Animal genetics - health, behaviour and welfare
HV0167, 40005.2122

15 Hp
Pace of study = 100%
Education cycle = Advanced
Course leader = Åsa Ohlsson

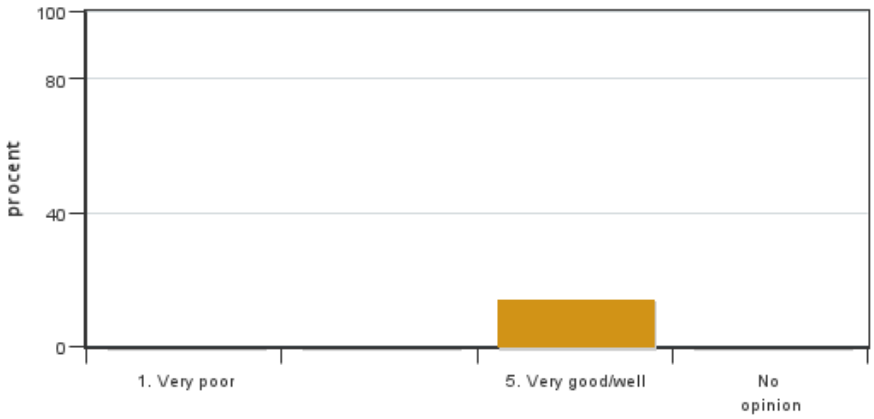
Evaluation report

Evaluation period: 2022-05-29 - 2022-06-19

Answers	7
Number of students	17
Answer frequency	41 %

Mandatory standard questions

1. My overall impression of the course is:

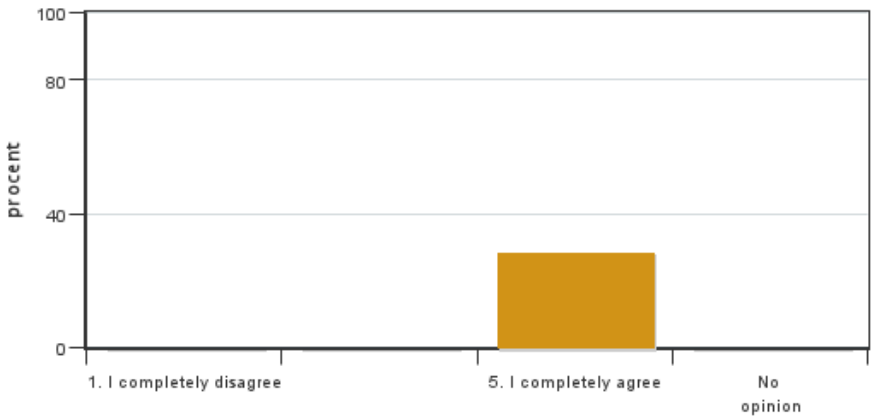


Answers: 7
Medel: 4,0
Median: 4

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

No opinion: 0

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

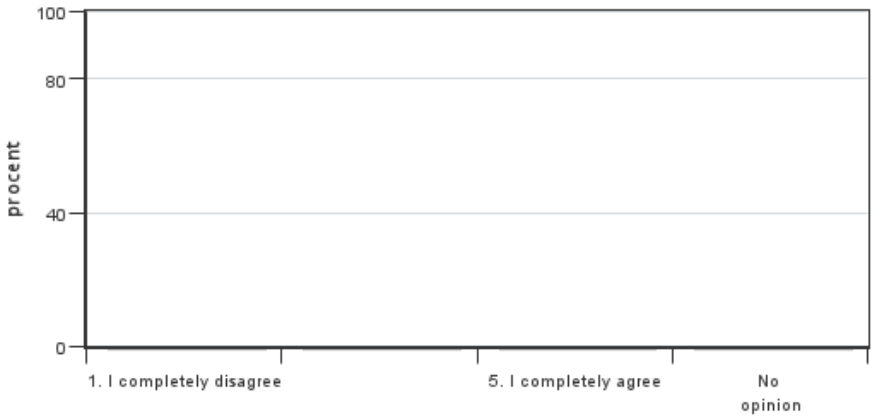


Answers: 7
Medel: 4,1
Median: 4

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

No opinion: 0

