



## The biology of the horse HV0180, 10080.2021

7.5 Hp

Pace of study = 100%

Education cycle = Basic

### Evaluation report

---

**Evaluation period: 2020-09-22 - 2020-10-13**

Answers 2

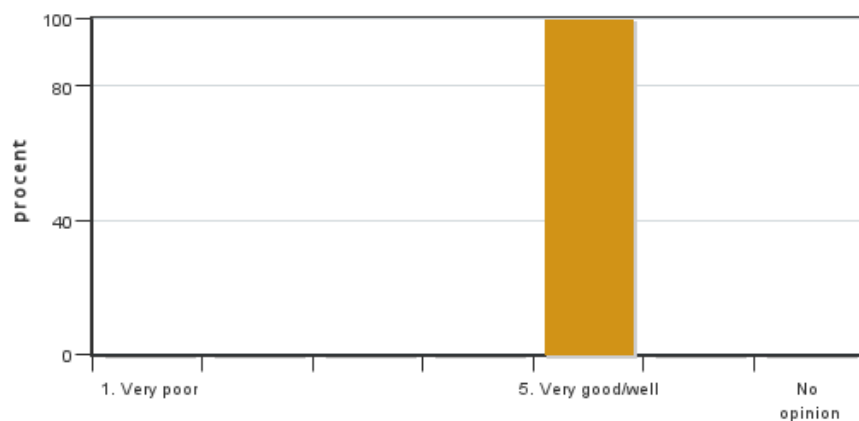
Number of students 17

Answer frequency 11 %

### Mandatory standard questions

---

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

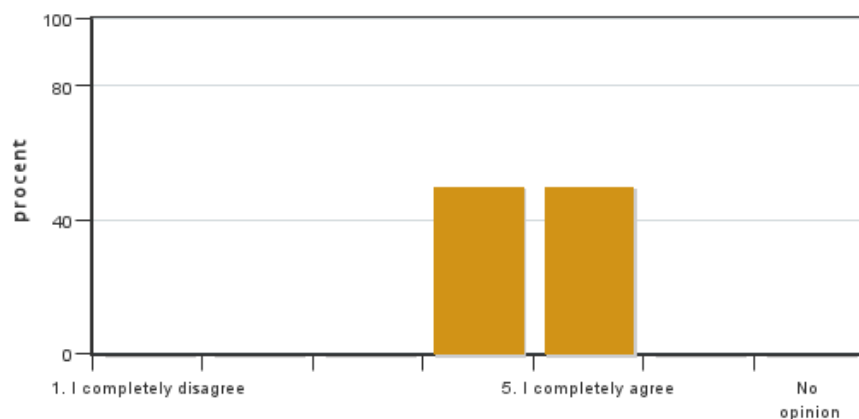


Answers: 2  
Medel: 5,0  
Median: 5

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

No opinion: 0

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

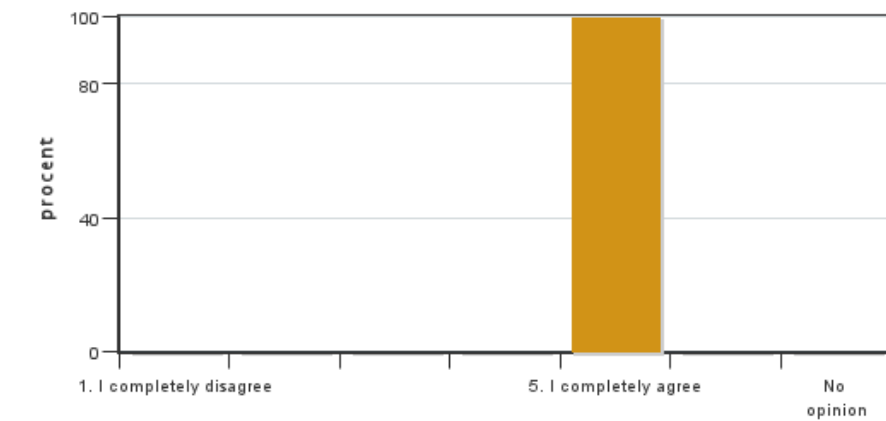


Answers: 2  
Medel: 4,5  
Median: 4

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

No opinion: 0

