



## Designing breeding programmes HV0175, 10237.1920

15 Hp

Pace of study = 100%

Education cycle = Advanced

### Evaluation report

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

Answers 13

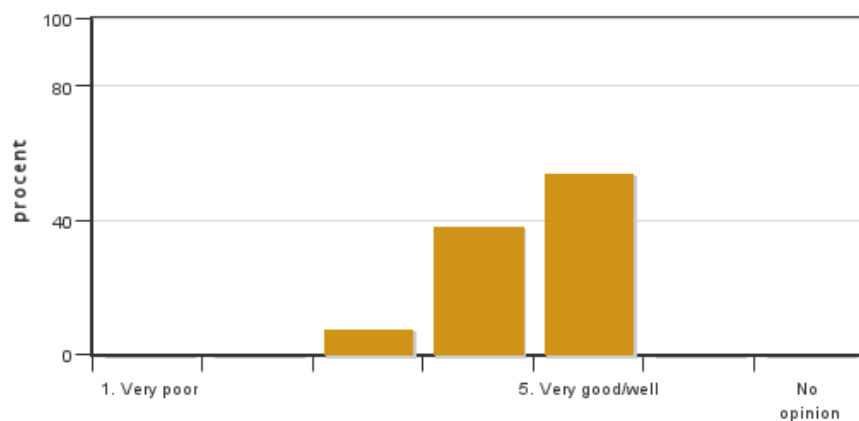
Number of students 16

Answer frequency 81 %

### Mandatory standard questions

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

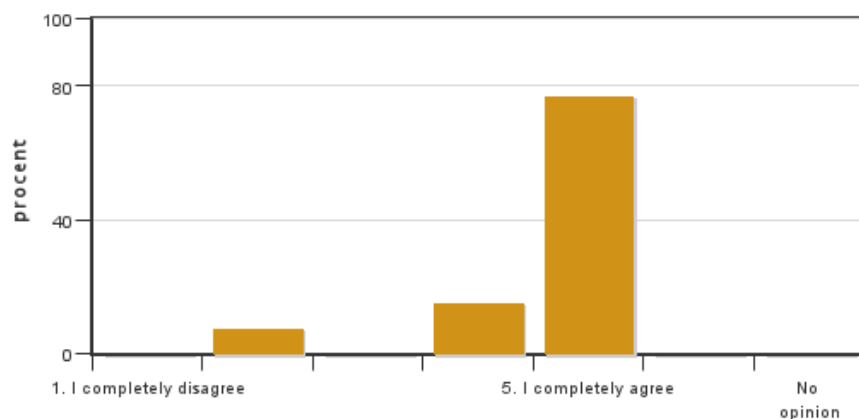


Answers: 13  
Medel: 4,5  
Median: 5

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

No opinion: 0

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

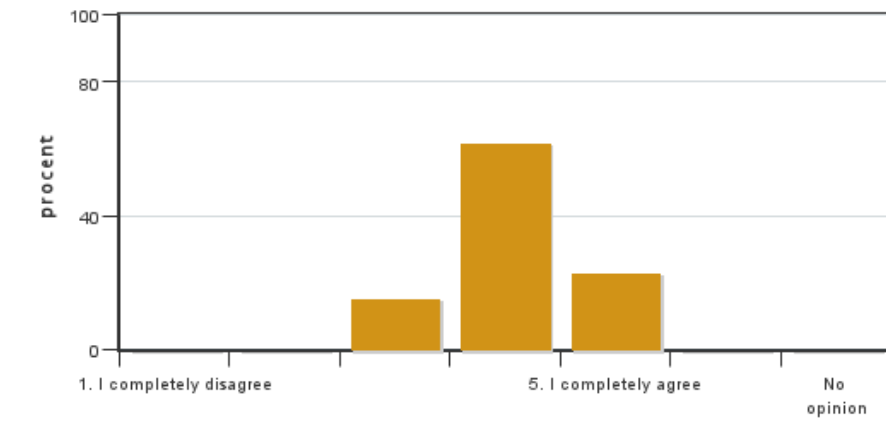


Answers: 13  
Medel: 4,6  
Median: 5

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

No opinion: 0

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

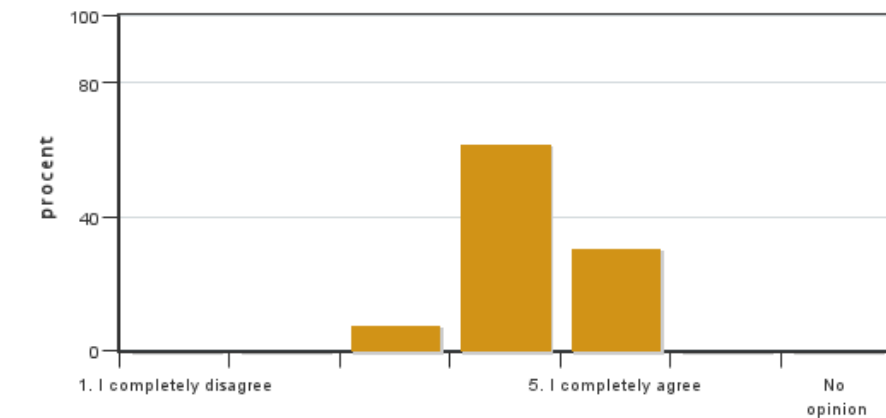


Answers: 13  
Medel: 4,1  
Median: 4

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

No opinion: 0

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

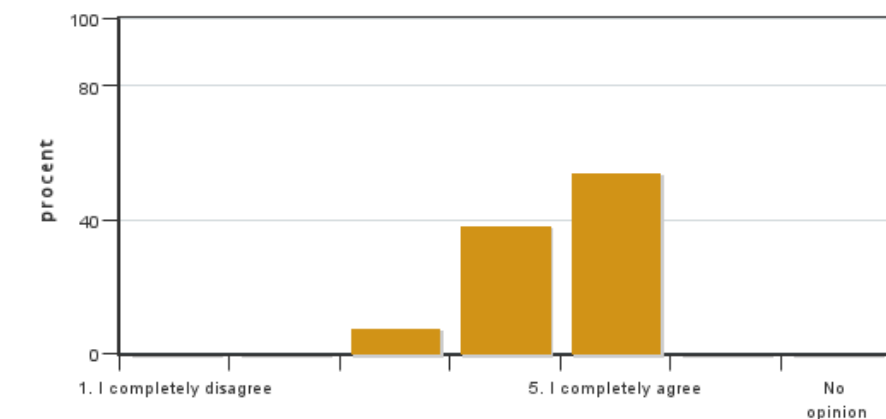


Answers: 13  
Medel: 4,2  
Median: 4

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

No opinion: 0

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

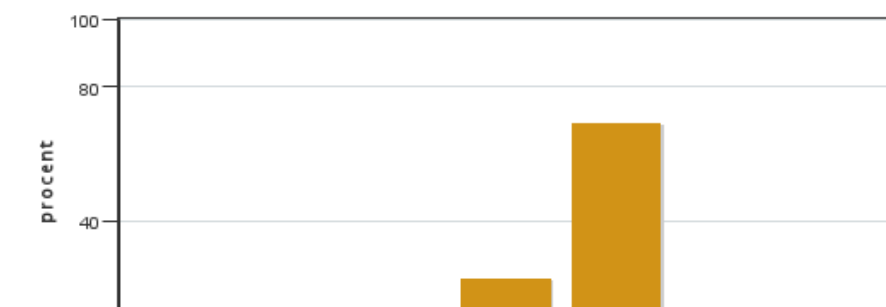


Answers: 13  
Medel: 4,5  
Median: 5

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

No opinion: 0

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



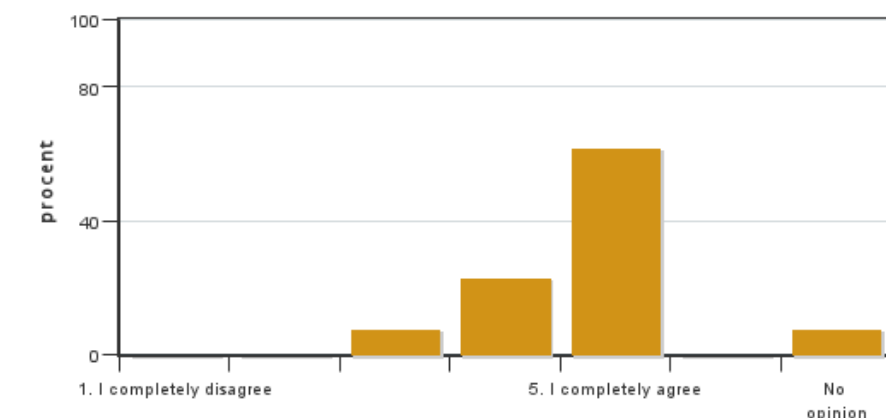
Answers: 13  
Medel: 4,6  
Median: 5

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

No opinion: 0



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

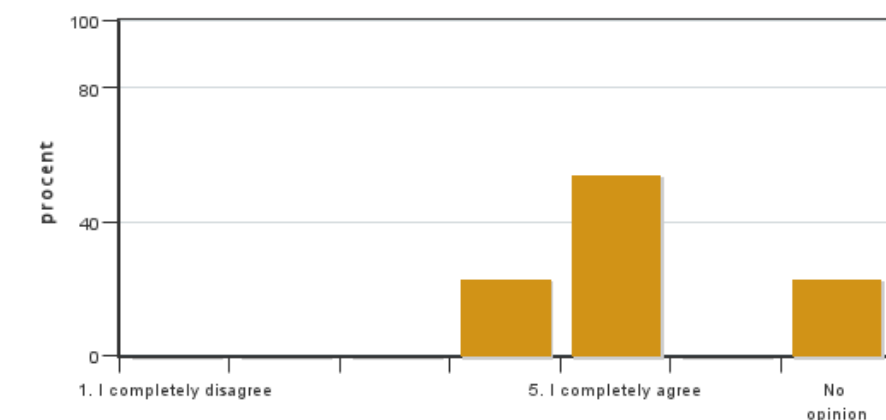


Answers: 13  
Medel: 4,6  
Median: 5

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

No opinion: 1

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

