



## Genetic diversity and plant breeding BI1103, 20116.1011

15 Hp

Pace of study = 100%

Education cycle = Advanced

Course leader = Ann Christin Rönnberg-Wästljung

### Evaluation report

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Evaluation period: 2011-01-11 - 2011-01-24

Answers 16

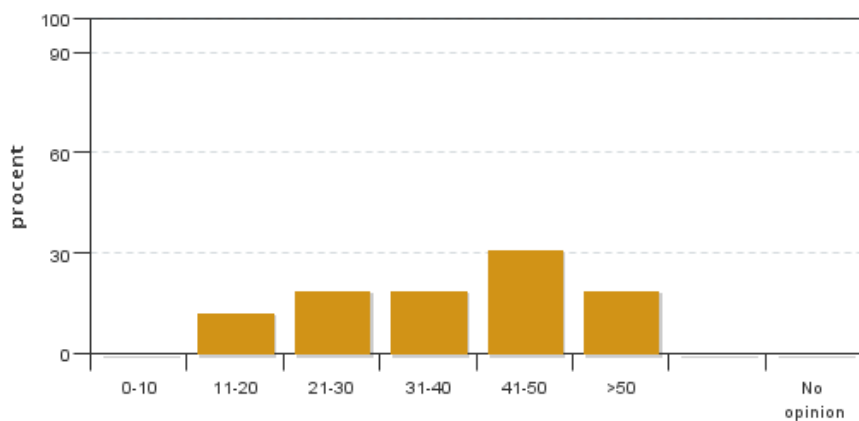
Number of students 20

Answer frequency 80 %

### Mandatory standard questions

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

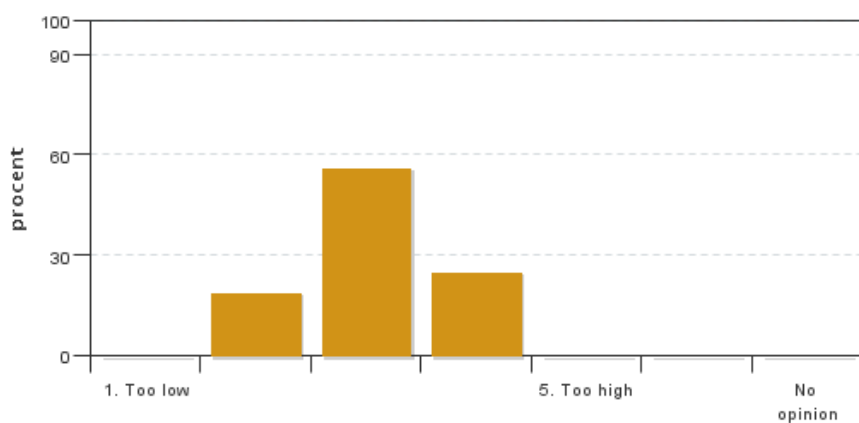


Answers: 16  
Medel: 37,5  
Median: 31-40

0-10: 0  
11-20: 2  
21-30: 3  
31-40: 3  
41-50: 5  
>50: 3

No opinion: 0

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

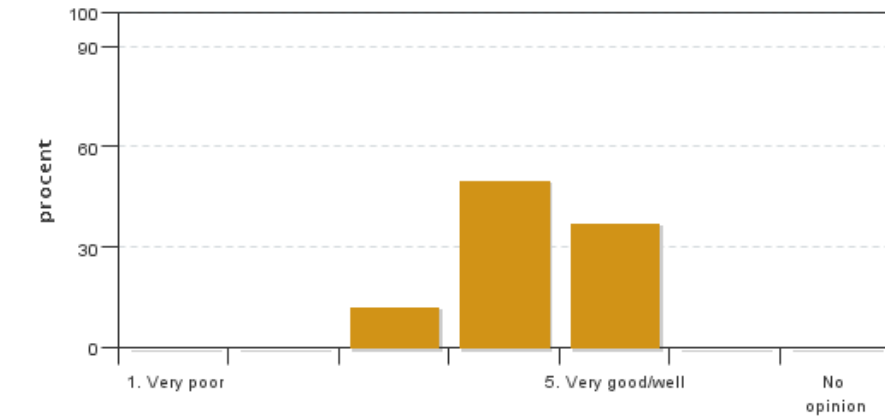


