Sustainability perspectives on contemporary fisheries. Where have all the fishes gone?
MX0143, 10102.2223

7.5 Hp
Pace of study = 25%
Education cycle = Basic

Evaluation report

Evaluation period: 2023-01-10 - 2023-01-29

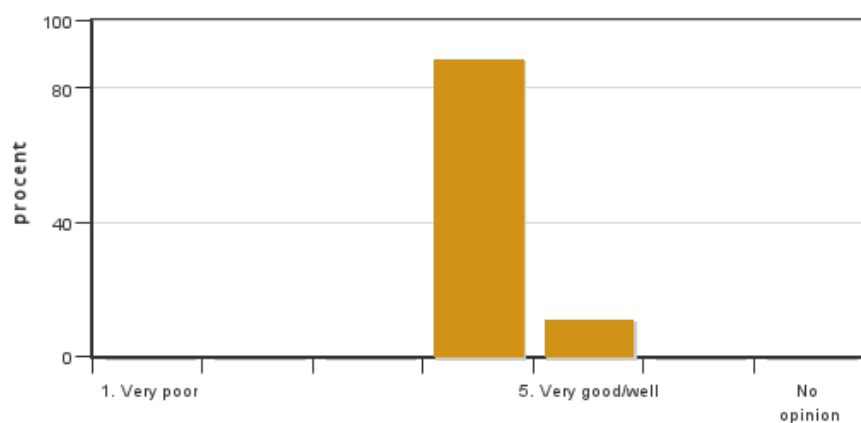|	
Answers	9
Number of students	39
Answer frequency	23 %

Mandatory standard questions
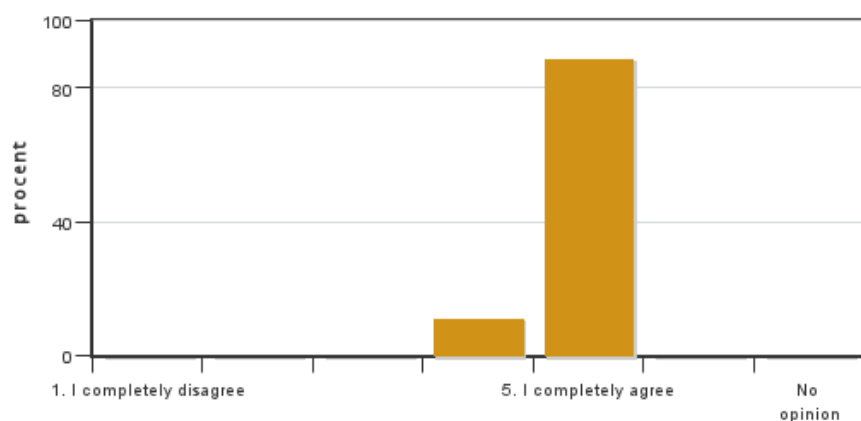
1. My overall impression of the course is:

Answers: 9
Medel: 4,1
Median: 4

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

No opinion: 0

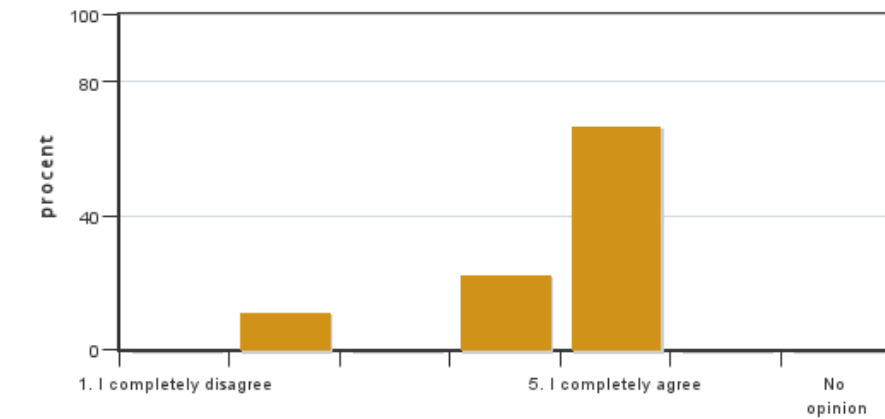**2. I found the course content to have clear links to the learning objectives of the course.**

