



# Management perspectives for sustainable food systems FÖ0440, 20055.1819

15 Hp  
Pace of study = 100%  
Education cycle = Advanced -  
Course leader = Cecilia Mark-Herbert

## Evaluation report

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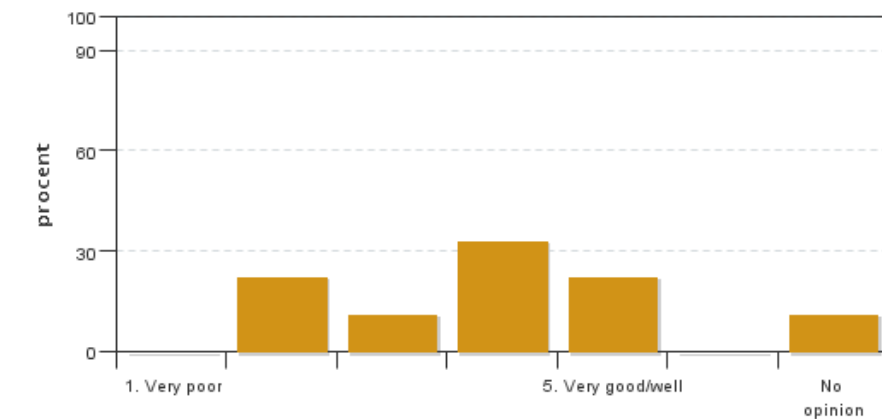
**Evaluation period: 2019-01-13 - 2019-02-03**

