



Chemical Ecology for Sustainable Insect Pest Control BI1346, 30128.2122

15 Hp

Pace of study = 100%

Education cycle = Advanced

Course leader = Kristina Karlsson Green, Sharon Hill

Evaluation report

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

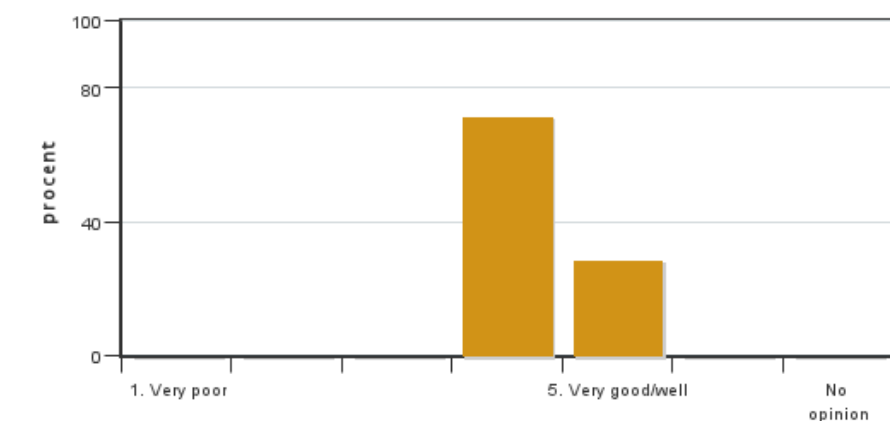
Answers 7

Number of students 7

Answer frequency 100 %

Mandatory standard questions

1. My overall impression of the course is:



Answers: 7

Medel: 4,3

Median: 4

1: 0

2: 0

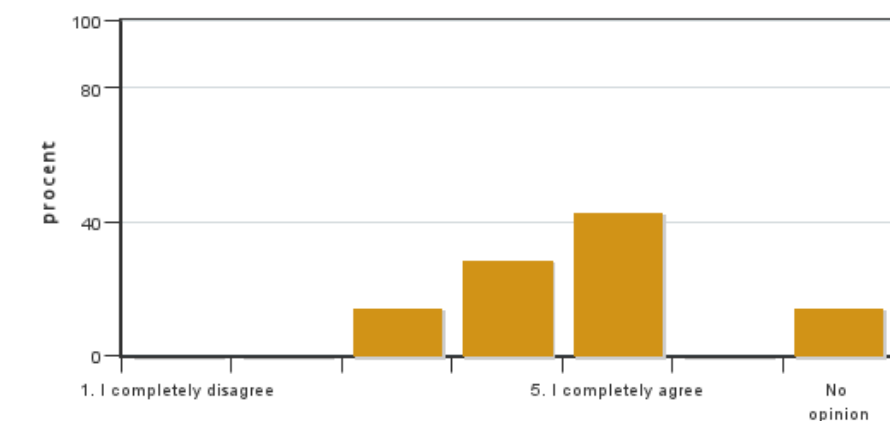
3: 0

4: 5

5: 2

No opinion: 0

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



Answers: 7

Medel: 4,3

