



## Wildlife biology BI0872, 10185.1213

15 Hp

Pace of study = 100%

Education cycle = Advanced

Course leader = Gustaf Samelius

### Evaluation report

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Evaluation period: 2012-11-09 - 2012-11-30

Answers 5

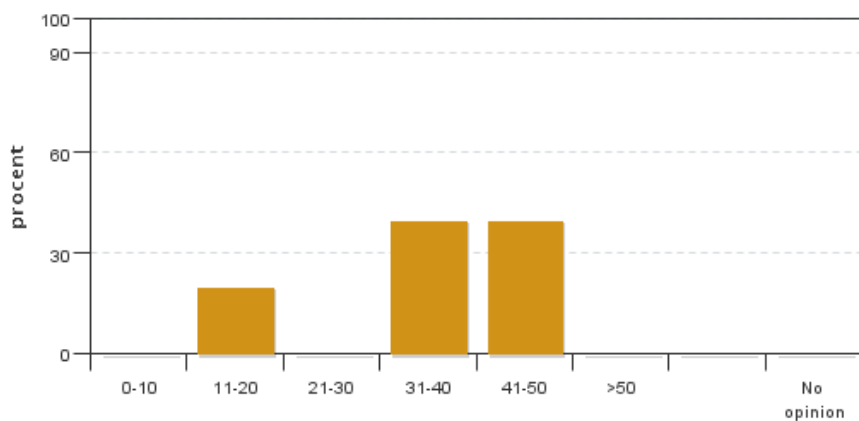
Number of students 14

Answer frequency 35 %

### Mandatory standard questions

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1. How many hours per week have you on average spent on the course, including scheduled time?

