Plant Biology for Breeding and Protection
BI1296, 30092.2122

15 Hp
Pace of study = 100%
Education cycle = Advanced
Course leader = Erik Alexandersson, Sajeevan Radha Sivarajan

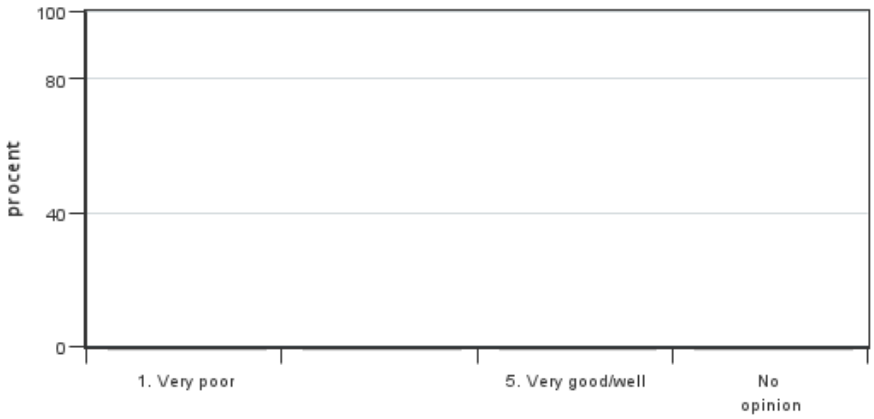
Evaluation report

Evaluation period: 2022-03-16 - 2022-04-06

Answers	4
Number of students	8
Answer frequency	50 %

Mandatory standard questions

1. My overall impression of the course is:

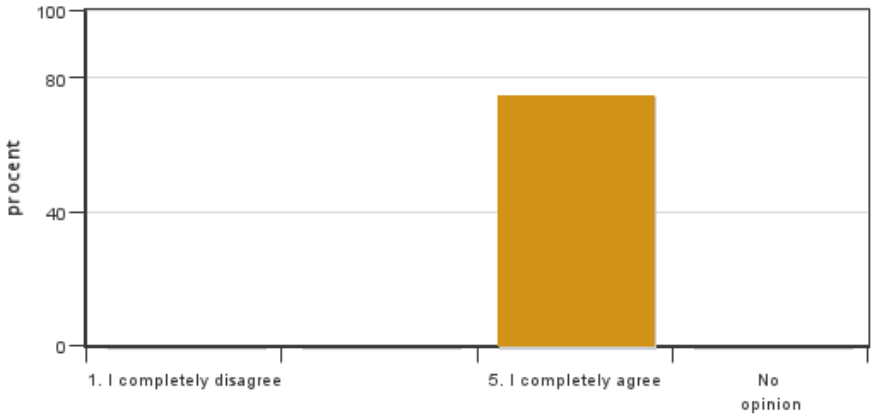


Answers: 4
Medel: 3,3
Median: 3

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

No opinion: 0

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

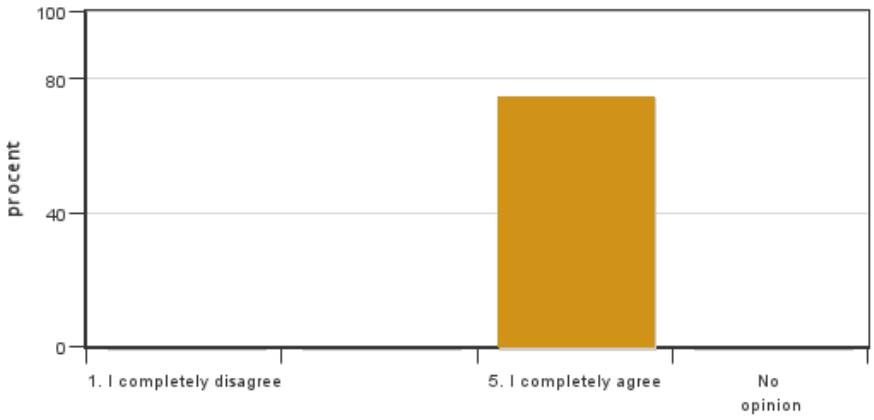


Answers: 4
Medel: 4,8
Median: 5

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

