



Sustainable Marketing in the Biobased Sector SG0275, 2018.2223

15 Hp

Pace of study = 100%

Education cycle = Advanced

Course leader = Cecilia Mark-Herbert

Evaluation report

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

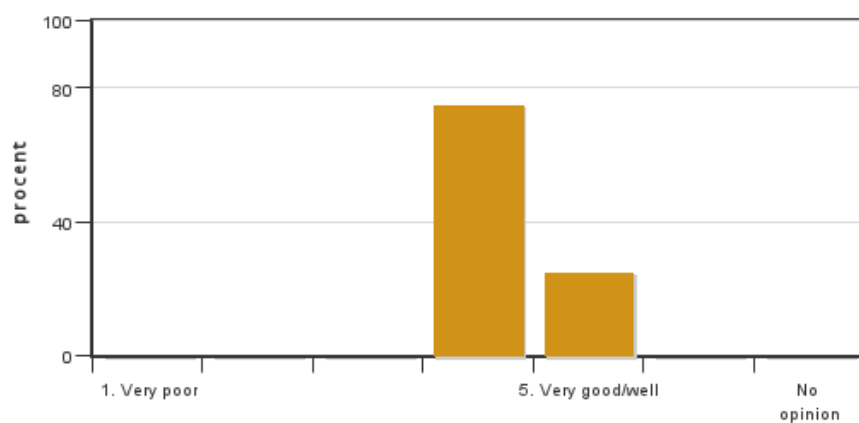
Answers 4

Number of students 13

Answer frequency 30 %

Mandatory standard questions

1. My overall impression of the course is:

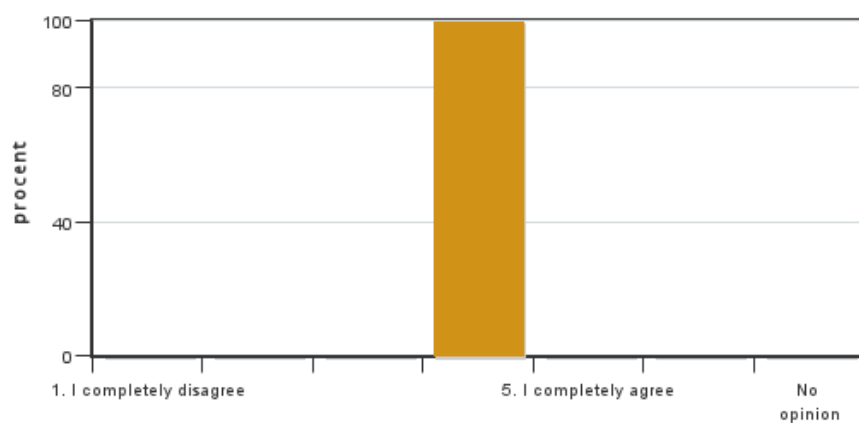


Answers: 4
Medel: 4,3
Median: 4

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

No opinion: 0

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

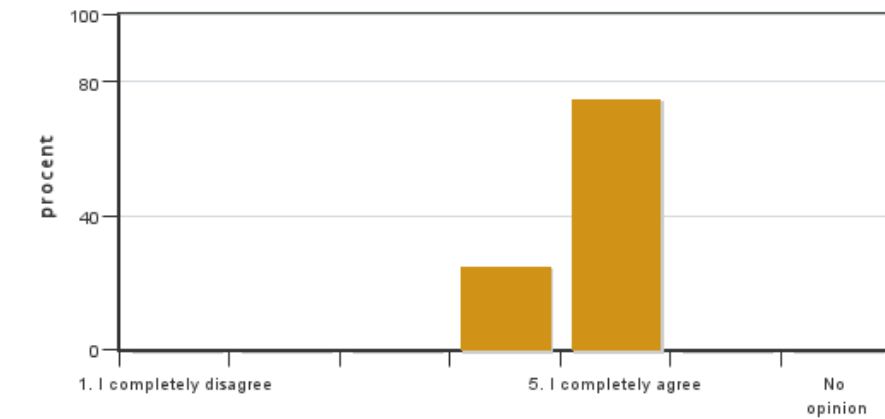


Answers: 4
Medel: 4,0
Median: 4

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