Median: 4

1: 0

2: 0

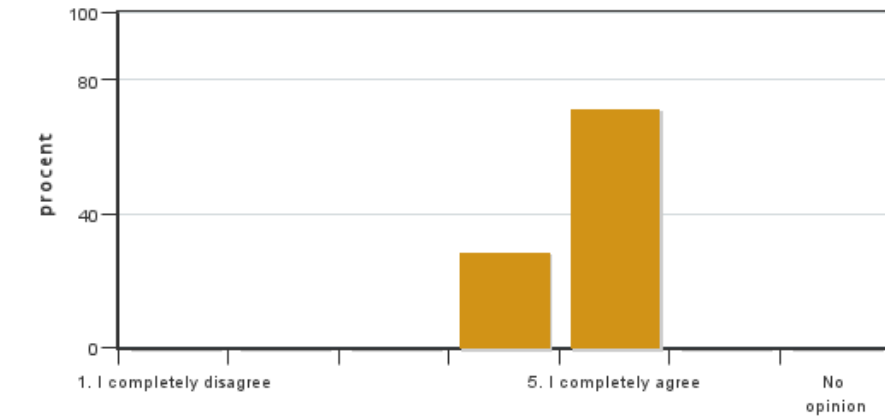
3: 1

4: 2

5: 3

No opinion: 1

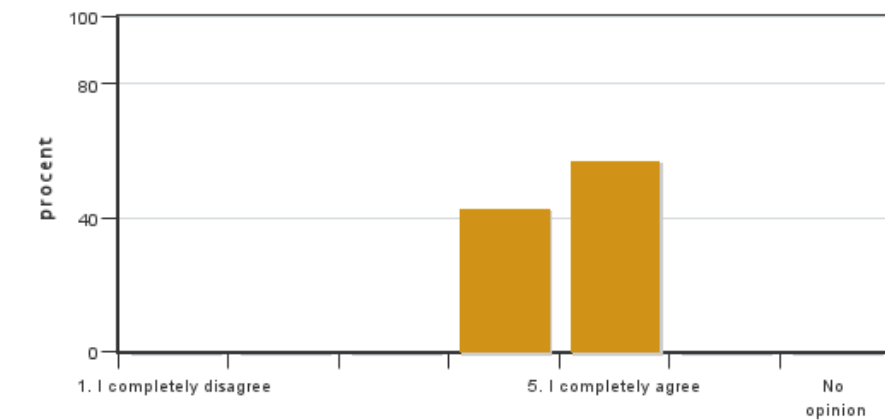
3. My prior knowledge was sufficient for me to benefit from the course.



Answers: 7
 Medel: 4,7
 Median: 5

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

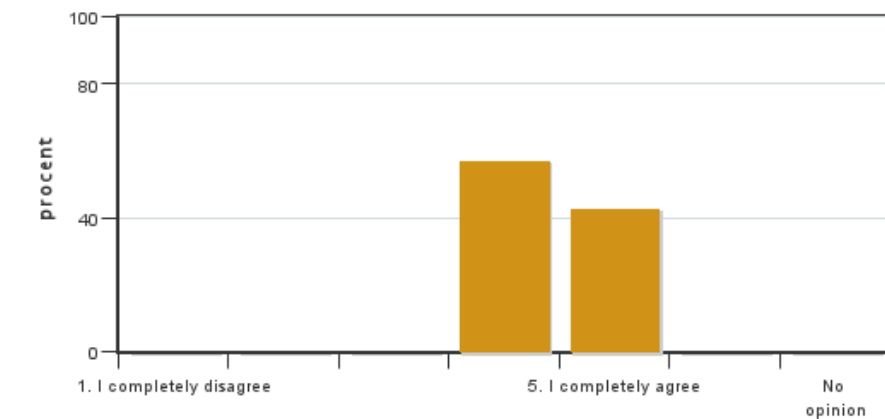
4. The information about the course was easily accessible.



Answers: 7
 Medel: 4,6
 Median: 5

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

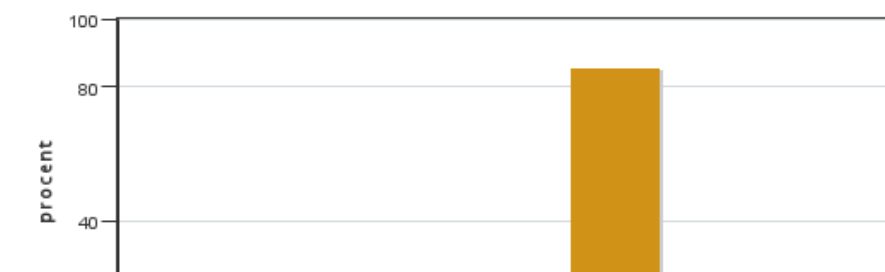
5. The various course components (lectures, course literature, exercises etc.) have supported my learning.



