



Forest animals SG0253, 30046.1920

7.5 Hp
Pace of study = 35%
Education cycle = Basic

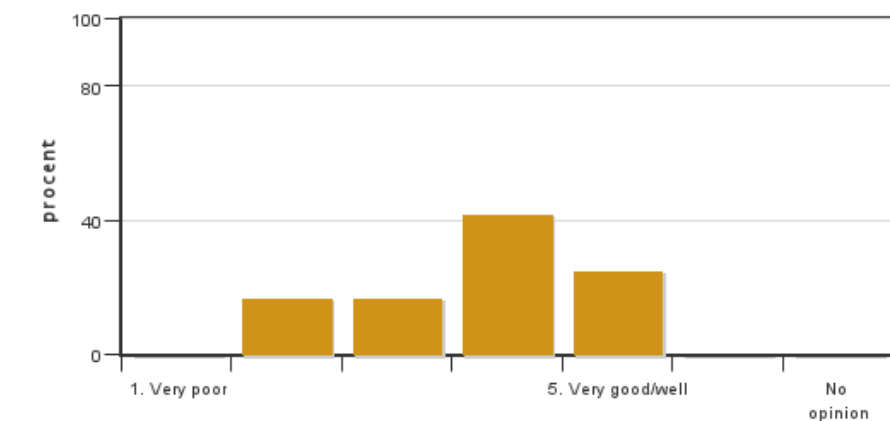
Evaluation report

Evaluation period: 2020-04-22 - 2020-05-14

Answers 12
Number of students 25
Answer frequency 48 %

Mandatory standard questions

1. My overall impression of the course is:

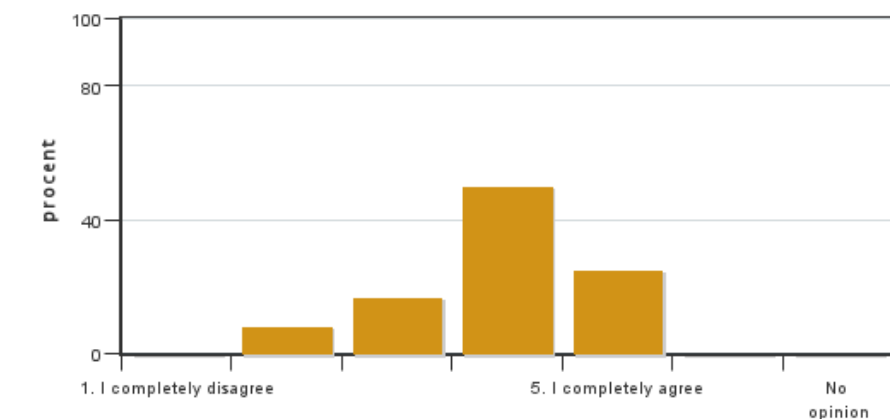


Answers: 12
Medel: 3,8
Median: 4

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

No opinion: 0

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

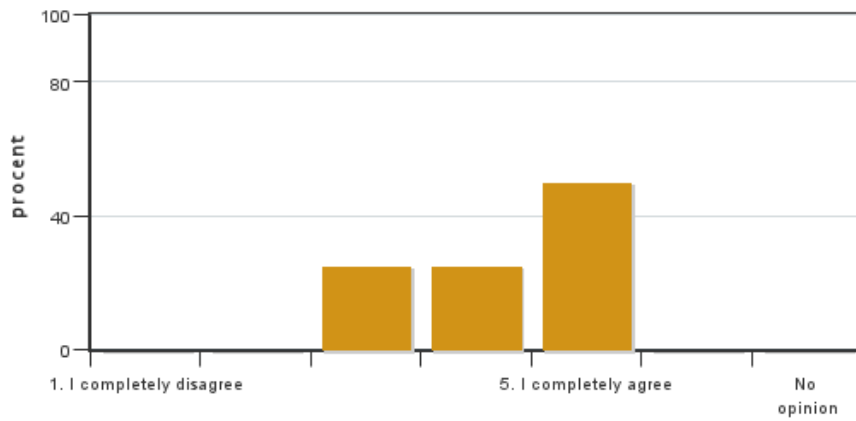


Answers: 12
