



Animal Nutrition - health, behaviour and welfare HV0128, 10278.1718

15 Hp

Pace of study = 100%

Education cycle = Advanced -

Course leader = Kjell Holtenius

Evaluation report

Evaluation period: 2017-10-20 - 2017-11-13

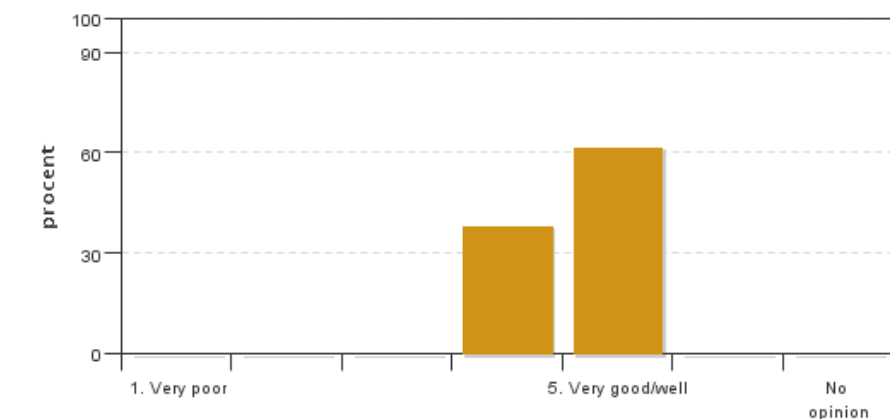
Answers 13

Number of students 15

Answer frequency 86 %

Mandatory standard questions

1. My overall impression of the course is:



Answers: 13

Medel: 4,6

Median: 5

1: 0

2: 0

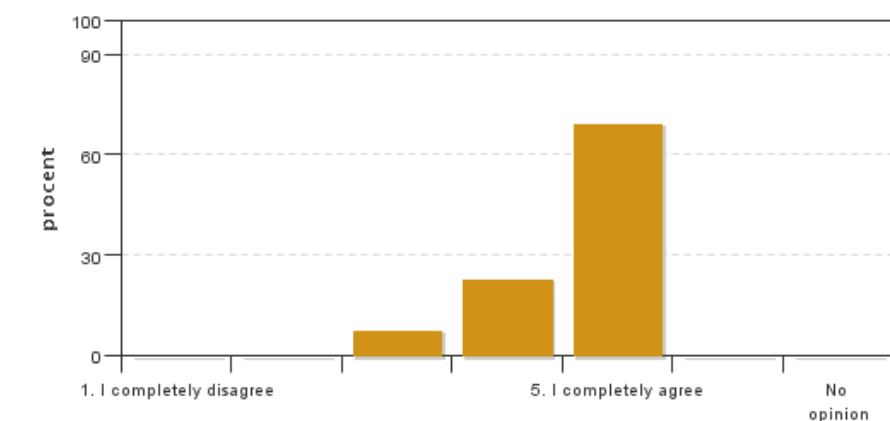
3: 0

4: 5