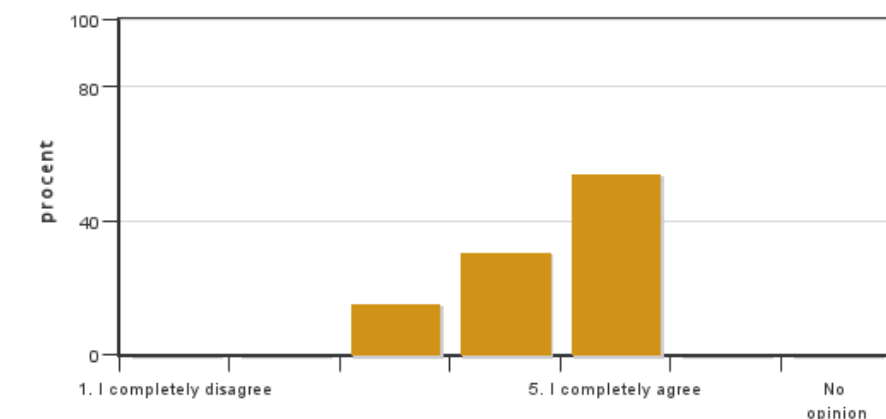


Answers: 13  
Medel: 4,7  
Median: 5

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

No opinion: 3

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

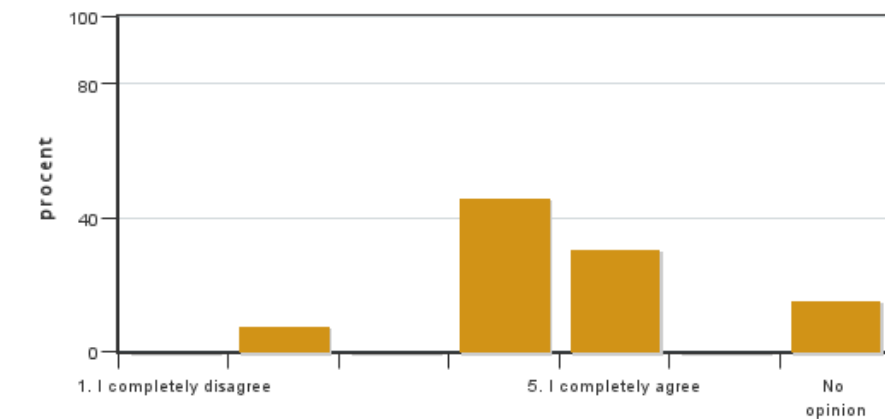


Answers: 13  
Medel: 4,4  
Median: 5

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

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).**

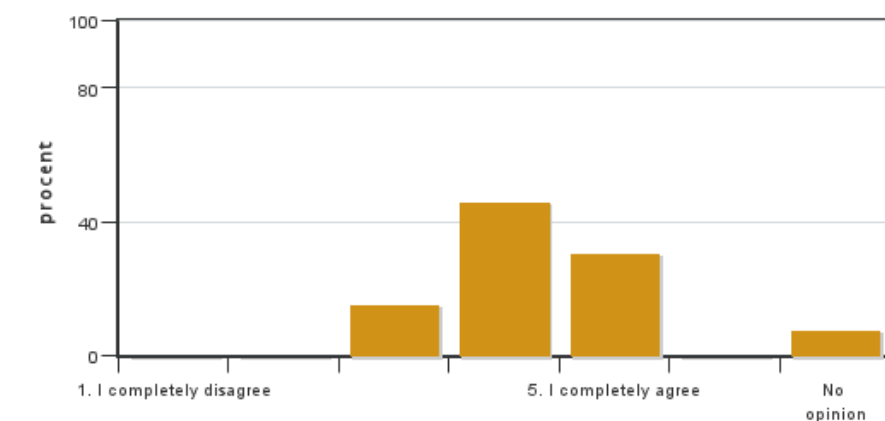


Answers: 13  
Medel: 4,2  
Median: 4

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

No opinion: 2

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

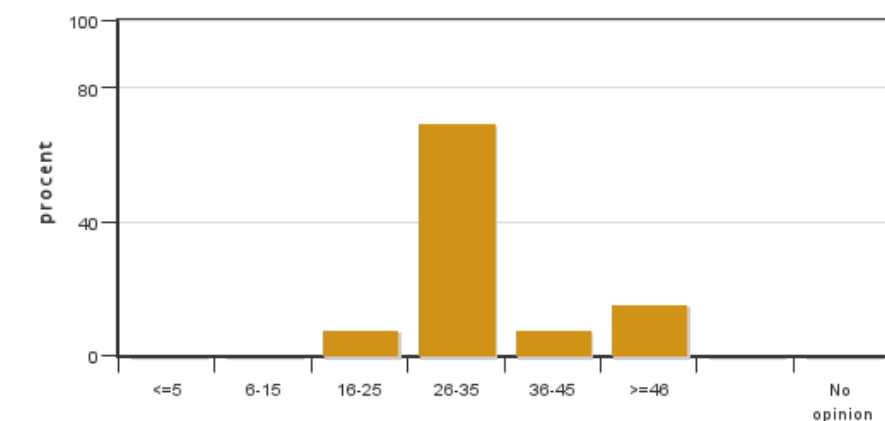


Answers: 13  
Medel: 4,2  
Median: 4

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

No opinion: 1

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



Answers: 13  
Medel: 32,5  
Median: 26-35

≤5: 0  
6-15: 0  
16-25: 1  
26-35: 9  
36-45: 1  
≥46: 2

No opinion: 0

## Course leaders comments

Comment from course leader of HV0175 Designing breeding programmes, 2019

This year 16 students participated in Designing breeding programmes, and 14 passed the final written exam. In total 13 students filled out the written course evaluation, and the overall impression of the course got an average score of 4.5 (out of maximum 5). The students were in general happy with the course outline and content, and with the teachers' pedagogic level. Most students were also actively contributing during the course and asked questions, which helped creating a good course.

A few things were pointed out that should be improved:

1) Some instructions were provided a bit too late. This year was the first year that the course was using Canvas, and

not all parts were in place when the course started. This will be noted for next year.

