



## Chemical Ecology for Sustainable Insect Pest Control BI1346, 20003.2526

15 Hp

Pace of study = 100%

Education cycle = Advanced

Course leader = Rickard Ignell, Sharon Hill

### Evaluation report

---

Evaluation period: 2026-01-11 - 2026-02-01

Answers 8

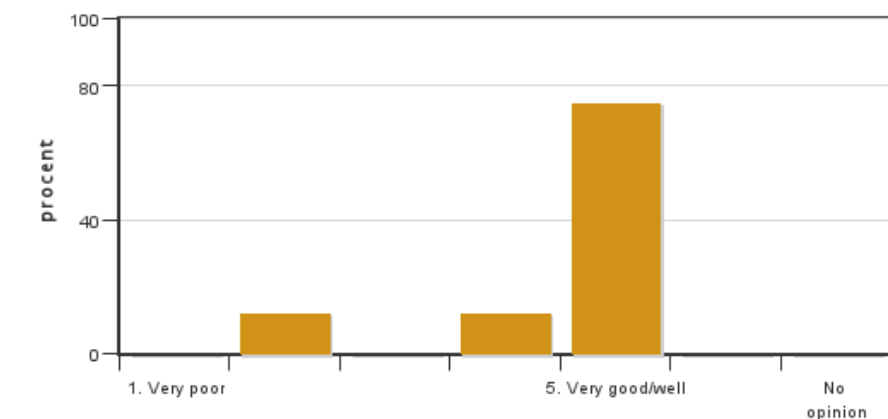
Number of students 11

Answer frequency 72 %

### Mandatory standard questions

---

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

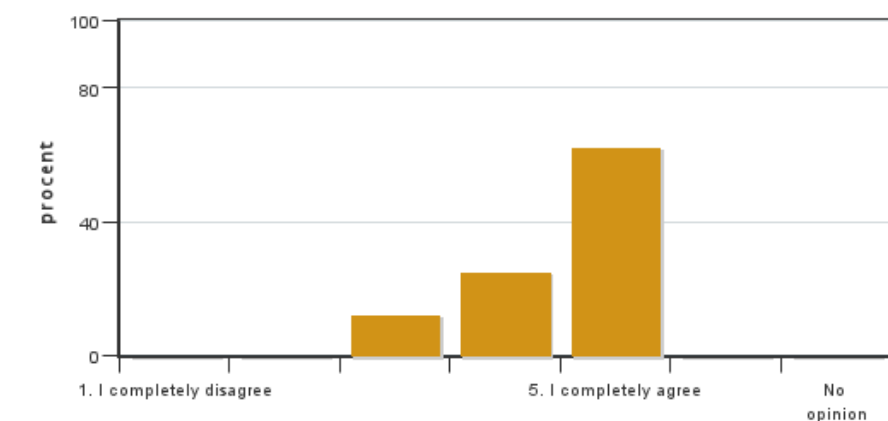


Answers: 8  
Medel: 4,5  
Median: 5

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

No opinion: 0

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

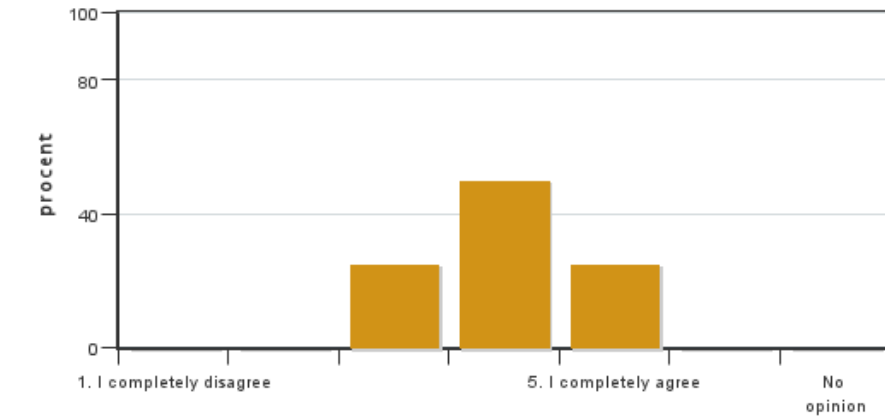


Answers: 8  
Medel: 4,5  
Median: 5

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

No opinion: 0

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

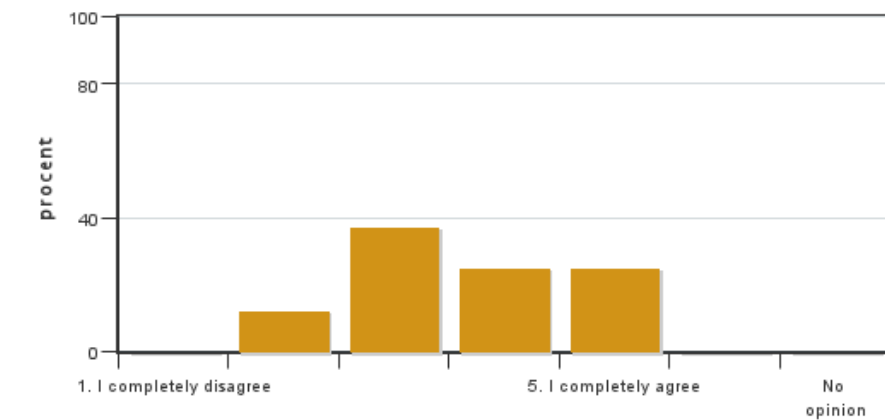


Answers: 8  
 Medel: 4,0  
 Median: 4

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

