



Basic and applied ecology BI1397, 10273.2324

15 Hp

Pace of study = 100%

Education cycle = Basic

Course leader = Mattias Larsson, Åsa Lankinen

Evaluation report

Evaluation period: 2023-10-23 - 2023-11-13

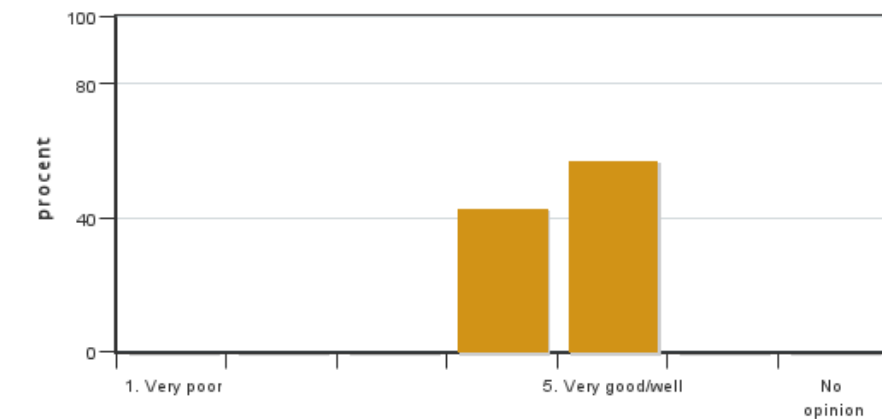
Answers 7

Number of students 10

Answer frequency 70 %

Mandatory standard questions

1. My overall impression of the course is:

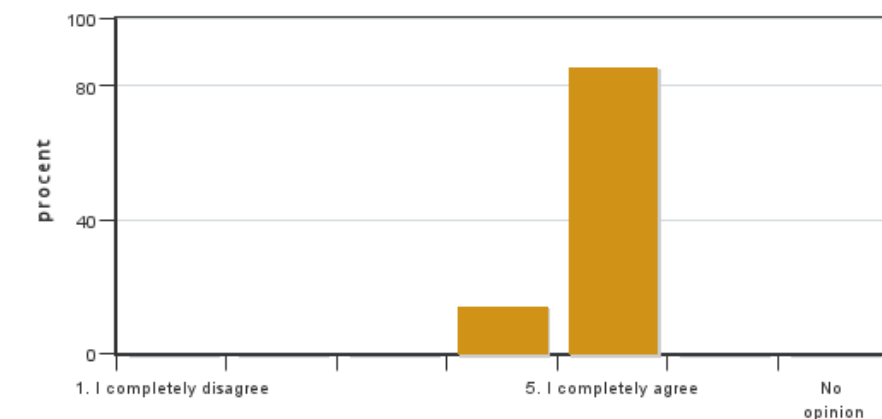


Answers: 7
Medel: 4,6
Median: 5

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

No opinion: 0

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

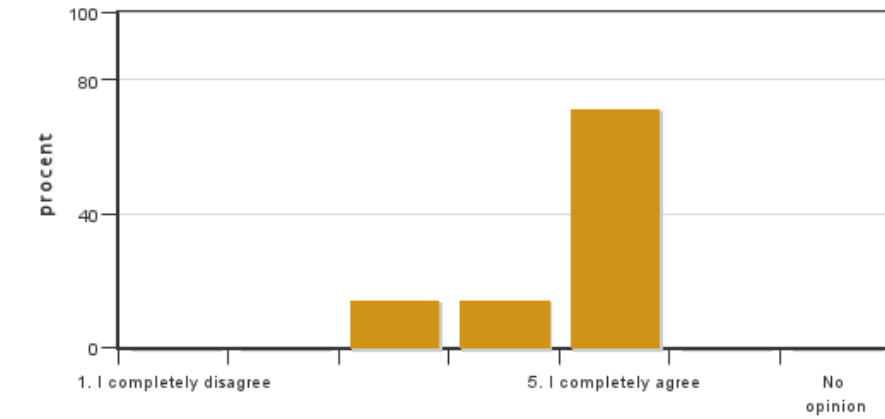


Answers: 7
Medel: 4,9
Median: 5

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

No opinion: 0

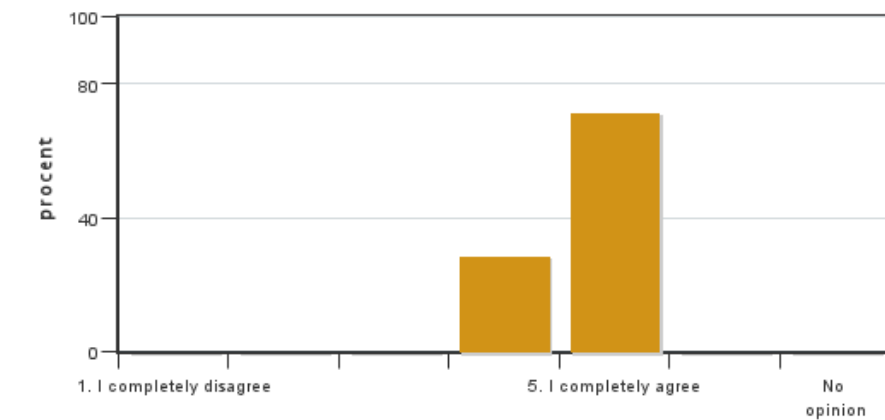
3. My prior knowledge was sufficient for me to benefit from the course.



