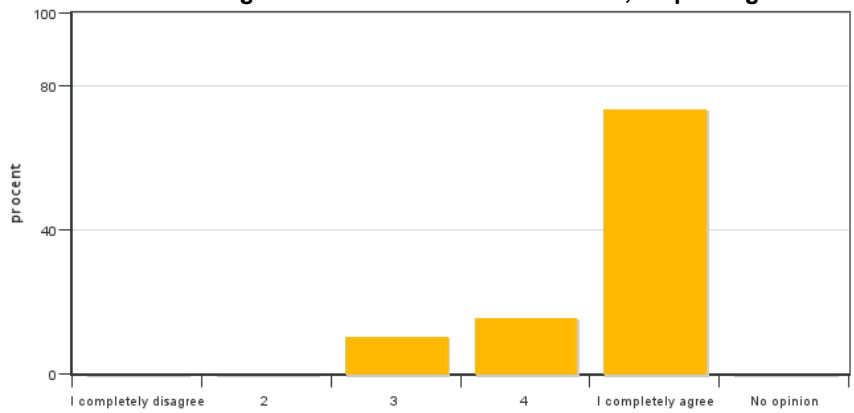


Number of answers: 19
Average: 4,3
Median: 5

I completely disagree: 1
2: 0
3: 1
4: 6
I completely agree: 10

No opinion: 1

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

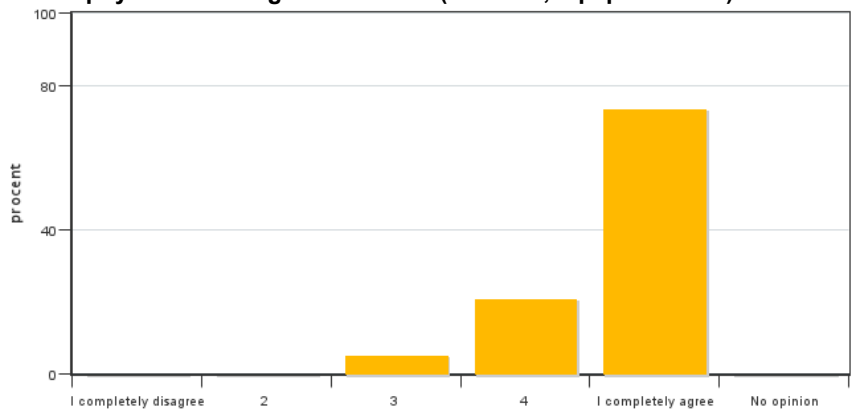


Number of answers: 19
Average: 4,6
Median: 5

I completely disagree: 0
2: 0
3: 2
4: 3
I completely agree: 14

No opinion: 0

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

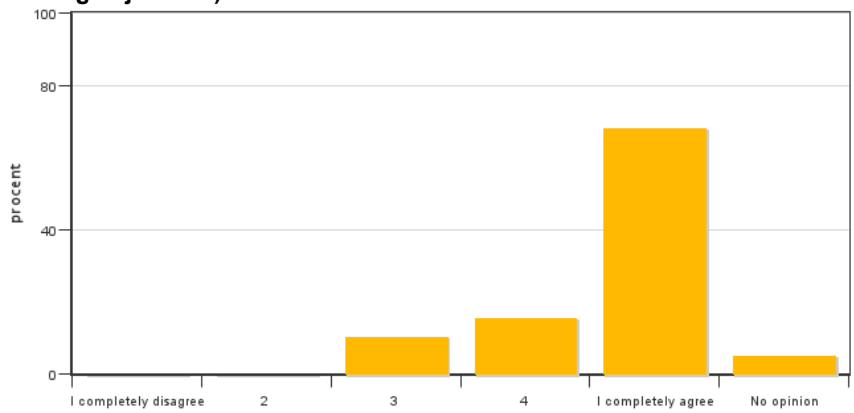


Number of answers: 19
Average: 4,7
Median: 5

I completely disagree: 0
2: 0
3: 1
4: 4
I completely agree: 14

No opinion: 0

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

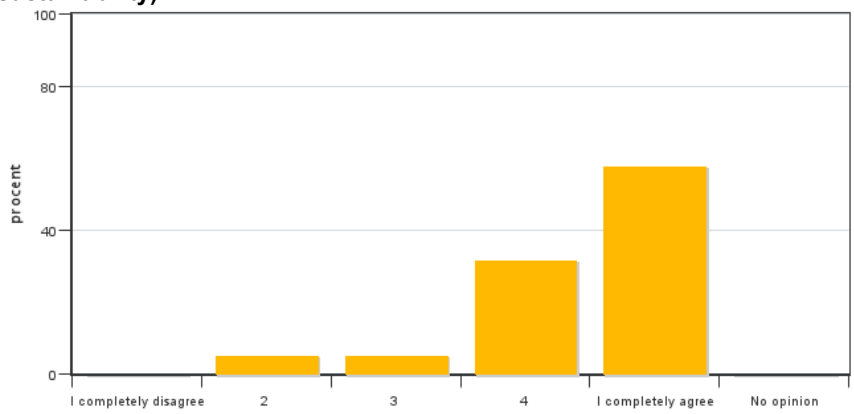


Number of answers: 19
Average: 4,6
Median: 5

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

No opinion: 1

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

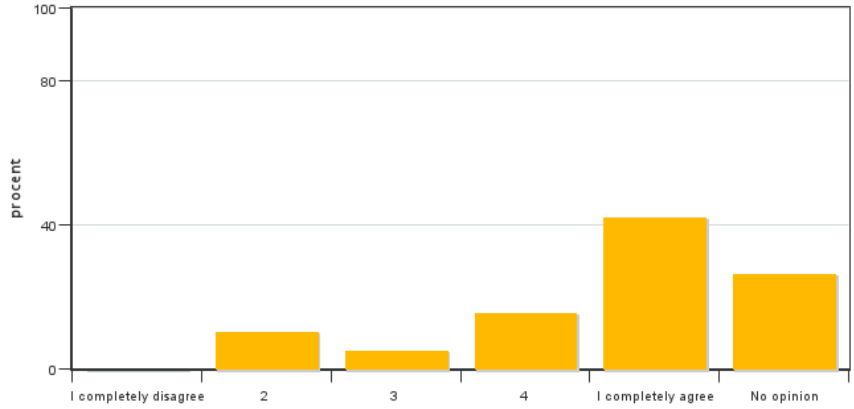


Number of answers: 19
Average: 4,4
Median: 5

I completely disagree: 0
2: 1
3: 1
4: 6
I completely agree: 11

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).

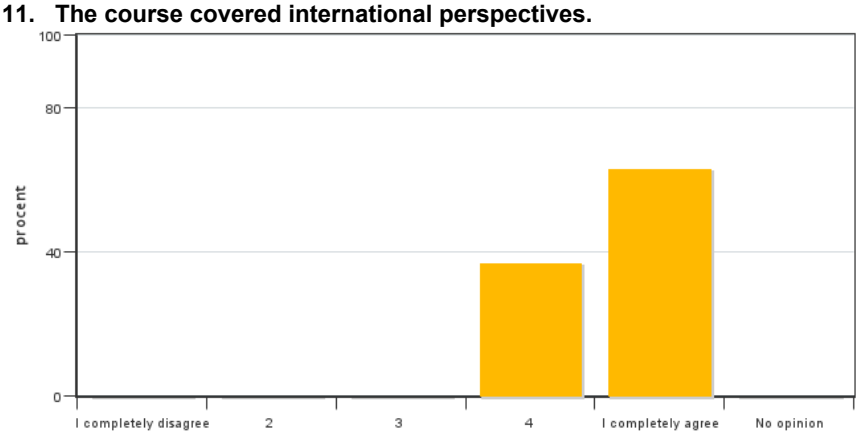


