



Animal genetics - health, behaviour and welfare HV0167, 40185.2425

15 Hp

Pace of study = 100%

Education cycle = Advanced

Course leader = Åsa Ohlsson

Evaluation report

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

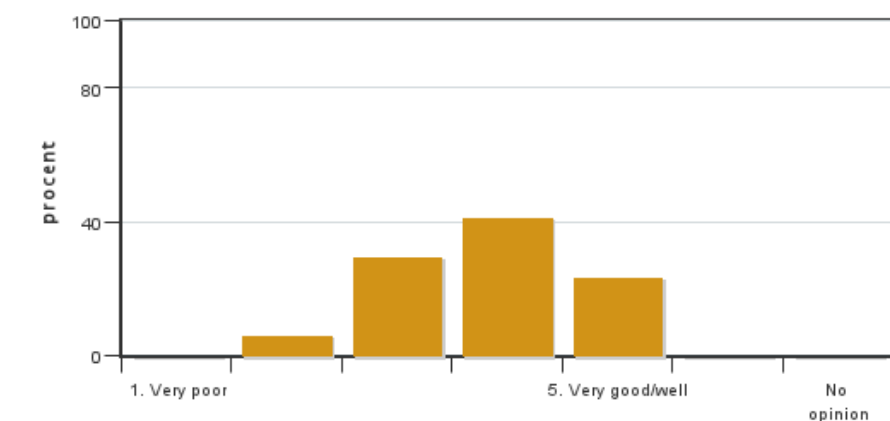
Answers 17

Number of students 28

Answer frequency 60 %

Mandatory standard questions

1. My overall impression of the course is:

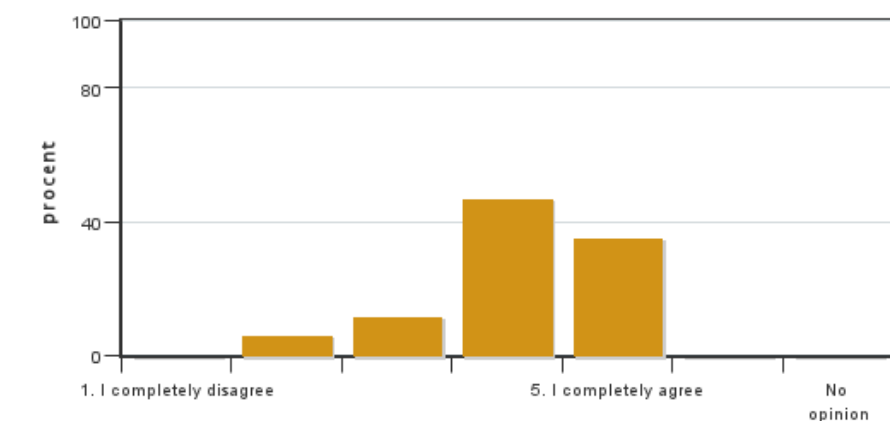


Answers: 17
Medel: 3,8
Median: 4

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

No opinion: 0

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

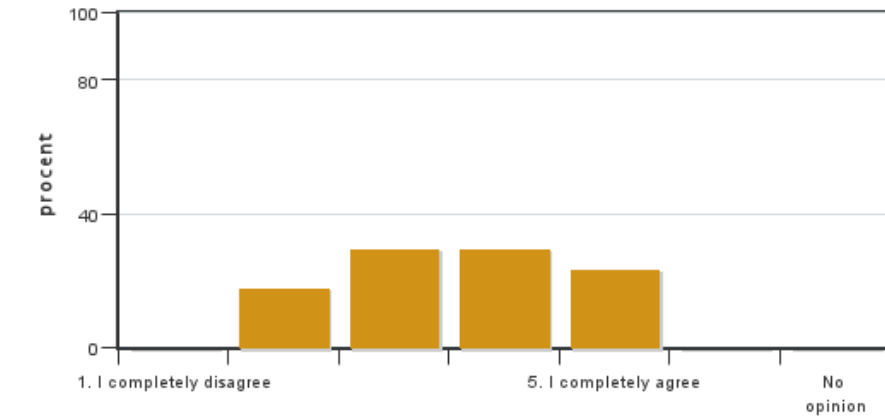


