



Integrerade bekämpningsstrategier för hållbara odlingsystem BI1267, 10095.1718

15 Hp
Studietakt = 100%
Nivå och djup = Avancerad
Kursledare = Laura Grenville-Briggs Didymus

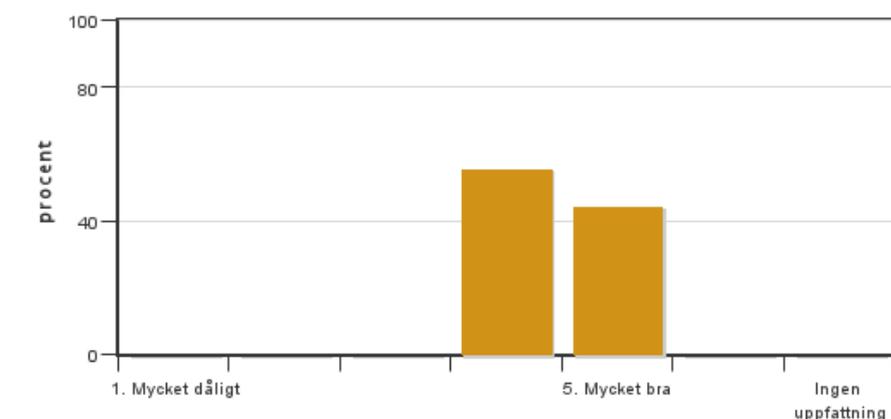
Värderingsresultat

Värderingsperiod: 2017-10-16 - 2017-11-16

Antal svar 9
Studentantal 10
Svarsfrekvens 90 %

Obligatoriska standardfrågor

1. Mitt helhetsintryck av kursen är:

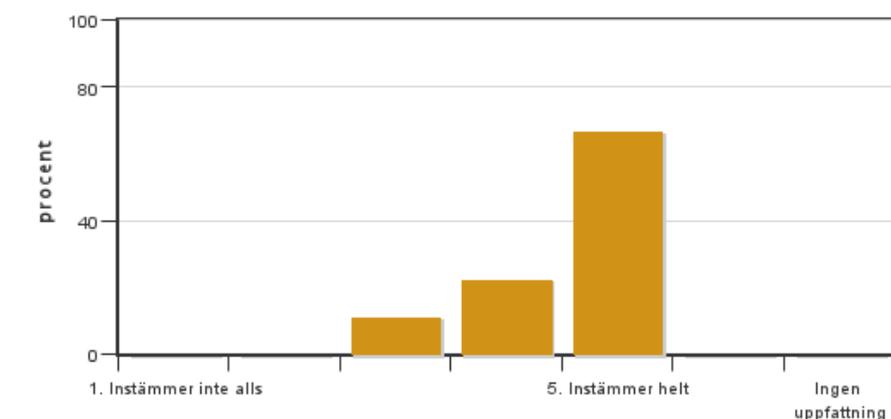


Antal svar: 9
Medel: 4,4
Median: 4

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

Har ingen uppfattning: 0

2. Jag anser att kursens innehåll hade en tydlig koppling till kursens lärandemål.

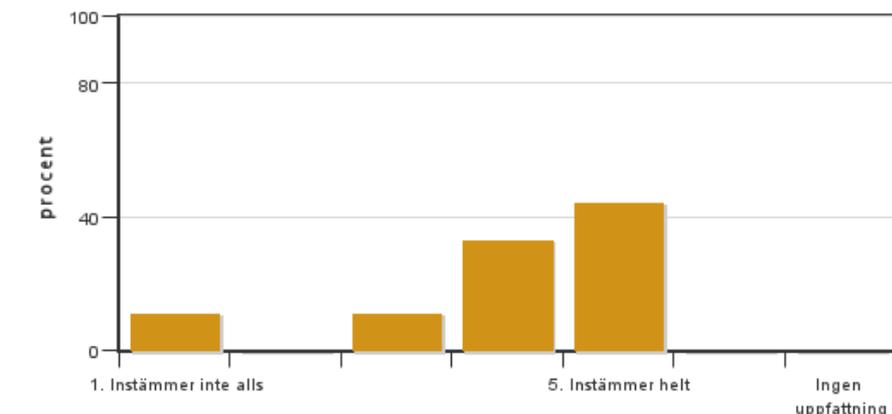


Antal svar: 9
Medel: 4,6
Median: 5

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

Har ingen uppfattning: 0

3. Mina förkunskaper var tillräckliga för att tillgodogöra mig kursen.

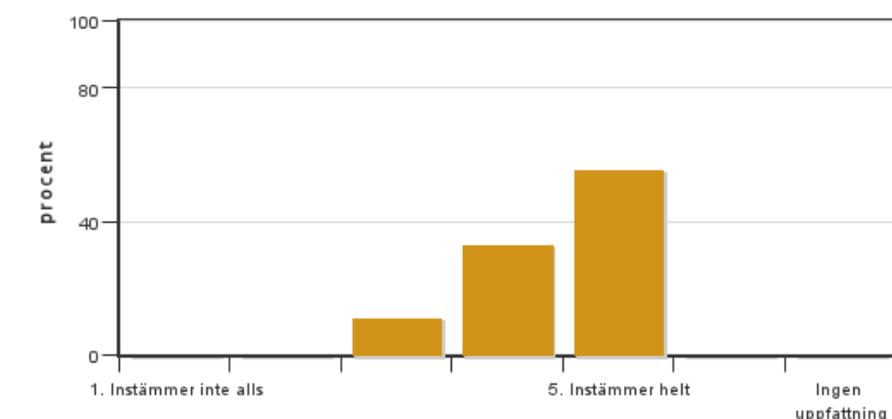


