



# Management perspectives for sustainable food systems FÖ0440, 20045.2223

15 Hp  
Pace of study = 100%  
Education cycle = Advanced  
Course leader = Cecilia Mark-Herbert

## Evaluation report

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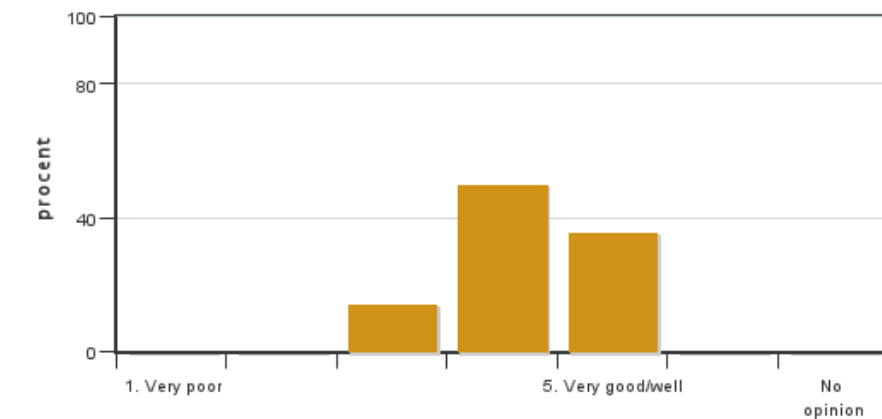
Evaluation period: 2023-01-08 - 2023-01-29

