Animal genetics - health, behaviour and welfare
HV0167, 40117.1920

15 Hp
Pace of study = 100%
Education cycle = Advanced

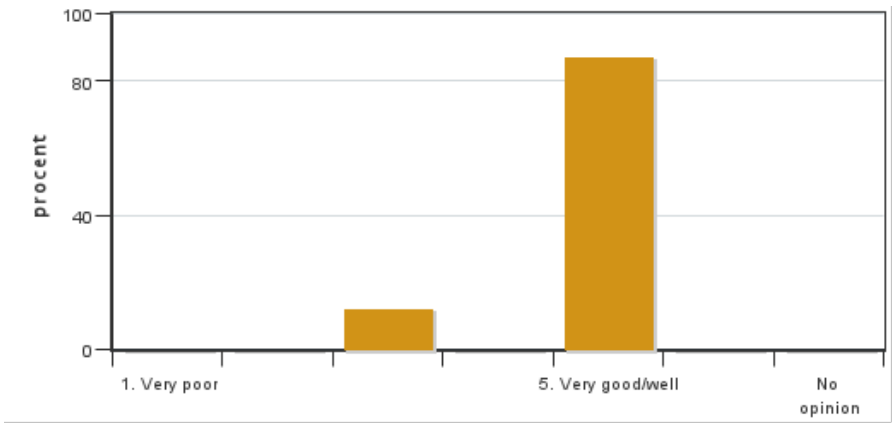
Evaluation report

Evaluation period: 2020-05-28 - 2020-06-18

Answers	8
Number of students	8
Answer frequency	100 %

Mandatory standard questions

1. My overall impression of the course is:

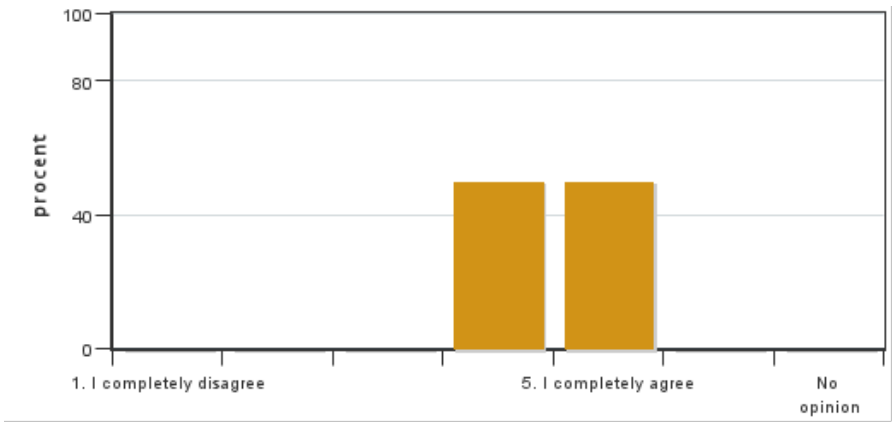


Answers: 8
Medel: 4,8
Median: 5

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

No opinion: 0

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

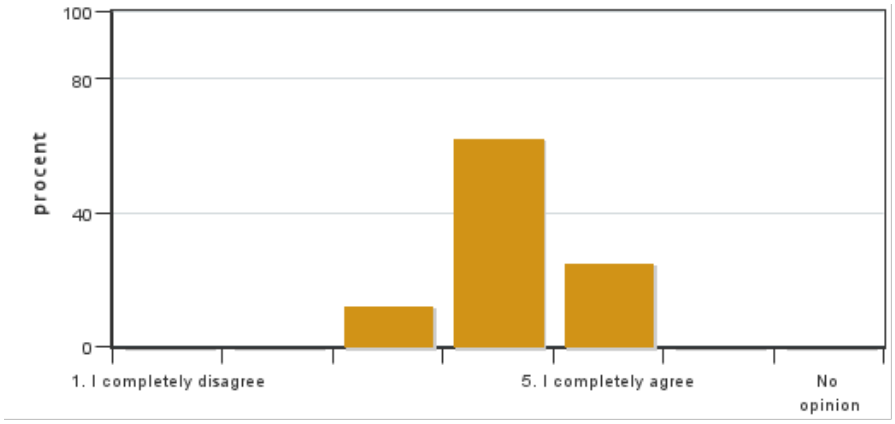


Answers: 8
Medel: 4,5
Median: 4

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

No opinion: 0

