



Sustainable aquaculture HV0200, 10339.2122

15 Hp

Pace of study = 50%

Education cycle = Basic

Evaluation report

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

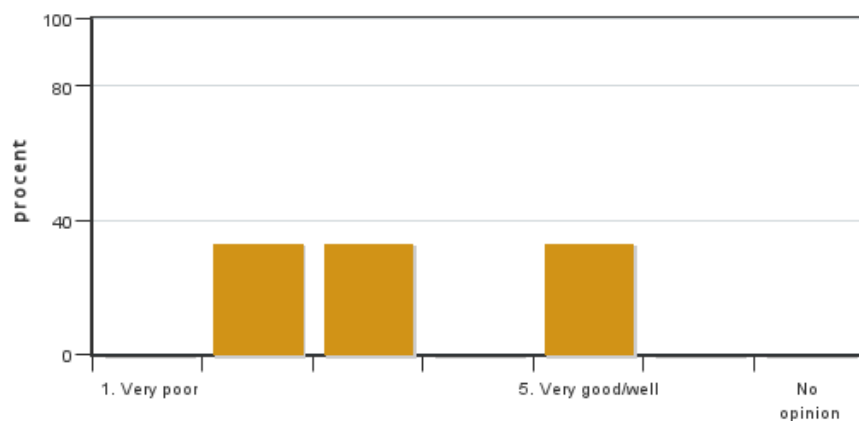
Answers 3

Number of students 14

Answer frequency 21 %

Mandatory standard questions

1. My overall impression of the course is:

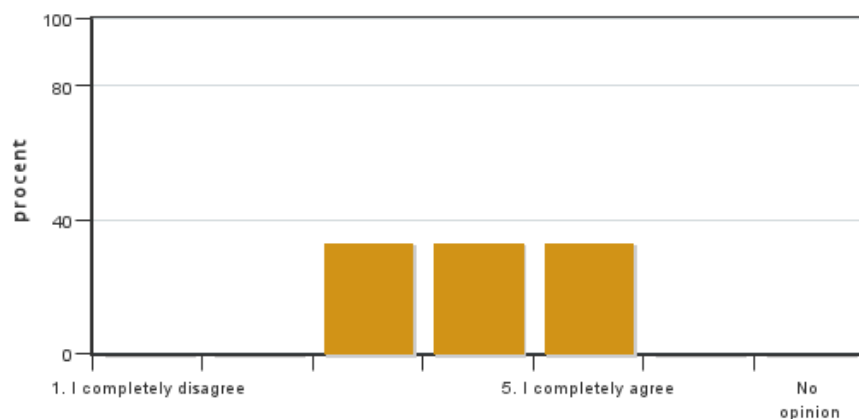


Answers: 3
Medel: 3,3
Median: 3

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

No opinion: 0

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

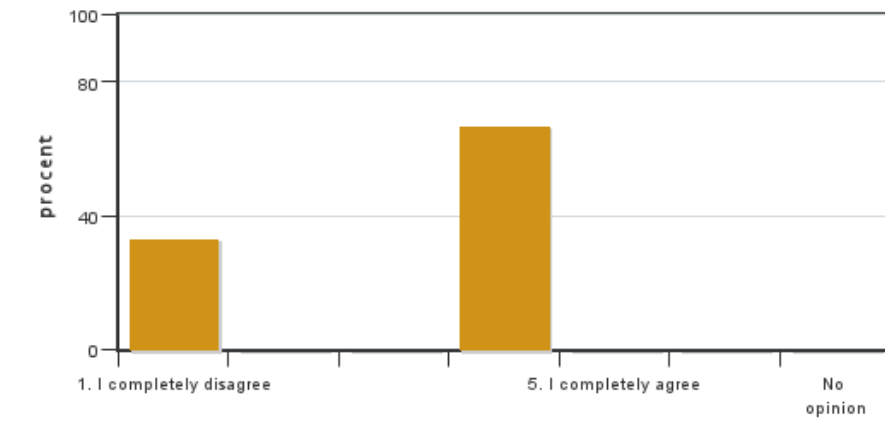


Answers: 3
Medel: 4,0
Median: 4

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

No opinion: 0

