



Integrated Pest Management in Sustainable Production Systems BI1267, 10057.2324

15 Hp

Pace of study = 100%

Education cycle = Advanced

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

Evaluation report

Evaluation period: 2023-10-23 - 2023-11-13

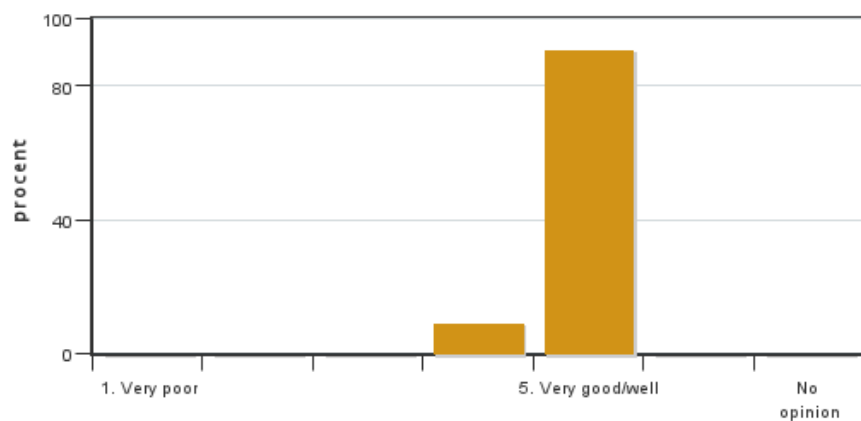
Answers 11

Number of students 12

Answer frequency 91 %

Mandatory standard questions

1. My overall impression of the course is:



Answers: 11

Medel: 4,9

Median: 5

1: 0

2: 0

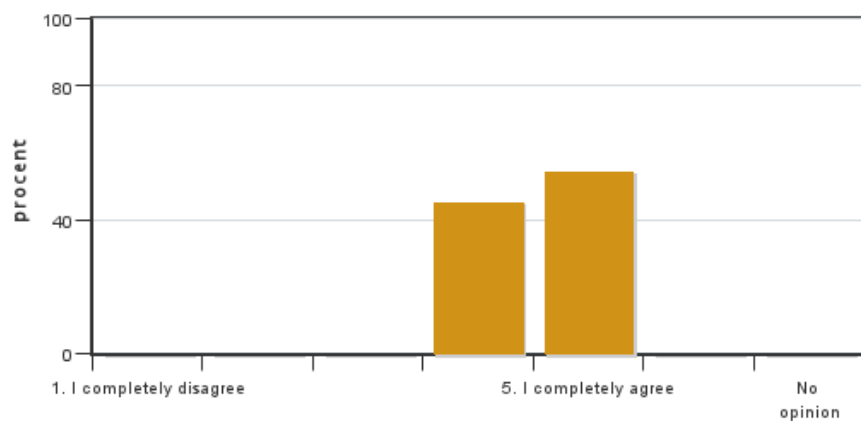
3: 0

4: 1

5: 10

No opinion: 0

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



Answers: 11

Medel: 4,5

Median: 5

1: 0

2: 0

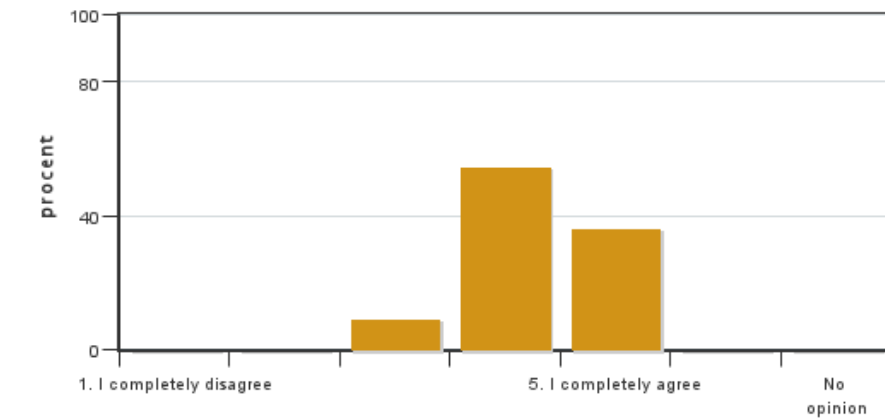
