



## Designing breeding programmes HV0195, 30001.2122

15 Hp  
Pace of study = 100%  
Education cycle = Advanced  
Course leader = Susanne Eriksson

### Evaluation report

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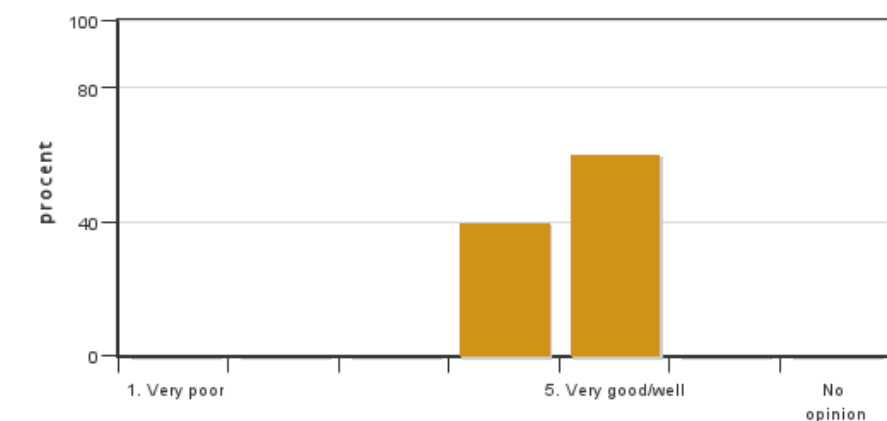
**Evaluation period: 2022-03-16 - 2022-05-01**

