Value Chains and Networks in the Bio-Economy
FÖ0454, 30183.2021

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

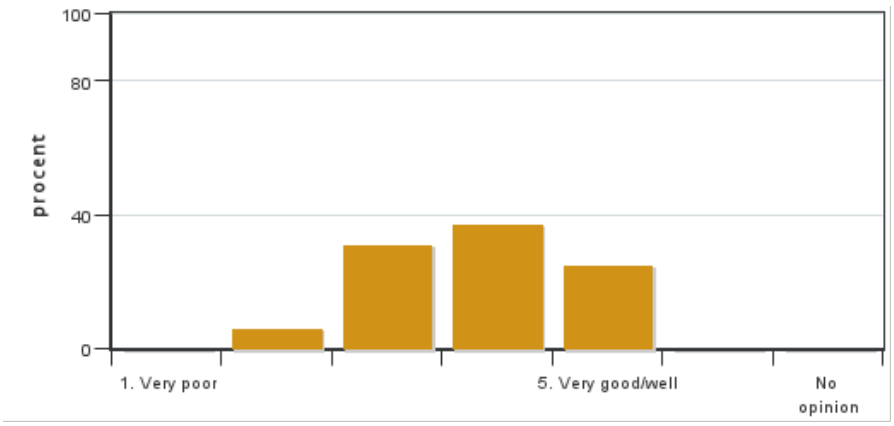
Evaluation report

Evaluation period: 2021-03-16 - 2021-04-06

Answers	16
Number of students	57
Answer frequency	28 %

Mandatory standard questions

1. My overall impression of the course is:

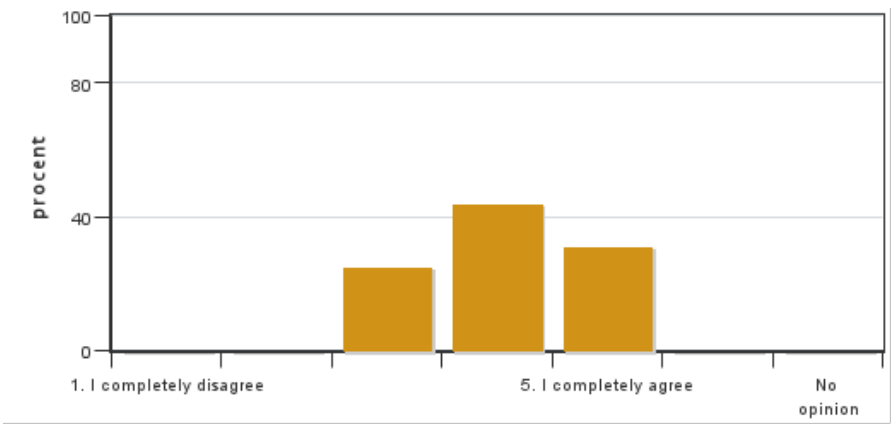


Answers: 16
Medel: 3,8
Median: 4

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

No opinion: 0

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

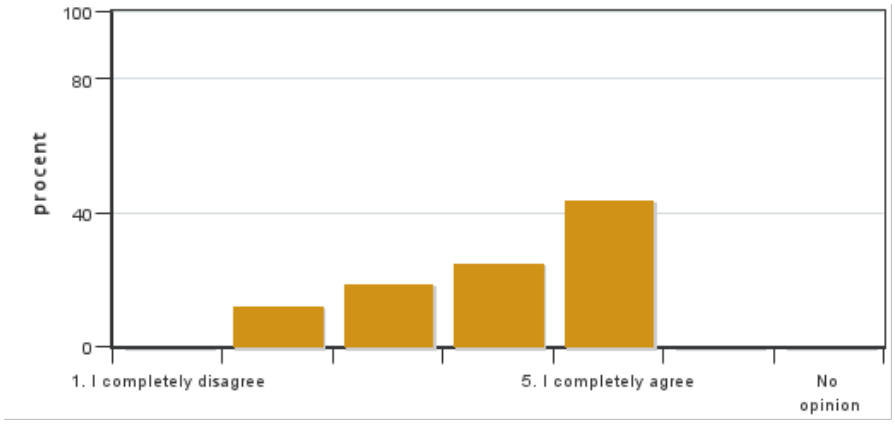


Answers: 16
Medel: 4,1
Median: 4

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

No opinion: 0

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

