



## Animal Food Science LV0108, 40124.2021

15 Hp

Pace of study = 100%

Education cycle = Advanced -

Course leader = Åse Lundh, Sabine Sampels

### Evaluation report

---

Evaluation period: 2021-05-17 - 2021-06-20

Answers 7

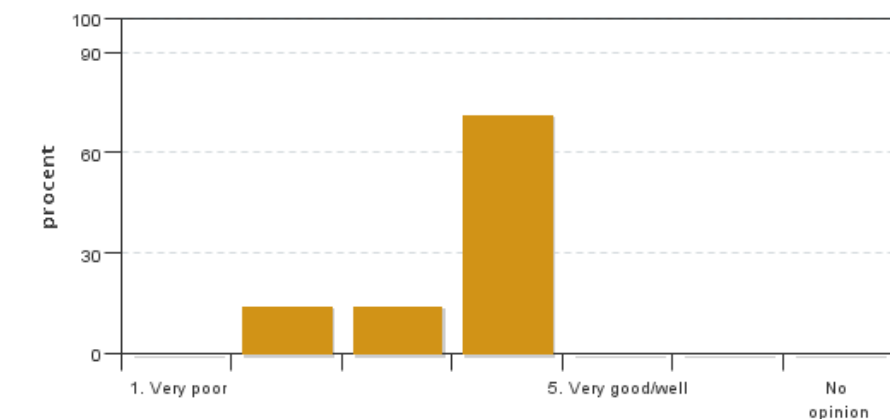
Number of students 21

Answer frequency 33 %

### Mandatory standard questions

---

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

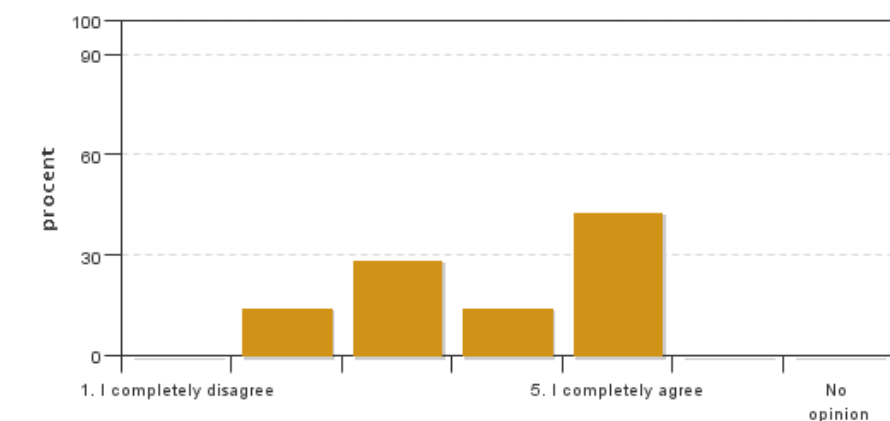


Answers: 7  
Medel: 3,6  
Median: 4

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

No opinion: 0

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

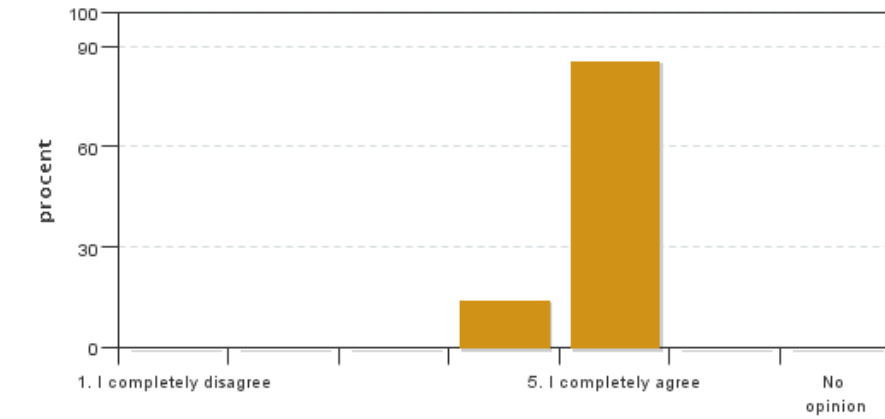


