



## Plant pathology BI1044, 10296.1920

15 Hp  
Pace of study = 100%  
Education cycle = Advanced D  
Course leader = Dan Funck Jensen, Salim Bourras

### Evaluation report

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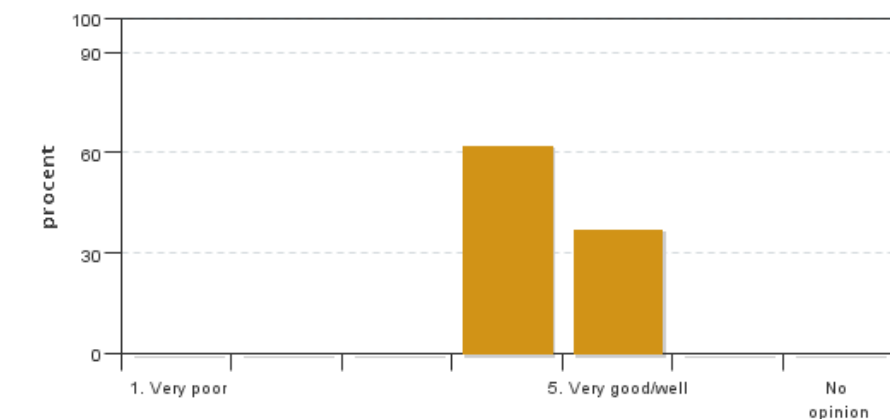
**Evaluation period: 2019-10-24 - 2019-11-14**