Answers: 7
 Medel: 4,6
 Median: 5

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

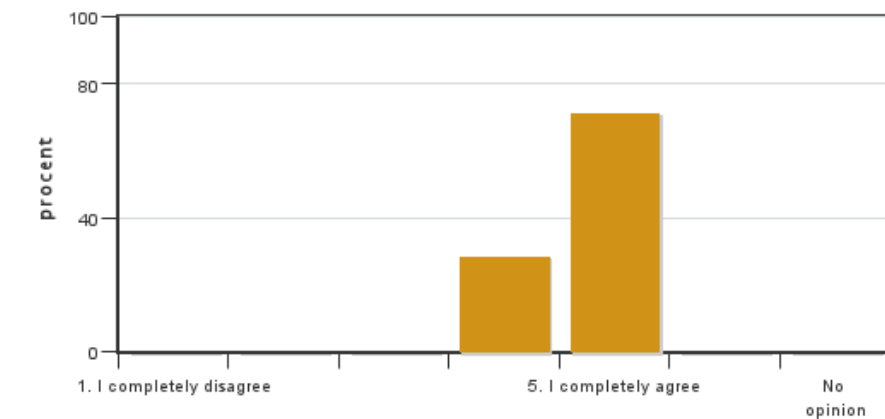
4. The information about the course was easily accessible.



Answers: 7
 Medel: 4,7
 Median: 5

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

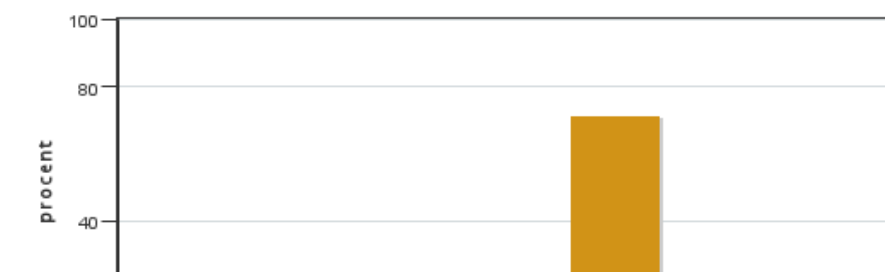
5. The various course components (lectures, course literature, exercises etc.) have supported my learning.



Answers: 7
 Medel: 4,7
 Median: 5

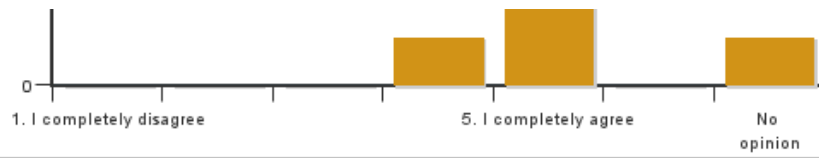
1: 0
 2: 0
 3: 0
 4: 2
 5: 5
 No opinion: 0

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



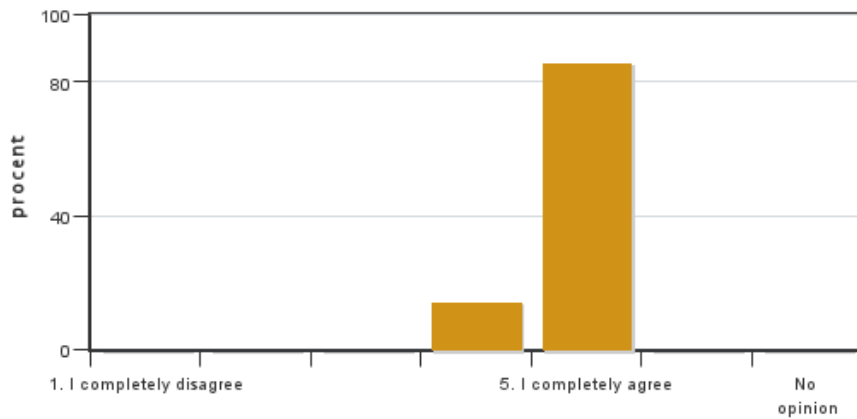
Answers: 7
 Medel: 4,8
 Median: 5

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



No opinion: 1

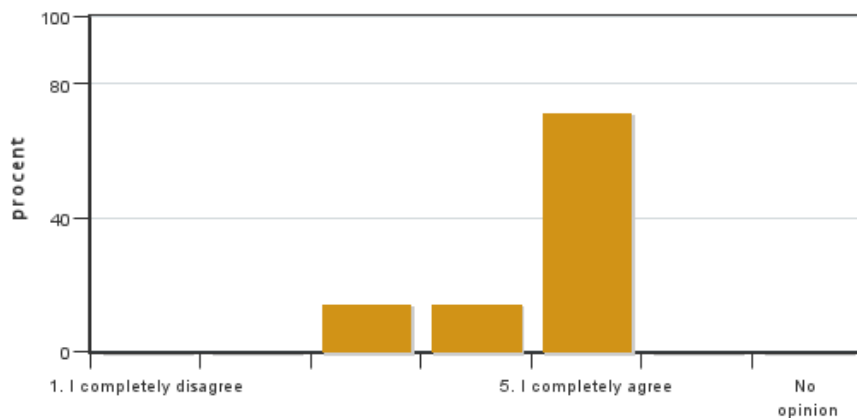
7. The physical learning environment (facilities, equipment etc.) has been satisfactory.



