



Project management for innovation in sustainable food systems LV0102, 30063.1920

15 Hp

Pace of study = 100%

Education cycle = Advanced

Course leader = Fredrik Fernqvist

Evaluation report

Evaluation period: 2020-03-17 - 2020-04-07

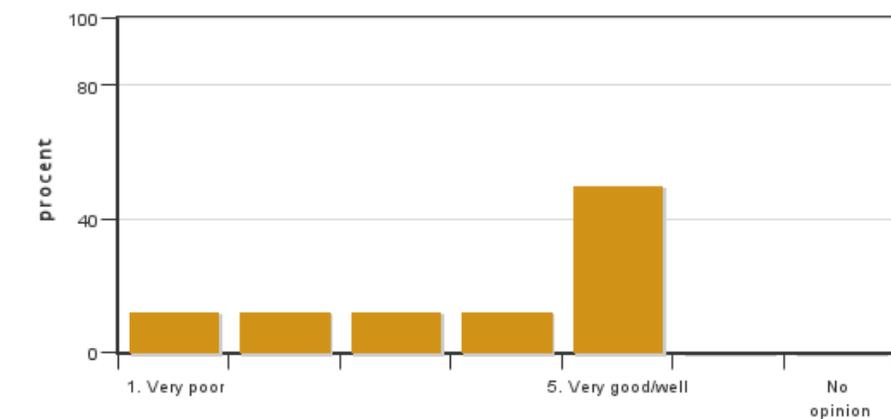
Answers 8

Number of students 27

Answer frequency 29 %

Mandatory standard questions

1. My overall impression of the course is:



Answers: 8

Medel: 3,8

Median: 4

1: 1

2: 1

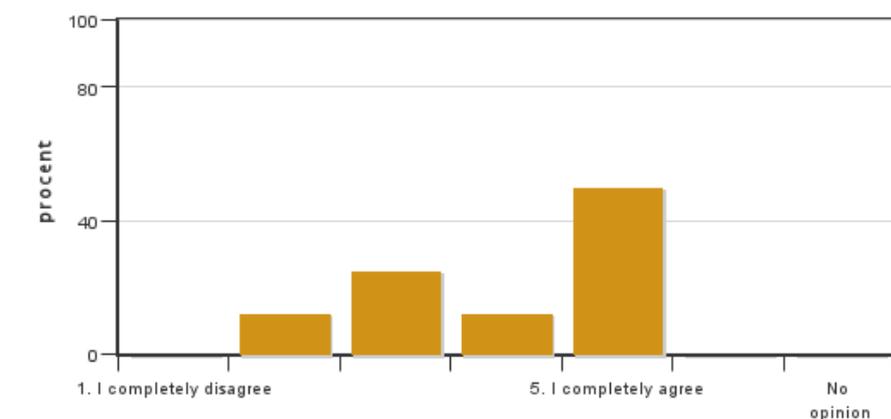
3: 1

4: 1

5: 4

No opinion: 0

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



Answers: 8

Medel: 4,0

Median: 4

1: 0

2: 1

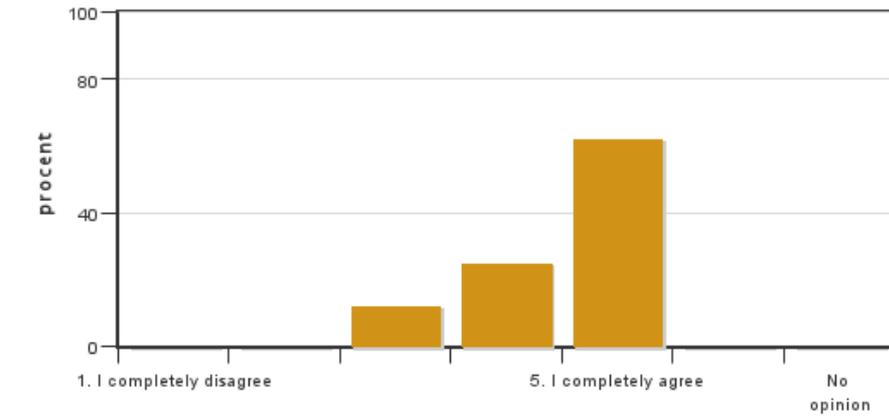
3: 2

4: 1

5: 4

No opinion: 0