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

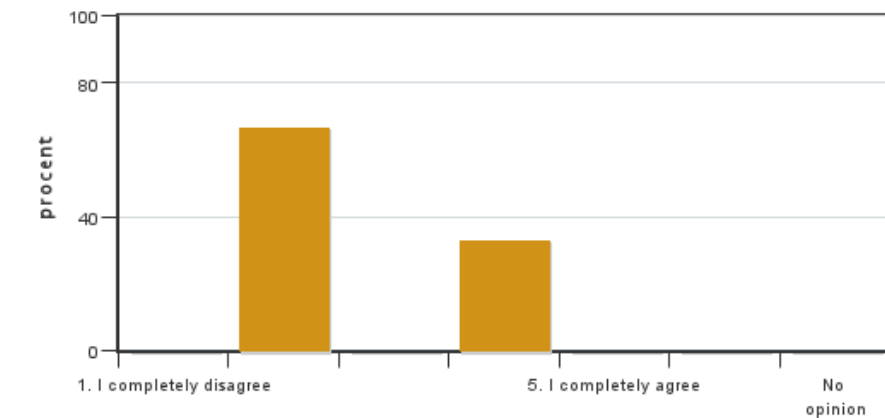


Answers: 3
Medel: 3,0
Median: 4

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

No opinion: 0

4. The information about the course was easily accessible.

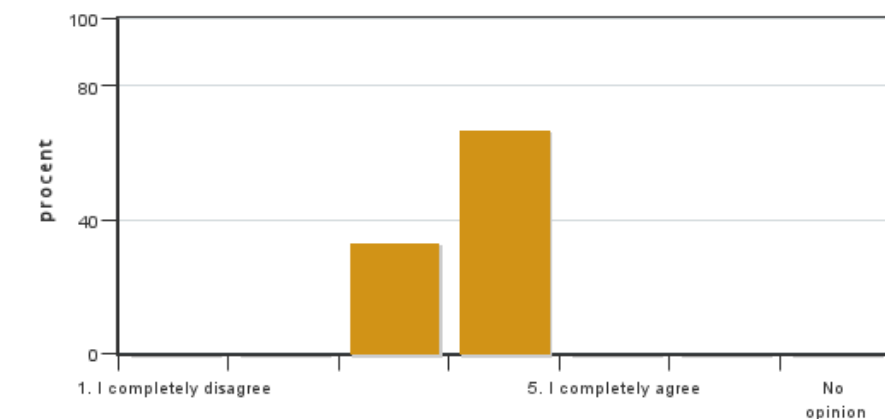


Answers: 3
Medel: 2,7
Median: 2

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

No opinion: 0

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

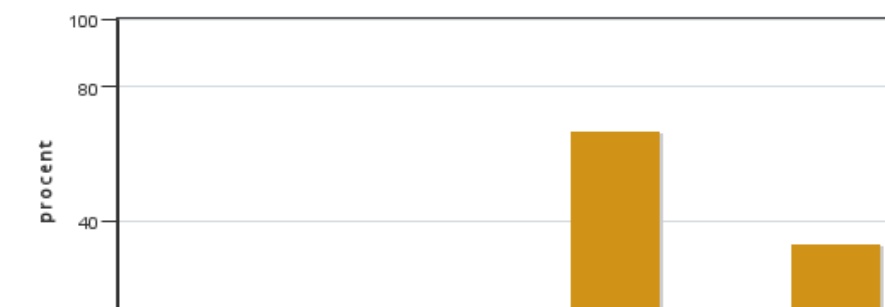


Answers: 3
Medel: 3,7
Median: 4

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

No opinion: 0

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



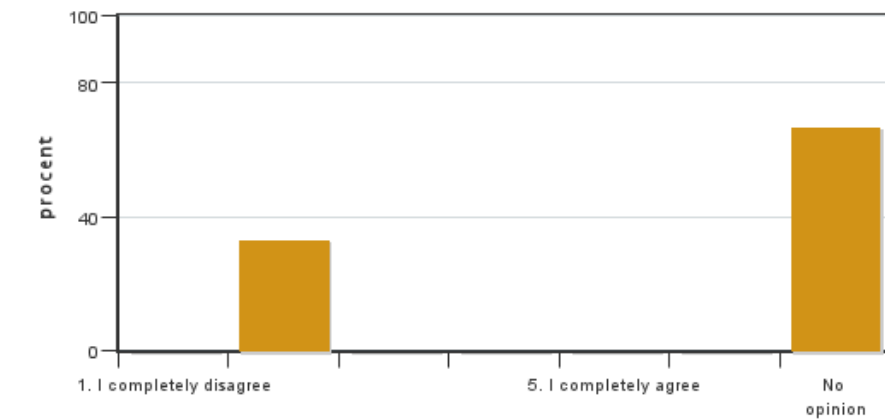
Answers: 3
Medel: 5,0
