



Fish and Wildlife Census Techniques

BI1302, 10170.2324

15 Hp
Pace of study = 100%
Education cycle = Advanced
Course leader = Navinder Singh

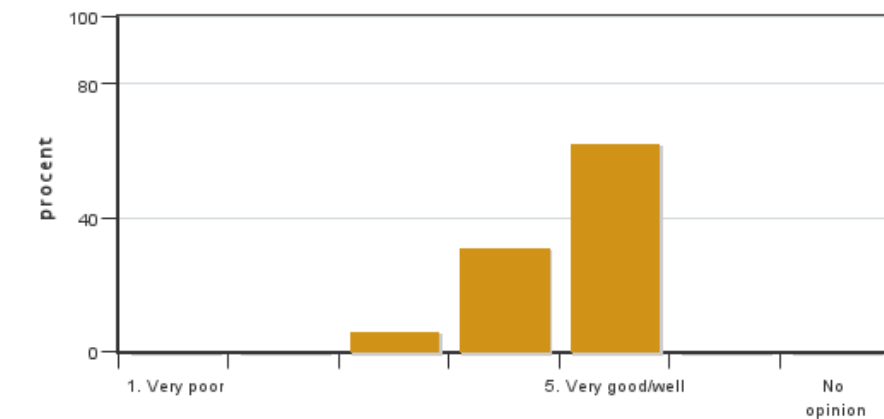
Evaluation report

Evaluation period: 2023-10-23 - 2024-02-23

Answers 16
Number of students 21
Answer frequency 76 %

Mandatory standard questions

1. My overall impression of the course is:

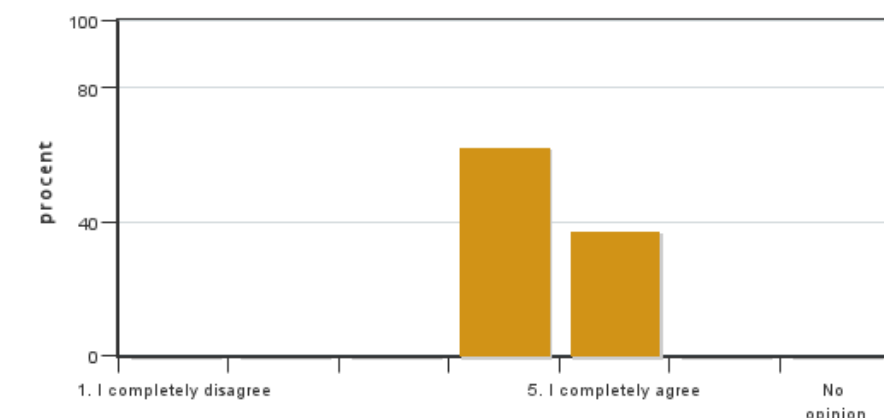


Answers: 16
Medel: 4,6
Median: 5

1: 0
2: 0
3: 1
4: 5
5: 10

No opinion: 0

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

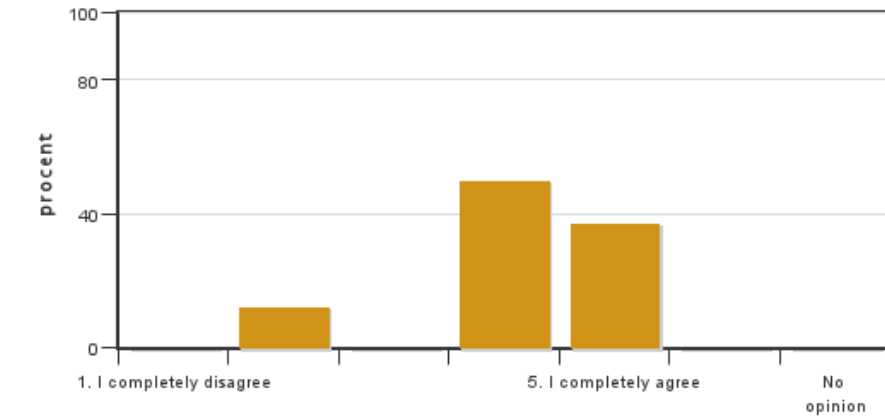


Answers: 16
Medel: 4,4
Median: 4

1: 0
2: 0
3: 0
4: 10
5: 6

No opinion: 0

