

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 Code: BIAD16

Application Code: 34623

Semester: VT-20

Start Week: 202004

End Week: 202013

Pace of Study: 100%

Form of Study: Campus

Course Data

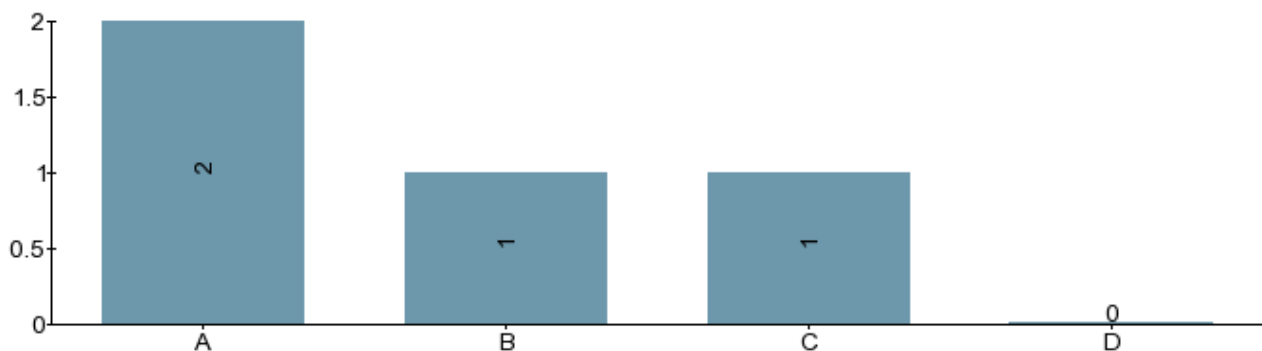
Number of questionnaires answered: 4

Number of first registrations^[1]: 9

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

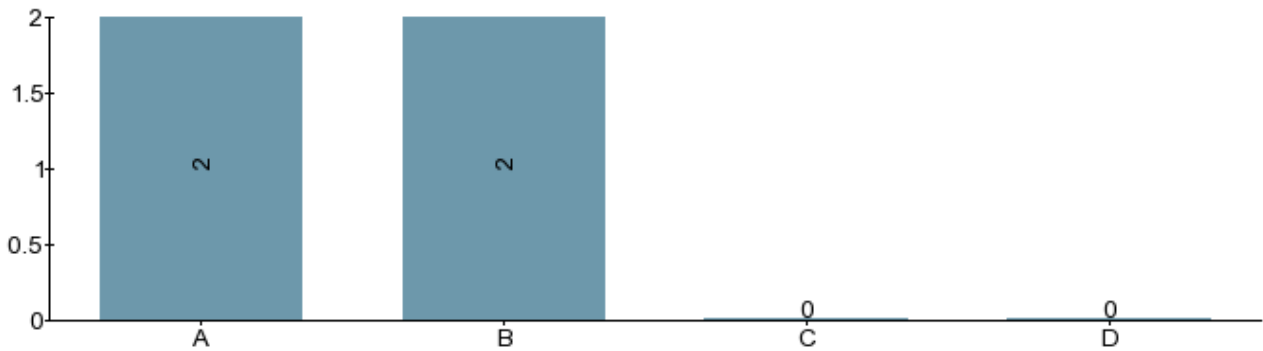
None

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



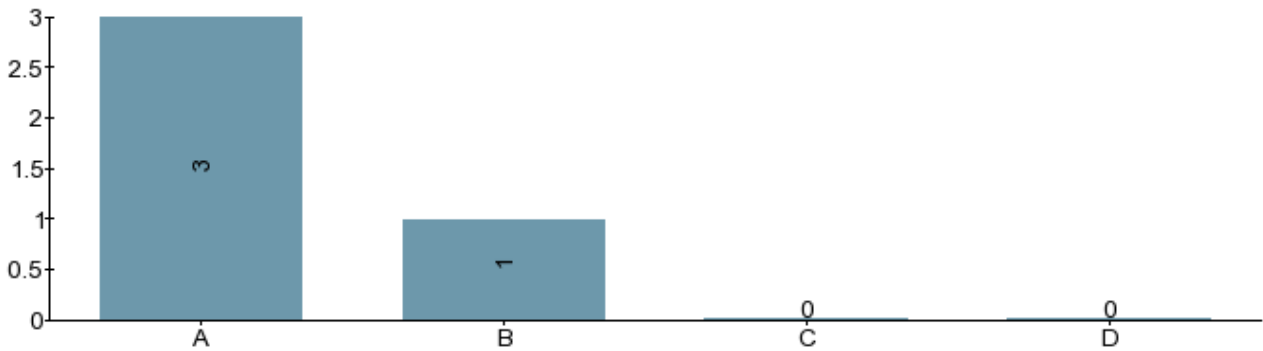
- A) To a very large extent
- B) To a large extent
- C) To some extent
- D) To a little extent or not at all

