



Agroecology: Working with the complexity of farming systems LB0121, 30312.2324

7.5 Hp

Pace of study = 50%

Education cycle = Advanced

Course leader = Margarita Cuadra

Evaluation report

Evaluation period: 2024-03-12 - 2024-04-02

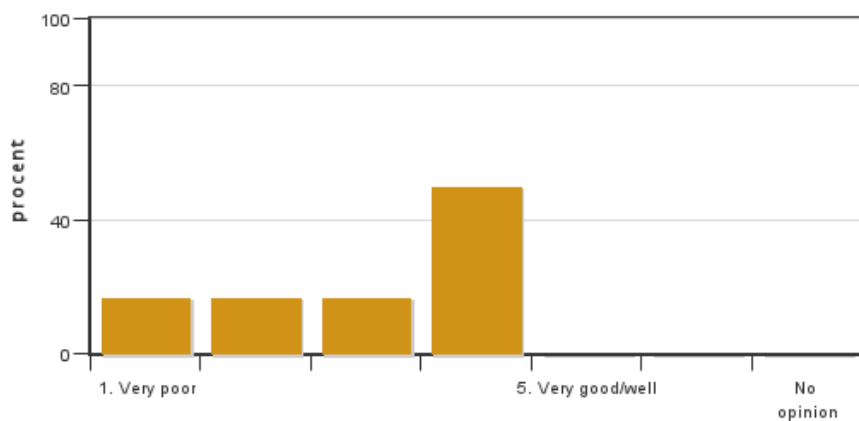
Answers 6

Number of students 18

Answer frequency 33 %

Mandatory standard questions

1. My overall impression of the course is:



Answers: 6

Medel: 3,0

Median: 3

1: 1

2: 1

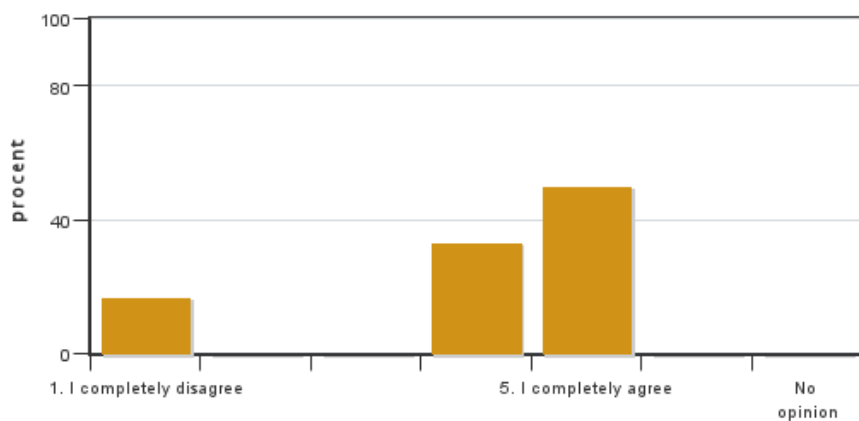
3: 1

4: 3

5: 0

No opinion: 0

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



Answers: 6

Medel: 4,0

Median: 4

1: 1

2: 0

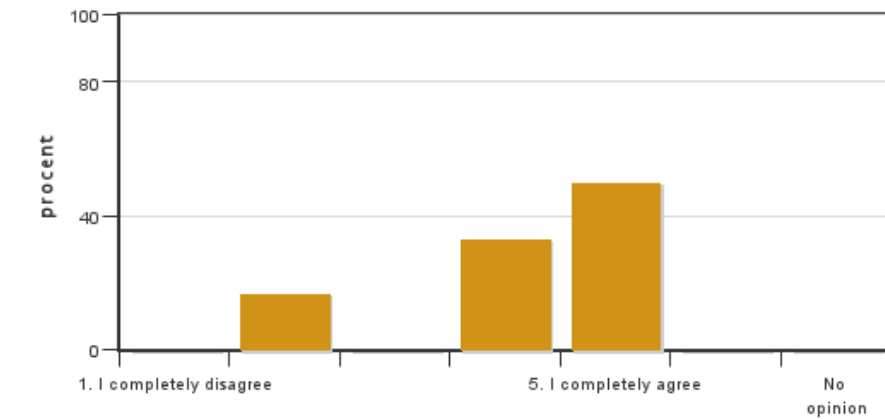
3: 0

4: 2

5: 3

No opinion: 0

