

PUBLISHED COURSE ANALYSIS



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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 ETCS cr. (BIAD16)
Course convener: Lutz Eckstein

Basic LADOK data	Course Data
Course Code: BIAD16	Number of questionnaires answered: 2
Application Code: 37241	Number of first registrations ^[1] : 4
Semester: VT-21	
Start Week: 202103	
End Week: 202112	
Pace of Study: 100%	
Form of Study: Campus	

Changes suggested in the course analysis of the previous course date:

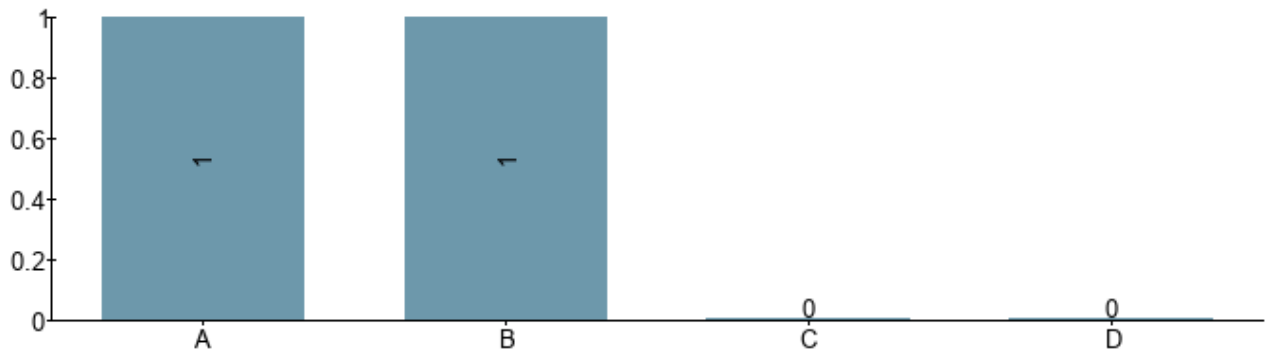
As a response to the students' suggestions, we plan to dedicate more time to each seminar (at least 45 min.) and to re-evaluate the papers for the seminars. We will stick to discussing papers (and not the book chapters) since students should work through the chapters anyway to learn about landscape ecological theories and then apply what they learned to the seminar papers.

As a response to the student evaluation and their suggestions concerning the laboratory week, we will work on the schedule and the computer environment (workspace), we will adjust the GIS-assignments and possibly start with a teacher-led overview and demonstration of ArcGIS. We will also be clearer about our expectations for the students concerning computer skills and infrastructure such as Windows and working student accounts and e-mails. Additionally, we will see over the drone flight to make it this teaching element more concise and interesting, probably by dividing the group and adding other practical elements such as using a high-precision GPS.

As a response to the students' suggestions and our own experience with the group project, we will make two help sessions of each project group with the teachers mandatory to follow up the progress of the projects and use the Canvas calendar to make booking of help sessions easier. We will restructure the group logbook to make it easier to use and ask for a self-evaluation in the peer review. We will ask the students to include a reflection on which laws and legislations are related to their group project to the report. Finally, we will give more and explicit feedback to the students' written reports.

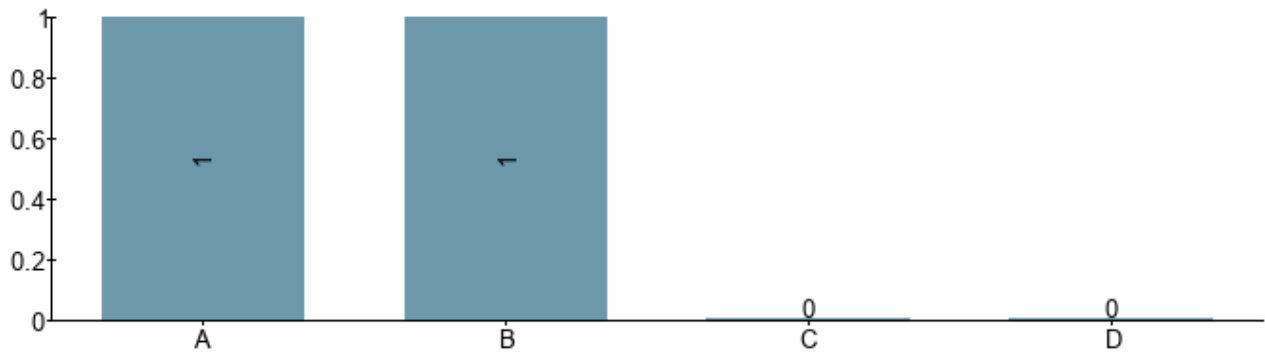
As a response to the students' suggestions and comments, we will rephrase and narrow down the topics for the individual essay. We will also adjust the order of the different course parts, so that the work on the individual essay will be placed after the lectures and seminars and before the start of the group project.

