



## Plant Biology for Breeding and Protection BI1296, 30094.2122

15 Hp

Pace of study = 100%

Education cycle = Advanced

Course leader = Erik Alexandersson

### Evaluation report

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

Answers 10

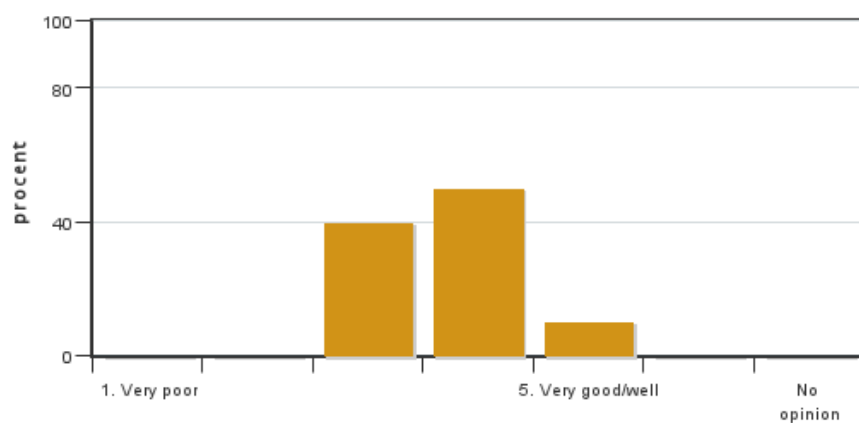
Number of students 12

Answer frequency 83 %

### Mandatory standard questions

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#### 1. My overall impression of the course is:



Answers: 10

Medel: 3,7

Median: 4

1: 0

2: 0

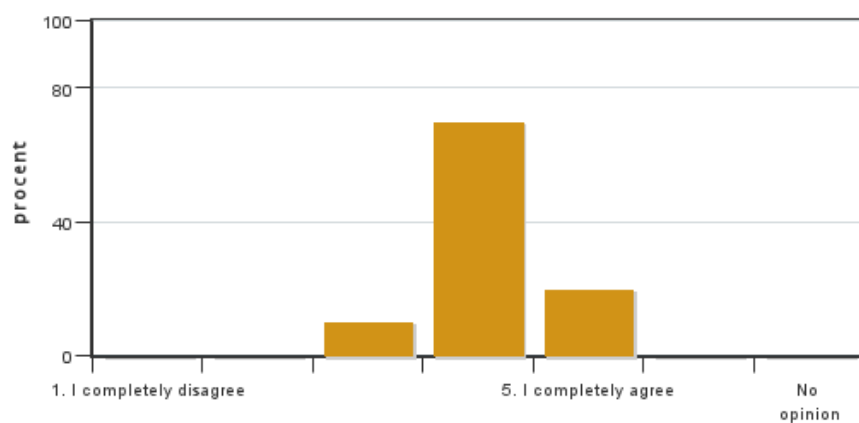
3: 4

4: 5

5: 1

No opinion: 0

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



Answers: 10

Medel: 4,1

Median: 4

1: 0

2: 0

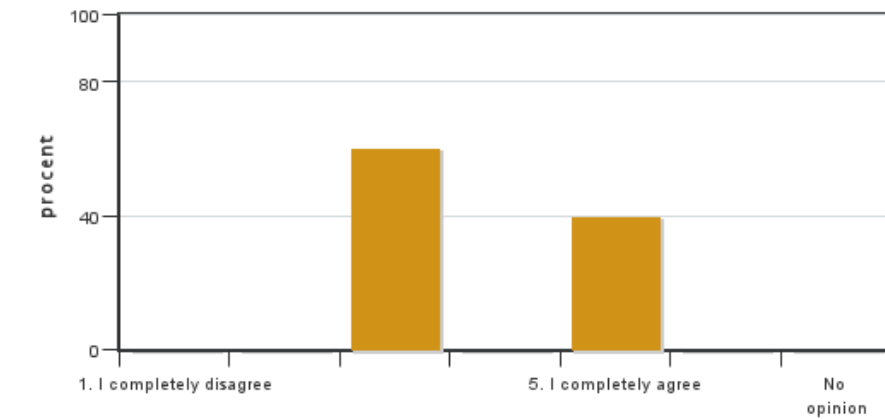
3: 1

4: 7

5: 2

No opinion: 0

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



Answers: 10

Medel: 3,8

Median: 3

1: 0

2: 0

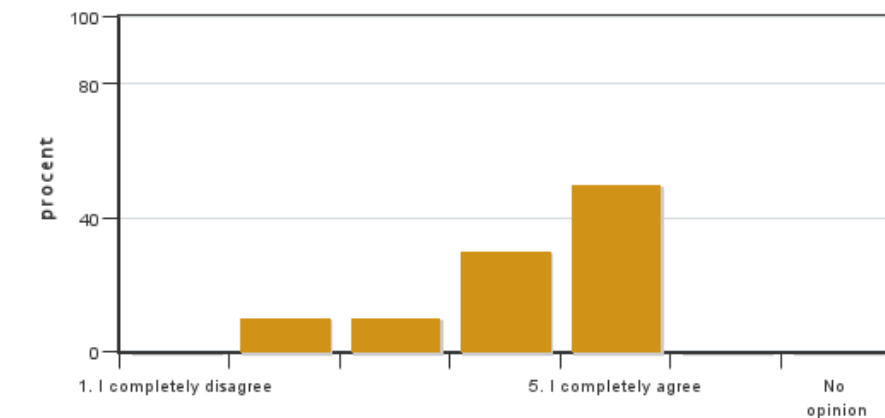
3: 6

4: 0

5: 4

No opinion: 0

**4. The information about the course was easily accessible.**



Answers: 10

Medel: 4,2

Median: 4

1: 0

2: 1

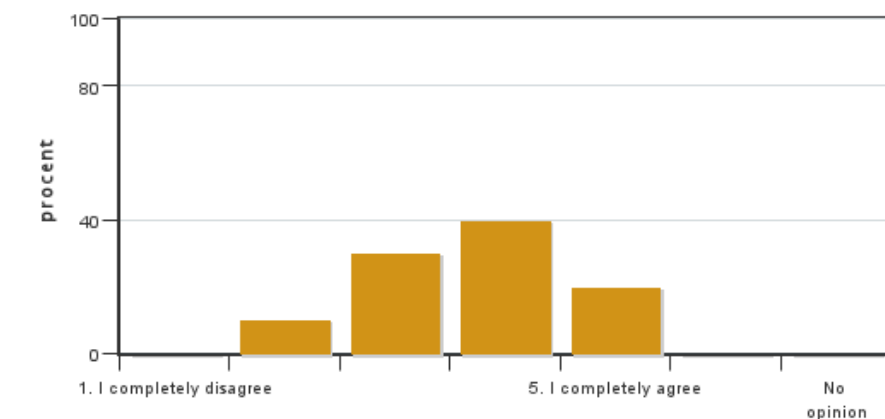
3: 1

4: 3

5: 5

No opinion: 0

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



Answers: 10

Medel: 3,7

Median: 4

1: 0

2: 1

