Genetic diversity and plant breeding
BI1103, 20118.1920

15 Hp
Pace of study = 100%
Education cycle = Advanced
Course leader = Ann-Christin Rönnberg Wästljung

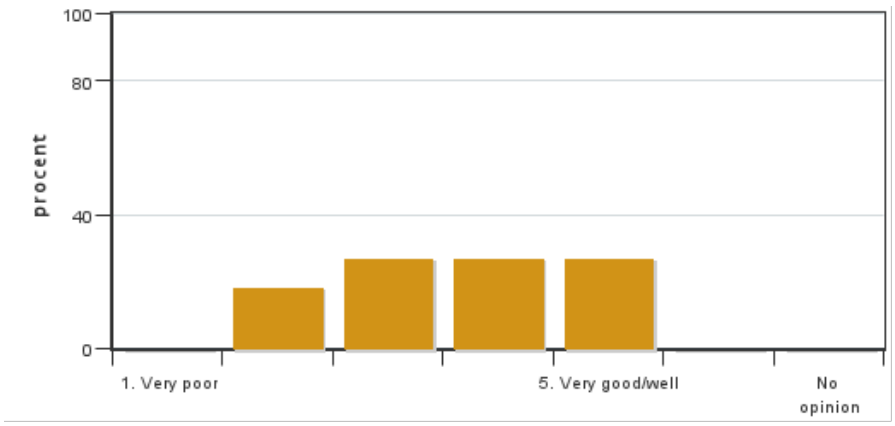
Evaluation report

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

Answers	22
Number of students	30
Answer frequency	73 %

Mandatory standard questions

1. My overall impression of the course is:

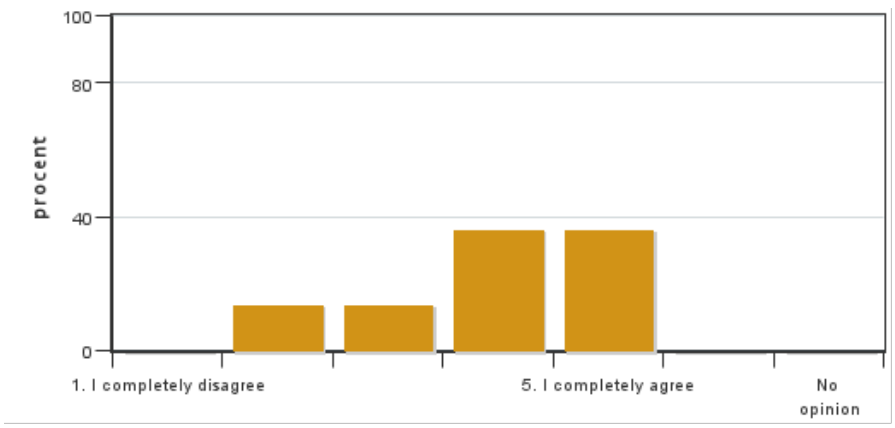


Answers: 22
Medel: 3,6
Median: 4

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

No opinion: 0

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

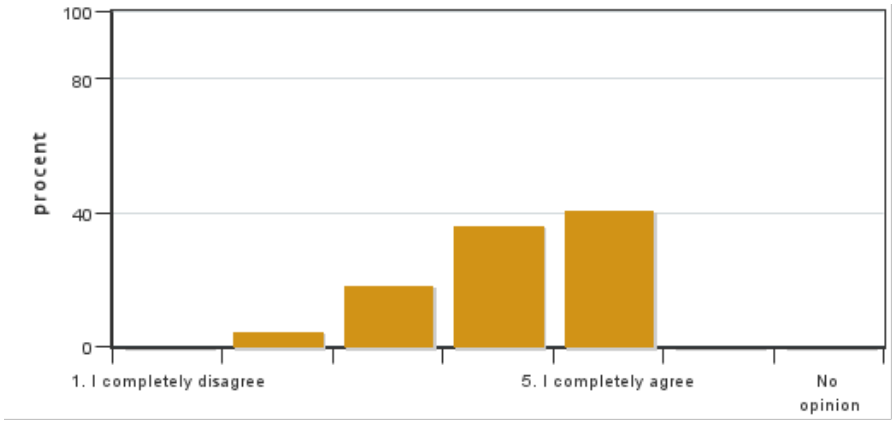


Answers: 22
Medel: 4,0
Median: 4

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

