Plant Biology for Breeding and Protection
BI1296, 30004.1819

15 Hp
Pace of study = 100%
Education cycle = Advanced
Course leader = Erik Alexandersson

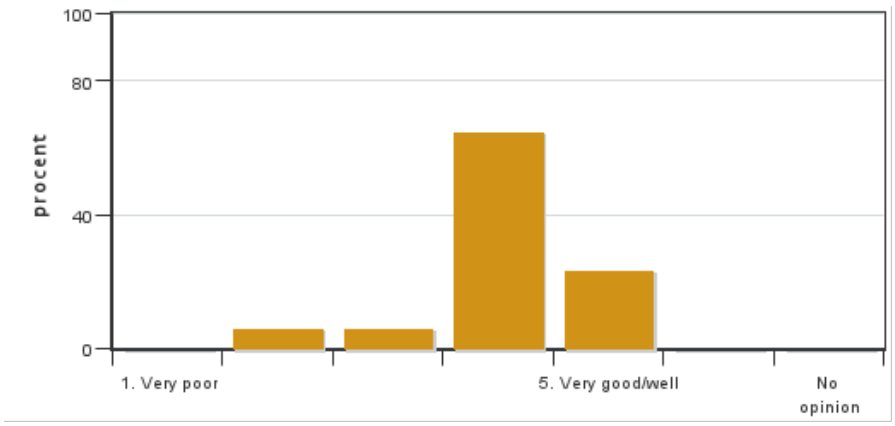
Evaluation report

Evaluation period: 2019-03-18 - 2019-04-08

Answers	17
Number of students	19
Answer frequency	89 %

Mandatory standard questions

1. My overall impression of the course is:

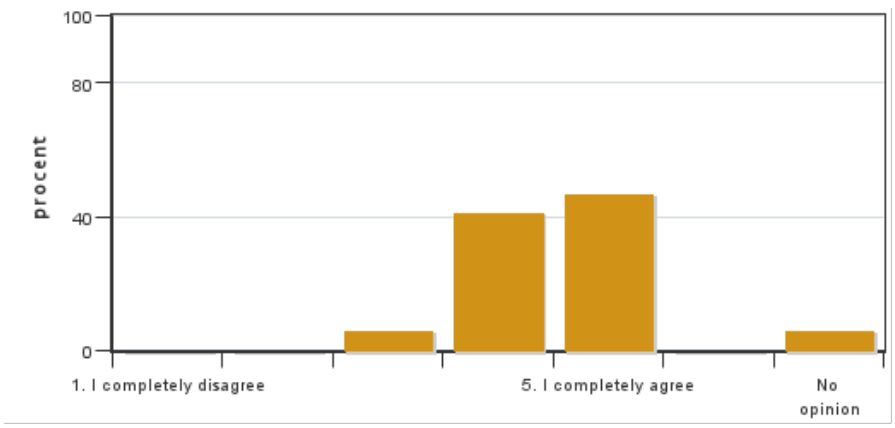


Answers: 17
Medel: 4,1
Median: 4

1: 0
2: 1
3: 1
4: 11
5: 4

No opinion: 0

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

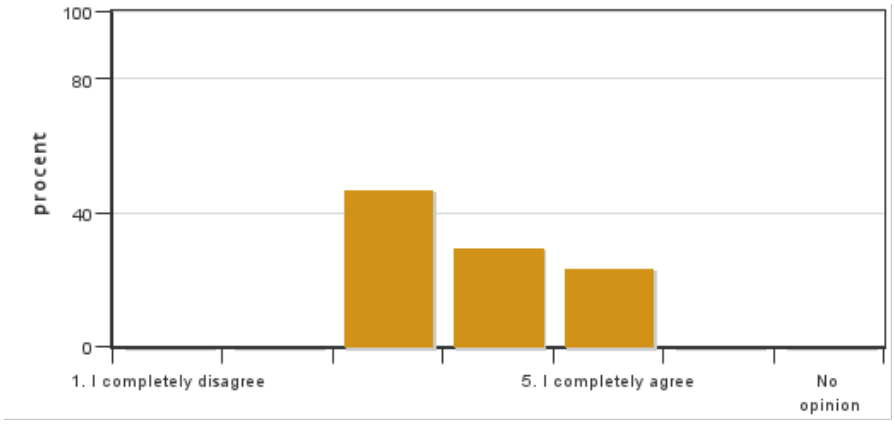


Answers: 17
Medel: 4,4
Median: 4

1: 0
2: 0
3: 1
4: 7
5: 8

