Value Chains and Networks in the Bio-Economy
FÖ0454, 30195.1819

15 Hp
Pace of study = 100%
Education cycle = Advanced
Course leader = Assem Abouhatab

Evaluation report

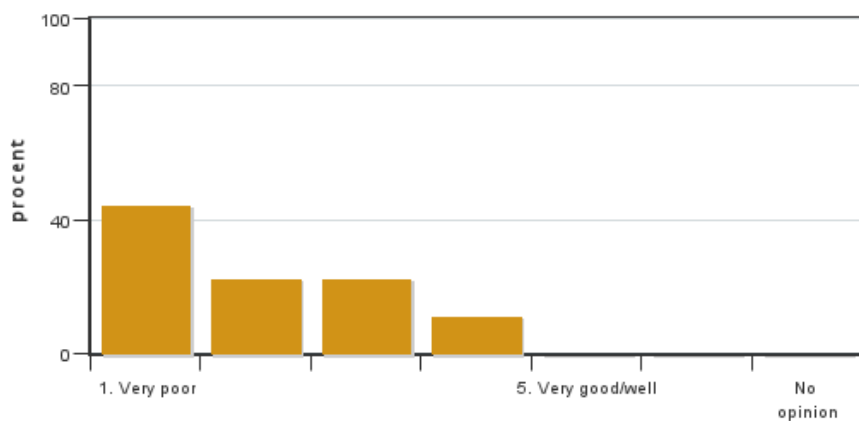**Evaluation period: 2019-03-18 - 2019-04-08**

Answers 9
Number of students 44
Answer frequency 20 %

Mandatory standard questions

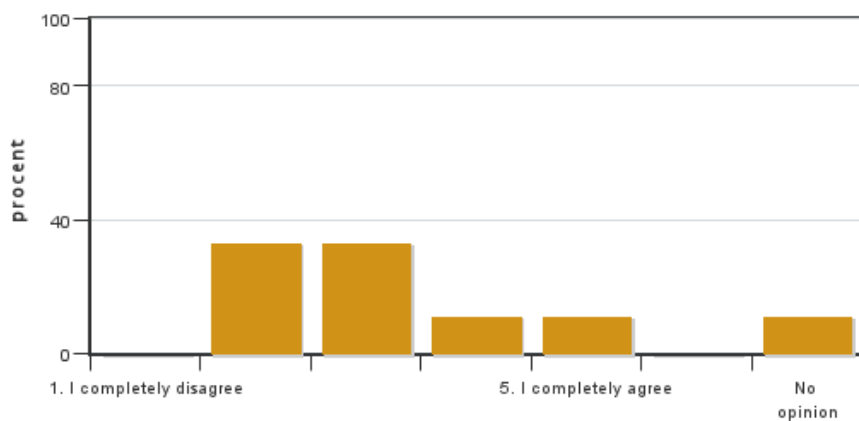**1. My overall impression of the course is:**

Answers: 9
Medel: 2,0
Median: 2

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

No opinion: 0

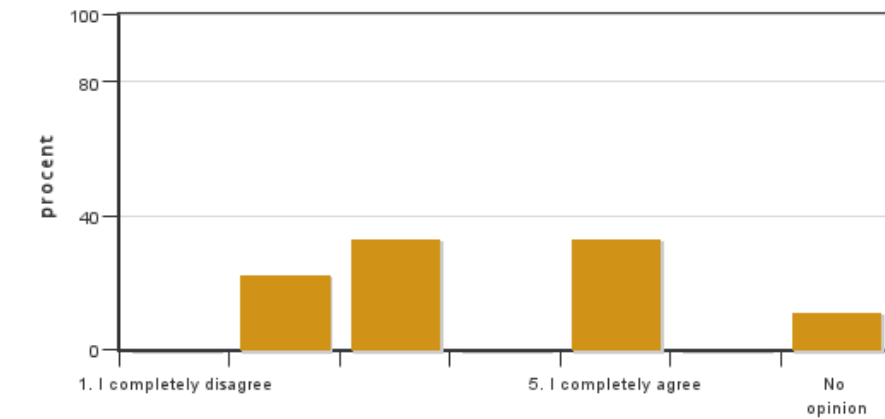**2. I found the course content to have clear links to the learning objectives of the course.**

