



Sustainable Production Systems in a Global Perspective BI1192, 30264.2021

15 Hp

Pace of study = 100%

Education cycle = Basic

Course leader = Thomas Prade

Evaluation report

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

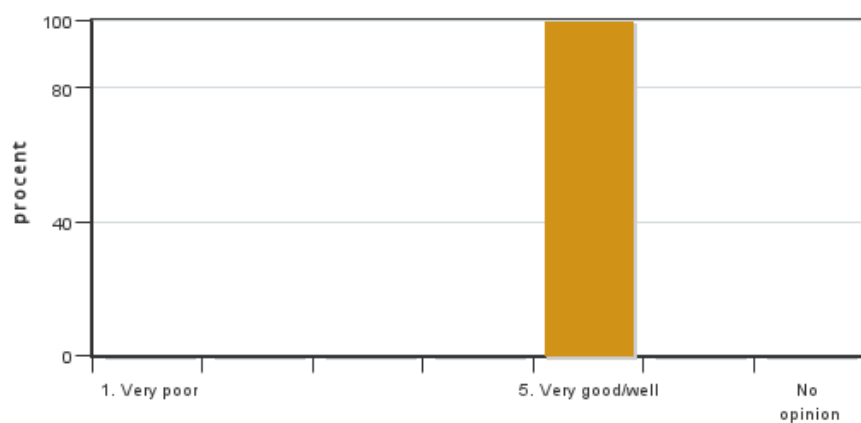
Answers 3

Number of students 7

Answer frequency 42 %

Mandatory standard questions

1. My overall impression of the course is:

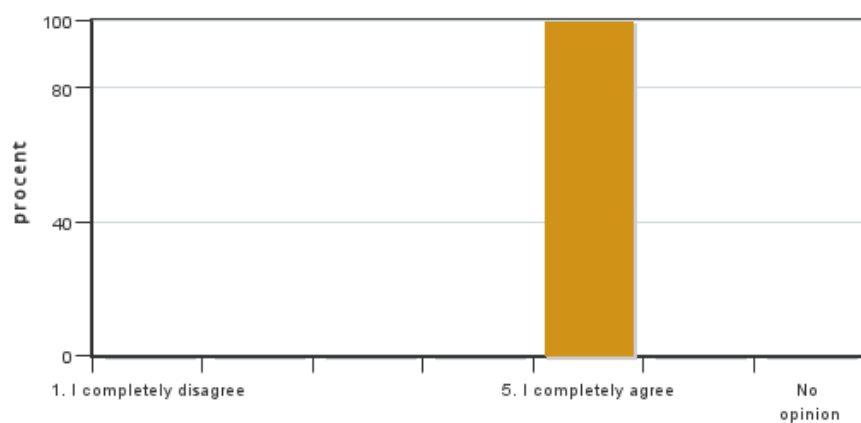


Answers: 3
Medel: 5,0
Median: 5

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

