Food waste - current situation and future opportunities
LV0118, 10306.2122

7.5 Hp
Pace of study = 100%
Education cycle = Advanced
Course leader = Mattias Eriksson

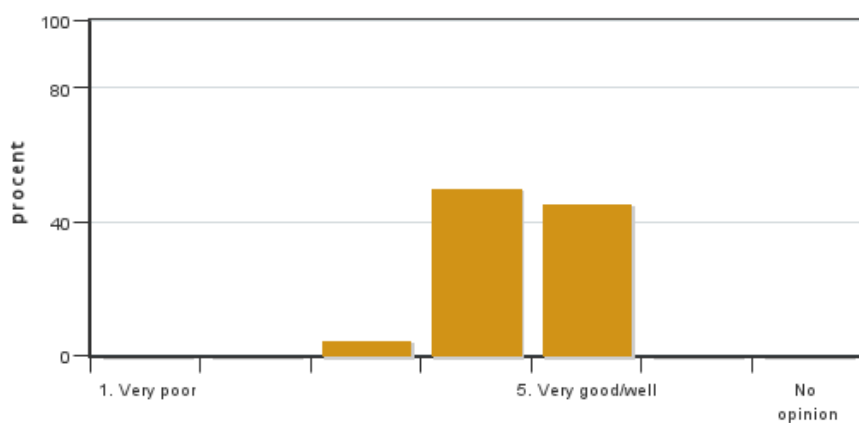## Evaluation report

Evaluation period: 2021-09-22 - 2021-09-30

Answers   22
Number of students   27
Answer frequency   81 %

Mandatory standard questions

1. My overall impression of the course is:

Answers: 22
Medel: 4,4
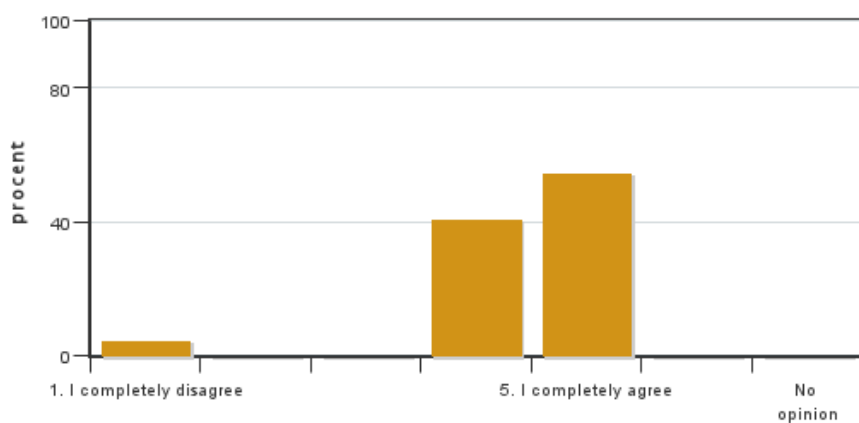Median: 4

1: 0
2: 0
3: 1
4: 11
5: 10

No opinion: 0

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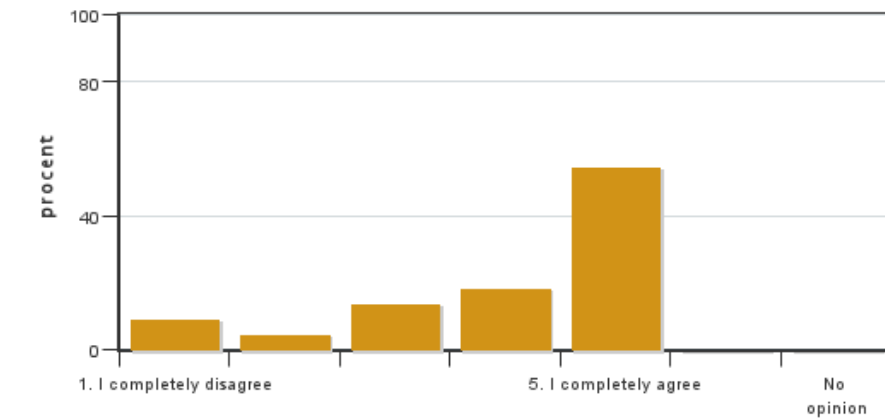

