Food Chemistry and Food Physics
LV0110, 10331.2324

15 Hp
Pace of study = 100%
Education cycle = Basic
Course leader = Jing Lu, Saeid Karkehabadi

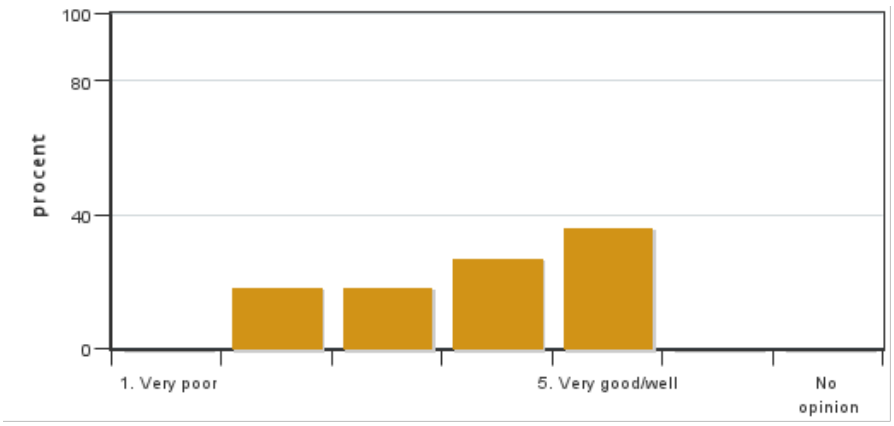
Evaluation report

Evaluation period: 2023-10-23 - 2023-11-13

Answers	11
Number of students	14
Answer frequency	78 %

Mandatory standard questions

1. My overall impression of the course is:

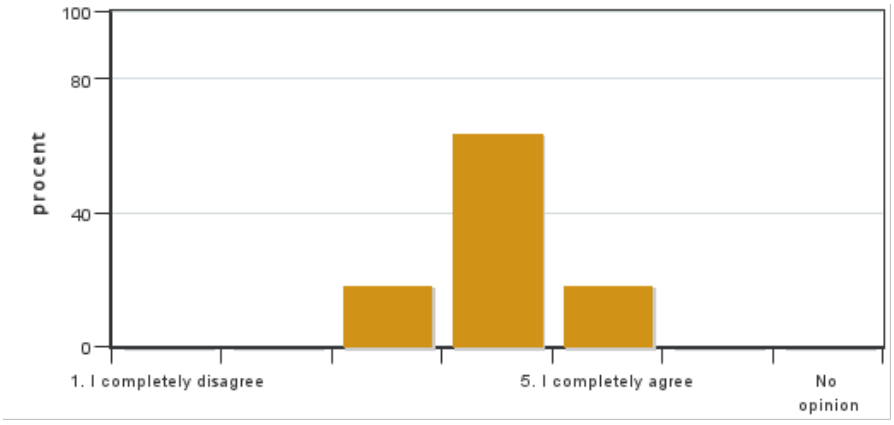


Answers: 11
Medel: 3,8
Median: 4

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

No opinion: 0

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

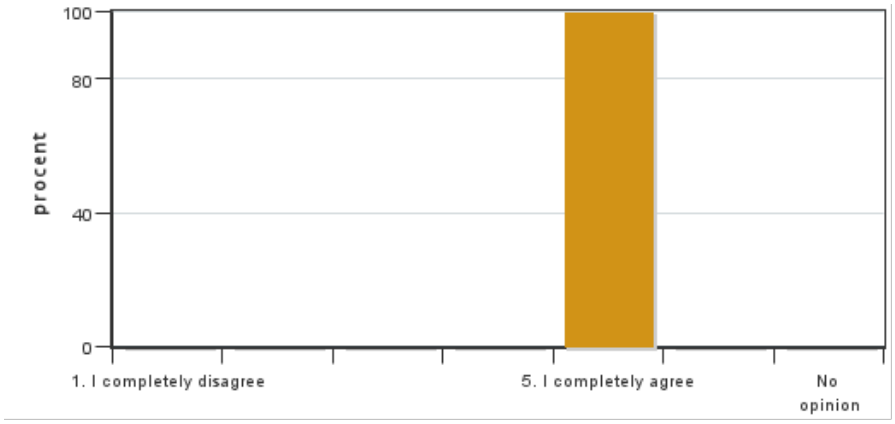


Answers: 11
Medel: 4,0
Median: 4

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

No opinion: 0

