



## Plant-microbe interactions BI1354, 20037.2122

15 Hp

Pace of study = 100%

Education cycle = Advanced

Course leader = Anders Haftrén, Daniel Hofius

### Evaluation report

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**Evaluation period: 2022-01-09 - 2022-01-30**

Answers 3

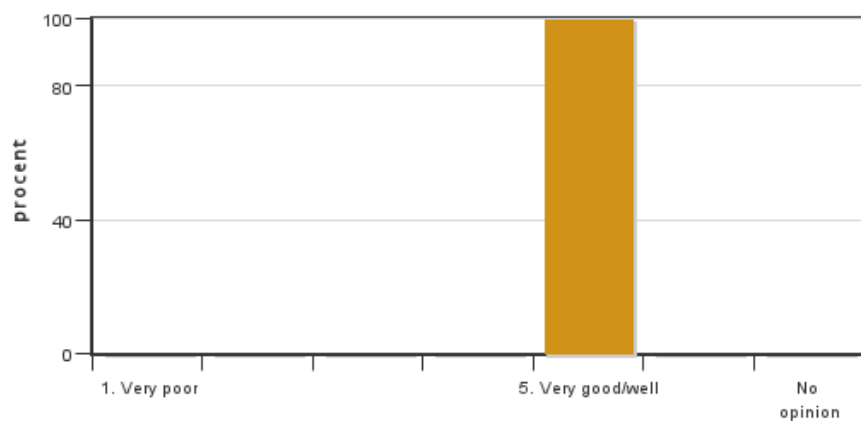
Number of students 4

Answer frequency 75 %

### Mandatory standard questions

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

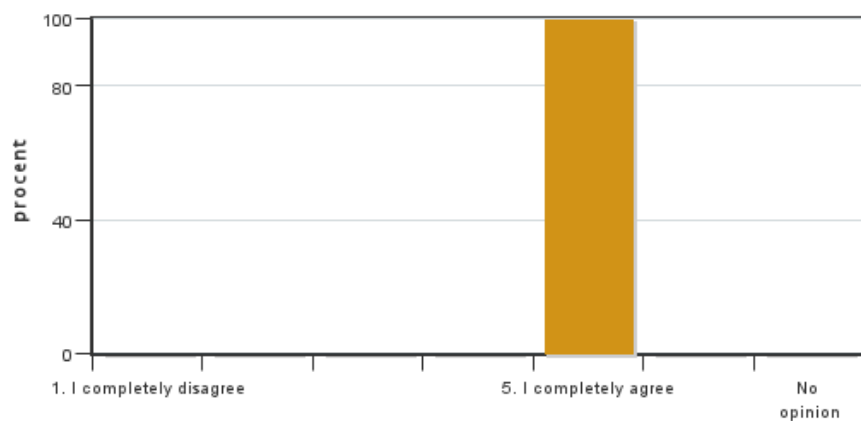


Answers: 3  
Medel: 5,0  
Median: 5

