



Applied Population Ecology BI1301, 20134.2223

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

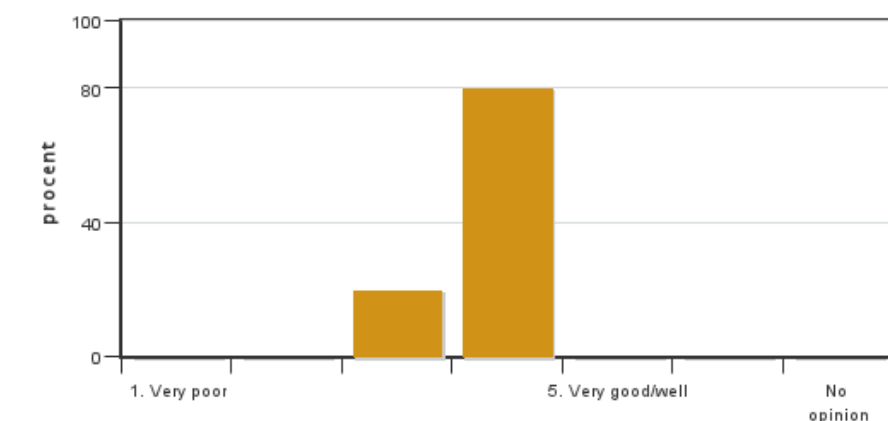
Evaluation report

Evaluation period: 2023-01-18 - 2023-02-08

Answers 10
Number of students 16
Answer frequency 62 %

Mandatory standard questions

1. My overall impression of the course is:

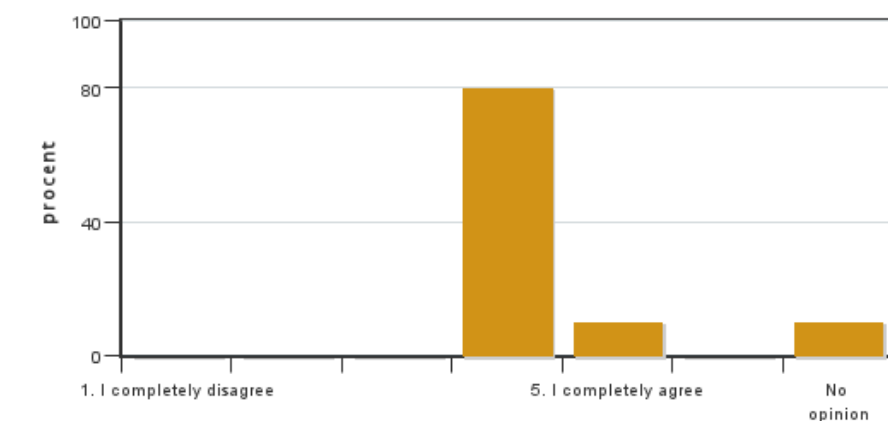


Answers: 10
Medel: 3,8
Median: 4

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

No opinion: 0

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

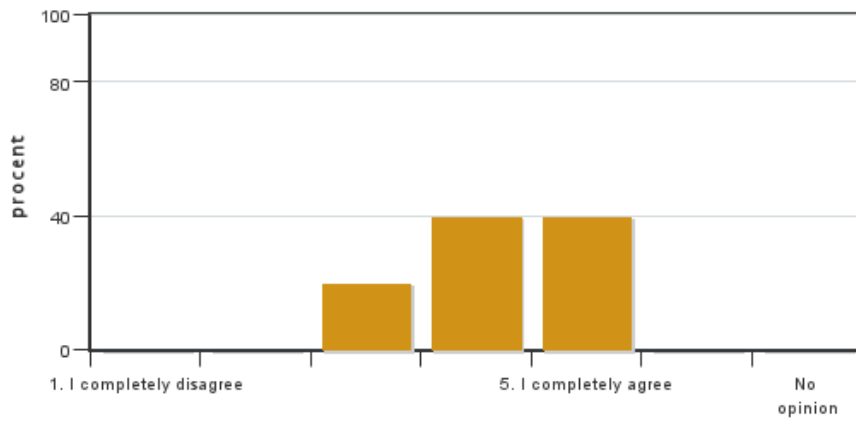


Answers: 10
Medel: 4,1
Median: 4

