



Molecular and microbial ecology BI1438, 30245.2526

15 Hp
Pace of study = 100%
Education cycle = Basic
Course leader = Aurélien Saghai

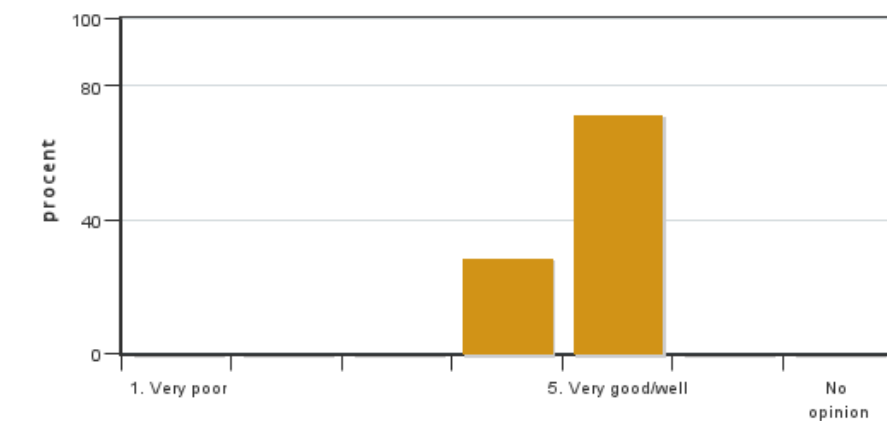
Evaluation report

Evaluation period: 2026-03-09 - 2026-04-13

Answers 7
Number of students 7
Answer frequency 100 %

Mandatory standard questions

1. My overall impression of the course is:

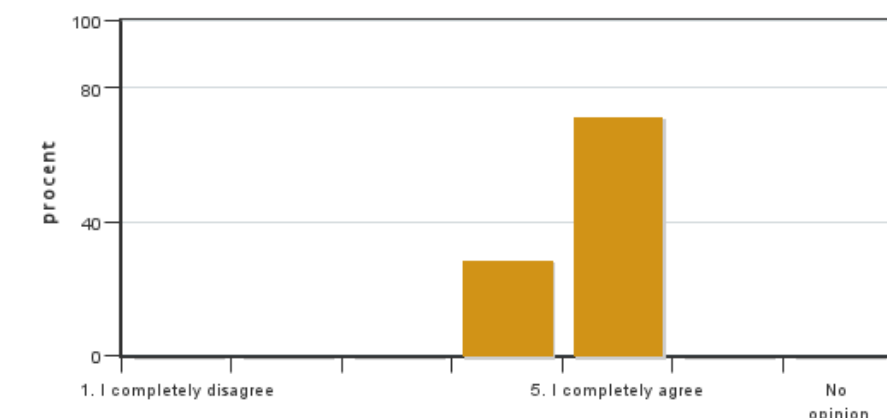


Answers: 7
Medel: 4,7
Median: 5

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

No opinion: 0

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

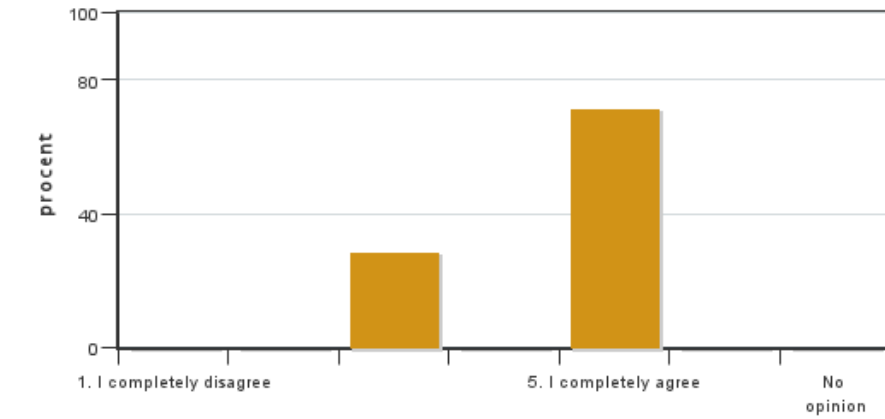


Answers: 7
Medel: 4,7
Median: 5

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

