# Agroecology Basics
# LB0108, 10010.1920

15 Hp
Pace of study = 100%
Education cycle = Advanced
Course leader = Teun Dekker

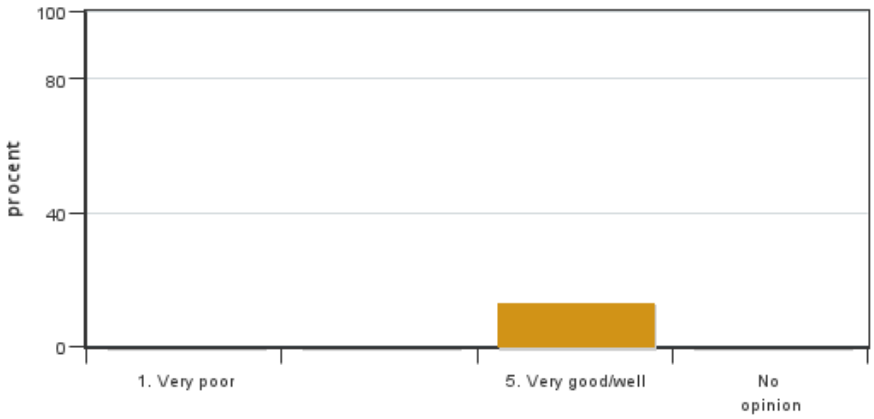
## Evaluation report

**Evaluation period: 2019-10-24 - 2019-11-14**

| | |
|---|---|
| Answers | 15 |
| Number of students | 16 |
| Answer frequency | 93 % |

