



Genetic diversity and plant breeding BI1103, 20019.2021

15 Hp
Pace of study = 100%
Education cycle = Advanced

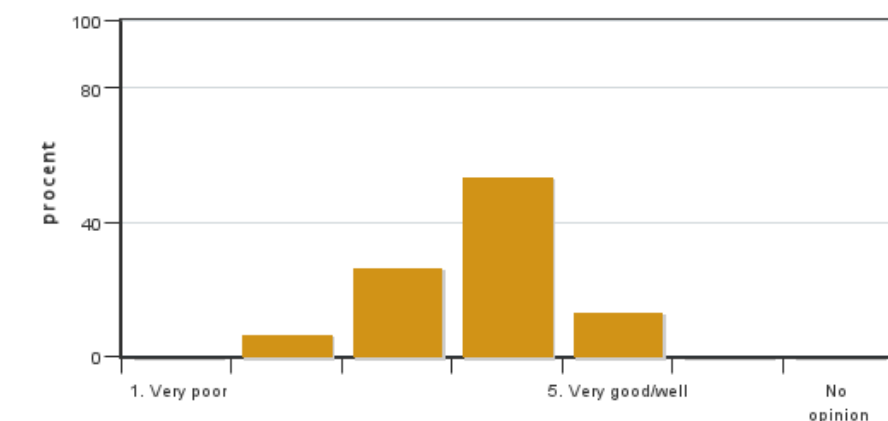
Evaluation report

Evaluation period: 2021-01-10 - 2021-01-31

Answers 15
Number of students 22
Answer frequency 68 %

Mandatory standard questions

1. My overall impression of the course is:

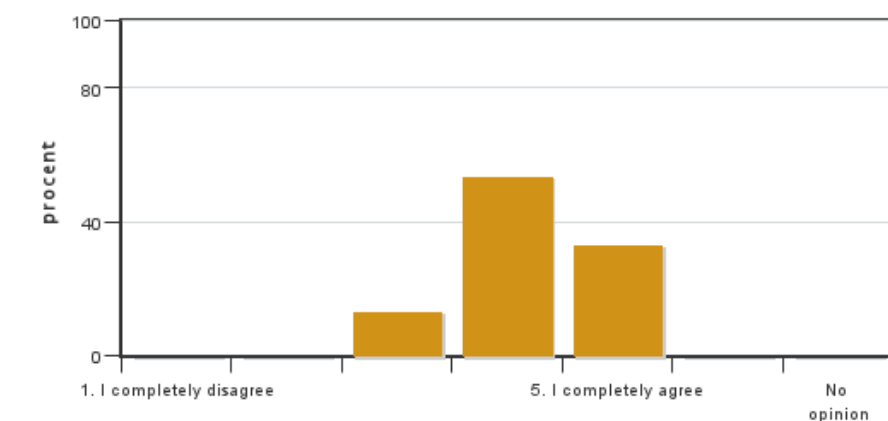


Answers: 15
Medel: 3,7
Median: 4

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

No opinion: 0

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

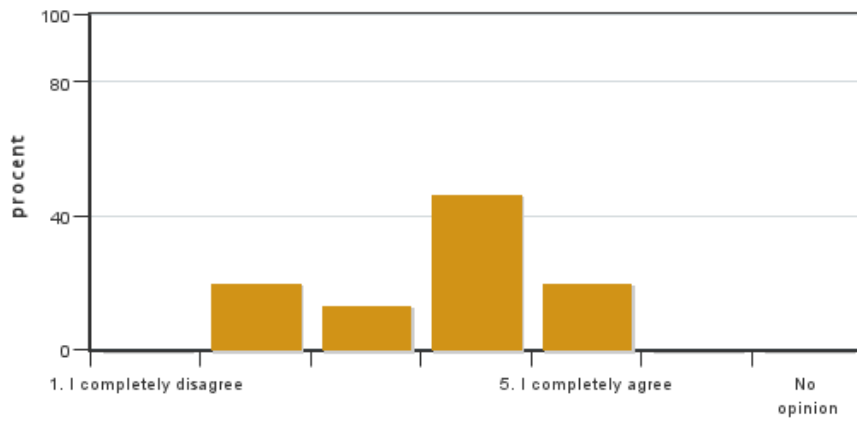


