Animal welfare and behavior
HV0207, 20102.2526

15 Hp
Pace of study = 100%
Education cycle = Advanced
Course leader = Else Verbeek, Jenny Yngvesson

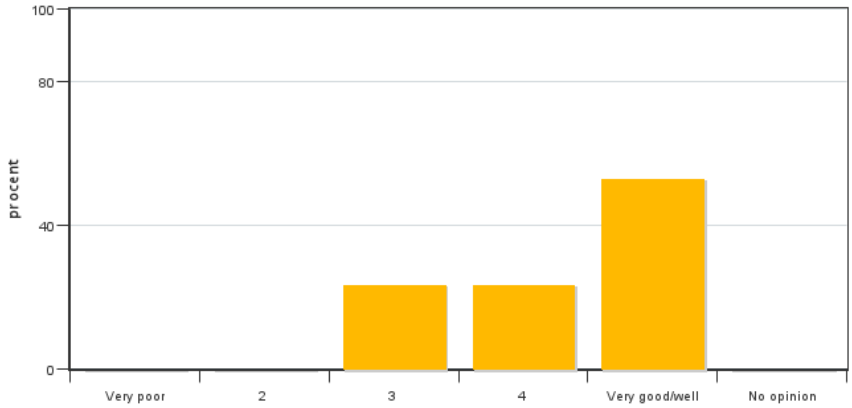
Evaluation report

Evaluation period: 2026-01-11 - 2026-02-01

Answers	17
Number of students	29
Answer frequency	58 %

Mandatory standard questions

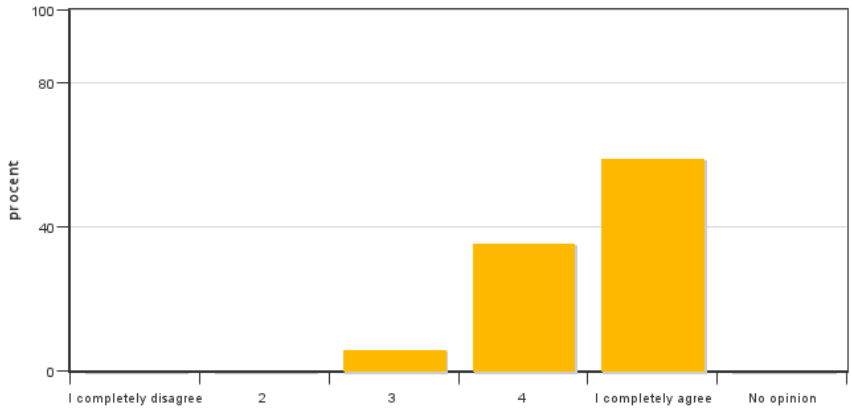
1. My overall impression of the course is:



Number of answers: 17
Average: 4,3
Median: 5

Very poor : 0
2: 0
3: 4
4: 4
Very good/well: 9
No opinion: 0

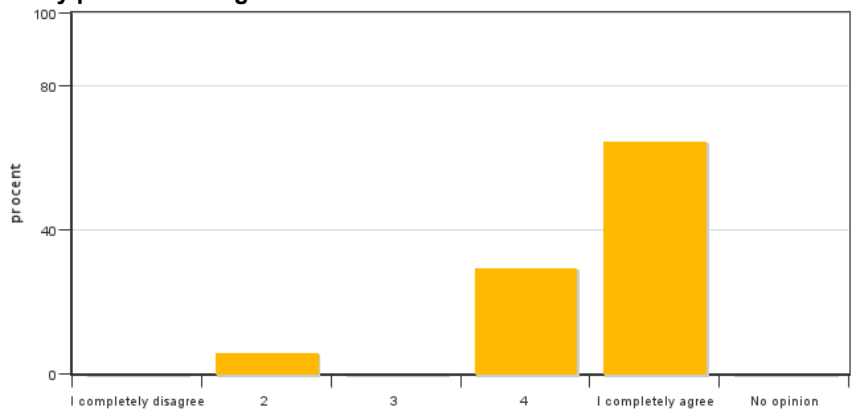
2. I found the course content to have clear links to the learning objectives of the course.



