



Animal environment, welfare and housing HV0165, 30180.1819

15 Hp

Pace of study = 100%

Education cycle = Advanced -

Course leader = Anna Wallenbeck

Evaluation report

Evaluation period: 2019-03-18 - 2019-04-08

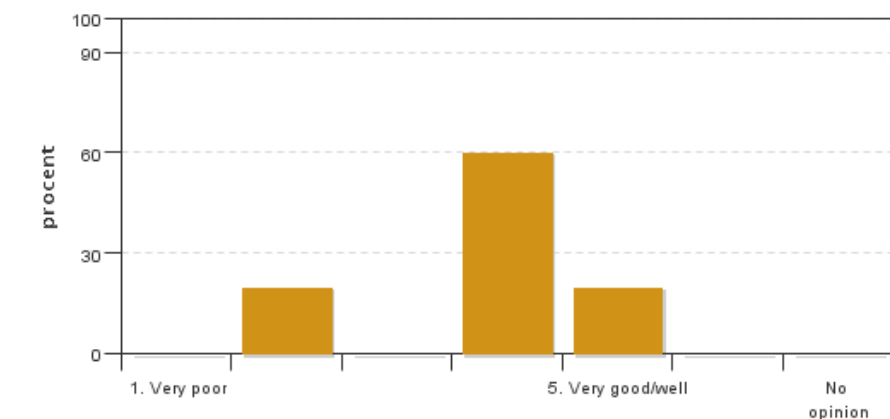
Answers 5

Number of students 27

Answer frequency 18 %

Mandatory standard questions

1. My overall impression of the course is:

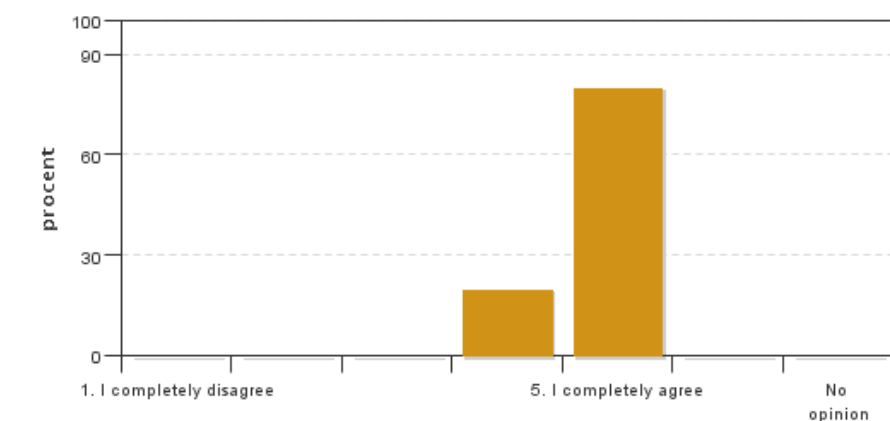


Answers: 5
Medel: 3,8
Median: 4

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

No opinion: 0

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

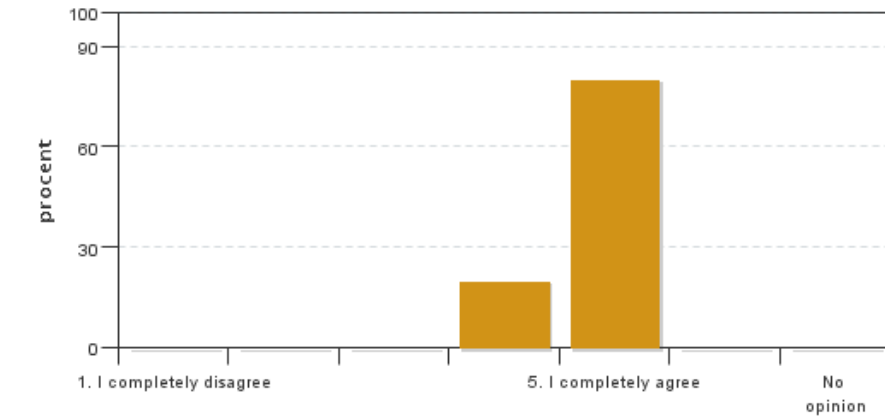


Answers: 5
Medel: 4,8
Median: 5

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

No opinion: 0

