



Soil biology and biogeochemical cycles BI1322, 30124.1920

15 Hp

Pace of study = 100%

Education cycle = Advanced -

Course leader = Eveline Krab

Evaluation report

Evaluation period: 2020-03-17 - 2020-04-07

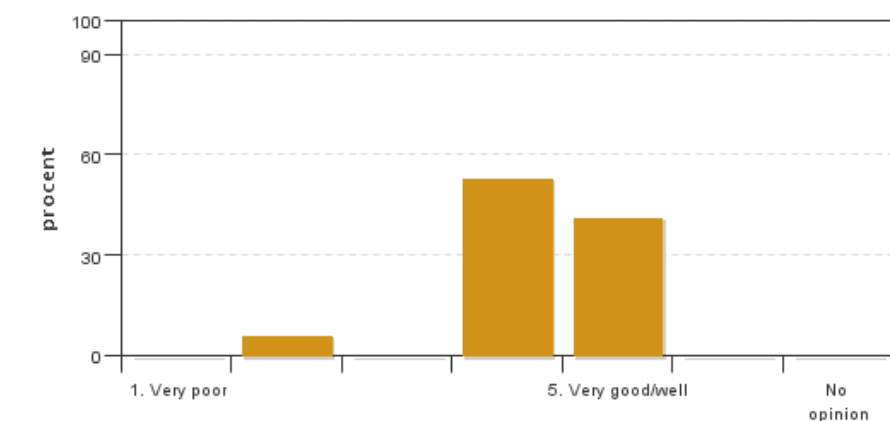
Answers 17

Number of students 28

Answer frequency 60 %

Mandatory standard questions

1. My overall impression of the course is:

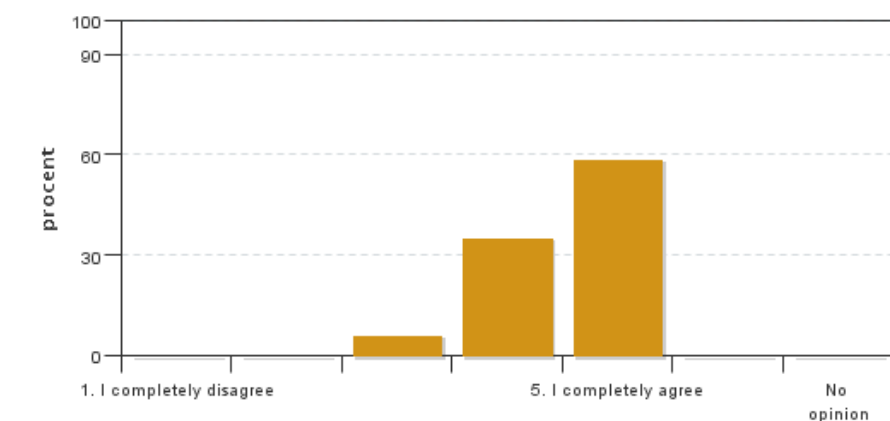


Answers: 17
Medel: 4,3
Median: 4

1: 0
2: 1
3: 0
4: 9
5: 7

No opinion: 0

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

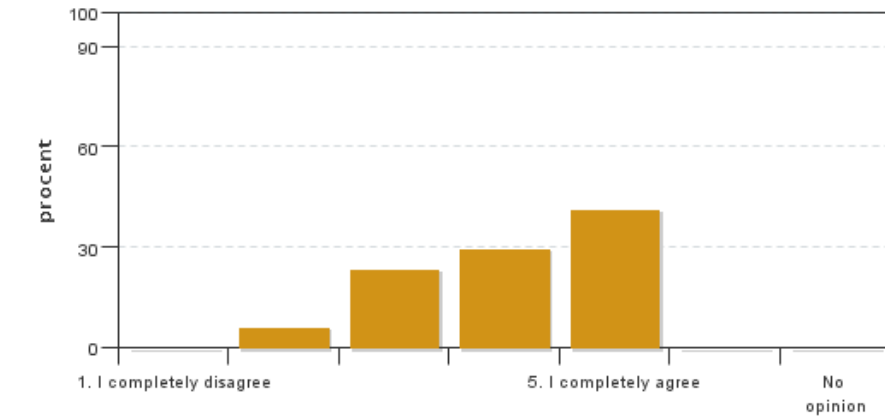


Answers: 17
Medel: 4,5
Median: 5

1: 0
2: 0
3: 1
4: 6
5: 10

No opinion: 0

