



Precision livestock farming for sustainable production TN0356, 30293.2021

7.5 Hp

Pace of study = 50%

Education cycle = Advanced

Course leader = Anders Henrik Herlin

Evaluation report

Evaluation period: 2021-03-16 - 2021-04-06

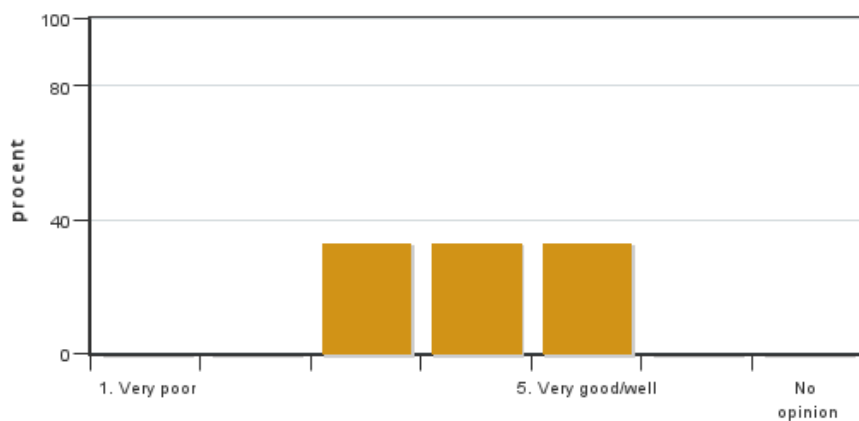
Answers 3

Number of students 9

Answer frequency 33 %

Mandatory standard questions

1. My overall impression of the course is:

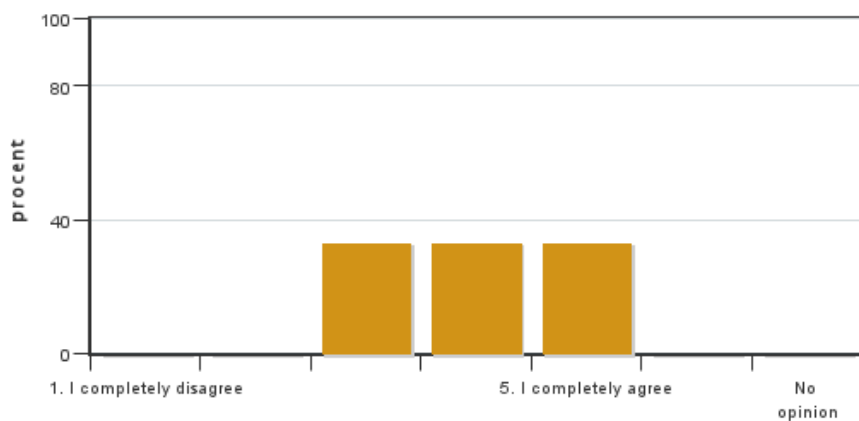


Answers: 3
Medel: 4,0
Median: 4

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