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

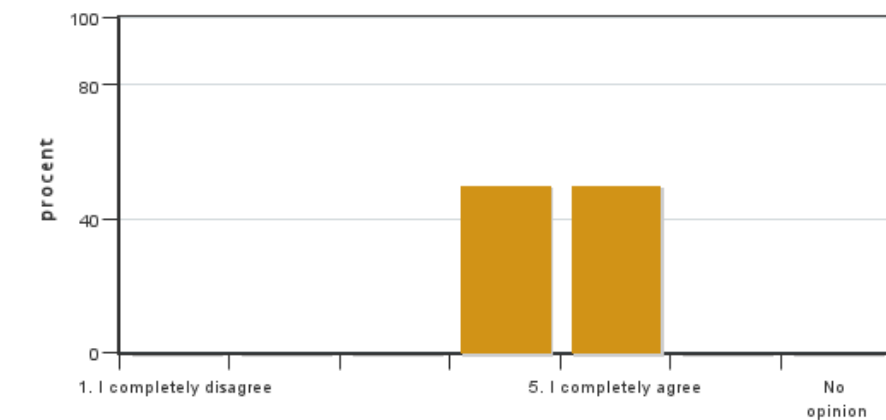


Answers: 2  
Medel: 5,0  
Median: 5

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

No opinion: 0

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

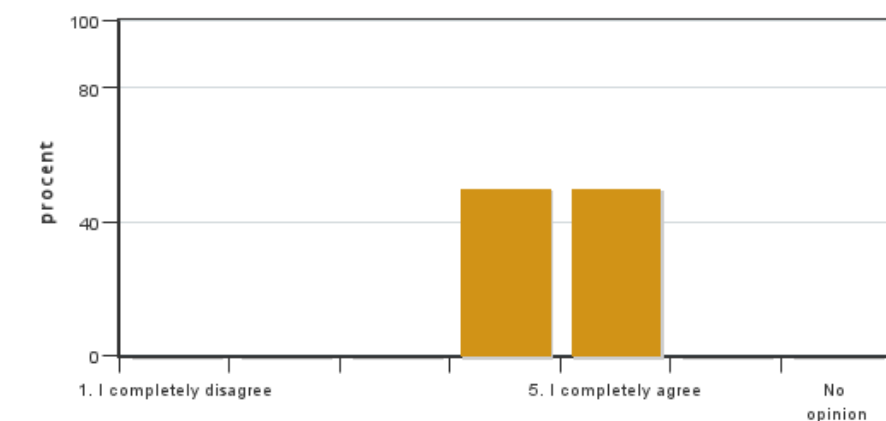


Answers: 2  
Medel: 4,5  
Median: 4

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

No opinion: 0

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

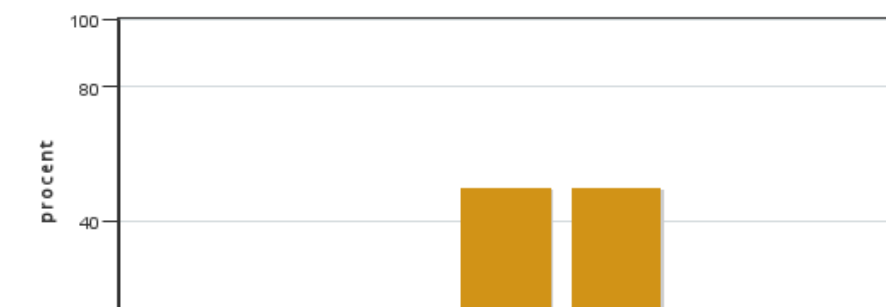


Answers: 2  
Medel: 4,5  
Median: 4

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

No opinion: 0

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



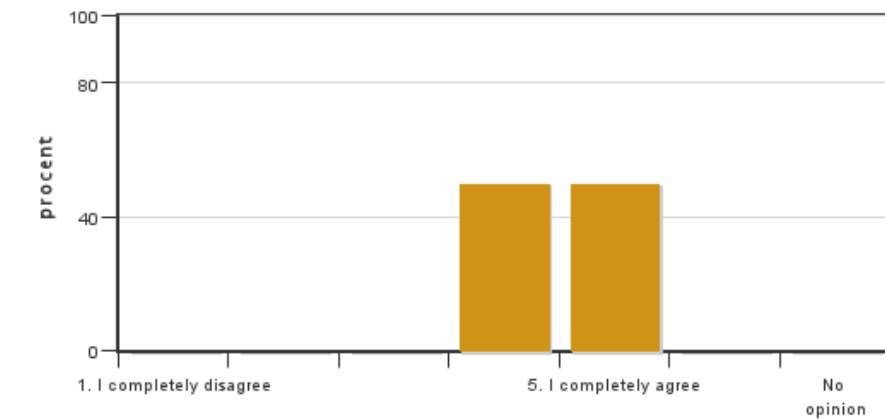
Answers: 2  
Medel: 4,5  
