Applied Plant Biotechnology
BI1406, 10116.2627

15 Hp
Pace of study = 100%
Education cycle = Advanced
Course leader = Lihua Zhu

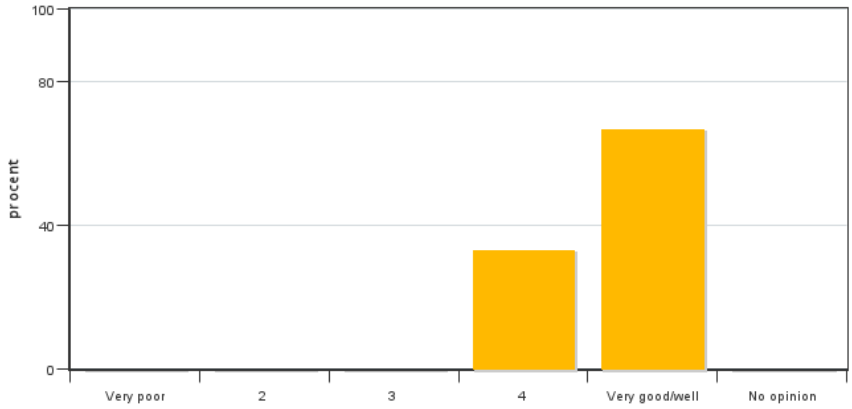
Evaluation report

Evaluation period: 2026-10-25 - 2026-11-15

Answers	12
Number of students	18
Answer frequency	66 %

Mandatory standard questions

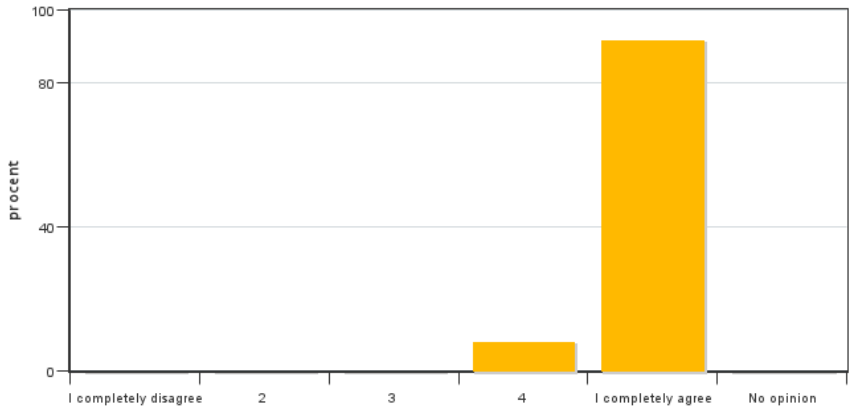
1. My overall impression of the course is:



Number of answers: 12
Average: 4,7
Median: 5

Very poor : 0
2: 0
3: 0
4: 4
Very good/well: 8
No opinion: 0

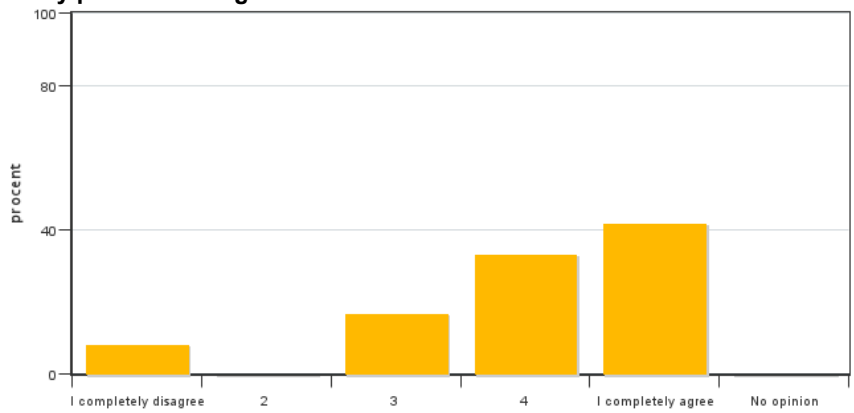
2. I found the course content to have clear links to the learning objectives of the course.



