



Animal Food Science LV0108, 40034.1920

15 Hp

Pace of study = 100%

Education cycle = Advanced

Evaluation report

Evaluation period: 2020-05-31 - 2020-06-21

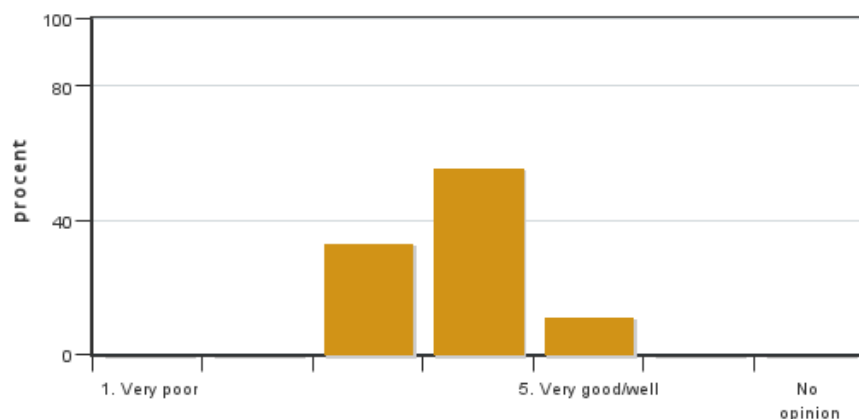
Answers 9

Number of students 26

Answer frequency 34 %

Mandatory standard questions

1. My overall impression of the course is:

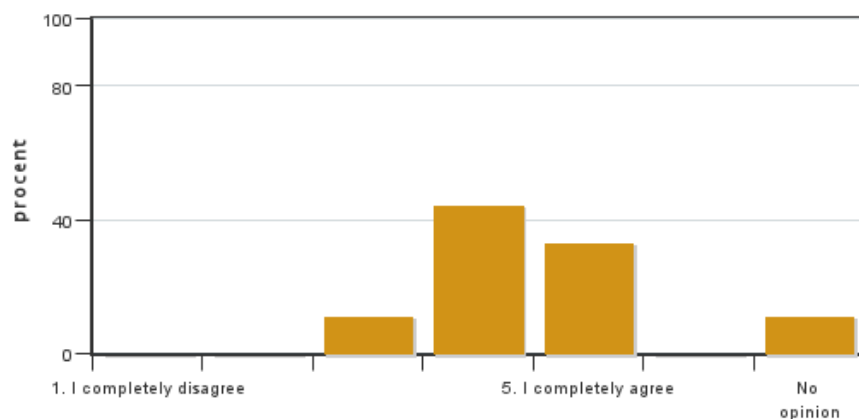


Answers: 9
Medel: 3,8
Median: 4

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

No opinion: 0

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

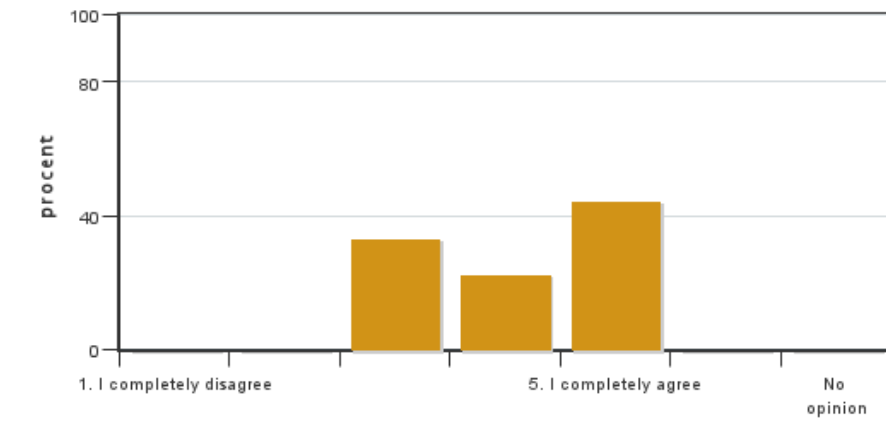


Answers: 9
Medel: 4,3
Median: 4

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

No opinion: 1

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

