



Fish and Wildlife Census Techniques BI1302, 10087.1819

15 Hp

Pace of study = 100%

Education cycle = Advanced -

Course leader = Kjell Leonardsson

Evaluation report

Evaluation period: 2018-10-29 - 2018-11-19

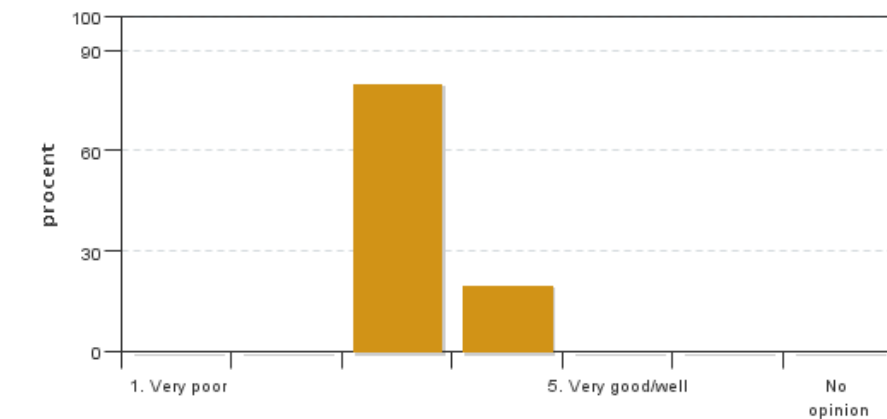
Answers 5

Number of students 16

Answer frequency 31 %

Mandatory standard questions

1. My overall impression of the course is:

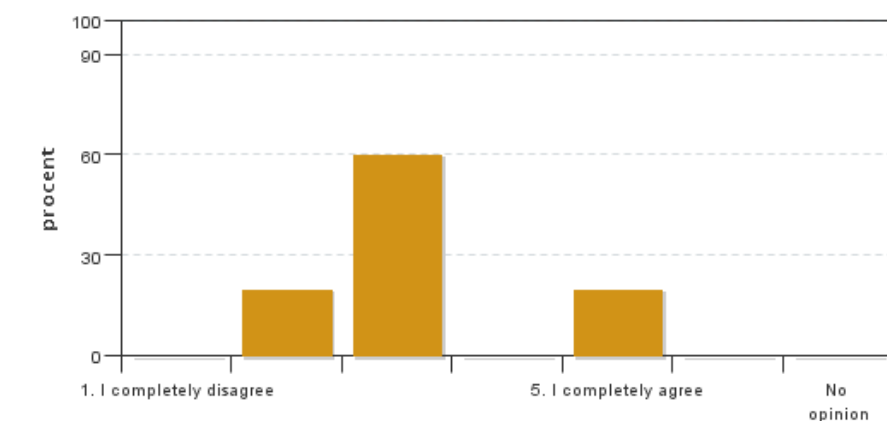


Answers: 5
Medel: 3,2
Median: 3

1: 0
2: 0
3: 4
4: 1
5: 0

No opinion: 0

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

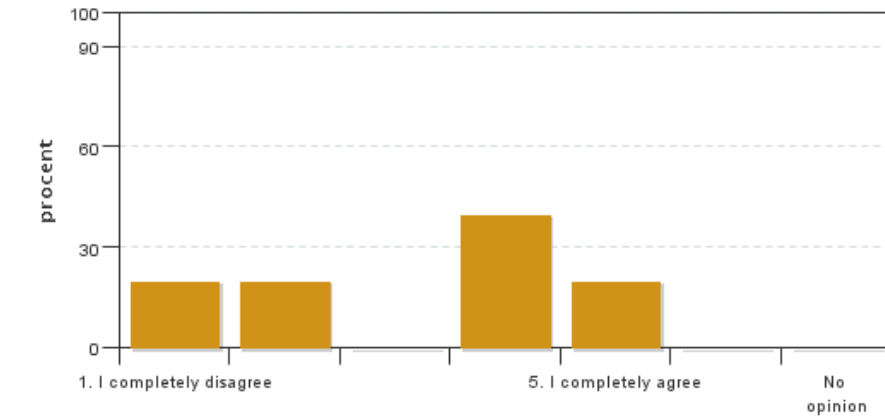


Answers: 5
Medel: 3,2
Median: 3

1: 0
2: 1
3: 3
4: 0
5: 1

No opinion: 0

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

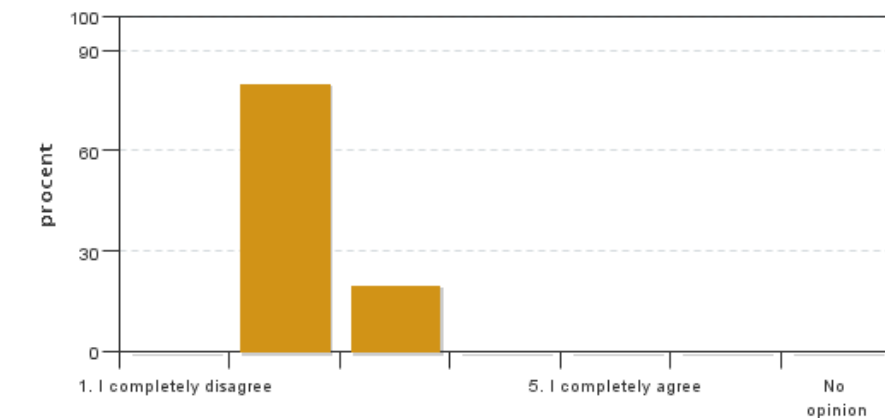


Answers: 5
 Medel: 3,2
 Median: 4

1: 1
 2: 1
 3: 0
 4: 2
 5: 1

No opinion: 0

