



## Prospects and challenges for sustainable food systems LV0103, 10066.1920

15 Hp

Pace of study = 100%

Education cycle = Advanced

Course leader = Hanna Karlsson Potter

### Evaluation report

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**Evaluation period: 2019-10-24 - 2019-11-14**

Answers 36

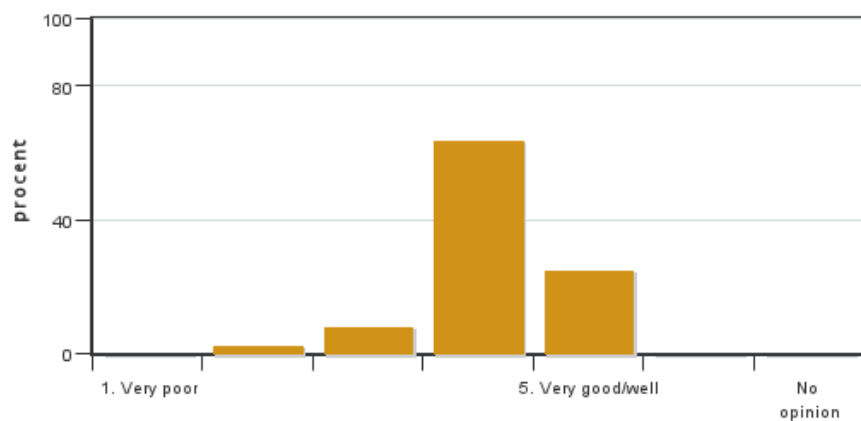
Number of students 46

Answer frequency 78 %

### Mandatory standard questions

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



Answers: 36

Medel: 4,1

Median: 4

1: 0

2: 1

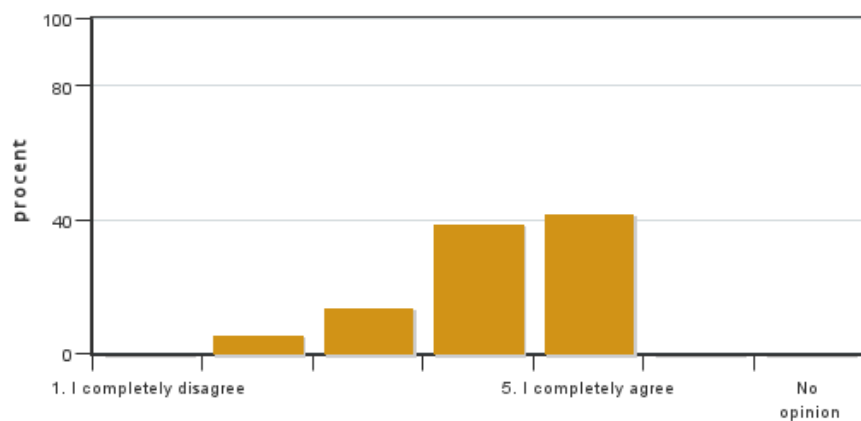
