Principles of Fisheries Science
BI1341, 20208.2324

15 Hp
Pace of study = 100%
Education cycle = Advanced
Course leader = Valerio Bartolino

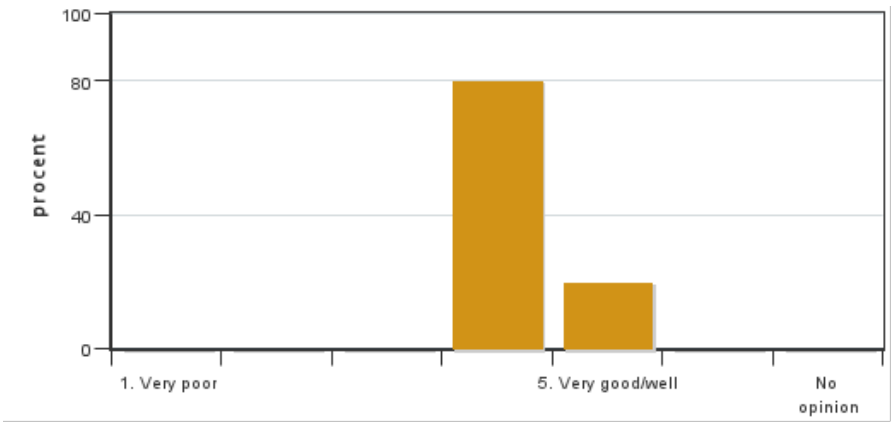
Evaluation report

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

Answers	5
Number of students	5
Answer frequency	100 %

Mandatory standard questions

1. My overall impression of the course is:

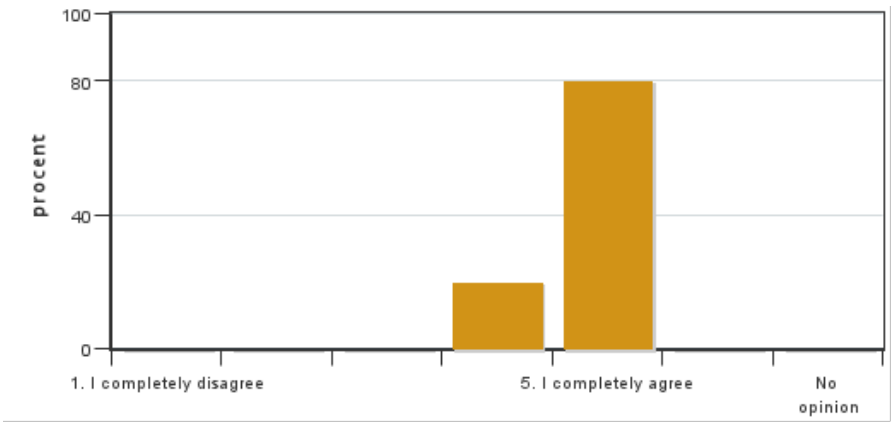


Answers: 5
Medel: 4,2
Median: 4

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

No opinion: 0

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

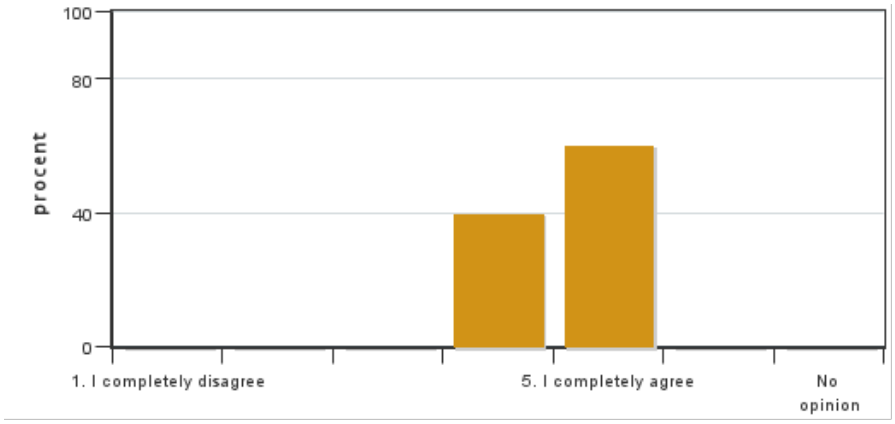


Answers: 5
Medel: 4,8
Median: 5

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