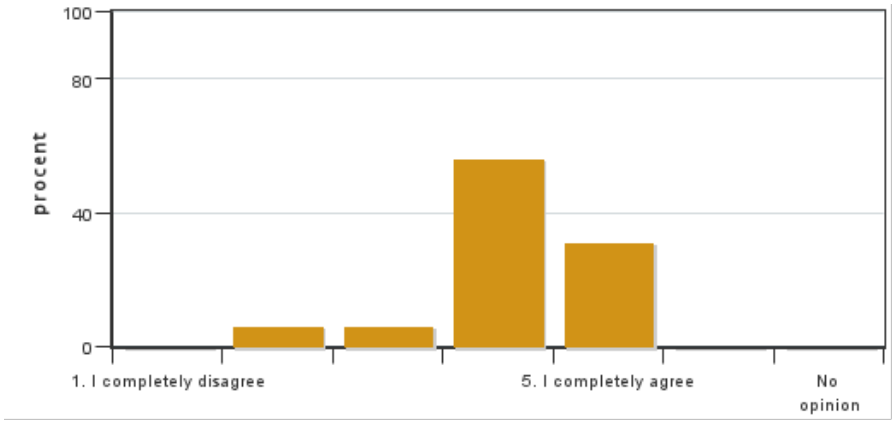


Answers: 16
Medel: 4,0
Median: 4

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

No opinion: 0

4. The information about the course was easily accessible.

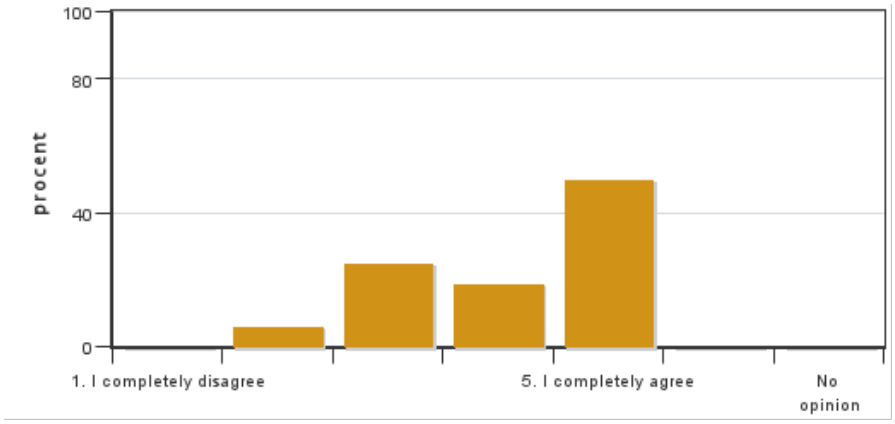


Answers: 16
Medel: 4,1
Median: 4

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

No opinion: 0

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

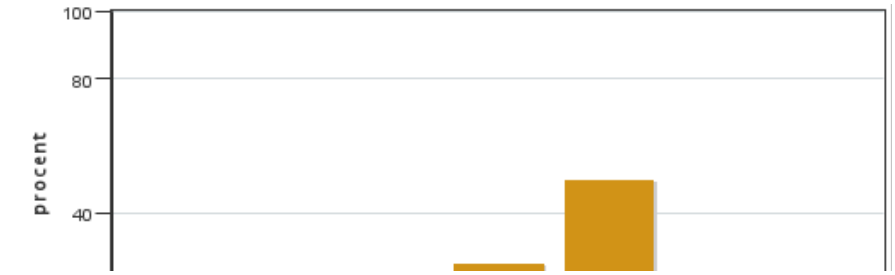


Answers: 16
Medel: 4,1
Median: 4

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

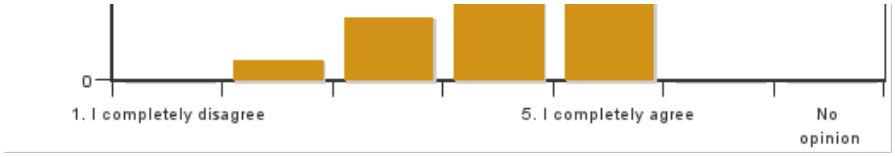
No opinion: 0

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



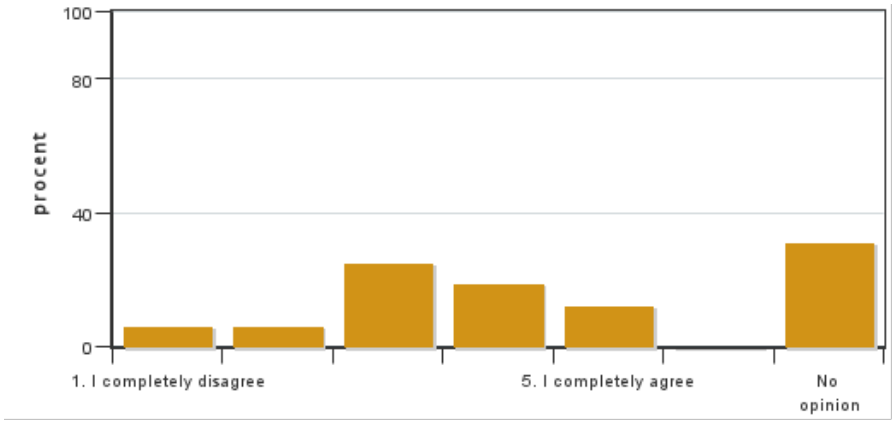
Answers: 16
Medel: 4,2