No opinion: 0

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

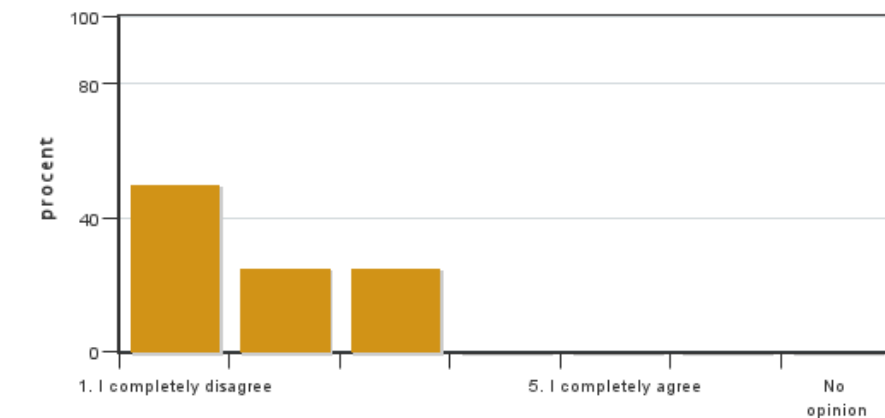


Answers: 4
Medel: 4,8
Median: 5

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

No opinion: 0

4. The information about the course was easily accessible.

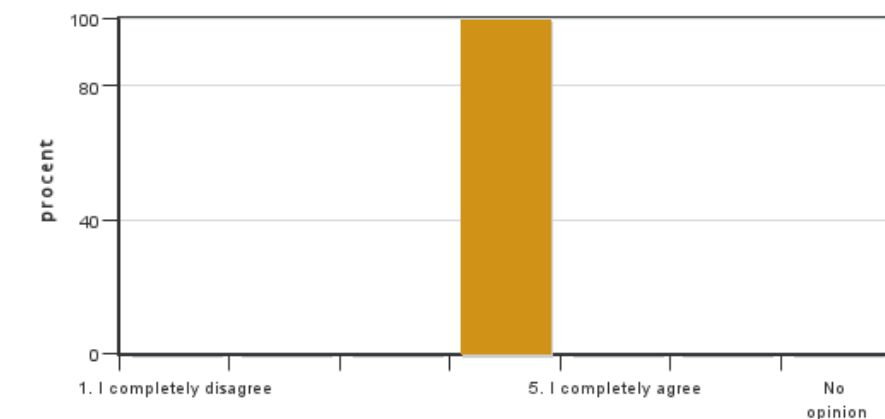


Answers: 4
Medel: 1,8
Median: 1

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

No opinion: 0

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

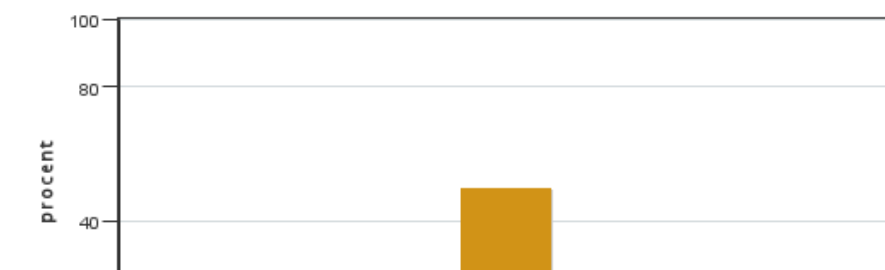


Answers: 4
Medel: 4,0
Median: 4

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

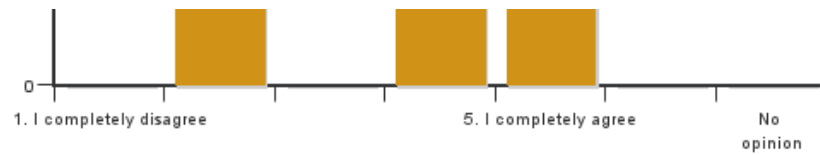
No opinion: 0

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



