Plant Physiology
BI1281, 20140.2526

7.5 Hp
Pace of study = 100%
Education cycle = Basic
Course leader = Charles Melnyk

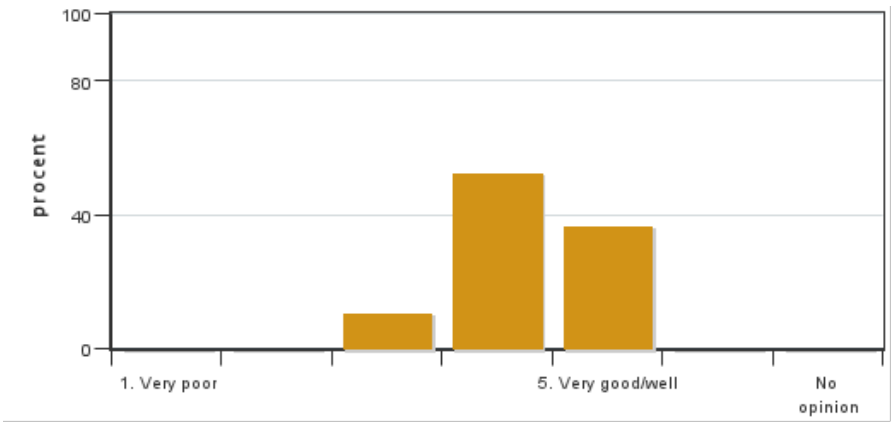
Evaluation report

Evaluation period: 2025-11-26 - 2025-12-17

Answers	19
Number of students	38
Answer frequency	50 %

Mandatory standard questions

1. My overall impression of the course is:

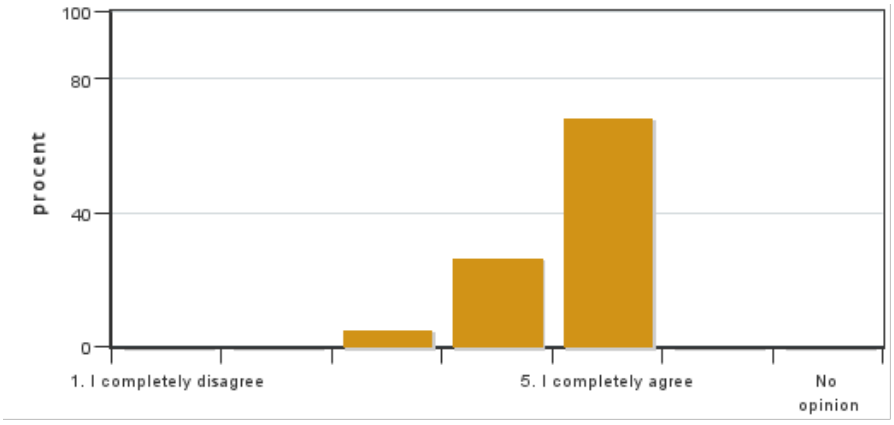


Answers: 19
Medel: 4,3
Median: 4

1: 0
2: 0
3: 2
4: 10
5: 7

No opinion: 0

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

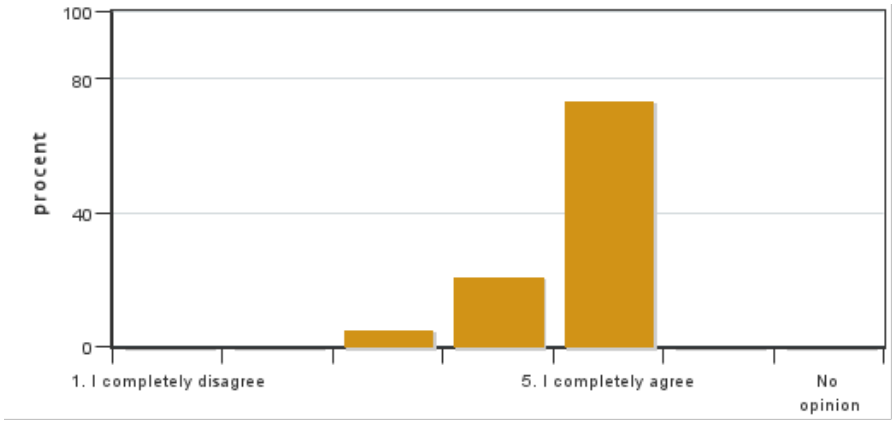


Answers: 19
Medel: 4,6
Median: 5

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

No opinion: 0

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

