# Production and quality evaluation of forages
# BI1327, 40146.2122

15 Hp
Pace of study = 100%
Education cycle = Advanced
Course leader = Nilla Nilsdotter-Linde

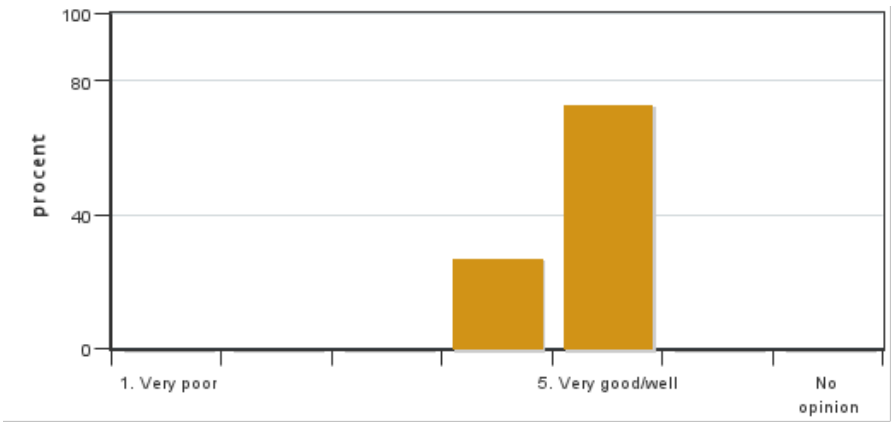
## Evaluation report

**Evaluation period: 2022-05-29 - 2022-06-19**

| | |
|---|---|
| Answers | 11 |
| Number of students | 13 |
| Answer frequency | 84 % |