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

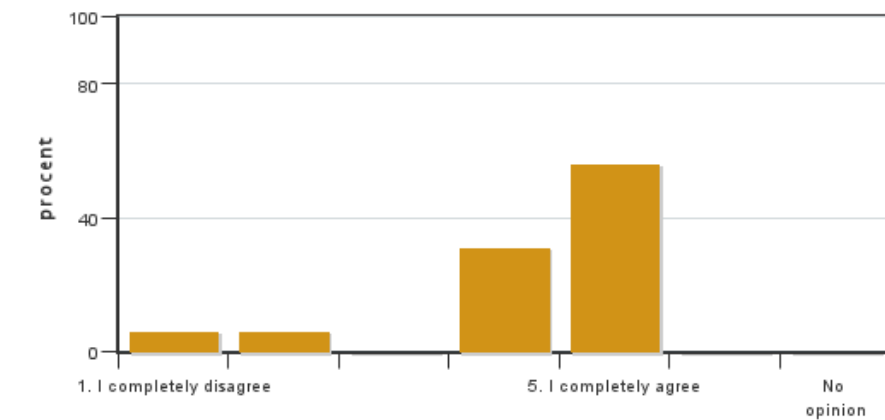


Answers: 16
 Medel: 4,1
 Median: 4

1: 0
 2: 2
 3: 0
 4: 8
 5: 6

No opinion: 0

4. The information about the course was easily accessible.

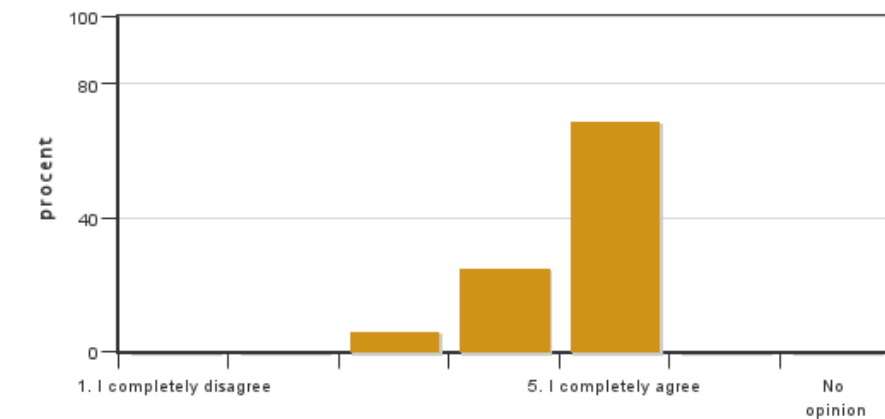


Answers: 16
 Medel: 4,3
 Median: 5

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

No opinion: 0

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

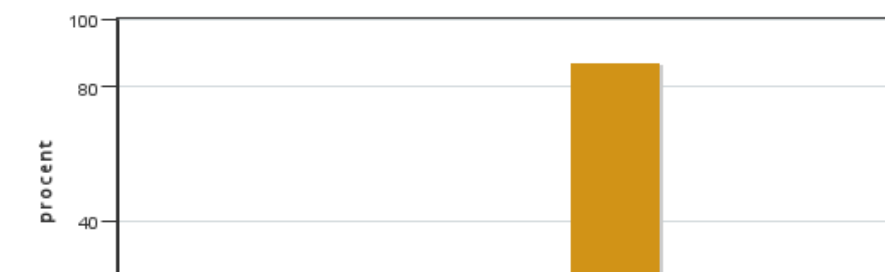


Answers: 16
 Medel: 4,6
 Median: 5

1: 0
 2: 0
 3: 1
 4: 4
 5: 11

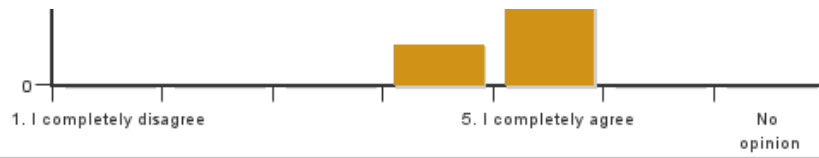
No opinion: 0

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



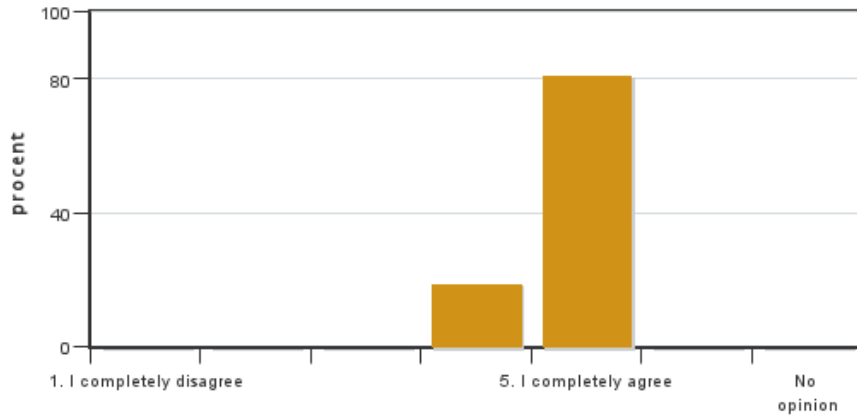
