Designing breeding programmes
HV0195, 30330.2425

15 Hp
Pace of study = 100%
Education cycle = Advanced
Course leader = Susanne Eriksson

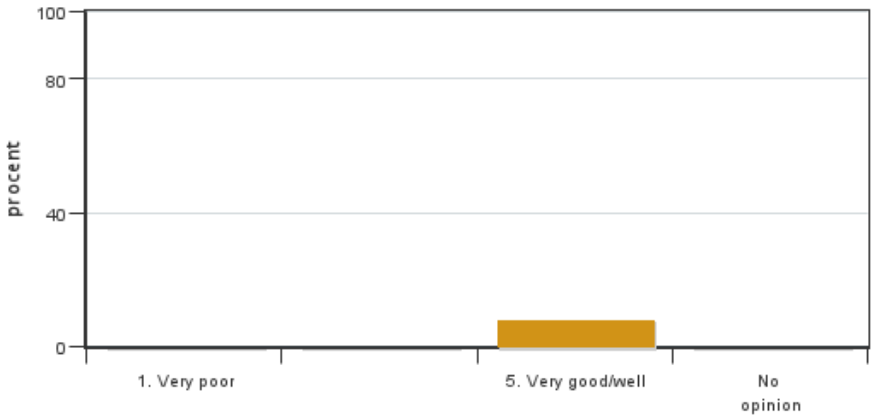
Evaluation report

Evaluation period: 2025-03-17 - 2025-04-07

Answers	12
Number of students	23
Answer frequency	52 %

Mandatory standard questions

1. My overall impression of the course is:

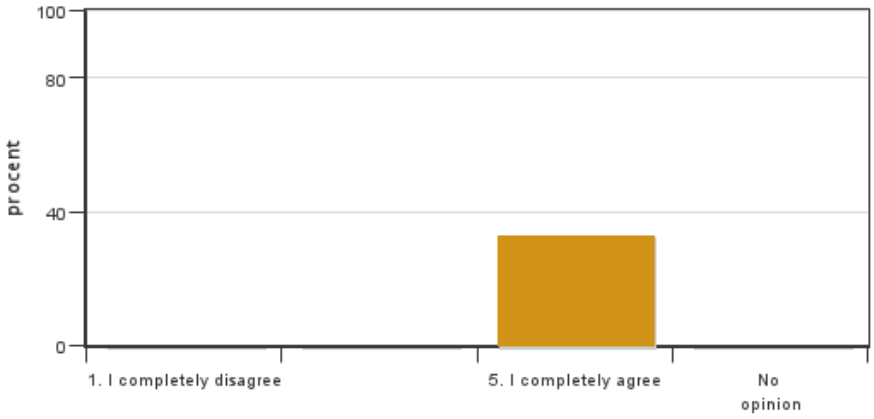


Answers: 12
Medel: 3,9
Median: 4

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

No opinion: 0

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

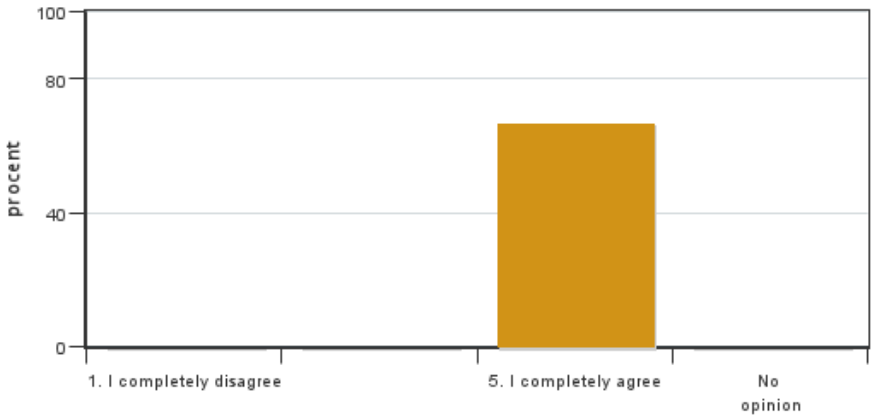


Answers: 12
Medel: 4,3
Median: 4

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

No opinion: 0