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

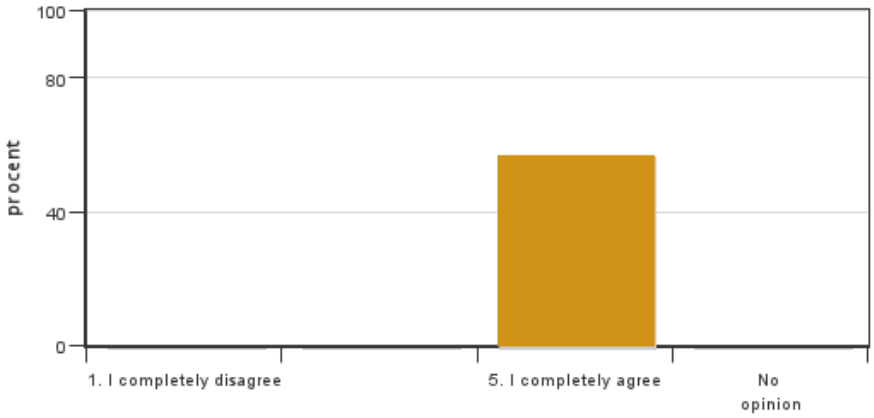


Answers: 7
Medel: 3,1
Median: 3

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

No opinion: 0

4. The information about the course was easily accessible.

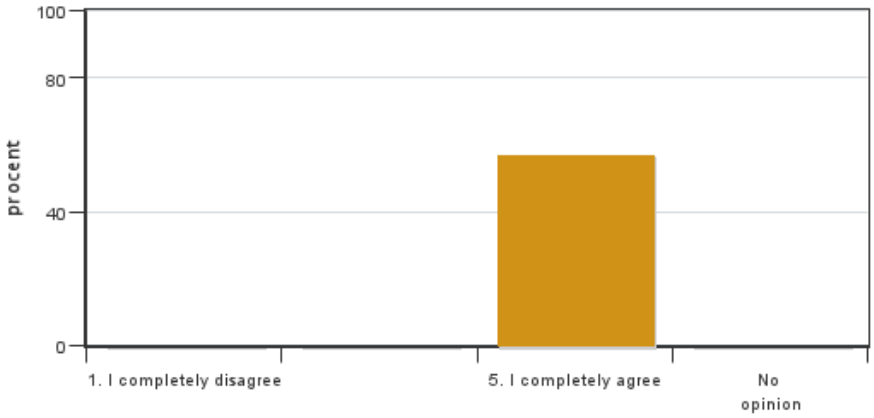


Answers: 7
Medel: 4,3
Median: 5

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

No opinion: 0

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

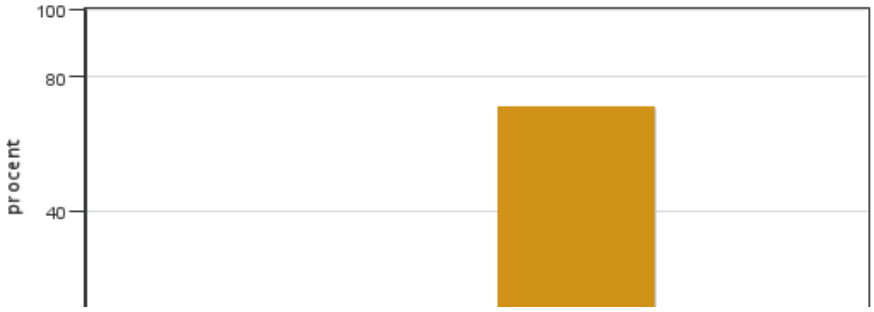


Answers: 7
Medel: 4,3
Median: 5

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

No opinion: 0

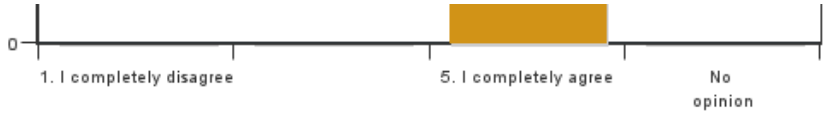
6. The social learning environment has been inclusive, respecting differences of opinion.



