



Soils of the world and sustainable water and soil management MV0215, 10269.2021

15 Hp

Pace of study = 100%

Education cycle = Advanced

Course leader = Erik Karlton

Evaluation report

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

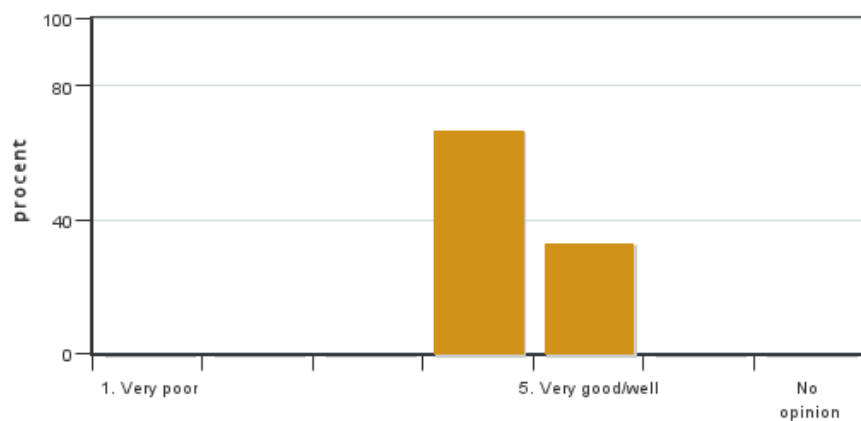
Answers 6

Number of students 9

Answer frequency 66 %

Mandatory standard questions

1. My overall impression of the course is:

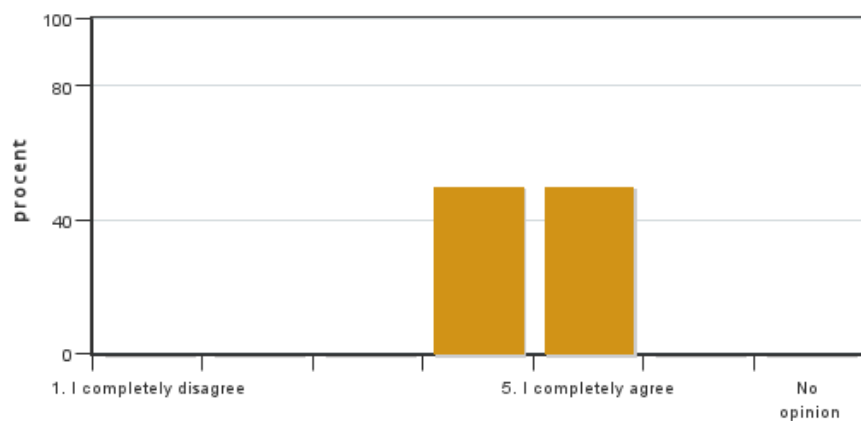


Answers: 6
Medel: 4,3
Median: 4

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

No opinion: 0

