



Basic and applied ecology BI1397, 10158.2122

15 Hp

Pace of study = 100%

Education cycle = Basic

Course leader = Mattias Larsson, Åsa Lankinen

Evaluation report

Evaluation period: 2021-10-30 - 2021-11-15

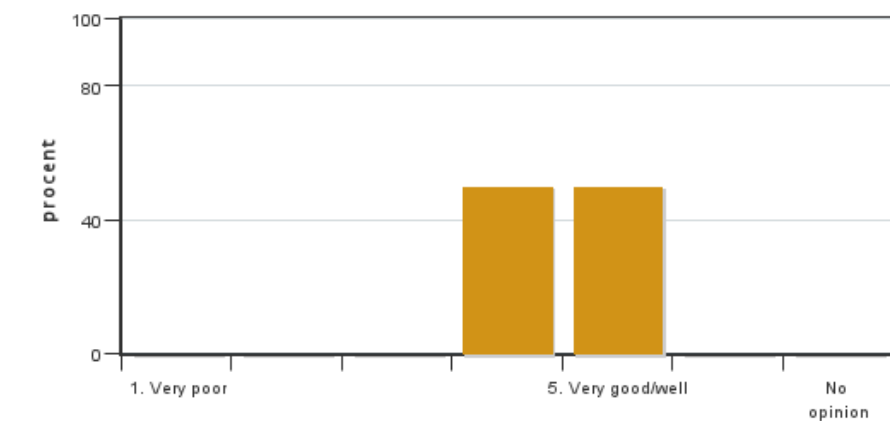
Answers 8

Number of students 14

Answer frequency 57 %

Mandatory standard questions

1. My overall impression of the course is:

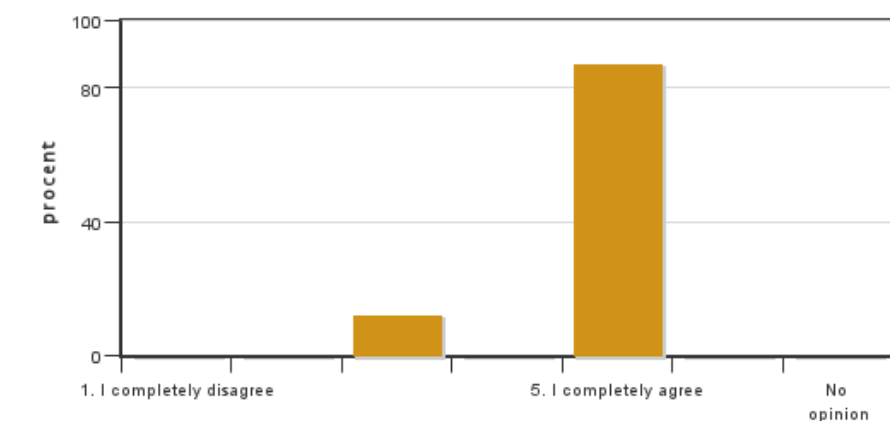


Answers: 8
Medel: 4,5
Median: 4

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

No opinion: 0

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

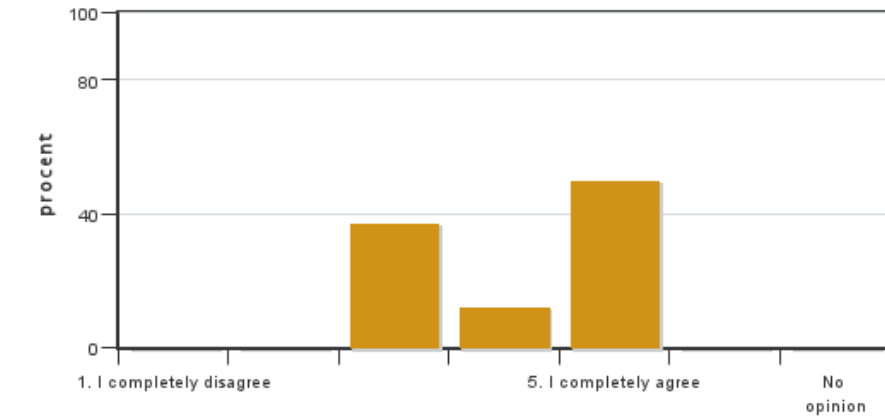


Answers: 8
Medel: 4,8
Median: 5

1: 0
2: 0
3: 1
4: 0
5: 7

No opinion: 0

