



## Animal Nutrition - health, behaviour and welfare HV0128, 10241.1920

15 Hp

Pace of study = 100%

Education cycle = Advanced

Course leader = Daiana de Oliveira, Hanna Eriksson

### Evaluation report

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

Answers 10

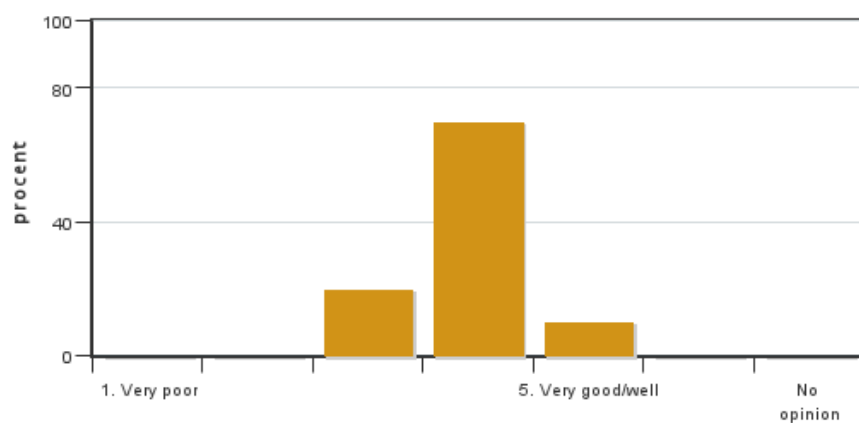
Number of students 19

Answer frequency 52 %

### Mandatory standard questions

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#### 1. My overall impression of the course is:

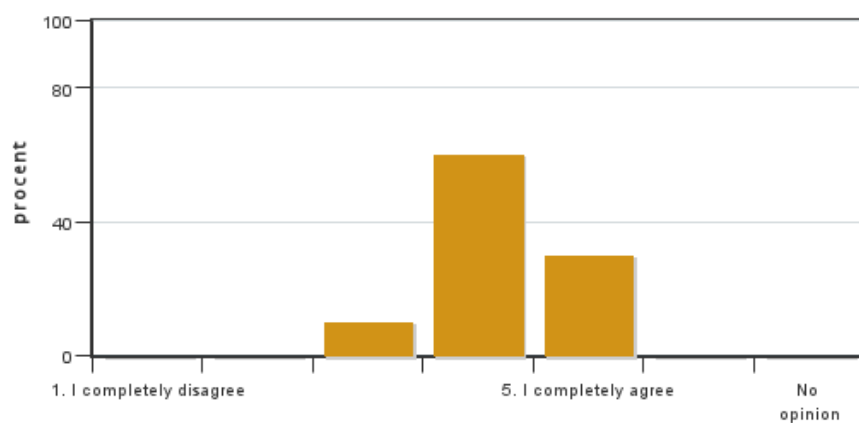


Answers: 10  
Medel: 3,9  
Median: 4

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

No opinion: 0

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

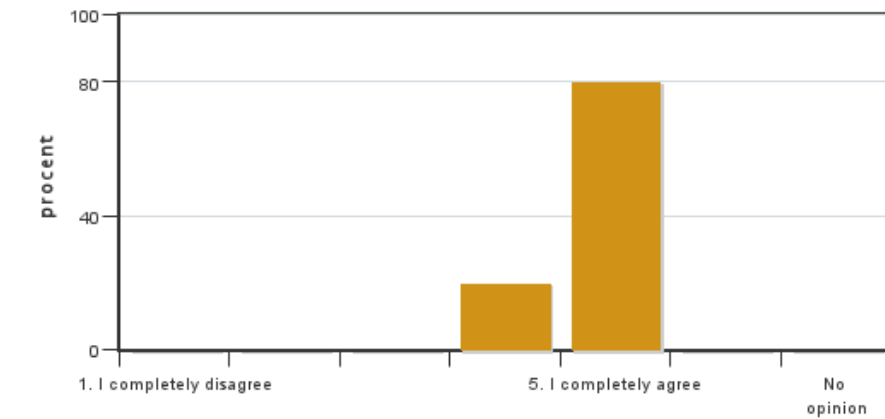


Answers: 10  
Medel: 4,2  
Median: 4

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

No opinion: 0

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



Answers: 10

Medel: 4,8

Median: 5

1: 0

2: 0

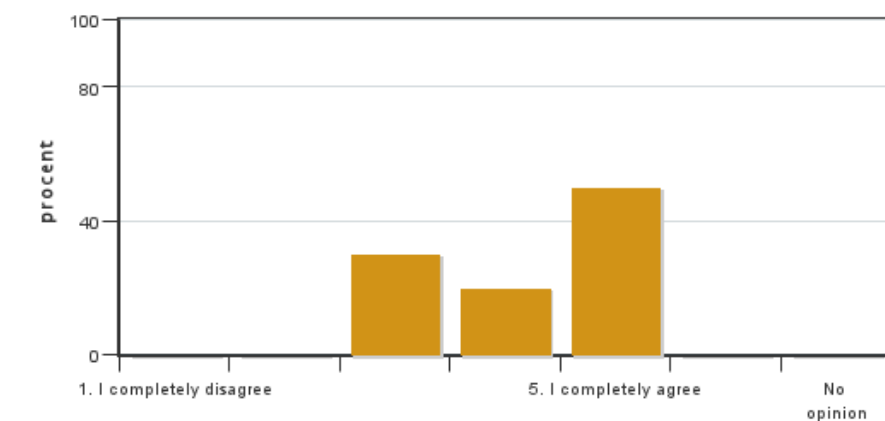
3: 0

4: 2

5: 8

No opinion: 0

**4. The information about the course was easily accessible.**



Answers: 10

Medel: 4,2

Median: 4

1: 0

2: 0

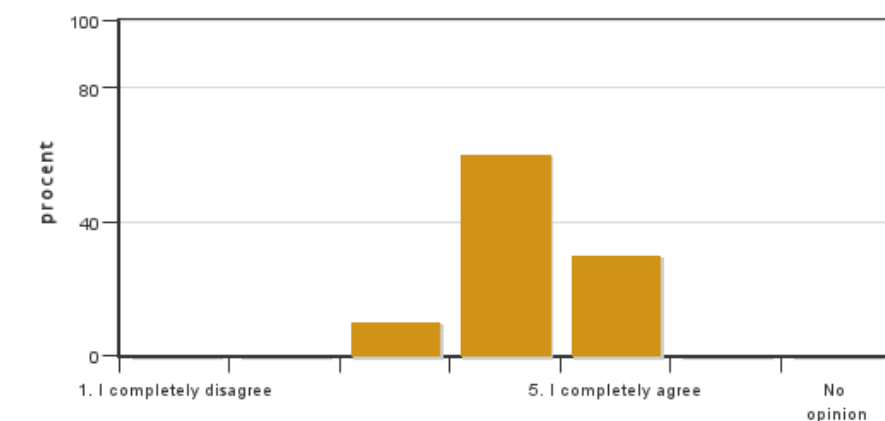
3: 3

4: 2

5: 5

No opinion: 0

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



Answers: 10

Medel: 4,2

Median: 4

1: 0

2: 0

3: 1

4: 6

5: 3

No opinion: 0

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



Answers: 10

Medel: 4,8

Median: 5

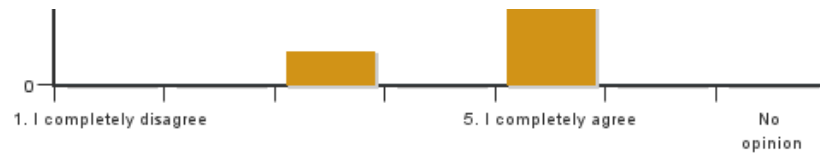
1: 0

2: 0

3: 1

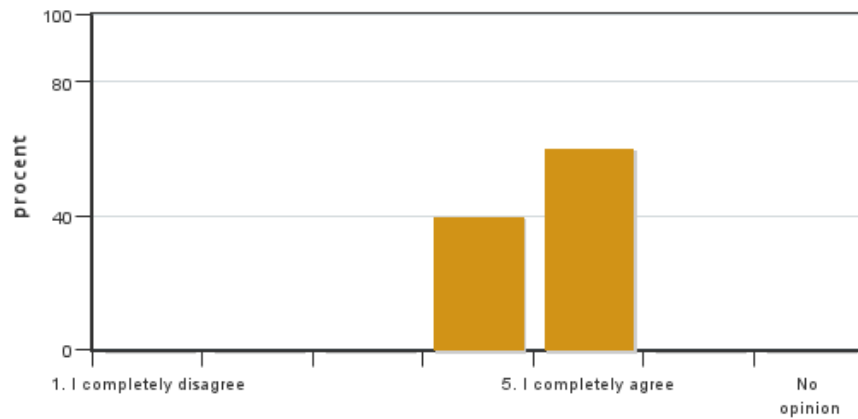
4: 0

5: 9



No opinion: 0

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



Answers: 10

Medel: 4,6

Median: 5

1: 0

2: 0

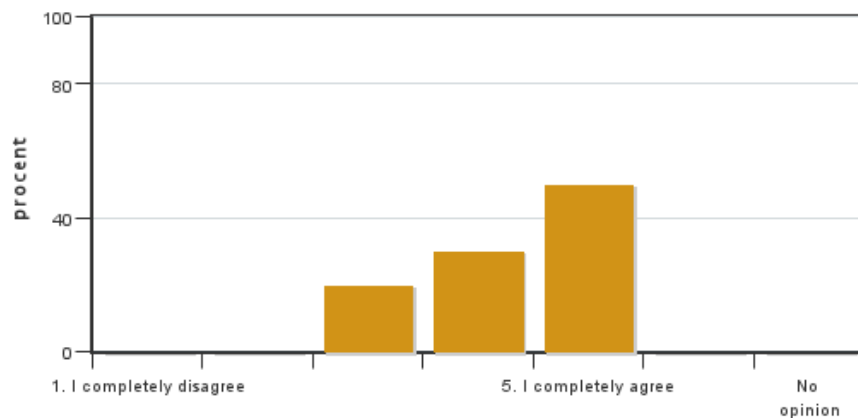
3: 0

4: 4

5: 6

No opinion: 0

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



Answers: 10

Medel: 4,3

Median: 4

1: 0

2: 0

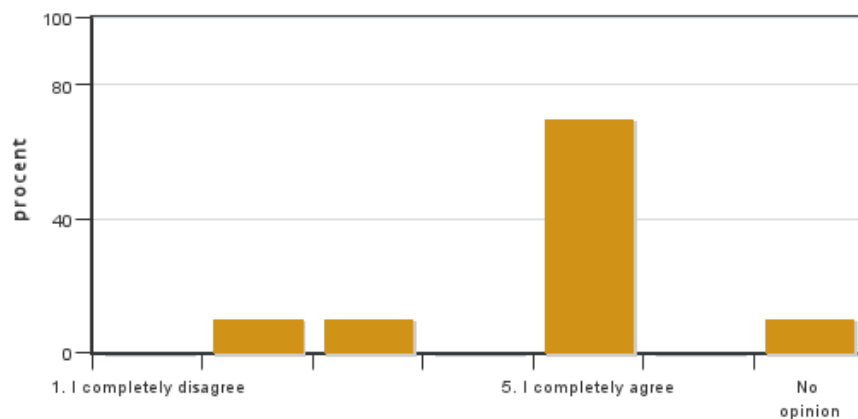
3: 2

4: 3

5: 5

No opinion: 0

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



Answers: 10

Medel: 4,4

Median: 5

1: 0

2: 1

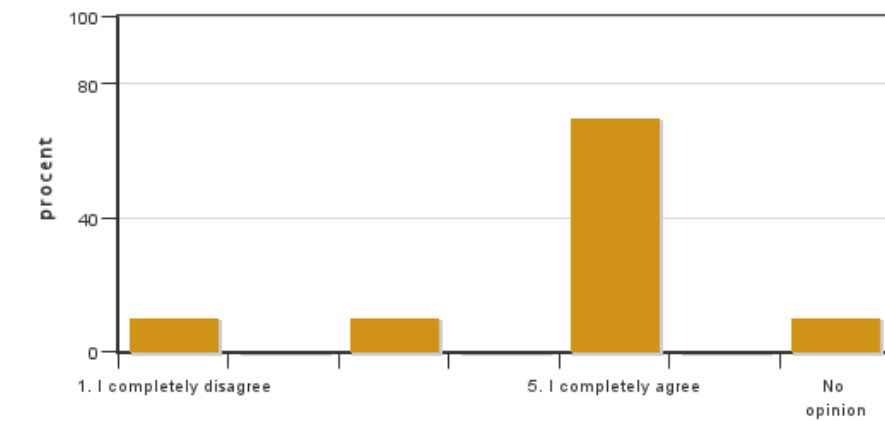
3: 1

4: 0

5: 7

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).**

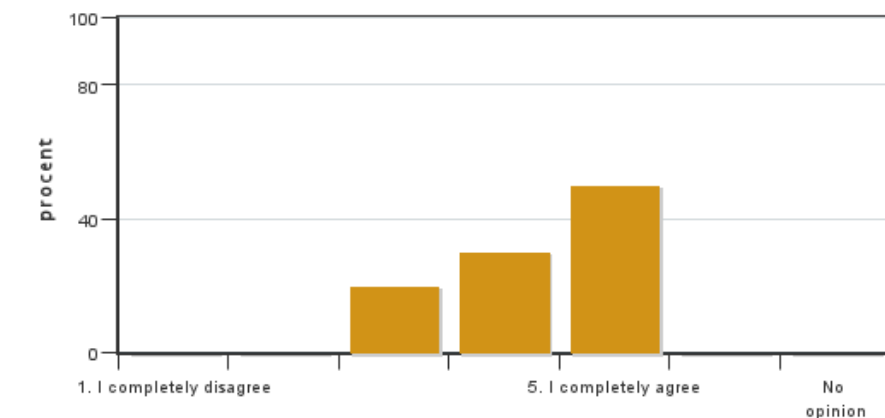


Answers: 10  
Medel: 4,3  
Median: 5

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

No opinion: 1

