



Topics in contemporary applied agricultural economics I NA0180, 10251.2122

7.5 Hp

Pace of study = 50%

Education cycle = Advanced

Course leader = Wei Huang

Evaluation report

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

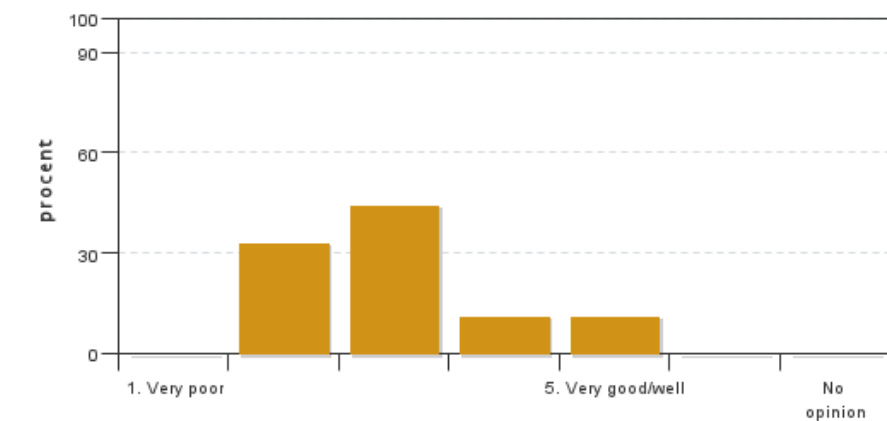
Answers 9

Number of students 14

Answer frequency 64 %

Mandatory standard questions

1. My overall impression of the course is:

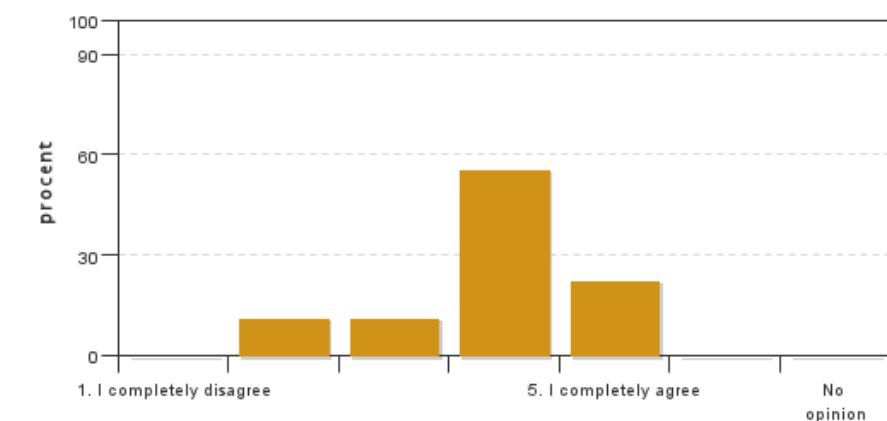


Answers: 9
Medel: 3,0
Median: 3

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

No opinion: 0

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

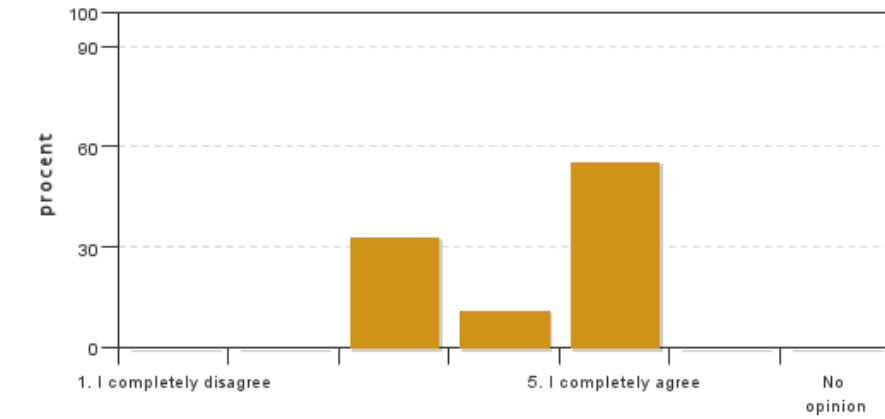