Answers 14  
Number of students 29  
Answer frequency 48 %

## Mandatory standard questions

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

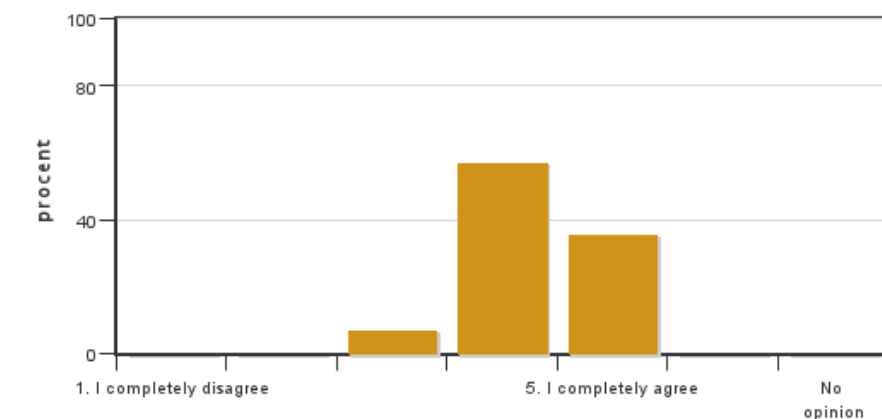


Answers: 14  
Medel: 4,2  
Median: 4

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

No opinion: 0

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

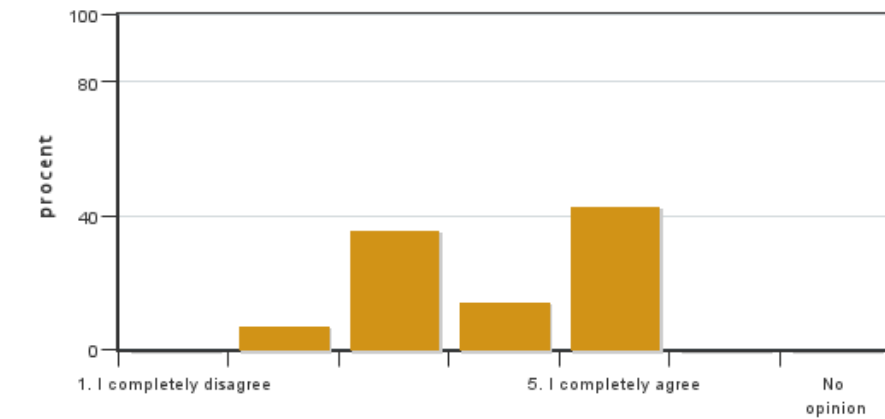


Answers: 14  
Medel: 4,3  
Median: 4

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

No opinion: 0

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

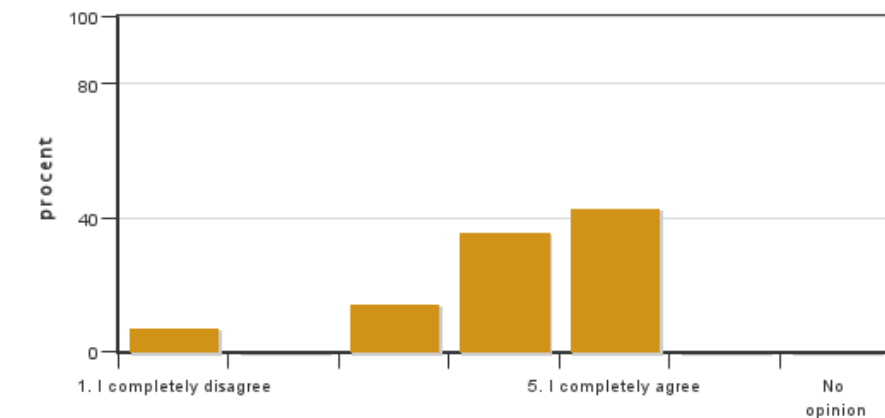


Answers: 14  
 Medel: 3,9  
 Median: 4

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

No opinion: 0

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

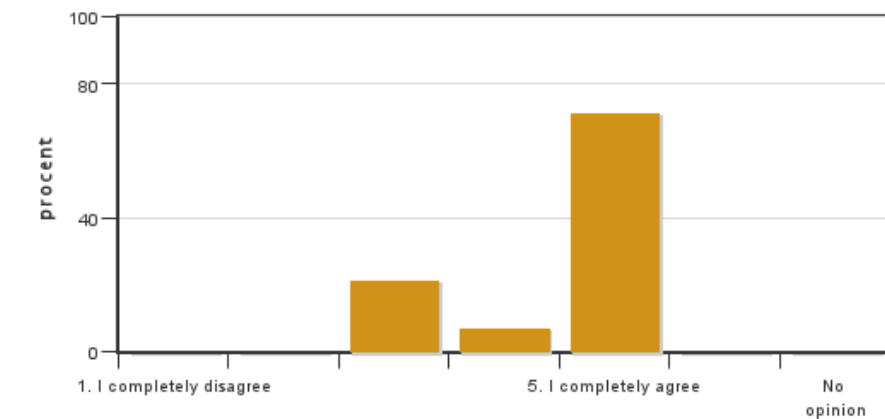


Answers: 14  
 Medel: 4,1  
 Median: 4

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

No opinion: 0

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

