



Ecology for Fish Management and Conservation BI1340, 10089.2223

15 Hp
Pace of study = 100%
Education cycle = Advanced

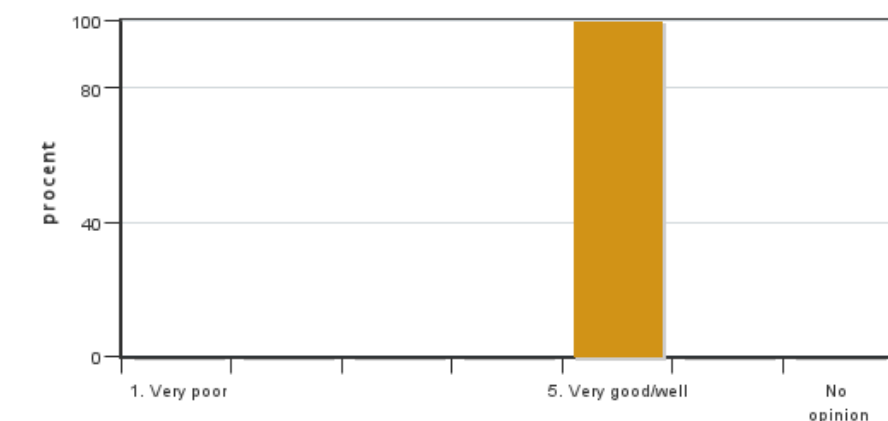
Evaluation report

Evaluation period: 2022-10-24 - 2022-11-14

Answers 3
Number of students 4
Answer frequency 75 %

Mandatory standard questions

1. My overall impression of the course is:

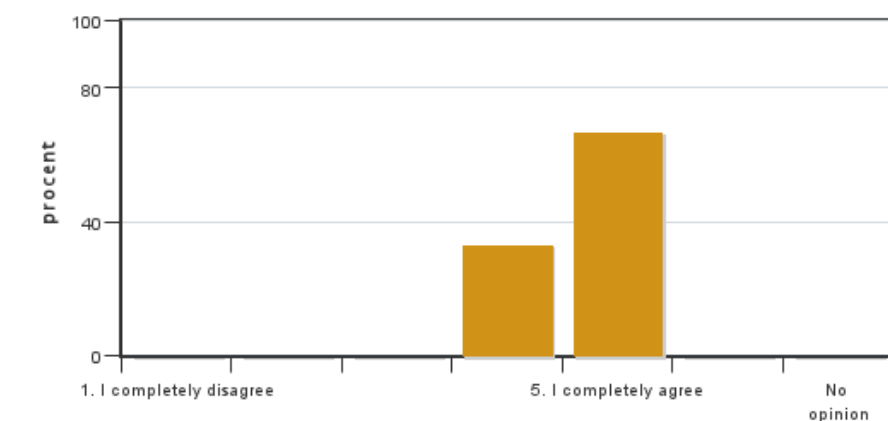


Answers: 3
Medel: 5,0
Median: 5

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

No opinion: 0