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

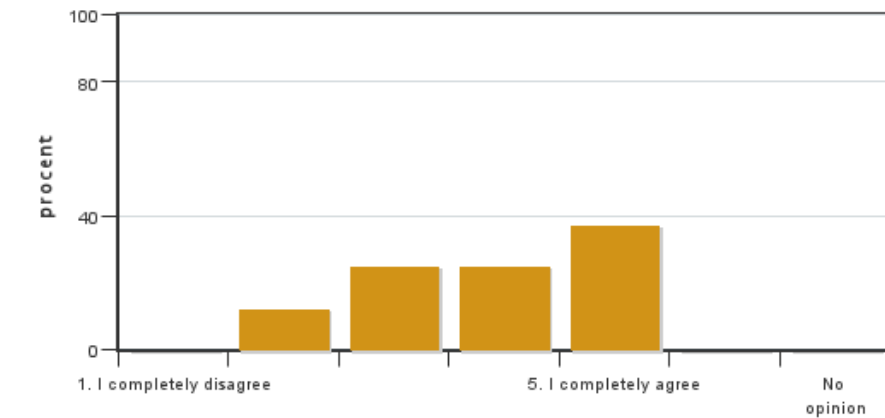


Answers: 8
 Medel: 4,1
 Median: 4

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

No opinion: 0

4. The information about the course was easily accessible.

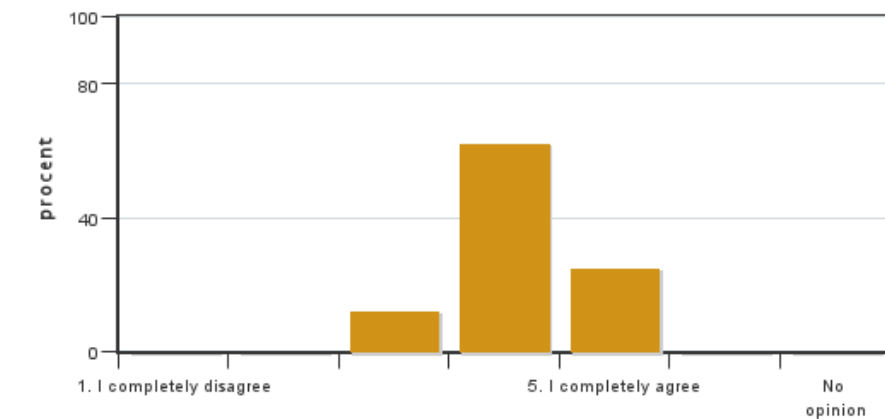


Answers: 8
 Medel: 3,9
 Median: 4

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

No opinion: 0

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



Answers: 8
 Medel: 4,1
 Median: 4

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

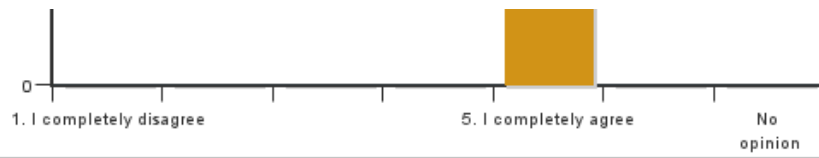
No opinion: 0

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



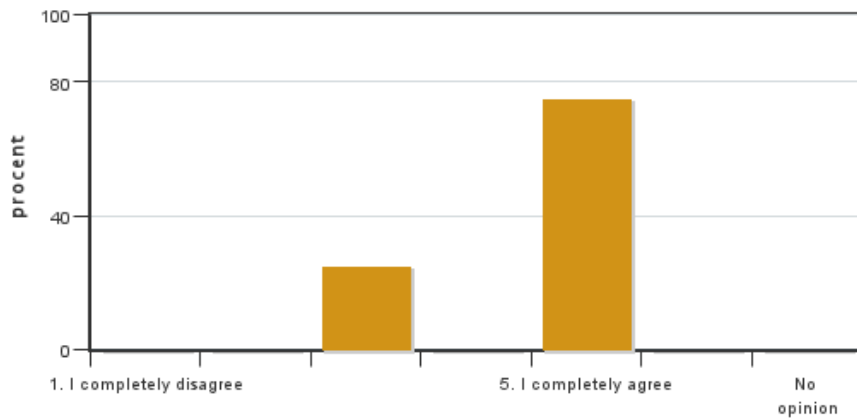
