



Wildlife biology BI0872, 10315.2122

15 Hp
Pace of study = 100%
Education cycle = Advanced

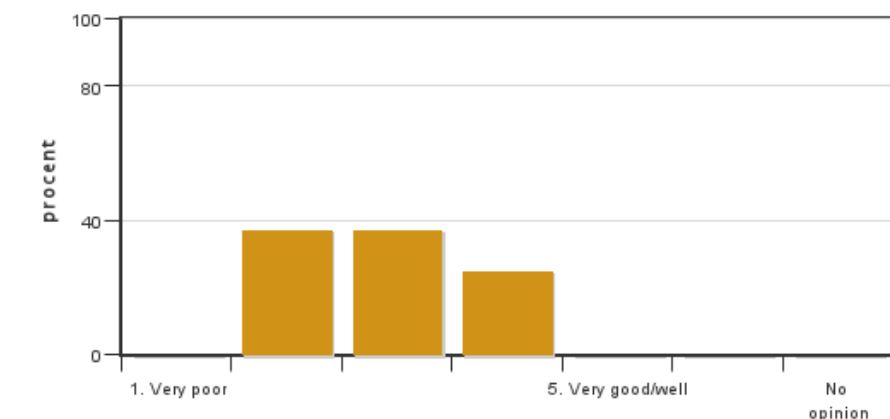
Evaluation report

Evaluation period: 2021-10-25 - 2021-11-15

Answers 8
Number of students 16
Answer frequency 50 %

Mandatory standard questions

1. My overall impression of the course is:

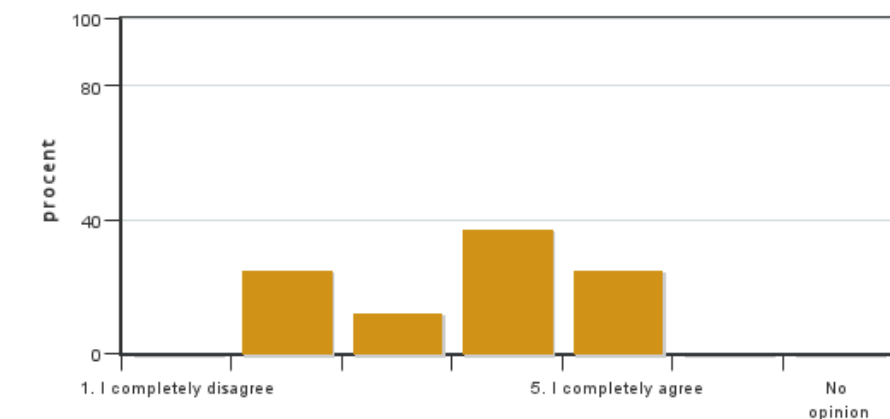


Answers: 8
Medel: 2,9
Median: 3

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

No opinion: 0

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

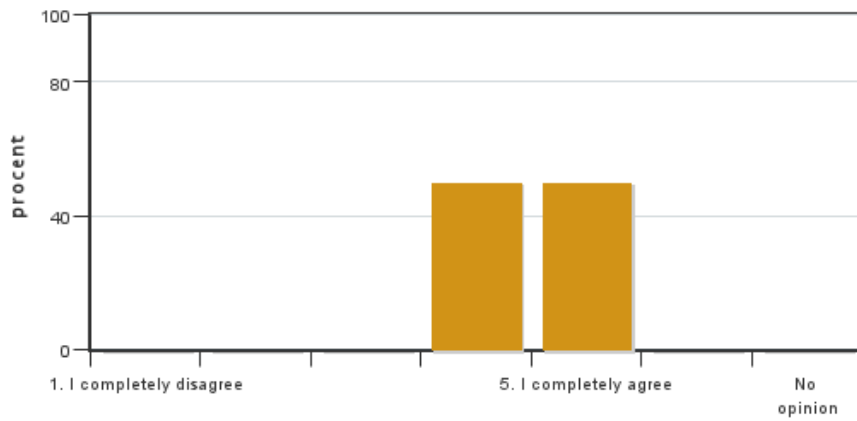


Answers: 8
Medel: 3,6
Median: 4

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

No opinion: 0

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

