



## Principles of Fisheries Science BI1341, 20088.2122

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

### Evaluation report

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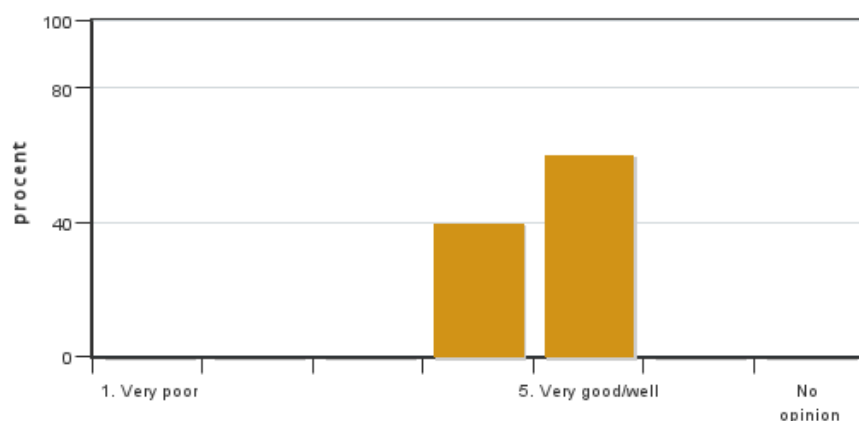
**Evaluation period: 2022-01-09 - 2022-01-30**

