Food Microbiology
LV0089, 40109.2526

7.5 Hp
Pace of study = 100%
Education cycle = Basic
Course leader = Su Lin Hedén

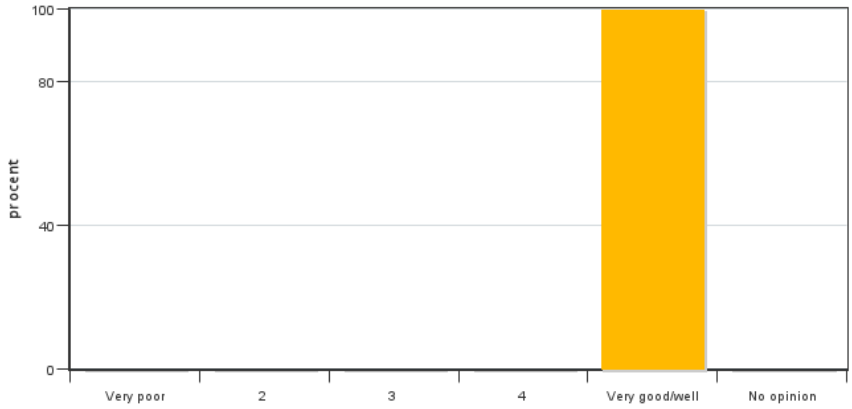
Evaluation report

Evaluation period: 2026-05-31 - 2026-07-31

Answers	3
Number of students	6
Answer frequency	50 %

Mandatory standard questions

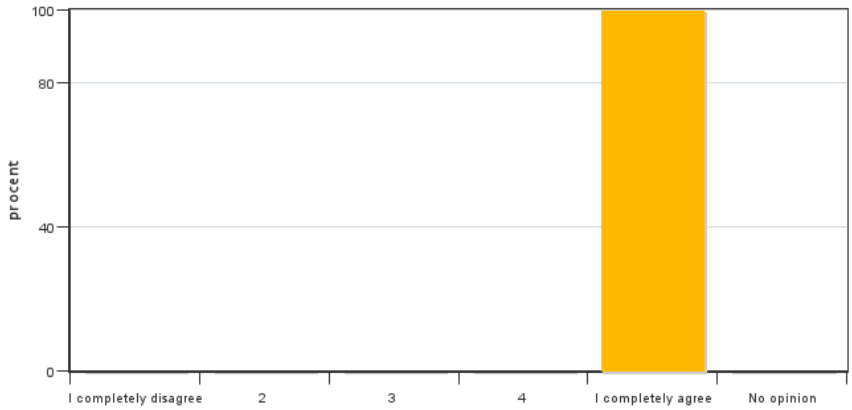
1. My overall impression of the course is:



Number of answers: 3
Average: 5,0
Median: 5

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

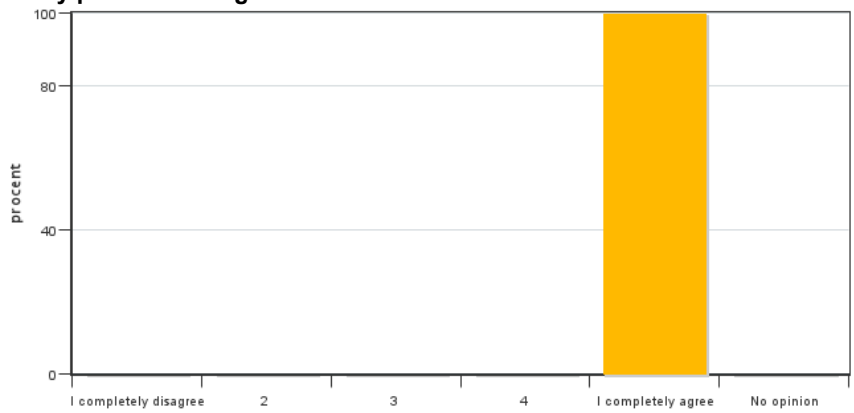
2. I found the course content to have clear links to the learning objectives of the course.