No opinion: 0

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

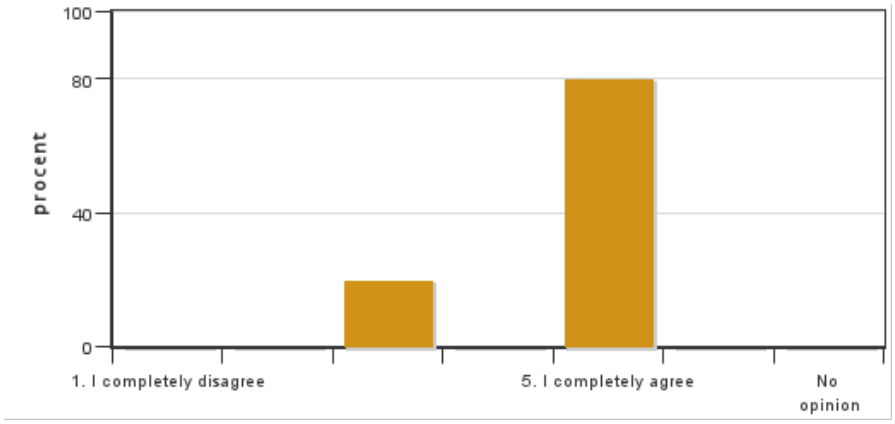


Answers: 5
Medel: 4,6
Median: 5

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

No opinion: 0

4. The information about the course was easily accessible.

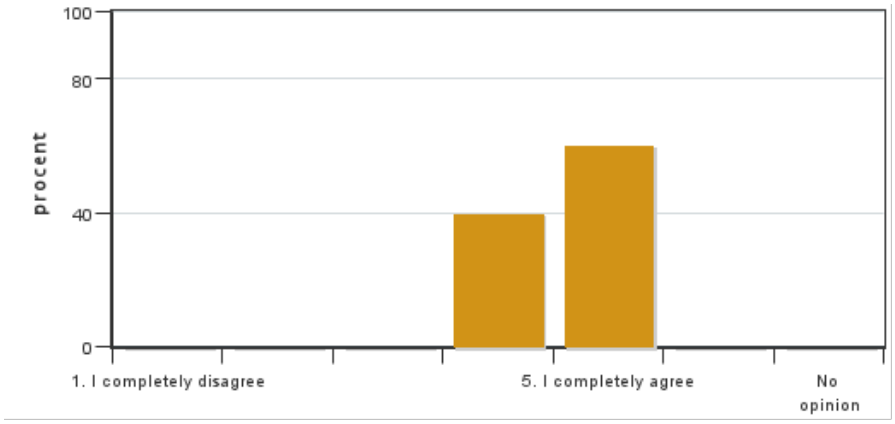


Answers: 5
Medel: 4,6
Median: 5

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

No opinion: 0

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



Answers: 5
Medel: 4,6
Median: 5

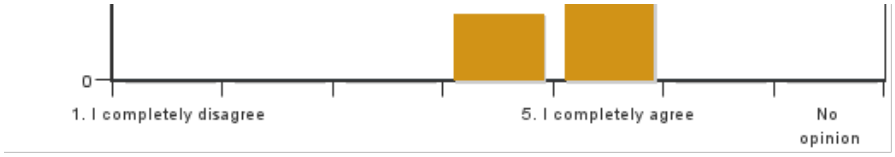
1: 0
2: 0
3: 0
4: 2
5: 3

No opinion: 0

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

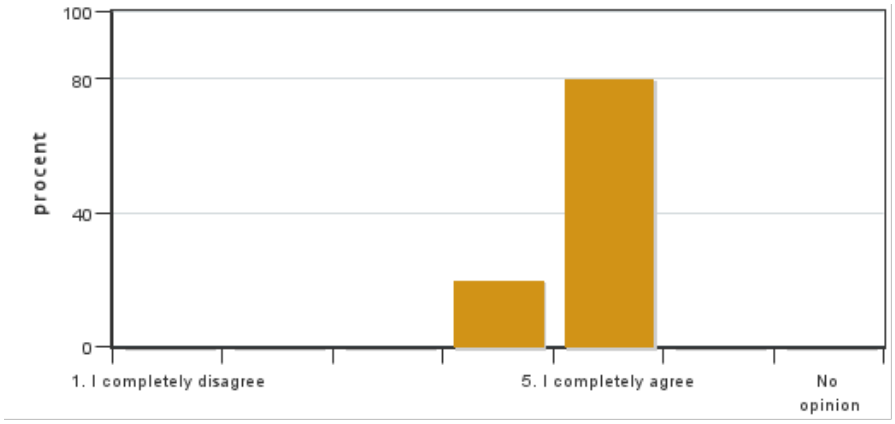
Answers: 5
Medel: 4,8
Median: 5

