



## Genetic diversity and plant breeding BI1103, 20095.1819

15 Hp

Studietakt = 100%

Nivå och djup = Avancerad

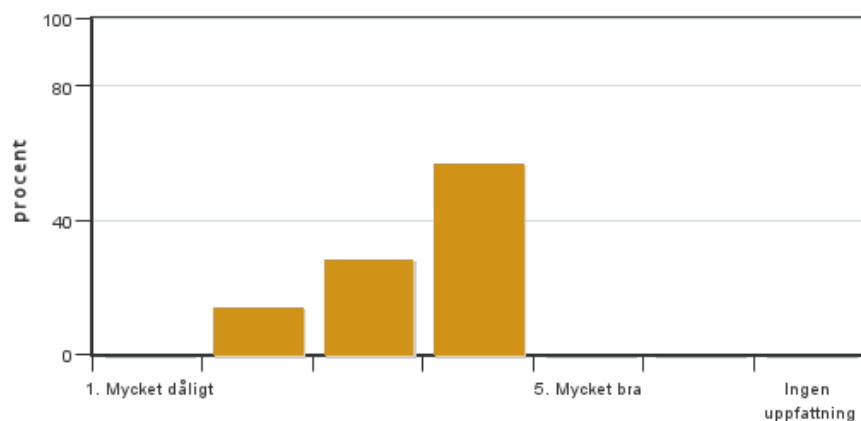
### Värderingsresultat

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

Antal svar	14
Studentantal	15
Svarsfrekvens	93 %

### Obligatoriska standardfrågor

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

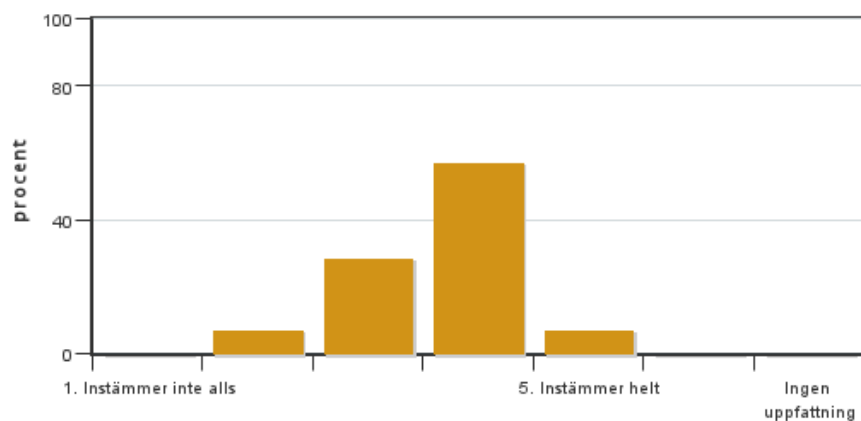


Antal svar: 14  
Medel: 3,4  
Median: 4

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

Har ingen uppfattning: 0

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

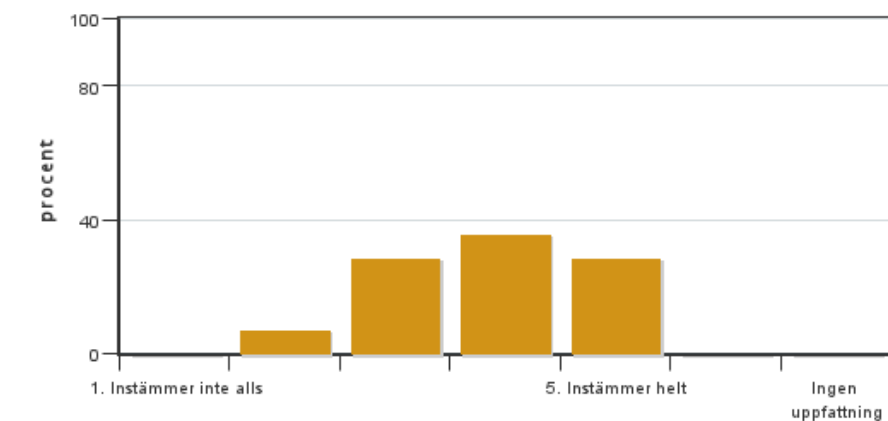


Antal svar: 14  
Medel: 3,6  
Median: 4

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

Har ingen uppfattning: 0

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

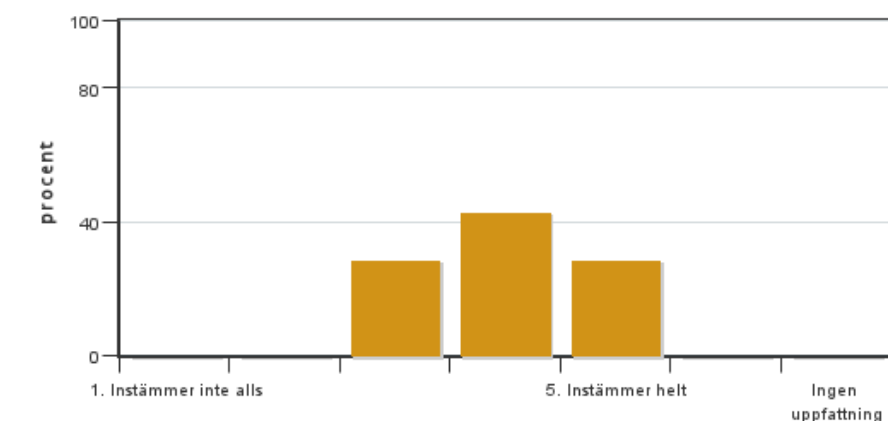


Antal svar: 14  
Medel: 3,9  
