



## Växtfysiologi BI1281, 20063.2223

7.5 Hp

Studietakt = 100%

Nivå och djup = Grund

### Värderingsresultat

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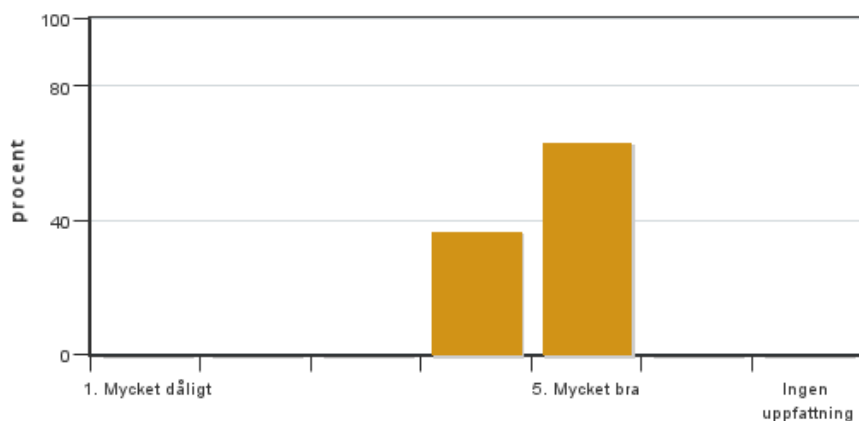
Värderingsperiod: 2022-11-24 - 2022-12-15

Antal svar	19
Studentantal	36
Svarsfrekvens	52 %

### Obligatoriska standardfrågor

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#### 1. Mitt helhetsintryck av kursen är:

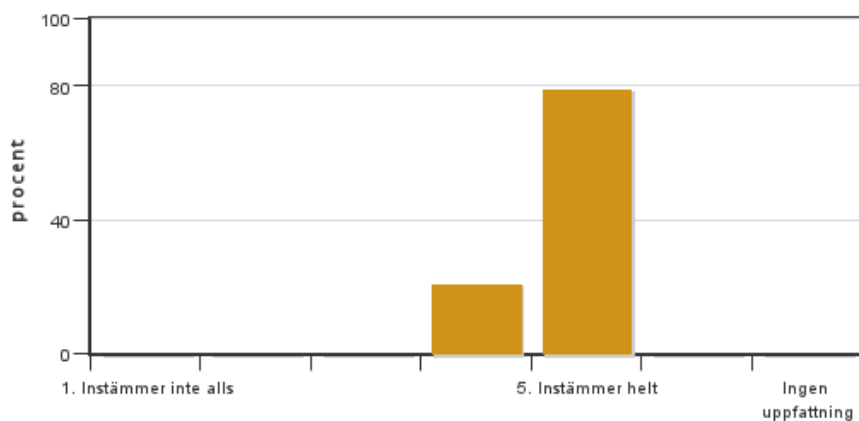


Antal svar: 19  
Medel: 4,6  
Median: 5

1: 0  
2: 0  
3: 0  
4: 7  
5: 12

Har ingen uppfattning: 0

#### 2. Jag anser att kursens innehåll hade en tydlig koppling till kursens lärandemål.

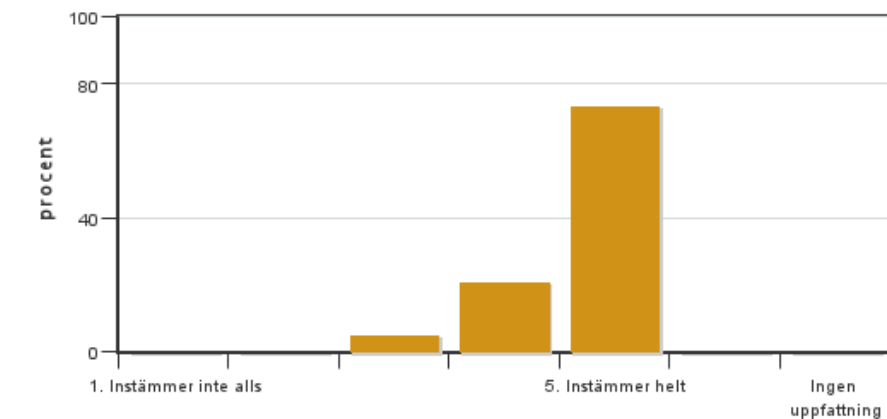


Antal svar: 19  
Medel: 4,8  
Median: 5

1: 0  
2: 0  
3: 0  
4: 4  
5: 15

Har ingen uppfattning: 0

#### 3. Mina förkunskaper var tillräckliga för att tillgodogöra mig kursen.

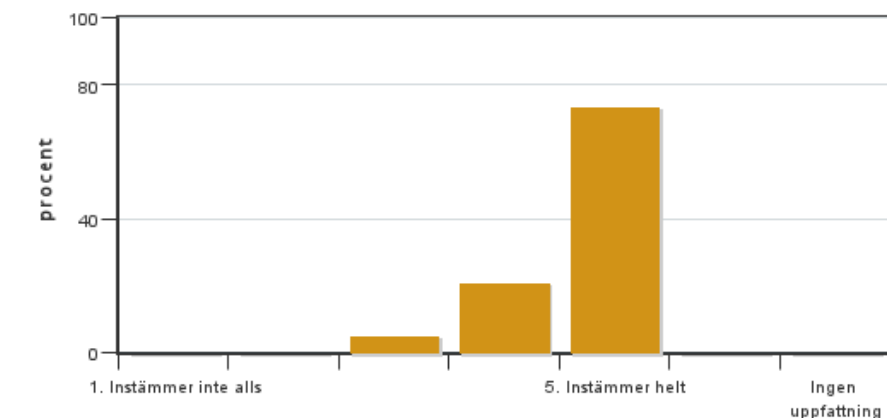


Antal svar: 19  
Medel: 4,7  
Median: 5

1: 0  
2: 0  
3: 1  
4: 4  
5: 14

Har ingen uppfattning: 0

#### 4. Jag anser att kursinformationen var lättillgänglig.

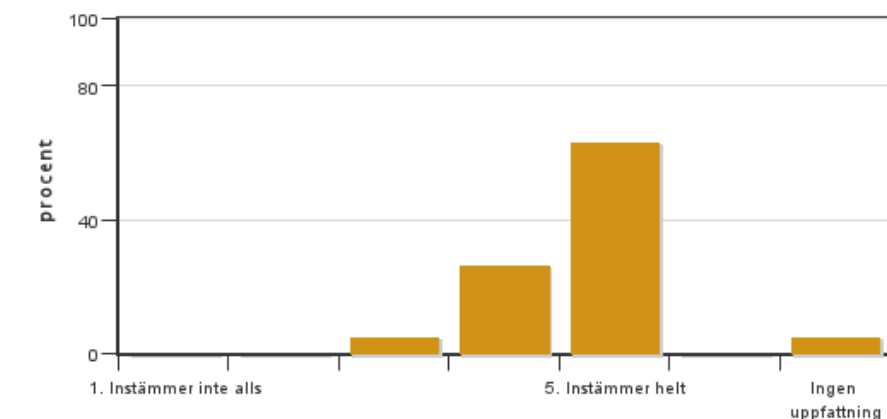


Antal svar: 19  
Medel: 4,7  
Median: 5