No opinion: 0

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

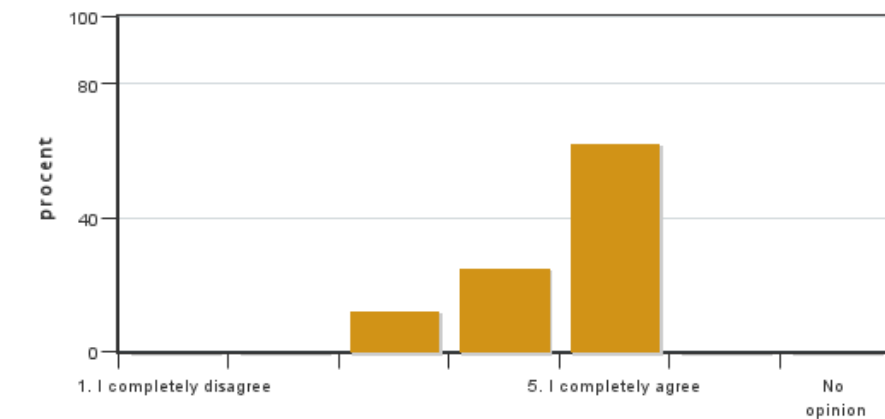


Answers: 8  
 Medel: 3,6  
 Median: 3

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

No opinion: 0

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

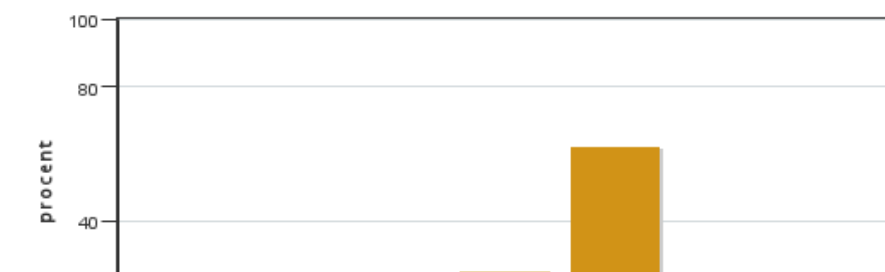


Answers: 8  
 Medel: 4,5  
 Median: 5

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

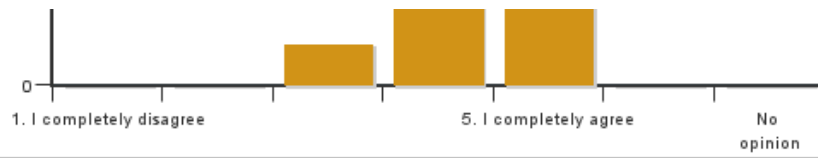
No opinion: 0

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



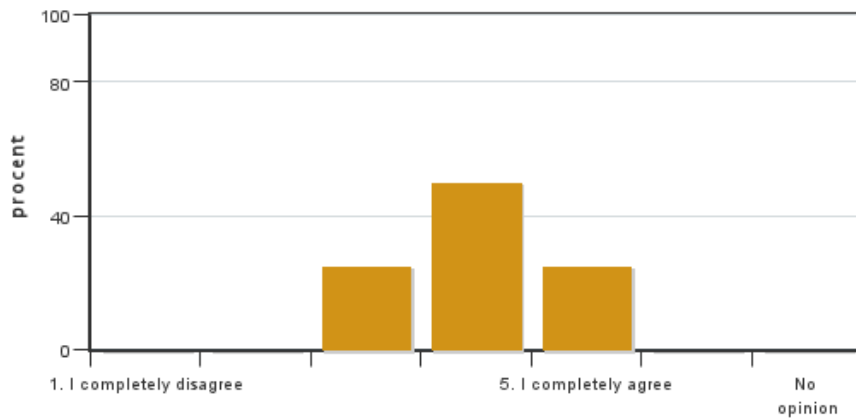
Answers: 8  
 Medel: 4,5  
 Median: 5

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



No opinion: 0

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

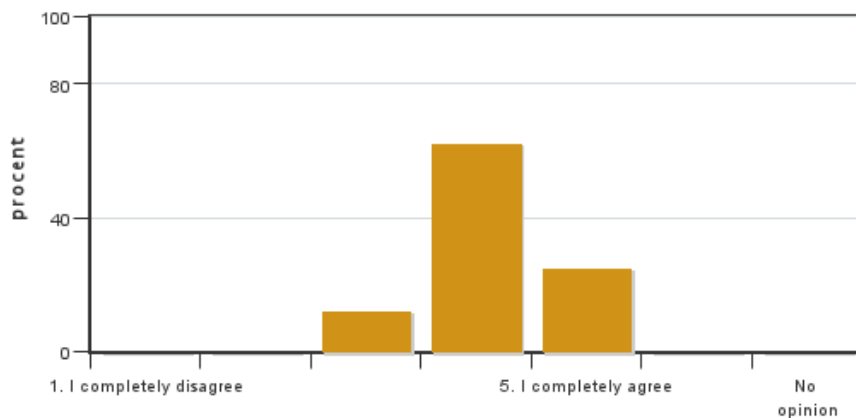


Answers: 8  
Medel: 4,0  
Median: 4

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

No opinion: 0

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

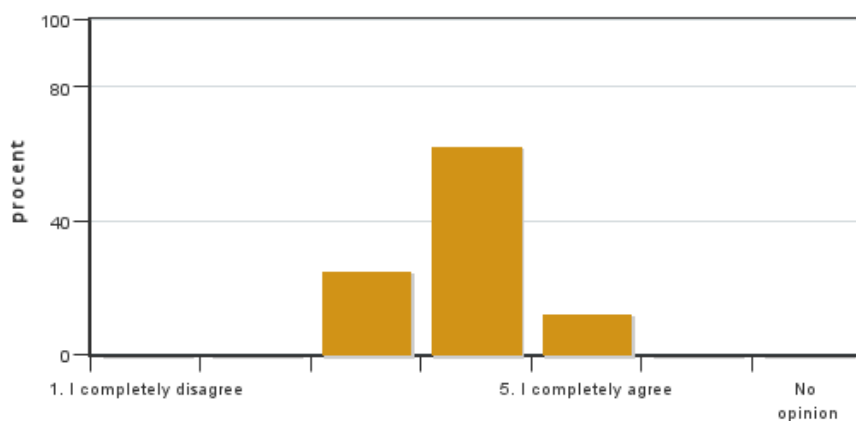


Answers: 8  
Medel: 4,1  