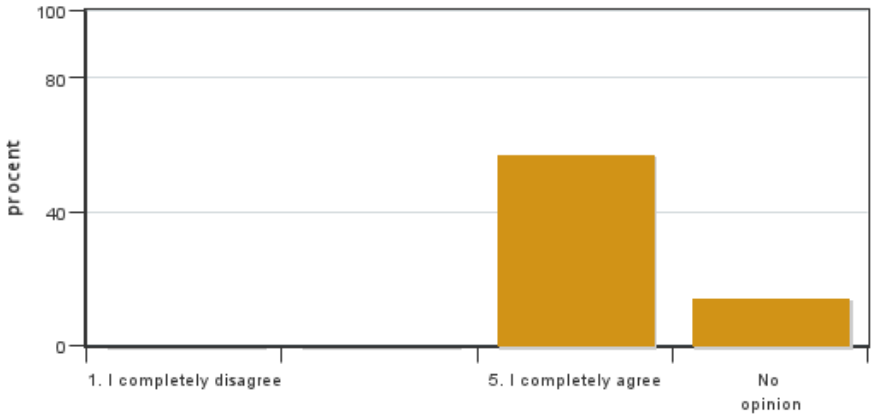
Answers: 7
Medel: 4,7
Median: 5

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

No opinion: 0



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

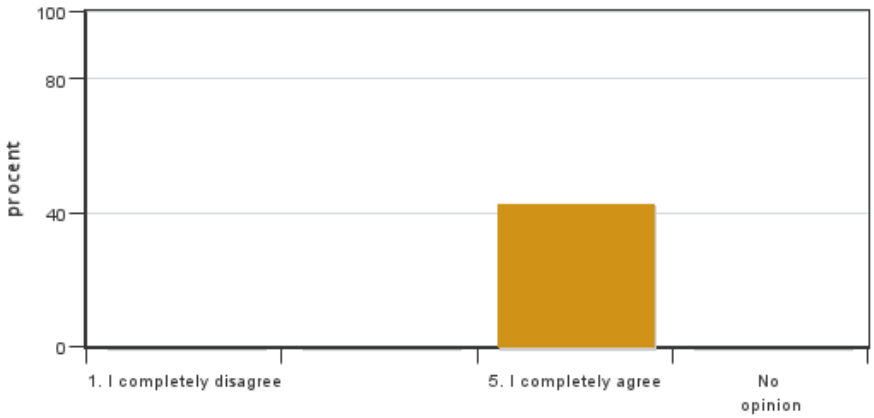


Answers: 7
Medel: 4,7
Median: 5

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

No opinion: 1

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

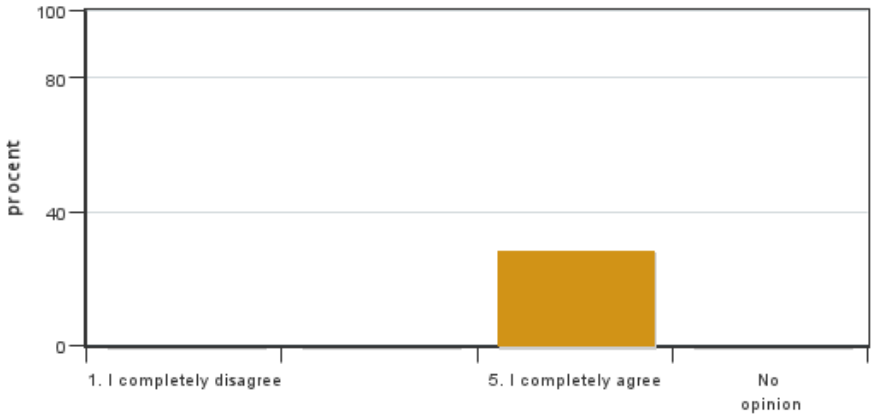


Answers: 7
Medel: 4,3
Median: 4

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

No opinion: 0

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

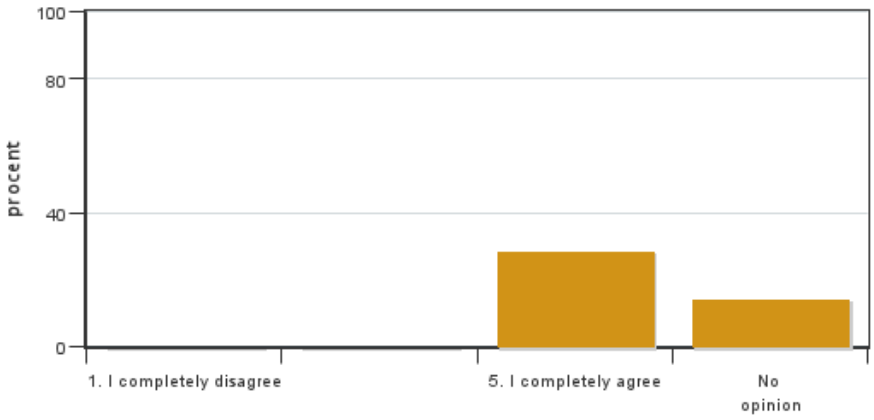


Answers: 7
Medel: 4,1
Median: 4

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

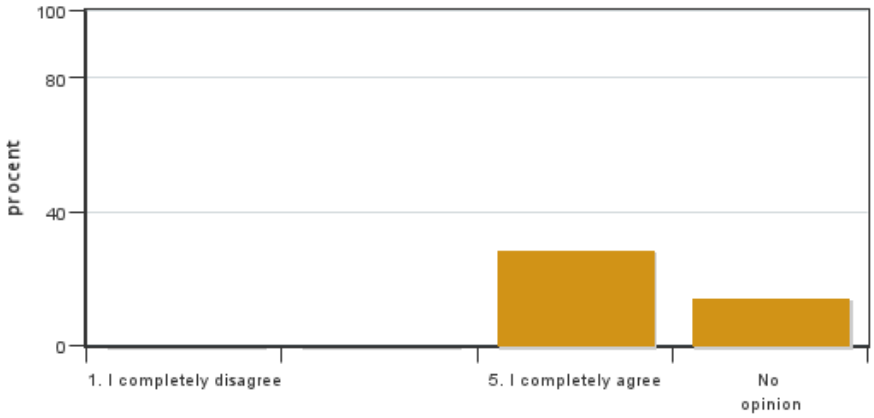


Answers: 7
Medel: 4,3
Median: 4

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

No opinion: 1

11. The course covered international perspectives.

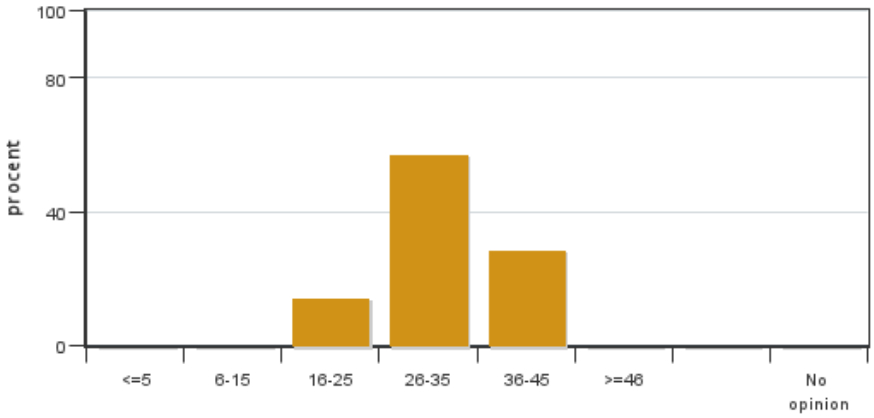


Answers: 7
Medel: 4,2
Median: 4

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

No opinion: 1

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

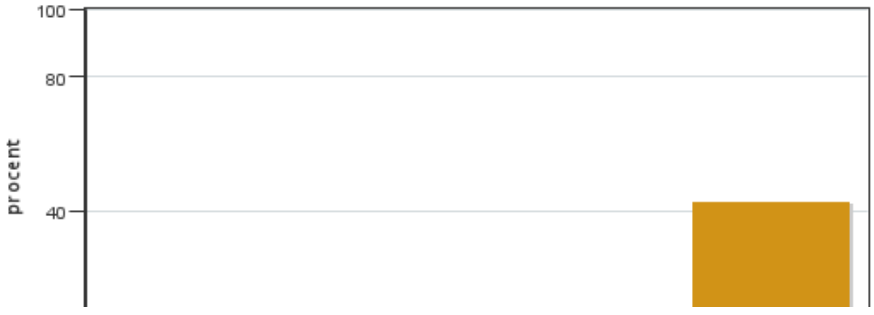


Answers: 7
Medel: 31,4
Median: 26-35

≤5: 0
6-15: 0
16-25: 1
26-35: 4
36-45: 2
≥46: 0

No opinion: 0

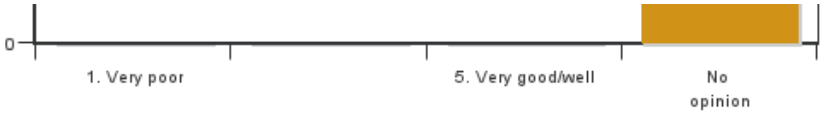
13. If relevant, what is your overall experience of participating in all or part of your course online?



Answers: 7
Medel: 3,8
Median: 4

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

No opinion: 3



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

The course was held at campus this year. 7 out of 15 attending students answered the course evaluation form (two students were enrolled in the course but never attended). The overall impression of the course was good (median score of 4 out of 5) with 6 student scoring 4 or higher. A majority of the students followed all deadlines and the presence on lectures were in general 10 out of 15.
