

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 ECTS cr. (BIAD16)
Course convener: Lutz Eckstein

Basic LADOK data

Course Code: BIAD16
Application Code: 41497
Semester: VT-23
Start Week: 202303
End Week: 202312
Pace of Study: 100%
Form of Study: Distans

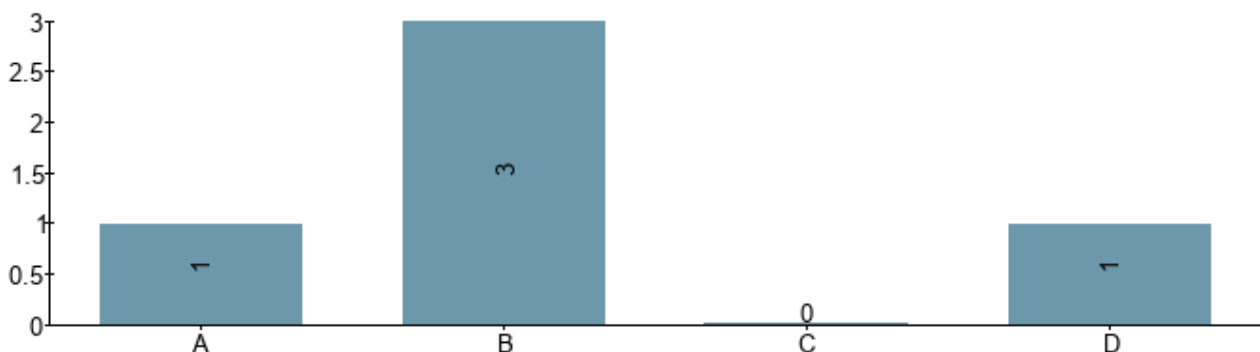
Course Data

Number of questionnaires answered: 5
Number of first registrations^[1]: 9

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

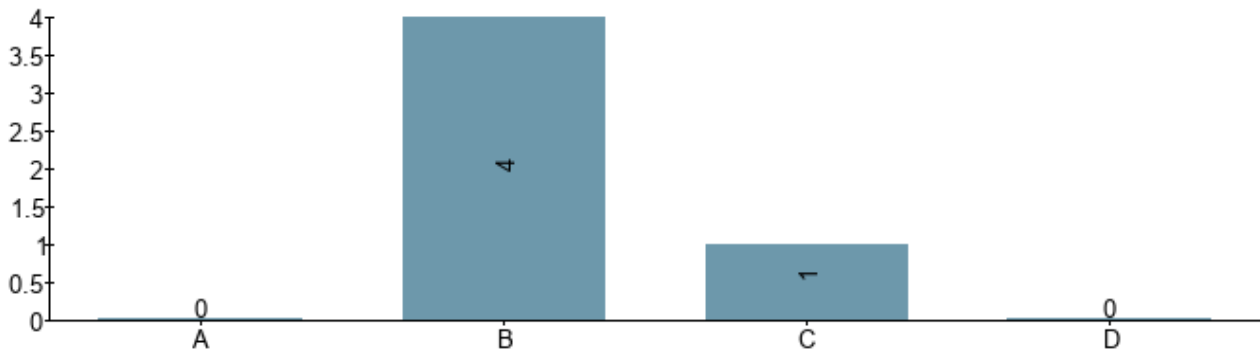
For next year, we will again check the schedule and the manual of the GIS week. We will hold the GIS week fully in person and will evaluate the drone lecture. We will also discuss whether we will reduce the number of seminars, which might give more time in the course schedule for the planning of the 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. The contents and structure of the course has supported the achievement of the learning outcomes



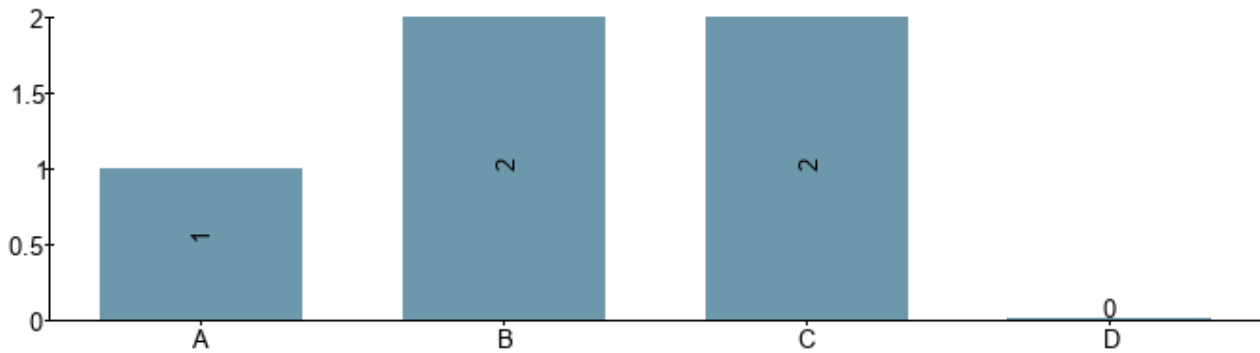
- A) To a very large extent
- B) To a large extent
- C) To some extent
- D) To a little extent or not at all

