



Food Technology LV0112, 40123.2021

15 Hp

Pace of study = 100%

Education cycle = Basic

Course leader = Monika Johansson

Evaluation report

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

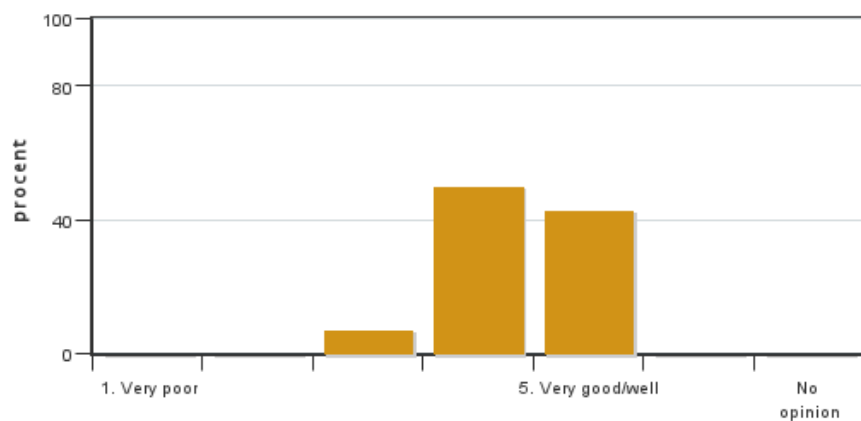
Answers 14

Number of students 18

Answer frequency 77 %

Mandatory standard questions

1. My overall impression of the course is:

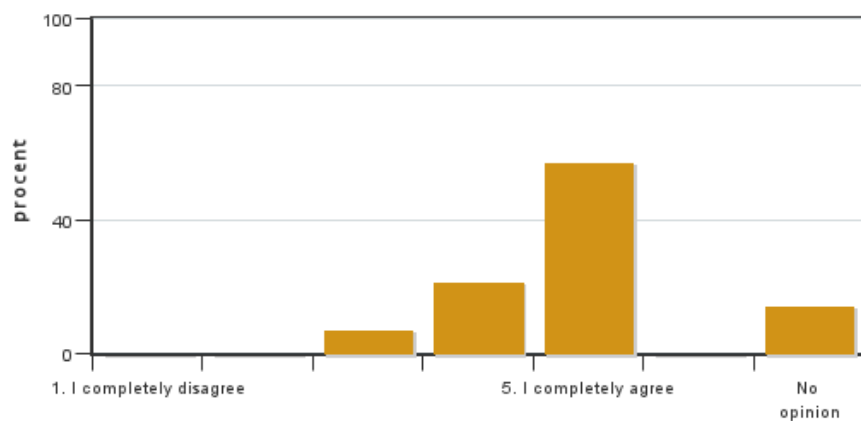


Answers: 14
Medel: 4,4
Median: 4

1: 0
2: 0
3: 1
4: 7
5: 6

No opinion: 0

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

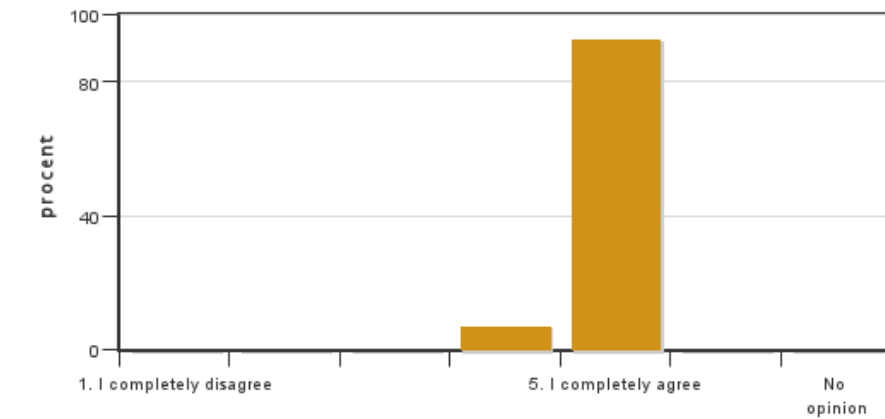


Answers: 14
Medel: 4,6
Median: 5

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