Answers 5  
Number of students 5  
Answer frequency 100 %

### Mandatory standard questions

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

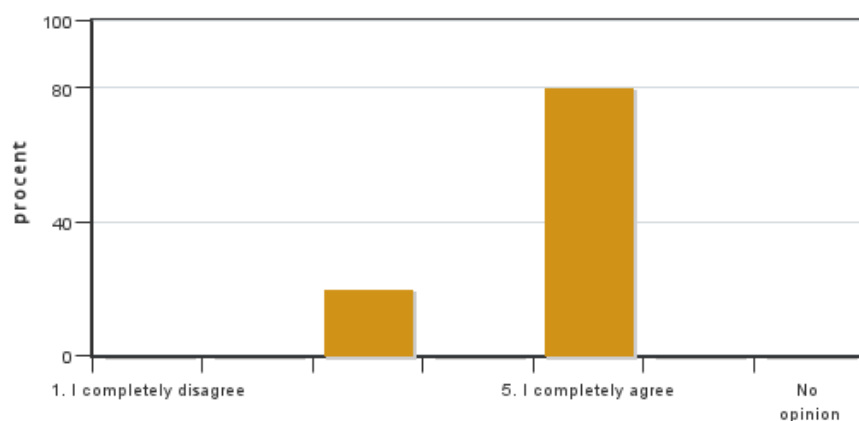


Answers: 5  
Medel: 4,6  
Median: 5

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

No opinion: 0

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

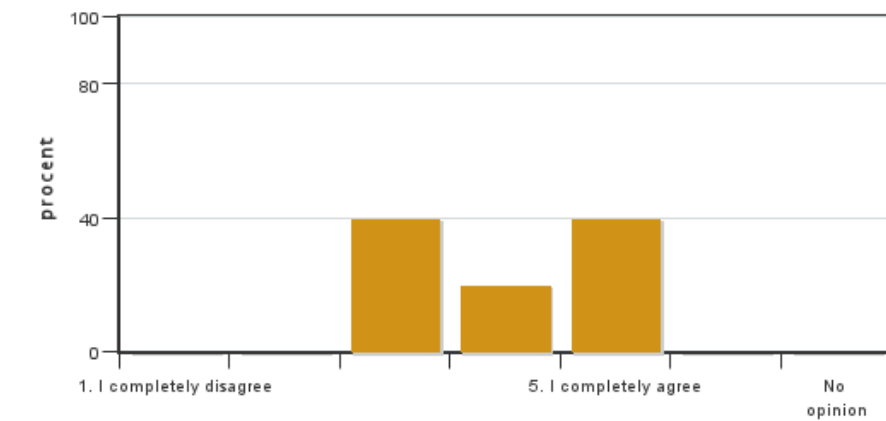


Answers: 5  
Medel: 4,6  
Median: 5

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

No opinion: 0

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

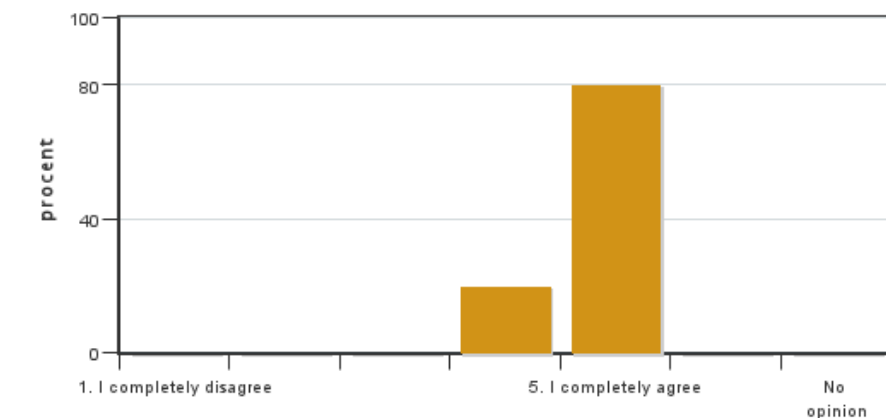


Answers: 5  
Medel: 4,0  
Median: 4

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

No opinion: 0

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

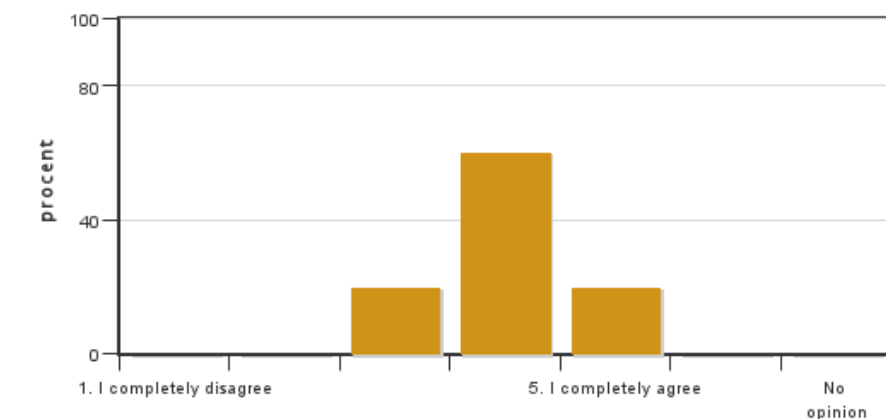


Answers: 5  
Medel: 4,8  