Answers: 7
Medel: 4,9
Median: 5

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

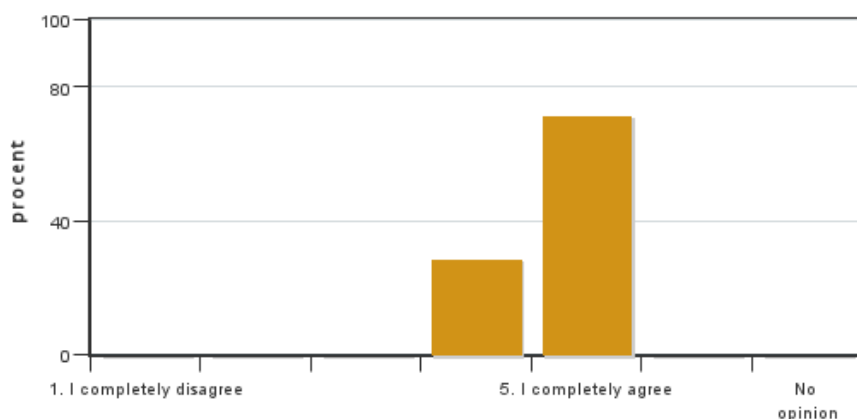
8. The examination(s) provided opportunity to demonstrate what I had learnt during the course (see the learning objectives).



Answers: 7
Medel: 4,6
Median: 5

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

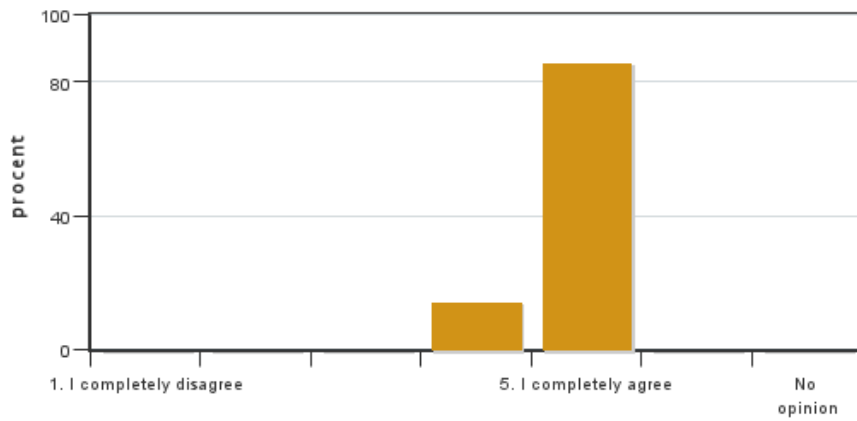
9. The course covered the sustainable development aspect (environmental, social and/or financial sustainability).



Answers: 7
Medel: 4,7
Median: 5

1: 0
2: 0
3: 0
4: 2
5: 5
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).

