



Integrated Pest Management in Sustainable Production Systems BI1267, 10051.1819

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

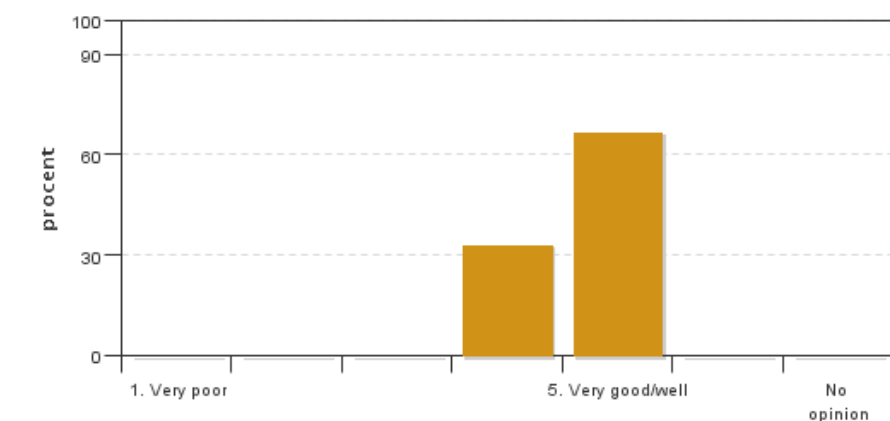
Evaluation report

Evaluation period: 2018-10-29 - 2018-11-19

Answers 3
Number of students 7
Answer frequency 42 %

Mandatory standard questions

1. My overall impression of the course is:

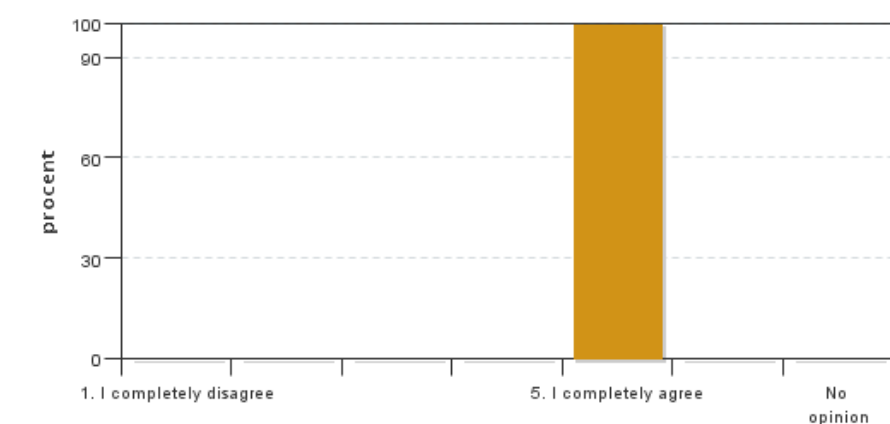


Answers: 3
Medel: 4,7
Median: 5

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

No opinion: 0

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

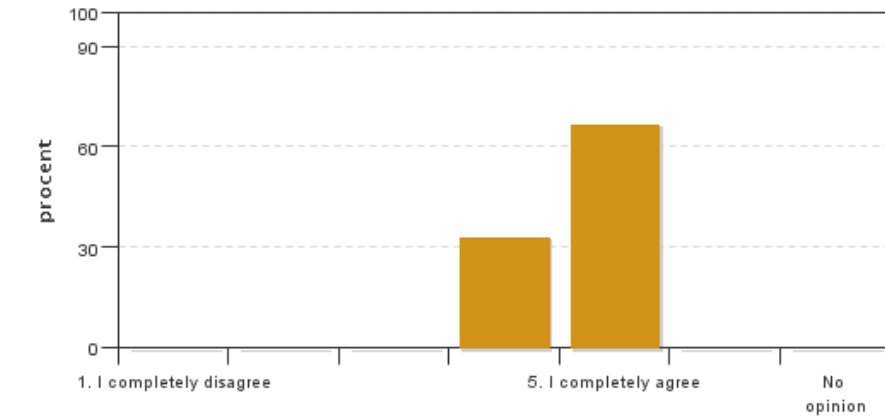


Answers: 3
Medel: 5,0
Median: 5

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

No opinion: 0