Number of answers: 19
Average: 4,2
Median: 5

I completely disagree: 0
2: 2
3: 1
4: 3
I completely agree: 8

No opinion: 5

11. The course covered international perspectives.

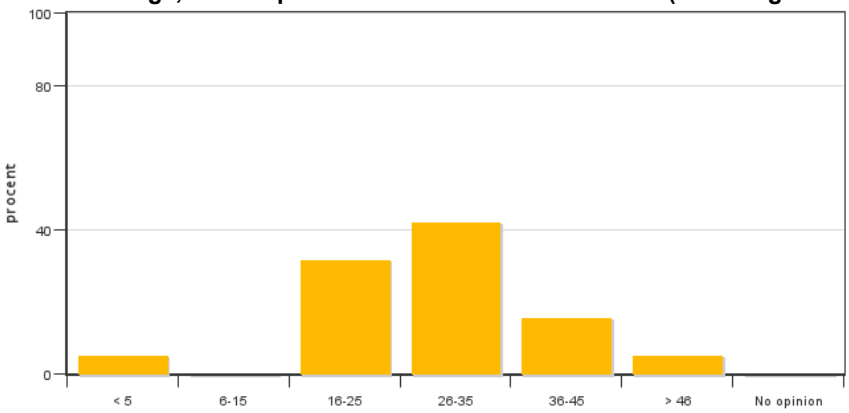


Number of answers: 19
Average: 4,6
Median: 5

I completely disagree: 0
2: 0
3: 0
4: 7
I completely agree: 12

No opinion: 0

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



Number of answers: 19
Average: 27,8
Median: 26-35

< 5: 1
6-15: 0
16-25: 6
26-35: 8
36-45: 3
> 46: 1

No opinion: 0

Additional own questions

13. Please share how the course structure (module 1-6), information (announcements) and communication (weekly zoom meetings) worked when participating in teaching. What did you find to be good, what could have been improved?

13. Please share how module 1 (forest history, forest dynamics and biodiversity) worked when participating in teaching. What did you find to be good, what could have been improved?

13. Please share how module 2 (Forest Health) worked when participating in teaching. What did you find to be good, what could have been improved?