## Mandatory standard questions

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

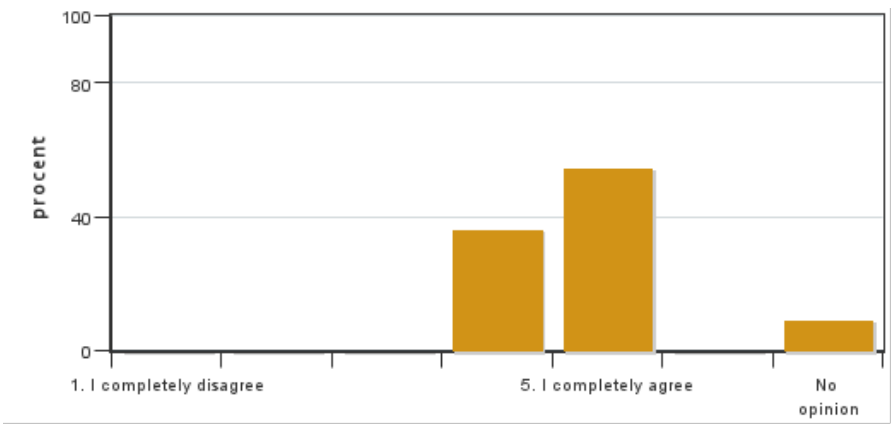



Answers: 11
Medel: 4,7
Median: 5

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

No opinion: 0

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

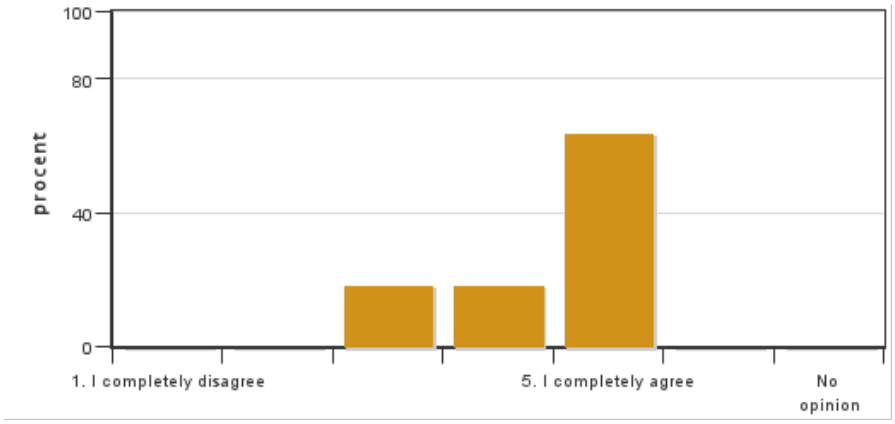



Answers: 11
Medel: 4,6
Median: 5

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

No opinion: 1

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

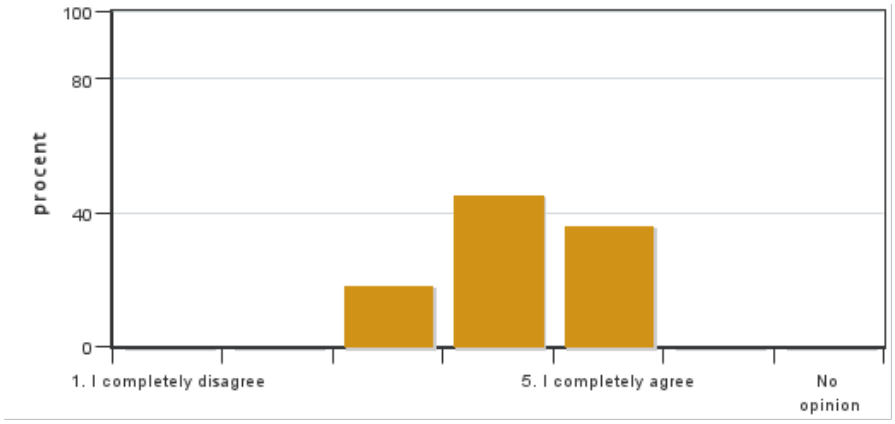



Answers: 11
Medel: 4,5
Median: 5

1: 0
2: 0
3: 2
4: 2
5: 7

No opinion: 0

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

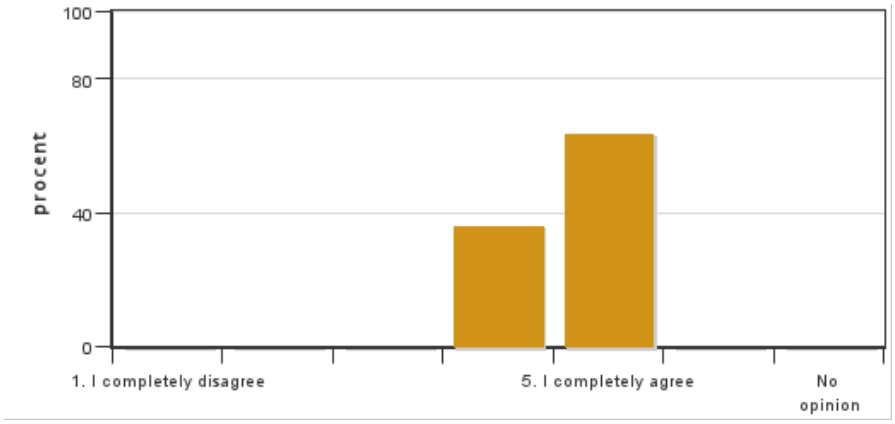



Answers: 11
Medel: 4,2
Median: 4

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

No opinion: 0

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




