



Plant pathology BI1044, 10034.1617

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

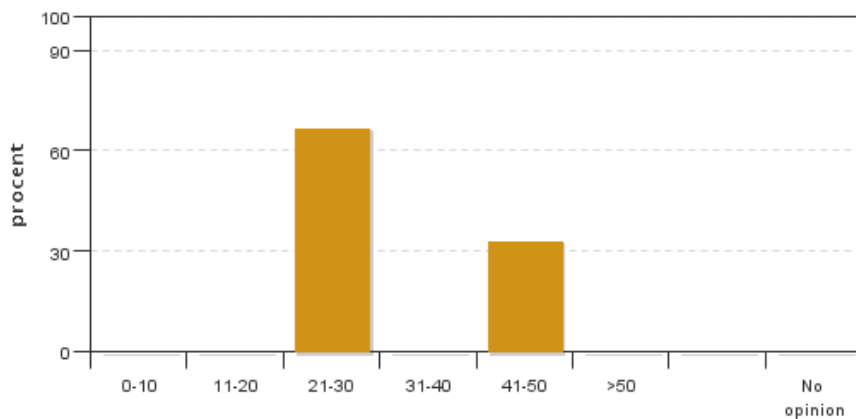
Evaluation report

Evaluation period: 2016-10-20 - 2016-11-14

Answers 6
Number of students 8
Answer frequency 75 %

Mandatory standard questions

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

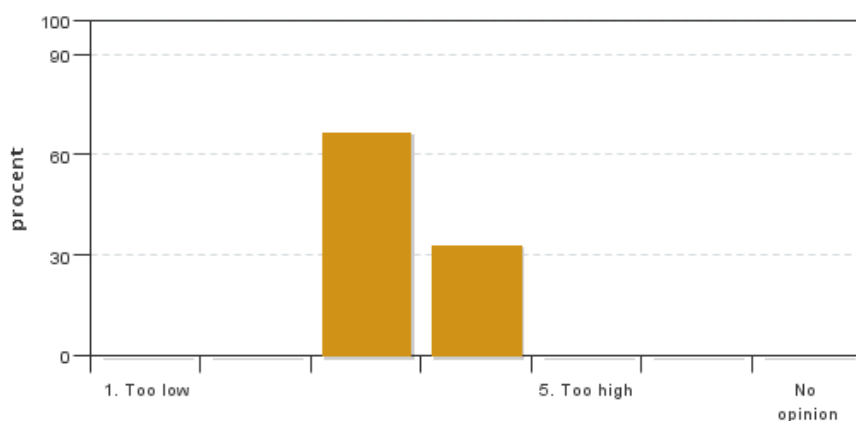


Answers: 6
Medel: 31,7
Median: 21-30

0-10: 0
11-20: 0
21-30: 4
31-40: 0
41-50: 2
>50: 0

No opinion: 0

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

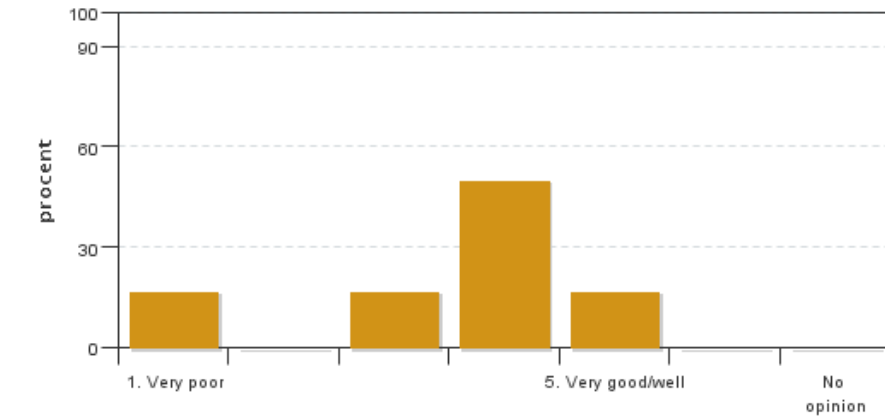


Answers: 6
Medel: 3,3
Median: 3

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

No opinion: 0

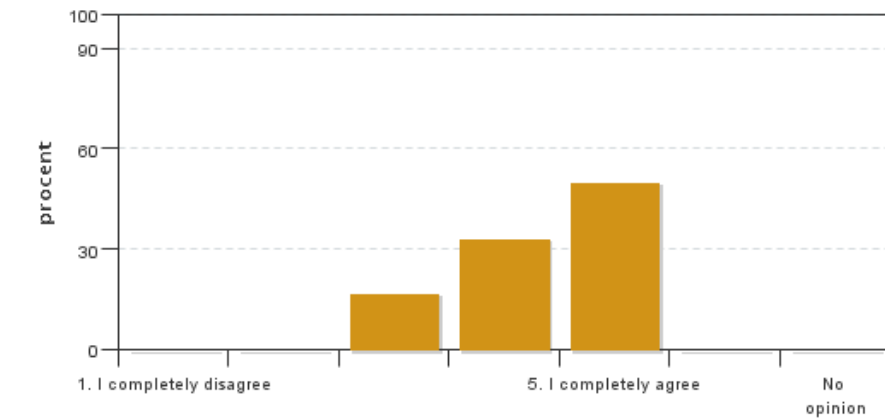
3. How has the administration of the course worked?



