



Sustainable Production Systems in a Global Perspective

BI1192, 30077.1718

15 Hp
Pace of study = 100%
Education cycle = Basic
Course leader = Thomas Prade

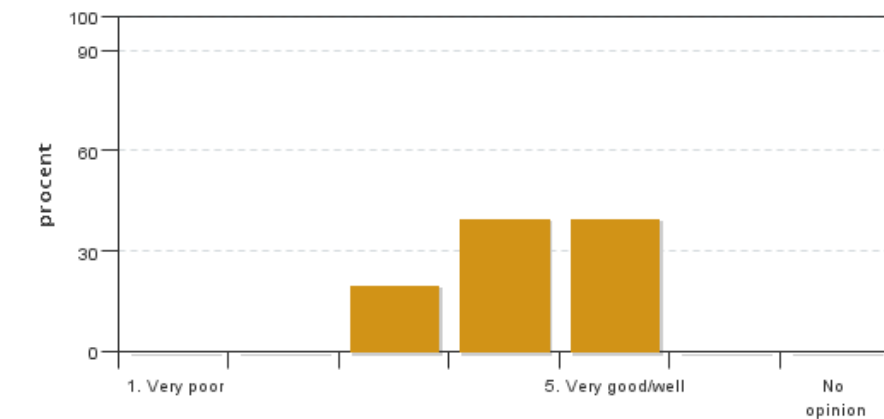
Evaluation report

Evaluation period: 2018-03-06 - 2018-04-03

Answers 10
Number of students 13
Answer frequency 76 %

Mandatory standard questions

1. My overall impression of the course is:

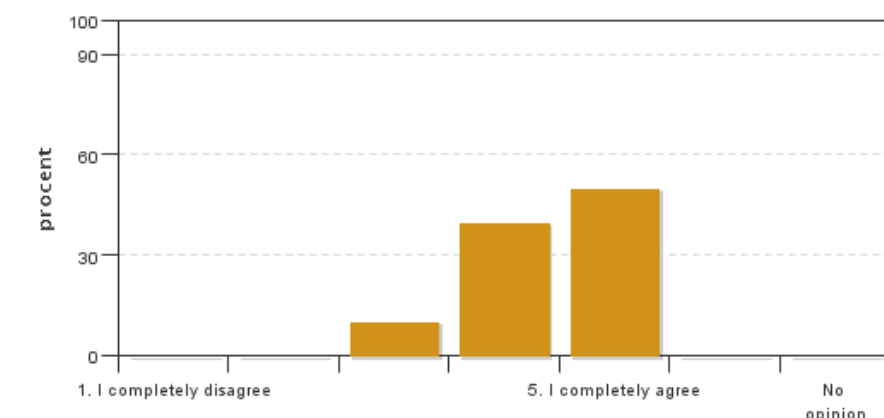


Answers: 10
Medel: 4,2
Median: 4

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

No opinion: 0

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

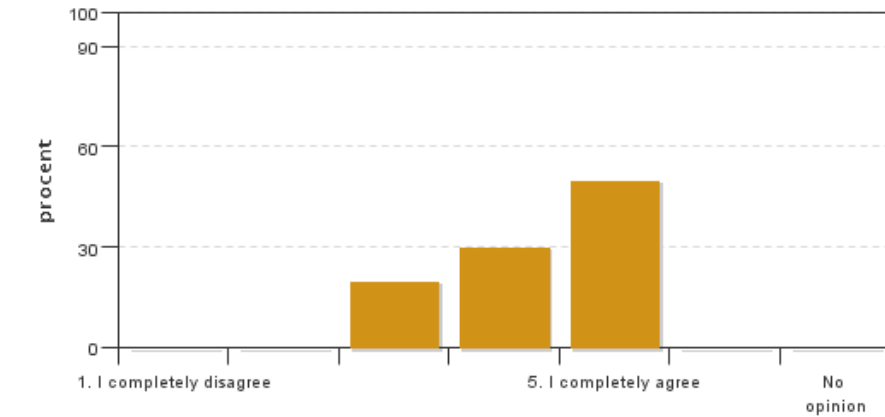


Answers: 10
Medel: 4,4
Median: 4

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

