



Food Technology LV0112, 40035.1920

15 Hp

Pace of study = 100%

Education cycle = Basic

Course leader = Daniel Johansson, Monika Johansson

Evaluation report

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

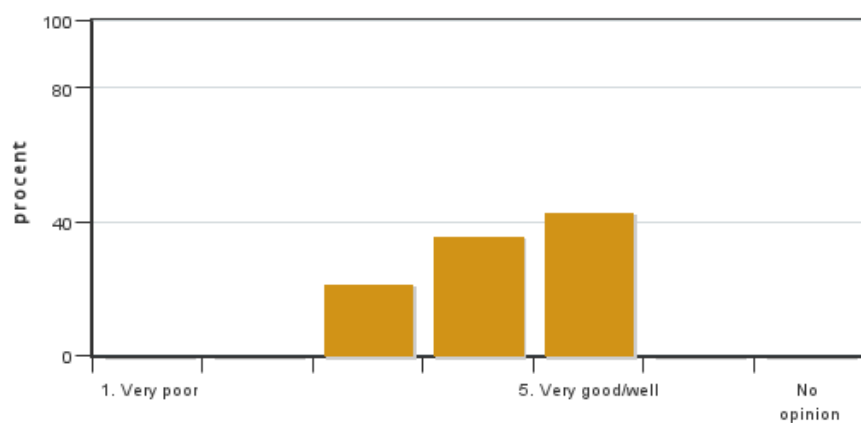
Answers 14

Number of students 16

Answer frequency 87 %

Mandatory standard questions

1. My overall impression of the course is:

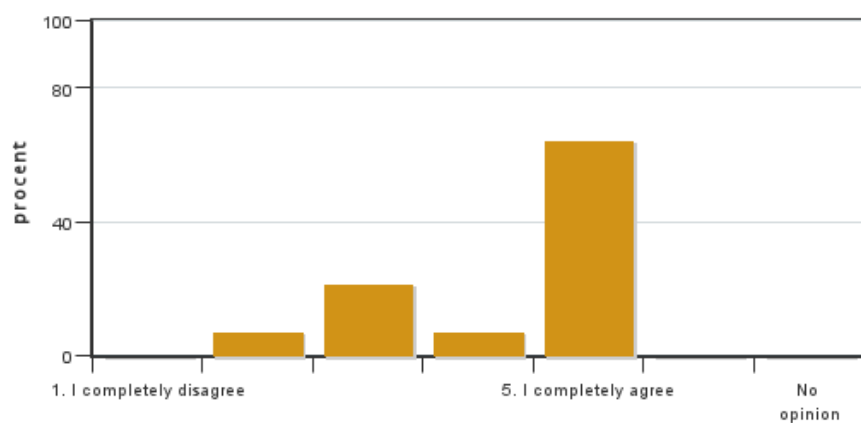


Answers: 14
Medel: 4,2
Median: 4

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

No opinion: 0

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

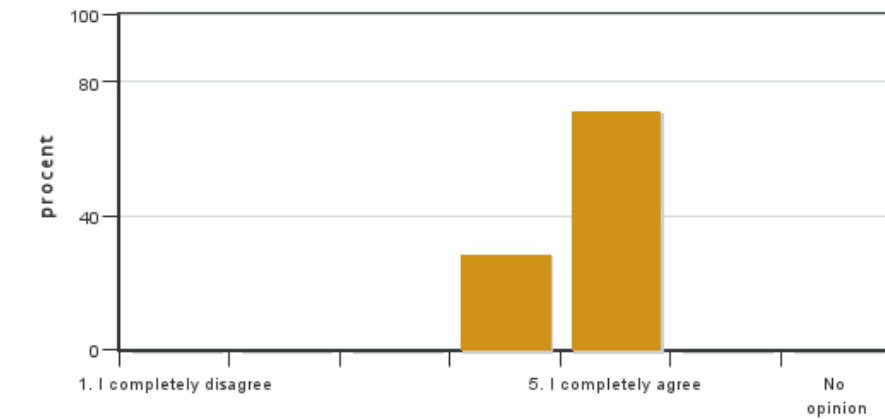


Answers: 14
Medel: 4,3
Median: 5

