



Production and quality evaluation of forages BI1327, 40184.2324

15 Hp
Pace of study = 100%
Education cycle = Advanced
Course leader = Nilla Nilsdotter-Linde

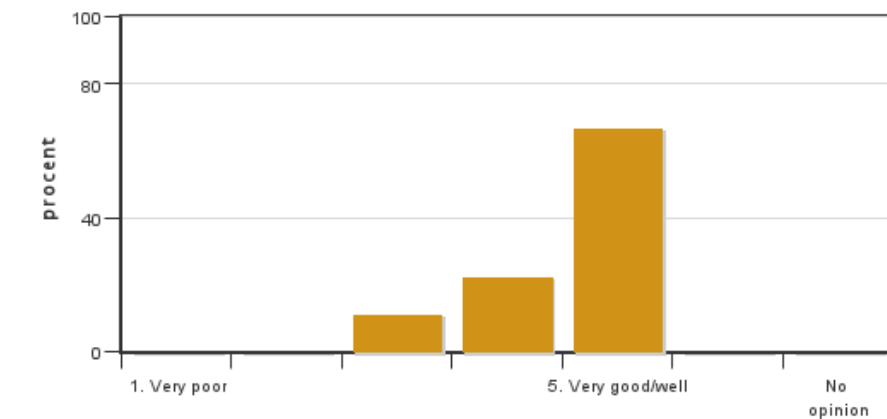
Evaluation report

Evaluation period: 2024-05-26 - 2024-06-17

Answers 9
Number of students 9
Answer frequency 100 %

Mandatory standard questions

1. My overall impression of the course is:

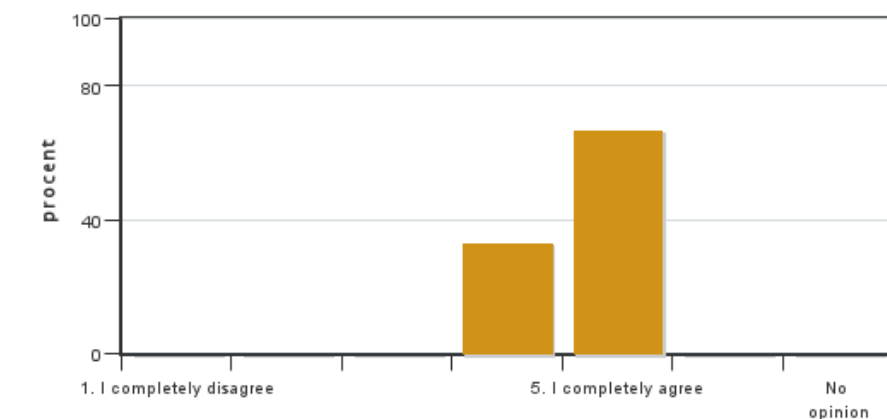


Answers: 9
Medel: 4,6
Median: 5

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

No opinion: 0

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

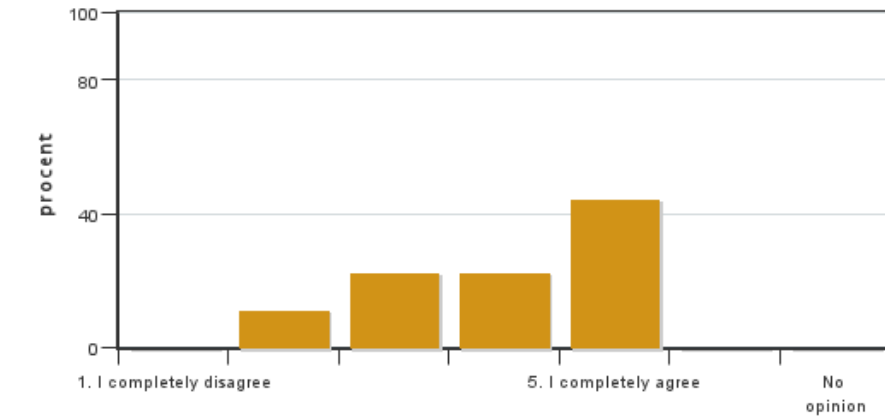


Answers: 9
Medel: 4,7
Median: 5

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

No opinion: 0

