



Introduction to Plant Biology for Sustainable Production BI1294, 10061.2324

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

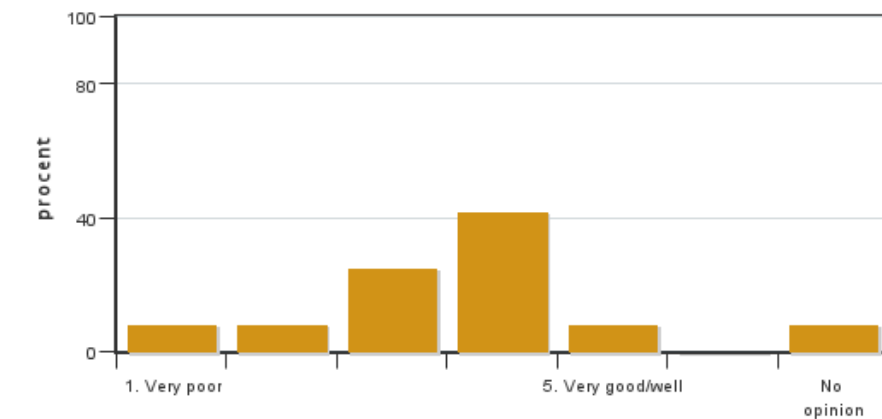
Evaluation report

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

Answers 12
Number of students 15
Answer frequency 80 %

Mandatory standard questions

1. My overall impression of the course is:

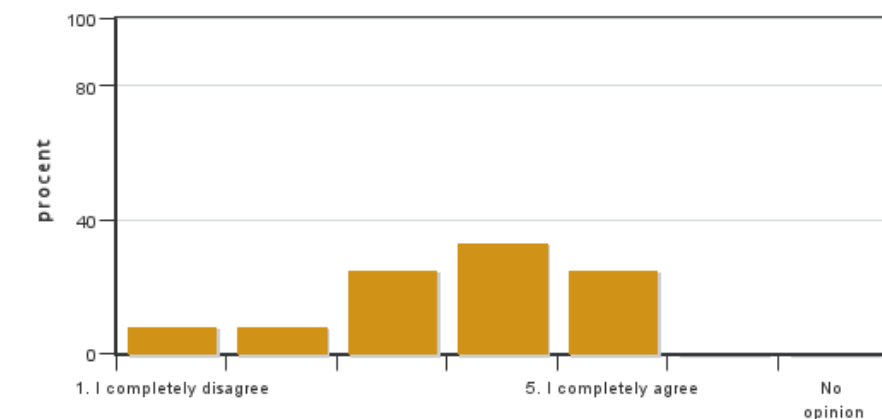


Answers: 12
Medel: 3,4
Median: 4

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

No opinion: 1

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

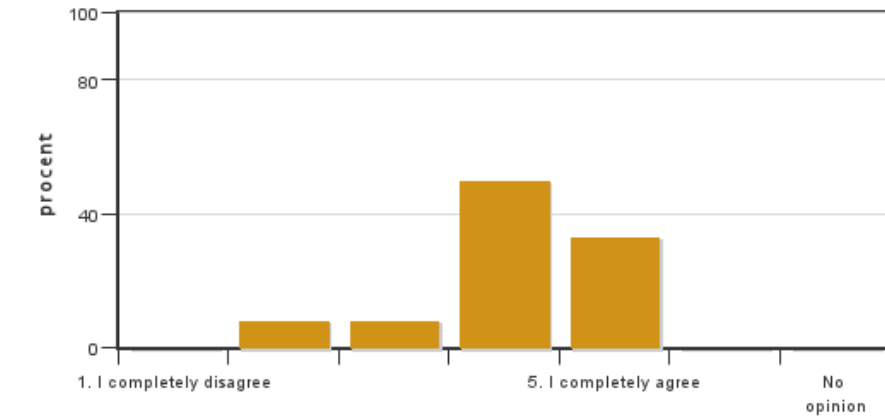


Answers: 12
Medel: 3,6
Median: 4

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

