



# Sustainable Production Systems in a Global Perspective

## BI1396, 30226.2324

15 Hp  
Pace of study = 100%  
Education cycle = Basic  
Course leader = Thomas Prade

### Evaluation report

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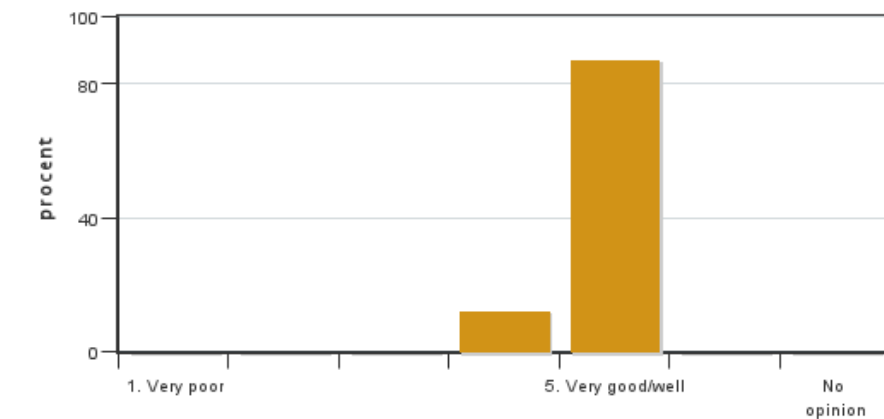
Evaluation period: 2024-03-12 - 2024-04-02

Answers 8  
Number of students 12  
Answer frequency 66 %

### Mandatory standard questions

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

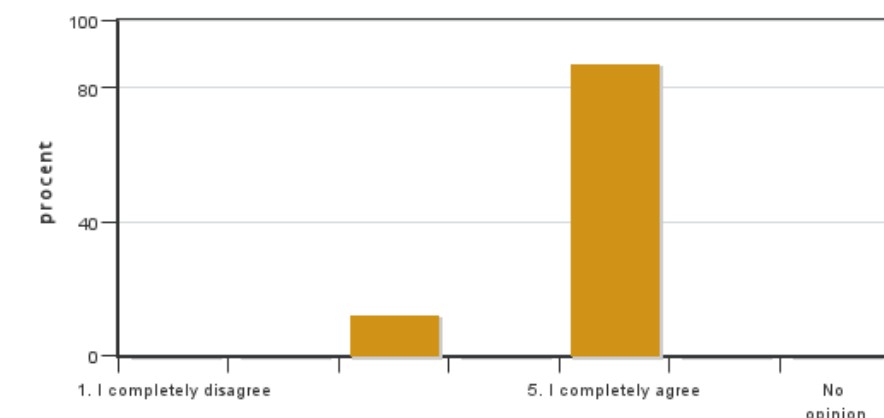


Answers: 8  
Medel: 4,9  
Median: 5

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

No opinion: 0

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

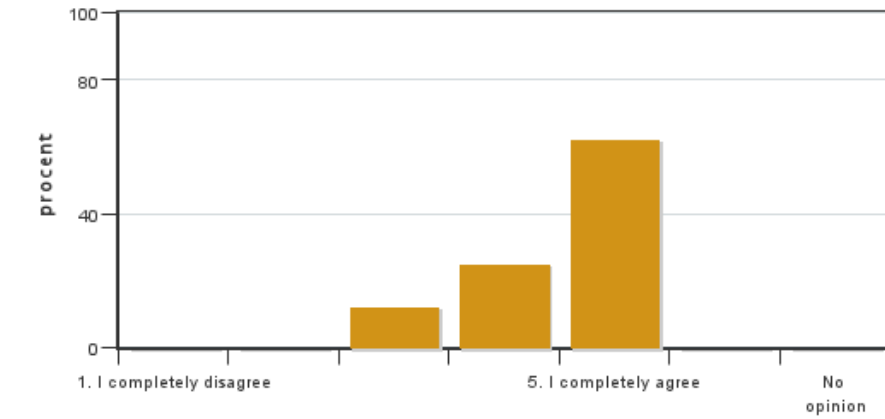


Answers: 8  
Medel: 4,8  
Median: 5

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

No opinion: 0

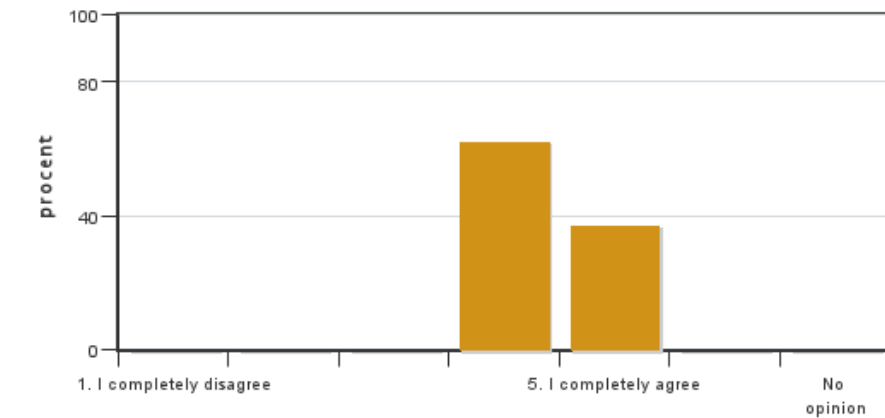
**3. My prior knowledge was sufficient for me to benefit from the course.**



