



Genetic diversity and plant breeding BI1103, 20147.1415

15 Hp
Pace of study = 100%
Education cycle = Advanced
Course leader = Ann Christin Rönnberg-Wästljung

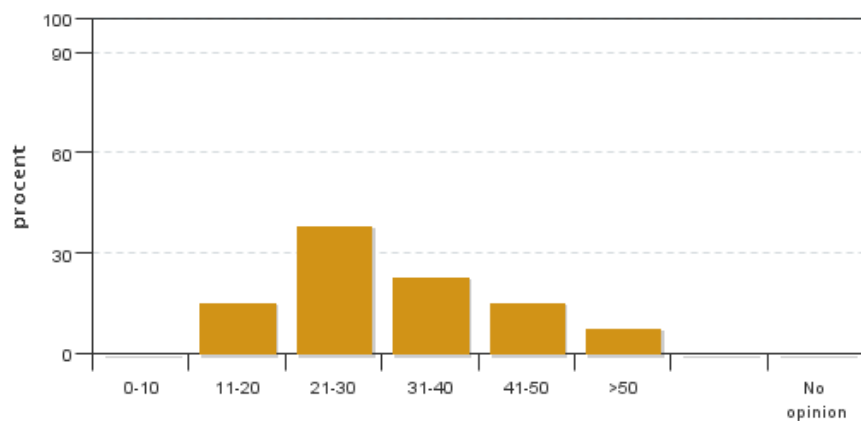
Evaluation report

Evaluation period: 2015-01-07 - 2015-04-26

Answers 13
Number of students 16
Answer frequency 81 %

Mandatory standard questions

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

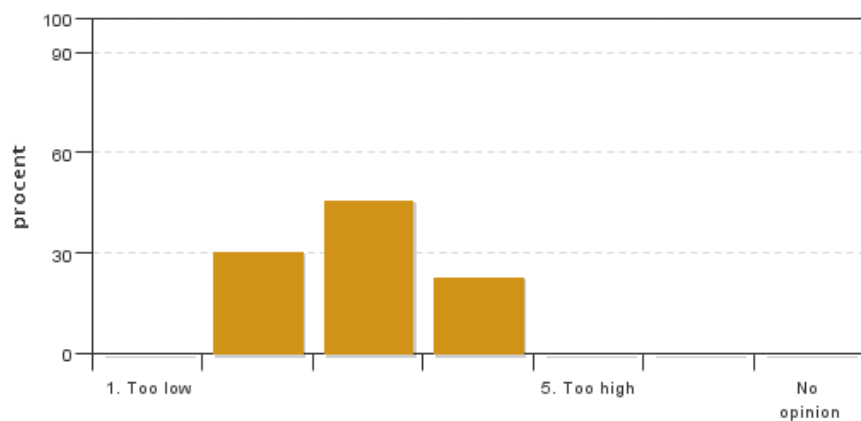


Answers: 13
Medel: 31,2
Median: 21-30

0-10: 0
11-20: 2
21-30: 5
31-40: 3
41-50: 2
>50: 1

No opinion: 0

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

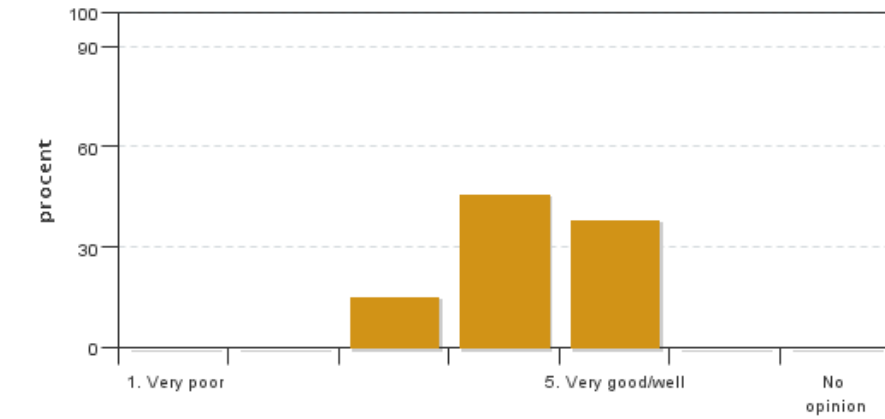


Answers: 13
Medel: 2,9
Median: 3

