

BIO 208 "Environmental effects of Aquaculture" Spring 2013  
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Class size: from an original class list of approximately 20, 14 students were still on the registered list at the time of the exam. The number of students taking exam was 9 (1 oral, 8 written)

The decrease in the number of students was very noticeable as soon as the first interactive discussion session was held, so it is probable that many students did not appreciate active participation

This course has run for the past 5 years as a straight lecture-based course, but this year we instituted a major change in structure:

Two class meetings per week, 1 in lecture format and 1 as a student led discussion session

More active use of course Penum, with readings assigned at lecture, and integrated as the basis for the student-led discussions. The discussion topics were assigned to link to the lecture topic of the same week. Each discussion was supported by scientific readings and popular literature or links to Internet or media sources of information. Two students were assigned to be responsible for each discussion week, one to review the assigned readings and lead the discussion, and one to act as rapporteur and provide a written summary of the discussion to distribute to all the students. All students were required to read the assigned readings and to prepare questions for the discussion. Preparation and participation were evaluated each week as part of the overall course mark.

There were no written assignments during the course, which was a change from previous years. There was one group assignment (2-3 students per group), resulting in an oral presentation (powerpoint) on a particular topic that was chosen from a list of topics. Each 20-30 minute presentation was given to the whole class, who then asked questions to the presenting group.

The lecture topics were somewhat updated and three guest lecturers were included in the course. The reading list was also updated with a number of recent publications. The major innovation was the use of the discussion session, which demanded and rewarded student involvement. This appeared to be appreciated and popular.

Areas of concern and plans for improvements:

One of the major concerns during the course was poor attendance and the large drop off in student numbers. Poor attendance appeared to be caused

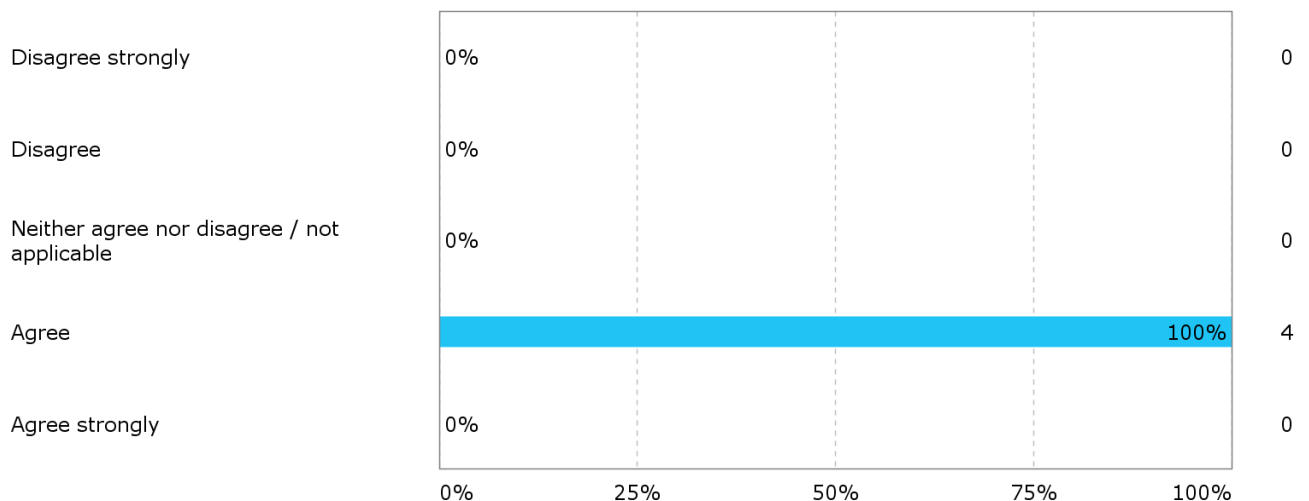
mostly by conflicts with other courses and we will plan to alter the schedule for 2014 to reduce the potential conflicts. We believe that the drop-off in numbers is due to poor advertising of the course, and we plan to include more lecturers from different research groups to increase the appeal to a wider section of the Biology department.

To address the issue of communicating the expectations for assessment, we plan to communicate more clearly in the course introduction what will be expected, and when the assignments will be made. We will also consider including one written assignment to see whether we can retain more students. We are concerned that some of the students who dropped did so because they were not confident with the amount of oral participation required.

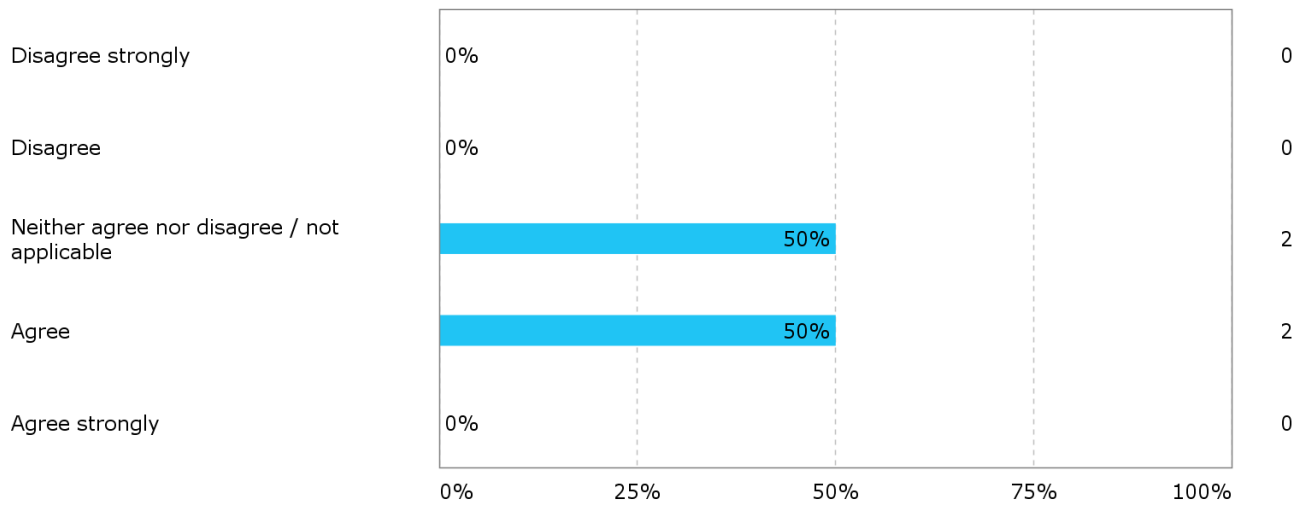
A survey was sent to students just prior to final class meeting, with response by only 4 students (less than 50%). The results were positive, with the strongest negative opinions expressed in relation to expectations for assessment (question 6. Assessment & Feedback - in this course you: - understood what was required of you in the coursework and examination). To improve this aspect we will communicate earlier what work is required as what weighting is to be given to the in-course participation, written work, and exams

