



Plant biology- for future forestry SG0242, 30246.1819

7.5 Hp

Pace of study = 100%

Education cycle = Basic

Course leader = Judith Lundberg-Felten

Evaluation report

Evaluation period: 2019-02-13 - 2019-03-06

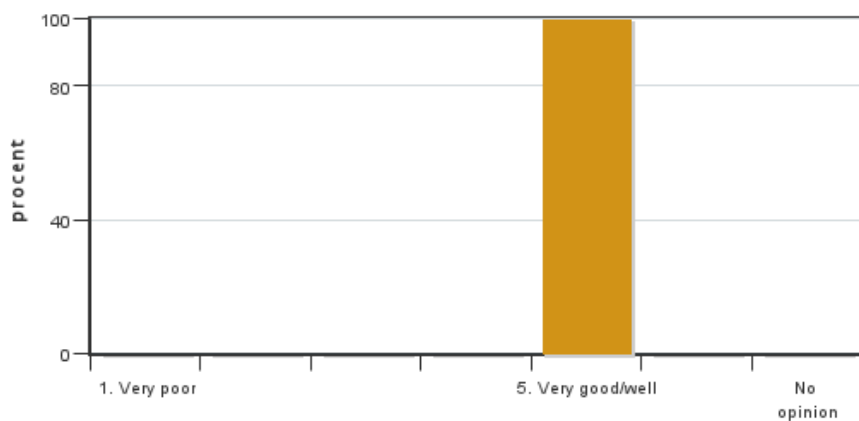
Answers 2

Number of students 5

Answer frequency 40 %

Mandatory standard questions

1. My overall impression of the course is:

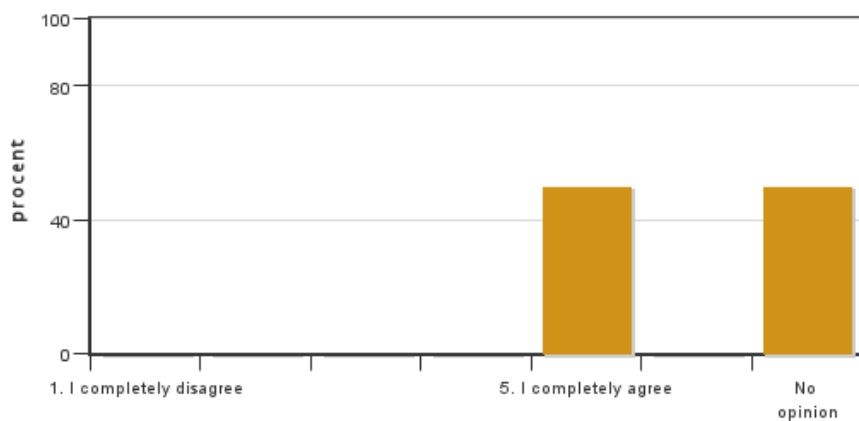


Answers: 2
Medel: 5,0
Median: 5

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

No opinion: 0

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

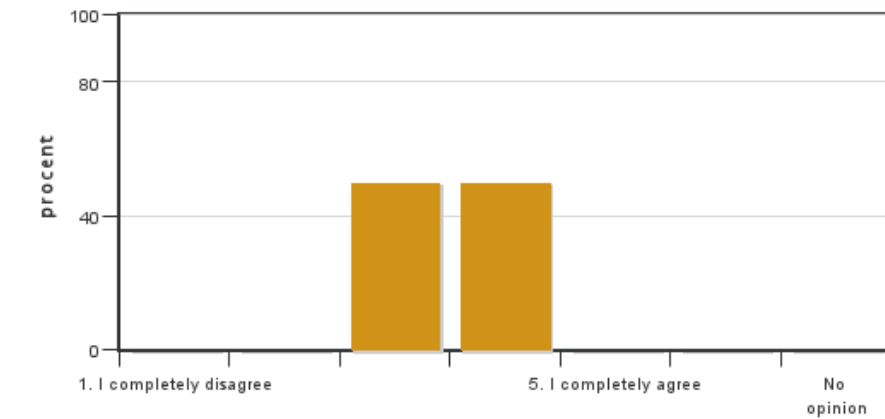


Answers: 2
Medel: 5,0
Median: 5

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

No opinion: 1

