



Marknadsföringsperspektiv för hållbara livsmedelssystem FÖ0440, 20055.1819

15 Hp
Studietakt = 100%
Nivå och djup = Avancerad
Kursledare = Cecilia Mark-Herbert

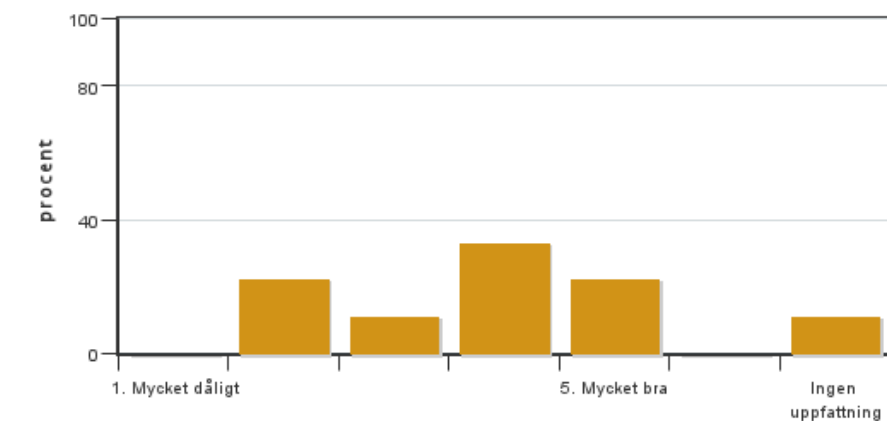
Värderingsresultat

Värderingsperiod: 2019-01-13 - 2019-02-03

Antal svar 9
Studentantal 28
Svarsfrekvens 32 %

Obligatoriska standardfrågor

1. Mitt helhetsintryck av kursen är:

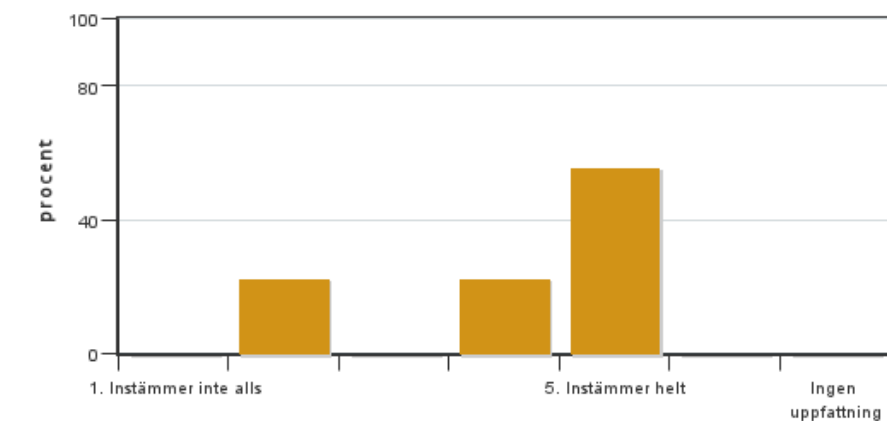


Antal svar: 9
Medel: 3,6
Median: 4

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

Har ingen uppfattning: 1

2. Jag anser att kursens innehåll hade en tydlig koppling till kursens lärandemål.

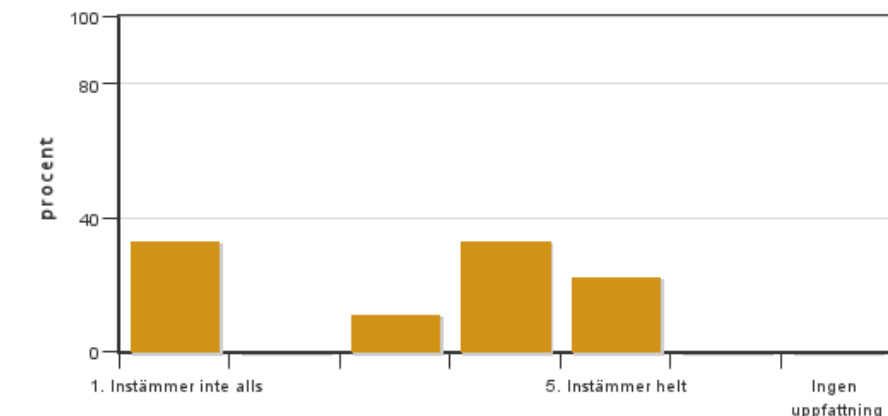


Antal svar: 9
Medel: 4,1
Median: 5

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

Har ingen uppfattning: 0

3. Mina förkunskaper var tillräckliga för att tillgodogöra mig kursen.

