



Management of Biological Resources NA0168, 20125.2122

7.5 Hp

Pace of study = 50%

Education cycle = Advanced

Course leader = Efthymia Kyriakopoulou

Evaluation report

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

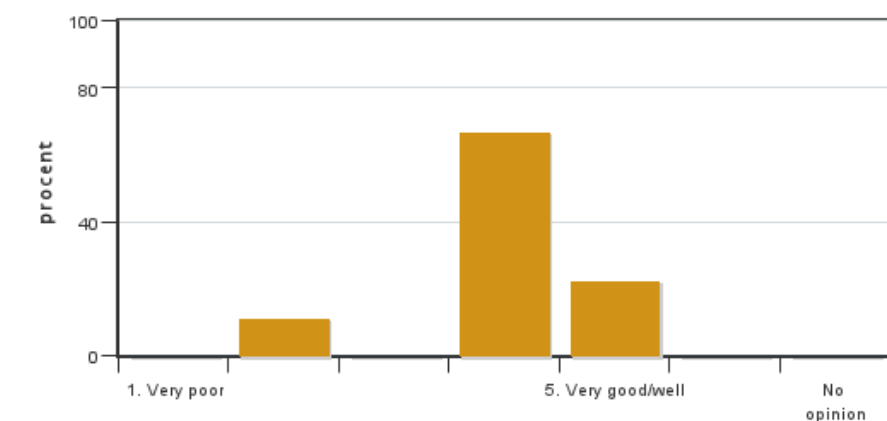
Answers 9

Number of students 20

Answer frequency 45 %

Mandatory standard questions

1. My overall impression of the course is:

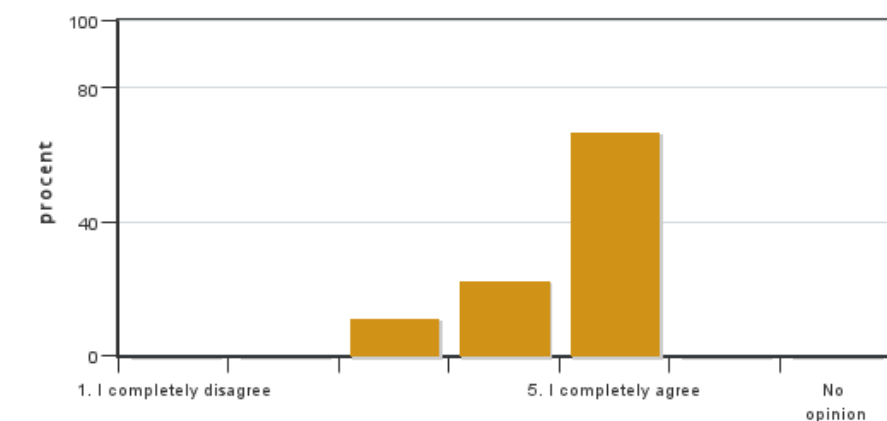


Answers: 9
Medel: 4,0
Median: 4

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

No opinion: 0

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

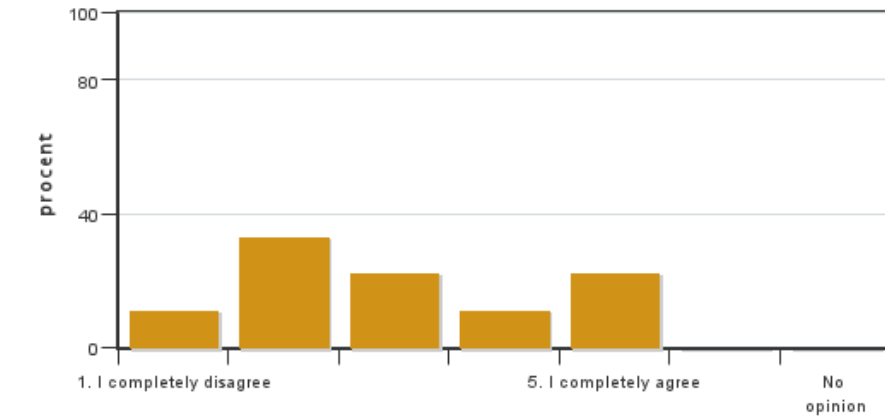