1: 0  
2: 0  
3: 1  
4: 4  
5: 14

Har ingen uppfattning: 0

#### 5. Kursens lärandemoment (föreläsningar, litteratur, övningar med mera) har stöttat mitt lärande.

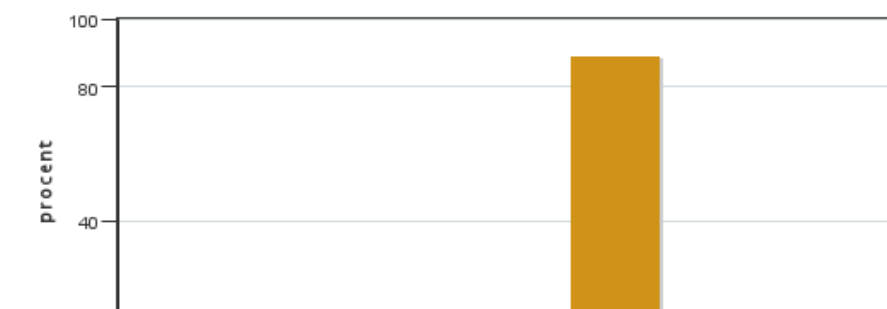


Antal svar: 19  
Medel: 4,6  
Median: 5

1: 0  
2: 0  
3: 1  
4: 5  
5: 12

Har ingen uppfattning: 1

#### 6. Jag anser att den sociala lärmiljön har varit inkluderande där olika tankar respekterades.



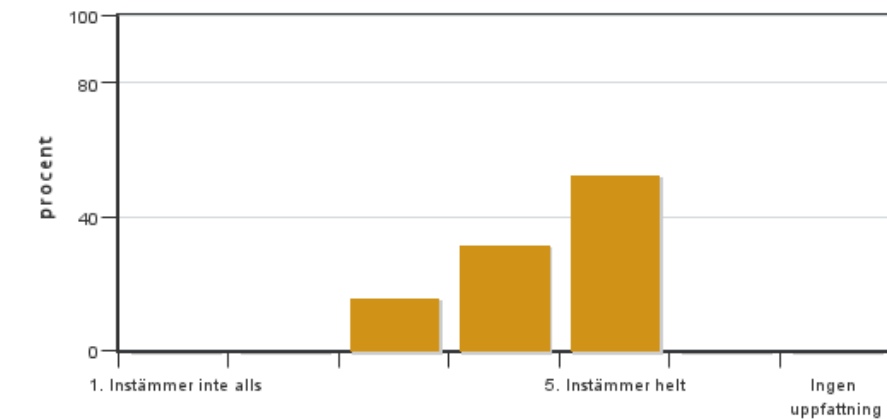
Antal svar: 19  
Medel: 4,9  
Median: 5

1: 0  
2: 0  
3: 0  
4: 1  
5: 17

Har ingen uppfattning: 1



**7. Jag anser att den fysiska lärmiljön (exempelvis lokaler och utrustning) var tillfredställande.**



Antal svar: 19

Medel: 4,4

Median: 5

1: 0

2: 0

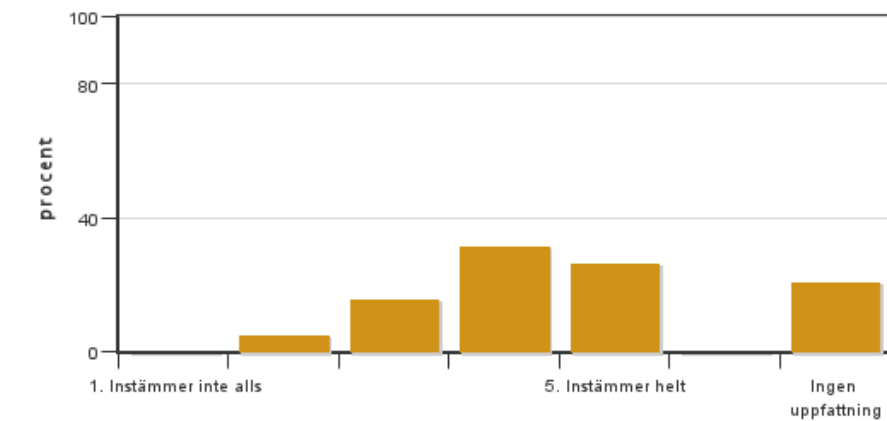