Antal svar: 9
Medel: 4,0
Median: 4

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

Har ingen uppfattning: 0

4. Jag anser att kursinformationen var lättillgänglig.

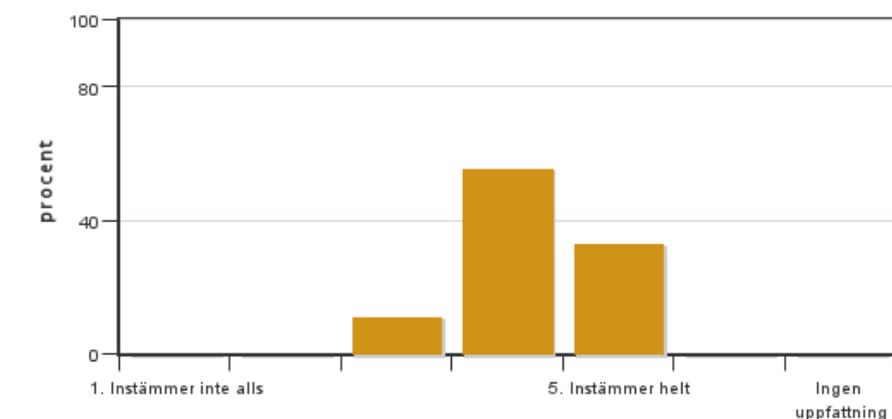


Antal svar: 9
Medel: 4,4
Median: 5

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

Har ingen uppfattning: 0

5. Kursens lärandemoment (föreläsningar, litteratur, övningar med mera) har stöttat mitt lärande.



Antal svar: 9
Medel: 4,2
Median: 4

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

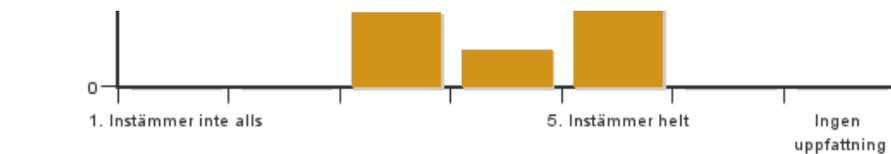
Har ingen uppfattning: 0

6. Jag anser att den sociala lärmiljön har varit inkluderande där olika tankar respekterades.



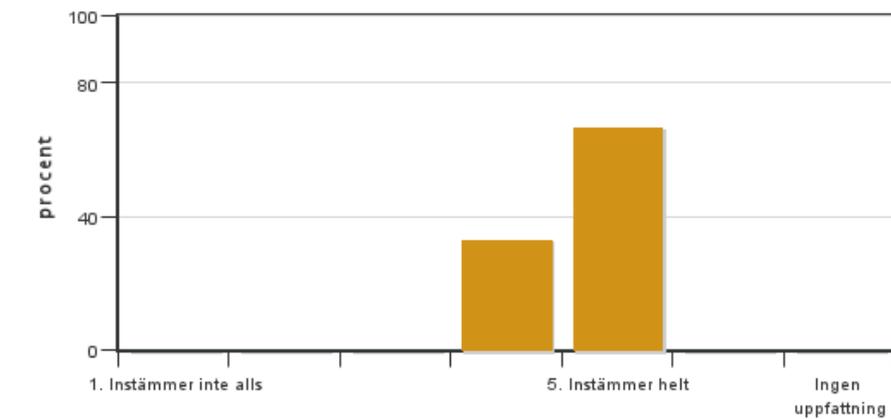
Antal svar: 9
Medel: 4,4
Median: 5

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



Har ingen uppfattning: 0

7. Jag anser att den fysiska lärmiljön (exempelvis lokaler och utrustning) var tillfredställande.

