



## Plant pathology BI1044, 10103.1112

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

### Evaluation report

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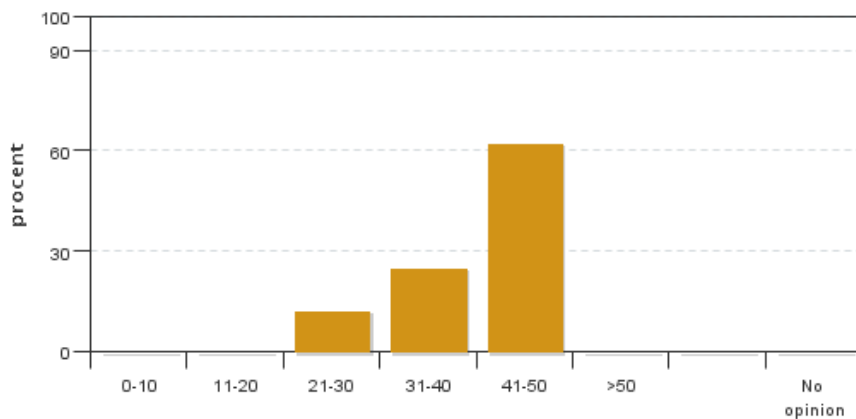
**Evaluation period: 2011-10-27 - 2011-12-11**