### Results of the student survey (4 of 9 responding)

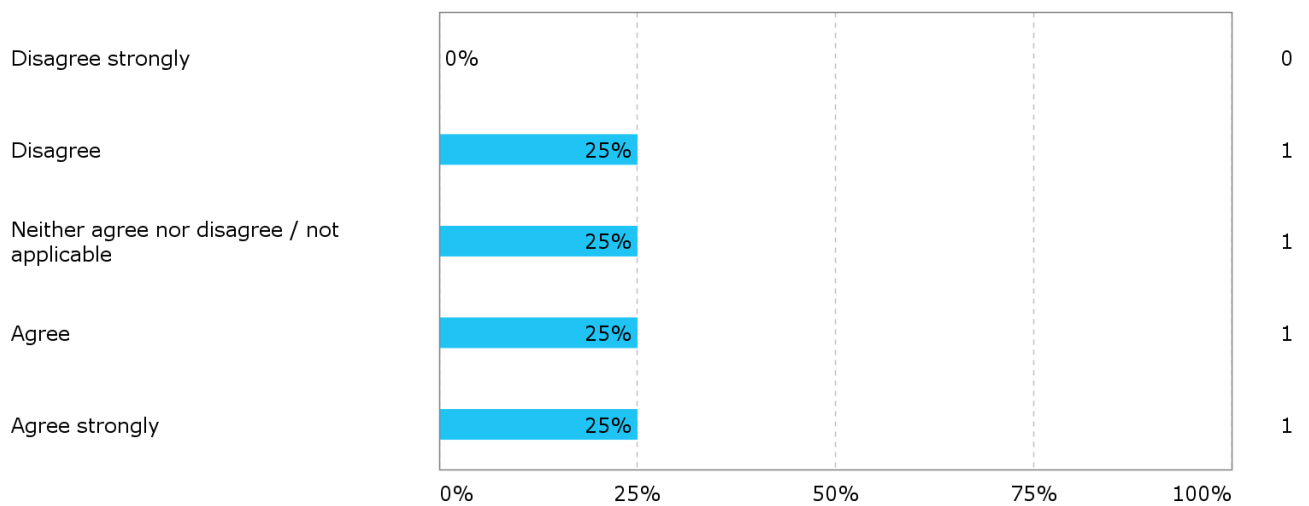
1.Course information and documentation - This course corresponded to the description provided, in terms of stated aims and objectives



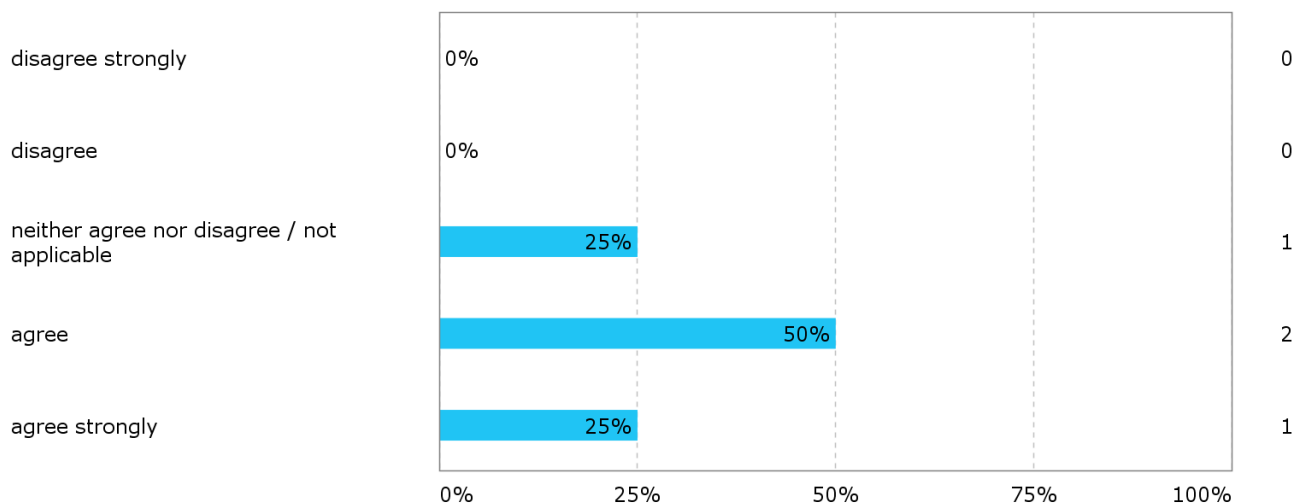
**2. Course information and documentation - This course had helpful reading lists and handouts**