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

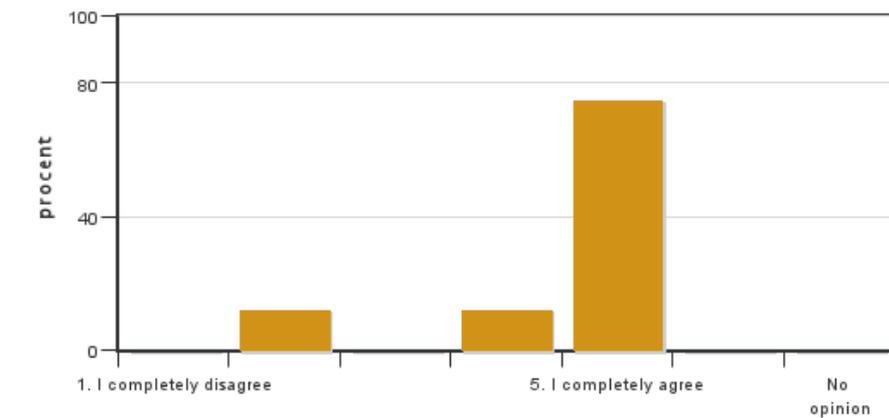


Answers: 8
 Medel: 4,5
 Median: 5

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

No opinion: 0

4. The information about the course was easily accessible.

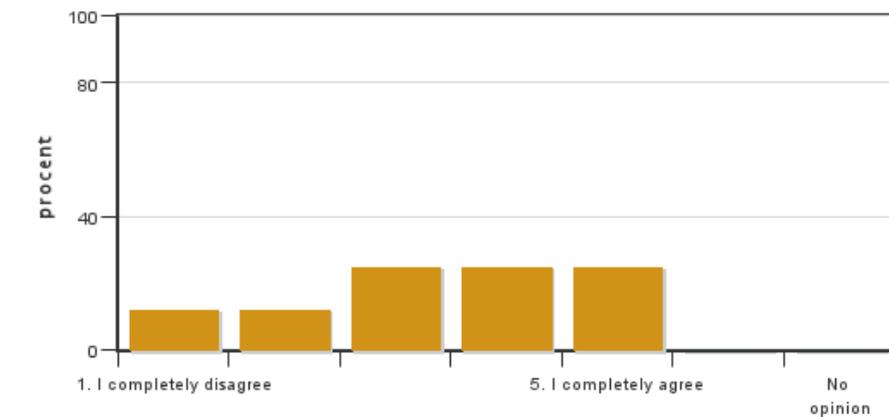


Answers: 8
 Medel: 4,5
 Median: 5

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

No opinion: 0

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

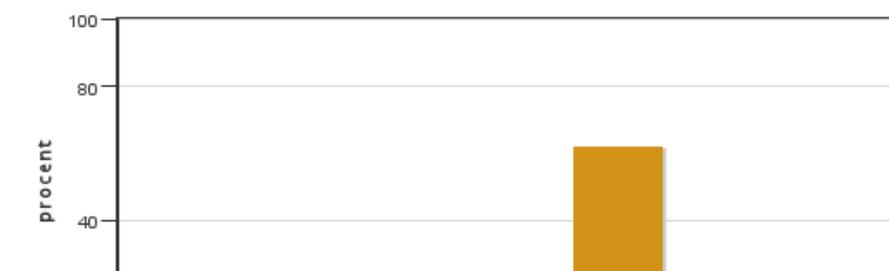


Answers: 8
 Medel: 3,4
 Median: 3

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

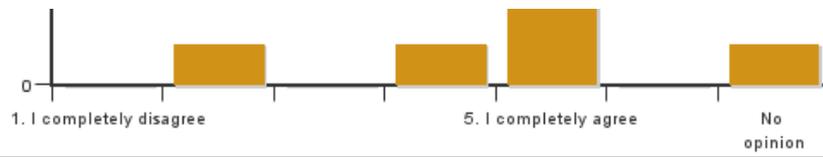
No opinion: 0

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



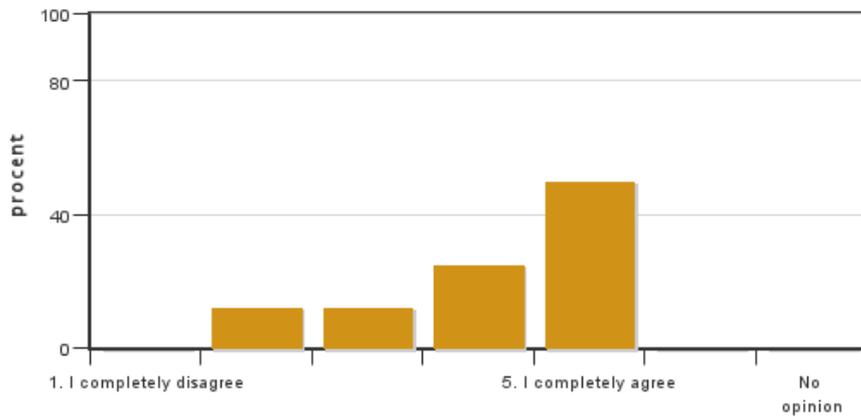
Answers: 8
