



## Fish and Wildlife Census Techniques BI1302, 10227.2223

15 Hp

Pace of study = 100%

Education cycle = Advanced

### Evaluation report

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

Answers 5

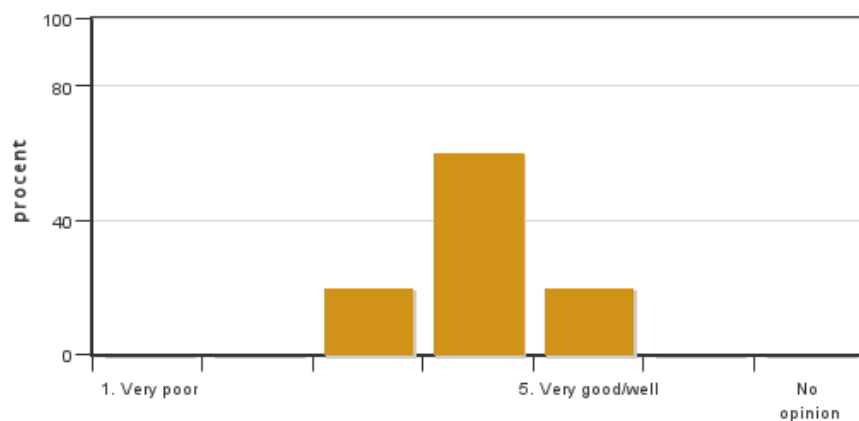
Number of students 18

Answer frequency 27 %

### Mandatory standard questions

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#### 1. My overall impression of the course is:

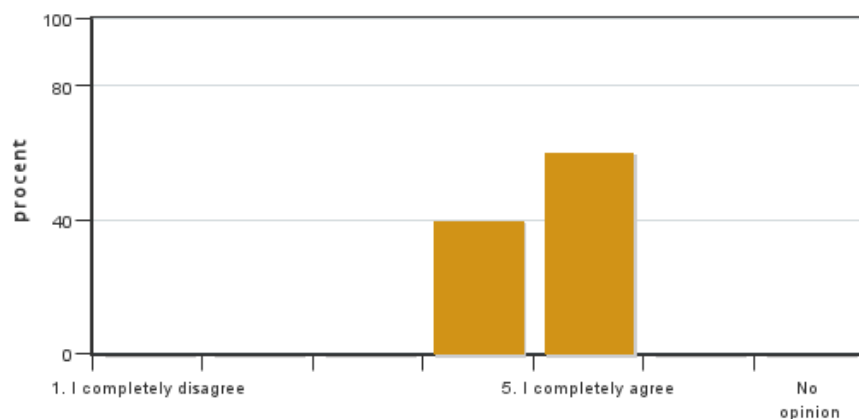


Answers: 5  
Medel: 4,0  
Median: 4

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

No opinion: 0

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

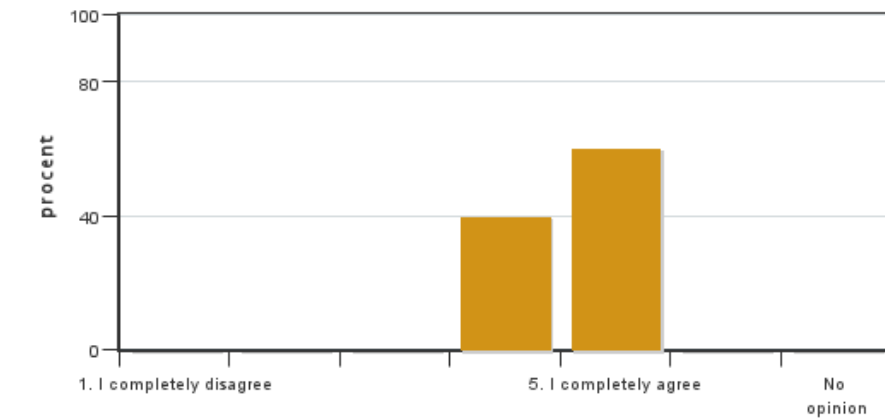


Answers: 5  
Medel: 4,6  
Median: 5

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

No opinion: 0

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

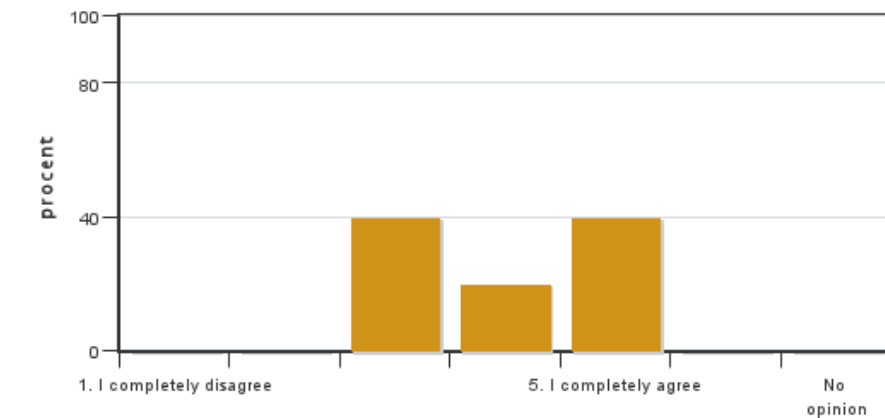


Answers: 5  
Medel: 4,6  
Median: 5

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

No opinion: 0

**4. The information about the course was easily accessible.**

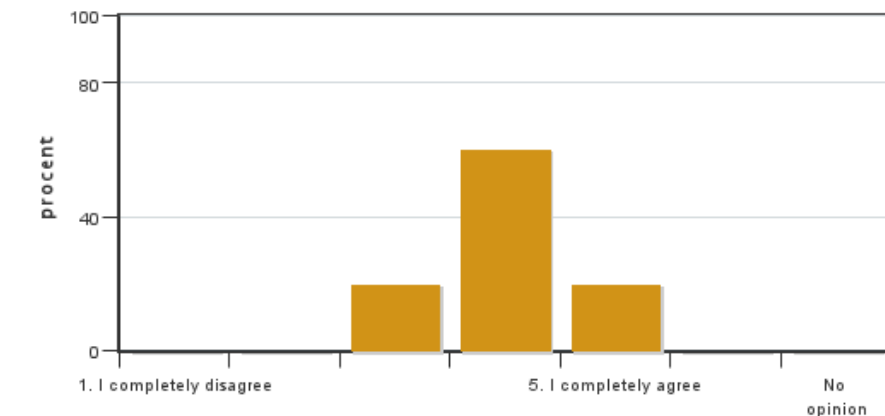


Answers: 5  
Medel: 4,0  
Median: 4

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

No opinion: 0

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

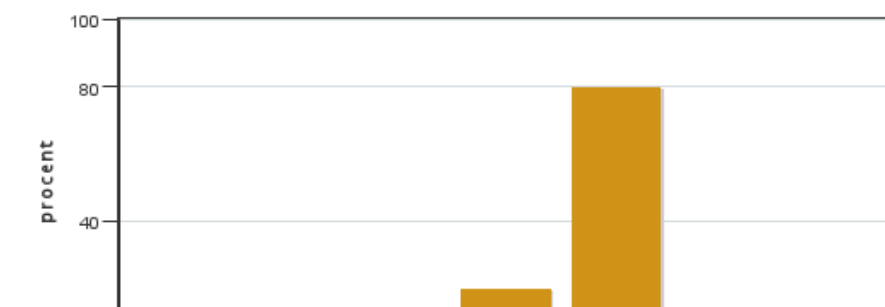


Answers: 5  
Medel: 4,0  
Median: 4

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

No opinion: 0

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



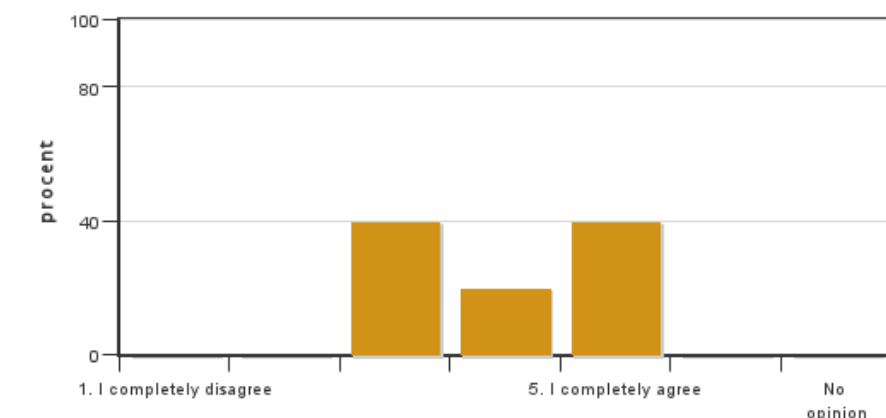
Answers: 5  
Medel: 4,8  
Median: 5

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

No opinion: 0



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

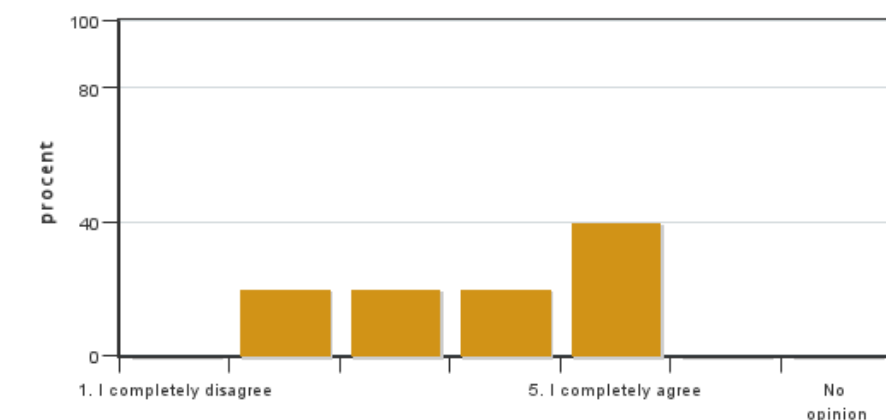


Answers: 5  
Medel: 4,0  
Median: 4

