



## Animal Nutrition - health, behaviour and welfare HV0128, 10016.2122

15 Hp

Pace of study = 100%

Education cycle = Advanced

Course leader = Anette Wichman, Carlos Hernandez

### Evaluation report

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**Evaluation period: 2021-10-25 - 2021-11-15**

Answers 12

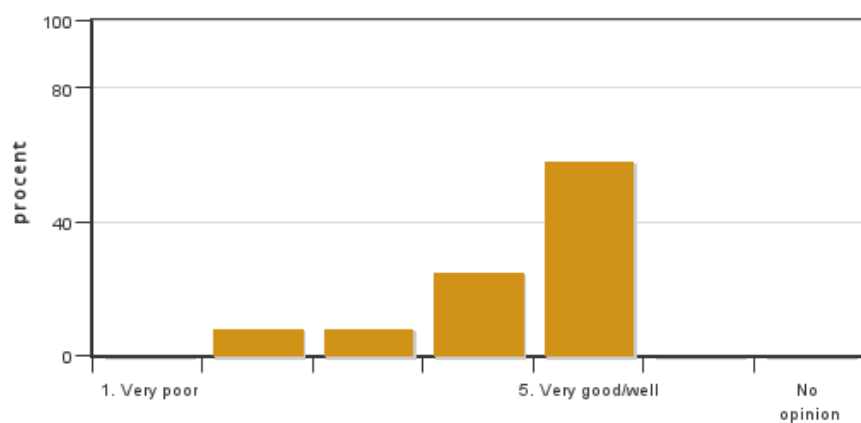
Number of students 15

Answer frequency 80 %

### Mandatory standard questions

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



Answers: 12

Medel: 4,3

Median: 5

1: 0

2: 1

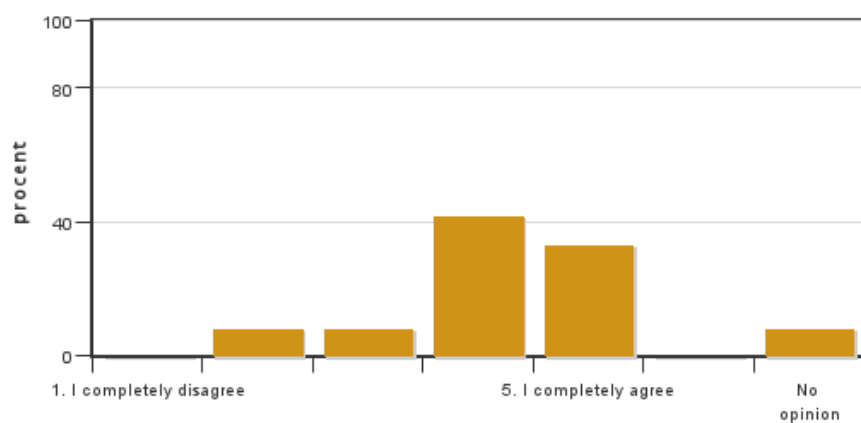
3: 1

4: 3

5: 7

No opinion: 0

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



Answers: 12

Medel: 4,1

Median: 4

1: 0

2: 1

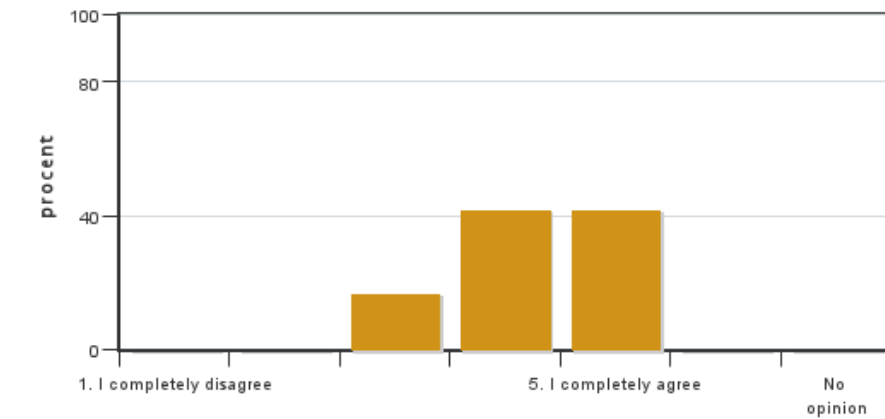
3: 1

4: 5

5: 4

No opinion: 1

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

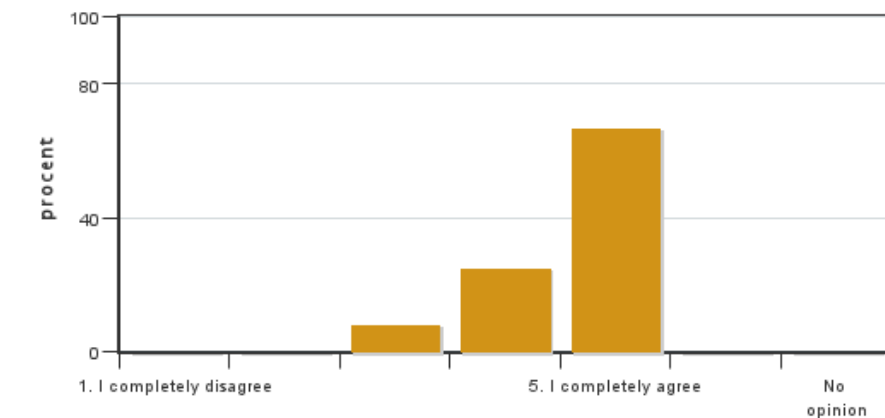


Answers: 12  
Medel: 4,3  
Median: 4

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

No opinion: 0

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

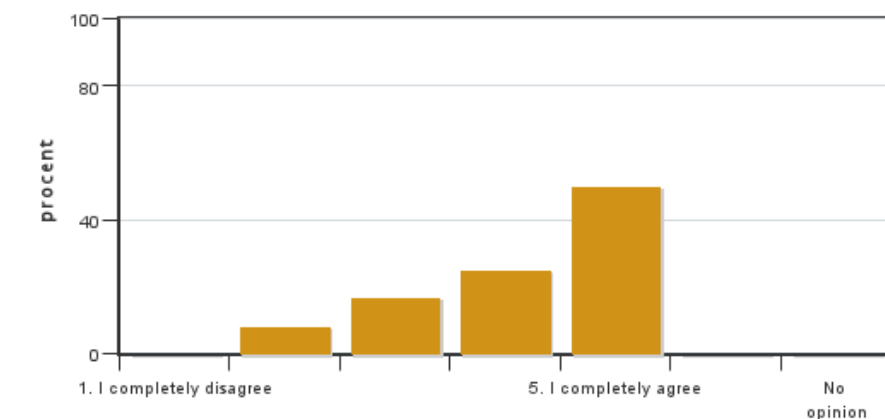


Answers: 12  
Medel: 4,6  
Median: 5

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

No opinion: 0

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



Answers: 12  
Medel: 4,2  
Median: 4

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

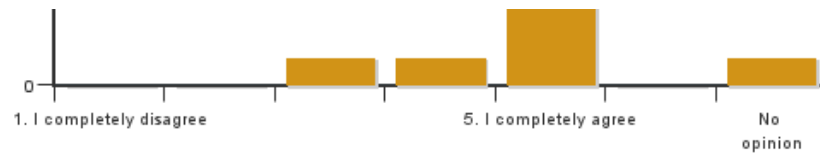
No opinion: 0

