



Wildlife Biology BI0872, 10151.1718

15 Hp
Pace of study = 100%
Education cycle = Advanced
Course leader = Jens Persson

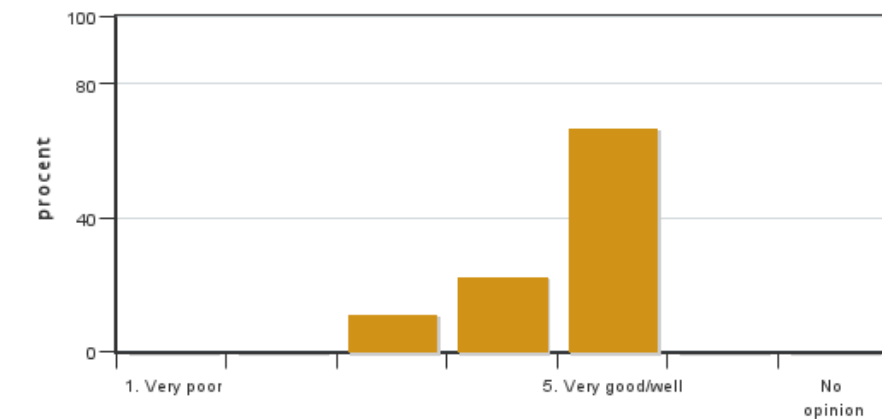
Evaluation report

Evaluation period: 2017-10-16 - 2017-11-13

Answers 9
Number of students 20
Answer frequency 45 %

Mandatory standard questions

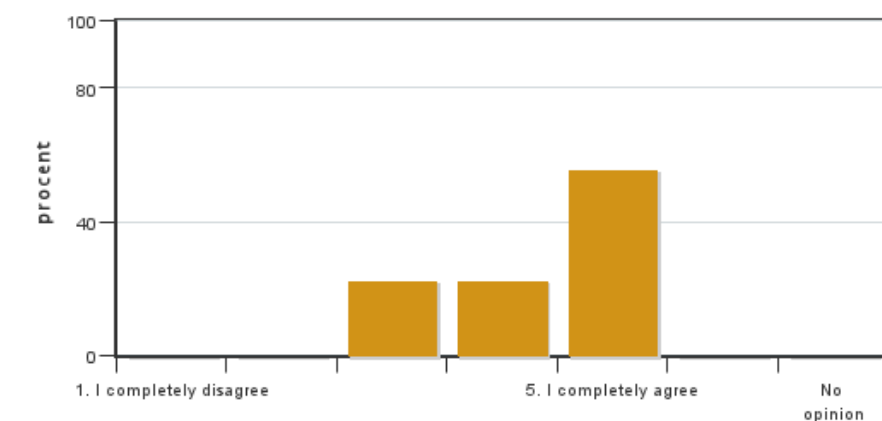
1. My overall impression of the course is:



Answers: 9
Medel: 4,6
Median: 5

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

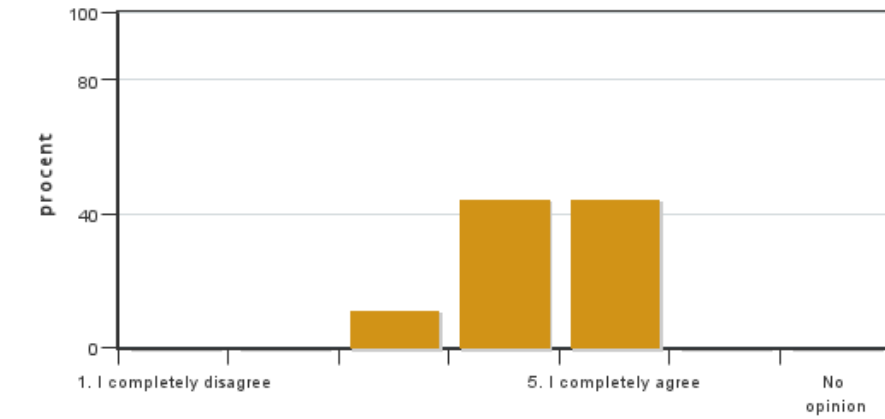
2. I found the course content to have clear links to the learning objectives of the course.