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

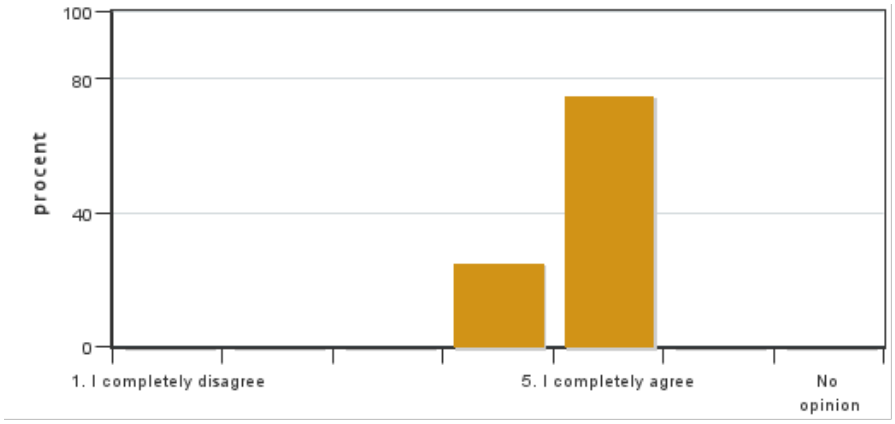


Answers: 8
Medel: 4,1
Median: 4

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

No opinion: 0

4. The information about the course was easily accessible.

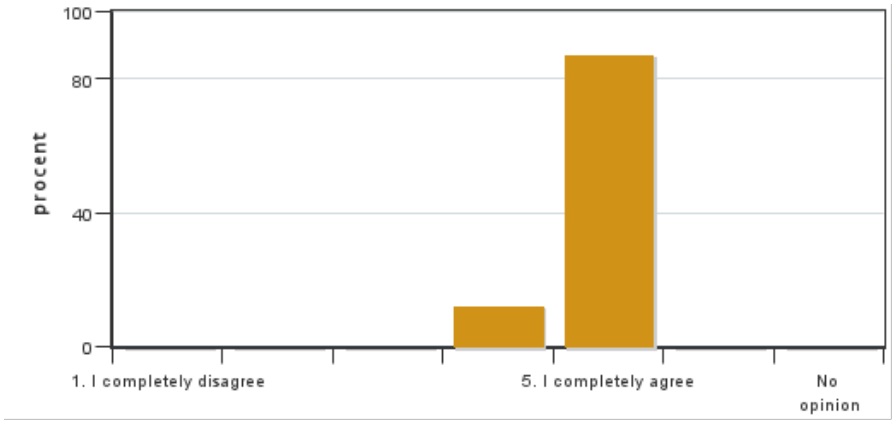


Answers: 8
Medel: 4,8
Median: 5

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

No opinion: 0

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

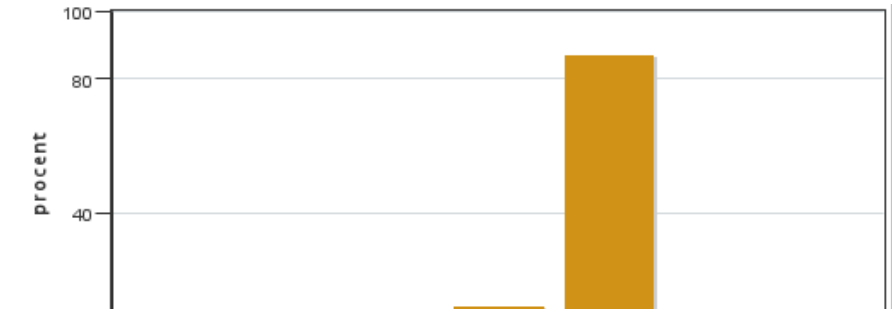


Answers: 8
Medel: 4,9
Median: 5

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

No opinion: 0

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

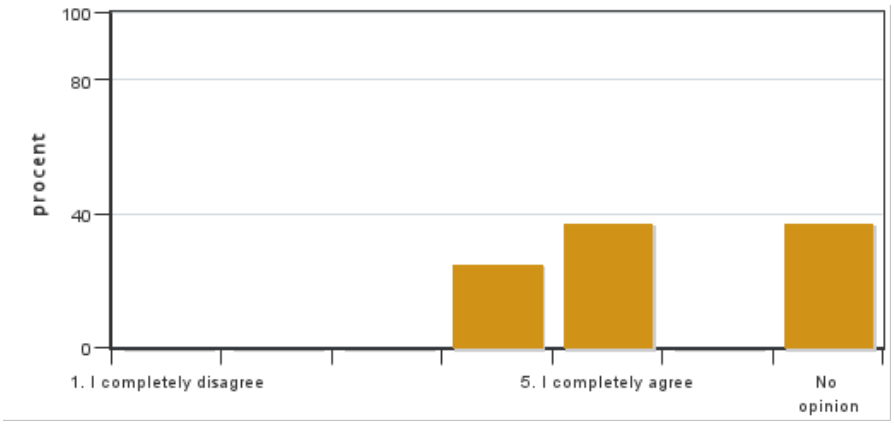


Answers: 8
Medel: 4,9
Median: 5

