



Ecology for Fish Management and Conservation BI1340, 10191.2122

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

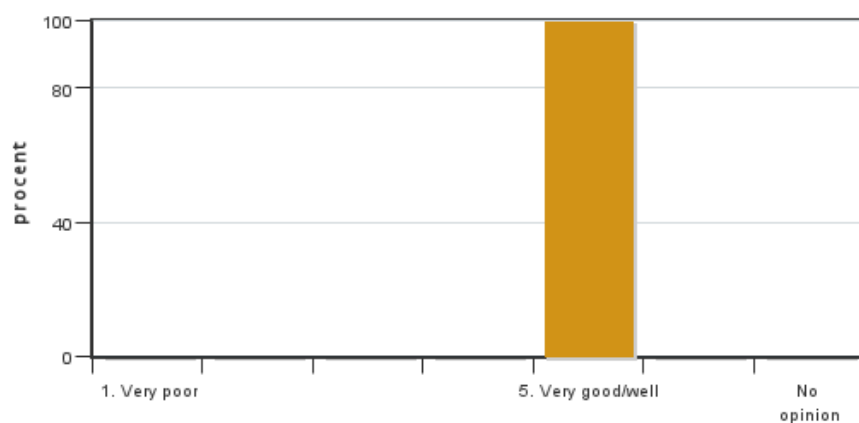
Evaluation report

Evaluation period: 2021-10-25 - 2021-11-15

Answers 5
Number of students 6
Answer frequency 83 %

Mandatory standard questions

1. My overall impression of the course is:

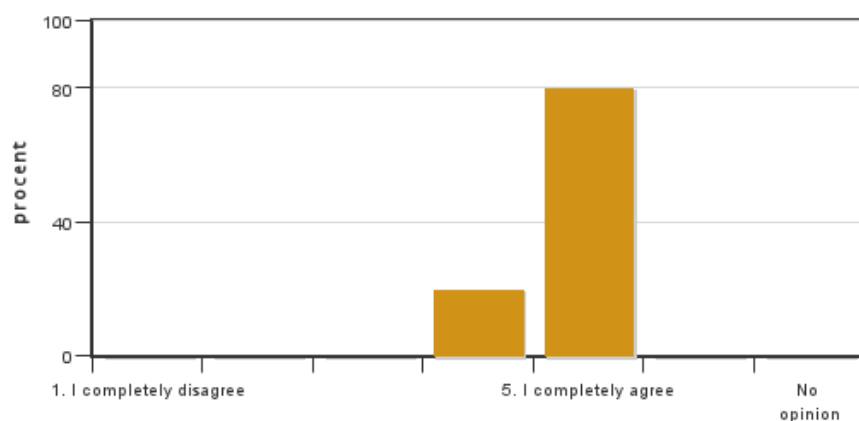


Answers: 5
Medel: 5,0
Median: 5

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

No opinion: 0

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

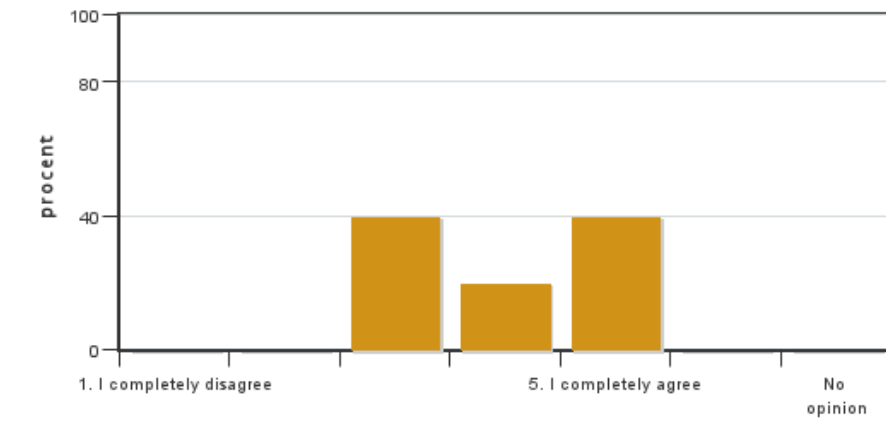


Answers: 5
Medel: 4,8
Median: 5

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.

