



Sustainable agri-food value chains and bioeconomy FÖ0466, 20169.2021

15 Hp
Pace of study = 100%
Education cycle = Advanced
Course leader = Konstantinos Karantininis

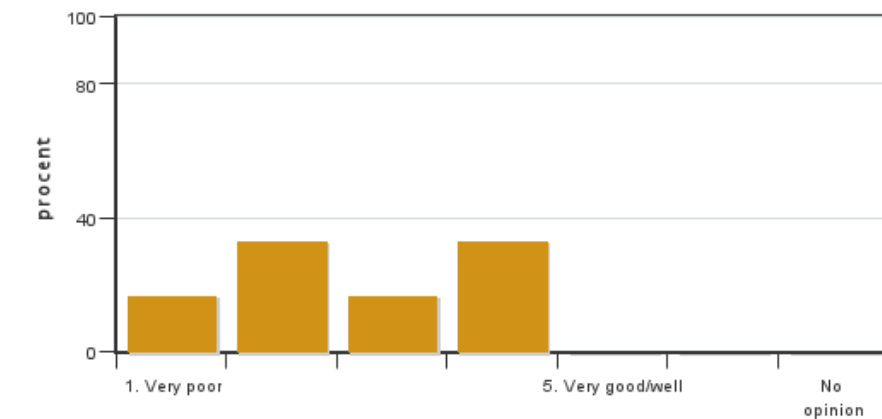
Evaluation report

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

Answers 6
Number of students 18
Answer frequency 33 %

Mandatory standard questions

1. My overall impression of the course is:

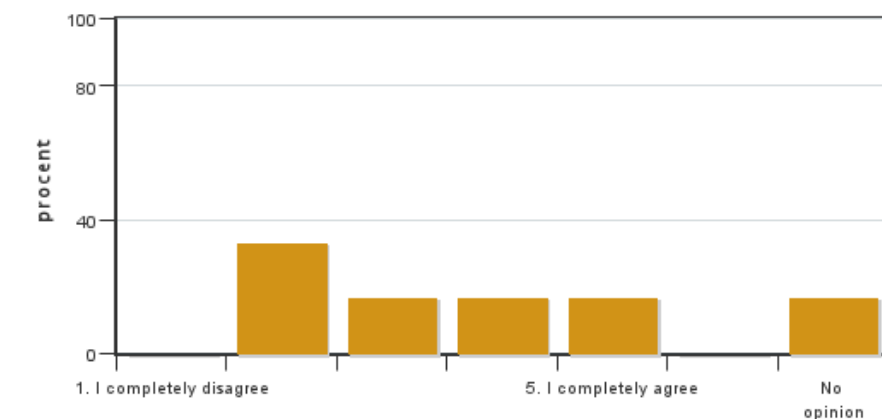


Answers: 6
Medel: 2,7
Median: 2

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

No opinion: 0

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

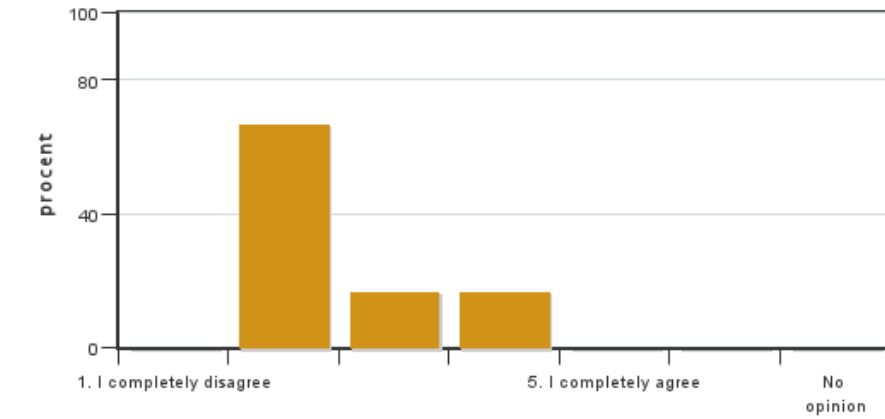


Answers: 6
