



Environmental Issues in Crop Production BI1283, 20008.1920

15 Hp

Pace of study = 100%

Education cycle = Advanced

Course leader = Linda-Maria Dimitrova Mårtensson

Evaluation report

Evaluation period: 2020-01-12 - 2020-02-02

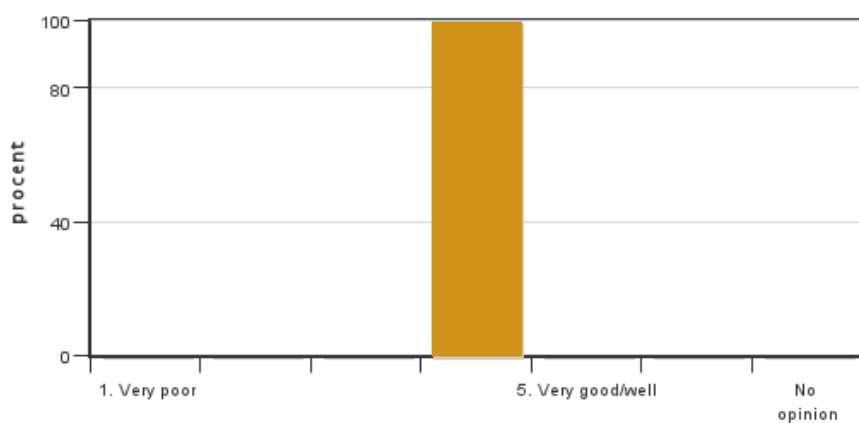
Answers 1

Number of students 7

Answer frequency 14 %

Mandatory standard questions

1. My overall impression of the course is:

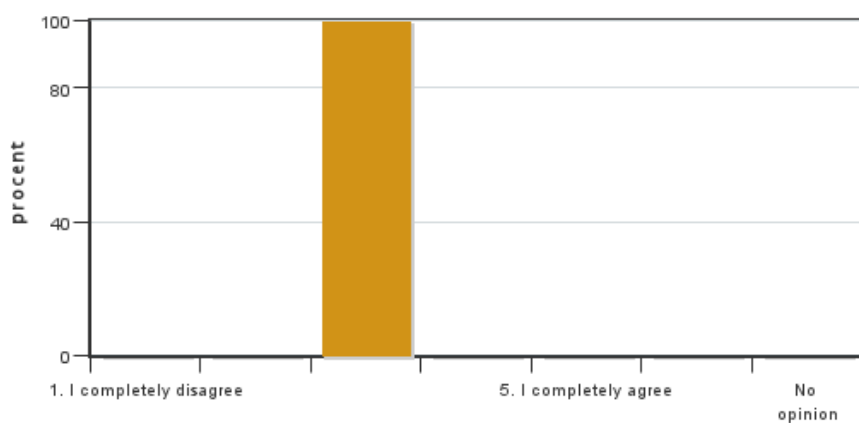


Answers: 1
Medel: 4,0
Median: 4

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

No opinion: 0

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



Answers: 1
Medel: 3,0
Median: 3

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

No opinion: 0

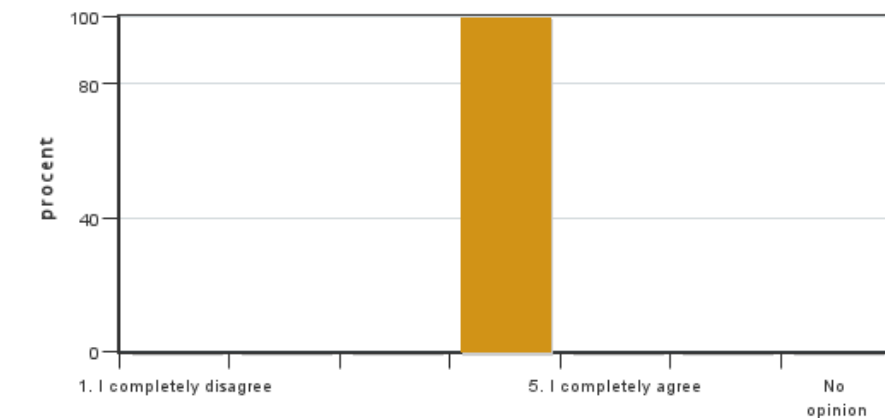
3. My prior knowledge was sufficient for me to benefit from the course.