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

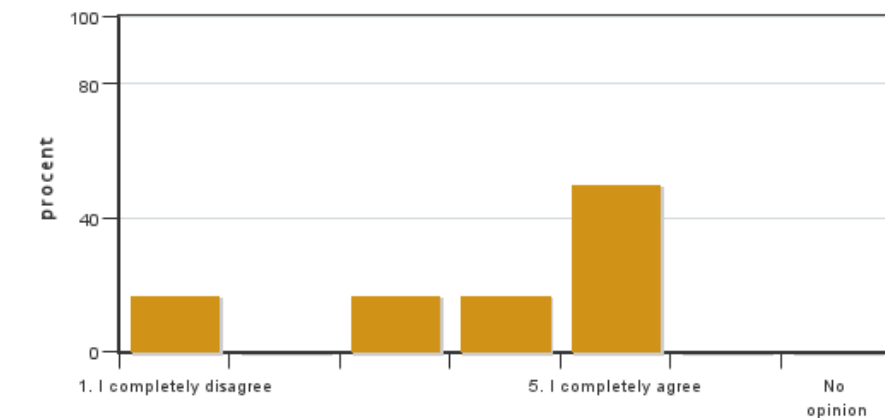


Answers: 6
Medel: 4,2
Median: 4

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

No opinion: 0

4. The information about the course was easily accessible.

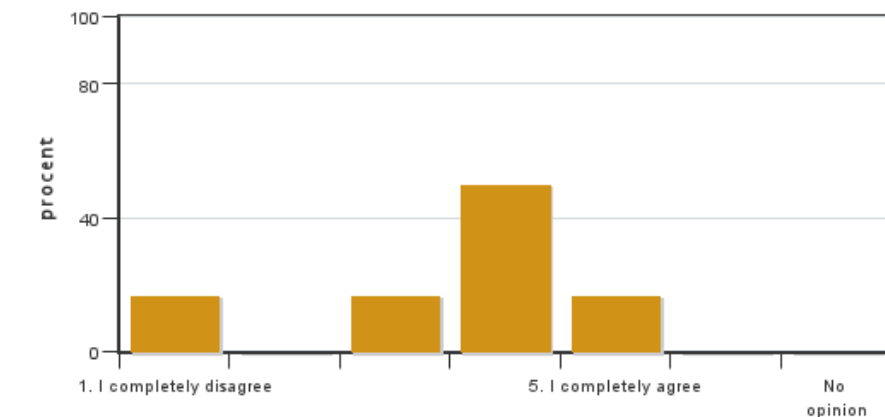


Answers: 6
Medel: 3,8
Median: 4

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

No opinion: 0

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



Answers: 6
Medel: 3,5
Median: 4

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

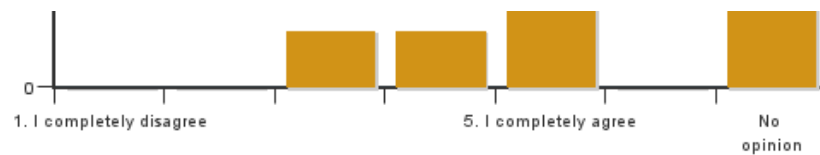
No opinion: 0

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



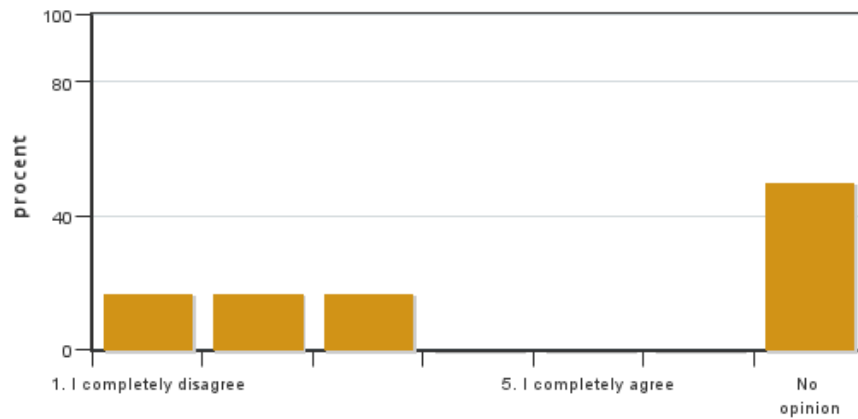
