



## Sustainable Plant Production - from Molecular to Field Scale BI1295, 40105.2021

15 Hp

Pace of study = 100%

Education cycle = Advanced

### Evaluation report

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**Evaluation period: 2021-05-11 - 2021-06-20**

Answers 10

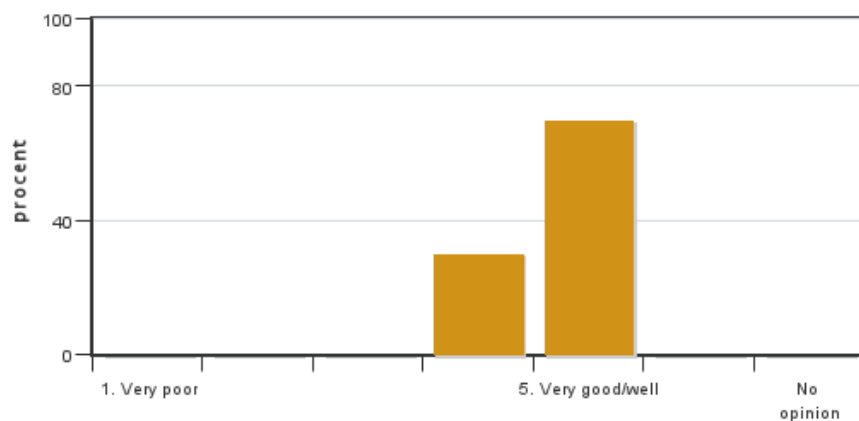
Number of students 22

Answer frequency 45 %

### Mandatory standard questions

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



Answers: 10

Medel: 4,7

Median: 5

1: 0

2: 0

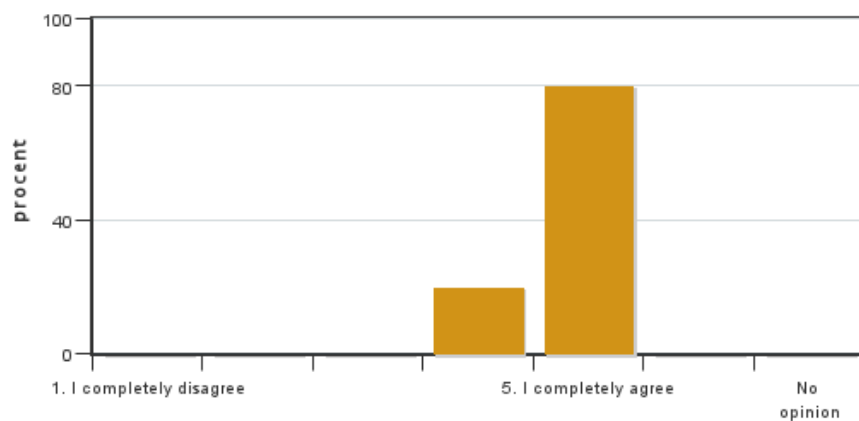
3: 0

4: 3

5: 7

No opinion: 0

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



Answers: 10

Medel: 4,8

Median: 5

1: 0

2: 0

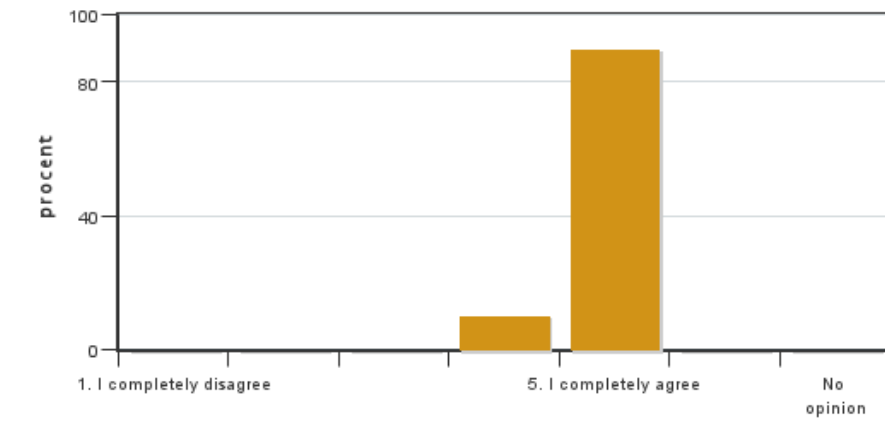
3: 0

4: 2

5: 8

No opinion: 0

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

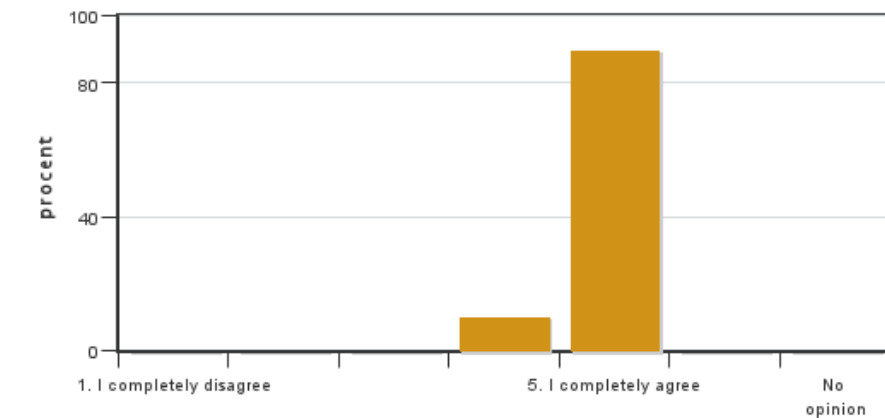


Answers: 10  
Medel: 4,9  
Median: 5

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

No opinion: 0

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

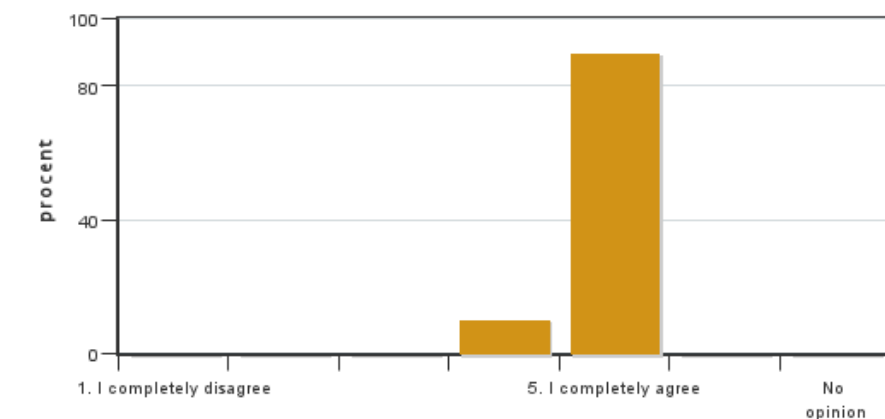


Answers: 10  
Medel: 4,9  
Median: 5

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

No opinion: 0

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

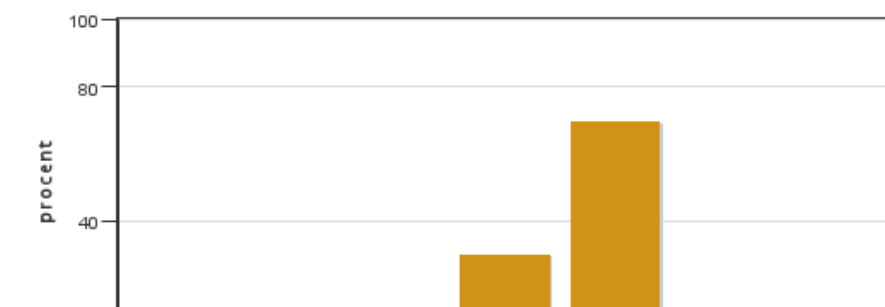


Answers: 10  
Medel: 4,9  
Median: 5

