



## Safe Nutrient Recycling MX0131, 20099.2122

15 Hp

Pace of study = 100%

Education cycle = Advanced

### Evaluation report

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

Answers 6

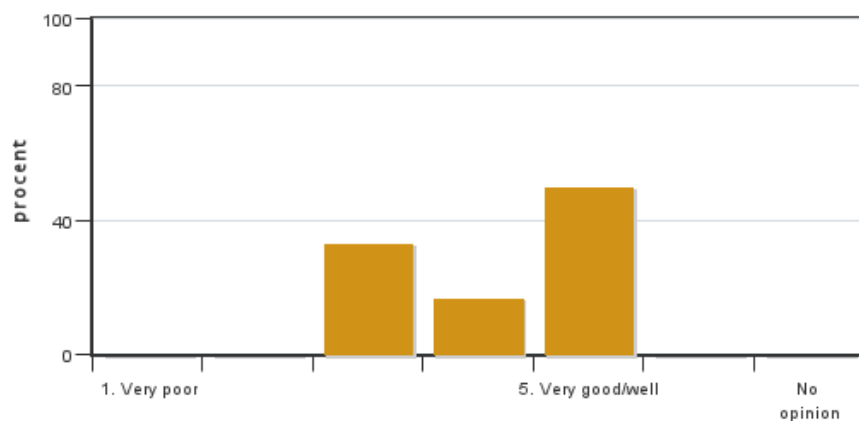
Number of students 12

Answer frequency 50 %

### Mandatory standard questions

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

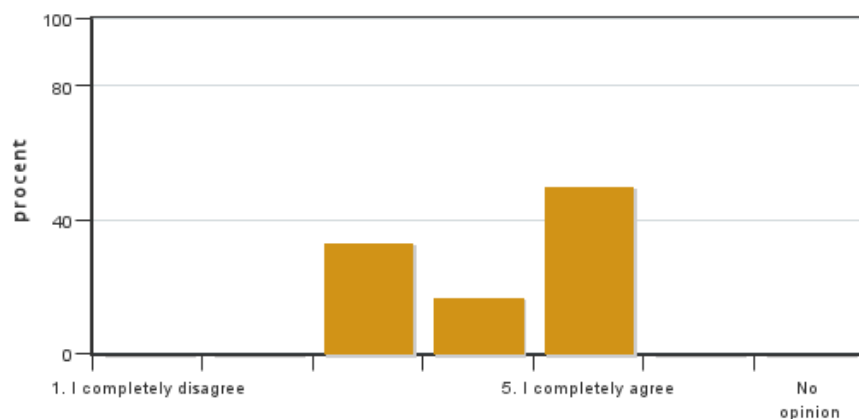


Answers: 6  
Medel: 4,2  
Median: 4

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

No opinion: 0

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

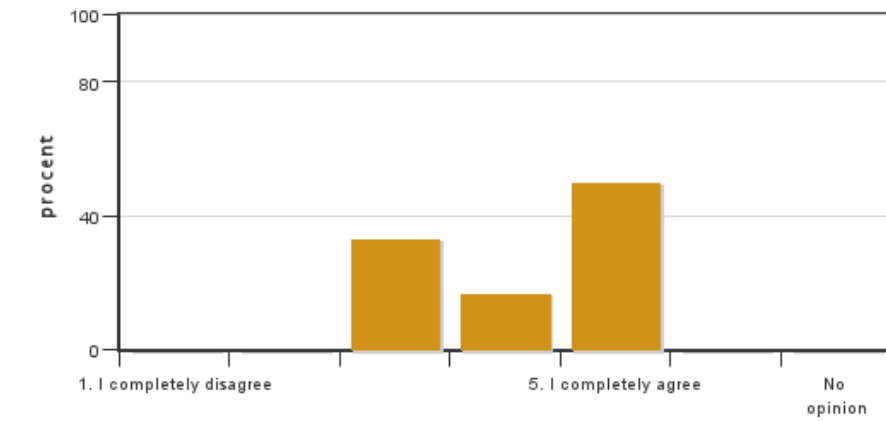


Answers: 6  
Medel: 4,2  
Median: 4

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

No opinion: 0

