



## Introduction to Plant Biology for Sustainable Production BI1294, 10041.2021

15 Hp

Pace of study = 100%

Education cycle = Advanced -

Course leader = Jens Sundström

### Evaluation report

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**Evaluation period: 2020-10-25 - 2020-11-15**

Answers 4

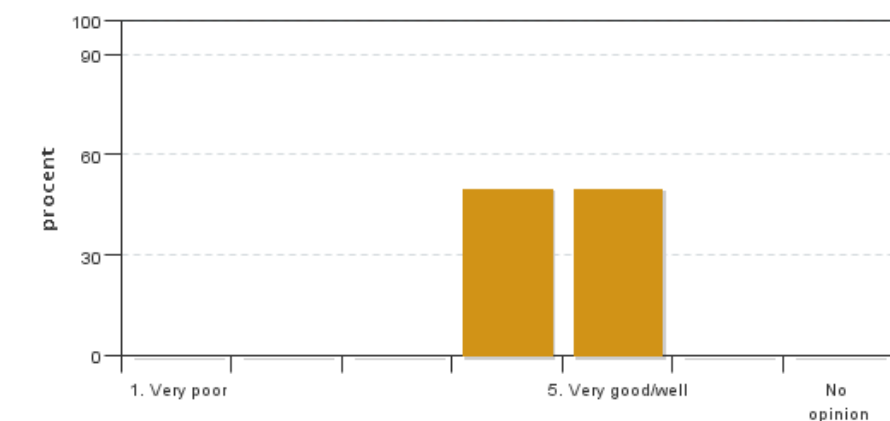
Number of students 11

Answer frequency 36 %

### Mandatory standard questions

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

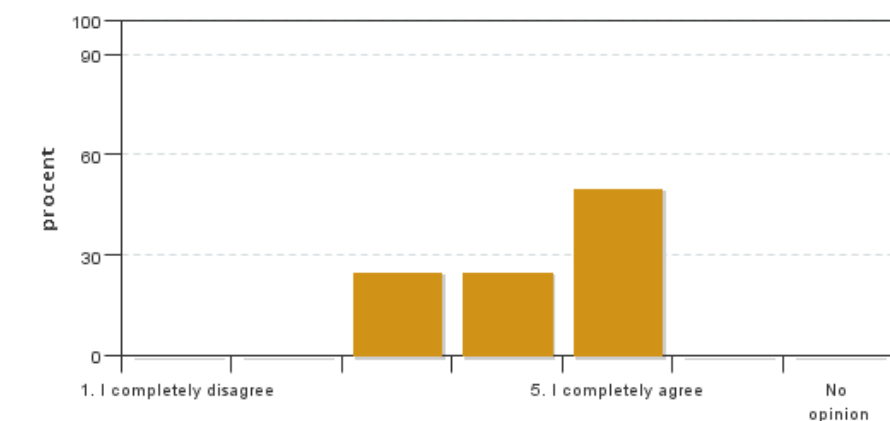


Answers: 4  
Medel: 4,5  
Median: 4

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

No opinion: 0

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