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

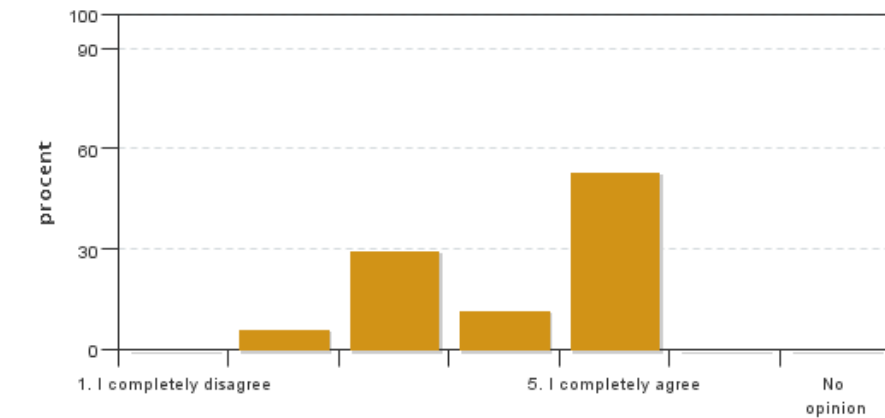


Answers: 17
 Medel: 4,1
 Median: 4

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

No opinion: 0

4. The information about the course was easily accessible.

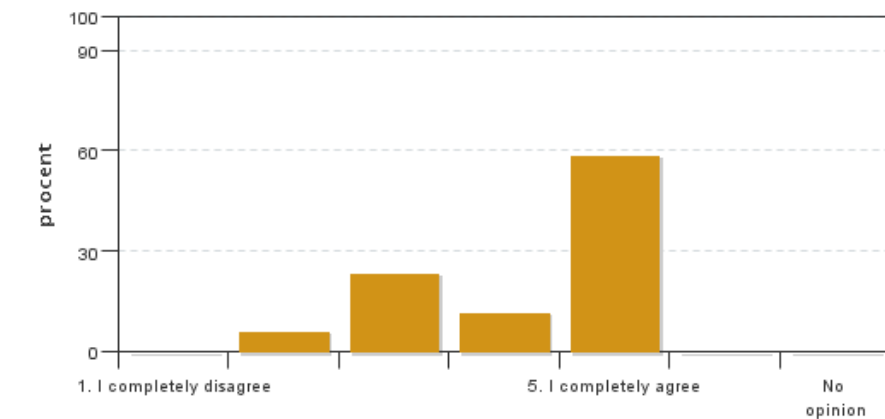


Answers: 17
 Medel: 4,1
 Median: 5

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

No opinion: 0

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



Answers: 17
 Medel: 4,2
 Median: 5

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

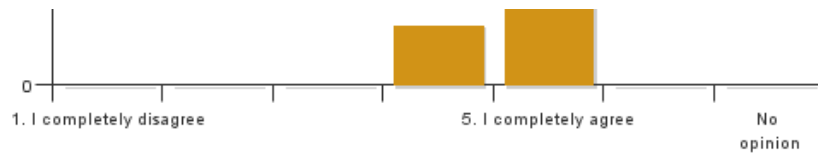
No opinion: 0

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



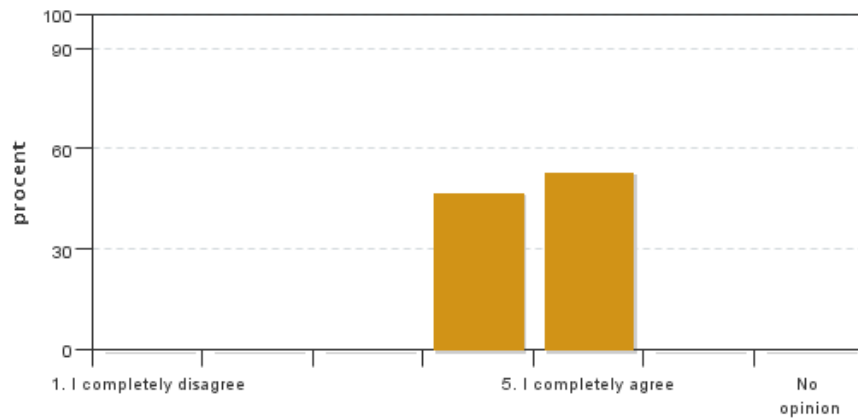
