



Fish and Wildlife Management BI1448, 40077.2425

15 Hp
Pace of study = 100%
Education cycle = Advanced
Course leader = Erin Mccallum

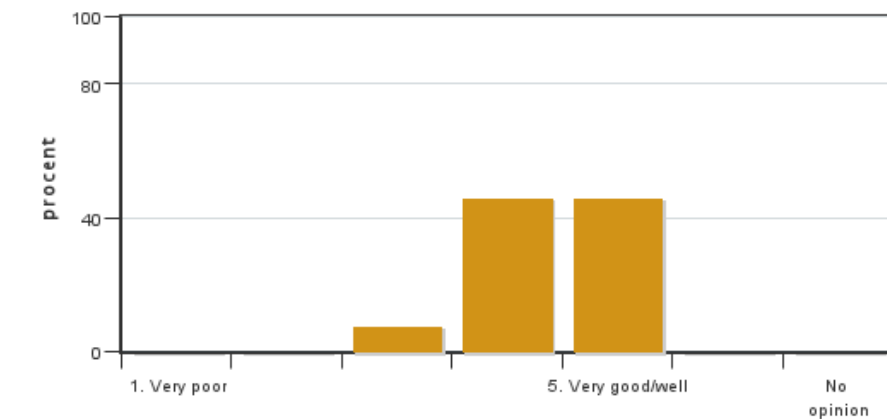
Evaluation report

Evaluation period: 2025-06-01 - 2025-06-22

Answers 13
Number of students 15
Answer frequency 86 %

Mandatory standard questions

1. My overall impression of the course is:

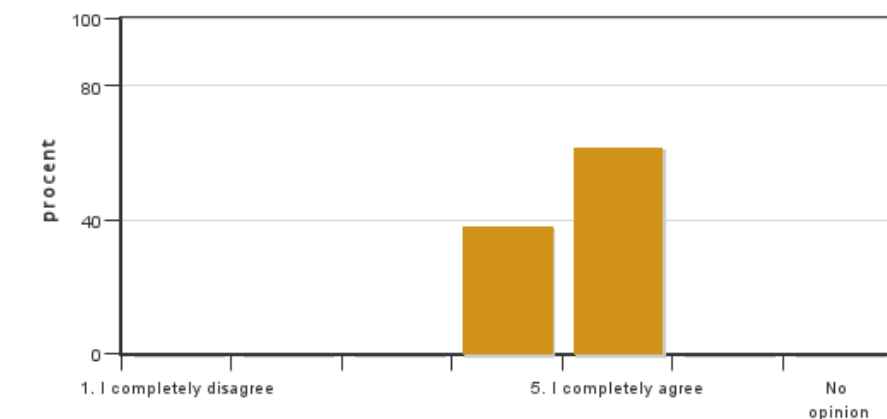


Answers: 13
Medel: 4,4
Median: 4

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

No opinion: 0

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

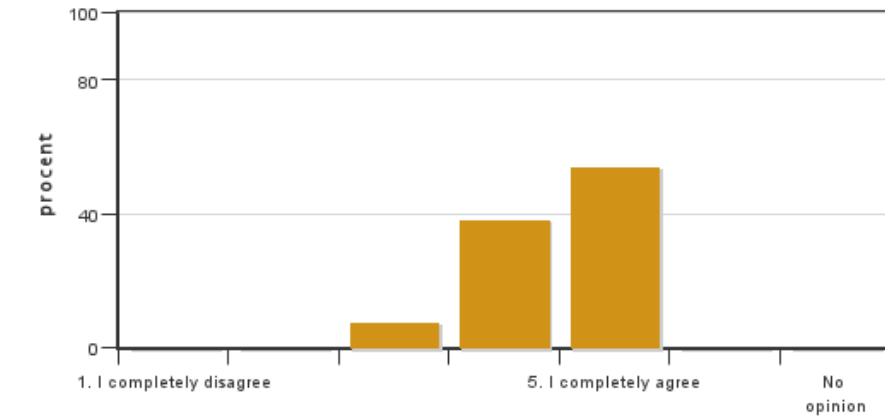