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

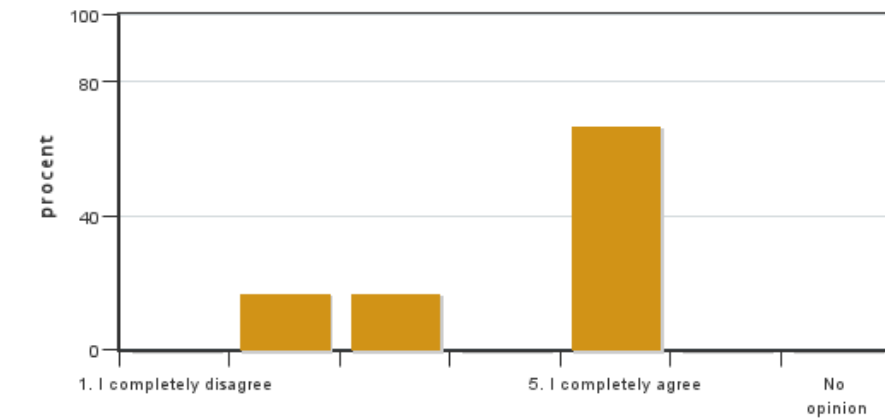


Answers: 6
Medel: 4,5
Median: 4

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

No opinion: 0

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

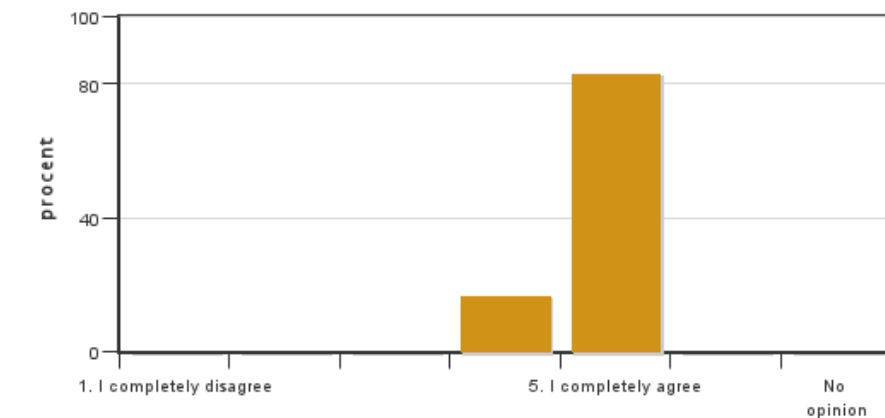


Answers: 6
Medel: 4,2
Median: 5

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

No opinion: 0

4. The information about the course was easily accessible.

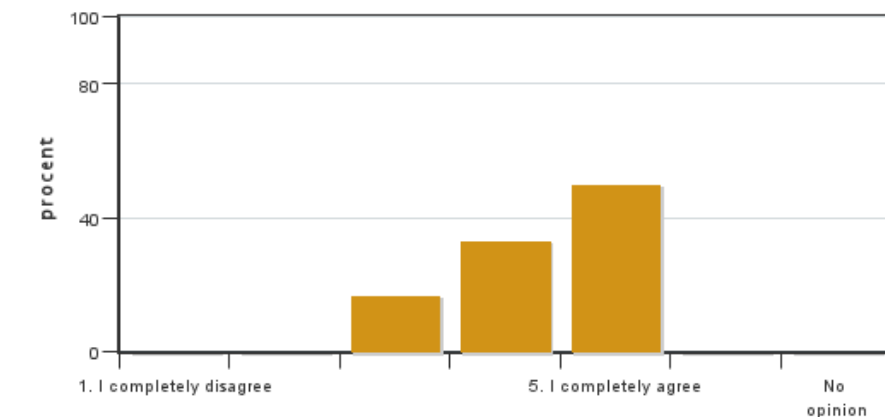


Answers: 6
Medel: 4,8
Median: 5

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

