



## Basic and applied ecology BI1397, 10330.2223

15 Hp  
Pace of study = 100%  
Education cycle = Basic  
Course leader = Mattias Larsson, Åsa Lankinen

### Evaluation report

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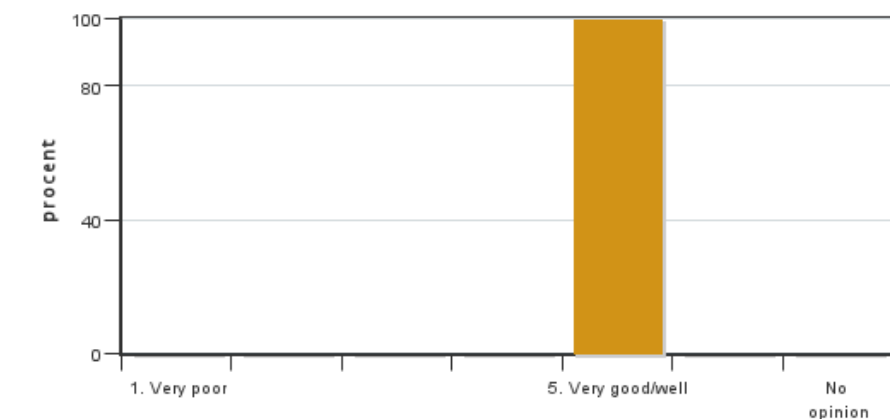
**Evaluation period: 2022-10-24 - 2022-11-14**

