



Sustainability perspectives on contemporary fisheries. Where have all the fishes gone?

MX0143, 10309.2122

7.5 Hp

Pace of study = 25%

Education cycle = Basic

Evaluation report

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

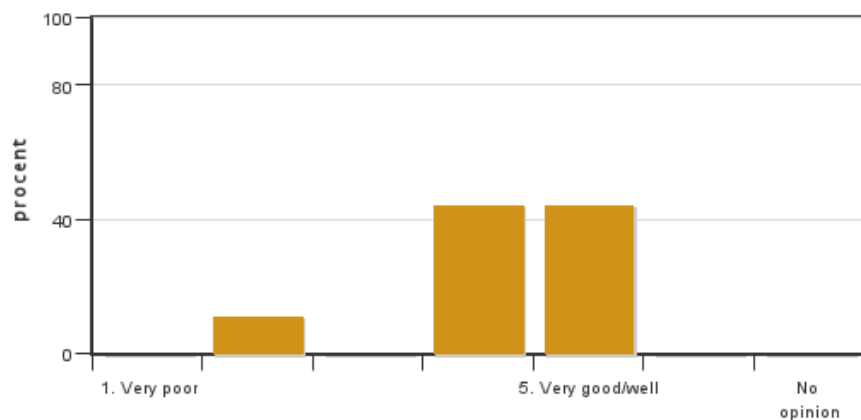
Answers 9

Number of students 18

Answer frequency 50 %

Mandatory standard questions

1. My overall impression of the course is:

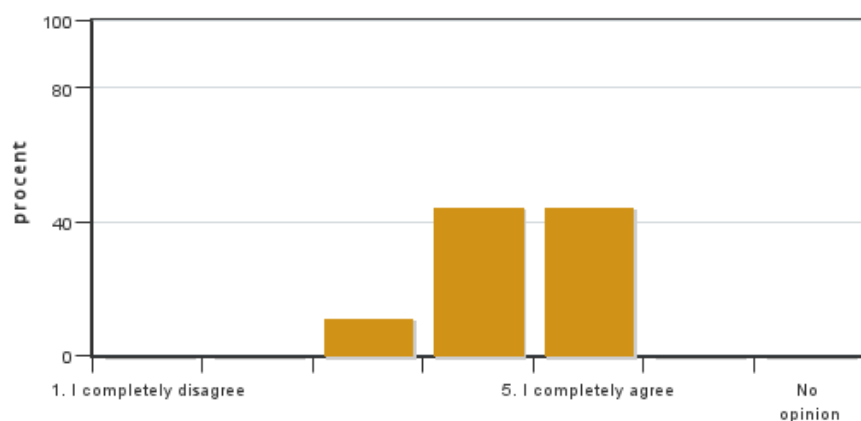


Answers: 9
Medel: 4,2
Median: 4

1: 0
2: 1
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.

