



## Agricultural cropping systems BI1328, 20160.2021

7.5 Hp

Pace of study = 100%

Education cycle = Advanced

### Evaluation report

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

Answers 7

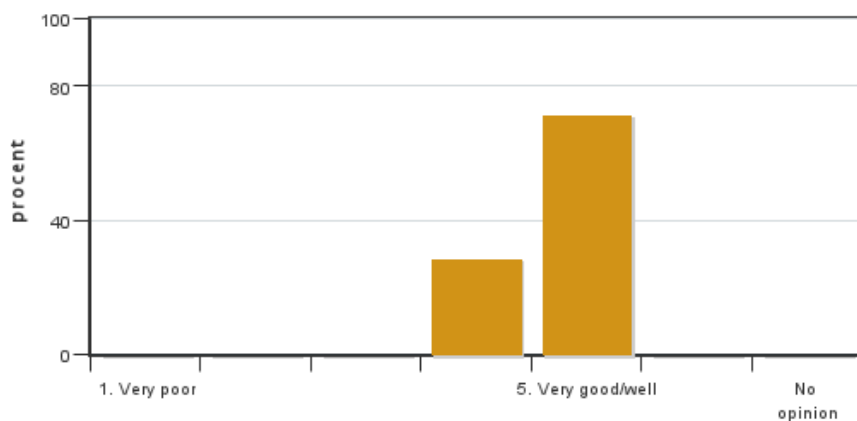
Number of students 9

Answer frequency 77 %

### Mandatory standard questions

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

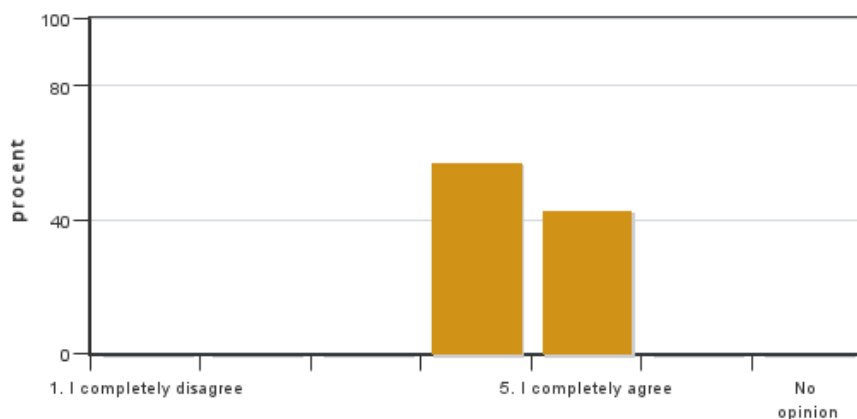


Answers: 7  
Medel: 4,7  
Median: 5

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

No opinion: 0

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

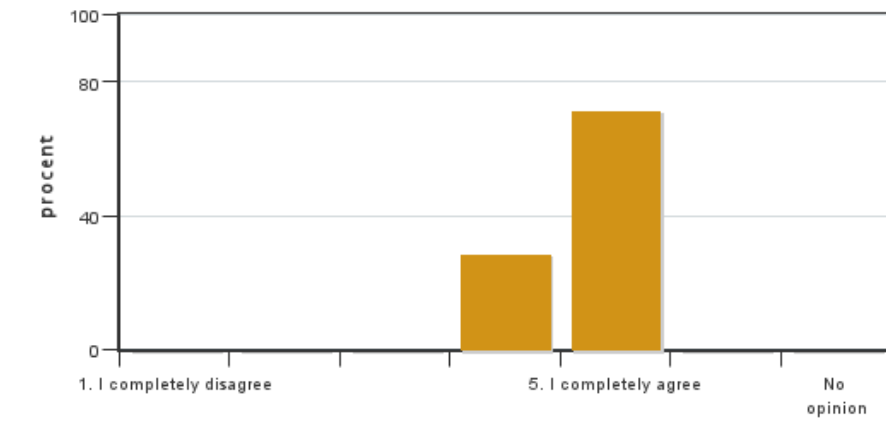


Answers: 7  
Medel: 4,4  