Answers: 8
 Medel: 5,0
 Median: 5

1: 0
 2: 0
 3: 0
 4: 0
 5: 8



No opinion: 0

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

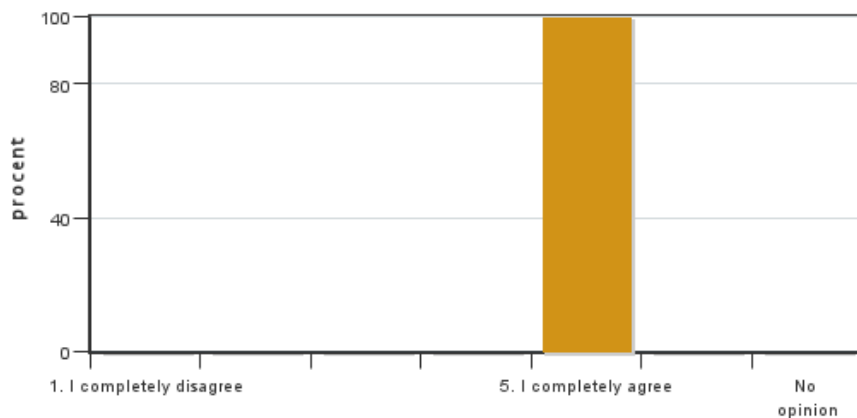


Answers: 8
Medel: 4,5
Median: 5

1: 0
2: 0
3: 2
4: 0
5: 6

No opinion: 0

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

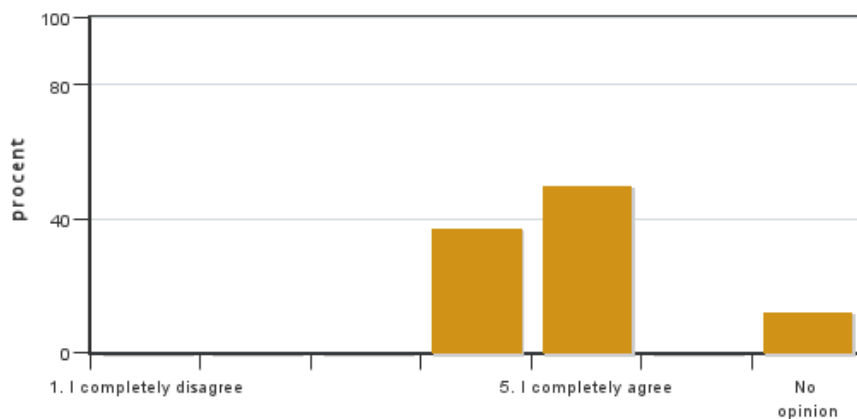


Answers: 8
Medel: 5,0
Median: 5

1: 0
2: 0
3: 0
4: 0
5: 8

No opinion: 0

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

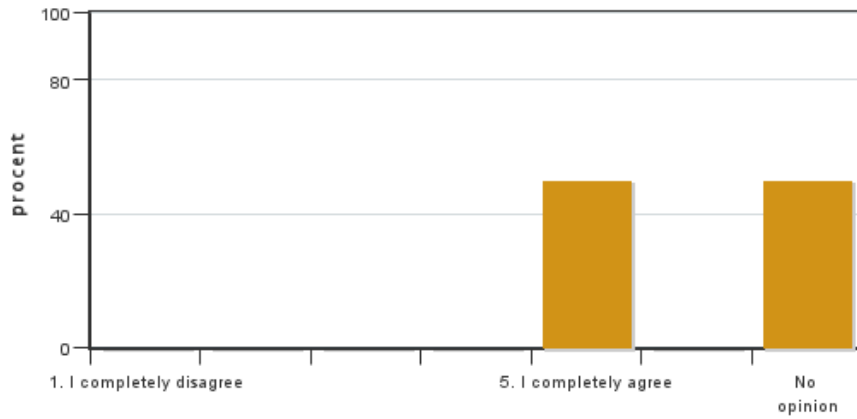


Answers: 8
Medel: 4,6
Median: 5

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

No opinion: 1

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).

