



Management of Biological Resources NA0168, 20110.2021

7.5 Hp

Pace of study = 50%

Education cycle = Advanced

Course leader = Rob Hart

Evaluation report

Evaluation period: 2021-01-10 - 2021-01-31

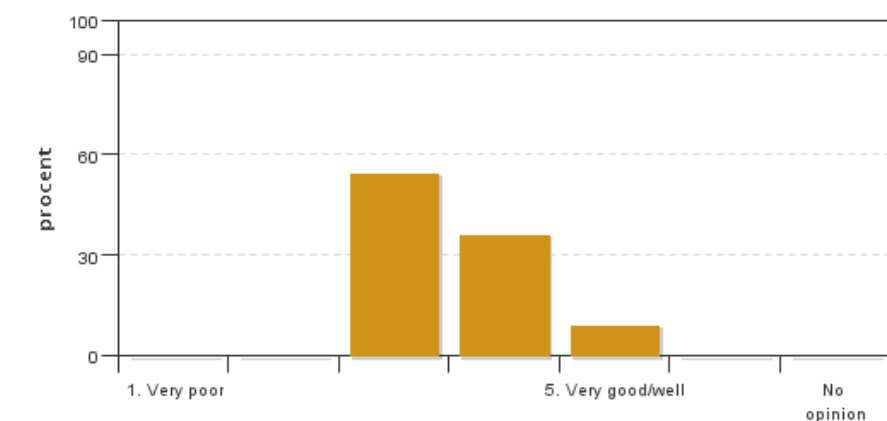
Answers 11

Number of students 18

Answer frequency 61 %

Mandatory standard questions

1. My overall impression of the course is:

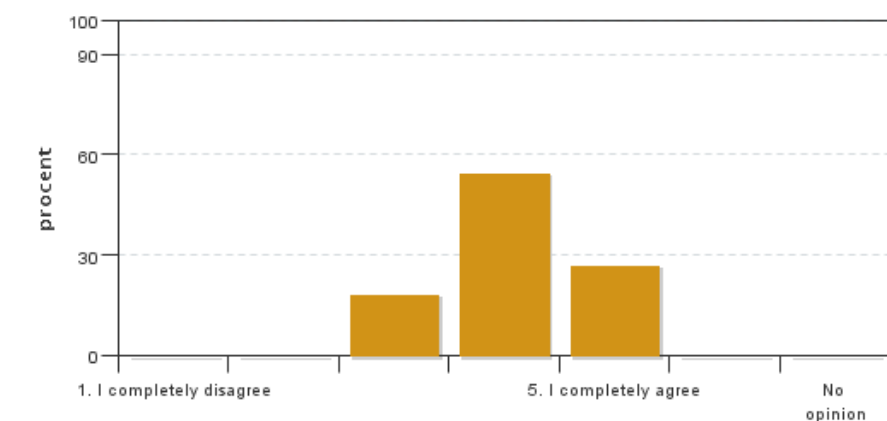


Answers: 11
Medel: 3,5
Median: 3

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

No opinion: 0

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

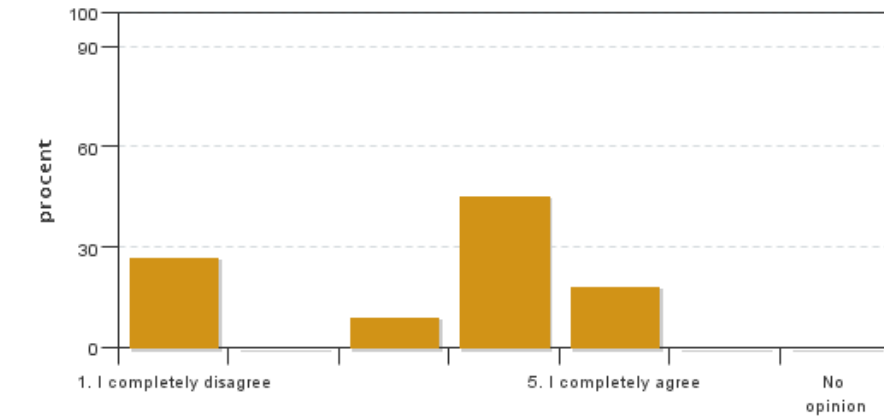


Answers: 11
Medel: 4,1
Median: 4

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

No opinion: 0

