



Plant Biology for Breeding and Protection BI1296, 30259.2223

15 Hp

Pace of study = 100%

Education cycle = Advanced

Course leader = Erik Alexandersson, Sajeevan Radha Sivarajan

Evaluation report

Evaluation period: 2023-03-14 - 2023-04-04

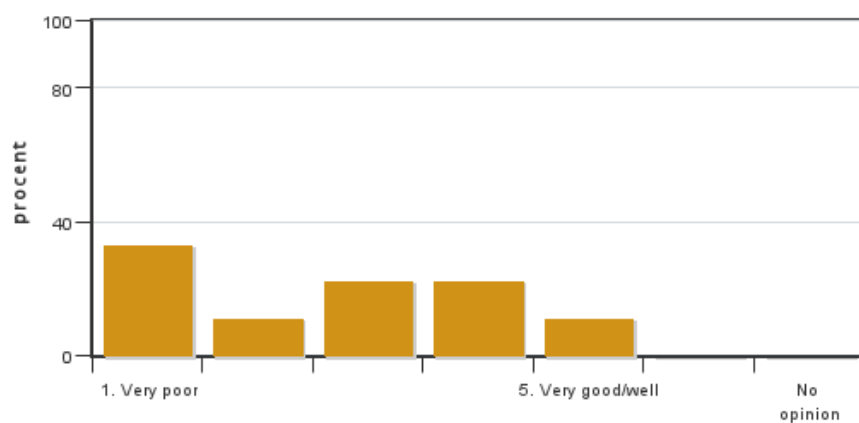
Answers 9

Number of students 10

Answer frequency 90 %

Mandatory standard questions

1. My overall impression of the course is:



Answers: 9

Medel: 2,7

Median: 3

1: 3

2: 1

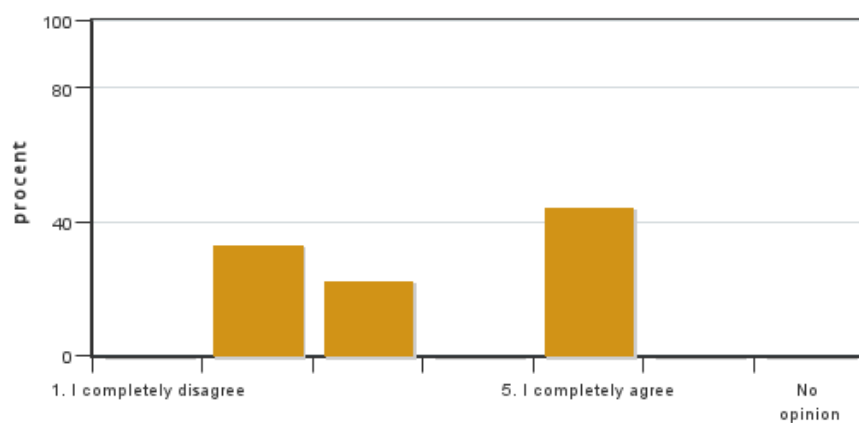
3: 2

4: 2

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: 3,6

Median: 3

1: 0

2: 3

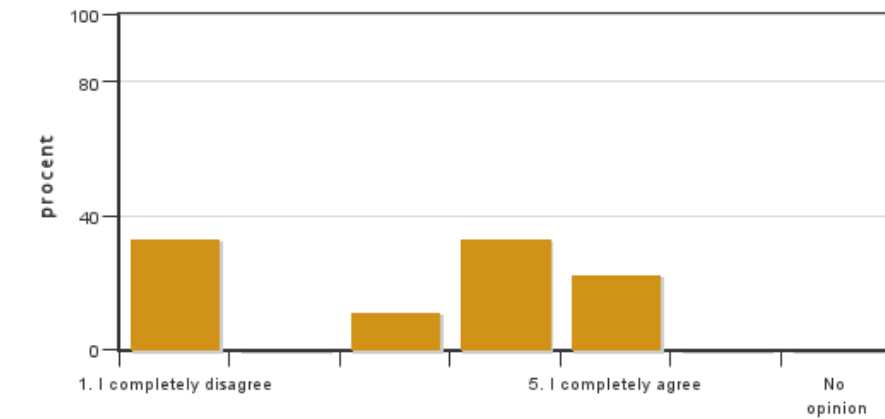
3: 2

4: 0

5: 4

No opinion: 0

