Sustainability perspectives on contemporary fisheries. Where have all the fishes gone?
MX0143, 10229.2324

7.5 Hp
Pace of study = 25%
Education cycle = Basic
Course leader = Josefin Sundin

Evaluation report
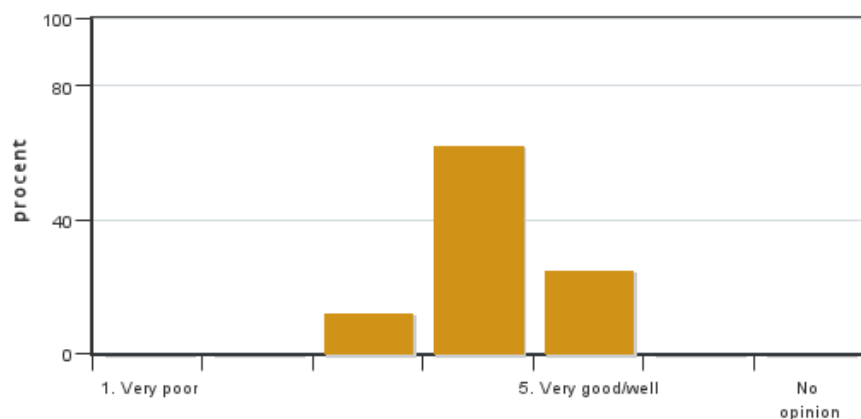
Evaluation period: 2024-01-07 - 2024-01-28

Answers   16
Number of students 40
Answer frequency   40 %

Mandatory standard questions

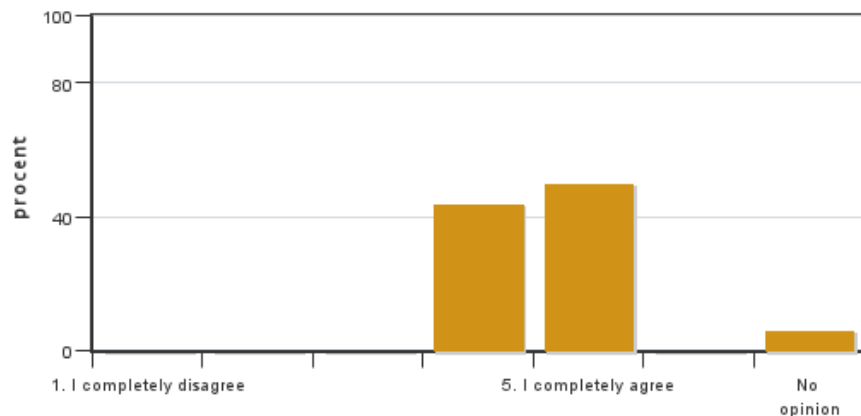**1. My overall impression of the course is:**

Answers: 16
Medel: 4,1
Median: 4

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

No opinion: 0

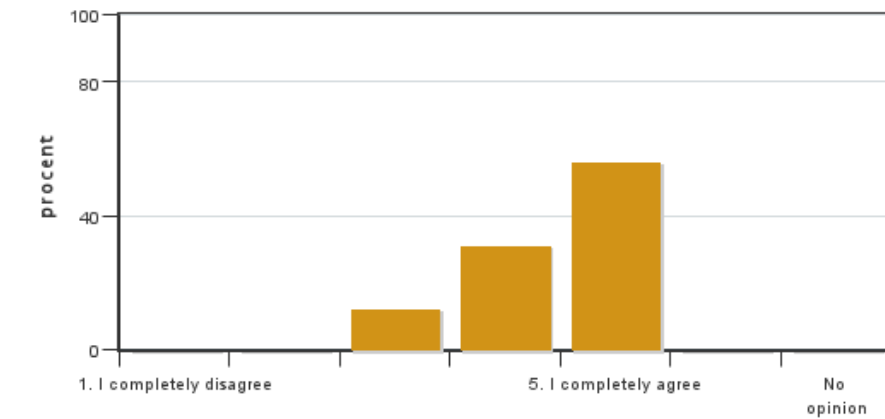**2. I found the course content to have clear links to the learning objectives of the course.**

