



Sustainable Marketing in the Biobased Sector SG0275, 20168.2122

15 Hp

Pace of study = 100%

Education cycle = Advanced

Course leader = Cecilia Mark-Herbert

Evaluation report

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

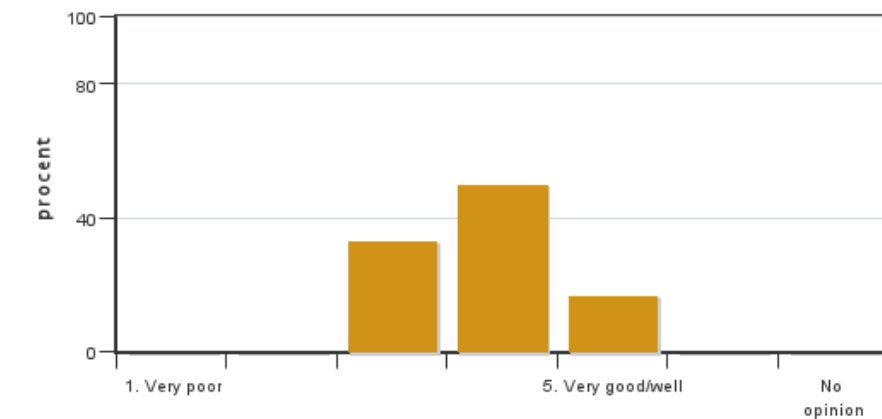
Answers 12

Number of students 21

Answer frequency 57 %

Mandatory standard questions

1. My overall impression of the course is:

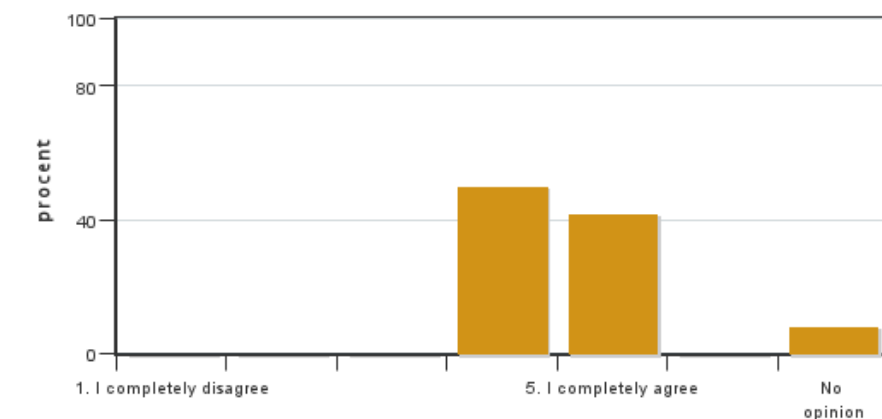


Answers: 12
Medel: 3,8
Median: 4

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

No opinion: 0

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

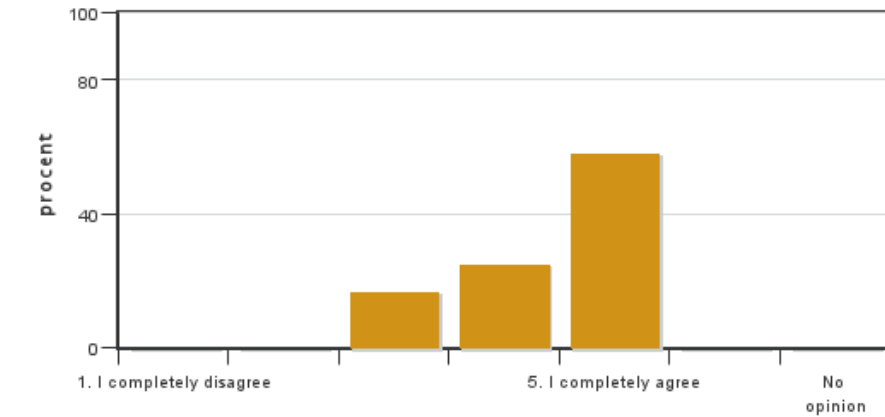


Answers: 12
Medel: 4,5
Median: 4

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

No opinion: 1

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

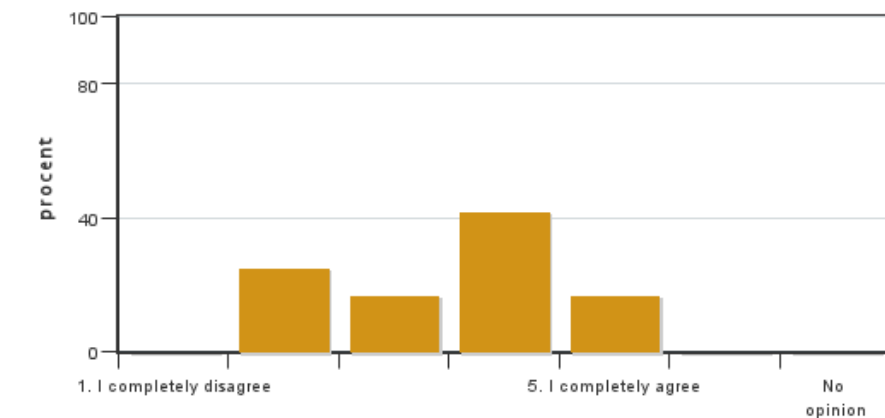


Answers: 12
 Medel: 4,4
 Median: 5

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

No opinion: 0

4. The information about the course was easily accessible.

