



## Soil biology and biogeochemical cycles BI1322, 30159.2122

15 Hp

Pace of study = 100%

Education cycle = Advanced

### Evaluation report

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**Evaluation period: 2022-03-16 - 2022-04-15**

Answers 8

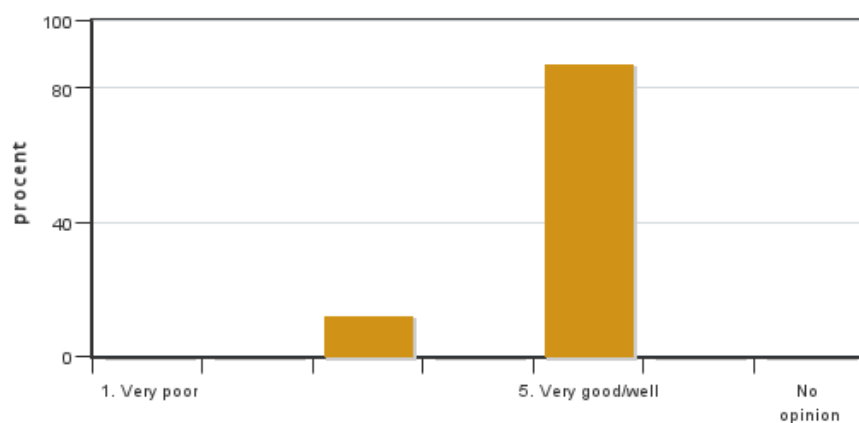
Number of students 26

Answer frequency 30 %

### Mandatory standard questions

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

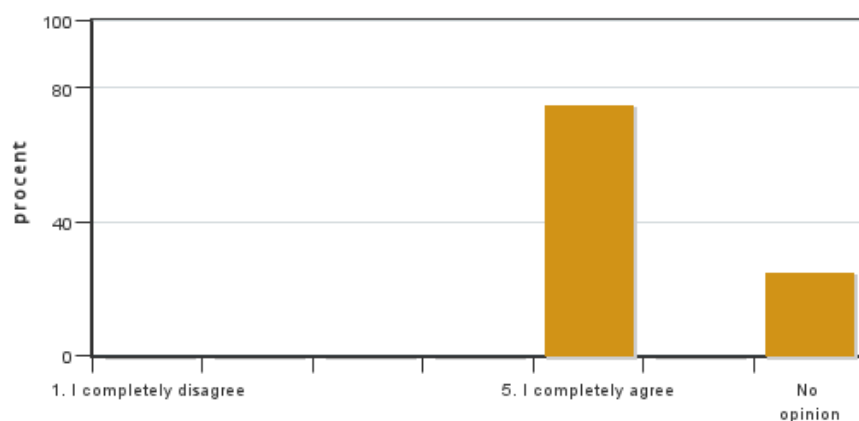


Answers: 8  
Medel: 4,8  
Median: 5

1: 0  
2: 0  
3: 1  
4: 0  
5: 7

No opinion: 0

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

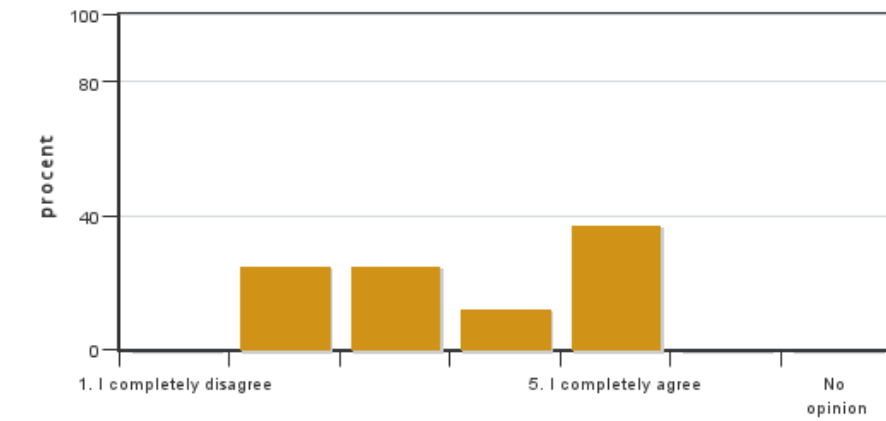


Answers: 8  
Medel: 5,0  
Median: 5

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

