



## Prospects and challenges for sustainable food systems LV0103, 10081.1819

15 Hp

Pace of study = 100%

Education cycle = Advanced -

Course leader = Pernilla Tidåker

### Evaluation report

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Evaluation period: 2018-10-29 - 2018-11-19

Answers 31

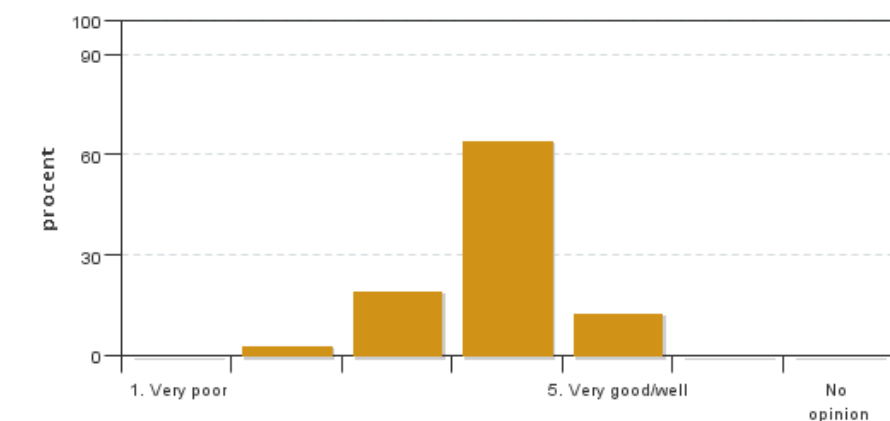
Number of students 32

Answer frequency 96 %

### Mandatory standard questions

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

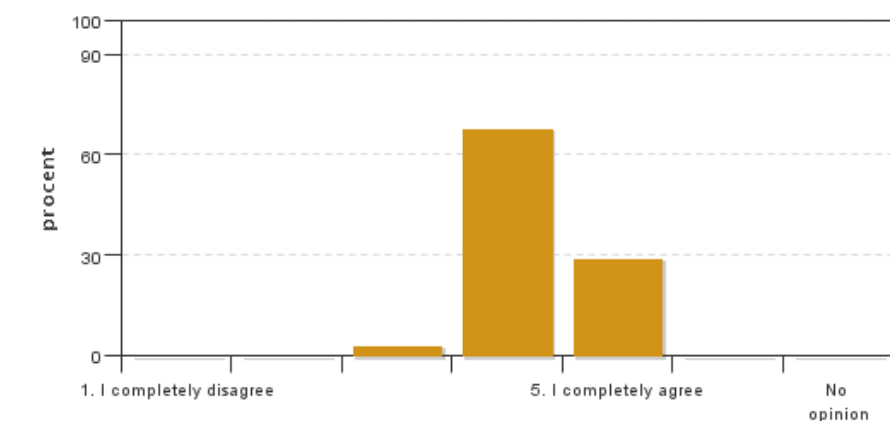


Answers: 31  
Medel: 3,9  
Median: 4

