



Principles of Fisheries Science BI1341, 20129.2021

15 Hp

Pace of study = 100%

Education cycle = Advanced

Evaluation report

Evaluation period: 2021-01-08 - 2021-01-30

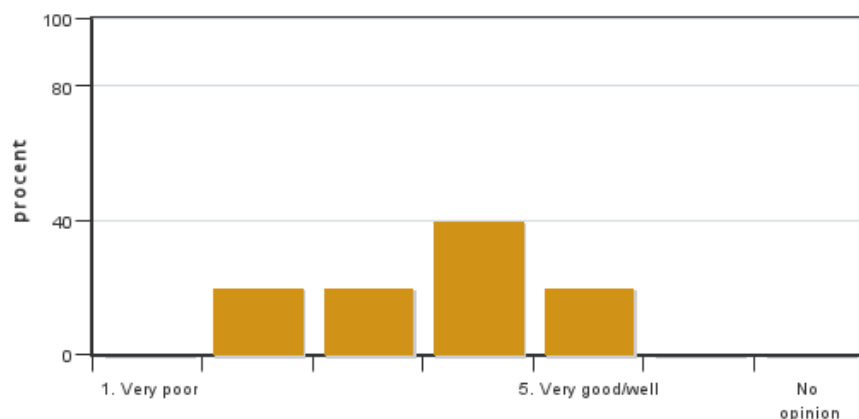
Answers 5

Number of students 5

Answer frequency 100 %

Mandatory standard questions

1. My overall impression of the course is:

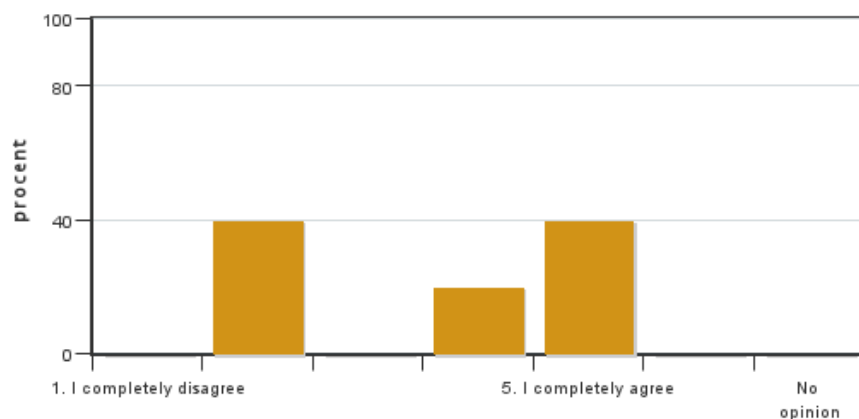


Answers: 5
Medel: 3,6
Median: 4

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

No opinion: 0

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

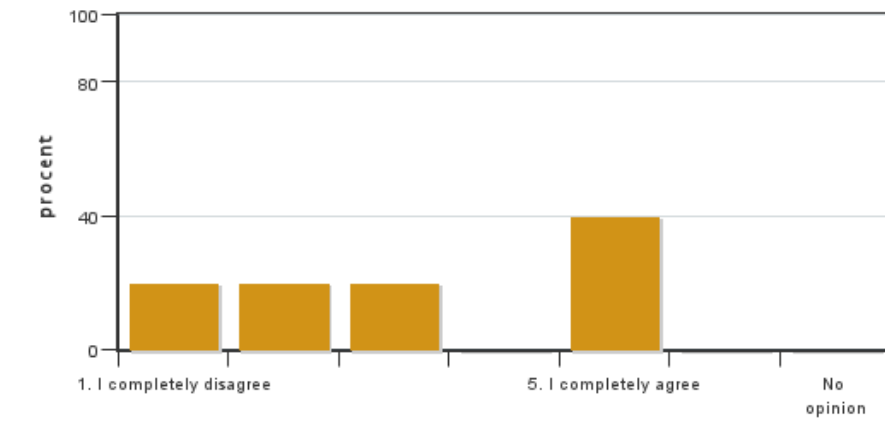


Answers: 5
Medel: 3,6
Median: 4

