



## Bees, Apiculture and Pollination BI1320, 40135.2021

7.5 Hp

Pace of study = 100%

Education cycle = Basic

Course leader = Barbara Locke Grandér

### Evaluation report

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**Evaluation period: 2021-05-30 - 2021-06-20**

Answers 3

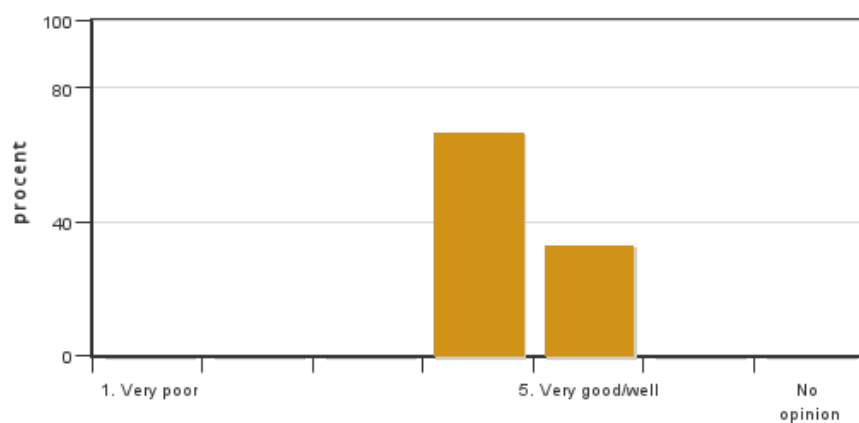
Number of students 11

Answer frequency 27 %

### Mandatory standard questions

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

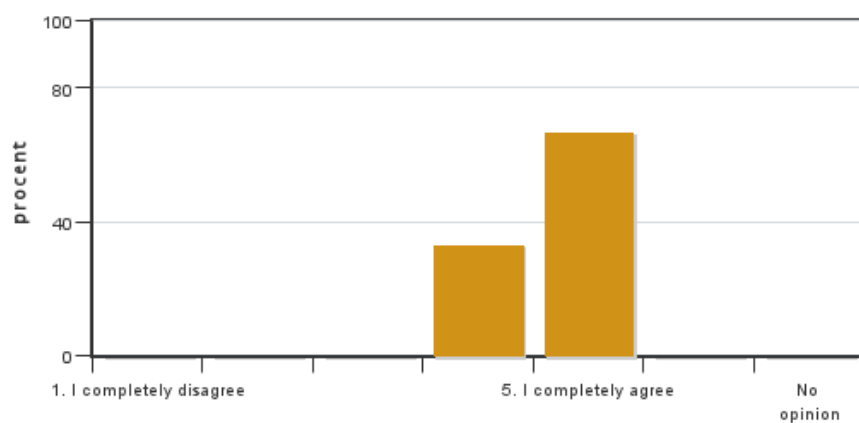


Answers: 3  
Medel: 4,3  
Median: 4

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

No opinion: 0

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



Answers: 3  
Medel: 4,7  
Median: 5

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

No opinion: 0

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

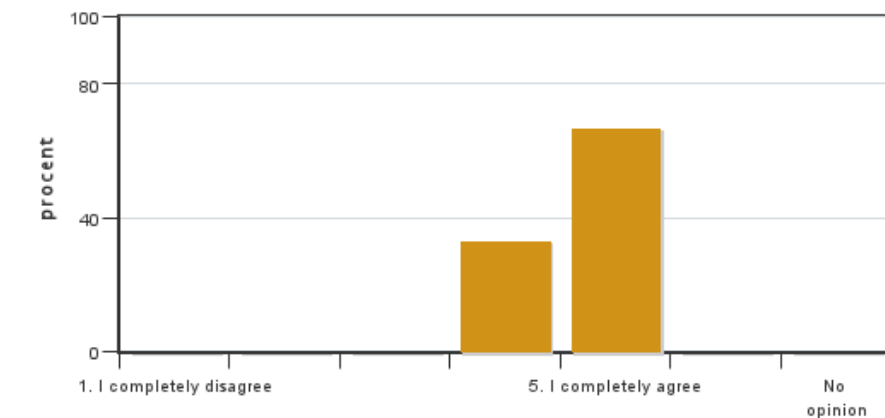


Answers: 3  
Medel: 5,0  
Median: 5

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

No opinion: 0

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

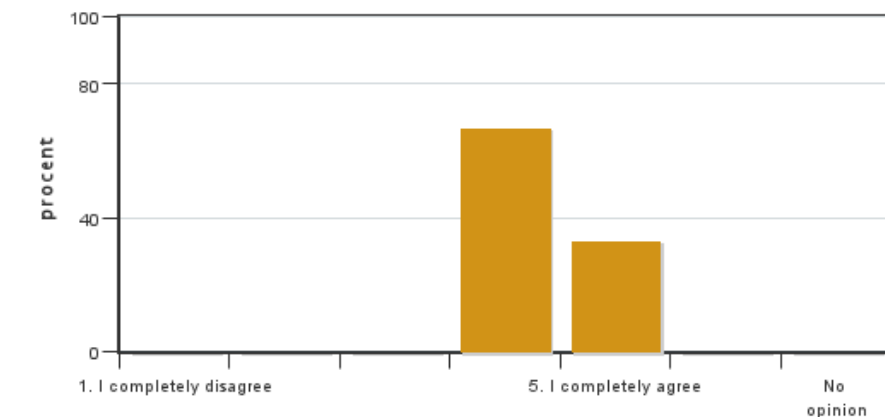


Answers: 3  
Medel: 4,7  
Median: 5

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

No opinion: 0

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



Answers: 3  
Medel: 4,3  
Median: 4

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

No opinion: 0

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