Answers 9  
Number of students 28  
Answer frequency 32 %

## Mandatory standard questions

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

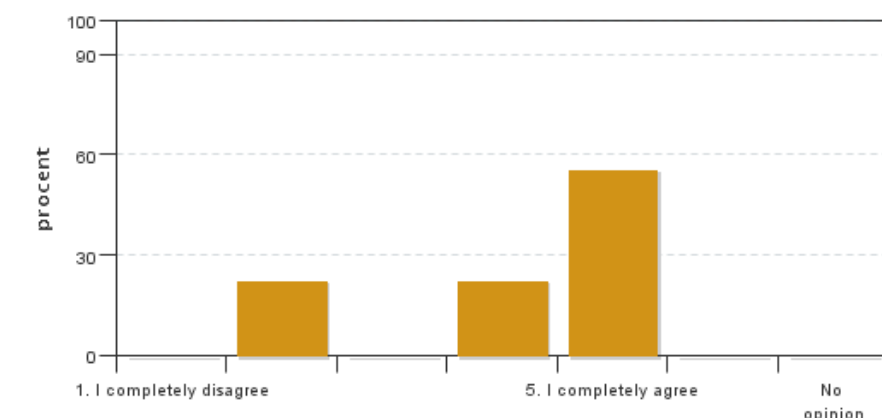


Answers: 9  
Medel: 3,6  
Median: 4

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

No opinion: 1

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

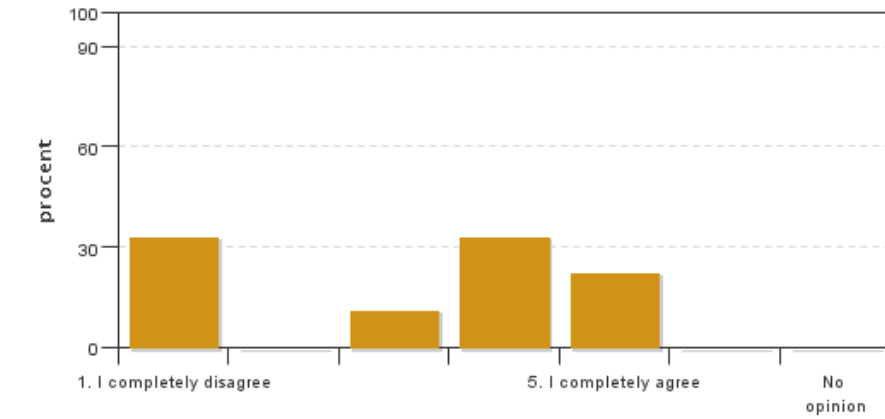


Answers: 9  
Medel: 4,1  
Median: 5

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

No opinion: 0

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

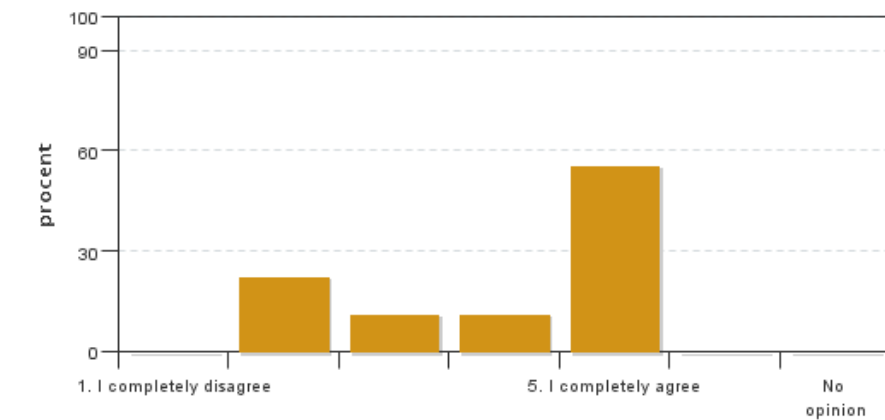


Answers: 9  
 Medel: 3,1  
 Median: 4

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

No opinion: 0

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

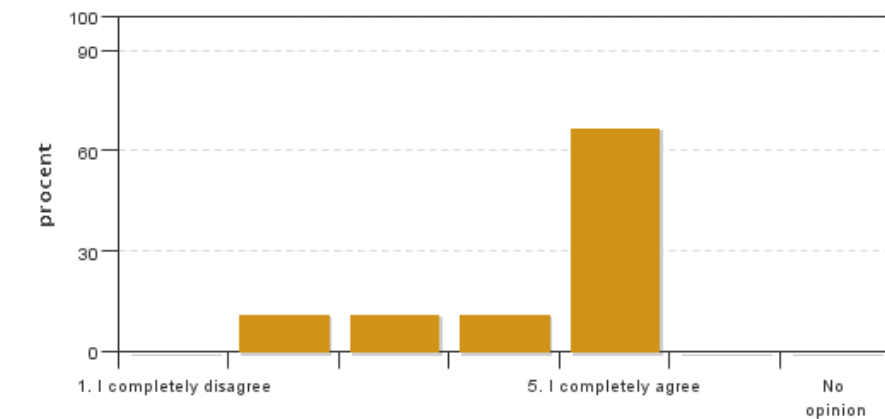


Answers: 9  
 Medel: 4,0  
 Median: 5

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

No opinion: 0

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

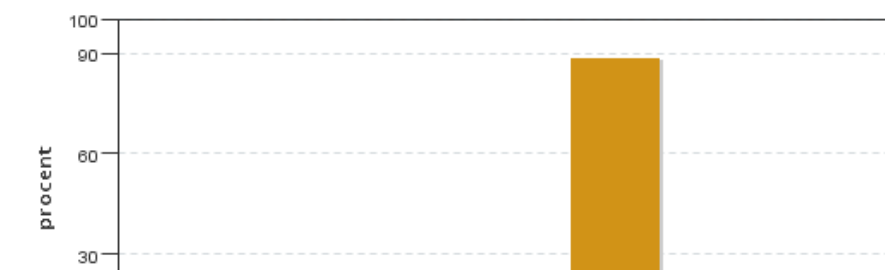


Answers: 9  
 Medel: 4,3  
 Median: 5

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

No opinion: 0

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



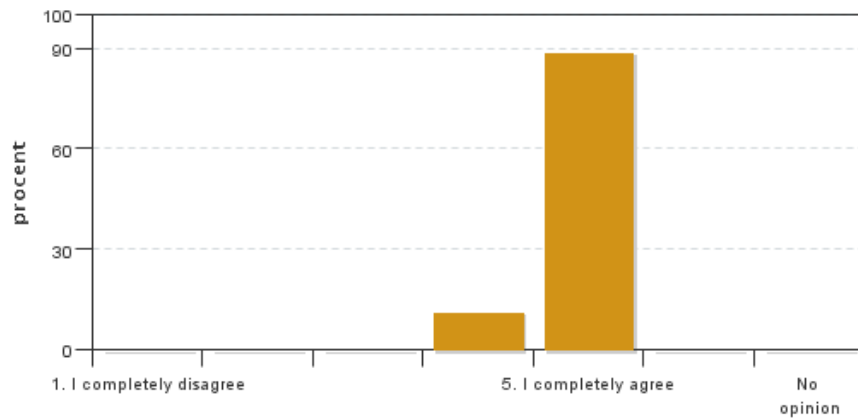
Answers: 9  
 Medel: 4,7  
 Median: 5

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



No opinion: 0

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

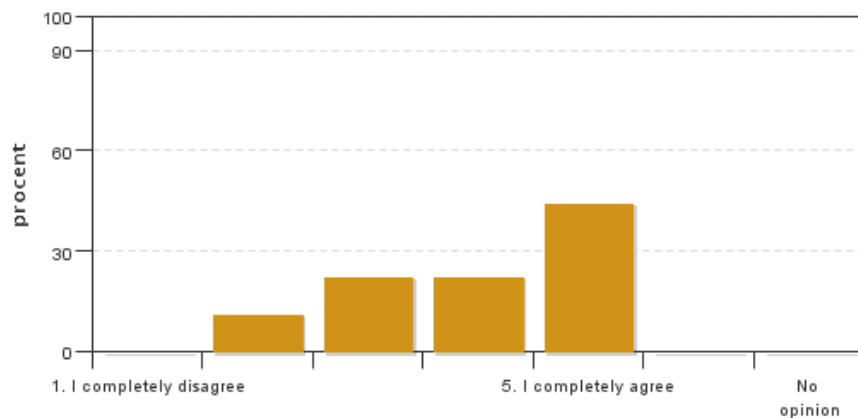


Answers: 9  
Medel: 4,9  
Median: 5

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

No opinion: 0

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

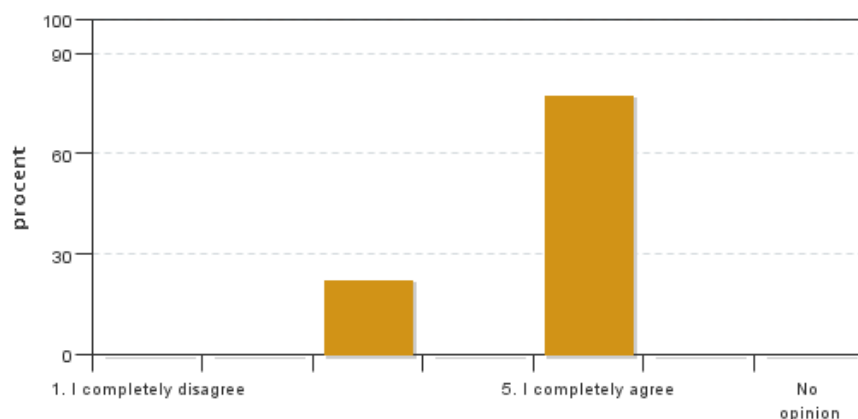


