



## Environmental Issues in Crop Production BI1283, 20080.2021

15 Hp

Pace of study = 100%

Education cycle = Advanced

Course leader = Linda-Maria Dimitrova Mårtensson

### Evaluation report

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

Answers 5

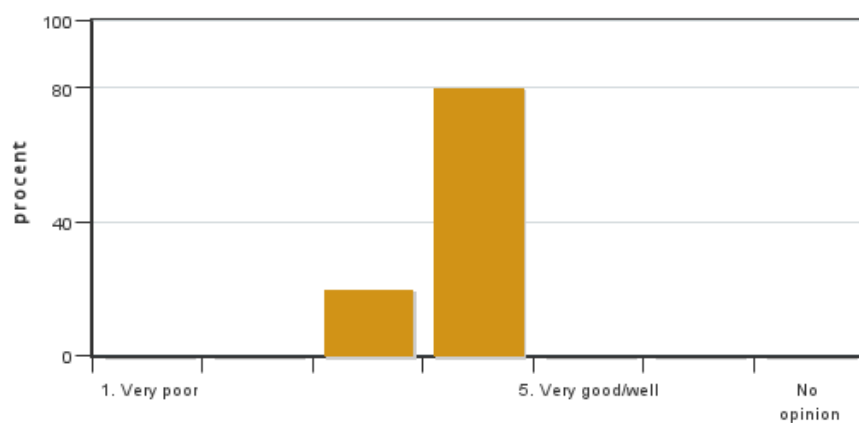
Number of students 13

Answer frequency 38 %

### Mandatory standard questions

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

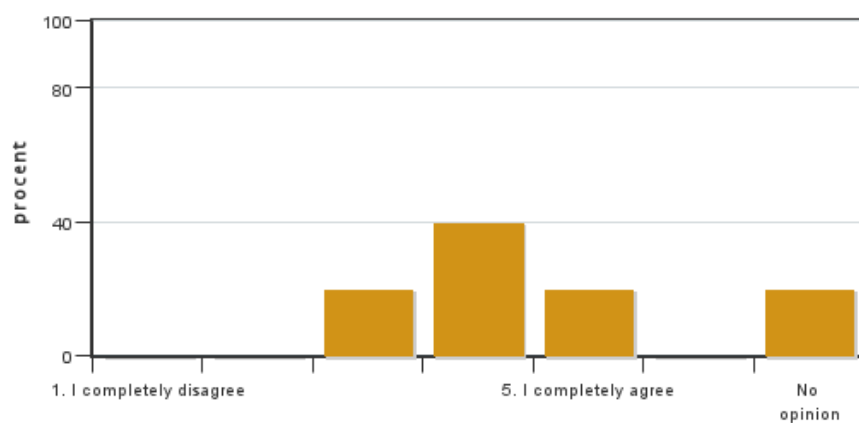


Answers: 5  
Medel: 3,8  
Median: 4

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

No opinion: 0

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

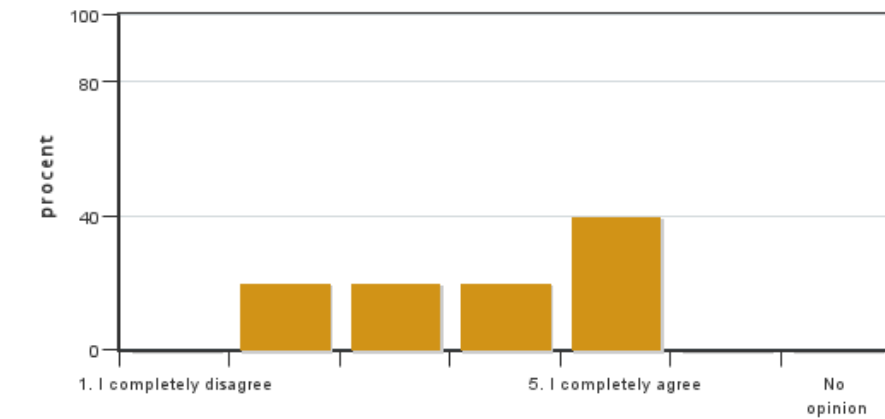


Answers: 5  
Medel: 4,0  
Median: 4

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

No opinion: 1

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

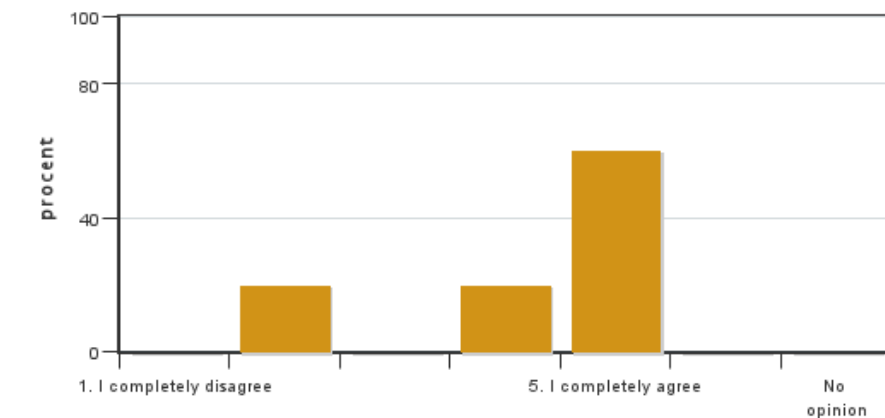


Answers: 5  
Medel: 3,8  
Median: 4

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

No opinion: 0

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

