



Plant-microbe interactions BI1354, 20019.2324

15 Hp

Pace of study = 100%

Education cycle = Advanced

Evaluation report

Evaluation period: 2024-01-07 - 2024-01-28

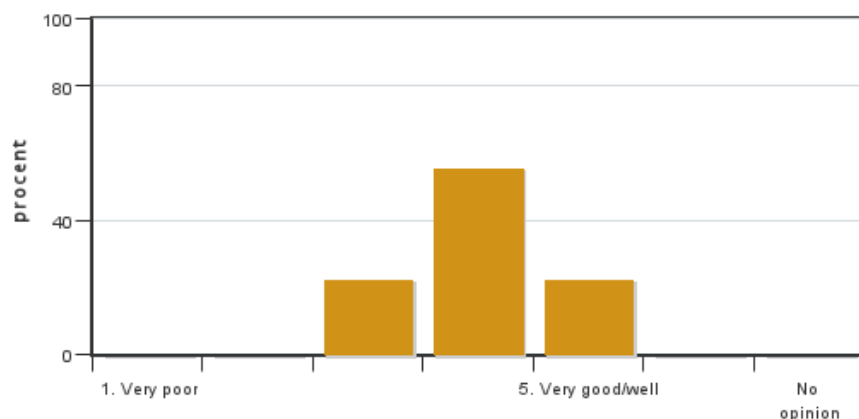
Answers 9

Number of students 13

Answer frequency 69 %

Mandatory standard questions

1. My overall impression of the course is:

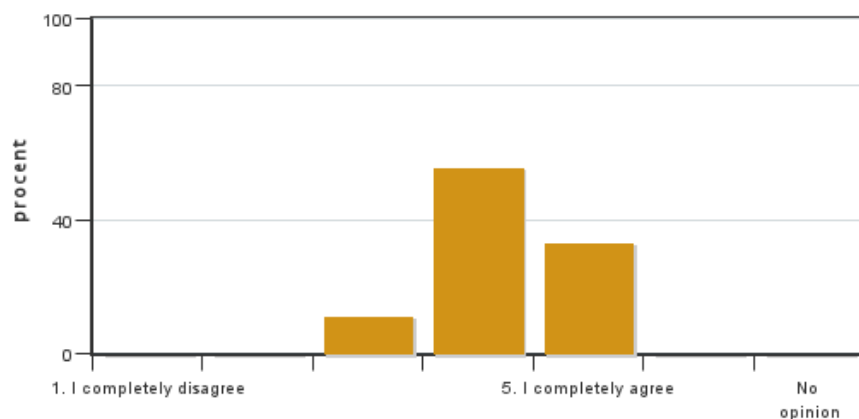


Answers: 9
Medel: 4,0
Median: 4

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

No opinion: 0

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

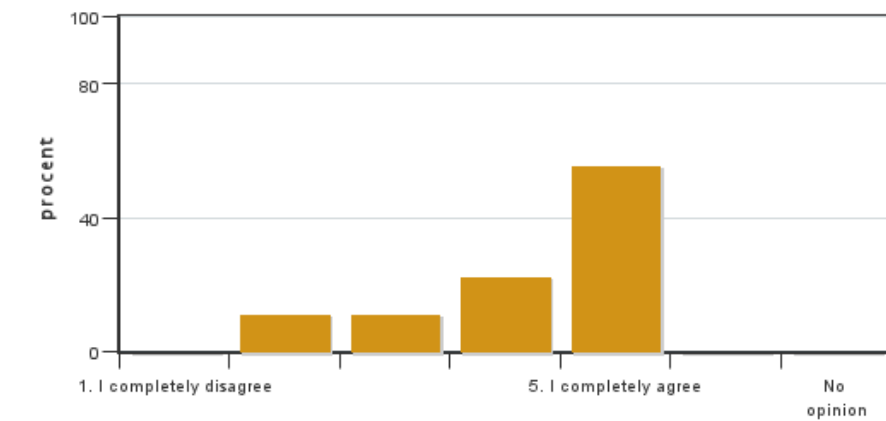


Answers: 9
Medel: 4,2
Median: 4

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

No opinion: 0

