Consumer behaviour, food choice and sustainable food consumption
FÖ0468, 40077.2122

15 Hp
Pace of study = 100%
Education cycle = Advanced
Course leader = Fredrik Fernqvist

Evaluation report

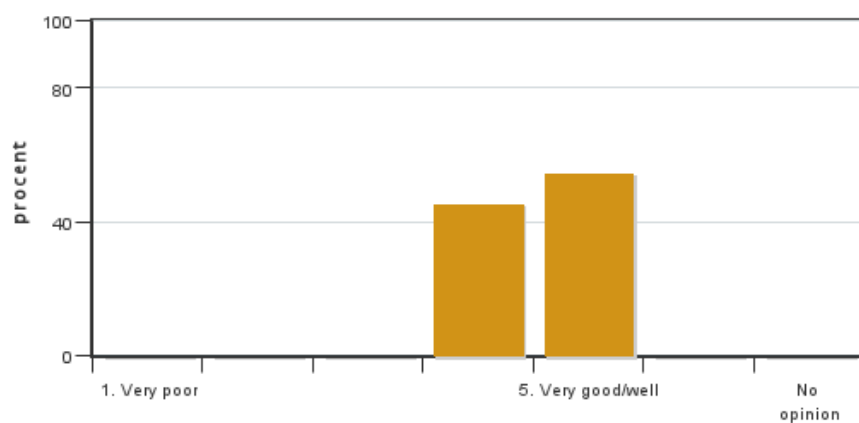**Evaluation period: 2022-05-29 - 2022-06-19**