4. The information about the course was easily accessible.

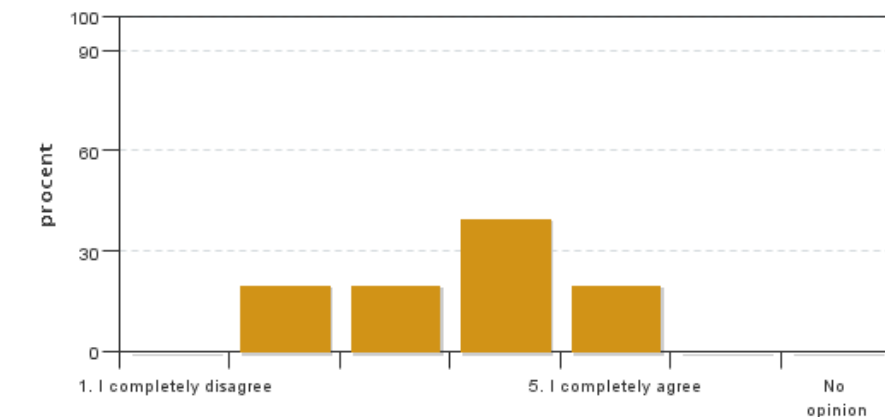


Answers: 5
 Medel: 2,2
 Median: 2

1: 0
 2: 4
 3: 1
 4: 0
 5: 0

No opinion: 0

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

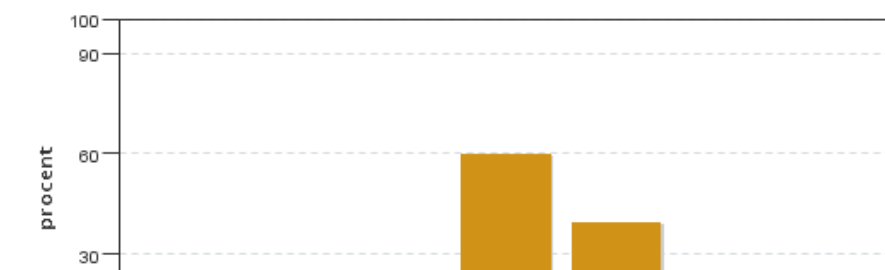


Answers: 5
 Medel: 3,6
 Median: 4

1: 0
 2: 1
 3: 1
 4: 2
 5: 1

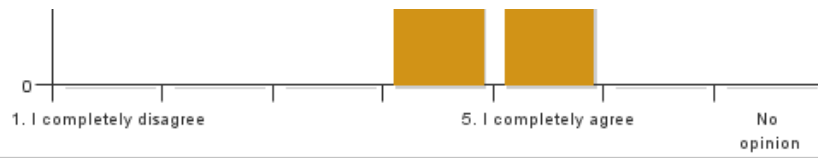
No opinion: 0

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



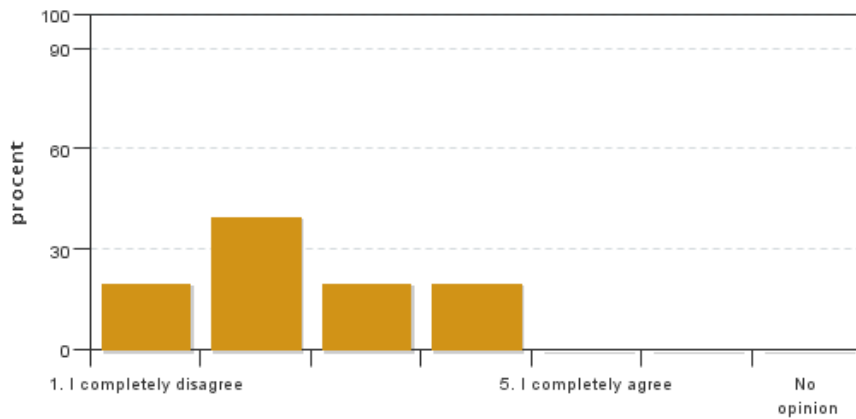
Answers: 5
 Medel: 4,4
 Median: 4

1: 0
 2: 0
 3: 0
 4: 3
 5: 2



No opinion: 0

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

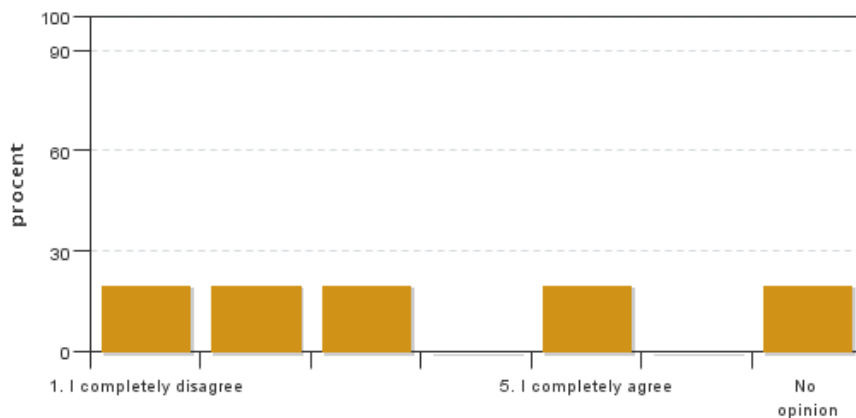


Answers: 5
Medel: 2,4
Median: 2

1: 1
2: 2
3: 1
4: 1
5: 0

No opinion: 0

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

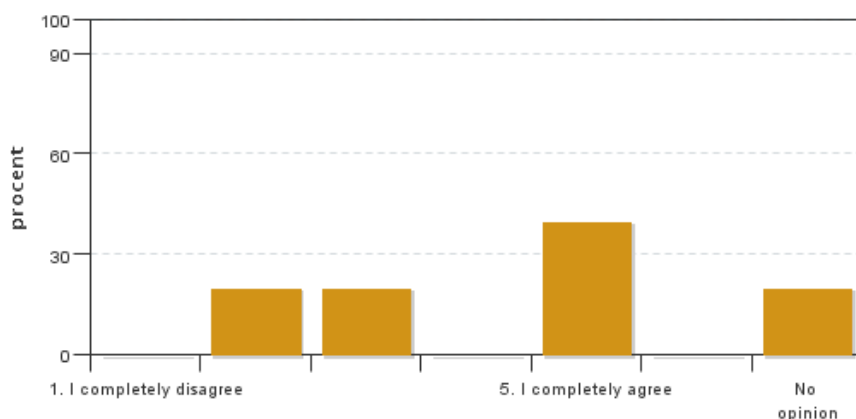


Answers: 5
Medel: 2,8
