



Plant pathology BI1044, 10301.2021

15 Hp
Pace of study = 100%
Education cycle = Advanced
Course leader = Dan Funck Jensen, Salim Bourras

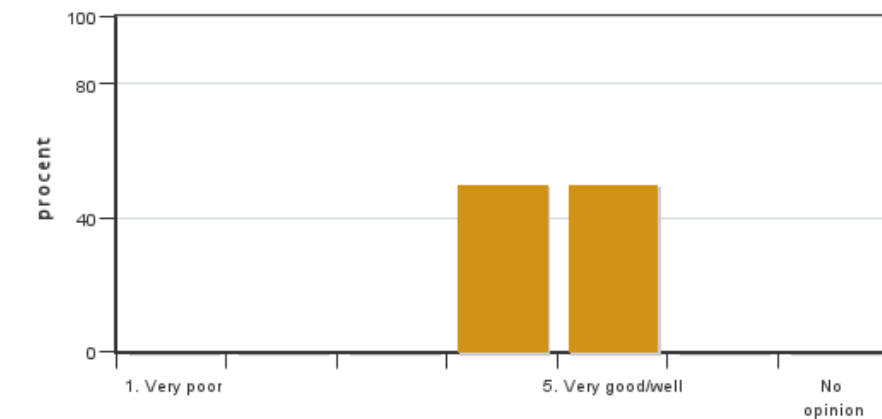
Evaluation report

Evaluation period: 2020-10-23 - 2020-11-15

Answers 2
Number of students 11
Answer frequency 18 %

Mandatory standard questions

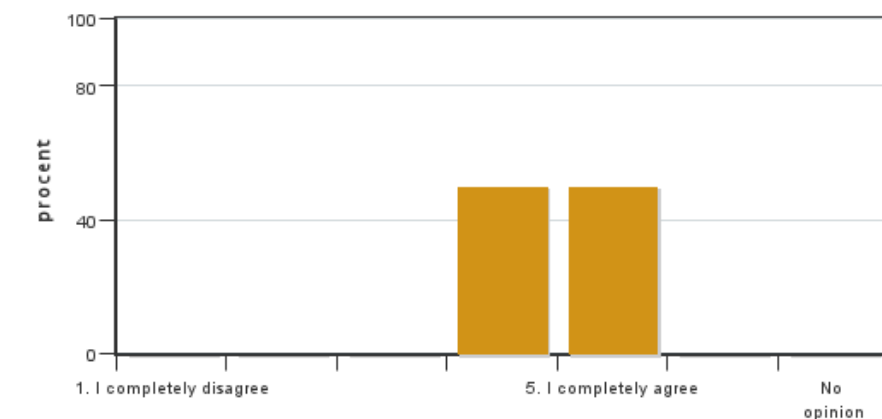
1. My overall impression of the course is:



Answers: 2
Medel: 4,5
Median: 4

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

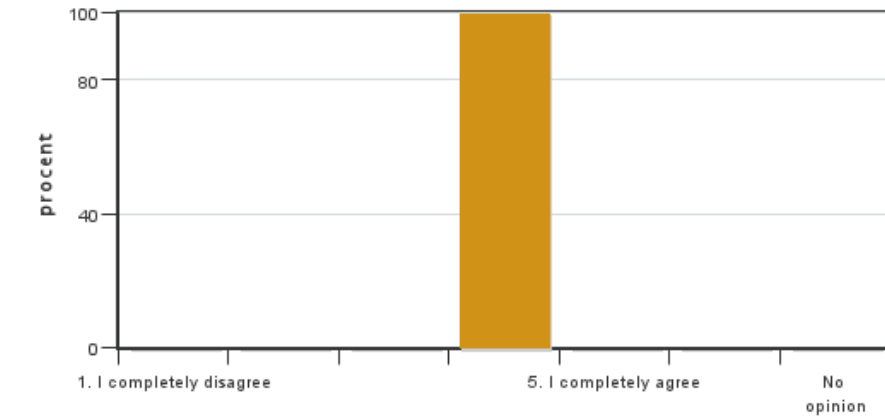
2. I found the course content to have clear links to the learning objectives of the course.