Answers: 16
Medel: 4,5
Median: 5

1: 0
2: 0
3: 0
4: 7
5: 8

No opinion: 1

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

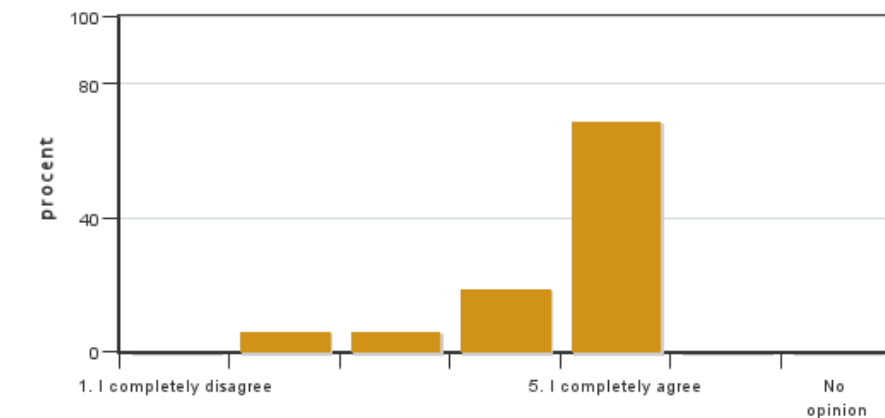Answers: 16
Medel: 4,4
Median: 5

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

No opinion: 0

4. The information about the course was easily accessible.

Answers: 16
Medel: 4,5
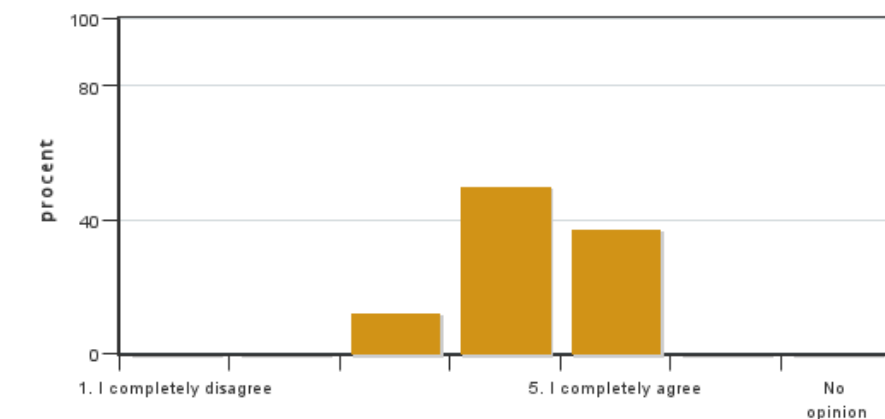Median: 5

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

No opinion: 0

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

Answers: 16
Medel: 4,3
Median: 4

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

No opinion: 0

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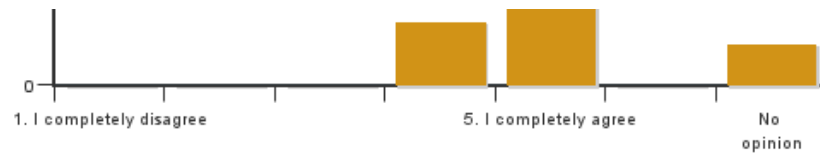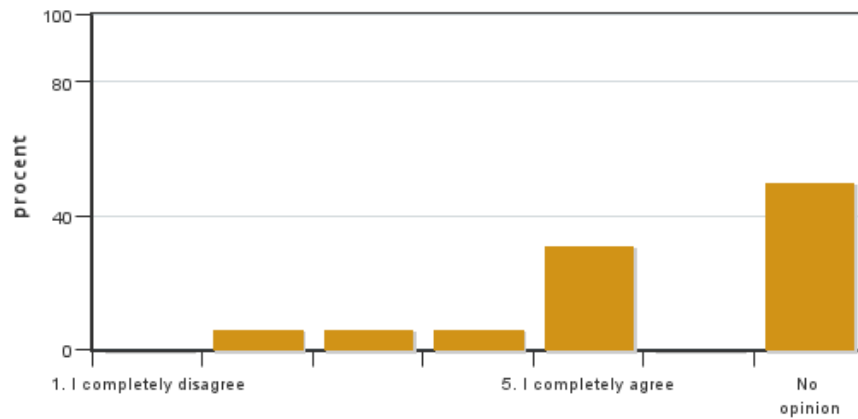

