



## Human Dimensions of Fish and Wildlife Management BI1300, 30045.1920

15 Hp

Pace of study = 100%

Education cycle = Advanced

### Evaluation report

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**Evaluation period: 2020-03-17 - 2020-04-07**

Answers 18

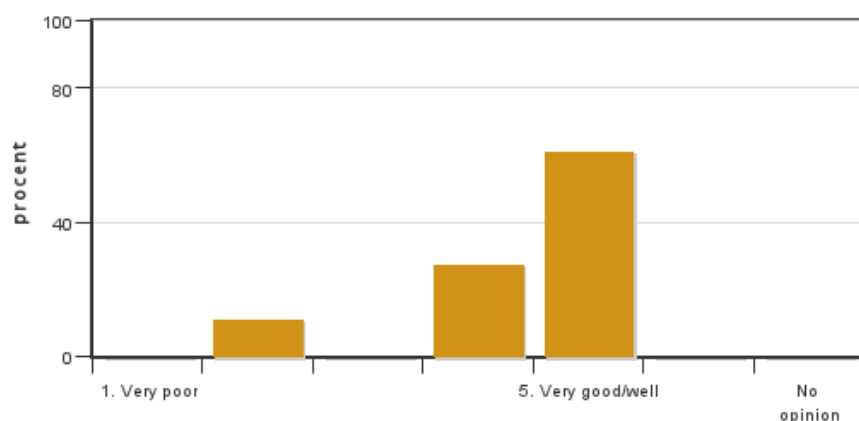
Number of students 30

Answer frequency 60 %

### Mandatory standard questions

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#### 1. My overall impression of the course is:

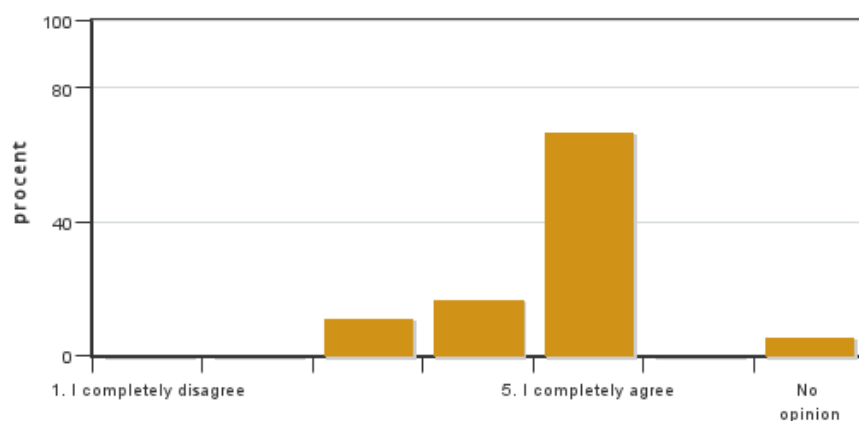


Answers: 18  
Medel: 4,4  
Median: 5

1: 0  
2: 2  
3: 0  
4: 5  
5: 11

No opinion: 0

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

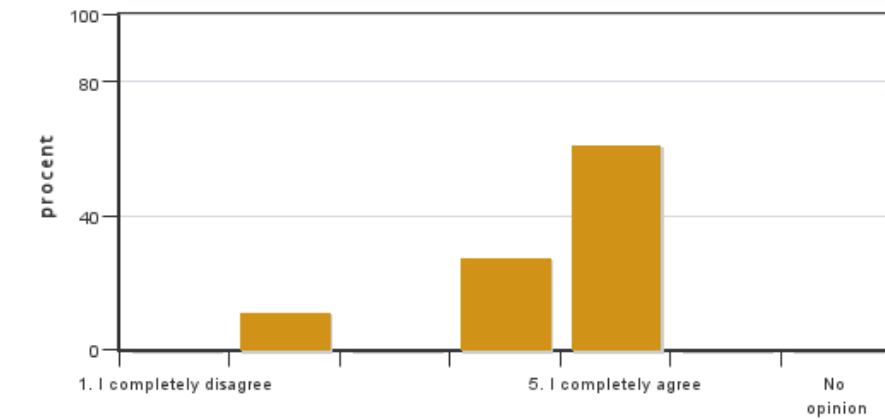


Answers: 18  
Medel: 4,6  
Median: 5

1: 0  
2: 0  
3: 2  
4: 3  
5: 12

No opinion: 1

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

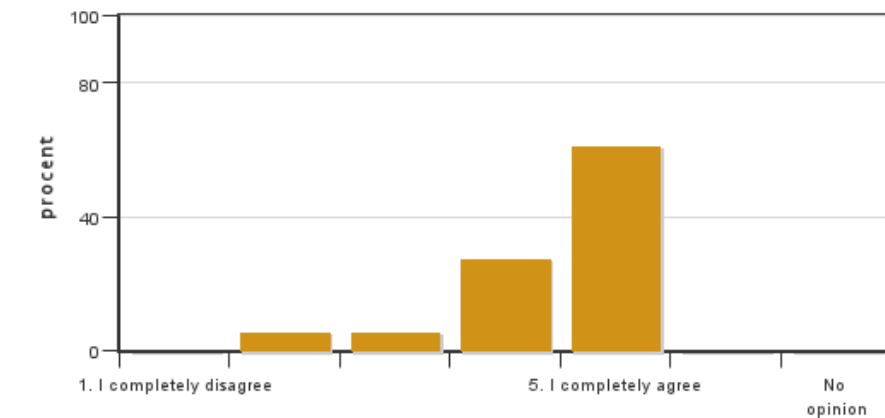


Answers: 18  
Medel: 4,4  
Median: 5

1: 0  
2: 2  
3: 0  
4: 5  
5: 11

No opinion: 0

**4. The information about the course was easily accessible.**

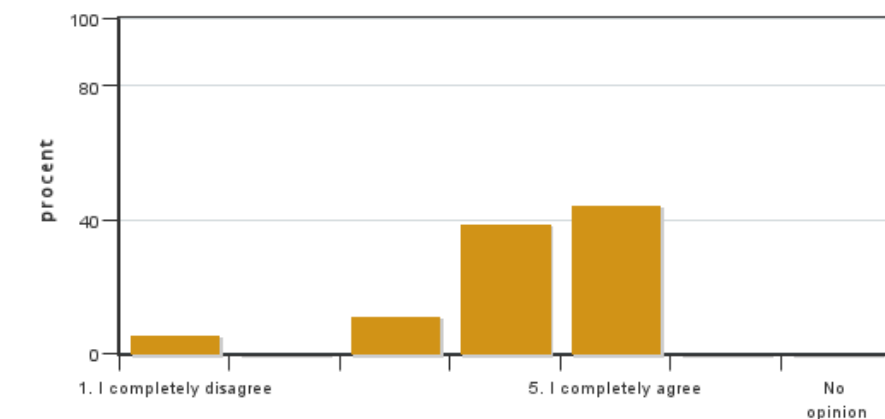


Answers: 18  
Medel: 4,4  
Median: 5

1: 0  
2: 1  
3: 1  
4: 5  
5: 11

No opinion: 0

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

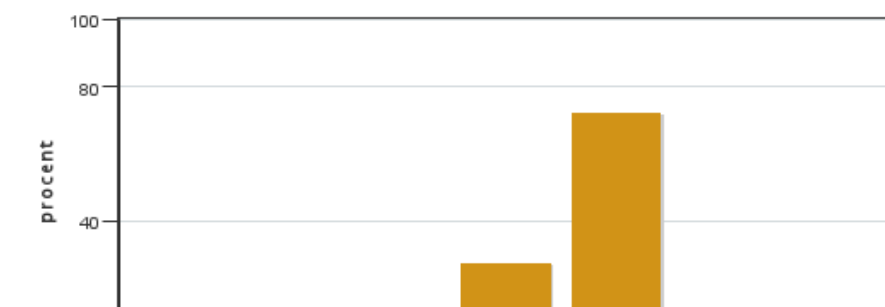


Answers: 18  
Medel: 4,2  
Median: 4

1: 1  
2: 0  
3: 2  
4: 7  
5: 8

No opinion: 0

