



Project management for innovation in sustainable food systems LV0102, 30158.2122

15 Hp

Pace of study = 100%

Education cycle = Advanced

Course leader = Fredrik Fernqvist

Evaluation report

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

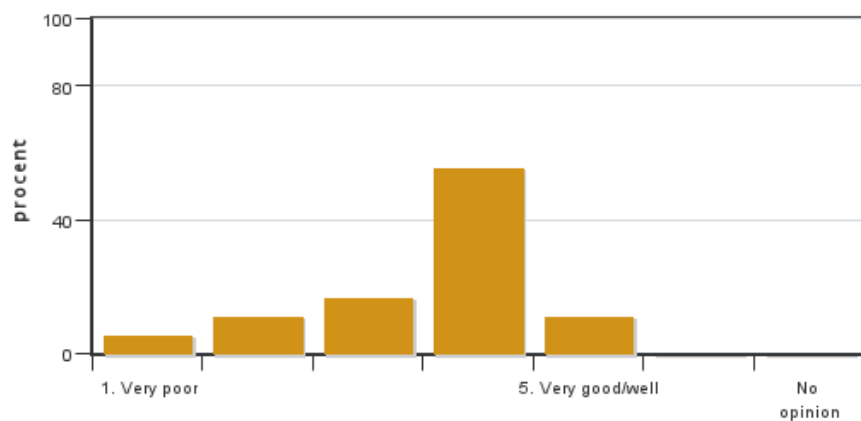
Answers 18

Number of students 22

Answer frequency 81 %

Mandatory standard questions

1. My overall impression of the course is:



Answers: 18

Medel: 3,6

Median: 4

1: 1

2: 2

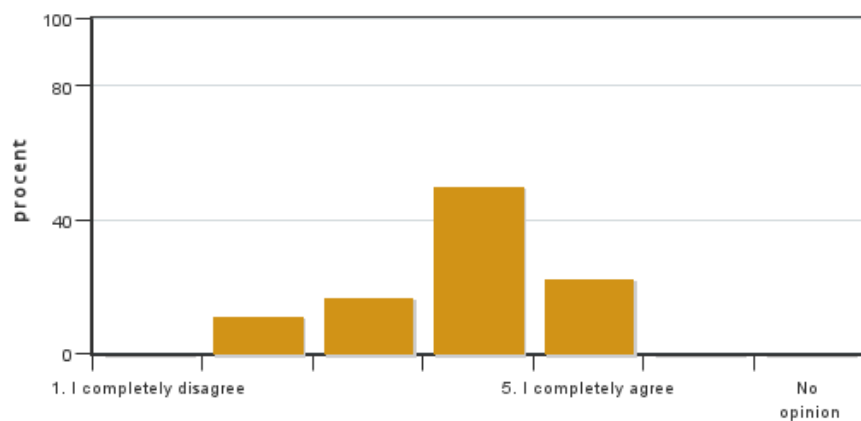
3: 3

4: 10

5: 2

No opinion: 0

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



Answers: 18

Medel: 3,8

Median: 4

1: 0

2: 2

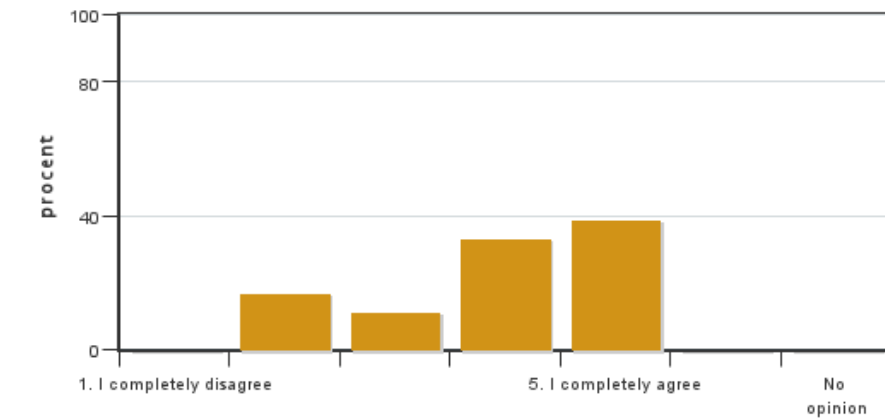