No opinion: 2

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

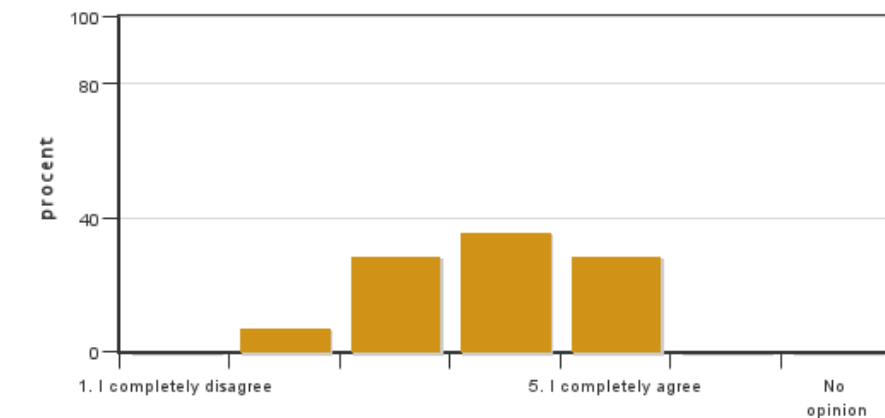


Answers: 14
Medel: 4,9
Median: 5

1: 0
2: 0
3: 0
4: 1
5: 13

No opinion: 0

4. The information about the course was easily accessible.

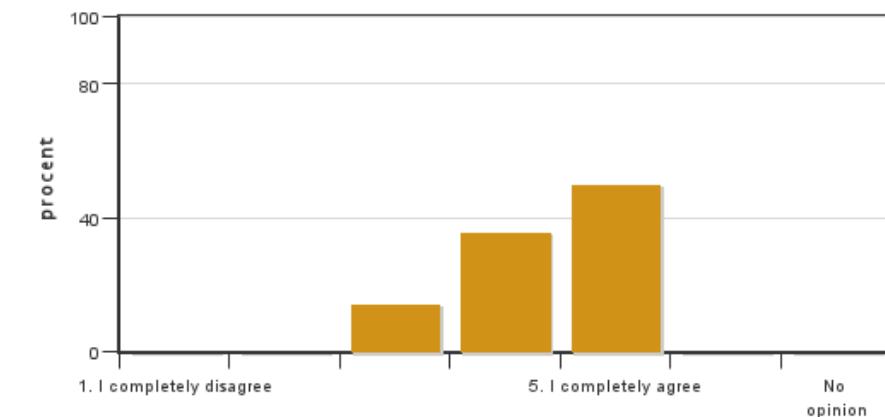


Answers: 14
Medel: 3,9
Median: 4

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

No opinion: 0

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



Answers: 14
Medel: 4,4
Median: 4

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

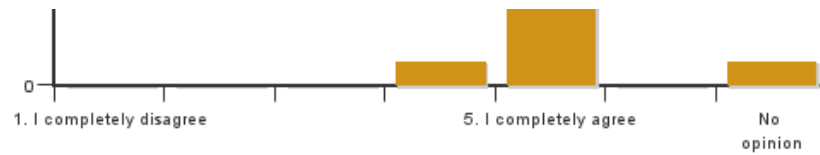
No opinion: 0

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



