



Världens jordmåner och hållbar vatten- och markanvändning MV0215, 10120.1819

15 Hp

Studietakt = 100%

Nivå och djup = Avancerad

Kursledare = Jan Eriksson, Jennie Barron

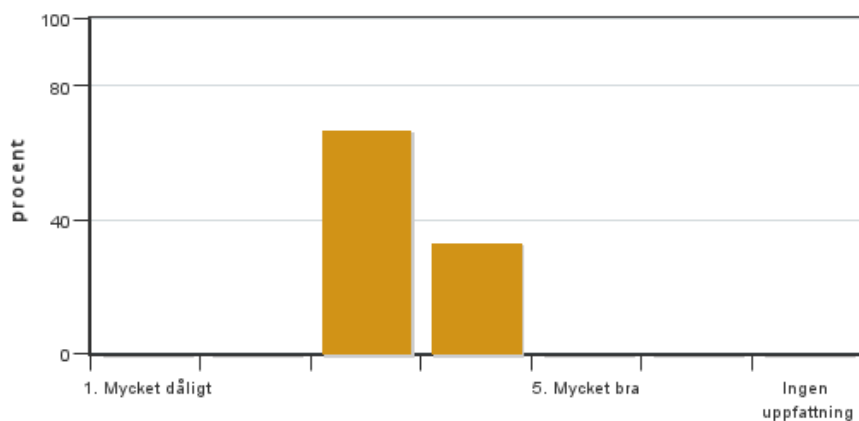
Värderingsresultat

Värderingsperiod: 2018-10-29 - 2018-11-19

Antal svar	3
Studentantal	17
Svarsfrekvens	17 %

Obligatoriska standardfrågor

1. Mitt helhetsintryck av kursen är:

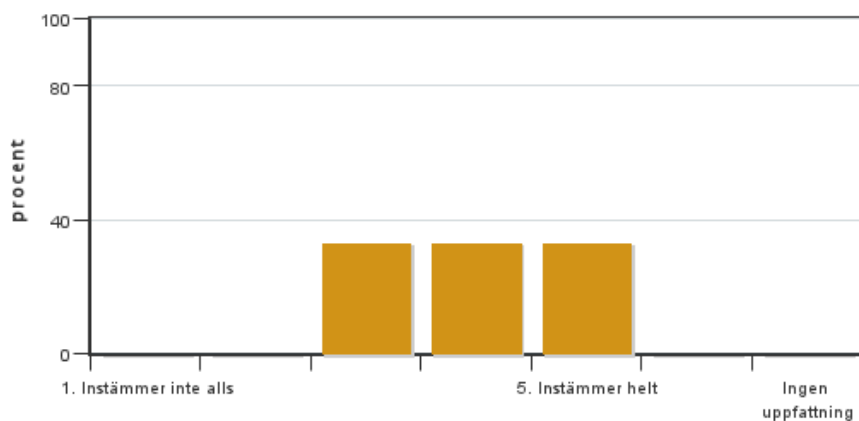


Antal svar: 3
Medel: 3,3
Median: 3

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

Har ingen uppfattning: 0

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

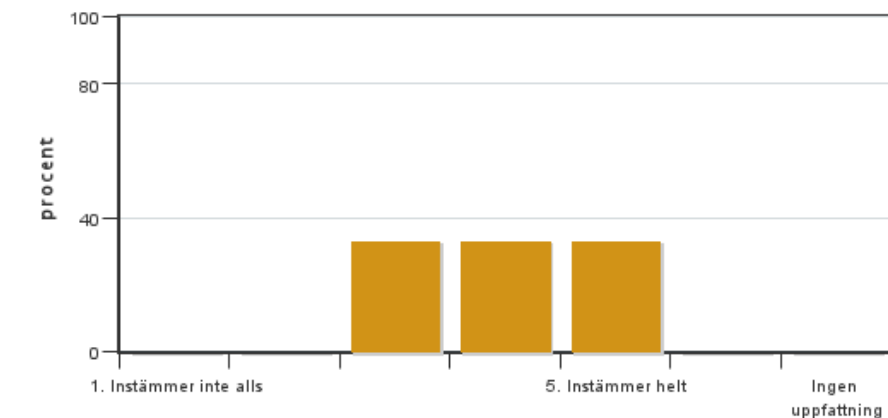


Antal svar: 3
Medel: 4,0
Median: 4

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

Har ingen uppfattning: 0

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

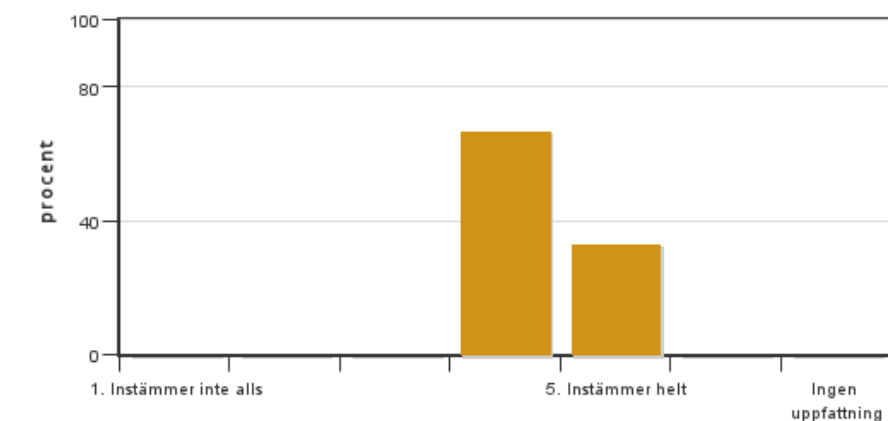


Antal svar: 3
Medel: 4,0
Median: 4

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

Har ingen uppfattning: 0

4. Jag anser att kursinformationen var lättillgänglig.

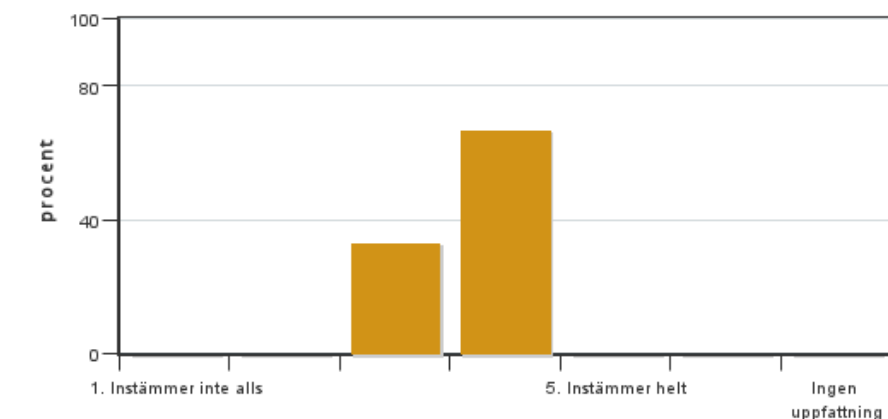


Antal svar: 3
Medel: 4,3
