Food Chemistry and Food Physics
LV0110, 10058.1920

15 Hp
Pace of study = 100%
Education cycle = Basic
Course leader = Maud Langton, Sabine Sampels

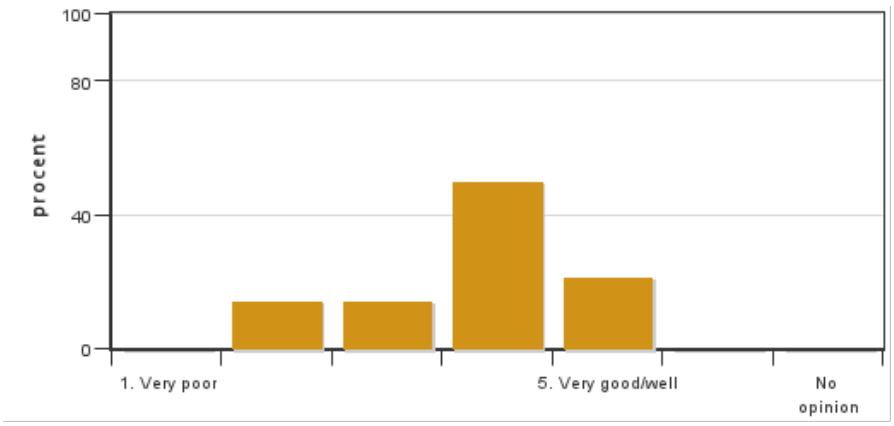
Evaluation report

Evaluation period: 2019-10-24 - 2019-11-14

Answers	14
Number of students	25
Answer frequency	56 %

Mandatory standard questions

1. My overall impression of the course is:

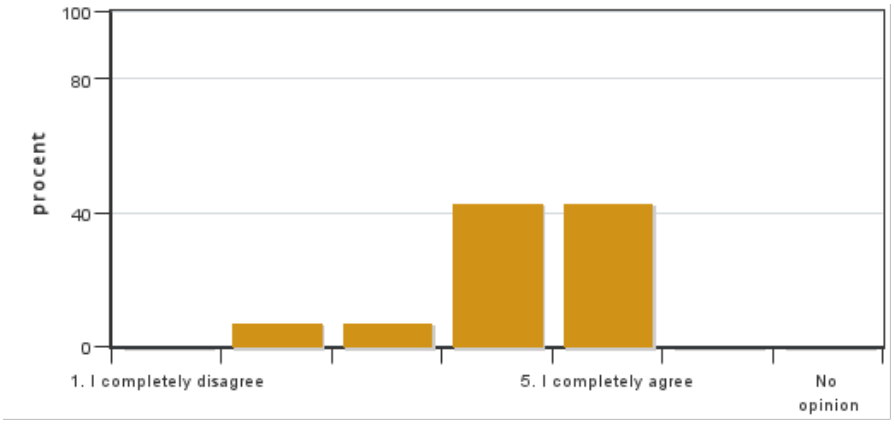


Answers: 14
Medel: 3,8
Median: 4

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

No opinion: 0

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

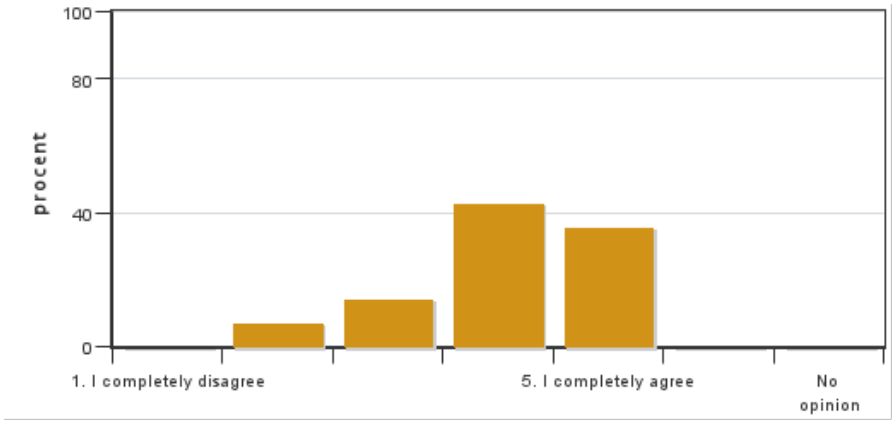


Answers: 14
Medel: 4,2
Median: 4

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

No opinion: 0

