Precision livestock farming for sustainable production
TN0356, 30071.2526

7.5 Hp
Pace of study = 50%
Education cycle = Advanced
Course leader = Oleksiy Guzhva, Rebeka Roza Zsoldos

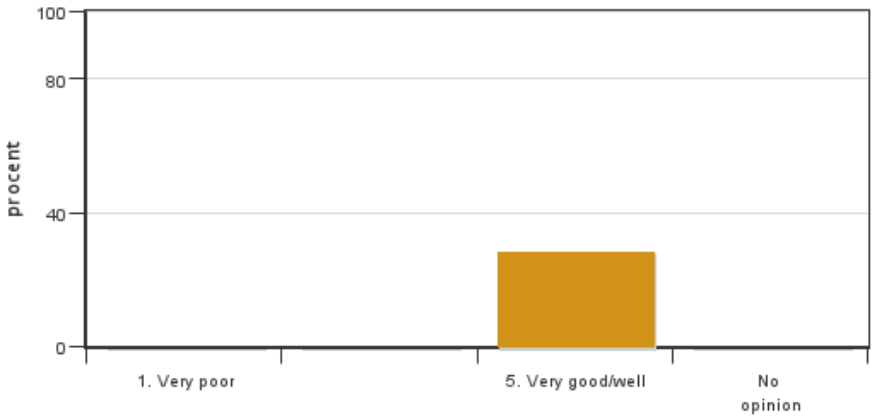
Evaluation report

Evaluation period: 2026-03-16 - 2026-04-06

Answers	7
Number of students	14
Answer frequency	50 %

Mandatory standard questions

1. My overall impression of the course is:

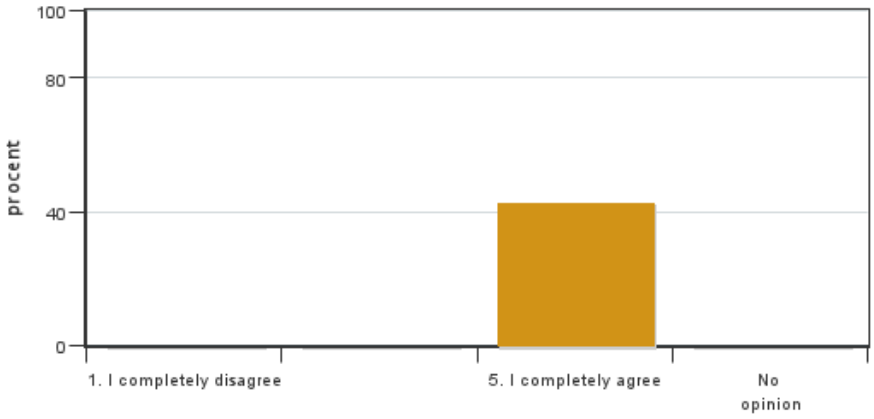


Answers: 7
Medel: 4,0
Median: 4

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

No opinion: 0

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

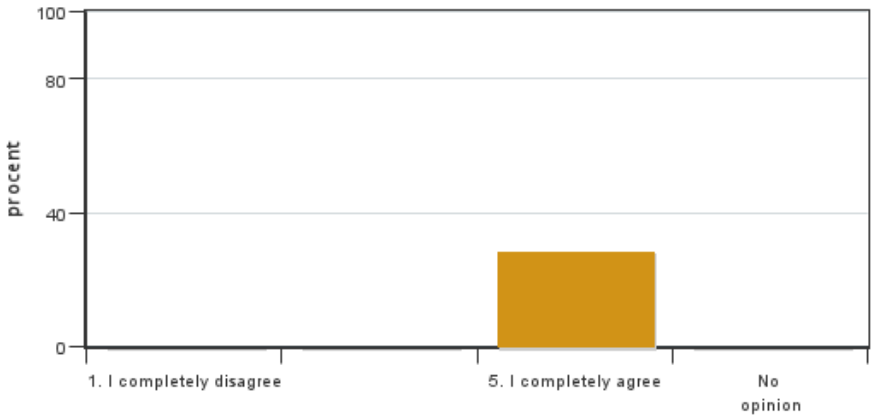


Answers: 7
Medel: 3,9
Median: 4

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

