Genetic diversity and plant breeding
BI1103, 20053.2425

15 Hp
Pace of study = 100%
Education cycle = Advanced
Course leader = Adrien Sicard

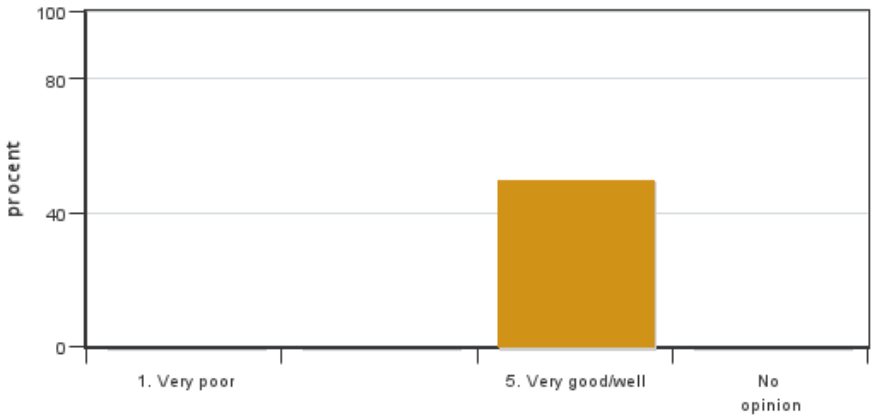
Evaluation report

Evaluation period: 2025-01-12 - 2025-02-02

Answers	2
Number of students	3
Answer frequency	66 %

Mandatory standard questions

1. My overall impression of the course is:

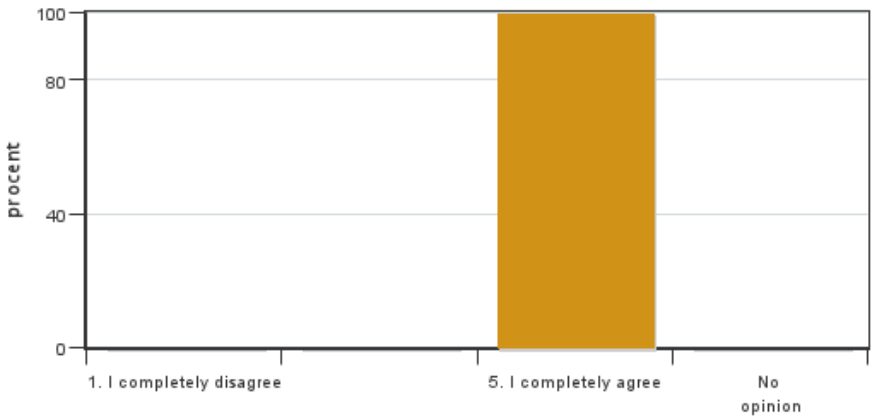


Answers: 2
Medel: 4,5
Median: 4

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

No opinion: 0

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

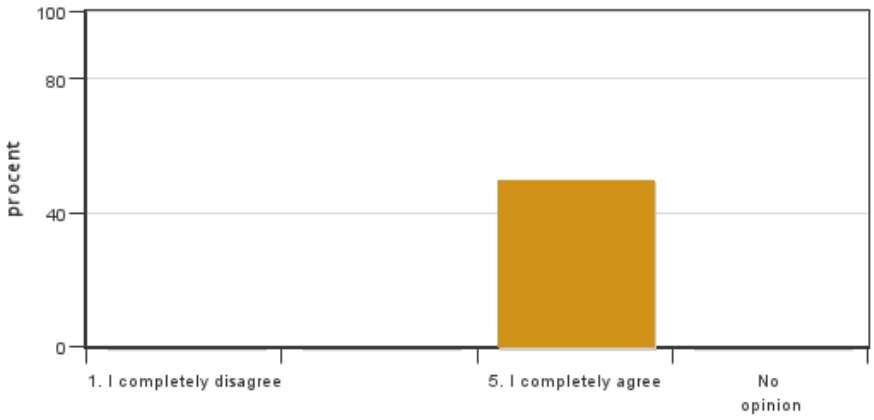


Answers: 2
Medel: 5,0
Median: 5

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

No opinion: 0