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



No opinion: 0

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

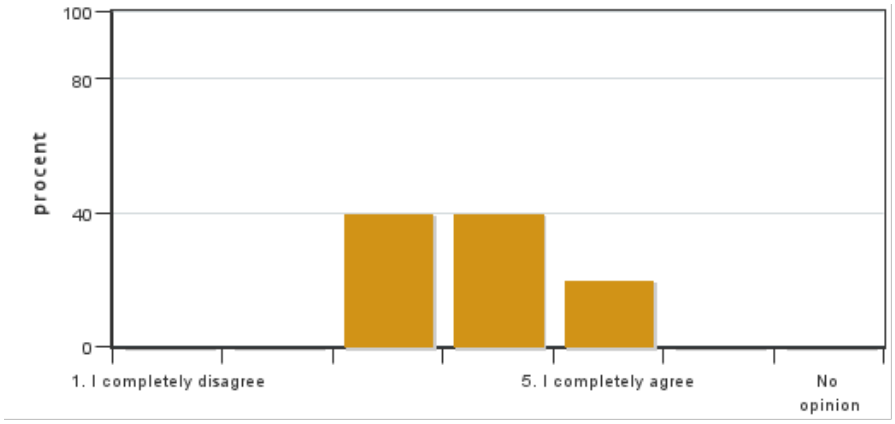


Answers: 5
Medel: 4,8
Median: 5

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

No opinion: 0

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

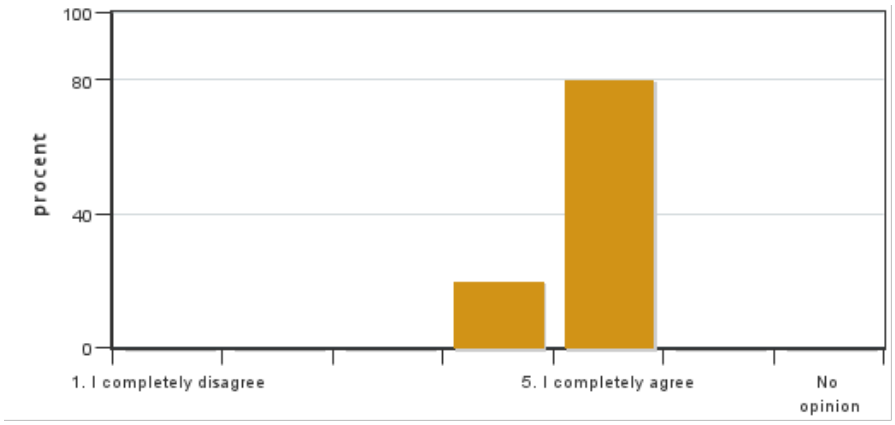


Answers: 5
Medel: 3,8
Median: 4

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

No opinion: 0

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

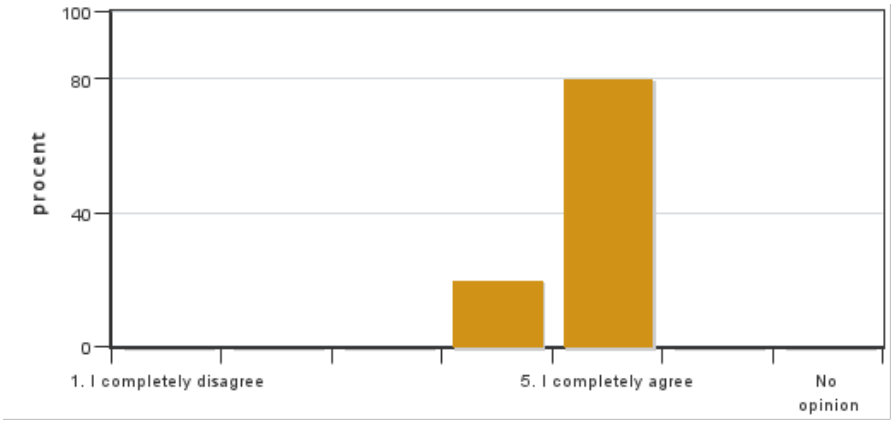


Answers: 5
Medel: 4,8
Median: 5

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

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).

