



Agrara odlingssystem BI1328, 20150.1819

7.5 Hp

Studietakt = 100%

Nivå och djup = Avancerad

Kursledare = Göran Bergkvist, Kristin Thored

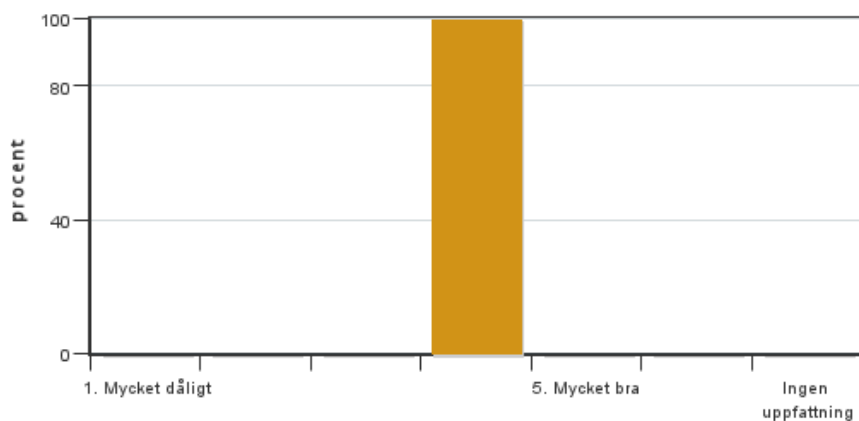
Värderingsresultat

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

| | |
|---------------|------|
| Antal svar | 1 |
| Studentantal | 2 |
| Svarsfrekvens | 50 % |