No opinion: 0

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

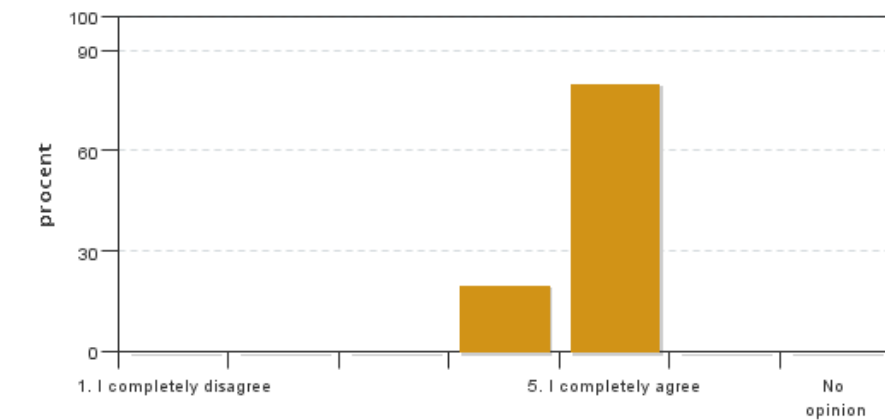


Answers: 10
 Medel: 4,3
 Median: 4

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

No opinion: 0

4. The information about the course was easily accessible.

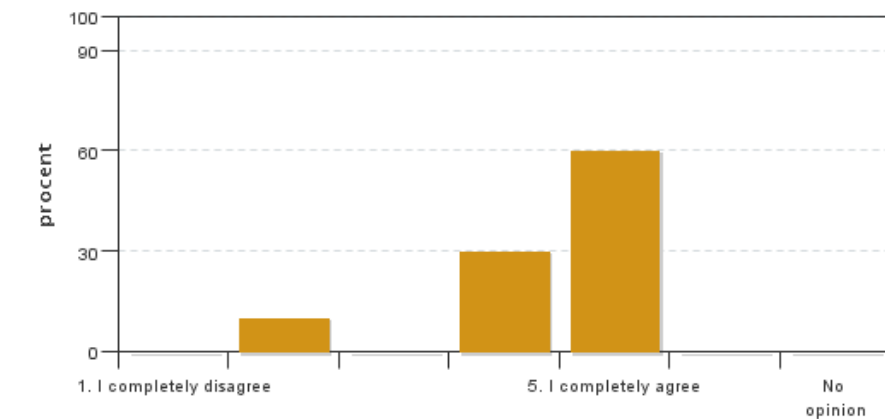


Answers: 10
 Medel: 4,8
 Median: 5

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

No opinion: 0

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

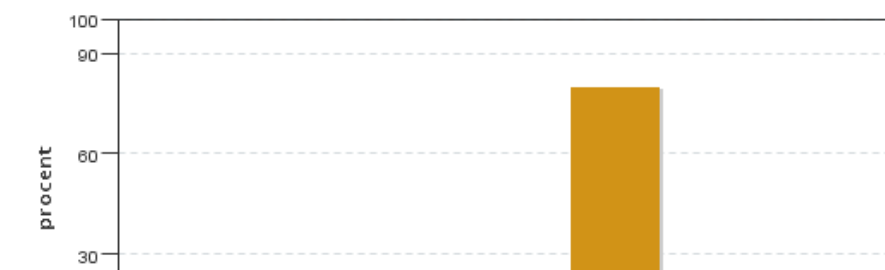


Answers: 10
 Medel: 4,4
 Median: 5

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

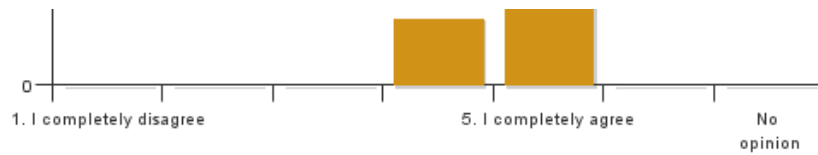
No opinion: 0

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