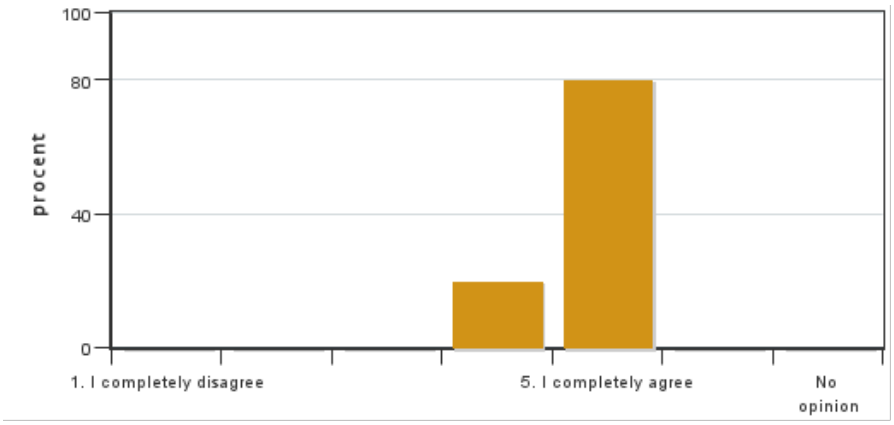


Answers: 5
Medel: 4,8
Median: 5

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

No opinion: 0

11. The course covered international perspectives.

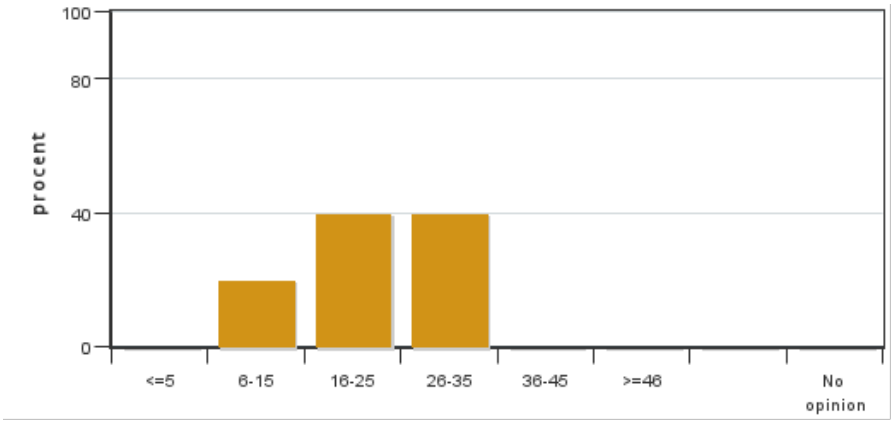


Answers: 5
Medel: 4,8
Median: 5

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

No opinion: 0

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



Answers: 5
Medel: 22,0
Median: 16-25

≤5: 0
6-15: 1
16-25: 2
26-35: 2
36-45: 0
≥46: 0

No opinion: 0

Course leaders comments

Principles of Fisheries Science (PFS) is designed as a full-time course. The general impression is that the students enjoyed the high engagement required by this course and the combination of theory with applied cases. The approaches adopted by the teachers gave the intended results to stimulate learning and discussion in an inclusive learning environment. The high teachers-students ratio of this course has also contributed to create a well-perceived context to enhance learning. In class learning seems preferred by the students but the parts of the course given by distance received equally positive feedback suggesting that a balanced mixture of the two settings is valuable and feasible.

The students engaged in the assignments and project with overall good results. However, they found it more challenging than expected in some parts especially where they were requested to apply new concepts learned in class to problems presented with a different angle. They also appeared unnecessarily intimidated by the minimum

quantitative skills required by the assignments, overall suggesting that they had a limited experience with examination over problem-based and applications. Reading their evaluation I feel that they may have missed part of the true spirit and intent of the examinations. However, dedicating time and successfully completing the assignments they have achieved, maybe without noticing, a deeper understanding as by the intended learning outcomes. The high level of integration of lectures, seminars, laboratories remains a strength of the course. The course relies on the contribution of numerous experts at the department which is highly appreciated by the students year after year. This allowed to achieve a high educational standard in each part of the course. This is supported by this year evaluation that “...overall impression of the course was highly positive […] the course provided a rich learning experience".

