



## Environmental Issues in Crop Production BI1283, 2007.1819

15 Hp  
Pace of study = 100%  
Education cycle = Advanced -  
Course leader = Linda-Maria Mårtesson

### Evaluation report

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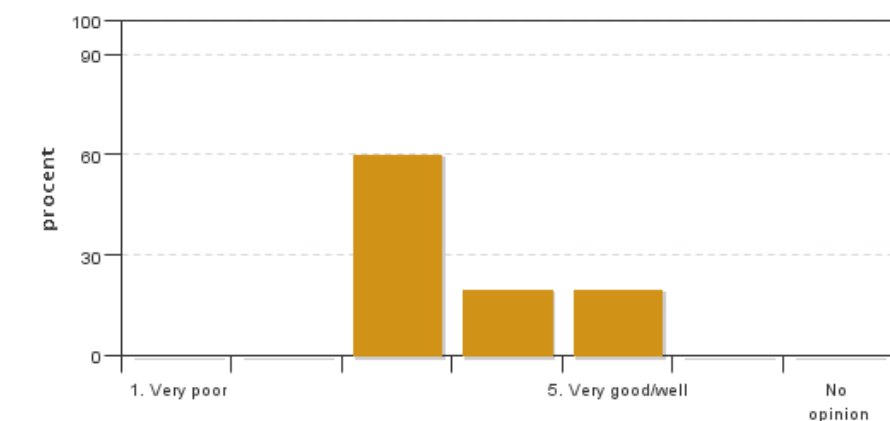
**Evaluation period: 2019-01-13 - 2019-02-03**

Answers 5  
Number of students 13  
Answer frequency 38 %

### Mandatory standard questions

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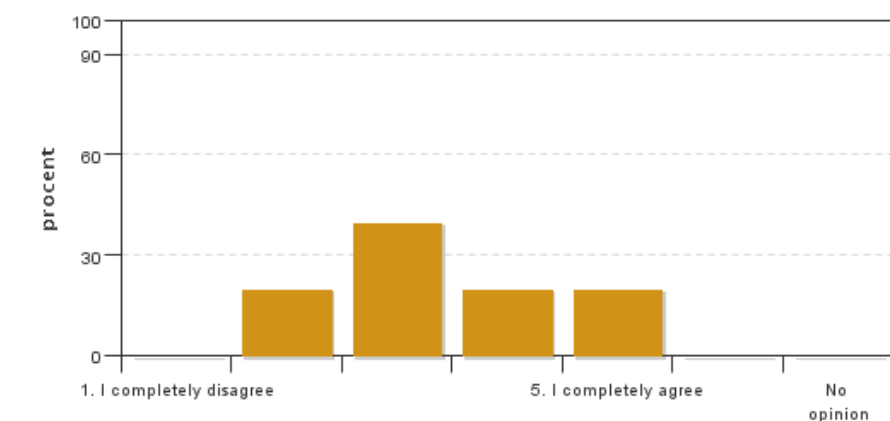
#### 1. My overall impression of the course is:



Answers: 5  
Medel: 3,6  
Median: 3

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

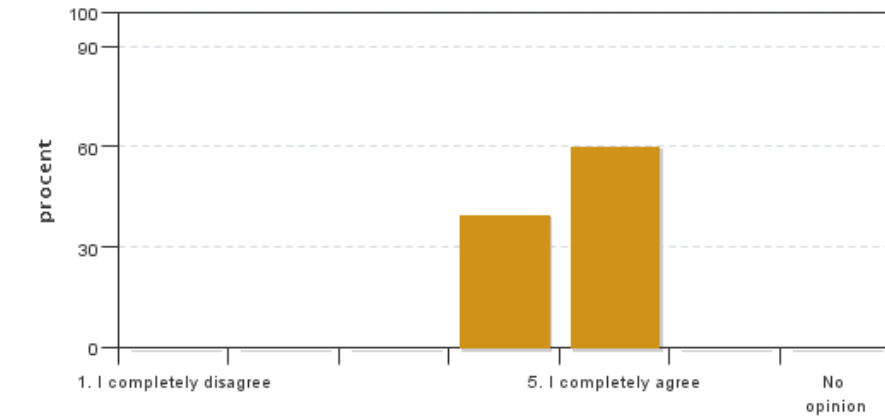
#### 2. I found the course content to have clear links to the learning objectives of the course.