1: 0  
2: 1  
3: 6  
4: 20  
5: 4

No opinion: 0

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

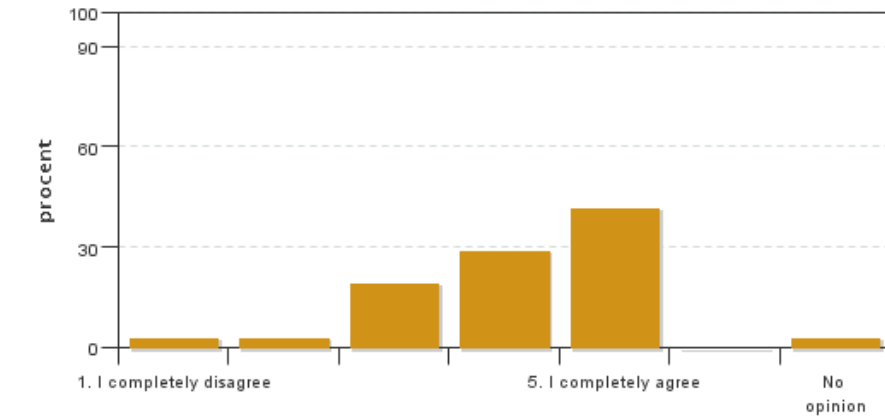


Answers: 31  
Medel: 4,3  
Median: 4

1: 0  
2: 0  
3: 1  
4: 21  
5: 9

No opinion: 0

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

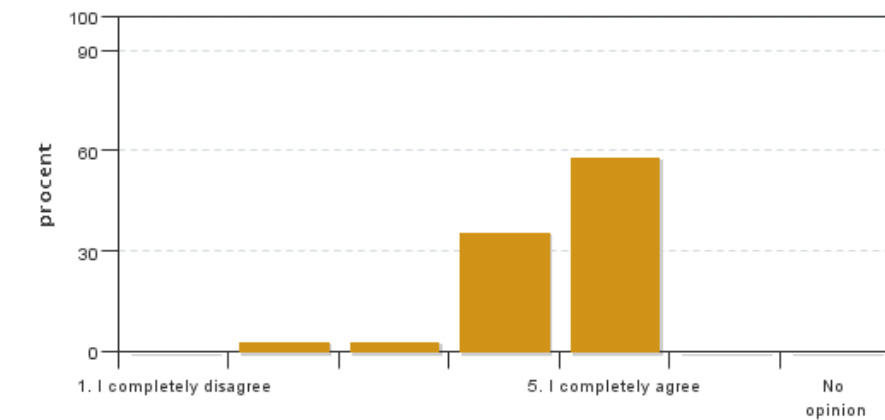


Answers: 31  
 Medel: 4,1  
 Median: 4

1: 1  
 2: 1  
 3: 6  
 4: 9  
 5: 13

No opinion: 1

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

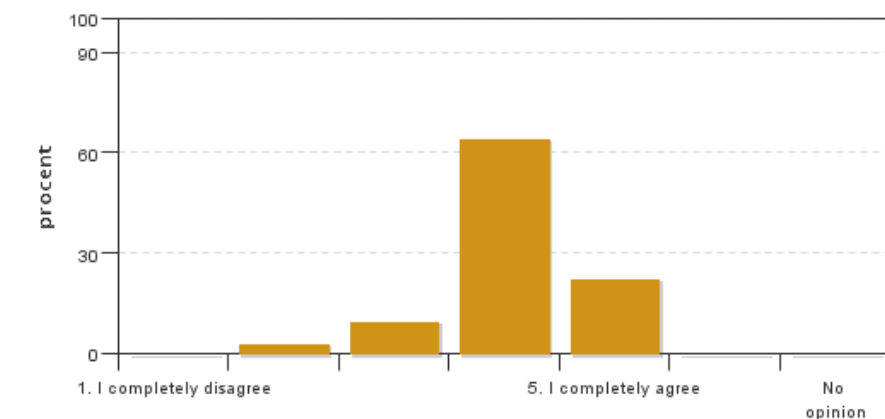


Answers: 31  
 Medel: 4,5  
 Median: 5

