



Animal Food Science LV0131, 40121.2425

15 Hp

Pace of study = 100%

Education cycle = Advanced

Course leader = Galia Zamaratskaia, Monika Johansson

Evaluation report

Evaluation period: 2025-06-01 - 2025-06-22

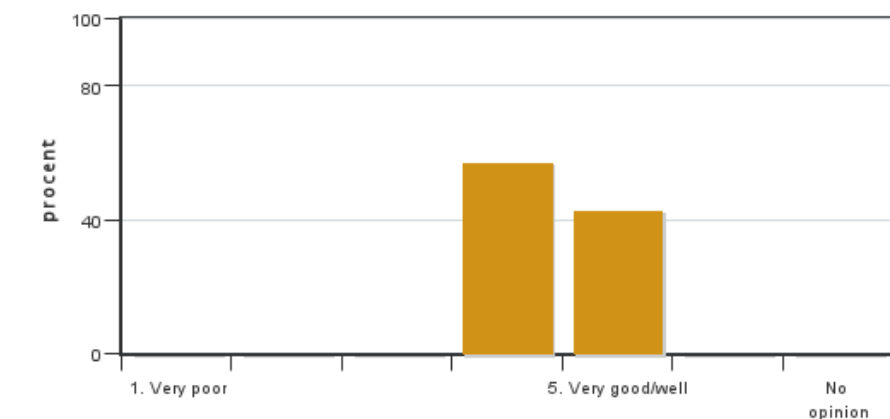
Answers 7

Number of students 16

Answer frequency 43 %

Mandatory standard questions

1. My overall impression of the course is:

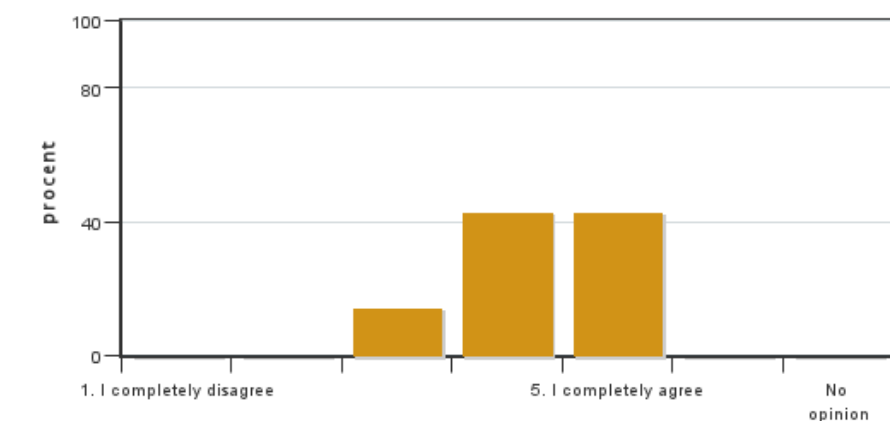


Answers: 7
Medel: 4,4
Median: 4

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

No opinion: 0

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

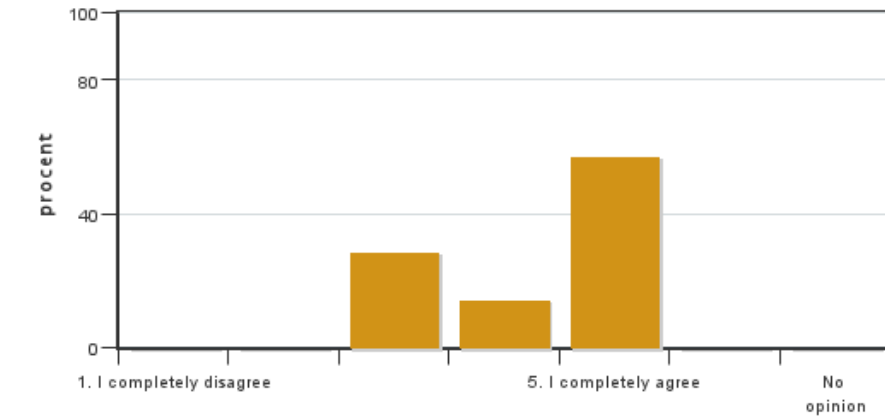


Answers: 7
Medel: 4,3
Median: 4

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

No opinion: 0

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

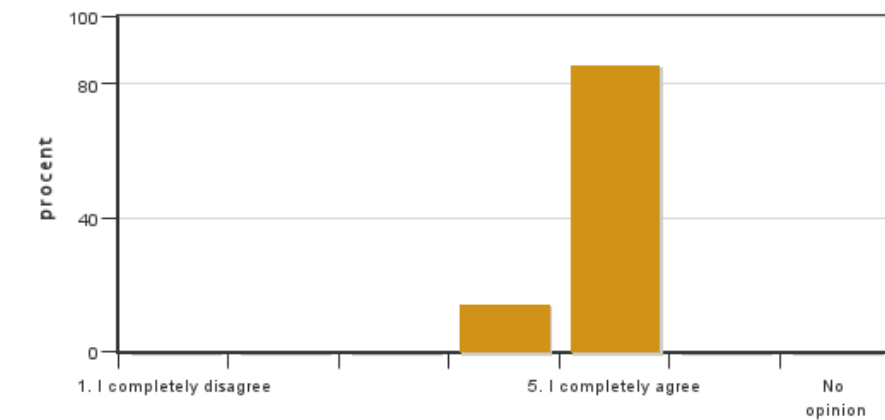


Answers: 7
 Medel: 4,3
 Median: 5

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

No opinion: 0

4. The information about the course was easily accessible.

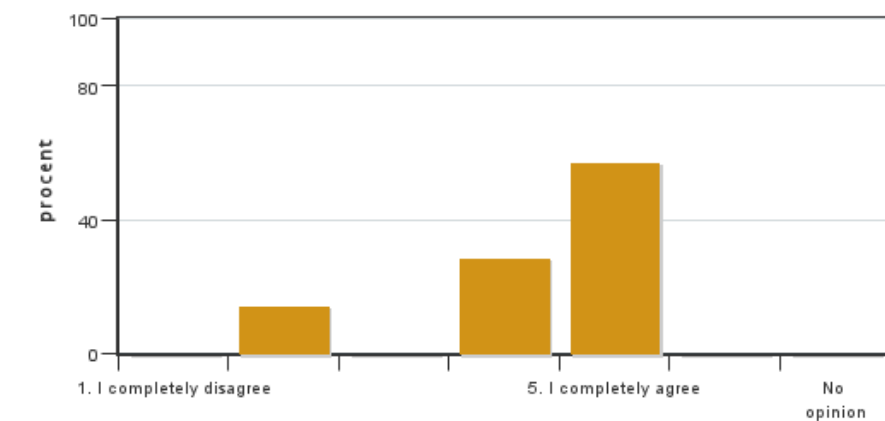


Answers: 7
 Medel: 4,9
 Median: 5

