



Horticultural Production Physiology BI1362, 40050.2122

15 Hp

Pace of study = 100%

Education cycle = Advanced

Course leader = Lars Mogren

Evaluation report

Evaluation period: 2022-05-29 - 2022-06-19

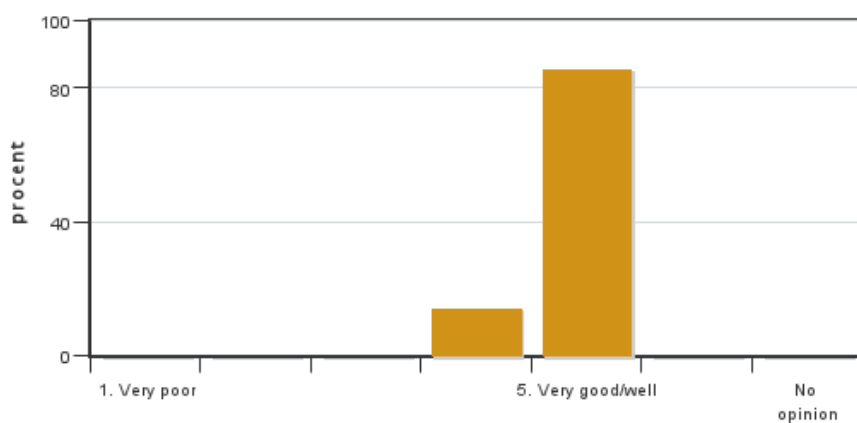
Answers 7

Number of students 14

Answer frequency 50 %

Mandatory standard questions

1. My overall impression of the course is:

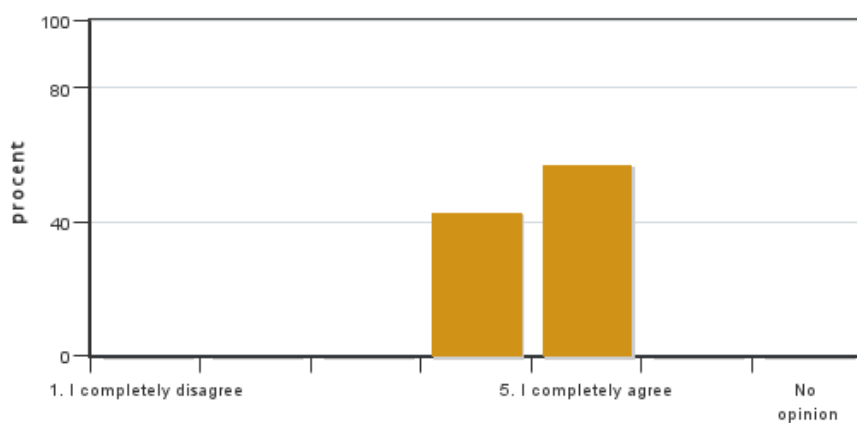


Answers: 7
Medel: 4,9
Median: 5

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

No opinion: 0

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

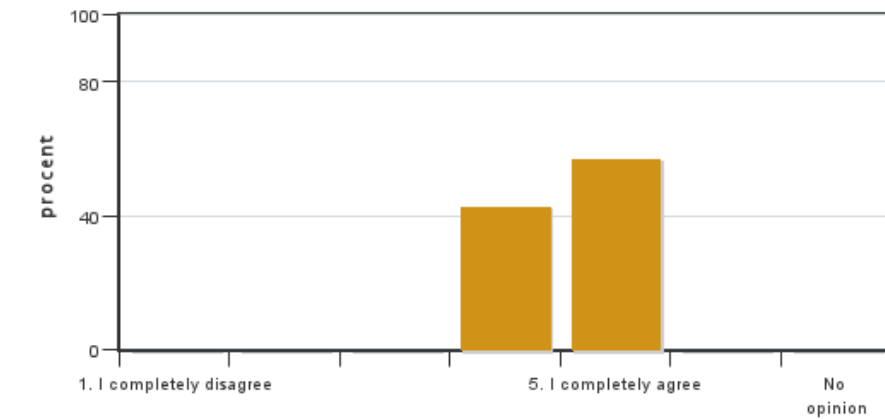


Answers: 7
Medel: 4,6
Median: 5

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

No opinion: 0

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



Answers: 7
Medel: 4,6
Median: 5

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

No opinion: 0

4. The information about the course was easily accessible.

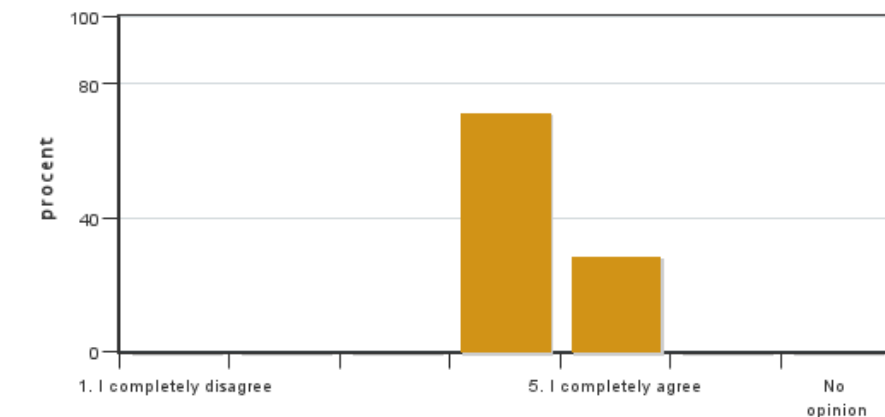


Answers: 7
Medel: 5,0
Median: 5

