



Plant pathology BI1044, 10148.1415

15 Hp
Pace of study = 100%
Education cycle = Advanced D
Course leader = Dan Funck Jensen

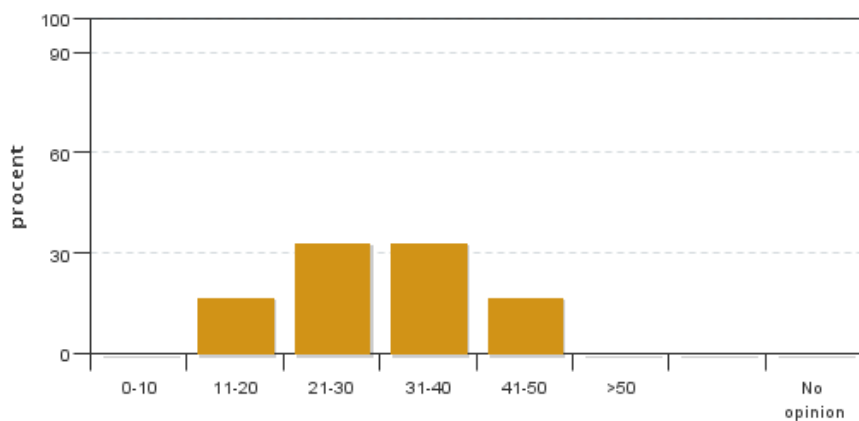
Evaluation report

Evaluation period: 2014-10-28 - 2014-11-14

Answers 6
Number of students 7
Answer frequency 85 %

Mandatory standard questions

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

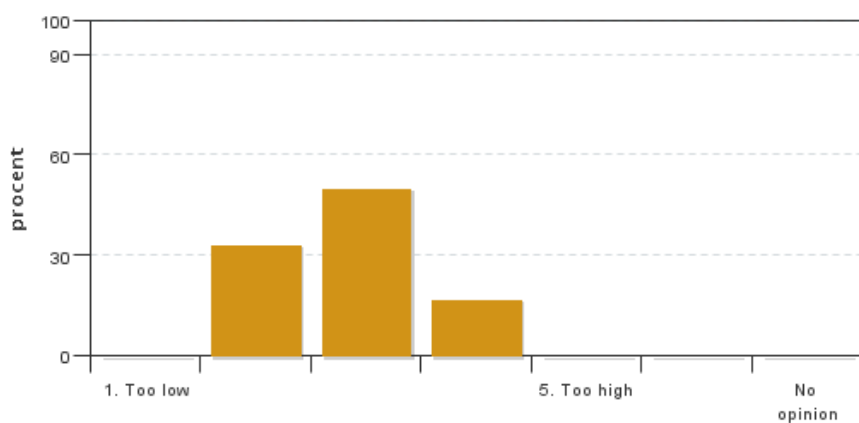


Answers: 6
Medel: 30,0
Median: 21-30

0-10: 0
11-20: 1
21-30: 2
31-40: 2
41-50: 1
>50: 0

No opinion: 0

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

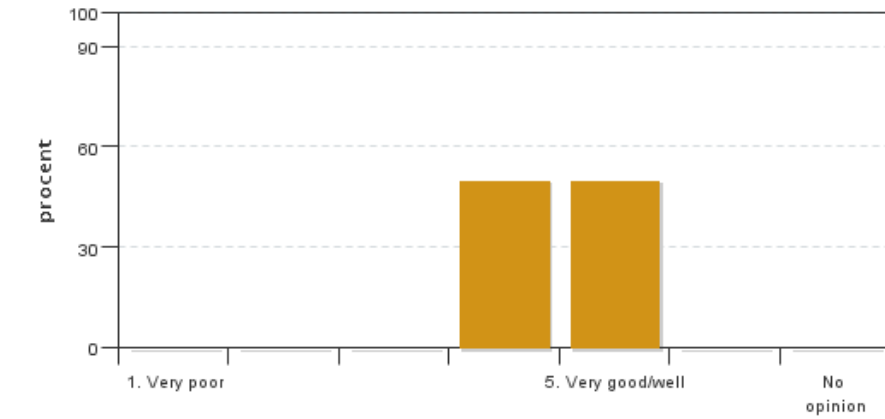


Answers: 6
Medel: 2,8
Median: 3

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