Answers: 13
Medel: 4,6
Median: 5

1: 0
2: 0
3: 0
4: 5
5: 8

No opinion: 0

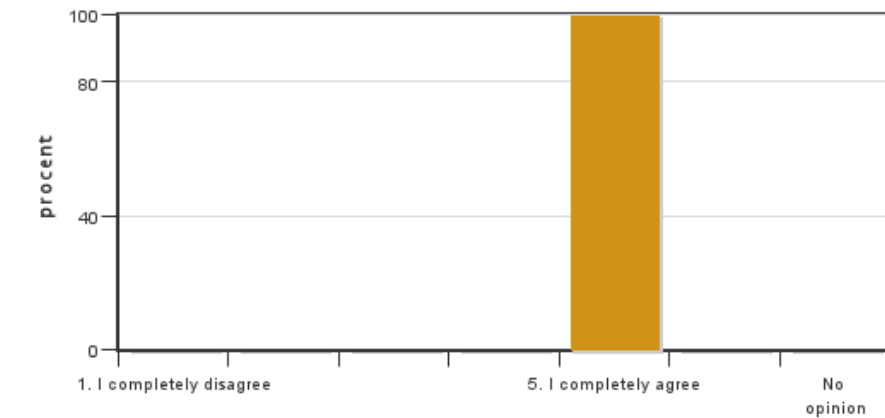
3. My prior knowledge was sufficient for me to benefit from the course.



Answers: 13
 Medel: 4,5
 Median: 5

1: 0
 2: 0
 3: 1
 4: 5
 5: 7
 No opinion: 0

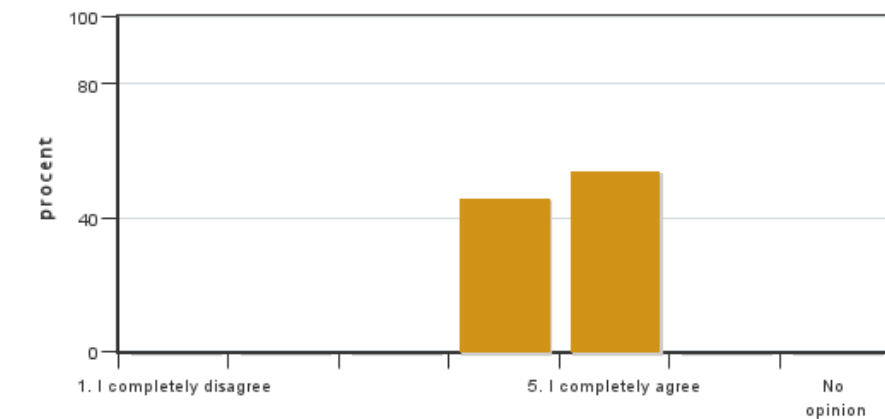
4. The information about the course was easily accessible.



Answers: 13
 Medel: 5,0
 Median: 5

1: 0
 2: 0
 3: 0
 4: 0
 5: 13
 No opinion: 0

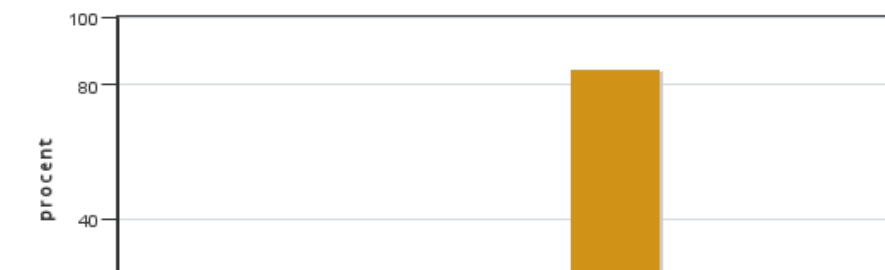
5. The various course components (lectures, course literature, exercises etc.) have supported my learning.



