Soil water processes in agroecosystems
MV0216, 10080.2223

15 Hp
Pace of study = 100%
Education cycle = Advanced
Course leader = Elsa Coucheney

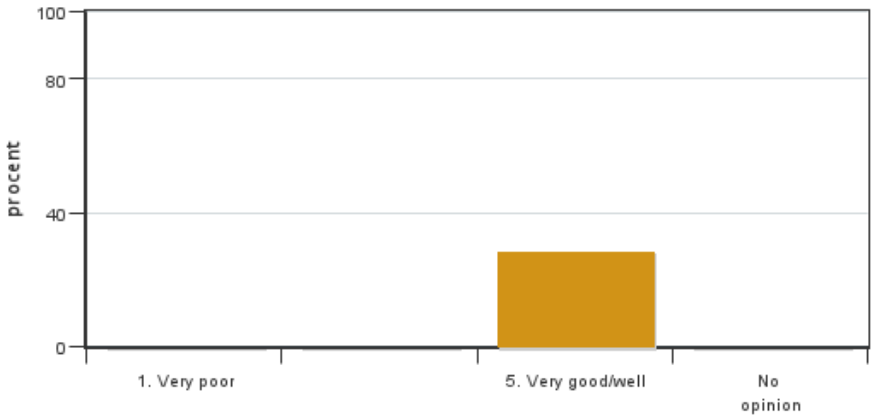
Evaluation report

Evaluation period: 2022-10-24 - 2022-11-14

Answers	7
Number of students	10
Answer frequency	70 %

Mandatory standard questions

1. My overall impression of the course is:

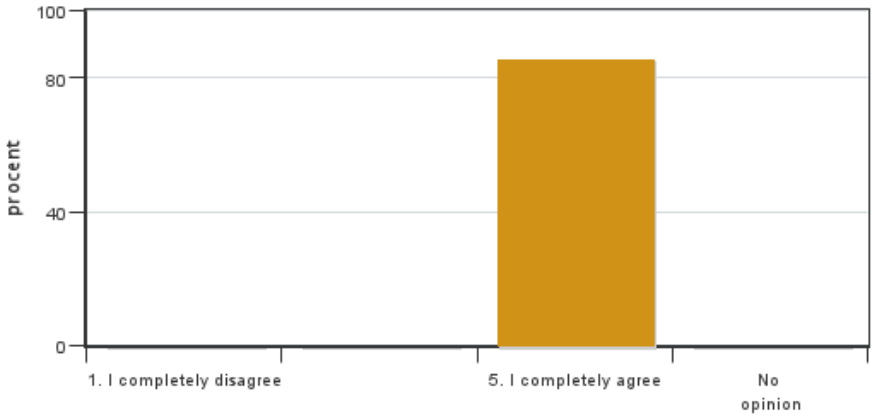


Answers: 7
Medel: 4,3
Median: 4

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

No opinion: 0

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

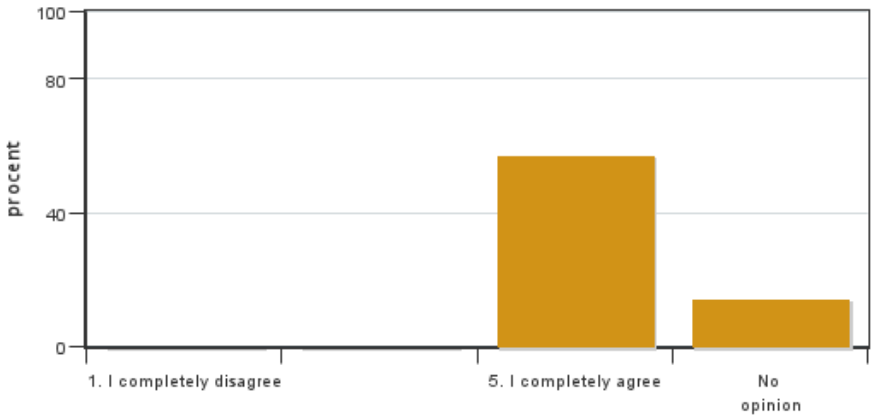


Answers: 7
Medel: 4,9
Median: 5

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

No opinion: 0