Median: 2

1: 1
2: 1
3: 1
4: 0
5: 1

No opinion: 1

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

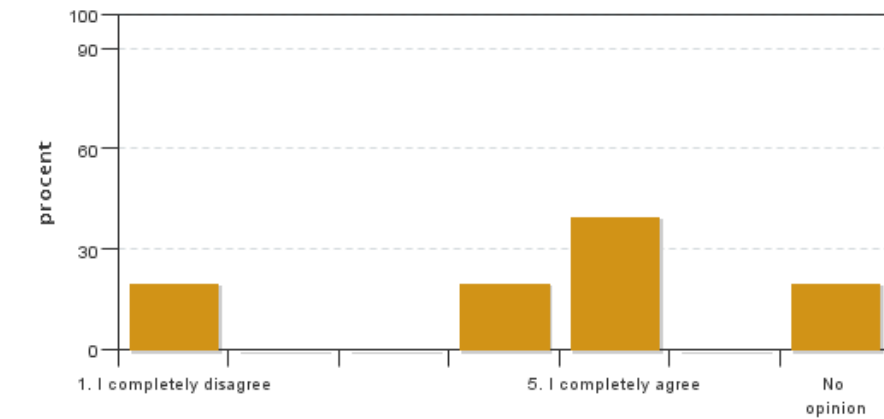


Answers: 5
Medel: 3,8
Median: 3

1: 0
2: 1
3: 1
4: 0
5: 2

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).

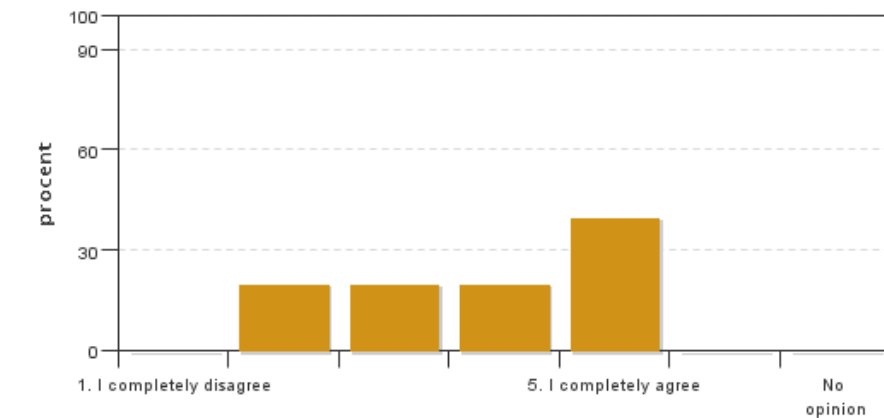


Answers: 5
 Medel: 3,8
 Median: 4

1: 1
 2: 0
 3: 0
 4: 1
 5: 2

No opinion: 1

11. The course covered international perspectives.

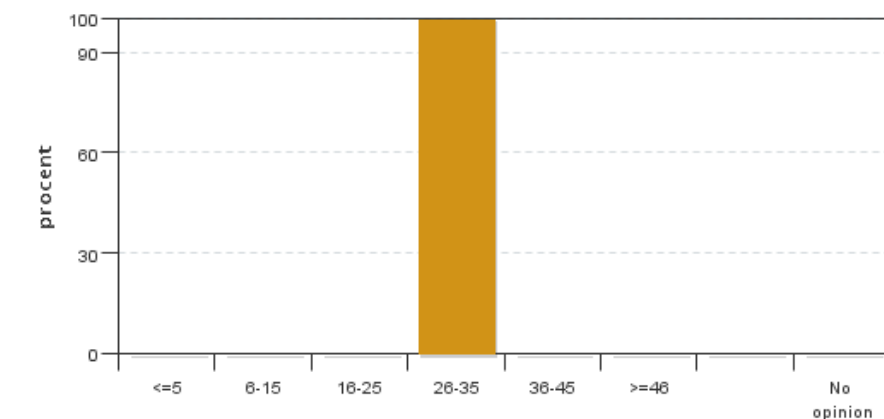


Answers: 5
 Medel: 3,8
 Median: 4

1: 0
 2: 1
 3: 1
 4: 1
 5: 2

No opinion: 0

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



Answers: 5
 Medel: 30,0
 Median: 26-35

≤5: 0
 6-15: 0
 16-25: 0
 26-35: 5
 36-45: 0
 ≥46: 0

No opinion: 0

Course leaders comments

General comments

The change in the course from earlier using Excel to now using R when applying the census statistics caused problems this year, as the responsible teacher for this section bought himself free in the last minute. Technical problems in the computer lab, due to less skilled teachers (in R), resulted in the need to change the schedule to include more time in the computerlab than originally planned. That situation forced the course leader to spend much time fixing these problems rather than to be able to focus on the other parts of the course. This also resulted in a mismatch between lectures, exercises, and computer labs.

These types of problems will be fixed until next year by arranging the course into blocks with different topics and ensuring that assigned teachers are dedicated to the course. Teachers responsible for each topic will provide

reading instructions, give lectures, arrange practical exercises, as well as computer exercises.