Answers 8  
Number of students 8  
Answer frequency 100 %

### Mandatory standard questions

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

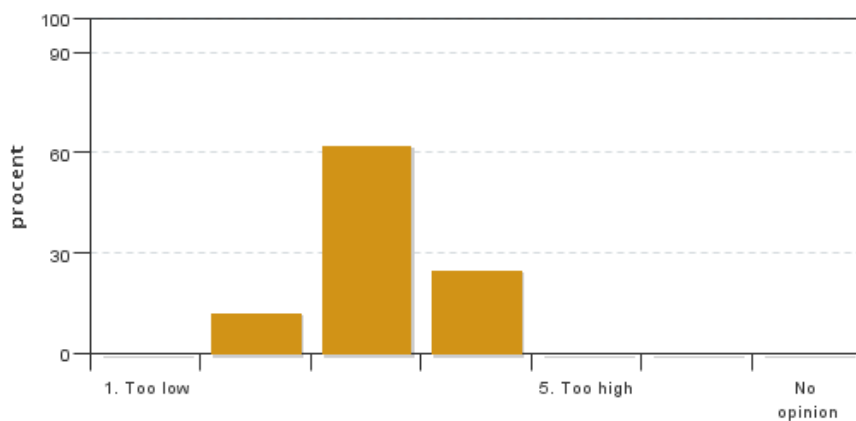


Answers: 8  
Medel: 40,0  
Median: 41-50

0-10: 0  
11-20: 0  
21-30: 1  
31-40: 2  
41-50: 5  
>50: 0

No opinion: 0

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

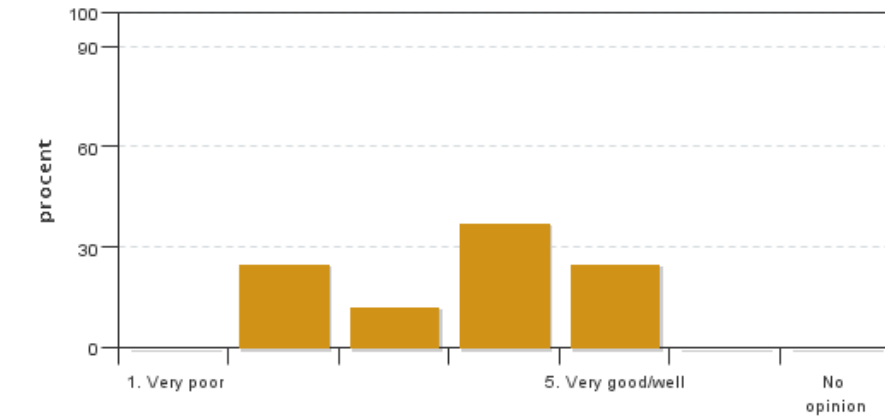


Answers: 8  
Medel: 3,1  
Median: 3

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

No opinion: 0

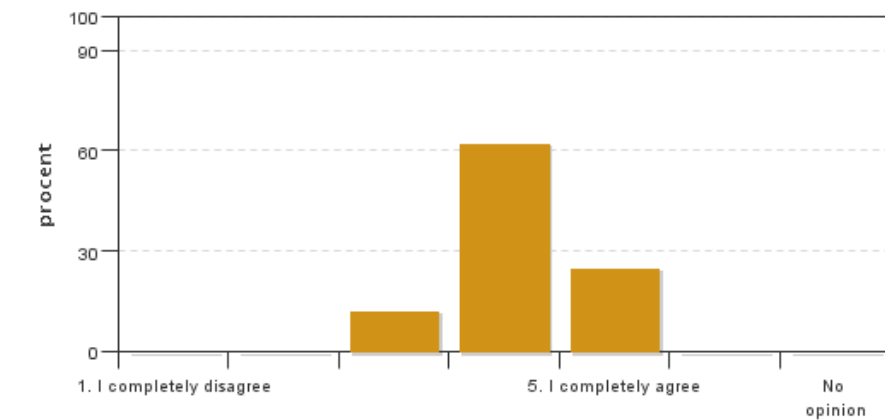
**3. How has the administration of the course worked?**



Answers: 8  
 Medel: 3,6  
 Median: 4

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

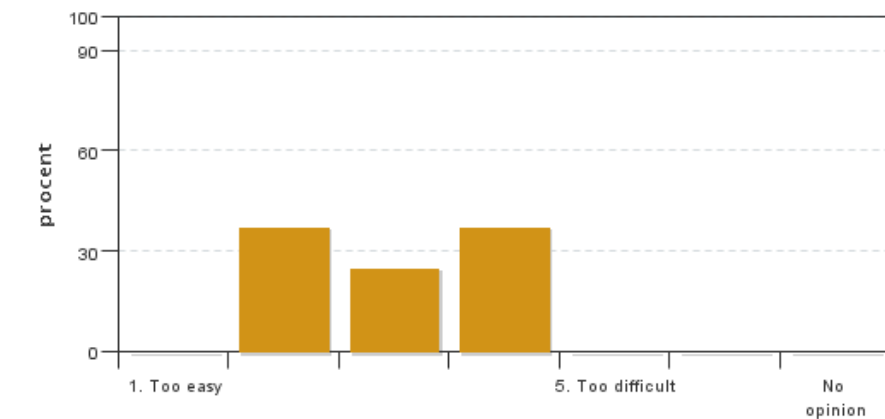
**4. The overall impression of the course is very good.**



Answers: 8  
 Medel: 4,1  
 Median: 4

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

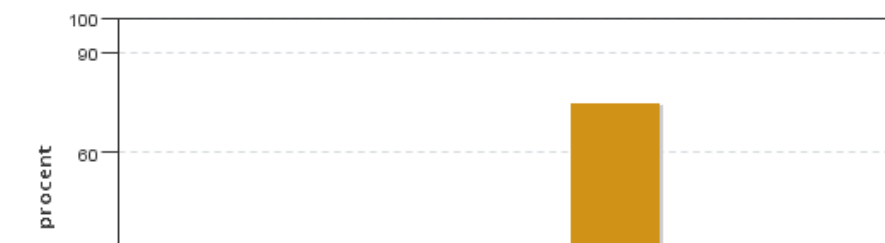
**5. The level of difficulty for this course has been**



Answers: 8  
 Medel: 3,0  
 Median: 3

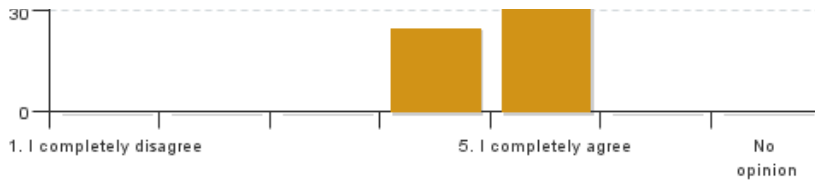
1: 0  
 2: 3  
 3: 2  
 4: 3  
 5: 0  
 No opinion: 0