 Medel: 4,4
 Median: 5

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



No opinion: 1

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

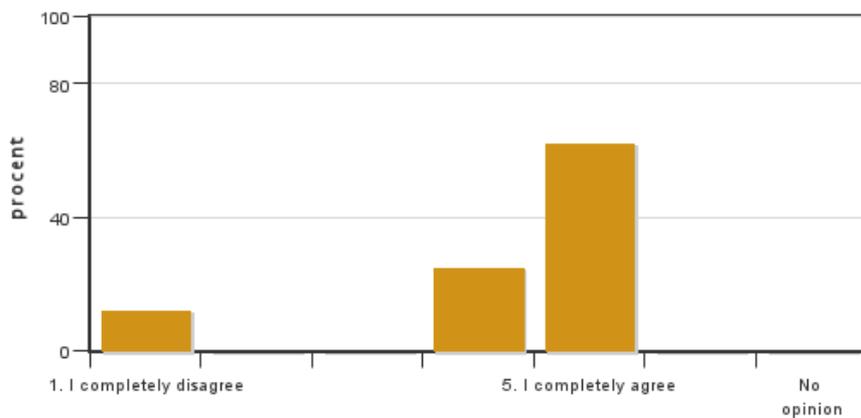


Answers: 8
Medel: 4,1
Median: 4

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

No opinion: 0

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

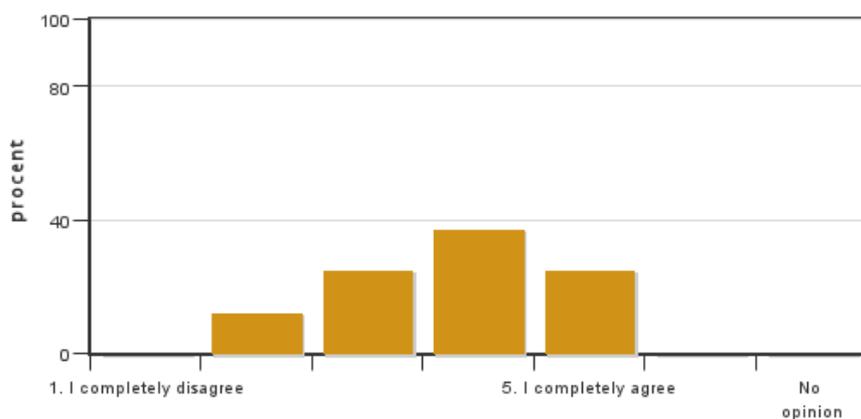


Answers: 8
Medel: 4,3
Median: 5

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

No opinion: 0

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

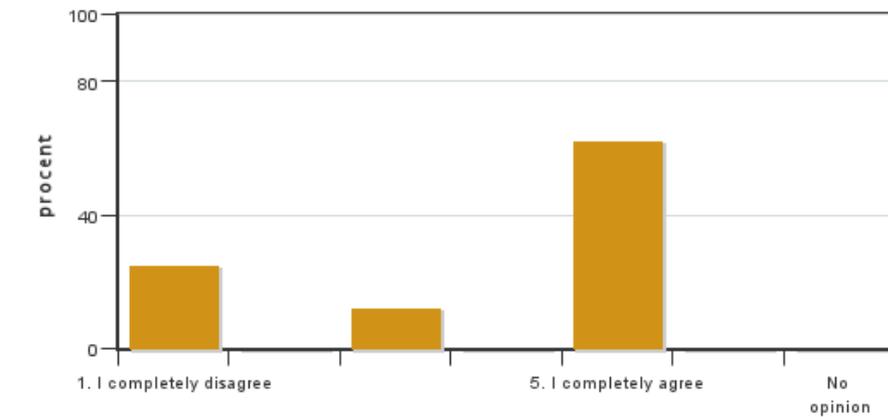


Answers: 8
Medel: 3,8
Median: 4

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

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).