Answers: 17
Medel: 4,1
Median: 4

1: 0
2: 1
3: 2
4: 8
5: 6

No opinion: 0

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

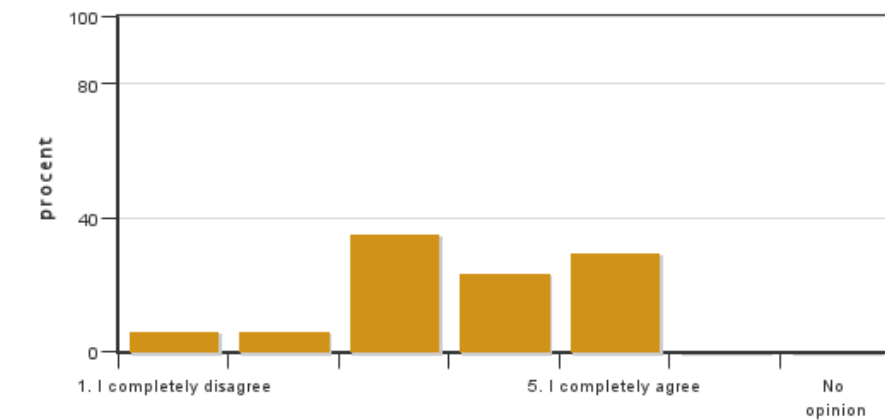


Answers: 17
 Medel: 3,6
 Median: 4

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

No opinion: 0

4. The information about the course was easily accessible.

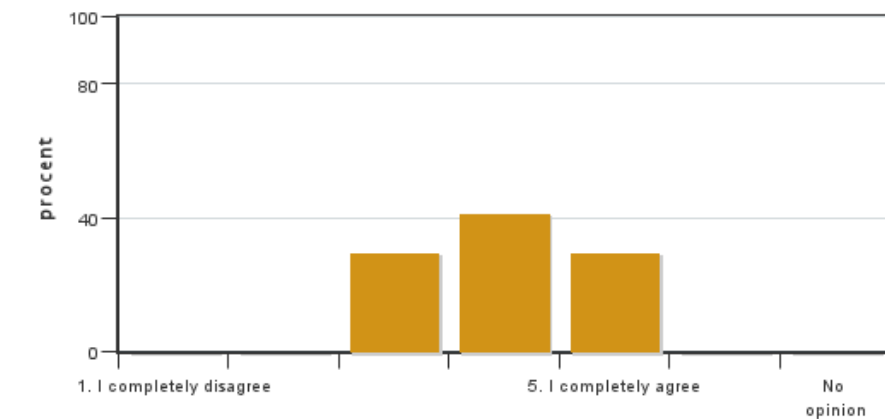


Answers: 17
 Medel: 3,6
 Median: 4

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

No opinion: 0

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



Answers: 17
 Medel: 4,0
 Median: 4

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

