



Ethology and anthrozoology 2 HV0186, 20005.2122

15 Hp

Pace of study = 100%

Education cycle = Basic

Evaluation report

Evaluation period: 2022-01-09 - 2022-01-30

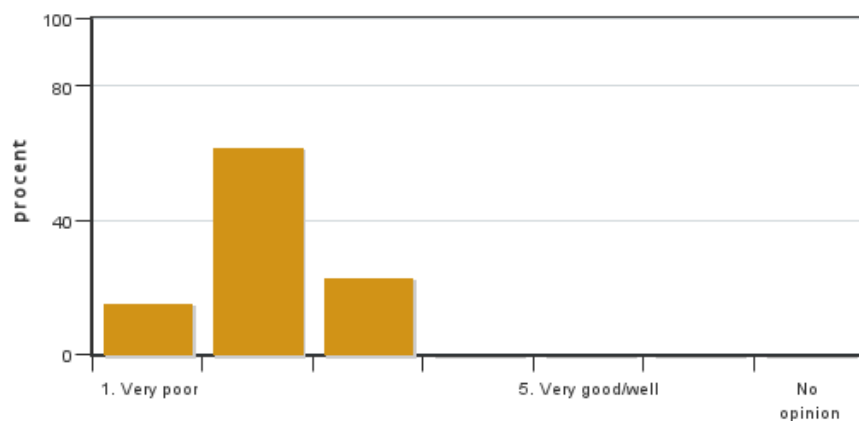
Answers 13

Number of students 21

Answer frequency 61 %

Mandatory standard questions

1. My overall impression of the course is:

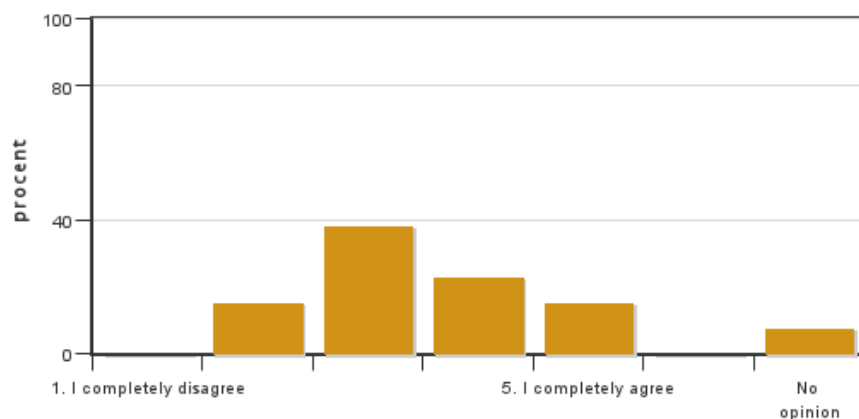


Answers: 13
Medel: 2,1
Median: 2

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

No opinion: 0

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

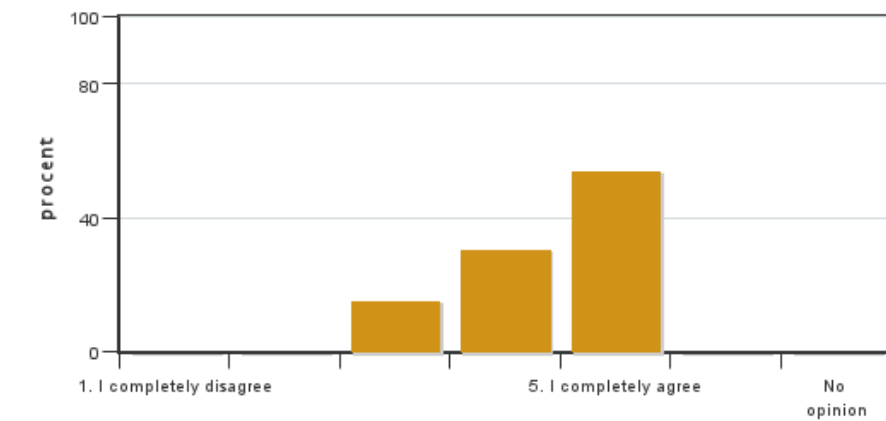


Answers: 13
Medel: 3,4
Median: 3

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

No opinion: 1

