



## Soil water processes in agroecosystems MV0216, 10193.2122

15 Hp

Pace of study = 100%

Education cycle = Advanced

### Evaluation report

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**Evaluation period: 2021-10-25 - 2021-11-15**

Answers 7

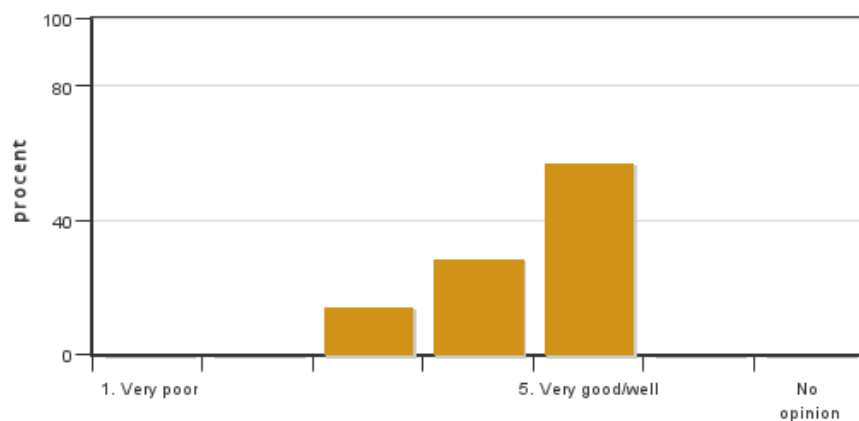
Number of students 20

Answer frequency 35 %

### Mandatory standard questions

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

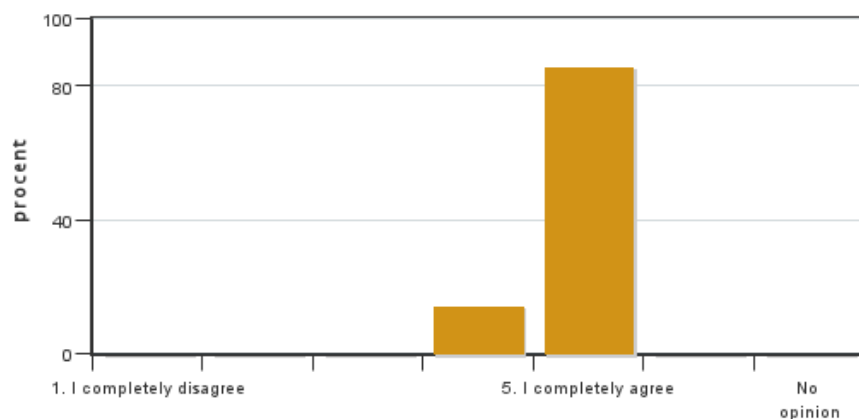


Answers: 7  
Medel: 4,4  
Median: 5

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

No opinion: 0

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