Answers: 9
Medel: 4,9
Median: 5

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

No opinion: 0

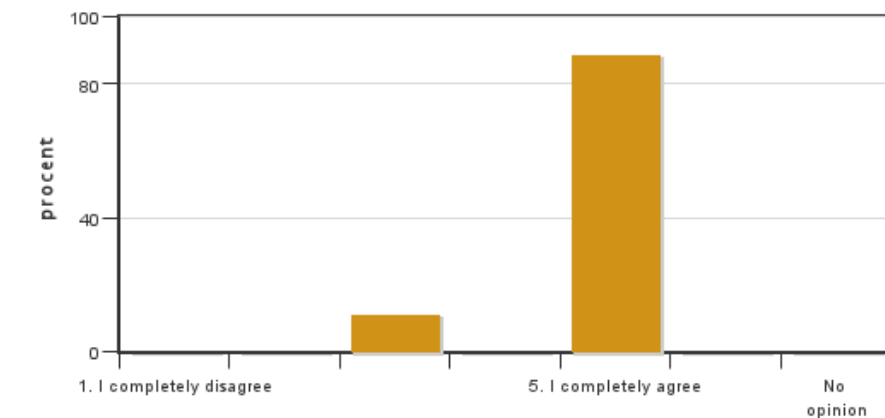## 3. My prior knowledge was sufficient for me to benefit from the course.

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: 4,8
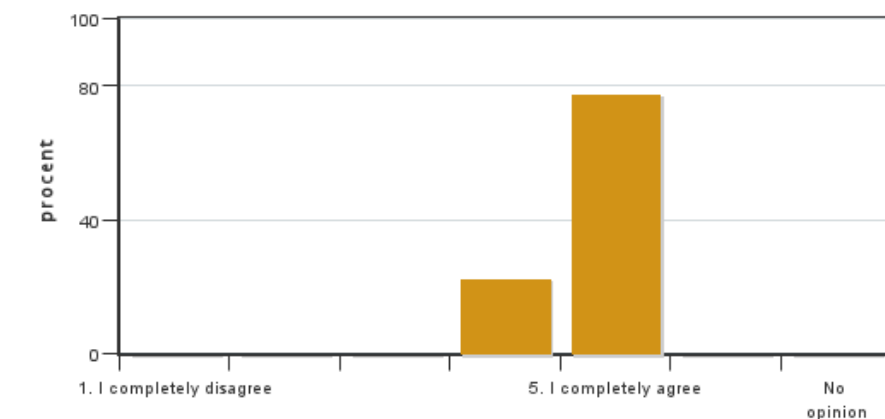Median: 5

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

No opinion: 0

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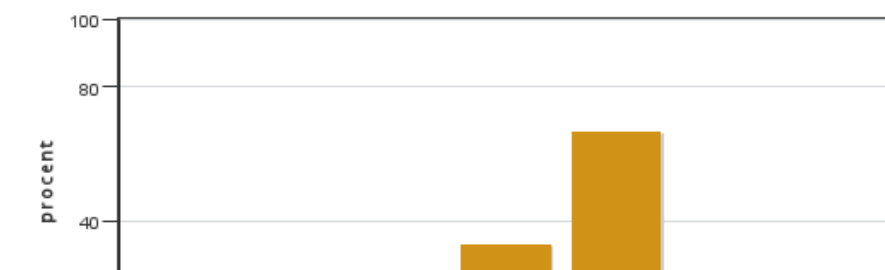

