



Soil water processes in agroecosystems MV0216, 10270.2021

15 Hp

Pace of study = 100%

Education cycle = Advanced -

Course leader = Elsa Coucheney

Evaluation report

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

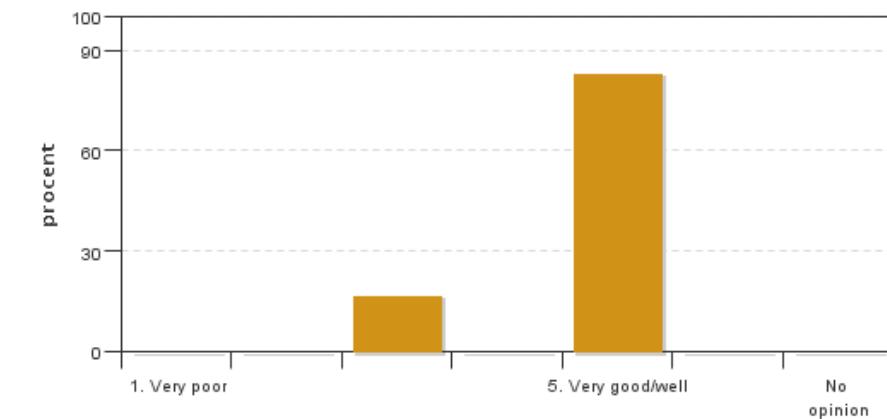
Answers 6

Number of students 12

Answer frequency 50 %

Mandatory standard questions

1. My overall impression of the course is:

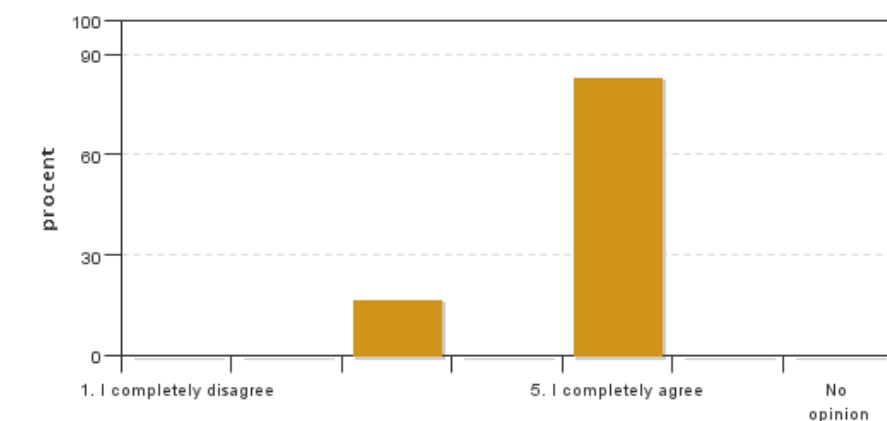


Answers: 6
Medel: 4,7
Median: 5

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

No opinion: 0

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

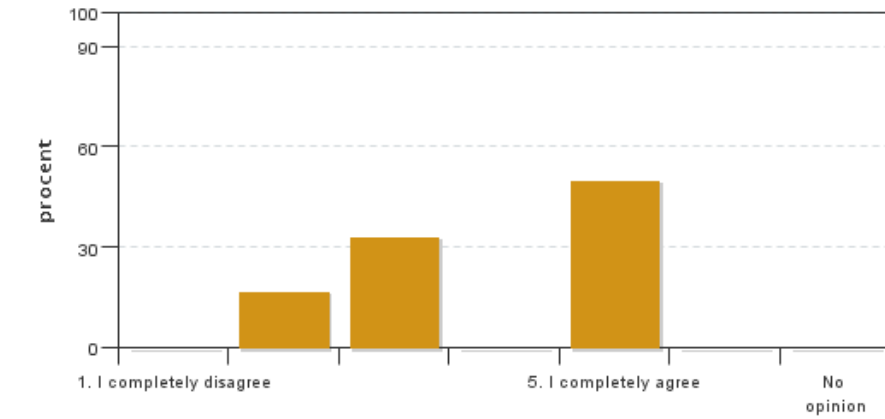


Answers: 6