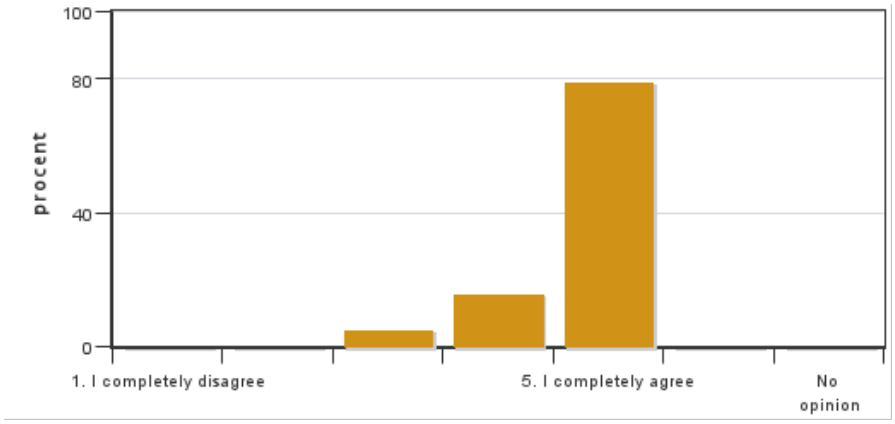


Answers: 19
Medel: 4,7
Median: 5

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

No opinion: 0

4. The information about the course was easily accessible.

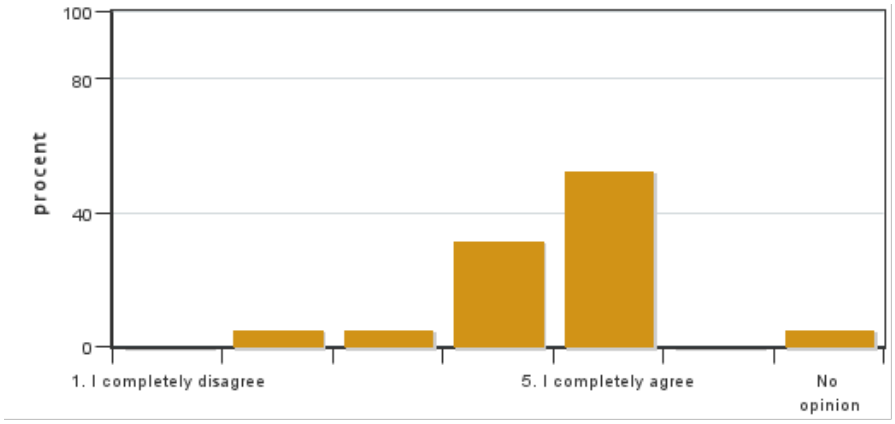


Answers: 19
Medel: 4,7
Median: 5

1: 0
2: 0
3: 1
4: 3
5: 15

No opinion: 0

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

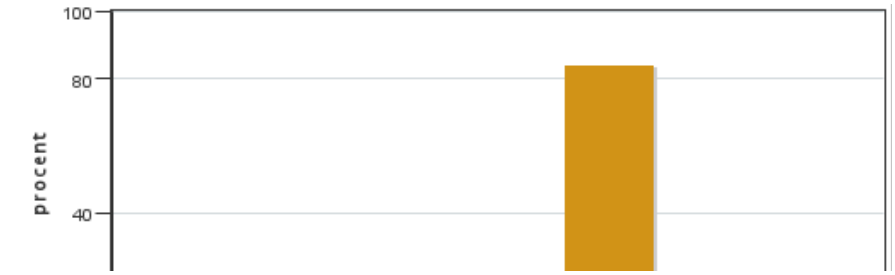


Answers: 19
Medel: 4,4
Median: 5

1: 0
2: 1
3: 1
4: 6
5: 10

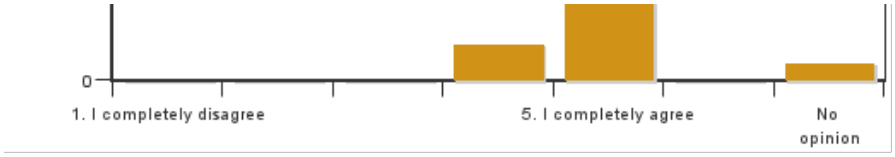
No opinion: 1

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



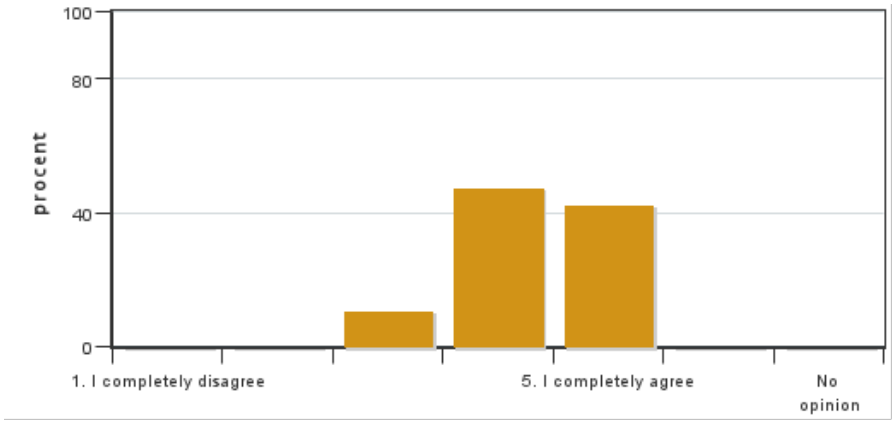
Answers: 19
Medel: 4,9
Median: 5

1: 0
2: 0
3: 0
4: 2
5: 16



No opinion: 1

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