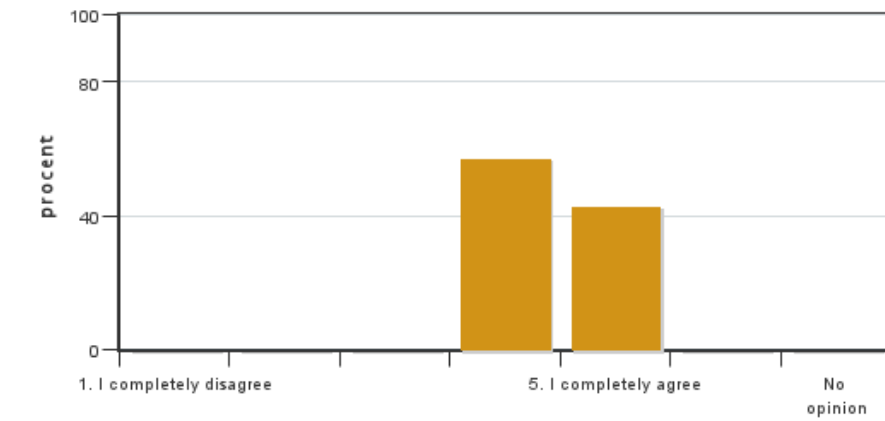


Answers: 7  
Medel: 4,9  
Median: 5

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

No opinion: 0

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

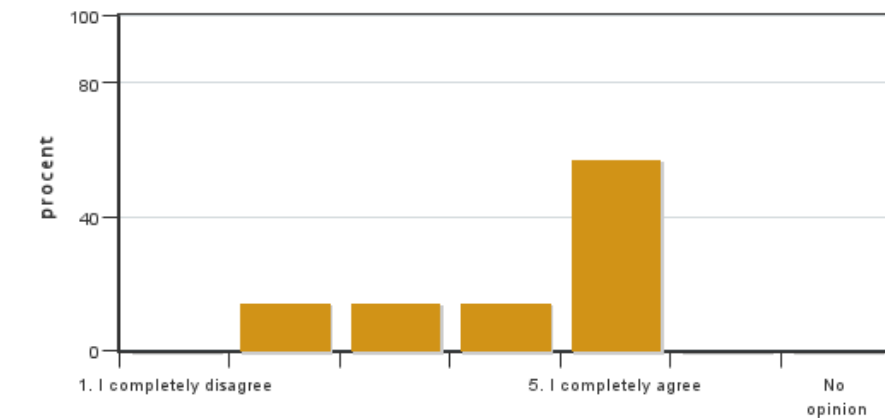


Answers: 7  
Medel: 4,4  
Median: 4

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

No opinion: 0

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

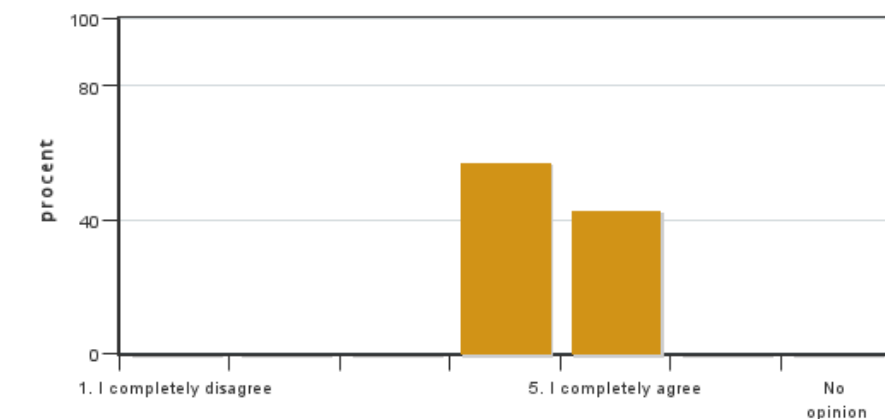


Answers: 7  
Medel: 4,1  
Median: 5

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

No opinion: 0

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

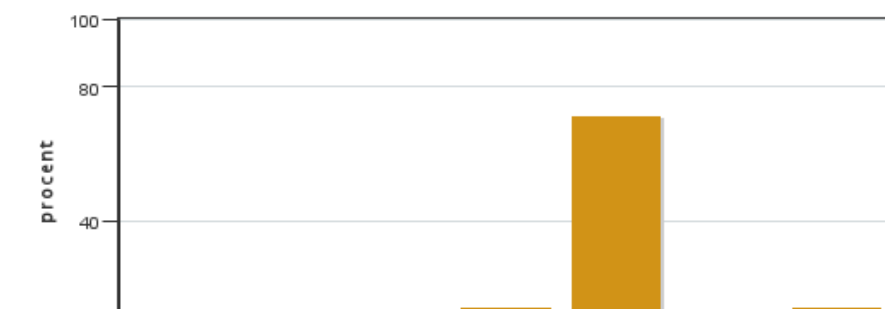