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

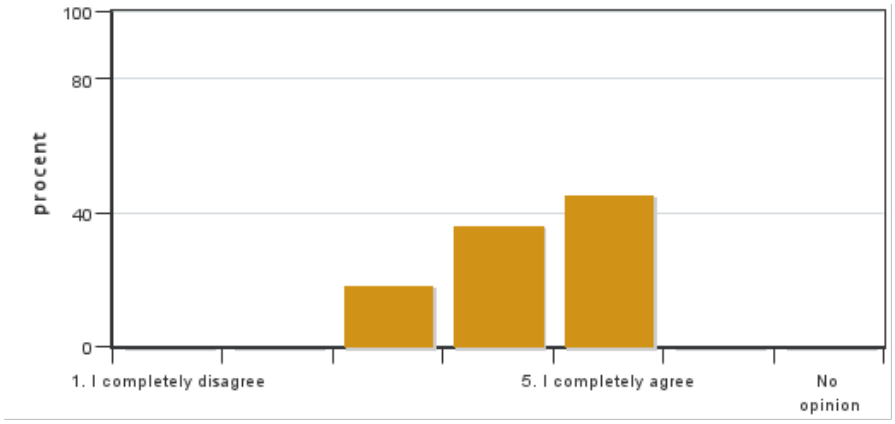


Answers: 11
Medel: 5,0
Median: 5

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

No opinion: 0

4. The information about the course was easily accessible.

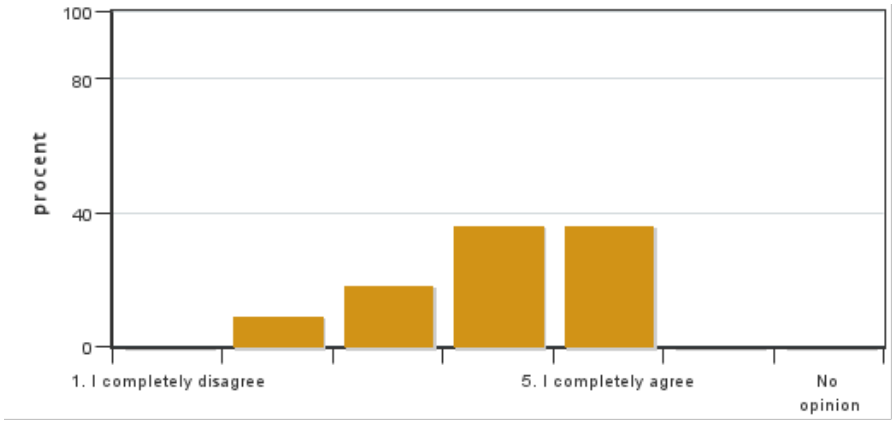


Answers: 11
Medel: 4,3
Median: 4

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

No opinion: 0

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

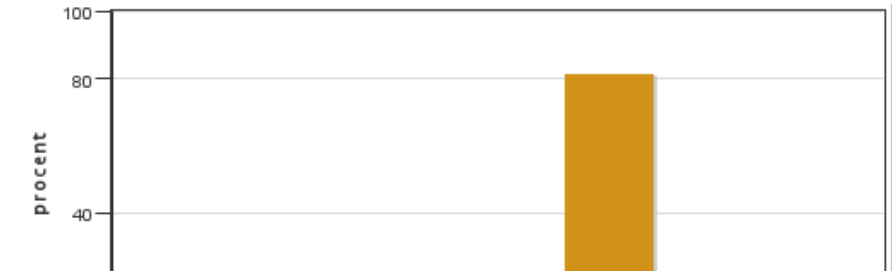


Answers: 11
Medel: 4,0
Median: 4

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

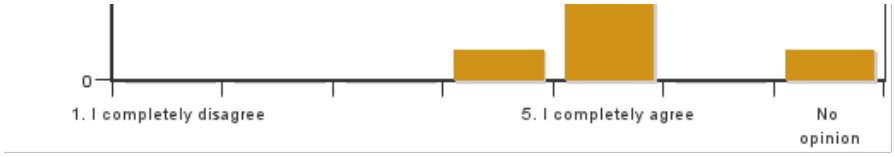
No opinion: 0

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



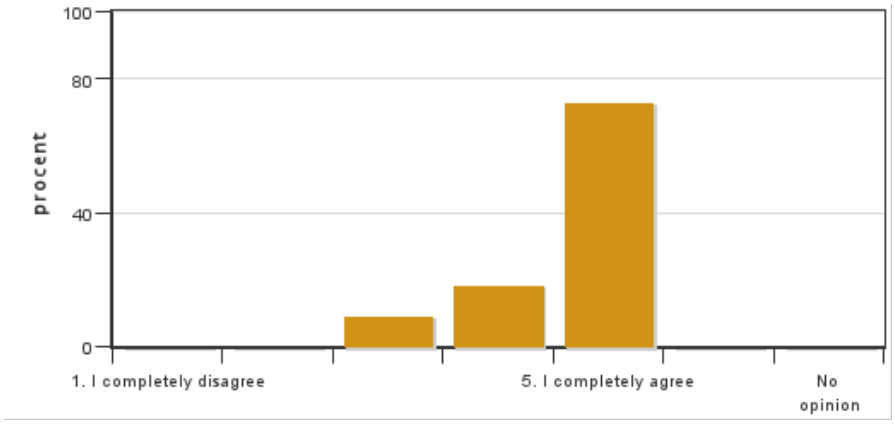
