



Food Chemistry and Food Physics LV0110, 10057.2223

15 Hp

Pace of study = 100%

Education cycle = Basic

Course leader = Galia Zamaratskaia, Saeid Karkehabadi

Evaluation report

Evaluation period: 2022-10-24 - 2022-11-14

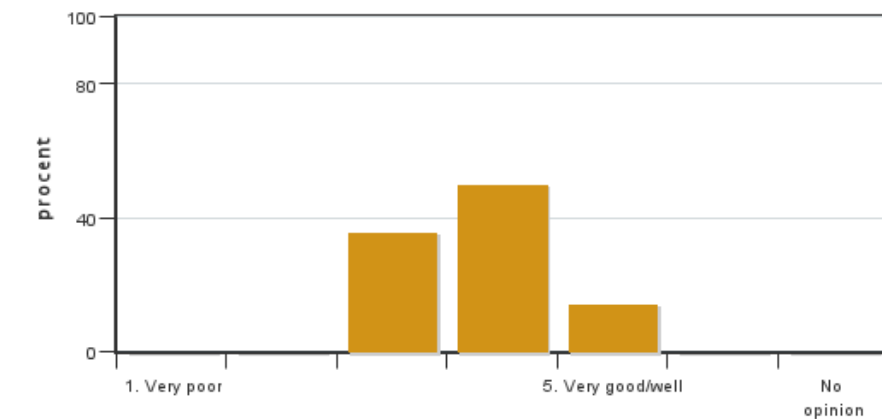
Answers 14

Number of students 23

Answer frequency 60 %

Mandatory standard questions

1. My overall impression of the course is:

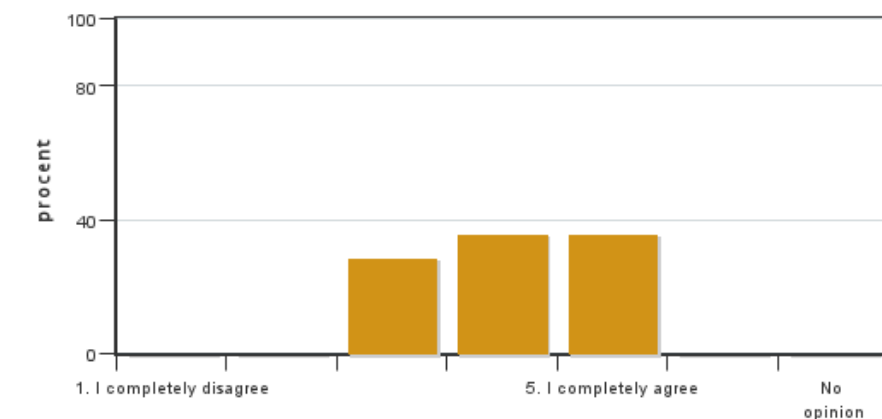


Answers: 14
Medel: 3,8
Median: 4

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

No opinion: 0

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

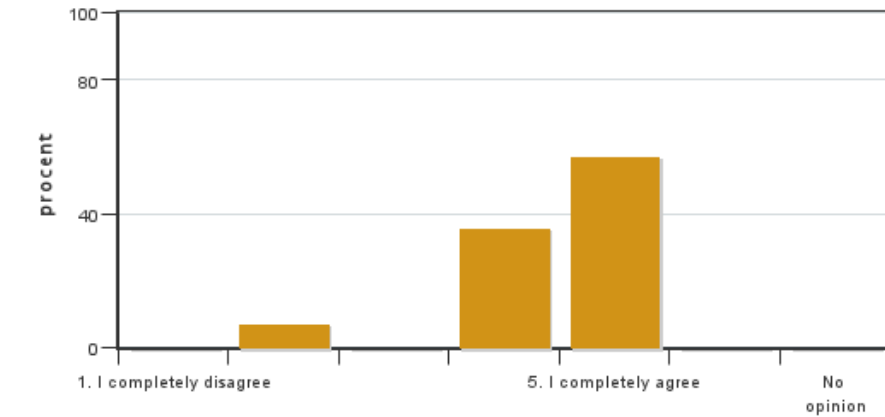


Answers: 14
Medel: 4,1
Median: 4