Answers: 22
Medel: 4,4
Median: 5

1: 1
2: 0
3: 0
4: 9
5: 12

No opinion: 0

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

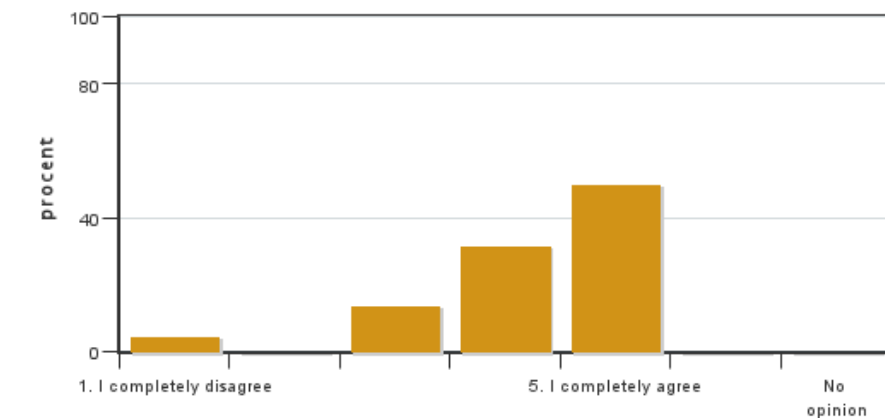Answers: 22
Medel: 4,0
Median: 5

1: 2
2: 1
3: 3
4: 4
5: 12

No opinion: 0

4. The information about the course was easily accessible.

Answers: 22
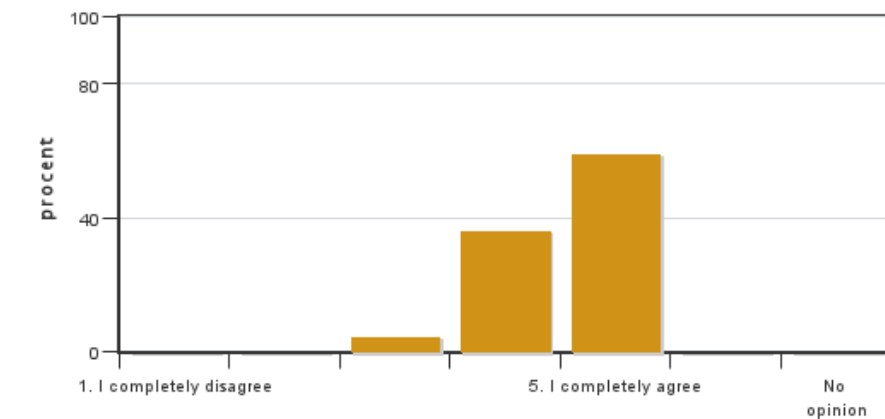Medel: 4,2
Median: 4

1: 1
2: 0
3: 3
4: 7
5: 11

No opinion: 0

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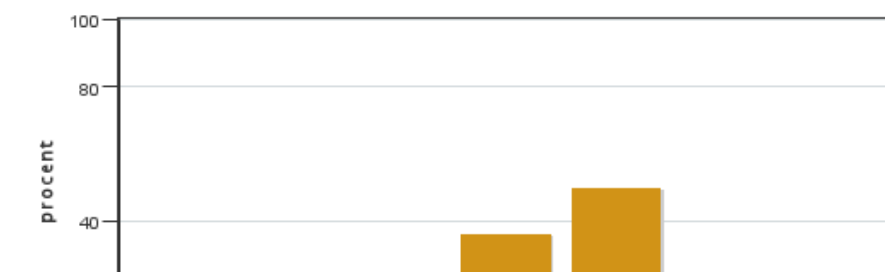

