Introduction to Plant Biology for Sustainable Production
BI1294, 10060.2324

15 Hp
Pace of study = 100%
Education cycle = Advanced
Course leader = Jens Sundström

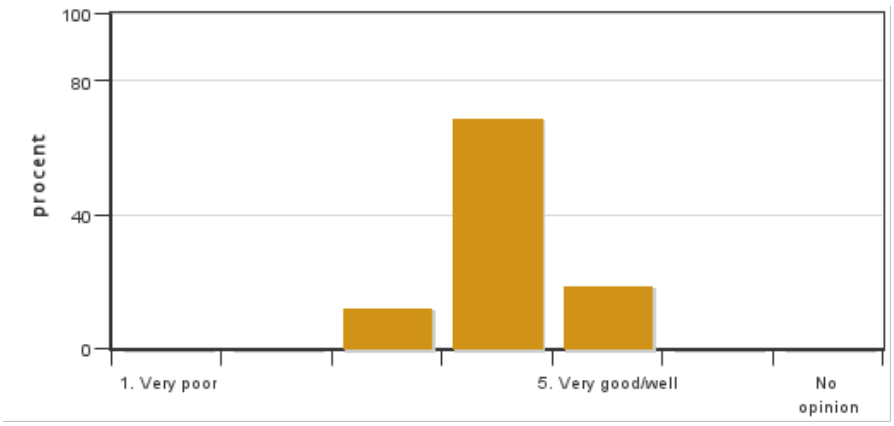
Evaluation report

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

Answers	16
Number of students	19
Answer frequency	84 %

Mandatory standard questions

1. My overall impression of the course is:

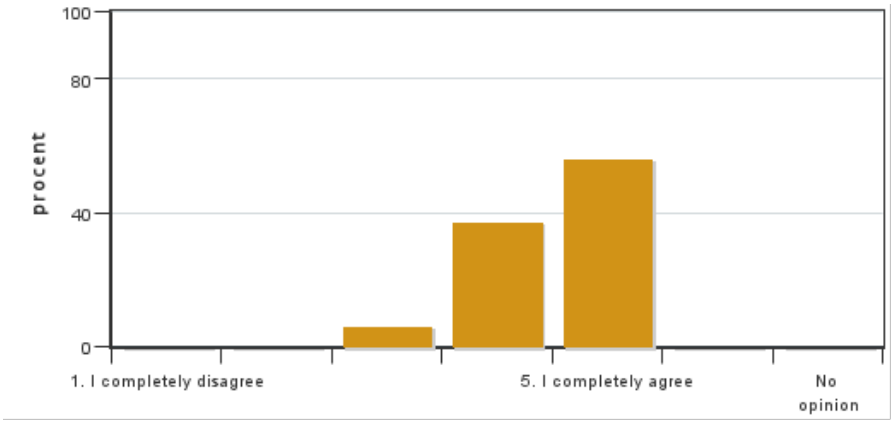


Answers: 16
Medel: 4,1
Median: 4

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

No opinion: 0

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

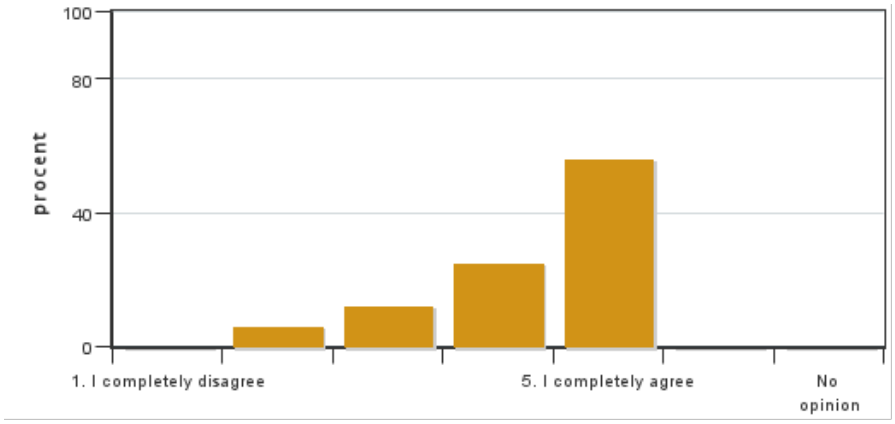


Answers: 16
Medel: 4,5
Median: 5

1: 0
2: 0
3: 1
4: 6
5: 9

No opinion: 0