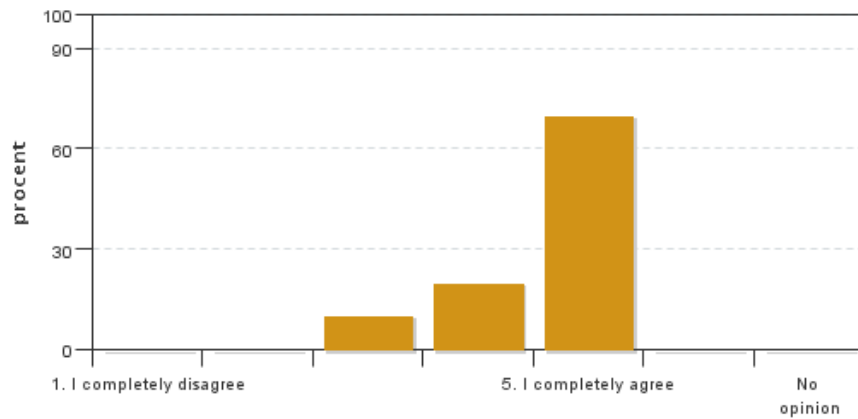
Answers: 10
 Medel: 4,8
 Median: 5

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



No opinion: 0

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



Answers: 10

Medel: 4,6

Median: 5

1: 0

2: 0

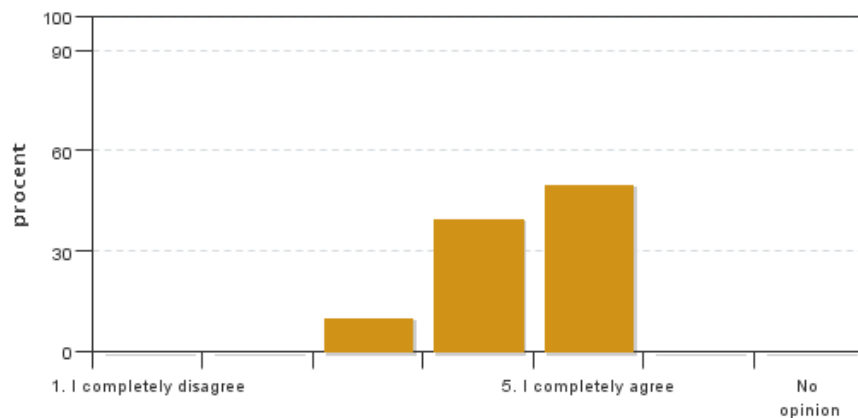
3: 1

4: 2

5: 7

No opinion: 0

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



Answers: 10

Medel: 4,4

Median: 4

1: 0

2: 0

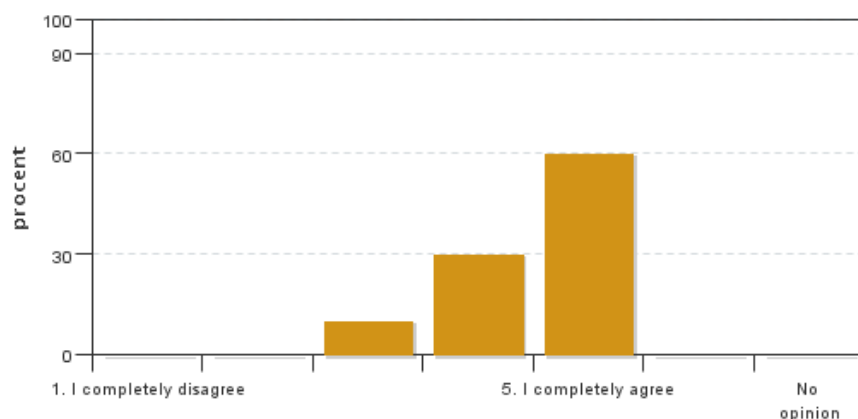
3: 1

4: 4

5: 5

No opinion: 0

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



Answers: 10

Medel: 4,5

Median: 5

1: 0

2: 0

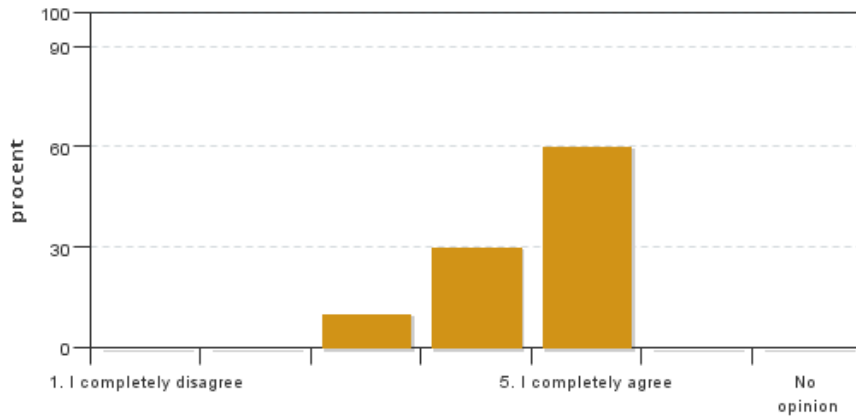
3: 1

4: 3

5: 6

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).