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

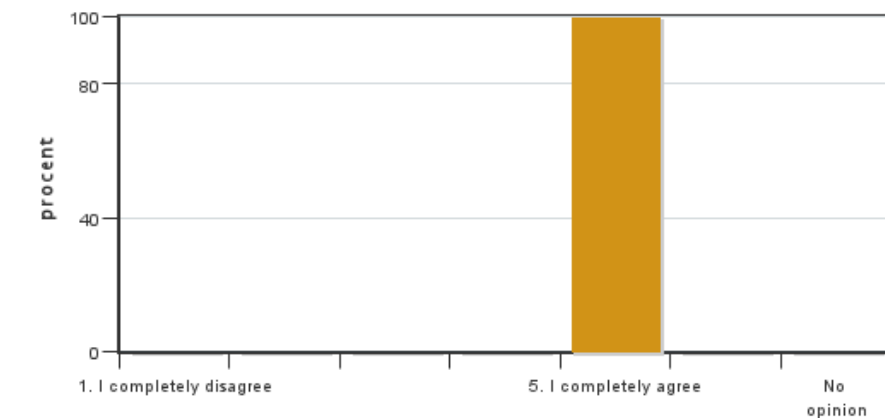


Answers: 2
Medel: 3,5
Median: 3

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

No opinion: 0

4. The information about the course was easily accessible.

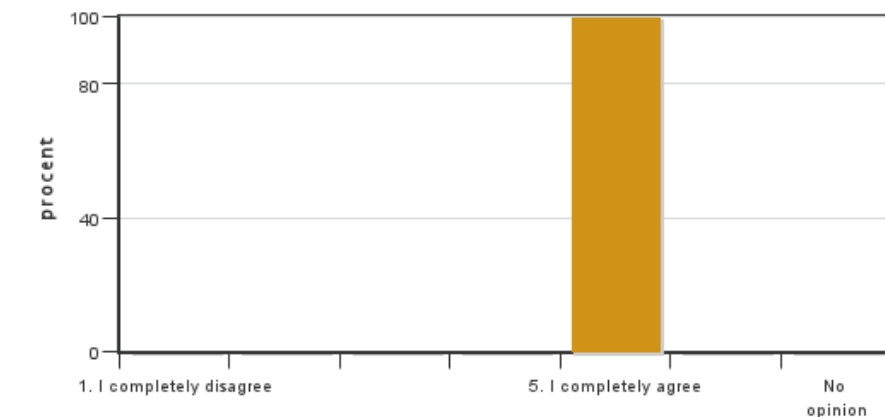


Answers: 2
Medel: 5,0
Median: 5

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

No opinion: 0

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

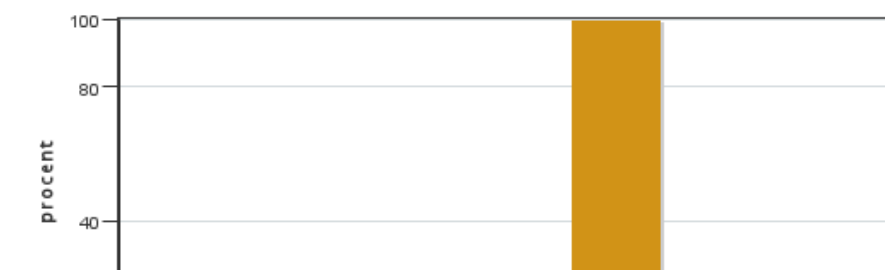


Answers: 2
Medel: 5,0
Median: 5

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

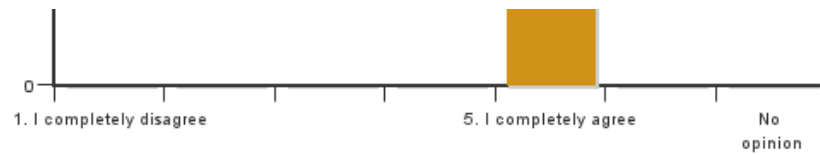
No opinion: 0

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



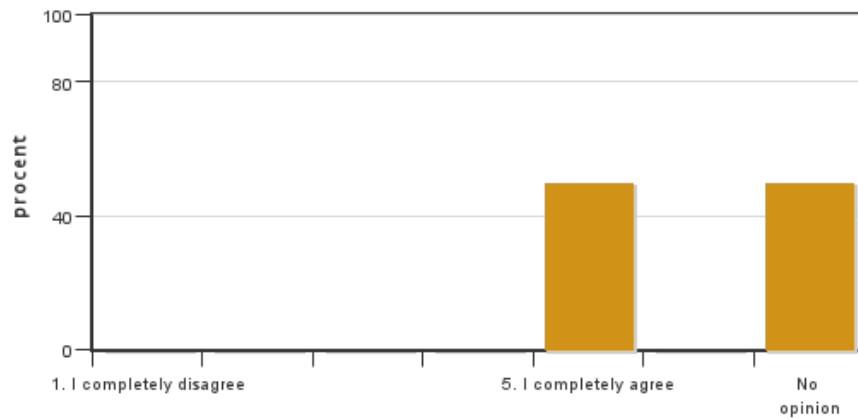
Answers: 2