Medel: 4,7
Median: 5

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

No opinion: 0

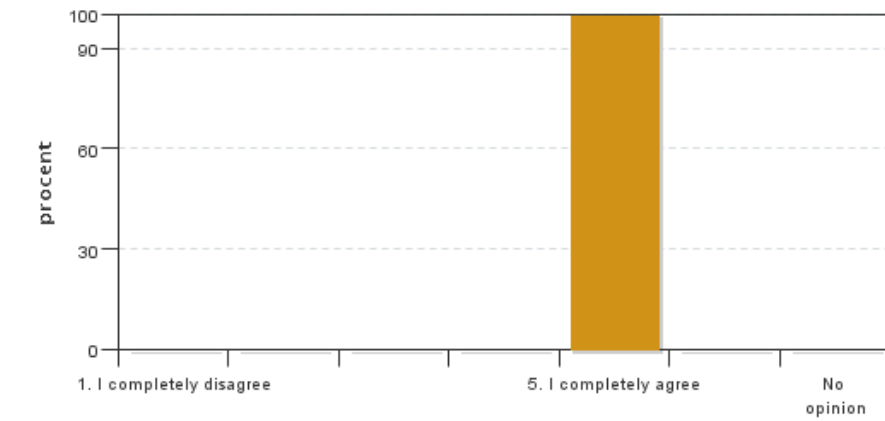
3. My prior knowledge was sufficient for me to benefit from the course.



Answers: 6
 Medel: 3,8
 Median: 3

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

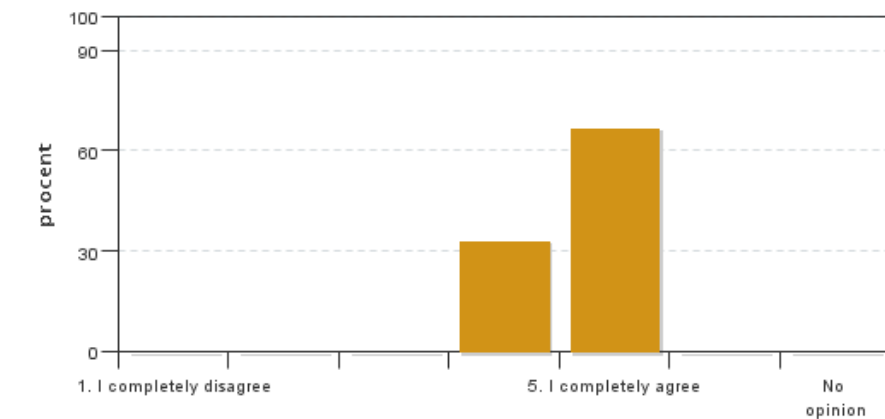
4. The information about the course was easily accessible.



Answers: 6
 Medel: 5,0
 Median: 5

1: 0
 2: 0
 3: 0
 4: 0
 5: 6
 No opinion: 0

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



Answers: 6
 Medel: 4,7
 Median: 5

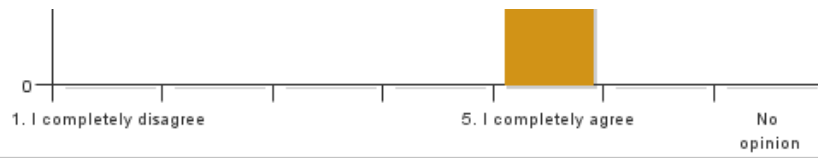
1: 0
 2: 0
 3: 0
 4: 2
 5: 4
 No opinion: 0

