



Integrated Pest Management in Sustainable Production Systems BI1267, 10162.2021

15 Hp

Pace of study = 100%

Education cycle = Advanced

Course leader = Kristina Karlsson Green, Laura Grenville-Briggs Didymus

Evaluation report

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

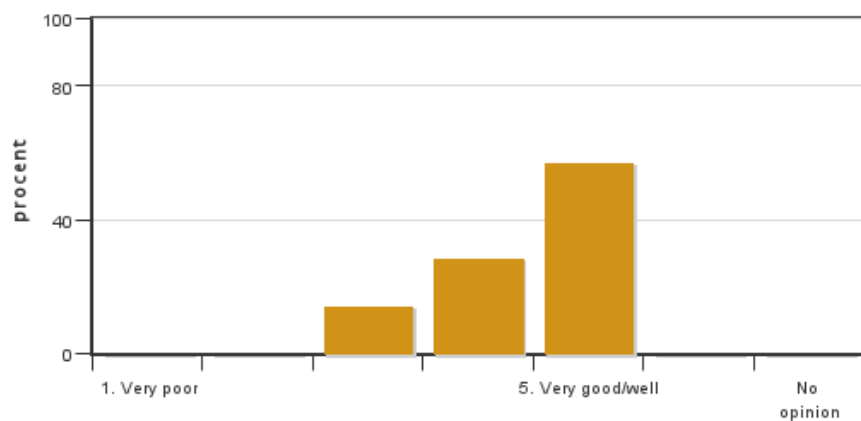
Answers 7

Number of students 13

Answer frequency 53 %

Mandatory standard questions

1. My overall impression of the course is:

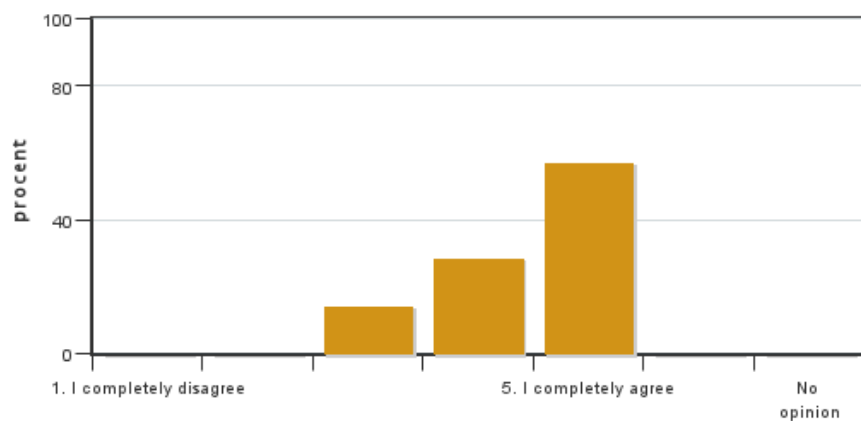


Answers: 7
Medel: 4,4
Median: 5

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

No opinion: 0

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

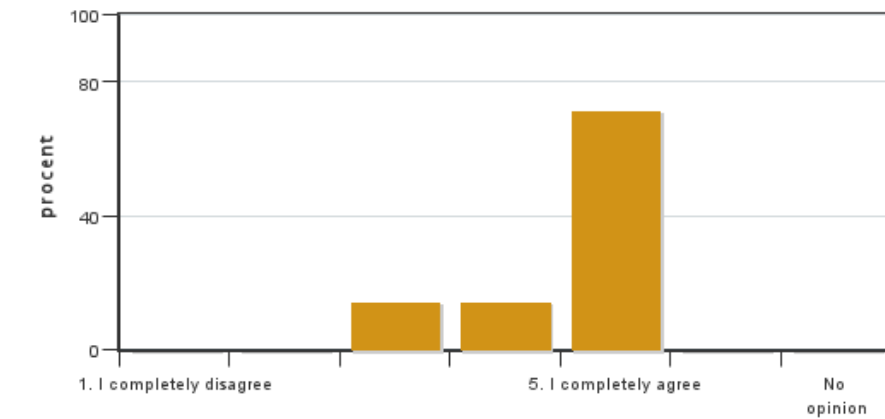


Answers: 7