No opinion: 1

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

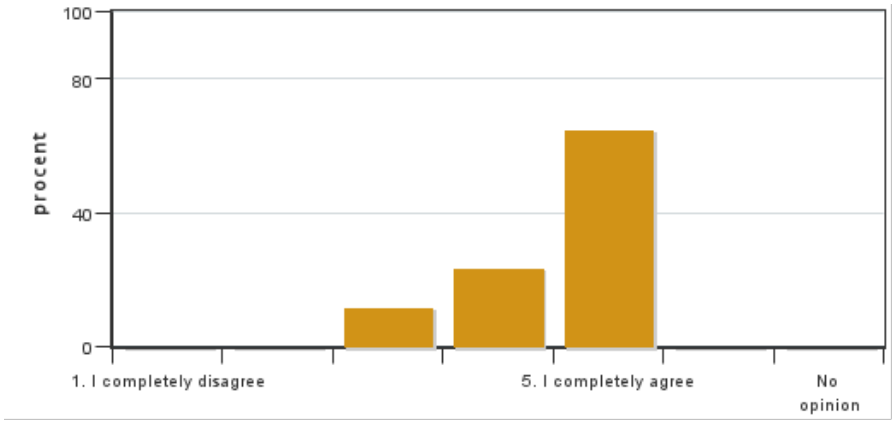


Answers: 17
Medel: 3,8
Median: 4

1: 0
2: 0
3: 8
4: 5
5: 4

No opinion: 0

4. The information about the course was easily accessible.

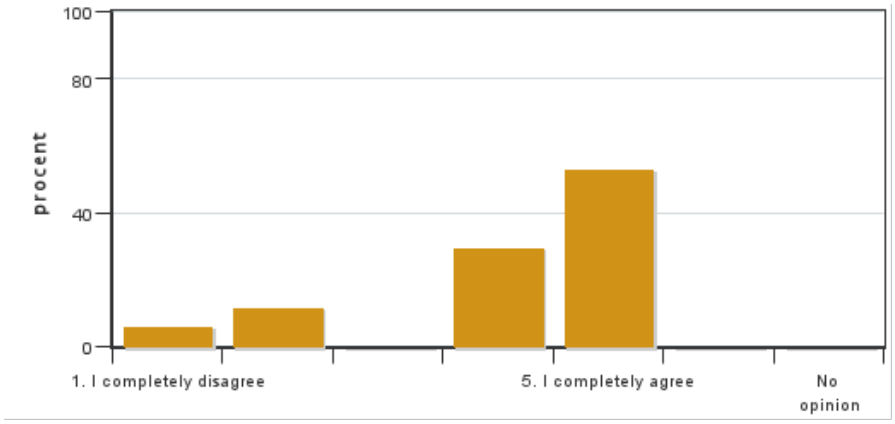


Answers: 17
Medel: 4,5
Median: 5

1: 0
2: 0
3: 2
4: 4
5: 11

No opinion: 0

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

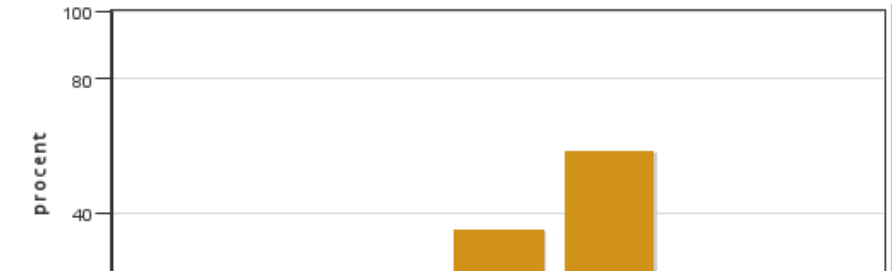


Answers: 17
Medel: 4,1
Median: 5

1: 1
2: 2
3: 0
4: 5
5: 9

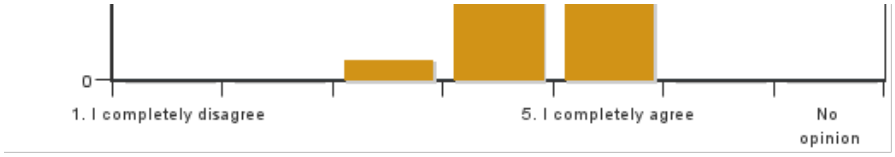
No opinion: 0

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



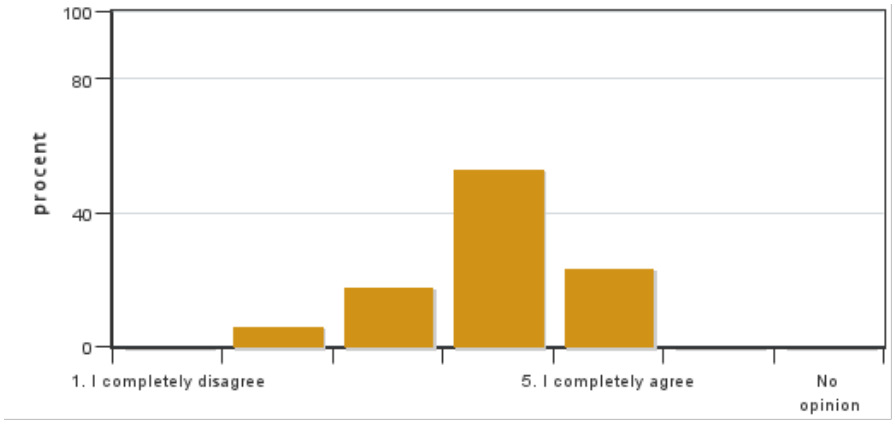