Medel: 3,9
Median: 4

1: 0
2: 1
3: 2
4: 6
5: 3

No opinion: 0

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

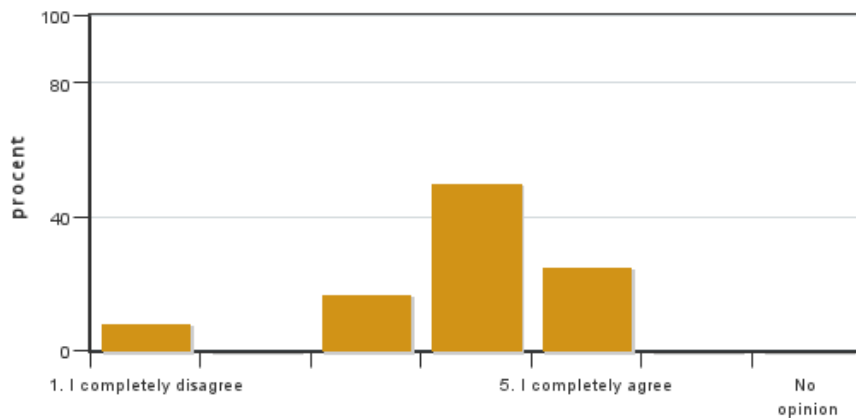


Answers: 12
 Medel: 4,3
 Median: 4

1: 0
 2: 0
 3: 3
 4: 3
 5: 6

No opinion: 0

4. The information about the course was easily accessible.

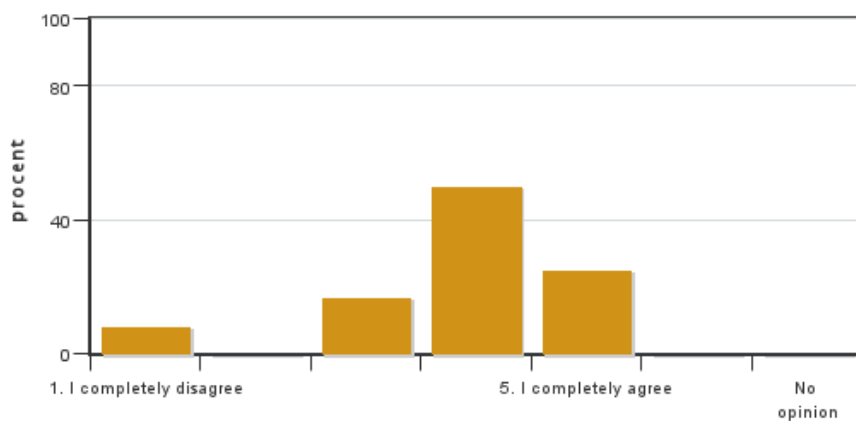


Answers: 12
 Medel: 3,8
 Median: 4

1: 1
 2: 0
 3: 2
 4: 6
 5: 3

No opinion: 0

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

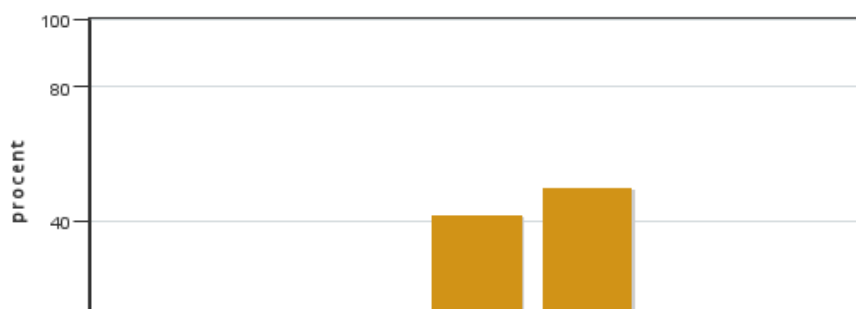


Answers: 12
 Medel: 3,8
 Median: 4

1: 1
 2: 0
 3: 2
 4: 6