3: 3

4: 23

5: 9

No opinion: 0

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



Answers: 36

Medel: 4,2

Median: 4

1: 0

2: 2

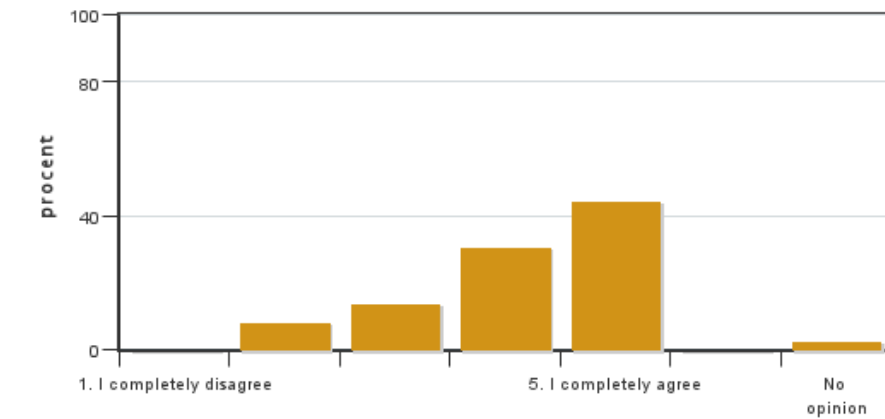
3: 5

4: 14

5: 15

No opinion: 0

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



Answers: 36

Medel: 4,1

Median: 4

1: 0

2: 3

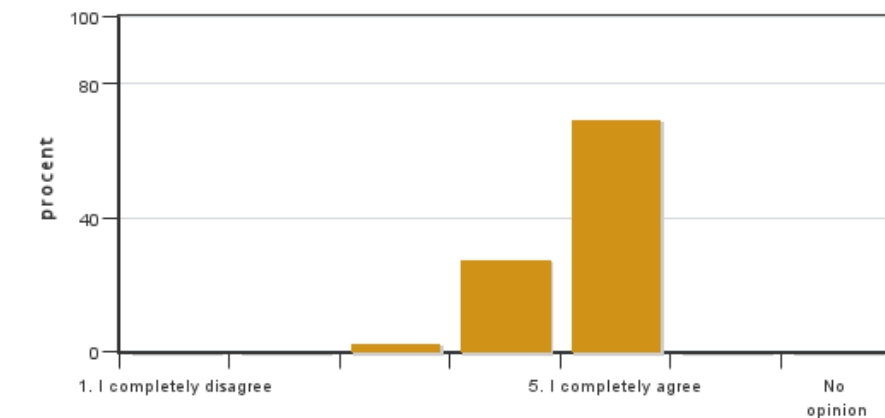
3: 5

4: 11

5: 16

No opinion: 1

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



Answers: 36

Medel: 4,7

Median: 5

1: 0

2: 0

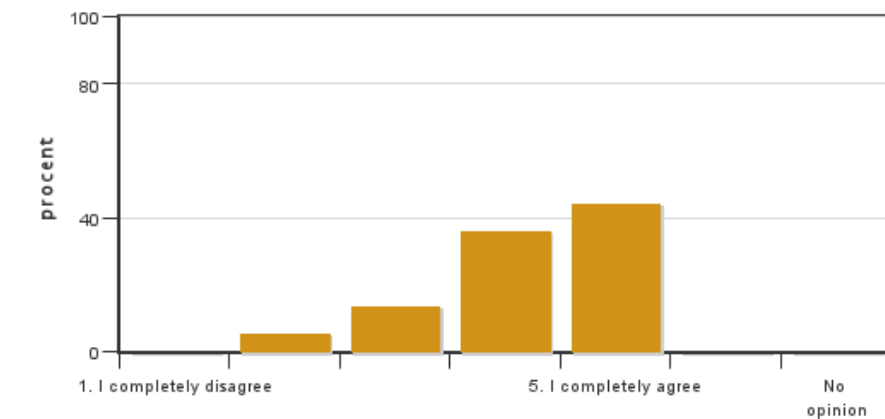