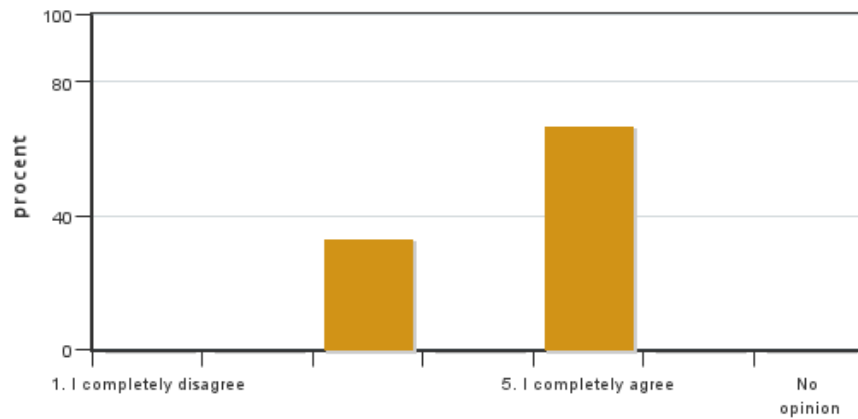
Answers: 3  
Medel: 5,0  
Median: 5

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



No opinion: 0

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



Answers: 3

Medel: 4,3

Median: 5

1: 0

2: 0

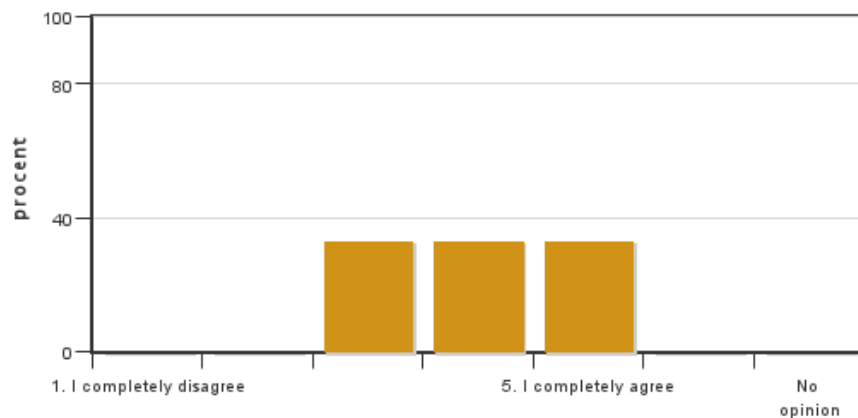
3: 1

4: 0

5: 2

No opinion: 0

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



Answers: 3

Medel: 4,0

Median: 4

1: 0

2: 0

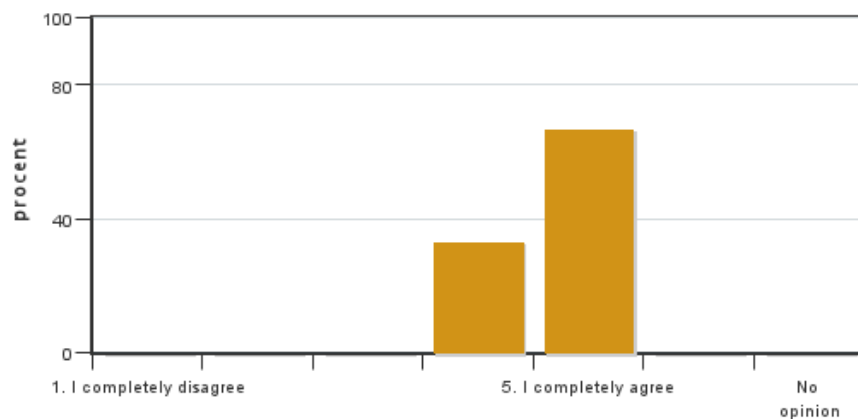
3: 1

4: 1

5: 1

No opinion: 0

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



Answers: 3

Medel: 4,7

Median: 5

1: 0

2: 0

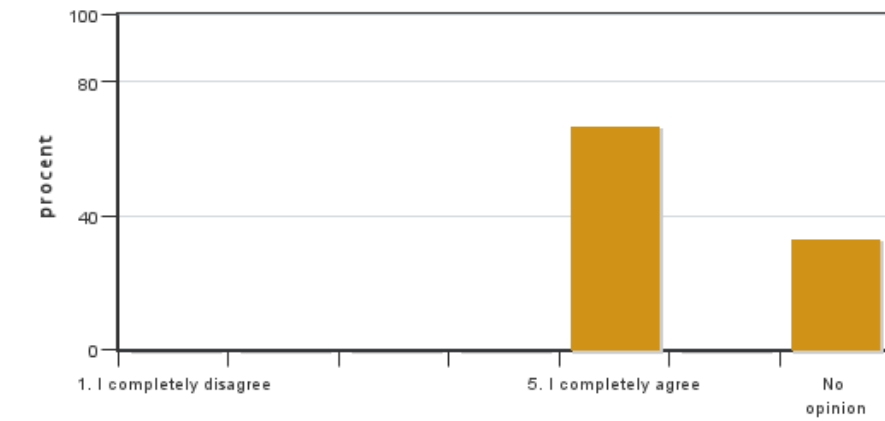
3: 0

4: 1

5: 2

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).**

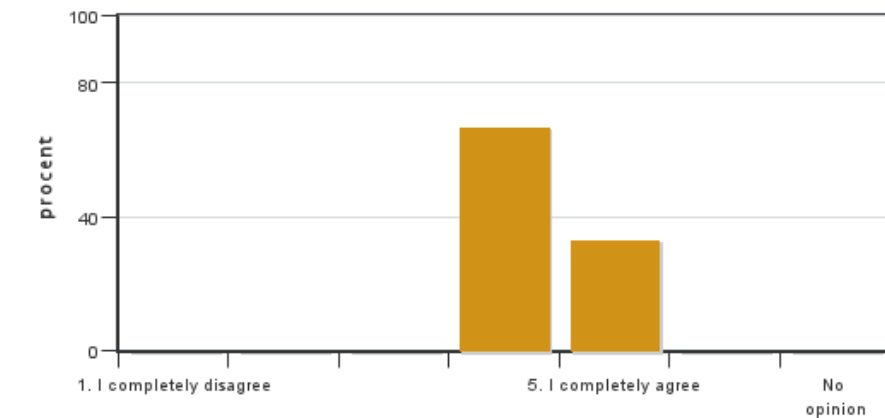


Answers: 3  
Medel: 5,0  
Median: 5

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

No opinion: 1

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

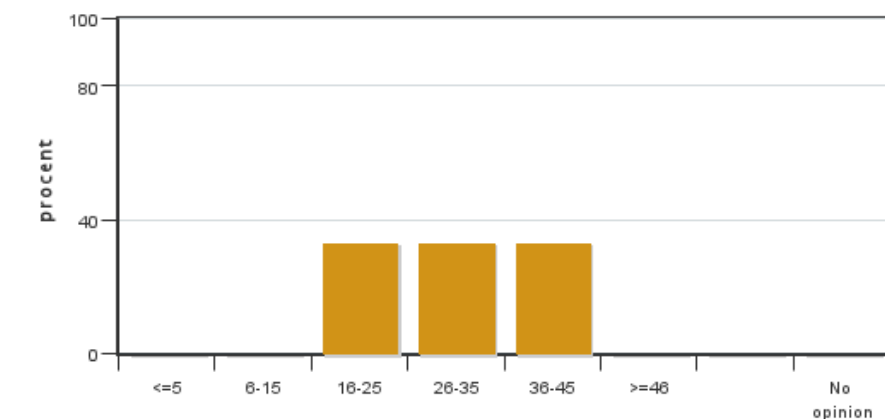


Answers: 3  
Medel: 4,3  
Median: 4

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

No opinion: 0

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

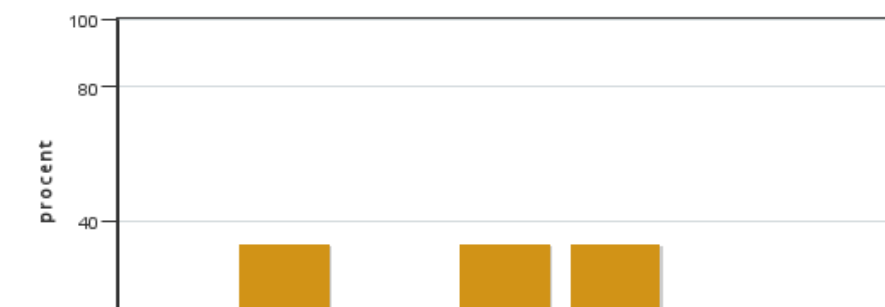


Answers: 3  
Medel: 30,0  
Median: 26-35

≤5: 0  
6-15: 0  
16-25: 1  
26-35: 1  
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: 3  
Medel: 3,7  
Median: 4

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