Answers 8  
Number of students 8  
Answer frequency 100 %

### Mandatory standard questions

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

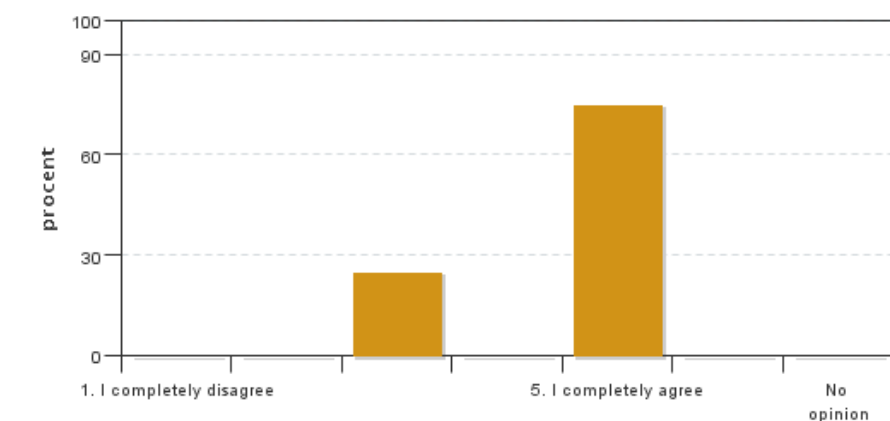


Answers: 8  
Medel: 4,4  
Median: 4

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

No opinion: 0

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

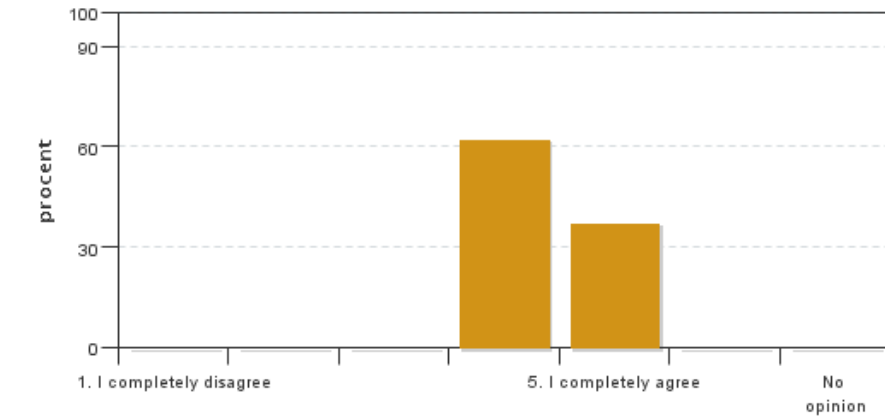


Answers: 8  
Medel: 4,5  
Median: 5

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

No opinion: 0

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

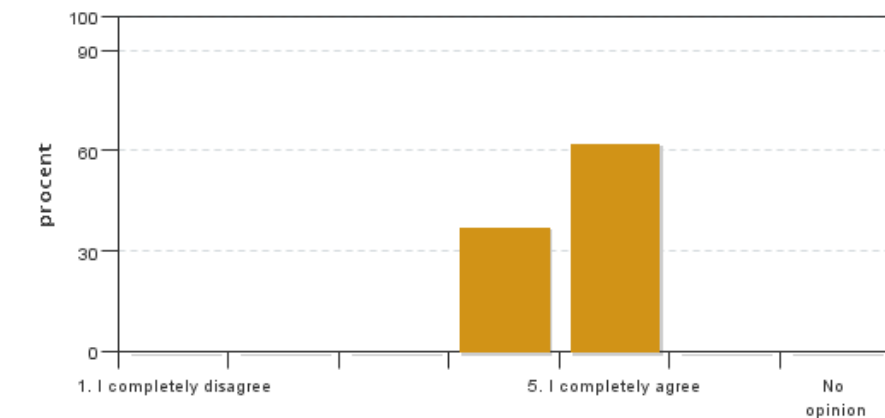


Answers: 8  
 Medel: 4,4  
 Median: 4

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

No opinion: 0

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

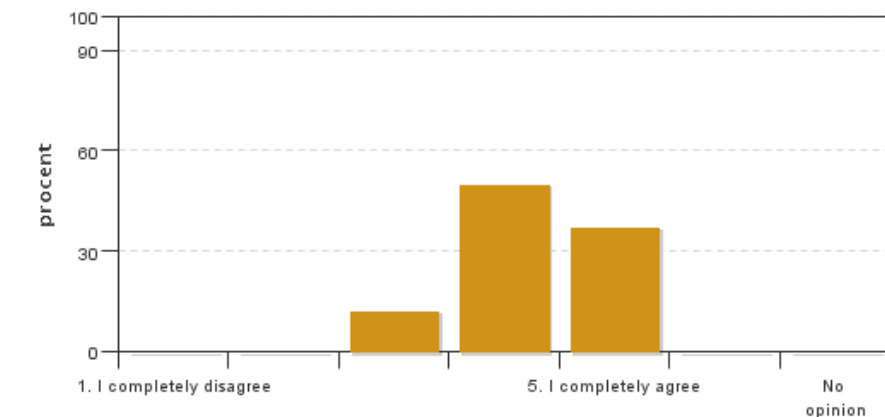


Answers: 8  
 Medel: 4,6  
 Median: 5

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

No opinion: 0

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

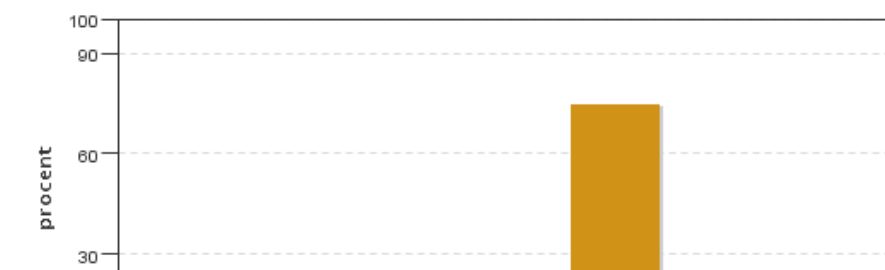


