



## Research training and projects including laboratory animal science HV0197, 20101.2526

15 Hp

Pace of study = 100%

Education cycle = Advanced

Course leader = Anna Skarin, Tomas Bergström

### Evaluation report

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**Evaluation period: 2026-01-11 - 2026-02-01**

Answers 16

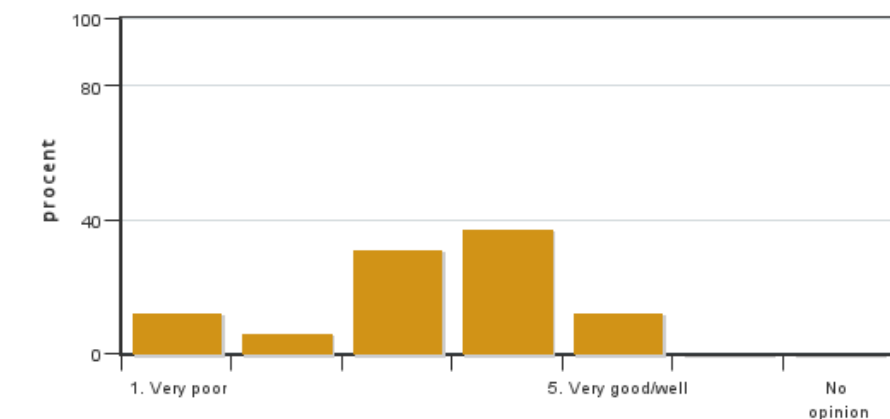
Number of students 24

Answer frequency 66 %

### Mandatory standard questions

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



Answers: 16

Medel: 3,3

Median: 3

1: 2

2: 1

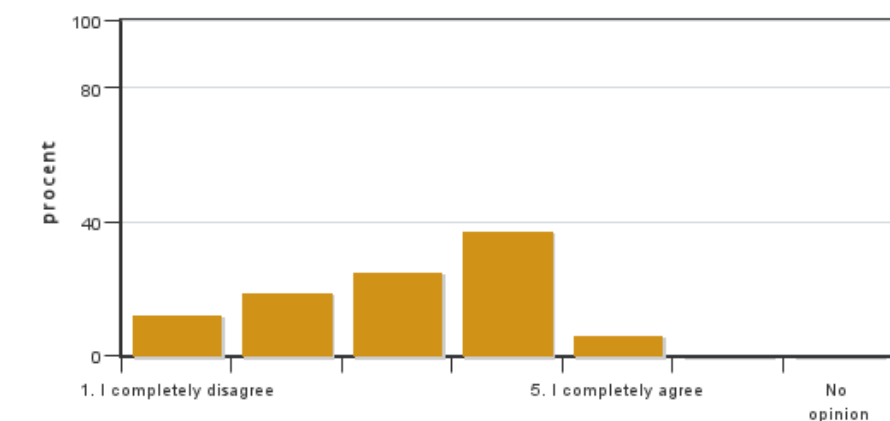
3: 5

4: 6

5: 2

No opinion: 0

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



