



Ecology for Fish Management and Conservation BI1340, 10078.1920

15 Hp
Pace of study = 100%
Education cycle = Advanced

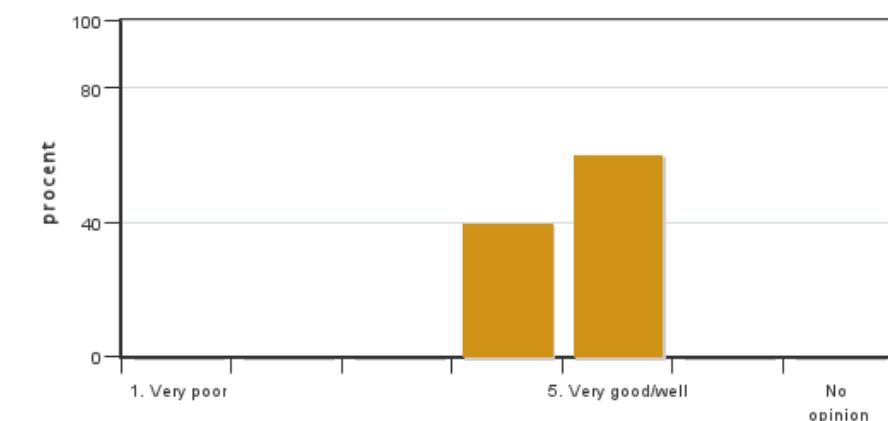
Evaluation report

Evaluation period: 2019-10-24 - 2019-11-14

Answers 5
Number of students 8
Answer frequency 62 %

Mandatory standard questions

1. My overall impression of the course is:

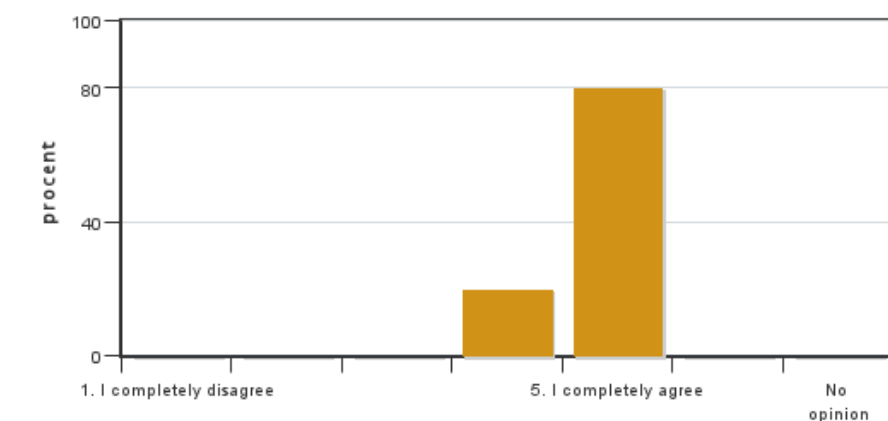


Answers: 5
Medel: 4,6
Median: 5

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

No opinion: 0

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

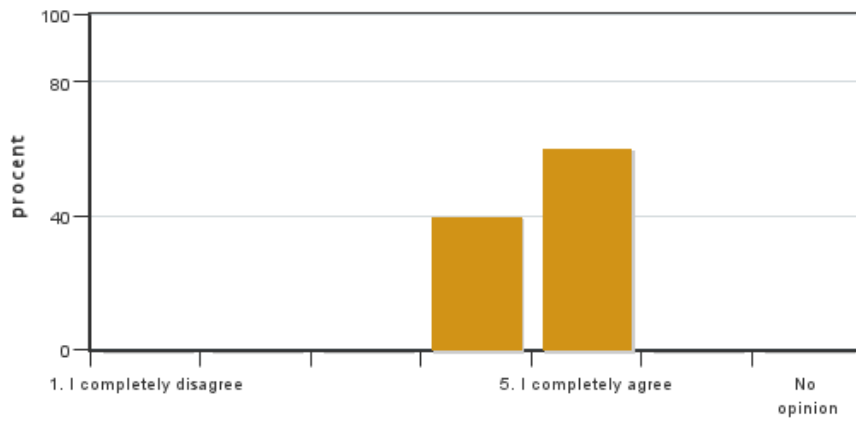


Answers: 5
Medel: 4,8
Median: 5

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

No opinion: 0

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