Answers: 8  
 Medel: 4,3  
 Median: 4

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

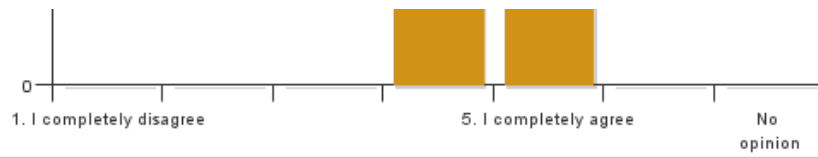
No opinion: 0

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



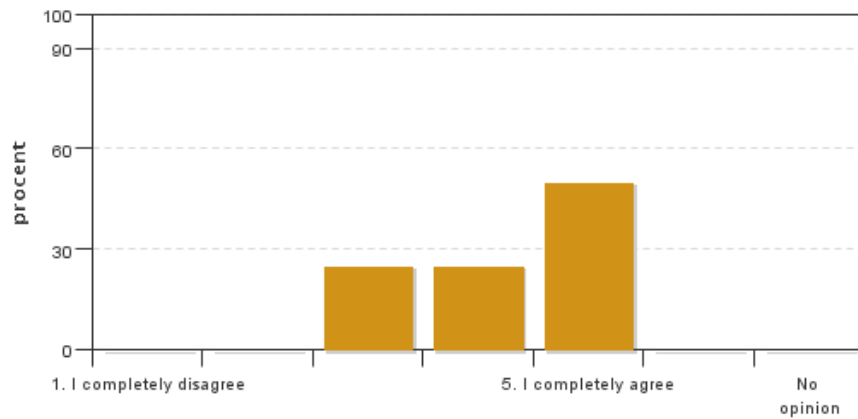
Answers: 8  
 Medel: 4,8  
 Median: 5

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



No opinion: 0

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

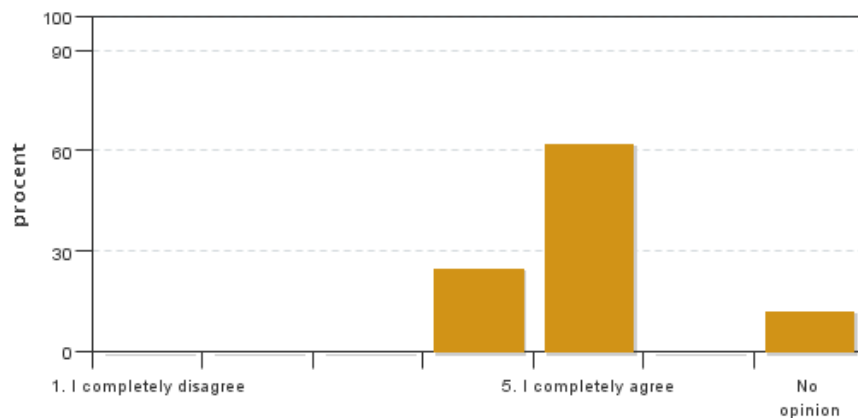


Answers: 8  
Medel: 4,3  
Median: 4

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

No opinion: 0

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

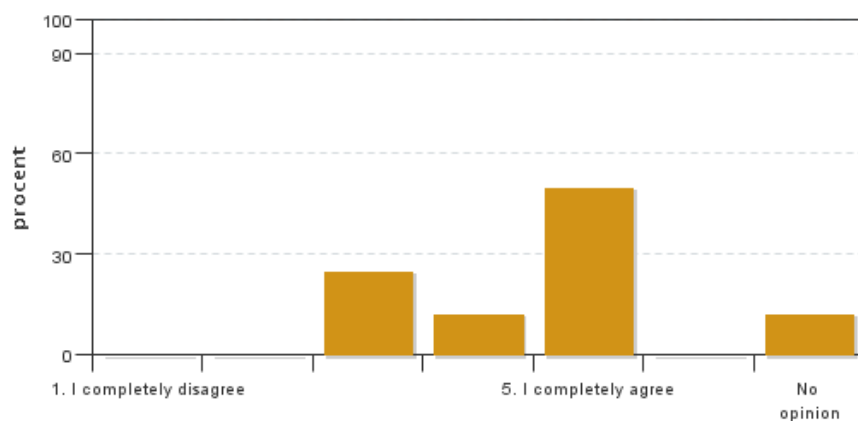


Answers: 8  
Medel: 4,7  
Median: 5

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

No opinion: 1

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

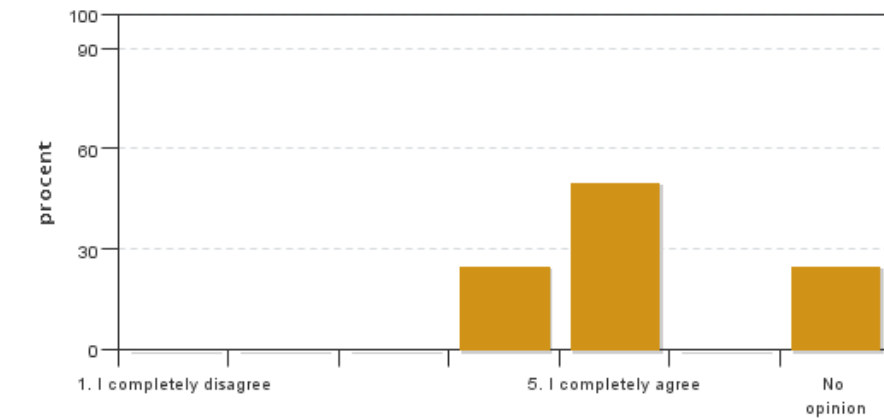


Answers: 8  
Medel: 4,3  
Median: 5

1: 0  
2: 0  
3: 2  
4: 1  
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).**