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

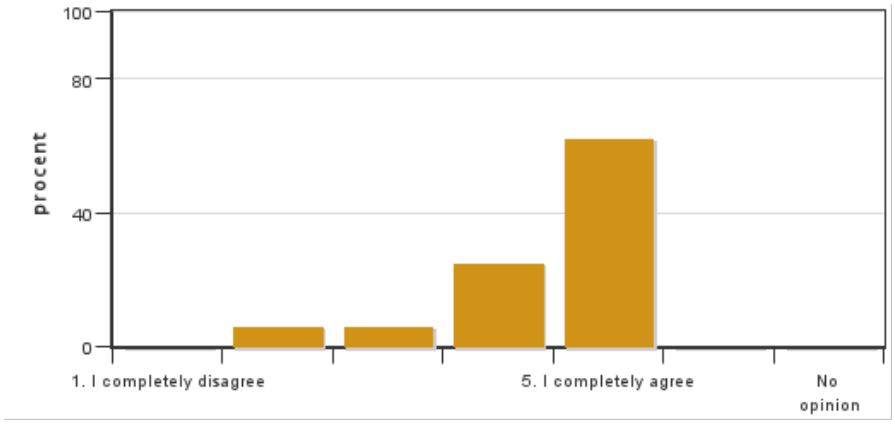


Answers: 16
Medel: 4,3
Median: 5

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

No opinion: 0

4. The information about the course was easily accessible.

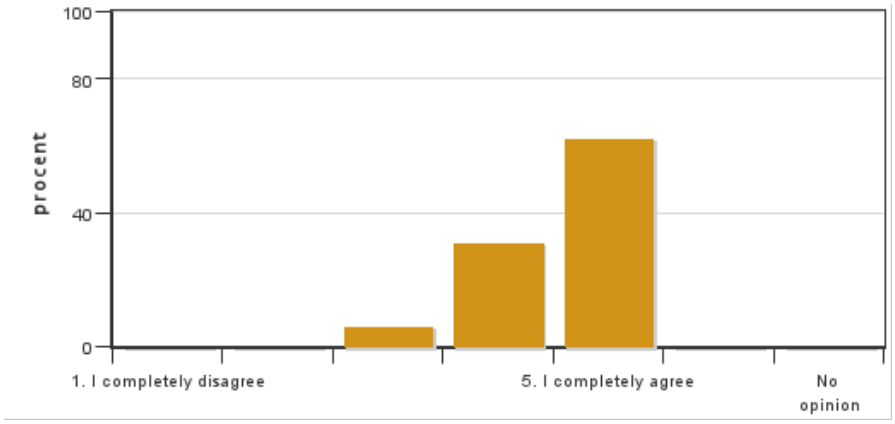


Answers: 16
Medel: 4,4
Median: 5

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

No opinion: 0

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

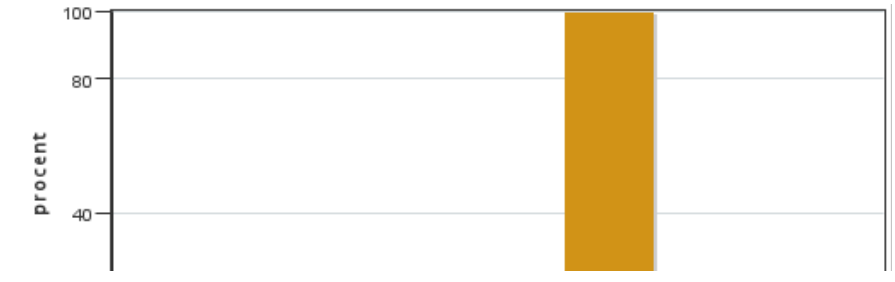


Answers: 16
Medel: 4,6
Median: 5

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

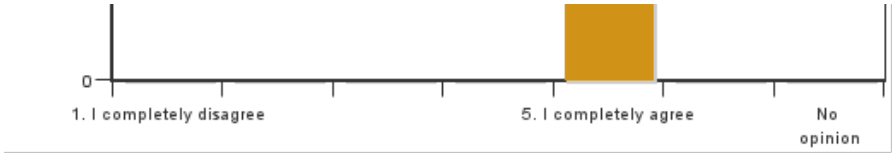
No opinion: 0

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



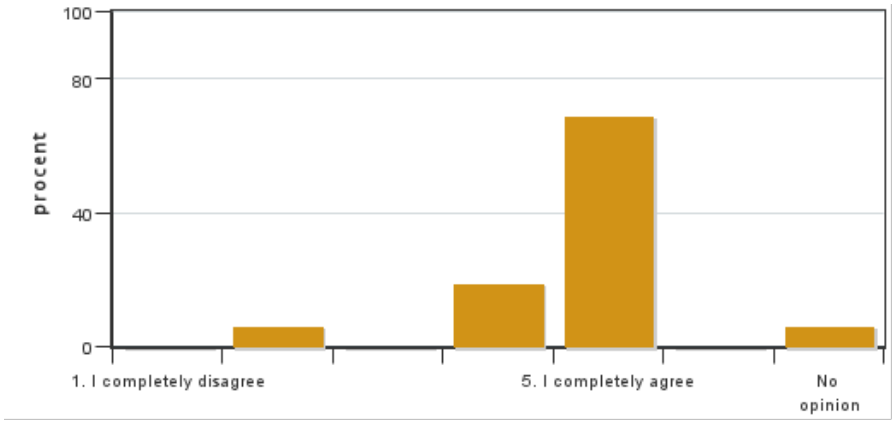