Number of answers: 17
Average: 4,5
Median: 5

I completely disagree: 0
2: 0
3: 1
4: 6
I completely agree: 10
No opinion: 0

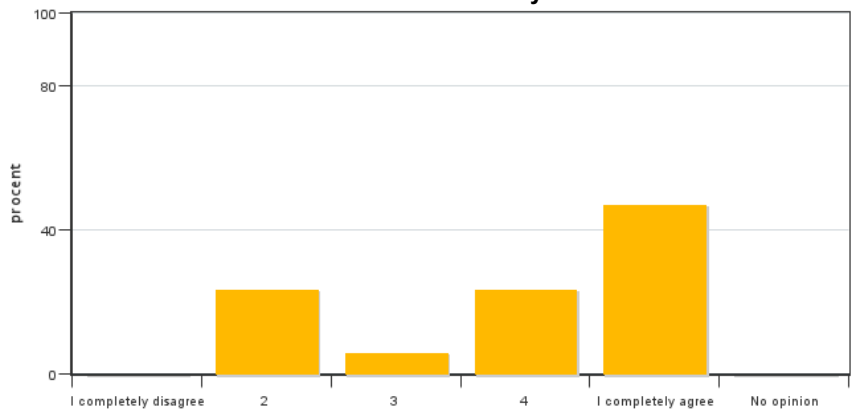
3. My prior knowledge was sufficient for me to benefit from the course.



Number of answers: 17
Average: 4,5
Median: 5

I completely disagree: 0
2: 1
3: 0
4: 5
I completely agree: 11
No opinion: 0

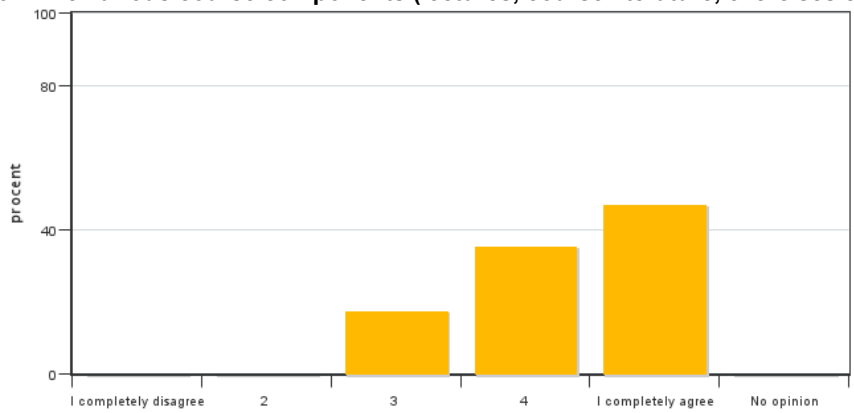
4. The information about the course was easily accessible.



Number of answers: 17
Average: 3,9
Median: 4

I completely disagree: 0
2: 4
3: 1
4: 4
I completely agree: 8
No opinion: 0

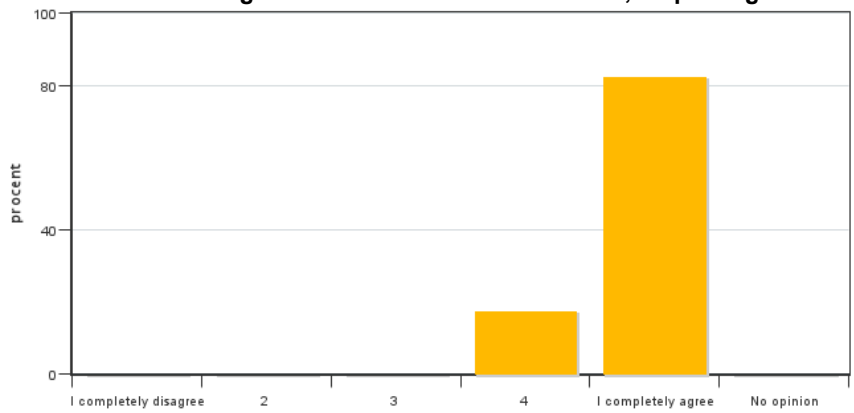
5. The various course components (lectures, course literature, exercises etc.) have supported my learning.