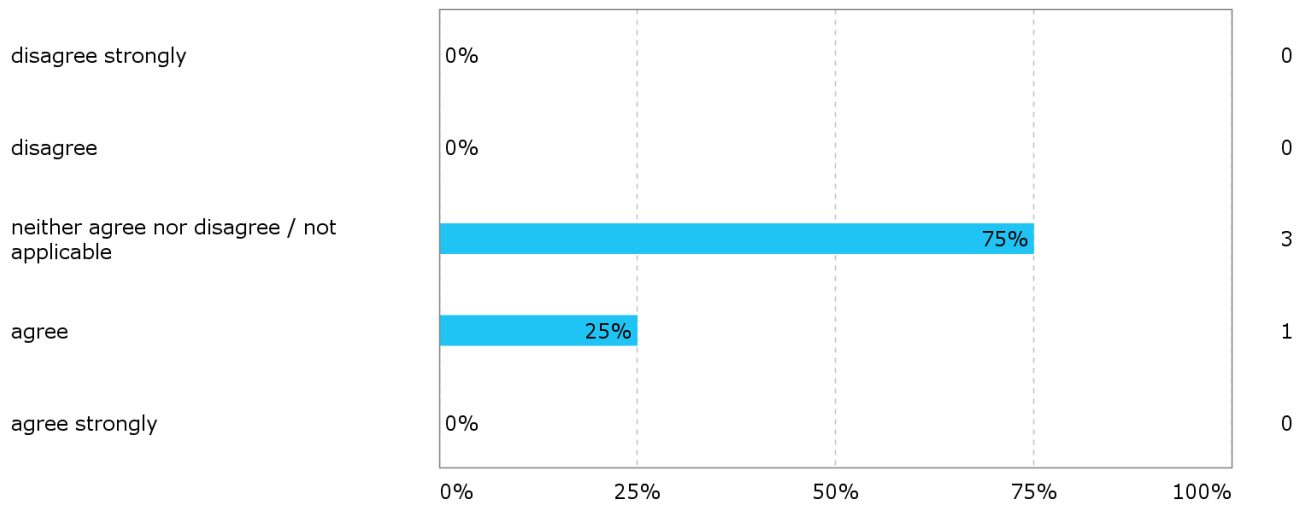
**3. Course information and documentation - This course had helpful material provided electronically**



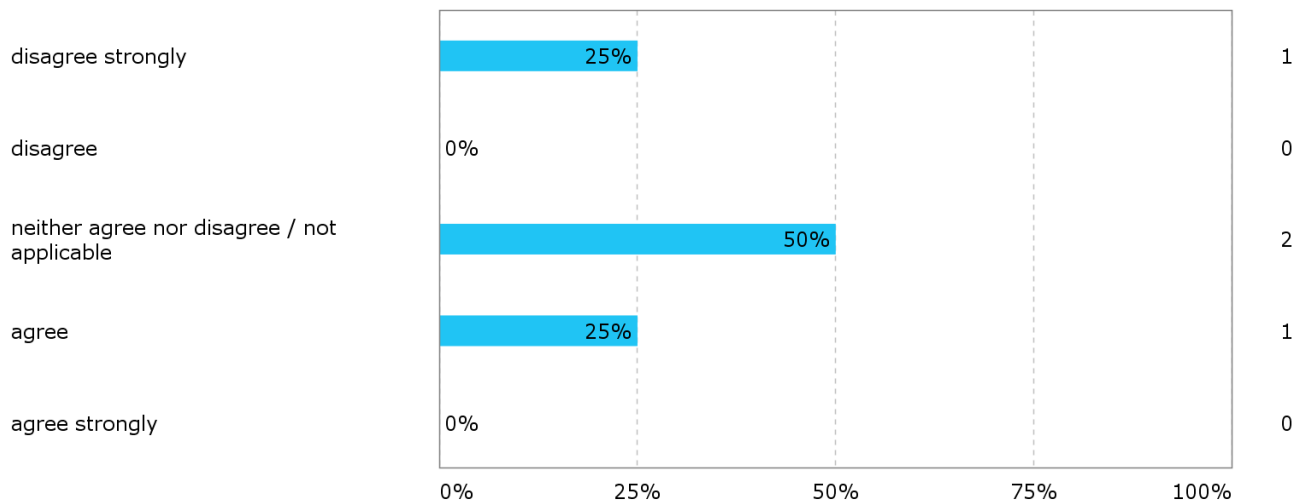
**4. Assessment & Feedback - in this course you: - received constructive comments on your contributions to in-class discussion**



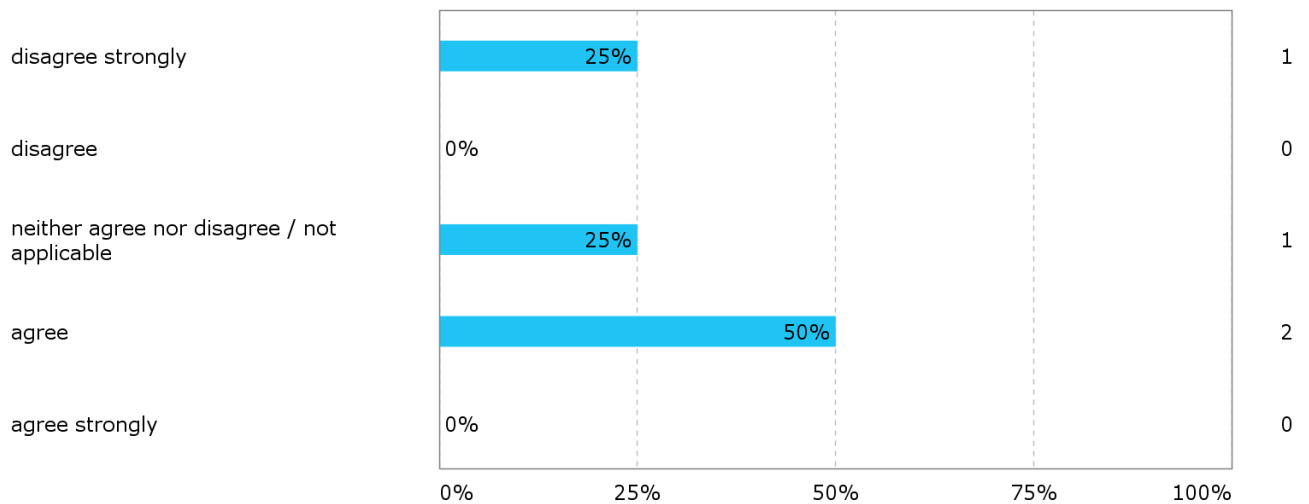
5. Assessment & Feedback - in this course you: - received feedback which enables you to see how you can improve