No opinion: 0

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

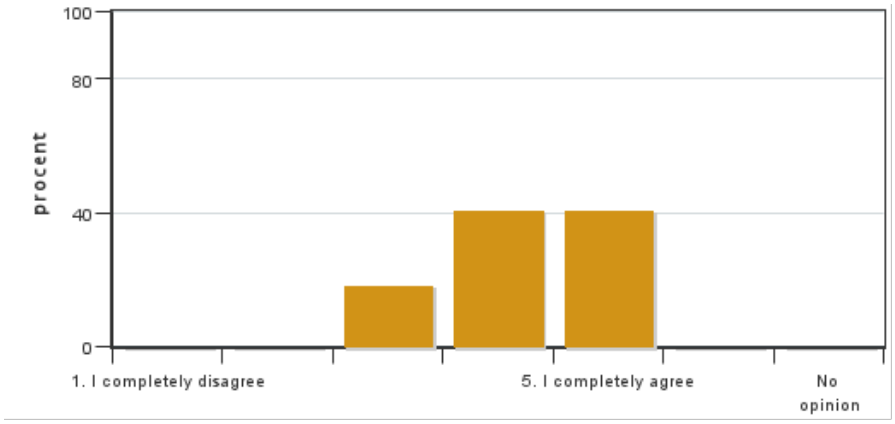


Answers: 22
Medel: 4,1
Median: 4

1: 0
2: 1
3: 4
4: 8
5: 9

No opinion: 0

4. The information about the course was easily accessible.

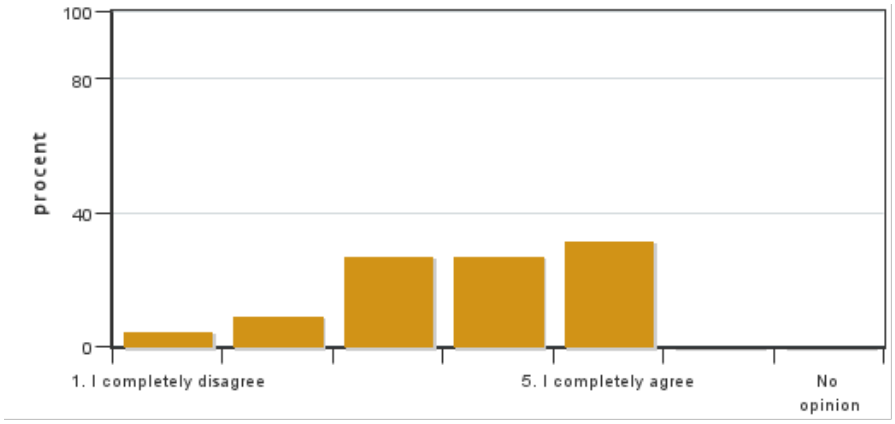


Answers: 22
Medel: 4,2
Median: 4

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

No opinion: 0

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

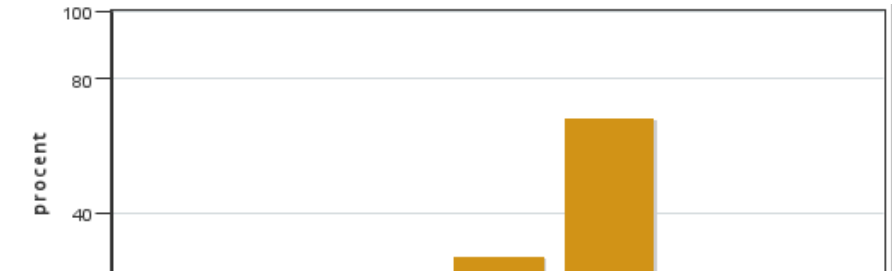


Answers: 22
Medel: 3,7
Median: 4

1: 1
2: 2
3: 6
4: 6
5: 7

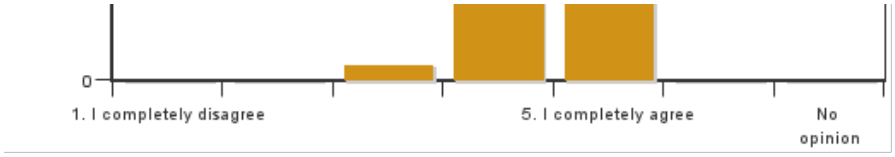
No opinion: 0

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



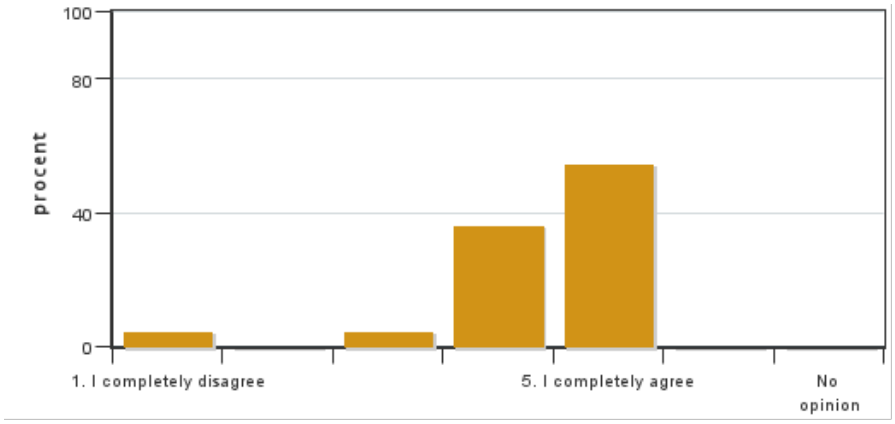
