



Food microbiology, quality management and food law LV0111, 20095.2122

15 Hp

Pace of study = 100%

Education cycle = Basic

Evaluation report

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

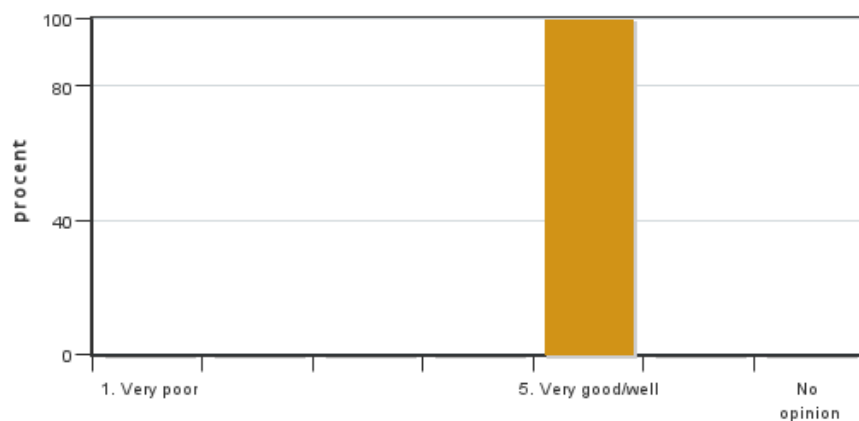
Answers 11

Number of students 18

Answer frequency 61 %

Mandatory standard questions

1. My overall impression of the course is:

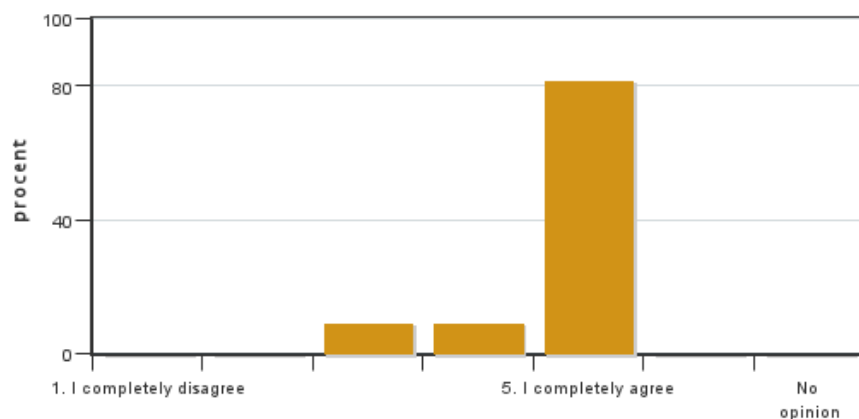


Answers: 11
Medel: 5,0
Median: 5

1: 0
2: 0
3: 0
4: 0
5: 11

No opinion: 0

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

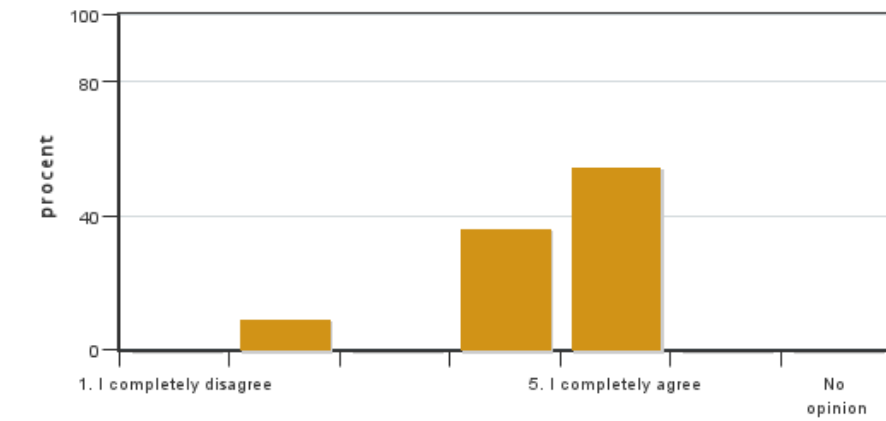


Answers: 11
Medel: 4,7
Median: 5

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

No opinion: 0