Answers: 16

Medel: 3,1

Median: 3

1: 2

2: 3

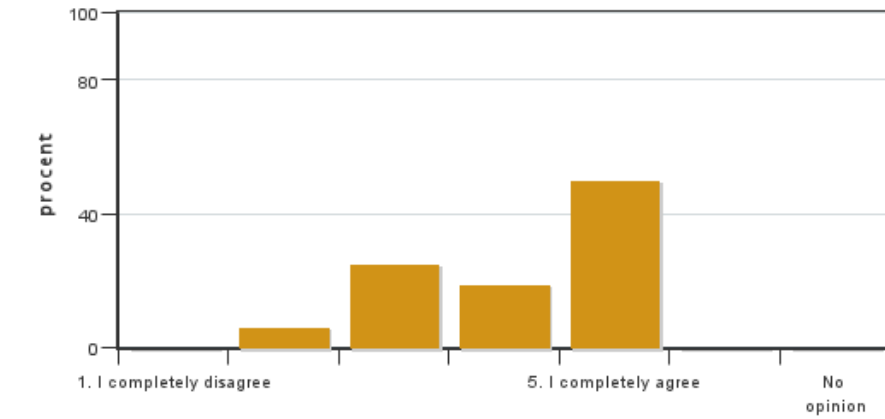
3: 4

4: 6

5: 1

No opinion: 0

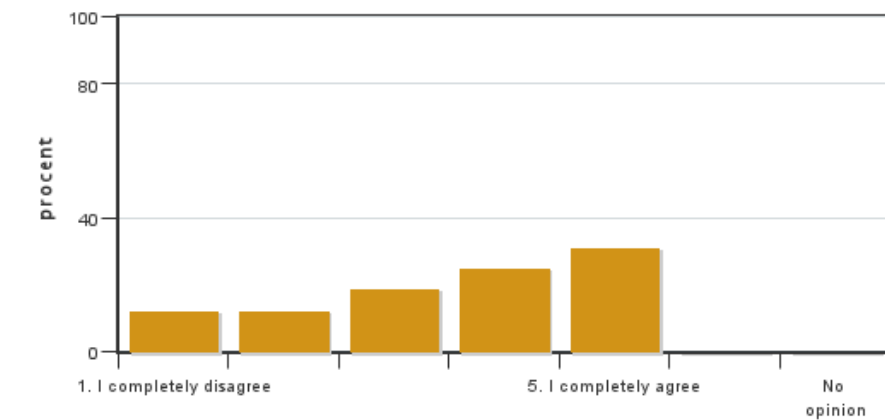
**3. My prior knowledge was sufficient for me to benefit from the course.**



Answers: 16  
 Medel: 4,1  
 Median: 4

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

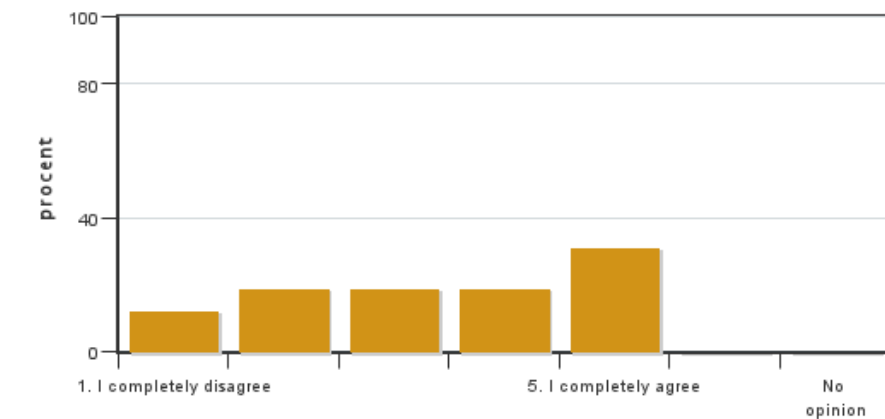
**4. The information about the course was easily accessible.**



Answers: 16  
 Medel: 3,5  
 Median: 4

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

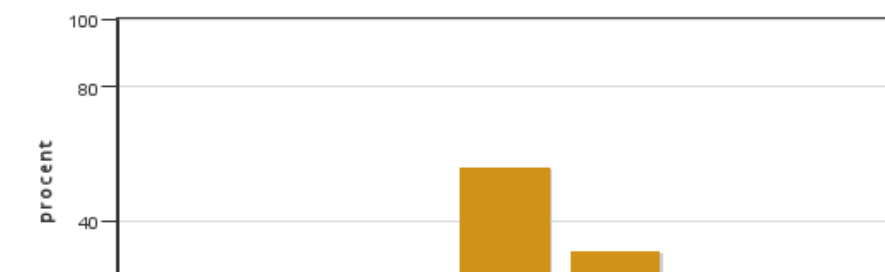
**5. The various course components (lectures, course literature, exercises etc.) have supported my learning.**