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

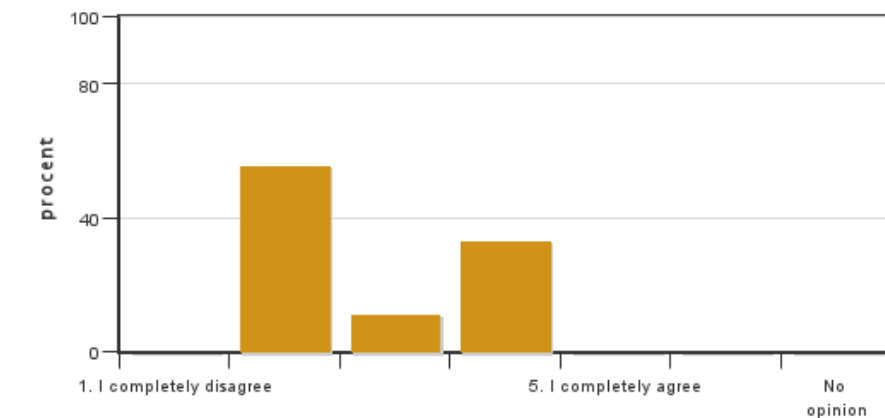


Answers: 9
Medel: 3,1
Median: 4

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

No opinion: 0

4. The information about the course was easily accessible.

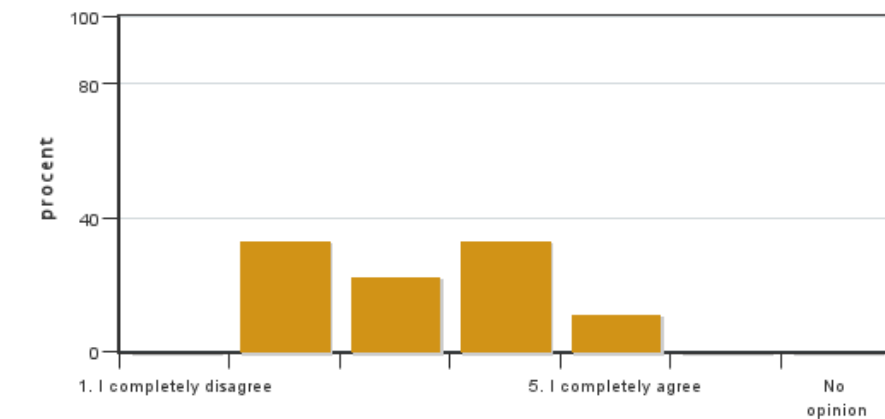


Answers: 9
Medel: 2,8
Median: 2

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

No opinion: 0

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

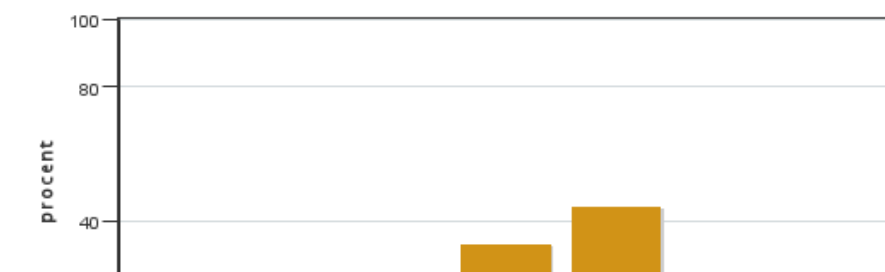


Answers: 9
Medel: 3,2
Median: 3

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

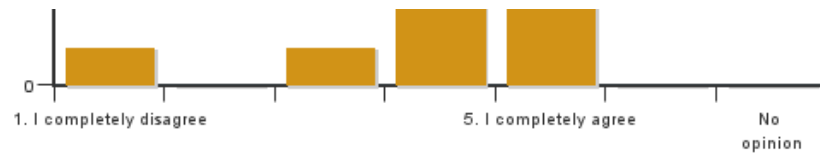
No opinion: 0

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



