



Biology of lactation HV0220, 10152.2526

7.5 Hp

Pace of study = 100%

Education cycle = Advanced

Course leader = Carlos Hernandez, Sigrid Agenäs

Evaluation report

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

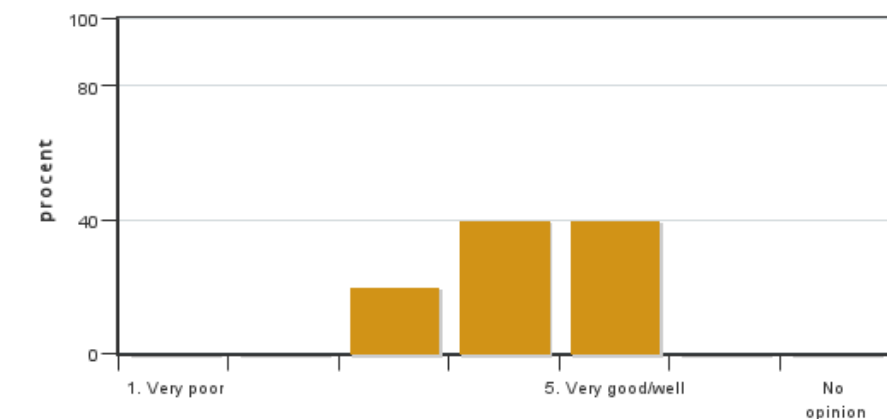
Answers 10

Number of students 18

Answer frequency 55 %

Mandatory standard questions

1. My overall impression of the course is:

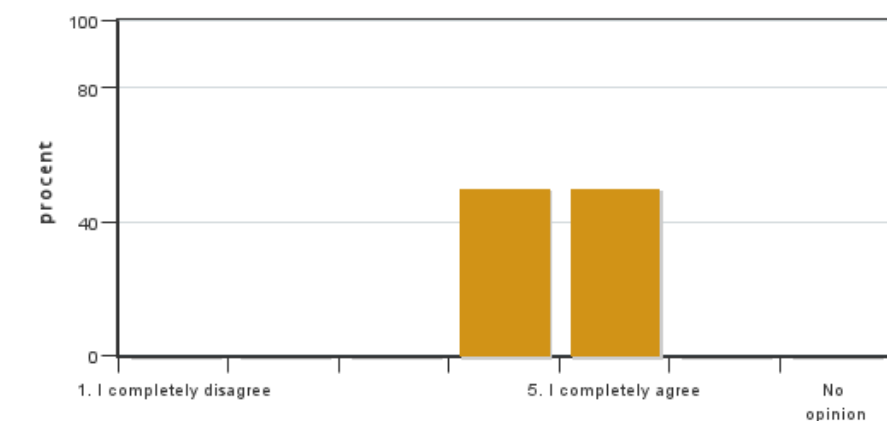


Answers: 10
Medel: 4,2
Median: 4

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

No opinion: 0

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

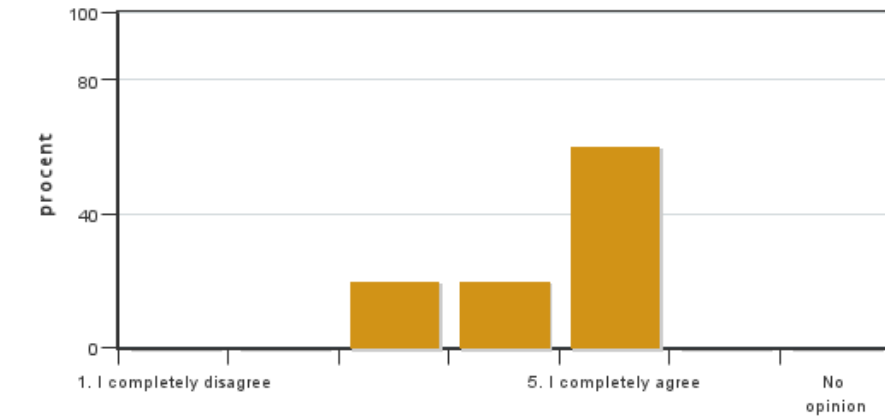


Answers: 10
Medel: 4,5
Median: 4

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

No opinion: 0

