Växtpatologi
BI1044, 10034.1617

15 Hp
Studietakt = 100%
Nivå och djup = Avancerad
Kursledare = Dan Funck Jensen

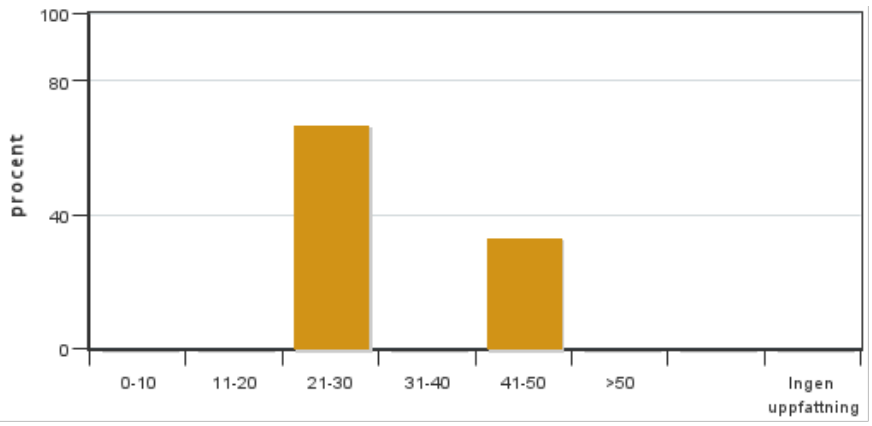
Värderingsresultat

Värderingsperiod: 2016-10-20 - 2016-11-14

Antal svar	6
Studentantal	8
Svarsfrekvens	75 %

Obligatoriska standardfrågor

1. Hur många timmar per vecka har du i genomsnitt lagt ner på kursen (inklusive schemalagd tid)?

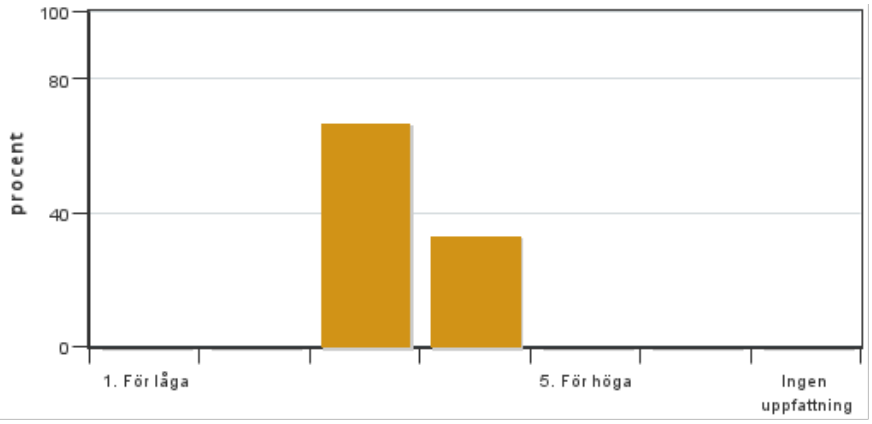


Antal svar: 6
Medel: 31,7
Median: 21-30

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

Har ingen uppfattning: 0

2. Vad anser du om dina förkunskaper inför kursen?

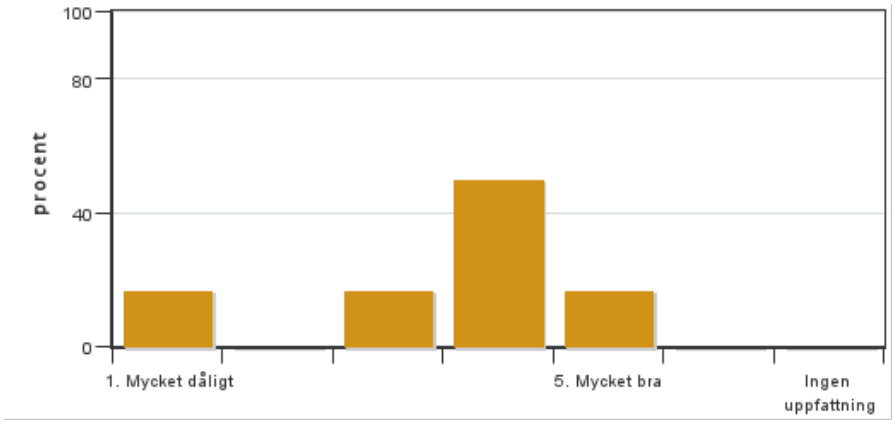


Antal svar: 6
Medel: 3,3
Median: 3

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

Har ingen uppfattning: 0

3. Hur har informationen/administrationen i samband med kursen fungerat?