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

No opinion: 0

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

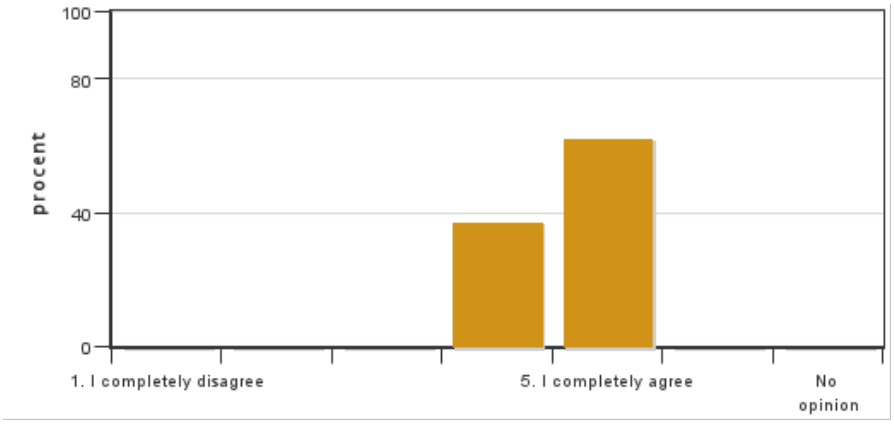


Answers: 8
Medel: 4,6
Median: 5

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

No opinion: 3

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

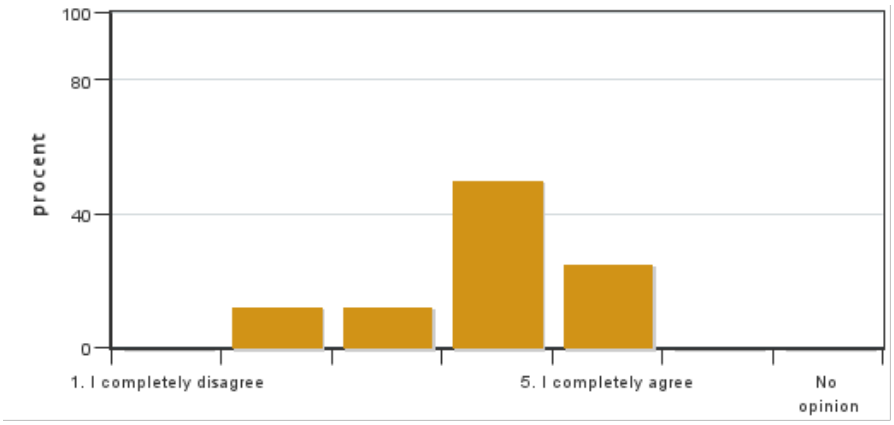


Answers: 8
Medel: 4,6
Median: 5

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

No opinion: 0

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

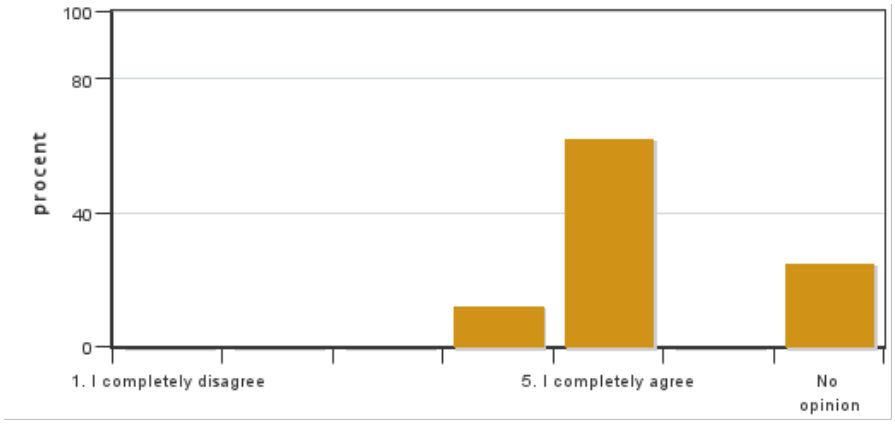


Answers: 8
Medel: 3,9
Median: 4

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

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).