3: 3

4: 6

5: 10

Har ingen uppfattning: 0

**8. Examinationen/-erna gav mig möjlighet att visa vad jag lärt mig under kursen, se lärandemål.**



Antal svar: 19

Medel: 4,0

Median: 4

1: 0

2: 1

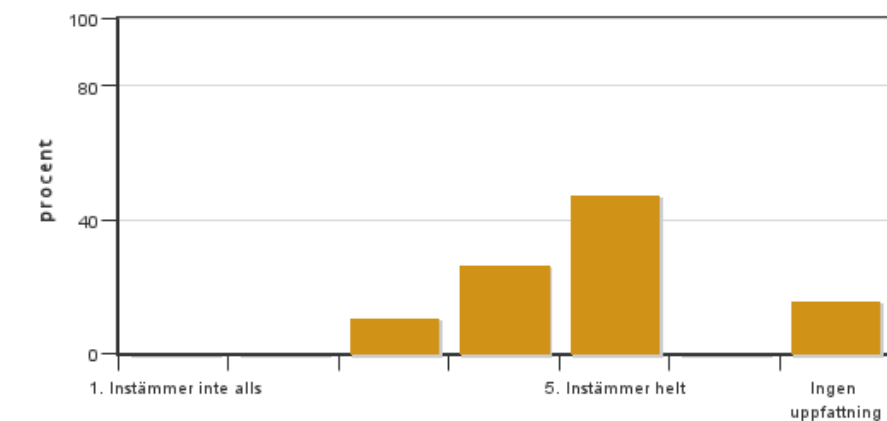
3: 3

4: 6

5: 5

Har ingen uppfattning: 4

**9. Jag anser att kursen har berört hållbar utveckling (miljömässig, social och/eller ekonomisk hållbarhet).**



Antal svar: 19

Medel: 4,4

Median: 5

1: 0

2: 0

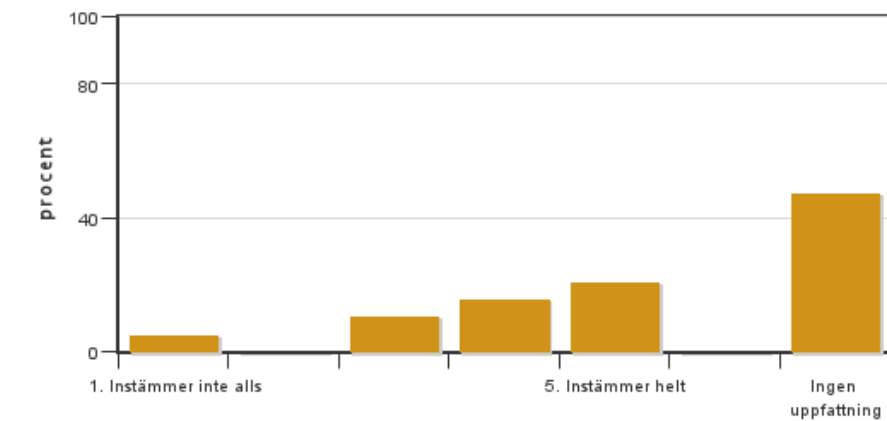
3: 2

4: 5

5: 9

Har ingen uppfattning: 3

**10. Jag anser att kursen har berört ett genus- och jämställdhetsperspektiv i innehåll och praktik (t. ex. perspektiv på ämnet, kurslitteratur, fördelning av taltid och förekomst av härskartekniker).**