Answers: 15
Medel: 4,2
Median: 4

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

No opinion: 0

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

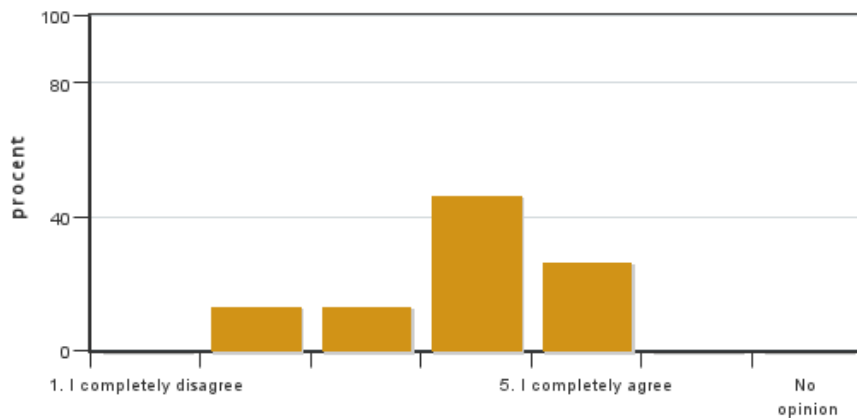


Answers: 15
 Medel: 3,7
 Median: 4

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

No opinion: 0

4. The information about the course was easily accessible.

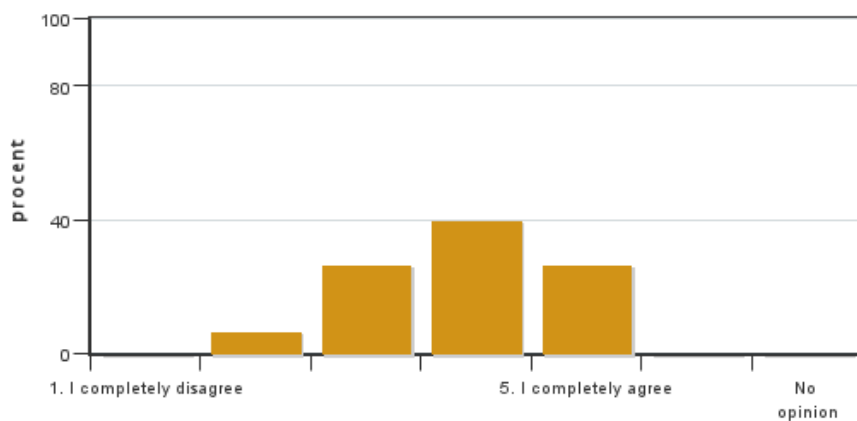


Answers: 15
 Medel: 3,9
 Median: 4

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

No opinion: 0

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