1: 0  
 2: 1  
 3: 1  
 4: 11  
 5: 18

No opinion: 0

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

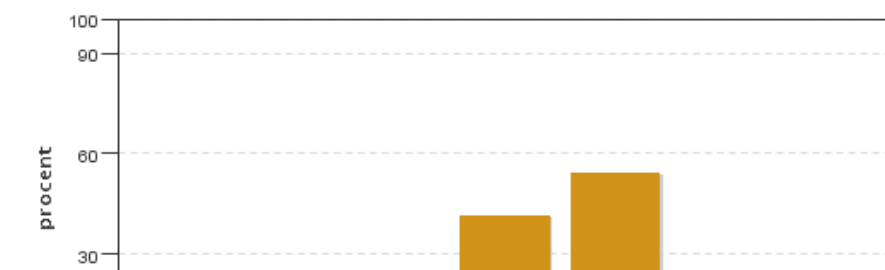


Answers: 31  
 Medel: 4,1  
 Median: 4

1: 0  
 2: 1  
 3: 3  
 4: 20  
 5: 7

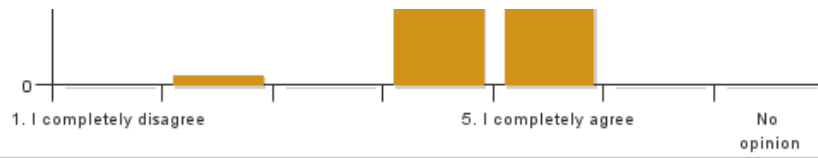
No opinion: 0

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



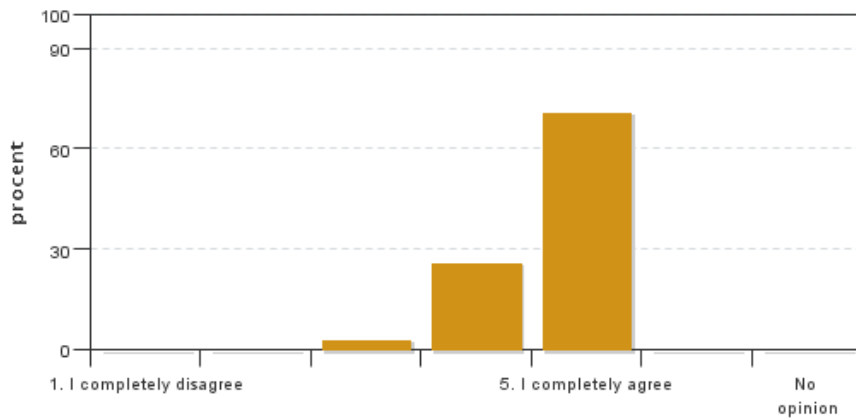
Answers: 31  
 Medel: 4,5  
 Median: 5

1: 0  
 2: 1  
 3: 0  
 4: 13  
 5: 17



No opinion: 0

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



Answers: 31

Medel: 4,7

