



Integrated Pest Management in Sustainable Production Systems BI1267, 10121.2122

15 Hp

Pace of study = 100%

Education cycle = Advanced

Course leader = Kristina Karlsson Green, Laura Grenville-Briggs Didymus

Evaluation report

Evaluation period: 2021-10-25 - 2021-11-15

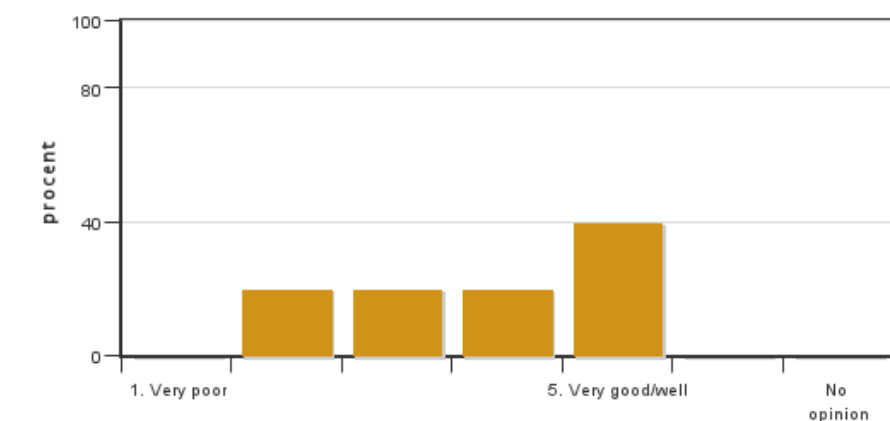
Answers 5

Number of students 19

Answer frequency 26 %

Mandatory standard questions

1. My overall impression of the course is:

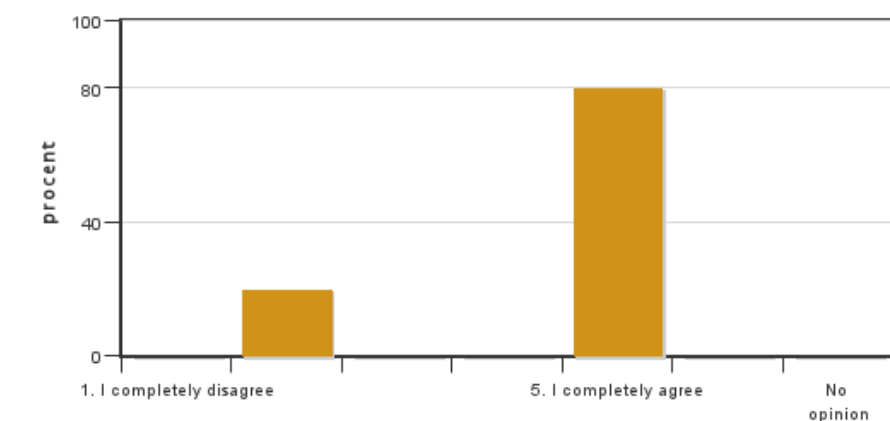


Answers: 5
Medel: 3,8
Median: 4

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

No opinion: 0

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

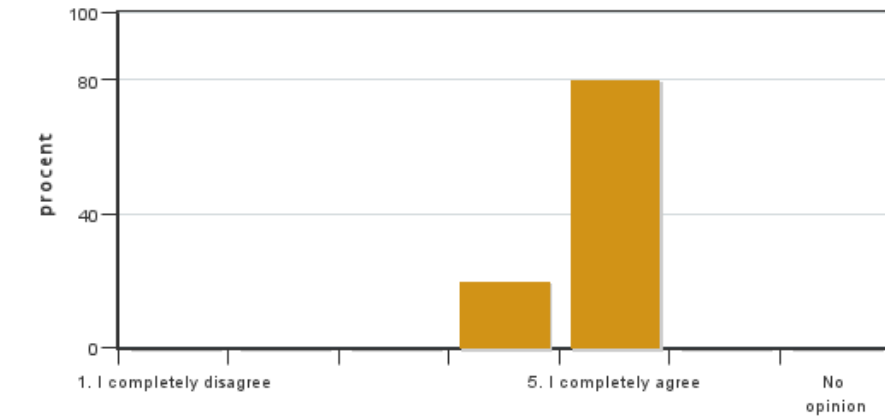


Answers: 5
Medel: 4,4
Median: 5

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