Median: 4

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

No opinion: 0

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

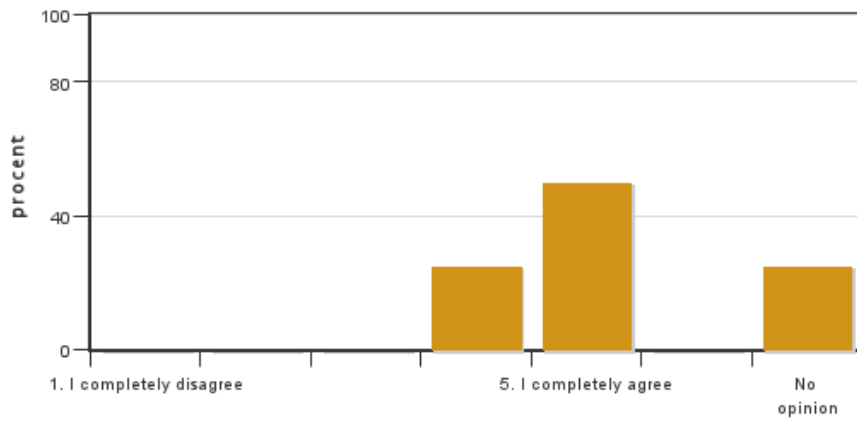


Answers: 8  
Medel: 3,9  
Median: 4

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

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).**

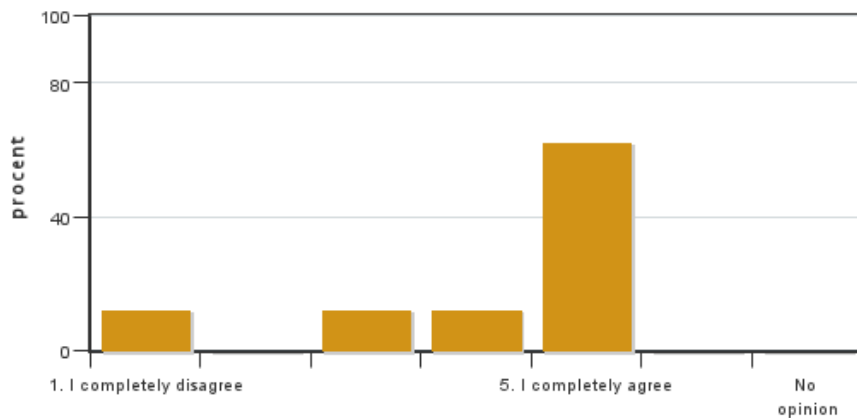


Answers: 8  
 Medel: 4,7  
 Median: 5

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

No opinion: 2

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

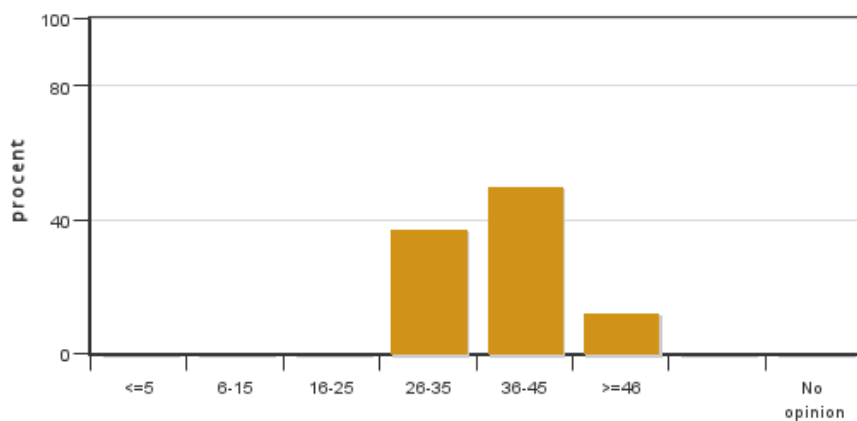


Answers: 8  
 Medel: 4,1  
 Median: 5

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

No opinion: 0

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



Answers: 8  
 Medel: 37,0  
 Median: 36-45

≤5: 0  
 6-15: 0  
 16-25: 0  
 26-35: 3  
 36-45: 4  
 ≥46: 1

No opinion: 0

**Course leaders comments**

Student feedback has been invaluable in helping us identify areas where the course administration and delivery can be improved, as well as in highlighting elements that worked particularly well.

At the start of the course, some confusion arose due to Canvas displaying links and announcements from a previous year. This was caused by the use of a new Canvas feature that copied the entire 2024 course into the 2025 course pages, requiring substantial manual clean-up during the first week. To prevent a recurrence, this feature will not be used again. We also acknowledge concerns about timely access to lecture slides. In several cases, lecturers update their material very close to the lecture, which limits advance preparation. From now on, the previous year's slides will be made available at least 24 hours before the lecture for those sessions, with the updated versions uploaded immediately afterwards. In addition, an issue where slides were uploaded to the wrong folder has highlighted the need for clearer Canvas structure; in future, only the correct upload folder will be visible.