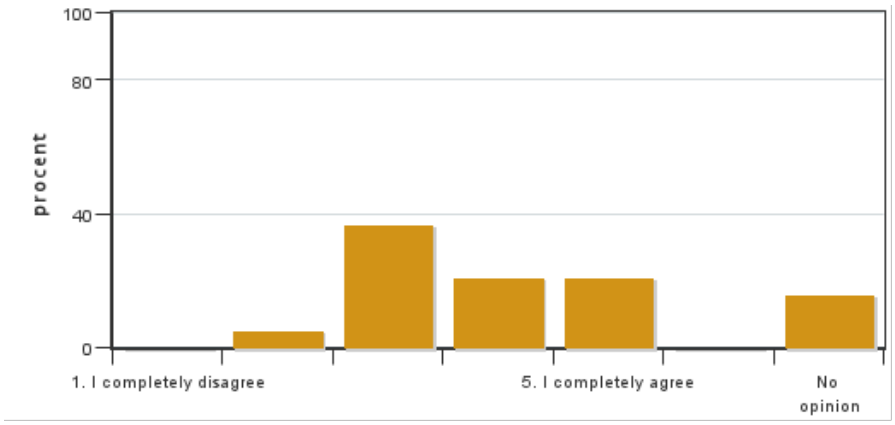


Answers: 19
Medel: 4,3
Median: 4

1: 0
2: 0
3: 2
4: 9
5: 8

No opinion: 0

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

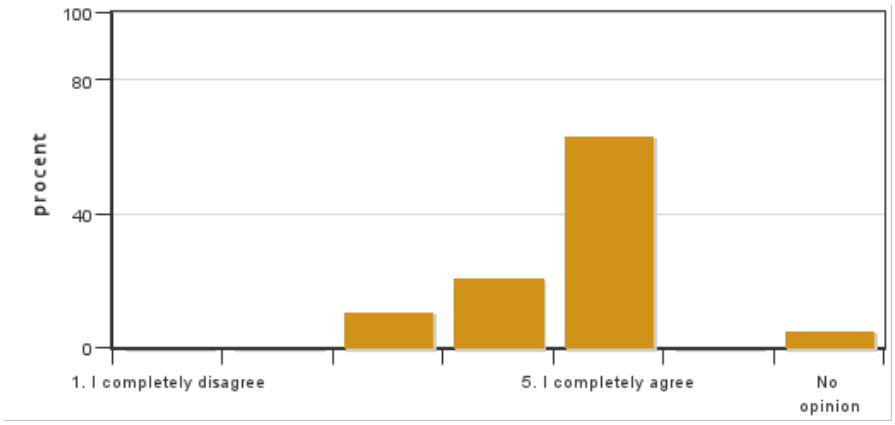


Answers: 19
Medel: 3,7
Median: 3

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

No opinion: 3

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

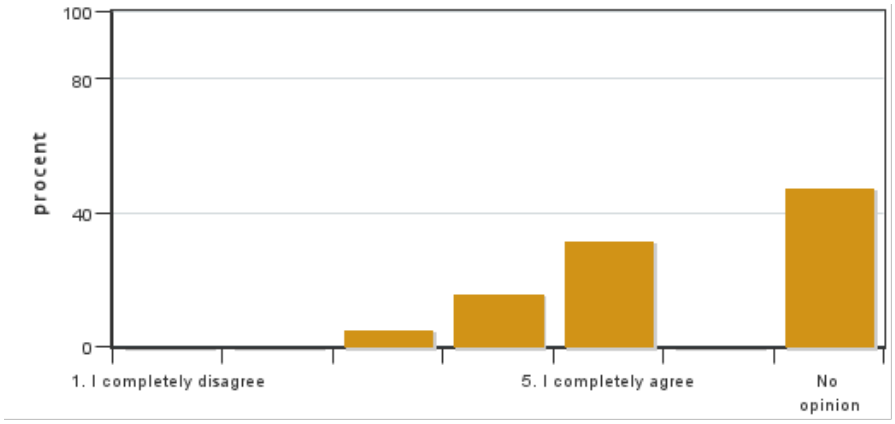


Answers: 19
Medel: 4,6
Median: 5

1: 0
2: 0
3: 2
4: 4
5: 12

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).

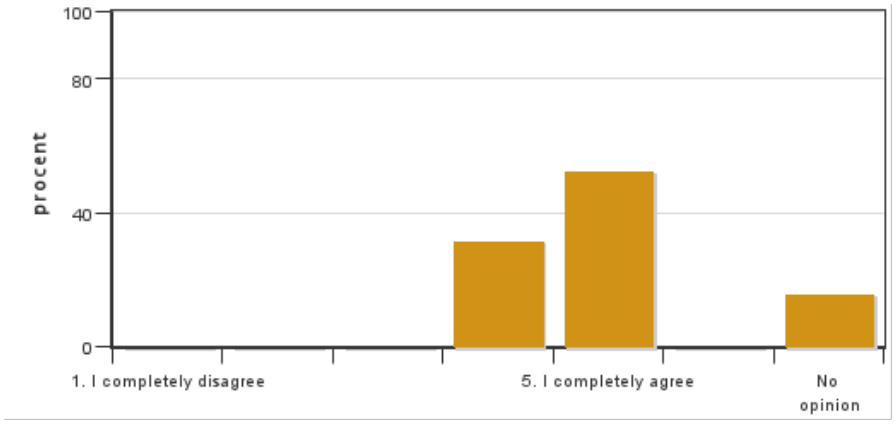


Answers: 19
Medel: 4,5
Median: 5

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

No opinion: 9

11. The course covered international perspectives.

