



Food Technology LV0112, 40095.2122

15 Hp

Pace of study = 100%

Education cycle = Basic

Course leader = Monika Johansson, Saeid Karkehabadi

Evaluation report

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

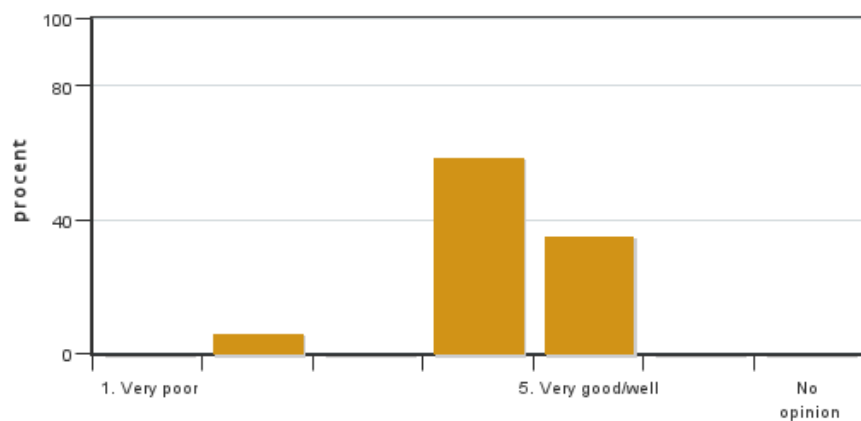
Answers 17

Number of students 17

Answer frequency 100 %

Mandatory standard questions

1. My overall impression of the course is:



Answers: 17

Medel: 4,2

Median: 4

1: 0

2: 1

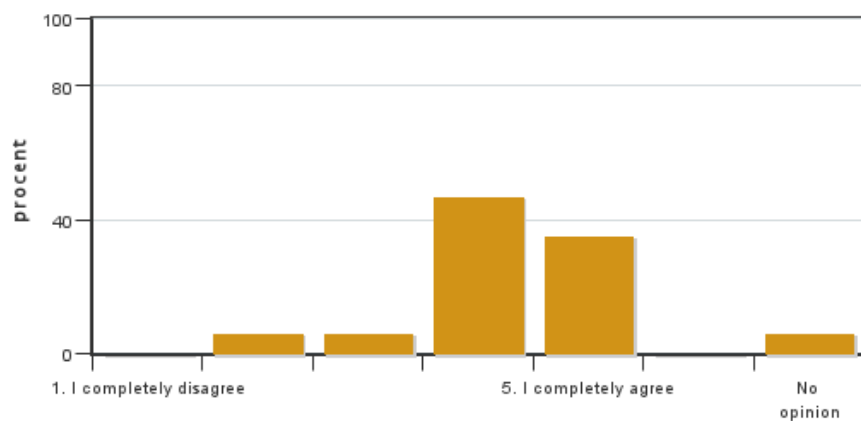
3: 0

4: 10

5: 6

No opinion: 0

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



Answers: 17

Medel: 4,2

Median: 4

1: 0

2: 1

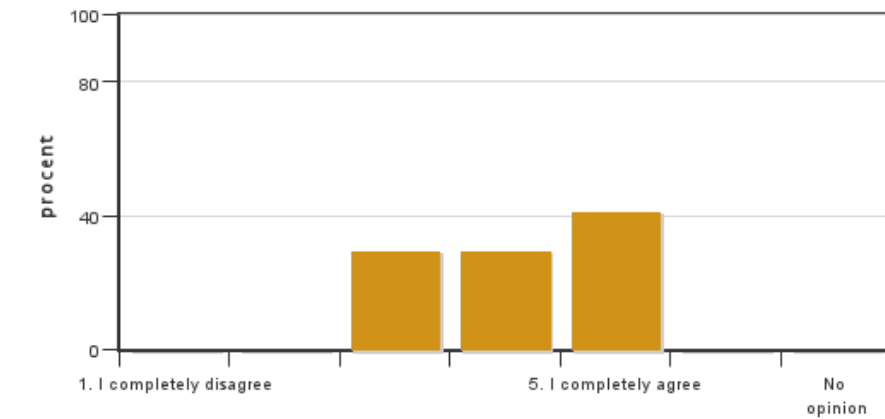
3: 1

4: 8

5: 6

