



Integrated Pest Management in Sustainable Production Systems BI1267, 10117.2223

15 Hp

Pace of study = 100%

Education cycle = Advanced

Course leader = Kristina Karlsson Green, Laura Grenville-Briggs Didymus

Evaluation report

Evaluation period: 2022-10-24 - 2022-11-14

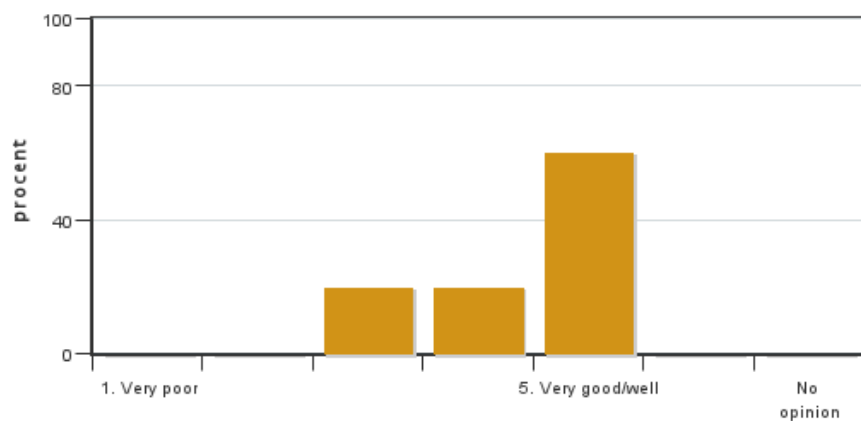
Answers 5

Number of students 19

Answer frequency 26 %

Mandatory standard questions

1. My overall impression of the course is:

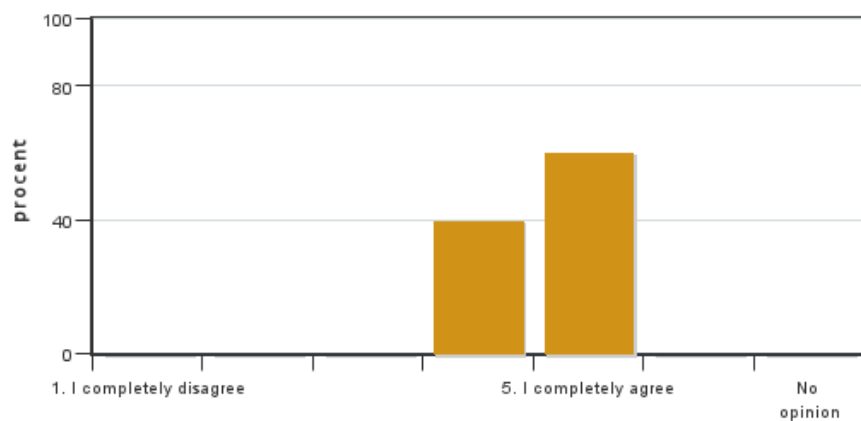


Answers: 5
Medel: 4,4
Median: 5

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

No opinion: 0

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