No opinion: 0

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

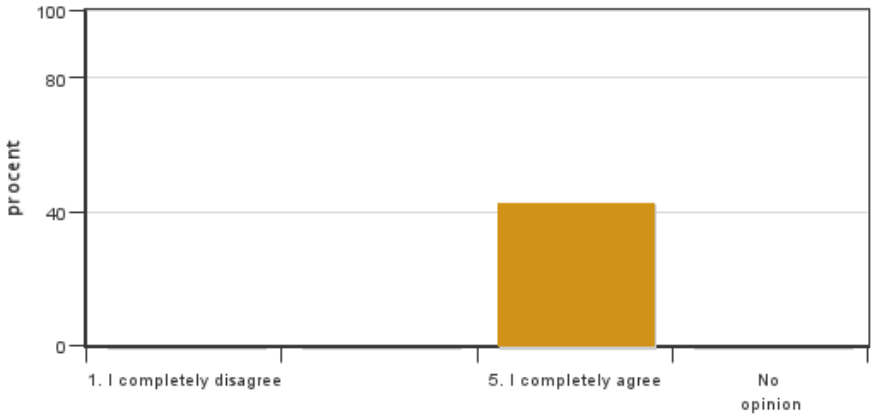


Answers: 7
Medel: 3,9
Median: 4

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

No opinion: 0

4. The information about the course was easily accessible.

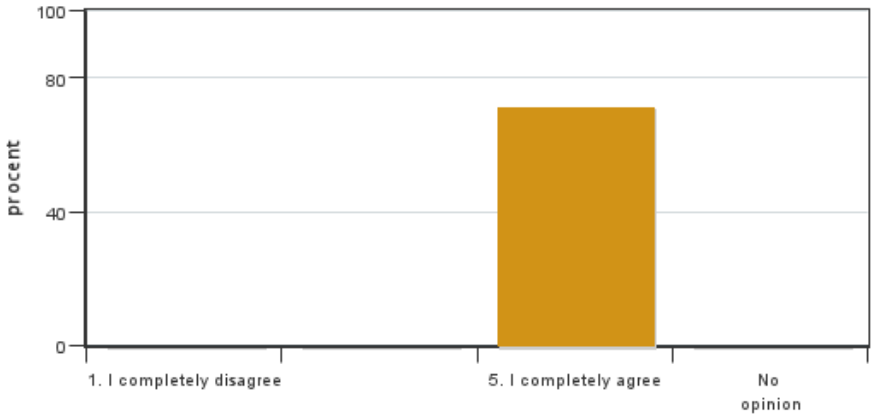


Answers: 7
Medel: 3,9
Median: 4

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

No opinion: 0

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

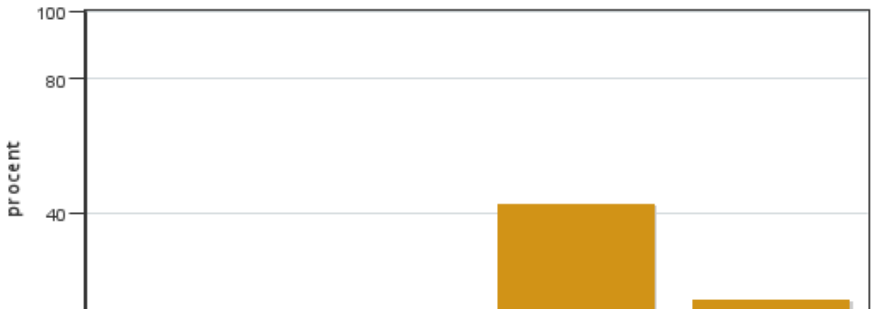


Answers: 7
Medel: 4,6
Median: 5

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

No opinion: 0

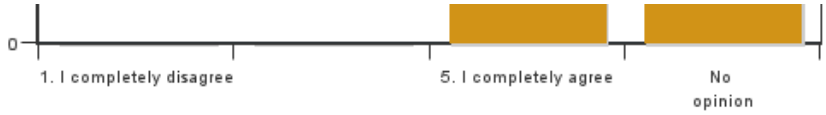
6. The social learning environment has been inclusive, respecting differences of opinion.