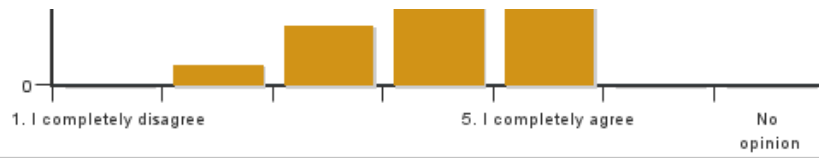
No opinion: 0

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



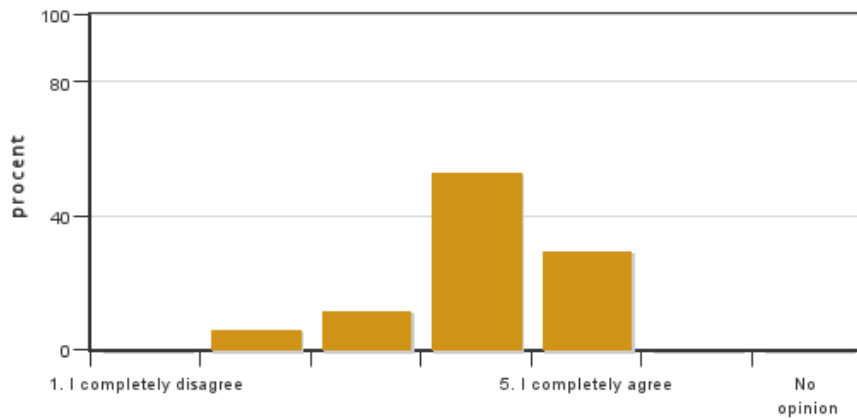
Answers: 17
 Medel: 4,1
 Median: 4

1: 0
 2: 1
 3: 3
 4: 6
 5: 7



No opinion: 0

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



Answers: 17

Medel: 4,1

Median: 4

1: 0

2: 1

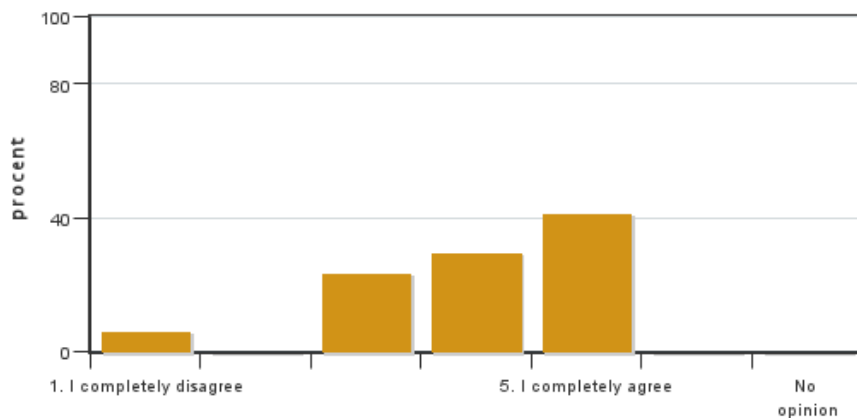
3: 2

4: 9

5: 5

No opinion: 0

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



Answers: 17

Medel: 4,0

Median: 4

1: 1

2: 0

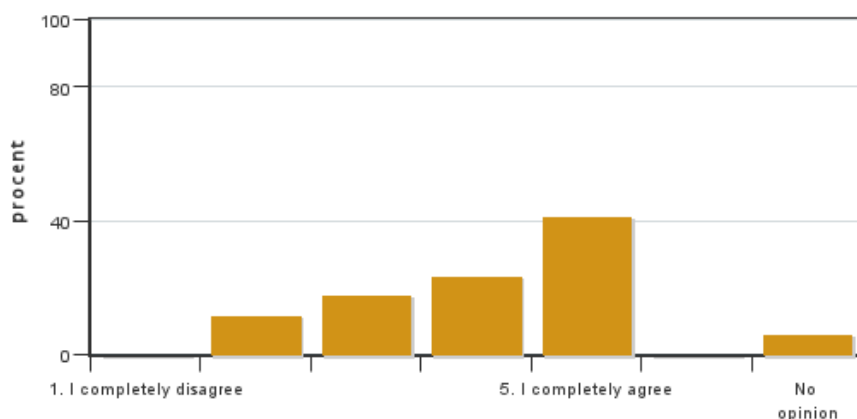
3: 4

4: 5

5: 7

No opinion: 0

