The ecology of cropping systems
LB0120, 30369.2324

15 Hp
Pace of study = 100%
Education cycle = Advanced
Course leader = Marcos Lana

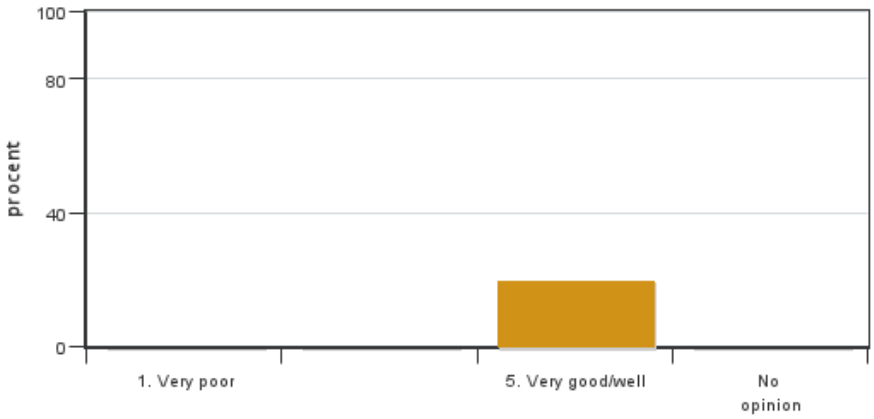
Evaluation report

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

Answers	10
Number of students	15
Answer frequency	66 %

Mandatory standard questions

1. My overall impression of the course is:

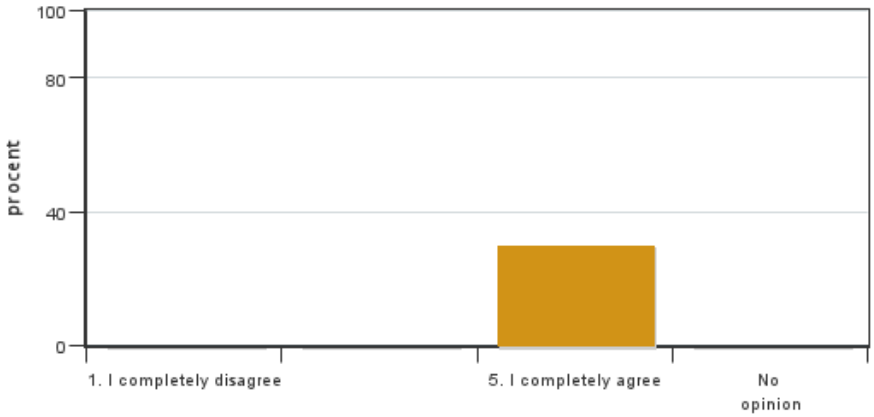


Answers: 10
Medel: 3,5
Median: 3

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

No opinion: 0

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

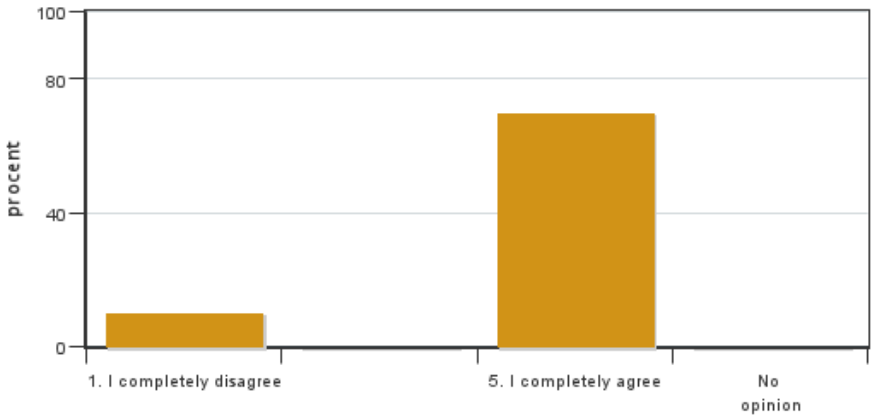


Answers: 10
Medel: 4,0
Median: 4

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

No opinion: 0