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

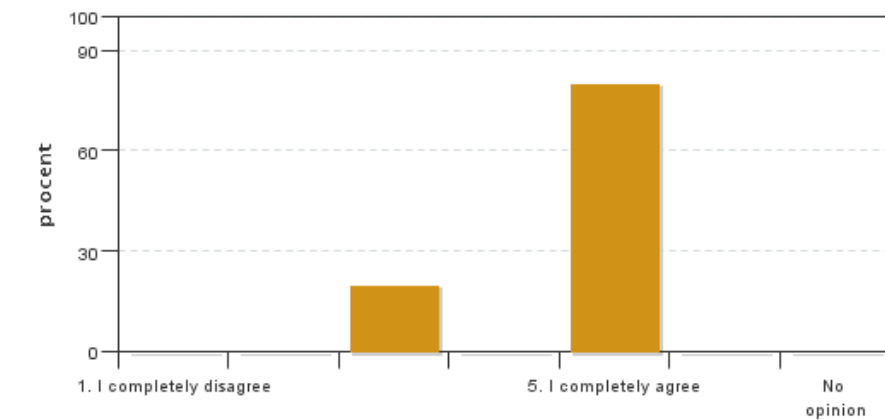


Answers: 5
 Medel: 4,8
 Median: 5

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

No opinion: 0

4. The information about the course was easily accessible.

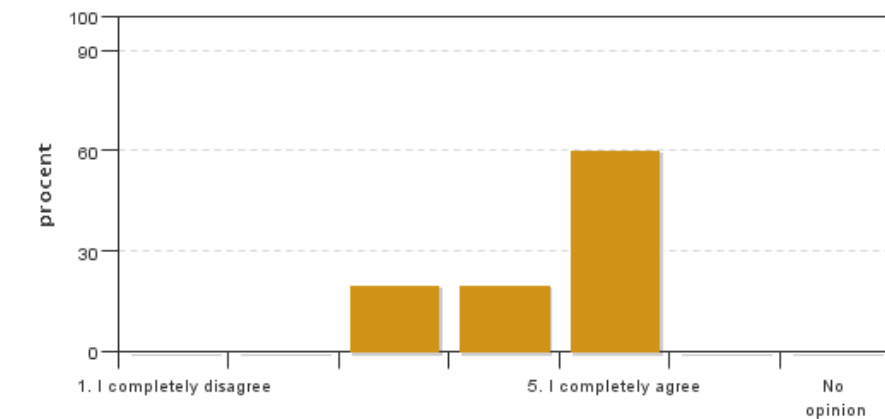


Answers: 5
 Medel: 4,6
 Median: 5

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

No opinion: 0

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

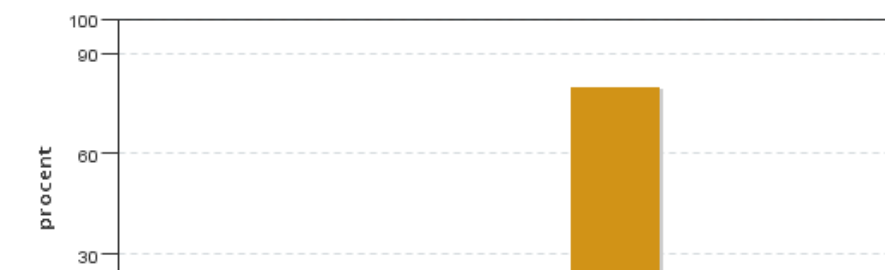


Answers: 5
 Medel: 4,4
 Median: 5

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

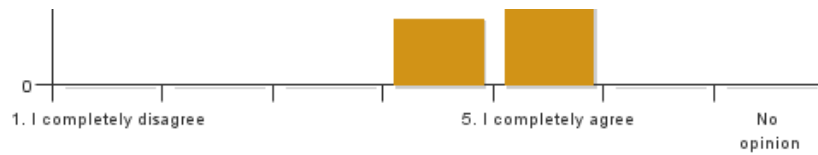
No opinion: 0

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



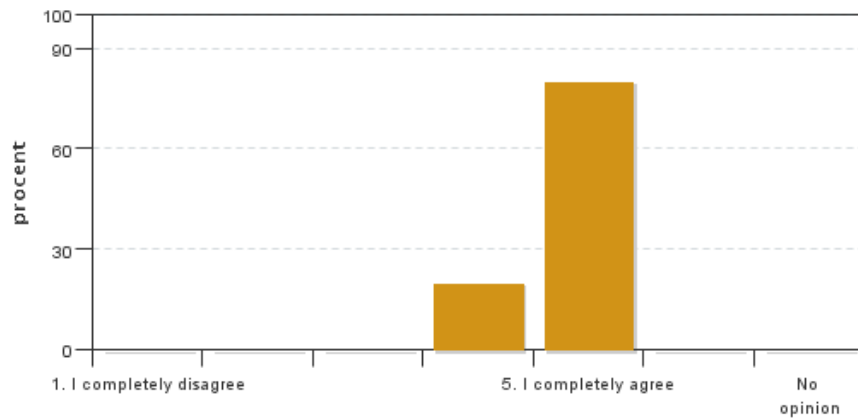