Answers 5  
Number of students 10  
Answer frequency 50 %

### Mandatory standard questions

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

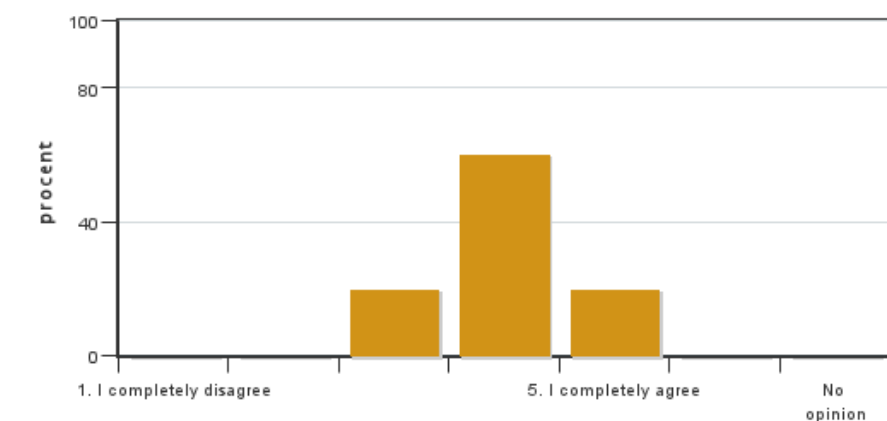


Answers: 5  
Medel: 4,6  
Median: 5

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

No opinion: 0

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

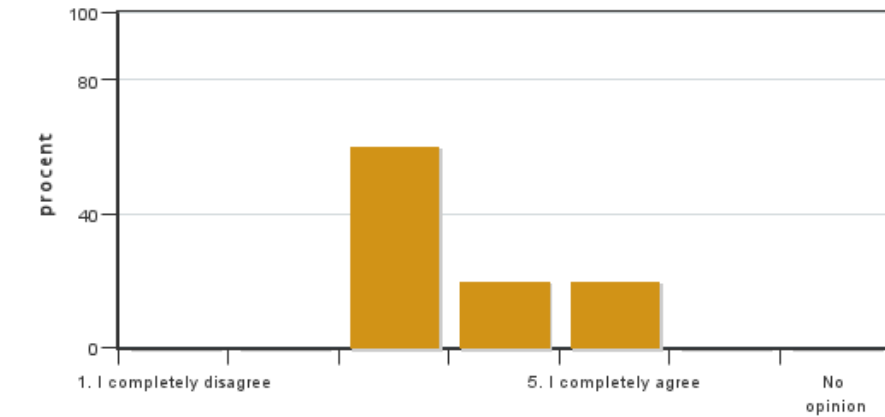


Answers: 5  
Medel: 4,0  
Median: 4

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

No opinion: 0

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

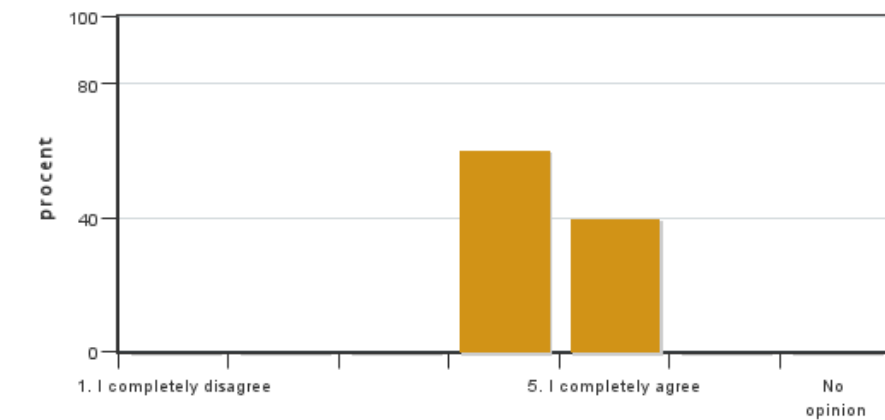


Answers: 5  
 Medel: 3,6  
 Median: 3

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

No opinion: 0

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

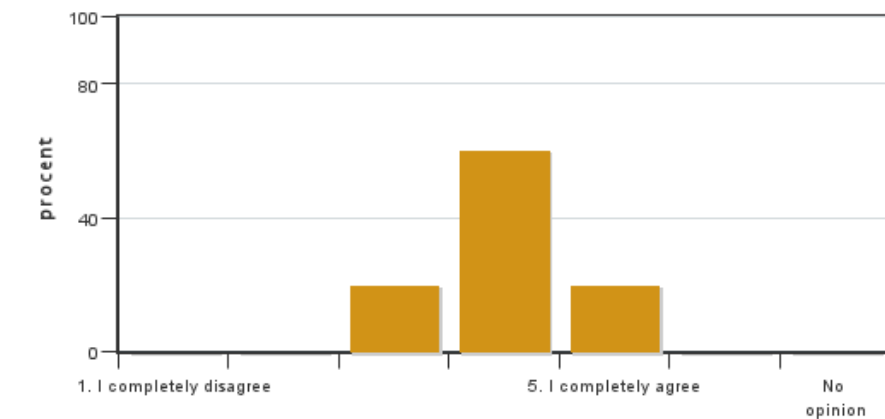