Answers: 2
Medel: 4,5
Median: 4

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

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

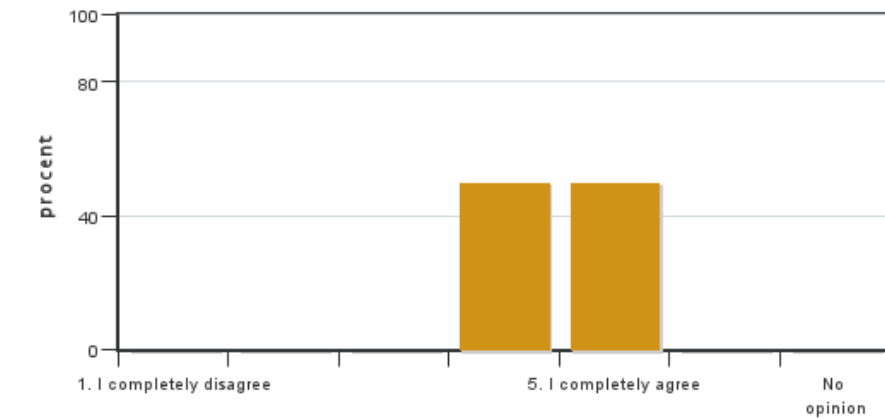


Answers: 2
 Medel: 4,0
 Median: 4

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

No opinion: 0

4. The information about the course was easily accessible.

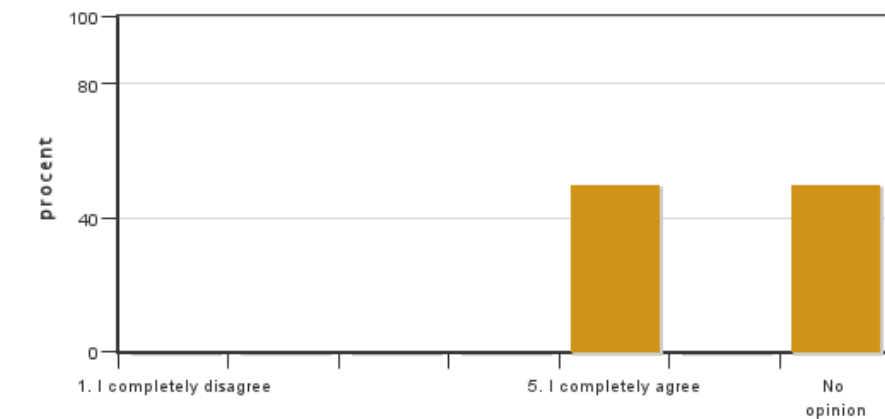


Answers: 2
 Medel: 4,5
 Median: 4

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

No opinion: 0

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

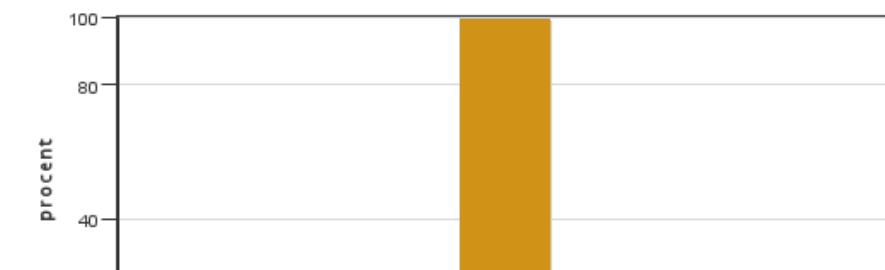


Answers: 2
 Medel: 5,0
 Median: 5

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

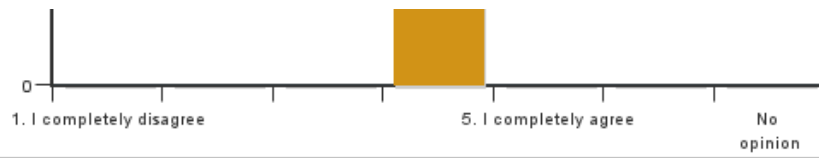
No opinion: 1

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



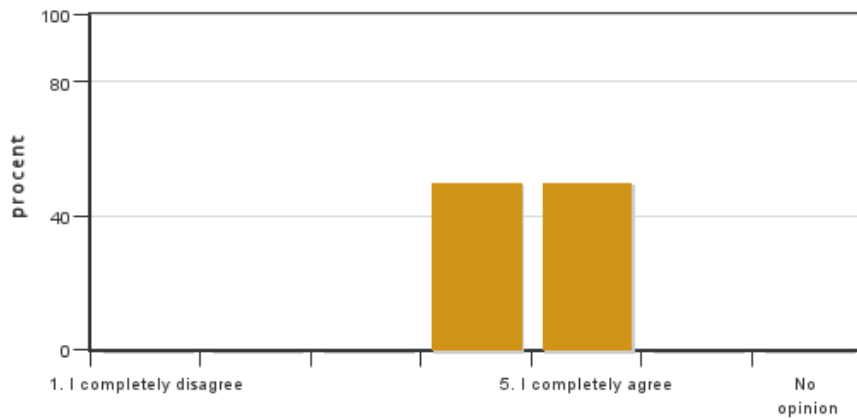