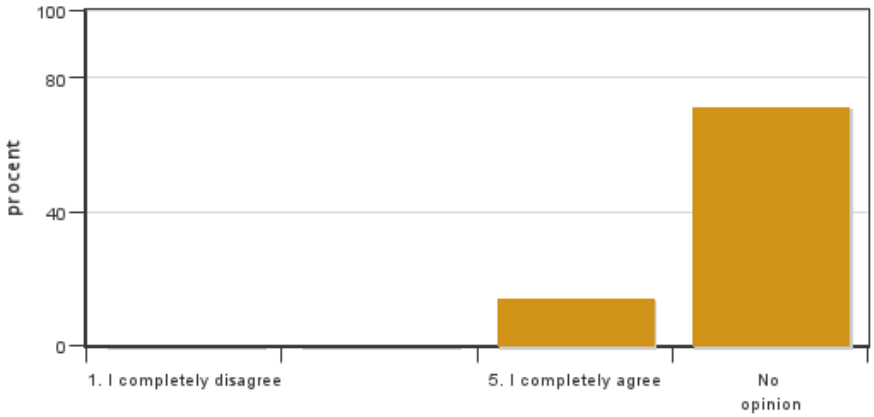
Answers: 7
Medel: 4,3
Median: 4

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

No opinion: 1



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

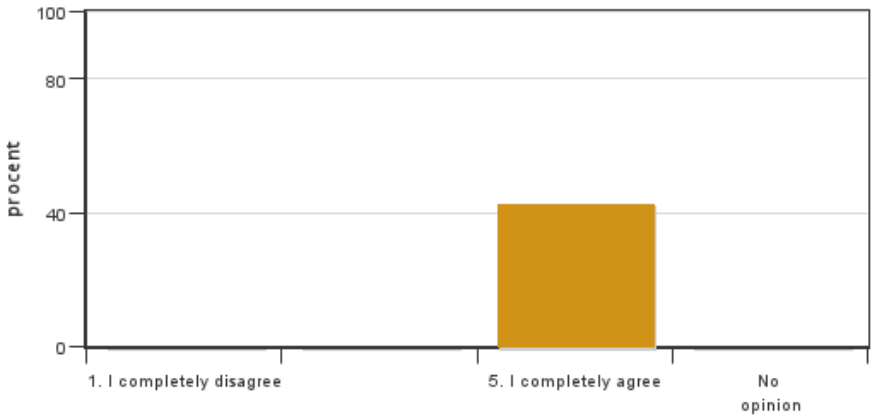


Answers: 7
Medel: 4,0
Median: 3

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

No opinion: 5

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

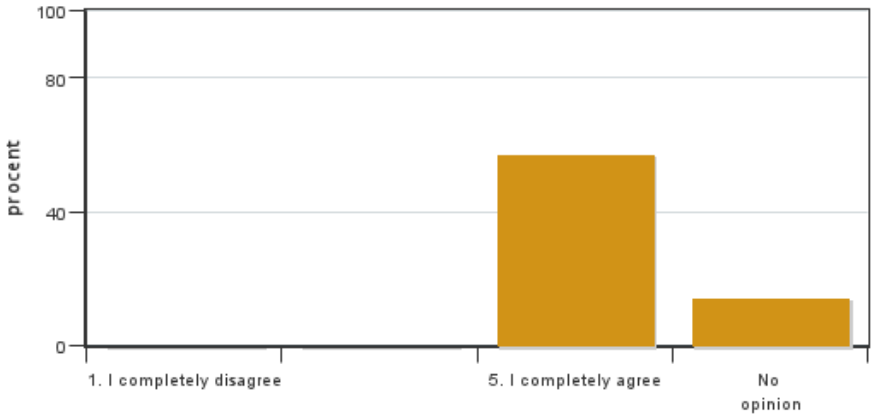


Answers: 7
Medel: 4,1
Median: 4

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

No opinion: 0

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

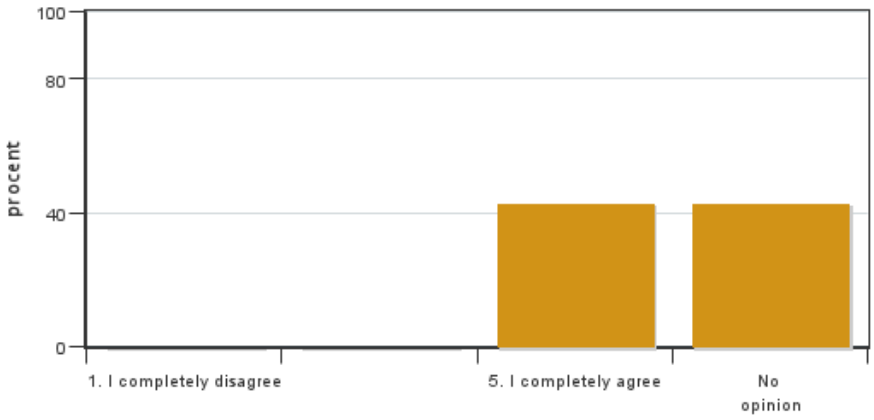


Answers: 7
Medel: 4,5
Median: 5

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

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).

