Project Management and Process Facilitation
LB0111, 40063.2021

15 Hp
Pace of study = 100%
Education cycle = Advanced
Course leader = Robin Meijer

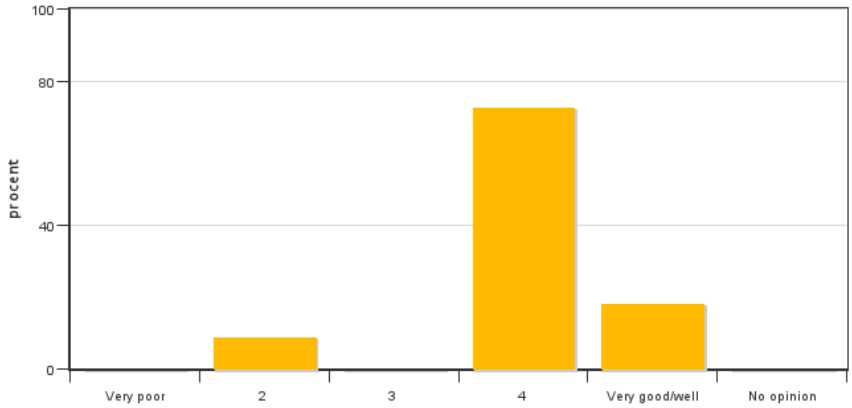
Evaluation report

Evaluation period: 2021-05-30 - 2021-06-20

Answers	11
Number of students	19
Answer frequency	57 %

Mandatory standard questions

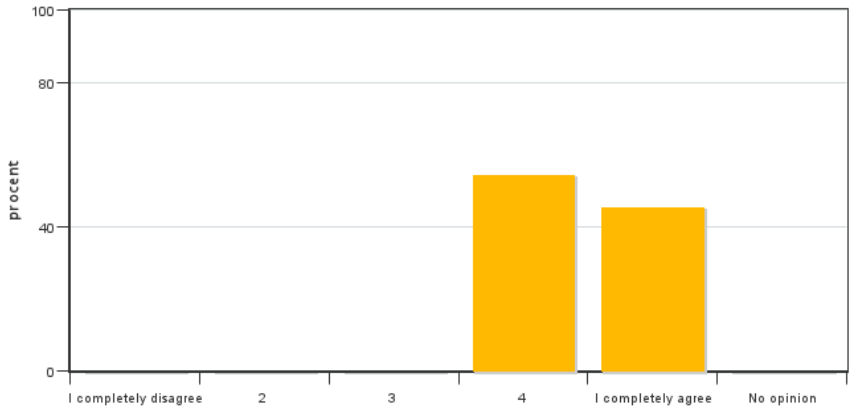
1. My overall impression of the course is:



Number of answers: 11
Average: 4,0
Median: 4

Very poor : 0
2: 1
3: 0
4: 8
Very good/well: 2
No opinion: 0

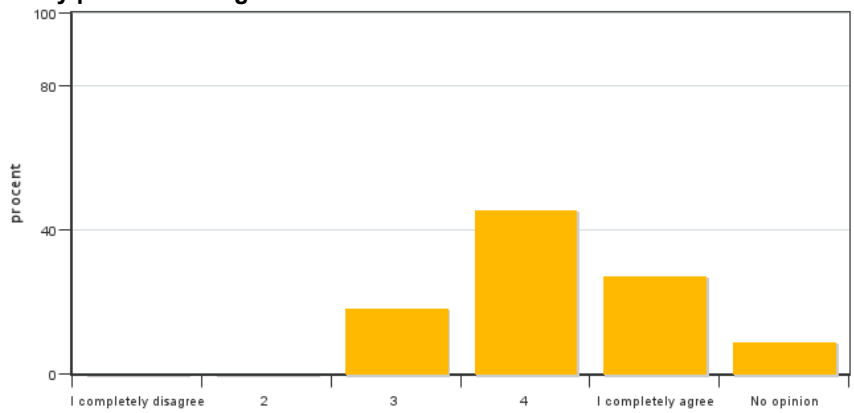
2. I found the course content to have clear links to the learning objectives of the course.