Answers: 7  
Medel: 3,9  
Median: 4

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

No opinion: 0

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

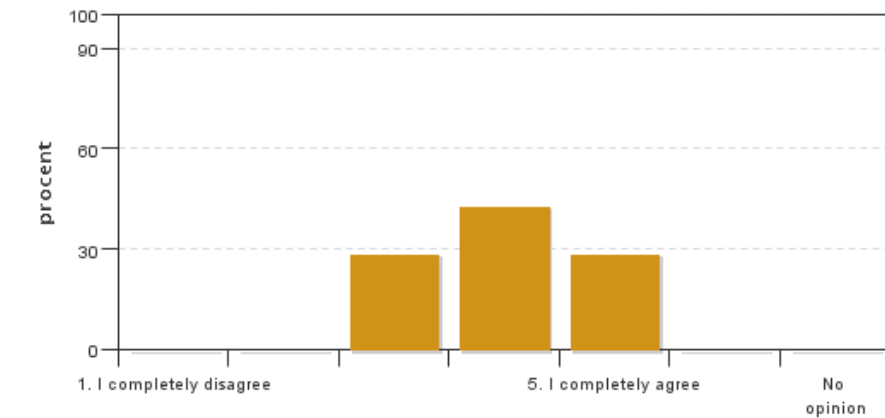


Answers: 7  
 Medel: 4,9  
 Median: 5

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

No opinion: 0

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

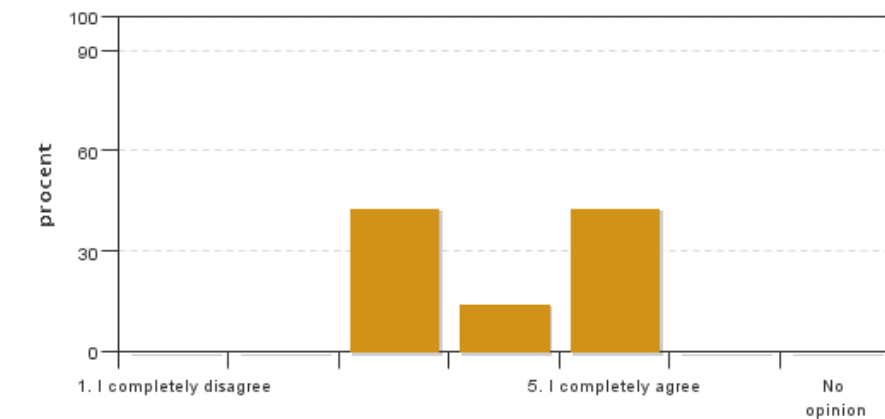


Answers: 7  
 Medel: 4,0  
 Median: 4

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

No opinion: 0

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

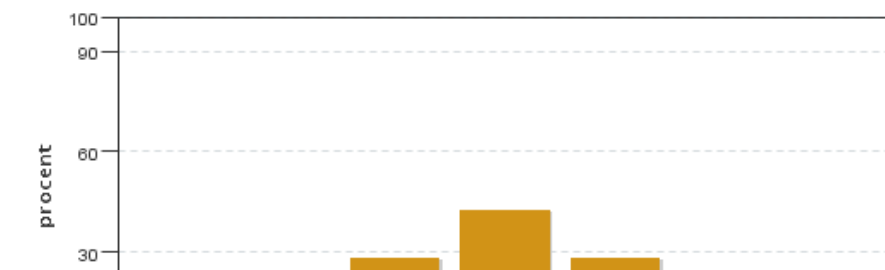


Answers: 7  
 Medel: 4,0  
 Median: 4