Medel: 4,4
Median: 5

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

No opinion: 0

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

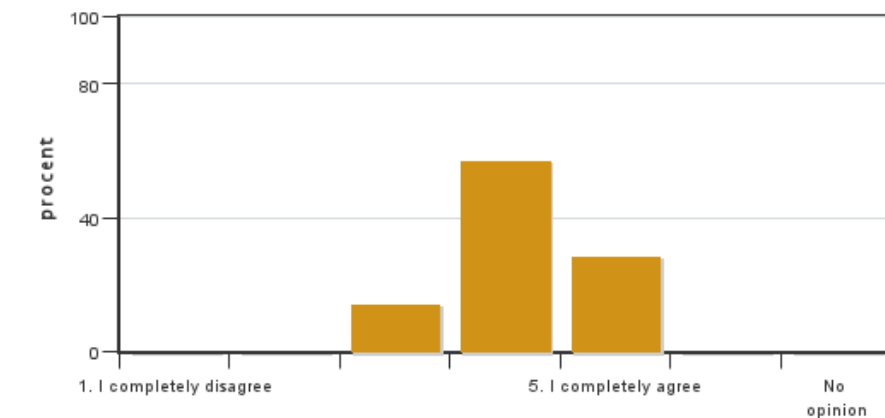


Answers: 7
Medel: 4,6
Median: 5

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

No opinion: 0

4. The information about the course was easily accessible.

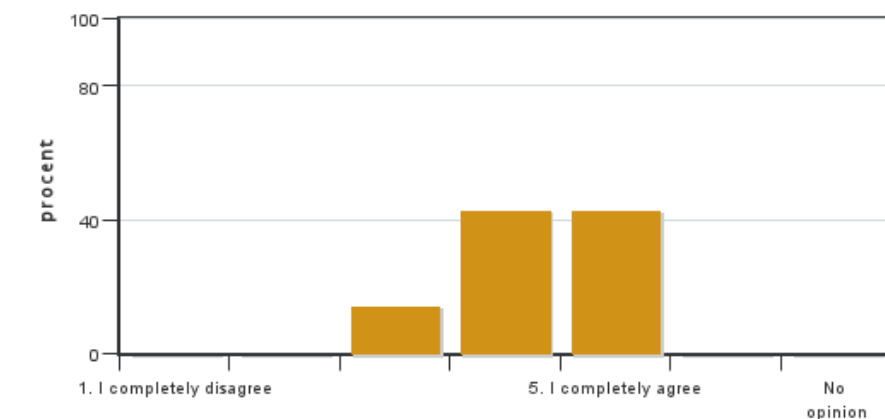


Answers: 7
Medel: 4,1
Median: 4

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

No opinion: 0

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



Answers: 7
Medel: 4,3
Median: 4

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

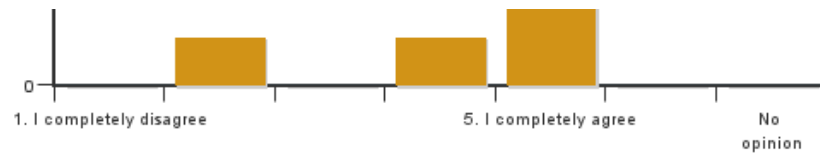
No opinion: 0

