



## Miljörelaterade frågor i växtproduktion BI1283, 2007.1819

15 Hp  
Studietakt = 100%  
Nivå och djup = Avancerad  
Kursledare = Linda-Maria Dimitrova Mårtensson

### Värderingsresultat

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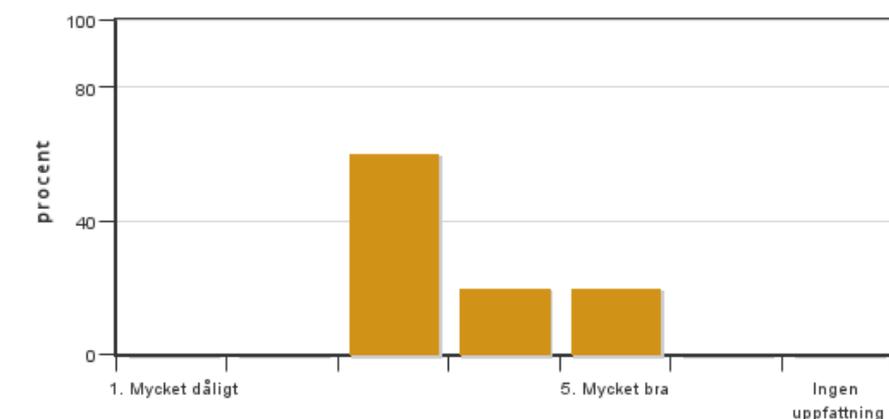
Värderingsperiod: 2019-01-13 - 2019-02-03

Antal svar 5  
Studentantal 13  
Svarsfrekvens 38 %

### Obligatoriska standardfrågor

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#### 1. Mitt helhetsintryck av kursen är:

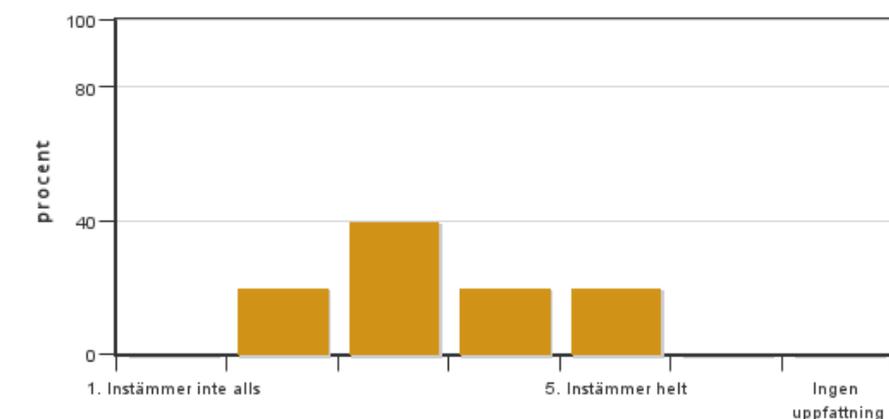


Antal svar: 5  
Medel: 3,6  
Median: 3

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

Har ingen uppfattning: 0

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

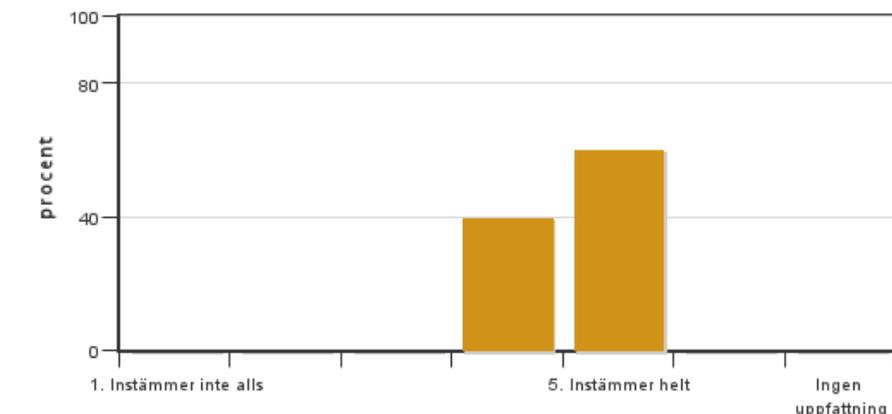


Antal svar: 5  
Medel: 3,4  
Median: 3

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

Har ingen uppfattning: 0

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

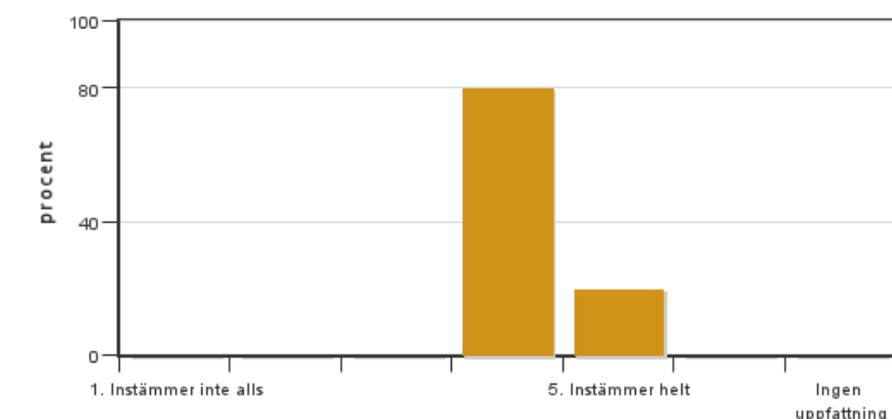


Antal svar: 5  
Medel: 4,6  
Median: 5

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

Har ingen uppfattning: 0

**4. Jag anser att kursinformationen var lättillgänglig.**

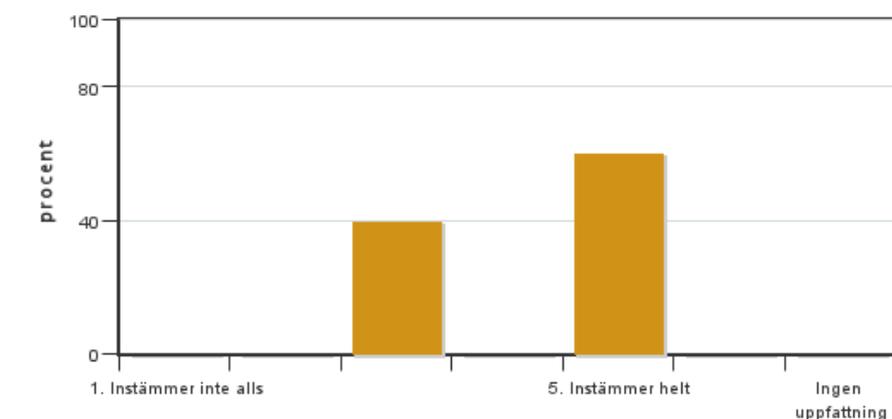


Antal svar: 5  
Medel: 4,2  
Median: 4

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

Har ingen uppfattning: 0

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

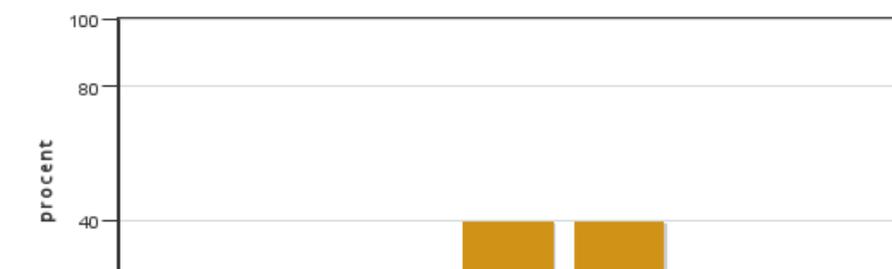


Antal svar: 5  
