![SLU logo]

Sustainable Plant Production - from Molecular to Field Scale
BI1295, 40010.1920

 15 Hp
Pace of study = 100%
Education cycle = Advanced   -
Course leader = Alexander Menegat

Evaluation report
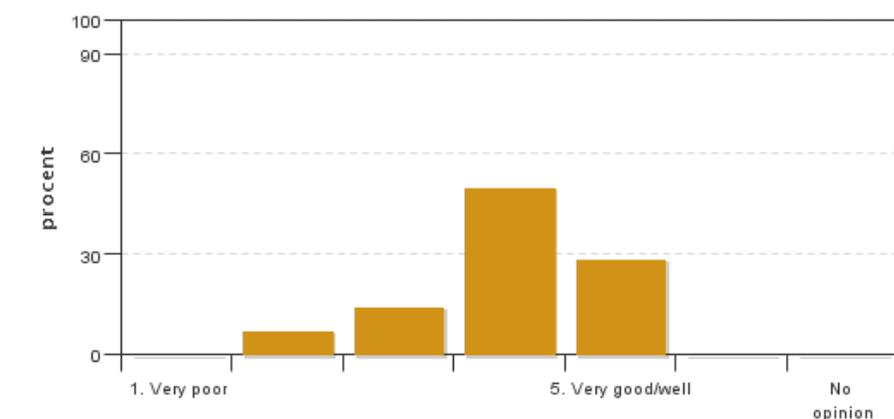
Evaluation period: 2020-05-31   -   2020-06-21

 Answers   14
 Number of students 27
 Answer frequency   51 %

Mandatory standard questions

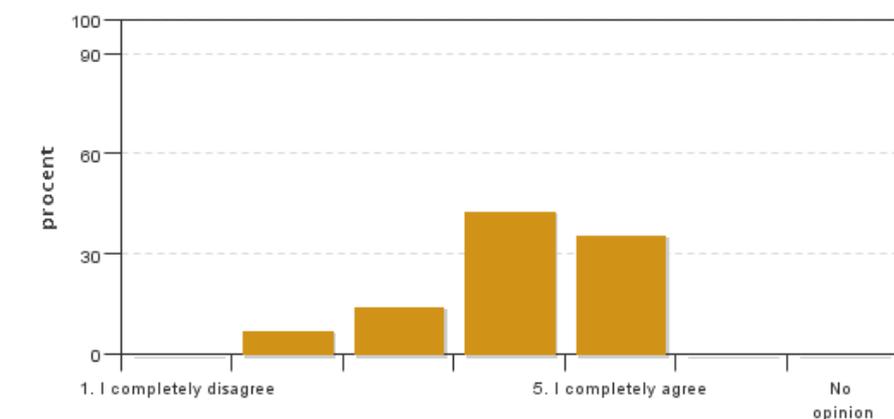**1.   My overall impression of the course is:**

Answers: 14
Medel: 4,0
Median: 4

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

No opinion: 0

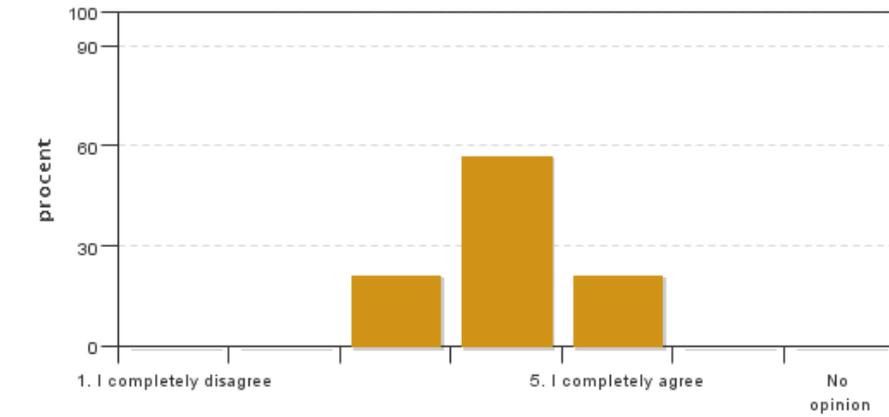**2.   I found the course content to have clear links to the learning objectives of the course.**

