



Food Ethics LV0115, 10276.2021

7.5 Hp
Pace of study = 100%
Education cycle = Advanced

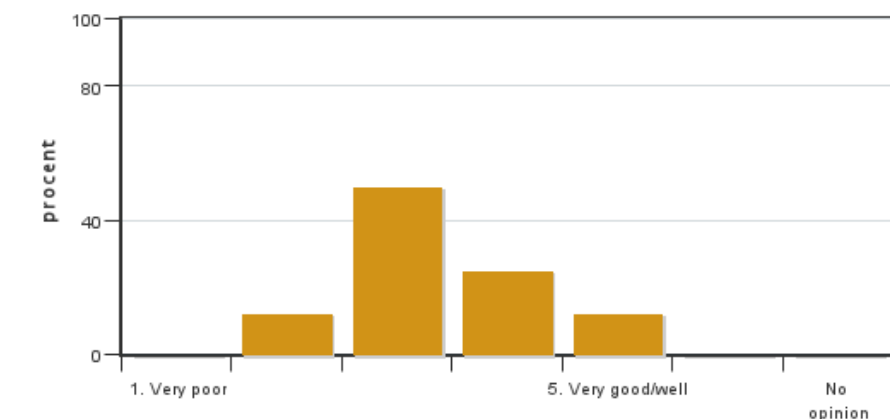
Evaluation report

Evaluation period: 2020-10-25 - 2020-11-18

Answers 8
Number of students 30
Answer frequency 26 %

Mandatory standard questions

1. My overall impression of the course is:

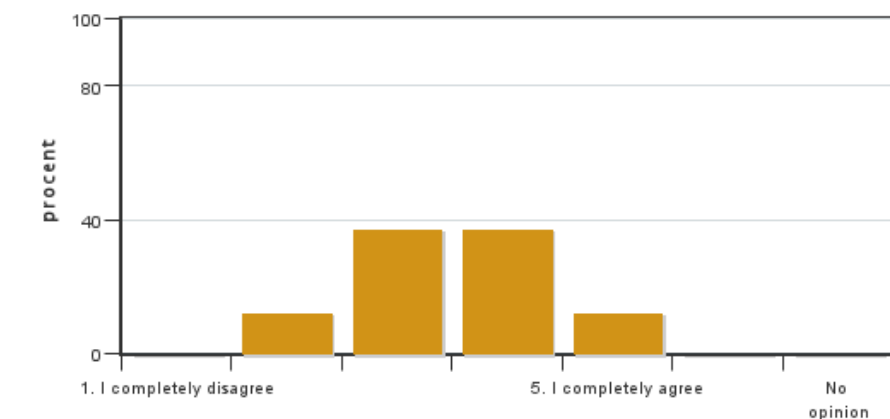


Answers: 8
Medel: 3,4
Median: 3

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

No opinion: 0

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

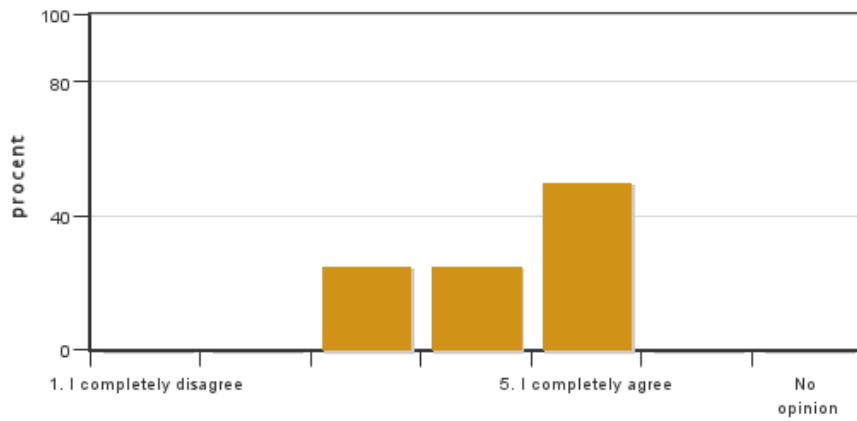


Answers: 8
Medel: 3,5
Median: 3

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