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

No opinion: 0

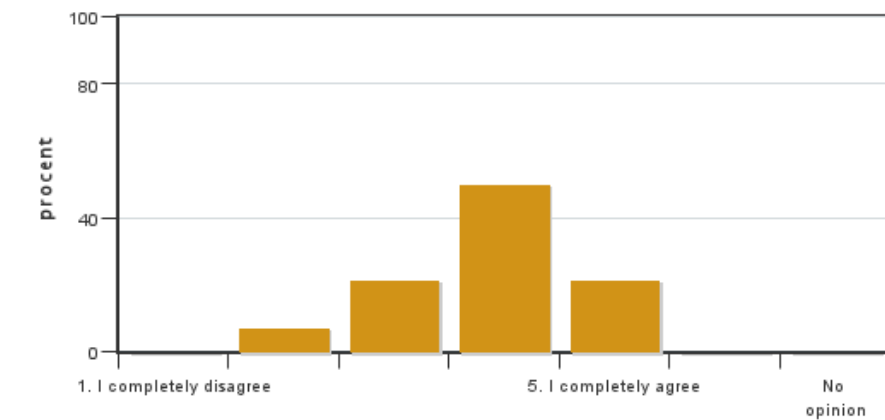
3. My prior knowledge was sufficient for me to benefit from the course.



Answers: 14
 Medel: 4,4
 Median: 5

1: 0
 2: 1
 3: 0
 4: 5
 5: 8
 No opinion: 0

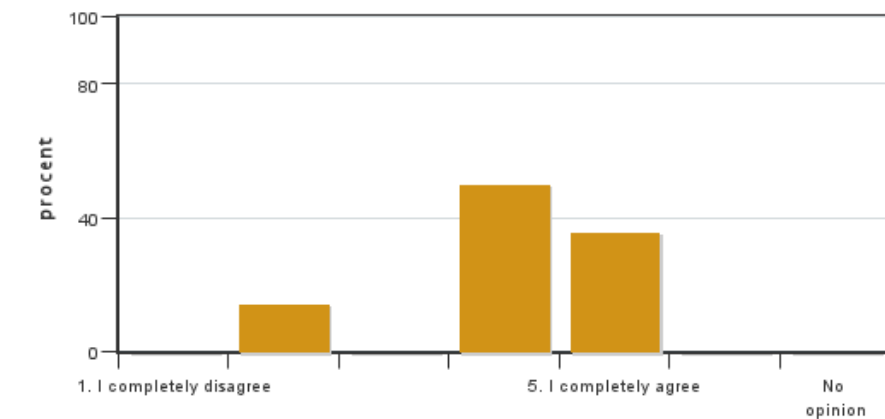
4. The information about the course was easily accessible.



Answers: 14
 Medel: 3,9
 Median: 4

1: 0
 2: 1
 3: 3
 4: 7
 5: 3
 No opinion: 0

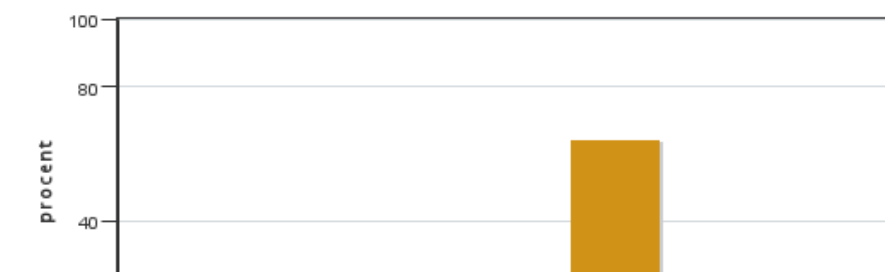
5. The various course components (lectures, course literature, exercises etc.) have supported my learning.



Answers: 14
 Medel: 4,1
 Median: 4

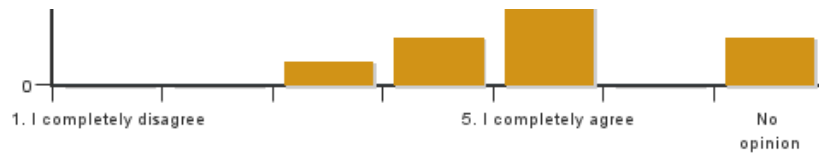
1: 0
 2: 2
 3: 0
 4: 7
 5: 5
 No opinion: 0