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

No opinion: 0

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



Answers: 14

Medel: 4,7

Median: 5

1: 0

2: 0

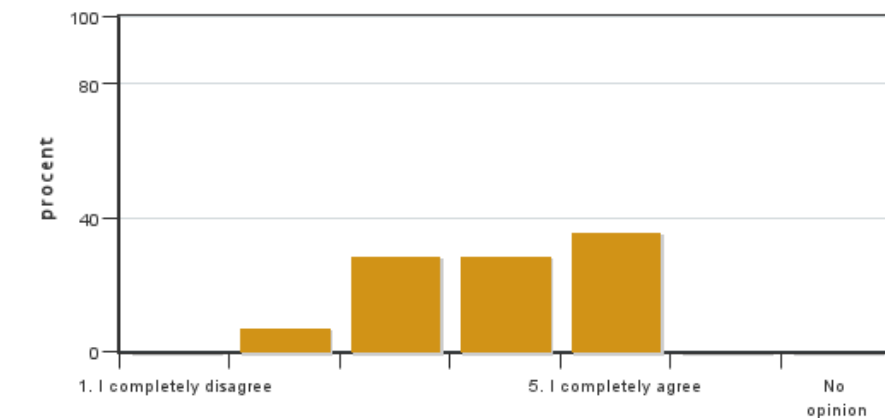
3: 0

4: 4

5: 10

No opinion: 0

4. The information about the course was easily accessible.



Answers: 14

Medel: 3,9

Median: 4

1: 0

2: 1

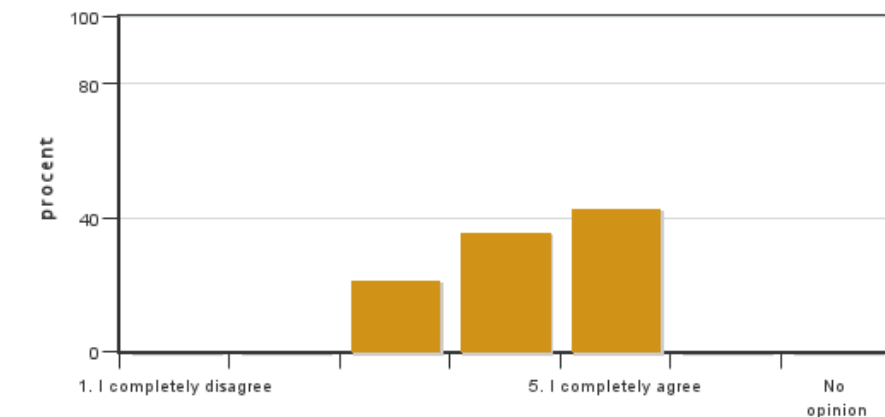
3: 4

4: 4

5: 5

No opinion: 0

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



Answers: 14

Medel: 4,2

Median: 4

1: 0

2: 0

3: 3

4: 5

5: 6

No opinion: 0

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



Answers: 14

Medel: 4,7

Median: 5

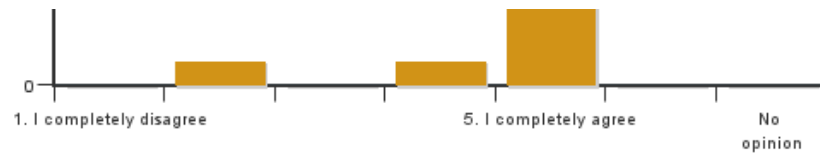