Answers: 16
 Medel: 4,9
 Median: 5

1: 0
 2: 0
 3: 0
 4: 2
 5: 14



No opinion: 0

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



Answers: 16

Medel: 4,8

Median: 5

1: 0

2: 0

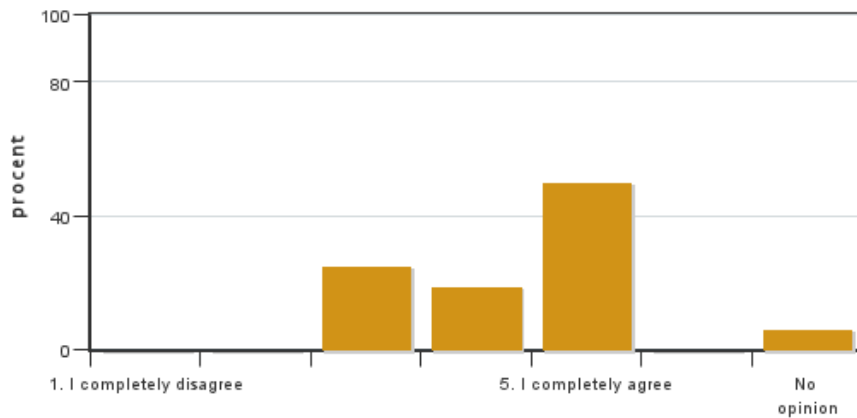
3: 0

4: 3

5: 13

No opinion: 0

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



Answers: 16

Medel: 4,3

Median: 5

1: 0

2: 0

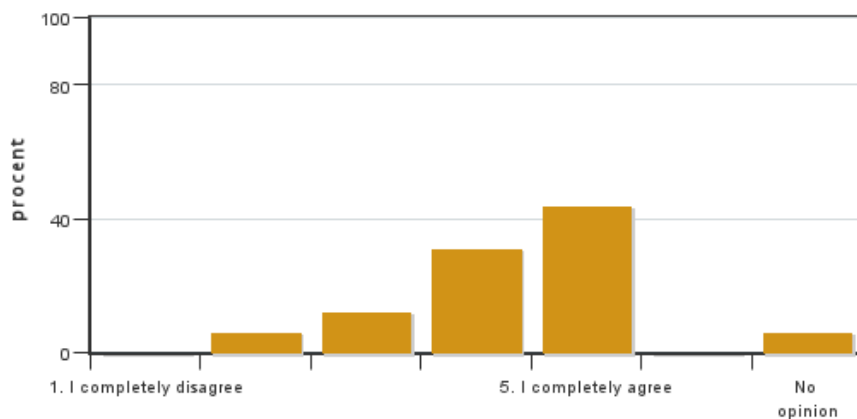
3: 4

4: 3

5: 8

No opinion: 1

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



Answers: 16

Medel: 4,2

Median: 4

1: 0

2: 1

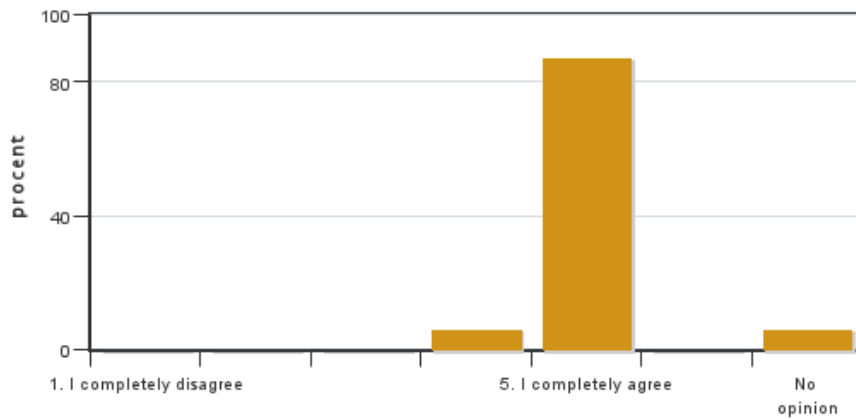
3: 2

4: 5

5: 7

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).