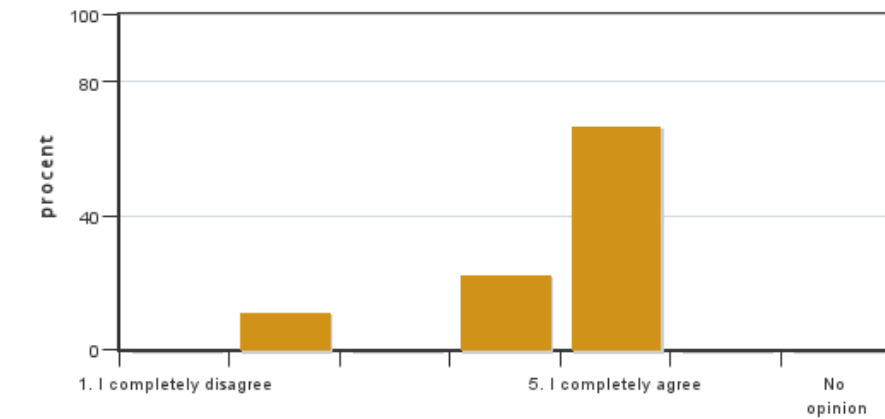


Answers: 9
Medel: 4,3
Median: 4

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

No opinion: 0

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

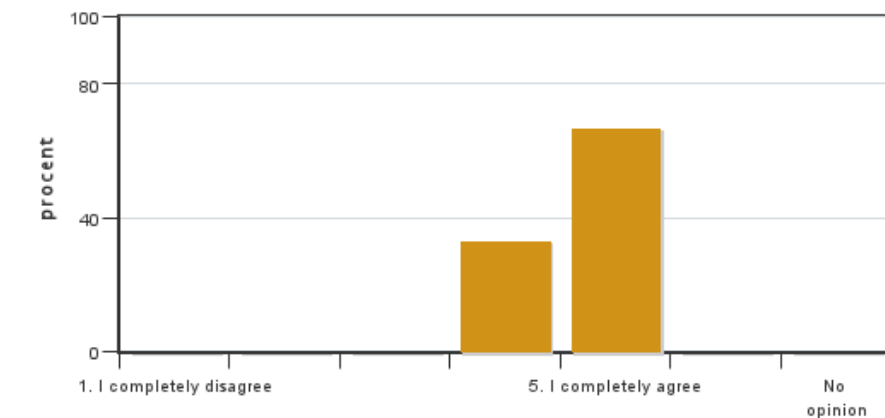


Answers: 9
Medel: 4,4
Median: 5

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

No opinion: 0

4. The information about the course was easily accessible.

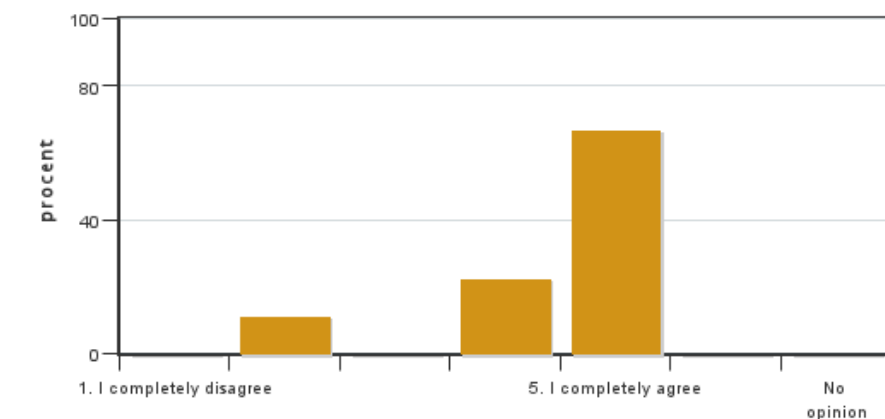


Answers: 9
Medel: 4,7
Median: 5

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

No opinion: 0

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

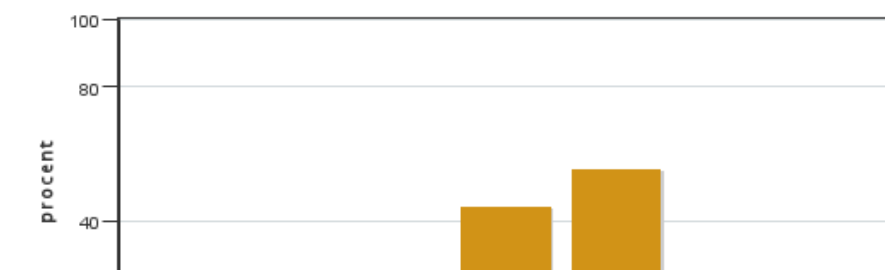


Answers: 9
Medel: 4,4
Median: 5