Answers: 17
 Medel: 4,8
 Median: 5

1: 0
 2: 0
 3: 0
 4: 3
 5: 14



No opinion: 0

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



Answers: 17

Medel: 4,5

Median: 5

1: 0

2: 0

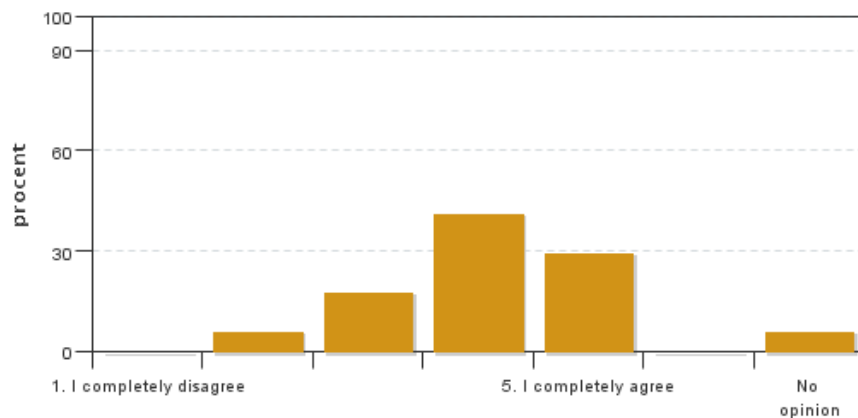
3: 0

4: 8

5: 9

No opinion: 0

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



Answers: 17

Medel: 4,0

Median: 4

1: 0

2: 1

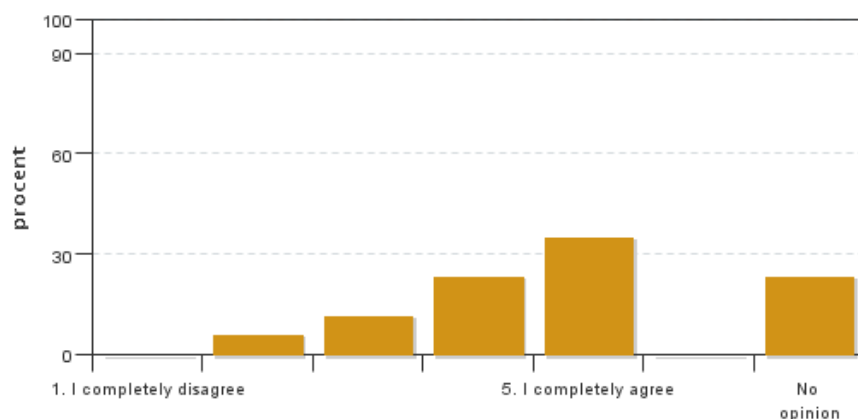
3: 3

4: 7

5: 5

No opinion: 1

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



Answers: 17

Medel: 4,2

Median: 4

1: 0

2: 1

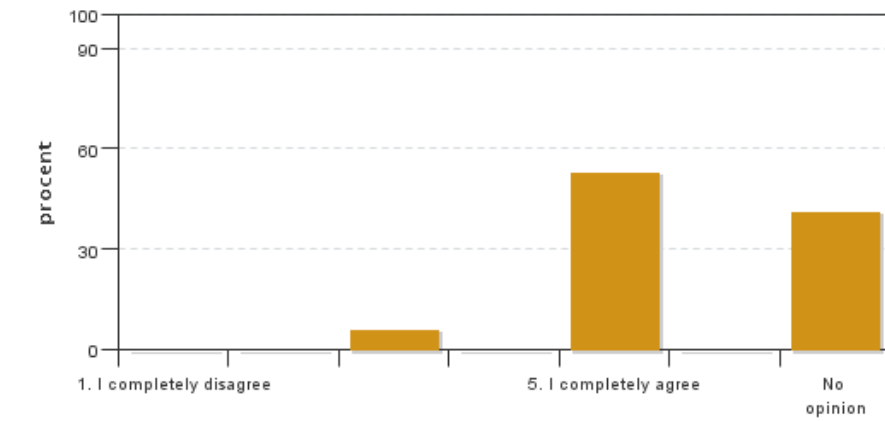
3: 2

4: 4

5: 6

No opinion: 4

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).