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

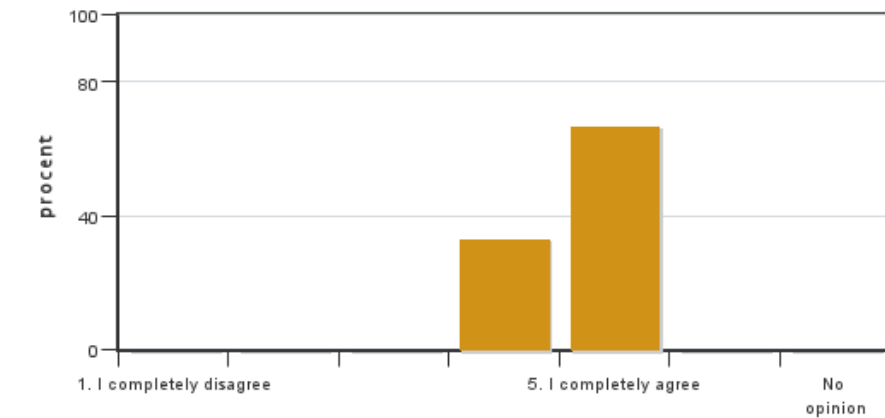


Answers: 9
 Medel: 4,0
 Median: 4

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

No opinion: 0

4. The information about the course was easily accessible.

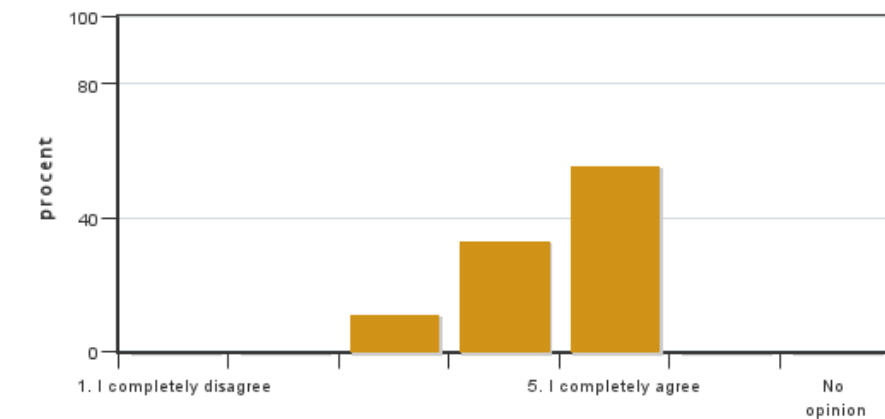


Answers: 9
 Medel: 4,7
 Median: 5

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

No opinion: 0

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

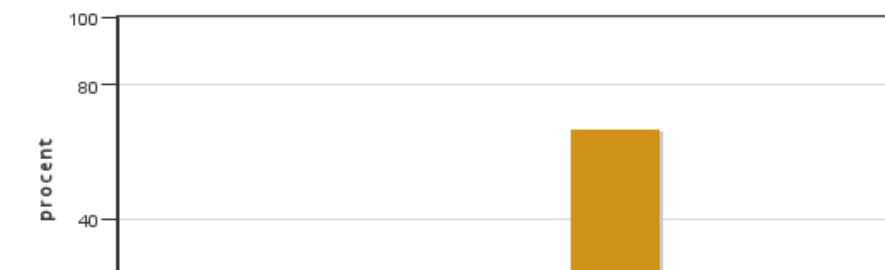


Answers: 9
 Medel: 4,4
 Median: 5

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

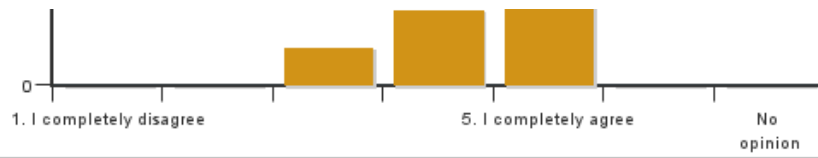
No opinion: 0

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



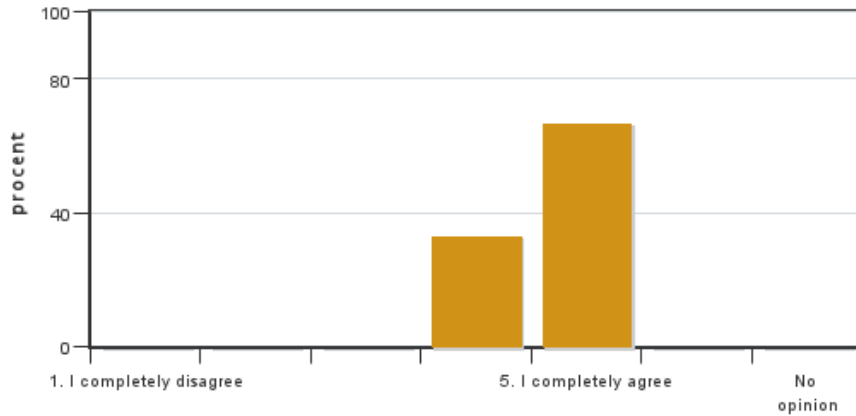
Answers: 9