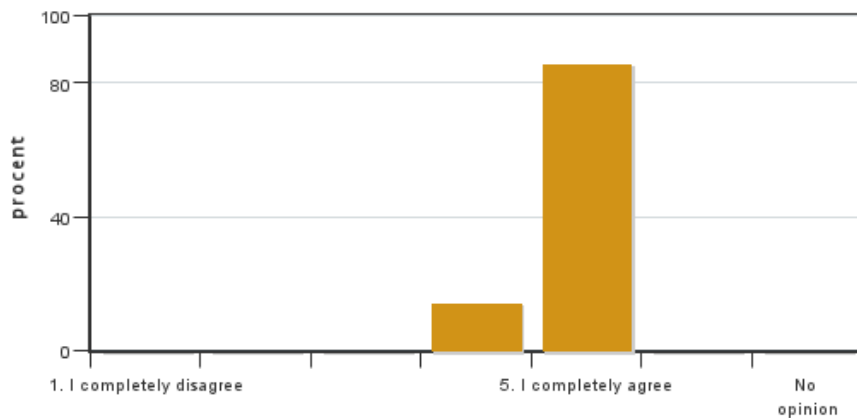


Answers: 7
 Medel: 4,9
 Median: 5

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

No opinion: 0

11. The course covered international perspectives.

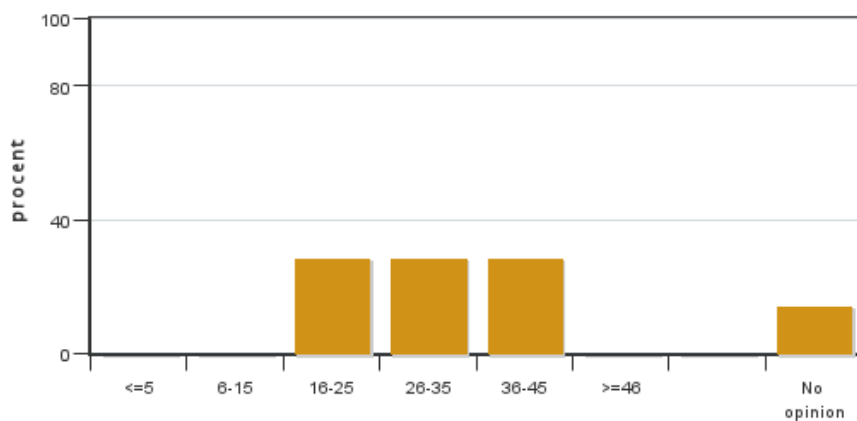


Answers: 7
 Medel: 4,9
 Median: 5

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

No opinion: 0

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



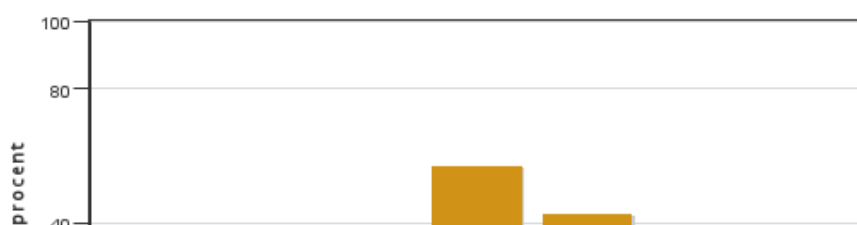
Answers: 7
 Medel: 30,0
 Median: 26-35

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

No opinion: 1

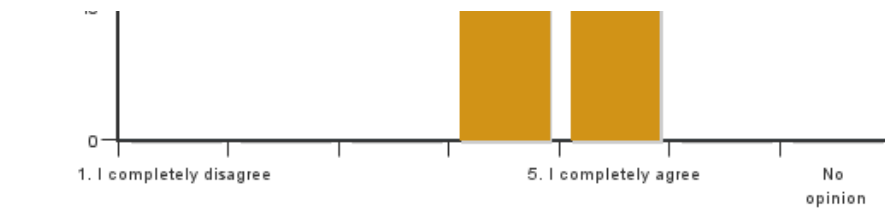
Additional own questions

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



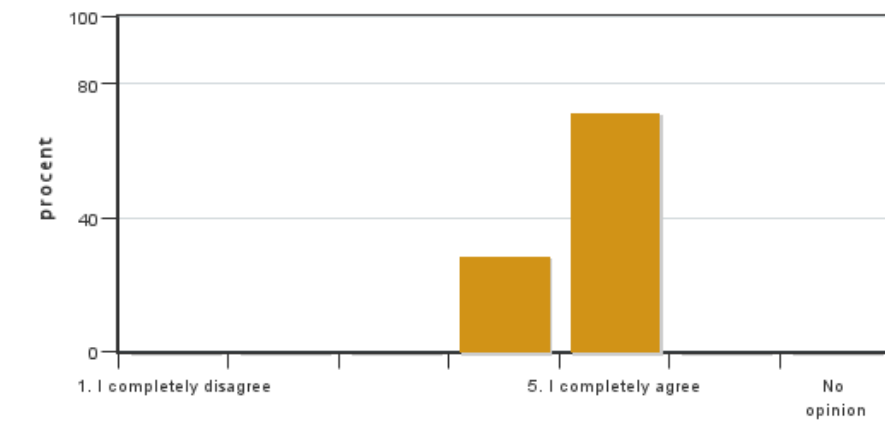
Answers: 7
 Medel: 4,4
 Median: 4

1: 0
 2: 0
 3: 0



4: 4
5: 3
No opinion: 0

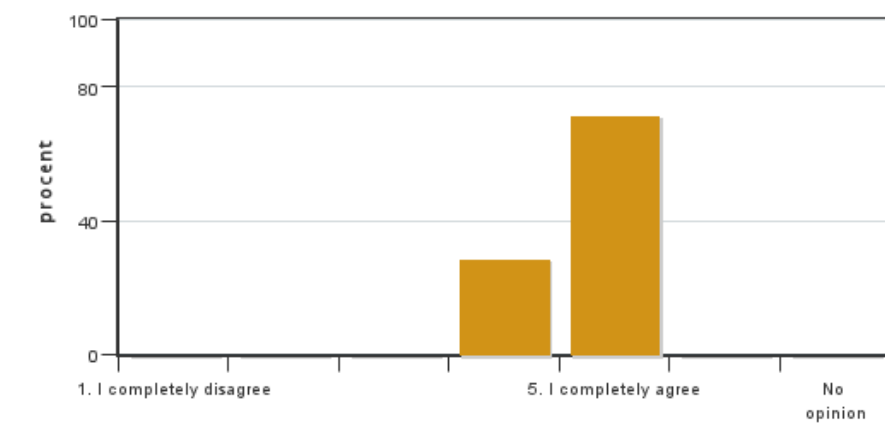
14. The lectures of the course were valuable for my learning and understanding of the course material