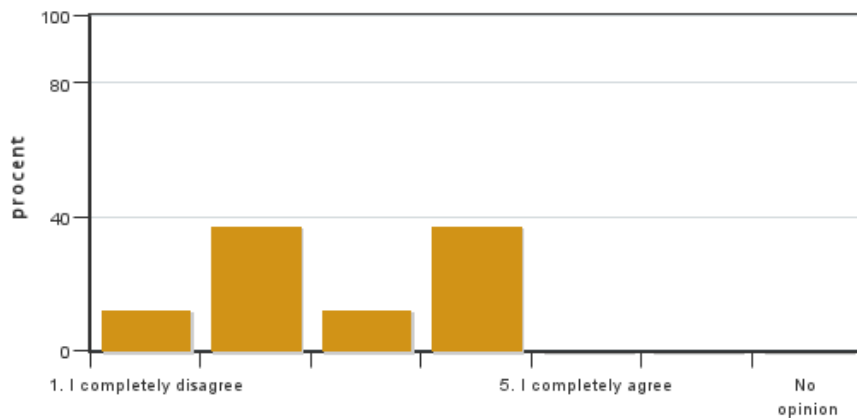


Answers: 8
 Medel: 4,5
 Median: 4

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

No opinion: 0

4. The information about the course was easily accessible.

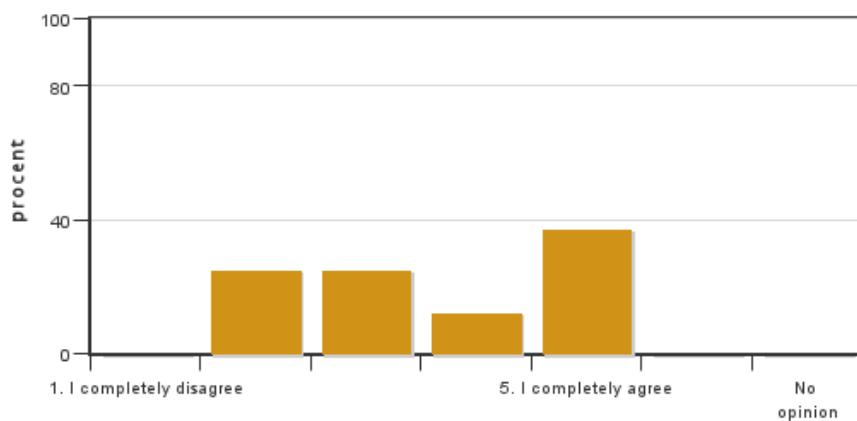


Answers: 8
 Medel: 2,8
 Median: 2

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

No opinion: 0

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

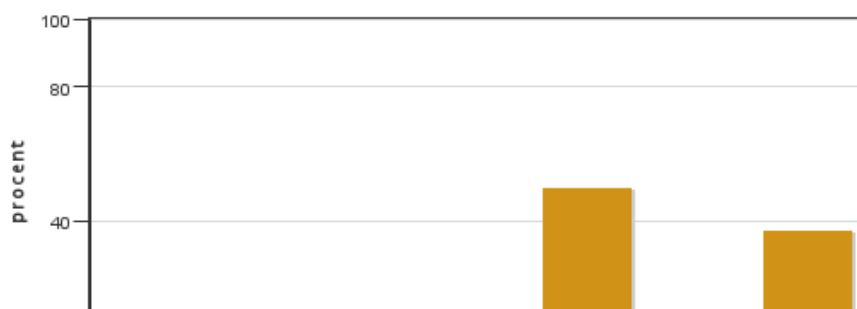


Answers: 8
 Medel: 3,6
 Median: 3

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

No opinion: 0

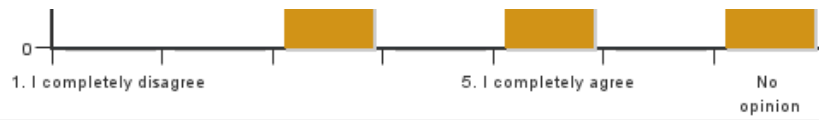
6. The social learning environment has been inclusive, respecting differences of opinion.



