



## Management perspectives for sustainable food systems FÖ0440, 20166.2021

15 Hp

Pace of study = 100%

Education cycle = Advanced

Course leader = Cecilia Mark-Herbert

### Evaluation report

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**Evaluation period: 2021-01-10 - 2021-01-31**

Answers 16

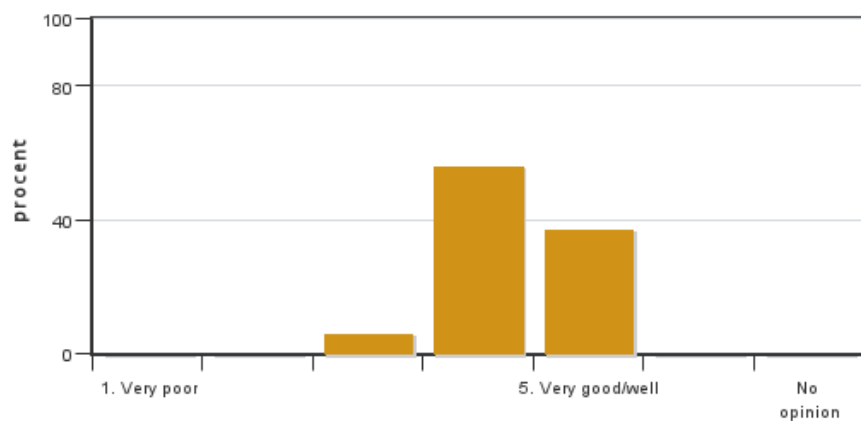
Number of students 30

Answer frequency 53 %

### Mandatory standard questions

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



Answers: 16

Medel: 4,3

Median: 4

1: 0

2: 0

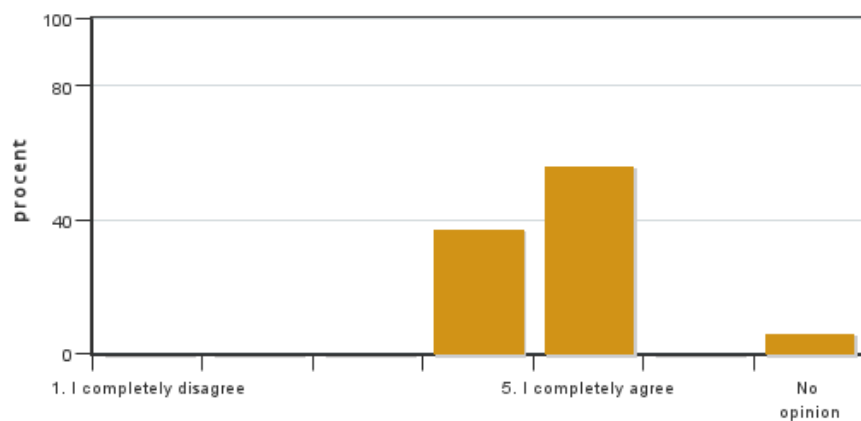
3: 1

4: 9

5: 6

No opinion: 0

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



Answers: 16

Medel: 4,6

Median: 5

1: 0

2: 0

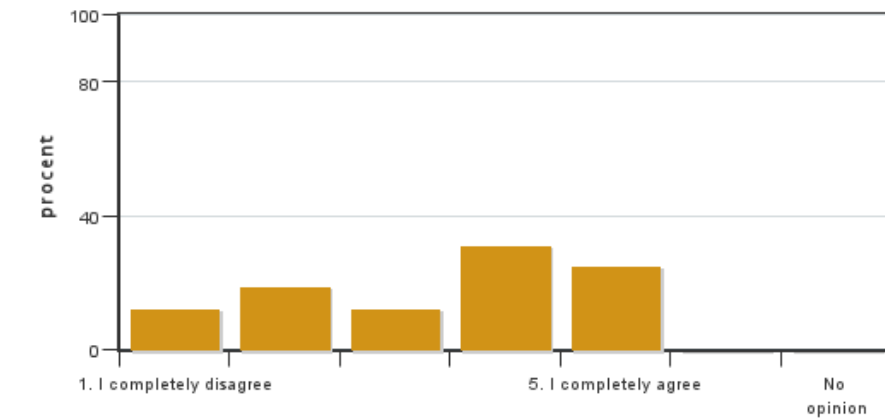
3: 0

4: 6

5: 9

No opinion: 1

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



Answers: 16

Medel: 3,4

Median: 4

1: 2

2: 3

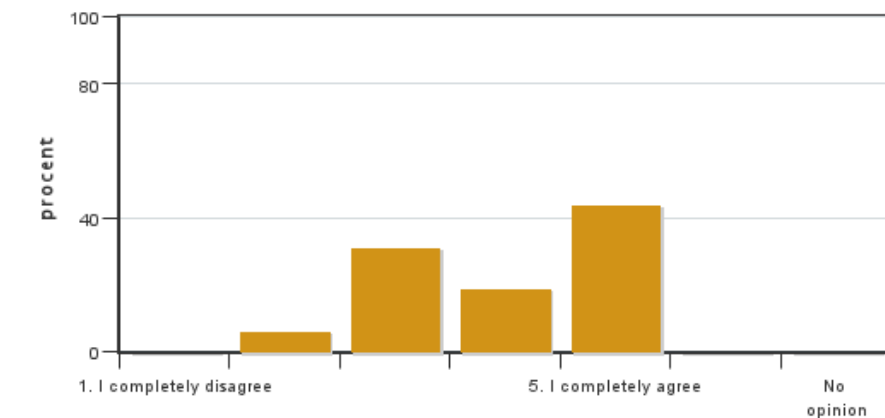
3: 2

4: 5

5: 4

No opinion: 0

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



Answers: 16

Medel: 4,0

Median: 4

1: 0

2: 1

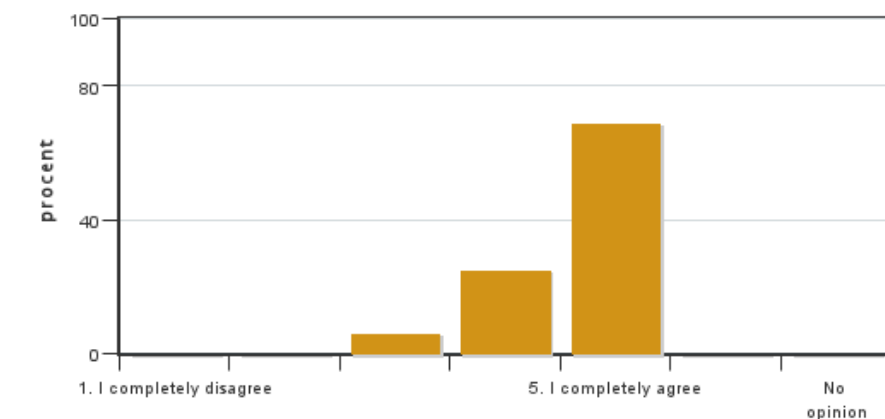
3: 5

4: 3

5: 7

No opinion: 0

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



Answers: 16

Medel: 4,6

Median: 5

1: 0

2: 0

3: 1

4: 4

5: 11

No opinion: 0

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



Answers: 16

Medel: 4,4

Median: 5

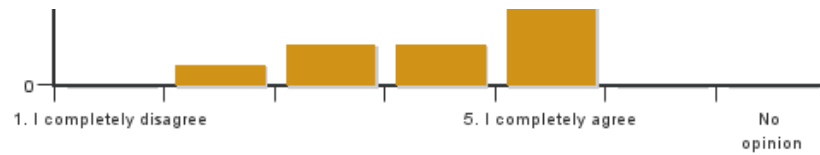
1: 0

2: 1

3: 2

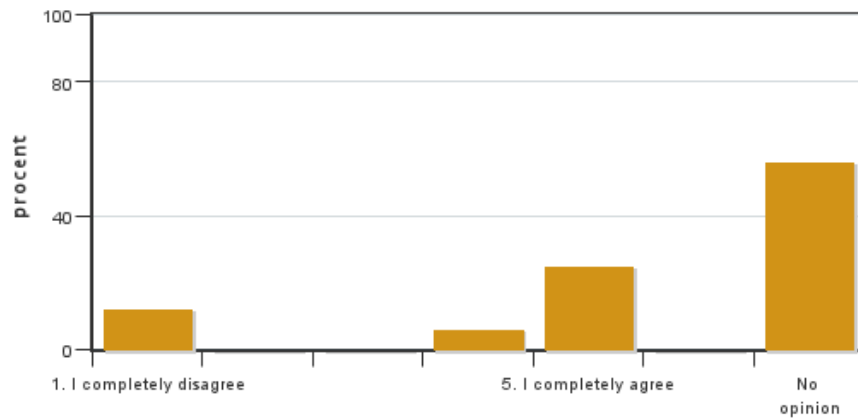
4: 2

5: 11



No opinion: 0

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



Answers: 16

Medel: 3,7

