Feed science and forage production
HV0166, 40025.2021

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

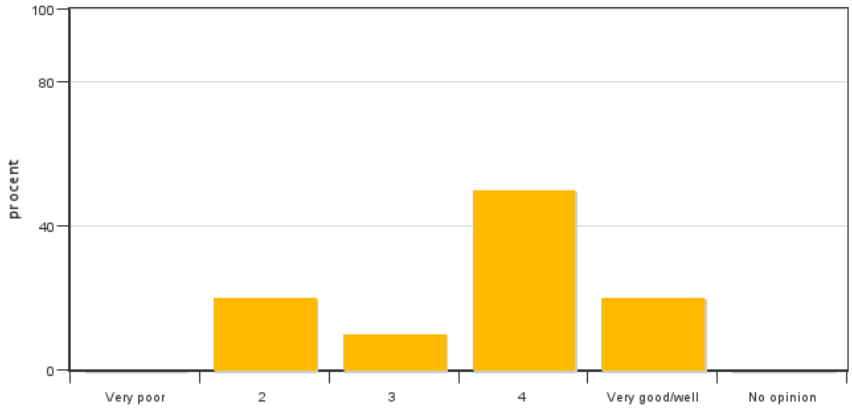
Evaluation report

Evaluation period: 2021-05-30 - 2021-06-20

Answers	10
Number of students	20
Answer frequency	50 %

Mandatory standard questions

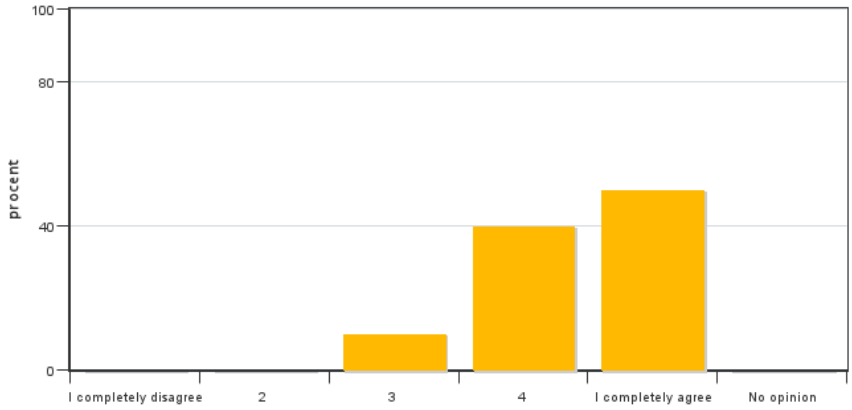
1. My overall impression of the course is:



Number of answers: 10
Average: 3,7
Median: 4

Very poor : 0
2: 2
3: 1
4: 5
Very good/well: 2
No opinion: 0

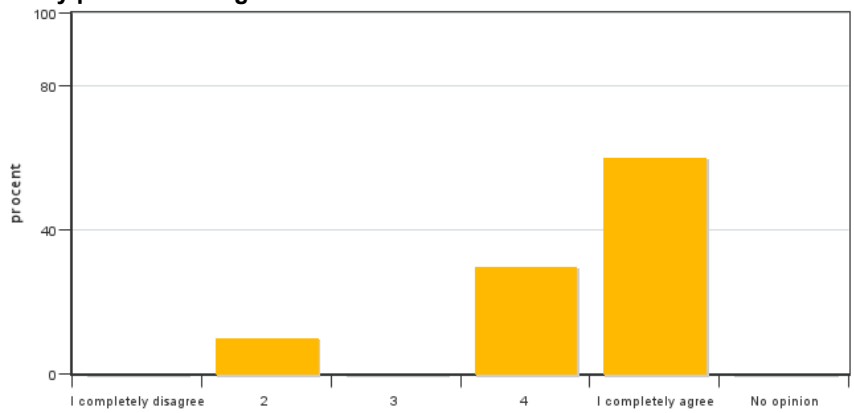
2. I found the course content to have clear links to the learning objectives of the course.