Median: 4

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



No opinion: 0

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

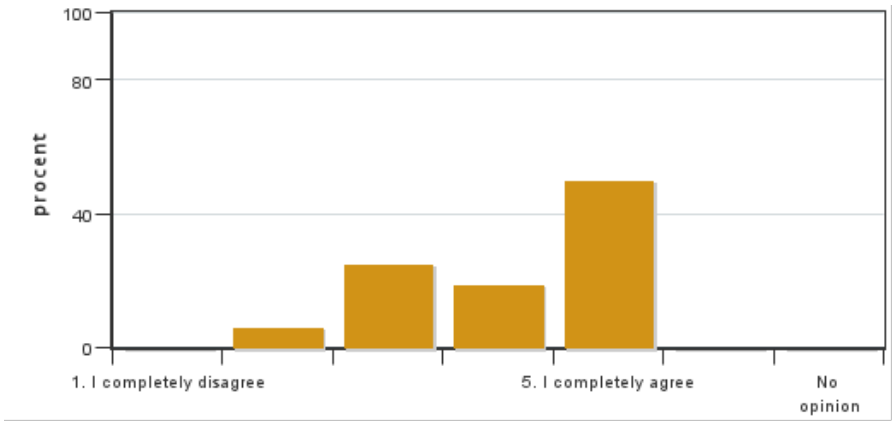


Answers: 16
Medel: 3,4
Median: 3

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

No opinion: 5

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

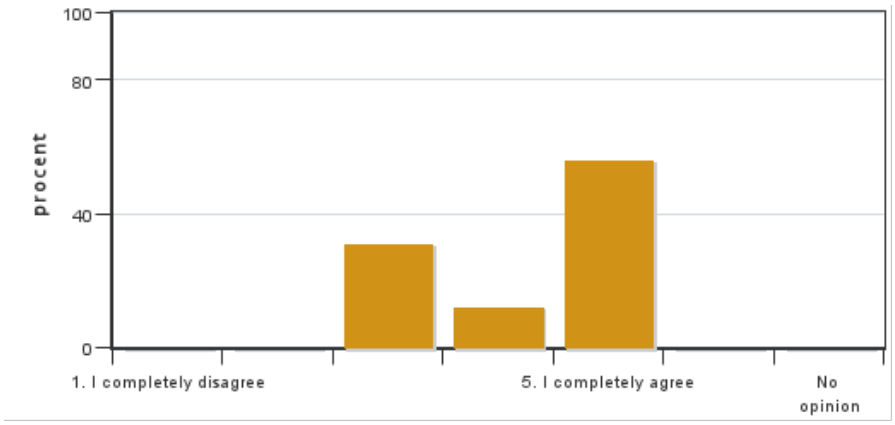


Answers: 16
Medel: 4,1
Median: 4

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

No opinion: 0

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

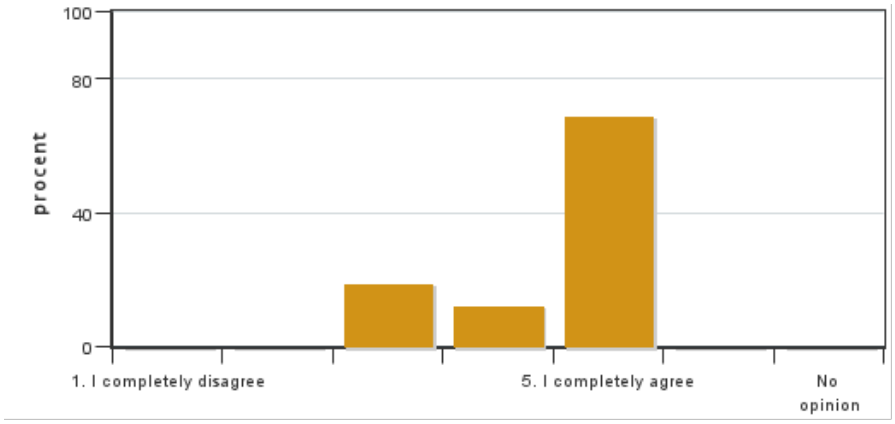


Answers: 16
Medel: 4,3
Median: 5

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

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).