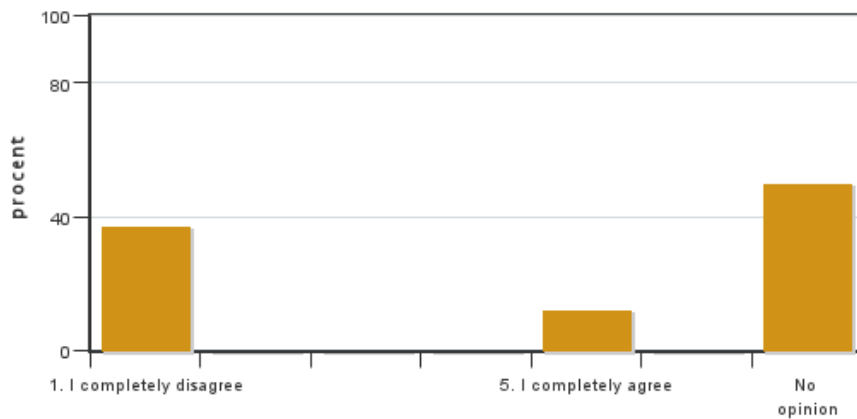
Answers: 8
 Medel: 4,6
 Median: 5

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

No opinion: 3



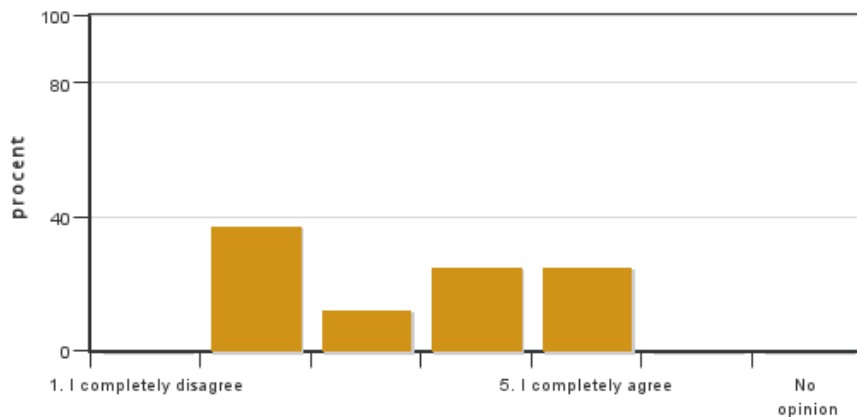
7. The physical learning environment (facilities, equipment etc.) has been satisfactory.



Answers: 8
 Medel: 2,0
 Median: 1

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

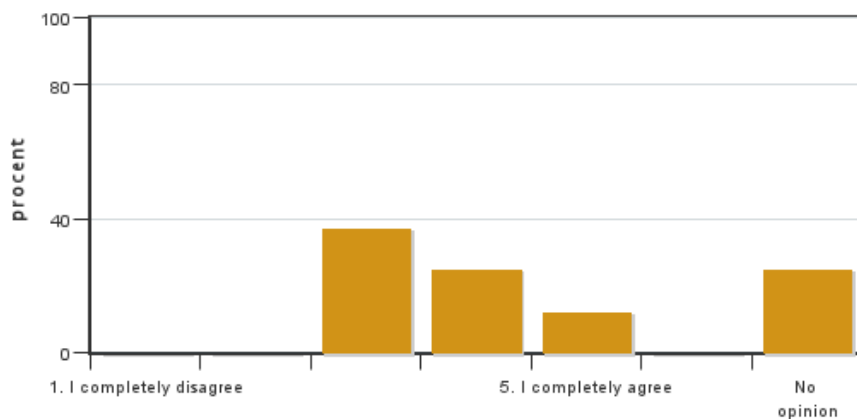
8. The examination(s) provided opportunity to demonstrate what I had learnt during the course (see the learning objectives).