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



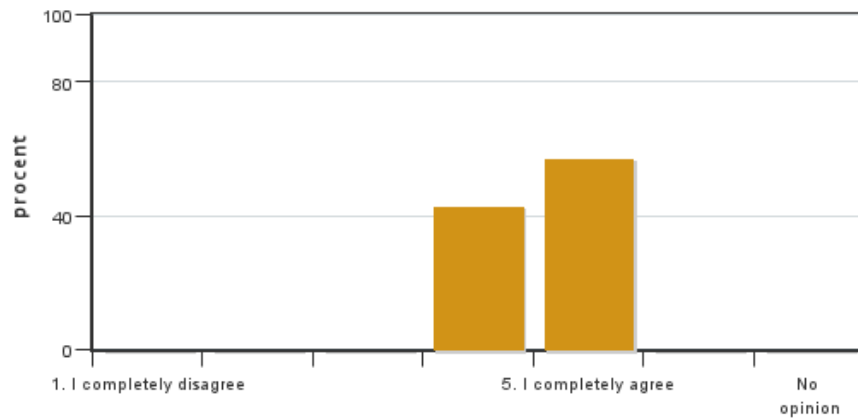
Answers: 7
Medel: 4,4
Median: 5

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



No opinion: 0

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



Answers: 7

Medel: 4,6

Median: 5

1: 0

2: 0

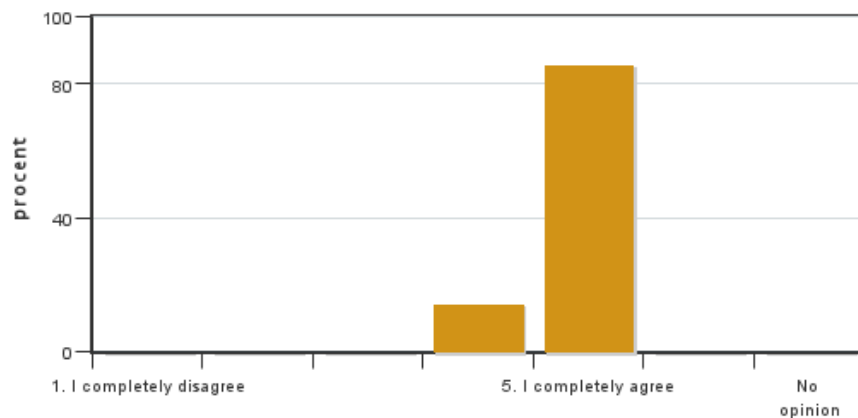
3: 0

4: 3

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: 7

Medel: 4,9

Median: 5

1: 0

2: 0

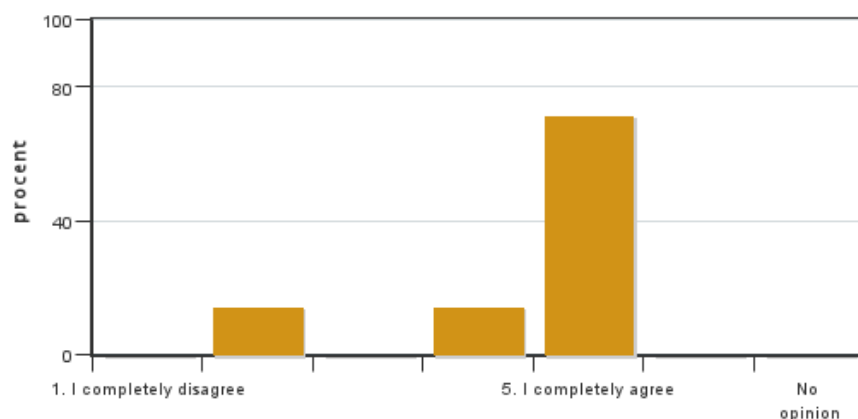
3: 0

4: 1

5: 6

No opinion: 0

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



Answers: 7

Medel: 4,4

Median: 5

1: 0

2: 1

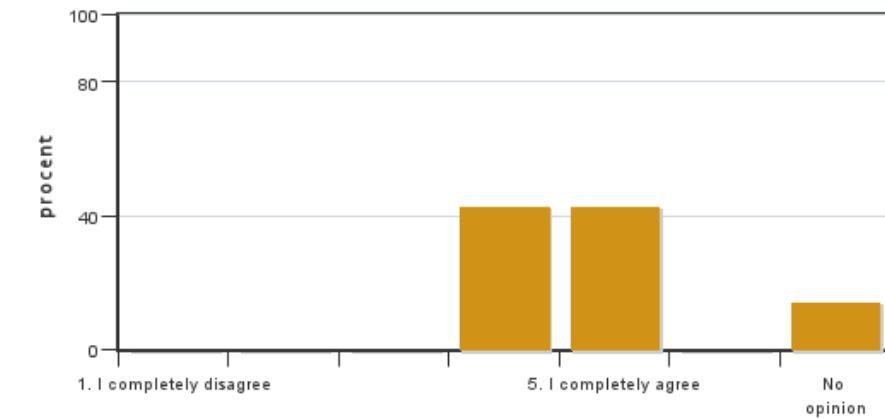
3: 0

4: 1

5: 5

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).

