



Animal Nutrition - health, behaviour and welfare HV0128, 10208.1819

15 Hp

Pace of study = 100%

Education cycle = Advanced -

Course leader = Kjell Holtenius

Evaluation report

Evaluation period: 2018-10-29 - 2018-11-19

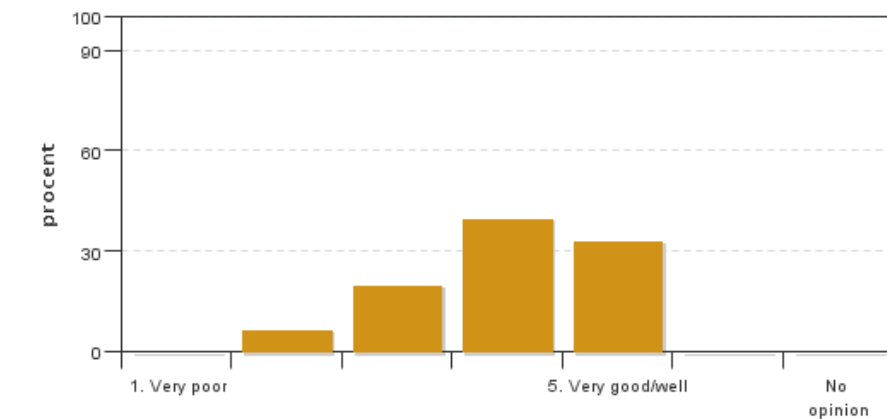
Answers 15

Number of students 25

Answer frequency 60 %

Mandatory standard questions

1. My overall impression of the course is:

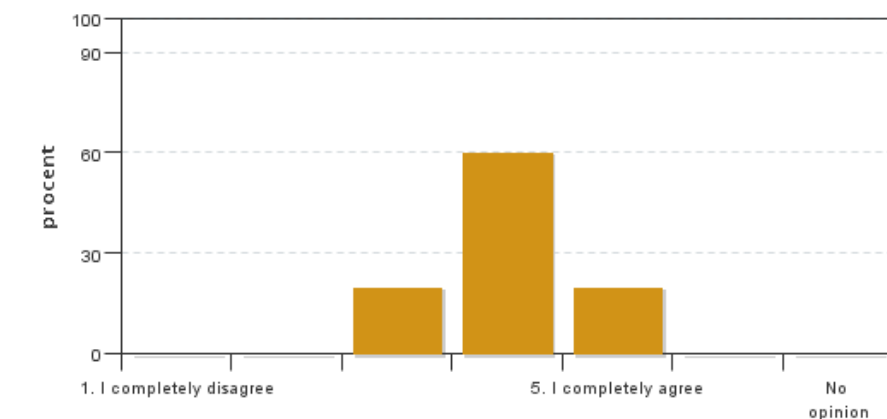


Answers: 15
Medel: 4,0
Median: 4

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

No opinion: 0

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

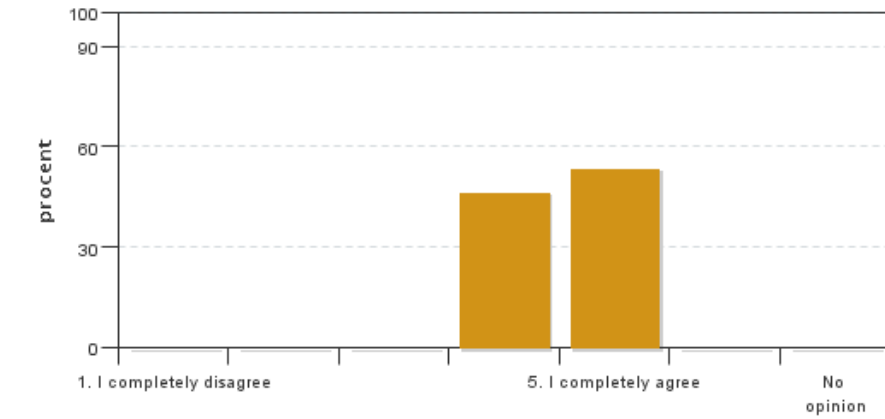