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

No opinion: 0

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



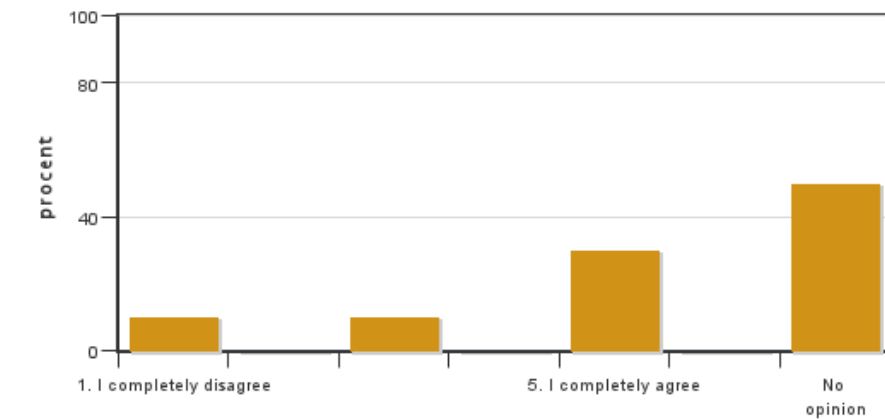
Answers: 10  
Medel: 4,7  
Median: 5

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

No opinion: 0



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



Answers: 10

Medel: 3,8

Median: 5

1: 1

2: 0

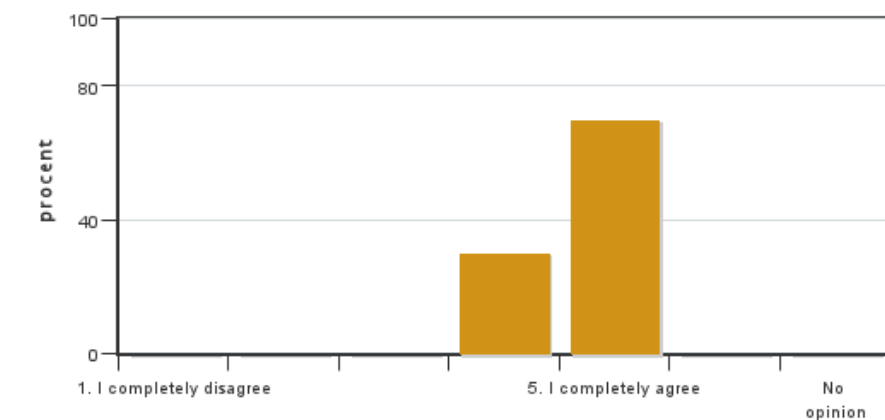
3: 1

4: 0

5: 3

No opinion: 5

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



Answers: 10

Medel: 4,7

Median: 5

1: 0

2: 0

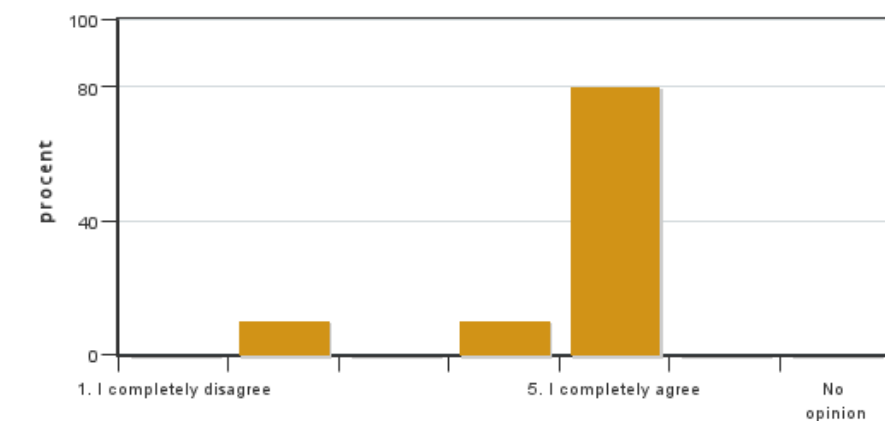
3: 0

4: 3

5: 7

No opinion: 0

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



Answers: 10

Medel: 4,6

Median: 5

1: 0

2: 1

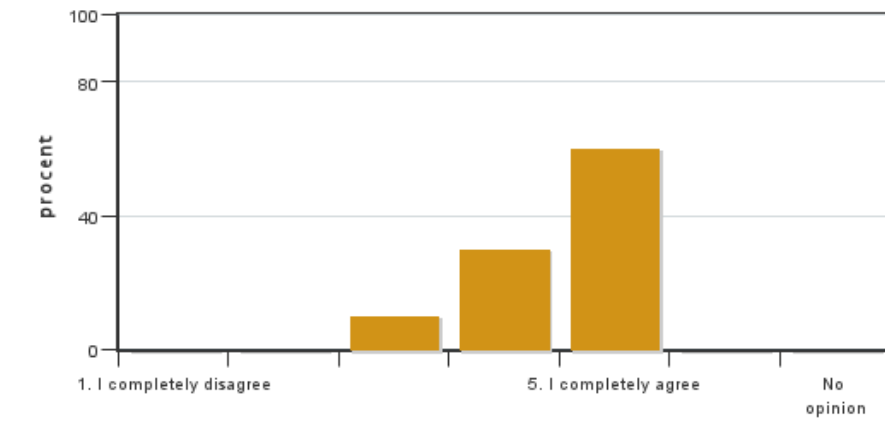
3: 0

4: 1

5: 8

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).**

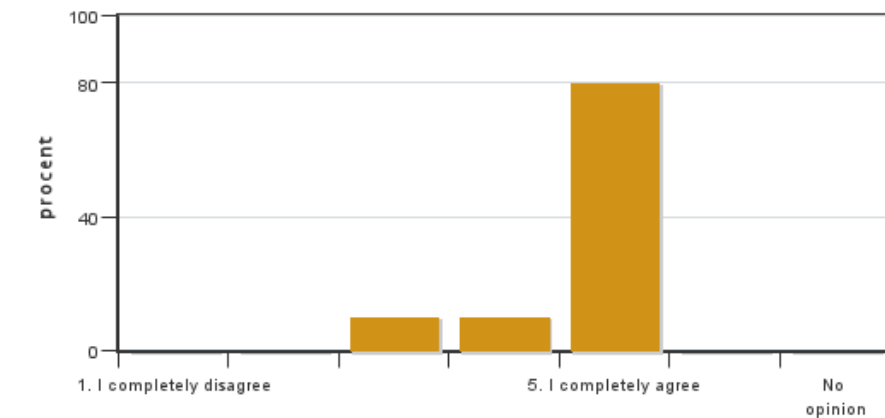


Answers: 10  
Medel: 4,5  
Median: 5

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

No opinion: 0

#### 11. The course covered international perspectives.

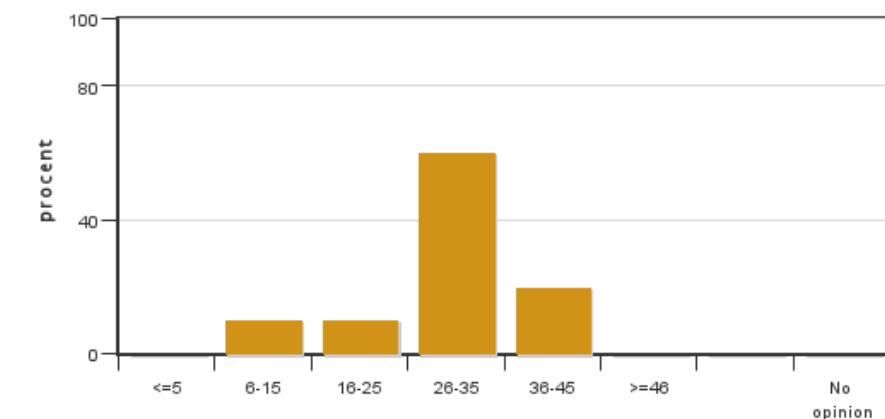


Answers: 10  
Medel: 4,7  
Median: 5

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

No opinion: 0

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

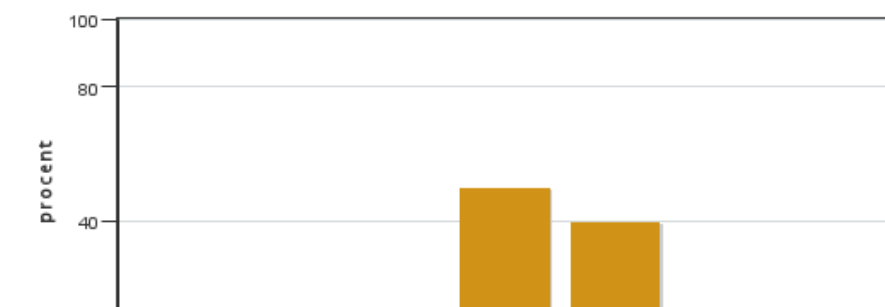


Answers: 10  
