



Safe Nutrient Recycling MX0131, 20093.1920

15 Hp

Pace of study = 100%

Education cycle = Advanced -

Course leader = Annika Nordin

Evaluation report

Evaluation period: 2020-01-12 - 2020-02-02

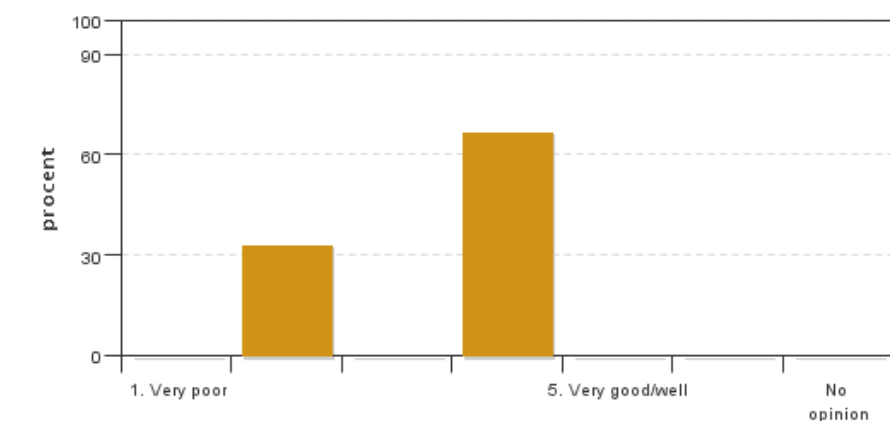
Answers 3

Number of students 7

Answer frequency 42 %

Mandatory standard questions

1. My overall impression of the course is:



Answers: 3

Medel: 3,3

Median: 4

1: 0

2: 1

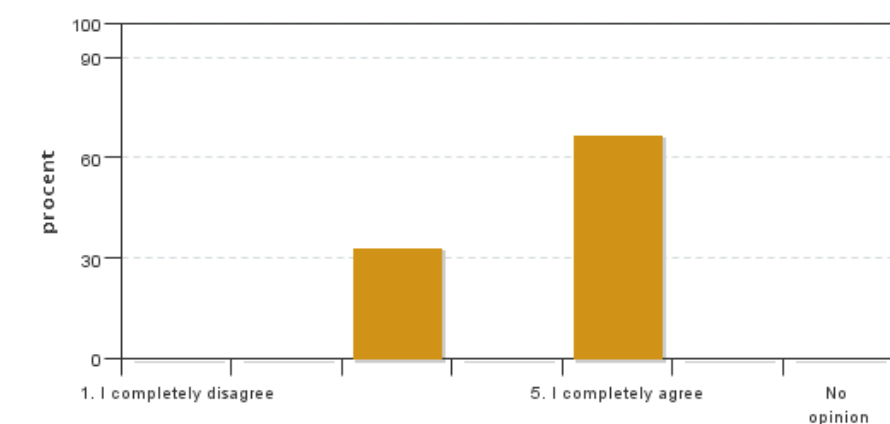
3: 0

4: 2

5: 0

No opinion: 0

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



Answers: 3

Medel: 4,3

Median: 5

1: 0

2: 0