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

No opinion: 0

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

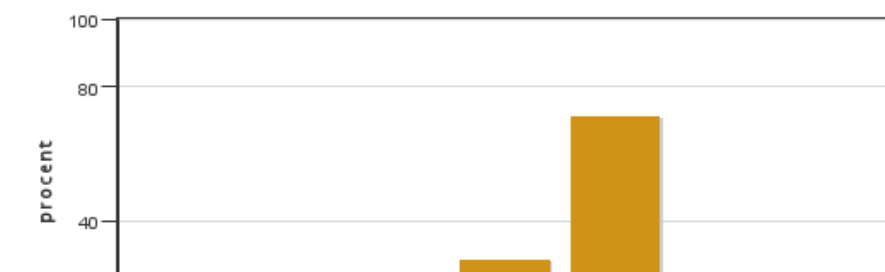


Answers: 7
 Medel: 4,3
 Median: 5

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

No opinion: 0

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



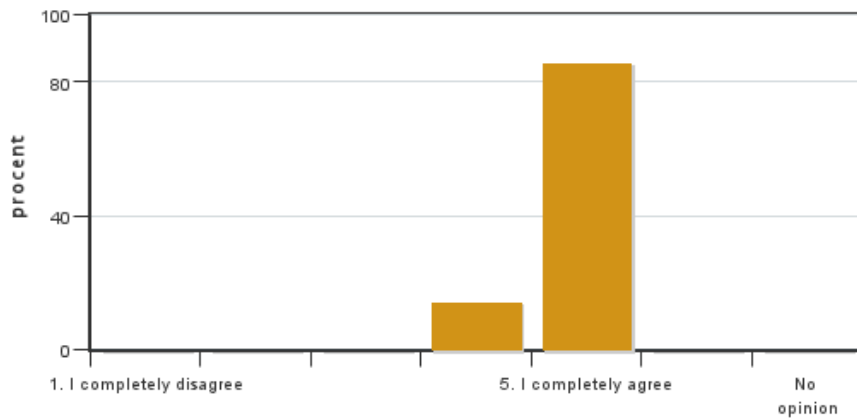
Answers: 7
 Medel: 4,7
 Median: 5

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



No opinion: 0

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

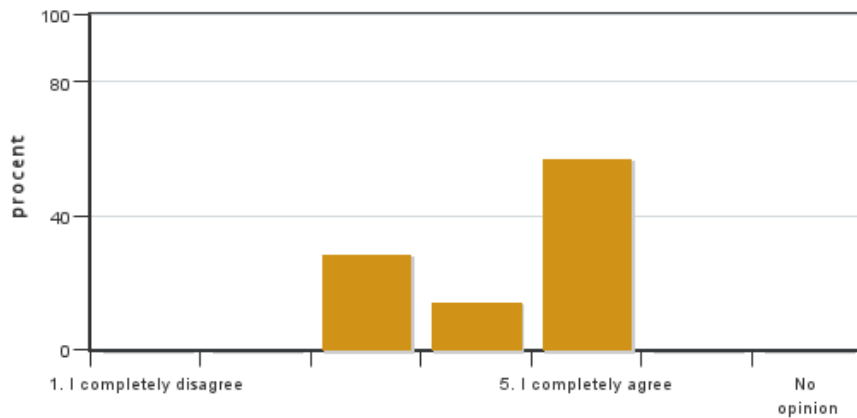


Answers: 7
Medel: 4,9
Median: 5

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

No opinion: 0

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

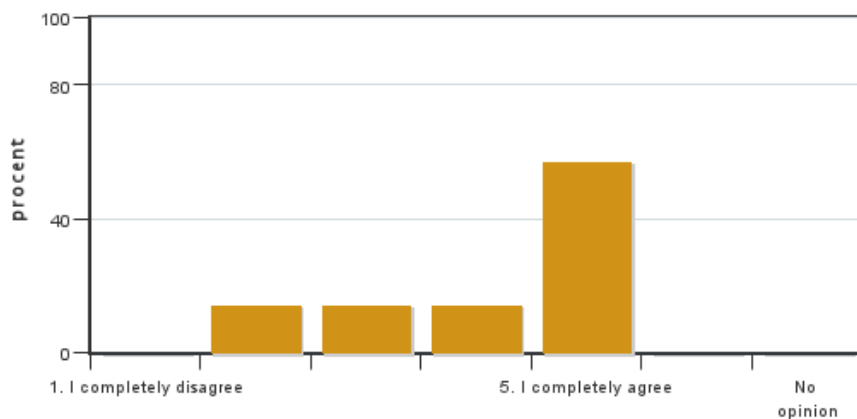


Answers: 7
Medel: 4,3
Median: 5

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

No opinion: 0

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

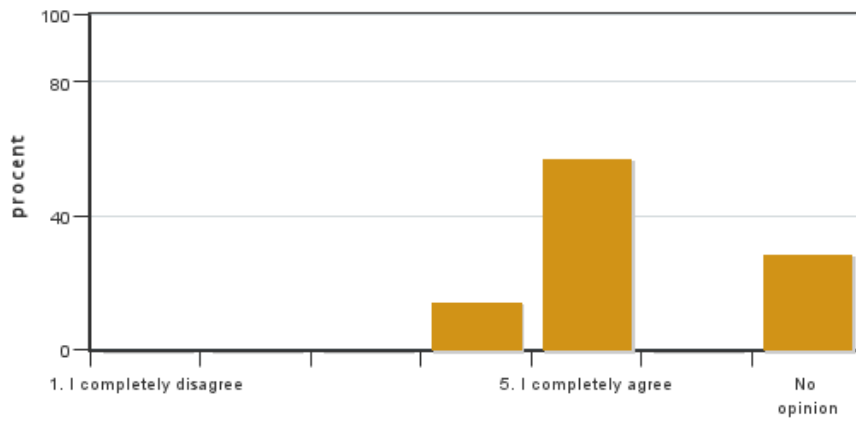


Answers: 7
Medel: 4,1
Median: 5

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

No opinion: 0

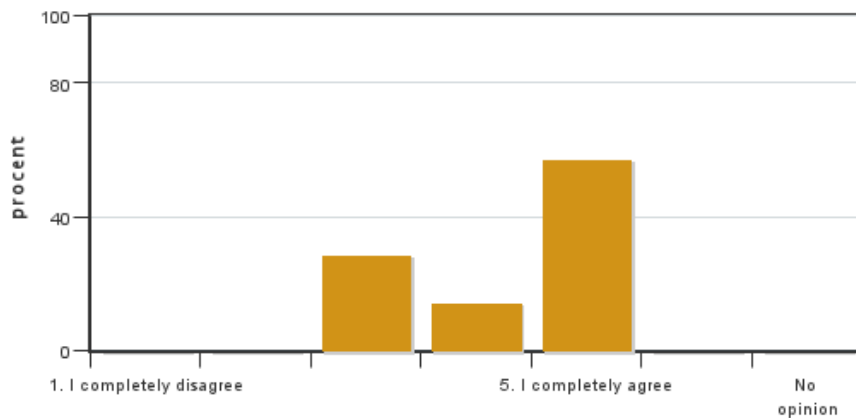