No opinion: 1

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



Answers: 17

Medel: 4,1

Median: 4

1: 0

2: 0

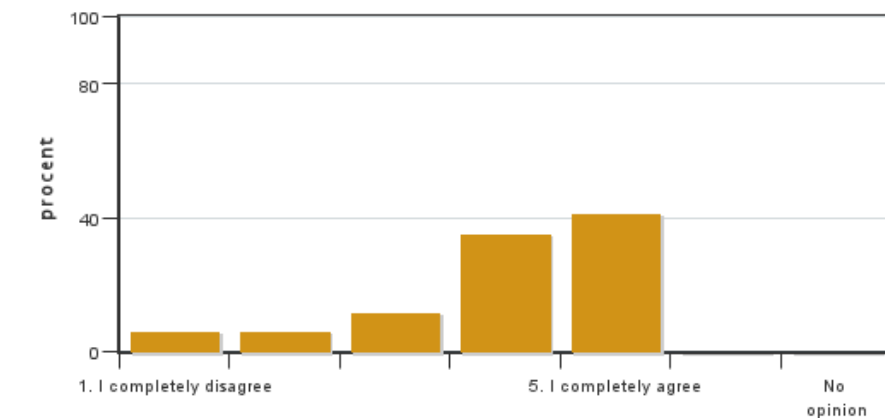
3: 5

4: 5

5: 7

No opinion: 0

4. The information about the course was easily accessible.



Answers: 17

Medel: 4,0

Median: 4

1: 1

2: 1

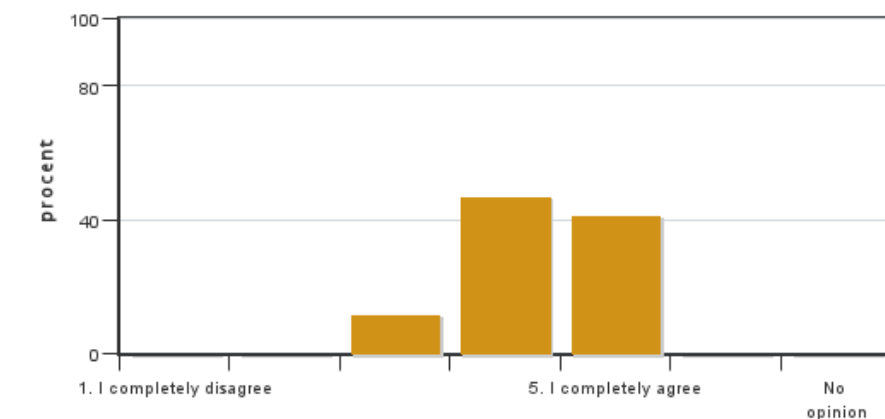
3: 2

4: 6

5: 7

No opinion: 0

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



Answers: 17

Medel: 4,3

Median: 4

1: 0

2: 0

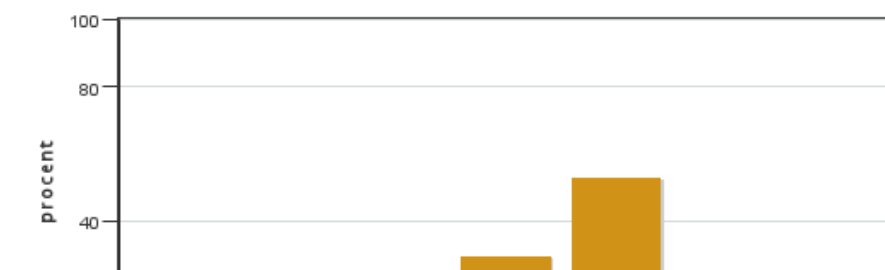
3: 2

4: 8

5: 7

No opinion: 0

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



Answers: 17

Medel: 4,3

Median: 5

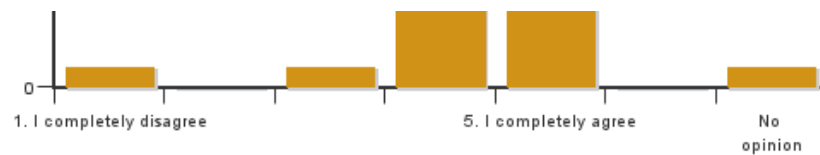
