



## Advanced human nutrition LV0138, 20117.2526

7.5 Hp

Pace of study = 100%

Education cycle = Advanced

Course leader = Galia Zamaratskaia, Saeid Karkehabadi

### Evaluation report

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

Answers 5

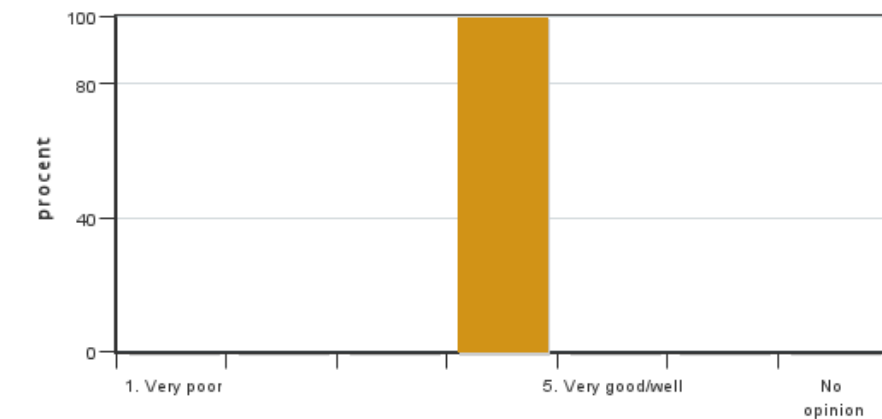
Number of students 10

Answer frequency 50 %

### Mandatory standard questions

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

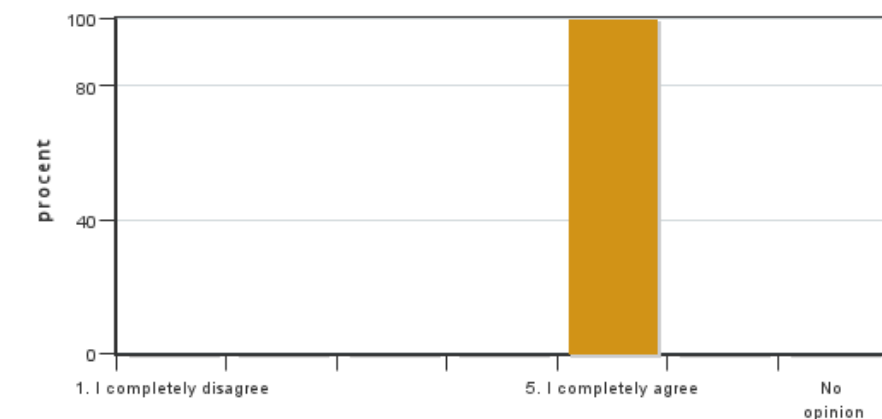


Answers: 5  
Medel: 4,0  
Median: 4

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

No opinion: 0

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

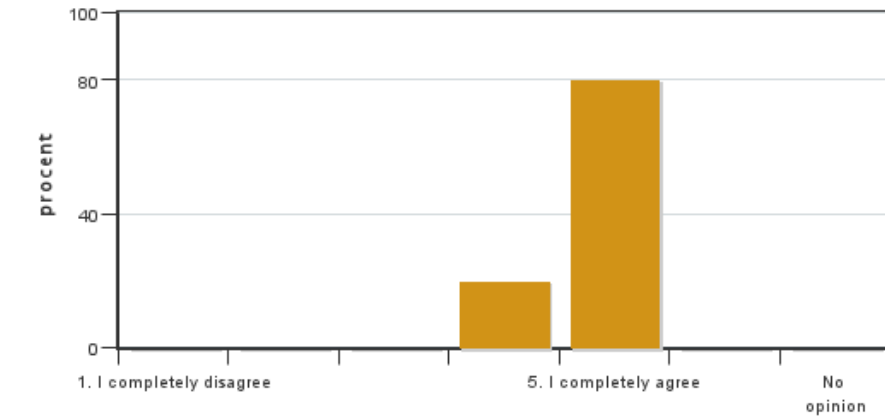


Answers: 5  