 Medel: 4,6
 Median: 5

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



No opinion: 0

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

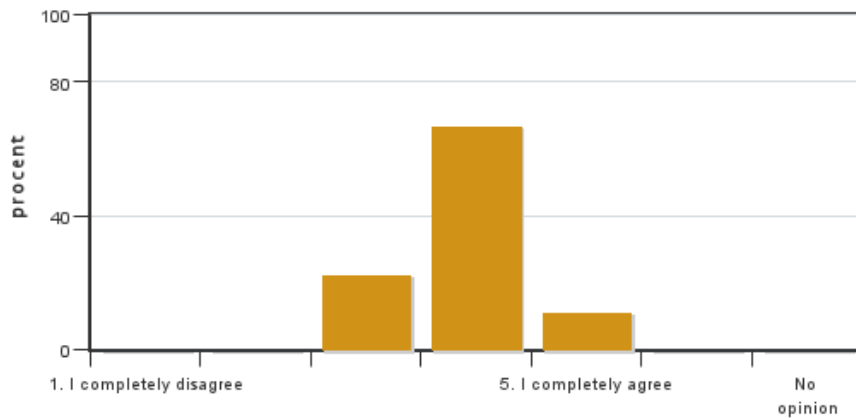


Answers: 9
Medel: 4,7
Median: 5

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

No opinion: 0

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

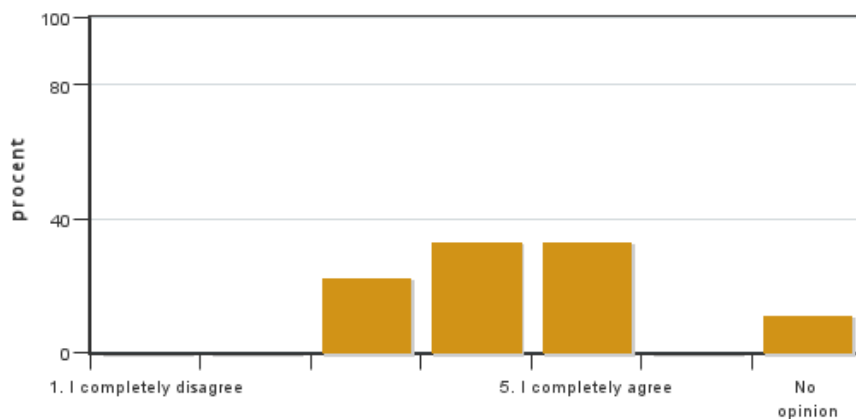


Answers: 9
Medel: 3,9
Median: 4

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

No opinion: 0

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

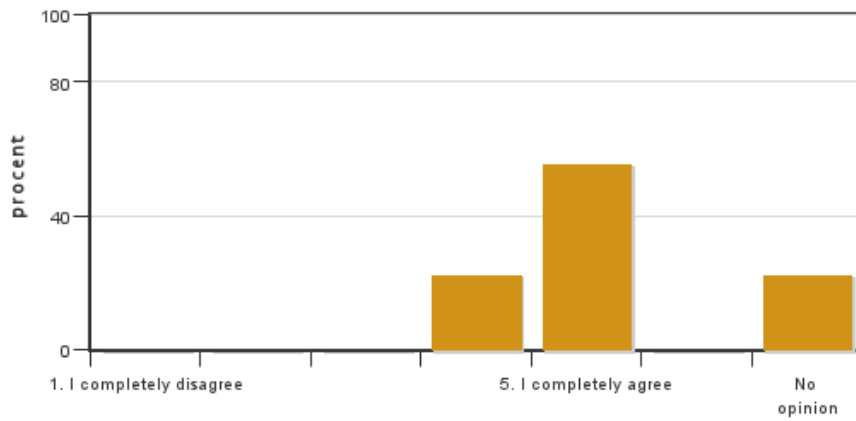


Answers: 9
Medel: 4,1
Median: 4

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

No opinion: 1

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).