No opinion: 0

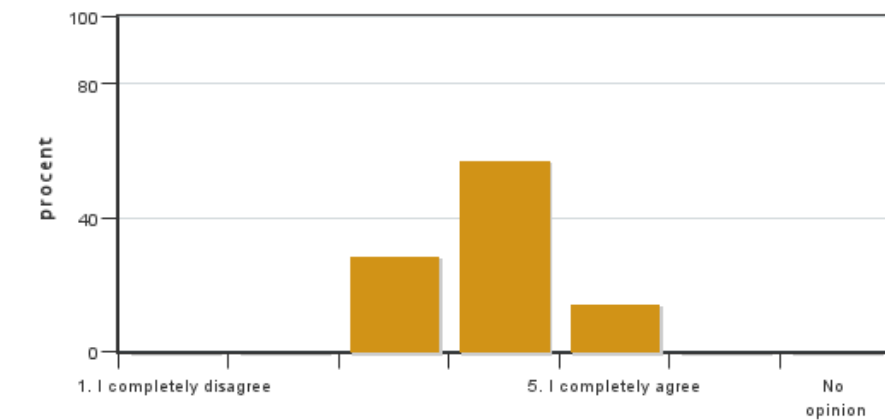
3. My prior knowledge was sufficient for me to benefit from the course.



Answers: 7
 Medel: 4,4
 Median: 5

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

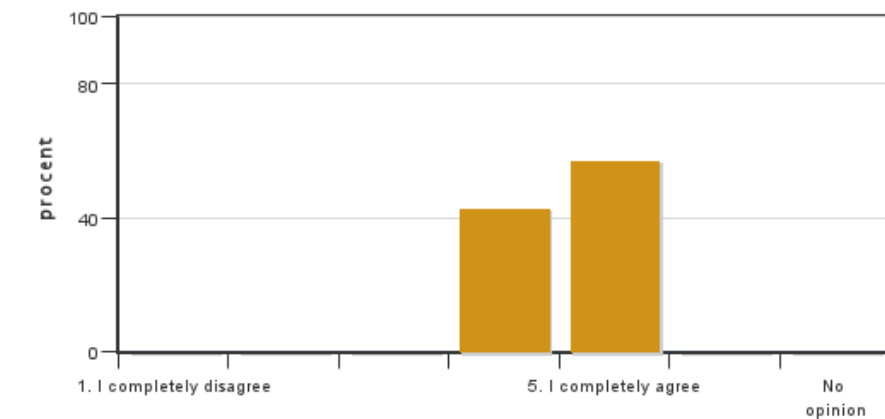
4. The information about the course was easily accessible.



Answers: 7
 Medel: 3,9
 Median: 4

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

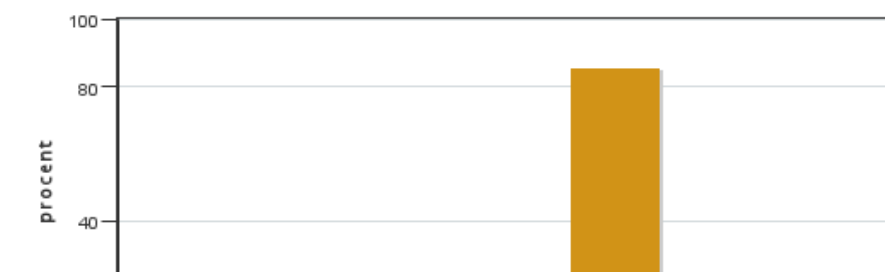
5. The various course components (lectures, course literature, exercises etc.) have supported my learning.



Answers: 7
 Medel: 4,6
 Median: 5

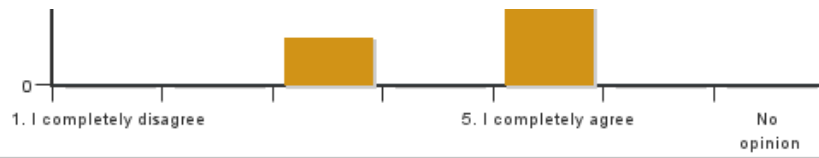
1: 0
 2: 0
 3: 0
 4: 3
 5: 4
 No opinion: 0