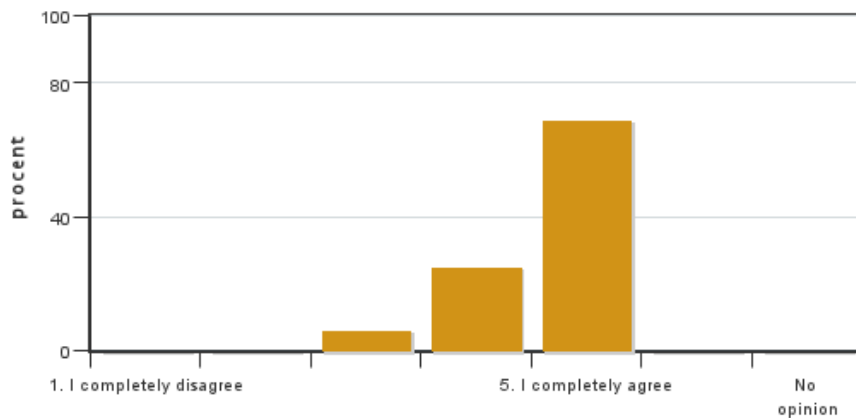


Answers: 16
 Medel: 4,9
 Median: 5

1: 0
 2: 0
 3: 0
 4: 1
 5: 14

No opinion: 1

11. The course covered international perspectives.

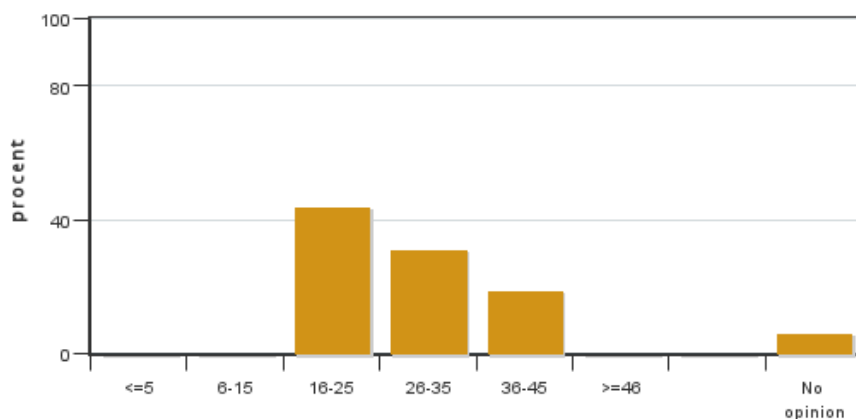


Answers: 16
 Medel: 4,6
 Median: 5

1: 0
 2: 0
 3: 1
 4: 4
 5: 11

No opinion: 0

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



Answers: 16
 Medel: 27,3
 Median: 26-35

≤5: 0
 6-15: 0
 16-25: 7
 26-35: 5
 36-45: 3
 ≥46: 0

No opinion: 1

Course leaders comments

1. Course content - It is good to hear that some students expect more and this is noted. We have to balance the course content for all backgrounds hence, sometimes it may feel more introductory. Moreover, very few students come with a background in data anlyses, stats and R knowldege. Therefore pitching it high with simultaneous learning of R and stats can be tough. Nevertheless, point noted.

2. Background level - we do have some prior requirements for students but clearly, students may not have been exposed to many topics before, which is why we keep the level medium.

3. Course information - We always encourage all the lecturers to use Canvas but some of them do struggle including

myself as the system is not user friendly for every person, hence we meet obstacles with uploading of lecturers, putting out information etc. We do our best on that. Thanks for pointing out. Also, excursions are difficult to plan due to weather and the number of students varying every year. It can also sometimes be affected by the availability of vehicles which we could book in advance but may sometimes not be appropriate. Also, there are places where a bus cannot reach and we therefore have to book many cars or request students to take cars. We make it clear during the course many times that this might happen.

4. Exam - We understand that some of you may have found exam a bit strange that no one was watching over your head. We do not want to police at this level and would expect everyone to respect the purpose of the task. At the age and level this course is, we hope that people take things easy but seriously at the same time, and hence do not want this to be a tense event. That is also why the overall grade comprises of many different tasks and exam is a small part of it.

It was a really enthusiastic and great group to work with and they set the bar for upcoming students really high. We thank them for creating a very positive and cordial atmosphere and for providing their valuable feedback. We wish them a great path ahead.

Student representatives comments