Medel: 5,0  
Median: 5

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

No opinion: 0

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

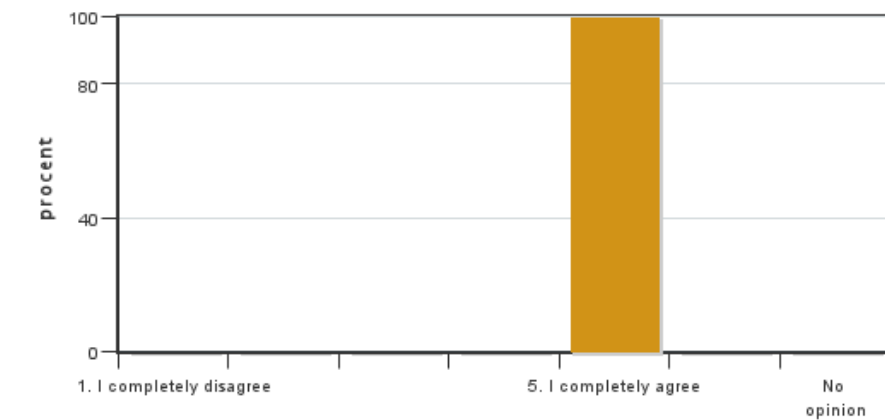


Answers: 5  
 Medel: 4,8  
 Median: 5

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

No opinion: 0

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

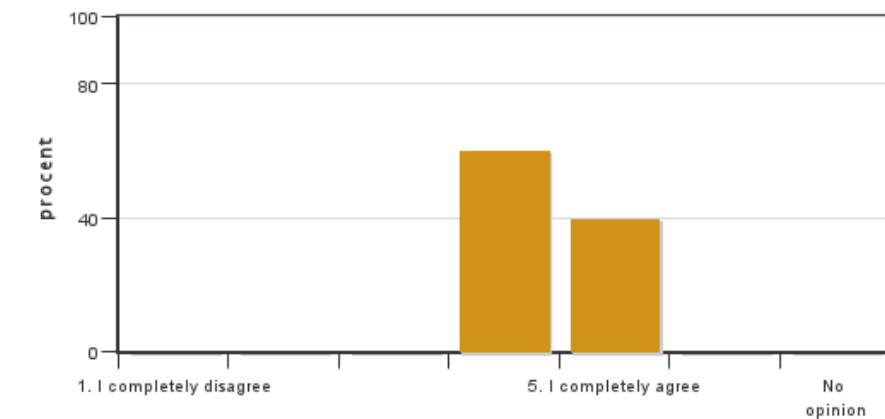


Answers: 5  
 Medel: 5,0  
 Median: 5

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

No opinion: 0

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

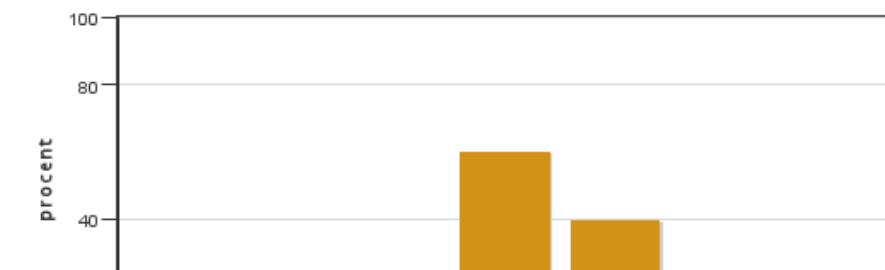


Answers: 5  
 Medel: 4,4  
 Median: 4

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