 5: 3

No opinion: 0

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



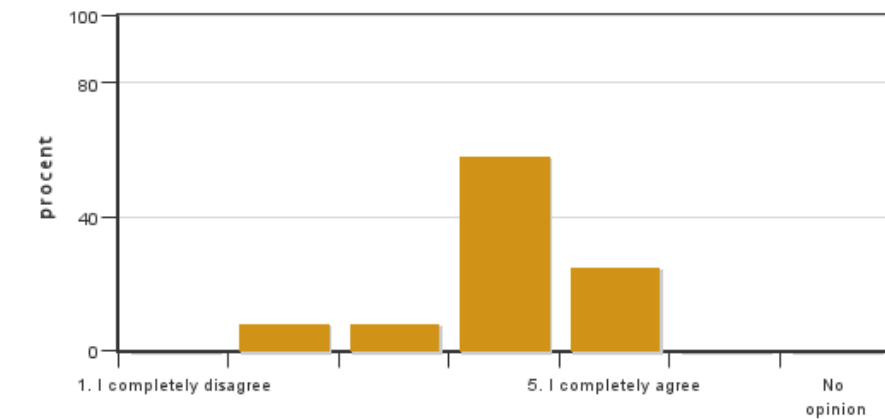
Answers: 12
 Medel: 4,3
 Median: 4

1: 0
 2: 1
 3: 0
 4: 5
 5: 6

No opinion: 0



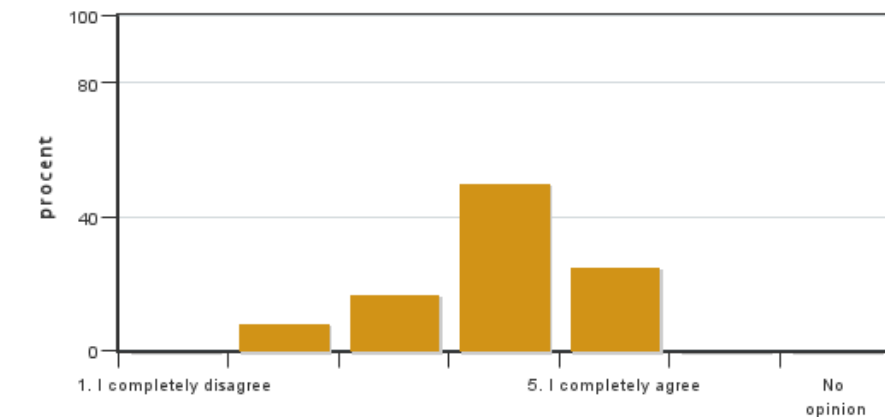
7. The physical learning environment (facilities, equipment etc.) has been satisfactory.



Answers: 12
 Medel: 4,0
 Median: 4

1: 0
 2: 1
 3: 1
 4: 7
 5: 3
 No opinion: 0

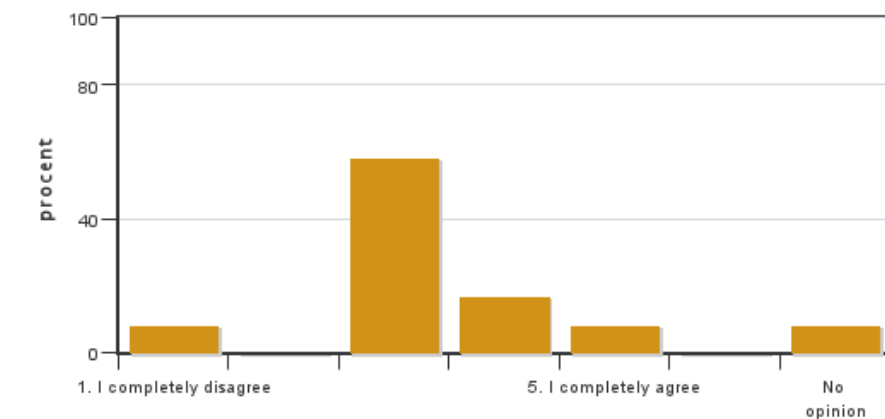
8. The examination(s) provided opportunity to demonstrate what I had learnt during the course (see the learning objectives).