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

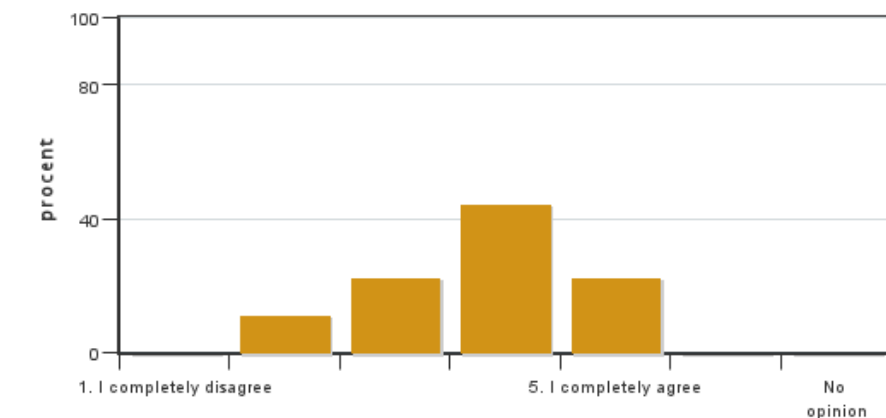


Answers: 9
Medel: 4,2
Median: 5

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

No opinion: 0

4. The information about the course was easily accessible.

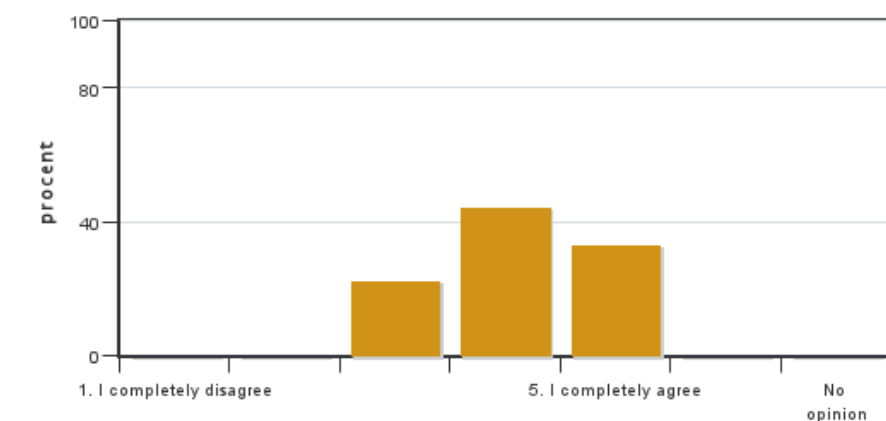


Answers: 9
Medel: 3,8
Median: 4

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

No opinion: 0

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

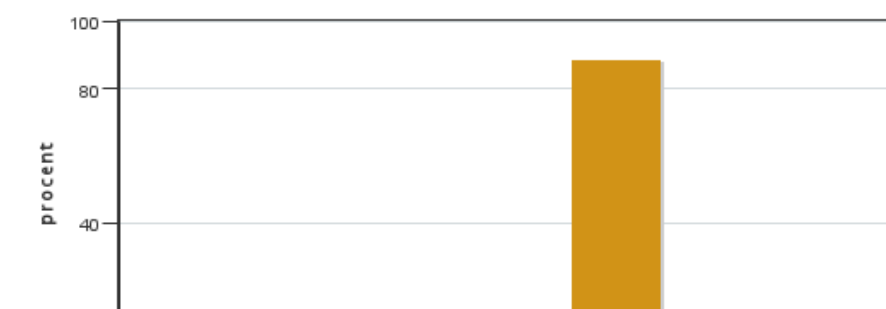


Answers: 9
Medel: 4,1
Median: 4

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

No opinion: 0

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



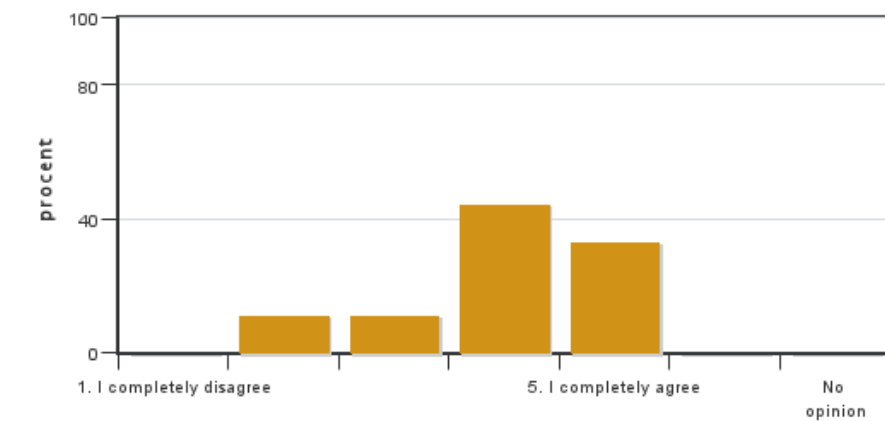
Answers: 9
Medel: 4,9
Median: 5