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

No opinion: 0

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

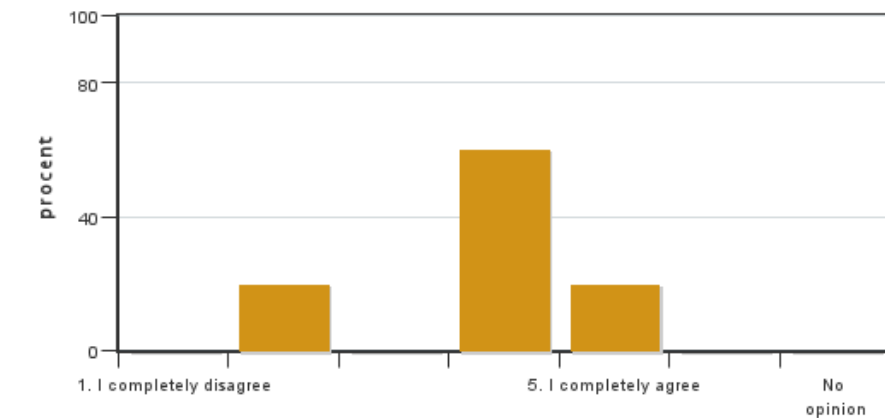


Answers: 5
Medel: 3,2
Median: 3

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

No opinion: 0

4. The information about the course was easily accessible.

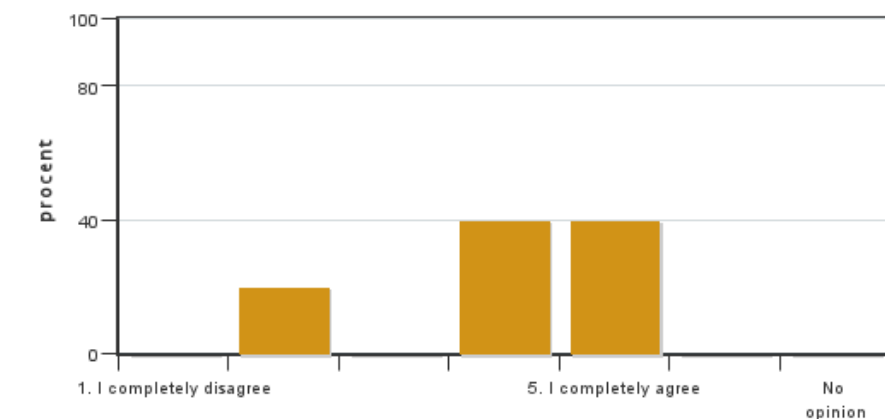


Answers: 5
Medel: 3,8
Median: 4

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

No opinion: 0

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

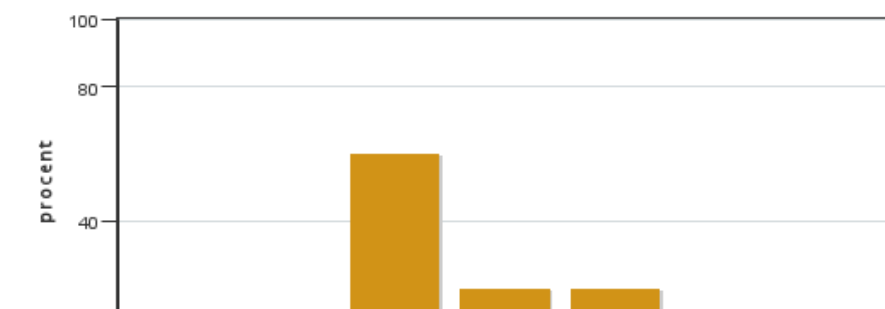


Answers: 5
Medel: 4,0
Median: 4

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