No opinion: 0

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

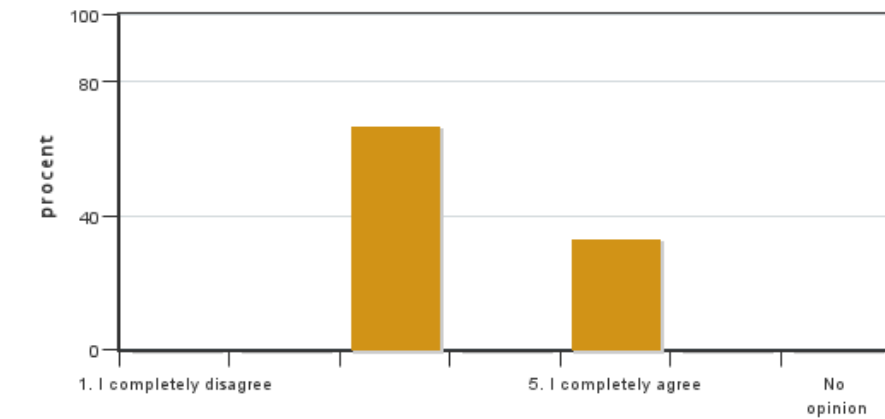


Answers: 3
Medel: 5,0
Median: 5

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

No opinion: 0

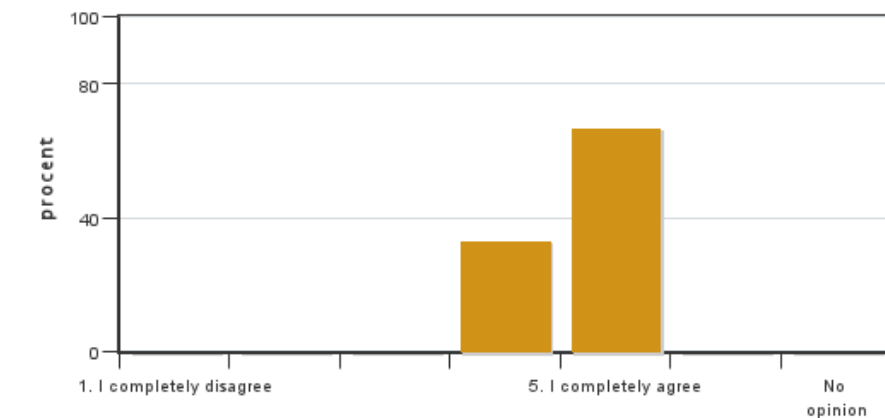
3. My prior knowledge was sufficient for me to benefit from the course.



Answers: 3
Medel: 3,7
Median: 3

1: 0
2: 0
3: 2
4: 0
5: 1
No opinion: 0

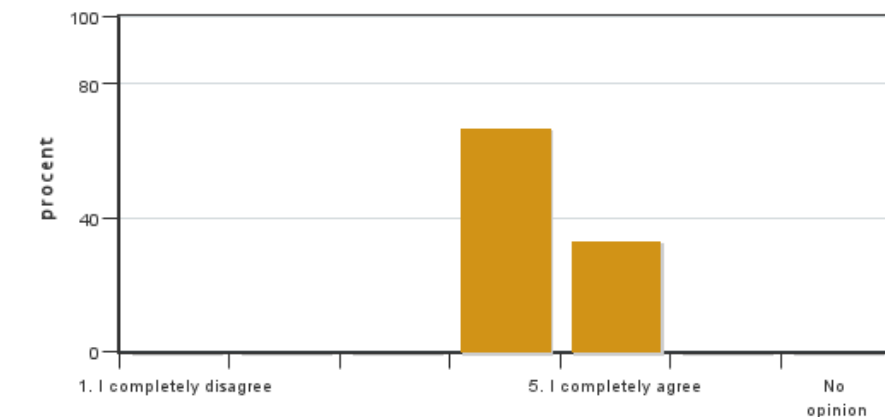
4. The information about the course was easily accessible.