Answers: 7
Medel: 4,7
Median: 5

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

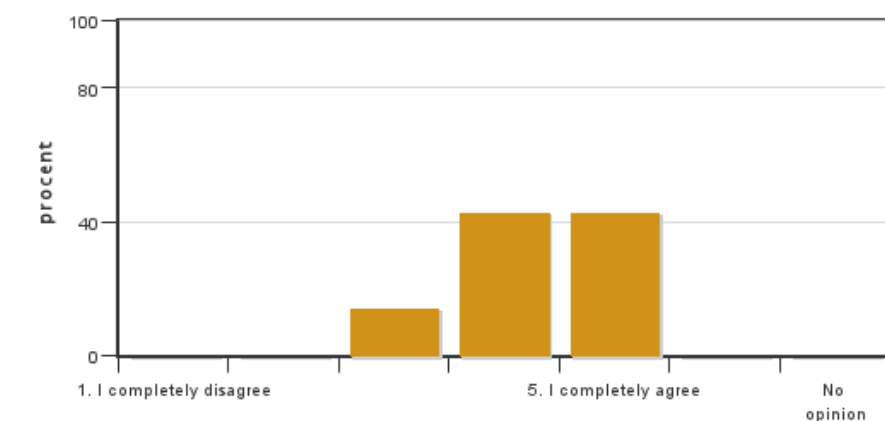
15. The first landscape excursion provided valuable background and real-life examples to support my learning and understanding



Answers: 7
Medel: 4,7
Median: 5

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

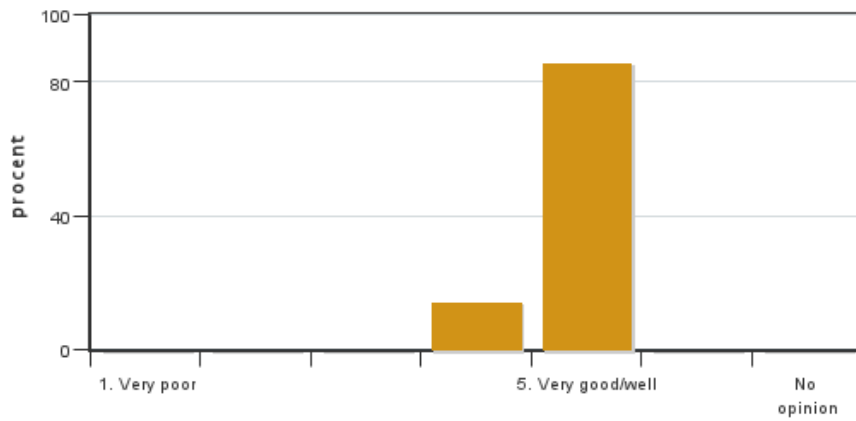
16. The literature project (themes project) significantly aided my learning and understanding of ecology