10. I believe the course has included a gender and equality aspect, regarding content as well as teaching practices (e.g. perspective on the subject, reading list, allocation of speaking time and the use of master suppression techniques).



Answers: 7
 Medel: 4,8
 Median: 5

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

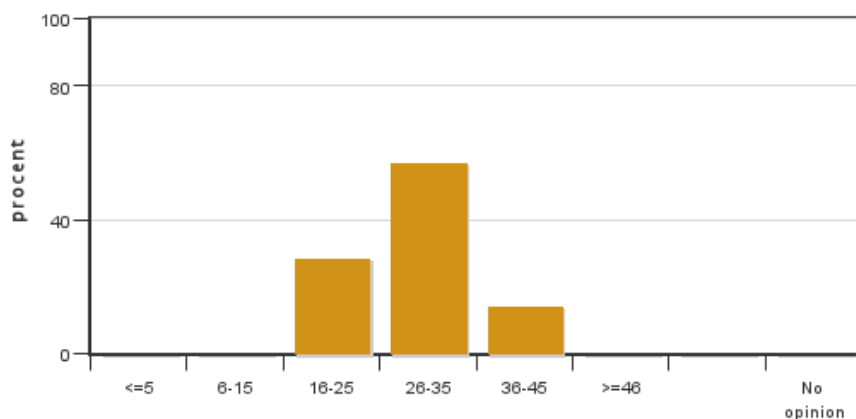
11. The course covered international perspectives.



Answers: 7
 Medel: 4,3
 Median: 5

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

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



Answers: 7
 Medel: 28,6
 Median: 26-35

≤5: 0
 6-15: 0
 16-25: 2
 26-35: 4
 36-45: 1
 ≥46: 0
 No opinion: 0

Additional own questions

13. How would you rate the overall quality of the lectures?

13. Please comment upon subjects of lectures provided during the course, both by SLU and guest lecturers. Do you miss any subject in the course? Too much of something?

13. What do you in general think about the handouts of the lectures? Have they been useful? Did you get them in time?

13. What is your general opinion about the exercises and seminars? Were the exercises meaningful? Were seminars meaningful? Was there appropriate time for these activities?

13. How would you rate the overall quality of the study visits? Were they meaningful?

13. What is your general opinion about the literature reviews? Was the selected literature relevant and interesting? Were presentations and discussions organised in a good way?

13. Were there any important topics or areas that you feel were missing from the course?

13. Were there any topics or sections in the course that you felt were unnecessary or not relevant to the course objectives?

13. Do you have some other comment on or suggestion for the course?

Course leaders comments

Overall, the course received very positive feedback, with an average score of 4.4 out of 5 for overall satisfaction. Students appreciated the inclusive and supportive teaching environment, highlighting the accessibility and helpfulness of the course leaders. The physical learning environment and organization of materials (handouts, learning questions, and information access) were rated highly.