No opinion: 0

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

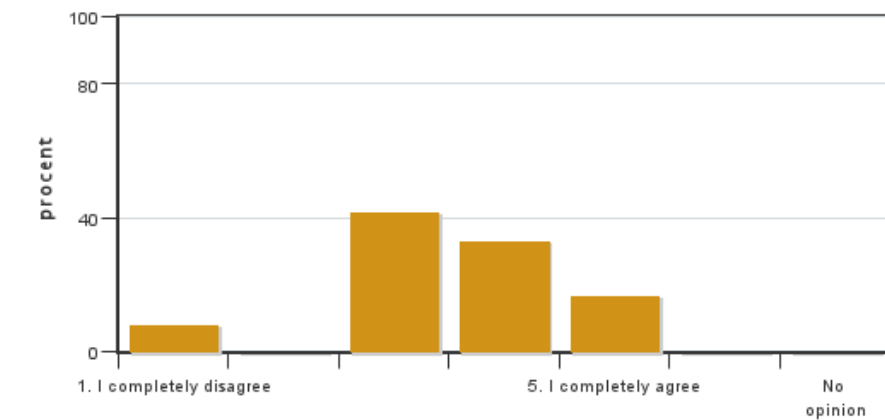


Answers: 12
 Medel: 4,1
 Median: 4

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

No opinion: 0

4. The information about the course was easily accessible.

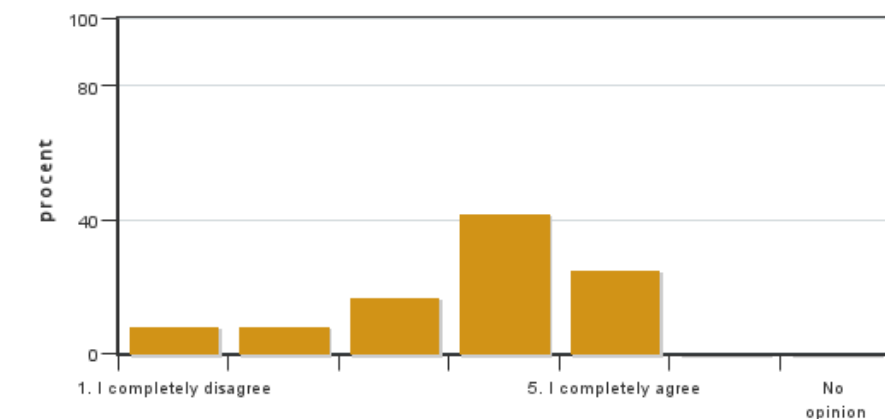


Answers: 12
 Medel: 3,5
 Median: 3

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

No opinion: 0

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

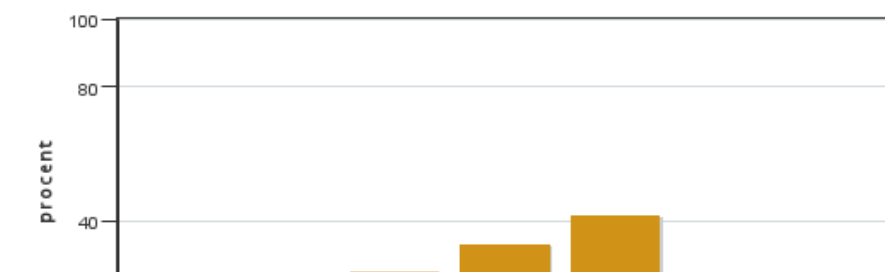


Answers: 12
 Medel: 3,7
 Median: 4

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

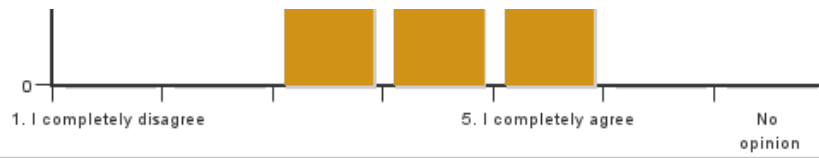
No opinion: 0

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



