



Sustainable Production Systems in a Global Perspective BI1192, 30004.1516

15 Hp
Pace of study = 100%
Education cycle = Basic
Course leader = Maria Ernfors

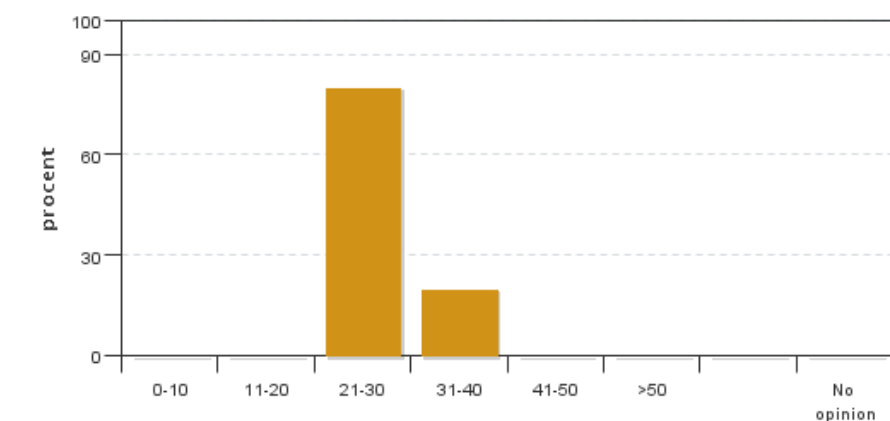
Evaluation report

Evaluation period: 2016-03-18 - 2016-04-01

Answers 10
Number of students 12
Answer frequency 83 %

Mandatory standard questions

1. How many hours per week have you on average spent on the course, including scheduled time?

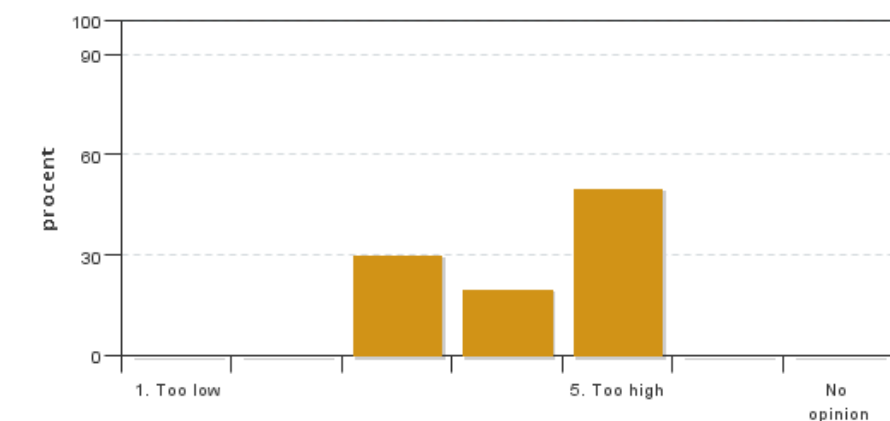


Answers: 10
Medel: 27,0
Median: 21-30

0-10: 0
11-20: 0
21-30: 8
31-40: 2
41-50: 0
>50: 0

No opinion: 0

2. How do you estimate your background knowledge before the course?

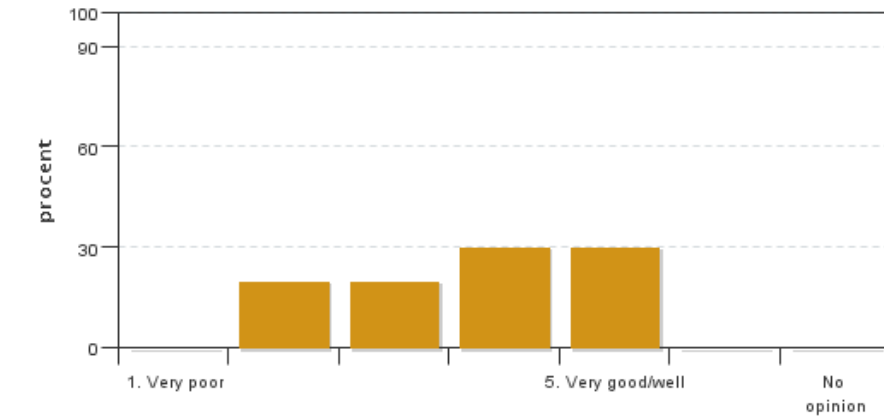


Answers: 10
Medel: 4,2
Median: 4

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

No opinion: 0

3. How has the administration of the course worked?