3: 3

4: 9

5: 4

No opinion: 0

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



Answers: 18

Medel: 3,9

Median: 4

1: 0

2: 3

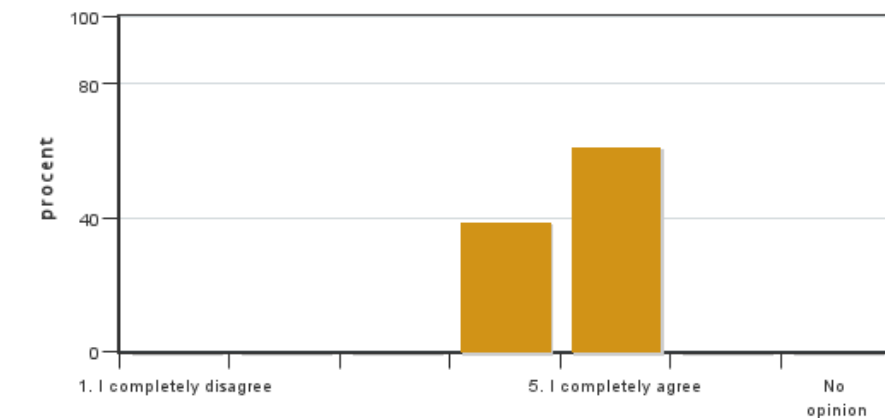
3: 2

4: 6

5: 7

No opinion: 0

4. The information about the course was easily accessible.



Answers: 18

Medel: 4,6

Median: 5

1: 0

2: 0

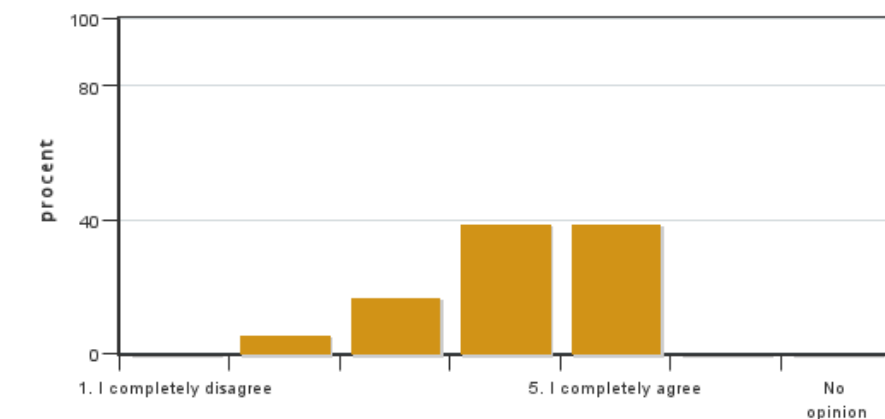
3: 0

4: 7

5: 11

No opinion: 0

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



Answers: 18

Medel: 4,1

Median: 4

1: 0

2: 1

3: 3

4: 7

5: 7

No opinion: 0

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



Answers: 18

Medel: 4,6

Median: 5

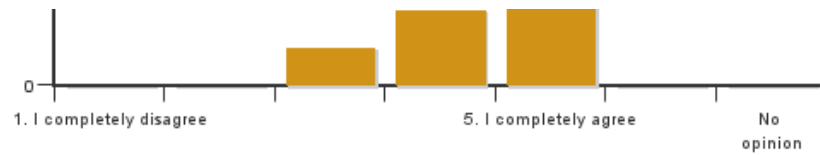