The students also appreciated well-prepared materials and useful handouts, including learning questions, study visits and practical insights, especially the slaughterhouse visit, effective use of exercises and seminars for deeper understanding.

Areas for improvement were also identified based both on written and oral course evaluation:

- Imbalance between dairy and meat sections. Several students noted that the workload and number of scheduled activities were uneven. The dairy part was described as lighter and repetitive, with content that overlapped with previous courses, while the meat section was more demanding.
- Group work and language. Language skill imbalance in groups led to uneven workloads for some students.
- Seminar timing. Several students suggested moving certain seminars in meat science earlier in the course to better support exam preparation.
- Assessment fairness. While the meat section was considered fair in grading, some students found the cheese exam too strictly assessed compared to other parts of the course.

Based on the course evaluation, following changes for future course occasions are planned:

- Adjustment of the course schedule to better balance the dairy and meat components, possibly switching the order or redistributing time more equally.
- Introduction of a dedicated, science-based lecture on sustainability in animal food production, ideally delivered on campus by a specialist in the field.
- More focus on processing and cooking of animal-based products.
- Improvement of the seminar schedule to enhance integration into students' learning and preparation timelines.
- Adjustments in group work formation to ensure more equitable collaboration for international students.

We are grateful for the constructive feedback and will use it to refine the course. It was a pleasure to work with such an engaged and thoughtful group of students, and we wish them all the best in their continued studies and careers.

Student representatives comments

Kristina Nilsson

kursrepresentant

Animal Food Science VT25

A very nice, informative and in most good course.

The main point of view, that I as course representant noticed, was that course leaders were very good and pedagogic and did their very best to solve the problems that emerge and always with a good mood.

But unfortunately nothing is perfect and some areas of possibility for improvement emerge by the contributors.

The most prominent was the imbalance between the parts of the course, diary and meat, in time and working load. The proposals were to move the examination one week earlier or change place of the part so reading meat first 6 weeks and diary the last 4 weeks. It also depends of what and how much you are used to work and it became obvious because the participants were from many different countries. Are you used to work much time then you think the diary part was "holiday" and the meat part "as usual" and ok. Are you used to lower speed and requirements then you like the diary speed and load and complain about high requirements in meat part.

Another point of view was that it should be requirements (or the requirements should be used) for participation in the course. You have to read, write and talk in English to take part in course. If this is not a requirement it shouldn't be teamworks were you shall cooperate, because then the working load will be very unfair, depending on knowledge in English, and that was the case now.

Also requirements on the lecturers, in knowledge in English and ability to mediate their message is very important. If they don't have this ability it doesn't matter how much knowledge they have, they should not be a lecturer, because it's total worthless for the students. The same with lecturers who doesn't masters the subject so good – it shouldn't be that students knows the subject better or the lecturer try to tell false facts. There are a lot of people both in SLU and outside that are so good and happily will tell the subject.

Some of the students also thought that the environment and sustainability were to little considered. Animal foods are much discussed and the meanings diverse in relation to environment and sustainability and maybe it have been useful with more knowledge about the different opinions.

About the visits in diary, slaughter and charcuterie there were difference between the talked opinion in the student group and the written opinions after the course. I perceived good meanings about the visit in diary, about the lot of information we get, the 2 people that gave us a lot of valuable time and that we could see the whole diary. In the written comments it was more negative both about information and what we could see. The opinions in slaughterhouse were very negative about the deficiency of information, nobody, from course's leaderteam or slaughterhouse staf tell anything about what happened ore what we will see, and nobody working there knew who we were or what we do there. 3 hours "enjoy yourself" is to long time. But in the written comments it was more positive. Also about visit in Gudruns Chark there were diverse opinions; from good with good information to worthless because couldn't hear anything and we just look at sausage production. One common opinion was that it was to far away, especially because there are an alternative in Uppsala, that in addition, is the same company as the slaughterhouse we visit, so it should be interesting to follow the meat whole way from animal to sausage.

One recoming comment was that much in the diary part was the sam as in the course Food Technology and not "any" news. But the students havn't read Food Technology, thought the course gave a lot of new and interesting information.

But the positive opinions of course were predominant and one of the comments summarize what most of the students think:

The leaders of course were "AMAZING" and give their everything of both themselves and their knowledge.