Answers: 16  
 Medel: 3,4  
 Median: 3

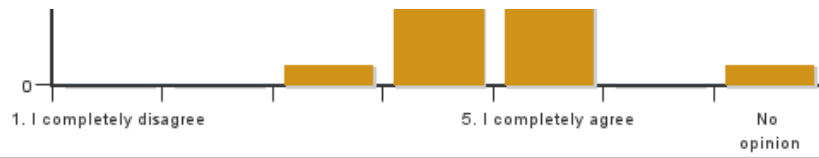
1: 2  
 2: 3  
 3: 3  
 4: 3  
 5: 5  
 No opinion: 0

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



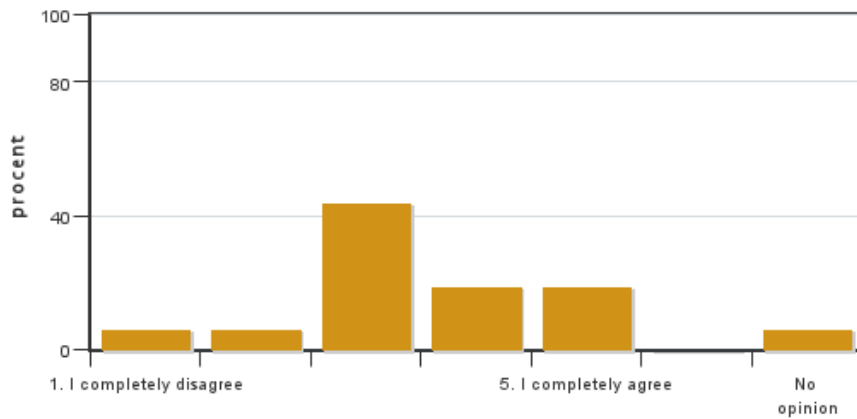
Answers: 16  
 Medel: 4,3  
 Median: 4

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



No opinion: 1

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



Answers: 16

Medel: 3,4

Median: 3

1: 1

2: 1

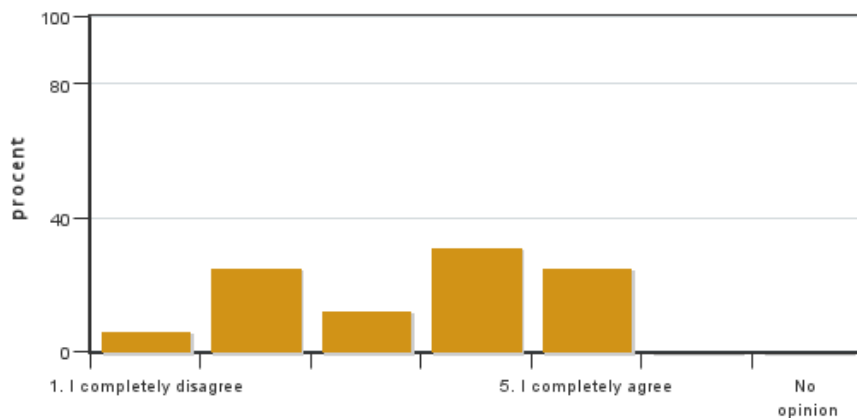
3: 7

4: 3

5: 3

No opinion: 1

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



Answers: 16

Medel: 3,4

Median: 4

1: 1

2: 4

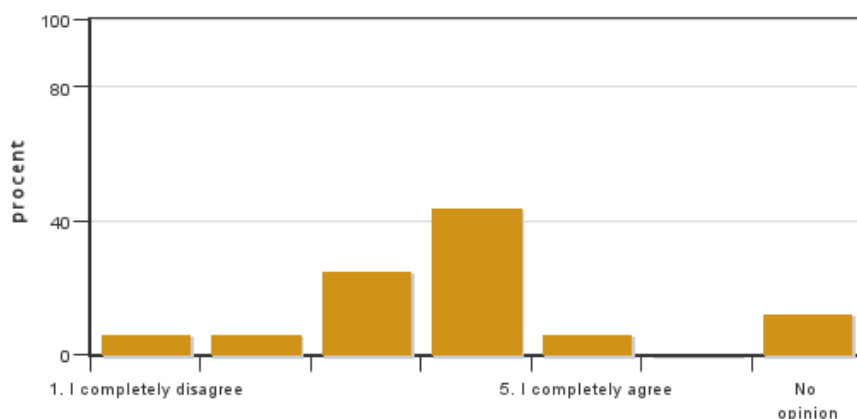
3: 2

4: 5

5: 4

No opinion: 0

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



Answers: 16

Medel: 3,4

Median: 4

1: 1

2: 1

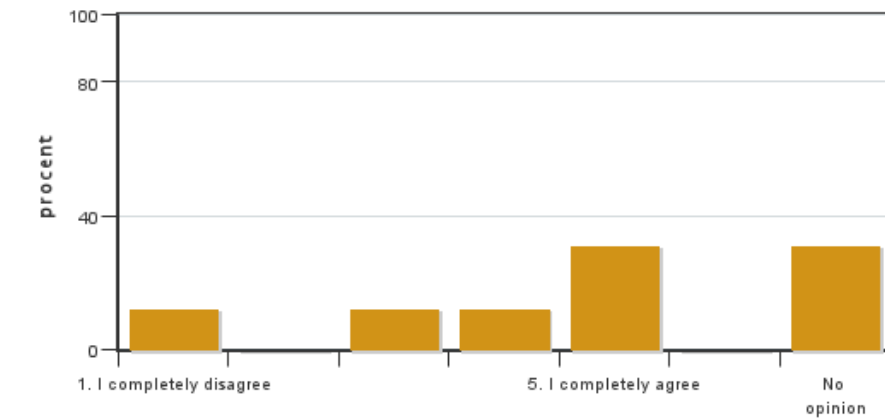
3: 4

4: 7

5: 1

No opinion: 2

**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).**

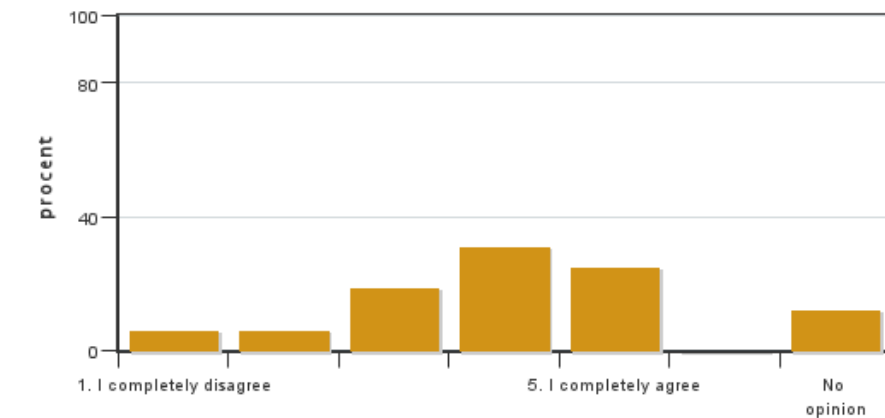


Answers: 16  
Medel: 3,7  
Median: 4

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

No opinion: 5

#### 11. The course covered international perspectives.

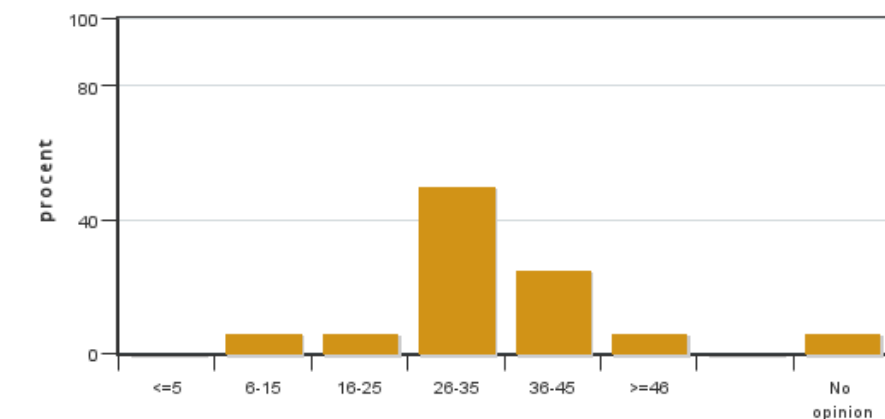


Answers: 16  
Medel: 3,7  
Median: 4

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

No opinion: 2

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



Answers: 16  
Medel: 31,7  
Median: 26-35

≤5: 0  
6-15: 1  
16-25: 1  
26-35: 8  
36-45: 4  
≥46: 1

No opinion: 1

## Course leaders comments

The course has been organised as last year with the laboratory in animal science as the first week of the course. That part of the course was included into this course 4-5 years ago and has to be included at some point into the master programme in Animal Science. However it seems like many of the students already have this course and do not need to take this part of the course. The planning of that part of the course is done together with the course Besättningsutredning at the agronomist programme. It is not ideal to have this course included in a longer course as it does not really fit into any course given at either of the programmes. It would be better if was an own separate course that the students could take when its suitable.