During the course there are a lot of assignments and deadlines, which requires the students to plan their work already at the start of the course. This also requires that the students are up to date on some priori knowledge in genetics/animal breeding and statistics/mathematics. Some students expressed they did not have the background required to fully understand parts of the course, despite focused basic lectures provided in the beginning of the course. This perception may reflect the vast different backgrounds the students have that attend this course.
The students appreciated the group work, where they study three cases. These cases had been updated since last year, but might still require some further adjustment to compensate for misunderstandings for the task at hand. The students pointed out that it was good that the background of the students was balanced in the group in order to support discussions on all targeted subjects. Also, the computer exercises were appreciated among the students and worked better this year when the students were on site instead of online, according to the teacher.
An individual project is included in the course, and was the point that brought the most comments for improvement of the students this year. The students plan a scientific study and write a research application on a topic of their own choice. The overall impression of this part of the project was high and it was appreciated. However, the students would like to be provided with more information on how a research application is written before starting out with the project. A suggested change for next year is an introduction to writing grant applications in association to the first meeting to discuss the individual project.
From previous year it was asked to include more focus on environmental sustainability from a One Health perspective, but also to add more information on animal ethics and animal breeding outside EU. This was included in updated and added lectures, as well as a more dedicated discussion about ethics and welfare. In general, positive comments from students for these updates.
The summary of the Student representative is well in line with the messages from the written and oral evaluation.

Student representatives comments