Answers: 5
 Medel: 4,8
 Median: 5

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



No opinion: 0

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

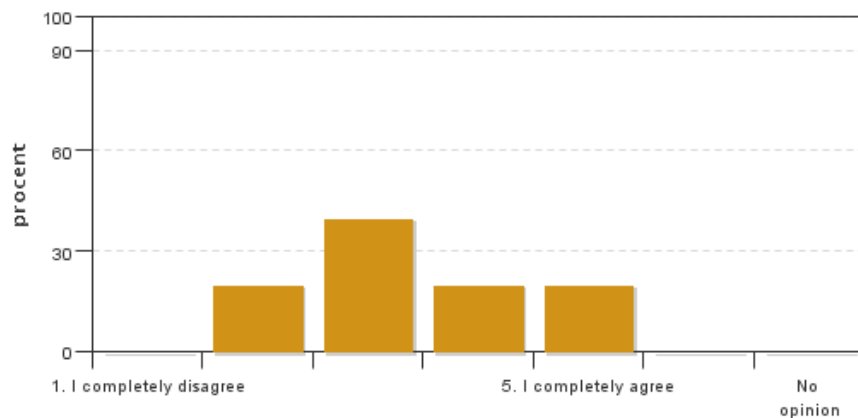


Answers: 5
Medel: 4,8
Median: 5

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

No opinion: 0

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

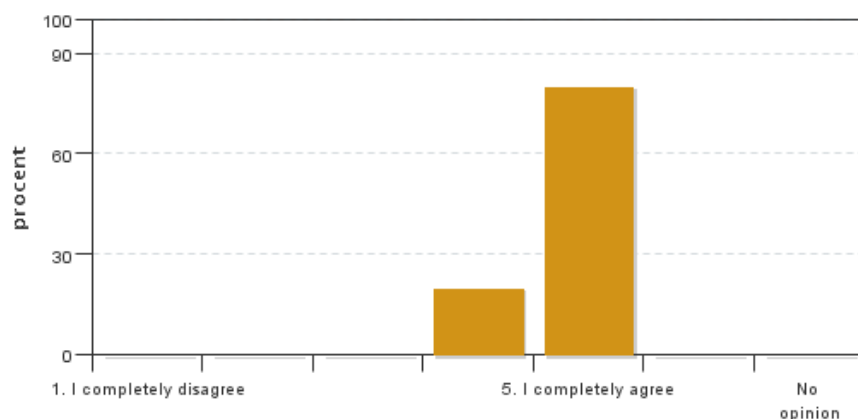


Answers: 5
Medel: 3,4
Median: 3

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

No opinion: 0

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

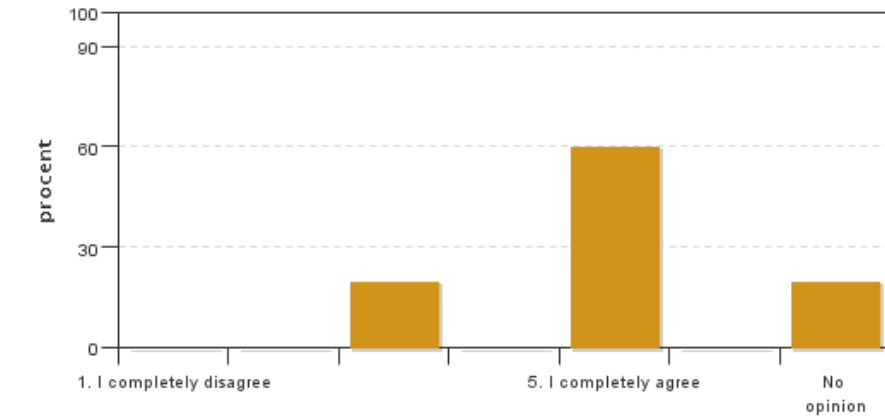


Answers: 5
Medel: 4,8
Median: 5

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

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).