Answers: 22
Medel: 4,5
Median: 5

1: 0
2: 0
3: 1
4: 8
5: 13

No opinion: 0

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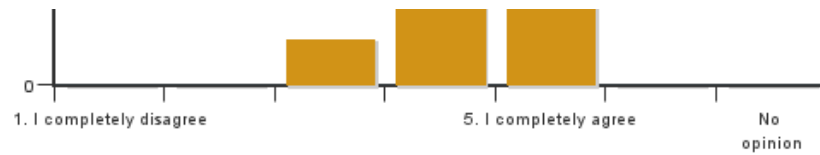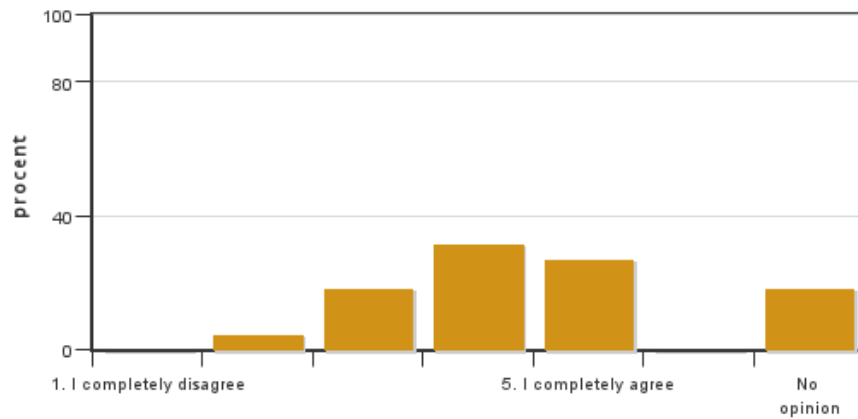

Answers: 22
Medel: 4,4
Median: 4

1: 0
2: 0
3: 3
4: 8
5: 11

No opinion: 0

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

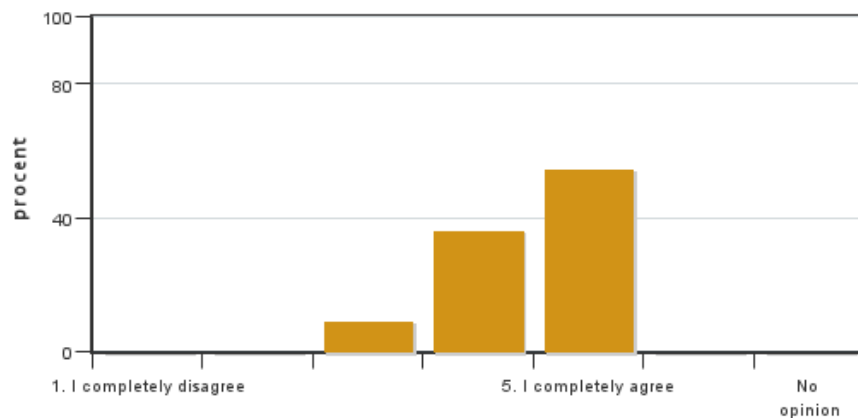Answers: 22
Medel: 4,0
Median: 4

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

No opinion: 4

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

Answers: 22
Medel: 4,5
Median: 5

1: 0
2: 0
3: 2
4: 8
5: 12

No opinion: 0

9. The course covered the sustainable development aspect (environmental, social and/or financial sustainability).
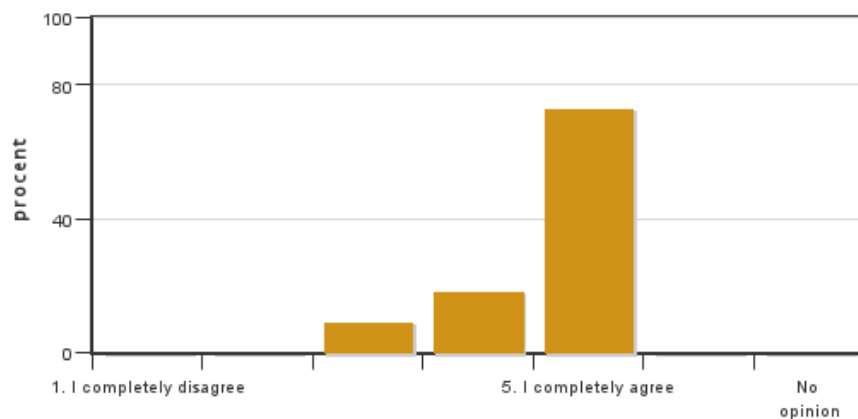
Answers: 22
Medel: 4,6
Median: 5

