



Plant pathology BI1044, 10109.1314

15 Hp

Pace of study = 100%

Education cycle = Advanced D

Course leader = Dan Funck Jensen

Evaluation report

Evaluation period: 2013-10-24 - 2013-11-22

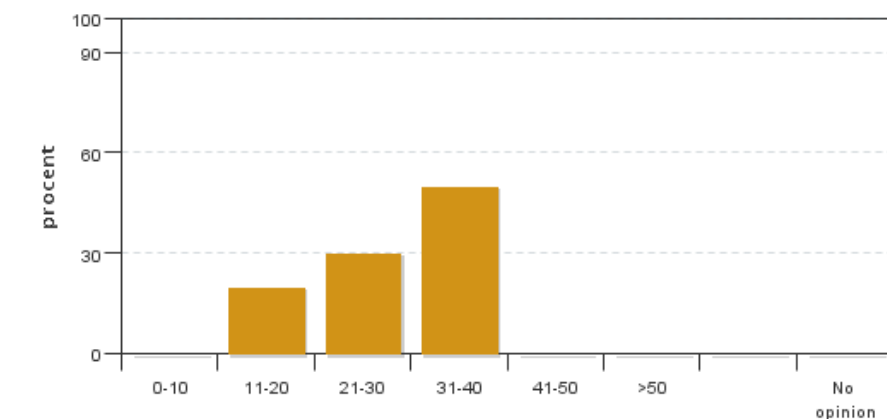
Answers 10

Number of students 11

Answer frequency 90 %

Mandatory standard questions

1. How many hours per week have you on average spent on the course, including scheduled time?

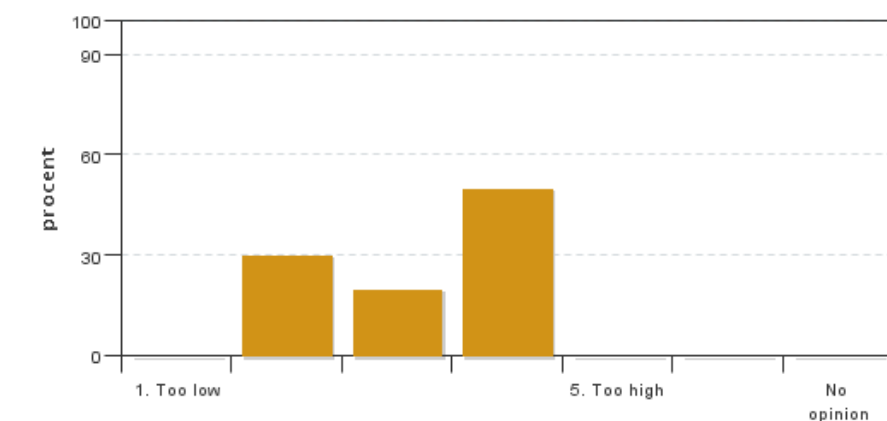


Answers: 10
Medel: 28,0
Median: 21-30

0-10: 0
11-20: 2
21-30: 3
31-40: 5
41-50: 0
>50: 0

No opinion: 0

2. How do you estimate your background knowledge before the course?

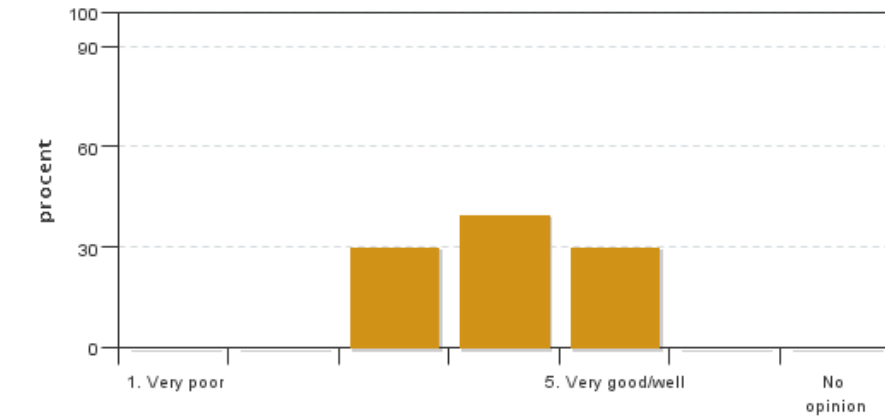


Answers: 10
Medel: 3,2
Median: 3

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

No opinion: 0

3. How has the administration of the course worked?

