



Animal welfare and behaviour HV0188, 20034.2021

15 Hp

Pace of study = 100%

Education cycle = Advanced

Course leader = Anna Wallenbeck

Evaluation report

Evaluation period: 2021-01-10 - 2021-01-31

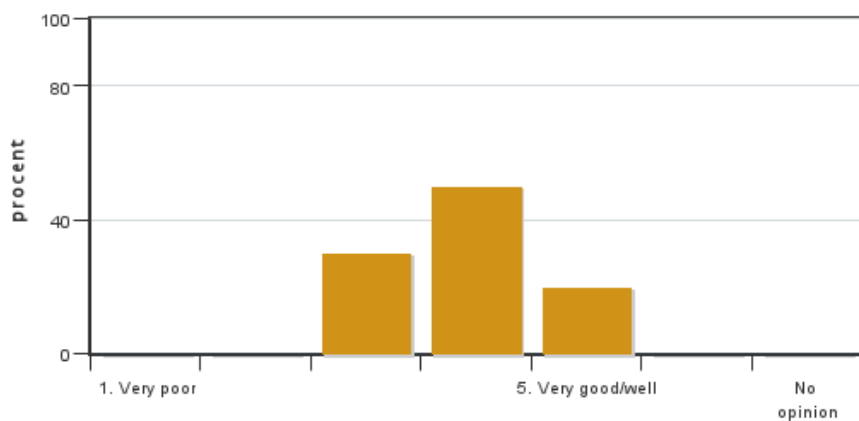
Answers 10

Number of students 25

Answer frequency 40 %

Mandatory standard questions

1. My overall impression of the course is:



Answers: 10

Medel: 3,9

Median: 4

1: 0

2: 0

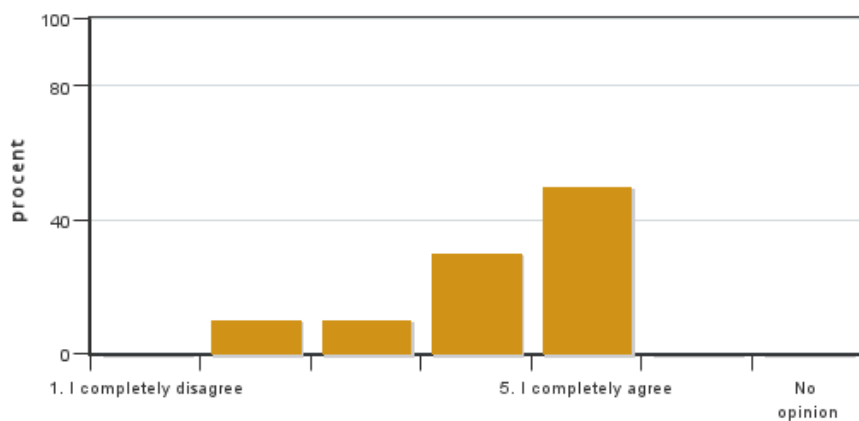
3: 3

4: 5

5: 2

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: 1

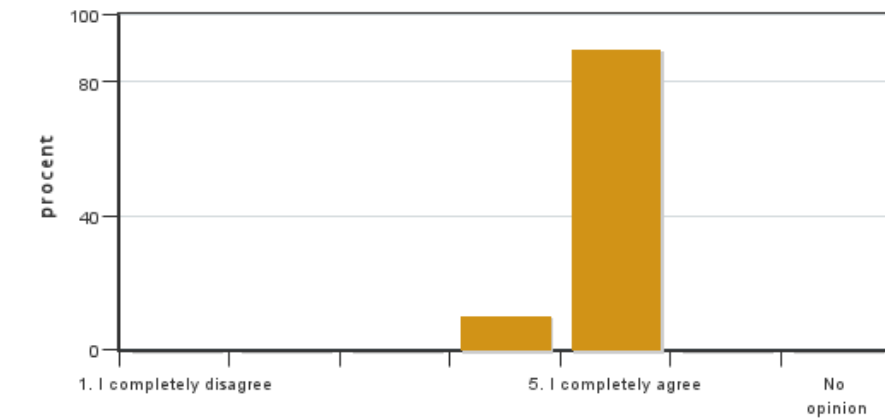
3: 1

4: 3

5: 5

No opinion: 0