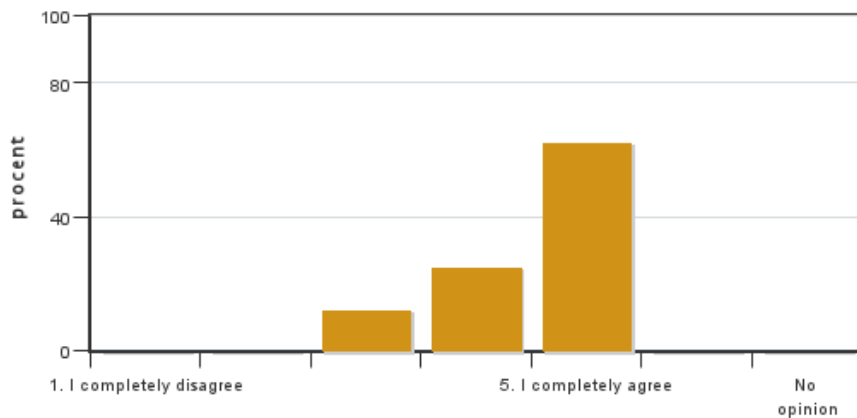


Answers: 8
 Medel: 5,0
 Median: 5

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

No opinion: 4

11. The course covered international perspectives.

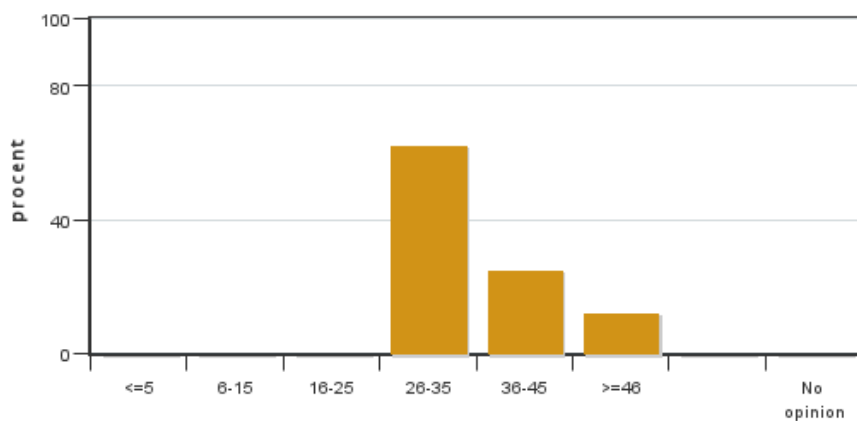


Answers: 8
 Medel: 4,5
 Median: 5

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

No opinion: 0

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

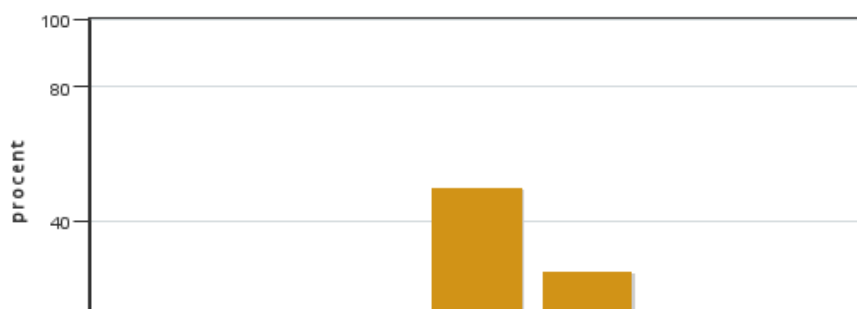


Answers: 8
 Medel: 34,5
 Median: 26-35

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

No opinion: 0

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