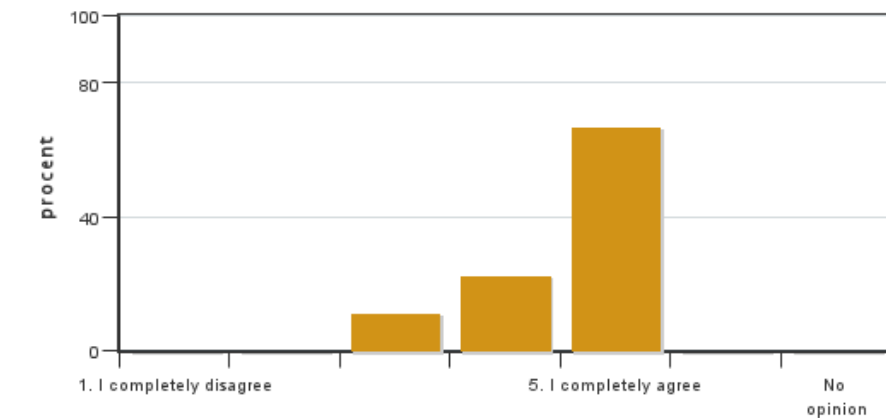


Answers: 9
Medel: 4,1
Median: 4

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

No opinion: 0

4. The information about the course was easily accessible.

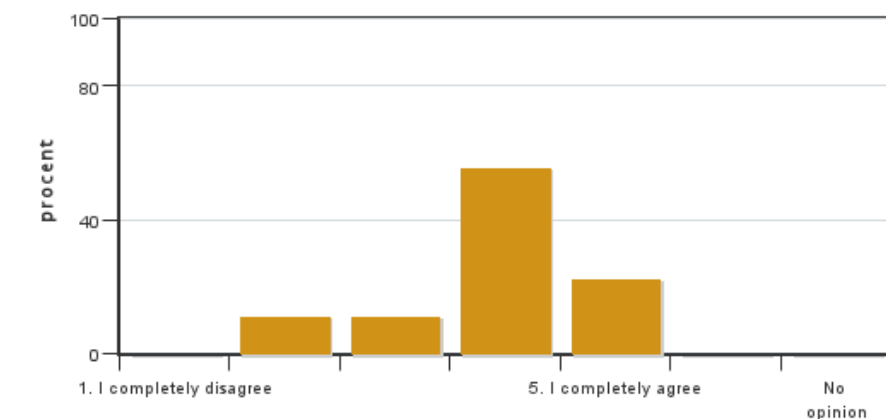


Answers: 9
Medel: 4,6
Median: 5

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

No opinion: 0

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

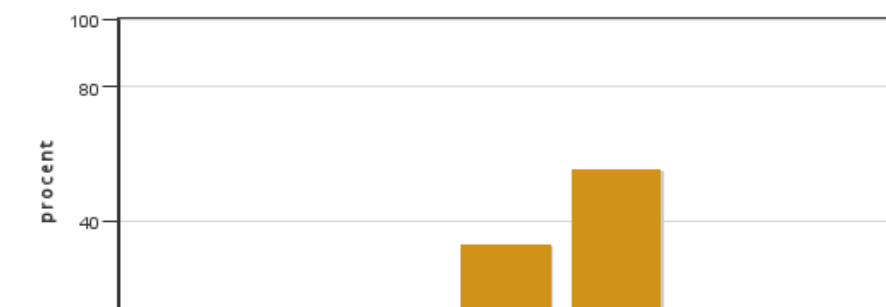


Answers: 9
Medel: 3,9
Median: 4

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

No opinion: 0

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



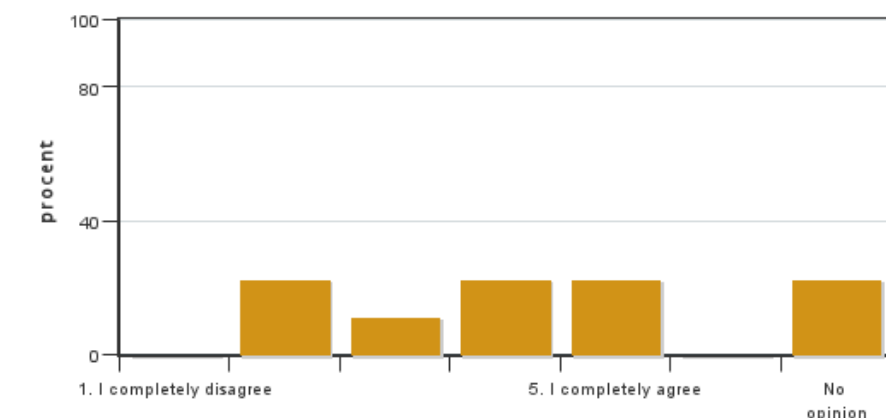
Answers: 9
Medel: 4,4
Median: 5