1: 0

2: 1

3: 0

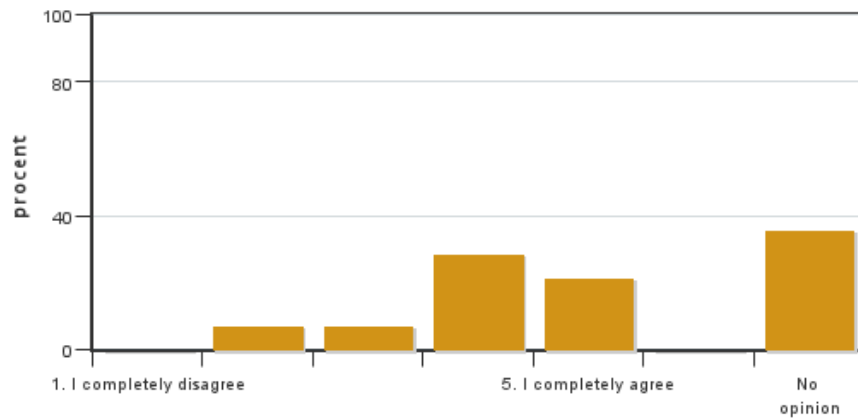
4: 1

5: 12



No opinion: 0

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



Answers: 14

Medel: 4,0

Median: 4

1: 0

2: 1

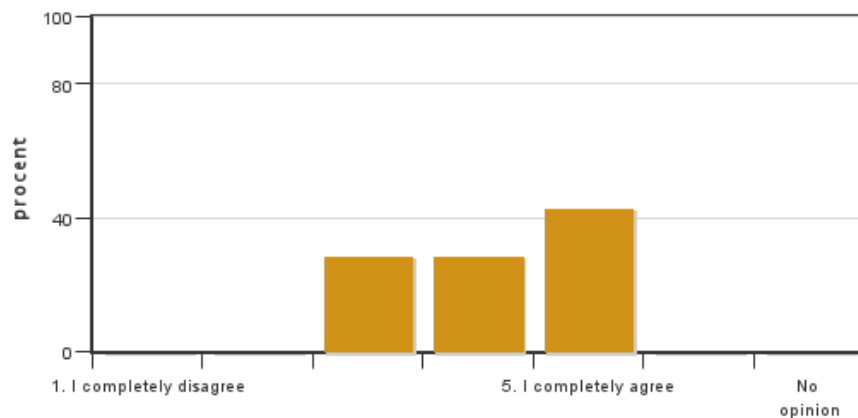
3: 1

4: 4

5: 3

No opinion: 5

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



Answers: 14

Medel: 4,1

Median: 4

1: 0

2: 0

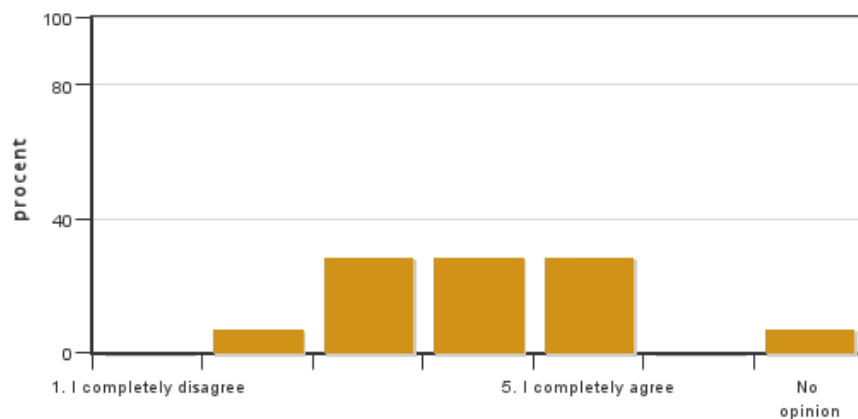
3: 4

4: 4

5: 6

No opinion: 0

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



Answers: 14

Medel: 3,8

Median: 4

1: 0

2: 1

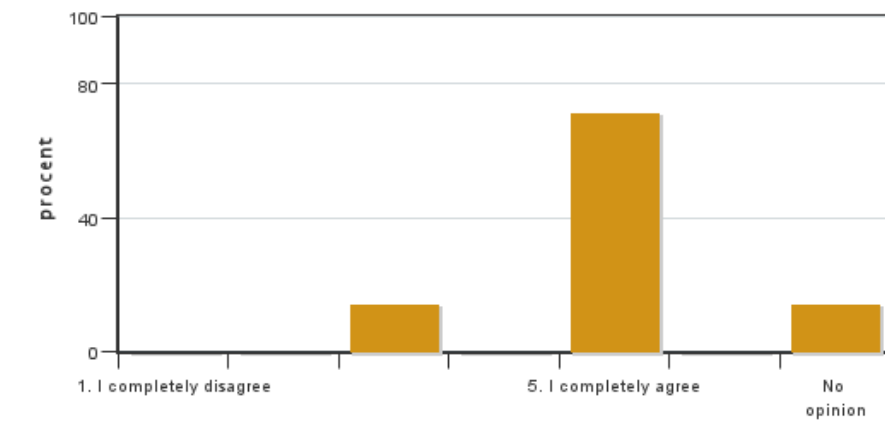
3: 4

4: 4

5: 4

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).