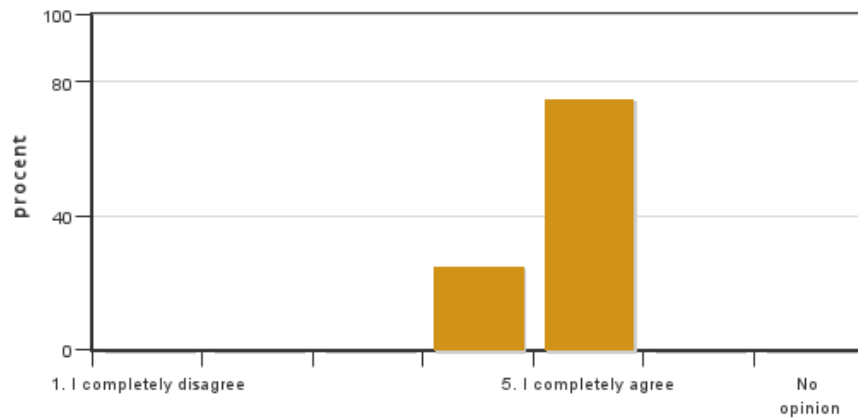
Answers: 4
Medel: 3,8
Median: 4

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



No opinion: 0

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



Answers: 4

Medel: 4,8

Median: 5

1: 0

2: 0

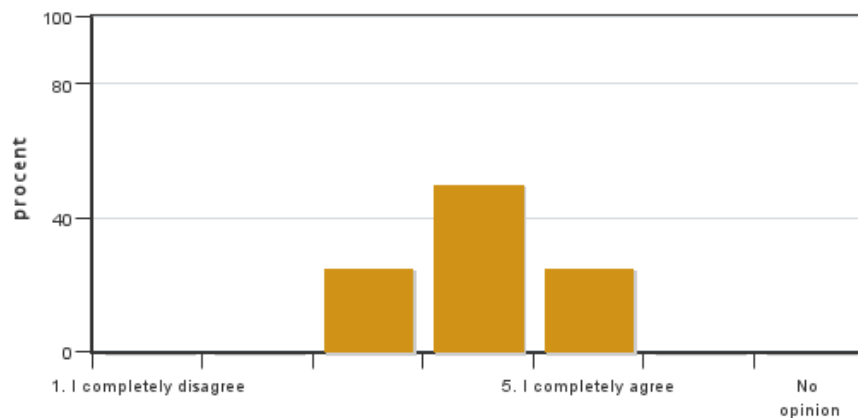
3: 0

4: 1

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: 4

Medel: 4,0

Median: 4

1: 0

2: 0

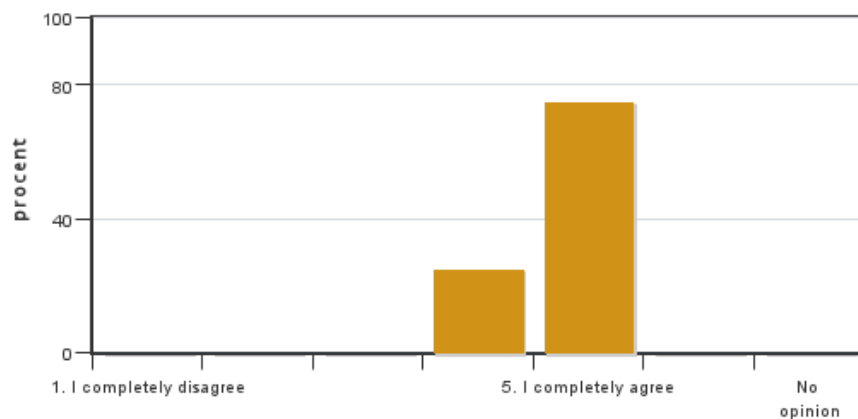
3: 1

4: 2

5: 1

No opinion: 0

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



Answers: 4

Medel: 4,8

Median: 5

1: 0

2: 0

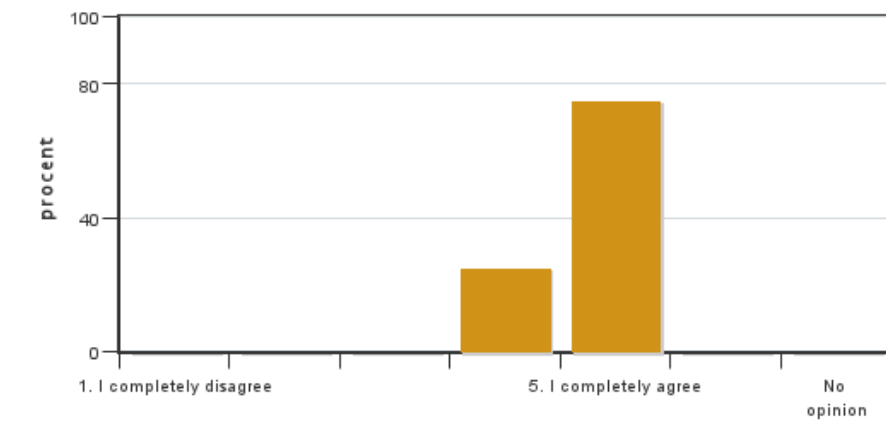
3: 0

4: 1

5: 3

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).