Answers: 12
 Medel: 3,9
 Median: 4

1: 0
 2: 1
 3: 2
 4: 6
 5: 3
 No opinion: 0

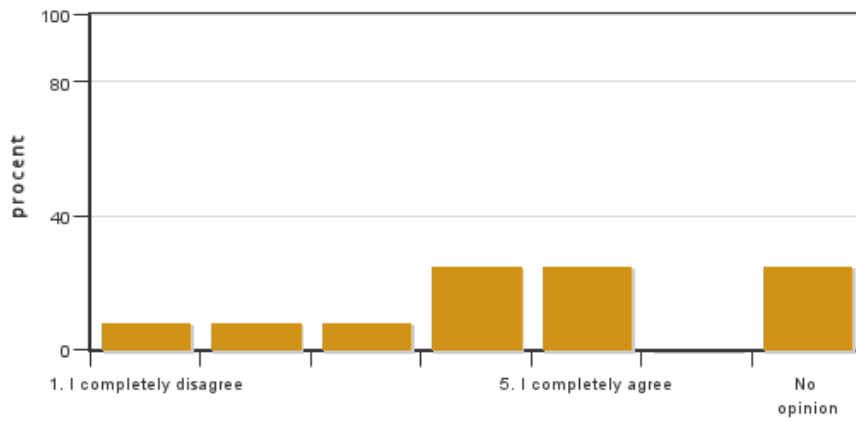
9. The course covered the sustainable development aspect (environmental, social and/or financial sustainability).



Answers: 12
 Medel: 3,2
 Median: 3

1: 1
 2: 0
 3: 7
 4: 2
 5: 1
 No opinion: 1

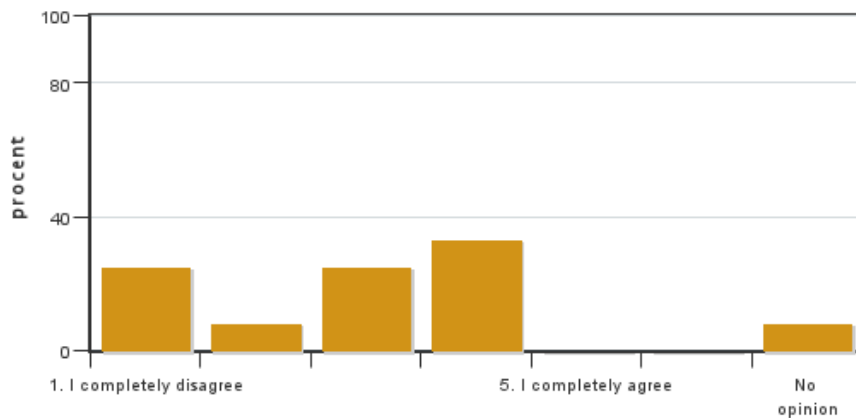
10. I believe the course has included a gender and equality aspect, regarding content as well as teaching practices (e.g. perspective on the subject, reading list, allocation of speaking time and the use of master suppression techniques).



Answers: 12
 Medel: 3,7
 Median: 4

1: 1
 2: 1
 3: 1
 4: 3
 5: 3
 No opinion: 3

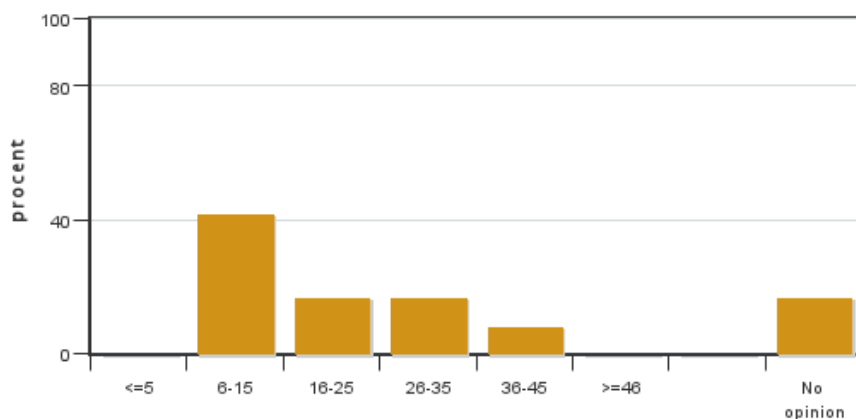
11. The course covered international perspectives.