Answers: 11
Medel: 4,9
Median: 5

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



No opinion: 1

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

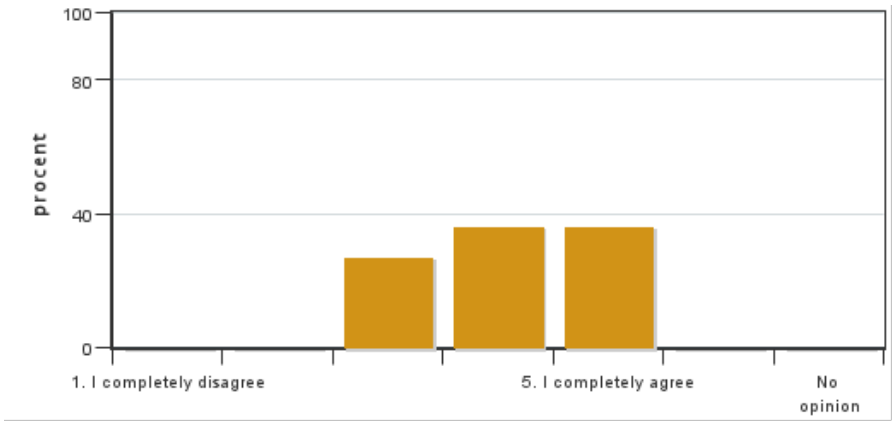


Answers: 11
Medel: 4,6
Median: 5

1: 0
2: 0
3: 1
4: 2
5: 8

No opinion: 0

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

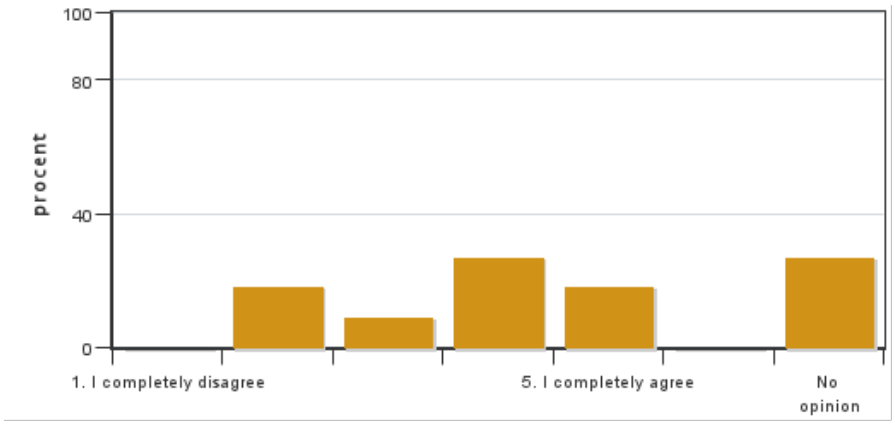


Answers: 11
Medel: 4,1
Median: 4

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

No opinion: 0

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

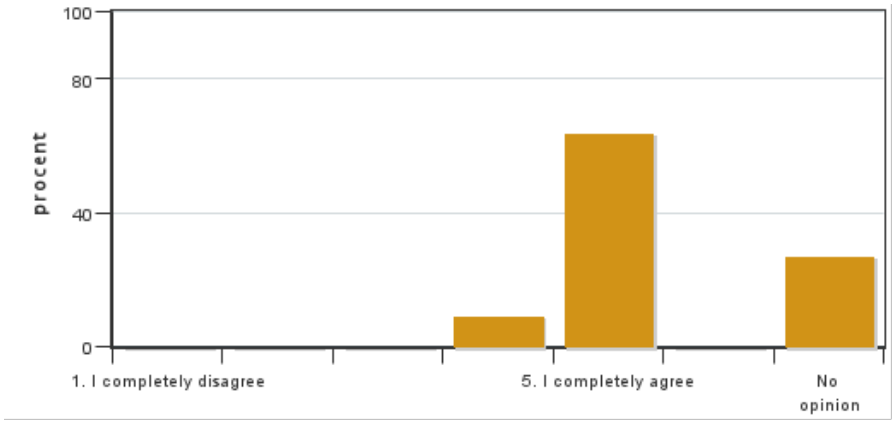


Answers: 11
Medel: 3,6
Median: 4

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

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).