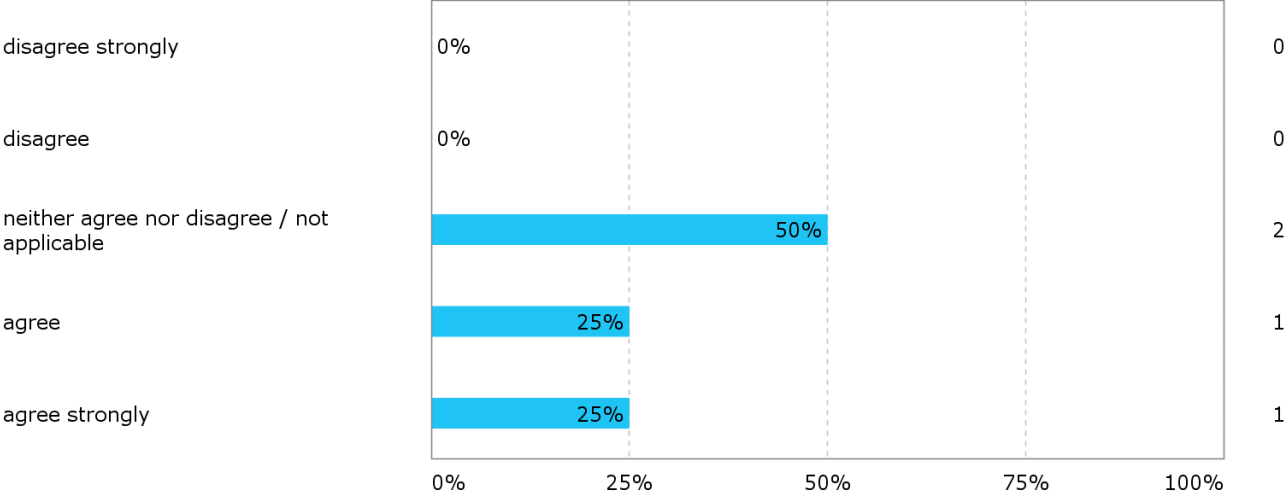
6. Assessment & Feedback - in this course you: - understood what was required of you in the coursework and examination



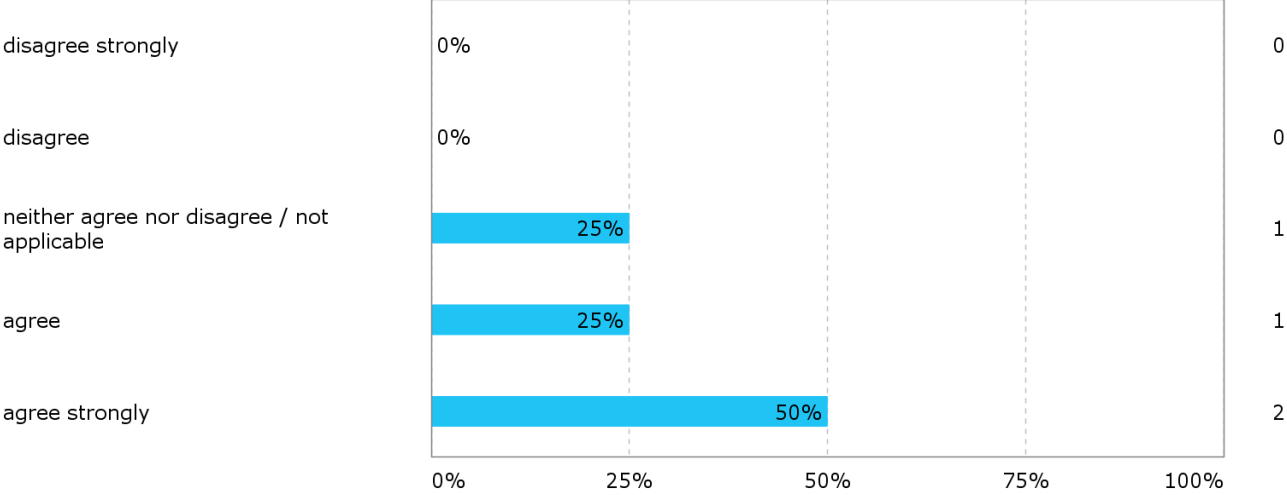
7. Assessment & Feedback - in this course you: - understood the assessment methods and evaluation criteria



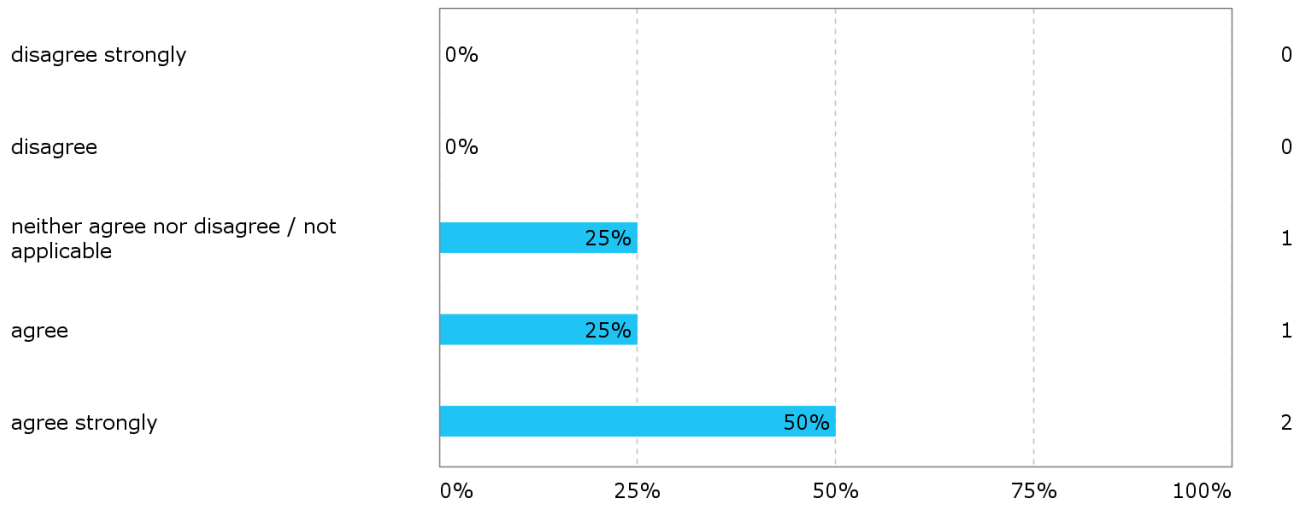
8. Course resources - For this course: - the library/online resources were adequate



