



Plant-microbe interactions BI1354, 2020.2021

15 Hp

Pace of study = 100%

Education cycle = Advanced

Course leader = Anders Haftrén, Daniel Hofius

Evaluation report

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

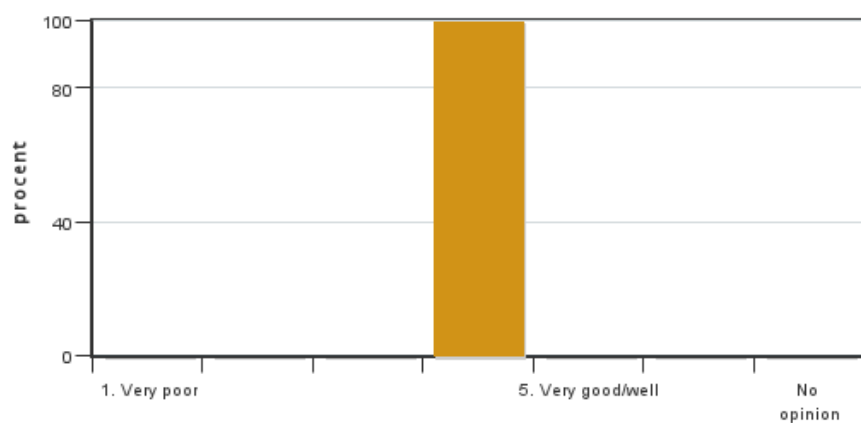
Answers 1

Number of students 5

Answer frequency 20 %

Mandatory standard questions

1. My overall impression of the course is:

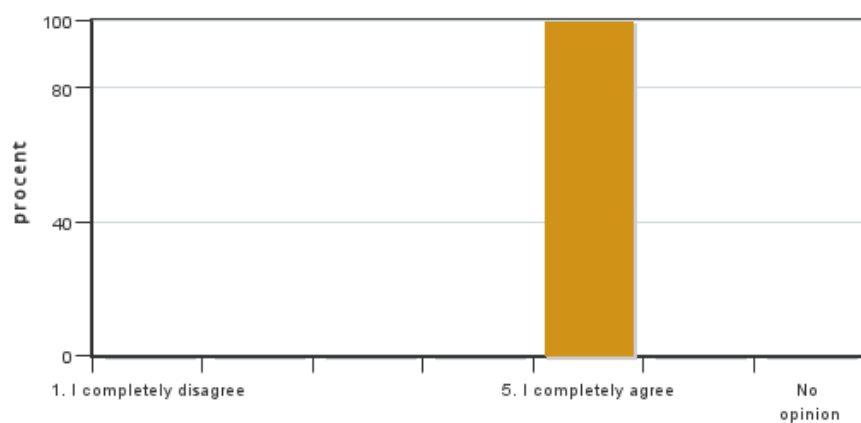


Answers: 1
Medel: 4,0
Median: 4

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

No opinion: 0

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