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

No opinion: 0

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



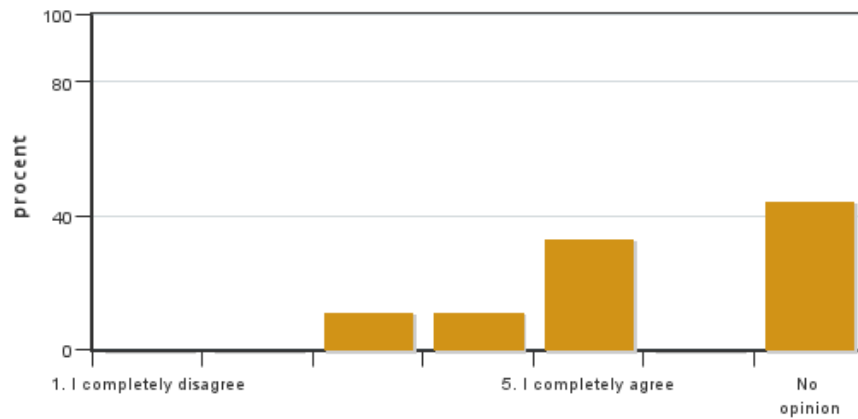
Answers: 9
Medel: 4,6
Median: 5

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



No opinion: 0

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



Answers: 9

Medel: 4,4

Median: 5

1: 0

2: 0

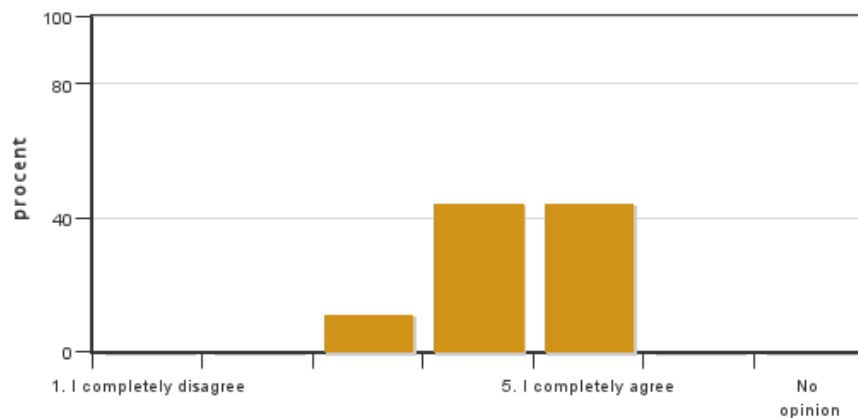
3: 1

4: 1

5: 3

No opinion: 4

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



Answers: 9

Medel: 4,3

Median: 4

1: 0

2: 0

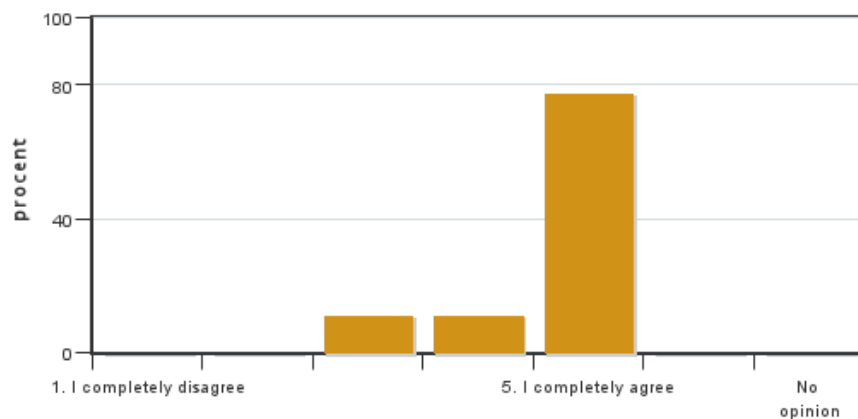
3: 1

4: 4

5: 4

No opinion: 0

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



Answers: 9

Medel: 4,7

Median: 5