Answers: 6
Medel: 4,3
Median: 4

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



No opinion: 2

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



Answers: 6

Medel: 2,0

Median: 2

1: 1

2: 1

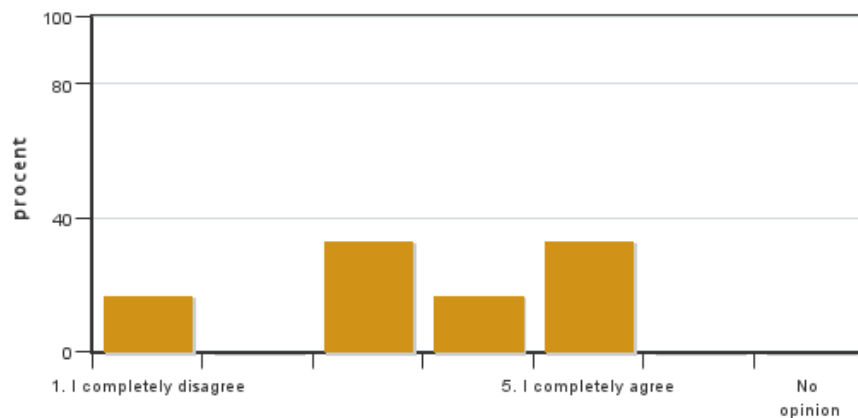
3: 1

4: 0

5: 0

No opinion: 3

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



Answers: 6

Medel: 3,5

Median: 3

1: 1

2: 0

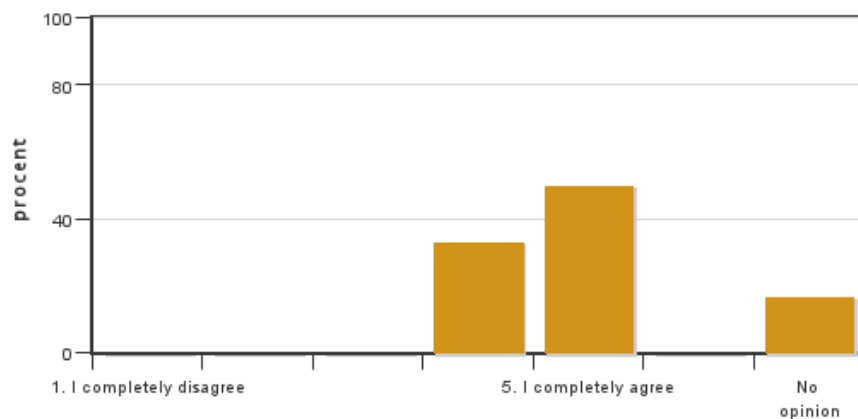
3: 2

4: 1

5: 2

No opinion: 0

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



Answers: 6

Medel: 4,6

Median: 5

1: 0

2: 0

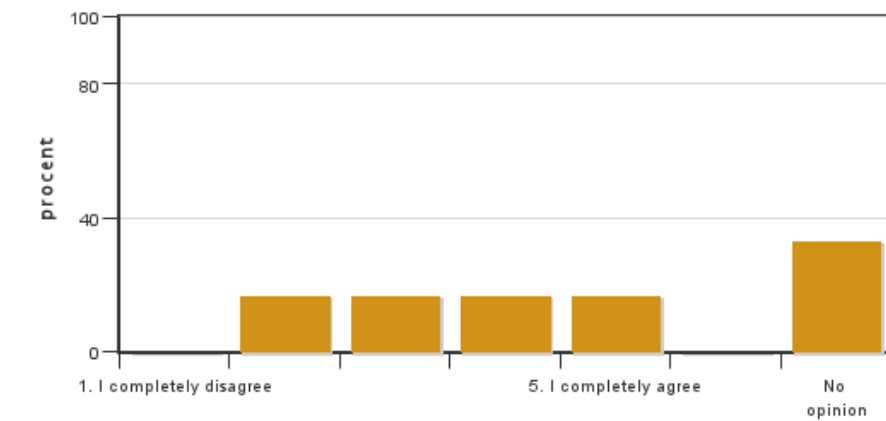
3: 0

4: 2

5: 3

No opinion: 1

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).