Answers: 8
 Medel: 4,1
 Median: 4

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

No opinion: 1

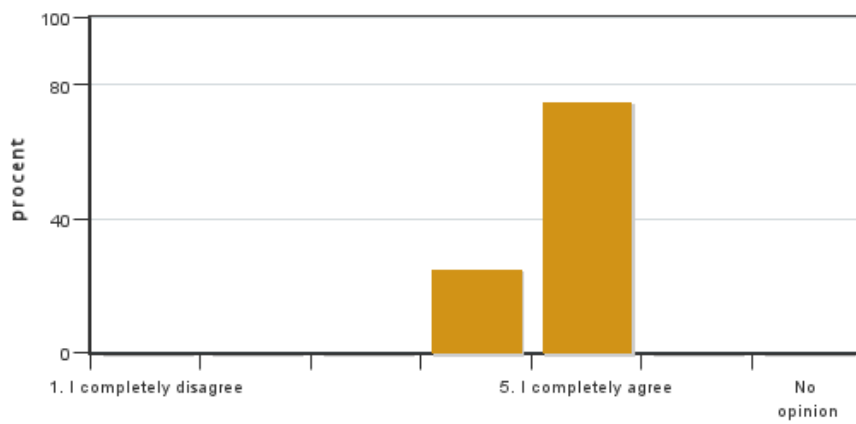


14. If relevant, please share what worked well when participating in teaching on distance

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

Additional own questions

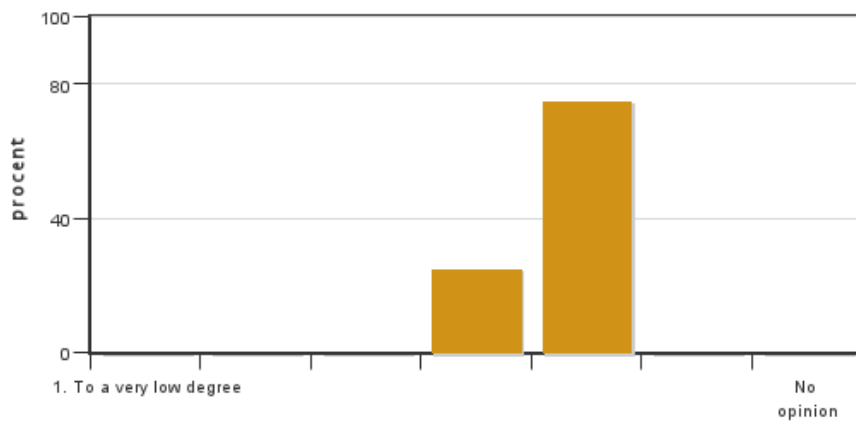
16. I have learned a lot about ecology on the course



Answers: 8
Medel: 4,8
Median: 5

1: 0
2: 0
3: 0
4: 2
5: 6
No opinion: 0

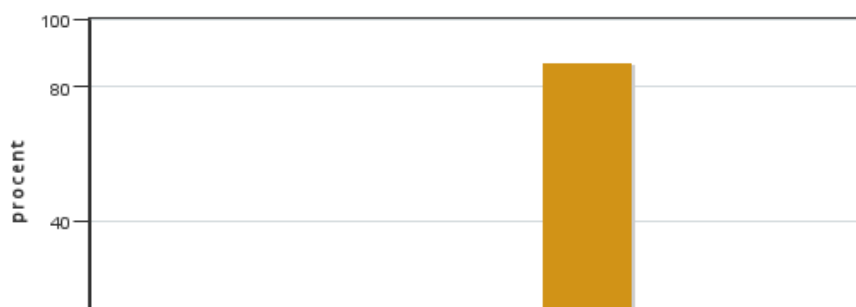
17. How did the lectures assist your learning?