1: 1

2: 0

3: 1

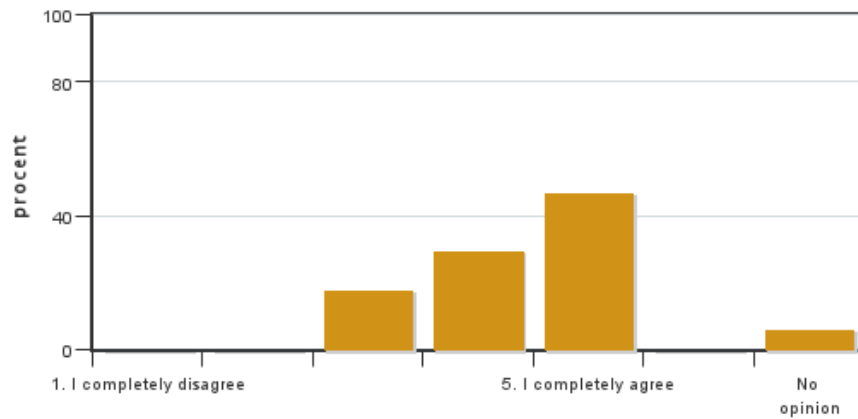
4: 5

5: 9



No opinion: 1

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



Answers: 17

Medel: 4,3

Median: 4

1: 0

2: 0

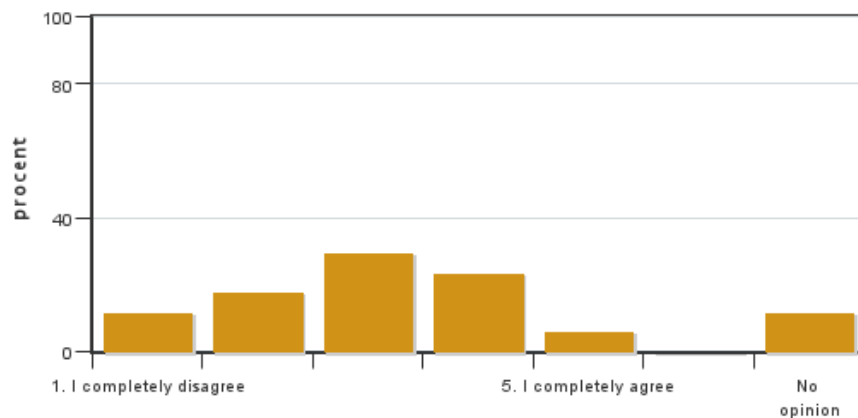
3: 3

4: 5

5: 8

No opinion: 1

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



Answers: 17

Medel: 2,9

Median: 3

1: 2

2: 3

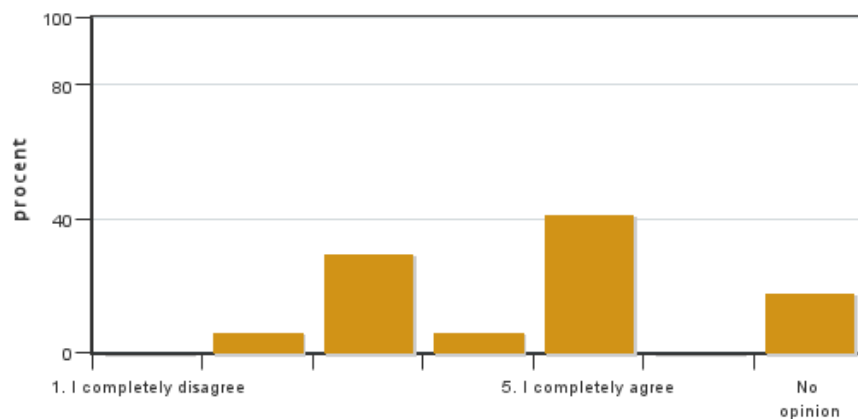
3: 5

4: 4

5: 1

No opinion: 2

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



Answers: 17

Medel: 4,0

Median: 4

1: 0

2: 1

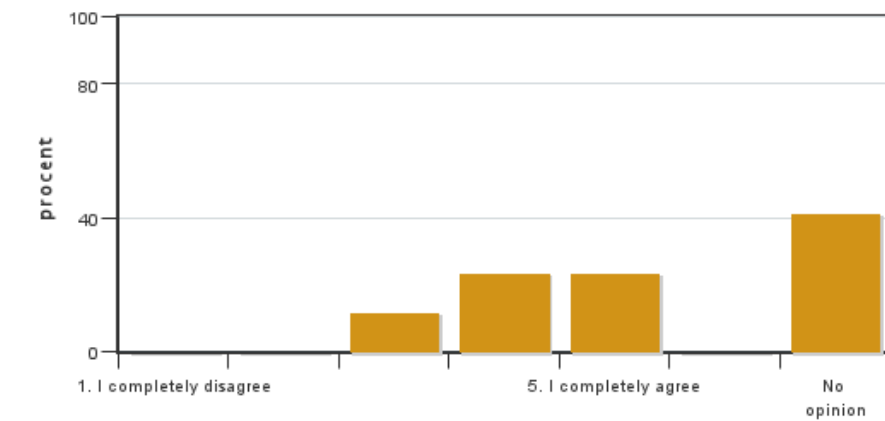
3: 5

4: 1

5: 7

No opinion: 3

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).