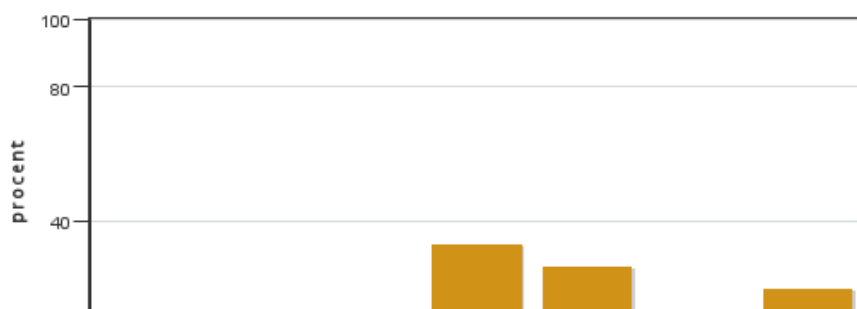


Answers: 15
 Medel: 3,9
 Median: 4

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

No opinion: 0

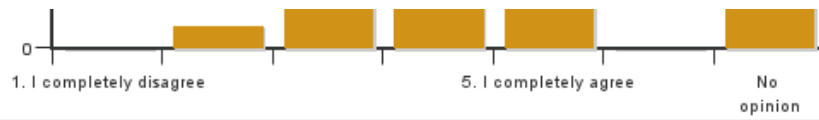
6. The social learning environment has been inclusive, respecting differences of opinion.



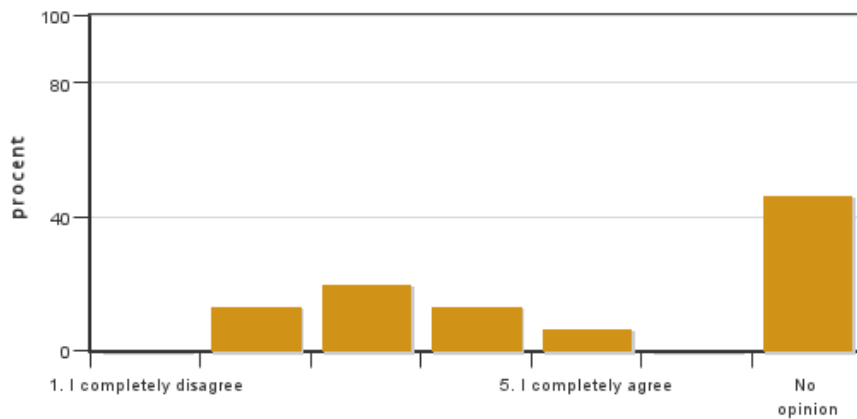
Answers: 15
 Medel: 4,0
 Median: 4

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

No opinion: 3



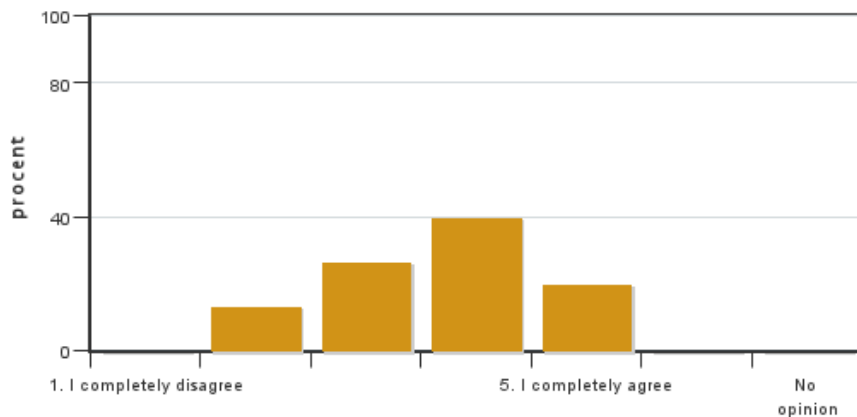
7. The physical learning environment (facilities, equipment etc.) has been satisfactory.