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



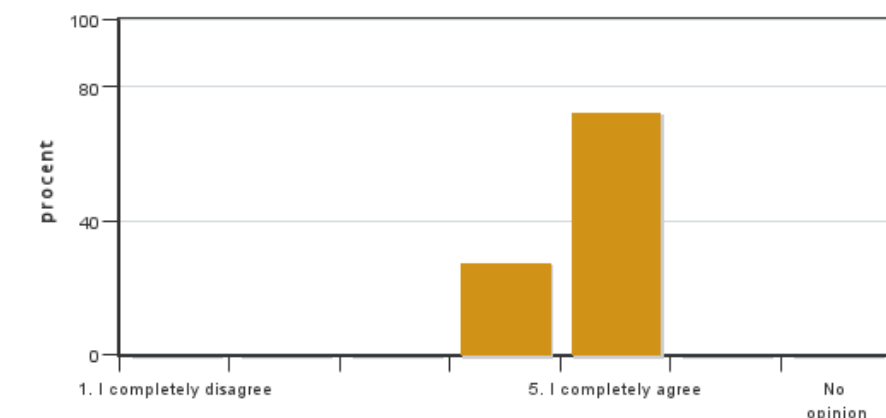
Answers: 18  
Medel: 4,7  
Median: 5

1: 0  
2: 0  
3: 0  
4: 5  
5: 13

No opinion: 0



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



Answers: 18

Medel: 4,7

Median: 5

1: 0

2: 0

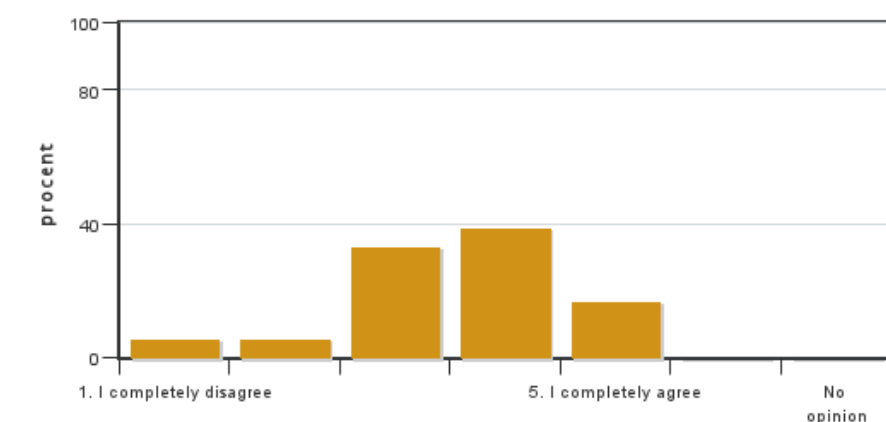
3: 0

4: 5

5: 13

No opinion: 0

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



Answers: 18

Medel: 3,6

Median: 4

1: 1

2: 1

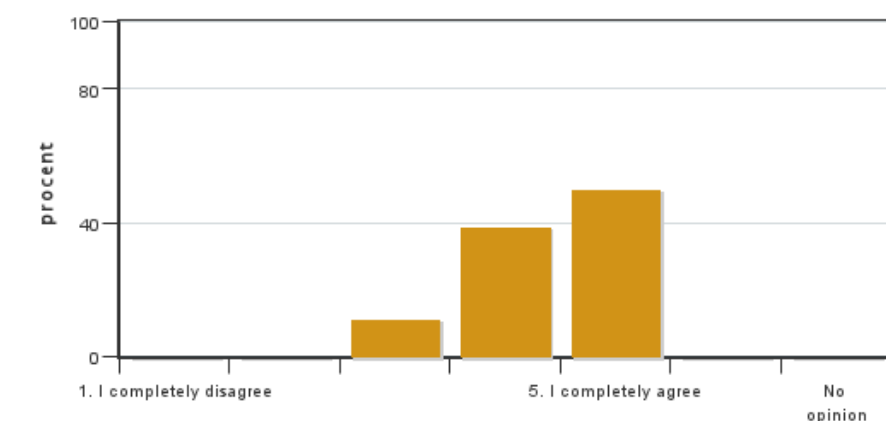
3: 6

4: 7

5: 3

No opinion: 0

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



Answers: 18

Medel: 4,4

Median: 4

1: 0

2: 0

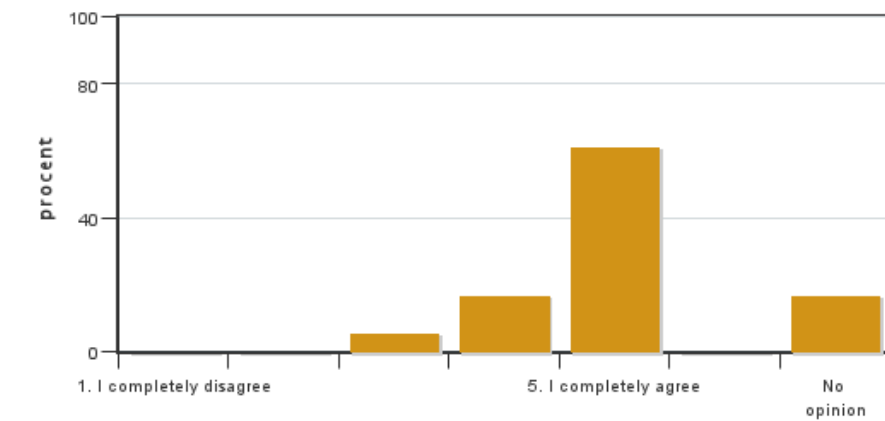
3: 2

4: 7

5: 9

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).**

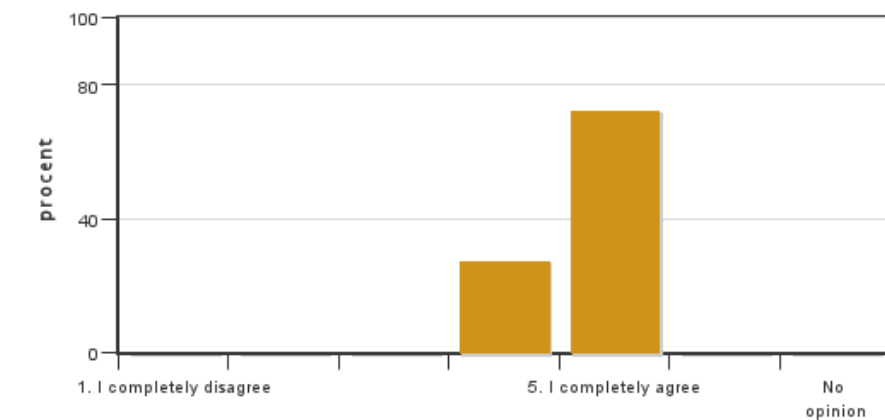


Answers: 18  
Medel: 4,7  
Median: 5

1: 0  
2: 0  
3: 1  
4: 3  
5: 11

No opinion: 3