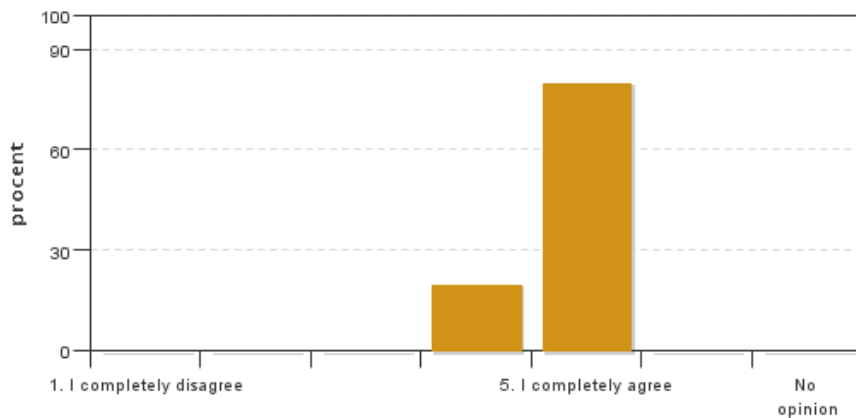


Answers: 10
 Medel: 4,5
 Median: 5

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

No opinion: 0

11. The course covered international perspectives.

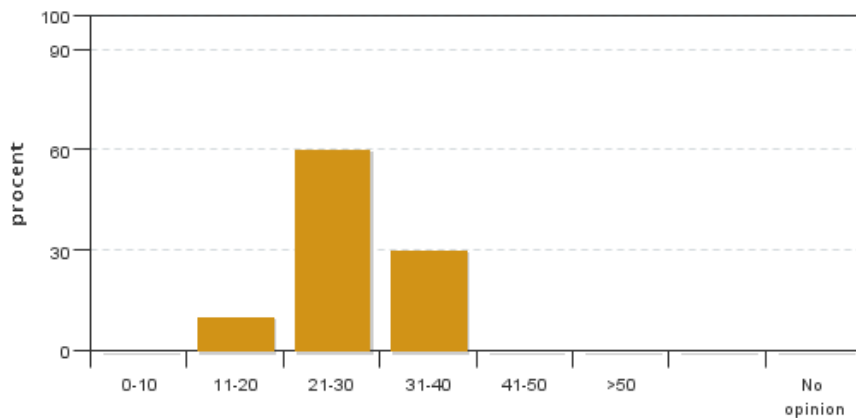


Answers: 10
 Medel: 4,8
 Median: 5

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

No opinion: 0

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



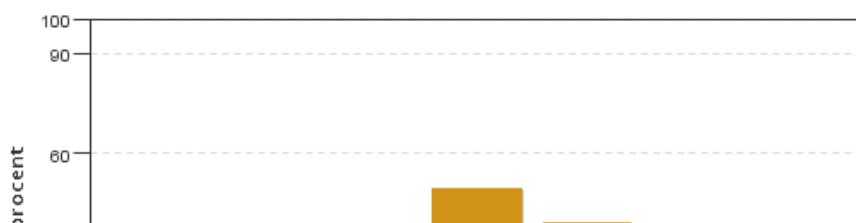
Answers: 10
 Medel: 27,0
 Median: 21-30

0-10: 0
 11-20: 1
 21-30: 6
 31-40: 3
 41-50: 0
 >50: 0

No opinion: 0

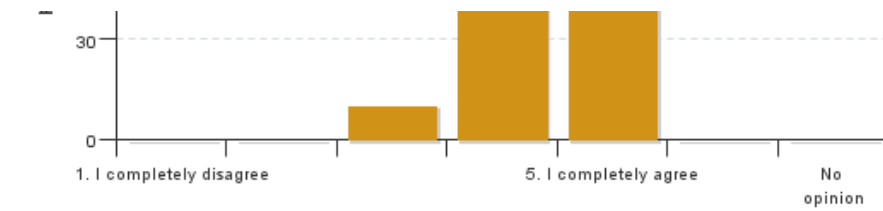
Additional own questions

13. The clarity and level of details in the instructions were adequate for the course.



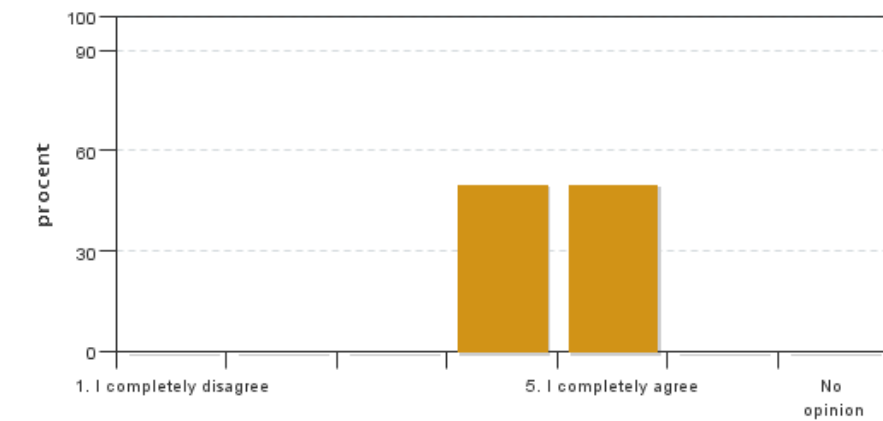
Answers: 10
 Medel: 4,3
 Median: 4

1: 0
 2: 0
 3: 1



4: 5
5: 4
No opinion: 0

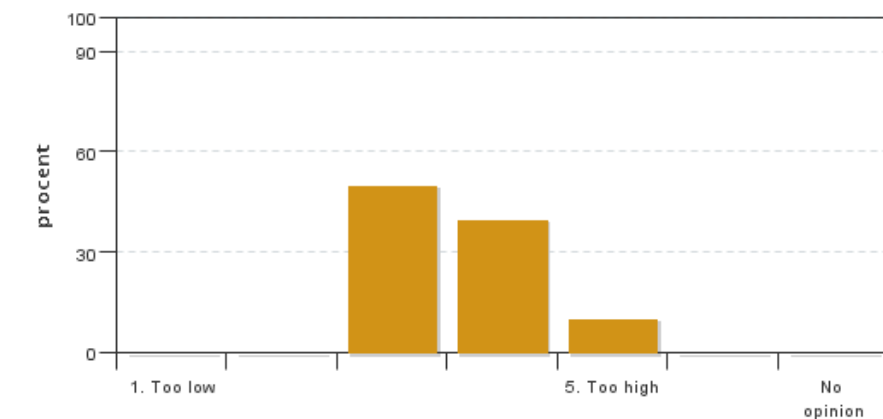
14. The articles and reports of the reading seminars were in alignment with the course content.



Answers: 10
Medel: 4,5
Median: 4

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

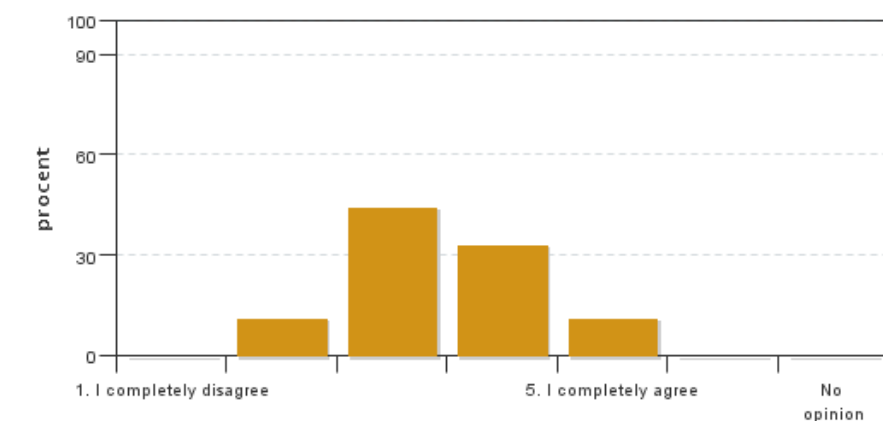
15. How did you experience the work load related to the reading seminars?



Answers: 10
Medel: 3,6
Median: 3

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

16. The two lectures on "Introduction to Business Strategy & Environment" provided valuable help for completing the individual assignment.



Answers: 9
Medel: 3,4
Median: 3

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

Course leaders comments

1. My overall impression of the course is:

- Some problems with instructions and lectures that has been cancelled with very short notice. (4)

Comment by the course leader: We had two lectures that were cancelled. One without prior notice, where a teacher confused two lectures and did not show up. This lecture was given about two weeks later. The other lecture was supposed to be given by a researcher from Lund University that did not show up. This may be due to a communication problem between me and this teacher. However, I still have not gotten in contact with this teacher again after several attempts by e-mail and phone. Obviously, I will not invite this teacher for the next course anymore, but try to find a replacement.