1: 0
2: 0
3: 2
4: 4
5: 16

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: 22
Medel: 4,5
Median: 5

1: 0
2: 0
3: 3
4: 6
5: 13
No opinion: 0
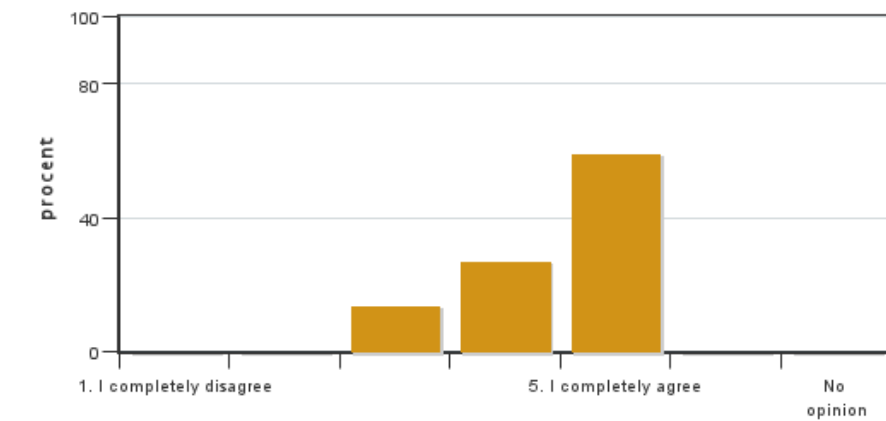
11. The course covered international perspectives.
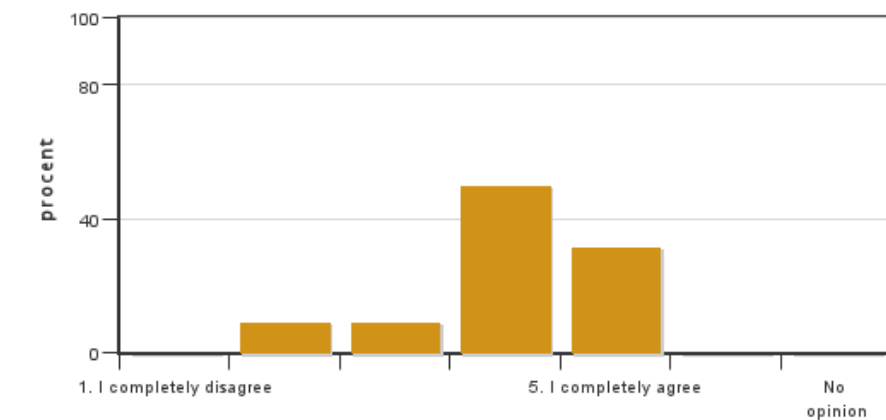
Answers: 22
Medel: 4,0
Median: 4

1: 0
2: 2
3: 2
4: 11
5: 7
No opinion: 0

12. On average, I have spent … hours/week on the course (including timetabled hours).
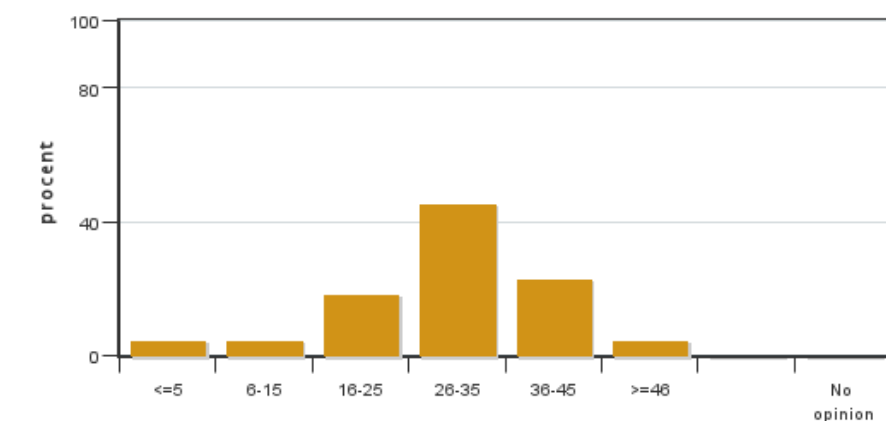
Answers: 22
Medel: 29,0
Median: 26-35

≤5: 1
6-15: 1
16-25: 4
26-35: 10
36-45: 5
≥46: 1
No opinion: 0

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

Answers: 22
Medel: 4,3
Median: 4

1: 0
2: 0
3: 3
4: 10
5: 9
No opinion: 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