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

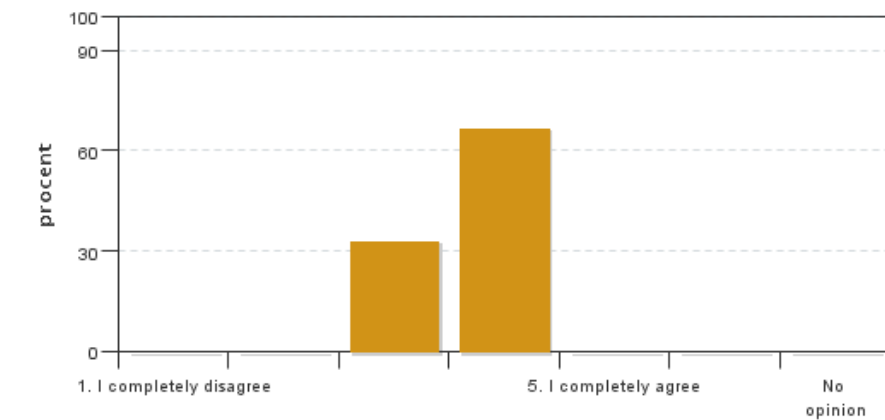


Answers: 3
 Medel: 4,7
 Median: 5

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

No opinion: 0

4. The information about the course was easily accessible.

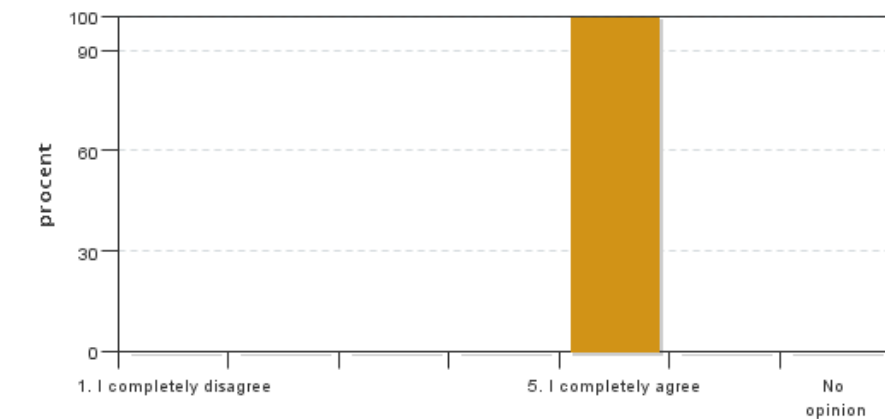


Answers: 3
 Medel: 3,7
 Median: 4

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

No opinion: 0

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



Answers: 3
 Medel: 5,0
 Median: 5

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

No opinion: 0

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



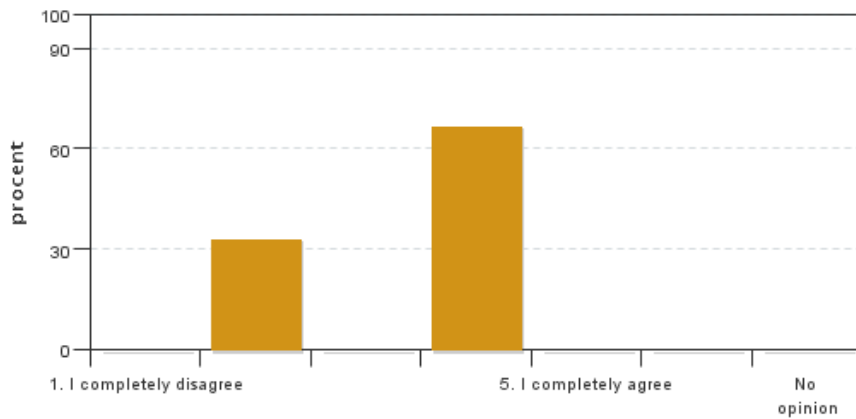
Answers: 3
 Medel: 5,0
 Median: 5