Median: 5

1: 0

2: 0

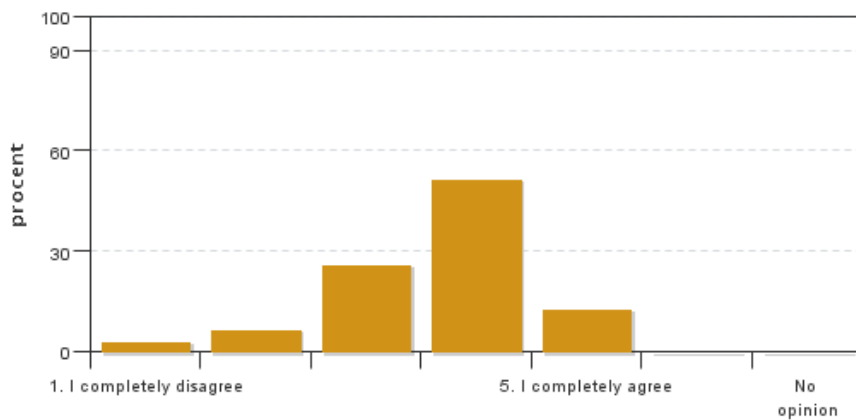
3: 1

4: 8

5: 22

No opinion: 0

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



Answers: 31

Medel: 3,6

Median: 4

1: 1

2: 2

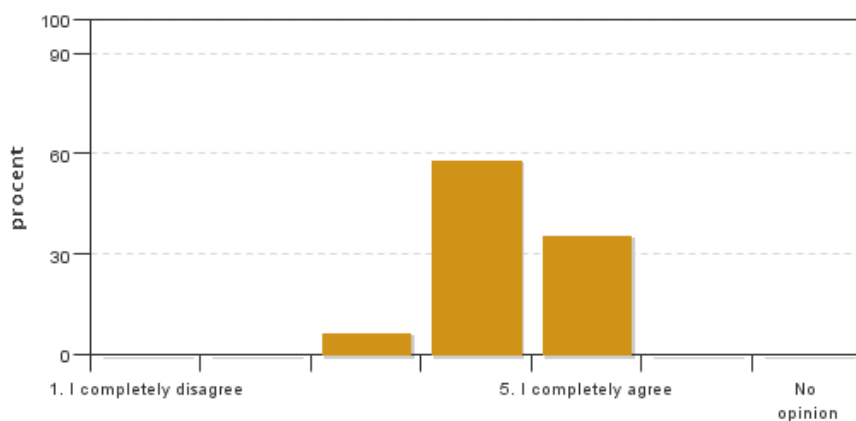
3: 8

4: 16

5: 4

No opinion: 0

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



Answers: 31

Medel: 4,3

Median: 4

1: 0

2: 0

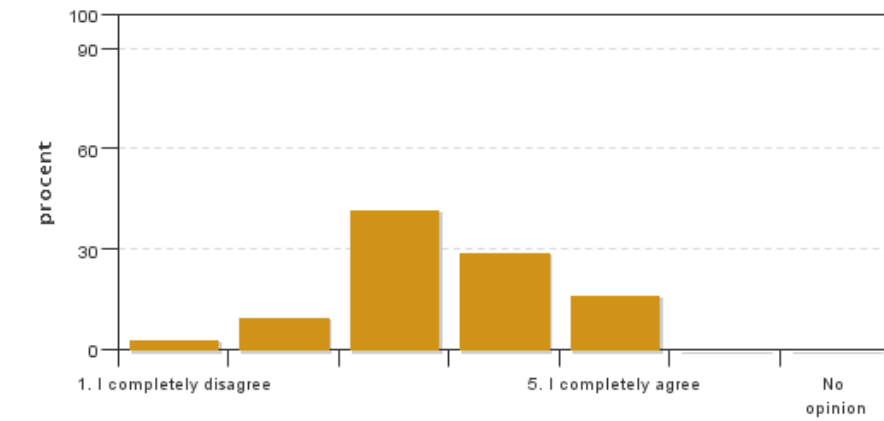
3: 2

4: 18

5: 11

No opinion: 0

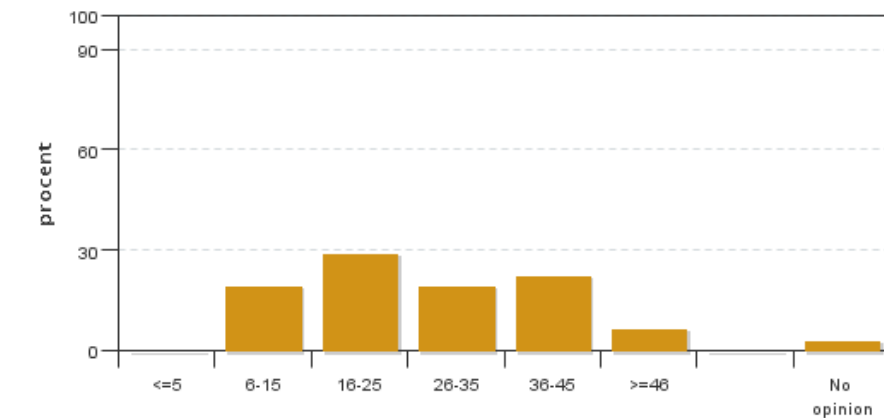
**10. The course covered international perspectives.**