Medel: 3,2
Median: 3

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

No opinion: 1

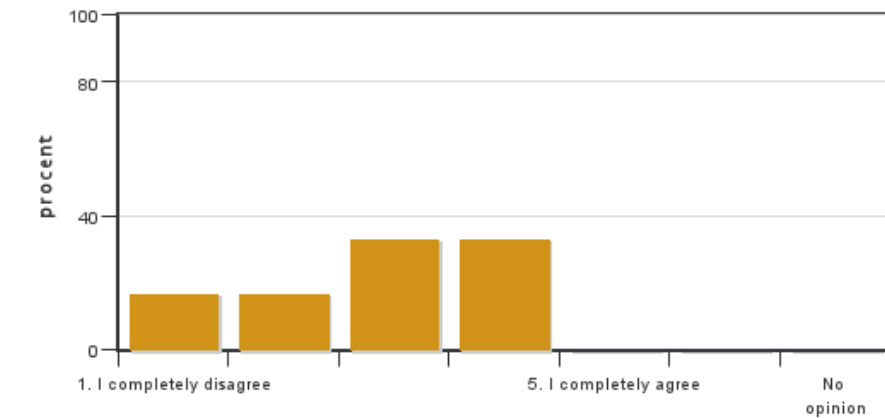
3. My prior knowledge was sufficient for me to benefit from the course.



Answers: 6
 Medel: 2,5
 Median: 2

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

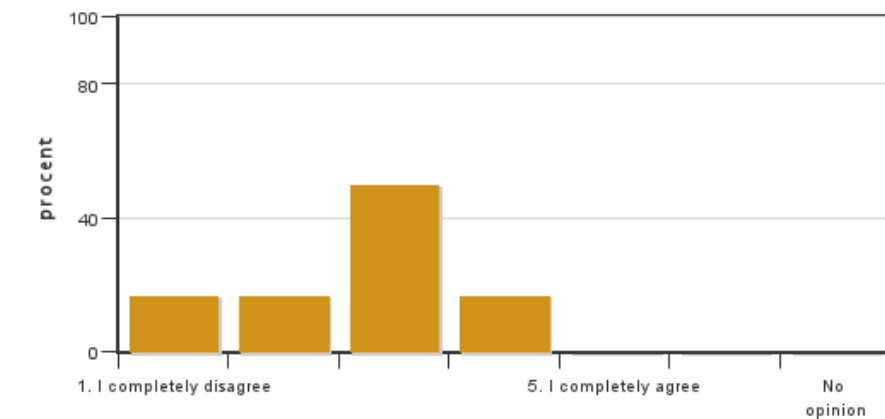
4. The information about the course was easily accessible.



Answers: 6
 Medel: 2,8
 Median: 3

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

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



Answers: 6
 Medel: 2,7
 Median: 3

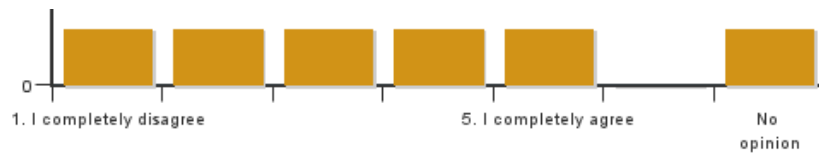
1: 1
 2: 1
 3: 3
 4: 1
 5: 0
 No opinion: 0