Some parts of our course also seem to be included in the first part of the course in the master programme (Animal Science – a scientific approach, 15 credits), why some students see this course as repetitive. This was not the case earlier but the organisation of the first course has apperently changed without information to the other courses within

the programme. To avoid this in the future we would like to have time to plan our course together with the teachers at the Animal Science – a scientific approach. We have started this communication and we think it should be possible to avoid repetition within our courses.

We agree with the students comments that some part of this years course was a bit messy and maybe due to the large number of students, earlier courses have had around 12-15 students and we are less used to the large student group. But at least we know how to plan ahead now for a larger student group.

Regarding our compulsory seminars/lectures we will reorganise these until next year. We have not been totally satisfied with this ourselves the last years and want to develop this into better discussion seminars or other ways of teaching. We want to keep a scientific critical discussion throughout the course and now it seems we miss on the target here and need to plan a bit different to achieve this.

Regarding the project work it seemed to work out quite well, however some students did not have a proper project to work with during the course or it took time before they could start with a project. Next year we will try to inform about the project work well in time before the course starts, when we have informed about the course already in the spring this has worked out well. We will try to allocate time to do this in the future.

Regarding the review process of the project work it was obvious that there were some students that used AI to do the review work. We discussed this several times during the first part of the course, that this is not ok to do this, but it was of course hard for us to control this as we only had hand-in in Canvas. Next year we will schedule time for the review process to be done in Inspira or similar to avoid that the student uses Chatgpt or similar to generate a review.