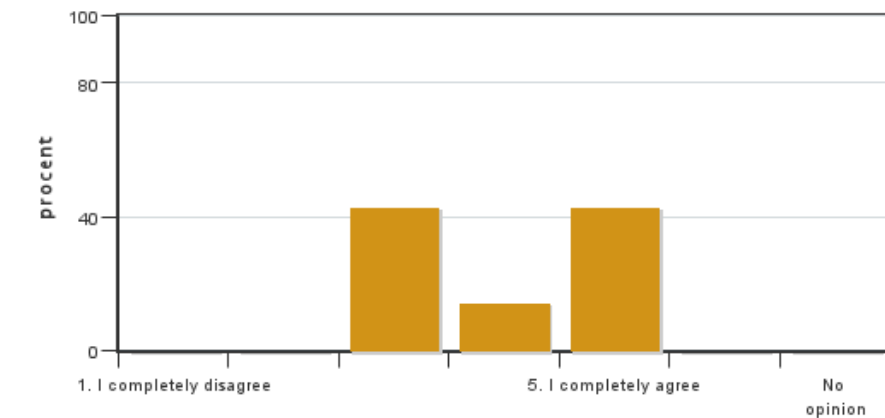


Answers: 7
Medel: 4,5
Median: 4

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

No opinion: 1

11. The course covered international perspectives.

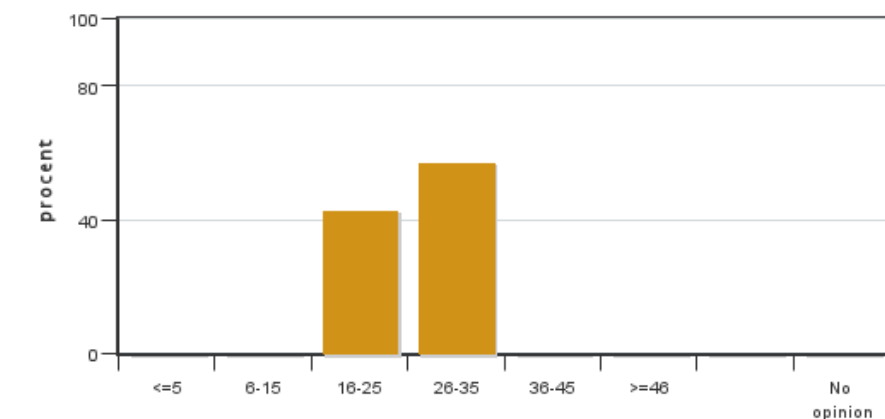


Answers: 7
Medel: 4,0
Median: 4

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

No opinion: 0

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

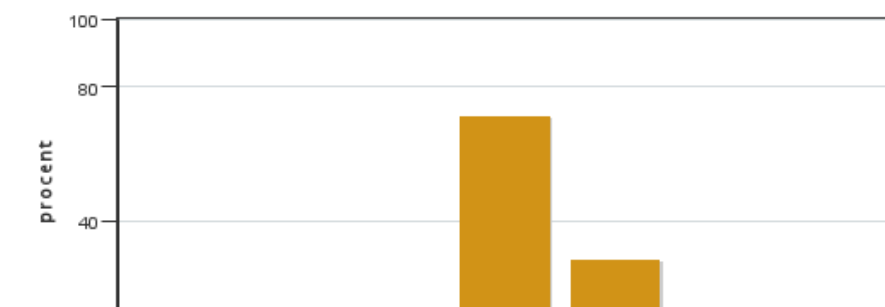


Answers: 7
Medel: 25,7
Median: 26-35

≤5: 0
6-15: 0
16-25: 3
26-35: 4
36-45: 0
≥46: 0

No opinion: 0

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



Answers: 7
Medel: 4,3
Median: 4

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

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

This year the biggest challenge has been to adapt to a more digital format for the course. I was happy that we could still arrange socially distanced excursions to see IPM in practice and meet growers in the horticulture sector that use IPM. I hope, in the future, that we can continue to do that. The administration of the course via zoom took a lot of work, and it was especially difficult to collect and distribute feedback from the students to the other members of the group. It was also difficult for me as a teacher to get good feedback from the students on zoom when most of them did not turn on their cameras and did not always have the best internet connections. In the future with this kind of zoom based teaching, I will make it mandatory to have your camera turned on, make the breaks longer to try to counter zoom fatigue and I would also like to work with more interactive new digital tools to encourage greater participation throughout the course when it is run digitally. Whilst there were several case studies that took an international perspective, and students were free to choose an international focus or examples for their individual or group work, we did focus quite a lot on Swedish perspectives. In the future I will add more international examples and perspectives and if we are continuing on a mainly digital platform, set up an oral evaluation and final meeting of the whole class on zoom as a class discussion at the end of the course.

Student representatives comments

Seven out of 13 students (53%) answered, this should be taken into consideration when interpreting the results. Some comments below are based on discussion between students rather than comments left on the digital course evaluation.