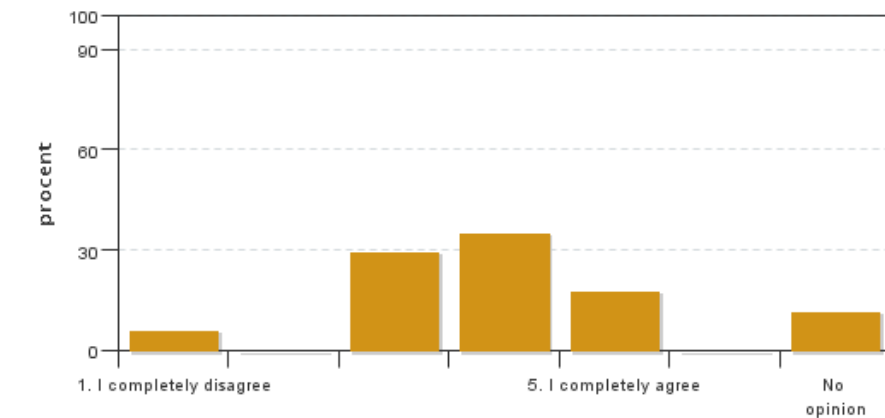


Answers: 17
 Medel: 4,8
 Median: 5

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

No opinion: 7

11. The course covered international perspectives.

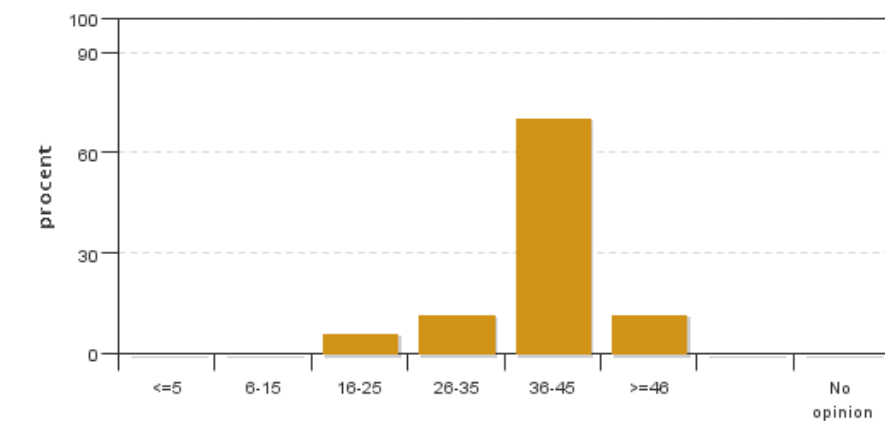


Answers: 17
 Medel: 3,7
 Median: 4

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

No opinion: 2

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



Answers: 17
 Medel: 38,4
 Median: 36-45

≤5: 0
 6-15: 0
 16-25: 1
 26-35: 2
 36-45: 12
 ≥46: 2

No opinion: 0

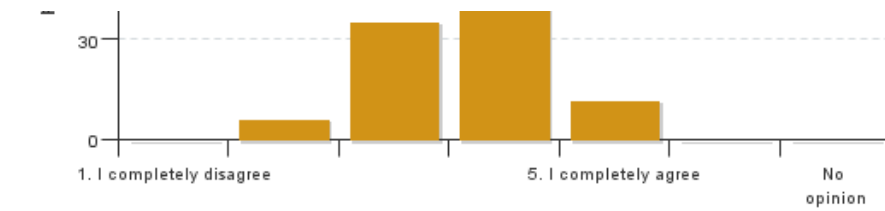
