



## Management perspectives for sustainable food systems FÖ0440, 20166.2122

15 Hp

Pace of study = 100%

Education cycle = Advanced

### Evaluation report

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**Evaluation period: 2022-01-09 - 2022-01-30**

Answers 12

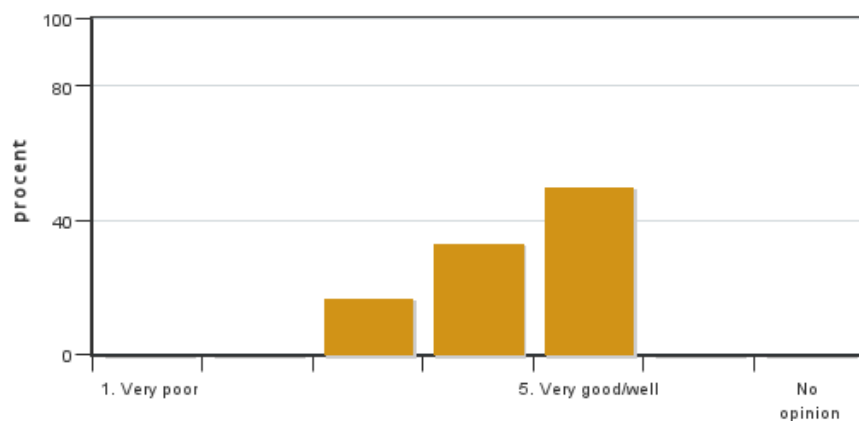
Number of students 23

Answer frequency 52 %

### Mandatory standard questions

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

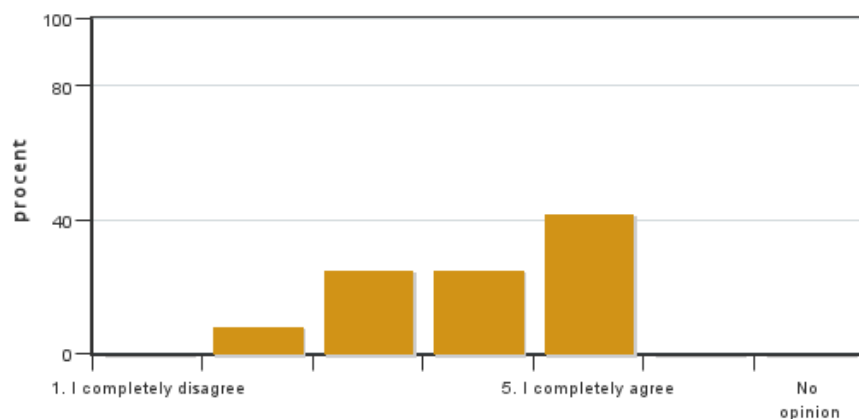


Answers: 12  
Medel: 4,3  
Median: 4

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

No opinion: 0

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

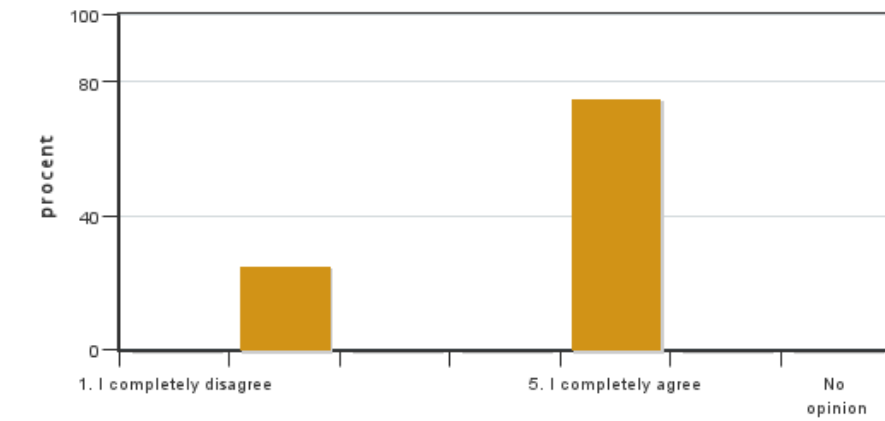


Answers: 12  
Medel: 4,0  
Median: 4

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

No opinion: 0

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

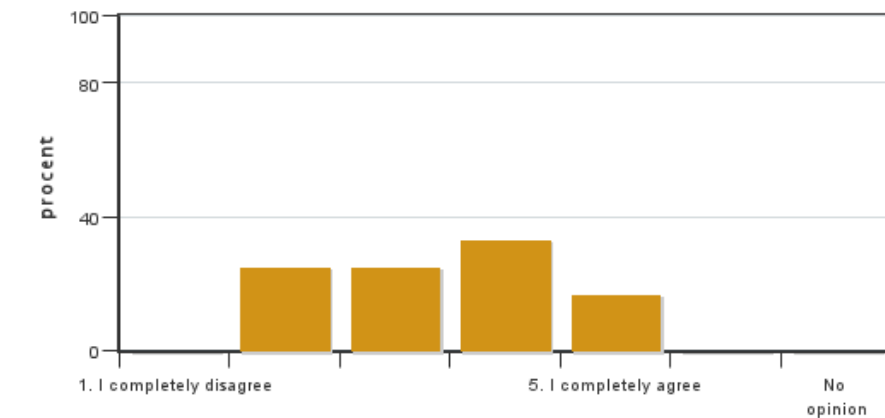


Answers: 12  
Medel: 4,3  
Median: 5

1: 0  
2: 3  
