



# Anthrozoology in practice BI1375, 10149.2526

15 Hp  
Pace of study = 50%  
Education cycle = Advanced  
Course leader = Maria Andersson

## Evaluation report

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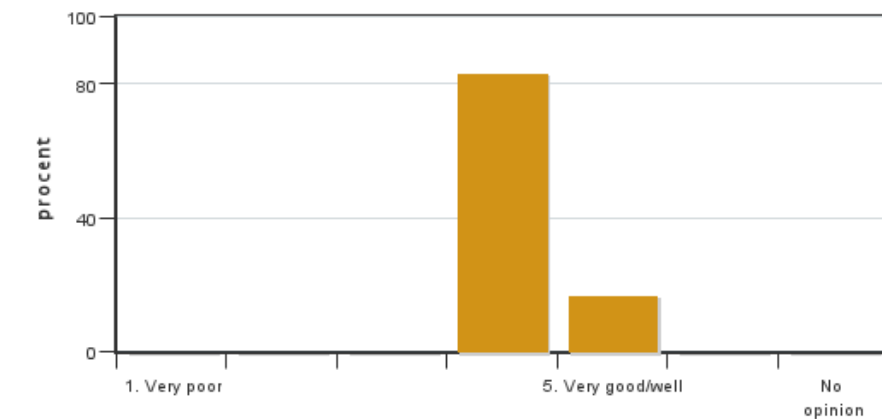
Evaluation period: 2026-01-11 - 2026-02-01