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

No opinion: 0



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

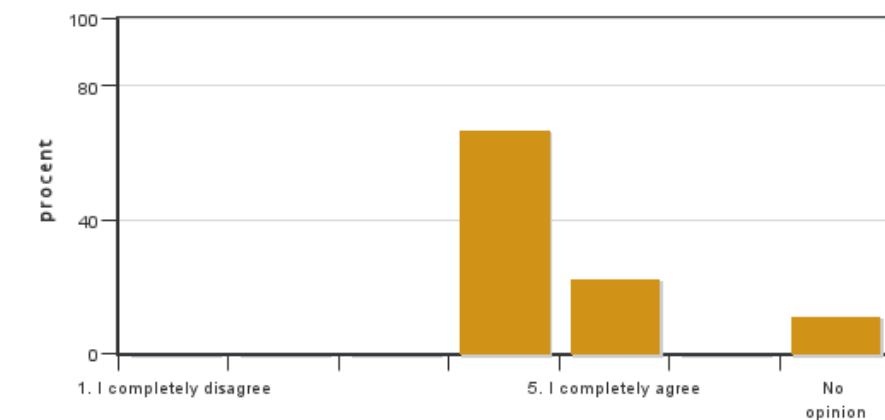


Answers: 9
Medel: 4,0
Median: 4

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

No opinion: 0

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

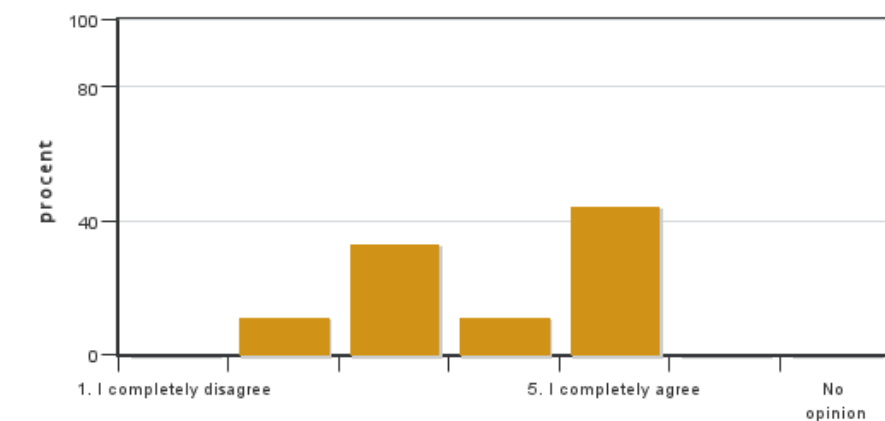


Answers: 9
Medel: 4,3
Median: 4

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

No opinion: 1

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

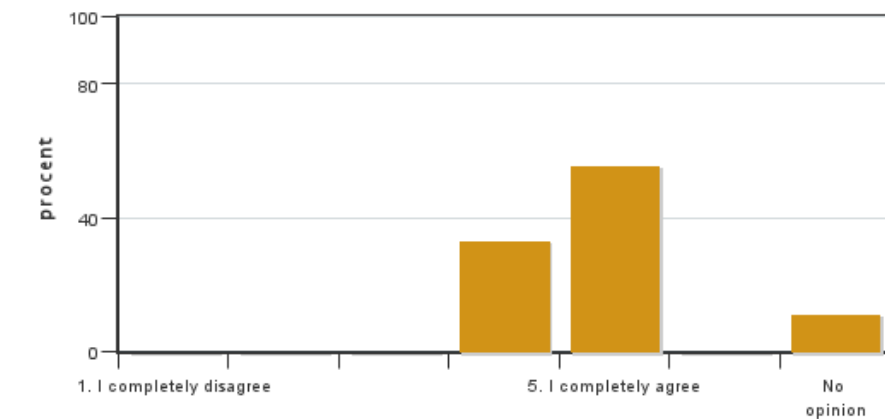


Answers: 9
Medel: 3,9
Median: 4

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

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).