Answers: 14
Medel: 4,1
Median: 4

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

No opinion: 0

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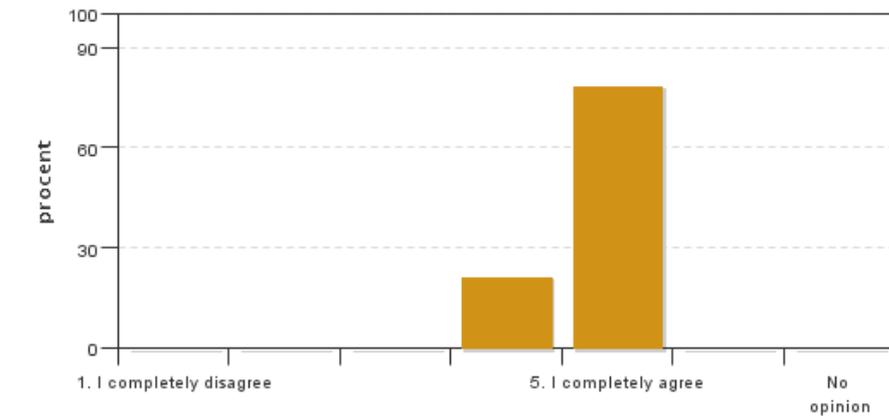

Answers: 14
Medel: 4,0
Median: 4

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

No opinion: 0

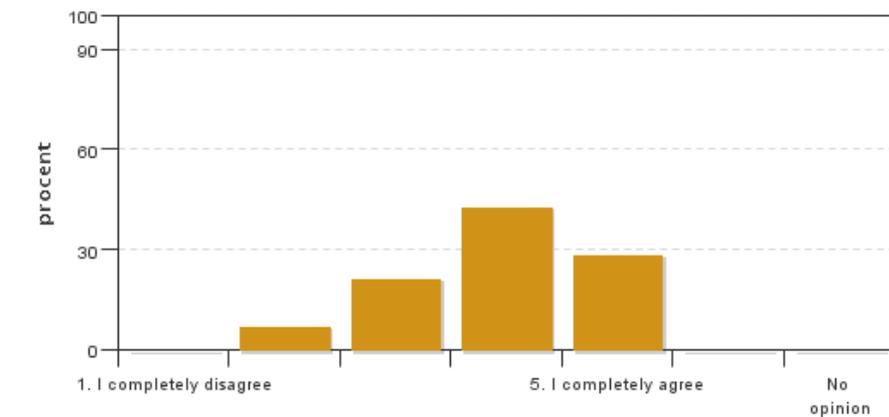### 4. The information about the course was easily accessible.

Answers: 14
Medel: 4,8
Median: 5

1: 0
2: 0
3: 0
4: 3
5: 11

No opinion: 0

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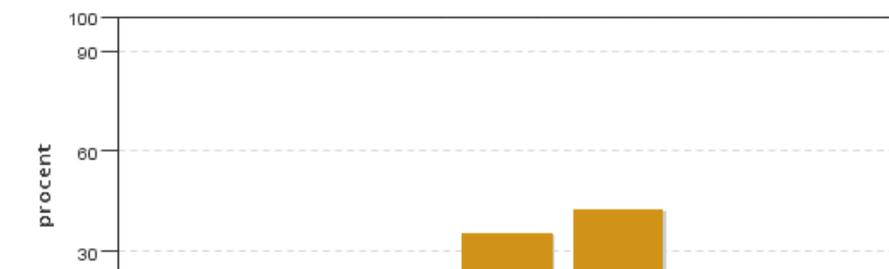

