



Plant pathology BI1044, 10001.1718

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

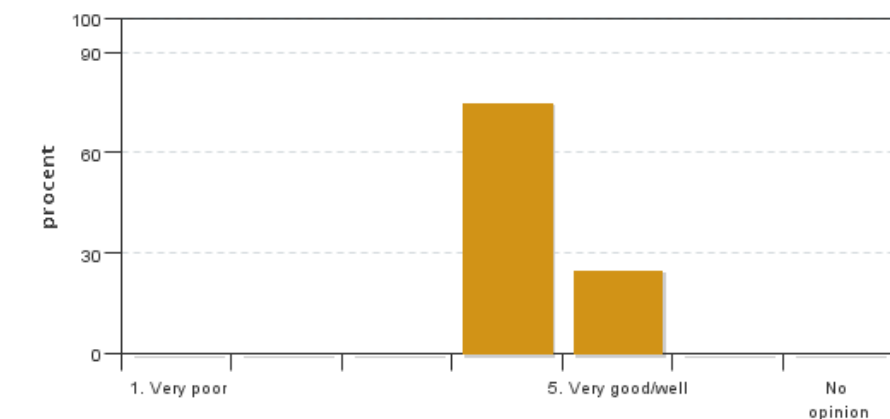
Evaluation report

Evaluation period: 2017-10-16 - 2017-11-13

Answers 4
Number of students 10
Answer frequency 40 %

Mandatory standard questions

1. My overall impression of the course is:

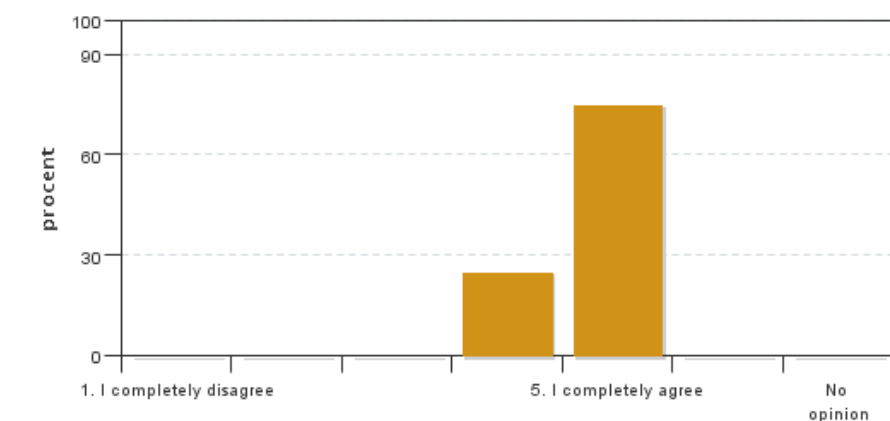


Answers: 4
Medel: 4,3
Median: 4

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

No opinion: 0

2. I found the course content to have clear links to the learning objectives of the course.

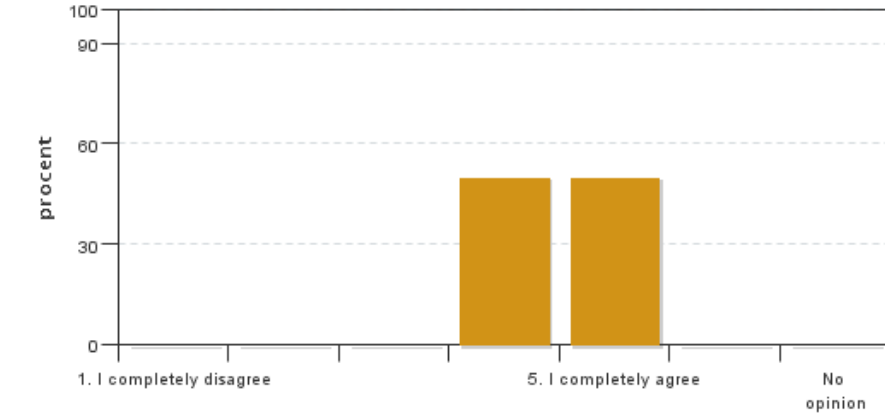


Answers: 4
Medel: 4,8
Median: 5

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

No opinion: 0

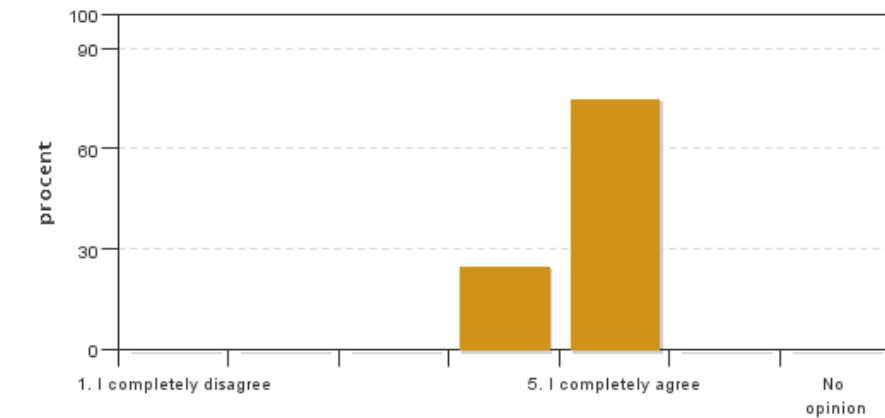
3. My prior knowledge was sufficient for me to benefit from the course.