Answers: 5  
 Medel: 4,4  
 Median: 4

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

No opinion: 0

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



Answers: 5  
 Medel: 4,0  
 Median: 4

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

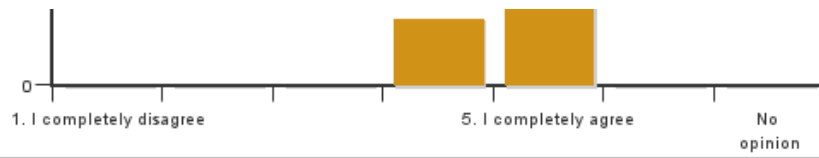
No opinion: 0

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



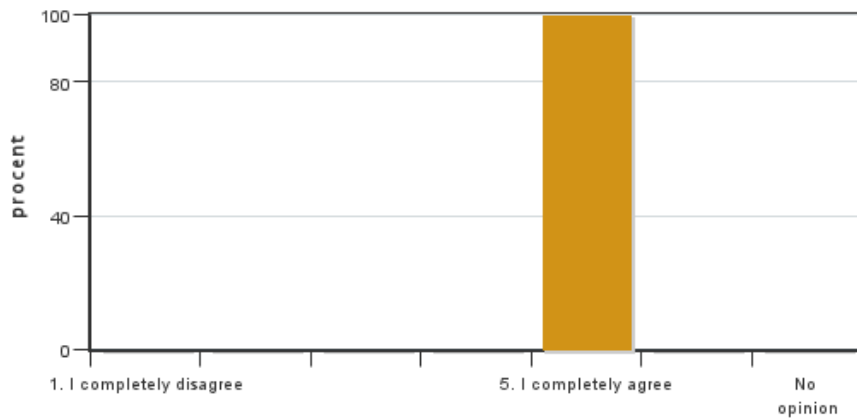
Answers: 5  
 Medel: 4,8  
 Median: 5

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



No opinion: 0

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

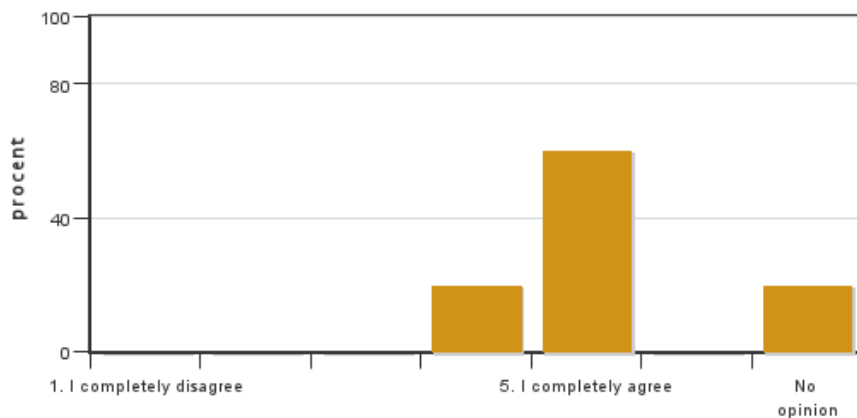


Answers: 5  
Medel: 5,0  
Median: 5

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

No opinion: 0

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

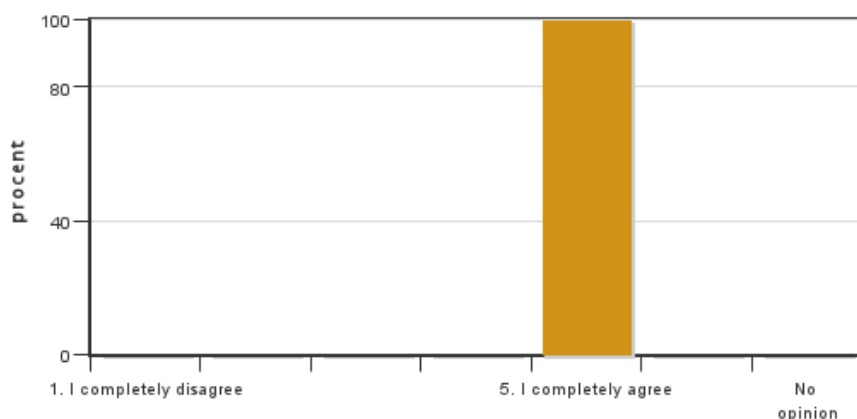