Number of answers: 3
Average: 5,0
Median: 5

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

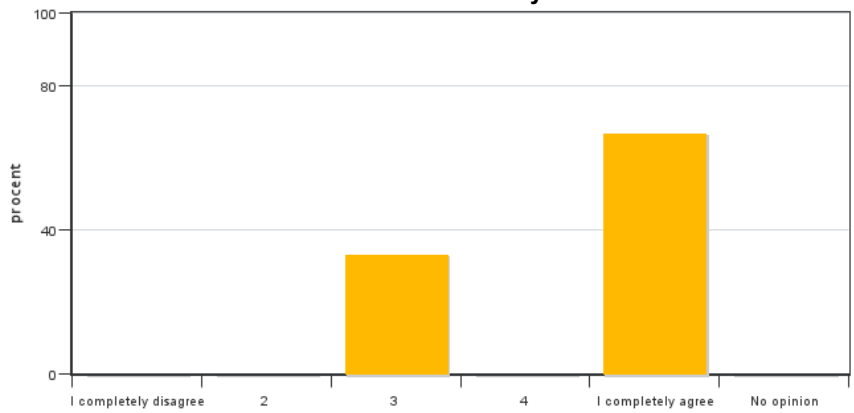
3. My prior knowledge was sufficient for me to benefit from the course.



Number of answers: 3
Average: 5,0
Median: 5

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

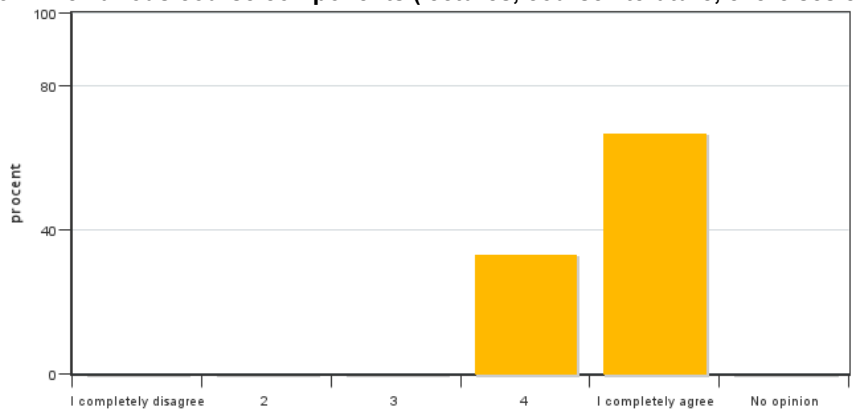
4. The information about the course was easily accessible.



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

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

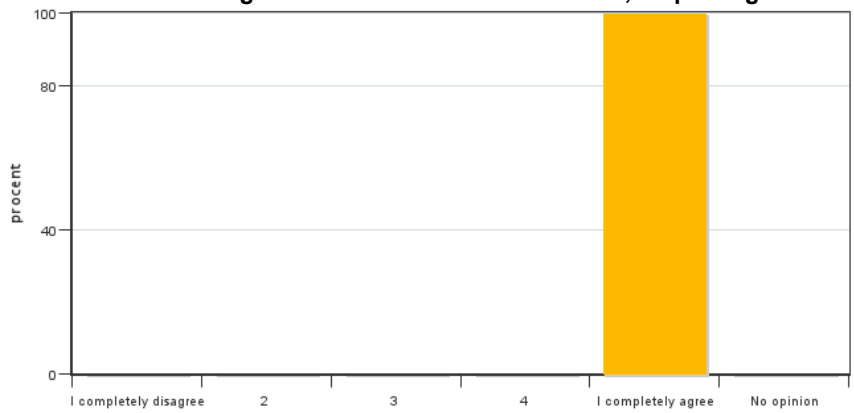
5. The various course components (lectures, course literature, exercises etc.) have supported my learning.



