



Fish and Wildlife Management BI1299, 40125.2223

15 Hp

Pace of study = 100%

Education cycle = Advanced

Evaluation report

Evaluation period: 2023-05-28 - 2023-06-18

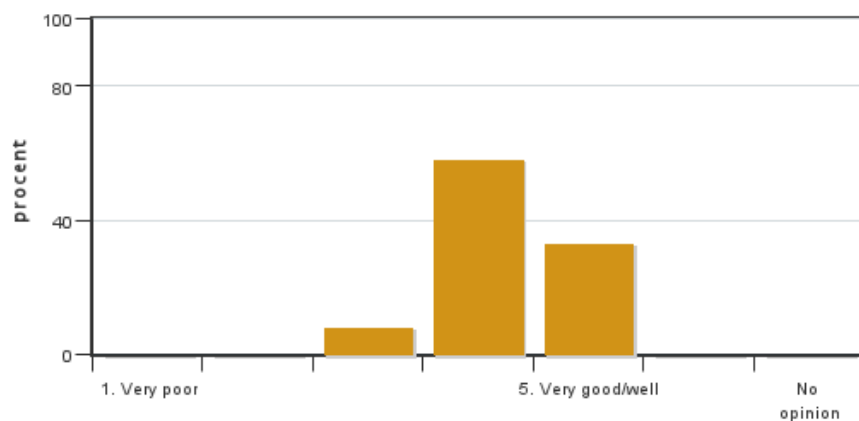
Answers 12

Number of students 19

Answer frequency 63 %

Mandatory standard questions

1. My overall impression of the course is:



Answers: 12

Medel: 4,3

Median: 4

1: 0

2: 0

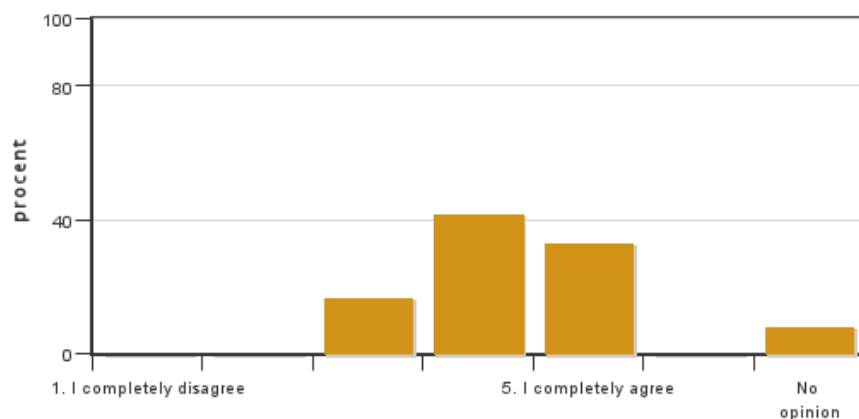
3: 1

4: 7

5: 4

No opinion: 0

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



Answers: 12

Medel: 4,2

Median: 4

1: 0

2: 0

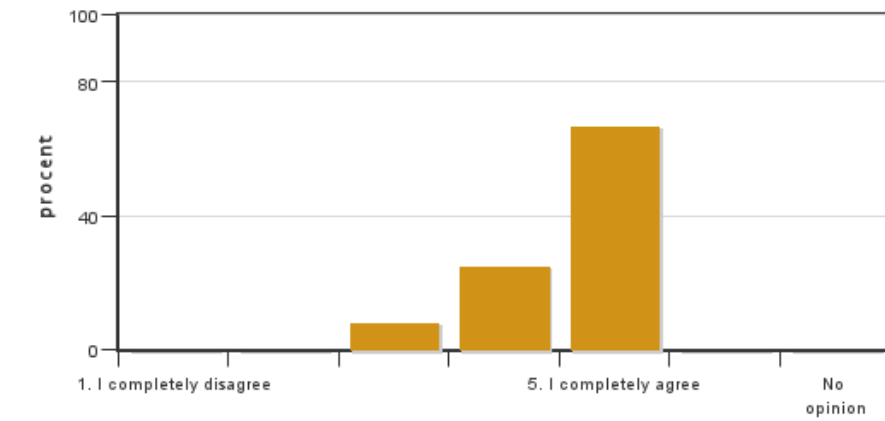
3: 2

4: 5

5: 4

No opinion: 1

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