No opinion: 0

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

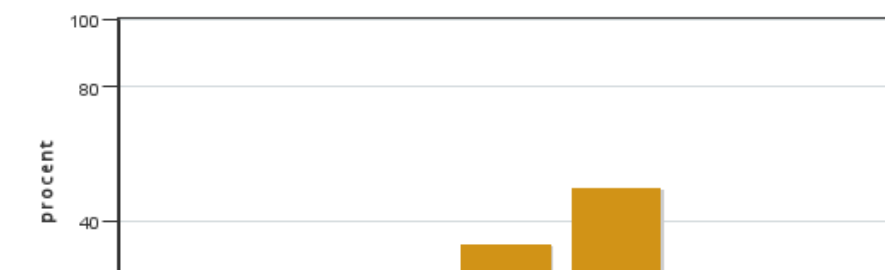


Answers: 6
Medel: 4,3
Median: 4

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

No opinion: 0

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

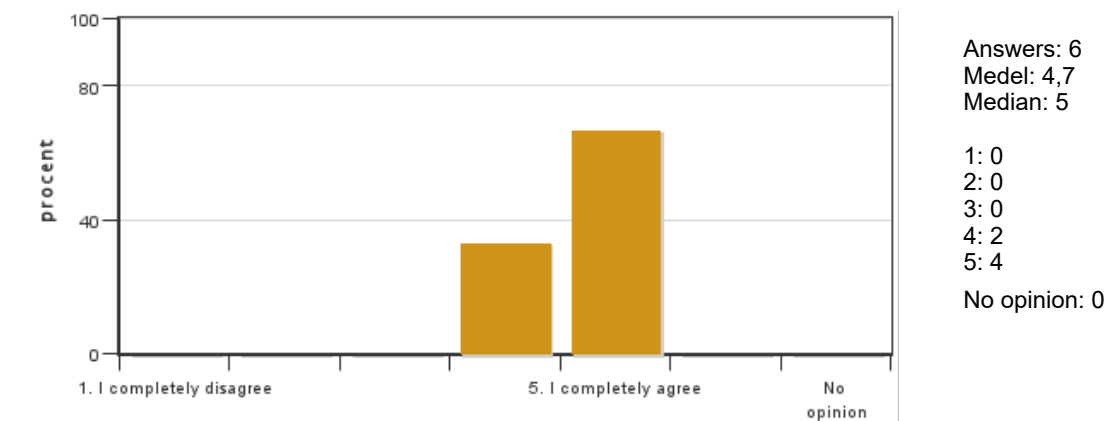


Answers: 6
Medel: 4,3
Median: 4

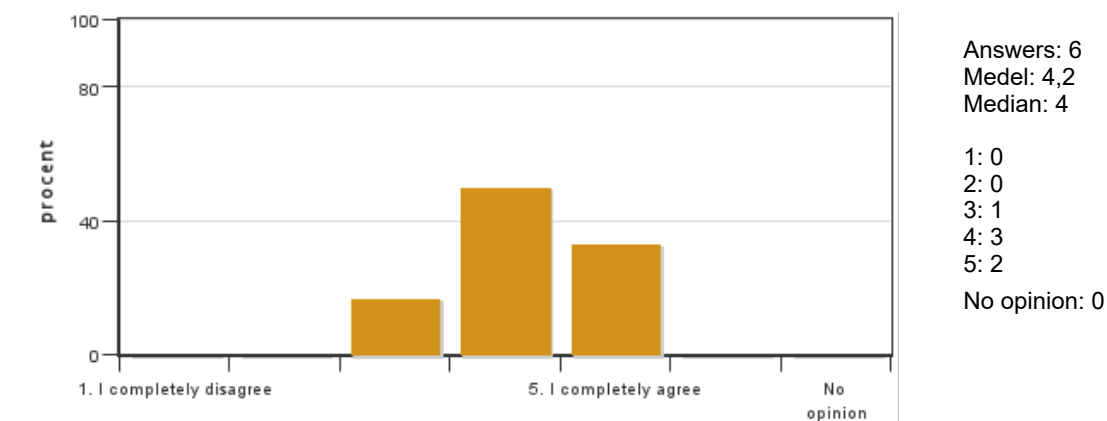
1: 0
2: 0
3: 1
4: 2
5: 3



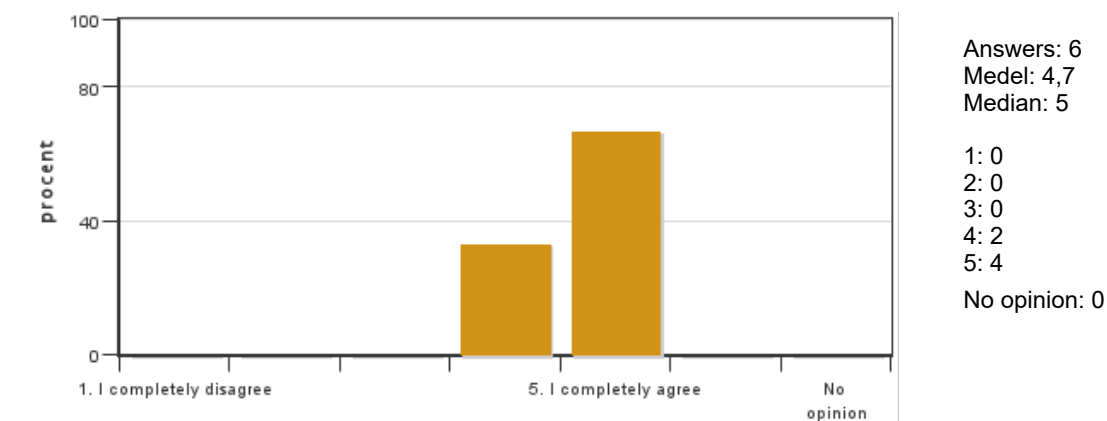
7. The physical learning environment (facilities, equipment etc.) has been satisfactory.



