



## Principles of Fisheries Science BI1341, 20044.1920

15 Hp

Pace of study = 100%

Education cycle = Advanced

Course leader = Valerio Bartolino

### Evaluation report

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**Evaluation period: 2020-01-12 - 2020-02-02**

Answers 4

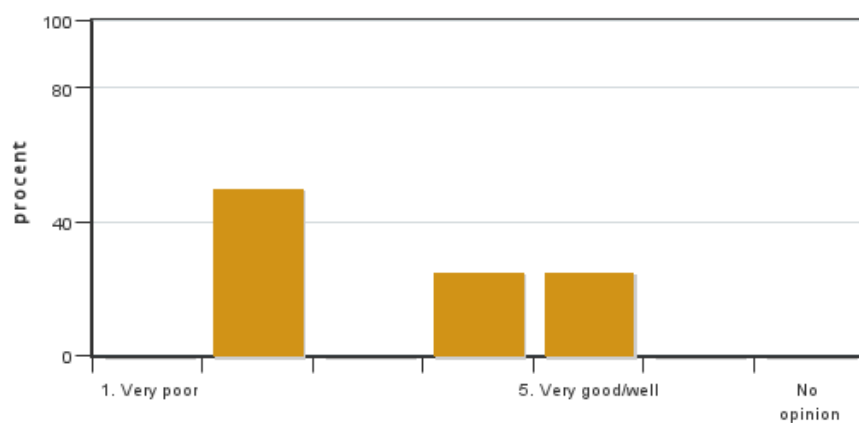
Number of students 4

Answer frequency 100 %

### Mandatory standard questions

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



Answers: 4

Medel: 3,3

Median: 2

1: 0

2: 2

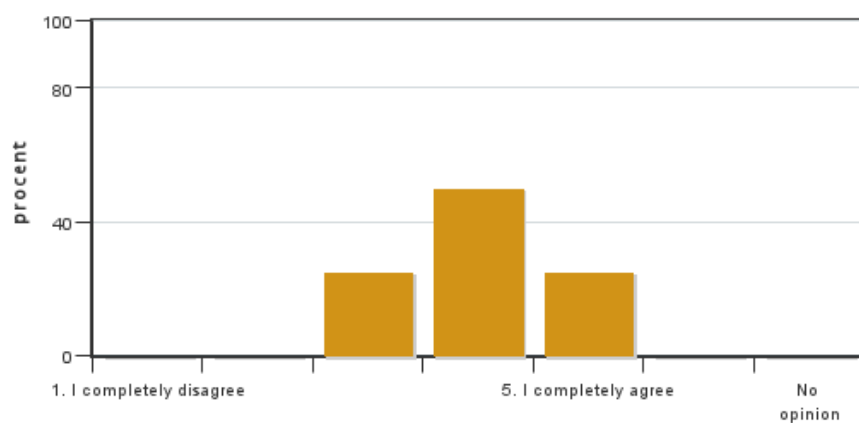
3: 0

4: 1