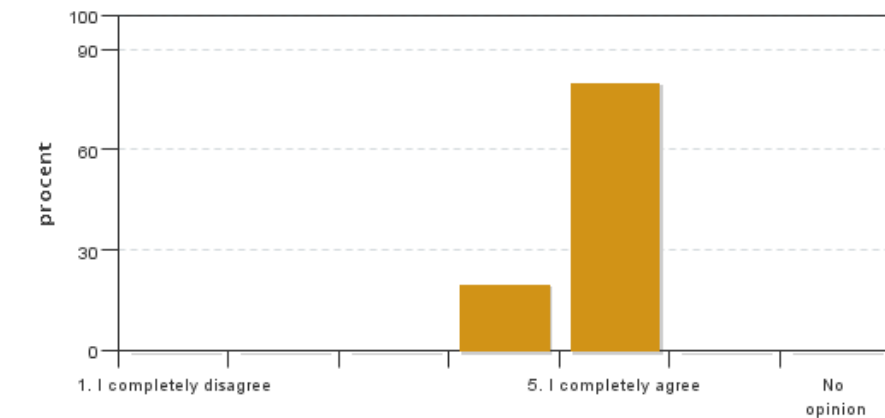


Answers: 5
 Medel: 4,5
 Median: 5

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

No opinion: 1

11. The course covered international perspectives.

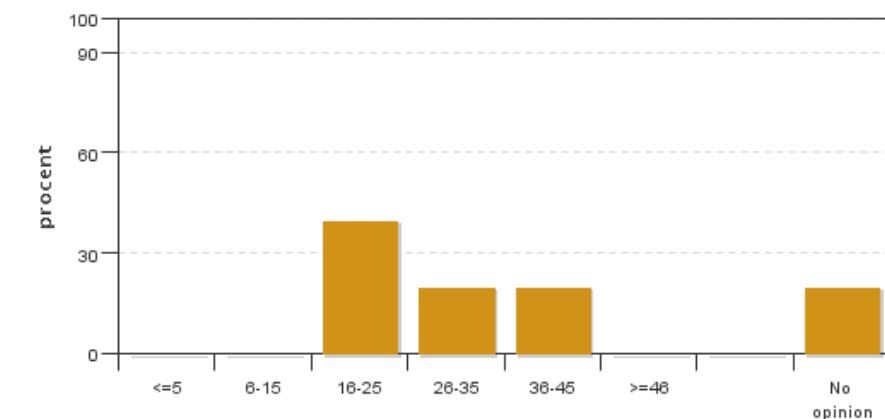


Answers: 5
 Medel: 4,8
 Median: 5

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

No opinion: 0

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



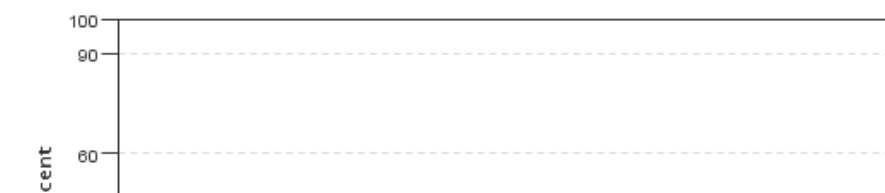
Answers: 5
 Medel: 27,5
 Median: 16-25

≤5: 0
 6-15: 0
 16-25: 2
 26-35: 1
 36-45: 1
 ≥46: 0

No opinion: 1

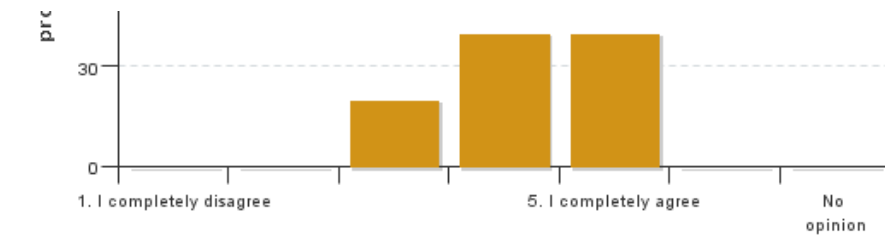