5: 8

No opinion: 0

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



Answers: 13

Medel: 4,6

Median: 5

1: 0

2: 0

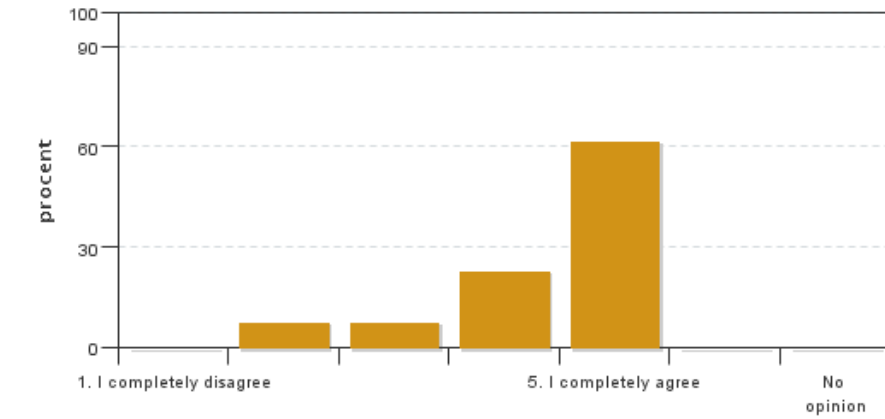
3: 1

4: 3

5: 9

No opinion: 0

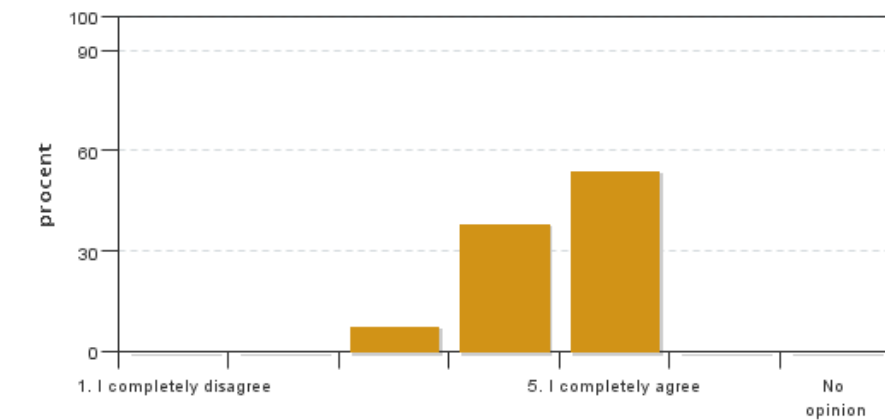
3. My prior knowledge was sufficient for me to benefit from the course.



Answers: 13
 Medel: 4,4
 Median: 5

1: 0
 2: 1
 3: 1
 4: 3
 5: 8
 No opinion: 0

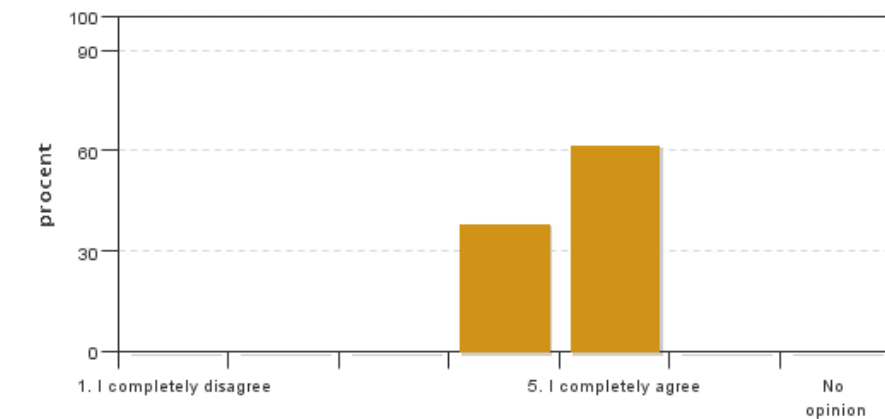
4. The information about the course was easily accessible.