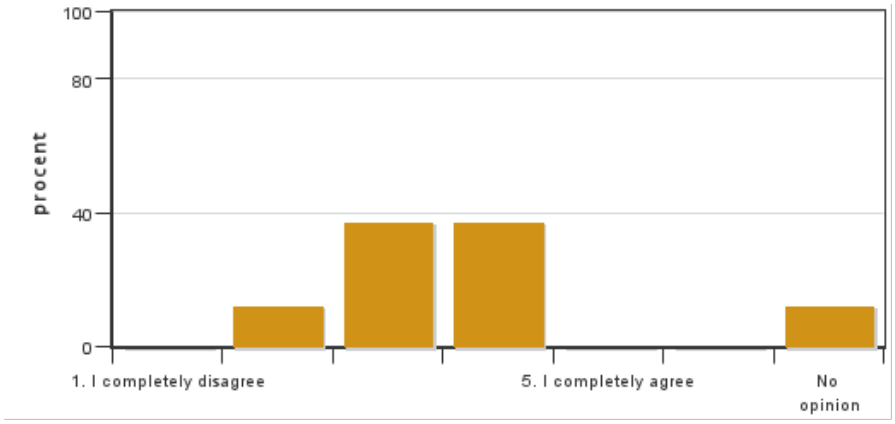


Answers: 8
Medel: 4,8
Median: 5

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

No opinion: 2

11. The course covered international perspectives.

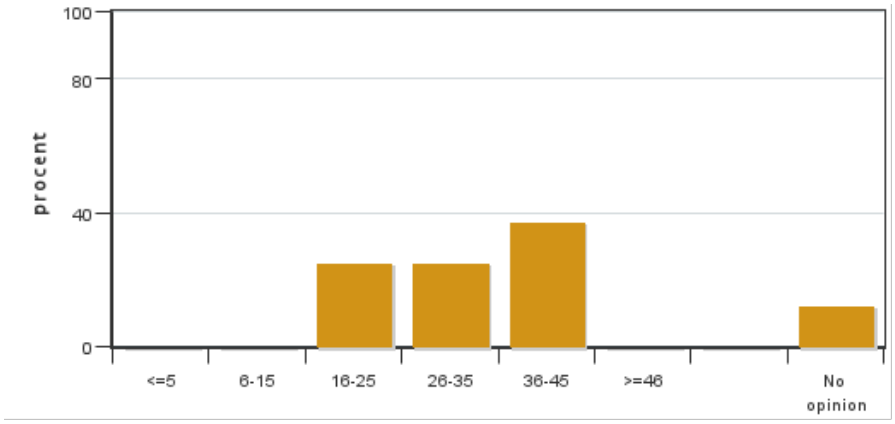


Answers: 8
Medel: 3,3
Median: 3

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

No opinion: 1

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

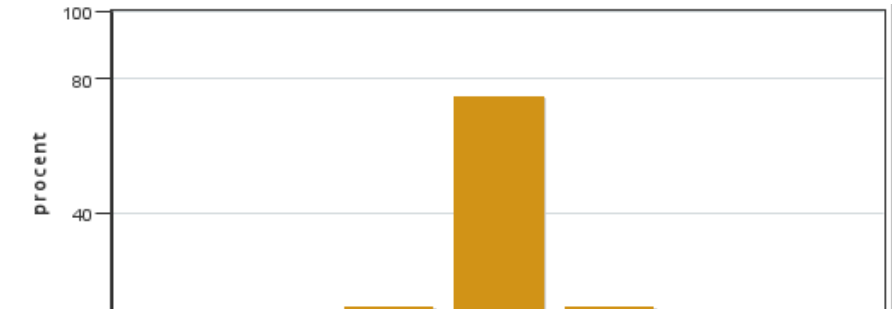


Answers: 8
Medel: 31,4
Median: 26-35

≤5: 0
6-15: 0
16-25: 2
26-35: 2
36-45: 3
≥46: 0

No opinion: 1

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



Answers: 8
Medel: 4,0
Median: 4

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

Course leaders comments

The course was changed from a campus course to an online course with a very short notice. Even so, the students' overall impression of the course was high (7 out of 8 gave a '5') and the teachers are also satisfied with the course. The students managed to follow all deadlines and the presence on lectures was very high. The quiz was (as recommended by last year's students) developed into a web-based quiz and that worked well. Some students would need more lectures, especially about genomic methods, but there is no room for more lectures in the course budget. We will try to find an introductory text that can be used as reference literature for the molecular genetic part. This year, we introduced a 'reading guide' relating the lectures to the course literature and that was appreciated.

The students liked the individual project, where they plan a scientific study and write a research application. An article about how to write a winning application was included in the course literature (as recommended by last year's students). The two days of presentations went very well and the students had interesting questions on other students' projects. More support from supervisors would be apreciated, but several students wrote very positive comments about the supervision of the individual project. We also made sure that all students got feedback in time (lesson learned from last year).

The students appreciated the group work where they study three cases. We had improved the instructions this year and they now seem to work well. The students would like more feedback after reporting the first step, to be able to further improve during the coming steps. Next year, we will try to give short, written feedback to each group after the first step.