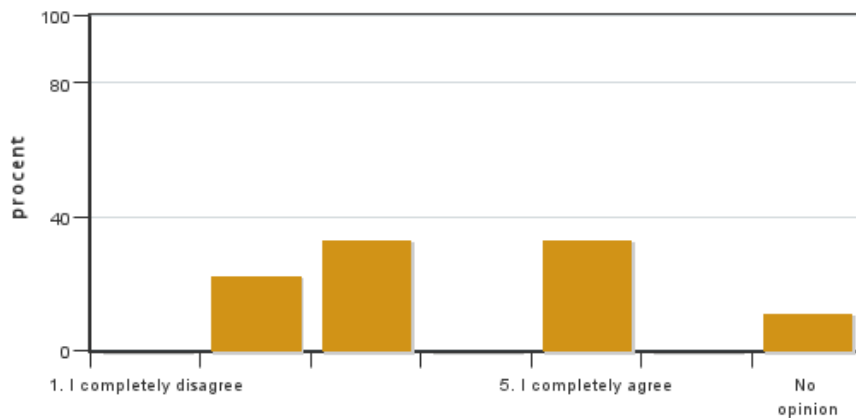


Answers: 9
 Medel: 4,7
 Median: 5

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

No opinion: 2

11. The course covered international perspectives.

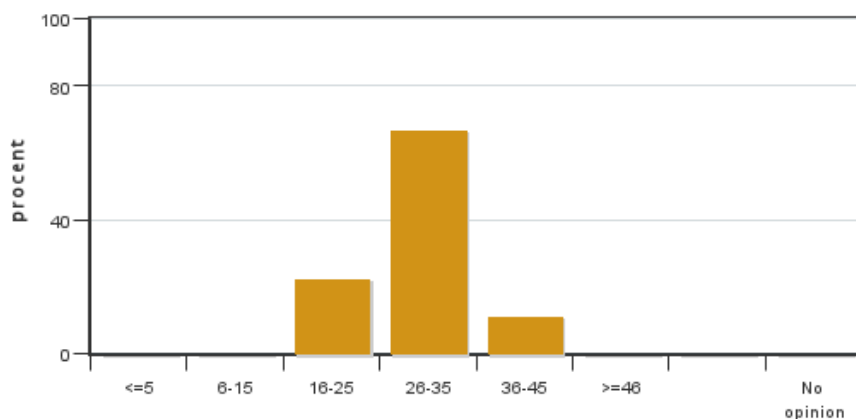


Answers: 9
 Medel: 3,5
 Median: 3

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

No opinion: 1

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



Answers: 9
 Medel: 28,9
 Median: 26-35

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

No opinion: 0

Course leaders comments

This course was given for the fifth time as a 15 credits course. Nine students have participated, and all nine students answered the course evaluation that is very good (100 % in 2024 compared to 92 % in 2023, 84 % in 2022, 50% in 2021 and 100 % in 2020). The overall impression was 4.6 out of 5.0, a very nice result. Due to unfortunate crashes in the frame programme for the crop & soil students, these students had to make special arrangements to have the possibility to follow this course. The participating students, including one student from the animal programme, two from the economy programme (for the first time), one Erasmus student (FR) and one exchange student from Canada, were very motivated to take this course, and apparently they were happy with the outcome.

The mixture of various course components to facilitate learning was appreciated. Some positive comments are listed below as well as some modification that can be done:

- Most students thought that the Group Discussions was a good tool to facilitate learning, activating self-studies

by the students stimulated by the teachers. It is important to focus on discussions on each theme, not only answer the given questions and not giving an ordinary lesson,

- the different background of the students – animal, economy and crop & soil, respectively – has upsides and downsides. On one hand, good trans-disciplinary discussions takes place in the course, on the other hand, it is a challenge to meet the different knowledge levels and even more efforts will be made on this issue,
- the social learning environment has been inclusive (4.6), the course has increased the students' interest in grassland production and utilisation (4.4) and made the students more confident in this area (4.6),
- there were different opinions on the module Scientific writing; for some students it was an appreciated part of the course and the careful review and feedback from the supervisors was good/for students that take the course after their master thesis this module seems a bit redundant,