Additional own questions

13. I think that I performed well on this course and reached my own learning goals



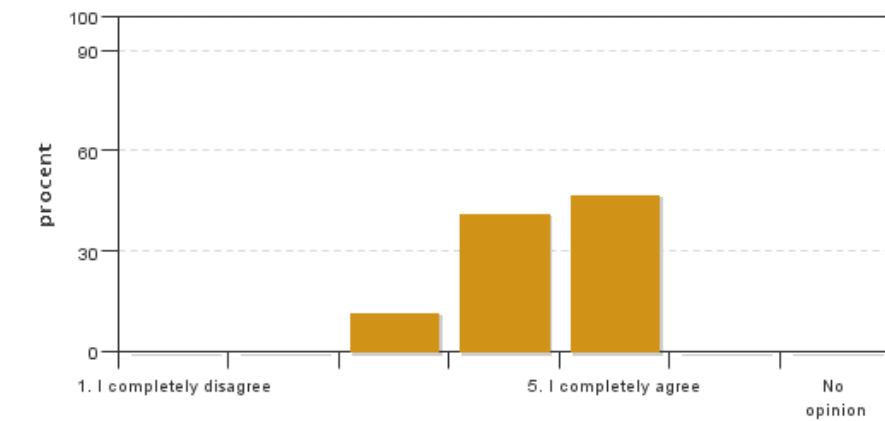
Answers: 17
 Medel: 3,6
 Median: 4

1: 0
 2: 1
 3: 6



4: 8
5: 2
No opinion: 0

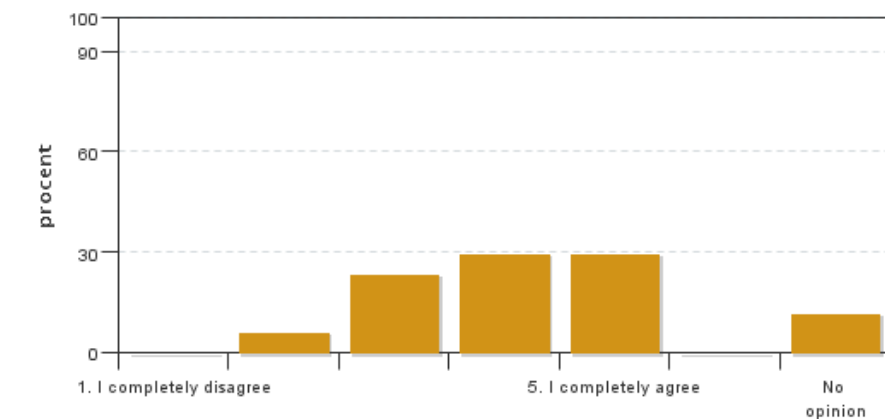
14. The course has given me relevant knowledge and practical skills for my further education.



Answers: 17
Medel: 4,4
Median: 4

1: 0
2: 0
3: 2
4: 7
5: 8
No opinion: 0

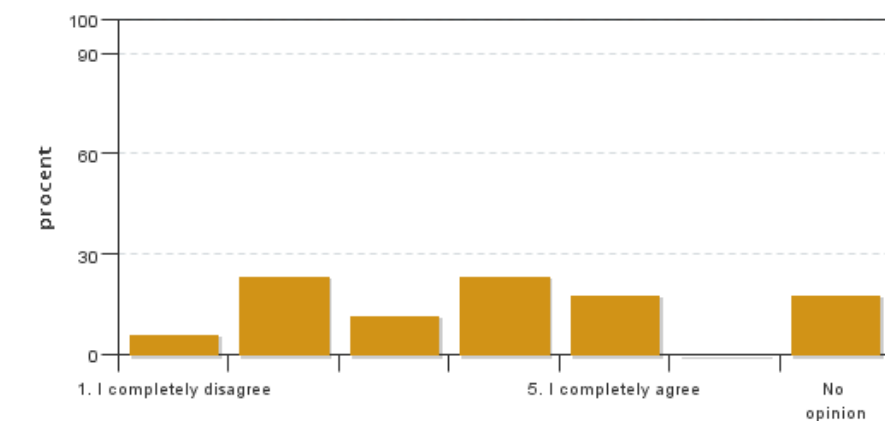
15. The course has developed my skills to formulate and delimit a problem.



