



## Experimental approaches in plant growth analysis and phenotyping BI1339, 10154.2324

15 Hp

Pace of study = 100%

Education cycle = Advanced

Course leader = Martin Weih

### Evaluation report

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**Evaluation period: 2023-10-23 - 2023-11-13**

Answers 3

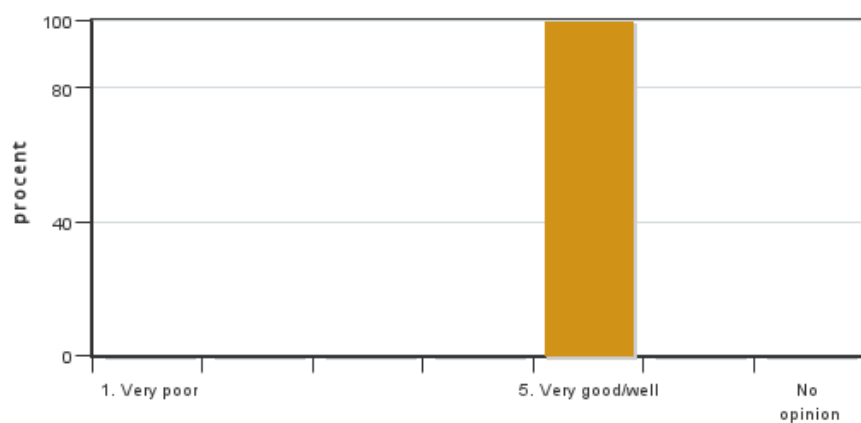
Number of students 3

Answer frequency 100 %

### Mandatory standard questions

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#### 1. My overall impression of the course is:



Answers: 3

Medel: 5,0

Median: 5

1: 0

2: 0

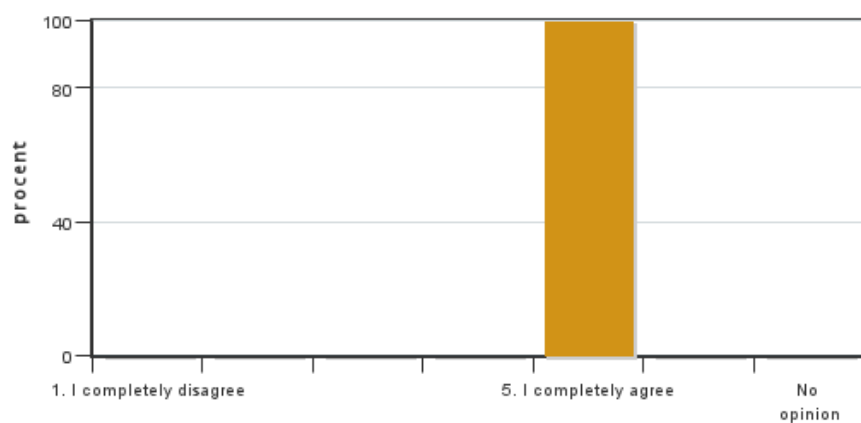
3: 0

4: 0

5: 3

No opinion: 0

#### 2. I found the course content to have clear links to the learning objectives of the course.



Answers: 3

Medel: 5,0

Median: 5

1: 0

2: 0

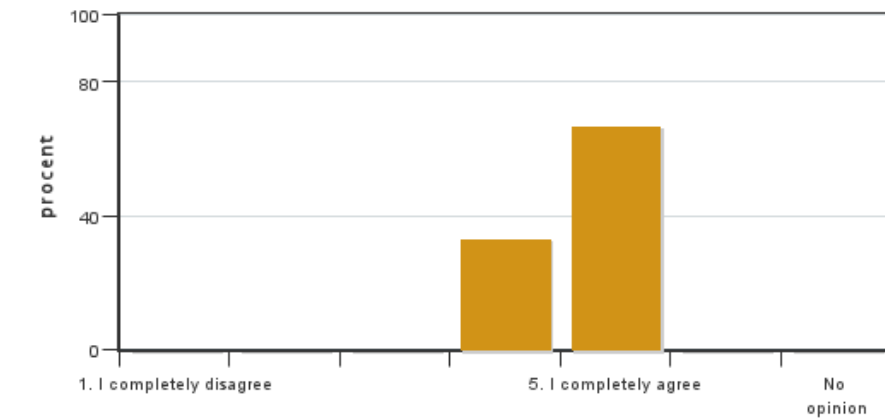
3: 0

4: 0

5: 3

No opinion: 0

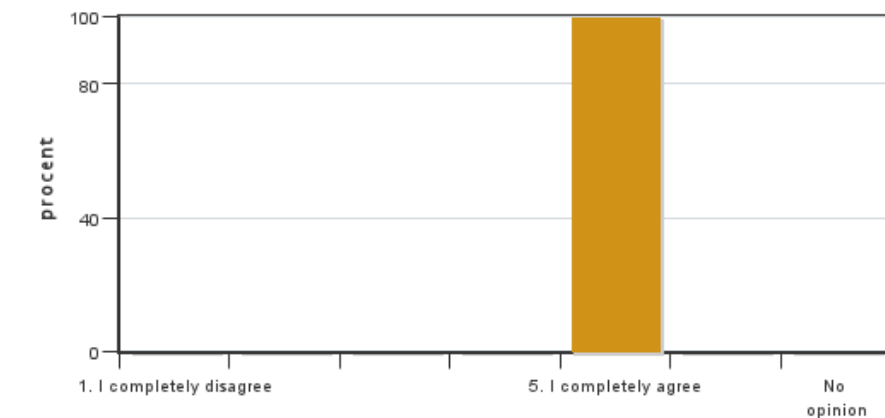
**3. My prior knowledge was sufficient for me to benefit from the course.**



Answers: 3  
Medel: 4,7  
Median: 5

1: 0  
2: 0  
3: 0  
4: 1  
5: 2  
No opinion: 0

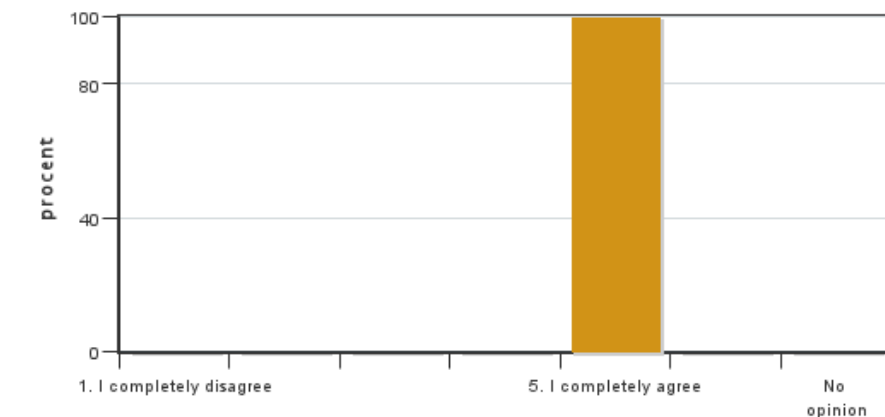
**4. The information about the course was easily accessible.**



Answers: 3  
Medel: 5,0  
Median: 5

1: 0  
2: 0  
3: 0  
4: 0  
5: 3  
No opinion: 0

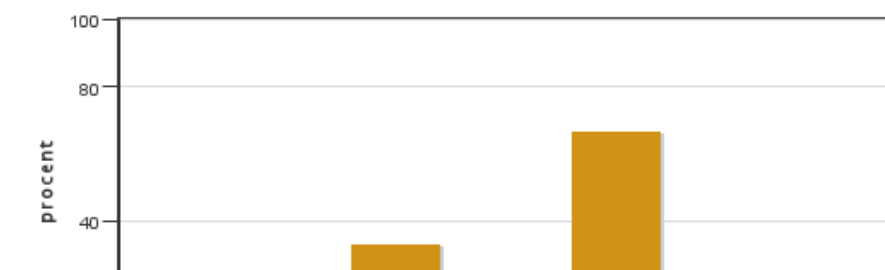
**5. The various course components (lectures, course literature, exercises etc.) have supported my learning.**