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

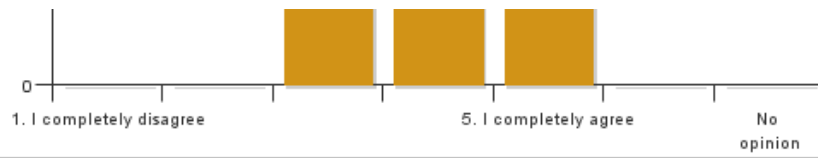
No opinion: 0

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



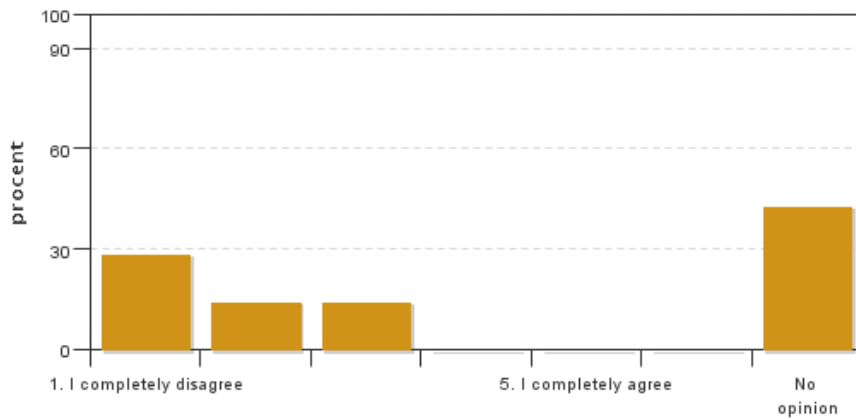
Answers: 7  
 Medel: 4,0  
 Median: 4

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



No opinion: 0

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



Answers: 7

Medel: 1,8

Median: 1

1: 2

2: 1

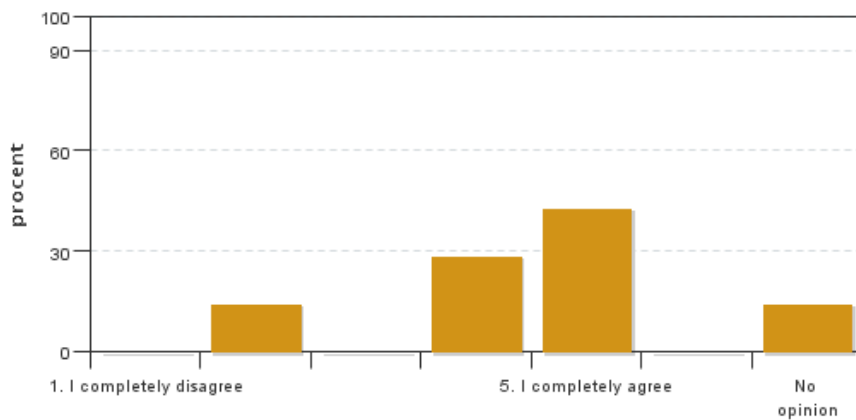
3: 1

4: 0

5: 0

No opinion: 3

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



Answers: 7

Medel: 4,2

Median: 4

1: 0

2: 1

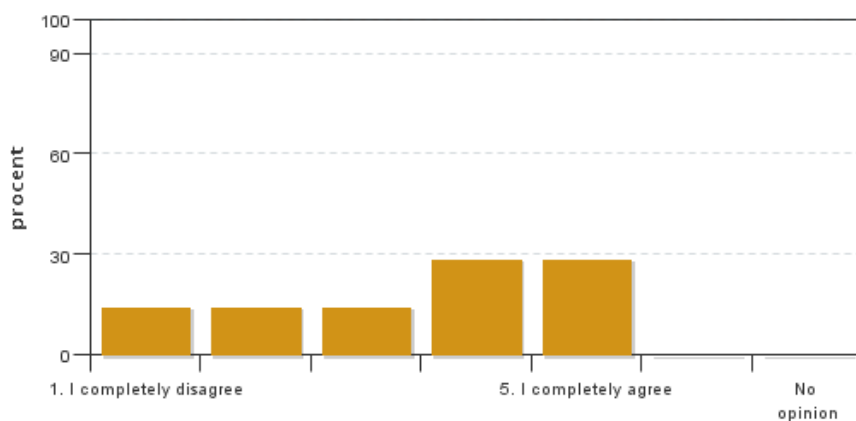
3: 0

4: 2

5: 3

No opinion: 1