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

No opinion: 1

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

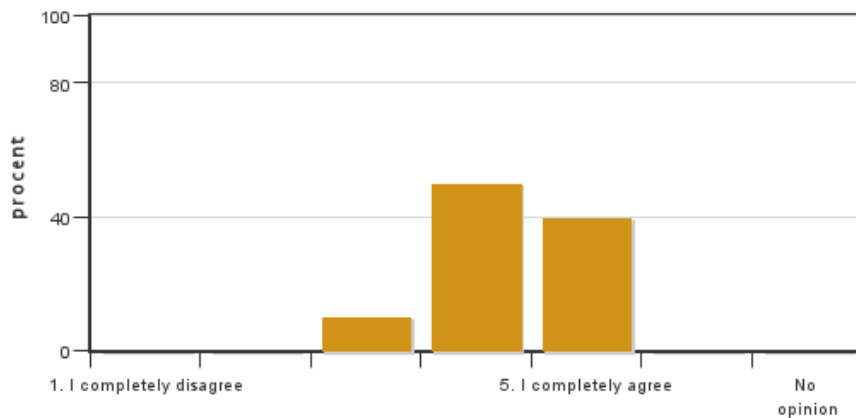


Answers: 10
 Medel: 4,2
 Median: 4

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

No opinion: 0

4. The information about the course was easily accessible.

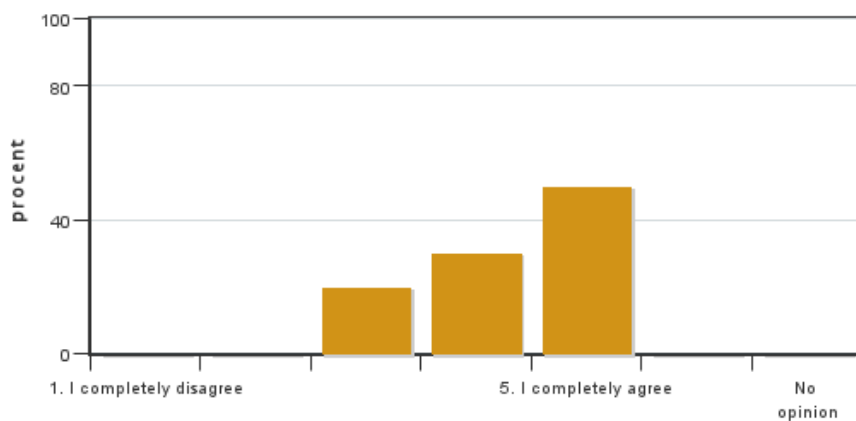


Answers: 10
 Medel: 4,3
 Median: 4

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

No opinion: 0

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

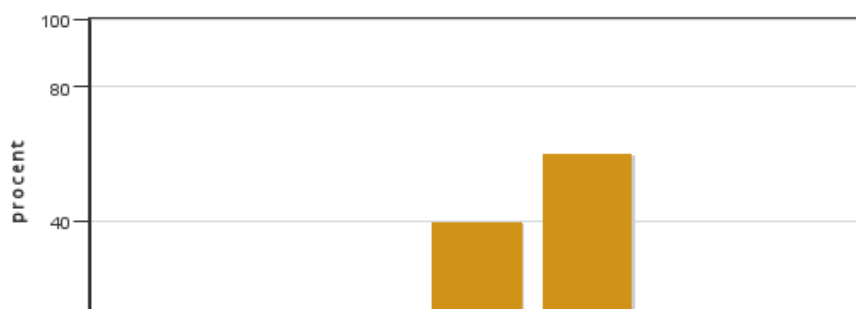


Answers: 10
 Medel: 4,3
 Median: 4