3: 1

4: 10

5: 25

No opinion: 0

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



Answers: 36

Medel: 4,2

Median: 4

1: 0

2: 2

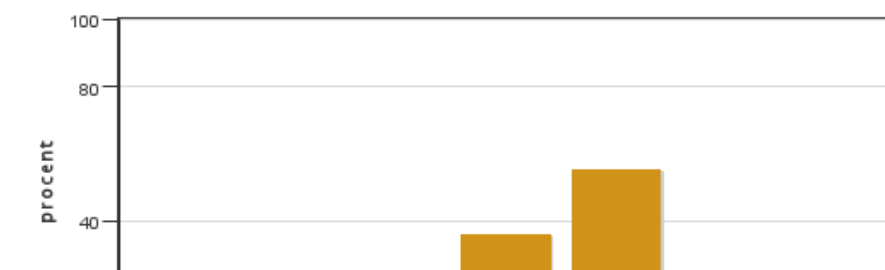
3: 5

4: 13

5: 16

No opinion: 0

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



Answers: 36

Medel: 4,5

Median: 5

1: 0

2: 0

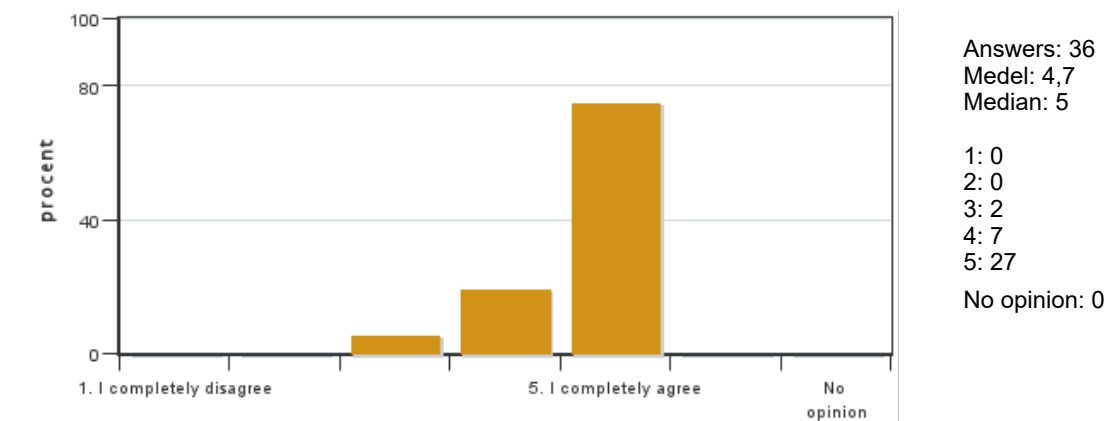
3: 3

4: 13

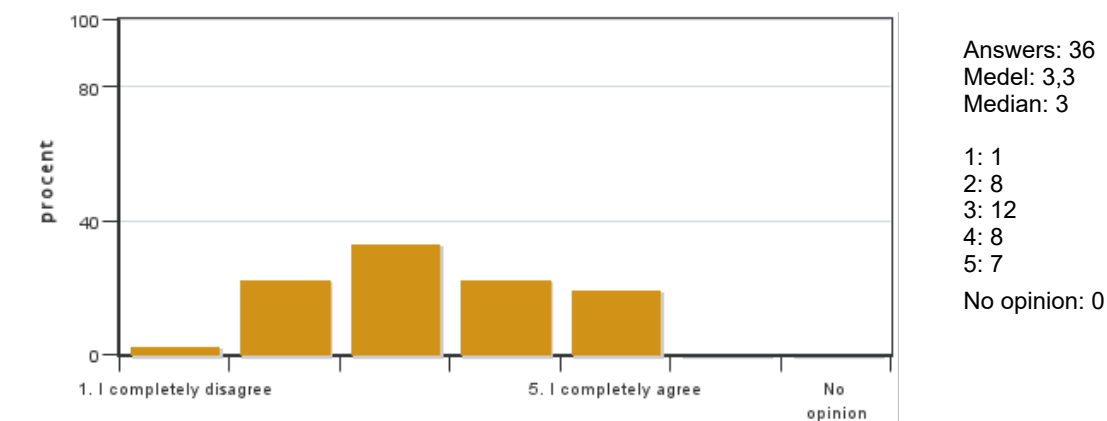
5: 20



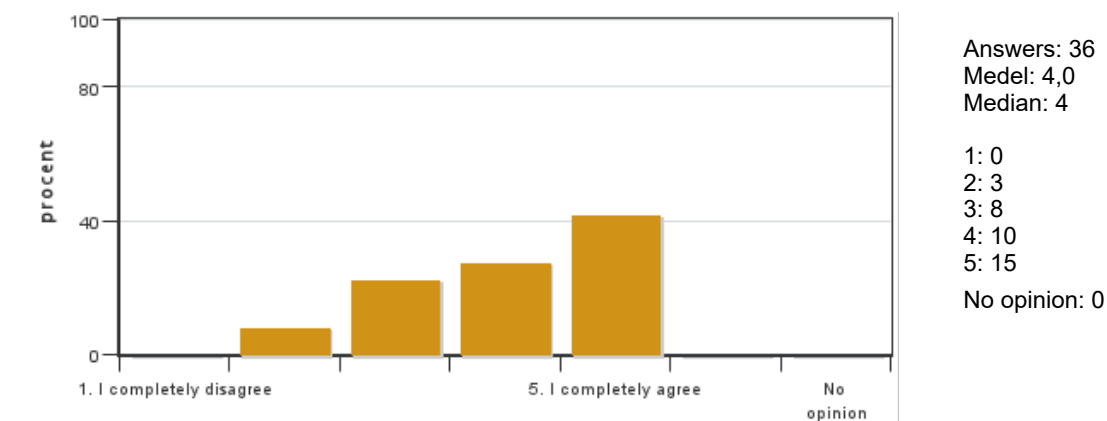
**7. The physical learning environment (facilities, equipment etc.) has been satisfactory.**



