



## Plant pathology BI1044, 10031.1516

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

### Evaluation report

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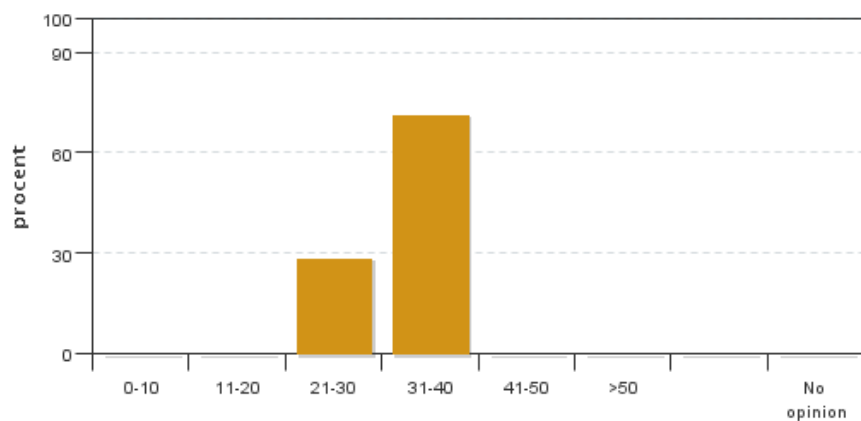
Evaluation period: 2015-10-22 - 2016-01-19