Median: 5

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.**

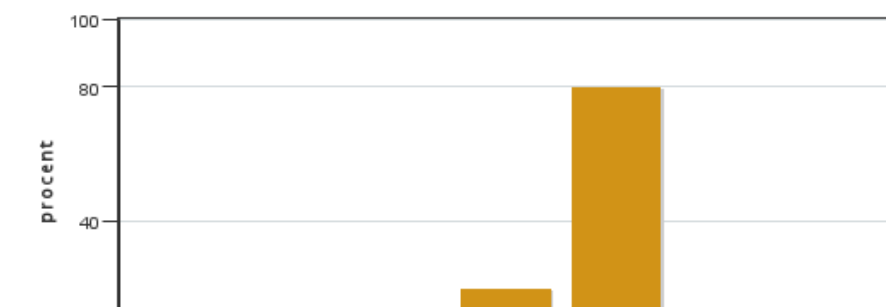


Answers: 5  
Medel: 4,0  
Median: 4

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

No opinion: 0

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



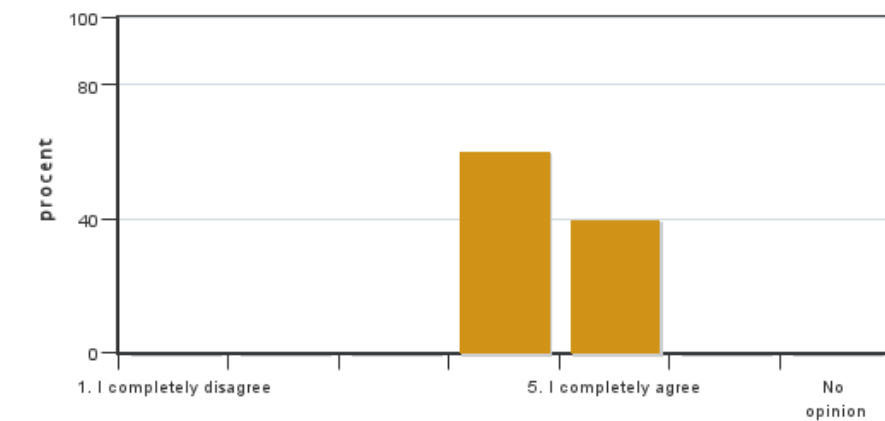
Answers: 5  
Medel: 4,8  
Median: 5

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

No opinion: 0



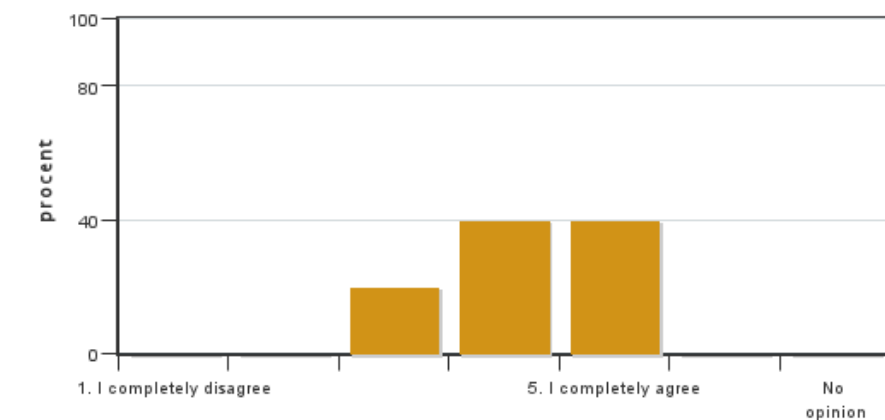
**7. The physical learning environment (facilities, equipment etc.) has been satisfactory.**



Answers: 5  
Medel: 4,4  
Median: 4

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

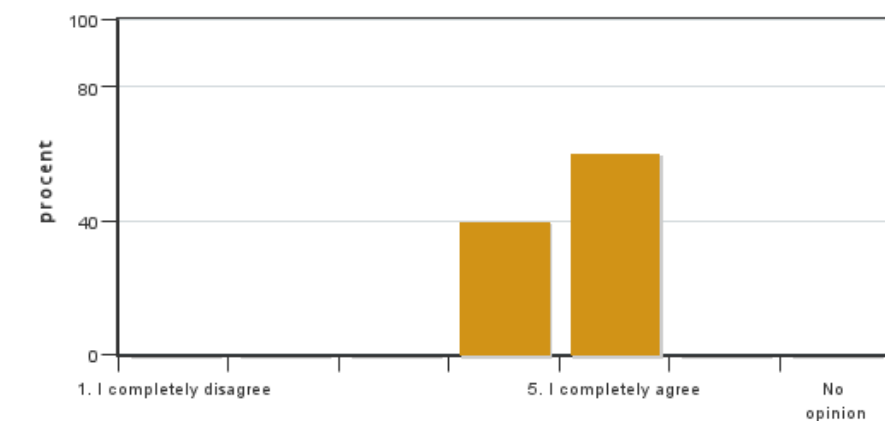
**8. The examination(s) provided opportunity to demonstrate what I had learnt during the course (see the learning objectives).**