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

No opinion: 0

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

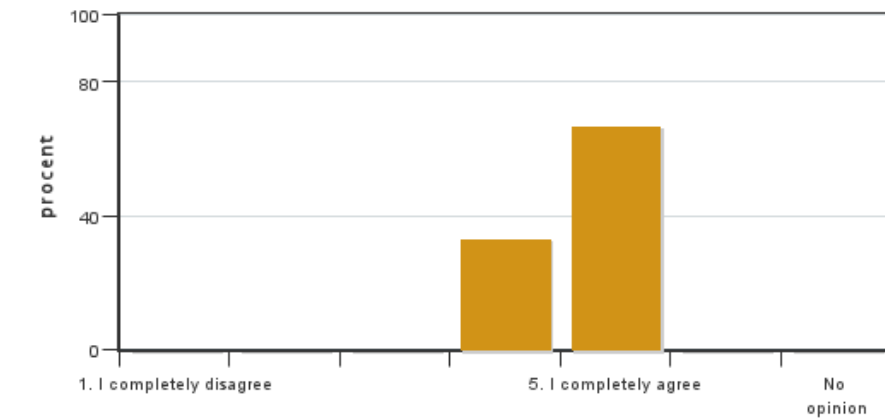


Answers: 3  
Medel: 5,0  
Median: 5

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

No opinion: 0

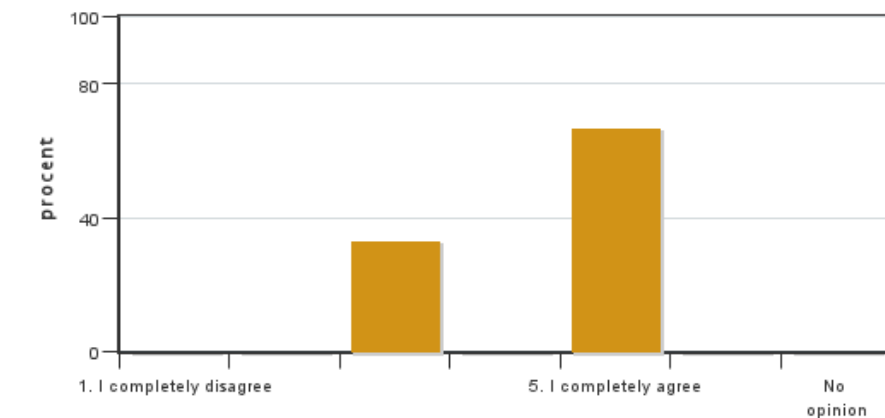
**3. My prior knowledge was sufficient for me to benefit from the course.**



Answers: 3  
Medel: 4,7  
Median: 5

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

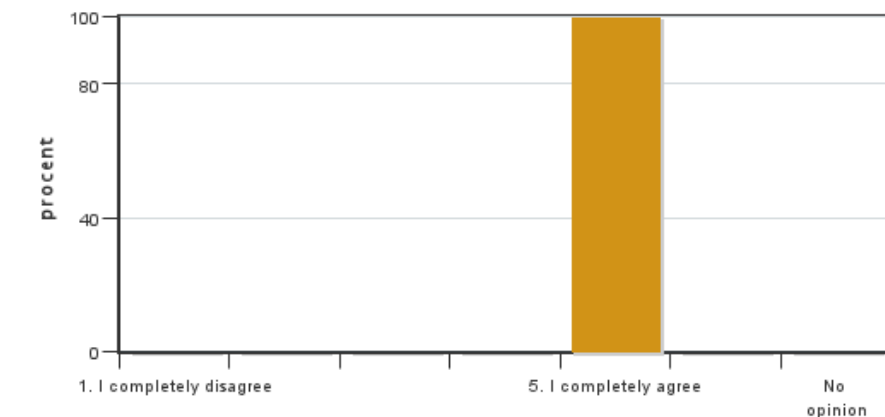
**4. The information about the course was easily accessible.**