Median: 5

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

No opinion: 1



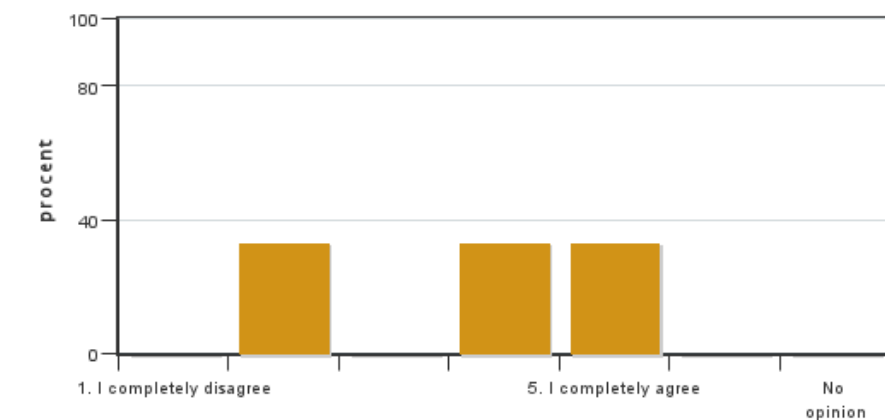
7. The physical learning environment (facilities, equipment etc.) has been satisfactory.



Answers: 3
Medel: 2,0
Median: 2

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

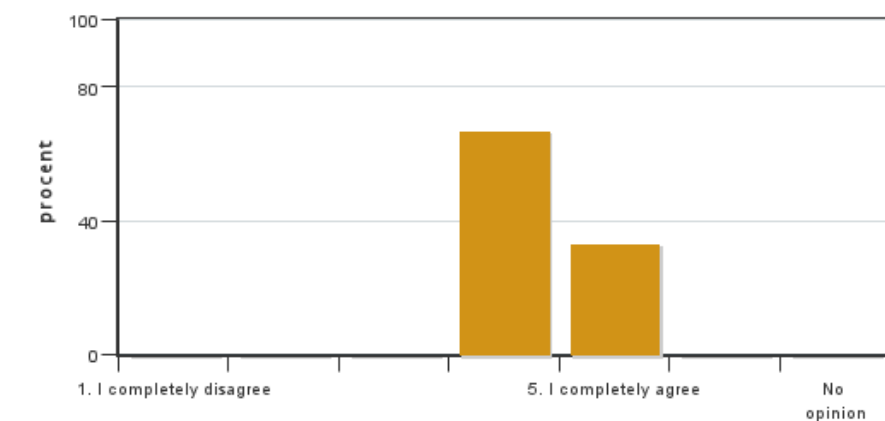
8. The examination(s) provided opportunity to demonstrate what I had learnt during the course (see the learning objectives).



Answers: 3
Medel: 3,7
Median: 4

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

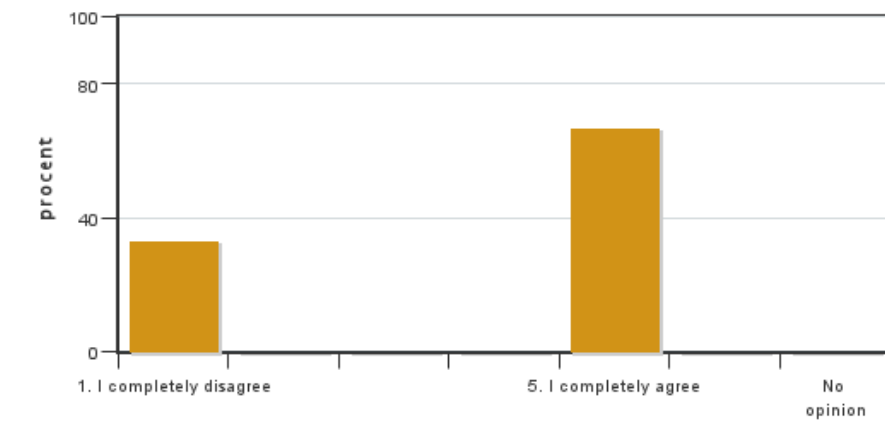
9. The course covered the sustainable development aspect (environmental, social and/or financial sustainability).