Answers: 4
 Medel: 4,5
 Median: 4

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

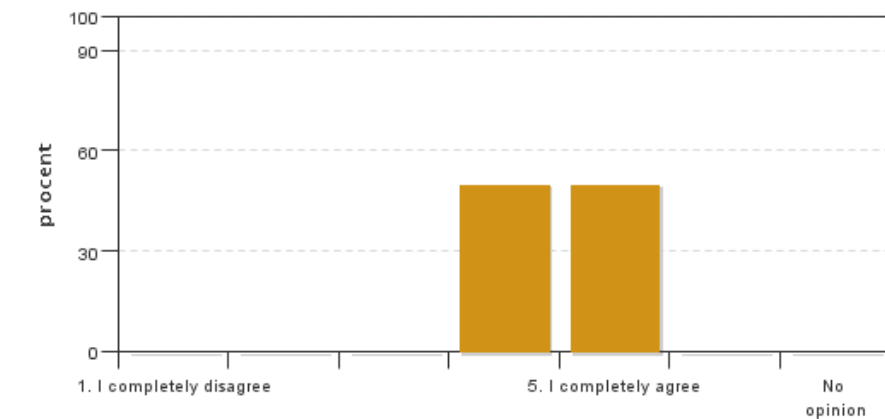
4. The information about the course was easily accessible.



Answers: 4
 Medel: 4,8
 Median: 5

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

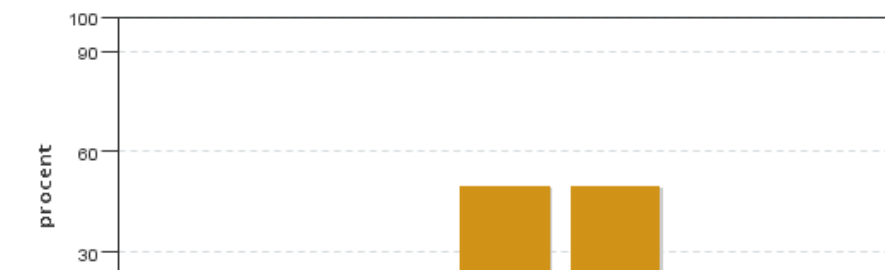
5. The various course components (lectures, course literature, exercises etc.) have supported my learning.