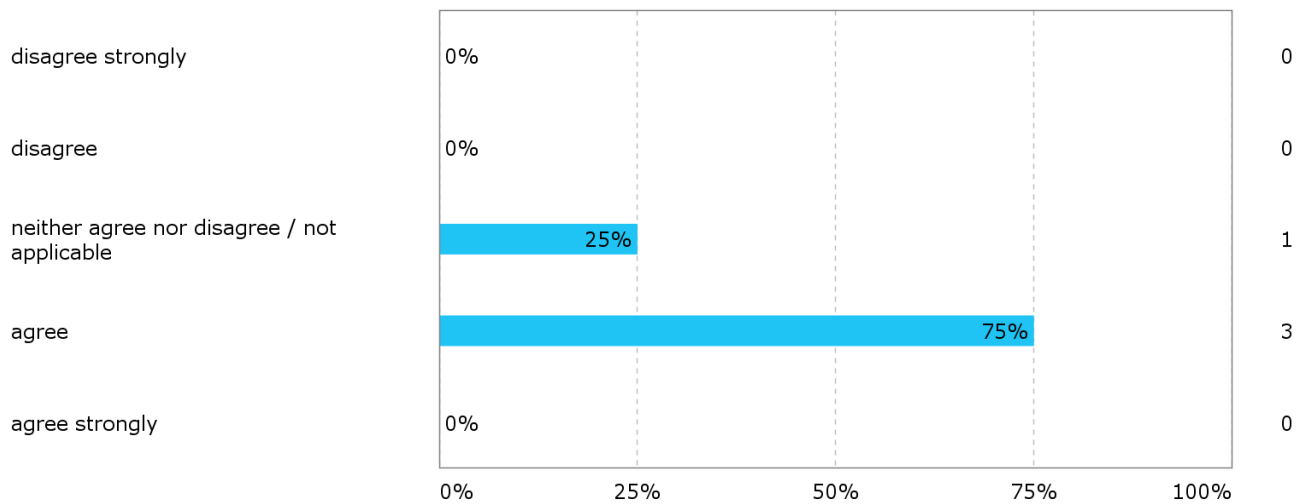
9. Course resources - For this course: - key texts were readily available online/in the library



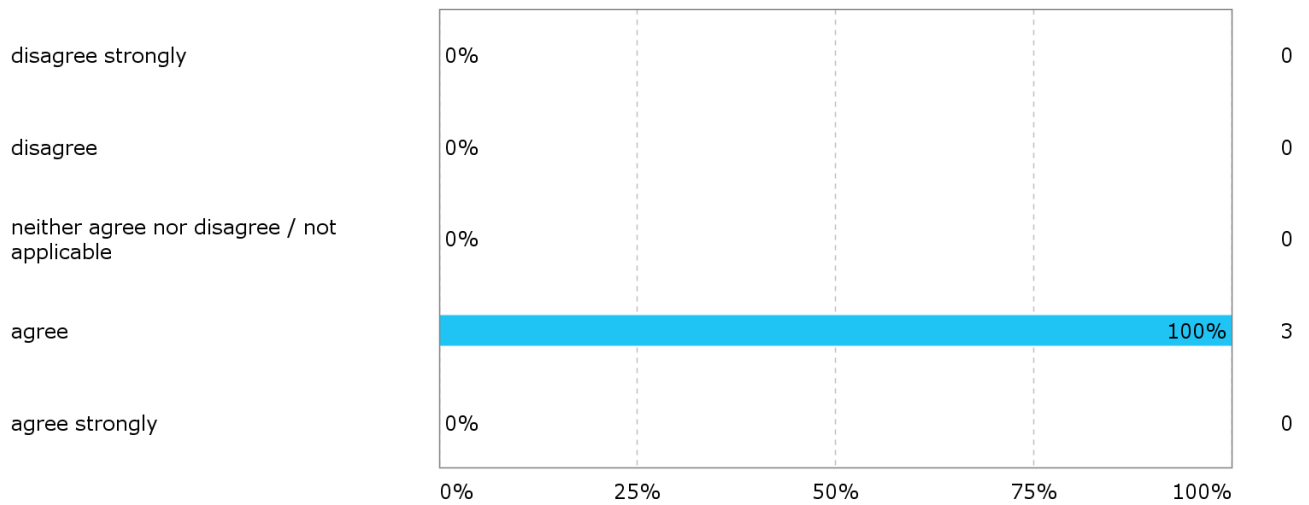
10. Course resources - For this course: - the teaching environment was adequate (for example, projection equipment; classrooms; whiteboards)



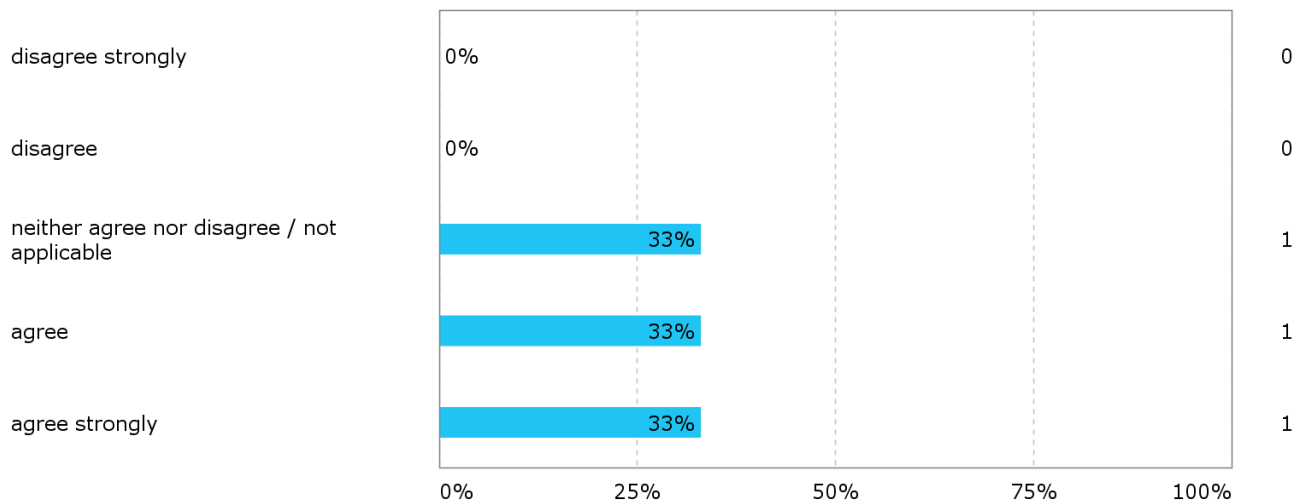
11. Course resources - For this course: - the e-learning platform (mi-side) met your learning needs