The computer exercises were not done by the students themselves this year, due to the online format. Instead the teacher run the programs with a shared screen and discussed the analyses with the students. It worked well (the students' exercise reports were actually better than previous years), but it would be nice if the students also could test the programs themselves. The written feedback on the first computer exercise report should come earlier (preferably before the students write the second report) too enhance the learning. We know this, but could not manage to give feedback in time (due to a large amount of extra work for the examiner this spring).

This year, no student chose to do the individual project on wild animals or fish. If this happens also next year, we will include a lecture on wild animals or fish in the schedule (the time will be booked in the schedule and the content adopted in accordance with the students' projects).

All students filled in the written course evaluation and were present at the oral course evaluation. The summary of the Student representative describes the messages from the oral evaluation, and they are well in line with the messages from the written evaluation.

Student representatives comments

The course has been satisfying and given a good view of the genetics of animal behaviour and diseases. It was really great with an introduction week where the basic of genetics were given. If possible, it would be nice if more species could be included in the course since fish and zoo animals where not included.

The time schedule has been well adjusted for each moment, even if there have been a lot to do enough time have been set off.

The course has worked very well without a final exam and the different moments have given an opportunity to show what you have learned during the course. The different moments have helped with the learning and the setup of the course have made it possible to repeat what you learned through the course.

Sometimes some of the information from the lectures would have been good to have earlier on and a better announce of the course literature linked. It was for example hard to understand the statistics when starting up with the first part of the case studies.

The case studies have been interesting, but it has felt a bit like jumping from one part to another changing cases, however this have made it possible to learn from each other.

The computer exercises worked well even if it was not possible to try the program yourself. Some more feedback on the written report would have been nice. This would also have been nice for at least the first part of the case study to know if we were doing it right.

The individual project gave a opportunity to show what was learned during the course. It would however been nice to have some examples of research applications beforehand and more supervision provided.

With the case study and individual project running parallel through the course it was sometimes hard to prioritize one over the other which could be stressful from times.