Medel: 5,0
Median: 5

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



No opinion: 0

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

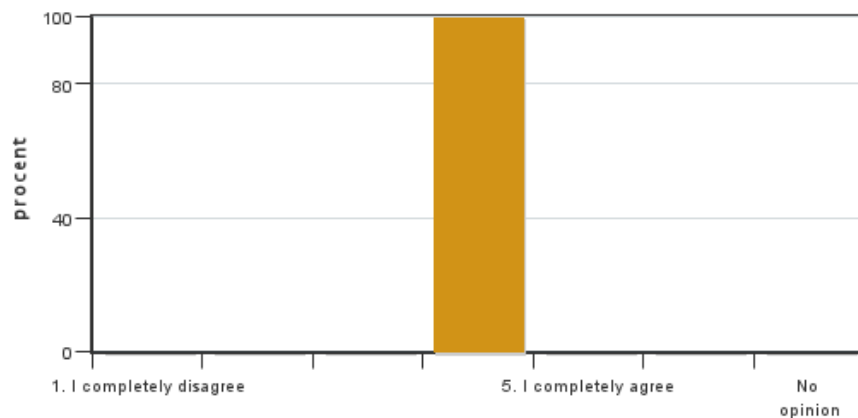


Answers: 2
Medel: 5,0
Median: 5

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

No opinion: 1

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

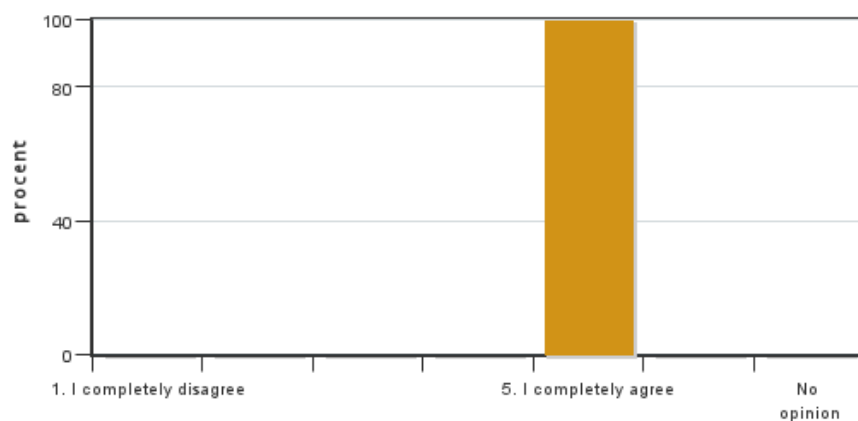


Answers: 2
Medel: 4,0
Median: 4

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

No opinion: 0

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

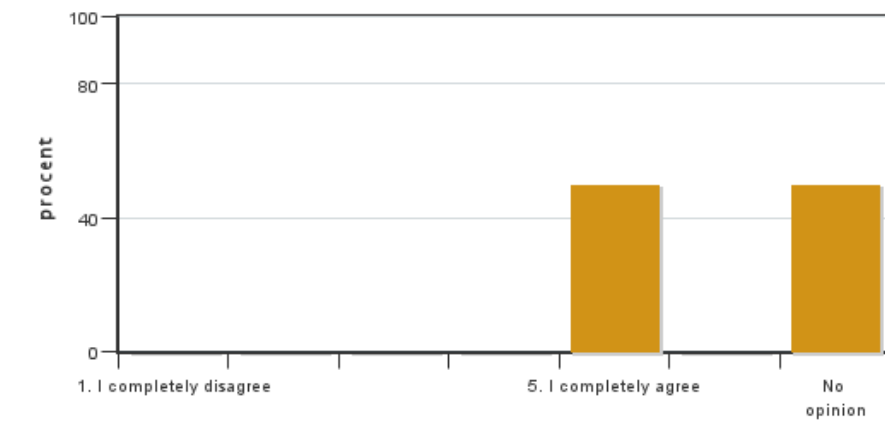


Answers: 2
Medel: 5,0
Median: 5

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

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).