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

No opinion: 0



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

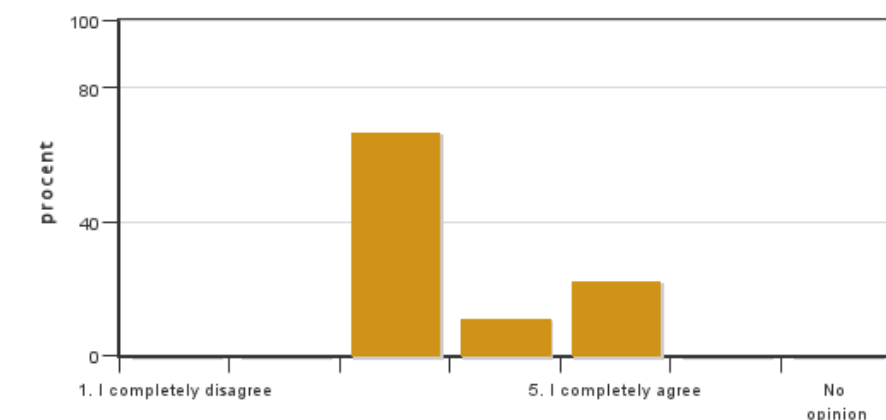


Answers: 9
Medel: 3,6
Median: 4

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

No opinion: 2

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

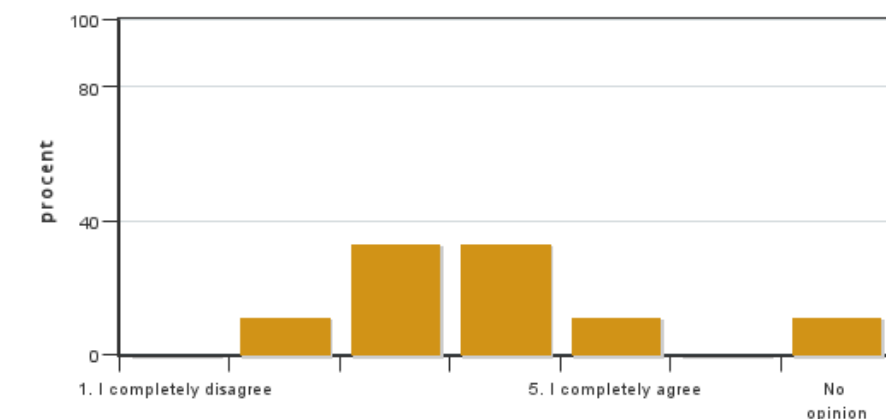


Answers: 9
Medel: 3,6
Median: 3

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

No opinion: 0

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

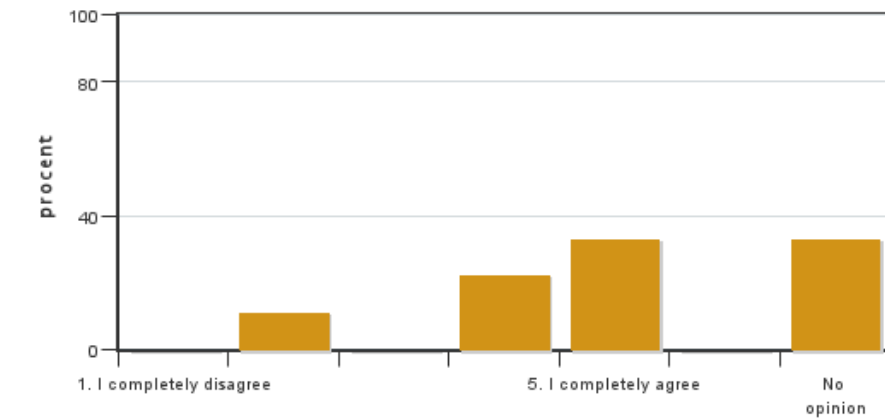


Answers: 9
Medel: 3,5
Median: 3

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

No opinion: 1

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).