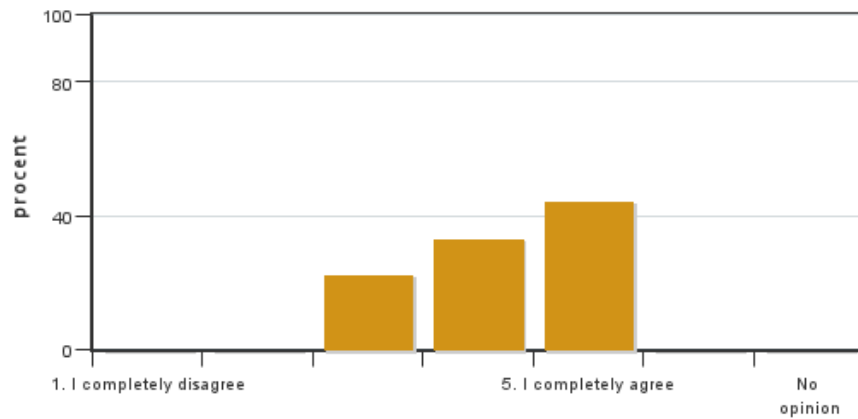
Answers: 9
Medel: 4,0
Median: 4

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



No opinion: 0

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



Answers: 9

Medel: 4,2

Median: 4

1: 0

2: 0

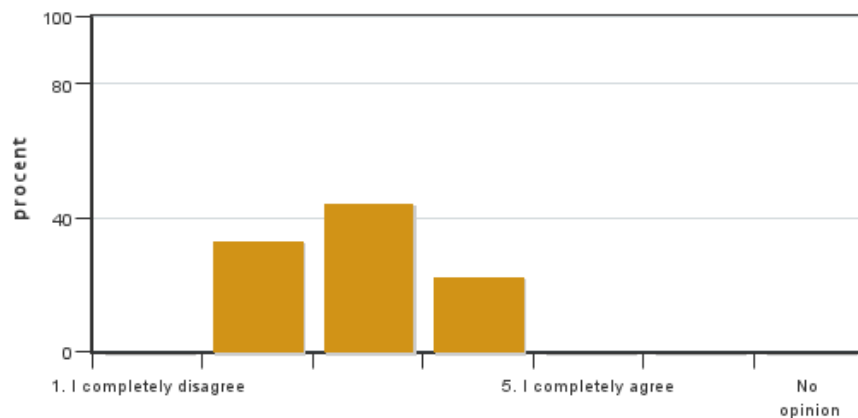
3: 2

4: 3

5: 4

No opinion: 0

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



Answers: 9

Medel: 2,9

Median: 3

1: 0

2: 3

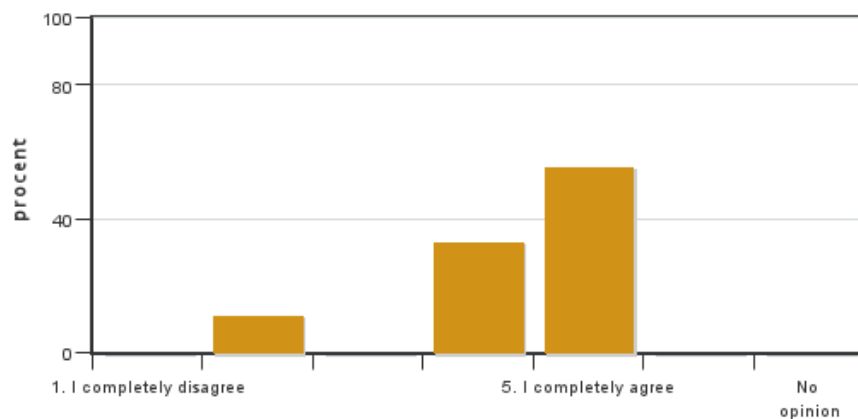
3: 4

4: 2

5: 0

No opinion: 0

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



Answers: 9

Medel: 4,3

Median: 5

1: 0

2: 1

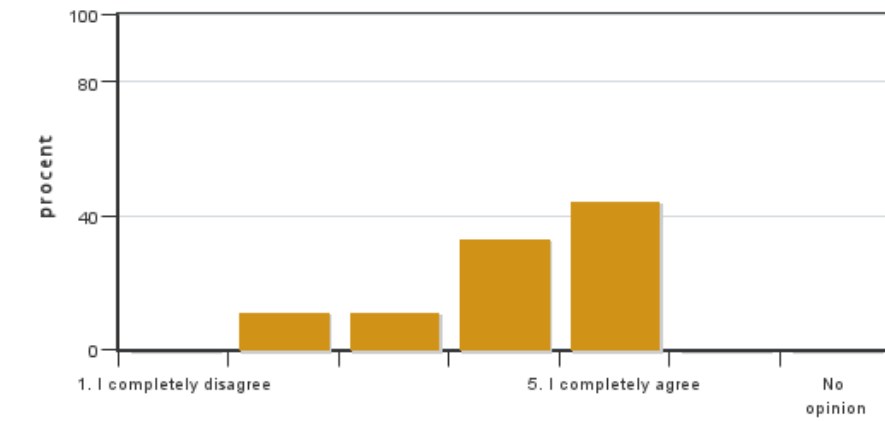
3: 0

4: 3

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).