Median: 5

1: 2

2: 0

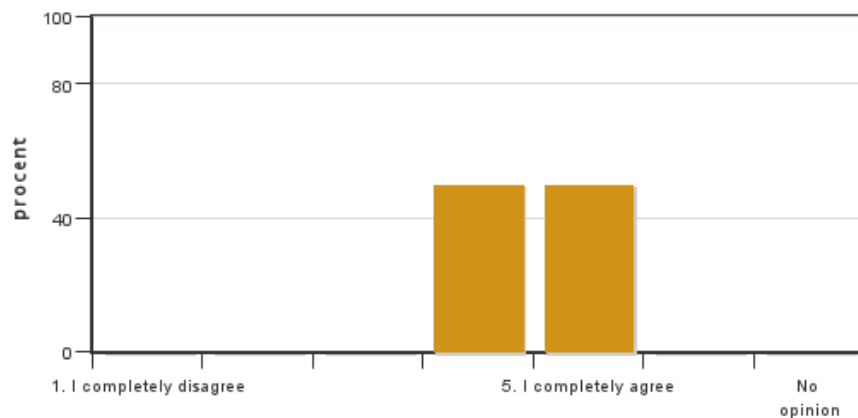
3: 0

4: 1

5: 4

No opinion: 9

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



Answers: 16

Medel: 4,5

Median: 4

1: 0

2: 0

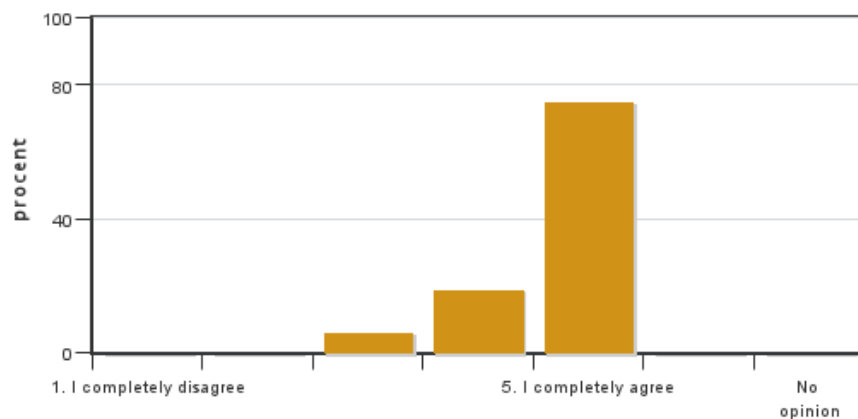
3: 0

4: 8

5: 8

No opinion: 0

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



Answers: 16

Medel: 4,7

Median: 5

1: 0

2: 0

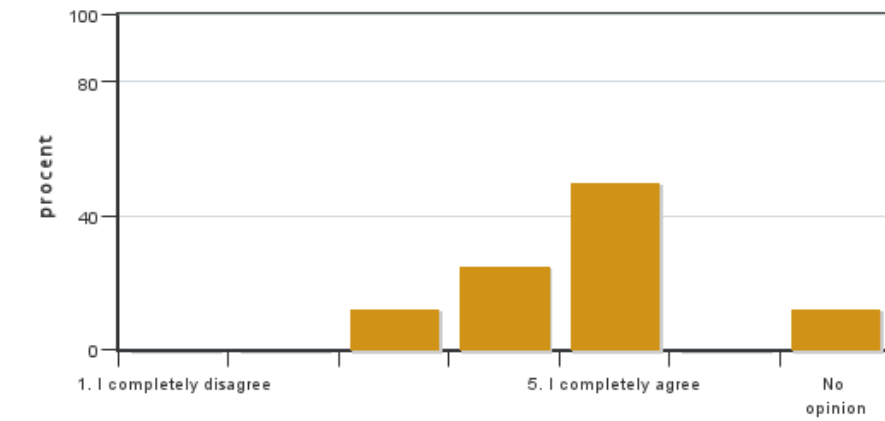
3: 1

4: 3

5: 12

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).**

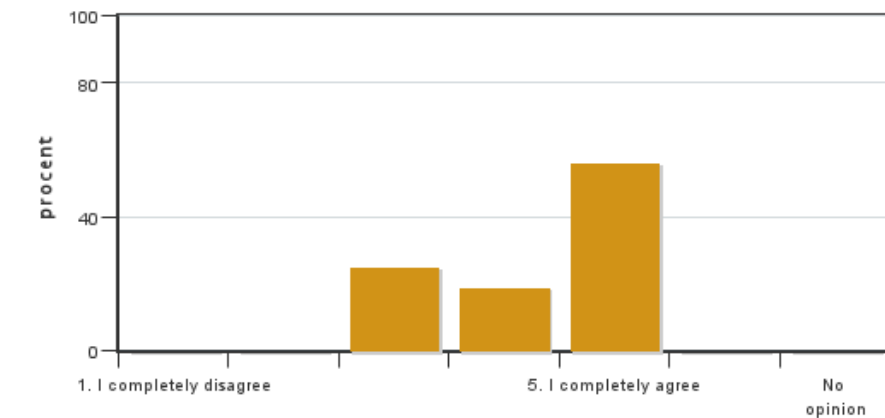


Answers: 16  
Medel: 4,4  
Median: 5

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

No opinion: 2

**11. The course covered international perspectives.**

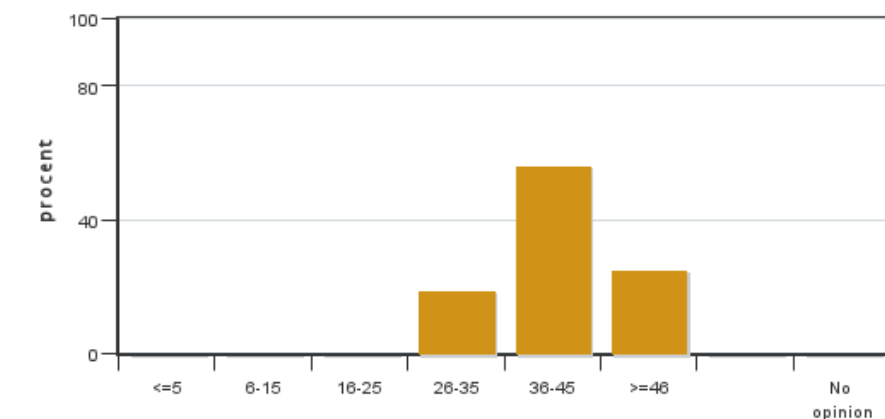


Answers: 16  
Medel: 4,3  
Median: 5

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).**

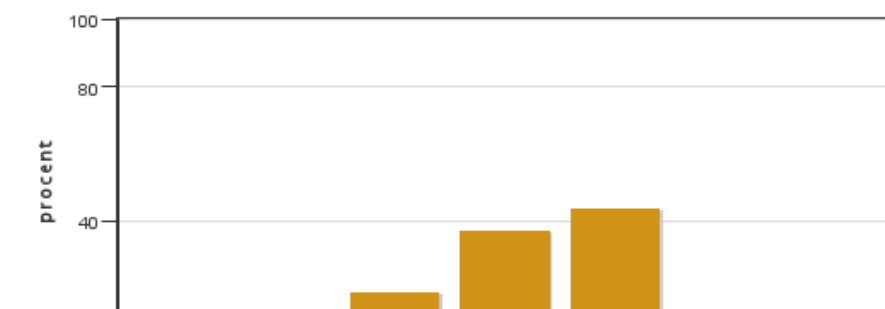


Answers: 16  
Medel: 39,6  
Median: 36-45

≤5: 0  
6-15: 0  
16-25: 0  
26-35: 3  
36-45: 9  
≥46: 4

No opinion: 0

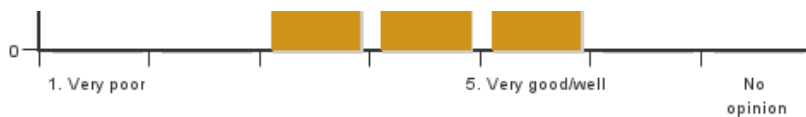
**13. If relevant, what is your overall experience of participating in all or part of your course online?**



Answers: 16  
Medel: 4,3  
Median: 4

1: 0  
2: 0  
3: 3  
4: 6  
5: 7

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

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**16. This year's course was offered in zoom (due to Covid 19). Is there anything that we can think of for future classes that will make the course better (assuming we would have to continue with the distance mode)? Suggestions are welcomed.**