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

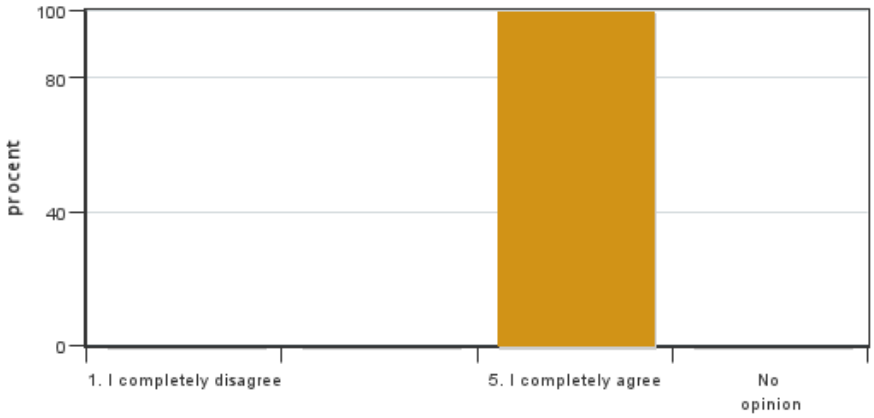


Answers: 2
Medel: 4,5
Median: 4

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

No opinion: 0

4. The information about the course was easily accessible.

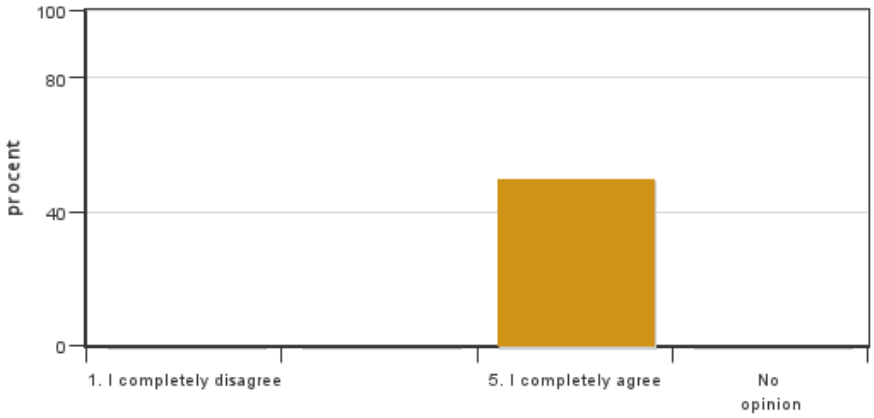


Answers: 2
Medel: 5,0
Median: 5

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

No opinion: 0

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

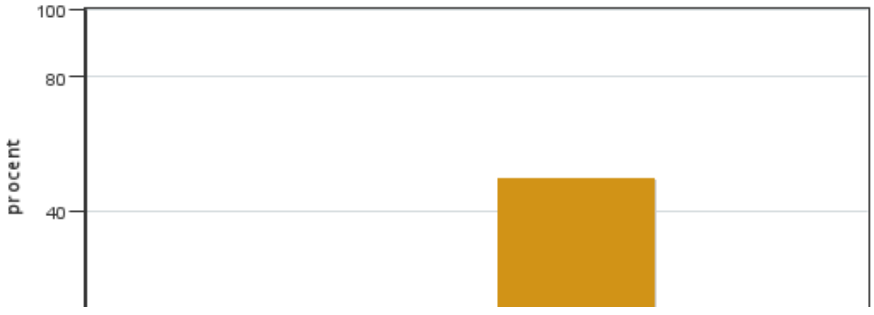


Answers: 2
Medel: 4,5
Median: 4

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

No opinion: 0

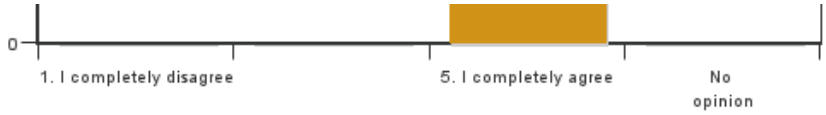
6. The social learning environment has been inclusive, respecting differences of opinion.