We see that not all students have replied on the course evaluation, maybe with additional own questions everyone will answer the questions next year.

## Student representatives comments

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The response rate for the course evaluation was 66%. Overall, the course was experienced as having mixed learning outcomes with the project phase being valued by many students. Areas for improvement were identified. Particularly regarding organization, clarity and alignment between lectures, examinations and learning objectives.

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

The course was experienced by some students as disorganized and poorly prepared, with unclear learning objectives and limited academic guidance. The first week was perceived as unnecessary and added limited value. Information on Canvas was often published late or changed at short notice, causing confusion and stress, and some students reported unclear expectations regarding work during scheduled breaks and weekends presented as preparation time. Overall, the course was perceived as inefficient and poorly structured. The overall impression of the course had a mean rating of 3.3 out of 5. Future course evaluations would benefit from including more open-ended questions to allow more detailed feedback.

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

The content of the course was rated with a mean score of 3.1. Some students experienced the content as repetitive and not always clearly aligned with the stated learning objectives, while appreciating that the course provided an introduction to a wide range of subjects. The project was perceived by some students as being more focused on the review process than on content, without this intention being clearly communicated.

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

Students considered their prior knowledge sufficient (mean 4.1) and reported that parts of the course overlapped with previously covered material, with the main added value being the introduction to thesis work.