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

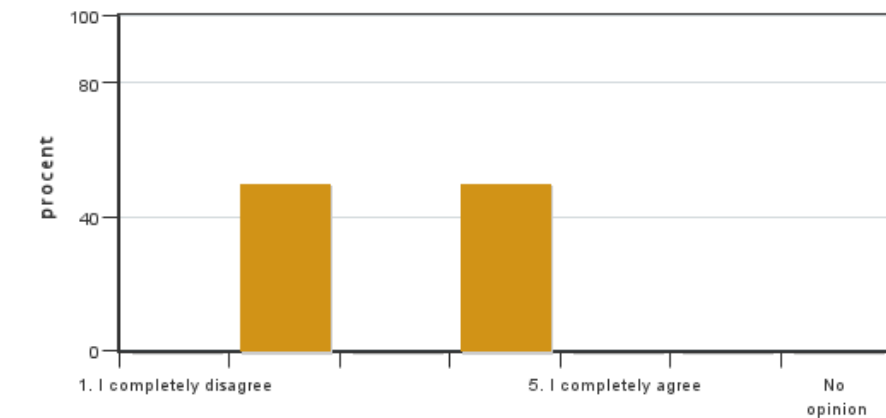


Answers: 6  
Medel: 4,2  
Median: 4

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

No opinion: 0

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

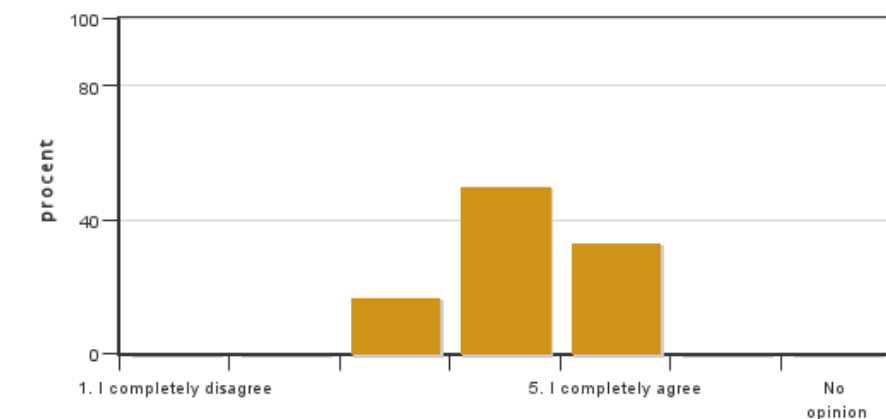


Answers: 6  
Medel: 3,0  
Median: 2

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

No opinion: 0

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

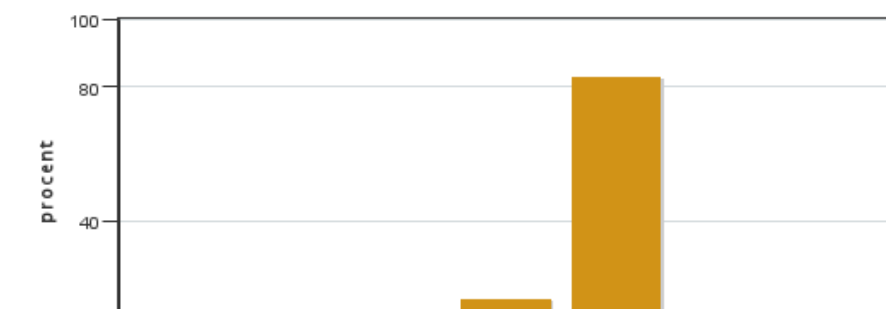


Answers: 6  
Medel: 4,2  
Median: 4

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

No opinion: 0

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



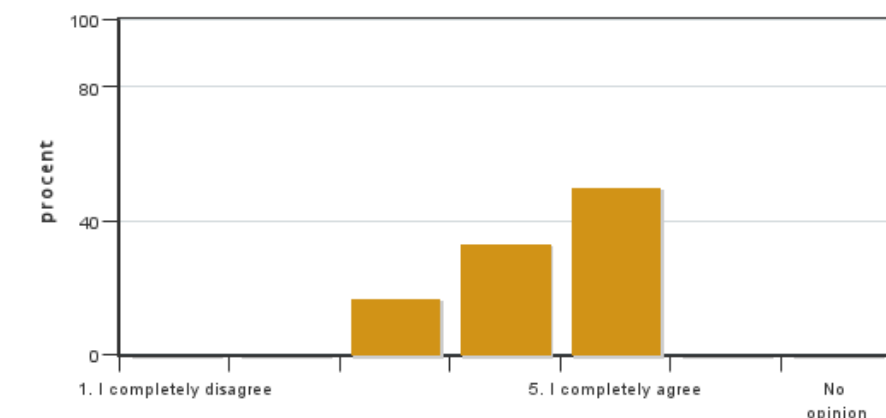
Answers: 6  
Medel: 4,8  