No opinion: 0

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

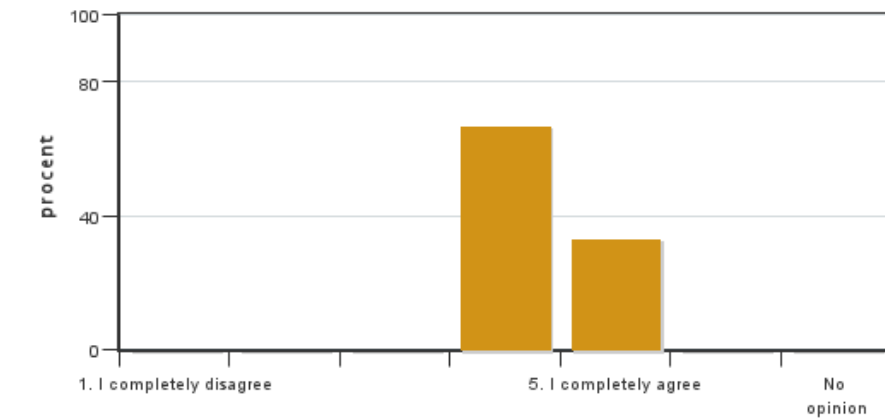


Answers: 3
Medel: 4,0
Median: 4

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

No opinion: 0

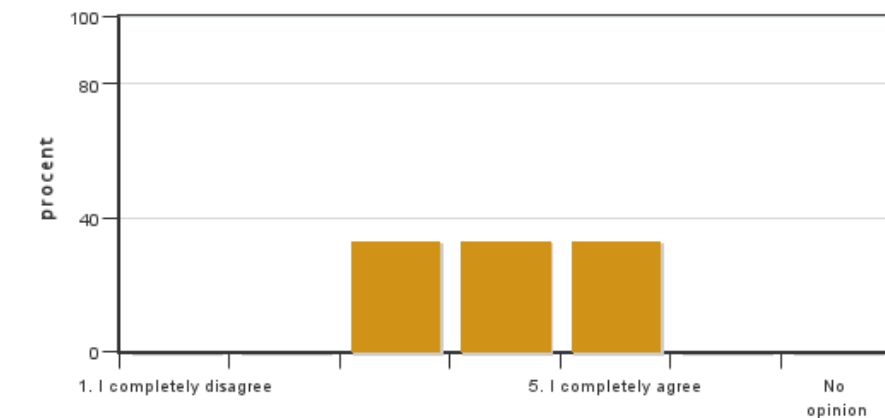
3. My prior knowledge was sufficient for me to benefit from the course.



Answers: 3
Medel: 4,3
Median: 4

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

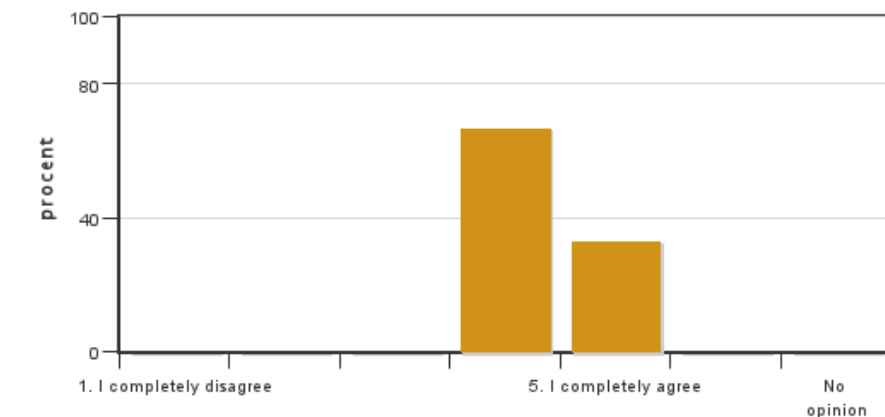
4. The information about the course was easily accessible.