Number of answers: 3
Average: 4,7
Median: 5

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

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

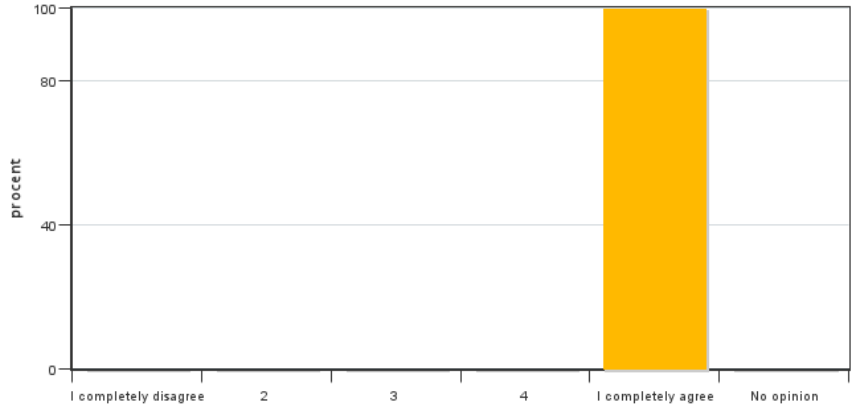


Number of answers: 3
Average: 5,0
Median: 5

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

No opinion: 0

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

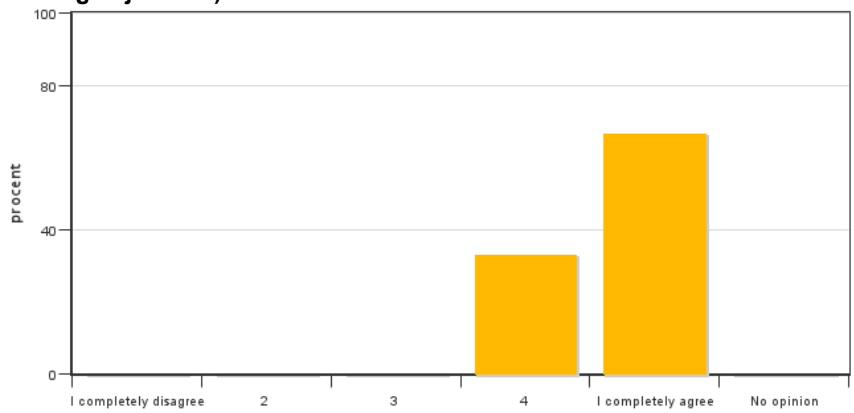


Number of answers: 3
Average: 5,0
Median: 5

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

No opinion: 0

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

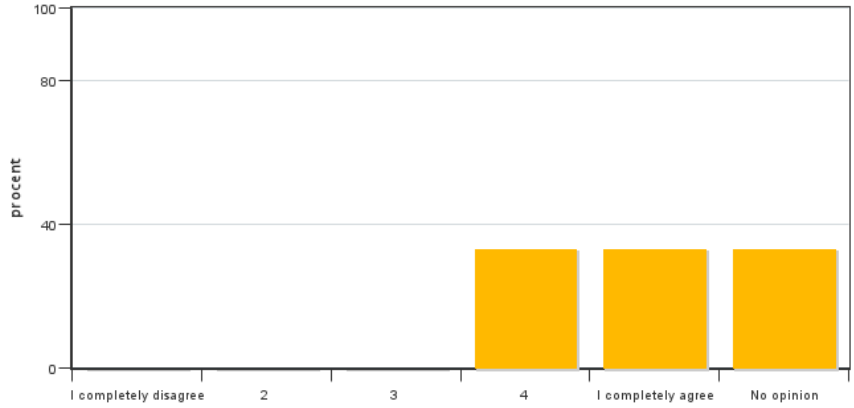


Number of answers: 3
Average: 4,7
Median: 5

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

No opinion: 0

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

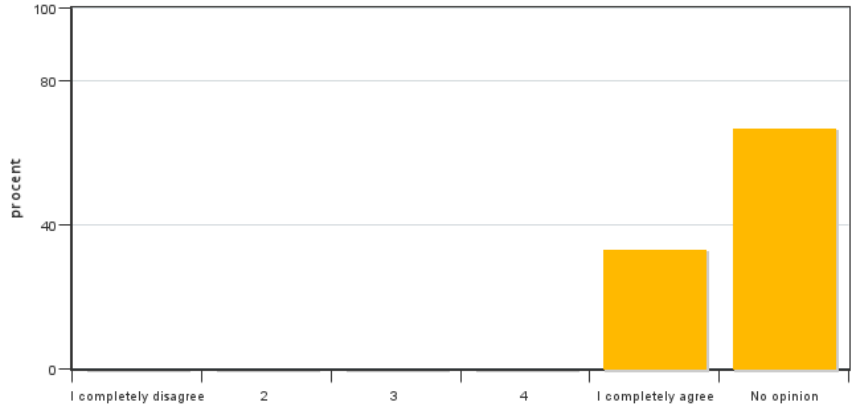


Number of answers: 3
Average: 4,5
Median: 4

I completely disagree: 0
2: 0
3: 0
4: 1
I completely agree: 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).

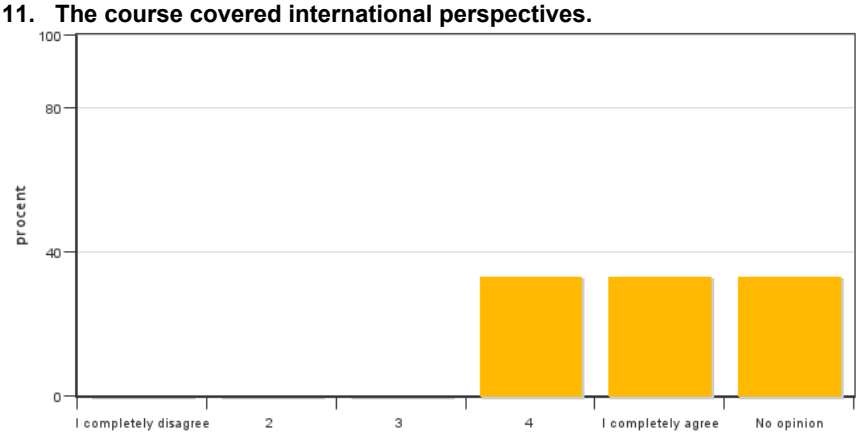