2) More teachers (and/or clearer instructions) would have been needed for the computer exercises. The number of participants was higher than previous years, and I agree that one person (me) was not enough to provide fast enough help during the exercises. For next year I will make some clarifications in the instructions for the exercises and cut down on the difficulty and compulsory number of tasks to be done during the exercises. The students will be asked to work together in groups of ~3 persons, and to only use SLU's student computers. I will also consider to remove one of the exercises to be able to increase the number of teachers during the remaining exercises within the course budget.

3) Some students asked for more 'practical' examples of calculations, and more time for repeating basic concepts, and a compendium or text book. In this MSc course we assume that the students have previous knowledge about some core concepts that are also presented and discussed early in the course, but we will consider to put together some material for the students to repeat how to calculate correlations, heritability values etc. There is already a compendium covering parts of the course in place in Canvas, as well as a link to a free online textbook, but I think that we need to give more clear instructions to read the literature and repeat previous knowledge early in the course. Most students spent 26-35 hours per week on the course, which is lower than expected. So there should be time for some more self-study of literature and repetition from previous courses.

4) There were some difficulties with uneven distribution of work load in some of the project groups. This is not very easy to prevent from happening, unfortunately, but we will try to stress even more at the start of the project work that each student is expected to contribute, and try to follow this up at an earlier stage. We will also consider to only use pass or fail on the projects and not graded points next year.

Susanne Eriksson

Uppsala 2019-11-15

## Student representatives comments

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Comment from student representative of HV0175 Designing breeding programmes, 2019

13 out of 16 students filled out the course evaluation which gives a response rate of 81%, therefore it can be considered that this evaluation is credible. Students overall impression of the course was 4,5 out of 5 which indicate that the students have been satisfied with the course.

Overall the information about the course was easily accessible, at some point the information/material came out late but the course leader always responded quickly and was accommodating.

In this course there was relatively much focus on computer exercises. Many students thought it was difficult with the programming part, as it was quite new to most students. What had been desirable for the data exercises, were clearer instructions that would help to work more independently. It would also have been desirable with one further teacher who can help out during the computer exercises. In the oral course evaluation, we discussed this, and the course leader agreed that her time to the computer exercise wasn't enough and that would be good to be one more teacher.

The project was a big part of the course and among the students there were very split opinions about how it worked. In some groups it seems to have worked worse than in others, for different reasons. What the students wanted was to have smaller groups to perhaps reduce the risk that some of the problems will arise.

To sum up, it has been a good course where the course leader has embraced improvement suggestions.