Answers: 3
Medel: 4,0
Median: 4

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

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



Answers: 3
Medel: 4,3
Median: 4

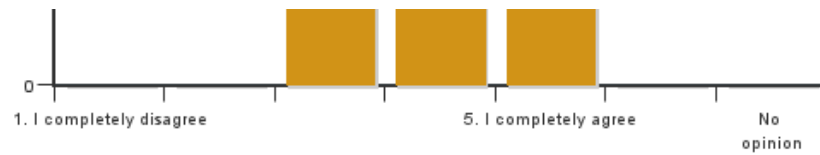
1: 0
2: 0
3: 0
4: 2
5: 1
No opinion: 0

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



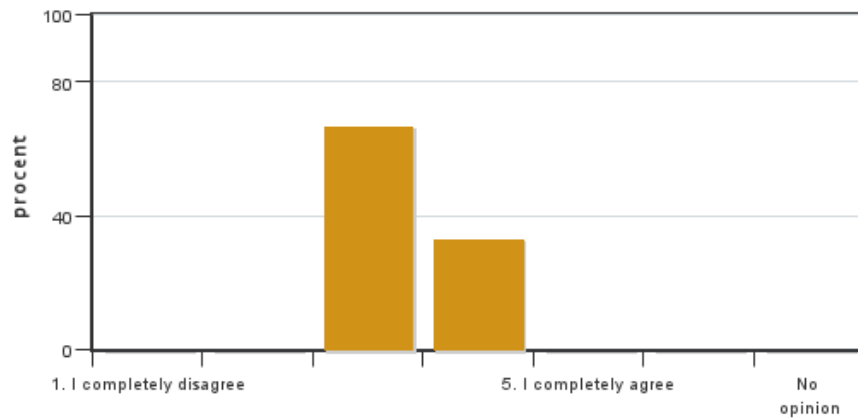
Answers: 3
Medel: 4,0
Median: 4

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



No opinion: 0

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



Answers: 3

Medel: 3,3

Median: 3

1: 0

2: 0

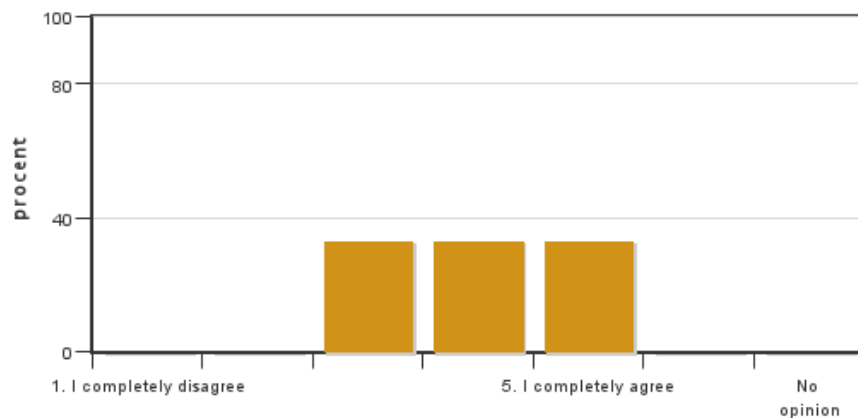
3: 2

4: 1

5: 0

No opinion: 0

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



Answers: 3

Medel: 4,0

Median: 4

1: 0

2: 0

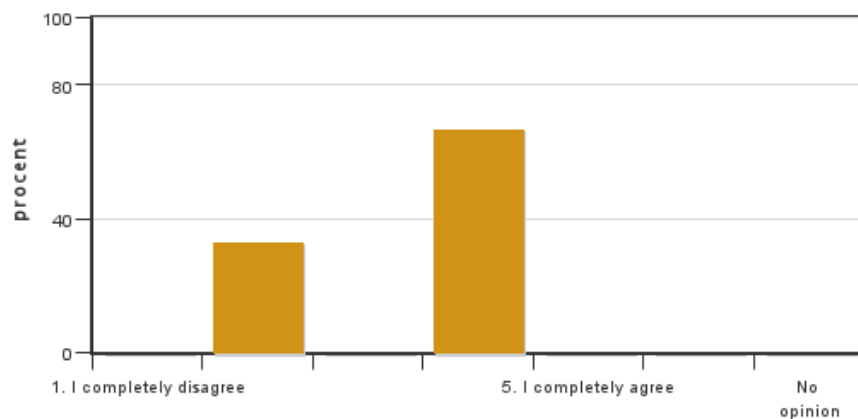
3: 1

4: 1

5: 1

No opinion: 0

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



Answers: 3

Medel: 3,3

Median: 4

1: 0

2: 1

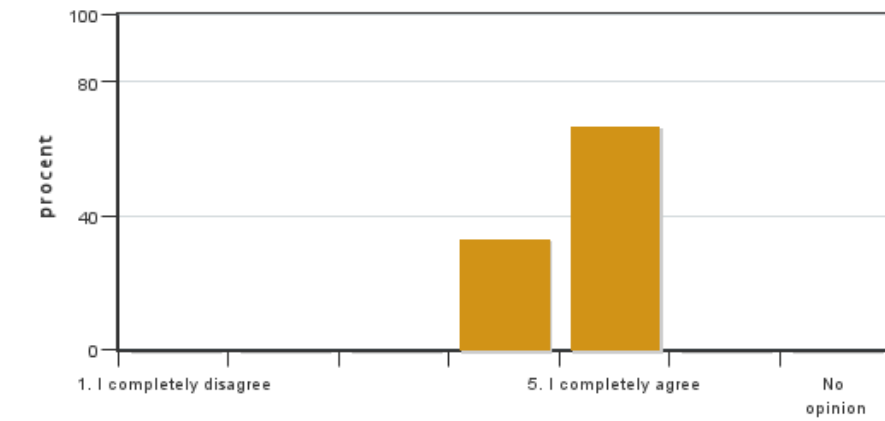
3: 0

4: 2

5: 0

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).