Study visits were greatly appreciated and enjoyed by students. One common thought though was that it would have been nice to visit a small-scale farmer to see how they handled IPM. This would have been an interesting comparison with the bigger companies we did visit. Students generally enjoyed the lectures and assignments but found the focus to be a mainly Swedish one and wished for a more international perspective. The level seems appropriate for a masters course as most students felt their prior knowledge was sufficient. When lectures are more advanced, like the virus one, it's a good idea to check in with students first to assess the general level, go thorough and explain terms and perhaps consider if all the details are necessary to include at this level and for this course.

In conversation with fellow students, it was obvious that many felt stressed about the group project and worked long hours. A bit more time, just a day or two, would have really helped. It also overlapped with preparations for the oral exam, which meant that most focused fully on the group project and its presentation and were then left with one day to study for the exam. The questions kind of allowed for this though, as the vast majority could be answered without need for further study, only using knowledge acquired during the course.

One student commented on the difficulty of understanding instructions when they occasionally differed between written instructions and what was said to us during lectures or when we met in person. This was echoed by other students, for example in discussions during the study visits. It's good that Laura wants to be flexible and allow for student input, especially given the current situation with the virus, but clearer and faster communication was needed to avoid confusion.

Regarding digital learning and the experience using zoom, the comments were varied. Some enjoyed not having to travel and most thought lectures worked well, but many also felt that zoom made seminars and discussions less interactive and missed the social setting of the campus.

It might have been useful to have an oral course evaluation as well. More thoughts and opinions tend to be expressed during these than in the digital course evaluation and it's easier to discuss how one would go about solving potential perceived problems. However, given the zoom climate and the general opinion of the students that it makes discussion more difficult than in-person discussion, perhaps it would not have yielded much new information anyway. One possibility would have been to have a group meeting and ask each student individually on zoom, so that everyone got the chance to speak up.

Kontakta support: support@slu.se - 018-67 6600