Answers: 9
Medel: 4,8
Median: 5

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

No opinion: 0

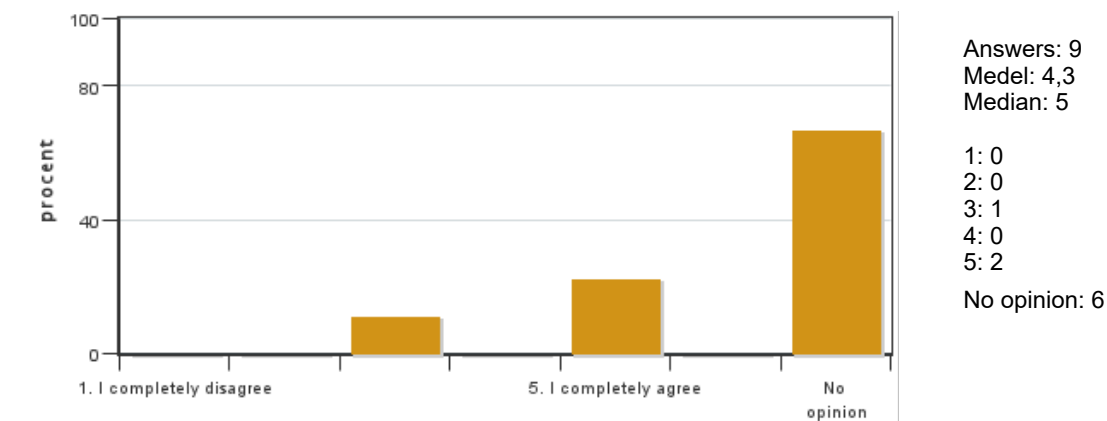## 6. The social learning environment has been inclusive, respecting differences of opinion.

Answers: 9
Medel: 4,7
Median: 5

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

No opinion: 0

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

Answers: 9
Medel: 4,3
Median: 5

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

No opinion: 6

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: 5

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

No opinion: 0

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

Answers: 9
Medel: 5,0
Median: 5

1: 0
2: 0
3: 0
4: 0
5: 9

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: 4,9
Median: 5

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

11. The course covered international perspectives.

Answers: 9
Medel: 5,0
Median: 5

1: 0
2: 0
3: 0
4: 0
5: 9
No opinion: 0

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

Answers: 9
Medel: 3,3
Median: ≤5

≤5: 8
6-15: 1
16-25: 0
26-35: 0
36-45: 0
≥46: 0
No opinion: 0

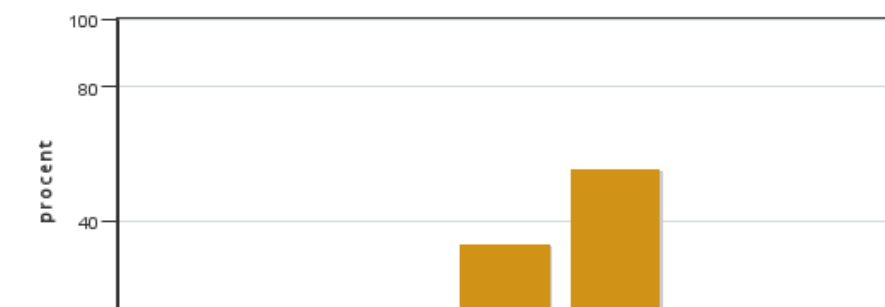## 13. If relevant, what is your overall experience of participating in all or part of your course online?