3: 0  
4: 0  
5: 9

No opinion: 0

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

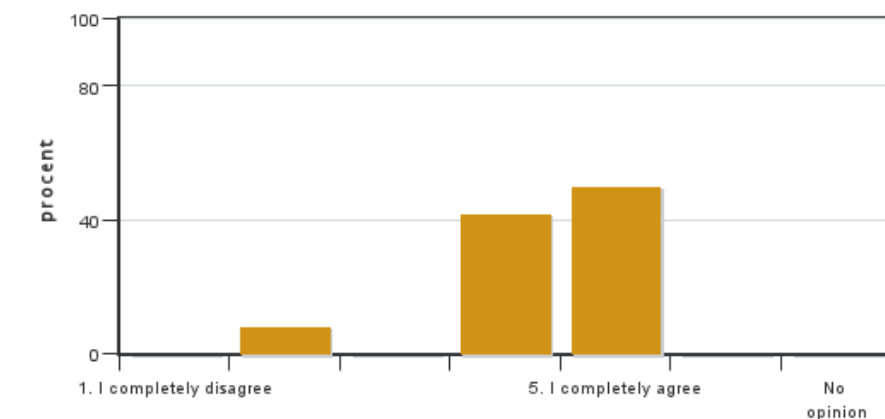


Answers: 12  
Medel: 3,4  
Median: 3

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

No opinion: 0

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

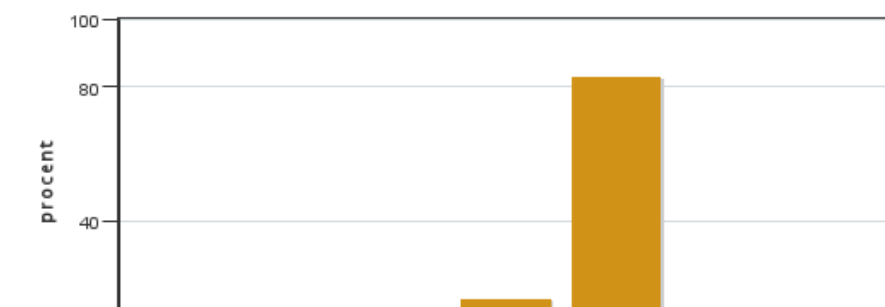


Answers: 12  
Medel: 4,3  
Median: 4

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

No opinion: 0

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



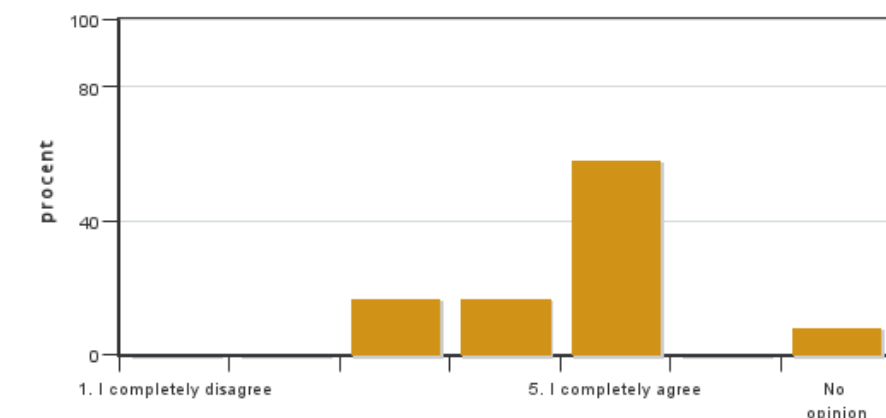
Answers: 12  
Medel: 4,8  
Median: 5

1: 0  
2: 0  
3: 0  
4: 2  
5: 10

No opinion: 0



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

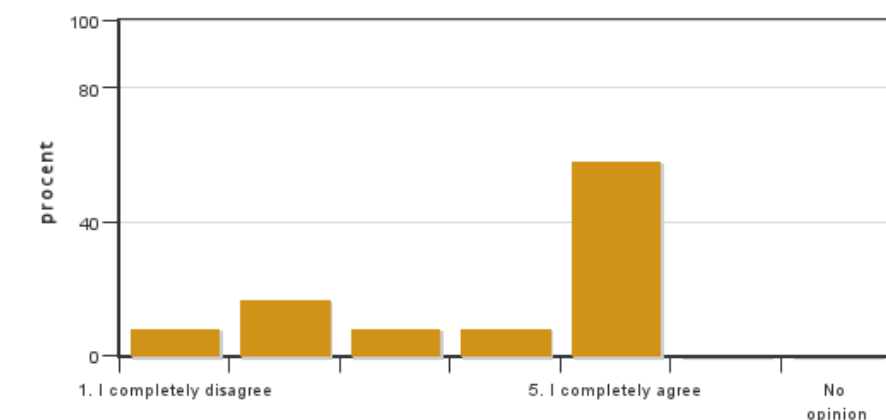


Answers: 12  
Medel: 4,5  
Median: 5

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

No opinion: 1

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

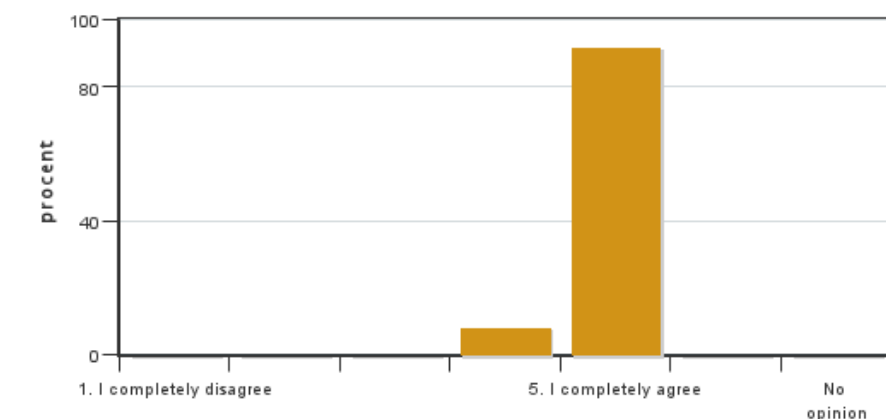


Answers: 12  
Medel: 3,9  