Answers: 8
 Medel: 3,4
 Median: 3

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

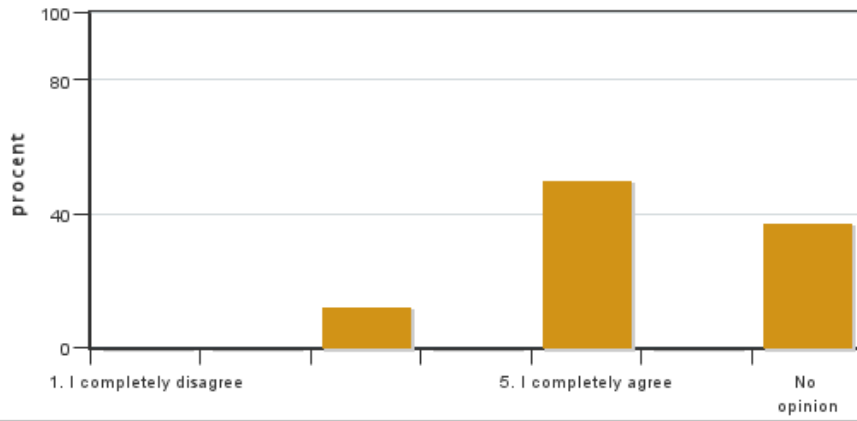
9. The course covered the sustainable development aspect (environmental, social and/or financial sustainability).



Answers: 8
 Medel: 3,7
 Median: 3

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

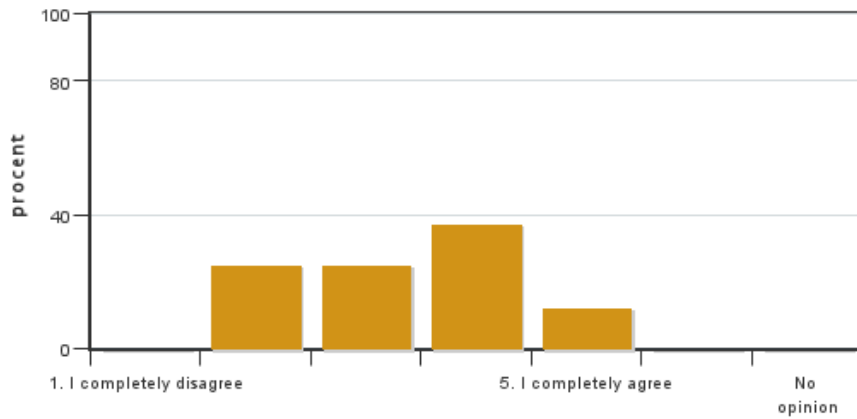
10. I believe the course has included a gender and equality aspect, regarding content as well as teaching practices (e.g. perspective on the subject, reading list, allocation of speaking time and the use of master suppression techniques).



Answers: 8
 Medel: 4,6
 Median: 5

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

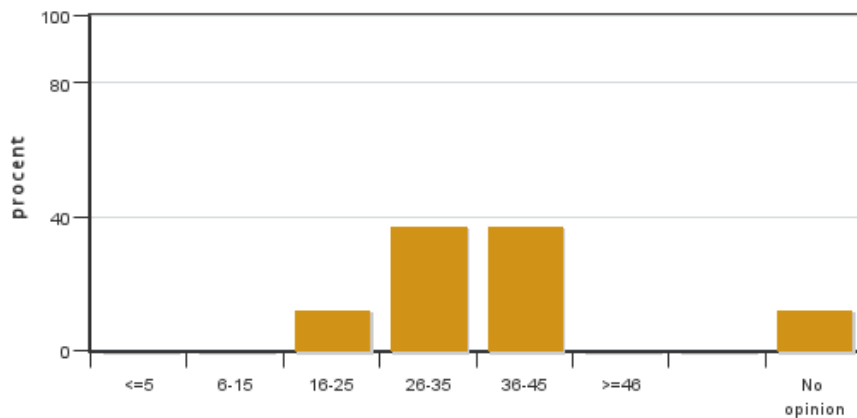
11. The course covered international perspectives.



Answers: 8
 Medel: 3,4
 Median: 3

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

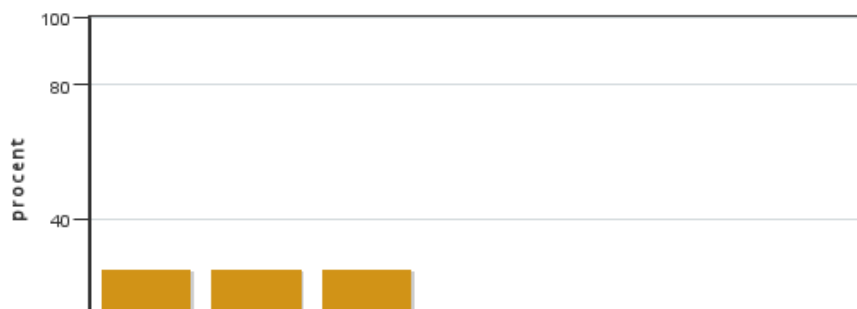
12. On average, I have spent ... hours/week on the course (including timetabled hours).