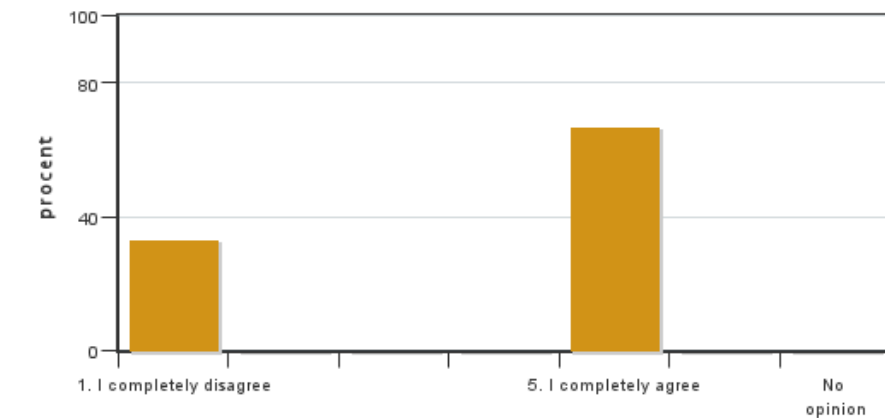


Answers: 3
Medel: 4,7
Median: 5

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

No opinion: 0

11. The course covered international perspectives.

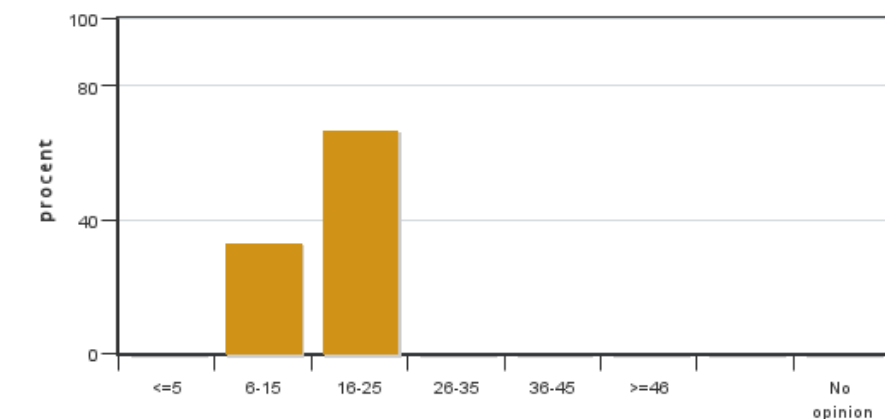


Answers: 3
Medel: 3,7
Median: 5

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

No opinion: 0

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

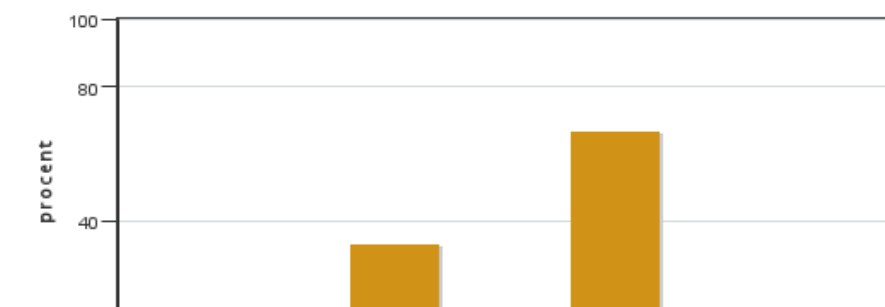


Answers: 3
Medel: 16,7
Median: 16-25

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

No opinion: 0

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



Answers: 3
Medel: 4,3
Median: 5

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

Course evaluation – Course management opinion

The course was given for the first time ever. The course was planned to completely be given online. We also learned pedagogical approach from the pedagogic unit at SLU, as we attended a course in distance/online teaching. Together with earlier experience in distance, teaching and the Covid-19 restrictions that moved teaching into remote and online setting, and giving the opportunity for Life Long Learning students in the workforce to be able to attend, the course was developed in this context. The Canvas page and the course flow was developed to give all information and course content asynchronous, students didn't have to follow a schedule other than respecting the deadline for hand-ins and contributions on discussions. Synchronous teaching activities were limited to student presentations including discussions. A synchronous discussion about course evaluation also took place. On two occasions, students were invited to meet course leaders and teachers in an informal zoom meeting.

In our discussions on the course content, workload and course flow in the canvas page, students were essentially content. However, they thought there was at times lacking in interactions with teachers, but this varying in between assignments, discussion topics and teachers. We also believe that some of the tasks given, the reflections on lectures and literature, had the purpose of being self-reflectance and aid for learning, and thus we only checked performing this with no feedback was obviously needed. A clearer statement in the beginning of the course and at the end of the discussion threads would improve this.

Thoughts on some changes:

The course layout will be revised but essentially kept in its outline as it is. The outline makes a nice progression until the reports at the end of course. But, more interactions and "live" activities will be included. Here a synchronous course start was suggested, on zoom, will be scheduled. Voluntary regular zoom meetings will be scheduled but mainly with the purpose to discuss course content and student approaches to assignments. The structure with pre-recorded lectures seems to work well for both students and teachers, which make good use of the flexibility, especially for those students that have other commitments in studies or are working. But then, feedback activities have to be carefully planned and scheduled for teachers and students being aware when feedback can be expected.

Student representatives comments

Evaluation report – Precision livestock farming for sustainable production

Overall the students who replied to the evaluation seems to be happy with the course and its content.

There are some comments about unclear assignments and no feedback given by the teachers. There were also some comments about the interaction between students and teachers, from some students it felt like there was no interaction with the teachers and that could maybe be helped by incorporating time for discussion in the schedule.

The use of Canvas was of different opinions according to the students, one stated in a comment that it was confusing and a bit messy. Another answered that they thought it was accessible. Another comment about it was that it was easy to navigate on, and that the teachers and lecturers answered questions quickly from the student. Maybe this depends on how used the students were to using Canvas before the course started. This shows that it is difficult to make a Canvas-page that suits everyone participating. Maybe some instructions on how to use Canvas could be uploaded.

The format with the course being 100% online seems to be highly appreciated by the students. To access the material in your own time, and to decide when to study or not was some comments about the course format.

Faster reviews and comments on the assignments are some comments about what could have been improved. Maybe some scheduled time for discussion if that is what the teacher/lecturer wants from the students.

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