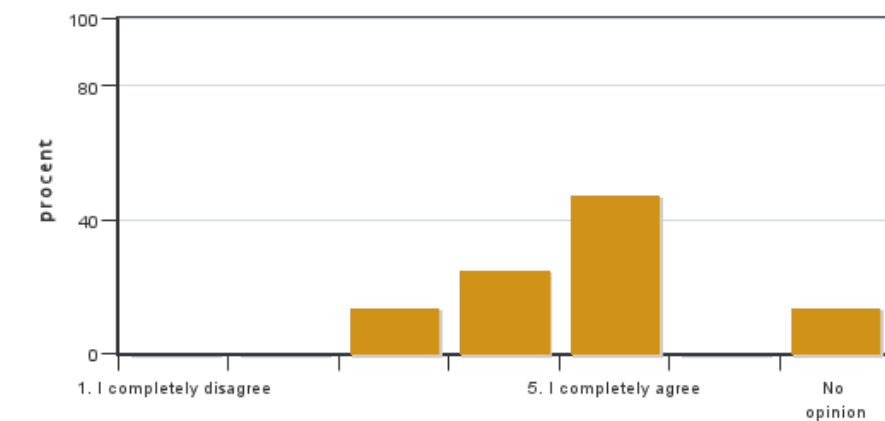
**8. The examination(s) provided opportunity to demonstrate what I had learnt during the course (see the learning objectives).**