Median: 4

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

Har ingen uppfattning: 0

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

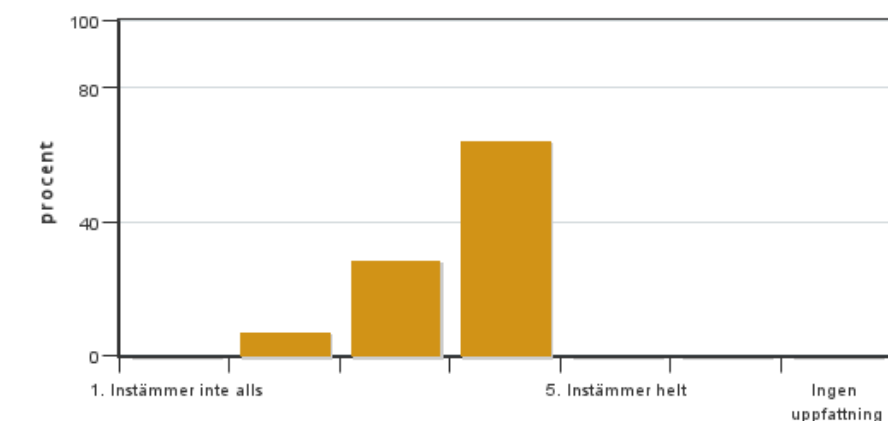


Antal svar: 14  
Medel: 4,0  
Median: 4

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

Har ingen uppfattning: 0

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

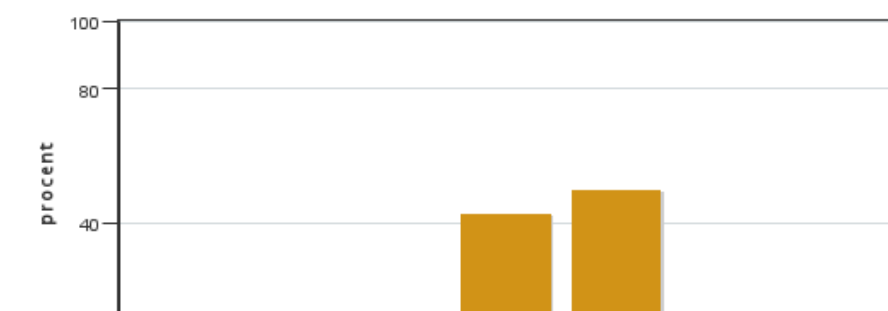


Antal svar: 14  
Medel: 3,6  
Median: 4

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

Har ingen uppfattning: 0

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



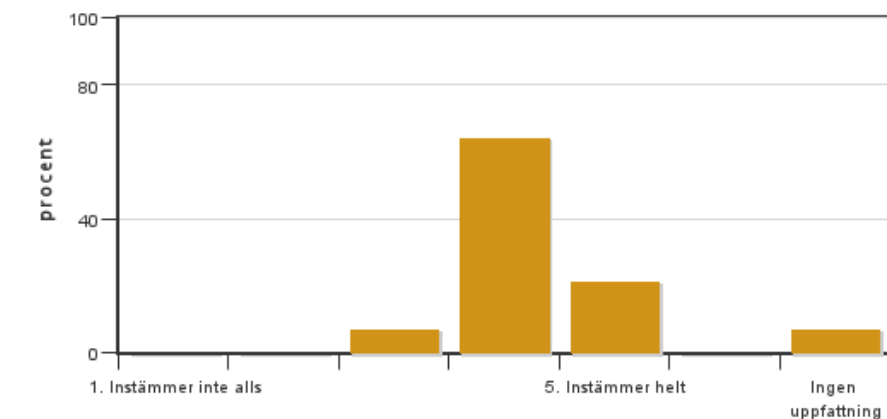
Antal svar: 14  
Medel: 4,4  
Median: 4

1: 0  
2: 0  
3: 1  
4: 6  
5: 7

Har ingen uppfattning: 0



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

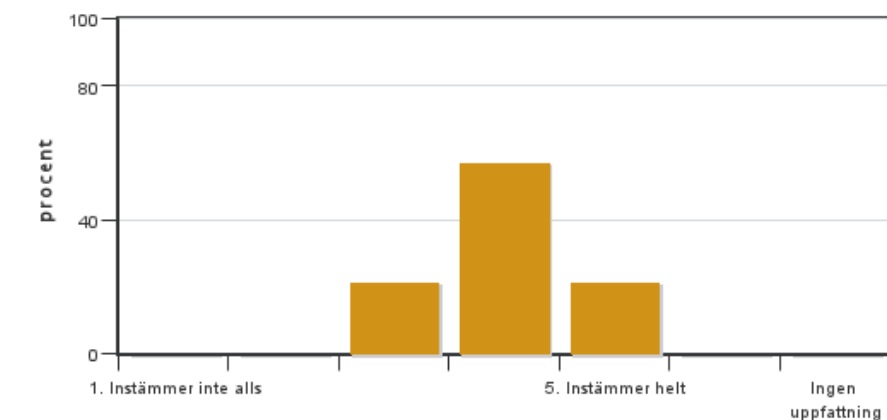


Antal svar: 14  
Medel: 4,2  
Median: 4