#### 11. The course covered international perspectives.

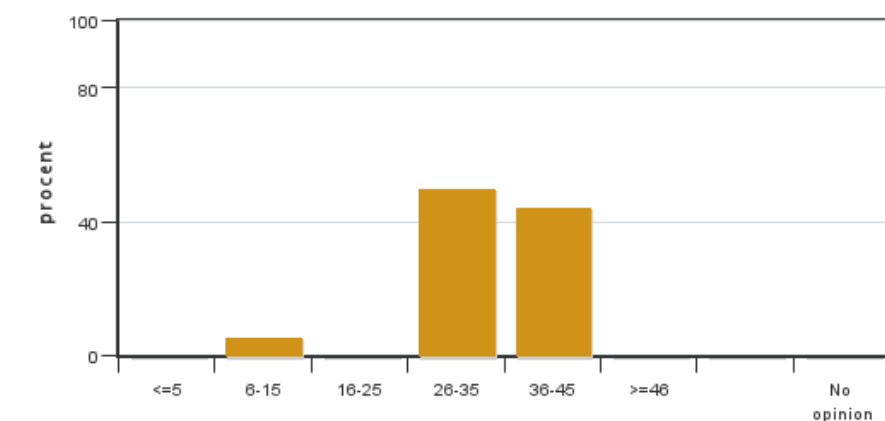


Answers: 18  
Medel: 4,7  
Median: 5

1: 0  
2: 0  
3: 0  
4: 5  
5: 13

No opinion: 0

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



Answers: 18  
Medel: 33,3  
Median: 26-35

≤5: 0  
6-15: 1  
16-25: 0  
26-35: 9  
36-45: 8  
≥46: 0

No opinion: 0

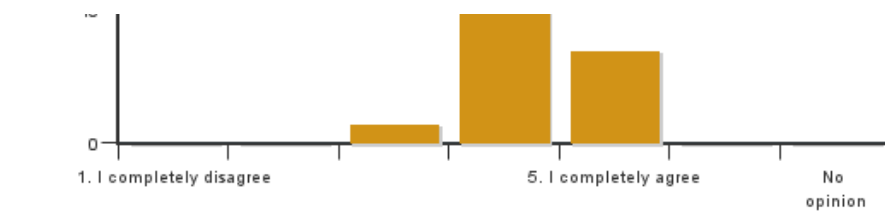
### Additional own questions

#### 13. The individual project work allowed me to process and understand the course content.

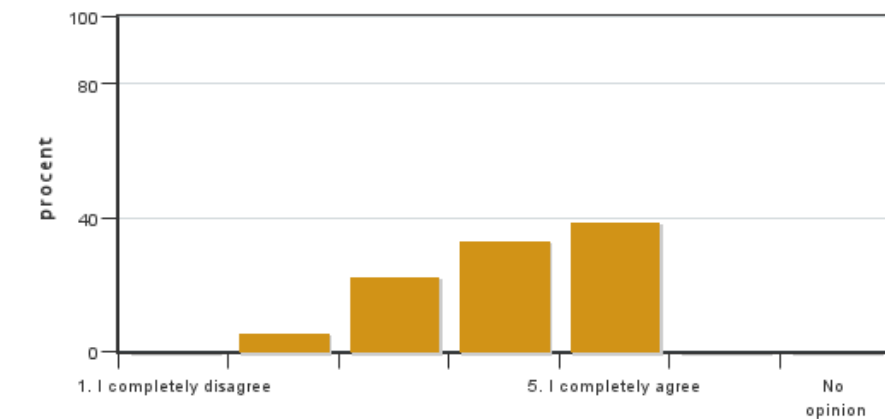


Answers: 18  
Medel: 4,2  
Median: 4

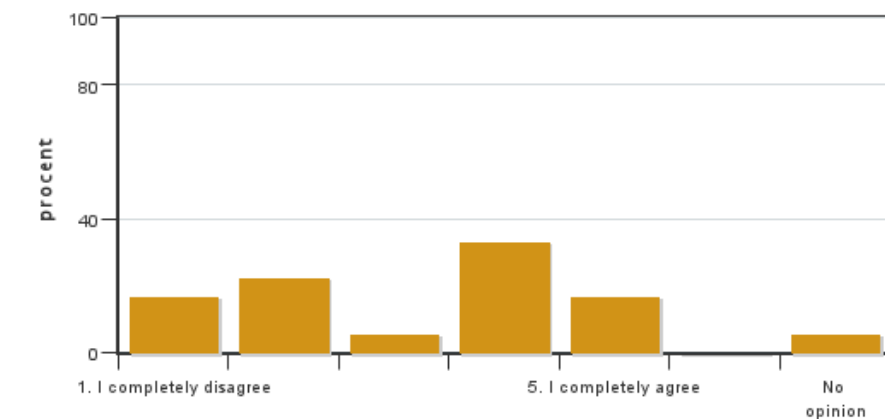
1: 0  
2: 0  
3: 1



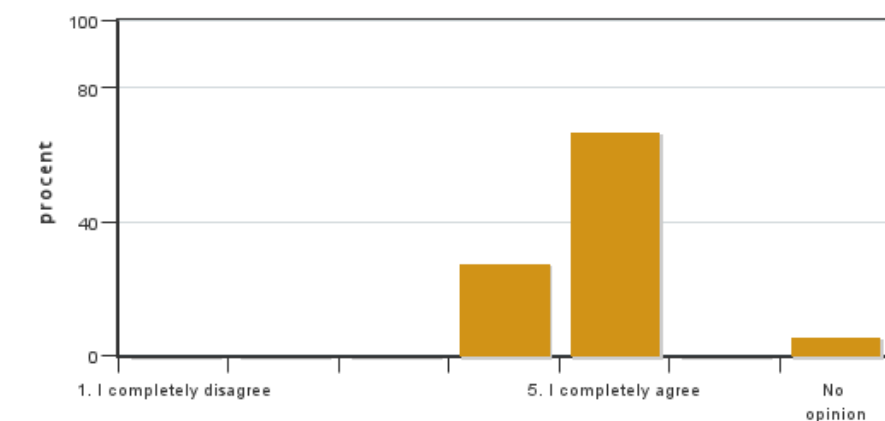
**14. The seminars helped me to understand the theories/concepts better.**



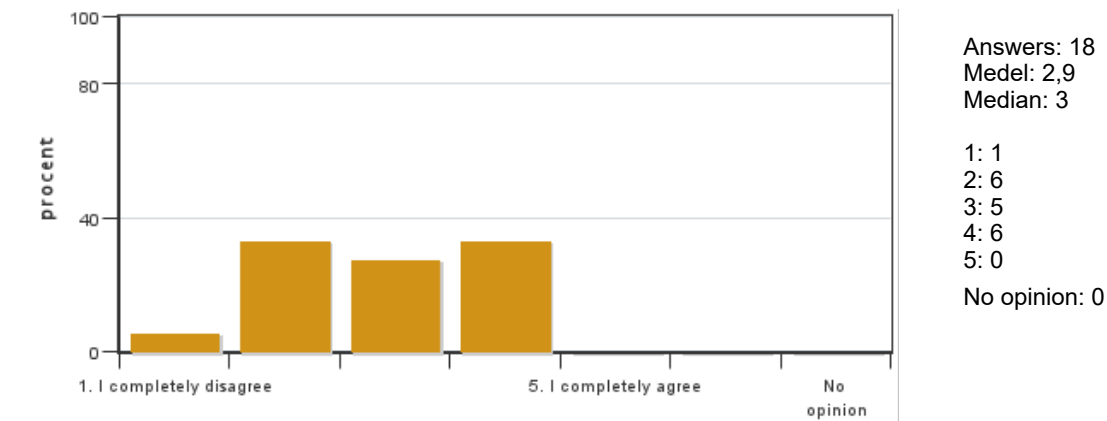
