



## Basic ecology BI1394, 10157.2122

7.5 Hp

Pace of study = 100%

Education cycle = Basic

Course leader = Mattias Larsson, Åsa Lankinen

### Evaluation report

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Evaluation period: 2021-09-24 - 2021-10-13

Answers 5

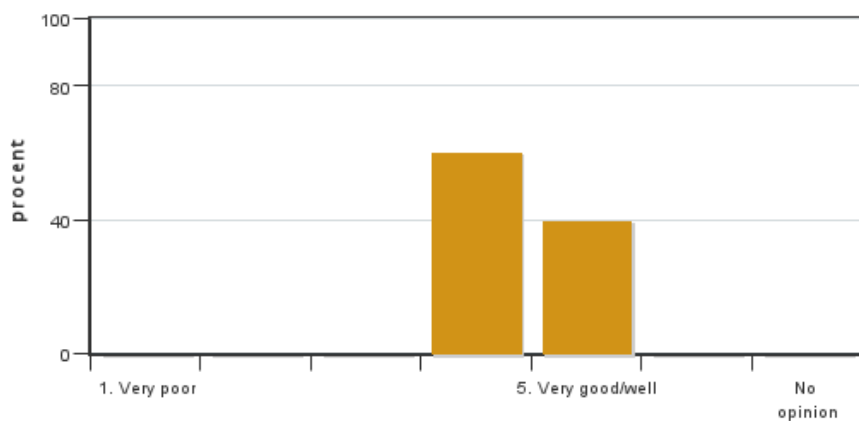
Number of students 10

Answer frequency 50 %

### Mandatory standard questions

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

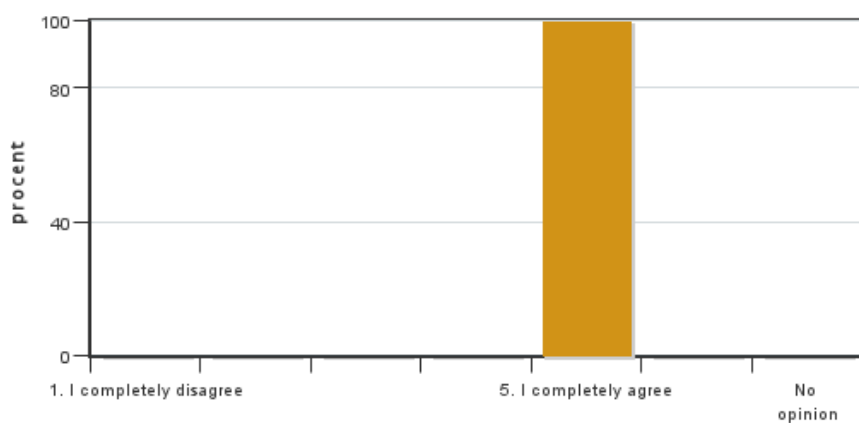


Answers: 5  
Medel: 4,4  
Median: 4

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

No opinion: 0

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