No opinion: 0

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

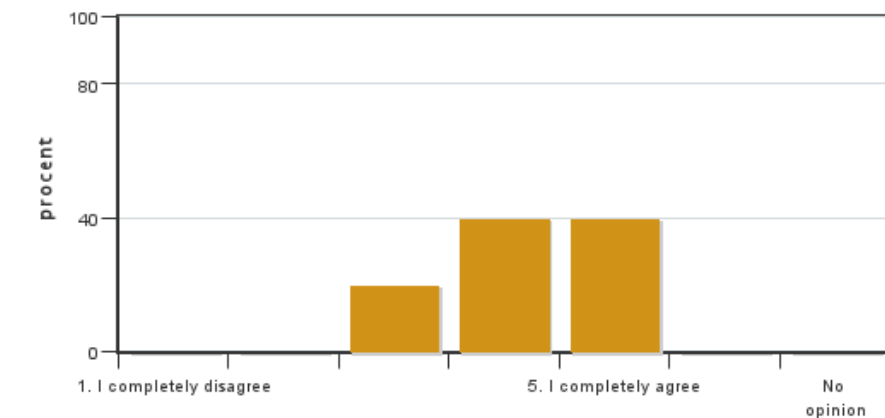


Answers: 5
 Medel: 4,8
 Median: 5

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

No opinion: 0

4. The information about the course was easily accessible.

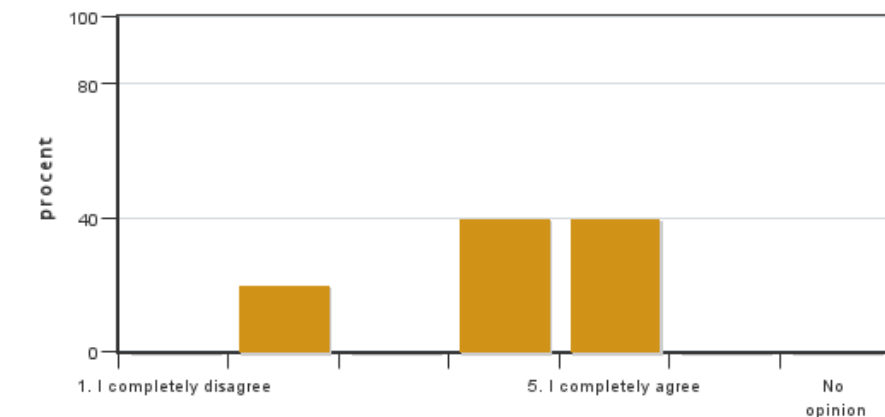


Answers: 5
 Medel: 4,2
 Median: 4

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

No opinion: 0

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

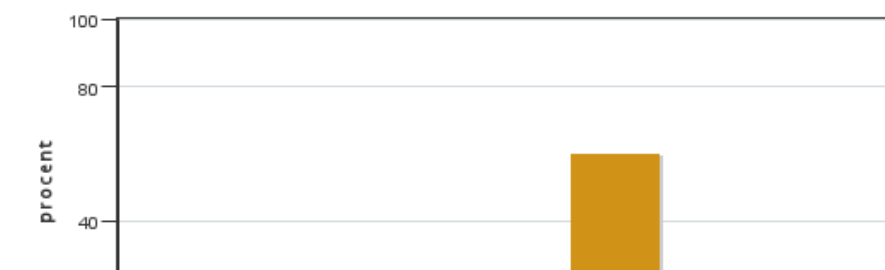


Answers: 5
 Medel: 4,0
 Median: 4

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

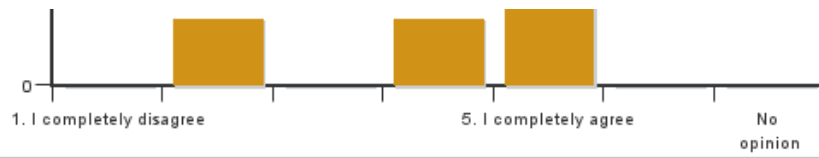
No opinion: 0

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



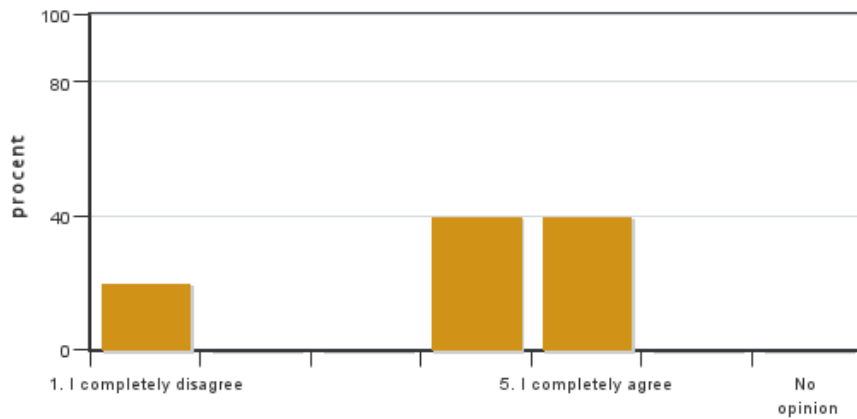