Number of answers: 12
Average: 4,9
Median: 5

I completely disagree: 0
2: 0
3: 0
4: 1
I completely agree: 11
No opinion: 0

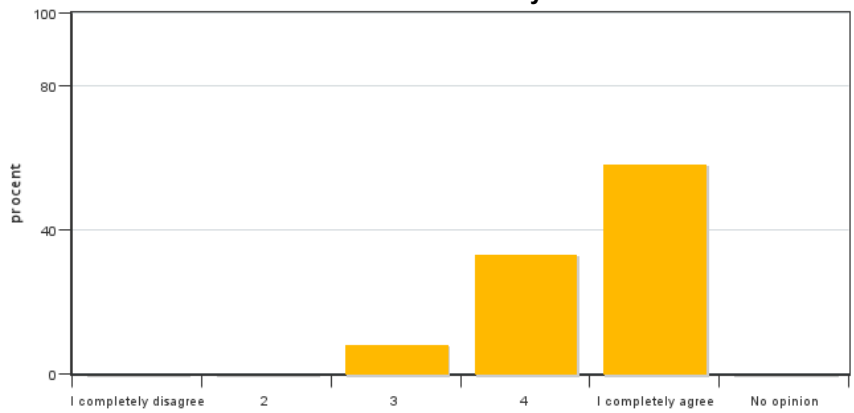
3. My prior knowledge was sufficient for me to benefit from the course.



Number of answers: 12
Average: 4,0
Median: 4

I completely disagree: 1
2: 0
3: 2
4: 4
I completely agree: 5
No opinion: 0

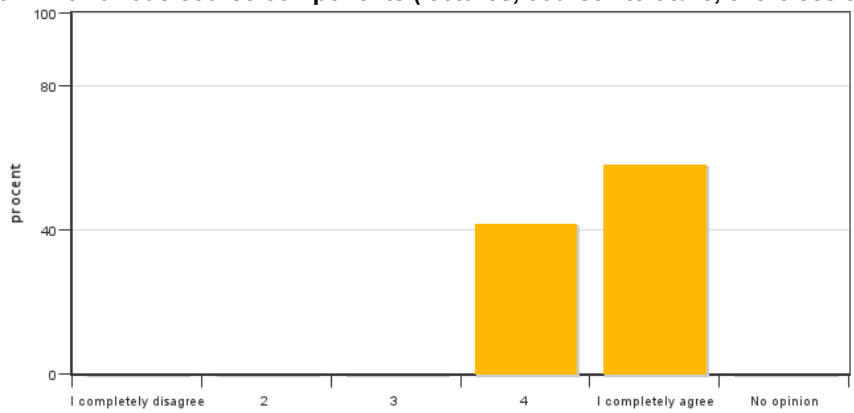
4. The information about the course was easily accessible.



Number of answers: 12
Average: 4,5
Median: 5

I completely disagree: 0
2: 0
3: 1
4: 4
I completely agree: 7
No opinion: 0

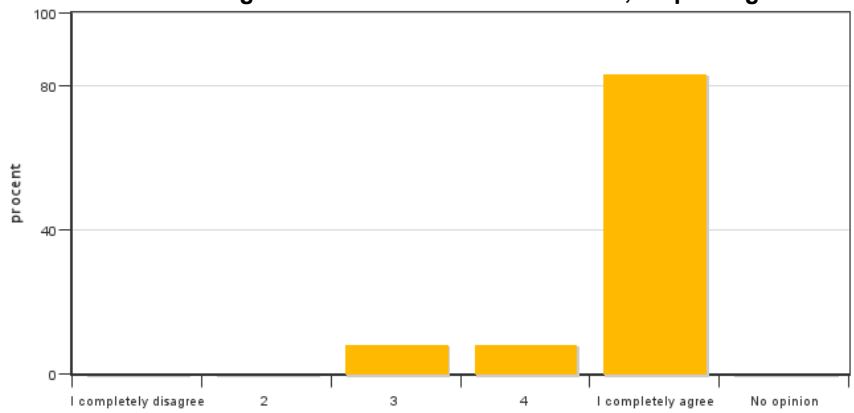
5. The various course components (lectures, course literature, exercises etc.) have supported my learning.