## Mandatory standard questions

**1. My overall impression of the course is:**

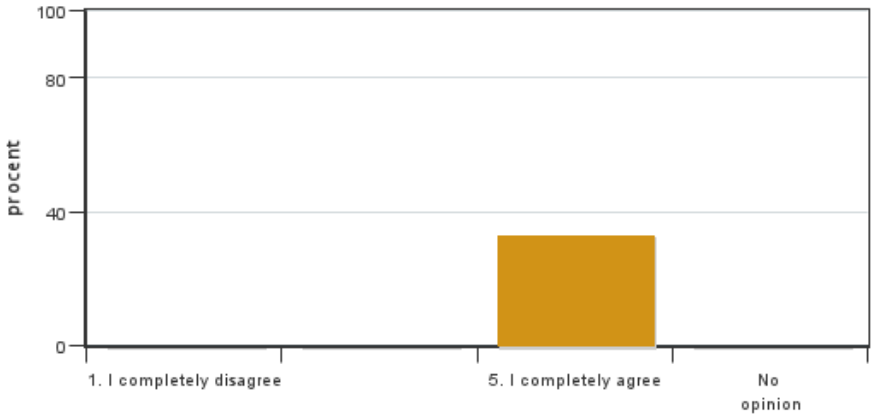



Answers: 15
Medel: 4,1
Median: 4

1: 0
2: 0
3: 0
4: 13
5: 2

No opinion: 0

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

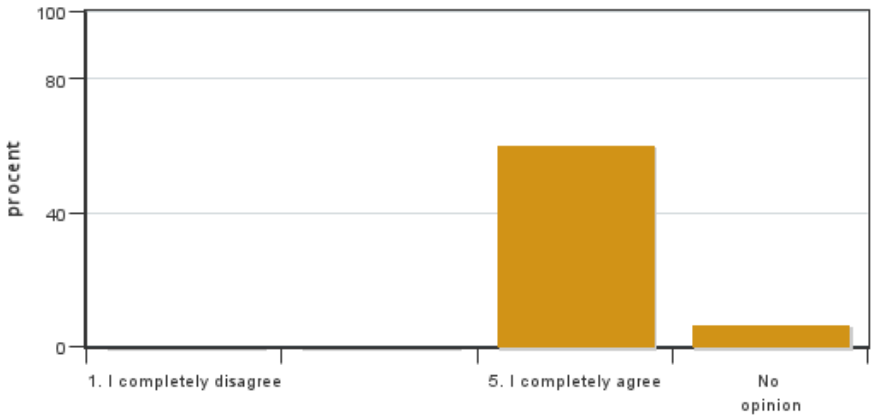



Answers: 15
Medel: 4,2
Median: 4

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

No opinion: 0

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

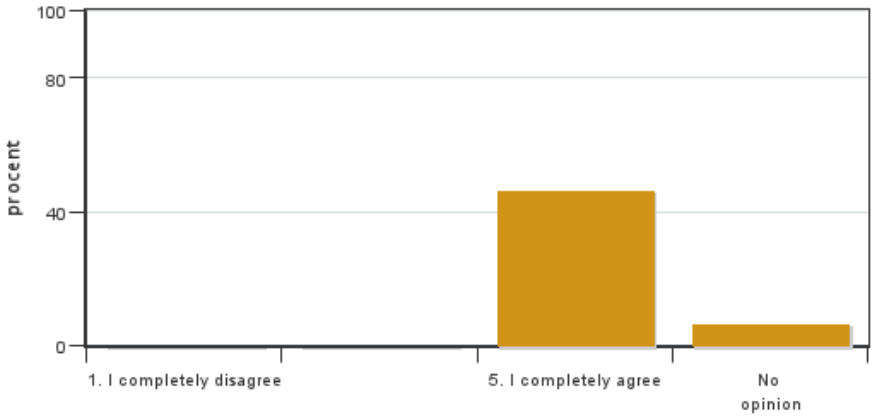



Answers: 15
Medel: 4,5
Median: 5

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

No opinion: 1

**4. The information about the course was easily accessible.**

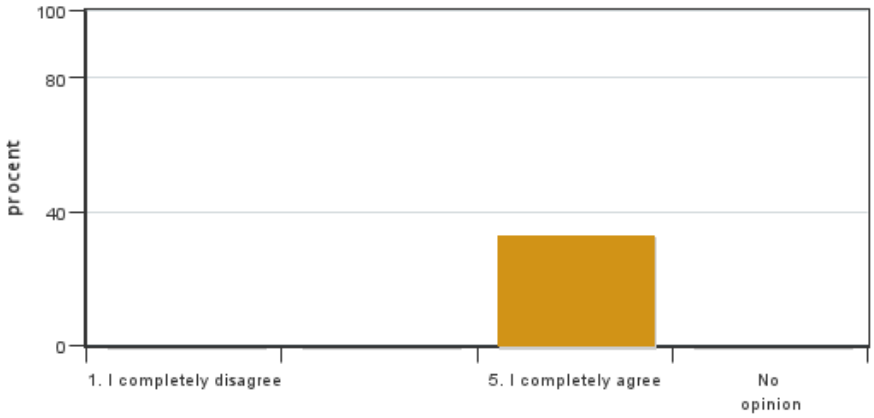



Answers: 15
Medel: 4,5
Median: 4

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

No opinion: 1

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

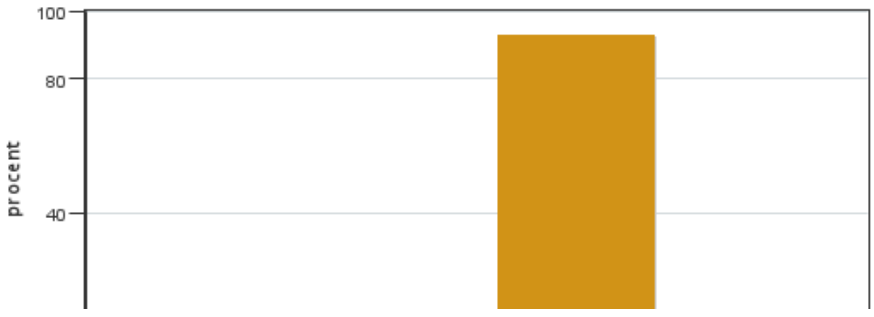



Answers: 15
Medel: 4,1
Median: 4

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

No opinion: 0

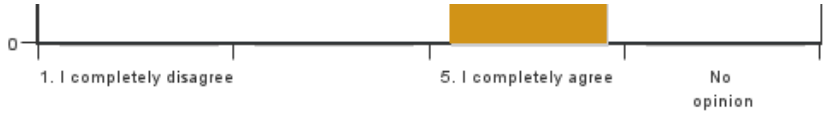
**6. The social learning environment has been inclusive, respecting differences of opinion.**



