



## Project management for innovation in sustainable food systems LV0102, 30065.1819

15 Hp

Pace of study = 100%

Education cycle = Advanced

Course leader = Fredrik Fernqvist

### Evaluation report

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Evaluation period: 2019-03-18 - 2019-04-08

Answers 11

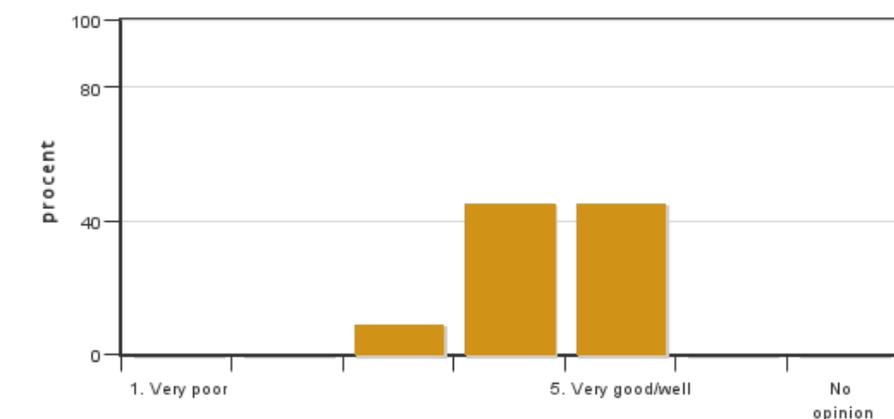
Number of students 11

Answer frequency 100 %

### Mandatory standard questions

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

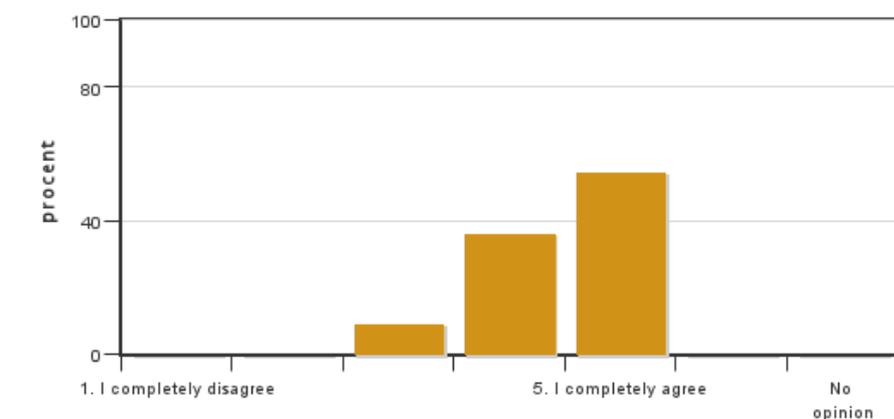


Answers: 11  
Medel: 4,4  
Median: 4

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

No opinion: 0

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

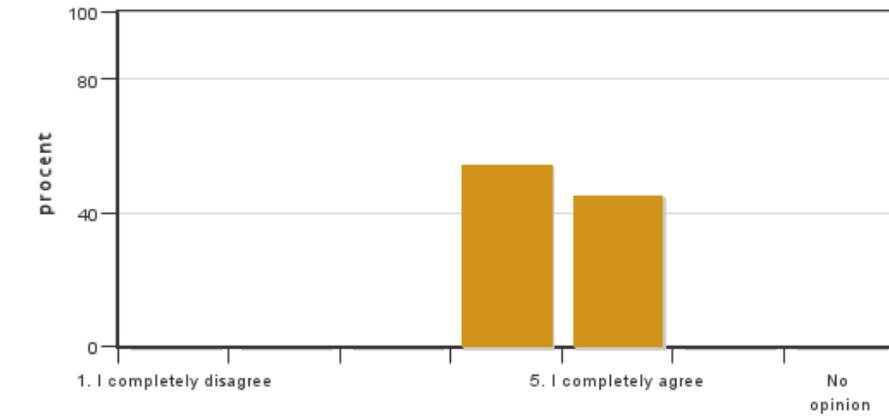


Answers: 11  
Medel: 4,5  
Median: 5

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