No opinion: 0

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



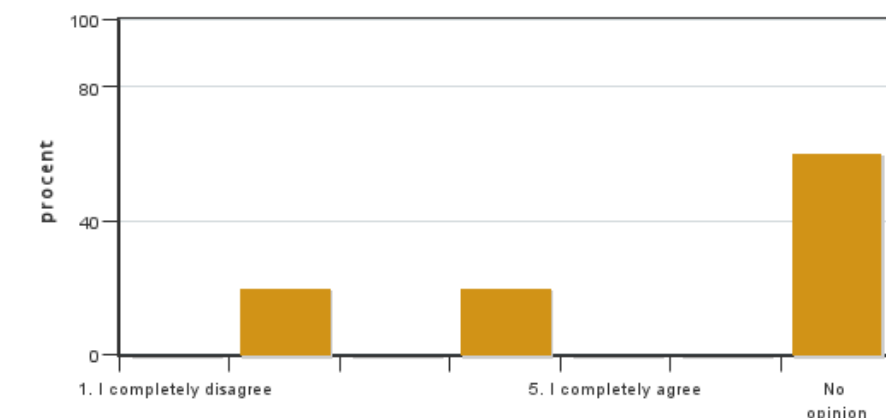
Answers: 5
Medel: 3,6
Median: 3

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

No opinion: 0



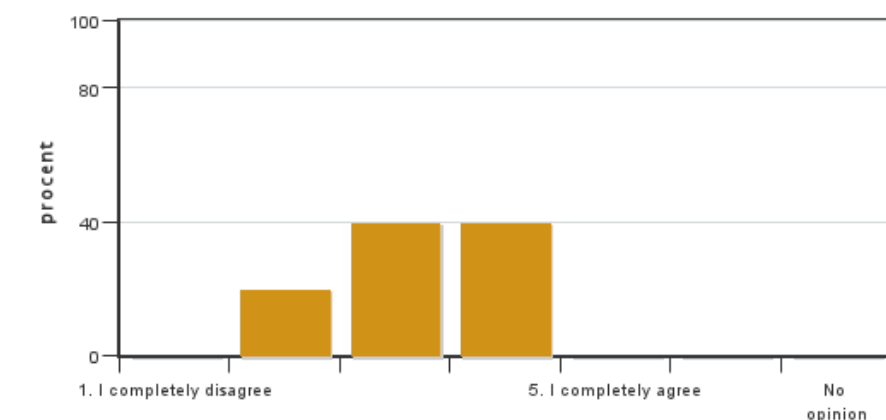
7. The physical learning environment (facilities, equipment etc.) has been satisfactory.



Answers: 5
Medel: 3,0
Median: 2

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

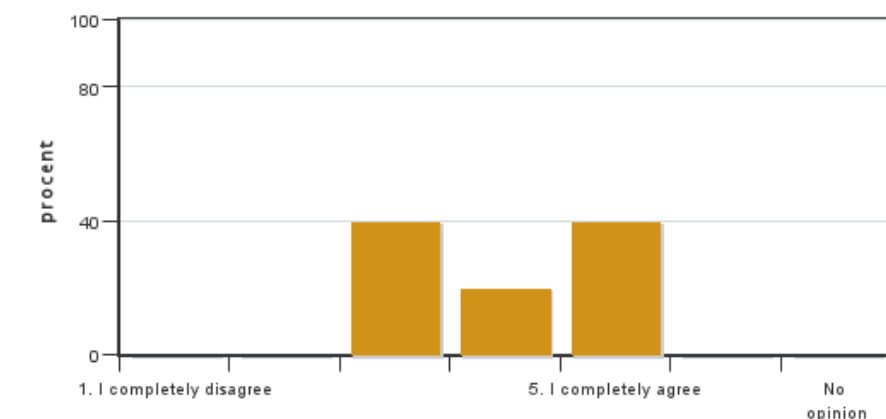
8. The examination(s) provided opportunity to demonstrate what I had learnt during the course (see the learning objectives).