Number of answers: 17
Average: 4,3
Median: 4

I completely disagree: 0
2: 0
3: 3
4: 6
I completely agree: 8
No opinion: 0

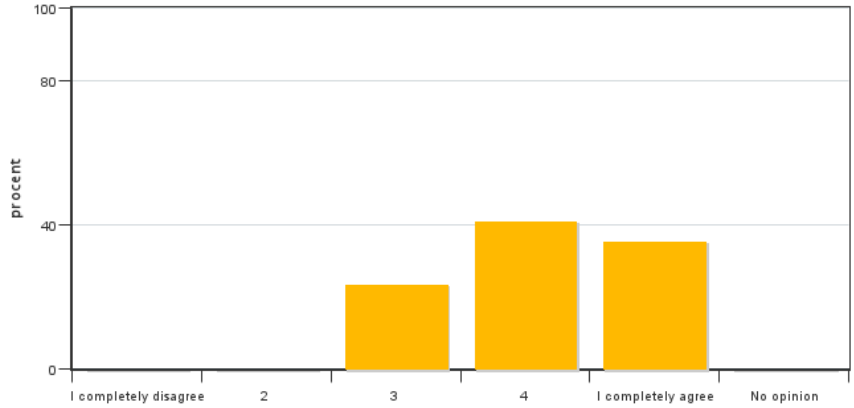
6. The social learning environment has been inclusive, respecting differences of opinion.



Number of answers: 17
Average: 4,8
Median: 5

I completely disagree: 0
2: 0
3: 0
4: 3
I completely agree: 14
No opinion: 0

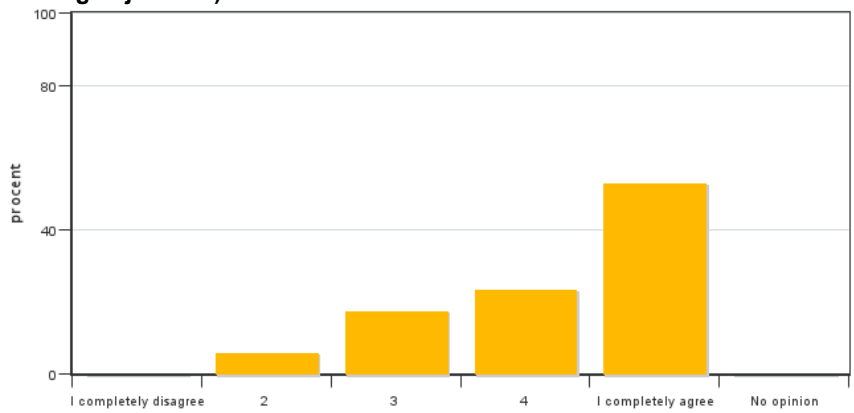
7. The physical learning environment (facilities, equipment etc.) has been satisfactory.