Median: 4

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

No opinion: 0

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

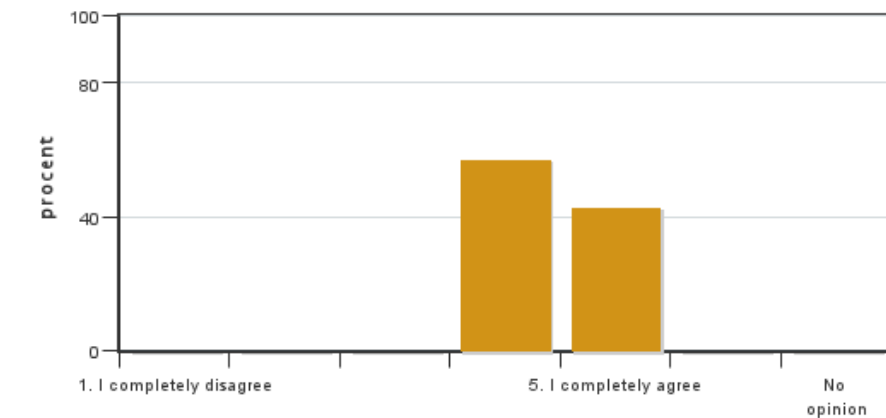


Answers: 7  
 Medel: 4,7  
 Median: 5

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

No opinion: 0

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

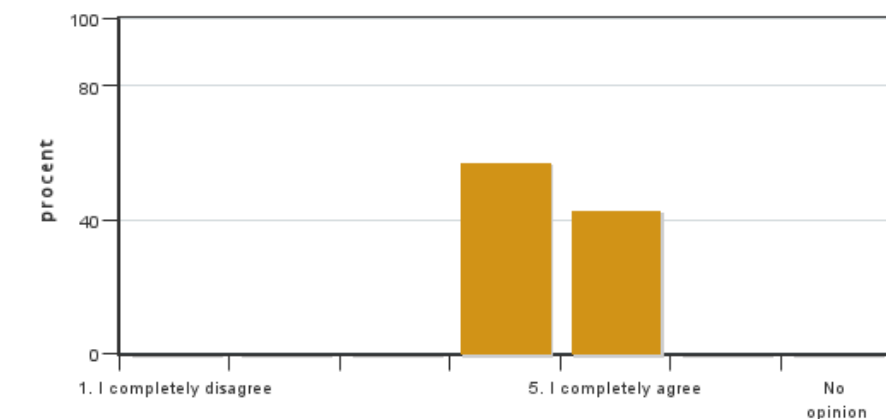


Answers: 7  
 Medel: 4,4  
 Median: 4

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

No opinion: 0

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

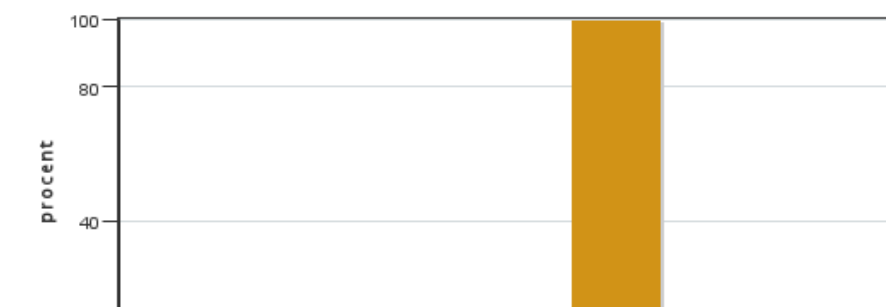


Answers: 7  
 Medel: 4,4  
 Median: 4