Answers: 16
Medel: 4,8
Median: 5

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

No opinion: 2

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

Answers: 16
Medel: 4,3
Median: 5

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

No opinion: 8

8. The examination(s) provided opportunity to demonstrate what I had learnt during the course (see the learning objectives).
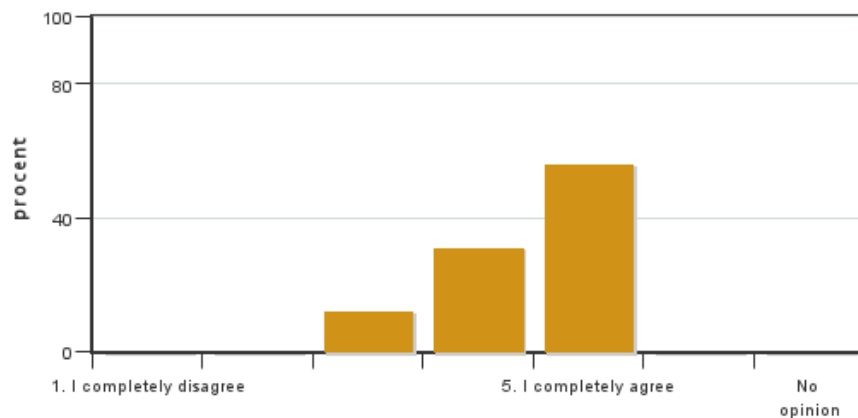
Answers: 16
Medel: 4,4
Median: 5

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

No opinion: 0

9. The course covered the sustainable development aspect (environmental, social and/or financial sustainability).
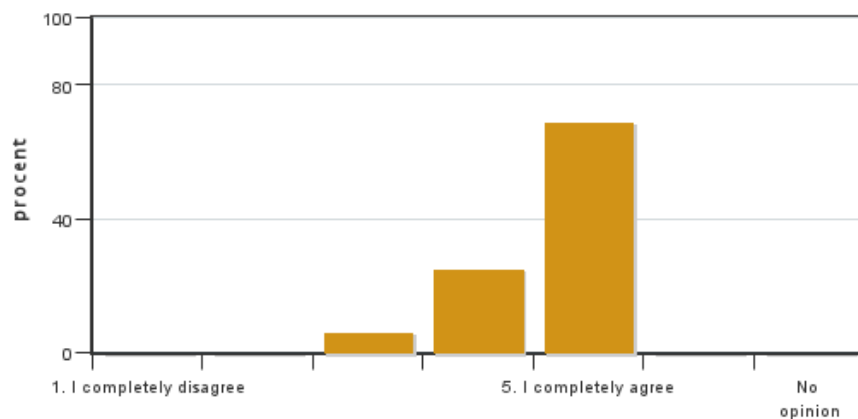
Answers: 16
Medel: 4,6
Median: 5

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

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).
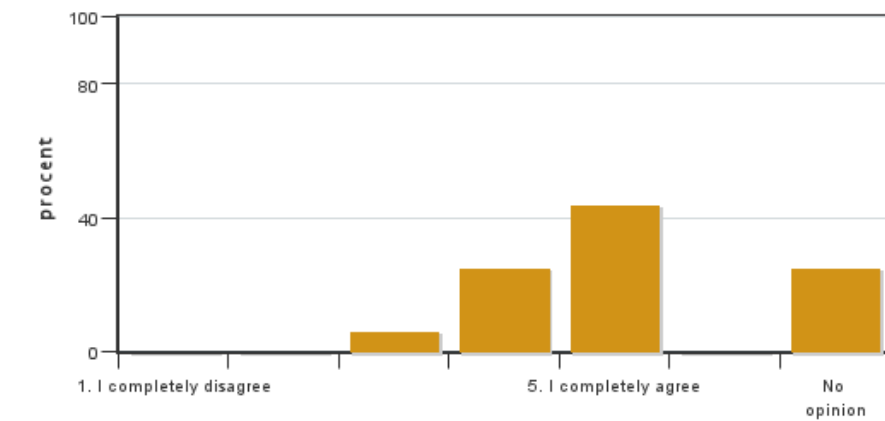
Answers: 16
Medel: 4,5
Median: 5