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

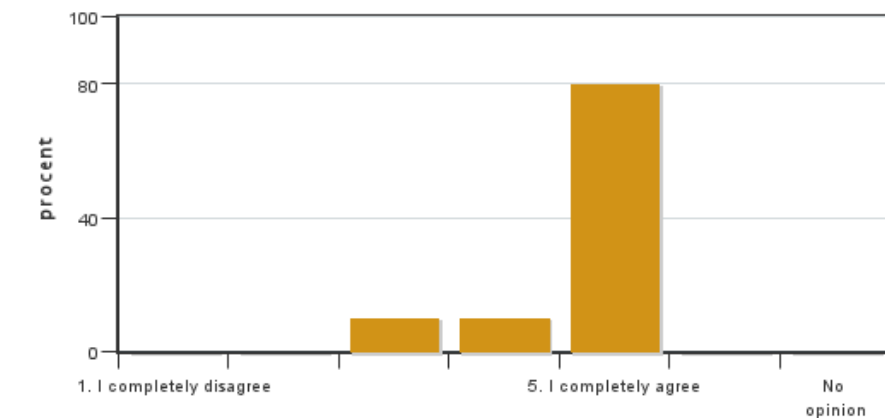


Answers: 10
 Medel: 4,4
 Median: 5

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

No opinion: 0

4. The information about the course was easily accessible.

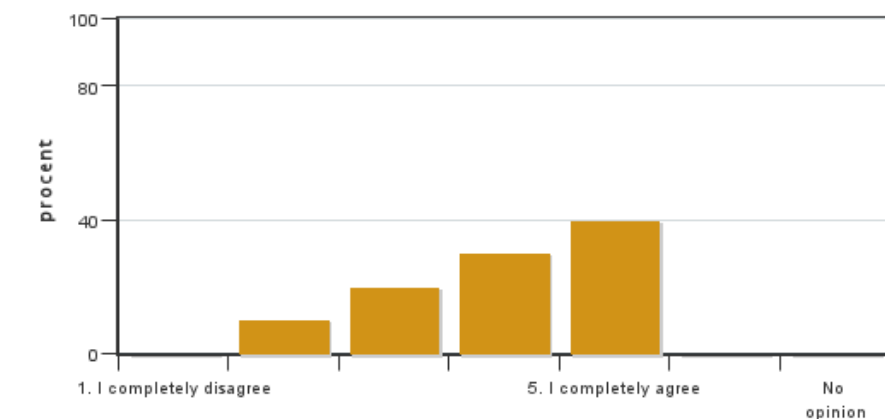


Answers: 10
 Medel: 4,7
 Median: 5

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

No opinion: 0

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

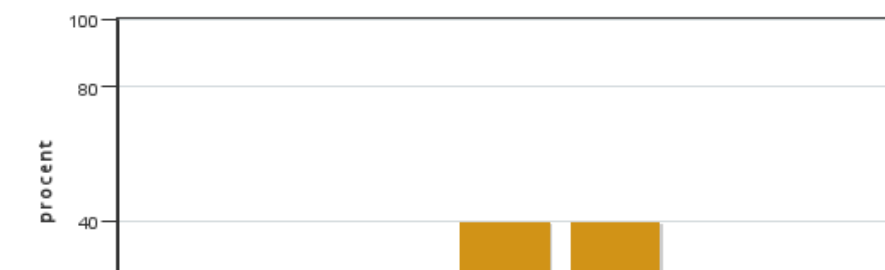


Answers: 10
 Medel: 4,0
 Median: 4

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

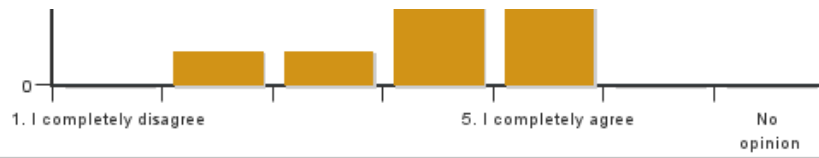
No opinion: 0

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



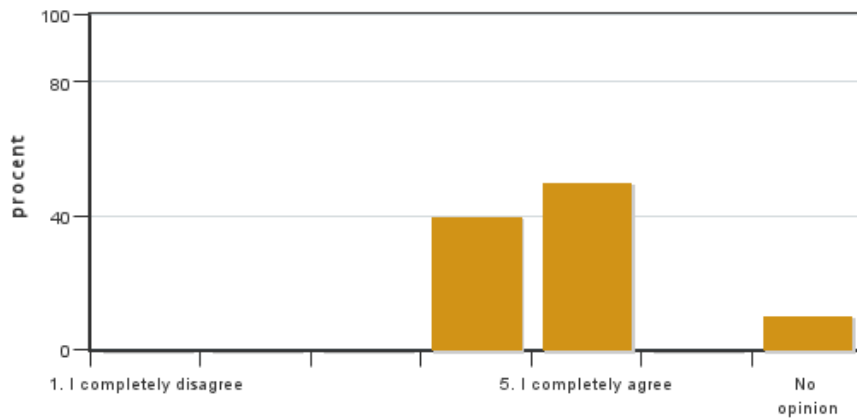