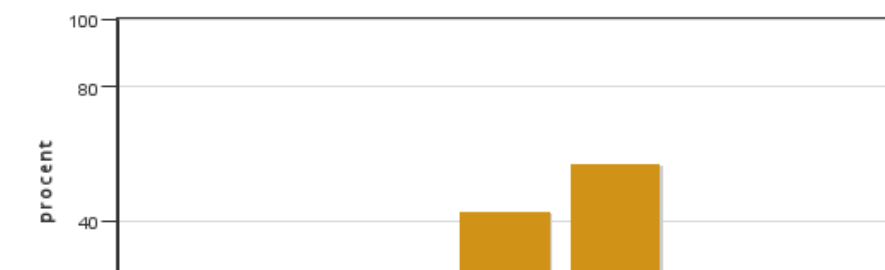


Answers: 14  
 Medel: 4,5  
 Median: 5

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

No opinion: 0

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



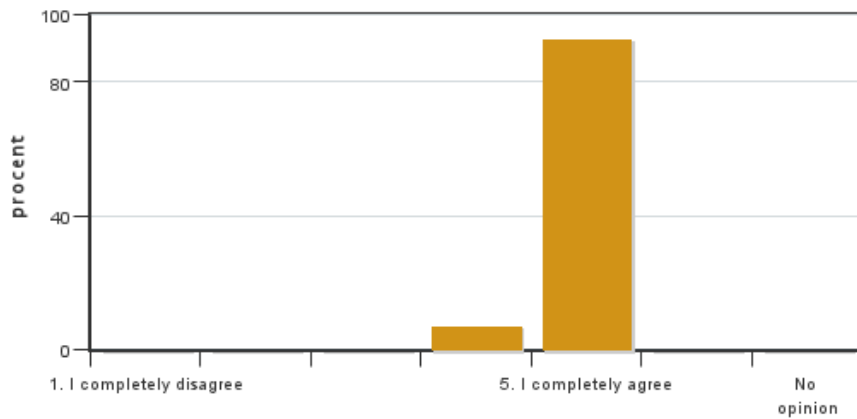
Answers: 14  
 Medel: 4,6  
 Median: 5

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



No opinion: 0

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

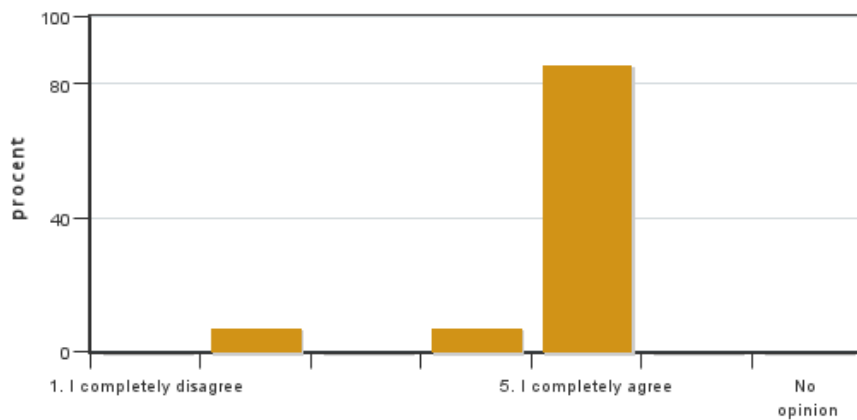


Answers: 14  
Medel: 4,9  
Median: 5

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

No opinion: 0

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

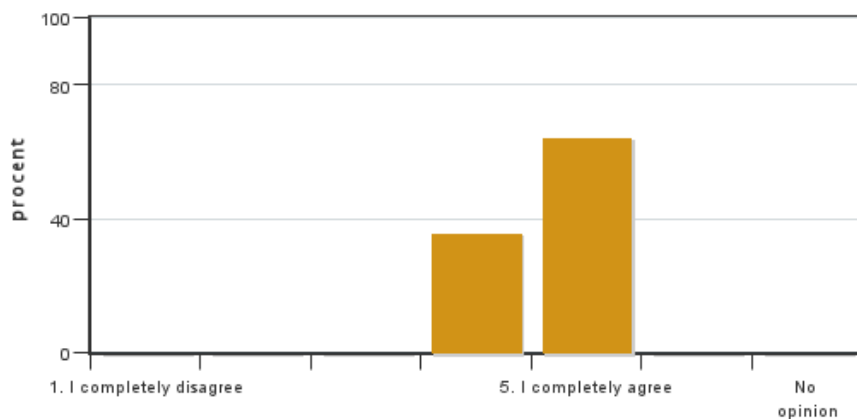


Answers: 14  
Medel: 4,7  
Median: 5

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

No opinion: 0

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

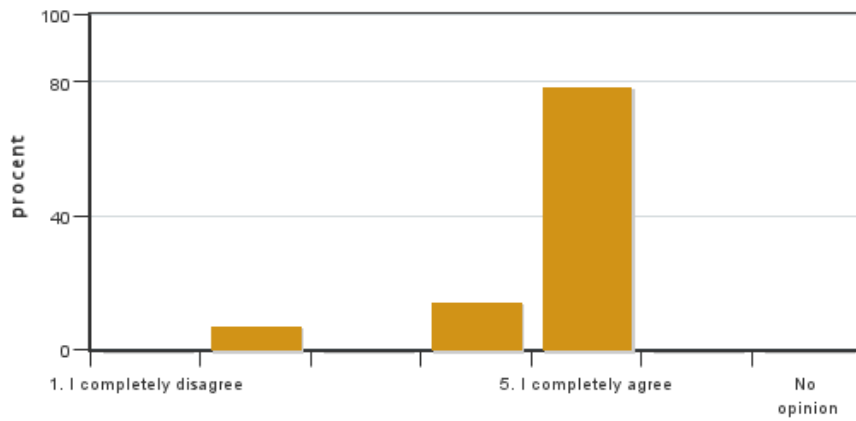


Answers: 14  
Medel: 4,6  
Median: 5

1: 0  
2: 0  
3: 0  
4: 5  
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).**