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

No opinion: 0

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



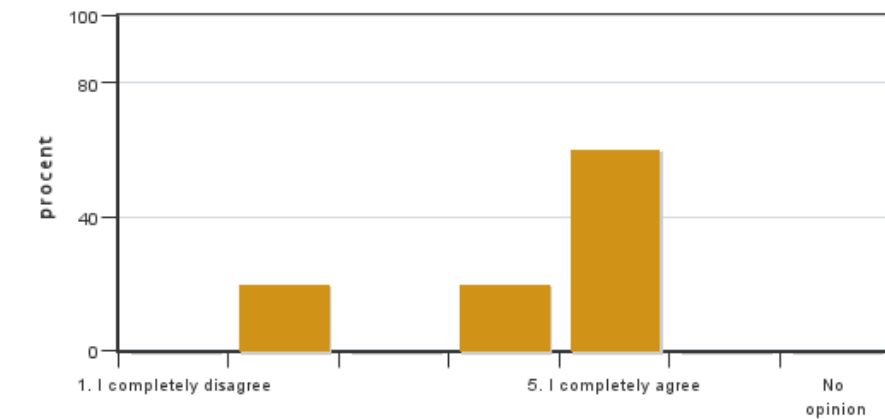
Answers: 10
 Medel: 4,6
 Median: 5

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

No opinion: 0



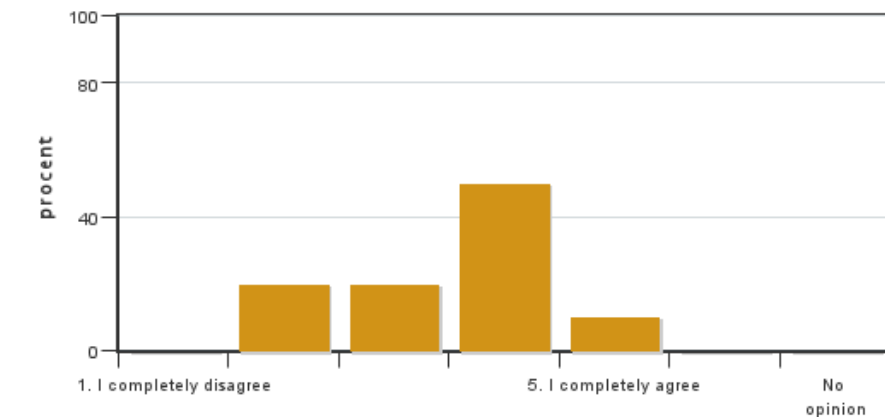
7. The physical learning environment (facilities, equipment etc.) has been satisfactory.



Answers: 10
Medel: 4,2
Median: 5

1: 0
2: 2
3: 0
4: 2
5: 6
No opinion: 0

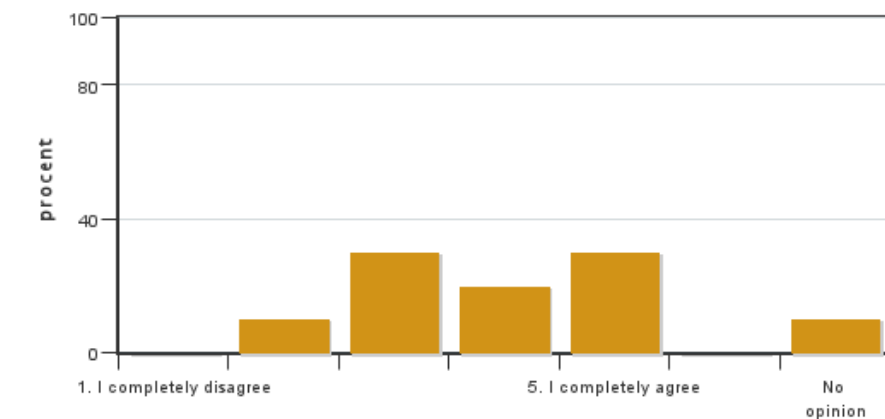
8. The examination(s) provided opportunity to demonstrate what I had learnt during the course (see the learning objectives).