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

No opinion: 0

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



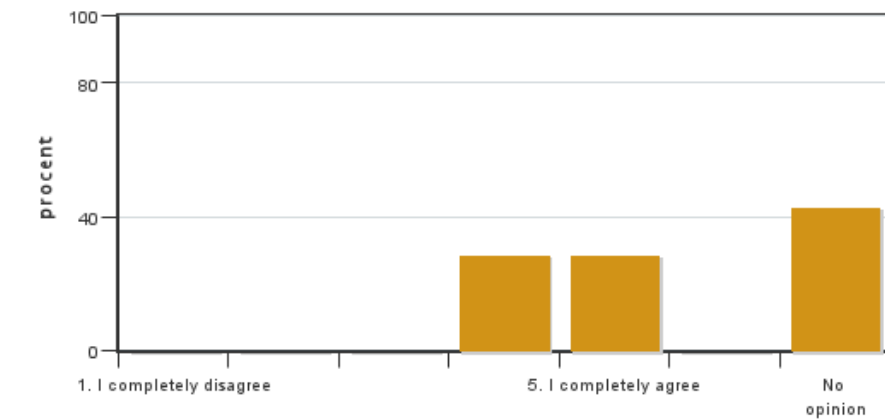
Answers: 7  
 Medel: 5,0  
 Median: 5

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

No opinion: 0



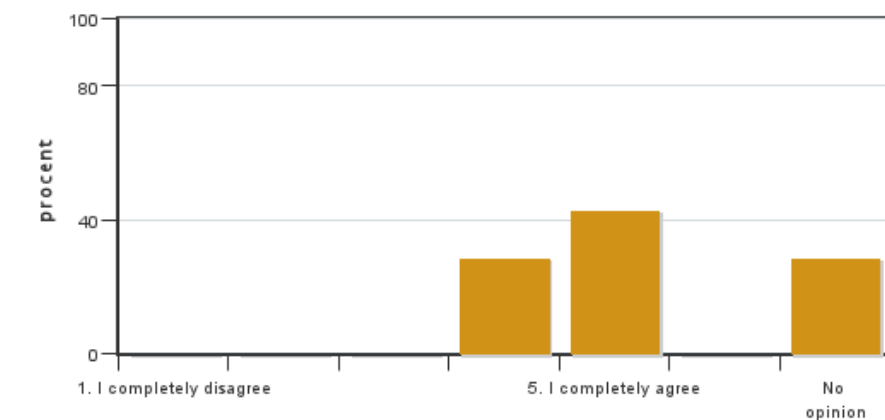
**7. The physical learning environment (facilities, equipment etc.) has been satisfactory.**



Answers: 7  
Medel: 4,5  
Median: 4

1: 0  
2: 0  
3: 0  
4: 2  
5: 2  
No opinion: 3

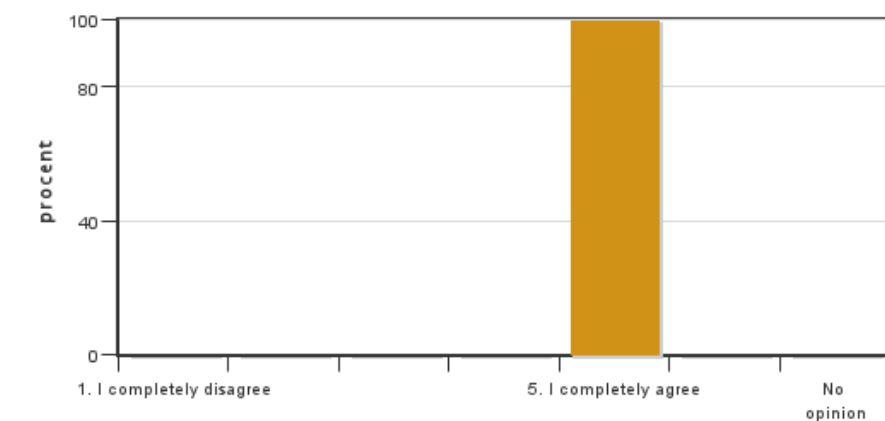
**8. The examination(s) provided opportunity to demonstrate what I had learnt during the course (see the learning objectives).**



