Prospects and challenges for sustainable food systems LV0103, 10065.2223

15 Hp
Pace of study = 100%
Education cycle = Advanced
Course leader = Johan Karlsson, Pernilla Tidåker

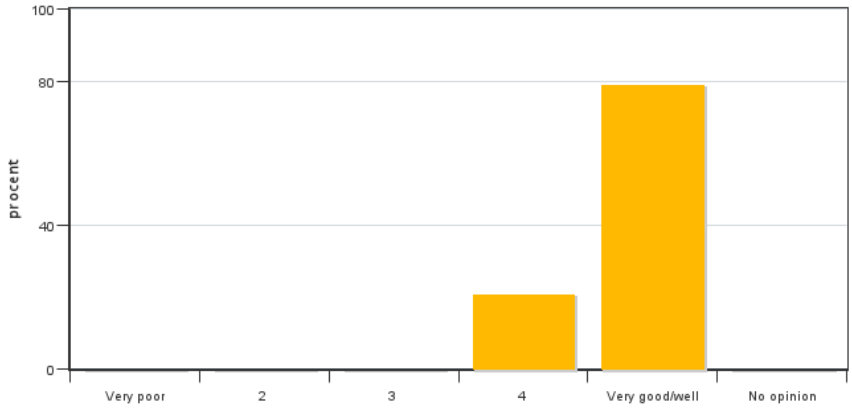
Evaluation report

Evaluation period: 2022-10-24 - 2022-11-14

Answers	19
Number of students	25
Answer frequency	76 %

Mandatory standard questions

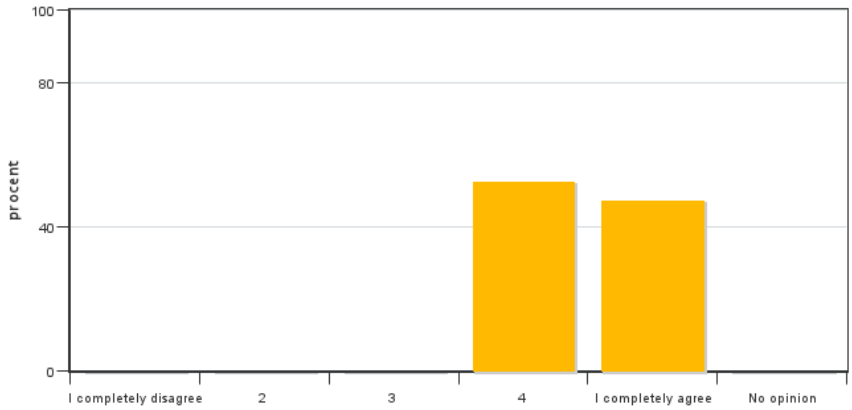
1. My overall impression of the course is:



Number of answers: 19
Average: 4,8
Median: 5

Very poor : 0
2: 0
3: 0
4: 4
Very good/well: 15
No opinion: 0

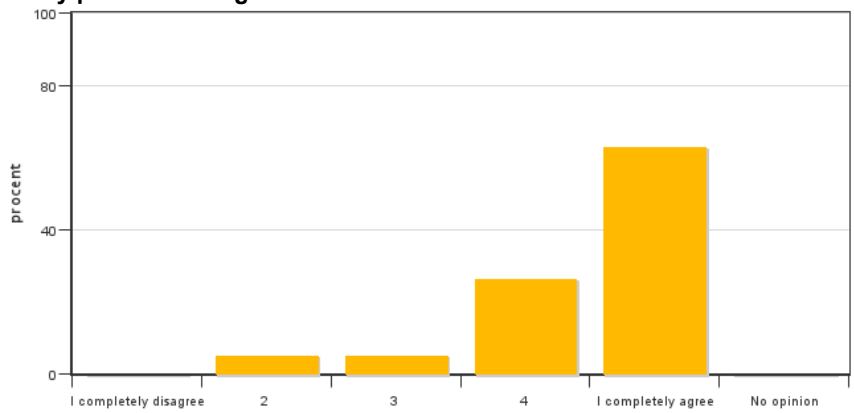
2. I found the course content to have clear links to the learning objectives of the course.