Answers: 3  
Medel: 4,3  
Median: 5

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

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



Answers: 3  
Medel: 5,0  
Median: 5

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

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



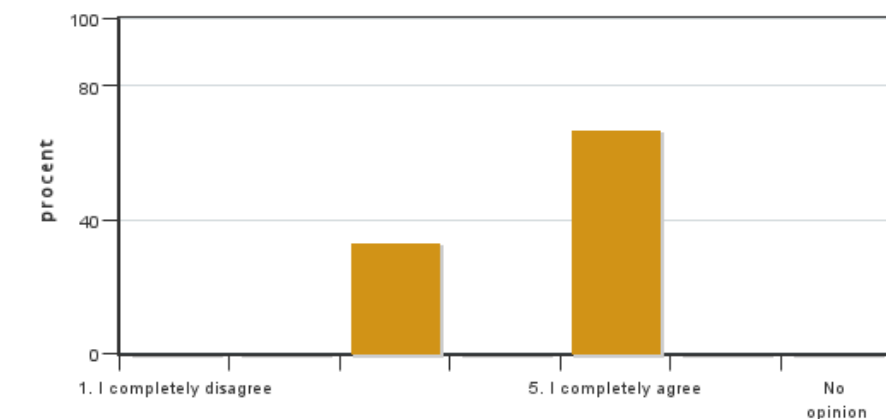
Answers: 3  
Medel: 5,0  
Median: 5

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



No opinion: 0

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



Answers: 3

Medel: 4,3

Median: 5

1: 0

2: 0

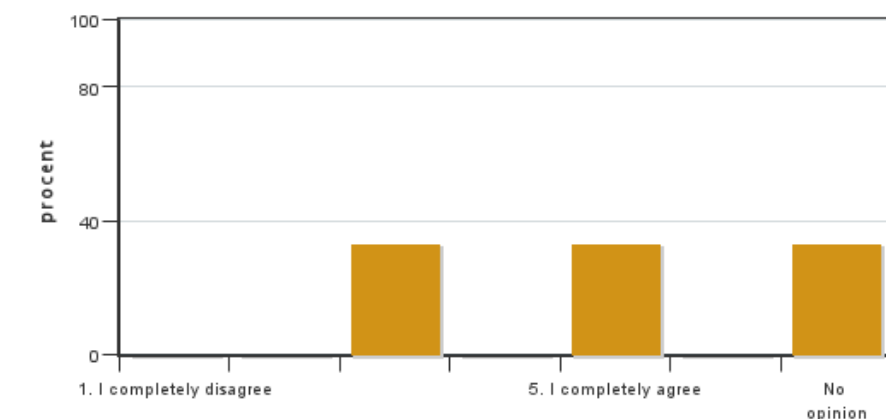
3: 1

4: 0

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: 3

Medel: 4,0

Median: 3

1: 0

2: 0

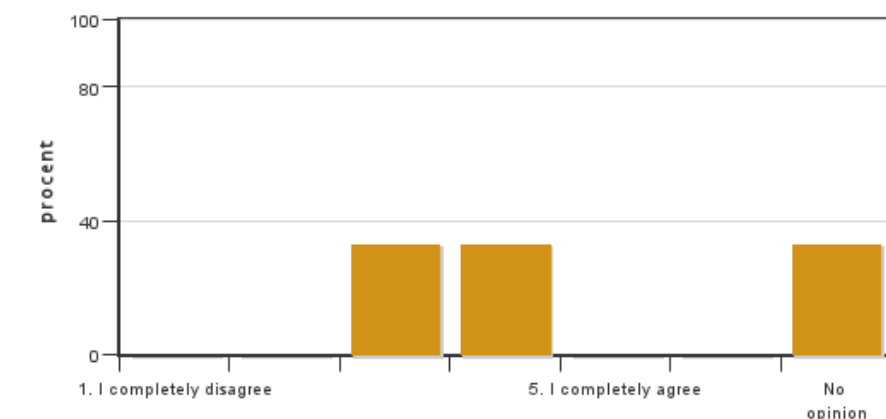
3: 1

4: 0

5: 1

No opinion: 1

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



Answers: 3

Medel: 3,5

Median: 3

1: 0

2: 0

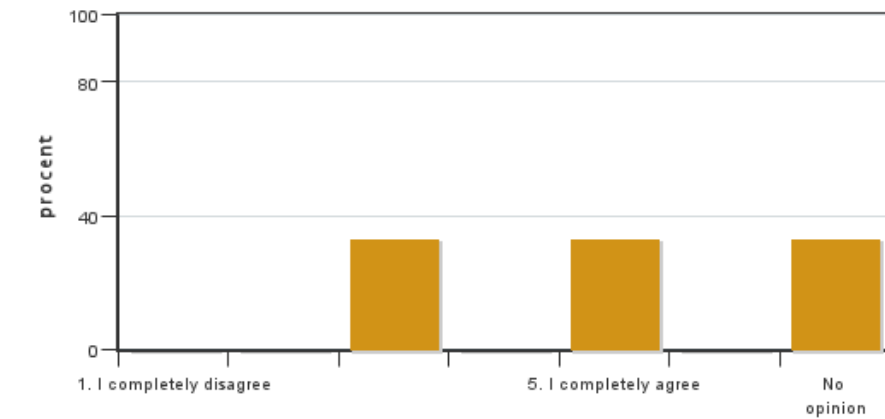
3: 1

4: 1

5: 0

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).**

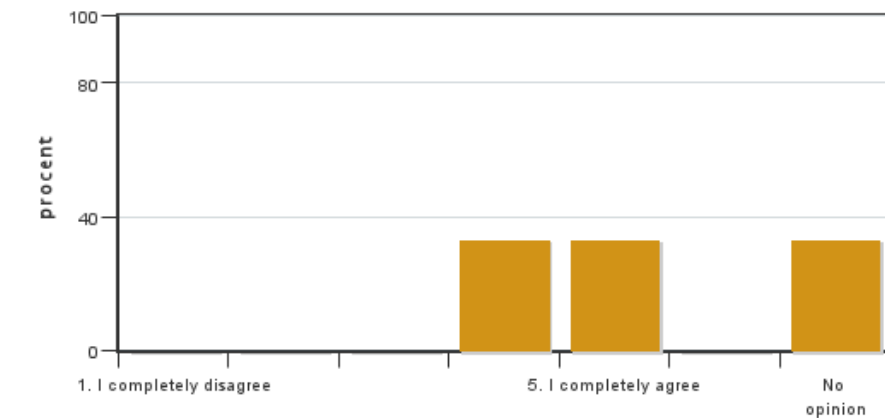


Answers: 3  
Medel: 4,0  
Median: 3

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

No opinion: 1

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

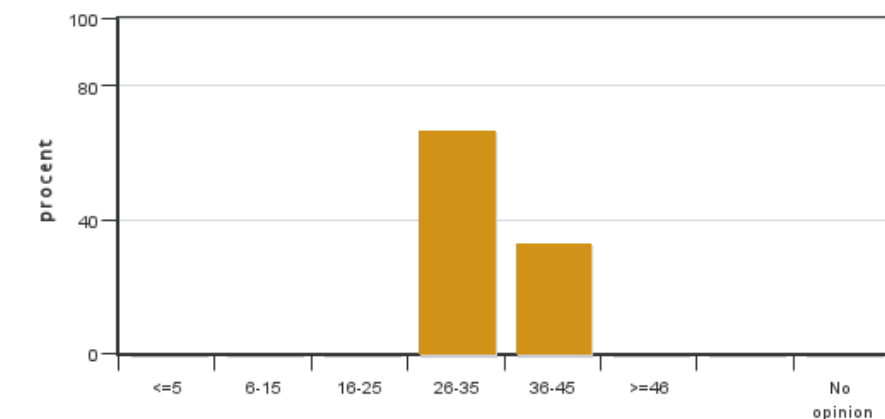


Answers: 3  
Medel: 4,5  
Median: 4

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

No opinion: 1

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



Answers: 3  
Medel: 33,3  
Median: 26-35

≤5: 0  
6-15: 0  
16-25: 0  
26-35: 2  
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: 3  
Medel: 4,5  
Median: 4

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

No opinion: 1



**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

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### Summary of BI1354 course evaluation by the organizers

In contrast to last year when only 1 out of 5 students contributed to the online course evaluation, 75% of the students responded this time to the written questionnaire and all students were present at the oral course evaluation. The outcome from both evaluations was very positive, as emphasized for instance by the highest score for the overall impression of the course (Q1), the links of the content to the course objectives (Q2), and social learning environment (Q6) in the written assessment. The oral and written comments further indicated the general appreciation of the course structure with joint online lectures together with the University of Helsinki, the on-campus discussions of study questions, the literature project as well as the computer exercise and laboratory project. As in previous years, the students in particular liked the hands-on "real-life" projects in different research groups, which took place after completion of all other parts in the beginning of the new year.