Answers: 13
 Medel: 4,5
 Median: 5

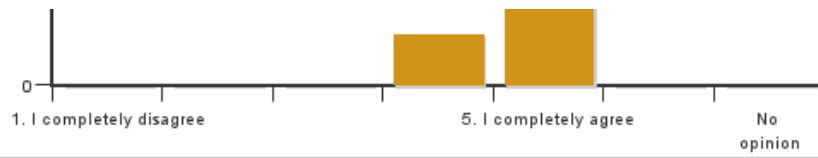
1: 0
 2: 0
 3: 0
 4: 6
 5: 7
 No opinion: 0

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



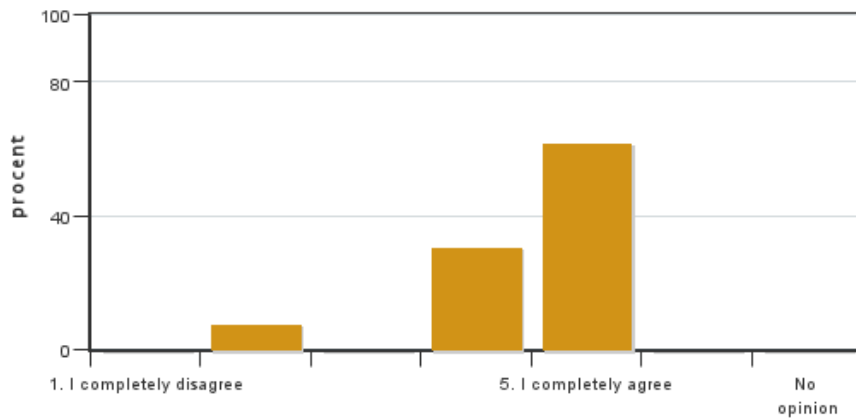
Answers: 13
 Medel: 4,8
 Median: 5

1: 0
 2: 0
 3: 0
 4: 2
 5: 11



No opinion: 0

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



Answers: 13

Medel: 4,5

Median: 5

1: 0

2: 1

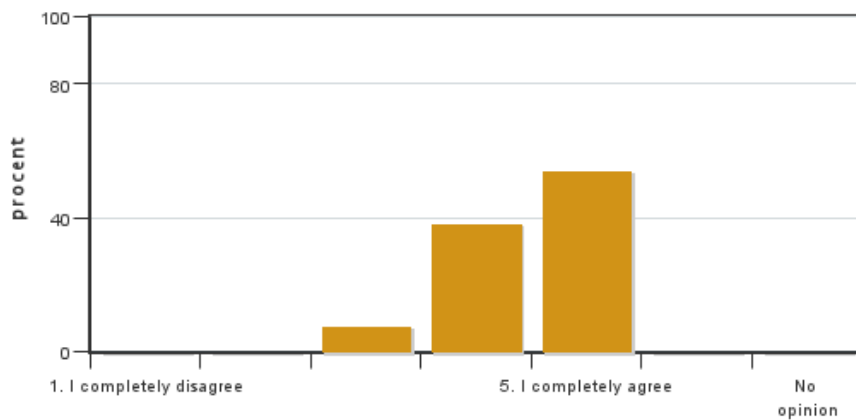
3: 0

4: 4

5: 8

No opinion: 0

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



Answers: 13

Medel: 4,5

Median: 5

1: 0

2: 0

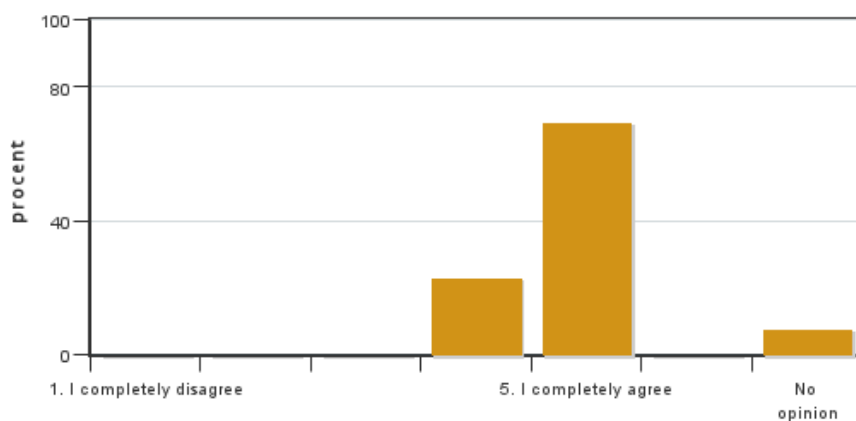
3: 1

4: 5

5: 7

No opinion: 0

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



Answers: 13

Medel: 4,8

Median: 5

1: 0

2: 0

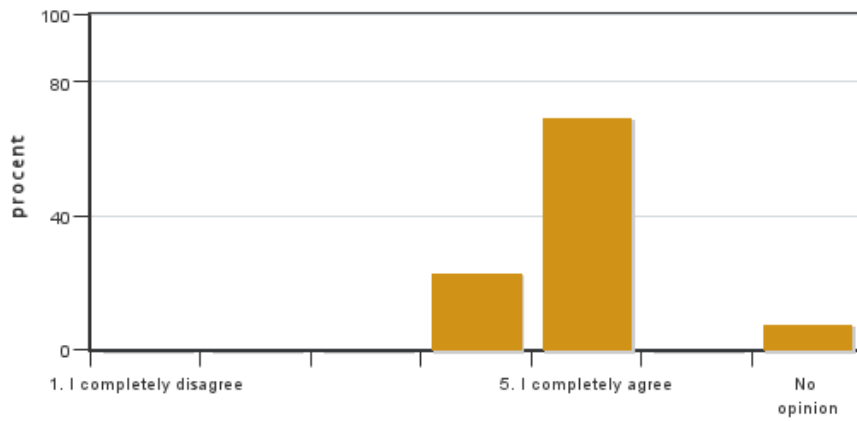
3: 0

4: 3

5: 9

No opinion: 1

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).