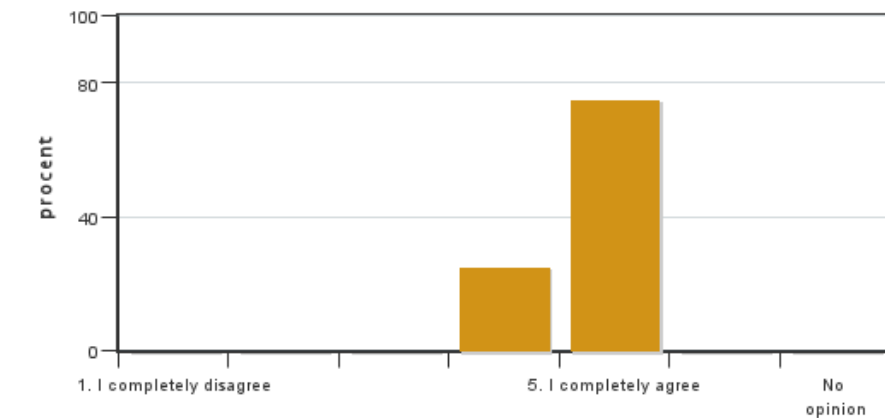


Answers: 12
Medel: 4,6
Median: 5

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

No opinion: 0

4. The information about the course was easily accessible.

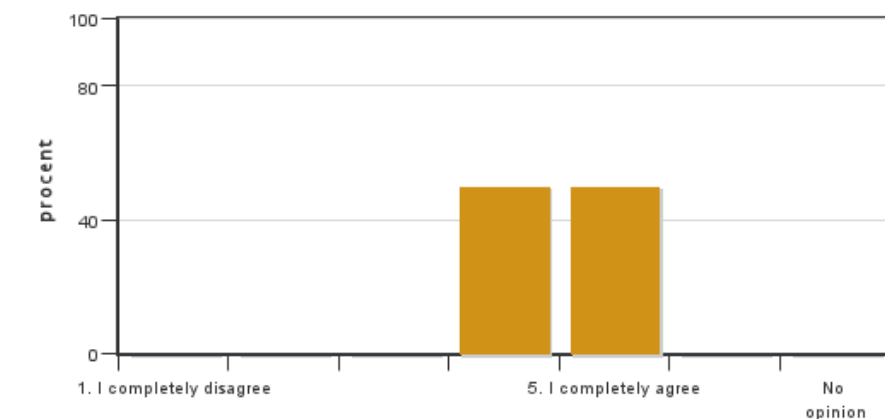


Answers: 12
Medel: 4,8
Median: 5

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

No opinion: 0

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

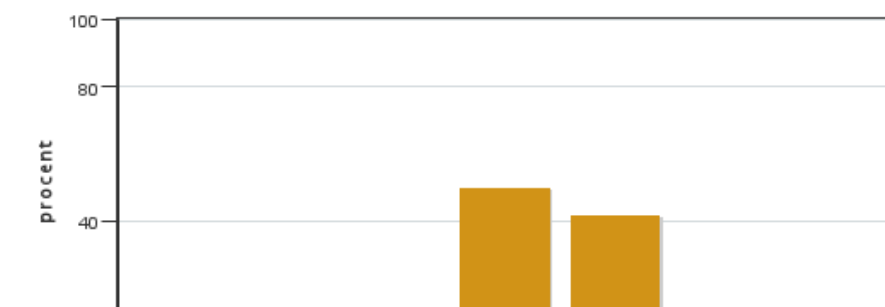


Answers: 12
Medel: 4,5
Median: 4

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

No opinion: 0

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



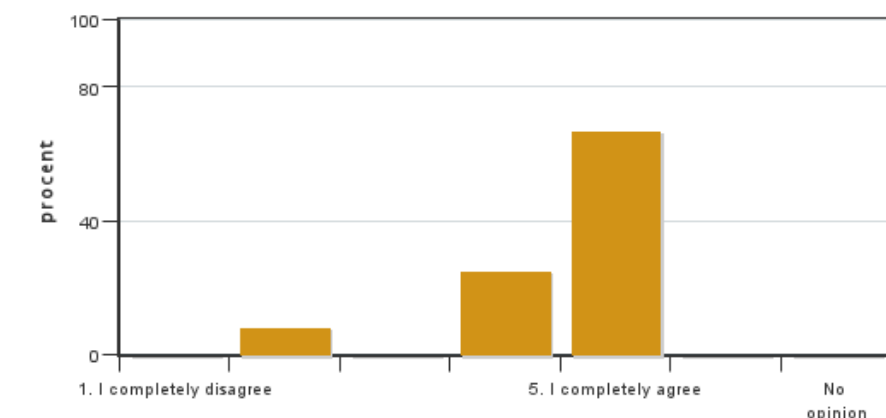
Answers: 12
Medel: 4,3