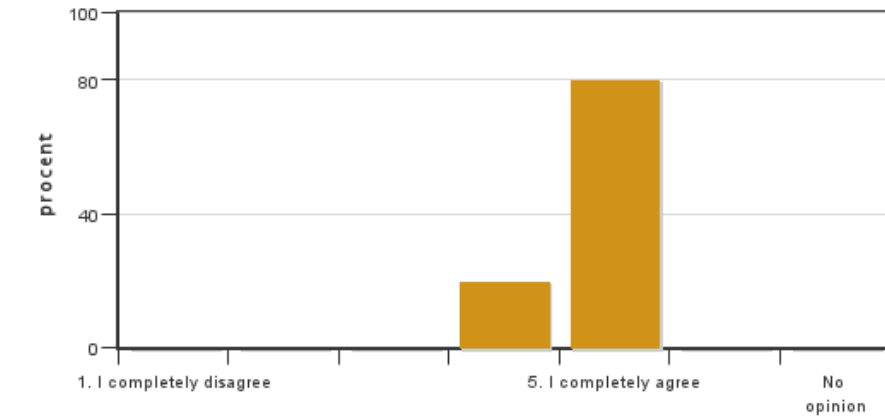


Answers: 5  
Medel: 5,0  
Median: 5

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

No opinion: 0

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

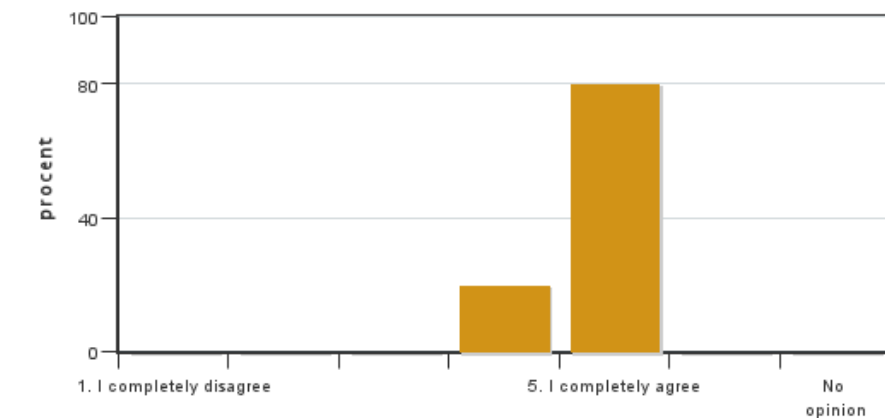


Answers: 5  
 Medel: 4,8  
 Median: 5

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

No opinion: 0

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

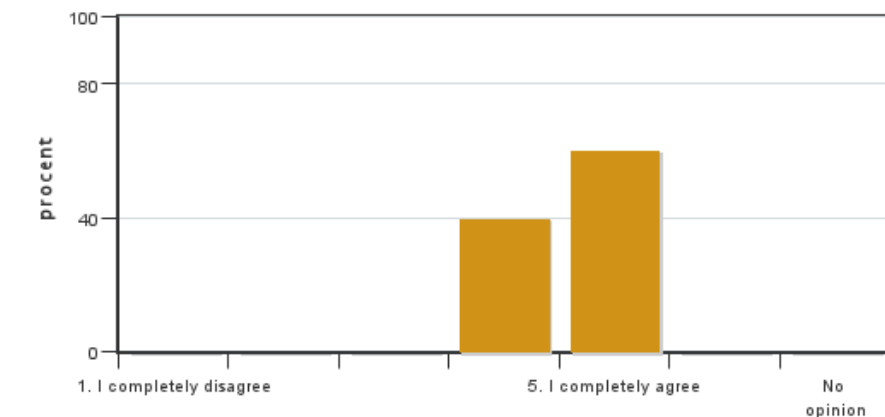


Answers: 5  
 Medel: 4,8  
 Median: 5

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: 4,6  
 Median: 5

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

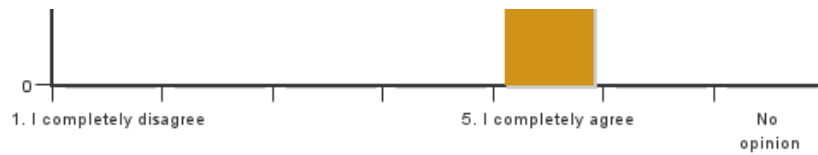