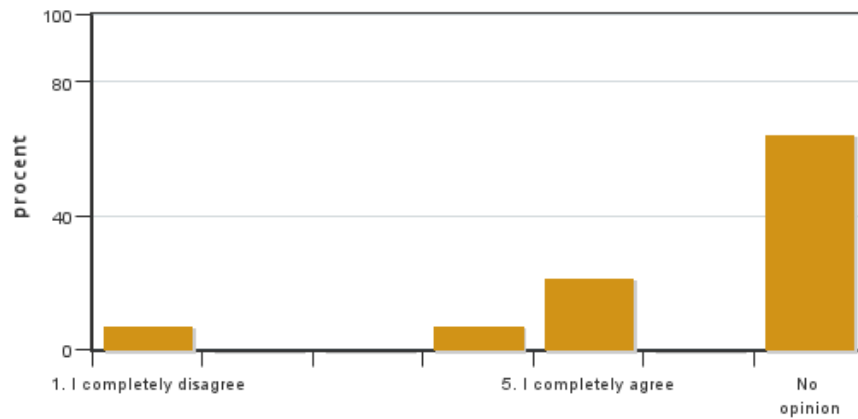
Answers: 14
Medel: 4,9
Median: 5

1: 0
2: 0
3: 0
4: 1
5: 12



No opinion: 1

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



Answers: 14

Medel: 4,0

Median: 5

1: 1

2: 0

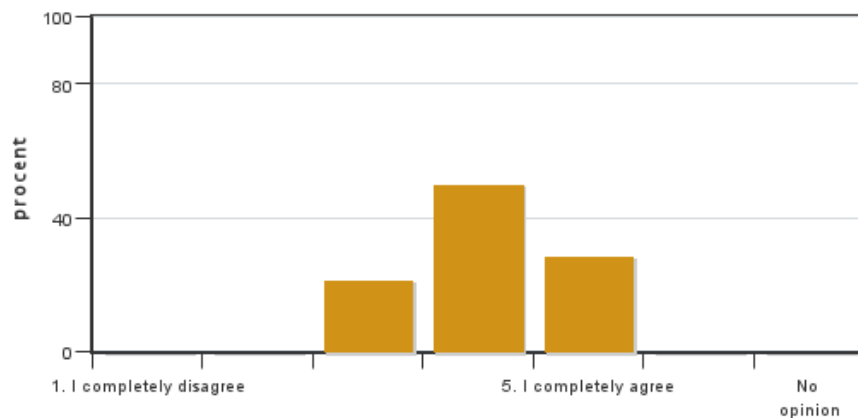
3: 0

4: 1

5: 3

No opinion: 9

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



Answers: 14

Medel: 4,1

Median: 4

1: 0

2: 0

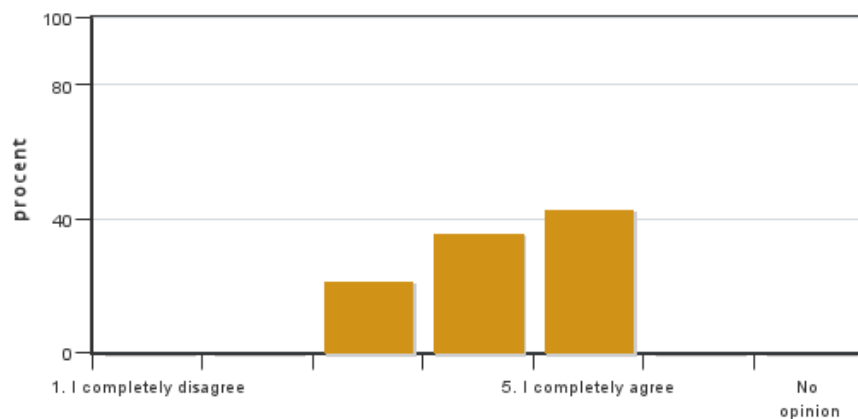
3: 3

4: 7

5: 4

No opinion: 0

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



Answers: 14

Medel: 4,2

Median: 4

1: 0

2: 0

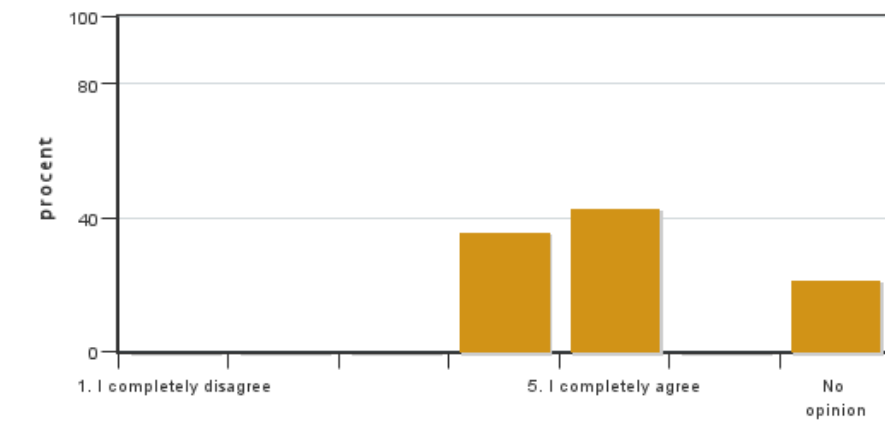
3: 3

4: 5

5: 6

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).