Median: 4

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

No opinion: 0



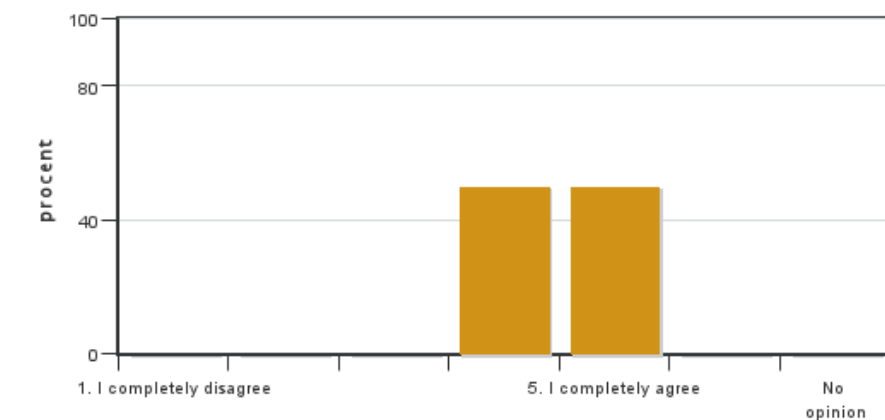
**7. The physical learning environment (facilities, equipment etc.) has been satisfactory.**



Answers: 2  
Medel: 4,5  
Median: 4

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

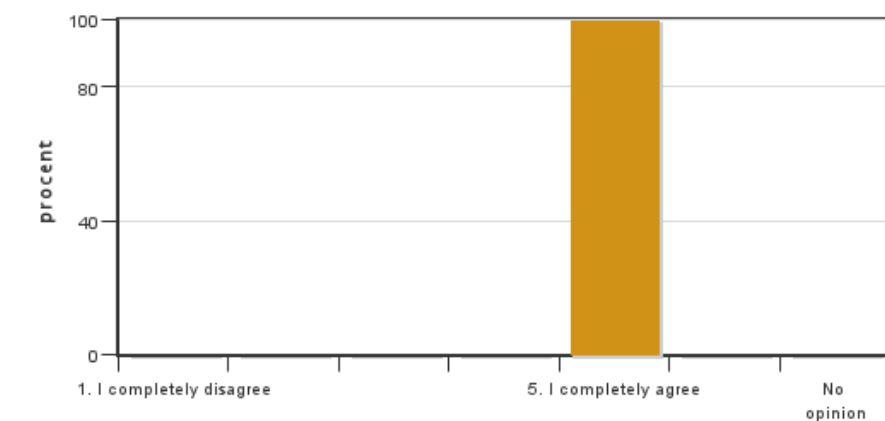
**8. The examination(s) provided opportunity to demonstrate what I had learnt during the course (see the learning objectives).**



Answers: 2  
Medel: 4,5  
Median: 4

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

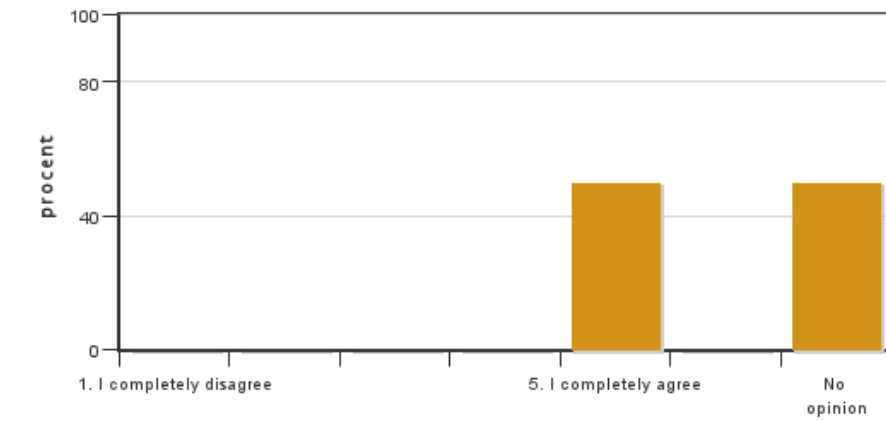
**9. The course covered the sustainable development aspect (environmental, social and/or financial sustainability).**