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

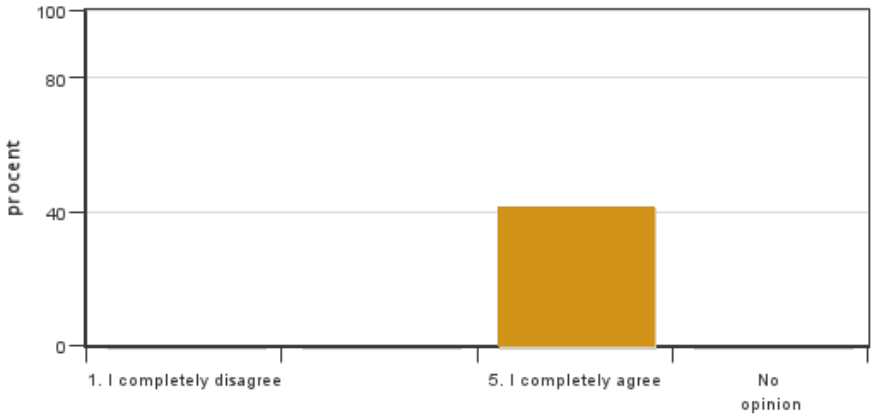


Answers: 12
Medel: 4,5
Median: 5

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

No opinion: 0

4. The information about the course was easily accessible.

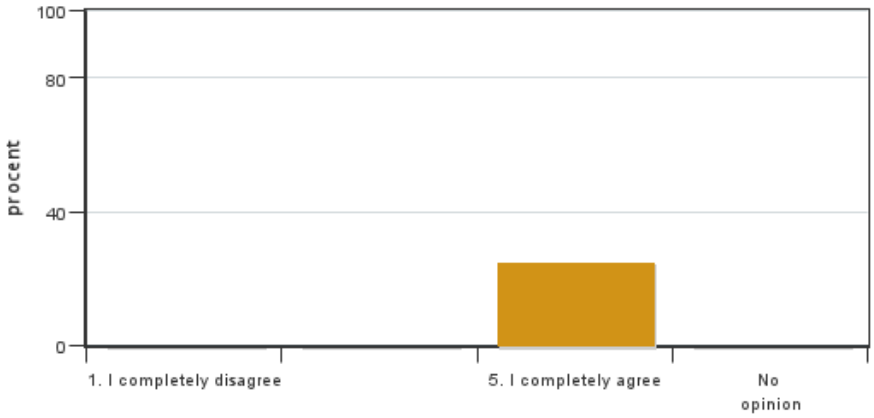


Answers: 12
Medel: 4,0
Median: 4

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

No opinion: 0

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

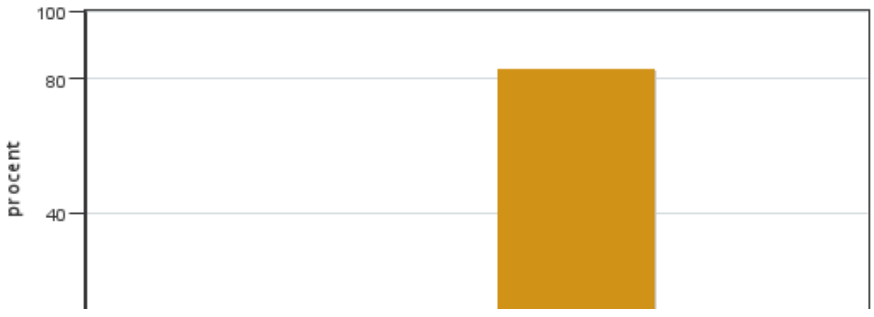


Answers: 12
Medel: 4,0
Median: 4

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

No opinion: 0

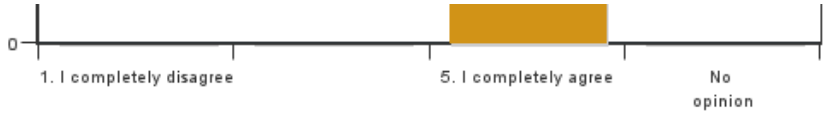
6. The social learning environment has been inclusive, respecting differences of opinion.