No opinion: 2

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

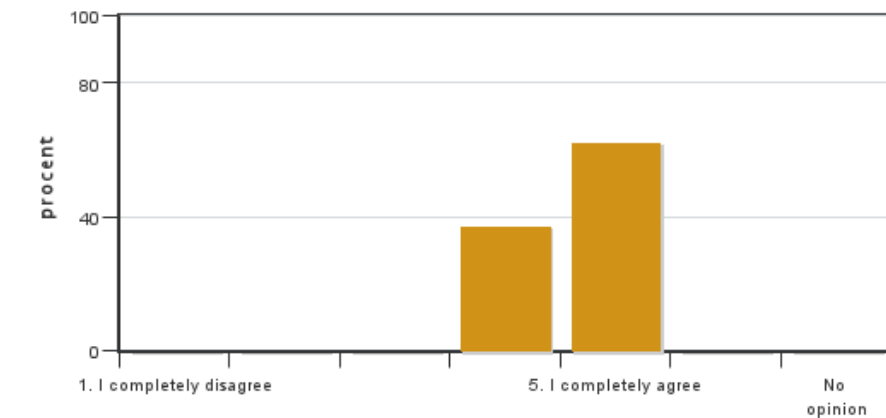


Answers: 8  
Medel: 3,6  
Median: 3

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

No opinion: 0

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

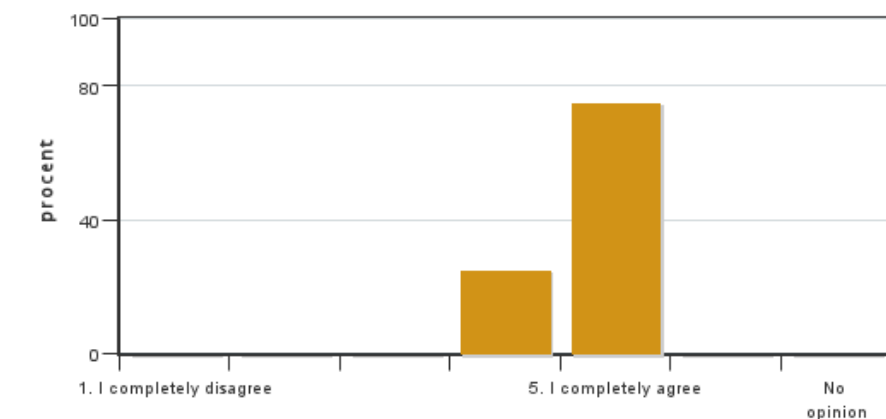


Answers: 8  
Medel: 4,6  
Median: 5

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

No opinion: 0

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

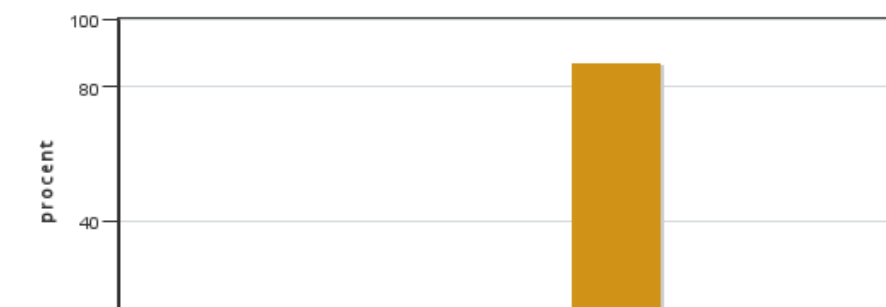


Answers: 8  
Medel: 4,8  
Median: 5

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

No opinion: 0

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



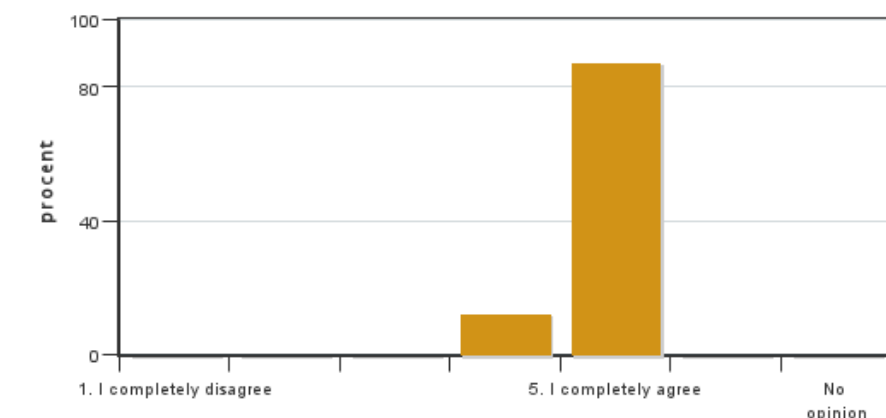