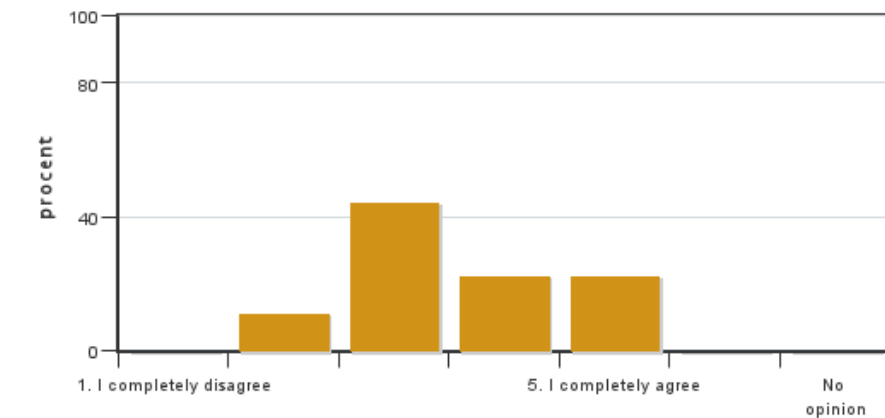


Answers: 9
Medel: 4,2
Median: 4

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

No opinion: 3

11. The course covered international perspectives.

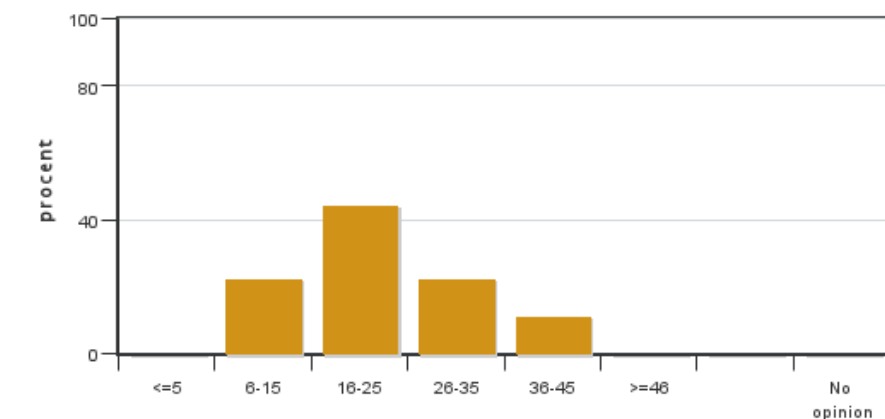


Answers: 9
Medel: 3,6
Median: 3

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

No opinion: 0

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

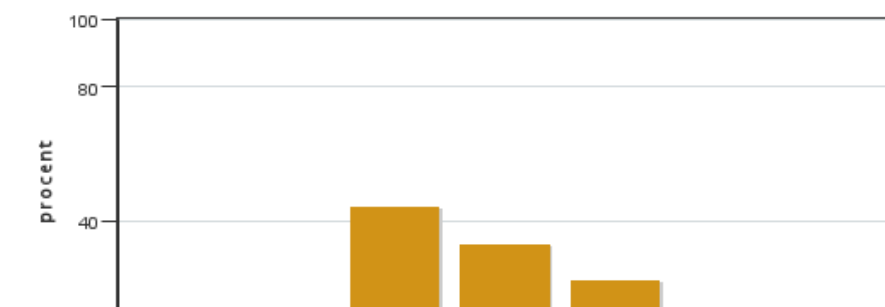


Answers: 9
Medel: 22,2
Median: 16-25

≤5: 0
6-15: 2
16-25: 4
26-35: 2
36-45: 1
≥46: 0

No opinion: 0

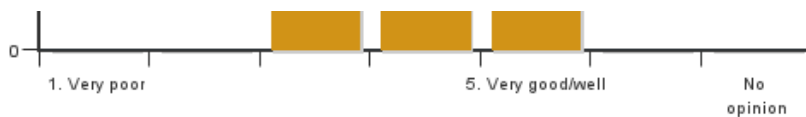
13. If relevant, what is your overall experience of participating in all or part of your course online?