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



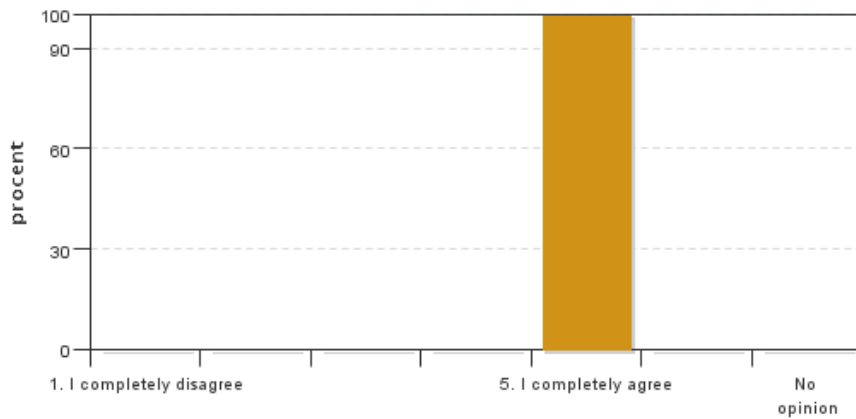
Answers: 6
 Medel: 5,0
 Median: 5

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



No opinion: 0

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

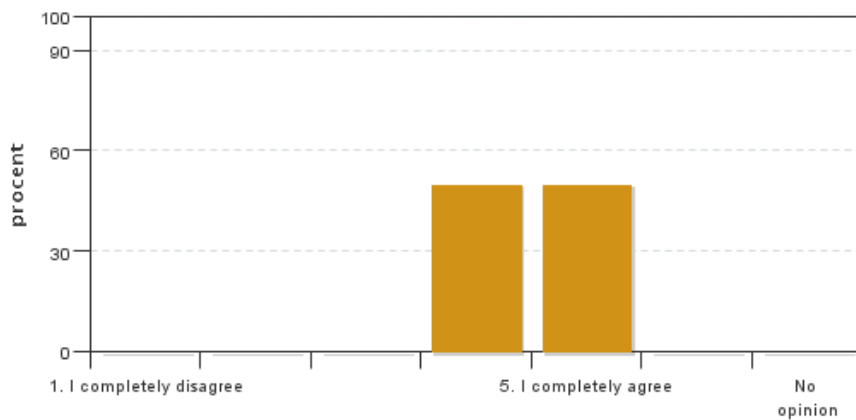


Answers: 6
Medel: 5,0
Median: 5

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

No opinion: 0

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

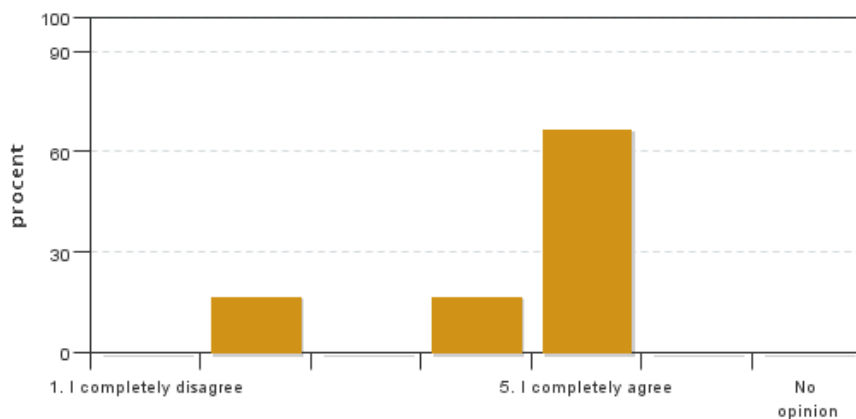


Answers: 6
Medel: 4,5
Median: 4

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

No opinion: 0

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