No opinion: 0

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



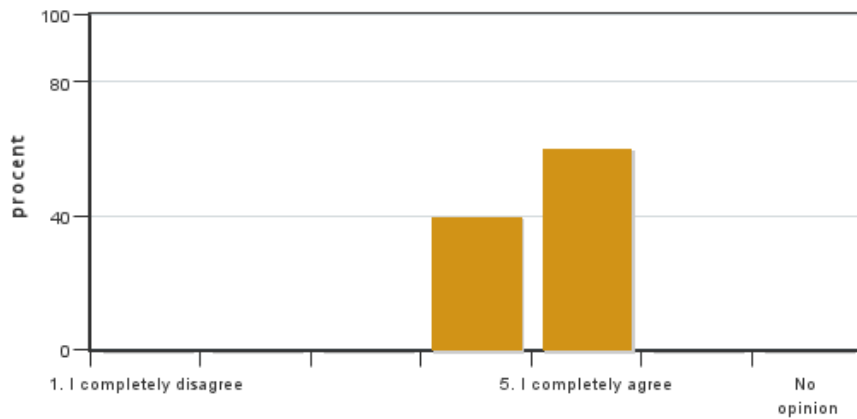
Answers: 5  
 Medel: 4,4  
 Median: 4

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



No opinion: 0

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

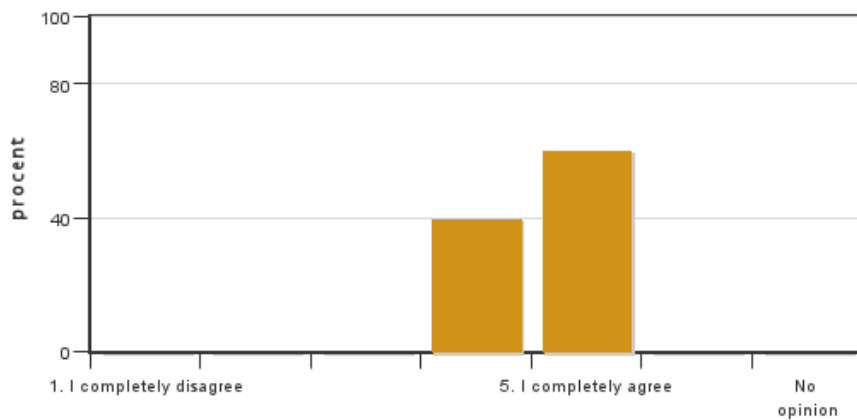


Answers: 5  
Medel: 4,6  
Median: 5

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

No opinion: 0

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

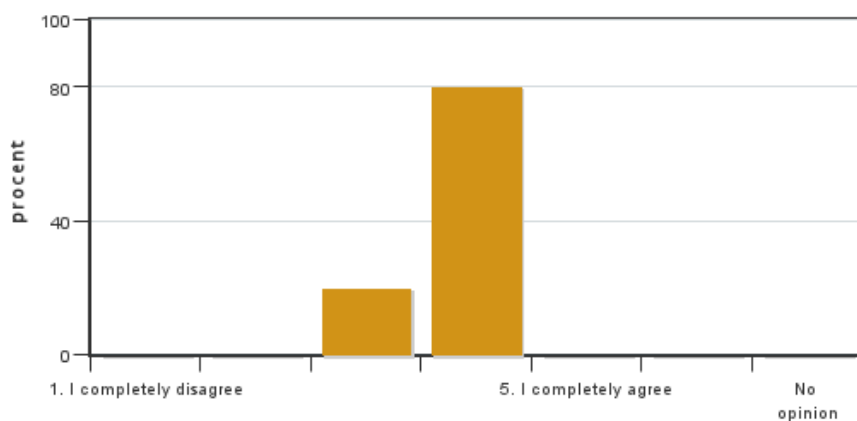


Answers: 5  
Medel: 4,6  
Median: 5

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

No opinion: 0

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