Answers: 9
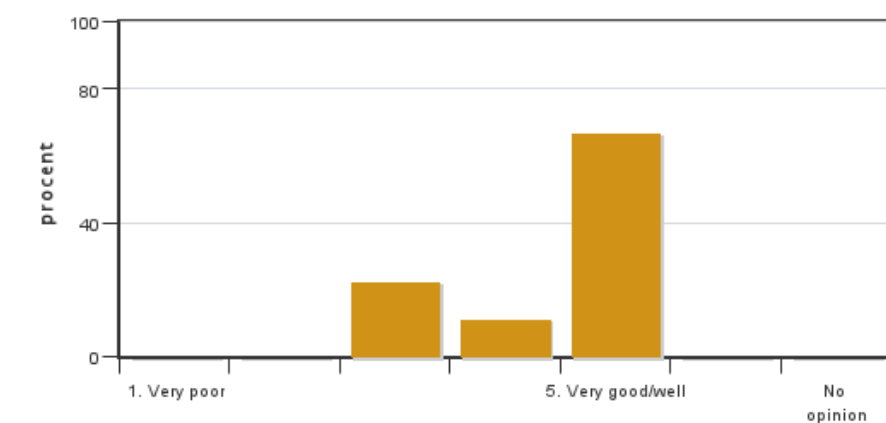Medel: 4,4
Median: 5

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: 4,4
Median: 5

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

No opinion: 0

17. Please share if a specific topic of sustainable fisheries was missing from the course:

Course leaders comments

Nine students took the course evaluation, this does not equal to 22% answer frequency as it says in the evaluation report, since some of the registered students did not start or complete the course. In total there were 21 students that completed the course, meaning answer frequency was 43%. This is still rather low, and I will try to remind the students to participate in the evaluation in future course events.

The overall evaluation of the course was positive, and I will aim at maintaining that high level. The students in general found the course content to be highly relevant, covering international perspectives, easily accessible, inclusive, and respecting differences in opinion.

There were some mixed comments regarding prior knowledge, with some student thinking the course was more beneficial to students who are already in the fisheries filed, and some students thought that there was no disadvantage to have no prior knowledge. I will emphasise to the lecturers that the course should be at basic level and not assume any prior knowledge in the field.

There was a request to dedicate one lecture to the impacts of not eating fish at all. While this is indeed interesting, it would be difficult to devote an entire lecture to this topic. I will however ask the lecturers to include and elaborate on the option of not eating fish at all, and the consequences it would have. There was also a request to include a lecture on aquaculture, which I will try to incorporate for the next course event.

The examinations (exam and interview task) were rated with a mean of 4.3 and a median of 5 (scale 1-5). One student did not like the word limit on the questions in the exam. This was set to give the students a hint towards how long answer we expected (given the exam only lasted 2 hours). Another student had expected more in-depth questions at the exam but on the other hand thought that the level was good given the 2-hour limit. The interview assignment was rated with a mean of 4.4 and a median of 5. The student liked the freedom of working with the task, and also said that working in pairs worked very well (despite the fact that the course is taught online and that they did not know the other person). The students also pointed out that it was very interesting to listen to the

presentations of the other students' interviews. One student commented that there was not enough information about the interview task from start, and that an introduction with examples would have been helpful. This was however already included at the first introduction lecture, during which I provided information about the interview task, gave an example, and provided the exact timetable. This information was also available on Canvas since the very start of the course. Since some students might have missed the first lecture, I will try to incorporate a second information event, I will also highlight the information on Canvas more in future course events.

This course is taught fully online, and I acknowledge that this comes with the drawback that there is no social interaction. Some students also commented that it was unfortunate that we could not meet up physically. The majority of the students however thought that the online platform worked well and also highlight that they would not have been able to take the course if it was not fully online. Several students mention that the group was very diverse which was interesting and fun. Many students liked the breakout room discussions, although they did not always work so well if the students came unprepared.

Student representatives comments

The 2022/2023 course participants' overall impression of the course was positive, with the majority of students rating the course a 4/5. This score is attributed to numerous factors detailed below based on students' feedback.

Most students found that their prior knowledge was sufficient for them to benefit from the course. One student's specifically stated how he/she did not feel at a disadvantage for not having experience with fisheries topics prior to joining the course, and elaborated on how because each topic covered during the course was introduced from the ground up, the framework provided a good foundation for learning even for those who have not had prior knowledge about fisheries before joining the course.