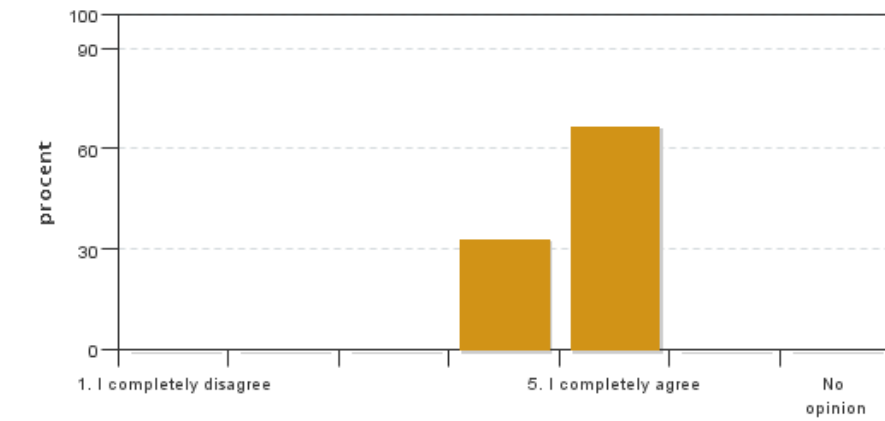


Answers: 6
Medel: 4,3
Median: 5

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

No opinion: 0

10. The course covered international perspectives.

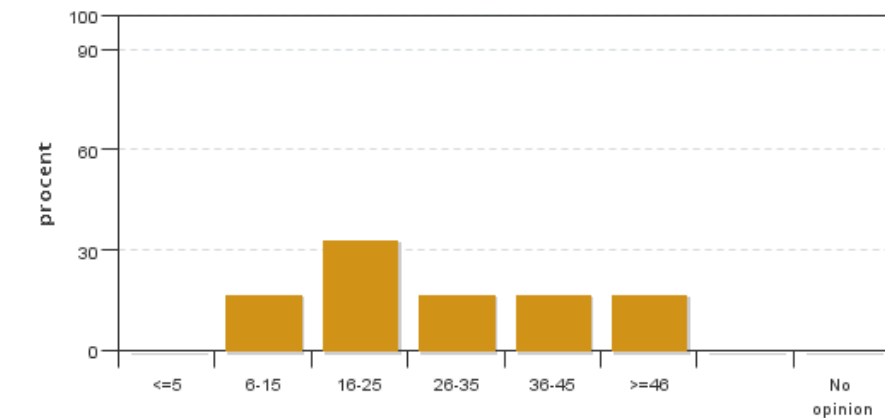


Answers: 6
 Medel: 4,7
 Median: 5

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

No opinion: 0

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

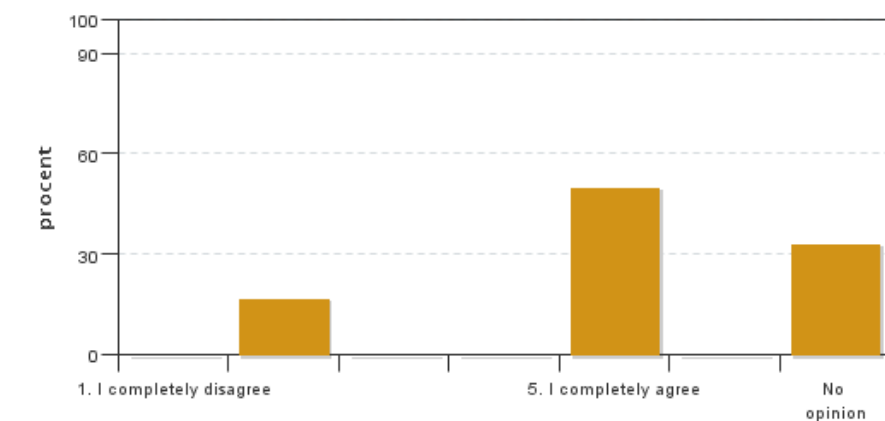


Answers: 6
 Medel: 27,7
 Median: 16-25

<=5: 0
 6-15: 1
 16-25: 2
 26-35: 1
 36-45: 1
 >=46: 1

No opinion: 0

12. 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).