Answers: 7  
Medel: 4,6  
Median: 5

1: 0  
2: 0  
3: 0  
4: 2  
5: 3  
No opinion: 2

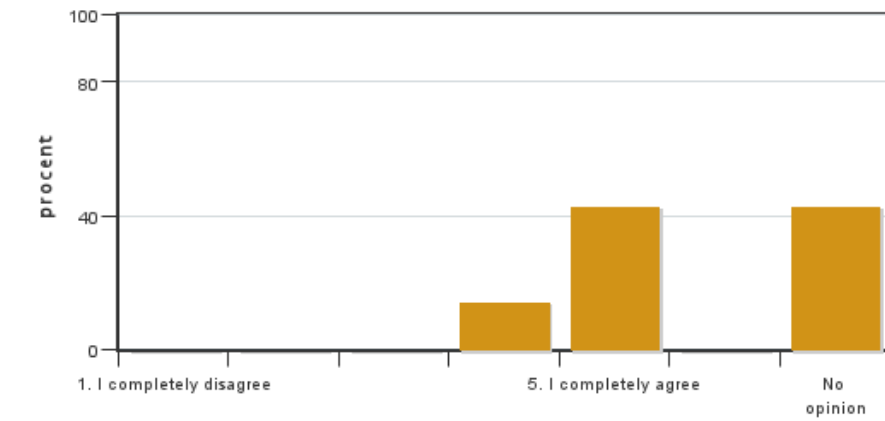
**9. The course covered the sustainable development aspect (environmental, social and/or financial sustainability).**



Answers: 7  
Medel: 5,0  
Median: 5

1: 0  
2: 0  
3: 0  
4: 0  
5: 7  
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: 4,8  
Median: 5

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

No opinion: 3

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

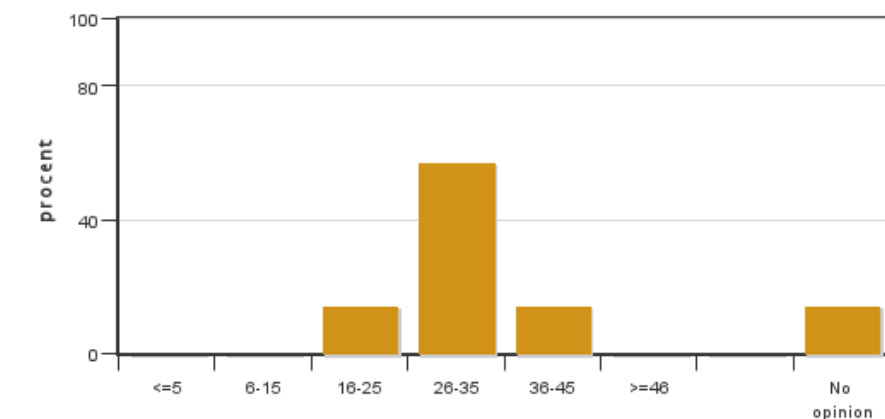


Answers: 7  
Medel: 5,0  
Median: 5

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

No opinion: 0

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

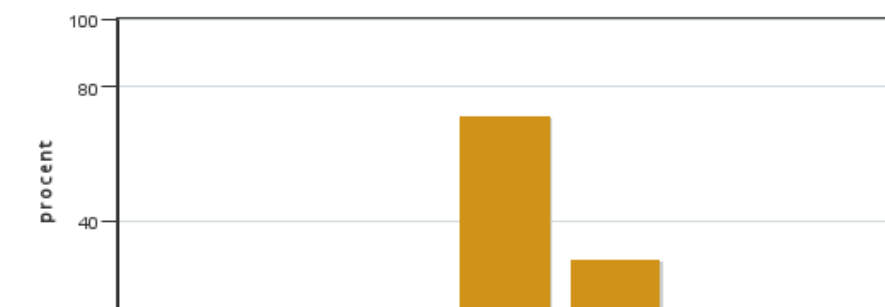


Answers: 7  
Medel: 30,0  
Median: 26-35

≤5: 0  
6-15: 0  
16-25: 1  
26-35: 4  
36-45: 1  
≥46: 0

No opinion: 1

**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

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On behalf of the group of teachers, I want to thank the students for such positive feedback. We are also very grateful for the valuable feedbacks that will be used to improve our teaching routines.

The online-based course was unfortunately needed, and this prevented us from having a better and closer contact. We hope that the situation can improve in the near future. Despite this, we did our best to make the Zoom lectures vivid, dynamic and integrative. I also acknowledge the commitment and efforts from the students' side to wake up early and sit in front of a screen, fully attentive.