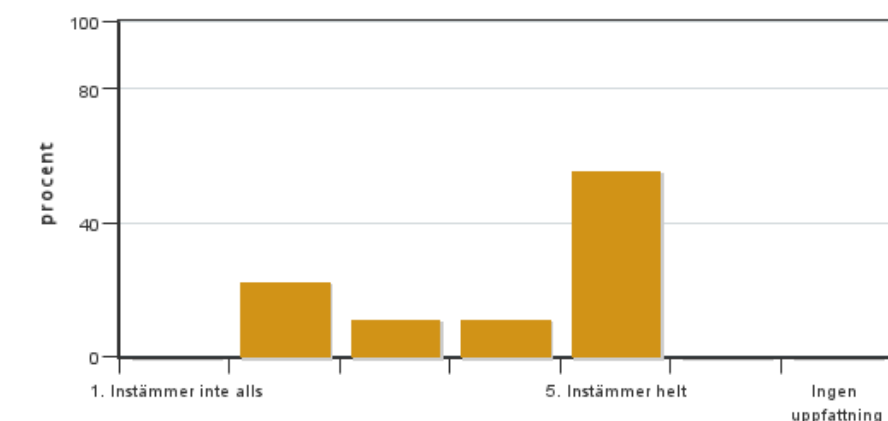


Antal svar: 9
Medel: 3,1
Median: 4

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

Har ingen uppfattning: 0

4. Jag anser att kursinformationen var lättillgänglig.

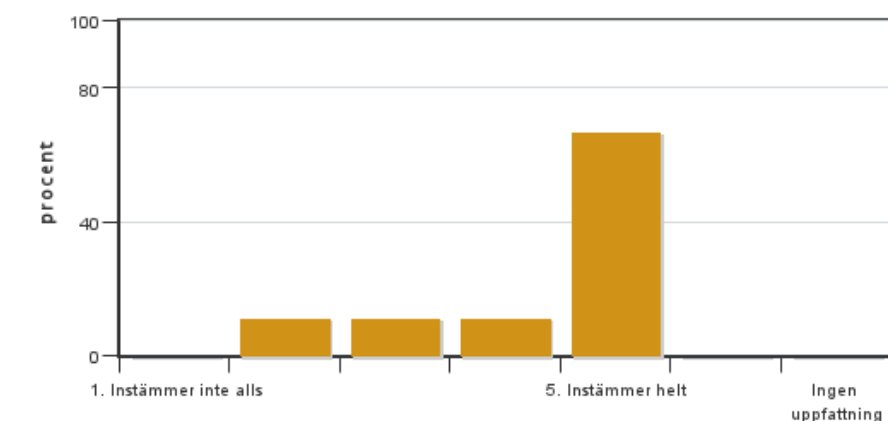


Antal svar: 9
Medel: 4,0
Median: 5

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

Har ingen uppfattning: 0

5. Kursens lärandemoment (föreläsningar, litteratur, övningar med mera) har stöttat mitt lärande.



Antal svar: 9
Medel: 4,3
Median: 5

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

Har ingen uppfattning: 0

6. Jag anser att den sociala lärmiljön har varit inkluderande där olika tankar respekterades.



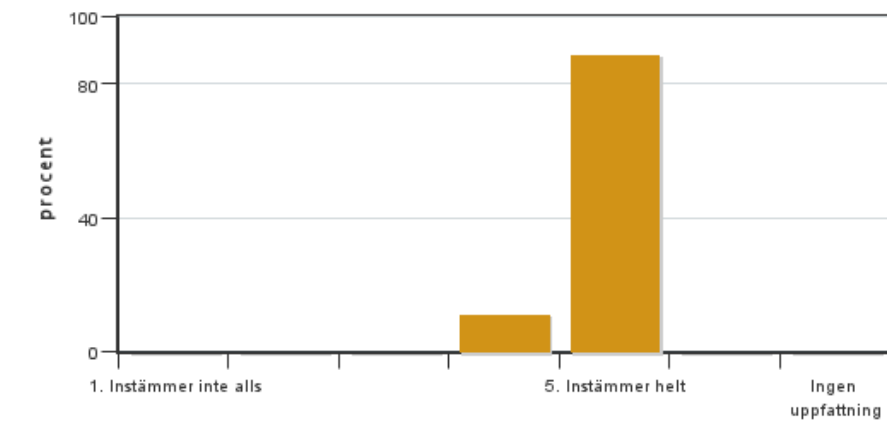
Antal svar: 9
Medel: 4,7
Median: 5

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



Har ingen uppfattning: 0