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



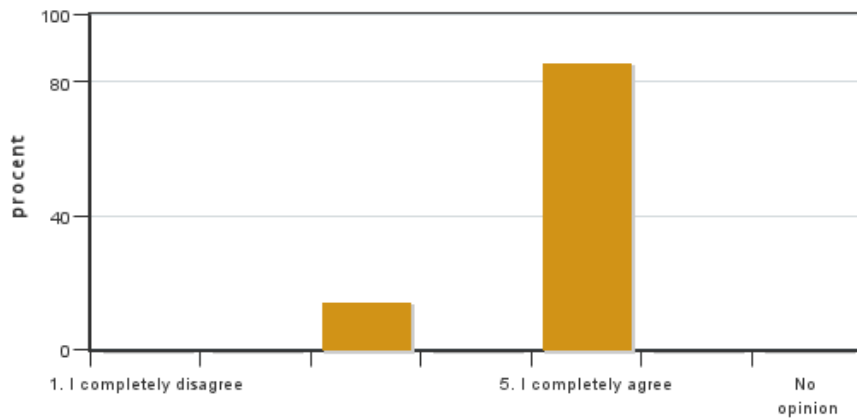
Answers: 7
 Medel: 4,7
 Median: 5

1: 0
 2: 0
 3: 1
 4: 0
 5: 6



No opinion: 0

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

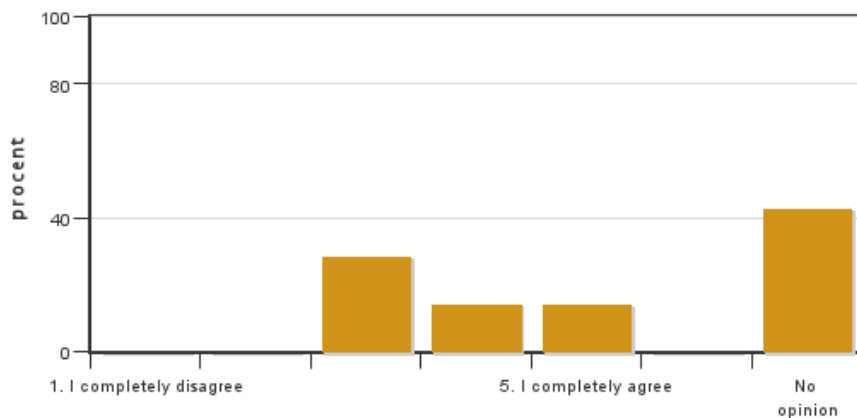


Answers: 7
Medel: 4,7
Median: 5

1: 0
2: 0
3: 1
4: 0
5: 6

No opinion: 0

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

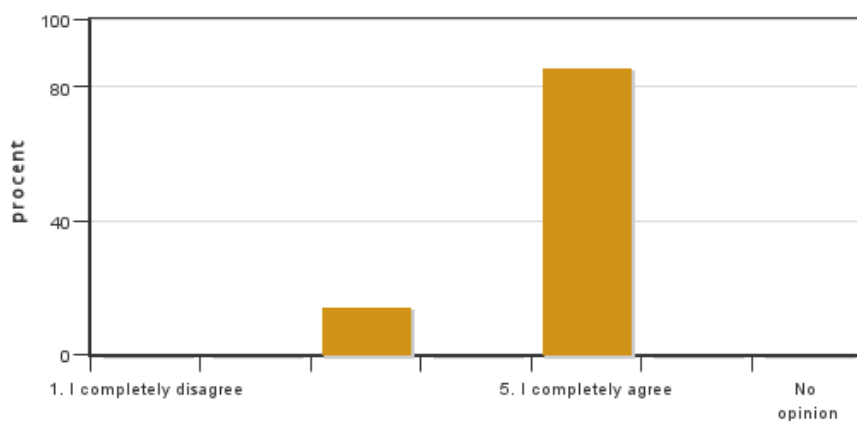


Answers: 7
Medel: 3,8
Median: 3

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

No opinion: 3

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

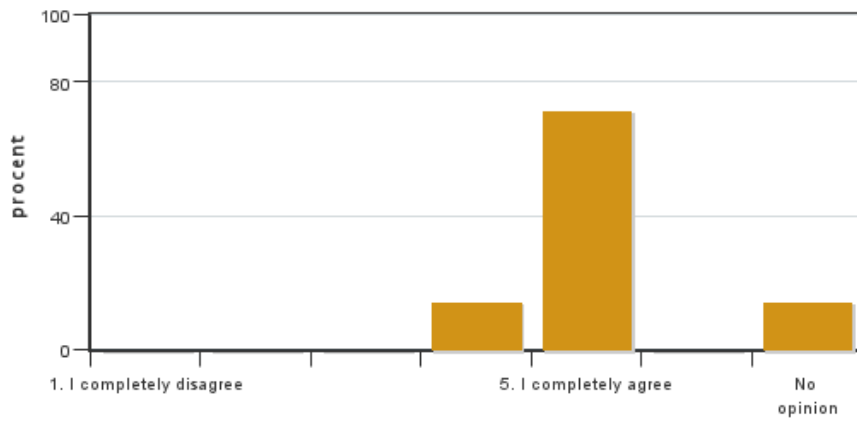


Answers: 7
Medel: 4,7
Median: 5

1: 0
2: 0
3: 1
4: 0
5: 6

No opinion: 0

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).