No opinion: 0

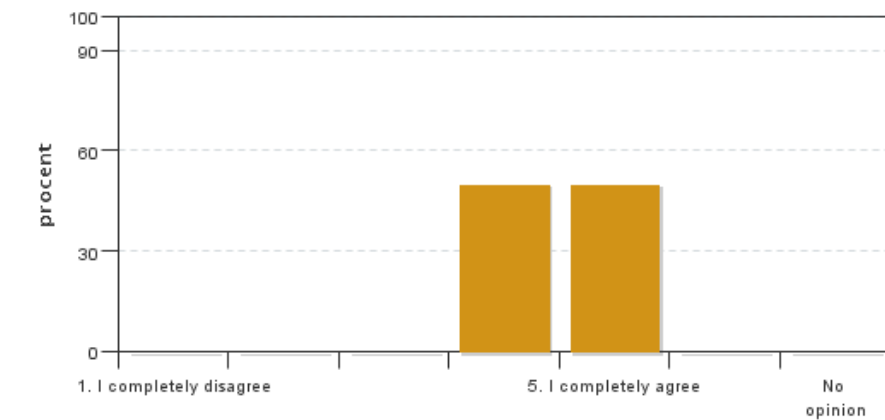
3. How has the administration of the course worked?



Answers: 6
 Medel: 4,5
 Median: 4

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

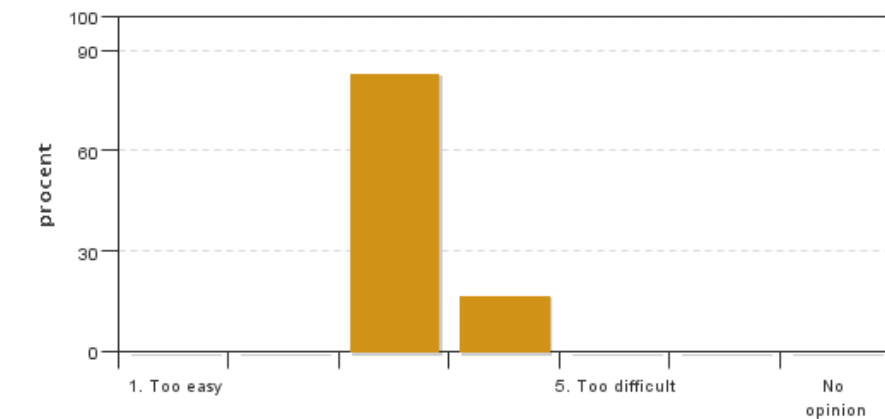
4. The overall impression of the course is very good.



Answers: 6
 Medel: 4,5
 Median: 4

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

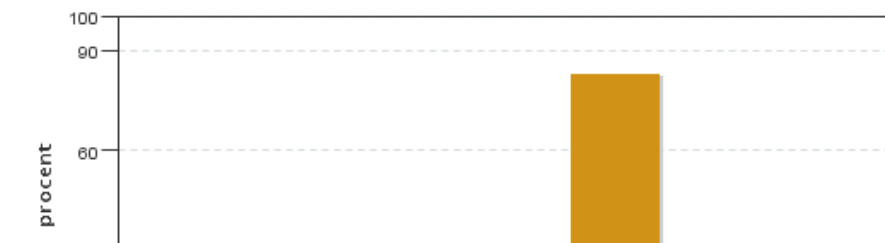
5. The level of difficulty for this course has been



Answers: 6
 Medel: 3,2
 Median: 3

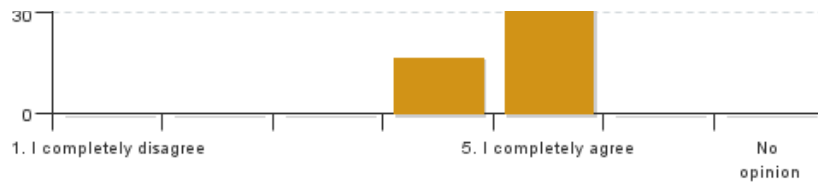
1: 0
 2: 0
 3: 5
 4: 1
 5: 0
 No opinion: 0

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.