Answers: 7
Medel: 4,3
Median: 4

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

17. What do you think about the course book?

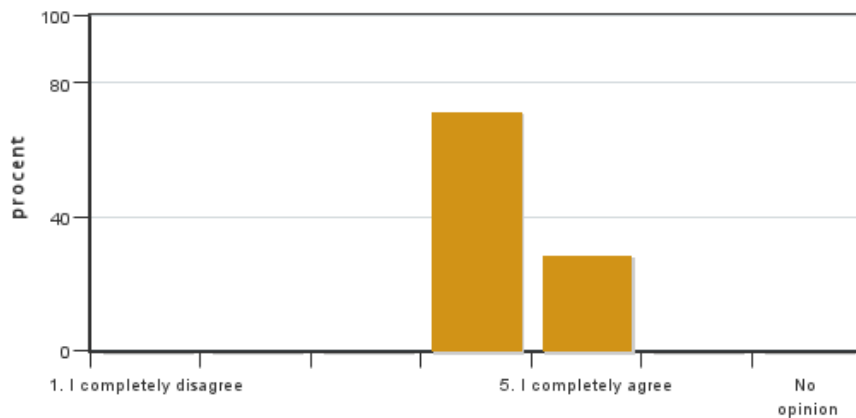


Answers: 7
 Medel: 4,9
 Median: 5

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

No opinion: 0

18. The literature seminars were useful for my learning and understanding

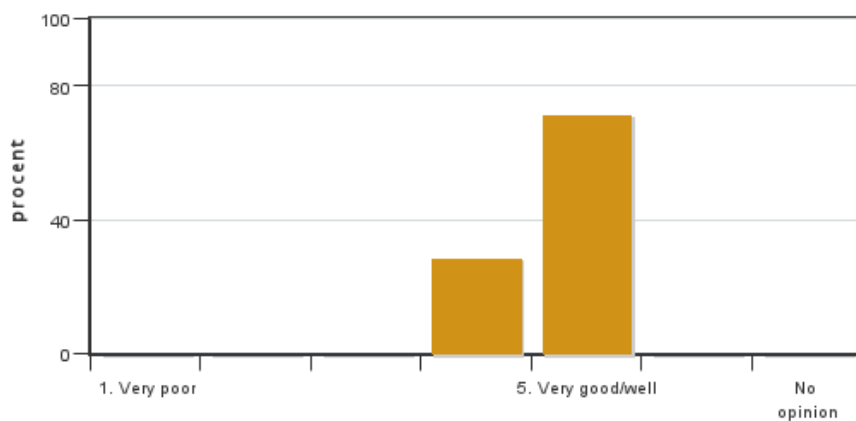


Answers: 7
 Medel: 4,3
 Median: 4

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

No opinion: 0

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

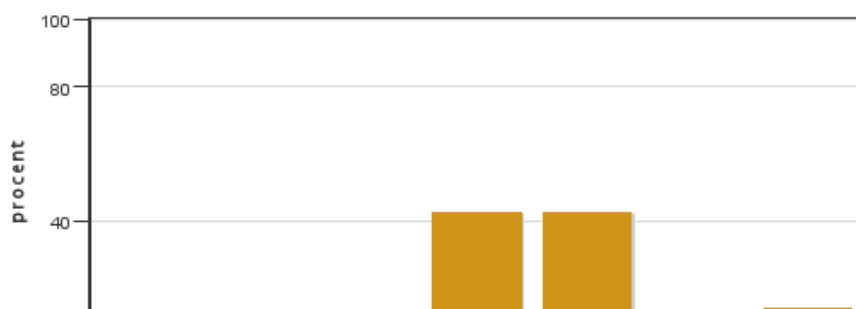


Answers: 7
 Medel: 4,7
 Median: 5

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

No opinion: 0

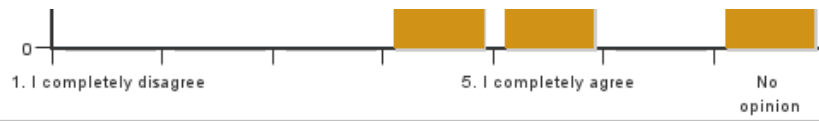
20. The second excursion with small field studies and discussion supported my learning of ecology in theory and practice



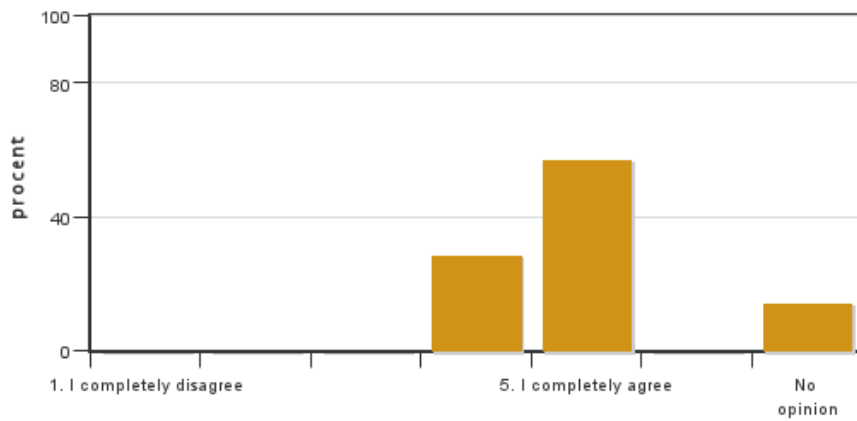
Answers: 7
 Medel: 4,5
 Median: 4

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

No opinion: 1



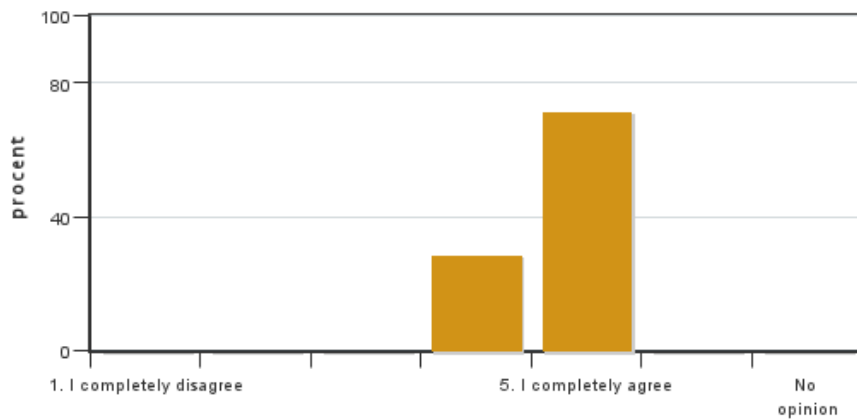
21. The Journal Club was useful for my understanding of basic and applied ecological research



Answers: 7
 Medel: 4,7
 Median: 5

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

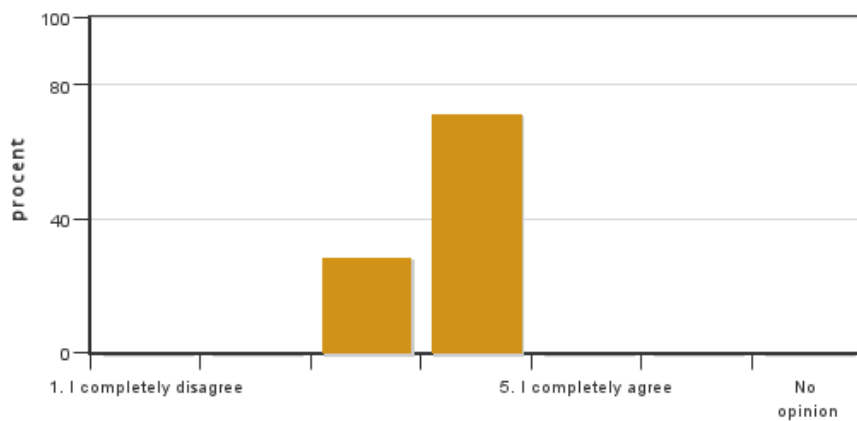
22. The Case study provided a good opportunity for achieving additional in-depth understanding and application of ecological knowledge