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

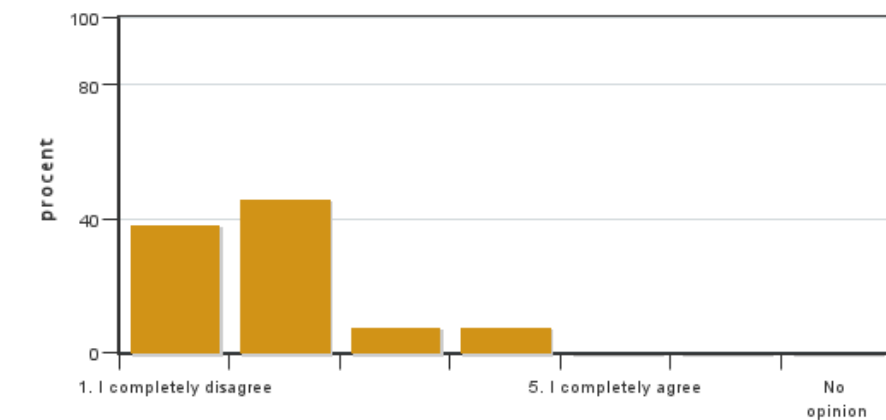


Answers: 13
Medel: 4,4
Median: 5

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

No opinion: 0

4. The information about the course was easily accessible.

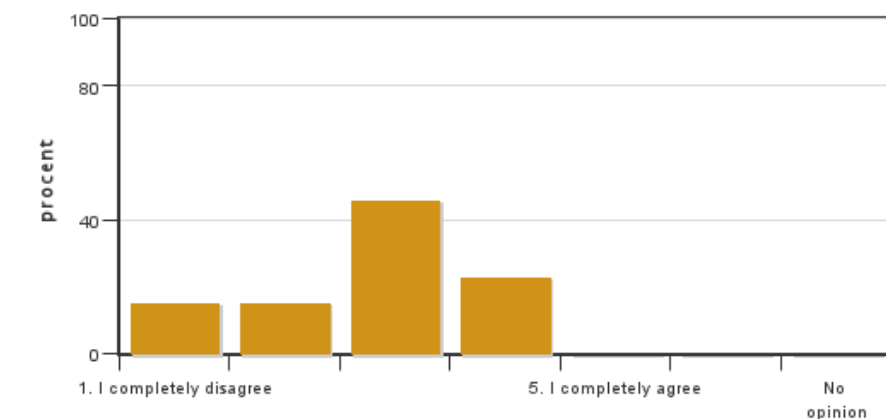


Answers: 13
Medel: 1,8
Median: 2

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

No opinion: 0

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

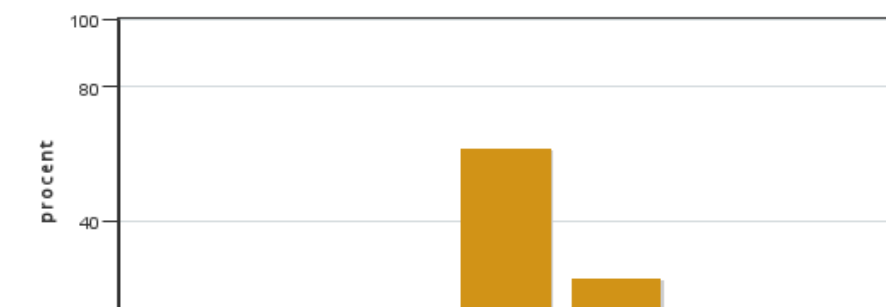


Answers: 13
Medel: 2,8
Median: 3

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

No opinion: 0

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



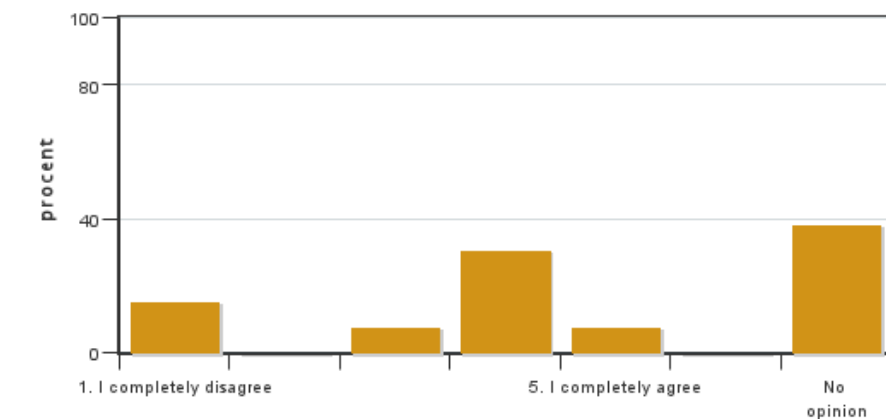