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



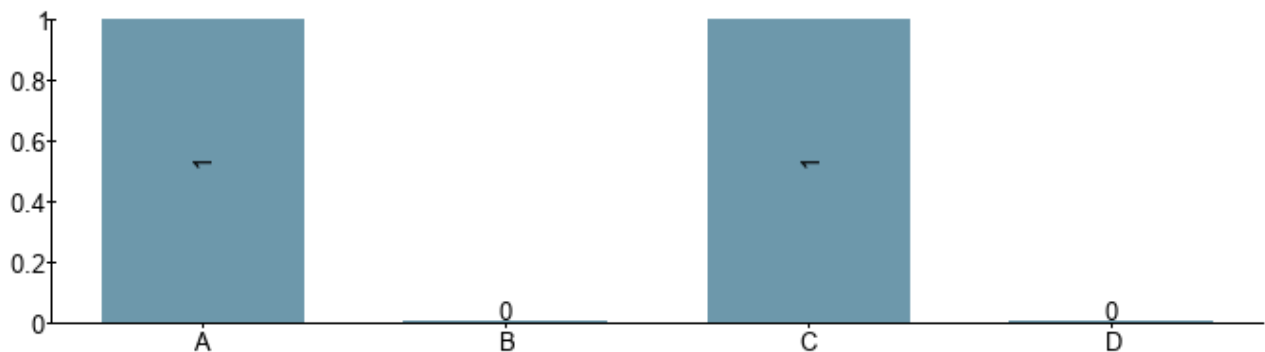
- A) To a very large extent
- B) To a large extent
- C) To some extent
- D) To a little extent or not at all

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



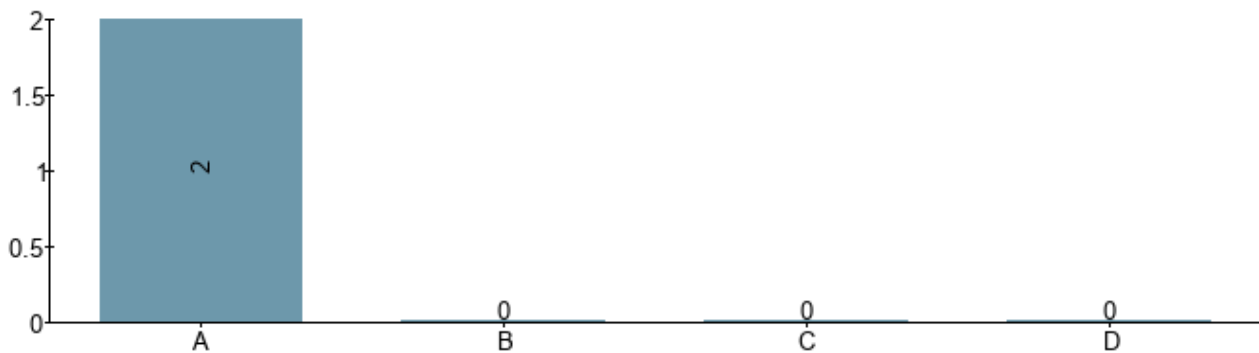
- A) To a very large extent
- B) To a large extent
- C) To some extent
- D) To a little extent or not at all

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 + 8 students (campus + distance) who answered the standard questions in ÖKA and additionally 12 students (no separation in campus or distance) who answered an own, more detailed questionnaire using Survey and Report.

ÖKA

Most of the 10 students in ÖKA found that the contents and structure of the course have supported the achievement of the learning outcomes to a very large or large extent. Eight of 10 students in ÖKA felt to a very large or large extent that the assessments in the course have given them the opportunity to demonstrate their achievement of the learning outcomes and that the reception from teachers and other staff was professional. They estimated their workload as >30 to >40 h per week.

Survey & Report

Course structure and administration

In the own questionnaire (Survey and Report), >65% of the responding students agreed or strongly agreed that the course content and intensity have been clearly presented and >58% agreed or strongly agreed that the course schedule was well planned. More than 70% of the 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. All agreed or strongly agreed that the course administration on Canvas worked fine and that the course structure on Canvas was clear and intuitive. Finally, all students agreed or strongly 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 (75%), easy to read (58%) and covered the course topic well (91%).

Lectures

More than 80% 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 (74%), approachable (91%) and competent (100%), although students recognized differences between teachers abilities to present the topics.

Seminars

As concerns the seminars, student opinions and suggestions were more variable, although >80% agreed or strongly agreed that seminars supported the understanding of landscape ecological theories and for >80% the structure of seminars worked fine. About 40% of the students wanted more time for each seminar, while 33% are 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 not clear preferences,

Individual essay

75% of all students agreed or strongly agreed that the work with an individual essay was interesting and instructive. Most of the responding students agreed or strongly agreed that the individual essay enabled them to apply the knowledge gained through lectures and seminars (55%); that the topics selected for the individual essay were interesting and suitable (58%); and that the time assigned to writing the individual essay was sufficient (75%).

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, whereas 16% disagreed or strongly disagreed. More than 90% agreed or strongly agreed that the exercises enabled them to practice ArcGIS and 75% found that the laboratory week helped to develop the skills needed to use ArcGIS for the course project. More than 66% of the students found

it helpful to get started with planning the group projects during the laboratory week, whereas 33% disagreed or strongly disagreed. Only 33% agreed that the schedule for the GIS week was fine, whereas 41% disagreed or strongly disagreed.

Group project

All students agreed or strongly agreed that planning an own group project, 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. Ca 90% found that time scheduled for the group project was sufficient.

Total course evaluation

In summary, >90% 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, 75% gave the course the grade ?very good? or ?excellent?.

Suggestions for changes to the next course date.

The student responses and comments were slightly more negative this year, which may be related to having the course completely on distance this time. The most important things that mentioned were: (1) the laboratory week, (2) the essay topics and instructions, and (3) the seminars. Although we planned the GIS week very thoroughly, many student experienced it as too intense, probably because of the distance situation. Many students struggled with the topics and the instructions for the individual essay, although the results show that this is a suitable assignment that helps to identify students that may receive a VG grade. For next year, we will check the program and the manual of the GIS week Still we hope that this course part will be on campus in vt-22. We might initiate the planning of the group project even earlier (e.g. during the essay week) and continue the planning during the GIS week. We will check the essay themes and potentially develop clearer essay topics. We will also reconsider the structure and time for the seminars.

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