Answers: 14
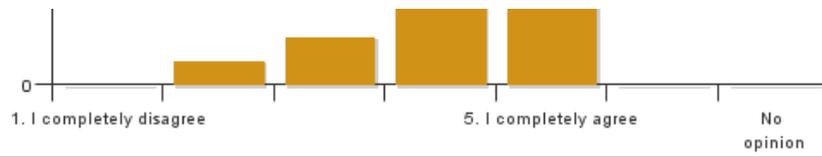Medel: 3,9
Median: 4

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

No opinion: 0

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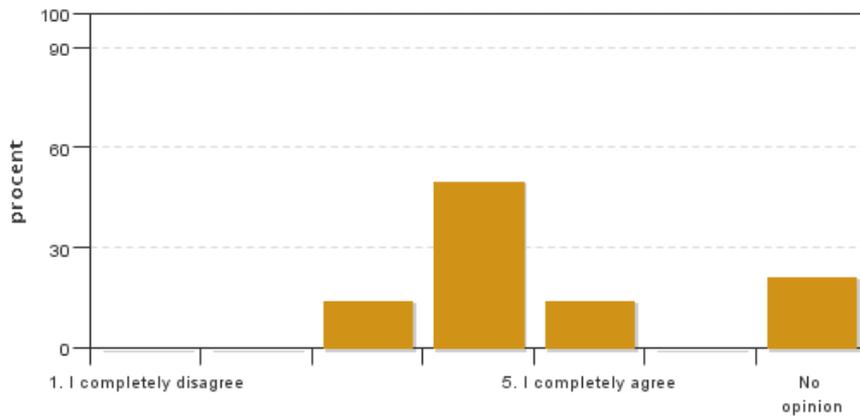

Answers: 14
Medel: 4,1
Median: 4

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

No opinion: 0

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

Answers: 14
Medel: 4,0
Median: 4

1: 0
2: 0
3: 2
4: 7
5: 2
No opinion: 3

8. The examination(s) provided opportunity to demonstrate what I had learnt during the course (see the learning objectives).
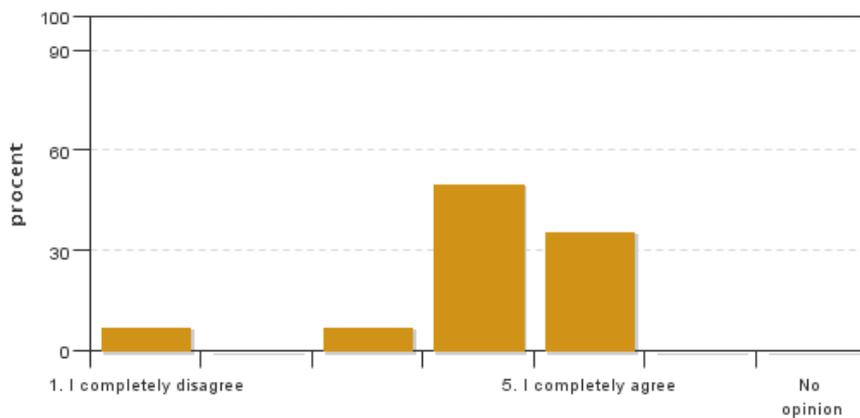
Answers: 14
Medel: 4,1
Median: 4