Answers: 7
 Medel: 4,4
 Median: 4

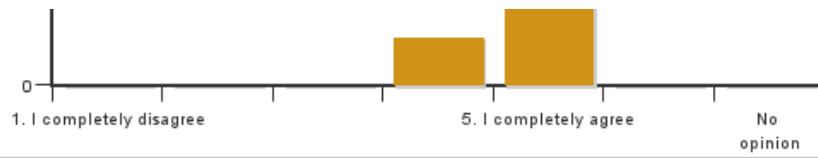
1: 0
 2: 0
 3: 0
 4: 4
 5: 3
 No opinion: 0

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



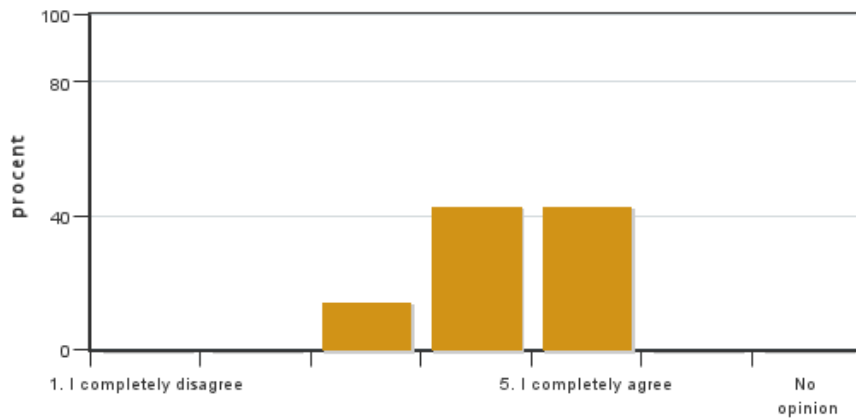
Answers: 7
 Medel: 4,9
 Median: 5

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



No opinion: 0

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



Answers: 7

Medel: 4,3

Median: 4

1: 0

2: 0

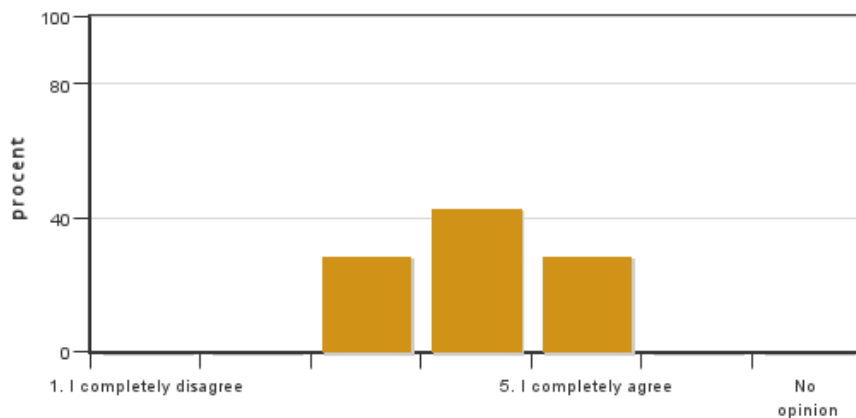
3: 1

4: 3

5: 3

No opinion: 0

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



Answers: 7

Medel: 4,0

Median: 4

1: 0

2: 0

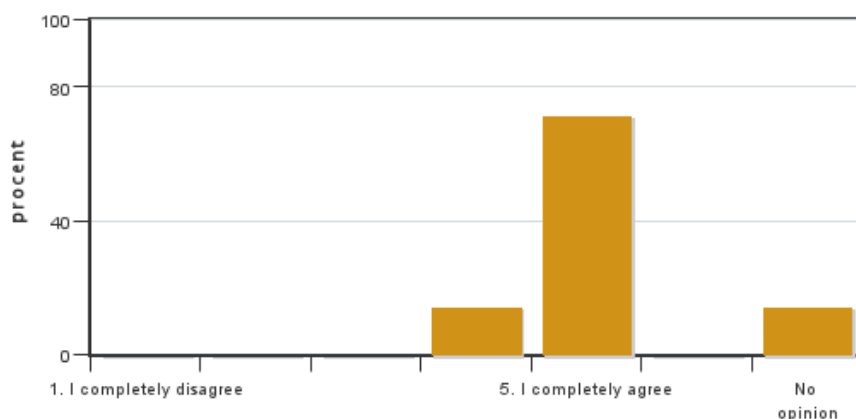
3: 2

4: 3

5: 2

No opinion: 0

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



Answers: 7

Medel: 4,8

Median: 5

1: 0

2: 0

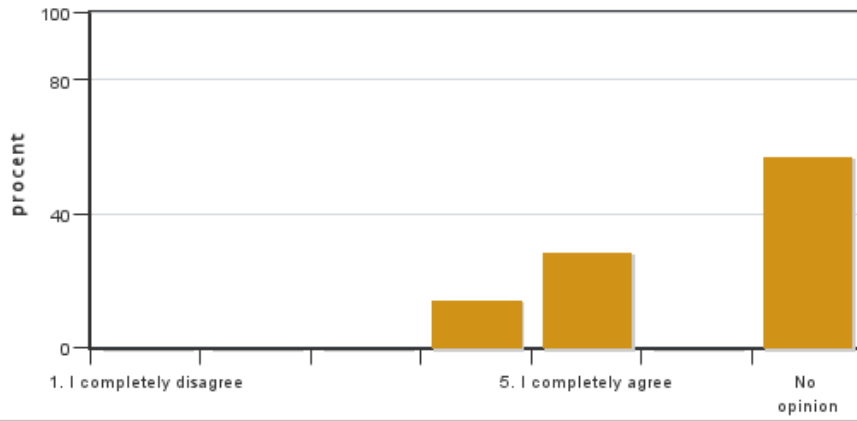
3: 0

4: 1

5: 5

No opinion: 1

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).