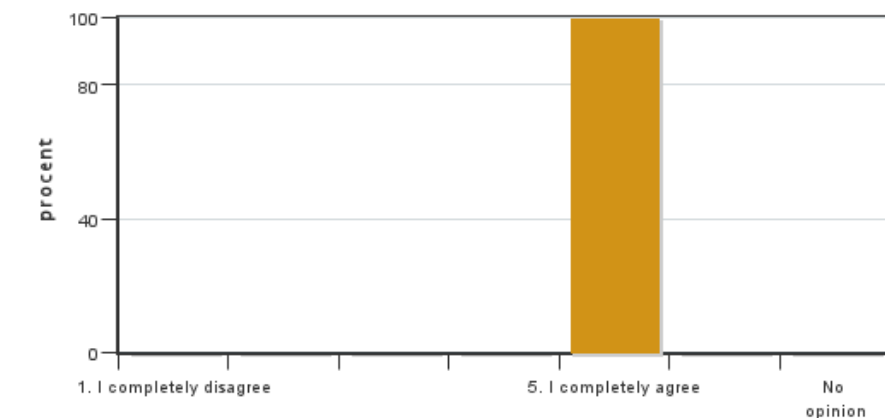


Answers: 2
Medel: 5,0
Median: 5

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

No opinion: 1

11. The course covered international perspectives.

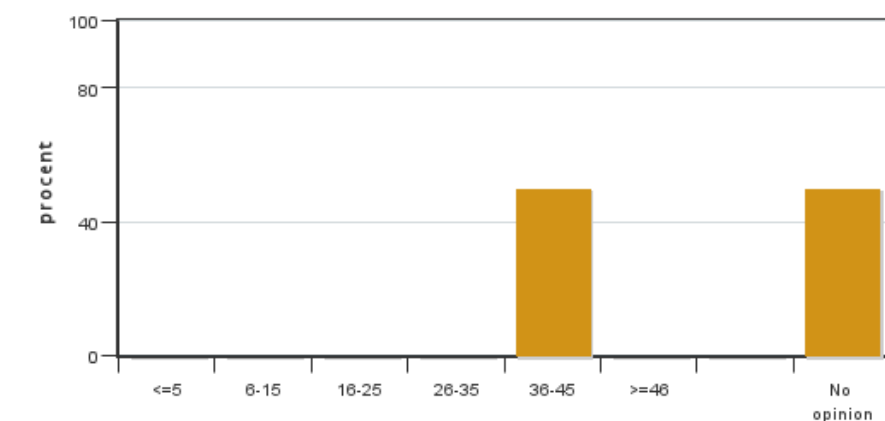


Answers: 2
Medel: 5,0
Median: 5

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

No opinion: 0

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



Answers: 2
Medel: 40,0
Median: 36-45

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

No opinion: 1

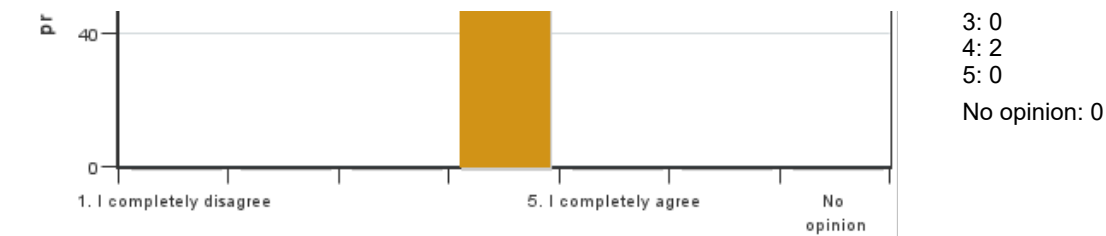
Additional own questions

13. The peer-review phase of the essay was useful for my learning and worked out well. Please comment your answer.

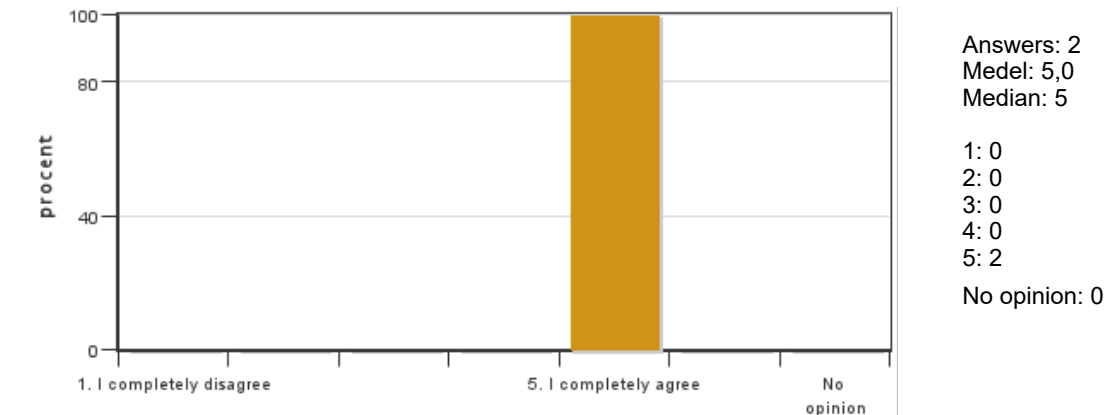


Answers: 2
Medel: 4,0
Median: 4

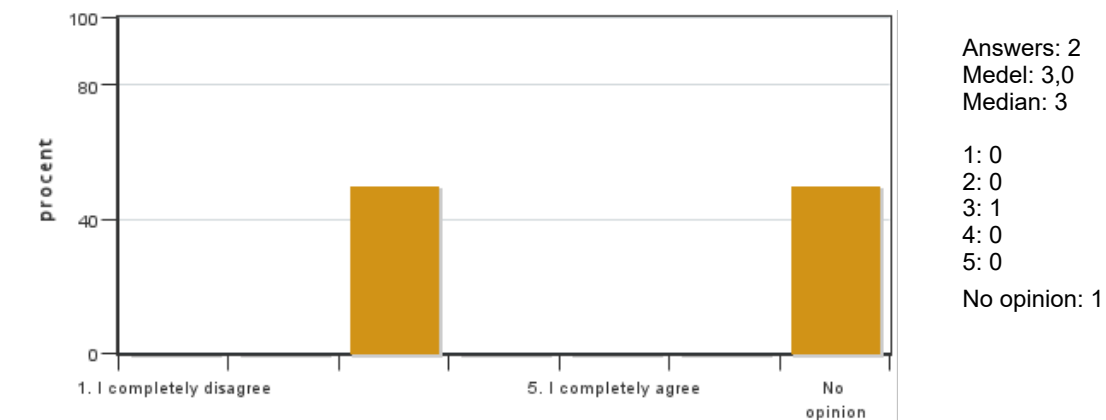
1: 0
2: 0



14. Canvas was a useful system to gather course schedule, deadlines, course content and submit assignments



15. The format of the exam had been changed this term and information had been provided to you via Canvas concerning the new structure and expectations. Please indicate your opinion on the following statement: The level of the exam was well-adapted and covered relevant areas from the course, instructions given before the exam were useful and time was appropriate to answer all questions.



Course leaders comments

General comments

The course was generally appreciated both in terms of content and organization. The areas to improve in the future are specific lectures as well as the exam.

Potential change in the course plan:

Add a tutorial/exercise in the area of genomes, GMOs as this proved to be a difficult area for the students.

Improvements within the frame of the course plan.

- Post information to course website about preparations required as well as that an email is sent via Canvas to get access to course material.