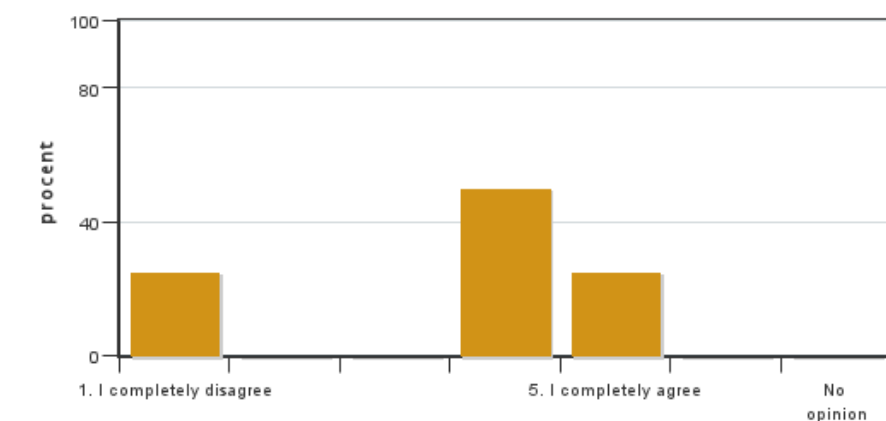


Answers: 4
Medel: 4,8
Median: 5

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

No opinion: 0

11. The course covered international perspectives.

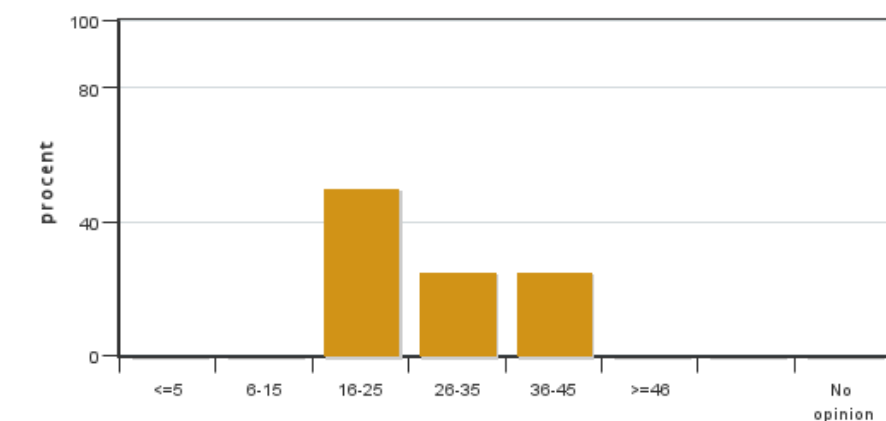


Answers: 4
Medel: 3,5
Median: 4

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

No opinion: 0

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

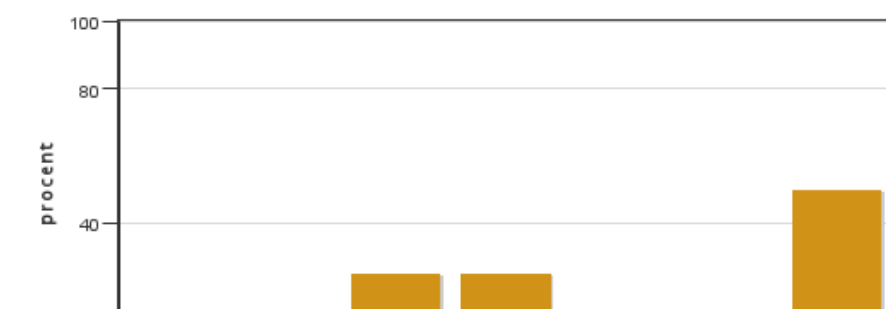


Answers: 4
Medel: 27,5
Median: 16-25

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

No opinion: 0

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



Answers: 4
Medel: 3,5
Median: 3

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

No opinion: 2



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)*, 2022, was planned as an on-campus course. It was offered with external lecturers and some of the theoretical lectures jointly with a "sister course" (FÖ0440) which gives students with different backgrounds opportunities to meet. Some activities, external lecturers, were held in Zoom because it made it possible to invite them to contribute in the course.

A relatively small class (12 students) consisted of a mix of students with forestry background, agricultural background and exchange students with a variety in backgrounds (level and subject).

Of the 12 students in the course, 4 students (33%) replied to the opportunity to provide feedback in a course evaluation. Thank you kindly for filling out the course evaluation! Students are reminded in the course of the importance of 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 (4.3 on a 1-5 scale). 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 still see the need to further 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 (in this case forestry production). 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. This is the biggest "take home" for me. Among the students that replied to the course evaluation students felt that their prior knowledge was sufficient for the course (4.8).

The examination (4) 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 course load, however, is hard to interpret. The average time spent on the course is 27,5 hours, which indicates that I do not need to cut back on readings – on the contrary I can ask for more time invested in the course (given that it is a full-time course, 40h/ week).

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 see close connection to sustainable development (4,8) and course quality 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

This course, SG0275 (Sustainable marketing in the biobased sector) held joint lectures with FÖ0440 (Management perspectives for sustainable food systems). This resulted in cross-disciplinary discussions. Seminars and group assignments were conducted separately. During the course, the student representative asked for feedback and suggestions – students expressed that the course was going well and they had no recommendations for improving course content. A summary of student feedback follows. Students thought that the course was interesting and the large amount of external lectures were appreciated. Some said that Canvas contained a lot of information and could be hard to navigate. Students felt that they got the chance to demonstrate what they learned and that sustainable

development was covered. Students spent a variable amount of time on the course work. There was a fair bit of required literature reading that aligned nicely with the course text book. Additional recommended literature was appreciated to further explore topics of interest. The course leaders brought their relevant experiences and expertise to class discussions and this contributed in a valuable way to student learning outcomes. Overall, students had a positive impression of the course.

Kontakta support: support@slu.se - 018-67 6600