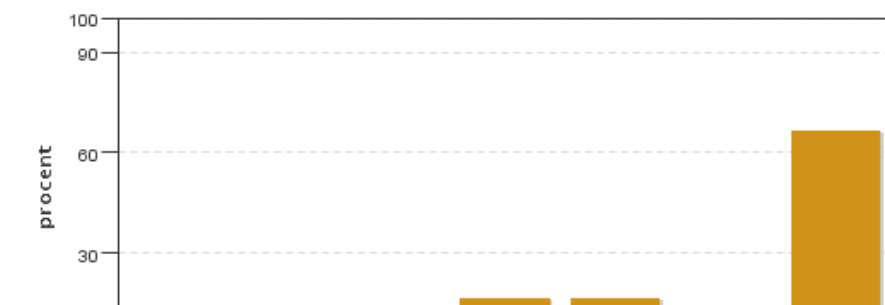


Answers: 6
 Medel: 4,3
 Median: 5

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

No opinion: 2

13. Please rate how you experienced participating in teaching on distance



Answers: 6
 Medel: 4,5
 Median: 4

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

No opinion: 4

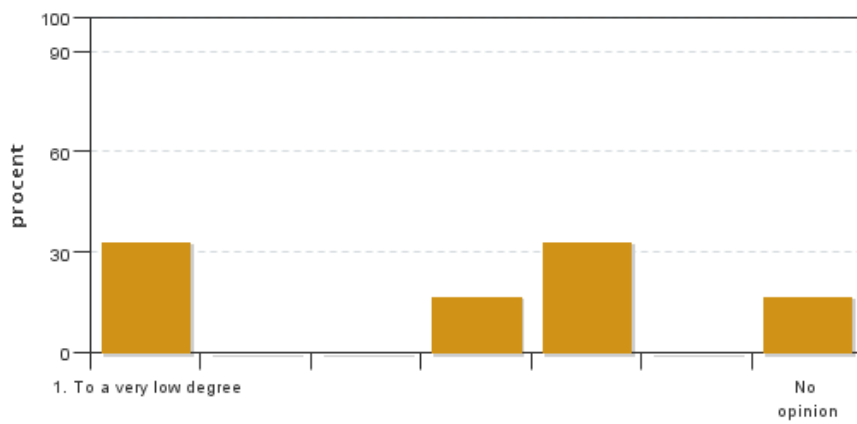


14. Please share what worked well when participating in teaching on distance

15. Please share what worked less well when participating in teaching on distance

Additional own questions

16. The course book helped me understand the course content.

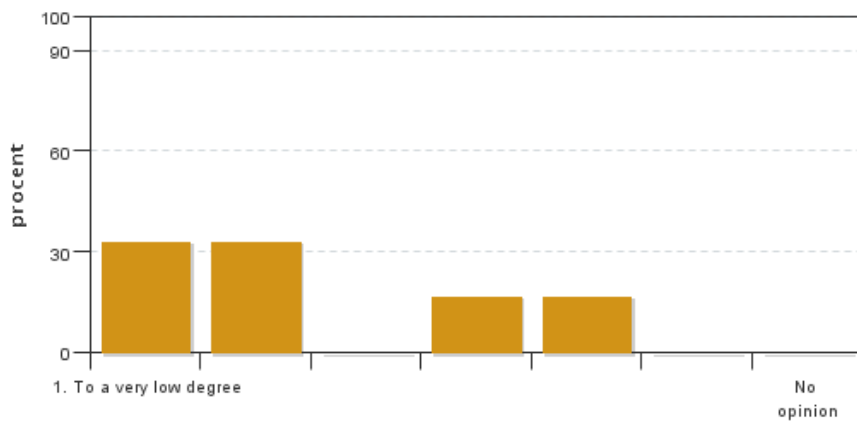


Answers: 6
 Medel: 3,2
 Median: 4

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

No opinion: 1

17. The course book helped me revise course content before the examination.

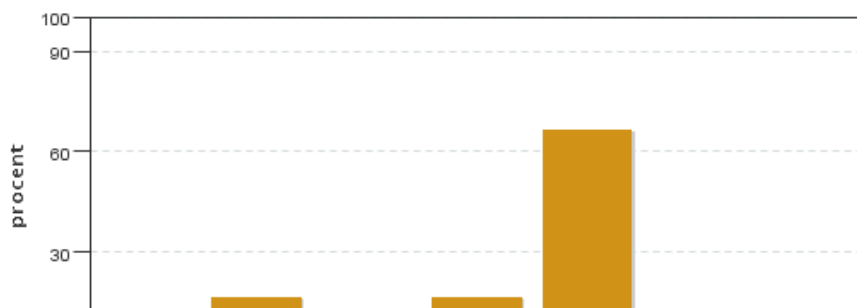


Answers: 6
 Medel: 2,5
 Median: 2

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

No opinion: 0

18. The online quizzes related to lectures helped me to deepen my understanding of the lecture content.



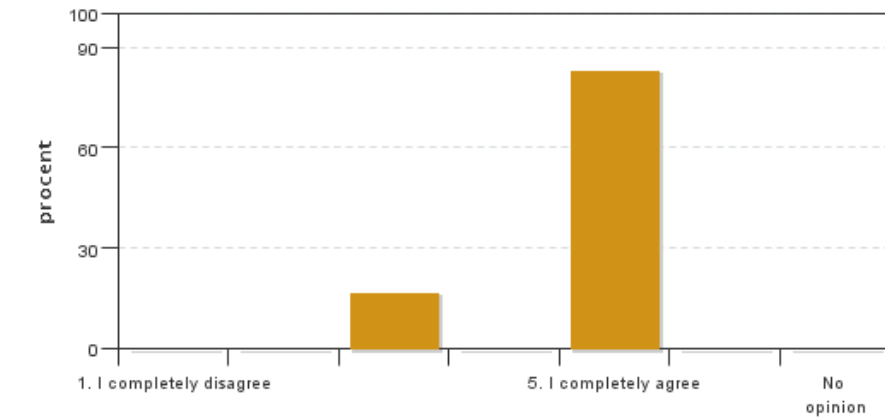
Answers: 6
 Medel: 4,3
 Median: 5

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

No opinion: 0



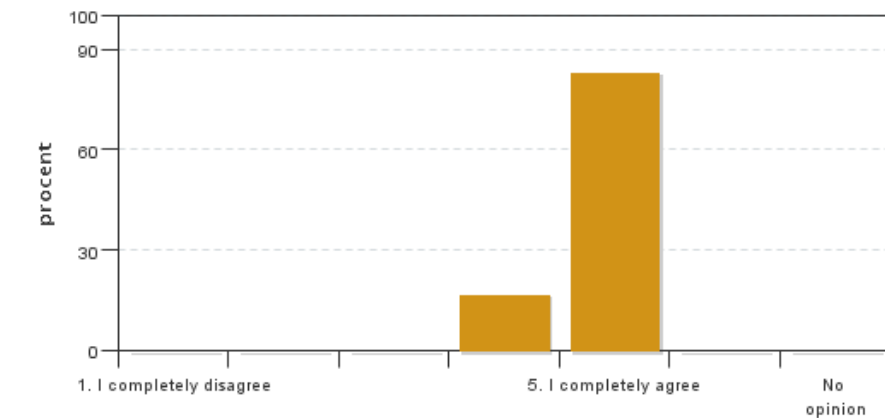
19. STELLA exercises: the computer exercises complement the lectures to enhance the understanding of soil-water processes.