Answers: 13
Medel: 4,2
Median: 4

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

No opinion: 1



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



Answers: 13

Medel: 3,3

Median: 4

1: 2

2: 0

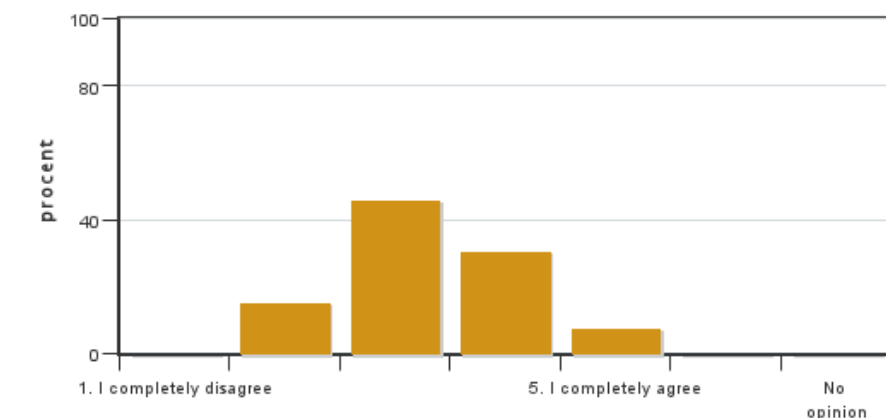
3: 1

4: 4

5: 1

No opinion: 5

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



Answers: 13

Medel: 3,3

Median: 3

1: 0

2: 2

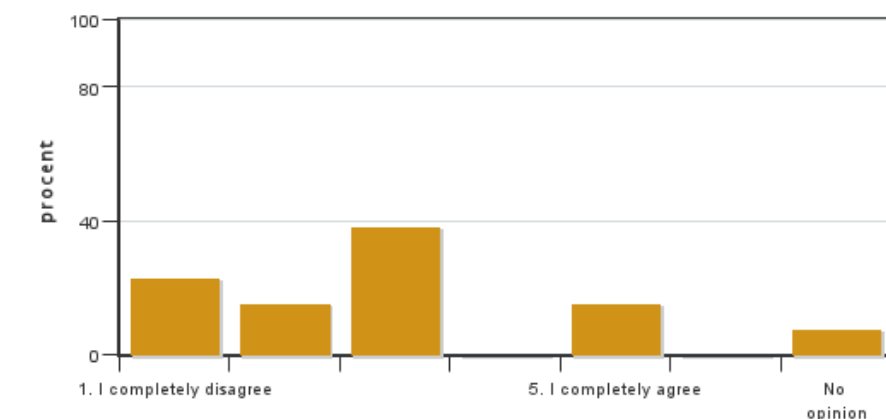
3: 6

4: 4

5: 1

No opinion: 0

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



Answers: 13

Medel: 2,7

Median: 3

1: 3

2: 2

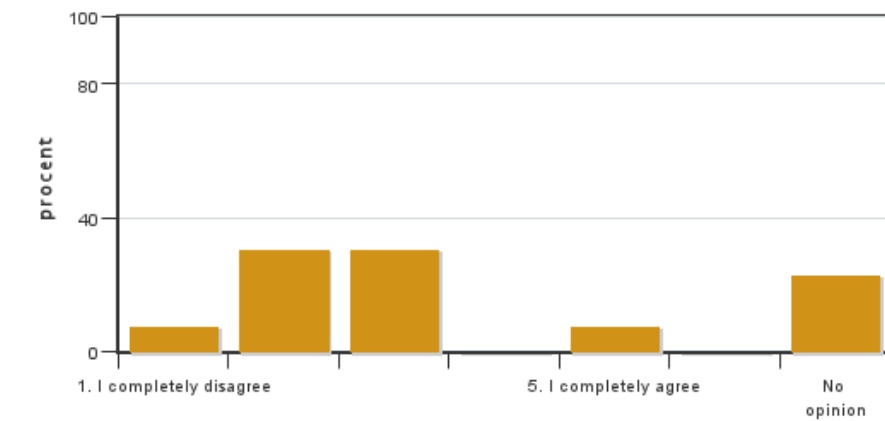
3: 5

4: 0

5: 2

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).