1: 0

2: 0

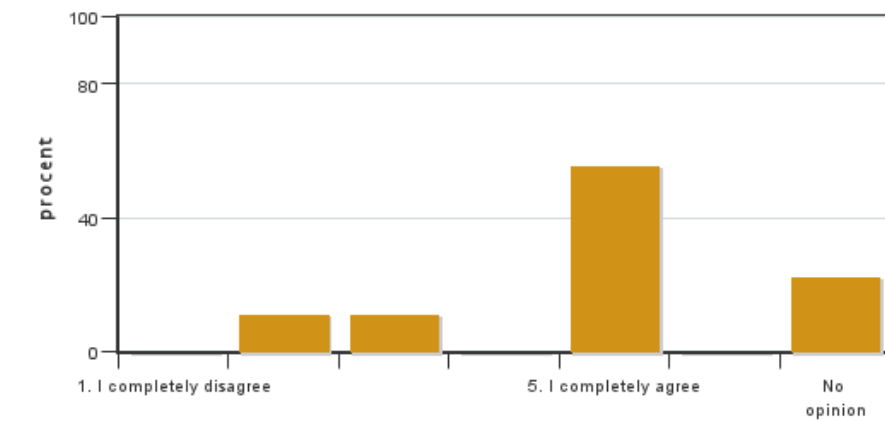
3: 1

4: 1

5: 7

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).

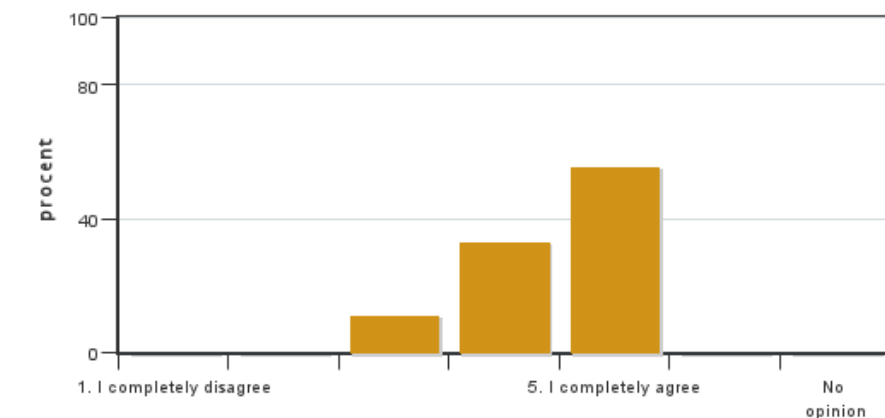


Answers: 9
Medel: 4,3
Median: 5

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

No opinion: 2

11. The course covered international perspectives.

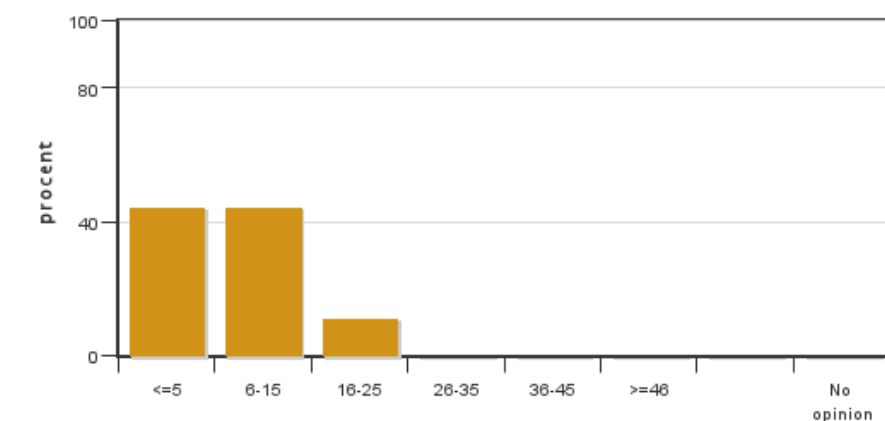


Answers: 9
Medel: 4,4
Median: 5

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

No opinion: 0

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

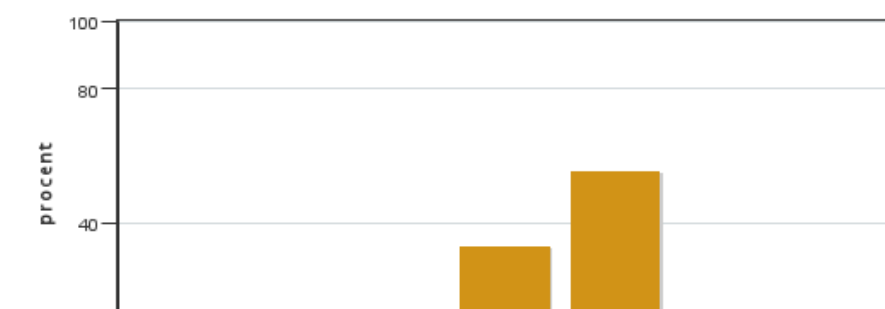


Answers: 9
Medel: 7,8
Median: 6-15

≤5: 4
6-15: 4
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: 9
Medel: 4,4
Median: 5