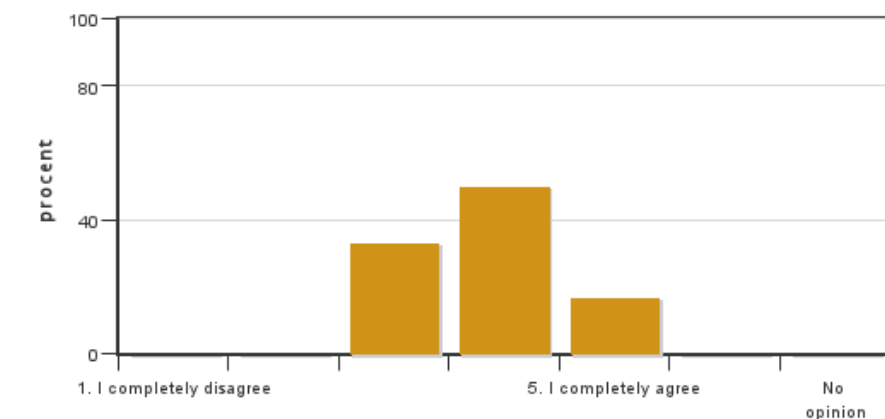


Answers: 12
 Medel: 3,5
 Median: 4

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

No opinion: 0

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

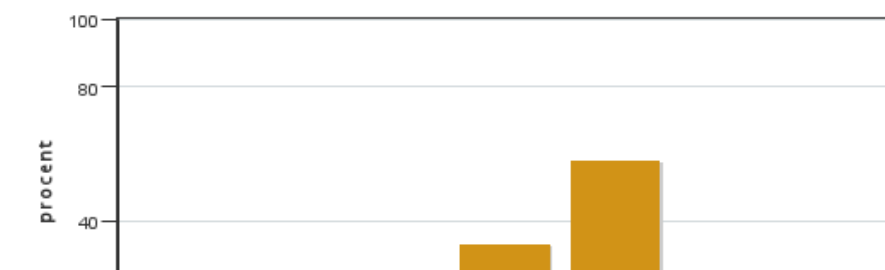


Answers: 12
 Medel: 3,8
 Median: 4

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

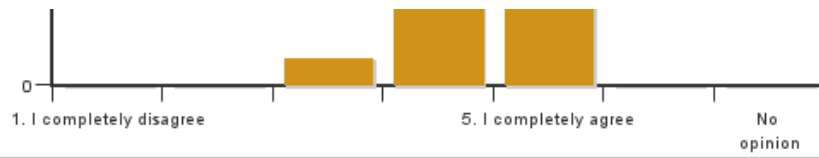
No opinion: 0

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



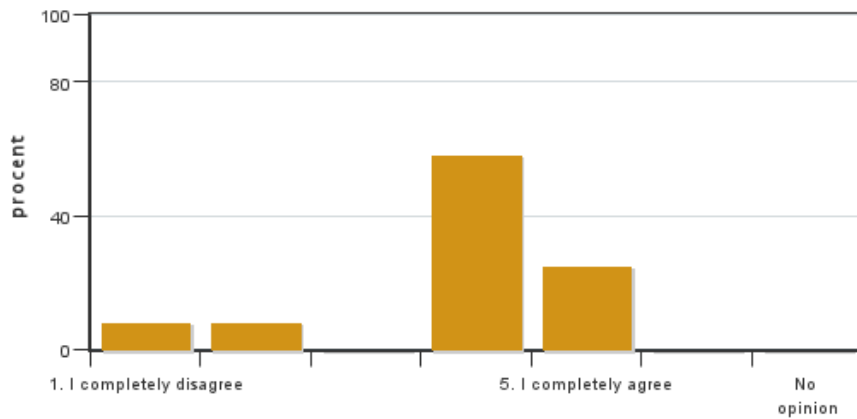
Answers: 12
 Medel: 4,5
 Median: 5

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



No opinion: 0

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



Answers: 12

Medel: 3,8

Median: 4

1: 1

2: 1

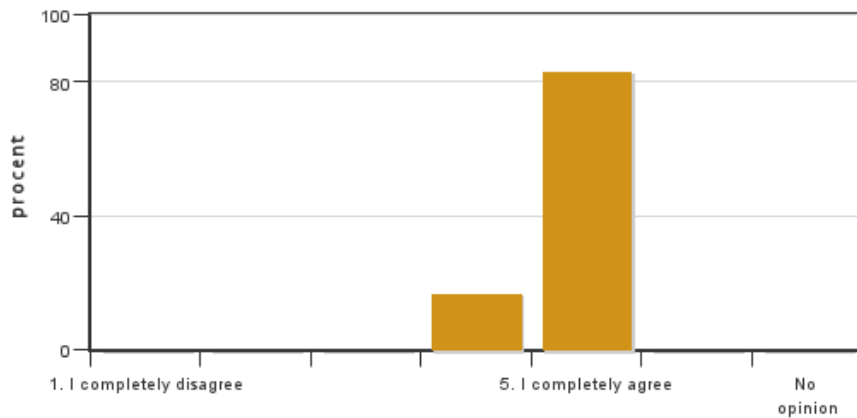
3: 0

4: 7

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: 12

Medel: 4,8

Median: 5

1: 0

2: 0

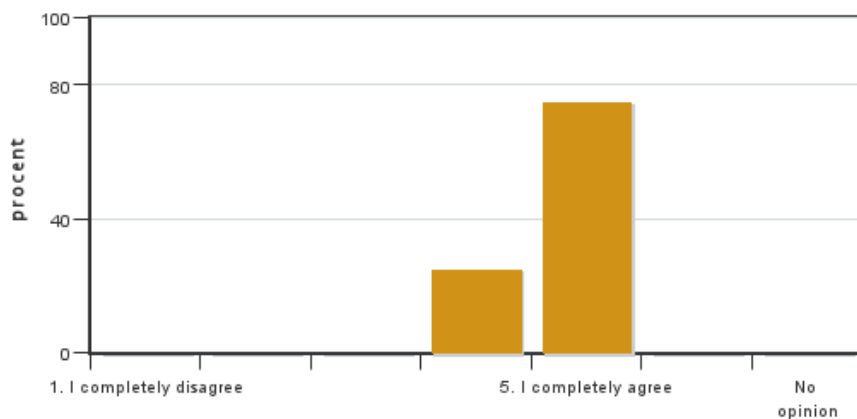
3: 0

4: 2

5: 10

No opinion: 0

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



Answers: 12