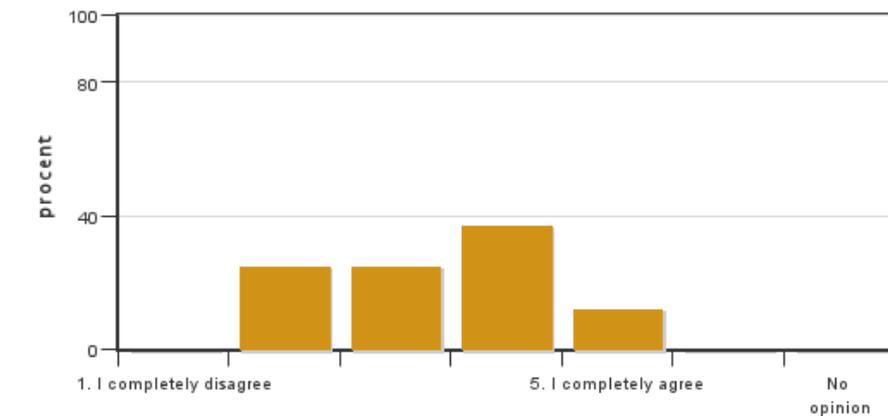


Answers: 8
 Medel: 3,8
 Median: 5

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

No opinion: 0

11. The course covered international perspectives.

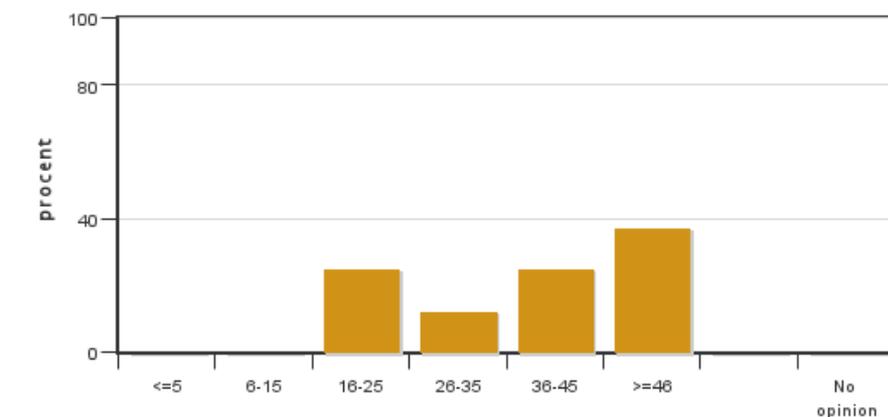


Answers: 8
 Medel: 3,4
 Median: 3

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

No opinion: 0

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



Answers: 8
 Medel: 36,0
 Median: 36-45

≤5: 0
 6-15: 0
 16-25: 2
 26-35: 1
 36-45: 2
 ≥46: 3

No opinion: 0

Course leaders comments

LV0102 Spring 2020, comments from course leader on course evaluation

The course LV0102, "Project management for innovation in sustainable food systems", was given for the second time spring 2020 on the MSc programme in "Sustainable food systems". Two substantial differences compared with the previous year can initially be mentioned. Firstly, the number of course participants increased from 12 to 27. This meant that some elements of the course had to be changed, including the home examination design. Secondly, the sudden outbreak of Covid-19 dramatically changed the conditions for the second half of the course, and the planned course final was not possible to carry out as planned but ended only with project presentations and the home examination. As a consequence, the course became somehow 'incomplete', which is also reflected in the few responses in the course evaluation (8 students out of 27). Thus, based on the course evaluation, too strong

conclusions cannot be made, but rather indicate some areas of improvements.