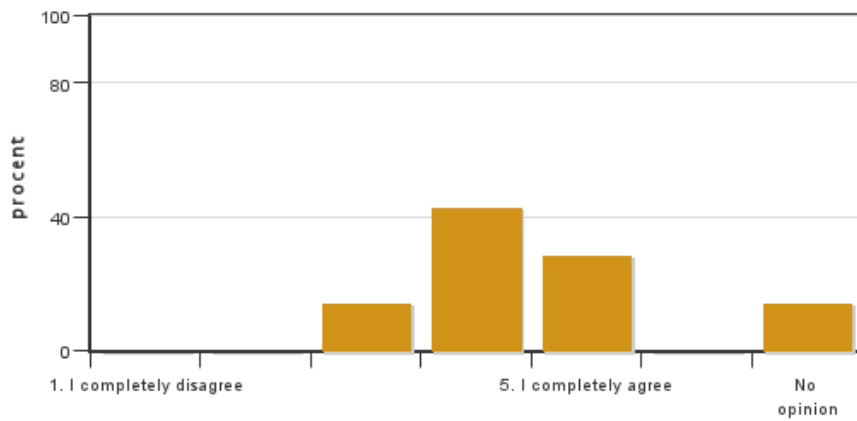


Answers: 7
 Medel: 4,7
 Median: 5

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

No opinion: 4

11. The course covered international perspectives.

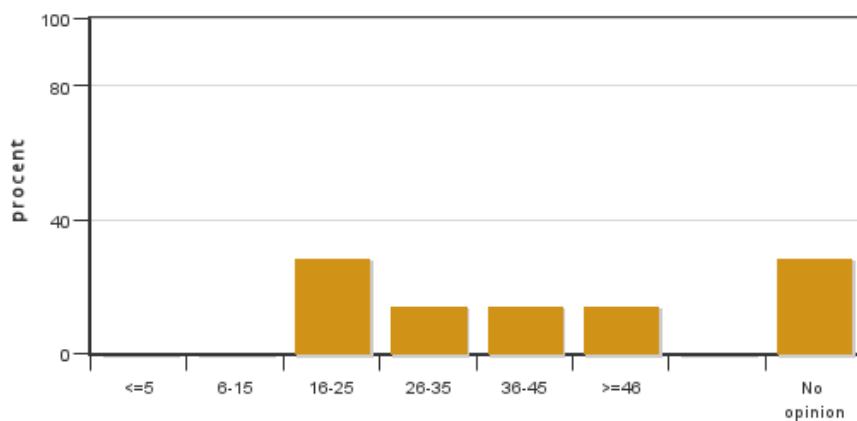


Answers: 7
 Medel: 4,2
 Median: 4

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

No opinion: 1

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

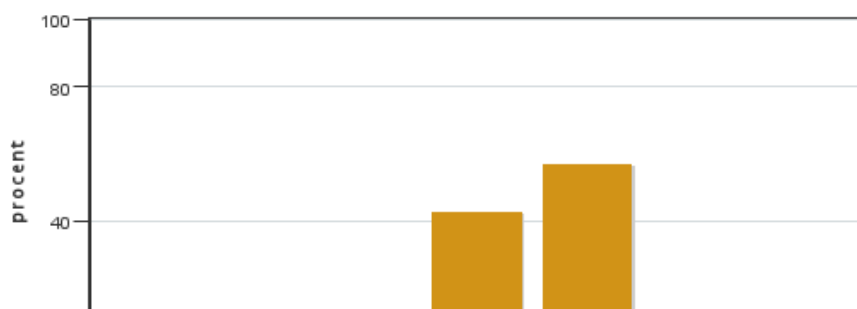


Answers: 7
 Medel: 31,2
 Median: 26-35

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

No opinion: 2

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



Answers: 7
 Medel: 4,6
 Median: 5

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

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

I, and the other teachers and mentors in the course, would like to thank the students for their efforts and enthusiasm in making this year's course successful. I would personally like to thank our student representative for their diligence and hard work.

This course has four modules, each ending with an evaluation moment for the students (i.e. exam or report and presentation) and for the course/teachers (i.e. a module evaluation by the students). This ongoing evaluation process allows us to highlight what we are getting right and what we can improve on. This year, the module evaluations (5/7, 6/7 and 5/7 responding) were very helpful, and helped us to address several ongoing issues, including sorting out a few technical difficulties and adjusting the literature seminar structure.

Module evaluations

	Target	Module 1	Module 2	Module 3
Section level	3 appropriate level	2.8	2.6	3.6
Section scope	3 appropriate scope	3.0	3.2	3.4
Lectures	5 excellent	4.2	4.2	3.6
Practical activities/demonstrations	5 excellent	4.7	3.4	4.6
Literature seminar	5 excellent	3.7	3.4	3
Literature	5 completely sufficient	4	4.2	3.6
Test	5 completely reflects section 4 material	4	3	2.6

To address the comments raised in this evaluation, I will take them thematically, point-by-point.

Canvas homepage:

Until now, individual teachers were provided with a "how-to-use our course page" guide, and encouraged to post their course materials themselves in the indicated places. The students have indicated that the speed at which this is done, and the accuracy with which the guide is followed has been a bit sporadic. This was brought up in the evaluation of module 2, and we improved this in module 3. For the coming year, we will modify the structure of Canvas, to make it easier for the teachers to put their files where the students expect to find them.