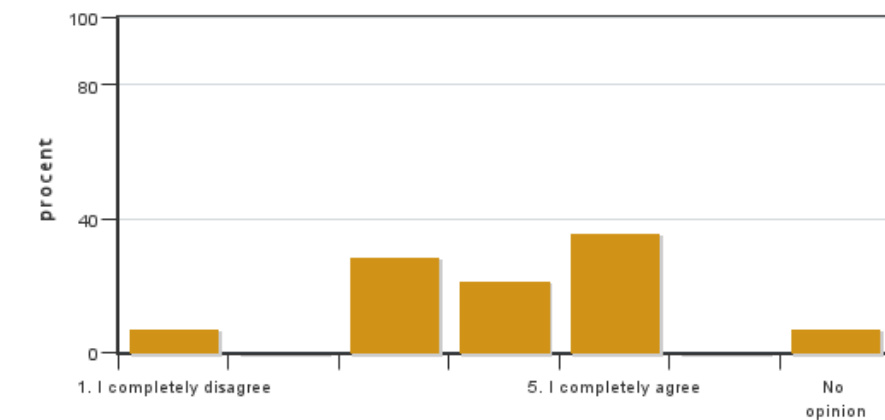


Answers: 14
Medel: 4,7
Median: 5

1: 0
2: 0
3: 2
4: 0
5: 10

No opinion: 2

11. The course covered international perspectives.

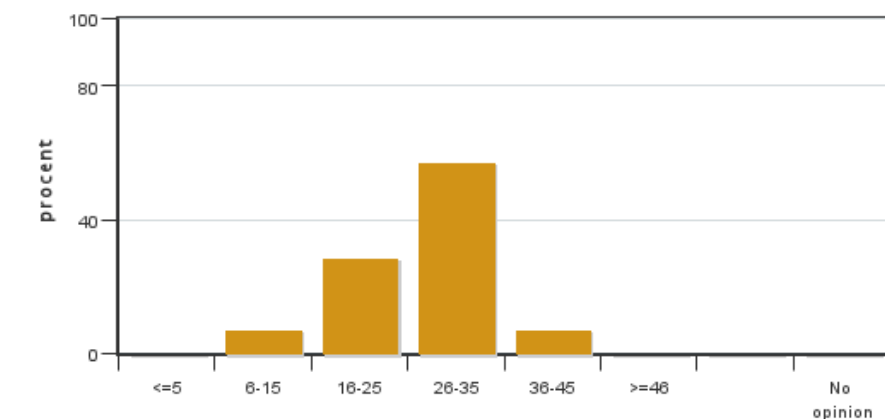


Answers: 14
Medel: 3,8
Median: 4

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

No opinion: 1

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

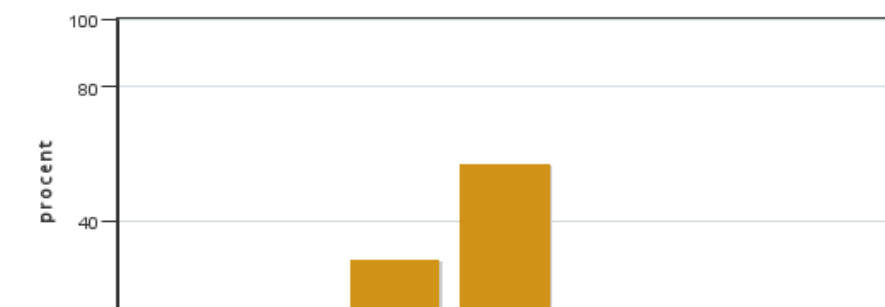


Answers: 14
Medel: 26,4
Median: 26-35

≤5: 0
6-15: 1
16-25: 4
26-35: 8
36-45: 1
≥46: 0

No opinion: 0

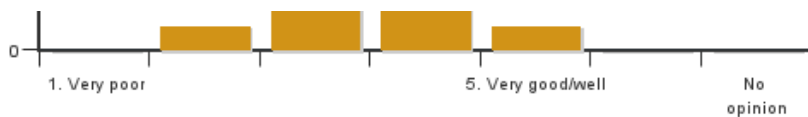
13. If relevant, what is your overall experience of participating in all or part of your course online?



Answers: 14
Medel: 3,6
Median: 4

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

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 external lecture?

16. What do you think about the moment "Factsheet"?

16. What do you think about the Student lectures?

16. What do you think about Problem Based Learning (PBL) exercise?

16. What was in your opinion the very best with the course?

Course leaders comments

Kursen har fortgått för tredje gången för i år, under en hel termin. Kursens pedagogiska upplägg har innefattat framförallt föreläsningar men även övningar i presentationsteknik i form av studentlektioner, och inlämningsuppgifter i form av att skapa ett faktablad. På grund av situationen med corona gavs kursen helt och hållet på distans vilket innebar att vissa moment behövde anpassas. T.ex. byttes ett laborativt moment ut mot problembaserat lärande. Momentet var väldigt uppskattat och vi ska därför undersöka möjligheterna att ha det som ett återkommande moment.

Syftet med kursens olika moment har varit att studenterna utöver föreläsningar även genom eget sökande av information och genom interna diskussioner ska erhålla fördjupade kunskaper. 14 av 16 studenter besvarade kursvärderingen. Studenternas helhetsintryck av kursen var från 3 till 5 på en 5-gradig skala (medel: 4,2; median: 4). Studenter ansåg att lärandemålen var uppfyllda i stort; från 2 till 5 på en 5-gradig skala (medel: 4,3; median: 5). Studenterna saknade djup i vissa delar av kursen. Dessutom ansågs arbetsinsatsen kunna utökas.

