



Sustainable Production Systems in a Global Perspective BI1396, 30143.2122

15 Hp

Pace of study = 100%

Education cycle = Basic

Course leader = Thomas Prade

Evaluation report

Evaluation period: 2022-03-16 - 2022-04-06

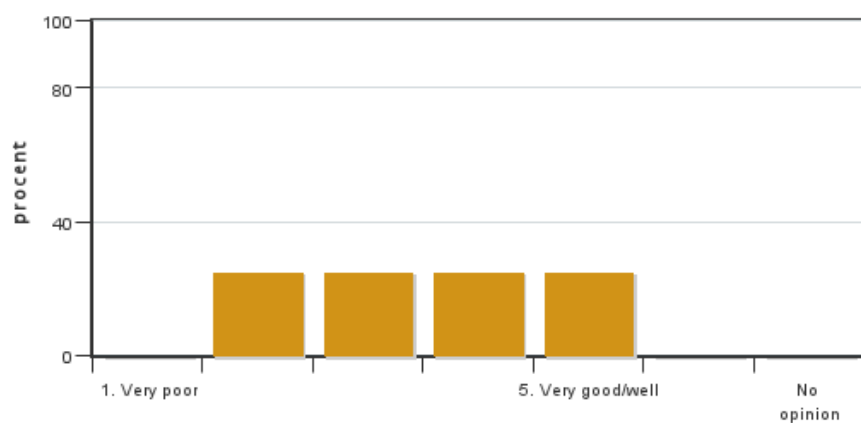
Answers 4

Number of students 5

Answer frequency 80 %

Mandatory standard questions

1. My overall impression of the course is:

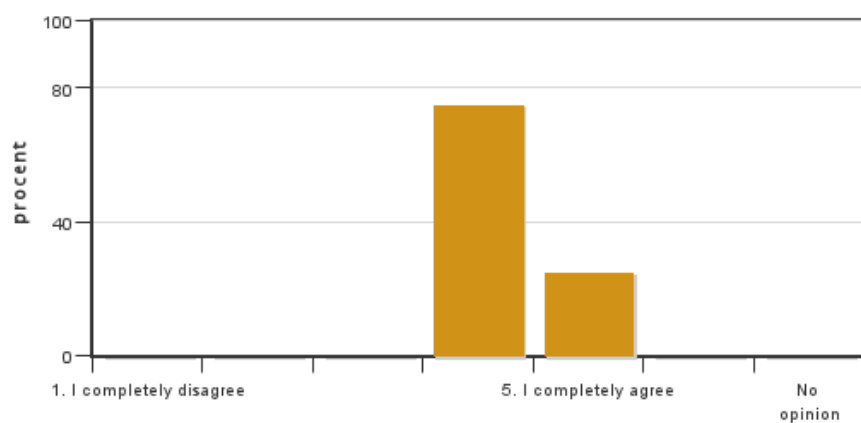


Answers: 4
Medel: 3,5
Median: 3

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