Median: 5

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

No opinion: 0



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

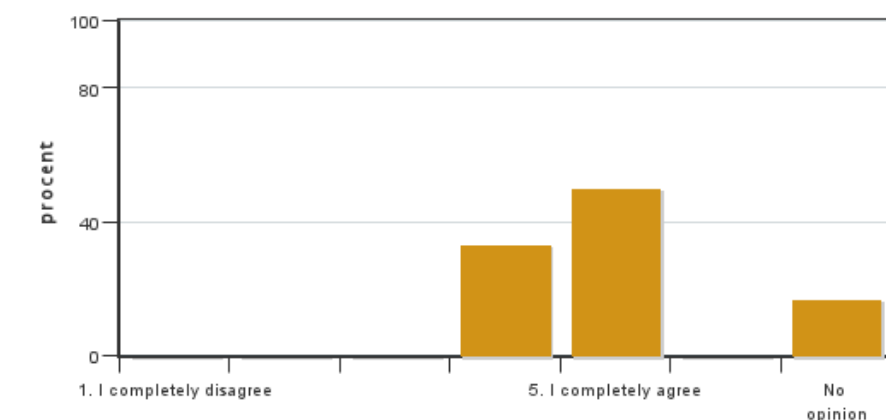


Answers: 6  
Medel: 4,3  
Median: 4

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

No opinion: 0

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

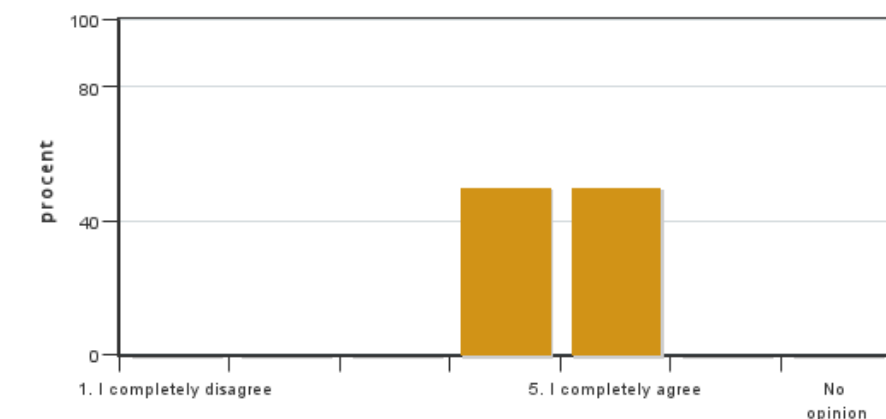


Answers: 6  
Medel: 4,6  
Median: 5

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

No opinion: 1

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

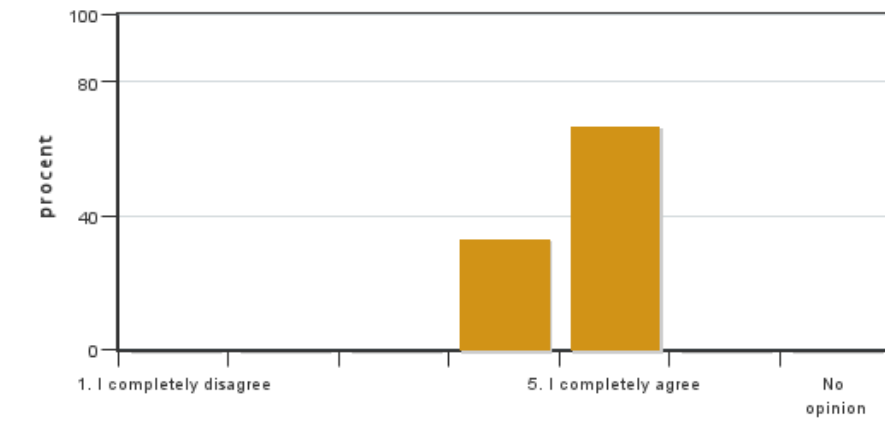


Answers: 6  
Medel: 4,5  
Median: 4

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

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).