Number of answers: 3
Average: 5,0
Median: 5

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

No opinion: 2

11. The course covered international perspectives.

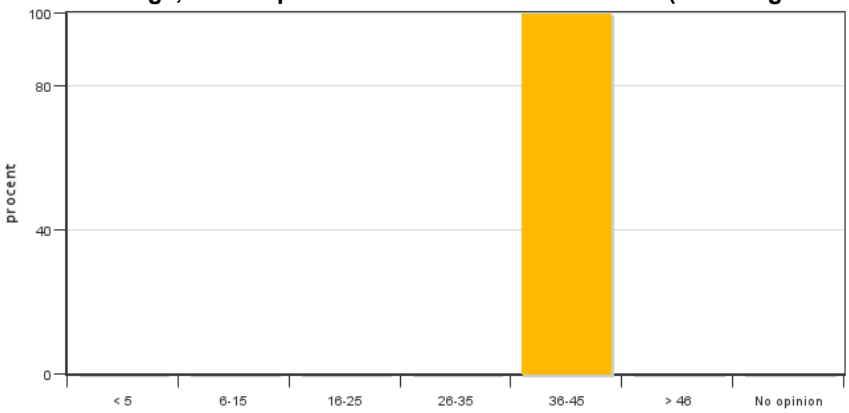


Number of answers: 3
Average: 4,5
Median: 4

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

No opinion: 1

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



Number of answers: 3
Average: 40,0
Median: 36-45

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

No opinion: 0

Course leaders comments

Thank you to the six students who participated in the course for the enjoyable time that we spent getting into Food microbiology together, and extra thanks to the three students who filled in the course evaluation.

you all worked hard during the course, truly equivalent to full-time studies, and it is gratifying to hear that you felt it was a fun and valuable experience. Your comments are helpful to further refine the communication and learning activities of the course.