5: 1

No opinion: 0

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



Answers: 4

Medel: 4,0

Median: 4

1: 0

2: 0

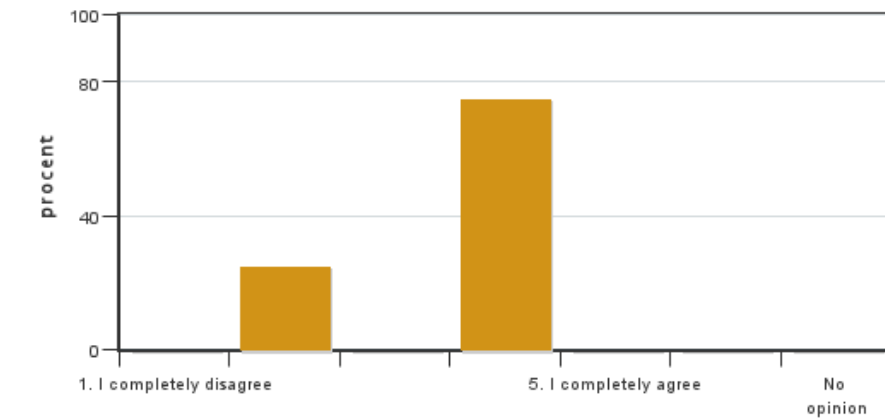
3: 1

4: 2

5: 1

No opinion: 0

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

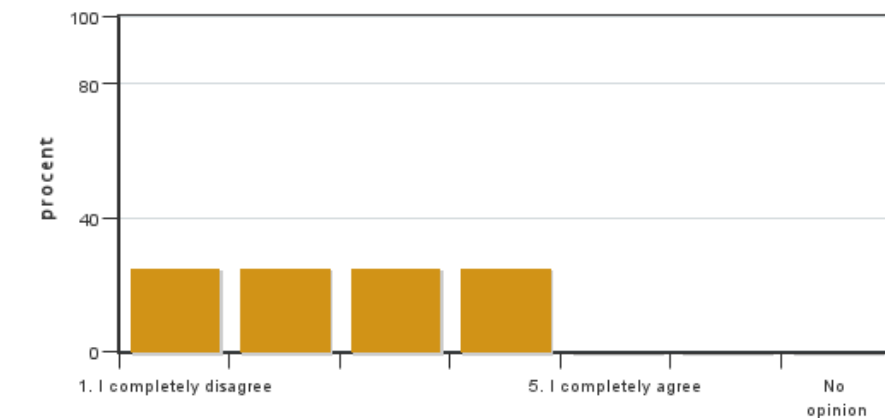


Answers: 4  
Medel: 3,5  
Median: 4

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

No opinion: 0

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

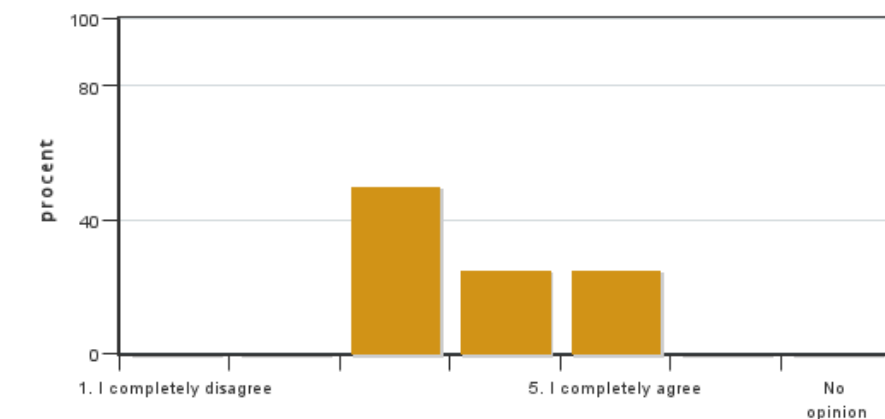


Answers: 4  
Medel: 2,5  
Median: 2