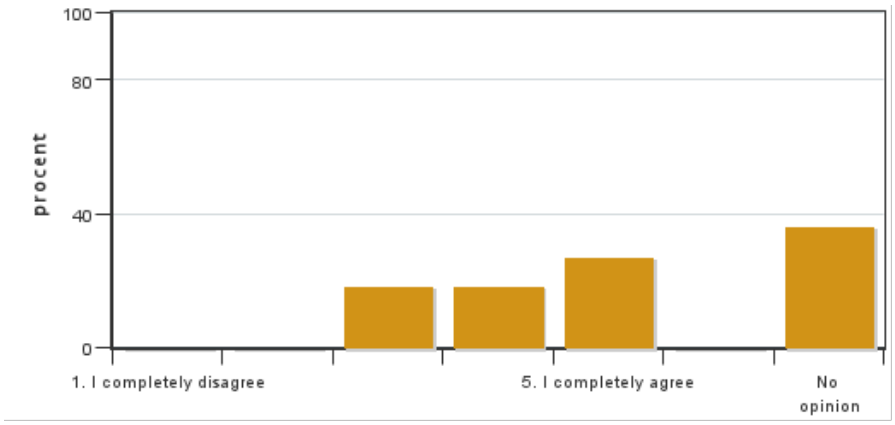


Answers: 11
Medel: 4,9
Median: 5

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

No opinion: 3

11. The course covered international perspectives.

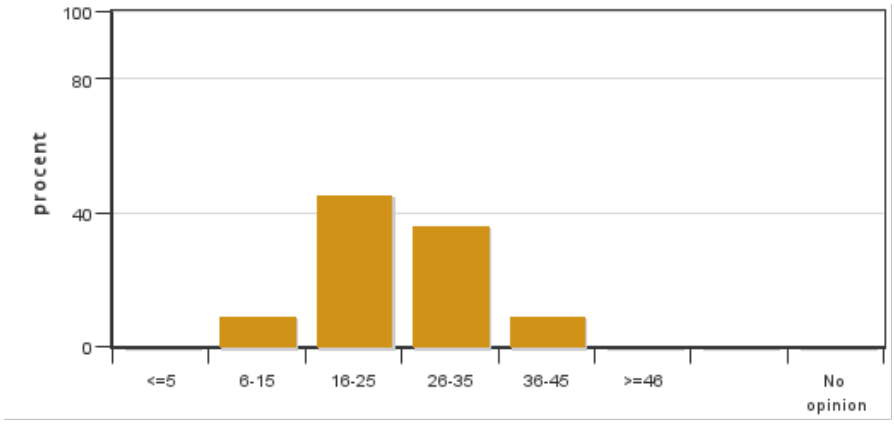


Answers: 11
Medel: 4,1
Median: 4

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

No opinion: 4

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



Answers: 11
Medel: 24,5
Median: 16-25

≤5: 0
6-15: 1
16-25: 5
26-35: 4
36-45: 1
≥46: 0

No opinion: 0

Additional own questions

13. Are there any lectures relevant and within the scope of the course that you think should be included?

13. What do you think about the presentations? Do you think more presentations should be included?

13. What do you think about the chemistry lab? Is it too long? are there any other appropriate food analysis that we could include in the lab?

13. How do you think the "Starch Gels lab" worked? Are there any ways to improve the lab?

13. How do you think the "PBL protein gelation" worked? Are there any ways to improve this session?

13. How do you think the "Lab Emulsions" worked? Are there any ways to improve this session?

Course leaders comments

The response to this year's evaluation was 78%, an increase by 18% compared to last year.

The format of the course for 2023 was changed and there was an extra module, 2 hp for the presentations. Many of the students thought that the presentations (except the presentation for the chemistry lab) were interesting and helpful in learning. Several of the students thought the presentation for the chemistry lab was repetitive and boring since every group said the same thing.

In general, we got higher grades than the previous years. The overall impression of the course was 4, median 4 compared to 3.8 and 4 for 2022. Four students gave 5, three gave 4, two gave three and two students gave two (out of 11 total). The content could be clearly linked to the learning objectives and prior knowledge was sufficient (4/5), and social learning environment was very good (4.9).

The students spent 16-25 hours per week on the course which is less than last year (26-35). We got good comments for the chemistry lab and the students thought it was positive that the lab was concentrated in one week.

Except some complaints about information about the presentations, the information about the course was easily accessible (4.3).

The examination received a grade of 4 but some thought that some of the questions were formulated in a complicated way and difficult to understand and some questions were too basic.

Overall, the course seems to have improved from last year and there were no complaints about how canvas was organized as we have had complaints for several years

Points to consider before the next period for the course:

1. Give clear information about the presentation(s)
2. Remove chemistry lab presentation. Perhaps a different presentation can be included.

