



Plant pathology BI1456, 10281.2526

15 Hp
Pace of study = 100%
Education cycle = Advanced
Course leader = Björn Andersson, Georgios Tzelepis

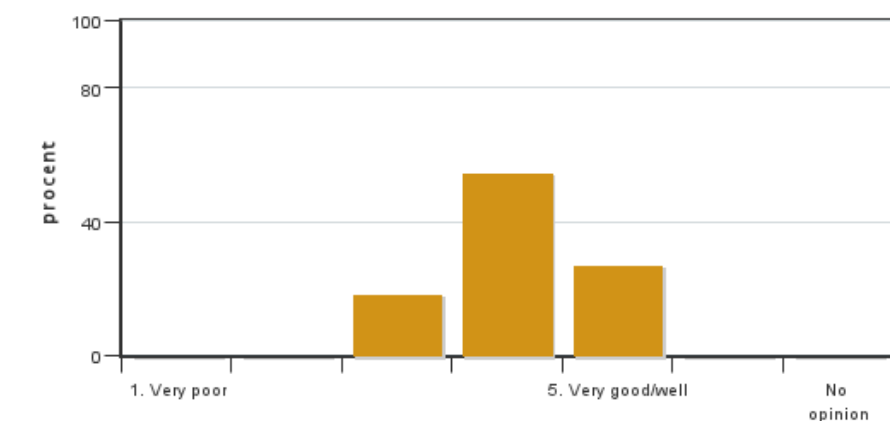
Evaluation report

Evaluation period: 2025-10-26 - 2025-11-16

Answers 11
Number of students 18
Answer frequency 61 %

Mandatory standard questions

1. My overall impression of the course is:

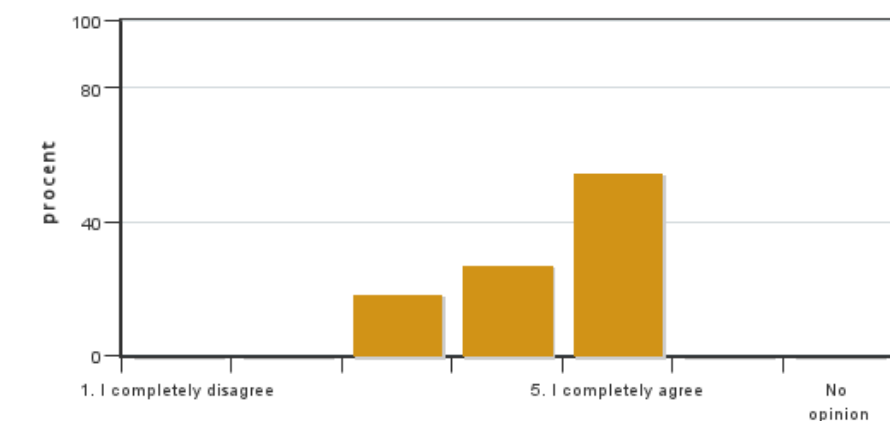


Answers: 11
Medel: 4,1
Median: 4

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

No opinion: 0

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

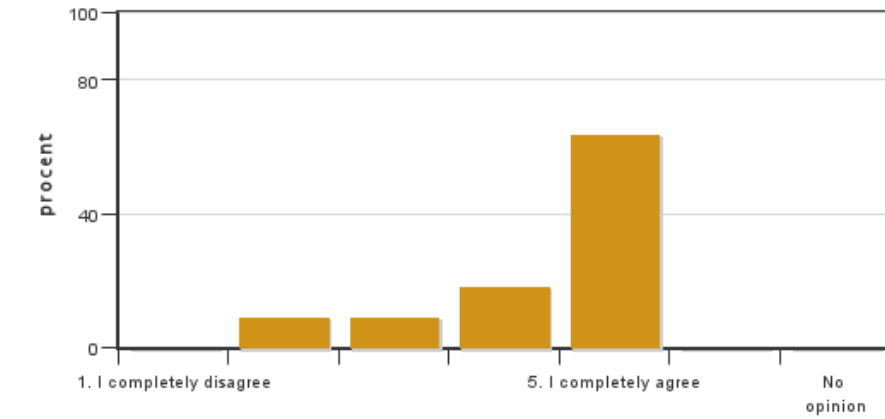


Answers: 11
Medel: 4,4