Answers: 5  
Medel: 4,8  
Median: 5

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

No opinion: 1

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

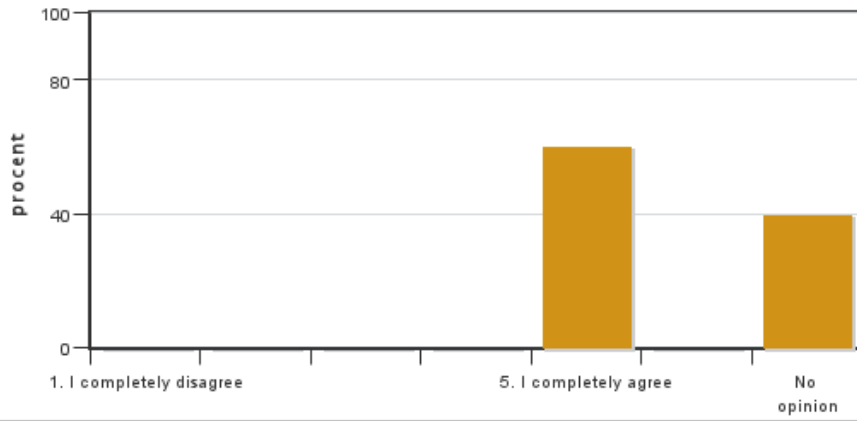


Answers: 5  
Medel: 5,0  
Median: 5

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

No opinion: 0

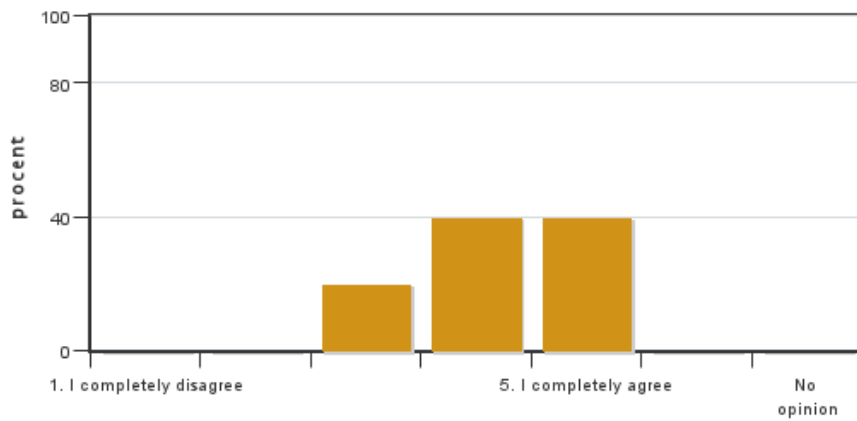
**10. I believe the course has included a gender and equality aspect, regarding content as well as teaching practices (e.g. perspective on the subject, reading list, allocation of speaking time and the use of master suppression techniques).**



Answers: 5  
 Medel: 5,0  
 Median: 5

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

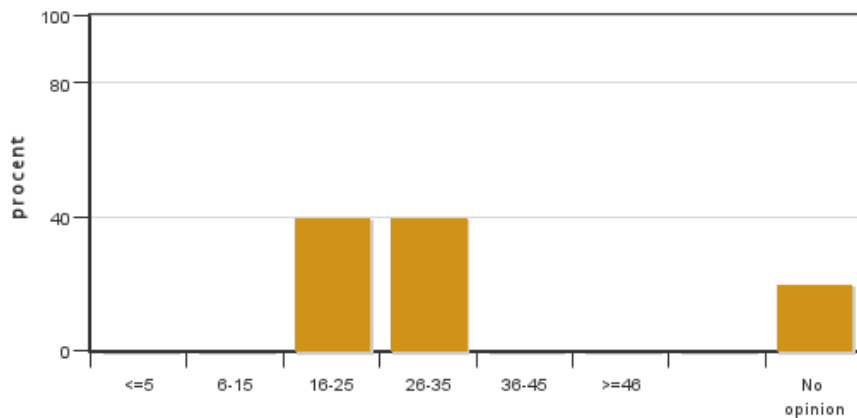
**11. The course covered international perspectives.**



