# Safe nutrient recycling
# MX0161, 20195.2324

15 Hp
Pace of study = 100%
Education cycle = Advanced
Course leader = Annika Nordin

## Evaluation report
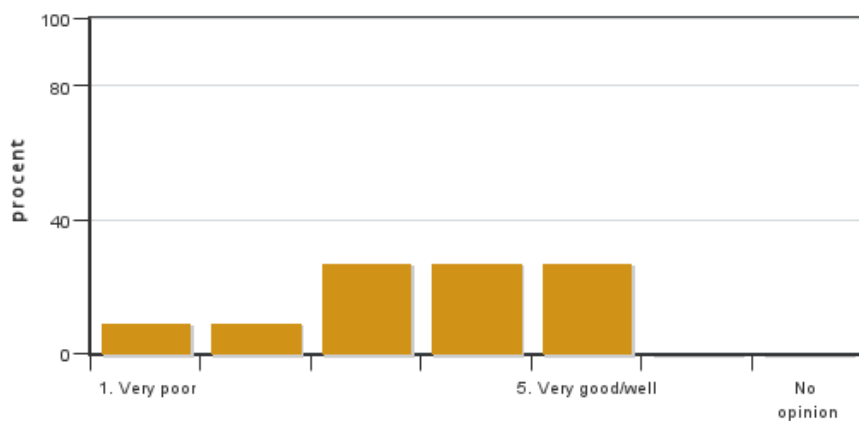
**Evaluation period: 2024-01-07 - 2024-01-28**

Answers             11
Number of students  15
Answer frequency    73 %

## Mandatory standard questions

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



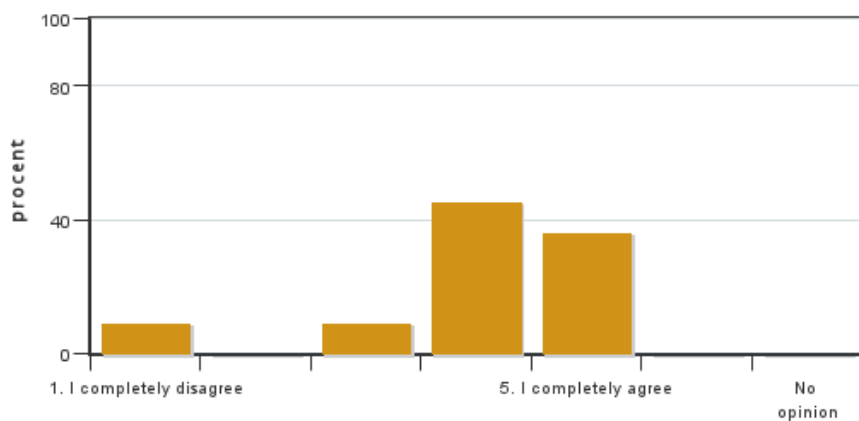Answers: 11
Medel: 3,5
Median: 4

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

No opinion: 0

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



Answers: 11
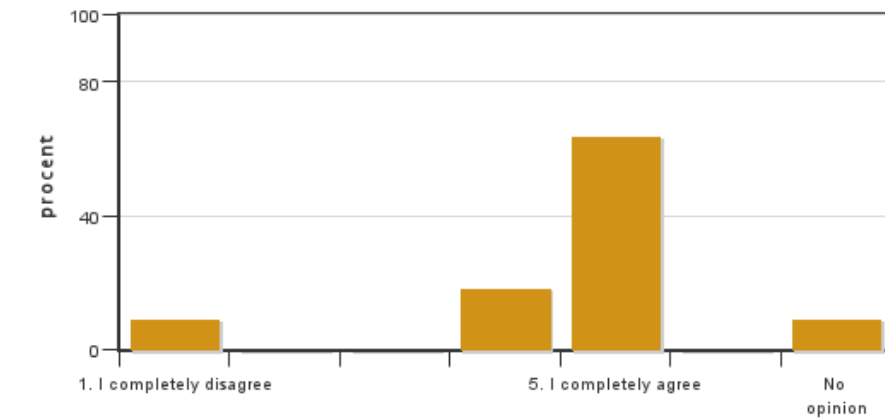Medel: 4,0
Median: 4

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

