



Fish and Wildlife Management BI1299, 40034.2122

15 Hp

Pace of study = 100%

Education cycle = Advanced

Course leader = Anders Alanärä, Erin McCallum

Evaluation report

Evaluation period: 2022-05-29 - 2022-06-30

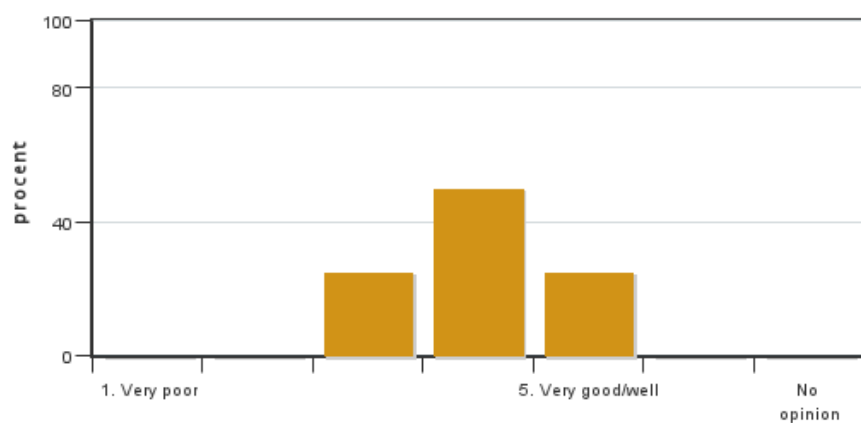
Answers 4

Number of students 22

Answer frequency 18 %

Mandatory standard questions

1. My overall impression of the course is:

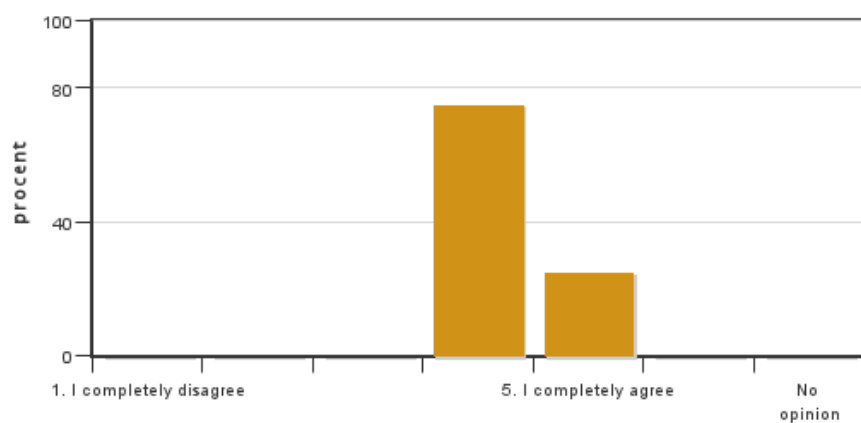


Answers: 4
Medel: 4,0
Median: 4

1: 0
2: 0
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.