Answers: 17
Medel: 4,5
Median: 5

1: 0
2: 0
3: 1
4: 6
5: 10



No opinion: 0

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

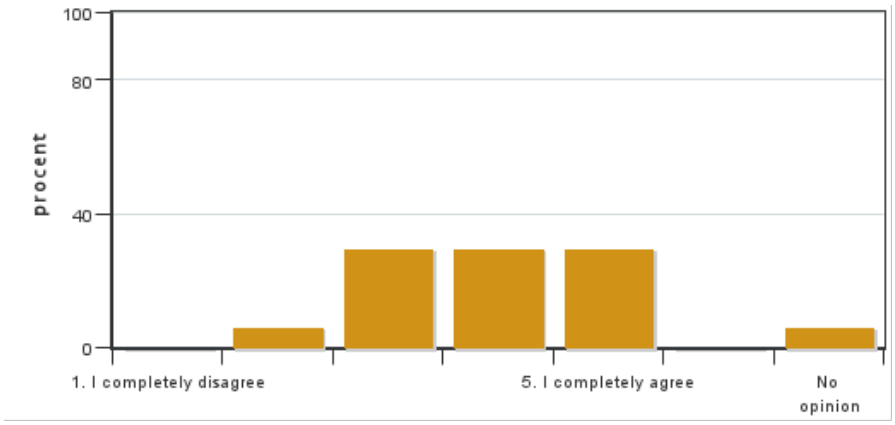


Answers: 17
Medel: 3,9
Median: 4

1: 0
2: 1
3: 3
4: 9
5: 4

No opinion: 0

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

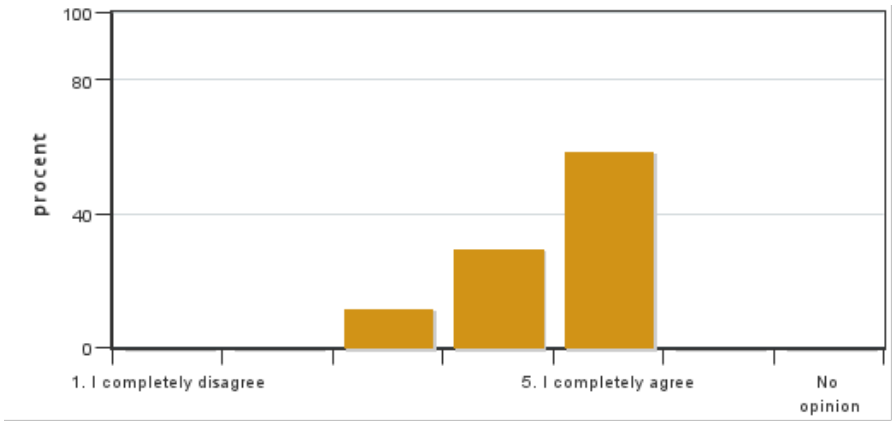


Answers: 17
Medel: 3,9
Median: 4

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

No opinion: 1

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

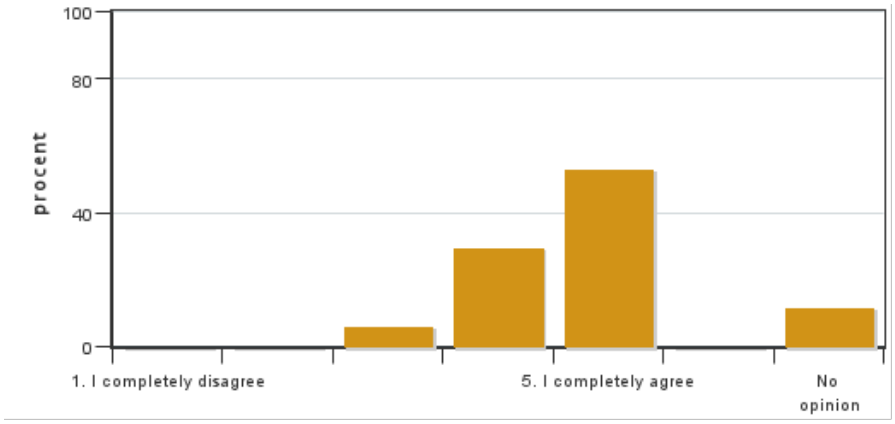


Answers: 17
Medel: 4,5
Median: 5

1: 0
2: 0
3: 2
4: 5
5: 10

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).