Number of answers: 11
Average: 4,5
Median: 4

I completely disagree: 0
2: 0
3: 0
4: 6
I completely agree: 5
No opinion: 0

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

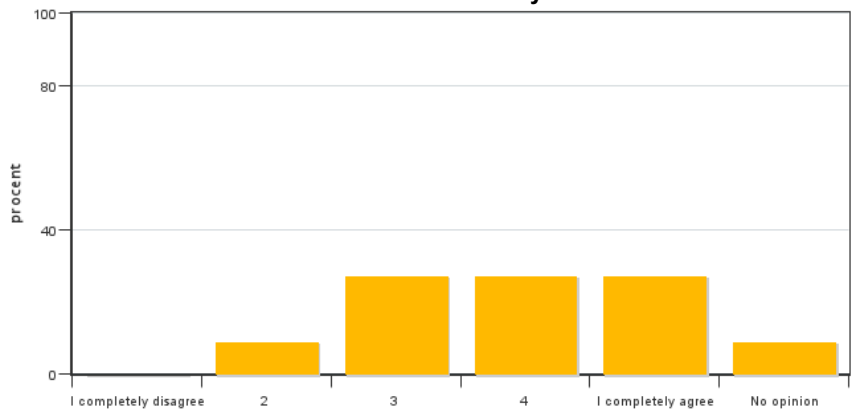


Number of answers: 11
Average: 4,1
Median: 4

I completely disagree: 0
2: 0
3: 2
4: 5
I completely agree: 3

No opinion: 1

4. The information about the course was easily accessible.

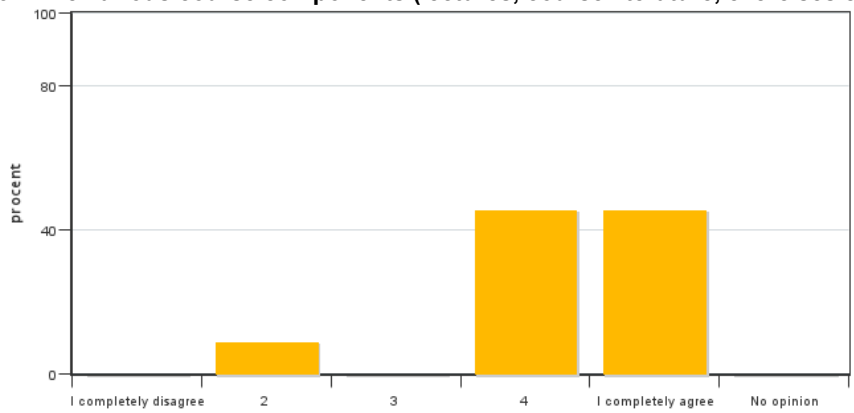


Number of answers: 11
Average: 3,8
Median: 4

I completely disagree: 0
2: 1
3: 3
4: 3
I completely agree: 3

No opinion: 1

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

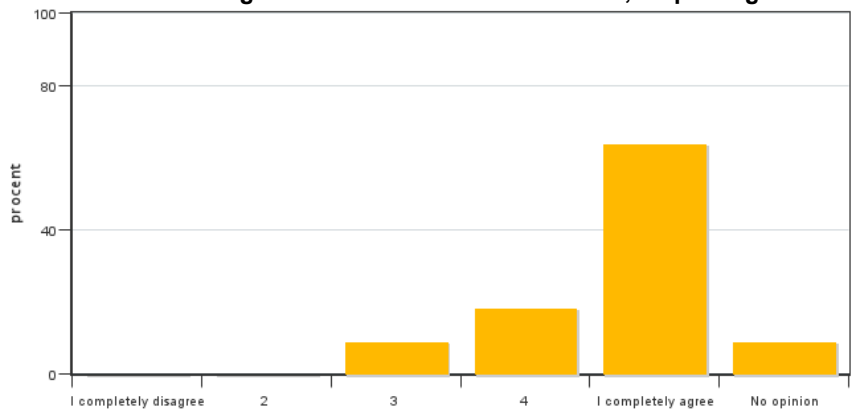


Number of answers: 11
Average: 4,3
Median: 4

I completely disagree: 0
2: 1
3: 0
4: 5
I completely agree: 5

No opinion: 0

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