Answers: 5  
Medel: 4,2  
Median: 4

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

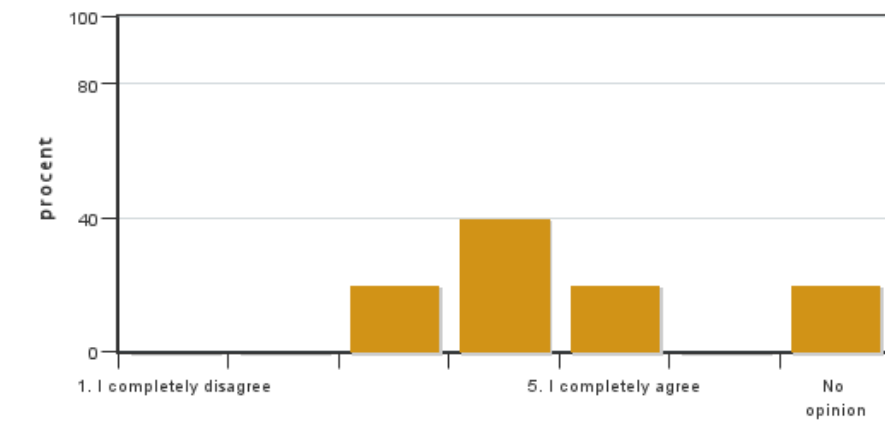
**9. The course covered the sustainable development aspect (environmental, social and/or financial sustainability).**



