



Integrated Pest Management in Sustainable Production Systems BI1267, 10095.1718

15 Hp
Pace of study = 100%
Education cycle = Advanced -
Course leader = Laura Grenville-Briggs Didymus

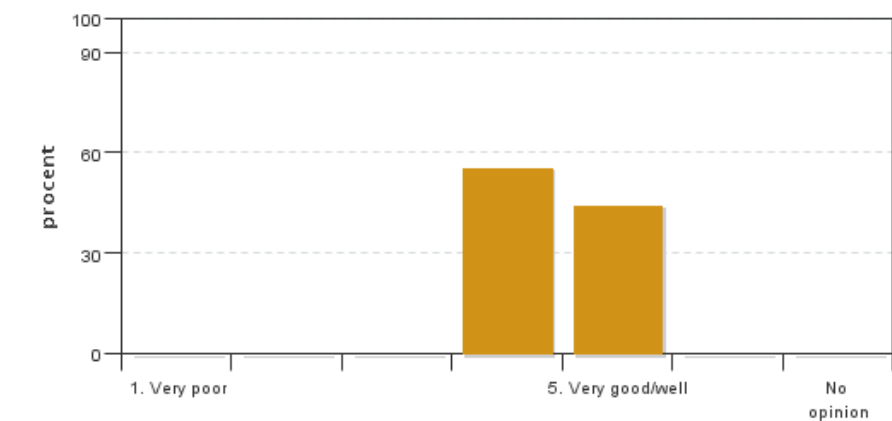
Evaluation report

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

Answers 9
Number of students 10
Answer frequency 90 %

Mandatory standard questions

1. My overall impression of the course is:

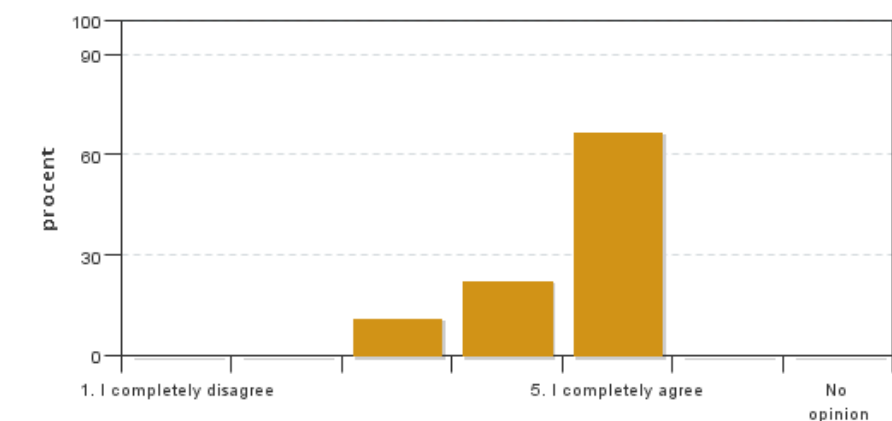


Answers: 9
Medel: 4,4
Median: 4

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

No opinion: 0

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

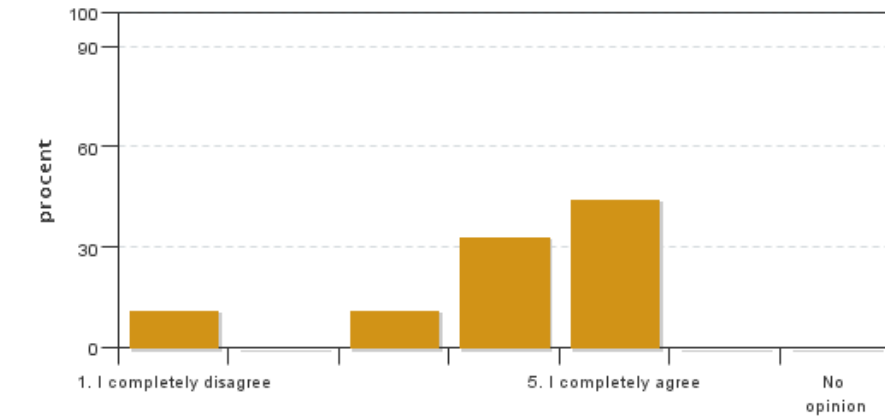


Answers: 9
Medel: 4,6
Median: 5

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