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

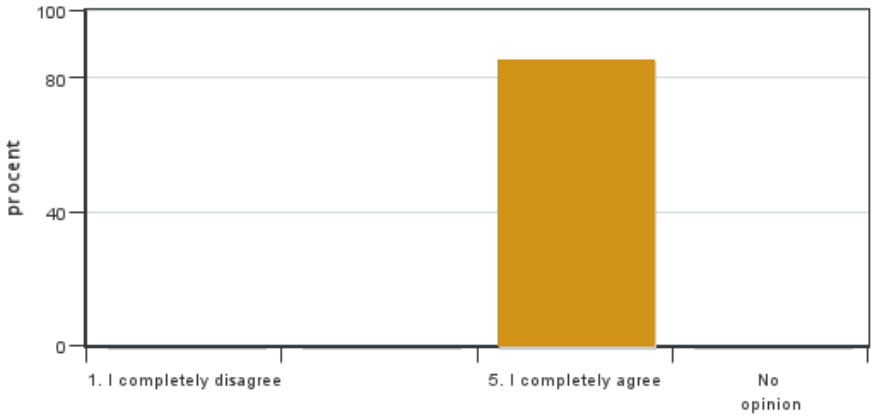


Answers: 7
Medel: 4,7
Median: 5

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

No opinion: 1

4. The information about the course was easily accessible.

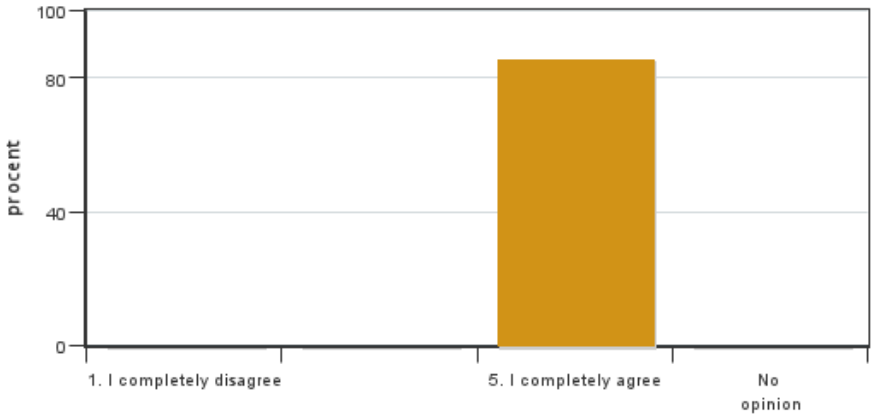


Answers: 7
Medel: 4,9
Median: 5

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

No opinion: 0

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

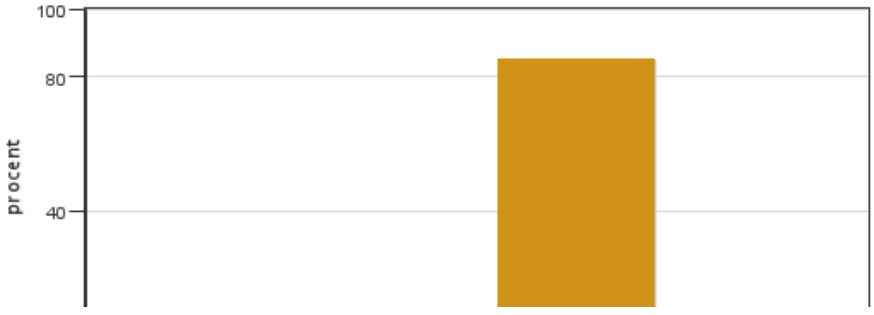


Answers: 7
Medel: 4,9
Median: 5

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

No opinion: 0

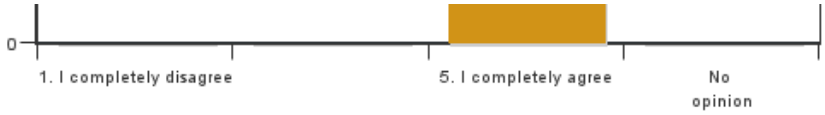
6. The social learning environment has been inclusive, respecting differences of opinion.