3: 0

4: 5

5: 6

No opinion: 0

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

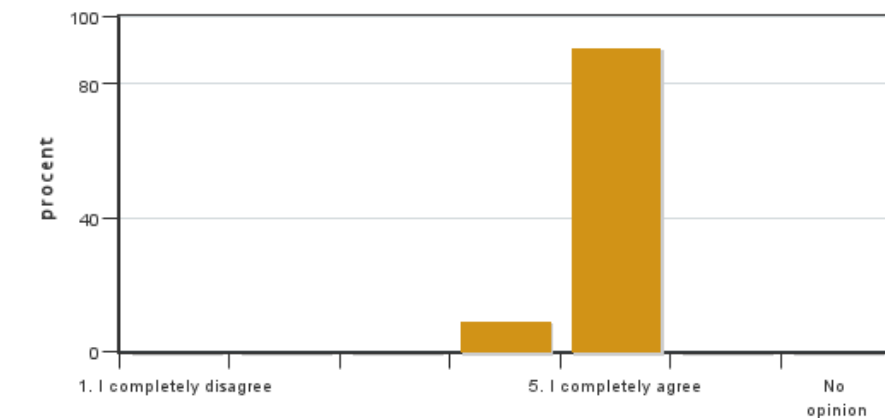


Answers: 11
Medel: 4,3
Median: 4

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

No opinion: 0

4. The information about the course was easily accessible.

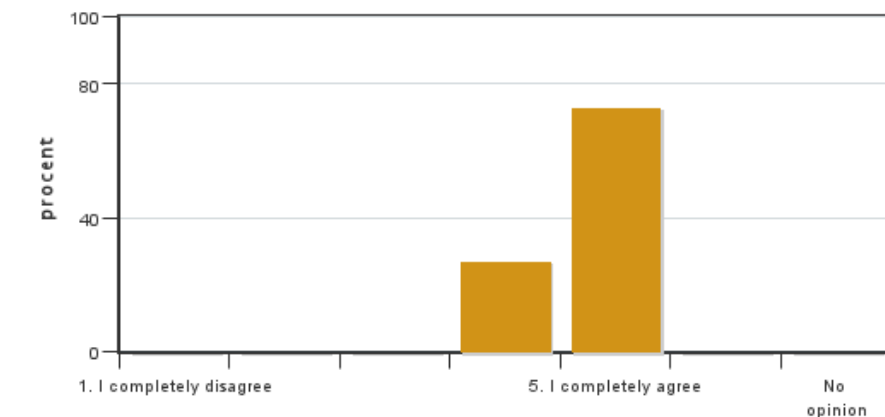


Answers: 11
Medel: 4,9
Median: 5

1: 0
2: 0
3: 0
4: 1
5: 10

No opinion: 0

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



Answers: 11
Medel: 4,7
Median: 5

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

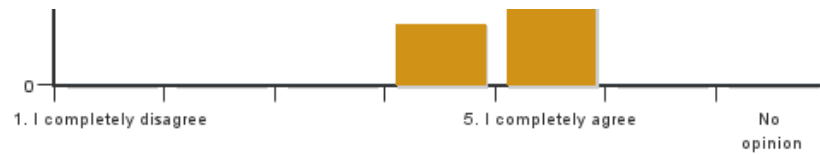
No opinion: 0

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