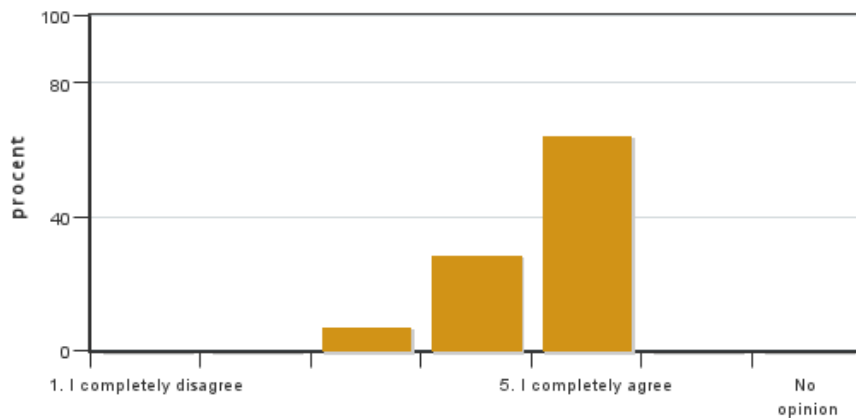


Answers: 14  
 Medel: 4,6  
 Median: 5

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

No opinion: 0

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

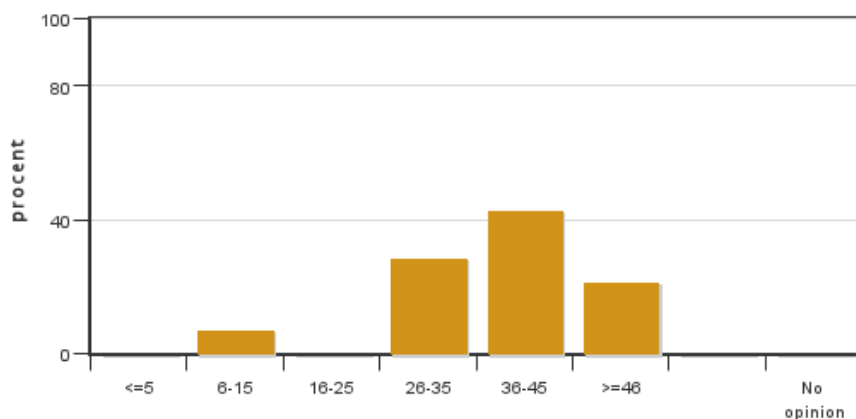


Answers: 14  
 Medel: 4,6  
 Median: 5

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

No opinion: 0

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

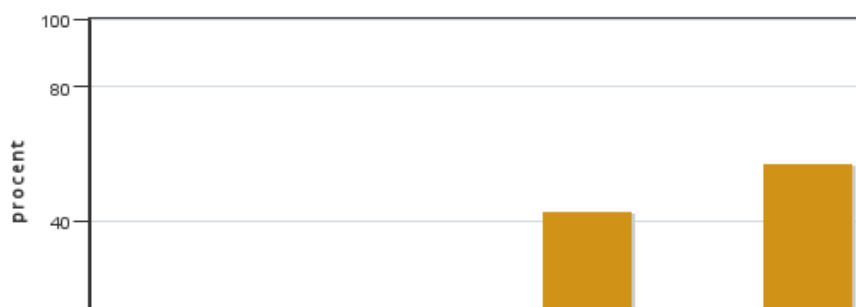


Answers: 14  
 Medel: 36,3  
 Median: 36-45

≤5: 0  
 6-15: 1  
 16-25: 0  
 26-35: 4  
 36-45: 6  
 ≥46: 3

No opinion: 0

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



Answers: 14  
 Medel: 5,0  
 Median: 5

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

No opinion: 8



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, *Management perspectives for sustainable food systems (FÖ0440)*, 2022, was planned as an in-classroom course. Yet, some external lecturers contributed in zoom, since that was the only way they could be part of the course. Priority was given to seminars and external lecturers to meet students in a classroom setting (based on their own wish to do so). However on-line parts of the course were appreciated (5.0, question 13).