1: 0

2: 0

3: 2

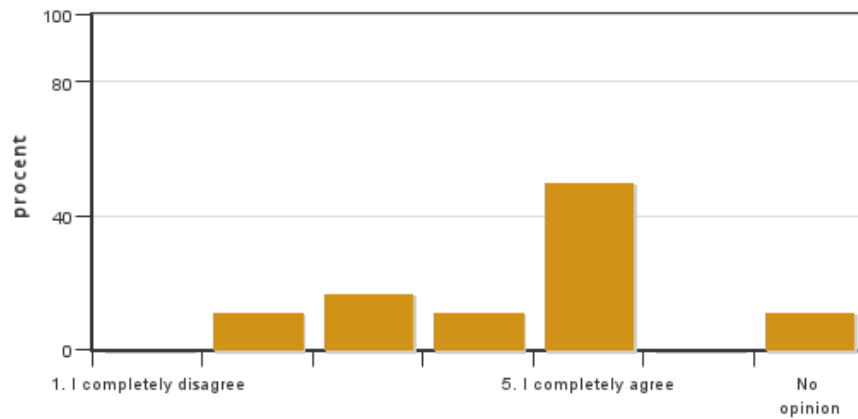
4: 4

5: 12



No opinion: 0

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



Answers: 18

Medel: 4,1

Median: 5

1: 0

2: 2

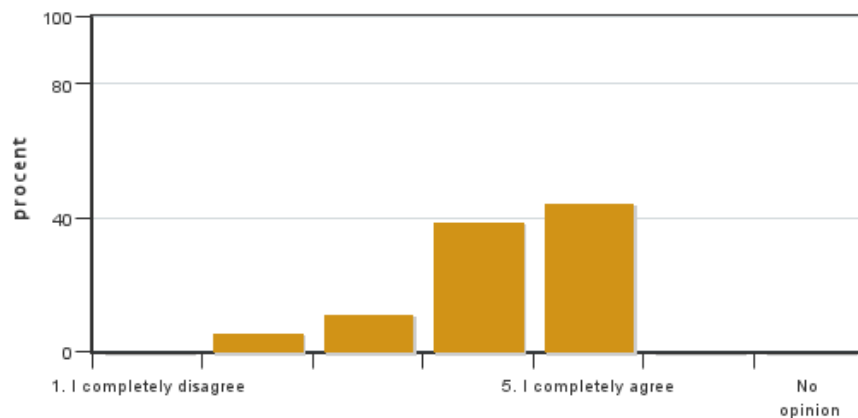
3: 3

4: 2

5: 9

No opinion: 2

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



Answers: 18

Medel: 4,2

Median: 4

1: 0

2: 1

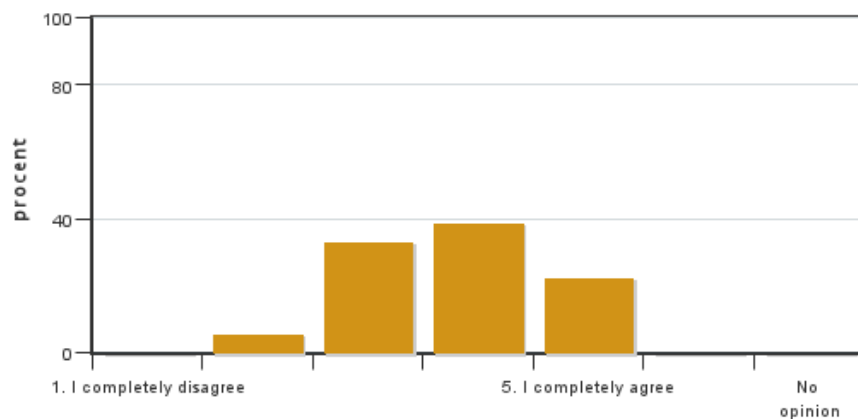
3: 2

4: 7

5: 8

No opinion: 0

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



Answers: 18

Medel: 3,8

Median: 4

1: 0

2: 1

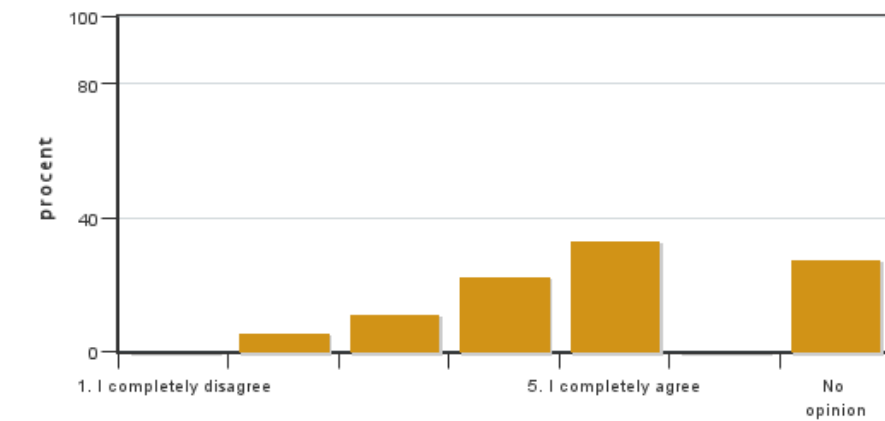
3: 6

4: 7

5: 4

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).

