



Ecology for fish management and conservation BI1457, 10075.2526

15 Hp
Pace of study = 100%
Education cycle = Advanced
Course leader = Magnus Huss

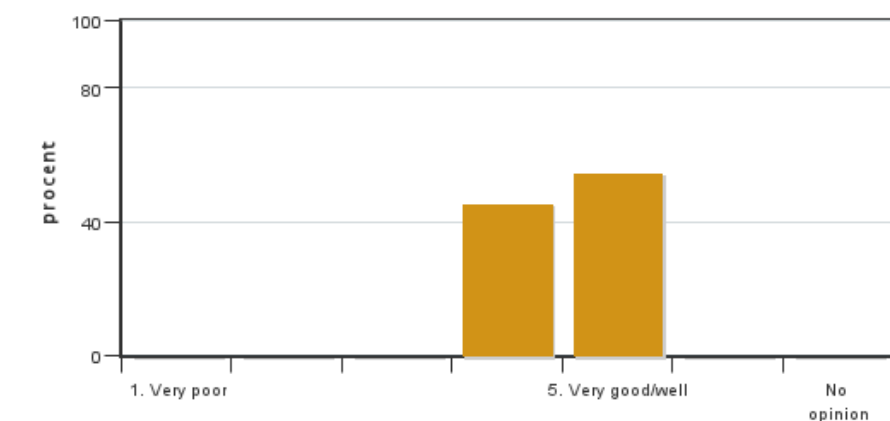
Evaluation report

Evaluation period: 2025-10-26 - 2025-11-16

Answers 11
Number of students 21
Answer frequency 52 %

Mandatory standard questions

1. My overall impression of the course is:

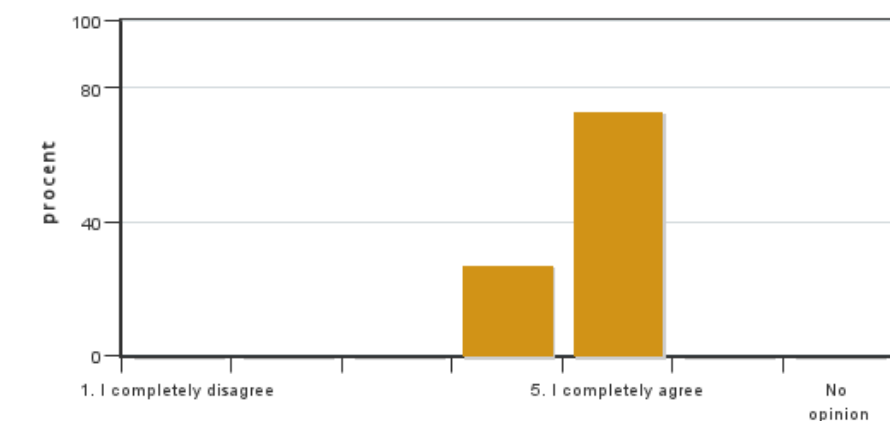


Answers: 11
Medel: 4,5
Median: 5

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

No opinion: 0

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

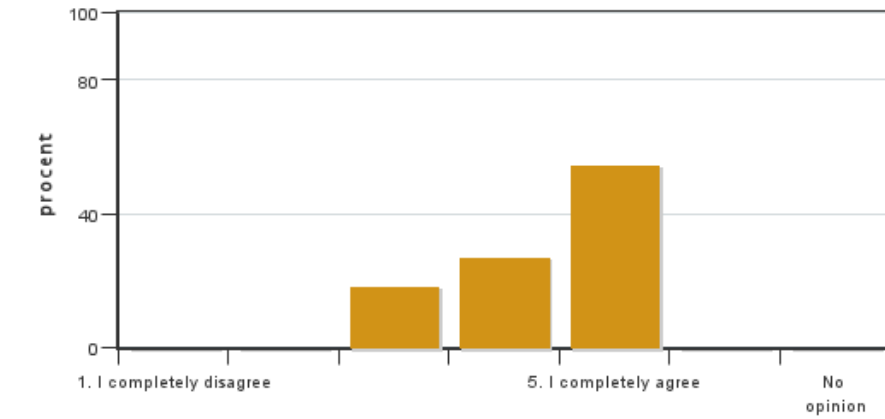


Answers: 11
Medel: 4,7