Answers: 8
Medel: 4,8
Median: 5

1: 0
2: 0
3: 0
4: 2
5: 6
No opinion: 0

18. How useful was the landscape excursion?

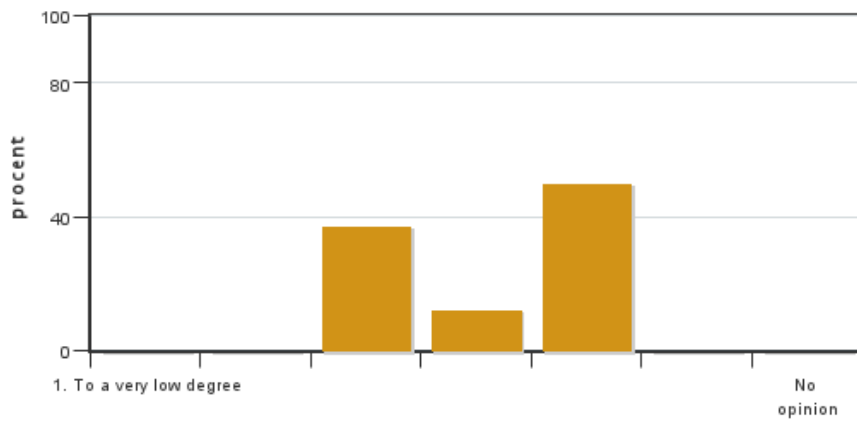


Answers: 8
Medel: 4,8
Median: 5

1: 0
2: 0
3: 1
4: 0
5: 7
No opinion: 0



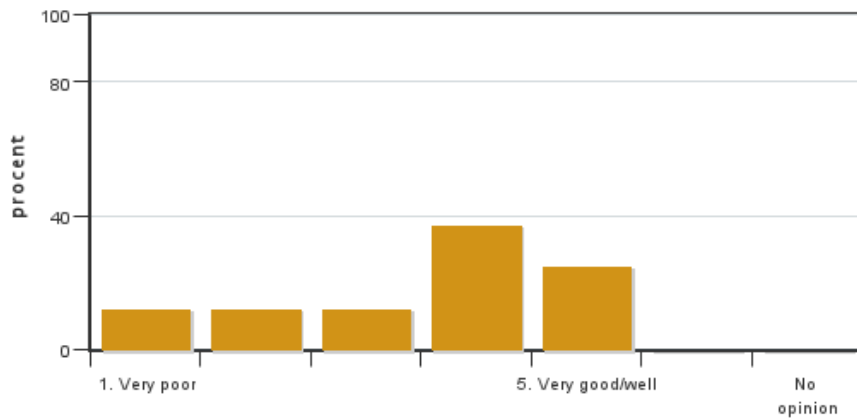
19. How much did the literature project aid your learning?



Answers: 8
 Medel: 4,1
 Median: 4.5

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

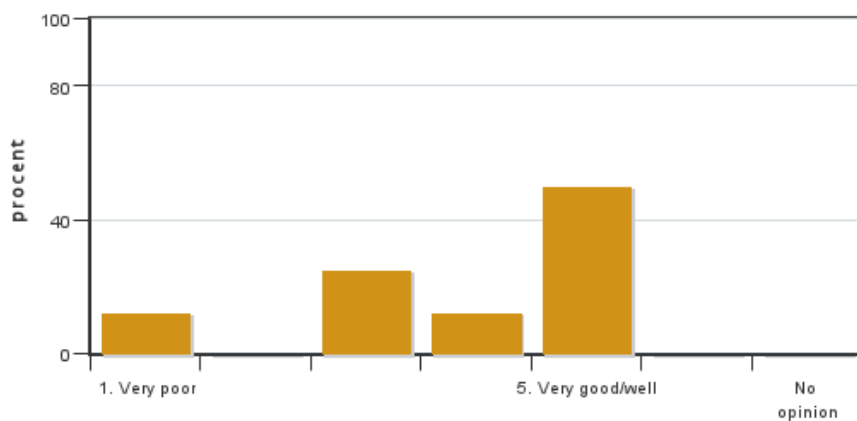
20. What did you think about the course book?