Answers: 5
 Medel: 4,2
 Median: 5

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



No opinion: 0

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

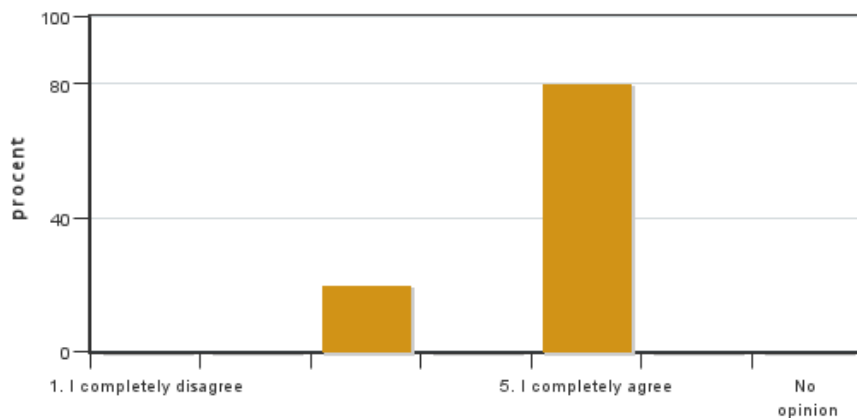


Answers: 5
Medel: 3,8
Median: 4

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

No opinion: 0

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

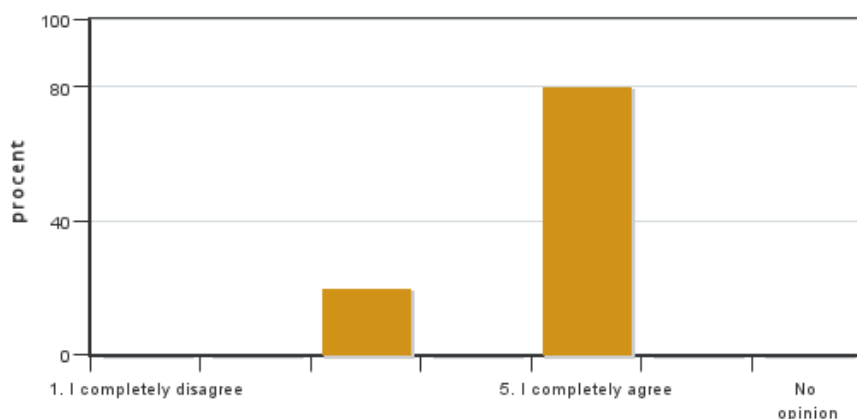


Answers: 5
Medel: 4,6
Median: 5

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

No opinion: 0

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

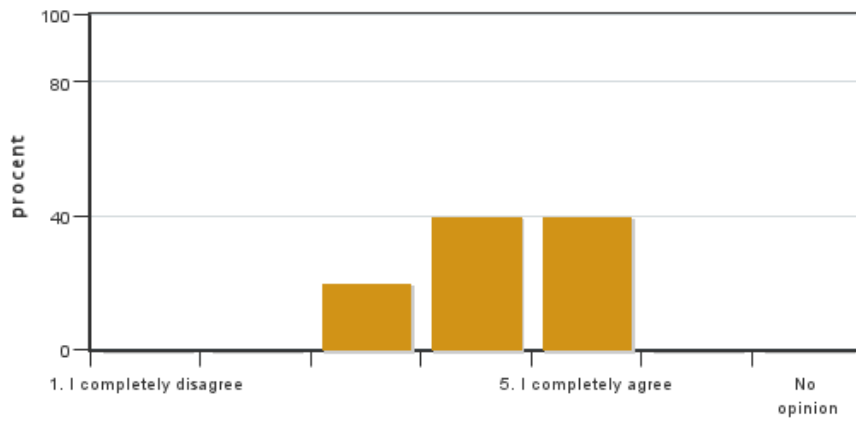


Answers: 5
Medel: 4,6
Median: 5

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

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).