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

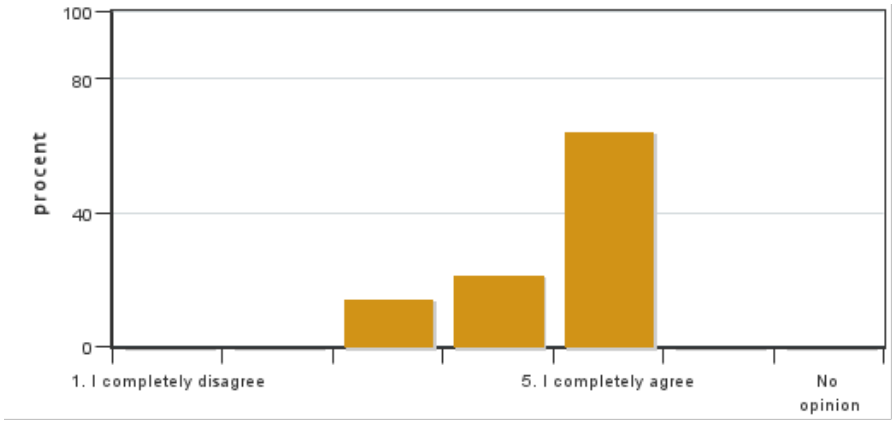


Answers: 14
Medel: 4,1
Median: 4

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

No opinion: 0

4. The information about the course was easily accessible.

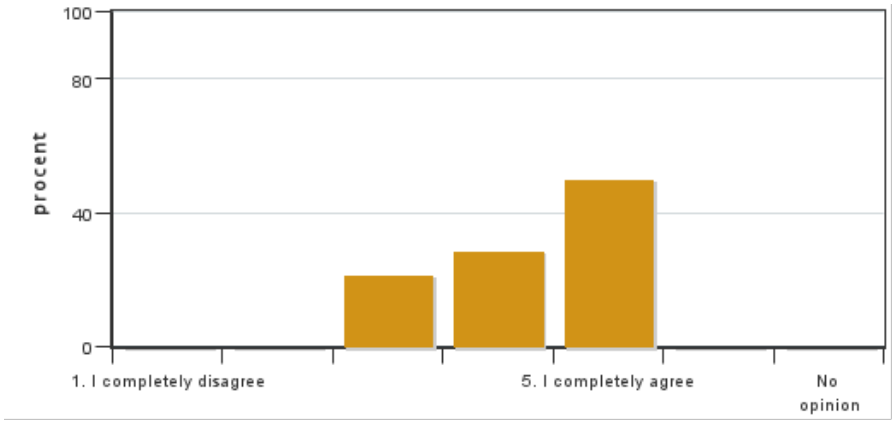


Answers: 14
Medel: 4,5
Median: 5

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

No opinion: 0

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

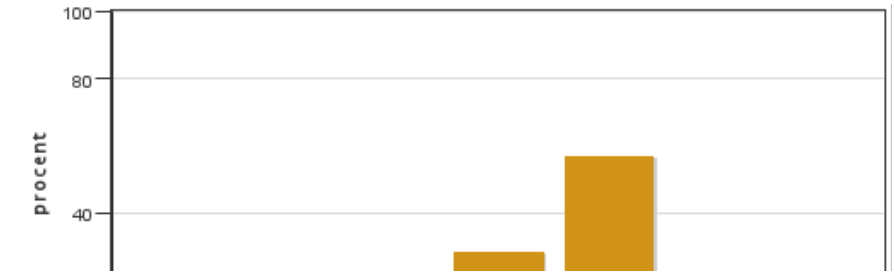


Answers: 14
Medel: 4,3
Median: 4

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

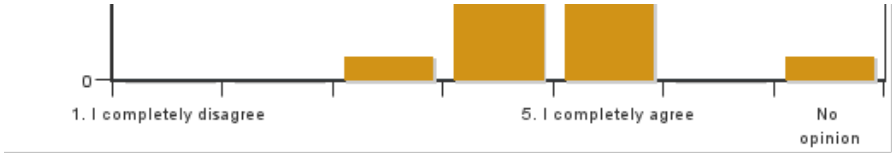
No opinion: 0

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



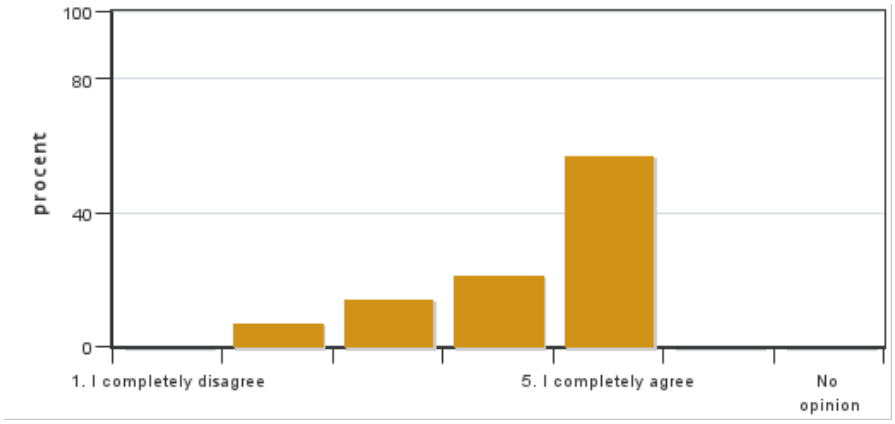
Answers: 14