Answers: 15
Medel: 3,3
Median: 3

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

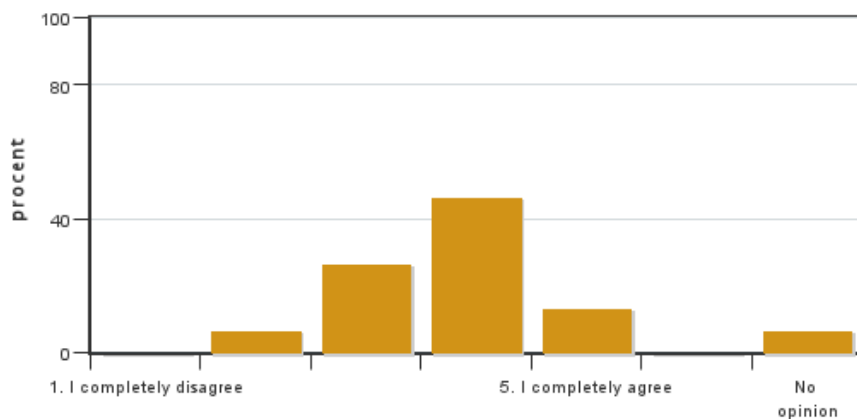
8. The examination(s) provided opportunity to demonstrate what I had learnt during the course (see the learning objectives).



Answers: 15
Medel: 3,7
Median: 4

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

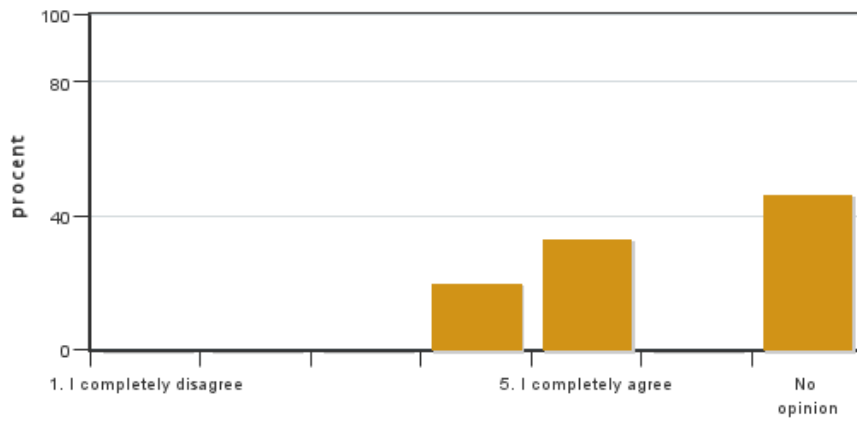
9. The course covered the sustainable development aspect (environmental, social and/or financial sustainability).