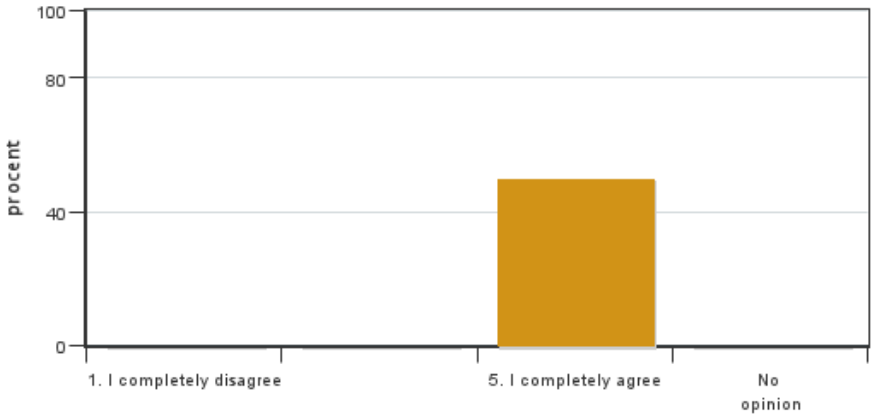
Answers: 2
Medel: 4,5
Median: 4

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

No opinion: 0



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

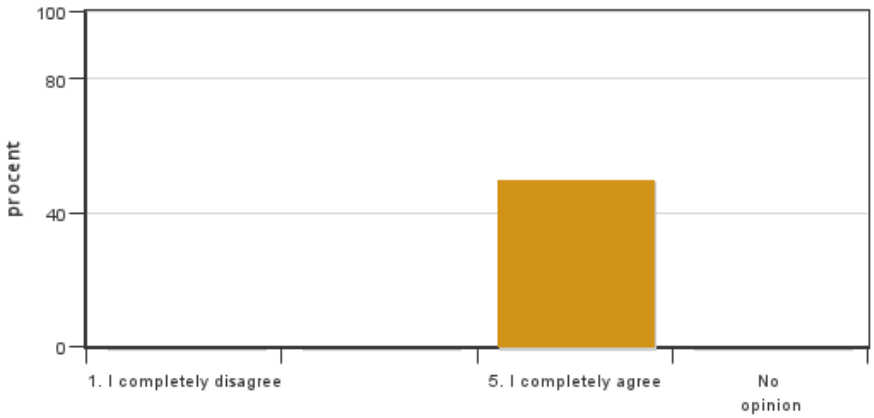


Answers: 2
Medel: 4,5
Median: 4

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

No opinion: 0

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

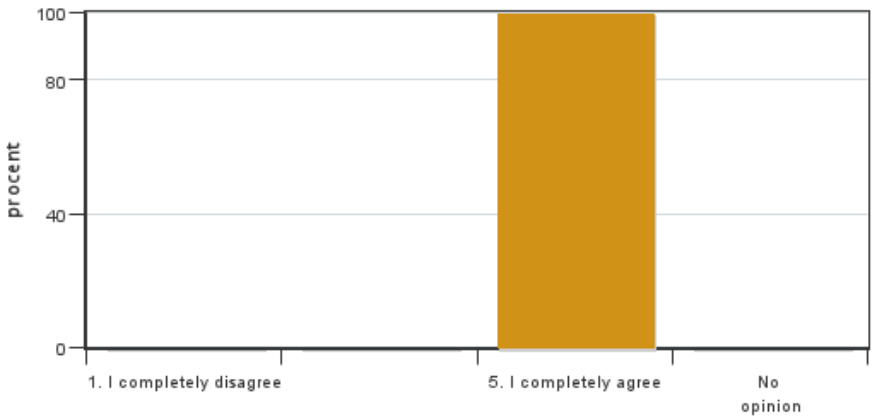


Answers: 2
Medel: 4,5
Median: 4

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

No opinion: 0

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

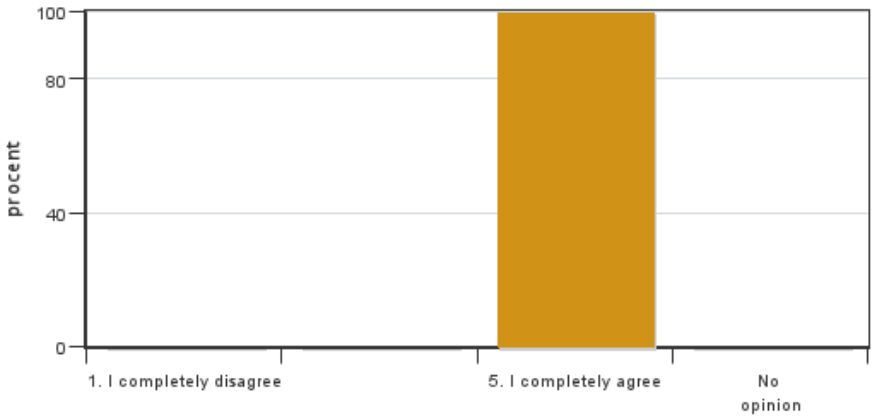


Answers: 2
Medel: 5,0
Median: 5

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

No opinion: 0

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).