Species diversity will be included 2019

A new block will be included in the next years course, dealing with species diversity, something that has been missing in the course so far. To give place for the species diversity block, the crowd sourcing section will be somewhat reduced.

Canvas replaces Fronter 2019

Fronter will be replaced by Canvas, and the Canvas interface is more flexible when it comes to exchanging information between the teachers and the students.

Specific comment on R and computer exercises

Since most students are unexperienced to R when starting the course, beginning with R basics using datacamp is something that will be suggested to the students already in the welcome letter to the students so those who want can start the training before the course start. Learning R takes more time than is available in the course since the focus of the course is on census techniques and statistics, not on R. Since almost all census related functions are available i R it is desired to learn the students on the course when and how these functions should be used, and how the results should be interpreted. To do so there will often be several lines of R scripts that are needed before calling the census functions as well as after when wanting to look at the results in graphs. It is a pedagogic challenge to communicate to the students that the preceeding scripts are needed to be able to perform the analysis or to produce the graphs, but these parts of the scripts are not what the course is about. However, when the student learn more about R-scripts they will have a useful library of general scripts available dealing with data transformations and graphics. The alternative to switch back to Excel is not an option since that will limit the types of analyses that can be performed severely. None of the students will use Excel to do such analyses in their future studies/work, but many of them will use R.

Student representatives comments

General compliments

Very good lectures. The lecturers were very good at activating the students and to make their subjects interesting.

They were also adaptive when things didn't work out (technical difficulties etc.).

Also, very good contact between the department and the students. Students were able to stop by a lecturer's office and ask questions.

General complaints

More information in general about what is happening in the course and why.
A more structured way of communicating, especially regarding schedule changes.

More evenly distributed mandatory assignments. Now we had the majority of them towards the end.

Better connection between project and lectures. Perhaps do a workshop for organising and planning the project.

Lecture on more modern census techniques since most of us used modernized versions of classic versions.

Shape the R sessions for usage in/with projects

Better directions for whom to talk to and where to search for information about projects and the chosen species.
Better response at the seminar, is this method viable?

Since the student have very different background and thus knowledge of statistics, a repetition of basic statistics in the beginning of the course would be preferable. This way the course leader knows what level we are on. During this time the statistics could also be adapted towards wildlife studies.

There were some hopes for a better balance between statistics and practical practices.

There was a suggestion to skip the recapture exercise (counting cars in parking lot) altogether or at least replace it with a lecture.

Some students missed a general questions occasion such as the ones you have before exams.

Structure and order

Better organized frontier.

Better structured reading list that was better adapted for lectures. Make a schedule for what to read for what lecture.

Comments regarding the exercises about crowdsourcing and ethics.

Better communication on what to read and an earlier notice so that the students don't have to spend weekends reading! The general structure of the crowdsourcing and ethics was somewhat confusing.
Better feedback and nicer feedback. For some students the feedback sometimes felt a bit demeaning.

Crowdsourcing

A better foundation for the different roles for the role playing. Perhaps a discussion on the different roles before the role play or a provided summary of each role.

Some students would like more time to prepare for their specific role and better description of each role. Perhaps some time set aside for students with same role to discuss how to play it.

Class divided on this method of teaching. Some liked the complex social thinking, others didn't.

Ethics

General opinion was that the role playing was better constructed in the ethics part than in the crowdsourcing part.

R

Have some information before starting the course perhaps when searching for the course or on the course site that R will be a large part.

The major opinion of the class is that the lectures and labs for the basics involving datacamp were really good and the person responsible did a very good job for their level of knowledge. However, a better introduction overall with a more pedagogic approach is desired.

Datacamp is a good tool for learning. Discussions regarding the assignments in datacamp would be preferred over discussing giant scripts.

A more detailed background of the data that were used in the exercises would have given a better insight in what kind of data we are working with and allow us to better relate to census methods.

There should also be a slow increase in difficulty for the scripts we use, even if we are just running them and not writing them ourselves. Going from a one line code in datacamp one day to 300 rows of advanced scripts the next is **not** very pedagogic.

Also the scripts should be better adapted to learning and not actually giving the best results. Working with less accurate analysis with easier code to get the basics before moving on to better suited and advanced analysis would be preferred. That also means a focus on readability in the scripts and not efficiency.