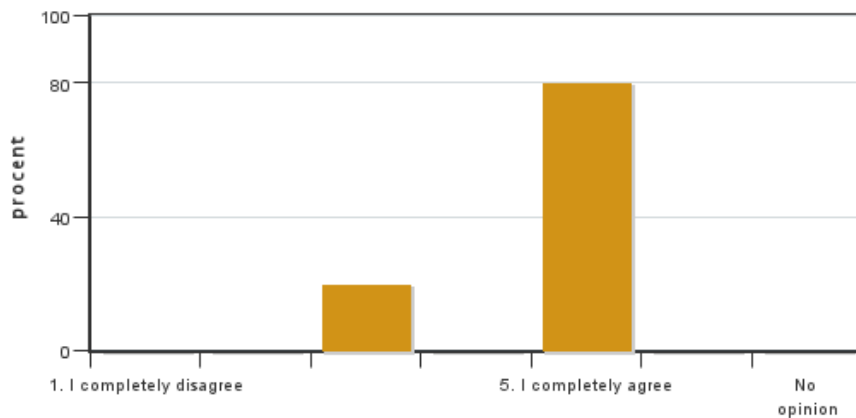


Answers: 5
 Medel: 4,2
 Median: 4

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

No opinion: 0

11. The course covered international perspectives.

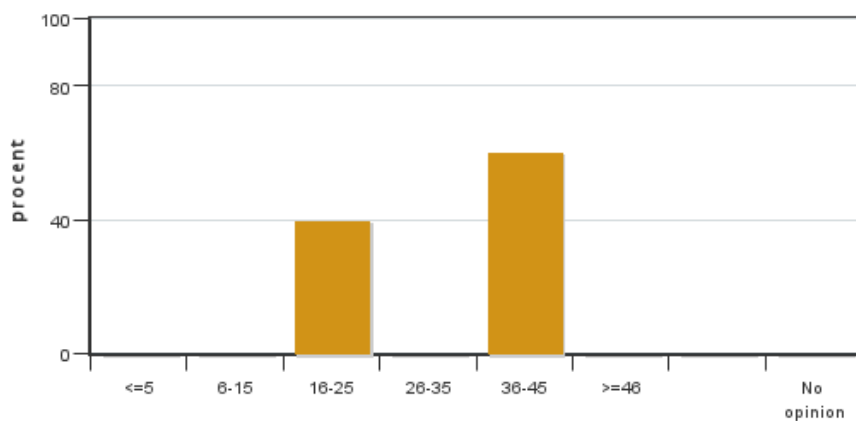


Answers: 5
 Medel: 4,6
 Median: 5

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

No opinion: 0

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

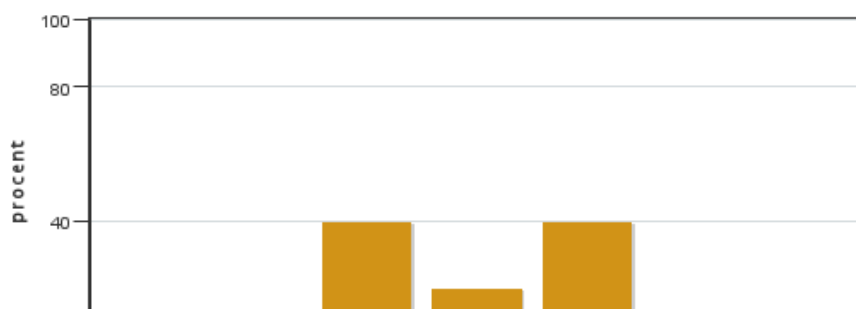


Answers: 5
 Medel: 32,0
 Median: 36-45

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

No opinion: 0

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



Answers: 5
 Medel: 4,0
 Median: 4

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

With the uncertainty of the duration of the Covid19 pandemic, we were once again forced to take most of the lectures and class activities on zoom, as per the instructions from SLU for the autumn 2021 course period. Having had an opportunity to deliver this course using zoom during autumn 2020, we worked hard to take the lessons we learnt there to try to make the best out of the zoom classroom environment. As course leaders we talked frequently with the student group to encourage dialogue with the lecturers as much as possible. We encouraged those with cameras to turn on video and we tried to make sure that we gave plenty of breaks. Since we had learned the importance of preventing zoom-fatigue ourselves, we tried to ensure longer breaks were scheduled than during in-person teaching. We tried to balance having some activities on campus each week as directed by SLU with the Folkhälsomyndigheten directions that anyone with symptoms needed to stay at home. This meant that sometimes we had to cancel or move on-campus activities with short notice if a teacher was sick or home with sick children.

It was very challenging to use a hybrid format, for example, when we had a class planned on campus but when some students needed to participate that day via zoom. This is largely because the classrooms at SLU lack adequate facilities such as web-cams and microphones for this kind of hybrid teaching. Since we had to adapt our materials to partly online teaching, there was less time to adapt the course this year.

However, we still worked to update the content to keep it relevant and interesting to the current cohort. The largest change was the development of a practical class to study the effects of biological control agents that we adapted to allow the possibility for this to be carried out at home. We chose this topic for the practical, as it is something that can be assessed in a shorter-term experiment, but also because biological control is at the cornerstone of IPM strategies in practice.

Furthermore, at the student's request we added an even more detailed, and for the first time hands-on, class on the use of GIS tools through our guest teacher from Lund University Veiko Lehsten. This was something the students asked for during the course, so we adapted the timetable to include this. For the next year, we would like to integrate the GIS exercise within the final project, so that the students get to use what they learn when introduced to GIS into a practical IPM solution in the end of the course. Unfortunately, due to the fact that the administration of course evaluations was changed at the last minute without information reaching course leaders, we were not able to add our own questions to Evald and it was very difficult to engage the class in the evaluation, hence the low number of respondents this year.

Student representatives comments

No comments from the student representatives