Answers: 9
Medel: 4,6
Median: 5

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

No opinion: 0

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

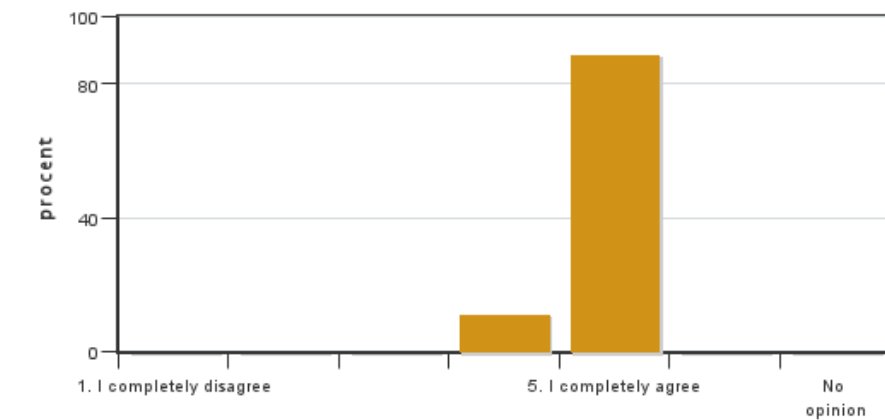


Answers: 9
 Medel: 3,0
 Median: 3

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

No opinion: 0

4. The information about the course was easily accessible.

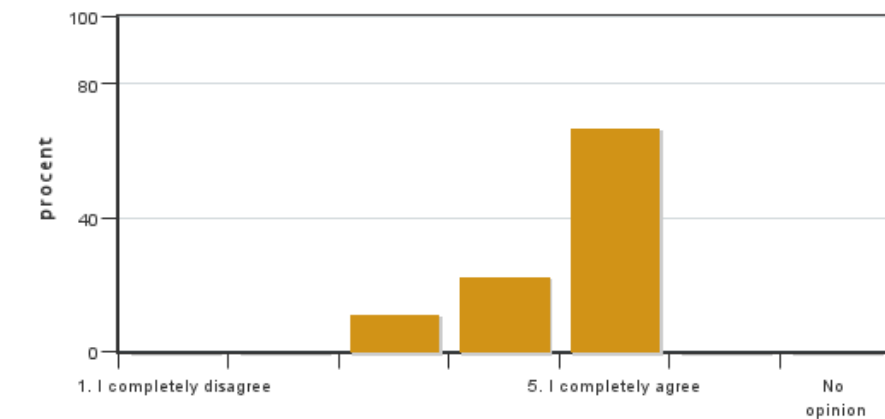


Answers: 9
 Medel: 4,9
 Median: 5

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

No opinion: 0

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

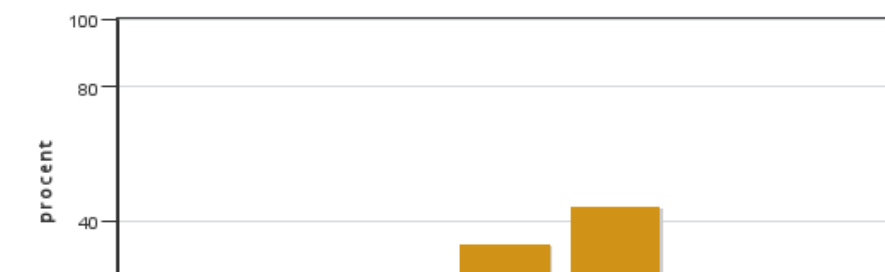


Answers: 9
 Medel: 4,6
 Median: 5