Answers: 16
Medel: 5,0
Median: 5

1: 0
2: 0
3: 0
4: 0
5: 16



No opinion: 0

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

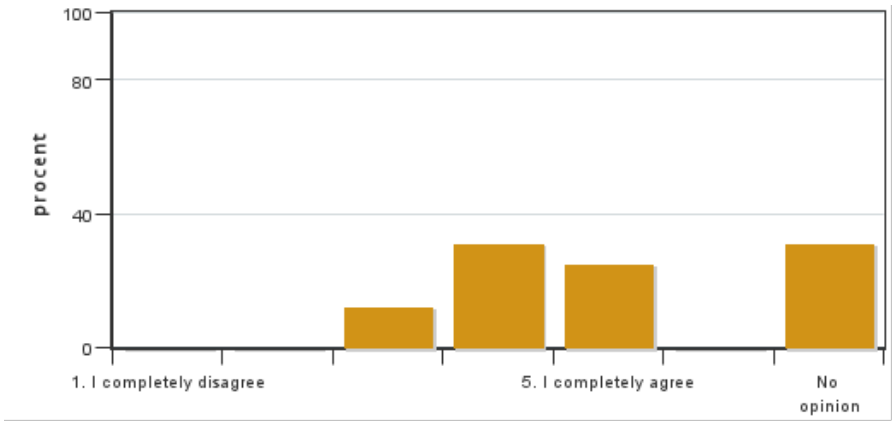


Answers: 16
Medel: 4,6
Median: 5

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

No opinion: 1

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

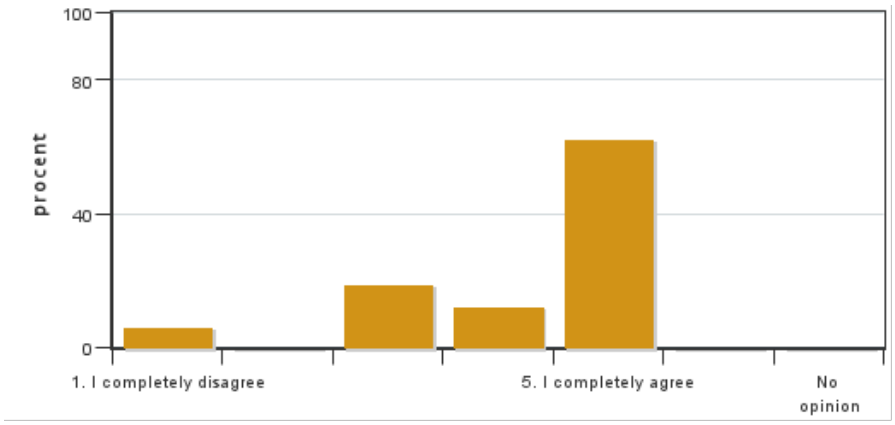


Answers: 16
Medel: 4,2
Median: 4

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

No opinion: 5

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

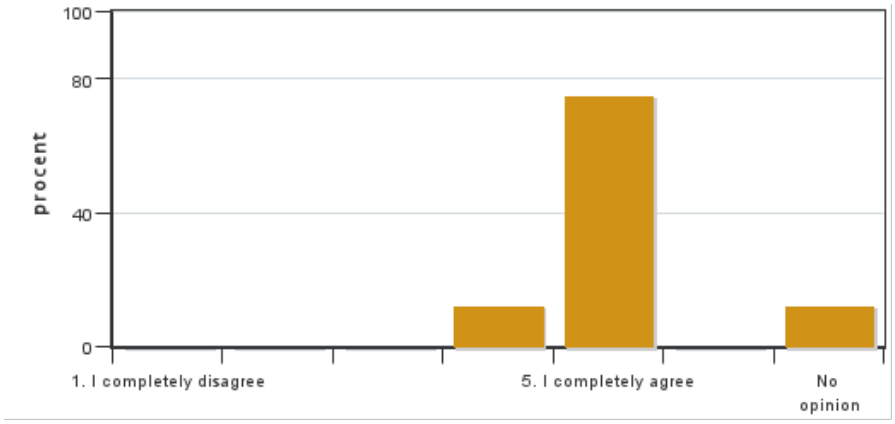


Answers: 16
Medel: 4,3
Median: 5

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

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).