No opinion: 0

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

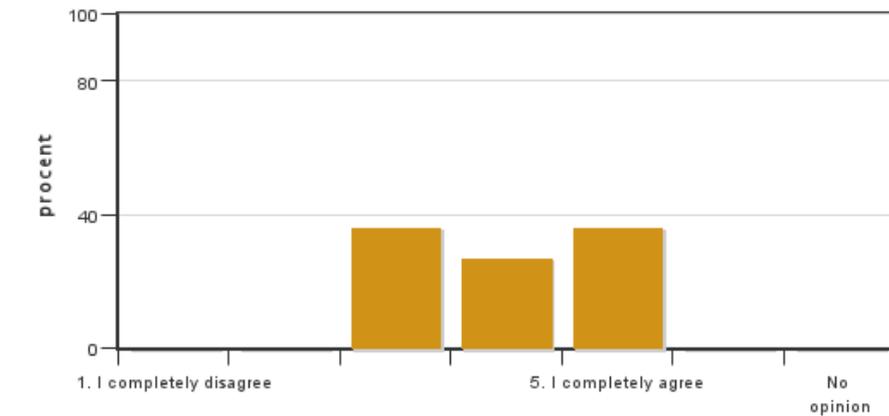


Answers: 11  
 Medel: 4,5  
 Median: 4

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

No opinion: 0

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

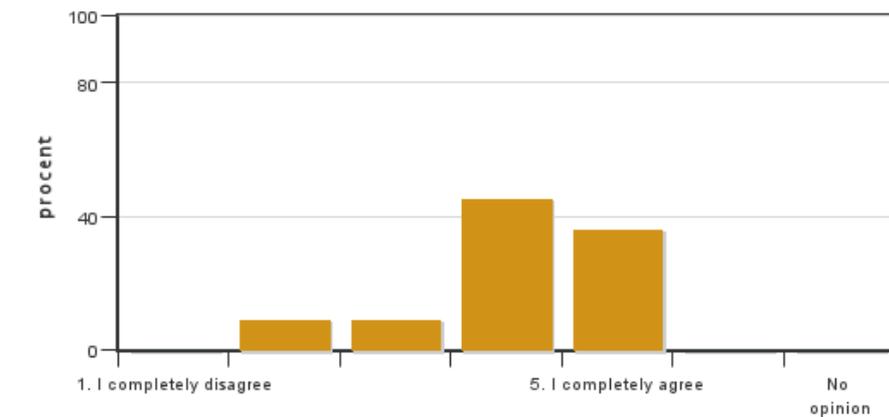


Answers: 11  
 Medel: 4,0  
 Median: 4

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

No opinion: 0

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

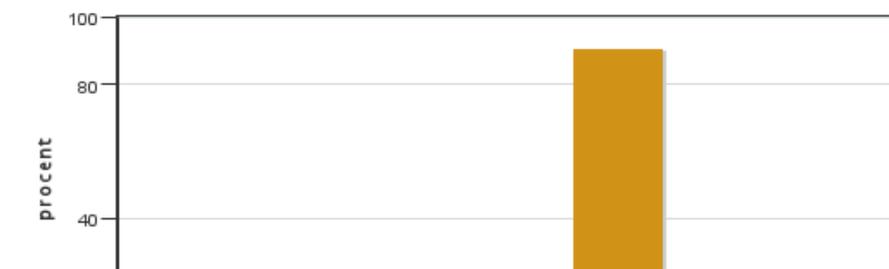


Answers: 11  
 Medel: 4,1  
 Median: 4

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

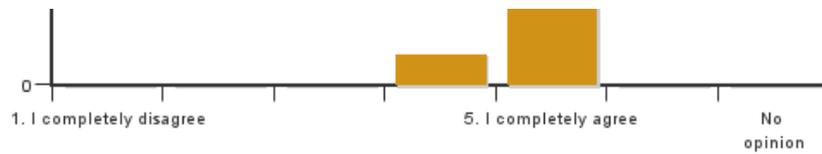
No opinion: 0

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



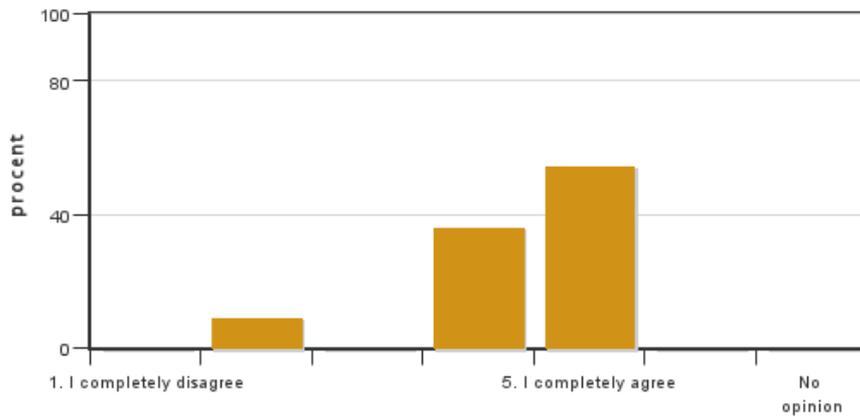
Answers: 11  
 Medel: 4,9  
 Median: 5