No opinion: 0

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

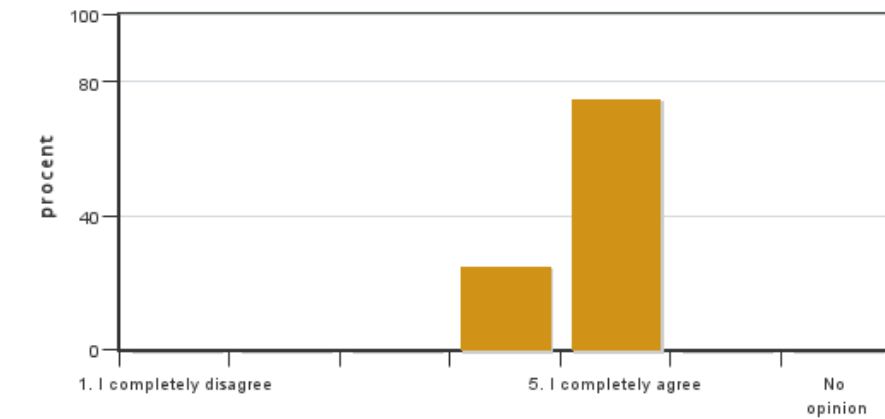


Answers: 4
Medel: 4,3
Median: 4

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

No opinion: 0

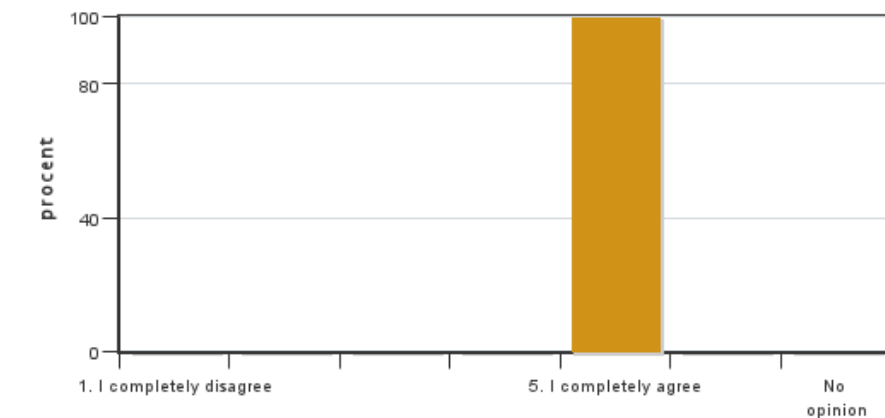
3. My prior knowledge was sufficient for me to benefit from the course.



Answers: 4
Medel: 4,8
Median: 5

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

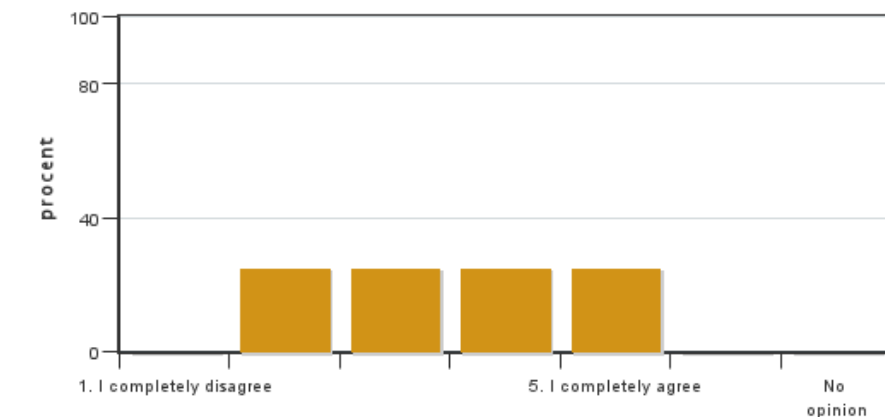
4. The information about the course was easily accessible.