No opinion: 0

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



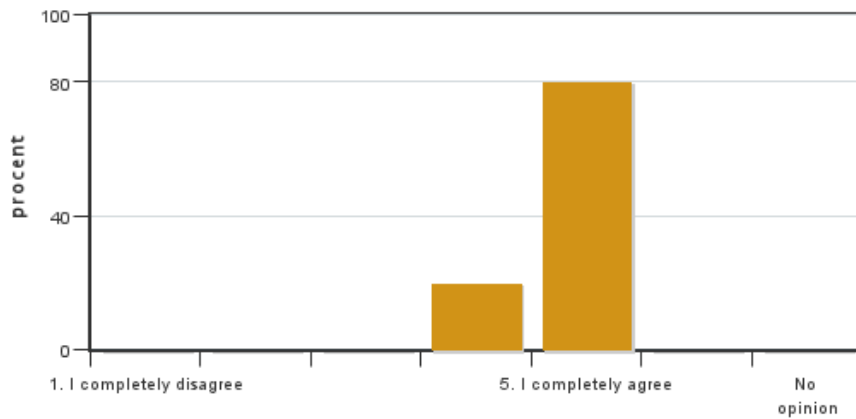
Answers: 5  
 Medel: 5,0  
 Median: 5

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



No opinion: 0

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

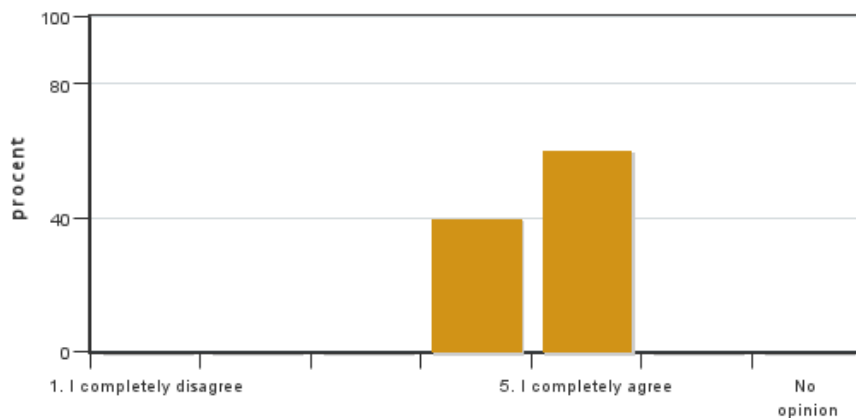


Answers: 5  
Medel: 4,8  
Median: 5

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

No opinion: 0

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

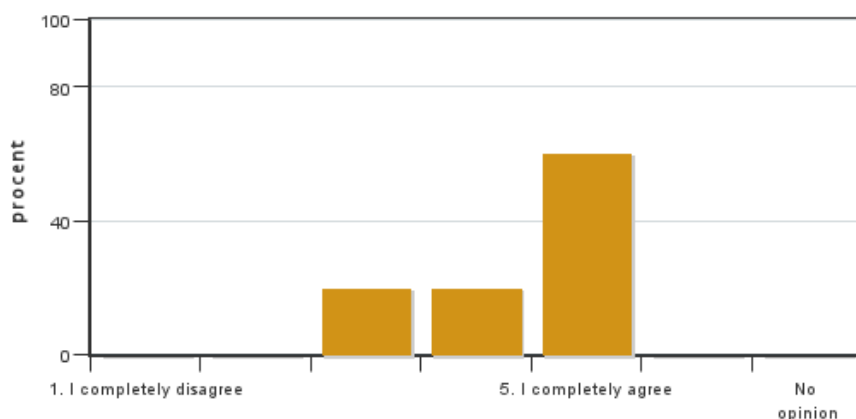


Answers: 5  
Medel: 4,6  
Median: 5

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).**