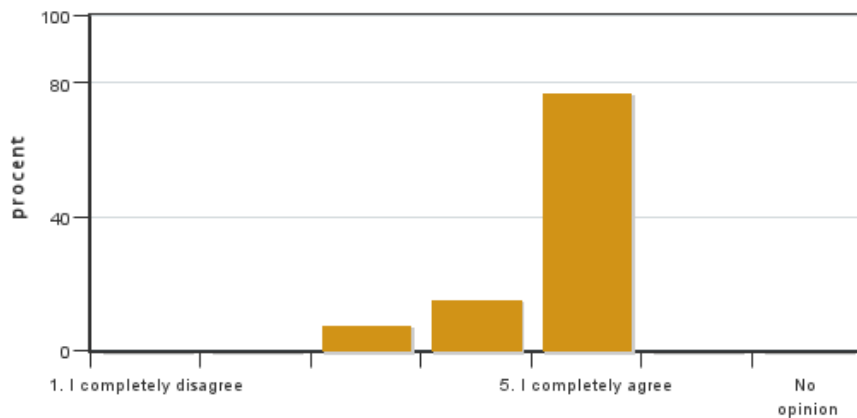


Answers: 13
 Medel: 4,8
 Median: 5

1: 0
 2: 0
 3: 0
 4: 3
 5: 9

No opinion: 1

11. The course covered international perspectives.

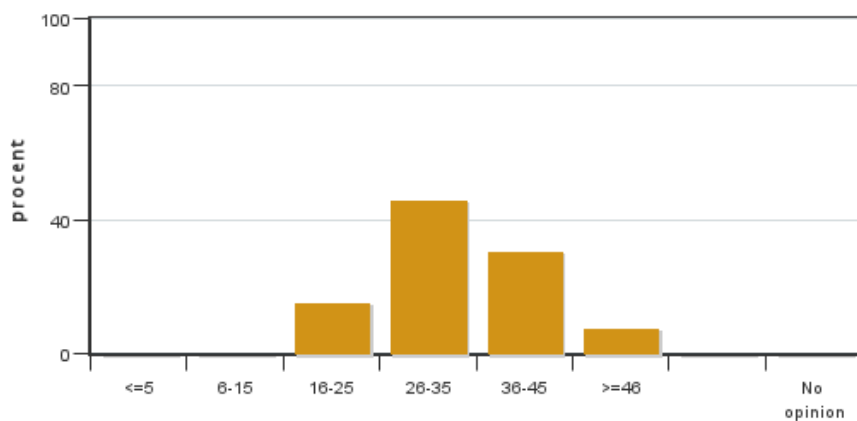


Answers: 13
 Medel: 4,7
 Median: 5

1: 0
 2: 0
 3: 1
 4: 2
 5: 10

No opinion: 0

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



Answers: 13
 Medel: 32,8
 Median: 26-35

≤5: 0
 6-15: 0
 16-25: 2
 26-35: 6
 36-45: 4
 ≥46: 1

No opinion: 0

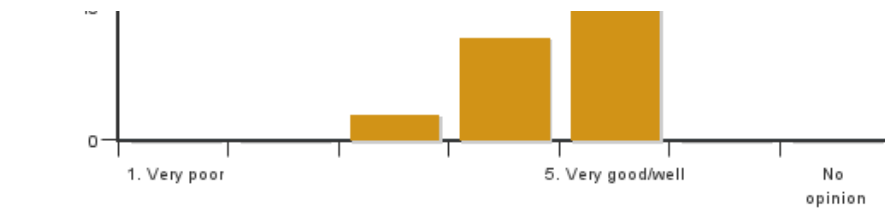
Additional own questions

13. How would you rate the fish (salmon & trout) management module?



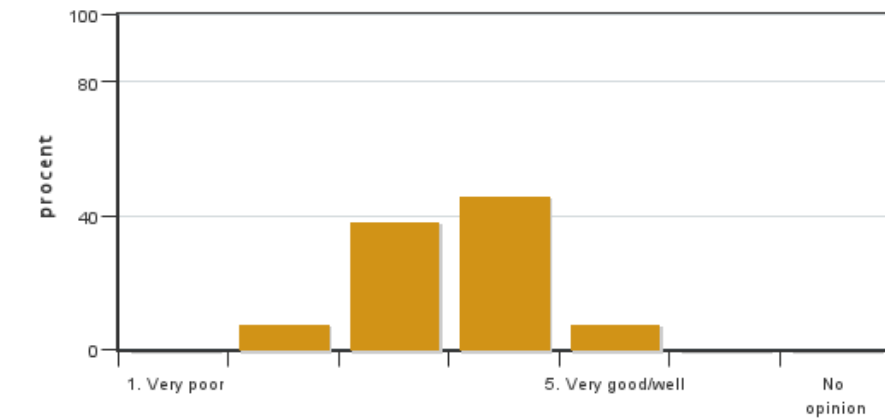
Answers: 13
 Medel: 4,5
 Median: 5

1: 0
 2: 0
 3: 1



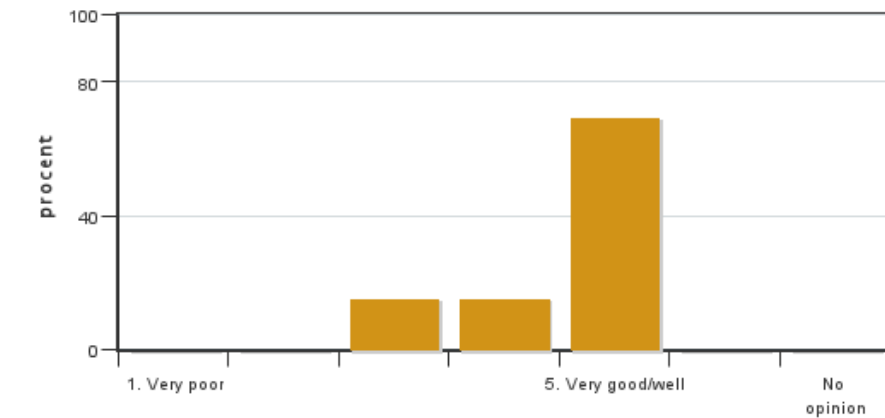
4: 4
 5: 8
 No opinion: 0

14. How would you rate the ungulate management module?



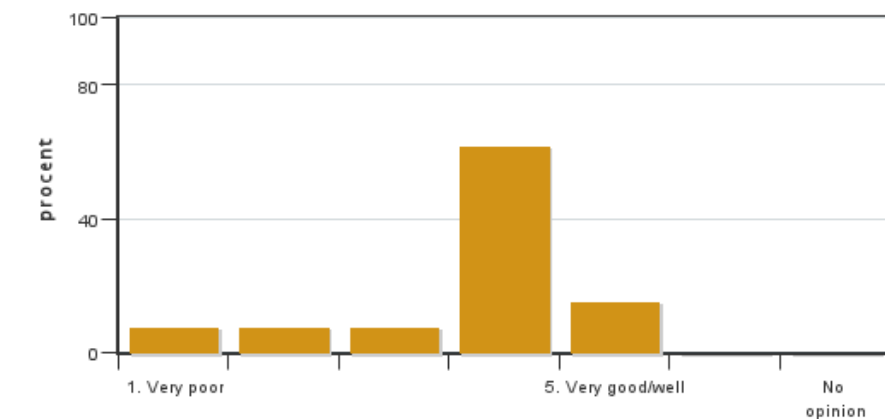
Answers: 13
 Medel: 3,5
 Median: 4
 1: 0
 2: 1
 3: 5
 4: 6
 5: 1
 No opinion: 0

15. How would you rate the data & communication module?



Answers: 13
 Medel: 4,5
 Median: 5
 1: 0
 2: 0
 3: 2
 4: 2
 5: 9
 No opinion: 0

16. How would you rate the international wildlife management module?



Answers: 13
 Medel: 3,7
 Median: 4
 1: 1
 2: 1
 3: 1
 4: 8
 5: 2
 No opinion: 0

Course leaders comments

met with the course representative and have reviewed the course evaluation feedback here. I am happy with the overall feedback and pleased with the high response rate. I noted several instances where students felt they needed more background biology before