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

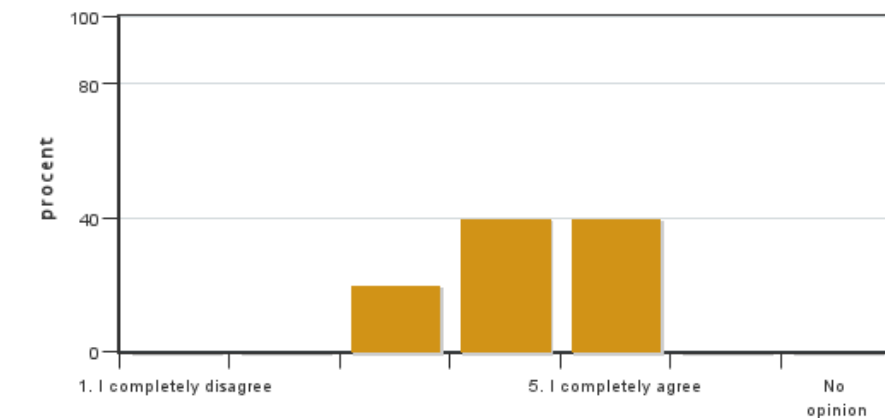


Answers: 10
Medel: 4,9
Median: 5

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

No opinion: 0

4. The information about the course was easily accessible.

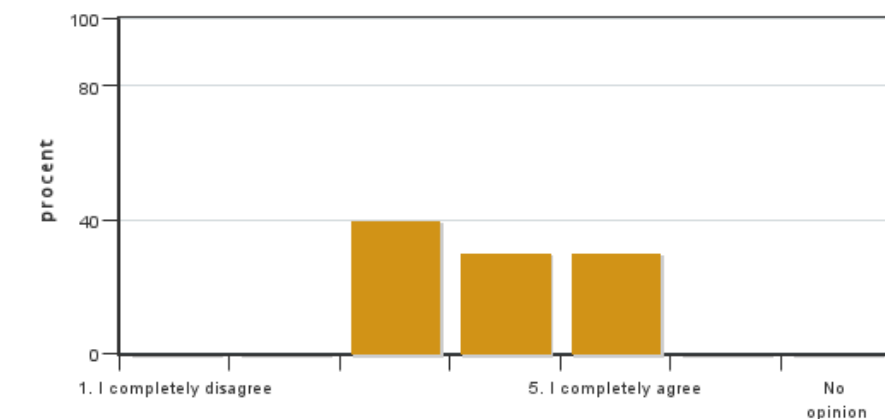


Answers: 10
Medel: 4,2
Median: 4

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

No opinion: 0

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



Answers: 10
Medel: 3,9
Median: 4

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

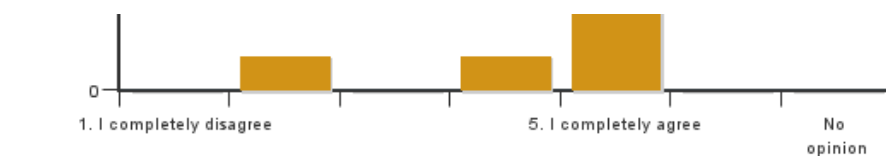
No opinion: 0

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