Answers: 2  
Medel: 5,0  
Median: 5

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

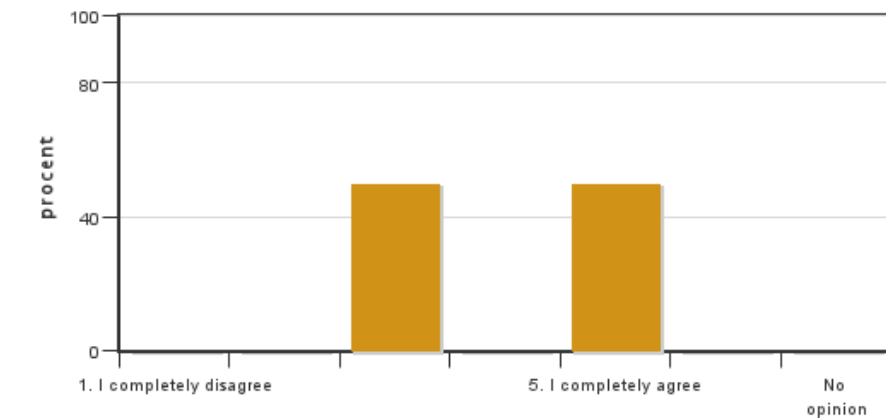


Answers: 2  
Medel: 5,0  
Median: 5

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

No opinion: 1

**11. The course covered international perspectives.**

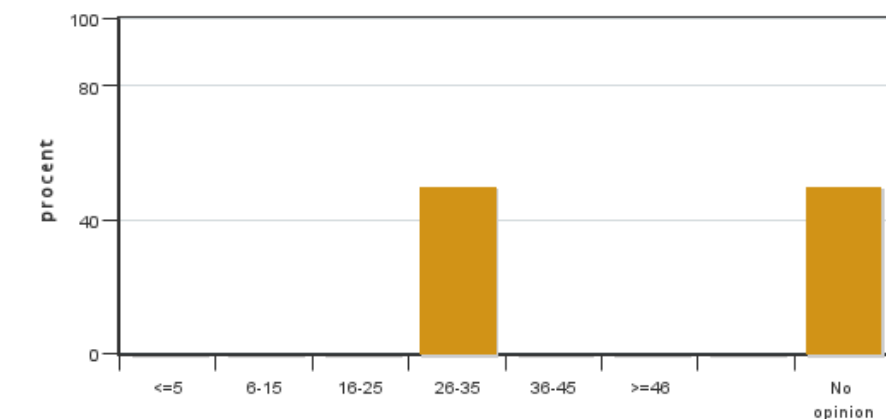


Answers: 2  
Medel: 4,0  
Median: 3

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

No opinion: 0

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

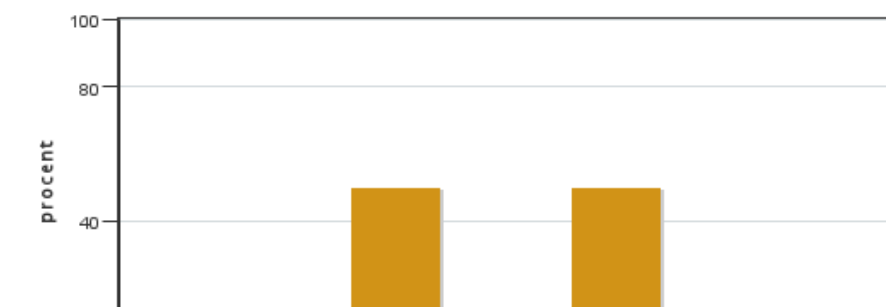


Answers: 2  
Medel: 30,0  
Median: 26-35

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

No opinion: 1

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



Answers: 2  
Medel: 4,0  
Median: 3

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