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

No opinion: 0

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



Answers: 7
Medel: 4,3
Median: 4

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

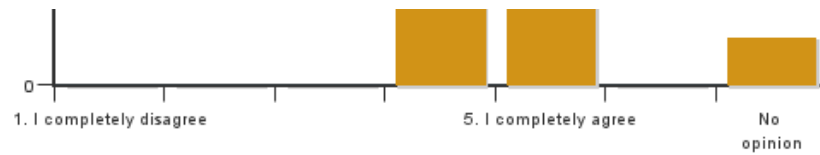
No opinion: 0

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



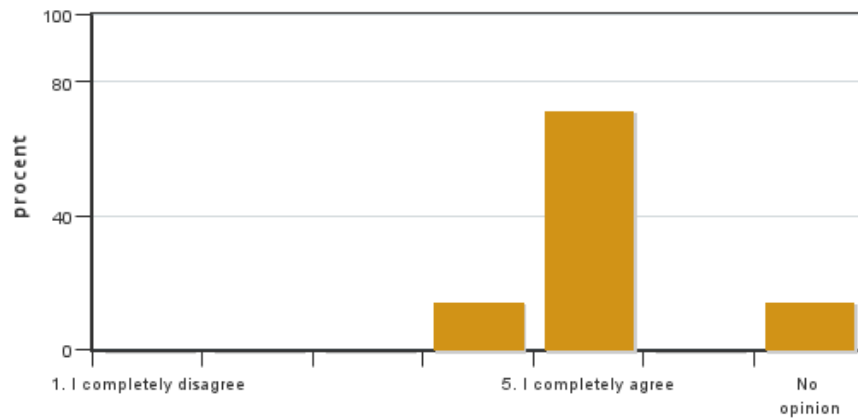
Answers: 7
Medel: 4,7
Median: 5

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



No opinion: 1

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



Answers: 7

Medel: 4,8

Median: 5

1: 0

2: 0

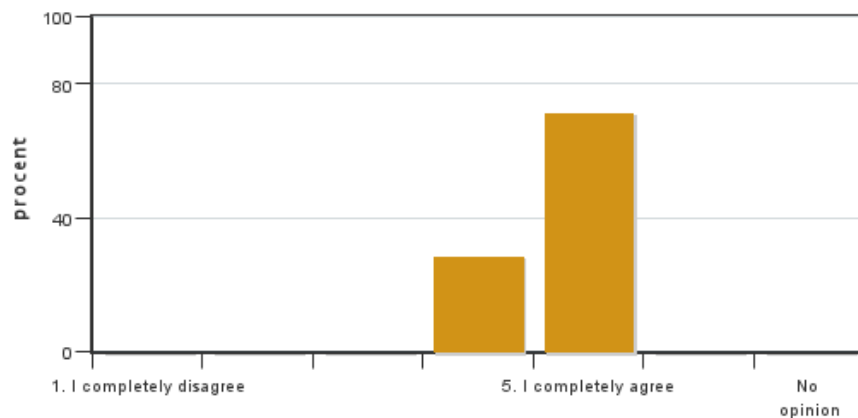
3: 0

4: 1

5: 5

No opinion: 1

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



Answers: 7

Medel: 4,7

Median: 5

1: 0

2: 0

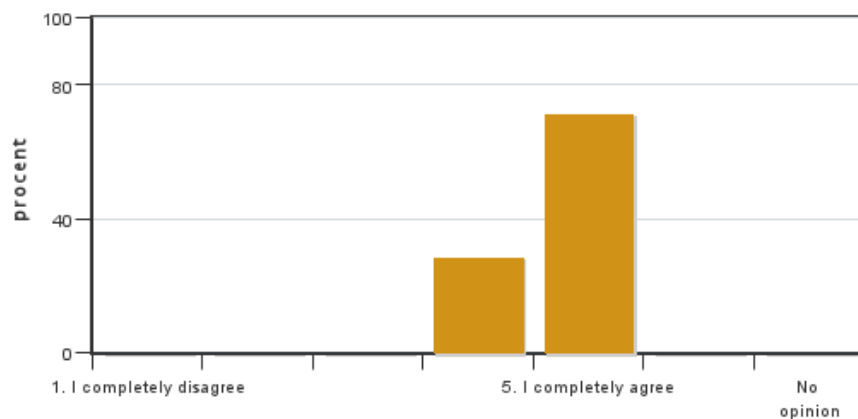
3: 0

4: 2

5: 5

No opinion: 0

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



Answers: 7

Medel: 4,7

Median: 5

1: 0

2: 0

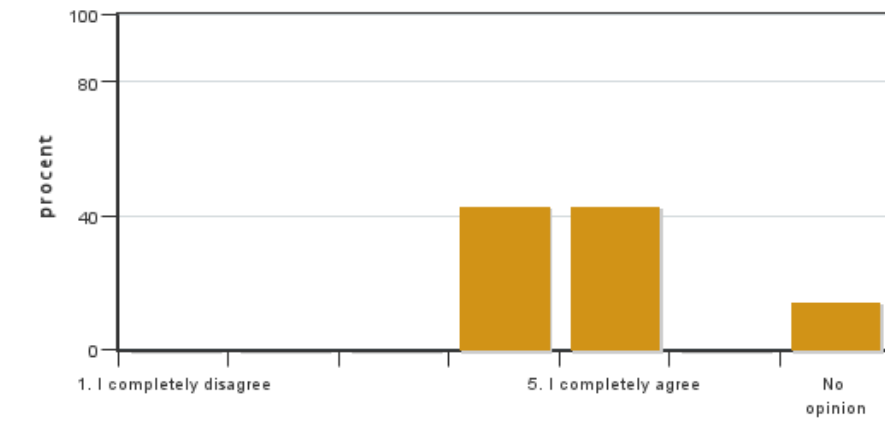
3: 0

4: 2

5: 5

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).