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

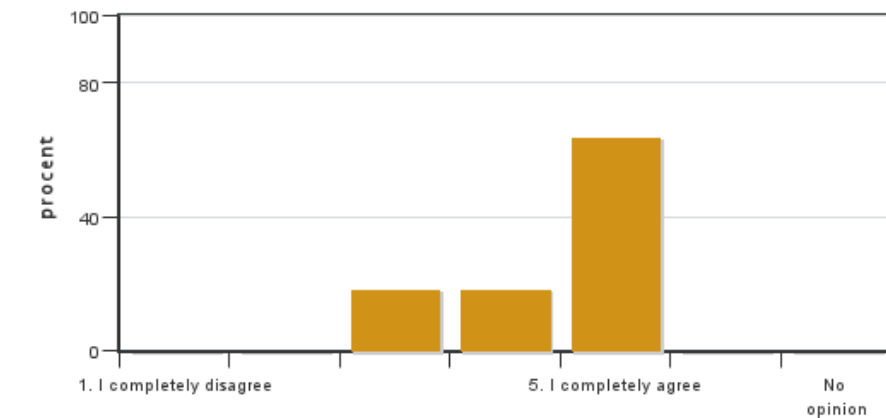


Answers: 11
Medel: 4,4
Median: 5

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

No opinion: 0

4. The information about the course was easily accessible.

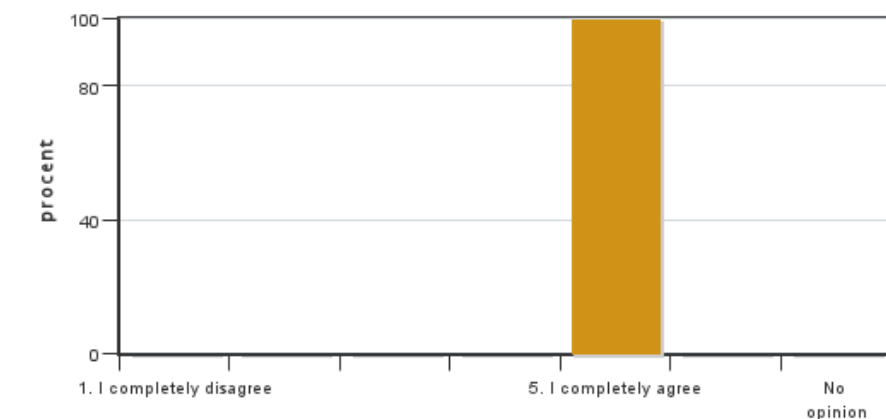


Answers: 11
Medel: 4,5
Median: 5

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

No opinion: 0

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

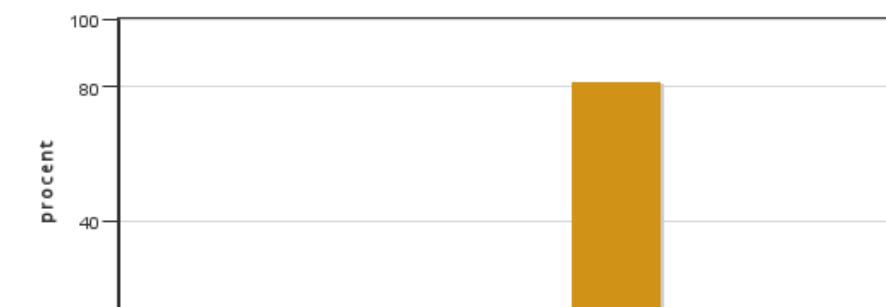


Answers: 11
Medel: 5,0
Median: 5

1: 0
2: 0
3: 0
4: 0
5: 11

No opinion: 0

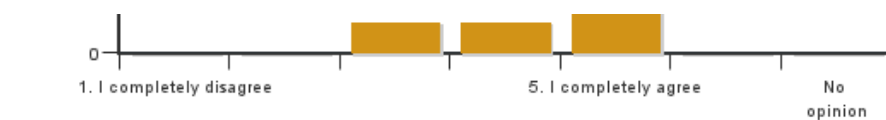
6. The social learning environment has been inclusive, respecting differences of opinion.