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

No opinion: 0

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



Answers: 4  
Medel: 3,8  
Median: 3

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

No opinion: 0

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

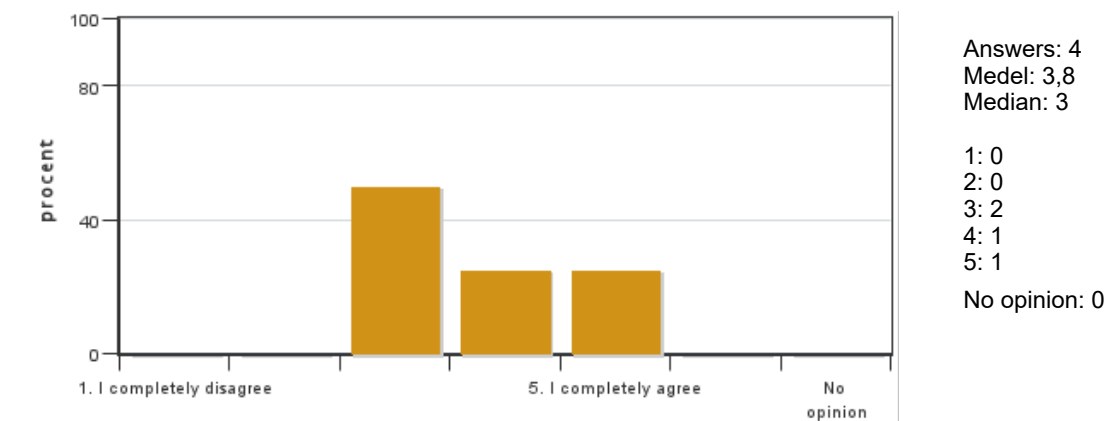


Answers: 4  
Medel: 4,3  
Median: 4

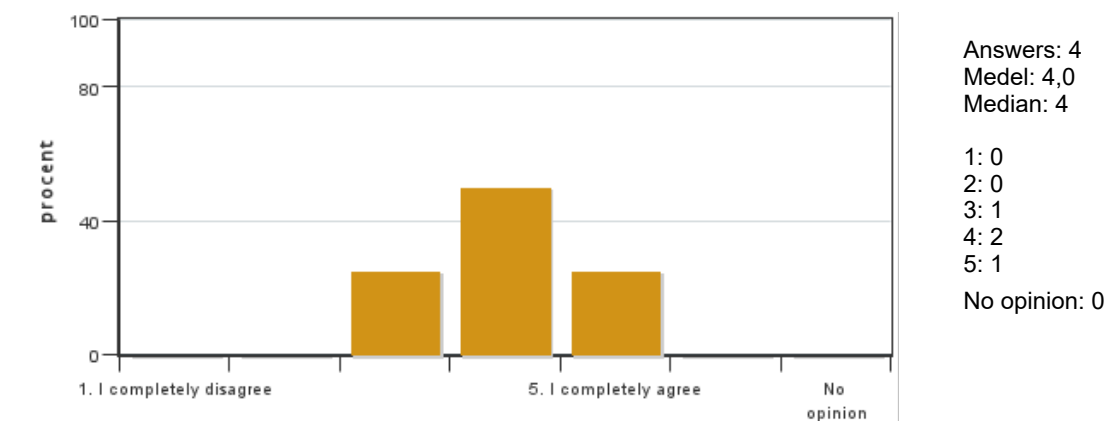
1: 0  
2: 0  
3: 1  
4: 1  
5: 2



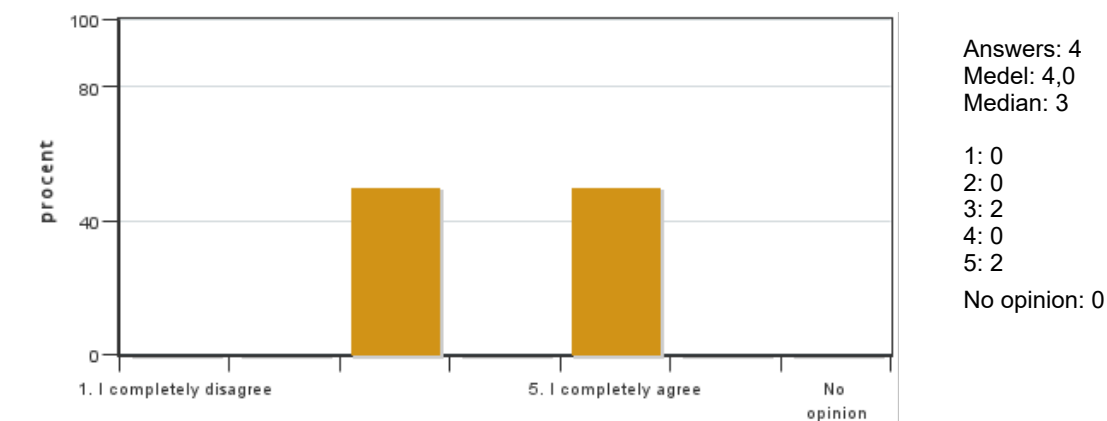
**7. The physical learning environment (facilities, equipment etc.) has been satisfactory.**