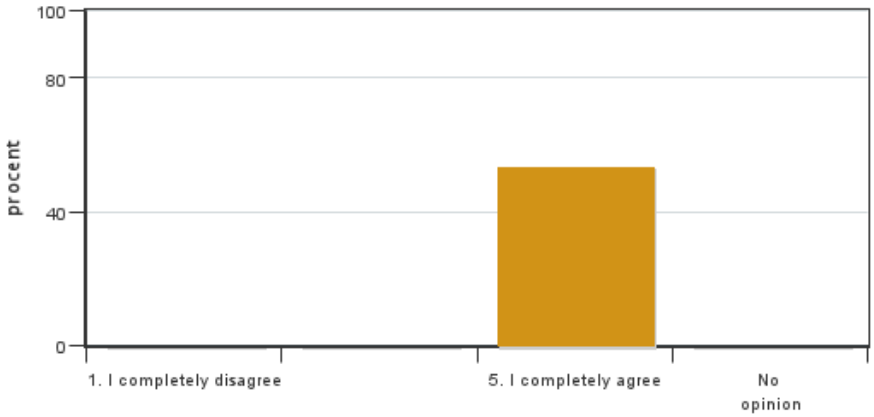

Answers: 15
Medel: 4,9
Median: 5

1: 0
2: 0
3: 0
4: 1
5: 14

No opinion: 0




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

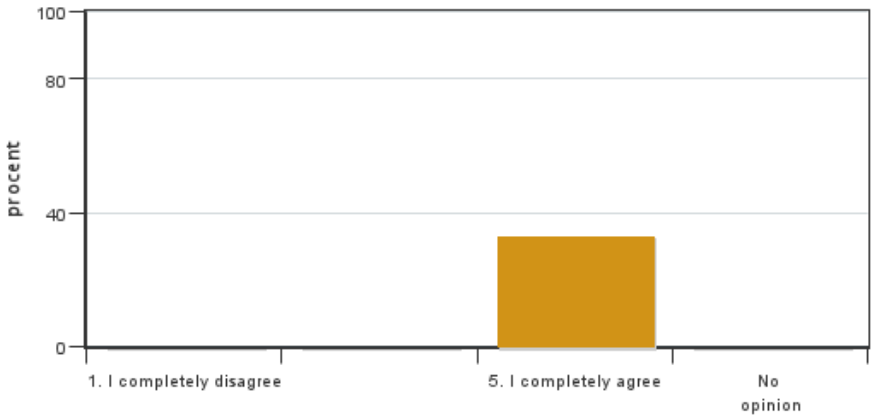



Answers: 15
Medel: 4,5
Median: 5

1: 0
2: 0
3: 1
4: 6
5: 8

No opinion: 0

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

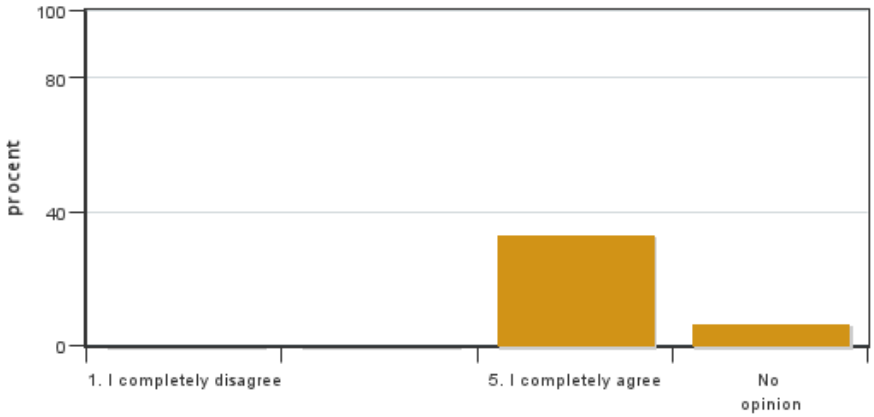



Answers: 15
Medel: 4,2
Median: 4

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

No opinion: 0

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

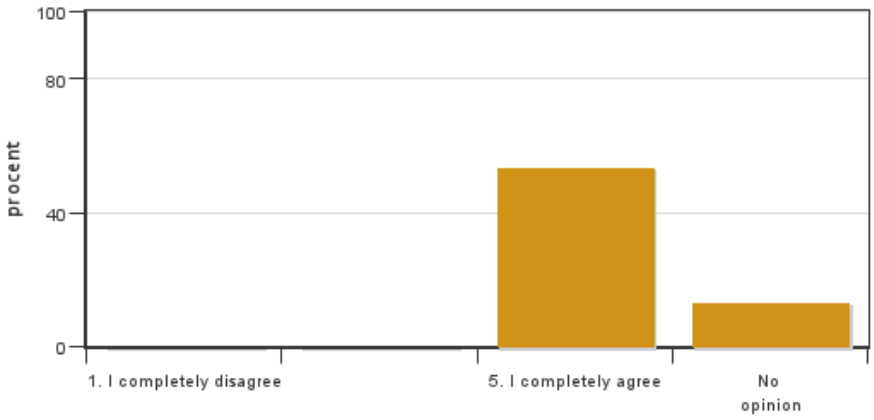



Answers: 15
Medel: 4,2
Median: 4

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

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).**

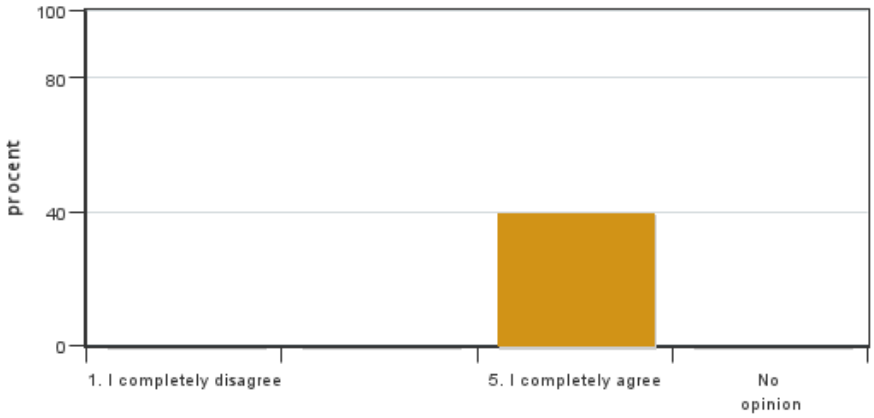



Answers: 15
Medel: 4,3
Median: 5

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

No opinion: 2

**11. The course covered international perspectives.**

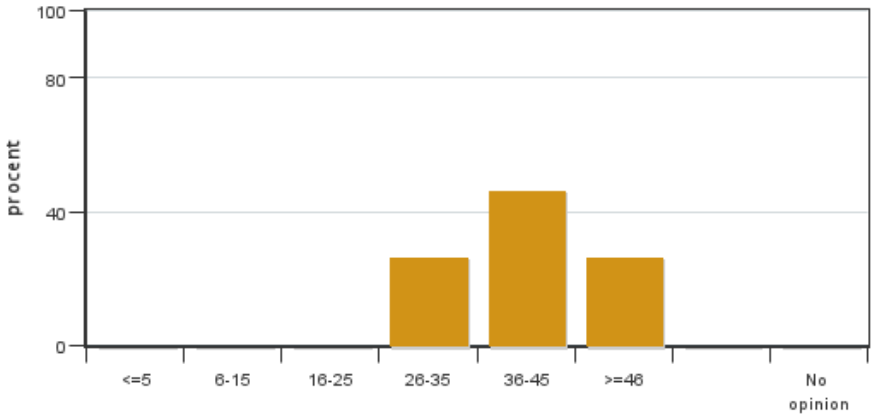



Answers: 15
Medel: 4,0
Median: 4

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

No opinion: 0

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




Answers: 15
Medel: 38,9
Median: 36-45

≤5: 0
6-15: 0
16-25: 0
26-35: 4
36-45: 7
≥46: 4

No opinion: 0

## Course leaders comments

Dear Sara, dear all students. Thank you very much for the input. We took good note of this. Below a few points we extracted from your evaluations, both after the course, as well as those pointed out on the 31st of October/during the course. Sara and I will discuss this in more details on the 19th of November:

1. reduce or spread the workload and tailor it more to the course lecture content (perhaps cut out some chapters of Gliessman's book)