We have asked teachers to record lectures and make them available so that students could use them for studying. In few cases teachers could not upload the videos properly and in time, and in one case this was not possible because of particular issues with one teacher that had an emergency travel – for family reasons – and could not upload his .pptx and video files. In the future, we will establish a routine in which the slides and the videos will be uploaded right after the end of the lecture.

We have tried to organize CANVAS in a logical way, but we recognize that different teachers uploaded their files in different ways and to different folders. As above, a routine will be established so that all teachers follow the same procedures.

We are happy to see that the amount of literature was compatible to the workload of the students. This is a permanent struggle for teachers and course organizers, and we will try to update the literature next time having this balance in mind.

Regarding the MASC exercise, we recognize that our attempt to organize this in an online structure did not work out well. We will discuss how to improve this aspect of the course.

We totally agree that using Zoom allows us to work from home with a relative level of comfort, and as the students mentioned, we as teachers miss the social aspects of meeting face-to-face with you too.

Creating a recurrent meeting is something that we wanted to do from the very beginning, but Zoom has some limitations when it comes to give rights to manage a meeting to another teacher (the alternative host) than the meeting creator (the host). The practical consequence is that sometimes working with breakout groups or other activities do not work well or are not possible. We will look into that and see what can be done to have a recurrent meeting.

To finish, I want to thank the students for accepting the challenge of being the first ones at SLU to test a new evaluation system – Inspira. This came at the cost of some extended time required to provide the final grades and in a more intense preparation. Students, when writing their exam, also had to learn how to navigate in a new platform. Overall, the result was very good and the system worked as expected. I hope that the students are aware that not only the Examiner, but the whole SLU pedagogical unit is grateful for their commitment.

Finally, the curiosity, the questioning, the discussions, debates and the feedback provided by the students are the main motivators to me, as a teacher, to keep improving my lectures and be better prepared for the coming students next semester. A high-quality course can only be achieved with excellent students, and this is the case of the BI1328 2020-2021 class. Thank you very much!

## Student representatives comments

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The course and its lectures were very good, students expressed that they were happy to have chosen this course. One factor that made the course this good, was the passion and inspirational way of the course administrator, bringing in own personal experiences from around the world, and the good job from the lecturers.

This being a year of particular challenges for teaching meant that all the lectures were held online. The fact that the lectures were recorded was a much-appreciated addition since the students could then go back and check if there was something they missed or needed clarified. However, the recordings and some of the PowerPoints were sometimes available later than desired or not at all, which meant that not all the recordings and PowerPoints could be used when studying for the exam. This is a point in need of improvement if the course is performed online in the future. There was some struggle with finding things on canvas, but the good communication with student and teachers helped in that regard. Overall, the information available during the course was easy to find, the canvas site was well organized with the articles for each lecture being located in the same folder as the lecture itself, which made knowing what to read much easier. The amount of information required to learn was also well adapted to the 7.5 credits of the course.

The more practical exercise using the MASC program did not work well online and would need to be at the university in a computer room for it to be more beneficial.

The experience of the course in an online form is that it was at times hard to focus, but in general it worked well, it was a very satisfactory course, being interesting and well organized. Students mention that while it is comfortable to sit at home, it is a shame that a bigger part of the social aspect of studying is lost and the social interaction is very limited to the project group. However, due to the small size of the class, the students thought that it was easy to ask questions and made it easy to have conversations and good interaction over zoom.

Since studies were done from home it was difficult to judge the physical learning environment, but, as good as it could be in this situation.

The students appreciated that they themselves could choose their own groups for the project work since there are many courses where you are just assigned to one.

To make it easier for the students to participate in the lectures it would be preferable to create a recurring meeting room that could be used for all lectures, making it necessary to only use one passcode.

The course did a great job of incorporating the international perspectives and sustainable development aspects into the lectures. The students found the different systems mentioned during the course from around the world very interesting.

Since no comments were made after the exam it was only mentioned from the students that they hoped and thought that the exam would provide the opportunity to demonstrate what was learnt during the course.

Overall, a good course with great teachers and lectures!