There was an overall good impression of the course. There were clear links between the content and the learning objectives of the course. However, you were expected to have quite a lot of prior knowledge already which made some parts of the course harder to follow if you did not have this. Although, when this was mentioned to the course coordinator, they made sure that our missing knowledge was incorporated into one of the lectures. Information about the course was easily accessible through canvas. However, how the entire course was graded was explained at the start of the course, it was not entirely clear to most students. The many different parts of the content available supported the learning process. During the course, we learned about different practices in different countries, this helped to create an image of how genetics is viewed internationally. Our examinations were not exams per se, however, the assignments graded as exams were representative of what we learned during the course and made us apply the knowledge that we gained. Around 26-35 hours were spent on the course, this includes the scheduled hours and the time at home you spent on preparing and assignments.

The social learning environment was respective and inclusive. There could be discussions held with different opinions and these were beneficial to our learning process. The physical learning environment helped with the learning process, being able to follow lectures in a classroom compared to online was very beneficial. The course presented gender equality, and there was no difference in treatment between the different students. The students were of all different ages and previous education backgrounds, however, the teachers did not treat anybody differently.

It was generally well perceived that the course was entirely on campus. This aided the learning experience as questions to the teachers are easier to ask than online. However, a point was made that the lectures are not recorded. If they would be recorded, the students could rewatch them later for learning purposes or if something was unclear during the lecture.