**15. The role plays were helpful to understand human dimensions of fish and wildlife management.**



**16. The lectures on environmental communication illustrated the key factors of 'good communication' for effective natural resource management.**



**17. The lectures on economics and policy helped me understand to which extend economic considerations may play a role in fish and wildlife management.**



## 18. Do you have general comments or any suggestions for the future improvement of the course?

### Course leaders comments

#### Response to course evaluation

We thank the student representative – and others who answered the survey – for the comments and suggestions. Below, we address some of these, with consideration of improvement for coming courses.

We are aware of some challenges in timing, such as limited time for presentations due to the size of the course. While it may be difficult to know beforehand how many students will participate, we will make more room for flexibility in case the time allocation does not match the course size. In contrast, we are limited in flexibility to choose times (e.g. when lectures can be held in the mornings) and locations for lectures, as these will depend on other courses that are given at the same time. In addition, we will emphasize to all lecturers to keep their presentation according to the scheduled time.

We will make sure to give a better introduction into Canvas, how to use it and demonstrate which documents can be found where on the site (and when). It is however a tool that needs to be explored by students as well, to make most use of it.

The economics-week will be restructured, e.g. in its content, in response to the comments, to both better match with the course content, and avoid overlap with previous courses. We will also consider the work load during that week, depending on potential news topics that can replace repetitive moments.