Answers: 15
Medel: 3,7
Median: 4

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

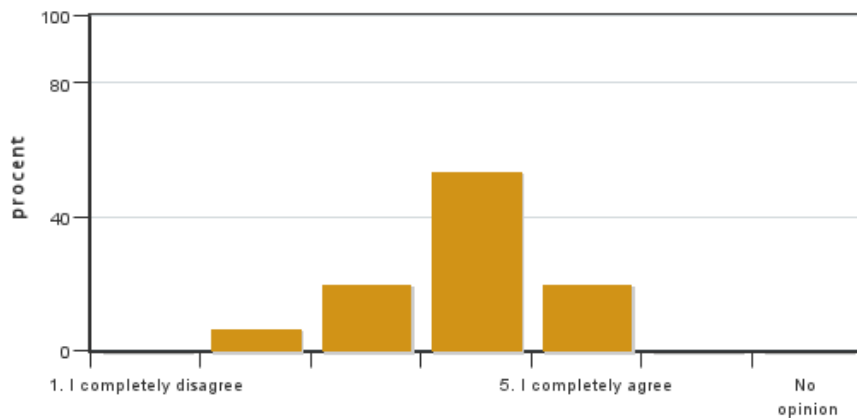


Answers: 15
 Medel: 4,6
 Median: 5

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

No opinion: 7

11. The course covered international perspectives.

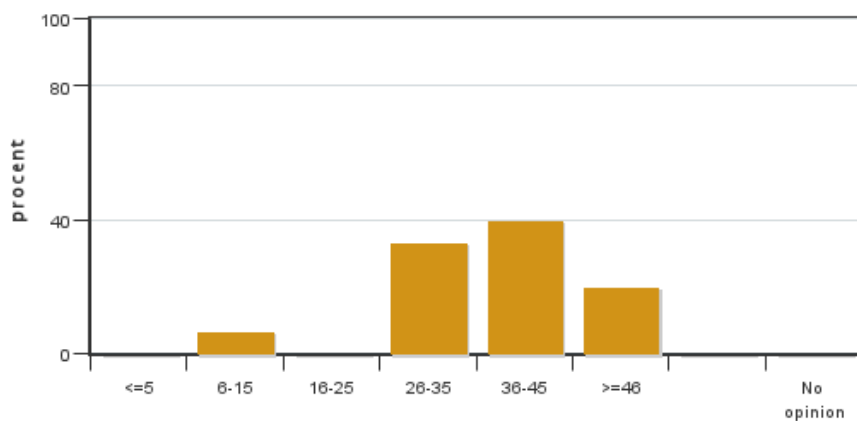


Answers: 15
 Medel: 3,9
 Median: 4

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

No opinion: 0

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

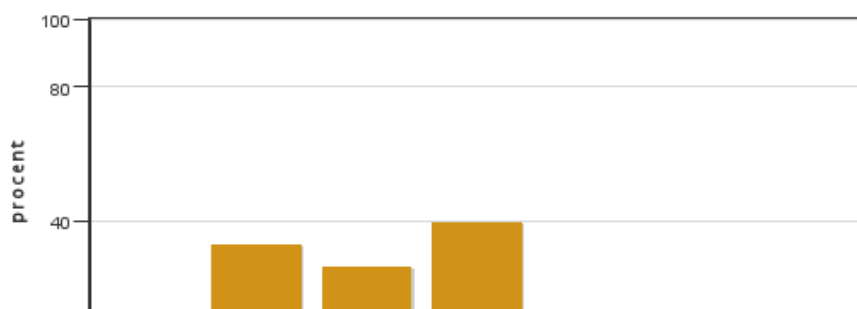


Answers: 15
 Medel: 35,9
 Median: 36-45

≤5: 0
 6-15: 1
 16-25: 0
 26-35: 5
 36-45: 6
 ≥46: 3

No opinion: 0

13. If relevant, what is your overall experience of participating in all or part of your course online?



Answers: 15
 Medel: 3,1
 Median: 3

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

No opinion: 0

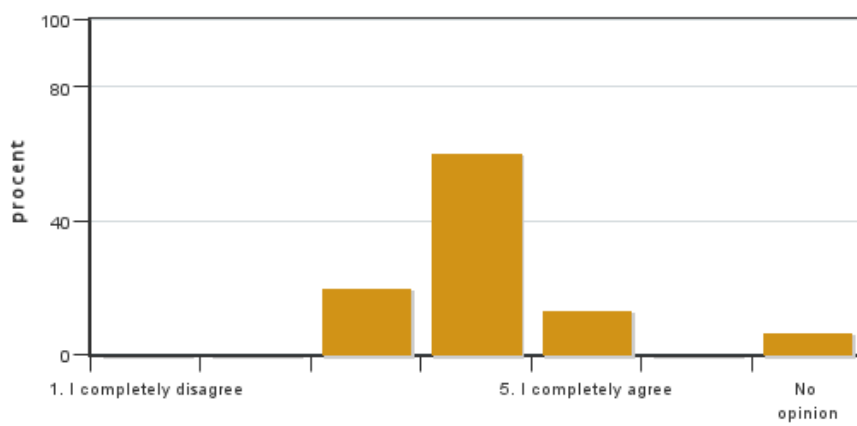


14. If relevant, please share what worked well when participating in teaching on distance

15. If relevant, please share what worked less well when participating in teaching on distance

Additional own questions

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

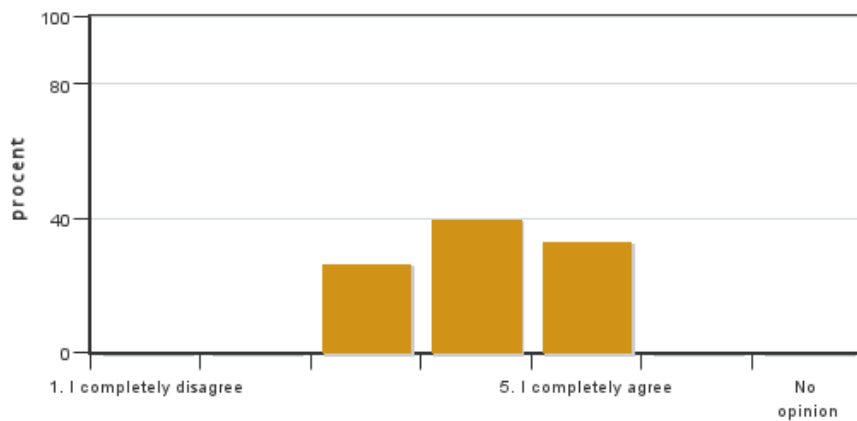


Answers: 15
Medel: 3,9
Median: 4

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

No opinion: 1

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



Answers: 15
Medel: 4,1
Median: 4

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

No opinion: 0

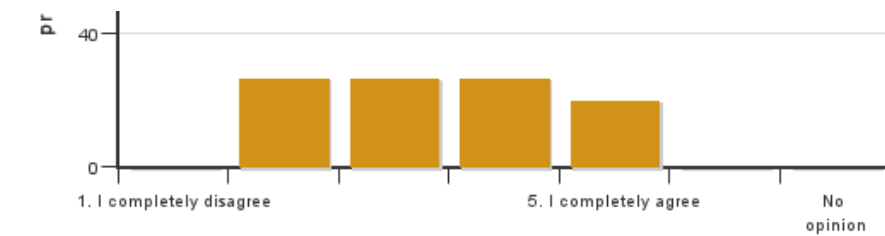
18. Is there anything you have been especially satisfied with or unsatisfied with during the course? If so, what?

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



Answers: 15
Medel: 3,4
Median: 3

1: 0
2: 4



3: 4

4: 4

5: 3

No opinion: 0

19. 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, 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 (from 3,1-4,2). Twenty-two students attended the course and fifteen did the course evaluation.