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

Har ingen uppfattning: 1

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

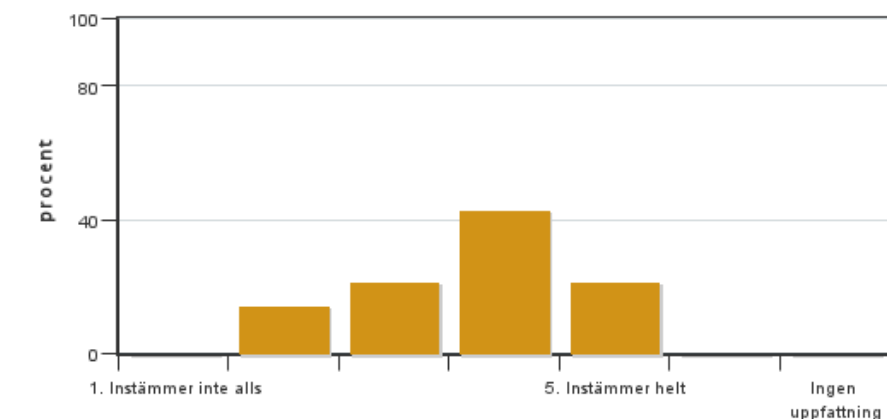


Antal svar: 14  
Medel: 4,0  
Median: 4

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

Har ingen uppfattning: 0

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

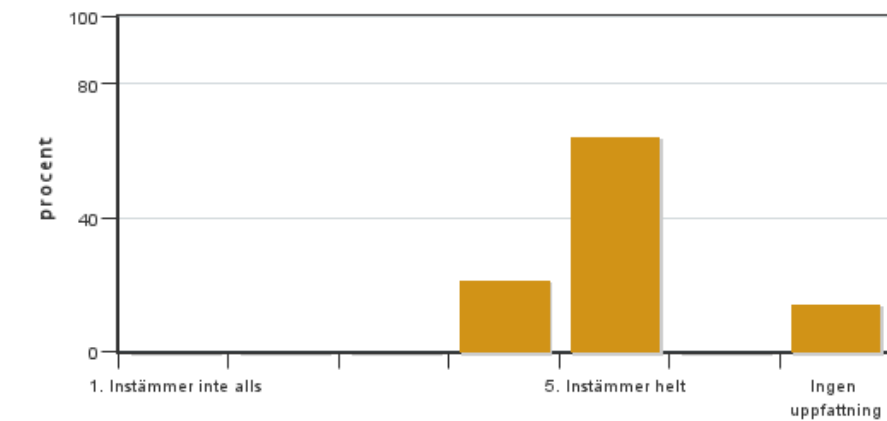


Antal svar: 14  
Medel: 3,7  
Median: 4

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

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).**

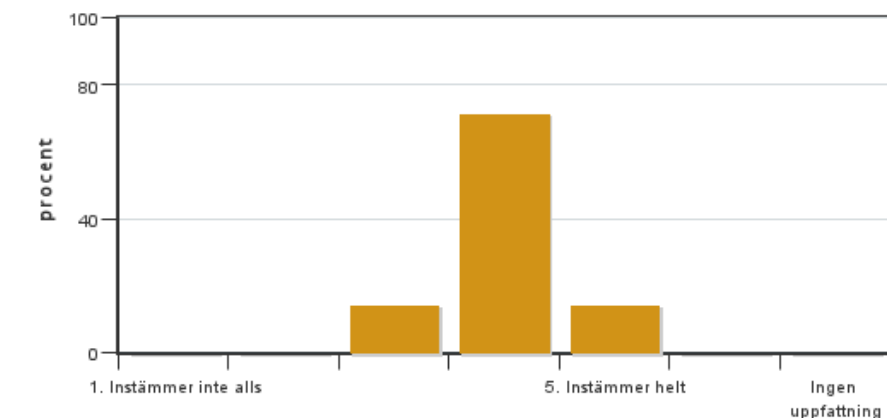


Antal svar: 14  
Medel: 4,8  
Median: 5

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

Har ingen uppfattning: 2

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

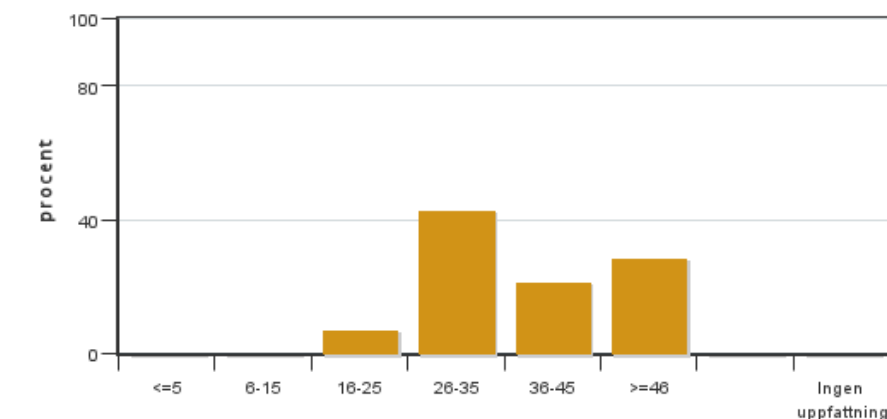


Antal svar: 14  
Medel: 4,0  
Median: 4

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