Obligatoriska standardfrågor

1. Mitt helhetsintryck av kursen är:

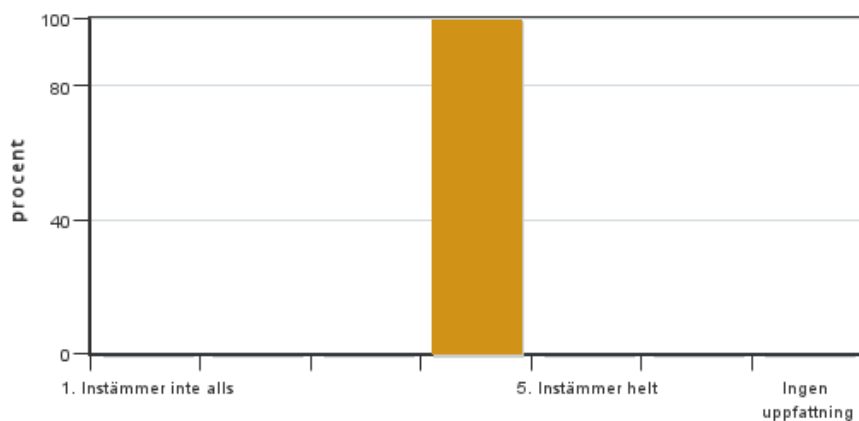


Antal svar: 1
Medel: 4,0
Median: 4

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

Har ingen uppfattning: 0

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

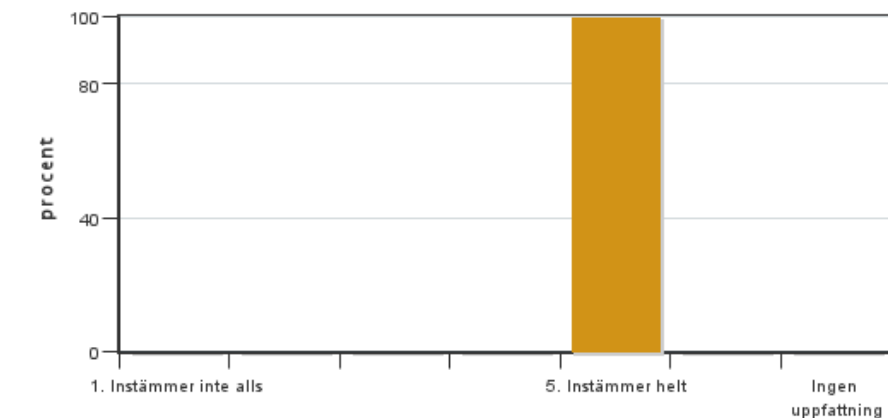


Antal svar: 1
Medel: 4,0
Median: 4

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

Har ingen uppfattning: 0

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

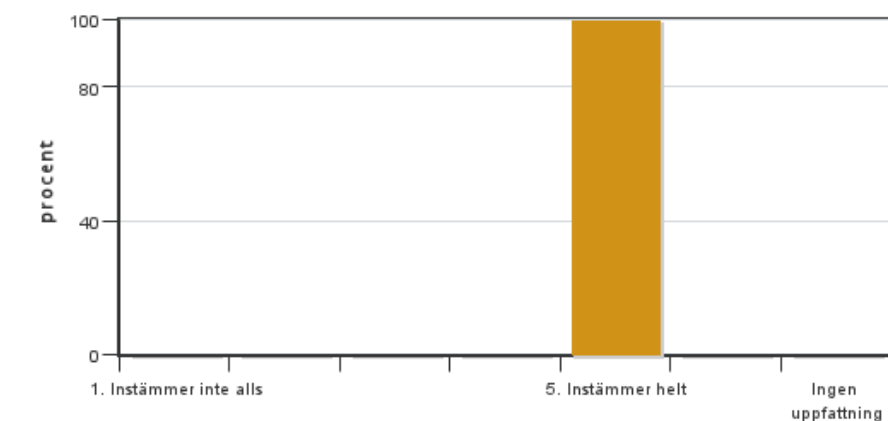


Antal svar: 1
Medel: 5,0
Median: 5

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

Har ingen uppfattning: 0

4. Jag anser att kursinformationen var lättillgänglig.

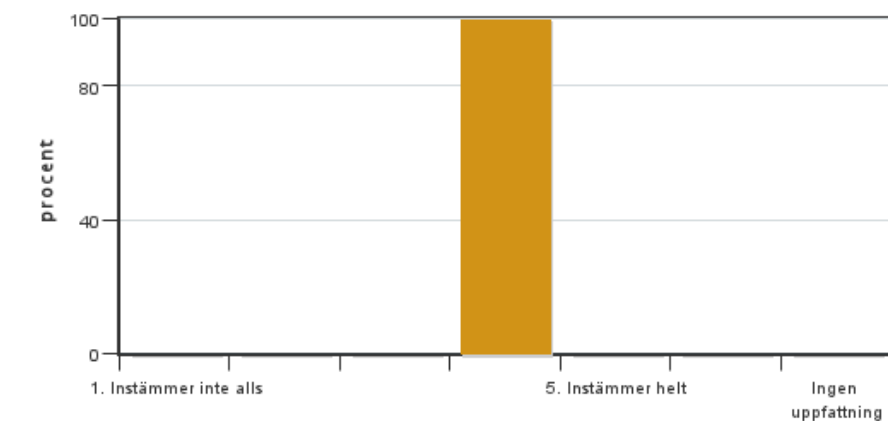


Antal svar: 1
Medel: 5,0
Median: 5

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

Har ingen uppfattning: 0

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

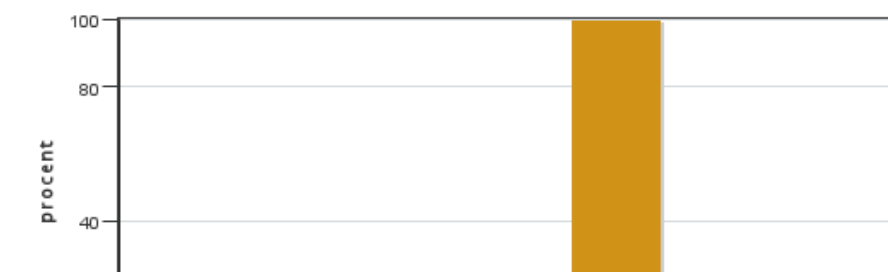