Answers: 4
 Medel: 4,5
 Median: 4

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

6. The social learning environment has been inclusive, respecting differences of opinion.



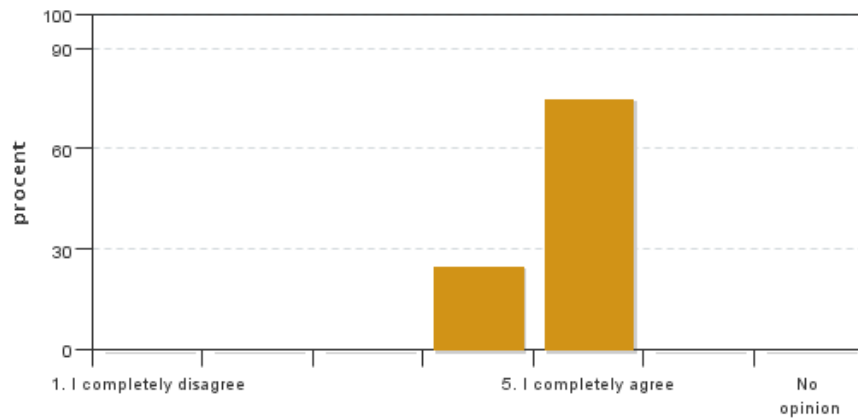
Answers: 4
 Medel: 4,5
 Median: 4

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



No opinion: 0

7. The physical learning environment (facilities, equipment etc.) has been satisfactory.

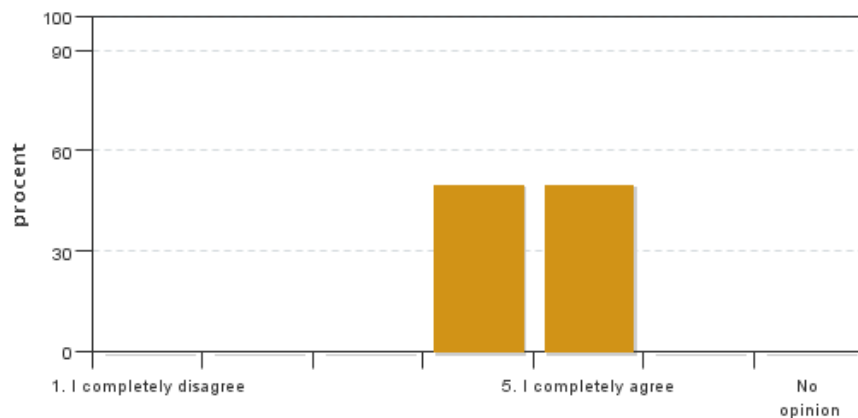


Answers: 4
Medel: 4,8
Median: 5

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

No opinion: 0

8. The examination(s) provided opportunity to demonstrate what I had learnt during the course (see the learning objectives).

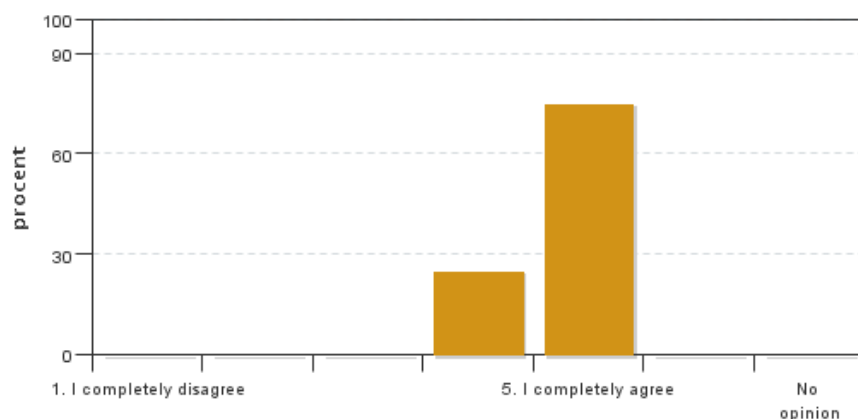


Answers: 4
Medel: 4,5
Median: 4

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

No opinion: 0

9. The course covered the sustainable development aspect (environmental, social and/or financial sustainability).

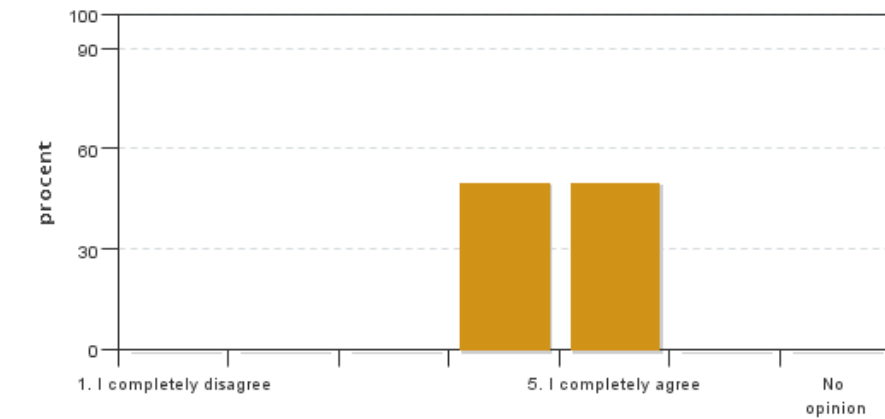


Answers: 4
Medel: 4,8
Median: 5

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

No opinion: 0

10. I believe the course has included a gender and equality aspect, regarding content as well as teaching practices (e.g. perspective on the subject, reading list, allocation of speaking time and the use of master suppression techniques).