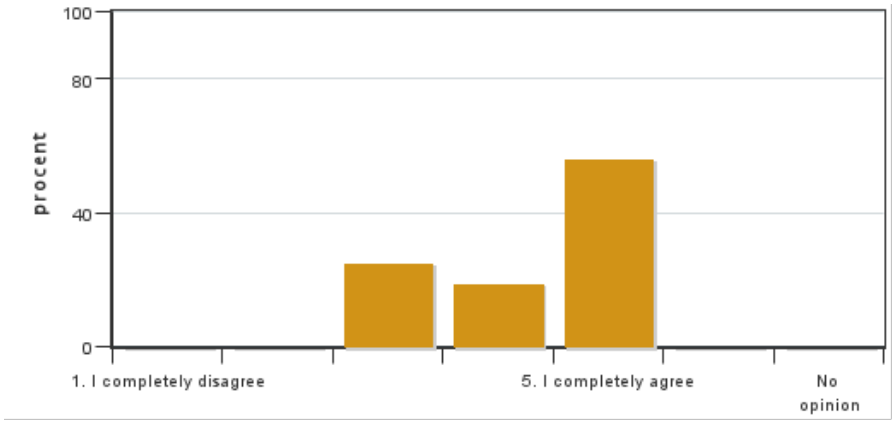


Answers: 16
Medel: 4,5
Median: 5

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

No opinion: 0

11. The course covered international perspectives.

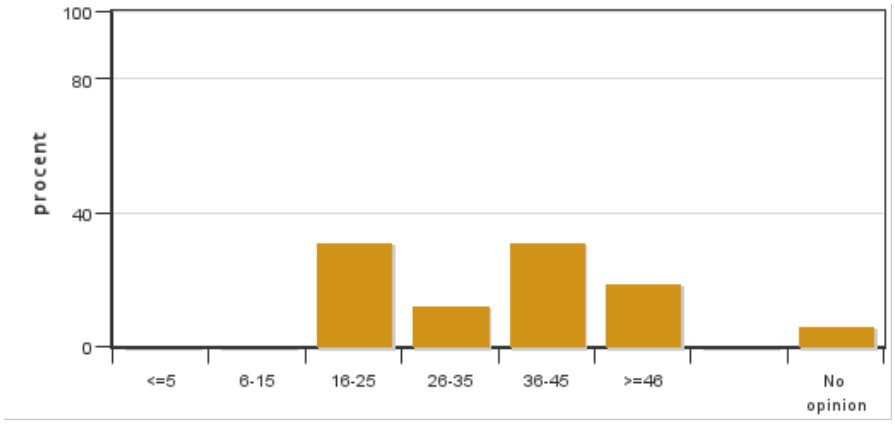


Answers: 16
Medel: 4,3
Median: 5

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

No opinion: 0

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

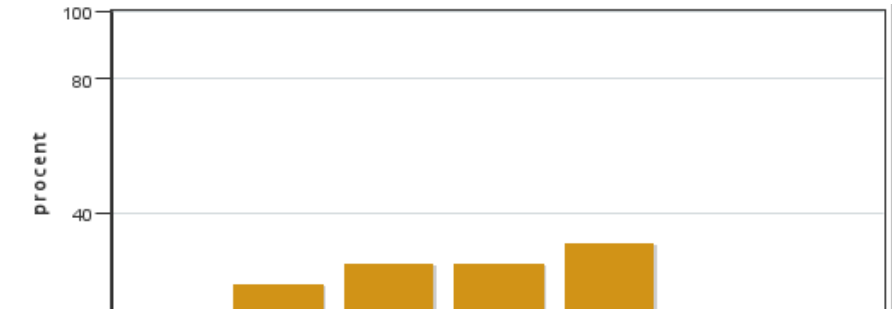


Answers: 16
Medel: 33,2
Median: 36-45

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

No opinion: 1

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



Answers: 16
Medel: 3,7
Median: 4

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

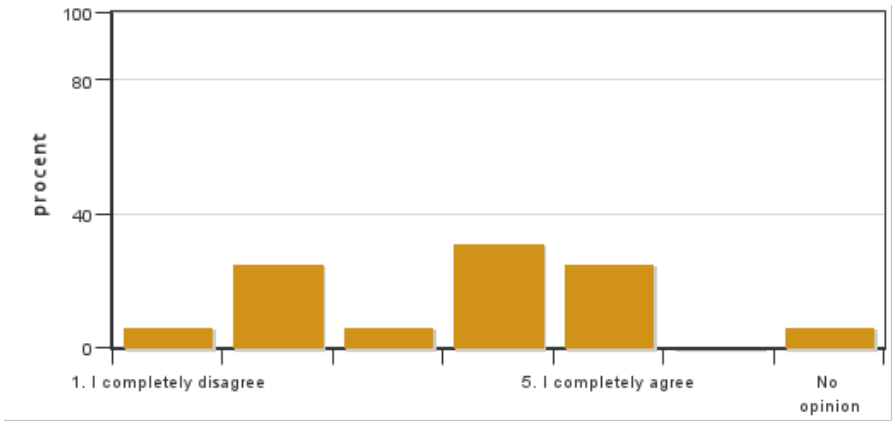
No opinion: 0

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

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

Additional own questions

16. Overall, the guest lectures (by representatives of Food Hills & ThermoSeed Global AB) stimulated my interest in subject matter and provided relevant learning experience.



Answers: 16
Medel: 3,5
Median: 4

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

No opinion: 1

Course leaders comments

No comments from the teacher

Student representatives comments

The students think that the course was interesting, informative, and challenging. Further, the students agree that they learned a lot since the course covered a broad perspective of different topics. However, some students think that the connection of the topics could have been explained shortly in the beginning as it only became clear towards the end of the course. A few students mentioned that the amount of information was too much and the course quite intense. Most students, however, find that the workload was reasonable for a full-time master's course. Also, most students think that the course was organized. The students liked the structure of first having all the lectures and the exam and afterward the assignments and group project.

Further, the students think that the teaching was professional and competent. The teachers listened to the students and their opinions. Besides, having different teachers allowed for various inputs/insights and perspectives. Further, the teachers were willing to answer emails and helped the students with understandings also after the lectures. The guest lectures are considered as giving relevant company insights but some students also mentioned that they seemed more like marketing events.

The students think that the readings supported the teaching quite well. It was nice that the students were told which articles to read as exam preparation. However, it could be an idea to inform the students about key readings right from the beginning and then additionally provide a more broad reading list if someone wants to dive deeper into a certain topic. There was also the idea to assign readings before lectures and then discuss them during the classes.