Answers 6  
Number of students 18  
Answer frequency 33 %

## Mandatory standard questions

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

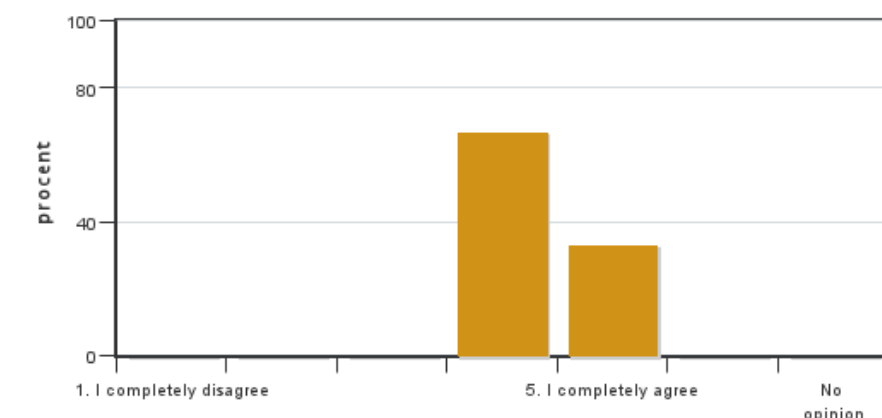


Answers: 6  
Medel: 4,2  
Median: 4

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

No opinion: 0

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



Answers: 6  
Medel: 4,3  
Median: 4

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

No opinion: 0

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

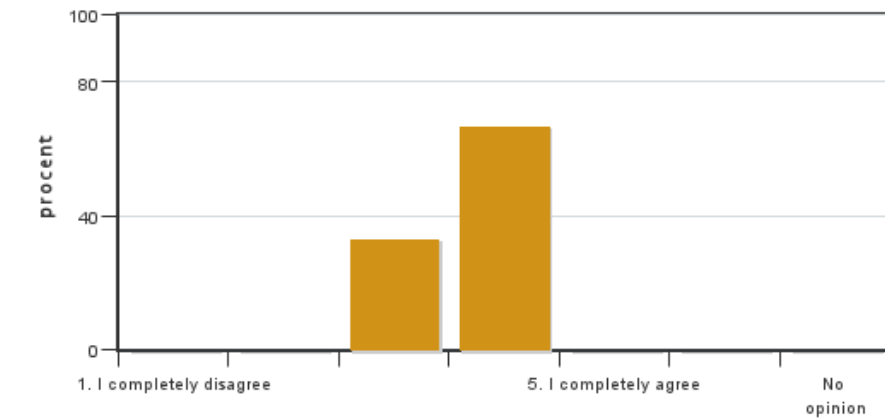


Answers: 6  
 Medel: 5,0  
 Median: 5

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

No opinion: 0

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

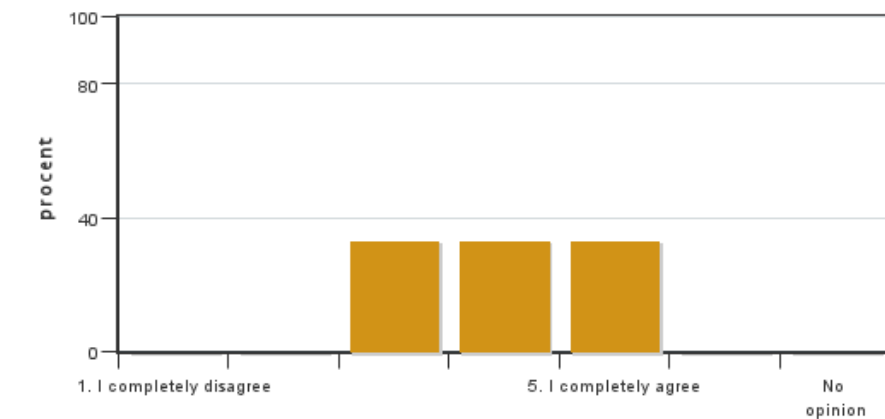


Answers: 6  
 Medel: 3,7  
 Median: 4

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

No opinion: 0

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



Answers: 6  
 Medel: 4,0  
 Median: 4

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

No opinion: 0

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



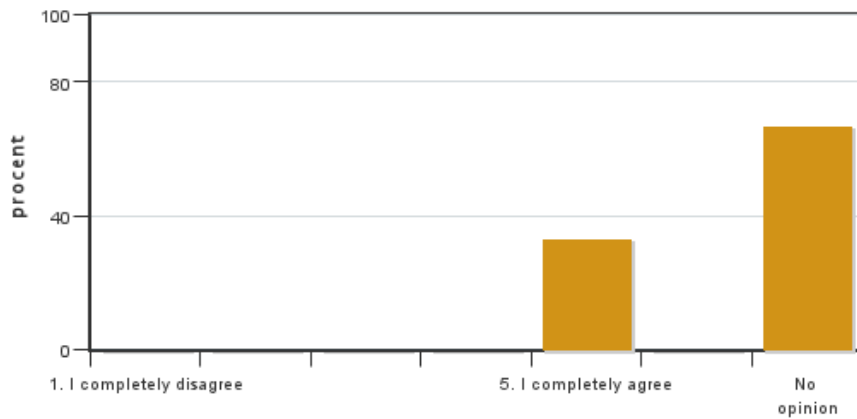
Answers: 6  
 Medel: 5,0  
 Median: 5