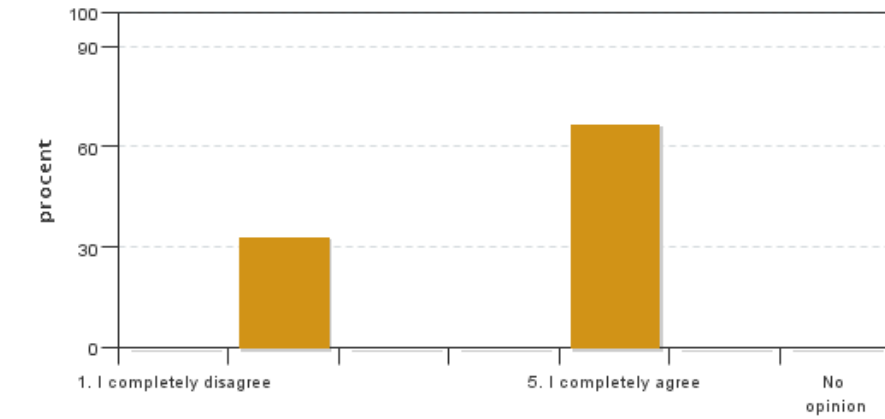
3: 1

4: 0

5: 2

No opinion: 0

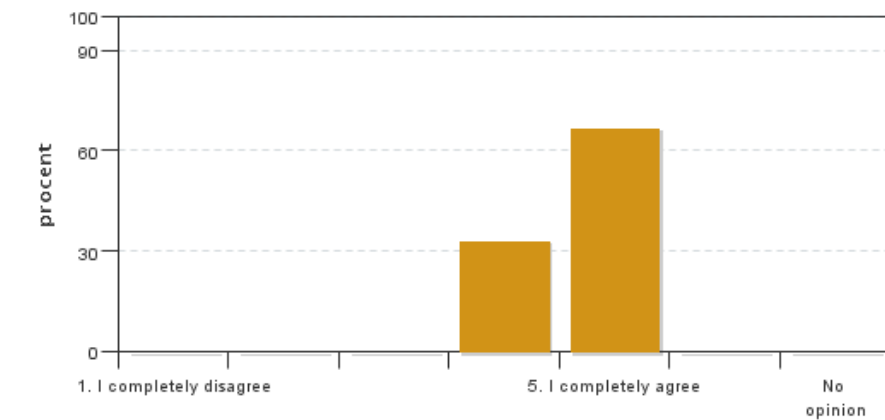
3. My prior knowledge was sufficient for me to benefit from the course.



Answers: 3
 Medel: 4,0
 Median: 5

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

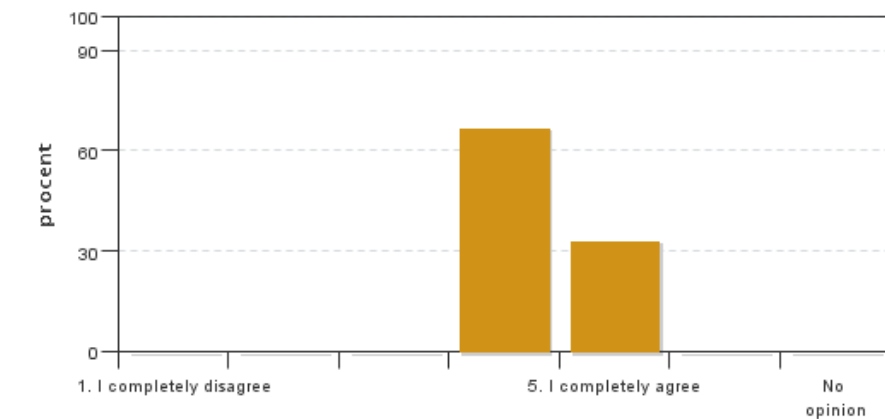
4. The information about the course was easily accessible.



Answers: 3
 Medel: 4,7
 Median: 5

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

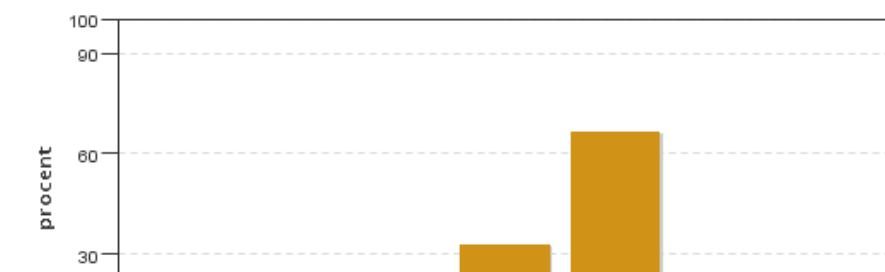
5. The various course components (lectures, course literature, exercises etc.) have supported my learning.