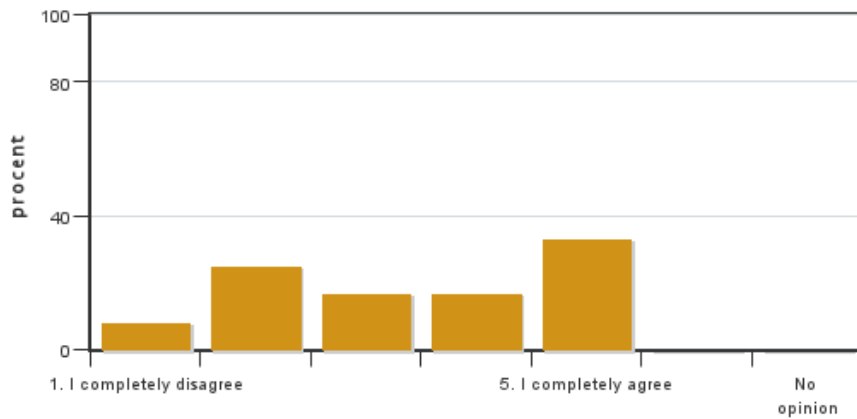
Answers: 12
 Medel: 4,2
 Median: 4

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



No opinion: 0

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



Answers: 12

Medel: 3,4

Median: 3

1: 1

2: 3

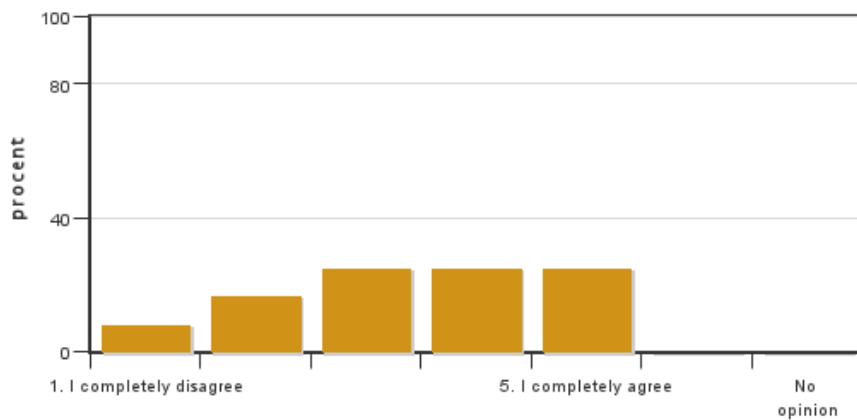
3: 2

4: 2

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: 12

Medel: 3,4

Median: 3

1: 1

2: 2

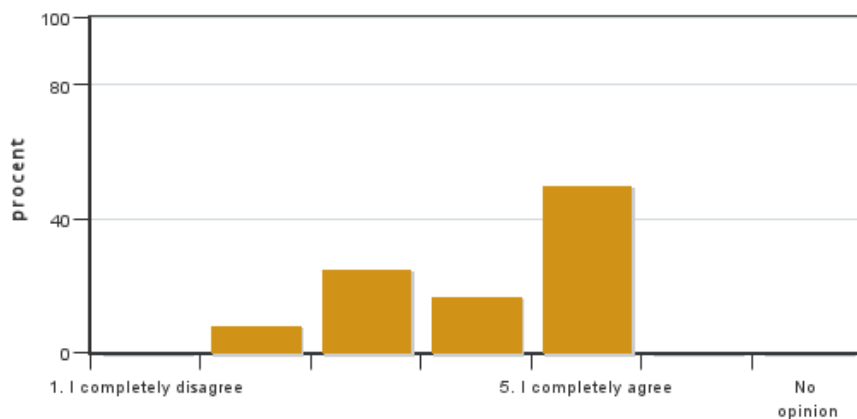
3: 3

4: 3

5: 3

No opinion: 0

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



Answers: 12

Medel: 4,1

Median: 4

1: 0

2: 1

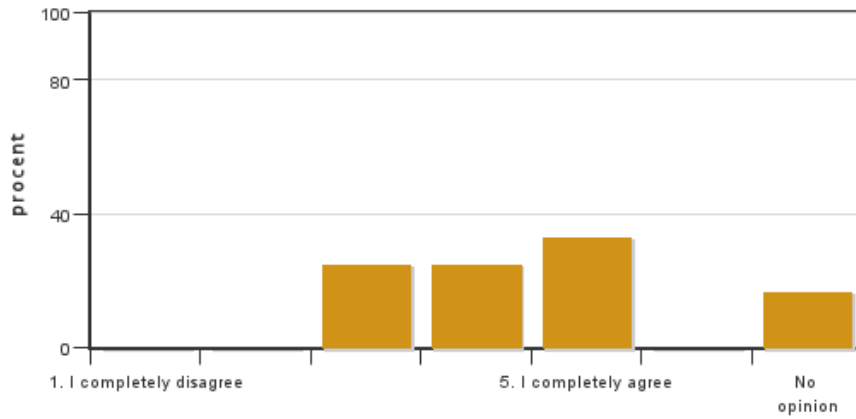
3: 3

4: 2

5: 6

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).