Answers: 6
 Medel: 4,7
 Median: 5

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

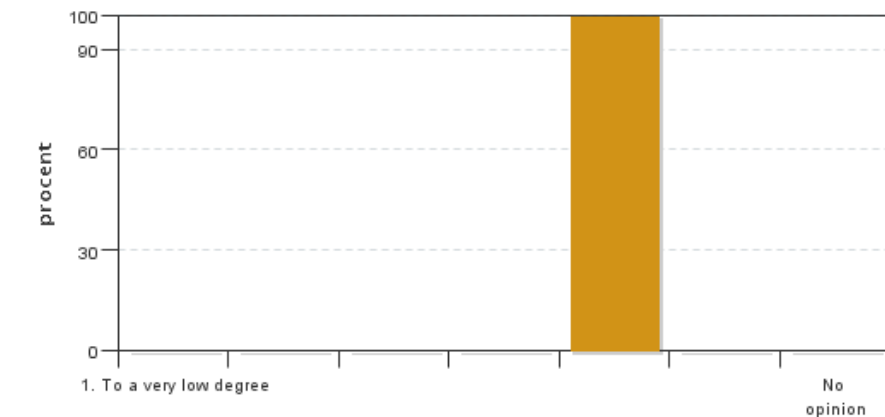
20. STELLA exercises: The online quizzes related to Stella exercises helped me deepen my understanding of the exercises.



Answers: 6
 Medel: 4,8
 Median: 5

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

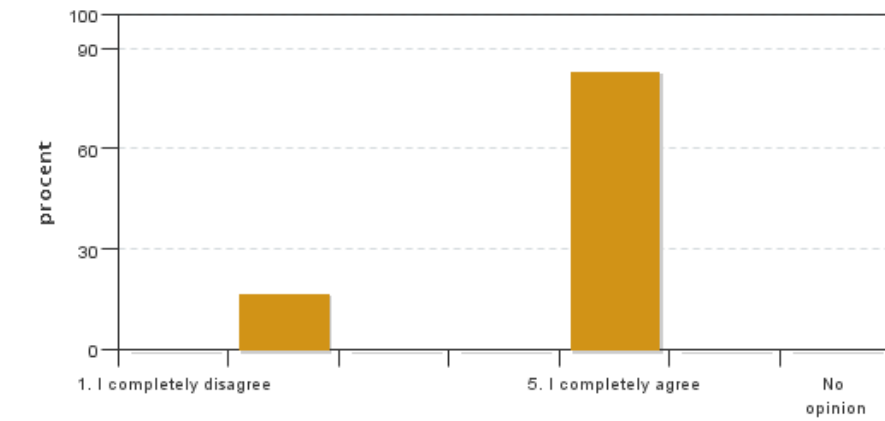
21. STELLA exercises: how useful was the teachers run through to understand more deeply the computer exercises?
 (please leave a comment below if you think the run through should come after completion of the quiz)



Answers: 6
 Medel: 5,0
 Median: 5

1: 0
 2: 0
 3: 0
 4: 0
 5: 6
 No opinion: 0

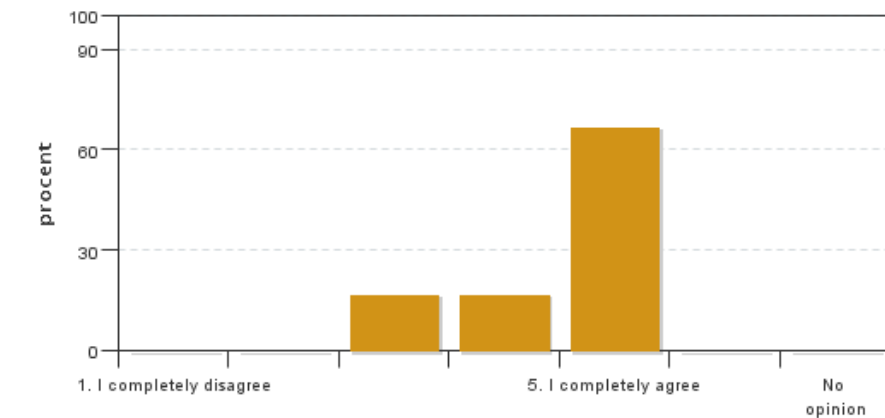
22. The online quizzes helped me revised the course content before the examination