Answers: 3  
Medel: 5,0  
Median: 5

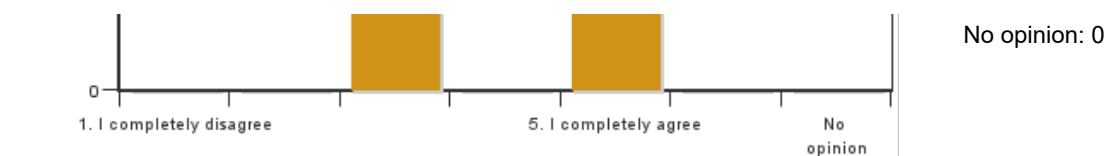
1: 0  
2: 0  
3: 0  
4: 0  
5: 3  
No opinion: 0

**6. The social learning environment has been inclusive, respecting differences of opinion.**

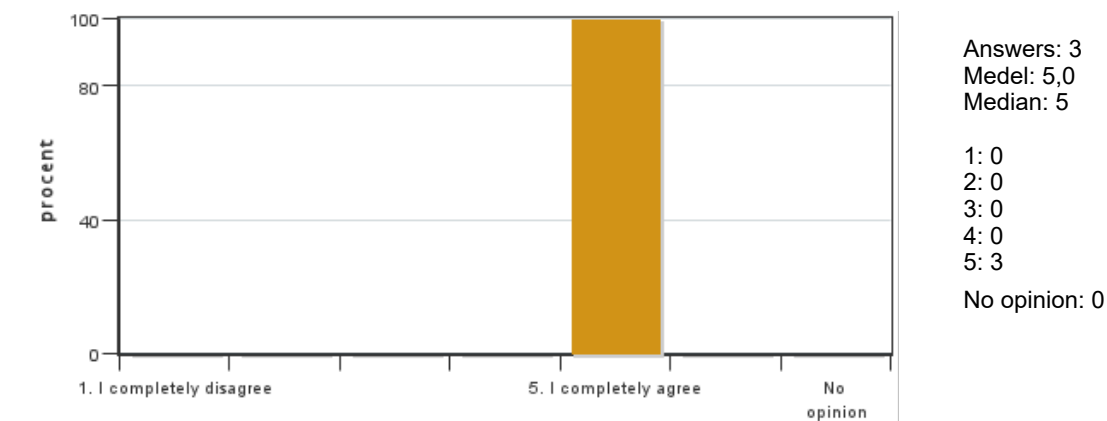


Answers: 3  
Medel: 4,3  
Median: 5

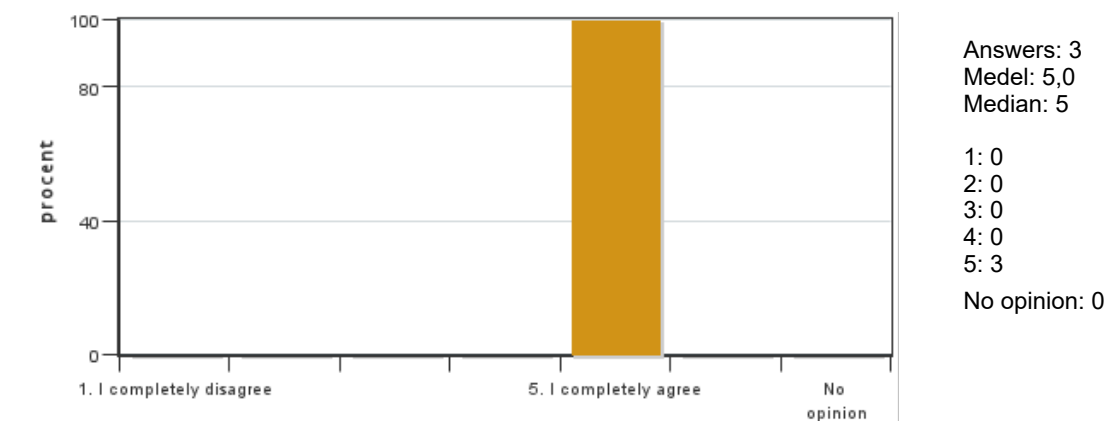
1: 0  
2: 0  
3: 1  
4: 0  
5: 2



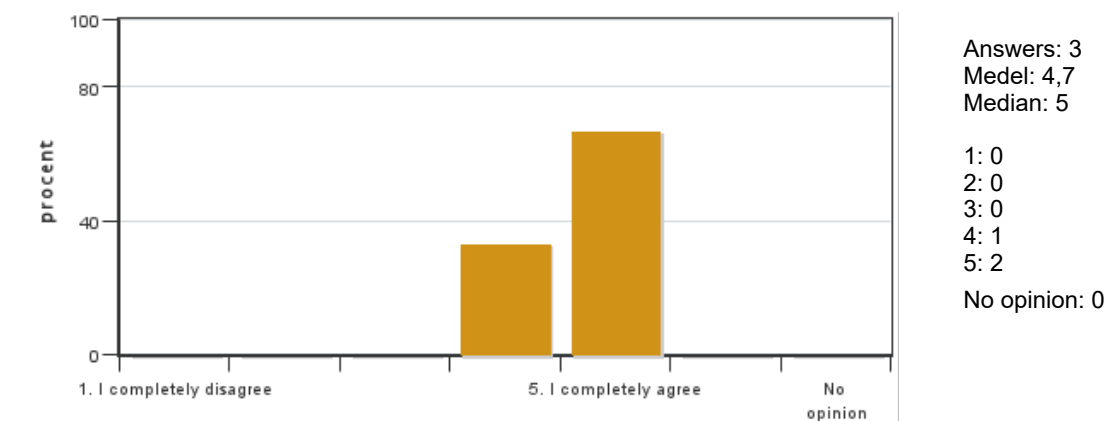
**7. The physical learning environment (facilities, equipment etc.) has been satisfactory.**



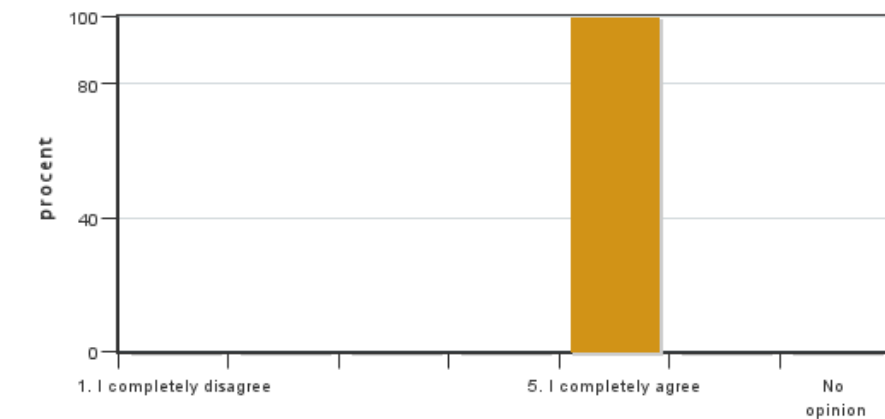
**8. The examination(s) provided opportunity to demonstrate what I had learnt during the course (see the learning objectives).**



**9. The course covered the sustainable development aspect (environmental, social and/or financial sustainability).**



**10. I believe the course has included a gender and equality aspect, regarding content as well as teaching practices (e.g. perspective on the subject, reading list, allocation of speaking time and the use of master suppression techniques).**