Medel: 4,2  
Median: 5

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

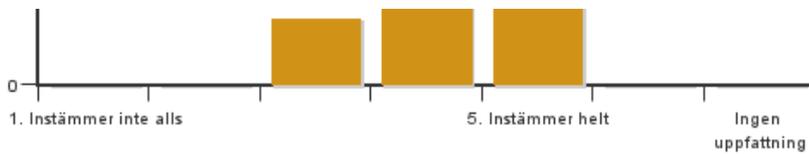
Har ingen uppfattning: 0

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



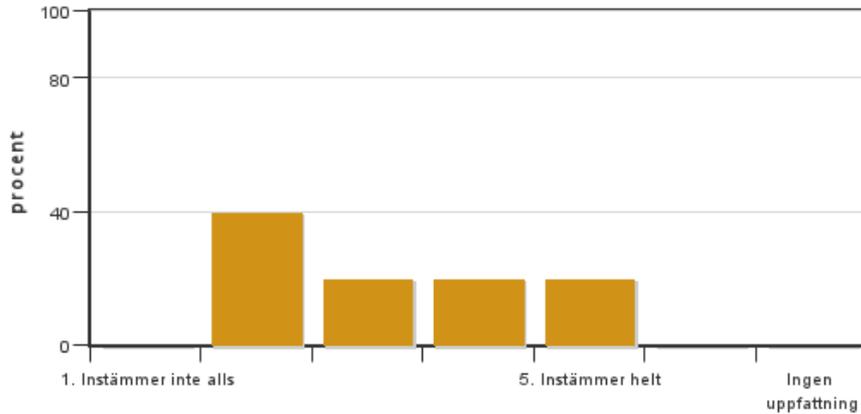
Antal svar: 5  
Medel: 4,2  
Median: 4

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



Har ingen uppfattning: 0

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

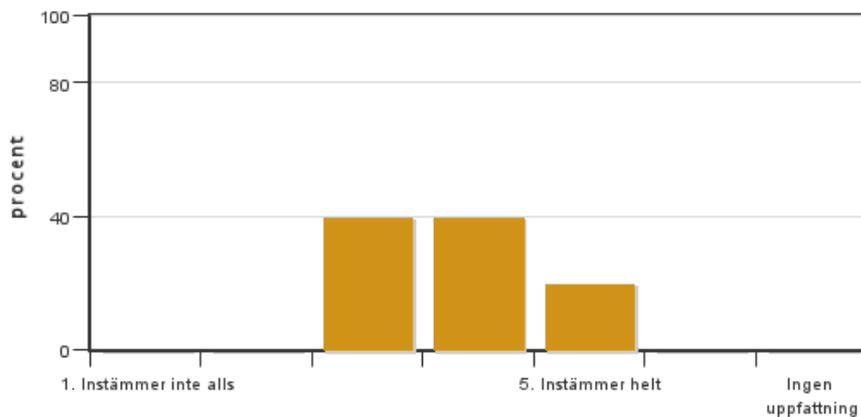


Antal svar: 5  
Medel: 3,2  
Median: 3

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

Har ingen uppfattning: 0

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

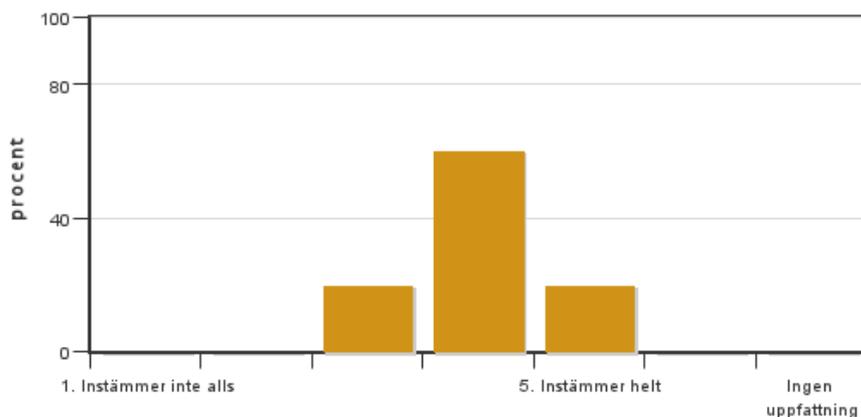


Antal svar: 5  
Medel: 3,8  
Median: 4

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

Har ingen uppfattning: 0

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

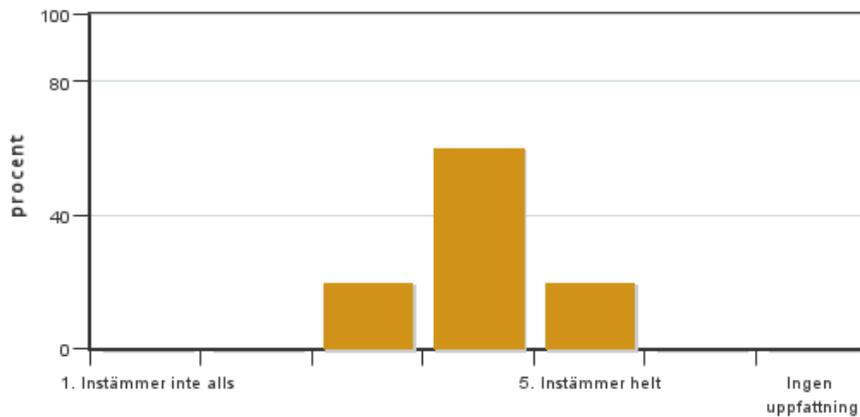


Antal svar: 5  
Medel: 4,0  