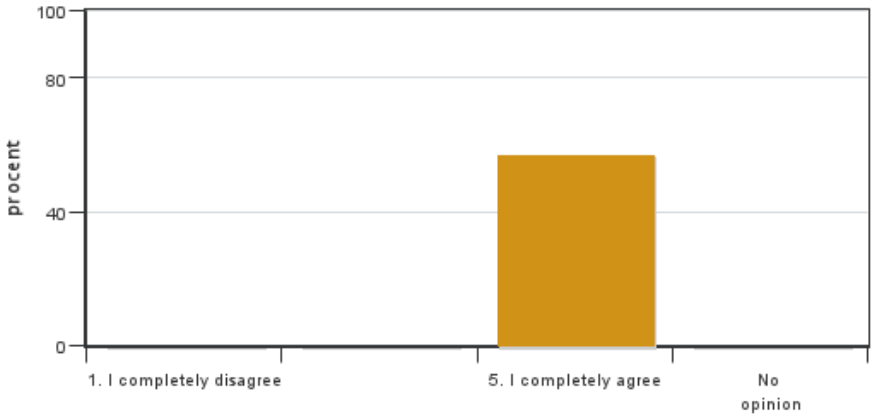


Answers: 7
Medel: 4,5
Median: 5

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

No opinion: 3

11. The course covered international perspectives.

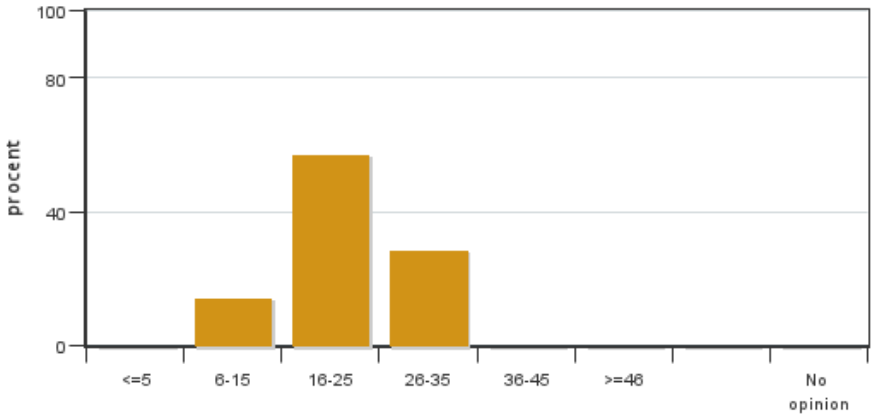


Answers: 7
Medel: 4,4
Median: 5

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

No opinion: 0

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

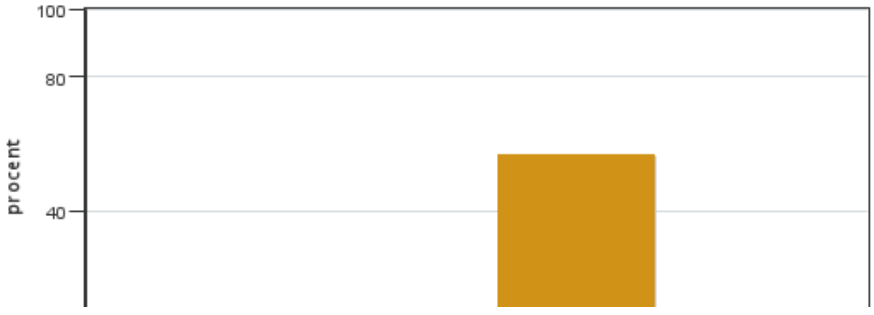


Answers: 7
Medel: 21,4
Median: 16-25

≤5: 0
6-15: 1
16-25: 4
26-35: 2
36-45: 0
≥46: 0

No opinion: 0

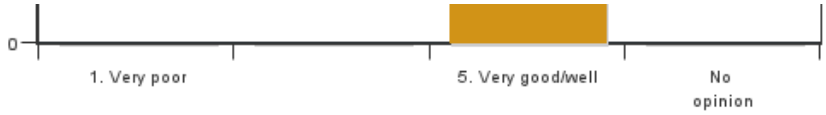
13. If relevant, what is your overall experience of participating in all or part of your course online?



Answers: 7
Medel: 4,4
Median: 5

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

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

No comments from the teacher

Student representatives comments

Overall, the course was positively received (average 4.0, median 4). Students appreciated the dedicated and supportive teachers, as well as the engaging and well-structured learning activities (4.6). The social learning environment was seen as inclusive, with valuable discussions both in forums and during live sessions.

Some students experienced the course as unclear at the beginning, particularly regarding structure, expectations, and grading criteria. The Canvas layout was sometimes difficult to navigate, and clearer instructions, especially for complex assignments, could help.

The workload averaged 21.4 hours per week. Many students noted a heavier workload towards the end of the course with the two final assignments. While prior knowledge was generally sufficient, the course was considered demanding.