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

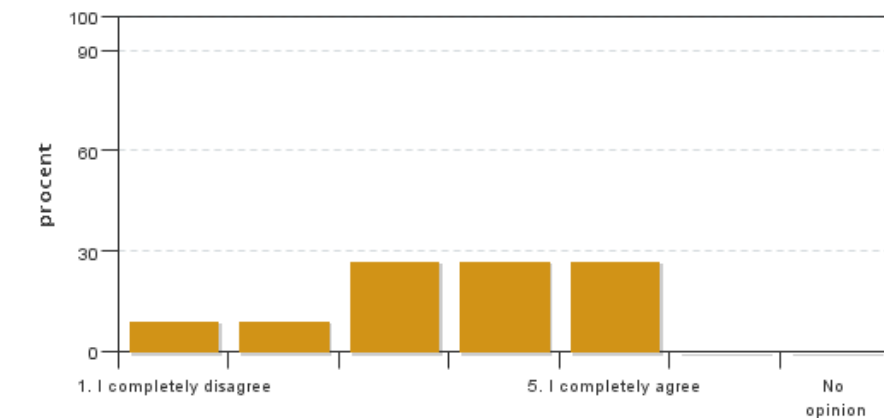


Answers: 11
 Medel: 3,3
 Median: 4

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

No opinion: 0

4. The information about the course was easily accessible.

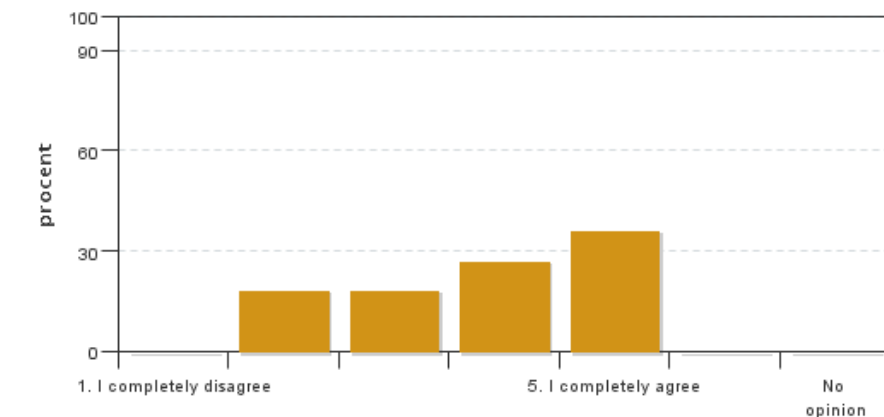


Answers: 11
 Medel: 3,5
 Median: 4

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

No opinion: 0

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

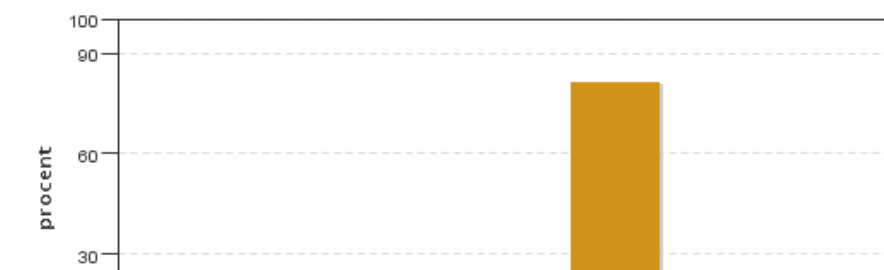


Answers: 11
 Medel: 3,8
 Median: 4

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

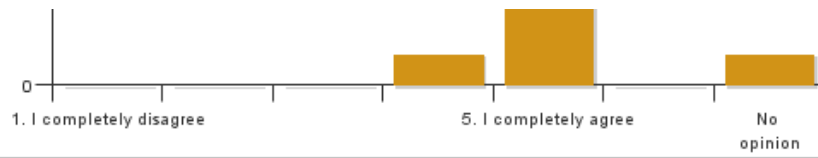
No opinion: 0

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



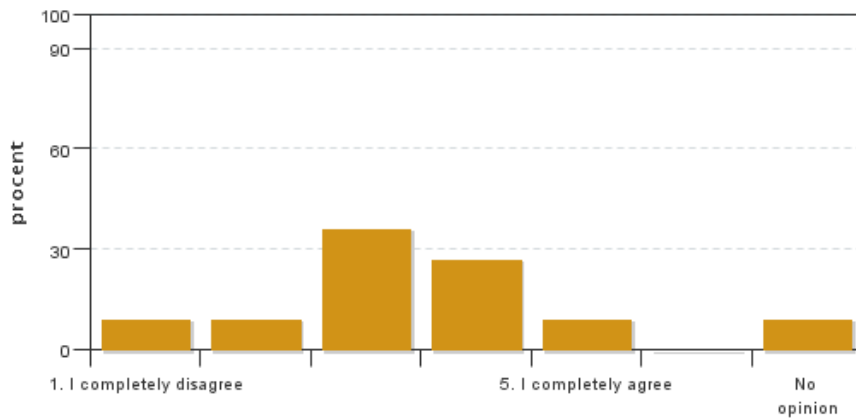