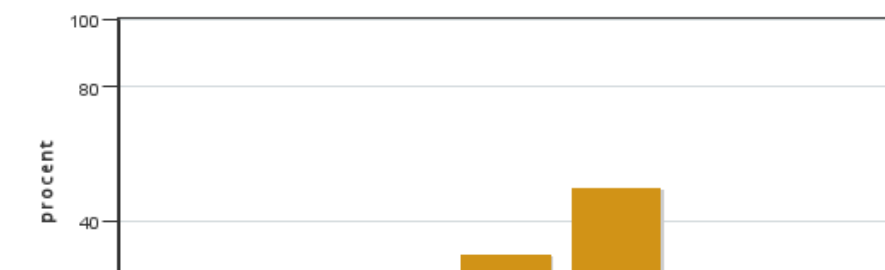
3: 3

4: 4

5: 2

No opinion: 0

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



Answers: 10

Medel: 4,3

Median: 4

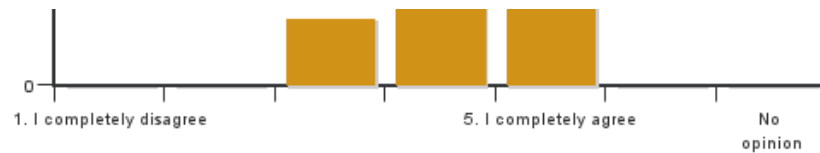
1: 0

2: 0

3: 2

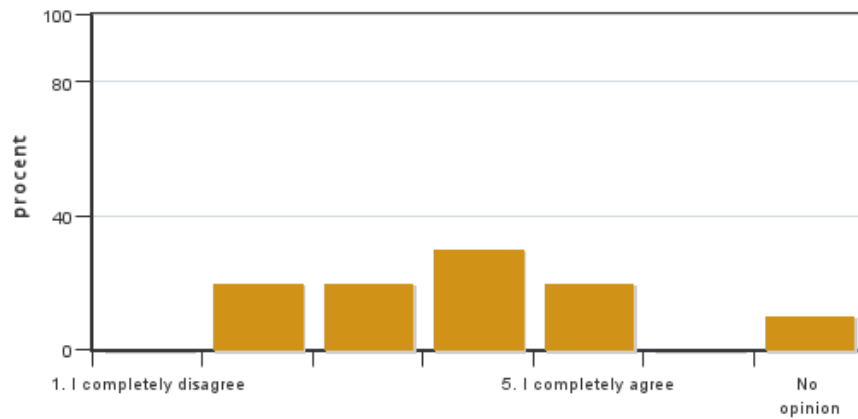
4: 3

5: 5



No opinion: 0

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



Answers: 10

Medel: 3,6

Median: 4

1: 0

2: 2

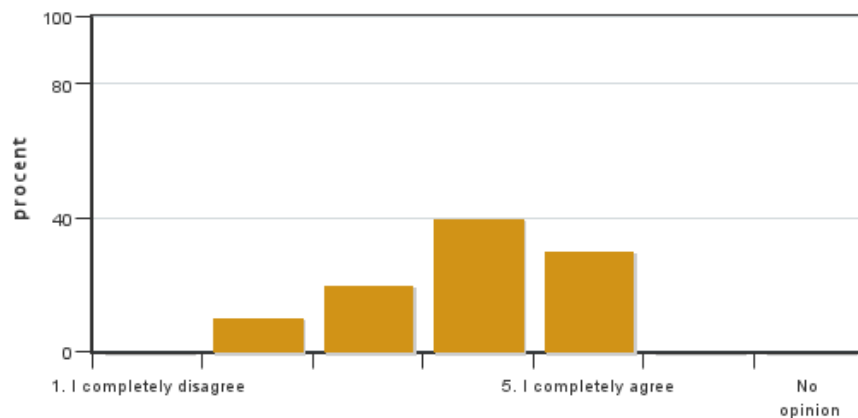
3: 2

4: 3

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: 10

Medel: 3,9

Median: 4

1: 0

2: 1

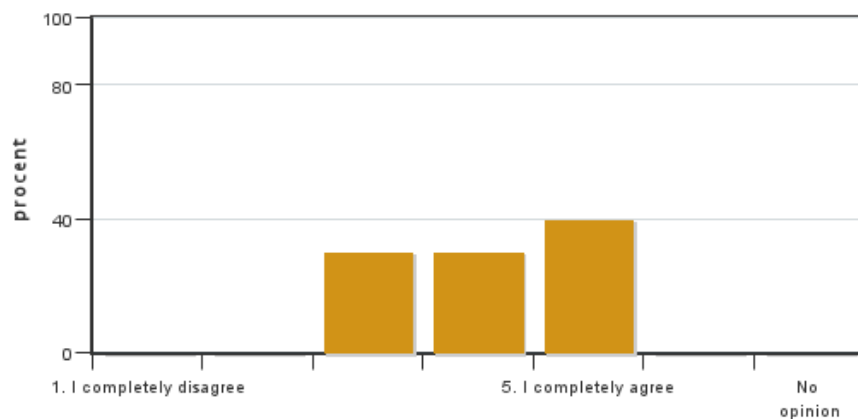
3: 2

4: 4

5: 3

No opinion: 0

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



Answers: 10

Medel: 4,1

Median: 4

1: 0

2: 0

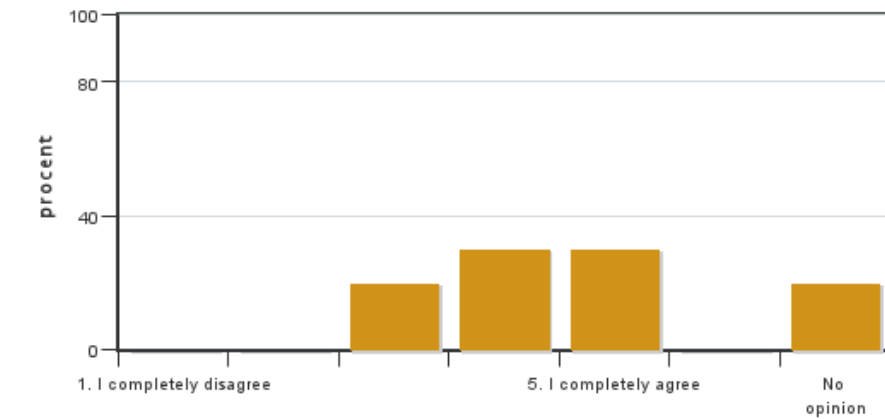
3: 3

4: 3