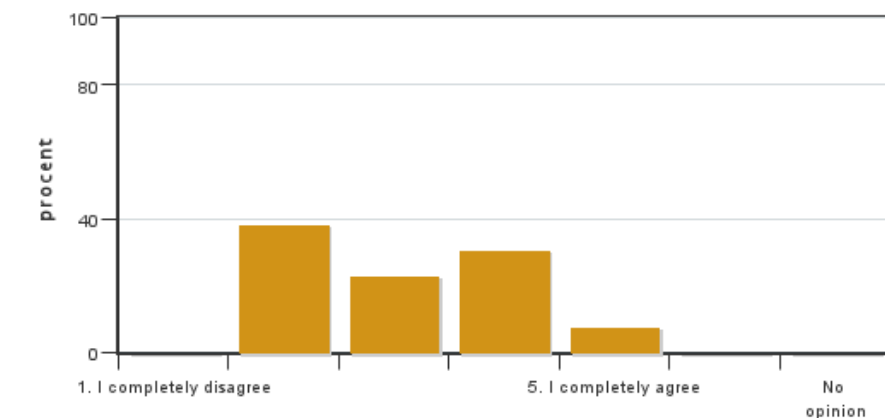


Answers: 13
Medel: 2,6
Median: 2

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

No opinion: 3

11. The course covered international perspectives.

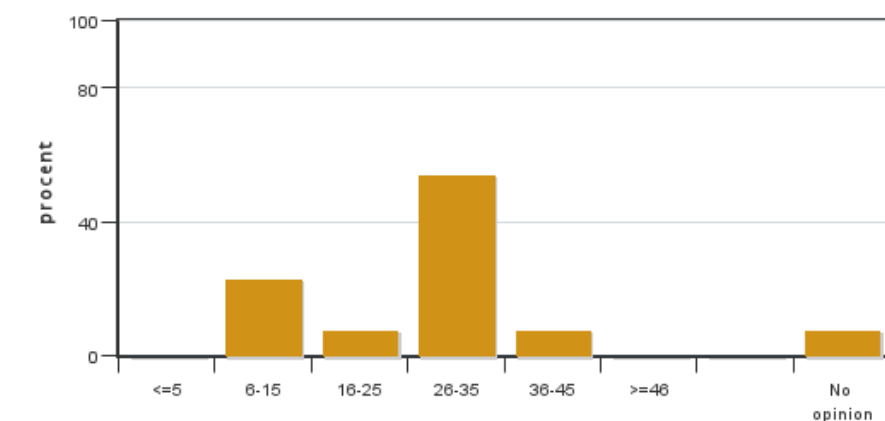


Answers: 13
Medel: 3,1
Median: 3

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

No opinion: 0

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

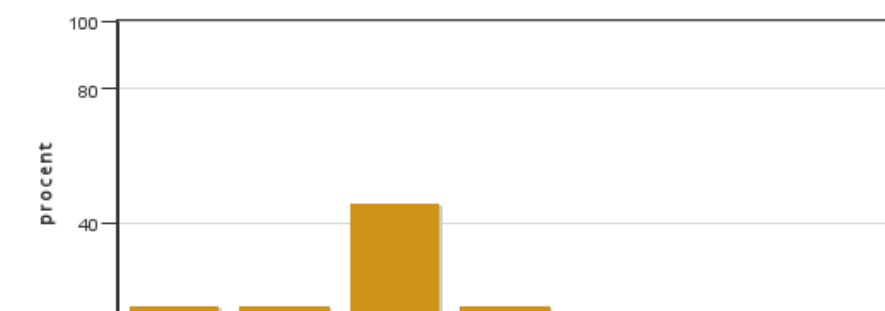


Answers: 13
Medel: 25,0
Median: 26-35

≤5: 0
6-15: 3
16-25: 1
26-35: 7
36-45: 1
≥46: 0

No opinion: 1

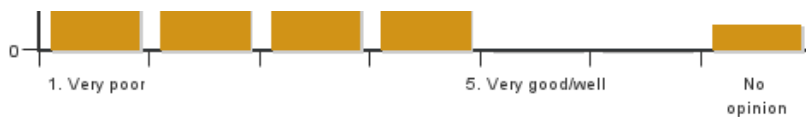
13. If relevant, what is your overall experience of participating in all or part of your course online?



Answers: 13
Medel: 2,7
Median: 3

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

No opinion: 1



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

Comments from one of the course organisers!