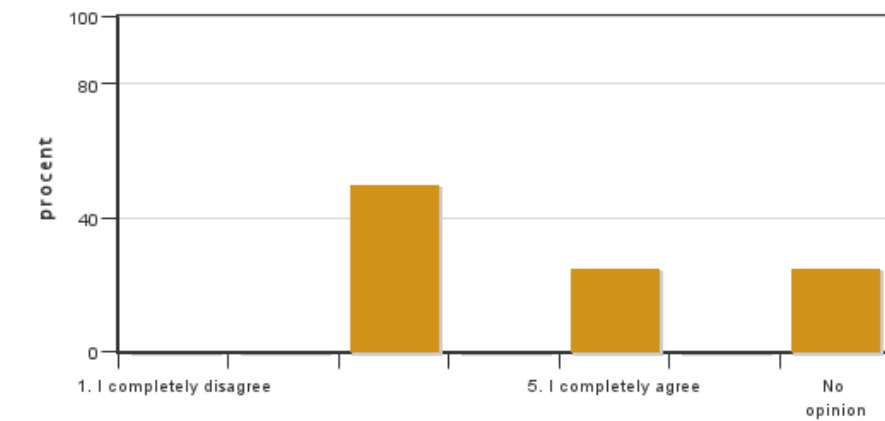
**8. The examination(s) provided opportunity to demonstrate what I had learnt during the course (see the learning objectives).**