A relatively small class (29 students) consisted SFS-program students, exchange students and SLU-program students in other master programs. That means that the course had a relatively big share of non- SFS 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 29 students, 14 students (48%) replied to the opportunity to provide feedback in a course evaluation- and lots of feedback in the comments. *Much appreciated!* Thank you so much for taking the time to do so and for making suggestions for improvements! The importance of providing input in a course evaluation was communicated 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 (4.2). Students have provided feedback with wishes for: more focus on food systems in selecting external lecturers and clarity as to how external lecturers "fit in to the course objectives". I may have failed to explain the integrated nature of bio-economy systems where food systems are part, 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 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 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).

Another point that might call for clarification are the terms marketing and management. Management is the practical application of marketing and organizational studies. This course has a bit of both in lectures and seminars, because the two are integrated. 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). The course book is supplemented with classical and contemporary academic articles – selected by the course leader as well as by students.

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. Wishes for more or less lectures (external and Cilla's) vary between individuals that have replied to the course evaluation. For students with less management background the introduction lectures are important. I will, however, reflect on how I can make some external lecturers optional in future courses- lecturers that don't have an obvious connection to "food systems". I will also make use of a suggestion made in the oral course evaluation, to make groups of students responsible for preparing questions for external lecturers, to make their contributions as relevant as possible for the course. Thank you for that suggestion!

Very happy to see a positive verdict on social learning environment in the course (4.6). I am also very happy to see that students felt that the written conceptual examination really was an opportunity to show off understandings and knowledge (4,7). Registration for examination will be altered for future classes – thank you for that suggestion! Analytical capacity can be shown in the project work – since it takes a "big exam" to test that.

In this course, the average time spent working on course materials was 36,3 h/ week, which points to a work load that should not be increased. The ambitious level of work is supported in strong performances, and relatively high grades.

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 following comment is intended to portray general impressions collected from students of the course FÖ0440, "Management perspectives for sustainable food systems", held by Cecilia Mark-Herbert in the autumn semester of 2022/23.

The participating students generally found the course engaging and insightful, largely thanks to Cilla's commitment and enthusiasm for teaching. The course was relatively small and mainly took place in physical classrooms. The participants represented a wide variety of backgrounds, as it consisted of master's students from the program "Sustainable Food Systems", non-program and exchange students. The students, especially the majority without a marketing background, mentioned the helpfulness of Cilla's introductory lectures to marketing and appreciated the chosen course literature, consisting of a course book supplemented with classic and contemporary academic research. They generally stated that they felt their prior knowledge was sufficient to attend this course. Those students with existing marketing experiences felt like this course allowed them to "refresh" their knowledge and add to it. The course had a distinct focus on sustainable development, as it is a prominent feature of sustainability marketing, one central theoretical concept taught in this course.

The workload, especially in the first half of the course, was perceived as challenging, and the attendees would suggest not increasing it. The student's weekly contributions to seminars included an analytical note meant to prepare for in-class discussions. The participants appreciated the possibility of training their academic writing skills and the option to choose additional academic literature, which helped them incorporate their interests and educational backgrounds into the analytical notes.

Apart from the analytical notes, the course included a written examination and a group project. Many students appreciated the project work, which allowed for the practical application of theoretical knowledge and soft skills development, but some mentioned that it also demanded significant effort. Looking at the written examination, most students felt the questions adequately represented what was taught in the course, while one suggested using more case-based questions.

Furthermore, all students enjoyed the interplay between seminars, theoretical lectures, and external guest lectures. Some students felt that there were too many external lectures and that more time should have been dedicated to studying theoretical concepts. Others enjoyed the number of external lectures or even wished for more. Several students suggested incorporating more food systems perspectives in the external lectures or introducing the guests by linking their work better to the theoretical lectures and the course objectives.

While all critical information for the course was available on Canvas, some students found the course page to need more structure. Students suggested, for example, the reorganisation of folders with reading suggestions.

All students agreed that Cilla's seminars created a safe discussion space, and the course generally welcomed diverse backgrounds and cultures. Overall, the class worked well together, and the students suggested that even potential challenges encountered during the group project provided learning opportunities. They felt supported throughout the course and like the lecturer was invested in helping them learn and succeed.