Number of answers: 12
Average: 4,6
Median: 5

I completely disagree: 0
2: 0
3: 0
4: 5
I completely agree: 7
No opinion: 0

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

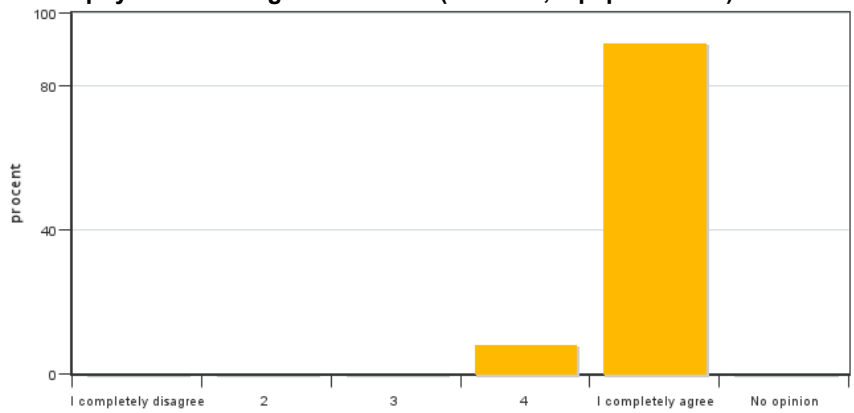


Number of answers: 12
Average: 4,8
Median: 5

I completely disagree: 0
2: 0
3: 1
4: 1
I completely agree: 10

No opinion: 0

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

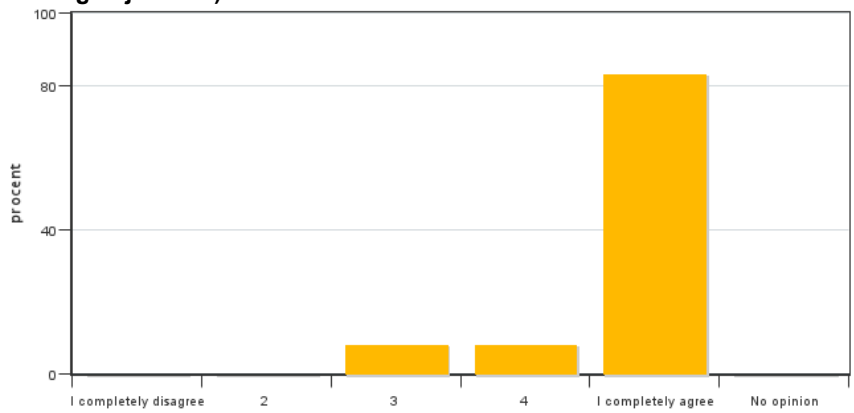


Number of answers: 12
Average: 4,9
Median: 5

I completely disagree: 0
2: 0
3: 0
4: 1
I completely agree: 11

No opinion: 0

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

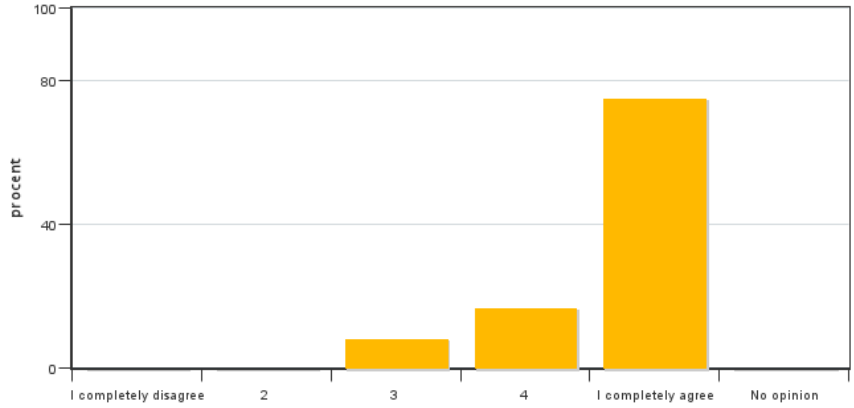


Number of answers: 12
Average: 4,8
Median: 5

I completely disagree: 0
2: 0
3: 1
4: 1
I completely agree: 10

No opinion: 0

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

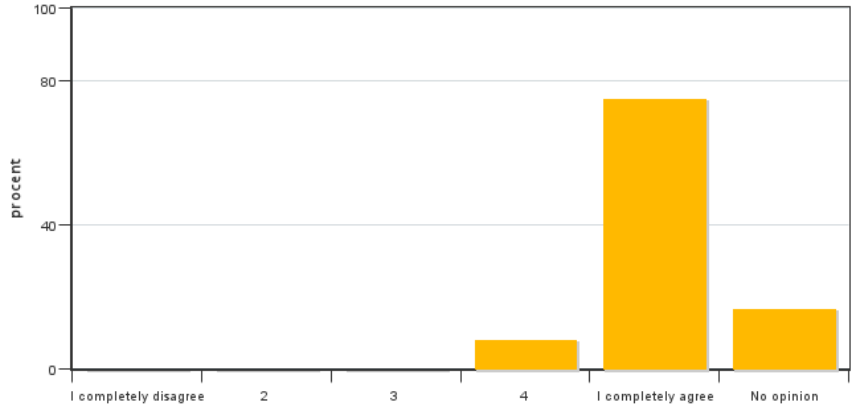


Number of answers: 12
Average: 4,7
Median: 5

I completely disagree: 0
2: 0
3: 1
4: 2
I completely agree: 9

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).