Answers: 6
 Medel: 4,5
 Median: 5

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

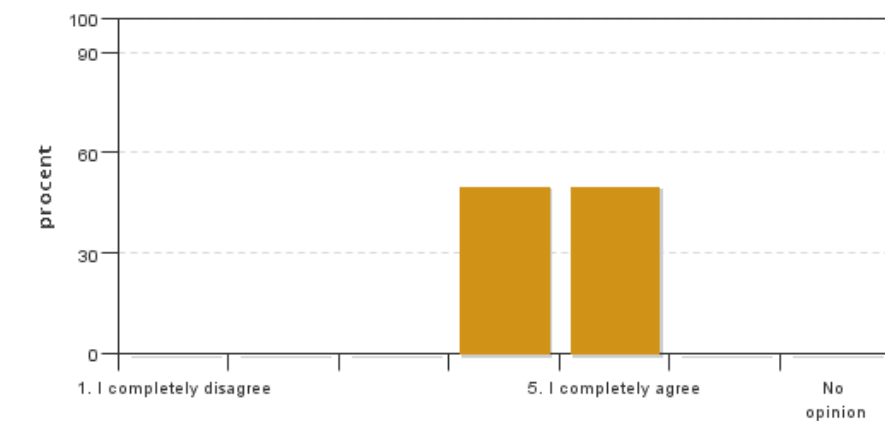
23. Mini-workshop: covered important environmental issues connected to the course content.



Answers: 6
 Medel: 4,5
 Median: 5

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

24. Mini-workshop: has provided me with the opportunity to express and defend ideas

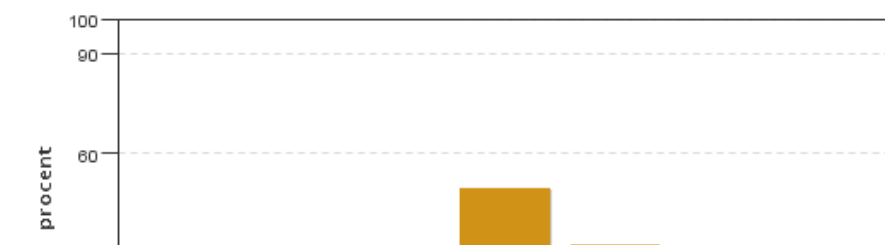


Answers: 6
 Medel: 4,5
 Median: 4

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

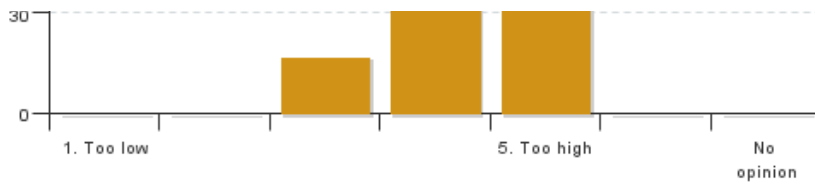
25. Mini-workshop: the additional literature and documentation published on canvas has been usefull / interesting / helped me analyze the article. (YES/NO or give comments if you like)

25. Mini-Project: did you get enough guidelines to run your Project?



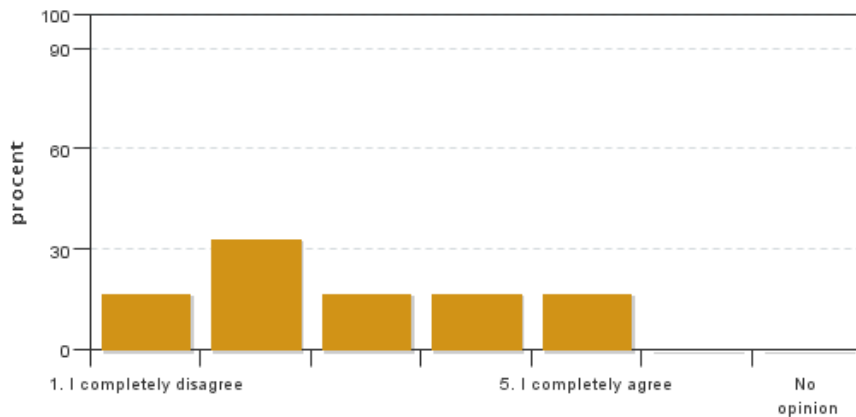
Answers: 6
 Medel: 4,2
 Median: 4

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



5: 2
No opinion: 0

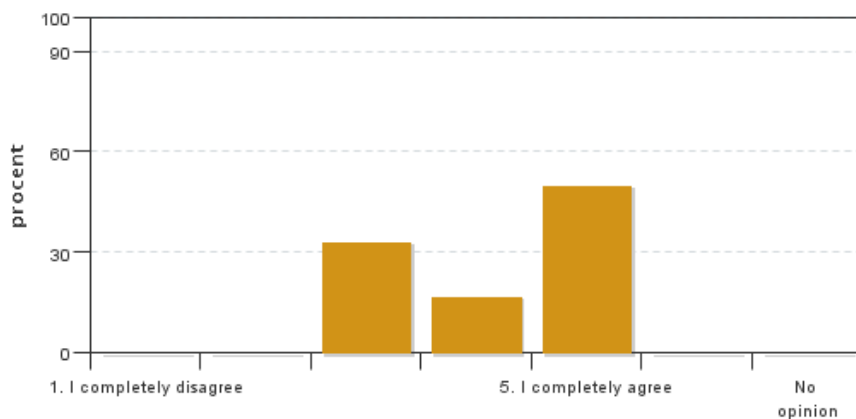
26. Mini-Project: you would have liked to get more help / guidelines on how to work in a group?