Answers: 15
Medel: 4,0
Median: 4

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

No opinion: 0

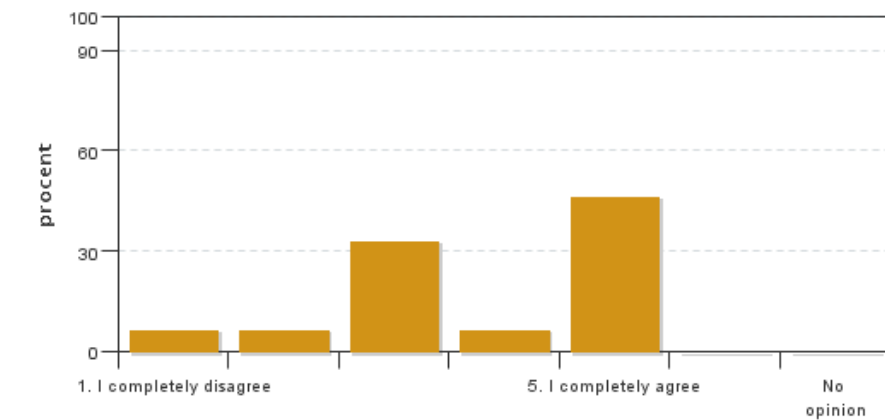
3. My prior knowledge was sufficient for me to benefit from the course.



Answers: 15
 Medel: 4,5
 Median: 5

1: 0
 2: 0
 3: 0
 4: 7
 5: 8
 No opinion: 0

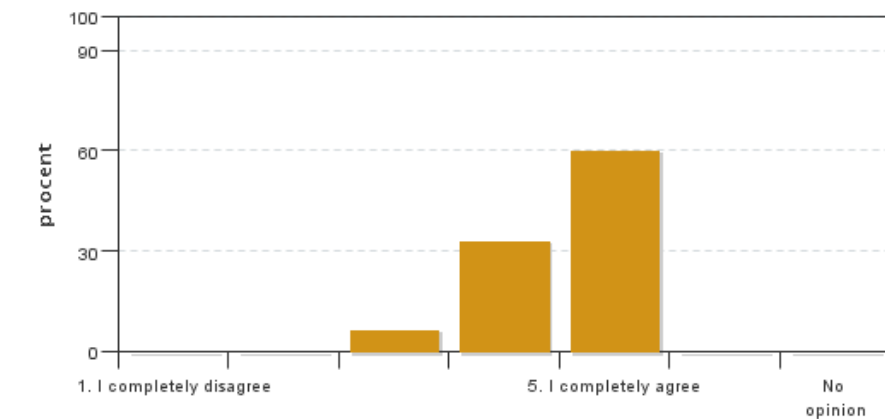
4. The information about the course was easily accessible.



Answers: 15
 Medel: 3,8
 Median: 4

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

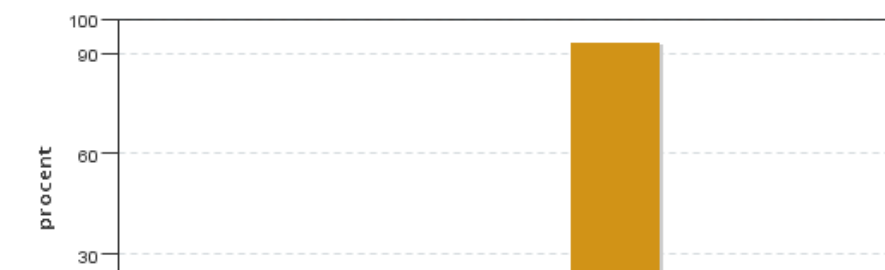
5. The various course components (lectures, course literature, exercises etc.) have supported my learning.