Answers: 9
Medel: 4,3
Median: 5

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

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

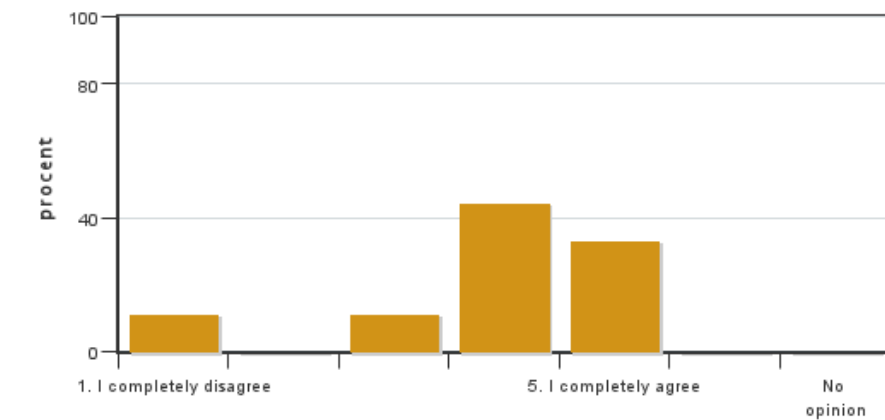


Answers: 9
 Medel: 4,3
 Median: 4

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

No opinion: 0

4. The information about the course was easily accessible.

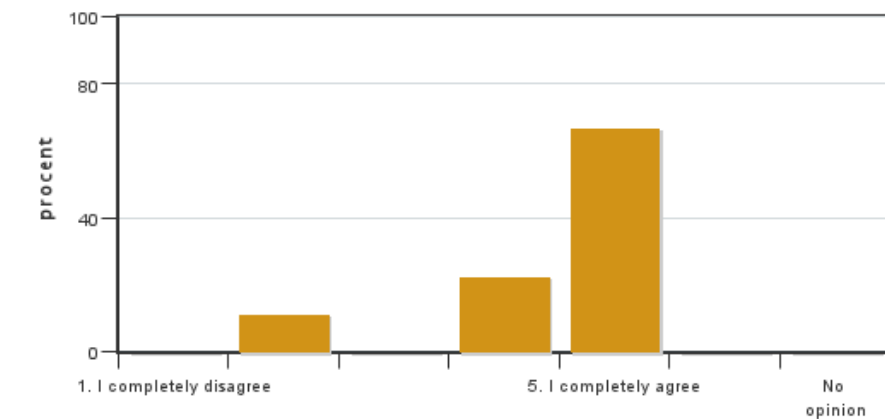


Answers: 9
 Medel: 3,9
 Median: 4

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

No opinion: 0

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

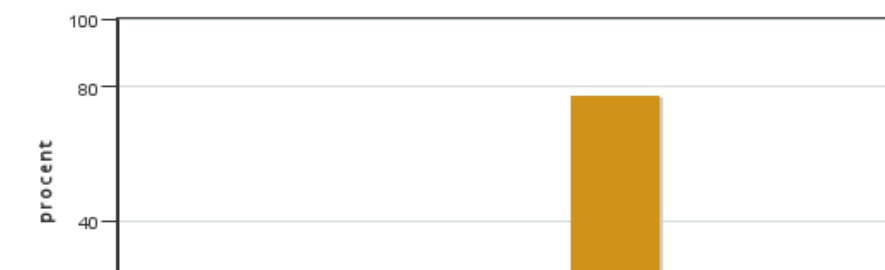


Answers: 9
 Medel: 4,4
 Median: 5

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

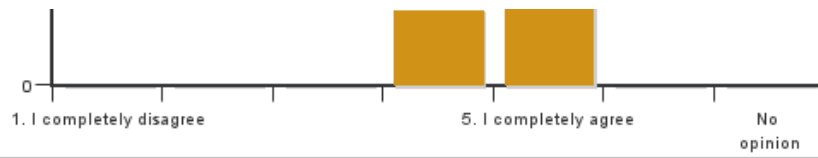
No opinion: 0

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