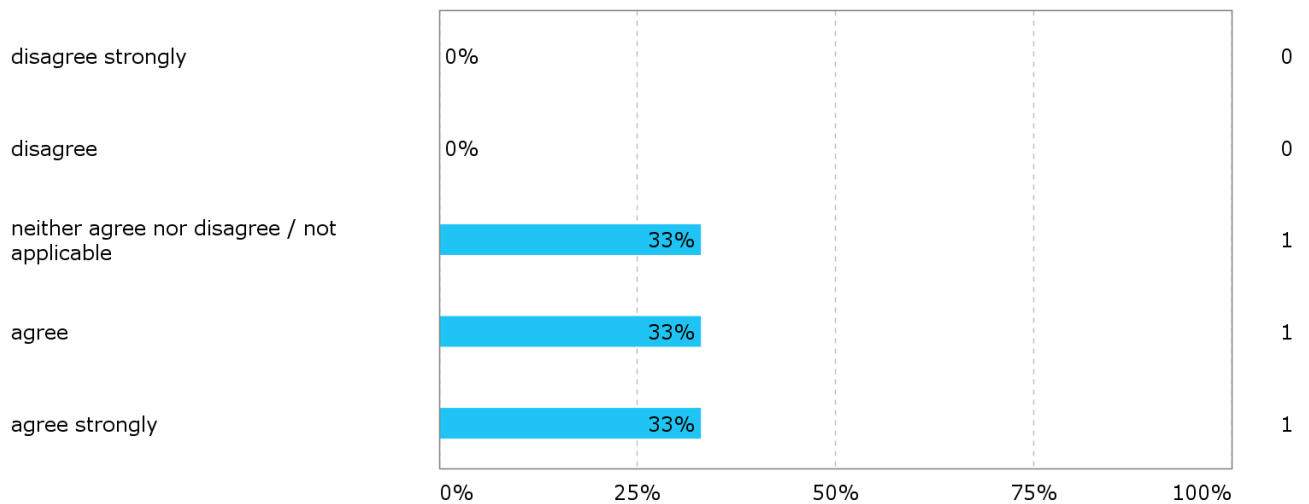
12. Course structure and content - This course achieved the stated objectives