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

No opinion: 0

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

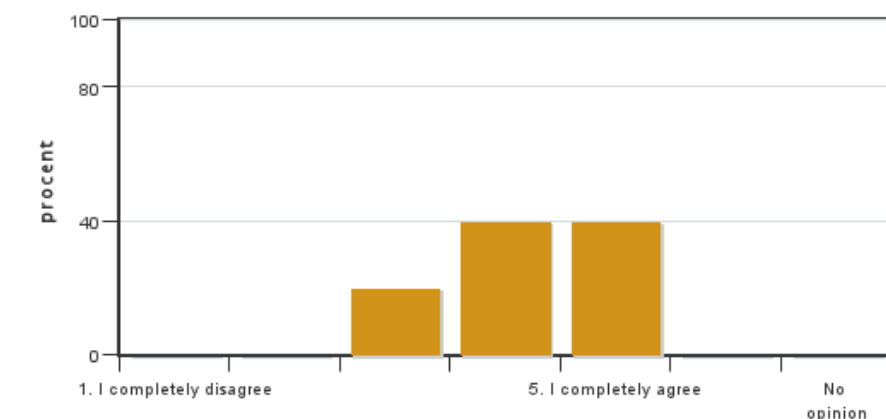


Answers: 5  
Medel: 3,8  
Median: 4

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

No opinion: 0

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

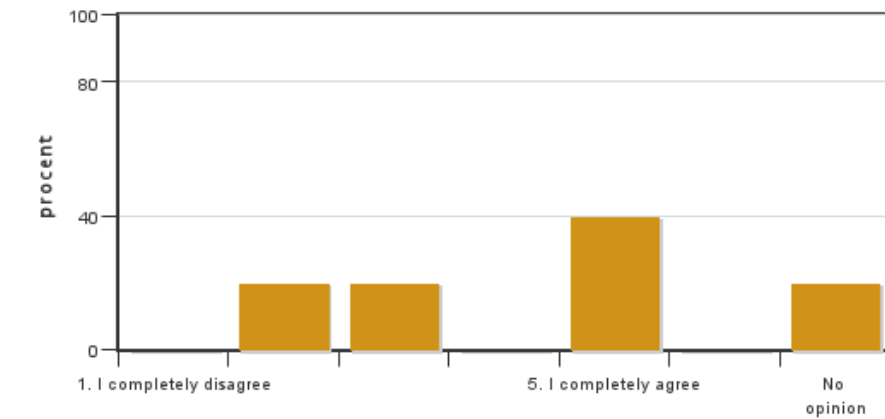


Answers: 5  
Medel: 4,2  
Median: 4

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

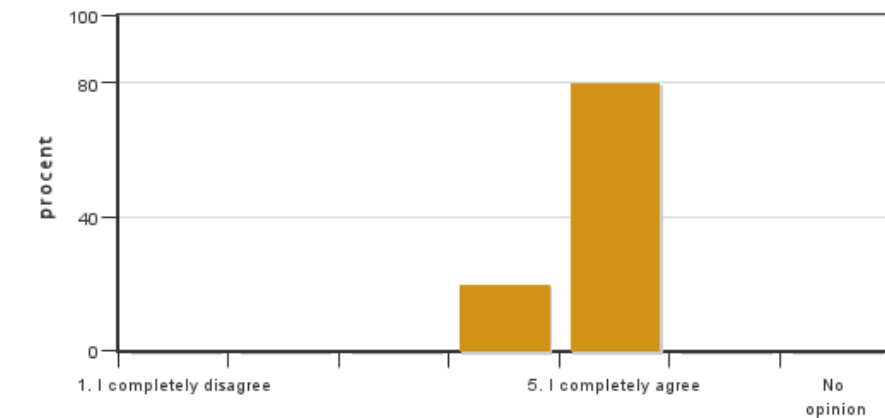


Answers: 5  
Medel: 3,8  
Median: 3

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

No opinion: 1

#### 11. The course covered international perspectives.

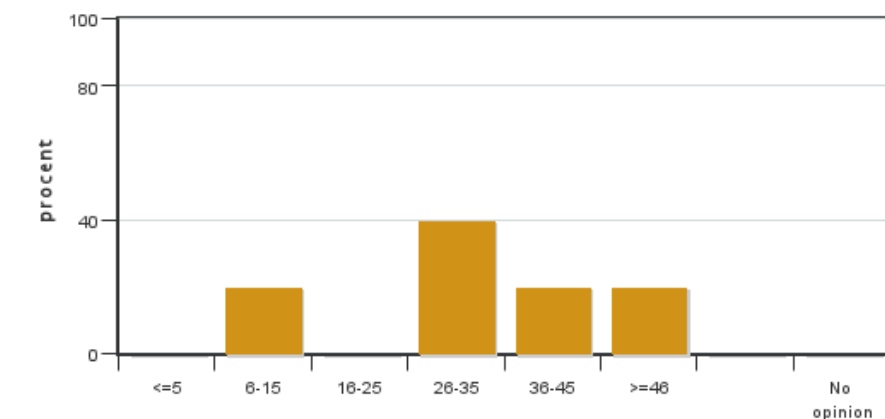


Answers: 5  
Medel: 4,8  
Median: 5

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

No opinion: 0

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



Answers: 5  
Medel: 31,2  
Median: 26-35

≤5: 0  
6-15: 1  
16-25: 0  
26-35: 2  
36-45: 1  
≥46: 1

No opinion: 0

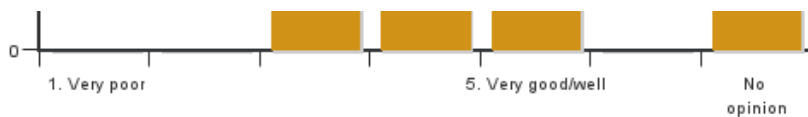
#### 13. If relevant, what is your overall experience of participating in all or part of your course online?



Answers: 5  
Medel: 4,3  
Median: 4

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

No opinion: 1



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

No comments from the teacher

### Student representatives comments

Fish and Wildlife Census Techniques was by most students perceived as an interesting course. The objectives of the course were clear, and helpful assistance and tools were provided to successfully complete the course. There was an interesting variety of lectures, given by many different lecturers from different countries with different backgrounds. The course offered international perspectives on the topic. Lectures were almost always in person, with zoom connection for students that could not be on campus. One of the skills learned during this course is how to work with R, including assistance for students that have not worked with R before. Despite extra assistance and extra tools to learn how to work with R, working with R was perceived as difficult. The course also included many interesting excursions in which the students gained practical skills. Changes in the schedule and time planning could have been communicated better. The exam covered many topics that were discussed in the course and was very broad in some parts while very detailed in others. The course ended with a presentation day, in which every student presented their individual work, followed by a discussion. This day was also perceived as an interesting and meaningful way to end the course.