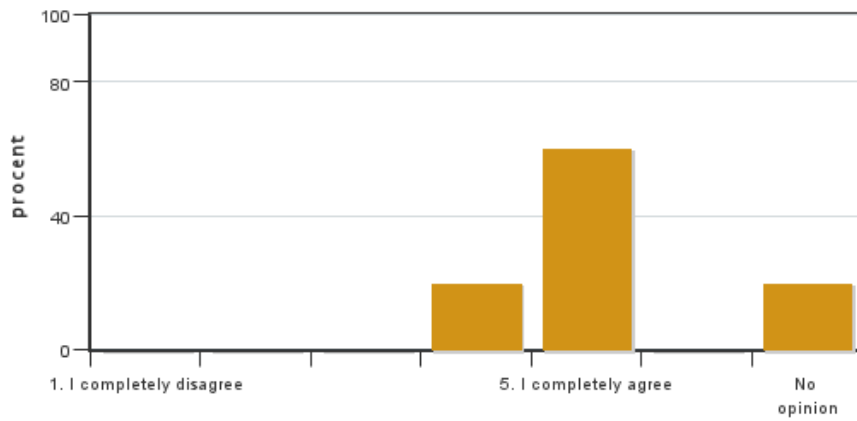


Answers: 5  
Medel: 3,8  
Median: 4

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

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).**

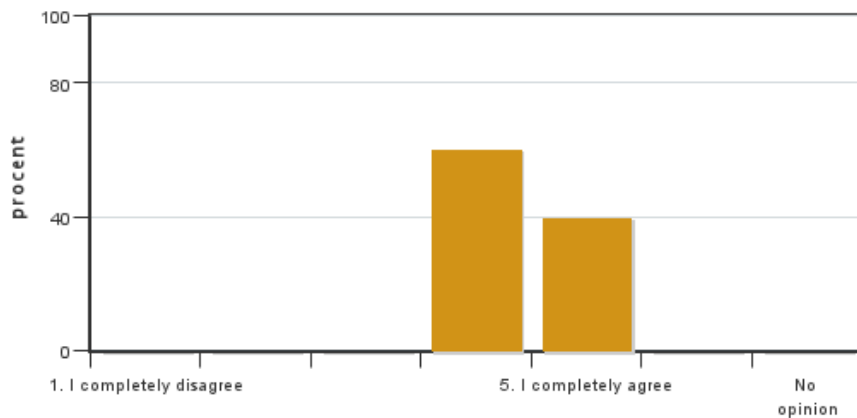


Answers: 5  
 Medel: 4,8  
 Median: 5

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

No opinion: 1

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

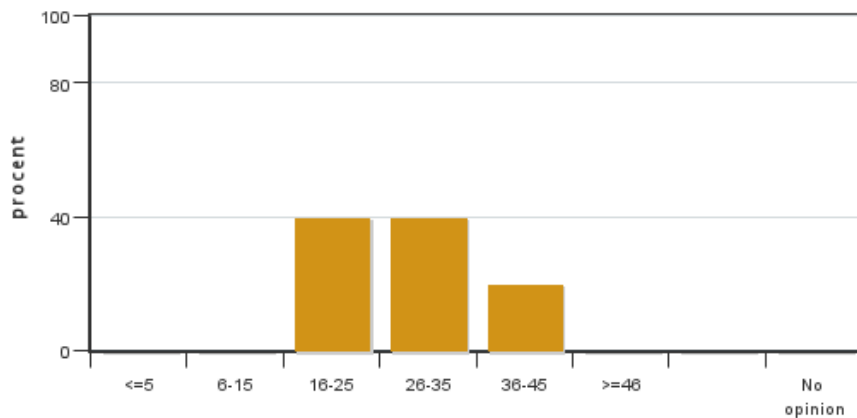


Answers: 5  
 Medel: 4,4  
 Median: 4

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

No opinion: 0

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



Answers: 5  
 Medel: 28,0  
 Median: 26-35