Answers: 5  
 Medel: 4,2  
 Median: 4

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

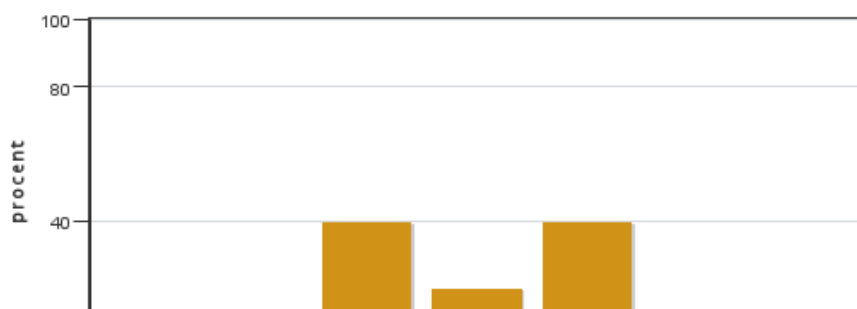
**12. On average, I have spent ... hours/week on the course (including timetabled hours).**



Answers: 5  
 Medel: 25,0  
 Median: 16-25

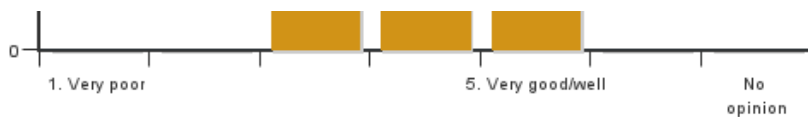
≤5: 0  
 6-15: 0  
 16-25: 2  
 26-35: 2  
 36-45: 0  
 ≥46: 0  
 No opinion: 1

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



Answers: 5  
 Medel: 4,0  
 Median: 4

1: 0  
 2: 0  
 3: 2  
 4: 1  
 5: 2  
 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 there were 10 students participating in the Designing Breeding Programmes (HV0179) course. There was a rather even distribution of Swedish and foreign students. The previous knowledge and experience among the students varied. The course was given mainly on campus. A total of 7 student took the first written exam and of these 6 passed.

There were some problems with the automatic information emails about the course evaluation, why few (3) students initially answered the Evald evaluation. After some prolongation a total of 5 students answered the Evald online course evaluation and those were mainly pleased with the course, with a mean score of 4.6 out of 5 for the total impression of the course. The oral course evaluation, with 9 students, also indicated that the students in general were happy with the course.

Some areas of improvement could be identified:

- If future course parts are to be given as hybrid lectures/discussions, then better technical solutions for video and sound are needed in the lecture room(s). This, however, is outside the course budget and would need to be handled more centrally at the Faculty or SLU.
- Clearer suggestions of which literature to read when was asked for by the students, and this could be improved.
- The time for computer exercises would need to be increased or, as the budget likely does not allow for this, the exercises need to be simplified.
- The computer exercise instructions need to be adjusted to changes in level of exercises in order to make it easier to follow them during the exercises. Also, clearer instructions on how to prepare for the exercise in advance for the students (such as reading the instructions in advance) may reduce some confusion at the start of the exercise.

Some improvements that were made since last course year and that worked well:

- This was the first year when the students had access to online quizzes to practise on, that were not part of the formal examination. These seem to have been appreciated by the students that used them, and could be further expanded.
- The final written exam was more clearly divided in sub-questions for each question, which seems to have made it easier for the students to ensure that they answered all parts of the question in a structured way.

All in all, it was a nice course with a positive student group. Both students and teachers seemed to appreciate to be back at campus.

## Student representatives comments

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All in all, the students liked the course. It was welcome that the teachers always made it possible to join the lectures on zoom. This provided the students with equal opportunities given different personal circumstances.

The computer exercise was perceived as difficult by some students but there was more time allocated to help these students. The level of the lectures was perceived differently among the students, but we found it adequate for a master's course.

The exam questions were problem solving related and therefore built on the understanding of the topic and not on memorizing.

The project work was sometimes unclear, but questions were answered both by the project supervisor and the coordinator when they arose.

The quizzes to help with studying were also appreciated by the students and the fact the quizzes were not graded

therefore they could also be used for learning.

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