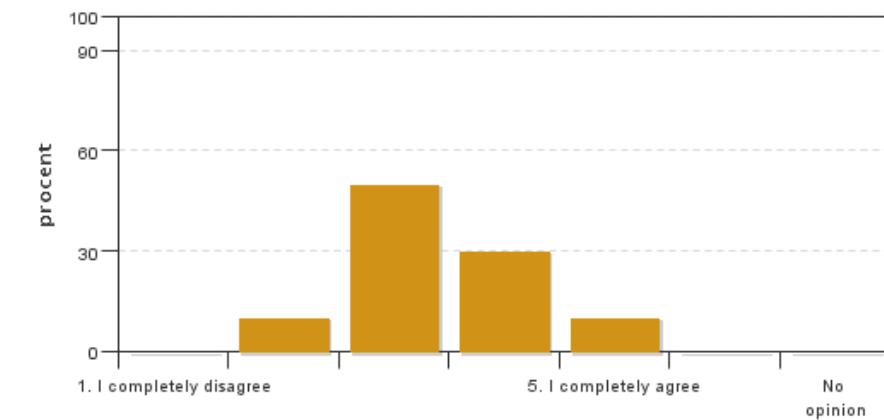


Answers: 10
 Medel: 3,7
 Median: 4

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

No opinion: 0

4. The overall impression of the course is very good.

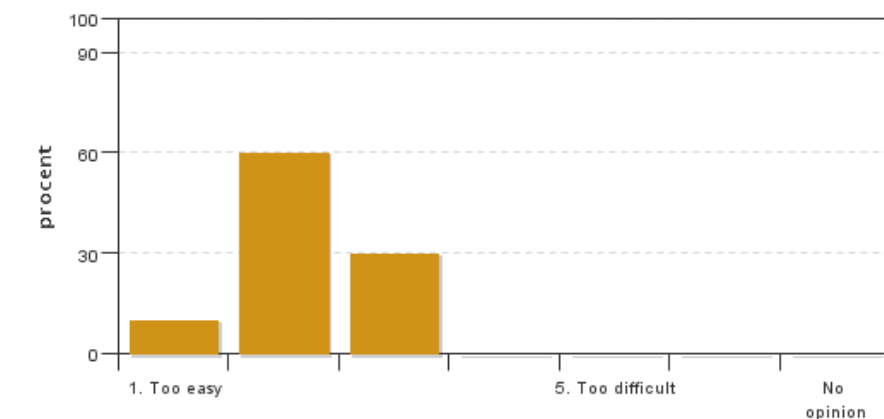


Answers: 10
 Medel: 3,4
 Median: 3

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

No opinion: 0

5. The level of difficulty for this course has been

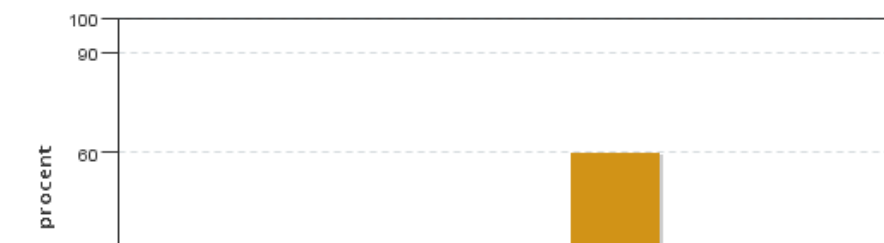


Answers: 10
 Medel: 2,2
 Median: 2

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

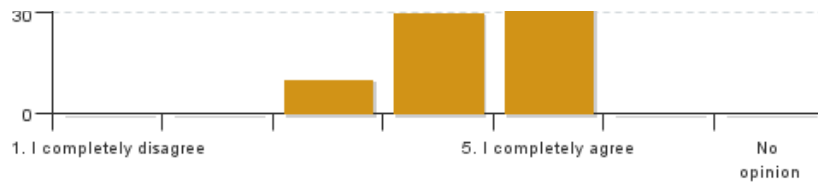
No opinion: 0

6. I consider that this course has taken up all of the learning outcomes described in the course syllabus. If you select (1), (2), (3), or (4) please describe which learning outcome(s) has/have not been sufficiently covered.