No opinion: 0

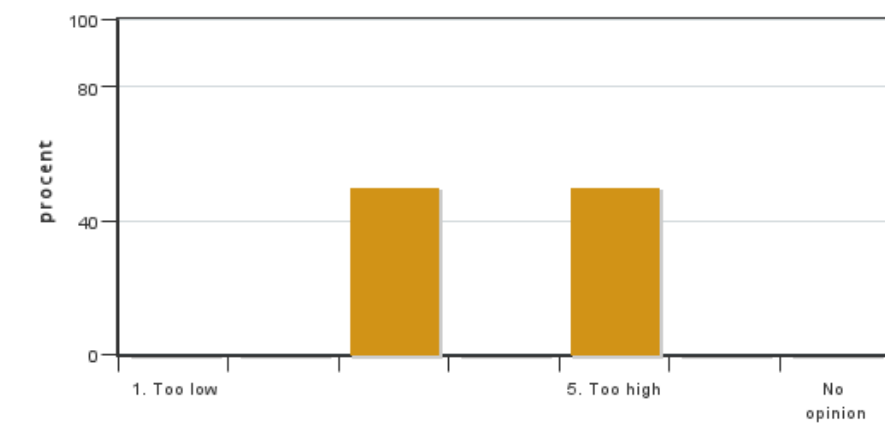


14. If relevant, please share what worked well when participating in teaching on distance

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

## Additional own questions

16. Were the lectures on a satisfactory level?

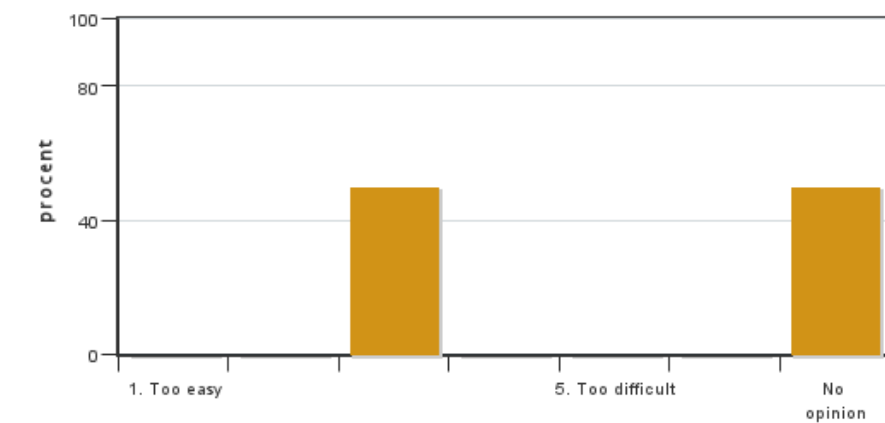


Answers: 2  
Medel: 4,0  
Median: 3

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

No opinion: 0

17. Was the literature on a satisfactory level?

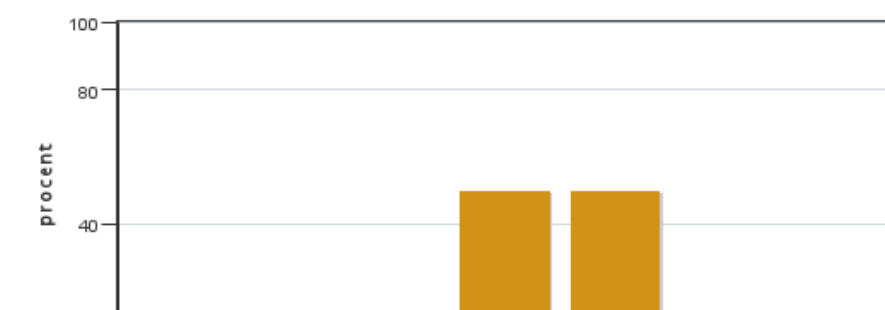


Answers: 2  
Medel: 3,0  
Median: 3

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

No opinion: 1

18. How did you like the virtual study visit the second day of the course? If you have comments, please let us know which place you went to.