Answers: 11
Medel: 4,6
Median: 5

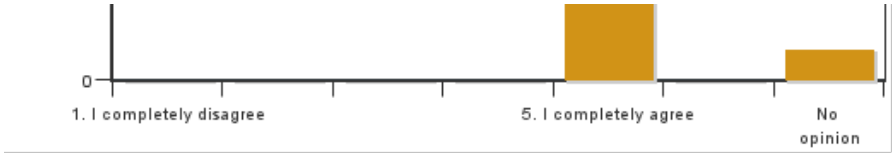
1: 0
2: 0
3: 0
4: 4
5: 7

No opinion: 0

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

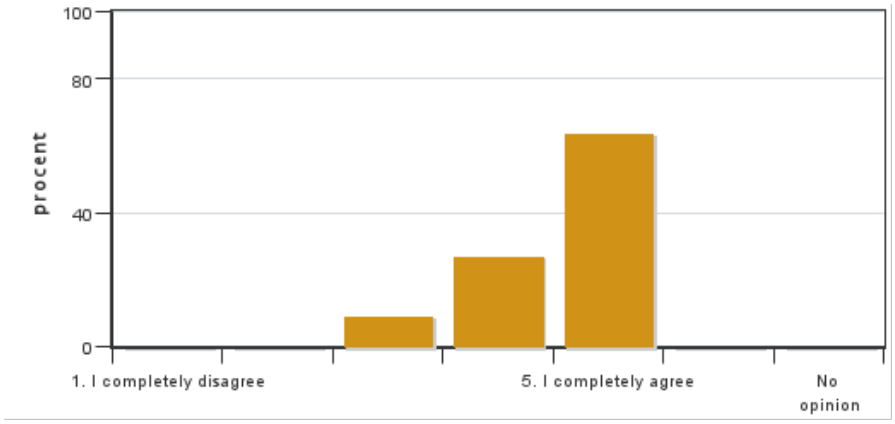
Answers: 11
Medel: 5,0
Median: 5

1: 0
2: 0
3: 0
4: 0
5: 10




No opinion: 1

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

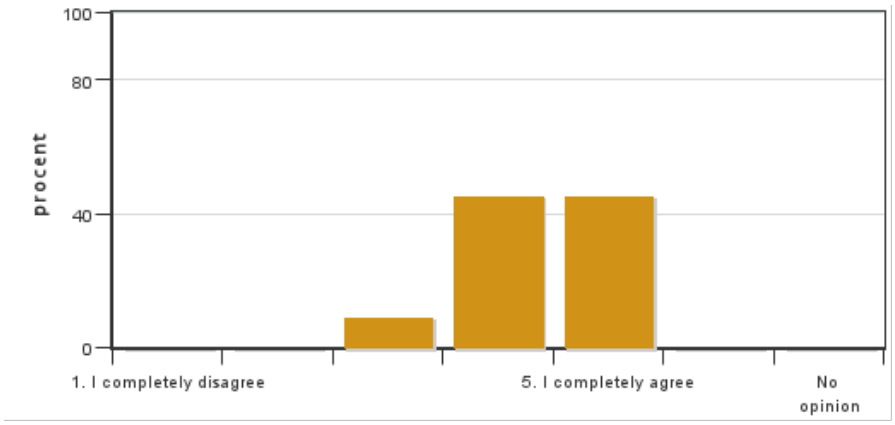



Answers: 11
Medel: 4,5
Median: 5

1: 0
2: 0
3: 1
4: 3
5: 7

No opinion: 0

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

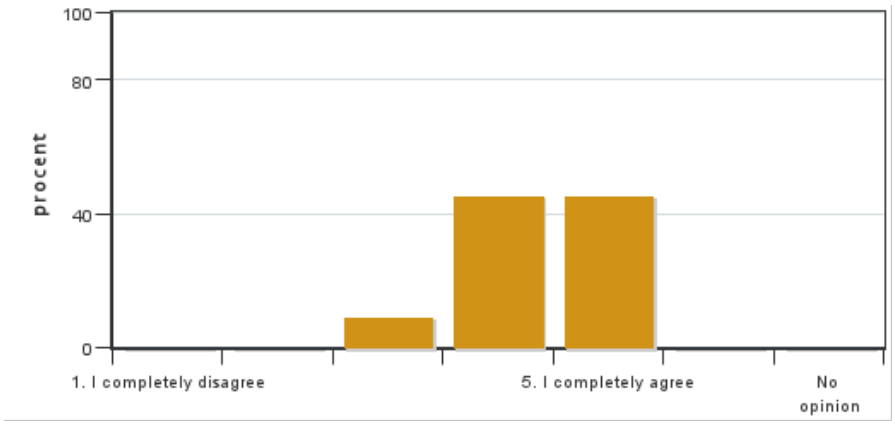



Answers: 11
Medel: 4,4
Median: 4

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

No opinion: 0

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

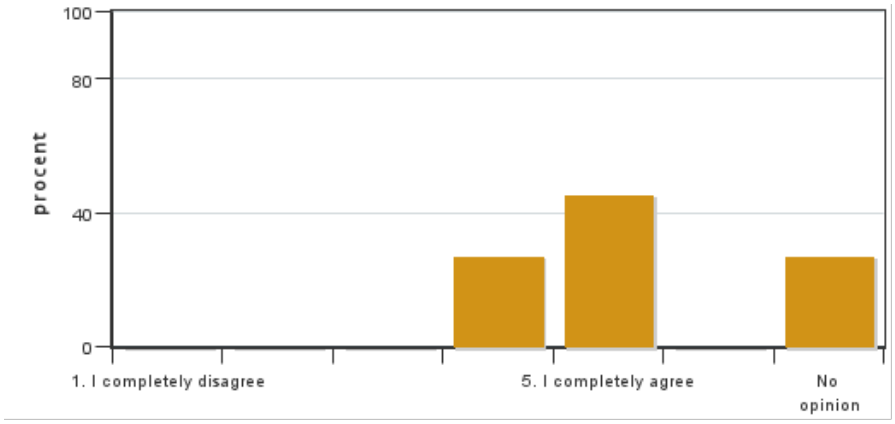



Answers: 11
Medel: 4,4
Median: 4

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