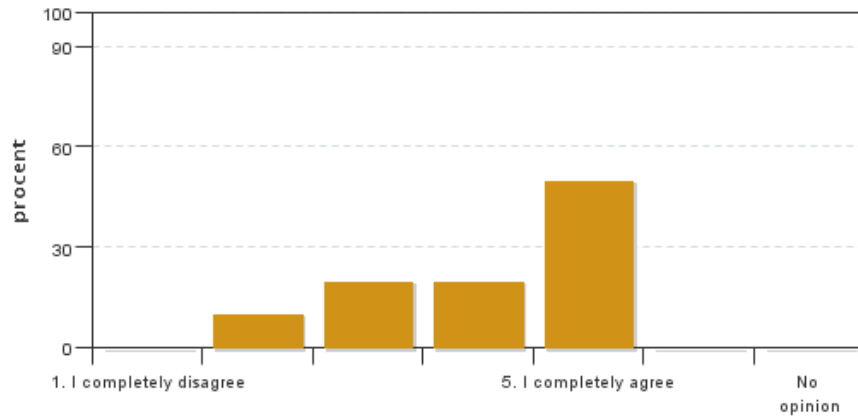
Answers: 10
 Medel: 4,5
 Median: 5

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



5: 6
No opinion: 0

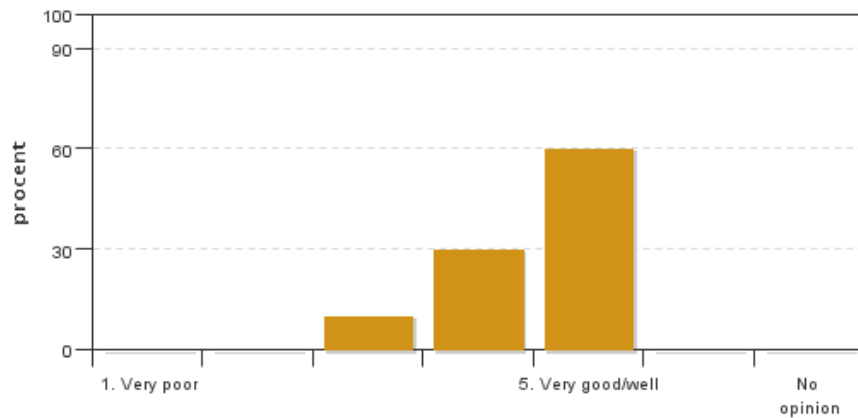
7. The grading criteria were clear and easy to understand



Answers: 10
Medel: 4,1
Median: 4

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

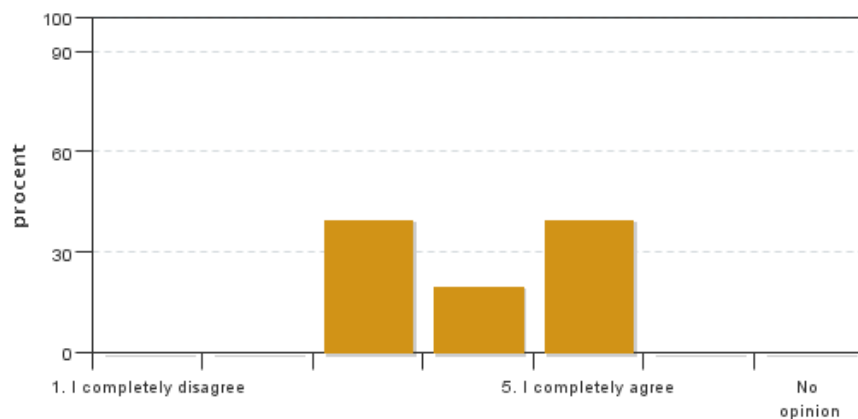
8. I believe that the discussion climate during the course has been good



Answers: 10
Medel: 4,5
Median: 5

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

9. I believe that the necessary infrastructure, such as teaching facilities and equipment, has functioned effectively.



Answers: 10
Medel: 4,0
Median: 4

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

Course leaders comments

1. Kommentera alla de fritextkommentarer som känns relevanta i utvärderingsrapporten -- både bra och dåliga.

Several students gave constructive criticism to the course leader during the course and on one occasion we had a discussion in class about possible improvements. The results from the online course evaluation are generally in line with the opinions that were given earlier during the course. Several of the students found that the level was too low and that some examination tasks were repetitious. This will be addressed for next year's course.