The field trip to the Department field facilities (full week at the Marine Research Institute in Lysekil) represents a moment of full-immersion into the course and have been highly rated as in previous years. During their staying the students were full-time involved into diversified and interlinked activities which guided them from the theory to the practice of data collection, processing and analyses up to derive potential advice on the management of fish resources. Feedback from the students suggest to they would like more field activities coupled with the already included laboratory part. The comment is well received, but budget limits remain a constrain.

Student representatives comments

The overall impression of the course was highly positive among students, who valued the diverse expertise of the professors and the practical tools gained. Covering a broad-spectrum including sustainability, equality, and international perspectives, the course provided a rich learning experience. Particularly highlighted were the enriching field trips and interactions with experts in this field. The group experienced a positive learning environment with good group dynamics. The course content was easily accessible, but students experienced getting access to the lectures a bit late. Despite these positives, students noted areas for improvement. Students have expressed a desire for more extensive course material, considering that they dedicate an average of 22 hours per week to the course. There was a desire for additional seminars and lectures to maintain a consistent workflow, with some weeks feeling more intense than others. Students also expressed a preference for more on-site studies.

Clearer communication of learning objectives and grading criteria before assignments by sharing the grading system with the students would enhance clarity of the assignments. Although students appreciated the emphasis on assignments over written exams, they felt some confusion of the focus for the assignments. Students perceived that the focus was on mathematical calculations and terms that were not thoroughly explained even though this was only a fraction of the assignments. This resulted in spending time figuring out how to utilize the terms and calculations rather than focusing on the whole assignment. In the end the calculations were not a big part of the grading criteria but were perceived as such. Suggestions were put forward to conduct even more exercises that focus on such calculations and terms, to get more familiar with them before doing the assignments. Students expressed a need for background knowledge in statistics, R, and Excel, but also comment on the improvement in these tools after the course. Exercises supervised by teachers covering Excel and R were appreciated, indicating a desire for more structured learning opportunities with these software programs. Besides more practice in these programs a familiarity with terms and calculations can possibly be achieved by seminars tackling similar topics prior to the assignments.