Answers: 2
 Medel: 4,0
 Median: 4

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



No opinion: 0

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

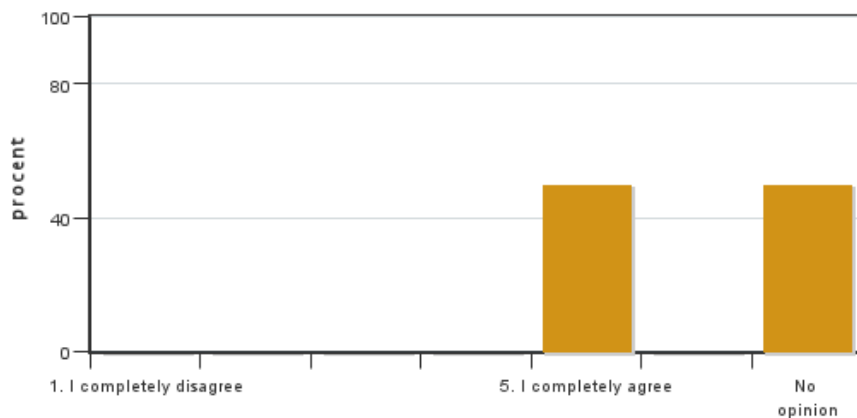


Answers: 2
Medel: 4,5
Median: 4

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

No opinion: 0

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

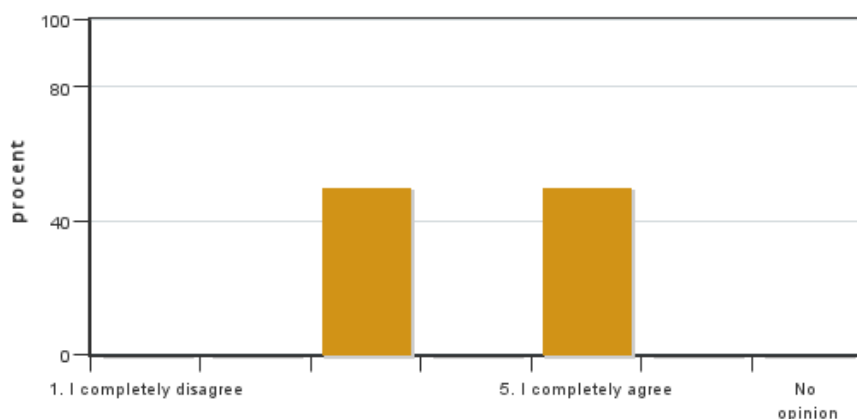


Answers: 2
Medel: 5,0
Median: 5

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

No opinion: 1

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

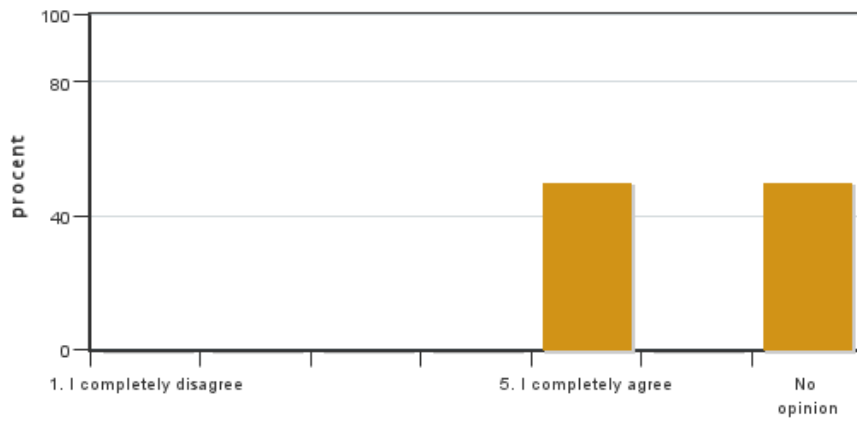


Answers: 2
Medel: 4,0
Median: 3

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

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).

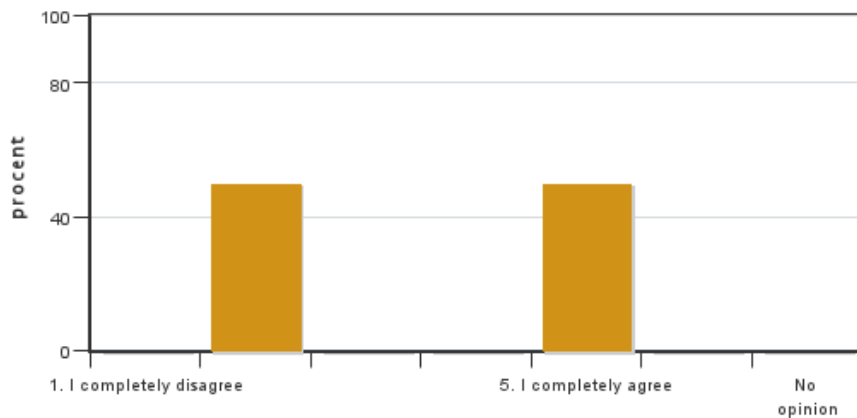


Answers: 2
 Medel: 5,0
 Median: 5