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



No opinion: 0

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



Answers: 11

Medel: 4,4

Median: 5

1: 0

2: 1

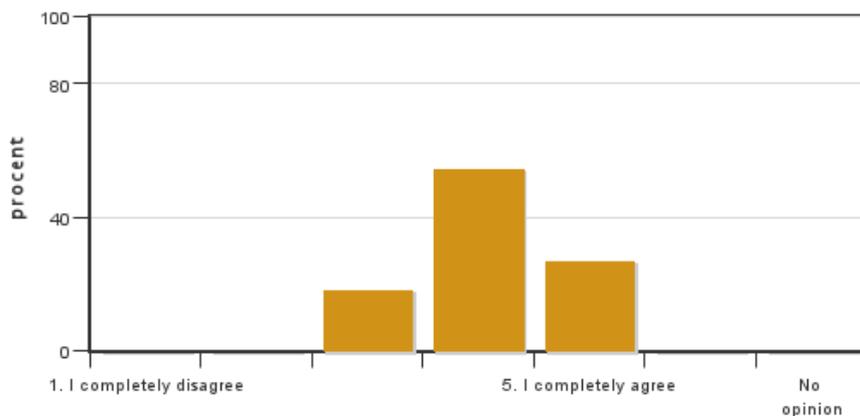
3: 0

4: 4

5: 6

No opinion: 0

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



Answers: 11

Medel: 4,1

Median: 4

1: 0

2: 0

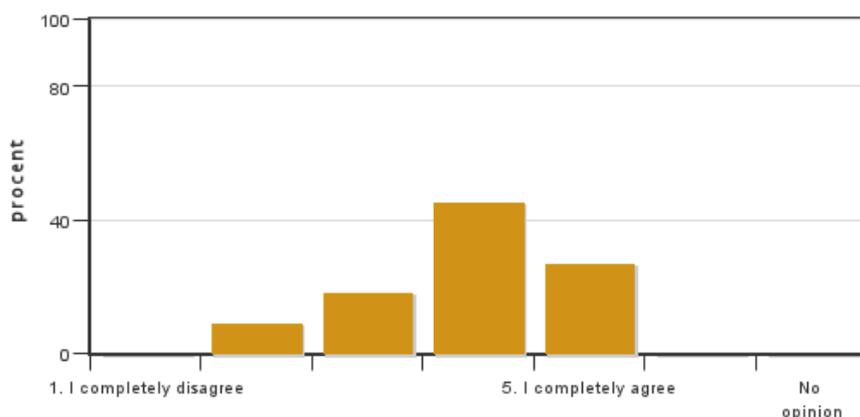
3: 2

4: 6

5: 3

No opinion: 0

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



Answers: 11

Medel: 3,9

Median: 4

1: 0

2: 1

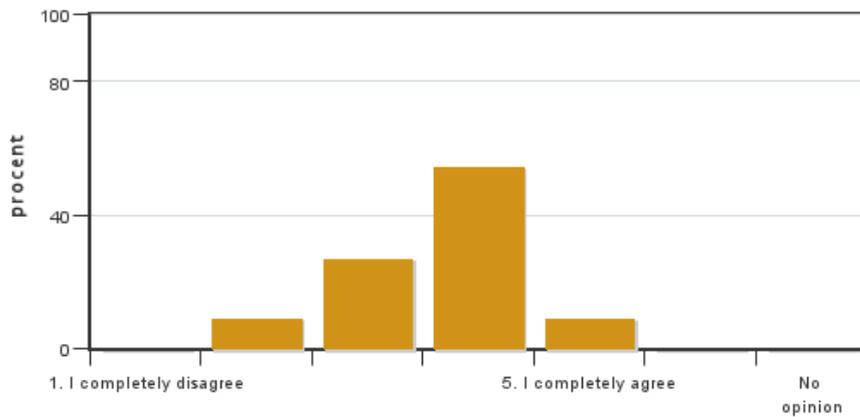
3: 2

4: 5

5: 3

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).**

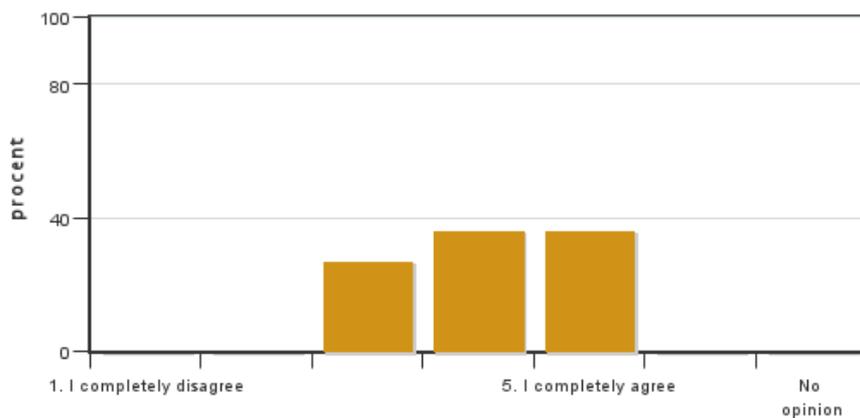


Answers: 11  
 Medel: 3,6  
 Median: 4

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

No opinion: 0

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