Answers: 15
 Medel: 4,5
 Median: 5

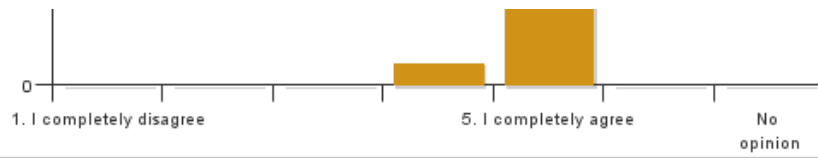
1: 0
 2: 0
 3: 1
 4: 5
 5: 9
 No opinion: 0

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



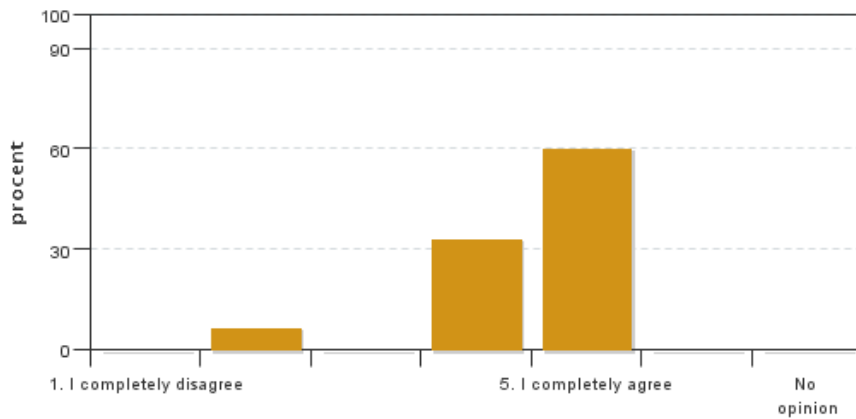
Answers: 15
 Medel: 4,9
 Median: 5

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



No opinion: 0

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



Answers: 15

Medel: 4,5

Median: 5

1: 0

2: 1

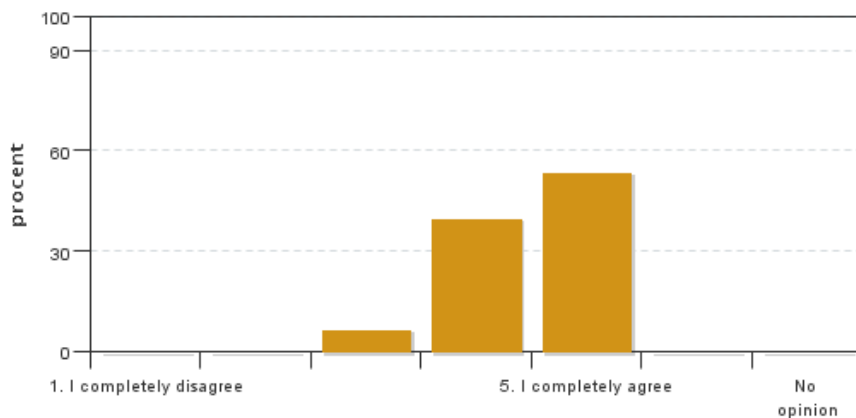
3: 0

4: 5

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: 15

Medel: 4,5

Median: 5

1: 0

2: 0

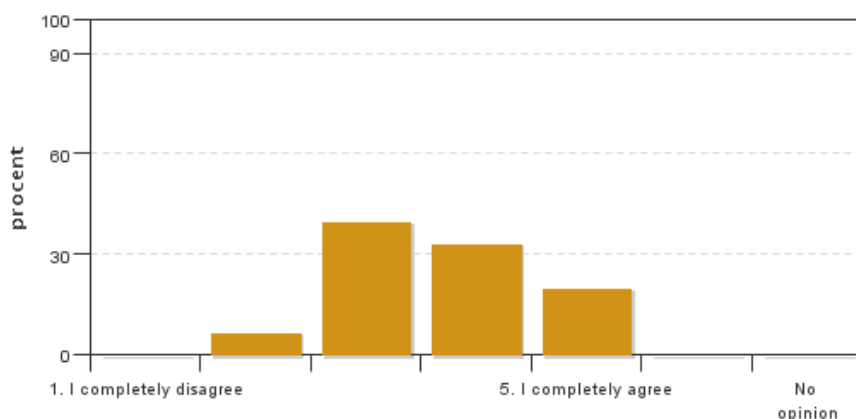
3: 1

4: 6

5: 8

No opinion: 0

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



Answers: 15

Medel: 3,7

Median: 4

1: 0

2: 1

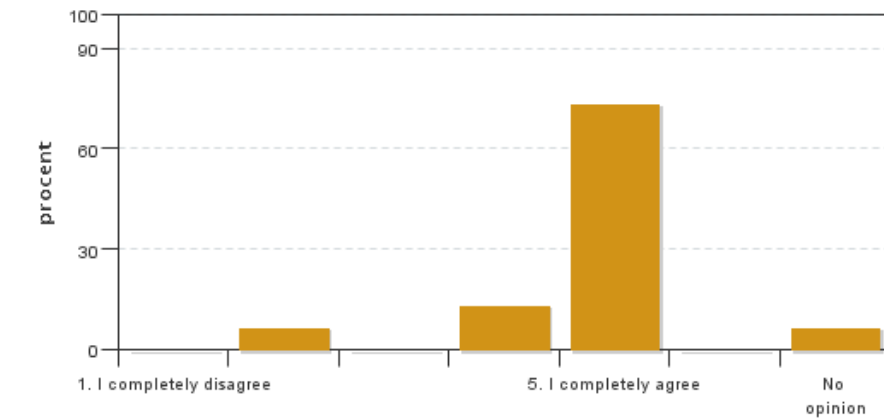
3: 6

4: 5

5: 3

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).