Answers 6  
Number of students 15  
Answer frequency 40 %

### Mandatory standard questions

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

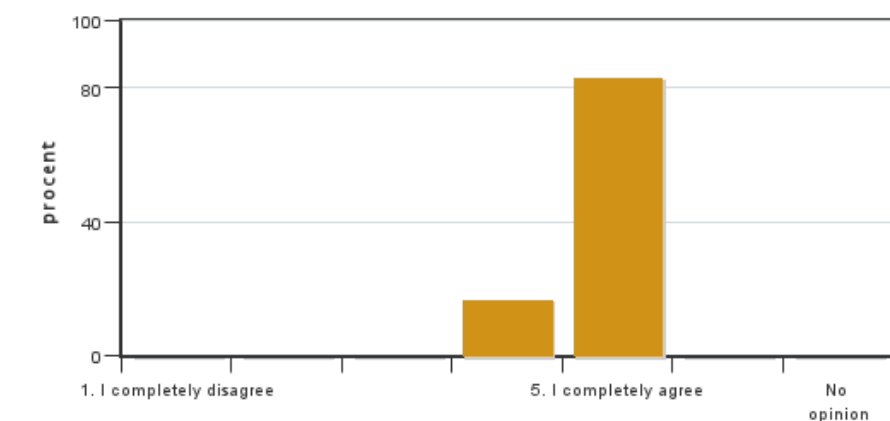


Answers: 6  
Medel: 5,0  
Median: 5

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

No opinion: 0

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

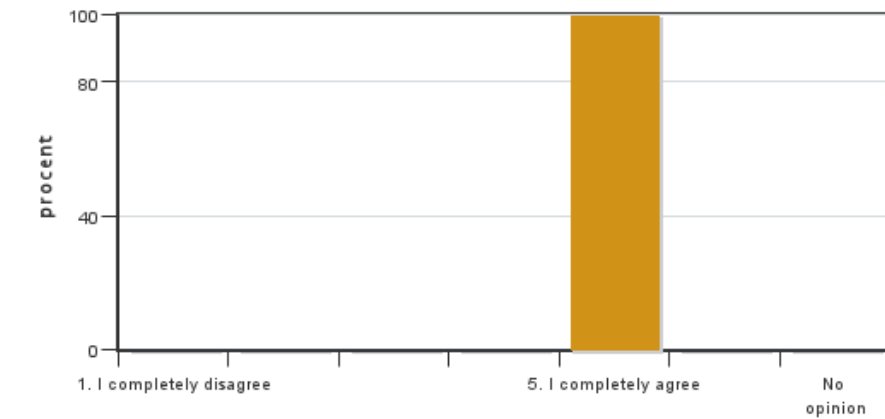


Answers: 6  
Medel: 4,8  
Median: 5

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

No opinion: 0

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

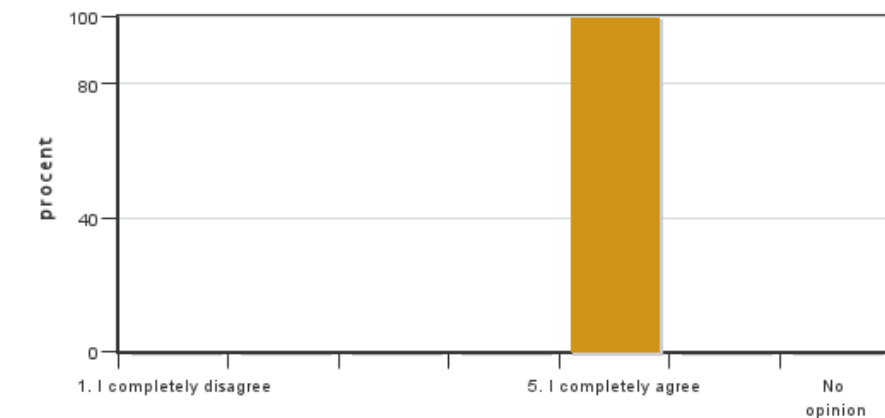


Answers: 6  
Medel: 5,0  
Median: 5

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

No opinion: 0

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

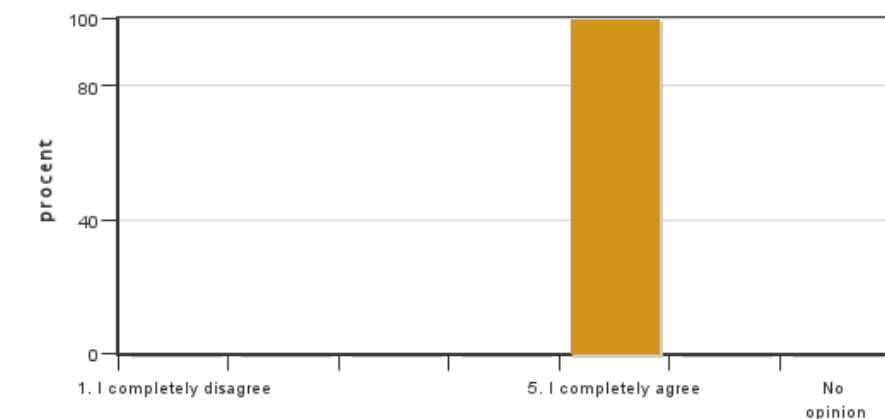


Answers: 6  
Medel: 5,0  
Median: 5

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

No opinion: 0

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



Answers: 6  
Medel: 5,0  
Median: 5

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

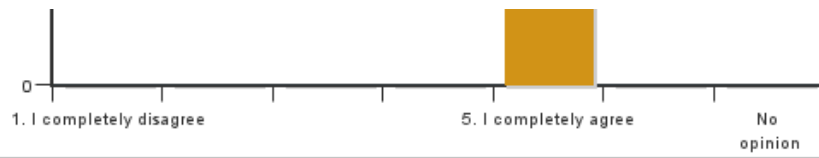
No opinion: 0

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