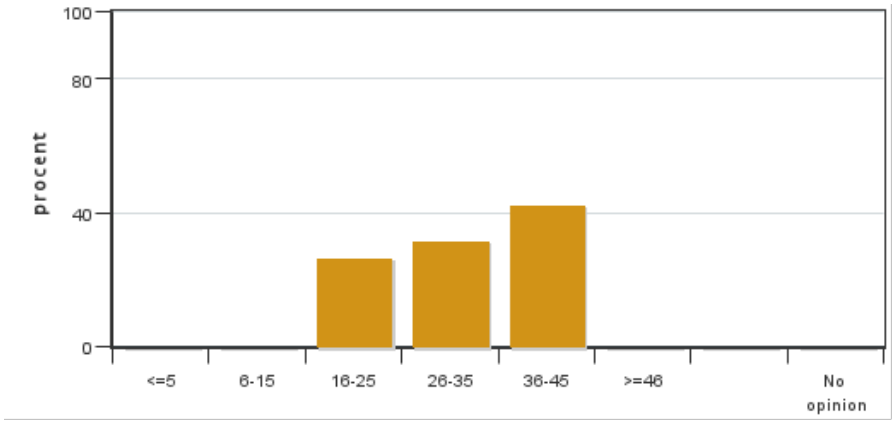


Answers: 19
Medel: 4,6
Median: 5

1: 0
2: 0
3: 0
4: 6
5: 10

No opinion: 3

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



Answers: 19
Medel: 31,6
Median: 26-35

≤5: 0
6-15: 0
16-25: 5
26-35: 6
36-45: 8
≥46: 0

No opinion: 0

Course leaders comments

Background

The BI1281 course is a 7.5hp second-year introductory course to plant physiology. 38 students registered for the course in 2025 of which approximately 1/6 come from the Food Sciences program and the rest from the three-year biology and environment program. The course lasted 5 weeks and evaluation involved two written reports related to the laboratory part of the course (2hp) and one final exam related to the oral lecture part of the course (5.5hp).