Answers: 3
Medel: 4,7
Median: 5

1: 0
2: 0
3: 0
4: 1
5: 2
No opinion: 0

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



Answers: 3
Medel: 4,3
Median: 4

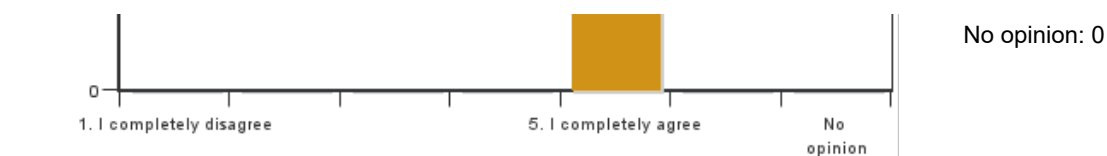
1: 0
2: 0
3: 0
4: 2
5: 1
No opinion: 0

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

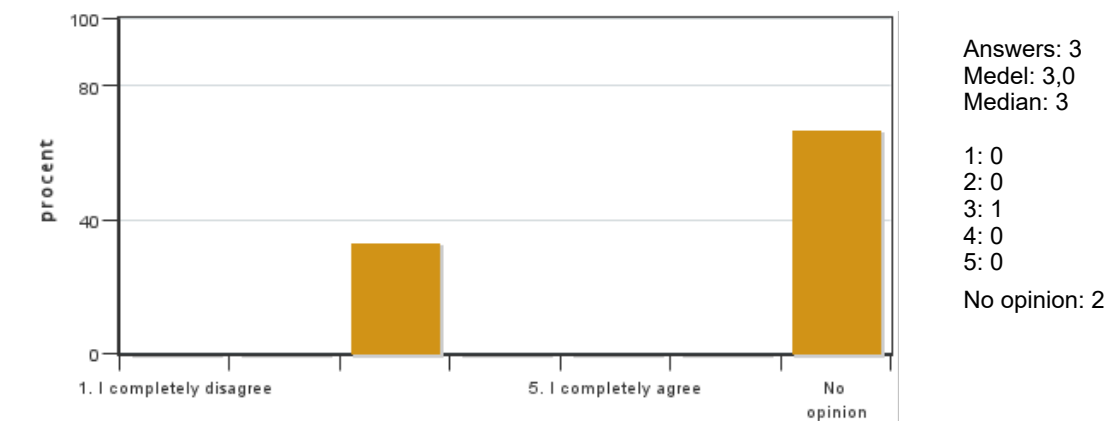


Answers: 3
Medel: 5,0
Median: 5

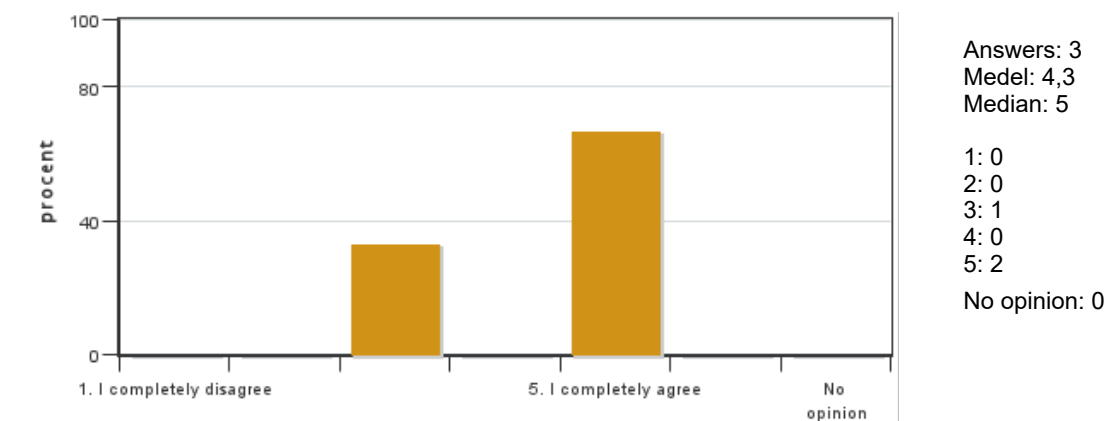
1: 0
2: 0
3: 0
4: 0
5: 3



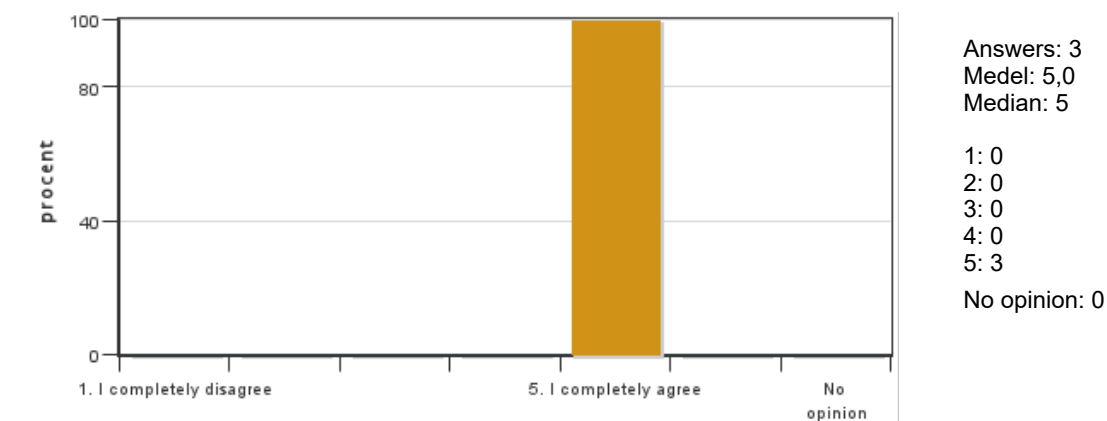
7. The physical learning environment (facilities, equipment etc.) has been satisfactory.