Answers: 3
 Medel: 4,3
 Median: 4

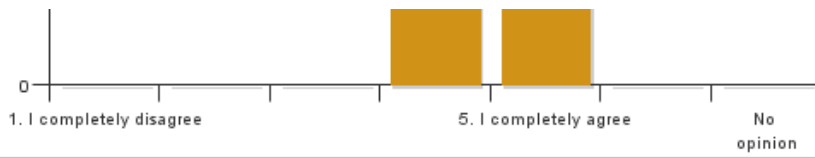
1: 0
 2: 0
 3: 0
 4: 2
 5: 1
 No opinion: 0

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



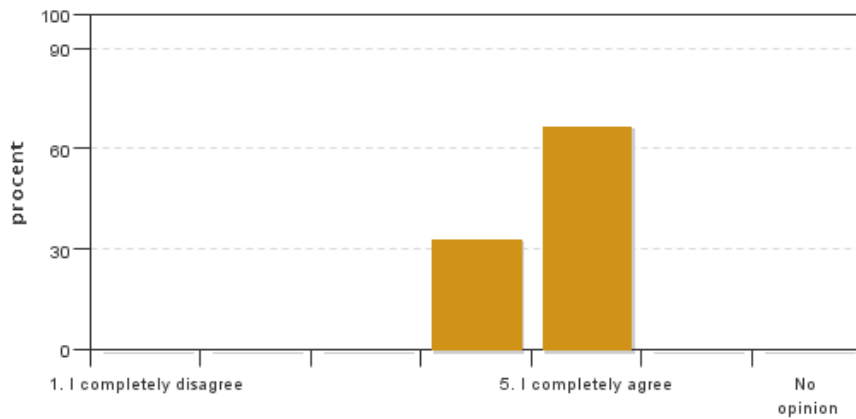
Answers: 3
 Medel: 4,7
 Median: 5

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



No opinion: 0

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

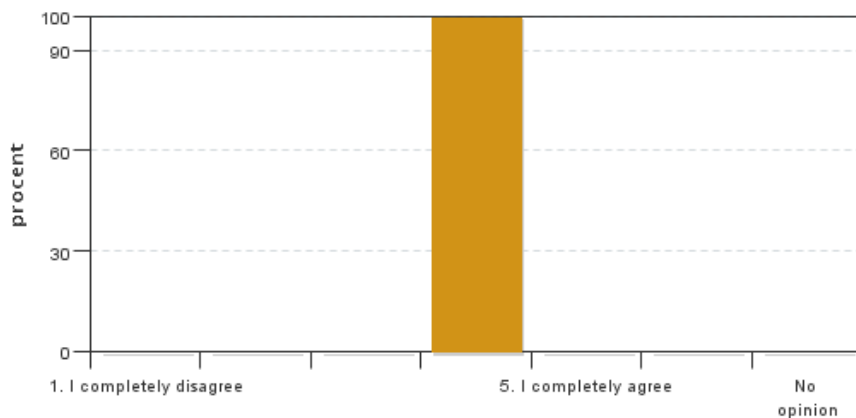


Answers: 3
Medel: 4,7
Median: 5

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

No opinion: 0

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

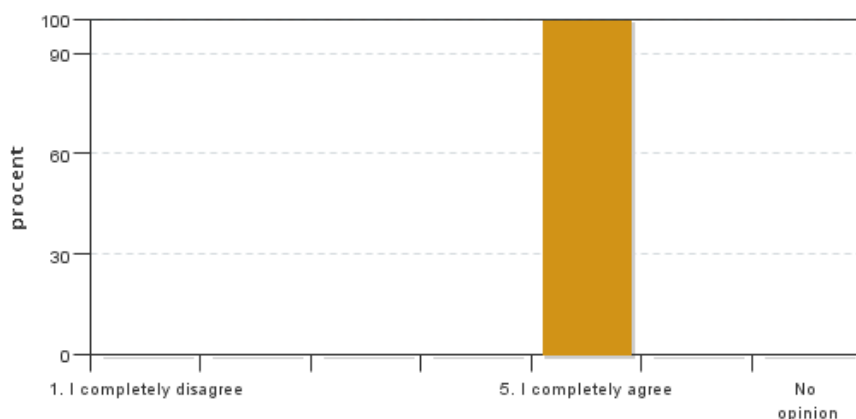


Answers: 3
Medel: 4,0
Median: 4

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

No opinion: 0

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

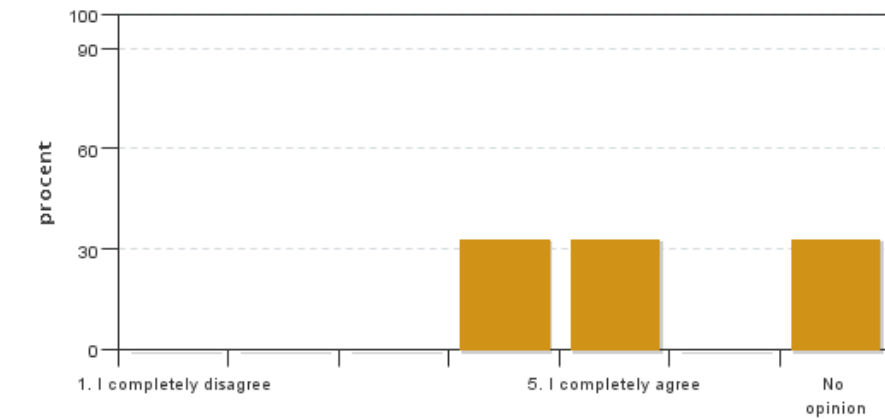


Answers: 3
Medel: 5,0
Median: 5

1: 0
2: 0
3: 0
4: 0
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).