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

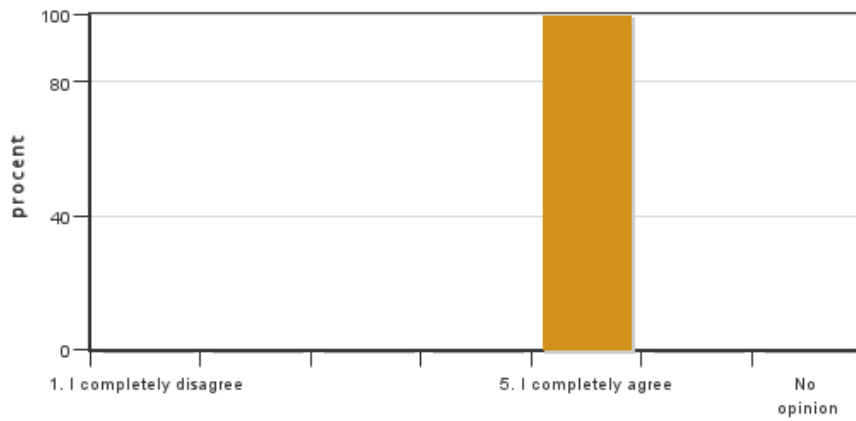


Answers: 3
Medel: 4,7
Median: 5

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

No opinion: 0

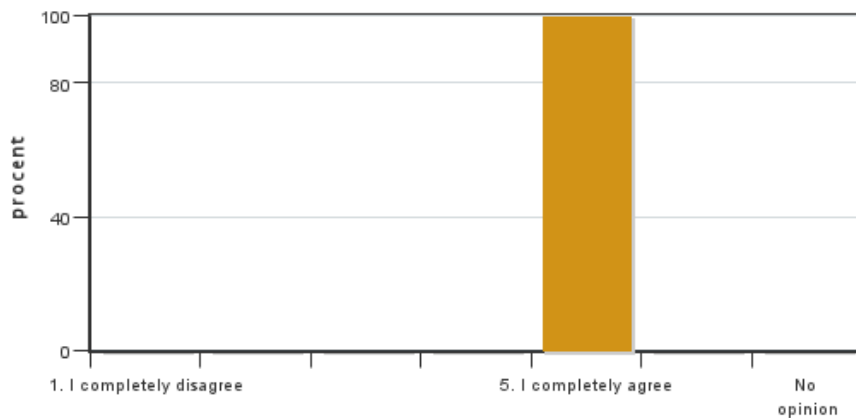
3. My prior knowledge was sufficient for me to benefit from the course.



Answers: 3
 Medel: 5,0
 Median: 5

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

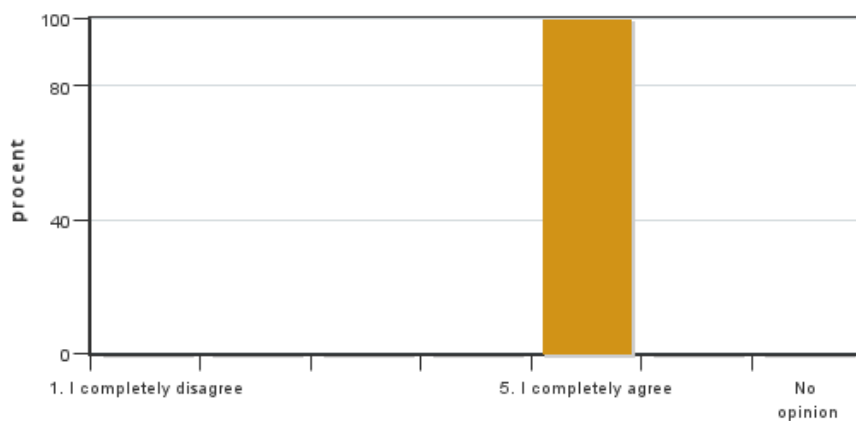
4. The information about the course was easily accessible.