No opinion: 0

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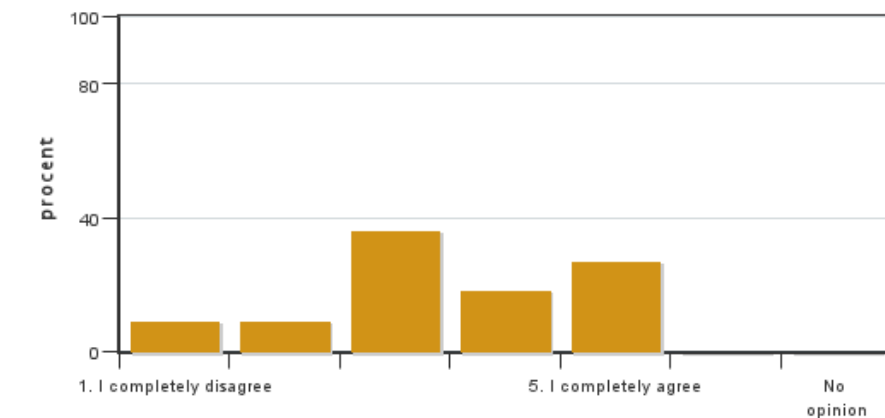


Answers: 11
Medel: 4,4
Median: 5

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

No opinion: 1

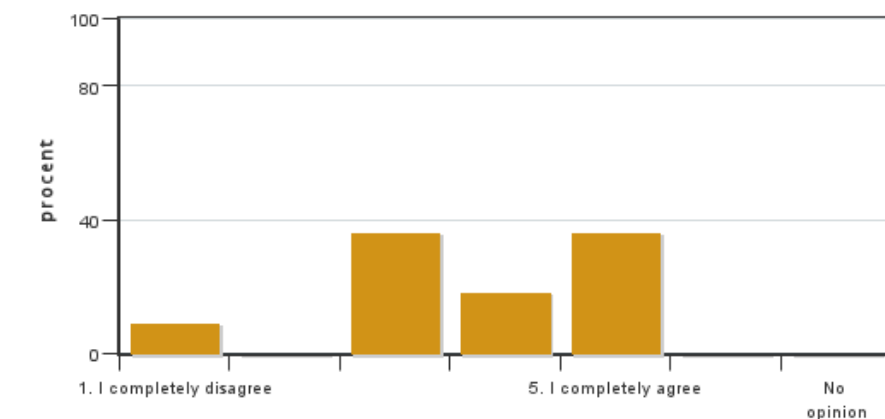### 4. The information about the course was easily accessible.



Answers: 11
Medel: 3,5
Median: 3

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

No opinion: 0

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



Answers: 11
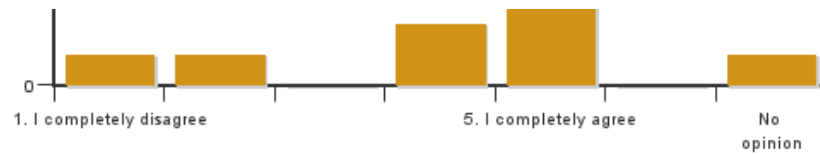Medel: 3,7
Median: 4

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

No opinion: 0

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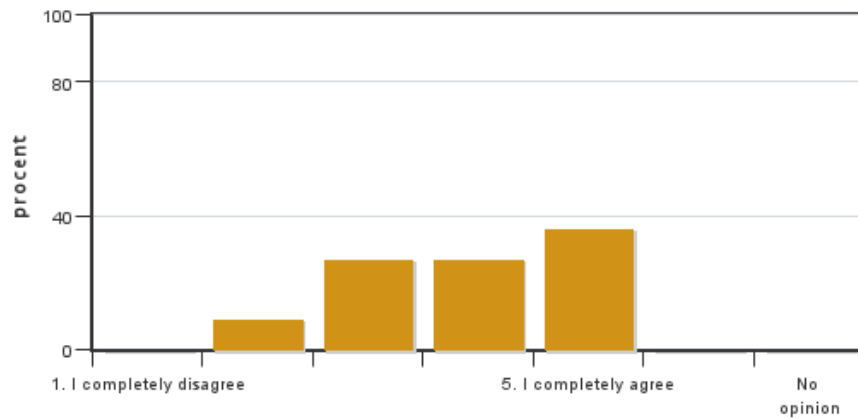