Answers: 16  
Medel: 3,1  
Median: 3

1: 0  
2: 3  
3: 9  
4: 4  
5: 0

No opinion: 0

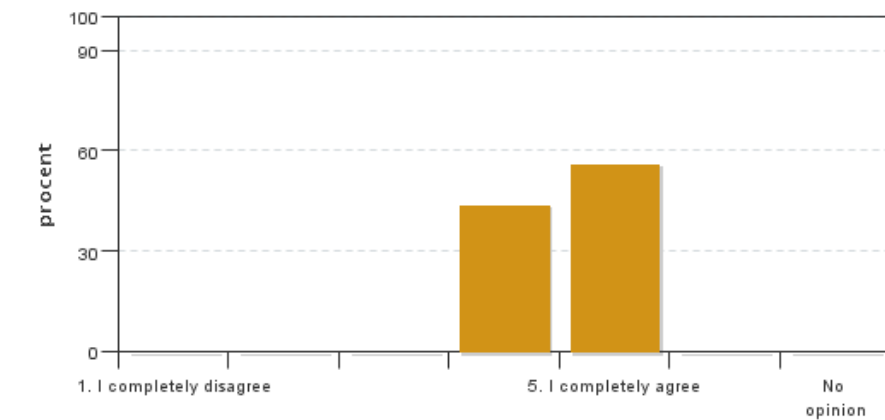
**3. How has the administration of the course worked?**



Answers: 16  
 Medel: 4,3  
 Median: 4

1: 0  
 2: 0  
 3: 2  
 4: 8  
 5: 6  
 No opinion: 0

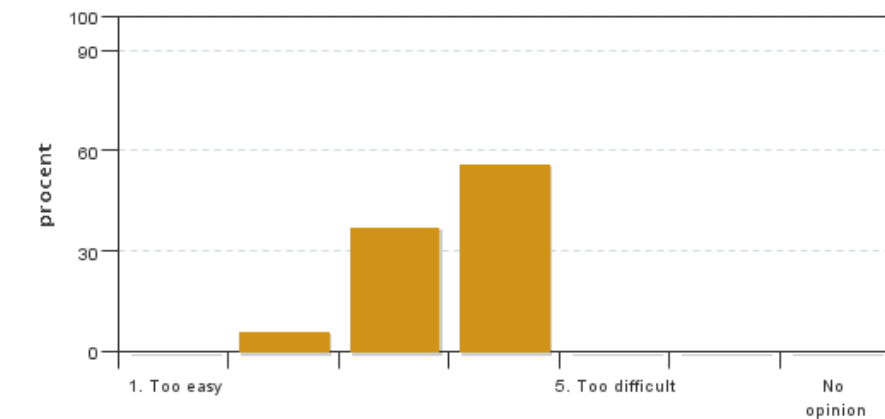
**4. The overall impression of the course is very good.**



Answers: 16  
 Medel: 4,6  
 Median: 5

1: 0  
 2: 0  
 3: 0  
 4: 7  
 5: 9  
 No opinion: 0

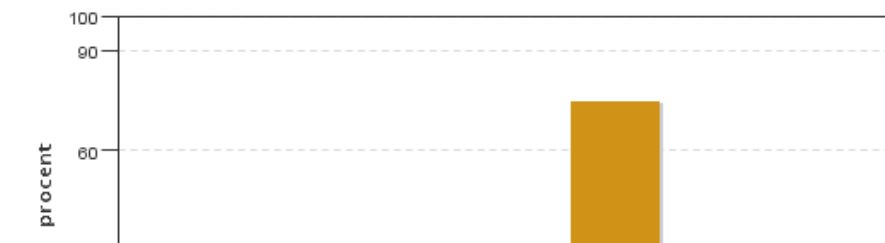
**5. The level of difficulty for this course has been**



Answers: 16  
 Medel: 3,5  
 Median: 4

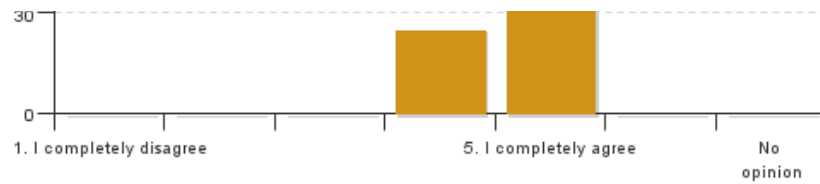
1: 0  
 2: 1  
 3: 6  
 4: 9  
 5: 0  
 No opinion: 0