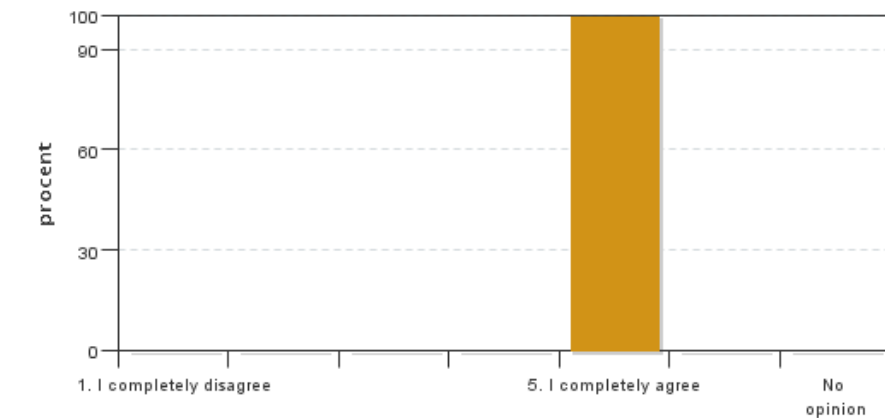


Answers: 3
 Medel: 4,5
 Median: 4

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

No opinion: 1

11. The course covered international perspectives.

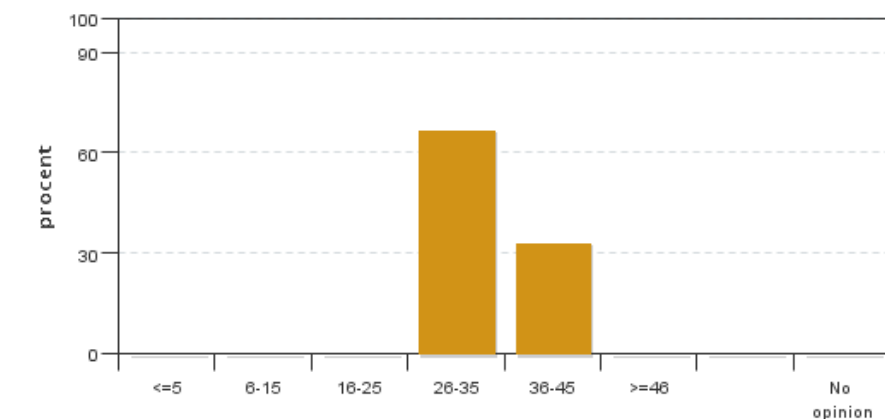


Answers: 3
 Medel: 5,0
 Median: 5

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

No opinion: 0

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



Answers: 3
 Medel: 33,3
 Median: 26-35

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

No opinion: 0

Course leaders comments

Generally, the course worked as planned with few rescheduled lectures and communication seem to have worked OK with students receiving both material and information through Canvas. Few people answered the evaluation but for these students the physical and social learning environment seem to have been functional. The course component seem to have supported the learning and the exam gave good opportunity to show the knowledge achieved. Mostly there are students with very mixed background that participate in the course and that is both a strength and a challenge, and which may explain that one student that answered that the prior knowledge was not sufficient for the course. To have more defined templates for assignments may bring clarity to expectations. Reading assignments can be given so that knowledge required is accquired during the course.

The comments given during the oral course evaluation and by the student representative have given valuable inputs on how the course can be improved which will be considered for next year's course. In particular comments on

alignment between theory and the different exercises can be strengthened, e.g. for the QMRA assignment that felt a bit open ended for most of the students as I perceived it during the oral course evaluation. This was my first year as course responsible and have getting into the details of each component I can see easily achieved improvements that can be done, more detailed instructions and templates. From my own point of view I think that the timing of different course components can be considered so that feed back can be given closer to the hand-in and before the exam. This year the deadline for some assignments were just before the Christmas holidays and due to sick staff and kids the feed back was given in the very end of the course. Having a larger course team could make it less sensitive to sick leave.

Student representatives comments

The course has most certainly sparked my interest the various solutions for waste management and nutrient recycling that exist. The broad range of topics and applications that are covered is in my opinion a forte of the course, as it enables to adress a variety of issues and solutions across sectors from food production to waste management.

I understand that theory is necessary for the thorough understanding of the subject at hand, and I don't think there was a big imbalance in this course, but i deffinitely feel like the applied sections, and lectures focused on very concrete case studies that apply said theory usually catch the attention of students more and help to link theory to the reality of our future work-life. This could be integrated more closely with the assignments of the course the way it is done allready with the lab, and to some extent with the QMRA-assignment. The external lectures and excursions were all very much aprehiated as we allready mentioned in our feedback during the last lecture. This links in with the aforementioned quality of the course regarding variety as well as depth of material.