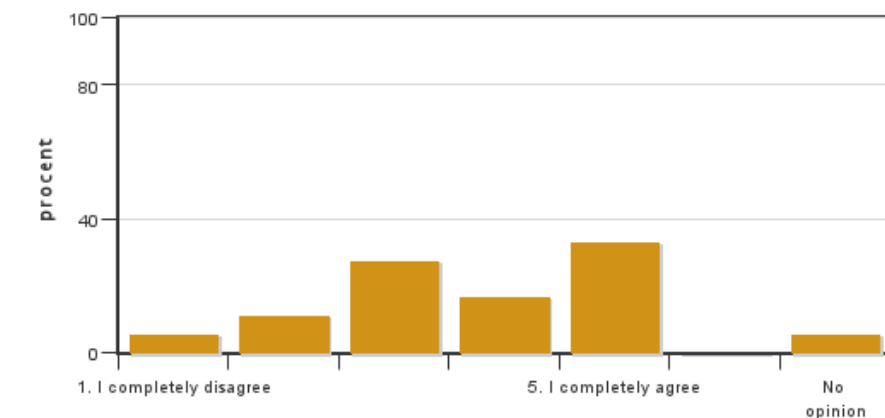


Answers: 18
 Medel: 4,2
 Median: 4

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

No opinion: 5

11. The course covered international perspectives.

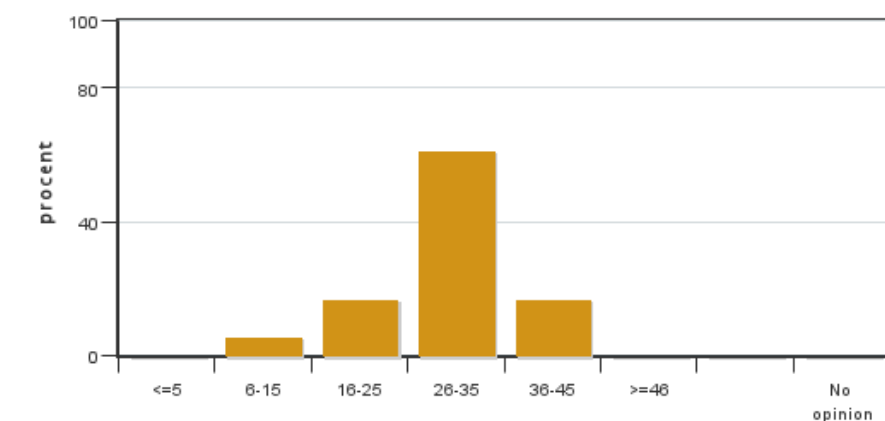


Answers: 18
 Medel: 3,6
 Median: 4

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

No opinion: 1

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

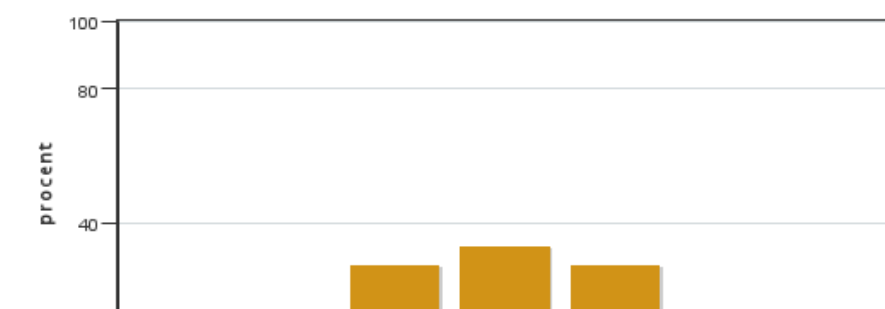


Answers: 18
 Medel: 28,9
 Median: 26-35

≤5: 0
 6-15: 1
 16-25: 3
 26-35: 11
 36-45: 3
 ≥46: 0

No opinion: 0

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



Answers: 18
 Medel: 3,7
 Median: 4

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

No opinion: 0

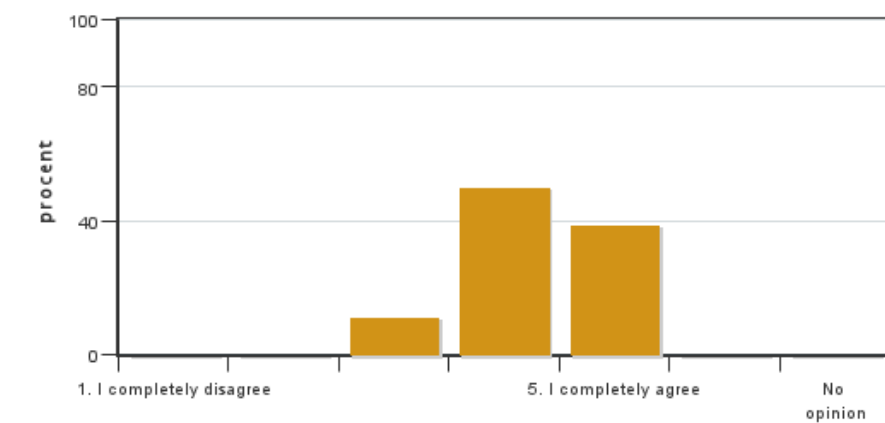


14. If relevant, please share what worked well when participating in teaching on distance

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

Additional own questions

16. I think the course book "Innovation Management and New Product Development" by Trott was easy to follow and that it described the innovation process in a good way

