PUBLISHED COURSE ANALYSIS

A course analysis has been carried out and published by the course convener.

The Karlstad University evaluation tool is owned by the Professional Development Unit and is managed by the systems group for educational administration.

Landscape Ecology, 15.0 ECTS cr. (BIAD16)
Course convener: Lutz Eckstein

Basic LADOK data

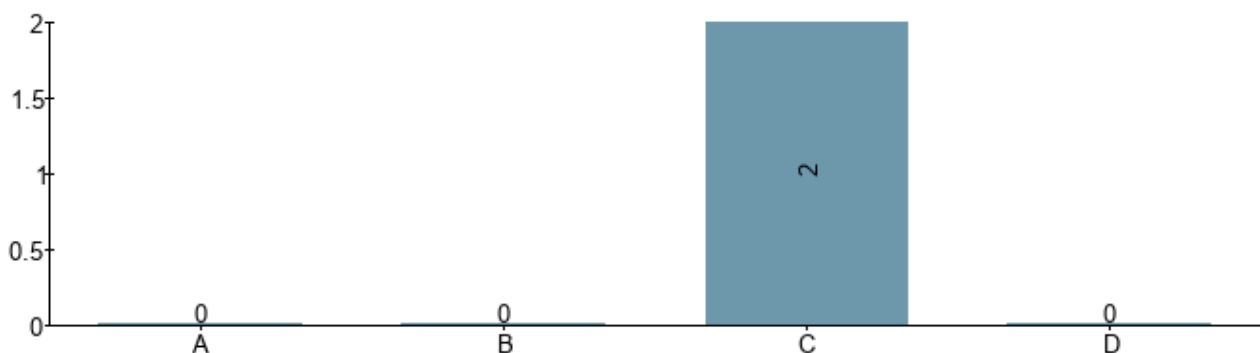|	
Course Code:	BIAD16
Application Code:	39030
Semester:	VT-22
Start Week:	202203
End Week:	202212
Pace of Study:	100%
Form of Study:	Campus

Course Data

Number of questionnaires answered: 2

Number of first registrations[1]: 5

Changes suggested in the course analysis of the previous course date:
The student responses and comments addressed: (1) the laboratory week, (2) the essay topics and instructions, and (3) the seminars. For next year, as a response to the students? comments we will:
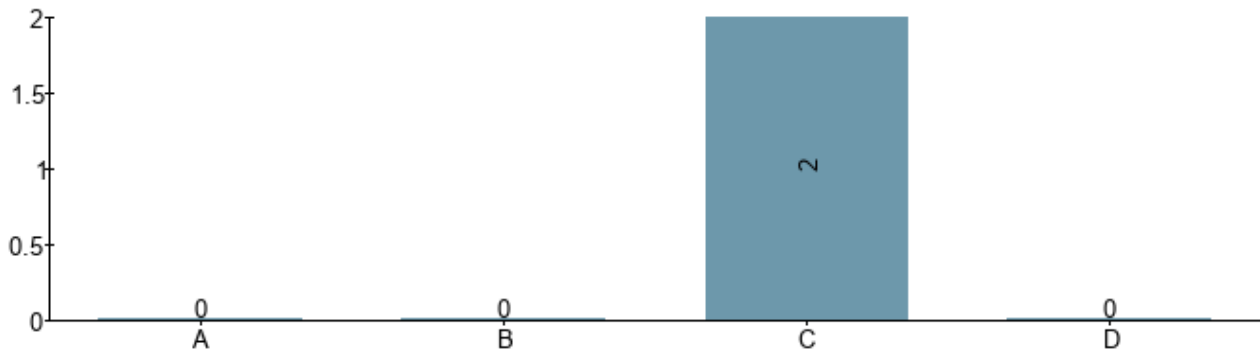(1) check the program and the manual of the GIS week,
(2) initiate the planning of the group project even earlier (e.g. during the essay week),
(3) check the essay themes and potentially develop clearer essay topics, and
(4) re-consider the structure and time for the seminars.