Answers: 6
Medel: 2,8
Median: 2

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

27. Mini-project: has provided me with the opportunity to develop my own modelling experiments to answer a scientific question.



Answers: 6
Medel: 4,2
Median: 4

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

Course leaders comments

The course leader wants to thank students and the student representative for their feedback on the course. The teaching team also shares the enthusiasm expressed by many students to work with the class through the course development and to be able to teach mainly on campus with physical distancing rules. The course leader thanks everyone for being so respectful to the faculty and campus directives regarding 'covid-19' situation.

The evaluation was however fulfilled by only half of the classroom (6 out of 12 students), which was a significantly lower participation than in previous years, unfortunately and should therefore be analyzed with caution (as half of the students did not express by written their thoughts). One reason could be that the course leader did not meet the students physically ('on campus') this year. Another reason could be that the course ended with the written examination instead of (previous years) oral presentations of the mini-projects which is less convivial and gives no time for relaxed wrap-up discussion between students and teachers after examination has passed. Therefore, the course leader would like to reconsider the planning of the course end.

CANVAS quizzes on lecture content and modeling exercises

It seems that the quizzes developed on CANVAS have been a good tool to encourage students to work on lectures and exercises afterwards, as well as a good support for exam revision. The quizzes developed for the first time this year will be corrected for small mistakes that were revealed. Students will be better explained that quizzes cover whole course, including the course literature (Book) and that they are encouraged to read it while testing their knowledge with online quizzes.

Scope of the course

Some student raised that 'soil and water management' aspects could have been more emphasized for different part of the world but this will be covered by another course of the Master program in year 2. However, the introduction given by a guest professor on these aspects could be better introduced and connection to the theoretical aspects of this course made appear clearer at course start and course introduction.

Grading

We often get feedback and disappointment about grading being solely based on the final exam. This is not really true as all assignments during the course (computer exercises, mini-workshop and mini-projects) are included in the grading but include only grade 'Passed' or 'failed'. Specifically this year, students would have liked to obtain the possibility of grades 4 and 5 on their collective mini-project, as they invest a lot of time and efforts in it. Firstly, this is positive to hear that this assignment really challenges and motivates students. Secondly, we know it is a difficult task to fairly grade a group work, that is also based on different projects and supervisors for each group. An idea would be to develop an individual task in relation to the student project that would be graded (U/3/4/5). This should be clearly explain in a revised grading criteria document.

Group work

Teachers will reflect over the development of proposed (non compulsory) guidelines & advices on how to work in a group for the mini-project (as the course is the first in the Master program and welcome students from different backgrounds and experiences about this exercise). This should be discussed at the master program level.

Final assignment: oral feedback & opposition of Mini-projects

We (teachers) believe that the oral presentations of the mini-projects is a really good and nice activity to close the course, when the stress of the exam has passed and we therefore propose to re-schedule this activity at the end, as it was done in previous years.

The course leader, together with the teaching team, wish students all the best in their future studies and careers.

Student representatives comments

After finishing Soil Processes on Agroecosystems, the students agree on having enjoyed the process of learning during the development of the course. This was mostly possible thanks to the implication, kindness and help of the teachers. The learning environment was always welcoming and relaxed, and people felt confident to participate and ask. For this, we would like to thank the teaching team for the effort, patience and talent for teaching.

Besides, all students found it positive to have the possibility to be on campus during the pandemic situation and get to know the other students. That made it way easier to feel involved in the course.

The academic contents were also interesting and did not exceed the amount of work expected. It was helpful that the schedule was not very busy, it made it easier for example to have time to adjust to the new country or to the process of going back to study.

Regarding the learning structure, most students found quizzes to be a very useful tool to integrate the knowledge acquired. It was also good that to have to answer them soon after the lecture. As a little detail, some found there were some bugs that could be corrected. In addition, mini projects were mostly found interesting and useful, and the mini workshops helpful to give a broader look on the topic.

Regarding the evaluation structure, most students did not agree on the grading system and would have liked to have a grade on the projects, since there was also effort and time put on them. It could be positive and take pressure out to have the grade spread in various evaluations.

Overall, the feeling after this course was positive and the learning outcome very good. Thank you and till next time.