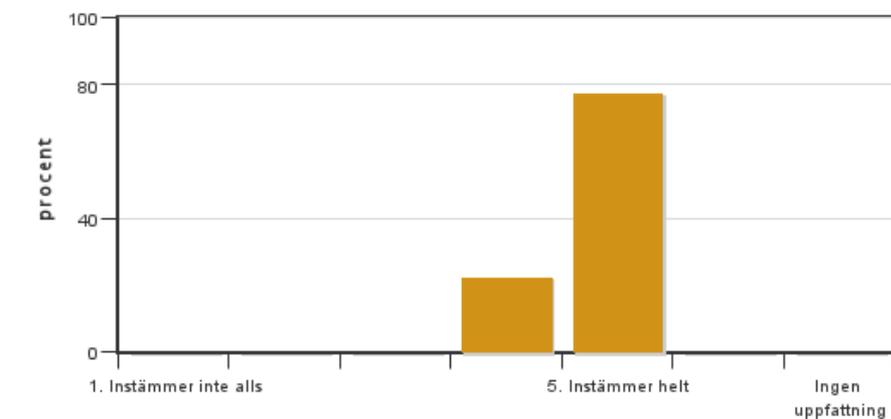


Antal svar: 9
Medel: 4,7
Median: 5

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

Har ingen uppfattning: 0

8. Examinationen/-erna gav mig möjlighet att visa vad jag lärt mig under kursen, se lärandemål.

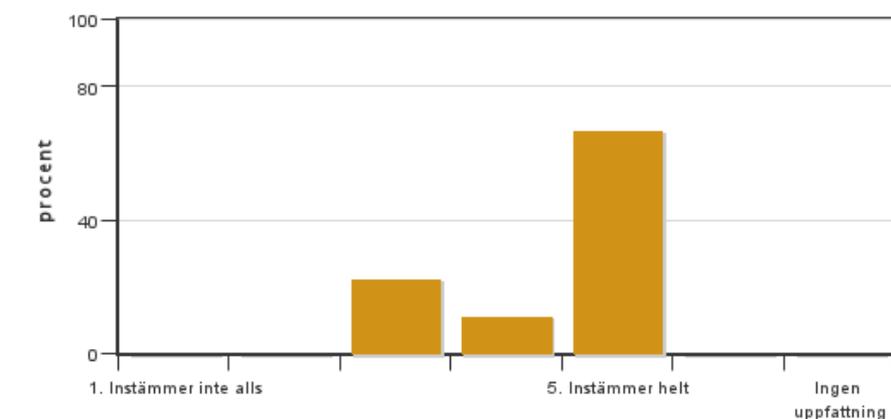


Antal svar: 9
Medel: 4,8
Median: 5

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

Har ingen uppfattning: 0

9. Jag anser att kursen har berört hållbar utveckling (miljömässig, social och/eller ekonomisk hållbarhet).

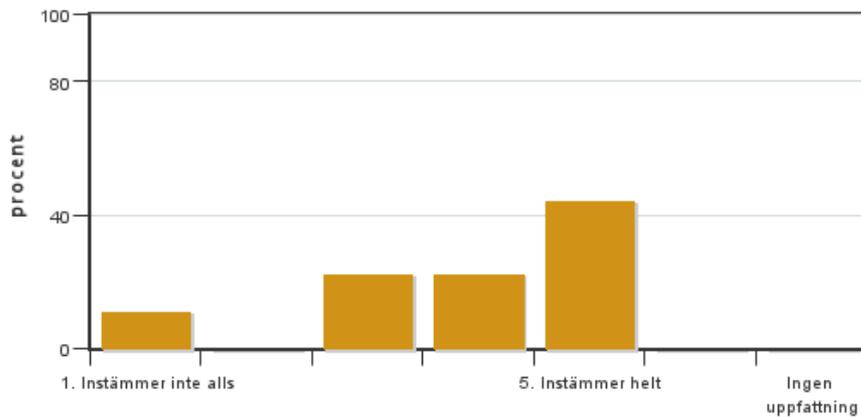


Antal svar: 9
Medel: 4,4
Median: 5

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

Har ingen uppfattning: 0

10. Jag anser att kursen har berört ett genus- och jämställdhetsperspektiv i innehåll och praktik (t. ex. perspektiv på ämnet, kurslitteratur, fördelning av taltid och förekomst av härskartekniker).