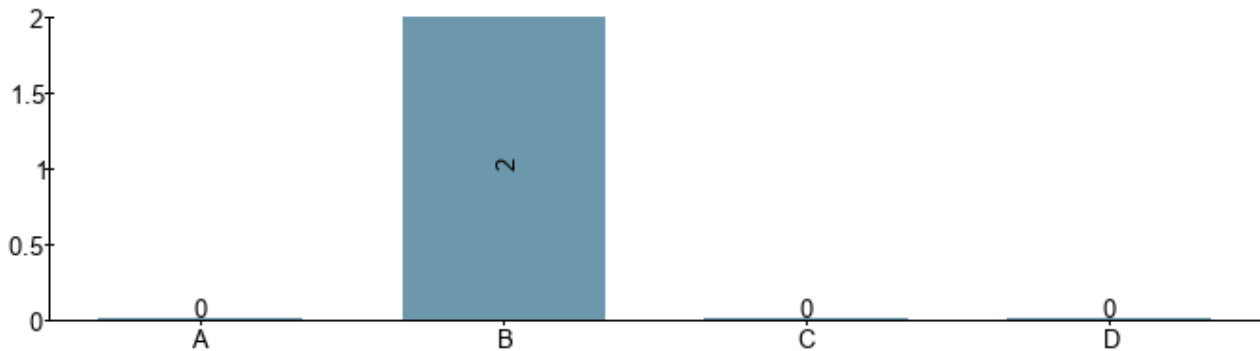1. The contents and structure of the course has supported the achievement of the learning outcomes

A) To a very large extent
B) To a large extent
C) To some extent
D) To a little extent or not at all

2. The assessments included in the course have given me the opportunity to demonstrate my achievement of the learning outcomes
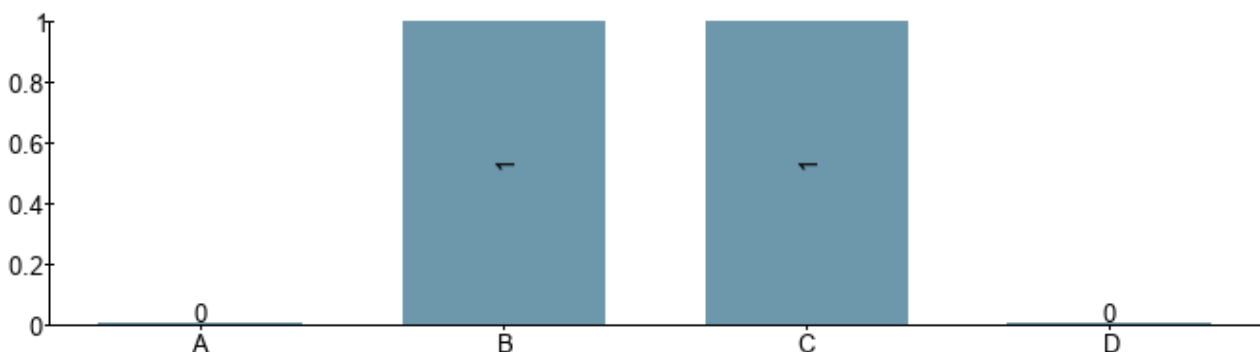

A) To a very large extent
B) To a large extent
C) To some extent
D) To a little extent or not at all

3. My workload (including scheduled activities and independent work) during the course has been

A) 40 hours per week or more (or 20 per week or more for courses given as half-time studies, 10 hours or more for cour
B) Between 30 and 39 hours per week (or between 15 and 19 hours for courses given as half-time studies, or between 8
C) Between 20 and 29 hours per week (or between 10 and 14 hours for courses given as half-time studies, or between 5
D) Less than 20 hours per week (or less than 10 hours per week for courses given as half-time studies, or less than 5 h

4. During the course, I have experienced the reception from teachers and other staff as professional

A) To a very large extent
B) To a large extent
C) To some extent
D) To a little extent or not at all

Analysis based on course evaluation, including comments fields. If information has been collected in other ways, it should also be analysed here. Any effect of joint courses should be commented

on.

The course analysis was based on 2 + 4 students (campus + distance) who answered the standard questions in ÖKA and additionally 7 students (no separation in campus or distance) who answered an own, more detailed questionnaire using Survey and Report.

ÖKA
Only 2 of the 6 students in ÖKA found that the contents and structure of the course have supported the achievement of the learning outcomes to a large extent, 4 of 6 found that this was only the case to some extent. The same was the case for the second question, where only 2 of 6 students felt that the assessments in the course have to a large extent given them the opportunity to demonstrate their achievement of the learning outcomes. Five of 6 students experienced to a very large or large extent that the reception from teachers and other staff was professional. Most students estimated their workload as between 30 and 39 h per week.