Median: 4

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

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).**

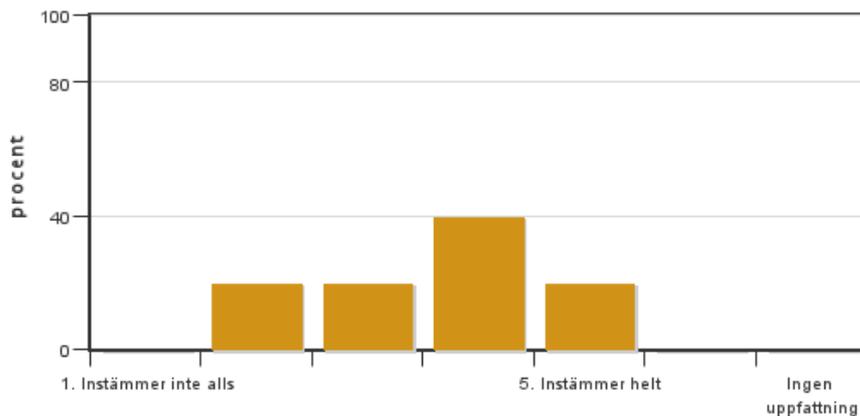


Antal svar: 5  
 Medel: 4,0  
 Median: 4

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

Har ingen uppfattning: 0

### 11. Jag anser att kursen har berört internationella perspektiv.

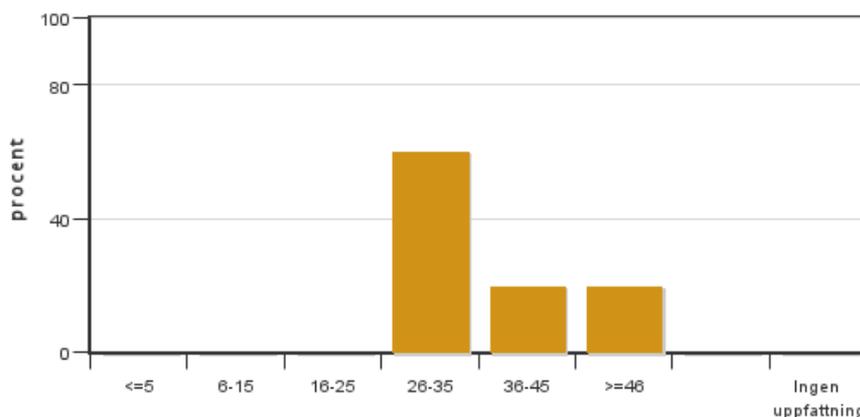


Antal svar: 5  
 Medel: 3,6  
 Median: 4

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

Har ingen uppfattning: 0

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



Antal svar: 5  
 Medel: 35,2  
 Median: 26-35

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

Har ingen uppfattning: 0

## Kursledarens kommentarer

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.

## Studentrepresentantens kommentarer

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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.