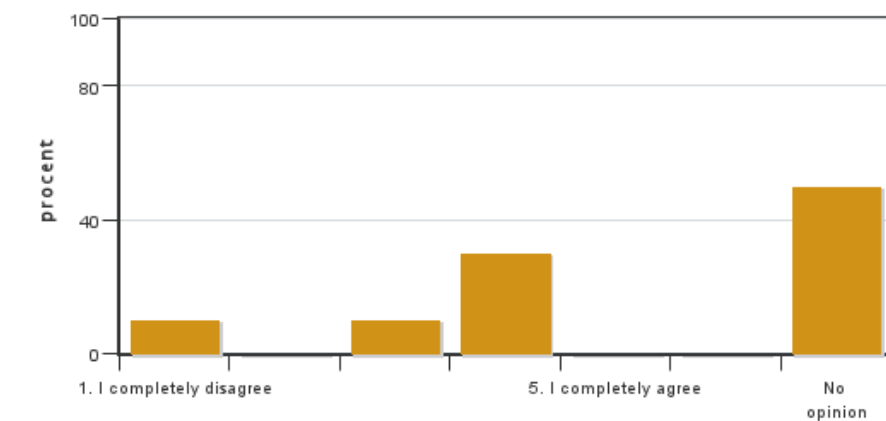
Answers: 10
Medel: 4,6
Median: 5

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



No opinion: 0

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



Answers: 10

Medel: 3,2

Median: 4

1: 1

2: 0

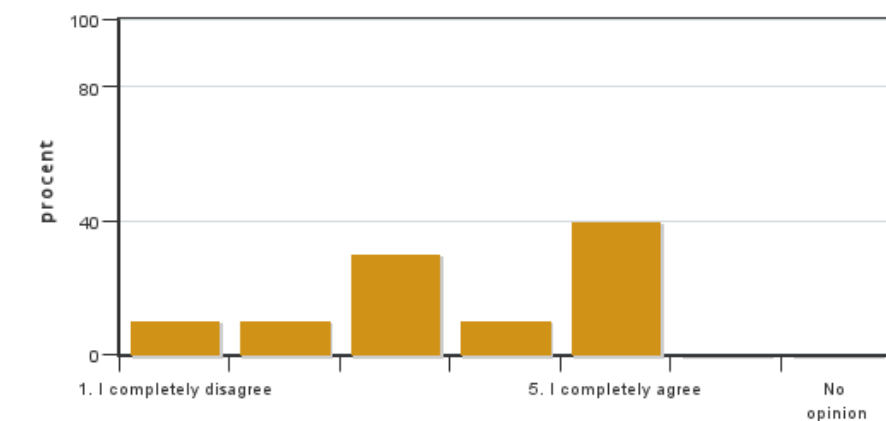
3: 1

4: 3

5: 0

No opinion: 5

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



Answers: 10

Medel: 3,6

Median: 3

1: 1

2: 1

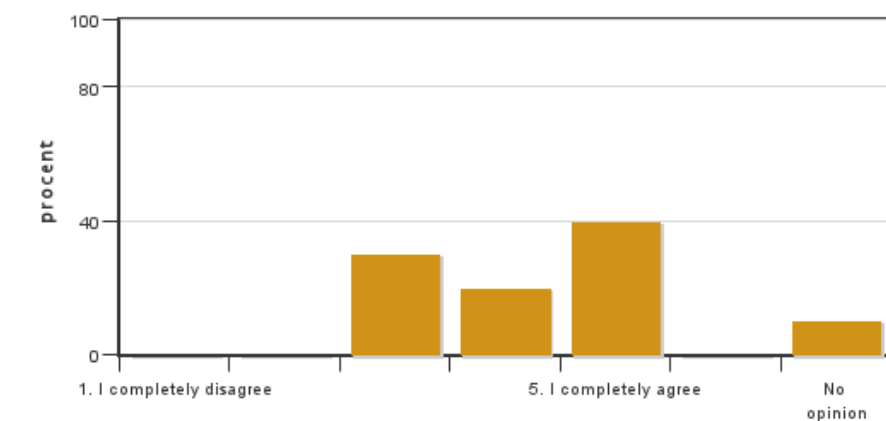
3: 3

4: 1

5: 4

No opinion: 0

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



Answers: 10

Medel: 4,1

Median: 4

1: 0

2: 0