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



No opinion: 0

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

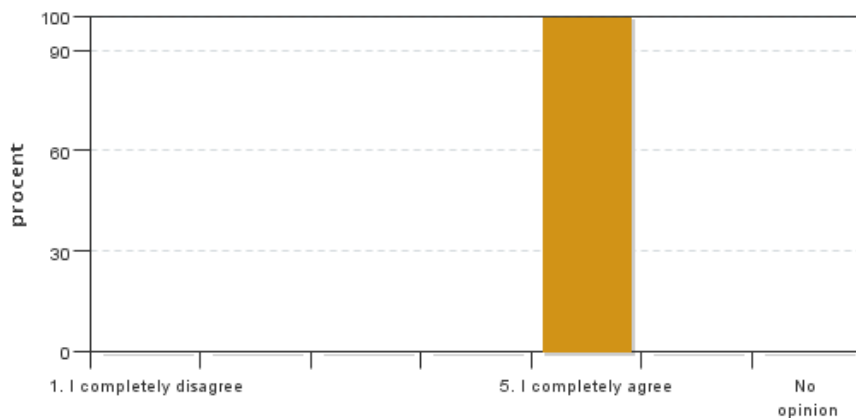


Answers: 3
Medel: 3,3
Median: 4

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

No opinion: 0

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

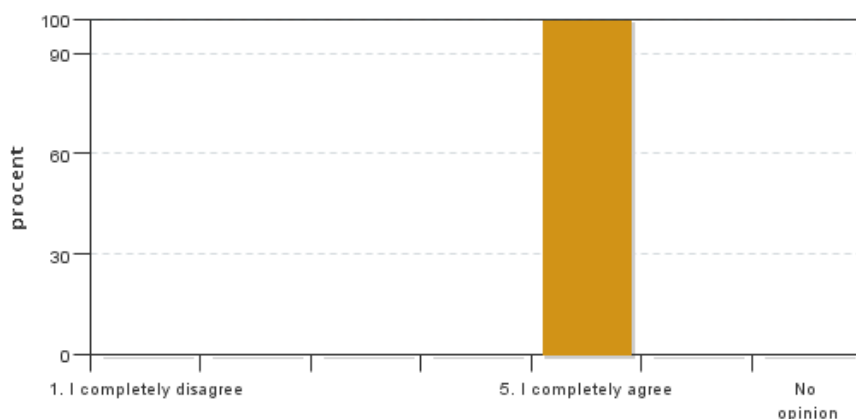


Answers: 3
Medel: 5,0
Median: 5

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

No opinion: 0

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

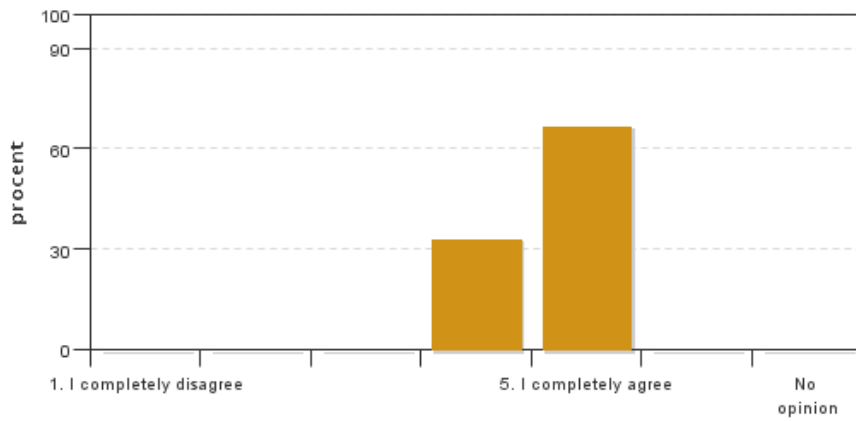


Answers: 3
Medel: 5,0
Median: 5

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

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).