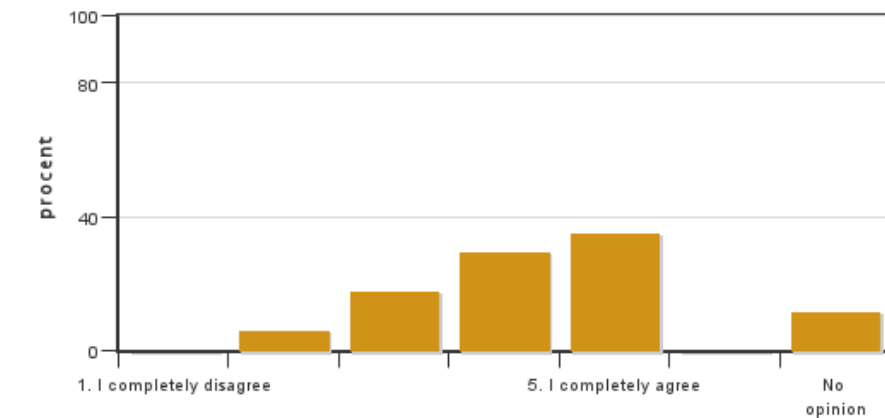


Answers: 17
Medel: 4,2
Median: 4

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

No opinion: 7

11. The course covered international perspectives.

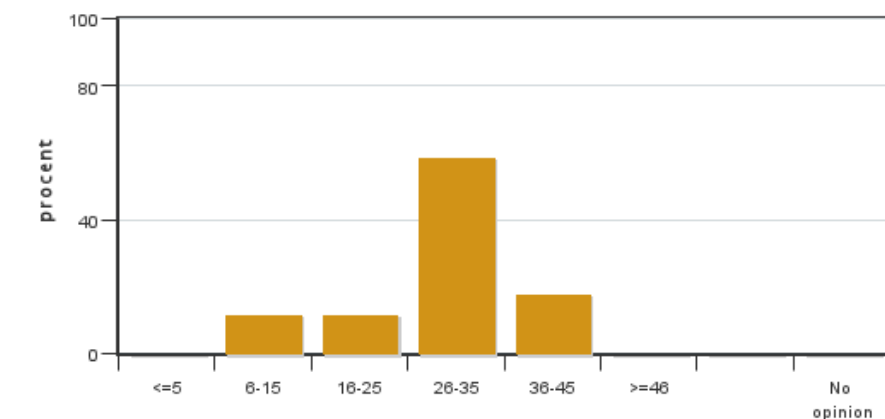


Answers: 17
Medel: 4,1
Median: 4

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

No opinion: 2

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

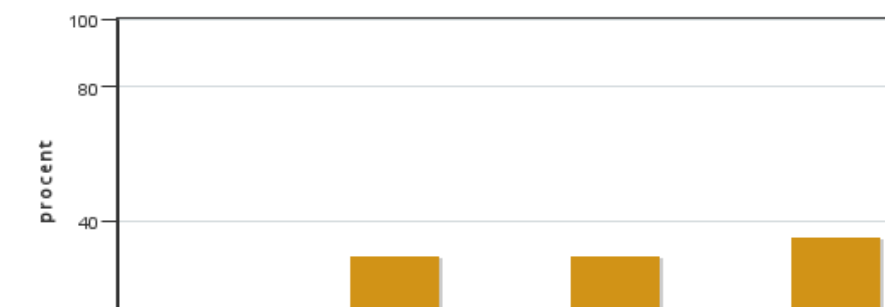


Answers: 17
Medel: 28,2
Median: 26-35

≤5: 0
6-15: 2
16-25: 2
26-35: 10
36-45: 3
≥46: 0

No opinion: 0

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



Answers: 17
Medel: 3,8
Median: 3

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

No opinion: 6



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

Additional own questions

16. How would you rate the overall quality of the external lecture?

16. What do you think about the moment "Factsheet"?

16. What do you think about the Student lectures?

16. What do you think about Problem Based Learning (PBL) exercise?

16. What do you think about the exercise Processing and evaluation of home made dairy products?

Course leaders comments

Kursen har fortgått för femte gången för i år, under en hel termin och efter två år med Covid, återigen IRL. Kursens pedagogiska upplägg har innefattat framförallt föreläsningar men även övningar i presentationsteknik i form av studentlektioner och inlämningsuppgifter i form av att skapa ett faktablad. I kursen ingick också problembaserade lärande. Dessa aktiviteter, förutom den skriftliga examinationen, var poänggrundande. Gällande laborationer, så byttes detta ut mot "Home made dairy products", där studenterna på egen hand tillverkade olika mejeriprodukter i egna hem. Produkterna presenterades sedan i ett gemensamt avsnitt. Aktiviteten var väldigt uppskattad. Studenterna ansåg att mejeridelen borde få större plats i tentamen, vilket kommer att ske nästa gång kursen ges.

Syftet med kursens olika moment har varit att studenterna utöver föreläsningar även genom eget sökande av information och genom interna diskussioner ska erhålla fördjupade kunskaper. Kursen fick väldigt bra kritik och **alla 17 av 17 studenter besvarade kursvärderingen!!!** Studenternas helhetsintryck av kursen var från 3 till 5 på en 5-gradig skala (medel: 4,2; median: 4). Studenter ansåg att lärandemålen var uppfyllda i stort; från 3 till 5 på en 5-gradig skala (medel: 4,2; median: 4). Studenterna uppskattade fysisk kontakt både med varandra och med föreläsarna, något som saknades förut på grund av pandemin.

Synpunkter att beakta inför nästa kurs:

- Förbättra layouten på canvas

Handlingsplan:

Utöka examination så att mejeridelen får större plats

Student representatives comments