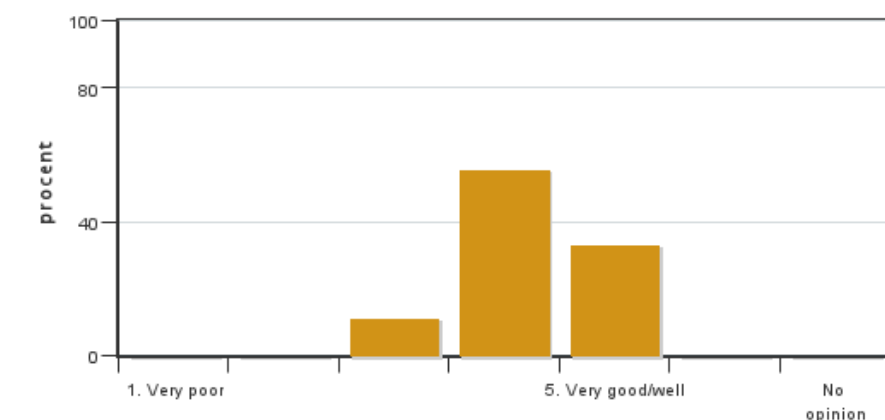


Answers: 18
Medel: 4,3
Median: 4

1: 0
2: 0
3: 2
4: 9
5: 7

No opinion: 0

17. How do you experience the course design and the weekly modules on the Canvas platform?

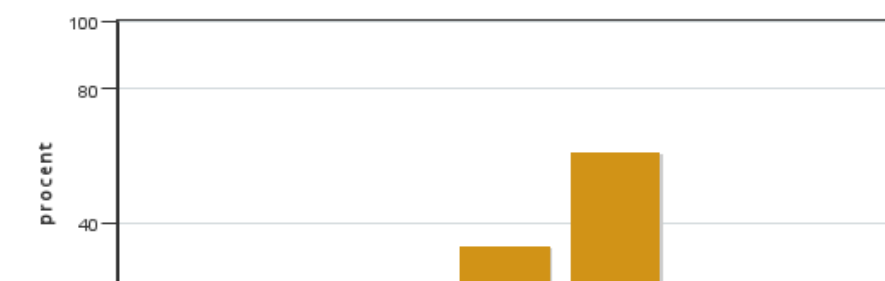


Answers: 18
Medel: 4,2
Median: 4

1: 0
2: 0
3: 2
4: 10
5: 6

No opinion: 0

18. I think the introductory case on the Fruit Logistica innovation awards was interesting and helped me to get an understanding of the topic.



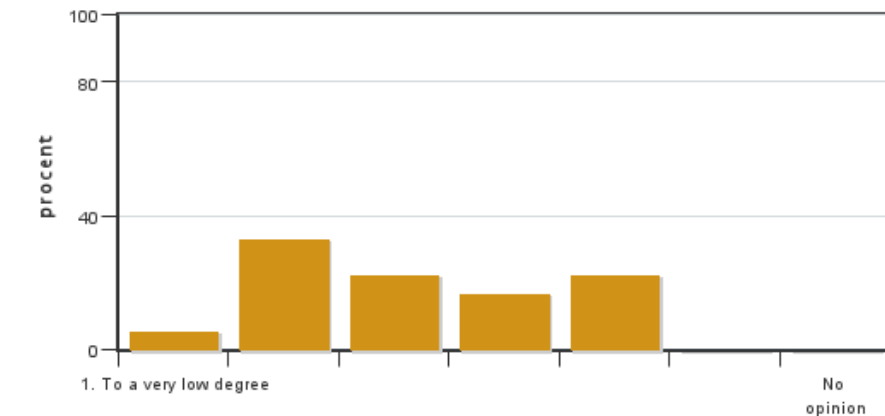
Answers: 18
Medel: 4,5
Median: 5

1: 0
2: 1
3: 0
4: 6
5: 11



No opinion: 0

19. I think the concept with "student presentations" of some of the course contents (book chapters) was rewarding in terms of my learning and practice of doing presentations, but also for variation in the course