Number of answers: 17
Average: 4,1
Median: 4

I completely disagree: 0
2: 0
3: 4
4: 7
I completely agree: 6
No opinion: 0

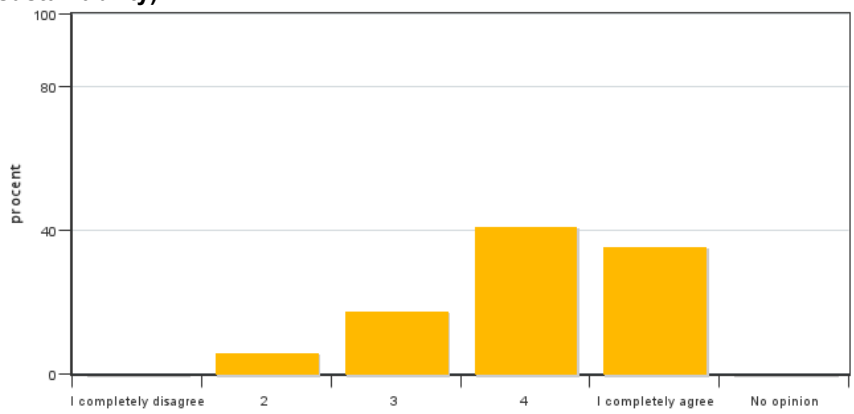
8. The examination(s) provided opportunity to demonstrate what I had learnt during the course (see the learning objectives).



Number of answers: 17
Average: 4,2
Median: 5

I completely disagree: 0
2: 1
3: 3
4: 4
I completely agree: 9
No opinion: 0

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

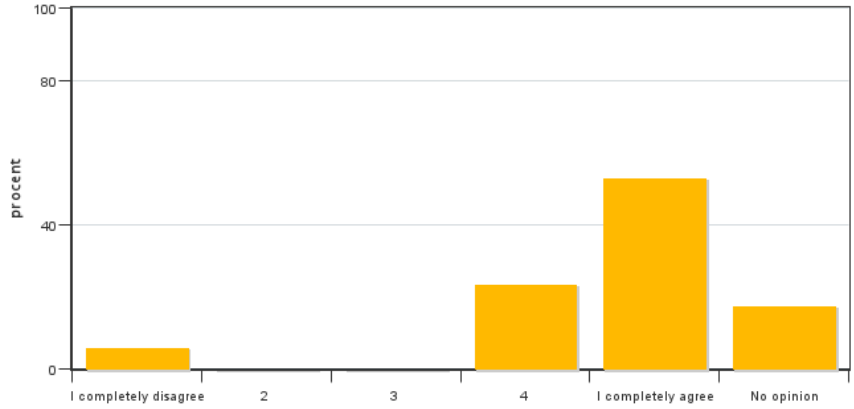


Number of answers: 17
Average: 4,1
Median: 4

I completely disagree: 0
2: 1
3: 3
4: 7
I completely agree: 6

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).