Additional own questions

13. Lectures, exercises and excursions has improved my knowledge on relationships between animal environment, animal welfare and building function from an applied perspective.



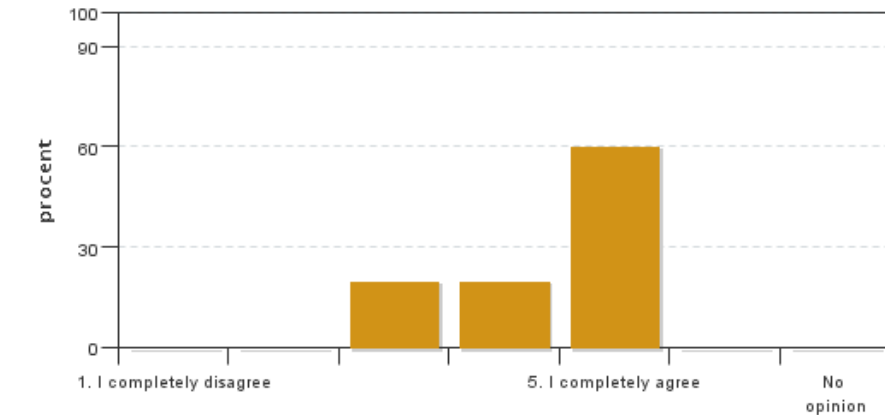
Answers: 5
 Medel: 4,2
 Median: 4

1: 0
 2: 0



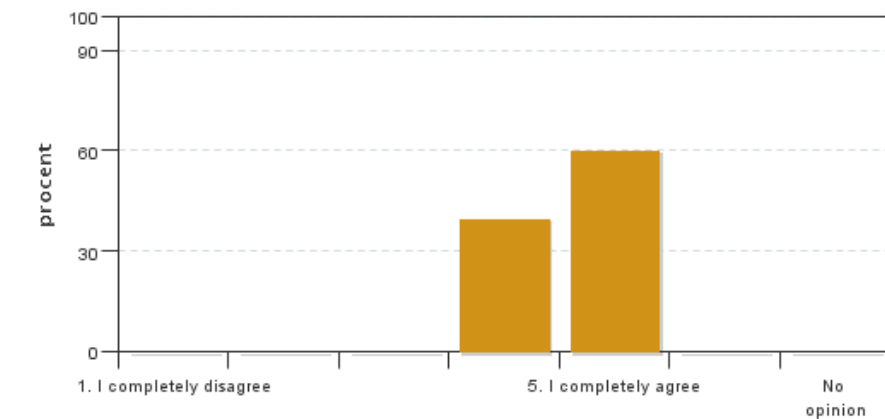
3: 1
 4: 2
 5: 2
 No opinion: 0

14. Lectures and the project has improved my skills in presenting and review scientific studies of animal environment from a building function, animal welfare and animal protection perspective.