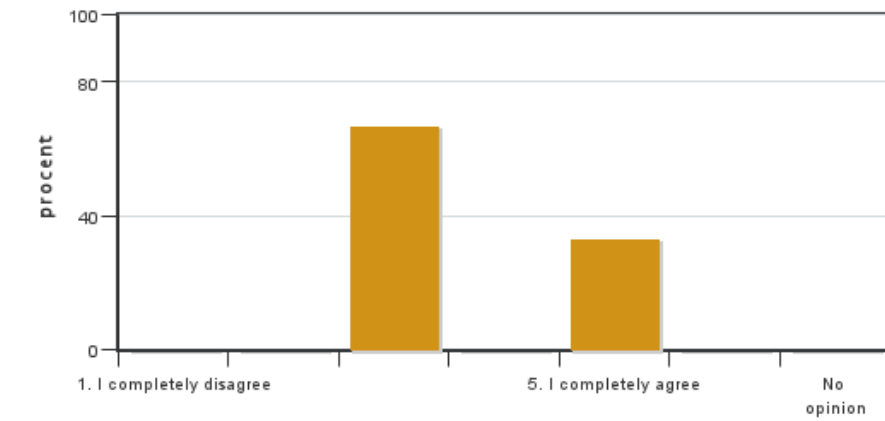
8. The examination(s) provided opportunity to demonstrate what I had learnt during the course (see the learning objectives).



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: 3
Medel: 3,7
Median: 3

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

No opinion: 0

11. The course covered international perspectives.

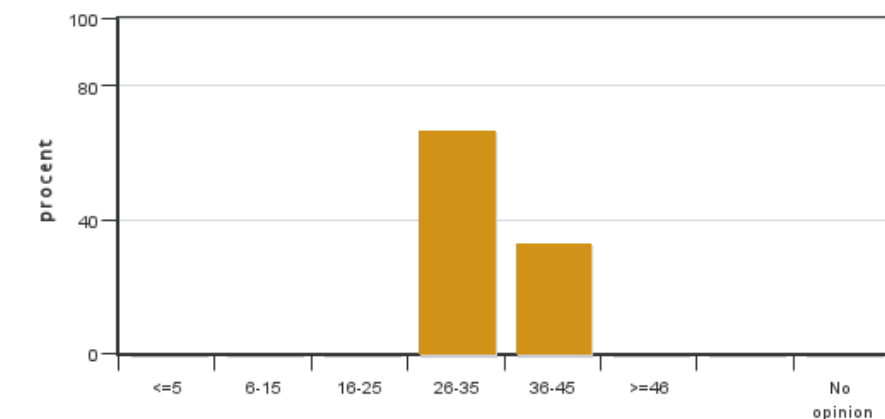


Answers: 3
Medel: 5,0
Median: 5

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

No opinion: 0

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

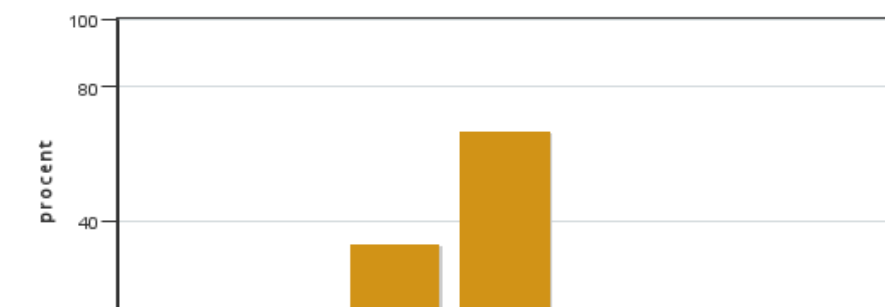


Answers: 3
Medel: 33,3
Median: 26-35

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

No opinion: 0

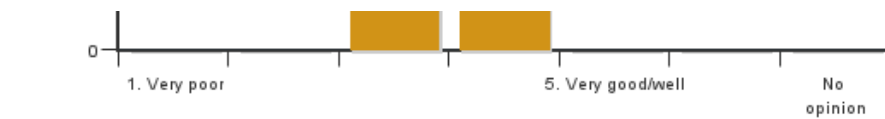
13. If relevant, what is your overall experience of participating in all or part of your course online?