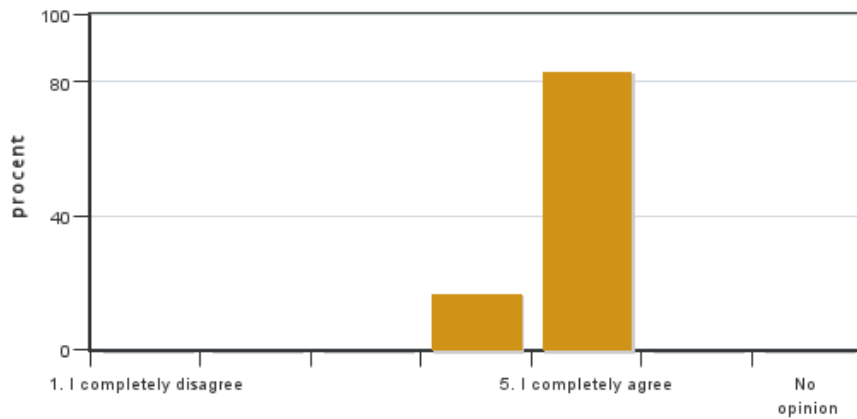
Answers: 6  
Medel: 5,0  
Median: 5

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



No opinion: 0

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



Answers: 6

Medel: 4,8

Median: 5

1: 0

2: 0

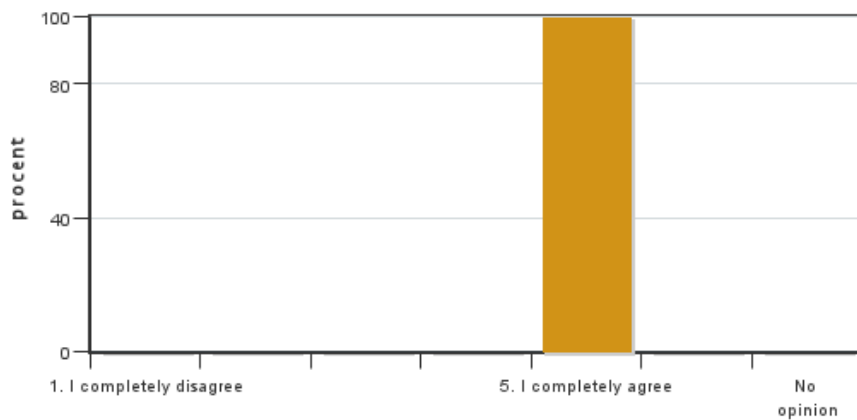
3: 0

4: 1

5: 5

No opinion: 0

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



Answers: 6

Medel: 5,0

Median: 5

1: 0

2: 0

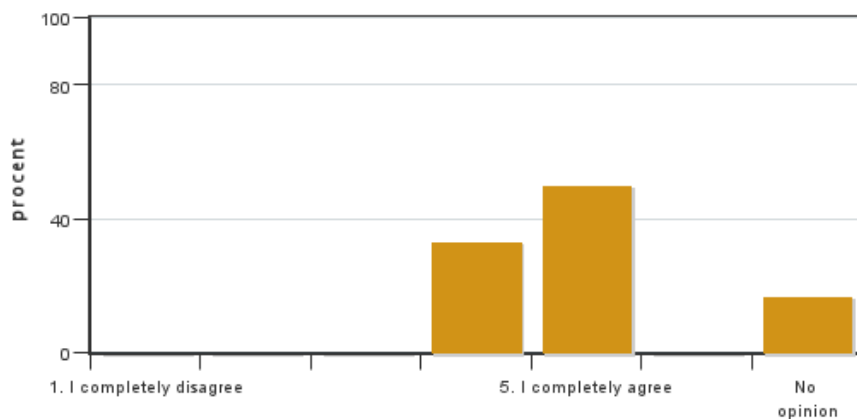
3: 0

4: 0

5: 6

No opinion: 0

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



Answers: 6

Medel: 4,6

Median: 5

1: 0

2: 0

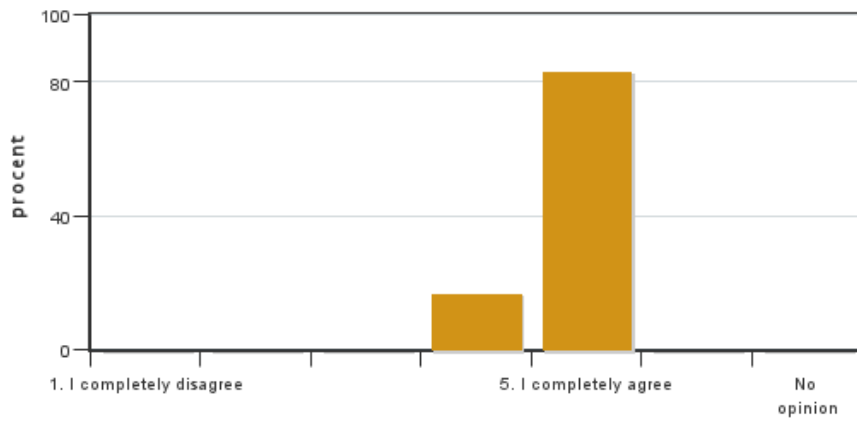
3: 0

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).**

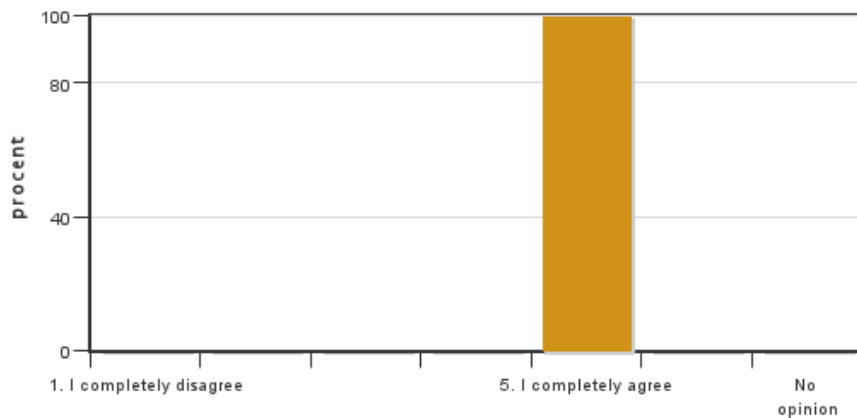


Answers: 6  
 Medel: 4,8  
 Median: 5

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

No opinion: 0

**11. The course covered international perspectives.**

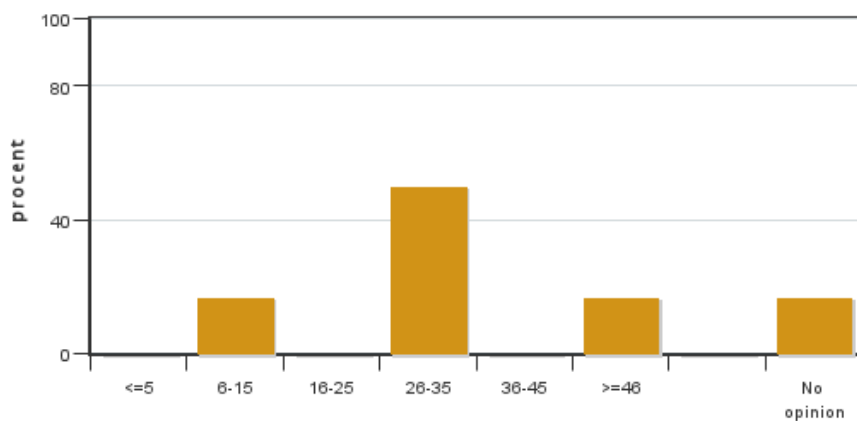


Answers: 6  
 Medel: 5,0  
 Median: 5

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

No opinion: 0

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