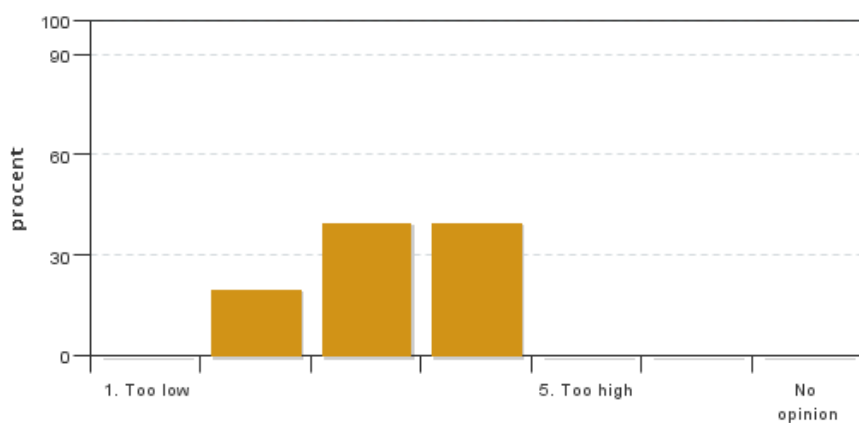


Answers: 5  
Medel: 35,0  
Median: 31-40

0-10: 0  
11-20: 1  
21-30: 0  
31-40: 2  
41-50: 2  
>50: 0

No opinion: 0

2. How do you estimate your background knowledge before the course?

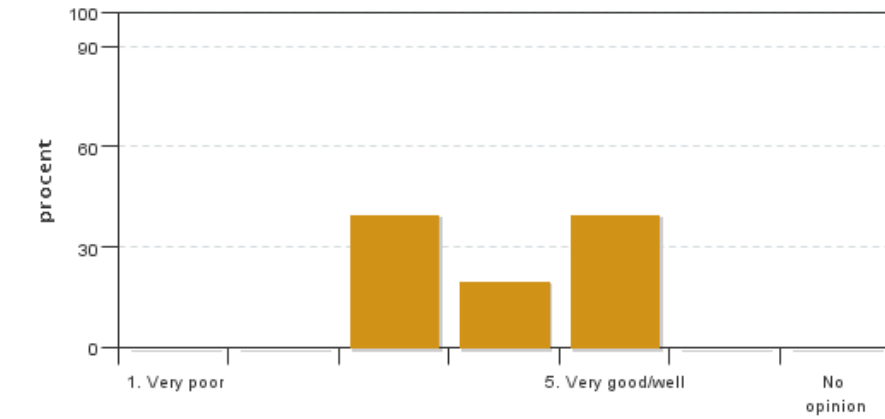


Answers: 5  
Medel: 3,2  
Median: 3

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

No opinion: 0

**3. How has the administration of the course worked?**

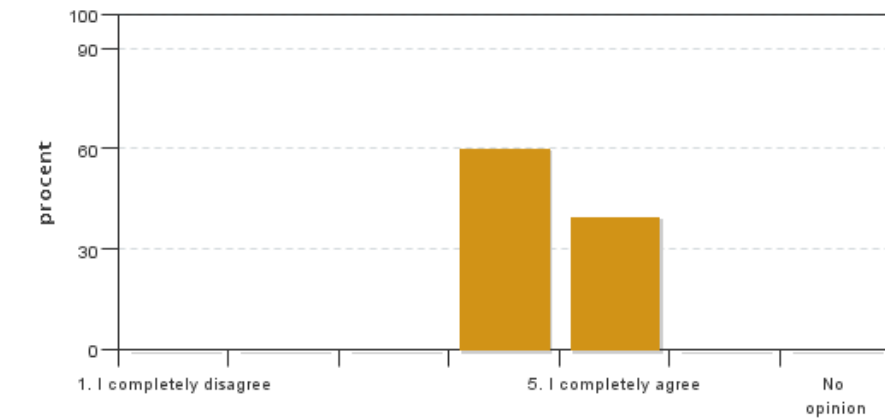


Answers: 5  
 Medel: 4,0  
 Median: 4

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

No opinion: 0

**4. The overall impression of the course is very good.**

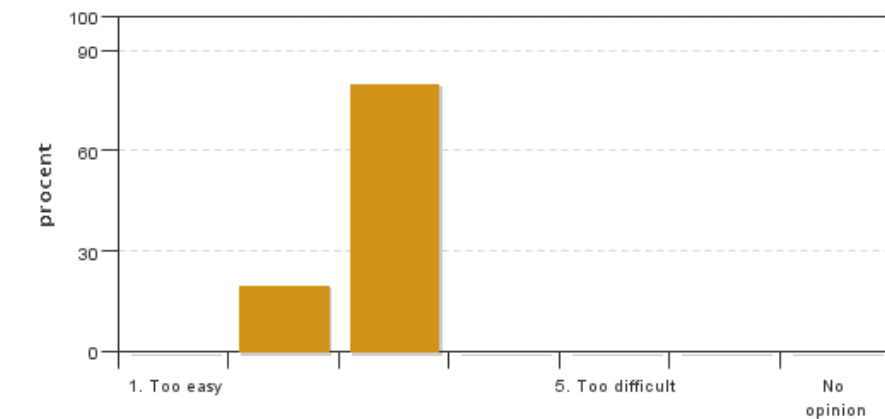


Answers: 5  
 Medel: 4,4  
 Median: 4

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

No opinion: 0

**5. The level of difficulty for this course has been**

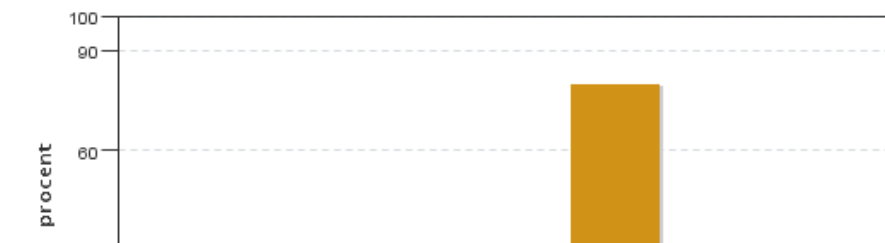


Answers: 5  
 Medel: 2,8  
 Median: 3

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

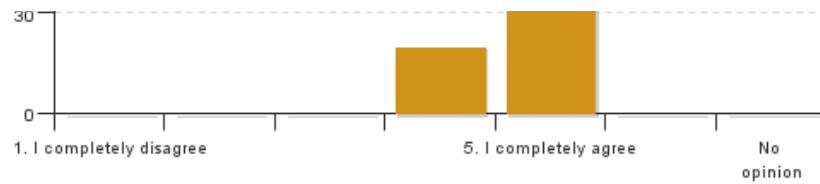
No opinion: 0

**6. I consider that this course has taken up all of the learning outcomes described in the course syllabus. If you select (1), (2), (3), or (4) please describe which learning outcome(s) has/have not been sufficiently covered.**