Answers 7  
Number of students 10  
Answer frequency 70 %

### Mandatory standard questions

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

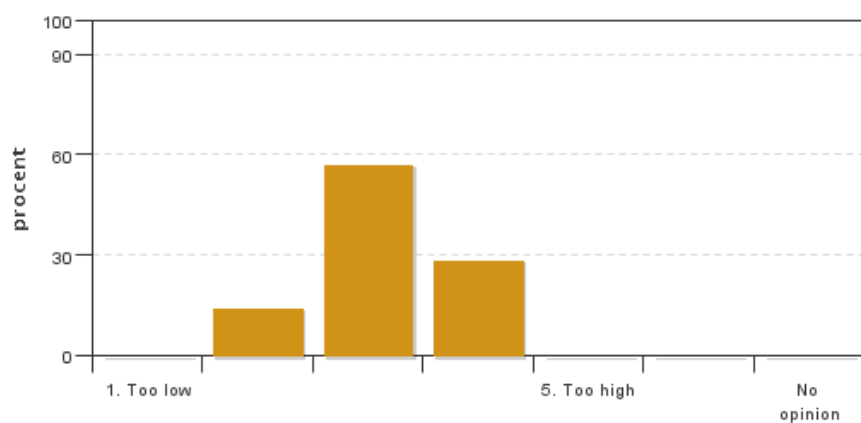


Answers: 7  
Medel: 32,1  
Median: 31-40

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

No opinion: 0

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

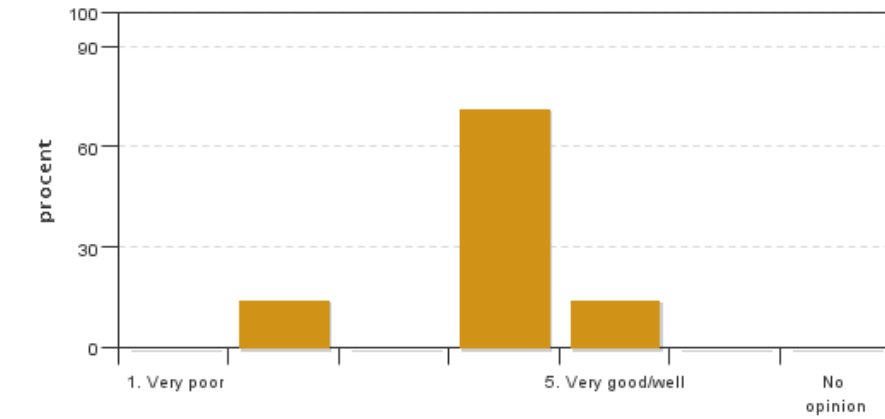


Answers: 7  
Medel: 3,1  
Median: 3

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

No opinion: 0

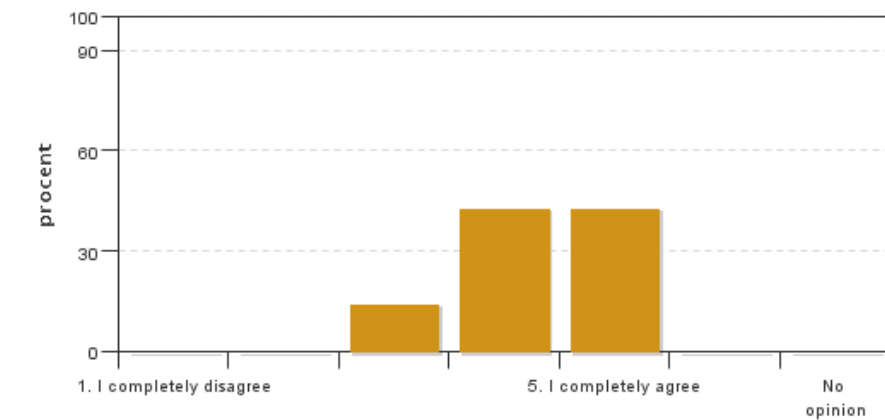
**3. How has the administration of the course worked?**



Answers: 7  
 Medel: 3,9  
 Median: 4

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

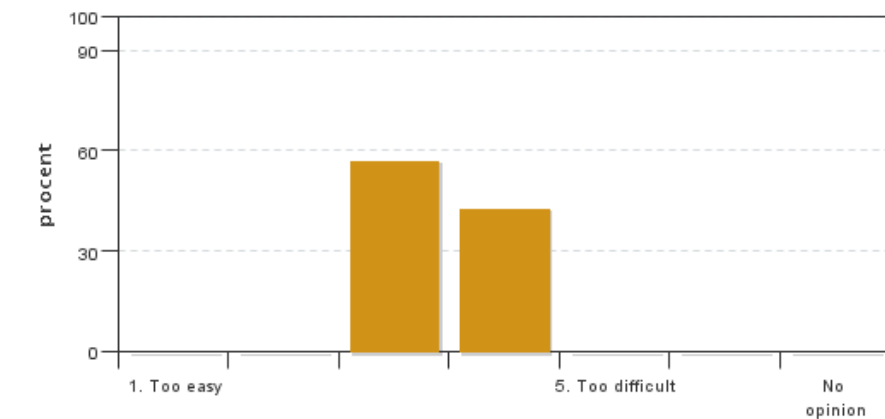
**4. The overall impression of the course is very good.**



Answers: 7  
 Medel: 4,3  
 Median: 4

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

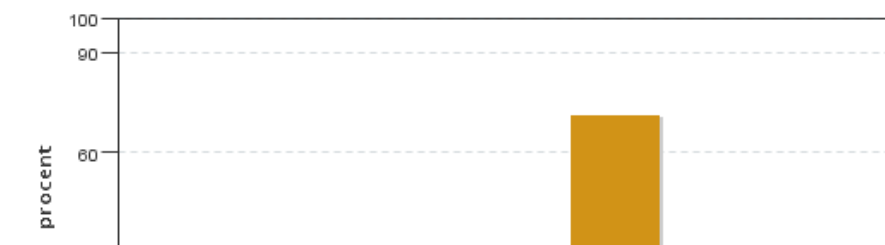
**5. The level of difficulty for this course has been**



Answers: 7  
 Medel: 3,4  
 Median: 3

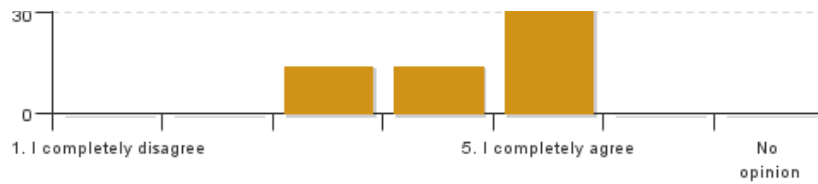
1: 0  
 2: 0  
 3: 4  
 4: 3  
 5: 0  
 No opinion: 0