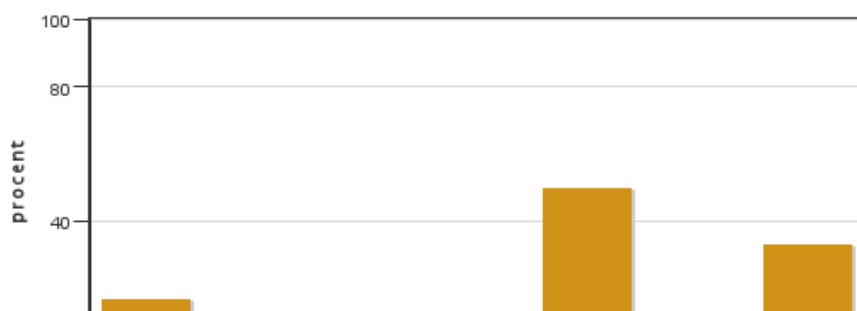


Answers: 6  
 Medel: 29,2  
 Median: 26-35

≤5: 0  
 6-15: 1  
 16-25: 0  
 26-35: 3  
 36-45: 0  
 ≥46: 1

No opinion: 1

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



Answers: 6  
 Medel: 4,0  
 Median: 5

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

No opinion: 2

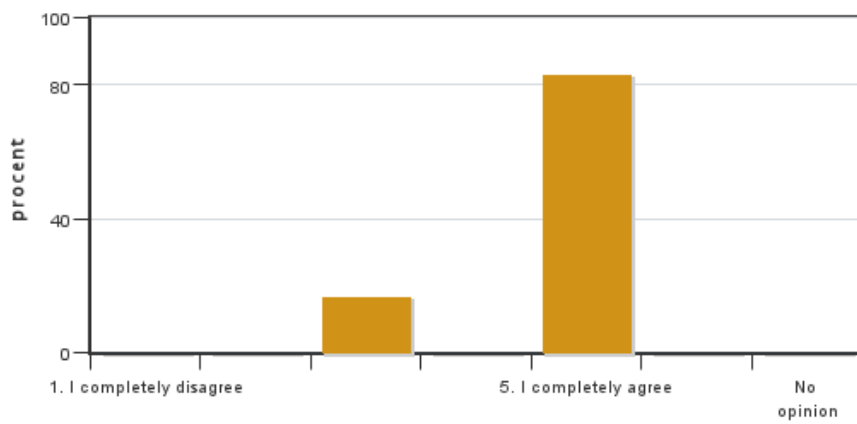


14. If relevant, please share what worked well when participating in teaching on distance

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

### Additional own questions

16. I have learned a lot about ecology on the course

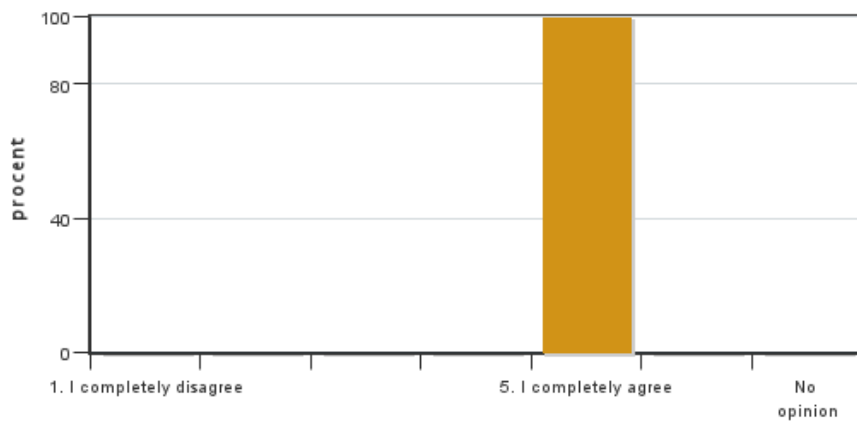


Answers: 6  
 Medel: 4,7  
 Median: 5

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

No opinion: 0

17. The lectures of the course were valuable for my learning and understanding of the course material

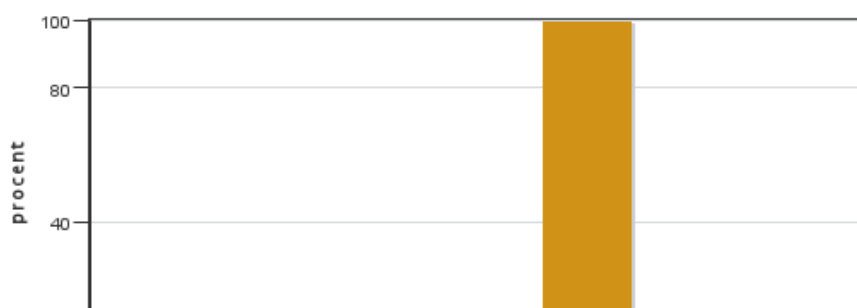


Answers: 6  
 Medel: 5,0  
 Median: 5

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

No opinion: 0

18. The first landscape excursion provided valuable background and real-life examples to support my learning and understanding