Answers: 8  
Medel: 4,9  
Median: 5

1: 0  
2: 0  
3: 0  
4: 1  
5: 7

No opinion: 0



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

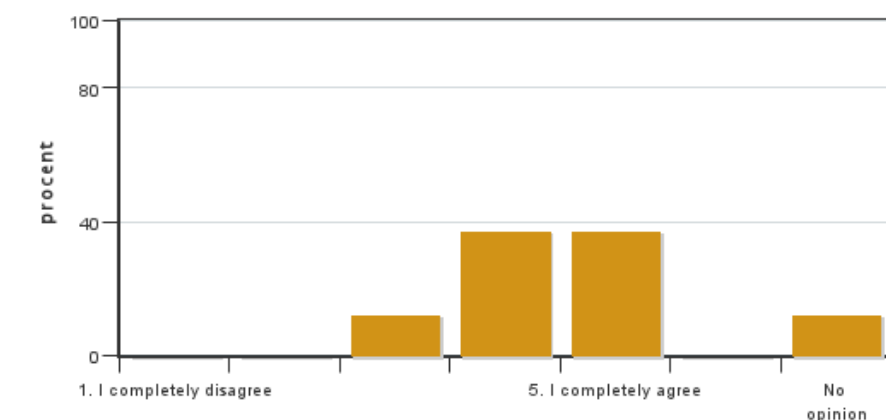


Answers: 8  
Medel: 4,9  
Median: 5

1: 0  
2: 0  
3: 0  
4: 1  
5: 7

No opinion: 0

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

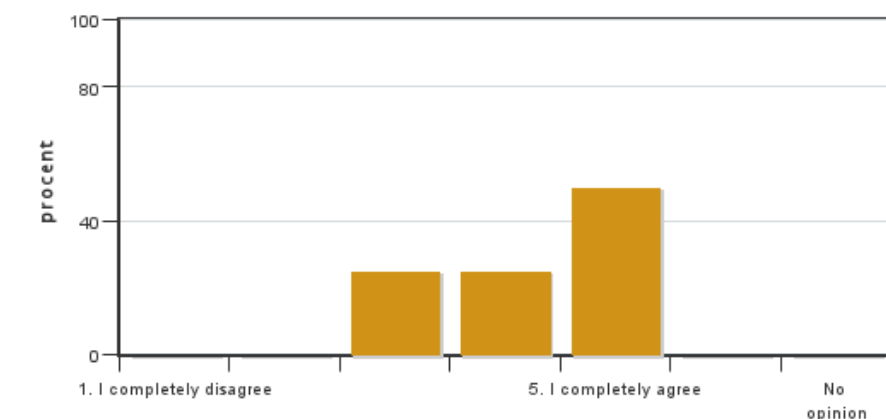


Answers: 8  
Medel: 4,3  
Median: 4

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

No opinion: 1

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

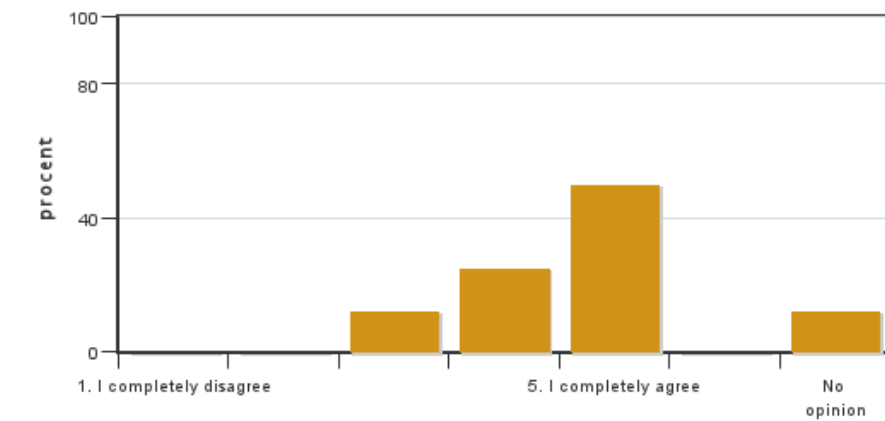


Answers: 8  
Medel: 4,3  
Median: 4

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

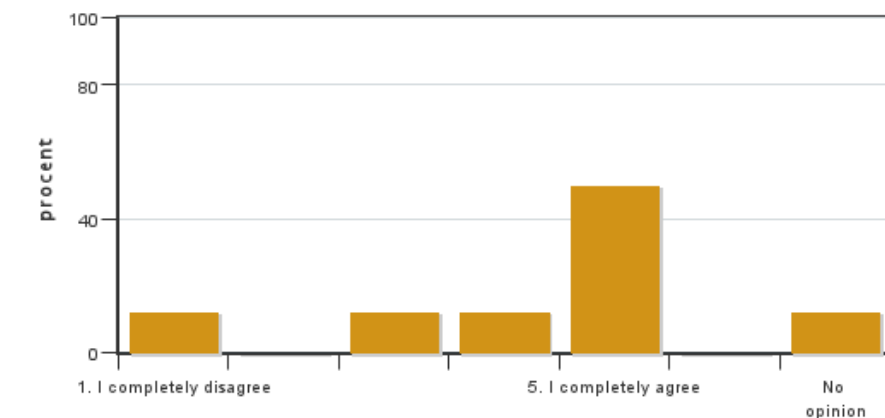


Answers: 8  