- I think it was a very fun course but a bit too much group tasks. Sometimes groups work great and sometimes they dont. It becomes very unfair when a handful of people is the ones having to lead every group every time and some dont need to do at all the same amount of work more then write their "part". I think maybe one of the groupworks could be individual instead. Perhaps the first one because its a easy one to do on your own. Maybe a onepage then instead so its resonable to have time for. Just a suggestion! But well for me it was just a bit too much group tasks otherwise i liked the course alot! (4)

Comment by the course leader: I agree that group work takes up a large part of the non-lecture work time in the course. This is by design, since group work will hopefully lead to discussions within the groups which have been proven to be a very effective way of peer-learning. However, there is the issue of only one of the examination tasks being on individual basis, which makes final grading highly dependent on the individual essay. Another individual task would help moderate the impact of the essay examination task.

- Man får upp ögonen för problemen men inte för lösningar (3)

Comment by the course leader: recognizing the problems with agricultural production is certainly a very important objective of the course and a necessity for development of potential solutions. Solutions are presented and discussed for specific problems (within the lectures, e-case examination task). Potentially, more good examples could be included in the course, e.g. additional excursions, discussion rounds, reading seminars.

- the course is multidisciplinary and create general over view about sustainability. (5)

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

- Yes, but I would really have liked it with even more lectures and discussions. (5)
- Maybe there could be more lectures with a discussion after, rather then we just sittning and discussing without facts. (3)

Comment by the course leader: Until the next course opportunity, work is planned to better integrate discussions in seminars and lectures over the whole course period.

- in some lectures like agriculture in different countries, they do not talk about sustainability well. (4)

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

- I felt that I sometimes had too much prior knowledge and therefore could not benefit as much as somebody who didn't. This was especially the case because the course was giving general knowledge about sustainabil and how to gather the information, but not so much about how to transform this knowledge into a result that can be of use for agriculutre or humanity in general. (3)

Comment by the course leader: I will look into the possibility to include more methodological work in the examination task. One examination task uses for instance the SWOT methodology to assess the situation of a case company. Similar qualitative methods such as CORE or SOAR (both methods focusing on developing company strategies) could be applied to a new set of case studies. However, the course is designed for a basic level and is meant as an introduction to sustainable development and production. Other courses exist at SLU that apply e.g. LCA as a quantitative assessment method.

- it helps to understand the course in terms of my field of study. it is better to see the back ground of the students for this course. (4)

4. The information about the course was easily accessible.

- Some information wasn't correct but otherwise it was good. (4)
- it is all in Frontier page. (5)

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

- Since there are two compulsory literature books, they could be more integrated in the course. For example pages attached to lectures or just discussions about certain chapters or some kind of involvement. (4)

Comment by the course leader: I agree! I plan to provide reading instructions as preparation for different course components.

- I think it was very effective to gather information in so many different ways. However, sometimes I felt that I could not process the inputs from the lectures into the group or individual work. (4)
- it is good to have more exercises and also projects (5)

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

- Yes, the best course I have had in this matter! (5)
- Very good discussion climate. The best thing about the course in my opinion. We had students from very different backgrounds so it was interesting to learn more about the other experiences. (5)
- I always felt comfortable to speak my mind. (5)
- yes it is. (4)

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

- Articum 4 and room 106 have not been satisfactory. (3)
- I did not like our main classroom (Articum 4) too much as it always felt a bit provisional. (4)

Comment by the course leader: Both rooms are furnished for ex-cathedra teaching, which is not very helpful for in-class discussion rounds. Both rooms can be rearranged, although room 106 has only little space to do so. Rooms such as Sunnan in Agricum feel lighter, both from a lighting perspective and regarding the possibility to quickly rearrange the furniture.

- sufficient literature and lecture notes were available in the frontier (5)
- the class rooms are well equipped. (4)

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

- It's difficult to prove it in only one individual task where you can get a higher degree and this examination I had difficulty grasping what it was about. (4)

Comment by the course leader: I agree that group work takes up a large part of the non-lecture work time in the course. This is by design, since group work will hopefully lead to discussions within the groups which have been proven to be a very effective way of peer-learning. However, there is the issue of only one of the examination tasks being on individual basis, which makes final grading highly dependent on the individual essay. Another individual task would help moderate the impact of the essay examination task.

- The group work is okay, but not all group members have participated in the information search and so on, but in the oral presentation. (4)

Comment by the course leader: This is another reason to have at least a second individual task (for easier individual grading) and reduce the group works to the U/3 scale. The group works fulfill a function where students are forced to cooperate with each other on a topic, which leads to good discussions. However, the outcome should not be used to set the final grades as there often are different ambition levels among the students.