Answers: 22
Medel: 4,6
Median: 5

1: 0
2: 0
3: 1
4: 6
5: 15



No opinion: 0

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

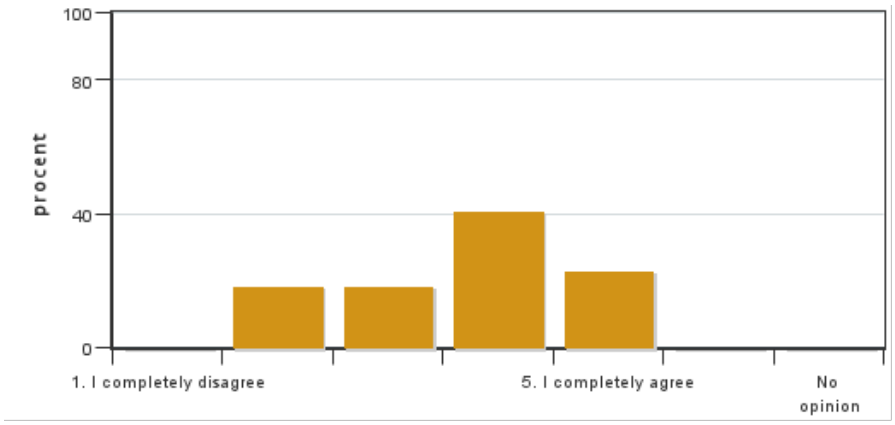


Answers: 22
Medel: 4,4
Median: 5

1: 1
2: 0
3: 1
4: 8
5: 12

No opinion: 0

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

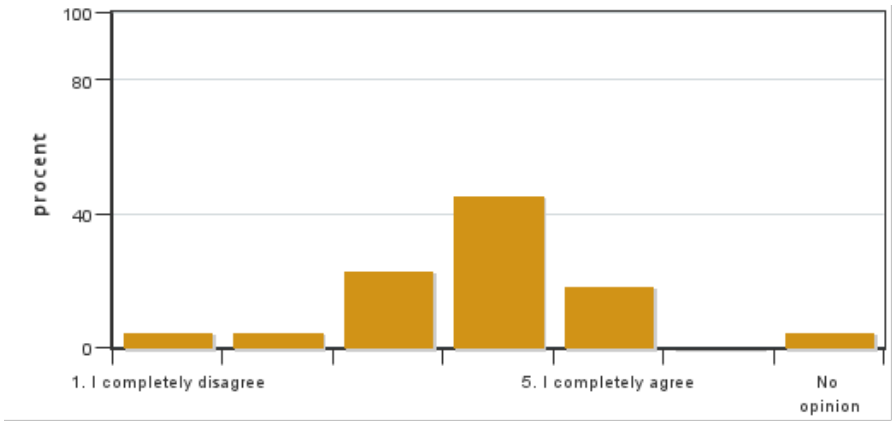


Answers: 22
Medel: 3,7
Median: 4

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

No opinion: 0

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

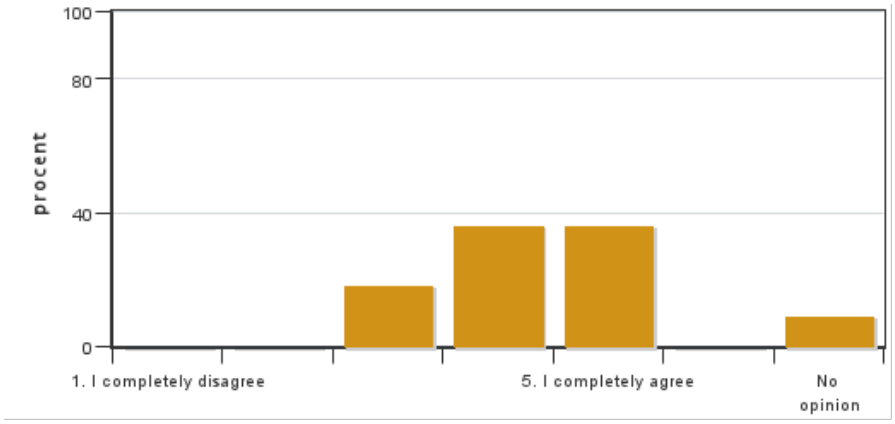


Answers: 22
Medel: 3,7
Median: 4

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

No opinion: 1

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).