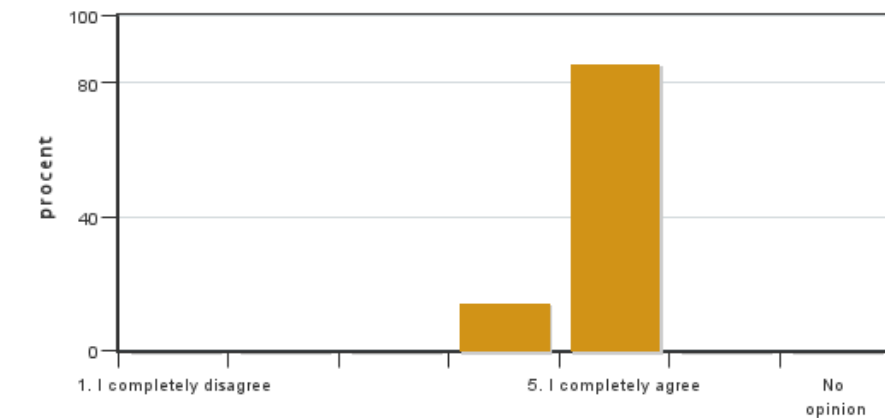


Answers: 7
Medel: 4,5
Median: 4

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

No opinion: 1

11. The course covered international perspectives.

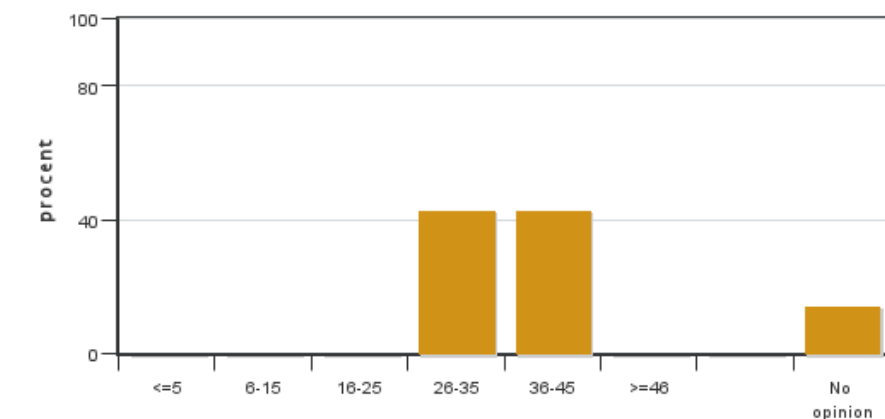


Answers: 7
Medel: 4,9
Median: 5

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

No opinion: 0

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

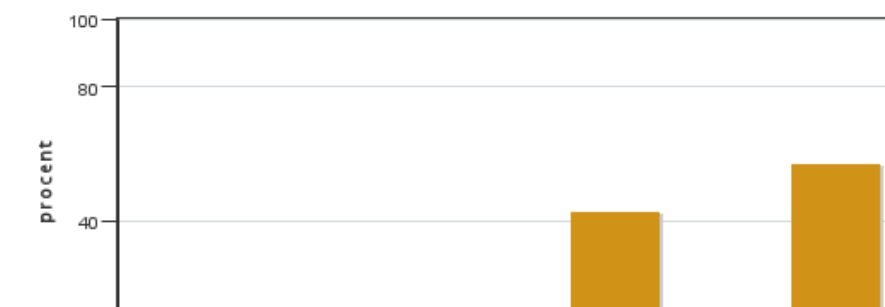


Answers: 7
Medel: 35,0
Median: 26-35

≤5: 0
6-15: 0
16-25: 0
26-35: 3
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: 7
Medel: 5,0
Median: 5

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

No opinion: 4



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

It has been very nice to be able to give the course on campus after 2 years of Corona restriction digital version. There are room for improvements regarding active use of course literature and more varied presentations/examination. But the overall student judgement (4.9 out of 5) says that the course is relevant and the content is ok.

Student representatives comments

Course summary – horticultural production physiology – Lars Mogren

Students appreciated:

- The good structure of the course (content and Canvas? and the relevance for horticultural sciences.
- The provided freedom and independence to study individual fields of interest – the main project allowed a lot of self motivated intereo driven research.
- The combination of plant physiology and different production systems.
- The popular writing task offered a new and nice challenge for most of the student. But a final presentation was missing!
- The very positive and kind learning environment and the respectful teaching
- The excursion were very well organized and followed a nice thematic thread from production to processing
- Gender equality was much appreciated
 - A feedback session (like the midcourse evaluation) via zoom would be appreciated to encourage more shy participants to interact more
- The zoom share was very low – students were happy to have lectures mainly in person.

Feedback for improvement:

- Students where asking for more advanced lectures to understand the direct link between plant physiology and production systems – potentially comparing plant performance in different production systems.
- The course objectives „analyse & compare“ were a bit short – potential for more case studies of real production issues to challenge the fresh knowledge.
 1. Example: wilting tomatoes at AAF