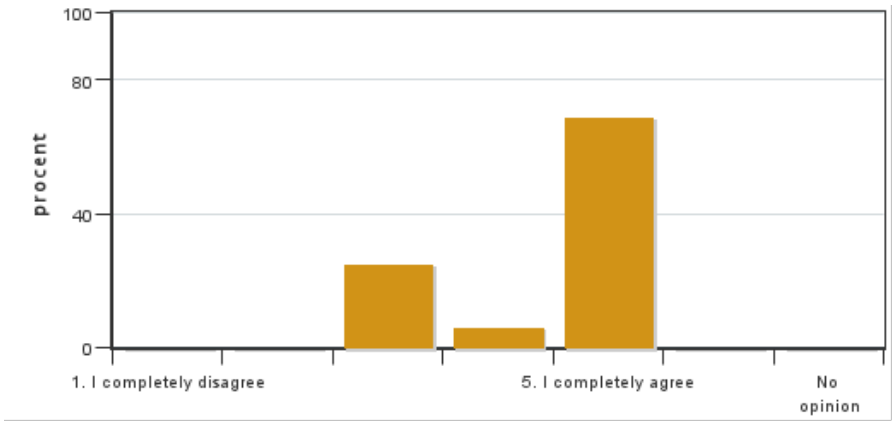


Answers: 16
Medel: 4,9
Median: 5

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

No opinion: 2

11. The course covered international perspectives.

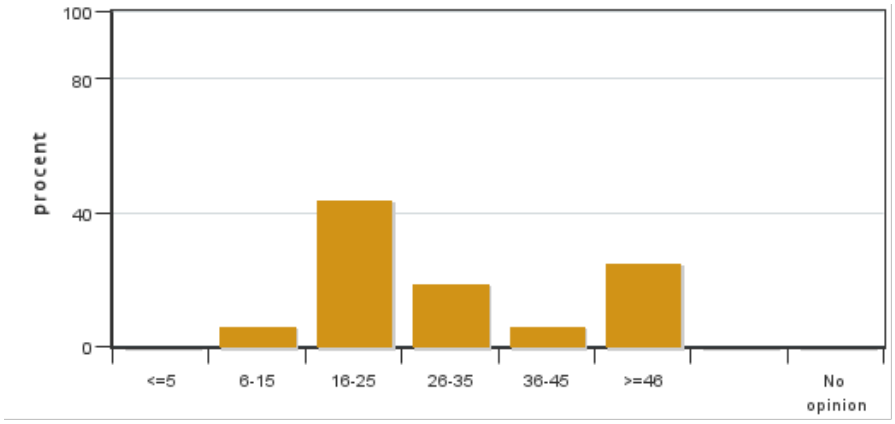


Answers: 16
Medel: 4,4
Median: 5

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

No opinion: 0

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



Answers: 16
Medel: 29,0
Median: 16-25

≤5: 0
6-15: 1
16-25: 7
26-35: 3
36-45: 1
≥46: 4

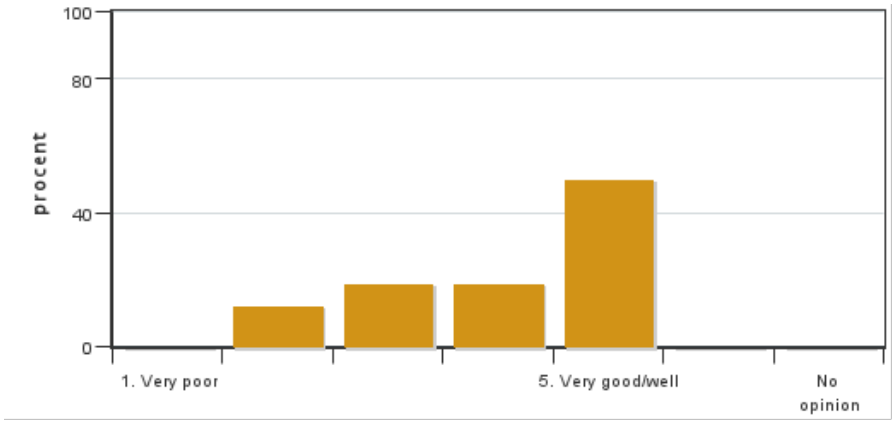
No opinion: 0

Additional own questions

13. The course consists of several modules (course weeks) what is your opinion on the first and second weeks on plant anatomy and transcription and gene regulation ect.?

13. What is your opinion on the written assignments and the journal clubs

13. What is your opinion on the course lab practical?



Answers: 16
Medel: 4,1
Median: 4.5

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

No opinion: 0

14. What is your opinion on the lectures on transcriptomics, metabolomics and proteomics?

14. What is your opinion on the lectures on ethics, science communication and genetic resources?

14. Do you have any comments on the fact that several lectures where distance lectures, i.e. that the lecturer was on a remote location?

Course leaders comments

The course Introduction to Plant Biology for Sustainable Production runs on two campuses and the group of students have a diverse background when it comes to knowledge in molecular and cell biology. We try to put an emphasis on techniques used to study plants and on the importance of plant biology for sustainable development. We also aim to train the students in scientific writing. Some students that are strong in molecular biology might find the course a bit repetitive whereas others find the molecular biology daunting.

