



Project management for innovation in sustainable food systems LV0102, 30052.2223

15 Hp

Pace of study = 100%

Education cycle = Advanced

Course leader = Fredrik Fernqvist

Evaluation report

Evaluation period: 2023-03-14 - 2023-04-04

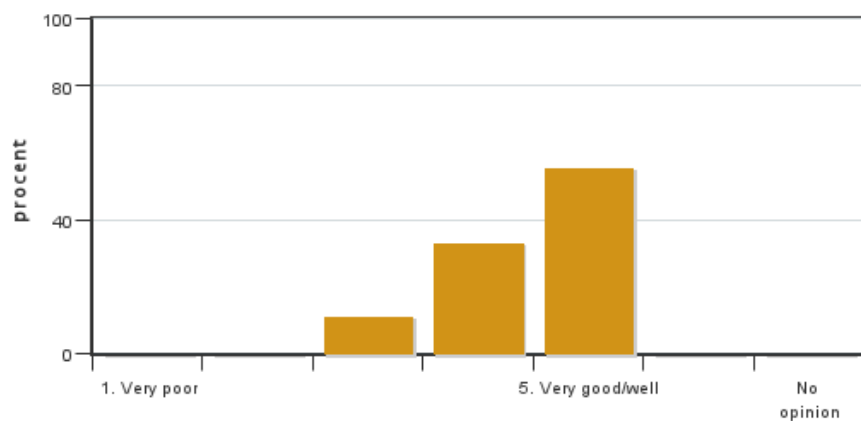
Answers 9

Number of students 13

Answer frequency 69 %

Mandatory standard questions

1. My overall impression of the course is:

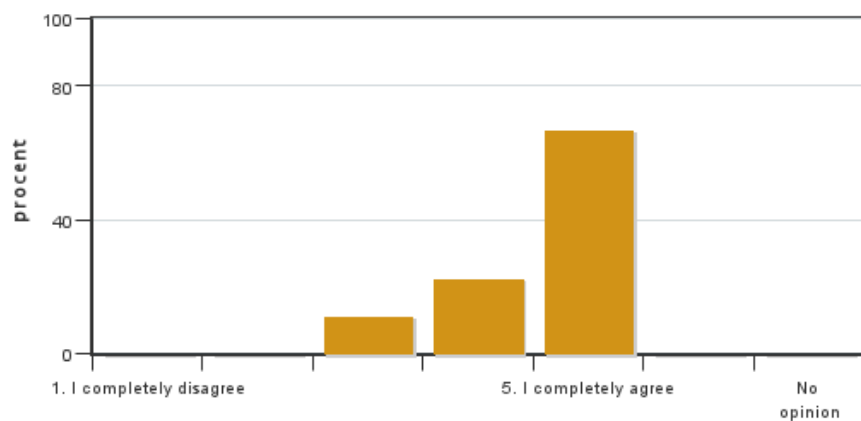


Answers: 9
Medel: 4,4
Median: 5

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

No opinion: 0

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

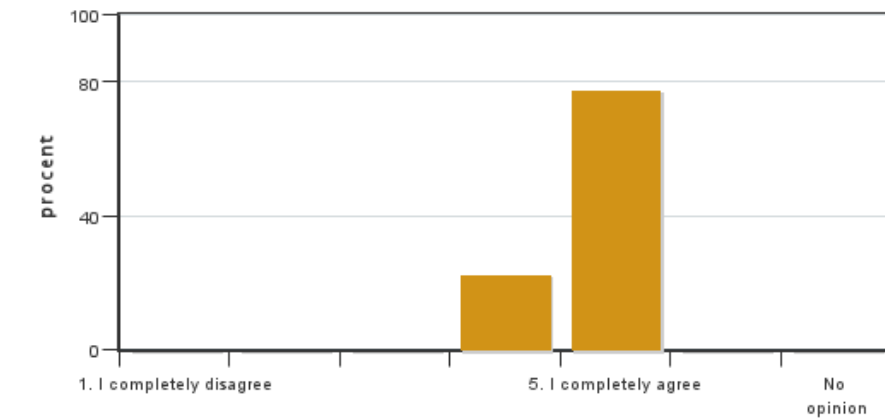


Answers: 9
Medel: 4,6
Median: 5