Answers: 11
 Medel: 4,9
 Median: 5

1: 0
 2: 0
 3: 0
 4: 1
 5: 9



No opinion: 1

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

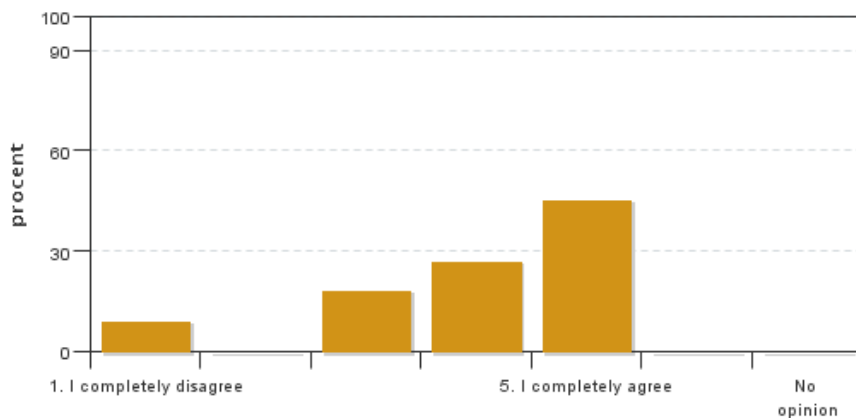


Answers: 11
Medel: 3,2
Median: 3

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

No opinion: 1

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

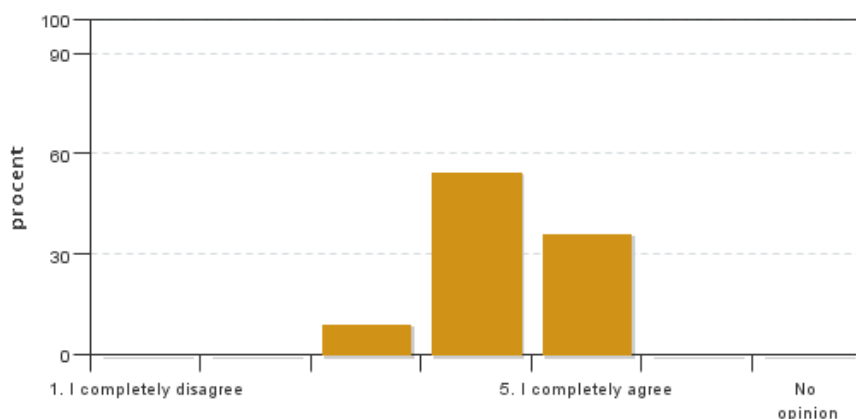


Answers: 11
Medel: 4,0
Median: 4

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

No opinion: 0

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

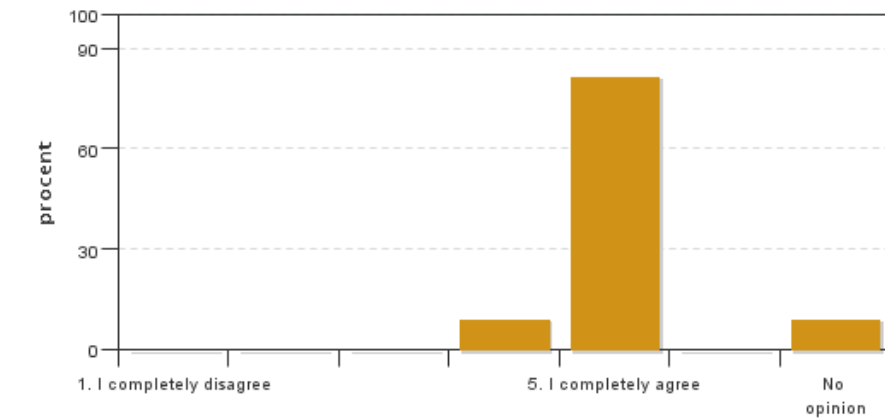


Answers: 11
Medel: 4,3
Median: 4

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

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).