Answers: 5  
Medel: 3,4  
Median: 3

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

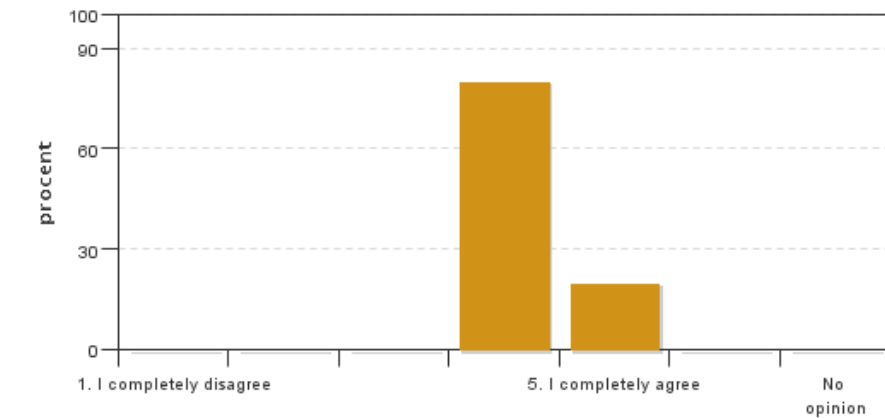
**3. My prior knowledge was sufficient for me to benefit from the course.**



Answers: 5  
 Medel: 4,6  
 Median: 5

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

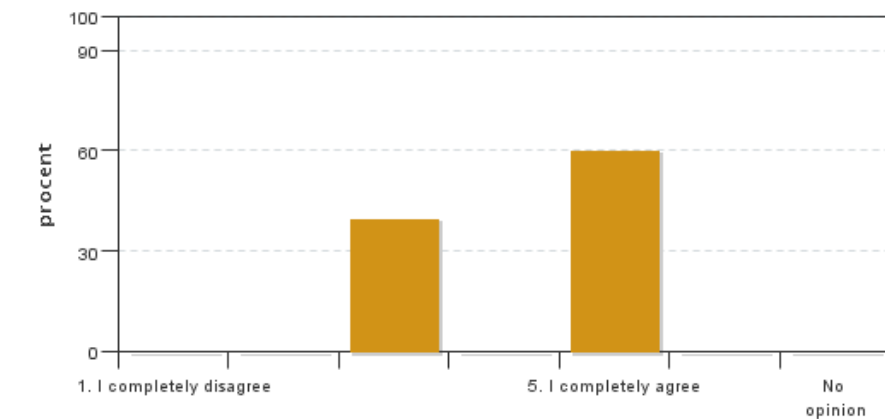
**4. The information about the course was easily accessible.**



Answers: 5  
 Medel: 4,2  
 Median: 4

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

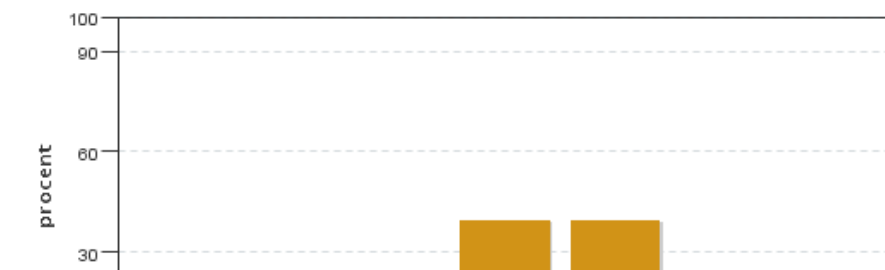
**5. The various course components (lectures, course literature, exercises etc.) have supported my learning.**