Overall, the students were very satisfied with the course, which covered interested topics that they haven't been exposed to in previous education (depending on the students' background). It was appreciated that the lectures were held by many different scientists who were experienced in their field. However, some thought that they needed a bit more from the lectures; for example, the lecture about migratory species was quite short. More straightforward information about census techniques was appreciated.

The prior knowledge of the students was generally sufficient to benefit from the course. As mentioned earlier, some students did not have previous knowledge of the subjects, but they were still able to understand all the material successfully. Some students wished they had more knowledge about R-programming and fish. The assignments that included R-programming had a good introduction, and you will be assigned the code that will be used. For additional (optional) training, the course coordinator provided access to online lectures.

During the course, the students were provided with a clear schedule with a variety of lectures, time for self-study, data lab, and excursions. Some would appreciate more clarity regarding whether buses or private cars should be used for excursions, and this issue should have been resolved at least one week before the excursion takes place.

The excursions and practical activities were generally highly appreciated, particularly electrofishing, which was well-structured, informative, and fun. Additionally, we went outside to look at insect traps and learned about their effective placement in nature, which was well-received by the students.

Moreover, the inclusion of hands-on experiences was highly appreciated in the lectures on moose monitoring and telemetry, where the lecturers brought monitoring equipment to the classroom. Since all the practical components are highly valued and contribute to effective learning, this could be done even more in future years, such as bringing additional equipment for sampling.

Students also found the course literature (Sutherland) useful and easy to access.

Most, if not all, students took this course as the first course in the Fish and Wildlife master's program. Therefore, many were nervous about the exam and did not really know what to expect. The exam turned out to be very "relaxed", which pleasantly surprised many, but it also raised some concerns. One student commented: "I don't think it was a huge problem, but there weren't many rules as one is used to and it would have been easy to cheat. It made it feel less serious, but maybe that was the idea. It is just nice that during a normal, structured exam you know everyone will have the same conditions."

In conclusion, the course received overwhelmingly positive feedback from students who appreciated the diverse and interesting topics covered that will be useful in future studies and careers.