Answers: 31  
 Medel: 3,5  
 Median: 3

1: 1  
 2: 3  
 3: 13  
 4: 9  
 5: 5  
 No opinion: 0

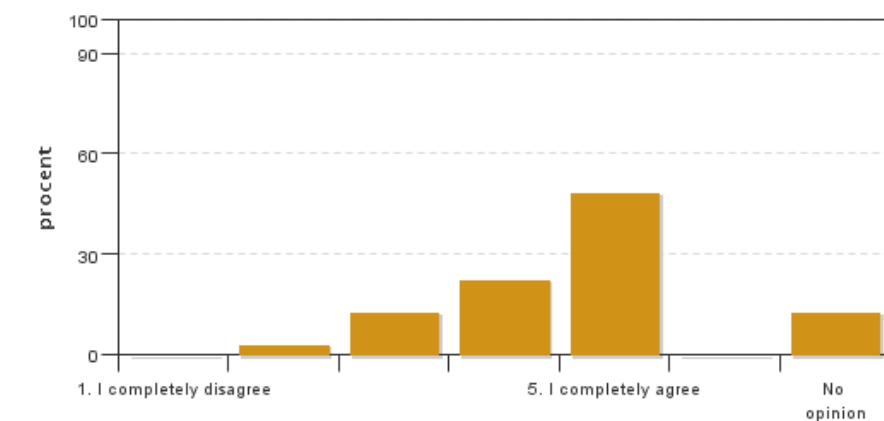
**11. On average, I have spent ... hours/week on the course (including timetabled hours).**



Answers: 31  
 Medel: 26,4  
 Median: 16-25

<=5: 0  
 6-15: 6  
 16-25: 9  
 26-35: 6  
 36-45: 7  
 >=46: 2  
 No opinion: 1