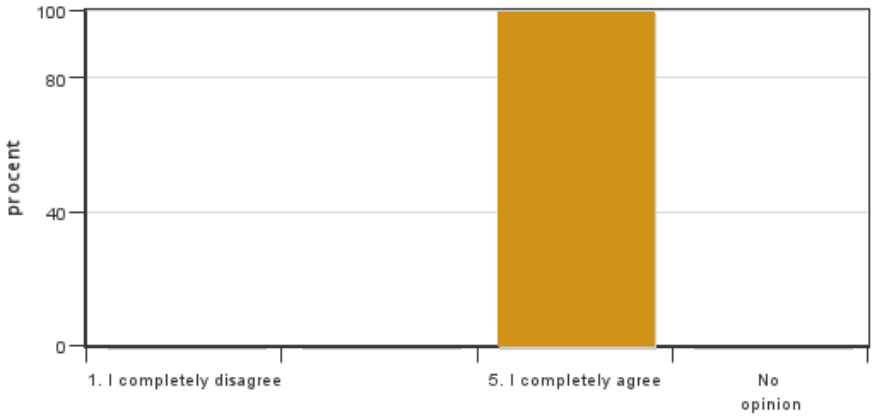
Answers: 7
Medel: 4,9
Median: 5

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

No opinion: 0



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

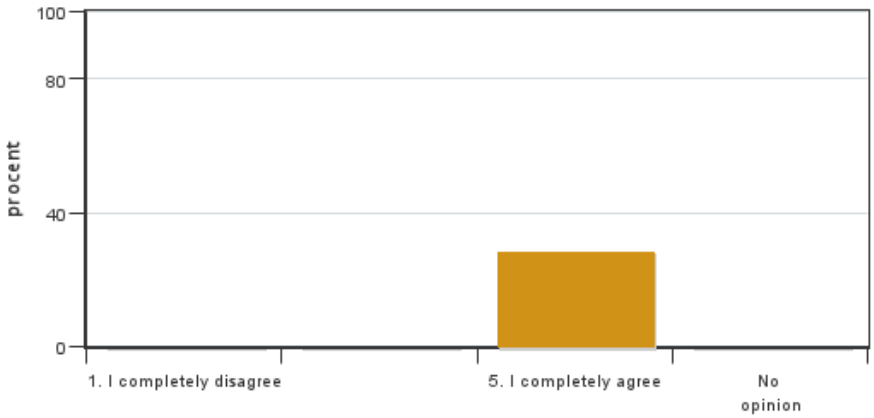


Answers: 7
Medel: 5,0
Median: 5

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

No opinion: 0

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

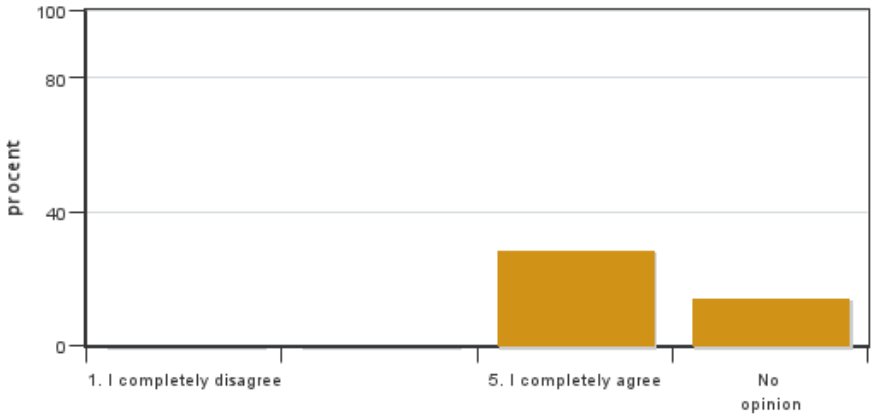


Answers: 7
Medel: 4,1
Median: 4

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

No opinion: 0

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

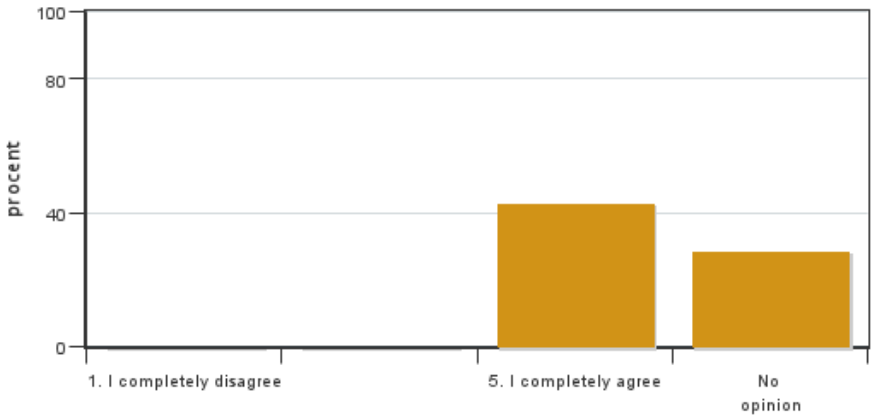


Answers: 7
Medel: 4,0
Median: 4

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

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).