Synpunkter att beakta inför nästa kurs:

- Öka kursen omfattning och djup
- Förbättra strukturen på Canvas

Handlingsplan:

- Kursens innehåll utökas med nya föreläsningar och eventuellt moment

Student representatives comments

Student representative commentary on Course evaluation Food Technology

1. My overall impression of the course is:

The course was generally well liked by students. Several students complain about that some presentations lacked in depth and several lecturers presented their subjects in a too superficial way. One particularly good suggested improvement is to [MH1] not have anything scheduled on Wednesday afternoons because re-exams are often scheduled at that time. [MH2]

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

Once again, the students think that this part was well executed. However, several students say that there could have been more depth.

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

The prior knowledge of all the students that have answered seems to have been sufficient to benefit from the course. Due to this, it would probably work out if more in depth [MH3] content were to be added.

4. The information about the course was easily accessible.

Several students thought that it was hard to find some files, PowerPoints etc. One reason for this was that many teachers distributed information in their own way. From personal experience I can tell that me and several of the course mates had a hard time to find certain files and PowerPoints. Next time, the students should be able to find everything in the same place or the Canvas page should have a more easily navigable structure.

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

Overall, the students think that the course components were good at supporting their [MH4] learning. The group projects, milk lectures and PBL gets praise from several students. However, the students think that the lectures varied in their quality. It is clear that the students do not like when teachers only hold [MH5] question times and no pre-recorded video or live lectures. In the future, all lecturers should be required to either hold live lectures or record video lectures.

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

The students have overall experienced the learning environments as inclusive and friendly. One good point from a student is that any of the teachers need to be better to tell if they want students to have cameras on or answer questions during distance lectures.

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

Almost a third of the students has no opinion regarding physical learning environment, probably because there is no teaching on campus. Overall, the students seem to think that Zoom and Canvas are good programs that work well for distance education.

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

Several students complain that some of the subjects we had lectures about did not appear in the exam.

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

Several students wished that it would have been a bigger focus on environment and sustainability.

10. The course covered international perspectives.

The students seem to be divided whether they think the course was good at covering an international perspective or not.

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

Several students thought that the course could have more content. The time most students have spent on the course is under 40 hours a week (under a normal workweek) so some more content would probably work. However, I can tell from personal experience that in courses where most of the students have spent close to or more than 40 hours a week on a course big portions of the class have been really stressed out. So, don't add too much new material next year.

12. 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).

The students think that the gender and equality aspects of the course have worked well.

13. Please rate how you experienced participating in teaching on distance

The students seem to think that it worked well given the short time the course leader and teachers had to adapt the course for distance education. Once again, several students complain about lecturers that didn't have live lecture or pre-recorded lecture but just literature studies and question time. It is therefore important to make sure that all lecturers have live lecture or pre-recorded lectures in the future.

14. Please share what worked well when participating in teaching on distance

Overall, the students think that the Zoom-lectures worked well. The pre-recorded video lectures also seem to be liked by the students. However, my perception is that more students prefer live zoom lectures over pre-recorded video lectures, but that both worked for most of the students.

15. Please share what worked less well when participating in teaching on distance

The students did not like that some lecturers neither had live zoom lectures or pre-recorded video lectures. Many students seem to think [MH6] that it was harder and more boring to do group work over distance (some think that it worked better than usual). Another common complaint [MH7] was that there was too much information and too many files. One good suggestion for improvement in this aspect is to have all the study questions in one document.

16. How would you rate the overall quality of the external lecture?

The students overall liked it.

17. What do you think about the moment "Factsheet"?

The moment is generally well liked. Some students think that opening and presenting other groups' factsheet didn't work that well. Some complain about those moments where they were too time consuming, confusing or had unclear instructions. One good suggestion for improvement is that the opponent group should be required to put their comments about the factsheet in one document instead of in up to [MH8] four different documents.

18. What do you think about the Student lectures?

The students overall liked the movement and thought it was fun. However, due to different instructions there was confusion on how long the presentation should be. Next time the one responsible for student lectures needs to make sure that the presentation time is clear from the beginning.

19. What do you think about Problem Based Learning (PBL) exercise?

The PBL was generally genuinely liked and several students think that it should be a part of the course even if distance teaching is no longer needed.

20. What was in your opinion the very best with the course?

The PBL, the fact sheet and the parts of the course connected to milk (both lectures and labs) were liked by many students.

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