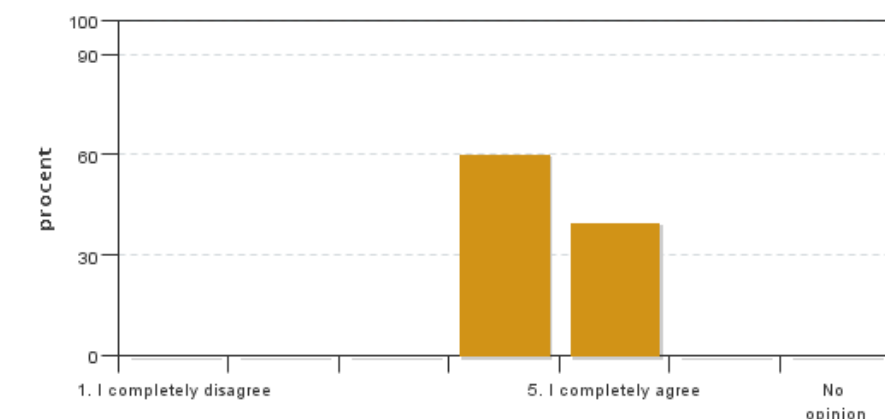
Answers: 5
 Medel: 4,4
 Median: 5
 1: 0
 2: 0
 3: 1
 4: 1
 5: 3
 No opinion: 0

15. The project work and exercises has improved my skills in planning and assessing building functions such as fittings, ventilation and handling of animals, feed, water, manure and products in different animal husbandry systems.



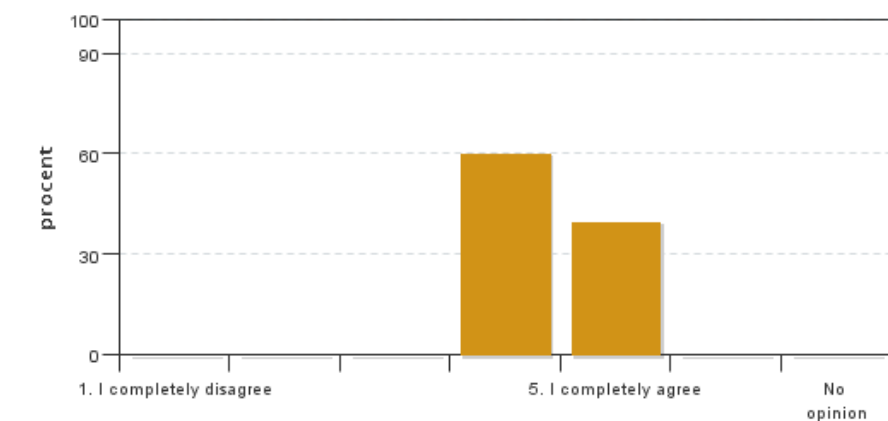
Answers: 5
 Medel: 4,6
 Median: 5
 1: 0
 2: 0
 3: 0
 4: 2
 5: 3
 No opinion: 0

16. The project work, lectures and exercises has improved my knowledge in calculating and evaluate the animals' heat balance and their thermal local environment and the stable heat, humidity and gas balance.



Answers: 5
 Medel: 4,4
 Median: 4
 1: 0
 2: 0
 3: 0
 4: 3
 5: 2
 No opinion: 0

17. Lectures, the project work and exercises has improved my skills in measuring and analyze environmental factors of significance for the animals and assessing animal environment from a function and animal welfare perspective.

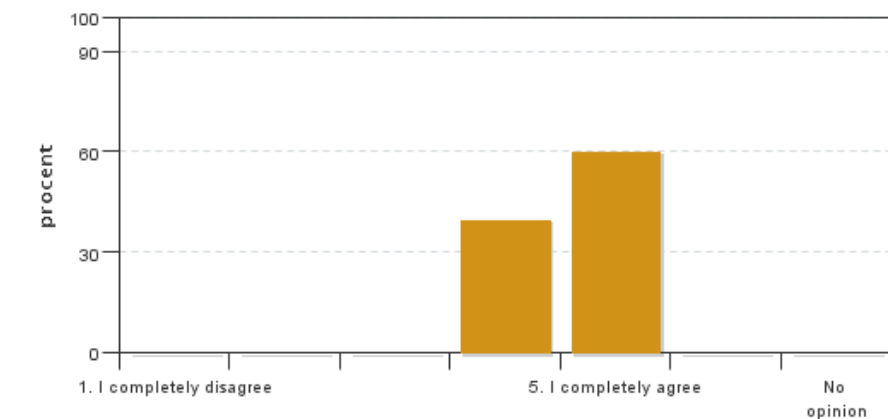


Answers: 5
Medel: 4,4
Median: 4

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

No opinion: 0

18. Lectures and the project work has improved my skills in applying EU legislation and Swedish legislation about animal welfare and be able to analyse and reflect on both national and international aspects on animal welfare, animal environment and animal ethics.