Median: 5

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

No opinion: 0

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

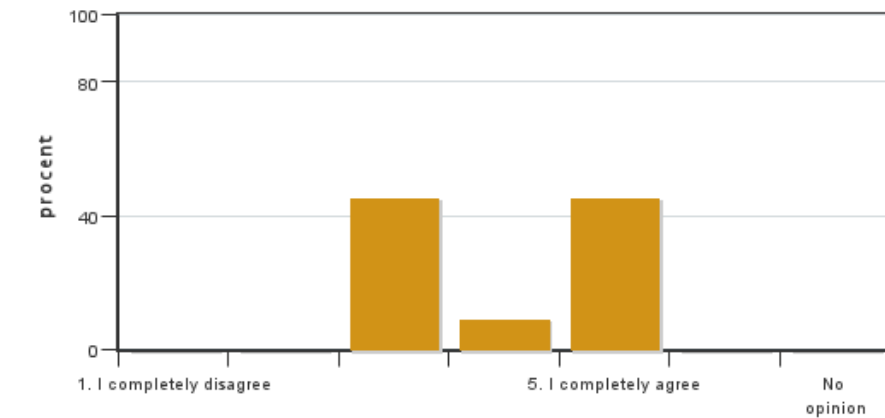


Answers: 11
 Medel: 4,4
 Median: 5

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

No opinion: 0

4. The information about the course was easily accessible.

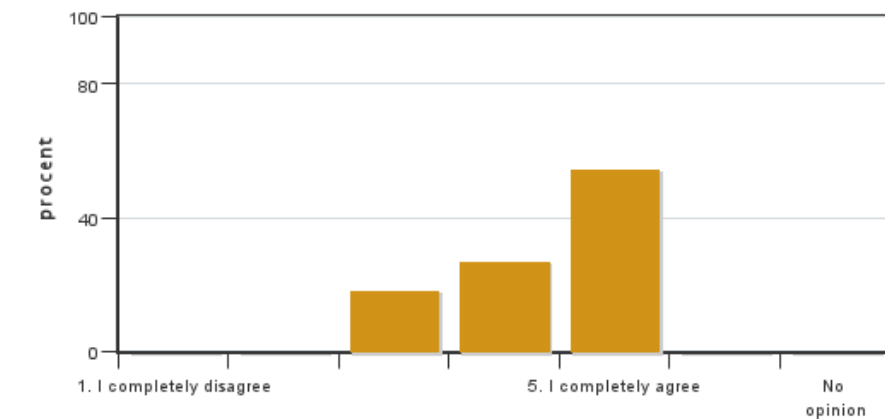


Answers: 11
 Medel: 4,0
 Median: 4

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

No opinion: 0

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

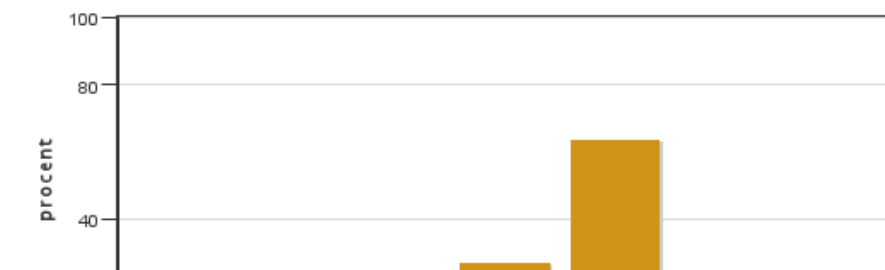


Answers: 11
 Medel: 4,4
 Median: 5