1: 0
2: 0
3: 1
4: 4
5: 7

No opinion: 4

11. The course covered international perspectives.
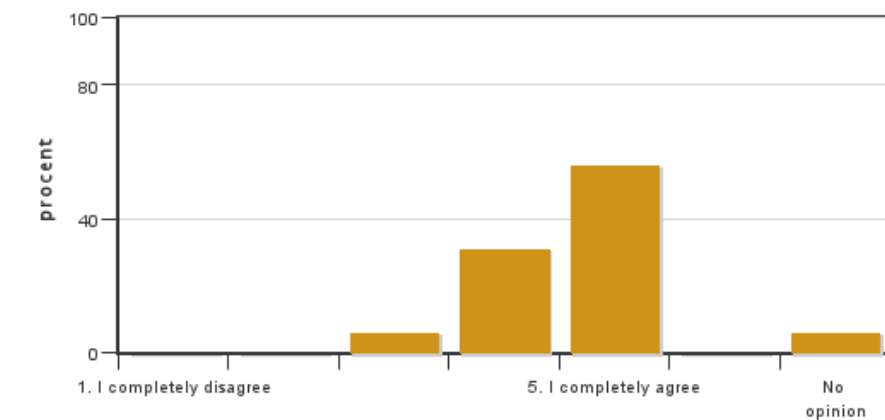
Answers: 16
Medel: 4,5
Median: 5

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

No opinion: 1

12. On average, I have spent … hours/week on the course (including timetabled hours).
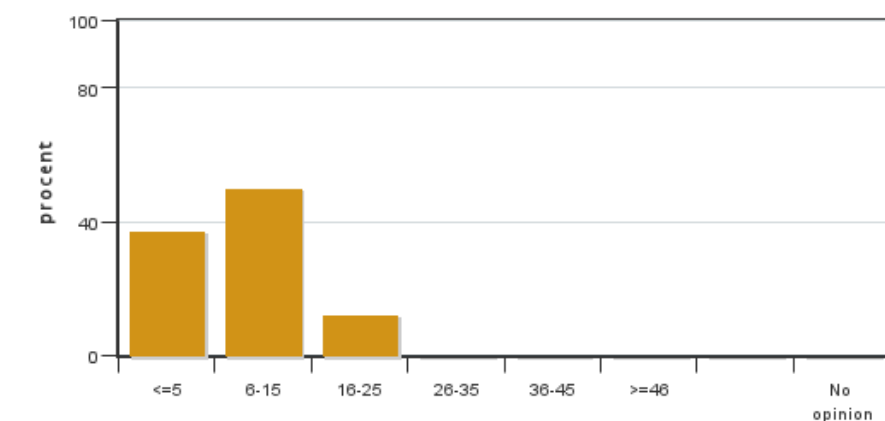
Answers: 16
Medel: 8,4
Median: 6-15

≤5: 6
6-15: 8
16-25: 2
26-35: 0
36-45: 0
≥46: 0

No opinion: 0

13. If relevant, what is your overall experience of participating in all or part of your course online?
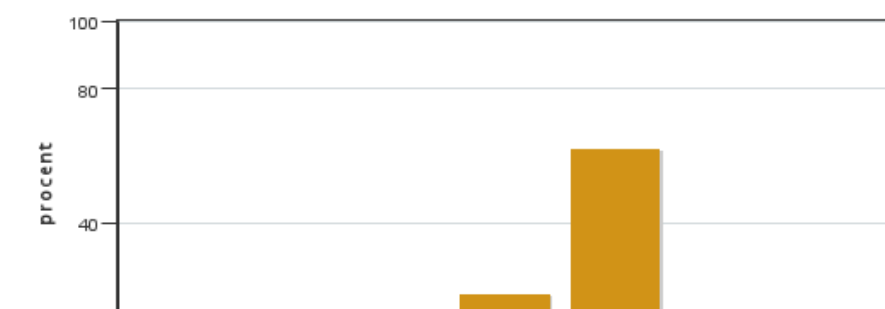
Answers: 16
Medel: 4,3
Median: 5