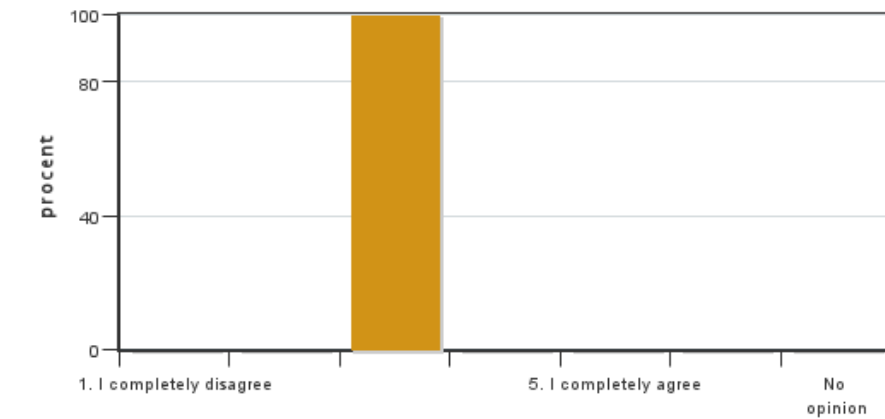


Answers: 1
Medel: 5,0
Median: 5

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

No opinion: 0

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

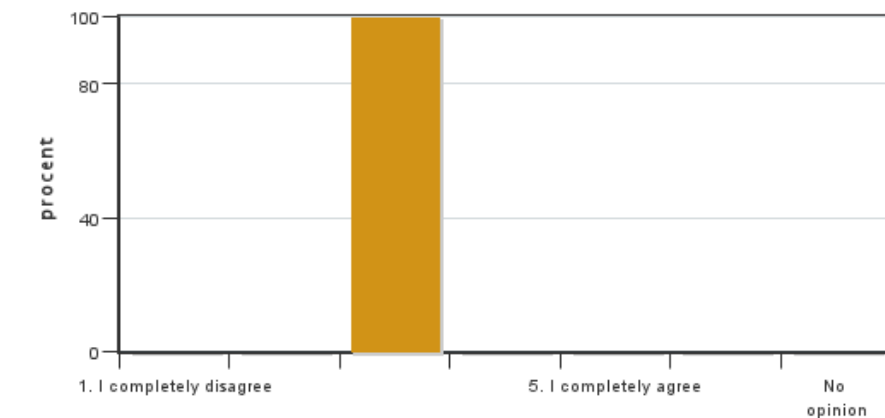


Answers: 1
Medel: 3,0
Median: 3

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

No opinion: 0

4. The information about the course was easily accessible.

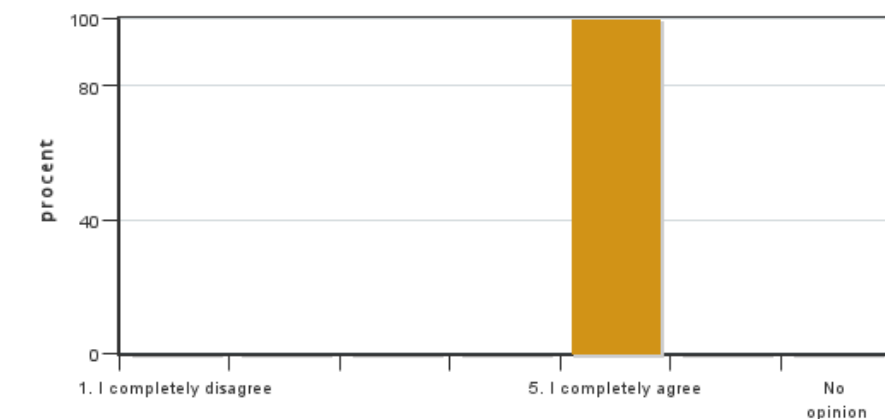


Answers: 1
Medel: 3,0
Median: 3

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

No opinion: 0

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



Answers: 1
Medel: 5,0