The home exam came as a last-minute replacement, and we are aware that this can have caused troubles for some students. However, in general very good grades were received, indicating that the challenge was taken up well given the circumstances. We are aware that this kind of exam cannot meet everyone's preferences, and we received mixed comments about it. It is our hope that this situation was an exception only.

The individual projects were of mixed quality, as they use to be throughout the years. Therefore, not putting a higher grade on these projects can prevent that some students might not succeed with the course, if their project for some reason does not meet the requirements. Feedback will be provided, the current Covid 19 – situation caused some delay in grading the exam and projects in the usually preferable time.

Including international lecturers in the course is usually highly prioritized, but also depends on funding and temporal availability. We appreciate the comment on a broader inclusion of others than scientists, and will consider such options in the future. The visit to the County Administration is one of such moments, as well as the inclusion of the photographer. This turned out a bit complex, given the strong attitudes expressed – but can be seen as an opportunity to apply the course concepts when in contact with people who have different values and worldviews.

Finally, we thank the students for their engagement during the course and the patience during the adjustment that became necessary at the end.

## Student representatives comments

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The overall impression of the course is very good with good lecturers and content. It was easy to find the learning objectives in the schedule and the students agreed with them were integrated into the course content. Although it could be mentioned where they could be found at the courses home page.

Overall the students did have enough knowledge before the course, but those times we did not the lecturer made it more basic for us. And overall, it was easy to get the information but it would be appreciated with a short presentation of how the course leader will publish articles and presentations on canvas so everyone can find them. The well-structured and detailed schedule was very appreciated.

The course components were well varied during the course, but some components, like the reflections, were too many. Absolutely good too reflect about our performance but being required to send in three in one week was a tad too much. The role playing during the economics week was also discussed whether it should be a part of the week. Not very rewarding for the students who already had done the role play some years before, but also should it be about a real task and not about an imaginary island. It will be easier for the students to have some limitations of what is possible to do and what not to do. Otherwise it was a good mixture of reading, lectures and discussions.

Throughout the whole course there has been a good climate for discussions and some even thought there should be even more of those. Others have expressed the disappointment of how disrespectful it was when not everyone get to have their presentations within the time that was set up. To hold presentations within the time limit was also a part of the syllabus.

Overall the students were pleased with how the examinations were structured but the take home exam was too large for the time we got, and the individual project was not represented enough in the grade. They wanted a bigger part of the grading to be on the individual project and less on the exam, which was now a take home exam. Even though there were problems with the take home exam the students do understand the problem which came up with the covid-19 and it was a change in the last minute for the teachers too. And once again, there were too many reflections during one week.

The economic week was may not what the student expected with lectures and role play about policies instead of economics. More about environmental justice is also wished for. Unfortunately did we only have one roleplay. The structure of it has to change until next year since there were no rules to follow. The workshops and discussions were good for the student's learnings. The literature seminar during the economic week was appreciated but it was problematic that no information about the week - except the schedule - nor what was expected of the students was presented. The roleplay was also like a secret which made it harder for the students to prepare.

With a very global subject it would be good to get to read papers and have lectures from people who live and work in areas that were brought up. Not only scientists who go there to their research but also those who were born and raised who have another dimension to the problem they research.

For the individual project is it wished for more time to work with the project but also it having a larger part of the grade since many thought it was a good way to practice what they have learnt throughout the course.

The communication week was appreciated. But it was a bit problematic and not all that engaging with the guest for the subject when he had such strong opinions when he was there to talk about his work and not his opinions of how for e.g. the forestry should been done. Although some students found the lecture interesting.

The ventilation, the design of the classroom Aspen and the lack of power outlet is problematic. It is hard to sit in the back and be a part of the lecture and have a good discussion in the classroom. But it is good during group discussions. It is also preferred to have the lectures in the mornings.

The last note is how great this course was and how much new knowledge we now have. Amazing work with the change from a normal exam to a home exam. With some small changes it can stay like that. It would be nice with some feedback on the work we sent in so we can improve.