## Course leaders comments

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The course FÖ0440 was offered as a distance course (2020) but it was not the plan at the time of when classrooms and resources were booked. Therefore the course had to be adapted to the current Covid 19 instructions continuously, sometimes with short notice. Lectures, seminars, presentation of projects – all of the examination was done in Zoom and Canvas. It was not ideal, but efforts from all parties, including external lecturers made it meaningful and fun. I am very happy about that.

A master's level course inevitably means taking more responsibility – to attend mandatory parts of the course and internalize the procedures and instructions. Some clarifications can be made regarding the schedule for future courses. Explaining it all at the start of the course means that some things are not clarified. Additional examples of projects can be provided, to create a sense of what has been done in previous courses. A technical problem at the time of the exam was most unfortunate (a loss of 15 minutes and some additional stress) but the exam situation could not be tested by me prior to the D-day. I simply had to do what I could at the time. I hope future courses will have in class examinations – and seminars where we meet in person.

The course has a wide range of students with different backgrounds – which implies challenges but also opportunities to learn from each other, and take responsibility for own learning. Lots of suggestions for continued readings (above and beyond the course book and articles provided) were given at each and every theoretical lecture. Of the 30 students in the course some 16 students have replied to the course evaluation – and I am very grateful for that! 1000 tack to those of you that took the time to reply to the course evaluation!

## Student representatives comments

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The following information is gathered through conversations with the students taking the course FÖ0400.

The overall impression of the course of the students is that it has been a very interesting course.

The vast majority of the students had no prior knowledge of economics or marketing, therefore the introduction lectures were highly appreciated. Some students say that they would prefer the introductory lectures to be even more basic with the introduction of basic concepts, some also suggest that there could be literature provided prior to the course where those students who have no prior knowledge of the subject could get basic insights in the topic.

Cilla has been highly appreciated among the students, she has throughout the course been the best possible tutor and has given positive feedback on comments and discussions, resulting in a very positive learning environment.

All the external lecturers were also highly appreciated and the students urge you to keep that element in the course, it gives a connection to the "real world" and how the knowledge learned in this course can be used practically. Some students comment that they would have wanted all the lecturers coming from the food sector (the student representatives personal reflection on that is that there were students from the biobased sector/forestry and all the lecturers were relevant to either the food sector or the forest sector).

Some students comment that the structure of Canvas could be coordinated between the courses since the amount of information on the course page grew throughout the course it became troublesome to find information. This feedback does not apply specifically to this course, but rather to all the courses in the master's programme. There have also been technical problems that were irritating, but not affecting the overall impression of the course.

Feedback from students to the representative was that they have spent more time studying in this course than in many other previous courses. They say that it sometimes was hard to know what literature were obligatory to read and what was additional and a few comment that the reading instruction (the colour coding) could have been more clear. The majority comment that they would prefer that this course had been given on campus, the learning could have been easier and insights from different fields would have been more easily accessible, but due to the circumstances, the course has been the best possible.

Some students did not want to give any comments at all, which is unfortunate, as a student representative I feel that the feedback provided here represents a "Swedish" perspective and I would have wanted more input from the international students.

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Kontakta support: [support@slu.se](mailto:support@slu.se) - 018-67 6600