**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).**

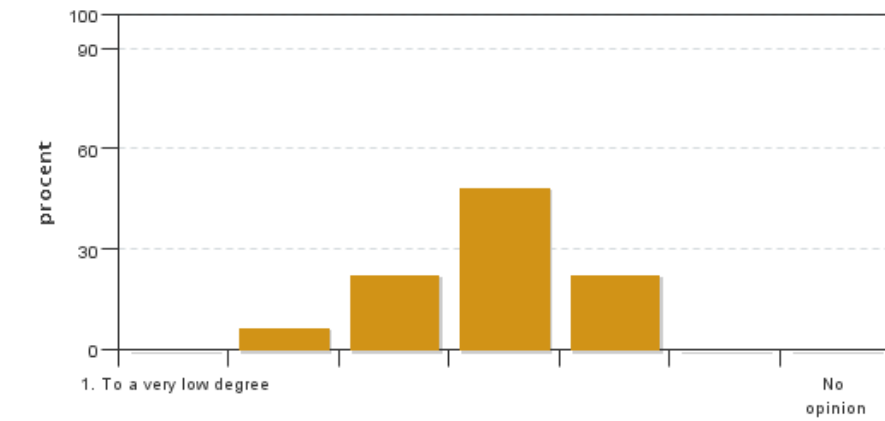


Answers: 31  
 Medel: 4,3  
 Median: 5

1: 0  
 2: 1  
 3: 4  
 4: 7  
 5: 15  
 No opinion: 4

## Additional own questions

**13. To what extent did the lectures contribute to your learning about sustainable food systems?**

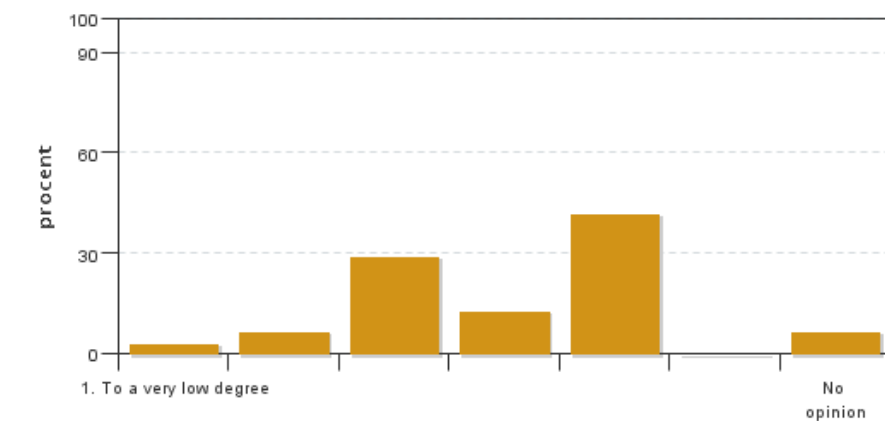


Answers: 31  
 Medel: 3,9  
 Median: 4

1: 0  
 2: 2  
 3: 7  
 4: 15  
 5: 7

No opinion: 0

**14. To what extent did the study visit to the dairy farm contribute to your learning about sustainable food systems?**

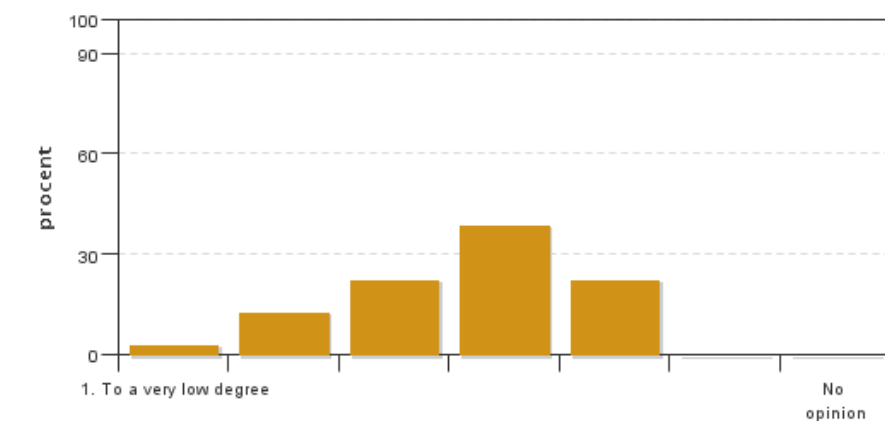


Answers: 31  
 Medel: 3,9  
 Median: 4

1: 1  
 2: 2  
 3: 9  
 4: 4  
 5: 13

No opinion: 2

**15. To what extent did the seminar (based on reading of three scientific papers) contribute to your learning about sustainable food systems?**

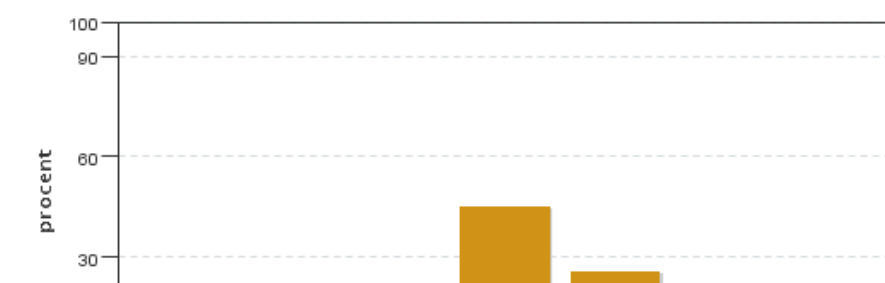


Answers: 31  
 Medel: 3,6  
 Median: 4

1: 1  
 2: 4  
 3: 7  
 4: 12  
 5: 7

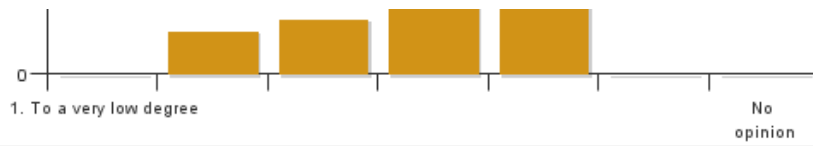
No opinion: 0

**16. To what extent did the individual task and oral presentation: Describe yor food system, contribute to your learning about sustainable food systems?**