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).**

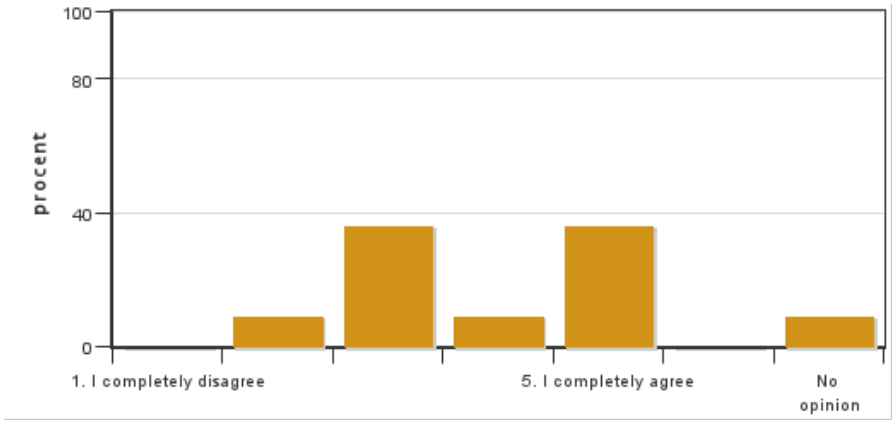



Answers: 11
Medel: 4,6
Median: 5

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

No opinion: 3

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

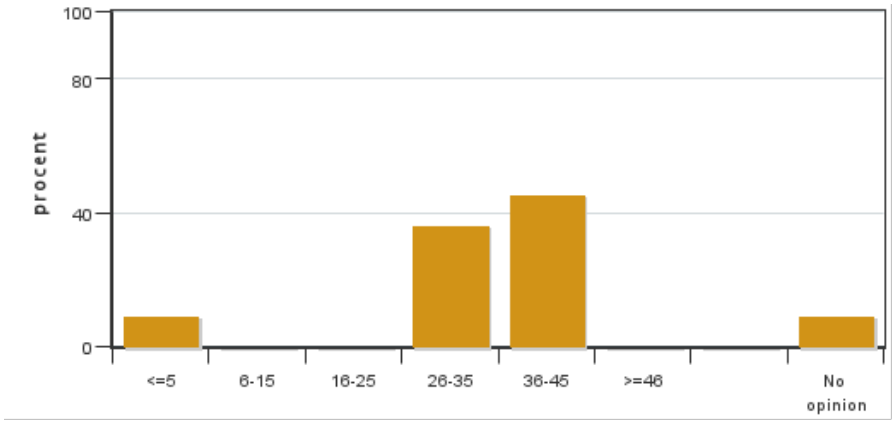



Answers: 11
Medel: 3,8
Median: 3

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

No opinion: 1

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




Answers: 11
Medel: 32,3
Median: 26-35

≤5: 1
6-15: 0
16-25: 0
26-35: 4
36-45: 5
≥46: 0

No opinion: 1

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

Answers: 11
Medel: 4,5
Median: 5

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

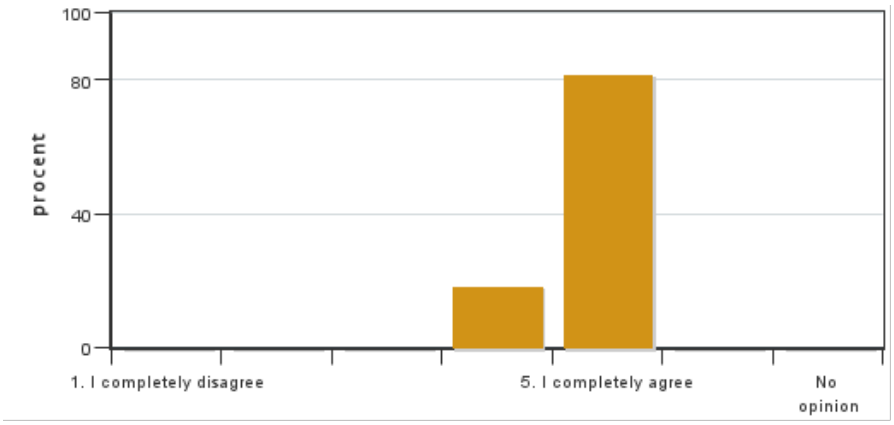
No opinion: 5