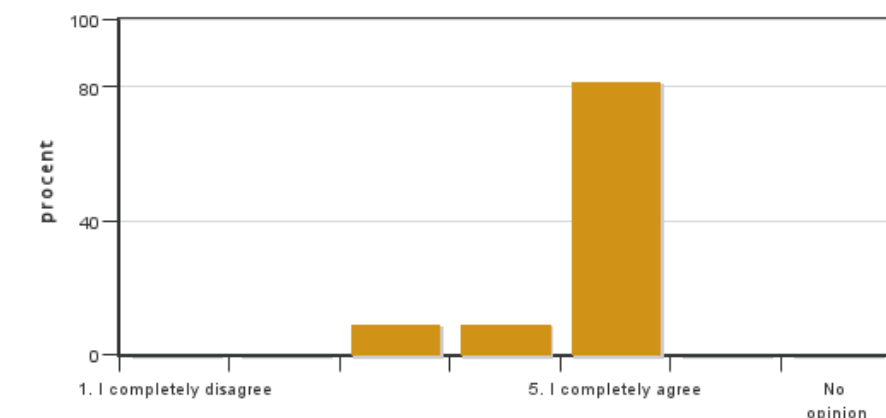
Answers: 11
Medel: 4,7
Median: 5

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

No opinion: 0



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

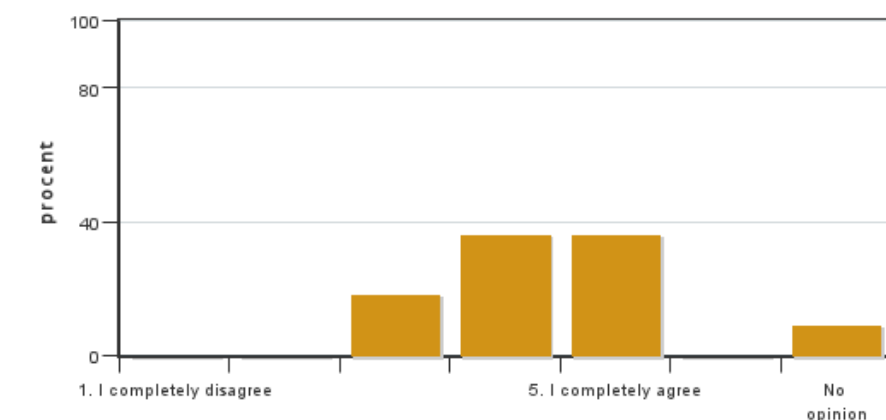


Answers: 11
 Medel: 4,7
 Median: 5

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

No opinion: 0

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

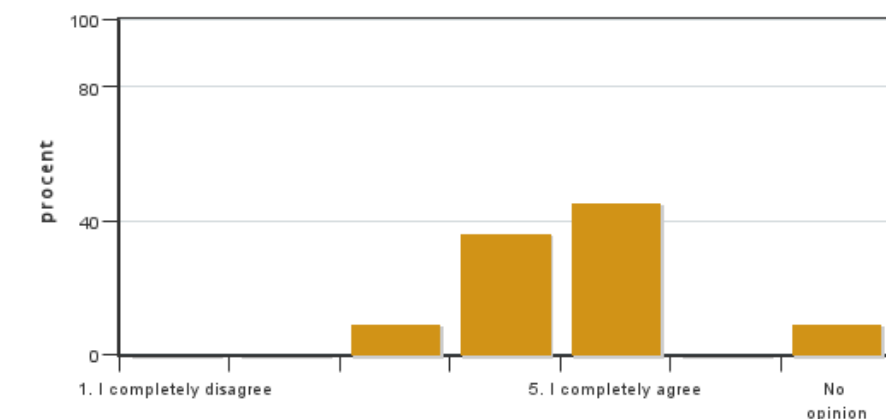


Answers: 11
 Medel: 4,2
 Median: 4

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

No opinion: 1

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

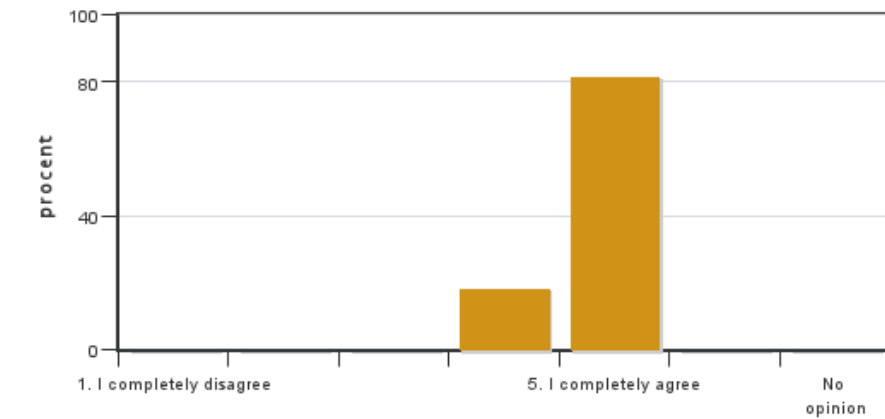


Answers: 11
 Medel: 4,4
 Median: 4

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

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).