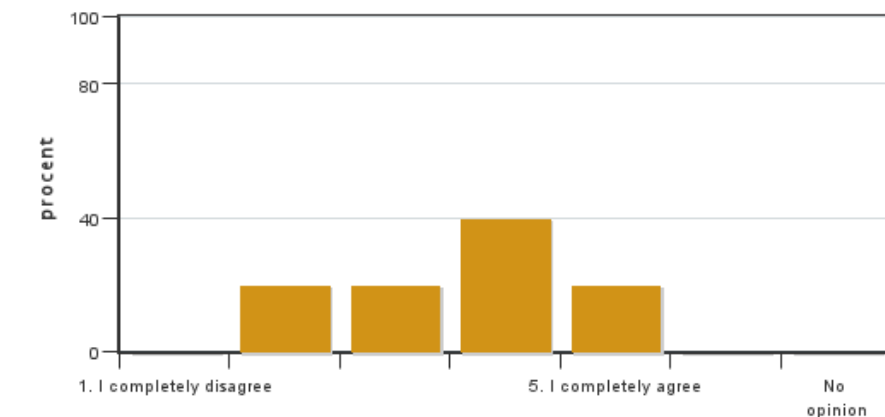


Answers: 5  
Medel: 4,2  
Median: 5

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

No opinion: 0

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

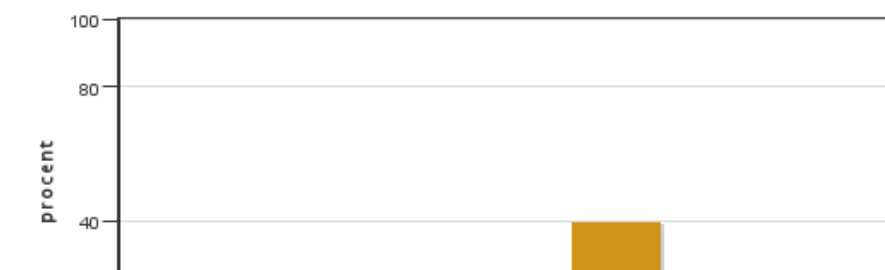


Answers: 5  
Medel: 3,6  
Median: 4

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

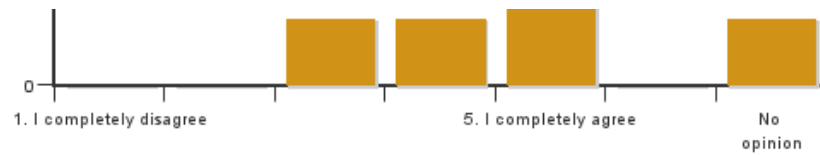
No opinion: 0

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



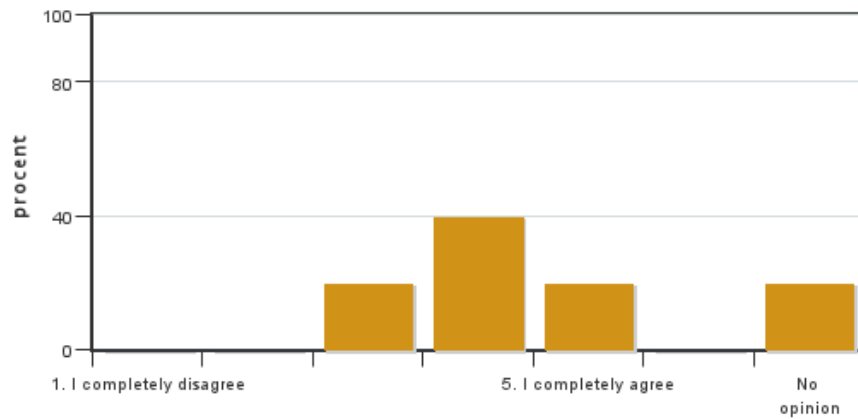
Answers: 5  
Medel: 4,3  
Median: 4

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



No opinion: 1

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



Answers: 5

Medel: 4,0

Median: 4

1: 0

2: 0

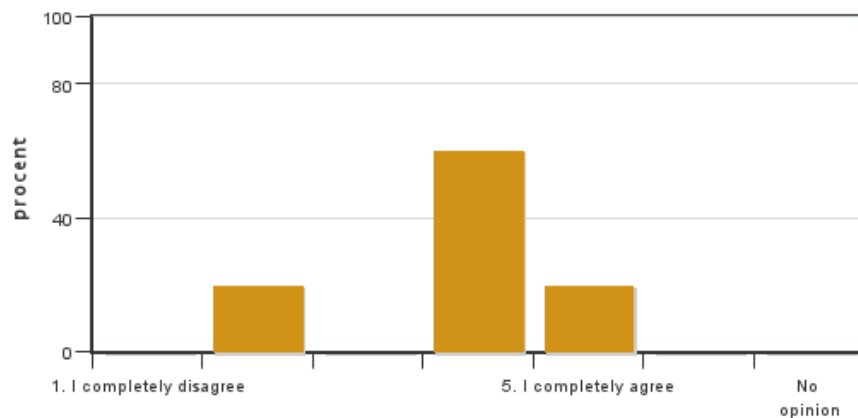
3: 1

4: 2

5: 1

No opinion: 1

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



Answers: 5

Medel: 3,8

Median: 4

1: 0

2: 1

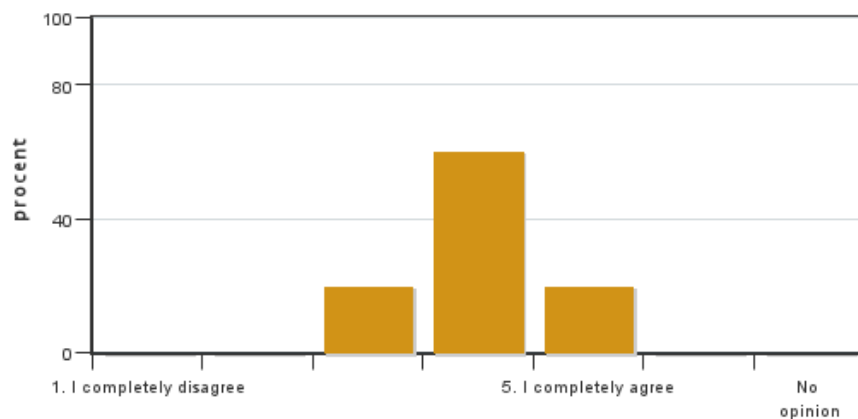
3: 0

4: 3

5: 1

No opinion: 0

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



Answers: 5

Medel: 4,0

Median: 4

1: 0