Answers: 4
Medel: 5,0
Median: 5

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

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



Answers: 4
Medel: 3,5
Median: 3

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

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



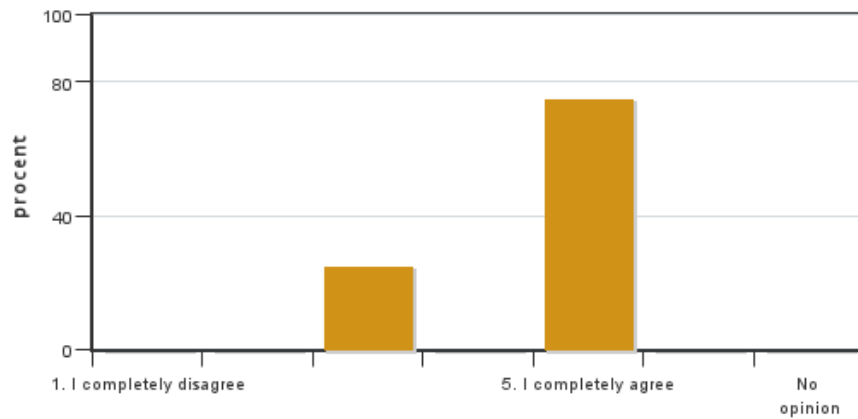
Answers: 4
Medel: 4,8
Median: 5

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



No opinion: 0

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



Answers: 4

Medel: 4,5

Median: 5

1: 0

2: 0

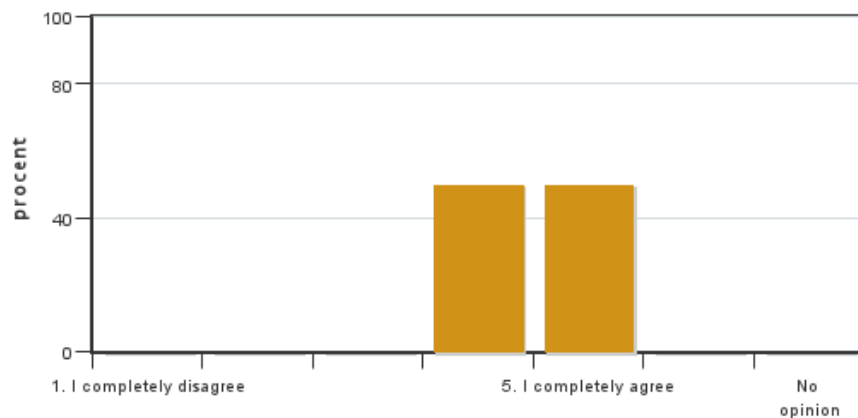
3: 1

4: 0

5: 3

No opinion: 0

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



Answers: 4

Medel: 4,5

Median: 4

1: 0

2: 0

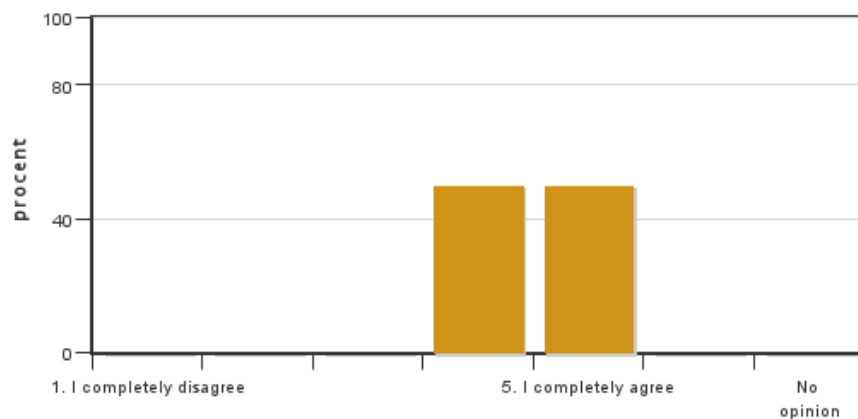
3: 0

4: 2

5: 2

No opinion: 0

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



Answers: 4

Medel: 4,5

Median: 4

1: 0

2: 0

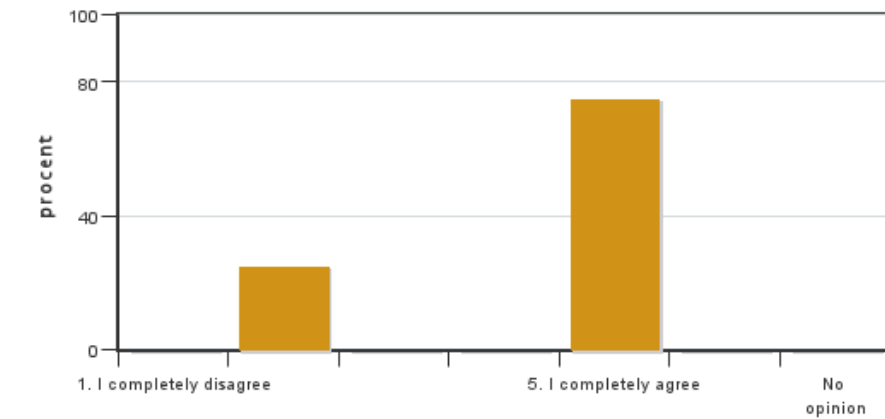
3: 0

4: 2

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).