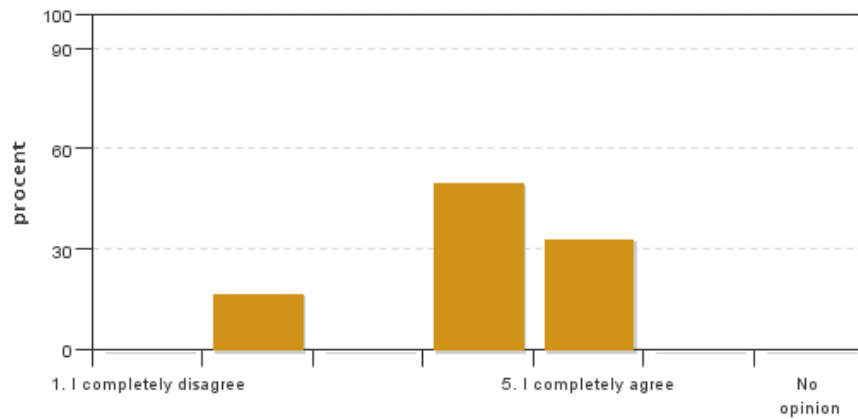
Answers: 6
 Medel: 4,8
 Median: 5

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



5: 5
No opinion: 0

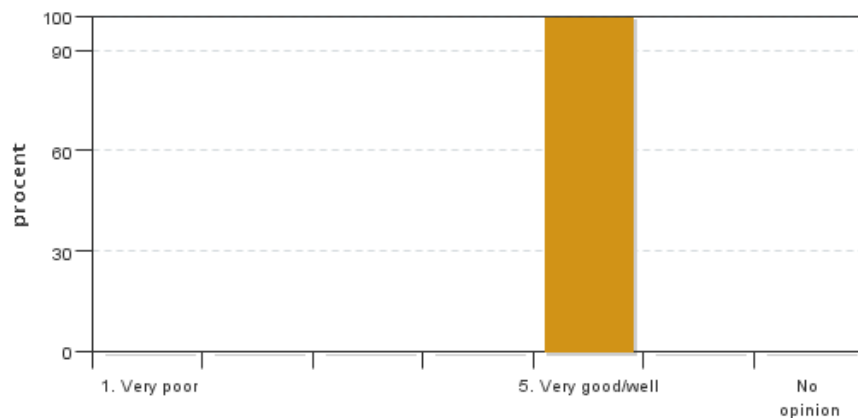
7. The grading criteria were clear and easy to understand



Answers: 6
Medel: 4,0
Median: 4

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

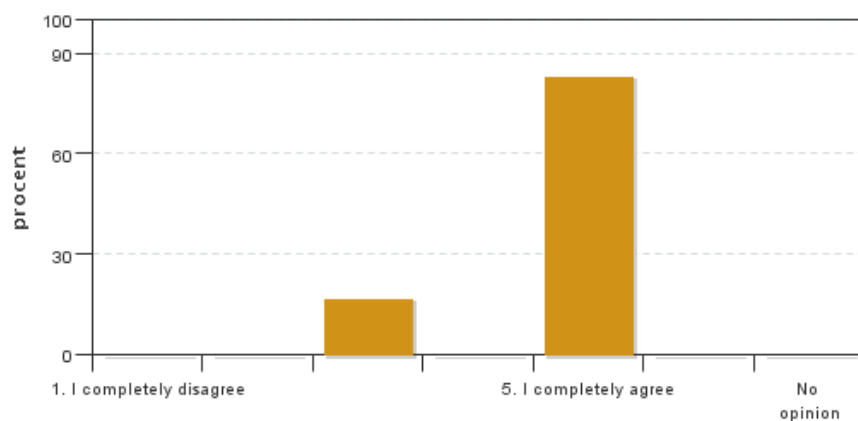
8. I believe that the discussion climate during the course has been good



Answers: 6
Medel: 5,0
Median: 5

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

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



Answers: 6
Medel: 4,7
Median: 5

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

Additional own questions

10.