Answers: 12
 Medel: 2,7
 Median: 3

1: 3
 2: 1
 3: 3
 4: 4
 5: 0
 No opinion: 1

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



Answers: 12
 Medel: 19,0
 Median: 6-15

≤5: 0
 6-15: 5
 16-25: 2
 26-35: 2
 36-45: 1
 ≥46: 0
 No opinion: 2

Course leaders comments

Public comments

The course received a good overall grade, median being 4. It was said to be a bit too easy and some were saying that there was a lack of clarity in some course moments, and the learning goals were a bit unclear. The work load was quite high, especially at the end of the course. Sometimes students had too little and sometimes too much to do. These is going to be one of the essential parts of the improvements I'm going to concentrate in becoming years, when the course changes to distant course. Information of the course was mainly well available (in Canvas), but not everything worked as we wished, and that was due to Corona and one of the teachers getting sick just when it was his teaching scheduled. The corona demanded very much flexibility and new thinking by the teachers and course leaders, as old methods did not work and we had no time to adjust the last parts (bird lectures, assignments, poster and bird examination) as well as we wished, but in general the students were rather happy about the corona-time

teaching. The lack of schedule in distant teaching was seen as a problem, which could be answered by giving online live lectures and discussions regularly. The high number of students caused challenges in examination of insects as the recognition and theory part had to be done in separate groups, and microscoping was much more time-consuming than the theory-part. This caused long waiting time, which was seen understandably as waste of time and bad organizing.

The high number of students caused also crowdedness in the lab, which makes learning more challenging. This will be difficult to fix when the course becomes fully distant course (2021-->) as the campus meetings will be organized for the whole course. In order to make sure there is enough time and space for learning, we need to divide the course to groups of max 15.

For the spring 2021 following improvements will be made:

1. The course content will be made to better match the learning objectives, and grading will be made more clear
2. The lectures will be more self-explanatory, less book-reading required, or the relevant literature will be shared in Canvas
3. All teachers will give live distant lectures or have a live discussion time online, allowing the students to ask questions and giving structure to the course.

Student representatives comments

The overall impression of the course is good.

Students think that the course has some links to the learning goals established and, also, there has been an inclusive and respectful atmosphere within the lessons which, together with the help of the lecturers, have contributed to reach some objectives of the course. However, it is true that sometimes it seemed to be like a mix of information which did not finish in a whole picture. Furthermore, the way some lecturers present their lessons could be improved, since some of them skipped slides and said that we could read and widen all that information in the reference book (which there were just a few of them in the library and it is very expensive to buy it by your own).

The mammal part of the course was very didactic and the enthusiasm of the lecturers, specially Magnus, helped a lot to understand the content. He even invited us to go to the field to see how a rodent sampling is carried out.

The insect part was very interesting, and having some samples eased the learning process. However, almost most students claimed that within the insect track section, knowing which tree species was the one we were looking at would have been of huge help due to the fact that not all pupils have forestry backgrounds (and it was even sometimes difficult to forestry students). Moreover, some students said that the insect exam layout should be improved, since the first group to take the theoretical part, finished in 20-30 minutes and had to wait for almost an hour for the people who were doing the lab exam. Additionally, a few students claimed that Roger's lessons were a bit slow and boring and stated that the lab was a bit too small because we were a lot of students (too crowded).

Regarding the final part of the course (affected by the coronavirus), it would have been great to have more commitment within the bird section, since we did not have any lesson (just a meeting for questions before the exam). It would have helped to assimilate some concepts since studying a list of 100 birds by your own is not very didactic. Nice proposal to have the opportunity to go for banding birds, but a pity that it was not feasible.

Having more outdoors practices would be interesting. We do not know if taking this course as distance course would be doable, since the lab practices were very didactic and interesting. How would it be fixed?

The grades of the two assignments should have been available in Canvas before the final grade of the course was uploaded to Ladok. Furthermore, some students were quite disappointed with the cladogram/tree exercise, since it was very confusing and time-consuming.

Finally, even though students stated that neither the sustainable development aspect was very much covered nor an international approach, most students are happy with this instructive and interesting course.

OBS: good adaptation to this coronavirus situation, being flexible with deadlines.