Additional own questions

16. What is your educational background prior to this course.

16. Was there an activity, task or assignment that was specifically good and should be kept for the course next year?

16. Was there an activity, task or assignment that was specifically bad and should be removed or significantly changed for the course next year?
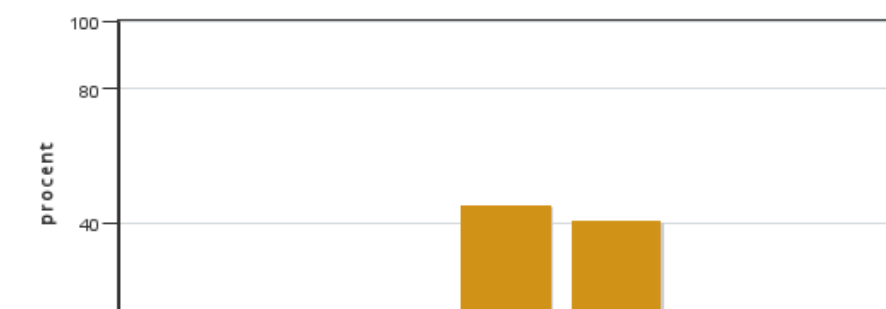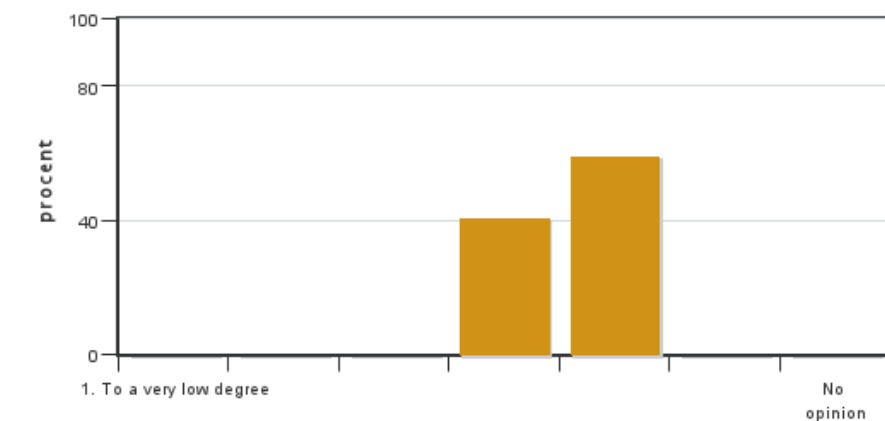
16. Have the lectures helped you in your learning process?

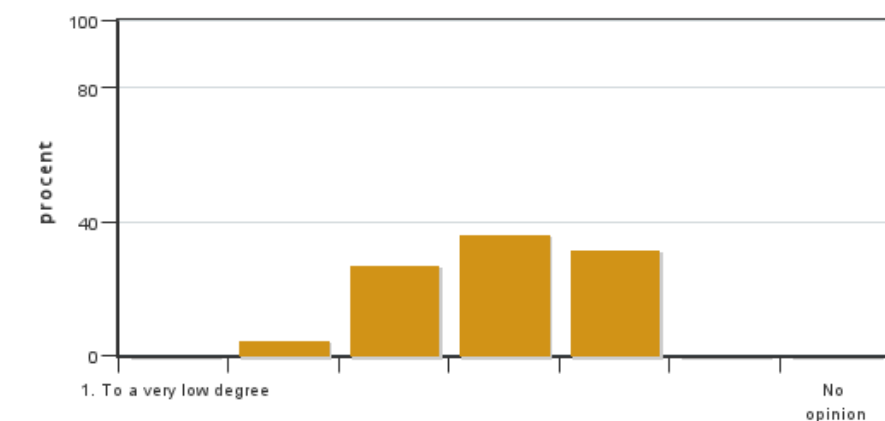Answers: 22
Medel: 4,6
Median: 5

1: 0
2: 0
3: 0
4: 9
5: 13

No opinion: 0

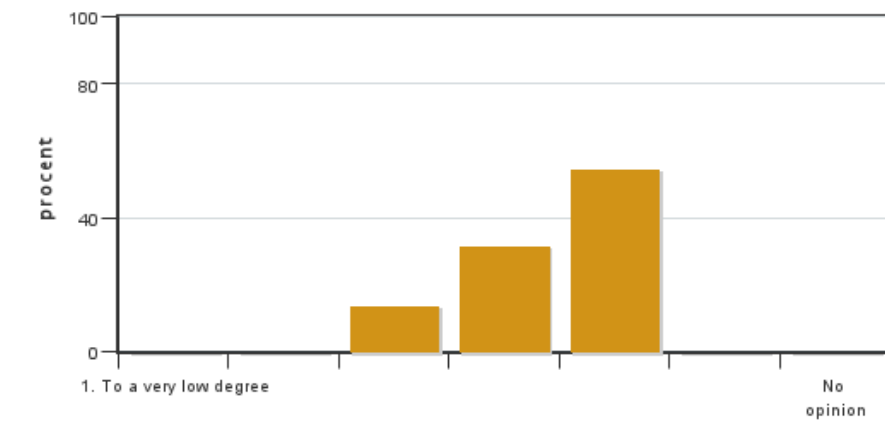**17. Have the study visit assignment helped you in your learning process?**