13. Please share how module 3 (Ungulate ecology) worked when participating in teaching. What did you find to be good, what could have been improved?

13. Please share how module 4 (Bialowieza Forest) worked when participating in teaching. What did you find to be good, what could have been improved?

13. Please share how module 5 (Fast Growing Broadleaves) worked when participating in teaching. What did you find to be good, what could have been improved?

13. Please share how module 6 (Forest management and restoration) worked when participating in teaching. What did you find to be good, what could have been improved?

13. We tried a new Data Workshop this year. What did you find to be good, what could have been improved?

Course leaders comments

The response rate was 65%, which corresponds to 19 out of 29 students who took the exam. This is acceptable, but did not meet our goal of at least 80%. We reminded the students several times, which increased the number of responses during the final week. Students leave campus for the summer after the course, which always poses a challenge when it comes to course evaluations. Next year, we will consider a mandatory in-class activity during the final week that includes completing the evaluation.

The overall grade for the course was 4.1, which is lower than in previous years. The average grade for the course from 2018 to 2025 is 4.5. I believe this was due to a number of factors. First and foremost, the Euroforester program has been restructured so that this course is now preceded by more similar courses, which led some students to feel that there was an unnecessary amount of repetition. Additionally, we had a partially new teaching staff this year. Some students commented on PowerPoint slides that were not translated, some on schedule changes announced late, and others on the fact that the course literature was not used, etc. Of the 19 students who completed the course evaluation, 5 gave an overall rating of 2 or 3, while the others gave a 4 or 5, which must mean that the vast majority were satisfied, though not all. Otherwise, I believe the course worked well and was appreciated again this year. The average ratings for the other questions are 4.5, which confirms this impression. My impression is that all the different course components (modules) also worked well.

The estimated average number of working hours was 27.8, roughly the same as in 2028. This is lower than we would like. Over the past eight years, the course has had a similar structure, content, and workload. Nevertheless, the estimated averages for these years vary between 23 and 35 working hours (average 30). Therefore, we doubt that this is a meaningful and reliable way to measure students' work effort and question the faculty's focus on this aspect in the annual evaluations.

In addition, the students' written comments included some mixed feedback, but there were also many positive remarks. In particular, the students appreciated the many excellent field trips, especially the trip abroad to Bialowieza in Poland. I received several comments from the other teachers noting that the students were capable, but that the class as a whole was not particularly interested in discussing various issues. We do not know what caused this. We are aware that we must continue our ongoing work to develop the transition from the bachelor's to the master's level and avoid unnecessary repetition. This will take place as part of a review of the course ahead of the 2027 academic years, which is also prompted by the fact that Jörg Brunet, one of the course's former lead teachers, has retired and was not involved this year.

Internal comments

Student representatives comments

Many students point out that the course felt too easy and had a lot of repetition from previous master courses from the Euroforester program. However, the course subjects and topics were highly appreciated. Respondents request more discussion of financial viability and sustainability in practical application of broadleaf management, and how non-production aspects can be made financially viable (funding, tourism, biodiversity certificates?) in other ways than tax-financing.

Students appreciated the module structure and the way that canvas was set up. However, they request more beforehand information regarding assignments in order to better plan their own studies in advance. Similar to this, several students have experienced issues with changes in the scheduling as well as more general scheduling errors. E.g. Previously non mandatory days were made mandatory which caused problems for several students that had planned other things or had other mandatory projects in other courses on days that were previously marked as “optional or self study”.

Students seem generally satisfied with lecturers and classrooms. Many experienced struggles focusing on

the zoom lectures, with one respondent recommending more interactive lectures like Miles' lecture.

Many did not see a direct benefit from reading the literature. The articles did not connect to specific lectures and the literature list seemed more like something optional if one is interested rather than an integrated component of the course.

For the fast growing broadleaves module, students suggest that the presentations are instead turned into another kind of format in order to preserve more enthusiasm e.g. group discussion. Furthermore, respondents request more international perspectives on fast growing broadleaves and a broadening of the scope of what more than poplar/aspen might be viable.

For the data workshop: Many people liked the way Paige presented and executed the assignment. Sadly, the R-workshop failed to connect to the rest of the course leaving many to wonder the purpose and need for the assignment.

It goes without saying that the majority of students were very fond of the field trips and excursions present in the course.

Regarding the examination, students point out that the exam is very similar to previous years, and studying rewarded exam memorization rather than active learning.

The main things that could be improved would be to deepen the course subjects, and as some students suggested, add more species ecology and ecology excursions to learn more species and species dynamics.

My main suggestions for improvements:

--> Make sure that the slides are available in english

--> Consider quizzes or other follow ups within the course in order to promote active learning throughout the course and to encourage reading the course literature. Also consider linking articles to specific lectures in the literature list and consider adding an article discussion of 5 min before each lecture.

--> Avoid scheduling field trips during holidays, don't change dates on mandatory examinations/excursions.

→ Make the course more difficult, remove some topics and spend more time and energy on diving in depth on some topics instead.

→ Discuss ecology in relation to financial sustainability.