Number of answers: 19
Average: 4,5
Median: 4

I completely disagree: 0
2: 0
3: 0
4: 10
I completely agree: 9
No opinion: 0

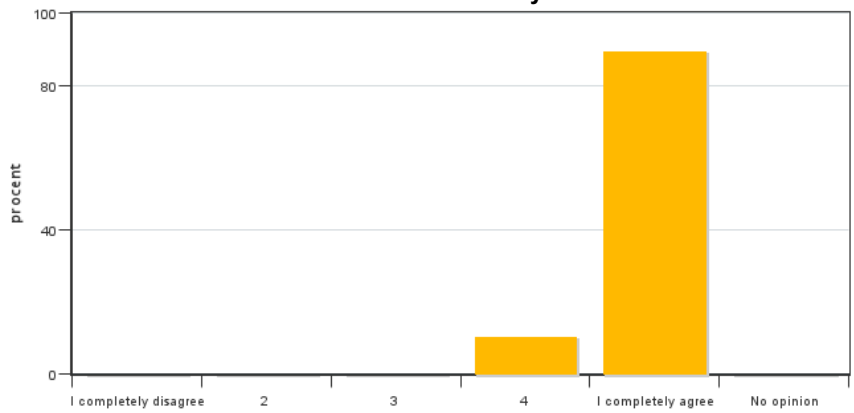
3. My prior knowledge was sufficient for me to benefit from the course.



Number of answers: 19
Average: 4,5
Median: 5

I completely disagree: 0
2: 1
3: 1
4: 5
I completely agree: 12
No opinion: 0

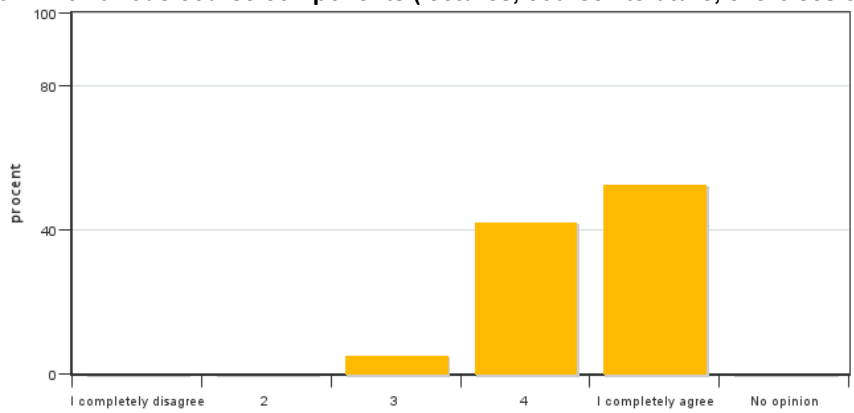
4. The information about the course was easily accessible.



Number of answers: 19
Average: 4,9
Median: 5

I completely disagree: 0
2: 0
3: 0
4: 2
I completely agree: 17
No opinion: 0

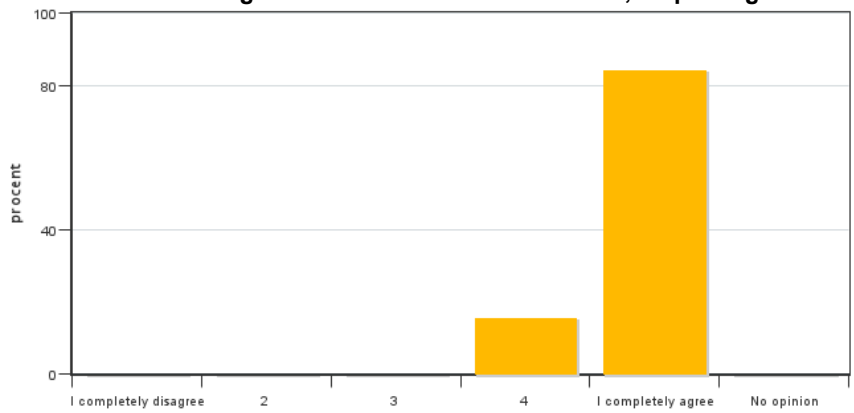
5. The various course components (lectures, course literature, exercises etc.) have supported my learning.