No opinion: 0

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

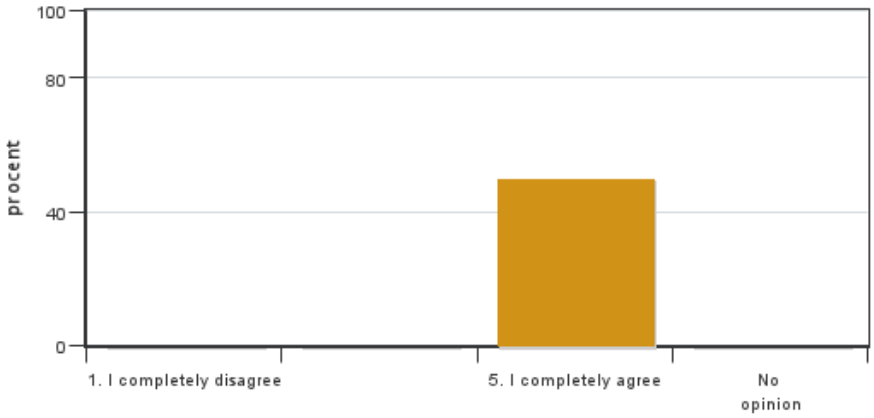


Answers: 4
Medel: 4,5
Median: 5

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

No opinion: 0

4. The information about the course was easily accessible.

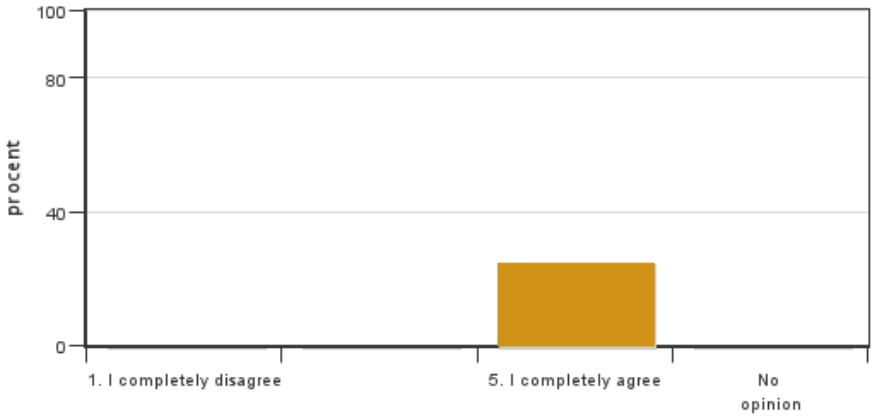


Answers: 4
Medel: 4,3
Median: 4

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

No opinion: 0

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

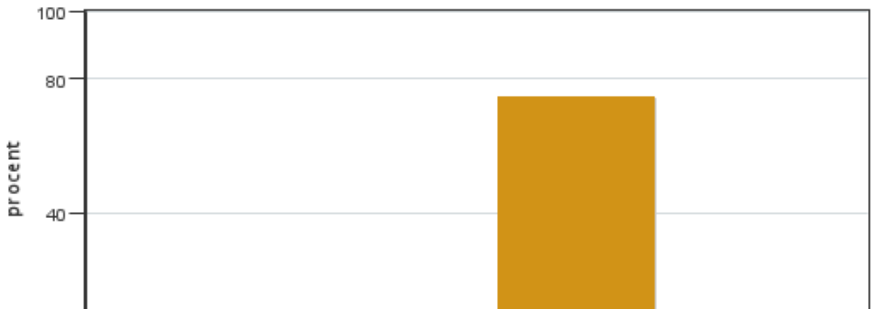


Answers: 4
Medel: 4,3
Median: 4

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

No opinion: 0

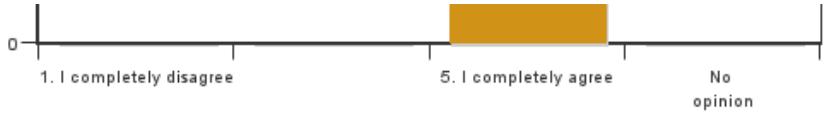
6. The social learning environment has been inclusive, respecting differences of opinion.