the module that focused on management, especially for the ungulate focused one. Next year, I can post some additional background literature to support this. In general, students like the international collaboration with other students at another university, but sometimes technological struggles made the collaboration difficult. We try our best in this regard, booking rooms that are designed for digital meetings and can perhaps try a “test run” of the equipment on both sides before the course starts next year. I will also encourage students to come forth and chat with me if they find they are being disrupted in class by other students whispering – as the instructor, we cannot always hear these types of things happening at the front of the room.

Student representatives comments

My reflections as course representative

I believe this course was a valuable and comprehensive part of the program, covering useful concepts of applied wildlife management necessary for us to successfully lead our own work in the future. The structure organized for us to cover four key modules was overall well thought out, and well taught by engaging professors with varied experiences and expertises, and passion for the work that they do. There is room for improvement in how the workload could be more balanced, and how assessment methods can be improved to better analyse how students individually perform, which I cover in more details below, based on the feedback provided by students who filled out the survey.

Overall student reflections based on survey

Students have participated in a survey to share they're final thoughts on this course. I briefly summarized the answers to each survey question and highlighted the top three strengths and challenges of this course that were brought up.

Question	Mean Score	Long Answers Summary
Overall impression	4.4 /5	Students appreciated the broad and well-organized structure, variety of topics, and integration of earlier program courses. Several praised Erin's effort, clear organization, and accessibility of course materials. Many praised lecturers' motivation and care, especially Erin, and valued special lectures on birds and carnivores. Some wanted a broader focus beyond just fish and ungulates (e.g., carnivores, more excursions, management plan training).
Aligned Learning Objectives	4.6 /5	
Prior knowledge	4.5 /5	Some students would have liked more background on ungulate biology, which made that module harder, but they still felt they learned a lot. Students agree the course was well structured, and Canvas worked well to follow the curriculum. Students appreciated the exercises and articles as they related to the assignments and lectures, but could have used more literature on ungulate biology to better prepare for that module.
Course information accessibility	5 /5	
Course components supporting learning	4.5 /5	
Social learning environment	4.8 /5	Students thought the course generally inclusive, but some noted disrespectful behaviors in class and wished teachers had intervened.