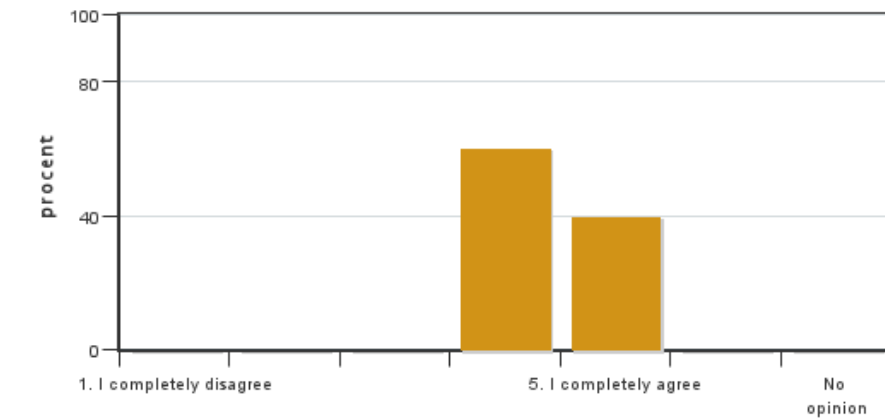


Answers: 5
Medel: 4,6
Median: 5

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

No opinion: 0

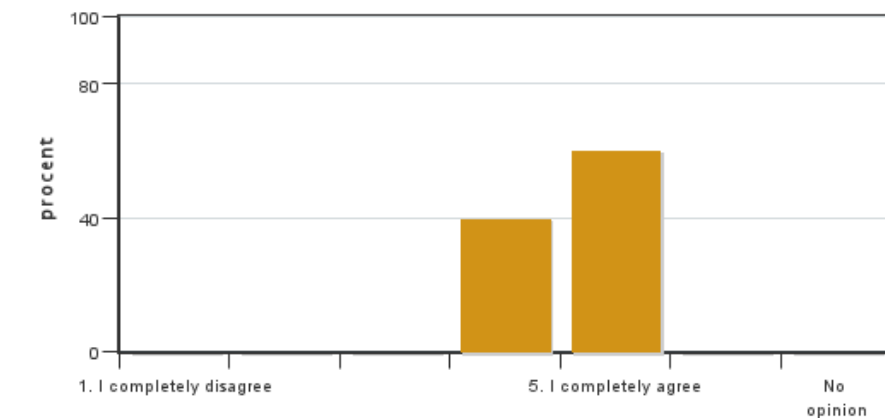
3. My prior knowledge was sufficient for me to benefit from the course.



Answers: 5
Medel: 4,4
Median: 4

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

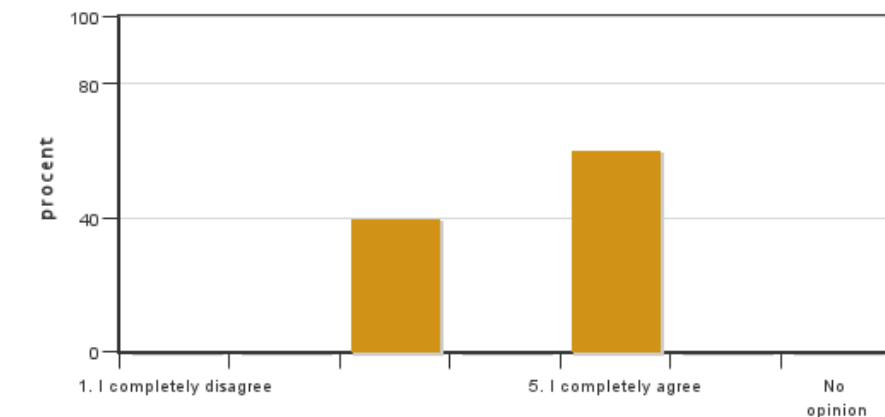
4. The information about the course was easily accessible.



Answers: 5
Medel: 4,6
Median: 5

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

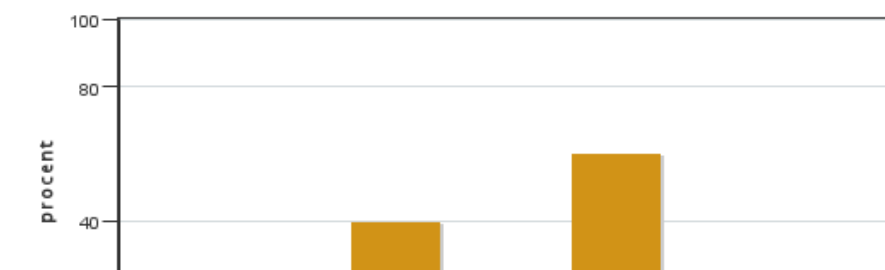
5. The various course components (lectures, course literature, exercises etc.) have supported my learning.