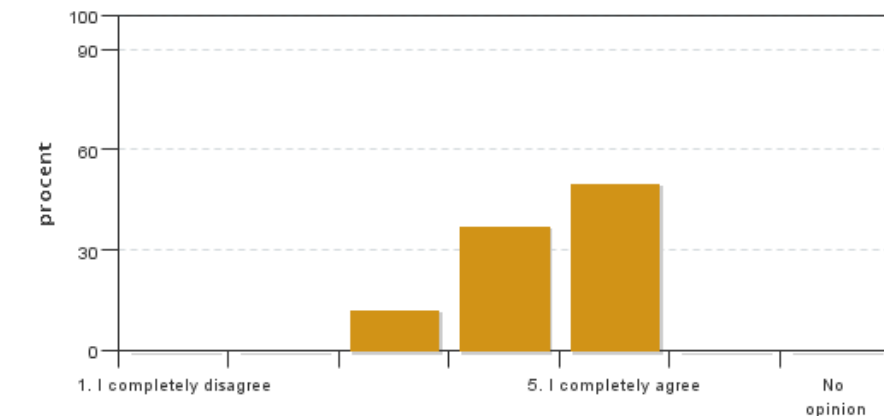


Answers: 8  
 Medel: 4,7  
 Median: 5

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

No opinion: 2

#### 11. The course covered international perspectives.

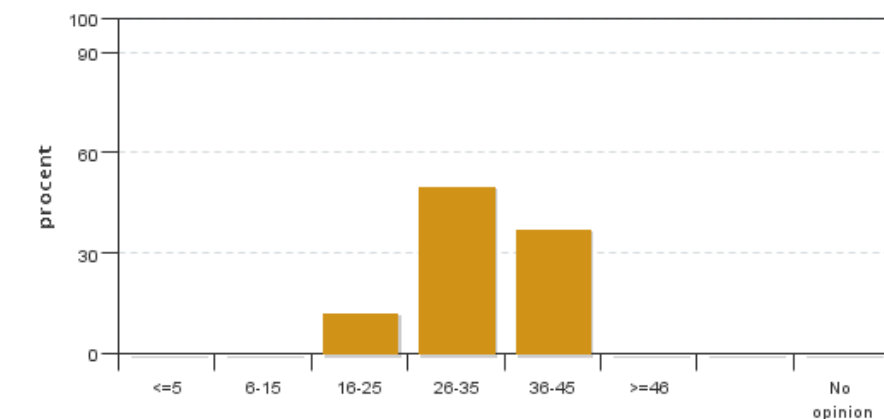


Answers: 8  
 Medel: 4,4  
 Median: 4

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

No opinion: 0

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



Answers: 8  
 Medel: 32,5  
 Median: 26-35

<=5: 0  
 6-15: 0  
 16-25: 1  
 26-35: 4  
 36-45: 3  
 >=46: 0

No opinion: 0

## Course leaders comments

Overall, we the course scores quite high with an average of 4.5, consistent with previous years. We had a strong group of students with different backgrounds which has reflected positively on the theoretical exercises, the reports, and the presentations. On the other hands, we do understand that some students would like to have more emphasis on certain aspects, however these requests are variable over the years since the profile of the students can change significantly. Therefore, we feel it is important to keep a good balance in order to be more inclusive. Regarding the deliverables and the workload, we are glad to see that the students have spent a substantial amount of time preparing and studying, with an average of 32.5 hours a week. This has also reflected positively on the overall high quality of the case study reports and presentations.

On the comments made by the students regarding the space for studying, traditionally, students use SLU's central library and central facilities. We will look into this and see how we can find solutions at BioC. We will also better

inform the students (in particular those not familiar with our campus) about the spaces, libraries, and study rooms they can freely use and access on SLU's campus. Regarding the grading criteria and the sum of deliverables included in grading, we are in the process of updating the syllabus, the grading criteria, as well as migrating the course on Canvas (new course management platform). This process should clarify the points raised by the students, and others related to the balance between lectures and theoretical exercises, and to the course organization in general. Work in progress. Another point raised by the students was the integration of more social and financial aspects of sustainable development. Unfortunately, these are true fields of expertise that we do not have in our department, but they are covered in other courses at SLU.