Answers: 17
Medel: 3,9
Median: 4

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

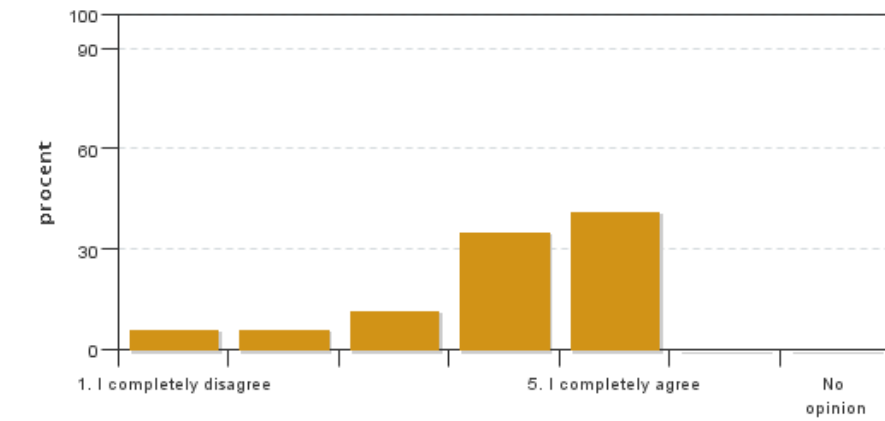
16. The course has developed my skills in oral presentation.



Answers: 17
Medel: 3,3
Median: 3

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

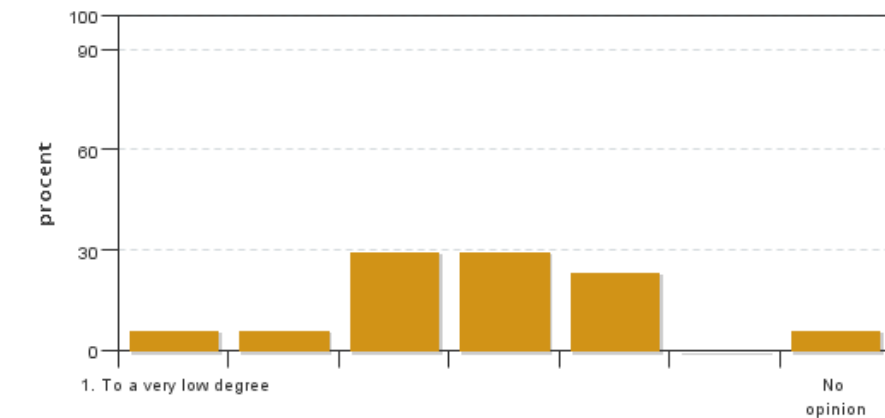
17. The course developed my skills in written presentation.



Answers: 17
 Medel: 4,0
 Median: 4

1: 1
 2: 1
 3: 2
 4: 6
 5: 7
 No opinion: 0

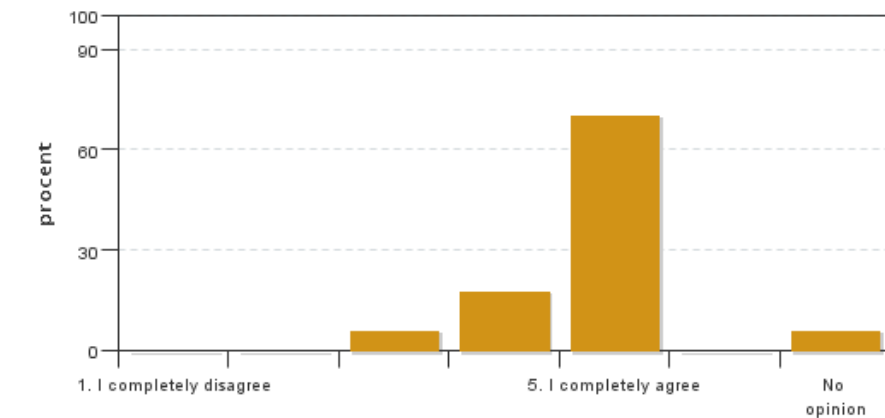
18. To which degree did the course develop your skills in critical thinking?