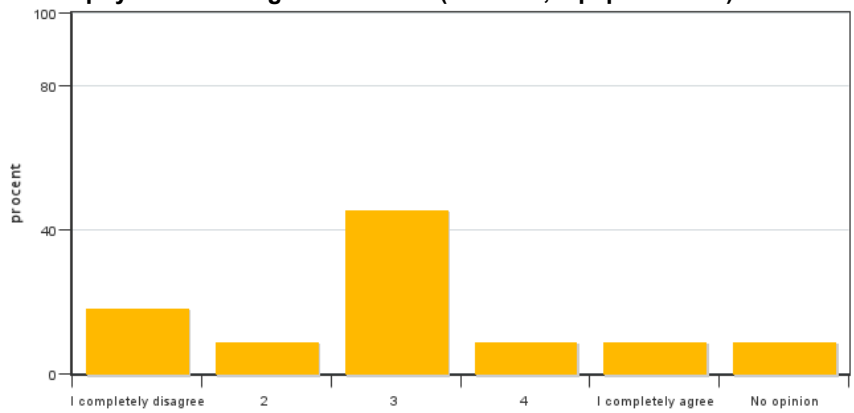


Number of answers: 11
Average: 4,6
Median: 5

I completely disagree: 0
2: 0
3: 1
4: 2
I completely agree: 7

No opinion: 1

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

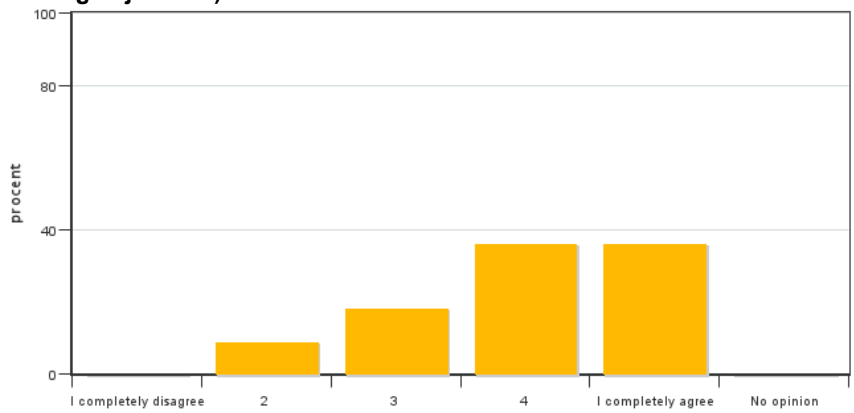


Number of answers: 11
Average: 2,8
Median: 3

I completely disagree: 2
2: 1
3: 5
4: 1
I completely agree: 1

No opinion: 1

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

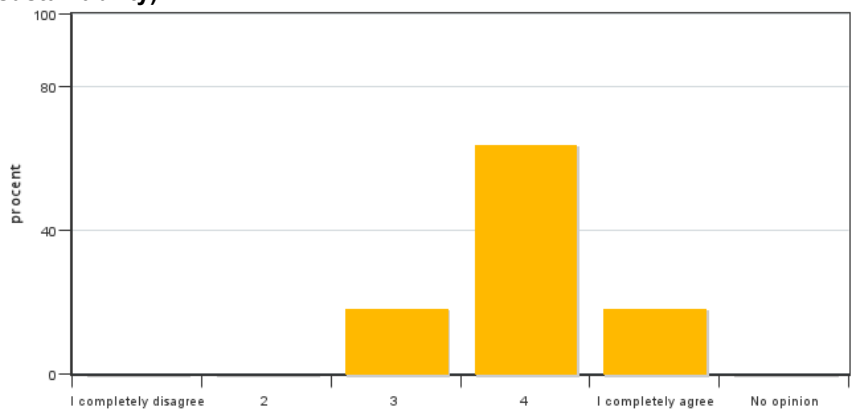


Number of answers: 11
Average: 4,0
Median: 4

I completely disagree: 0
2: 1
3: 2
4: 4
I completely agree: 4

No opinion: 0

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

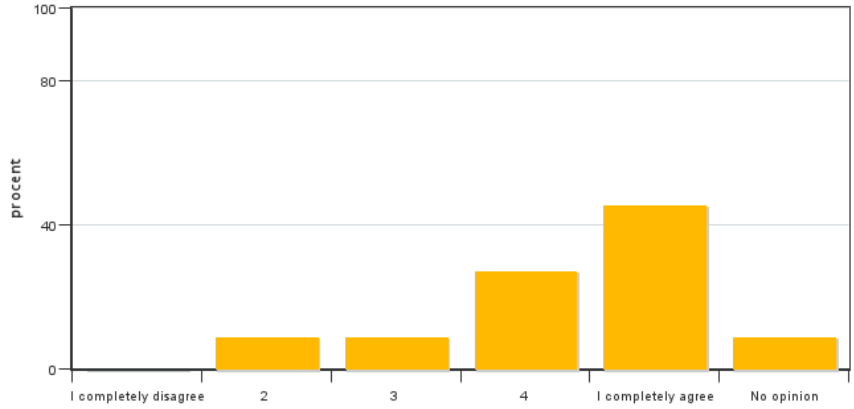


Number of answers: 11
Average: 4,0
Median: 4

I completely disagree: 0
2: 0
3: 2
4: 7
I completely agree: 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).