Answers: 7  
Medel: 4,4  
Median: 4

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.**



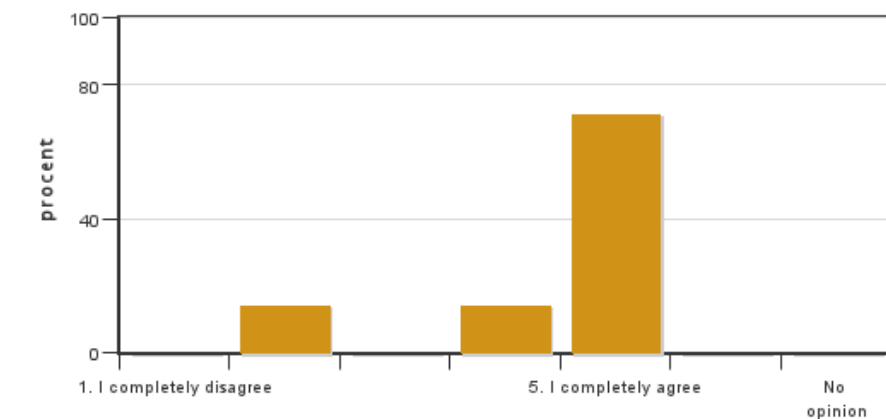
Answers: 7  
Medel: 4,8  
Median: 5

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

No opinion: 1



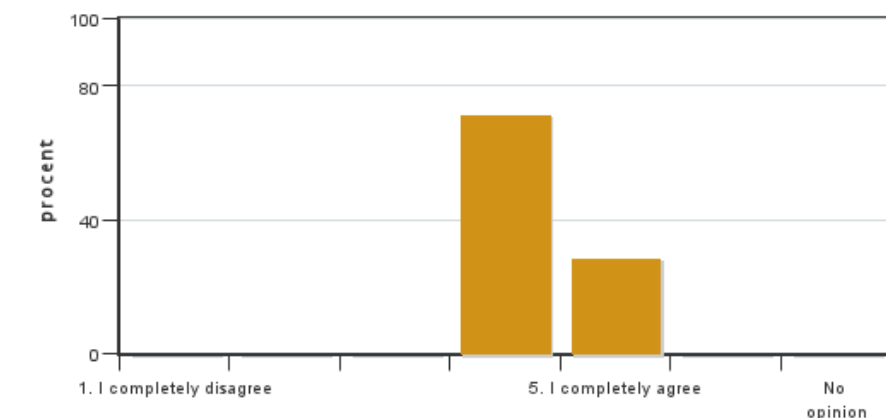
**7. The physical learning environment (facilities, equipment etc.) has been satisfactory.**



Answers: 7  
Medel: 4,4  
Median: 5

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

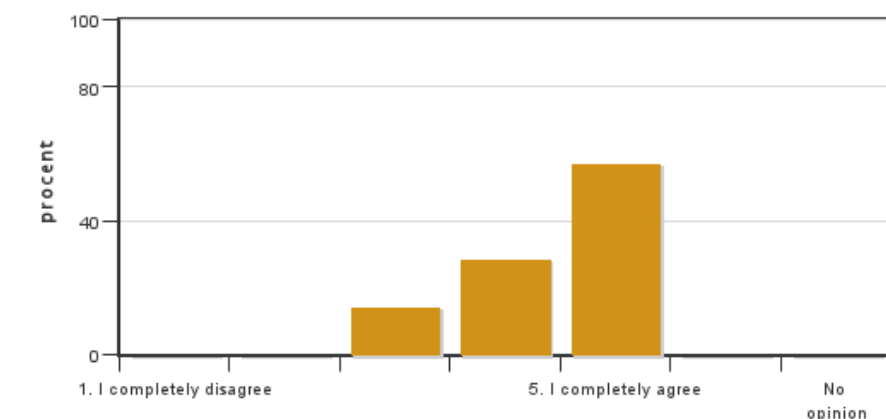
**8. The examination(s) provided opportunity to demonstrate what I had learnt during the course (see the learning objectives).**