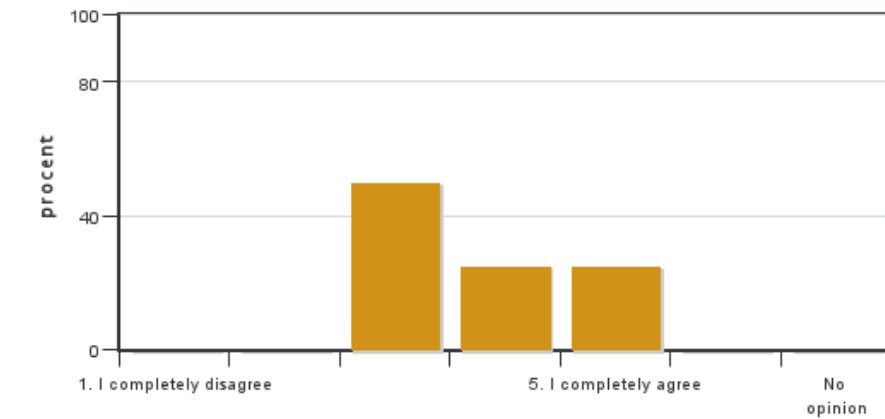


Answers: 4
Medel: 4,3
Median: 4

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

No opinion: 0

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

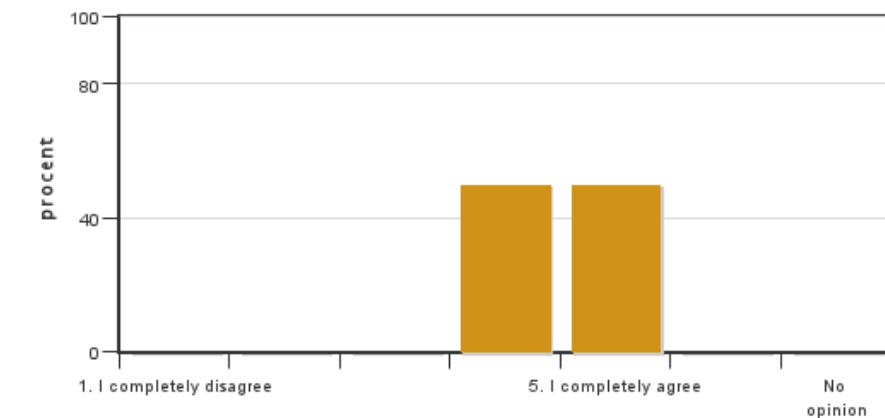


Answers: 4
Medel: 3,8
Median: 3

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

No opinion: 0

4. The information about the course was easily accessible.

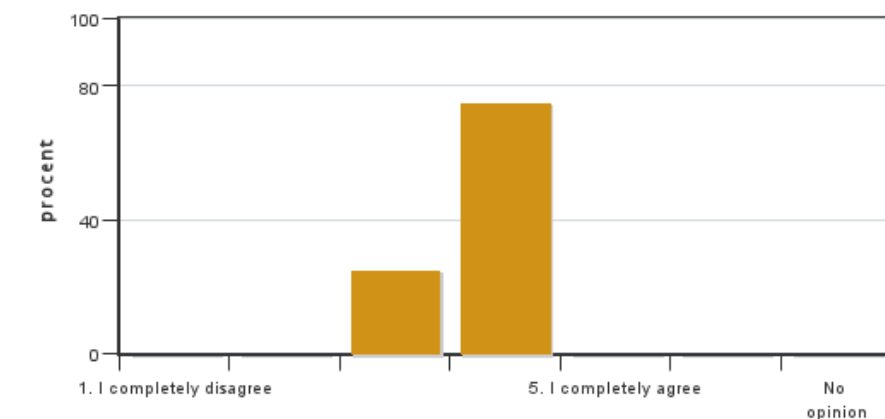


Answers: 4
Medel: 4,5
Median: 4

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

No opinion: 0

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



Answers: 4
Medel: 3,8
Median: 4

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

No opinion: 0