Number of answers: 19
Average: 4,5
Median: 5

I completely disagree: 0
2: 0
3: 1
4: 8
I completely agree: 10
No opinion: 0

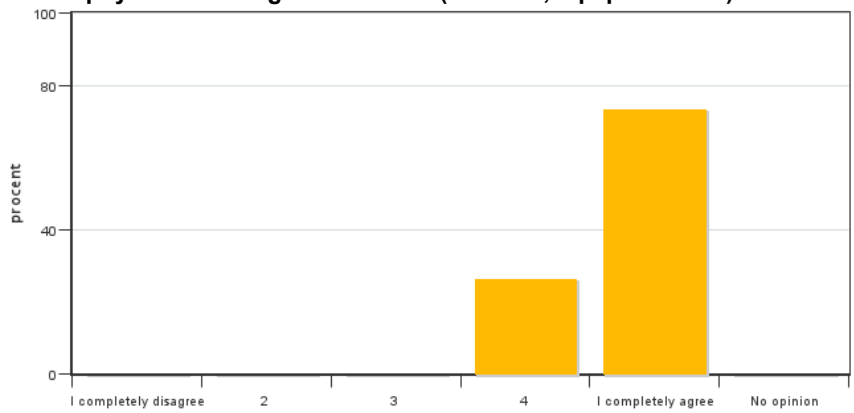
6. The social learning environment has been inclusive, respecting differences of opinion.



Number of answers: 19
Average: 4,8
Median: 5

I completely disagree: 0
2: 0
3: 0
4: 3
I completely agree: 16
No opinion: 0

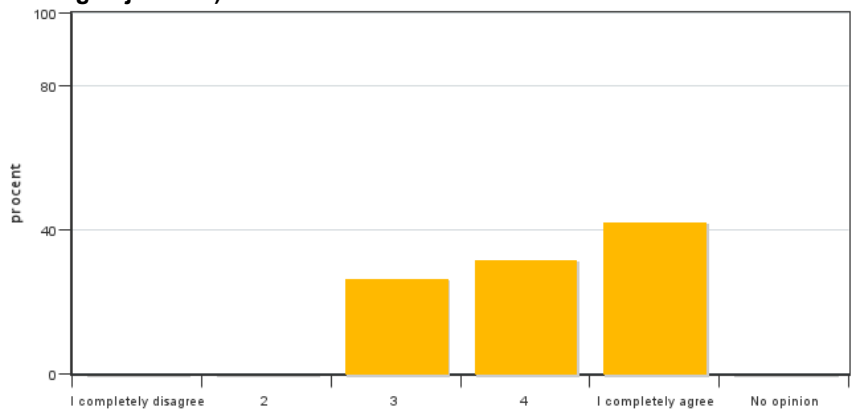
7. The physical learning environment (facilities, equipment etc.) has been satisfactory.



Number of answers: 19
Average: 4,7
Median: 5

I completely disagree: 0
2: 0
3: 0
4: 5
I completely agree: 14
No opinion: 0

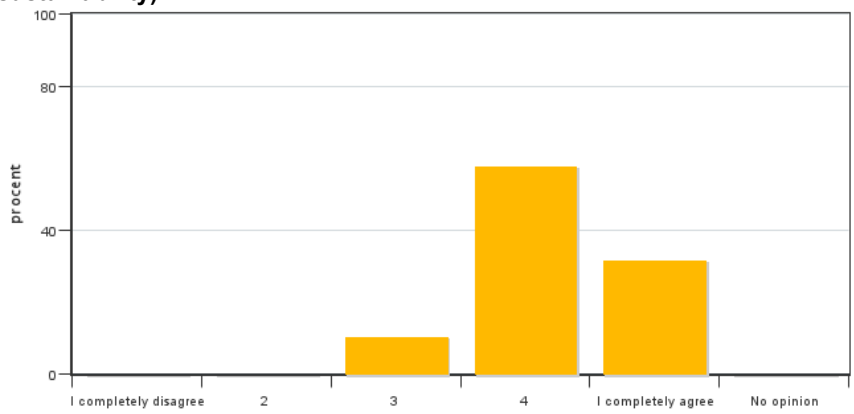
8. The examination(s) provided opportunity to demonstrate what I had learnt during the course (see the learning objectives).