Number of answers: 10
Average: 4,4
Median: 4

I completely disagree: 0
2: 0
3: 1
4: 4
I completely agree: 5
No opinion: 0

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

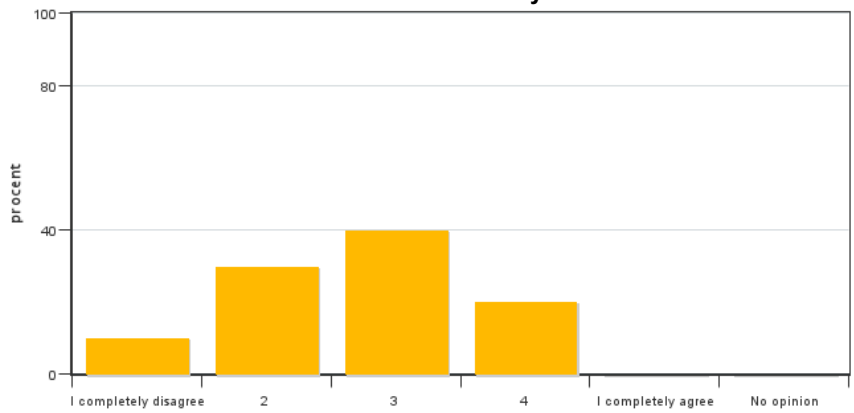


Number of answers: 10
Average: 4,4
Median: 5

I completely disagree: 0
2: 1
3: 0
4: 3
I completely agree: 6

No opinion: 0

4. The information about the course was easily accessible.

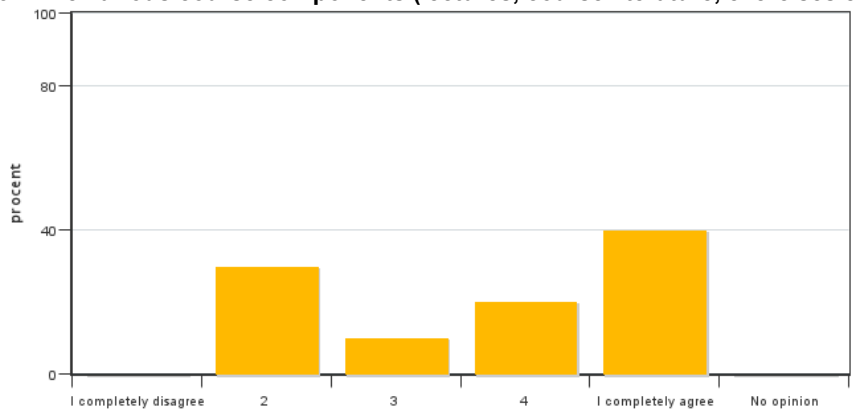


Number of answers: 10
Average: 2,7
Median: 3

I completely disagree: 1
2: 3
3: 4
4: 2
I completely agree: 0

No opinion: 0

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

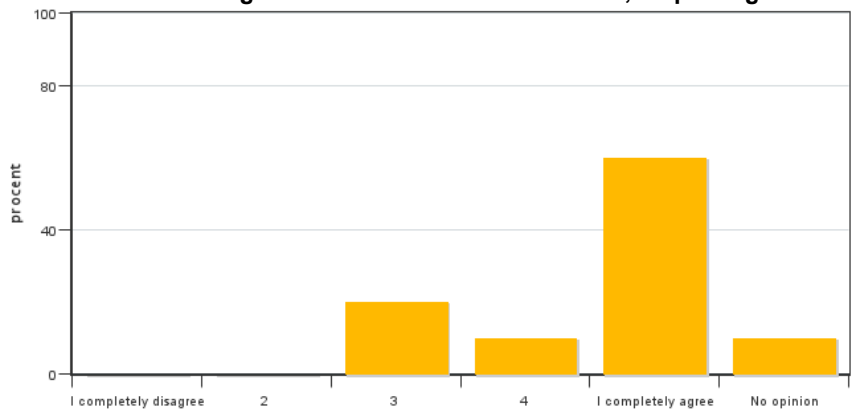


Number of answers: 10
Average: 3,7
Median: 4

I completely disagree: 0