**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**

## Additional own questions

**16. The course has increased my interest for grassland production and utilisation.**

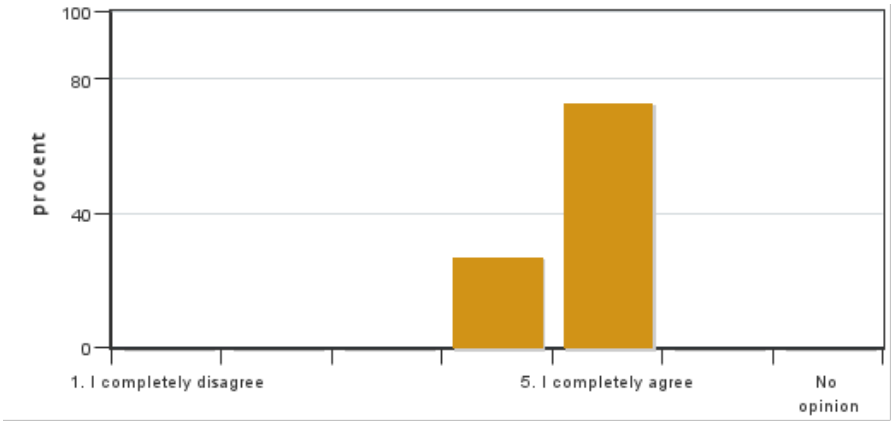



Answers: 11
Medel: 4,8
Median: 5

1: 0
2: 0
3: 0
4: 2
5: 9

No opinion: 0

**17. The course has made me more confident to work with questions within the subject area of the course.**

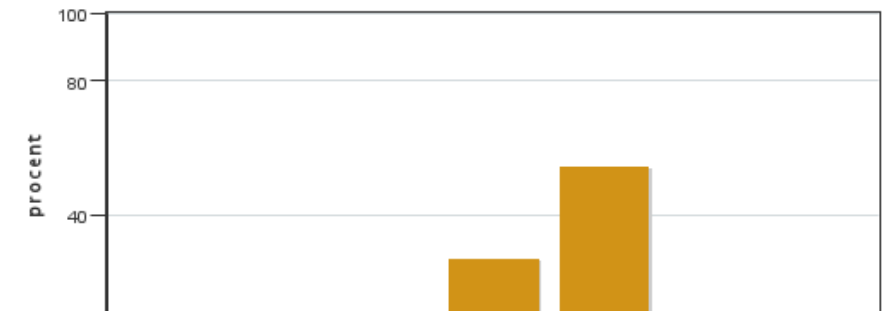



Answers: 11
Medel: 4,7
Median: 5

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

No opinion: 0

**18. I have learnt a lot and I received good feed-back on my scientific paper.**

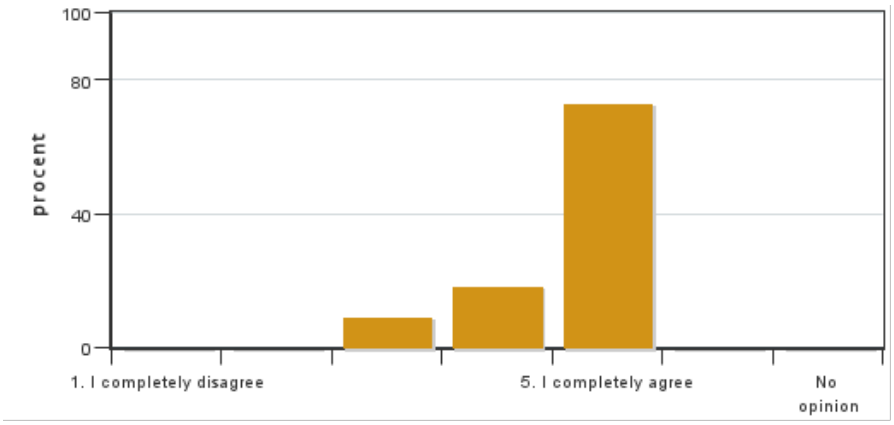



Answers: 11
Medel: 4,3
Median: 5

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

No opinion: 0

**19. The different examination forms (multiple-choice tests, group assignments, group discussions, written exam and scientific paper) of the course have been good.**