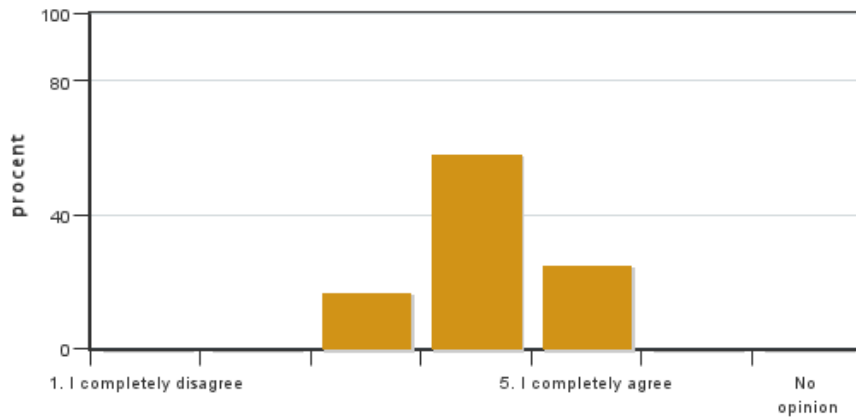


Answers: 12
 Medel: 4,1
 Median: 4

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

No opinion: 2

11. The course covered international perspectives.

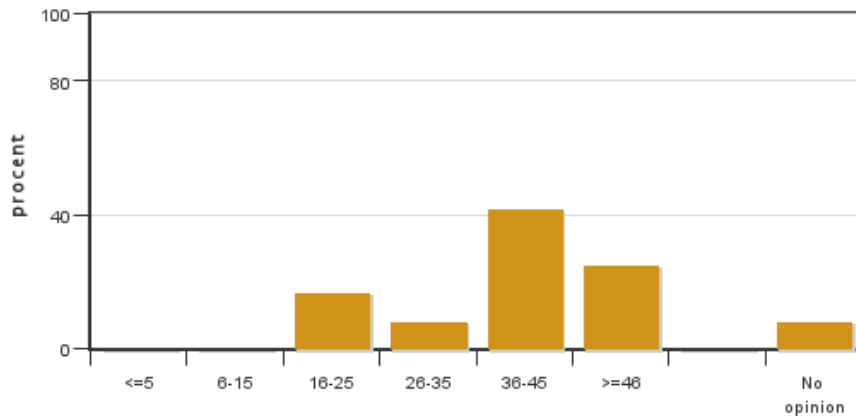


Answers: 12
 Medel: 4,1
 Median: 4

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

No opinion: 0

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



Answers: 12
 Medel: 37,1
 Median: 36-45

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

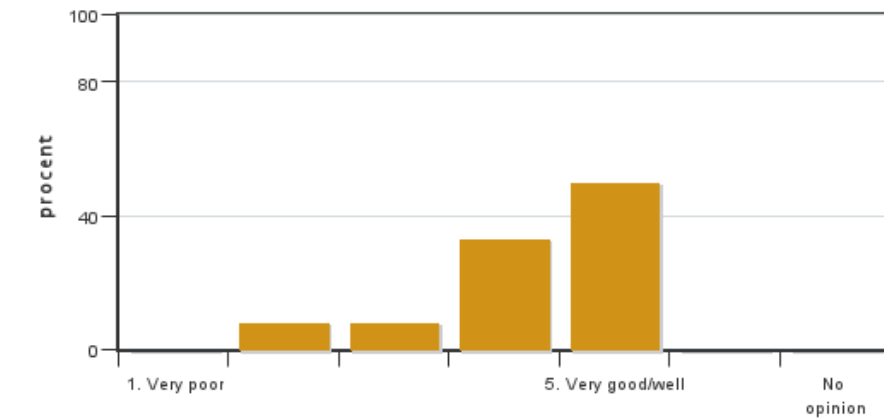
No opinion: 1

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: 12
 Medel: 4,3
 Median: 4.5

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

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 were 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.

One 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 provides a background reading on many of the techniques discussed in the course. This would allow teachers to go more in depth into the plant biology, instead of focusing on molecular biology.

Student representatives comments

The introduction course gives students a broad basis into the field of plant biology. The lectures cover many interesting topics and concepts. Most students felt that their prior knowledge was sufficient to benefit from the course. However, a few pointed out that the lectures sometimes felt a bit rushed and not super pedagogic. They were heavy on information and some students mentioned that it was a little bit tough but that they learned a lot. Most saw clear links to the learning objectives. On average the students put in roughly 38h/week.

One recurrent comment from students in Alnarp, regarded the structure of the course. Many students felt that the course could have been better organized. Detailed instructions sometimes came late or were changed, creating confusion. The students expressed that it was easy to navigate on canvas but that information was not always clear or correct. There were a few technical difficulties during the course. Many professors had trouble connecting or starting their presentations which took time from the lectures. However, most of the time it worked and overall these issues didn't impact the quality of the teaching. The social learning environment was good, especially when the teacher was present in the same room as the students.