To conclude, we thank the students for the important feedback and active participation to the course. We will for sure continue improving based on this input with to goal to maintain the high level, the quality, and the topicality of our course.

## Student representatives comments

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The participation in this course evaluation was very good, all (8) students answered. The comments from the student representant for this course will therefore reflect all the students taking the course this year.

To start of, the overall impression of the course was very high 4,4/5.0. The lowest score for any of the questions asked in the course evaluations was 4,3/5,0, which is very good. On average 32,5 hours was spent on the course per week, the minimum interval spent was 16-25 hours/week and the highest interval spent was 36-45 hours/week. The information for the course was easy to access, the Blogspot course webpage was appreciated. The facilities were in general satisfactory, there were some complaints of the classroom being noisy (everything from the classroom beside could be heard) and cold. One student found it hard to find a place to study in, except for the library. All the components of the course supported the students' learning. The students felt that there was clear links to the learning objectives in the course. The previous knowledge was mostly enough to benefit from the course, but some students found the gene-to-gene interaction and biochemistry parts hard.

The students were satisfied with the examinations. The poster session was appreciated, however there should be some allocated time before the session to go around and read a bit of the other students' posters since it was hard to read during the session, some students thought the poster presentation could have been in PowerPoint. It was also a bit unclear that the IMP group work was part of the examination.

Most students found the course to cover sustainable development aspects and an international perspective. One student wished the course had covered more of the social and financial aspects of plant pathology. All students found the social learning environment inclusive and respecting. The students believe that the course included gender and equality aspects, a few students found this question irrelevant for this course or that this should not interfere with course material (reading list etc.) or the teachers' perspectives on subjects.

### **What was the best that you learnt from this course?**

The deeper understanding for how plants and pathogens interacts, the gene-to-gene interaction, fungicides and biocontrol were all appreciated subjects. Some of the students found the agricultural point of view more interesting. Some students felt that the case study was a great way of learning to write and search for literature in an academic way.

### **At the beginning of the course you probably had some expectations on it. Try to recall what they were and answer the following question: How have your expectations been fulfilled?**

Everyone was satisfied with the course and felt that they learnt something about plant pathology. One student had wished to been able to diagnosing plant diseases after this course, something he/she still can't do.

### **How did you find the textbook *Agrios* - did you use it?**

Generally, the students only used *Agrios* for further information on certain topics to clarify lectures. Some students used it to find disease cycles. *Agrios* was appreciated and should be kept within the course, but it might be good to explain that the students don't necessarily need to buy the book unless they wish.

### **How did you find the different ways of teaching: Lectures, Theoretical exercises, Lab. exercises, excursions, exam including proceedings, postersession etc?**

Generally good mix of ways of teaching, it gave a good basis on how to write scientific reports and made the students explore various topics on their own. All the lectures were highly appreciated (some students wish to get the slides beforehand).

There were too many exercises, some could have been lectures. Also, it was not clear if the exercises should be

prepared before or not (ex. sometimes there was allocated time in the schedule for preparations, but then on the day for the exercise there was still 1-2 hours for additional preparations, waste of time). It was a good experience making the poster, since most students wasn't familiar with the concept, maybe more information on how to do it should have been provided.

The lab was very good for the most part. However, the lab instructions should be provided beforehand so the students have time to read it through and prepare a bit. The instructions for the lab report and lab presentation was very unclear!

The excursions were appreciated, it would have been good with some more information on how to diagnose virus symptoms before the virus-excursion.

### **Do you have any suggestions for improvement of the course?**

Most courses have lectures quarter past and not sharp, it would be nice if this could be changed. It would be nice if the lectures could start earlier in the morning since 10:30 is a quite odd time to start, the window between 09:00 and 10:30 is quite narrow to be effective before the lecture.

It was a bit weird to present the "experimental paper" in the poster session and not your own case study, especially since the students put so much time into their case studies. Remove a few exercises or turn them into lectures, it is too much to sometimes have to exercises a week. It was wished that there should be more space between the deadlines.

It was unclear in the lab if we were supposed to write by ourselves or in group, this must be changed, more clarity. It is also a bad idea to write case studies and lab reports in big groups, because students divide the work and doesn't care about the parts that aren't their "own", some students will also get away with not working more easily.

The preparations for the IPM presentation were quite short, would be nice to have some more time on this and maybe a lecture about IPM beforehand. It has to be clearer that this is a part of the examination.

The course was overall regarded as an excellent course with inspiring teachers who were always available for questions!