Answers: 5
Medel: 4,6
Median: 5

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

No opinion: 0

Course leaders comments

The scores on the questions in the evaluation were generally very good. However, the reply frequency was very low, only 5 of 27 students (18%) answered. Thus the scores are difficult to interpret. However, the comments in the evaluation and the continuous feedback from students throughout the course point out a few areas for improvement:

- Too much focus on pigs and dairy cattle – Course leader will aim to include also horse farm and beef farm visit next year, and the visit on Lövsta will include both layers and broilers.
- Considered a “light course” – thus we know we can include more learning activities next year.
- Too little time in the first home exam – will be extended next year. Important to point out that it was still possible to take the higher mark questions in the second exam to get a higher mark on the course.
- Next year we will have a better feed-back system (student to teacher and teacher to student) throughout the course and emphasis the importance of the written course evaluation to the students.

As previous years in this, and in other courses at the master program, there is a large variation in the background and basic knowledge among the students in the course. Thus it is a challenge to meet the requirements of all individual students. To handle this the course is focused to fulfill the learning goals of the course. This will be the main focus in the course also next year.

Student representatives comments

From the 27 registered students, only five students have filled in the course feedback.

Overall impression

The average grade was a 3.8 with most students scoring a 4 or 5, and one student giving a grade 2. This student mentioned that the majority of the information was a repetition, whereas one other student mentioned the exact opposite.

Course objectives

All students gave a good score to the course links with its objectives, with an avg score of 4.8.

Previous knowledge

All students noted that they felt they had sufficient knowledge to start the course with. Two of them commented that they felt classes / presentations to be basic or not useful, except for the ones regarding ventilation, heat and calculations.

Accessibility of information

Most students have this a five, while one student gave this a 3 with the comment that they would've preferred it to have the presentations online before the actual lecture started.

Supported learning

The average score was a 4.4 with grades given from 3 to 5. One student mentioned that they felt like the project and the exam was different from the lectures.

Learning environment

Both the social & physical learning environment got a 4.8 as avg scores. One student mentioned that the farm visit were very nice.

Opportunity to demonstrate knowledge

This question received a wide scoring, with a 3.4 as avg. Two students mentioned similar things regarding that the lectures were very different than what was required of them in the written exams.

Sustainability & international perspectives

All students seemed content with these two aspects and both questions received a 4.8 as avg.

Time spending

Most students noted that they spent 16-25 hrs, with two students spending more time. One student noted to not know the amount of time spent. This student also mentioned that it was quite a light course with lots of free time to work on project - except that the timeframe for the first home exam was way too little.

Equality

With an avg score of 4.5 most students seem good with the equality aspects.

Skill improvement animal environment, welfare & building function

The students gave a 4.2 on avg for this question, with one student mentioning that they would have preferred more

focus on other animals than just dairy cows and pigs. This same student mentioned that more emphasis on chickens - as well as a farm visit - would have been helpful.

Skill improvement in presenting and reviewing

Most students agreed that their skills in presenting and reviewing the topics in the course have been improved.

Project work

With an avg score of 4.6, only coming from 4s and 5s, the student seemed content with the project work & exercises. One student mentioned that they liked the mandatory exercise regarding ventilation, as it 'forced' them to think about the ventilations.

Heat balance

Similar scores were given to the improvements of students related to the heat balances and such. The avg score was 4.4. One student mentioned that it would've been nice to add more explanations to the heat balance lectures regarding choice of materials and what 'normal' (common, standard) numbers are for the balances.

Analysing environmental factors & EU regulations

All students noted that they improved their skills in measuring & analysing the environmental factors as well as the topics regarding the EU regulations. No further comments were given.

The general comments ranged from disappointment to learning a lot & enjoying the course - I think it all depends on which courses you have read before and what your background is. One student gave a lot of improvement points:

- Too much focus on dairy cows / dairy barn
- Too little focus on broilers & layers
- Poor time framing and type of questions of the first home exam
- Poorly executed visit to the pig farm