1: 1
2: 0
3: 1
4: 7
5: 5
No opinion: 0

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

Answers: 14
Medel: 4,7
Median: 5

1: 0
2: 0
3: 0
4: 4
5: 10
No opinion: 0

10. The course covered international perspectives.

Answers: 14
Medel: 4,6
Median: 5

1: 0
2: 0
3: 1
4: 3
5: 10
No opinion: 0

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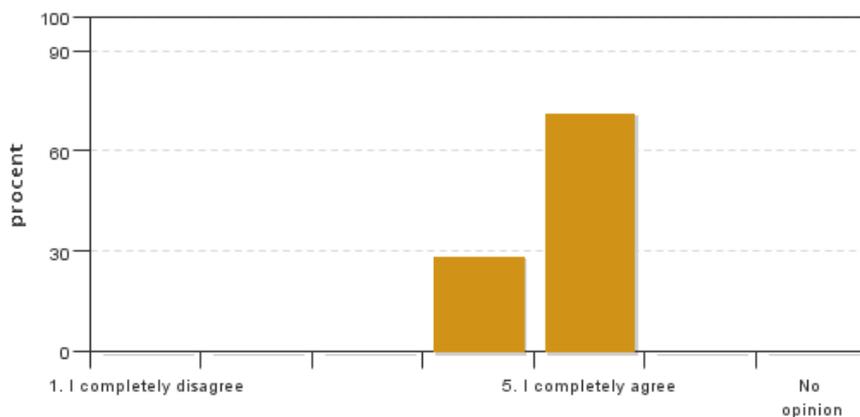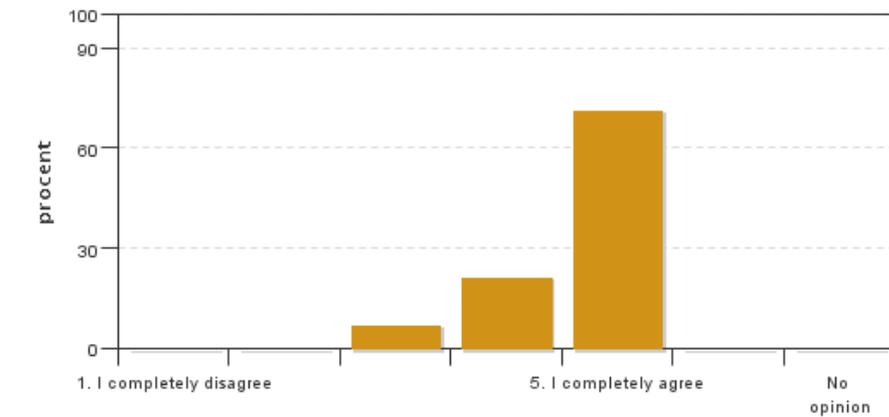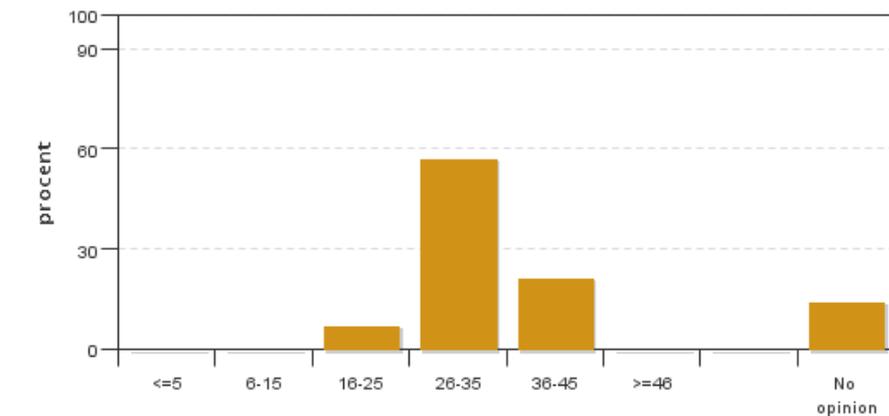

Answers: 14
Medel: 31,7
Median: 26-35

≤5: 0
6-15: 0
16-25: 1
26-35: 8
36-45: 3
≥46: 0
No opinion: 2

12. 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).
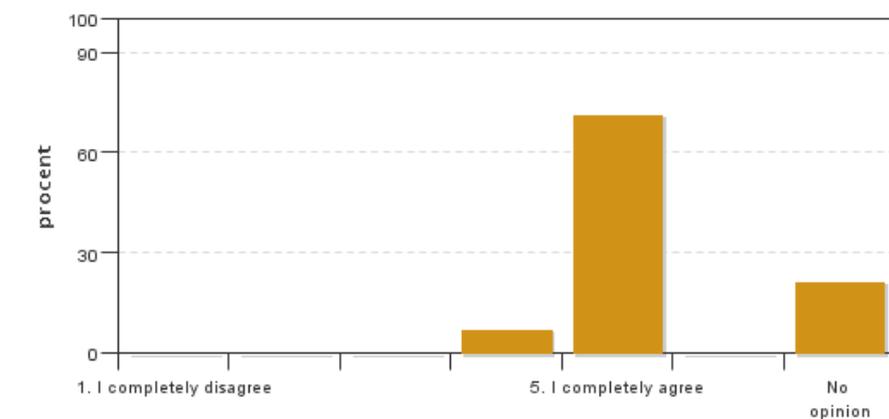
Answers: 14
Medel: 4,9
Median: 5