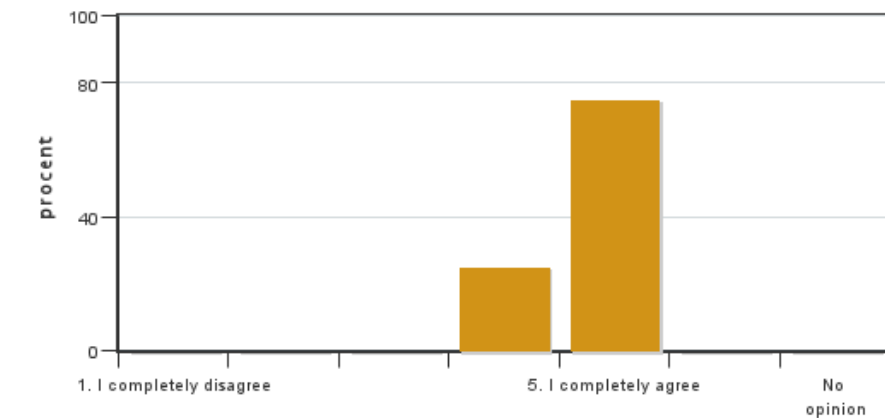


Answers: 4
Medel: 4,3
Median: 5

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

No opinion: 0

11. The course covered international perspectives.

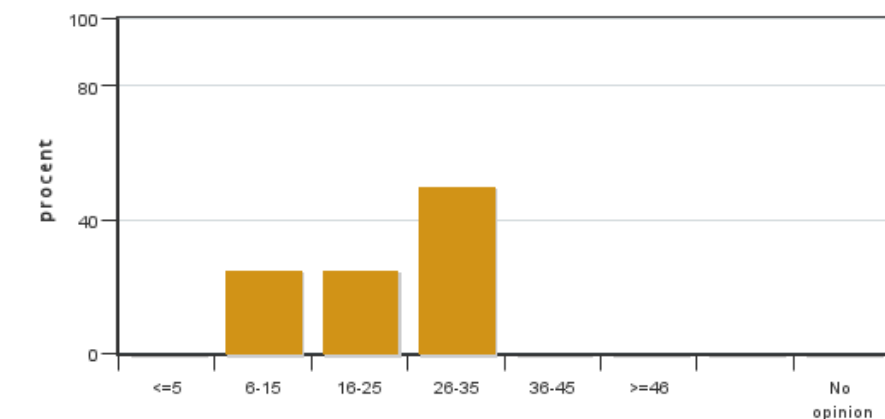


Answers: 4
Medel: 4,8
Median: 5

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

No opinion: 0

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

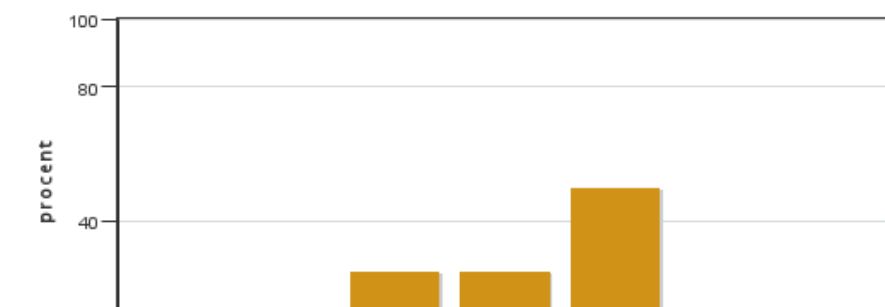


Answers: 4
Medel: 22,5
Median: 16-25

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

No opinion: 0

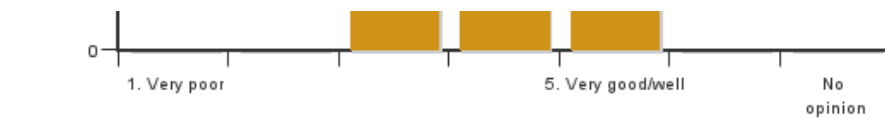
13. If relevant, what is your overall experience of participating in all or part of your course online?



Answers: 4
Medel: 4,3
Median: 4

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

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

BI1396 Course evaluation

Summary from the oral course evaluation

In the oral course evaluation, the students commented on several aspects of the course. As specifically positive the following topics were raised:

- Good progression in the course. There is a good structure for progression that effectively avoids periods with a too high work load.
- Good literature: course literature (books and articles) were helpful and interesting. Also the large number of additional literature items was appreciated.
- The new lecture on Social sustainability, by Stanley Zira, was much appreciated!

How to further improve the course

- In the glimpse-of-the-world lectures, a more specific focus on production systems and associated problems would be appreciated.
- In the e-case assignment, too much information was already given (Ethiopian case), so that it felt that most work was already done. The course leader will see over the case description and potentially remove the SWOT analysis. Another suggestion to handle this assignment would be to redo it as reading case with group discussion.
- An excursion to a company that works with an innovative production system would be interesting. Excursion were earlier a part of the course, but due to the restriction during the pandemic, were cancelled from the companies side. This was partially compensated for by including the PhD presentation day. The course leader will investigate if at least one excursion could be planned for in the next course.
- The lecture/workshop on economics/business could have a less basic level. This has to be coordinated between this and the other course where the lecture/workshop are given.