No opinion: 0

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

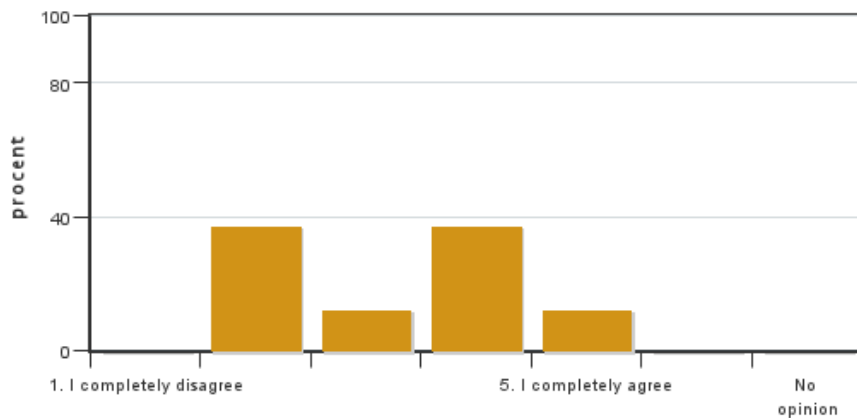


Answers: 8
 Medel: 4,3
 Median: 4

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

No opinion: 0

4. The information about the course was easily accessible.

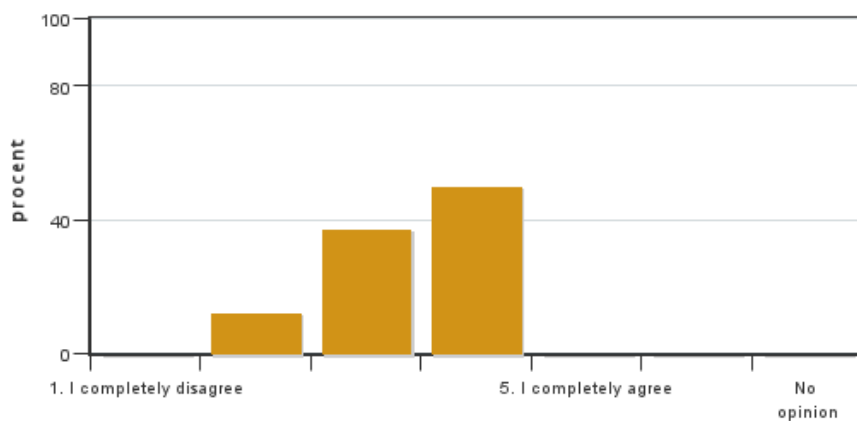


Answers: 8
 Medel: 3,3
 Median: 3

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

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

No opinion: 0

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



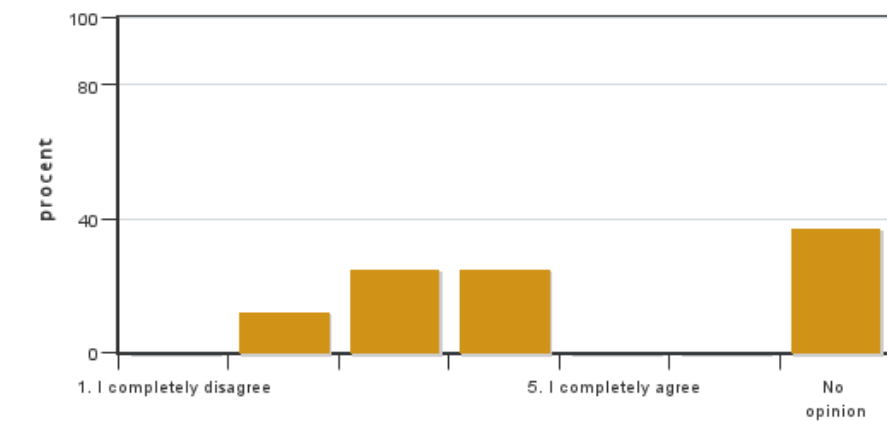
Answers: 8
 Medel: 4,3
 Median: 4

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