Answers: 8
 Medel: 3,5
 Median: 4

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

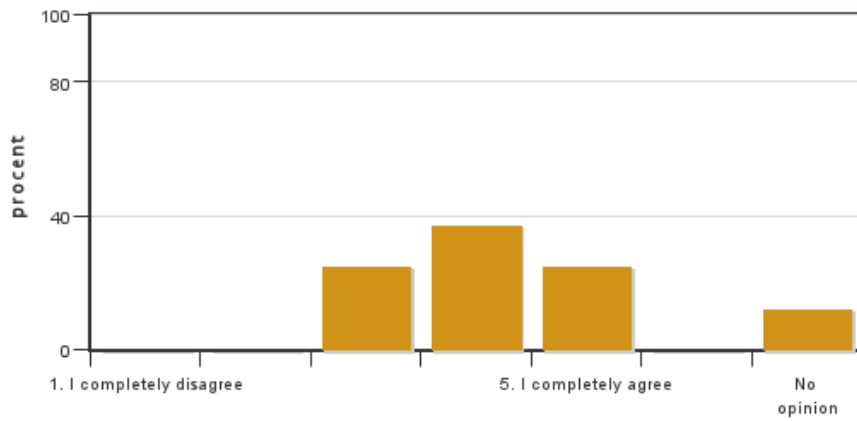
21. How useful were the discussion seminars for your understanding