Re-scheduled lab activity:

Re-scheduling activities is unfortunately sometimes necessary, due to illness or other unforeseeable events. Running the lab activity during the pilot projects appeared to be the best option, so as not to disrupt the schedule in module 3. The notification to the students concerning the rescheduling was an oversight, and we apologise for this. Naturally it was not intended, and we will try to avoid such short notifications in the future. (Please note that the teachers involved were aware that the students were conducting pilot projects at this time. It was a matter of providing the opportunity to have the lab during this time, or to leave it out entirely. We chose to include it.)

Module 3 - chemosensory systems:

This section has been reduced in scope and duration, when the focus of the course was shifted to sustainability and pest control, and more time was needed for modules 1 and 2. We are loathe to decrease the time available for the pilot projects, to expand this section again. We are reflecting on our options, including perhaps a flipped classroom approach with assignments prior to the lectures, to deal with these concerns.

Zoom room availability:

We completely agree with the students, and are looking into opportunities for running the course as a hybrid in-class and distance learning course in the future (this may take some time, but we think it would be worth it).

Physical availability of teachers:

We believe that this will be rectified as the COVID situation wanes. We also encourage students to use all means of communication with the teachers, including the 24h a day availability of the Zoom room.

Exams:

- 1) We were also pleased with the online, open book exams and plan to keep this format.
- 2) Comprehension of the questions -- In the past we have had optional tutorials prior to the exams in which we discuss the kinds of questions that can be asked and how to generate a good answer to them. We removed these tutorials following comments received that students felt there were too many "contact hours" in the course. We will try re-instating these tutorials.