Medel: 4,5
Median: 5

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



No opinion: 1

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

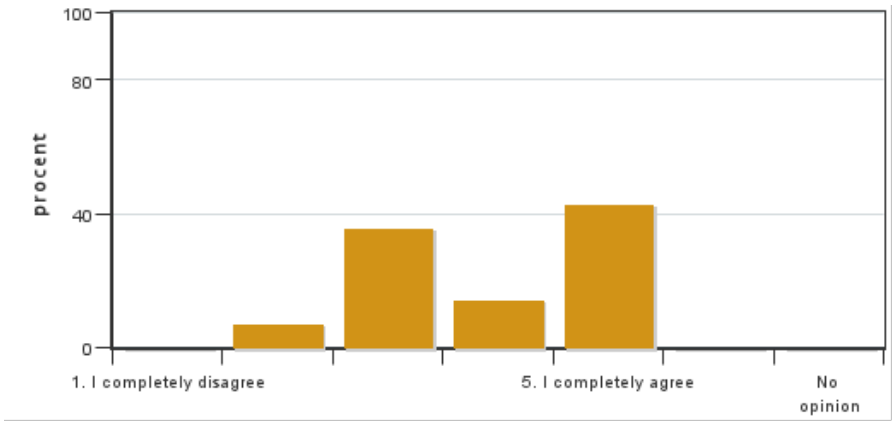


Answers: 14
Medel: 4,3
Median: 5

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

No opinion: 0

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

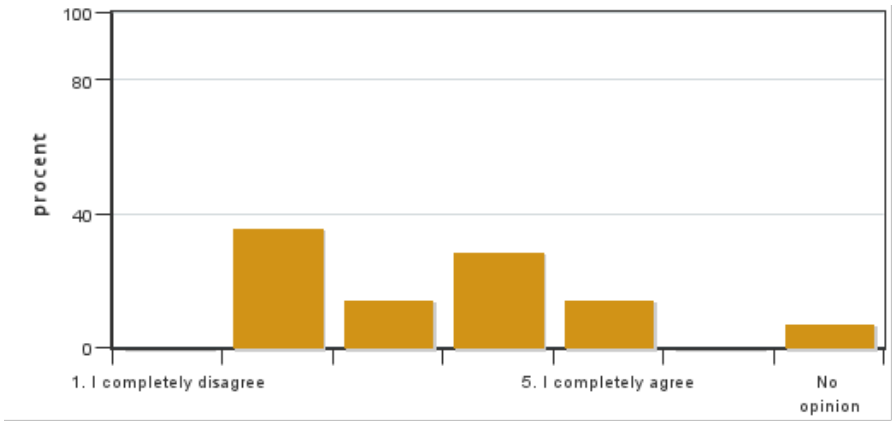


Answers: 14
Medel: 3,9
Median: 4

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

No opinion: 0

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

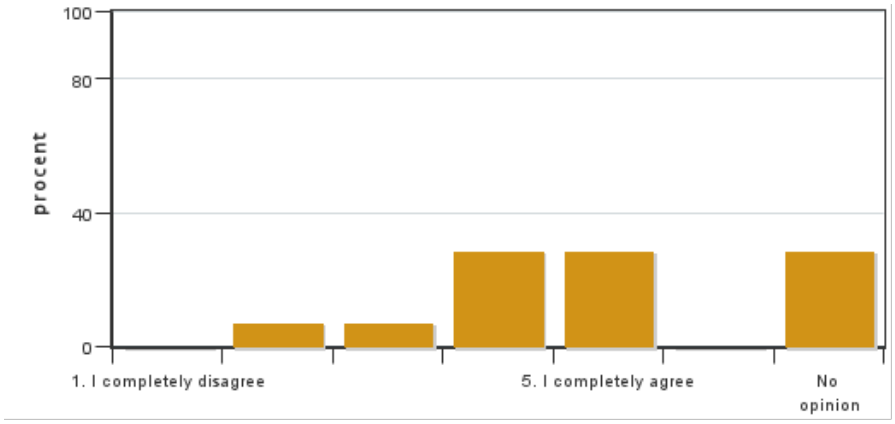


Answers: 14
Medel: 3,2
Median: 3

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

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).