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



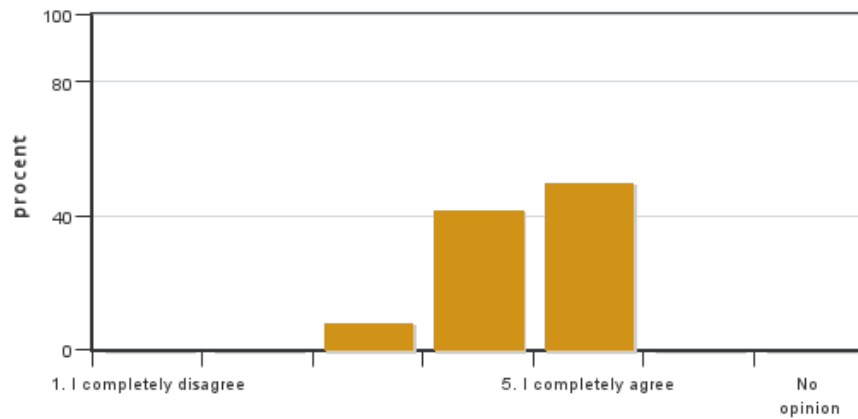
Answers: 12  
Medel: 4,7  
Median: 5

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



No opinion: 1

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



Answers: 12

Medel: 4,4

Median: 4

1: 0

2: 0

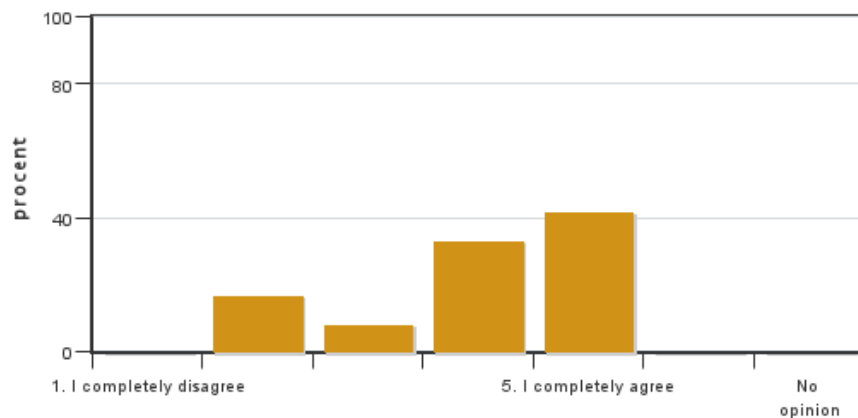
3: 1

4: 5

5: 6

No opinion: 0

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



Answers: 12

Medel: 4,0

Median: 4

1: 0

2: 2

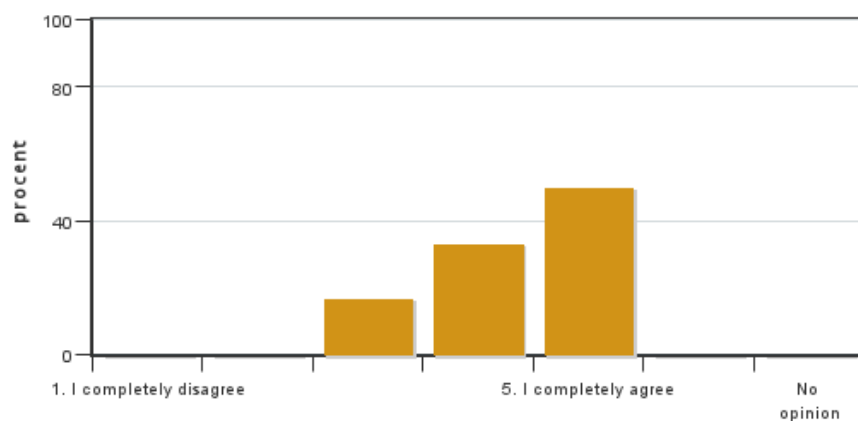
3: 1

4: 4

5: 5

No opinion: 0

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



Answers: 12

Medel: 4,3

Median: 4

1: 0

2: 0

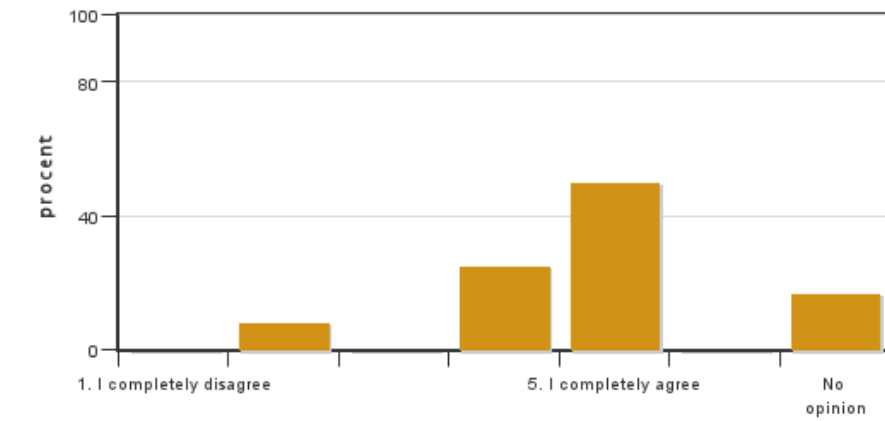
3: 2

4: 4

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).**

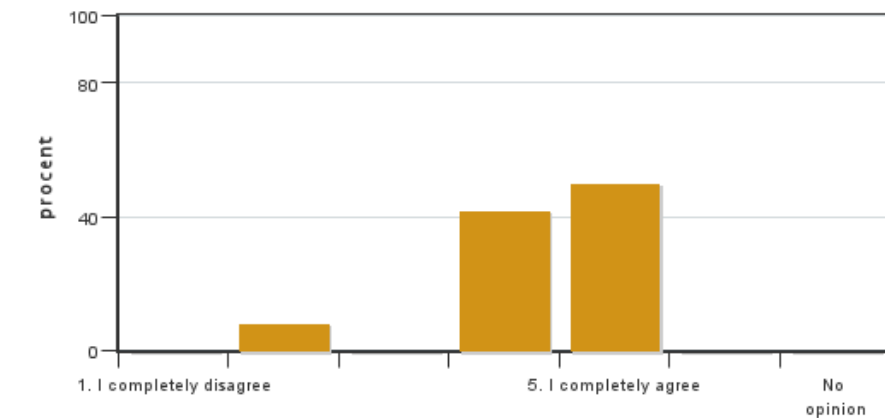


Answers: 12  
Medel: 4,4  
Median: 5

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

No opinion: 2

#### 11. The course covered international perspectives.

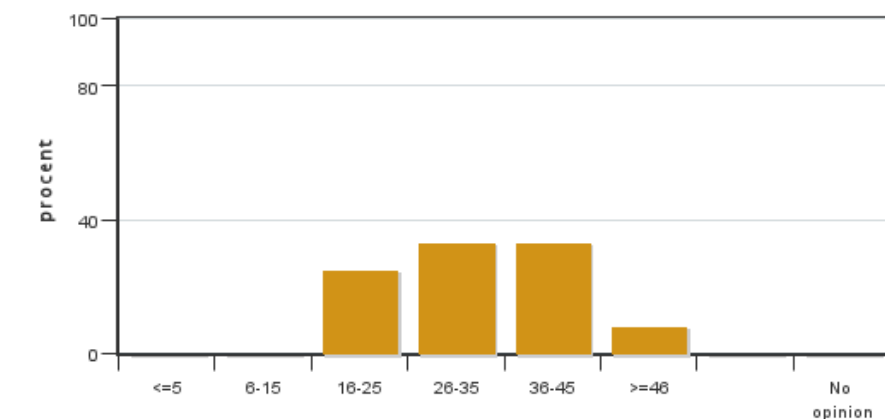


Answers: 12  
Medel: 4,3  
Median: 4

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

No opinion: 0

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

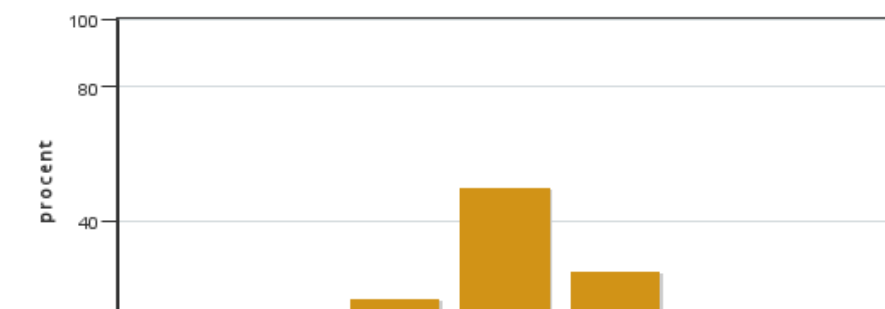


Answers: 12  
Medel: 32,2  
Median: 26-35

≤5: 0  
6-15: 0  
16-25: 3  
26-35: 4  
36-45: 4  
≥46: 1

No opinion: 0

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



Answers: 12  
Medel: 3,9  
Median: 4