Median: 4

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

Har ingen uppfattning: 0

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

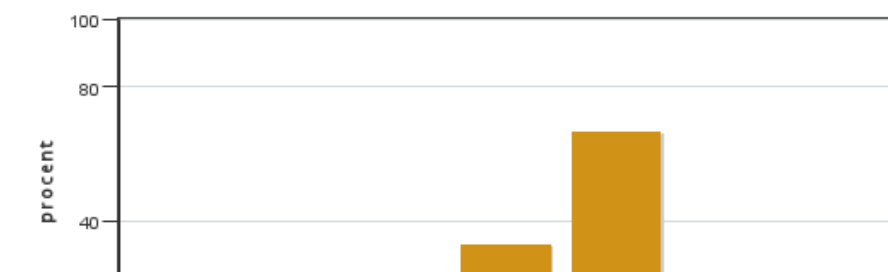


Antal svar: 3
Medel: 3,7
Median: 4

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

Har ingen uppfattning: 0

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



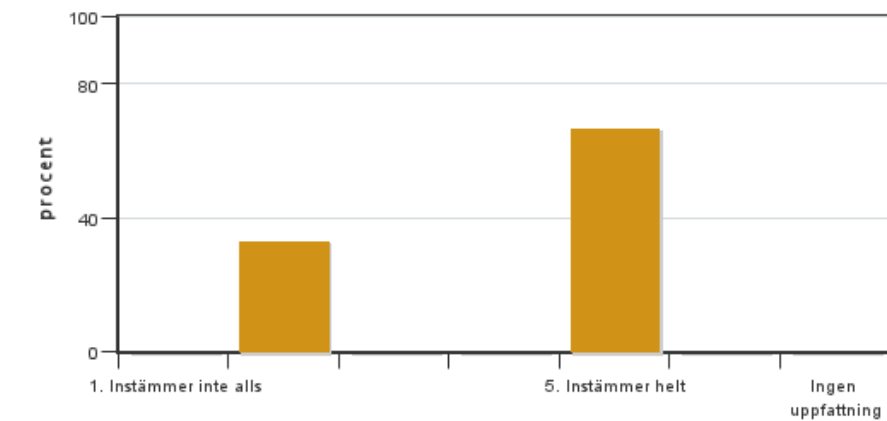
Antal svar: 3
Medel: 4,7
Median: 5

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



Har ingen uppfattning: 0

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



Antal svar: 3

Medel: 4,0

Median: 5

1: 0

2: 1

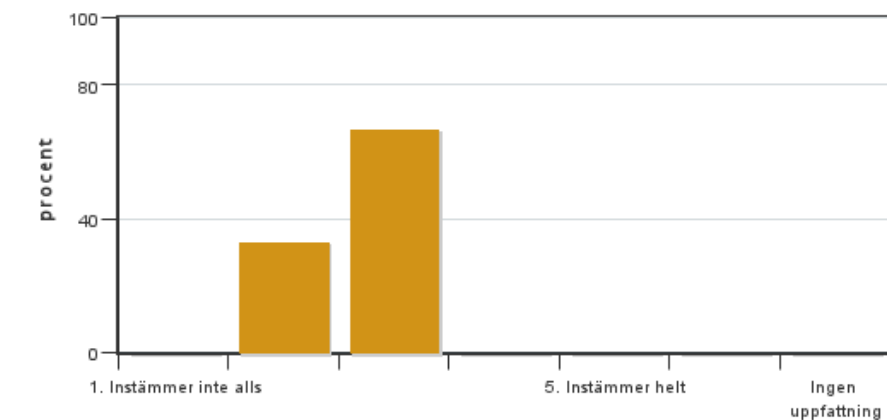
3: 0

4: 0

5: 2

Har ingen uppfattning: 0

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



Antal svar: 3

Medel: 2,7

Median: 3

1: 0

2: 1

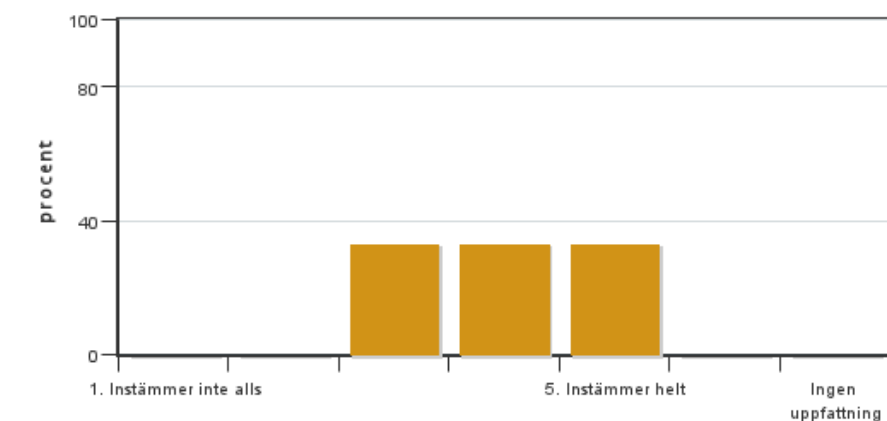
3: 2

4: 0

5: 0

Har ingen uppfattning: 0

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



Antal svar: 3

Medel: 4,0

Median: 4

1: 0

2: 0

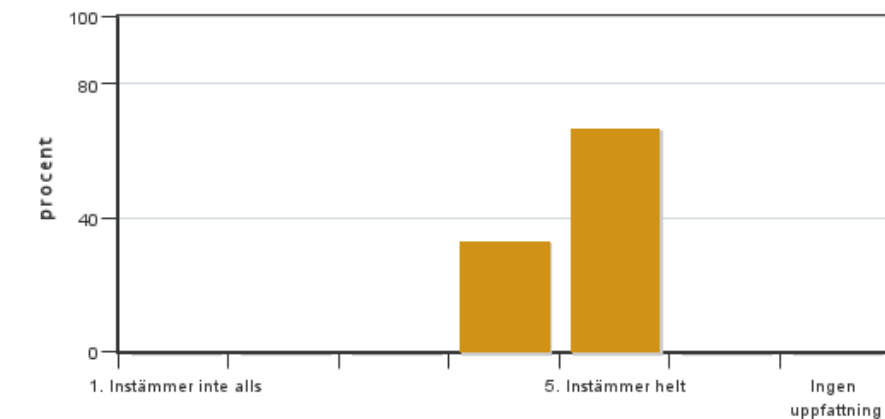
3: 1

4: 1

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).