- all three excursions (overwintering, farm visit and semi-natural grasslands) were highly appreciated. It is desirable to have a look at some forage machineries at the farm visit.

The overall impression from the course leader's perspective is that this course fills an important gap between the animal and crop disciplines, also existing in the advisory service in Sweden today. It is urgent to continue to give the course. A good balance between the different categories of students is important to create a good learning environment. More efforts will be done to market this course for students from other countries.

Some tips for the coming course:

- connect theory and practice with respect to optimal time for harvest
- more economic perspectives could be included
- consider to include forage seed production in the course

Student representatives comments

Överlag en mycket intressant och väl upplagd kurs. Canvas var lätt att hitta i och all information fanns där och mailades även ut i god tid. Att få saker på fysiska papper uppskattas också, på något sätt är det lättare att ta till sig kunskapen då!

Trevligt och lärorikt med studiebesök både angående ensilage och bete.

Samläsningen med "animal science" var nyttig, det var kul och bra med fler och nya personer och att få deras perspektiv. Samt att få en inblick i hur våra husdjur fungerar och därmed förstå mer varför vi gör som vi gör med dess foder.

De olika momenten i kursen kompletterade varandra och seminarierna var (nästan alla) ett trevligt sätt att lära sig. "Scientific writing" kändes överflödig för dem som redan skrivit sin masteruppsats då fokuset låg mer på själva skrivandet än på ämnet. Men något lärde man sig alltid. Samt att de som inte kommer från naturvetenskaplig bakgrund uppfattade det som svårare.

Ibland blev det tydligt att studenterna hade olika ingångskunskap, vilket eventuellt ledde till en något lägre nivå än vad som önskats för vissa. Men repetition är kunskapens moder.

Lärarna var kompetenta och för de mesta lätta att få tag på.

Några förslag på områden som önskas inkluderas av årets studenter:

- Inkludera i vilka stadier som är optimala att skörda i för olika grässorter. Hur gräsen ser ut då och ungefär när skördetidpunkten brukar vara. Inte endast prata om "tidig" och "sen" skörd.
- Mer ekonomisk aspekt.
- Fröodling

Tack för 15 trevliga hp!