Median: 5

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

No opinion: 0

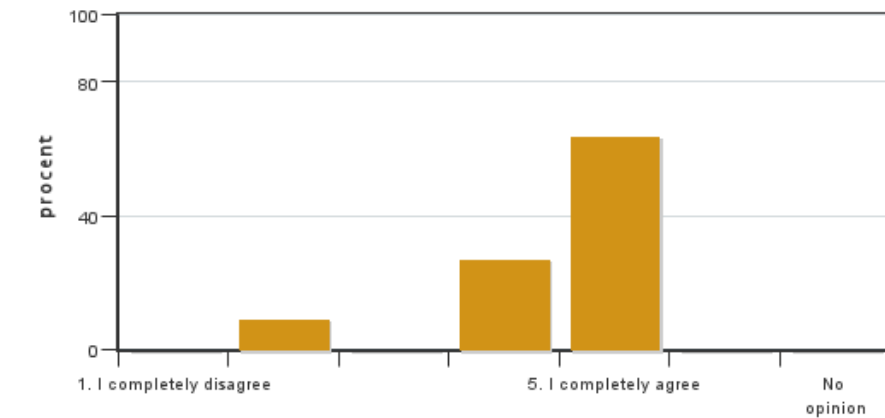
3. My prior knowledge was sufficient for me to benefit from the course.



Answers: 11
 Medel: 4,4
 Median: 5

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

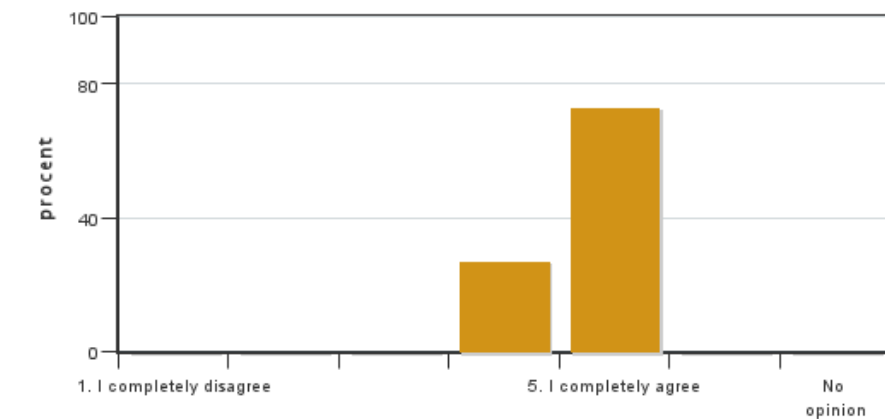
4. The information about the course was easily accessible.



Answers: 11
 Medel: 4,5
 Median: 5

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

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



Answers: 11
 Medel: 4,7
 Median: 5

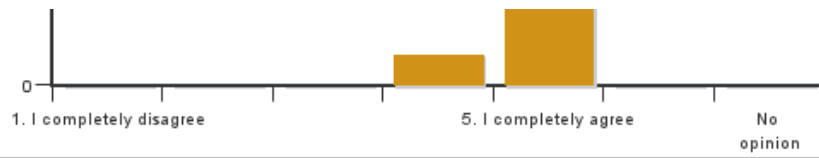
1: 0
 2: 0
 3: 0
 4: 3
 5: 8
 No opinion: 0