Pilot Projects and time allocation:

I was deeply saddened and concerned to hear from this student evaluation that students were feeling that they were required to put in more hours than the fulltime study set aside for this task. We make it very clear to both students and mentors that this is a fulltime activity during the workshops and in the instruction guide to the pilot projects. I am speaking individually to each of the mentors gain a clearer picture of the time requirements of the projects to investigate what occurred this year, and to take steps to ensure this will not happen next year. Every year, we evaluate each project when it is proposed to ensure that the projects proposed should not require more time than allocated to the task.

While we do encourage students to explore their independence as the pilot projects progress, it is not acceptable to have a student feel that they do not have access to the supervision they feel they need. I am talking with the mentors, as mentioned above, and addressing this concern.

In the meantime, we will continue to highlight communication as a very important meta-skill (if not the most important one) that is needed to be successful in these projects. Please, if you feel you are being treated unfairly (in this course or any course that you are taking), make contact with the course responsible teacher. In this manner, we can immediately work to change the situation, so that you can get the most out of your pilot projects.

I thank all of the students who took the time and effort to provide feedback to help us improve the course. It is highly appreciated!

To prospective students, if you have any questions, please get in touch with me. I also encourage you to speak with the students who have taken the course before. They can give you a good idea of its scope and if it is the right fit for you.

Best regards,

Sharon Hill

Student representatives comments

All seven students (100%) answered the digital course evaluation. Comments of the course representative are based both on the evaluation and on personal discussions with other students. Overall, the course was liked and considered interesting, with one student commenting on this being the best course they had so far in their studies.

Students felt that their prior knowledge was sufficient and that important concepts for the course were explained well. Most students found information about the course easily accessible, however, two students mentioned that information was inconsistently uploaded on canvas and was sometimes hard to find. Organizing the canvas page more consistently would aid in avoiding confusion in the future.

Especially the practicals/labs were greatly enjoyed by the students, with one student asking for further lab opportunities that could be more demanding in future courses. Students raised the point that regretfully most had to miss Paul Becher's lab due to poor communication. The original lab had to be postponed, and the new date was only announced the evening before the day, on which most students were engaged with their pilot projects. Paul was not made aware that students had other responsibilities on that day and was rightfully unhappy when nearly no one was able to turn up to his prepared experiment. In the future, it should be assured that this does not happen a second time, as it is both a waste of resources and a missed opportunity for students that were very interested to participate in the lab.

In general, students agreed that examinations provided an opportunity to demonstrate what they have learned during the course. Some students did however struggle to interpret some of the questions asked in the exams. On

the other hand, one student felt that exams were too easy. It was mentioned a few times, that the last exam was of much higher difficulty, with having less time allocated for the thematic complex. It might be beneficial, to restructure the course in a way that allows more time for students to learn about chemosensory systems.

In terms of online lectures, students felt that the hybrid format worked well with lecturers being motivated and putting in the effort to make it work. Especially the open book exams that were held online were highly appreciated. Hybrid lectures also allowed sick students to still follow along, which was positively noted. One should consider whether it might be a good idea to stick with having an open zoom room for students that cannot physically attend even though pandemic restrictions are now removed. Of course, certain lectures/exercises were less easy to adapt to an online format as they required whiteboards or were carried out in laboratory environments.

One point that received criticism from several students was that some teachers complained when students were not physically on campus. Lectures and seminars are understandably easier to hold with a physical audience; students also preferred learning from campus. Some were however seriously concerned for their health when there were COVID cases among course participants.

The greatest issue of this course was according to students the time allocation. Several students mentioned that the first few weeks were well manageable in terms of course load/allocated time for lectures/studying. This however changed for some students drastically during the pilot projects, with some being involved in projects that required them to be at campus 36-45 hours per week, or another student 9 to 11 hours a day, six days a week for the entire project. I have been reported by one student that they asked their supervisor for a single weekend off which was not granted. Some students reported further that they were left mostly without supervision. For what the pilot project is supposed to be, this is disproportionate and problematic, as it discouraged the affected students greatly. On the other hand, it must be mentioned that students of better-organised projects enjoyed this part of the course, with commenting on them appreciating being integrated into research groups. The wide range of experiences of students during the pilot projects highlights the need to set clear boundaries for (less experienced) supervisors on which amounts of work and supervision are needed and reasonable for this kind of project in the given time frame.