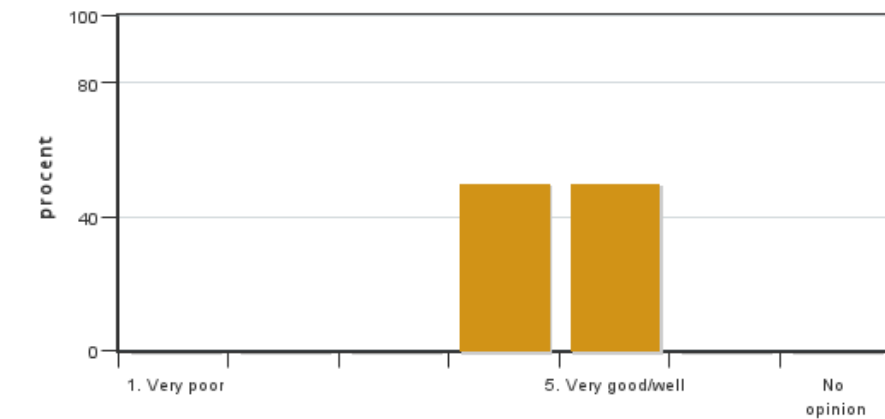
Answers: 2  
Medel: 4,5  
Median: 4

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

No opinion: 0



19. How did you like the demonstration of genital organs from mare and stallion semen?



Answers: 2

Medel: 4,5

Median: 4

1: 0

2: 0

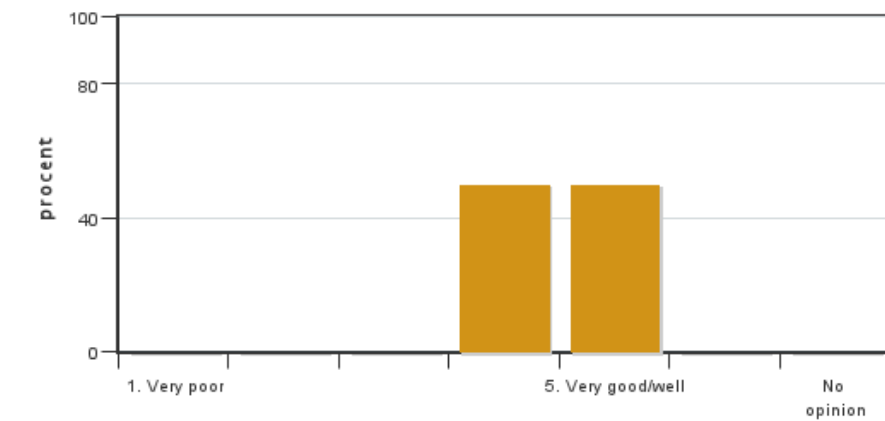
3: 0

4: 1

5: 1

No opinion: 0

20. How did you like the exercise on palpation and visitation?



Answers: 2

Medel: 4,5

Median: 4

1: 0

2: 0

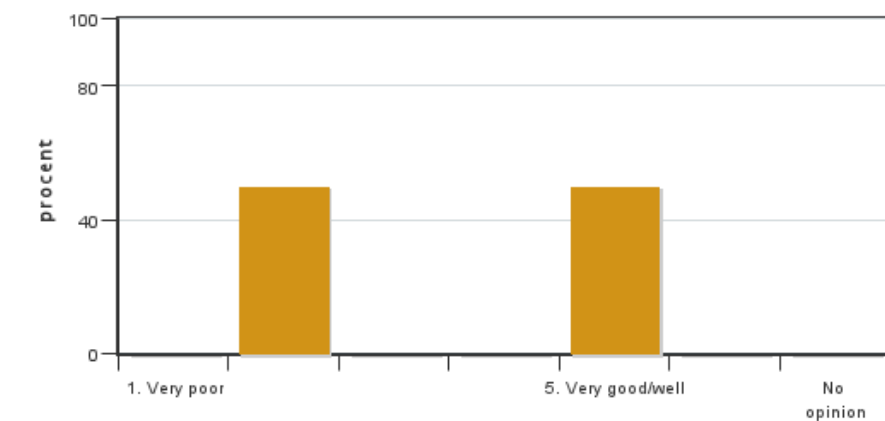
3: 0

4: 1

5: 1

No opinion: 0

21. How did you like the group assignment about genetic defects?



Answers: 2

Medel: 3,5

Median: 2

1: 0

2: 1

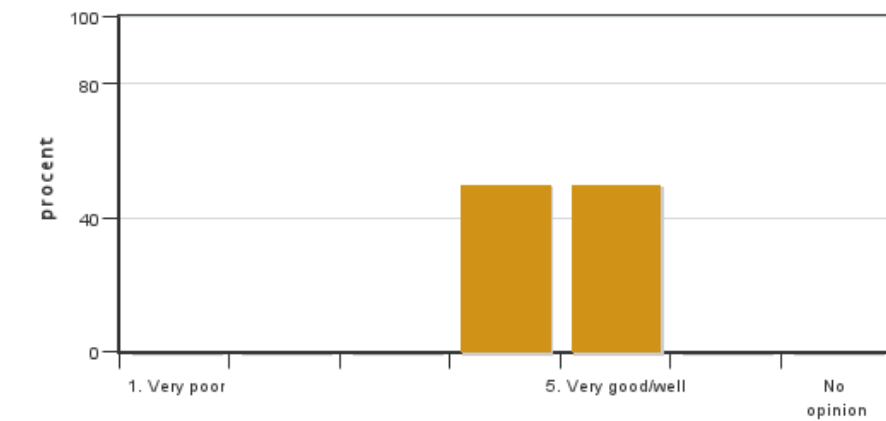
3: 0

4: 0

5: 1

No opinion: 0

22. How did you like the group discussion about breeding?

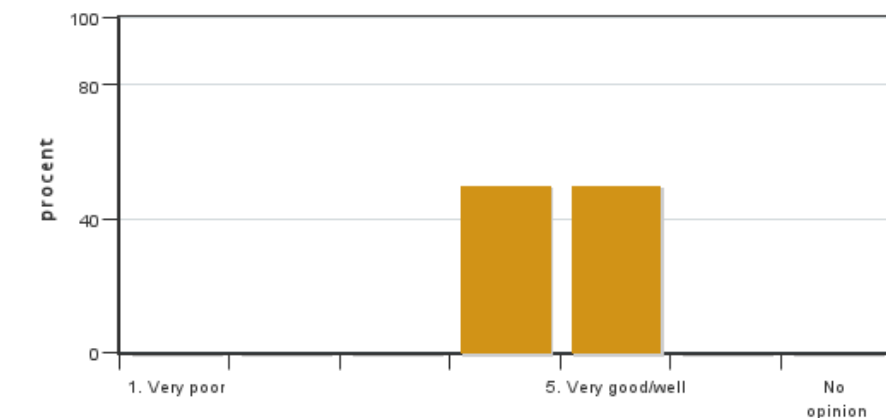


Answers: 2  
Medel: 4,5  
Median: 4

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

No opinion: 0

**23. How did you like the exercise on body condition scoring?**

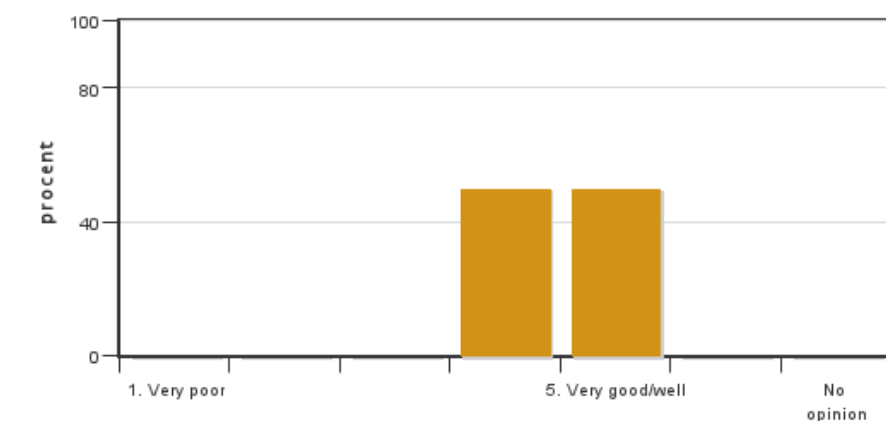