- it is better to have more examination and excursions. (5)

Comment by the course leader: The number of examinations was reduced from the last year's course in order to be able to go to a more detailed level within each examination task without increasing the already high workload in the course. This proved a good concept judged by the oral feedback of the students. The number of excursions could be increased, e.g. to have at least one excursion in the beginning of the course as well. I think this could be a good introduction to the topic and serve as a basis for an individual case study.

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

- Perhaps even more lectures where especially the aspects of social and economic sustainability are raised. The group has a very good knowledge about the environmental sustainability factor and it would be nice to

- understand more about the other two factors. (5)
- For me personally social and financial sustainability could have been discussed a bit more in detail especially as most of the people kind of know what environmental sustainability is about. (4)
- I think the course give more focus in environment. it is better to see the details of both (5)

Comment by the course leader (to all comments): I agree, and this has been my focus in finding other lecturers. For example, an economics workshop was included as a new course element this year (see question 16). I will continue to work for new (social and economic) perspectives in the course.

10. The course covered international perspectives.

- It was also very interesting to be such a diverse group of students. (5)
- The coverage should be more the same for each country, ex the e-case task with the 3 different farms. One can not compare a minimalistic farm with horses in Sweden with farms in Ethiopia and Nepal that may be the "normal" farm over there. (5)

Comment by the course leader: I agree that a comparison between the e-cases is not viable and that the Swedish case does not represent a typical farm. Still, the case can be discussed in terms of sustainability, but probably more from a social and economic than an environmental point of view. I will see over the instructions if this should be made clearer.

- it was signified how it looks like the production system of developing and developed counties in agriculture and horticulture (4)
- more comparison between the best and worst management in the same level like in economy, population and soon. (4)

Comment by the course leader: I agree that good/bad examples of the same production could be very illustrating and informative. I keep my eyes open for better examples, cases etc. to be included in the coursework.

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

- I think the course lets you decide yourself how much commitment you want to make and I think that is a good trait. (3)
- It might be better to hold the lectures of the two last weeks earlier during the course as people usually work more intensively on the individual task during the final period. It also helps to give inputs earlier during the individual task before the text structure still is more flexible. (3)

Comment by the course leader: The original plan was to have no lectures during the last two weeks of the course (except for the excursions). Unfortunately, these two teachers had no possibility to give their lectures earlier. I will try to book lectures even earlier prior to the next course.

- relatively good use of time (4)

12. 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).

- there was no any time demarcation between female and male students during the presentation and other activities of the course (5)

Additional own questions

13. The clarity and level of details in the instructions were adequate for the course.

- The clarity has not always been satisfactory. Perhaps it could be included in more of the tasks how we can attack a problem as we were instructed in task 5 where we did a SWOT-analysis. That instruction was very clear and you understood what the task was about. (4)

Comment by the course leader: I will see over the instructions and check if these can be made clearer. The example mentioned is the only examination task where a specific method is applied, hence the felt clarity of the instructions. In the degree that other specific methods are integrated in other examination tasks, this may improve clarity. For the individual essay, the use of a SWOT-analysis was suggested, but not required, and very few students carried out a SWOT analysis there. Even though a SWOT analysis may contribute to a good assessment of a production system, it might be too large to fit into the limited essay. However, what is experience as unclear, may also be attributed to the instructions being not specific and rather open to individual solutions (in e.g. choice of method, choice of focus), see even the following comment.

- Some instructions were not so detailed so it left space to make your own conclusions which can be both good or bad, but worked good in the course for me. (4)

Comment by the course leader: That is by design, for assessments can look very different, but still come to similar results and conclusions. Since part of the skills is to choose suitable methods and a suitable focus, instruction cannot be all specific.

- For some exercises it was a bit unclear how exactly they should have been done. In case the form is more free, this should be mentioned in the topic descriptions. (4)

Comment by the course leader: I will add this to the instructions. I have mentioned this when I present the examination tasks, but it would be good to include in the written instructions as well.

- The instructions for both individual and group task were very good with smart presentation. (5)

14. The articles and reports of the reading seminars were in alignment with the course content.

- Reading seminars was very good! And you're allowed to "fail" because it's a learning process where you only discuss together with other students. (5)
- What made me think a bit was that fish could not be chosen as a commodity. However, fish is a very important food in some parts of the world. Therefore, I think it would be very interesting to work on these topics as well, especially because they're less visible than the production of other commodities. (5)

Comment by the course leader:

- Almost all the seminars were related to climate change. It would be fine if some of the seminars concern on the possible solutions of maintaining climate change with sustainable production. (4)

Comment by the course leader: Since the plan is to expand the number of reading seminars, this is a good suggestion, which would also bring in more examples of "good vs bad production systems" (as requested above).

