



## Animal Science - a scientific approach HV0214, 10158.2526

15 Hp

Pace of study = 100%

Education cycle = Advanced

Course leader = Josefina Zidar, Lena Lidfors

### Evaluation report

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Evaluation period: 2025-10-26 - 2025-11-16

Answers 17

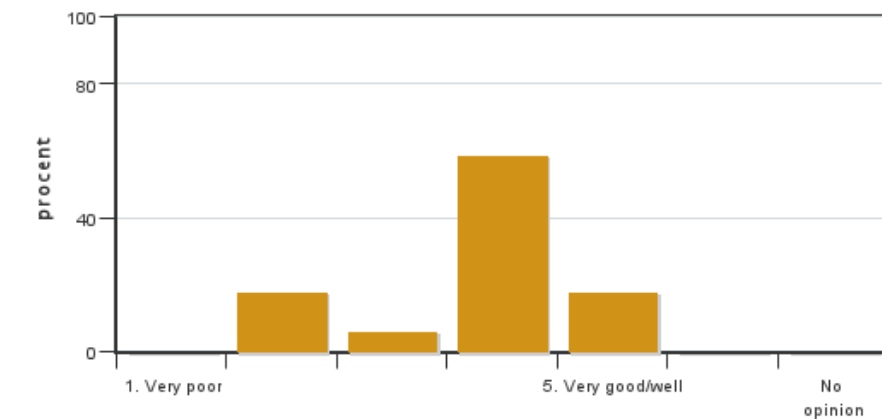
Number of students 24

Answer frequency 70 %

### Mandatory standard questions

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



Answers: 17

Medel: 3,8

Median: 4

1: 0

2: 3

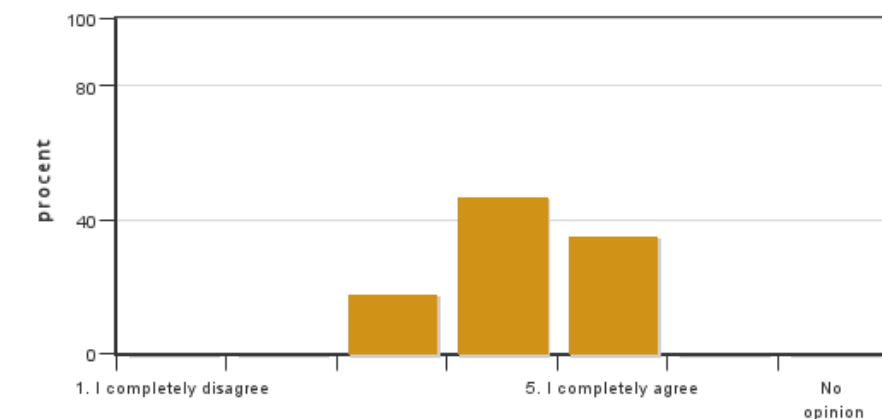
3: 1

4: 10

5: 3

No opinion: 0

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



Answers: 17

Medel: 4,2

Median: 4

1: 0

2: 0

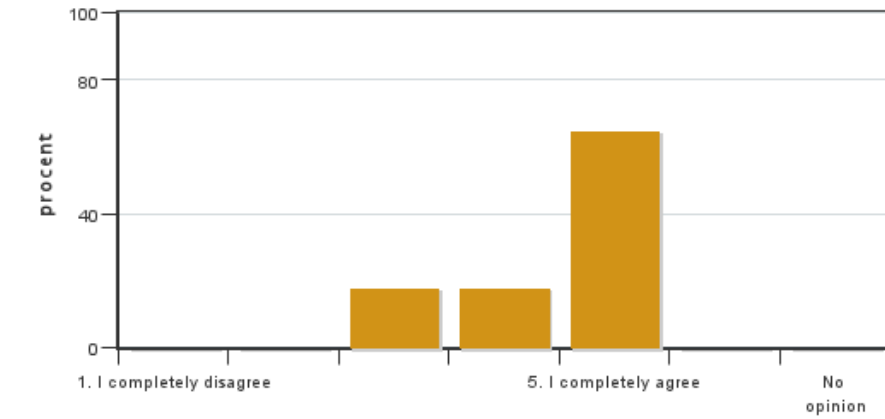
3: 3

4: 8

5: 6

No opinion: 0

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

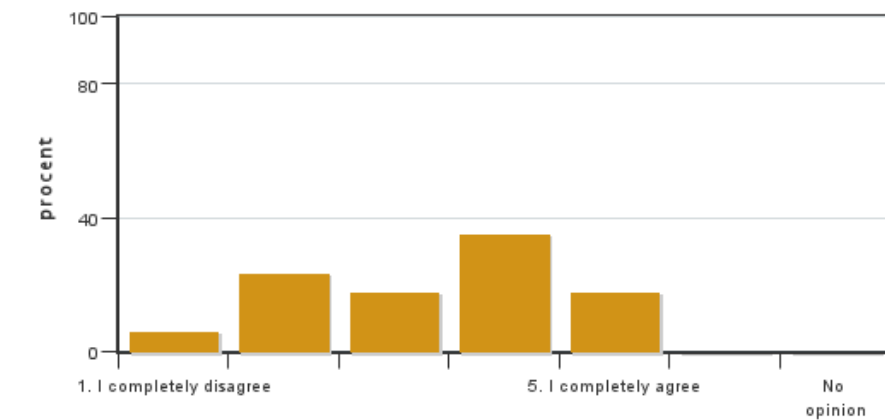


Answers: 17  
 Medel: 4,5  
 Median: 5

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

No opinion: 0

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

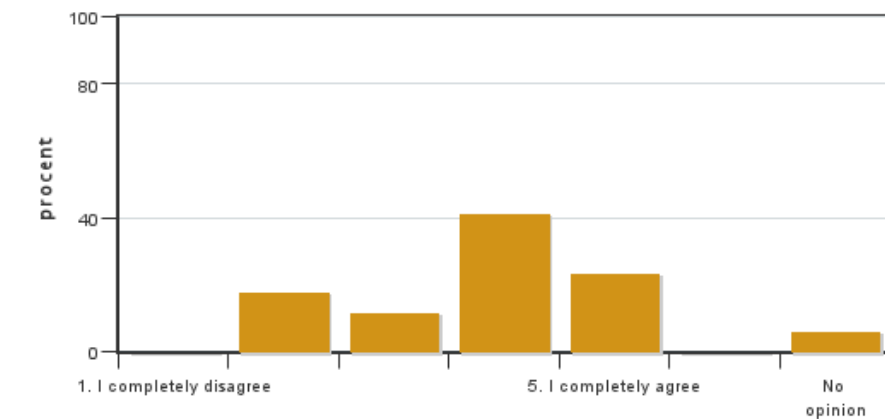


Answers: 17  
 Medel: 3,4  
 Median: 4