Survey & Report
Course structure and administration
In the own questionnaire (Survey and Report), >85% of the responding students agreed that the course content and intensity have been clearly presented but only >57% agreed or strongly agreed that the course schedule was well planned; while 3 of 7 students were undecided or disagreed on that question. All students agreed or strongly agreed that the structure of the course (lectures, seminars, laboratory, group project, individual essay) was suitable to reach the learning outcomes. More than 85% agreed or strongly agreed that the course administration on Canvas worked fine and that the course structure on Canvas was clear and intuitive. Finally, 71.4% of the students agreed that the learning outcomes of the course have been reached. Most of the responding students agreed or strongly agreed that the course book (Turner & Gardner 2015) was interesting (71%), easy to read (57%) and covered the course topic well (71%).

Lectures
More than 85% of the responding students agreed or strongly agreed that the lectures were interesting and pedagogical, facilitated the understanding of landscape ecological theories, were a good complement to their own reading. Most of the responding students agreed or strongly agreed that course teachers have been stimulating (67%), approachable (88%) and competent (100%).

Seminars
As concerns the seminars, >85% agreed or strongly agreed that seminars supported the understanding of landscape ecological theories and for >70% the structure of seminars worked fine. About 14% of the students wanted more time for each seminar, while a majority is ok with the 45 min. for each seminar. The answer concerning using only one paper per seminar or including the book chapters into the seminars were rather variable with no clear preferences, and the papers themselves were mostly deemed suitable.

Individual essay
Only 57% of all students agreed or strongly agreed that the work with an individual essay was interesting and instructive. Most of the responding students (71%) agreed or strongly agreed that the individual essay enabled them to apply the knowledge gained through lectures and seminars; that the topics selected for the individual essay were interesting and suitable (71%); and that the time assigned to writing the individual essay was sufficient (85%).

Laboratory week
More than 80% of the responding students agreed or strongly agreed that the laboratory week was helpful to understand the structure of ArcGIS. All students agreed or strongly agreed that the exercises enabled them to practice ArcGIS and 71% found that the laboratory week helped to develop the skills needed to use ArcGIS for the course project. Unlike in other years, only 28% of the students found it helpful to get started with planning the group projects during the laboratory week, whereas 72% disagreed or strongly disagreed. Only 28% agreed that the schedule for the GIS week was fine, whereas 41% disagreed or strongly disagreed.

Group project
More than 70% of the students agreed or strongly agreed that planning an own group project was interesting and instructive, that preparing the group project report and the presentation were interesting and that the group project enabled them to apply knowledge gained through lectures, seminars and GIS exercises (85%). Ca 85% found that time scheduled for the group project was sufficient. However, only 14% agreed that the peer assessment improved their commitment to the group project and 71% disagreed that the logbook helped them to structure the group project work.

Work input
Of the six students who answered this question, only 2 spent >30 hours per week and 3 spent 10-15 hours or 15-20 hours.

Total course evaluation
In summary, 70% of all students agreed or strongly agreed that course content was interesting and instructive and motivated to include landscape ecological thinking in their further studies. Of the responding students (6), 50% gave the course the grade ?very good? and 50 ?satisfactory?.

The student responses and comments were generally positive but very variable, i.e. there were a few students that were not happy with the course this year. The most important things that mentioned in the comments were: (1) the GIS week and (2) the group project. Some students felt that the GIS week did not introduce enough practical skills to handle the group project, and that the structure and the schedule of the GIS week could be improved. This may be partly because the GIS week was given in a hybrid form and because we started with the planning of the group project already during the GIS week. The latter was done to meet student suggestions from an earlier course. Others commented that GIS beginners should get an extra introduction to GIS by us or through online tutorials made by ESRI. Concerning the group project, students wished to receive more guidelines or even a general theme (template) for the projects and more clear expectations.

The teachers? impressions concerning the group project were that many groups had problems to come up with concrete questions with a landscape ecology focus, which was unexpected. For unknown reasons, each group had a focus on a single organism in the beginning, and we noticed that it was challenging to formulate research questions. It was also remarkable, that 9 of initially registered 28 students (32%) dropped off even some weeks into the course, which made the assignment of students to project groups and the planning of the group project difficult.

Suggestions for changes to the next course date.

For next year, we will again check the schedule and the manual of the GIS week. We will hold the GIS week fully in person and will evaluate the drone lecture. We will also discuss whether we will reduce the number of seminars, which might give more time in the course schedule for the planning of the group project. We will consider possibilities to let students build the groups on their own. We will improve the description of the group project and its goals and will also consider giving more guidelines for the group project topics, although we initially wanted to give students the freedom of choice for their project. We may also consider to (again) change the order of different course parts, e.g. GIS week, essay, and group project.

---

1. **Number of first registrations for a course:** First registration = the first time a student registers for a specific course.