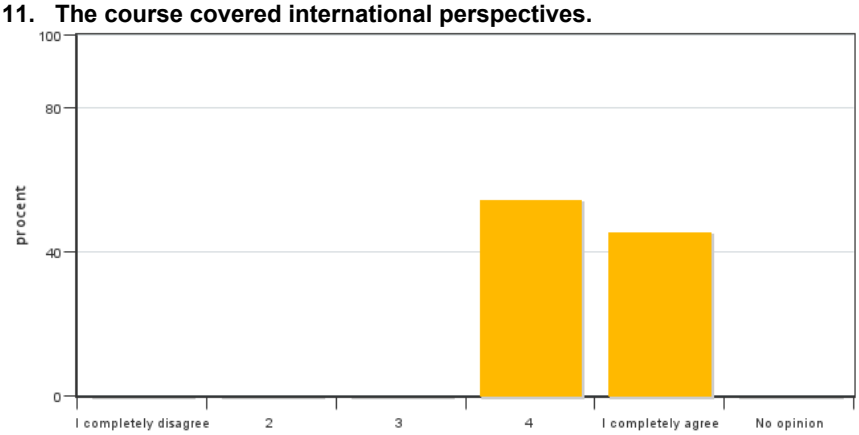


Number of answers: 11
Average: 4,2
Median: 4

I completely disagree: 0
2: 1
3: 1
4: 3
I completely agree: 5

No opinion: 1

11. The course covered international perspectives.

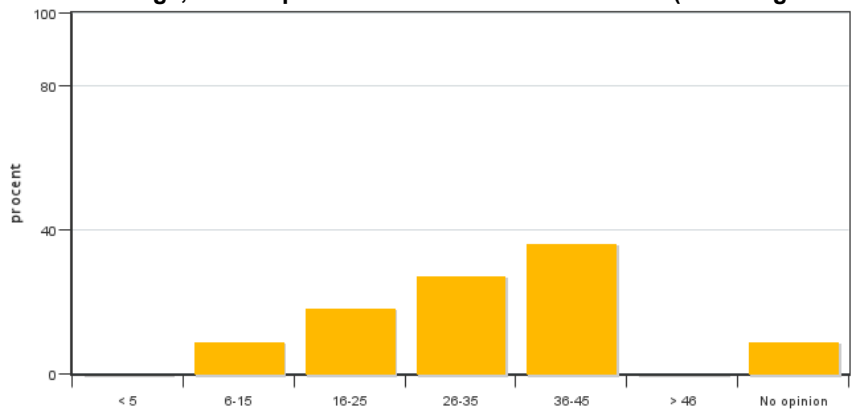


Number of answers: 11
Average: 4,5
Median: 4

I completely disagree: 0
2: 0
3: 0
4: 6
I completely agree: 5

No opinion: 0

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

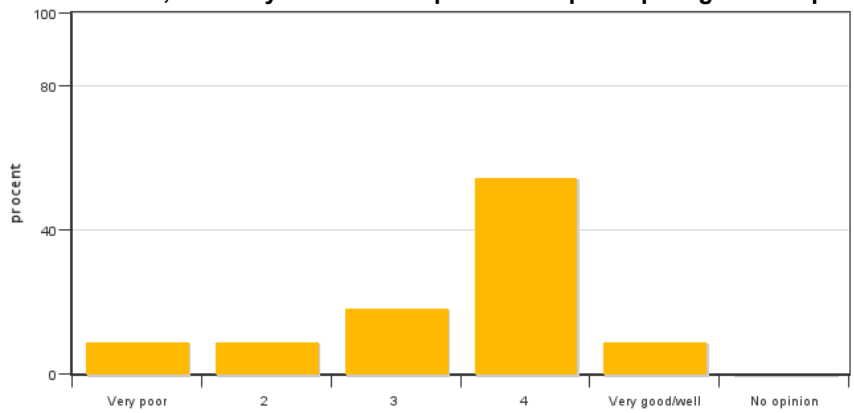


Number of answers: 11
Average: 30,0
Median: 26-35

< 5: 0
6-15: 1
16-25: 2
26-35: 3
36-45: 4
> 46: 0

No opinion: 1

13. If relevant, what is your overall experience of participating in all or part of your course online?