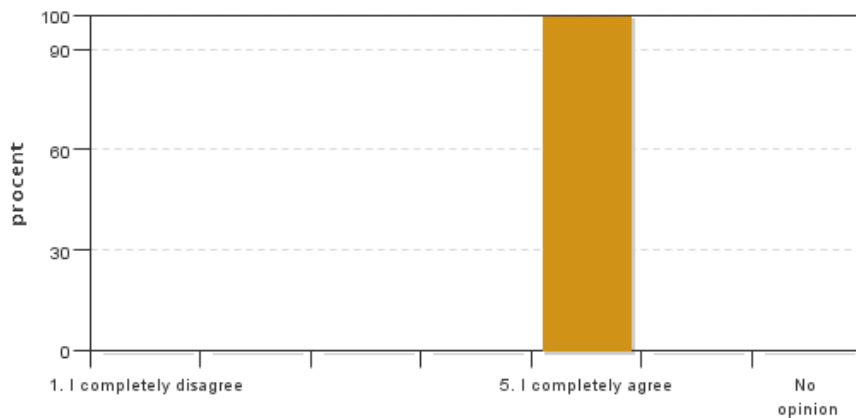


Answers: 3
 Medel: 4,7
 Median: 5

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

No opinion: 0

11. The course covered international perspectives.

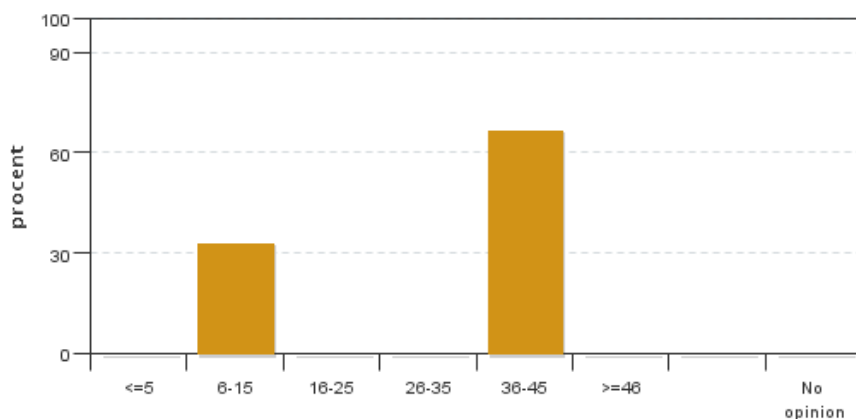


Answers: 3
 Medel: 5,0
 Median: 5

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

No opinion: 0

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



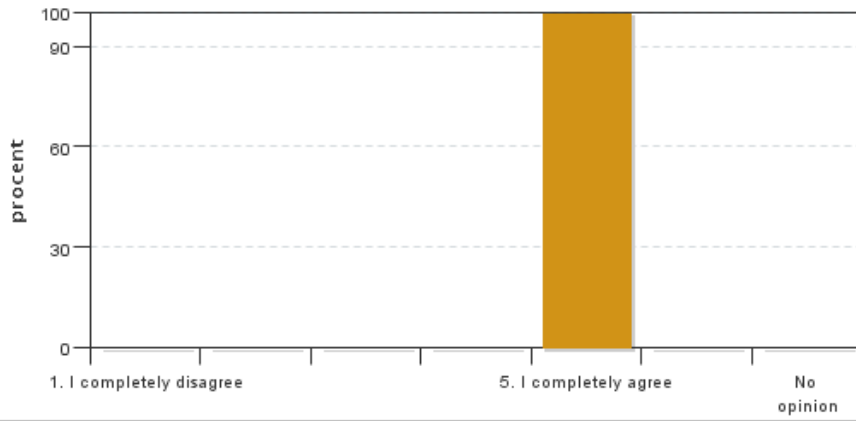
Answers: 3
 Medel: 30,0
 Median: 36-45

≤5: 0
 6-15: 1
 16-25: 0
 26-35: 0
 36-45: 2
 ≥46: 0

No opinion: 0

Additional own questions

13. The excursions to the apple orchards managed by Kivik, to Eriksgården Berry grower, to Sannagården cucumber grower and to the SLU potato field trials supported my learning, and were informative and relevant to the course.