Answers: 13
 Medel: 4,5
 Median: 5

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

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



Answers: 13
 Medel: 4,6
 Median: 5

1: 0
 2: 0
 3: 0
 4: 5
 5: 8
 No opinion: 0

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



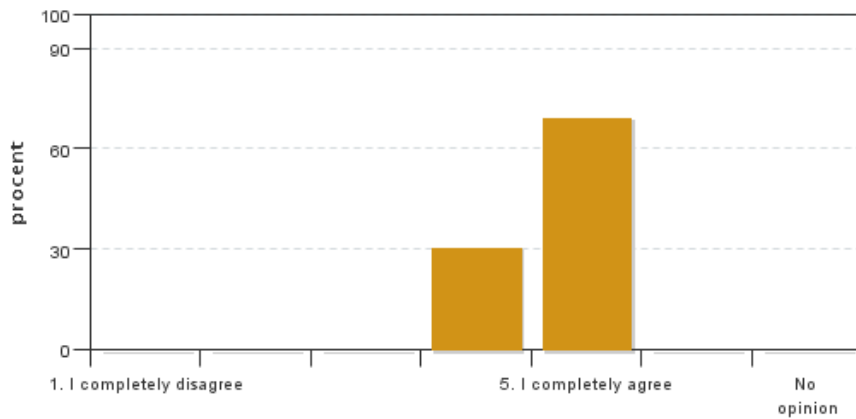
Answers: 13
 Medel: 5,0
 Median: 5

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



No opinion: 0

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



Answers: 13

Medel: 4,7

Median: 5

1: 0

2: 0

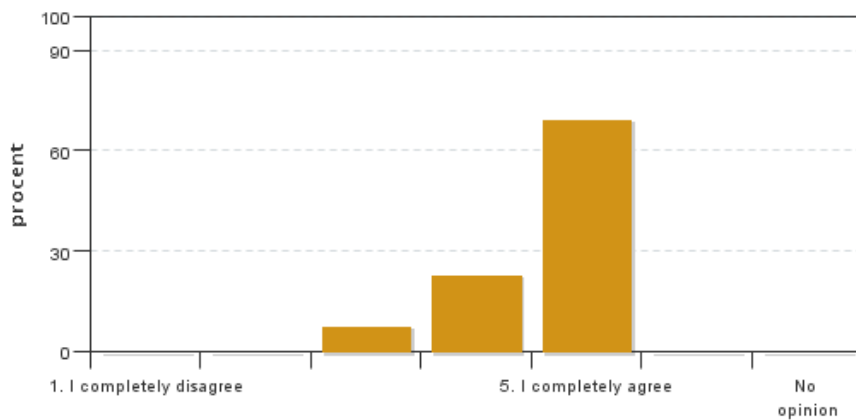
3: 0

4: 4

5: 9

No opinion: 0

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



Answers: 13

Medel: 4,6

Median: 5

1: 0

2: 0

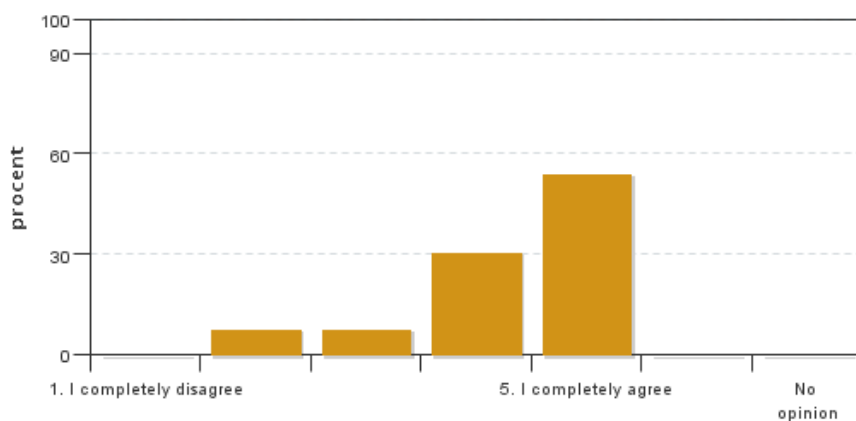
3: 1

4: 3

5: 9

No opinion: 0

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



Answers: 13

Medel: 4,3

Median: 5

1: 0

2: 1

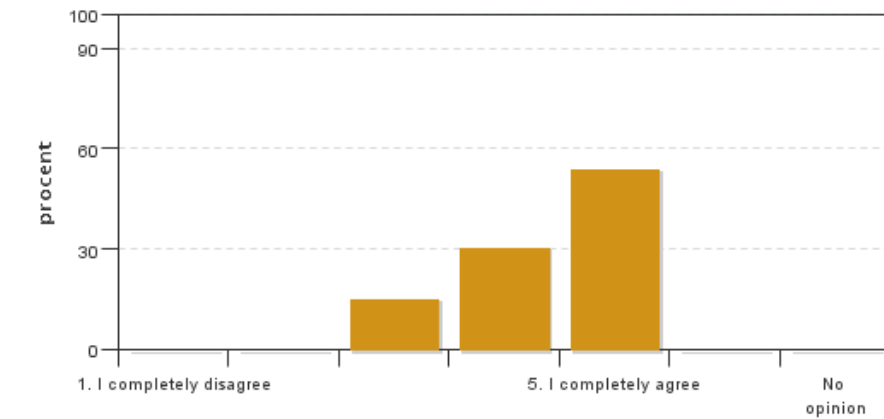
3: 1

4: 4

5: 7

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).