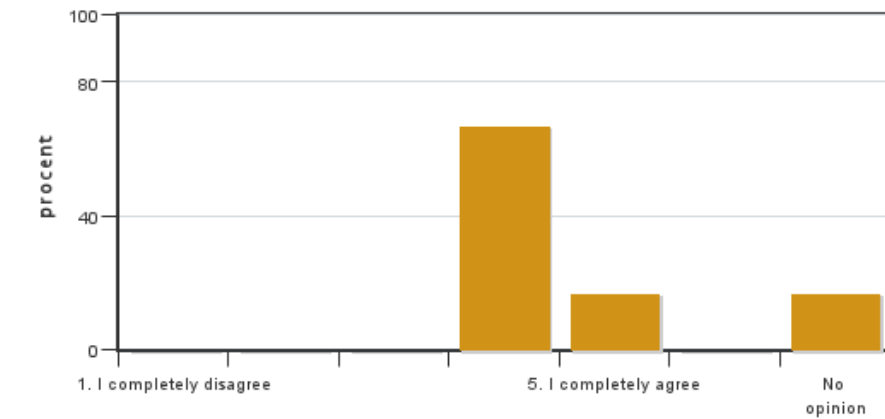
8. The examination(s) provided opportunity to demonstrate what I had learnt during the course (see the learning objectives).



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



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).