Answers: 3
Medel: 3,7
Median: 4

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

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

Course leaders comments

The online course evaluation resulted in good grades for the course, with the exception of issues related to the corona pandemic and the resulting limitations for meetings in person (which resulted in moderate grades).

Besides the online form for course evaluation, an oral course evaluation was done at the end of the course.

To improve the course further the following suggestions were made:

- Include a short presentation of the individual task as this would be very interesting for all course mates

Comment course leader: This is a good idea and I can see that many would like to present their good work on the individual case. I think this could be integrated as a compulsory part, but with a much more free choice of presentation structure.

- Replace one or several group task in favor of a written examination to make better use of the lectures

The assignment tasks already included in the course have been carefully weighed so that they lead to the fulfillment of course objectives. It is therefore difficult to remove even one task. An additional written examination is actively avoided in the course planning, because of the very individual choice of group and individual tasks that make use (and learning activities) different for different students. A written exam would therefore have to be reduced to a pure fact check which is on a rather low level of learning and understanding. I suggest not to include a written exam, however, I will try to make better use of the lectures for the assignment tasks.

- Include more lectures on broader perspectives (e.g. on conflict, trade, political and legislative issues)

I am open to inviting new lecturers on these topics, but earlier attempts have been less successful. It takes time to build connections to other research/teaching areas, but I will try again.

- One lecturer was difficult to understand

This is unfortunate and the lecturer in question is no longer employed at SLU.

- Flipped classroom approach in some lectures

Was seen as valuable to see beforehand and to then discuss questions that came up. However, it was also pointed out, that now under the corona pandemic, lectures presented in person (via zoom) were regarded as preferable due to the generally low degree of social interaction due to isolation.

- Good to know that written assignments will be checked in Urkund

I will include that information in the course introduction.

- Difficult to see the purpose and use of the workshop on "Introduction to Business Strategy & Environment I&II" (and related literature) for the course tasks

The workshop was presented by a new teacher. I will get in contact with the teacher and check how we can better adjust the workshop to the course. Since the workshop is part of both this course (BI1192) and LB0110, it may be better to arrange a lecture just for BI1192 on sustainable economics and management. I will check for this possibility.

This worked well:

- Glimpses-of-the-world lectures

I am happy to hear that, since it is my intention to provide many interesting and inspirational lectures as support for the assignment tasks in the course.

- Organization under the corona pandemic

Glad to hear that the course worked well. As reasons, the students lifted "good communication between students-and-students and students-and-teacher" and "the small class size". The weekly update on schedule was appreciated. It was also pointed out that it was confusing to have several places for the actual schedule (e-mail, course page, TimeEdit), an argument which I agree with.

- Reading seminars with beforehand preparation

As students pointed out, the preparation helped to form an opinion and a knowledge base for the discussion and made the discussions more interesting to participate in actively.

- Breakout rooms

Breakout rooms were regarded as a good measure for smaller group discussions.

Student representatives comments

The overall impression from the students has been very positive. One student commented that it was the best course he/she had read at SLU Alnarp and the rest of the class agreed the course to be one of the more interesting courses throughout their programme.

The comments from the course leader are well matched with what was said at the oral evaluation of the course.

In the start of the course the students felt a bit stressed and overwhelmed by the amount of work and it was brought up to the course leader, which responded well by rearranging the assignment hand-ins. In the end most of the students didn't feel stressed and learned a lot through the chosen forms of examination.

A few of the students commented on the confusion around the fact that the schedule was only updated in one place and that it changed a couple of times and missed out on changes made. The course leader responded on the feedback by highlighting changes made in the schedule in the weekly e-mail.

The current situation due to Covid-19 has of course had an impact on the physical study environment and some of the students commented that it had an effect on the discussions not feeling as natural on zoom as they do in real life. Because the course was held on zoom the social interactions probably were fewer then otherwise but the overall comments were very positive due to the content of the course. The students created a messenger group and could deal with a lot of social interactions, questions and thoughts in that space. The technical aspects are harder to specify, sometimes sound or visuals were problematic for both students and lecturers or powerpoints were seen in half-screen.

Summarising the feedback from the students; this course is well planned and thought through with interesting discussions, topics and subjects.