The vast majority of students were satisfied with how the course content linked to the anticipated learning objectives, and found that the combination of lectures, exercises, and course literature supported their learning. One student implied that the course was perhaps more beneficial to people who are already in the fisheries field. At the same time, students agreed that the course covered the sustainable development aspects described on the course page. This can indicate that students who are interested in either or both the fisheries field and in other sustainability fields were satisfied with how the course covered sustainability challenges regarding fisheries from environmental, social and economic perspectives.

The vast majority of students agreed that information about the course was easily accessible and clearly communicated, one student specifically noting that lecturers' PowerPoints were easy to access after each lecture (although another student wished there were more elaborate bullet points on the slides instead of pictures to make revision easier) and that these PowerPoints paired well with the additional course literature. They agree that the course covered international perspectives. Students also believed the course included gender and equality aspects regarding both course contents and teaching practices. One student took note of how the lecturers were of different genders and did not doubt that the course material's curation accounted for gender equality. Furthermore, with an average score of 4.7/5, the students agreed that their social learning environment has been inclusive and that differences of opinions were respected. A student specifically mentioned that every discussion he/she participated in was respective no matter the varying opinions on certain topics, and that no opinion was ever devalued.

This course was given online. There was one lecture per week, always lasting for 2 hours in the evening. This setting made participation possible for students that live in different towns or even countries, those that otherwise work full-time, and it created an internationally mixed group of participants which several students highlighted as a positive aspect of this online course. Watching the courses from home made note-taking easier for one student, while many others also highlighted that small discussion groups in Zoom's breakout rooms made active participation more accessible especially to students that are not as comfortable speaking in front of the whole class. Some students felt that discussions would have worked better in person, and noted that it's a shame that students could not chat with each other in real life. It's been noted that there could be more time allocated for breakout room discussions in the future, as some tasks were more time-consuming than what lecturers have given time for, but it was also mentioned that some breakout rooms were less engaging when not every student came prepared for the lectures.

The course had two major assignments: the interview task, and the exam. Overall, students scored the examinations 4.3/5. They mostly agreed that the assignments provided opportunity to demonstrate what they have learned during the course. When it comes to the exam, one student thought the word limit on the questions was too little, which made him/her feel like he/she had to choose what to include in the answer and set extra time aside to fix sentences instead of just focusing on the exam question. Another student noted that the final exam didn't branch out to as many topics as he/she was prepared to discuss, but in the 2-hour timeframe, it worked well. When it comes to the interview task, multiple students were pleasantly surprised by how self-managed the assignment was, it gave the students complete freedom to explore a topic of their liking which led to valuable insights. A few students wished they were given examples from previous years to get a better idea of what was expected. It's worth noting that the interview task was done in pairs even though this is an online course and the students do not meet in person. One student remarked that submitting topics of interest via Excel was a well-functioning way to make pairing up easier with someone who was interested in a similar topic. A student noted that he/she was initially worried about not finding a collaborative pair and an interview, and that the self-managed nature of working in pairs and getting an interview could have been a stressful process, but that his/her experience of working with a similarly engaged student made the assignment really pleasant. The presentation of interviews for the rest of the class was furthermore something that several students highlighted as enjoyable. The vast majority of students indicated that on average, they have

spent 5 or fewer hours per week on the course, including timetabled hours.

Miscellaneous comments from the students include that it worked well how every material they needed was available on Canvas and that the teachers were available by mail and after lectures for quick questions. Because the evening lectures take place during winter darkness, a student mentioned how nice it was that the lecturers kept the class engaged and made focusing possible regardless of the time of day.

Two students suggested specific topics of sustainable fisheries that they felt was missing from the course: aquaculture challenges, and the choice and the impacts of not eating fish. The latter student said he/she joined this course because of his/her passion for finding ways to motivate people to not eat fish for environmental or ethical reasons, and although the course covered topics on the harmful effects of commercial fishing and the depleted state of fish stocks, this student wished it would have been discussed whether the Western world may have the privilege to cut fish from their diet while smaller communities that depend on fish for their livelihood and nutrition would not be able to cut fish from their diet – the student felt it was a missed opportunity that his/her peers did not get the chance to reflect over such.