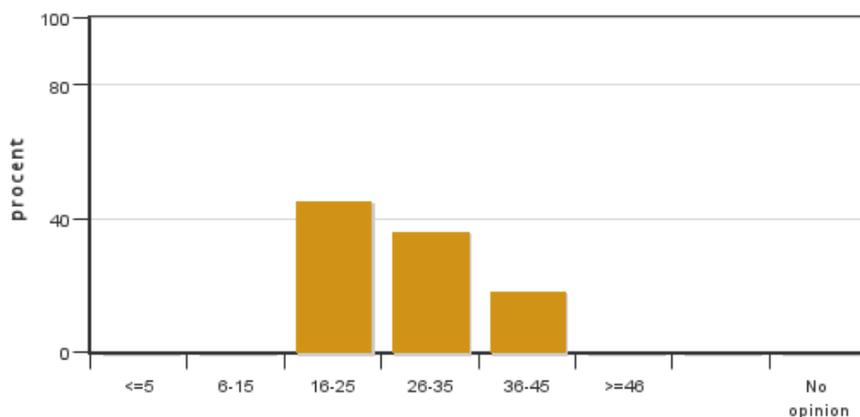


Answers: 11  
 Medel: 4,1  
 Median: 4

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

No opinion: 0

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



Answers: 11  
 Medel: 27,3  
 Median: 26-35

≤5: 0  
 6-15: 0  
 16-25: 5  
 26-35: 4  
 36-45: 2  
 ≥46: 0

No opinion: 0

## Course leaders comments

The course LV0102 "Project management for innovation in sustainable food systems" was given the first time this time (Spring 2019)

On average, the overall impression of the course has been very good (4.4 / 5.0), with a good social learning environment. As part of the masters programme "Sustainable Food Systems", the participants express that the course fits well into the programme and that the contents have been relevant for the education and for the personal development.