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

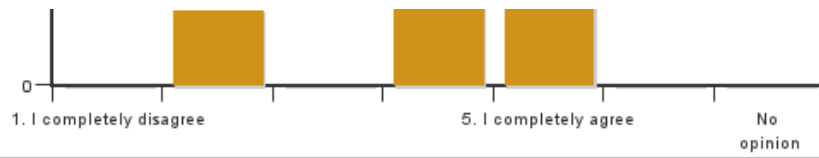
No opinion: 0

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



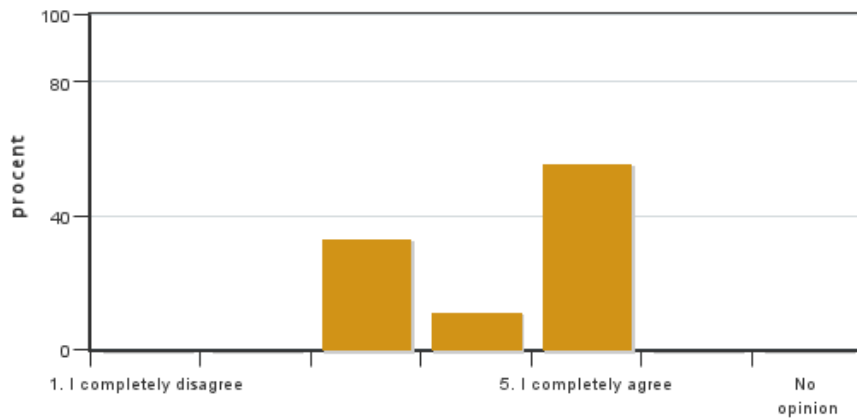
Answers: 9
 Medel: 4,0
 Median: 4

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



No opinion: 0

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

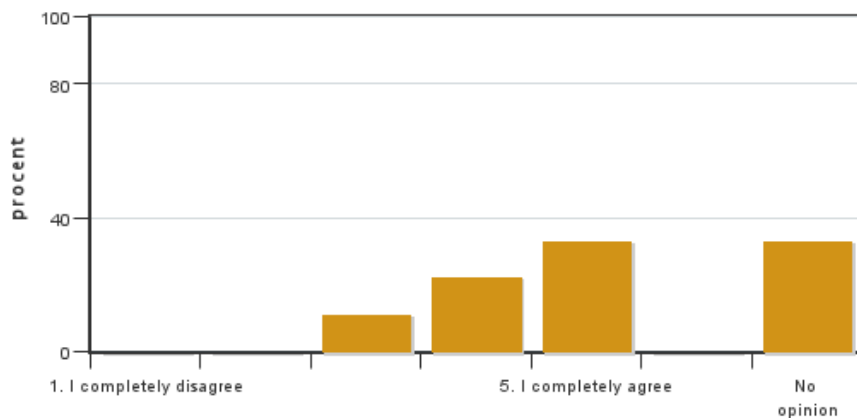


Answers: 9
Medel: 4,2
Median: 5

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

No opinion: 0

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

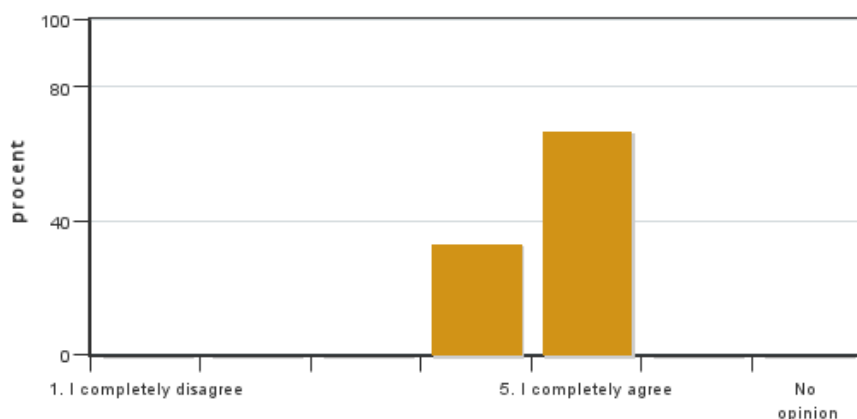


Answers: 9
Medel: 4,3
Median: 4