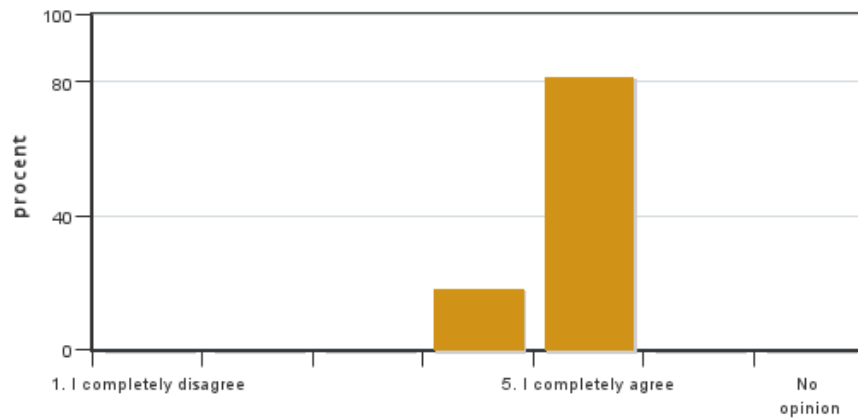
Answers: 11
Medel: 4,8
Median: 5

1: 0
2: 0
3: 0
4: 2
5: 9



No opinion: 0

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



Answers: 11

Medel: 4,8

Median: 5

1: 0

2: 0

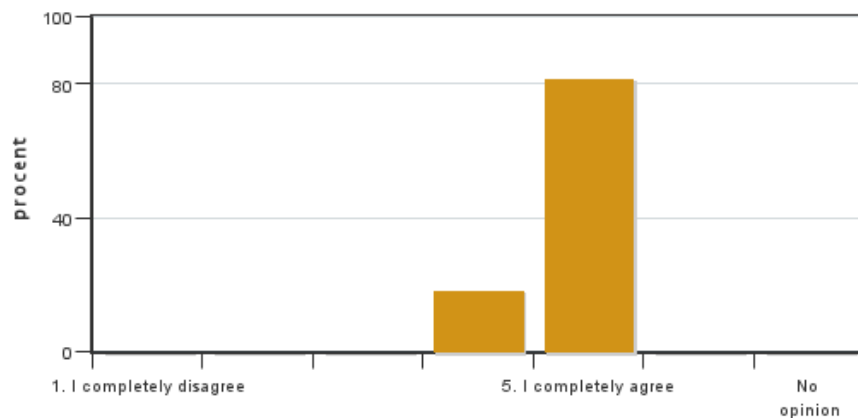
3: 0

4: 2

5: 9

No opinion: 0

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



Answers: 11

Medel: 4,8

Median: 5

1: 0

2: 0

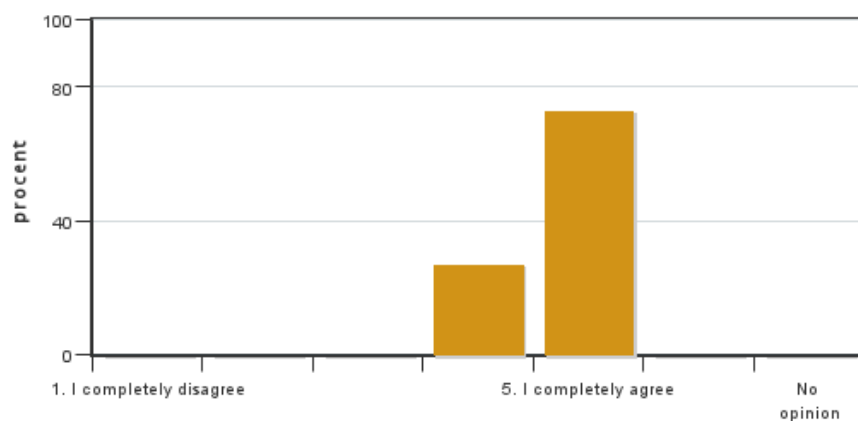
3: 0

4: 2

5: 9

No opinion: 0

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



Answers: 11

Medel: 4,7

Median: 5

1: 0

2: 0

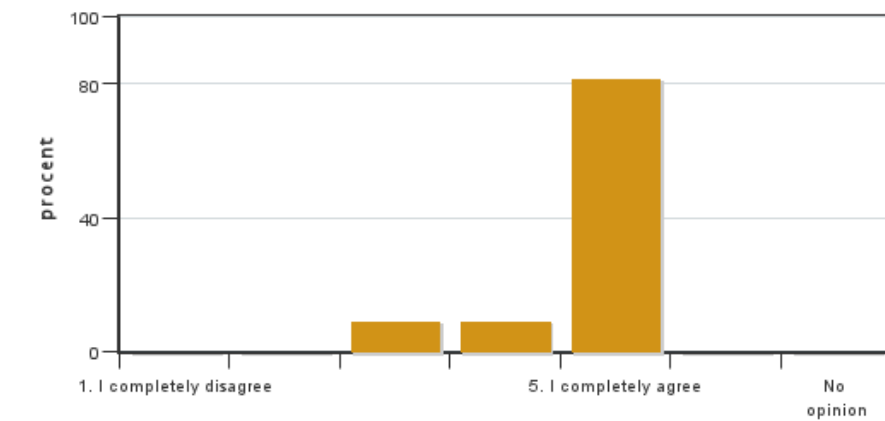
3: 0

4: 3

5: 8

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).