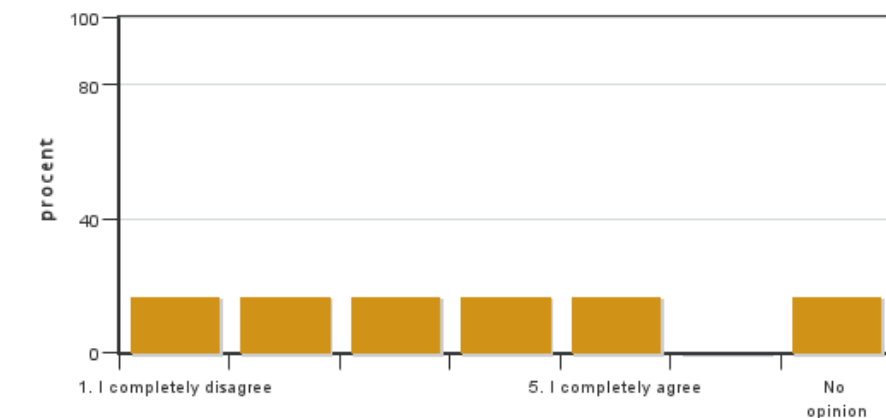


Answers: 6
Medel: 3,5
Median: 3

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

No opinion: 2

11. The course covered international perspectives.

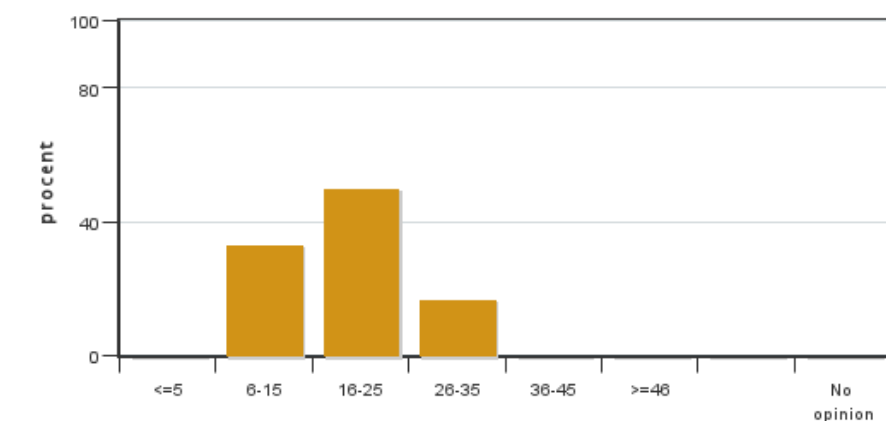


Answers: 6
Medel: 3,0
Median: 3

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

No opinion: 1

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

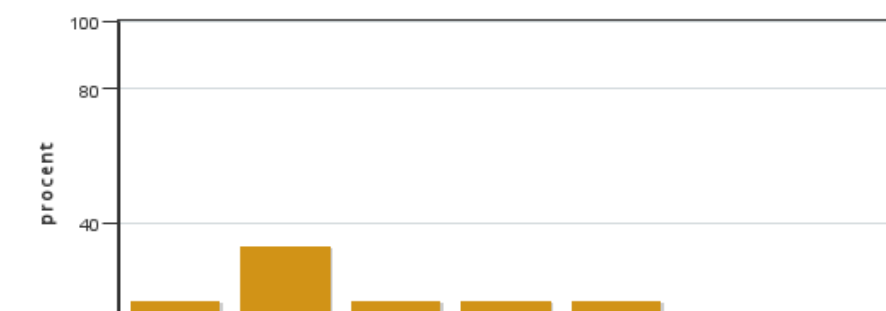


Answers: 6
Medel: 18,3
Median: 16-25

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

No opinion: 0

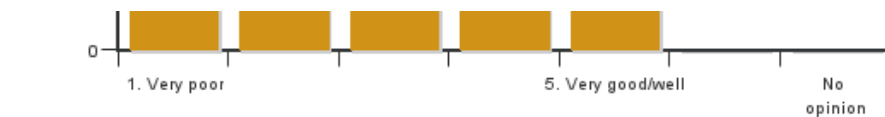
13. If relevant, what is your overall experience of participating in all or part of your course online?



Answers: 6
Medel: 2,8
Median: 2

1: 1
2: 2
3: 1
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

Agroecology: Working with the complexity of farming systems LB0121, 30312.2324

2024-01-15 - 2024-03-19

Credits: 7.5 Hp

Study pace: 50%

Cycle: Avancerad

Course leader: Margarita Cuadra

Comments from the teachers to the course evaluation by the students

We appreciate the comments from the students for this year's course. In spite of our reminders, unfortunately only one third (6) of the SLU students (18 in total) taking the course answered the evaluation, resulting in low representativity of this evaluation (33%). Also, we could add that we had a total of 29 students finishing this course as part of the collaboration with NMBU in Norway and HU in Helsinki.

Below, we will go through the most relevant questions in the evaluation and try to address the students concerns and feedback.