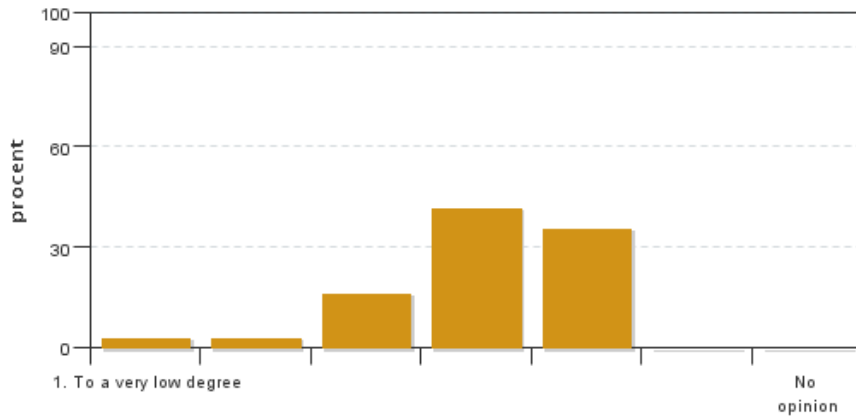
Answers: 31  
 Medel: 3,8  
 Median: 4

1: 0  
 2: 4  
 3: 5  
 4: 14  
 5: 8



No opinion: 0

**17. To what extent did the group work on food chains contribute to your learning about sustainable food systems?**

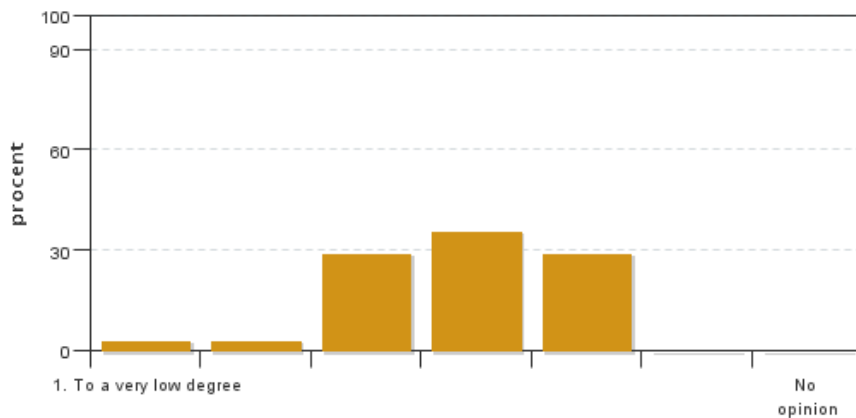


Answers: 31  
Medel: 4,0  
Median: 4

1: 1  
2: 1  
3: 5  
4: 13  
5: 11

No opinion: 0

**18. To what extent did the group work on LCA contribute to your learning about sustainable food systems?**

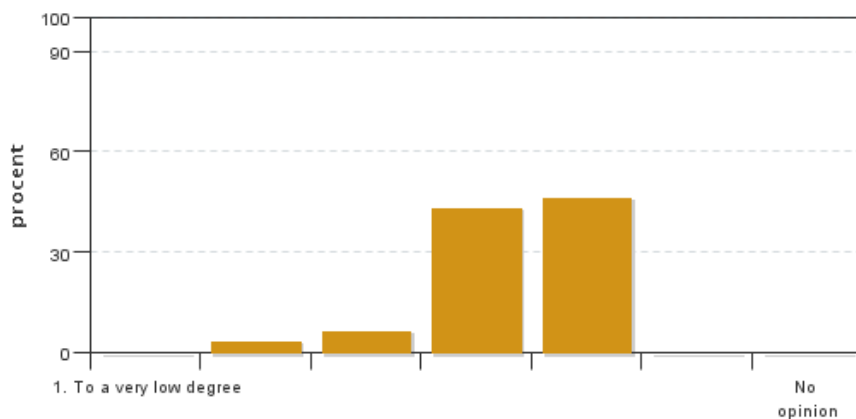


Answers: 31  
Medel: 3,8  
Median: 4

1: 1  
2: 1  
3: 9  
4: 11  
5: 9

No opinion: 0

**19. To what extent did the individual task on LCA contribute to your learning about sustainable food systems?**

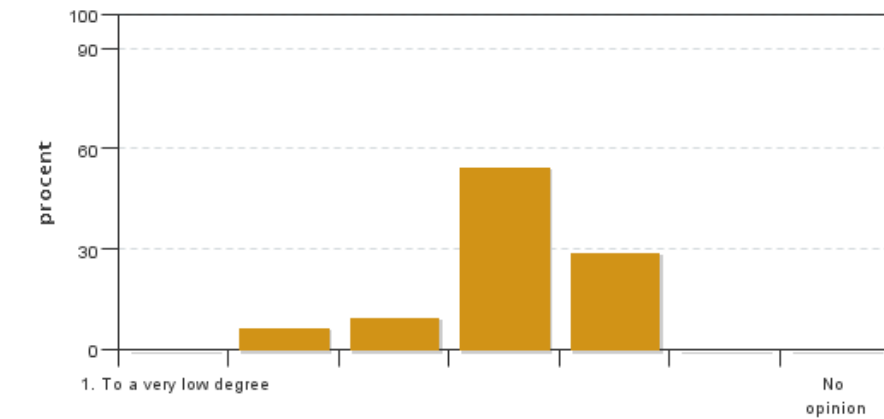


Answers: 30  
Medel: 4,3  
Median: 4

1: 0  
2: 1  
3: 2  
4: 13  
5: 14

No opinion: 0

**20. To what extent did the course literature contribute to your learning about sustainable food systems?**



Answers: 31  
 Medel: 4,1  
 Median: 4

1: 0  
 2: 2  
 3: 3  
 4: 17  
 5: 9

No opinion: 0

## Course leaders comments

Overall the general impression of the course which was given for the first time in 2018 scored well (3.9). The students were satisfied with the course information (4.5) and found the social and physical learning environment inclusive and satisfactory. Based on the students' comments and our own reflections we will continue to develop the course as follows:

1. The course is an introductory course in the masters' programme Sustainable food systems, which is open for students' with different backgrounds. We must allow for different competences to attend the course but on the other hand we need to give more in-depth knowledge to secure the advanced level. There is room to do this by extend the assignments and add more literature and/or seminars (according to question 11).
2. We will emphasize social and economic sustainability aspects more in the next course and strengthen the international perspective.
3. The presentations for assignment for theme 1 (my food system) will be better structured, possibly distributed over two days. However the exercise serves as a "get to know each other" activity, which we believe is important.
4. We will consider to swap theme 3 and theme 2 so that sustainability assessment is introduced before production chains.
5. We will try to add at least one more study visit. The current course included on visit to a farm that was much appreciated. In future courses it would be good to visit a processing plant or similar.
6. The setting and design of some of the group works will be slightly adjusted to enhance collaboration and a more active learning.
7. Overall, the students' were satisfied with most of the literature provided (4.1) but we will update the literature list, remove some papers and add others.