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

No opinion: 0

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

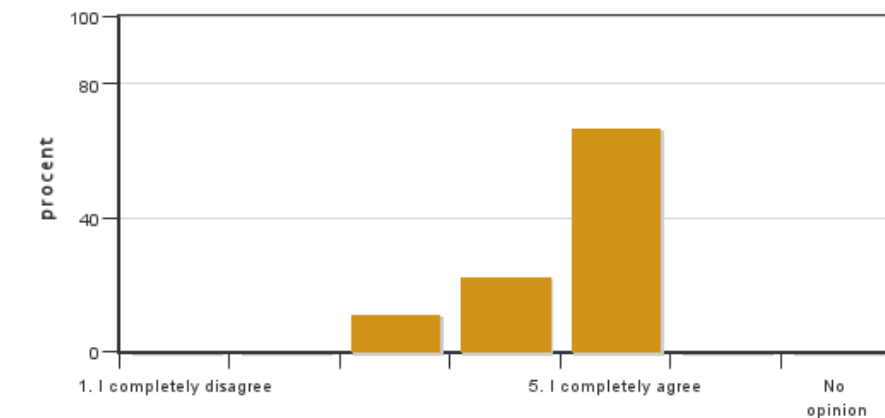


Answers: 9
Medel: 4,8
Median: 5

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

No opinion: 0

4. The information about the course was easily accessible.

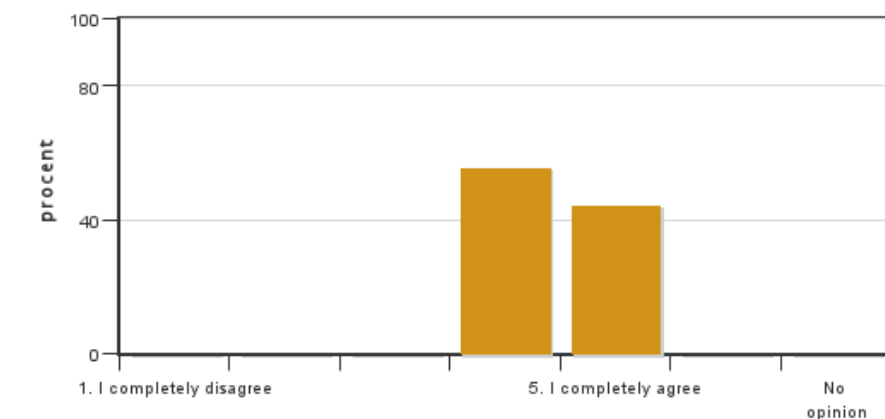


Answers: 9
Medel: 4,6
Median: 5

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

No opinion: 0

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



Answers: 9
Medel: 4,4
Median: 4

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

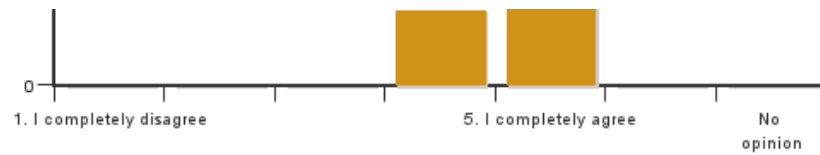
No opinion: 0

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