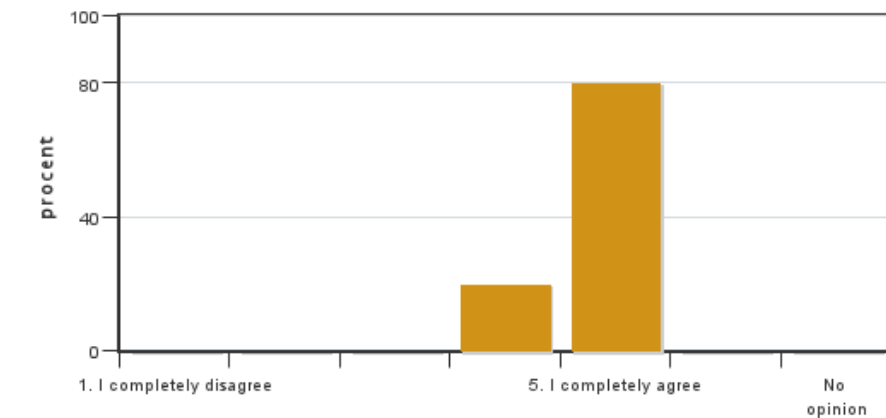


Answers: 5
Medel: 4,0
Median: 4

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

No opinion: 0

4. The information about the course was easily accessible.

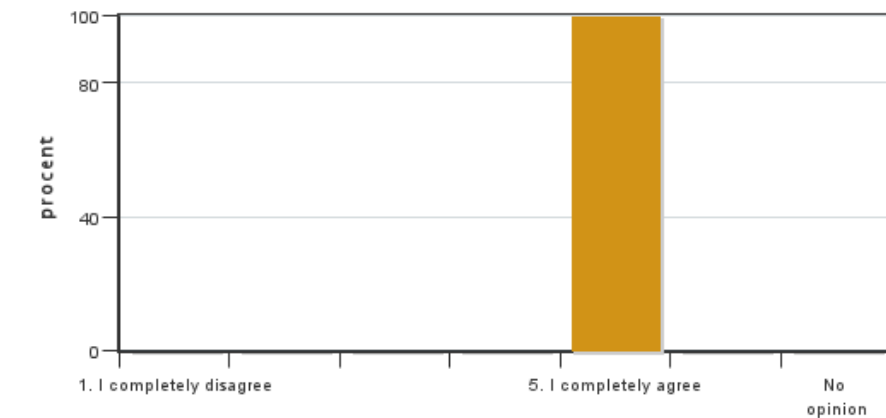


Answers: 5
Medel: 4,8
Median: 5

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

No opinion: 0

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



Answers: 5
Medel: 5,0
Median: 5

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

No opinion: 0

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



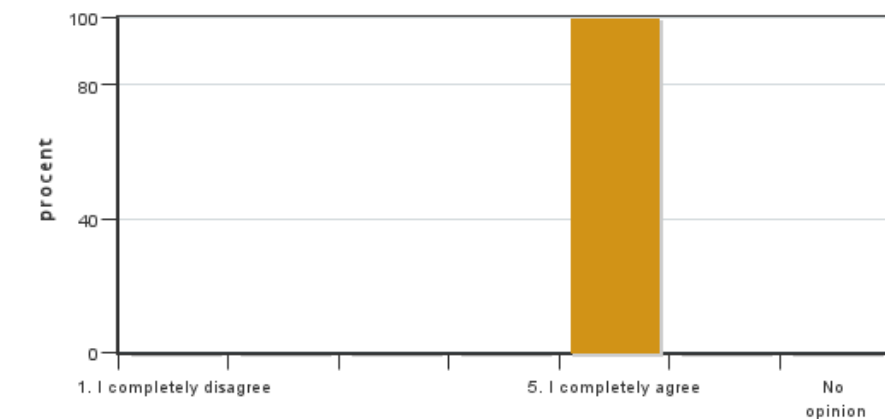
Answers: 5
Medel: 5,0
Median: 5

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

No opinion: 0



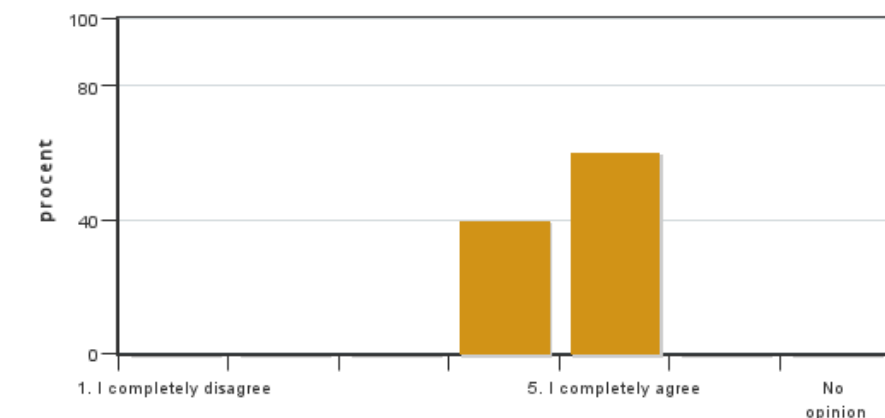
7. The physical learning environment (facilities, equipment etc.) has been satisfactory.