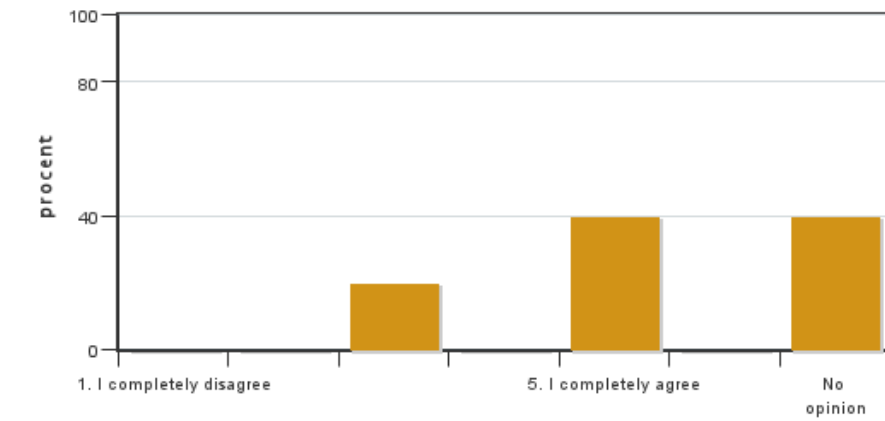
3: 3

4: 2

5: 4

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).

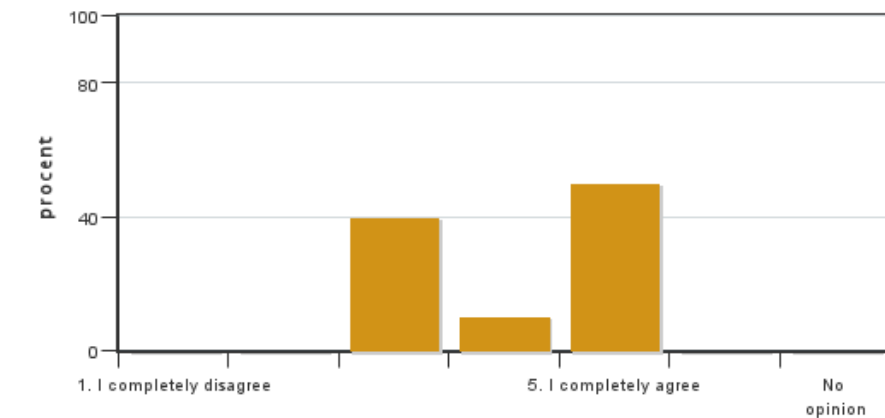


Answers: 10
Medel: 4,3
Median: 5

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

No opinion: 4

11. The course covered international perspectives.

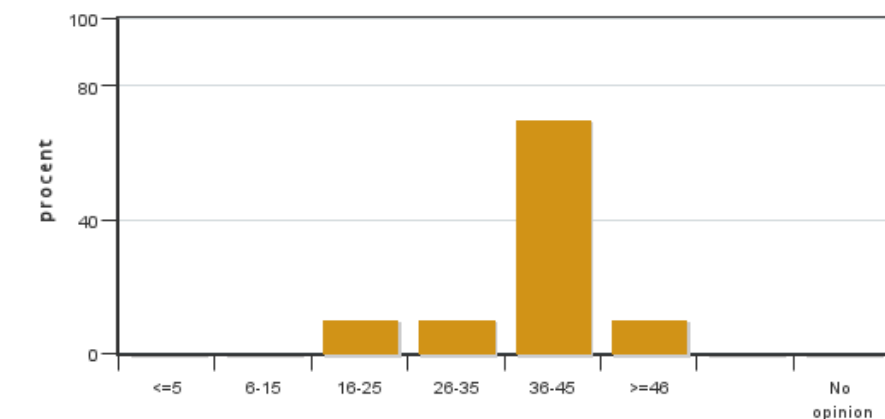


Answers: 10
Medel: 4,1
Median: 4

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

No opinion: 0

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

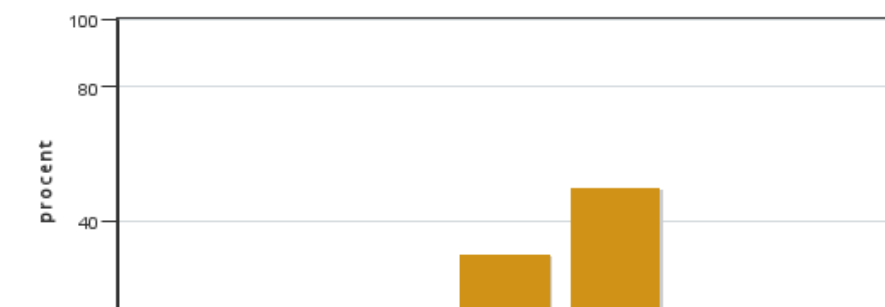


Answers: 10
Medel: 37,6
Median: 36-45

≤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?