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

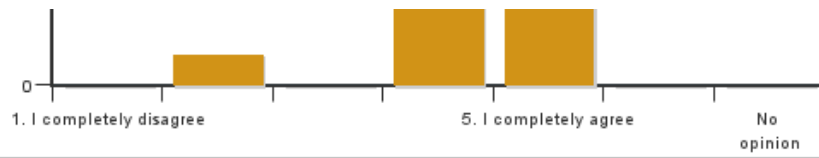
No opinion: 0

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



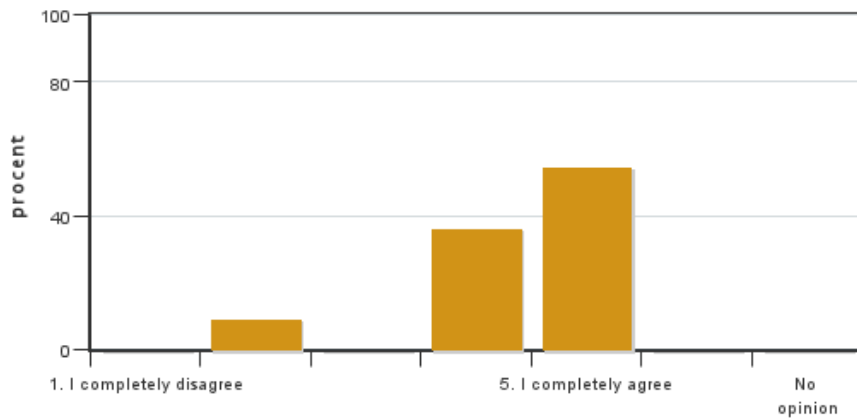
Answers: 11
 Medel: 4,5
 Median: 5

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



No opinion: 0

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



Answers: 11

Medel: 4,4

Median: 5

1: 0

2: 1

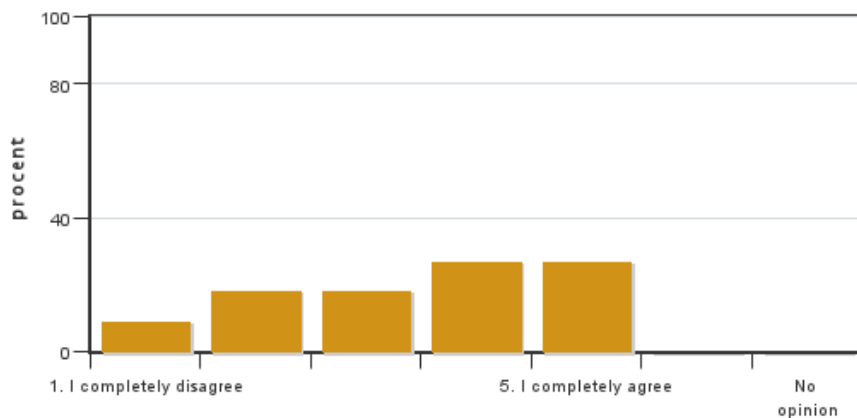
3: 0

4: 4

5: 6

No opinion: 0

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



Answers: 11

Medel: 3,5

Median: 4

1: 1

2: 2

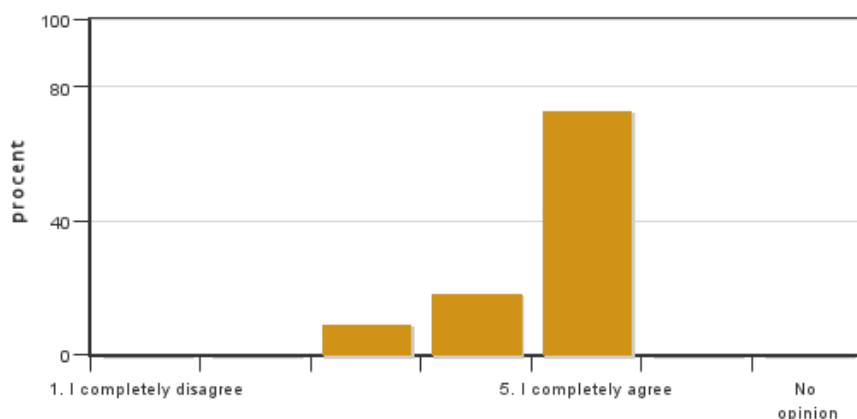
3: 2

4: 3

5: 3

No opinion: 0