- Learning objectives of the course should be clearly presented and connected to by each teacher at the start of the course and each lecture. This will also clarify for the students what they are expected to know from the respective lectures.
- Discuss with teachers about modification of the genome sequencing lecture. Generally a way for better awareness of teachers of student's background knowledge is also a need.
- Examination: The exam was changed to better match the grading criteria with basic questions and more advanced questions to get the higher grades. The students commented that the questions were rather large and it was difficult to know what to answer. On the other hand, the results showed that they did very well except for one subject area which was identified as needed improvements in the lectures. We could propose practice questions of the same type, as this rather large type of questions is going to be more common in higher years of studies anyways. So giving possibilities for practicing is needed. Also teachers could exchange questions and see whether they can improve how they are formulated. The students criticized the level that was needed for passing. In the exam 80% of the answers to the basic questions needed to be correct, this corresponded to 40% of the total exam. This can be interpreted as either too low or too high. We will have to work with the exam improvements in the future and more discussions are needed among the teachers. On the positive side, grouping the exam into three subject areas has identified where weaknesses are present and there we can specifically improve the lecture.

Aspects that were new, appreciated and should not be changed in the course plan:

- One week of time to study before the exam.
- Peer review of essay.
- Share ppt slides and hand in assignments through Canvas.

Student representatives comments

General comments