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



Answers: 7

Medel: 3,4

Median: 4

1: 1

2: 1

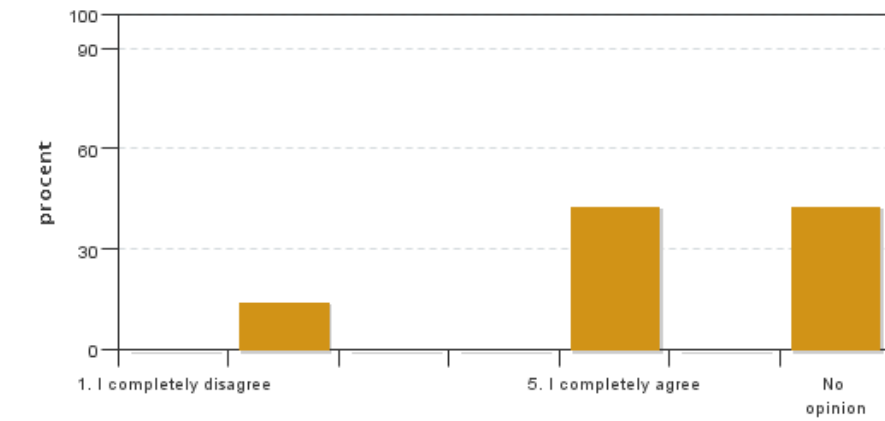
3: 1

4: 2

5: 2

No opinion: 0

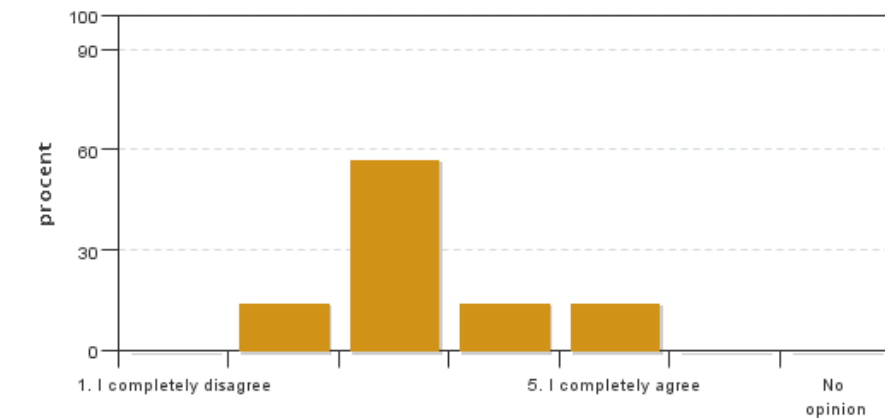
**10. I believe the course has included a gender and equality aspect, regarding content as well as teaching practices (e.g. perspective on the subject, reading list, allocation of speaking time and the use of master suppression techniques).**



Answers: 7  
 Medel: 4,3  
 Median: 5

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

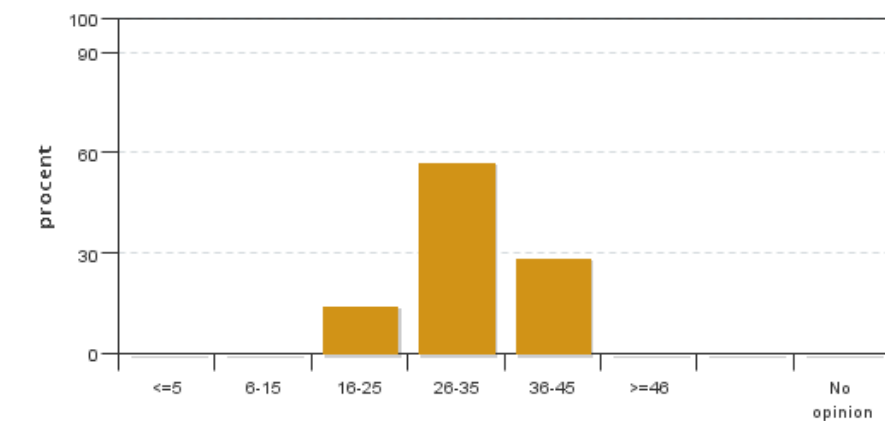
**11. The course covered international perspectives.**