Median: 4

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

No opinion: 0



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

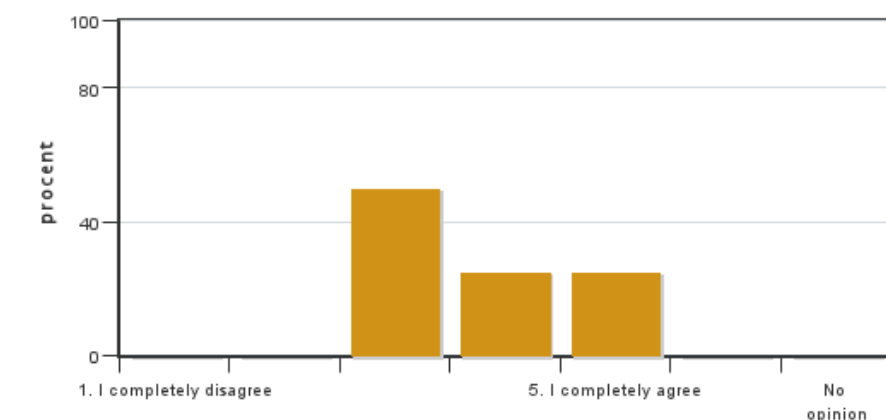


Answers: 12
Medel: 4,5
Median: 5

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

No opinion: 0

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

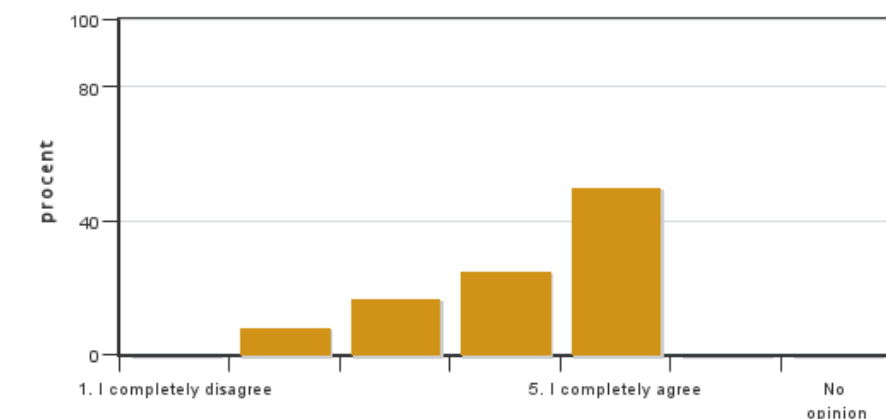


Answers: 12
Medel: 3,8
Median: 3

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

No opinion: 0

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

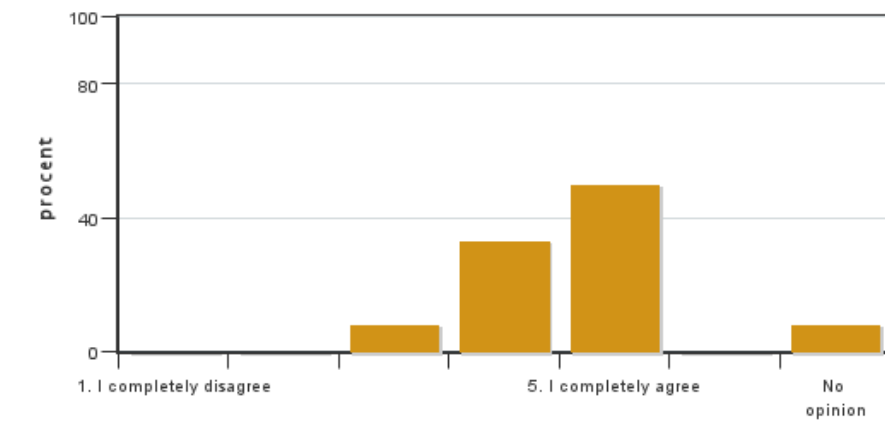


Answers: 12
Medel: 4,2
Median: 4

1: 0
2: 1
3: 2
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).