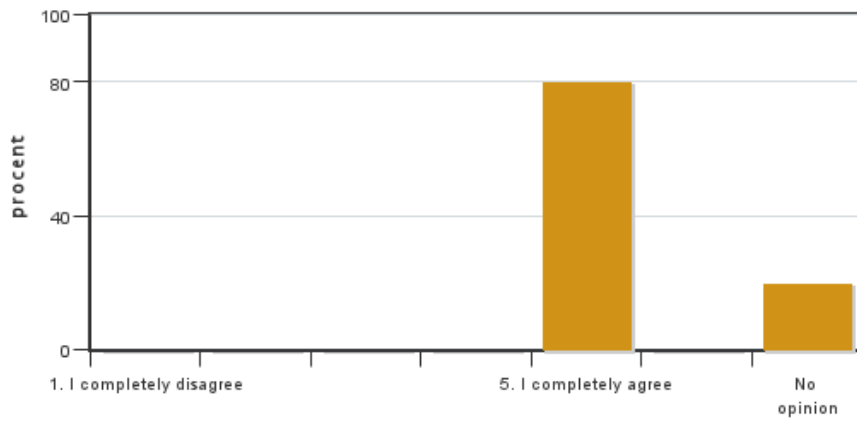


Answers: 5  
Medel: 4,4  
Median: 5

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

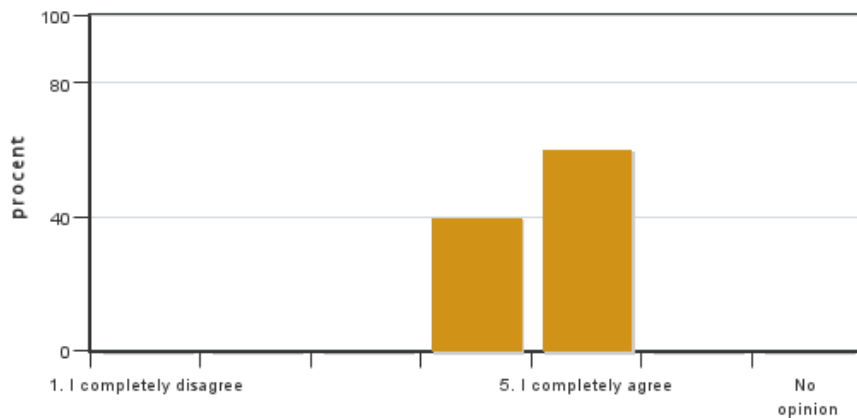


Answers: 5  
 Medel: 5,0  
 Median: 5

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

No opinion: 1

**11. The course covered international perspectives.**

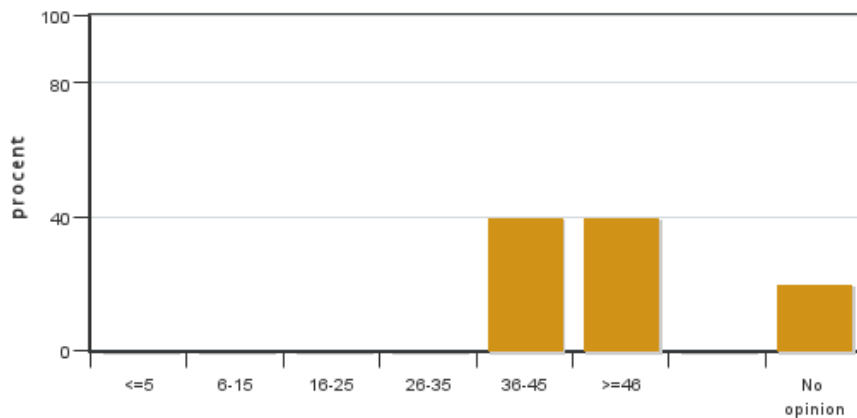


Answers: 5  
 Medel: 4,6  
 Median: 5

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).**

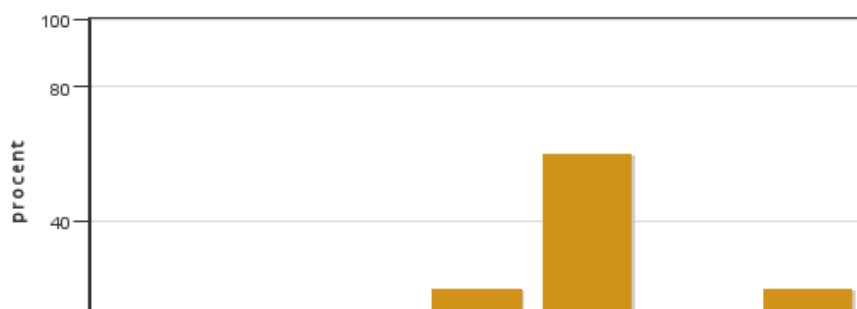


Answers: 5  
 Medel: 43,0  
 Median: 36-45

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

No opinion: 1