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



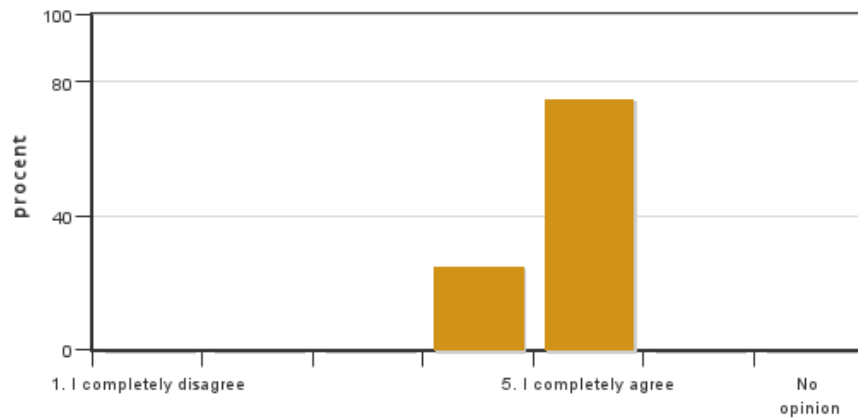
Answers: 4
Medel: 5,0
Median: 5

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



No opinion: 0

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



Answers: 4

Medel: 4,8

Median: 5

1: 0

2: 0

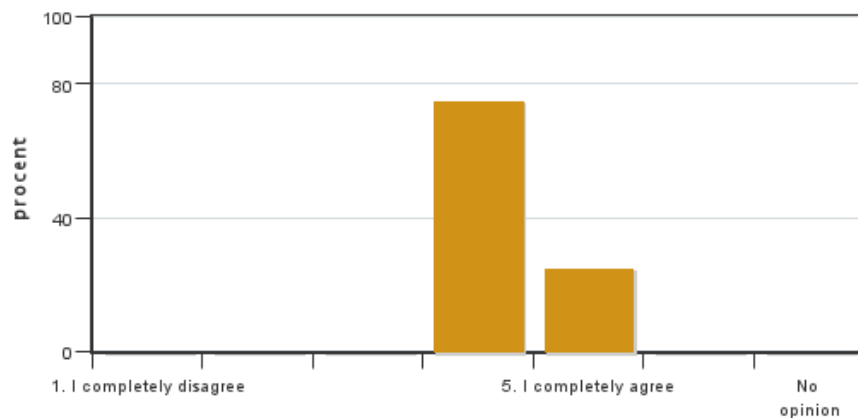
3: 0

4: 1

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: 4

Medel: 4,3

Median: 4

1: 0

2: 0

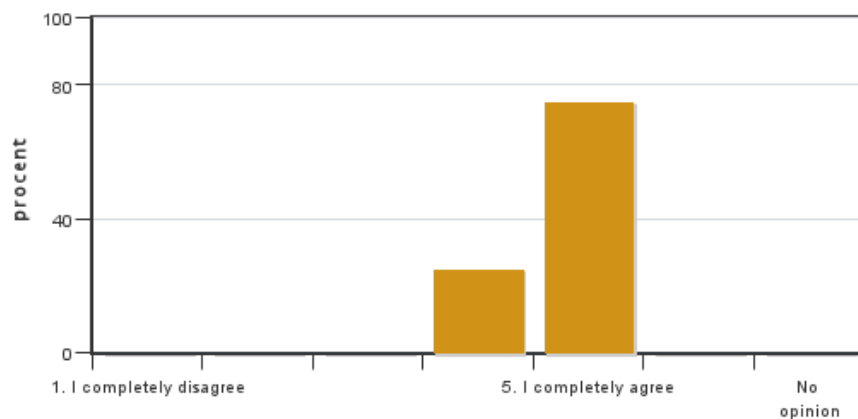
3: 0

4: 3

5: 1

No opinion: 0

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



Answers: 4

Medel: 4,8

Median: 5

1: 0

2: 0

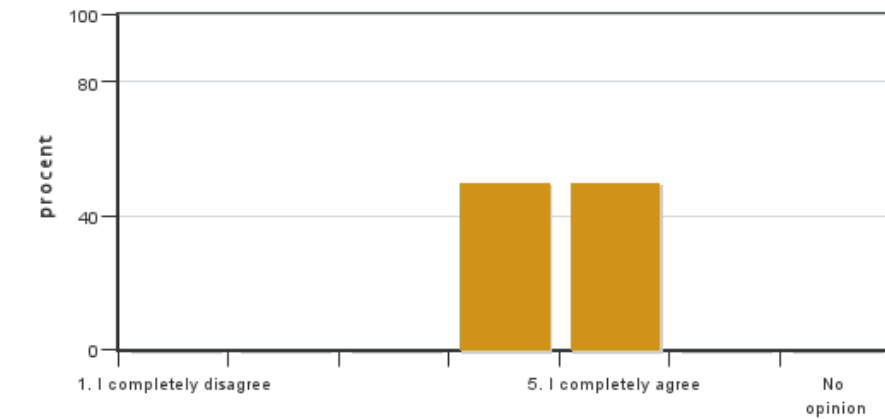
3: 0

4: 1

5: 3

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).