Answers: 7  
Medel: 4,3  
Median: 4

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

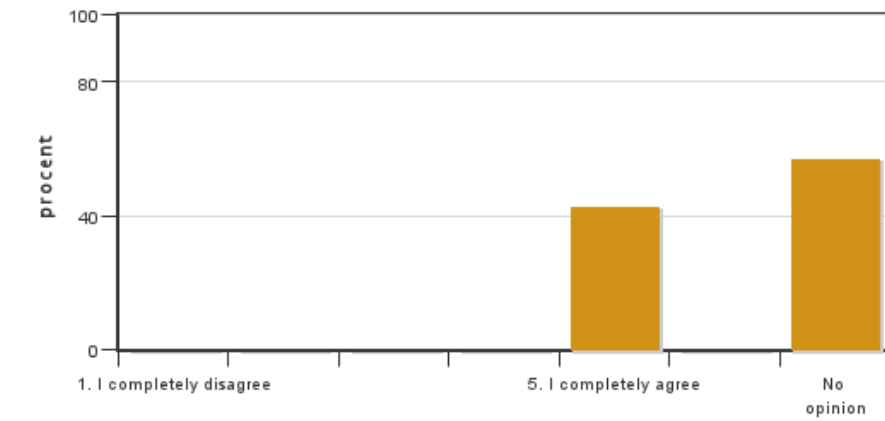
**9. The course covered the sustainable development aspect (environmental, social and/or financial sustainability).**