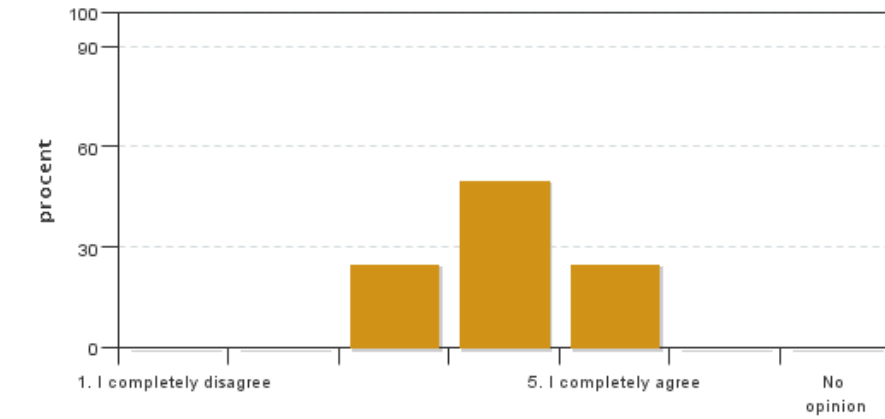


Answers: 4  
Medel: 4,3  
Median: 4

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

No opinion: 0

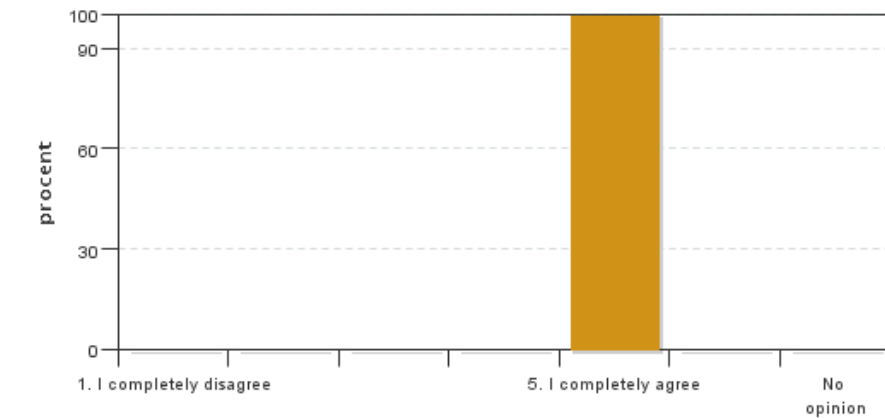
**3. My prior knowledge was sufficient for me to benefit from the course.**



Answers: 4  
 Medel: 4,0  
 Median: 4

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

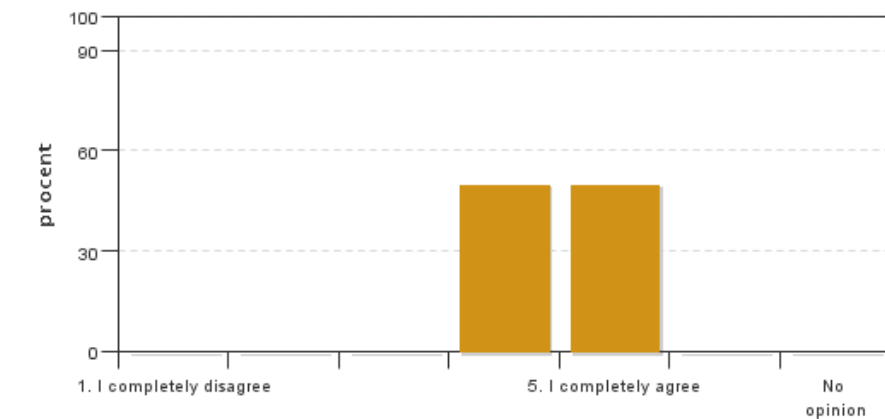
**4. The information about the course was easily accessible.**



Answers: 4  
 Medel: 5,0  
 Median: 5

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

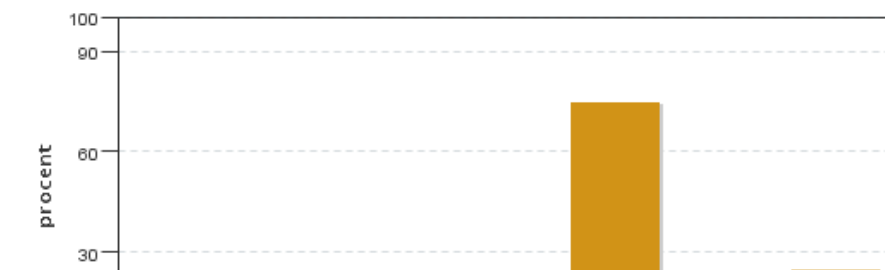
**5. The various course components (lectures, course literature, exercises etc.) have supported my learning.**