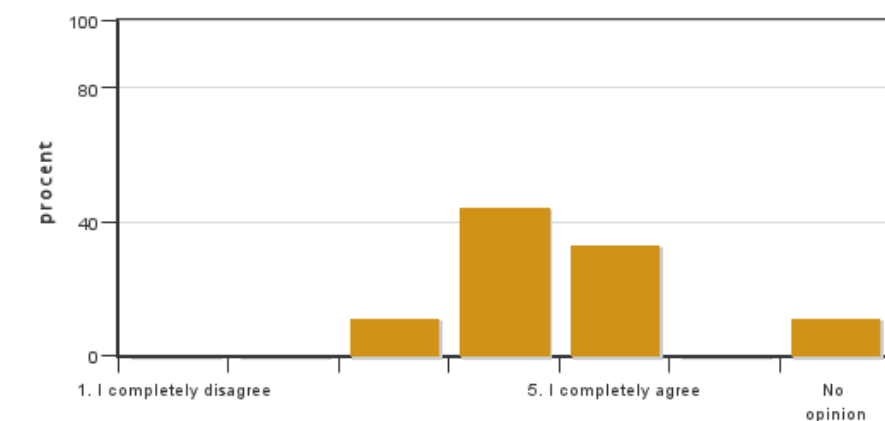


Answers: 9
Medel: 4,6
Median: 5

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

No opinion: 1

11. The course covered international perspectives.

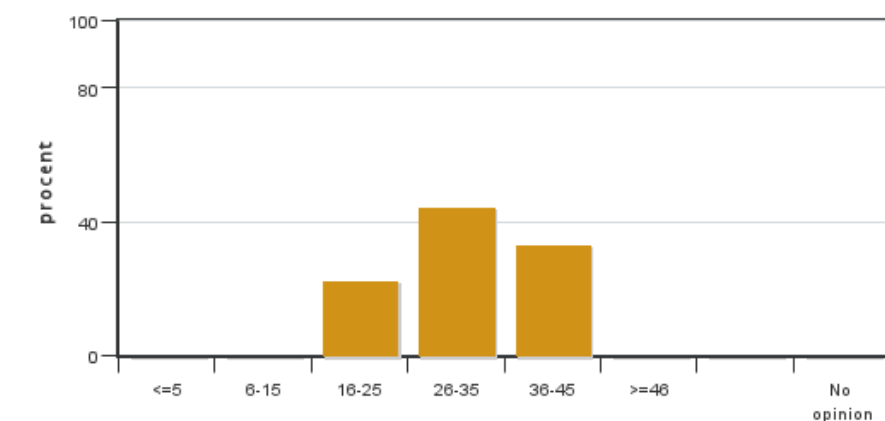


Answers: 9
Medel: 4,3
Median: 4

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

No opinion: 1

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



Answers: 9
Medel: 31,1
Median: 26-35

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

No opinion: 0

Course leaders comments

No comments from the teacher

Student representatives comments

Lectures, literature work, a computer exercise, and laboratory work were part of this course. The final exam, which was scheduled just before the Christmas break, dealt with the main concepts and ideas that were taught in the courses. The feedback on this course, which was held in hybrid with Helsinki University, was very mixed concerning the scheduling and the workload but the students agree that the laboratory work in the work groups of the

department and the study question sessions were highly appreciated.

The style of lectures with different lecturers who are experts in their field was a great way to see what range the topic of Plant-Microbe Interaction has to offer which also overlapped with plant pathology courses of SLU. The summary slides at the end of every presentation were very helpful in getting the key points and learnings of the lecture. Having one lecture per day could have easily been extended to having two lectures a day, which would give more time for other things as well as help with the social aspect of the course. The study questions provided by each lecturer at the end of the lectures were very helpful but could be adapted a bit more towards the actual message of the lecture. The study question sessions, where the study questions were discussed, helped a lot of students understand the topics and were a great opportunity to recap the topics in a laid-back and open atmosphere.

The timing of the exam before Christmas was liked a lot by the students as the Christmas break was free of studying. Also, the topics and styles of questions were well distributed from questions about concepts of immunity to specific questions (e.g. nematodes) in both an open, discussion style and concise style. Nevertheless, the students would have preferred a little more time to study as the laboratory work was just before the exam and quite extensive as it took the whole day. For the laboratory work, the students also asked for a standardized time frame as the workloads differed a lot across the supervisors. Overall, the possibility of experiencing a "real" research environment and contributing to "actual" research was positively highlighted in the evaluation.

For the literature project and the computer exercise, the students were a little confused about the grading and the feedback as the weight of the computer exercises was perceived as too high, and a huge additional report was felt unnecessary at the end of the course. However, the computer lab was perceived as a help for the upcoming thesis (master students) as it provided a step-by-step manual for analyzing sequencing data.