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



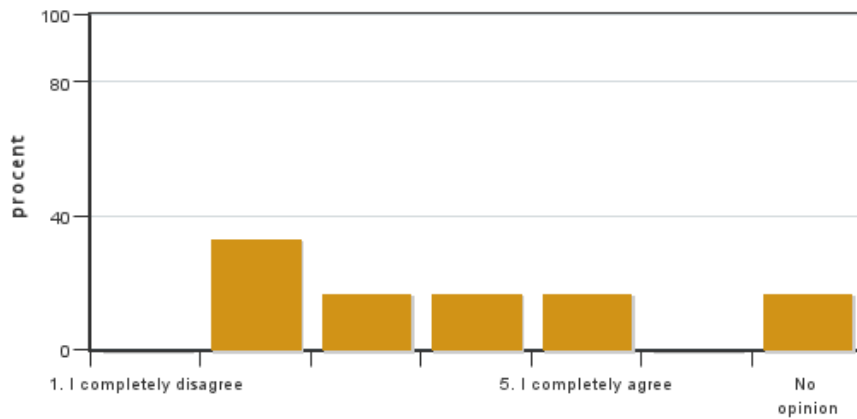
Answers: 6
 Medel: 3,0
 Median: 3

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



No opinion: 1

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

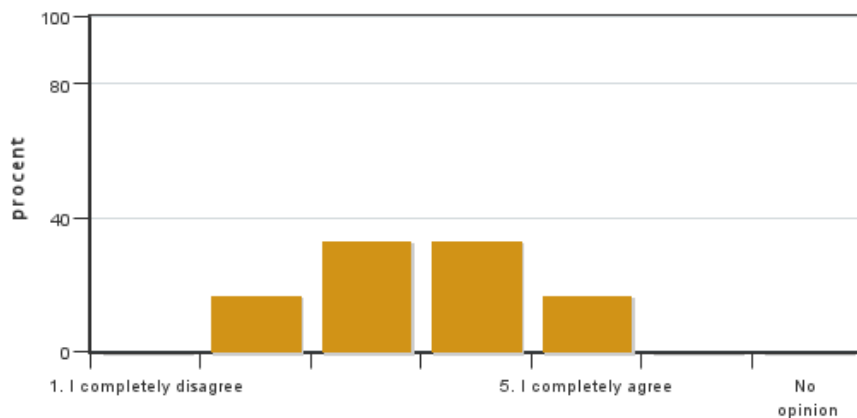


Answers: 6
Medel: 3,2
Median: 3

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

No opinion: 1

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

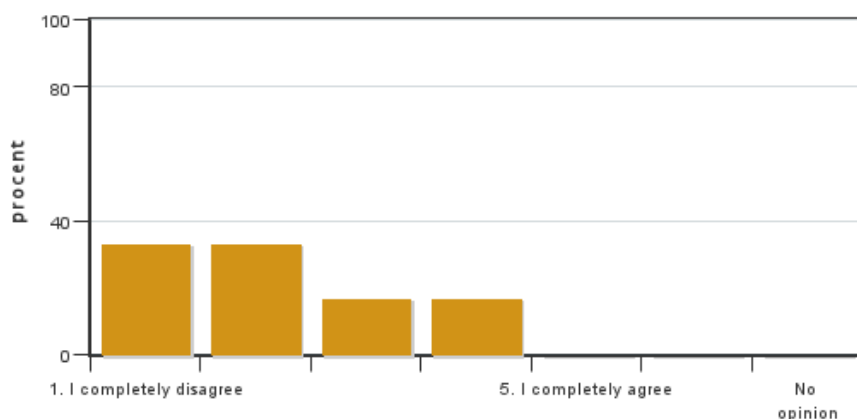


Answers: 6
Medel: 3,5
Median: 3

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

No opinion: 0

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

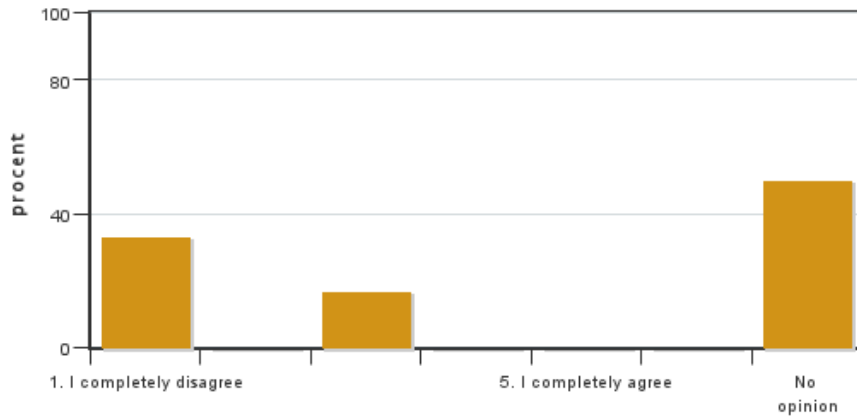


Answers: 6
Medel: 2,2
Median: 2

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

No opinion: 0

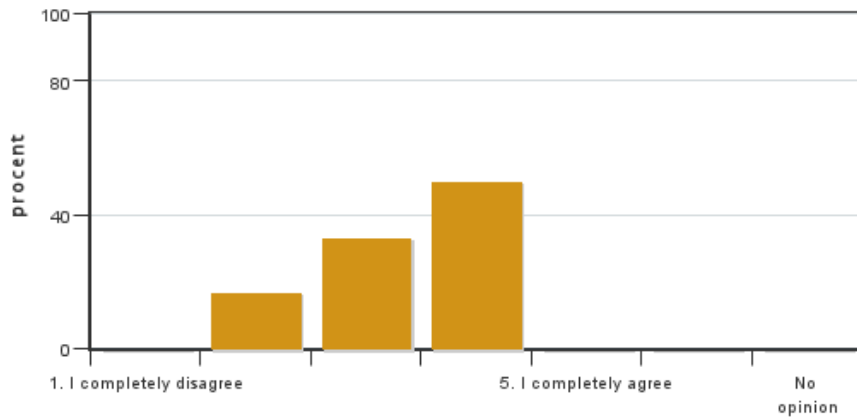
10. I believe the course has included a gender and equality aspect, regarding content as well as teaching practices (e.g. perspective on the subject, reading list, allocation of speaking time and the use of master suppression techniques).