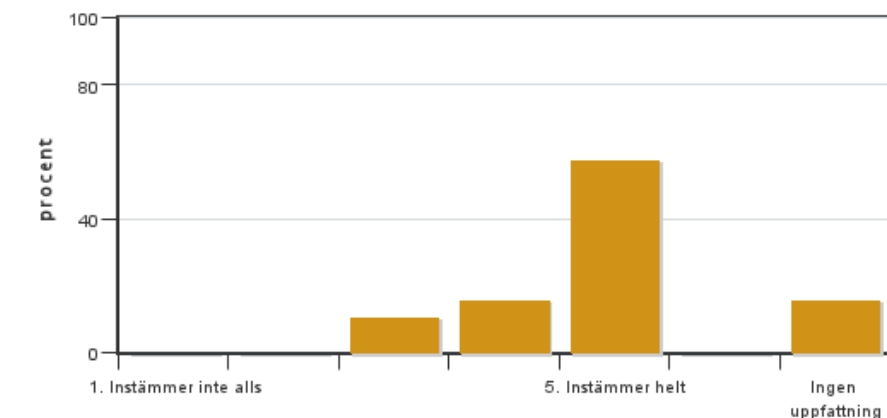


Antal svar: 19  
Medel: 3,9  
Median: 4

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

Har ingen uppfattning: 9

#### 11. Jag anser att kursen har berört internationella perspektiv.

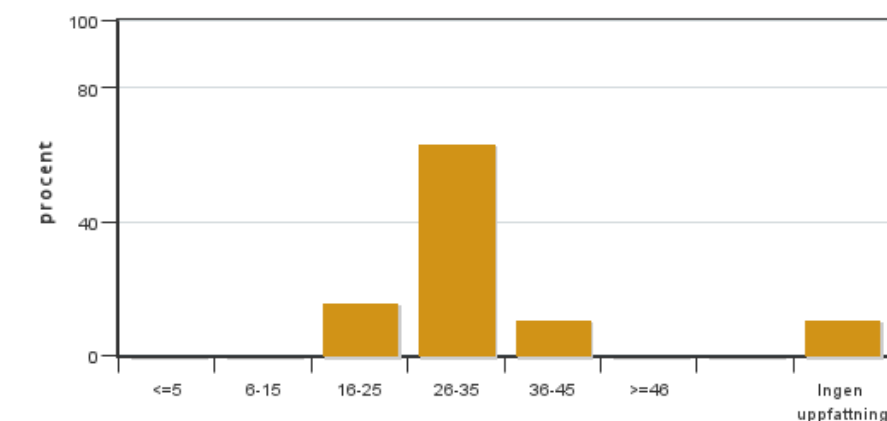


Antal svar: 19  
Medel: 4,6  
Median: 5

1: 0  
2: 0  
3: 2  
4: 3  
5: 11

Har ingen uppfattning: 3

#### 12. Jag har i genomsnitt lagt ... timmar per vecka på kursen (inklusive schemalagd tid).

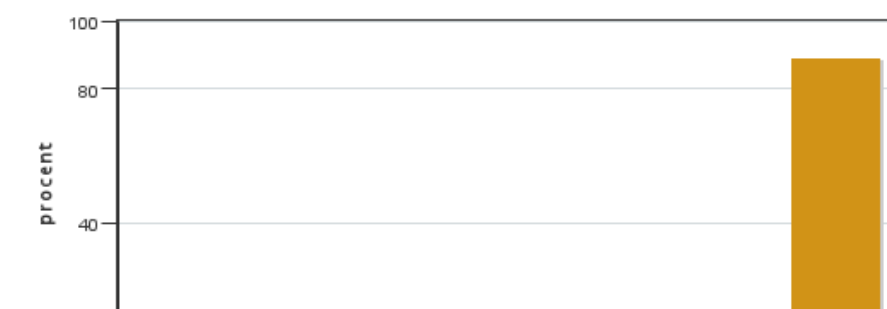


Antal svar: 19  
Medel: 29,4  
Median: 26-35

≤5: 0  
6-15: 0  
16-25: 3  
26-35: 12  
36-45: 2  
≥46: 0

Har ingen uppfattning: 2

#### 13. Om relevant, vad är ditt helhetsintryck av att hela eller delar av utbildningen genomförts på distans?



Antal svar: 19  
Medel: 4,5  
Median: 4

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

Har ingen uppfattning: 17



14. Om relevant, vad fungerade väl i undervisningen på distans?

15. Om relevant, vad fungerade mindre väl i undervisningen på distans?

## Kursledarens kommentarer

### Background

The BI1281 course is a second-year introductory course to plant physiology of 7.5hp. 36 students registered for the course in 2022 of which approximately 1/4 come from the five-year agronomy program (Food Sciences) and the other 3/4 from the three-year biology and environment program. The course lasts 5 weeks and evaluation involves two lab reports and one final exam.