Answers: 4  
 Medel: 4,5  
 Median: 4

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

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



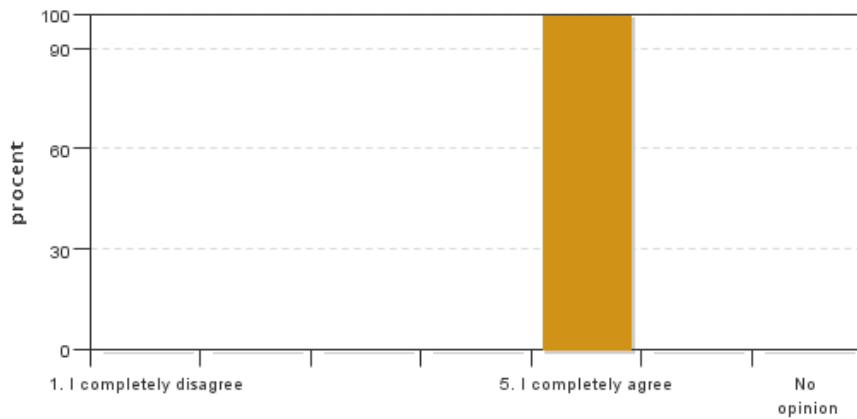
Answers: 4  
 Medel: 5,0  
 Median: 5

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



No opinion: 1

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

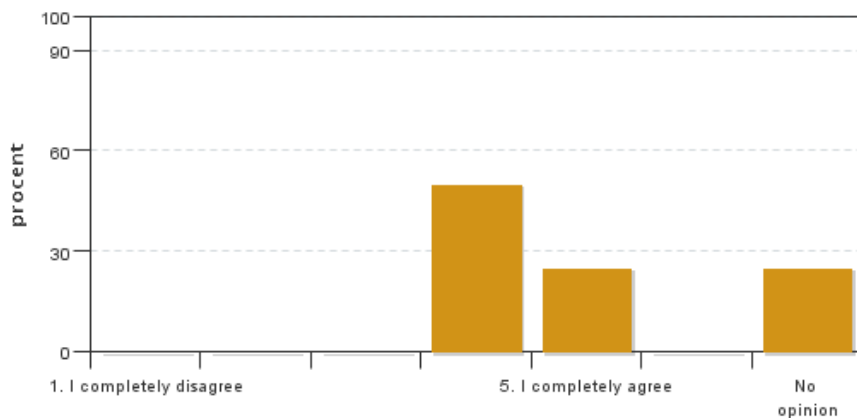


Answers: 4  
Medel: 5,0  
Median: 5

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

No opinion: 0

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

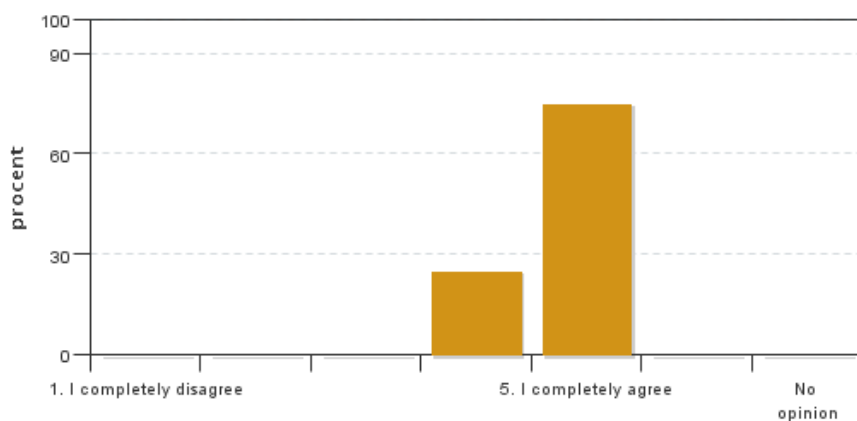


Answers: 4  
Medel: 4,3  
Median: 4

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

No opinion: 1

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

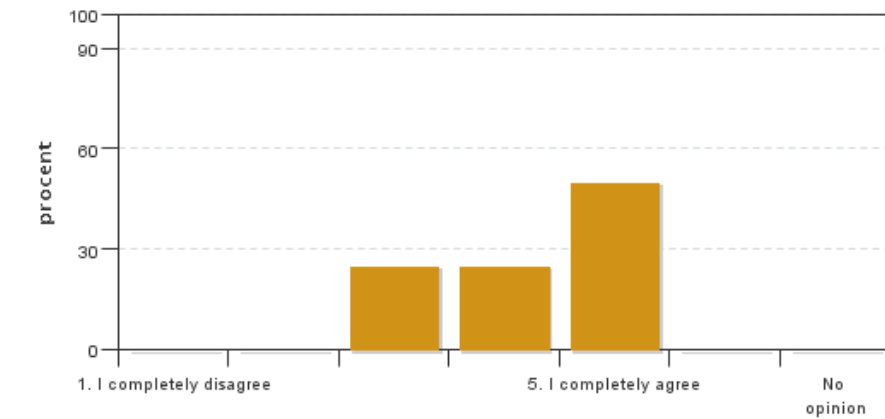


Answers: 4  
Medel: 4,8  
Median: 5

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

No opinion: 0