Answers: 5
Medel: 4,2
Median: 5

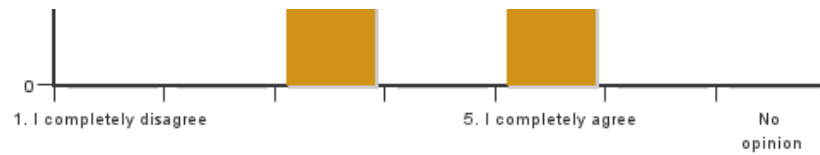
1: 0
2: 0
3: 2
4: 0
5: 3
No opinion: 0

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



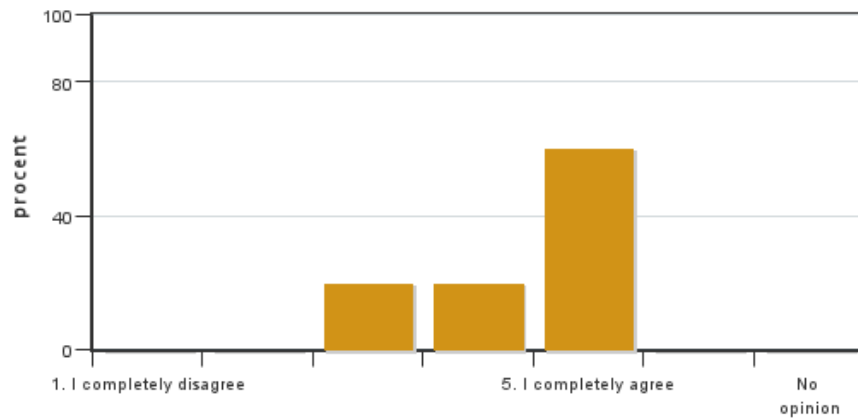
Answers: 5
Medel: 4,2
Median: 5

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



No opinion: 0

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

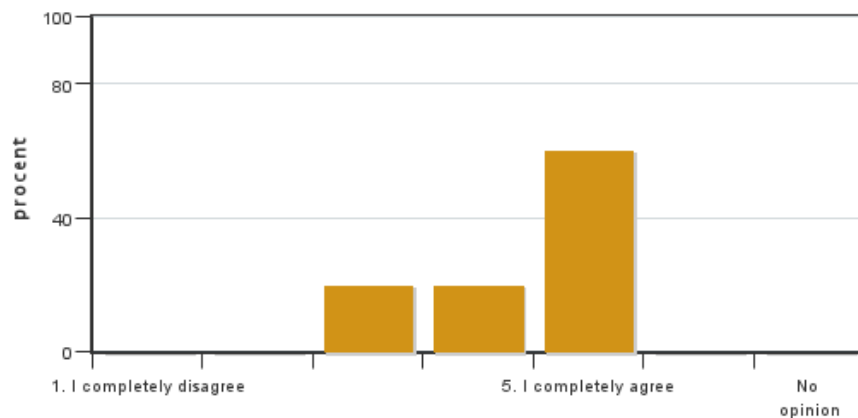


Answers: 5
Medel: 4,4
Median: 5

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

No opinion: 0

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

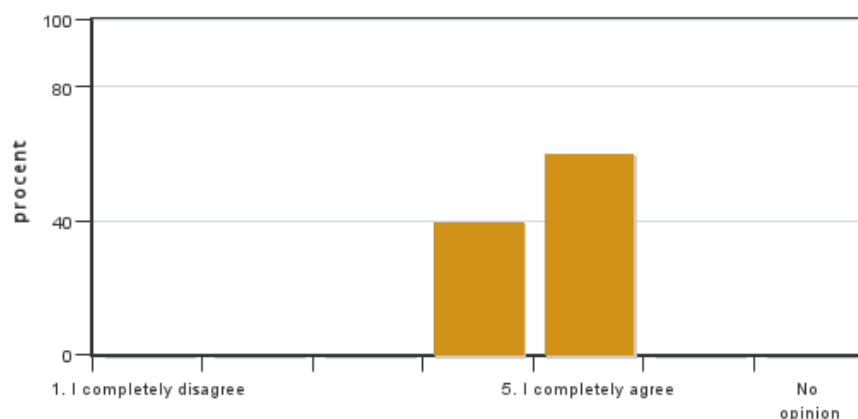


Answers: 5
Medel: 4,4
Median: 5

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

No opinion: 0

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

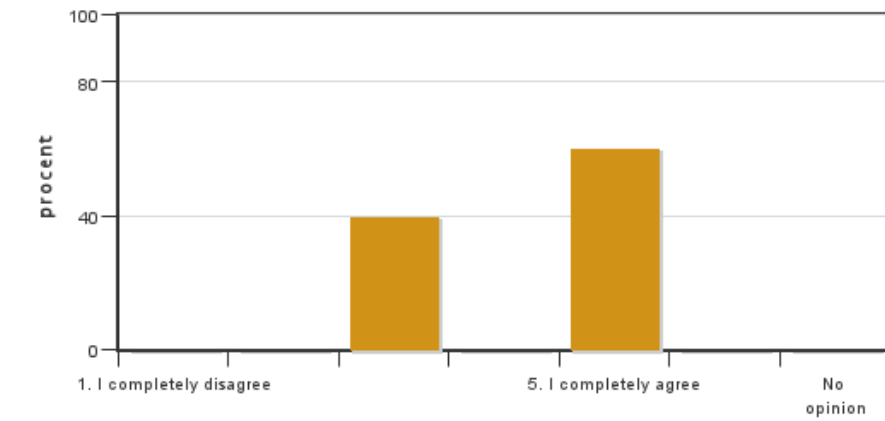


Answers: 5
Medel: 4,6
Median: 5

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

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).