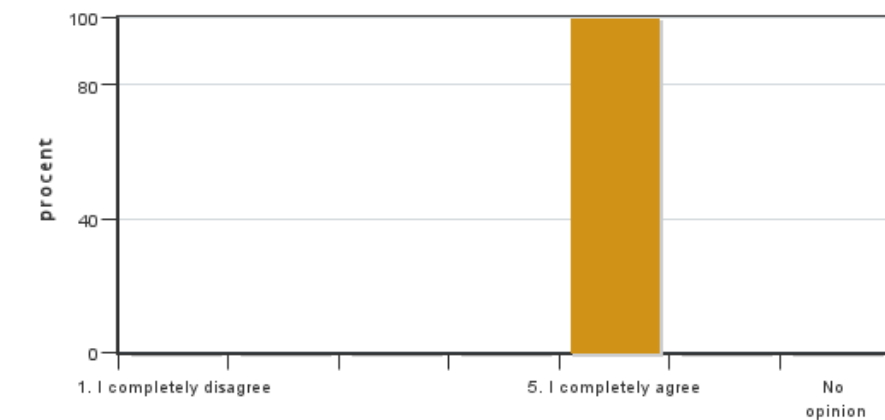


Answers: 4
Medel: 4,5
Median: 4

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

No opinion: 0

11. The course covered international perspectives.

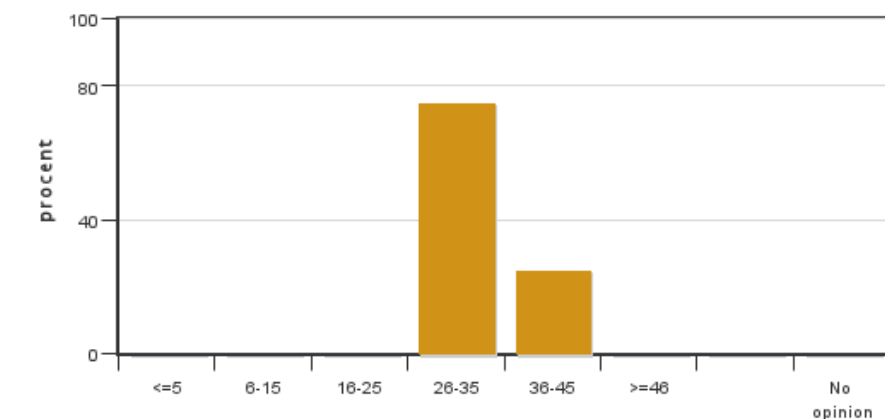


Answers: 4
Medel: 5,0
Median: 5

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

No opinion: 0

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

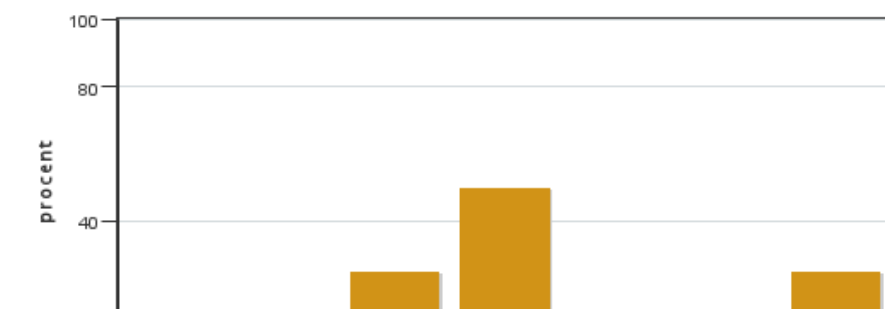


Answers: 4
Medel: 32,5
Median: 26-35

≤5: 0
6-15: 0
16-25: 0
26-35: 3
36-45: 1
≥46: 0

No opinion: 0

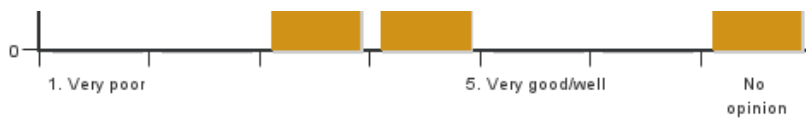
13. If relevant, what is your overall experience of participating in all or part of your course online?