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



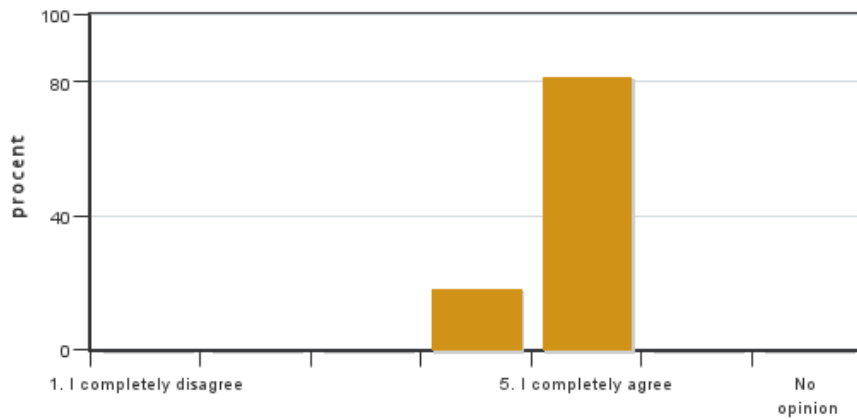
Answers: 11
 Medel: 4,9
 Median: 5

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



No opinion: 0

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



Answers: 11

Medel: 4,8

Median: 5

1: 0

2: 0

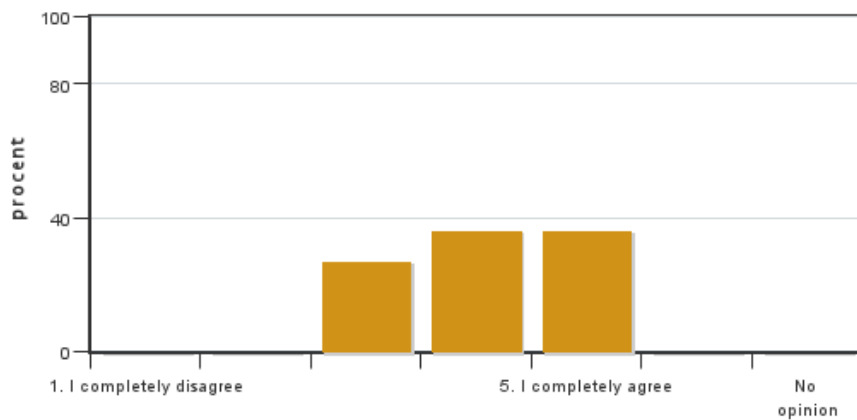
3: 0

4: 2

5: 9

No opinion: 0

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



Answers: 11

Medel: 4,1

Median: 4

1: 0

2: 0

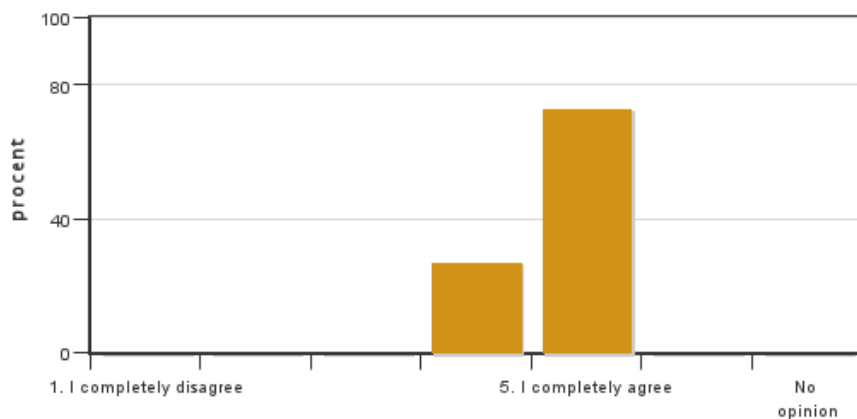
3: 3

4: 4

5: 4

No opinion: 0

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



Answers: 11

Medel: 4,7

Median: 5

1: 0

2: 0

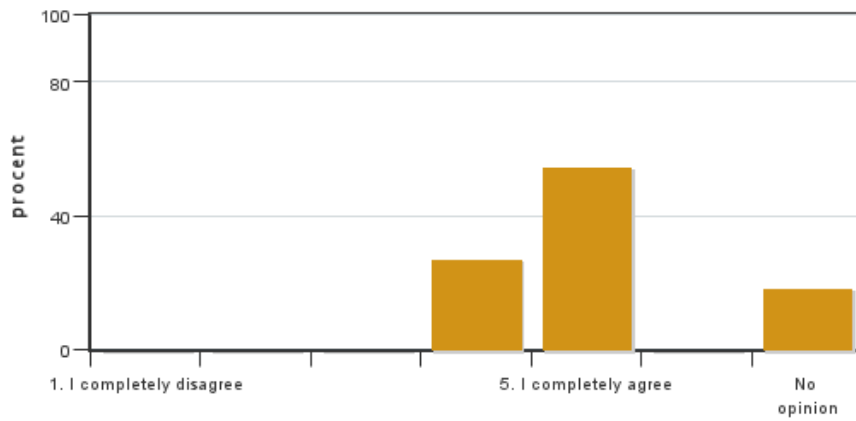
3: 0

4: 3

5: 8

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).