Answers: 6
 Medel: 3,5
 Median: 4

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

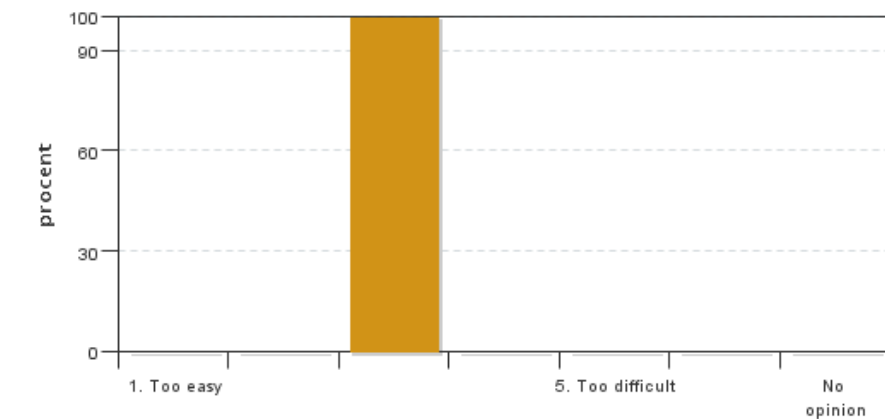
4. The overall impression of the course is very good.



Answers: 6
 Medel: 4,3
 Median: 4

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

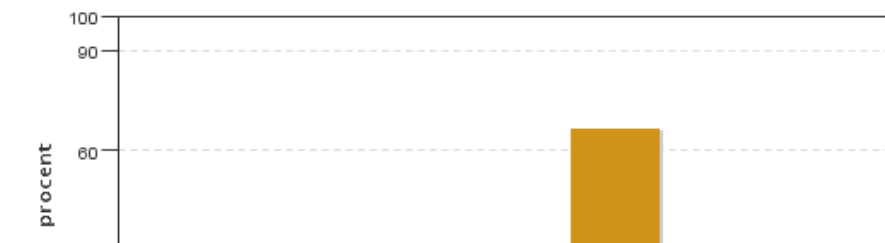
5. The level of difficulty for this course has been



Answers: 6
 Medel: 3,0
 Median: 3

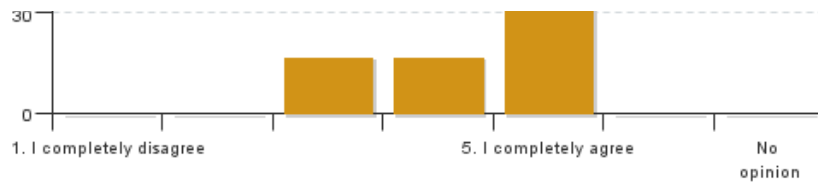
1: 0
 2: 0
 3: 6
 4: 0
 5: 0
 No opinion: 0

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.