Answers: 2  
Medel: 4,5  
Median: 4

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

No opinion: 0

**24. How did you like the group exercise on feed ration calculation?**

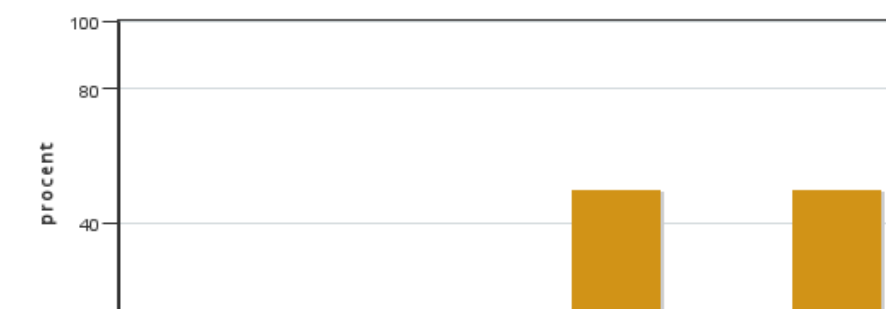


Answers: 2  
Medel: 4,5  
Median: 4

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

No opinion: 0

**25. How did you like the group exercise on horse manure and environment?**



Answers: 2  
Medel: 5,0  
Median: 5

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

No opinion: 1



## Course leaders comments

---

The response rate to the electronic course evaluation was very low, only two out of 17 students had completed it. Upon contact with the students, it emerged that they had not been able to submit the course evaluation due to technical difficulties. If there are similar errors in the future, course leaders needs to be informed by the system, and the response time should be extended after the error has been solved.