**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.**



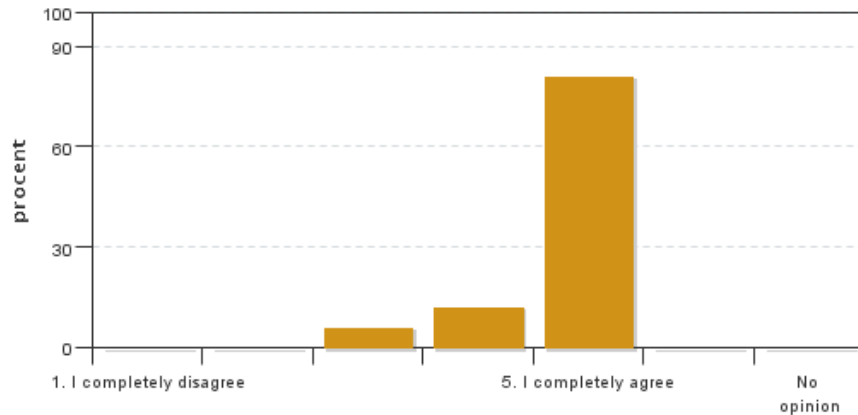
Answers: 16  
 Medel: 4,8  
 Median: 5

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



5: 12  
No opinion: 0

## 7. The grading criteria were clear and easy to understand



Answers: 16  
Medel: 4,8  
Median: 5

1: 0  
2: 0  
3: 1  
4: 2  
5: 13  
No opinion: 0

## Course leaders comments

Sixteen of 21 students completed the course valuation. The overall impression of the course was very good (mean 4.6) and the students thought that the information/administration had worked very well. The course objectives had been covered (mean 4.8), grading criteria were easy to understand (mean 4.8) and the teachers had taken an active interest in their different subjects (mean 4.5) according to the students. The lab and greenhouse project as well as the literature project were highly appreciated. The exam was regarded a bit difficult and some students would have liked more time or fewer questions. Some of the students did not like the course book; they thought it was confusing in parts regarding breeding methods. The articles were appreciated.

To be considered for next course:

- Literature: It is a problem to find a course book that works well with all different parts included. We have looked for suitable books in an acceptable price level but there are none. We understand the problem and will try to take in additional literature as much as possible.
- Examination: The examination could be changed to have two smaller written examinations instead of one dugga and one large examination at the end.

## Student representatives comments

### Course Evaluation – Genetic Diversity and Plant Breeding / SLU

In general, all the participants are quite satisfied with the course. They highly appreciated the kind and helpful manner of the main course coordinators, and also the other lecturers for their well-organized and interesting lectures. However, The lecture related to plant diseases was not so well-organized, but rather confusing due to the complicated slides and lack of explanation.

The ideas of 'guest teachers' and 'literature project' were practical and interesting, and the presentation opportunities and group discussions were very helpful. The practical part, including both the greenhouse practical and QTL lab, was also well-organized.

Some practical comments are as follows:

- There was lack of communication with other course leaders of the 'Genetic and Molecular Plant Science' program.
- It could be better for studying if all the lecture materials were downloadable on the course webpage.
- Course articles were good and relevant. However, there were complaints about the textbook, especially regarding the part of breeding methods, due to the ambiguity of the corresponding chapters. Those parts can be replaced with more concise and complete alternatives, such as compendiums, for further improvement of the course. The content of the textbook was also too much, and a recommended and detailed reading list could be helpful.

- Different deadlines for the literature project and lab report could be better regarding the work load.
- Too many questions on the final exam. Either the number of questions can be reduced, or longer time can be provided for the final exam. Dugga can also be graded to lessen the work load of the final exam.
- To improve practical applications at field implementation level, a field trip to actual sites, such as plantations or breeding companies, can provide pragmatic experience and better understanding of the course.

**Student representative,**

**Un-Sa Lee (110128)**

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