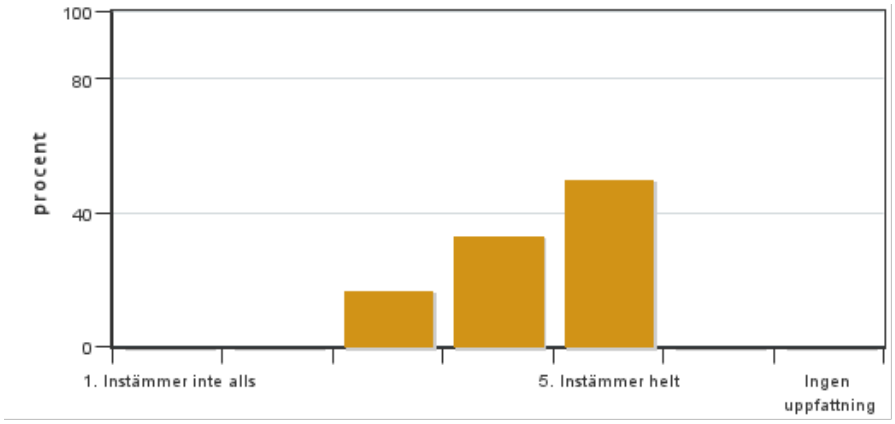


Antal svar: 6
Medel: 3,5
Median: 4

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

Har ingen uppfattning: 0

4. Jag anser att helhetsintrycket av kursen är mycket gott

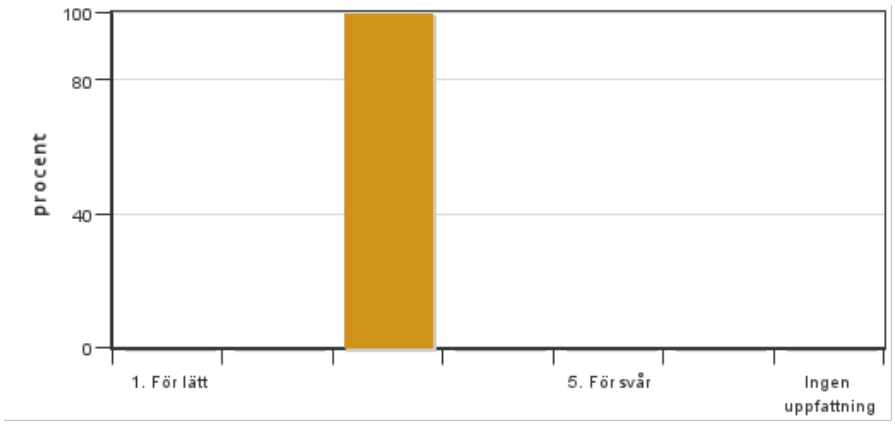


Antal svar: 6
Medel: 4,3
Median: 4

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

Har ingen uppfattning: 0

5. Jag anser att kursens svårighetsgrad har varit

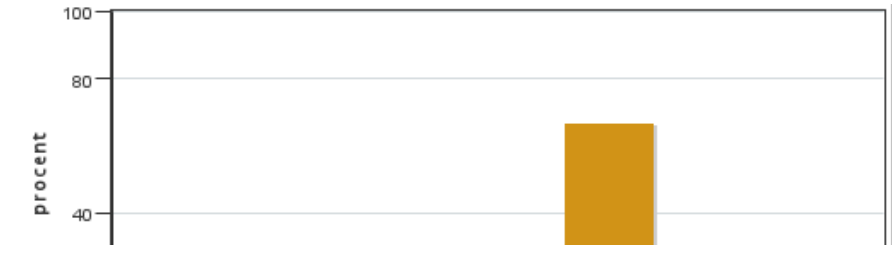


Antal svar: 6
Medel: 3,0
Median: 3

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

Har ingen uppfattning: 0

6. Jag anser att kursen har behandlat alla lärandemål som anges i kursplanen. Om Du markerar (1), (2), (3), eller (4) ange vilket/vilka lärandemål som blivit otillräckligt behandlade.