Answers: 9
Medel: 3,9
Median: 4

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

No opinion: 0

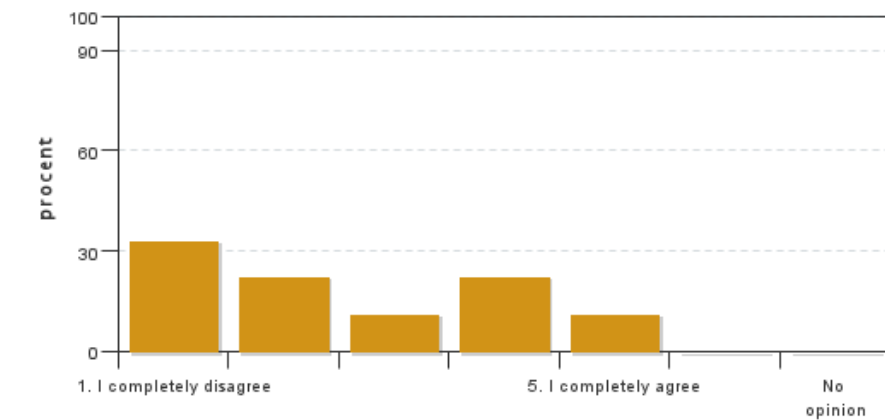
3. My prior knowledge was sufficient for me to benefit from the course.



Answers: 9
 Medel: 4,2
 Median: 5

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

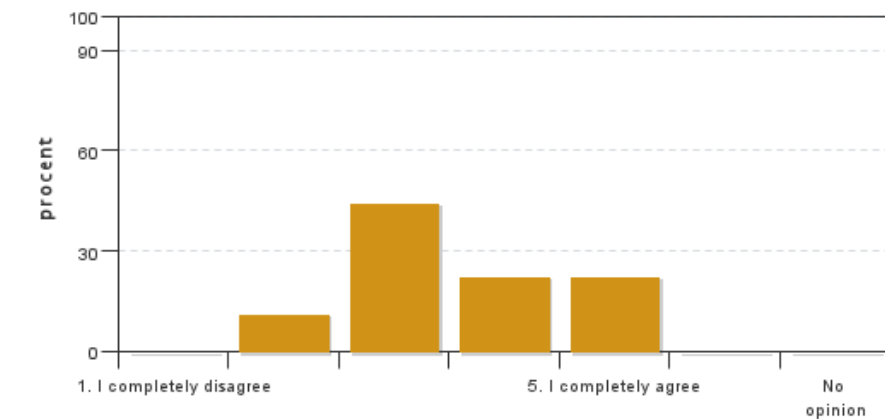
4. The information about the course was easily accessible.



Answers: 9
 Medel: 2,6
 Median: 2

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

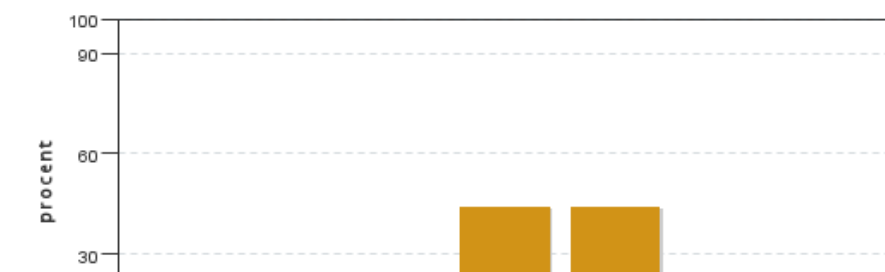
5. The various course components (lectures, course literature, exercises etc.) have supported my learning.