2. avoid too much additional preparations prior to the lectures, particularly if there is also lots of reading, or otherwise give a priority list of what are MUST reads and what are FYI

3. mix groups a little more

4. make sure to address all three aspects of sustainability in the lectures, including economics - with more information about agricultural policy, international trade, EU, WTO etc

5. more feedback on the presentations

6. anchoring the social science lectures and PRA tools into the farm analysis better. For instance, use the peanut model from the beginning in the context of the farm visit (more concrete and effective)

7. The critique on the lectures is also noted and will be followed up!

8. tailor lectures (and inform lecturers) better to the learning outcomes?

9. provide a better background on the agroecology program in the first days ... next year there may not be a Tania :-)

I was also thinking of perhaps defining some learning outcomes for (at least) the classroom events - and how this links to agroecology as a whole. This can be put as an additional file behind the schedule, such that you are better prepared on the content.

Finally, the content of agroecology is broad and we can only 'explore' in a basic course .. we hope that gaps in the introductory course will gradually be filled by subsequent courses.

Teun

## Student representatives comments

Some things that appear repetitively in the online evaluation: in general we really liked the course, not all literature is always discussed (it would be nice to do that more), shortcomings in the social science and economical aspect, and not all lectures were included in the final assignment.

One quote summarizes well the examination I think: "I really liked the idea of combining written report with presenting orally. And I also liked the idea that the first assignments built up on the last one, this is a very smart approach for building up knowledge around a subject according to me. There is a feeling of Flow. Having No exams was actually supernice, I Will definitely remember more from this kind of approach than from forcely memorized scattered information from exams...."

We're talking about making a good course better. In general we really liked the course, the variety of subjects, the excursions ... The lecture on the Peanut Model could be more applied to an actual farming system and/or we should read Bawden 1984 beforehand. It was difficult to understand the peanut model from the lecture. Furthermore, we are missing tools to critically examine the social/economic components of a farm. More about economics, agricultural policy, international trade, EU, and WTO would be welcome in order to understand better the environment in which the farm operates. Other topics like orchards and soil were discussed very detailed.

As the risk is that the course is getting away from what was initially planned, it would be good to look at the lectures and really see if these lectures are beneficial to what is wanted. What is the objective of each lecture/subject, what should be the content ... Then put everything together so that it more feels like one course instead of a range of unconnected fragments.

Via this link you can get to the report on the meeting (Thursday November 7) as well as to linked documents (introductory presentation evaluation meeting and remarks on schedule):
https://drive.google.com/drive/folders/1yVcA5U_wN9SiEdYgRcmzBRC5a8DJX93M?usp=sharing