Regarding the group project, some students found it difficult to form groups with “strangers” as the students do not know each other (and do not have the chance to get to know each other) due to online studies. Also, the groups were considered too big (five people) so there was the suggestion to rather have groups of three or four students.

Maybe the number of pages for the final report has to be shortened then, too, though. Also, the fact that the group project was graded is considered critical by the students. The first few Friday sessions initially intended to present the progress of the project were considered not very helpful. Since there was always a different teacher, the students felt like they needed to explain the topic of the project again instead of being able to present progress and ask questions relevant for proceeding with the project. Sometimes, the students felt like the feedback of Assem and the other teachers was a bit controversial as well. The students understand that it was meant to give them different inputs but still Assem was missing in these sessions. They also know, however, that he planned to be there but was not able to attend due to different reasons. Assem's feedback and guidance throughout the rest of the group project were considered very helpful.

The students agree that the distance teaching worked quite well and there were not any major issues with it. The teachers knew how to work with Zoom. However, often, the students said that online lectures are quite exhausting after a while, they lose focus more easily and are less concentrated. Also, the engagement of students in discussions (whole group and breakout rooms) is low. It was mentioned that a few students have difficulties in engaging in breakout rooms as they consider themselves shy and the barrier to participate is greater in Zoom. Generally, students miss social interactions with their fellow students.

Moreover, the students drew attention to missing critical thinking approaches. For example, it was mentioned that the course did not address the unsustainabilities/negative consequences of global value chains. Further, local/short value chains were missing within lectures. Talking about both, global and local as well as long and short value chains and their different implications/pros and cons would have been nice. An idea would be to first split the lecture about economic integration and global value chains in two as it was considered as too long and also shorten the part about global value chains but include local value chains as well as a critical approach/discussion of both. If there is no time for an additional lecture in the schedule, it could be considered to only have one lecture about cooperatives as some students mentioned that the focus on cooperatives was quite strong.

All in all, the students liked the course and were satisfied with its organization and contents.