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



Answers: 11

Medel: 4,6

Median: 5

1: 0

2: 0

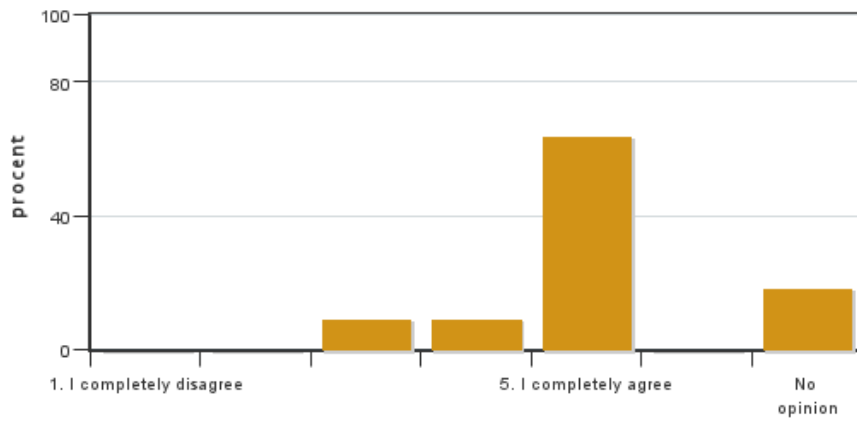
3: 1

4: 2

5: 8

No opinion: 0

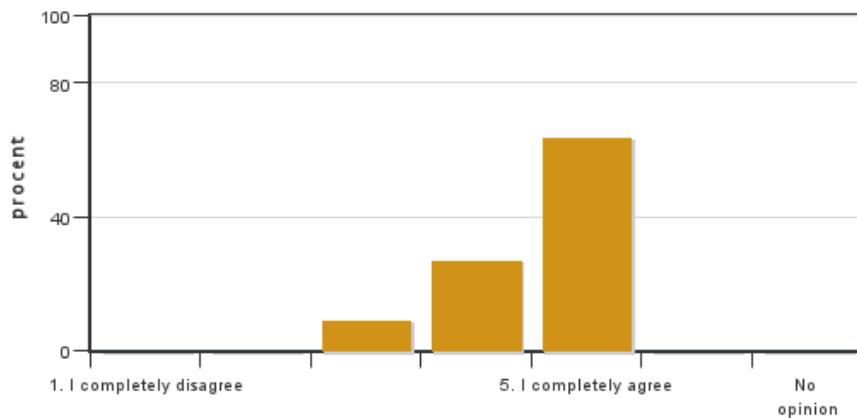
10. I believe the course has included a gender and equality aspect, regarding content as well as teaching practices (e.g. perspective on the subject, reading list, allocation of speaking time and the use of master suppression techniques).



Answers: 11
 Medel: 4,7
 Median: 5

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

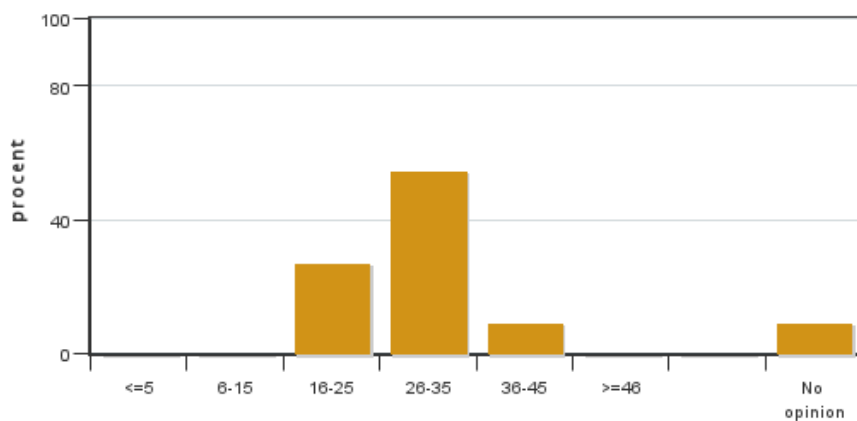
11. The course covered international perspectives.