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

The clarity and availability of course information received a mean score of 3.5. Some students found instructions unclear, for example regarding the review process and where to upload assignments. Information was often described as messy, with multiple schedules that were not always consistent. Reading materials and other information were sometimes published late on Canvas or even during lectures, and in some cases information was only given orally during non-mandatory lectures. Overall, the course information was experienced as unstructured and not always communicated in time.

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

The lectures received a mean rating of 3.4. Students' experiences varied: some lectures were found interesting and engaging, while others were perceived as repetitive or difficult to follow. Particularly when their relevance to the thesis or course aims was unclear. Several students noted that, since there was no clear examination linked to the lectures, motivation and retention were lower. The purpose of some lectures and how they related to scientific

methods or their applicability beyond specific studies were not always clear.

The project phase was generally appreciated, as it was closely connected to students' thesis work and provided concrete, useful learning. In contrast, the initial weeks of laboratory work and several mandatory lectures were experienced as largely repetitive. Certain lectures, such as those on pseudoscience, wild animals, and parts of predatory journals, were highlighted positively, as was the animal welfare workshop format. Some students also suggested that shorter lectures (1 hour) could be extended to longer sessions (e.g. 2 hours) to allow for deeper discussion, particularly for topics such as wildlife and pseudoscience. Other activities, such as the museum visit, were appreciated as an outing but were seen as weakly connected to the course's scientific focus.

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

Question six had a mean rating of 4.3 with no additional written comments from students.

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

The suitability of rooms and facilities received a mean rating of 3.4. While facilities were generally considered adequate, several students reported issues during the first weeks, when lecture halls and group rooms were too small for the number of students. Technical difficulties occurred on multiple occasions, and some rooms lacked basic equipment such as screens for presentations. In addition, misbookings of group rooms caused delays and inconvenience, and students noted limited support when these issues arose.

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

The examination and assessment structure received a mean rating of 3.4. Several students noted that there were no examinations for parts of the course such as "scientific methods" or "what is science," which instead consisted mainly of mandatory lectures. These sections were sometimes experienced as repetitive. In contrast, the final report, review process, journal club, and the examination in the lab animal part were generally perceived as useful. Overall, students expressed a preference for fewer mandatory lectures and more smaller assignments or exercises that allow them to demonstrate and apply what they had learned.

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

This aspect of the course received a mean score of 3.4. Some students felt that sustainability was only addressed to a limited extent, with restoration mentioned mainly in the wildlife lecture, while overall coverage was perceived as rather limited.

#### **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).**

This aspect of the course received a mean score of 3.7. Some students felt that gender perspectives were not addressed in the course. Reading lists were mainly tailored to individual lectures, which led to repetition rather than introducing new material for discussion or assignments. Additionally, students noted limited adaptation to the larger class size, particularly regarding speaking time during lectures and discussions.

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

This aspect of the course received a mean score of 3.7. Students felt that the course was primarily focused on national or local perspectives, with limited international scope. An international student highlighted several structural issues, including poor readability of English materials, parallel use of Swedish and English during discussions, and the late release of course materials, which negatively affected understanding and participation. Concerns were reported to the course leaders but did not receive follow-up or feedback, which was experienced as disappointing and reduced the perceived value of student input.

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

On average, students reported spending approximately 32 hours per week on the course with a median workload of 26–35 hours. The first weeks of the course were perceived as intense, particularly for students with long commutes, while the later project phase felt more relaxed. The project period was considered overly long, with some elements, such as the second review, offering limited added value. Several course components lacked clear instructions and consistent expectations, which contributed to the impression that assessment criteria were unclear.

Mandatory lectures were often experienced as inefficient, with students attending mainly for attendance rather than learning. Overall, the course was perceived as poorly structured and disorganized. Students requested clearer organization, fewer mandatory lectures, and more workshops or seminars focused on applying knowledge in practice.



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Kontakta support: [support@slu.se](mailto:support@slu.se) - 018-67 6600