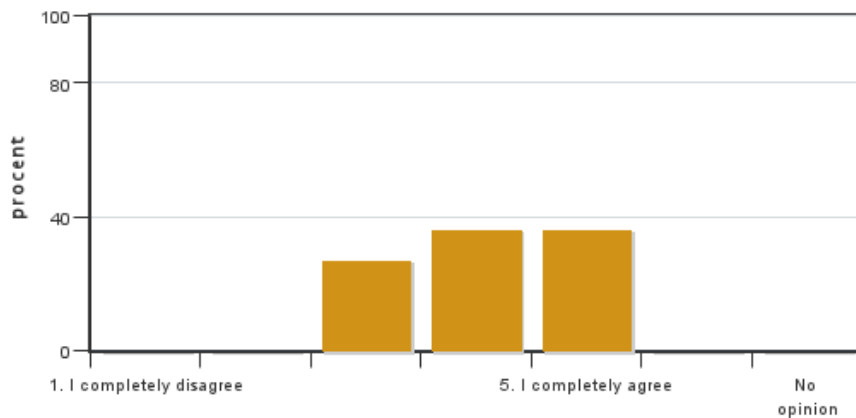


Answers: 11
 Medel: 4,7
 Median: 5

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

No opinion: 2

11. The course covered international perspectives.

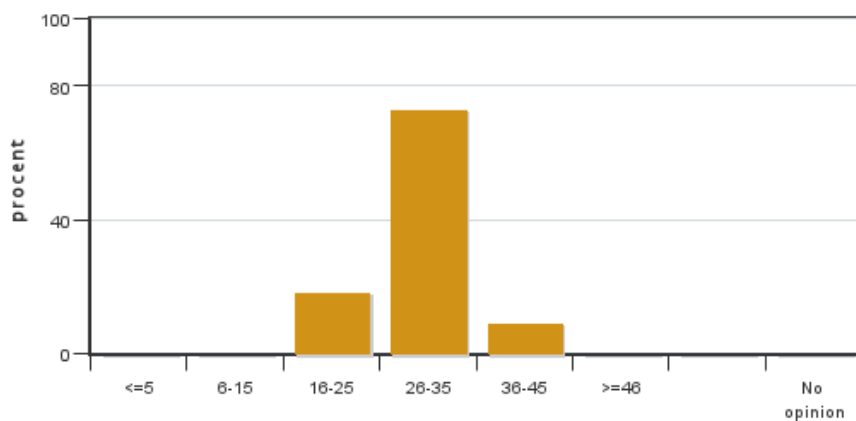


Answers: 11
 Medel: 4,1
 Median: 4

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

No opinion: 0

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



Answers: 11
 Medel: 29,1
 Median: 26-35

≤5: 0
 6-15: 0
 16-25: 2
 26-35: 8
 36-45: 1
 ≥46: 0

No opinion: 0

Course leaders comments

The course aims to develop students' knowledge of ecology in general, and fish ecology specifically, and to apply this knowledge to real case studies related to fish management and conservation. The overall impression of the course among students participating in the evaluation was positive (average rating 4.5 out of 5). Both the oral evaluation and written comments made it clear that students particularly appreciated the hands-on field training and felt that the different teaching activities generally supported their learning. Although the test fishing activities were highly appreciated, possibilities to minimize the number of fish caught were also raised.

Most students felt they had the necessary prior knowledge for the course, although some only partly agreed but still felt they managed ok. We will therefore keep introductions on concepts in ecology and aquatic ecosystems and consider additional ways to better introduce basic concepts within the specific topics covered. Students reported spending somewhat less than the expected amount of time on course work, with some asking for more lectures and

smaller assignments to encourage more continuous study. We will therefore consider ways to distribute the workload and assignments more evenly over the course. The number of lectures is mainly limited by the available funds.

Regarding the written individual examination, most students agreed that it provided good opportunities to demonstrate what they had learned during the course. However, some only partly agreed and suggested a need for more specific questions. Most students seemed to appreciate the "home exam" format, but in light of recent developments in AI, we will consider alternative options for next year.

Most students found course information to be easily accessible and felt that the facilities were good, although some commented on the need for better structure and, if possible, the use of fewer lecture rooms. We acknowledge that we faced challenges related to room bookings and scheduling due to the higher number of students compared to previous years. This is something we can and will plan for more effectively next year, with the hope of again attracting a similar number of students.

In summary, students appear to be appreciative of the course overall, particularly its inclusive approach and hands-on field experience. We will continue to build on these successful elements while ensuring that the course is continuously updated to reflect new knowledge and practices in fish ecology and management.