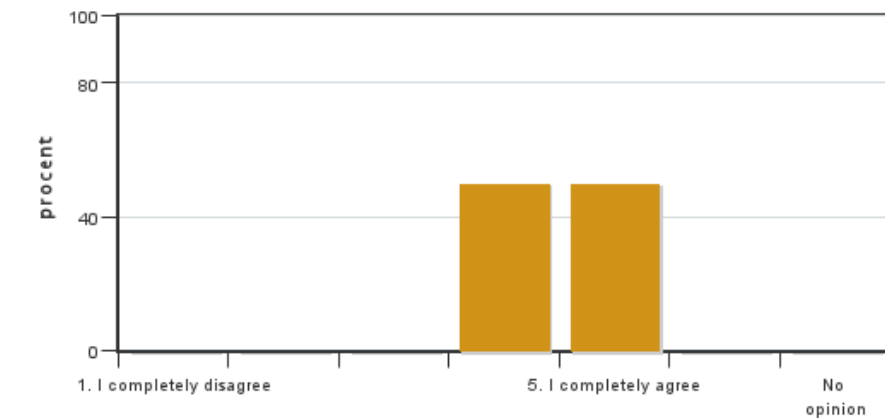


Answers: 6
Medel: 4,2
Median: 4

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

No opinion: 1

11. The course covered international perspectives.

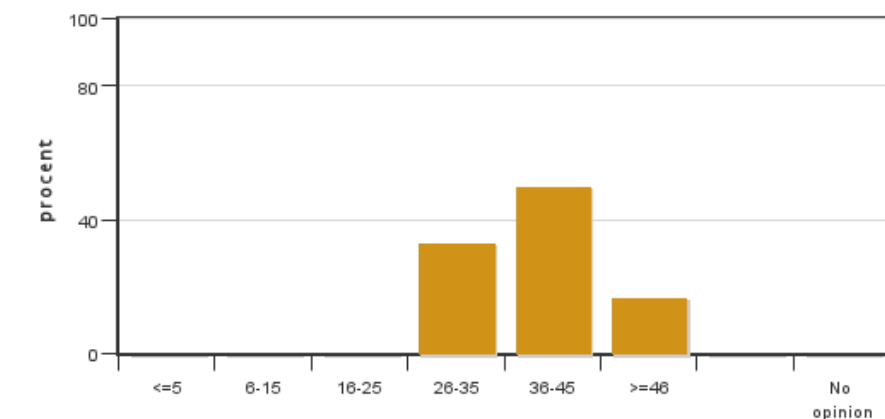


Answers: 6
Medel: 4,5
Median: 4

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

No opinion: 0

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

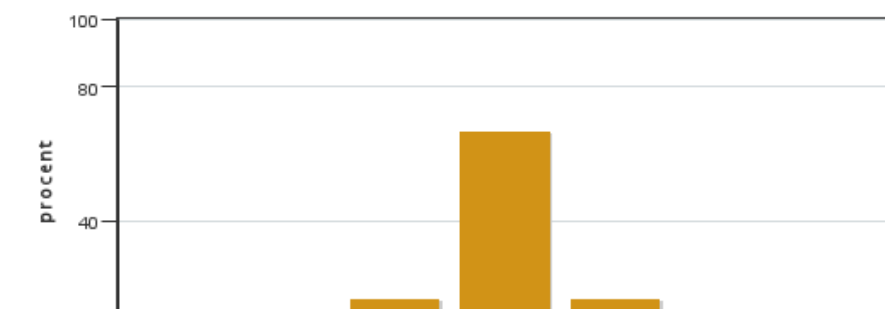


Answers: 6
Medel: 37,7
Median: 36-45

≤5: 0
6-15: 0
16-25: 0
26-35: 2
36-45: 3
≥46: 1

No opinion: 0

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



Answers: 6
Medel: 4,0
Median: 4

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

No comments from the teacher

Student representatives comments

The overall impression of the course is very good. The course has a median score of 4.3 from the students.

Some points about individual portions of the course is discussed. A separate section about Corona-based online learning is added.

The final evaluation is written based on the in-person evaluation we had, final written evaluation the students submitted and general discussions I had with everyone in the class.

Lectures

Generally, there are positive reviews for the lectures and the contents that was being presented. The course gives a detailed picture of many regions around the world, its soils and the associated problems.

- Some students felt that more information with respect to Europe (thus, temperate regions) should be included in the course
- Some students felt the lecture presentations (namely drainage and erosion) have a lot of image slides without any explanations which made it difficult during exam preparation.
- Some students felt that it would have been easier to be prepared if the slides were uploaded before the lecture.

Exercises

Generally, the students felt that the exercises added to better understanding of the course. The calculations were seen as a good challenge leading to a lot of thinking and many discussions.

- Many students felt that a discussion day for the assignments could give them an opportunity to discuss what they have done and how it falls into place in real world applications.
- Some students felt that Assignment 4 and 5 had a few vague questions that led to confusion/ misinterpretation.

Field Trips

Field trips were the most appreciated part of the course under the pandemic and difficult situations. The students felt that visualising the different soil layers and understanding how it could have been formed became much easier when it was seen in person amidst the vegetation, geology and influencing processes (as explained clearly by Erik)

- Some students felt the field trip including levelling was a bit incomplete as the values were never discussed or used after the exercise.

Exam and Grading

Generally, the exam was seen as a good way of testing what was learnt during the course period. The exam was well challenging and tested different aspects of the course.

- Some students felt that the final grading procedure for the course was slightly unclear as the points allotted for different aspects: Exam and Assignment was confusing.
- Some students felt that the exam was slightly stressful with respect to time. They felt that, as it was mainly a theory exam, they knew and wanted to write more information for each question but due to limited time, they felt stressed at the end.

Final Project

The final project, being a major part of the course, is generally viewed as a positive addition in terms of practical application. Having to design everything from water source to crop design to irrigation schedule to irrigation design, it was an interesting summing up of the sustainable water management part of the course.

- Some students felt that it would help to get a 'What we expect from you' checklist before the start of the project. As many students are from totally different background and have different expertise, it happens that each want the project to focus more in different things (what crops or water source or energy design). If it was given which aspect is important for this course, it could be used to get more cooperation to work as a team.

Corona- related online teaching

Generally, the students really appreciated the quick response by the teachers to adapt to the corona- teaching situation. Some students felt the online lecture worked very well and recommended it could be made into a regular aspect for students who are sick and would like to listen to the lectures from home. Most teachers were comfortable with using Zoom- based meeting and given the circumstances, it worked pretty well.

- Some students felt that it was difficult to work with the randomly allotted team in this covidbased learning situation. As many students chose to leave Sweden after the exam and were in bad-internet areas, it was difficult to work together at the same time in a time-intensive project. If the students were given the choice to choose the groups, they could have done so with people they can easily communicate.