Answers: 9
 Medel: 3,6
 Median: 3

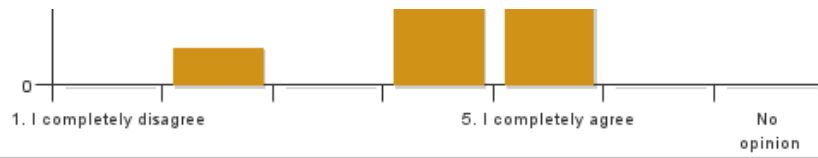
1: 0
 2: 1
 3: 4
 4: 2
 5: 2
 No opinion: 0

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



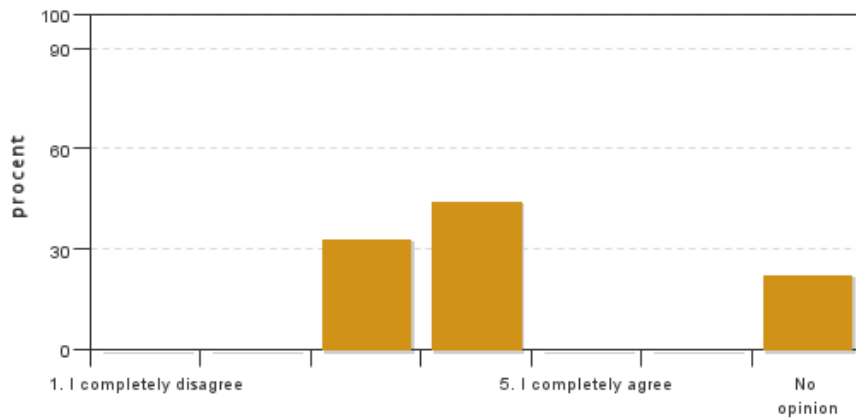
Answers: 9
 Medel: 4,2
 Median: 4

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



No opinion: 0

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



Answers: 9

Medel: 3,6

Median: 4

1: 0

2: 0

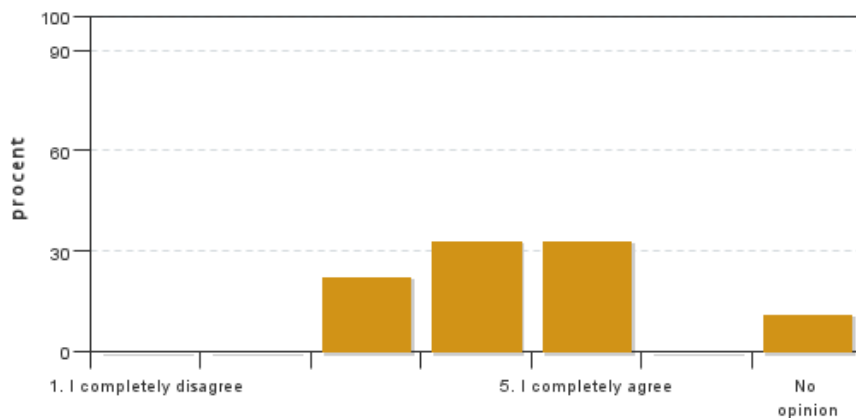
3: 3

4: 4

5: 0

No opinion: 2

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



Answers: 9

Medel: 4,1

Median: 4

1: 0

2: 0

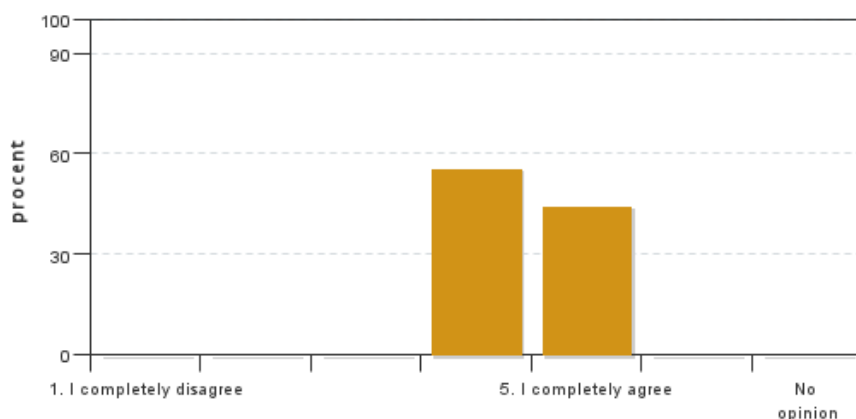
3: 2

4: 3

5: 3

No opinion: 1

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



Answers: 9

Medel: 4,4

Median: 4

1: 0

2: 0

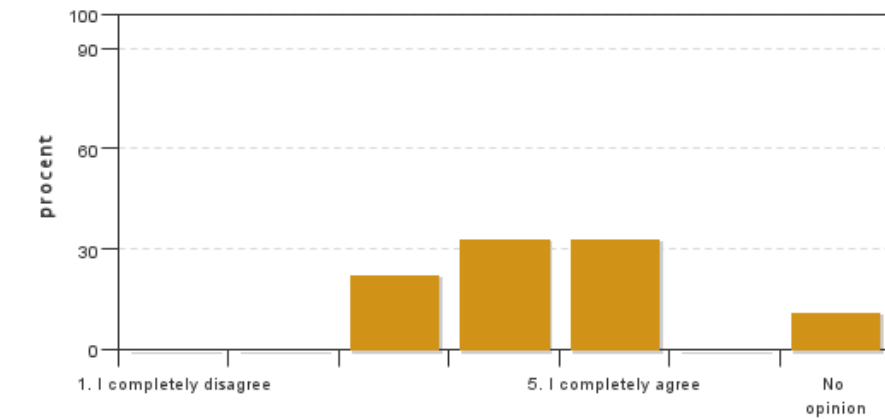
3: 0

4: 5

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).