Answers: 5  
 Medel: 4,2  
 Median: 5

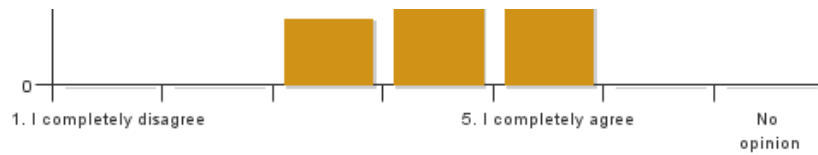
1: 0  
 2: 0  
 3: 2  
 4: 0  
 5: 3  
 No opinion: 0

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



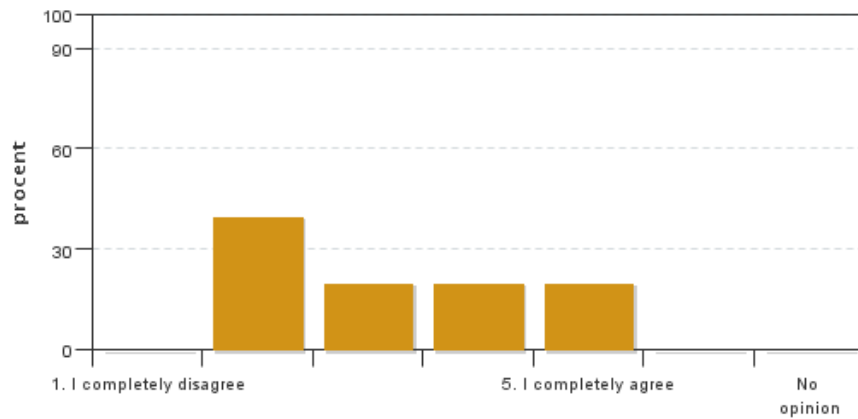
Answers: 5  
 Medel: 4,2  
 Median: 4

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



No opinion: 0

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

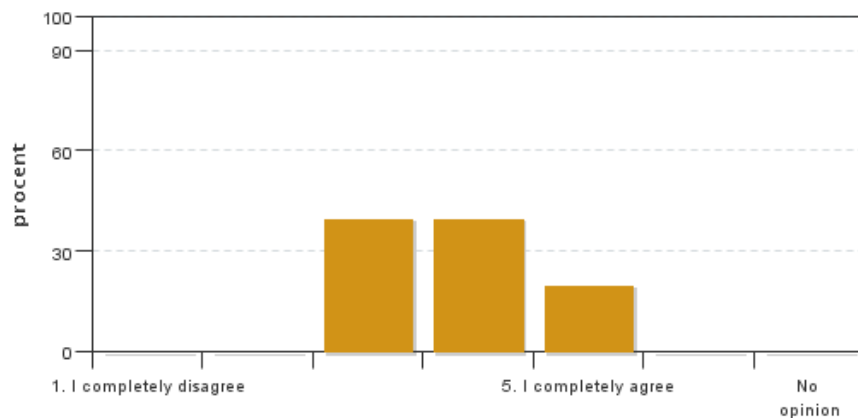


Answers: 5  
Medel: 3,2  
Median: 3

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

No opinion: 0

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

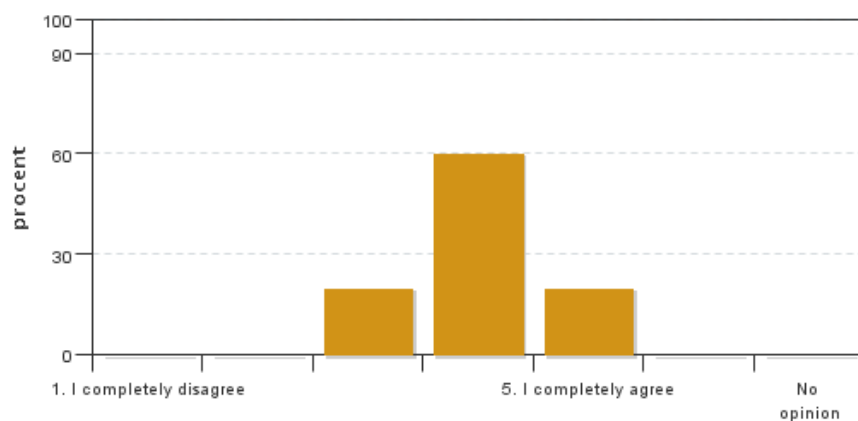


Answers: 5  
Medel: 3,8  
Median: 4

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

No opinion: 0

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

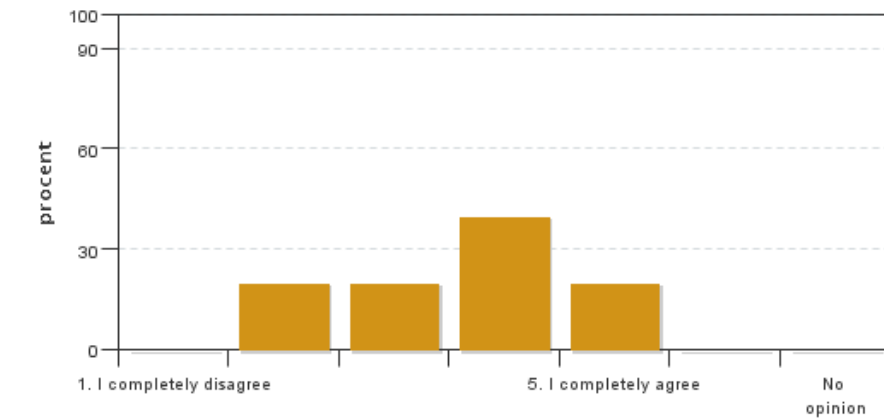


Answers: 5  
Medel: 4,0  
Median: 4

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

No opinion: 0

**10. The course covered international perspectives.**

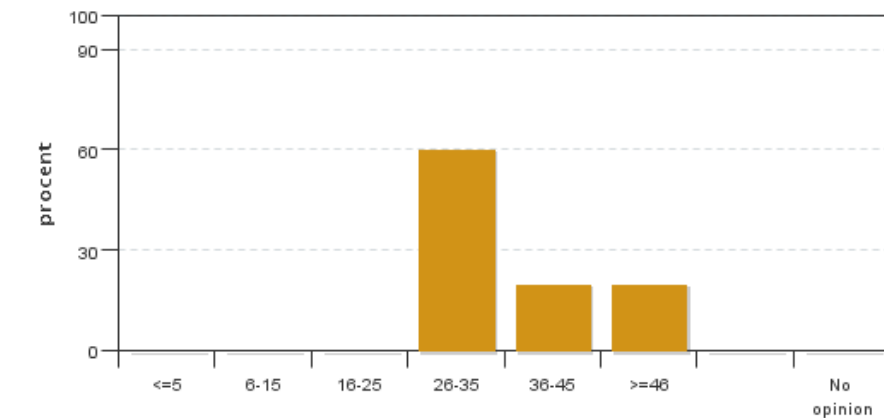


Answers: 5  
 Medel: 3,6  
 Median: 4

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

No opinion: 0

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

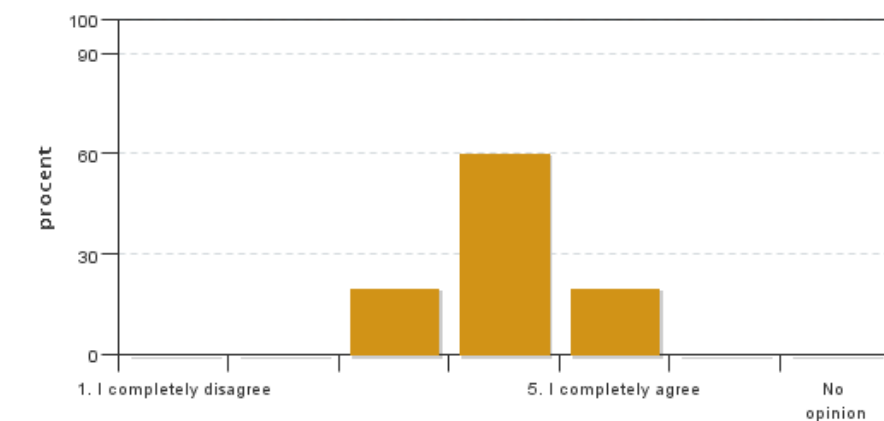


Answers: 5  
 Medel: 35,2  
 Median: 26-35

<=5: 0  
 6-15: 0  
 16-25: 0  
 26-35: 3  
 36-45: 1  
 >=46: 1

No opinion: 0

**12. 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: 5  
 Medel: 4,0  
 Median: 4

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

No opinion: 0

## Course leaders comments

The first reflection I do, is that less than half of the attendants answered to the electronic survey. Therefore, I will be extra hesitant to interpretation of this year's results.

As previous years, the lectures are generally approved, but more subject-specific lectures were wanted in behalf of more general lectures, such as "pesticides: mechanisms and selectiveness" and "nutrient cycles". The lecture on certification systems was questioned due to lack of source acknowledgement and due to lack of structure. More focus on certification and clearer connection between different parts to certification. As earlier years, the students expressed interest for more in-depth knowledge and understanding in the LCA lectures and exercise. Suggestions on improvements with continuous supervision, clearer aim and structure for the supervision meetings, and more