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

No opinion: 0

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

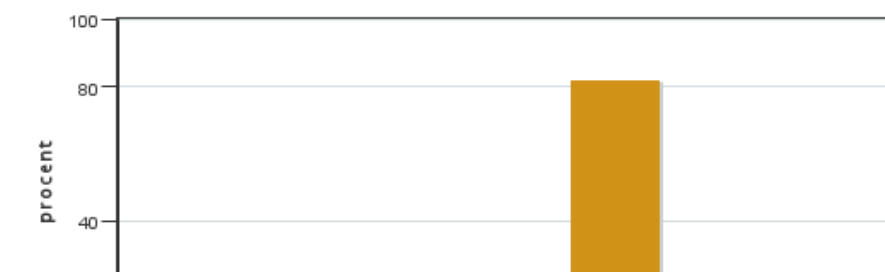


Answers: 17  
 Medel: 3,8  
 Median: 4

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

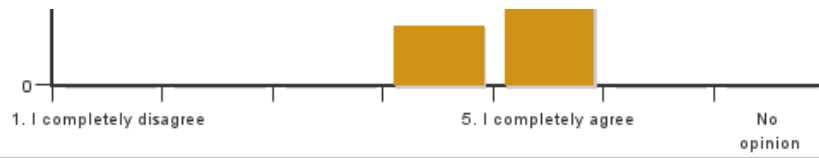
No opinion: 1

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



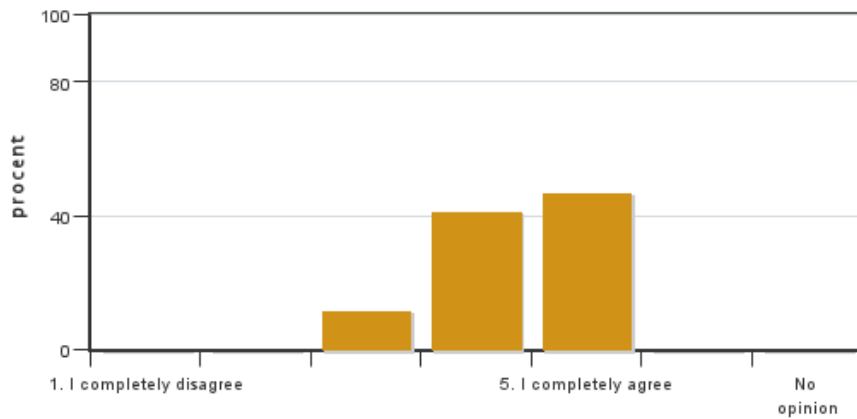
Answers: 17  
 Medel: 4,8  
 Median: 5

1: 0  
 2: 0  
 3: 0  
 4: 3  
 5: 14



No opinion: 0

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



Answers: 17

Medel: 4,4

Median: 4

1: 0

2: 0

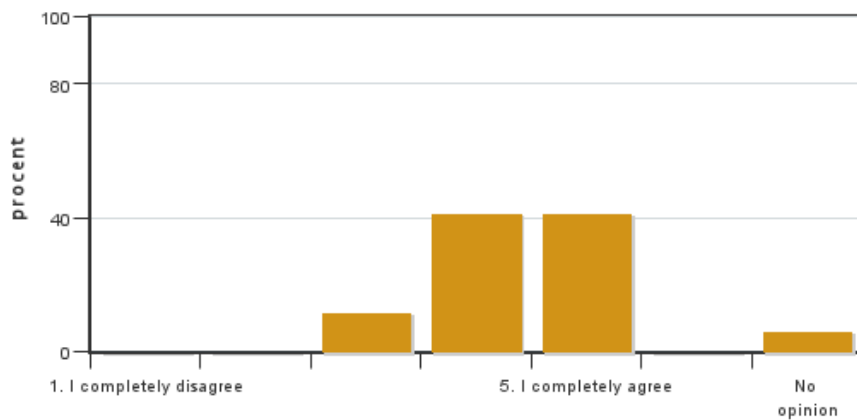
3: 2

4: 7

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: 17

Medel: 4,3

Median: 4

1: 0

2: 0

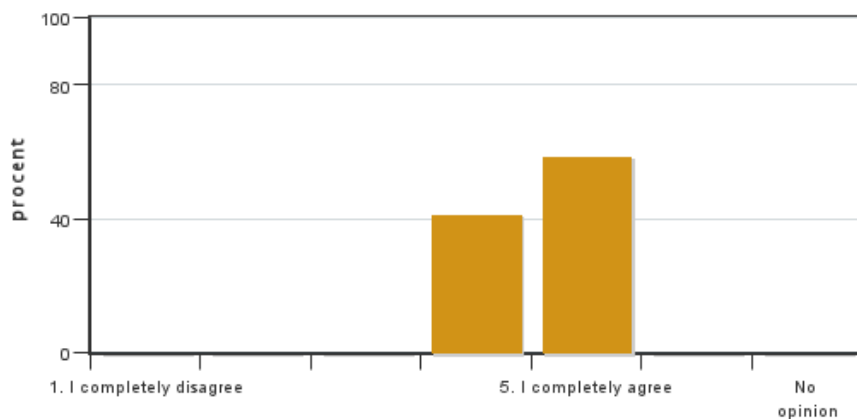
3: 2

4: 7

5: 7

No opinion: 1

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



Answers: 17

Medel: 4,6

Median: 5

1: 0

2: 0

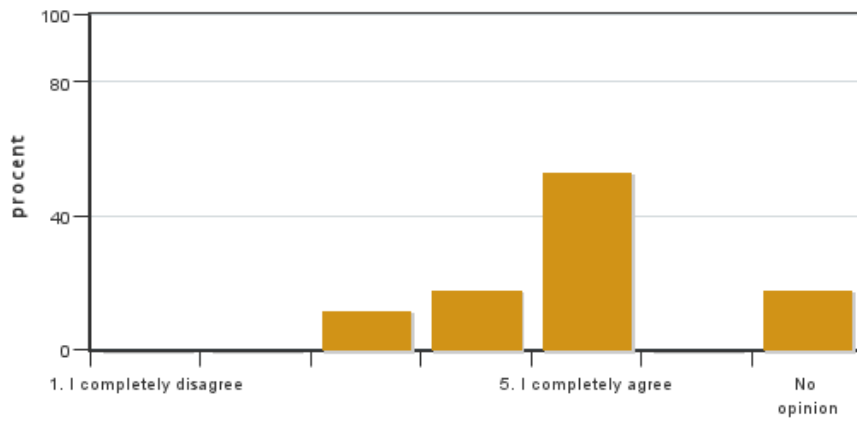
3: 0

4: 7

5: 10

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).**

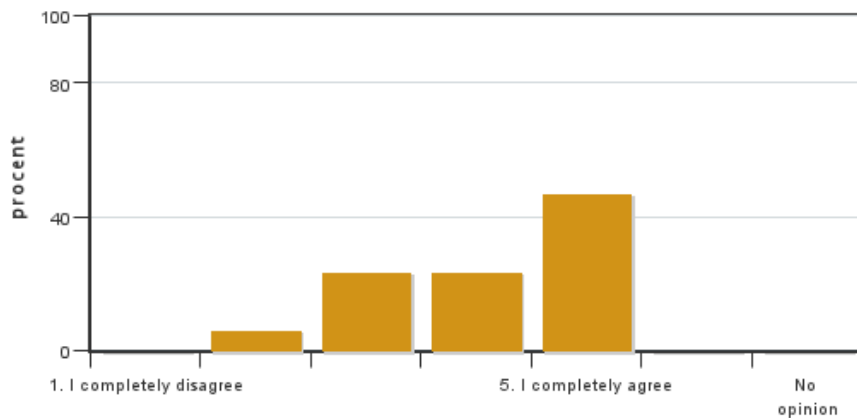


Answers: 17  
 Medel: 4,5  
 Median: 5