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

No opinion: 0

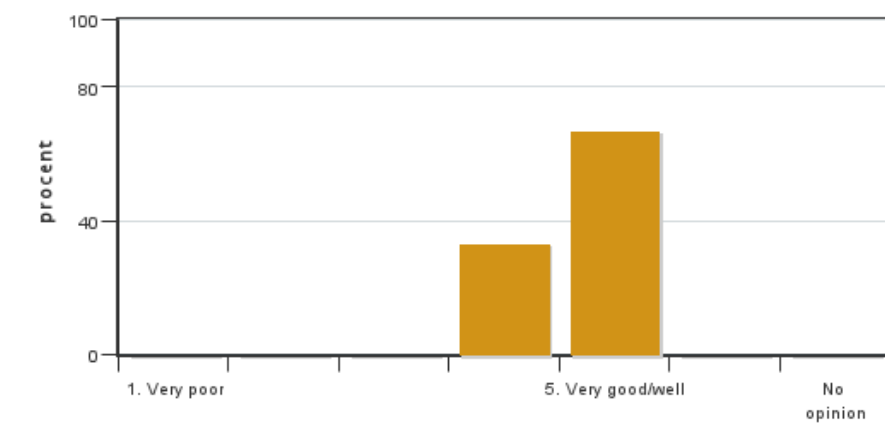


14. If relevant, please share what worked well when participating in teaching on distance

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

Additional own questions

16. My overall impression of the interview task is:



Answers: 9
Medel: 4,7
Median: 5

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

No opinion: 0

Course leaders comments

Nine students took the course evaluation, this does not equal to 50% answer frequency since some of the registered students did not take the course. In total there were 14 students that took the course, meaning answer frequency was 64%.

The overall evaluation of the course was positive, and I will aim at maintaining the high level in future course events. Students outside of SLU had some issues to access Canvas, we did manage to solve it in the end, but it required some work. I expect that this issue will remain in the future, but that I will be able to solve it quicker given the increase in experience from past course events.

One student commented that the exam questions were a bit too open. I will try to narrow the exam scope a bit for next course event but since it's a home exam the questions need to be rather open.

One student commented that mandatory hand-ins of missed lectures was on the negative side. This is however needed since the student's participation in the discussions at the lectures are graded. In order to grade also missed lecture events, the students need to hand in a summary.

The lack of social interaction due to the course being taught fully online was brought up as a negative aspect. This cannot be accommodated since the course will remain an online course. The positive side is that students from all around the world can participate. Some students also commented on the difficulty of keeping focused during 2.5 hours over zoom. I have suggested to the lecturers that they can include more discussions and tasks for the students in their lectures, but only some of the lecturers did so. I will emphasize that for the future.

Introduction between the participants and their background can be added. I have previously not included this since it can be viewed as a private matter. One way around this is that the students can present themselves if they want to,

and only to each other and not the course leader.

One student was a bit confused by the format, i.e., that the lectures are held by guest lecturers and that the course leader is not present at all lecture events. This format is due to the course being a CEMUS centre course, where one of the main points is that the lectures should be held by researchers in each respective field, rather than by the course leader. I will describe this format more in detail at the course introduction in coming course events. Due to budget constraints, it is impossible for the course leader to attend all lectures, but when I did not attend, the course assistant was always there. I.e., either me as course leader or the course assistant always attended the lecture given by guest lecturers.

One student suggested incorporating more information about labelling of sustainable fisheries. This should be included in the "fish as a food resource" lecture, but I will emphasize to that lecturer to include more on that topic.