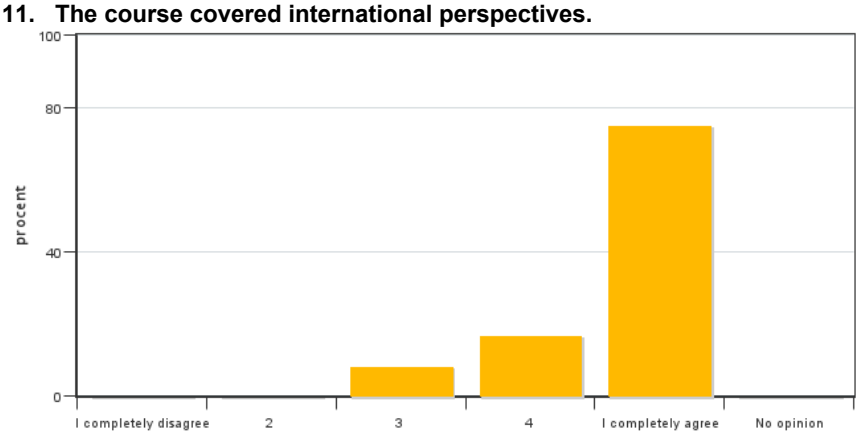


Number of answers: 12
Average: 4,9
Median: 5

I completely disagree: 0
2: 0
3: 0
4: 1
I completely agree: 9

No opinion: 2

11. The course covered international perspectives.

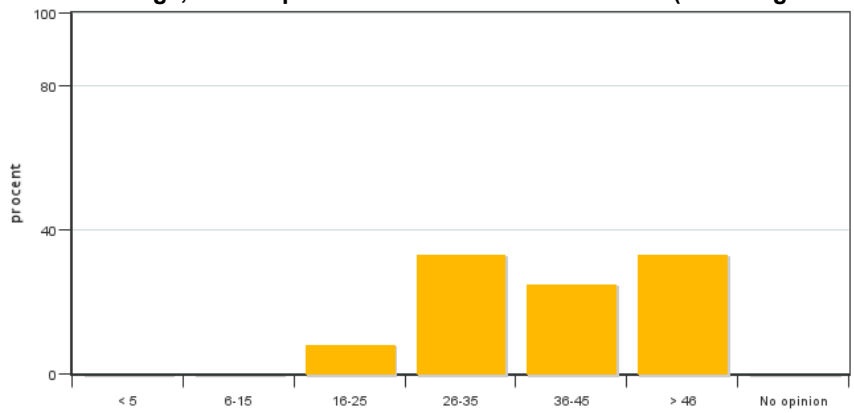


Number of answers: 12
Average: 4,7
Median: 5

I completely disagree: 0
2: 0
3: 1
4: 2
I completely agree: 9

No opinion: 0

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



Number of answers: 12
Average: 37,0
Median: 36-45

< 5: 0
6-15: 0
16-25: 1
26-35: 4
36-45: 3
> 46: 4

No opinion: 0

Course leaders comments

No comments from the teacher

Student representatives comments

From the compiled course evaluation, 12 out of 18 enrolled students completed the official course evaluation, representing a 66% response rate. Together, the cohort awarded the course an impressive 4.7 out of 5 overall impression rating, with eight students rating their experience as "very good" (5) and four rating it a 4 (good).

From a curriculum standpoint, the course delivers exceptionally well on its core promises. A striking 11 out of 12 students completely agreed that course topics were directly tied to stated learning objectives, earning an average score of 4.9 out of 5. Students felt consistently supported throughout their studies, rating the combination of lectures, course literature, and exercises at 4.6 out of 5, while information accessibility achieved a 4.5 out of 5.

What makes this course stand out is how its major assignments and practical modules build real world biotechnology skills: The literature study component shifts learning from passive reading to active scientific evaluation. Rather than just reading articles, the literature study trains students to critically analyze published research. Students learn to weigh pros and cons of specific experimental strategies, deconstruct experimental setups, and apply those analytical insights to solve complex scientific problems. By analyzing how other scientists overcame research bottlenecks or encountered constraints, students learn how to formulate alternative hypotheses and troubleshoot complex biotechnological problems.

Project Proposal & Case Study: This component allows students to bridge advanced plant breeding concepts with their own interests. Students are allowed to select a topic they are passionate about, allowing for personalized, self-directed learning. Then students move from concept to execution strategy, learning how to formulate research goals, define experimental steps, and establish a viable, realistic research