The overall impression of the course appears acceptable, with a mean of 3,8 on a 5-graded scale. Some students indicate low grades, whereas 4 of the 8 respondents indicate the highest grade. Interesting are evaluation comments are contrasting each other, for example, one respondent thought that the teachers provided too little guidance throughout the course (grade 1), whereas another stated that the teachers “didn't spoon feed us everything, and that's how I think a master's level course should be” (grade 5). It is clear that there may be diverging views on teacher approaches. It may be associated with different student motivations, learning styles or previous experiences. Provided that this was a rather large group with many different individuals, these issues could with benefit be discussed in a workshop early in the course. It should also be mentioned that there was a great variation in participating in the lectures. But still, the respondents indicate that they spent on average 30-40 hours a week on this course.

The course content was seen to be rather clearly linked with the learning objectives of the course, and previous knowledge sufficient. The information (mainly through the digital platform 'Canvas') was also seen as easily accessible. The course page in Canvas followed the general outlay of the course with thematic weeks, where all necessary information was provided, including reading instructions, complementary films, literature and assignment folders.

The variation in activities of the course received a medium grade of around 3. It is difficult, given the few answers, to draw stronger conclusions, but comment on the student-led lectures appear to be a recurring theme. As the course have even more participants, the concept that worked well in a group of 10 students, does not seem to apply as well on a group of 30 students. Here it will be necessary to think through how this can be replaced with other activities. Possible, a transition to a full digital course may also suggest another form of the lectures. Also, the initial innovation cases need another structure in larger classes.

The social environment has been experienced as inclusive, but the physical learning environment does not to the same degree. Still, there are some issues in the concept of having the teachers at one campus and the students in another. Possibly, some activities could preferably be fully digital if physical presence is not necessary. Instead, physical meetings should be more of workshop or seminar character. Gender and equality aspects has not been very much in focus in this course, which the responses also indicate. This is an issue that needs to be taken more seriously, as proposed by the respondents, but also from the teachers side. In practice, this may refer to the use of literature and examples in the course, but also the teachers' different roles, which have not been so explicit.

The forms of examination are worth to revise. Although the question that “the examinations provided opportunity to demonstrate what I have learnt during the course” received a grade of 4,3, there are still areas for improvement. One regards the project work and its status, in particular the 'real cases' in project works, which with larger groups get more difficult to arrange. The home examination is still an issue that must be more thought through. For this year, the home examination design was new with a number of rather open questions (which does not seem to fit all), but still not as functional as intended. With even more students planned for coming years at this course, a model that also allows teachers to evaluate the deliveries on time must be developed. A challenge, further, is to balance the form of the examination. Some wants very explicit questions or tasks to solve, whereas others appreciate an open character of them.

The course book “managing innovation” was not perceived as functional. This is a view shared with previous year, and is an issue that should be dealt with, but the teachers have had problems in finding a better book. The thematic weeks were otherwise perceived as positive, but the material on Canvas not so widely used, among other reasons due to lack of time. The concept of student presentations / student-led lectures was both positively and negatively experienced. Of 7 answers, 4 students thought it was rewarding for their learning (giving it grade 5), but 2 gave it the lowest grade (1). Given the even larger class coming years, this concept must however be thought through again. Nevertheless, the concept generally was appreciated also in the previous course.

The components of the course which involved Green innovation park (design thinking workshop), study visit to Drivhuset, Uppsala, the participation of SLU Open Lab Food in new product development and other guest lectures have all received positive comments and appreciation and may with benefit for the course remain in the schedule.

To summarise, there are both very positive and negative responses to the course. But with few respondents (8/27) it is difficult to say what the majority thought. The respondents generally express that they after the course understand the innovation process and are knowledgeable in basic models and tools in this process and that the course may fit the programme “sustainable food systems”. An important aspect that needs to be addressed is the participation of food industry, which is currently lacking. Efforts need to be taken to include such actors as examples in the course. Also, there are some comments on how this relates to the food system, which also needs to be clarified.

A final comment must also be addressed to the special circumstances that occurred in the end of the course due to the Covid-19 outbreak. It was planned for a final workshop with evaluation with the course after the project

presentations. This was not possible to realise. Also, the final presentations were made only digitally in smaller groups, and somehow according to the ad-hoc principle. It worked fairly well with the technology, but a feeling from the teacher side is that we did not get the opportunity to 'wrap up' the course and have a thorough discussion afterwards. The circumstances have, however, allowed to test new forms of digital learning tools and possibly this also will generate changes in the courses to come, compared with previous courses.

Student representatives comments

No comments from the student representatives

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