Several comments concerned the physical learning environment. Some assigned classrooms, particularly Nordan, were experienced as crowded and not well suited to lecture-based teaching, both in terms of size and projector placement. These constraints are largely due to prioritisation of larger rooms for larger cohorts and to the original design of these rooms for discussion-based activities. To address this, lectures have been moved to the afternoon, when more rooms are available, and we will explicitly request lecture-style rooms when booking. If teaching must take place in Nordan, we will explore alternative table arrangements to improve visibility and comfort.

Students also noted that Module 4 felt rushed, as it was delivered within a single week with an assessment at the end. This structure resulted from allocating extended time to the project work in Module 3. For future iterations of the course, we will consider slightly shortening the project period to allow more time for Module 4.

With respect to course content, student responses indicated that international, gender, social, and financial perspectives were not always sufficiently visible. While these aspects have often been implicitly addressed, we recognise the need to make them more explicit. Ahead of the 2026 course, we will discuss this feedback with lecturers and identify clear points where these dimensions can be highlighted. We will also explore the possibility of including an additional lecture addressing social and financial challenges related to sustainable pest control and chemical ecology. Students also requested clearer definitions of terminology. As abbreviations and key terms are sometimes explained orally but not captured on slides, we plan to compile a glossary of terms and abbreviations for future cohorts. In addition, lecturers will be encouraged to include clearer “take-home message” slides to help students distil the main points from content-dense lectures.

The evaluations also highlighted several successful innovations. Moving the course from the spring term (VT) to the autumn term (HT) has reduced timetable conflicts and increased accessibility, allowing more students to enrol. Similarly, shifting lectures predominantly to the afternoon has improved room availability and enabled the use of a consistent course room for most activities. The redesign of the literature seminar into a jigsaw-style group activity was particularly well received, transforming what had previously been the least popular element into one that students found engaging and worthwhile. Students have even requested additional time for this activity. Relocating the pilot project from Module 4 to Module 3 also alleviated time pressure by spreading the work across a longer period, including the holidays, even though students would still welcome more time overall.

Finally, one practical session had to be converted from a laboratory exercise to a tutorial due to a failure in plant rearing caused by a greenhouse malfunction. While this was an exceptional event—the first occurrence in approximately 20 years—we have now prepared a contingency activity to ensure continuity should a similar issue arise in the future.

Overall, the feedback confirms many strengths of the course while providing clear guidance on how we can further improve structure, clarity, and learning conditions in future iterations.

## Student representatives comments

---

In terms of the canvas course page there was some confusion in the beginning as the data from the previous year had been transferred and some dates and information did not correspond to the new syllabus and schedule. There was also some concern regarding the lecture slides which were at times not uploaded until the day before, of, or even not at all on one occasion. This limited the student's ability to prepare for the lectures and in the last example, one of the quizzes.

Nordan being used as a classroom was presented as an issue by several students as it is a very cramped and cold space that is better suited for tutorials or seminars rather than lectures, however, as these are assigned based on the number of students in the previous year there is not much that can be done about it. The lectures being moved to the afternoon was generally felt to be a positive aspect by the students.

Regarding the course content and structure, it was reported that students felt that the final module, that was quite dense, needed more than a week and felt a little rushed coming in at the tail end of the course after a long break without lectures during the pilot project period. Students also reported that international, gender, social, and financial perspectives were not explicitly considered in the materials. Due to some confusion about abbreviations that were not explained in the lectures, there seems to be a desire for definitions, perhaps a glossary of important terms and explanations of abbreviations could be developed in order to support learning in the coming term. Some lectures would also benefit from having clearer outcomes and take-home messages that could help summarise the lectures.

Several students agreed that the literature seminar, in its jigsaw-style, was a good way to engage with the course literature, however more time should be allotted to the activity in order to allow for more discussion. The seminars were appreciated, however due to an unfortunate infestation some were cancelled or modified, this could not have been predicted and the students still appreciated that they could learn from the results from the previous years.

The pilot projects were appreciated by the students although varied in scope and time pressure, which may have been good to make clearer in the blurbs that describe the project options. Starting them in module 3 was appreciated as it provided more time to spend gathering data and preparing the reports, however some students would have appreciated more time still.

In conclusion, the comments show that the students appreciated the course and its contents, but a few alterations

can be made to make the structure clearer and time better allocated, and the content easier to understand.

---

Kontakta support: [support@slu.se](mailto:support@slu.se) - 018-67 6600