Answers: 10
Medel: 4,2
Median: 4

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

No opinion: 0

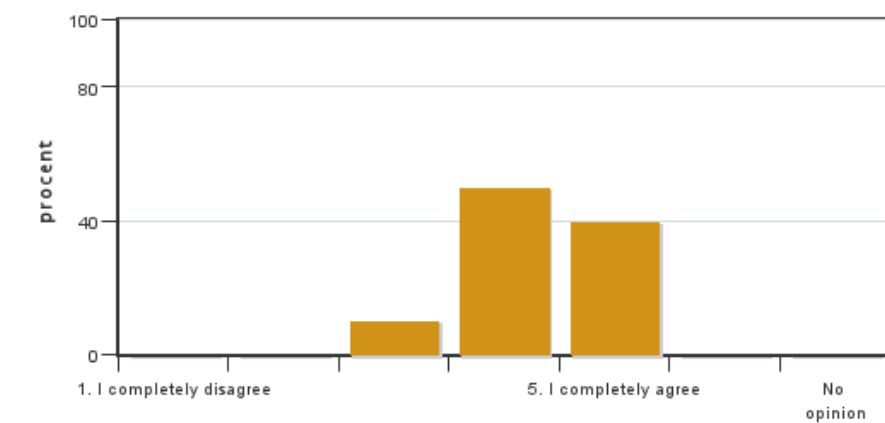


14. If relevant, please share what worked well when participating in teaching on distance

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

Additional own questions

16. PBL cases, project work, exercises and lectures have improved my ability to discuss and review research within ethology, animal welfare and animal protection.

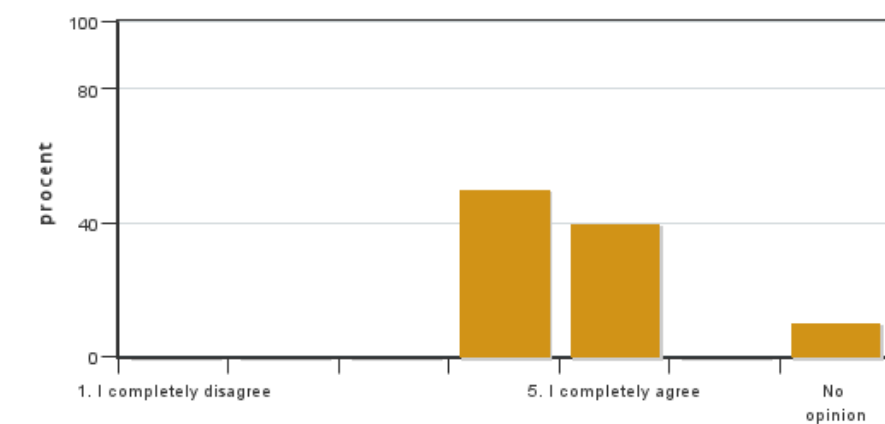


Answers: 10
Medel: 4,3
Median: 4

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

No opinion: 0

17. PBL cases, project work, exercises and lectures have improved my ability to analyse and reflect on both national and international aspects on animal welfare, animal environment and animal ethics.



Answers: 10
Medel: 4,4
Median: 4

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

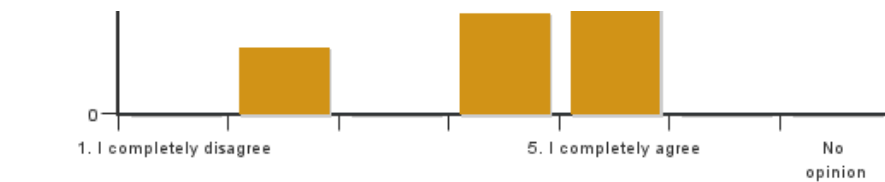
No opinion: 1

18. The course project has improved my skills in performing projects and scientific evaluation of studies within behavioural sciences biology and animal welfare.