Answers: 1
Medel: 5,0
Median: 5

1: 0
2: 0
3: 0
4: 0
5: 1
No opinion: 0

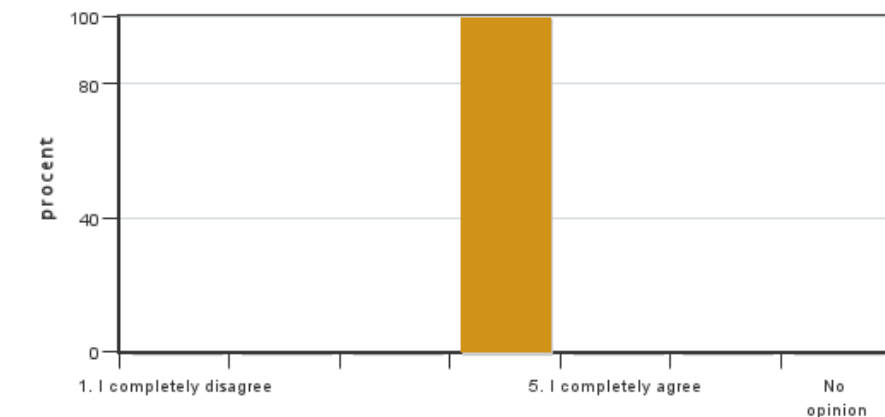
4. The information about the course was easily accessible.