2: 0

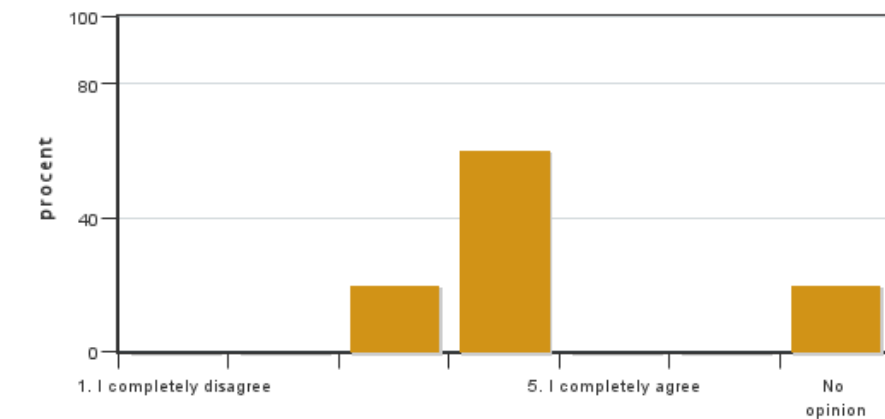
3: 1

4: 3

5: 1

No opinion: 0

**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).**

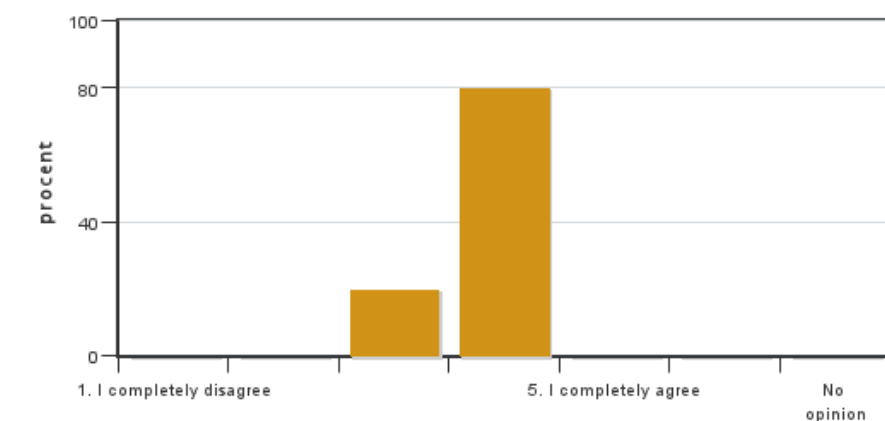


Answers: 5  
Medel: 3,8  
Median: 4

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

No opinion: 1

**11. The course covered international perspectives.**

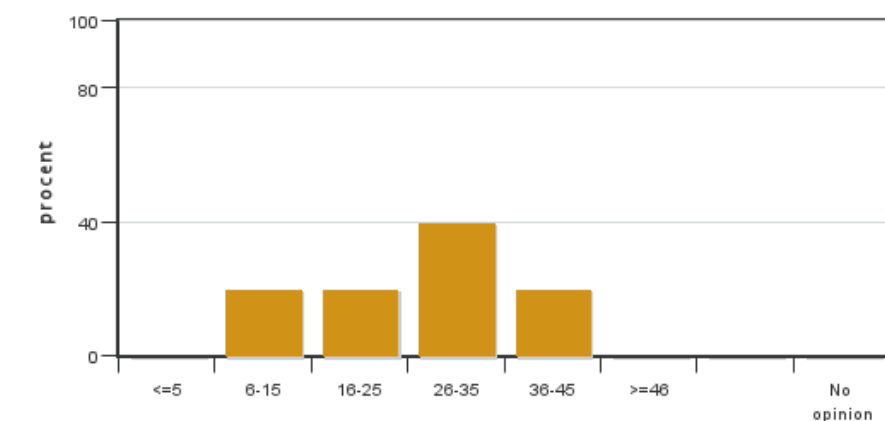


Answers: 5  
Medel: 3,8  
Median: 4

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

No opinion: 0

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

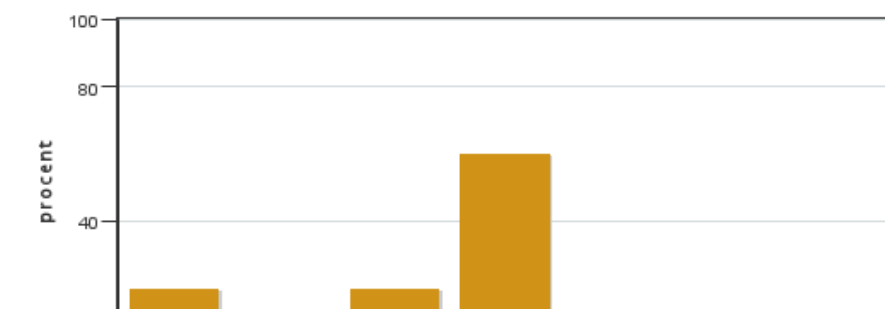


Answers: 5  
Medel: 26,0  
Median: 26-35

≤5: 0  
6-15: 1  
16-25: 1  
26-35: 2  
36-45: 1  
≥46: 0

No opinion: 0

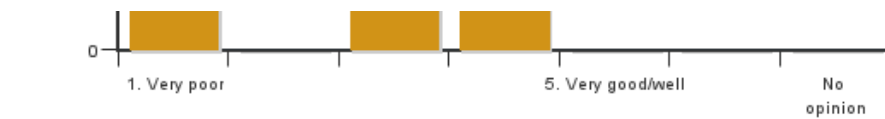
**13. If relevant, what is your overall experience of participating in all or part of your course online?**



Answers: 5  
Medel: 3,2  
Median: 4

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

## Course leaders comments

The course was in general appreciated. The lectures were perceived as interesting. The alignment between the lectures and the reading seminars was pointed out as one possible area of improvement. The lecture on ecological effects of pesticides was new for this year, and it was very much appreciated and it was suggested to develop this sub-topic even further. The lecture on nutrients was also suggested to include more aspects, in terms of different nutrient management practices and both local and global environmental effects. The LCA group work is still perceived as challenging and important. Further development of exercises may be necessary to aid the learning and understanding. For the reading seminars, it was suggested to have one common question for each seminar, to steer up the discussions somewhat. The course leader appreciate the suggestion and will implement such for next year. Another interesting suggestion was the introduction of a representative from other areas, such as municipalities or similar, in relation to the field visits. This would give more context to the agricultural practices and businesses.