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

No opinion: 0

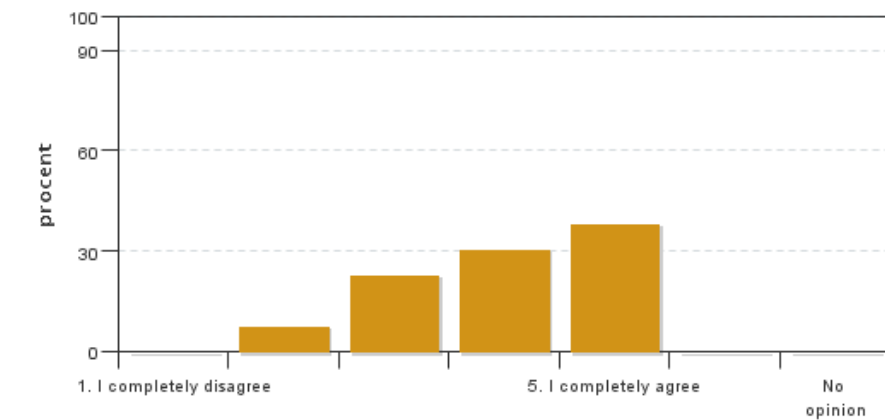
3. How has the administration of the course worked?



Answers: 13
 Medel: 4,2
 Median: 4

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

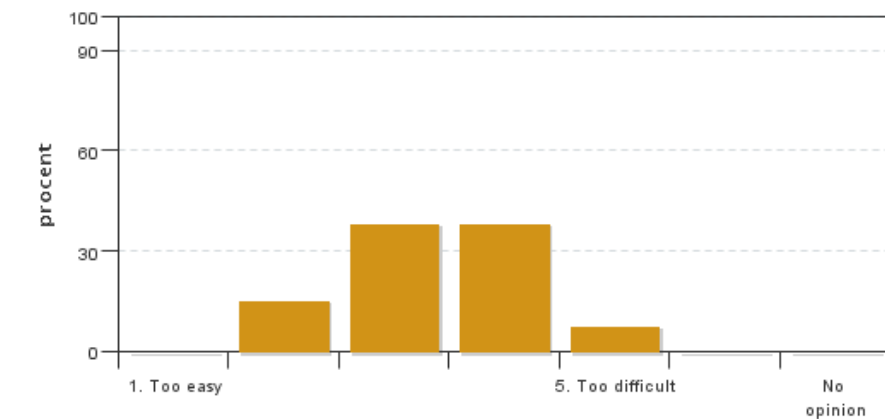
4. The overall impression of the course is very good.



Answers: 13
 Medel: 4,0
 Median: 4

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

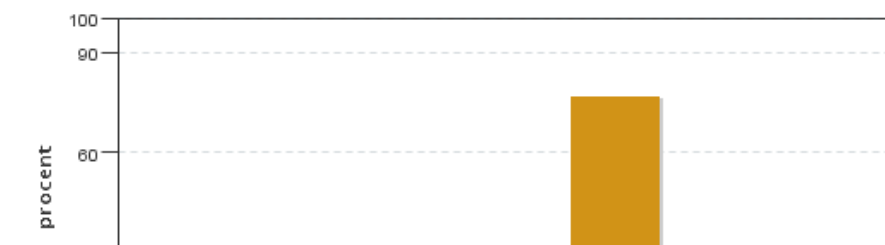
5. The level of difficulty for this course has been



Answers: 13
 Medel: 3,4
 Median: 3

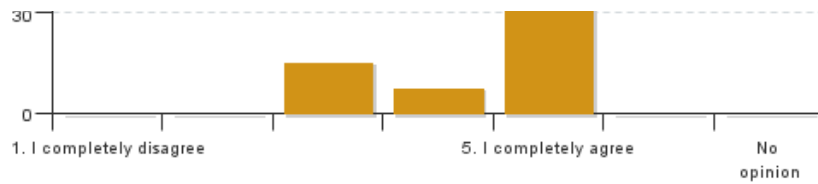
1: 0
 2: 2
 3: 5
 4: 5
 5: 1
 No opinion: 0

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.