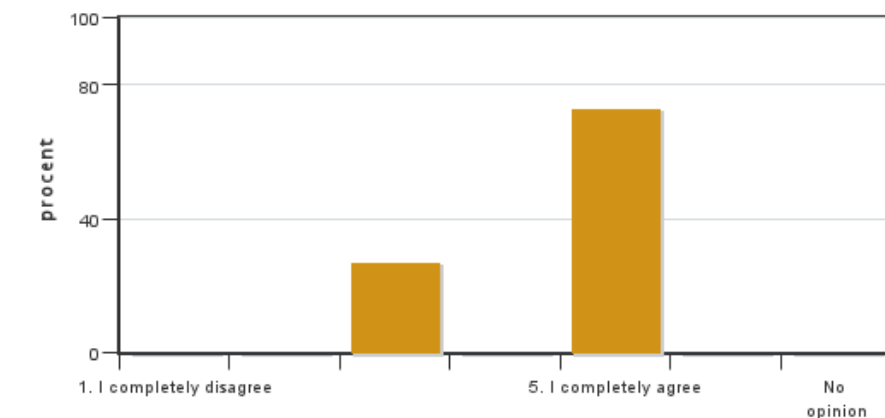


Answers: 11
 Medel: 4,7
 Median: 5

1: 0
 2: 0
 3: 1
 4: 1
 5: 9

No opinion: 0

11. The course covered international perspectives.

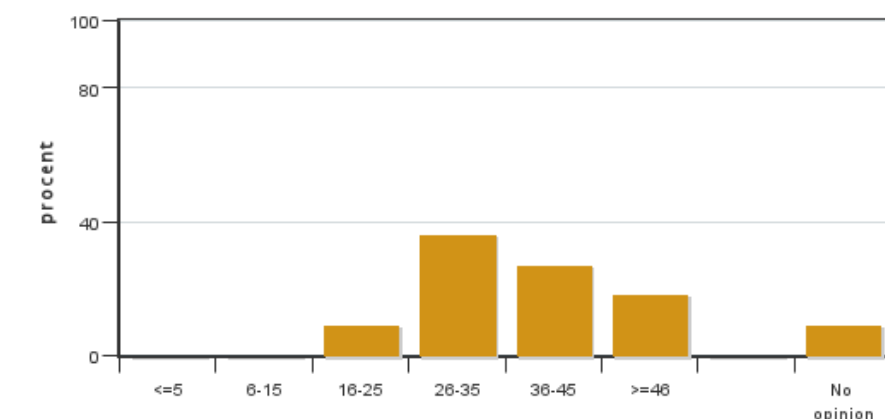


Answers: 11
 Medel: 4,5
 Median: 5

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

No opinion: 0

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



Answers: 11
 Medel: 35,2
 Median: 26-35

≤5: 0
 6-15: 0
 16-25: 1
 26-35: 4
 36-45: 3
 ≥46: 2

No opinion: 1

Course leaders comments

We appreciated all the comments, suggestions and feedback from this years cohort of students. IPM is an extremely wide and interdisciplinary subject and we appreciate that students come from a variety of backgrounds and may be following either a more narrow and specialised masters program, such as that in Horticulture, or a wider, broader masters program, for example in Agroecology. Thus, we hope that the course allows students to choose their own path and focus within the broad topic of IPM, after some introductory work. This year in 2023, we reorganised the course into theme weeks, to help students navigate the various different aspects of IPM more effectively. Over the last two years we have also worked on including an understanding of GIS tools to help students connect to relevant digital methodologies for use in for example precision farming. However, we appreciate that this is a complex topic that could easily be the subject of an entire 15 credit course alone. Therefore, in the future we will reorganise the theme week on GIS and landscape factors to be more manageable for students without a background in the use of GIS. Although we try to prepare students for the final project at the very start of the course, we will also try to provide

more guidance and opportunities for supervision within the first half of the course and not just at the end to help students manage their time on this assignment. We will also review the amount of work per assignment to ensure that the percentage of the grade accounted for matches the amount of work expected for all of the assignments including the GIS task. We are pleased to hear that students value excursions and the various different forms of assessment in the course, which we will continue to develop in the future.

Student representatives comments

There was a very high level of general appreciation for the course (average: 4,9/5 and median 5/5). This view was significant for all answers, receiving consequent averages and medians of 4 and above. Students spent on average 35 hours/week on course work. However, this number was unevenly distributed throughout the course (see comments below about the "final project"). Prior knowledge was mostly considered to be sufficient. On the other hand, this perception seems to be related to one's academic background, where one student with a certain background reported missing prior biology knowledge. Contrarily, the same knowledge was seen as repetitive by another student, with a separate background.

Course information was reported to be easily accessible and teaching media was evaluated as appropriate. However, the "GIS-week" was seen as too intense, where it was difficult to grasp and process the contextual information which was new to many students. Additionally, the field trips were pointed out as very useful and appreciated.

Examinations were mentioned as suitable for the course, representing opportunities to showcase one's knowledge. However, students were not prepared for the bulky nature of the final project demanding a lot of time. Furthermore, students requested more contextual guidance through increased supervision. There were many comments about the journal club, where difficulties to follow peer presentations, stick out as most relevant. Students thought that the factsheet assignment was rewarding, offering an opportunity to dig deep into one's specific interest and to prepare for work life related tasks. There seems to be a mismatch between the extent of the GIS-part (10% of the final grade) and the effort it required. Students needed more time and a higher tangibility on how to perform GIS-commands.

Potential for improvement

Prepare students more clearly about the extent of the final project and increase the number of supervision sessions. Adjust the journal club so that it becomes easier to follow peer presentations. Regulate the GIS-task so that it is in accordance with the number of credits assigned to it and include zoom-sessions where students can share their screens with the teacher.