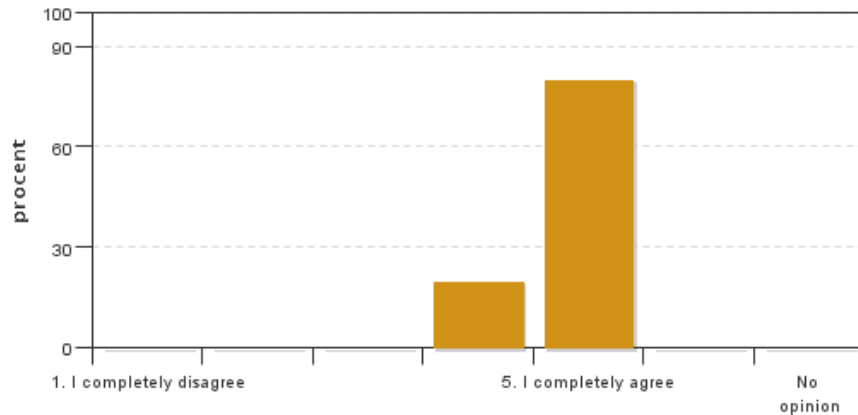
Answers: 5  
 Medel: 4,8  
 Median: 5

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



5: 4  
No opinion: 0

### 7. The grading criteria were clear and easy to understand



Answers: 5  
Medel: 4,8  
Median: 5

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

## Course leaders comments

No comments from the teacher

## Student representatives comments

The overall impression of the course was very good. The students thought the organization and administration of the course was good but that the work load could be more spread during the course. The workload is easy to adjust, because the key factor here is the individual project. Below you can find some suggestions from students to make the course even better.

The group project was a very good start to get to know people from the course, but some of the projects might be more challenging and might be under supervision of a researcher. Some students suggested that some of the time allotted for the group project could be moved to the individual project as they felt that the amount of time allotted for the individual project was a bit short.

The individual project was well appreciated and very interesting for the students. Although there were some suggestions to give the topics of the individual project in the beginning of the course, so students have more time to think about it and organize their own time budget. Then there might be some time to organize a meeting in the middle of the course where students present there proceedings in order to get some feedback.

Also the book discussion could be more spread during the course. Some other suggestions where to get more time to discuss and to connect the book(discussion) more with lectures, and perhaps use the blue book (Skogvilt). For example, the questions could be more applied and teachers can use more graphs from the book for explanations, because some might find trouble figure out the graphs by themselves. Some students suggest this discussion might include the teacher. Overall, all students find the book a useful tool during the course.

Students thought the lectures were very good. Jens and Hendrik did a perfect job to include knowledge and own research, whereas for example Jonas' lectures could be more research based. There also might be a need for communication between teacher in order to not have some topics twice during the course. The statistical lectures about R where very interesting, but for students with no previous knowledge of R it was difficult. Here students suggest the have more lectures on R, or just use the resulting graphs from modelling and explain these. The lecture about woodpecker was very much liked among the students, as the lecture from Tom Hobbs. Here some student suggest to include more guest lectures (on voluntary basis). Further more the seal lecture wasn't that great, but probably because there was no enthusiasm from the teacher.

Beside all these interesting lectures, students had some additional suggestions of topics to include into the course. Some suggestions of students: welfare in relation the wildlife research, bird of prey, ecology/wildlife biology in general, future use of research. Furthermore the human wildlife conflict was mostly focussed on Sweden, whereas some students suggest to also include other cases.

The living conditions around Grimsö were very basic. At some points during the course there was not enough food provided during lunch. Also there was a need for cleaning equipment, both in the 'white house' and the kitchen. The kitchen might be provided with a ventilation system (ventilation 'hood'), because at some days the food smells where all over the building. As if there are some international students and Swedish students who stay over the weekend at Grimsö, there was a need for a 'school car' or some bikes in order to do some additional field trips

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