Answers: 7  
 Medel: 3,3  
 Median: 3

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

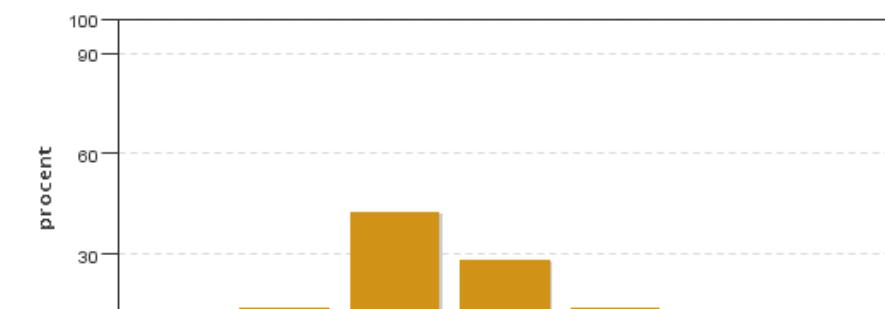
**12. On average, I have spent ... hours/week on the course (including timetabled hours).**



Answers: 7  
 Medel: 31,4  
 Median: 26-35

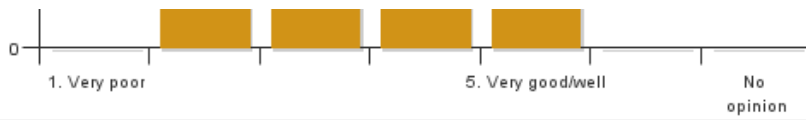
≤5: 0  
 6-15: 0  
 16-25: 1  
 26-35: 4  
 36-45: 2  
 ≥46: 0  
 No opinion: 0

**13. What is your overall experience of participating in all or part of your course online?**



Answers: 7  
 Medel: 3,4  
 Median: 3

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



**14. Please share what worked well when participating in teaching on distance**

**15. Please share what worked less well when participating in teaching on distance**

## Additional own questions

---

**16. How would you rate the overall quality of the lectures? This includes all kind of lectures; on-line, recorded and lectures based on handouts only.**

**16. Please comment upon subjects of lectures provided during the course, both by SLU and guest lecturers. Were lectures on the right level? Do you miss any subject in the course? Too much of something?**

**16. What do you in general think about the handouts of the lectures? Have they been useful? Did you get them in time?**

**16. What is your general opinion about the theoretical exercises with follow-up seminars? Were the exercises meaningful? Were seminars meaningful? Was there appropriate time for these activities?**

**16. What is your general opinion about the literature reviews? Was the selected literature relevant and interesting? What is your experience from working together in student groups on-line? Were presentations and discussions organised in a good way?**

**16. What is your general opinion about the course literature?**

**16. Were study questions useful?**

## Course leaders comments

---

### Comments to the course evaluation Animal food Science 2021

Despite frequently reminding the students, only 7 out of 21 answered the course evaluation. This is problematic, since the answers might not reflect the opinions of the whole course. Also last year, the response was very low, only 34%, and there has been a gradual decline in the response from students during the last years. We clearly should find ways to motivate students to fill out the evaluation. The overall impression of the course was good though (average 3.6; median 4), and the content was clearly linked to the learning objectives (average 3.9; median 4). The availability of information was rated high as well (4) but the Canvas structure of the meat part was rated somewhat lower than the milk part. In general, students expressed that the various course components (lectures, course literature, exercises etc.) had supported their learning (average 4.0; median 4). Guest lecturers were appreciated and will be invited again next year. Seminars were in general very helpful although some were not, and students appreciated the questions that were associated to each seminar. Study questions related to the milk and meat/ fish parts were highly appreciated, however, need to be updated. Finally, students replied that the two examinations provided opportunities to demonstrate what they had learnt during the course (average 4.2; median 4).