Answers: 9  
Medel: 4,0  
Median: 4

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

No opinion: 0

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

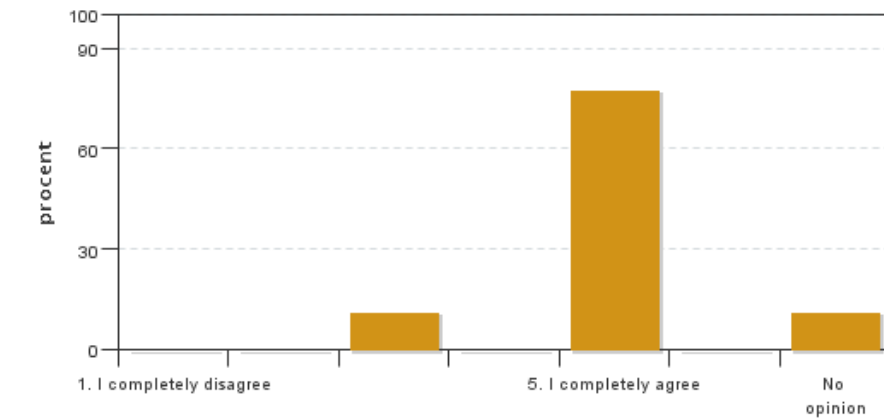


Answers: 9  
Medel: 4,6  
Median: 5

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

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).**

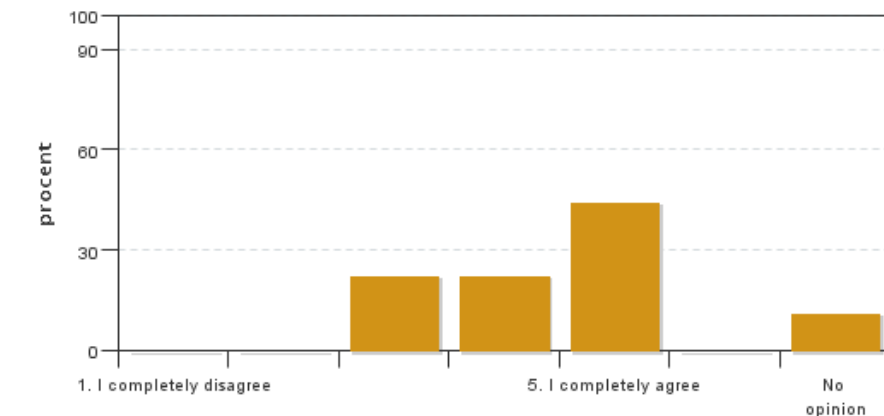


Answers: 9  
 Medel: 4,8  
 Median: 5

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

No opinion: 1

### 11. The course covered international perspectives.

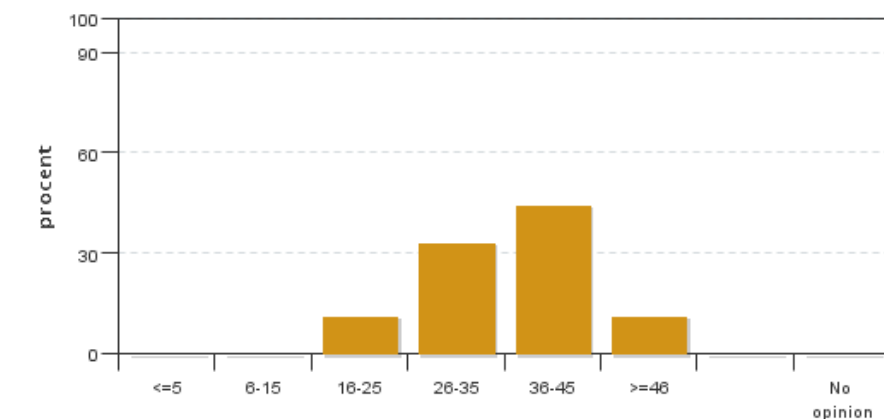


Answers: 9  
 Medel: 4,3  
 Median: 4

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

No opinion: 1

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



Answers: 9  
 Medel: 35,1  
 Median: 36-45

≤5: 0  
 6-15: 0  
 16-25: 1  
 26-35: 3  
 36-45: 4  
 ≥46: 1

No opinion: 0

## Course leaders comments

In reading the comments in the evaluation and the suggestions, I realize that I have to be more clear on that this is a marketing course - not a food system course. Altering the course name to include marketing (as a subject) might be one way to be more clear on the topic. Mixing students with different backgrounds is both a challenge and a blessing in that the different backgrounds mean hard work to establish shared vocabularies. I will take to heart that I need to start up the course with a "general marketing background" for next year, and also provide clear instructions in Canvas (that will be a change for next year).

The challenges encountered in doing a project relate to skills that are preparing for doing a thesis project. Students was free to pick topics of relevance for food systems - as well as readings for the seminars that they felt were relevant. I will alter the instructions somewhat to ensure that more literature include empirical examples from the food systems.

Suggestions of moving the exam to the end of the course and having the project prior to the Christmas break have been made, but it does not work well with the pedagogical idea of learning about concepts (and discussing them in seminars) prior to using them in a project (training different skills). Next year, I will be very clear over expectations to take responsibility of the project in spite of the Christmas break - by showing project work days in the schedule.

External lecturers that present their world may relate directly or indirectly to food systems. Sourcing, for example, is a topic of relevance for food systems, fiber systems and other systems - so the external lecturers are in the course to provide an understanding of how corporations address sustainability issues. I'll try to engage more food systems related external lecturers for future courses.

The seminars are key in the course, as they offer opportunities for students to pick some of their own readings and train skills related to critical thinking. I am very thankful for the many constructive dialogues we have had in the course during seminars, lectures and in the course project.

## **Student representatives comments**

No comments from the student representatives

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