2: 3
3: 1
4: 2
I completely agree: 4

No opinion: 0

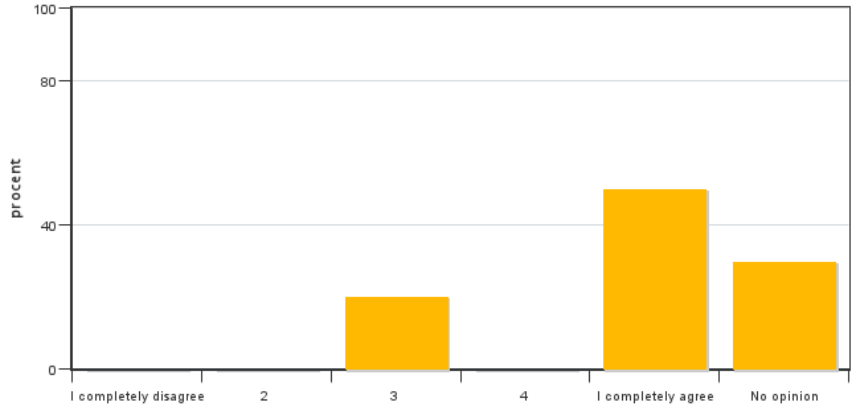
6. The social learning environment has been inclusive, respecting differences of opinion.



Number of answers: 10
Average: 4,4
Median: 5

I completely disagree: 0
2: 0
3: 2
4: 1
I completely agree: 6
No opinion: 1

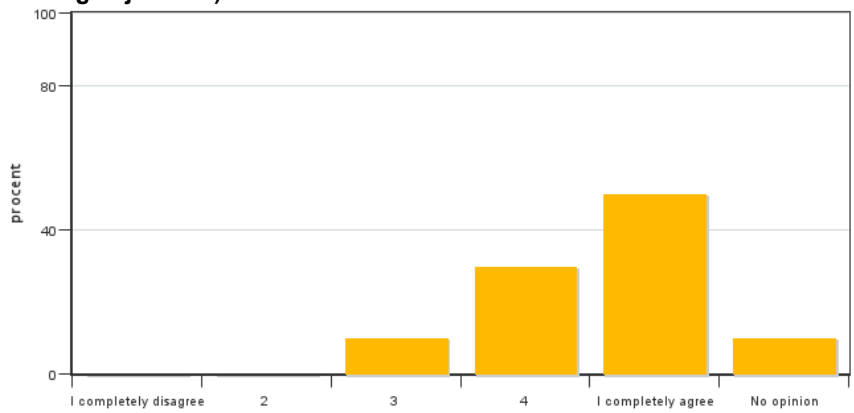
7. The physical learning environment (facilities, equipment etc.) has been satisfactory.



Number of answers: 10
Average: 4,4
Median: 5

I completely disagree: 0
2: 0
3: 2
4: 0
I completely agree: 5
No opinion: 3

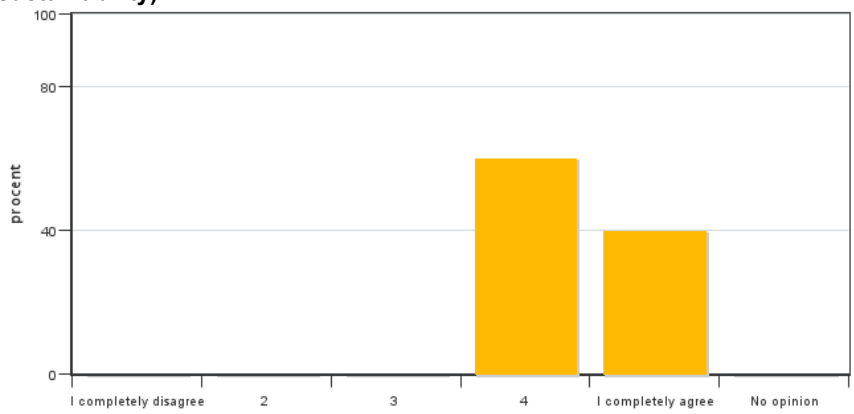
8. The examination(s) provided opportunity to demonstrate what I had learnt during the course (see the learning objectives).