**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.**



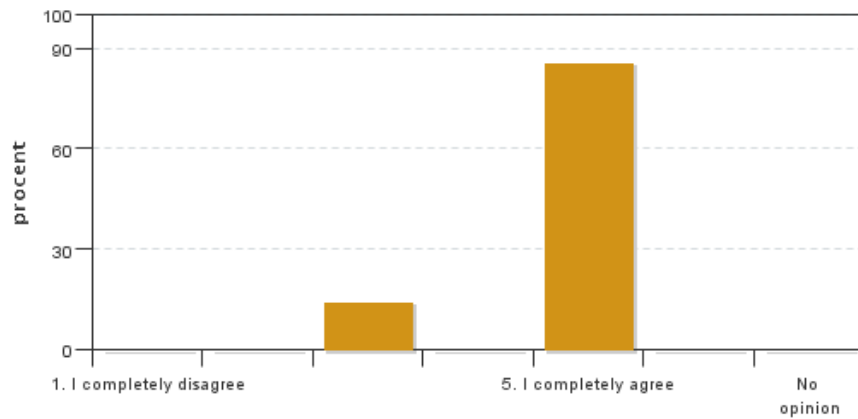
Answers: 7  
 Medel: 4,6  
 Median: 5

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



5: 5  
No opinion: 0

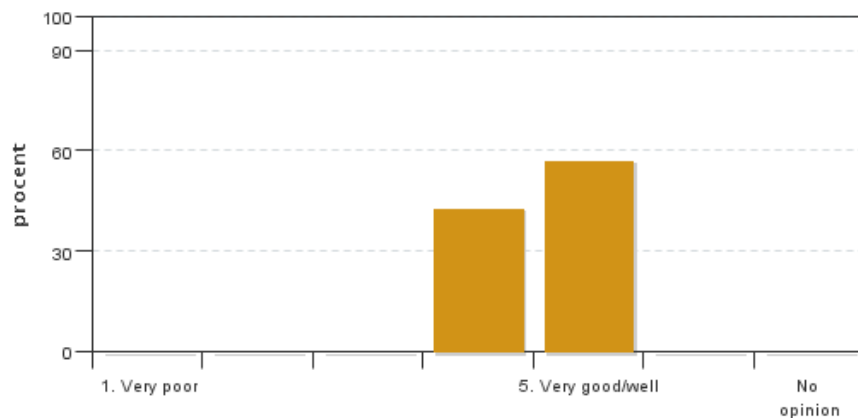
**7. The grading criteria were clear and easy to understand**



Answers: 7  
Medel: 4,7  
Median: 5

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

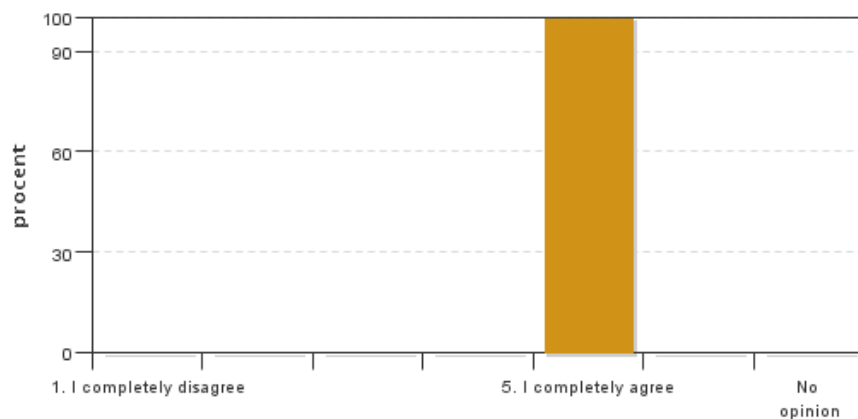
**8. I believe that the discussion climate during the course has been good**



Answers: 7  
Medel: 4,6  
Median: 5

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

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



Answers: 7  
Medel: 5,0  
Median: 5

1: 0  
2: 0  
3: 0  
4: 0  
5: 7  
No opinion: 0

## Course leaders comments

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### 1. Kommentera alla de fritextkommentarer som känns relevanta i utvärderingsrapporten -- både bra och dåliga.