Antal svar: 1
Medel: 4,0
Median: 4

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

Har ingen uppfattning: 0

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



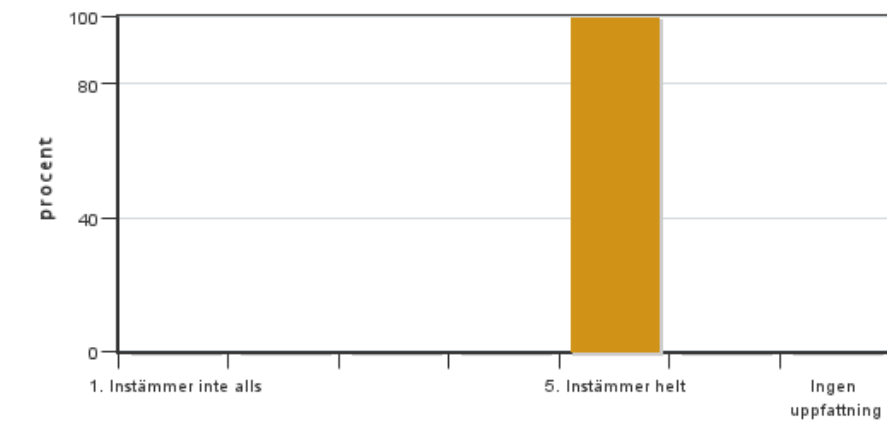
Antal svar: 1
Medel: 5,0
Median: 5

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



Har ingen uppfattning: 0

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



Antal svar: 1

Medel: 5,0

Median: 5

1: 0

2: 0

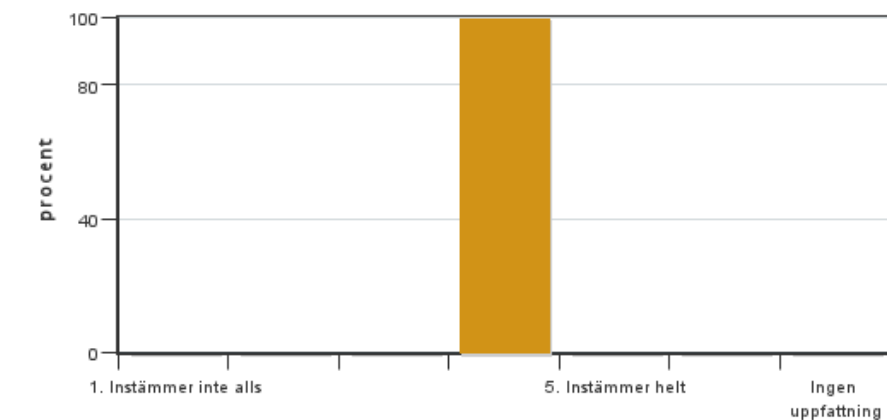
3: 0

4: 0

5: 1

Har ingen uppfattning: 0

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



Antal svar: 1

Medel: 4,0

Median: 4

1: 0

2: 0

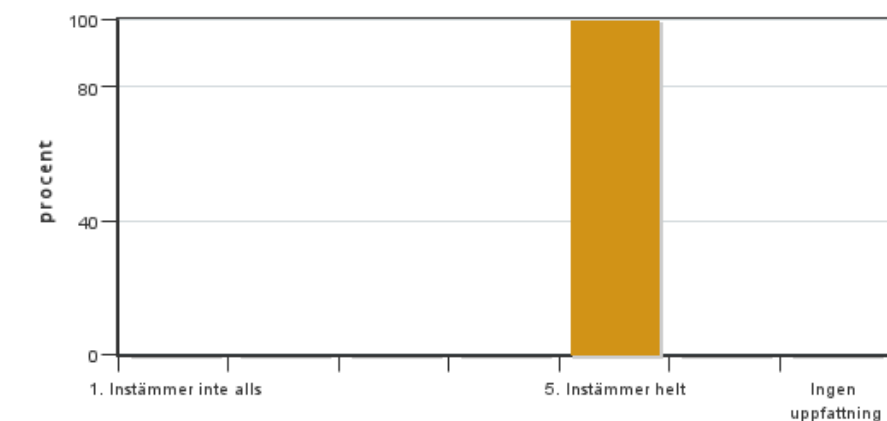
3: 0

4: 1

5: 0

Har ingen uppfattning: 0

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



Antal svar: 1

Medel: 5,0

Median: 5

1: 0

2: 0

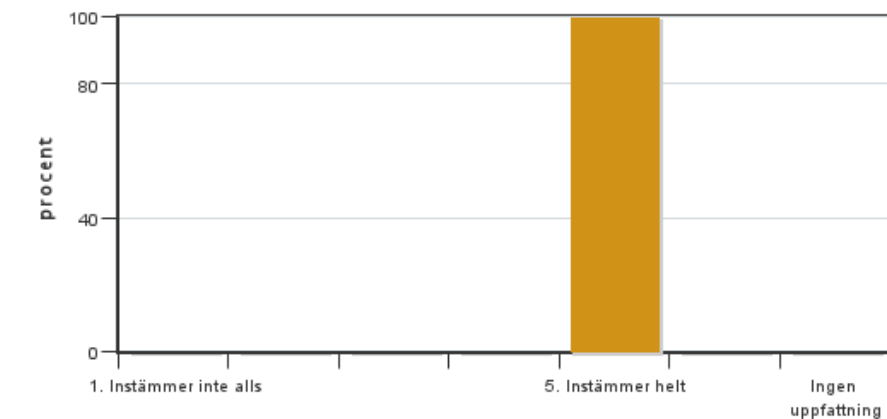
3: 0

4: 0

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).