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



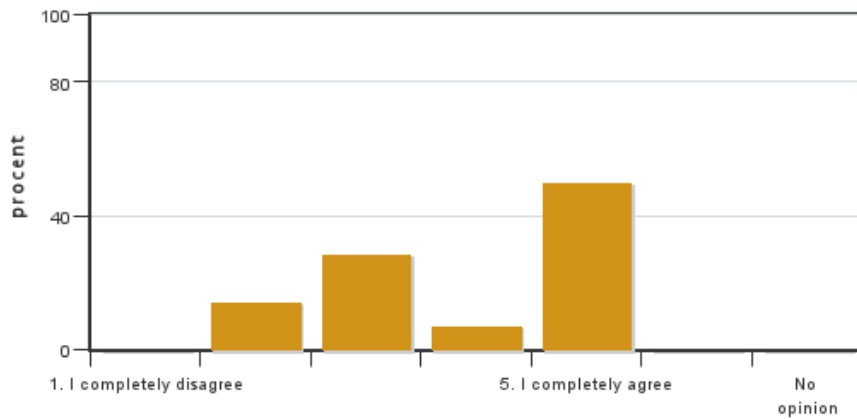
Answers: 14
 Medel: 4,7
 Median: 5

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



No opinion: 2

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



Answers: 14

Medel: 3,9

Median: 4

1: 0

2: 2

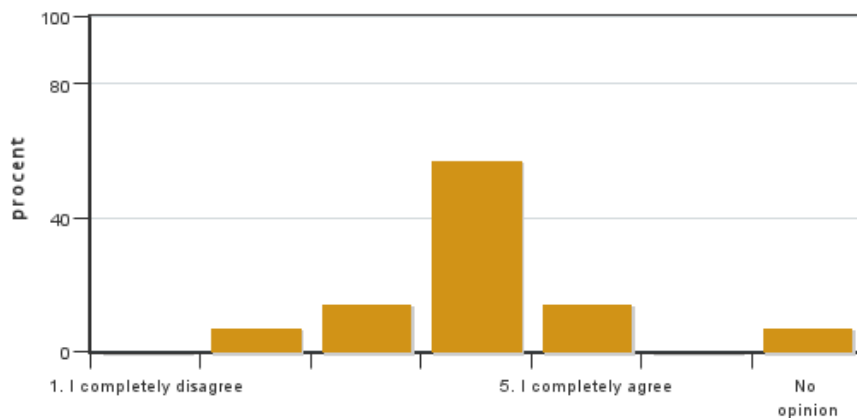
3: 4

4: 1

5: 7

No opinion: 0

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



Answers: 14

Medel: 3,8

Median: 4

1: 0

2: 1

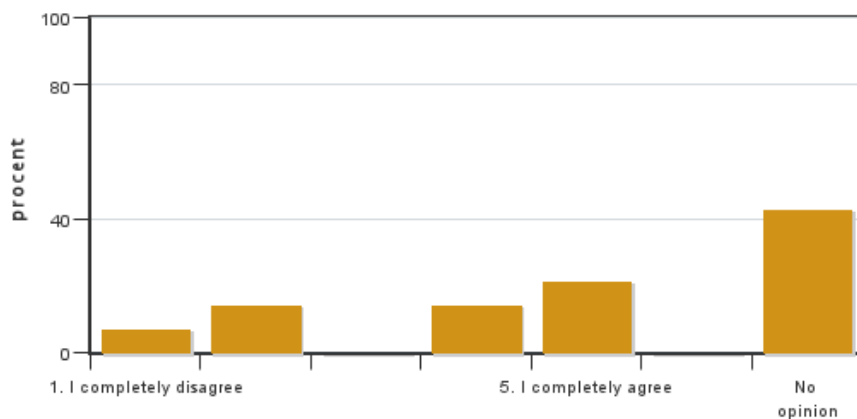
3: 2

4: 8

5: 2

No opinion: 1

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



Answers: 14

Medel: 3,5

Median: 4

1: 1

2: 2

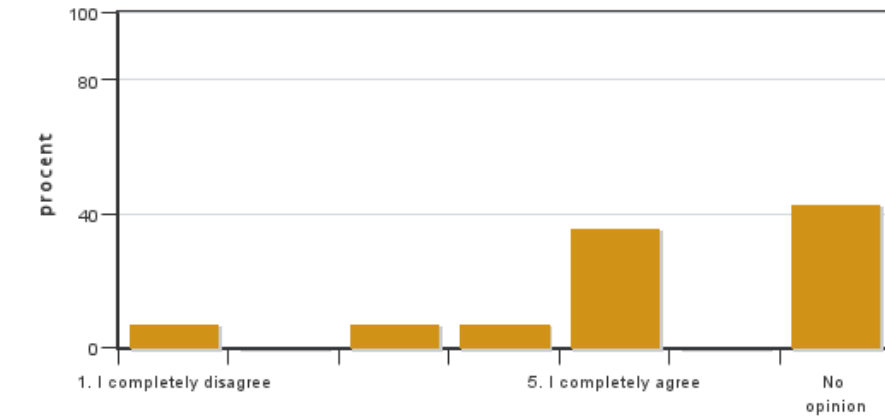