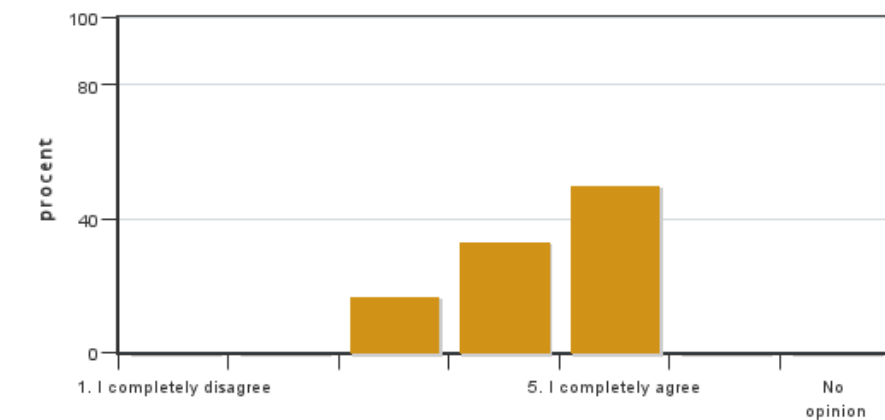


Answers: 12
Medel: 4,5
Median: 5

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

No opinion: 1

11. The course covered international perspectives.

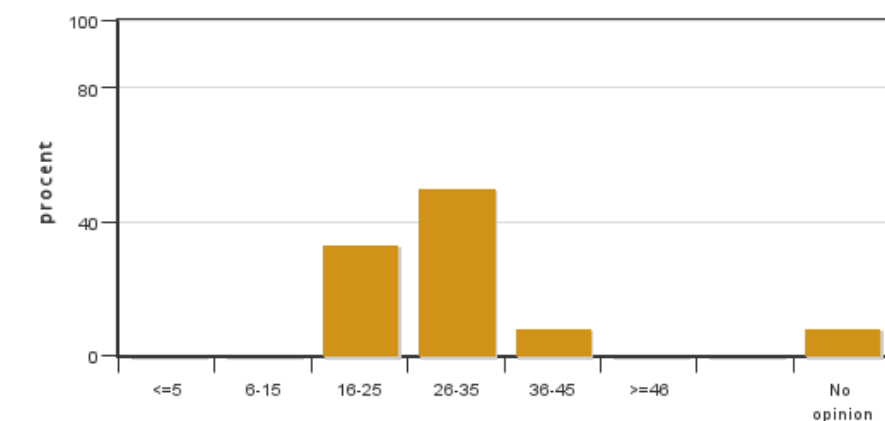


Answers: 12
Medel: 4,3
Median: 4

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

No opinion: 0

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

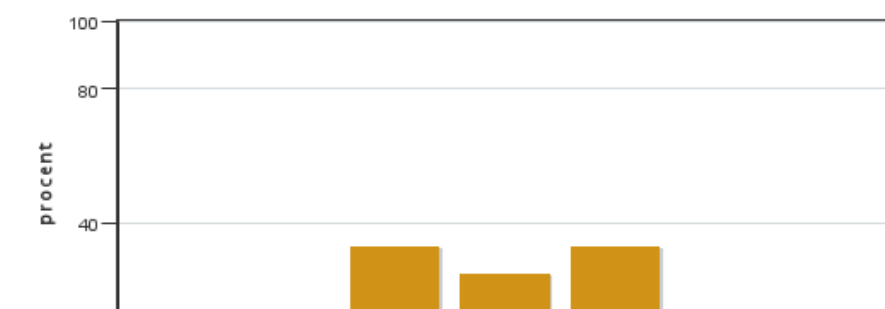


Answers: 12
Medel: 27,3
Median: 26-35

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

No opinion: 1

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



Answers: 12
Medel: 3,8
Median: 4

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

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

Course leaders comments

After reading the student feedback and comments from the student representative, and meeting with the student representative, I am happy and encouraged to improve the course in a way that can address as many of these criticisms/comments as possible. Here are my comments about the common themes that arose in the feedback from students and the course representative.