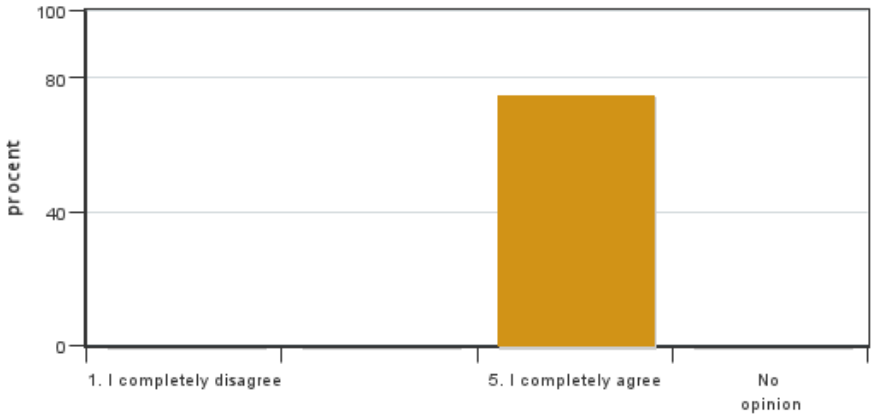
Answers: 12
Medel: 4,8
Median: 5

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

No opinion: 0



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

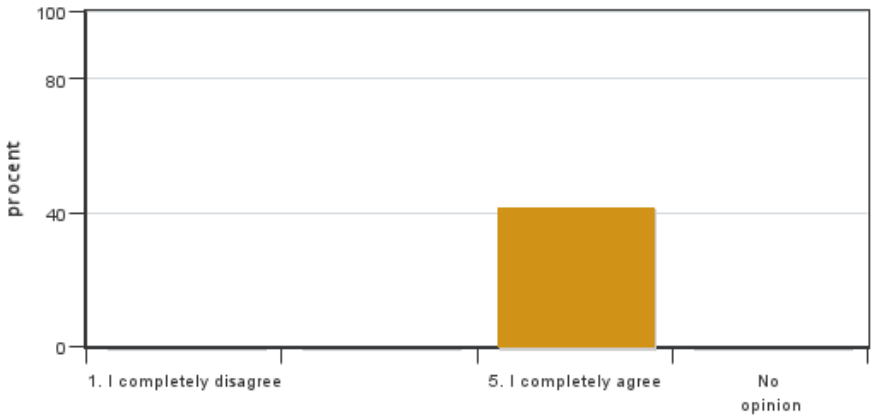


Answers: 12
Medel: 4,7
Median: 5

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

No opinion: 0

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

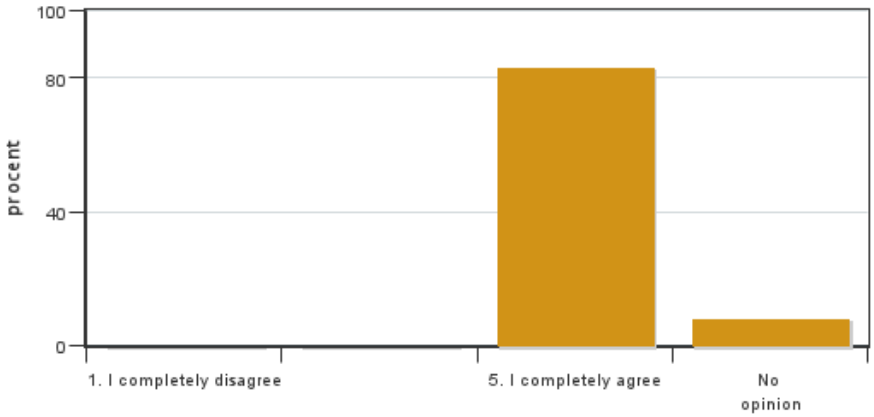


Answers: 12
Medel: 4,2
Median: 4

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

No opinion: 0

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

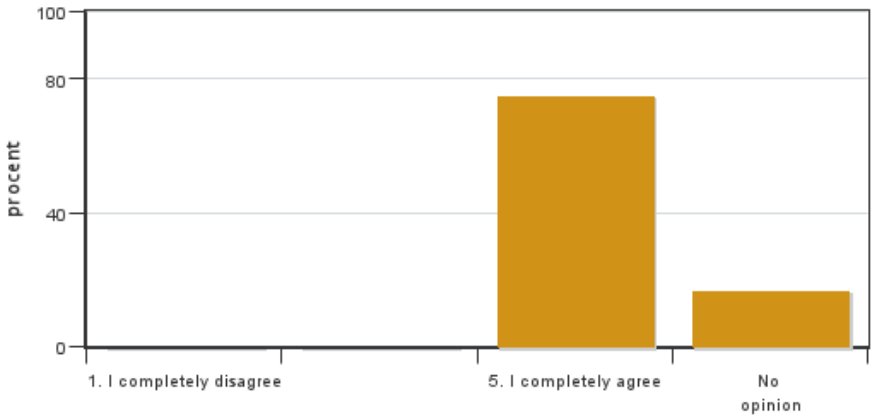


Answers: 12
Medel: 4,9
Median: 5

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

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).