Medel: 4,4  
Median: 5

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

No opinion: 1

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

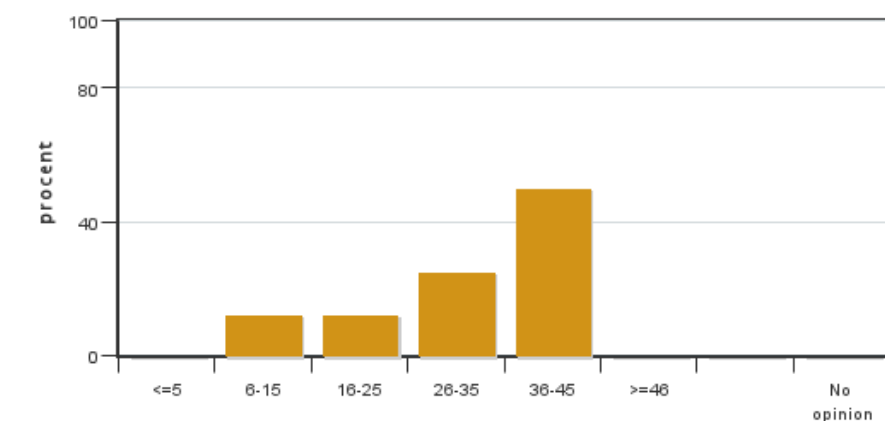


Answers: 8  
Medel: 4,0  
Median: 5

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

No opinion: 1

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

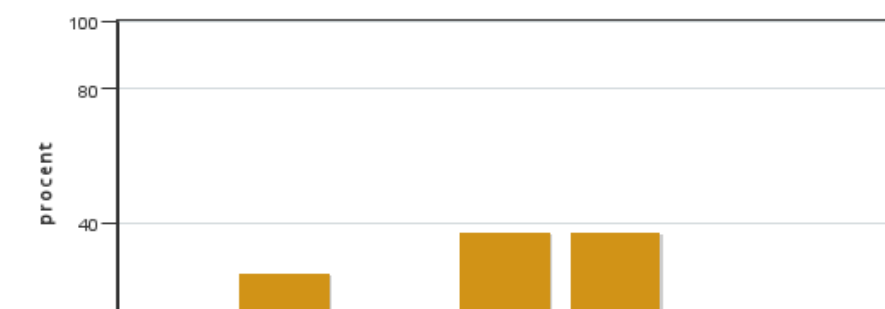


Answers: 8  
Medel: 31,3  
Median: 26-35

≤5: 0  
6-15: 1  
16-25: 1  
26-35: 2  
36-45: 4  
≥46: 0

No opinion: 0

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



Answers: 8  
Medel: 3,9  
Median: 4

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

No opinion: 0

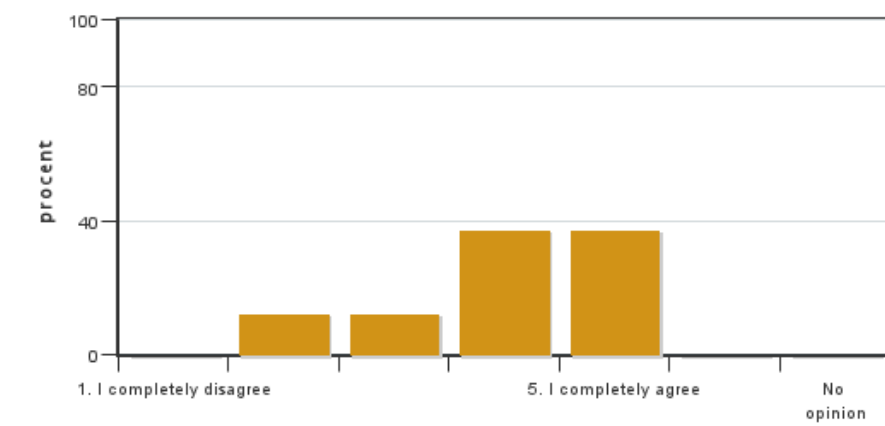