Median: 5

1: 1  
2: 2  
3: 1  
4: 1  
5: 7

No opinion: 0

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

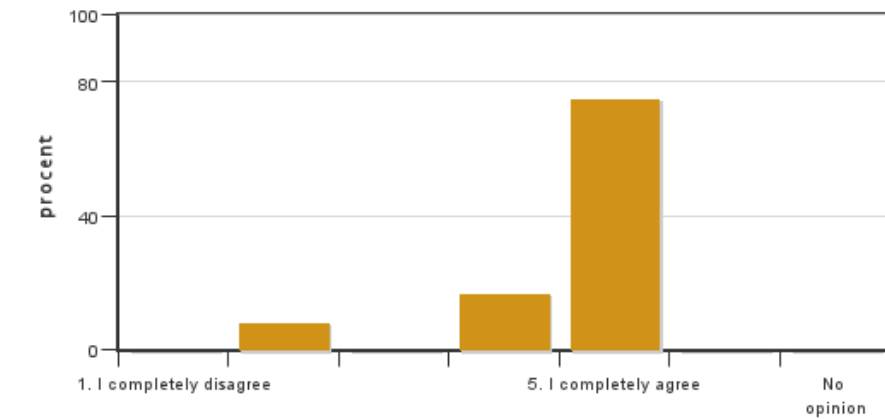


Answers: 12  
Medel: 4,9  
Median: 5

1: 0  
2: 0  
3: 0  
4: 1  
5: 11

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).**

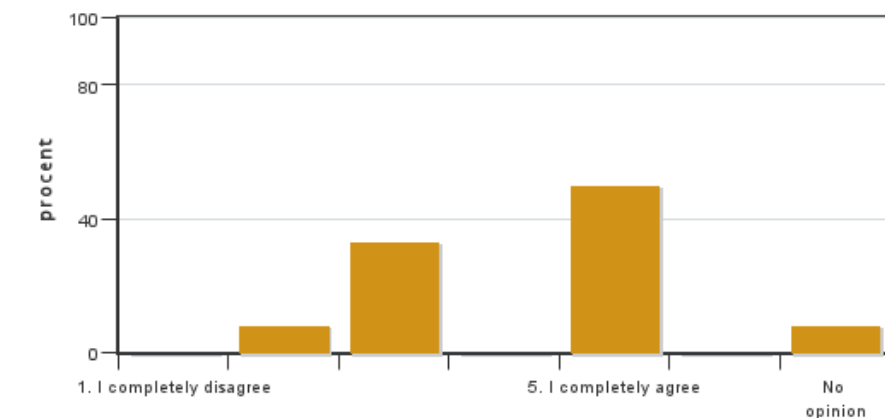


Answers: 12  
Medel: 4,6  
Median: 5

1: 0  
2: 1  
3: 0  
4: 2  
5: 9

No opinion: 0

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

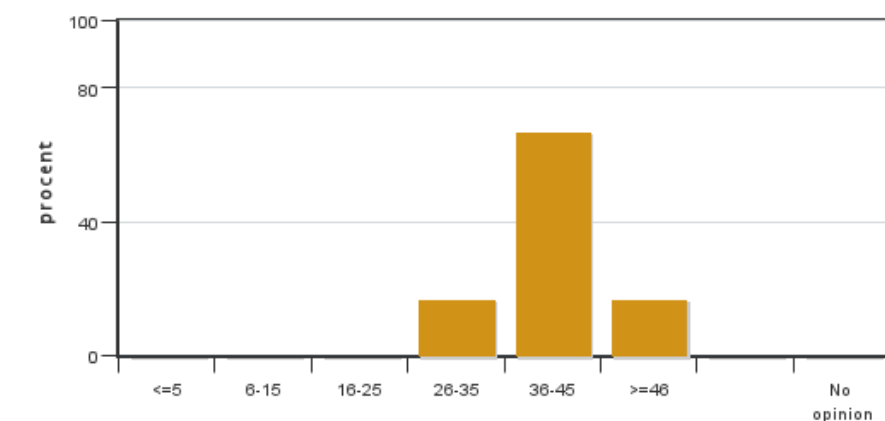


Answers: 12  
Medel: 4,0  
Median: 5

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

No opinion: 1

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

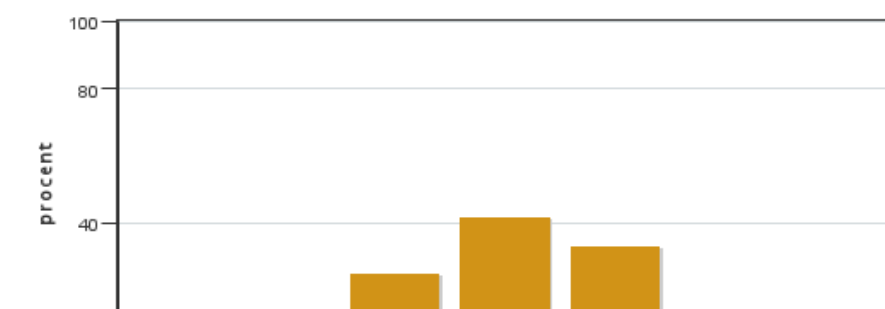


Answers: 12  
Medel: 39,3  
Median: 36-45

≤5: 0  
6-15: 0  
16-25: 0  
26-35: 2  
36-45: 8  
≥46: 2

No opinion: 0

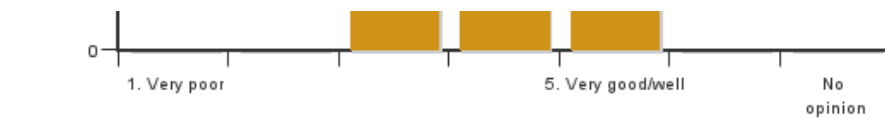
**13. If relevant, what is your overall experience of participating in all or part of your course online?**



Answers: 12  
Medel: 4,1  
Median: 4

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

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

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The course, Management perspectives for sustainable food systems (FÖ0440), 2021, was planned with Covid restrictions in mind. It meant balancing activities in the classroom with digital activities in zoom. Priority was given to seminars and external lecturers to meet students in a classroom setting (based on their own wish to do so).

A relatively small class (23 students) consisted of fewer students in the SFS-program than previous years. That means that the course had bigger relative share of non-program students, with a variety in backgrounds (level and subject). The admissions process for the SFS program also influenced the degree of international participation in the program as a whole and this course.