This is the fourth year I am the course leader for this course. Response rate for this year was 52% (19/36) which was not high and lower than the previous two years (60% response rates in 2020 and 2021). Future years should aim for a higher response rate. However, with 19 students responding and giving feedback, there was still a good opportunity for feedback and to understand what worked well and what didn't.

### Changes in the course content and structure compared to last year

The biggest change to the course in 2022 was that teaching returned to fully in person. The 2021 course featured hybrid teaching with a combination of in-person labs and lectures both online and in person. The 2022 version had all labs in person and also all lectures in person. Feedback was also taken onboard from the 2021 course to improve and update aspects, particularly related discussion sessions, exam answers and lab schedules. A summary of changes made for the 2022 course compared to the 2021 course:

- 6 lectures took place in person instead of via zoom
- 2 lectures were completely revised with two new teachers added for these lectures.
- 2 new teachers took part in lab teaching
- Course gender balance was improved with the addition of new teachers
- The lab schedule was reorganised to ensure that students didn't have to attend a lab on allhelgonafton
- The course compendium was updated to make labs and instructions clearer
- Both discussion sessions were given in person with a clearer structure and answers provided
- The 2020 and 2021 exams were gone over at the discussion sessions in detail. Answers were provided at the discussion sessions and also on canvas
- The question session was held on zoom to allow the highest number of teachers and students to attend

### Question(s) with clearly higher marks in this year's evaluation compared to last year

Question 3. "*Mina förkunskaper var tillräckliga för att tillgodogöra mig kursen.*"

Q3 scored 4.7 this year (2022) compared to 4.4 last year (2021). Several new teachers were added this year and two lectures revised and these revisions and lecture improvements could have helped students to better understand the course material. It's possible that with more in person teaching, previous years learning was also improved to better prepare students for this course, thus contributing to a higher score.

Question 11. "*Jag anser att kursen har berört internationella perspektiv.*"

Q11 scored 4.6 this year (2022) compared to 4.3 last year (2021). The course structure generally remained the same in 2022 but four new teachers were added to the course. The change in teachers and their overall teaching perspective could have contributed to this higher score.

### Question(s) with clearly lower marks in this year's evaluation compared to last year

Question 7. "*Jag anser att den fysiska lärmiljön (exempelvis lokaler och utrustning) var tillfredställande.*"

Q7 scored 4.4 this year (2022) compared to 4.7 last year (2021). This year, we had slightly fewer students (36) compared to last year (42) so rooms booked by lokalbokning were smaller than usual so just had enough space for everyone. As a result, lectures felt quite cramped which was a problem and likely contributed to the lower score. This issue is hard to address since lokalbokning decides which rooms we will use. Hopefully in future years more students will enroll so we can have larger rooms with an improved atmosphere. It could also be that in 2021, in

person teaching had returned and students gave high scores for the improved learning environment compared to 2020.

Question 8. “*Examinationen/-erna gav mig möjlighet att visa vad jag lärt mig under kursen, se lärandemål.*”

Q8 scored 4.0 this year (2022) compared to 4.4 last year (2021). Student in 2022 found the exam questions very specific and many did not expect this. Although evaluations were lower, overall exam performance was much better in 2022 than 2021 with higher average marks and a higher percentage of students who passed. In 2022, two previous exams were provided instead of three in previous years so that answers could be provided in details and each question gone over during the discussion session. Questions provided during lectures may have also been quite general leading students to think that the exam will only test general knowledge. Students should be better informed that specific details can be tested and also encouraged to look at and revise previous exams which have similar structures as current exams. Teachers should do a better job at given specific practice questions and highlighting important aspects of their lectures, with emphasis that specifics will be tested.