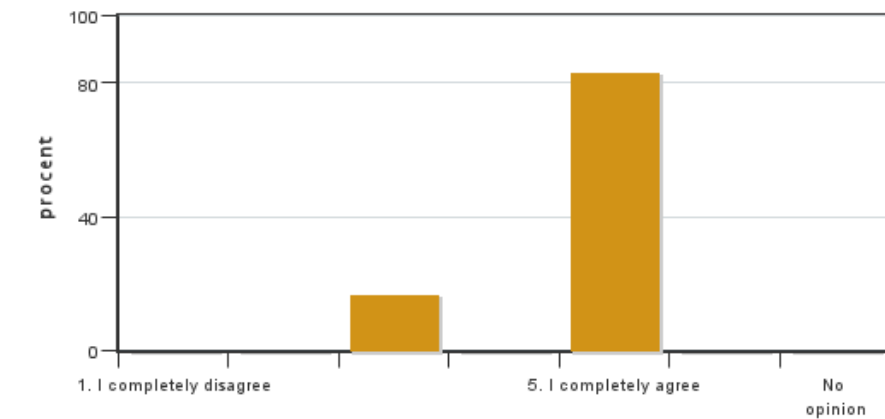
Answers: 6  
 Medel: 5,0  
 Median: 5

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

No opinion: 0



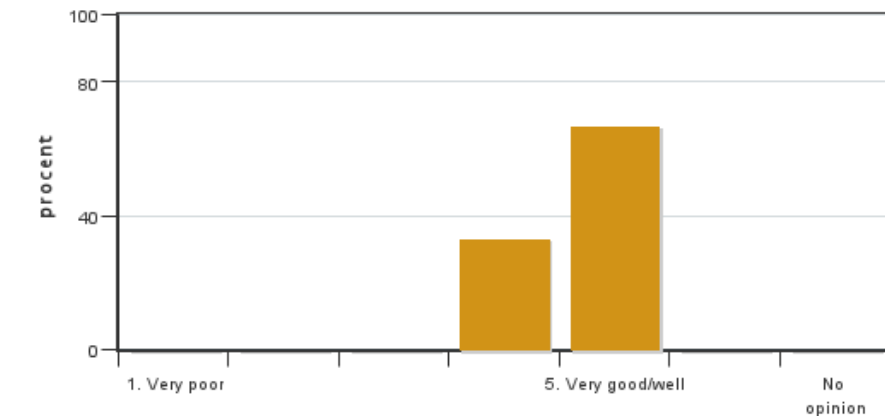
**19. The literature project (themes project) significantly aided my learning and understanding of ecology**



Answers: 6  
 Medel: 4,7  
 Median: 5

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

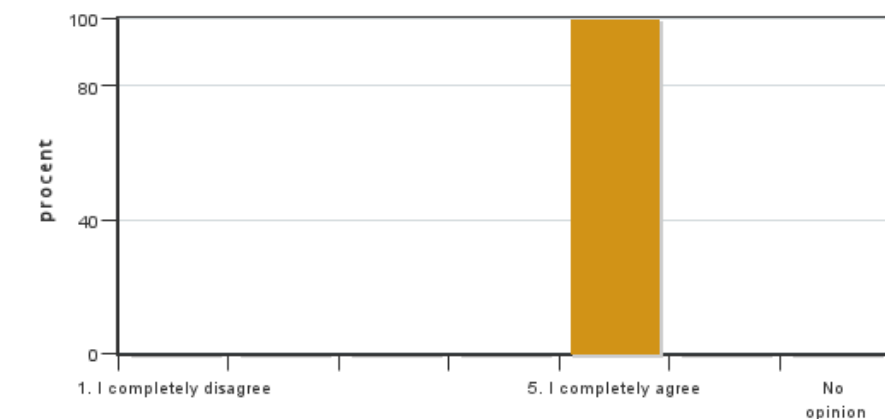
**20. What do you think about the course book?**



Answers: 6  
 Medel: 4,7  
 Median: 5

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

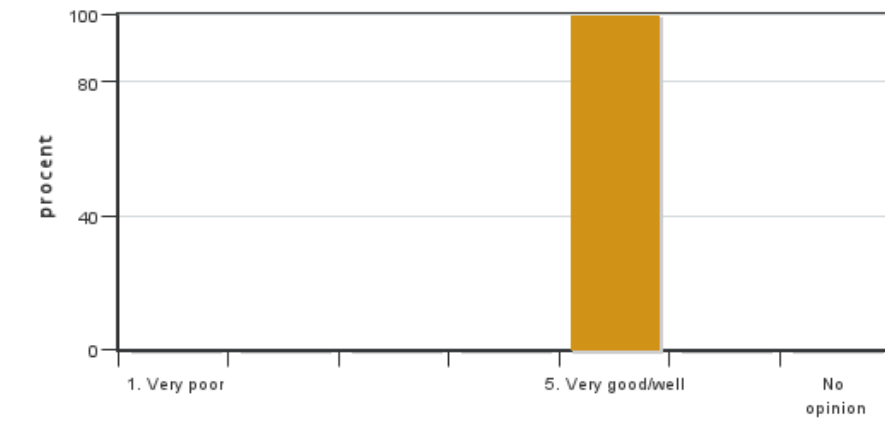
**21. The literature seminars were useful for my learning and understanding**