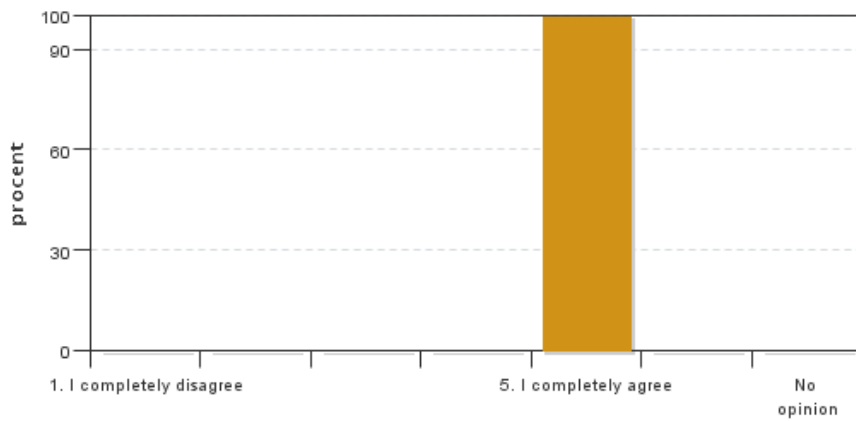


Answers: 3
 Medel: 5,0
 Median: 5

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

No opinion: 0

14. The journal club exercise was a useful and relevant learning tool

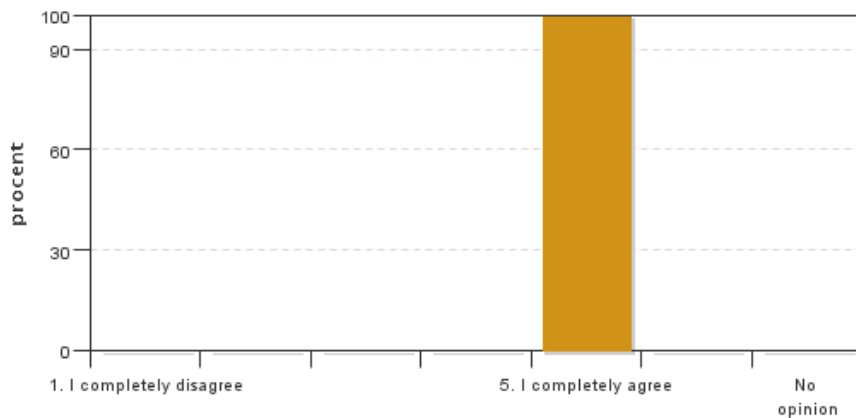


Answers: 3
 Medel: 5,0
 Median: 5

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

No opinion: 0

15. The fact sheet exercise was a relevant and useful learning tool

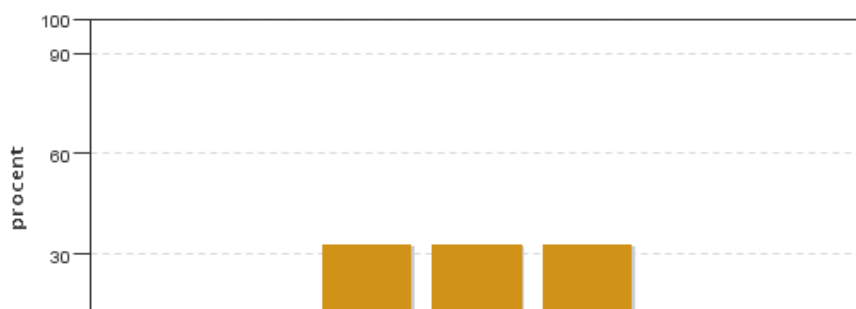


Answers: 3
 Medel: 5,0
 Median: 5

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

No opinion: 0

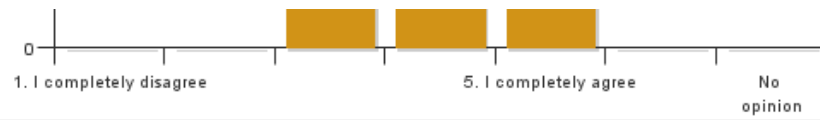
16. The group project was a useful and relevant exercise that helped me understand how to build an IPM strategy for a crop.



Answers: 3
 Medel: 4,0
 Median: 4

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

No opinion: 0



Course leaders comments

Comments from Course leader for BI1267 2018 evaluation

Since 2017 I worked to develop a clear internationalisation link with the course, so that we do not only use local Swedish examples. The students in the 2018 cohort had a wide international experience with some of them having taken minor field studies in Africa prior to the start of BI1267 and several international students.

I took several comments onboard from the 2017 student comments, regarding organisation of the different components of the course which can of course be implemented in several ways. I decided to test the suggestion made by the students in 2017 which although not commented on in the 2018 evaluation, they did not comment that it was hard to follow the progression, so we can take that as a success!

There was also a really low uptake in the 2018 cohort in terms of completing the evaluation which was a shame. I talked about the importance of this in class several times. The students still complained about the room, which I thought was better than the 2016/17 rooms, but now after talking to Marie I realise I can request a specific room, so I will try to do that in 2019.

I developed my own new lecture on new technologies that could be applied to IPM which was really practical and a bit of a departure from my usual lecture style but highly appreciated. Coupled to this I invited Erik Alexandersson to go deeper into one or two of these things to cover both deep level science and practical applications. This was mentioned in the comments as a highly appreciated lecture. The opportunity for an Erasmus exchange lecture, organised by Salla was also very nice and I think the students also liked this, as it was very well connected to the learning objectives, and a very pedagogic lecture. I had the opportunity to talk to the Erasmus guest lecturer in advance to plan this and I think it worked very well.