Answers: 9
Medel: 3,0
Median: 3

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

No opinion: 1

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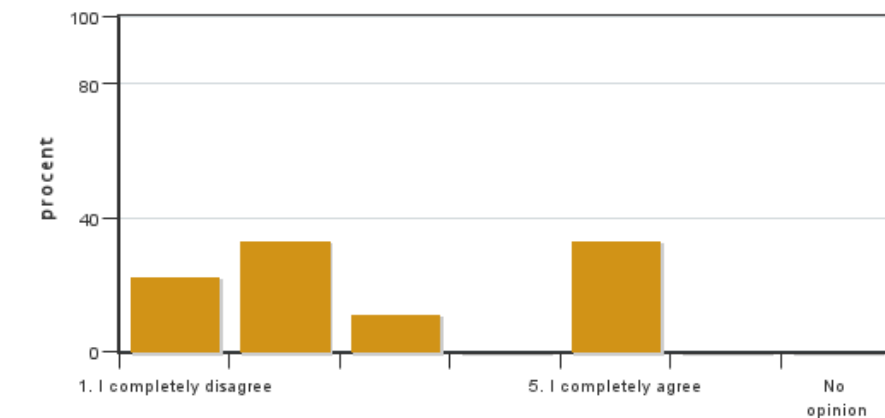

Answers: 9
Medel: 3,5
Median: 3

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

No opinion: 1

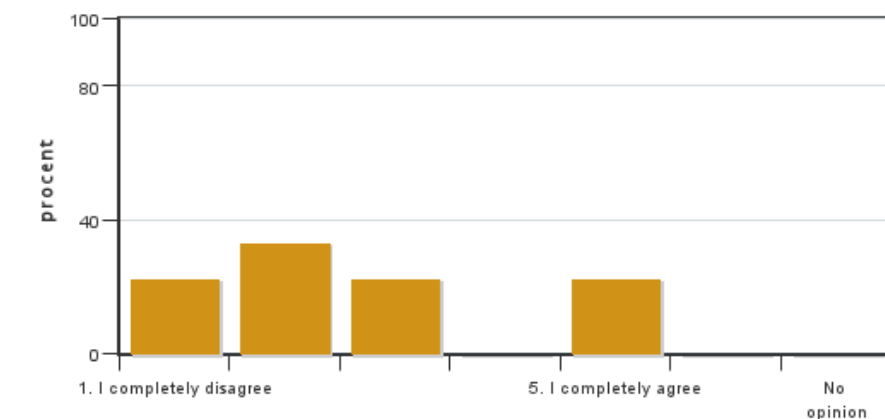### 4. The information about the course was easily accessible.

Answers: 9
Medel: 2,9
Median: 2

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

No opinion: 0

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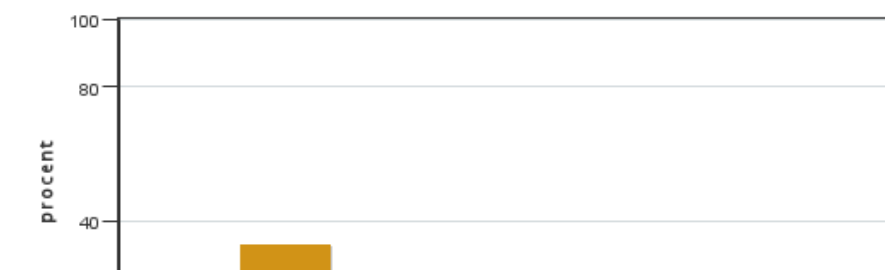