What is the best that you learnt from this course?

10. At the beginning of the course you probably had some expectations on it. Try to recall what they were and answer the following question: How have your expectations been fulfilled?

10. How did you find the textbook Agios - did you use it? - please comment

10. How did you find the different ways of teaching: Lectures, Theoretical exercises, Lab. exercises, excursions, exam including proceedings, postersession etc. - please comment

Course leaders comments

The overall impression of the course scored very well (4,5 in average)- one student wrote: "One of the best courses I have taken during my almost six years of studies!". All aspects of the course were also evaluated high – the discussion climate scored for example 5 by all students, who evaluated the course. This is the 6th time we are running the course and looking back on the evaluations from earlier years it becomes clear that we have succeeded in improving how to run the theoretical exercises and case studies by giving better instructions to both teachers and students so the workload is acceptable and the questions and articles are selected so they lead to interesting discussions in the groups. The poster presentations were this year followed by a longer discussion on each poster than earlier, which was appreciated by the students (one wanted to extend this discussion even further). We have also found a good level for the Integrated Pest Management (IPM) group work, which now is clearly coordinated with how this topic is addressed at the less advanced BSc.-level. Lectures did not always follow the scheduled plan as teachers included discussions with the students under their presentations and others probably could reduce the number of slides to present. However, this was not considered as a big problem by the students when it was addressed at the oral course-evaluation. Some years ago we were asked to include more diagnostic work which would include more microscopy – one comment from this year is that there is too much microscopy although the time set off for microscopy is about the same as the other years. We will probably keep it the same the coming year as it is important with hands on experience on this for the learning process of understanding fungal systematics, nomenclature and it is also relevant for understanding the different stages of disease cycles. The topics on rust diseases, resistance and pathogen/host/beneficial interactions were appreciated. We decided to expand on interactions based on the evaluation of the course in 2011.

Improvements for next year:

The students suggested inviting guest lecturer from extension services (consultants from "Hushållsselskapet" or similar institution) for binding the course better to the applied problems in Swedish agriculture. This will be considered for next year. Another suggestion was to learn more about pesticides (history and types of active ingredients) – this will be included next year. There was also an interest in having all teachers to shortly present their own specific research programs. Most or probably all teachers also include their own research in their teaching but we will next year try to organize a day where teachers will present their own research. Instructions for some of the lab exercises can be improved - or the exercises may be modified - this will be looked at for next year.

/Dan Funck Jensen, course responsible

Student representatives comments

The general impression of the course judging from the comments and evaluation grading of the students, is that the course has succeeded in reaching its goals and also has given new knowledge to the great majority of the course participants. The literature and the teaching hours were all appreciated although one student commented saying it was a lot to read during the course.

The comments made to help improve the course were the following:

Improvement of lab-instructions and preparations from the teachers/lab-supervisors. It was sometimes hard to understand the purpose and aim of a demonstration lab or an experiment.

Be more accurate in the schedule regarding time of start and end of lectures etc. This was also discussed in the oral evaluation of the course.

A couple of students wished for more hands-on agronomics in the course. They thought it was too theoretical

although this course is not described as a "field"-type of course. Guest lecturers was suggested from the Swedish board of Agriculture, hushållningssällskapet etc.

Often the students also want to hear about the lecturers actual research. It was given in a few lectures and could be added in others. Maybe a 15 min session per lecturere should be dedicated to this in order to give a lively image of how plant pathology is worked with in research and maybe how researchers work with farmers or others in the branch.

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