Answers   11
Number of students 12
Answer frequency   91 %

Mandatory standard questions

1.   My overall impression of the course is:
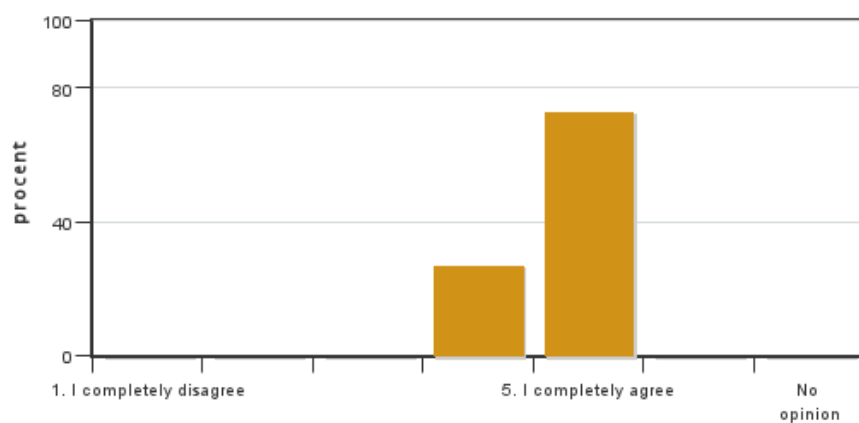

Answers: 11
Medel: 4,5
Median: 5

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

No opinion: 0

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

Answers: 11
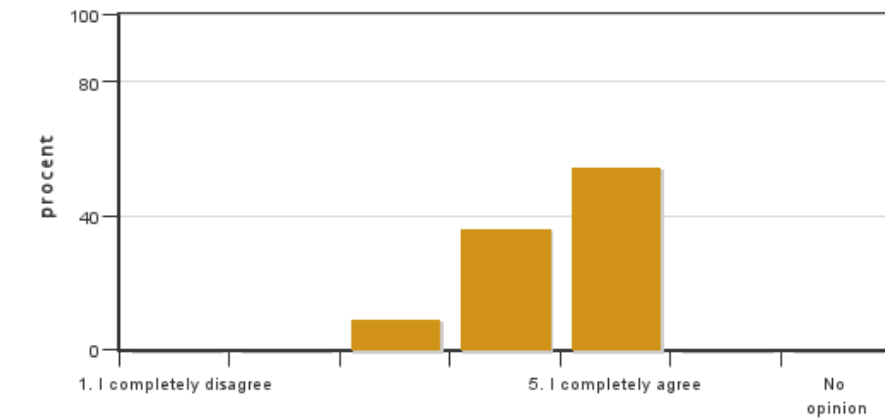Medel: 4,7
Median: 5

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

No opinion: 0

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

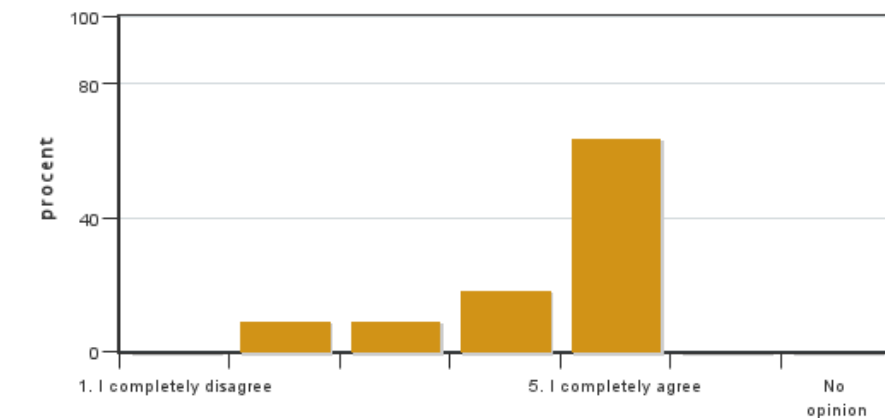Answers: 11
Medel: 4,5
Median: 5

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

No opinion: 0

4. The information about the course was easily accessible.

Answers: 11
Medel: 4,4
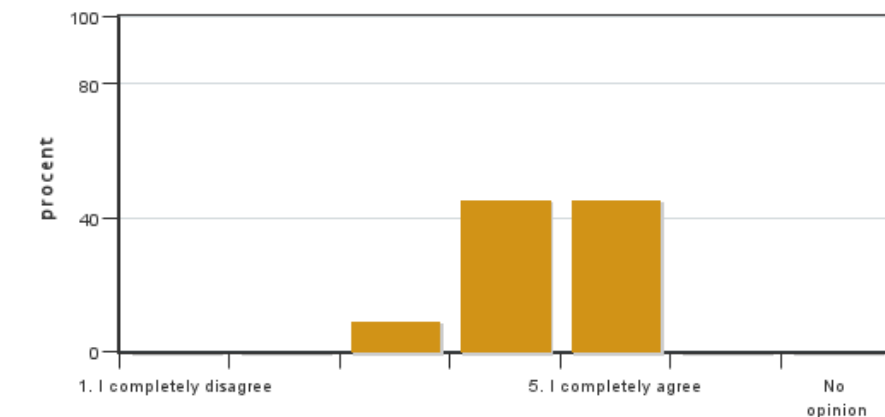Median: 5

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

No opinion: 0

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

Answers: 11
Medel: 4,4
Median: 4

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

No opinion: 0

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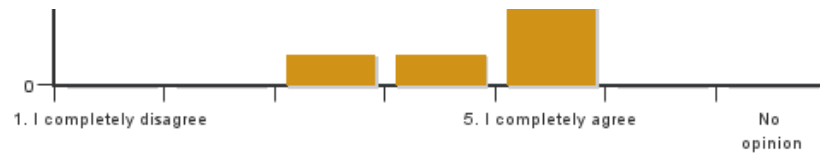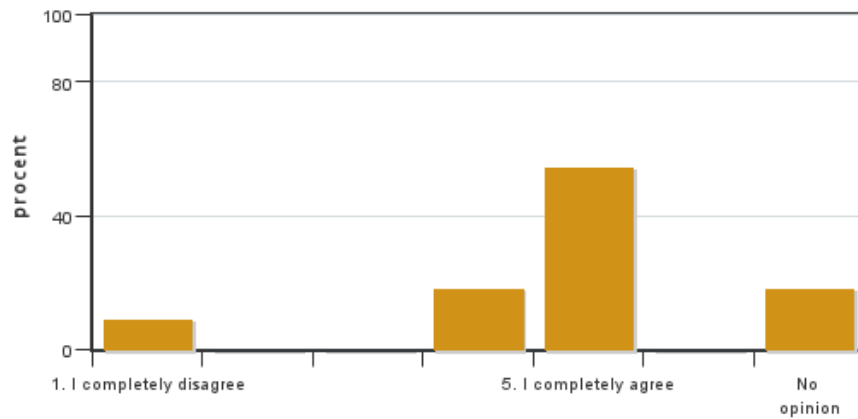