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

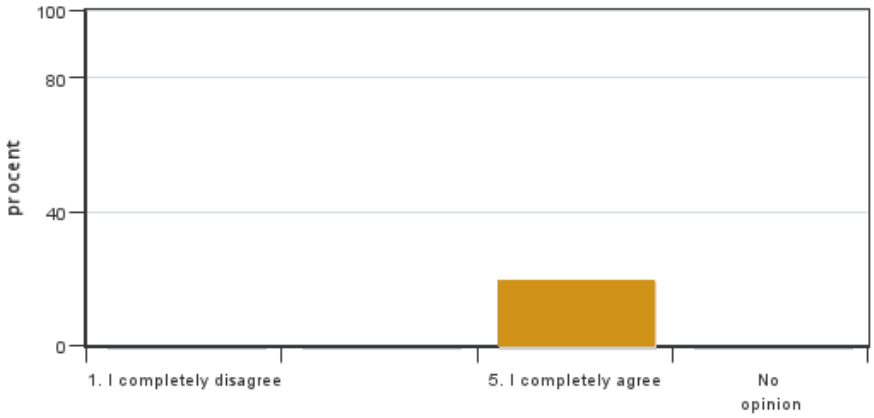


Answers: 10
Medel: 4,4
Median: 5

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

No opinion: 0

4. The information about the course was easily accessible.

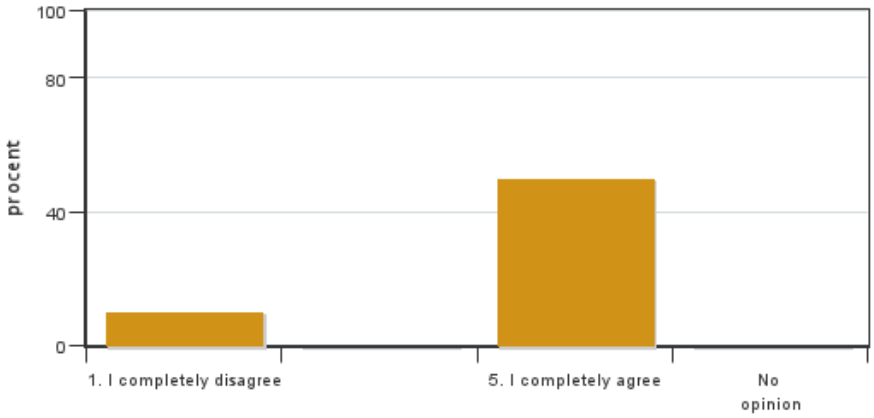


Answers: 10
Medel: 3,2
Median: 3

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

No opinion: 0

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

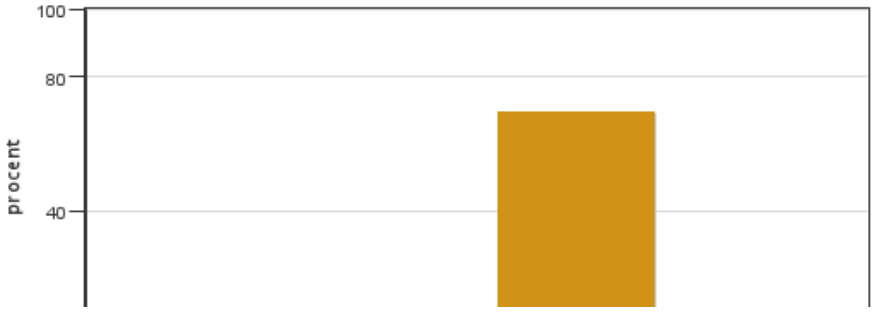


Answers: 10
Medel: 4,0
Median: 4

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

No opinion: 0

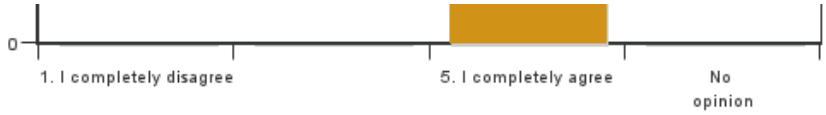
6. The social learning environment has been inclusive, respecting differences of opinion.