Medel: 4,8

Median: 5

1: 0

2: 0

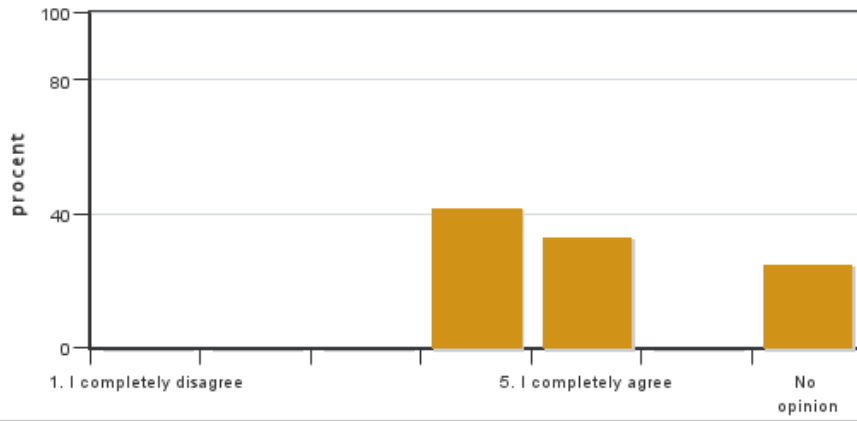
3: 0

4: 3

5: 9

No opinion: 0

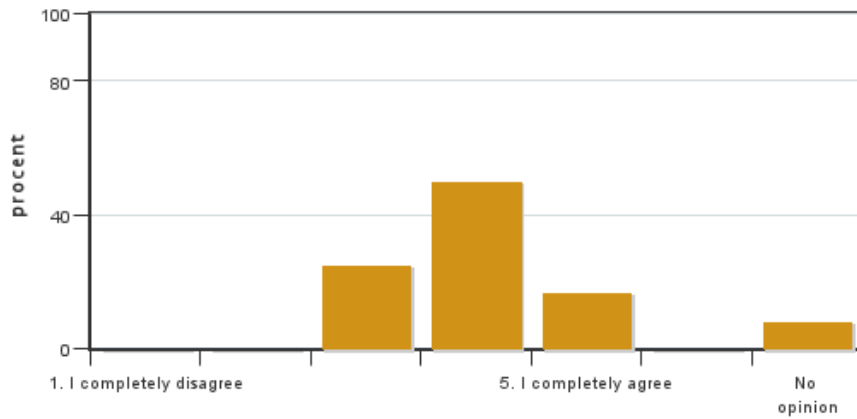
10. I believe the course has included a gender and equality aspect, regarding content as well as teaching practices (e.g. perspective on the subject, reading list, allocation of speaking time and the use of master suppression techniques).



Answers: 12
 Medel: 4,4
 Median: 4

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

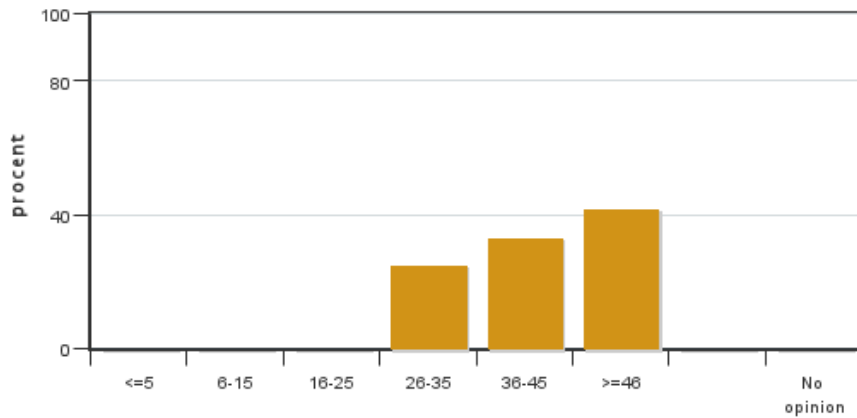
11. The course covered international perspectives.



Answers: 12
 Medel: 3,9
 Median: 4

1: 0
 2: 0
 3: 3
 4: 6
 5: 2
 No opinion: 1

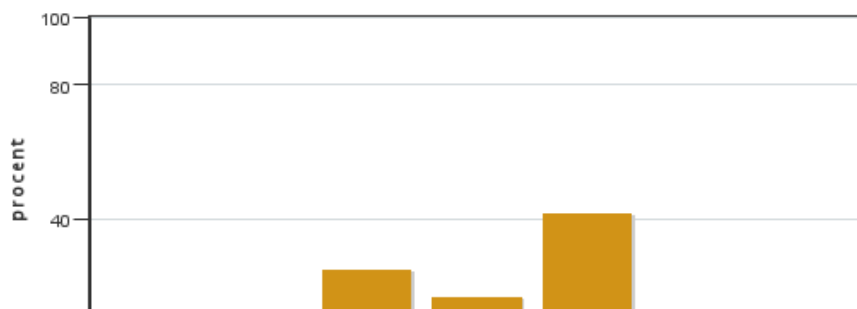
12. On average, I have spent ... hours/week on the course (including timetabled hours).



Answers: 12
 Medel: 40,0
 Median: 36-45

≤5: 0
 6-15: 0
 16-25: 0
 26-35: 3
 36-45: 4
 ≥46: 5
 No opinion: 0

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



Answers: 12
 Medel: 4,0
 Median: 4

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



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

The course, *Sustainable Marketing in the Biobased Sector (SG0275)*, 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 (21 students) consisted of a mix of students with forestry background, agricultural background and a mixed group of exchange students with a variety in backgrounds (level and subject).

Of the 21 students 12 students (57%) 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 (3,8). Students have provided feedback with wishes for: more clear structure in Canvas, smaller compensation tasks for missed mandatory parts 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 a specific value system. Rather, stakeholders of any systems are dependent on fiber 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 industry perspectives of their interest (forestry, fiber for garment, wood processing etc.). They may also focus on industrial issues of interest in the group project.