14. If relevant, please share what worked well when participating in teaching on distance

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

## Additional own questions

16. I think that I performed well on this course and reached my own learning goals

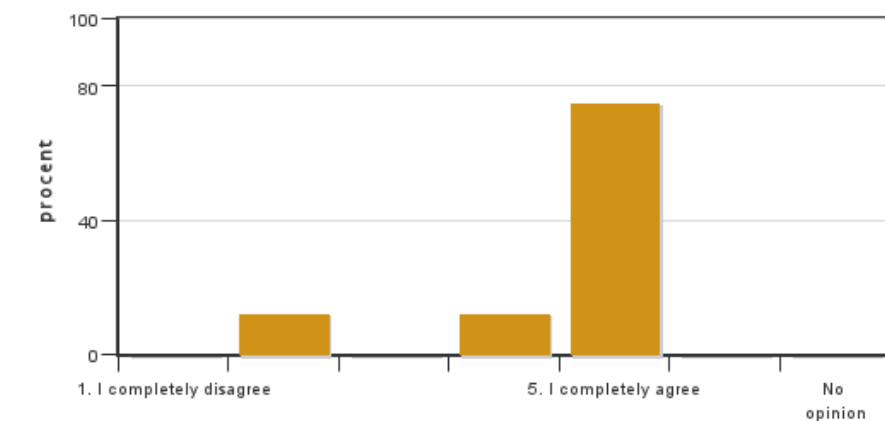


Answers: 8  
Medel: 4,0  
Median: 4

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

No opinion: 0

17. The course has given me relevant knowledge and practical skills for my further education.

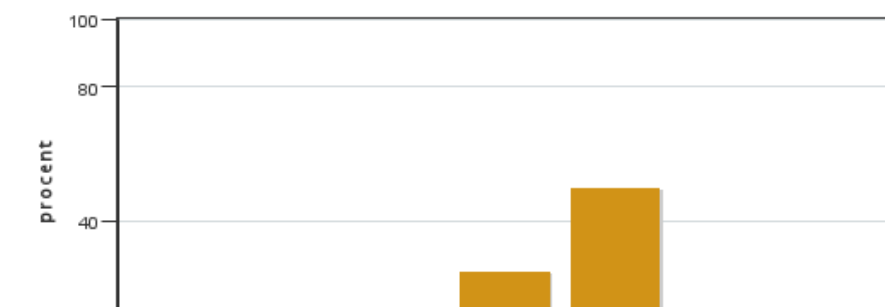


Answers: 8  
Medel: 4,5  
Median: 5

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

No opinion: 0

18. The course has developed my skills to formulate and delimit a problem.