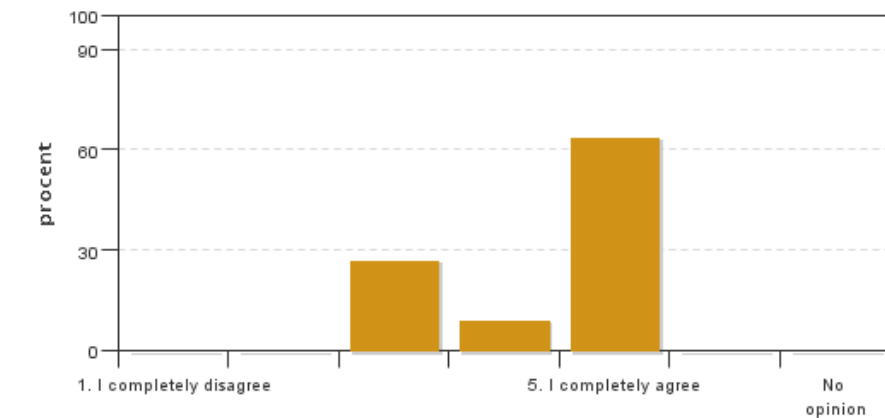


Answers: 11
 Medel: 4,9
 Median: 5

1: 0
 2: 0
 3: 0
 4: 1
 5: 9

No opinion: 1

11. The course covered international perspectives.

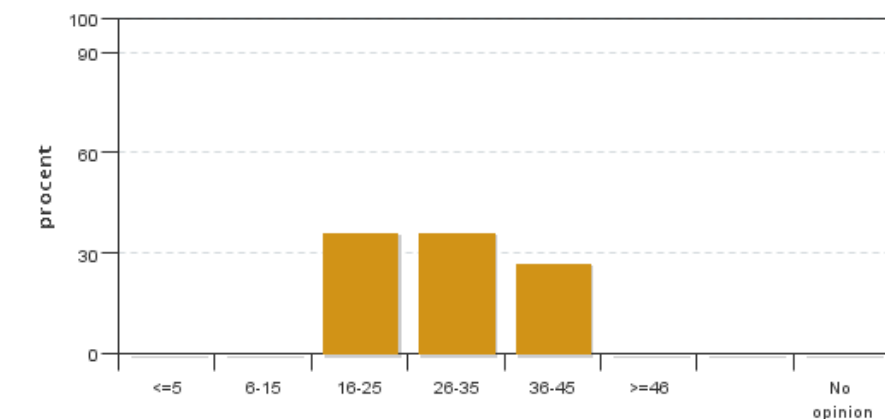


Answers: 11
 Medel: 4,4
 Median: 5

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

No opinion: 0

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

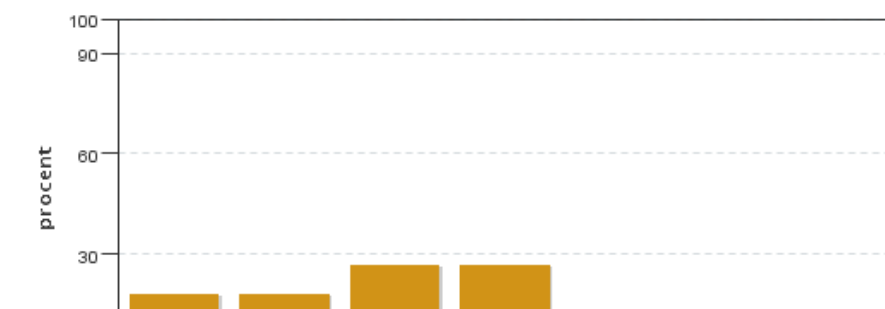


Answers: 11
 Medel: 29,1
 Median: 26-35

≤5: 0
 6-15: 0
 16-25: 4
 26-35: 4
 36-45: 3
 ≥46: 0

No opinion: 0

13. What is your overall experience of participating in all or part of your course online?



Answers: 11
 Medel: 2,9
 Median: 3

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

No opinion: 0



14. Please share what worked well when participating in teaching on distance

15. Please share what worked less well when participating in teaching on distance

Course leaders comments

First, thanks to all the students who filled in the evaluation, and to the student representative for doing a great job of summarizing the comments and providing suggestions and analysis. Thanks also to everyone who took part in the course!

The course was difficult to teach for a number of reasons, not least the necessity to do everything online which only became clear shortly before the course started. For next year (2021/22) we will build on what we have learnt this time around. Of course we hope to avoid the chaotic start and problems with online interaction, since we very much hope to be back in the classroom. And of course the examination will be on site. I'm sorry for the stress surrounding the exam, we did our best in difficult circumstances, and have worked a lot on improving things for subsequent exams.

Content-wise, we need to (i) make sure the structure is clear from the start, (ii) do more work on linking the teaching to the literature, and (iii) do more to link the methods and theories taught to real-life examples. Regarding the structure (point (i)), I think a better job with Canvas (the webpage) would help. This course was my first effort with Canvas and the page wasn't great. A major goal of the essay (33 percent of the course) was to provide the links mentioned in point (iii), and I think this was successful, but more should be done.

