FACULTY
OF SCIENCE

Department of Biology
Education- Bachelor's and Master's level

COURSE ANALYSIS

Date 2025-01-14

Main Teacher: Per Carlsson
Number of students: 26
Number of answers in course evaluation: 13 (46%)
Grades: 8 PASS (G), 18 HIGH PASS (VG)

Course Analysis: Limnology and Marine Ecology: Organisms and Habitats, BIOR86, Autumn 2024

Summary of the course evaluation

In total, 13 out of 28 students answered the course evaluation questionnaire, which is about 50%. The overall satisfaction with the course was 4.6.

The teachers and assistants got a grade of 4.4 concerning motivating the students and giving help ad feedback. Some comments:

- *All teachers are very responsive to questions and very kind.*
- *I've had some problems doing the report about river excursions in analysing data.*
- *The feedback on the Rcc report could have been more constructive and pedagogical.*

Concerning the communication and information part, the grade was also quite high (4.3) with the following comment:

- *The rcc project was confusing regarding data and how to use it.*

The level of the course got the grade 4.2, with the following comments:

- *Since it's the first course of the aquatic master program, I would say that the level of the course was appropriate. However, I would have preferred to have at least a little bit of statistics, like a lecture or something, especially since it's*

highly relevant and useful knowledge. It was obvious throughout the course that everyone were at different levels regarding statistics and I think at least one lecture would have been very helpful, especially since it's a master program course.

The question if the students considered their preknowledge sufficient for this course got the grade 4.8. Some comments here:

- *I didn't have much experience with species identification before but it was actually good because I learned a lot and I think it worked for everyone despite preknowledge because you could sort of set your own level when having the species labs.*
- *I didn't have much knowledge to begin with, but this course gradually built up my knowledge and understanding of the subjects.*

The question about the course literature got a grade of 3.9, with some comments:

- *I feel like I did well on the exam and I did not read the course literature.*
- *I don't think I consulted the text book a lot. It may have been nice to have assigned sections as readings for each class (even if they were optional)*
- *Did not use it until the exam but it helped a lot when the figures in the powerpoints was unclear.*

The question about increasing the subject knowledge got the grade 4.7, with some comments:

- *Species knowledge, identification, write a report and different trophic levels.*
- *Although the course was easy in my opinion, I come from a landlocked country so all the things we learned about the marine environment was pretty new to me.*
- *I've learnt a lot of information about both freshwater and marine habitats, as well as sampling methods and laboratory analysis of water quality.*

What the students appreciated most with the course (some representative comments):

- *Definitely the field exkursions, they were very well planned and an overall great experience.*
- *Excursion and the possibility to write an own report, with feedback from the teachers*
- *The diversity of different forms of learning, the long trip at the start of the course that made everyone friends already at the beginning of the course, activities at the trip, kindness and passion of Per.*
- *The field trips and the teachers were amazing!*
- *I really liked the mix of excursions, laboratory work, projects and lectures. The excursions and lab work were very useful in understanding things practically!*
- *The lectures on reefs and mangroves were also really nice, as was the species identification*
- *The field week for sure! It was so nice and I learnt a lot. Also good because we all got to know each other early on which made the course more fun in general.*
- *The lectures where extremely interesting for me, some of them were also inspiring (the coral reef/mangrove lecture and the antartica expedition from Per, Johanna's research on porpoises*

Some comments on what the students think would be important to change:

- *I think that a short introduction about the statistics methods would have been useful, especially for the last report on the river continuum concept where I felt extremely lost.*
- *The lecture about predation (paradox of enrichment) can be shorter and less hard since it's something that you are going to study better in the following course.*
- *The RCC excursion I felt was a bit boring because it did not feel so serious, the excursion was fun but the writing and data interpretation felt a bit like grasping in the dark since the data was quite bad.*
- *I thought it would be good to have more individual work (either in the lab or for the reports) as almost every component was group focused. Also, I thought we spent too much time on the RCC project given that the data was not very good and not showing clear trends*
- *I would make the river continuum concept project much shorter or even take it out altogether. The data we collected*

didn't represent anything the river continuum concept expects, so it was very weird too.

Comments from the teacher's team

This year, we could not visit the usual place in the Blekinge archipelago on the early week-long excursion, since the hostel closed just a few weeks before we were supposed to go there. However, we found another accommodation more eastward in Blekinge. This, however, meant that we had to find new locations for all our sampling efforts. Considering this, we think the long excursion went very well. We also had several evening lectures during the field trip which turned out very well, and we will continue with this next year.

Evaluation and changes made since the previous course

We added information on the long field trip on the course home page so it could reach the students early, even before the course started. We made some changes in the The River Continuum Concept (RCC) module, were there were more information on sampling strategies, hypotheses and statistics before the field day. Instructions for the water chemistry lab was given out well in advance.

Suggested changes for the next course

Apparently, the The River Continuum Concept (RCC) module still needs some improvements, according to the student's course evaluation. We will consider replacing this module fully or partly with a group work where the different groups during the long field trip will gather material that will be saved (fixed/frozen) for later analysis in Lund. We will then have the opportunity to make some more quantitative comparisons of e g flora and fauna on the east and west coast, which will also increase the use of some statistics on this course. The students will also write a report and make an oral presentation on this group work. The RCC Module can perhaps then either be omitted or reduced to one excursion day where data, is collected, one day for data analysis and half a day for a discussion seminar.

Other teachers involved in the course

Anders Persson, Johanna Stedt, Christer Brönmark, Erik Selander, Sandra Rabow, Theodor Kindeberg and Kevin Jones.