#### 11. The course covered international perspectives.

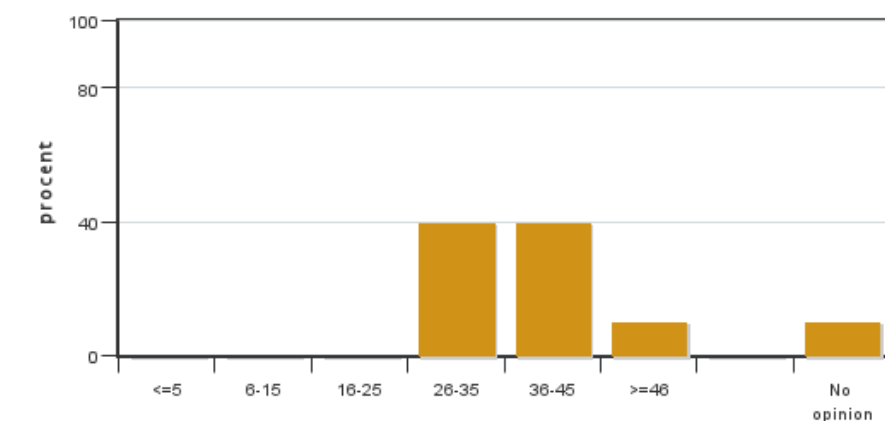


Answers: 10  
Medel: 4,3  
Median: 4

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

No opinion: 0

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



Answers: 10  
Medel: 36,2  
Median: 36-45

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

No opinion: 1

## Course leaders comments

Of the 19 students participating in the course, 52% submitted the online course evaluation. In addition, the students were provided the opportunity express their opinions and bring up concerns and positives orally to the course leaders and the examiner at the last day of the course. There is a large overlap of what was commented on in both forums, so the issues brought up in the written course evaluation is likely representative for the course as a whole.

Overall, the students are happy with the course, and consider that the course content to a large degree links to the learning objectives. Despite 4 of 10 students reporting to spend less than 40 h/week on the study, there are comments about too large amount of mandatory reading material, this inconsistency is hard for the course leaders to interpret. Considering that all responding students feel that their previous knowledge was sufficient to benefit from the course, the course seem to be placed well in the overall program curriculum. The course leaders are particularly happy that the students feel that the social environment has been inclusive, and most feel that there is no gender inequality.

The largest concern is the lack of international aspects, and that not much learning material is added in the lecture block compared to the bachelor level. Some lectures are also perceived as not relating well to the course objectives. The mismatch between bachelor level lectures and master level home exam were commented by 5 of 10 responding students.