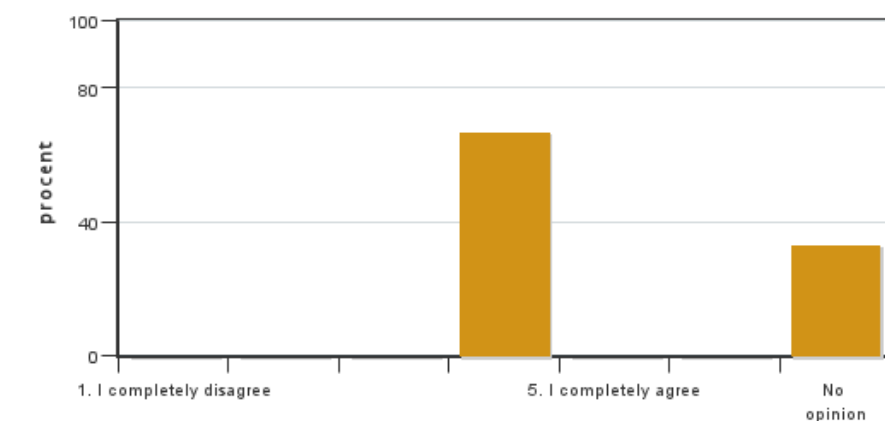


Answers: 3  
Medel: 5,0  
Median: 5

1: 0  
2: 0  
3: 0  
4: 0  
5: 3

No opinion: 0

#### 11. The course covered international perspectives.

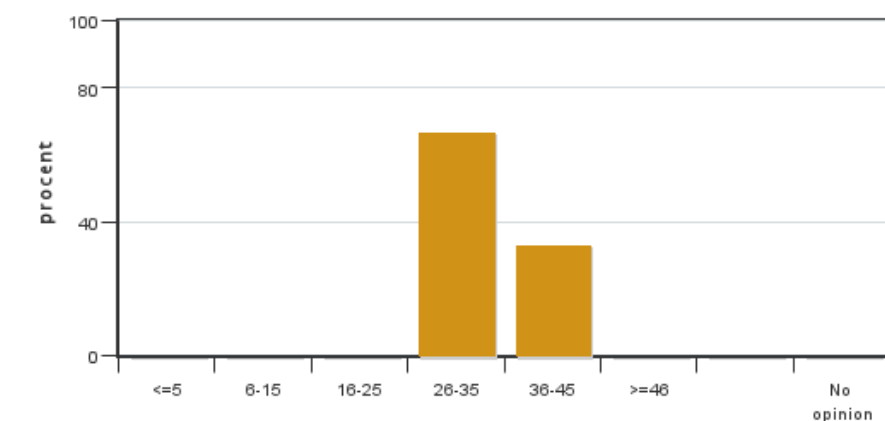


Answers: 3  
Medel: 4,0  
Median: 4

1: 0  
2: 0  
3: 0  
4: 2  
5: 0

No opinion: 1

#### 12. On average, I have spent ... hours/week on the course (including timetabled hours).



Answers: 3  
Medel: 33,3  
Median: 26-35

≤5: 0  
6-15: 0  
16-25: 0  
26-35: 2  
36-45: 1  
≥46: 0

No opinion: 0

## Course leaders comments

The students were generally very happy with the course, but also have suggestions for further improvements. We noted that the students appreciated the mixing of lectures and lab (project) work, and this is something we certainly will keep also for the future. Also, the students very much appreciated the large portion of project work (50% of the course) and wanted to see more project-focused courses, although they also found especially the project work challenging. Suggested improvements include more project-related workshops in e.g. image analysis and statistics, something we will try to accomodate more in the future. In addition, students noted that some of the lectures in the phenotyping part showed quite a large degree of overlap, and in the future we will try to better communicate the corresponding lectures among the involved teachers so that the overlap is reduced. All in all, both students and teachers were very happy with this course, and also the concept of involving PhD students in this course (parts of this course were also offered as PhD course) was very much appreciated by both students and teachers.

## Student representatives comments

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The feedback from students highlights the positive aspects of the course, emphasizing the need for more practical based courses in fields like crop development. Students appreciated the balance between independence and guidance from teachers and post-docs. The interactive nature of the course, including discussions and "take-home messages," was well-received.

The students felt equipped with tools for course content absorption and valued direct communication with the course leader. Suggestions for improvement include additional workshops for image analysis and statistics, as well as optional sessions on project expectations and structures. The students appreciated the patience and respect shown during project work challenges. The course was praised for aligning student expectations with requirements and resource allocation.

Suggested modifications for future courses include practical workshops for group projects, focusing on aspects that are lacking in the collective background of the group of students. The mixed schedule of lectures, lab work, and greenhouse hours provided a balanced time allocation. The opportunity to participate in experiments, the varied schedule, and lectures encouraging critical thinking were particularly appreciated.

In terms of advice for future students, the importance of reading literature, asking questions, and documenting project processes is emphasized. Specific time planning and thorough discussions with group partners for the group project are recommended.

The insights gained from the course include the significance of phenomics, systematic approaches in -omics fields, and the interdisciplinary nature of future contributions to science.