3: 0

4: 2

5: 3

No opinion: 6

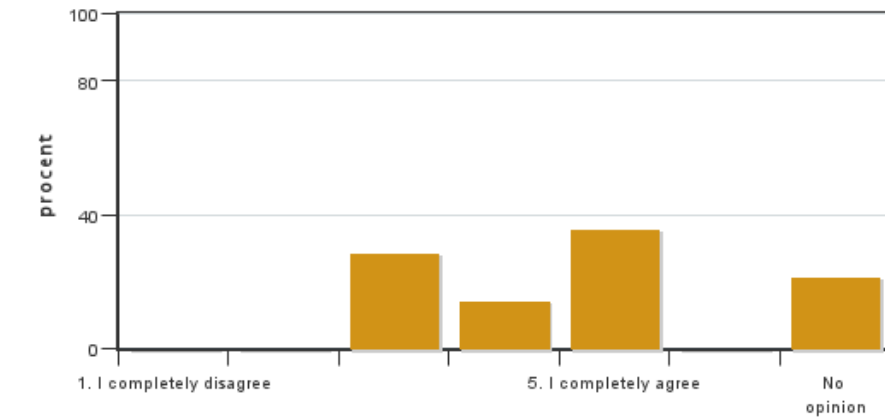
10. I believe the course has included a gender and equality aspect, regarding content as well as teaching practices (e.g. perspective on the subject, reading list, allocation of speaking time and the use of master suppression techniques).



Answers: 14
 Medel: 4,1
 Median: 5

1: 1
 2: 0
 3: 1
 4: 1
 5: 5
 No opinion: 6

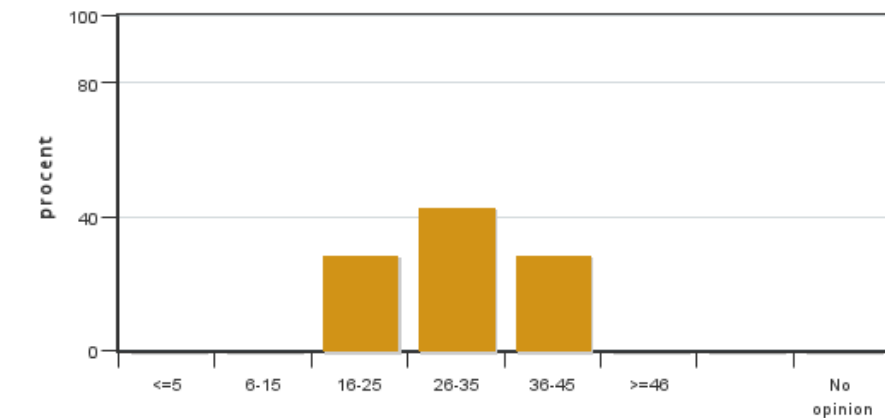
11. The course covered international perspectives.



Answers: 14
 Medel: 4,1
 Median: 4

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

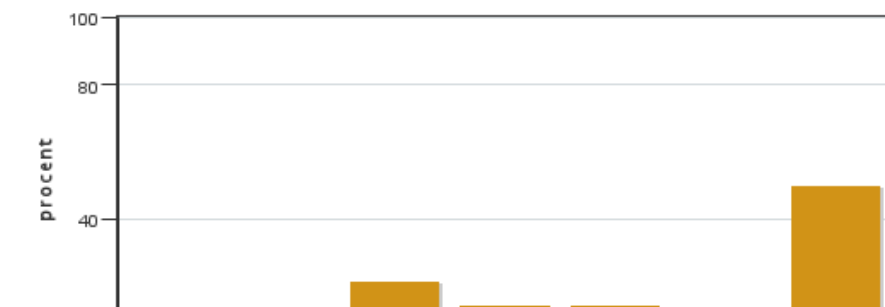
12. On average, I have spent ... hours/week on the course (including timetabled hours).