- Case with KJB – the measuring was very interesting but the nursing of the plants a lot of work for one afternoon of practical measuring. Idea: cooperation with AAF – monitoring plants in real growing conditions – impact of certain management techniques/environmental factors.
- Content that could be included:
 1. Focus on different production systems – companion planting, sustainability, permaculture, innovative productions.
- Course literature: seemed to be not so nessecarry to follow -> potential for non-gradet but mandatory quizzes to increase emphasis on self study of the literature.
 1. Potential for student held lectured (single = 40min, group = 85min, covering a specialized field of interest
 2. Allowing experiences in teaching other students
- Final examination: impression that the time (15min) to present the work of 10 weeks was to short
 1. Suggestion: several presentations through the course: 1 for history, use and statistics, 2 for production physiologies and 3 for sustainability and future challenges

This could support students to continuously work on the main project and would allow more depth in all the sub presentations

- The teacher could give feedback on the sub presentations and support improvement
- The students can discuss the progress with the fellow students

- Could be useful for increasing the critical thinking for the last presentation.
- Could be combined with a draft discussion seminar close towards the end of the course.
- Sustainability was covered but not in depth:
 1. Maybe include case studies of sustainable growers in comparison with commercial productions
 2. Life cycle analysis and comparisons of different production physiologies (conventional Vs organic, local Vs international, etc)
 3. Advanced lectures could support innovative thinking with examples for current sustainable production systems
 - Maybe utilizing the Alnarps agroecology farm as an example for discussion of
 - Sustainability Vs productivity
 - Analysis of the current food system and opportunities for change? (Due to landuse management change?)
- Students generally had a high time investment during the course (60% = 36-45h)
 - I personally think this was mainly in the last three four weeks and the beginning was less intense – a more even distribution could be achieved by giving more structured through these several presentations throughout the course.
- Some teachers refused to give lectures via zoom over the Easter break
 - For the international students it would be much appreciated to have hybrid teaching over the Easter days.
- Generally: more collaboration with the Alnarps agroecology farm would provide several opportunities for students to get involved as well as providing potential for master Thesis subjects.