Answers: 10
Medel: 3,5
Median: 4

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

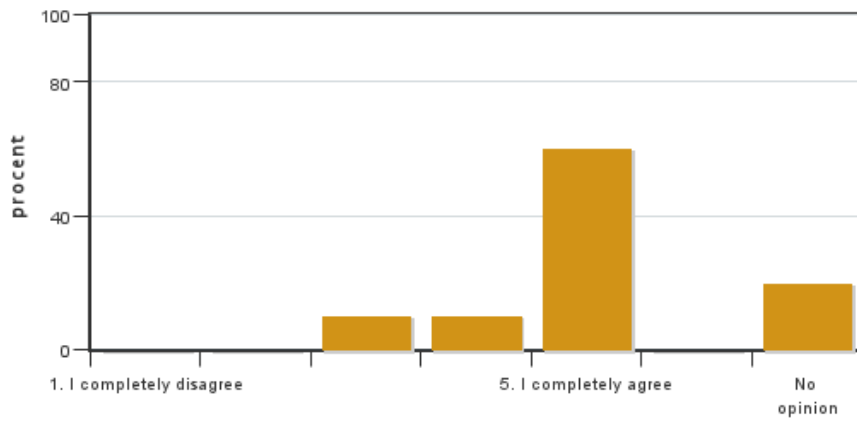
9. The course covered the sustainable development aspect (environmental, social and/or financial sustainability).



Answers: 10
Medel: 3,8
Median: 4

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

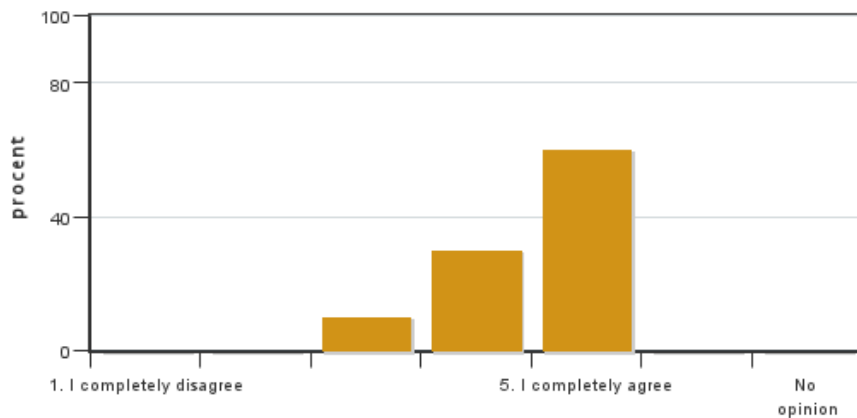
10. I believe the course has included a gender and equality aspect, regarding content as well as teaching practices (e.g. perspective on the subject, reading list, allocation of speaking time and the use of master suppression techniques).



Answers: 10
 Medel: 4,6
 Median: 5

1: 0
 2: 0
 3: 1
 4: 1
 5: 6
 No opinion: 2

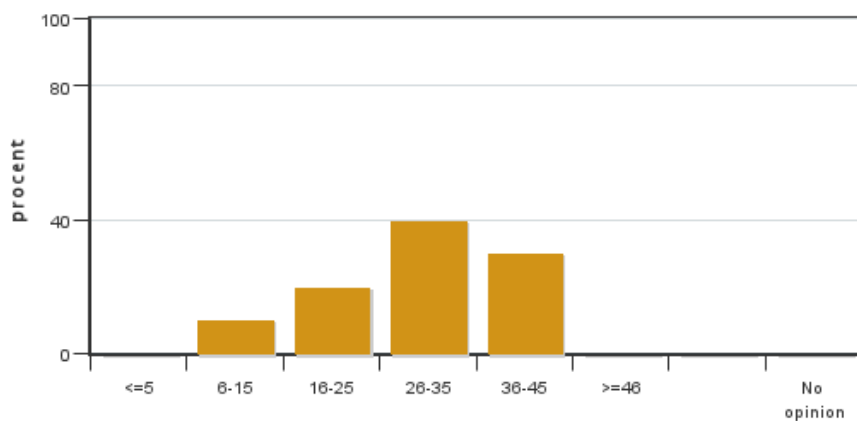
11. The course covered international perspectives.