Physical environment	4.5 /5	Facilities were mostly fine, but SLU's Wi-Fi was unreliable, especially during the exam, causing stress and grading issues. Audio problems occurred during joint NMU sessions.
Examination	4.5 /5	Exams reflected learning, but too much group work made it hard to show individual performance. Workload vs. grade weighting (especially in the international module) felt unbalanced.
Sustainability aspects	4.8 /5	Environmental and social aspects were well covered, especially in the international module.
Gender and equality	4.8 /5	Covered fairly, but students requested clearer assignment instructions from the start and reconsideration of forced group formations at master's level.
International perspectives	4.7 /5	Students valued collaboration with NMU and topics like decolonization, but noted unequal workload distribution, grading discrepancies, and general stress from collaboration challenges. Students requested splitting international presentations across two days and improving NMU's audio setup.
Fish module	4.5 /5	Students enjoyed varied lectures and excursions, and felt fish ecology knowledge was useful. Some thought the population modelling lecture was too short to be useful and suggested replacing it with more practical fisheries management content. Group work placement issues caused stress for one student.
Ungulate module	3.5 /5	Valuable for understanding hunters' perspectives, but overly focused on hunting and lacked species biology. Students wanted more diverse management approaches (e.g., predators, non-hunting strategies) and literature. Some found it less engaging or not at the same quality as other modules. Suggested adding wild boar in ungulate modelling and providing feedback on all assignments.
Data & communication module	4.5 /5	Considered highly relevant and useful, especially for future careers. Some found assignment instructions unclear or burdensome. Workload timing made the end of the course stressful; students suggested introducing the assignment earlier.
International module	3.7 /5	Students valued learning about decolonization and collaborating with NMU, but workload was excessive compared to grading weight. SLU students often carried more responsibility due to pass/fail grading at NMU and schedule mismatches. Students wished for more lectures on international wildlife management beyond group work. Technical/audio issues hindered discussions

Strengths

- The structure of this course was in clear alignment with our learning objectives, tied in well with the master's program and its other courses, and was accessible and well organized
- In particular, the Fish management and Data & Communication modules ranked highly with students, for being relevant and rewarding.
- Inclusivity and sustainability aspects were well integrated into the course, and this was particularly noted during the collaborative sessions with NMU students.

Challenges

- Students struggled with the ungulate module, noting they lacked knowledge on species biology and alternative management approaches, with the focus leaning heavily towards hunters' perspectives. Additional literature support could be provided.
- During the international module, students discussed decolonization in wildlife management, and while the discusses were very much appreciated by students, they felt like it was difficult to apply new intentions and added considerations/sensibility when working with NMU students. Expectations were not the same between NMU and SLU students, due to differing schedules and grading systems. The group work format between the two universities, though extremely valuable and appreciated since it's a rare opportunity, forced SLU students to take the lead in most groups to meet SLU's expectations, while NMU's expectations were evidently lower, and therefore the commitment from NMU students was lower. It felt like we had to chose between taking to

much space and essentially “colonizing” our group work, or sacrificing our performance to meet NMU students' pace, and therefore jeopardize our grade. Perhaps solution lies in the grading system; students could be evaluated individually, rather than as a group, by their respective professor. Evaluations based on groupwork performance was also challenging in other modules, where students didn't feel like the amount of work they put in to a group project was well reflected in their final score.

- Students brought up technical issues that hindered their learning experience, such as SLU's occasional unreliable Wi-Fi, especially during exams, which caused stress and impacted results. As well as audio issues in the NMU collaboration, which impacted the overall learning experience and discussion time.

I'm available for questions or comments for the evaluation of this course. Thank you to Erin and all lecturers for providing engaging content. Best regards, Alikı Fornier BI 1448 Student Representative

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