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

No opinion: 1

11. The course covered international perspectives.

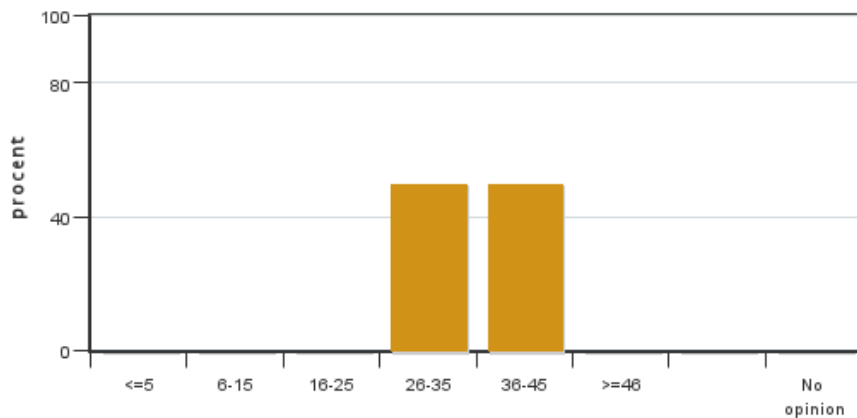


Answers: 2
 Medel: 3,5
 Median: 2

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

No opinion: 0

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

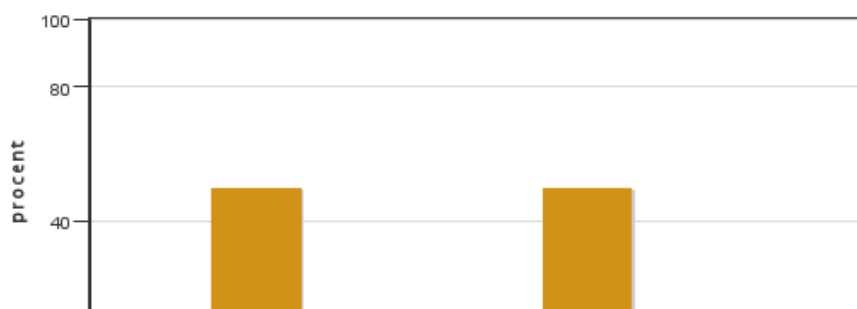


Answers: 2
 Medel: 35,0
 Median: 26-35

≤5: 0
 6-15: 0
 16-25: 0
 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: 2
 Medel: 3,5
 Median: 2

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

Additional own questions

16. What are the most important skills and knowledge you learned from this course?

16. At the beginning of the course you probably had some expectations. Try to recall what they were and tell us if you feel that your expectations have been fulfilled?