Number of answers: 10
Average: 4,4
Median: 5

I completely disagree: 0
2: 0
3: 1
4: 3
I completely agree: 5
No opinion: 1

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

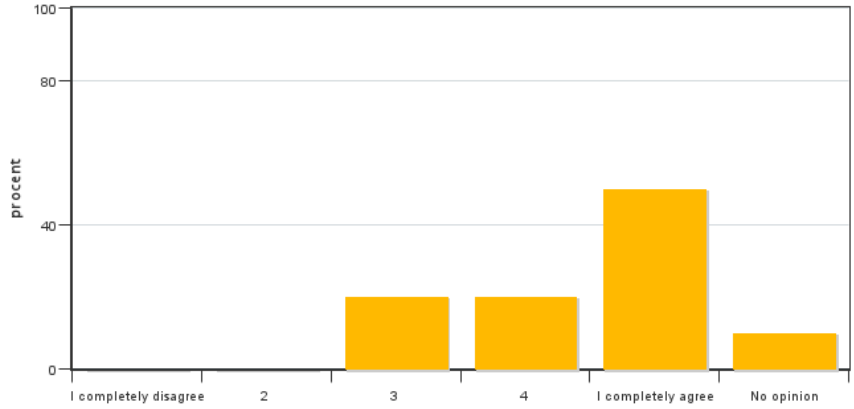


Number of answers: 10
Average: 4,4
Median: 4

I completely disagree: 0
2: 0
3: 0
4: 6
I completely agree: 4

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).