Answers: 4
Medel: 3,7
Median: 4

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

No opinion: 1

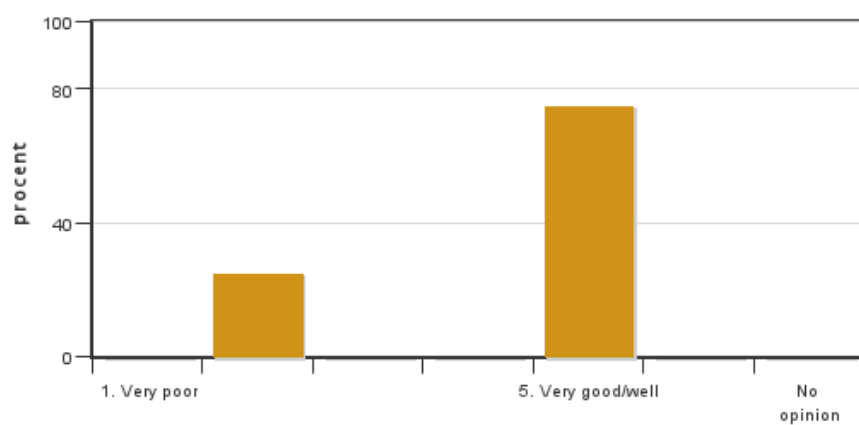


14. If relevant, please share what worked well when participating in teaching on distance

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

Additional own questions

16. How would you rate the science communication mini-module?

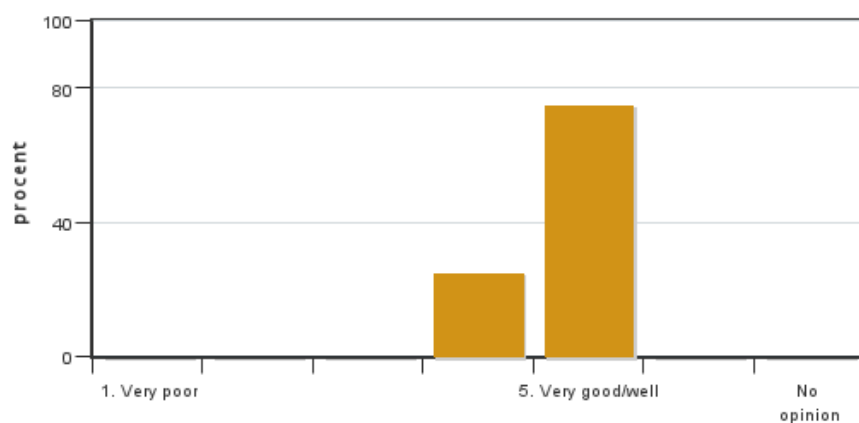


Answers: 4
Medel: 4,3
Median: 5

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

No opinion: 0

17. How would you rate the fish management module?

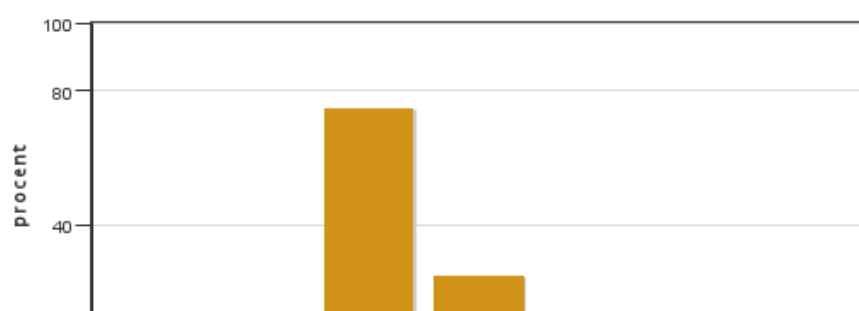


Answers: 4
Medel: 4,8
Median: 5

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

No opinion: 0

18. How would you rate the ungulate management module?



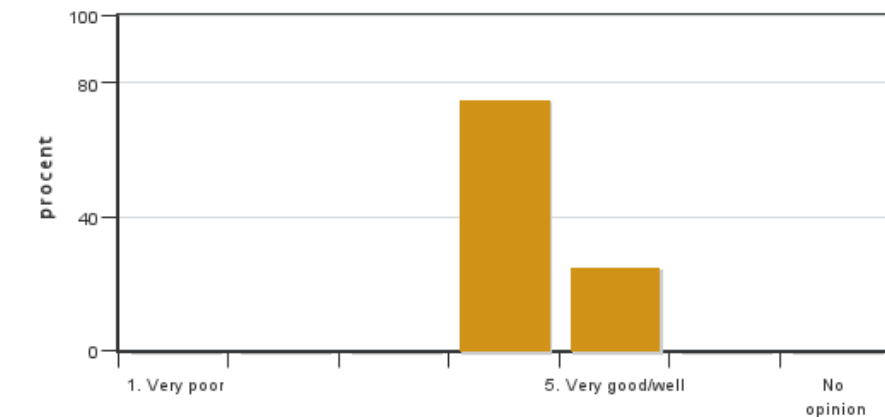
Answers: 4
Medel: 3,3
Median: 3

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

No opinion: 0



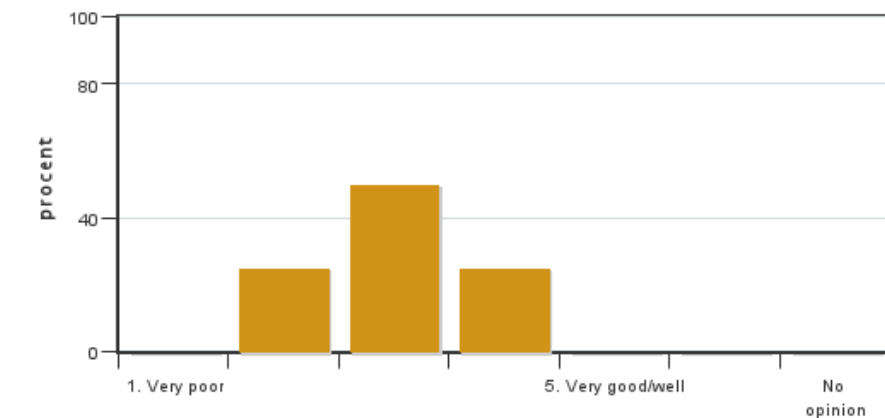
19. How would you rate the international wildlife management module?



Answers: 4
Medel: 4,3
Median: 4

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

20. How would you rate the carnivore management module?



Answers: 4
Medel: 3,0
Median: 3

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

21. Please add here any specific feedback you have for any of the modules in the course. What worked? What didn't work? Suggestions, concerns etc. Make sure to mention which module you are referring to.

Course leaders comments

No comments from the teacher

Student representatives comments

Fish and Wildlife Management Course Evaluation Report Compiled by Anna Jonsson Sundberg Comments on evaluation form questions:

1. The students' overall impressions of the course were very good on average but mixed, with many saying that their impression was slightly damaged by their disappointment in one or two of the course modules.

2. The course content was generally perceived to have clear links to the learning objectives of the course, with the potential exception of the carnivore assignment.

3. Students varied a lot in their prior knowledge on the course topics and their perceived ability to benefit from the course because of it – primarily within the ungulate model for international students and concerning the use of R in

the carnivore module.

4. Course information was easily accessible.

5. Students felt that the various course components supported their learning but would have liked this to be complemented by more excursions.

6. Students strongly agreed that the social learning environment of the course was inclusive and respecting of differences of opinion.

7. The physical learning environment was satisfactory.

8. Students felt that the course examinations allowed them to demonstrate what they had learned in the course.

9. The sustainable development aspect of wildlife management was covered in the course.

10. Students agreed that the course included a gender and equality aspect, regarding both content and teaching practises.

11. International perspectives were well covered in the course through the international module.

12. Students spent approximately the same amount of time on this course as they have on previous courses, placing the average number of hours spent studying per week within the 26-35 hrs range.