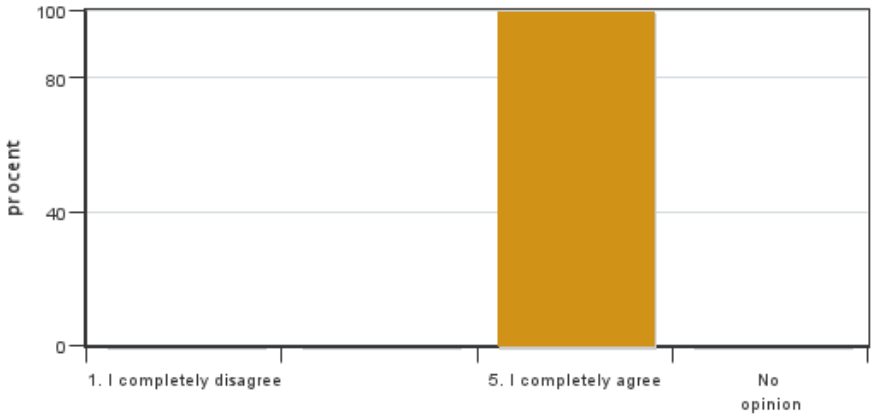


Answers: 2
Medel: 5,0
Median: 5

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

No opinion: 0

11. The course covered international perspectives.

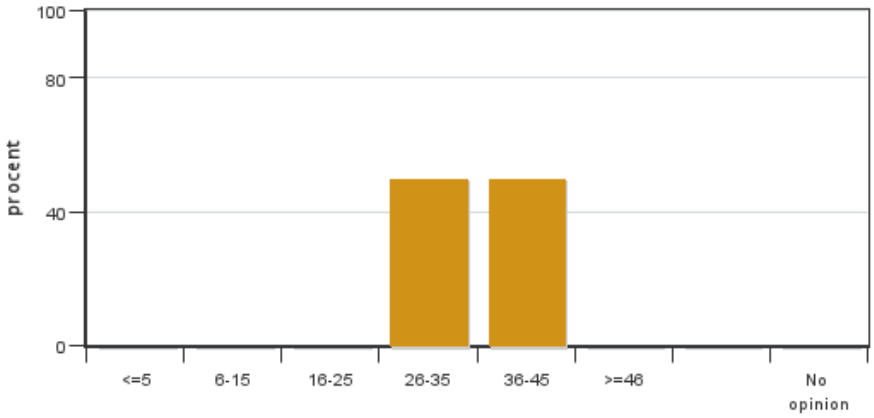


Answers: 2
Medel: 5,0
Median: 5

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

No opinion: 0

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



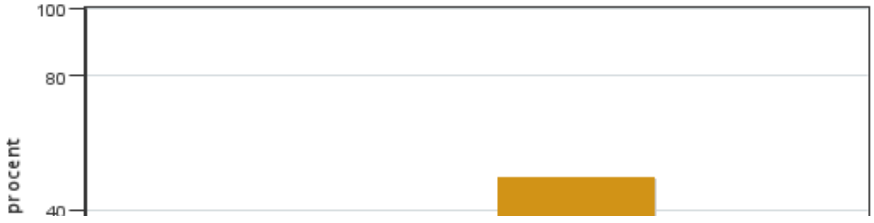
Answers: 2
Medel: 35,0
Median: 26-35

≤5: 0
6-15: 0
16-25: 0
26-35: 1
36-45: 1
≥46: 0

No opinion: 0

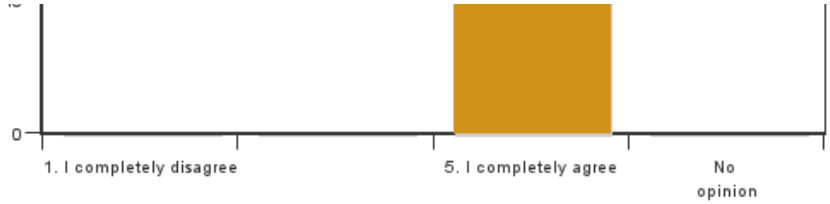
Additional own questions

13. Litterature (papers, book chapters) and study material have been relevant for the course.



Answers: 2
Medel: 4,5
Median: 4

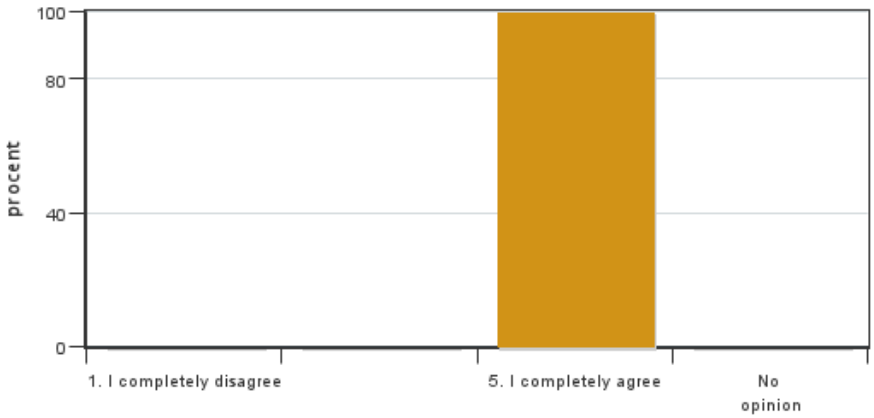
1: 0
2: 0
3: 0



4: 1
5: 1

No opinion: 0

14. I think the teachers at the course have taken an active interest in their subjects and of the teaching.



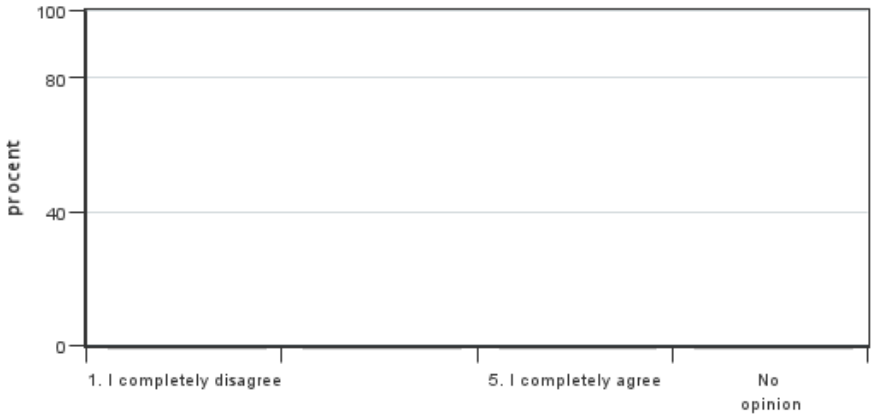
Answers: 2
Medel: 5,0
Median: 5

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

No opinion: 0

15. Is there anything you have been especially satisfied with or unsatisfied with during the course? If so, what?

15. I think that the literature project was rewarding and I learnt a lot



Answers: 2
Medel: 3,5
Median: 3

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

No opinion: 0

16. Any comments and/or suggestions for improvement on any of the different parts of the course (population genetics, plant domestication, quantitative genetics, breeding methods for cross and self-pollinators, seed certification, polyploidy, hybrid breeding, breeding for disease resistance and stress tolerance, breeding for virus resistance, genotype-phenotype associations, QTL mapping, GMO, genomics)

Course leaders comments

Evaluation comments for BI1103

The BI1103 course is a Master's level course introducing advanced concepts in plant genetics and plant breeding. This year, only 3 students registered for the courses, of which about 100% came from the agricultural program. The course attendance decreased compared to previous years, likely due to the discontinuation of the rotation master program involving Stockholm University, Uppsala University, and the Swedish University of Agricultural Sciences (SLU) within the plant biology sustainable production curriculum and changes in the organization of the agricultural

program. The course curriculum includes lectures, in-class activities, a literature review project, computer laboratory sessions, and practical laboratory sessions. Assessment of student progress encompasses two written examinations (5 credits each), a literature review assignment (5 credits), and a laboratory report (5 credits).