Answers: 10
 Medel: 4,1
 Median: 4

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



No opinion: 0

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



Answers: 10

Medel: 4,6

Median: 5

1: 0

2: 0

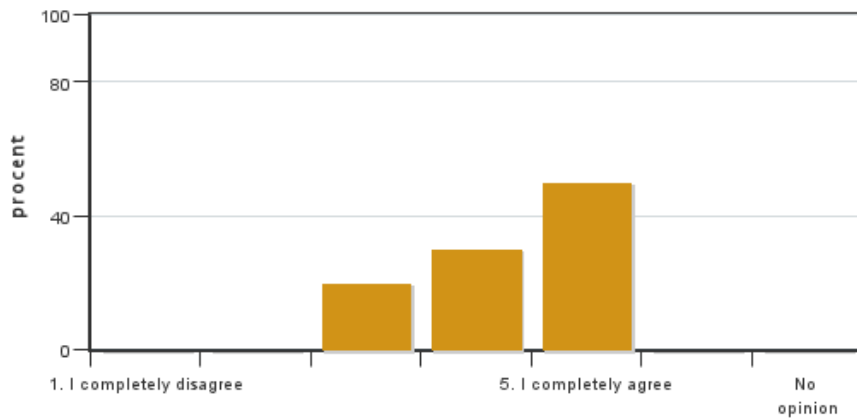
3: 0

4: 4

5: 5

No opinion: 1

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



Answers: 10

Medel: 4,3

Median: 4

1: 0

2: 0

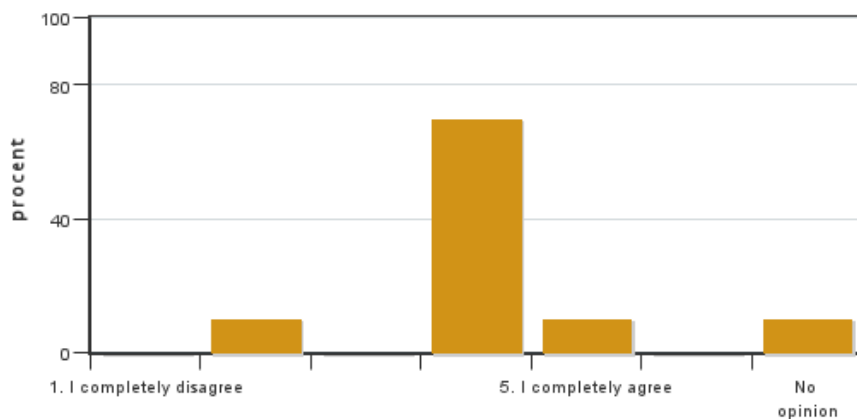
3: 2

4: 3

5: 5

No opinion: 0

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



Answers: 10

Medel: 3,9

Median: 4

1: 0

2: 1

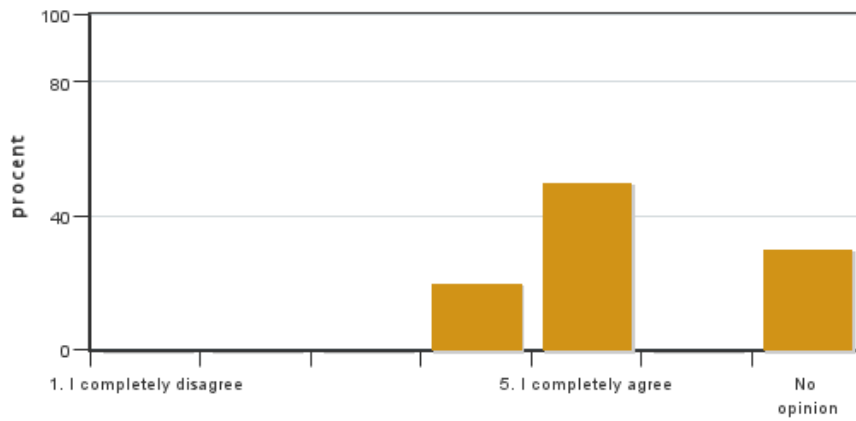
3: 0

4: 7

5: 1

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).

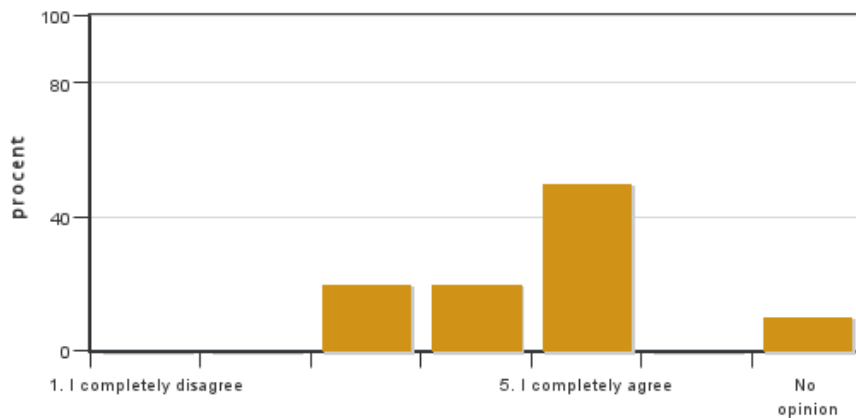