Medel: 29,0  
Median: 26-35

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

No opinion: 0

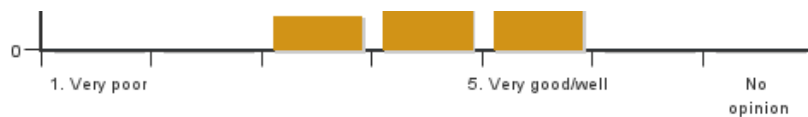
#### 13. If relevant, what is your overall experience of participating in all or part of your course online?



Answers: 10  
Medel: 4,3  
Median: 4

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

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

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The following comments and reflections are in response to the course evaluation of participating students from the course locations Uppsala and Alnarp. Answering rate to the course evaluation 2021 was 45% in Uppsala and 60% in Alnarp. No students from Umeå participated in this year's course. The course was held for the third time. As in 2020, the course was held completely via distance teaching due to COVID-19 restrictions. This has affected both, the theoretical as well as the practical course parts. All teachers involved, have further refined their online teaching methods and were more familiar with the online teaching tools compared to 2020. This is also reflected in the positive students comments.

For this year's course we have introduced "Meet the Author" sessions for in depth discussion of key literature with the author of the respective paper. This new element of the course was very well received by the students, which is encouraging us to further develop this as a key element of the course.