Changes in the course compared to previous years.

While the course structure and content remained broadly consistent with previous years, we incorporated student feedback to enhance the overall quality. Based on recommendations from former students:

- The laboratory schedule was adjusted to allow extra time for activities, reducing their intensity.
- We provided additional introductions to computer laboratory exercises, offering step-by-step guidance to improve comprehension.
- The schedule for the second half of the course was modified to accommodate the written exam before the Christmas break, allowing students more time to prepare for their literature and laboratory reports.
- Additional guidance was provided for the literature project to support students more effectively.

Students evaluated the course through two questionnaires: one at mid-term and another at the end of the course period.

Half-time evaluation:

Two out of 3 students answered the half-time course evaluation.

Overall, students were generally satisfied with the course, finding it well-organized and accessible. They felt their background adequately prepared them to grasp the concepts discussed in class.

Students particularly appreciated the activities designed to reinforce theoretical knowledge through exercises and laboratory experiments, which they found well-balanced with the lectures. They also valued the pedagogical teaching approach and felt that sufficient time was provided to understand key concepts.

However, some students found it challenging to get started with the literature project and would have appreciated additional support for this activity.

These comments were passed on to all teachers in the course.

Final evaluation

Two out of three students completed the final evaluation questionnaire, resulting in a response rate of approximately 66%. The overall impression garnered from the responses was highly positive, with an average score of 4.5 out of 5, consistent with the previous year's rating. The implemented changes appear to have been advantageous, as indicated by the improved scores across all questions compared to previous years.

Key insights from student feedback

- The course was generally perceived as accessible to most students. They felt the content aligned well with the learning objectives, as reflected in Question 2, which received a perfect average score of 5.0.
- Students also believed their prior knowledge adequately prepared them for the course, as indicated by an average rating of 4.5 for Question 3.
- Regarding various course components, students felt they effectively supported their learning, with Question 5 receiving an average rating of 4.5. While some students appreciated the limited amount of group work, others expressed a desire for more collaborative activities.
- Exam questions were considered well-aligned with class concepts, with Question 8 receiving an average rating of 4.5.

Course organization and teaching environment

- The course organization was widely appreciated.
- Information about the course was easily accessible, as reflected in Question 4, which received a 5.0 average score.
- The teaching environment was described as pleasant, with Questions 6, 7, 10, and 11 all receiving average scores above 4.5. Students were particularly satisfied with the teaching style and the accessibility of instructors.
- On average, students reported spending 35 hours per week on the course.

Suggestions for improvements

- Some students expressed a desire for more group work opportunities

Course leader's comments

This year's student evaluations indicate that several of the implemented changes have positively impacted the quality

of course instruction. However, the course experienced very low attendance, which is concerning. At the same time, this allowed for a more tailored approach to course delivery, making it easier to adjust content to students' understanding and needs. Personally, I found that this contributed to a positive learning environment that fostered greater student engagement and interaction.

The improvements made to the computer lab sessions, particularly in providing clearer guidance, were well received by students. However, there is still room for enhancement in supporting students with the literature project and in preparing their lab reports - areas I intend to improve in the future.

Overall, the course received highly positive feedback, as reflected in its higher average score compared to the previous year. Nevertheless, increasing student enrollment remains a priority. The students provided valuable feedback to further refine the course's structure and teaching quality. Based on their recommendations, I plan to:

- Enhance the provision of background information and learning resources in Genetics to ensure students feel confident and well-prepared throughout the course.
- Explore options for offering additional guidance and support in the preparation of both the lab and literature projects.

Adrien Sicard

Student representatives comments

The course was greatly appreciated by all three students. It was percieved as very informative on the subject, with very pedagocical, patient and dedicated lecturers throughout. The excercises were challenging, but in a manageable way, and helped us to apply the new information in a way that improved our understanding of the subject. We were all quite surprised to see so few students attending, and assume this must be due to the fact that another course held at the same time during the term is automatically selected for plant/soil science students (they have to actively change the selected course to this one), because the course itself was excellent and should not be discontinued! It is the only proper genetics course available for plant/soil science students on an advanced level.