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

No opinion: 0

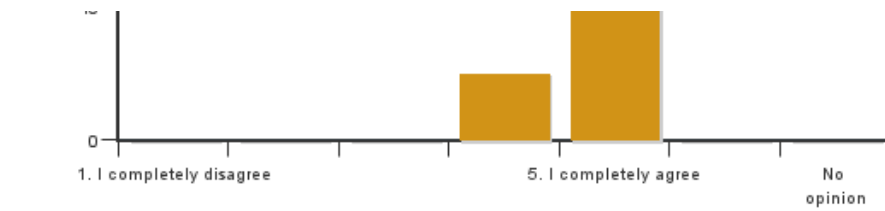
**Additional own questions**

**13. The lectures were relevant to the learning objectives of the course.**



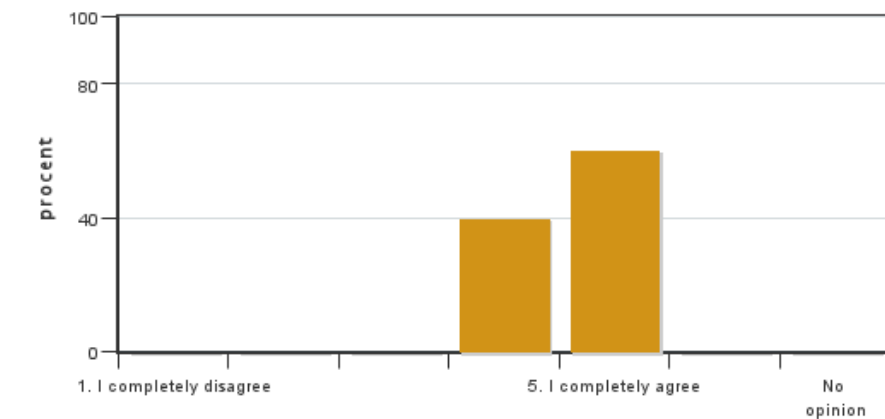
Answers: 5  
 Medel: 4,8  
 Median: 5

1: 0  
 2: 0  
 3: 0



4: 1  
5: 4  
No opinion: 0

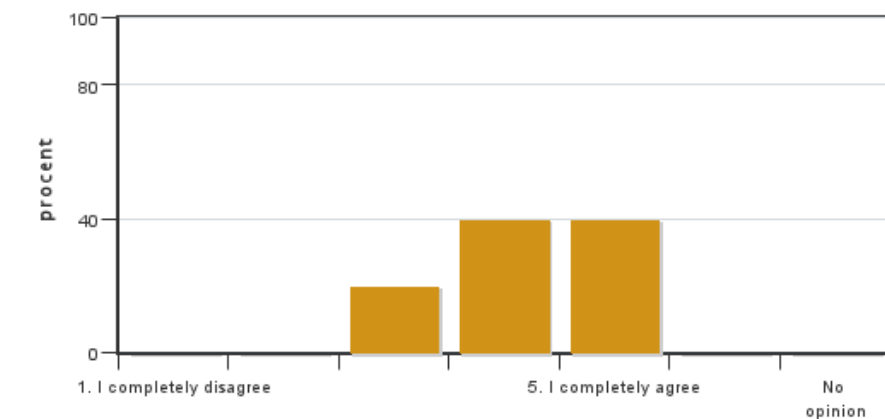
**14. The seminars were relevant to the learning objectives of the course.**



Answers: 5  
Medel: 4,6  
Median: 5

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

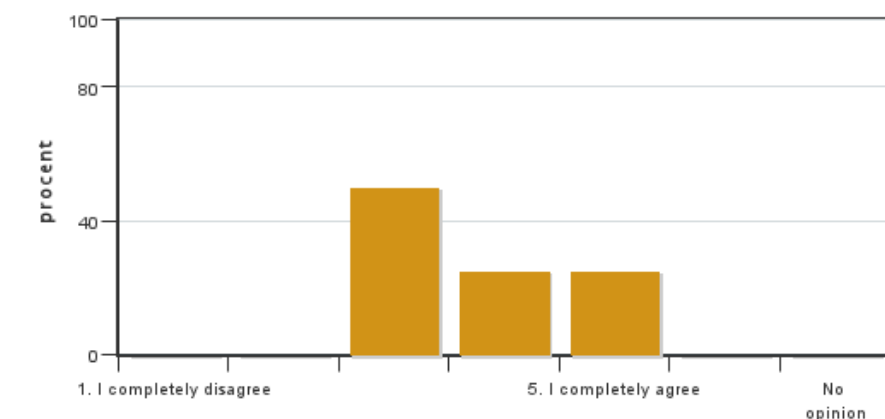
**15. The pace and structure of the course were appropriate for my learning**