Answers: 11
Medel: 4,1
Median: 5

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

No opinion: 1

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



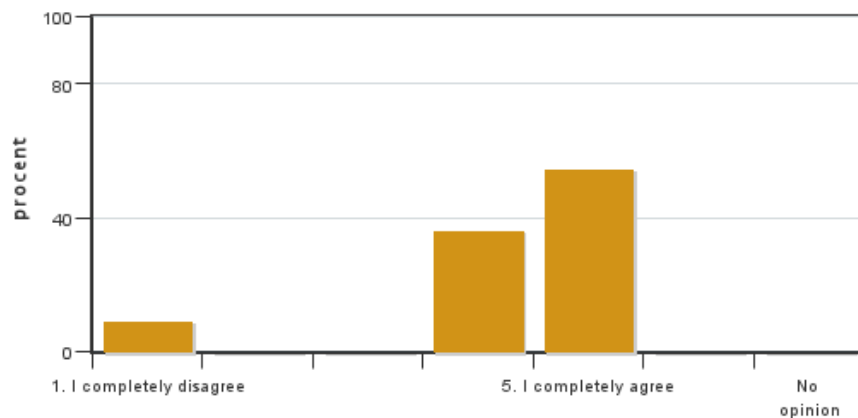Answers: 11
Medel: 3,9
Median: 4

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

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: 4,3
Median: 5

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

No opinion: 0

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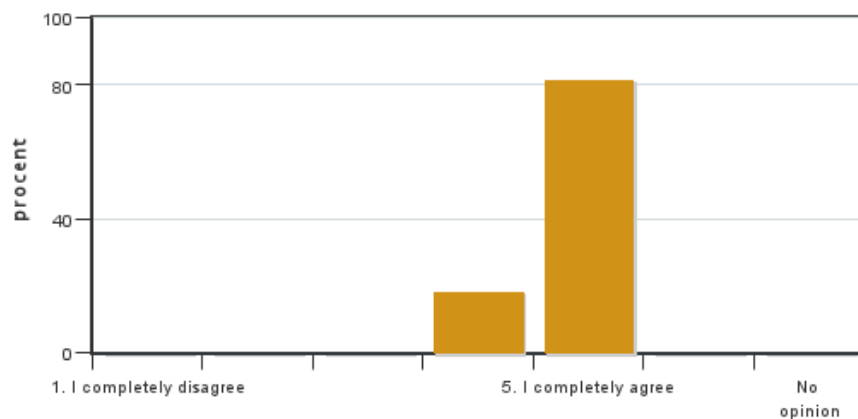


Answers: 11
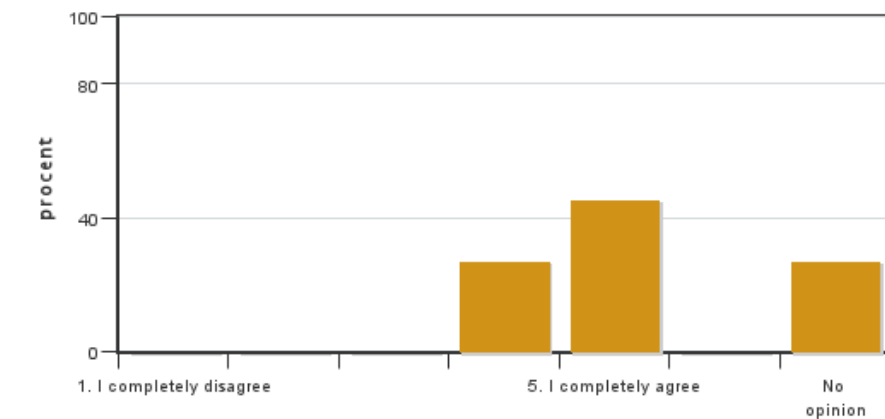Medel: 4,8
Median: 5

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

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).
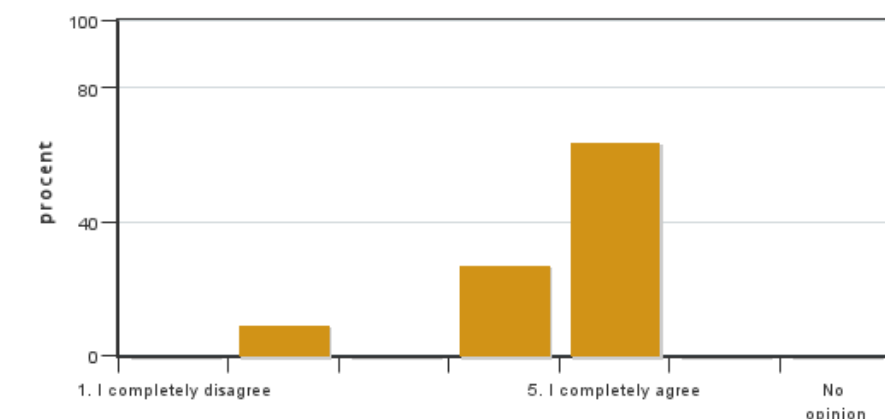
Answers: 11
Medel: 4,6
Median: 5