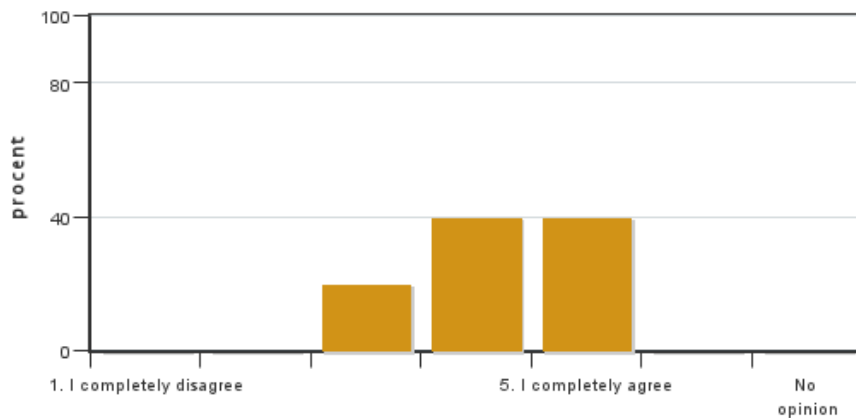


Answers: 5
 Medel: 4,6
 Median: 5

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

No opinion: 0

4. The information about the course was easily accessible.

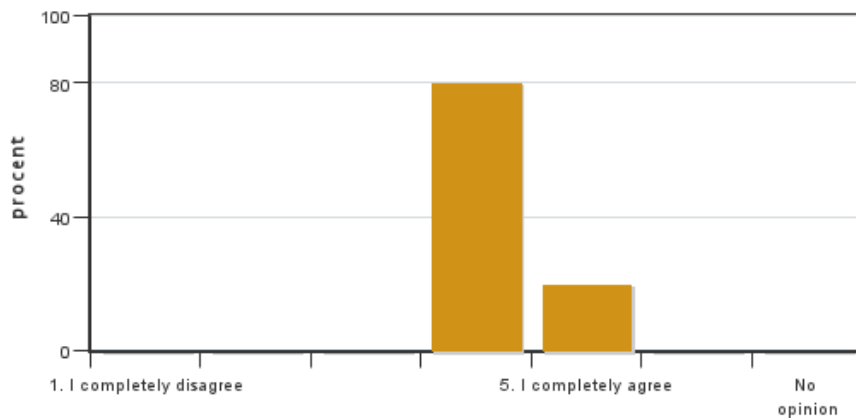


Answers: 5
 Medel: 4,2
 Median: 4

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

No opinion: 0

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



Answers: 5
 Medel: 4,2
 Median: 4

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

No opinion: 0

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



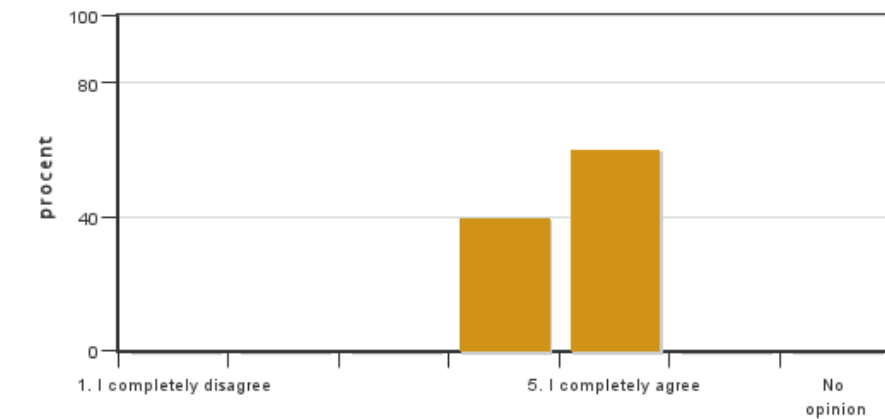
Answers: 5
 Medel: 5,0
 Median: 5

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

No opinion: 0