Har ingen uppfattning: 0

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



Antal svar: 14  
Medel: 36,0  
Median: 26-35

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

Har ingen uppfattning: 0

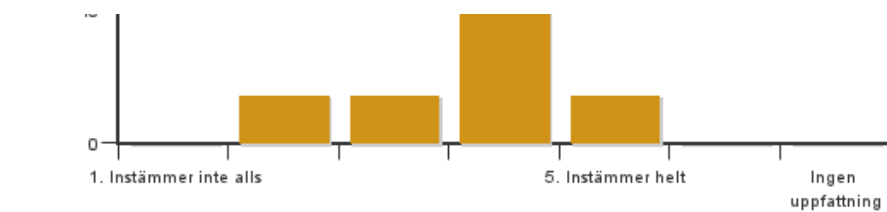
## Egna frågor

#### 13. Literature (papers, book chapters) and study material have been relevant for the course.



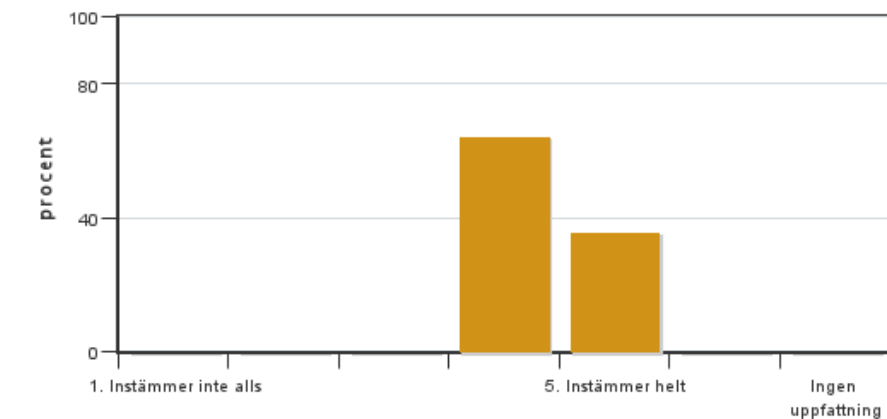
Antal svar: 14  
Medel: 3,7  
Median: 4

1: 0  
2: 2  
3: 2



4: 8  
5: 2  
Har ingen uppfattning: 0

**14. I think the teachers at the course have taken an active interest in their subjects and of the teaching.**

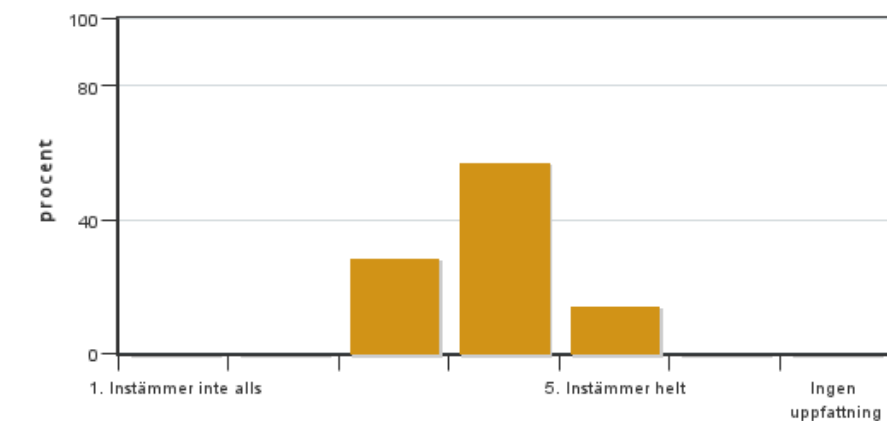


Antal svar: 14  
Medel: 4,4  
Median: 4

1: 0  
2: 0  
3: 0  
4: 9  
5: 5  
Har ingen uppfattning: 0

**15. Is there anything you have been especially satisfied with or unsatisfied with during the course? If so, what?**

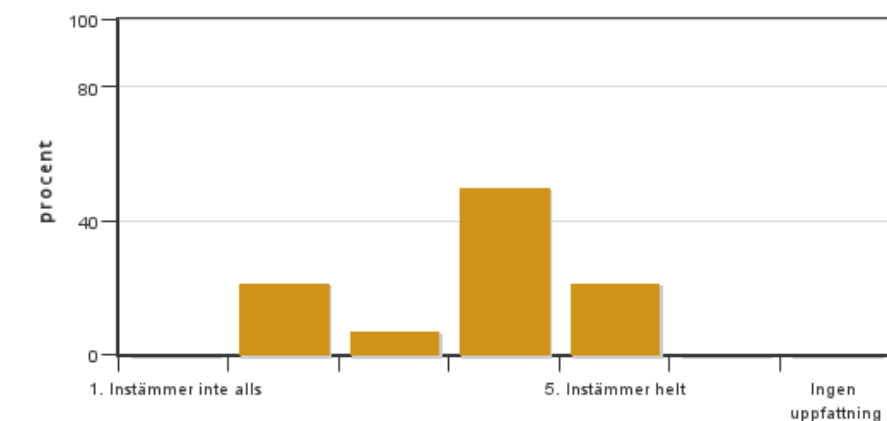
**15. I think that the literature project was rewarding and I learnt a lot**



Antal svar: 14  
Medel: 3,9  
Median: 4

1: 0  
2: 0  
3: 4  
4: 8  
5: 2  
Har ingen uppfattning: 0

**16. The lab project (green house, wet lab and computer lab) was very interesting and I learnt many new things**



Antal svar: 14  
Medel: 3,7  
Median: 4

1: 0  
2: 3  
3: 1  
4: 7  
5: 3  
Har ingen uppfattning: 0

**17. Any comments and/or suggestions for improvement on any of the different parts of the course (population genetics, plant domestication, quantitative genetics, breeding methods for cross and self-pollinators, seed certification, international breeding, polyploidy, hybrid breeding, breeding for disease resistance and stress tolerance, breeding for virus resistance, genotype-phenotype associations, QTL mapping, GMO, genomics)**