Based on the student comments, we will also work on the international perspectives of the course with more invited teachers from abroad, giving their perspective on sustainable plant production in other agricultural regions in the world.

The exam was held via the online examination tool Inspira for the first time. The students very well received the online examination tool, the structure of the exam as well as the mix of multiple choice and open-ended exam questions.

Unfortunately, the planned student group projects could not be realised as planned. The practical part of the projects would have involved activities for data assessment in the lab, greenhouse or field. This would not have been consistent with the requirements of social distancing and minimum distance at work, hence it was considered as a risk for both, the students and the supervisors of the respective projects. Therefore, the student project was replaced by a theoretical student project with distance supervision. If the regulations allow, the student project will be held as planned again in the upcoming courses.

Despite the special conditions under which the course was held again in 2021, the course evaluation shows an improvement in almost all categories compared to the evaluation of 2020. In none of the categories, a significant worsening of the students' opinions could be observed. We will continue working on the critical points raised by the students.

## Student representatives comments

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Even though the whole course was on distance, it was easy to follow all the lectures. Because of Zoom, it was possible to have the Meet the Author sessions, which were really well received. It was fantastic to have the possibility to talk with researchers about their research and articles. Instead of a practical project, the students were divided in groups to write an experimental plan on a chosen subject. Although not as interesting as a practical project, this was a good substitute to practice both group work and planning experiments.

Most teachers were open for questions and easy to talk to. The division and build up of subjects was also well organised, except for the modelling part, which stood quite on its own. However, the suggestion to add a practical exercise to this has been made, so the students also learn how to apply modelling to problems.

Over all, the course was very well received, and most students were satisfied with the organisation.