The course leader has obtained so called "Best Practice" funding, from the department of Biosystems and technology, for improving the course in collaboration with other teachers at the department. This work will be carried out during the autumn of 2016. There will be an inventory of teacher competences relevant for the course, within and outside the department. A course development group will be formed, that will meet on four occasions to discuss possible changes in course structure and course content and any special needs for competence development for teachers at the department, other than the course leader, will be identified. The student course evaluation of 2016, as well as those from previous years, will be very important for the course development process. Some funding will be used to give the course leader time for competence development and course development.

Given the course development plan associated with the Best Practice funding, the suggestions for improvements given here are only preliminary and will be subject to further discussions during the autumn.

The previous knowledge of the students will be taken into account in a better way. The students on the course often have quite different educational backgrounds, which is both an advantage in the discussions and a disadvantage since it makes it more difficult to find the right level for lectures etc. One way to address this could be to have a first part of the course that is focused on creating common ground for the students.

Changes in the set of examination tasks will be considered. Exactly how this will be done will be decided after the discussions in the course development group. Maybe one or two examination tasks could be removed or replaced and maybe they could be made more specific. One of the aims will be to make the course a bit more demanding and to encourage the students to read more of the course literature.

Attendance at lectures was relatively poor during the 2016 course, which seems to be connected to that the students did not find the lectures, generally, very useful for completing the examination tasks. This needs to be improved and will be addressed. Some lectures might be replaced and some might get a different focus and more depth. One student suggested that attendance at lectures could be improved if the students were given better descriptions of the lectures and lecturers beforehand. This will be done next year, either in written form or when we go through the schedule at the course introduction.

2. SLU har ett övergripande mål att "Öka kunskapen om hållbar utveckling och hållbart nyttjande av naturresurser hos våra studenter". Kommentera nedan hur du anser att kursen har bidragit till kursdeltagarnas kunskaper om hållbar utveckling och hållbart nyttjande av naturresurser.

Sustainable development has been a main theme of the course.

Student representatives comments

Re: Student representative- Summarizing of the course evaluation

The overall scoring of the course is located at the middle. Although there was a number of lower scores (1-2), and written critiques or demands for improvements in all sections of the evaluation. It can be sensed that this fact is due to different expectations of participants coming from different backgrounds, but also due to the overall level and content of the course.

Students want to be focused more into niches (not general view) of sustainability and to avoid repetitious. Students want to see examples of sustainability in action, and to be able to deal (also individually) and to learn to assess them.

Obligatory questions part

In general the course, its assignment and its outcomes can be improved and to be challenged more. Course is not accounted as difficult. Students want deeper insight upon sustainability. The course can make better use of the different backgrounds of the student as a resource (e.g. in discussion & reviews). Students enjoy the meeting between different backgrounds and discussions.

Administration and logistic worked well, but it can be better if all lectures will take place in the same building or room(s).

Individual questions part

Correlated to the previous section, again students want deeper approach and to be challenged. Literature can be emphasized and to be used more efficiently and effectively.

Lecture & Excursions assessment part

It can be sensed that students like reviews and lectures based locations and concrete themes.

Excursions gain interest and high rank. But in the case of Oatly, again more insight into the production systems was missing (e.g. to see more of the production process).

Final assessment part

Overall, the course according to student's opinion requires adaptation. There are more written complains than compliments. The last section of questions is correlated to the overall pattern of replying in previous sections. Students' comments regarding the assignments and their overall impression about the course vary and cannot be categorized into a short list. But it can be sensed that the level and insight of the course, its content and its assignments should be upgraded.

Finally, there is 'grouping' tendency among students, 'we and they' (speaking in the name of Lantmästare, speaking about Agroecologist...).

The participants of the reviewed course (vår 2016) are coming from at least 4 different programs, and from different academic levels. It will be wise to analyse the casting of future courses before.