Answers: 6  
 Medel: 5,0  
 Median: 5

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

**22. What do you think about presentations as an examination format for literature projects and case studies?**



Answers: 6  
 Medel: 5,0  
 Median: 5

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

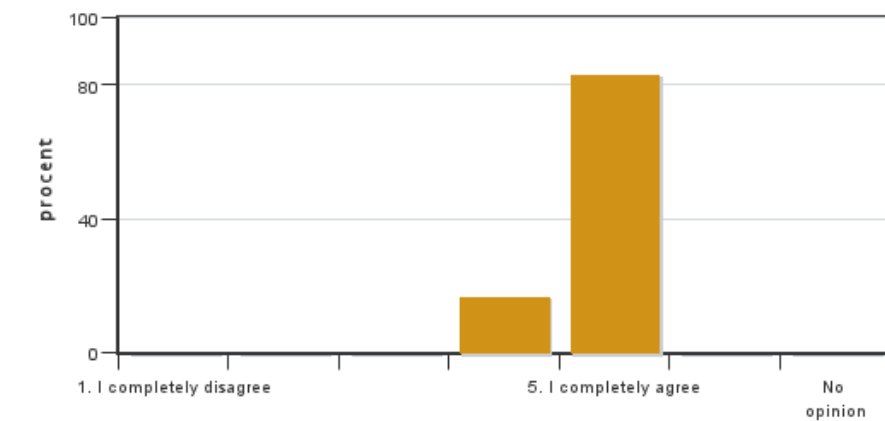
No opinion: 0

23. What were the three best things about the course?

23. What were the three worst things about the course?

23. Any advice about what could be done for the course in the future?

23. The second excursion with small field studies and discussion supported my learning of ecology in theory and practice

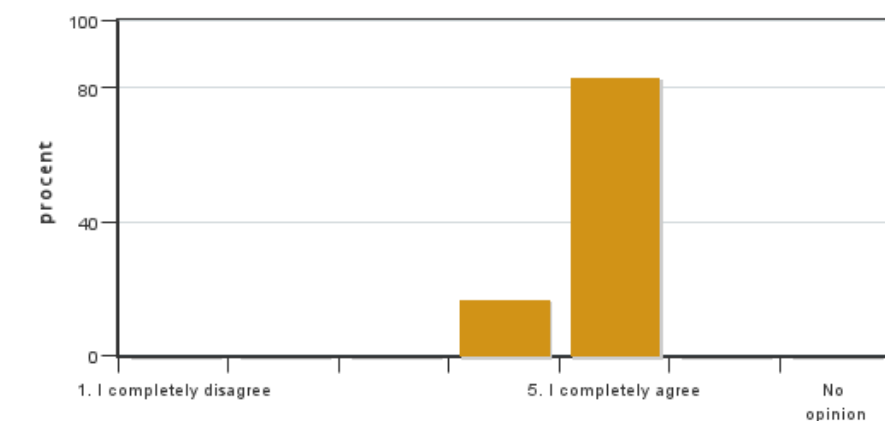


Answers: 6  
 Medel: 4,8  
 Median: 5

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

No opinion: 0

24. The Journal Club was useful for my understanding of basic and applied ecological research

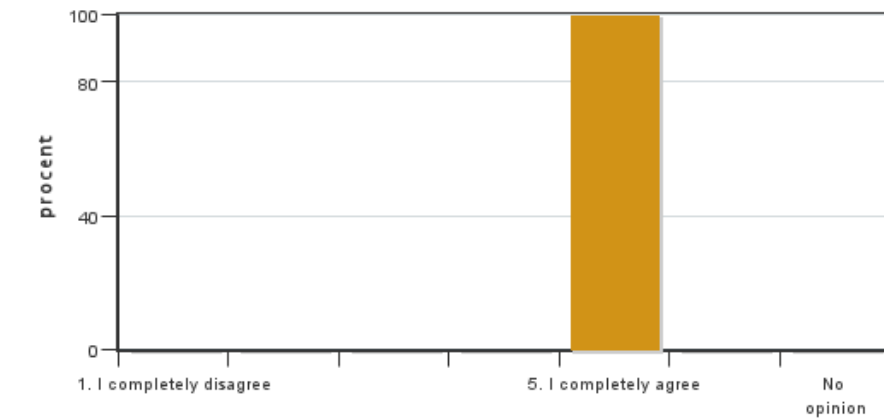


Answers: 6  
 Medel: 4,8  
 Median: 5

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

No opinion: 0

25. The Case study provided a good opportunity for achieving additional in-depth understanding and application of ecological knowledge



Answers: 6  
 Medel: 5,0  
 Median: 5

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

No opinion: 0

## Course leaders comments

It is gratifying to see that the students generally had high opinions of the course and the subject area(s). The scores indicate a high degree of appreciation for the course as a whole, as well as for all its individual components such as lectures, course literature and seminars, excursions and practical exercises, and literature assignments. Students also expressed that they learned a lot of useful knowledge and had good opportunities to develop within the subject and demonstrate their knowledge during the course. The students liked the social atmosphere and discussions during the course, and from the reciprocal perspective of the teachers it has been very rewarding to interact with students exhibiting such a high degree of enthusiasm and appreciation for the subject. The students have also been very accommodating and willing to adapt to any changes and improvisations that had to be done during the course.