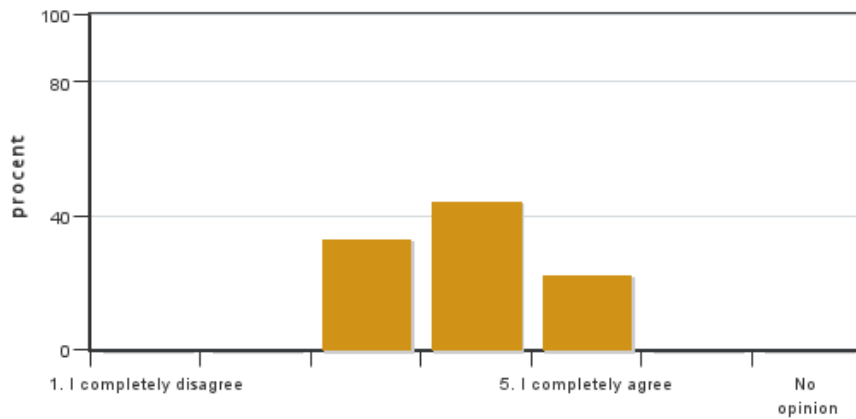
Answers: 9
 Medel: 4,8
 Median: 5

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



No opinion: 0

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

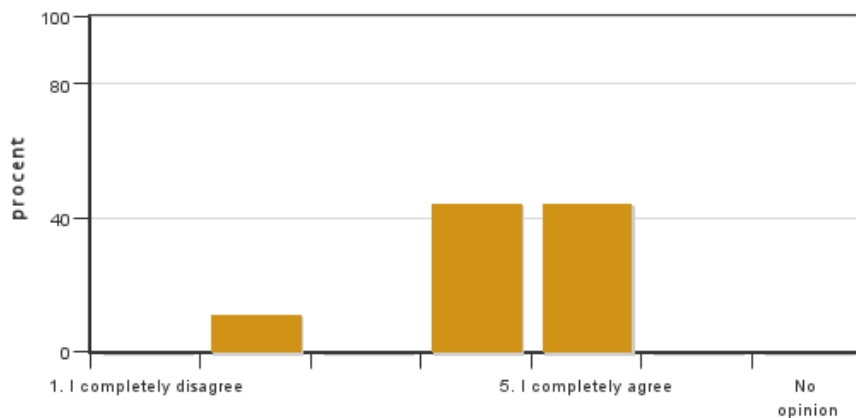


Answers: 9
Medel: 3,9
Median: 4

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

No opinion: 0

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

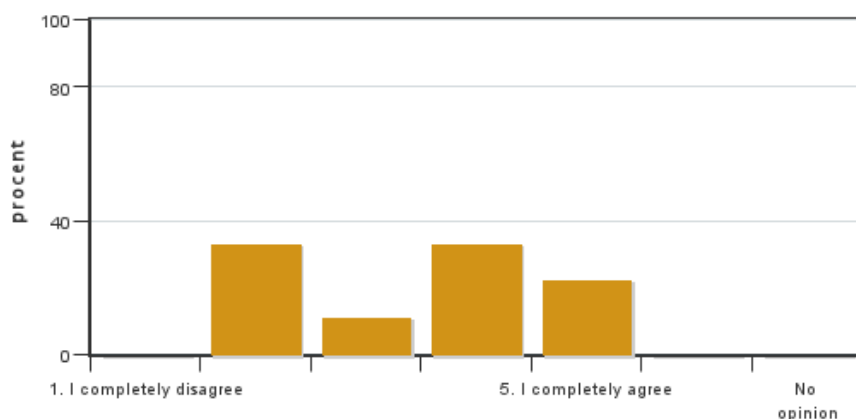


Answers: 9
Medel: 4,2
Median: 4

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

No opinion: 0

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

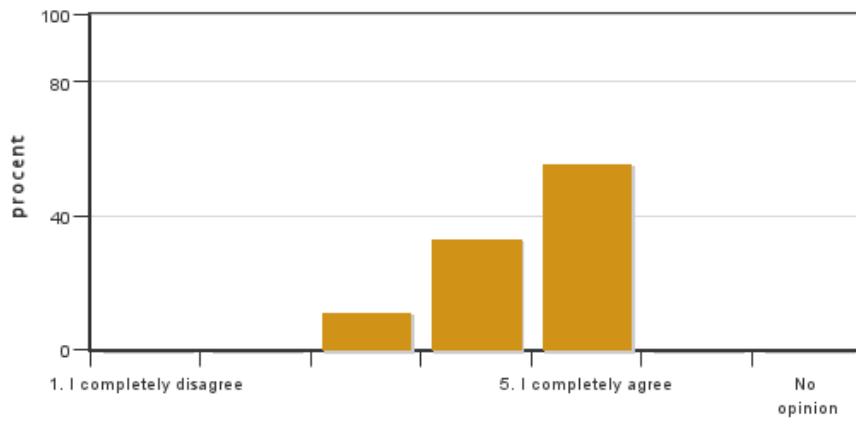


Answers: 9
Medel: 3,4
Median: 4

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

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).

