



BREEDTECH PROJECT

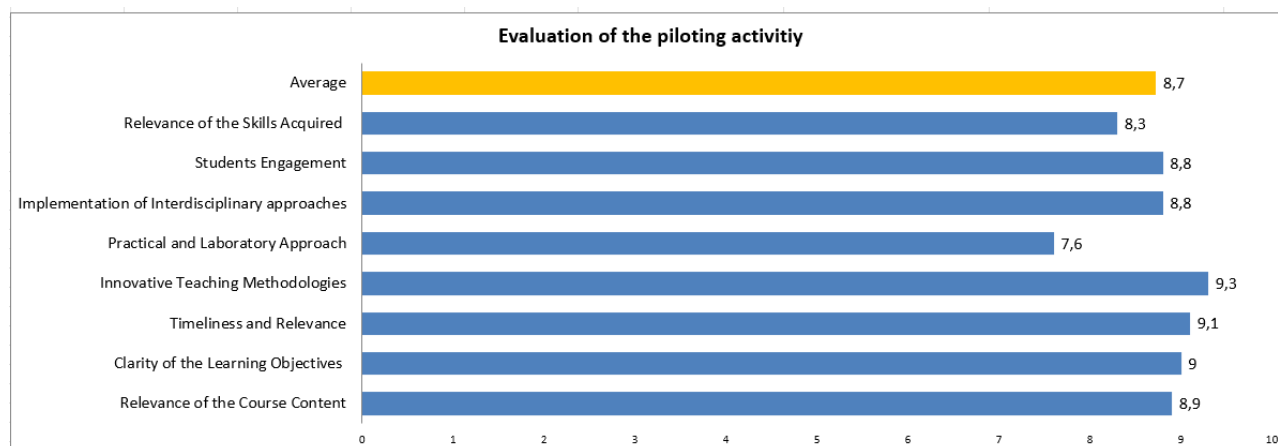
MSc Plant Breeding Course Evaluation Report for Oda Bultum University (OBU), Ethiopia

1. Introduction

An evaluation survey was conducted to assess the effectiveness, quality, and overall impact of the MSc Plant Breeding course delivered to participants from Oda Bultum University (OBU), Ethiopia. The respondents included professors, assistant professors, lecturers, and students, providing a broad perspective on the strengths and limitations of the course. A total of seven participants completed the evaluation questionnaire. The assessment focused on key pedagogical and content-related areas, including the relevance of the course content, clarity of learning objectives, timeliness and relevance of the material, innovative teaching methodologies, practical and laboratory approaches, interdisciplinarity, student engagement, and the relevance of the skills acquired. This report summarizes the major quantitative findings, participant feedback, and recommendations for improving future course delivery.

2. Evaluation Results

The evaluation results revealed a generally high level of participant satisfaction across most criteria. Respondents rated each criterion on a scale of 1–10, where 10 represented the highest level of satisfaction. The overall average score for the course was **8.7 out of 10 (Table 1)**, indicating strong approval of the course content, teaching methods, and learning outcomes.



Among the evaluated criteria, **Innovative Teaching Methodologies** received the highest mean score (**9.3**), reflecting participants' appreciation for the interactive and effective instructional approaches used during the course. **Timeliness and Relevance** of the course content scored **9.1**, showing that the material was considered current and aligned with modern developments in plant breeding and agricultural sciences. Similarly, **Clarity of Learning Objectives** scored **9.0**, indicating that course goals and expectations were clearly communicated.

Other highly rated criteria included **Relevance of the Course Content (8.9)**, **Implementation of Interdisciplinarity (8.8)**, and **Student Engagement (8.8)**. These results suggest that the course effectively integrated different scientific disciplines while maintaining active learner participation. The **Relevance of the Skills Acquired** scored **8.3**, indicating that participants valued the knowledge and competencies gained from the training.

In contrast, the **Practical and Laboratory Approach** received the lowest mean score (**7.6**). Although still moderately positive, this result highlights concerns regarding the adequacy of hands-on training





opportunities, laboratory facilities, and practical exposure. Participants emphasized the need for enhanced laboratory-based learning, improved field activities, and greater access to practical training resources.

3. Main Strengths Identified

Participants identified several strengths of the MSc Plant Breeding course. The course materials were described as comprehensive, well-prepared, and logically organized, which helped participants effectively follow the lessons and understand the content. Respondents appreciated the scientific relevance of the topics covered, particularly those related to molecular plant breeding and modern agricultural science. The curriculum was also considered up-to-date and aligned with recent scientific advancements and emerging technologies in plant breeding. Participants further highlighted the strong interdisciplinary nature of the course, which integrated concepts from plant breeding, genetics, biotechnology, and related agricultural sciences. In addition, the teaching methods and overall course delivery were positively evaluated, with respondents noting that the instructional approaches were interactive, engaging, and effective in maintaining learner participation and motivation.

4. Main Weaknesses Identified

Despite the overall positive evaluation, participants consistently identified weaknesses related to practical training and laboratory infrastructure. Respondents indicated that laboratory facilities and equipment were insufficient to support effective hands-on learning activities. Limited laboratory sessions and practical exercises created an imbalance between theoretical instruction and practical application. Participants also noted a lack of organization regarding field visits and limited exposure to molecular laboratory techniques and greenhouse applications. These limitations reduced opportunities for students to develop practical competencies in key technical areas. Overall, the findings suggest that the practical dimension of the course requires strengthening to better support experiential learning and skill development.

5. Suggestions for Improvement

Based on participant feedback, several recommendations were proposed to improve the future implementation of the MSc Plant Breeding course:

- Increase the number of field visits and laboratory practical sessions to strengthen the link between theory and practice.
- Provide additional practical training in molecular techniques and modern breeding tools.
- Improve laboratory infrastructure, including equipment, materials, and consumable supplies.
- Incorporate more greenhouse and field-based applications to enhance practical experience.
- Allocate more time for supervised experiential and skill-based learning activities.

Implementing these recommendations would help improve the balance between theoretical instruction and practical training.

6. Conclusion

Overall, the MSc Plant Breeding course received a highly positive evaluation, with an overall mean satisfaction score of **8.7 out of 10**. Participants highly appreciated the relevance and quality of the course content, the clarity of learning objectives, and the innovative teaching methodologies used during the training. The interdisciplinary nature of the course and the engaging instructional approaches were also recognized as major strengths.

However, participants expressed the need for significant improvement in the practical and laboratory components of the course. Key concerns included insufficient laboratory facilities, limited hands-on training





opportunities, and inadequate exposure to molecular and greenhouse techniques. Addressing these challenges through improved laboratory infrastructure, expanded practical sessions, and better-organized field activities would significantly enhance the overall effectiveness of future course offerings and better equip participants with the practical competencies required in plant breeding and agricultural sciences.