Number of answers: 11
Average: 3,5
Median: 4

Very poor : 1
2: 1
3: 2
4: 6
Very good/well: 1

No opinion: 0

14. If relevant, please share what worked well when participating in teaching on distance

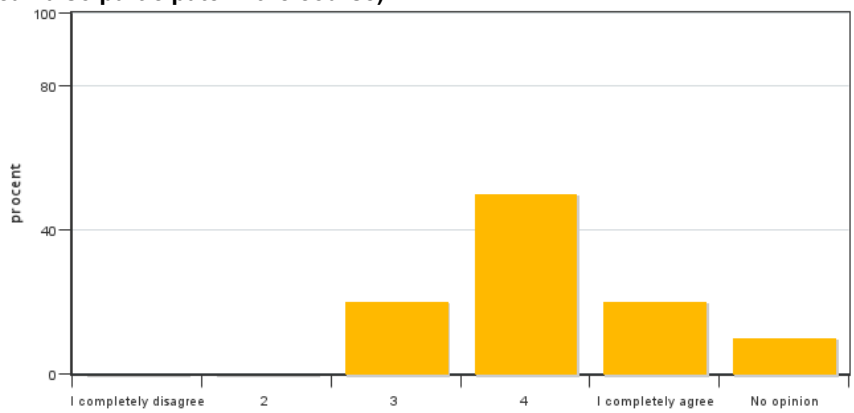
14. If relevant, please share what worked less well when participating in teaching on distance

Additional own questions

14. If you took this course as a stand-alone course, did you feel you had , or were given the opportunity to learn enough about the field of Agroecology and sustainable food systems to participate in the discussions and to complete your assignments? If not, what would you change?