Answers: 14
 Medel: 30,0
 Median: 26-35

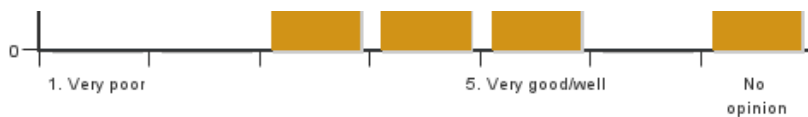
≤5: 0
 6-15: 0
 16-25: 4
 26-35: 6
 36-45: 4
 ≥46: 0
 No opinion: 0

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



Answers: 14
 Medel: 3,9
 Median: 4

1: 0
 2: 0
 3: 3
 4: 2
 5: 2
 No opinion: 7



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

The response to this year's evaluation was 60% which is a bit lower than last year (67%).

We usually have 14 – 17 students for this course but this year we had 23 students with 9 exchange students and this made teaching process more challenging, especially for the lab teachers.

In general, we got high grades. The overall impression of the course was 3.8 (median 4) which is a bit higher than last year (3.7 and 4), 2 gave 5 and 7 students gave 4 (out of 14 total). The content could be clearly linked to the learning objectives and prior knowledge was sufficient (4.1/4.4), and social learning environment was good (4.7).

The students spent 26-35 hours per week on the course which is less than last year (36-45). We got good comments for the chemistry lab and students appreciated physical lab as opposed to online which they had previous years. The students liked the presentation topics and seemed to enjoy presenting.

Although not as much as last year, there were still some complaints about how canvas was organized. Many students liked the teachers and thought that the lectures were good, however some thought that there were too many teachers which made it "difficult to see the course as a complete course"

There were a lot of complaints about the exam last year but the students seem to be much happier with the format of exam this year, the exam received a grade of 3.9 as opposed to 2.9 for last year. One of the major complaints from many students was that the lecture halls were very cold and some thought that the air-conditioning was on unnecessarily.

Overall, the course seems to have improved from last year. The topics rheology, texture and dispersed system have been difficult for the students and exam results for these topics have been poor in the past years. However, there have been no complaints for these topics this year and the exam results have improved substantially.

Points to consider before the next period for the course:

1. Improve layout on canvas
2. Reduce number of teachers if possible
3. Include more presentations if time allows

Student representatives comments

The mean score of the course was 3.8, which is good. In general, the students seem to have benefited from the course and enjoyed the different course elements. The teachers were engaged and open to answering questions. However, there were a few points of criticism mentioned in the evaluation.

Firstly, the students lacked a "red thread" through the different course elements and thought that it was difficult to get an overview of the course material. This could, in part, be due to there being so many different teachers on the course and that it was hard for them to know what lectures we already had had on their topic. However, this resulted in that the lectures felt independent, not relating to each other nor other course elements. One student noted including more exercises and seminars into the course could have been beneficial to process the course material.

Many students thought that the course page on Canvas was disorganized and that it was hard to locate relevant material. Some folders contained a mix of study material, such as study questions and supplementary reading material. In addition, some files were named very abbreviatedly, making it difficult to know what they contained.

The chemistry lab was appreciated, nonetheless a bit confusing. For example, some students felt that the lab supervisors gave different answers when asked about practical aspects of the lab. Minor things, such as how to filter sample through a funnel fitted with a filter paper, was not demonstrated before-hand, possibly since the supervisors

expected us to know laboratory praxis. Nonetheless, this led to the groups not performing the laboratory steps in the same manner.

The gel lab was instructive, however as there was only one RVA machine for analysis, there was some waiting time between the groups. There was no schedule during the day, meaning that all groups had to wait their turn until called. One student mentions that the lab could have been done digitally and still been educative, since the only practical steps were sample weighing and loading sample into the machine. Another suggestion is that the lab is performed using pre-made RVA-curves for the different flours/starches.

Some teachers provided the students with study questions relating to their lectures, which were appreciated. However, suggested answers to these questions were not always provided, which some students thought was negative for their learning.

Regarding the exam, some questions were perceived as unclear and the level of detail required could vary depending on the topic. One question in particular - concerning starch - was subject for some criticism, as the students felt that it was not relevant for their understanding of the topic. In addition, the corresponding lecture on starch was thought to be a bit unstructured and could've had a more logical flow.

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