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).**

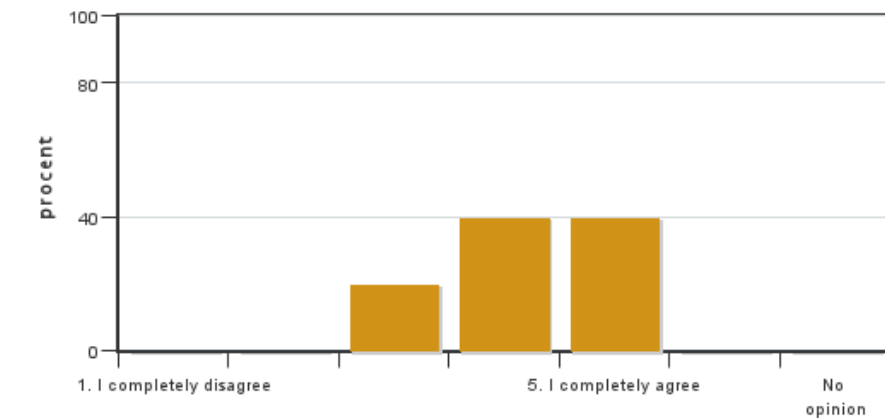


Answers: 10  
Medel: 4,1  
Median: 4

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

No opinion: 2

**11. The course covered international perspectives.**

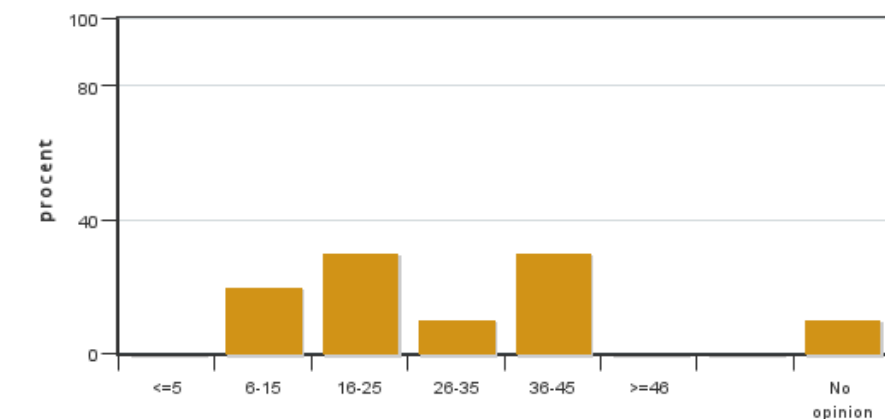


Answers: 10  
Medel: 4,2  
Median: 4

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

No opinion: 0

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

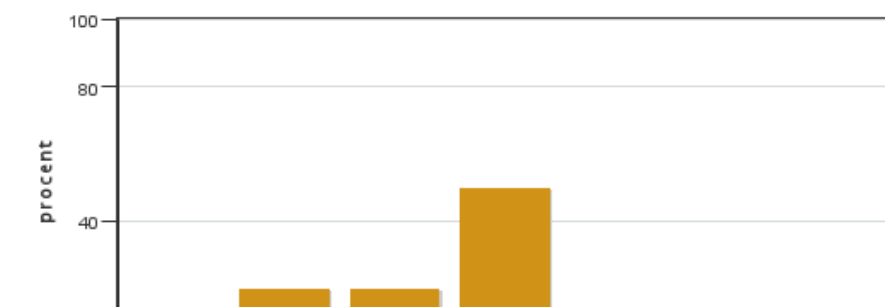


Answers: 10  
Medel: 25,6  
Median: 16-25

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

No opinion: 1

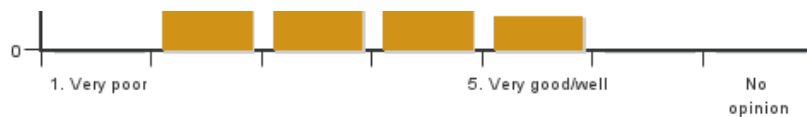
**13. If relevant, what is your overall experience of participating in all or part of your course online?**