- The course has updated seminars and course materials about sustainability (4)

15. How did you experience the work load related to the reading seminars?

- It was good. (5)

Comment by the course leader: I read from the answer, that the grade 5 given here was supposed to be a "3" = good, not a "5" = too high.

- It was a bit difficult to go through all of the reading material before the seminars. (3)
- The time for reading was fine, just difficult scientific text. (4)
- It was ok, but I think that the Johan Rosström report seminarium was not giving anything, it was too abstract for us to discuss. (4)

Comment by the course leader: The plan is to reconstruct the reading seminars, e.g. by preparing a certain role (producer, environmentalist, consumer) based on a specific case.

- Reading seminars were very important to improve my understanding during reading. (4)
- Since they give enough time to read, there is not too much load. It is better to make the days open for seminar reading only. (3)

16. The two lectures on "Introduction to Business Strategy & Environment" provided valuable help for completing the individual assignment.

- I did not understand or reflect on that these lectures could be "included" in completing the individual assignment so I don't know. (3)
- It was a very important angle of the course and I think it was needed! (5)
- The lecture did not provide valuable help for the individual assignment, but it was a very interesting lecture and I would not skip it as it provokes some thoughts and is more about actions than analyses. (3)
- I think the teacher was a bit biased and should be more open to other businesses than just small-scale rose-marmelade makers. (2)
- It is helpful when writing about/ looking for financial/ economic sustainability. (4)

Comment by the course leader: I will keep this course element since it adds the economic and the producer's view on sustainability, which was requested from a number of students (see above).

Student representatives comments

1. Overall impression - good
 1. More solution orientated lectures
 2. Not more assignments
2. Links of course content and learning objectives
 1. More lectures and discussion also to build up the methodical knowledge e.g. on how to discuss
3. Prior knowledge
 1. The topic could be done more in depth, this is also possible if there are more lectures, which also helps for the group and individual task as we have more knowledge
4. Accessibility of information – good
5. Course components support learning
 1. Overall impression: everybody likes the course, but would like to do more
 2. There could be a more direct link between the lectures / inputs and the tasks we do, e.g. some smaller exercises or discussions concerning the topic of one single lecture (also better for learning, possibility to refer to literature)
6. Social learning environment – good
7. Physical learning environment
 1. The main lecture rooms (Articum 4, Sal 106) were not satisfactory, tell SLU
8. Examination allow to show knowledge
 1. More discussions to broaden and show knowledge, with more readings and everybody has for example to defend a point of view à the discussions should be compulsory
9. Course covered sustainable development aspect
 1. The aspects of economic and social sustainability could be developed further through additional lectures
10. Covering international aspects – good
 1. Embed examples in a bigger picture à Which is the average, the smallest / least developed and biggest / most developed in this country / in the world? Like that the different examples don't need to be directly comparable.
11. Workload
 1. I think there is still some time capacity (more lectures); the students want to know more.
 2. For the individual task it is good if most of the input comes relatively early so it can be incorporated well.
12. Equality – good
13. Instructions
 1. In general good, if the way how to do a task is not specified and everyone can choose their own way, this should be specified, so it is clear that we are allowed to choose how to do it.
 2. One possibility would be to clearly introduce working methods like the SWOT-analysis in the first assignments so that we are “equipped” for the individual essay, in which we then can choose the methods we want to use.
14. Articles and reports aligned with course content - good
 1. Focus could also go a little bit more towards production
15. Workload for reading seminars - ok
 1. To incorporate more aspects it might be interesting to have one or two more general readings for everyone and then more specific texts that are read by one to three people respectively, so there are expert groups at the discussions. In that way people might also talk more because it is clear that they know things that others don't know.
16. Business strategy & environment lectures
 1. The issues with the bias and focus on only one specific case can be handled with more lectures concerning the economic sustainability.

Additional comments:

Use the feedback (student to student), so that they have the opportunity to change sth based on that feedback. Maybe even include giving short feedback (student to student) if the feedback was helpful.

Give feedback on the different tasks (we did not get any feedback on our individual task). This is very helpful for a further work.

You don't necessarily need to tell how the course changed in the beginning of the course (unless it is required by the department or university of course), because it does not really matter. It is not like that anymore anyway.

Thank you very much for the opportunity to comment on the feedback.