This year the course was mainly held via Zoom due to the Corona situation, although the students in general were positive to the lectures/seminars/exercises many also thought it was harder to follow and to ask questions. The lab part was also given via Zoom with videos/questions/quiz for each lab part. The lab part was considered difficult to follow and most student would have liked that part to be on campus.

One suggestion from the students was to increase number of polls/quizzes during lectures and labs to get it more interactive, especially if the teaching is digitally. This could be increased in coming courses and it is a good tool to see if the students understand.

Some students thought that the workload was too heavy during the last part of the course. Of the three examined parts of the course; lab report, literature report and written examinations we have tried to start the literature project early so the students should have a possibility to start and finalized that in good time. One of the two written exams is also in the beginning of the course to reduce the amount of study material for the second exam. Still the structure of this and the deadlines for the different parts could be reconsidered to avoid workload.

Some student thought it was a good structure of the course and that they appreciated that the teachers during the lectures always were willing to explain and clarify.

Student representatives comments

Overall, the participating students had a good impression of the course. Due to the pandemic situation it's hard to not change the course and the changes had to be done. Most students would prefer to have the lectures in an actual classroom.

This was especially noticed in the laboratory part where all the practical moments were done via videos on zoom. The students perceived that it was hard to understand the practical moments of the lab without performing them by themselves. There were also comments about wishes for more feedback-moments for the lab report and information of the assignments.

The students also thought that the arrangement of the course/canvas was confusing and there was a bit too much work to do in the end with the lab report, literature project and the exam. Maybe some of it could be done in the beginning, or at least not at the same time.

Many students wanted the academic quarter.