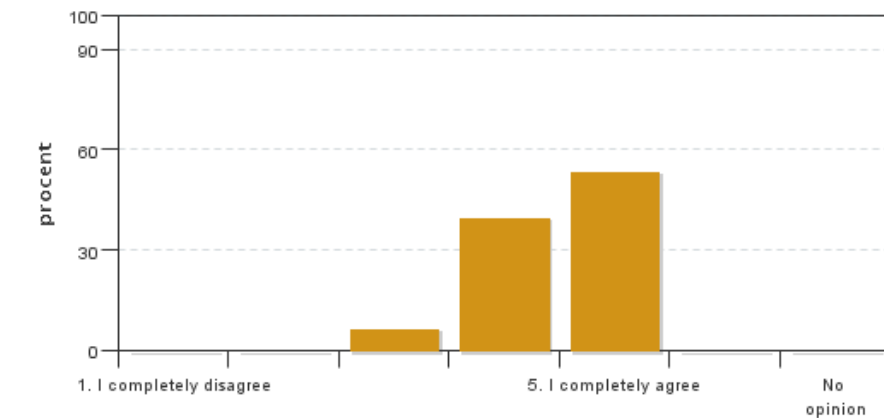


Answers: 15
 Medel: 4,6
 Median: 5

1: 0
 2: 1
 3: 0
 4: 2
 5: 11

No opinion: 1

11. The course covered international perspectives.

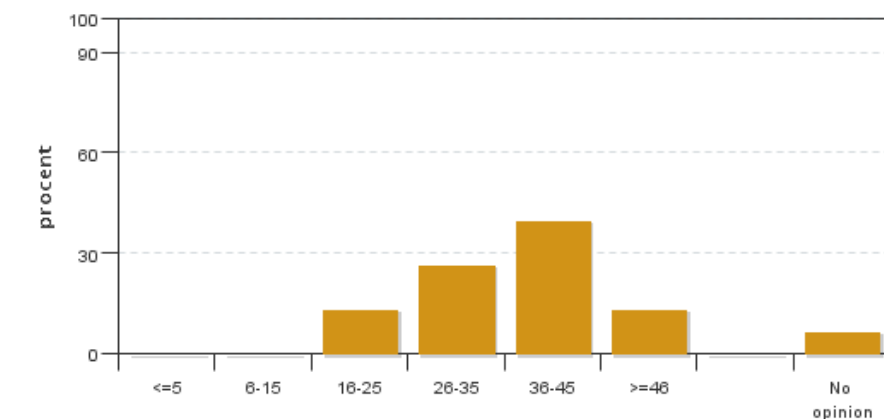


Answers: 15
 Medel: 4,5
 Median: 5

1: 0
 2: 0
 3: 1
 4: 6
 5: 8

No opinion: 0

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



Answers: 15
 Medel: 35,1
 Median: 36-45

≤5: 0
 6-15: 0
 16-25: 2
 26-35: 4
 36-45: 6
 ≥46: 2

No opinion: 1

Course leaders comments

The course HV0128 was given for the second time this autumn. Fifteen out of the 25 students who followed the course submitted a written course evaluation. The overall evaluation was 4.0/5. The students were not as satisfied with the course this year as last year. A main criticism was that some lectures and activities were repetitive to lectures in other courses. Especially those students who had taken the course "Production Biology" experienced repetition. Furthermore the students commented that the focus was on nutrition and health and to a lesser extent on welfare and behavior. The connection between nutrition and welfare and behavior was not as clear as expected by the students. The students generally felt that the course content linked to the learning objectives (4.0/5). The students felt that they had sufficient prior knowledge to benefit from the course (4.5/5). Some students felt that the level of the course was too low and lectures to some extent repetitive. The opinion about the accessibility of the course information varied among students (3.8/5). A number of students felt that the information, especially related to seminars and other non-cathedral lectures, was not clear enough. The general opinion by the students was that the

various course components, lectures, literature, exercises study visits etc, supported the learning (4.5/5). Also the social learning environment was appreciated by the students (4.9/5). The students generally ment that the physical learning environment, lecture rooms etc, was good (4.5/5). But it would have been beneficial with smaller rooms for group discussions etc. The students felt that the examinations (Multiple choice in Canvas, home exam and oral presentations) provided them with opportunities to demonstrate what they learned during the course (4.5/5). There was a general opinion that there was too little focus on sustainable aspects in the course (3.7/5). The students were, on the other hand, generally satisfied with the focus on international perspectives (4.5/5). Especially some seminars addressed international perspectives. The students spent also this year, in average, 33 hours/week on studies specific for the course. Some students commented that the intensity varied during different periods of the course and that was negative. The general opinion among the students was that gender and equality aspects were properly handled (4.3/5).