No opinion: 0

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

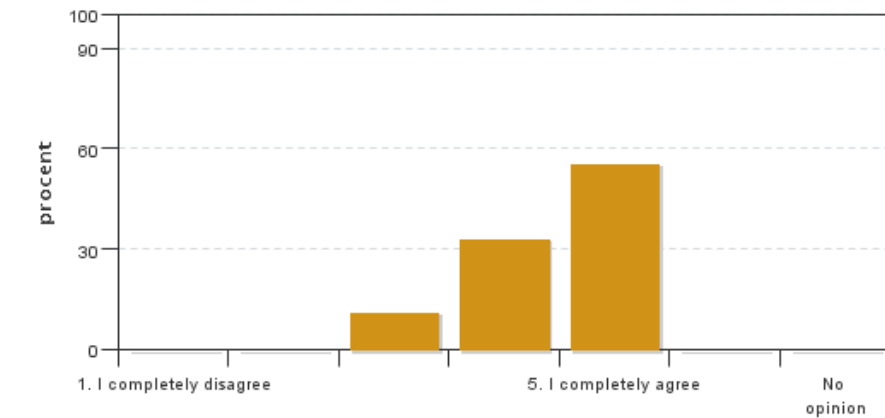


Answers: 9
 Medel: 4,0
 Median: 4

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

No opinion: 0

4. The information about the course was easily accessible.

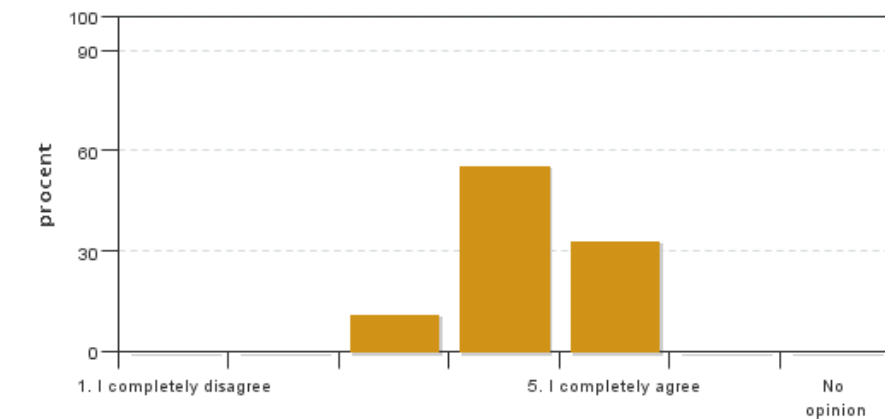


Answers: 9
 Medel: 4,4
 Median: 5

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

No opinion: 0

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

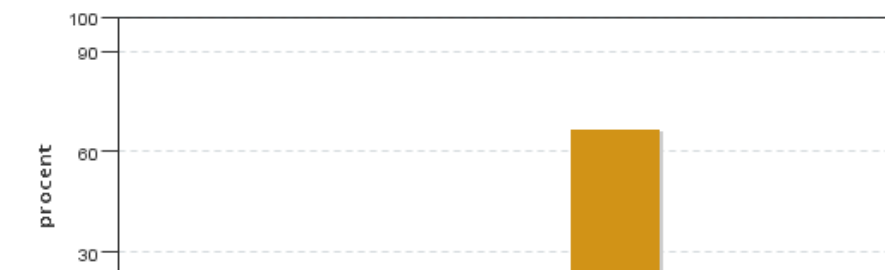


Answers: 9
 Medel: 4,2
 Median: 4

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

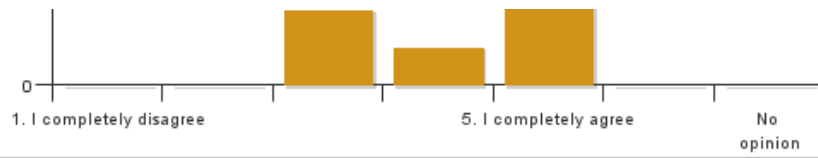
No opinion: 0

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