Answers: 5
Medel: 3,2
Median: 3

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

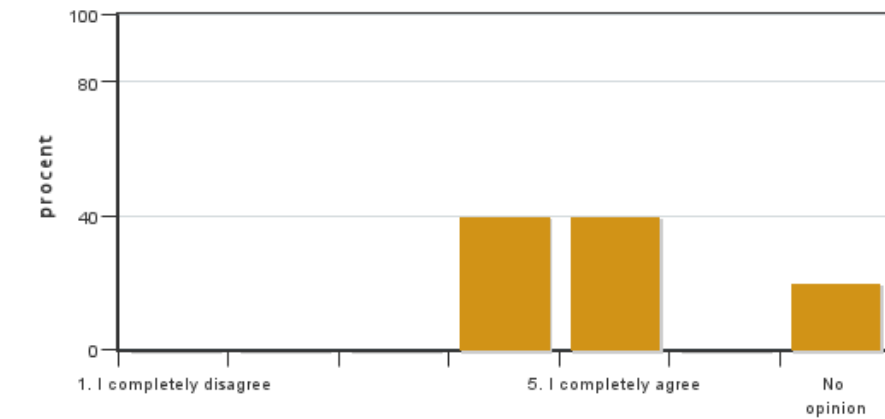
9. The course covered the sustainable development aspect (environmental, social and/or financial sustainability).