Answers: 10
 Medel: 4,7
 Median: 5

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

No opinion: 3

11. The course covered international perspectives.

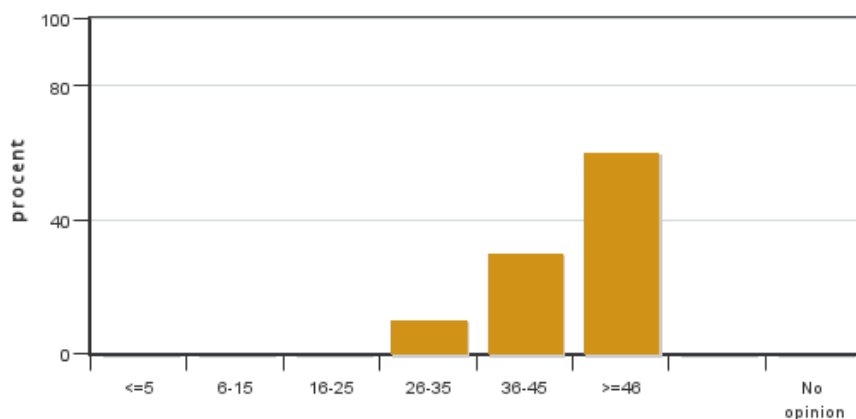


Answers: 10
 Medel: 4,3
 Median: 5

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

No opinion: 1

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



Answers: 10
 Medel: 42,6
 Median: ≥46

≤5: 0
 6-15: 0
 16-25: 0
 26-35: 1
 36-45: 3
 ≥46: 6

No opinion: 0

Course leaders comments

The general impression of the course is very good overall, with an average score of 4,2 (overall impression score: 1=very poor to 5= very good), with two of the ten responding students rating it 3 and eight of the responding students rating it 4 or 5.