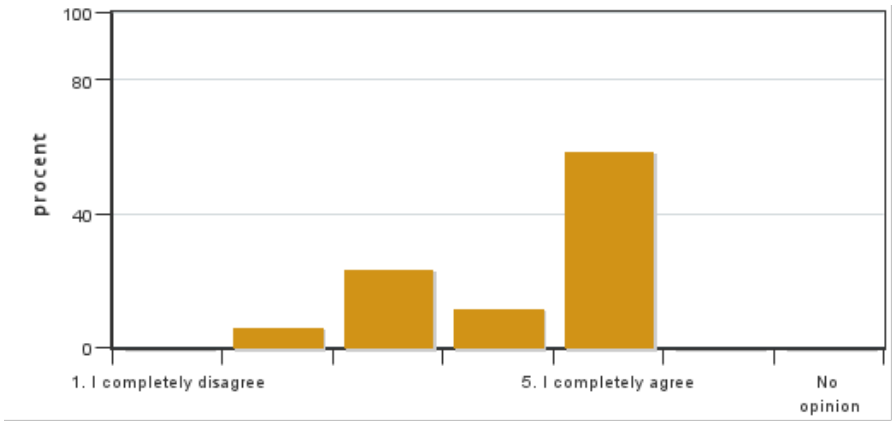


Answers: 17
Medel: 4,5
Median: 5

1: 0
2: 0
3: 1
4: 5
5: 9

No opinion: 2

11. The course covered international perspectives.

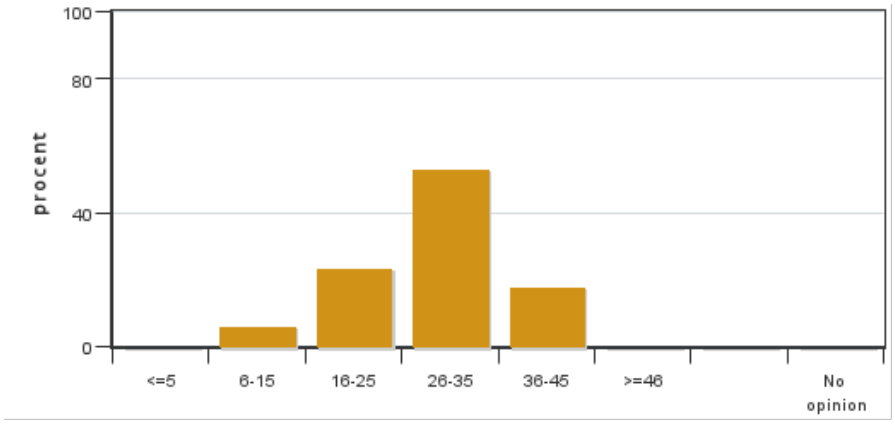


Answers: 17
Medel: 4,2
Median: 5

1: 0
2: 1
3: 4
4: 2
5: 10

No opinion: 0

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



Answers: 17
Medel: 28,2
Median: 26-35

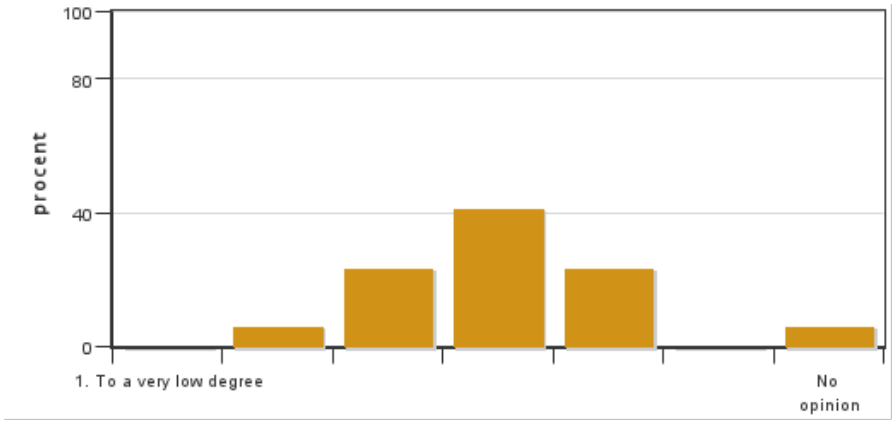
≤5: 0
6-15: 1
16-25: 4
26-35: 9
36-45: 3
≥46: 0

No opinion: 0

Additional own questions

13. How did the SBL assignment improve your understanding of the lectures?

13. Did the seminar series help you in your the learning process?



Answers: 17
Medel: 3,9
Median: 4

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

No opinion: 1

Course leaders comments

I have looked at the grades and read the students comments and discussed it further with some of the teachers in the course. Overall the grades are good, especially since this was the first time the course was given. For the next time we will lower the number of lecture hours and also number of teachers to avoid repetition of themes and make a clearer common thread in the course. The seminar series will be evolved and made more interactive for all students and the SBL part, which turned out very popular, will be expanded. The labs included will be reconsidered. We will keep the bioinformatics lab and try to integrate it better with the lectures. The student representatives will be asked to ensure that there is no loud speaking in the remote classrooms to guarantee a good study environment during lectures.

Student representatives comments

Students found that the course was in general good and interesting and there was a good learning outcome. It made good sense with having the plant breeding part first, followed by the protection part. The case work and seminars connected the two parts in a good way.

We found the phenotyping, the bioinformatics and MAS lab work very important for the course, as it is the only “hands-on” work the students will do but think that the microscopy lab can be done without, as the learning outcome from it is small and many students have done it before. To save resources, parts of the lab work can be done without the teacher being present.

It was really nice to meet Aakash and Erik during lab work, but it would be appreciated to also “meet” or get a better introduction to the students at the other campuses.

There was a bit too many different lecturers, so it will be good with Erik and Aakash taking over more of the lectures. But also interesting with different researchers and experts giving specific knowledge.

The amount of lectures was good, it was good with lectures every day. In general, we experienced that there was a smaller amount of work in the beginning compared to the end.

Regarding grading, there is mixed opinions between the students if the presentations and case work should be graded. Some are content with only being grading at the examn, as the other work done is groupwork, while others were demotivated to do well on the presentations and case work due to no grading.

In general, it has worked well with the long-distance teaching and there have been few technical problems.

Sustainability aspects as well as international perspectives have been concluded.