The study visits were generally appreciated by the students although those who had taken the course "Production Biology" mentioned that the Lövsta visit was almost identical with an activity in that course. The seminars were also generally appreciated but several students wanted more time for them. The case study was the activity which was less appreciated (3.4/5). The criticism focused on "confusing instructions", the idea with a case study as such was however not criticized. In spite of the strong criticism from several students the case study was mentioned as the "most valuable learning event" by a few other students. All students were apparently satisfied with the oral presentations (4.6/5). There was no consensus among the students regarding which type of learning event that was found to be most valuable.

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

This year the number of students was 60% higher than last year (25 vs 15 students). One explanation for the less good overall evaluation this year is that seminars and other non-cathedral activities were planned for a lower number of students. In the future more time must be allocated to these activities. Furthermore more physical rooms should be available for the group activities. We also plan to allocate more scheduled time for seminars and other non-cathedral activities and improve the prior information. We will, in order to avoid "non-appreciated" repetitions for students who has participated in other courses with overlapping activities, inform them about potential overlapping activities. Students should then be given the opportunity to decide themselves if they want to take part in these activities. We will plan scheduled activities better during the period in order to spread the work load throughout the course period. This year was the first time Canvas was used as platform and there is definitely room for improvements when it comes handling of that platform. Last but not least the integration of nutrition with behavior and welfare will increase.

Student representatives comments

Overall Impression

The overall impression of the course seems good with most students scoring a 4 or a 5. One student scored a 2, commenting that the arrangement and communication was poorly executed by the course leaders and that it was a lot of repetition from previous nutrition-related courses.