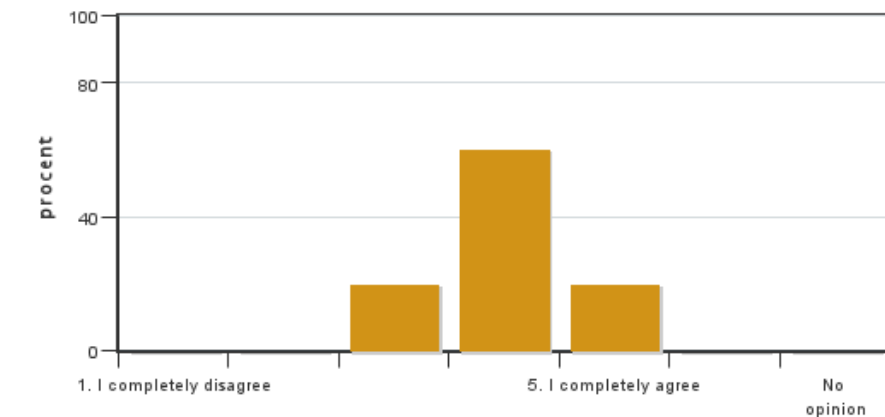
7. The physical learning environment (facilities, equipment etc.) has been satisfactory.



Answers: 5
 Medel: 4,6
 Median: 5

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

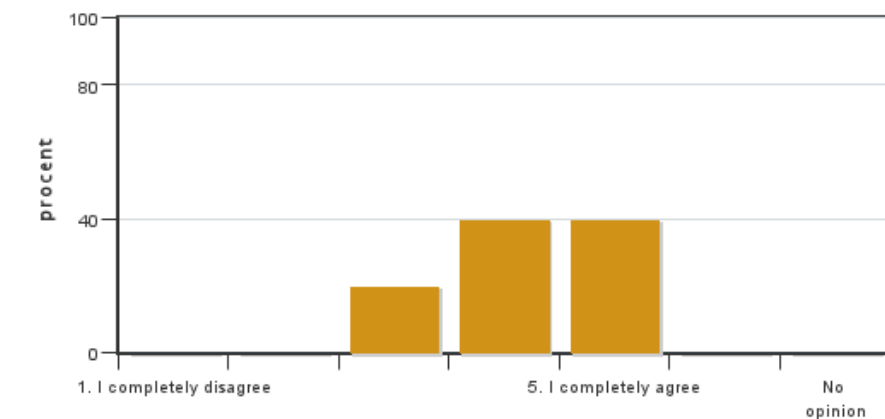
8. The examination(s) provided opportunity to demonstrate what I had learnt during the course (see the learning objectives).



Answers: 5
 Medel: 4,0
 Median: 4

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

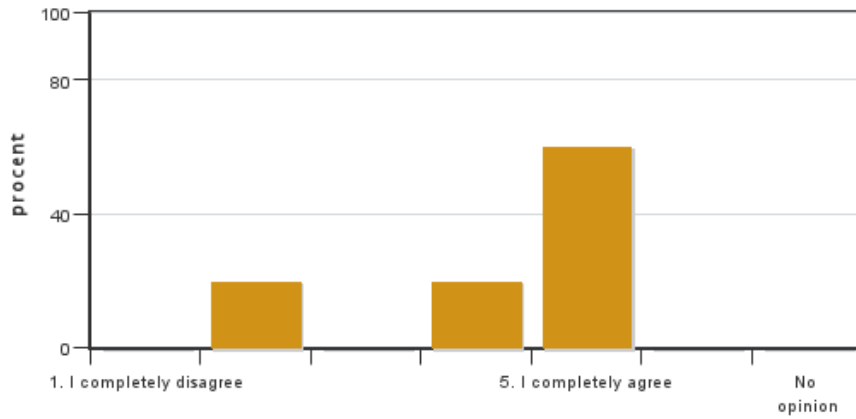
9. The course covered the sustainable development aspect (environmental, social and/or financial sustainability).



Answers: 5
 Medel: 4,2
 Median: 4

1: 0
 2: 0
 3: 1
 4: 2
 5: 2
 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).