As suggested, for Spring 2027, I will prepare a checklist of the deadlines for the various drafts, reports, peer-reviews and quizzes, to be made available at the course-start.

On the student comment regarding lack of feedback from teachers on the lab report: it should be noted that the peer-review is done on the draft version, in order to improve the report, and teacher feedback is given in the Comments in Canvas on the final version. As the course is the last one before the summer break, this feedback in the Comments field may be easy to miss, especially since the Canvas page will be automatically "archived" for the students (but still accessible) once the final course grades have been entered in LADOK and they have passed the course. I will continue to highlight the possibility for informal feedback in-person from teachers on drafts, by approaching us during the lab sessions.

Regarding the oral examination, I appreciate that this form of examination is new for the students. The comments regarding unclear expectations of what is needed to pass or get a higher grade, or what to "study" for the exam, shows me that a shift is needed in the approach to acquiring knowledge and understanding in this course. Instead of a checklist of facts to be memorised and reproduced in a written exam, the oral exam should be considered more like an essay - what relevant facts and associations between concepts can be displayed or shown-off, in the fairly open-ended questions which are available as a take-home exam the day before the oral exam in pairs? Have I read and understood broadly enough that I can engage with what the other student has said (and comment on it), or is all my energy and focus needed to keep my own thoughts straight? This links to the lecture-topics, which can seem disparate, and where specific facts may not be asked in the oral exam. Here, students have the chance to select relevant facts or concepts from various lectures and combine them to answer the questions. Presenting these in a logical way, would clearly demonstrate the "broader understanding" which is the criteria for higher grades. In the next course round, I will communicate this "essay / show-off your deeper understanding" concept for the oral exams, and also try to give concrete examples of how to link to different lecture material during the oral-questions practice session.

Internal comments

Student representatives comments

Inledningsvis kan konstateras att kursen som helhet var mycket uppskattad av studenterna. Särskilt lyftes de engagerade och trevliga kursledarna och föreläsarna fram, och stämningen under kursen beskrevs som god, öppen och tillåtande.

Laborationerna uppskattades särskilt, då innehållet var väl förankrat i kursens kunskapsmål. Studenterna tyckte att det var både givande och roligt att få tillaga egen mat och sedan avsluta kursen med en gemensam måltid där den egna maten serverades.

Det fanns dock några förbättringsområden. Bland annat efterfrågades större tydlighet kring deadlines, eftersom informationen som gavs muntligt ibland inte överensstämde med det som stod i Canvas. Ett förslag från studenterna var att tillhandahålla ett samlat schema i PDF-format där samtliga deadlines framgår tydligt.

Föreläsningarnas kvalitet upplevdes också som något ojämn. Vissa föreläsningar ansågs inte vara helt relevanta och flera studenter upplevde att föreläsningarna gav begränsat stöd vid förberedelser inför tentamensfrågorna. De examinerande momenten skiljde sig dessutom från vad studenterna tidigare varit vana vid. Eftersom laborationsrapporterna endast granskades genom peer review varierade mängden och kvaliteten på återkopplingen beroende på medstudenternas engagemang. Flera studenter ansåg att det hade varit bättre om rapporterna även granskades av lärare, alternativt att laborationsrapporten gjordes icke betygsgrundande och främst användes som ett tillfälle för lärande och återkoppling.

Även den muntliga tentamen upplevdes som svår att förbereda sig inför, och det var otydligt vilka prestationer som krävdes för olika betygsnivåer.

Sammantaget beskrevs kursen dock som mycket lärorik, intressant och uppskattad av studenterna.