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

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

Additional own questions

16. My overall impression of the interview task is:

Answers: 16
Medel: 4,5
Median: 5

1: 0
2: 0
3: 1
4: 6
5: 9

No opinion: 0

17. Do you have suggestions for how to improve the interview task?

17. Please share if a specific topic of sustainable fisheries was missing from the course:
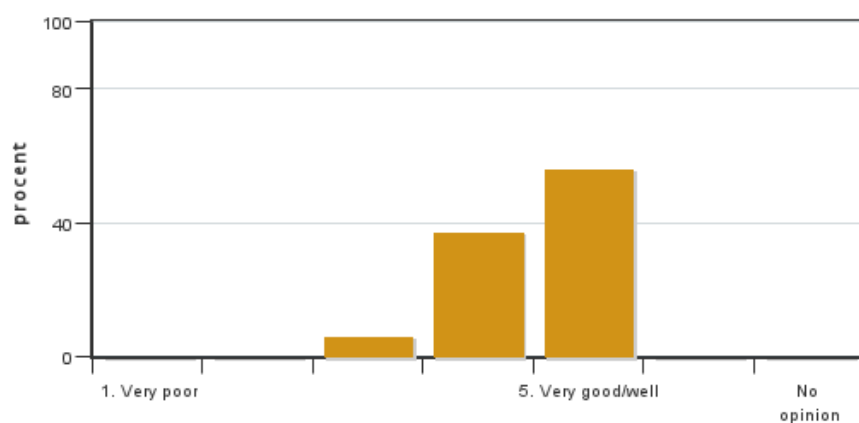
Course leaders comments

16 students took the course evaluation, this does not equal to 40% answer frequency as it says in the evaluation report, since some of the registered students did not complete the course. In total there were 26 students that completed the course, meaning answer frequency was 62%. To increase the answer frequency in the future, I will remind the students to participate in the evaluation.

The overall evaluation of the course was positive (for all questions: mean 4,4, median 5, with 5 being the highest possible), and I will aim at maintaining that high level. The students in general found the course content to be highly relevant, covering international perspectives, easily accessible, inclusive, and respecting differences in opinion. The students appreciated that the course covers a broad range of topics, that there were different lecturers for each topic that provided different perspectives, experiences, and ways of teaching. The diverse background of the fellow students was also appreciated.

Some students had comments regarding how information was shared during the course, and that it was a bit tricky to keep track when some information was sent over email, some was present on canvas, and some is on the course webpage. There was also a comment that some items on canvas were "slightly hidden", and that announcements from previous courses were visible for this year's course. I intend to mainly use canvas, but since this course has a high proportion of international students it always takes some time before everyone has access to canvas. Therefore, during the beginning of the course, I need to send information also over regular email, to ensure that it reaches everyone. I can see how this is a bit confusing, and I will make the reason for this clearer in future courses. I will also make sure that announcements from previous years is not visible on the course page on canvas, I was not aware that this was the case, now that I know I can do something about it.

There were also some comments regarding break-out rooms during the lectures. While the students do appreciate the chance for discussion, sometimes the breakout rooms did not work so well. I will emphasise to the lecturers to use other tools instead of breakout rooms, to facilitate discussions. The breakout room discussions will probably work better if the students are more prepared in-time for the lecture, and some mentioned that they rarely read the literature before the lecturers. It is part of the course to read the literature, and if the students choose not to, and hence attend the lectures unprepared, then there is not so much the lecturers or me as course leader can do to improve the discussion. I will emphasise that the course literature is there to be read! One suggestion was to maintain the same groups for the breakout rooms throughout the course. That might be tricky because all students may not attend each lecture, but it's an interesting suggestion and I will try to do so for the next course event. Since this course is taught fully online, I acknowledge that this comes with the drawback that there is no IRL social interaction, which can make discussions particularly difficult. The benefit is that it is possible for many more students to attend when it's fully online. Several students also mention that the group was very diverse which was interesting and fun.

The hand-in report (interview task) was rated with a mean of 4.5 and a median of 5 (scale 1-5). The student liked the freedom of working with the task and said that working in pairs worked very well. One student commented that many ended up doing the task alone, although it was targeted as a group task. There were many opportunities for the students to find someone to work with, but I will emphasise this even more in future courses, and provide more help to students to pair up. One student thought that the instructions were a bit unclear, I will try to improve the instructions but there is quite a lot of information available already at this point, including templates. Most students did find the information that was provided to be enough.

There was a request to dedicate one lecture to the impacts of not eating fish at all. While this is indeed interesting, it would be difficult to devote an entire lecture to this topic. I will however ask the lecturers to include and elaborate on the option of not eating fish at all, and the consequences it would have. There were also requests to include a lecture on aquaculture, which I will try to incorporate for the next course event.