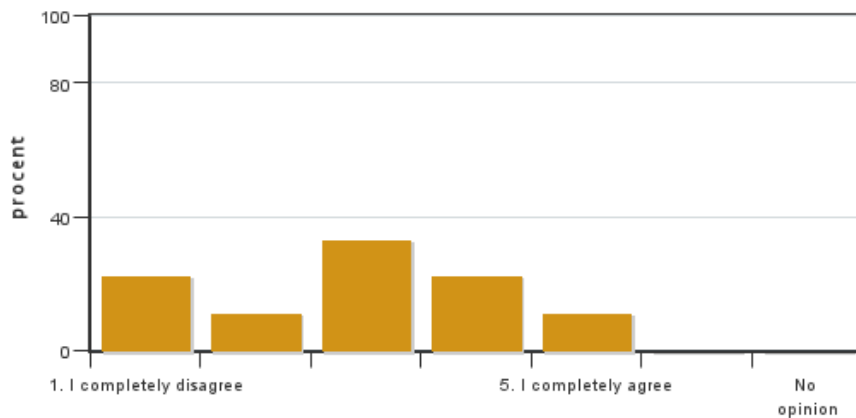


Answers: 9
 Medel: 4,4
 Median: 5

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

No opinion: 0

11. The course covered international perspectives.

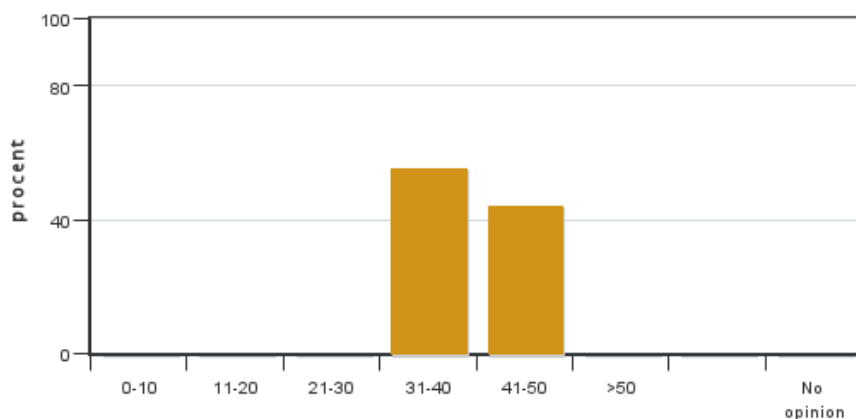


Answers: 9
 Medel: 2,9
 Median: 3

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

No opinion: 0

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



Answers: 9
 Medel: 39,4
 Median: 31-40

0-10: 0
 11-20: 0
 21-30: 0
 31-40: 5
 41-50: 4
 >50: 0

No opinion: 0

Course leaders comments

No comments from the teacher

Student representatives comments

Level of the course and time spent for it per week:

There was a lot of scheduled time (lectures, exercises,...) which left little time for self-studying. This made many feel a bit overwhelmed by the intensity of the course. Depending on prior knowledge, the course sections were perceived

as sometimes too low (group exercise and group projects), sometimes almost too advanced (statistics, habitat selection, modelling).

Physical learning environment:

Many students complain about the uncomfortable chairs in the lecture hall and the kitchen that is too small and that does not have enough storage space for 20 (or 18) people.

Accessibility of course information:

The exchange-folder was not always accessible to everyone which made the sharing of material a bit slow. The question came up, why Fronter is not being used as for other courses. Some think the exchange-folder was a good idea, but the folder should be better organized (e.g. by numbering the lectures chronologically), but if newer versions of the schedule are uploaded, this should be communicated to the students directly, e.g. via e-mail.

Exam, essay, quizzes, group project, group exercise:

Some thought that the exam questions represented the course content very well, while others thought that the questions were asked too openly which made it difficult to know what was asked for.

Most students agreed that there was too little time for the individual essay and that they would have preferred to either have the essay much earlier during the course or to at least receive the topic for the essay much earlier so that they could start thinking, reading and writing before the last rush of exam-studying has started.

The quizzes were much appreciated as a way to make people study the course material some time before the real exam.

Most students thought, that neither the group project nor the group exercise added much to their learning. Whereas many would cancel the group exercise altogether or at least shrink it a lot, they would have liked to put more time and effort into making the group project a bigger and better project where they could focus on something and do that very well.

Overall good impression:

Overall, most students seem very happy to have taken this course. They have learned a lot that they believe is applicable and valuable for wildlife management in Sweden, which fulfilled their expectations of the course. The different aspects of wildlife management and the different learning methods (lecture, excursion, aging,...) were much appreciated and so were the many different teachers who were experts in their respective fields. Their knowledge and motivation made them fun to listen to and made the students learn a lot. Also the feeling of being in Grimsö together with other wildlife-students, studying together, sharing similar interests and activities was very good and improved the learning environment for many. And having this course in Grimsö, in the forest, away from all daily distractions, made many students think about these weeks as very enjoyable and fruitful and therefore sad to be over. Some final comments were those "one of the best courses I have ever taken", "definitely my favorite course" or "best place to study".

Thank you!