13. Course structure and content - This is a highly-rated course in terms of quality of Content

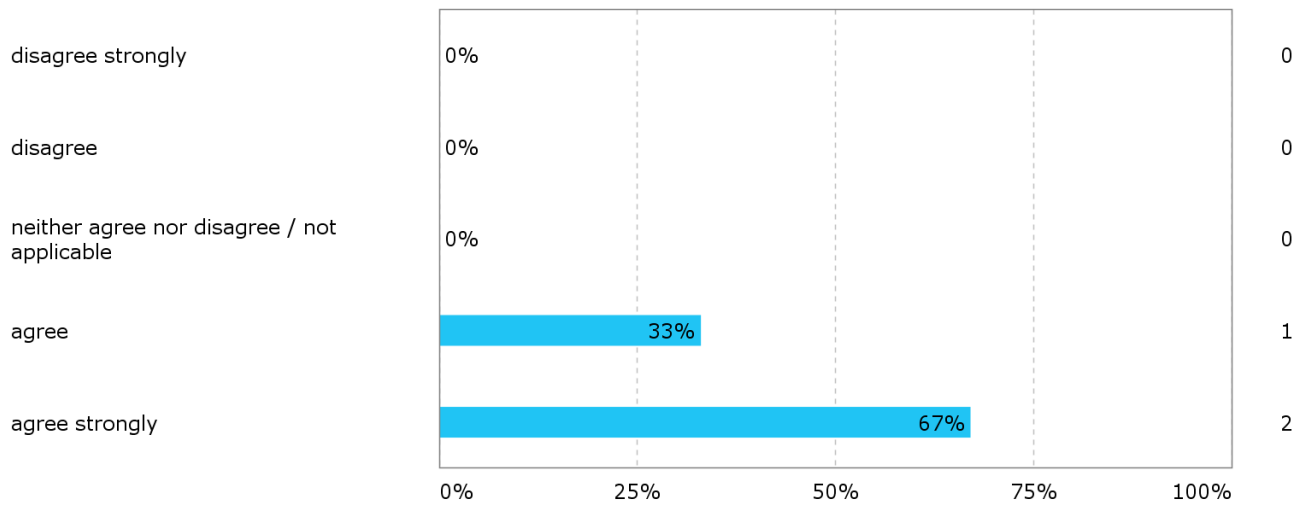


14. Course structure and content - This is a highly-rated course in terms of quality of Presentation



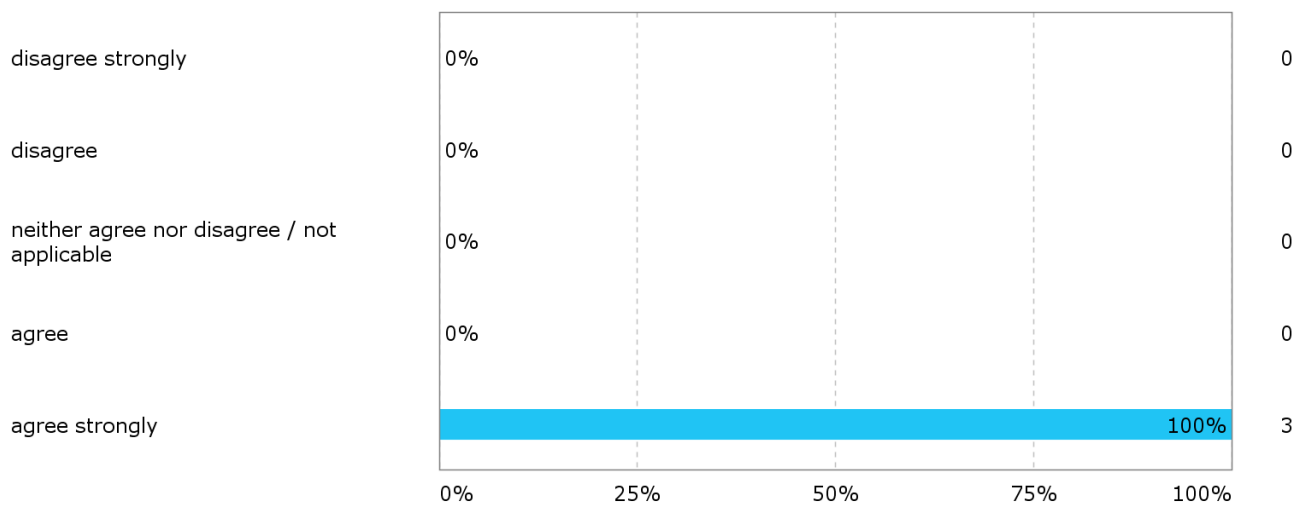
15. Course structure and content and enthusiasm

- The lecturers showed confidence



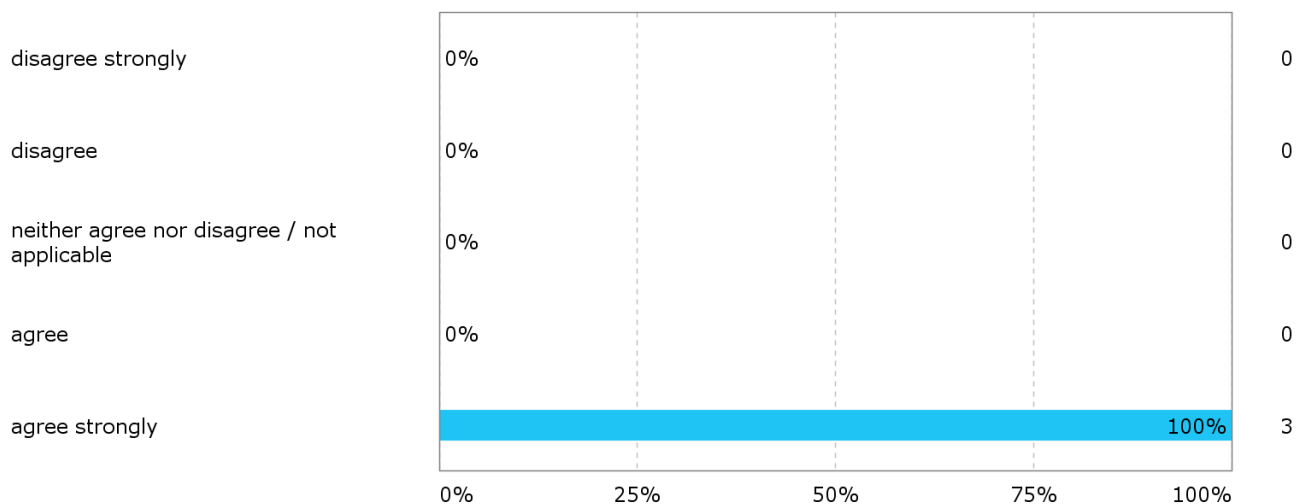
16. Course structure and content questions

- The lecturers dealt positively with questions



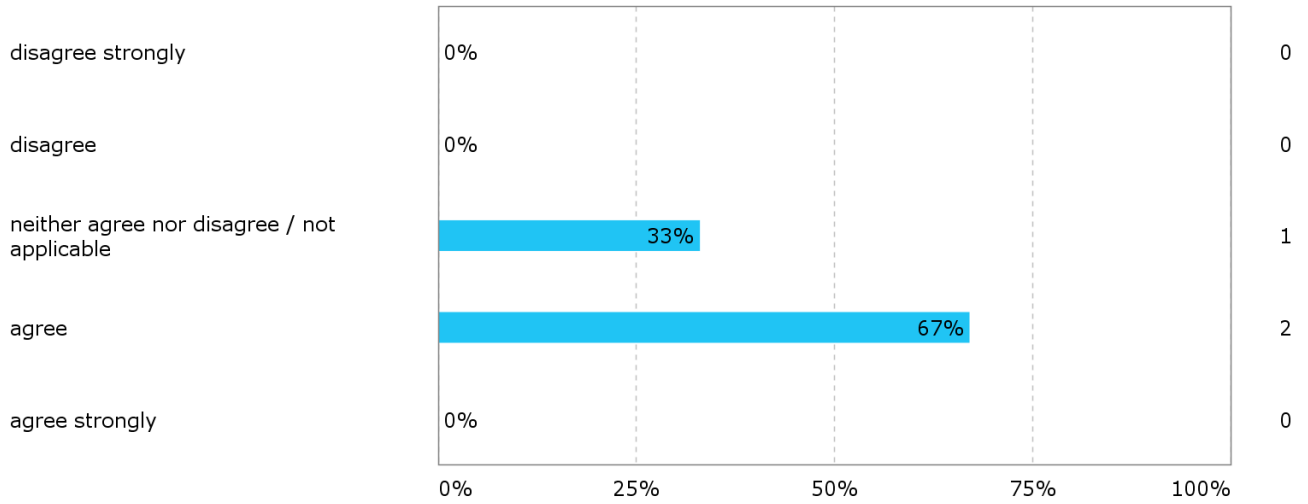
17. Course structure and content in discussion / activities