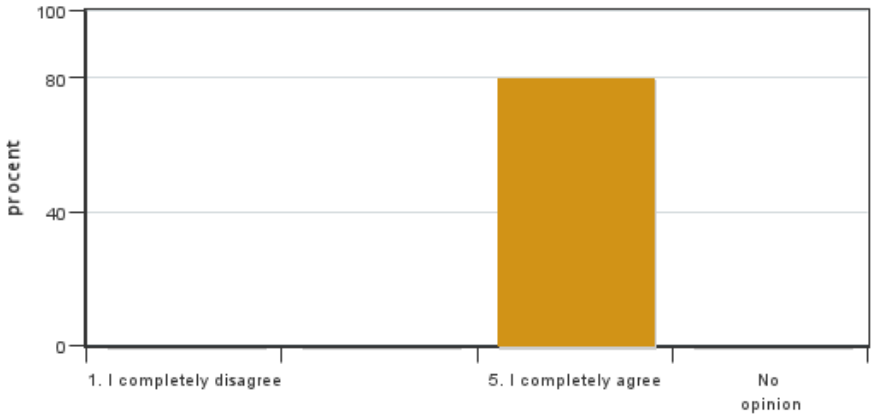
Answers: 10
Medel: 4,5
Median: 5

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

No opinion: 0



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

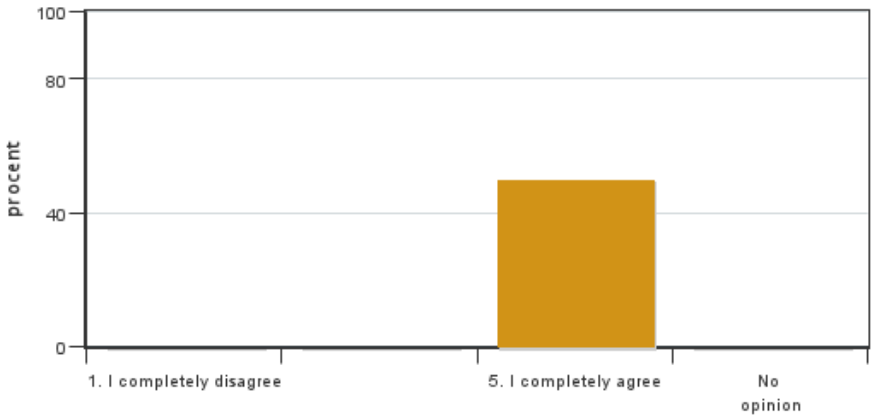


Answers: 10
Medel: 4,7
Median: 5

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

No opinion: 0

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

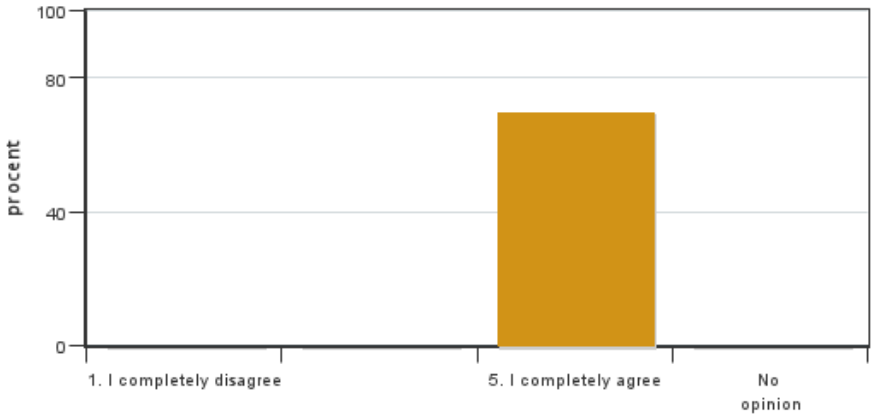


Answers: 10
Medel: 3,9
Median: 4

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

No opinion: 0

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

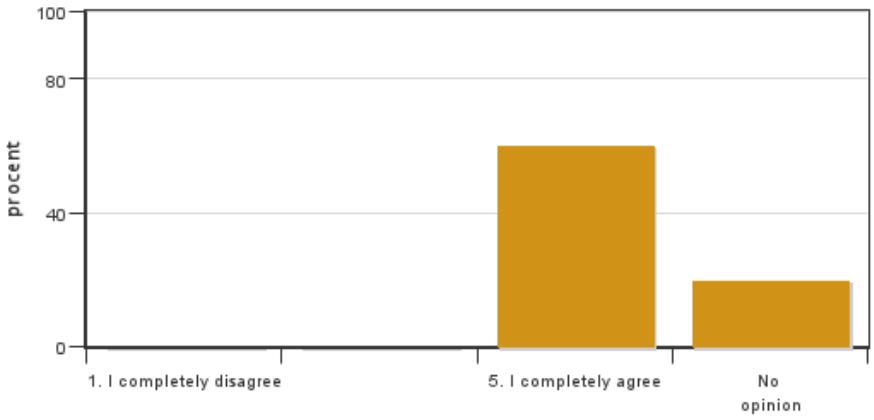


Answers: 10
Medel: 4,6
Median: 5

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

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).