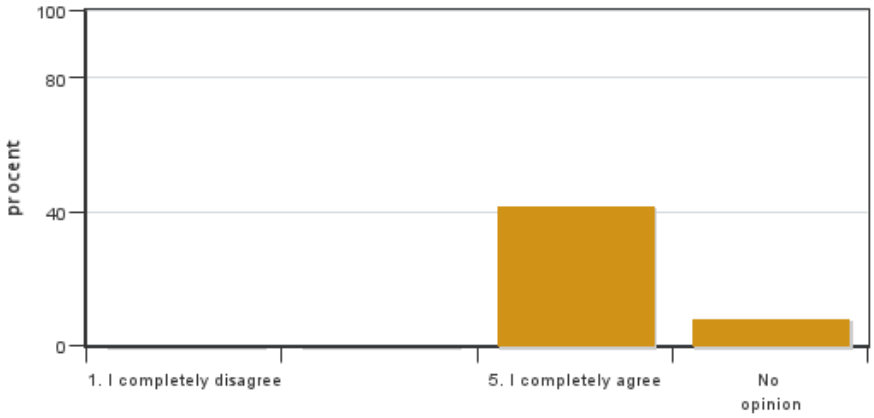


Answers: 12
Medel: 4,9
Median: 5

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

No opinion: 2

11. The course covered international perspectives.

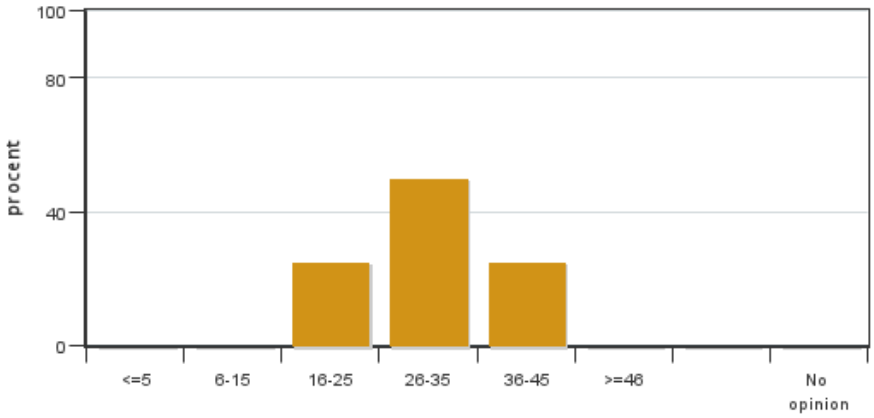


Answers: 12
Medel: 4,1
Median: 4

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

No opinion: 1

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



Answers: 12
Medel: 30,0
Median: 26-35

≤5: 0
6-15: 0
16-25: 3
26-35: 6
36-45: 3
≥46: 0

No opinion: 0

Course leaders comments

This year, there were 23 students participating in the course, which was a higher number than usual. Of the 23 students, 12 (52%) answered the written course evaluation, and gave it a mean (median) of 3.9 (4) in grade for overall impression.