Answers: 11
Medel: 4,7
Median: 5

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

No opinion: 0

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

Answers: 11
Medel: 4,3
Median: 5

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

No opinion: 2

8. The examination(s) provided opportunity to demonstrate what I had learnt during the course (see the learning objectives).
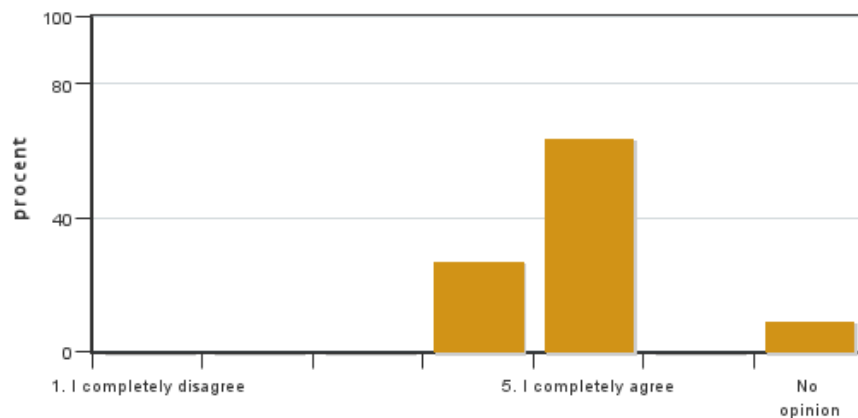
Answers: 11
Medel: 4,7
Median: 5

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

No opinion: 1

9. The course covered the sustainable development aspect (environmental, social and/or financial sustainability).
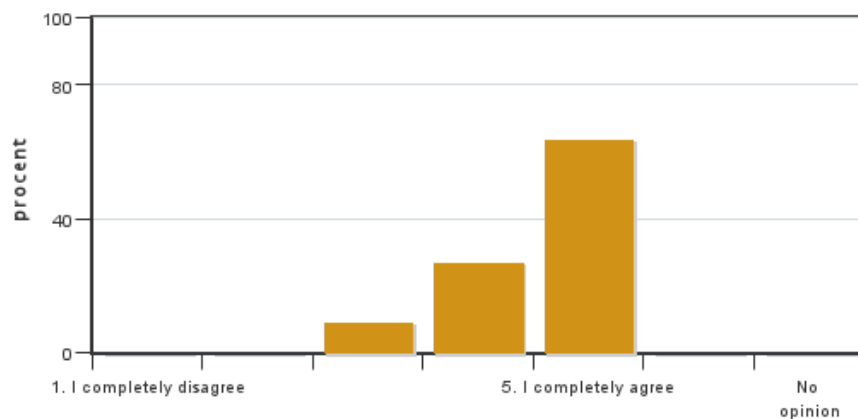
Answers: 11
Medel: 4,5
Median: 5

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

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).
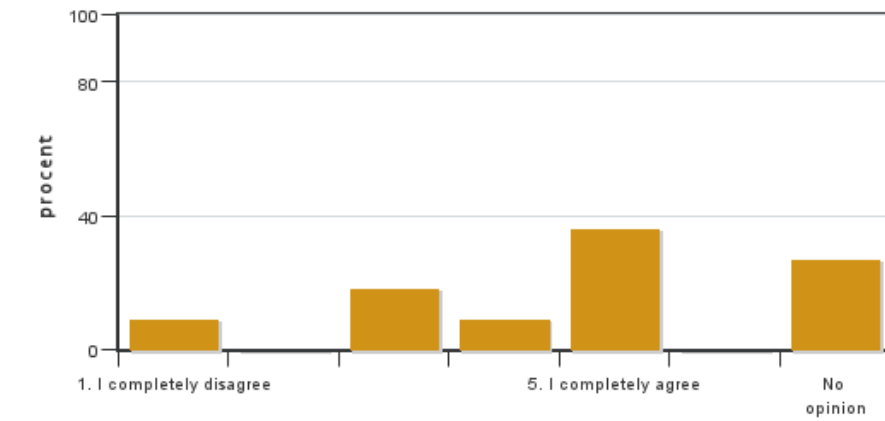
Answers: 11
Medel: 3,9
Median: 4