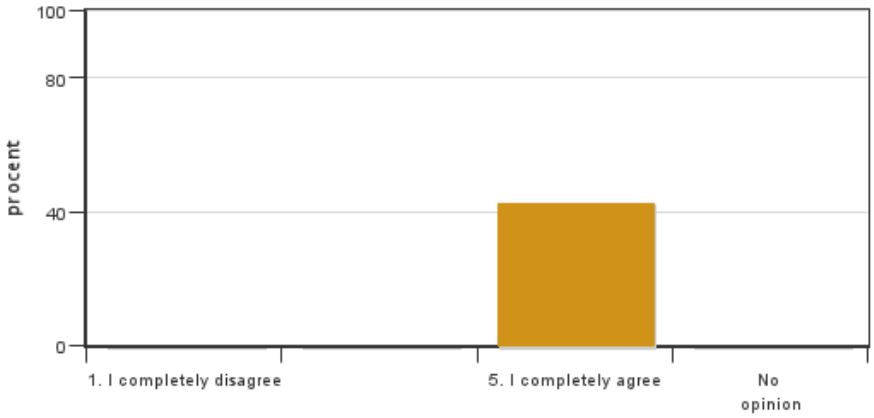


Answers: 7
Medel: 4,4
Median: 5

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

No opinion: 2

11. The course covered international perspectives.

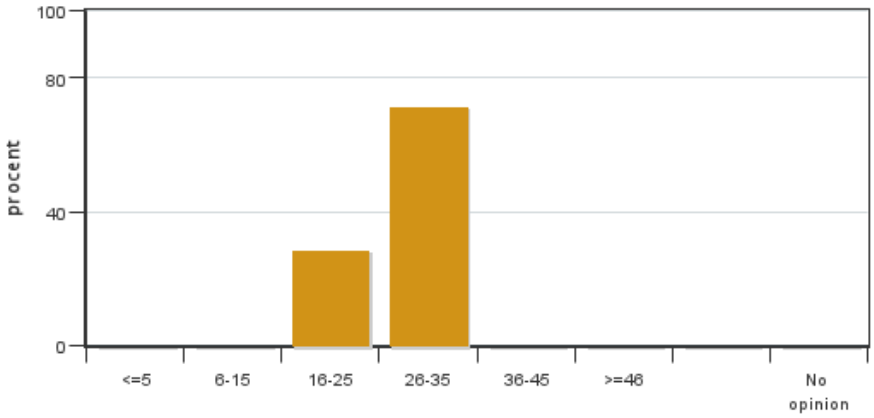


Answers: 7
Medel: 4,4
Median: 4

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

No opinion: 0

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

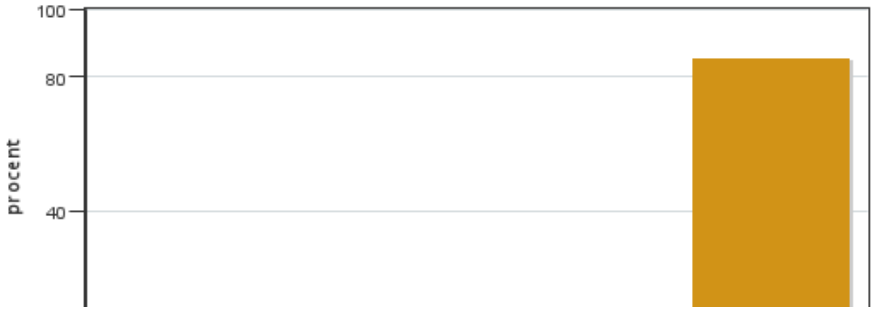


Answers: 7
Medel: 27,1
Median: 26-35

≤5: 0
6-15: 0
16-25: 2
26-35: 5
36-45: 0
≥46: 0

No opinion: 0

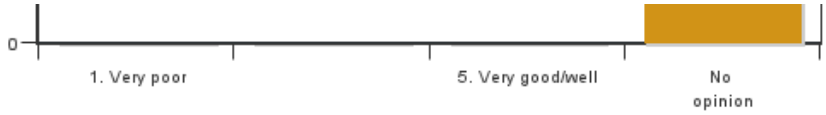
13. If relevant, what is your overall experience of participating in all or part of your course online?