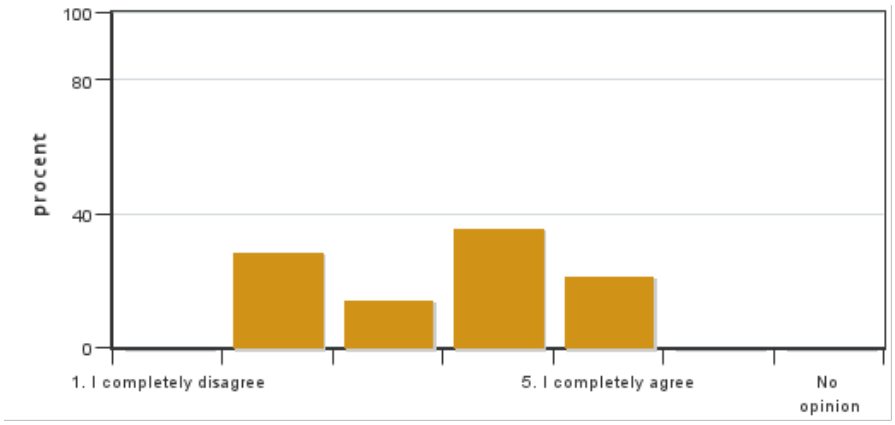


Answers: 14
Medel: 4,1
Median: 4

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

No opinion: 4

11. The course covered international perspectives.

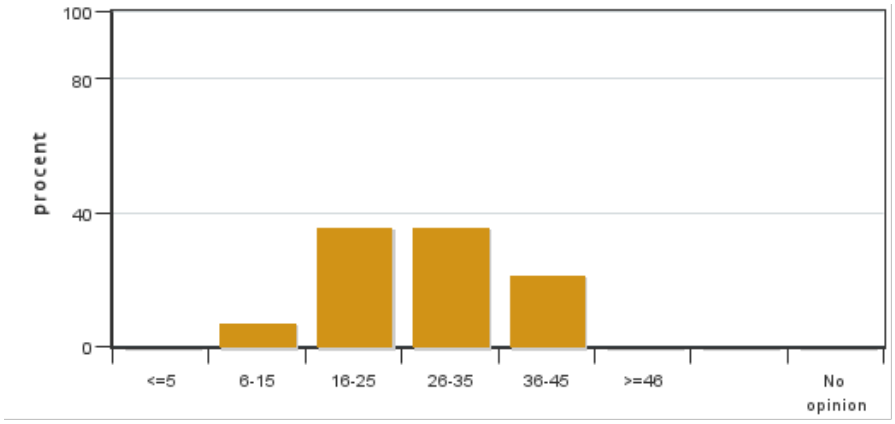


Answers: 14
Medel: 3,5
Median: 4

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

No opinion: 0

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



Answers: 14
Medel: 27,1
Median: 26-35

≤5: 0
6-15: 1
16-25: 5
26-35: 5
36-45: 3
≥46: 0

No opinion: 0

Additional own questions

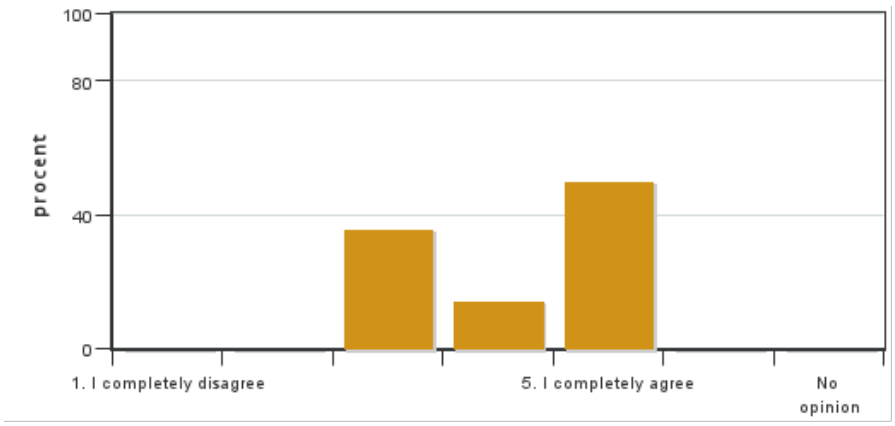
13. Was the content of the lectures are appropriate (up to the expectation)? If not, mention what to change

13. Was the chemistry lab (analysis of food dish) in the course planned to give you enough time to perform the tasks? Any other comments to this laboratory part?

13. Was the gel/rheology lab in the course planned to give you enough time to perform the tasks? Any other comments to this laboratory part?

13. Was the emulsion lab in the course planned to give you enough time to perform the tasks? Any other comments to this laboratory part?

13. On the whole I am content with the quality of the course.

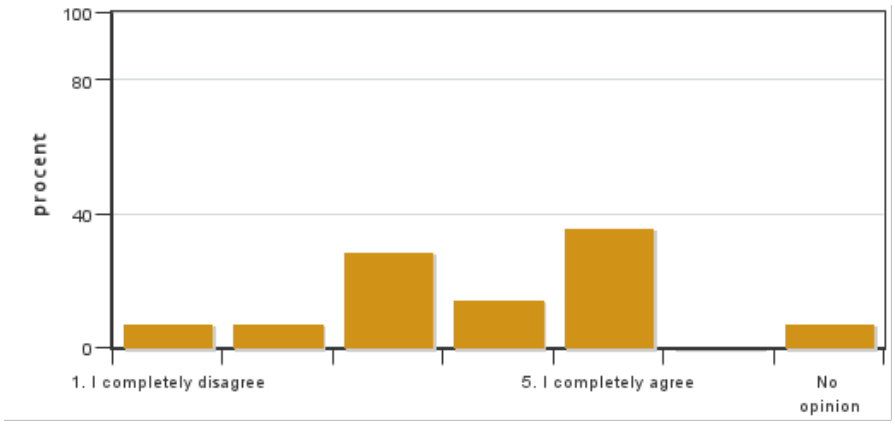


Answers: 14
Medel: 4,1
Median: 4

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

No opinion: 0

14. The course literature was relevant and has been a good support for my learning.



Answers: 14
Medel: 3,7
Median: 4

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

No opinion: 1

15. Did the course leave out something that you had expected? If yes, please specify!

15. What was the best part of the course?

15. What could be improved in the course?

Course leaders comments

The response to this year's evaluation was 56% which is nearly double the response compared to last year (32%). In general, we got high grades. The overall impression of the course was 3.8 (median 4) which is a bit lower compared to last year but still 7 students answered 4.

The content could be clearly linked to the learning objectives and prior knowledge was sufficient (4.2/4.1). Information was found to be easily accessible (4.5) and learning environment was satisfactory. The sustainability

aspect was not covered so much (3.2) however it is maybe also not so much in the topic of a course that is mostly dealing with chemical and physical aspects of food.

Time spent on the course was between 26-35h per week. Some students found that the workload was relatively low in the beginning and maybe too high at the end. One suggestion was to move the presentation about colours and flavours earlier and maybe have 2 lectures per day instead of having one. We will consider this for next year's planning.

Some of the lectures need to be adapted as they seemed to be overlapping with other courses. Bioactive compounds and the enzymes lectures were still to basic. Also the lecture about proteins was considered to be to basic.