This year a new pedagogic approach was introduced in the course: “active learning classrooms” using various teaching techniques aimed at actively engaging students in learning using an active student-centred approach (as opposed to a more traditional teacher-lead lecture format). This format was well received by the students (and teachers) with some students stating they were impressed with this type of activity and suggesting that other courses should implement this methodology. However, it was pointed out that not all teachers managed the activity in the same way and that groups could have been made in advance (rather than self-selected on the spot) to increase mixing of social groups and mixing local with international students. We agree and these will be taken into account

to improve consistency and implementation of the active learning classrooms in 2026.

Some students found the flipped classroom did not suit their learning style and wished for more lectures in person. There were some concerns that the literature seminar format was too long and the selection of articles could be focused on experimental rather than reviews. This will be taken into consideration for next year's course. The format of releasing modules sequentially (rather than make them all available at once) was perceived by some as limiting since they could not work ahead of schedule. Given the large amount of literature and content that the students have to digest in a short period of time we believe that limiting access to advanced modules, until after certain milestones are reached, is still the best approach. Otherwise, we run the risk of having some students being overwhelmed by the amount of information in the course. This was highlighted by some students that suggested increasing the duration of the course to be able to handle the pressure of the course requirements. We will discuss this for next year to implement a strategy that would allow students advancing faster, i.e. accessing content earlier, without putting more pressure on those advancing at a slower pace. This year we also introduced a new examination format with a half time exam and final exam. The half time exam allowed us to test the new format and fine tune the methodology for the final examination. It also allowed students to familiarise themselves with the new examination procedure and to raise questions after the half time exam in preparation for the final examination. The half time exam had some limitations that were improved for the final exam. This was reflected in some students having criticisms about the half time examination while others mentioned that they noticed the improvements made and that things ran smoother in terms of time allocation, etc for the final examination. Information about the course and communication with the course leaders was considered good and highly professional by the students. The structure in canvas page was also considered to be good; the course social environment and inclusiveness and respect were considered very good. Both the sustainability, the equity and the international perspectives were covered.

Overall, this is a well-functioning flipped-classroom course that is appreciated by both, students and teachers. This year we successfully introduced a new pedagogic technique in the form of active learning classrooms and a new examination format to the Biology of Lactation course and we look forward to continuing implementing and refining these methodologies in 2026!

Student representatives comments

Dear Teachers,

I've put together a short summary of the course evaluation for **HV0220** Biology of Lactation.

Number of responses: 10 out of 18 students.

Overall impression

Students were very positive about the course and several described it as one of the most interesting and motivating courses they have taken so far.

Course structure and learning objectives

Students felt that the course content was well organized and clearly linked to the learning objectives. They also felt that the information and data provided on Canvas were easy to access and very helpful.

Teaching and learning activities

The lectures and activities enhance their learning well. Some students wished the literature seminar was shorter or based on experimental papers rather than reviews. A few also expressed a favorite option for more whole-class discussions in addition to group work.

Learning environment

The social environment was generally appreciated, although a few students suggested more variation in group formation and better integration between Swedish and international students. The physical learning environment was also mentioned positively.

Examination

Students considered the examinations good and in line with what was taught during the course. Some commented that the half-time exam felt a little challenging, hard or rushed, and that better defined guidance on what content was covered would be helpful.

Sustainability, equality, and international perspectives

Students felt that equality and international perspectives were well incorporated in the course. Some suggested strengthening the social side of sustainability and having examples from a wider range of species and production systems.

Workload

Many students experienced the workload as above average and felt that the one-month course period made it quite hard. Several suggested that a longer course period would reduce pressure and allow deeper learning. Overall this was very interesting, informative and an excellent course for learning and managing challenges regarding questions and exams of lactation.

Best regards,
Sadia

Kontakta support: support@slu.se - 018-67 6600