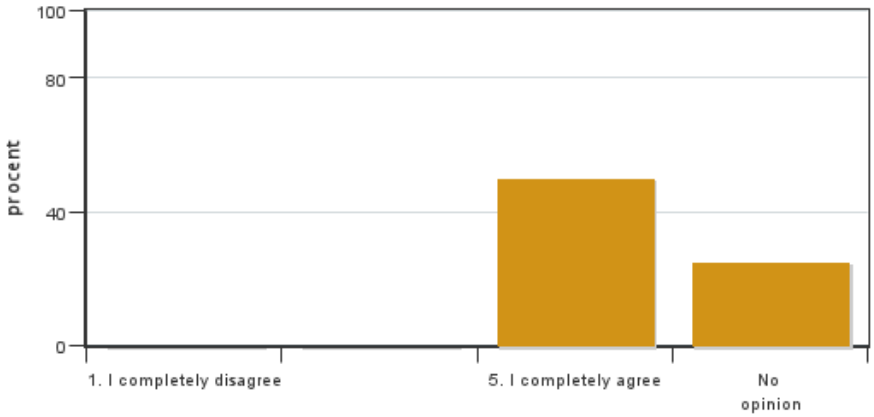
Answers: 4
Medel: 4,8
Median: 5

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

No opinion: 0



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

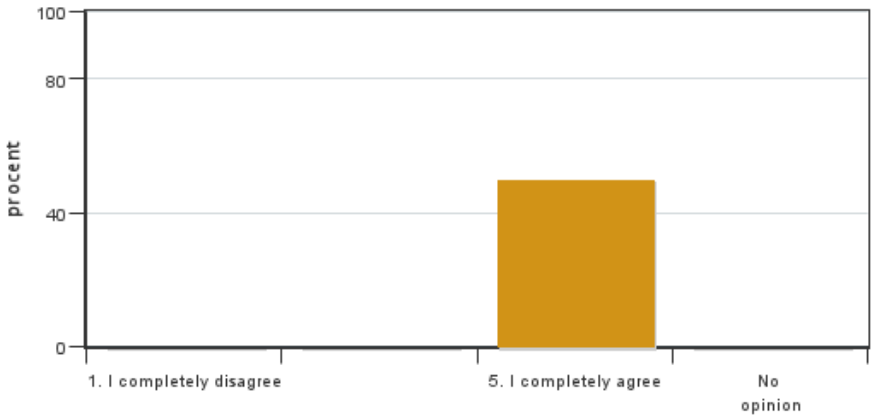


Answers: 4
Medel: 4,7
Median: 5

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

No opinion: 1

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

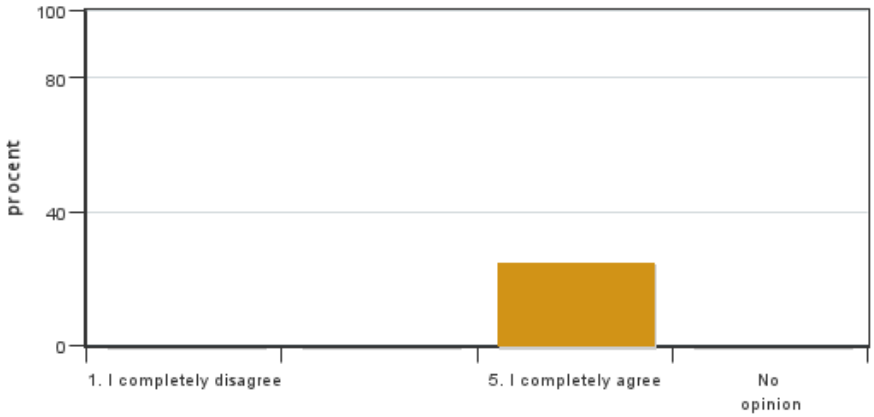


Answers: 4
Medel: 4,0
Median: 4

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

No opinion: 0

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

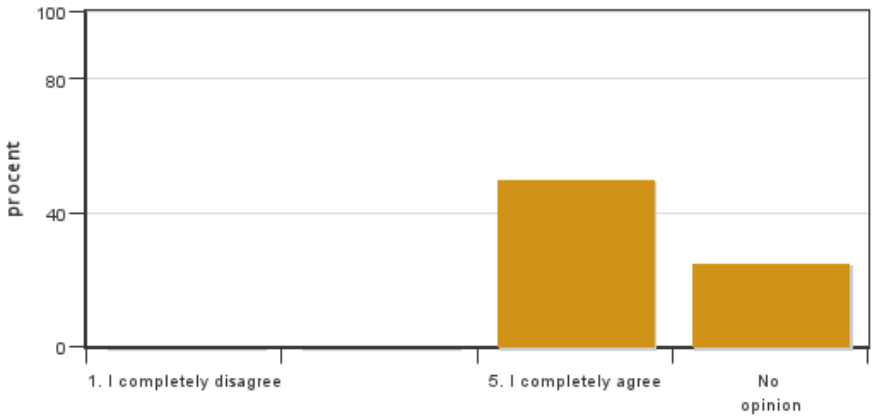


Answers: 4
Medel: 4,3
Median: 4

1: 0
2: 0
3: 0
4: 3
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).