Answers: 7
Medel: 2,0
Median: 2

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

No opinion: 6



14. If relevant, please share what worked well when participating in teaching on distance

15. If relevant, please share what worked less well when participating in teaching on distance

Additional own questions

16. Do you think the balance between the different parts of the course is about right? If not, which part do you think require more focus for the understanding of soil water processes?

16. Did you find the online quizzes in connection to the lectures useful? (YES/NO and a short feedback is also welcome)

16. Did you find the online quizzes in connection to the STELLA exercises useful? (YES/NO and a short feedback is also welcome)

16. Did you find clear connections between the two guest lectures and the course content? (YES/NO and a short feedback is also welcome)

16. Did you find clear connections between the mini-workshop and the course content? (YES/NO and a short feedback is also welcome)

16. Did you find the choice of the articles for the mini-workshop interesting (aims & methodology) and / or diverse enough? can you think of other aspects that should be addressed?

16. Do you think that more feedback on / more introduction to the mini-workshop assignment is needed? (YES/NO, comments)

16. Did you use the extra material (articles and videos) posted on CANVAS when working with the mini-workshop assignment? If Yes, was this information useful / relevant? Did you need other sources of information that was not covered by the material posted?

Course leaders comments

Course Leader comments on the course evaluation MV0216, HT2022

The course leader wants to thank the students and the student representative for their feedback on the course. The teaching team agrees on the general impression of a good involvement of the students in the class activities and group work, which in turn lead to a good learning environment.

The evaluation shows that the course evolution through the last few years succeeded to include even broader international perspectives by including guest lectures and mini-workshop activities, as well as new mini-projects. This is less clear for the gender and equality aspects and for the sustainable development aspects, so links to these aspects could be made appeared clearer in the course, because we think we include this rather much already. The mini-workshop lost a bit of the 'climate change' focus this year compared to previous years and the course leader

will consider a stronger connection for next year as students expressed their interest for this.

Course content

The balance between the different parts of the course (modules, lectures, exercises & project / group work) seems adequate as it is. Modelling exercises and mini-projects using numerical models are still highly appreciated by the majority of the students, if not all, and are good ways to practice and develop their knowledge in the subject. The CANVAS quizzes are also appreciated as a complement to lectures and exercises and these will be kept and revised as well for the next year, as we are aware of some small issues with them. The mini-workshop and guest lectures have been a good complement to broaden perspectives and enhanced student critical thinking training and awareness.

The course has a focus on the dynamic of soil water processes and in relation to that it uses a lot of modelling and modelling tools / software to help understand these processes. This has been proven a real success for learning and visualizing physical laws and processes. However, a challenge is also to increase student awareness about not only the power and usefulness of using numerical models in research and decision-making but also its challenges and limits as well as good modelling practices. Teachers are still reflecting over how to train students further about these aspects.

Pace of the course

Some students expressed that they would have benefit from more campus / teacher driven activities, especially in the first weeks of the course compared to literature reading at home. Additionally a few students thought that the course content could be increased. The teachers do not really agree on the last point, as the final examination did not reveal that most students achieved a higher degree of understanding on the present content. However, the course leader wants to consider ways to help motivating the individual literature reading and learning process, especially in the first week of the course. CANVAS quizzes have been implemented in the last few years and this idea can be further developed in relation to the literature reading. Additional teachers feedback on the quizzes will be consider, for example in link with course lectures. Maybe group work and student-to-student feedbacks on the course book could be encouraged / tested in the future.

Student representatives comments

Overall are the students happy with the course and have given it a high general score (4,3). In the comments have they written they are happy that the teachers have been engaged in the course and that the balance between the different parts of the course was good. The computer exercise received good feedback, the quizzes were appreciated but could be improved and the fill in the blank questions could be clearer.

The greatest criticism was that the pace was too slow, and some students commented that they had wished for more content. How much soil science these students have taken before is unknown and since some had never had any soil science before the slower pace might benefit them.

One student mentioned that they hadn't had any soil science before and felt they could still manage the course. There was also one comment about the time for the exam being too short and that they had to stress since one question was confusing and one took longer time than the others.

The students found the connection between the mini-workshop and the course content clear and the articles good for the course, and one student requested more on climate change. Most students were happy with the amount of feedback received but some comments on the individual paper were requested. Some of the extra material was used by some, who thought it to be helpful.