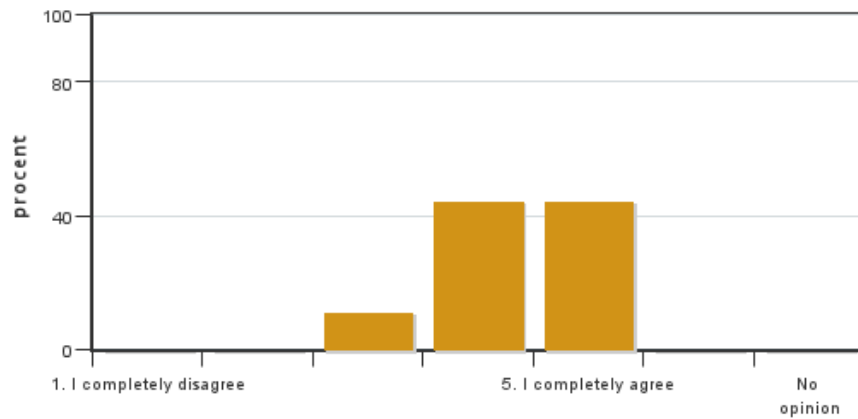
Answers: 9
Medel: 4,8
Median: 5

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



No opinion: 0

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



Answers: 9

Medel: 4,3

Median: 4

1: 0

2: 0

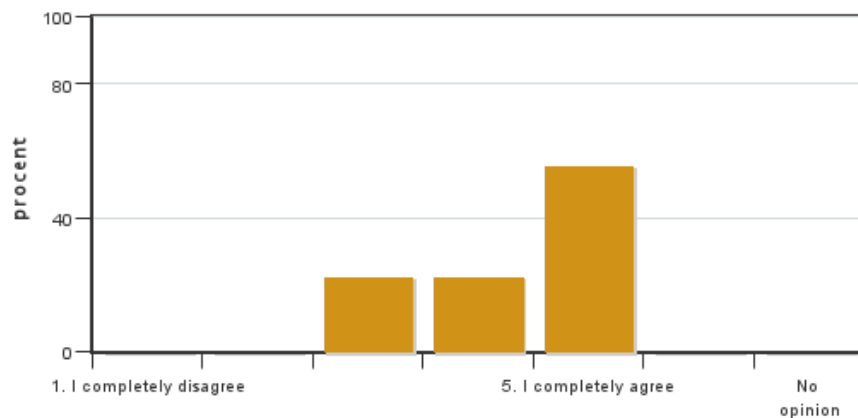
3: 1

4: 4

5: 4

No opinion: 0

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



Answers: 9

Medel: 4,3

Median: 5

1: 0

2: 0

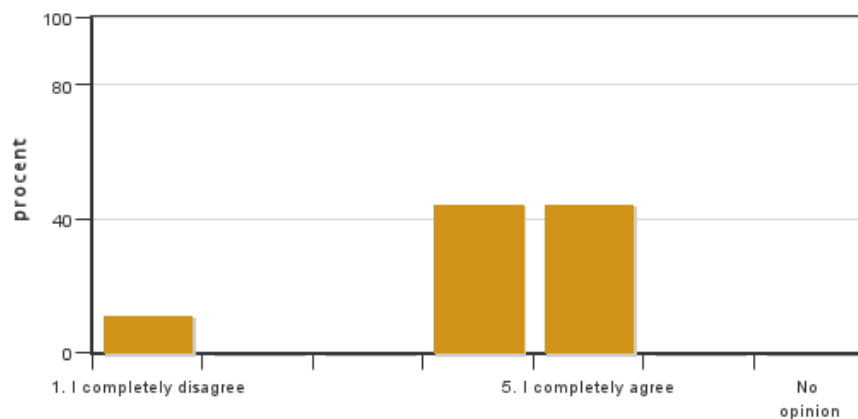
3: 2

4: 2

5: 5

No opinion: 0

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



Answers: 9

Medel: 4,1

Median: 4

1: 1

2: 0

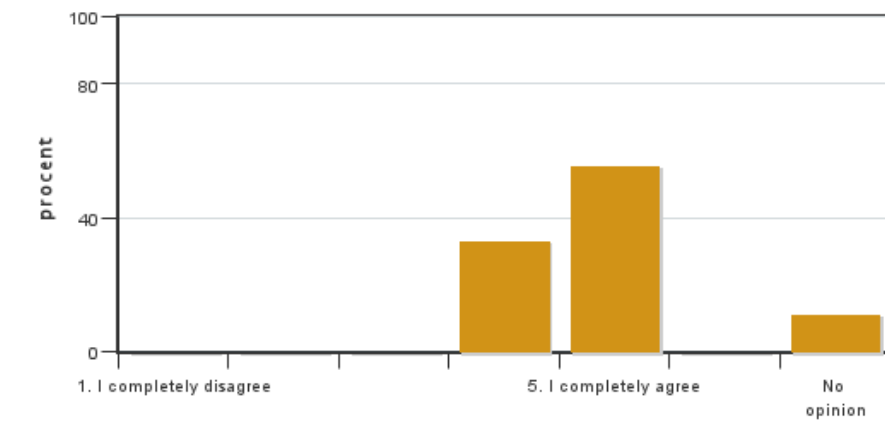
3: 0

4: 4

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).