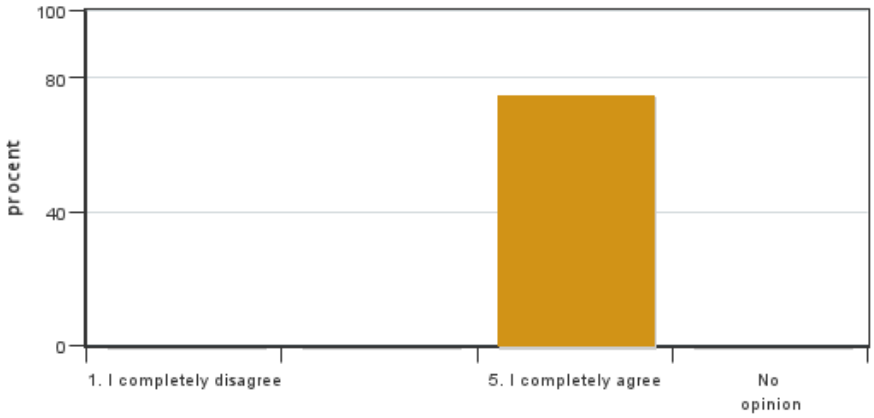


Answers: 4
Medel: 4,3
Median: 5

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

No opinion: 1

11. The course covered international perspectives.

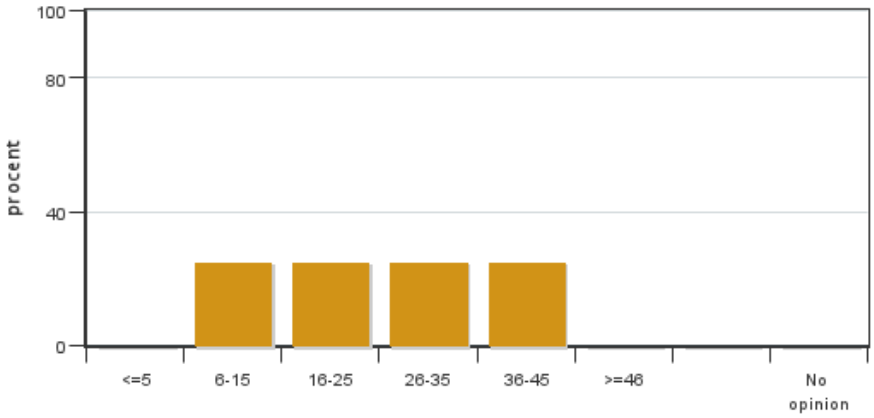


Answers: 4
Medel: 4,5
Median: 5

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

No opinion: 0

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

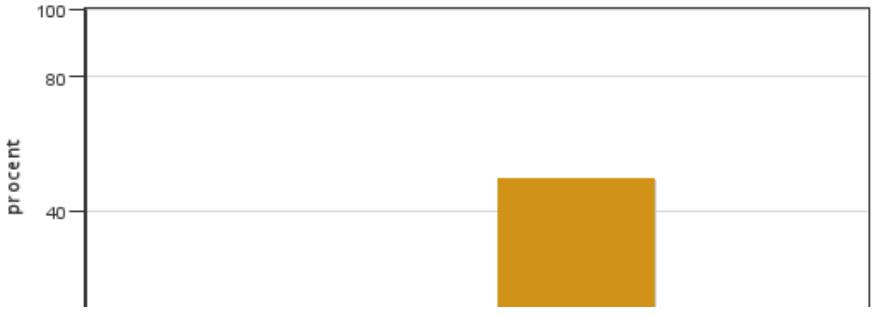


Answers: 4
Medel: 25,0
Median: 16-25

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

No opinion: 0

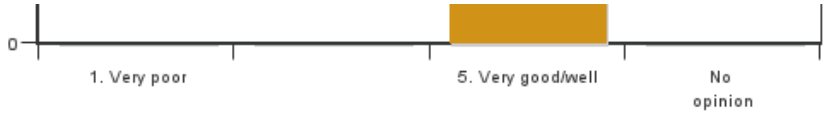
13. If relevant, what is your overall experience of participating in all or part of your course online?