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

No opinion: 3

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

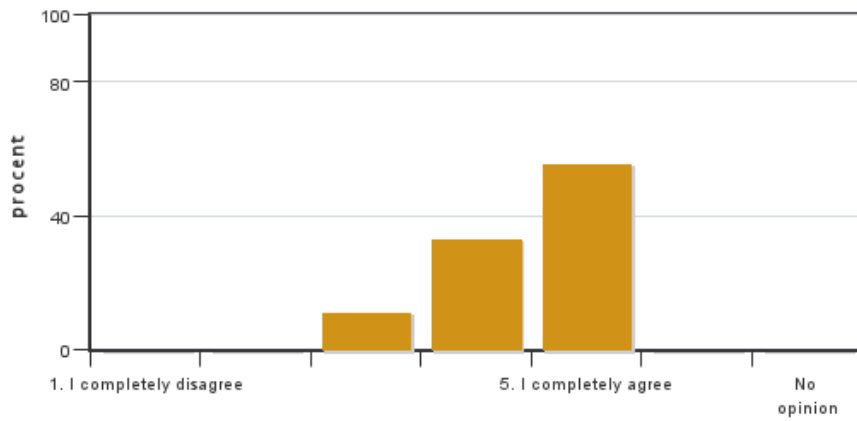


Answers: 9
Medel: 4,7
Median: 5

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

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).

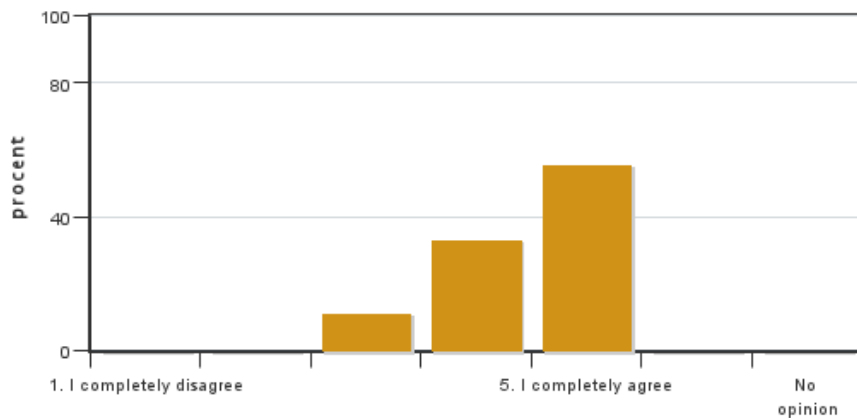


Answers: 9
 Medel: 4,4
 Median: 5

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

No opinion: 0

11. The course covered international perspectives.

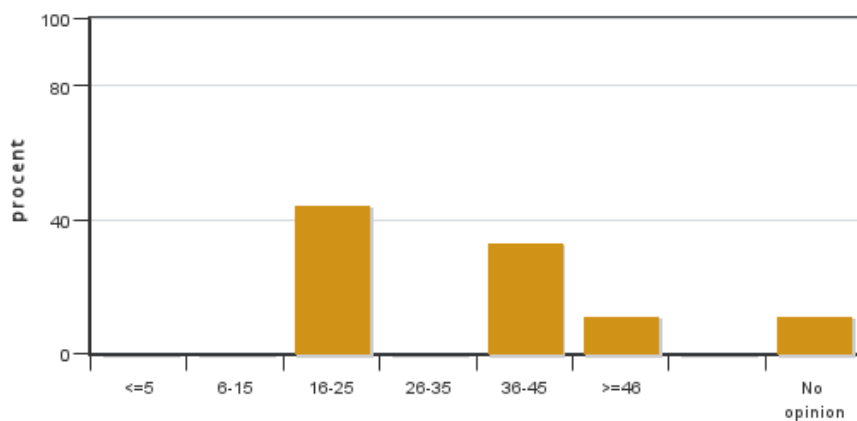


Answers: 9
 Medel: 4,4
 Median: 5

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).