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. Among the students that replied to the course evaluation, the learning objectives were clear (4.5) and students felt that their prior knowledge was sufficient for the course (4.4).

The examination (4.8) appeared to have been meeting most of the respondents needs. Having both an exam, seminars with analytical notes – and a group project give all students a chance to find an examination form that fits their needs.

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 (4.5) 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

Overall impression:

- The course was perceived to provide great content and study materials as well as opportunity for career networking through guest lectures
- The course team was highly supportive, inspiring and always up-to-date
- Specifically, the high level of engagement of the course leader (Cilla) has compensated all of the uncomfortable moments that happen to appear during the course

However:

- There were mixed feelings about the course work load, pace of the course, number of mandatory activities and content of the make-up assignments

Specifics:

The course content:

- *Clarity in accordance to learning objectives:*

Guest lectures:

- - Sometimes was hard to find a connection between the guest lectures and course lectures/ seminars
 - Was hard to see connections with the course content and some of the external lectures as some of them were not related to the bio-based sector
 - The content of external lecturers seems quite vague/similar either without clear connection to marketing in general

Suggestions:

- - To reduce the number of guest lectures or make them differ more from each other

Course components have supported my learning?:

- - Positive comments on seminar and course book content
 - Students found the combination with offline and online lectures well-balanced
 - Weekly assignments helped to students to stay motivated and up-to-date with studying new material

However:

- - Overloaded course; make-up assignments were not balanced with the actual content student might have missed, adding extra work to those who missed a class
 - Strict and sometimes unclear requirements of assignments
 - Some students expressed that they thought they expected to work on weekends/evenings

Suggestions:

- - To allow people to link via Zoom, so they have a chance to participate if there is no possibility to join the offline meetings, lectures, etc., and make it count as if they were in class (without extra mandatory assignments)
 - To expand the number of mandatory events student may miss
 - To have mandatory assignments not every week but, perhaps, every 2 weeks
 - To modify the make-up assignments according to the actual content and work load of the class missed

Accessibility of the course content:

- - Student found the Canvas platform quite useful

However:

- - Some students claim that in some cases Canvas would deny the access to some of the literature or some of the links with course content
 - It is mentioned, that some of the content for mandatory seminar assignments were doubled so Canvas would mark as an unfinished task, that is quite confusing as it is was a part of the final assessment
 - The created «Calendar» at the start page was not really intuitive and lacked some of the content

Suggestions:

- • • To update the structure on Canvas and make it more intuitive: to improve page navigation
- Make use of the Canvas functions as «Files» so all the content is at one place

Online learning:

- • Overall, quite average attitude towards online teaching
- Reasonable breaks helped

However:

- • • Not enough direct questions; some students gave no space for others to participate in discussions
- Students still prefer meeting on campus
- There were not enough group discussions
- Problems with connection
- Harder to have discussions

Prior knowledge:

- For people without a specific marketing background this course gave a good theoretical knowledge on main concepts
- Many students found it easy to follow the course content

However:

- Other part of the class mentioned that the beginning of the course information (mainly, pure marketing theory) was repetitive to them, so they felt it was unnecessary to dedicate to it 3 full days of lectures and seminar for it

Suggestions:

- To have more sustainability marketing and bio-based approach

Social learning environment:

- Overall, positive comments about having students from different backgrounds as well as international students
- Positive comments about open discussions and fika breaks during seminars
- Inspiring, understanding and always up-to-date course leaders

However:

- Student groups were inflexible; some students felt excluded

Suggestions:

- To mix students in different groups during course activities

Physical learning environment:

- Students felt that there were limited study places; It was hard to find space for group work
- Many students felt unsafe in the class as due to many mandatory course activities some other students were forced to come to the class while being sick, so to not have to do a make-up assignment

Suggestions:

- To protect the students' work-life balance more

Examination:

- Overall, students expressed positive opinion about the final exam; they did not find it stressful or hard
- Some students expressed that seminars and other mandatory assignments were even harder than the exam;
- Seminars' essays gave better opportunity to show the gained knowledge rather than exam

Covering sustainable development aspects:

- The majority of students agree that SD aspects were covered successfully during the course
- The inclusion of the *Tripple Bottom Line* approach was found the most useful

Gender:

- Positive comments about having the majority of the female students in the class as well the majority of the female lecturers

International perspective:

- Overall, students were pleased with the level of international perspective presented
- Having more external lecturers from non-swedish companies was suggested