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

No opinion: 3

**11. The course covered international perspectives.**

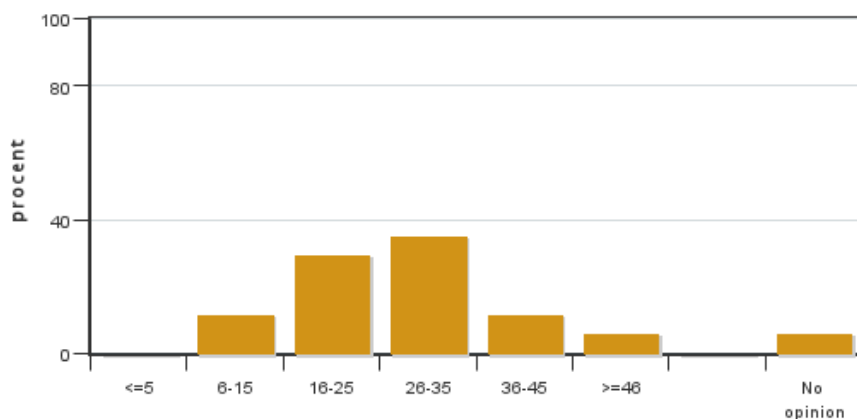


Answers: 17  
 Medel: 4,1  
 Median: 4

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

No opinion: 0

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



Answers: 17  
 Medel: 26,6  
 Median: 26-35

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

No opinion: 1

## Course leaders comments

Oral course evaluation HV0214 2025-10-29

### Study visits (Lövsta, Fish laboratory)

Good visits.

Better information before about changes of clothes at Lövsta.

Have the discussion at Lövsta with questions.

Would have liked to visit the chicken barn.

### **Literature seminars and papers**

Liked as it was with lectures before the seminars.

Ethics was difficult, but fun and interesting. Find other ethics papers for next year.

Sizes of groups was very good.

Good to keep the same groups between the weeks.

Questions on what to discuss in papers were good to have.

### **Lectures**

Library people helpful. Lecture about feed-back should have been placed earlier in the schedule.

Statistics: they could add study design, for ex. Anova, split-plot, etc.

Not sure about which questions to ask statisticians about own project as project plans had not come so far.

Good to use a paper for the statistics assignment as plans for the report had not come so far.

Farm animal lectures: Good level for foreign students. SLU students could maybe do something else.

Animal Science lectures: Good. Bioinformatics good, but did not learn anything about Bioinformatics. Horse lecture first time in English. Epok who added a lecturer on Zoom was good.

Want material before the lectures. Something to read before to prepare oneself for the lecture would be good.

Teachers answer: some lecturers did not want us to place the pdf of their lecture on Canvas before as they wanted to have a discussion with the students about some subjects and not give the answers before. Some lecturers forgot and had to be reminded about sending their presentation.

### **Canvas**

Information was spread out in Canvas and hard to find sometimes. Suggestion to place Course guidelines in one page at the beginning.