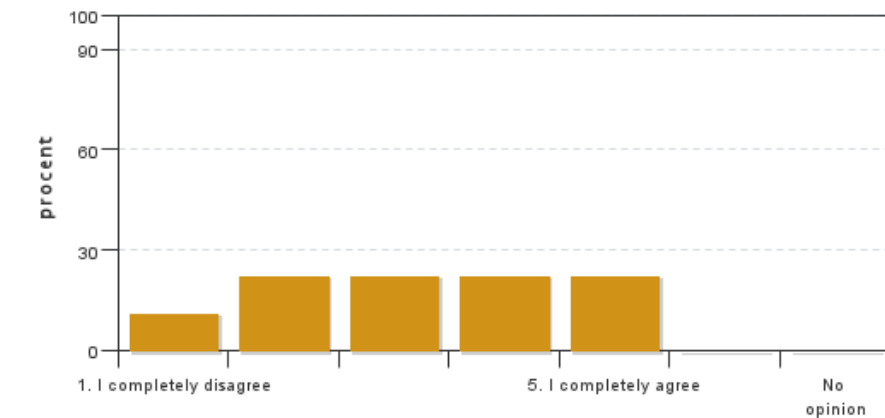


Answers: 9
 Medel: 4,1
 Median: 4

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

No opinion: 1

11. The course covered international perspectives.

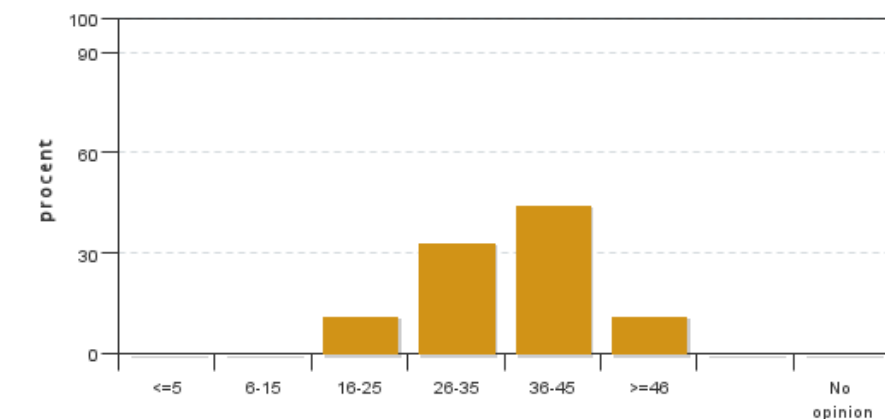


Answers: 9
 Medel: 3,2
 Median: 3

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

No opinion: 0

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

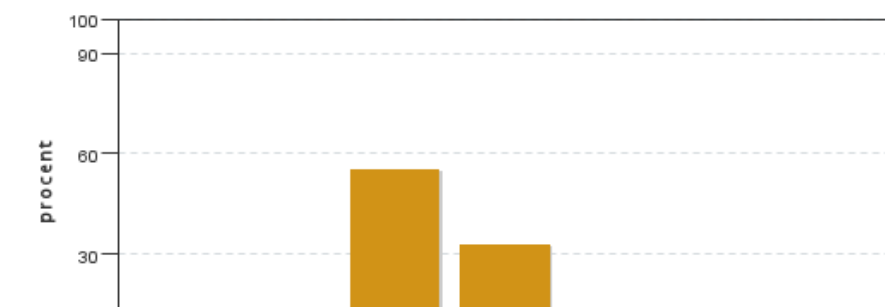


Answers: 9
 Medel: 35,1
 Median: 36-45

<=5: 0
 6-15: 0
 16-25: 1
 26-35: 3
 36-45: 4
 >=46: 1

No opinion: 0

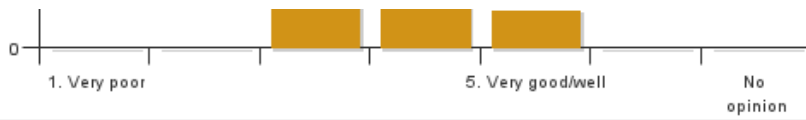
13. If relevant, what is your overall experience of participating in all or part of your course online?



Answers: 9
 Medel: 3,6
 Median: 3

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

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

No comments from the teacher

Student representatives comments

Based on a 64% response rate, the course experience has been considered useful, but very disorganized. The overall impression of the course appears to be time-demanding and with a huge workload if we consider the course having a 50% pace. As a matter of fact, on average 35.1 h / week have been spent on the course which is way higher than the 20 h / week assigned to the course.

The organization of the course was badly graded by the students, reflecting the unnecessary confusion that the unclear set-up caused in many situations. Many students believe the course suffered from a great lack of organization from the course leader and coordination among the various lecturers. This aspect could have been definitely avoided if the course leader had prepared and thought through the course better before starting. Besides, some students also felt that there was no time to study for the exam. Criticisms about seminars also arise, since seminars and lectures were sometimes inconsistent which made the preparations for the seminars not always relevant. The topics included in the discussions were interesting, but the students, however, felt the course included too many articles. Nevertheless,