Answers: 3
 Medel: 5,0
 Median: 5

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

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



Answers: 3
 Medel: 5,0
 Median: 5

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

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

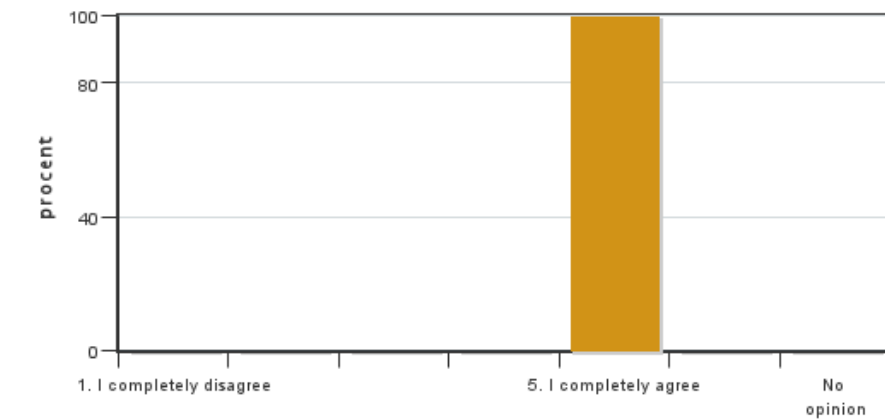


Answers: 3
 Medel: 5,0
 Median: 5

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



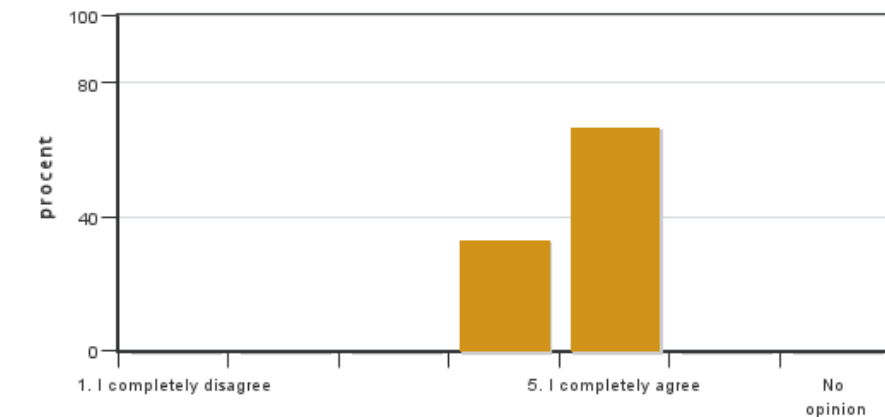
7. The physical learning environment (facilities, equipment etc.) has been satisfactory.



Answers: 3
 Medel: 5,0
 Median: 5

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

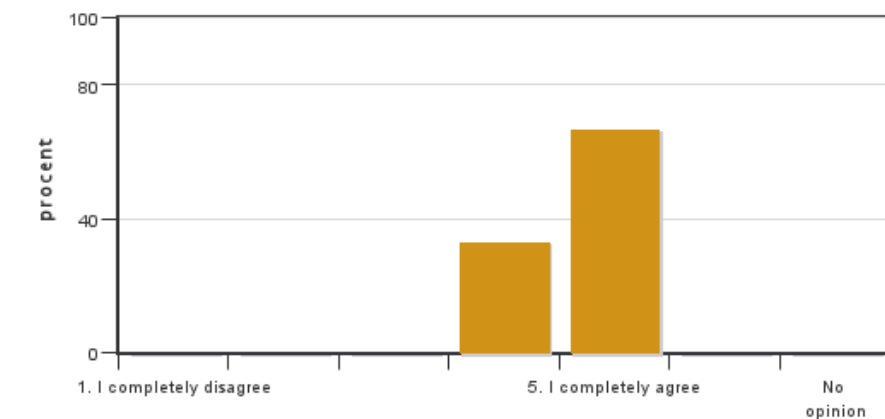
8. The examination(s) provided opportunity to demonstrate what I had learnt during the course (see the learning objectives).



Answers: 3
 Medel: 4,7
 Median: 5

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

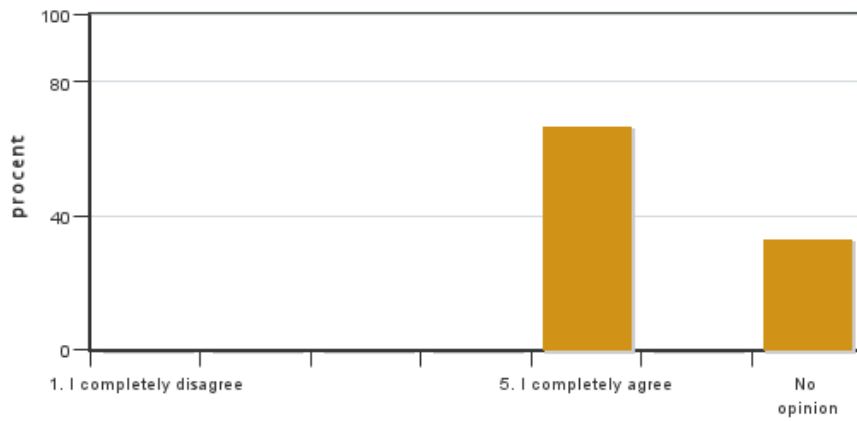
9. The course covered the sustainable development aspect (environmental, social and/or financial sustainability).