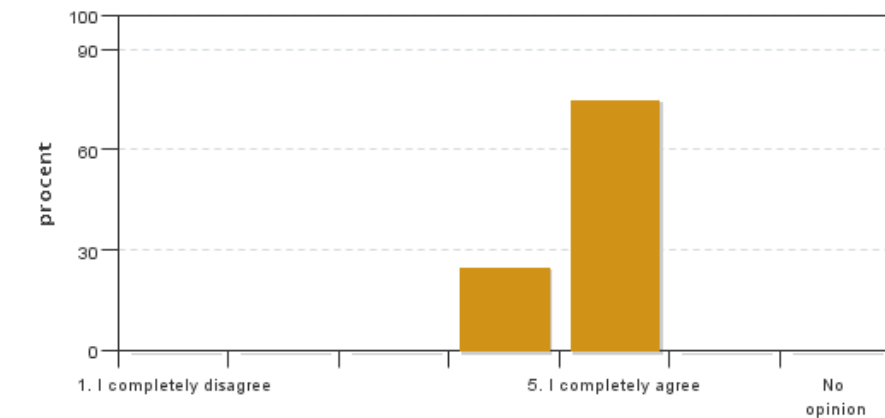


Answers: 4
 Medel: 4,5
 Median: 4

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

No opinion: 0

11. The course covered international perspectives.

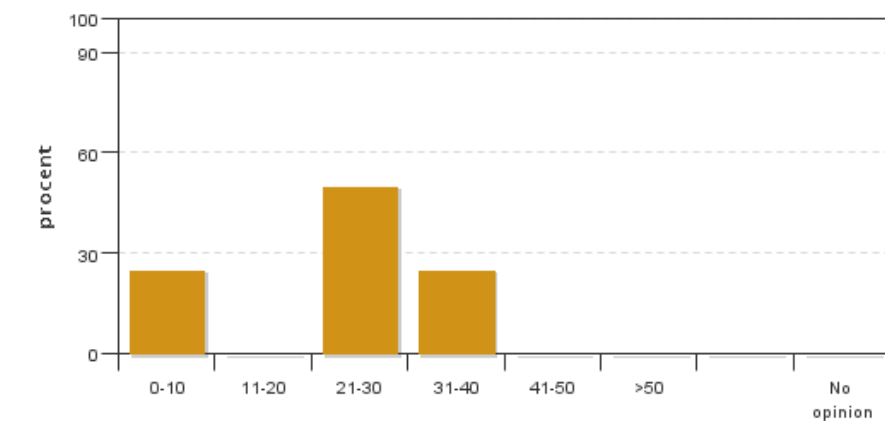


Answers: 4
 Medel: 4,8
 Median: 5

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

No opinion: 0

12. On average, I have spent ... hours/week on the course (including timetabled hours).



Answers: 4
 Medel: 22,5
 Median: 21-30

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

No opinion: 0

Additional own questions

13. What is the best that you learnt from this course?

13. 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?

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

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

13. We included the possibility to attend the conference on epidemiology of plant diseases as part of the course - what is your opinion on this? - please comment.

Course leaders comments

It was disappointing that only 40% of the students made the evaluation - It might be because some students were ill at the end of the course and we also had an oral evaluation in the last week of the course. The course was in general evaluated very high with average scores between 4,3-4,8 for all answers.

It is worth serious considerations that the students only have used 40 hours or less per week on the course and it must be a mistake that one claims only to use less than 10 hours/week. However, at the last part of the course the students seem to have too much to do with writing up and preparing for the poster etc. - we will try to have some of these activities earlier in the course - but it seems like there is enough time when looking at the figures showing working hours/week.

Most comments to the specific questions were very similar to the evaluation from the last years confirming that the students in general appreciate the different forms of teaching and that the course was well organized and the expectations and learning outcomes were fulfilled. The theoretical exercises where students are working in groups discussing a paper were commented differently this year indicating that some of the exercises might be run more like a journal club where the teacher is going through the papers without letting the students cope with it themselves first (PBL -teaching). We will consider that for next year if we should run some of the theoretical exercises as a journal club instead. We had the opportunity to include two day attendance in a scientific conference at SLU in plant disease epidemiology. This seemed to be a challenge to the students but it was appreciated very much based on the evaluation comments. This will unfortunately not be possible in next years courses.

The comment to the lab exercises that they could have been better structured reflect that we introduced some new lab exercises that can be better integrated in the other lab exercise activities - we will improve on that next year.

The interest in having more excursions with visits to farms is understandable but due to the late time of the year we don't find that this can be realistic. However the excursions we have at the start of the course were highly appreciated.

Student representatives comments

Overall the course seems to be interesting. Students have a good impression regarding the course which gave a very good understanding of the plant diseases and plant protection from Swedish to international perspectives. Students agree that the course contents and literatures fulfilled the learning objectives based on the theories and specific cases discussed during a course. Although students had different education backgrounds and nationalities the flow of the course helped student to follow and connect some of the previous knowledge and experiences. Sustainability in plant disease management was well incorporated in the lectures, case study and laboratory project to ensure plant diseases management for sustainable production.

Arranged course activities including excursions, theoretical exercises, presentation, laboratory project and poster are really helping to develop student's knowledge and ability. Excursions was good because the sites were having different tropical and temperate plants that help understanding of plant diseases in Swedish and international perspectives. The study environment allowed student to raise question, discuss different cases and share knowledge among student and the lecturer.

Although the course was good there are some parts that could be improved. Having more students that will allow students to share and exchange knowledge and experience. Students think that laboratory project may be arranged well especially room for PCR exercises to accommodate all students and enable easy following of PCR exercises. Students also suggest improving time management to prevent overwork in the end of the course while IPM exercise to be in the middle of the course and adding more time for laboratory work if possible. Furthermore, students recommend continuing with some interesting parts in the course such as field excursion and future plant disease epidemiology symposium.

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