No opinion: 1



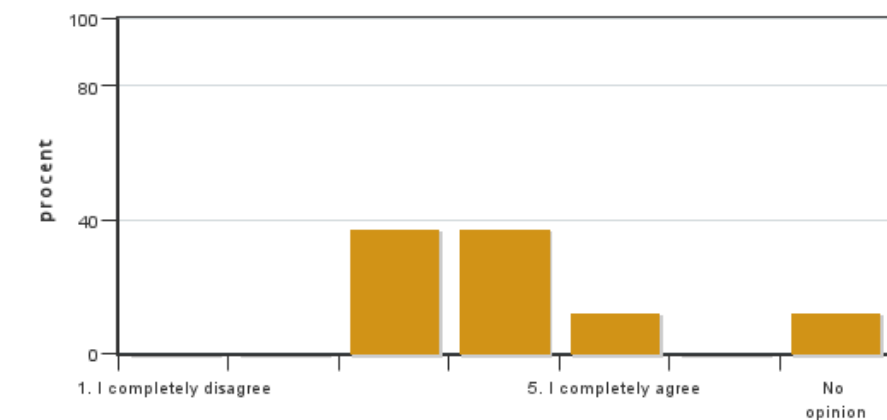
7. The physical learning environment (facilities, equipment etc.) has been satisfactory.



Answers: 8
 Medel: 3,2
 Median: 3

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

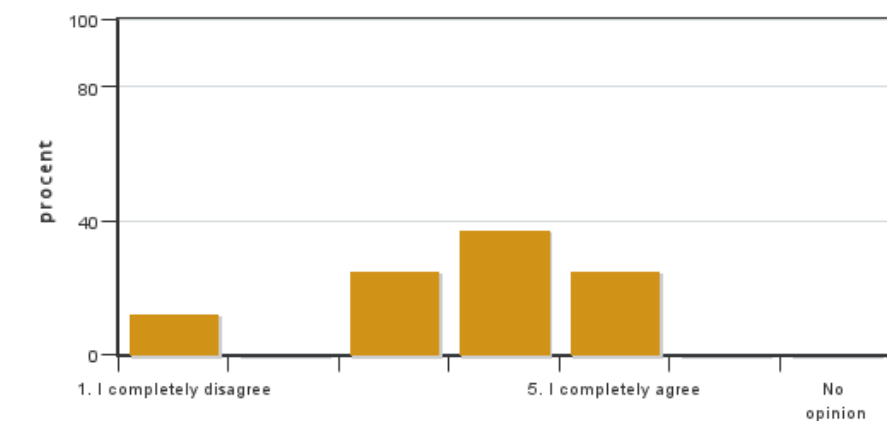
8. The examination(s) provided opportunity to demonstrate what I had learnt during the course (see the learning objectives).



Answers: 8
 Medel: 3,7
 Median: 4

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

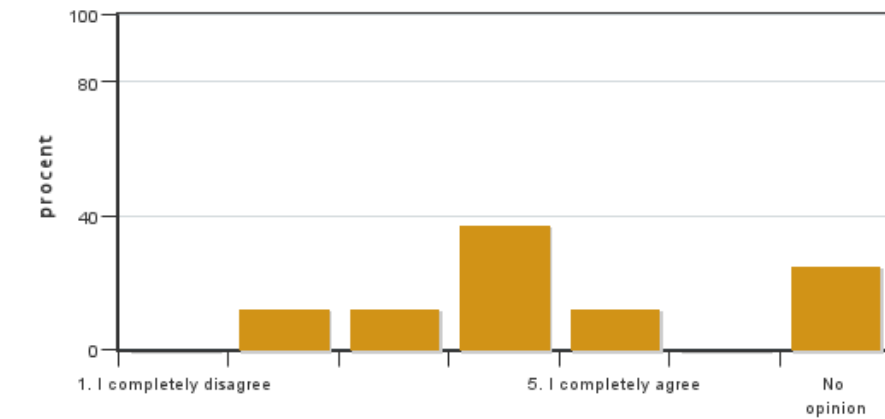
9. The course covered the sustainable development aspect (environmental, social and/or financial sustainability).