Number of answers: 19
Average: 4,2
Median: 4

I completely disagree: 0
2: 0
3: 5
4: 6
I completely agree: 8
No opinion: 0

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

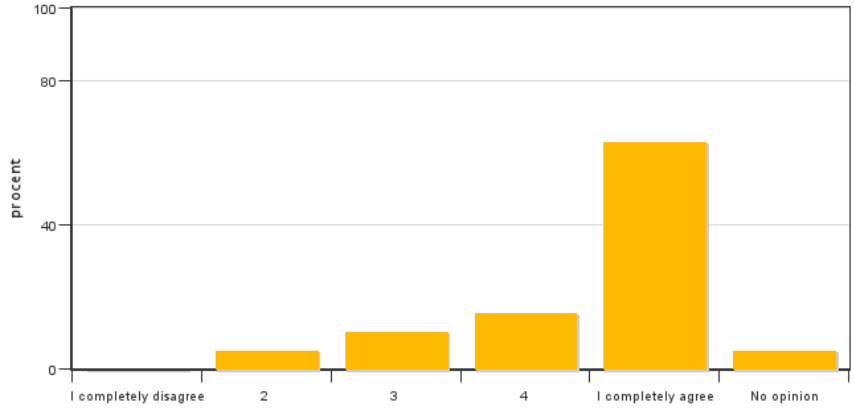


Number of answers: 19
Average: 4,2
Median: 4

I completely disagree: 0
2: 0
3: 2
4: 11
I completely agree: 6

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).