Answers: 7
 Medel: 4,7
 Median: 5

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

23. The games exercises provided a useful illustration and platform for discussion about some basic evolutionary and ecological principles



Answers: 7
 Medel: 3,7
 Median: 4

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

Course leaders comments

English: It is rewarding to see that the participants overall had a very positive impression of the course, and feel that they have achieved considerable new knowledge and new perspectives within ecology. The teachers would like to reciprocate by thanking the students for their enthusiastic participation and contribution to the course contents.

The students considered all the different elements of the course valuable for their learning and appreciation of the subject. But there is still some imbalance between the earlier (co-taught with BI1394) and latter halves of the course. The earlier half is relatively much more intensive, both regarding lecture time and course materials for seminars. We can adapt this part and reach a better balance by shortening lecture hours as well as the course materials covered in the book and the number of study questions covered in seminars in the earlier half. We should consider the possibility that some more of the materials from the course book could be shifted to the latter half of the course.

The latter half of the course comprises several different components, but only one of these components (case study presentations) has been utilized to set grades. The latter half could benefit from greater motivation and focus on the factual content in lectures and course seminars, which could be accomplished by adding another test focusing on these parts. Preferably an oral exam, in order to provide greater opportunity for discussion and argumentation.

Regarding examinations in the form of presentations of literature theme projects and case studies, these are not primarily intended to examine extensive factual knowledge. The aim with these presentations is to enable the students to apply and demonstrate an ecological approach and ecological thinking to the material; i.e. to examine the "higher" levels of learning and understanding within ecology. This is the main focus here, whereas the written exam is more directed towards measuring factual knowledge about ecological terms and concepts.

Regarding excursions and exercises in game theory and interactions, it was the first time the second excursion and game theory exercises were included in the present format of the course. After running through both of these components we have a better understanding for how time planning and information can be optimized to provide better structure of both these components of the course.

Svenska: Det är glädjande att deltagarna över lag hade ett mycket positivt intryck av kursen, och anser att de har uppnått betydande ny kunskap och nya perspektiv inom ekologi. Lärarna vill gärna passa på att tacka studenterna för deras entusiastiska deltagande och bidrag till kursens olika moment.

De olika momenten på kursen har alla upplevts som värdefulla för studenternas inläring och uppskattning av ämnet. Men det finns framför allt fortfarande en viss obalans mellan den tidigare (som samläses med BI1394) och senare delen av kursen. Den tidigare delen är relativt mycket mer intensiv, både vad gäller föreläsningstid och kursmaterial för seminarier. Vi kan anpassa detta och nå en bättre balans genom att minska både föreläsningstiden och kursmaterialet som täcks i boken samt antalet instuderingsfrågor som täcks i seminarier för den tidigare delen. Vi får se över möjligheten att ytterligare en del av materialet i kursboken kanske kan flyttas till den senare delen av kursen. Förutsättningarna för detta skulle kunna vara om några kapitel kan delas i delar som fördelas mellan tidigare och senare delen av kursen.

Den senare delen innehåller flera olika moment, men bara ett moment (fallstudiepresentationer) har varit betygsgrundande. Den senare delen kan behöva större motivering och fokus på faktainnehållet i föreläsningar och seminarier, vilket skulle kunna göras genom att införa ytterligare en tentamen som fokuserar på dessa delar. Gärna en muntlig sådan för att ge större utrymme till resonerande frågor och diskussioner.

Rörande examinationer i form av presentationer på litteratur-temaprojekt och fallstudieprojekt, så är dessa inte i första hand tänkta att examinera omfattande faktakunskaper. Avsikten med dessa presentationer är att göra det möjligt för studenterna att tillämpa och demonstrera ett ekologiskt förhållningssätt och tänkande på materialet; alltså att examinera de "högre" nivåerna av lärande och förståelse inom ekologi. Det premierar vi här, medan den skriftliga tentamen i högre grad mäter kunskaper om ekologiska fakta, termer och begrepp.

Rörande exkursioner och övningar i spelteori och interaktioner så var det första gången den senare exkursionen samt spelteoriövningar var med i det nuvarande formatet. Efter att ha genomfört dessa moment så har vi bättre förståelse för hur tidsplanering och information kan optimeras för att ge en bättre struktur på båda momenten.

Student representatives comments

English: 7 out of 10 students answered the survey, which gave a relatively high response frequency. The summary is based partly on the real-life evaluations that we had in the classroom, and partly on answers provided in Evald. Overall, the students were very satisfied with the course. The students' impressions are that the structure and execution of the different elements of the course were good, and that they received new knowledge and perspectives, even including a student who had already had previous courses in ecology. The teachers have been very engaged and the general impression is that they were both knowledgeable and enthusiastic about the subject. Some note that the work load was higher in the beginning of the course, and that the time allocation was a bit skewed. Much time and effort was allocated at the beginning of the course, whereas the second part had a less dense schedule, which made the students feel that time was a bit too limited to fully read the course literature.