Overall impression of the course:

Students felt that instructions were unclear, that the course was disappointing, that would have liked more contact with teachers and have Zoom lectures. Group work was considered frustrating. Median score was 3.

The course concept is that of student-centred learning with students taking more responsibility for their learning; also, a model of asynchronous virtual teaching, therefore, we have not included lectures over Zoom. However, the course leaders and teachers responsible for each module were available via email or Canvas platform, for any questions during the duration of the course.

About group work, we are aware that group work can be challenging in general and especially in an online course, but without more specific details, it is difficult to respond. We have general guidelines and suggestions for group work. As part of the deliverables in one of the first modules, each working group has to discuss, agree and sign their group contract. We offered support in case of problems within groups, but none of the groups contacted us.

The information about the course was easily accessible

Students mention that the course web page is misleading about the course content and that course instructions were unclear and all over the place.

As this is an online asynchronous course without much direct interaction between teachers and students, we are aware that we need to have quite detailed instructions for all assignments. We try to make instructions clearer after the students feedback and we will revise the instructions for next year. It would have been helpful for us to know more in detail what is meant with misleading information.

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

Students mention that not all course materials were useful. Mention frequent unclear disorganized instructions, but that the tools chosen for the course were useful.

It is good to know that the tools used were considered useful, we will revise the course literature for next year.

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

Some students experienced difficulties with groupwork over internet while others seemed to like working with other students. Students experienced a lack of respect to differences in opinion by some teachers.

As mentioned above, group work could be challenging and especially over internet; but on the other hand, one of the course learning goals is to "reflect on their own learning and on group dynamics based on the course experiences".

Though this is the first time we hear the complain about instructors not respecting differences of opinion, we will monitor this closely for next year's course. It would have been good if students had approached the course leader or director of studies on this issue, we will give information on this at the course start, so that students know what to do and who to contact.

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

Students felt that Canvas was frequently failing, and that course material was disorganized and poorly presented. They also experienced difficulties with group work over internet and that meeting in person would have been easier.

Students felt that Canvas failed frequently. We did have a major breakdown (attack) in Canvas and all the web-based SLU systems including email; it happened just once, exactly at the course start! This has never happened before. However, this was corrected quite quickly by the SLU IT support and the system was restored. Students could access Canvas and the course without problems for most, on the next day. The course leader had communication with some students via Whatsapp and SMS to send them files and instructions.

Regarding disorganization of the course material, after six years of running this course at a full-time pace (100%), in 2024, we went back to teach the course at 50% speed. We needed to do some changes in course structure, dates, modules and instructions, which meant that in a couple of cases, there were errors in the information which were immediately corrected.

As this is an online course with limited personal interactions, we have made quite detailed instructions explaining what they should do, in some weeks on a daily basis. This might have been considered by some students as fragmented instructions and all over the place. We will check this and improve. The general course schedule was available for students a month before the course start.

Students knew before course start that this is a fully online course, with group work involved as part of the course learning objectives, so they cannot expect to have in person meetings. Well in advance of course start (before application), we will post a general information about the course, with clarification on what this course is, and what this course is not.

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

Students mention that the feedback received was poor therefore their learning could not be demonstrated during the examination.

One of the course learning goals is to "engage in a constructive peer feedback process". Students continuously (every week) gave and received feedback from/to their peers and received detailed and general feedback from the teachers. In any case, we will check this for next year's course.

The final essay (examination) asks students to self-assess their achievement of the overall course learning goals and most of them demonstrated the achievement of the course learning goals. All students passed the course.

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).

Students mention that their honest, well-meant criticism about the course was responded with gaslighting and blaming to the students for the course failure. It is mentioned that originality was discouraged and punished.

We take this comment very seriously! I would like to encourage the student(s) who experienced this, to contact either the course leader or the department director of studies with this complaint, so this does not happen again.

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

Here, again students complaints about Canvas, instructions, emails, etc. While other students mention they really liked the course experience, that they have learned and discovering new things with the course.

For response regarding instructions, please see our answer above.

If relevant, please share what worked less well when participating in teaching on distance

Here, students mention again their difficulties with Canvas, technology, group work, instructions and lack of contact with teachers.

Regarding Canvas, instructions, etc. please read above our answer. About group work, we understand it can be difficult with group work with new people over internet, but in a fully online course students cannot expect to have in person meetings.

In any case, we will write a clearer information in the course page about the course content, explaining about the student-centred learning approach (e.g group work over internet, no recorded or live lectures, peer feedback, reflective exercises, etc), and making clear what this course is not, so that students know what to expect.

Student representatives comments

No comments from the student representatives