Student representatives comments

The overall impression of the course was positive, with the majority of us students indicating it with a grade 4. Further explanation in regards to the reasoning for such positive feedback were the diversity of topics, capacity of interactive activities and critical thinking.

In respect to following the learning objectives, all of the answers ranged within the upper ratings, indicating that the students had the overall impression that the course content matched the learning objectives which, as a student highlighted, was focused on sustainable fishing.

Prior knowledge, for most of the students who have taken the evaluation survey, was sufficient enough in order to benefit from the course, with one student indicating that he or she was able to understand everything they taught in the course.

Easy access to course material was given according to the evaluations of the students. However, one of the comments indicated that it was a bit tricky for those who were not part of SLU to receive the login details and access to Canvas. This trouble was, however, solved by the excellent support Josefin provided, the student stated.

The various course components have for the majority of the students supported their learning, whilst stating that the topics were highly relevant and interesting and the exercises were helpful to foster one's learning process.

All of the students agreed that the social learning environment has been very inclusive, respecting each other's opinion, stating that it felt like everyone's opinion was valuable and thus contributed to a fruitful discussion.

Regarding the question if the physical learning environment has been satisfactory, the responses indicated that the question was difficult to answer, since it was a sole online course. Thus, half of the participating students indicated a positive reaction whilst the other ones indicated that they cannot comment on it, since it was not in school. One of the students also commented that the accessibility of Canvas was a bit challenging initially but otherwise graded the experience positive.

All of the students agreed with the statement that the examination provided the opportunity to demonstrate the learning during the course, enabling them to make use of ideas and information received and developed during the course. One comment was the difficulty of the exam questions themselves: On one hand it was quite open so one could decide for oneself what to include. On the other hand, however, the questions made it difficult to maintain a common thread and do not lose track of answering the questions.

All of the participating students agreed that the course covered the sustainable development aspect.

Half of the participating students agreed that the course included gender and equality aspects, regarding content and teaching practices, whilst some of the students were not aware that the course actually did so and others' remained neutral or disagreed with the aspect.

All of the participating students agreed that the course covered international aspects while discussing information from around the world and implementing international literature.

On average, the participating students spend

The overall experience of participating in the course online was positive. One of the students stated that he or she was even surprised how much he or she learned within this way of teaching.

When it came to the question on what worked well when participating in teaching on distance, the overall impression was that the interaction between teachers and students during lectures, as well as students to students during break-out discussions worked very well. Having the lectures online as well as later during the day gave the freedom to schedule around the courses more flexible and it also gave the opportunity to have students join from other further

away as well as inviting researchers that would perhaps not have the time or resources to physically join a lecture.

On the other hand, teaching on distance also posed some less well received experiences amongst those who have participated in the evaluation. The missing social interaction has been a comment that has been stated in most of the answers. It would have been nicer if the students would have had the opportunity to get to know their classmates better, even though they are aware that it will not come close to the social interaction they would have had when meeting in class in person. Another point in respect to a lack of social interaction was the missing personal experience with the lecturers. For some it felt harder to interrupt during a lecture because of this missing personal contact between student and lecturer. Long hours in the evening in front of the computer made it for some of the students to focus and or stay concentrated. It was acknowledged, however, that group work and interactive sessions helped. The requirement of mandatory supplementary hand-ins for missed classes has also been questioned by some students. It has been argued that mandatory hand-ins for a free-standing course like this one should be reconsidered and rules revised.

The overall impression of the interview task was well received amongst the participating students. Conducting interviews and including critical thinking in a new context has been very refreshing and an overall positive learning experience.

As recommendations for further topics of sustainable fisheries, the participating students suggested integrating lectures that are more theory and concept based. As a suggestion, one student suggested the inclusion of 1 hour theory / concepts, 1 hours guest lecture and 30 minutes open discussion; all of them guided by the course instructor. This would lead, as suggested, to a more solid structure of learning, where the guest lecturers could tailor their talk towards the theory and concepts and give their personal examples to. Another suggestion has been the integration of a deeper understanding of labeling in sustainable fisheries.