Course objectives

Most students said that the course content had clear link to the course objectives, with an average score of 4 out of 5, however, a couple of students commented that the objectives were a bit vague and confusing. Two students mentioned that the components of welfare / health / nutrition were not completely 'connected' within the lectures.

Prior knowledge

All students felt they had plenty of knowledge beforehand of this course, with all scores being a 4 or a 5. One students mentioned that they felt like they had already too much knowledge from prior courses, with one saying that they hoped for more insight.

Accessibility of information

This question gave a wide variety of answers, with a couple of students giving a 1 or 2, 5 out of 15 giving a 3 but most of the students answering this with a 5. The comments ranged from the good clarity of Canvas to the lack of information given on time before assignments, and having to send emails to get more information.

This has also been discussed in the oral course evaluation as that information and knowledge on tasks was often given late which caused confusion and sometimes made seminars a bit messy as students weren't clear on what was expected of them.

Supported learning

Most students felt that the different components of the course has supported their learning, with most students scoring a 4 or a 5. One student mentioned that there could have been more structure and explanation before the

study visits to make it a better learning experience.

Learning environment

All students agreed that both the social and physical learning environments have been good, with two students mentioning that it might be helpful to book group rooms for the seminar group discussions.

Examination

All students gave high scores for their possibility to demonstrate their learnings in the exams.

Sustainability

Most students said that there could have been more inclusion of sustainability-regarding topics, especially as it was one of the learning objectives. The scores were mixed, with the majority giving a 3.

International aspects

All students agreed that the course covered international aspects, with one student commenting that the main attention with the topic was put on the seminars, but not so much in the lectures.

Time budget

The students gave a big variety on this questions, ranging from 16-25 hrs up to 46+ hrs. Most students spent 36-45 hrs on studying per week, with one student having no idea. One student mentioned that the time spent differed per week, with the first and last weeks being busy, but feeling that the period in the middle was too quiet.

Equality

Except for one, all students felt that the course had good equality aspects. One student gave a 2 on this, but unfortunately did not leave a comment.

Study visits

All students gave positive comments for the study visits! Some mentioned the repetition of the BCS scoring in the dairy cows and sows from the production biology course. Some students appreciated the different point of view we got to see at the sheep farm, and the practical BCS of the pony at the riding school.

One student gave some nice ideas for the future in adding a bit more knowledge and depth to the visits: *"... observing the feed offered the animals, their behaviour while eating, water availability, faeces as well as body score. Those observations could be followed by discussions on what was good and what could be improved and why. Using dairy cows as an example, the discussion could also include alternative systems (international perspective) and environmental impact of each system and the general welfare of the animals. It would have been interesting to compare feed management of the different categories of animals and how the farm manages the different challenges each of them poses."*

Seminars

The majority of the students mentioned that the time was too short for the seminars, and some said that they missed a final discussion with the whole class and a 'take home message'. Some students also thought that they felt a little poorly planned, and wanted more instructions/info beforehand.

Case study

As discussed in the oral evaluation, the case studies didn't work out as planned due to lack of information and prep time given. All students mentioned something in the trend of this. Most students scored either a 3 or a 4. A lot of ideas were given for future courses, so it's worth it to take a look at these in more detail.

Final presentation

All students gave positive comments on this as well as scoring either 4s or 5s! One student commented that this project felt relaxed and simple to finish of the course nicely after the big home exam.

Recommendations

Most recommendations are towards the home exam, where it's requested to give more space to express ideas and references, as well as more time and booked rooms for the seminars. Some students said to match the lectures and seminars with the study visits to have 'blocks' of one topic and then have another 'block' of the next topic.

Maximising learning

Most students say that they read the papers that were provided to prepare for the classes and seminars to maximise their learning.

Most valuable learning environment

All students answered differently on this, I think it can be concluded that all the components of this course were as important!

Kontakta support: it-stod@slu.se - 018-67 6600