## Kursledarens kommentarer

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Fifteen students attended the course and all but one, due to sick leave, did the course evaluation. The overall impression of the course was a bit above the mean on the scale (mean 3.4 on a scale between 1-5 where 5 is the best). Several of the students had commented that they were satisfied with the course and liked it but some also thought that the course was very mixed and that the end goal was not so clear. There were also comments regarding more and better information before the literature presentations and also better feedback after the presentations. This is something that definitely could be improved and considered for coming courses. Also, one student thought that breeding terms could be explained better, it is not completely clear what is meant with "breeding terms" but of course questions regarding this should be answered and explained as good as possible. Another comment was regarding group works where it was thought that the presentations for the whole class was unnecessary since the teacher did not comment enough so the listening students did not understand if it was correct or not. The teacher has to improve the feedback so this is more clear, but in general, the pedagogic point to present for others is that you learn the topic better if you have to explain.

The students thought that the course content had quite clear links to the learning objectives (mean 3,6) and various course component had supported their learning (mean 3.6). Some students thought that some of the lectures were not about the topic they were supposed to cover and also that some lectures were too specific and did not give a broader picture. The teachers have to think of this in the planning of the lectures. The course literature was liked by some students but there were complaints about the course book from other students. Still the question about how relevant the course literature was, gave a mean of 3.7. Most of the course literature is based on articles but for some of the lectures a course book was used. The selected good chapters in the course book have been hard to exchange since they cover a lot of the topics and give an overall picture but due to the complaints about the book this has to be re-considered.

The course covered the sustainability issues (mean 3.7) and international perspective (mean 4.0). Social learning environment was ranked very good (mean 4.4) and also the physical learning environment was very good (mean 4.2). Most of the students agreed that the teachers took an active interest in their subjects (mean 4.4) and overall the students thought that the examinations gave them good opportunities to show what they have learnt during the course (mean 4.0). The lab-project (including a greenhouse, wet-lab and computer lab part) and the lab teachers was very appreciated (mean 3.7) even though some students thought that the wet-lab part was a bit too basic.

The literature project during the course was appreciated and most of the students thought that they learnt a lot (mean 3.9) but some students wanted more feed-back from teachers during the final presentation (see above).

Ann Christin Rönnerberg-Wästljung

## Studentrepresentantens kommentarer

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Overall impression:

Most students indicated that they weren't happy with the organization of the course. It is mentioned that students were expected to know a lot about breeding, which wasn't the case for most students. Overall the course was maybe a little bit confusing the content wasn't really clear and there wasn't an overall 'red line' throughout the course. Slides often didn't have the necessary information, this is important because often a lecture was based on the teachers work and not on theory from a book. Pictures are really nice but there needs to be some explanation attached to it. The most comments were on the following lectures: abiotic stress, genomics and breeding methods. Students seem to miss the introduction about breeding etc. and thought it would be more genetically focused. The course information wasn't explicit enough, students would like more of a detailed description on the course overview page.

The access to the information was ok, frontier works. For the future the lectures should be separated and ordered correctly from the seminars. Also it was not clear in which order the lectures were given, there was no date etc of number attached to the pdf files on frontier. Students would also prefer PowerPoint files of PDF.

Students complained about the teaching methods. Reading up in the morning about a topic and presenting it in the afternoon didn't feel like a successful teaching method and seem to be more exhausting than productive. It seems like the students were preparing the lectures in this way.

Students felt comfortable in class and were in good contact with teachers and fellow students. The class room was missing electricity charges. The exam was reviewed as ok, students mentioned that there sometimes wasn't enough time to digest the information given before exams (breeding +genomics). The topic suitability wasn't a main

focus of the course.

lab wasn't really stimulating for most of the students. Students like Susanna a lot and also the green house part. The lab wasn't in-depth or thought us something new. Maybe there could be a separation for students with and without experience. Overall recommendation is a more structured and efficient course. Listing a whole day at lectures isn't not the best way to learn. Also some seminars felt unnecessary. The logic in the course is missing if I interpret the feed back correctly.

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Kontakta support: [support@slu.se](mailto:support@slu.se) - 018-67 6600