Answers: 17
 Medel: 3,6
 Median: 4

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

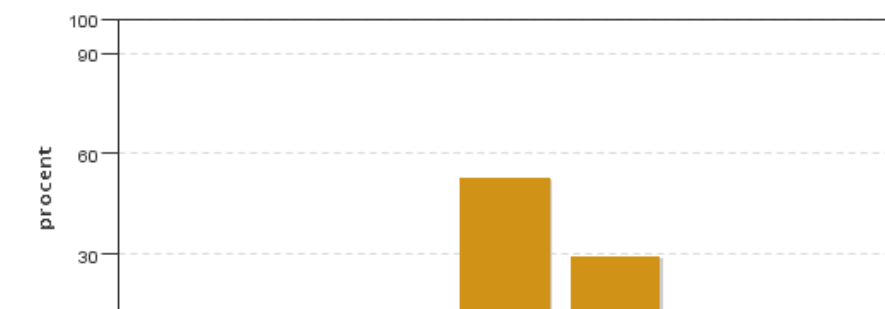
19. The teachers have encouraged conversation and discussion around the topics covered.



Answers: 17
 Medel: 4,7
 Median: 5

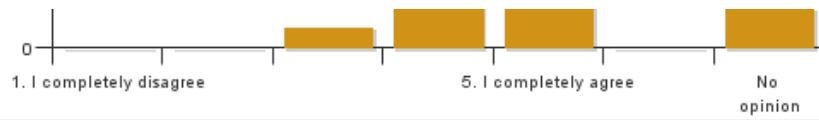
1: 0
 2: 0
 3: 1
 4: 3
 5: 12
 No opinion: 1

20. The lectures inspired and supported individual work.



Answers: 17
 Medel: 4,3
 Median: 4

1: 0
 2: 0
 3: 1
 4: 9
 5: 5
 No opinion: 2

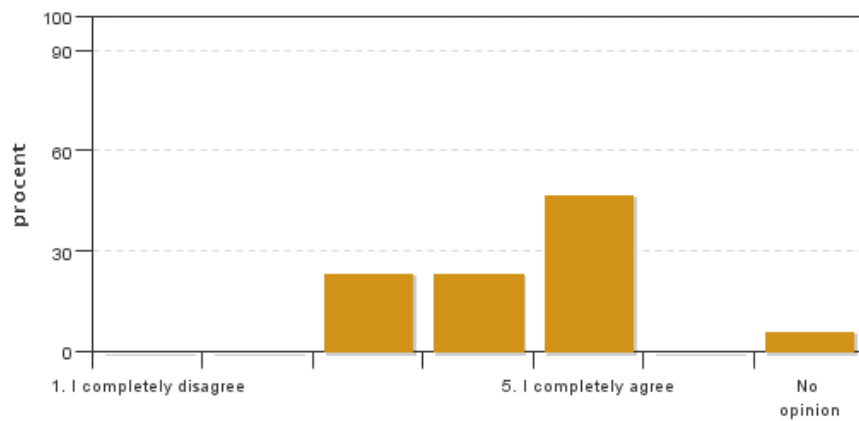


21. Please mention lectures that were particularly helpful or inspiring, or particularly difficult or potentially unnecessary

21. Do you think that the more individual 'theoretical project' gave you the possibility to learn something that you did not learn by other parts of the course?

