



Plant pathology BI1044, 10280.0910

15 Hp
Pace of study = 100%
Education cycle = Advanced D
Course leader = Dan Funck Jensen

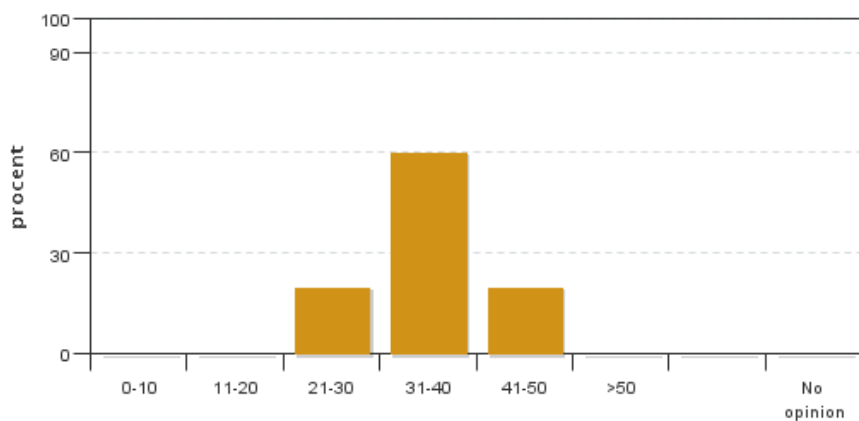
Evaluation report

Evaluation period: 2009-10-23 - 2009-11-09

Answers 10
Number of students 15
Answer frequency 66 %

Mandatory standard questions

1. How many hours per week have you on average spent on the course, including scheduled time?

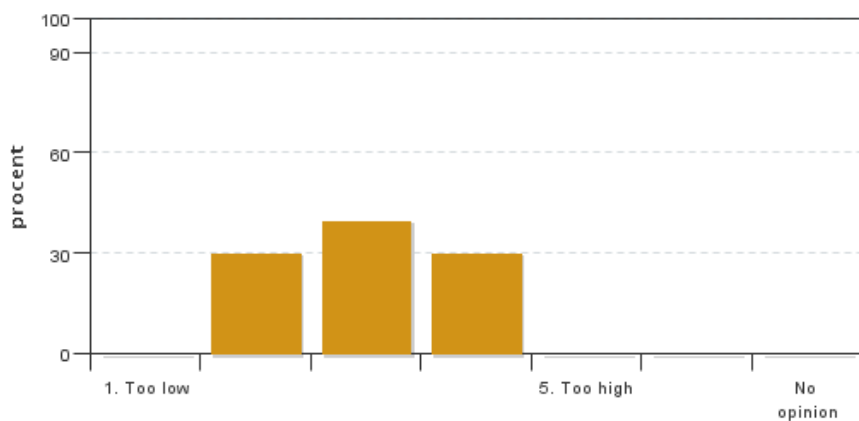


Answers: 10
Medel: 35,0
Median: 31-40

0-10: 0
11-20: 0
21-30: 2
31-40: 6
41-50: 2
>50: 0

No opinion: 0

2. How do you estimate your background knowledge before the course?

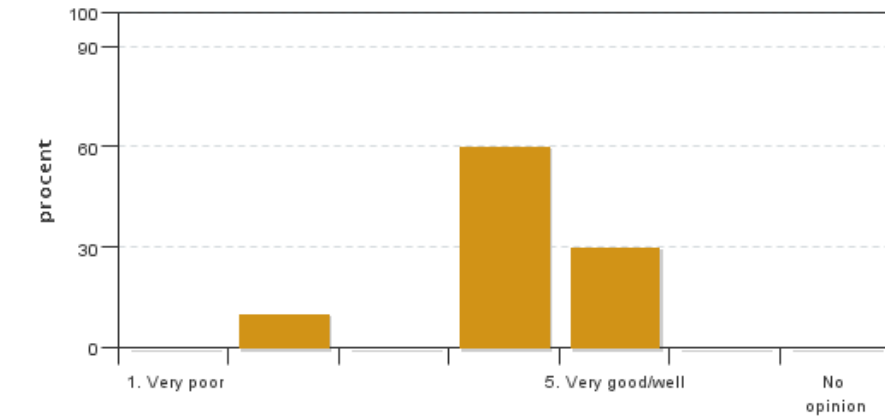


Answers: 10
Medel: 3,0
Median: 3

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

No opinion: 0

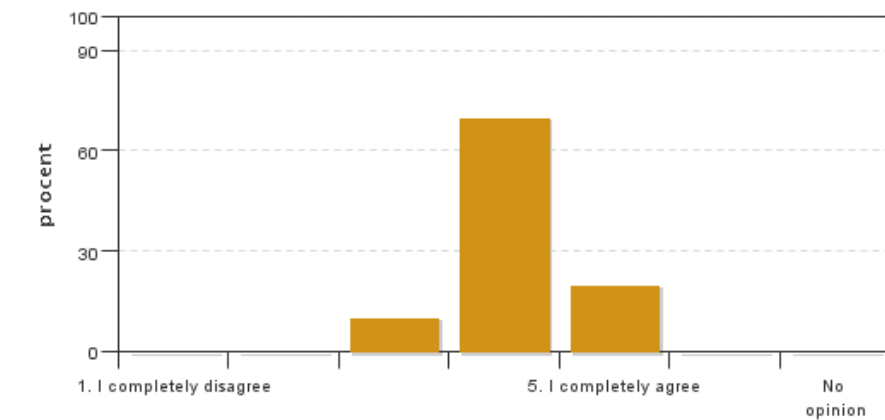
3. How has the administration of the course worked?