Student representatives comments

Due to the pandemic the course was held fully online and the circumstances made the course start off a little bit chaotic. The structure was not clear and the students got confused about the set-up. In the beginning too much material was provided. The amount of pre-recorded lecture videos and lecture slides was very extensive and made it hard for the students to work through. Sometimes the sound and lightning quality of the videos was very bad. Using better digital tools and more preparation for online teaching would increase the quality of the course. Time management could be improved. Too much time was spent on collecting feedback and break-out rooms. Zoom-meetings almost always continued after the scheduled time.

However, the content from the videos, lecture slides and exercises was helpful to support learning and to understand all concepts. Less useful was the course literature, as students felt that this was not even a part of teaching. The online platform Canvas was tricky to understand in the beginning but later the students got used to the format.

Huge priority was given to interaction between professor and students. The professor reacted to feedback instantaneously and adjusted fast to the students needs. The course environment evolved to the better and the student felt included in the teaching process. The lecture slides, videos and zoom meetings were modified. This created more structure and helped the students towards more effective learning. Overall, the students were very impressed by the teachers effort and commitment.

The topics and concepts of the course were fruitful and educational. The course covered the global aspect of sustainable development but there were few real life examples leaving students questioning whether the methods are applied in reality.

The presentations over zoom and essay hand in went very smoothly. Contrary, the information regarding the online exam was poorly managed causing insecurity. Even during the exam the instructions in the zoom-meeting were unclear. Some students pointed out that there was too little time for the exam making it hard to finish on time.