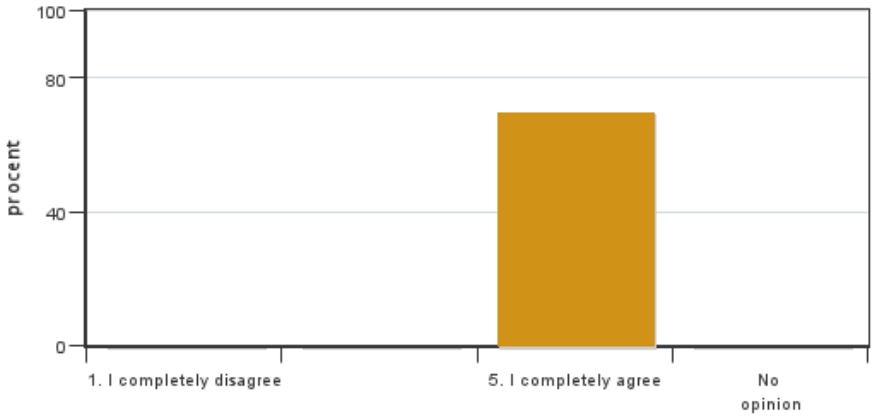


Answers: 10
Medel: 4,6
Median: 5

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

No opinion: 2

11. The course covered international perspectives.

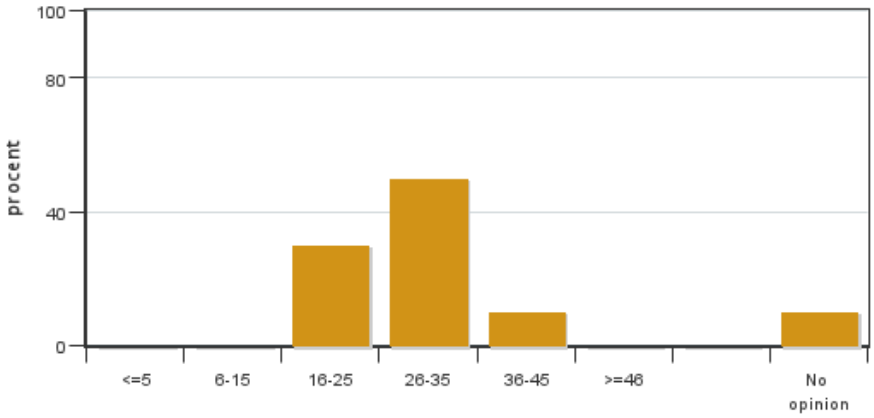


Answers: 10
Medel: 4,7
Median: 5

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

No opinion: 0

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



Answers: 10
Medel: 27,8
Median: 26-35

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

No opinion: 1

Course leaders comments

No comments from the teacher

Student representatives comments

The overall impression of this course has been mixed, with notably more negative comments from the students than good. Most of the frustration has to do with the course administration and the lack thereof. Throughout the course there were too many instances of rapid changes, miscommunication and a lack of response and constructive feedback on questions outside of lectures. This created a lack of trust between students and the course leader in

particular, which was amplified by many things, like example 1) mismanagement of the included “farm project” where a full ? of the project time was lost due to lack of communication and poor administration. This lost time was simply spent by the students waiting around for a week for answers on what was going on with the farm correspondents which should have been ready to go at the start of the project. Furthermore the groups were severely mismanaged as there were four groups of four participants each, and during the second week of the project four students left on a pre-planned weeklong trip.

This meant that the groups including these four individuals suffered a loss of manpower during that week when they got their farm correspondent. This could easily have been avoided if these four were in the same group, but the course leader insisted on them being spread into three different groups. One of which then lost half of its manpower during a total of half the project time. The project timeframe also remained the same throughout as well. Meaning that the full three weeks of work had to be done in the two weeks left over.

And example 2) then builds upon this as the project ended just before the full-course-exam. This left students with a Friday, the weekend, and a Monday to study for the exam that came that Tuesday morning. This time was not enough for most students and indirectly encouraged weekend studies which should not happen. The exam itself also brought on a lot of questionably formulated questions concerning subjects not discussed during any lectures, as well as questions some students felt like were poorly formulated in respect to the allotted time and space given to answer. These problems were however improved during the re-exam. Although according to the course leader this was the first time a re-exam was needed. Not because any students failed the initial exam, but rather because a ? of the class did not register for the exam. The students here were made out of both Swedish SLU students and international students. The re-exam only happened due to poor communication according to students which led to these students missing the initial registration deadline.

These examples are written about in detail only since the feelings around these examples in particular were strong. Other than these, the course also had the typical complaints about poor air ventilation in the lecture hall (thankfully the windows opened easily). Although there was a lot of praise given to several individual lecturers, among them the course leader who proved to be an above average lecturer on several occasions. And a lot of praise was also rewarded thanks to the liberal coffee policy of the Ecological center where all lectures were held, most students found this immensely rewarding and were thus grateful.

All in all, the course had a lot of management issues, but the contents of the course were much appreciated. Although all Swedish students (soil/plant agronomy programme) felt like there was a lot of repetition.