On suggestion for improvement could be to include the book “Gene Cloning and DNA Analysis” by T.A. Brown as a course book since this book provide a background reading on many of the techniques discussed in the course. This would allow teachers go more in depth into the plant biology, instead of focusing on molecular biology.

Student representatives comments

A good introduction course in general, the basics needed for follow up courses were well covered and the lab work gave insight to fundamental procedures on the subject. The only things that could need some improvement would be:

1. Communication during the early stages: For students who never worked with canvas before, it was easy to miss sudden schedule changes, which lead to some discontent. A brief introduction to canvas and what to pay attention to, could be beneficial. Other communication methods could also work, if available.

2. Lab time management: Senior students know that group labs can have long waiting times, so naturally there were comments about inefficiency among thos who aren´t used to it. While there can be little done in general, out of experience, one of the factors that usually has a great impact on the time efficiency is whether or not the sudents actually read the lab protocol prior to the lab. So maybe the teachers could stress reading the manual a little more.

3. Awareness of the possibility to change the first course: This is not really course related, but for many who already have a history on the subject, the introduction course is very much of a repetition. Although students can freely choose between the courses from the very beginning most may not make use of it. This may be due to the automatic registration for the first two courses, which is generally a good thing, but it can create the impression that they are mandatory to take. It would be nice to get a clear notice at the beginning of the holiday to raise awareness about this possibility..