*Pernilla Tidåker and Hanna Karlsson (course leaders)*

## Student representatives comments

According to 31 respondents (from 35 students), who evaluated the course, 64.5 % thought that the overall impression was good (4), 19% gave a medium (3), 13.5% rated the course very good (5). In addition, 68% agreed that the content had clear links to the learning objectives.

The course schedule was well organized, and it was easy to access the study material on Canvas, as well as all information was provided in time and the communication with the teachers went smoothly. Most students felt that the lectures were interesting and wide range of aspects, different perspectives of food systems were covered throughout the course and facilitated the learning objectives. The literature was relevant to the topics covered during the course and have been perceived as helpful tools by students.

Furthermore, pupils found it useful and highly valued that several teachers with competent knowledge contributed to the course during lectures and seminars. What is more, students appreciated that different types of tasks were included, which served them to build up their knowledge in various ways and they really enjoyed the interactive lectures. Especially, the LCA assignment, system thinking tasks were highlighted as very good exercises, that gave the chance to practice in reality the application of those methods and evaluation of different sustainability aspects.

Based on the given responses, at some stages of the course, deeper knowledge could have been provided. For instance, to better understand the sustainability challenges related to food systems, social and economic aspects

could be covered and discussed in more details. Additionally, including more seminars and interactive tasks on lectures, would give space and opportunity for more discussions and knowledge sharing within the group.

Some students felt that the assignments and group works could have been better organized. In particular, to ease the group works more guidance and supervision from the professors could be beneficial. Furthermore, the deadlines could be structured slightly differently according to the expectations, workload of the tasks in order to give students enough time to fulfill those requirements and support the efficient learning outcomes. In the case of the group work on food chains, most of the students felt that it would be better to involve fewer food products so that they could acquire more detailed knowledge within the team.

The respondents highlighted that more feedback on assignments during the course and information about the exam requirements as well as more clear instructions to answer correctly the questions on the exam would be appreciated.

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