Specific comments on the instructors and topics covered.

- Mark: interesting topic. The lecture and the seminar were considered interesting and good overall. Nevertheless, some students believe the lecturer could have pushed the class's critical thinking a bit more, also concerning the exam questions.
- Enoch: while students raised some doubts about the quality of the lecture, in terms of both delivery and presentations (very thick slides), the seminar was highly appreciated since Enoch brilliantly managed to animate an active discussion flow and allocate good time to each speaker. Besides, Enoch really pushed us to think critically about the papers.
- Vivian: a very interesting topic. Tips for next year: some concerns were raised about the large number of equations presented to us, putting too much focus on math, whilst a focus on intuition would have been preferred, also concerning the paper list.
- Henning: a well-conducted lecture and seminar on diversification. Nevertheless, students believe that more time could have been spent on the diversification indices, especially the ones involving ranks.
- Helena: overall helpful comments to the development of the paper ideas, but more participation was expected (both through emails and during Zoom).

To sum it up: overall useful and interesting topics. Whilst communication and lecturer's availability worked well on Canvas, group coordination, choice of papers, and general set-up information were confusing. This caused stress and was time-consuming for the entire class. Besides, many students believe SLU could do a better job in giving lecturers all the necessary tools (drawing pads, etc ...) to conduct distance learning and introduce a general obligation to register classes.