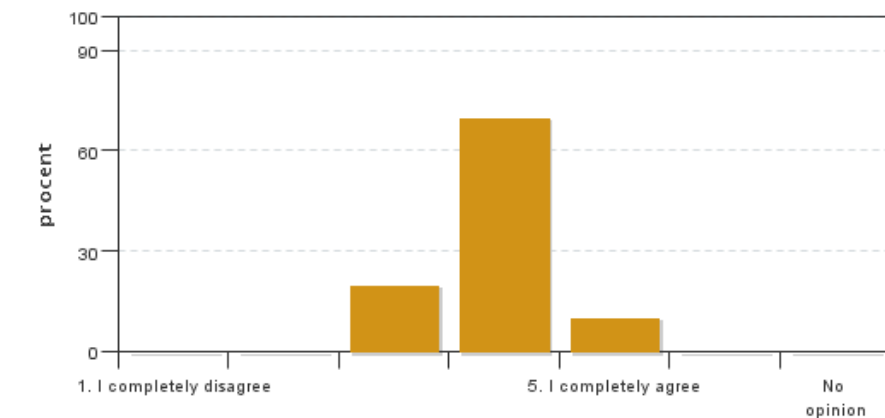


Answers: 10
 Medel: 4,0
 Median: 4

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

No opinion: 0

4. The overall impression of the course is very good.

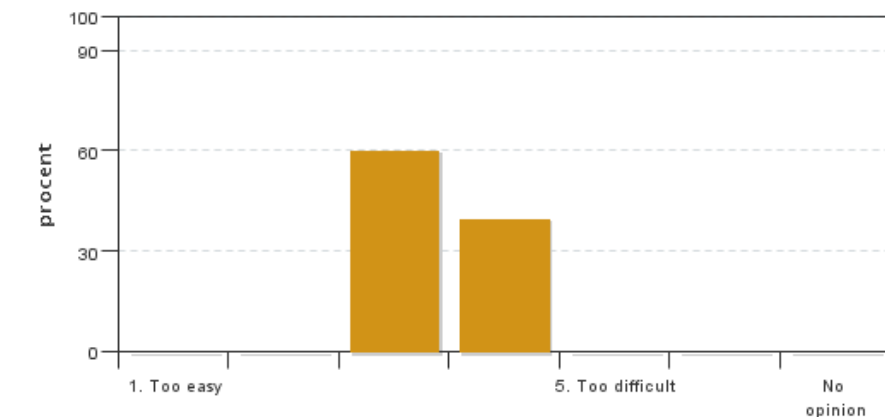


Answers: 10
 Medel: 3,9
 Median: 4

1: 0
 2: 0
 3: 2
 4: 7
 5: 1

No opinion: 0

5. The level of difficulty for this course has been

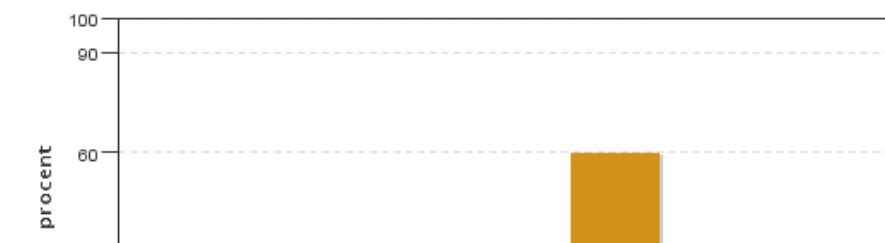


Answers: 10
 Medel: 3,4
 Median: 3

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

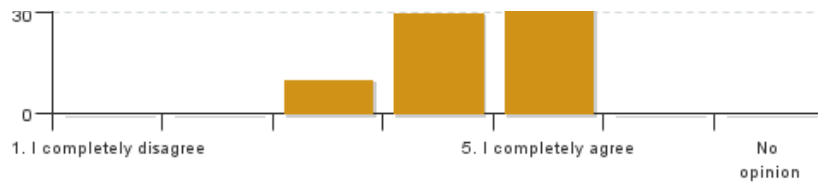
No opinion: 0

6. I consider that this course has taken up all of the learning outcomes described in the course syllabus. If you select (1), (2), (3), or (4) please describe which learning outcome(s) has/have not been sufficiently covered.