I decided to skip the lectures on pesticide mode of action from Anders TS Nilsson after several years of comments by the students (to me in class if not formally in the evaluations) particularly from the horticulture program, that he gives the same lecture every year in the program so that they heard this lecture twice before at basic level. This gave room for junior researchers from our department for example Alberto to give a flipped classroom lecture getting deeper into some chemical ecology aspects related to IPM and to Paul Becher who I am also keen to encourage as a lecturer in the program in the future.

In this way I feel we are developing more challenging aspects and deeper science, but also maintaining practical applications and the farm excursions are essential for this and always highly appreciated so we will preserve these.

We started to visit some farms that are not just strictly horticulture in 2017 with potato visits, and as we widen the course for Plant Biology and other MSc programs we may think of also visiting cereal farms too if relevant to IPM practice.

Students can also choose for their final project to work on a horticultural or agricultural crop and to include more or less social sciences work if that for example is their chosen specialisation in the agroecology masters program.

I developed several new exercises including one on coffee that are very similar to the ash dieback one that was so appreciated the year before, this allows me to lecture less, gives the students more space to cooperate and is also good for internationalisation aspects as coffee is a tropical crop with some problems unique to its tropical location.

Student representatives comments

The course had a good overall grade, the students found it interesting and complete with many case studies and practical examples. The factsheet was a good way of thinking about how to communicate the learning from the course to the farmers. There were some technical problems with canvas and some complains about the room which was small and without windows and not very suitable for PowerPoint presentations. One person did not find that the course took enough time and that there was many weeks without lectures or reading. The group work was good, but for some people took too much time and there were some difficulties with working in a group. A suggestion was to shorten it down a bit. Technical problems appeared with lecture about nematodes and made it sometimes hard to follow. The guest lecture about new technologies was especially appreciated.

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