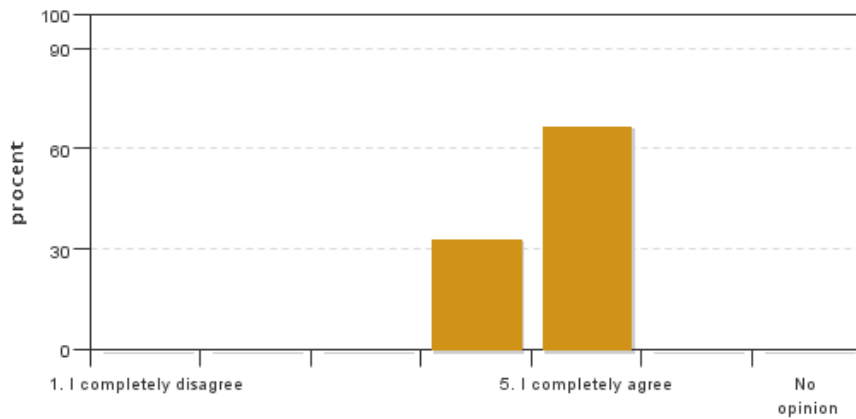
Answers: 9
 Medel: 4,4
 Median: 5

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



No opinion: 0

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

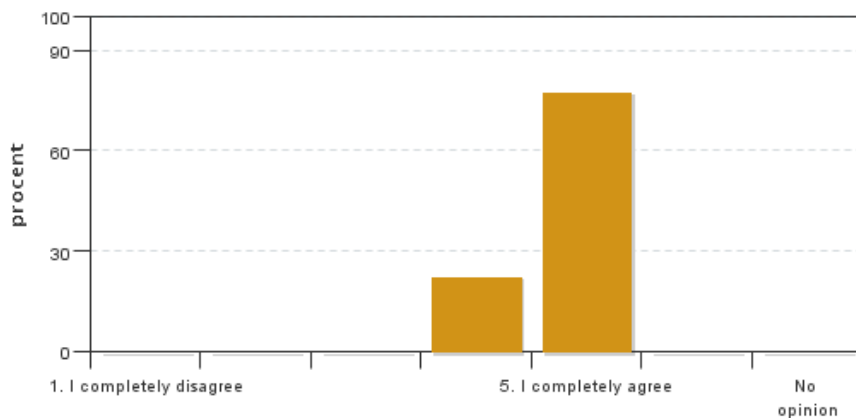


Answers: 9
Medel: 4,7
Median: 5

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

No opinion: 0

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

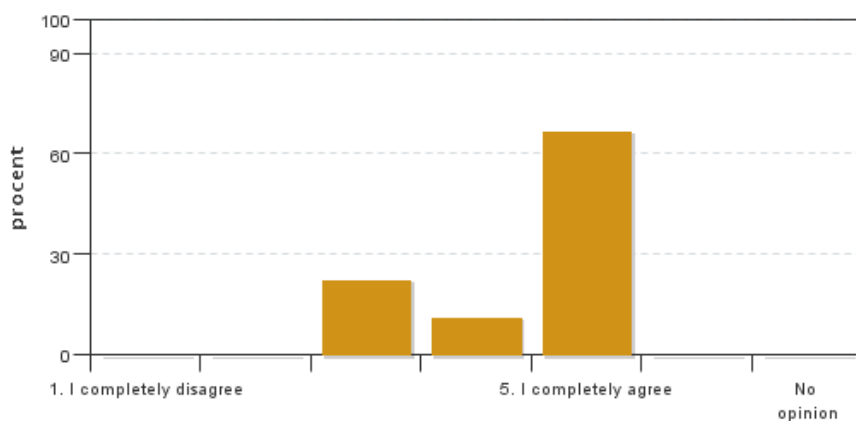


Answers: 9
Medel: 4,8
Median: 5

1: 0
2: 0
3: 0
4: 2
5: 7

No opinion: 0

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

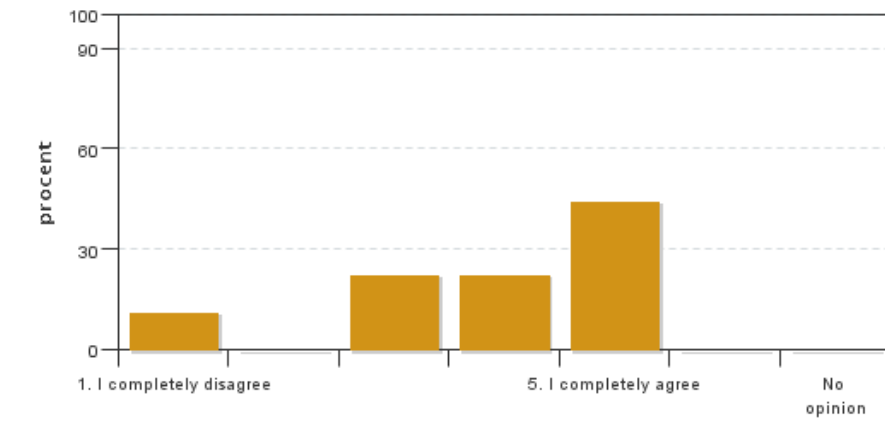


Answers: 9
Medel: 4,4
Median: 5

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

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).