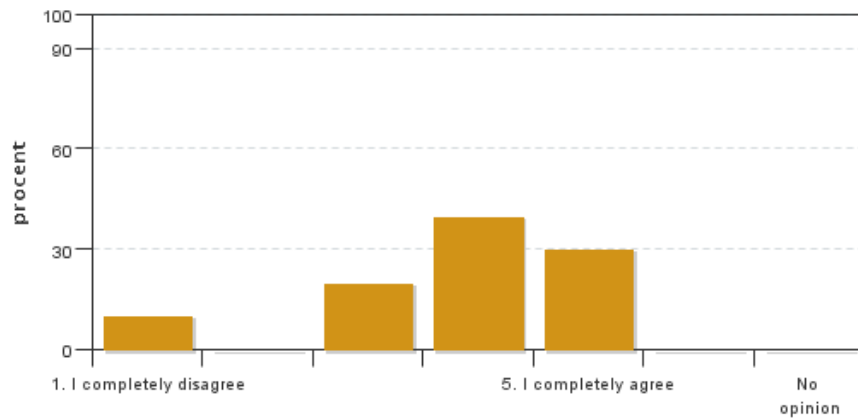
Answers: 10
 Medel: 4,5
 Median: 5

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



5: 6
No opinion: 0

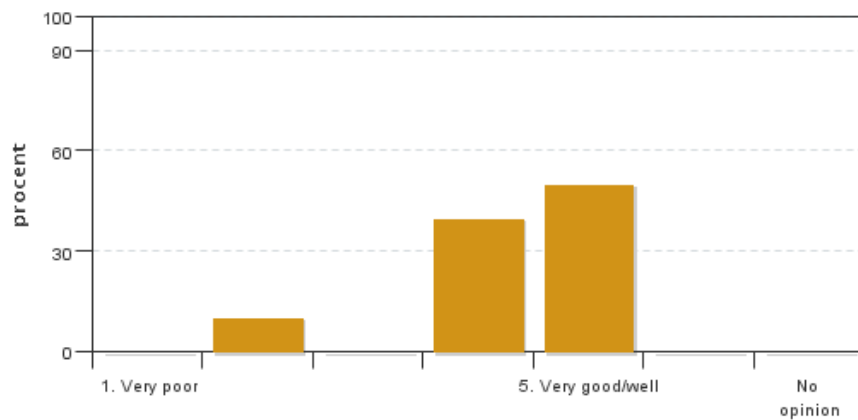
7. The grading criteria were clear and easy to understand



Answers: 10
Medel: 3,8
Median: 4

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

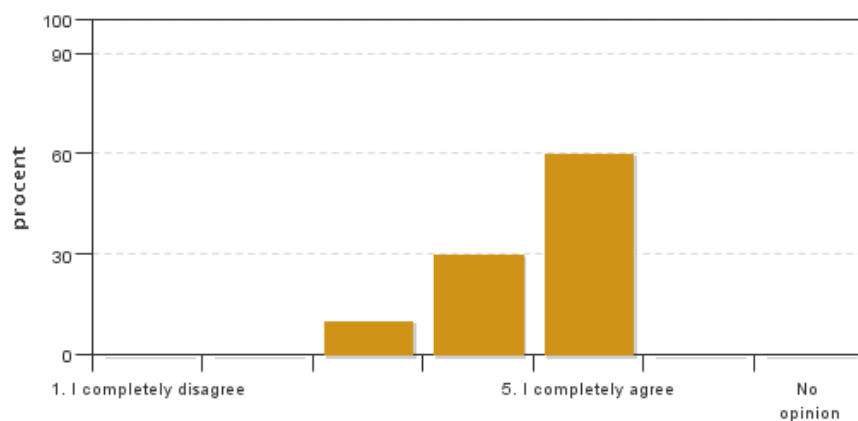
8. I believe that the discussion climate during the course has been good