Answers: 9
Medel: 3,8
Median: 4

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

No opinion: 0



14. If relevant, please share what worked well when participating in teaching on distance

15. If relevant, please share what worked less well when participating in teaching on distance

Additional own questions

16. How would you rate the overall quality of the lectures? This includes all kind of lectures; on-line, recorded and lectures based on handouts only.

16. Please comment upon subjects of lectures provided during the course, both by SLU and guest lecturers. Were lectures on the right level? Do you miss any subject in the course? Too much of something?

16. How would you in general rate the quality of the handouts of the lectures? Have they been useful? Did you get them in time?

16. What is your general opinion about the exercises with follow-up seminars. Due to corona, many of the exercises had to be converted into theoretical exercises with little time for teachers to prepare. Were the exercises meaningful? Were seminars meaningful? Was there appropriate time for these activities?

16. What is your general opinion about the literature reviews? Was the selected literature relevant and interesting? What is your experience from working together in student groups on-line? Were on-line presentations and discussions organised in a good way?

16. What is your general opinion about the course literature?

16. Were study questions useful?

Course leaders comments

General comments

We received a very low frequency of answers to the course evaluation; only 9 out of 26 students (34%). This is despite having reminded the students on many occasions and also pointing out, that the evaluation would be extra important feedback for teachers this year, since there was a change to distance teaching with very short notice (one week). The student representant suggested that the low frequency of answers partly depended on a high percentage of exchange students probably with little interest in evaluating SLU courses. Likewise, the Swedish students probably thought the course, due to special conditions and distant teaching, was so different that their comments would not have an influence on the 'normal' campus version of the course.

The overall impression of the course was good though (3.8) and the content was clearly linked to the learning objectives (4.3). This means that we have succeeded to fulfill the objectives despite the sudden change to distance teaching. Course information was easy to find (4.6), which is extra important under the given circumstances. Also the learning environment was rated good. Some students thought it was good to have mainly one teacher as in the milk part, while others appreciated the variation of teachers in the meat part. However due to the involvement of different teachers in the meat part, also some overlapping occurred which was seen negative.

Regarding online teaching, opinions varied a lot. In general, the impression was good but some students found it more difficult to follow and focus and the excursions (study visits) to food industries, as well as practical experience during lab exercises, were really missed. Zoom was evaluated as a good tool, although some students found it more difficult to ask questions while others found it easy, also discussions and group work were more difficult for some.

Overall the comments to the course varied a lot, showing that different students have different perceptions, expectations and background knowledge. This is important to consider when thinking about changes in the course. Below follow some comments related to the dairy and meat/ fish parts, respectively.

Dairy part

In general, students were happy with the dairy part. The most critical comments were related to the examination. Since students were allowed to use literature, handouts, the web etc., questions were very much problem based, and this was probably new for some of the students. The questions were also considered to be too much of the same, and some students asked for more variation. Preparing questions for an home exam is new for us teachers. Therefore, the student's comments are very valuable for the future and will definitively be taken into account if we will have a similar situation next year.

Exercises were to less extent recorded as videos, which was more used in the meat part. Since the course started off with the dairy part, there was not sufficient time to prepare informative videos this year. However, if distance teaching will be used also in the future, videos will be produced to illustrate exercises.

Literature reviews were appreciated, especially that each presentation was followed by a discussion in smaller break-out groups and that conclusions were made in the whole class before the next presentation.

Meat part

Most critical comments were due to changes to online teaching, however, some of the comments are valuable also for 'normal' teaching conditions.

The numbering of seminars and exercises was confusing, as due to the change to online teaching some exercises didn't take place and the numbering became unlogic. I completely agree and even for normal teaching it might be better to skip numbering of seminars and exercises and just have the same topics so students can recognize what belongs to what.