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



**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).**

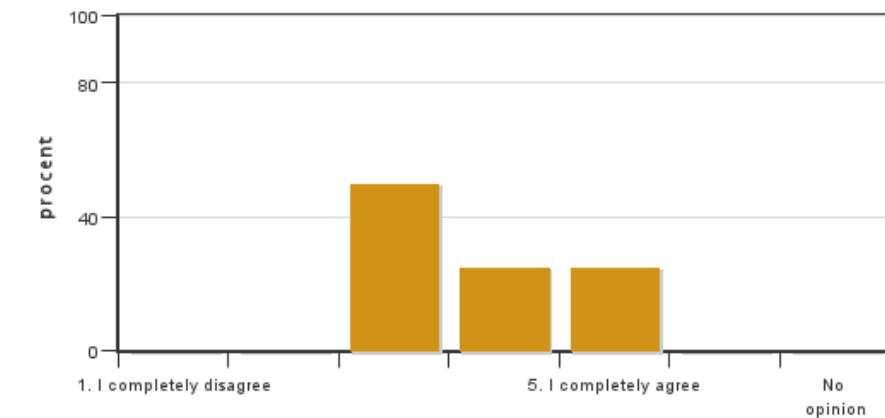


Answers: 4  
Medel: 3,7  
Median: 3

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

No opinion: 1

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

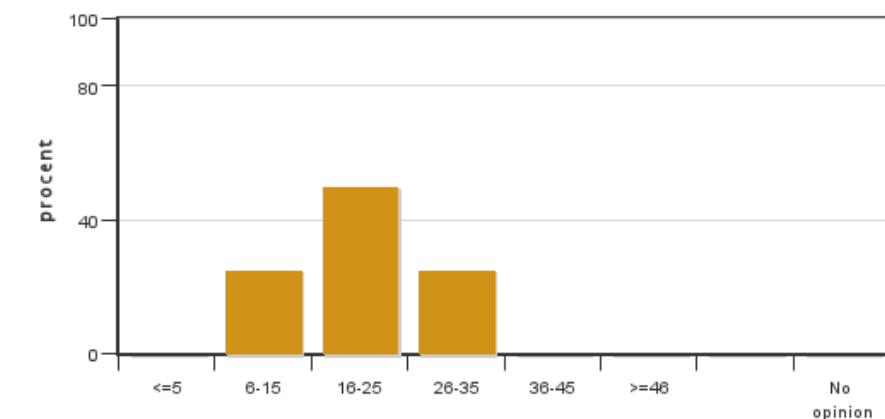


Answers: 4  
Medel: 3,8  
Median: 3

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

No opinion: 0

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



Answers: 4  
Medel: 20,0  
Median: 16-25

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

No opinion: 0

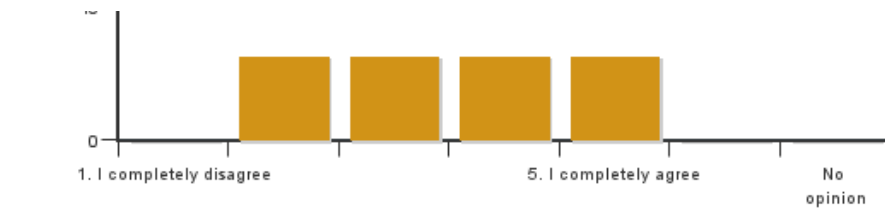
### Additional own questions

#### 13. The course literature was relevant and useful support for me



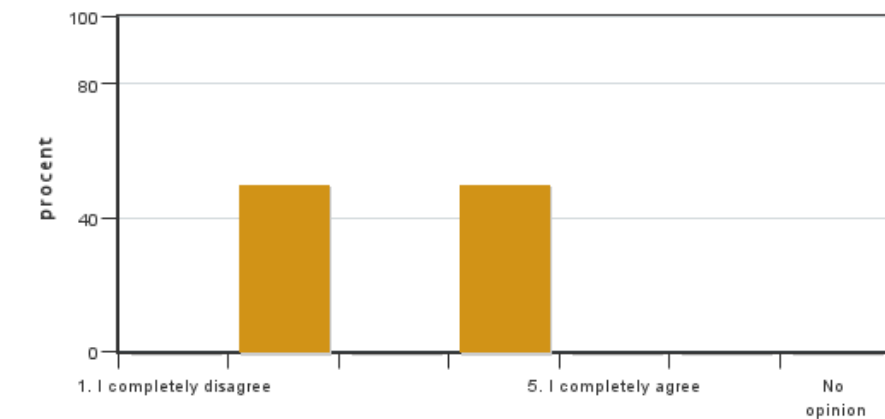
Answers: 4  
Medel: 3,5  
Median: 3.5

1: 0  
2: 1  
3: 1



4: 1  
5: 1  
No opinion: 0

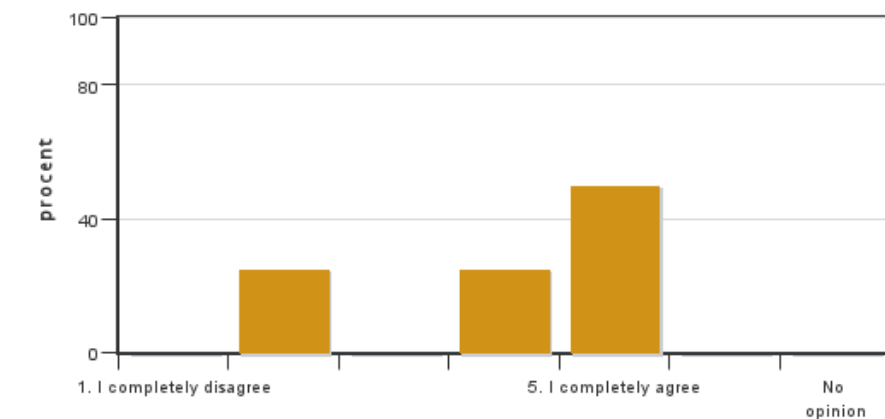
**14. The course web platform contained all the relevant material and resources**