All course participants were able to fill out the course evaluation, which is great! Most had a positive overall impression of the course (4.2/5 on average) and studied around 26-35 hours per week.

The various course activities, including a PBL-exercise, manufacture of home-made dairy products, as well as a fact sheet and student lecture, seem to have been enjoyable for the course participants. The students found the PBL-exercise to be both fun and educational, promoting "out-of-the-box" thinking to figure out what had gone wrong in a batch of bread. Producing home-made dairy products was definitely a student favourite, although the time between start-up and presentation could be shortened. A large part of the course was dedicated to presentation techniques, such as producing a fact sheet and holding a lecture. The fact sheets and student lectures seem to have been good learning experiences, and the students particularly liked being able to choose the topic themselves. However, learning how to layout and choosing what content to include was sometimes a bit difficult.

The course was mainly given on campus. Some pre-recorded lecture videos were also provided via Canvas, however a few students had difficulty accessing these since they were linked from a previous course page. The pre-recorded lectures were especially appreciated during the Valborg weekend as it made studying times more flexible, nonetheless a few students felt it hard to focus and not choose other activities. After the pandemic, many of us are used to distance teaching and can "make it work" but would prefer having all lectures on campus. Some students noted that the ventilation in the lecture halls was less than satisfactory, making it hard to maintain focus during on-campus lectures.

In general, the social learning environment generally felt inclusive, and the students appreciated taking part in the group tasks and discussions. However, one of the teachers was perceived to have let their personal opinions influence their lecture, which some students thought was inappropriate. One student mentioned that it would be nice to mix up the groups between exercises for variation's sake.

The main critique concerns the allocation of points in the final exam as well as the structure of the Canvas course page. Firstly, some students argue that the exam questions did not correspond to the lecturing time spent on each topic. For instance, about half of the lectures covered the manufacture and quality of dairy products, while this subject was only allocated 5 points out of the total 30 on the exam. Because of this, some students feel that they were not given the opportunity to show what they had learnt throughout the course. Lastly, the students would prefer that the lecture handouts on Canvas were named according to subject instead of lecture date.