Answers: 5  
Medel: 4,6  
Median: 5

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

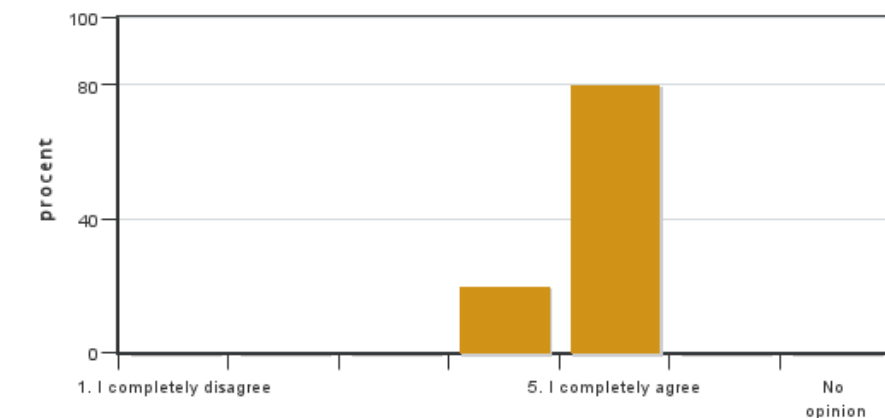


Answers: 5  
Medel: 4,0  
Median: 4

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

No opinion: 1

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

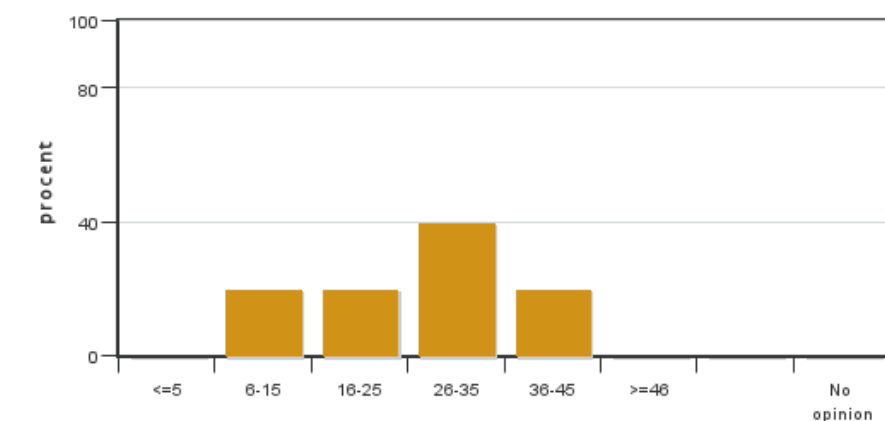


Answers: 5  
Medel: 4,8  
Median: 5

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

No opinion: 0

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

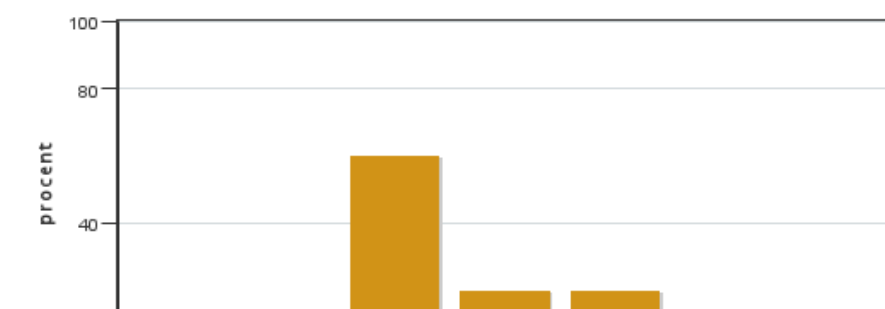


Answers: 5  
Medel: 26,0  
Median: 26-35

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

No opinion: 0

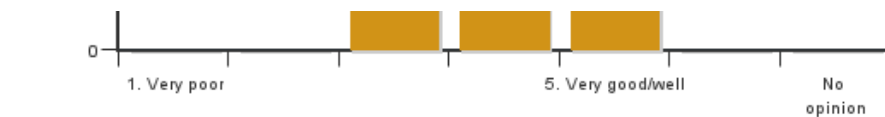
#### 13. If relevant, what is your overall experience of participating in all or part of your course online?



Answers: 5  
Medel: 3,6  
Median: 3

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

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Principles of Fisheries Science (PFS) is designed as a full-time course. The general impression is that the students overall enjoyed 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 for some of the classes. Some students might have benefit from using facilities available in campus for distance learning.

The students liked examination over problem-based assignments and project which they found at times challenging. The students' performances were particularly high this year, which reflects well a combination of individual skills and engagement.

The high level of integration of lectures, seminars, laboratories 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. This is supported by the students' evaluation that the course should be "[...] recommended for people who want a deeper understanding of how scientific advice for fisheries is produced and are interested in understanding and managing aquatic resources sustainably".

The field trip to the Department field facilities (full week at the Marine Research Institute in Lysekil) represented a moment of full-immersion into the course and have been highly rated. 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 from the students suggest that the link between these field activities and lectures.

## Student representatives comments

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Feedback from course participants:

The course was appreciated on many aspects: it contained good and rich content that did not require a background in fishery to understand and the teachers were engaged and held good presentations. An addition to the content could be to include more on the financial sustainability from a sustainable development aspect.

The five day trip to Lysekil was greatly appreciated as the students could interact with teachers and take part in practical aspects of fisheries science. Especially being in the lab added to this experience.

The examinations required some work, but this was seen as a worthwhile investment because it provided a good learning opportunity.

Distance teaching moments had positive and negative aspects. The positive aspects were that the teachers held good presentations, it meant that it was possible to work from anywhere and with research specialists. The main negative aspect was that distance teaching made interaction more difficult.

The course is recommended for people who want a deeper understanding of how scientific advice for fisheries is produced and are interested in understanding and managing aquatic resources sustainably.