Answers: 18

Medel: 3,2

Median: 3

1: 1

2: 6

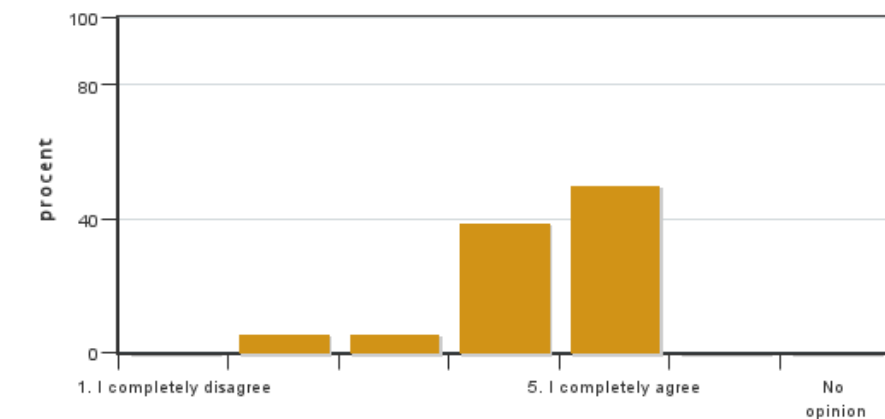
3: 4

4: 3

5: 4

No opinion: 0

20. I think the theme on New Product Development, and the involvement of SLU Open Lab Food in the food product development exercise was rewarding and interesting



Answers: 18

Medel: 4,3

Median: 4

1: 0

2: 1

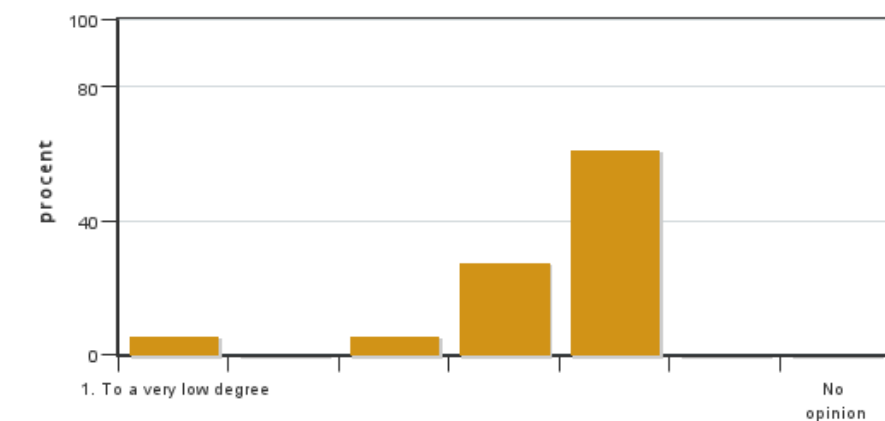
3: 1

4: 7

5: 9

No opinion: 0

21. I think the group project and the process working with it was rewarding



Answers: 18

Medel: 4,4

Median: 5

1: 1

2: 0

3: 1

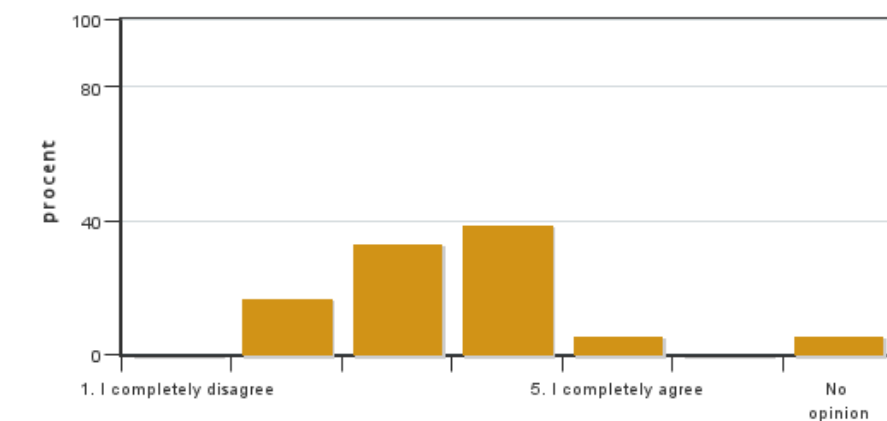
4: 5

5: 11

No opinion: 0

22. Please write down a comment on how you have experienced working with the project, and how you have experienced the instructions to this exercise