Median: 5

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

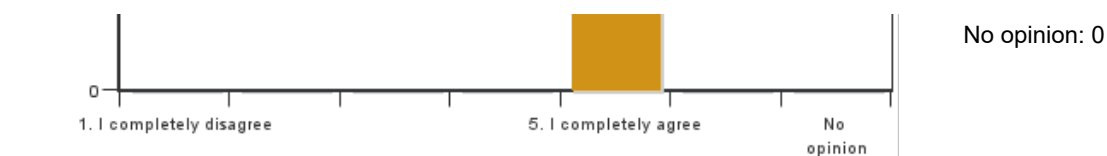
No opinion: 0

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

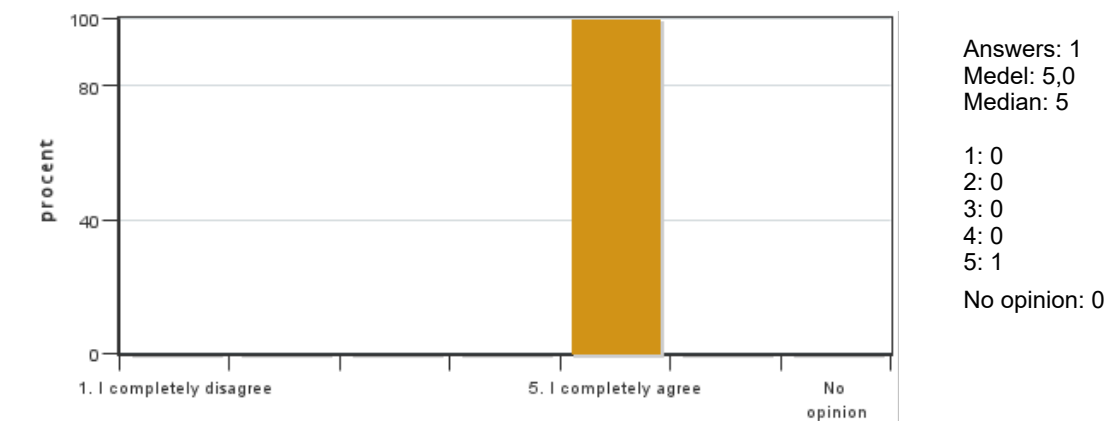


Answers: 1
Medel: 5,0
Median: 5

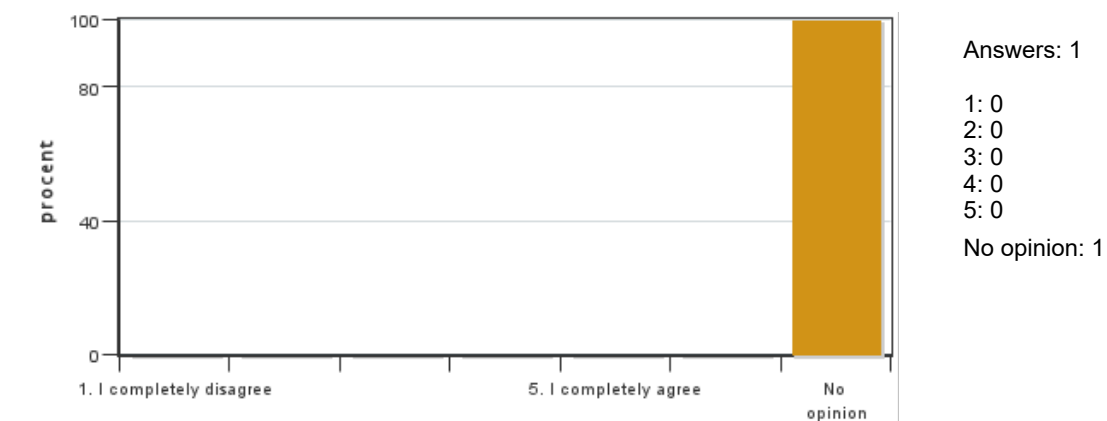
1: 0
2: 0
3: 0
4: 0
5: 1



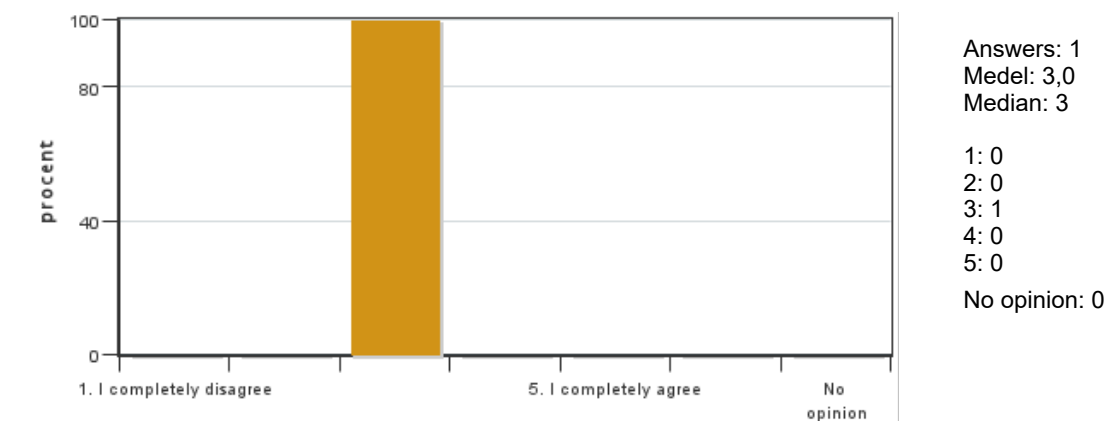
7. The physical learning environment (facilities, equipment etc.) has been satisfactory.



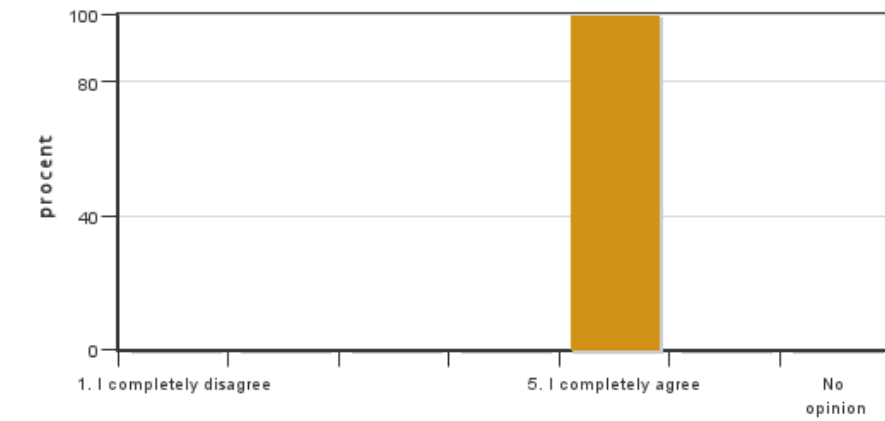
8. The examination(s) provided opportunity to demonstrate what I had learnt during the course (see the learning objectives).