Answers: 8  
 Medel: 4,5  
 Median: 5

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

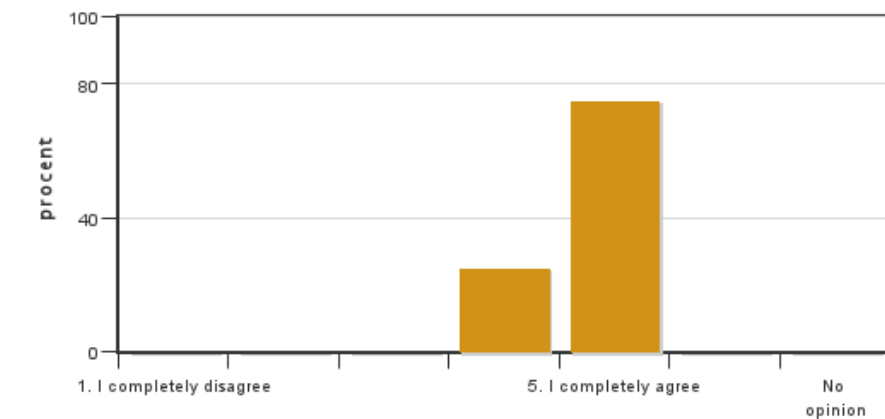
**4. The information about the course was easily accessible.**



Answers: 8  
 Medel: 4,4  
 Median: 4

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

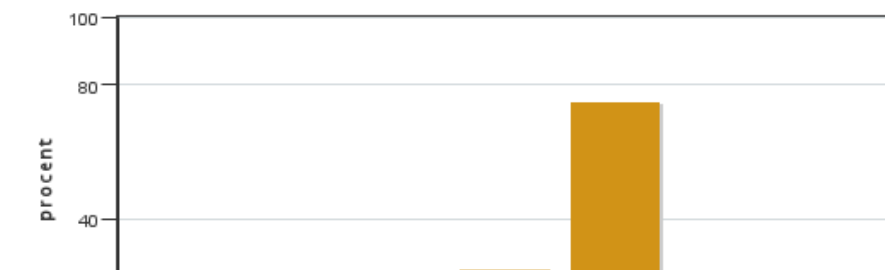
**5. The various course components (lectures, course literature, exercises etc.) have supported my learning.**