22. I think the Business Model Case (The Farm case / Vegetarian Butcher case) and BMC workshop was interesting.

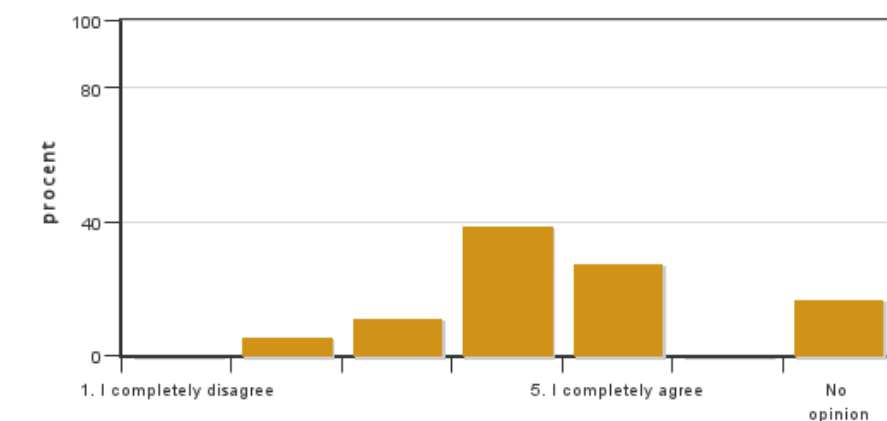


Answers: 18
Medel: 3,4
Median: 3

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

No opinion: 1

23. I think this course fits well into the MSc programme Sustainable Food Systems and that the contents have been relevant for my education and personal development



Answers: 18
Medel: 4,1
Median: 4

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

No opinion: 3

24. Please add any other comment you believe is useful for developing the course, or any other feedback you would like to give.

Course leaders comments

On average, the course has received good grade with an overall impression of 3.6 on the 5-graded scale. However, there is a variation between individuals, where 2/3 indicate highest grades (4 or 5) and 1/3 lower grades (1-3). The reasons for this variation could be several, for example different expectations, group dynamics in projects or different wants on how detailed instructions for assignments should be.

The course started in mid January 2022. Due to the Covid-19, and the increased rate of infections after the Christmas holidays, many activities in the beginning of the course needed to be held completely online, and some activities also needed to be moved. This was unfortunate, as much of the atmosphere of the course and in the group is built in the early weeks of the course. This could possibly also have influenced the experiences of the course.

The course participants have been happy with information and course administration. Comments point out that the "calendar function" could be used. This can be made in the booking system Time-edit. The possibility will be considered until next occasion. Also, the modules in Canvas could be released earlier according to some comments and this is something the teacher team agrees with. It has been pointed out that instructions for some of the assignments could be improved. Otherwise, the variation of course components have been appreciated and the experience is that the social learning environment has been inclusive. Teaching on distance has worked well, but more activities should be on campus. Hopefully, this will solve as there are no further Covid-restrictions.

Exercises have mostly been appreciated. Sometimes participants suggest that some exercises should receive more time, which we agree with. The student-led lectures have been appreciated by some, and not appreciated by others. This is, and has also been in previous courses, a concept that shows a divide between students, where some like it

and others not. As the lectures were fully online, this could have influenced the outcome. The concept may be revised in future courses, but still there are many advantages with it when it comes to learning and variation.

The course book was mostly appreciated. Unfortunately the newest edition was wrongly printed, but we received access to the online version. This was an unfortunate event.

The NPD project and the fruit logistica case was also appreciated and will remain in the course. However, the larger project may possibly be divided into smaller ones in the future to allow for more repetition and evaluation of the process.

Suggested improvements have been pointed out: More activities on campus; Instructions to assignments could be clearer; Students want more content on sustainability and sustainable food systems; More international examples (many are now from a Swedish context); The exercise on the Agricultural Knowledge and Innovation Systems needs more time and should also be clearer.

Finally, the teacher team has discussed how the course can be developed. There might be a confusion today about the course title: is it project management, or innovation management? This could influence expectations. The suggestion will be to actually change the title to innovation management for sustainable food systems insted, but still keep the project management part in the course with some changes. This to make it clearer. Also, the course plan is announced to be changed. After four years, the course has evolved and the course plan should change accordingly.

Student representatives comments

Out of the 22 students, 18 responded to the course evaluation, resulting in a good response rate: 81%. The summary below is based on these responses, with some support from comments made to the course representative throughout the course (mainly during the course evaluating workshop).

The overall impression of the course was rather good, but this is somewhat varied (average 3.6; median 4). What was highlighted as most appreciated was that the course was interesting and fun, as well as the more practical elements, where the students got to learn by doing. However, there were things that worked less well according to some students (which is hopefully clarified throughout this summary).