1: 0
2: 0
3: 0
4: 1
5: 10
No opinion: 3

13. Please rate how you experienced participating in teaching on distance

Answers: 14
Medel: 4,0
Median: 4

1: 0
2: 0
3: 3
4: 8
5: 3
No opinion: 0

0

1. Very poor   5. Very good/well   No opinion

14. Please share what worked well when participating in teaching on distance

15. Please share what worked less well when participating in teaching on distance

Additional own questions

16. The lecturers were available and supportive throughout the course

1. I completely disagree   5. I completely agree   No opinion
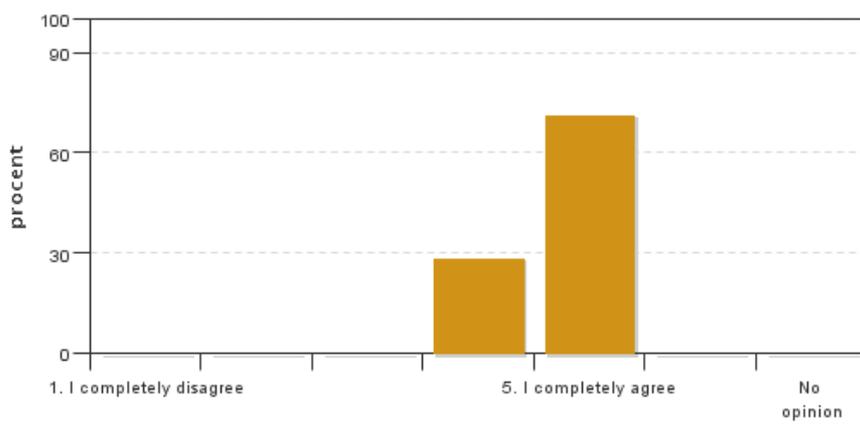
Answers: 14
Medel: 4,7
Median: 5

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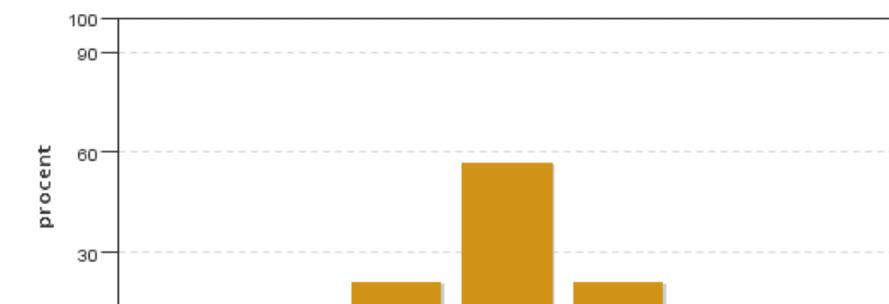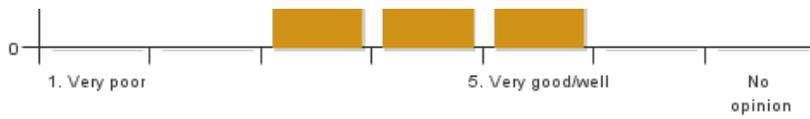4: 4
5: 10