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

11. The course covered international perspectives.
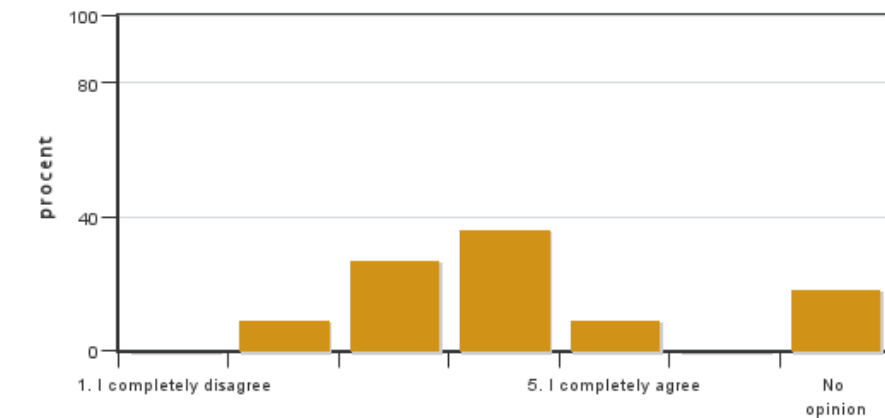
Answers: 11
Medel: 3,6
Median: 4

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

12. On average, I have spent … hours/week on the course (including timetabled hours).
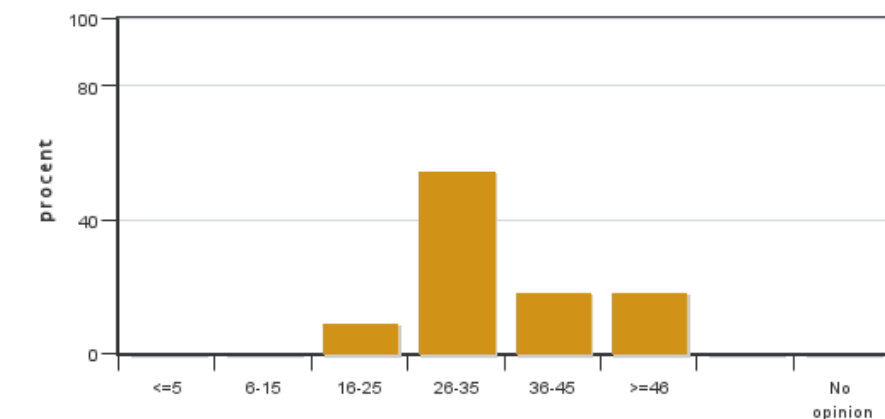
Answers: 11
Medel: 33,8
Median: 26-35

≤5: 0
6-15: 0
16-25: 1
26-35: 6
36-45: 2
≥46: 2
No opinion: 0

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

Answers: 11
Medel: 4,4
Median: 5

1: 1
2: 0
3: 0
4: 3
5: 7
No opinion: 0

0   1. Very poor   5. Very good/well   No
                                                                   opinion

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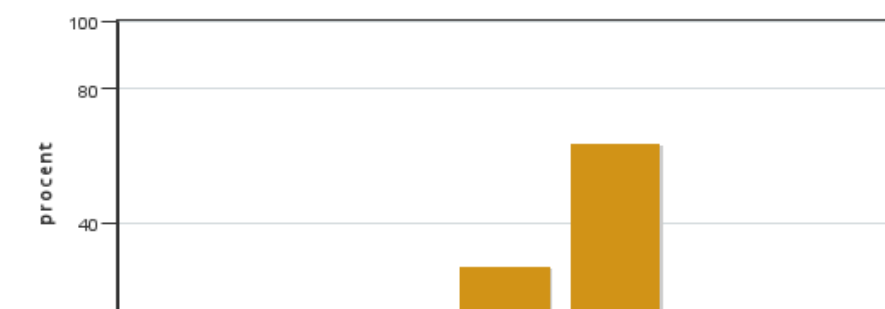