### Course leader's comments

The course this year returned to a fully in person course. The course was given a rating of 4.6/5 in 2022 compared to 4.4/5 in 2021 and 4.3/5 for 2020 which I think is quite good. Also important is that no students gave the course a score of “3” this year, so all that replied seemed satisfied or very satisfied. Students were very positive about the labs, the course schedule and the lectures. Although evaluation for the exam (Q8) was lower in 2022 than in 2021, the percentage of students that passed the exam and overall exam marks were much higher in 2022 than in 2021 which was a very positive aspect. Overall, I was happy with the course and felt the students had a good learning environment. Several issues were raised with the course including the compendium needed to be more clearly written, better exam preparation was needed, classrooms were too small and that scheduling changes could be made to better accommodate students who commute. With some changes to the 2023 course I think these issue can be improved.

### Suggestions for changes in the next course, based on this year's course evaluations:

The questionnaire in 2022 was modified to include 8 additional questions. Students gave a lot of feedback that was extremely useful for both the organiser but also individual teachers. Changes I plan to make for 2023 based on these recommendations:

- Reorganise the first week of the course to avoid students having to attend mandatory labs on Wednesday afternoon
- Encourage lecturers to have questions at the end of the presentation and to provide these on canvas with answers. Questions should include specific questions and have a similar structure to questions on the exam
- Have lecturers give a summary slide with the most important learning outcomes from each lecture
- Encourage teachers to make their exam questions more broadly covering the lecture material. Prepare students that many exam questions are quite specific
- Update the lab manual to make it clearer. Parts of the Lab 1 manual were unclear and confused students. Parts of the Lab 2 manual had discussion questions that were unclear
- Modify the schedule to have two lectures in one day rather than spread over the week to allow commuting students the opportunity to attend more lectures

Charles Melnyk, course leader

Uppsala, 12 Jan 2023

## Studentrepresentantens kommentarer

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The general perception of the course was overall very good. The students found the subjects interesting and the tempo to be lagom.

### Some comments on how the course could be improved:

- Some students requested study questions as a way to study and quiz each other. Something like the questions in the end of each lecture but collected in a single document.
- The lab compendium was by some described as hard to follow and with a few errors.
- Some of the lectures were in classrooms that felt too small. This made it feel a little cramped and the air got stuffy.
- A missed lecture meant falling behind a lot. Some student think the power points were missing in information that would make it easier to catch up. One suggestion was for the teachers to share their own notes on canvas as extra study material.
- The question in the course evaluation about the exam was one of the lowest scoring one. The main problems that students had with the exam was that the questions felt too specific. The student felt like they didn't get to show that they had understood the bigger picture and instead had to memorize “fun facts”.
- Some students struggled a little with the fact that parts of the course was in English. That might not have been clear in the course info on the website.

**Positive feedback:**

- The teachers were engaging and excited about the subjects which made the lectures enjoyable and educational.
- The teachers made us feel listened to and all questions were met with respect and explained until the student understood.
- The labs were fun and gave a good understanding about plant hormones and resource allocation.
- The discussion sessions were very good. Maybe more than just two would be beneficial if possible.
- The overall tempo and balance between practical and theoretical were good.
- The quizzes incorporated in the lectures were a fun way to repeat essential facts, and also worked as a check to see how well the information was received by the class.

**Further ideas for the course in the future:**

- Every student only worked with two of the five hormones which left the other three without much attention. Maybe replace the lab report of the hormone lab with a group discussion where the students can teach each other about their hormones. Maybe together with a smaller report.
- Having a zoom call open during the lectures would enable students who couldn't come to campus that day to join. Having to engage the students on zoom would be challenging and probably distract from the lecture, but just having the call open for sick students to be able to follow the main parts of the lecture would be great. The greater engagement you would get from being in the classroom would also be a motivator to not just hop on the zoom call when feeling lazy.