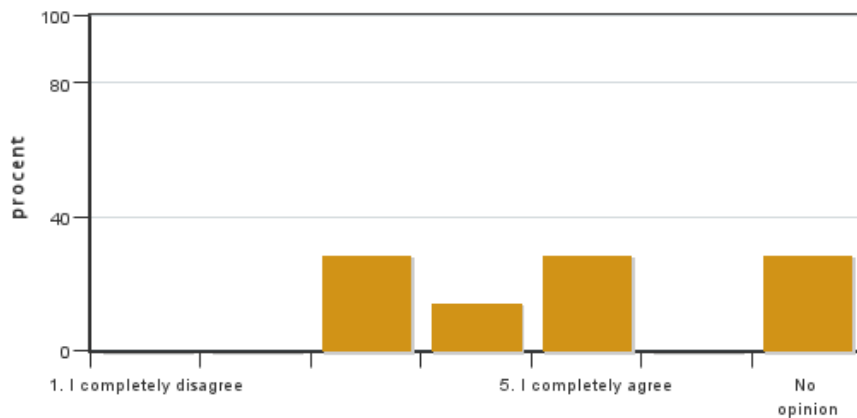


Answers: 7
 Medel: 4,8
 Median: 5

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

No opinion: 1

11. The course covered international perspectives.

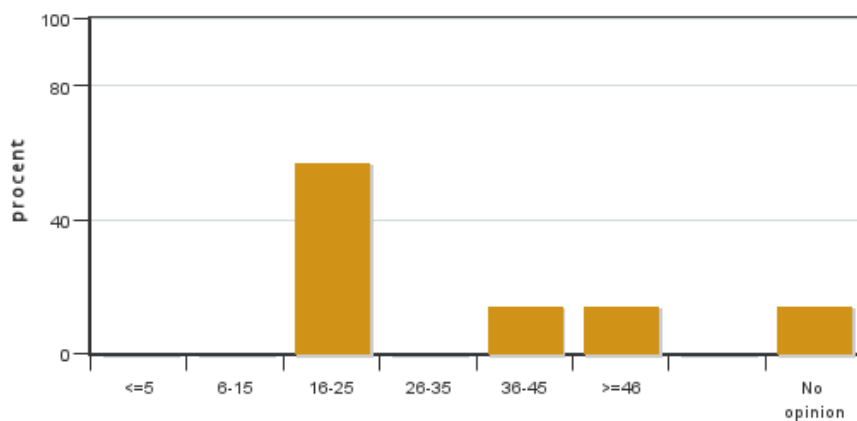


Answers: 7
 Medel: 4,0
 Median: 4

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

No opinion: 2

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



Answers: 7
 Medel: 27,7
 Median: 16-25

≤5: 0
 6-15: 0
 16-25: 4
 26-35: 0
 36-45: 1
 ≥46: 1

No opinion: 1

Course leaders comments

Seven students took part in the course and all of them answered the survey. It was a very international group that showed interest for the course content and contributed to a very nice atmosphere in the classroom.

Overall, the course received a grade of 4.7. Several students wrote that they enjoyed the course and that the different teaching activities (lectures, labs, study visits, project work, and meet the author seminars) supported their learning well. They also thought that the learning objectives matched well the content of the course (average: 4.7). Regarding the assignments, they found that the level of difficulty and the time to complete them was appropriate. The inclusion of AI as a learning partner in some of the assignments was highly appreciated and helped them understand better how to use AI for different tasks.

The students also pointed out several areas of improvement. They noted that some teachers did not post their

presentation the day before the lecture, making note taking more difficult for some students. We will make sure to remind the lecturers to do so next year. While they found that information about the course was easily accessible on the Canvas page, they highlighted that the lab module could be made clearer, especially regarding instructions for the lab report. Some students struggled with the computer labs, finding that the pace was too high at times. One exception was the phylogeny lab, which ran over a full day compared to half a day the year before. We will consider allocating more time to the other lab exercises too and using programs that have interfaces rather than an R script, as many students are not familiar with R and the point of this course is to learn about data analysis and not how to program the analyses.

Student representatives comments

No comments from the student representatives

Kontakta support: support@slu.se - 018-67 6600