Answers: 9
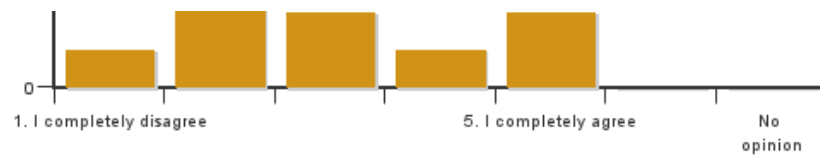Medel: 2,7
Median: 2

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

No opinion: 0

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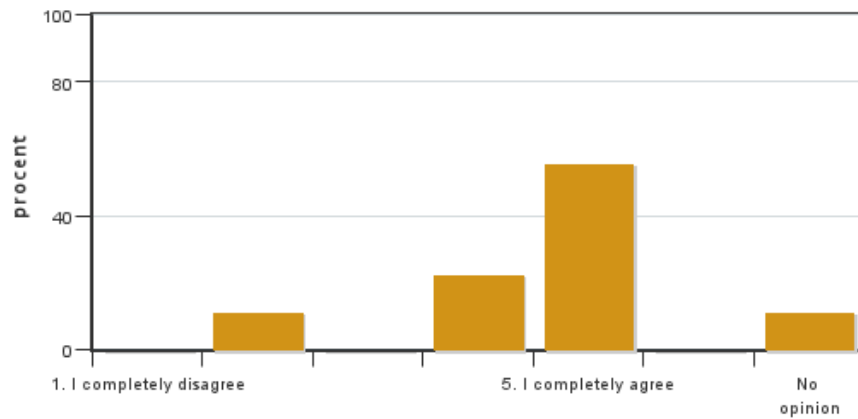

