

Students' Perspectives of Successful Graduate-level Studies: the example of the MSc European Forestry

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Integrating learning within international communities is always challenging. Involvement of several teaching institutions from different countries in a learning programme is becoming a good option in international education system. The MSc European Forestry (MSc EF) is a unique masters' degree programme that gives an additional dimension to the markets in forestry and nature management in Europe. This programme is coordinated by six partner Universities (University of Joensuu, University of Freiburg, SLU Sweden, BOKU Austria, Wageningen, The Netherlands and Lleida Spain) from Europe as well as three Universities (University of KwaZulu Natal (South Africa), Federal University of Parana (Brazil) or NorthWest Agricultural and Forestry University (China)). It aims to provide a multidimensional learning environment to address the demands of global forestry from a European perspective. It focuses on management, trade and policy issues supported by an understanding of the variety of managerial and ecological condition and their dynamics in European forests.

This paper aims to explore the achievements and drawbacks of the MSc EF programme from the students' perspective. Furthermore it explains the strengths of international graduate-level learning and provides solutions for weaknesses revealed from student's perspective. The course modules, curriculum, Masters' theses and electives courses and student's views on the programme have been evaluated and will be interpreted looking from different perspectives. Simple descriptive analysis is expected to provide a picture of different perceptions of the programme. The results found are believed to be crucial for the success of the programme in future.

The results of this study are expected to show the real ground of learning by students and their perspectives. It is believed that the results can be crucial to fostering innovations and vital insights for the programme planners in future. It will describe the different scenarios of methods of learning, designed courses; choices and potential to the expertise development that would be decisive for the management level. Ultimately the University consortium will know the students' perception and help to design the courses from the student's perspective. Finally this paper recommends some needed changes on the programme from the students' perspectives that would make students more enthusiastic and help to develop expertise.

Keywords: Course modules, curricula, advanced-learning,