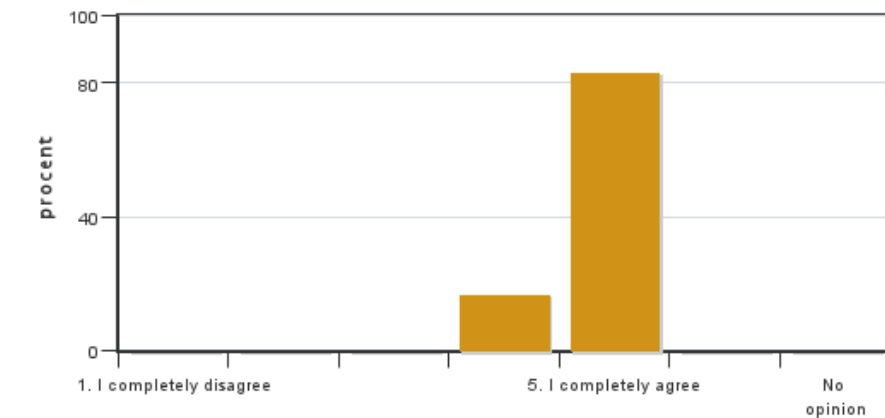


Answers: 6  
Medel: 4,7  
Median: 5

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

No opinion: 0

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

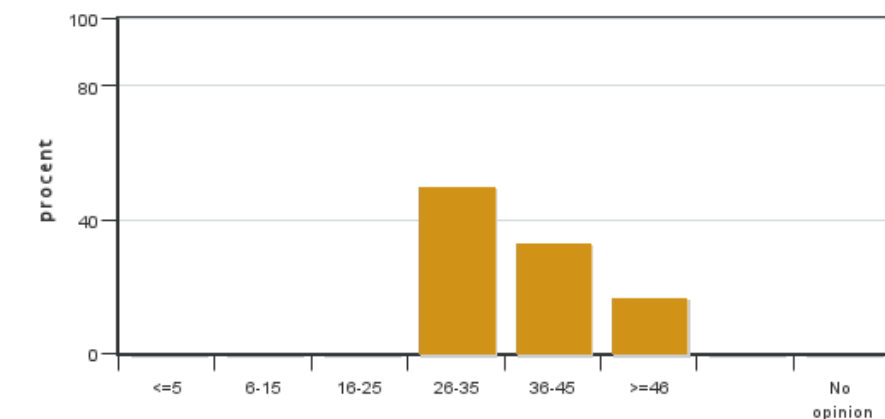


Answers: 6  
Medel: 4,8  
Median: 5

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

No opinion: 0

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

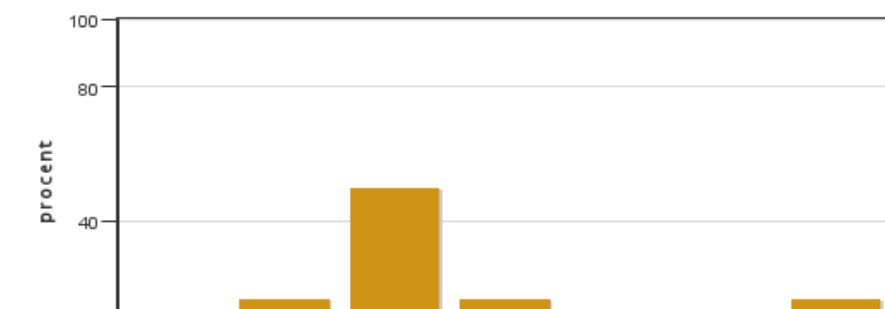


Answers: 6  
Medel: 36,0  
Median: 26-35

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

No opinion: 0

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



Answers: 6  
Medel: 3,0  
Median: 3

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

Generally, the course was given as planned regarding its content but due to sick staff and kids quite many course activities were rescheduled and changes communicated late. In general, the course content seems to have mirrored the learnings objectives of the course and the examinations giving good opportunity to show the knowledge achieved. However, some expectations on the course were not met. Looking at the course description I think that it fairly well describes the content of the course and will not be altered. Since it's a large course with a lot of material published we will improve the access of materials in Canvas as indicated in the comments to this evaluation and during the oral course evaluation, grouping information in themes.

Not all students answered the evaluation but I am happy to see that the social learning environment has been inclusive, respecting differences of opinion and that the course has included a gender and equality aspect, regarding content as well as teaching practices. Mostly there are students with very mixed background that participate in the course and that is both a strength and a challenge, and explains variation in the answer regarding prior knowledge. Using Canvas differently with most material provided at start with additional support material or reading instructions could balance differences in prior knowledge. It is also planned for next year to add some introductory lecture to cover some biological principles and terminology.

One major feedback was that the group work was challenging to conduct on distance and next year we will try to have all group works conducted before the Christmas break. Some changes are planned for next year as the environmental systems analysis undertaken as a computer lab. will be changed into a theoretical exercise due to that the simulation model are outdated. The Quantitative microbial risk assessment project will also be refined to being less open ended and focus less on computation.