Student representatives comments

Overall, the lecture "Ecology for fish management and conservation" was rated positively with an overall impression score of 4.5.

The prior knowledge of the participants was assessed differently, which is mainly due to the heterogeneous composition of the group, as students without a related academic background were also admitted. They said that although it was a little tricky to catch up at the beginning, they were able to follow along well because they were sufficiently interested in the subject. One person also said that the good explanations of difficult concepts in simple terms helped them to follow along well despite having little prior knowledge. At the same time, a few students perceived the topics covered as too basic and therefore wished that some topics had been covered in greater depth through more lectures.

The accessibility of information about the course was generally perceived as good, especially the clear assignment of literature to the respective lectures was appreciated. At the same time, there were some uncertainties about which content was mandatory or particularly important, the course structure, and criticism of the frequent changes in lecture rooms. The latter probably came mostly from students who were not yet familiar with the campus and had to find their way around the different buildings where the course was held.

The variety of teaching formats with lectures, exercises, group work, discussions, and excursions was greatly appreciated. Positive feedback was given especially to the field trips, where scientific methods were applied in a practical setting and participants could obtain an electrofishing certificate. At the same time, the use of lethal methods, especially gillnets, was considered instructive but was also critically discussed, particularly with regard to the number of fish killed for our training.

The project work was perceived as positive by everyone. The reasons for this were, that the project work could be chosen based on one's own interests and that one could learn a lot from each other within the group. Some also highlighted the format of the project work presentation, with posters and films, as positive. In addition, the pass/fail grading helped some to find the project work less stressful.

Most students felt that the take-home exam was a good opportunity to demonstrate their knowledge. In particular, some students highlighted the length of the take-home exam as a positive aspect, as it gave them the opportunity to demonstrate their knowledge of more topics in greater depth. Only a few students criticized that they would have liked some of the questions to be more specific.

Overall, the course was perceived as practice-oriented and varied. The diverse teaching formats, practice-oriented excursions, and project work with interest-driven topic selection were highlighted as particularly positive aspects.