Answers: 3
 Medel: 4,7
 Median: 5

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

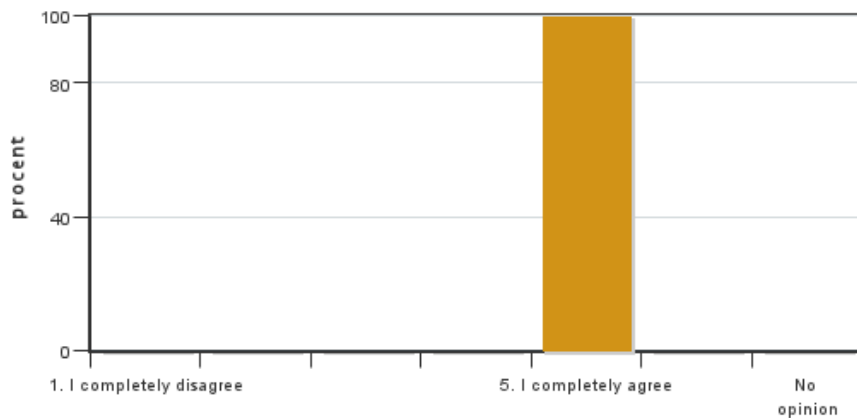


Answers: 3
 Medel: 5,0
 Median: 5

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

No opinion: 1

11. The course covered international perspectives.

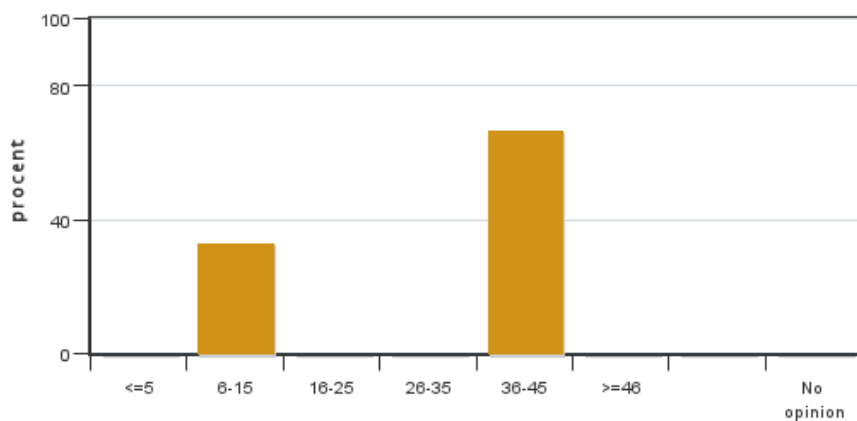


Answers: 3
 Medel: 5,0
 Median: 5

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).

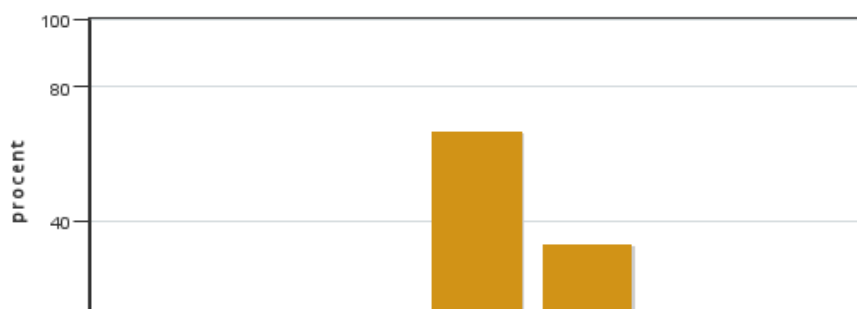


Answers: 3
 Medel: 30,0
 Median: 36-45

≤5: 0
 6-15: 1
 16-25: 0
 26-35: 0
 36-45: 2
 ≥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: 4,3
 Median: 4