The course content matched the learning objectives rather well (average 3.8; median 4). However, while the 'innovation'-topic was covered well, several students thought that the course lacked the connection to sustainability and food systems, and some felt as there should have been more focus on the 'project management'-aspect too. In line with this, it was discussed during the course evaluation workshop that we had a lot of varying tasks to do. While this was fun, some experienced that the high variety came at the expense of going into certain topics more in-depth. For instance, AKIS is something we barely talked about, but it would have been good to learn more about. The link to sustainability was still scored rather well (average 3.8; median 4), although, as some pointed out, it was a topic that was mentioned rather than discussed in depth. The gender and equality aspect (average 4.2; median 4) and international perspectives (average 3.6; median 4) also scored rather well. The latter received some comments that the course had a Swedish and Western perspective.

Overall, the students perceived their prior knowledge to have been enough (average 3.9; median 4). When discussing this during the workshop, the students appreciated that in the group projects people had varying skills. However, some felt as if there could have been more support/guidance on some skills useful for the project, such as the methodology behind doing a good survey.

On average, 28.9 hours were spent per week on the course, with 26-35 hours being the median. While it varied somewhat between the weeks, the course was manageable.

Information about the course was easily accessible (average 4.6; median 5). However, the instructions for most of the assignments were perceived as unclear and messy by several of the students. For next year, it would be good to read the instructions over and clarify them. Relating to the instructions, a suggestion was raised by different students to also highlight why we did certain tasks. This was not the case now, and it would help motivate us and guide our learning process. The course design and weekly modules on Canvas were good (average 4.2; median 4), however, the workload could be a bit more balanced between the weeks, and there were some inconsistencies in how the weekly modules were structured.

The various components contributed well to the learning process (average 4.1; median 4). Based on the discussions with the students, however, it seems as this varied between the different components. One case which came up both in the discussions and in the course evaluation was the AKIS-lecture, which was very brief and by several perceived as confusing. Some have mentioned that they would prefer more focus on the AKIS, to really learn it.

Looking at the learning environment, both the social (average 4.6; median 5) and physical (average 4.1; median 5) ones have been good. However, it was questioned why there were so many components of the course online as the Covid-19 restrictions had been removed. Still, the experience of having some components online was scored rather well (average 3.7; median 4). The overall perception was that the teachers did a good job with the online components. While some liked having classes online (e.g., it saved time), several felt like discussions were not as

good as if we would have been in a physical classroom, and they missed the socialisation with each other.

Examinations provided a good opportunity to demonstrate what the students had learned (average 4.2; median 4). For the home exam, several students appreciated that the questions were broad, as they really let you show what you had learned. However, some also thought that some of the questions were not relating that much to what had been central throughout the course. When discussing this, it was once again brought up that it would have been good with a better introduction to AKIS.

The group project was perceived as very rewarding (average 4.4; median 5). It seems, based on both the course evaluation and the workshop, as the group dynamics was crucial for how it went and was perceived. There were some that had issues with group dynamics, and they felt as if the teachers did not provide enough support to resolve the problem, even though the problem was significant enough to cause stress for the ones involved. In addition, many thought that the group project was confusing in the beginning, but that it became clearer throughout the project. However, if there would be a possibility to make the start of the project a bit clearer, that would be good for next year. One example of what you could do is to include a few report examples, to give the students an idea of what the results might look like (but use diverse examples so as not to limit creative thinking). The workshops for the group project were appreciated. A suggestion from the course evaluating workshop is to provide the groups with suggestions of products of which they can choose one, instead of letting the other groups assign products.

The Fruit Logistica case got a high score (average 4.5; median 5), and several found it to be a good start for the course.

The new product development assignment was good (average 4.3; median 4). While several found it to be insightful for the group project, the instructions and why we did it was perceived as unclear.

The student presentations, on the other hand, were not equally appreciated (average 3.2; median 3). On the one hand, some found that they learnt from presenting material to others, and that the quizzes were a good way to make everyone prepared for the presentations. On the other hand, some thought that it would have been more useful to have regular lectures by the teachers, and that it puts too much pressure on the students to correctly teach their coursemates.

The business case model task too got a lower score (average 3.4; median 3).

The coursebook was good and easy to follow (average 4.3; median 4). Some were displeased with the latest edition being used for the course, as it was expensive and not available at the SLU library, while the previous one worked perfectly well. Especially as the printed book contained mistakes. However, it was very appreciated that we got access to the e-book.

All in all, the course fits well into the MSc programme in sustainable food systems (average 4.1; median 4). However, as mentioned above, the connection to sustainability and food systems could have been clearer throughout the course.