There have been several suggestions for improvements, which will help us to develop some aspects of the course further. Some of these we address specifically here:

The course is divided into an earlier and latter half, where the earlier part is identical to the parallel course BI1394 Basic ecology, which is given together with the present course. The workload is too uneven between the earlier half of the course, during which there is a lot of reading of course material, assignments, and a written exam, and the latter half, which focuses to a great degree on the final presentation of individual case studies. The students also reported a somewhat lower level of engagement with some of the course material during the latter half of the course, as it is not explicitly subject to examination like the earlier material. In the future, we will aim to push some more material from the earlier to the latter half of the course, and also to find ways to increase the active engagement of students with the course material in this part.

It is the second time the course is given in its present long format, and the current course book and some other components, like the second excursion with data analysis and presentation, were included for the first time. With the current version of the course working very well, the course could be considered relatively settled in its constituent material, and we can provide some details to further facilitate learning and accessibility of the course content.

Instructions for tasks and assignments can be extended and improved, with more detail provided regarding what is expected for their completion and regarding presentations, and their performance connections to the grade criteria clarified.

The information material for the excursions can be improved and streamlined to provide more information helping the students to internalize and integrate the content into the overall course curriculum. Information material for the second excursion will be provided in advance, to allow students to familiarize themselves with the field research topics, and we will introduce a pre-briefing session to allow students to discuss and provide ideas and hypotheses for field experiments before the excursion.

## Student representatives comments

English, Short summary:

All in all a highly appreciated course; one thought it manageable enough to study simultaneously with another course, one thought it a touch too fast and dense (specific parts of the course and the broadness of the course subject, alike). Time spent on the course landed at around 30 hours per week (average and median), with some considerable deviations in both directions. Engagement from course coordinators and lecturers highly lauded; Zoom and recordings also, although one participant reports a "very poor" experience in online interactions with the course: no elaboration given. Course book highly appreciated, as were seminars (structurally, time-wise, and question-wise). Critique centers mostly on lacking engagement (interpreted as student-generated) during the second part of the course, and a heavy workload (one such report, and should be mentioned another thought



there was too little to do). One participant thought the first excursion felt a bit rushed, and one wanted more check-ins leading up to the case study and suggests these could take the form of minor assignments. When it comes to the second excursion, one participant suggests more data analysis in class, and one suggests it could have been more autumn-related. The journal club was celebrated and suggested to be made into a weekly thing. The case study was also appreciated, with the suggestion of a written component to complement the presentation. Overall very positive feedback, with some minor deviations.

Mandatory standard questions:

Top scores (5) in general, with some exceptions:

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

One four, rest fives. No comments.

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

One four, rest fives. No comments.

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

Two fours, one "no opinion", rest fives. No comments.

Question 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).

One four, rest fives. No comments.

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

Circa 30 h average, median 26-35 h. One 6-15, one  $\geq 46$

"Good workload" is mentioned in relation to studying another course simultaneously.

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

One lowest rating (1), two "no opinion", three fives.

Despite one participant giving the lowest score, no further comment was made.

Question 14: What worked well with participating on distance

The option of Zoom and recordings much appreciated. Mattias' concern for picture and sound quality and inclusion in discussions is mentioned and lauded.

"Amazing being able to connect online when one could not show up on site. Easy to connect and follow [lectures]." (comment in Swedish, translated)

Question 15: What worked less well with participating on distance

Three participants left no comment. "Staying engaging" and "lack of attention and engagement" pointed out in two answers; interpretation not obvious, but may be dissenting opinions regarding inclusion in discussions. General problems of Zoom are raised, like delay and something lacking in the social domain.

Additional own questions:

16. I have learned a lot about ecology on the course

One three, rest fives. The one giving the three explains they possessed previous knowledge of ecology, but the course went further.

19. Literature project

One three, rest fives. Participant giving the three comments learning a lot about their own subject but not so much about the others.

20. Course book

Two fours, rest fives. One four comments not using it much.

21. Literature seminars

Fives across the board. Described as good opportunities to iron out question marks and misunderstandings, and a reasonable amount of time and questions.

22. Presentations as examination format

Fives across the board. One participant elaborates that it was good, but some variety would have been nice.

23. Three best things

Practically everything is lauded, from lecturers to atmosphere, course material and discussions, projects, and excursions.

"Presentations, seminars, excursions, wonderful cohesion and atmosphere throughout the course." (comment in Swedish, translated)

24. Three worst things

One participant comments on lacking engagement in the second part of the course, another thought it a pity that few students showed up for certain events. One mentions too much to do, too little time between assignments, and too many topics brought up during a short period.

25. What could be done for the course in the future

The first excursion is mentioned being too rushed. One participant suggests some minor assignments related to the case study in order to check progress, and would like a greater workload for the second part of the course. Another would have liked more time between assignments.