Answers: 5
Medel: 5,0
Median: 5

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

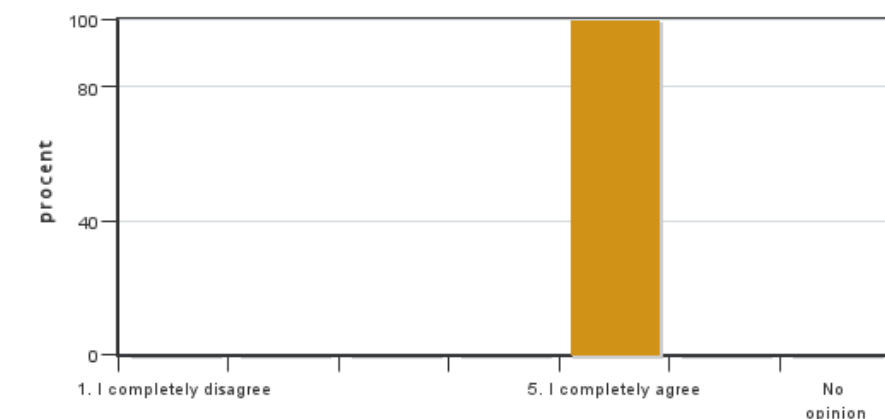
8. The examination(s) provided opportunity to demonstrate what I had learnt during the course (see the learning objectives).



Answers: 5
Medel: 4,6
Median: 5

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

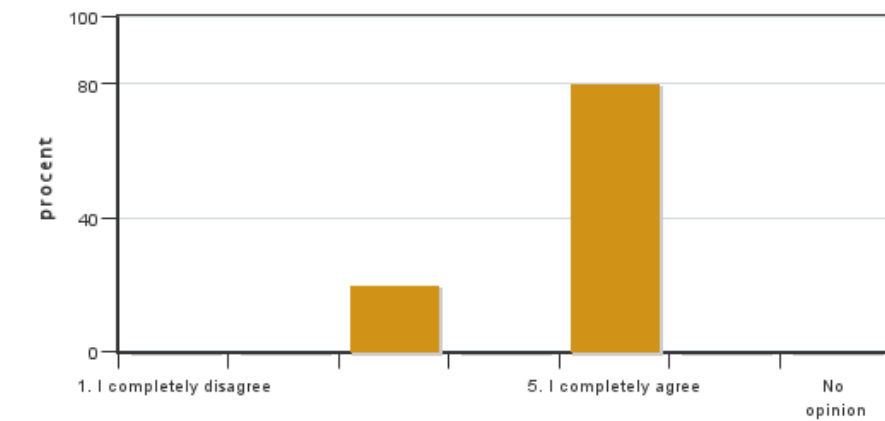
9. The course covered the sustainable development aspect (environmental, social and/or financial sustainability).