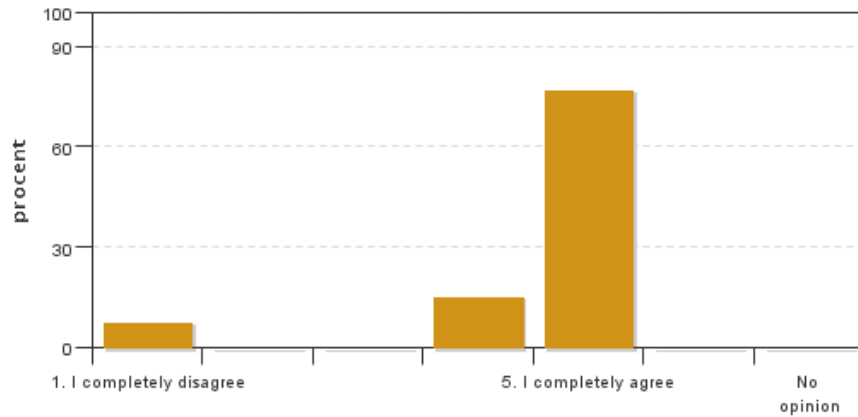
Answers: 13
 Medel: 4,6
 Median: 5

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



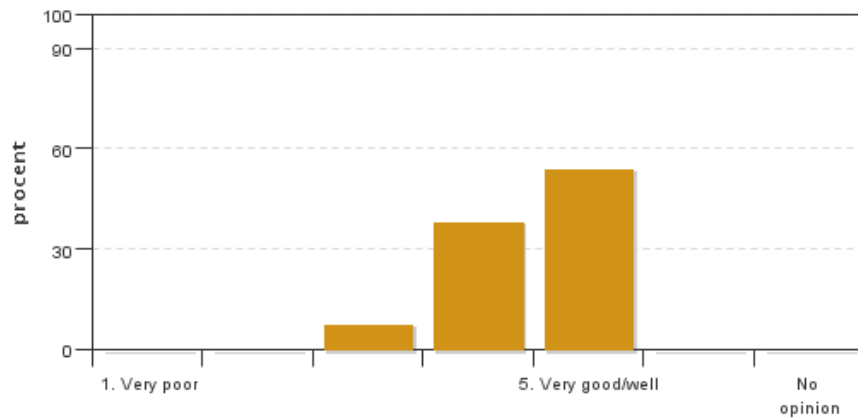
5: 10
No opinion: 0

7. The grading criteria were clear and easy to understand



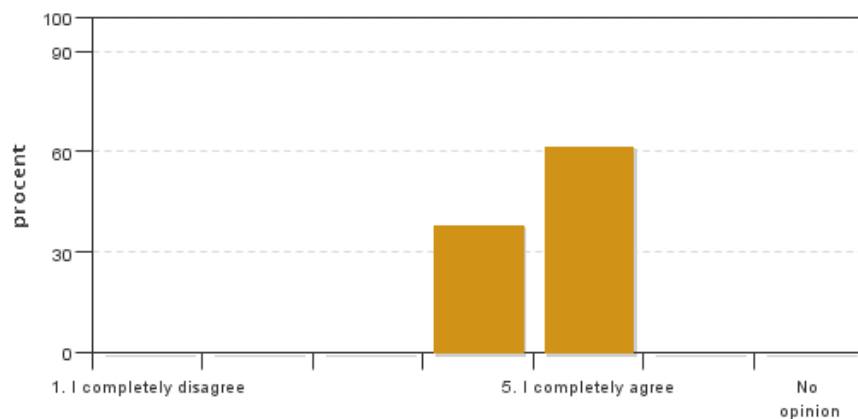
Answers: 13
Medel: 4,5
Median: 5
1: 1
2: 0
3: 0
4: 2
5: 10
No opinion: 0