Answers: 1
Medel: 4,0
Median: 4

1: 0
2: 0
3: 0
4: 1
5: 0
No opinion: 0

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



Answers: 1
Medel: 4,0
Median: 4

1: 0
2: 0
3: 0
4: 1
5: 0
No opinion: 0

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



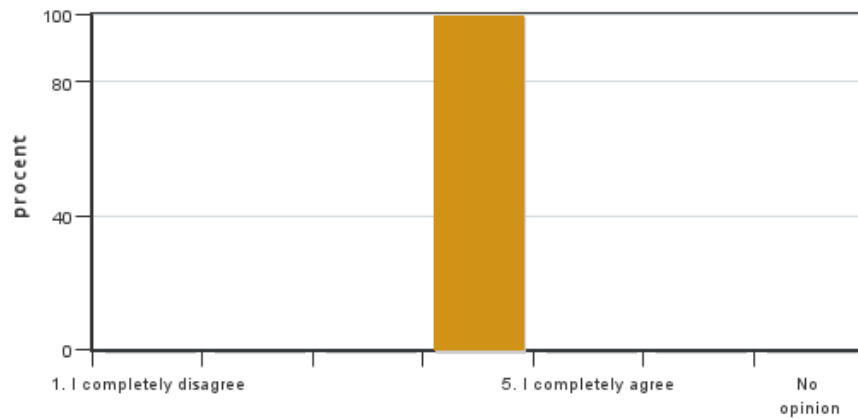
Answers: 1
Medel: 5,0
Median: 5

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



No opinion: 0

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



Answers: 1

Medel: 4,0

Median: 4

1: 0

2: 0

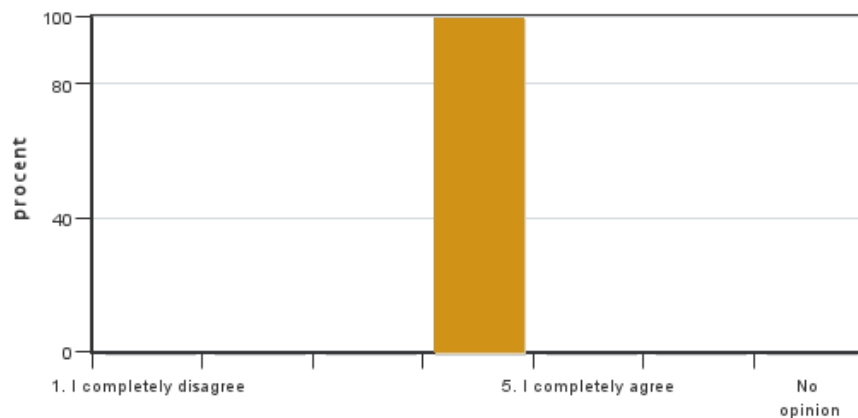
3: 0

4: 1

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: 1

Medel: 4,0

Median: 4

1: 0

2: 0

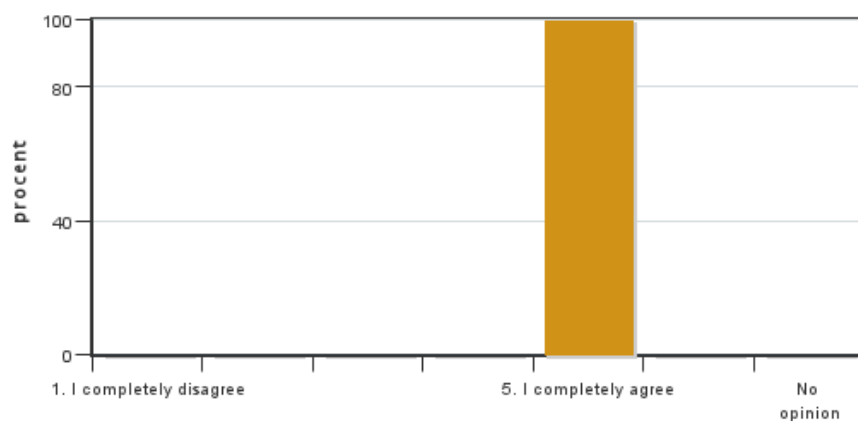
3: 0

4: 1

5: 0

No opinion: 0

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



Answers: 1

Medel: 5,0

Median: 5

1: 0

2: 0

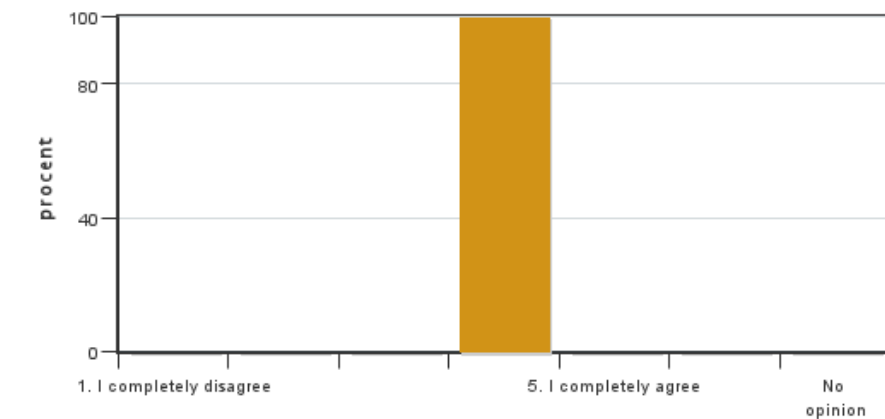
3: 0

4: 0

5: 1

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).