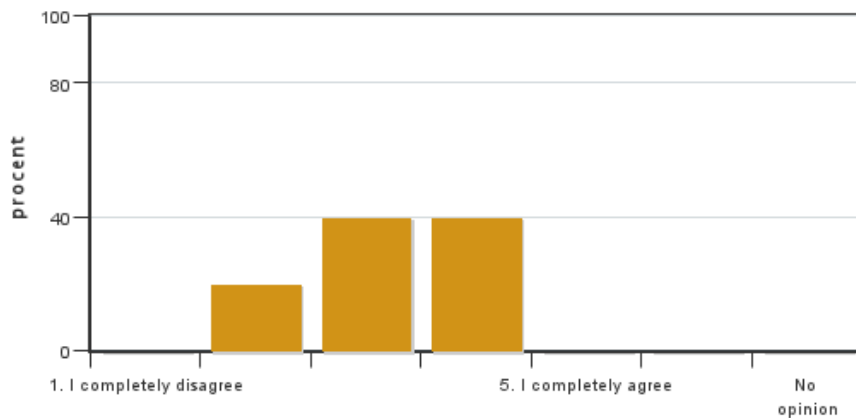


Answers: 5
 Medel: 4,2
 Median: 5

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

No opinion: 0

11. The course covered international perspectives.

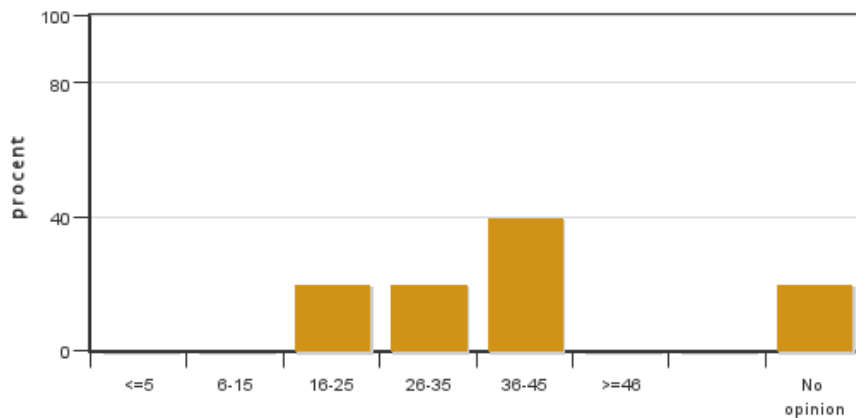


Answers: 5
 Medel: 3,2
 Median: 3

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

No opinion: 0

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



Answers: 5
 Medel: 32,5
 Median: 26-35

≤5: 0
 6-15: 0
 16-25: 1
 26-35: 1
 36-45: 2
 ≥46: 0

No opinion: 1

Course leaders comments

The course aims to develop the student’s knowledge of ecology in general, and fish ecology specifically, and apply such knowledge to real case studies relating to fish management. Overall, the students appear to have a very good overall impression of the course (average rating 4.6 out of 5). They especially appreciated the field excursions and an open discussion climate. They also found a good link between course content and objectives.

Students found themselves to have the prior knowledge needed, but we will keep the introductory lecture on concepts in ecology for repetition for most and partly as instruction for others. Most students found information flow to work well, but there is room for improvement and we will for next year try to give more clear information about the course set-up, the project work and logistics concerning excursions.

The students appreciated the overall course design, especially the excursions. Thus, we will keep to a similar mix

with lectures, projects and several hands-on field trips also next year. Some things the students noted could be improved is more time to work on complex questions and that we should try to avoid overlap between some of the lectures. Students fully agreed on that the social learning environment had been inclusive and open.

The students seem happy with the physical facilities used. Students generally agreed that the examination reflected what they had learned, but for next year we will put more effort into wording of questions to increase clarity. Students agreed completely or partly that the course included sustainable development aspects but this could be improved by putting more emphasis on the social context concerning management and exploitation of fish. The students only to some extent agree that the course provide international perspectives. Therefore, we will aim to provide more international examples next year, including different types of exploitation methods used around the world.

The students spent about 25-45 hours a week on course work. Most students were satisfied with gender/equality aspects, including a mix of teachers and all given equal opportunities to speak. However, as noted there is also room to make the course content more gender neutral, for example by acknowledging different type of fisheries and using wording that are not gender-specific. We will aim to include more diverse examples/case studies during lectures and the teachers will be asked to take the issue of gender neutrality into account in teaching activities.

In summary, the students seem appreciative of the course in general and the inclusive nature and hand-on field experience specifically. Thus, we will continue to build on these factors that have been successful so far and work to e.g. improve diversity in the examples we provide.

Student representatives comments

Overall, after doing the evaluation and reading the other evaluations of the course, I think the course have left students satisfied and with a good lasting impression. That said; I think the evaluations on gender equality and the global perspective are noteworthy and could improve with minor changes in the course, as suggested but the comments on these sections. Seeing the strong support for the study visits; I would definitely recommend keeping them in the future of the course, and letting the extra visit to Älvkarleby stay on as optional.