15. If relevant, please share what worked less well when participating in teaching on distance

Course leaders comments

This was the second time the course Fö0468 was given within the MSc sustainable food systems programme. The overall impression of the course has been generally positive, which is indicated by the average score 4.5 on the 5-graded scale. This is an improvement from the first year (2021), when the average score was 4.1. The main changes between these two occasions were to decrease the amount of compulsory literature (being more selective), improving the instructions for the three assignments and distribute them better in time, and to add more lecture content and activities (guest lectures, visit to sensory lab and introduction to sensory testing). The changes appear to have improved the course experience. With constructive feedback from this course there are yet identified areas for improvement. The course objectives have otherwise been clear, but there could also be reason to revise the course syllabus after two years of development. Such a revision should point out and clarify some objectives, and possibly delimit the number of objectives.

A core idea with this course is to give insight in different research methods for assessing consumer behaviour. This has been divided into a qualitative study, a quantitative study, and a literature review. In all cases, a certain methodology for conducting the study should be followed, and a report following academic standard should be handed in. The assignments have been appreciated, in particular as they allow the own data collection and analysis. The evaluation indicate that writing skills have been improved and that the assignments are seen as a good preparation for the coming MSc thesis. The SLU university library has also been involved in modules of academic writing, writing ethics and in database literature search. This has been very much appreciated, and a special thanks should be directed to Åsa Ode at the library for contributing with these parts. The quantitative parts of the course has been handled by Anna Edenbrandt, including redeveloping the quantitative assignment from last year. In a class discussion it was noted that this part was appreciated (but the question was forgotten in the written evaluation). Prior knowledge has mostly been sufficient for managing the assignments, but there is one challenge in the statistics part of the quantitative assignment, where some students have had statistics before, and others have not. A suggested voluntary 'crash course' in the most basic statistics for those that have no prior knowledge could be an alternative. We have also discussed that 'dissecting' some papers applying different statistical methods could be an option.

A so-called 'flippped classroom' methodology has been used for studying and discussing the course literature together. Before the lessons, a reflection on the literature should have been handed in as a preparation. There seems to still be room for improvements as regards the methodology. There is still a view that there is a too long literature list and not all readings have been seen as relevant. This would require an overview for next course occasion. The main course book, a standard book on consumer behaviour, has received some criticism (for example on lacking gender perspectives, and not dealing with food), and it could be worth trying to find an alternative for next time, or use less of the contents. There are also some comments in the evaluation that some more 'traditional lectures' could be good to have as a complement to the otherwise discussion-based activities.

With teachers being situated in Alnarp and most course participants located in Uppsala and Stockholm, not all course activities have been physically on campus. There seem to be a want for more lessons on campus. This can be achieved through using the special rooms for distance teaching at the campus, and an issue to look into for the next schedule.

It is satisfying to see that the course participants find the course as suitable for the MSc sustainable food systems programme and that it has a connection with food and sustainability. It is also worth noting that it could be more beneficial, as regards the progression within the programme, to allow for having this course before the course LV0102 (project management for innovation in sustainable food systems), which could be a question for the programme advisory board to reflect upon.

Finally, as course leader and main teacher in this course, it has been a very nice group of course participants. The discussions within the group have been open and interesting and there has been a high degree of participants' engagement and involvement in the course – a strong contribution to the quality of it.

Student representatives comments

Standard questions:

11 out of 12 students filled in the course evaluation, giving a response rate of 91%.

All students thought that the overall impression of the course was either good or very good (average 4.5), and the course content was found to have very clear links to the learning objectives of the course (average 4.7). In both the course evaluation and the course evaluating workshop, having practical and individual assignments was appreciated and found to be good preparation for writing a Master's thesis. These assignments were found to give the students a good and very good opportunity to demonstrate what they had learnt (average 4.7). These assignments were found to better show what had been learnt than an exam.