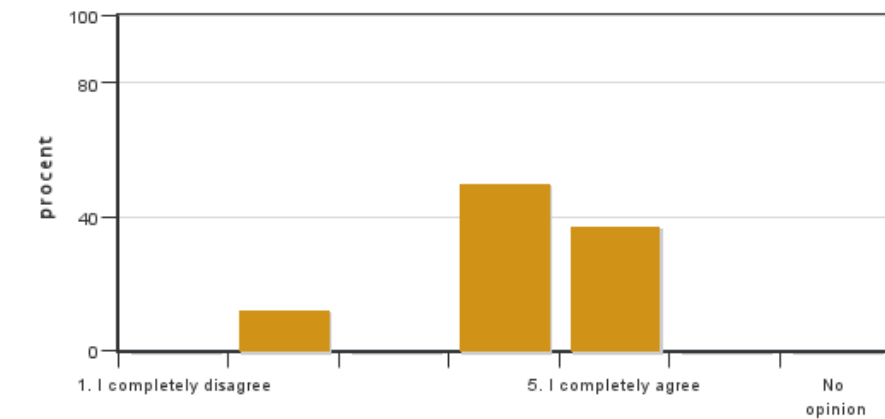
Answers: 8  
Medel: 4,1  
Median: 4.5

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

No opinion: 0



19. The course has developed my skills in oral presentation.



Answers: 8

Medel: 4,1

Median: 4

1: 0

2: 1

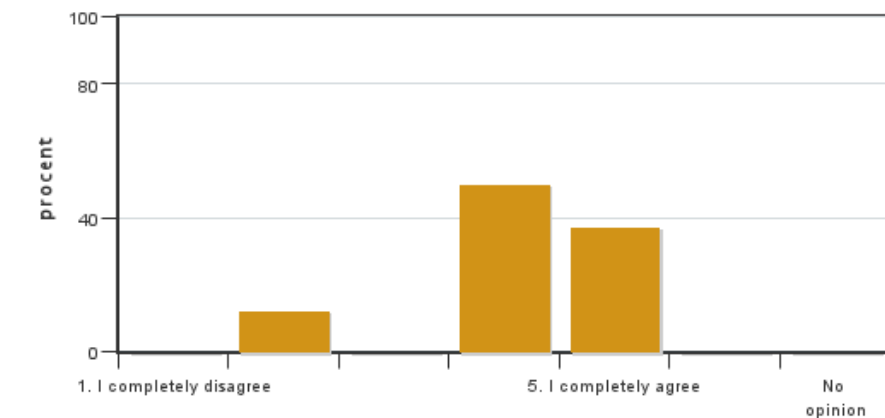
3: 0

4: 4

5: 3

No opinion: 0

20. The course developed my skills in written presentation.



Answers: 8

Medel: 4,1

Median: 4

1: 0

2: 1

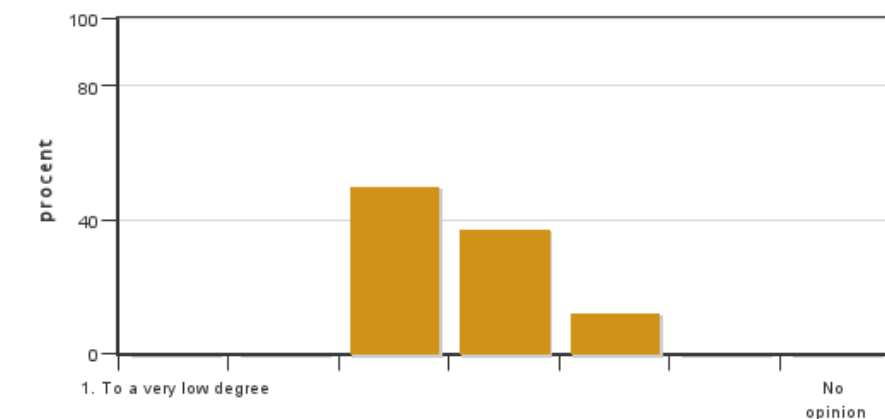
3: 0

4: 4

5: 3

No opinion: 0

21. To which degree did the course develop your skills in critical thinking?



Answers: 8

Medel: 3,6

Median: 3.5

1: 0

2: 0

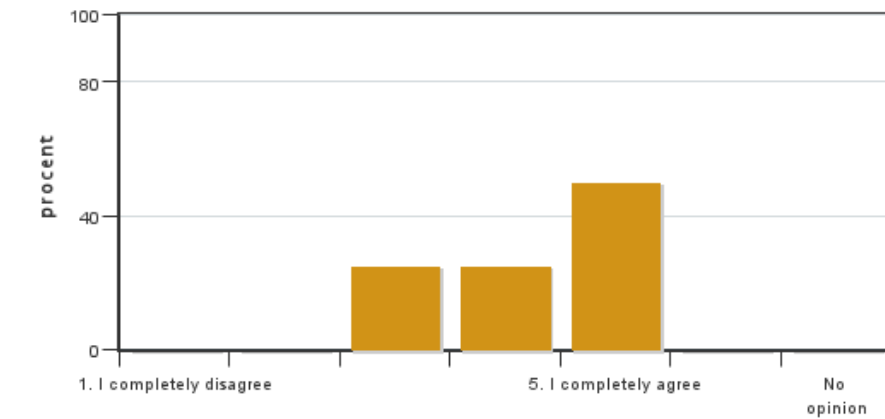
3: 4

4: 3

5: 1

No opinion: 0