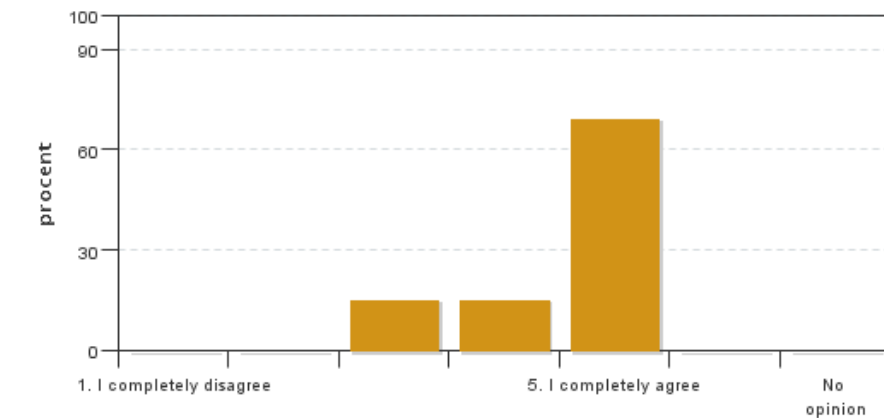


Answers: 13
 Medel: 4,4
 Median: 5

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

No opinion: 0

11. The course covered international perspectives.

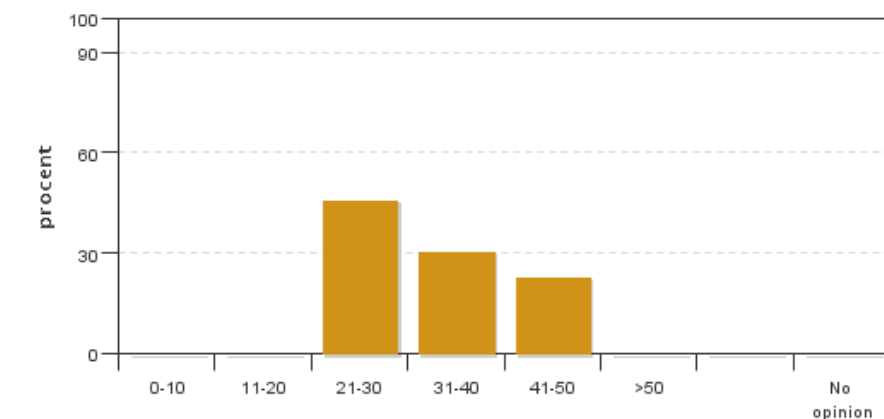


Answers: 13
 Medel: 4,5
 Median: 5

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

No opinion: 0

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



Answers: 13
 Medel: 32,7
 Median: 31-40

0-10: 0
 11-20: 0
 21-30: 6
 31-40: 4
 41-50: 3
 >50: 0

No opinion: 0

Course leaders comments

The course HV0128 was given for the first time this autumn. Thirteen out of the 15 students who followed the course submitted a written course evaluation. The overall evaluation was 4.6/5. The comments made by the student representative summarizes well the student opinion about the course. The impression is that she students generally were satisfied with the different learning moments including literature reading, lectures, seminars, study visits, a case study, a project presentation and examinations. The final exam was a home exam. We think that it was a demanding task and not only an exam but also a learning moment. The exam was scrutinized and evaluated by two teachers. Eleven of the 15 students passed the exam. The other students have got feedback explain why they did not pass. They have to send a revised version which we will evaluate again.

Based on the experiences of the present course we are planning the following changes:

-The Fronter test will be revised

-Introduction of more "student activating" moments in the lectures, we will try to inspire the teachers giving the lectures.

-More time will be allocated to some of the study visits and when possible practical exercises may be added.

-More teaching focus on carnivorous species other than cats

-More time will be available for preparation of the student project

Student representatives comments

13/16 students answered the evaluation.

The overall impression of the course was very good and the course content had a clear link to the learning objectives. The prerequisites for the course seemed very high, when applying for the course, but most students did however feel that they had enough prior knowledge to benefit from the course.

The information about the course was easily accessible and the teachers made themselves available for questions whenever necessary. There were however several different platforms used (course home page, email and Fronter) which made it a bit confusing at times. The course was well structured, well balanced and the various course components supported learning.

The social learning environment of this course was really good and benefitted a lot from the students different nationalities. There were no negative experiences with the equipment or the facilities. However, the room Dvalin did not really accommodate discussions, based on the layout of the room.

Most student thought that the course covered the sustainable development aspect. Since the class was composed of students from all over the world the discussions became very varied and gave a good international perspective. Some of the seminars also provided to this. If the group had been more homogenous this would maybe not have been the case. Students spent on average 32.7 hours per week on the course. Some felt that there was enough time to read all the literature and some felt that they did not have enough time. There were both females and males lecturing and articles from both genders included in the reading list.

The pig and cattle visits both contained exercises that were appreciated. They were however a little bit too short. The discussions with the sheep farmer was very informative and interesting, but we did not get to see much of the sheep themselves. The conversations with the person who showed us around at the horse stable was good. However, the visit could have benefitted from some exercises or hands on experience with the horses. It was disappointing that there was no fish study visit. The course could benefit from a visit to a beef cattle farm and study visits with dogs and poultry would also be interesting. Study visits provides a good complement to the theoretical information given at lectures. It gives you some context and deeper understanding of the subject.

The seminars was a good complement to the lectures and brought up some aspects that was missed during the lectures. It was also good to get to discuss the different subjects with the other students.

The case study was very good since it allowed us to interact with each other and get to know more about the different roles (owner, researcher, and adviser). The inclusion of new species was also much appreciated.

The fact that we did not have to hand in a paper about the project made it less stressful but at the same time you learned just as much. It was interesting to listen to the other students' presentations, since we all got to choose our own subject.

- The Fronter test needs to be revised and given some extra thought before it is used again
- The home exam was on the other hand really appreciated. It allowed students to choose their own species of interest and choose at what grade they were aiming for
- More time should be set aside for preparations of the project presentations
- The day of fish lectures was too intense and could have been divided into two days instead
- You could include mini seminars in the lectures, to help us keep our focus and to get discussing amongst ourselves
- It was hard to know if you fulfilled the learning objectives for the home exam, so some clarifications there might be necessary

Reading the literature, going to all the lectures, attending the seminars, got the recommended book and started with the Fronter exam early were all strategies for making the most of the course. Basically all learning events were

valuable since they complemented each other very well.

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