Answers: 8
 Medel: 3,6
 Median: 4

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

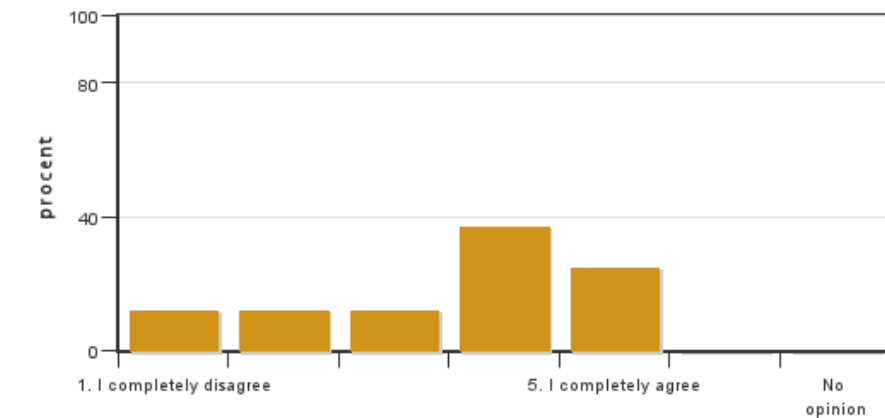
10. I believe the course has included a gender and equality aspect, regarding content as well as teaching practices (e.g. perspective on the subject, reading list, allocation of speaking time and the use of master suppression techniques).



Answers: 8
 Medel: 3,7
 Median: 4

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

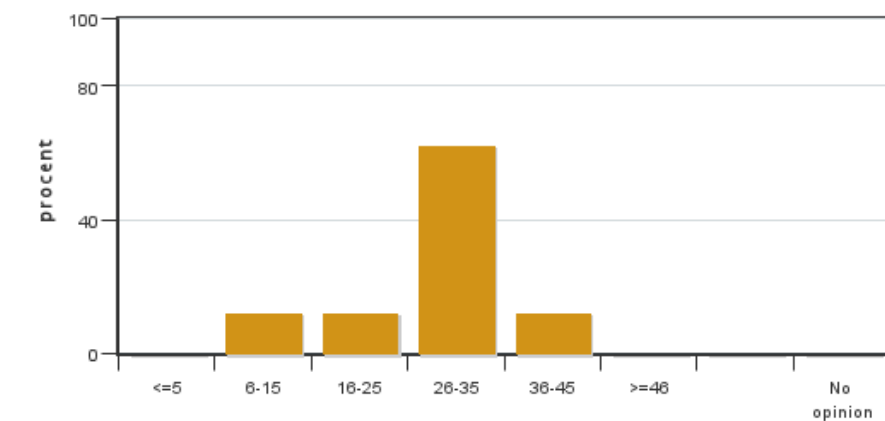
11. The course covered international perspectives.



Answers: 8
 Medel: 3,5
 Median: 4

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

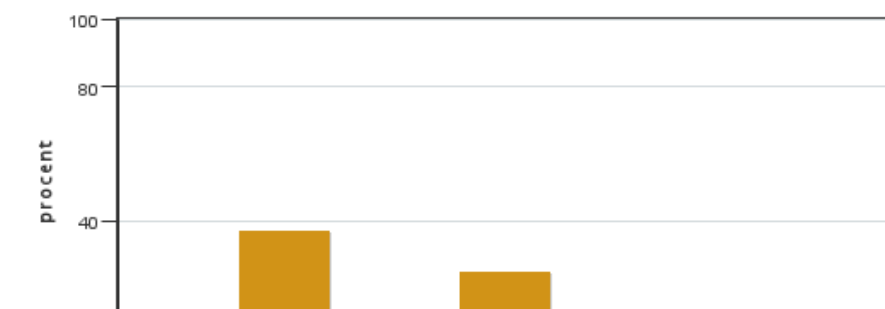
12. On average, I have spent ... hours/week on the course (including timetabled hours).