Overall, the prior knowledge of the students was found to be sufficient for the source (average 4.5). It should, however, be pointed out that in both the evaluation, the workshop, and during the course, some students mentioned that they did not have what they felt was the necessary level of knowledge of statistics before the course. It has been mentioned already to the course leader that a better introduction to statistics should be included in the next year to make it easier for those lacking a background in statistics.

There were some mixed opinions regarding how easily accessible the information about the course was, but overall it was rather good (average 4.4). While there was a clear structure on Canvas, some found it to sometimes be difficult to navigate the pages correctly to find the right document. On a few occasions, literature was posted very shortly before we were supposed to have read them, but most of the time that was not an issue.

The course components' contribution to the learning process was good (average 4.4.). However, the course book by Solomon did receive criticism in both the evaluation, the workshop and during the course. Overall, my impression is that students either want other literature or to have more critical discussions on the book.

The social and physical environment was good (average 4.7 and 4.3). However, some students criticised that there were still so many online components on the course. When there were online components, however, they were found to work well (such as breakout rooms being used in a good way to have discussions in smaller groups). While some missed being on campus and meeting other students, some found it unnecessary to go to campus when the teacher was not there. Using the technology at Sal H at U-huset, however, worked well, and it was possible for students to join on Zoom if they could not come to campus.

The students found the course to cover sustainability dimensions (average 4.5), however, the score was lower and more mixed as regards the inclusion of international perspectives (average 3.6) as well as gender and equality aspects (average 3.9). As regards the latter, the course book by Solomon was once again mentioned and criticised.

The students on average spent 33.8 hours per week on the course. In the evaluation and workshop, it was mentioned that the course does put much responsibility on the individual when it comes to planning as well as setting your level of ambition.

Additional questions:

The course introduction and workshop were found to introduce the course well (average 4.5).

There were some mixed opinions about using the "flipped classroom" approach (average 3.5). While some found it to be a good way of learning about a subject, it did have some shortcomings. Some felt as if there was a lot of work for it, and that one could, for instance, have more regular lectures instead. The quality of the course literature was brought up here too, as it was mentioned that while it was a good way of learning, some chapters we had to present were found rather irrelevant. A suggestion here was to add more literature on theories that could be used for the different reports in the course.

The personal reflections were found to be a rather good way of preparing for lessons (average 4.1). It was a good way to prepare for lectures, although a bit stressful sometimes to do them as there were a lot of reflections having to be made. It was good that the course leader pointed out at the beginning of the course that if one would have little time for one of these reflections, it was sufficient to at least read parts of the literature and make a reflection on that, if not having the time for reading everything. Remember to include this in the course introduction next year too. As regards this question, another comment was made about the course literature, but about Shepherd and Raats. Shepherd and Raats were mentioned as being a very good course book in the workshop, however, mentioned both there and in the evaluation was that some chapters were rather outdated and it might have been interesting to see something more recent on certain topics.

To collect data for and write different types of reports was found to be the most rewarding in this course, as well as the help we got from the library. The latter was found to be very helpful (average 4.6). Most thought that the course assignments to a very high degree improved the skills in writing academic reports (average 4.5). The literature review gave a good opportunity for us to deepen our knowledge in a topic we were interested in ourselves (average 4.6).

The study visit to Ipsos was very appreciated (average 4.8). During the study visit, and also mentioned in the evaluation, some have reflected that it might have been nice to add an additional study visit or something similar on the same day, as everyone already was gathered and present in Stockholm.

The guest lectures on food culture were found to be rather interesting (average 4.4).

Everyone thought that the course is very suitable for the SFS-programme (average 5.0). During the workshop, we discussed how it had clear connections to both the food and sustainability aspect of the programme (which have not been the case for some previous courses). We also discussed with the course leader that some aspects of this course would have been useful in the previous course (Innovation), while the skills we gained from the innovation course were not found as useful for this present course. Hence, it might be relevant to switch the order of those two courses and do this one at the beginning of the spring semester instead.