

## Quiz

# Journal of Forestry Quiz

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This *Journal of Forestry* quiz is approved for 3.0 continuing forestry education (CFE) hours in Category 1-CF by the Society of American Foresters. Successful completion of the self-assessment, defined as a cumulative score of at least 70%, is required to earn CFE credit. CFE approval is valid for one year from the issue date of publication and participants may submit the quiz at any time during that period.

The quiz contains questions from these 5 articles:

*Combined Effects of Hemlock Woolly Adelgid (*Adelges tsugae*) Infestation and Treatment with Imidacloprid on Eastern Hemlock (*Tsuga canadensis*) Leaf Radiometry*  
*Promoting Sustainable Living among College Students Key Programming Components*  
*Student and Instructor Generated Open Educational Resources Compare Favorably to a Traditional Textbook*  
*Web Content Analysis of University Forestry and Related Natural Resources Landing Webpages in the U.S. in Relation to Student and Faculty Diversity*  
*Integrating Drones into a Natural Resource Curriculum at Stephen F Austin State University*

1. Garris et al. suggest that in managing HWA-infested eastern hemlock stands, preserving dense canopies may protect infested trees from early mortality, but canopy openings may be used as a preventive measure to limit HWA establishment success because:
  - a) hemlock seedlings do not establish well in a high-light environment.
  - b) herbivory increases in more open canopies and HWA are eaten along with the foliage.
  - c) high light environments are suboptimal for HWA proliferation.
2. Since IMID treatments are deemed crucial for preservation of eastern hemlocks in southeastern forests, Garris et al. conclude that further elucidation of implications of resulting physiological shifts is needed because:
  - a) the long-term impacts of widespread IMID application on forest ecology are unknown.
  - b) it is unknown if IMID has detectable influences on stress, developmental progression, and senescence.
  - c) there may be better treatments for HWA suppression.
3. A major idea within the concept of living sustainably is to encourage individuals to consider all three dimensions holistically in each decision they make on a daily basis. What are those three dimensions according to Wynveen et al.?
  - a) Ecologic, economic, social
  - b) Economic, environmental, social
  - c) Community, environment, economy
4. In reference to practical tips and examples for how to live more sustainably, participants in the Wynveen et al. study expressed excitement upon learning about advantages of:
  - a) CSAs and rain barrels.
  - b) taking shorter showers.
  - c) changing the ambient temperature in the home.
5. Students in the Stovall et al. study reported what preference when selecting a text?
  - a) E-books with imbedded videos
  - b) OER without sophisticated words
  - c) Materials with many figures, preferably of high quality and in color
6. While OER may be a viable learning tool in natural resource fields, Stovall et al. note which of the following drawbacks?
  - a) OER can be incentivized since not all authors can receive royalties from traditional textbooks.
  - b) Creating OER is labor and time consuming.
  - c) The lack of time needed to get substantial amounts of input through peer review makes its creation more efficient.
7. As discussed by Bal and Sharik which of the following statements is correct?
  - a) Images on Forestry major webpages are often represented by women even if enrollment doesn't reflect such a majority.
  - b) In NR-related fields, it appears that female students are translating into an equal proportion of female faculty.
  - c) The image of Forestry specifically as a "rough-hewn", male-dominated field is persistent.
8. Bal and Sharik conclude that making decisions about recruitment and informational imagery becomes a balancing point between:
  - a) overcompensating or giving a false impression and being inclusive and attractive enough to many types of students.
  - b) attracting a diversity of minorities and genders of students and employees and representing natural resource fields as they are relevant to society.

- c) increasing enrollments and showing inequities in the student and faculty populations.
9. In introducing their DTAC approach, what do Unger et al. cite as a main advantage of using a drone?
    - a) It can provide both oblique and horizontal perspectives of any natural resource.
    - b) It makes it worthwhile to take students to distant forest ecosystems where they can acquire videos they wouldn't normally be able to see.
    - c) A user can now create their own image mosaic of a geographic area in a few hours.
  10. The ATCOFA faculty use which of the following as a final capstone assessment?
    - a) Students that demonstrated proficiency in flying a drone were provided the opportunity to complete the FAA drone pilot examination to become a certified drone pilot.
    - b) Students needed to demonstrate how to download an image into GIS software for quantitative analysis and within video viewing software for qualitative assessment.
    - c) Students needed to demonstrate the application and use of drone acquired imagery and video via their integration in GIS and non-GIS class specific assignments.