- The biggest challenge I face every year is achieving both the breadth and the depth of content that students hope for in BI1299 in the time that we have together. I will always try to include more and refine the topics presented so that more advanced content can be covered.
- I will strive to ensure that a balance of content is presented in the ungulate module and will ensure that students are warned ahead of time about potentially sensitive imagery related to hunting.
- I will aim to incorporate more information on fish harvesting next year.
- When possible, I will try to secure more diverse perspectives in the various modules.
- I will encourage teachers to delve more deeply into sustainability when they can.
- I will try to include more opportunity for feedback in the grading process for assignments and keep motivation up with the 3point grading scale.
- We received some feedback about the relative ordering of the topics in the course – and I will try to optimize this, but it is constrained also by the availability/schedules of the teachers and guest lecturers.

Student representatives comments

1. The students shared positive feedback regarding the course, expressing an overall sense of satisfaction. They found the content to be remarkably enlightening, surpassing their expectations. Commendation was specifically given to Erin, the course leader, for her exceptional communication skills, facilitation of open discussions, and provision of informative guidance.

However, certain aspects of the course raised concerns among the students. Some of them expressed disappointment with the carnivores and genetics content, noting that the ungulate module seemed disproportionately focused on hunting. Concerns were also raised about perceived bias in presentation and the use of sensitive images. The students put forth suggestions for refining the ungulate module and highlighted the importance of better English proficiency screening for students.

2. The students observed that the bird and fish management modules lacked the level of detail found in others. They particularly enjoyed the coverage of mammal management but wished for a greater emphasis on habitat requirements and ecological considerations. Despite this, they believed that the course content aligned well with the intended learning objectives.

3. Students recognized the value of attending previous courses.

4. The organization of the Canvas page and communication strategies were deemed excellent, earning a perfect rating. Erin's communication skills were highly praised, although minor issues were noted, such as delayed exam results and unclear information within the international module. Overall, communication was lauded as highly

effective, with only a few minor suggestions for enhancement.

5. The students expressed a desire for more field excursions to gain a deeper understanding of county board operations. They commended the course's diverse blend of projects, exams, excursions, lectures, and presentations, giving it a high rating. While lectures and literature were seen as beneficial for learning, the exercises, while informative, were perceived as somewhat overwhelming.

6. Students raised concerns about the ungulate module's bias toward hunting. They felt the module excessively focused on harvesting rather than addressing natural predator dynamics. To provide a more comprehensive perspective, they suggested incorporating videos from hunters, forest owners, or companies, especially to assist international students in grasping the cultural significance of hunting. While appreciating Fredrik Widemo's insights as a hunter, students proposed diversifying viewpoints to enrich comprehension of human-wildlife conflicts. The inclusive environment of the course, stemming from the students' diverse backgrounds, was highlighted.

7. The classroom environment garnered mixed feedback from students. Dissatisfaction arose from the policy against having drinks in the lecture room, prompting suggestions for alternative approaches. Praise, however, was unanimous for the international wildlife module's collaboration with a foreign university, deemed a valuable endeavor.

8. Students generally agreed that the course content harmonized well with their understanding, except for the ungulate module, which seemed less aligned. One student acknowledged the acceptability of examinations and projects but advocated for improved assignment feedback to enhance the learning experience. While the existing setup might ensure passing, students noted the potential lack of motivation for improvement. The challenging nature of the ungulate module, combined with instances of passing despite demonstrating knowledge, led to confusion.

Despite overall positive reception, the ungulate module posed challenges for multiple students. Suggestions to simplify the course and adjust the assessment approach, favoring a management plan and presentation over Excel-based examinations, were offered.

9. The student contended that while many modules touched on sustainability, they rarely delved into its profound complexity. The traditional separation of social, economic, and environmental sustainability was challenged, with an assertion that these aspects are neither equally vital nor entirely separable.

A call was made for a broader perspective, incorporating viewpoints from diverse societies and cultures. While acknowledging the attempt at collaboration with South Africa, it was noted that it provided only a glimpse into the sustainable development discourse of a specific cultural group influenced by Western ideals. The opportunity to explore alternative perspectives on the interplay between nature, economy, and society was valued.