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



Answers: 17

Medel: 4,0

Median: 4

1: 0

2: 2

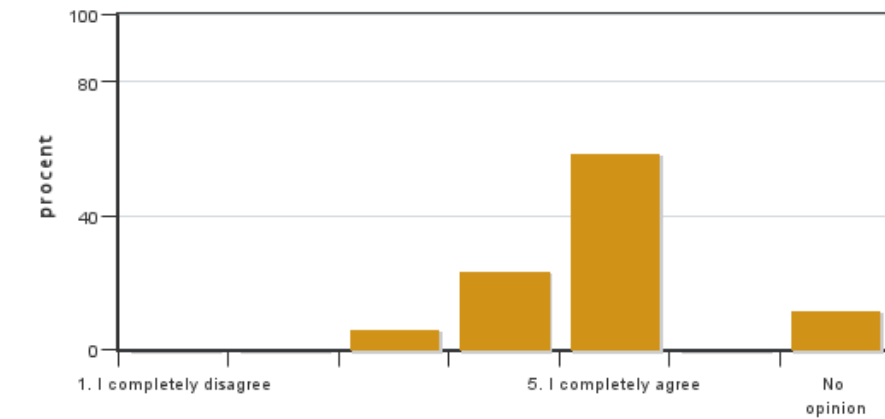
3: 3

4: 4

5: 7

No opinion: 1

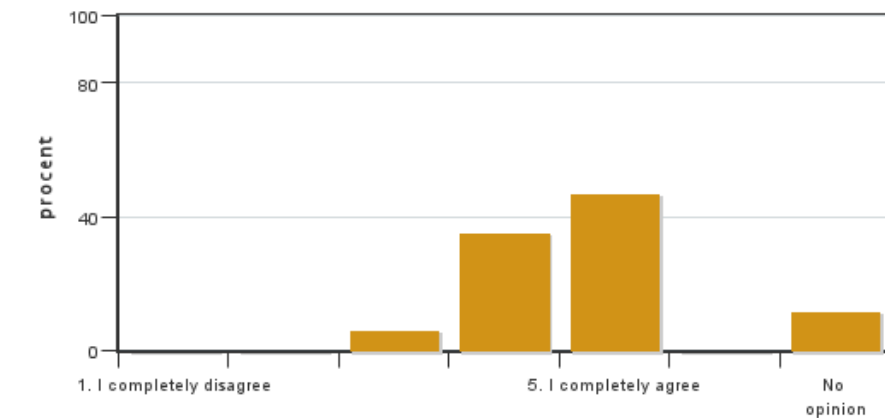
10. I believe the course has included a gender and equality aspect, regarding content as well as teaching practices (e.g. perspective on the subject, reading list, allocation of speaking time and the use of master suppression techniques).



Answers: 17
 Medel: 4,6
 Median: 5

1: 0
 2: 0
 3: 1
 4: 4
 5: 10
 No opinion: 2

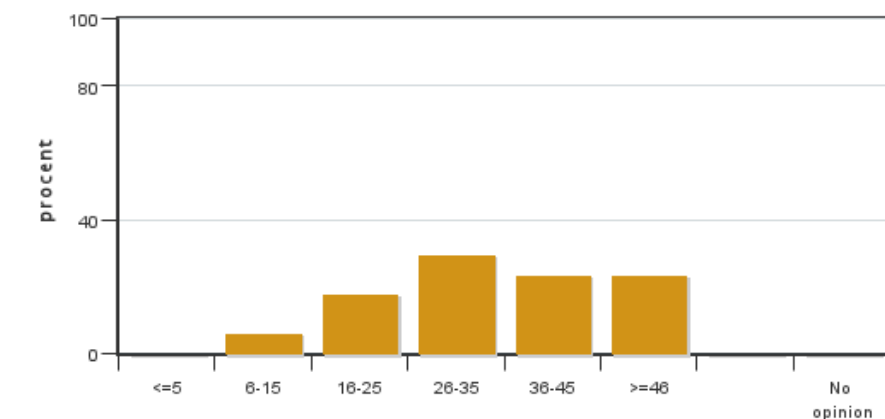
11. The course covered international perspectives.