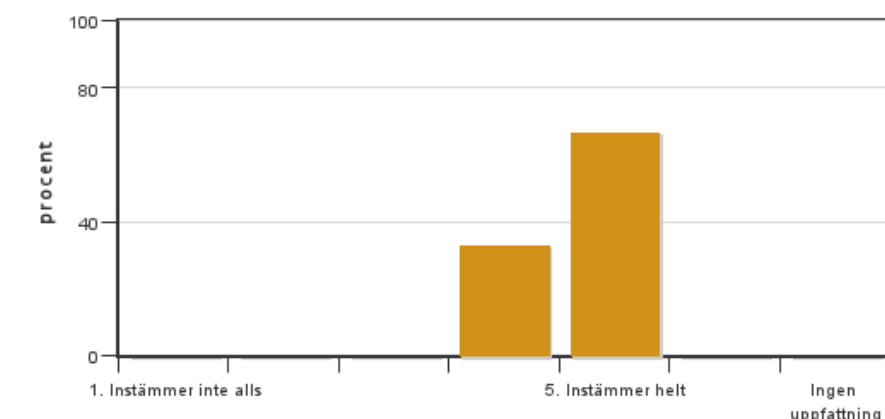


Antal svar: 3
Medel: 4,7
Median: 5

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

Har ingen uppfattning: 0

11. Jag anser att kursen har berört internationella perspektiv.

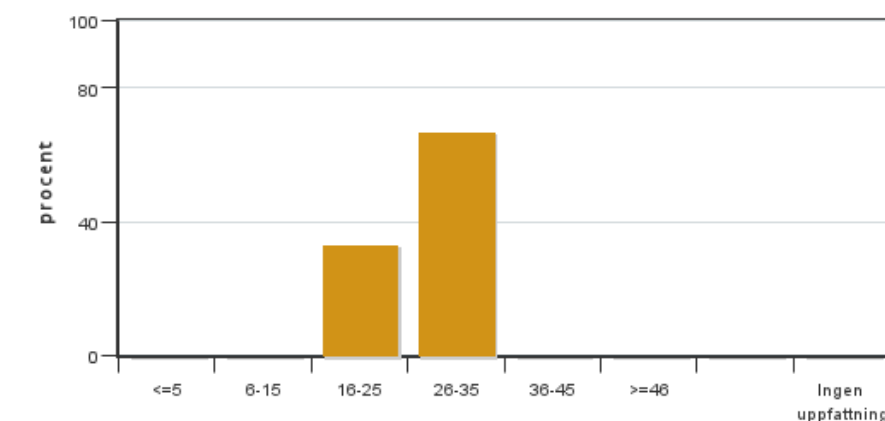


Antal svar: 3
Medel: 4,7
Median: 5

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

Har ingen uppfattning: 0

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



Antal svar: 3
Medel: 26,7
Median: 26-35

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

Har ingen uppfattning: 0

Kursledarens kommentarer

It is difficult to draw any far-reaching conclusions from the written course evaluation since only 3 of the 17 registered participants completed the evaluation form. However, most course participants attended the oral course evaluation so a large part of the conclusions in this summary is based on it. Among the things that were appreciated we note comments of appreciation for lectures in general, excursions, soil profile description in the field, soil classification, exercises connected to assignment 2 and the project (group) work as such. We are also happy for "The teachers in the course have been very including and helpful". This was the first time this course was held in its present form, partly with new teachers, so there were also some things that will need to be improved, as suggested by student evaluation and as reflected upon by the teachers. In general, the second part of the course was perceived as more demanding. As indicated by the summary of the student representative, there were several suggestions of improvements. We will here address them by outlining the improvements for the course next year. First of all, we will integrate the two parts more closely by connecting soil properties to management challenges in a more coherent

way. Secondly, the full course schedule will be improved to address the concern of insufficient time for assignments and the project work. The schedule and the course parts will be better aligned and sequenced, allowing for sufficient time for lectures, associated assignments and project (group) work for supporting problem-based learning objectives.