Overall I find the evaluation of the course quite good and I can see we have improved several things by included students' suggestions from earlier years. I will try to comment on the new suggestions from this year as follows:

The e-mail list did not have the correct addresses for all students from course start. This is a huge problem for us when planning the course that we can't get the right e-mail addresses and number of students before after course start – we only have some of those who are enrolled at SLU from earlier on (or we can try to find them in mailing lists) and we get several list with private e-mail addresses of students. It always turns out that only about ½ of the students who originally have signed up shows up. Some students never check their SLU e-mail before course start and a student did not tell that she was not getting the information via e-mail before half way through the course. I should suggest to SLU that the students must sign up at least one month before course start and we will get a corrected e-mail address list (SLU e-mail addresses) on students who will attend the course at that time. Last week of August I sent an e-mail to all students and asked them to confirm that they would attend but almost no one replied. Collecting e-mail addresses the first week which I normally have done is only solving the problem partly as it do not help the course planning before course start.

Lab. exercises: We were running a new series of exercises on biocontrol and the lab. exercise instructions will be improved for next year. We will probably also include more training in analysing data in the exercises as suggested.

IPM, Biocontrol vs. patho-systems: We find there is a good balance as it is very important to have a solid understanding of IPM and biocontrol as well as all the other themes addressed and we are then using selected but different pathosystems/diseases for understanding the principles. This strategy is also reflected in the students positive comments under "Egna frågor" §10 and 11.

Agrios – the text book: Several of the themes we have in each week are in a way following the chapters in Agrios but useful information is not always restricted to a few chapters so we have decided only to mention the most relevant parts/chapters for a given topic and let the students find out themselves what is relevant for a given topic.

Ways of teaching: Lectures are extended with some time and not always following the time plan – but as it is a full time course without overlap to other courses we find it is important to continue interesting discussions and also sometimes lectures although it is good if the scheduled plan at lunch is followed.

There were several guest lectures where the invited teacher experienced that only 2 students showed up because their lecture was at 9 am. This is not ok! But probably difficult to solve - we try to always have several activities in addition to the lectures placed on the same days but it is not always possible.

### 2. SLU har ett övergripande mål att "Öka kunskapen om hållbar utveckling och hållbart nyttjande av naturresurser hos våra studenter". Kommentera nedan hur du anser att kursen har bidragit till kursdeltagarnas kunskaper om hållbar utveckling och hållbart nyttjande av naturresurser.

The course is focussing on giving the students competence in understanding the biology of plant pathogens including lifecycles/disease cycles as a prerequisite for preventing/controlling plant diseases. The main focus is then on how to control diseases in a sustainable way based on forecasting, plant defence responses and resistant plant varieties, crop rotation schemes, biocontrol measures etc. for minimizing pesticide use. Integrated pest management, IPM which is aiming at sustainable plant protection is addressed in the last part of the course when the students are familiar with the control measures mentioned above.

/Comments: Dan Funck Jensen

## Student representatives comments

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### 1. Kommentera alla de fritextkommentarer som känns relevanta i utvärderingsrapporten -- både bra och dåliga.

The general impression of the course is really good with an average of 4,3 out of 5.

Regarding the level of difficulty, the majority of the students found it adequate.

Excursion: It was good to go outside and see some diseases "in real life" rather than just looking at pictures and dried samples.

Lab exercises: The students appreciated the microscope exercises (diagnostics labs).

Most students liked the biocontrol lab but some wished for it to be more extensive with more advanced tasks (e.g. molecular analysis). The students would also like to have better instructions on how to write the lab report.

Theoretical exercises: These exercises were good since you got to read articles and discuss them more in-depth

than if you only had a lecture. However some of the articles were a bit hard to understand. One student mentioned that this seemed to be a form of teaching that the lecturers too enjoyed.

One thing to consider in future courses is to have the last theoretical exercise a bit earlier since it collided with finishing the case study.

One student wanted less focus on theoretical exercises and more focus on lab work.

Individual case study: The students liked this part of the course since you get the opportunity to read more about a subject that interests you. The students ask for a bit clearer instructions on how to do the poster presentation, though.

The largest problem in the course was that the e-mail list didn't work and that some students therefore didn't receive all information from the course administration. This is not a big problem to fix and hopefully it will work better next year.

**2. SLU har ett övergripande mål att "Öka kunskapen om hållbar utveckling och hållbart nyttjande av naturresurser hos våra studenter". Kommentera nedan hur du anser att kursen har bidragit till kursdeltagarnas kunskaper om hållbar utveckling och hållbart nyttjande av naturresurser.**

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