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



Answers: 5  
 Medel: 4,8  
 Median: 5

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

No opinion: 1

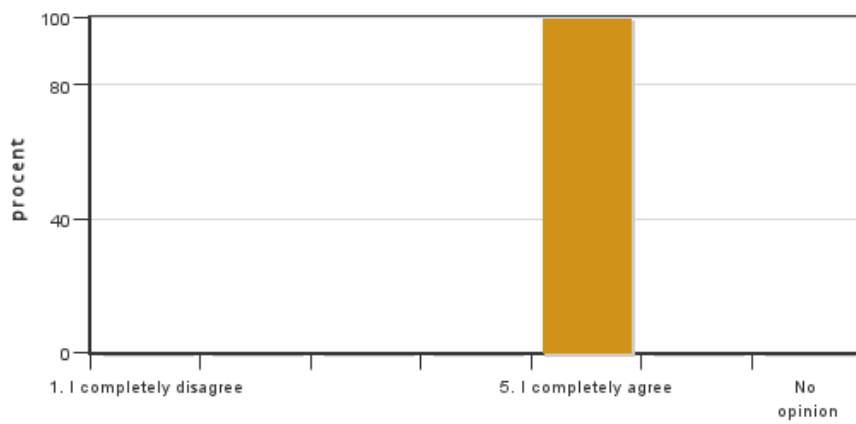


14. If relevant, please share what worked well when participating in teaching on distance

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

### Additional own questions

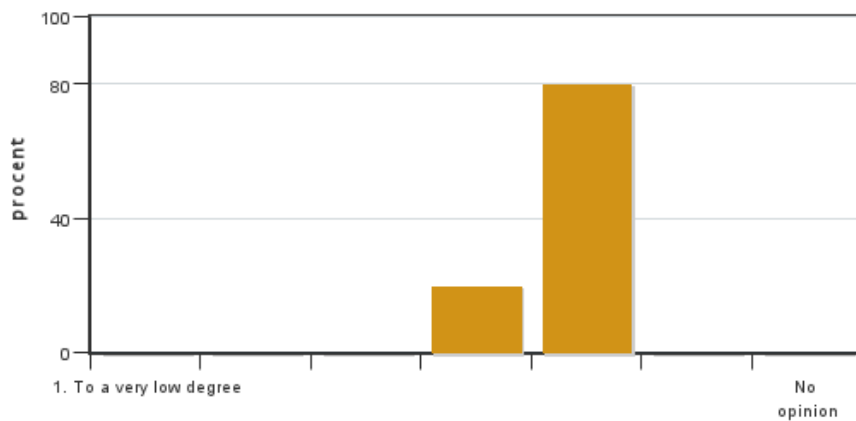
16. I have learned a lot about ecology on the course



Answers: 5  
Medel: 5,0  
Median: 5

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

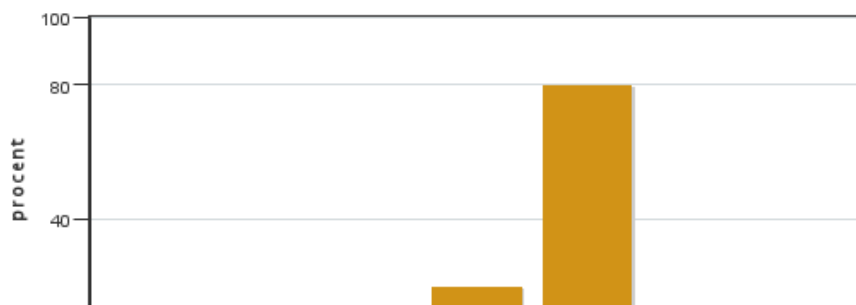
17. How did the lectures assist your learning?