Answers: 9
Medel: 3,0
Median: 3

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

No opinion: 0

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

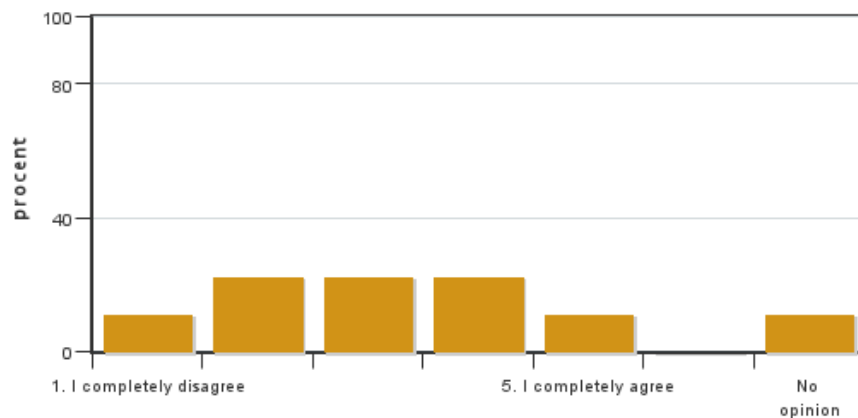Answers: 9
Medel: 4,4
Median: 5

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

No opinion: 1

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

Answers: 9
Medel: 3,0
Median: 3

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

No opinion: 1

9. The course covered the sustainable development aspect (environmental, social and/or financial sustainability).
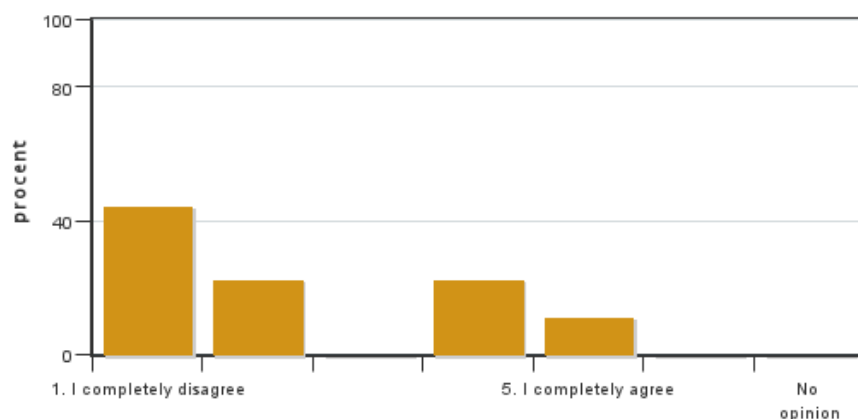
Answers: 9
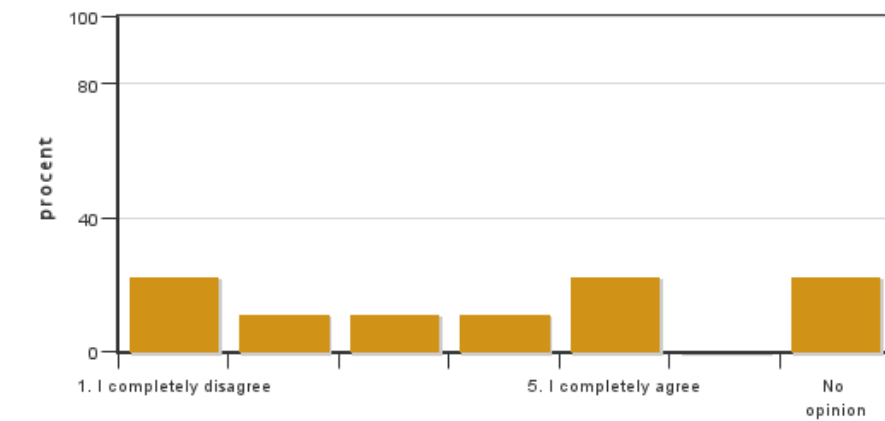Medel: 2,3
Median: 2

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

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).
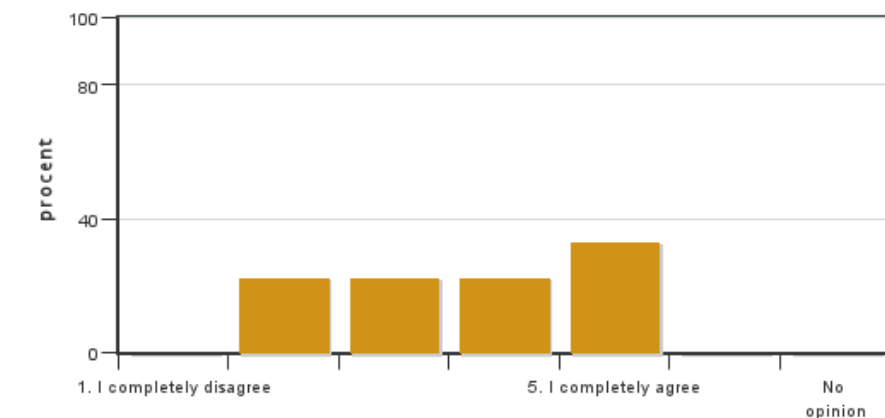
Answers: 9
Medel: 3,0
Median: 3

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

No opinion: 2

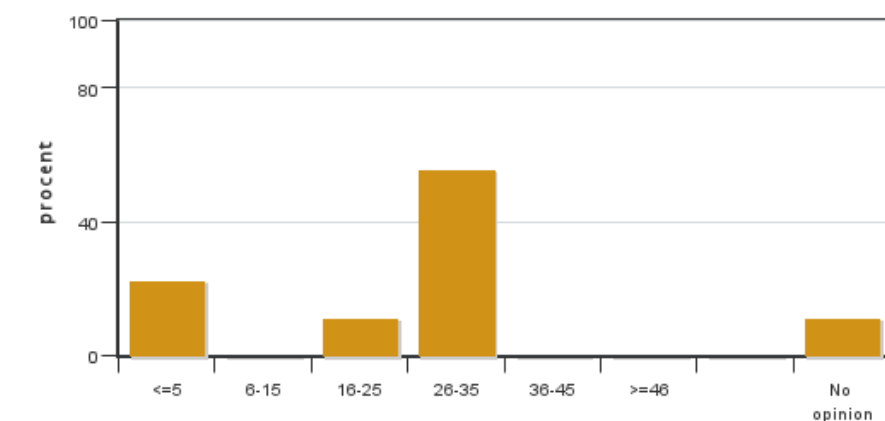**11. The course covered international perspectives.**