The two students who succeeded in answering the electronic course evaluation were overall very satisfied with the course, but due to the low response rate we base this course leaders' comment mainly on the oral evaluation, where all students in the course participated.

Due to the Covid 19 situation the lectures were given online. A general comment from the students was that it is important to not have too long lectures without breaks. The students recommended 45 minute lectures followed by 15 minute breaks. Shorter breakout rooms during lectures, 5-10 minutes, are good and give possibilities to discuss with each other instead of just listening to the teacher. Students recognized enhanced learning from these small discussions.

Students thought it was overall a good course, where you could follow the course and its content without having any prior knowledge of horses. It is good that there is a horse course at bachelor's level. The course information was easily accessible and the few misunderstandings have been due to distance teaching. Online study visits, exercises, practical exercises and lectures were all considered to be good learning activities, and the written examination reflected the content of the course very well.

The online study visits on the second day of the course gave a good start for the course and could be connected to the course content. This year the study visits had to be online, and of course a live visit would have been much better. Next year we are aiming for live study visits.

During the course there were a number of group assignments and the students thought it was a good way to process the course content. It was also considered good to practice oral presentations in front of the rest of the class.

Some parts of the course (parasitology and poisonous plants) overlapped earlier courses and will either be changed to a more practical application or removed from the course. Regarding Disease control and common diseases, the recorded lecture was sufficient and the time for the live lecture on the same topic was suggested to be replaced with an exercise to process the content.

## Student representatives comments

---

The majority of the students who read this course was overall very pleased with the layout and content. Even though most of the lectures were online via zoom due to Covid-19 it was overall quite easy to take part in the teaching. It will be difficult for the individual course evaluation to show this as not many of the students who took this course did it. For some it had been a bit of a technical hassle to submit the evaluation, unfortunately, so this comment is mostly based on the oral course evaluation and private conversations between the students.

There were scattered prior knowledge about horses among the students who took this course. Some had a lot of knowledge about horses and some none at all. Those who had no previous knowledge thought it was quite easy to keep up during course and could also learn from the students with more prior knowledge.

In the beginning of the course it was a group work about different horse breeds that included a study visit. Due to Covid-19 we were not able to conduct any study visits during the course so the study visits was performed via zoom. For most groups it worked well but some had problems with the internet reception. But having that group work early in the course with an included study visit was generally much appreciated.

Something that the students thought was extra important for the lecturers to think about during the course lectures, that mostly took place via zoom, was to think about the breaks. It becomes extra strenuous to sit in front of the computer and concentrate for extended periods of time. So the wish is that after 45 minutes there should be a break of 15 minutes, and so on, during the lectures.

Another thing that was very much appreciated was that there were smaller group assignments during the course which would then be presented orally in full class. Many thought this was a good learning method where you also got to practice presenting things orally. Many felt that the oral presentations were relaxed and more of a discussion.

The practical parts were considered by most to be very important in the course. It is important to have the opportunity to touch the horse when, for example, learning about its anatomy. During the palpation exercise some felt that more



guidance would be needed during the exercise, it can be difficult to stand with just a piece of paper with text and pictures if you do not have any knowledge of horses since before the course. The body condition scoring was appreciated and it was good to get to see and touch different horses in different body conditions.

The feed state calculations were also well laid out and most people found it instructive to be able to count feed states for horses with different needs. But most people felt that there was a little lack of time and wished they had more than one day to sit with the calculations. It also took some time to find various feed supplements on the internet and especially if you had not been in contact with feed supplements for horses before. Most people felt that the number of calculations did not need to be reduced, but that more time and perhaps a little review of how to find feed supplements on the internet.

Some of the students thought that the lecture on parasites was an unnecessary repetition as most had read parasitology in previous courses. However, some thought that the lecture was important and that a repetition was good.

The schedule also seemed to most students to be good overall. Some wished that it could be stated what times were intended for the various group work as it had become a little clearer and easier for the groups to book times to sit and work with the tasks.

At last, as said, most students were satisfied with the course structure and content. The course leaders and lecturers were present, nice and also very helpful with questions that could arise during the course.