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

No opinion: 0

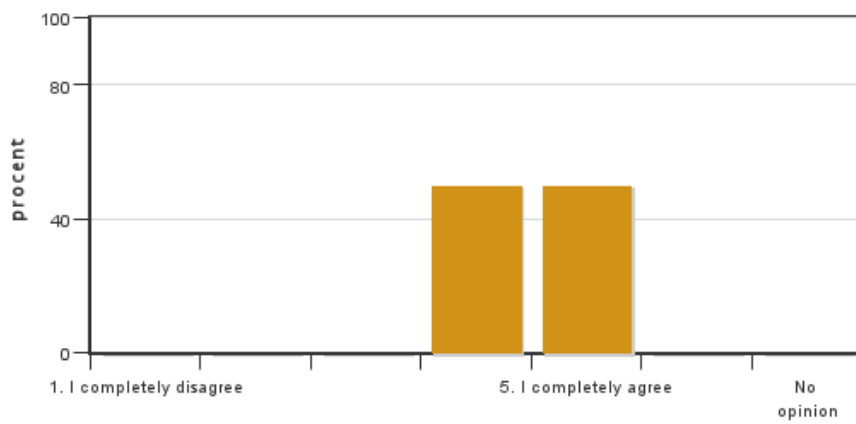


14. If relevant, please share what worked well when participating in teaching on distance

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

Additional own questions

16. The course literature was relevant and a useful support for my learning

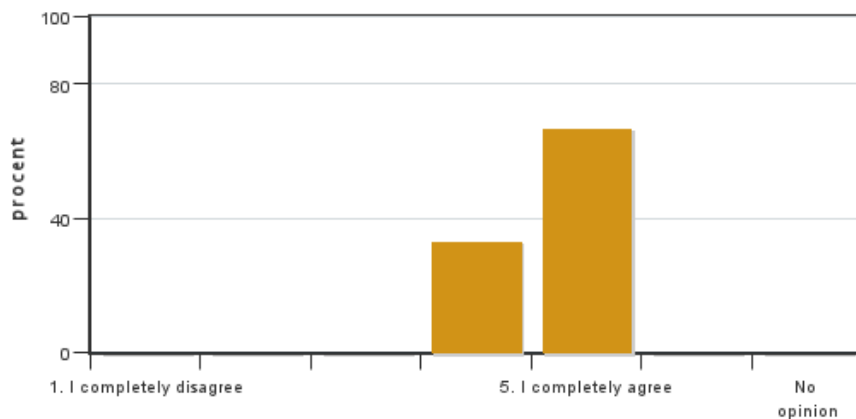


Answers: 2
Medel: 4,5
Median: 4

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

No opinion: 0

17. The field exercises were valuable for my learning



Answers: 3
Medel: 4,7
Median: 5

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

No opinion: 0

18. How can the course be improved?

Course leaders comments

The course aims to develop the student's knowledge of ecology in general, and fish ecology specifically, and apply such knowledge to real case studies relating to fish management and conservation. The overall impression of the course among students taking part of the evaluation was very good (average rating 5 out of 5). From an oral evaluation it was made clear that they especially appreciated the hands-on training in the field, such as electrofishing, and found that the different teaching activities supported their learning.

Still, there is always scope for improvements. We did some updates the computer lab to make it more focused on learning the concepts and less on programming skills and can take further steps on this. We could also further clarify expectations for scheduled meetings with mentors on case studies and add a deadline for sending in project outlines to make sure case study groups get early feedback on their work.

Students found themselves to have the prior knowledge needed. Still, we will keep some introduction on concepts in ecology and will depending on course finances, also consider a short general introduction to fish biology to make sure students share certain prior knowledge before going into more specialized topics.

Most students spent the appropriate time on course work but noted that it varied between weeks. There is thus limited scope to increase the workload overall, but we will consider ways to make it more equally distributed over the course.

In summary, the students seem appreciative of the course in general and especially the inclusive nature and hand-on field experience. We will continue to build on these factors that have been successful so far while still making sure to update the course continuously to reflect new knowledge and practices in fish ecology and management.

Student representatives comments

No comments from the student representatives

Kontakta support: support@slu.se - 018-67 6600