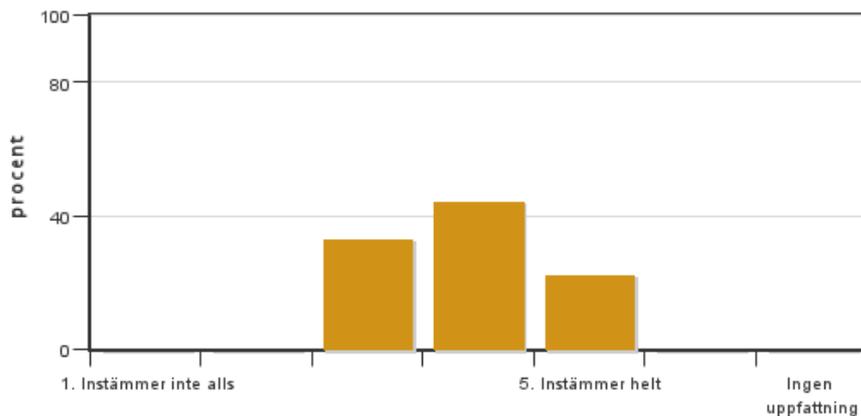


Antal svar: 9
 Medel: 3,9
 Median: 4

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

Har ingen uppfattning: 0

11. Jag anser att kursen har berört internationella perspektiv.

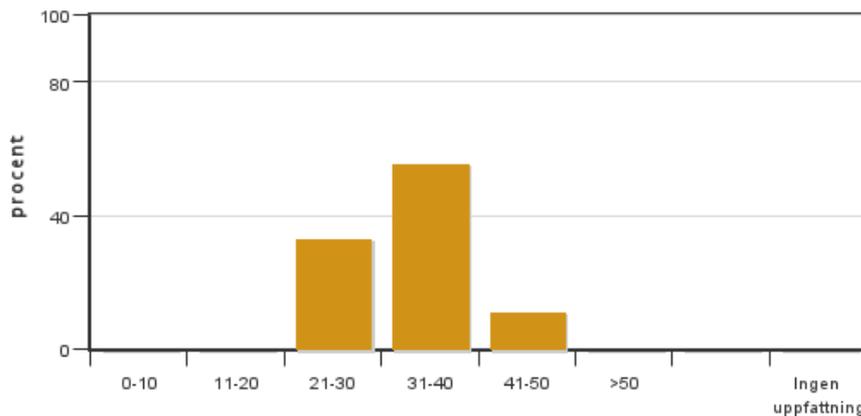


Antal svar: 9
 Medel: 3,9
 Median: 4

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

Har ingen uppfattning: 0

12. Jag har i genomsnitt lagt ... timmar per vecka på kursen (inklusive schemalagd tid).



Antal svar: 9
 Medel: 32,8
 Median: 31-40

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

Har ingen uppfattning: 0

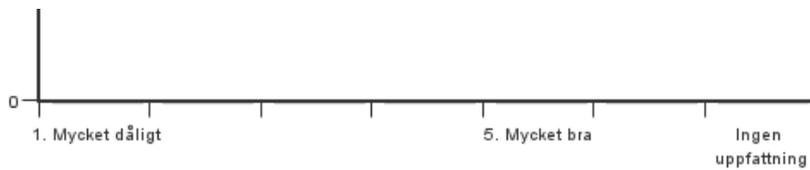
13. Jag anser att diskussionsklimatet under kursen har varit bra.



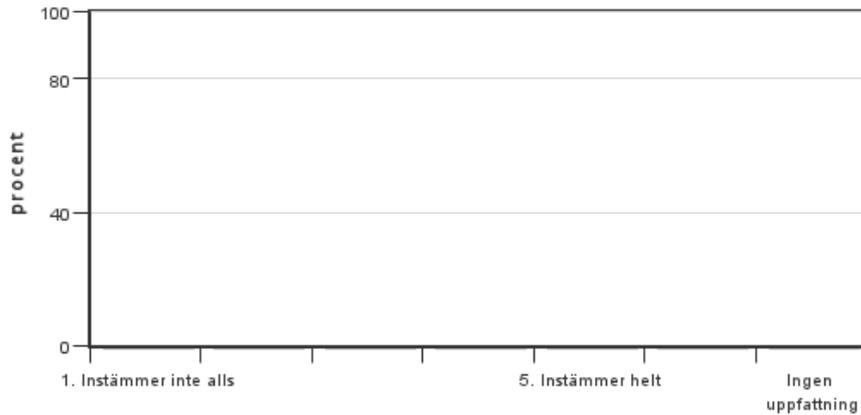
Antal svar:

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

Har ingen uppfattning: 0



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



Antal svar:

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

Har ingen uppfattning: 0

Kursledarens kommentarer

Läraren har inte lämnat några kommentarer

Studentrepresentantens kommentarer

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.

Kontakta support: support@slu.se - 018-67 6600