The distance-learning format was rated highly (4.4), with flexibility, recorded lectures, and Zoom sessions highlighted as strengths. However, students expressed a need for more real-time interaction and clearer structure.

Key strengths include; engaged teaching staff, strong learning activities and a flexible and well-functioning distance format

Areas for improvement; clearer structure and expectations, more transparency in grading and improved course organization in Canvas.

One student suggested an alternative course-layoute:

The student proposed expanding the course into two parts by adding a practical component:

Part 1 (Theoretical – similar to current course):
This part would largely follow the existing structure but with some improvements:

- A more accessible and practical introduction to data validation (e.g., Pearson correlation), including hands-on calculations
- Clearer specification of data-related tasks, particularly regarding how to interpret animal behavior from sensor data
- A more explicit overview of commercial solutions

Part 2 (Practical – new component):
A new, more technically focused module aimed at students who want deeper knowledge of sensor technology, data collection, and validation.

- The course would run over two study periods, with Part 1 as a prerequisite
- Students would use specified hardware (e.g., Arduino-based systems and sensors)
- The first period would focus on learning hardware use through practical exercises and programming examples, including testing on their own bodies
- The second period would be dedicated to an independent project, applying the learned techniques

The intention is that part 1 provides the necessary theoretical foundation, while part 2 offers hands-on experience and deeper technical understanding for interested students.