Answers: 10
 Medel: 4,1
 Median: 4

1: 0
 2: 1
 3: 0
 4: 6
 5: 3
 No opinion: 0

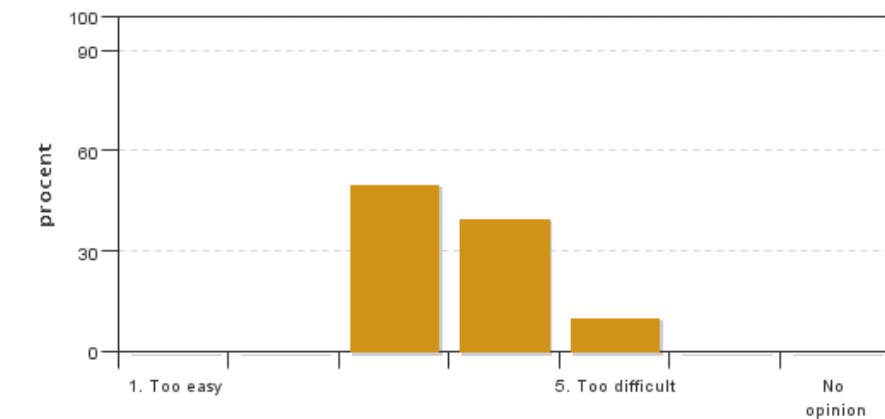
4. The overall impression of the course is very good.



Answers: 10
 Medel: 4,1
 Median: 4

1: 0
 2: 0
 3: 1
 4: 7
 5: 2
 No opinion: 0

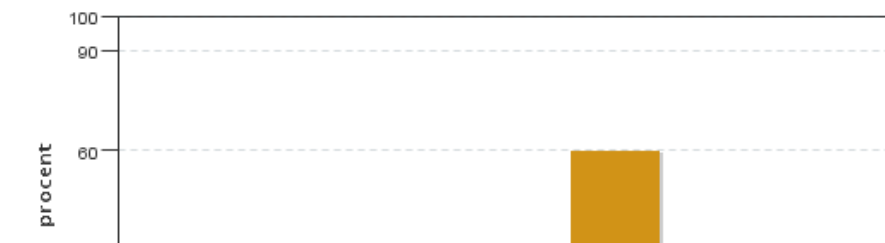
5. The level of difficulty for this course has been



Answers: 10
 Medel: 3,6
 Median: 3

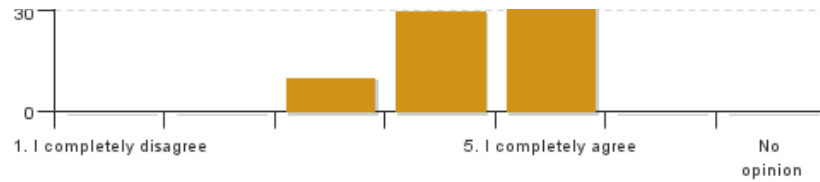
1: 0
 2: 0
 3: 5
 4: 4
 5: 1
 No opinion: 0

6. I consider that this course has taken up all of the learning outcomes described in the course syllabus. If you select (1), (2), (3), or (4) please describe which learning outcome(s) has/have not been sufficiently covered.



Answers: 10
 Medel: 4,5
 Median: 5

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



5: 6

No opinion: 0

Course leaders comments

This was the first time for this course and in general we found it very successful. The students were very interested, they worked hard and learnt a lot. Many students were not used to having other forms of teaching than formal lectures. We had lectures and labs and discussions of texts that the students read. There was also a "case study" which was presented as an extended abstract and a poster. The discussions and posters were much appreciated by the students. The latter will be given a larger portion of the course credit next time.

The workload could have been more evenly distributed over time and some assignments could have been initiated earlier. This will be considered when we make the schedule for the next course.

There were some biological problems with the labs and we have plans for how to avoid these onwards. Lab instructions will also be improved.

For some students the final exam, oral, was a bit stressful. Many of them were not used to this form of examination. The students showed very good ability to use, analyse and synthesise their knowledge and the result was very good.

Some students felt that their lack of agricultural background was a disadvantage to them. This is understandable since some parts of the course have strong applications to agricultural practices. Such background is not required for the course, and we could keep in mind to explain basic concepts as we go along. We don't see this as a big problem and our impression is that students with different backgrounds also learnt from each other during their discussions.

Dan Funck Jensen & Annika Djurle

Student representatives comments

Kursen fick i medel en positiv bedömning av studenterna. Arbetsbördan på kursen uppfattades av de flesta som normal (ca. 40 timmar/vecka) men några tyckte att det tog för mycket tid att läsa artiklar och förbereda diskussionerna. Arbetsbördan uppfattades även som ojämn med ett ökat tempo mot mitten och slutet av kursen. Flera elever ansåg att de hade för dåliga förkunskaperna speciellt i svenska växtsjukdomar och svenskt jordbruk vilket uppfattades som en nackdel. Kursen gavs för första gången och informationen inför muntan och struktureringen av laborationsövningarna kan förbättras. De många olika lärarna och pedagogikstilarna på kursen kunde bli förvirrande. Muntan ansågs vara stressfull och inte täcka in hela kursen då endast ett område skulle redovisas. Kursens svårighet ansågs vara bra men ibland lite för komplicerad och intensiv. I jämförelse med kurser i internationell students hemland var kursen inte svår eftersom ett annat utbildningssystem används. Helhetsintrycket var gott och att studenterna lärde sig mycket.

Moment som enligt studenterna inte togs upp tillräckligt i kursen var:

- Epidemiologi och molekylär karaktärisering av svampar
- Grödkunskap (eftersom det bara var 3 grupper i slutuppgiften presenterades bara 3 grödor)
- Mer undervisning om bakterier och nematoder efterfrågas eftersom virus och svampar genomgicks grundligt.