Answers: 17
 Medel: 4,5
 Median: 5

1: 0
 2: 0
 3: 1
 4: 6
 5: 8
 No opinion: 2

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



Answers: 17
 Medel: 33,2
 Median: 26-35

≤5: 0
 6-15: 1
 16-25: 3
 26-35: 5
 36-45: 4
 ≥46: 4
 No opinion: 0

Course leaders comments

Animal genetics – health, behavior and welfare enrolled 26 students in total this year, of which 17 (65%) provided a written course evaluation. In connection with the final day of the course, an additional oral course evaluation was held with the students, which in general also reflects the written report. The course evaluation indicated a good impression of the course (median score 4 out of 5), and this year scored slightly higher in general than previous year.

A majority, if not all, of the students followed all deadlines, while the presence on non-mandatory lectures and exercises were sometimes low. The course included several assignments and deadlines, which required the students to plan their work already from the start of the course. The individual project had been updated this year, as had the group cases and the instructions for these assignments. Compared to previous years, when the students have complained about being stressed and had difficulties to deliver reports on time, it seems the updated assignments have helped the students with their work in a more efficient way. Based on this we plan to continue

with this approach for the written assignment and group cases next year as well, even if some adjustments are still needed to clarify the assignments further. The students raised concerns about the second computer exercise, which they did not find as clear as the first one. We listen to this and will strive to improve this for next year.

The background of the students in this course is often diverse, which likely reflect the comments that some student considers the course to be easy, while others struggle and find it too advanced for their background. The course administrator is aware of this and continuously try to adjust the course to accommodate all students. This aspect will always be there and be commented on in the course evaluation, but a positive side to point out is that the majority of the students say they in general gain new knowledge and increased interest in the subjects of this course.

Student representatives comments

1. My overall impression of the course is:

Median: 4

The overall impression of the course was positive. Students found it well-structured, informative and challenging in a rewarding way. One student appreciated that the use of ChatGPT was allowed as it supported their learning and helped them better understand the material. However, some students found the pace and amount of content stressful and difficult to keep up with. Overall, students felt they had gained useful knowledge through the course.

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

Median: 4

Most students agreed that the course content had clear links to the learning objectives with some giving high ratings. A few mentioned that after some initial confusion about two objectives things became clearer. However, one student felt there were too few connections made between behaviour and genetics.

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

Median: 4

Students had mixed feelings about their prior knowledge in relation to the course. Some felt they didn't have enough background on the subject and had to learn more than expected, partly because the course seemed to assume prior completion of the "Designing Breeding Programmes" course, even though it wasn't a requirement. A few students, however, felt they gained new concepts and knowledge despite their initial background and found the lectures valuable.

4. The information about the course was easily accessible:

Median: 4

Most students found the course information accessible but noted it was spread across multiple places on Canvas, making it difficult to know what information was accurate and up to date. The schedule was often confusing and inconsistent between Canvas, announcements and the course webpage, causing frustration and issues with timing for classes and assignments. Several students expressed a need for earlier and clearer communication to help with planning and reduce confusion. Overall, better organization and timely updates of course information were requested.

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

Median: 4

Overall, students felt that the course materials (including lectures, exercises and literature) supported their learning well. Some appreciated the use of ChatGPT as a helpful tool, though one student found it more time-consuming and preferred to start from the beginning, do their own research, plan the structure and learn through the process. While many found the lectures valuable, a few mentioned there were too few lectures and too much emphasis on self-study and group work.

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

Median: 4

Some students found parts of the case work challenging and would have appreciated having some lectures earlier in the course to better understand the appropriate methods for their topics.

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

Median: 4

Some students mentioned that the ventilation in certain rooms could be improved, especially during long days. Additionally, while the course covered a lot of technical analysis theoretically, some felt it would have been more engaging to apply these methods practically.