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

No opinion: 3

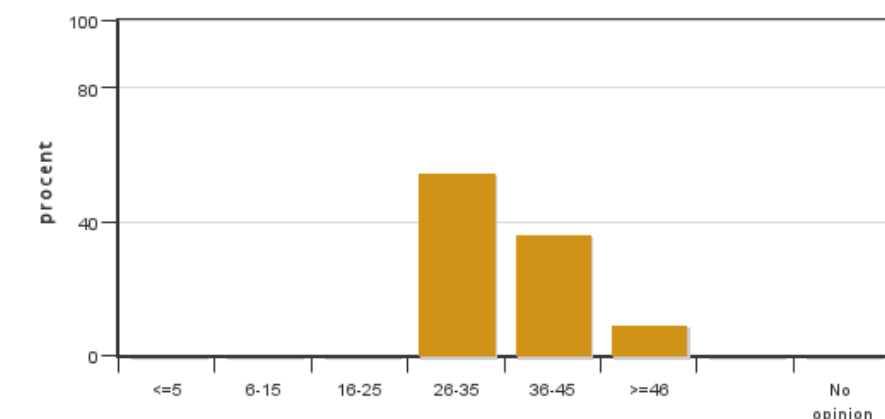### 11. The course covered international perspectives.



Answers: 11
Medel: 4,5
Median: 5

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

No opinion: 0

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



Answers: 11
Medel: 35,1
Median: 26-35

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

No opinion: 0

## Course leaders comments

The overall impression given for the course was this year 3.5 which is a bit lower than previous years. One component that got low grading (3.5) was related to the set up in Canvas, which can easily be improved as well as if there are many students for study visit to split into more groups. Most students though that previous knowledge were sufficient but since the calculations are what seems to be most challenging there is work in progress to develop some support material in terms of short videos that can be used on demand, to prepare or to repeat.

It was commented in the course evaluation that there were too many examining activities but I think that there has been a misunderstanding between compulsory activities and examining activities. The course activities that is examined is the laboratory exercise, the QMRA project and 2 exams (one on theory and one on calculations). Other activities were compulsory as study visits, computer exercise and activities with student performance. Having the

exam divided upon two occasions was new for this year but seem to have been appreciated.

We had several new lecturers this year and have also lost an appreciated lecturer due to retirement. I will as a course leader look over that the learning goals for the lectures and the alignment to the overall course objectives will become clearer. On the oral course evaluation it was suggested that I should clarify that the laboratory exercise which have a lot of scheduled time is ONE lab. with only one report = )

## Student representatives comments

**Course evaluation for the course MX0161, Safe Nutrient Recycling.**

The overall impression of the course was 3.5/5. The course was considered to have a clear connection to learning objectives (4.0), and the previous knowledge were sufficient (4.4). The social learning goals received a rating of 4.1, and the physical learning environment received a rating of 3.9 (as usual lower due to the poor ventilation in the smaller rooms in Ulls hus).

### Canvas

Course information accessibility scored 3.5. It is primarily highlighted that there were some last-minute changes, and that it was difficult to find things on the Canvas page. Some would have appreciated if the lectures were posted on Canvas in advance. Many take notes using tools like OneNote directly on the lecture pages. In the oral evaluation of the course, it is mentioned that it would have been helpful in Canvas if the different parts were divided into blocks. Also, that the lectures had the same names on the schedule as the lectures and that dates were included in the lecture names.

### Lectures

The lectures received a rating of 3.7. According to comments, there has been mixed quality in the lectures. Some have been of high quality while some have been of a lower standard. Among those that were of a lower standard, it is mentioned, for example, that they were unnecessarily drawn-out or too stressful. Problems with other lectures include having an unclear goal with the lecture and the learning objectives.

### Examinations

Examinations received an overall rating of 4.3. The positive aspects highlighted about the examinations included the oral examination, which ensured a fairer grading for everyone, and that the written and oral exam were diveded into two. Also the lab was appreciated. Some found the QMRA (Quantitative Microbial Risk Assessment) to be a good way to demonstrate understanding, while others felt it disrupted the flow of the course and took time away from other activities. In the oral evaluation, it was also suggested that the midway presentation, of the QMRA, could be skipped. The data exercise was seen as adding to the already numerous examinations in the course. It was also noted that QMRA awards too many points relative to its size, and the lab should take some of those points.

More time is desired for calculation with teachers, and calculations should be open to students before calculation lectures. Everyone learns differently; some need to calculate beforehand to understand the lesson, while others find it easier to grasp directly from the teacher.

### Lab Work

Positive feedback was given for the lab work. It was mentioned that it could have been a bit more agriculture-oriented during the oral evaluation. It is suggested that the visit to BSF should be divided into two groups, for example, one in the morning and one in the afternoon, as it was not so efficient.

### Other/Summary

There are too many examining moments, but overall, it's an interesting course that touches on new aspects. Some lecturers inserted too many personal values into the lectures. Some also believed that the course would address more agriculture-related topics.