7. Jag anser att den fysiska lärmiljön (exempelvis lokaler och utrustning) var tillfredställande.



Antal svar: 9

Medel: 4,9

Median: 5

1: 0

2: 0

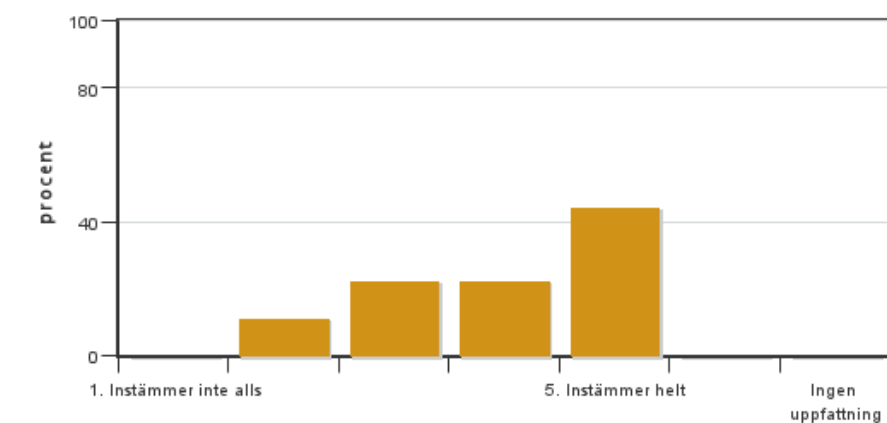
3: 0

4: 1

5: 8

Har ingen uppfattning: 0

8. Examinationen/-erna gav mig möjlighet att visa vad jag lärt mig under kursen, se lärandemål.



Antal svar: 9

Medel: 4,0

Median: 4

1: 0

2: 1

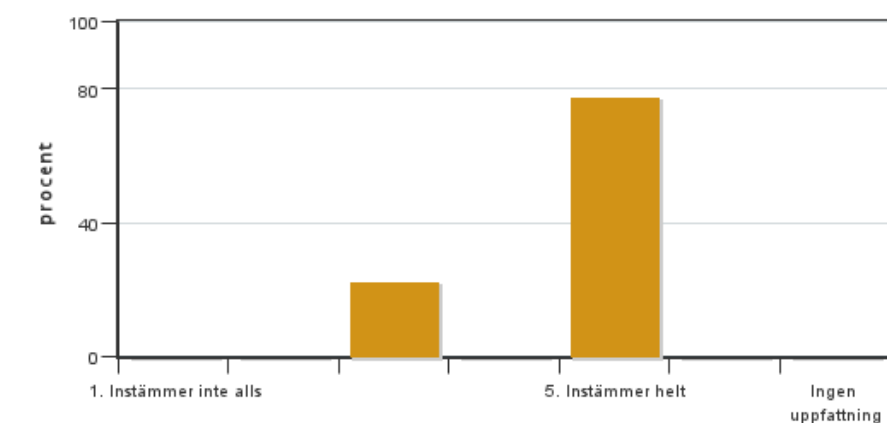
3: 2

4: 2

5: 4

Har ingen uppfattning: 0

9. Jag anser att kursen har berört hållbar utveckling (miljömässig, social och/eller ekonomisk hållbarhet).



Antal svar: 9

Medel: 4,6

Median: 5

1: 0

2: 0

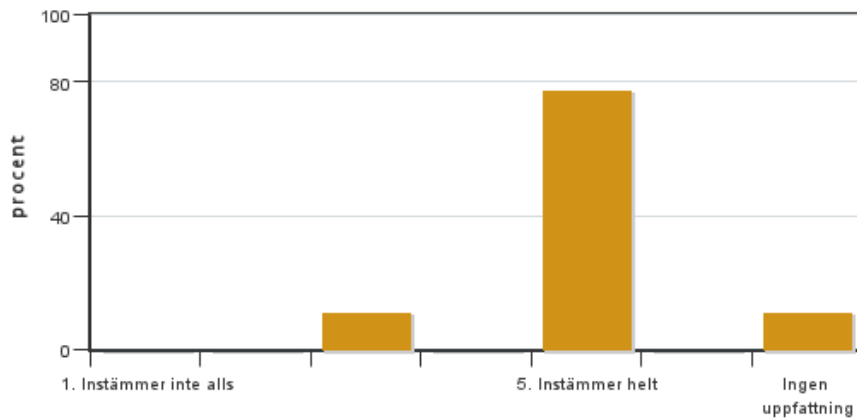
3: 2

4: 0

5: 7

Har ingen uppfattning: 0

10. Jag anser att kursen har berört ett genus- och jämställdhetsperspektiv i innehåll och praktik (t. ex. perspektiv på ämnet, kurslitteratur, fördelning av taltid och förekomst av härskartekniker).