Yes, students are right. I had a minimum of time to run this course during nov-dec. Just shortly mention the cause behind that; there were a number of complicated issues to be solved during this period. One concerning a student issue, where my co-assistant had to be involved in a number of sessions in relation to this student issue, and had to step down from this course. Another concerning a number of staff issues, since I during this time both was the head of section and the study director of Eod (stepped in during the period Claes Anderson was on paternity leave). This was of course not the optimal situation.

A number of factors was of course also contributing to the students' experience. First, the course was run totally online, second I was not part of many lectures so I did not regularly meet students during course activities, third, there was a number of free-students that was not used to the way courses are designed, with a lot of responsibility and time to plan of their own.

Because of my working situation, there was no possibility for me to change the zoom-teaching to campus-teaching. My schedule was not open enough to do that change. And the PBL-meeting scheduled as being on campus fulfilled the requirements of campus-teaching at that time.

Good to know for the future:

- Make sure that instructions are clear concerning the individual part of the ethological study.
- Decrease the number of individual parts, or change the dead lines.
- Put in extra catch-up meetings every week, so that students can meet course organiser regularly during the course. Since course organiser is not involved in many lectures.
- Even though we put in an extra session of guiding the ethological study, the students should improve. To keep high demands on this activity is important.

Student representatives comments

This course was not well received, unfortunately. Students have mentioned numerous issues they perceived. A main issue mentioned several times pertains to information and communication. Students mentioned that information could be hard to find, it could be communicated at a late time and sometimes conflicting information and instructions were posted. All in all it made for a lot of confusion. An example of conflicting information was concerning the ethological study. Students were told at the start of the course that the experiment may be conducted with a partner but that the written study must be done individually. About halfway through the course, via e-mail to one student, it was revealed that suddenly it's okay to do the written part as a pair. Writing a study as a pair rather than alone can massively change the time required to write something of quality and this change was unfair to the students who may have chosen to work in pairs had they known earlier. Another example is documents with course instructions being uploaded with wrong dates (from previous years). On the topic of communication, students reported that it was sometimes hard to get answers to questions.

Students reported a lack of interaction with the course leader and interactions with the class as a whole. This may be due to the course having a lot of individual assignments. Some students felt like this course was under prioritized and unengaged. However, some students did enjoy the freedom of an open schedule and the chance to choose when to work with what assignment.

The practical period received mixed responses. The length of the practical period was brought up as an issue, with a minimum of three days. However, while the period may have been set at a minimum of three days a whole week was set aside for it, and students did have the option to do five days. I believe that students might have considered the five days as "three days to do internship, two days to work on report and presentation". Perhaps setting the minimum at five days would be better.

On assignments, lectures and course content, students reported that some of them were too similar; PBL, authentic cases and half of the exam were on dogs. Students believed that the course was going to be on general ethology and anthrozoology, but for some reason there was a huge focus on dogs. The course should add more focus on other taxa, or properly communicate that it's a dog-centric course. The ethological study was a good assignment to choose your own focal species and work in a scientific manner.

Lectures were generally appreciated. One was done with a Swedish Powerpoint presentation, which is very unfortunate in an English course with non-Swedish students. One lecture was cancelled and not re-scheduled, despite that intention being communicated. Several students mentioned that the course content lacked anything new compared to the first edition of this course. Students also wondered why the EoD reference system wasn't used, but perhaps it's better to use Harvard for international students and for the sake of learning a more commonly accepted system?

The animal training was mentioned for the students who used the school's goats. There were six students who were given three hours to share with the goats. One student mentioned that this was little time and that the goat caretaker said they could have done this over two days, splitting the groups instead. Despite this, it was communicated to the goat students that they had to do it during these three hours, on this day.

Almost all deadlines were at the end of the course, which meant that students got no continuous feedback during the course. This added to the effect of a sense of lack of communication with course leaders.

The course was entirely done online. The one lecture that was supposed to be on campus was cancelled. At the time, SLU had a policy that courses should try and host one day at campus for each course, but it seems this was not something this course heeded. We had the "option" to do PBL at school, but meeting at campus for group work has always been an option for students during the pandemic and has nothing to do with course offerings.

Summarily, this course has been plagued with issues and was generally not well received. I cannot comment on how pandemic adjustments or other circumstantial issues contributed to the problems. If this course is to continue going forward, it will have to address the feedback expressed by students.