proposal from the ground up. Beyond writing the proposal, students practice presenting their project designs to peers and instructors. This builds essential skills in communicating complex genetic and biotechnological concepts clearly and convincingly. When it came time for assessment, students felt the examinations accurately reflected what they had learned, awarding them a 4.8 out of 5 for providing a fair opportunity to demonstrate their knowledge.

Beyond classroom instruction, both the physical facilities and classroom culture received near perfect marks. The five practical laboratory sessions translate theoretical mechanics into direct physical experience, utilizing the facilities that earned a 4.9 out of 5 for the laboratory equipment and physical spaces. Working across five distinct laboratory sessions exposed students to the reality that plant breeding techniques must be adapted to different plant architectures, tissue types, and reproductive biology. Students gain direct hands-on experience with diverse plant breeding techniques (such as tissue culture, molecular screening, transformation, gene editing, or marker selection). Moving out of the lecture hall and into the lab ensured students graduate from the course with practical skill sets they can immediately apply in academic research or industry roles.

Equally important, the course cultivated a welcoming and ethical atmosphere: gender and equality aspects achieved a 4.9 out of 5 rating, while the social environment scored 4.8 out of 5 for remaining inclusive and respectful of differing opinions. Since the students in this course are quite diverse and came from different countries across the continents, equality and inclusivity are very crucial. Students also valued the broader context of the material, rating both sustainable development and international perspectives at 4.7 out of 5.

To thrive in the upcoming year, incoming students should prepare for a steady commitment (especially for the labs)

and review foundational concepts early. On average, students spent 37.0 hours per week on the course, including timetabled sessions, with four students reporting over 46 hours weekly and three spending 36 to 45 hours. Notably, prior knowledge sufficiency recorded the lowest mean score on the evaluation at 4.0 out of 5. While five students felt completely prepared, two rated their background preparedness at a 3 and four rated it at 4. Reviewing core plant biology and genetics prerequisites before the term begins will give students a solid foundation to hit the ground running