22. The teachers have encouraged conversation and discussion around the topics covered.

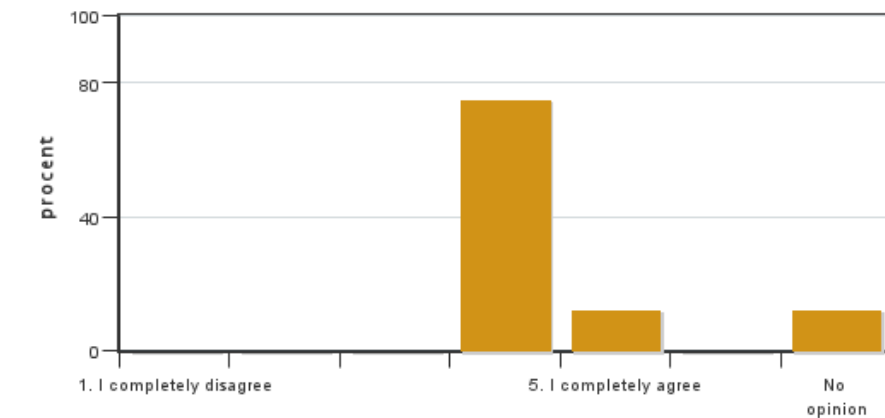


Answers: 8  
 Medel: 4,3  
 Median: 4.5

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

No opinion: 0

**23. The lectures inspired and supported individual work.**



Answers: 8  
 Medel: 4,1  
 Median: 4

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

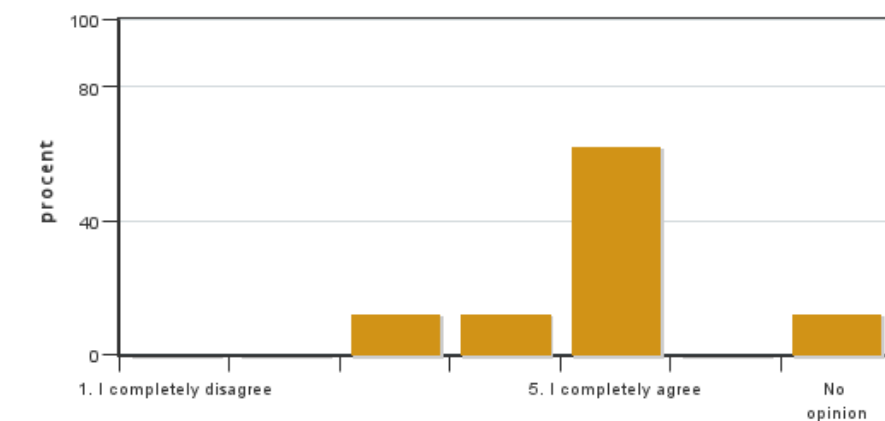
No opinion: 1

**24. Please mention lectures that were particularly helpful or inspiring, or particularly difficult or potentially unnecessary**

**24. Do you think that the more individual 'theoretical project' gave you the possibility to learn something that you did not learn by other parts of the course?**