21. What did you think about the laboratory practicals?

21. The written exam required that you really understood the content of the course.

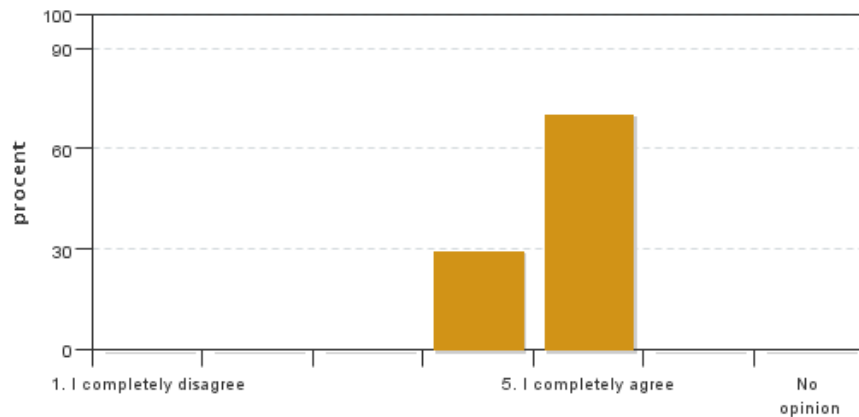


Answers: 17
 Medel: 4,3
 Median: 4.5

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

No opinion: 1

22. The social environment at the course was good.



Answers: 17
 Medel: 4,7
 Median: 5

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

No opinion: 0

23. Did you find any aspect of the course especially good? What?

23. The most important change to improve the course is...

Course leaders comments

This was the second year that we ran this course and the students had a very good overall impression of the course (4.3/5). We had 28 motivated students who all attended most of the classes. It was a nice diverse group; about two thirds of the students came from various SLU master programs and about one third of the students were international exchange students. Because the total number of students reported to attend the course all of a sudden increased with 30% in the week before the start course (by (to us) unexpected addition of the exchange students), we had to make some last moment adjustments to (mostly) the laboratory exercises, which made some parts a bit more crowded than anticipated.

Apart from some small changes, most of the relatively small team of lecturers was similar to last year, and this year we had again a team of over 10 PhD students and postdocs to help us with lab and project supervising. As the course was developed newly last year with lots of discussion about course content and relations to the intended learning outcomes, we still benefitted from a very well linked course this year. This was especially acknowledged and appreciated by the students. The study background of the students was quite variable, but overall the students indicated that their prior knowledge was sufficient to benefit from the course.

Sadly, as a result of the COVID-19 outbreak, we had to adapt the last two weeks of our course drastically. This meant the in-house evaluation, social event and exam question session were cancelled and that the exam turned into an online format. This took some creativity and last moment adjustment from both teachers and students, but in the end we came to a solution that worked for all. Because many international students were forced to move back home in the week of the exam because of the COVID-19 situation, not all students could take the exam or perform as well as they could have. However, in general the students showed flexibility and great willingness to finish the course in a good way.

Below we list course aspects that worked particularly well and aspects that will be improved next year. The lists are based on i) the student evaluation in Evald including free text parts, ii) an online evaluation session, and iii) reflections by course leaders.

Aspects that worked particularly well and will be kept during the 2021 course

- Lectures: The course has 20 lectures covering the theoretical content of the course. Most lectures were highly interactive implementing time for discussion and questioning. The level and quality of the lectures was highly appreciated by the students
- Field trip: The field trip to the Norunda experimental forest was appreciated
- Project work in groups: Project works were generally liked well, although some students would have rather worked alone. Project supervisors (PhD's and postdocs) helped a lot in deepening understanding in selected subjects and to improve writing skills.
- Practicals: The laboratory practicals were generally highly appreciated by the students and complemented theoretical work well. We used a new lab-report format using a mall in which the students build up each of the 3 lab reports onto the previous (getting feedback in between) and then the last was graded.
- Exam: due to the COVID-19 crisis the exam using a part A and B turned into an online-exam, we do not plan to keep this as an online exam, but the setup of the exam questions into two part will be kept during next year.
- Appreciated interactive assignments: e.g. Journal club, Course dictionary, N-cycling exercise

Aspects that will be improved next year

- The CANVAS site will be better organized to make it easier for the students to find documents.
- The laboratory practical work-flow will be further streamlined next year to reduce waiting time and ambiguities during data-analysis. Elements that were intentionally open for several solutions and creativity will be kept, but more clearly presented.
- We will reduce the number of obligatory moments to make the schedule a bit less dense and to give the students some freedom to allocate their time to their needs.
- We will re-evaluate the exercises and their 'status' (mandatory or not) and decide which ones to keep or remove, for mandatory moments we will keep better track of student presence.
- The session on oral presentation that we dropped after the 2019 course, will return in some form next year.
- We will link the journal clubs more firmly to human impacts, discussing environmental, social and financial sustainability
- We will try to arrange larger practical and lecture rooms in next years' course, depending on numbers of students.

Thank you for a great course atmosphere to teachers and to students!

Student representatives comments

No comments from the student representatives

Kontakta support: it-stod@slu.se - 018-67 6600