Student representatives comments

Course Evaluation MX0143

Fall 2023

The course made a generally favorable impression among students. They appreciated the opportunity to explore a range of fisheries-related topics and liked that they could dive into more detail into the topics they were interested in. Students also enjoyed the various perspectives from multiple lecturers.

Most students found clear links between the curriculum and the learning goals, but some lectures were perceived to be less engaging. For example, while the bycatch lecture was relevant and interesting, the delivery by the lecturer was not as effective.

Students liked that important dates and deadlines were listed in the modules. While most students found the course information easily accessible, there were some challenges with navigating different platforms such as websites, email, and Canvas. It was mentioned that the structure of Canvas hides certain files, and also had some announcements leftover from the year before, which was confusing for some. Some students suggested that the course name was too long and easy to confuse, which made it difficult to search for online. Despite these challenges, the average rating for information accessibility was high.

Some students expressed mixed feelings about their experience with the online course format. While appreciative of the convenience, one student mentioned difficulty in staying engaged due to the 25% pace of the course. While professors facilitated group discussions in break-out rooms related to reading assignments, students preferred clearer instructions, specific questions, and shorter discussion times for the break-out rooms to keep discussions stimulating and focused. Another suggestion was that course leaders could pop into discussion rooms to stimulate conversation. Some students wanted more activity than just break-out room discussions, such as menti-quizzes (like in week 7).

Students found the interview task engaging and enjoyed the freedom to choose a topic of personal interest, the chance to meet people in the industry, and the open-ended flexibility. Some students felt that the interview assignment felt disconnected from the rest of the course, and only connected to one or two specific lectures. There was also some ambiguity in how the assignment was interpreted, so students wished for clearer instructions, especially about the presentation portion, as many presentations had too much text in the power points. Examples provided from previous years were thought to help clarify this. Students wished they could've been more creative in how they presented the results of the interview. One student mentioned that too many weeks were allocated to the paper and presentation, and we had to turn in too many drafts of the papers, which were returned without enough feedback. It was suggested to have more lectures instead during these weeks. One student commented that the fact that some students did the interview project without a partner may have created a bias in the evaluation. Another suggestion included clearly distinguishing between group and individual tasks.

There were concerns about the effectiveness of certain types of questions in the exam, suggesting that questions focusing on numerical data may prioritize rote memorization over deeper understanding. Some note that the essay questions were more effective in showing what they had learned from the course. It was suggested that 2.5 hours

instead of 2 hours would be an adequate amount of time for the exam. It was unclear how many answers were allowed to be chosen in the multiple choice questions, and specifying how many questions are allowed would be helpful.

Since it was an online course, the social interaction was limited. Zoom worked fine for most students, though the audio quality of other students made it hard to understand sometimes. One student suggested that the English language of lecturers made it challenging to follow. One student mentioned that the distance format created a distant interaction with lecturers, especially when lecturers began to merely read off the slides instead of present. Students generally liked the distance format for its flexibility and many stated that they appreciated the evening time slot. Conversely, other students felt tired during the late evening time slot and think it contributed to quieter discussions. Lecturers were available and responsive. Many students suggested that lectures be recorded to be watched afterwards. One student suggested that, to compensate for the social disconnect of a zoom course, students could be assigned to the same break-out rooms throughout the whole term so they could get to know other students, which would improve the quality of discussions.

Students were satisfied with the coverage of sustainable development and gender and equality. The gender of lecturers was balanced, though more lectures about other continents (aside from Europe) would have been interesting. One student was curious as to whether gender of students was considered when break-up rooms were allocated.

Many students wished there were a larger focus on the impacts of not consuming fish at all. Multiple students wished there were more of a focus on women (both in small-scale fisheries and in aquaculture). It was suggested that a separate lecture on women in fishing would have been interesting. Students also expressed interest in learning more about the social impacts on local communities, considerations of degrowth and resource redistribution, more in-depth detail about the role of women in small-scale fisheries, invasive species management, innovations in aquaculture (such as food from algae and sea squirts, for example), careers in sustainable fisheries, and comparisons between aquaculture practices in Sweden and Norway, as well as indigenous fishing rights, methods, and perspectives.