Answers: 22
Medel: 4,0
Median: 4

1: 0
2: 1
3: 6
4: 8
5: 7

No opinion: 0

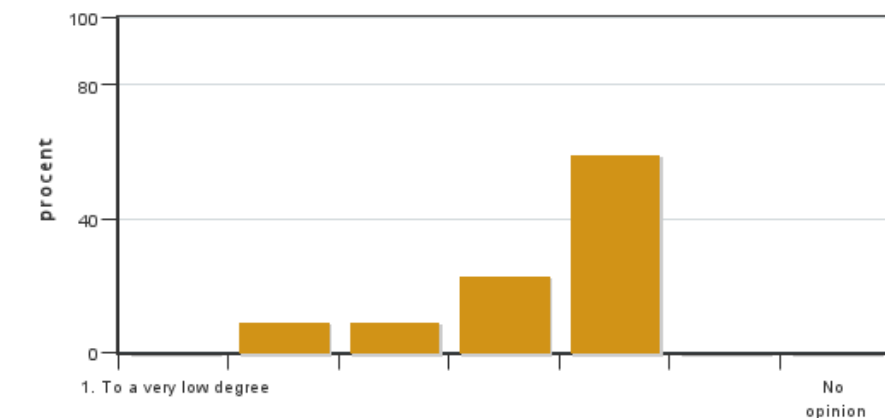**18. Have the quantification project helped you in your learning process?**

Answers: 22
Medel: 4,4
Median: 5

1: 0
2: 0
3: 3
4: 7
5: 12
No opinion: 0

19. Have the innovation workshop helped you in your learning process?

Answers: 22
Medel: 4,3
Median: 5

1: 0
2: 2
3: 2
4: 5
5: 13
No opinion: 0

Course leaders comments

In general the course was well received among the students that answered the course evaluation, it was even improved slightly in comparison with last year. Based on this the changes should be introduced carefully so that improvments do not shift the overall balance of the course. However, there are aspects that can be improved and the course team plan to do the following improvements for the course next year:

- Highlight the rules around plagiarism i the course introduction.
- Keep the study visit format with individual study visits, even though this was developed for pandemic times.
- Return to campus to make interactions easier.
- There was to little social science perspectives in the course, probably due to the fact that one social science lecture had to be canceled. Next year we should consider to have some back up teachers for some key lectures, or record them in advance. However, its a general problem that lectures are very person dependent and that there is only small possibilities to makes shifts in the schedule in a very short course.
- Increase the demand for prior knowledge so that all students on the course actually have the knowledge that is needed to fully participate in an advanced course in food science.
- The information flow can be improved, but some confusion is probably a direct or indirect consequence of pandemic restrictions that puts extra preasure on the course organisation and limits personal meetings.

Student representatives comments

Overall good impressions from everyone with good feedback on the different assignments that in my opinion were well suited for the course to get a better understanding of food waste from different perspectives. Course objectives were clearly mentioned throughout the course.

About the prior knowledge: Given the spread of the scores I suppose it might be good to raise the threshold as mentioned. Prior knowledge of MS Excel seems to be a bit of an issue, but since all the formulas were given to us during the exercise it should be very simple to learn if they just do it a couple of times.

A bunch of people in the course worked or did other courses simultaneously to this course, which in many cases did not work out in their favour as it turned out to be a bit overwhelming. Focusing on this course alone would be recommended.

Canvas was for the bigger part well organised, possibly the lower scores come from people who are not used to Canvas. When last minute changes occur, perhaps you could send out an sms through SLUNIK? That has worked well in other courses and is a very efficient complement to emails and other channels.

The social aspect of sustainable developement would be great to have a backup for as mentioned, even a recorded version of the lecture/s would be sufficient.

The lectures worked well on zoom but for some elements, like group introductions and the Excel exercise, it would have been better to be on campus.