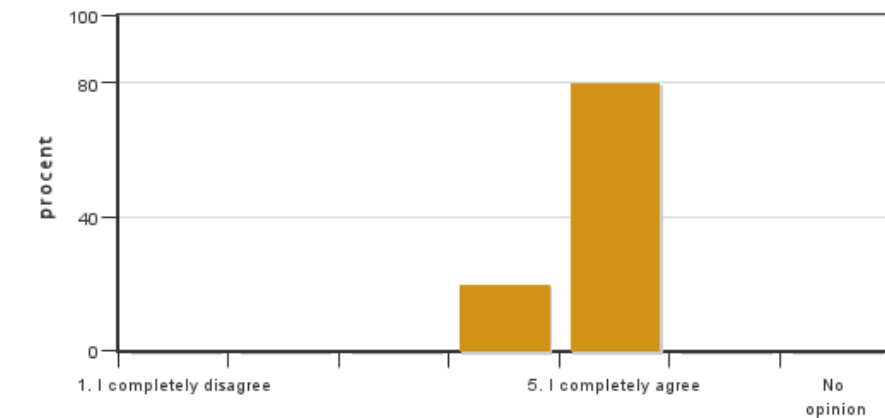


Answers: 5
Medel: 4,2
Median: 5

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

No opinion: 0

11. The course covered international perspectives.

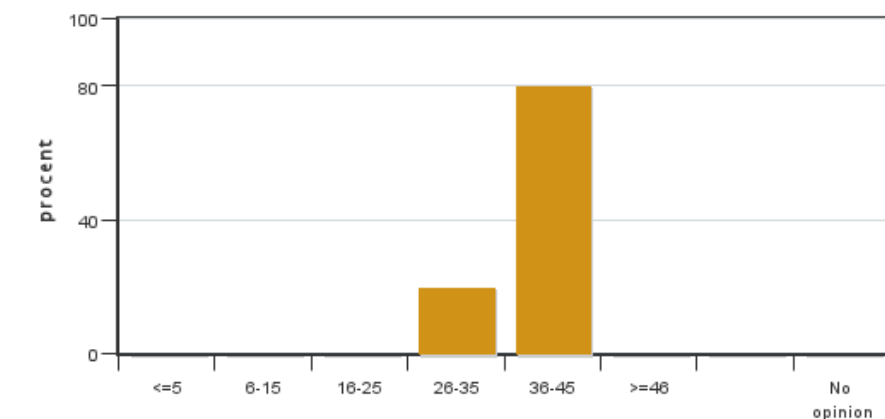


Answers: 5
Medel: 4,8
Median: 5

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

No opinion: 0

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

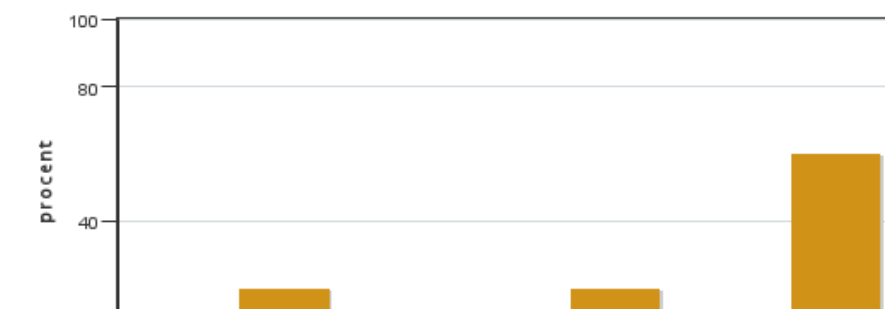


Answers: 5
Medel: 38,0
Median: 36-45

≤5: 0
6-15: 0
16-25: 0
26-35: 1
36-45: 4
≥46: 0

No opinion: 0

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



Answers: 5
Medel: 3,5
Median: 2

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

No opinion: 3



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

BI1267 Course leader comments

We appreciate all the comments and suggestions from this year's cohort of students. As IPM will be designed very differently for different crops and locations, we like to give many different examples and/or case studies throughout the course so that students can reflect on the similarities and differences in different cases. We also appreciate that the students all come with different backgrounds and interests that they wish to develop within the course and sometimes with specific things that they would like to learn to take forward after they have finished their education. We also have students primarily from two different master's programs, the Horticultural Sciences program, with a specific and more narrow focus in horticulture, and the Agroecology program with a broader remit. That is why we try to give everyone as much flexibility as possible to allow them to find their individual focus points that will help them grow individually. This year we have incorporated the use of GIS tools much more in the course, to allow students to connect relevant methodologies to IPM that will be useful for precision farming, IPM in a landscape context, whilst at the same time giving them the opportunity to learn modern tools for research and applications related to IPM. We have worked a little bit more with the Agroecology students farm this year too, which is a fantastic resource. However, the limitation in using this for too many case studies or for the final project, is that it is an organic small-holder farm and therefore, there are limitations in the design of a full IPM system for organic production. Furthermore, considering the students backgrounds and interests, we prefer to allow them the freedom to choose any crop and location (also considering farming in a global/developing country setting) for their final project. We also believe that we left at least an hour a day for individual study, classes were only scheduled until maximum 16:00, except for the days where excursions were planned, and the last three weeks were left almost exclusively for individual or group study. We appreciate that some people find group work more challenging, but we believe it is important to develop team working skills for almost all future careers. Furthermore, IPM is knowledge intensive but also covers a very broad range of methods and skills, thus working in groups for the final project allows students to develop a full IPM strategy in a crop without having to develop all aspects of IPM themselves. We have talked to all individual teachers and will continue to work hard to ensure an inclusive and open teaching and learning environment. The ideas presented for alternative examinations, where students choose their own crop in the beginning are very interesting and we will think about how to incorporate aspects of these in the future development of the course.