Answers: 8
 Medel: 27,5
 Median: 26-35

≤5: 0
 6-15: 1
 16-25: 1
 26-35: 5
 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: 8
 Medel: 3,1
 Median: 3

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

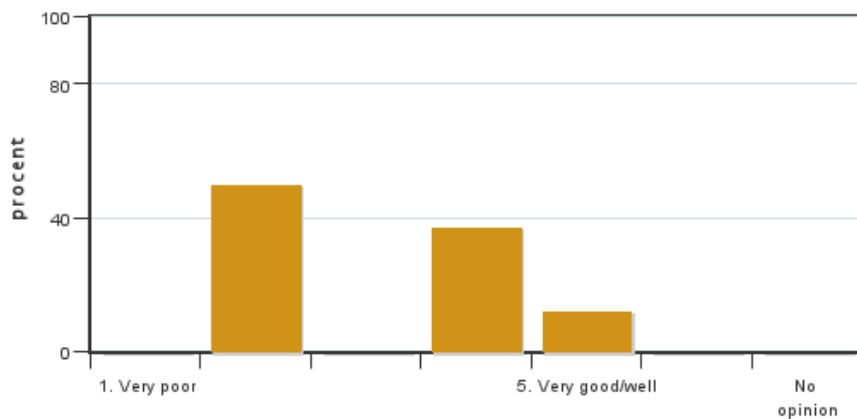


14. If relevant, please share what worked well when participating in teaching on distance

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

Additional own questions

16. How did you perceive the IRT teaching on link (zoom) in lectures and seminars? Compare with lectures/seminar on campus for an overall estimation of issues like
 - was it easy to follow?
 - did you get more tired, or less?