Some criticism from a student was related to the partially overlapping content with the plant pathology course at SLU, but since the background of the participating students is very different, others rather liked some repetition across the lectures to be able to grasp the major concepts. The suggestion from the students to increase the interactions during the online lectures, e.g. in break-out rooms, will be communicated to the lecturers. Next time, we also plan to assemble the students for in-person and ZOOM lectures on campus, so that they can meet each other and have the chance to interact with the lecturers from Sweden. Based on a student comment, we will also re-evaluate the order of the lectures and consider moving the "Signalling in plant defence I" lecture to an earlier slot in the schedule.

The questions in relation to sustainable development, gender and equality aspects, as well as international perspective showed a rather unclear outcome, including "no opinion" from one student to each of the questions. These aspects have not been particularly addressed during the course and appeared also not so relevant to the students (see student representative's comments) considering the focus of the course on molecular plant-microbe interactions.

## Student representatives comments

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I'm not exactly sure what to write here, as I suppose you read the individual evaluations anyway..but I'll make some summary I guess.

I think in general that the students answering the evaluation were very satisfied with the course and it seems like the level of difficulty was good. Until the 7:th questions all evaluations seemed to agree and answered mostly with fives.

The lab practical was highly appreciated, as well as the Monday seminars. Having the exam before Christmas was also really nice. And regarding the online teaching, it worked out well for the students and there were not really any complaints other than a wish to maybe have more discussions in breakout rooms. With a very small Swedish class I suppose it would be hard, but then with the Finnish students it would be possible and it would maybe be nice to interact with them too. But the teachers were very accommodating and the communication was easy.

For some of the questions, the evaluations ranged from 3-to "no opinion". Personally think these aspects (gender equality, sustainability etc.) was met well and the study climate felt very inclusive. I would say that having no opinion about it is good, as it would mean that it was irrelevant and not reflected over. If there was an issue it would probably have been reflected in the evaluation. As far as sustainability, I'm not sure how relevant those topics would be. I felt that they were mentioned enough but that too much would be taking focus from the main subject of Plant-microbe interactions.

And i think that's all i have to say...Thanks!

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