Student representatives comments

The general impression of the course got an average score of 3.8 and the lowest score is 3.6 which relates to sustainable development, which is understandable since it wasn't a main topic of the course. Overall the other questions score at about 4.

Some students declare dissatisfaction about the level of the course, too basic after two years of study. One student highlight the lack of a scientific background and copied material from wikipedia in one lecture. Some lectures were porly structured.

Some students are mising a clearer connection between the lectrue material and actual food properties, such as what different mechanisms leads to in a certain food product. One student highlights that the learning objectives doesn't mention nutrition, even though that was the focus of some lectures. The same student wants a clearer view of the chemical and physical properties of food from harvest to comsumtion, since that wasn't clearly discussed.

Regarding prior knowledge, all students menions score 5, which might indicate a too low level of the course content. Four students write explicitly that it was too much repetion.

The students are mainly satisfied with accesibility of information, however the starch lab instuctions were not well structured and asked for different results from the students in differents lab information sources. One student mentions that the instructions for lab presentation were not clear.

Concerning the teaching strategies, some students are dissatisfied with the amount of information provided and asked for in the course. One student gives a thourogh analysis of the lectures, summarized the student asks for a stronger connection to actual food and the industri, as well as improved balance between background knowledge and new food knowledge. The student asks for a better structure of some power points. Another student says he/she learned more from the starch lab than the lectures.

Some students thinks that the exam questions were too easy and that the level of the course has decreased. One student thought it difficult to understand what was asked for.

Most students have spent far less than 40 h/week on the course, even though it is supposed to be a full time course, this might relate to previous answers about a too low level.

The students want the lab presentations to be removed, since all groups presented the same information.

The students thought that there was too much waiting time in the lab. They appriciated that it was concentrated to one week. Some students want to do other sort of food labs.

The starch gel should be better organised acording the students.

The PBL would have been easier to understand if it was not on zoom, and some students request a practical part. They are missing information about this in lectures.

The emulsion lab is well performed according to the students, but one student wants it to be digital.