Answers: 8
 Medel: 32,9
 Median: 26-35

≤5: 0
 6-15: 0
 16-25: 1
 26-35: 3
 36-45: 3
 ≥46: 0
 No opinion: 1

13. If relevant, what is your overall experience of participating in all or part of your course online?



Answers: 8
 Medel: 2,4
 Median: 2

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



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

Course leaders comments

No comments from the teacher

Student representatives comments

The evaluation had a somewhat poor response frequency. 8 out of 17 students evaluated the course, i.e., 47% of the class. I will not speculate on the opinions of the remaining 53%, whether their opinions be positive, negative or neutral. The mean score of the course was 2.9 with a median of 3.

At the time of writing these comments, examinations have not been graded despite that they should have been by this point (10/12-2021). The head of the course has promised grading will be done soon.

The course was like the previous year held as a distance course rather than at Grimsö. Due to this, all the practical elements were missing from the course. It's unfortunate that the course wasn't conducted on site but considering the situation with the Covid-19 pandemic and SLU's policy around there probably was no other choice. Looking over the evaluation the shift to online teaching and lack of practical elements seems to have had a detrimental effect. Some people, student rep. included, were not aware until shortly before the course started that it was going to be held online.

The main issues brought up in the evaluation were the lack of practical exercises and replacements for those, unclear communication, and late scheduling. With respect towards the difficulties of translating practical components such as pellet counts to a course held online, the feedback seems clear that students desire some forms of exercises to practice practical skills and engage more, apart from just doing lectures. This might be done with smaller quizzes, group discussions, image-based work etc. Concerning communication, students brought up requirements for certain assignments were prone to change from one meeting/mail to another. I believe this can be easily solved by simply planning such things more solidly in advance, so that requirements for assignments are clearly communicated early on and not changed suddenly. Furthermore, sometimes lecture handouts were slow to be uploaded onto Canvas and sorting them by lecturer name was brought up as an issue. Perhaps sort them by topic or species, next time? Regarding scheduling, this was often done late, and students had to ask for updates. At one point the schedule for the coming week was updated Friday afternoon the week before. I understand planning may be difficult when trying to sort out all the different lecturers, but improvements would be desirable.

Lectures, which made up the bulk of the course, had pretty good feedback. Lecturers were scored well for being respectful of others opinion and I agree with that. Sometimes, lecturers forgot to take breaks, which is an issue. However, I think students may also need to get better at reminding lecturers in those situations to take breaks. While one person commented that the information in lectures was too basic, this seems to be in connection to the lack of exercises and practical components. Other than that, students seem to think that the lectures had good content with an interesting connection to current research. Some lecturers made efforts to liven things up on Zoom, which was appreciated. Some days ran a bit long with lectures from morning to afternoon.

Examinations, essay and home exam, had middling scores. Mean 3.4. Suggestions that were brought up were a less confining topic for the essay, perhaps not the same topic for everyone, more smaller exams rather than just one large one. Half of the replies scored it 4-5 though, so it's hard to make any conclusions on the examinations.

Students found that the course did cover sustainable development and commented that it also included financial thinking. One the question of the course's gender and equality aspect, it scored a mean 4,6 but several filled in that they had no perception of the issue. One commented that they did not understand what a question about equality has to do with a course on wildlife biology. On international perspectives, the scores were mixed. Since this is a course focused on Scandinavian wildlife, it's difficult to see the point of this question.

In summary, this course has a positive score for lectures and lecturers but overall, there seems to be a lot to work on to adjusting this course for online study. Potential future online iterations of the course should work on replacements for practical components of the course. Communication needs some improvement as well as scheduling. Hopefully the situation with the pandemic will improve and the course can be held in its proper form again.

//Peter Hansson-Silva

Student representative

Kontakta support: support@slu.se - 018-67 6600