**10. The course covered international perspectives.**

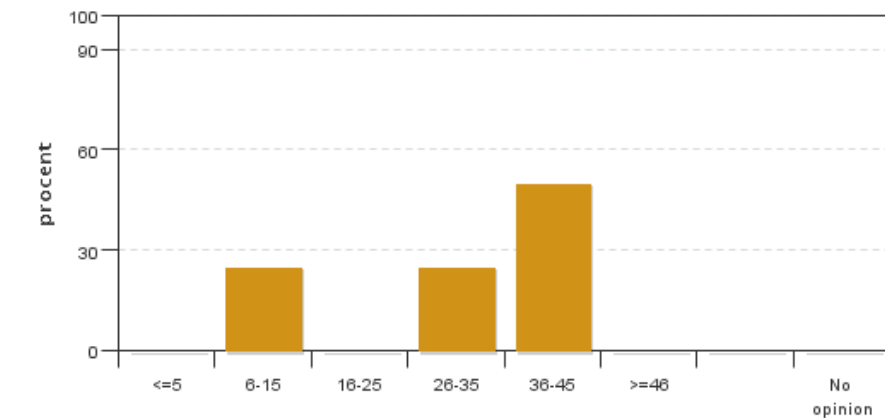


Answers: 4  
 Medel: 4,3  
 Median: 4

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

No opinion: 0

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

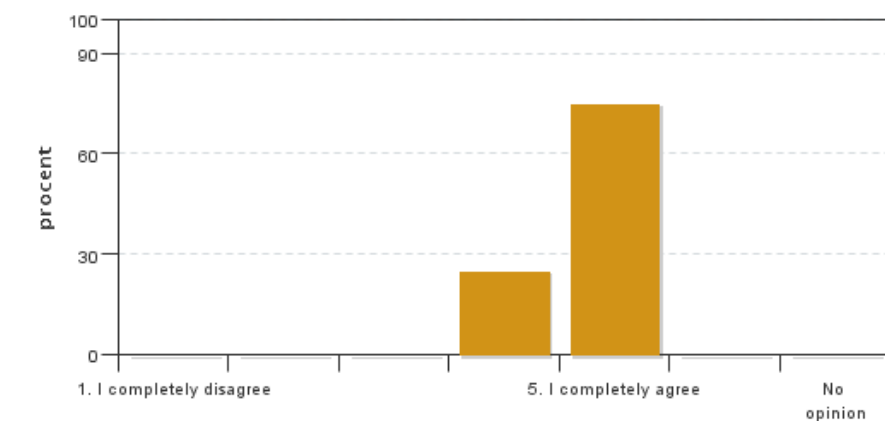


Answers: 4  
 Medel: 30,0  
 Median: 26-35

<=5: 0  
 6-15: 1  
 16-25: 0  
 26-35: 1  
 36-45: 2  
 >=46: 0

No opinion: 0

**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: 4  
 Medel: 4,8  
 Median: 5

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

No opinion: 0

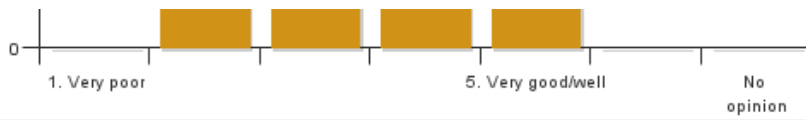
**13. Please rate how you experienced participating in teaching on distance**



Answers: 4  
 Medel: 3,5  
 Median: 3

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

No opinion: 0



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

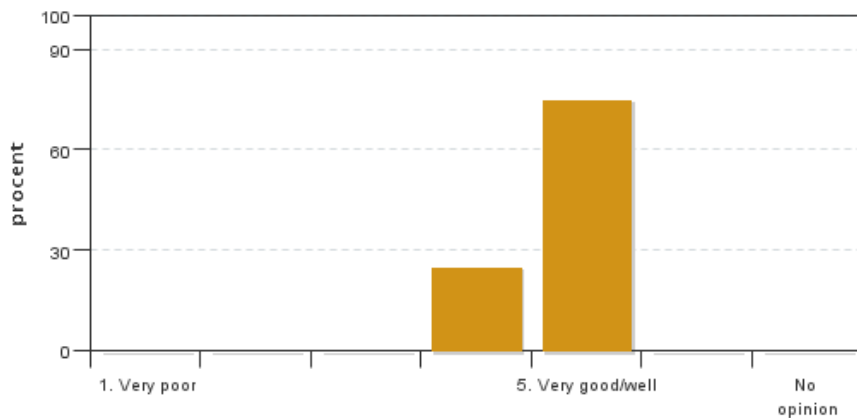
15. Please share what worked less well when participating in teaching on distance