No opinion: 0

17. The project tutors were available and supportive throughout the course

1. I completely disagree   5. I completely agree   No opinion
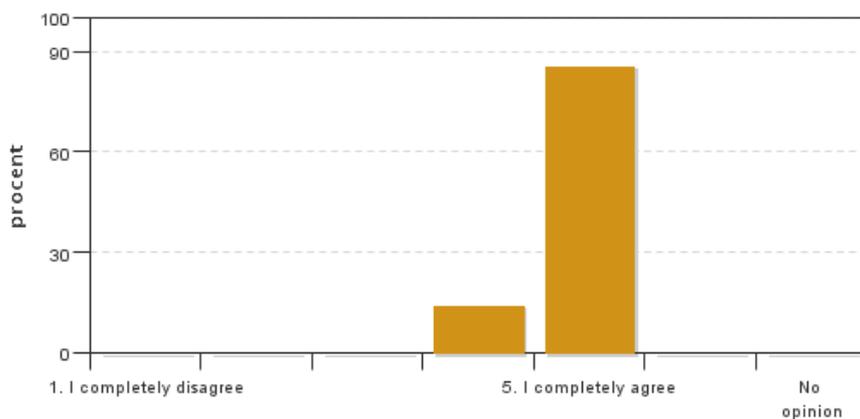
Answers: 14
Medel: 4,9
Median: 5

1: 0
2: 0
3: 0
4: 2
5: 12

No opinion: 0

18. What aspect/part of the course did you like the most?

18. Which aspect/part of the course did you like the least?

18. If the course (or parts of it) would benefit from certain modifications, could you please provide suggestions on how to improve the course?

18. Which suggestions would you provide to next year's students on how to get the best out of this course?

Course leaders comments

The following comments and reflections are in response to the course evaluation of participating students from the three course locations Uppsala, Alnarp and Umeå. Answering rate to the course evaluation was 54%. The comments and suggestions of the student representative were not yet available at the time these comments were written. The course was held for the second time.

The course was completely held in distance learning due to COVID-19 restrictions. This has affected both, the theoretical as well as the practical course parts. All teachers involved adapted their teaching methods to this new situation on very short notice. In particular problematic was the technical realisation of group discussions as well as keeping contact to the students during the lectures, although teachers have made use of the technical options Zoom is offering (e.g. break out rooms and the live chat function). Teaching tools like group work and discussions in small and big groups are usually used extensively in this course, which could not be realised with the same effect as when the course was held in classrooms. Some of the students did not feel comfortable with the online teaching situation and perceived it as a barrier for efficient communication and discussion with the teacher as well as among students.

Unfortunately, the planned student group projects could not be realised as planned. The practical part of the projects would have involve activities for data assessment in the lab, greenhouse or field. This would not have been consistent with the requirements of social distancing and minimum distance at work, hence it was considered as a risk for both, the students and the supervisors of the respective projects. Therefore, the student project was replaced by a theoretical student project with distance supervision. If the regulations allow, the student project will be held as planned again in the upcoming courses.

Based on the comments of the 2019 students, the 2020 exam was planned as classroom exam instead of the take home exam. In reaction to the special situation, the exam was once more realised as a take home exam. The use of multiple choice questions was perceived negative by the students. We still believe that a mixture of open ended questions and multiple choice is giving the student the opportunity to demonstrate her/his understanding of the course contents as well as her/his ability to put the course contents into a wider context. However, we will deeply evaluate the exam and examination process, trying to improve the raised criticism for the next course instances.

Despite the special conditions under which the course was held in 2020, the course evaluation shows an improvement in many of the categories compared to the evaluation of 2019. In none of the categories a worsening of the students opinions could be observed. We will continue working on the critical points raised by the students.

Student representatives comments

Considering the past situation with COVID-19 every classes where made on zoom and the practical was change into a different project. The project helped us reach a better understanding on how to prepare an experiment. The projects were divided into sub-categories to cover the courses and teachers were set up to guide student. Even if those teachers were present when needed by the students some lacked information about what to do, probably because of the reorganization of the course. Other than that, everything about the project was fine.

The professors modified their teaching methods to fit the zoom media which was enjoyable. Students had a lot of opportunity to ask questions, participates, and interact during classes and after. Alexander Menegat was very attentive and reactive when answering student question and making modifications to the course. As for the classes and what they cover students had mix feelings. This course felt like it was a little bit over the place. In modelling class, for example, some student felt like they did not get enough precise information on how statistic analysis could be used; it did not go into deeper levels. However the majority of students were satisfied with this course in general.