The course included the following components: excursions, lectures, literature projects with different themes, literature seminars, games, journal club (seminar on scientific papers), and an individual assignment/case study. The students felt that the lectures were good with knowledgeable lecturers, but that the lectures were sometimes a bit too long. Words like "zooming out" and "difficult to sit still" appear in the evaluation. The long scheduled days are also mentioned as contributing to difficulties in concentrating.

The course book was considered easy to understand and contributing significantly to learning, but someone also mentioned that access to the course literature in the library has been very limited.

Excursions were appreciated by the students overall, who felt that they contributed much real-life examples and comprehension. Some have suggested to postpone the first excursion a few days later into the course, in order to allow for more extensive background and comprehension to be achieved and applied during the excursion. The other excursion was appreciated for better weather conditions, but also because it was interesting to collect data in the field. Someone felt that the (second) excursion was less well structured and the instructions to the excursion were too brief. This has also been noted by the examiners and discussed at the IRL evaluation, as it was the first time the excursion was conducted at the current site.

Regarding the literature theme projects, some found that they contributed much to their learning, whereas for others it meant much focus on group work and the presentation itself, rather than learning more about the subject.

Students found the literature seminars good, but it was hard to remain focused when there were many questions. Someone felt that the literature seminars had fairly low requirement standards with many of the students not being very engaged, and that there should have been more of a discussion, but as they also mention this requires that students read and prepare in advance, which can be hard to accomplish.

The journal club was positively received. Listening to the presentations of the others provided new knowledge.

The individual case study assignment was considered positive, especially the possibility to choose one's own subject of interest.

Overall, all components have contributed to the learning of the students and listening to the examinations has been interesting. Someone wondered if it would have been easier to hand in written assignments, and another thought it was difficult to demonstrate the full extent of one's knowledge within the limited framework of the presentations.

Svenska: Det var 7 av 10 studenter som svarade på enkäten vilket ger en relativt hög svarsfrekvens.

Sammanställningen bygger på dels de muntliga utvärderingar vi haft i klassrummet samt de svar som lämnats här i Evald.

Överlag är studenterna mycket nöjda med kursen. Upplevelsen verkar ha varit att det var en bra struktur och ett bra genomförande av de olika delarna av kursen och att man fått ny kunskap och ett nytt perspektiv trots att någon redan hade tagit kurser i ekologi. Lärarna har varit mycket engagerade och man upplever att de brunnit för ämnet och haft mycket kunskap. Någon anser att de varit lite mer att göra i början av kursen och att tids fördelningen blev lite sned. Mycket tid fick läggas i början av kursen medan den andra delen hade lite mer luft i schemat vilket gjorde att studenterna upplevde att de hade lite kort tid för att hinna läsa kurslitteraturen fullt ut.

I kursen fanns följande moment exkursioner, föreläsningar, litteratur projekt med olika tema, litteratur seminarium, games, journal club(artikel seminarium) och en individuell uppgift.

Studenterna upplevde att föreläsningarna var bra med kunniga föreläsare men att de ibland var lite för långa. Ord som zoomar ut och har svårt att sitta still så länge kom fram i utvärderingarna. Även de långa dagarna berördes som lite svåra att klara av att koncentrera sig under.

Kursboken upplevde som lättförståelig och att den bidrog till lärandet men någon har också nämnt att tillgången på kurslitteraturen i biblioteket varit dålig.

Exkursionerna som helhet var uppskattade av studenterna och man kände att man fick mycket exempel och förståelse från verkliga livet. Det fanns ett önskemål om att kanske haft första exkursionen några dagar senare i kursen så att man hade hunnit få en lite bättre förståelse och kunnat tillämpa det under exkursionen. Andra exkursionen var uppskattad då det var bättre väder men också för att det var intressant att samla data ute på fältet. Någon upplevde att exkursionen var lite dåligt strukturerad och att instruktionerna till andra exkursionen var lite knapphändig. Detta har även examinator uppmärksammat och det diskuterades vid den muntliga utvärderingen då det var första gången man gjort exkursionen på det stället som besöktes.

Angående litteraturprojektet med olika teman så var det något som för en del bidrog mycket till lärandet medan för andra blev det mycket fokus på att jobba som grupp och att få till en bra presentation snarare än att lära sig mer om ämnet.

Litteratur seminarierna anser studenterna vara bra men att det var svårt att behålla fokus när det var många frågor. Någon upplevde att litteraturseminarierna hade en ganska låg standard och att många av studenterna inte var så engagerade och att det borde blivit mer av en diskussion under seminariet men som man också påpekar så kräver det att studenterna kommer pålästa och förbereda vilket kan vara svårt att uppnå.

Artikelseminariet var positivt. Det gav nya kunskaper när man lyssnade till andras presentationer.

Den individuella uppgiften upplevdes som positiv och att det var roligt att få välja ett ämne som intresserade.

Överlag har alla moment bidragit till studenternas lärande och examinationerna har varit intressanta att lyssna på.

Någon har funderat över om det inte varit lättare att lämna in en text och ytterligare någon ansåg att det var svårt att visa allt man kunde under de begränsningar som fanns för presentationerna.