Something that was very appreciated were the labs as a majority of students thought they were really fun and helpful. Some students commented that the labs could have been a little harder, even though it is an introduction course, whilst other students thought the labs were tough and would have liked more introduction beforehand. Regarding the digital lab, more students thought it was stressful mainly due to the set up. They understood that the idea was to not receive too much information and find answers by themselves, but many students felt that it was hard because they didn't know where to start. The journal clubs were also very appreciated, to discuss in groups helped with the learning. It was good practice to read and summarize scientific texts and many students felt that it improved their understanding and writing. Some students felt that it was a bit stressful time wise and many students mentioned that they were really thankful for the extra unscheduled time that was given when they could ask

questions about the scientific methods.

Concrete suggestions for improvement from students in Alnarp:

- Fix the technicals of the presentations before the students arrive to the classroom so that time isn't taken from the lectures.
 - Give short and clear instructions to lectures, assignments and journal clubs, and stick to them. Explain techniques briefly (or in detail) but clearly.
 - Use a pedagogical approach that makes the students feel clever.
 - Include a summary of the most important points/processes/methods at the end of the powerpoints.
 - Do not hurry. Give lectures at a speed that gives the students time to take notes.
 - Have a 15 minute break every 45 minutes. When there is a lot of new information it can be easy to lose focus if there are no breaks.
 - Email students and publish documents on Canvas only on weekdays, to avoid stress.
 - Put a bit more information on the slides so that when students are reading through the material afterwards they get more context.
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- Do the digital lab on campus with a teacher in the room as any other lab practical.

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