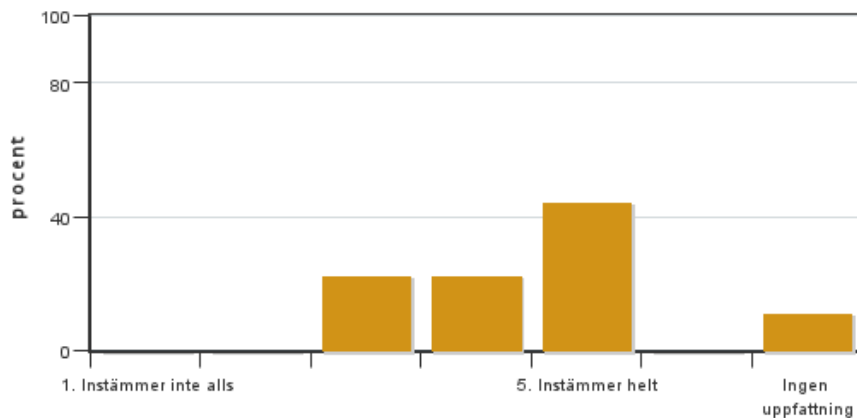


Antal svar: 9
 Medel: 4,8
 Median: 5

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

Har ingen uppfattning: 1

11. Jag anser att kursen har berört internationella perspektiv.

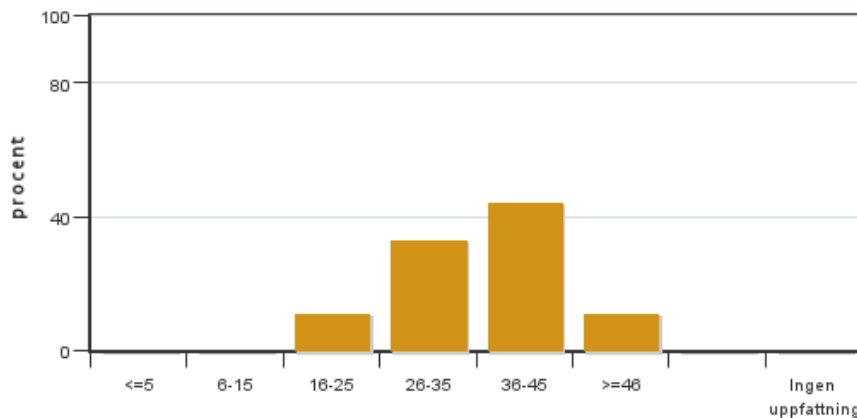


Antal svar: 9
 Medel: 4,3
 Median: 4

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

Har ingen uppfattning: 1

12. Jag har i genomsnitt lagt ... timmar per vecka på kursen (inklusive schemalagd tid).



Antal svar: 9
 Medel: 35,1
 Median: 36-45

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

Har ingen uppfattning: 0

Kursledarens kommentarer

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.

Studentrepresentantens kommentarer

Studentrepresentanten har inte lämnat några kommentarer

Kontakta support: support@slu.se - 018-67 6600