Answers: 8
 Medel: 3,9
 Median: 4.5

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

22. The in-depth research lectures provided useful insights into the connections between research and ecology

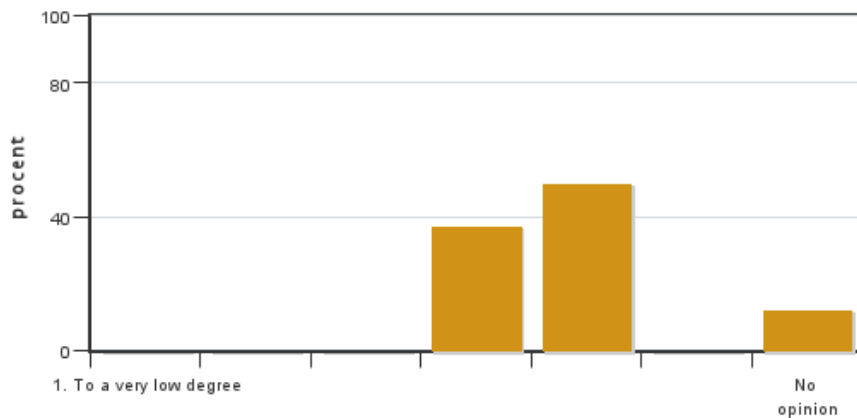


Answers: 8
 Medel: 4,0
 Median: 4

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

No opinion: 1

23. How much did the individual case study aid your learning and understanding

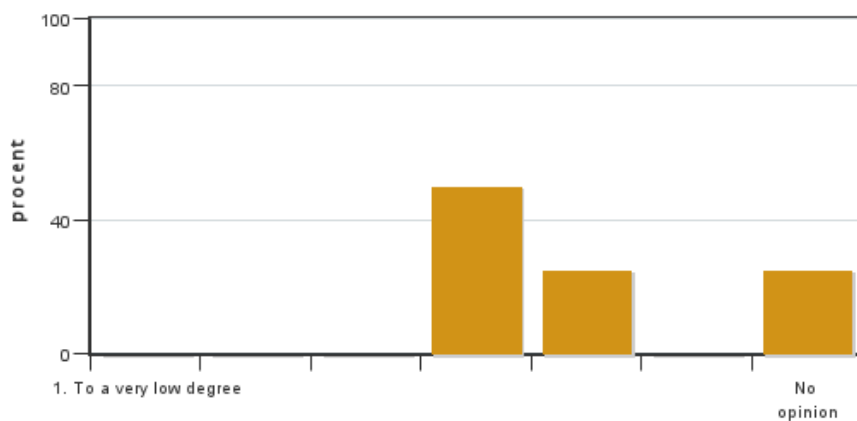


Answers: 8
 Medel: 4,6
 Median: 5

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

No opinion: 1

24. How much did the empirical project aid your learning and understanding

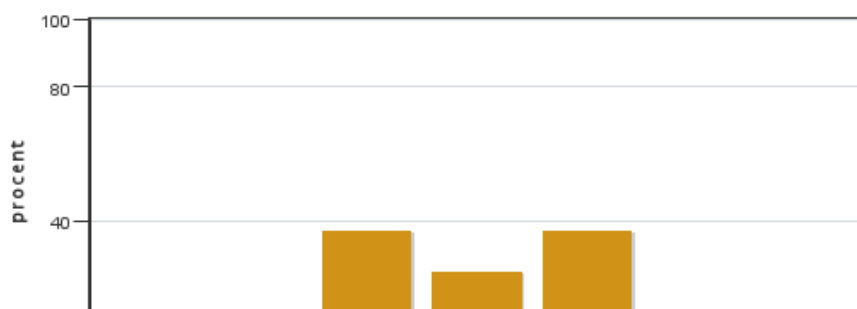


Answers: 8
 Medel: 4,3
 Median: 4

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

No opinion: 2

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



Answers: 8
 Medel: 4,0
 Median: 4

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

No opinion: 0



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

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

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

Course leaders comments

The general impression from the course evaluation is that the students expressed a high degree of appreciation for the course, and have to a great extent achieved its core objectives. This is in agreement with the examination results, which were very good over all, with regards to the written exam as well as the different assignments with presentations. Most of the components of the course appear to have been considered useful and interesting, and provided good learning opportunities.

Main concerns that should be addressed in future iterations of the course includes that the schedule of the course has been too overbearing and unbalanced. The course was run for the first time in its present format, and some things have to be adjusted. One major problem concerns the course book, which has been used for the first time and which has been unsuitable in its format for the course. Its contents have been too extensive and complicated to cover during the first half of the course, and it has not been possible to reduce the material used in the course without losing the overall coherence. This has led to the reading assignments during the first part of the course consuming far too much time, which in turn has negatively affected the time spent and the appreciation for other assignments, such as the literature group project.

In the next iteration of the course the total content will be reduced, partly by replacing the course book with another, more suitable in extent and type of content for this course. The extent of questions to be addressed during the literature seminars will also be reduced. This will presumably make the reading material more adapted for the course, both in terms of volume and the degree of complexity. Some course topics will also be shifted from the first half of the course to the second half. This should in turn provide more time at the beginning for the initial literature project, which runs through the first half of the course, but also allow time to initiate and develop assignments that will run through the full extent of the course, such as the individual case study and the course project.

Student representatives comments

56% (8 ppl) of the registered students answered the survey. 6 participants answered the final questions, and the three most frequent answers where:

What were the three best things about the course?

- Excursion (6)
- Teacher, engaged in students (4)
- Lectures (2)

Answers also included the Case study, seminars, Empirical study and the book.

What were the three worst things about the course?

- Stressful, high tempo/short on time (4)
- Book (3)
- Presentations, too many (3)

Also included was answers about the information was lacking overall, and that what was expected from the students wasn't clear. Some answers also stated the seminars, lack of content in later part of the course and the Literature project.

This represent what's been stated in the questions overall, and what could be concluded by the diagrams. Many of the students expressed that the first part of the course was stressful, but during the later part there was more time set aside for individual studies. Considering participating via Zoom, most found it working out well in general, but for discussions the hybrid version wasn't optimal.

There're mixed emotions expressed for the book, but most of the students didn't feel it contributed as it was supposed to. Lectures supported the learning, and the students express that the teachers were making the subjects comprehensive and interesting and that they were supportive.

The projects were appreciated, and the participants enjoyed going in depth and applying their knowledge on ecology, although for some of the projects there could have been more time set aside for getting the most out of it. The presentations as examination were also appreciated and good for learning and practice, but again many experienced it stressful when time was scarce.

To sum it up, there were some recommendations on what could be done in the future.

- Written information available from start (3)
- Redistribute lectures from first to later part (2)
- New book (2)
- More excursions (2)
- Human ecology perspective would be interesting (1)
- Seminars on site only/not hybrid, and less questions (1), but keep them (1)