## Additional own questions

16. The course consists of several modules (course weeks) what is your opinion on the first and second weeks on plant anatomy and transcription and gene regulation ect.?

16. What is your opinion on the written assignments and the journal clubs

16. What is your opinion on the course lab practical?



Answers: 4  
Medel: 4,8  
Median: 5

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

No opinion: 0

17. What is your opinion on the lectures on transcriptomics, metabolomics and proteomics?

17. What is your opinion on the lectures on ethics, science communication and genetic resources?

17. What is your opinion on the lectures and seminars about evolution?

## Course leaders comments

This course runs simultaneously in Alnarp, Umeå and Uppsala. HT2020 only had students in Alnarp (seven active) and Uppsala (seventeen active). Eleven students answered the course evaluation, which for the combined course evaluation give an answer frequency of 46%.

The overall impression of the course was good, average 4,6 points on grade 1-5.

Due to the Covid-19 pandemic, several adjustments had to be made from previous years:

1. The number of students that could attend lectures on campus was restricted. Therefore alternating groups of the students followed the classes from home. The course uses the distance learning lecture rooms (SalH and Plantan), which allow for a connection between campus locations and home computers. In general, the students found this arrangement acceptable, and they also liked the fact that they could meet lectures in person every second day. One comment about the lectures was that they should be extended to allow for questions.
2. In Uppsala laboratory practical was changed to a digital format and computer exercises. In general, students liked both the practical run in Alnarp and the computer exercises run in Uppsala, and efforts should be made to accommodate both for the coming years.
3. Part of the lectures have also changed from previous years to better prepare the students for the next course on the program (which also have changed).

The course put a large emphasis on writing skills and reading on original research articles. The students appreciate this, but towards the end of the course, there was a conflict between written assignments, the evolution workshop and unscheduled time to study for the exam. Next year the changes in the schedules should be made to allow additional time for self-studies towards the end of the course.

## Student representatives comments

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The overall impression of the course "Introduction to plant biology for sustainable production" (BI1294) is very positive, with a score of 4.5 out of 5 on the evaluation. However, only 4/11 (36 %) answered completed the course evaluation. The students seemed to be satisfied with the covered content of the course. The first module of the course was appreciated and one student said that it was good that the part was included. Despite this, one student thought the molecular biology was overwhelming. The feedback on the transcriptomics, metabolomics and proteomic part were positive and the student thought that the "ethics, science communication and genetic resources"-part was important. The workload on the "evolution"-part was considered to be too heavy, at least regarding that it was so late in the course. Two students thought that that part should be scheduled earlier.

The students thought that the different course components supported their learning, although at least one student missed some kinds of exercises. The majority of students missed some kind of interaction with the labour market and which opportunity a master in plant biology can offer. The students are happy with both their social and physical learning environment. The writing exercises helped the student to improve and were enjoyed, although one student thought that they took up a lot of his or her time. The same student thought that the peer review part could be more structured to make the most out of it. The student was happy with the lab work. However, one comment was that the content could be a bit more connected to the overall course. One student thought that the journal clubs could be structured in another way and commented "When it's possible to study in campus, one group will prepare a 20-min presentation in journal club. Each individual has to write their own assignment (submit for peer review before the JC discussion) but 1 group present each week will make sure that after the JC, students had learned something and be able to self-correct the summary."

The opinions about the distance teaching differed, with an average score of 3.5. One student thought that it was a good opportunity to attend the lectures online while another one thought that the lectures weren't engaging. Many students in the classed agreed that there was not enough time for questions at the end of the lecture. At least two of the students thought wished that the course would be better if it was "face to face" and one student had a comment about that we could not see some of the lecturers as they walked out of the camera.

To end with, the student was satisfied with the exam, although one complaint was that there was a question about the EU. In general, the students thought that international perspectives was covered, as well as the environmental ones.