background information on the data involved. The study visits were acknowledged as interesting and engaging with professional hosts. Pre-information on the hosting farms was desired. The reading seminars were approved as learning method. The individual paper was regarded as "Fun!" and was concluded to give a good learning opportunity, but instructions needs to be updated. CANVAS worked well. The lecture rooms were criticised (mean 3.2; median 3). The entire course structure may be improved in terms of work load.

For next year, I will focus the coherence between the course content and the learning objectives of the course (mean 3.4; median 3), the overall course structure, and to supervise the development of the LCA part.

## Student representatives comments

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The general impression of the course has been positive. However only five out of thirteen students answered on the online evaluation. Most of this summary is therefore based on the oral course evaluation held at the end of the course.

Most students thought that the information about the course was easily accessible. They also thought that they had sufficient prior knowledge to benefit from the course and have spent a normal amount of hours on studying. The social learning environment and the general atmosphere of the course have been good. The physical environment on the other hand has not been as good and was rated low on the online evaluation. The lecture rooms were too small and often uncomfortable.

Many students thought that it was too few lectures on the course and suggested to add some more. The lecture about environmental issues in greenhouse production was much appreciated and it was suggested to have more lectures that focus primarily on environmental issues in other production systems (e.g. Environmental issues in open field production). There were some specific complaints about the lecture regarding certification. Many students found it hard to follow and it could be improved in many ways. The afternoon about *pesticides: mechanisms and selectiveness*, also felt unnecessary since most of the group had heard this lecture before.

The seminars had a good structure. Students discussed the importance of updated, relevant and interesting articles, since this is the only literature of the course. They also asked for better instructions such as how to approach some of the texts, what is the quality of the texts and what should they gain from reading the text. It was also mentioned that adding a book or suggested literature list for the students that want further reading is a welcomed addition.

The individual paper was described as interesting and fun. The instructions to the assignment could be slightly better. There were some comments about the LCA group work. The students would like to have more in depth lectures about the LCA. They would also like to know where the data used in the LCA came from to get a better understanding of what to include in the assignment and what the changes in the production actually would mean. The supervisor meetings needed to be a little bit more organized and perhaps placed on other times in the working process.

The excursions were much appreciated. Many students would have liked more background information about the farms and knowing the aims of visiting these specific places before going there. That would enable the students to prepare questions and use the time at the visits more efficiently.

Some parts of the course had clear links to learning objectives and environmental issues while other parts did not. Some students commented on that the international perspective could be better and that financial aspects of sustainable development could be discussed more.

It was also suggested to discuss more political aspects of environmental issues both on local and global scales, as example what is currently happening at the different climate meetings.