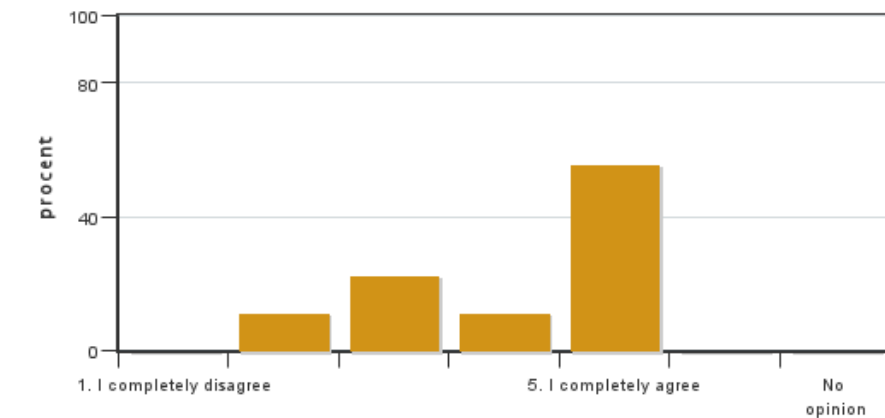


Answers: 9
Medel: 4,6
Median: 5

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

No opinion: 1

11. The course covered international perspectives.

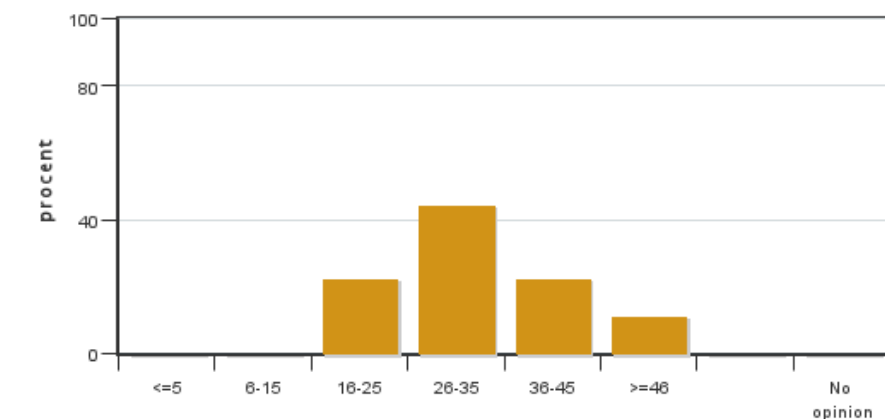


Answers: 9
Medel: 4,1
Median: 5

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

No opinion: 0

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

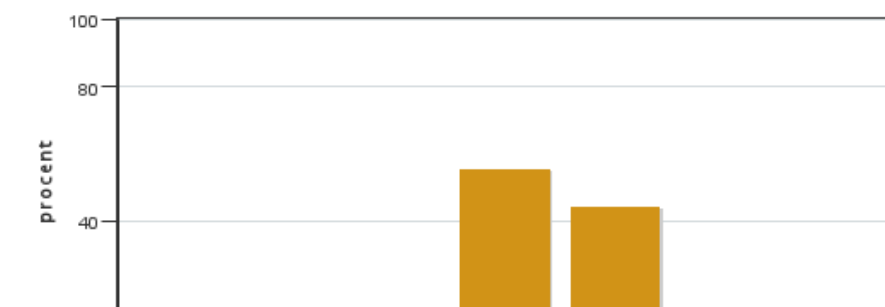


Answers: 9
Medel: 31,8
Median: 26-35

≤5: 0
6-15: 0
16-25: 2
26-35: 4
36-45: 2
≥46: 1

No opinion: 0

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



Answers: 9
Medel: 4,4
Median: 4

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

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

Course leaders comments

In general, the course LV0102 received acceptable gradings regarding the overall impression of the course: 4.4 in average on the 5-graded scale.