Answers: 5
Medel: 4,0
Median: 4

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

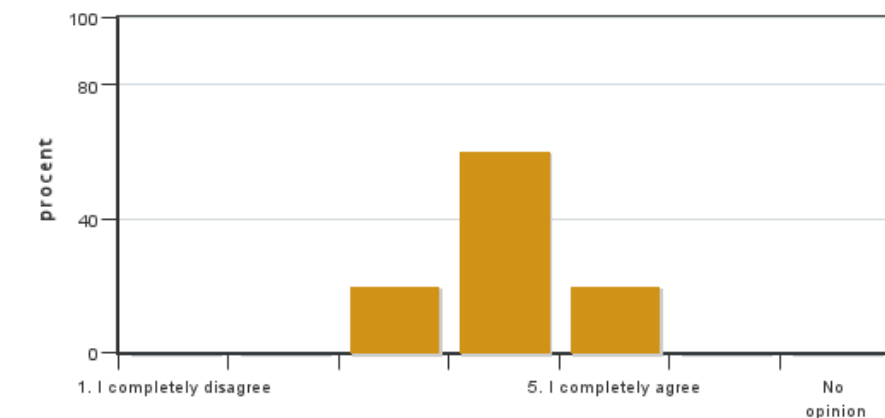


Answers: 5
Medel: 4,5
Median: 4

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

No opinion: 1

11. The course covered international perspectives.

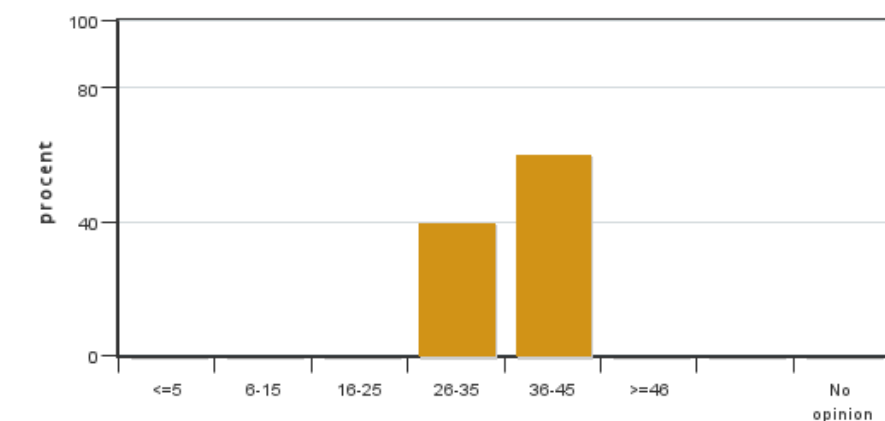


Answers: 5
Medel: 4,0
Median: 4

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

No opinion: 0

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

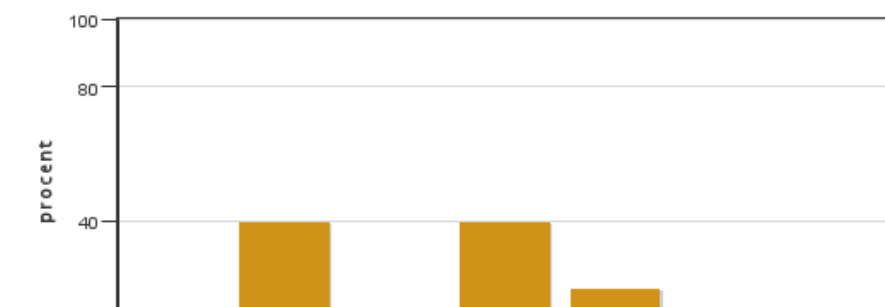


Answers: 5
Medel: 36,0
Median: 36-45

≤5: 0
6-15: 0
16-25: 0
26-35: 2
36-45: 3
≥46: 0

No opinion: 0

13. If relevant, what is your overall experience of participating in all or part of your course online?



Answers: 5
Medel: 3,4
Median: 4

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

No opinion: 0



14. If relevant, please share what worked well when participating in teaching on distance

15. If relevant, please share what worked less well when participating in teaching on distance

Course leaders comments

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

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 despite some of the limits imposed by the distance learning.

Through dedicated classes and discussions I have observed an improvements in the quality of the work submitted by the students.

80% of the classes included regular lectures or virtual labs, while computer applications represented the remaining 20%. The students liked examination over problem-based assignments and project which they found at times challenging. The assignments include some basic analytical aspect as it is expected from a course in modern fisheries science. For some of the students the quantitative background (mathematics or statistics) was surprisingly weak for a course in science. This was not strictly a problem for the accomplishment of the PFS course or for the completion of any of the assignments which required only elementary quantitative skills, but a more solid quantitative background could allow to expand on some methods and applications. Overall, the students' performances spread towards the high scores (grades 4 and 5) for the students who delivered which reflects well a combination of individual skills and engagement.

The high level of integration of lectures, seminars, laboratories (although taken by distance this year) remains 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 allowing the students to build on new knowledge achieved during the course.

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. Electronic copies of the book all the reading material were made available.

Visits to the Department field facilities were cancelled this year due to covid-19 and the more severe travel restrictions that were put in place few days before the beginning of the course. Those lectures and labs were re-structured in several parts to deal with the distant learning. While distant learning may not be optimal to achieve certain practical skills, feedback about the quality of those specific lectures and labs remains highly positive: "the lab and lectures for the Lysekil week were very good. I was impressed how interactive the labs were ...". If distant learning will continue, activities that usually take place during 10 intense days in Lysekil could be re-distributed to some extent, but the full immersion gained over those full days is valuable experience. Over the entire course only 3 classes over a total of >50 occasions had to be re-scheduled on a relatively short notice, but always agreed with the students, which I would consider a success given the difficult conditions posed by the distance learning.

Some students might have benefit from using classes and computer rooms which were pre-booked in Ultuna by the course leader for all the classes. Unexpectedly these resources were not used by any of the student. Training on distance learning may be beneficial for some of the students, while experience will build also with practice.

Student representatives comments

Overall did all the students think that the lectures were good and interesting presentations. The teachers where good at keeping the lectures interesting even if it can be difficult at zoom, so often did they go on for too long and not hold the time for the lecture. The literature was good and helpful during the course in both for the lectures and assignments. The course page should inform possible new student that a big part of the course is computer work with excel and R, it was a big difference in prior knowlege that was needed for that programs. During the course was some schedule changes done to late, so it was difficult for the students to plan their days.

But one negative thing that was commented was that the practical parts of the course did work less well, because you can't replace practical skills with textbook. The same was about the computer parts with excel and R exercises. If you only have one computer is it difficult to have space for both the zoom window and excel document.

The assignments were difficult and challenging, but good because as a student we learned a lot. As a student we needed to both practice analytic mathematic parts and critical thinking about our own results. But the assignments should be given out one at the time so the students can submit one assignment before the next is given out.

During the Lysekil weeks was the days to long when it was on zoom. It would have worked better if it would have been done as it was planned from the beginning, as a trip to Lysekil. But the teachers responsible during that 2 weeks did absolutely try their best to give the students the best education.

Good and interesting course, but also challenging.

Kontakta support: support@slu.se - 018-67 6600