Of the 23 students 12 students (52%) replied to the opportunity to provide feedback in a course evaluation. The very first day of the course, students were shown the input from last year's course, and what was done to meet the suggestions made by them. Students were also reminded, numerous times, by me and the student representative, to provide feedback in the course evaluation.

The overall impression of the course is good (4.3). Students have provided feedback with wishes for: more focus on food systems in selecting external lecturers, and a decreased workload (in total). I may have failed to explain the integrated nature of systems, and the needs to talk about logistics, sourcing and resource use in a broad perspective that is not unique for stakeholders in the food value system. Rather, the food system stakeholders are dependent on food system actors (packaging), logistics (transport), and consultants (supporting all industries). Students are given opportunities to pick their own articles for some of the seminars, where they can focus on, for example food retailers or food processing industry perspectives. They may also focus on food system issues in the group project. Some of the external lecturers have shifted work, still working with sustainable management, but for a different organization (for example Mariana working for Fatzer and now for OKQ8).

I am happy to read that the course book meets needs of students with various backgrounds (those with less marketing backgrounds and those with more classical marketing backgrounds).

It is clear that I need to make a more proper presentation of the structure in Canvas, since a number of students found it hard to follow. The suggestion to use the calendar has already been taken to heart and tested.

A need for digital examination is expressed by some students. This is not a course matter. SLU does not currently have the examination computer hall or programs installed to do this, but it is under development, and I expect that we will see this very soon (also welcomed for us as teachers for readability reasons when we correct exams).

The seminars are focusing on theoretical concepts and a chance to penetrate the key objectives in the course book. Writing an analytical note for the five seminars serves as preparation for the seminar – and it is needed to ensure proper preparation, and to train academic writing. I am very happy to find comments about an including and respectful learning environment (4.8) in the dialogue in these seminars. I dare to say, despite not reading any comments about it, that this goes for the project work and presentation as well.

## Student representatives comments

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The overall impression of this course was good. While the course was very demanding, the students felt like they learned a lot. Other aspects of the course that was appreciated included its interesting content, the coursebook, and that we got both theoretical and empirical perspectives.

Based on the course evaluation, as well as what students have mentioned to me as a student representative, it is clear that Cilla being highly engaged in our studies is very appreciated!

As mentioned above, this course was very demanding. Students highlighted in the course evaluation (and in discussions with me as a student representative) how it was especially the first month of the course that was too

much. As one student put it, this course seems to be aimed at 'ambitious students'. Different suggestions were mentioned in the course evaluation, which students believe could help ease or even out the workload of this course:

- Reduce the number of external lectures: while appreciated amongst the students, not all external lectures were perceived as relevant, and much time was spent on attending these lectures which otherwise could have been spent to read course literature or write analytical notes.
- Remove a seminar or some literature if not changing the number of external lectures.
- One student felt as they did not have much to do for the last few days of the course (after presenting the group work) - could anything be moved here to even out the workload?

Some students critiqued the lack of linkage to the food industry and therefore felt misled by the course name.

- Suggestion to either include food systems more throughout the course or altering the course name.

Many students found the Canvas page quite messy. It was a lot of information there (which in itself is good; all the extra articles and literature Cilla provided us with have been appreciated), but it was sometimes difficult to find what you were looking for. Suggestions include to:

- Simplify and systemise the headings on Canvas
- Have more content under the same heading
- Use the calendar function (which we know Cilla has started to check out)
- Look at how other professors structure it for inspiration.

Students had various opinions on online learning. Some liked it and some thought we were at campus too often. On the other hand, some disliked learning online and also mentioned that being active and participating in discussions is easier to do in a classroom than on Zoom. Many appreciated that we had proper and frequent breaks during the Zoom lectures. However, some thought the lectures were a bit long and intense.

- Is there any possibility to have recorded lectures, so that students can pause and change the speed to what fits them? (Hopefully, there won't be a need for this next year)

In addition to the suggestions already mentioned, the following suggestions were also brought up by several students:

- Have smaller groups during the seminars for more interesting discussions, and so that everyone dares and have time to be active.
- Critique for having a hand-written exam. Is there a possibility do it on computers? (E.g. download Safe Exam Browser to our computers or write the exam in a computer room)

The following suggestions were brought up by single students:

- More rotation in the weekly tasks, felt as it was uninspiring to spend so much time writing analytical notes every week
- Having an open book examination that was more analytical than the one we had.
- Using more of the compulsory literature for the seminars so that we can more efficiently manage our time.
- Discuss the external lectures more in class, such as during the seminars, to connect them to the rest of the course content.

To end this comment: while the course was demanding and some things could have been done differently, the overall impression of the course is still good (mean score 4.3) and students have found the course both very interesting and educative.