

## Course analysis BIOR17 "Limnology" autumn 2018

**Course leader:** Anders Persson

**Other teachers:** Johanna Sjöstedt, Christer Brönmark, Karin Rengefors, Torbjörn Tyler

**Number of students:** 19 registered students

**Grades:** 4 Fail (U), 5 Pass (G), 10 Pass w distinction (VG).

### Evaluation

#### I. Summary of the course evaluation

Number of answers: 9

*Short summary of the result:* Overall the students were very pleased with the course (grade 4.1). The students especially appreciated the field trip to Aneboda and the mix between lectures, fieldwork and report writing. Some students asked for more explanations or references to the book in the provided lecture notes, which is mainly graphs and figures. Otherwise, many students thought lectures were inspiring!

#### II. Comments from the teachers team

Things worked in similar ways as previous years. Teachers found larger differences between students than in previous years. There were some mishaps during the field trip, because we ran out of water (the well went dry) the last day. That is the second year this has happened. The schedule was a bit different compared to previous years with less time for preparation of the field trip and more time for analyzing samples and writing the report. We therefore encouraged the students to include historical data in the analysis.

#### III. Evaluation of changes made since the previous course

One change from previous years was that some of the lectures were changed from an organism focus to ecological processes (fish, zooplankton and macrophyte ecology). That meant avoiding repetition of some processes that are common for several groups of organisms (competition and predation). This is in line with the planned overall changes in the aquatic masters track. It also allowed the inclusion of contemporary research developments within the field of size-structured interactions in communities. This worked fine although the book does not cover some aspects. Some examples were also moved to the lecture on physical limnology to provide examples of how physical drivers affect organisms. This work will continue next course.

Another new thing was that project groups were given different general ecological concepts, theories or hypothesis to be tested, and the students then developed predictions to be tested in the field and by use of databases. This was done because student projects often fail because of poor prior knowledge of the systems and the field sites. This worked partly, although the use of databases was could be developed further.

#### IV. Suggested changes for the next course

The next time the course is given we plan to continue making the lectures more process oriented, keeping in mind the aquatic masters track will have aquatic courses instead of marine or limnetic ones. We will continue putting more

emphasis on analyzing data from the field trip and include historical data from databases.

2019-03-25, compiled by Anders Persson