Answers: 5
Medel: 5,0
Median: 5

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

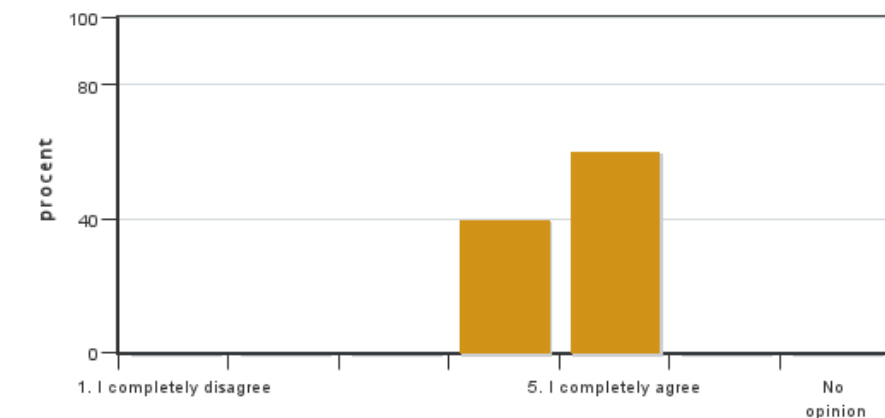


Answers: 5
Medel: 4,6
Median: 5

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

No opinion: 0

11. The course covered international perspectives.

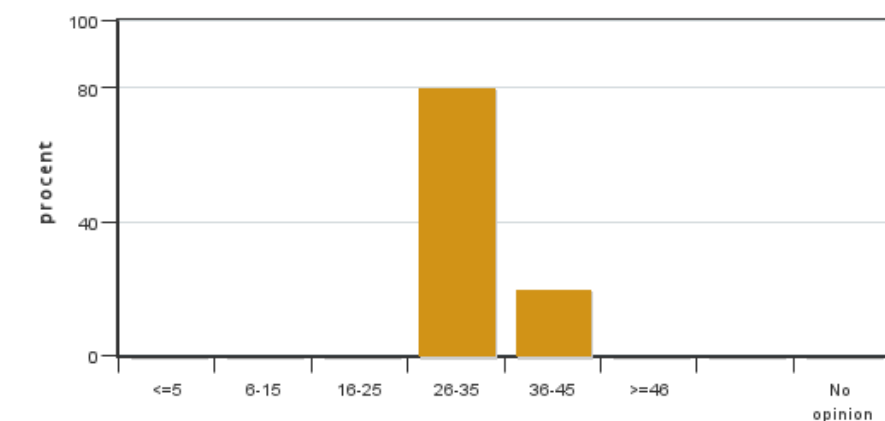


Answers: 5
Medel: 4,6
Median: 5

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

No opinion: 0

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

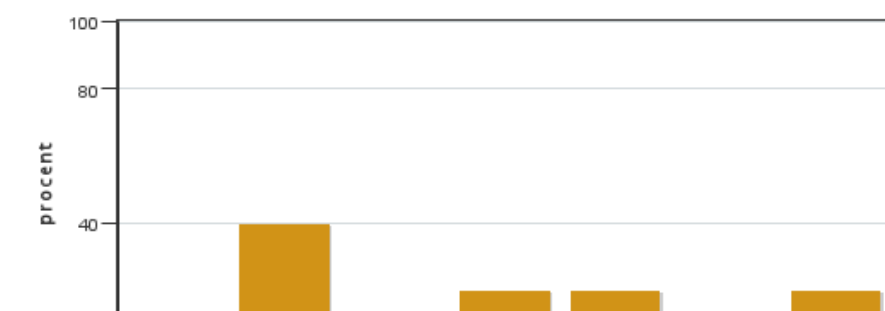


Answers: 5
Medel: 32,0
Median: 26-35

≤5: 0
6-15: 0
16-25: 0
26-35: 4
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: 5
Medel: 3,3
Median: 2

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

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

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 and conservation. The overall impression of the course among students taking part of the evaluation was very good (average rating 5 out of 5). They especially appreciated the hands-on training in the field and found that the different teaching activities and literature supported their learning and appreciated the open social learning environment.

Still, there is scope for improvements, including updating the computer lab to make it more focused on learning the concepts and less on programming skills, better inform about expectations regarding preparation for scheduled meetings with mentors on case studies and to schedule more time to finish the online course module in preparation for the electrofishing.

Students found themselves to have most of the prior knowledge needed, but we will keep the introductory lecture on concepts in ecology. Students generally agreed that the examination reflected what they had learned, but some also identified a need to clarify how the grading of the exam is done.

The students on average spent 32 hours on course work per week, meaning there may be some scope to increase their work load with the goal to make them meet the learning outcomes even better.

In summary, the students seem appreciative of the course in general and especially the inclusive nature and hand-on field experience. We will continue to build on these factors that have been successful so far and work to e.g. improve on giving good information regarding expectations on case studies and making sure the content and time for computer exercises and online modules are matching.

Student representatives comments

Generally, the students felt very pleased with the course Ecology for Fish Management and Conservation in autumn 2021. All students seemed engaged with the subject which is an indication that the course was good and interesting.

Especially the practical moments, the trips to Öregrund and Älvkarleby, was very appreciated by the students. These trips gave the students the opportunity to understand more about the research work that is being done on Fish Management and Conservation by talking to different researchers and to try the methods and techniques ourselves. It also gave a bigger understanding of the course content and you remember more when you get to combine the theoretical content with practical elements. Furthermore, the students thought it was fun to try the different techniques and it also gave the students a good chance to get to know each other during these trips.

However, before the trip to Älvkarleby, there was an online course that we had to complete beforehand. This online course about electrofishing was really time-consuming and would have required more time than one workday that was planned in the schedule.

The computer lab was a bit confusing and did not contribute to the learning that much. It would have been better if the focus had been more on the content and less on the R-programming. It would also probably be better if the lab was divided into two shorter parts during two days. The students got very tired in the afternoon when the lab was during the whole day.

The case studies had several scheduled check-up meetings with the mentors. The students found it difficult to understand what was expected to prepare for these meetings. Some students also thought that it would have been better to at least once meet with the mentors live and not only via zoom.

The exam only contained questions without points or grading comments. Several students thought it was harder to understand how the students were supposed to answer the questions when the grading was not explained. As a student, it is important to understand how the teachers will grade the exam, preferably before the exam but at the

latest during the exam.

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