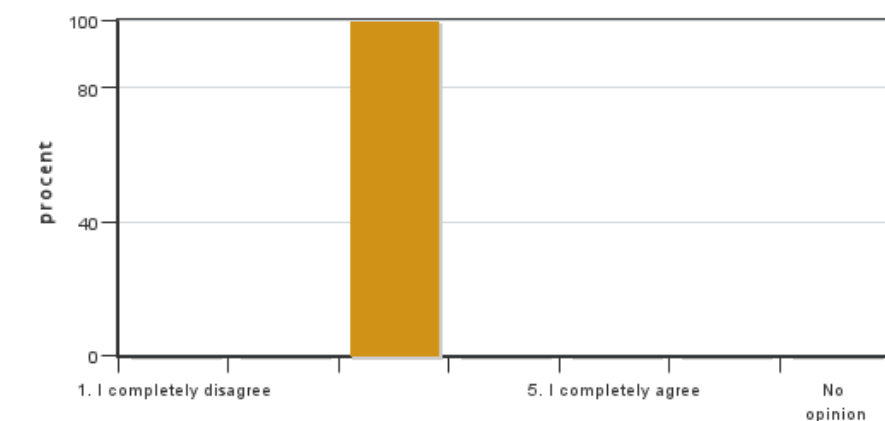


Answers: 1
Medel: 4,0
Median: 4

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

No opinion: 0

11. The course covered international perspectives.

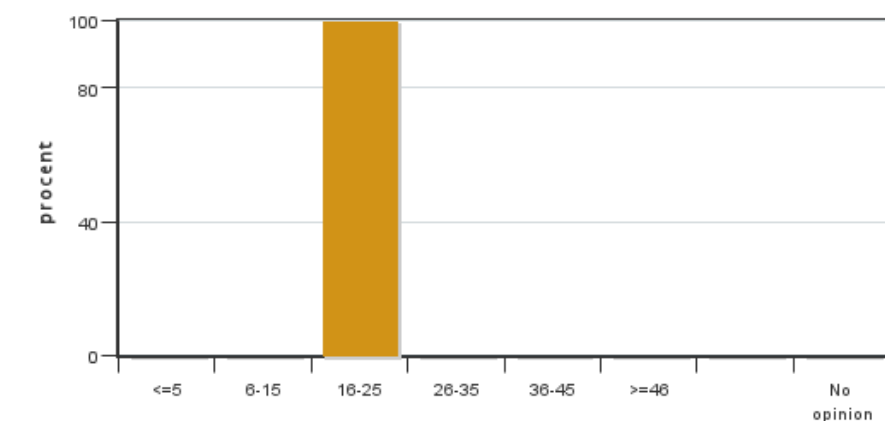


Answers: 1
Medel: 3,0
Median: 3

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

No opinion: 0

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



Answers: 1
Medel: 20,0
Median: 16-25

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

No opinion: 0

Course leaders comments

The lectures were generally approved, but some basics were missing according to some students. I will therefore reintroduce lecture material on the basics of environmental issues. In-depth lecture on pesticides was missing, which was due to unsuccessful recruitment of a person with a somewhat different angle to this topic than the previous lecturers. These has been cancelled due to too large overlap with other courses. I will continue to strive the intention of adding that new lecture next year. The students were satisfied with both the LCA group work process, the individual paper process and the structure and content of the reading seminars. The study visits were acknowledged as last year. The comment last year on the uneven workload was not repeated this year, and I conclude that we managed better to plan the tasks over timeframe of the course. The coherence between course content and the learning objectives was approved.

Please note that last year's critique towards the certification lecture was not at all lifted this year. Like previous

years, the lecture was highly appreciated. I conclude that the lecturer as well as the lecture content is suitable for the purpose of the course and, thus, for the course attendants.

Student representatives comments

This summary is based on the oral course evaluation, as only one student (out of seven) completed the digital evaluation form.

Regarding lectures, the students were divided. Some felt that the number of lectures was low, and that they would have benefited from more. Others were satisfied with the current number.

The reading seminars were appreciated. Several students mentioned that the requirement of writing and submitting a reflection – an expansion of the topic, not only a summary – before the seminars made for a deeper understanding and a better discussion.

The LCA group work was generally seen as interesting and instructive. One student would have liked one or two more background lectures at the start of the project, for example about where the data used in LCAs comes from. Another student would have liked more help on where to find information, for example useful databases.

Regarding the individual project, it was seen as positive that there were supervisor meeting scheduled during the course, although the timing of the second meeting could be better. Quick feedback on the draft was also appreciated. On the negative side, it was mentioned that communication from the course leader could be improved.

The study visits were generally appreciated, but some students wanted more time with the farmer in Gärds Köpinge, as the visit was cut short due to scheduling problems. And there was a discussion that the visit to Värpinge might be redundant since many courses visit this farmer. The possibility of visiting a truly conventional producer was raised as an interesting option, as a contrast to “always being in the solution”.

When a question was raised about what topics were missing from the course, biodiversity was mentioned as something that got lost along the way. The question of lectures was addressed again, as a way of ensuring that topics aren't forgotten. Another student mentioned the possibility of suggested reading on different topics instead of lectures.