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



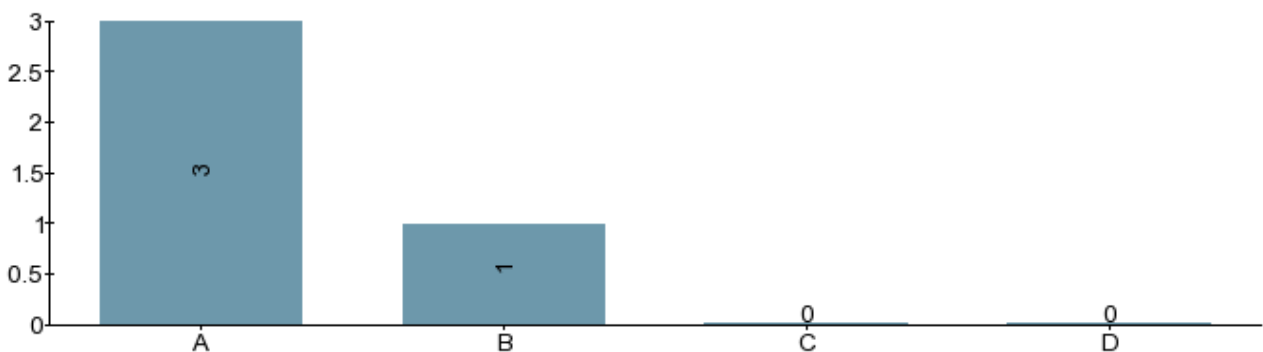
- A) To a very large extent
- B) To a large extent
- C) To some extent
- D) To a little extent or not at all

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 full-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 10 and 14 hours for courses given as full-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 9 hours for courses given as full-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 per week for courses given as full-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

should also be analysed here. Any effect of joint courses should be commented on.

The course analysis was based on 4 + 1 students (campus + distance) who answered the standard questions in ÖKA and additionally 15 students (no separation in campus or distance) who answered an own, more detailed questionnaire using Survey and Report.

ÖKA

Four of five 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. All 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), >85% of the responding students agreed or strongly agreed that the course content and intensity have been clearly presented and that the course schedule was well planned. 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 and >80% found that the course administration on Canvas worked fine. More than 85% of the responding students agreed or strongly agreed that the course book (Turner & Gardner 2015) was interesting, easy to read and covered the course topic well.

Lectures

More than 90% 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 and that course teachers have been stimulating, approachable and competent.

Seminars

As concerns the seminars, student opinions and suggestions were more variable, although >85% agreed or strongly agreed that seminars supported the understanding of landscape ecological theories and for >70% the structure of seminars worked fine.

Laboratory week

More than 85% of the responding students agreed or strongly agreed that the laboratory week was helpful to understand the structure of ArcGIS and to develop the skills needed to use ArcGIS for the course project. More than 75% of the students found it helpful to get started with planning the group projects during the laboratory week.

Group project

All students agreed or strongly agreed that planning an own group project, preparing the group project report and the presentation were interesting. More than 85% of the responding students agreed or strongly agreed that the group project enabled them to apply knowledge gained through lectures, seminars and GIS exercises and time scheduled for the group project was sufficient.

Individual essay

All students agreed or strongly agreed that the work with an individual essay was interesting and instructive. More than 85% of the students agreed or strongly agreed that 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; and that the time assigned to writing the individual essay was sufficient.

Total course evaluation

In summary, >85% of the 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, 85.7% gave the course the grade 'very good'. The final student comments suggest that mostly by improving the schedule and structure of the laboratory week the course grade may increase to 'excellent'.

Suggestions for changes to the next course date.

Seminars

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.

Laboratory week

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.

Group project

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.

Individual essay

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.

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