Sometimes more details in Announcement than in Course Guidelines or on other places. Answer from teachers: this was because students had e-mailed and asked for more details.

On laptop you can see everything in Canvas but in mobile not everything can be seen.

### **Reflections from course leaders on written and oral course evaluations**

We appreciate the good climate in the course and think that the get-together at the start of the course is a good way for both teachers and students to get to know each other. The social climate in the literature seminars seemed to be very good and inclusive.

We are aware of that some information came too late, was difficult to find on Canvas or was even lacking. It was caused by a close relatives death for one of us and a research project that needed extra attention for the other course leader. It was very unfortunate that it happened during a sensitive time in the course. We tried to answer questions as soon as possible, and put out information in Canvas, but it may have been confusing for the students.

We will work on presenting things in a different way on Canvas next year. We had separate folders with lectures, literature seminars, study visits, etc with their files in each of the four Modules. Maybe it became too difficult to find all files this way. Putting each file in a long list under each Module maybe would be easier for student, but the list will become very long. We can try to put up as much of the files as possible before the course starts so we can show how we have organised Canvas at the course introduction.

Lectures that have received comments we will aim for exchanging. Regarding different farm animals we will ask Swedish students who already had this type of lectures if they can read a paper about housing in another country and maybe interview the international students. Regarding statistics lectures we will discuss with the teacher if they can make it a bit more advanced. All students ought to have had statistics in their BSc education.

Presentations of all projects during a long day from 8-17 was too hard both for students and teachers. Depending on the number of students next year we will either have it during two half days or split the group in two, as we did last year.

We have been quite hard when examining the students reports both last and this year. The reasons are that we

want students to learn the difference between, aim, questions, H0, H1 and H2 (predictions). Also they needed to explain their planned project in detail and use references in a correct way. We introduced a section at the end of the report about AI, reflections on students use of AI and suggestions for how the course could train students on using AI has been good. We need to work more on how AI can be used and when it is not ok to use AI.

## Student representatives comments

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This year the course had 24 students of which 17 answered the course evaluation, making a frequency of 70% answered.

The overall impression of the course had a mean of 3,8 with most students giving a score of four (out of five). Main issues regarding the course was found in lacking information leading to some frustration in the student group. Some mishap in deadlines and closed submission-files lead to stress and confusion. A better structure with coherent information in the different modules (announcement, modules, assignments) is desired by most students.

As there were only 24 students in the course this year, it was decided that presentations of project work would be done in a large group instead of splitting in to two as in the previous year. The idea was that everyone would be able to enjoy all of the interesting presentations, but it was a fairly long day and some students would have preferred two groups for this reason.

Many students found the lectures to be a little too basic, and students who took previous courses in SLU found some lectures repetitive from previous programs and courses. The fish lecture was appreciated by the majority, and more species specific lectures were desired, meanwhile the lecture on bioinformatics was not found relevant to the course guidelines. Refinement of that would be good for future courses.

Most students (mean 4,5) found their prior knowledge to be sufficient for the course.

The mean for the fourth question "the information about the course was easily accessible" was 3,4 with quite varying opinions. Issues with lack of information is again raised, and students find it frustrating when they can't access information easily. Some students thought that teachers answered questions in reasonable time while some thought there was a lack of feedback on issues, and contradictory information in the different folders on canvas.

Students wished there would have been more detailed information about the different key modules in the course, and found it stressful to not know if they had covered all important aspects in the different assignments.

As for the different course components (question 5), some students found the lectures to be too basic in general, although most students (11) rated four or five in the evaluation, which shows some discrepancy in the student group. As for the statistical assignment many students found it too basic and not giving a lot of new knowledge.

For inclusiveness the course received a mean of 4,8 which is a great score and shows that there was an open and supportive environment in the course.

The student representatives reflections:

Overall the course seemed satisfactory and the different assignments gave every student the opportunity to challenge themselves to the level desired.

As for the dissatisfaction regarding information I think it reflects students who are eager, engaged and wanting to perform on a high level, willing to submit high quality assignments and presentations. More structure is always helpful, although too detailed instructions did lead to some homogenous presentations for example. Lack of information could be interpreted as an opportunity for more "free" way of presenting both orally and in writing, but it also gives a bigger risk of a lower grade than aimed for.

Overall the feeling is that most students found the course to give them new tools and inspiration for future studies. Thanks to participants from many different countries and backgrounds, the discussions were enriched and nuanced in a great way!