Given that the course have been given for the first time, the experiences from this year will provide a broad range of suggestions for improvements for the coming years. Here follows some examples:

- The examinations and the system for grading should be somehow clearer. A central part of the assessment was an individual 'course diary'. The results from the deliveries have been varied, and it has not been too clear what has been demanded for the different grades. Meanwhile, the average time spent each week has been rather low. The diary will be changed so that each week one or two specific questions (similar to a written home exam) will be provided, in which the answers should use relevant literature connected with the week's topic. By doing this, the material for grading will be more clearly and easily assessed and further, there will be more reason to adhere to the literature.

- The projects with firm innovation projects was generally positive. We have learned much about the process on how to approach the firms, and also to manage the process with the projects. Accordingly there will be some changes. It will be continued to have an open approach for the students to work with their cases. Some comments point at that there are wishes to have a more structured instruction and detailed "list of contents" for the project work. However, as cases differ, as well as groups, and that the process should include to identify relevant areas of the project, it is deemed that an 'open approach' on working with the cases are better for the learning process than a more in detailed predestined process.

-The coursebook has not been very much appreciated. Instead of following the book, a suggestion is to provide a weekly 'portfolio' of literature and that the weekly questions for the diary requires the students to on their own hand identify or search for the relevant literature. The course will continue with student presentations of parts of the course contents, which was evaluated very positively and also added to the diversity of the course, but with less strict instruction on what literature to include. Rather should the course participants be given the task to select the literature from the weekly 'literature portfolio' or elsewhere and feel more free to create their own lectures.

-The Canvas structure was experienced as good, but the organisation of documents and files was not. The message is clear: that the files on Canvas should be filed in another manner.

- Most of the course activities have been deemed appropriate for the course, mostly with positive evaluations above 4. The ambition is to maintain these activities. There is also an idea to allocate some course days one week to the Alnarp campus, where facilities exist, such as the Open Lab Food, and closeness to several actors within the food industry. This could also contribute positively to the quality of the course and for the group dynamics.

- The teaching made on distance has worked well, although a personal direct contact in real life always is preferable. Nevertheless, the technology has worked well. There was some problems in the booking procedure, which calls for better coordination by the service department in how the booking process for this facility will be made.

## Student representatives comments

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The course was held for the first time and students have been very satisfied with the content, the learning outcomes, the teachers and the social environment. Among the most appreciated parts was the constant feedback from teachers and the mix of lectures, presentations, student lectures, workshops and project work. Especially the study visits to Green Innovation Park and Drivhuset got positive feedback from the students, as they could connect and network and get to know the local start-up scene.

The course book was less valued by the students and could be replaced by another book or papers that connect the innovation process with examples from the food sector better.

The possibility of working together with actual firms in the food sector (in Uppsala and Stockholm) and working on an innovation project got positive feedback and was helpful in applying the theoretical knowledge learned. The contact with the case firms has been of different quality for each of the groups. Some had very good support from the firms and others did not, which required flexibility at times. Nonetheless, the students all highlighted their positive learning outcomes and appreciated the possibility to work with the companies on the project. The instructions of the actual project work were left open taking into account the wide range of possible innovation projects that could be carried out. Some students wished for clearer instructions which could on the other hand compromise the creativity in the process and should therefore be weighted up carefully. As the teachers have a better connection and network to food companies in Alnarp, the possibility of connecting with these companies in the south of Sweden in the coming years should be considered. This would probably increase the quality of the project even more.

The platform canvas was used during the course and the weekly structure was found to be helpful and organized by most students. There was additional literature for in-depth reading as well as videos and other supplementary material provided for each week which was appreciated in following the course.

This course was a distance course where the students have been in Uppsala and the teachers in Alnarp. Despite the physical distance, the students highlighted the inclusive atmosphere and the connection to the teachers, who travelled to meet the students at the beginning and end of the course and were always available for phone and skype calls, as well as for questions or comments between or after lectures. The facilities at SLU were appreciated and ensured a smooth course at most times.

The evaluation was based on a course diary and the project work, which the students preferred compared to a

regular exam. But as the instructions have been quite open, some students would have preferred more detailed questions, which will now change for the next course.

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