- The lecturers involved everyone

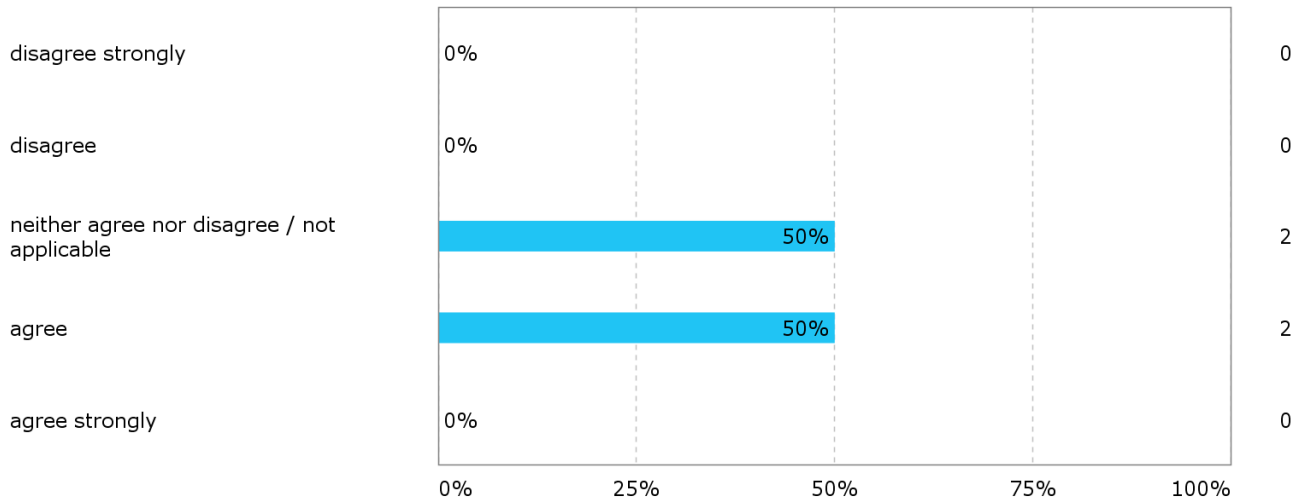




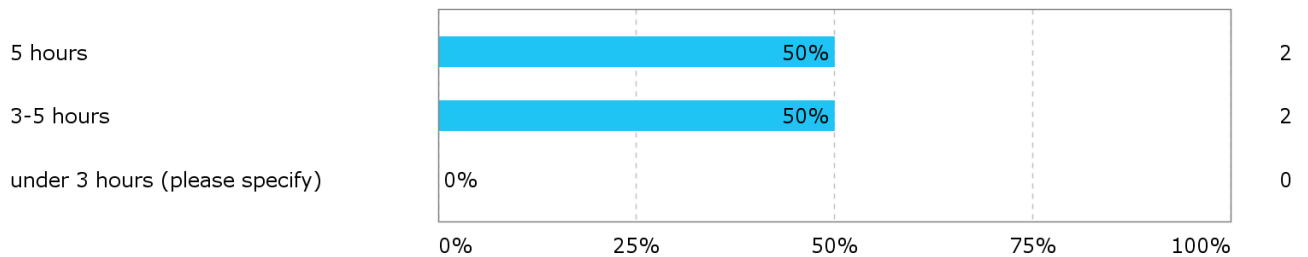
18. Course structure and content - The lecturers checked my understanding of the topic



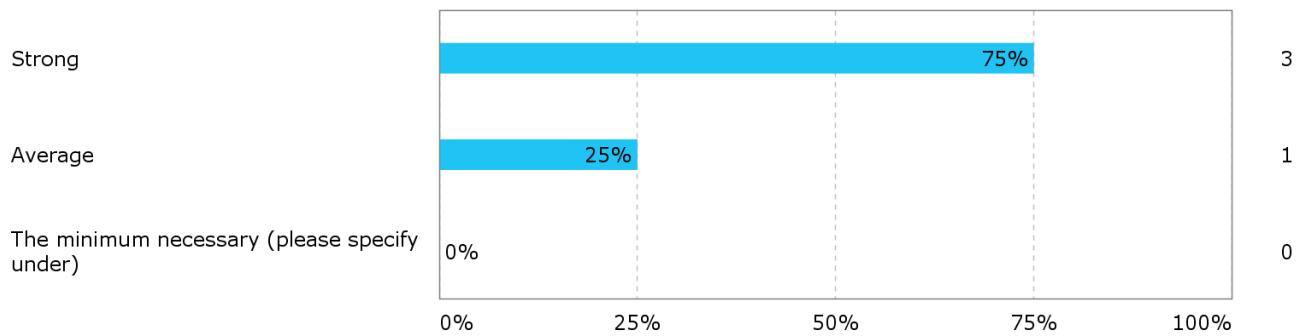
19. General questions - To what extent was the course motivational?



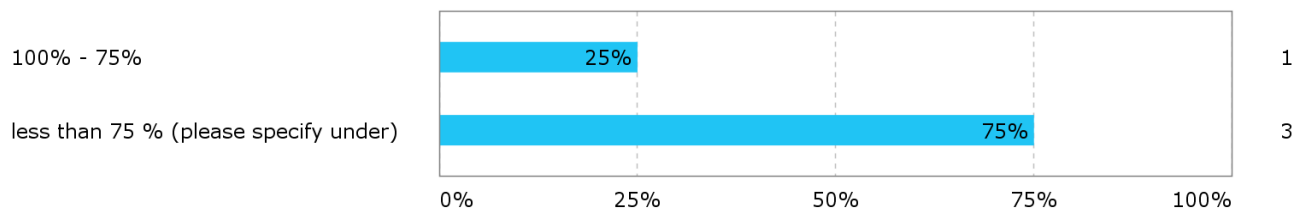
20. Please estimate the amount of preparation you did for this module on a weekly basis:



21. Please estimate your commitment to this module:



22. Please give us an estimate of your attendance on the module. If less than 75% please indicate reasons:



Samlet status