Answers: 3
Medel: 4,3
Median: 4

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

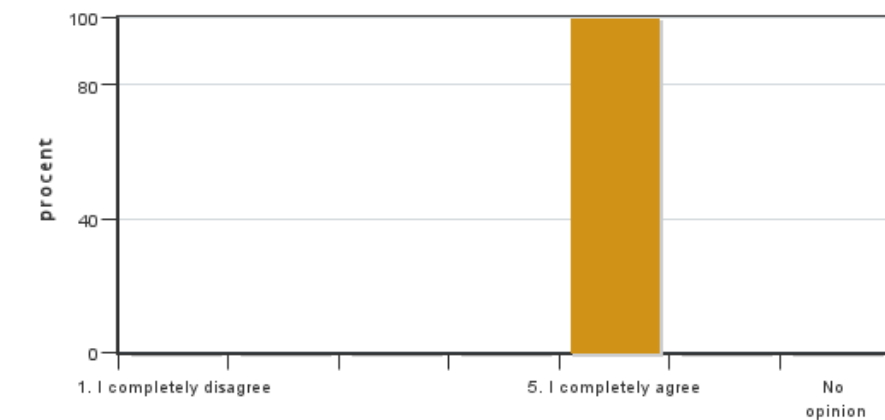


Answers: 3
Medel: 3,7
Median: 5

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

No opinion: 0

11. The course covered international perspectives.

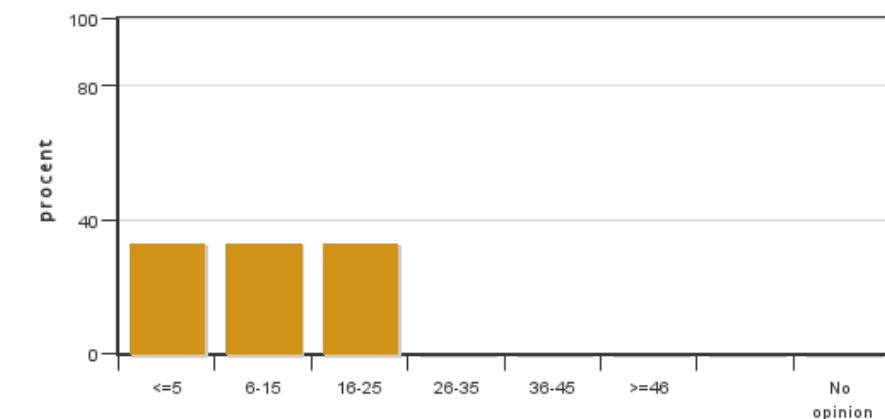


Answers: 3
Medel: 5,0
Median: 5

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

No opinion: 0

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



Answers: 3
Medel: 10,8
Median: 6-15

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

No opinion: 0

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



Answers: 3
Medel: 3,3
Median: 4

1: 1
2: 0
3: 0
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

Overall, the course received a score of 3.3. Unfortunately, only 3 students filled their evaluation reports out of the 10 students that participated. As such, no conclusive inferences can be made. However, according to the student representative report the course was positively perceived by the majority of the students.

The "Industry insights" events formed a critical part of the course allowing interaction with industry representatives from a wide range of countries. This format should be kept for the following cycle. However, student interaction should improve. Slight modifications in the timetable without having lectures late in the afternoon might help. Also, inclusion of additional activities like Q&A session could promote student interaction with the lecturers.

Student representatives comments

The course "Sustainable Aquaculture" was carried out successfully as a distance course during the autumn semester 2021. Students expressed satisfaction about the quality of the lectures and the participation/interaction level was relatively high throughout the semester. The content and the syllabus corresponded to the expectations of the participants and the additional knowledge acquired by the "industry insights" sessions was of great value for understanding the implementation potential of modern science in the aquaculture industry.

Despite most of the activities being in a digital environment, the design of the modules promoted student-teacher and student-student interaction. The latter was further supported by the group project which was an opportunity for the students to discuss, plan and work in teams.

Regarding the aspects that could be improved: some participants thought that the workload distribution was not equal throughout the course (intense weeks followed by relaxed ones). Furthermore, the majority of the individuals mentioned that the structure of the course material on Canvas was at times confusing and thus it would be better to divide it in sections and sub-sections.

Overall, "Sustainable Aquaculture" was perceived as interesting, engaging and was successful at introducing students to the field.