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



No opinion: 0

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

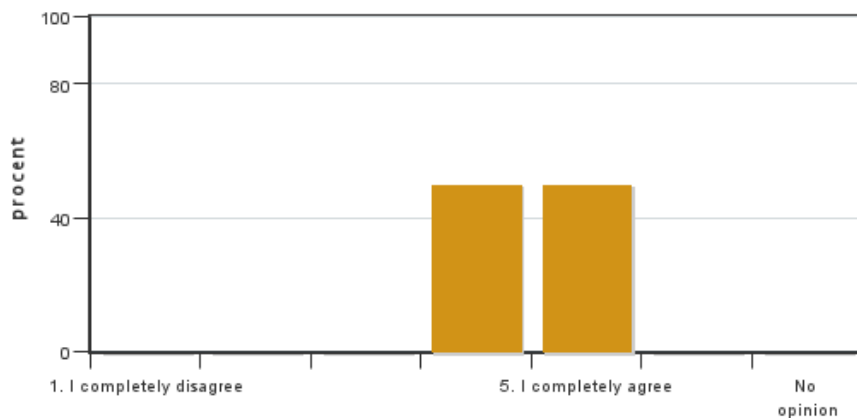


Answers: 6  
Medel: 5,0  
Median: 5

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

No opinion: 4

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

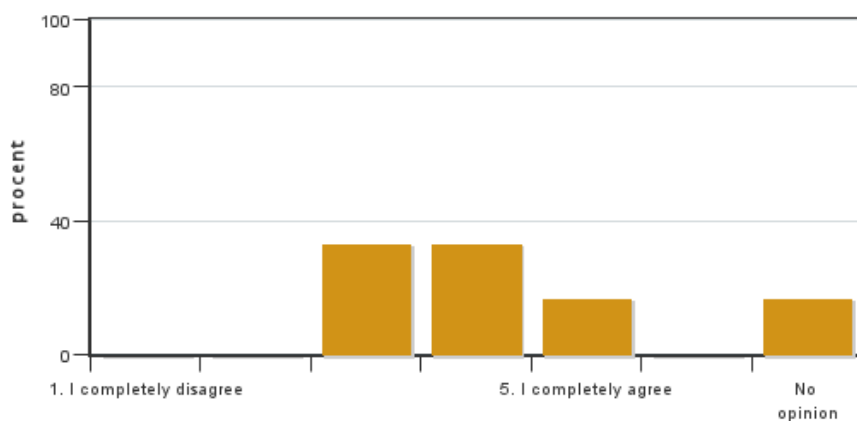


Answers: 6  
Medel: 4,5  
Median: 4

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

No opinion: 0

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

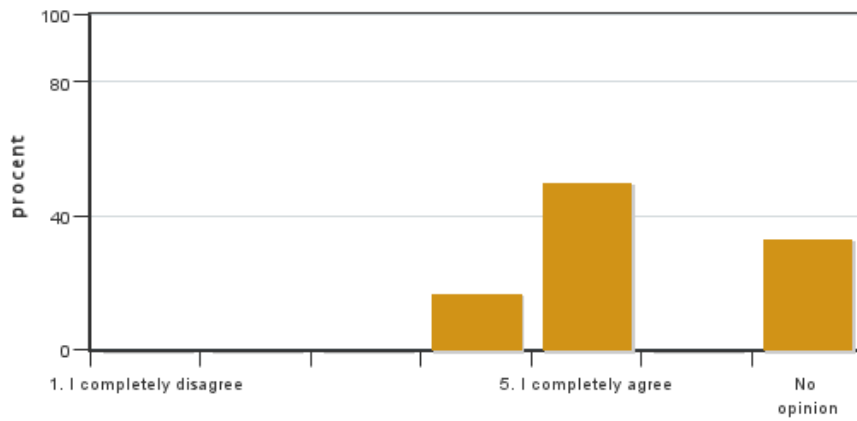


Answers: 6  
Medel: 3,8  
Median: 4

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

No opinion: 1

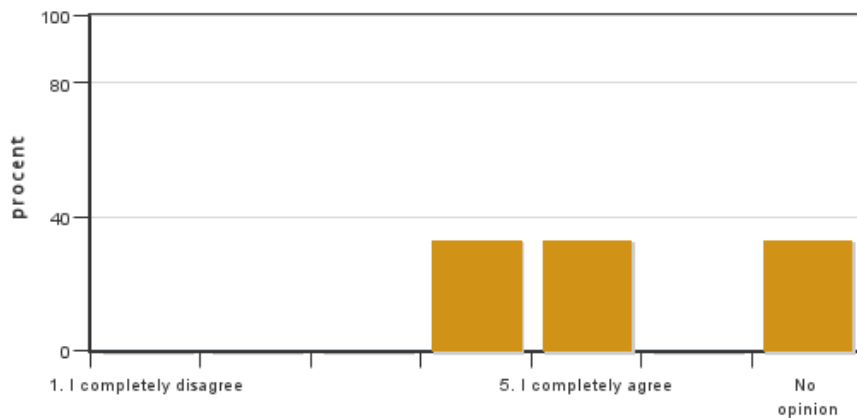
**10. I believe the course has included a gender and equality aspect, regarding content as well as teaching practices (e.g. perspective on the subject, reading list, allocation of speaking time and the use of master suppression techniques).**



Answers: 6  
 Medel: 4,8  
 Median: 5

1: 0  
 2: 0  
 3: 0  
 4: 1  
 5: 3  
 No opinion: 2

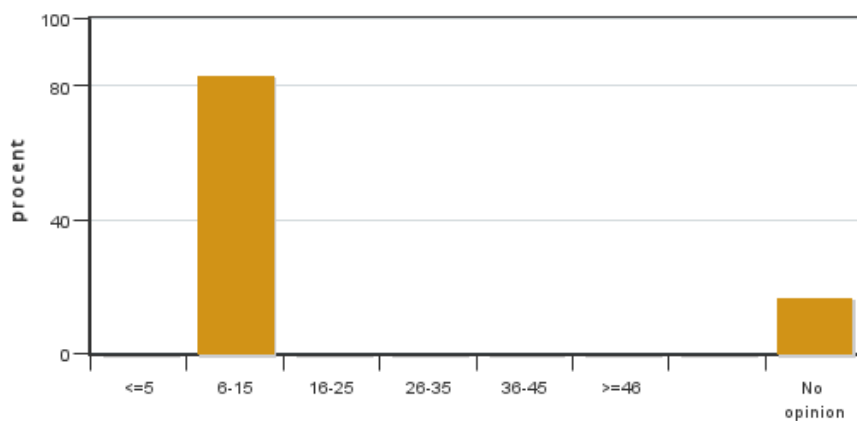
**11. The course covered international perspectives.**