Answers: 4
Medel: 4,5
Median: 4

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

“Because of Covid-19 many lectures where online and all lectures were given in a hybrid format. In spite of that, we had among the highest score so far for physical and social learning environments. The bioinformatics lab also received a high level of appreciation by several students. The appreciation for the SBL exercise was still high even if somewhat less appreciated than in previous years. Some students thought that 40% of the grade was too much and some complained about differences between the SBL exercises as of level of difficulty, which could be reasons for the lower score and something to look over. The seminar series was seen as too difficult by several students, and there were suggestions to also include the performance in the series as part of the overall grade for the course. There were single requests for more physical labs, but generally lower than before. Regarding the written exams several students thought the time given to complete it was too short. It was noted that the hours spent on the course was low, around 25 hours/week on average, and this will be looked over until next time.”

Student representatives comments

Summary of Students thoughts about course BI1296

Plant Biology for Breeding and Protection

The students from Alnarp this year generally had a positive attitude towards the course and the many interesting subjects that were brought up. The general width of the course together with multiple lecturers was discussed to be positive for the many perspectives, but also negative due to it decreasing the course subject depth. Furthermore, concepts were brought up multiple times during different lectures – such as IPM. Having more lectures on a little more advanced level regarding current research would only make the course more interesting. The readily available material online and uploaded lectures were praised to be very helpful when studying. There were few technical difficulties as well.

The Bioinformatic was largely helpful and interesting. Working in pairs ensured that it would not be too overwhelming to handle as well. It worked well, although having a day on campus to work together and ask questions when needed could have been helpful. Personally, I think it went fine remotely as well. The seminars were sort of the same, very helpful in getting into reading academic literature. However, there were also opinions raised that the texts were too hard to understand. Clearer criteria for presentations as well as student evaluation after presentations was also requested.

The SBL assignment was something which caused divided opinions. Personally, I think it was the absolute most interesting thing during the course, however with small improvements it would be even better. The criteria for grading on the assignment could probably reflect the individual work at little better. We were all a little bit confused at where to find information on the assignment and how the initial first group were supposed to work together and what each role was supposed to do. It could probably have been a bit clearer. The openness of the assignment was something which many felt uncomfortable by and subsequently had difficulties starting their work. But there were also opinions that some got too narrow assignments and wanted one with more freedom. Maybe let people choose assignments themselves based on the amount of freedom they prefer? Generally, people liked the first individual part better than the second group work part. Furthermore most students felt it was nice to be graded not only by the exam.

One thing raised as well was the international and social perspectives which could have been given more time during lectures.

Finally, the exam was also met with some differing opinions ranging from completely fine, to not testing what was discussed during the lectures.

All the students really enjoyed the course contents: breeding, protection and bits of ecology and agroforesty. I also liked how there were lectures from industry leaders to get a better perspective of the research going on in Sweden and other countries. However, some students felt that the course should have more elements of international agriculture problems as their programme is "international". Other than that, I really had fun working with SBL work. I

think it's really an interesting way to add learning element into the task. Alsso, I liked breeding part much more than the protection part. I believe the protection part had too much things going on, and some of it could have been properly arranged. Eg. Ramesh's lectures were put into all in one day, which was exhausting for most of the students as it contained some of the really important points about oomycetes and other microorgamisms. Also, online learning cannot always be interesting but in this course, some of the lectures really tried to make it interwsting which was refreshing. Regarding the seminar, I want to say that it was a nice way to learn new things in this manner. It involved everyone in the group and helped us to work beer as a team, and learn. The online lab could have been better by showing the live stream of the lab research or some virtual relaity thing that we could have played with. It was something that most of us were looking forward to, as it was really interesting. Regarding the online quiz exam on Canvas, most of the stduents were unhappy, but I think it was not that bad also. But yes, some of the questions were taking more time than 2 minutes since not everyone's English is that great. So, in some of thw longer questions it was taking a lot of time to process, let alone answer. More than a learning challenge, it felt like a battle against time. Overall, I think the course is a great learning scope for a lot of students who are interewsted in plant breeding and protection. It totally does justice to the course name.