At first I have to mention that only 2 out of 5 students answered the evaluation and therefore the results should not be considered as true for all students.

The overall experience of the course was that it was very well planned and prepared by the course leader. Especially the canvas layout and flipped classroom format.

Potential change in the course plan

Something to improve is the examination and the lecture part about Genes, Genomes and GMO. Change the exam level to pass from 80% to 60% and make it possible to get points on all questions in the exam to pass, not only the "basic" level.

Improvements in the frame of the course plan

Lectures

Make the teachers truly explain on a basic level what the lecture is about. Use "crash-course" videos pre-lectures to prepare the students. Especially about lignin and hemicellulose but perhaps also about Genes, Genomes and GMO since 100% of the students failed on that part of the exam.

The examination

The overall impression about the exam was that it had to broad questions and it was hard to know what to answer to get all the points. And since the points was worth so much because of the 80% limit to pass it was very hard to pass. The students think that the exam should have 60% to pass and perhaps harder criterias to get higher grades

Positive feedback

The layout of the course was good. Students say that they spent a lot of time on the course in a good way, partly because of the canvas structure and flipped classroom theme. The canvas page was a great way to reach out with information and the students appreciated the introduction of the canvas page. The well structured Canvas page with various learning ways (lectures, course literature, exercises etc.) may be the reason why the students say it has supported their learning. The essay and peer review was good because the students had to be critical and rethink about their own essay. To give and receive feedback is a really good way to learn.