Answers: 10
 Medel: 4,5
 Median: 5

1: 0
 2: 0
 3: 1
 4: 3
 5: 6
 No opinion: 0

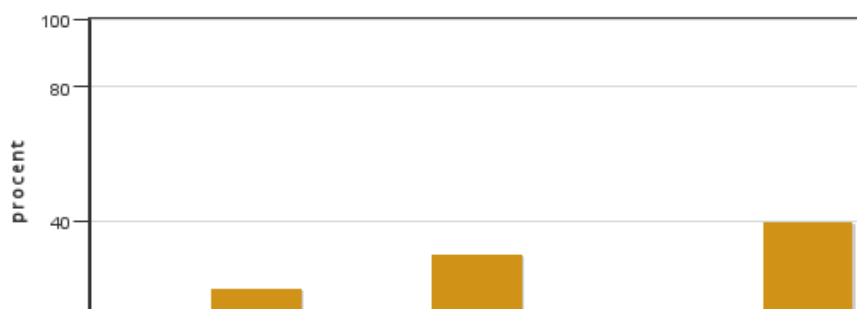
12. On average, I have spent ... hours/week on the course (including timetabled hours).



Answers: 10
 Medel: 29,0
 Median: 26-35

≤5: 0
 6-15: 1
 16-25: 2
 26-35: 4
 36-45: 3
 ≥46: 0
 No opinion: 0

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



Answers: 10
 Medel: 3,5
 Median: 4

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



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

Q1) "My overall impression of the course is". In spite of a few unavoidable problems caused by teacher illness, the course got a very respectable score of 3.8.

Q2) "I found the course content to have clear links to the learning objectives of the course." I was pleased to see that the course got a very positive score of 4.1 on this question, with zero students disagreeing.

Q3) "My prior knowledge was sufficient for me to benefit from the course". On this question, the course got a very good score of 4.2. In our masters' programme and in particular this course, students often have very different backgrounds so getting the level of the course correct has always been a challenge. Eighty percent of the students agreed they had a suitable background, but most importantly, ZERO students felt that they did NOT have enough of a background. As course convener, I would hate to see any student admitted who then struggled because they did not have the required background - Admissions is doing a good job!

Q4) "The information about the course was easily accessible". Here, I was very pleased to see an excellent score of 4.3 out of five. Although teacher illness did result in a few changes to the schedule, I tried very hard to update the course's digital web page in Canvas immediately. I know how important this is, I will continue to work hard on it in the future! Furthermore, I told the students that during the course they were my priority, so they could email or phone me 9am to 9pm, seven days a week.

Q5) "The various course components (lectures, course literature, exercises etc.) have supported my learning." Again, the teachers who contributed to this course and I are very pleased to see a very positive score of 4.3. Based on student and student representative feedback, I have decided to have one less task in the future, and to move the due dates for tasks so they are earlier in order to reduce the workload at the end of the course (see Q8 and Q12)

Q6) "The social learning environment has been inclusive, respecting differences of opinion." I am very pleased indeed to see that the average score was an extremely positive score of 4.6. I will continue to work hard on this aspect in the future.

Q7) "The physical learning environment (facilities, equipment etc.) has been satisfactory". Here the average score was a very positive 4.2. The computer labs were rated very positively. For lecture rooms, I tried to schedule classes in a spacious room (which was the newest and most modern), but I did have to use two other lecture rooms a few times (but they were good as well). The most common criticism was that at the newest lecture room, there is a sign at the door "No Drinks" and students want their caffeine drinks – I will look into this further for next year.

Q8) "The examination(s) provided opportunity to demonstrate what I had learnt during the course (see the learning objectives)." Here, the course got a good rating of 3.5. One student felt the written exam was too long. I tried to write a three-hour exam, but students were allowed two more hours so nobody would feel rushed. In fact, 80% of the students took less than three hours to complete the exam. In addition, a few students commented that the written exam was difficult, but the results showed that in fact, the marks were above average and the distribution of marks very normal. Another comment was that there was overlap between the various tasks that students had to complete. There was, and some was intentional. In fact, in the welcome to the course I had stressed that many of the lectures and labs connected to each other and built on previous learning. Covering a topic, allowing some time to pass, and then briefly reviewing it before building on it is a recognized pedagogic technique. Finally, based on discussions with students and the student representative, I plan on one less task, and I will make the deadlines for the others earlier (see Q12 below). Finally, we were troubled with two teachers getting sick and delaying their feedback. In the future, if a teacher gets sick and cannot finish their feedback on a task as planned I will take action sooner.