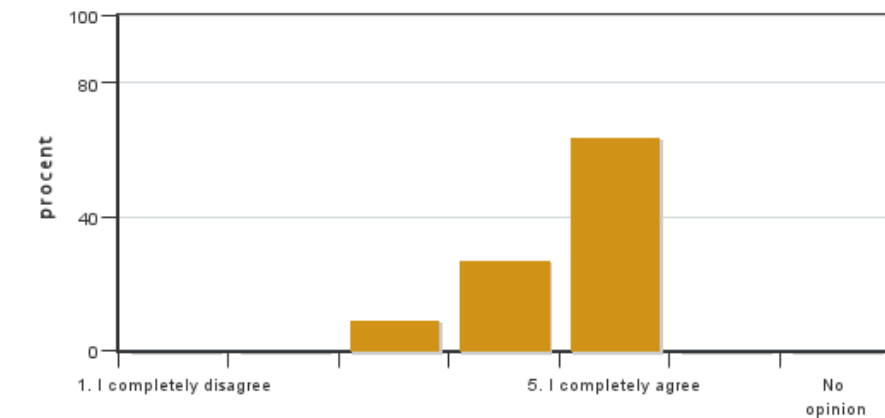


Answers: 11
Medel: 4,8
Median: 5

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

No opinion: 0

11. The course covered international perspectives.

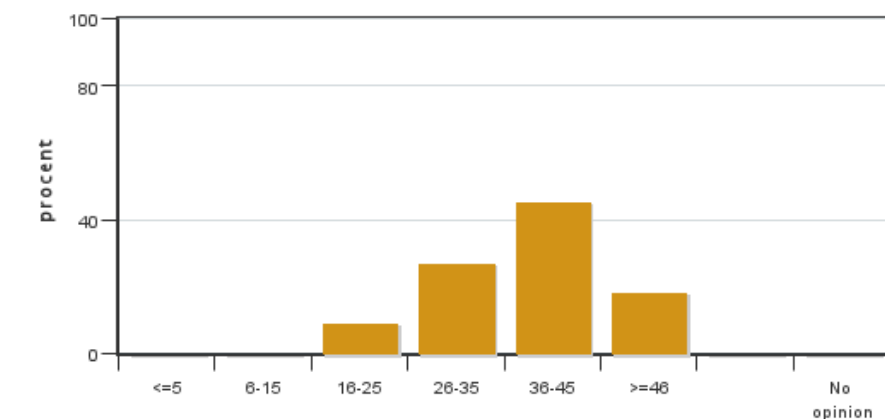


Answers: 11
Medel: 4,5
Median: 5

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

No opinion: 0

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

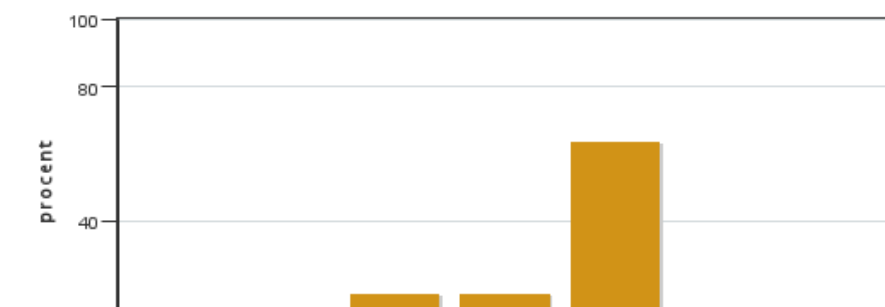


Answers: 11
Medel: 36,5
Median: 36-45

≤5: 0
6-15: 0
16-25: 1
26-35: 3
36-45: 5
≥46: 2

No opinion: 0

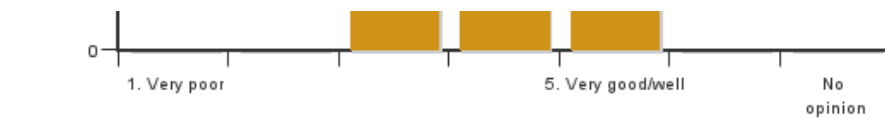
13. If relevant, what is your overall experience of participating in all or part of your course online?



Answers: 11
Medel: 4,5
Median: 5

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

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

We had the impression that the course ran well, thanks to the commitment and engagement of the students, who formed a very tight knit group together including the Erasmus students. We see the Erasmus students who join the course as a real resource, and usually split them into different groups so that the Swedish students have a chance to work with someone from a different educational and cultural background. Next time, in the course introduction, we will give some tips on different ways to handle discussions and conversations in groups where not all speak Swedish.

All the groups worked very hard to "own" their lab exercise with pathogens, as they had to pretty much start from scratch and figure out their own protocols. The practical skills and how to reason around microbes in foods were then applied again in the food production lab, where groups could choose their own food to make, and conduct fermentation and hygiene analyses. Developing confidence and independence in the lab is a key part of the pedagogical method in this course, and it is encouraging for us to hear that this strategy is effective and appreciated. We know that this is a demanding course - truly "full-time" - so it is gratifying that the students who answered the evaluation felt that it was a good course and worth their efforts!

We will continue to discuss with the law teacher how to better integrate and justify the parts of the law lectures which are not specifically "examined" in the final discussion seminar.

We will also improve the labelling of the lectures in Canvas, to make information easier to find.