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



Answers: 13
Medel: 4,5
Median: 5
1: 0
2: 0
3: 1
4: 5
5: 7
No opinion: 0

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



Answers: 13
Medel: 4,6
Median: 5
1: 0
2: 0
3: 0
4: 5
5: 8
No opinion: 0

Course leaders comments

Sixteen students took the course, of which thirteen completed the course valuation. The overall impression of the course was really good (mean=4) and the students felt that the administration of the course worked very well (mean=4.2). The course objectives were well covered (mean=4.6), and the grading criteria were clear and easy to understand (mean=4.5). The students also felt that the discussion climate was very good (mean=4.5) and that the infrastructure (teaching facilities and equipment) was great (mean=4.6). Most teachers got good reviews and the students felt that the teachers took an active interest in their subjects and of the teaching (mean=4.6). The laboratory (mean=4.3) and literature projects (mean=4.4) were also very popular parts of the course. The guest lecturers from the industry were also very popular.

Given this positive response, we will not make any major changes for the next year's course. There was however some comments that the population genetics part was too basic and to meet this critique we will reduce the lectures to two hours and instead have a group discussion of a scientific paper. There were also some suggestions to go deeper into QTL analyses, and we will therefore include a group discussion on a scientific paper also here. On the lab part, we will include an optional session on how to perform some basic lab work for those students who has no previous experience with lab work.

Student representatives comments

The overall impression of the course was generally good and the administration was satisfactory. There was diversity in background knowledge among students (some were familiar, others not so much). The difficulty of the course was generally deemed moderate to hard. Most students spent 20 hours or more per week on the course, and half of those spent more than 30. Notably, 3 students spent more than 40 hours, which is the approximate weekly workload in the syllabus (one of them even more than 50). Because of this, some commented that the workload was worth more than 15 credits. The expected learning outcomes of the course were completely met by nearly all students and most of them believe they performed well.

The leading teachers' performance was deemed more than satisfactory and most lectures by guests were generally well-received, particularly the ones about oat breeding, polyploidy, hybrid breeding and GMO policies. The lecture on breeding for stress tolerance, though informative, was hard to follow. The seminar on seed certification and the lecture on disease resistance breeding were notable exceptions, as many students believed they were not constructive or informative at all. It was commented that while the wide array of guest lecturers made the course more interesting, it also made it a little inconsistent and confusing. Overall, a good discussion climate was maintained throughout the course.

The available literature comprised of a coursebook and published papers suggested by the teachers. Although the coursebook covers much of the course's material, it was criticized for its numerous mistakes and some students did not find it very helpful. The chosen papers were a good information resource. The exam was regarded by most students as a good assessment of their understanding of the topics and the grading criteria were clear enough (except for one student who gave it the worst grade, albeit without reasoning). There was a comment about the relatively little teaching time that was given for QTL mapping (one lecture and one computer session). Moreover, most of us were already taught about population genetics. Perhaps more time should be allotted to this complex and important topic (QTL) and less to other already known ones.

The literature project was considered a highly rewarding process by most students, although some commented that it was stressful and they had a hard time fitting it into the already tight schedule. There was a suggestion that it should be finished before Christmas, so more time would be allotted to studying for the exam. Another suggestion was to give more time to concentrate solely on the report. The lab sessions were highly educative, well-structured and allowed a degree of independence during work, which was fitting to an advanced master course. Only the crossing part felt a little like the "odd-one-out" when put up against the other lab parts. The instructors were very helpful and friendly. There was a complaint about the grading of the lab report from one student. Perhaps the desired structure and content of the report could be more well-defined from the beginning.

The existing infrastructure (facilities, equipment) was satisfactory, though there was one complaint about the very limited workspace next to the greenhouse. Also, many students complained about the vast amount of paper that was used for printing handouts of the presentations. In addition to being wasteful, this creates storage problems. The presentations could be given electronically through the student portal. I believe that printing handouts is standard "SLU procedure" as it happens in other courses as well, but maybe it is time this changed.

Overall, it was a well-organized course with a few imperfections here and there. It was described as being constructive and informative, engaging the students' interests and developing their knowledge and abilities. Some restructuring of the time allocated among lectures and written projects can highlight the more important parts, reduce the stress and help streamline the course.

The student representative,

Dimitris Kokoretsis

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