Answers: 10
Medel: 4,3
Median: 4

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

9. I believe that the necessary infrastructure, such as teaching facilities and equipment, has functioned effectively.



Answers: 10
Medel: 4,5
Median: 5

1: 0
2: 0
3: 1
4: 3
5: 6
No opinion: 0

Course leaders comments

The course was overall evaluated very well (mean 3.9 and median 4.0) and there were several very positive comments on the variation in methods of teaching (lectures, excursions, lab. exercises, theoretical exercises with group discussions, case study with individual written proceedings and poster presentation, IPM group work). The IPM group work at the end of the course was evaluated high and it also is an exercise in combining nearly all topics or disciplines addressed throughout the course so it is good that the students like that. A few theoretical exercises can be improved by formulating questions which are better for discussion and a lab exercise series in biological control need to be improved when it comes to objectives and a final discussion of the outcome at the end. Action will be taken to improve that with the teachers involved. It is strange that two students only used 11-20 hours a week and some only between 21-30 hours. I expected a workload of at least 40 hours was needed for getting the full outcome of the course. The teachers will discuss how we can make sure that a student passing the exam have obtained the expected competences in the whole curriculum taught at the course – either by better monitoring how the individual student gain the competences throughout the course and/or modify the final exam so each student will have to account for several of the topics in the rather broad curriculum. An average value of 3.4 for how difficult the course is considered by students seems to me to be the exact value we are trying to reach. Concerning the course plan – the course is not a course in forest pathology so the student interested in this can sign up for the specific course in that. The present course is addressing plant diseases relevant mainly for agriculture and for a large part also horticulture. The grading criteria were handed out at course start and also later at the course and also uploaded at the course web site and I have asked if all have read and understood them. No one has indicated that they did not. We might include in the case study introduction what specific elements we will evaluate when grading the written proceedings and posters in more detail but some students could have consulted their case study supervisor more. One student expressed the interest in having more practical issues addressed including farm visits. Unfortunately the autumn in Sweden is not the best time for excursions and farm visits – we have both excursions at course start for that reason.

Student representatives comments

Comment on course evaluation Plant Pathology Autumn Semester 2013 BI1044

Written by Sebastian Streit

The course was chosen by eleven students of which three were Swedish and actually studying at SLU. The other students were either Erasmus-students or were in a European master program. The administration of the course was evaluated to be good (\bar{x} 4,0) as well as the infrastructure needed for the course (\bar{x} 4,5).

The stated average work load is with 28 hours rather low. The background knowledge varied because of the different home countries between 2 and 4 and some student mentioned that they had no background at all which can also be recognized regarding the estimation of the difficulty. Some students said the course was too hard although the average value of 3,4 indicates an appropriate level of difficulty. The majority of the students think that the course has covered all topic listed in the syllabus; only one student wanted to learn more about forest pathogens. The grading criteria were assessed to be more or less clear and understandable (\bar{x} 4,0), however one student said that it was unclear whether the lab reports and the Integrated Pest Management (IPM) group work were graded or not. This seems neglectable since the relevant information was given orally and written several times. Furthermore one student appreciated the additional given information if something was unclear. The discussion climate was evaluated to be very good (\bar{x} 4,3). Nevertheless it was mentioned that some discussion (theoretical exercises) were held before having the respective lecture resulting in poorer understanding.

Students evaluated the group work on IPM as well as the multifacetedness of the course and the course topic respectively as the two best things they have learnt during the course. Moreover the poster making and its presentation as well as the different perspectives on course topics were acknowledged. A student suggested doing the poster presentation in a closed room instead of in the corridor to avoid disturbances. The course book (Agrios: Plant Pathology) was evaluated to be very helpful although the original papers were sometimes regarded to be more helpful.

The mixture of the different ways of teaching was assessed very positive. Students stated that they liked the variety of teaching methods which lead to higher interest and better understanding of the reviewed topics. The Theoretical exercises were praised for their discussions in small groups, although it was stated that some teacher didn't know how to organize the theoretical exercises. The lectures were mainly evaluated to be good but some lectures were regarded to lack in teaching qualities. The evaluation of the lab exercises were somewhat variegated. Students felt positive about the fact that they got to see and to investigate objects on their own. However, some instructions didn't seem to be sufficient. The preparation of the lab reports on biological control was regarded to be too much work. Unfortunately, the oral exam was only mentioned by two students, probably because of the fact that the evaluation started before the oral exam. One student described it as balanced, because of the challenging questions. The other student felt uncomfortable during the oral exam. The two excursions received only positive feedback, mainly because of the practical connection. One student claimed a better scheduling of lectures and exercises which are thematically related.

The expectations on the course were for the great part of the students fulfilled. Nevertheless it is mentioned that students wished to have a more practical orientated course (e.g. interviewing farmers). Contrary, some say that they would have expected more molecular diagnosis. In view of the fact that we were students with very different backgrounds from different countries it appears that the course leader and the teachers have done a great job resulting in a positive overall course impression (\bar{x} 3,9).

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