This is the seventh year I am the course leader for this course. The response rate for this year was 50% (19/38) which was higher than last year (35% in 2024) and similar to previous years (45-60% response rates in 2020, 2021, 2022 and 2023). Although the response rate was not 100%, with 19 responses from half the class received, a good representation and overview was provided by the class.

Changes in the course content and structure compared to last year

The 2025 course was run similar to previous years but with some modifications made to take onboard feedback from the 2024 evaluation:

- Teachers were asked to make exam questions clearer and to test more general knowledge.
- Written reexams were replaced by Inspera digital exams so that students could write answers more easily, get feedback from teachers more easily, and view their marks and answers to each question via the SLU Inspera system.
- The lab compendium was revised to make lab instructions clearer and lab reports easier to write.
- 2 new teachers took part in lab teaching.
- 1 new teacher took part in oral lecturing.
- The course gender balance of teachers was improved compared to the previous year
- The 2023 and 2024 exams were gone over at the discussion sessions in detail with more time provided to answer questions. Example answers were provided directly.
- The discussion sessions were lengthened to allow more time for the biotechnology discussion. The biotechnology discussion session first discussed the videos, then went over previous exam questions.
- The course schedule was modified so that labs started later in the schedule to allow more lectures before to help better introduce the labs.
- The biotic stress lecture was moved earlier in the schedule to allow students to better understand the resource lab.

Question(s) with clearly higher marks in this year's evaluation compared to last year

Question 3. “Mina förkunskaper var tillräckliga för att tillgodogöra mig kursen.”

The 2025 course scored 4.7 compared to 4.4 in 2024. It could be that students felt better prepared due to changes in previous courses providing necessary knowledge, and improvements to the lectures and compendium more clearly highlighting the knowledge they need.

Question 10. “Jag anser att kursen har berört ett genus- och jämställdhetsperspektiv i innehåll och praktik (t. ex.perspektiv på ämnet, kurslitteratur, fördelning av taltid och förekomst av härskartekniker).”

The 2025 course scored 4.5 compared to 4.0 in 2024. Several new teachers were added this year which improve the course gender ratio and may have resulted in higher scores.

Question(s) with clearly lower marks in this year's evaluation compared to last year

Question 7. ”Jag anser att den fysiska lärmiljön (exempelvis lokaler och utrustning) var tillfredställande”

The 2025 course scored a 4.3 compared to 4.6 in 2024. One issue in 2025 is that room bookings were made for 40 students, and often there were 35-39 students attending lectures which made things feel crowded. Booking larger rooms in future years would help. Many lectures were also held in Lennart Kennes which was not a popular location.

Course leader's comments

This year, the course was taught using a very similar format as the previous years. The course was given an overall score of 4.3/5 compared to 4.2/5 in 2024, 4.5 in 2023, 4.6 in 2022, 4.4/5 in 2021, and 4.3/5 for 2020. The score of 4.3/5 was very good and similar to scores from previous years. Students were positive about the labs, the course introduction, the discussion sessions, the lab assistants and the teachers. They also appreciated the structure and the schedule. Several issues were raised with the course including lab reports that were too much work, lectures that were too long and teachers did not finish lectures on time. Some students were not happy that they had to do lab report revisions after the course ended, and would have appreciated more information about CRISPR/Cas9. Overall, I was happy with the course and felt the students had a very good learning environment and they performed very well on the exams and lab reports. The marks and pass rates from the final exam were the highest in seven years for this course, which was great to see.

Suggestions for changes in the next course, based on this year's course evaluations:

Changes I plan to make for 2026 based on these recommendations:

- Book larger rooms so that the room atmosphere is improved
- Introduce and discuss CRISPR/Cas9 technology at the biotech discussion session
- Encourage teachers to shorten their lectures so that they finish on time
- Reduce the number of lab reports to one; have the second lab involve a written assignment rather than a full lab report
- Give the students more than one week to return lab report corrections
- Clearly indicate that the use of AI and programs such as ChatGPT are not permitted in the course and for writing lab reports
- On the exam, state which questions are from which teachers

With such changes, I feel the course would improve and hopefully build upon the previous years' positive outcomes.

Charles Melnyk, course leader

Uppsala, 13 January 2026

Student representatives comments

No comments from the student representatives