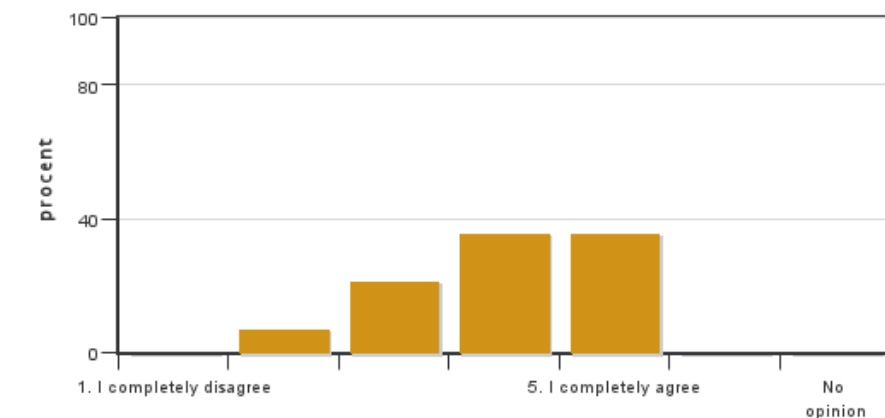


Answers: 14
 Medel: 4,5
 Median: 5

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

No opinion: 3

11. The course covered international perspectives.

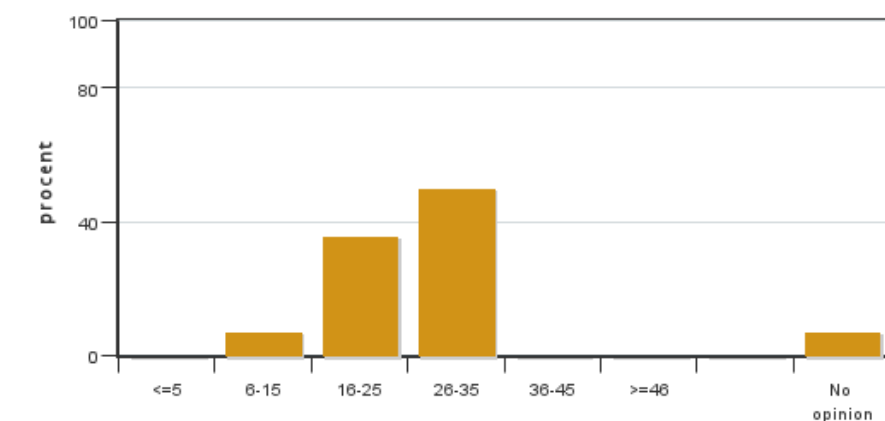


Answers: 14
 Medel: 4,0
 Median: 4

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

No opinion: 0

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

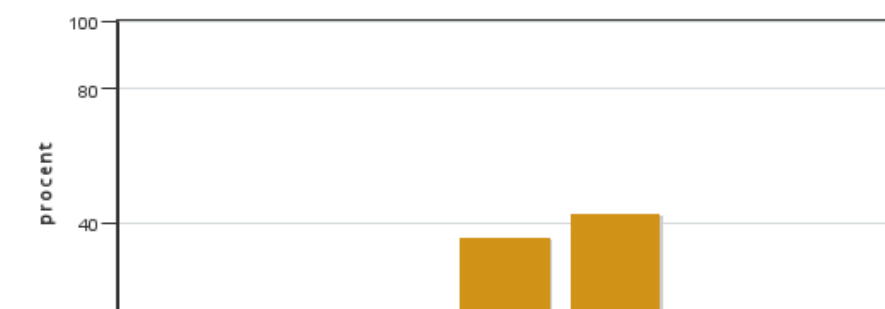


Answers: 14
 Medel: 24,6
 Median: 26-35

≤5: 0
 6-15: 1
 16-25: 5
 26-35: 7
 36-45: 0
 ≥46: 0

No opinion: 1

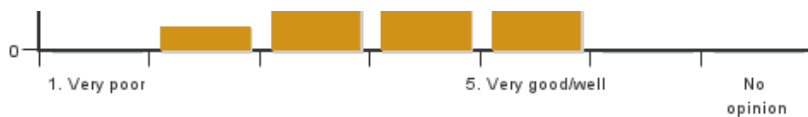
13. If relevant, what is your overall experience of participating in all or part of your course online?