Q9) "The course covered the sustainable development aspect (environmental, social and/or financial

sustainability)". Here the overall score was quite a good 3.8. One of the most important topics in the course was in fact, the sustainable harvest of animal populations (and this includes environmental, social, and financial aspects). However, modelling of populations and understanding how they grow and decline is just numbers and calculations so social or financial sustainability did not come in to every single topic.

Q10) "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)." Here, I was delighted see the very high score of 4.6 out of five. The course had a diversity of teachers (genders and nationalities) and gender and equality aspect were part of the course planning. In fact, as I told the students during the course welcome, if I knew of two equally clear scientific papers that I was considering for recommended reading and one was by a woman and the other by man, I would tend to select the one by the woman to help even out any potential biases in the older literature.

Q11) "The course covered international perspectives." Once more, the teachers and I are very pleased to see an extremely positive score of 4.5 out of five. The course had both male and female teachers, and even more importantly, many nationalities so all teachers could easily use illustrative examples from the country from which they came.

Q12) "On average, I have spent ... hours/week on the course (including timetabled hours)." This is always rather difficult for students to answer with accuracy – nobody records the time spent as they go along! Nevertheless, the average of 29 hours a week is comparable to other courses, and certainly does not indicate any excessive course demands. Many students had their main assignment completed before Christmas and just polished it before final submission, but others left most of the work on it until the end of the course - and these students found completing this task and studying for the exam to be a heavy workload at the end of the course. In the future, I am going to cover the major task earlier, and encourage students to work on it earlier even more than I did this year. Also, (as noted in Q8), I now plan on having one less task for the students to do, and I will move the deadlines for other task earlier to help even out the workload.

Q13) "If relevant, what is your overall experience of participating in all or part of your course online?" Here the course got an acceptable score of 3.5, but I was a little surprised that it was not even higher since most of the lectures and labs were physical meetings, with only a few lectures online. I can only wonder if perhaps some students were answering this question regarding online lectures in general.

Q14) "If relevant, please share what worked well when participating in teaching on distance". There is no numerical score for this question (and indeed the course had few distance lectures) but the comments were positive, with several students noting that the teachers were especially helpful and happy to help students back in their offices.

Q15) "If relevant, please share what worked less well when participating in teaching on distance". Again, there was no score for this but the comments indicated that students clearly prefer physical lectures (as do the teachers!). This was a physical course, with only a few lectures online. I prefer physical courses too, and I will continue in the future!

Student representatives comments

Q1) Overall, students think the course was interesting and engaging. The instructors were generally accessible, and if possible, even took time outside of lectures to answer questions in detail. Feedback on the quality of teaching was good, mentioning high levels of enthusiasm among instructors.

Q4) Information accessibility varied between the lecturers and lectures. It was suggested that uploading lecture slides to Canvas the day before lectures would greatly benefit note-taking students. The distribution of basic information across multiple lectures for the major task was seen as a challenge. Nonetheless, the information on Canvas was generally praised for its clear and structured format.

Q5) Some feedback highlighted a need for better task organization and timely feedback on completed tasks. Furthermore, it was suggested to have less group work towards the end of the course to allocate more time for the personal project and the exam preparations. Nonetheless, in general the tasks were positively received for providing exceptional skill development and student engagement.

Q11) The course's international perspectives were highly commendable. The tasks and lectures encompassed a diverse range of topics from various countries and continents, providing students with a rich and comprehensive understanding of global perspectives. This approach added significant depth and interest to the course, offering valuable insights into different viewpoints and international contexts. The high score of 4.5 is well deserved.

Q13) I agree with the course convener's comment - this probably comes down to personal preference (which also is reflected in the comments)

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