10. While generally aligned with the course content, the student sought a more inclusive platform for voicing differing opinions in class. They suggested allocating more room for diverse perspectives on nature management, even though the course already introduced some. The potential for greater inclusivity was recognized.

11. Commending the collaboration with NMU, the student deemed it a valuable addition to the course. The collaborative experience was perceived as more enlightening than a conventional lecture on South African wildlife management. While acknowledging SLU's focus on its native species, it was suggested that more representation from regions like South America, China, Russia, and the Arab nations would enrich perspectives. The international module's emphasis on wildlife management treaties was acknowledged, yet its coverage of species biology was seen as needing improvement.

12. –

13. Students's opinions on online teaching varied. Some appreciated its effectiveness, while others struggled to engage online learners and advocated for in-person classes. The online experience with South Africa was appreciated, despite technical glitches. Recommendations included online teaching for remote participants or providing recorded lectures for future reference.

14. The benefits of online learning, including global communication and easy access to teaching materials, were well received. Ordinary lectures translated well online, offering flexibility to concentrate on studies. High-tech facilities and committed professors were valued. Recorded lectures were deemed valuable for exam preparation, and the online

platform facilitated cross-perspective exchanges with South African students.

15. Challenges and technical issues characterized student experiences with online learning. Communication errors and connectivity problems hindered discussions. Regret was expressed over missed South African presentations, prompting suggestions for mandatory participation or joint presentations to counterbalance global imbalances. Technical hurdles and interaction/connectivity problems were common concerns.

16. Students expressed interest in more fish-related lectures and less emphasis on power plants. Monotonous assignment presentations spurred suggestions for exploring diverse fish species and challenges such as hydropower, fishing, canals, and habitat disruption. While appreciating the hydropower and fish ecology learning, concerns were raised about clarity and realism in the FiMod exercise. Calls for a broader focus beyond hydropower and fish ladders resonated. While acknowledging the course's value, some felt it fixated too heavily on salmon-hydropower interactions, neglecting other aspects like fishing laws and Baltic overfishing.

17. Student feedback was diverse. The diet lecture and hunting perspective intrigued some but were perceived as one-sided. Critique was directed at exams misaligned with lecture content, even though lectures discussing wildlife ethics were valued. The ungulate module garnered mixed reactions. Some students found it excessively hunting-centric, presenting a biased viewpoint with disturbing imagery. Others enjoyed the module, finding value in stakeholder management insights and the engaging lecture on ungulate diets. However, the ungulate module's exam received criticism for its lack of relation to lectures and dependence on external research. Technical glitches, absence of individual feedback, and a dominant hunting focus emerged as concerns. Suggestions for a broader ungulate management perspective were made.

18. Students generally held favorable opinions about the assignment and module. One student appreciated the assignment's relevance, especially for those encountering the topic anew in their master's studies. The module was valued for teaching systematic literature study design, with small urban wildlife sessions and discussions being particularly enjoyable. Views on the carnivore mini-module varied, but its management lecture received praise for incorporating perspectives beyond academia. Constructive feedback included a preference for a more advanced-level course at the master's program's culmination. Expertise acknowledgment was combined with suggestions for accommodating advanced students. Practical skills, such as literature search techniques, were appreciated, with some proposing an earlier introduction of these skills.

19. The module's value was recognized, although its intensity, close to the summer break, presented challenges. Cooperation with Nelson Mandela University was appreciated, with suggestions for optimizing group assignments to enhance knowledge exchange.

The significance of international perspectives was acknowledged, and requests were made for guest lectures from various continents. Despite acknowledging the workload, discussions on decolonization were deemed important. Suggestions for earlier introduction of the module's content within the master's program were also expressed.

20. Students found merit in discussions, excursions, and mini-modules across diverse subjects. Stringent grading criteria related to grammar and spelling were noted. Mixed opinions emerged about specifying individual contributions in group assignments, with appreciation for random group assignments. Calls for more varied topics, including Asian management aspects, were made. Positive feedback encompassed the urban and carnivore modules, with practical applications being suggested. The bird module's scope extension to include other bird management facets was supported. The international wildlife management module's interaction with overseas students was appreciated, though its workload was noted as intense. Suggestions were put forth to introduce international regulations and laws for context.