Answers: 14
 Medel: 4,1
 Median: 4

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

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. How would you rate the overall quality of the external lecture?

16. What do you think about the moment "Factsheet"?

16. What do you think about the Student lectures?

16. What do you think about Problem Based Learning (PBL) exercise?

16. What do you think about the exercise Processing and evaluation of home made dairy products?

Course leaders comments

Kursen har fortgått för fjärde gången för i år, under en hel termin. Kursens pedagogiska upplägg har innefattat framförallt föreläsningar men även övningar i presentationsteknik i form av studentlektioner och inlämningsuppgifter i form av att skapa ett faktablad. På grund av situationen med corona gavs kursen helt och hållet på distans vilket innebar att vissa moment behövde anpassas. T.ex. byttes ett laborativt moment ut mot problembaserat lärande. Momentet var väldigt uppskattat och momentet var till skillnad från förra året poäng belagd. Gällande laborationer, så byttes detta ut mot "Scientific kitchen", där studenterna på egen hand tillverkade olika mejeriprodukter hemma. Produkterna presenterades sedan i ett gemensamt avsnitt. Aktiviteten var väldigt uppskattad. Kursens innehåll utökades också med nya föreläsningar och nya inbjudna föreläsare.

Syftet med kursens olika moment har varit att studenterna utöver föreläsningar även genom eget sökande av information och genom interna diskussioner ska erhålla fördjupade kunskaper. 14 av 19 studenter besvarade kursvärderingen. Studenternas helhetsintryck av kursen var från 3 till 5 på en 5-gradig skala (medel: 4,4; median: 4). Studenter ansåg att lärandemålen var uppfyllda i stort; från 3 till 5 på en 5-gradig skala (medel: 4,6; median: 5). Studenterna saknade fysisk kontakt både med varandra och med föreläsarna, något som dock inte kunde påverkas på grund av pandemin.

Synpunkter att beakta inför nästa kurs:

- Förbättra layouten på schemat

Handlingsplan:

- Förhoppningen är att nästa gång skall kursen ges på campus
- Schemalayout förbättras

Student representatives comments

Comments by the students representative

Over all the students seem to have liked this cours, which can be seen in the high rating of the overall impression. The course leaders have received nice words from the students claiming they did provide an inclusive environment and did try their best to involve the students.

The physics part of the course could have been introduced with some basic knowledge and maybe a "question session" would have been a good idea. However, the bulk of the students stated that their prior knowledge was sufficient to benefit from this course.

The schedule as well as the canvas page was found to be a bit confusing at times. I think that the course leader would benefit from looking at other course leaders' schedules to get inspiration for a layout that might be a bit less confusing. A proposal from a student is to gather all the handouts in a function called "files" in canvas.

Some students found the course literature to not be of use. To be able to dive deeper into the subjects of the lectures and get a deeper understanding, this is needed. Especially during the lectures covering milk products.

The students wanted to see an exam done by previous course participants to be able to prepare better. Someone thought that the exam was too short to cover 10 credits.

Most students spent 24,6 hours a week dedicated to studying. When taking into consideration that this is a course at full pace, it seems like there was too little to do at times. Some students did think that the course held a good pace with plenty of time to learn and reflect on each topic.

The students think the teachers and course leaders did a great job, given the circumstances (covid-19). Small talk before the lectures was appreciated. Some students did miss a space to discuss some topics of the course with other students and the teachers.

The PBL was very appreciated by the students, as well as the "lab" at home, "Processing and evaluation of homemade dairy products". The quality of the external lectures was stated to be good or great and contained "interesting topics".

Most students found the fact sheet a pleasant task and a nice way to mix with lectures. Some students did not see the point of presenting another group's fact sheet. The design of the fact sheet was time consuming and some students thought it would have been good to get an introduction in how to do this.

The student lectures were fun and interesting according to most students