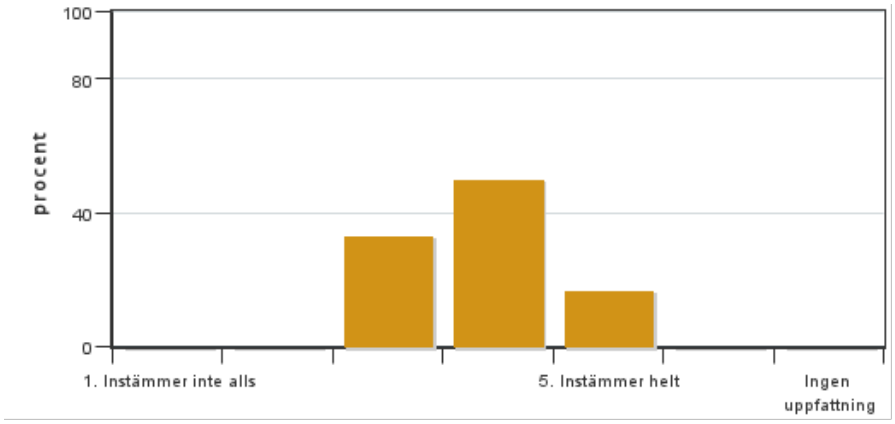
Antal svar: 6
Medel: 4,5
Median: 5

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

5: 4

Har ingen uppfattning: 0

7. Betygskriterierna var tydligt formulerade och enkla att förstå

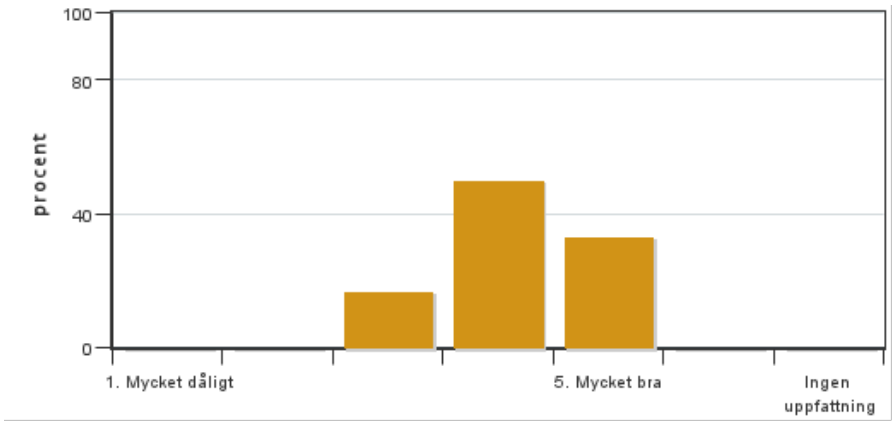


Antal svar: 6
Medel: 3,8
Median: 4

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

Har ingen uppfattning: 0

8. Jag anser att diskussionsklimatet under kursen har varit bra.

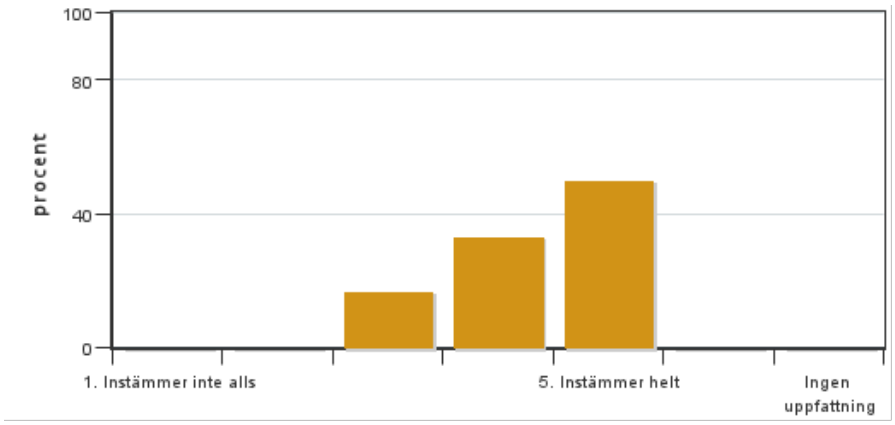


Antal svar: 6
Medel: 4,2
Median: 4

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

Har ingen uppfattning: 0

9. Jag anser att nödvändig infrastruktur kring undervisningen som lokaler och utrustning har fungerat ändamålsenligt.



Antal svar: 6
Medel: 4,3
Median: 4

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

Har ingen uppfattning: 0

Kursledarens kommentarer

1. Kommentera alla de fritextkommentarer som känns relevanta i utvärderingsrapporten -- både bra och dåliga. The course is in general evaluated high. All studenta 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 comming 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 intension that the groups can diskuss the problems in the text and not for giving final answers before they are discussed togeter in plenum. For several such questions there might be different answers which we tries to deal with in plenum.

The course organization is evaluated high exept for one student which suggest 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 send 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 write that the course "was heavilly biased towards fungi" - yes as already pointed out at the start fungal pathogens and the diseases they causes are much more important in plant production in Sweden and temperate countries whereas bacteria 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.

Studentrepresentantens kommentarer

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

Overall the course have been appreciated by the students.

The perceived difficulty of the course have varied, some students found the course verry hard and some found the academic level be to 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 learing would be good.

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

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