13. Only a small fraction of the course was taught online and the few comments that I received on these experiences were positive.

14. – 15. – 16. While there was some initial confusion and frustration regarding the fish management group project (mainly regarding issues with the software used and the instructions), this module grew to become most of the students' favourite by the end of the course. The first few days of lectures were interesting and informative, the relatively small and well-formulated exam was well-received, and the group project had a clear real-world application which many students found inspiring.

17. On average, the students' impressions of the international module were good, and this was largely because of how creative the assignment was. The element of interaction with international experts was challenging but many students appreciated how it allowed them to practise their communication and researching skills in preparation for a real-life management job. The drawback of this module were the initial lectures, which were perceived as too brief (i.e. little information given and much shorter lectures than the time slot allocated to them; as a result many did not attend the last few lectures). One student suggests a second, whole-class discussion following the completion of the lectures to increase student engagement and help tie the topics together.

18. The carnivore module was perceived as interesting but with insufficient information and supervision provided. Many students have requested more lectures and/or interactive discussions related to the group project. Additionally, the connection between the group project and carnivore management was very vague. When asked what animal we were studying (i.e. from which animal the genetic information we were analysing had been collected from), Göran said that it did not really matter, "it could be any animal, this exercise is more about testing the method", which seemed to defeat the purpose of dedicating the module to carnivores specifically. Students want more guidance on using and interpreting R in relation to the project, for example through a couple of sessions in the computer lab with Göran present.

19. The initial lectures of the ungulate module provided a solid background on the topic for international students but were quite information-heavy and some students question the need to go into that level of detail when only a small part of it was relevant for the exam and group project. One student suggests reducing the lecture time and complementing it with a selfreading assignment. The group report assignment was well-received on average but the students' comments on the exam were overwhelmingly negative. The exam was perceived as poorly structured and formulated and it was difficult to receive help on how to interpret the questions.

20. Many students thought that the science communication module was a fun and interesting module. Less positive reviews have primarily come from students who are less interested and/or inexperienced in English scientific writing.

Additionally, I have received some complaints on the accuracy of the timetable since many lectures were much shorter than implied by the course schedule.