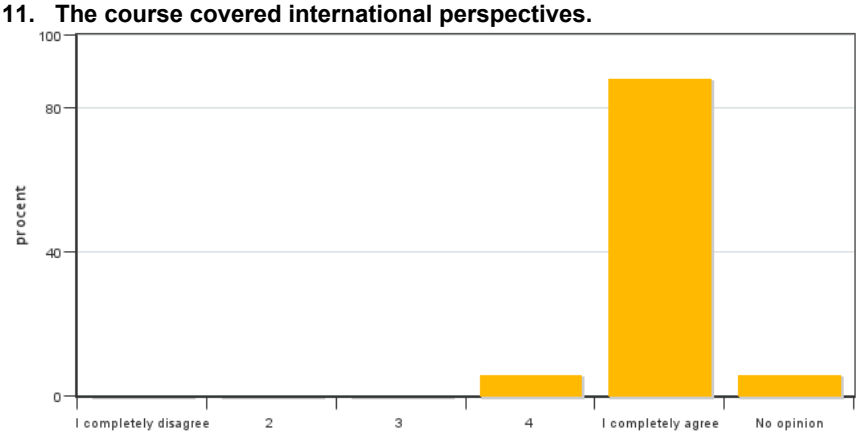


Number of answers: 17
Average: 4,4
Median: 5

I completely disagree: 1
2: 0
3: 0
4: 4
I completely agree: 9

No opinion: 3

11. The course covered international perspectives.

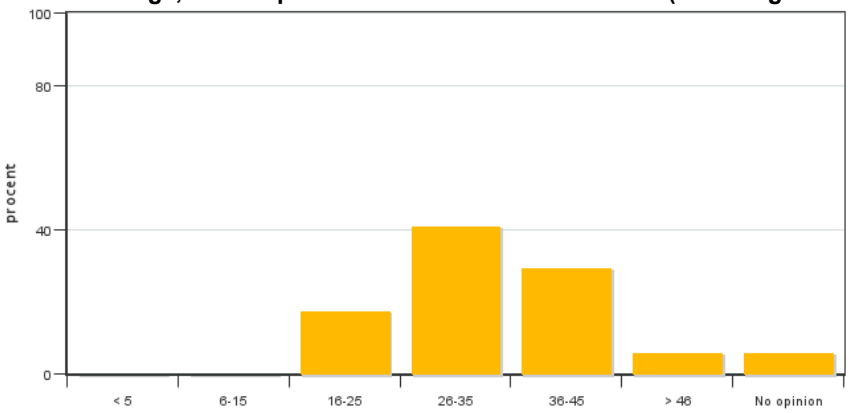


Number of answers: 17
Average: 4,9
Median: 5

I completely disagree: 0
2: 0
3: 0
4: 1
I completely agree: 15

No opinion: 1

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



Number of answers: 17
Average: 32,3
Median: 26-35

< 5: 0
6-15: 0
16-25: 3
26-35: 7
36-45: 5
> 46: 1

No opinion: 1

Course leaders comments

We are overall very happy with the students and the course! It worked very well, although we had a bit more on zoom than we wished for, there is a lot of competition for teaching rooms on campus.

The PBL supervisors did an excellent job as always and student learning worked really well as the scientific problem-solving skills, working in groups and utilising the international perspective.

We did miss not going to Lövsta slaughterhouse but added a lecture that was very informative.

Due to illness a few teachers were missing but we were lucky to have stand-ins for most of them. We will try to have back-ups already beforehand next time.

Although both the oral and the written individual examinations worked really well we will consult with the pedagogic unit to make sure we do the examinations as efficient as possible and good learning activities at the same time.

Internal comments

Student representatives comments

Course Evaluation Summary

Animal Welfare and Behavior

HV0207

Fall term 2025

Overall impression

Avg: 4,3, median 5

Overall, most students enjoyed the course and thought it had interesting parts such as study visits and PBLs, but for some, the many Zoom elements took down the overall impression of the course. Some felt that information was difficult to find and was not sufficiently communicated. Many felt that they learned a lot and that it was a rewarding course.

Links to learning outcomes

Avg: 4,5, median: 5

Most students felt that the course content was carefully selected to link to the learning outcomes and that the PBLs were helpful and a creative way to have open discussions about the material.

Previous knowledge

Avg: 4,5, median: 5

Most students felt that they had enough knowledge to benefit from the course.

Information accessibility

Avg: 3,9, median: 4

Some students had trouble navigating through Canvas to find all of the important information and especially felt that information about the group project was difficult to find. Some felt that the Canvas modules could be structured differently by maybe having all recorded lectures in one module and the lecture handouts in another.

Course components

Avg: 4,3, median: 4

Some wished that lecture handouts had been available before the lectures to help with notetaking. Many did not believe that Zoom lectures provided a good learning environment and wished for more on campus lectures. Some felt that the break out group discussions during Zoom lectures were disruptive and made it difficult to follow the lectures. Most students liked the PBLs, on campus lectures, and felt that the course literature was useful, but that it was difficult to finish all of the reading on time.

Social learning environment

Avg: 5, median: 5

Most students felt that the social learning environment was inclusive, differences of opinion were respected, and that teachers and fellow students were kind.

Physical learning environment

Avg: 4,1, median: 4

Physical learning environments were mostly good, but lecture halls were often cold and some had poor ventilation.

Examinations

Avg: 4,2, median: 5

The examinations provided the opportunity to demonstrate the learning of the learning objectives. Students felt that the quizzes were interesting and that it was nice to have a discussion for the oral examination. There was a seminar on the same day that the individual report was due, which made it stressful to participate and enjoy the seminar; and a lot of writing time was lost also due to travel time to and from campus on that day.