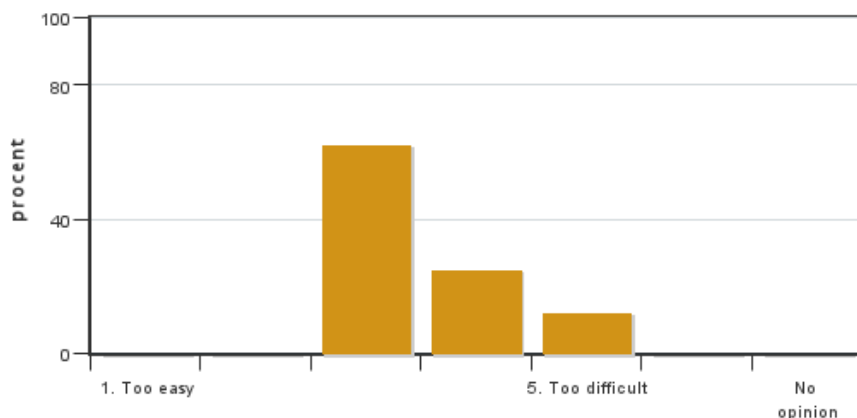


Answers: 8
 Medel: 3,1
 Median: 2.5

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

No opinion: 0

17. How did you perceive the work with the individual assignment in normative ethics?



Answers: 8
 Medel: 3,5
 Median: 3

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

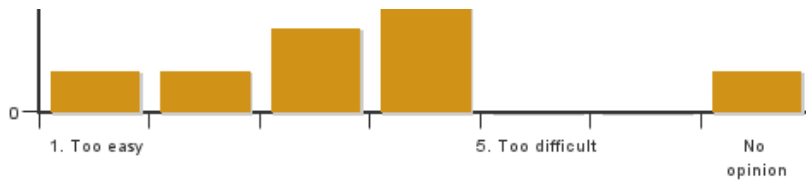
No opinion: 0

18. How did you perceive the work with the group assignments in Theme II-IV?



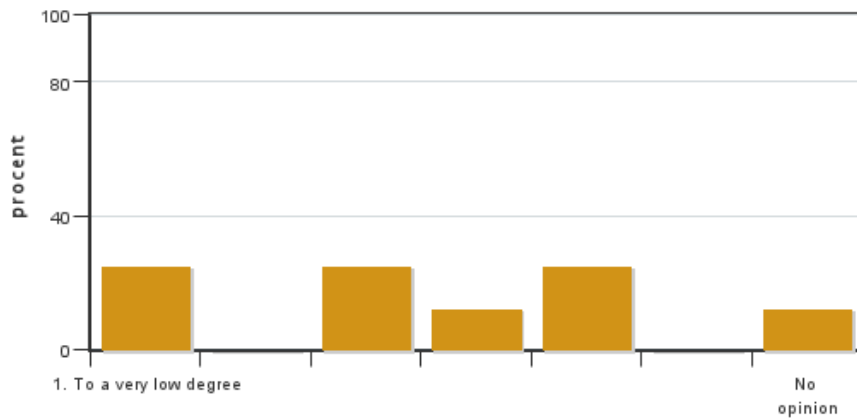
Answers: 8
 Medel: 3,0
 Median: 3

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



5: 0
No opinion: 1

**19. How did you perceive the group discussions in terms of learning:
Did the discussions contribute to your learning and training in ethical reflection?**



Answers: 8
Medel: 3,1
Median: 3

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

Course leaders comments

No comments from the teacher

Student representatives comments

The evaluation had been completed by 8 out of 30 students of the course Food Ethics. Overall, the students were content with the interesting topics and the provided literature but the time constraint of a month made the course being too loaded with different ethical topics. One student wishes the course to be transformed from a 7.5 to 15 credit point course because one month is not sufficient enough and too demanding to deeply understand the importance of ethical issues in the food systems. Another inconvenience pointed out by the students is the confusing organisation of the course, especially in regards to the schedule, group assignments and the individual assignment.

The linkage of the course content and the learning objectives of the course were perceived by the students as not clear due to the repetitiveness of the lectures with the content of the literature. In one point the students are divided, regarding if the lectures shall be provided pre-recorded or live. The pre-recorded lectures had the benefits of rewatching them for clarification. Most of the students wished for more live lectures because more possibilities for beneficial discussions arose and the real talk was appreciated by the students. Some frustration appeared with pre-recorded lectures with powerpoint voice recordings as not every student had the necessary software to make it work, thus video screen recordings for universal accessibility are wished for. In general, more live lectures would have been appreciated due to the interest of students in the topics and the frustration of distance learning.

A lot of confusion was caused by the structure of the schedule, which was not clear from the beginning. The main reason was the confusing communication of the teachers with the students. One student pointed out to make the access to information simpler by using different tools in canvas like the calendar tool for the schedule instead of a PDF file and the announcement tool for changes in the schedule, group work or assignments. A well-chosen canvas structure was experienced in finding the zoom-link for the lecture, the video recordings and literature. Another miscommunication aspect was the explanation of the individual essay and many students wished to have the instructions earlier than a week before the due date.

Another point, in which the students are divided in their opinions, is the group work and discussions. Some students were content about the outcomes of their group discussions in combination with the weekly hand-ins. Motivation, support and the opportunity to get to know new students from a distance were experienced as beneficial and the possibility to schedule the group meetings themselves. Beneficial in terms of learning were the breakout rooms discussion in mixed groups and new ideas and opinions could be developed. Some students experienced the group work as too frequent and superficial because the quality of the discussion was dependent on the group dynamic and not every group member had the chance to

develop deeper discussions to their desirable extent.

What has been missing by some students in regards to the topics were sustainable development aspects, environmental and social, in connection to food like nature ethics, the impact on the planet, unfairness, inequality etc. A more cultural diversity would have been appreciated, as the lectures and other materials were from a very European view point.

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