Some of the lectures were rated lower quality; especially the lectures that were given as handouts for home study were not appreciated by the students. The students wished a more detailed fish part. We believe that for this part, the online teaching was causing a feeling that there was very little about fish, since this part was very much changed into self studies. Also the typical exercise on fish quality had to be skipped and was instead turned into a lecture but of course nothing can replace a practical where you can touch and smell the fish. We will take both these observations with us for the future in case we have to teach online again; the lectures will be kept as lectures (not home studies) and we will try to find better solutions for the practical.

One lecturer didn't manage to go through the whole material during the lecture time. For this special part we had a guest lecturer this year since our ordinary teacher was on leave. As we go back to normal next year this problem will not occur again.

The order of lectures with mixing fish and meat topics was not so appreciated and some of the lecturers were considered to overlap. It is not always avoidable to mix fish and meat topics from a practical point of view and sometimes it is even the objective to compare and understand the differences, but we will try to find a better focus. For the overlapping we will try to coordinate the topics, that we have divided between the different teachers, in a better way.

The practical instruction to the meat quality exercise was appreciated and we will consider to use this type of things in future.

Some valuable feedback for future online teaching in general was that the examination, which was also changed to online, seemed to be fit to demonstrate the obtained knowledge and the time was sufficient. Here the meat part clearly could take advantage and use the experience from the milk part and adopt.

Student representatives comments

Just before this course started, coronavirus spread to the extent that the government decided that all higher education should be performed by distance teaching. With very short notice, the teachers switched a very practical course around to something that many students still found to be a good course, which I can say based on not only the course evaluation but also the opinions of students during the course. We were all surprised at how well the whole distance teaching, zoom use and administration worked.

That said, some things did not work that well specifically because of the distance teaching situation. Lab work was

missed and the exercises that replaced it were not fully satisfactory in design. The exercises that had very little practical material (such as the whipping cream exercise) were not as rewarding as others (such as the meat quality measurement exercise with instructional video). Still, the discussions connecting to the exercises were a good learning opportunity.

Distance lectures are more difficult in general, as they do require more of the listener to keep attention and interest. Do take inspiration from for example the external lecture about dairy and health effects, the person holding this lecture had a way of making it very interactive and fun to listen to. There was some criticism that much of the course content felt like repetition from previous program courses and that a higher level would be appreciated. I will personally agree with this, however one problem did arise with continuity in the course: one teacher took too long time for a single introductory PowerPoint in the meat part and then did not have time to go through other lectures with very essential knowledge. This knowledge was assumed to be known by all by other teachers later in the course, leading to struggles keeping up with lectures and a lot of extra work with self-studies to learn the things that were skipped. This can happen even when the lecture is not done by distance teaching, so the course leader might want to check that this does not occur in the future. The invited lecturers speaking about food law had a lot of repetition between them, perhaps it is possible to sync this better in the future. Hand-outs only did not work very well, but the boar taint exercise with recorded lectures was appreciated.

Concerning laws and recommendations the focus was largely on Sweden (understandable but uninteresting for exchange students), however the literature reviews and production methods had a more international perspective.

Students want deeper knowledge about fish, we would like this part to be increased in content and depth.

Study questions are very appreciated! They should be included even if the course does not run on distance next time. Knowing what facts teachers think are important is always good for learning and understanding the big picture.

The literature review was generally appreciated, including topics and method for group selection. Many students agreed (including during the discussion) that hearing one presentation and then discussing it is preferable over hearing several and then discussing them all. It gets a bit difficult to remember the content when you hear several presentations in a row. The discussions following the meat literature reviews were less rewarding because of this.

The dairy part of the course was better organized comparatively, the numbering of exercises and seminars in the meat part was very confusing and it was not always obvious what was supposed to be done by self-studies and what was part of exercises or seminars.

Concerning the examinations, the students preferred the style of the meat exam over the style of the dairy exam. In the dairy exam, questions were constructed well from a point of problem-solving and knowledge application, however the uniformity of the questions meant that some knowledge did not really get a chance to be presented. The allotted time was too short, and many students felt that they did not have time to answer all questions well and present their knowledge. The meat exam received more positive criticism, the problem-solving questions were fun, and the more varied question composition allowed us to demonstrate knowledge better. Also, the increased time compared to the dairy exam was needed and appreciated.