14. If you took this course as a part of the Agroecology MSc programme, how much do you agree with the following statement:

The course connects the concepts, theories, tools and methods of project management and process facilitation to the subject of Agroecology at an adequate level (given the fact that non-programme students can also participate in the course).



Number of answers: 10

I completely disagree: 0
2: 0
3: 2
4: 5
I completely agree: 2

No opinion: 1

15. If you could change one thing about the course, what would it be, and how would it work?

15. Were the practical assignments and exercises of the course adequate, and if not, how would you change them?

15. Were the theoretical parts of the course adequate, and if not, how would you change them? What did you miss?

Course leaders comments

All in all, the students appear to be very content with the course, as evidenced by the majority of students who chose to contribute to the course evaluation, and the results shown here. The evaluation itself was done on the final day of the course, in a common group discussion, before the students filled out the form themselves. Additional comments were added to understand not just what the students wanted to improve upon, but also what changes they'd like to see and why, in detail.

I believe that we have covered most of the +/- of the course at a sufficient depth to understand how the course may be altered moving forward. As the course leader, I concur with most of the feedback form the student representative; that the course should be further developed in a way where the theoretical concepts can used in practical exercises. This year we included a 3-part workshop to facilitate this need; as well as inviting external speakers to discuss management and facilitation more hands-on. These concepts should be developed further. The connection to the concept of Agroecology, and the program within which this course is nested, also needs to be maintained, and preferably, developed slightly more.

This was the second year that the course was held online, and as the student representative highlights, this affected the course in a very negative way. While some of the elements could have been planned and executed upon in a better fashion, the online format is tricky for some of the students; affecting group dynamics negatively, as well as the learning outcomes. That said, most of the students felt that the course and its content aligned well with the learning goals, and express a high level of satisfaction with the way it turned out.

Internal comments

Student representatives comments

Overall, the feedback on the course was mainly positive.

The most praised aspects of the course were:

-The contents of the reading list

-How non-program students found it easy to follow without prior knowledge about Agroecology

-The advisor interviews were very useful and enjoyable

-Agroecology program students were able to link the course content to Agroecology

-The added workshop on FORMAS application was found to be useful and students wish that it will be kept in the course and improved upon (see negative feedback).

The recurring points of negative feedback:

-Not enough application of concepts to 'real life' situations. For example, difficulties encountered during conflict management workshops, stakeholder disagreements etc. The course was very theoretical and did not push students to explore real situations.

-The group assignments did not push the students to elaborate arguments in sufficient depth. Each student

was limited to about 1 A4 page of writing and this did not allow the student to cover much analysis or bring in much of the literature. It was felt that for a master's level course the expectations were at too low of a level.

-Some of the lectures felt repetitive and dry. For example, the numerous lectures about project organisation.

-Distance learning massively affected the students' ability to concentrate and engage with the course. Students missed out on being able to discuss properly with colleagues. This particularly had a negative impact on the group assignments.

-Linkage between literature and assignments was felt to be weak by some students.

-Assignment instructions were not always clear.

Suggestions for change:

-Improve the FORMAS workshop by adding an introductory lesson on how to face application forms, as well as making the assignment compulsory (but not necessarily graded). This will improve the engagement of students.

-Modify Magnus' Ljung's seminar on organising stakeholder workshops by making the students think about the different problems and conflicts that could be encountered in the specific context of that workshop. For example - Who has the most power among these stakeholders? What communication/decision-making problems could that cause? How could we facilitate this discussion to counteract this power dynamic? This isn't exactly 'role playing' but it requires the students to put themselves in the shoes of the different players in a workshop. It is a real life way of applying the tools and methods learned on the course.

Wider comments relating to the Agroecology master:

It is a recurring issue in the masters program that students have difficulty understanding how to write papers. Since the Agroecology master intends to mix both social and natural science in its content, writing and student backgrounds, there is some confusion that comes about from mixing both perspectives. If more effort was made in the early stages of the course to teach students how to successfully mix both perspectives, these problems could be avoided or at least reduced.