**24. What did you think about the laboratory practicals?**

**24. The written exam required that you really understood the content of the course.**

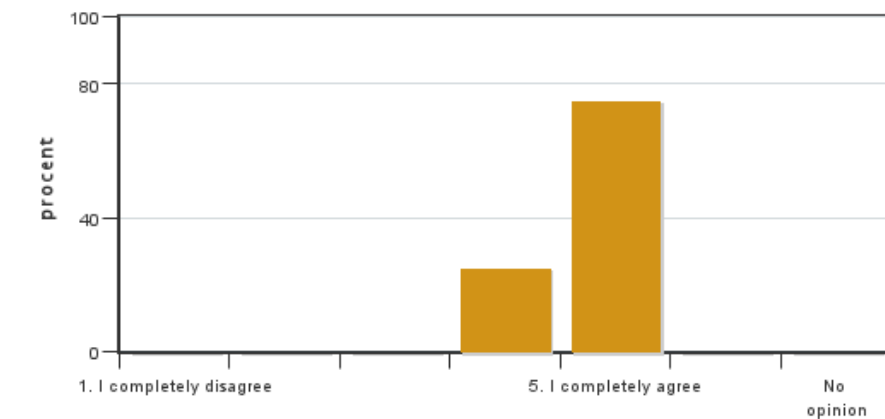


Answers: 8  
 Medel: 4,6  
 Median: 5

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

No opinion: 1

**25. The social environment at the course was good.**



Answers: 8  
 Medel: 4,8  
 Median: 5

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

No opinion: 0

**26. Did you find any aspect of the course especially good? What?**

**26. The most important change to improve the course is...**

## Course leaders comments

Course leader comments to evaluation of BI1322, Soil Biology and Biogeochemical Cycles 2022 spring term.

We had 26 students on the course this year, and the overall impression of the course was very good (4.8 of 5 points) in the Evald. Students also found that the content of the course fitted their prior knowledge and they mostly state to have spent their full time studying for the course, which agrees with its 100% study speed. Several of the students mentioned that they found the course well-coordinated and with good integration of content presented by the different teachers. This was the fourth year that we gave the course, and it seems that the course has found a good balance between different course elements and between mandatory vs optional parts. We also have mostly kept our relatively small team of lecturers from earlier years, and this year we again had a team of over 10 PhD students and postdocs to help us with lab and project supervision. The course structure and content is overall working very well.

The course was planned to be held entirely in person on campus this year. However, due to the intensified pandemic just before course start, we moved all course elements on-line sequentially 1-2 week at a time. All lab parts were kept at campus but with decreased student numbers at each lab. These last-minute changes caused some extra challenges for both students and teachers, particularly in the beginning of the course. The course stayed mainly on-line halfway through, and this hampered social activities and deprived the learning conditions (particularly discussions) somewhat. Particularly exchange students (2/3 of the students this year) had a harder time settling into the system as information flows among students were more difficult.

Below we list course aspects that worked particularly well and aspects that will be improved next year. The lists are based on i) the student evaluation in Evald including free text parts, ii) an in-person evaluation session where almost all students participated, and iii) reflections by course leaders.

Aspects that worked particularly well and will be kept next year:

- Lectures: The course has 20 lectures covering the theoretical content of the course. Most lectures were highly interactive implementing time for discussion and questioning. As in earlier years, the level and quality of the lectures was highly appreciated by the students.
- The exercises were highly appreciated by the students, and these will be kept.
- Field trip: The field trip to the Norunda experimental forest was appreciated.
- Project work in groups: Project works were generally highly appreciated, although some students would have rather worked alone. Project supervisors (PhD's and postdocs) helped a lot in deepening understanding in selected subjects and to improve writing skills.
- The oral presentations by all project groups worked well to expand the topics covered in the course, and students appreciated this day. Several teachers attended and many good discussions were raised. In 2022 the session was partly on-line, but we plan for it to be fully in-person again next year.
- Lab practicals: These were appreciated by the students and complemented theoretical work well. The lab-report format using a template in which the students build up information sequentially from the 3 labs (getting feedback in between), works well now.
- Exam: the exam has a part A and B, for pass and for higher grades, respectively. This setup works well and will be kept.

Aspects that will be improved next year:



- Although we hope to have the course fully in-person on campus next year, hybrid (in person + on-line) lectures will likely be a good supplement when students cannot attend certain course elements. Teachers will get technically up to date on how to make hybrid lectures work in the best possible way.
- The CANVAS site will be even better organized to make it easier for the students to find documents. We will make sure to collect all material for each activity under its page.
- We will look carefully on the planning and content of the first 1-2 weeks of the course to allow more time for students to settle into study routines. Many exchange students arrive just the day before course start and there are many practical things to solve during the first week. Maybe some course parts can be started a bit later.
- We will develop more theoretical work directly related to the field excursion.
- We will be clearer on numbers of work hours expected for the project work to help groups with their planning of the work.
- The laboratory practical workflow will be further evaluated to reduce waiting time. A short introduction to work in excel will be included. We will consider having the data work in class rather than on-line.
- We will develop the journal clubs on human impacts further, discussing environmental, social and financial sustainability (e.g. by actively using sustainable development goals)
- Course leaders will remind students to register for the exam in LADOK.

Thank you for a great course atmosphere to teachers and to students!

## **Student representatives comments**

No comments from the student representatives

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Kontakta support: [support@slu.se](mailto:support@slu.se) - 018-67 6600