Answers: 9
Medel: 3,7
Median: 4

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

No opinion: 0

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

Answers: 9
Medel: 21,9
Median: 26-35

≤5: 2
6-15: 0
16-25: 1
26-35: 5
36-45: 0
≥46: 0

No opinion: 1

Course leaders comments

In total, 47 students followed this round of the FÖ0454 course (Value Chains and Networks in the Bio-Economy). Of which 9 students filled in the course evaluation, implying a response rate of around 19%. Although the response rate is too low to draw meaningful conclusions, the following are some comments in relation to students' responses to the course evaluation, followed by brief outline of the main changes that we intend to implement in the future to improve the course.

Overall, the impression of the respondents of the course was slightly below the average. However, a look at students' responses to Question #2 concerning the 'course content', shows that close to two-thirds of the respondents (n=8) agreed that course content had clear links to the learning objectives of the course (average=3), with 4 responses ranging between "partially agree = 3" and "completely agree = 5". Mapping together the responses regarding the "overall impression" and the "course content", I would attribute to below average overall impression regarding the

course to the 'staffing' problem that we faced at the beginning of the course. In fact, a couple of invited guest lecturers, who were supposed to teach fundamental sections of the course, became unexpectedly unavailable due to sickness and other various reasons. In turn, we had to apply some 'last-minute' changes on the course structure and content, which seem to have adversely affected the overall impression of the students.

Concerning students' prior knowledge, the respondents regarded their prior knowledge as sufficient to benefit from the course (average 3.5). The respondents moderately rated the accessibility of the information regarding the course with 5 responses below the average (1 or 2) and 4 responses above the average (3 and 5). Likewise, responses regarding the way that various components had supported students' learning were scattered, while 5 respondents completely or partially disagreeing with the statement (responses ranging between 1 and 2) and 4 respondents in contrast moderately or completely agreeing with the statement (responses ranging 3 and 5).

Both the social and physical learning environments were rated moderately satisfactory (average=3) and highly satisfactory (average=4.4), respectively, by the respondents. With regard to the examinations, the respondents moderately agreed (average=3) that the course examination allowed them to demonstrate what they had learnt during the course. The responses indicated that 'sustainability' issues were insufficiently covered (average= 2.3). In contrary, 'international' perspectives were well appreciated (average=3.7).

On average, the students spent around 22 hours per week on the course, which is reasonable amount of time for a full-time and a 15-credit course. With respect to 'gender' and 'equality' aspects of the course, the respondents moderately rated (average=3) these aspects of the content and teaching practices.

Based on the results of the course evaluation, we intend to implement some changes to improve student satisfaction. First, since this course is structured in modules taught by 'guest lecturers', we will create a pool of potential lecturers and discuss the course objectives and expected learning outcomes with them sufficient time in advance of the course start. With this, we can ensure the availability of lecturers and avoid any unexpected events in the future. Moreover, every lecturer involved in the course will be well-informed about whole syllabus and the detailed content of the lecturers taught by other lecturers. Second, we will create more dialogue with and among all lecturers involved in the course regarding the learning outcomes, the teaching methods and pedagogic approaches, course activities, examination and grading criteria. This will help better coordinate the course structure and ensure that lectures are well-connected and build well on each other. Third, more emphasize will be put on the sustainability aspects of the course in order to improve interlinkages between course content and learning outcomes, and sustainability focusing on the Sustainable Development Goals.

Student representatives comments

No comments from the student representatives