The increase in number of students was much appreciated, but not expected beforehand. Thus, even with twice as many different projects as last year, most project groups still became a bit too large according to the comments in the course evaluation. The students wanted more production animal projects rather than sport- and companion animals. The original plan was to have at least one more cattle project but because of changes of staff in the breeding organization, that was not possible this year. It may be possible to add other species for next year, including aquaculture breeding programs as previous years, as even more potential project need to be prepared in case the number of students will be as high again. It should be noted that some of the students pointed out the

project work as one of the best parts of the course, however!

Also for the computer exercises, where an additional help-teacher was present for the first occasions, we were too few teachers present to efficiently help all students. The students asked for clearer instructions and more help for the computer exercises, as most have never done any programming or similar tasks before. Some, on the other hand, wanted to do more scripting on their own. There was also an issue with the installation of one of the softwares in one of the computer rooms. For next year, the computer exercise either has to be made much simpler and shortened (to make it possible to give it in half-class) or replaced by a demonstration exercise (as has been done in similar courses) as the course budget does not allow for running the present exercises in half-class. The use of computer programs is central for any future work tasks in the field of animal breeding and genetics, but as most students nowadays have very little experience from this from previous courses, we need to adjust to that and reduce the level of difficulty.

As previous years, the course material in Canvas was mainly sorted in the Files system. This was not appreciated by this year's students that much prefered modules. For next year, some more entries via modules should be in place.

Due to many previous exams being spread around in the student group(s), this year's exam contained only newly made questions. It seemed that many of the students found the number of questions challenging to cope with during the exam time. Over 90% of the students passed the exam at the first occasion, though, and close to 35% got the highest grade (5), indicating that the difficulty was not higher than previous years. The questions were divided into many subquestions, and for next year it may be better with fewer questions whereof some a bit longer, as many students gave longer answers than needed for each short sub-question wich required extra time and perhaps caused unnecessary stress.

The students answering the course evaluation were really happy with the social climate in the group, and most of them also appreciated the lectures. For some of the non-compulsory lectures, the participation rate was rather low, however. The average time spent in the course by the students answering the evaluation was 30 hours (but ranging from 16-25 hours up to 36-45).

All in all the course got rather good evaluation, but some parts will be changed and hopefully improved for next year.

Student representatives comments

The overall perception of the course was positive, with an avarege rating of 3.9 out of 5. The course content was clearly linked to the learning outcomes and they had sufficient prior knowledge to benefit from the course. The students though that the lectures had a high quality, and the guest lectures were appreciated. Sreten's lectures were engaging but some found the PowerPoints difficult to follow alone.

Students found it confusing that materials were under “Files” instead of “Modules”, and wishes that it in the future, the canvas page is structured with modules, as that is the standard for most courses.

Project work:
The project work was educational and collaborative, but the students suggest smaller groups and animals that are easier to find information about. And also to make sure that the contact person has the knowlege that is required for the students.

Computer Exercises:
The exercises included programming in SAS, DMU and SelAction. The instructions were unclear. And many students found that their lack of prior programming experience made it challenging to understand the exercises. This resulted in long wait times for assistence from the teachers present. The students requests smaller groups going forward, and also to add in lectures beforehand to explain what the programs are and how to use them. They also push for better written instructions and maybe recorded lectures.

Examination:
Some students felt that the exam was to long for the time given and that 22 discussion questions felt excessive, and that there was no time to read through the answers within the given time. Some students suggests to reduce the number of questions or to extend the time limit.