We are seeking to renew reading material / course book material to improve the course content reflection of international soil water and agricultural production issues and solutions. We will look into the request of adding some reading materials on the European soil and water issues and solutions, for complementarity.

The Assignment on Land Evaluation will be changed into a more GIS -based exercise on land/soil and water resources assessments for sustainable development, tied to the overall project (group) work. This will allow for the same learning objectives to be achieved, but to be addressed in the format of a problem-based learning approach.

Finally , we will improve the logistics for enabling timely participation and access to field exercises , For field travel during 2-day soil profile exercise, we intend to hire a bus with a professional driver, and for local field exercises, we will provide on-site guidance for bike/walk or own transport.

Studentrepresentantens kommentarer

The overall impressions are medium to good. There has been a very good learning environment and the teachers in the course have been very including and helpful. Teachers also supported learning of the content of the course. Students think that there has been an included course in equality and gender aspects.

The information about the course was easily accessible and the schedule was detailed. But it is important that the schedule and information is provided early especially for the exchange students.

Many students had some prior knowledge about the basic soil science in the soils of the world part and little prior knowledge about the sustainable water management part of the course, the physics parts were difficult for some students. Students have spent about 27 hours/week on this course.

Logistics had some suggestions on improvement since students now had to organize logistics to field, biking, walking or driving. Another suggestion is to book a computer room for the project work and someone to help during the booked hours.

The course has covered international perspectives in a good way and some students want a bit more about soil and water problems in Europe.

Project work was good, but some students wanted more guidance. The balance between application/practice exercises, assignments, project and theory (lectures, literature) has been good but more time for assignments and project work is needed. Project work, opponent task and exercises were useful for learning. Lectures was good in general, but it needs more sustainability parts. The students liked the excursions, soil description and soil classification parts of the course.

Students wants more application-based learning that provide students practice. The assignments also need better introduction and not only the theoretical background. Some suggestion on the assignment part is a discussion opportunity and a sum up of the assignment in about 30 minutes. Some students want more time and support during assignments. Assignment 2 was clear, and much help was provided.

Students suggest more connection between the different parts of the course, like soil properties connected to management challenges and what the soil types and specific classification means for land use etc.

There was some difference between the different parts of the course. The impression of the soils of the world lectures are that they were very well structured. The students thought the map exercise was good. Course book and lecture notes on major soils of the world was good but some of the study material was outdated since it had older classifications.

Students thought the soil of the world exam was good, but some thought it needed some more application-oriented questions.

Generally, the students think the sustainable water and soil management have great potential but some changes could be made for next course. Some improvements could be made of the lectures in this part. It is extra important that there are correct references for equations.

There are some improvements to be made about the sustainable development aspect. There was a lot of focus on irrigation and drainage, but participants of the course would like to learn more about adverse effects of agricultural run-off, water pollution and also learn about nutrient management. More lecture time and support could be useful for the irrigation and crop water demand part.

The assignments in soil and water management part with different calculations and tools provided good learning opportunity. Especially the tools (WEPP, ArcGIS, etc.) are very useful and should be extended for a more

problem-solving oriented approach. The land evaluation part could instead be a GIS-based analysis and could give an early introduction to the GIS tool and could also be connected to the project work.

The Soil and Water Conservation Engineering course book was hard to purchase in hardback and could only be read online. Some students didn't read the course book, but others liked it and some thought it was USA-centric and lacked detailed background information. Other literature and handouts have been good in both parts of the course. Students thought the FAO sheets were useful during the project work. The students generally liked the course book in the soils of the world part more.

The exam in soil and water management the general impression of this part was that it was hard and a lot of points for some questions and there was a question on assignment 5 that had deadline and feedback after the exam.

Some students thought that sustainable water and soil management was a stressful part of the course with a lot scheduled and 3 assignments before the exam. More time for exam preparation would be good for both exams.

There were very few who responded in writing to the evaluation, so the summary is also based on notes from the oral evaluation.