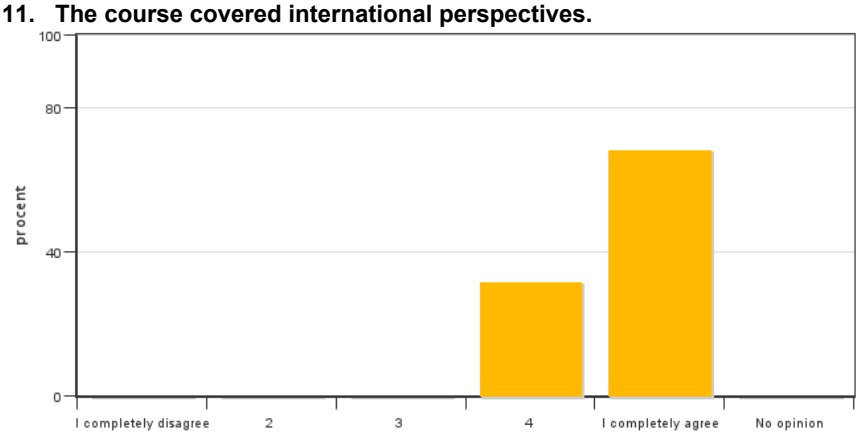


Number of answers: 19
Average: 4,4
Median: 5

I completely disagree: 0
2: 1
3: 2
4: 3
I completely agree: 12

No opinion: 1

11. The course covered international perspectives.

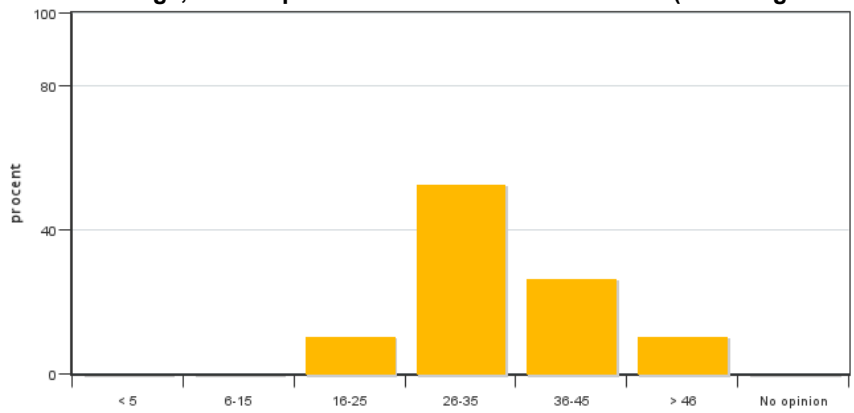


Number of answers: 19
Average: 4,7
Median: 5

I completely disagree: 0
2: 0
3: 0
4: 6
I completely agree: 13

No opinion: 0

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

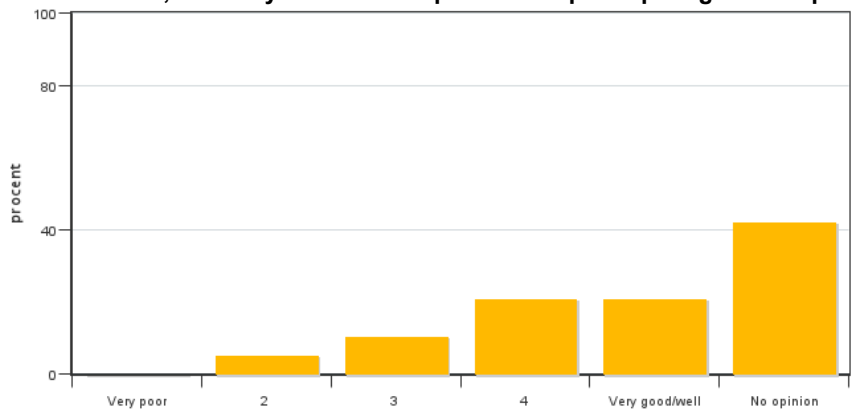


Number of answers: 19
Average: 33,3
Median: 26-35

< 5: 0
6-15: 0
16-25: 2
26-35: 10
36-45: 5
> 46: 2

No opinion: 0

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



Number of answers: 19
Average: 4,0
Median: 4

Very poor : 0
2: 1
3: 2
4: 4
Very good/well: 4

No opinion: 8

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

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

Course leaders comments

No comments from the teacher

Student representatives comments

Overall Impression:

Response rate for the evaluation was 76%. For the 19 respondents, the average score for overall impression was 4.8 out of 5 with no response lower than a 4. The overall impression of the class was very positive with students using words like dynamic, comprehensive, and interesting to describe the lectures. Students are recommending to others. Students found the assigned readings relevant on various themes. The course was organized and well structured. The instructors were dedicated, committed, and created a safe space to ask questions. Students said that this was a good introduction to the program.

Some thought that the discussions were fast paced and completing task three while keeping up with the reading was challenging. There was some repetition between guest lectures. Some wanted more lecture content and fewer tasks. For example, various students enjoyed the topics and specifically wanted to go even more in depth on supply chains, processing, distribution, quality control, power structures, and aquatic resources.

The majority of students felt that their prior knowledge was sufficient and that anyone from any background could understand the class concepts. A natural science background was felt to be advantageous. Course components supported learning. Students felt the literature was covered well in class so they directed their efforts to the projects more than the reading. Others felt that there was too much assigned literature and scaled back on reading to manage the assignments. Many thought that group assignments were time consuming.

Learning Ecosystem:

- good space; open and inclusive environment
- variety of student experiences that were engaging
- some rooms were cold or chairs were uncomfortable
- online lectures were not as engaging as in-person

Exam:

Varied exam experiences were noted. Some felt the questions were fair, others thought that they couldn't show all they learned, and that the exam was not representative of their abilities. Most thought it was a difficult exam and lengthy. Some students wanted access to example exam questions sooner. More clarity was desired on exam expectations such as how much to write or how to structure answers.

Course content relating to sustainability:

Students felt that environmental aspects were covered well. Social aspects were covered, but less than environmental. Economic linkages were discussed the least. Some students wanted to learn more about globalization, marketing, financial aspects, and commodity trade.

Students noted that class discussion was often through a Western lens. Gender issues were not a central topic. Occasionally, text within graphics on slides were not translated to English.

Assorted specific feedback on lectures/modules:

Local food systems around the world

- fun to get to know your class and backgrounds through task 1
- good preview of the course

Scenarios for future food systems

- Positive experience
- Interesting to think from different perspectives

Field trips

- very interesting to learn about the nutrient recycling projects
- want crops to be presented in harvested state as well as in field
- weather was a challenge for the crop field trip

Group work on food production systems

- Learned a lot
- Demanding project
- More effort than was necessary
- Missed learning about other topics from the other teams
- Learned a lot from the research, but little from writing the actual report

LCA

- Very interesting
- A new concept for most; many were uncomfortable with the calculations and handling the data – they wanted more instruction or literature
- Could have been an individual assignment and then discussed in seminar
- An essential part of the course
- Hard to related the questions on the individual review to the assigned literature
- Some wanted more LCA literature in the course

Innovative food systems final task

- Fun bridge to next course
- Liked the jury and pitch layout, which was a new experience for many
- A few said they did not learn anything new and this was of low value, but high effort
- It helped some to understand practical challenges to launch a product

Ideas for next time:

- Release all the tasks in Canvas at the beginning so people can prepare and plan
- Course leaders could recommend campus activities and talk more about their own involvement and activities
- Tour some local farms and the experiment station