Although the course leaders and examiner are happy with the course evaluation, we agree with the student representative that further improvements in the course are possible. For next year's course, we plan to:

- Have a wrap-up meeting with the course leaders and examiner in December, to identify strengths and weaknesses with the course (including unnecessary time drains for both students and course leaders). We will also discuss how to improve the quality of the lectures. This year the lecturers were informed about the course objectives before the summer, and then reminded in August.
- Ask all teachers involved in mandatory learning activities to prepare a replacement assignment ahead of course start, if possible depending on activity.
- Improve accessibility of Canvas information and work on better strategies to improve communication with students

## Student representatives comments

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Half the students (10/19) participated in the course evaluation and the overall impression was good (3,9/5) but there is room for improvement.

According to students comments the course provided a nice combination of sustainability and welfare concerning nutrition and improved our understanding. There was a good amount of dynamic activities and lectures. Study visits were particularly interesting and the case studies combined with repetition allowed us to improve our understanding and critical thinking. Access to the literature during the examination was helpful and allowed to cope with the details that were required. Overall, based on the evaluation students were satisfied with the sustainability aspect and due to the high percentage of international students, there was an exchange of useful information related to production systems. Prior knowledge was sufficient to follow the lectures and both the physical environment and the respect towards different opinions was excellent.

Negative comments were related to the lectures that were repetitive or identical with previous courses. Additionally, questions from students were replied late or did not receive a reply at all on important moments like the exams. Important information about the study visits, the course schedule and the exams could have been uploaded earlier so that students will have time to read them and prepare. Canvas layout was confusing and course literature was very extensive (included 9 book chapters and 22 papers) but was not so practical and related to the actual feeding of animals. There were some complains related to the examination. The gap between the lecture level and examination difficulty, the lack of previous information and the lack of replies on canvas lead to the majority of the students to partially fail. Overall it was difficult to show the knowledge that we acquired during the course, answering the questions was very time-consuming and answering all sub-questions did not guarantee success since the questions did not cover the learning objectives.

A productive dialogue took place with the course leader and many of these issues were addressed and solved. Some suggestions of the students would be to include more information about diet formulation and nutrition of other species. It would be interesting to have a clear connection between the learning objectives and the lectures and more information should be provided with enough time for preparation before the activities. Finally, instead of extensive handouts, an assignment before the visits might be more beneficial.

To summarize, the majority of the students were satisfied with the course.