Thank you to all students who participated in the evaluation, and next time we hope that a greater number of students will be willing to give us their feedback, as we work continuously with course development.

Student representatives comments

The overall impression is really really good with 5 out of 5 from all students. It should maybe be noted that not all students filled in the course evaluation, so it is maybe not as high in reality. Some of the comments of the overall impression is that the layout of the course is really great with really supportive teachers.

The course content had an overall clear link to the learning objective. But there were comments about the food law lectures not always being relevant for the seminar.

Students felt generally that they had prior knowledge for the course. But some thought that did not but the reason for this was that they have not followed previous microbiology courses.

The information in the course was generally easy to find. But some students thought that it was sometimes hard to find all the information in canvas for each lecture. A suggestion is to make the names of all the files easier to read.

The course components are really good! Guest speakers, exercises, lab work and lectures were well executed.

The social learning environment has really high marks. The teachers were very inclusive and worked close to the students. But some exchange students struggled in the student groups because group members sometimes started speaking Swedish.

The physical environment had high grades. The students really liked having the lab for themselves. The only critic was the classroom PRIMA which had little to no air.

The examination has a general high points. But some student felt like the questions could be more over all and less specific.

There was a good amount of sustainable aspects, good equality aspects and international perspective in the course.

Students spent an average of 36,5 hours in the course. Which almost matches full time.

The main classes that was online was the food law and they were generally good. But the teacher sometimes used Swedish terms which made it hard to understand for the exchange students. Students point out that lectures online are not as good as in real life, this is much to that interactions are harder on zoom and that it is harder to follow what happens in the lectures.

The students are overall very pleased with the course!

Kontakta support: support@slu.se - 018-67 6600