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



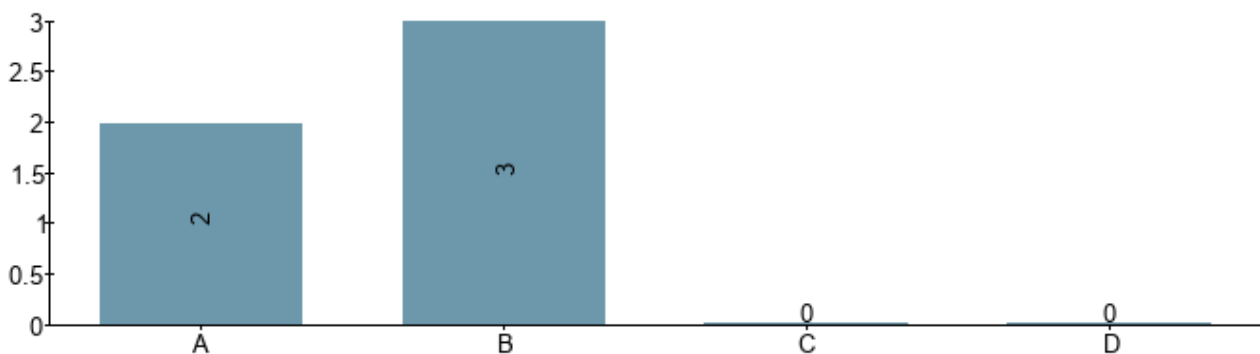
- A) To a very large extent
- B) To a large extent
- C) To some extent
- D) To a little extent or not at all

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 courses given as part-time studies)
- B) Between 30 and 39 hours per week (or between 15 and 19 hours for courses given as half-time studies, or between 8 and 9 hours for courses given as part-time studies)
- C) Between 20 and 29 hours per week (or between 10 and 14 hours for courses given as half-time studies, or between 5 and 7 hours for courses given as part-time studies)
- 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 hours for courses given as part-time studies)

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 3 (of 6) + 5 (of 9) students (campus + distance) who answered the standard questions in ÖKA.

ÖKA questions 1-4

Seven of the 8 students agreed to a large or very large extent that the contents and structure of the course have supported the achievement of the learning outcomes (question 1), whereas one student disagreed. The same was the case for the second question, where only 7 of 8 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. Three students estimated their workload as between >40 hours, 3 students invested between 30 and 39 h and 2 students between 20 and 29 hours per week (question 3). All students experienced to a very large or large extent that the reception from teachers and other staff was professional (question 4).

What worked well this year was the GIS week with all student physically present at KaU. Another change we made and that we will continue with are the discussions threads before the seminars where students should upload questions and suggestions for discussion topics.

Student comments

Question 2 (learning outcomes)

One student commented that it was unclear what was expected for the grade ?VG?.

Question 3 (workload)

One student commented that the workload (also during weekends) was high. Another student found that the workload was within a normal working week, except for the Group project, but that this was related to co-workers or technical problems.

Question 4 (reception from teachers)

One student commented that interactions with teachers worked fine but that he/she had wished for more preparedness (on the side of the teachers) before the meetings.

Additional comments and comments on components of the course that should be kept or modified

Many additional comments were positive concerning both course structure and its components. A recurrent topic in the comments was the GIS week. Students felt that the schedule too tight or that there were too many assignments, given that also the group project should be discussed during this week. A potential solution to give more room in the schedule was to shorten the drone day.

One student asks us to redo the complete course layout, i.e. structure on Canvas, examinations, GIS week, instructions etc.

Suggestions for changes to the next course date.

We will consider doing the following changes:

- Shorten the drone part during the GIS week to give more time for preparation of group work
- Exchange or move some of the seminar literature: exchange Walz by Scherreiks et al.; use (again) Lindborg & Eriksson and Milberg et al. for the first seminar
- Be more clear about the criteria for obtain a VG grade

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