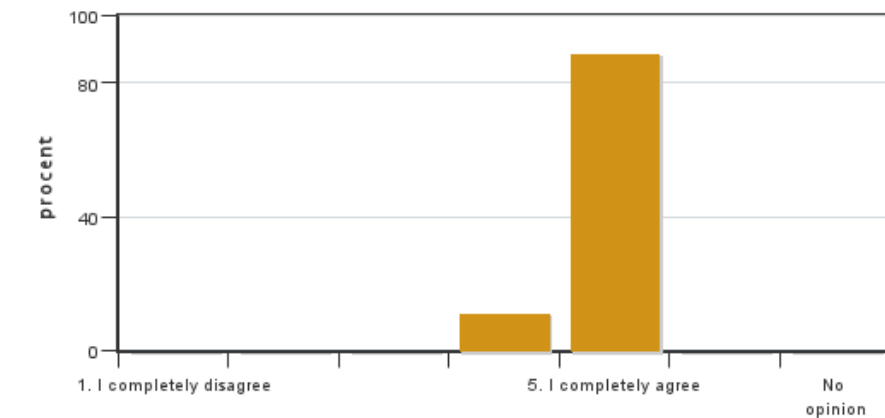


Answers: 9
 Medel: 4,1
 Median: 4

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

No opinion: 0

11. The course covered international perspectives.

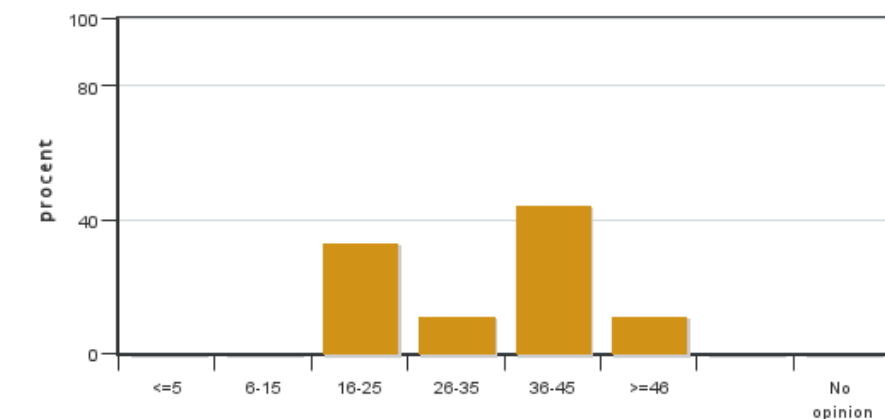


Answers: 9
 Medel: 4,9
 Median: 5

1: 0
 2: 0
 3: 0
 4: 1
 5: 8

No opinion: 0

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

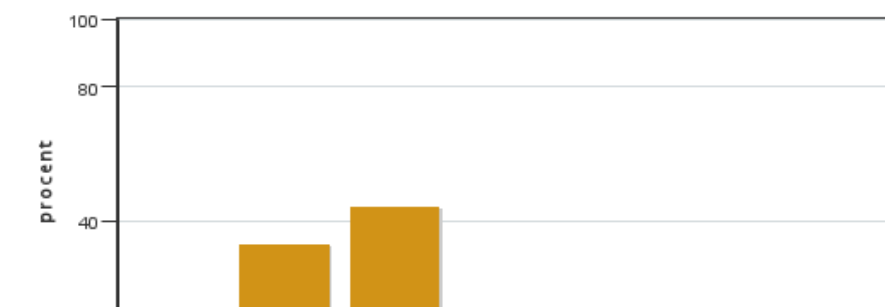


Answers: 9
 Medel: 32,9
 Median: 36-45

≤5: 0
 6-15: 0
 16-25: 3
 26-35: 1
 36-45: 4
 ≥46: 1

No opinion: 0

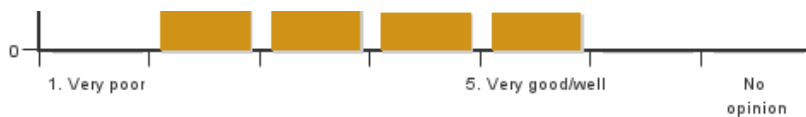
13. If relevant, what is your overall experience of participating in all or part of your course online?



Answers: 9
 Medel: 3,0
 Median: 3

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

There are quite mixed feelings about the course, which partly seems to be dependent on whether it was taken in Uppsala or Alnarp and background knowledge of the students. It is clear from the evaluation that the Bioinformatics and GWAS exercises as well as some other online exercises were challenging to the students, mainly due lack of previous knowledge and lack of feedback. We are therefore planning to add a couple of theoretical lectures and try to connect the different bioinformatics parts together in the upcoming course.

In general, there seems to be too many tasks at the end of the course and too few in the beginning. This criticism has come up before and we will continue to try to increase the lecture hours in the beginning of the course to free up more time at the end. For the SBL exercise it is, however, difficult to start earlier than after a couple of weeks since not enough background is covered. We will also re-evaluate the seminar series as several students express that they are already confident in reading and interpreting scientific papers. The students raised that three hours was too short for the exam and we will consider to increase it to four hours, apart from that the way to examine the course also seems satisfactory. The students are generally pleased about the international perspectives taken in the course.

Student representatives comments

Course evaluation report - Plant Biology for Breeding and Protection BI1296

The content of the course reflected the points reported in the syllabus and the perspective given was comprehensive.

Some plus in the course content were the connections to sustainability, climate change, and international perspectives.

The students had some difficulties with the part related to Bioinformatics and GWAS, due to a lack of basic knowledge related to the topic: the practical activities proposed were new for most of them and created some problems and misunderstandings, solved later discussing with the professors.

The part related to new technologies, such as bioinformatics, omics, and NGS, was appreciated, but maybe a little more time could have been spent on these complex topics.

Another point was related to communication: some information related to assignments and compulsory activities has been given to the students late in the course and with not much prior notice before the deadline. Sharing the information already at the beginning of the course could have helped the students in the organization of their time.

Also, some presentations and materials had been shared later on after the lectures. More prompt availability of the materials, in a more clear way on Canvas could be helpful next year.

The classroom and the distance learning activities were good: the opportunity to follow lectures remotely via Zoom helped some students that works/live far away from the university. The environment allowed good dialogues and discussions, even behind the screen.

The exam and the SBL case, which were the two compulsory parts constituting the final mark, reflected the contents of the course, were clear, and required the right workload for their preparation.