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



**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).**

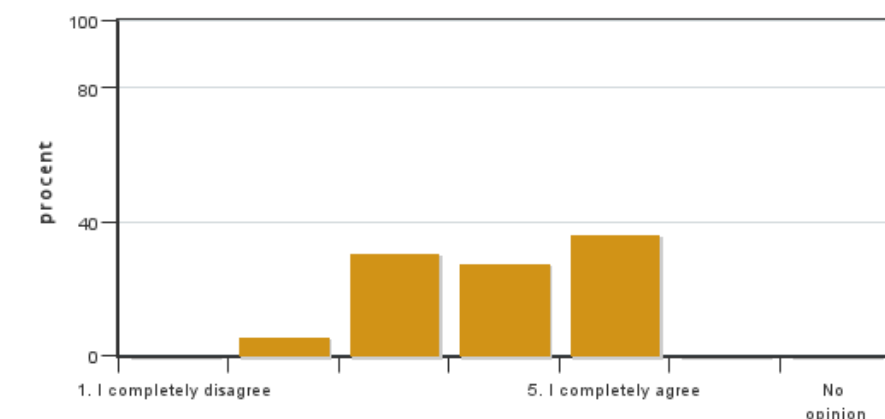


Answers: 36  
Medel: 4,4  
Median: 5

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

No opinion: 5

#### 11. The course covered international perspectives.

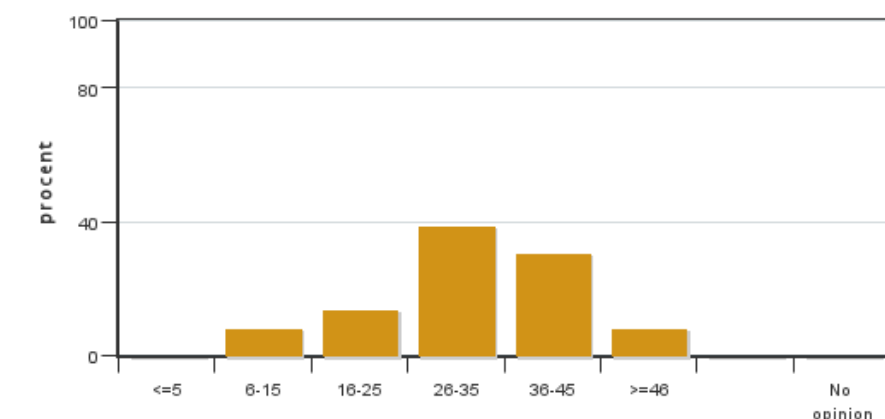


Answers: 36  
Medel: 3,9  
Median: 4

1: 0  
2: 2  
3: 11  
4: 10  
5: 13

No opinion: 0

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



Answers: 36  
Medel: 31,3  
Median: 26-35

≤5: 0  
6-15: 3  
16-25: 5  
26-35: 14  
36-45: 11  
≥46: 3

No opinion: 0

## Course leaders comments

The course was given for the second time and the slight adjustments made since last year seem to have been well received. The overall impression of the course scored 4.1 which was an improvement from last year (3.9). The information and learning environment scored high (4.7) while the students emphasized that they in lesser extent (3.3) found that the examination gave them opportunity to demonstrate their knowledge.

The students have been very engaged in the course and the subject and this is also reflected in the many comments in the course evaluation and orally on how to further develop the course. Thank you! There was a broad range of generic competences in the group which we need to consider better next year. Based on the students' comments and our own experiences we plan to further develop the course as described below:

1. We will have a library session including academic writing and reference systems the first week. We will also

- give more guidance and support to students with less experience of academic writing and be clearer on the expectation and requirements.
2. We emphasized the social sustainability dimension this year, but social and economic sustainability aspects will be strengthened more next year.
  3. We will include more and broader topics in the examinations.
  4. Overall, many of the lecturers were appreciated. However, based on the comments we will replace some that were considered less relevant and instead invite lectures from outside the academia.
  5. The setting and design of some of the group assignments will be slightly adjusted to better meet the course objectives and to provide the individual students with more in-depth knowledge. Presentations, seminars and discussions in smaller groups will allow for more reflections and more active learning. We will also consider to give some of the projects (*Narratives and scenarios for future food systems* and *Innovative food products and systems*) more time.

*Pernilla Tidåker and Hanna Karlsson (course leaders)*

## Student representatives comments

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Of the total 46 students, 36 responded to the course evaluation. The average student spent 31.3 hours per week on the course. The responding students rated the total course relatively high, with a 4.1 on average. Almost the same grade (4.2) is given to the question about if the course content met the learning objectives. The rates show that the students are satisfied with the way the course content meets the learning objectives (4.2); the accessibility of the course information (4.7); the variety of components within the course (4.2) and the way the prior knowledge was sufficient (4.1). The overall social and physical learning environment is also experienced in a relatively positive way (far above a 4 on average).

The respondents are relatively the least happy with the extent to which examinations provided the opportunity to demonstrate what they learned during the course, they graded this question with a 3.3 on average and 9 students rated below a 3. This could be connected to the fact that some students find they did not get much feedback on their handed in products throughout the total course. The written exam was a bit too much into detail and it would be better if it focused more on the broad picture. Also, the LCA subject was a bit overexamined, while other interesting content was not included at all in the graded examinations.

It would be helpful to start the course with some introducing lectures about academic writing and basic environmental terms given the different cultural and educational backgrounds. Some students thought the focus was a bit too much on the agricultural side of the food system. It would be interesting to include also some excursions to other parts of the supply chain, like manufacturing and processing companies. It felt a bit like the course 'jumped' from the farm right into waste without taking into account the retail and consumption part.

The tasks in groups were overall interesting, especially the opponent parts are experienced as educative and fun. But the first group work could have been better designed to support more discussion. Also, some students felt too much at haste in the LCA assignment which unfortunately decreased their learning outcome. The task about food chains could maybe be improved by including fewer food items because some students felt that they would love to go more into detail but they did not have the time for it. The fact that the various academic and cultural backgrounds differed enormously also created often too much pressure within the group projects. As a result, many experienced the group projects as too many and preference would be given to individual projects.

Overall it was a really interesting course that provided a broad understanding of the current food system and its issues and possible solutions. The literature was much but really interesting and contemporary. The professors were open to feedback and shared mostly opinions rather than static facts. But a little more guest lectures would be appreciated.