Answers: 7  
Medel: 4,4  
Median: 5

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

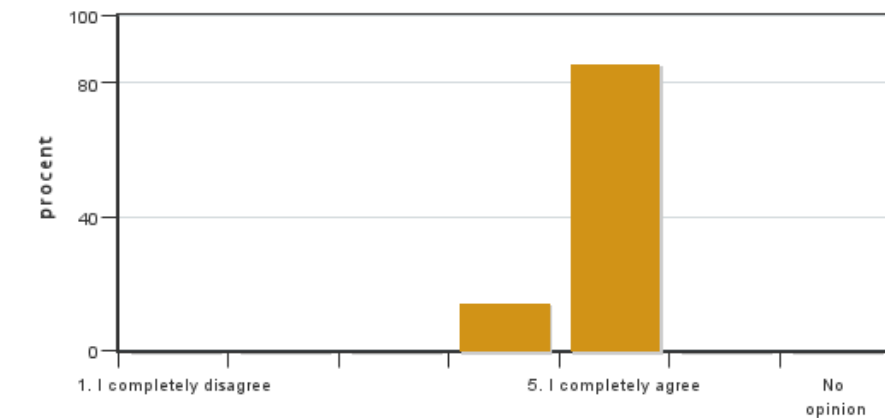


Answers: 7  
Medel: 5,0  
Median: 5

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

No opinion: 4

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

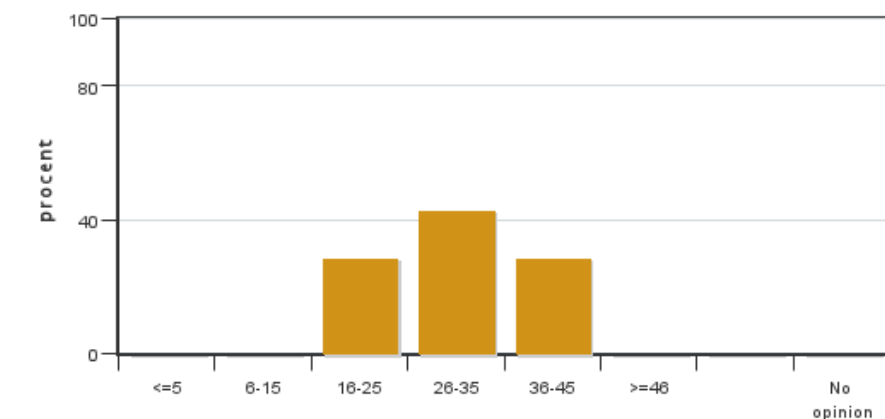


Answers: 7  
Medel: 4,9  
Median: 5

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).**

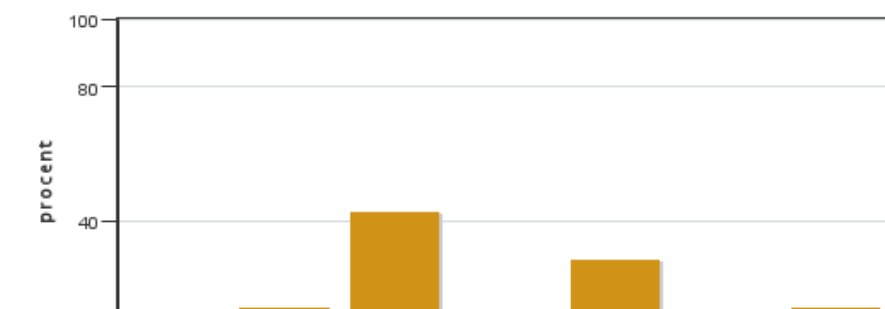


Answers: 7  
Medel: 30,0  
Median: 26-35

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

No opinion: 0

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



Answers: 7  
Medel: 3,5  
Median: 3

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

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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It is a little difficult to draw firm conclusions from the student evaluations when only 35% responded. I did remind the students about the evaluation several times, and I know the student representative did as well, so it would be interesting to know the reasons why so few responded.

Having said this, one thing does seem very clear from the comments, and that is that the question of distance learning does seem to engage their interest. We had all the lectures on-line this year. At the time, I did notice that there was less dialogue and discussion and it seems that this made learning new and complex topics more difficult for some. It seems clear that the students experienced this too. The students appreciated the recorded lectures and suggested that we could keep this for the future. We would then have to re-record all the lectures using a whiteboard and with no students present. I will investigate whether I can get technical help from AV to do this.

I was a little puzzled by the comments related to the exam i.e. that it was not as expected. But with only 7 respondents, it's difficult to know whether this opinion is a common one. I did distribute two old exams and I did (as always) make an effort to align the exam content to the course content. With respect to modelling, two of the questions were directly related to the kind of simulations the students perform on the course.

I was slightly surprised that the average time spent on the course was only 30 hours per week. Significant time is allocated for home study, revision and reflection and I guess that many students skip this, which is a pity (but of course it does depend on personal interest and motivation and not everyone will find soil water processes completely to their liking)

## Student representatives comments

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The general impression for the course was very positive from all the students. The difficult part was the online teaching because all the lectures were online due to the pandemic and the restrictions applied in Sweden during that period.

Furthermore, we were deeply satisfied by the fact that the teacher responded positively to our proposal for recording the lectures. Undeniably, the recorded lectures helped us to digest more the content of the course.

For the practical part we had the chance to work on modelling exercises using a software where we learned the processes happened in different scenarios and the factors that were taken place on each of them. All the modelling exercises took place in the computer lab on campus; fact that was really enjoyable as we were working in a traditional class altogether after a long time.

Moreover, we had the chance through the mini-projects session to see and work with projects closely related with the course content. Those projects focused on different case studies with which we worked in groups in order to study real data, run models and interpret our results in front of the class and the supervisors of each project.

Regarding the reduced participation of the students in the evaluation I think that it was due to the fact that several students do not check their student email. That may happens because of the many general university notifications which exist in a daily basis in a student email and they can overlap the teacher notifications. Despite that, the majority of the students were very satisfied with the quality of the course, the teacher and all the other contributors of the course (PhD, researchers).