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

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**

## Course leaders comments

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This year we had a high response rate for the course evaluation (12/15), which gives a good picture of the student's opinion about this course. In general, students gave positive comments with a very positive overall assessment of the course with an average score of 4.3 (1= very poor, 5= very good). Students found clear links with the learning objectives with an average score of 4.1 (1= completely disagree, 5= completely agree). The students gave valuable suggestions for improvements of some of the seminars including allocating more time for the discussions, to encourage more participation by all the students and encourage a deeper discussion of some of the topics. These will be taken into account for improvements for next year. Students thought the course was well structured, organized and well prepared and they were satisfied with the communication with the teachers. Similarly, students were pleased about the information of the course and thought the instructions and information available in Canvas were clear and easily accessible. Their opinion about distance teaching due to the pandemic was that video classes were in general good and that all teachers handled remote teaching well. However, there were some comments that group work and especially seminars were negatively affected if some students did not participate actively. One possible solution for this, which will be taken into consideration for future courses, is to be stricter on the criteria to pass those obligatory activities. In addition, the issue of having cameras on during seminars and discussions was brought up. However, it is not easy for teachers to enforce having cameras on, or have this as a requirement to pass, due to some students not having stable internet connections etc. This issue will be considered for future courses to try to find a solution to handle this issue in a fair way. In general, students appreciated the combination of online lectures with in-person presentations on campus.

## Student representatives comments

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80 % of the students responded to the course evaluation, which means that the answers should represent the students opinion in a good way. A majority (7/12) rated the overall impression of the course as 5/5 and on all questions regarding this specific course the average rating was 4 or higher, so it is clear that the course was very well liked by the students.

The organisation and structure of the course, for example the course guide and the communication with the teachers recieved several positive comments. Another thing that was appreciated by the students was that the online teaching was mixed with activities in shool and on Lövsta, both for variation and so that they where able to meet eachother and the teachers in real life.

One thing that is brought up in several comments as a problem is the engagment of the other students. Examples that are given is: turning camera on, being active in discussions and doing their share of the project work. There was also one comment questioning the fairness of being graded in a group presentation (even though the grading was done individually) since you can get an advantage if you have a good group mate. The average time the students estimated that they spent on the course per week was 32.2h, so the limited engagement of some students in eg seminars shouldnt be because of a to high workload. I think the lack of engagement from students are also a reason why two comments said that the seminars where not so useful.

The teaching on distance was working mostly well but some students remarked that it is harder to be active and focused when not in school. Some students also find it harder to ask questions to the teacher online, and a suggestion was that there should always be a few minutes left at the end of each lecture for questions.

Though a majority of the students stated that the course covered international perspectives one student commented that it was to much focus on Europe and that there should be a more global perspective, and not only from the studet presentations.