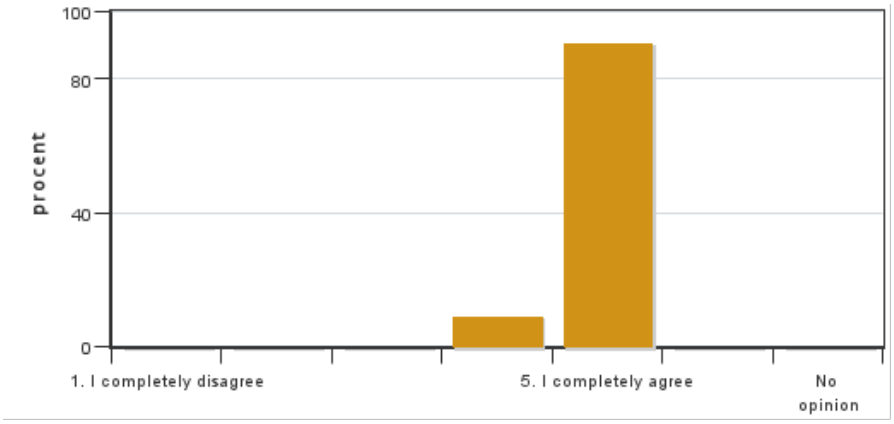



Answers: 11
Medel: 4,6
Median: 5

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

No opinion: 0

**20. I would be happy to recommend the course to other students.**




Answers: 11
Medel: 4,9
Median: 5

1: 0
2: 0
3: 0
4: 1
5: 10

No opinion: 0

## Course leaders comments

This course was given for the third time as a 15 credits course. Twelve students have participated (13 registered), and 11 students answered the course evaluation that is very good (84 % in 2022 compared to 50% in 2021 and 100 % in 2020). The overall impression was 4.7 out of 5.0, a very nice result. Due to unfortunate crashes in the frame programme for the crop & soil students, these students had to make special arrangements to have the possibility to follow this course. The participating students, including eight students from the animal programme, were very motivated to take this course, and apparently they were happy with the outcome. The possibility to implement the course physically again was great.

The mixture of various course components to facilitate learning and to push start reading the course literature were appreciated. Some positive comments are listed below as well as some modification that can be done:

- the different background of the students´ animal and crop & soil backgrounds, respectively, has been very appreciated this year, especially in the work with the Group Assignments,
- the Group Discussions was a good tool for learning, activating self-studies by the students stimulated by the teachers. It is suggested to prolong the Group Discussion A (ley in the crop rotation etc.) a little and to add a lecture about grazing before the Group Discussion C (grazing).
- all three excursions (overwintering, farm visit and semi-natural grassland) were highly appreciated,
- the scientific writing was an appreciated part of the course and the careful feedback from the supervisors was good. The schedule for the scientific writing could although be adjusted so a bit more time will be given for adjustment of the papers,
- the study visit at the feed analyses lab will be reviewed,
- more focus will be put on how to interpret feed analyses (lecture and exercise) and how these analyses are connected to the management of the ley.

The overall impression from the course leader´s perspective is that this course fill an important gap between the animal and crop disciplines, also existing in the advisory service today. It is urgent to continue to give the course. The good balance between the different categories of students creates a good learning environment. More efforts has to be done to make it easier to take the course for crop & soil students. Even more efforts will be done to market this course for students from other countries.

## Student representatives comments

With a high response rate of 84%, the course evaluation can be said to be representative of the students' general opinion.

All mandatory standard questions such as overall impression of the course, sufficient prior knowledge etc. yielded high results (mostly 5 or 4 out of 5), which can only be interpreted as the students being happy with the course as a whole.

All except one of the additional own questions yielded high results too (mostly 5 or 4 out of 5), indicating that the students are happy with these aspects of the course as well (e.g. the course increasing the interest or confidence to work with the subject area of the course). The one question that stood out as yielding more of a disparate result was the one regarding whether the content of the course has overlapped with other courses. Differing experiences between animal science students and plant and soil science students (the latter supposedly more likely to view the course content as overlapping) is a reasonable explanation for this.

Proposed changes to the course include:

- Removing the feed analyses laboratory practical (3 students) or developing it more (2 out of these three students).

- Having (a grazing) lecture(s) before the group discussion(s) (2 students).

- Improving the lecture about feed analyses and how to interpret them (1 student).

- More lectures about grazing (1 student).

- Schematic changes: 3h unnecessarily long to watch lab videos. More days to implement changes on the scientific paper (1 student).