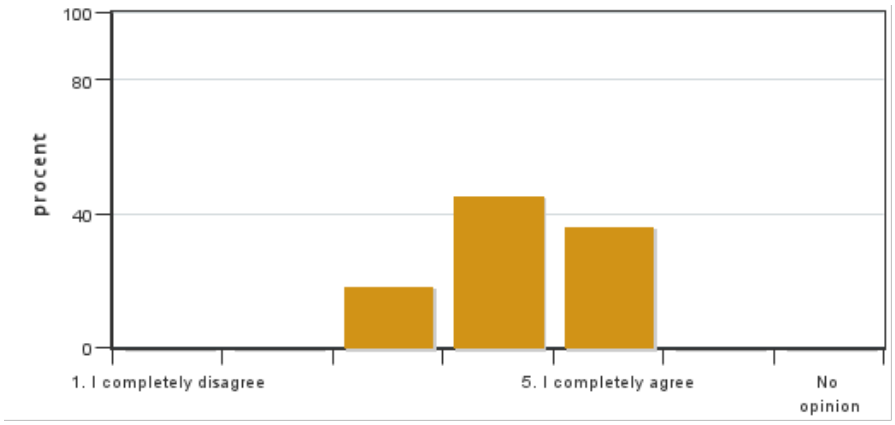


Answers: 22
Medel: 4,2
Median: 4

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

No opinion: 2

11. The course covered international perspectives.

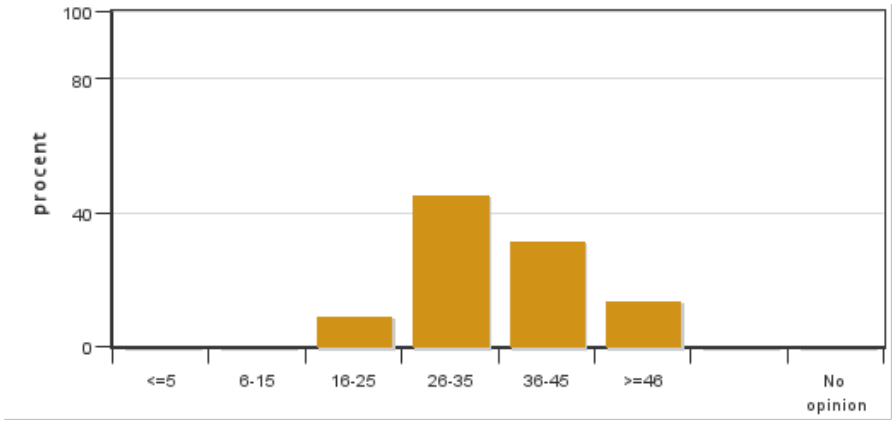


Answers: 22
Medel: 4,2
Median: 4

1: 0
2: 0
3: 4
4: 10
5: 8

No opinion: 0

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



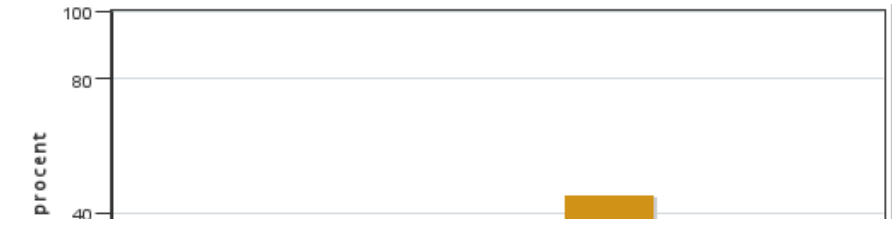
Answers: 22
Medel: 34,5
Median: 26-35

≤5: 0
6-15: 0
16-25: 2
26-35: 10
36-45: 7
≥46: 3

No opinion: 0

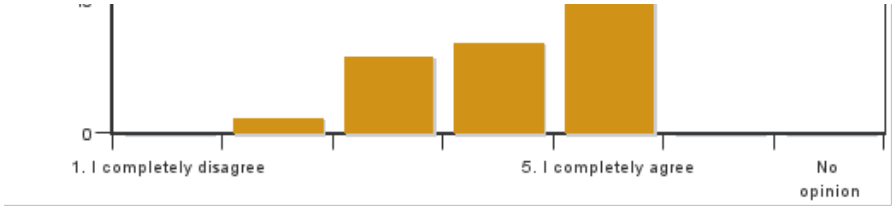
Additional own questions

13. Litterature (papers, book chapters) and study material have been relevant for the course.



Answers: 22
Medel: 4,1
Median: 4

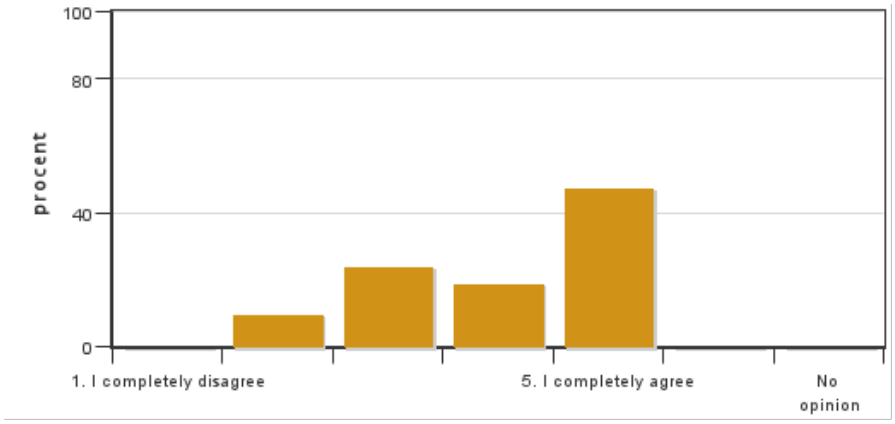
1: 0
2: 1
3: 5



4: 6
5: 10

No opinion: 0

14. I think the teachers at the course have taken an active interest in their subjects and of the teaching.



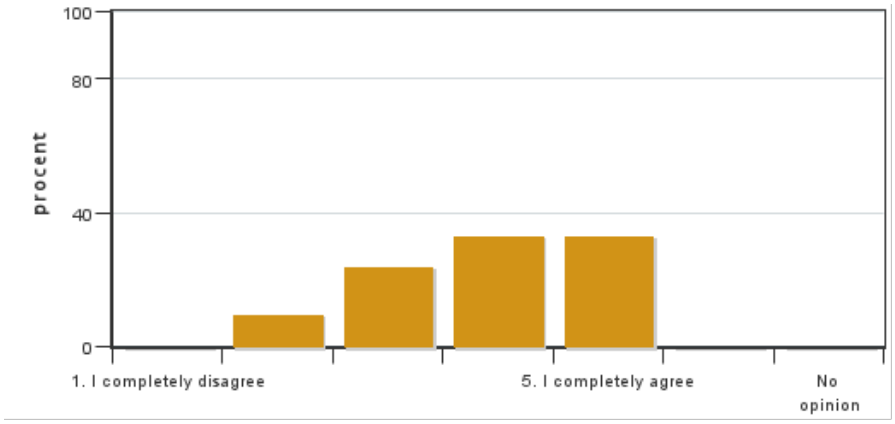
Answers: 21
Medel: 4,0
Median: 4

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

No opinion: 0

15. Is there anything you have been especially satisfied with or unsatisfied with during the course? If so, what?

15. I think that the literature project was rewarding and I learnt a lot

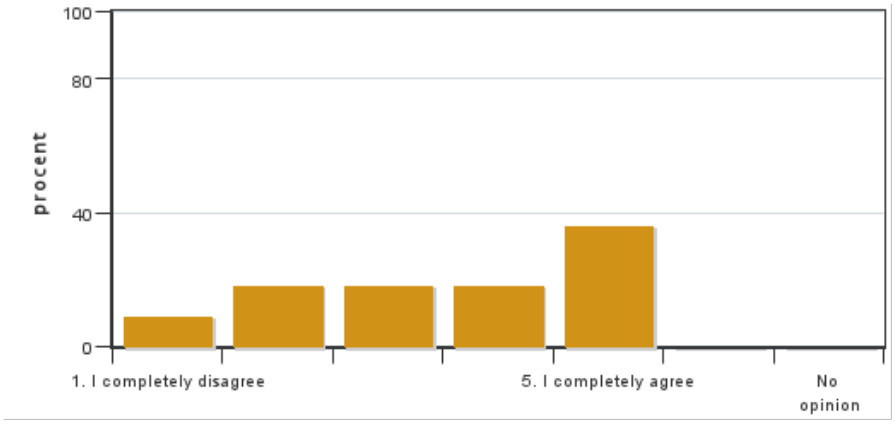


Answers: 21
Medel: 3,9
Median: 4

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