Answers: 4  
Medel: 3,0  
Median: 2.5

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

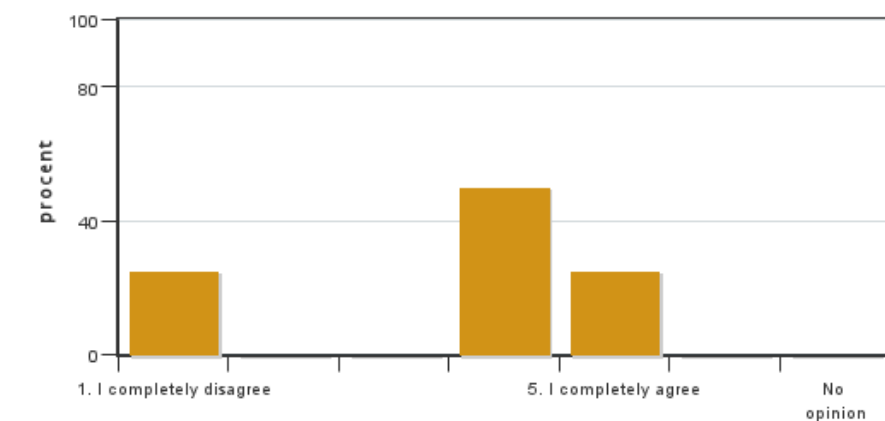
**15. I have learnt a lot from work on the assignments and project**



Answers: 4  
Medel: 4,0  
Median: 4.5

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

**16. The field and lab activities were valuable for my learning**



Answers: 4  
Medel: 3,5  
Median: 4

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

**17. What was particularly good regarding the course?**

## 17. How can the course be improved?

### Course leaders comments

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Principles of Fisheries Science (PFS) is designed as a full-time course. The general impression is that the students enjoyed the high engagement required by this course and the combination of practice and theory.

The approaches adopted by the teachers gave the intended results to stimulate learning and discussion in an inclusive learning environment. The high teachers-students ratio of this course has also contributed to create a well-perceived context to enhance learning.

Through dedicated classes and group work I have observed an improvement in the quality of the work submitted by the students leading to fulfill the intended learning outcomes for this course.

The high level of integration of lectures, seminars, laboratories at our field stations remains in my view a strength of the course. The course relies on the contribution of numerous experts at the department. This allowed to achieve a high educational standard in each part of the course. The different contributions were well managed within the course and this is explicitly confirmed by the students' evaluation of the course as a "*good overall insight into the field of fish science*".

The course book, which is a *classic* in the field and has contributed to the training of generations of students and practitioners in fisheries science, has been integrated with selected articles which provided up to date knowledge and material for group discussions during the seminars. The students liked examination over problem-based assignments and project which they found at times challenging but resulted well perceived and instructive. All students were able to pass the course with a range of scores which reflects well a combination of individual skills and engagement.

The field trip to the Department field facilities (10 days at the Marine Research Institute in Lysekil, and 1 day at the Freshwater Institute in Drottningholm) represented moments of full-immersion into the course but it is demanding. It has been highly rated by those students who were more engaged. During their staying the students were full-time involved into diversified and interlinked activities which guided them from the theory to the practice of data collection, processing and analyses up to derive potential advice on the management of fish resources. Feedbacks generally suggest that the link between these field activities and lectures in Ultuna is good.

### Student representatives comments

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Feedback from the course participants

Due to the fact that we were such a small group a very good working atmosphere in which everyone could contribute and ask questions. The fact that we had many different lecturers so that we had a contact person for the respective field was appreciated.

During the course a good combination of theory and practice was taught, and it was great that there was a change to visit some of the institutes of SLU Aqua. However, it would have been helpful for planning purposes if there would have been more informed about the exact course and procedure of the 10 day excursion already in the course description or at the beginning of the semester.

A suggestion for improvement in the next year would be to optimize the canvas platform again, basically the structure with the 7 modules is good but it is very difficult to find specific documents. Also some of the participants would have liked to get the presentations beforehand so that they could take notes on it during the lecture.

All in all the course gave a good overall insight into the field of fish science.