The assignments were a little to unclear and open for my taste, but i can understand the tendency towards felxible execution of reports and that certain things are still being recalibrated as the course was held for the first time in the current setup. I think clear templates/guidelines would facilitate the work process and leave more time for the actual work that wouldn't be spent trying to figure out what is expected. This would also improve comparability between the reports and encourage discussions about differences in results rather than structure.

There needs to be a clearer framework for assessment of and feedback to assignments. IT should be clear to us when/if we will get feedback, how this is relevant, how our assignment is asseset, and what is necessary for us to pass. It is very uncomfortable to be in the void regarding grading criteria, feedback or deadlines (this was usually no issue, except for the last feedback where it was very unclear that something should/could still be done).

I also think there is clearly potential to integrate more reading into the course. This might be clearly biased from my previous background having more intense time requirements than what Sweden seems to understand as a normal workload. I still think that there is potential to integrate the present, or other literature in the course and encourage reading by linking the literature more clearly to the lectures (if possible and necessary) and clearly communicate the lectures where debates/discussions about literature will happen. In those lectures i feel like it is at a masters level acceptable to expect students to have read the literature and also structure the pace and depth of the lecture around the literature and the fact that everyone has read it. I encountered many courses here in Sweden where often lectures with mandatory reading would end up only repeating what was in the reading, instead of expanding on it. Obviously this is partly due to the fact that often many students dont read the texts, but what repeating the literature does is take away the incentive to read from those that initially did, as it ends up being marginally relevant for the actual course. This is more of a general observation rather than specific about this course, but definitely applies here as well.

Obviously this years class was very small which changed some of the dinamics of the class as well as it being the first year with a somewhat new team. Aknowledging this I was pleasantly surprised with the course as it had a very good content quality and quantity. I think the pace could be abit faster but dont be swayed by this statement, I am aware that my understanding of a good pace is maybe not the best representation of the average student.

Please let me know if you need more specific feedback regarding the course, lectures or the assignments