Answers: 10
Medel: 4,1
Median: 4

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

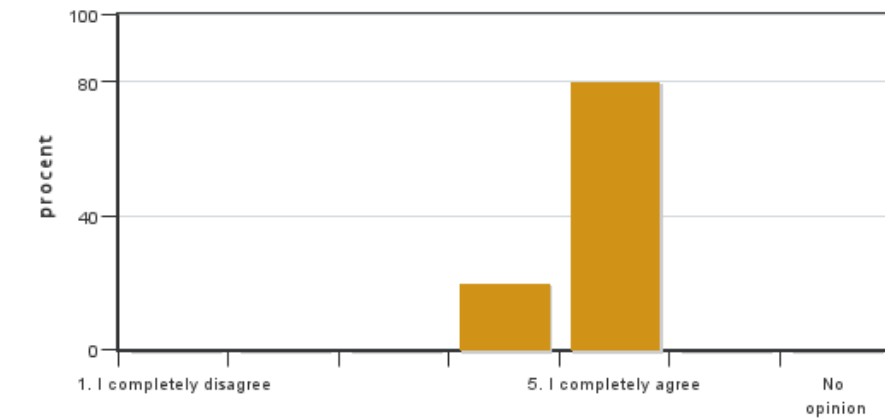


5: 5

No opinion: 0

19. The ethics module have improved my knowledge within animal ethics.

19. I have participated actively and contributed in the PBL work.



Answers: 10

Medel: 4,8

Median: 5

1: 0

2: 0

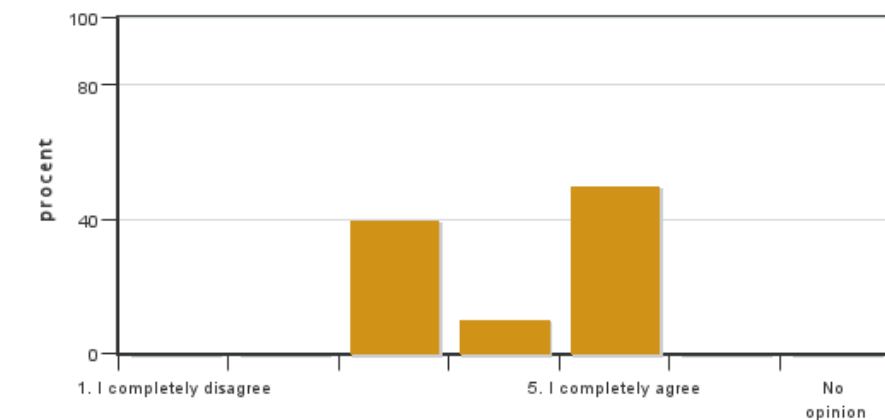
3: 0

4: 2

5: 8

No opinion: 0

20. I have participated actively in lectures.



Answers: 10

Medel: 4,1

Median: 4

1: 0

2: 0

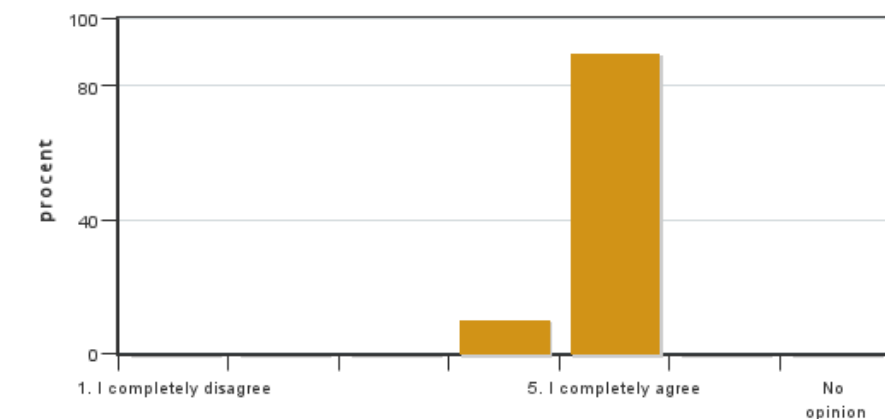
3: 4

4: 1

5: 5

No opinion: 0

21. I have participated actively and contributed in the project work.



Answers: 10

Medel: 4,9

Median: 5

1: 0

2: 0

3: 0

4: 1

5: 9

No opinion: 0

Course leaders comments

As the reply frequency was low, only 10 of 25 students (40%) answered, the scores are difficult to interpret. Moreover, due to the pandemic the entire course were given on distance. The scores in the course evaluation are generally high (good). However, the comments in the evaluation and the continuous feedback from students throughout the course are in line and point out areas for improvement:

- Overall a relevant workload, but unevenly distributed over the course with too high work load in the beginning of the course.
- The connection between the content of the course and the home exam.

and a few areas where the students (and teachers) are very satisfied:

- The layout and content of the ethics module
- All learning activities and elements of the course clearly leads to fulfillment of the learning goals of the course.

Student representatives comments

Summary of course evaluation HV0188

From the 25 students registered on the course only 10 answered the evaluation (answering rate 40 %). The overall impression among repliers was quite good. 50 % rated the course as 4, 30 % as 3 and 2 for 5. Among all numeral ratings students gave most of the time quite good evaluation, above 3, and very few times students were unsure of their answers. Students had agreed being very active during Problem Based Learning (PBL), lectures and project work and pleased with participation. Overall rating on course content was 4-5. Majority (80 %) found information accessible, content being in line with course objectives and participation as "fun" and "interesting".

Most of the students felt course content and workload supported their learning and covered the topics well. There were also some suggestions for the future as well. However, in the comments it seems like the distance learning has had different effects on students. Majority were satisfied with teaching being well adapted online and comments show very pleased experiences. In contrast, few individuals also showed critique for course arrangements. Due to the low answer rate and lack of detail in many answers these results cannot be generalised to represent the view of the whole course.

Content

The students felt sustainable development and international aspects were covered reasonably well during the course (rating 3-5) but at the same time at least one student wished for more legislation (both national and international) was taught. Ethics module gained a lot of praise from students and they felt it was presented in an interesting way that helped to gain more knowledge and ability to ethical analysis. Two students felt it would have been beneficial to have more individual feedback on how to develop skills in ethical analysis and argumentation or to include a more applied approach on lectures, not only theories. 40 % did not know if subjects of equality were covered enough. 60% answered either 3 or 5.

Workload

70 % had used 36-45 hours for course work. 2 students used less and 1 student more than that. Majority felt that their base knowledge was sufficient for the course but students from different fields had to do some extra work to keep up. Factors for experienced workload were mentioned "reading list" and "schedule arrangement". To specify, a couple of students felt the workload was not evenly spread throughout the course being quite concentrated on before holidays.

Examination got ratings from 1-5. Only few students felt the course content did not prepare enough in detail for examination and workload was too high. 50 % could not answer if they had an opportunity to show their learning enough. Single pieces of critique towards examination included too tight wordcount compared to demand of questions, lack of quality material to produce tasks, exam being too demanding in relation to course content.

The physical learning environment and examination divided students with ratings.

50 % could not answer if they were satisfied with the course environment or not. Other ratings were divided between 1, 3 and 4.

When asked what worked well, many students felt teaching was adapted well online and supported their learning, or did not decrease their ability to learn. Special Zoom link (and not changing link), working in break-out rooms and pre-recorded lectures were mentioned very functional. PBL gained compliments on equal share of speaking turns and responsible roles.

When asked what worked less well, "communication" and "lack of connection" popped up many times even though the course environment was rated mostly as 4. These were related to hopping between different online platforms, misinterpretation of guidance and struggles to build good social connection with others and share ideas without physical presence. 9/10 were very satisfied for the social course atmosphere was described as "dynamic", and "open and safe". Only one student openly expressed their worry for people not being heard.

In conclusion, many students found online teaching better than expected and even flexible combined with life outside the studies but at the same time they missed physical contact and real life learning opportunities which they thought are very important in the field of animal science. Many would not agree on having the course 100 % online in the future. According to students, constructing a fluent working atmosphere online required some practice. This could be counted as an extra workload at least for some students.