**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: 8  
 Medel: 4,8  
 Median: 5

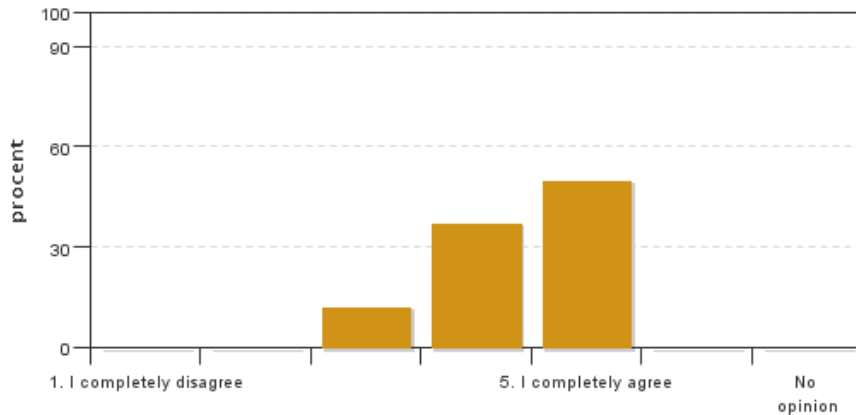
1: 0  
 2: 0  
 3: 0  
 4: 2



5: 6

No opinion: 0

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



Answers: 8

Medel: 4,4

Median: 4

1: 0

2: 0

3: 1

4: 3

5: 4

No opinion: 0

## Course leaders comments

In general the students were pleased with the course with the average score of 4.1. There was a variation in what background the students had at course start which is reflected in the evaluation. For example answers to the question how difficult the students found the course range from easy (2) to difficult (4) and the work load is seen differently by the different students ranging from a too low to a too high work load. It seems as if the workload in general is in the higher end but not too much. There were some cases where the room booking had failed and changes in place of teaching could have been communicated better. However, we think that this can be improved as this was the first time we had the course in the new BioCenter. Also, it is now clear to us that e-mails send directly to each student is not always sufficient to get a message through. Communication about case studies and oral exam will be improved although we disagree with the students that deadlines for when to submit proceedings, submit posters, poster presentations and oral exam were not clearly communicated. We might, however, have an earlier deadline for submitting the proceedings before the IPM week and the week the poster is to be ready. There is a concern from one or two students that there are too many teachers and varying quality of lectures. However, we have selected teachers which are highly competent on the special topics they are teaching and all subjects in the course cannot be covered by few teachers. Topics about plant pathogen interactions at the molecular level might be expanded covering more details about effectors, innate immunity and signal transduction. The theoretical exercises seem to be working fine and are popular with the students. Most of the practical exercises are also functioning well and are in general evaluated with high scores. However, some can be improved and some may be taken out of the program. We will try to have more descriptions for theoretical- and lab.- exercises handed out at course start. The diagnostic exercises could be expanded but we think instead that it would be an improvement if we had more diagnostic books available for the diagnostic exercises making the exercises more time efficient. The teaching book "Agrios" is now coming in a new updated edition and as this book is rather popular among the students we will probably use that in the coming course in 2012. The descriptions of grading criteria seem to be clear for students who have read them.

## Student representatives comments

All students on the course filled in the evaluation, which makes it reliable. The general impression is that most students thought that the course was interesting and usable. Although we all had different backgrounds most of us felt that we had sufficient knowledge on the subject before we started, and that we learned a lot during the course.

The planning could improve. Many students mention that they had a hard time planning their own studies due to insufficient information about when different assignments were due, for example. Some students also think that the reading requirements in Agrios were unevenly distributed throughout the course. The theoretical exercises were good, although some students would have liked to know more about them earlier so that they could have prepared better.

Students express that the quality and detail level on the different lectures varied a lot. It would be good with a more cohesive line throughout the course. Also, information about when and where to meet could sometimes be improved.

When it comes to lab exercises many of them were good, but not all. It is important for the teachers in charge to be well prepared so that experiments do not fail unnecessarily due to simple mistakes.

All in all, however the students seem to be satisfied with the course.

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