## Student representatives comments

Each paragraph represents a view from one of the students in the course.

CW=Course leader's view

Text in italic, refers to views that I perceived as commonly concluded by the students present during the Zoom session.

Notes taken during Zoom session 2020-01-13 by Elias Kvarnäck. Students absent from the Zoom session were also asked to send in their views by e-mail to me (Elias).

### Lectures:

- Interesting lectures but better if they'd have been more connected to the topics of the reading seminars. This would have facilitated better discussions in the seminars.
- The seminar on pesticides was appreciated. We didn't even have time to go through all the things planned for the lecture due to questions and interest from the students.
- An additional lecture on mgmt of nutrients and subsequent losses would have been appreciated since it was a recurring topic in the course.
- The lecture on certification ran away a bit from the core of the lecture. Instead, it dealt more with accreditation of standards instead of standards themselves. This was probably because the students showed interest in accreditation, hence focus got a bit lost.
- CW: Yes, it's always a balance between letting the students steer the lecture and staying stringent to the lecture plan.

### Seminars

- Some questions for the seminar should have been the same to see if we understood the articles in the same way. Sometimes the questions brought up by the students drifted away from the content of the article. *This was an opinion expressed by all students.*
- For instance, we took very different approaches to the policy papers that we looked at for one of the seminars. In this case it would have been good if at least one of the questions we were supposed to discuss was the same for everyone in the group.
- *We all agreed that it was a good suggestion to include one question that was the same for everyone and one question where we could elaborate on our own ideas and hypotheses. This could be done for each article, where the answer could be found in the articles.*

## LCA

- Probably an additional lecture on LCA would serve us well. Especially about practical skills in Excel. Since working in Excel is a kind of digital craftsmanship, it's probably the part of the course that suffers most to be done virtually.
- To find the right data for the improved case was time demanding and led to a lot of correspondence with Thomas, who on the other hand was very quick at replying and helpful.
- When you are not so experienced with Excel the assignment was quite challenging.
- CW: Yes, it'd probably be time saving for Thomas to have another lecture instead of replying to your e-mails
- It was good that we actually inserted the data from the base case in Excel ourselves, this made it possible to understand the different steps in an LCA better.
- *The course moment seemed appreciated in general among students.*

## Individual paper

- To submit a starting document was a good service so that we could get to know if we were on the right track.
- Good to see what other students had written individual papers about in previous years
- A bit different views if it would have been better to keep the deadline to the 4:th or to the 8:th of January. Most seemed pleased with the change to the 8/1.

## Digital field trip

- Good to hear farmers' view on tackling environmental issues. This is something that is dismissed too often in other courses. Not, that we neglect farmers' views, but rather that we hear about it *through* researchers and not directly from farmers.
- CW: The visit differed quite a lot compared to physical visits. It's always better to go out in field and observe things. The farmer also seemed to be more talkative and open-minded when we've met him in person at the farm.

## Värpinge/Rinnebäck

- It was refreshing to visit someone who thinks outside the box like Håkan.
- For agroecologists it was repetitive to go there since we had already been in touch with Värpinge through two other courses. Some repetition is ok, but still more interesting to go to a new place.
- CW: Yes, it's a challenge to make Värpinge interesting for agroecology students. You could have been given an additional task, but that's maybe not fair to give you further assignments.
- If finding more farms to visit is a question of resources within the course, maybe agroecology students can visit a place where they can go themselves. For instance, a nature reserve which is affected by agriculture, but where no supervision or guidance from a farmer is needed. Such an option shouldn't increase the work load much for the course leader either.

## Research outlook

- It was good to get inspiration about topics for our individual paper and for our coming thesis.
- Sometimes, what the lecturers present in class, is not what they are the most passionate about, this was a way to hear about their passions.
- *The general conclusion was that the content of the researchers was inspiring.*

## Presentation of individual paper

- In the study guide it should have been clearer if we were to review the oral presentation or the written paper.
- T: It's the paper that is the most important for your grading, so that's what you should focus on as a reviewer. But I agree that it might need to be clarified in the study guide.
- *In general the presentation moment went pretty much as anticipated.*