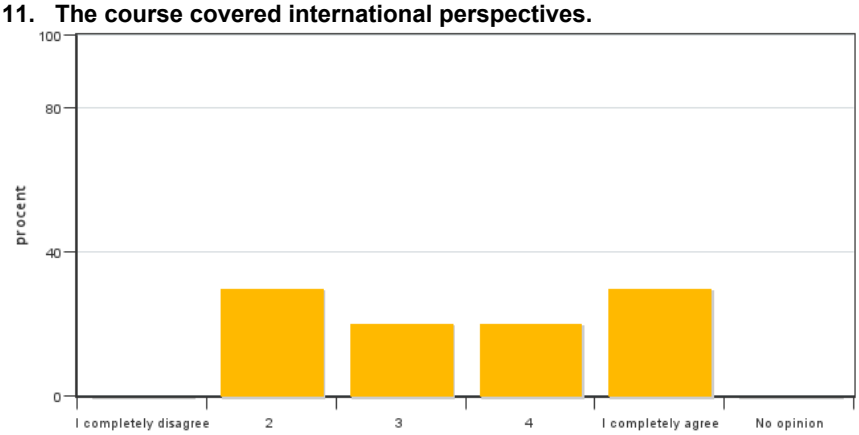


Number of answers: 10
Average: 4,3
Median: 5

I completely disagree: 0
2: 0
3: 2
4: 2
I completely agree: 5

No opinion: 1

11. The course covered international perspectives.

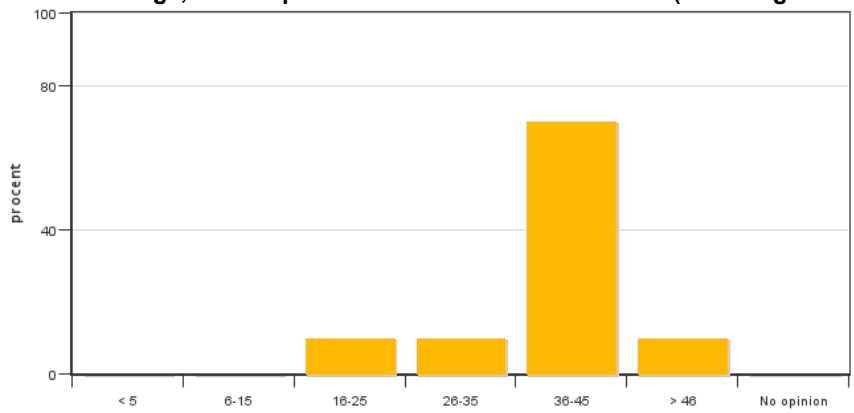


Number of answers: 10
Average: 3,5
Median: 3

I completely disagree: 0
2: 3
3: 2
4: 2
I completely agree: 3

No opinion: 0

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

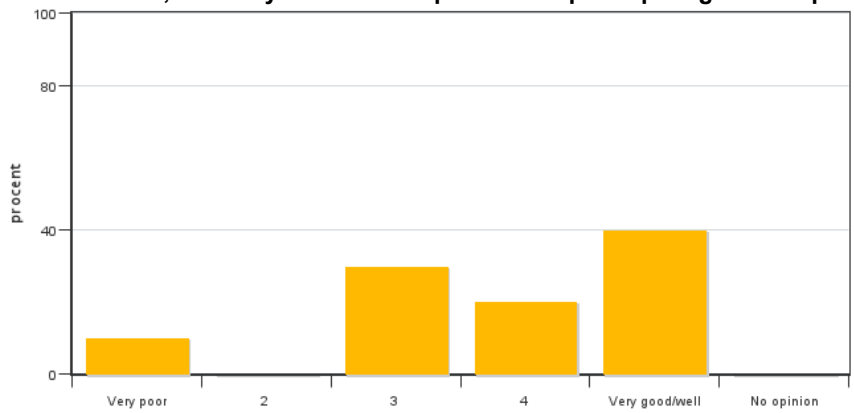


Number of answers: 10
Average: 37,6
Median: 36-45

< 5: 0
6-15: 0
16-25: 1
26-35: 1
36-45: 7
> 46: 1

No opinion: 0

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



Number of answers: 10
Average: 3,8
Median: 4

Very poor : 1
2: 0
3: 3
4: 2
Very good/well: 4

No opinion: 0

14. If relevant, please share what worked well when participating in teaching on distance

14. If relevant, please share what worked less well when participating in teaching on distance

Course leaders comments

No comments from the teacher

Student representatives comments

Overall, the course participants seem very satisfied and believe that it has been an interesting course.

In general, more structure is desired on the course and an improved structure on Canvas among the files and that information about tasks for example comes out in good time. It would also be good if hand-in folders are open in good time. There have been many different tasks in the course and perhaps some of it can be reduced, or at least that these are structured more. A better distribution of the tasks during the course is desired, so there will not be as much at the beginning and in the end as there was.

Course participants found shortcomings in that information, hand-outs, some literature, and discussions were sometimes in Swedish. It is important to stick to English so that everyone can participate and to make it more time efficient.

It is important to remember not to give out contact information to course participants without everyone's permission.

The exercises, quizzes and course literature were appreciated. An extended explanation of the sensitivity report and more information in general in the hand-outs are required. There is also a desire for more concrete laboratory instructions, especially about calculations, and more exercises about the labs to clarify its purposes.

Perhaps students would get more out of the first exercise with seed mixtures if it came later in the course. It was considered too little time for this exercise.

Review the titles of the lectures so that they give a good idea of the content.

It might be better if the other course opposed their work within that course. There are opinions that this task was not sufficiently rewarding and that the time could instead be used to study before the exam.

Financial sustainability could take up more space in the course.

More international perspectives would be interesting and how different things can be applied in other countries.

To make it easier for all course participants to participate in a group assignment, it is important that the information is published in English, so everyone know what to do. There is a proposal to submit an evaluation protocol after each group work.

Teaching on distance

The course participants generally seem very satisfied with how the course was held online. They were very satisfied with the course leaders' ambitions to solve practical moments with regard to the pandemic. The practical plant exercise was appreciated.

It has worked well with lessons, group work, quizzes and excel exercises. The labs worked better at a distance than expected and the lab videos were much appreciated. The teachers have been very helpful and did their best to answer questions and help students. It was estimated that the same zoom link has been used. Being able to quickly organize an online meeting is beneficial.

Even if the labs worked well at a distance, it would have been better to keep them at the university if the circumstances did not require otherwise. A disadvantage of lessons and meetings at a distance is that it can sometimes be difficult to know how involved someone is. It takes an unnecessary amount of time when a teacher is not hosting the meeting and therefore cannot hold the meeting or share a screen.