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

Median: 4

Some students felt that the presentations, individual projects, case studies and group work gave good opportunities to show what they had learned. However, others pointed out that working in groups with uneven effort made it harder to demonstrate individual skills. There was also feedback that using ChatGPT for exams wasn't ideal for learning and that writing more of the work themselves could have helped them understand the material better.

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

Median: 4

Some students felt that sustainability was only touched on briefly, mostly towards the end of the course and that more focus would have been beneficial. Others thought the course covered sustainability through its focus on animal

behaviour, genetics, welfare, environment and health.

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):

Median: 5

Some students felt that the course covered important genetic techniques through the case studies and the individual project.

11. The course covered international perspectives:

Median: 5

Students felt that the course addressed international perspectives to some extent, especially when following EU and Swedish laws in case studies and projects. However, some noted that the focus was mostly on Swedish perspectives and the cases lacked a broader international view.

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

Seventeen students responded. On average, they reported spending 33.2 hours per week on the course, with the median falling in the range of 26–35 hours. Some students mentioned spending a lot of time (≥ 46 h), especially during the individual project and case studies, reading articles and reviewing lectures to better understand the subject.

13. The lectures were well planned and supported my learning:

Median: 4

Some students felt the lectures were generally well-planned and helpful, but there were comments that some lectures came too late in relation to the group work which made it harder to apply the theory at the right time. A few also thought the lectures weren't always at a master's level.

14. The course literature was interesting and I gained useful knowledge:

Median: 4

Some students felt there was a bit too much reading to keep up with alongside lectures, individual projects and case work. A few mentioned there were too many articles as the key points were already covered in the lectures. However, others still found the material interesting and valuable.

15. The basic study material, quizzes and discussions were helpful to update previous knowledge in statistics, breeding, genetics, ethology and welfare:

Median: 4

Some students felt that having a lesson before the quizzes would have been helpful while others saw the quizzes as a good way to review and refresh their existing knowledge in genetics.

16. The case studies done in groups were clearly instructed:

Median: 4

Some students found the instructions clear and helpful, especially after the first feedback round, while others felt the instructions were confusing, inconsistent and spread across too many places. Several mentioned issues with unclear deadlines, scheduling and communication. A few also noted that the case work was interesting but suggested adding opponents for better discussions during the presentations of each step.

17. The different cases were interesting and I gained useful knowledge:

Median: 4

Some students suggested that having opponents review cases they didn't work on would improve learning. Other students mentioned that most cases focused on diseases, with only one focusing on behavioral genetics making it unbalanced and more difficult. They suggested either having an equal number of behavior and disease cases or focusing solely on one topic.

18. The first computer exercise was interesting and I gained useful knowledge:

Median: 3

Some students appreciated the data analysis exercise and the review by the teacher, especially since R was new to many. However, several mentioned they struggled to fully understand without hands-on practice and suggested more practical sessions or detailed tutorial videos. Those with less prior experience found it particularly challenging, while others enjoyed watching the demonstration of the process.

19. The second computer exercise was interesting and I gained useful knowledge:

Median: 3

Some students felt the pace of this exercise was too fast making it hard to keep up and understand what had been done, especially without prior experience. While they found the topic interesting many missed the chance to do the exercise themselves and some found it challenging to follow the walkthrough which made writing the report harder.

20. The in-depth seminar on ethology and welfare was well designed and I gained useful knowledge:

Fourteen students answered.

Most students found the seminar interesting, helpful and informative gaining valuable or updated knowledge about ethology and welfare. Some felt it helped them structure their knowledge for future work. However, a few mentioned that parts of the discussion became repetitive and somewhat vague, lacking new insights. One student suggested making the seminar compulsory while another felt the timing was too short. There were also concerns about poor communication regarding the seminar's schedule and location which led to at least one student missing it. Overall, better information in advance would have been appreciated.