Answers: 5  
Medel: 4,2  
Median: 4

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

**16. The visual aids (slides) used during the lectures supported my understanding of the material.**



Answers: 4  
Medel: 3,8  
Median: 3,5

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

**17. The course materials and activities in Canvas were well-organized and easy to navigate.**

**17. What aspects of the course did you find most beneficial for your learning?**

**17. What aspects of the course could be improved, and how?**

**17. Do you have any suggestions for additional topics or areas that should be included in future iterations of the course?**

## Course leaders comments

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The course Advanced Human Nutrition (LV0138) was given to ten students during the 2025 academic year, with a response rate of 50% to the course evaluation. Overall, the feedback was very positive, with consistently high ratings across nearly all categories. Students appreciated the breadth of topics, the clear structure on Canvas, and the strong alignment between lectures and learning objectives. As one student noted, "The diversity in topics! It was extremely interesting to learn about so many different aspects of nutrition" and another highlighted that "clear learning objectives, well structured lectures were more fun to study."

Students found the course content relevant and well linked to the intended learning outcomes, and they felt that their prior knowledge prepared them well for the course. The information provided before and during the course was highly appreciated, with comments such as "I liked the structure on Canvas, that (nearly) everything was uploaded before the lecture, which makes it a lot easier to take notes."

The examination was generally perceived as fair and reflective of the course content, although several students mentioned the absence of the expected water-related question.

Several constructive suggestions were raised:

- Course workload and pacing. Some students felt the course was "a bit too much and too fast," especially given the number of lectures and parallel assignments.
- Lecture consolidation. Students suggested that some topics (particularly physiology, diabetes, and gut hormones) could be streamlined or combined.
- Slides and visual aids. While many slides were appreciated, several students found that some lectures relied too heavily on graphics without sufficient explanatory text.
- Gender perspectives. Although these aspects were present, students suggested deeper integration, particularly regarding gender differences in metabolism and nutrition.

### Planned changes for future course occasions

Based on student feedback and internal course reflections, the following adjustments are planned:

- Streamlining and restructuring lectures to reduce overlap (e.g., gut hormones, diabetes, physiology) and ensure a more balanced workload during teaching weeks.
- Enhancing lecture slides by adding summary slides, key take-home messages, or short study questions at the end of lectures that rely heavily on diagrams.
- Increasing interactive learning opportunities, such as short discussions, problem-solving sessions, or mini-seminars to reinforce understanding.
- Exploring additional content areas, including bioactive compounds and gender differences in nutrition, as suggested by students.

As course leaders, we greatly enjoyed teaching this course and working with such an engaged and motivated group of students. We appreciate the thoughtful and constructive feedback, which helps us continue improving the course. We wish all students the very best in their future studies and careers.

## Student representatives comments

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The course Advances Human Nutrition (LV0138) was a great course to attend. It mainly consisted of lectures which were relevant for the exam but also some presentations as homework. For the presentations, the assignments were very clear and explained from the beginning what was coming. The lectures were well structured and very diverse in the topics, held by a variety of lecturers and experts on their topics.

It was a very structured course, starting with a very good introduction that gave us a very good overview of

assignments, lectures with topics and lecturers and mandatory classes. In the lectures held by Galia, the slides included possible exam questions, repetition questions and a small summary. This was very helpful for a good overview after the lectures and for studying before the exam. It is also generally appreciated to get the slides before the lectures, which was mostly the case. Sometimes there was not enough explanatory text available on the slides, especially for images where a process is shown. In that case it would be great to have a slide which is explained and another slide where it's summarized (this one can be skipped during the lecture).

The high diversity of topics was very interesting, but this also meant a lot of work. Sometimes the topics weren't that connected so that there were new concepts in every lecture. This made it harder to study and, in my opinion, more work per credit compared to other SLU courses. The only topics that were very connected were the diabetes, physiology and gut hormones lectures but in order to minimize the workload but also keep the diversity, these lectures could be restructured.

All in all, it was a great and very interesting course to take. The biggest disadvantage was the small number of students, but that has nothing to do with the course itself. Even though it was a lot of work, we were able to learn a lot from the broad topics. It was a great course!

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Kontakta support: [support@slu.se](mailto:support@slu.se) - 018-67 6600