In general, this year it becomes very obvious that students want to go back to campus-based teaching. This might even be reflected in the rating of the different online transformations of labs and exercises. We can just hope we can go back to normal teaching for next year's course, since the knowledge and skills from the practical parts and

excursions cannot be fully transferred by online teaching.

### **Dairy science and technology specific comments**

Students considered this part as well structured, easy to follow, and that the structure in Canvas was clear and easy to access. Lectures were well adapted for online teaching and the weekly question hours were considered very useful, providing the possibility to ask questions that came up after the lecture. Students appreciated that questions associated to the different seminars were discussed in the class, and that the answers agreed upon were summarised in written form "on-line" during the seminars and finally up-loaded in Canvas.

### **Meat part specific comments**

Canvas structure: actually, the course had the same structure in Canvas as last year and last year it seemed to work fine, as we got no comments. We will, however try to find a better structure, e.g., placing all exercises in one separate module. In this way it will be clear where to find them. We will also add the date of each exercise.

The recorded lectures were considered very useful. The practical parts had to be changed into distant teaching formats, and some 'exercises' became more like a lecture with discussion. But seminars and exercises were performed more or less in the same way as last year, when distant teaching was initiated. Since we got very good evaluation last year, we used a similar concept. Perhaps both teachers and students were more exhausted with distant teaching this year? This will hopefully go back to normal, if campus teaching will be allowed next year.

We will change the structure of the meat and health seminar to a panel discussion, to be able to include a more holistic point of view.

Some things that students were missing during this course are actually part of other courses. Food additives is in focus on in the Food chemistry course, and carrageenan is explained in the Food technology course. We are of course discussing the most important additives for meat products in the meat processing part as well, but expect students to have previous knowledge about different additives. To include animal ethics in this course, as suggested in the course evaluation, would be out of the scope of the course, especially since this course is not about primary production. In addition, there is a course in Food ethics which should cover these aspects. However, teachers will try to highlight aspects of both animal ethics and food waste more and also try to include topics related to by-products and organ meats. For the lecture about the handling of animals and carcasses at the slaughterhouse we will also try to include more international aspects.

Finally, we will change the structure of the fish part, and update the lectures.

## **Student representatives comments**

---

As last year, the answer frequency was low, only 7 out of 21 students did the course evaluation although the teachers urged the students to do it. By own experience, a teacher in another course promised to hand out the exam results only six working days after the written exam if students filled in the course evaluation. The answer frequency raised from earlier years poor 15-24% to 82%. This could perhaps be an option to increase the answer frequency. However, important to keep in mind that all exams are not designed in the same way so this option might not be feasible to adapt in all courses.

The course was given online this year (2021) again due to the pandemic. The students had overall a good impression of the course since it was on average graded with a 4. Students thought that information was easy to access in milk part, with an organised Canvas page. For the meat and fish part, structure in Canvas was not as structured as the milk part, so there is room for improvement here.

The course evaluation clearly showed that the students felt that they missed out on important knowledge when laboratory work and study trips were cancelled. The teachers had however adapted the situation well and organised "online labs", but it is not the same thing to watch a video as do it by yourself. Hence, they invited guest speakers, which were very appreciated among students. However, I think both students and teachers agree upon that they are looking forward to campus teaching again. Fingers crossed for 2022!

The online lectures in the milk part worked well and it was appreciated that we had a weekly question hour. The recorded lectures in the meat part were also appreciated. The power points (PP) varied in quality. They were in general good and handed out on time. But some fish PP have to be updated, some were not informative enough. Some students thought that the course should include more information about poultry, fish, intestinal food and/or environmental and ethical aspects.

The students liked the seminars and thought they were helpful in their learning. Especially when we went through the questions in class (live on Zoom) and the teacher uploaded the answers on Canvas later. The study question in both milk and meat/fish part were appreciated but some questions must be updated. The literature reviews were also a good exercise to practice critical reading of scientific articles. Hence, the course literature was not used among the answering students. They thought the lectures/handouts/seminars were more useful. Perhaps the course literature could be replaced with a compendium that is adapted for the course.

---

Kontakta support: [it-stod@slu.se](mailto:it-stod@slu.se) - 018-67 6600