**16. How did you find the textbook Agrios - did you use it?
How did you find the scientific literature given by the teachers - did you use it?**

16. How did you find the different ways of teaching: lectures, theoretical exercises, lab work, excursions, assignments, exams (report, poster presentations) please comment.

16. Do you have any suggestions of possible improvements of the course?

Course leaders comments

We are pleased to see that the course continues to score very high (4.5), consistent with previous years, even-though this year only two students and the student's representative have participated to the survey. We did emphasize on the importance of having feedback from students and invited them to fill in the survey, and we will be working on improving these numbers next year. We had a very challenging working environment due to covid-19 restrictions, but we could maintain the field work and lab exercises as planned. Unfortunately, all lectures had to be moved online, which required a lot of extra work from the teachers to adapt, and obviously a lot of extra effort from students to absorb the same amount of knowledge and information from a medium where the leverage of social interactions is lost.

The students found that the course content had clear links to the learning objectives (4.5), that the information about the course was easily accessible (4.5), and that the social and physical learning environments have been inclusive and satisfactory (both scoring 4.0). We are very happy with these results considering the difficulties and challenges we had to maintain standards with most of the teaching being online, and most of the practical lab work taking place in social distancing conditions.

The student's scores also reveal that we should better cover international perspectives. Indeed, being aware of the international context is directly relevant to solving local problems. Traditionally we have always had about 50% of students coming for other programs than the agronomy curriculum and a fair share of international students as well (e.g. from the Erasmus Mundus Plant sciences program). We have consistently offered an international perspective as a generic component of the course content, and also through course activities such as theoretical exercises, workshops, and case studies. It is always a challenge to find the right balance between the students interested in a mainly local perspective and those interested in more international outlook. This is reflected in the score with one student giving grade 3, and another student giving grade 5 for this aspect. The same dichotomy is observed in how students rated their experience participating in teaching on distance (one scores 2 and one scores 5). Here, it would have been helpful to have more clarifications from the student and some specific examples so we can improve. This year was the first time in the history of this course (which was not designed for online teaching), that all teaching had to be moved online on short notice due to covid-19. Therefore, considering the circumstances and the restrictions imposed since autumn 2020, we find that the teaching online was successful since all students passed all exams

and delivered at high standards.

Finally, the students commented on specific aspects of the course organization and suggested improvements. First, it is nice to see that the improvements we implemented based on last year's comments were fruitful. Therefore, the comments from this year were very helpful since they shed light on new areas for continued improvement, and these seem to be mainly focused on better ways of organizing the work and deliverable for the written assignments (theoretical exercises and the case study report) and removing some of the redundancies that exist between lectures. We will organize a meeting of the teachers specifically dedicated to improving the content based on the student's evaluation.

To conclude, I am glad that all the students passed, including several with top scores, despite the circumstances. The exams were as demanding as usual (i.e. we did not lower the standards), and all students did great job despite the difficult context. This year as well, we had a strong group, and several have now joined our department to continue their training which I believe is the most encouraging form of recognition of our efforts as teachers in the Advanced Plant Pathology Master course.

Student representatives comments

The overall impression of the course was good, the students found the course interesting and the learning objectives were clear. The students also enjoyed the different components and believed they added variation to the course. What the students would have wanted to change or add more of was an international perspective to get a broader picture of how pathogens affect different countries. Some students would also like to see more aspects when it comes to sustainability when it comes to social and economics as the environmental part was quite explained during the course. Of course, the fact that the course was on distance made it harder for some students to focus but hopefully this will not be the case for the next time of the course.

Finally, the students were pleased with the teachers and we believed you did a good job making this work from a distance!

Kontakta support: support@slu.se - 018-67 6600