## Student representatives comments

Overall was this an appreciated course by the students, with an average of 4.2. The learning objectives were unclear for some students who felt that they had gotten the wrong idea about the course. The course talked a bit about pathogens which some students did not feel were clearly stated in the course objectives. But at the same time, the average for: if the learning objectives have a clear link to the course was 4.2. One thought from a student is that the QMRA project maybe should be enough to examine the student's knowledge about the risk of pathogens.

In this course, there were people from many different backgrounds who gave excellent discussions during lectures and exercises. It can be seen in the question about prior knowledge that it was spread between 3 to 5. The comments from the students were mainly about the calculations in excel and the QMRA project. Some of the students did not have a lot of knowledge about these kinds of calculations beforehand, and a suggestion for next year is to have more scheduled hours to help these students.

The most considerable criticism of the course is probably about the information. Sometimes changes were made last minute with only notification on canvas and/or mail. Maybe it could have been good if the course leader could have sent out messages to the student's telephone number if that is a possibility. Some of the changes can be explained by sick staff, which the students respect. But another problem was that information sometimes disappeared on canvas, which was stressful for some students.

Overall the lectures were good and "supported the students learning" the teachers were very educational and inclusive. But, it seemed like some lecturers did not have enough time and rushed through their power points. It was mainly the lectures with calculations examples that felt rushed. The students suggest that teachers with calculation examples in their presentation should take more time to go through them and not rush. The students appreciated the SaniGame because it was fun, but it did not necessarily support their learning. Some students also question the fact that it was mandatory.

Overall, the students agreed that the course covers sustainable development, but one student felt that the course could have focused more on financial sustainability.

Most of the students were thankful that this course was not entirely on distance and appreciated the interaction that only can be made in person. Some students also enjoyed that some lectures were online so that lecturers from, e.g. other countries could teach. For the most part, the technics worked during online classes, but one student had some problems with the internet connection and hearing the lecturers. One part that did not work so well on distance was the group projects. It was hard to coordinate it over zoom, and you have to trust that the group members do their job, which is not necessarily a criticism of the course itself. Here it might be good to mention that the oral examination was immensely appreciated because you could show what you learned.

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