Answers: 11
 Medel: 4,5
 Median: 5

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

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



Answers: 11
 Medel: 28,0
 Median: 26-35

≤5: 0
 6-15: 0
 16-25: 3
 26-35: 6
 36-45: 1
 ≥46: 0
 No opinion: 1

Course leaders comments

BI1456 2025

Evald Course leader comments

The total number of students in the course was 18 consisting of Swedish agronomy students and ERASMUS exchange students. The evaluation form was completed by 11 students, resulting in an answer frequency of 61 %

The course received a high overall impression rating of 4.1 out of 5. Students generally found the course valuable, relevant for the future, and praised the competence of the lecturers.

Lectures were described as high quality. The course provided a thorough introduction to mycology and practical

methods in assessing pathogens. The group projects were effective learning elements. The social environment was highly rated (4.5/5), described as inclusive, humble, and welcoming. The physical facilities also worked well. The course strongly integrated sustainability, including Integrated Pest Management (IPM) and One Health. International perspectives were also well-covered, albeit with a slight Swedish – European focus (4.5/5).

The administration and organization received a lower rating (4.0/5) compared to other metrics. Students reported confusion regarding Canvas (the learning platform), noting that assignment names did not match the schedule and instructions were sometimes lacking or hard to find. Some advanced topics, such as plant resistance breeding and plant immunity principles, felt rushed. Students suggested these should be allocated more time or introduced earlier in the course. This is important input for the planning of next year's course

The examination received the lowest average score (3.5/5). While some students liked the interactive nature of the oral exam, significant concerns were raised about fairness since different examiners were used, leading to perceived inconsistencies in grading. The format of the oral exam was also commented on. Students felt that being asked a single specific question did not accurately reflect their total knowledge. Few students had experience of oral exams, and felt it stressful to be questioned by several respondents. These comments are concerning since the base of the chosen format (oral exam where each student has one question that they prepare for, followed by a broader discussion) is to be able to assess the students' concepts and understanding of plant pathology as a science discipline. This puts a focus on the importance of formulating good introductory questions for the exam and to make sure that the follow-up discussion is well thought through. The issue of a single question could be addressed by letting the students choose one question out of a draw of multiple questions.

Students spent an average of 28.0 hours per week on the course. One student noted that he/she spent extra time simply due to a keen interest in the subject.

Student representatives comments

Overall, students were very happy with the course, giving it a strong average rating of 4.1/5. Many really appreciated the lectures and felt that the teachers were knowledgeable, engaging, and fun to learn from. The mix of theory, labs, and group work was seen as interesting and useful, and several students mentioned that they learned a lot that feels relevant for the future.

The social atmosphere in the course was described as welcoming and supportive, with both teachers and students contributing to a positive environment. The classrooms and lab facilities also worked well and didn't cause any issues.

What students especially liked:

- Great lecturers who explain things clearly and keep the subject interesting.
- Very helpful and friendly lab teachers.
- A good combination of lectures, labs, and practical exercises.
- Strong focus on sustainability, One Health, and international perspectives.
- An overall inclusive and respectful learning environment.

Things that could be improved:

- Canvas and course information were mentioned several times as confusing. Students noted unclear instructions, inconsistent assignment names, and materials being hard to find.
- Some of the more advanced topics felt rushed; longer or earlier lectures would have helped.
- The oral exam (rated 3.5/5) split opinions. Some liked the format, but many found it stressful and felt that answering just one question didn't let them show what they actually knew. There were also concerns about fairness since not everyone had the same examiner.

Students spent about 28 hours per week on the course on average, which fits a full-time workload. Some chose to invest even more time simply because they found the subject interesting.