Student representatives comments

Overall impression: Mean 4.4

- Very broad coverage of topics. All relevant for horticulture. (4)
- Very good course for preparing students for ipm strategies in several crops (5)

Learning objectives: 4.6

- Yes, there is a link to the learning objectives. But why do you not rearrange your teaching plan a bit and structure it along one example crop – say potato. All the topics that were presented within the course: nematodes, IPPM, IMW, viruses, etc should stay, but in the end of the week they get linked to the course-example crop.

Week 1 = introduction, IPM basics

Week 2 = crop production

Week 3 = insect disease

Week 4 = bacterial

Week 5 = fungi

Week 6 = nematodes

Week 7 = viruses

Week 8 = ecosystem services, pollinators

Week 9 = presentation of course crop IPM for model farm

Week 10 = student final presentations

Instead of dividing the final presentation in a group, have the students choose one crop in the beginning . At each end of the week, they give a short presentation about how the course content relates to their crop.

Example: Week 3: the students present insects relevant for their crop and the recent sciences strategies of how to tackle them.

Week 4, same for bacteria, etc. The presentation in the end is an in-depth presentation of the designed IPM strategy for all pests. Each presentation gets graded individually

Prior knowledge: 4.4

- I have no knowledge about using GIS.
- Which is a good sign, I got challenged at time, but overall didn't feel lost. (4)
- Due to my bachelor, I had sufficient knowledge to understand many parts of the course, but it definitely enhanced my knowledge in every aspect

Canvas: 4.6

- Well-structured canvas

Course components: 4.2

- For me there was a bit little incentive to reading literature. This could be supported with little pass/fail quizzes during the week. (3)

Social learning environment: 4.2

- Some lectures were not very happy with differing opinions and discussion (3)
- The international students struggled a lot with the talking speed of some lecturers. Generally, a bit too fast. (3)

Physical learning environment: 4.4

- Terra Nova is a fridge, not your fault, but SLU should provide blankets in this room. (4)

Examination: 4.4

- Partly agree: the literature club was great – my favourite. Why not more of it? The case-studies were a bit redundant – at the end of the week, nobody had energy left. Shift this to the beginning of the week maybe? The final project in my opinion was the wrong type of examination method chosen – group work is just not beneficial, I believe. Would have liked a different examination set up – see 2. (3)
- the final project gave the opportunity to present what we have learnt during the course through creating our own ipm strategy (5)

Sustainability: 4.6

- Why not link this to the Alnarp's Agroecology Farm, do some teaching in their teaching tent and have case studies on the spot? (4)

Gender equality: 4.2

- A lecturer embarrassed a student with tics which was kind of uncomfortable (3)

International perspectives: 4.8

Spent time: 38

- Very lecture heavy. Not much time left for own studies. Maybe allocate an hour a day for own studies?

Online participation: 3.5

Distant teaching:

- Worked well
- Nothing bad to be noted.

Kontakta support: support@slu.se - 018-67 6600