There were some minor problems in the chemistry lab of which some can be easily solved like advising the supervisors to only use their mobile phones for making emergency calls. Broken equipment can happen, we try to prepare the lab as good as possible. Timing of the lab is difficult as it includes both availability of teachers and the lab and we thought it was important to give at least lectures of the major food components before the start of the lab. This year's students didn't think the last aspect was important so we will consider if we can start the lab earlier next year. Introduction was given to each lab day and some background offered so I'm not sure what we should do more. We do not want to take too much time from the lab and as the students get precise written instructions for each lab, they should be able to manage only on that, we introduced the daily introduction 2 years ago, when we realized the students probably do not go through the instructions before the lab (what we strongly recommend). The lab presentations part was found boring from some, however as a course leader I had the impression all students could learn from that want we discussed quite different topics in each report.

Both rheology and emulsion labs got good evaluation showing a clear improvement from last year due to the implemented changes. Maybe still some more interactivity cold be introduced and some more hand out material so the students can read more about what they did. Alternatively, maybe a clearer link from the lectures could be attempted. Some of the lectures in the food physics part for example about rheology and emulsions still need some improvement. The topic is quite new for the students so there we need maybe to put some more time and starting on a more basic level. However, as this year the normal teacher got sick just the week before course start and all teachers jumped in with very short notice, I still think we managed to keep a good quality.

In general, the course has improved from last year showing a positive effect of our changes. We will of course continue to improve the course. One thing that was a comment by the student is to make the lectures more interactive, the course leader will encourage all teacher to try to implement this in their lectures somehow.

Student representatives comments

The answer frequency of the students were 56%, this indicates that approximately half of the students taking the course filled in the course evaluation. The overall impression of the course was good to very good, this based on the course content which students were happy with. The students did not feel like anything expected were left out. The students thought that the course information was easily accessible, but would prefer if schedule changes were communicated better. More than half of the students also thought that the various course components had supported their learning in the course. However, students were less satisfied with the learning environment- facilities- and suggests a wider variety of working environment.

The students thought that the examination provided an opportunity to demonstrate the learning objectives of the course. However, students argue that some of the exam questions were similar and facit-answers required were more in depth than necessary for the understanding of food chemistry.

Most of the students thought that the content of the lectures was appropriate and up to expectation. However, some though that content on some lectures were to basic on topics on enzymes, proteins, bioactive compounds. Lecture about rheology was the hardest for student to understand.

Thoughts on the chemistry lab where students were to analyse nutritional components of an RTE-food was very appreciated by students. Suggestions for improvement is to schedule time for clarification of lab report comments. A summary of the laboratory exercises would also be appreciated by students to gain more in-depth knowledge of the exercise. Students seem to be grateful for the time spent in lab as they gained a lot of knowledge but would prefer if the laboratory work would have started earlier. Students thought that lab teachers were helpful but suggests that they put their phone away during scheduled laboratory exercises to make sure lab teachers are aware of their surroundings. In general, student where very content with laboratory work and the help from lecture-teachers when questioned on specific subjects.

The students thought that the gel/rheology lab in the course was planned to give enough time to perform the tasks. Student appreciated discussion in class to gain full knowledge of what had occurred in lab, however this could have been better planned.

The Students thought that emulsion lab in course was planned to give enough time to perform the tasks. Students appreciated the connection to everyday food in making of mayonnaise. Overall, students were satisfied with the quality of the course. The course literature was however considered difficult to understand for some students, whereas other students states that the literature was not used.

The best part of the course according to the students were the chemistry lab and mix of subjects of the lectures connecting to everyday foods. Students were also grateful for the engaged course leader and the teacher that gave lecture about carbohydrate structure.

Improvements for following years course is clarification on rheology part since this is something new to students and hard to understand. Students suggests that colour/flavour group presentations are to be held in the beginning of the course, rather than in the end where it collides with exam. Students also wished for more interaction with teacher during lecture with the help of e.g. quizzes, 3 questions summarising the lecture, discussions in classroom. Other improvements the students wish to see for next year's course is 2 lectures per day, rather than 1 lecture a day. This since some of the students find it easier to focus and distribute their time more efficiently. Other thoughts of the course were that workload increased with time, while the first few weeks of the course the workload was considered to light.