Sustainability aspects

Avg: 4,1, median: 4

The course covered sustainability aspects pretty well, but some areas seemed lacking such as within agriculture work.

Gender and equality aspects

Avg: 4,4, median: 5

Most students felt that the course included a gender and equality aspect regarding content and teaching practices, but one student did not think so and gave the answer 1 out of 5 without further comment.

International aspects

Avg: 4,9, median: 5

All unanimously felt that the course offered international perperspectives.

Average hours spent per week

The average amount of hours spent on the course was 32,3 hours per week (median: 26-35 hours), but it differed week to week. Some spent more than 40 hours per week and felt that depending on the amount of group work and group participation, one would need to spend nights and weekends working on the different projects, PBLs, and reading.

PBL

Most students really enjoyed the PBLs and liked their groups, but some expressed concerns with the peer review since it felt stressful, awkward, and unnecessary since the views were never even expressed to the group members. However, apart from that, most seemed to really enjoy the PBLs and felt that it was an interesting way to learn and discuss topics. It was fun to be able to choose topics that were interesting. It was good practice for working in groups and it offered a lot of information about international and cultural perspectives. The PBLs supported generic skills learning by improving skills in communication, team work, emotional intelligence, leadership roles, public speaking, the English language, and finding and reviewing scientific articles. Students learned a lot and it was a good way to practice finding and reviewing scientific literature. The teacher's feedback was highly valued and appreciated as well.

Lectures

Most students enjoyed all of the following lectures: Else Verbeek (Abnormal behaviors, Gut brain axis), Erica Roman (Neurobiology of cognitions and emotions), Helena Röcklinsberg (What is animal ethics?), Ida Brandt (Slaughter), Katarina Cvek (Laboratory animal welfare). Most students enjoyed Else's lectures on Abnormal behaviors and Gut-brain axis the most. The only note for Else's Gut-brain axis lecture was to add more cases for the case study portion. Else's lectures were found to be interesting and relevant for future studies and theses; and students found her to be kind and helpful. Katarina Cvek's Laboratory animal welfare lecture was the second favorite lecture of the above choices. Many felt that she was engaging and found her lecture inspiring and interesting. Depending on the students' educational backgrounds some found the Neurobiology lecture to be difficult to understand, but some found it very interesting.

Recorded lectures

The recorded lectures were appreciated since one could watch them when convenient and go back and listen to parts again especially with the Statistics, Ethological methods, and How to write a scientific paper lectures.

Ethics

The Ethics lectures brought up a lot of different opinions. Animal ethics was new to many students and many felt that they learned a lot about the history and different aspects to think about when it comes to animal rights. Many did not like having discussions on Zoom about ethics for fear of being ridiculed because of past experiences. The teachers had breakout rooms and then asked someone from each group say what they had discussed, but sometimes students did not remember their group number, and the teacher did not say which students were in which groups so no one said anything so it wasn't much of a discussion. Many found ethics to be interesting and enjoyed learning more about animal ethics during the lectures, but found that Zoom was not the right platform to use for ethics discussions.

The project

The group and individual projects mostly went well as long as one had a group where the workload was shared equally. Some experienced stress from having to do most of the workload when others did not do their share. A group contract at the beginning of the project may be beneficial to help ensure equal participation. Some struggled with statistics, but benefited from having the other group members to help out. Some wished for more instructions before the zoo visit and for more information from the zoo about the enclosures. Students enjoyed working with their groups as long as everyone did their parts and many enjoyed the zoo visit. Many liked writing the individual project, but some found it challenging to put together all of the shared data.

Take away messages

The most important take home messages were about animals' emotions and feelings (some learned about this for the first time), sentience, ethics, behavior, and welfare being not just the absence of suffering, but also the promotion of positive experiences. Students felt that they could share their views without feeling that anyone was wrong, but just have different perspectives. Lastly, students felt that they left the course with more skills in reviewing scientific articles, working in groups, and critical thinking.