Answers: 5  
Medel: 4,8  
Median: 5

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

18. How useful was the landscape excursion?

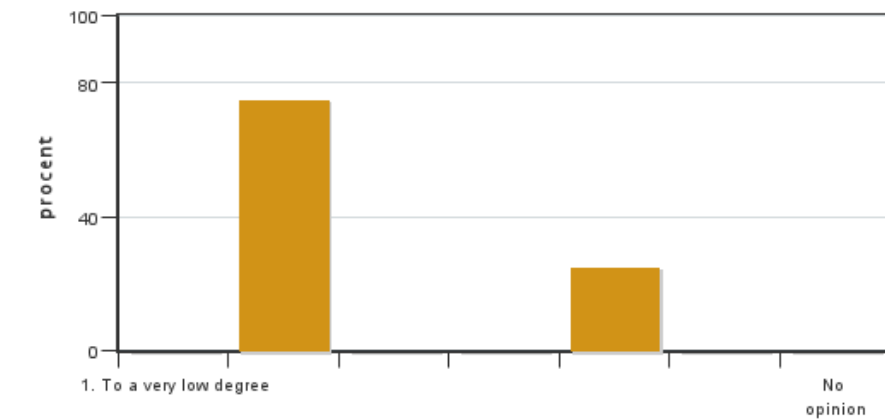


Answers: 5  
Medel: 4,8  
Median: 5

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



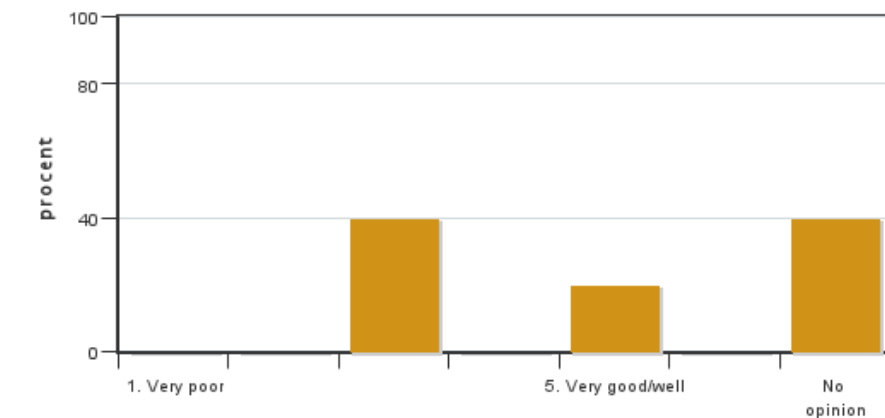
19. How much did the literature project aid your learning?



Answers: 4  
Medel: 2,8  
Median: 2

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

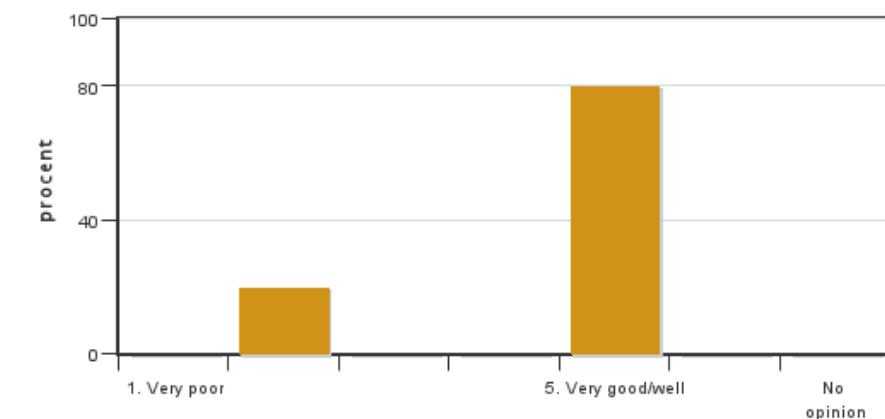
20. What did you think about the course book?



Answers: 5  
Medel: 3,7  
Median: 3

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

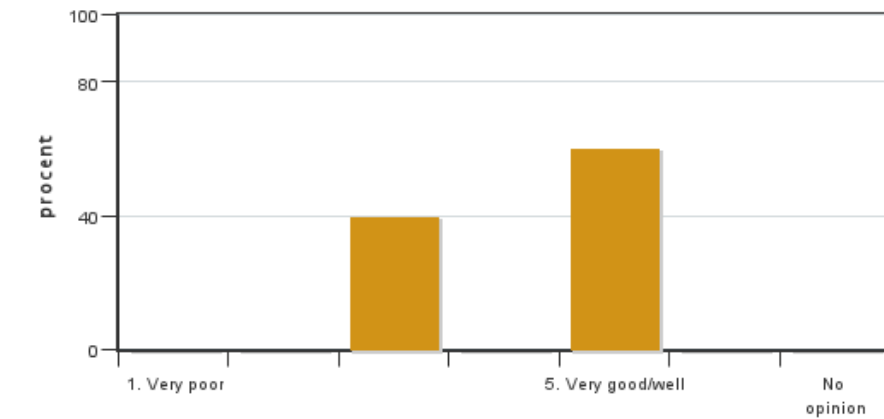
21. How useful were the discussion seminars for your understanding



Answers: 5  
Medel: 4,4  
Median: 5

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

22. What do you think about presentations as an examination format for the literature projects.



Answers: 5  
 Medel: 4,2  
 Median: 5

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

No opinion: 0

23. What were the three best things about the course?

23. What were the three worst things about the course?

23. Any advice about what could be done for the course in the future?

## Course leaders comments

The comments from the responsible teacher are based on the online course evaluation, followed up with additional rounds of comments from the students via the student representative, and also from comments during a general debriefing with all students and the responsible teacher at the end of the course. Although the statistics of the course evaluation is based on the participation of only 5 students (50% answer frequency), the general results appear to agree well with the comments from the student collective as a whole.