Answers: 6
 Medel: 1,7
 Median: 1

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

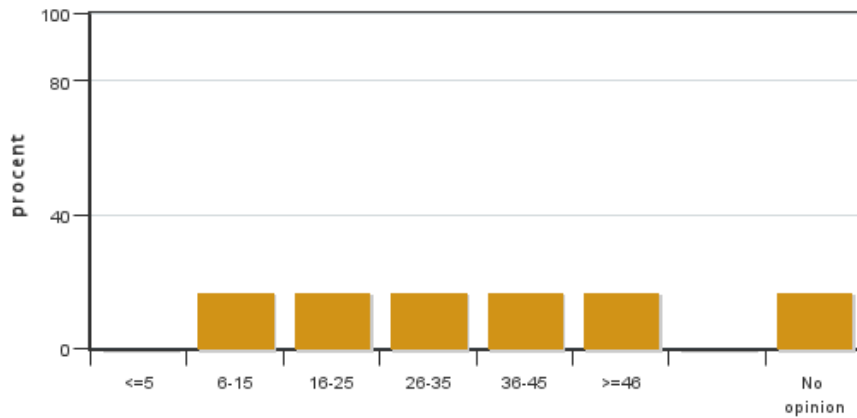
11. The course covered international perspectives.



Answers: 6
 Medel: 3,3
 Median: 3

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

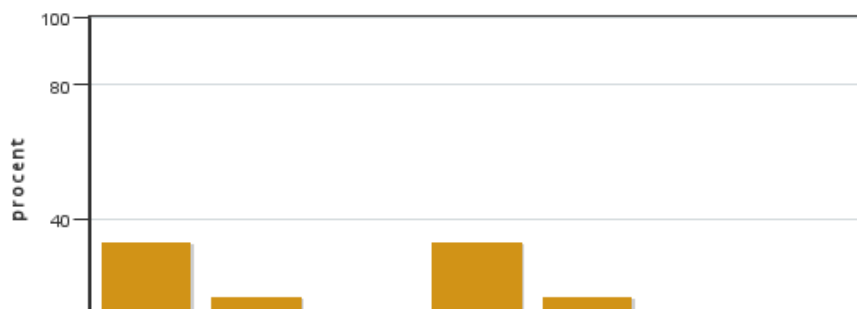
12. On average, I have spent ... hours/week on the course (including timetabled hours).



Answers: 6
 Medel: 29,2
 Median: 26-35

≤5: 0
 6-15: 1
 16-25: 1
 26-35: 1
 36-45: 1
 ≥46: 1
 No opinion: 1

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



Answers: 6
 Medel: 2,8
 Median: 2

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

No comments from the teacher

Student representatives comments

The evaluation had been completed by 6 out of 19 students of the course Sustainable agri-food value chains and bioeconomy. The overall impression of the course has been seen by several students as “poorly” planned in regards to not having covered the courses topics sufficiently, no received feedback from the different individual assignments and misunderstandings in terms of little visibility about the course’s timeline. The professor was perceived as engaged and invested in teaching and the potential of the course was recognised but disrupted by multiple circumstances and issues.

Different gaps have been mentioned by the students regarding the structure, material and literature and course topics and projects. The structure of the course was discussed broadly in the first week but more concrete information about schedules and readings was made available just a few days before what made it difficult for students to organise themselves and support a successful learning process. Another gap identified by the students was the missing course book and not enough literature has been provided for self-teaching. A literature list was not provided. The students felt that they had too little time and background knowledge to complete the weekly, individual assignments and that the acquired knowledge did not match the amount of time spent on those tasks. The students felt that the topics were not sufficiently covered, which can be related to the little amount of lectures given, which were rather passive than actively performed. More lectures and some seminars, better prepared exercises and more active, initiated participation are some of the students’ suggestions. Some students wished to have lectures from different researchers and experts to gain different perspectives in this course.

The different individual assignments should have supported the learning and provided opportunity to show what had been learnt in this course but due to the lack of grading criteria and little correction or feedback from the individual assignments, the students’ feel unsure about their performance. However, the group project was seen as a good opportunity to put knowledge into practice.

Participating online did not provide the students with advantages as they wished for more lectures and also seminars. The few discussion between the students was appreciated and the breakout rooms worked well. What has been explicitly wished for are the beforehand provided reading material and an overall complete time schedule to be able to effectively manage their time with other courses. As in most distance courses, the students wished for more room for discussions and acknowledge that distance teaching and learning is challenging, but more lectures and opportunities for discussions should have been provided.