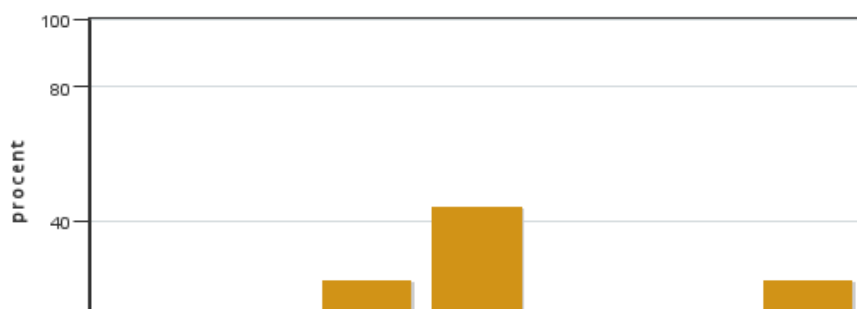


Answers: 9
 Medel: 30,8
 Median: 16-25

≤5: 0
 6-15: 0
 16-25: 4
 26-35: 0
 36-45: 3
 ≥46: 1

No opinion: 1

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



Answers: 9
 Medel: 3,9
 Median: 4

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

No opinion: 2



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

Student comments

This course was taught by myself (Efthymia Kyriakopoulou) and Roweno Heijmans. We both enjoyed the course and thought that the students were very interested in the topics we covered. They were actively participating and asking a lot of questions. It was great that we were able to teach on campus, as this course is quite technical and it is easier for students to ask questions when we meet in person. That being said, it is important to inform the students about the required previous knowledge on dynamic optimization methods. The seminars worked very well and covered interesting topics.

Student representatives comments

Based on a 45% response rate, the course experience has been considered thoroughly interesting and useful. The experience of participating in the course physically on campus was very appreciated. The online experience was limited to the presentation seminar at the end of the course that has been considered interesting, but quite long to be followed. Overall, both tenures stuck to the schedule, which was available and clear from the beginning.

Going into practical detail, on average, 30.8 h/week have been spent on the course which is totally in line with previous years, but still higher than the 20 h/week assigned to the course. Although a good social environment has always been respected, some negative comments have been risen about the study environment, methodology and time managing, which have not always been up to par. The initial lectures faced many technical issues. Apart from the fact that the exercises hours were highly appreciated by the whole class, many students do believe tenures could do a better job in registering classes or at least put in place a hybrid format for the exercises session. This joint modality could have been very desirable when revising for the exams and/or in allowing people (e.g. in quarantine) to actively follow.

Moreover, besides the course being very technical to some extent, no clear pre-requisites have been indicated in the Syllabus, creating initial confusion about the course expectations and difficulties in merging students with different backgrounds. For several students, a mathematical review was strongly needed, but besides the literature list provided by the tenures, there was no clear indication of what and to what extent to focus on (e.g. dynamic optimization). Methodologically, the initial lessons resulted in a less organic structure than the thematic modules which were more detailed. However, major criticisms were raised about the examination format with its chained questions. The exam covered only a very small part of the very interesting material and the strong focus on calculus and the format prevented students who made a mistake at the beginning of the analytical process from going through all the questions. A potential alternative approach would have been to propose different exercises covering (e.g. 3 different chapters, with 3 shorter exercises). This would have potentially provided the class with a better opportunity to properly showcase its knowledge.

Specific comments on the tenures:

- Efi: she has been widely defined as an organized and responsive professor. This resulted in the lecture notes, the course literature, and other information we needed for the course to be easily accessible throughout the learning process. Nevertheless, some students emphasized Efi should work towards making her course delivery more captivating, especially during the exercise sessions (more engagement).
- Roweno: the majority of the class highly appreciated the young professor's delivery and teaching style. Besides the useful material provided, he had a good interaction with students' questions. Nevertheless, some students claim more patience when answering questions by the class (especially in terms of understanding the content and trying to be more consistent with notation and explanation since they can lead to confusion). The big criticism is about time managing: 3 hours lectures are long to follow, therefore a different way of making it more manageable for yourself and your students (covering less material, providing breaks and/or breaking down the exercises) would have been highly appreciated.

To sum it up and provide with a few take-home messages:

- Clearly state in the syllabus the prerequisite needed for the course and provide students with an initial mathematical review
- Avoid pairing up this class with other time-demanding classes as EGSD by Hart
- Include more empirical examples in the lectures to better illustrate the material covered in class and link it to a practical scenario

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