It is encouraging to see that, in general, the course participants highly appreciated the course and found most of its contents useful for their learning and understanding of the subject. They clearly indicated that they learned a lot of ecology, which is also borne out by high overall results on the examinations. The main aspect of the curriculum that has been problematic is that the contents of the textbook that was used as the main course literature has been much too extensive. This has forced the students to spend too much time in total on the course, with a sizable fraction indicating time spent well in excess of 46 h/week. The general opinion has been that the book is too comprehensive for the course level and the allotted time; too heavy in its content and too focused on models and mathematical expressions that are hard to comprehend without excessive effort. The extended time spent reading the course book has largely been drawn from the literature study, leaving very little time to complete this assignment. Consequently, the literature study has provided limited learning opportunities, including opportunities for feedback, and has been under-appreciated compared to its usual standing on previous courses.

Note that the other components of the course have generally been highly appreciated and seen as good tools for learning. In the next iteration of the course, the main adaptation will likely be to exchange the present textbook for another, which can be more easily adapted to the educational level and the time available for the course. This should lead to a reduced work load overall, and provide a more balanced distribution of time and effort between different components.

## Student representatives comments

Summary of course evaluation – Basic Ecology (BI1394)

### 1. Physical learning environment

On average the students state that the physical learning environment has been satisfactory. One of the students

state that the lack of ventilation in Articum 1 made the sitting for the exam a bit tough.

### **1. Hours spend on the course**

On average the students on the course state that they have spent between 36 up to more than 46 hours per week studying, with comments stating the biggest reason for this being the amount of reading material and the overall lack of time to sufficiently cover all elements of the course within normal working hours.

### **1. Participating in the course on distance**

The students state that overall participating in the course on distance has worked well. It is stated that the recorded lectures has worked especially well when participating in the course on distance. Some of the students state that the problems with including all sound in the classroom especially during the seminars worked less well when participating in the course on distance. This may also make it harder to ask questions and feel comfortable asking questions, in contrast to being physically in the classroom.

### **1. Course elements aiding learning**

The students state that they completely agree that they have learned a lot about ecology on the course. The overall impression is that the lectures assisted the students learning in a very good way. If anything, more text in the PowerPoints of the lectures would have made it easier to follow.

Overall, the students state that they completely agree that the landscape excursion was useful for aiding learning on the course.

Most of the students state that the literature project aided their learning to a lesser degree than the other course elements. It is indicated that one of the reasons for this is the lack of time due to other elements of the course taking up a lot of time. More time set aside for the project could have improved the value of this course element for the students learning. But there are also comments stating that it was good to dive deep into a concept and that the project was a good way of putting knowledge into practice.

The overall comments about the course book can be summarized in it being heavy, complicated and a bit hard to understand. In addition it is stated that it was hard to pick out or identify what was important or not in the big amount of text/information.

The overall impression of the seminars are them being good in aiding in understanding of the course content. It was good to get the opportunity to discuss topics with other students, but it is also stated that it was hard to keep up with the reading and thus answering the big amount of questions for each seminar.

The opinions about the presentations as an examination format for the literature projects is that it was good and fun, but also that the instructions for the projects could have been more elaborated since it was hard to know what to focus on and what to include in the project or not.

### **1. Best things about the course**

The average things stated as the best things about the course are the lectures, the enthusiasm and eagerness to teach of the teacher/course leader, the excursion (putting theory in a practice) and ecology as a subject in itself (connecting different types of knowledge into a "big picture").

### **1. Worst things about the course**

The average things stated as the worst things about the course are the course book, high tempo/lack of time, the big amount of seminar questions (lack of time for them) and vague instructions on the literature project.

## 1. Suggestions for the future

Overall impression is that it is a very good course which is stated in the comments. Students advice about what can be improved for the course in the future:

- Bigger seminar groups
- Less focus and less reading of the course book
- Clearer instructions for the literature project

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Kontakta support: [support@slu.se](mailto:support@slu.se) - 018-67 6600