Answers: 10  
Medel: 3,5  
Median: 4

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

No opinion: 0

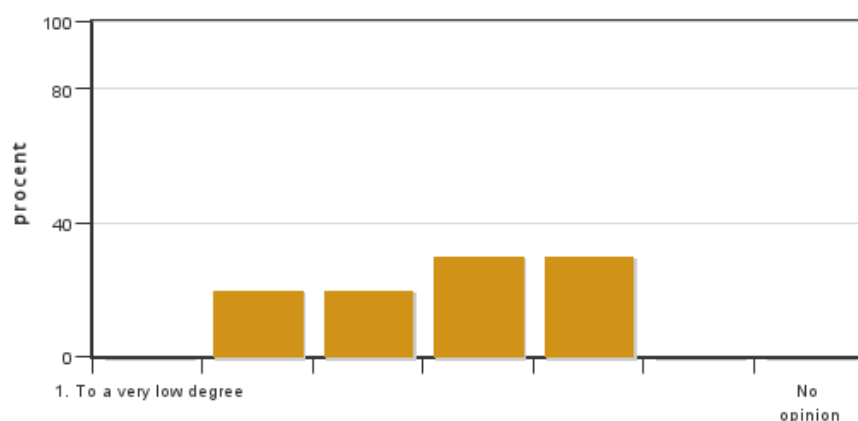


14. If relevant, please share what worked well when participating in teaching on distance

15. If relevant, please share what worked less well when participating in teaching on distance

## Additional own questions

16. Did the SBL assignment improve your understanding of the course content?



Answers: 10

Medel: 3,7

Median: 4

1: 0

2: 2

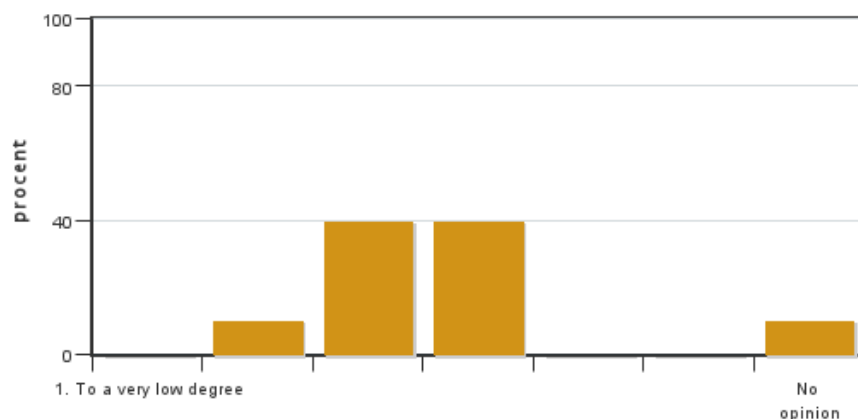
3: 2

4: 3

5: 3

No opinion: 0

17. Did the seminar series help you to better read and understand research articles?



Answers: 10

Medel: 3,3

Median: 3

1: 0

2: 1

3: 4

4: 4

5: 0

No opinion: 1

18. Was the combination of the SBL exercise and written exam a good way to examine the course?

## Course leaders comments

"Because of Covid-19 many lectures were 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

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### Course Evaluation Report:

**Name of the course:** Plant biology for Breeding and Plant Protection

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**Course code:** BI1296

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**Course period:** 17 Jan - 23 Mar 2022

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**Student representative:** Sujan Gautam

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**Participation of Student for evaluation:** 10/12

**Response rate:** 83%

### Evaluation of students' comments from Uppsala:

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The overall impression of the course was good for the student in Uppsala. A student has commented is not satisfied with the distribution of the grades 40% of SBL and 60% of the examination. Also, there is a comment that they don't have much time for preparation for the examination. Some student also has expectations that more breeding methods could be included in the breeding part of the course. I also feel the SBL grade can be lesser may be around 30% and the examination can be about 70%. Most of the students are satisfied with the course content. An average number of students had prior knowledge about the course and some specified that bioinformatics was completely new for them. Students felt easy to find the materials. However, some of the files were not uploaded timely after the completion of the lectures. Students have commented that there is lacking laboratory and field experiments and practicals in this course. Students felt supported with the learning from the seminars and bioinformatics exercises.

The social learning environment has been inclusive and respects different opinions supported during the lectures and interactions. Both the physical learning exercises and the virtual learning were effective. Although the lectures were online they were on time. There were very less technical problems. However, some of the students felt tiring with the online lectures, fewer interactions, less group discussion and sometimes harder to focus and pay attention to the contents. Students have more comments on examinations. The time for the examination was not sufficient, There are more questions and time for brainstorming and writing the answer takes time. A student has suggested either reducing the number of questions or increasing the time for the examination. The course was developed from an international perspective and most of the student agrees with that but there is also a comment saying that it was more focused on the European breeding projects, Sweden and South Africa. On average students spent 25.6 hrs/ weeks on the course.

Most of them agree that SBL was a good exercise in the course content. One comment highlighted that the 40% SBL grade can be good if other evaluations are included as literature seminars and group works. Most students voted that the course covered the sustainable development aspect.