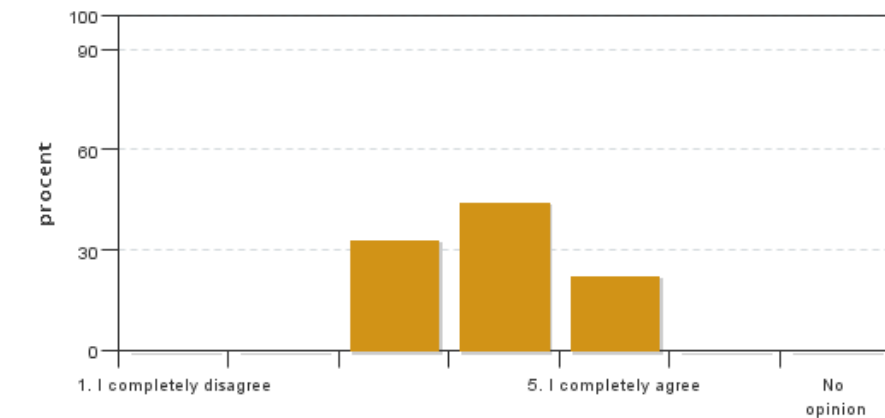


Answers: 9
 Medel: 3,9
 Median: 4

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

No opinion: 0

11. The course covered international perspectives.

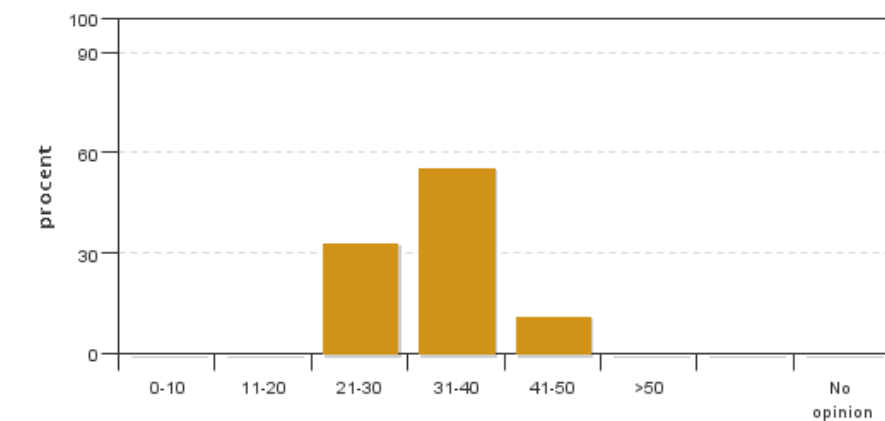


Answers: 9
 Medel: 3,9
 Median: 4

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

No opinion: 0

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



Answers: 9
 Medel: 32,8
 Median: 31-40

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

No opinion: 0

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



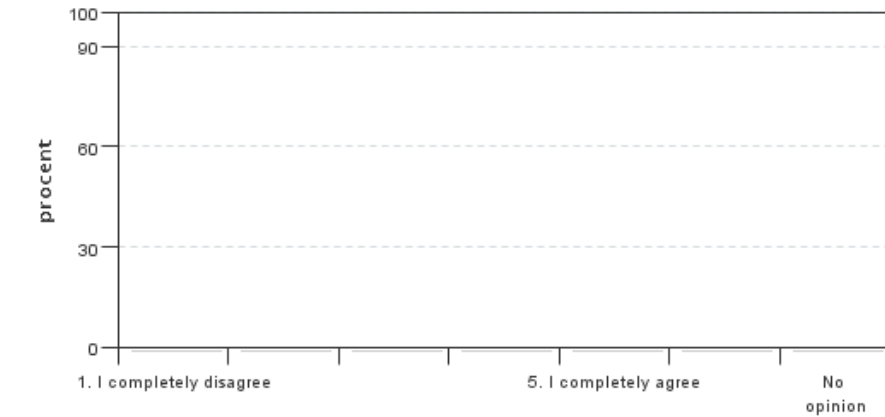
Answers:

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

No opinion: 0



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



Answers:

1: 0

2: 0

3: 0

4: 0

5: 0

No opinion: 0

Course leaders comments

No comments from the teacher

Student representatives comments

An obvious fact that has arisen differences of opinions is the background of each student. Some of them had the feeling that the lectures could have been more advanced and found them sometimes even boring, while others thought to be learning a lot. A way to overcome these differences could be lectures or seminars being prepared and hold by the students themselves, as well as (semi-guided) discussions, debates etc. where every student had to participate in the degree they would feel comfortable with and applying their prior knowledge. This is also a way to learn from each other. There have been positive comments on the fact that lectures were given by different experts from different areas.

Discussions would also make students go through the literature if a specific theme of discussion is previously set. Getting everybody involved in the task would also allow those students who are not very talkative to have the opportunity to express their ideas and opinions freely, hopefully breaking somewhat the dynamics of a normal lecture (few of them actively comment and ask, while others just listen) and promoting a more inclusive environment.

Some of the subjects presented we touched very briefly upon. For example, notwithstanding population ecology seemed to be very relevant in IPM, it appeared to be of little importance because it was disconnected from the exam and assignments. Some of the students defined it as "useless" even though it might not be in practice. Interestingly, some students mentioned that learning how to apply concepts in real life would help to understand the importance and relevance of such contents. This has been commented on several questions, and the case of the Ash Dieback was very positively evaluated as a method to put in practice the knowledge obtained from the lectures. Students definitely suggest having more practical examples and exercises.

There have been several complains regarding too late grades delivery, structure of the lectures and management of Fronter. Regarding the latter, the students suggest adding the dates to the lecture slides titles in order to find them more easily and setting specific folders to hand in the assignments, or at least state clearly where they should be uploaded. Nevertheless, the information regarding lectures slides was easy to find because documents had clear titles. They also recommended giving the lectures about the IPM strategy process in a chronological order (pest description- damages and symptoms- identification- monitoring- threshold analysis- control strategies).

Finally, several comments point the lack of economic perspective regarding sustainable development. Again, discussions after the farm visits could help the students see the economic aspect/viability of real IPM systems. The social impact was not very well emphasized.

In general, the combination of assignments and farm visits seems to have supported the learning of the students.

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