21. The individual project was well designed (instructions, time schedule...):

Median: 4

Many students thought the project was well-structured and designed but wished it had started earlier to allow more time and earlier feedback from teachers. A few had issues with confusing instructions around characters and words. There were mixed feelings about the use of AI tools like ChatGPT, some were uncomfortable with its normalization in assignments and felt it made the work too easy suggesting more emphasis on students writing independently.

22. The individual project was interesting and I gained useful knowledge:

Median: 5

Students appreciated the freedom to choose their project topics but felt the instructions could be clearer about the expected level of detail, especially regarding methods. Some students mentioned that they gained new knowledge through the project. However, one student found the project too easy.

23. This course has increased my interest in animal breeding and genetics:

Median: 4

Students felt the course definitely increased their interest in animal breeding and genetics, with some now planning to continue research in genetics.

24. This course has increased my interest in animal behaviour:

Median: 4

Most students either maintained a strong interest or felt their interest in animal behavior and genetics grew through the course. Some noted that while they learned a lot about behavior, the lectures quickly focused back on genetics.

25. This course has increased my interest in animal health:

Median: 4

The course helped students expand their knowledge beyond nutrition and infectious diseases to include genetic disorders and their effects on animals. Case studies were especially effective in reinforcing understanding of animal health issues, though some felt more detailed lectures would be beneficial.

26. This course has increased my interest in animal welfare:

Median: 4

Some students' interest in the topic remained strong throughout the course while others felt the course helped deepen and refine their knowledge and skills in animal welfare.

27. This course has increased my interest for working with research in the future:

Median: 5

The course was interesting and informative. Several students found genetics fascinating and plan to focus on it in their future research. Others expressed a desire for more practical lab experience with genetic techniques, despite the challenges.

28. In this course, I especially appreciated...:

Eleven students answered.

Students appreciated the group work and collaboration which helped them learn from different perspectives. The individual projects, lectures and case reports were seen as interesting and valuable. Many liked the availability of scientific papers and the progressive inclusion of AI tools like ChatGPT for brainstorming. The grant application exercise was particularly useful for real-world learning. Feedback and communication from course leaders were praised for being constructive and supportive. Overall, students valued the teacher-student interaction and the structure of the course.

29. How can the course be improved?

Twelve students answered.

Students suggested including more lectures on breeding programs and genetic methods to strengthen their understanding. Many found the computer exercises challenging and recommended more hands-on practice, clearer instructions and additional preparatory lectures on tools like R before the exercises.

Several students proposed assigning an "opponent" group for case presentations to encourage better discussions and constructive feedback. Others emphasized the need for clearer, well-planned instructions and earlier communication to help students plan their studies more efficiently and reduce stress.

Some felt the course schedule was too busy and suggested allowing more individual study time, as students come from different backgrounds. They also recommended letting students choose or be assigned cases based on their interests to boost engagement.

Regarding AI use, opinions were mixed. While some appreciated the inclusion of ChatGPT others found it unhelpful or felt it made assignments easier than intended. There were calls for stricter monitoring of AI usage in coursework.

Finally, a few students mentioned issues with examiner feedback style and the need for a review and reorganization of the course structure including updating the schedule and reconsidering the group work setup to improve the overall experience.

30. My tips to the students for next year are...

Thirteen students answered.

This course is best if you already know some genetics and breeding programs. It really helps to review basic genetics before starting so you can follow the lectures better. Make sure to attend all the lectures, they're important.

For the individual project, pick a topic that genuinely interests you. Read as much of the recommended literature as you can, especially if you're new to genetics or statistics. This will help a lot, especially for the computer exercises.

Take your time with the material, don't stress and discuss things with your groupmates. Don't rely too much on AI tools like ChatGPT, try to do your own thinking and learning.

Overall, the course is informative and useful for those interested in genetics and animal welfare. Just be prepared to put in the effort!



Kontakta support: support@slu.se - 018-67 6600