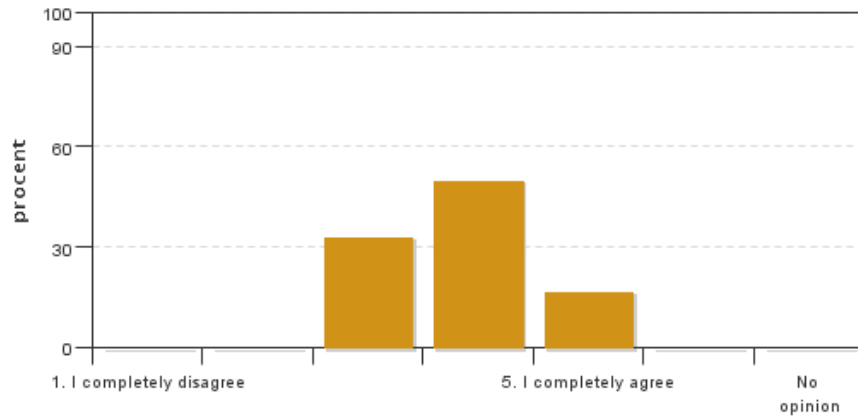
Answers: 6
 Medel: 4,5
 Median: 5

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



5: 4
No opinion: 0

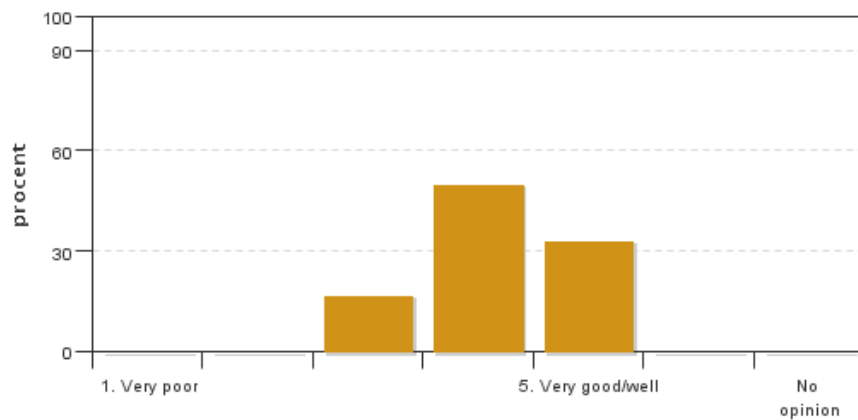
7. The grading criteria were clear and easy to understand



Answers: 6
Medel: 3,8
Median: 4

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

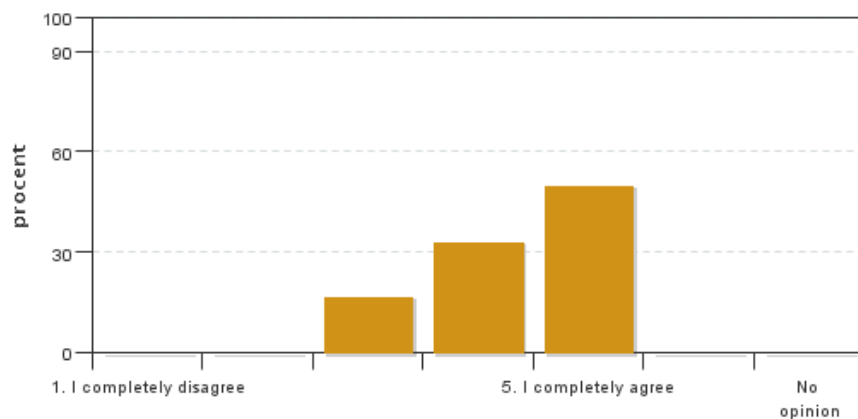
8. I believe that the discussion climate during the course has been good



Answers: 6
Medel: 4,2
Median: 4

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

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



Answers: 6
Medel: 4,3
Median: 4

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

Course leaders comments

1. Kommentera alla de fritextkommentarer som känns relevanta i utvärderingsrapporten -- både bra och dåliga. The course is in general evaluated high. All students had an acceptable background for attending the course and one mentioned that the basic course in plant pathology at the BSc level was a good background for following the present course. However some students needed to use more time per week than others. It looks like, however, that the workload could be increased for the students without stressing them too much. There was a comment about the lab work which could include more challenges - we will work for that for the coming course. The discussion environment was considered very good and beneficial for the learning process. A suggestion was to make more specific questions for the theoretical exercises but these are made with the intention that the groups can discuss the problems in the text and not for giving final answers before they are discussed together in plenum. For several such questions there might be different answers which we try to deal with in plenum.

The course organization is evaluated high except for one student which suggests that "Fronter" is used for the course schedule. We already several years ago decided not to use this tool as we find it less flexible in the course planning process and the students always have direct access to the latest version of the plan directly at the course home page and get it sent by e-mail every time it is modified.

Comment to the extra questions: Most students seem very pleased with the course and the way of teaching with priority to discussions and problem based learning. Also getting experiences with reading scientific literature is highly appreciated. One student writes that the course "was heavily biased towards fungi" - yes as already pointed out at the start fungal pathogens and the diseases they cause are much more important in plant production in Sweden and temperate countries whereas bacterial diseases are problematic in the tropics although diseases caused by fungi also are the most important here. Virus and nematodes are also dealt with in the course but fungi must have priority.

All literature has been chosen based on its relevance for giving the student a solid and profound background in plant pathology and even older literature can be highly relevant in this respect. The literature on infection processes, signalling and resistance should have given the student a good and clear understanding and making them qualified to start understanding new papers coming in these topics.

/Dan Funck Jensen

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 about plant pathology - the biology of the pathogens and how this understanding can be used for avoiding or controlling plant diseases in a sustainable way without or with reduced input of pesticides. Included is how this can be used in strategies for integrated pest management IPM, Plants must now be produced organically or according to IPM principles according to the legislation implemented in the EU on plant protection.

Student representatives comments

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

Overall the course has been appreciated by the students.

The perceived difficulty of the course has varied, some students found the course very hard and some found the academic level to be too low (some exercises were experienced as exercises that could have been on bachelor level). Some students also wanted the course to put more time into some topics, one example mentioned is resistance. Other minor changes in exercises like going through questions for theoretical exercises and rewrite them or make new ones to increase learning would be good.

Digital tools could be used more, such as Fronter, in the course instead of printed handouts etc.

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 brings up resistance (plant and pathogen) and IPM which are closely related to sustainable development.