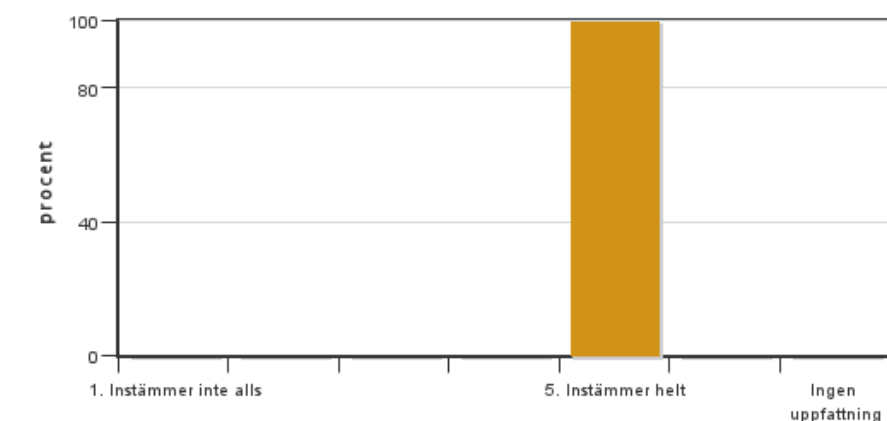


Antal svar: 1
Medel: 5,0
Median: 5

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

Har ingen uppfattning: 0

11. Jag anser att kursen har berört internationella perspektiv.

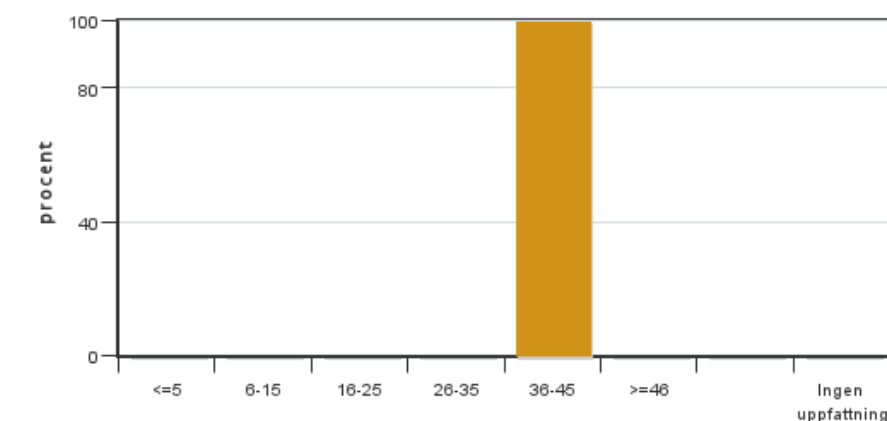


Antal svar: 1
Medel: 5,0
Median: 5

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

Har ingen uppfattning: 0

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



Antal svar: 1
Medel: 40,0
Median: 36-45

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

Har ingen uppfattning: 0

Kursledarens kommentarer

We had very few students this year. We have run the course in the spring as a 5 hp course on 1/3 speed for many years and has never had fewer than 10 students, often about 20. It was last run like this in the spring of 2018 and then we had quite many students. Thus, this was the second course during 2018 and this time it was run on full time between December 7 and January 17. We think that the small number of student was due to, many students having already done the old course, unsuitable placement of the course in time and poor advertisement abroad. This year we had no foreign students compared to the usual about 50%.

We have always got positive criticism for the course as it was, but we felt it was time to renew it when it was moved and enlarged. We removed participatory research and production of energy crops and added more on the rationale and discussion of various cropping systems as well as to extend the learning of skills regarding sustainability assessments of cropping systems. We did these changes as a reaction to previous criticisms of the participatory part

being too focused on developing countries. That section often got positive marks from some students but negative from others. The energy crop section seemed to specialised to me. My aim of the change was to make the course more useful for potential future careers as well as deepening the learning on the sustainability of various cropping systems. Another aim was to confront the students with different types of stakeholders to increase their understanding of why the perspectives of cropping systems are different depending on role of the stakeholder.

When we realised there would only be two students (and one PhD student) I decided to transform it in to a literature course. Thus much of the stakeholder interaction parts was lost, but we gained a lot by being able to dig much deeper into the literature than have been possible in previous years and a very close contact with the students.

The criticism from the student representative is fair. All of the four teachers involved in the course was on hoilday at some point during the course and we didn't quite manage to get all the information forward as we would have wanted. No big problems, but at one occasion the other teachers were not aware of the instructions I had given at the introduction and this confused the students. At another occasion a pdf-file that should have been on Fronter in December appeared in January. The other comment from the student representative refers to how we handled the seminar form. We had all prepared lectures and some teachers could not help themselves from giving parts of those lectures even though it was supposed to be literature seminars, whilst others had it as pure seminars. We have all learned from this and will use that knowledge during next year. We will make a new plan of the course, re-introduce stakeholder involvment, some lectures and develop the seminars to pure seminars.

Studentrepresentantens kommentarer

The cource has gotten very positive feed back from the one out of two students participating in the course. The low amount of students participating on this years course is hard to understand since the course has gotten such positive feed back.

The communication between the teachers can be improved in terms of the structure of the lessons/seminars, information about the exam and faster uploading of pp-lectures on Fronter/Canvas.