Answers: 6  
 Medel: 4,5  
 Median: 4

1: 0  
 2: 0  
 3: 0  
 4: 2  
 5: 2  
 No opinion: 2

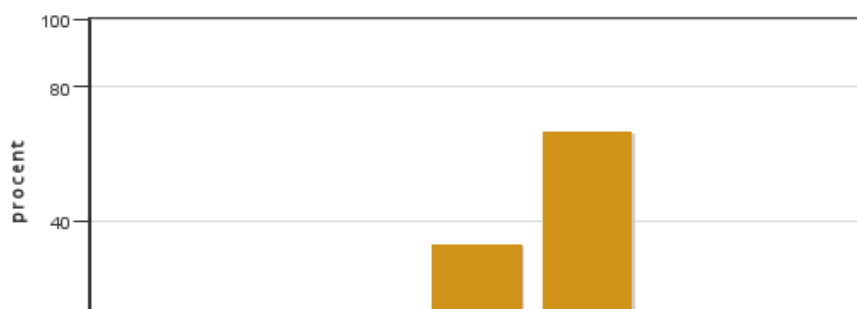
**12. On average, I have spent ... hours/week on the course (including timetabled hours).**



Answers: 6  
 Medel: 10,0  
 Median: 6-15

≤5: 0  
 6-15: 5  
 16-25: 0  
 26-35: 0  
 36-45: 0  
 ≥46: 0  
 No opinion: 1

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



Answers: 6  
 Medel: 4,7  
 Median: 5

1: 0  
 2: 0  
 3: 0  
 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

Less than half of the attending students answered the evaluation (6 out of 18, about 33%) so the comments may not represent the whole group or the course in general.

Overall impression is 4,2 on average, comments say the course was interesting but might need more lectures and be more challenging to justify it being on master's level. The course content was linked well to the learning objectives, and the prior knowledge of the student was sufficient to participate in the course. Some comments were made on the accessibility of course information, on average scored 3,7. Students express difficulties in finding and understanding instructions, as well as concern over not all information being available at the start of the course or information not being provided sooner.

The different course components were given mixed reviews but on average 4,0. One student express appreciation on the mix of lectures and exercises. The social and physical learning environments were given high points. The examinations were given a score of 4,5 on average, with one student remarking the person used prior knowledge during the examinations rather than knowledge acquired during the course. Students did not think the course covered sustainable development, or at least not enough, seeing as it received 3,8 on average. No comments were left on this question so why this score was given is difficult to say. Perhaps sustainability could be more highlighted in the following course sessions as well as being emphasized more on the individual projects.

Students experienced the course covered gender and equality aspects as well as international perspectives, given their score of 4,5 – 4,8 on average. However, on both these questions two students chose not to answer and neither question was commented on, making the reliability of these scores somewhat questionable. On average students spent 10 hours/week on the course, which might be a bit low for a course given at 50%. The experience of participating in an entirely online course was given a score of 4,7 on average, one student expressing the discussions worked well and another expressing appreciation on the flexibility of the course, making other studies possible.

When asked what worked well in teaching on distance, several students bring up the flexibility of the schedule and not having to be in a classroom as benefits. Students also felt there was great commitment to the course and discussions and presentations worked well and were very interesting. When asked what worked less well in teaching on distance, comments mention different aspects. One student felt information could be provided sooner, without specifying which information, another student felt there should be a submission of a draft of the action plan to motivate students to start working with that part in time. One student believes online meetings via Zoom isn't a good environment for discussions while another student expresses concern over getting other students to participate more in the discussions.

Lastly, one student wanted the presentations for the final project to stretch out for two days, as was originally planned, rather than dividing the participants into two groups. This could be interpreted as wanting to listen to all the presentations live, as the presentations and subjects were entertaining and interesting. Perhaps all the presentations could be held in one group over one day? Given that other students might feel frustration over spending a few hours online for two days rather than spending a whole day in an online classroom. For the concern of all group members not participating in the discussions, emphasis should be put on the chairman of the group to allow all members time to speak, as well as urging the more talkative students to leave room for it.