The course has now been run for a couple of years, and has found a structure and content that appear to be appreciated by the course participants.

The course is partially held at distance, with teachers working from another campus. This has worked well, although there are some comments regarding the hybrid format. Although it is beneficial to meet your classmates at campus, some still think it would be better to have for example lectures only on zoom. The interpretation is that lessons on campus should more include active participation (e.g. in workshops, seminars, et c) to be relevant for course participants to come to campus. Also, as many participants live farther away than Uppsala (for example in Stockholm), lessons that are short are not attractive to physically attend. At least three hours, with activities, should be a recommendation for future courses.

The course is basically a course in "innovation management" but with application on sustainable food systems. Some of the course contents are of a "general character" and not specific for the food area, and this may have led to that at least one participant noted in the evaluation that more (if not all) activities should touch the topic of food in one way or another. This also regards international perspectives.

For the next occasion, efforts will continuously be made to add examples related to food and food systems. Also, there is a plan to add a special module in the course on the topic of innovation and development research and food systems.

The course book is always an issue that get notes in the course evaluation. The current one (Trott) is rather focused on "engineer" educations and less on social science. On the other hand, another book that has been used (Tidd & Bessant), was also found as difficult to use. An alternative could be to have another course book, something the teachers will look into, and perhaps more of academic papers on certain topics (also related to food) could be used as an exchange for the textbooks. However, as regards the basic concepts of innovation management, some type of general course book on the topic is needed.

Exercises and workshops were generally appreciated. The final project (an intensive week working with your own idea) was conducted for the first time in this course. It was discussed in the end of the course, and there are definitely things that can be improved, for example by having daily supervision with the groups, with daily deadlines, to make sure that each step in the innovation process is dealt with with substantial feedback.

Finally, also the home exam is recurring theme in the course evaluation. This always get a spread among the answers, where some like the examination form more than others (although no answers indicated the lower grades on this). Some would like more of a "traditional" examination with clear questions, as the exam now much relies on showing own reflections. It could be that the home examination instead should be of "essay type" together with a more "traditional exam", or even an oral examination. Considering the debate on AI and home examinations, this is generally a hot topic in academia, and we have yet no guidelines on how to handle these issues. However it is quite certain that the home examination can be made a bit shorter (fewer questions).

A final word. There has been a good atmosphere in the group and the course participants have all contributed with their own previous knowledge from different disciplines. This has also been clear when observing the creativity in the group and as teacher it has been interesting to follow the participants' development during the course.

Student representatives comments

The scores from the course evaluation are generally high and the students felt the course contained relevant aspects related to the course objectives.

The course had a clear structure on Canvas. However, students wish that the modules and the information regarding assignments to come would be published earlier, possibly in the beginning of the course.

The Fruit Logistica Workshop was appreciated as an introduction to the course. Students felt that sustainability aspects were included throughout the course, however, some thought there was too much focus on economic profitability and would like sustainability aspects to be more included.

The course book (Innovation Management and New Product Development" by Trott) was appreciated to some extent. That it was repetitive and did not focus on food aspects were negatives sides of the book.

There are some variations in the opinion whether the course provided international perspectives. Most students feel it did, others that it had mostly a Swedish focus. Discussions with international students in the course were appreciated.

The students wish that the course would provide more examples on success and failure in the context of innovation and project management.

Students feel that the time allocation could be improved by for example combining the NPD weeks with the challenge week, better distribution of assignments throughout the course and to not have several tasks during the examination week. Students felt stressed at the end of the course. Most of the students appreciated the home exam but wish that the reflection/summary question of the exam will be replaced or made clearer and more specific.

Students have different opinions on the hybrid concept of the course. Some appreciated the hybrid lectures and thought the technology worked well. Others thought it was difficult to get discussions going and to use the technology during presentations. Some felt the room for the hybrid lectures was unpleasant.

Overall students are satisfied with the course and feel that it is relevant for the MSc programme Sustainable Food Systems.