No opinion: 0

16. The lab project (green house, wet lab and computer lab) was very interesting and I learnt many new things



Answers: 22
Medel: 3,5
Median: 4

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

No opinion: 0

17. Any comments and/or suggestions for improvement on any of the different parts of the course (population genetics, plant domestication, quantitative genetics, breeding methods for cross and self-pollinators, seed certification, international breeding, polyploidy, hybrid breeding, breeding for disease resistance and stress tolerance, breeding for virus resistance, genotype-phenotype associations, QTL mapping, GMO, genomics)

Course leaders comments

In general, it was quite high scores on the evaluation questions. Thirty students attended the course and twenty-two did the course evaluation.

A summary below of the comments from the students and after a reflection from the course leader:

- Some students thought it was too many seminars/presentations which gave them less time for the lab report, literature report and to prepare for the exams - yes, some seminars could be taken away and instead we could add some lectures.

- Instead of some journals clubs the students would have liked more time on exercises in population genetics and quantitative genetics - this is a good suggestion and could be added.

- Some students thought that we should guide them more in what to read in the book and in the papers - this was done to some degree but it is also a point in having literature that gives a wider picture of the topic and more general knowledge, not only literature that is exactly for the exams.

- Some students thought it was too much waiting in the lab and the lab was too simple even though some thought that it was nice to follow the whole process from genotyping, phenotypic to QTL-mapping. This year we went from 15 students to 30 so it was a bit difficult to change things on a short notice - one option would be to take away the wet lab and only have exercises in the greenhouse with crossings and measurements of plants, course leader and teachers will discuss this further.

- Some student thought it was a “great course” and that they appreciated that the teachers during the lectures always were willing to explain and clarify - nice!

Student representatives comments

The overall impression of the course was positive, according to the students the content was nice but the course needs some more planning. The lab project was a bit confusing and unstructured and the student would like to see this project be more carefully planned. Some of the seminars during this course were considered unnecessary in relation to the exam and the students also wish this part to be looked through.