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



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: 1
Medel: 5,0
Median: 5

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

No opinion: 0

11. The course covered international perspectives.

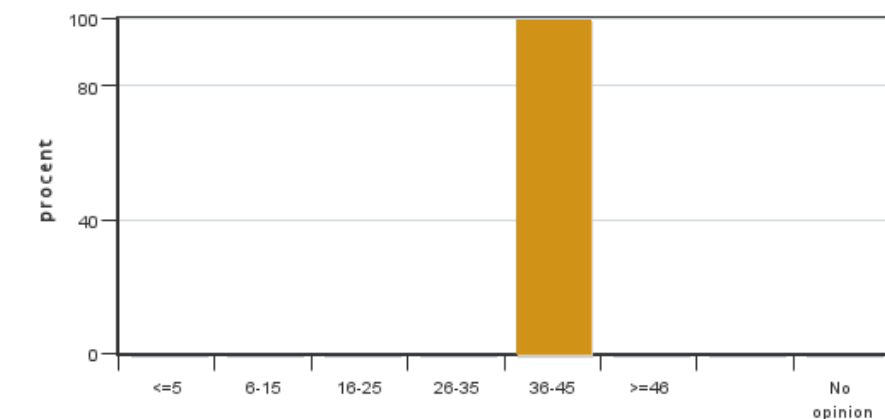


Answers: 1
Medel: 5,0
Median: 5

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

No opinion: 0

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

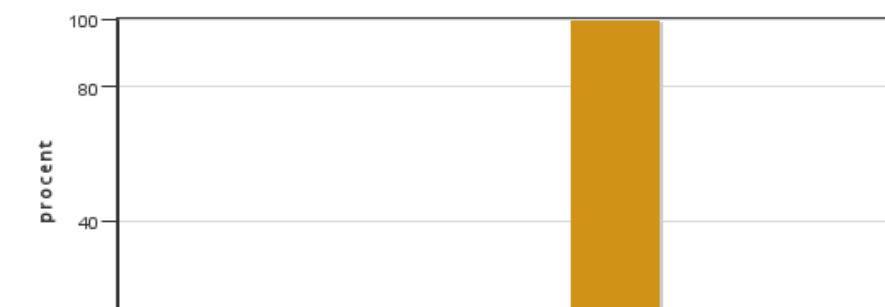


Answers: 1
Medel: 40,0
Median: 36-45

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

No opinion: 0

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



Answers: 1
Medel: 5,0
Median: 5

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

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

Course leaders comments

Summary of course evaluation by the course organiser

Since only one of the five course students participated in the course evaluation survey, it is very difficult to draw any general conclusions. However, the answers given by the single student to the standard questions reflect a very positive perception of the course that was shared by the students during the oral evaluation via ZOOM at the end of the course. To avoid a similar poor participation in the online survey next year, we plan to ask the students to fill in the questionnaire during the course evaluation session before collecting more specific comments.

The feedback from this year revealed that the overall course structure was regarded as positive. Since the major part with lectures, discussion of study questions, computer exercise, literature project and written exam was completed before the Christmas break, the students very much appreciated to solely focus on the laboratory project in the remaining two course weeks in the beginning of the new year. Unfortunately, due to the pandemic, the projects in individual research groups could not be run with wet-lab experiments, but had to be shifted to bioinformatics projects via ZOOM. Nonetheless, the students were satisfied with the outline and execution of the different projects and liked the connection to "real-life" scientific questions and ongoing research in the different groups.

With regard to the first part of the course, the students emphasized the importance of study questions in relation to the lectures and their discussion in the weekly sessions. In particular, the discussions on campus (when it was still possible in the beginning of the course) was very much liked by the students, although they noted that the type of study questions given by the lecturers were quite different and not always clear and nicely connected to the lecture content. Hence, we will try to request next time from the lecturers to carefully think about the study questions and explain them during the lectures. The choice of literature by the lecturers was appreciated by the students. The computer exercise was also regarded as helpful, although the allocated time for introduction and explanatory parts of the one-day events appeared to some of the students a bit short. We will try to improve this for the next year.

While some of the students missed the direct interaction with other students and lecturers due to the lack of on-campus teaching, one student also emphasized that the learning experience might be better at online lectures because of less distraction. Overall, the course administrators had the impression that the online teaching went very well. The established outline of the course, that is jointly organised together with the University of Helsinki and relies since a long time on videoconference lectures, made it relatively easy to switch to complete distance teaching. However, the lack of direct contact with and between the students on campus as well as the necessity to cancel the planned wet-lab projects was identified by the course organisers as a clear downside and will hopefully not affect the next course.

Student representatives comments

No comments from the student representatives