26. Second excursion

One four, rest fives. The four would have liked more data analysis in class. Another suggests the possibility of examining more autumn-related data, but gives no example.

27. Journal club

One four, rest fives. The journal club was appreciated, with one suggestion to make it a weekly thing.

28. Case study

Fives across the board. Appreciated way of deepening one's knowledge. One suggestion to incorporate a written part as complement.

Svenska, Kort summering:

Högt uppskattad kurs överlag, någon tyckte den var rätt lätt och kunde hanteras samtidigt som annan

kurs vid sidan, någon tyckte det var lite väl mycket att stå i (både vad gäller moment och själva bredden på ämnet). Man lade i snitt (och median) ca 30 timmar i veckan, med någon betydligt mindre och någon betydligt mer. Engagemanget från kursansvariga och föreläsare prisas. Zoom och inspelningar likaså, även om någon hade en "very poor" stund med Zoom. Oklart varför. Kursbok högt uppskattad, seminarier likaså (både struktur-, tids-, och frågemässig).

Som kritik nämns under andra halvan ett bristande engagemang (från studerande verkar det som) och en för tung arbetsbörda (från en person, och tål att nämnas att någon annan tyckte det var för lite att göra). Någon tyckte att första exkursionen kändes lite "rushed", någon ville ha fler check-ins inför case studyn och föreslår att dessa hade kunnat ta formen av mindre uppgifter. Vad gäller andra exkursionen ville någon ha mer dataanalys i helklass, någon föreslog att den hade kunnat vara mer höstrelaterad. Journal club uppskattad och föreslås att vara en veckovis grej. Case studyn också prisad, föreslås en skriftlig del som komplement.

Överlag väldigt positiv feedback, med några mindre avvikelser.

Mandatory standard questions:

I regel femmor, med några få undantag:

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

En fyra, resten femmor. Ingen kommentar.

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

En fyra, resten femmor. Återigen ingen kommentar.

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

Två fyror, en "no opinion", resten femmor. Ingen kommentar.

Fråga 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).

En fyra, resten femmor. Ingen kommentar.

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

Ca 30 h medelvärde, median 26-35. Någon 6-15, en >=46.

"Good workload", nämns i sammanhang att det funkade att plugga en annan kurs samtidigt.

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

En etta (!), två "no opinion", tre femmor.

Trots att någon lämnade en etta gavs ingen vidare förklaring som kommentar.

Fråga 14: What worked well with participating on distance

Väldigt uppskattat att ha möjligheten av Zoom och inspelningar. Lyfts att Mattias var mån om att se till att de som deltog via Zoom hade en god upplevelse i form av bild- och ljudkvalitet, och inkluderade dem i diskussioner.

15: What worked less well with participating on distance

3 st (hälften) utan kommentar. "Staying engaging" och "lack of attention and engagement" var två svar, vilka är tvetydiga, men kan vara några som inte håller med om inklusion i diskussioner. Oklart.

Standardproblemet med att ta saker över Zoom lyfts, med delay osv och att något fattas i den sociala aspekten.

Additional own questions

16. I have learned a lot about ecology on the course

En trea, resten femmor. Den som gav trean förklarar att hen redan hade kunskap om ekologi, men att kursen fördjupade denna kunskap.

19. Literature project

En trea, resten femmor. En deltagare (som gav trean) tycker att hen lärde sig mycket om sitt eget område men inte så mycket om de andras.

20. Course book

Två fyror, resten femmor. En fyra säger att hen inte använde den mycket.

21. Literature seminars

Bara femmor. Beskrivs som en bra möjlighet att reda ut frågetecken och missuppfattningar, och rimlig mängd tid och frågor. Verkar vara ett uppskattat upplägg.

22. Presentations as examination format

Bara femmor. Någon specificerar att det var bra, men att någon variation hade varit trevligt. Oklart vilken slags variation.

23. Three best things

I princip allting prisas, från lärare till stämning, studiematerial och diskussioner, projekt och exkursioner.

24. Three worst things

Någon lyfter bristande engagemang i andra delen av kursen, en annan tycker det var synd att så få studerande dök upp under vissa moment (ej spec.). En nämner att det var för mycket, att det var ont om tid mellan uppgifter, och att det var för många ämnen som togs upp under en kort period.

25. What could be done for the course in the future

Första exkursionen tycktes lite snabb/stressig. En önskade några mindre uppgifter relaterade till sista case study "to check progress", och önskas en större workload i andra halvan av kursen. En annan önskar mer tid mellan uppgifter.

26. Second excursion

En fyra, resten femmor. Fyran önskar mer dataanalys i helklass. En annan föreslår potential att granska mer höstspecifika saker att undersöka, men inget direkt förslag.

27. Journal club

En fyra, resten femmor. Uppskattat moment, ett förslag om att göra detta till en veckovis grej.

28. Case study

Bara femmor. Uppskattat sätt att fördjupa sin kunskap. Ett förslag om att införa en skriftlig del som komplement.

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Kontakta support: [support@slu.se](mailto:support@slu.se) - 018-67 6600