- A lecture on EU policy was suggested. The course leader will investigate if such lecture could be included, potentially with someone from the Swedish Board of Agriculture.

For most program students (LMP, Tring-odling), this course comes rather late in their program and some of the more introductory lectures can be seen as too basic for them. Both students from the Tring-odling and LMP program mentioned lectures that were either at a rather basic level and/or that they had heard before in their program. These were however different lectures, that were appreciated by the other students, including the exchange students that had a rather different background from their studies. One solution could be to have this course earlier in the program, but since the first two years are reserved for basic courses in the respective field, there is no possibility for that. Instead the course leader will ask the teachers to apply a different angle to their lecture, alternatively present this problem at the course start so that students can choose to skip already visited lectures.

Comments on the online evaluation

The online course evaluation this year shows an uncommonly low overall grade of 3,5 with individual marks ranging from 2-5. When analyzing the more detailed survey questions, it becomes clear that there are two main explanations for this:

- The above mentioned issues with too basic/double read lectures
- The Covid situation (both with students that were sick and the situation that students did feel that is difficult to move to the student homes where the infection risk was rather high) that was still acute in January and February, that caused the course to be given as online course. The situation was revised together with the students regularly throughout the course, but even though the situation improved much in the last three-four weeks of the course, it did not make sense to go back to classroom teaching for the few lectures left.

The remaining survey questions were answered very positively, which is also reflected in the assessment of the overall experience of the course (grade 4,3).

Positive aspects

- The course was well organized
- Interesting discussions
- The online setting in zoom made that it was easy to understand what the teachers were saying

What worked less good

- Online setting – no meetings with fellow students and the teachers
- The gender aspect in the assignments could have taken a larger place (as indicated by the comment for question 10)
- The group work was harder due to the Covid situation, which required online group work sessions.

Student representatives comments

No comments from the student representatives