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In the end there were only 5 students that completed the course. I think there are two explanations for decrease in participants : 1) students realize its too difficult to take multiple courses at the same time and then drop the free standing course; and/or 2) because the education by distance is not as stimulating as it would be in real life. The teachers and myself tried our best to offer interactive learning through discussions and field excursions and this seem to be appreciated by the students. This course is really best with hands on experience so we hope we can offer IRL learning again in the future!

## Student representatives comments

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To begin with, we can already indicate that the satisfaction rate of the students who answered the survey is quite high: two thirds of them said their overall impression was "good", and one third as "very good". The access to the information is considered easy, and the students did not have any difficulties to follow the course thanks to their previous knowledge. The course is appreciated in particular because the content is clearly linked to the announced pedagogical objectives. Another factor of satisfaction is the diversity of the materials and activities: lessons, discussions, personal research work, excursions. The students consider that the course has included aspects of sustainable development, as well as international perspectives. As far as the working environment is concerned, the students are once again satisfied. They consider that the social environment was inclusive, that differences of opinion were respected, and that the physical working environment was generally good. On average, the working time was estimated at about 30 hours per week, including timetabled hours. Regarding distance learning, opinions are mixed. Indeed, the students generally consider that the teachers managed the situation as well as possible, without actually being really satisfactory. A positive point of distance learning is the small size of the group, which allowed for discussion. On the other hand, the students said they were less motivated to work because of the distance, and some lessons were difficult to follow (especially the lesson on species identification, which was described as "repetitive").

In conclusion, we can see that the overall level of satisfaction with the course is very good. The students liked the course, especially for its content. The only negative point is the distance learning which is not always convenient. This may explain why some students dropped out before the end of the course. It should be noted that the students were nevertheless appreciative of the efforts made by the teaching team to deal with this situation.