Answers: 8  
 Medel: 4,8  
 Median: 5

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

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



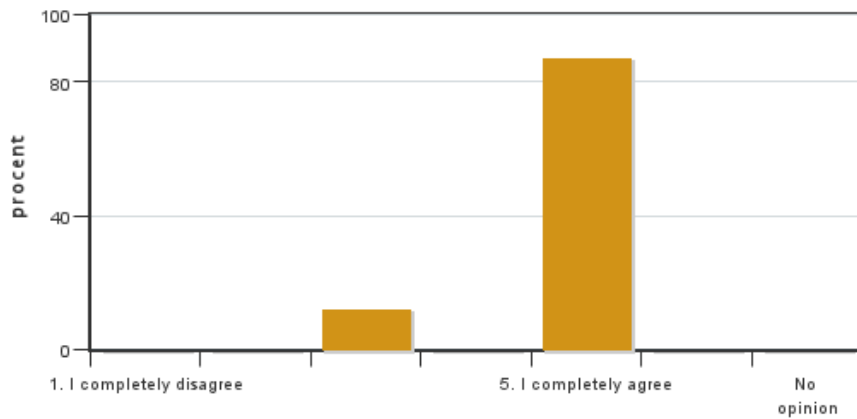
Answers: 8  
 Medel: 4,8  
 Median: 5

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



No opinion: 0

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



Answers: 8

Medel: 4,8

Median: 5

1: 0

2: 0

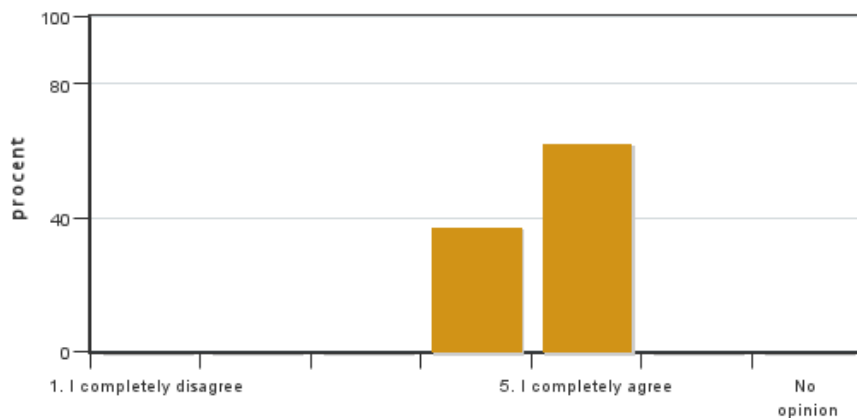
3: 1

4: 0

5: 7

No opinion: 0

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



Answers: 8

Medel: 4,6

Median: 5

1: 0

2: 0

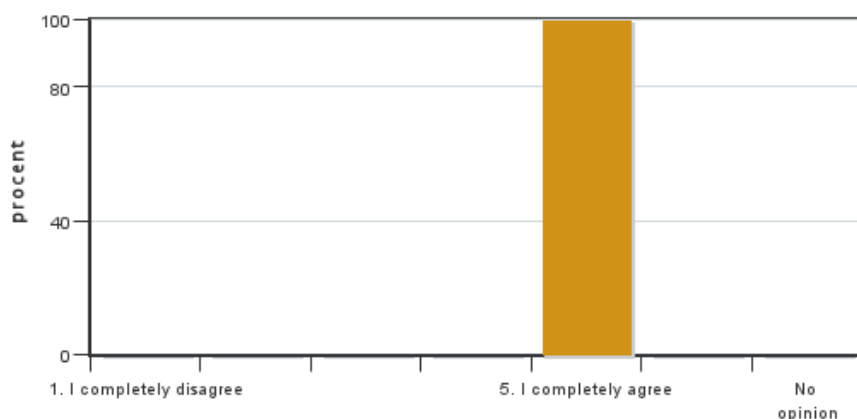
3: 0

4: 3

5: 5

No opinion: 0

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



Answers: 8

Medel: 5,0

Median: 5

1: 0

2: 0

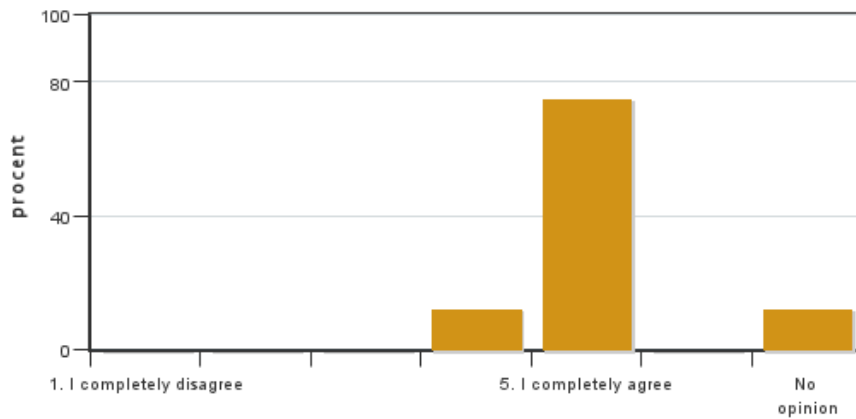
3: 0

4: 0

5: 8

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).**

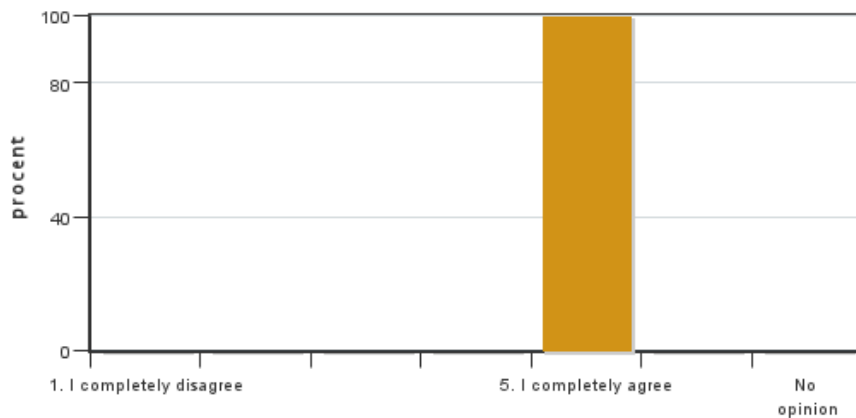


Answers: 8  
 Medel: 4,9  
 Median: 5

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

No opinion: 1

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

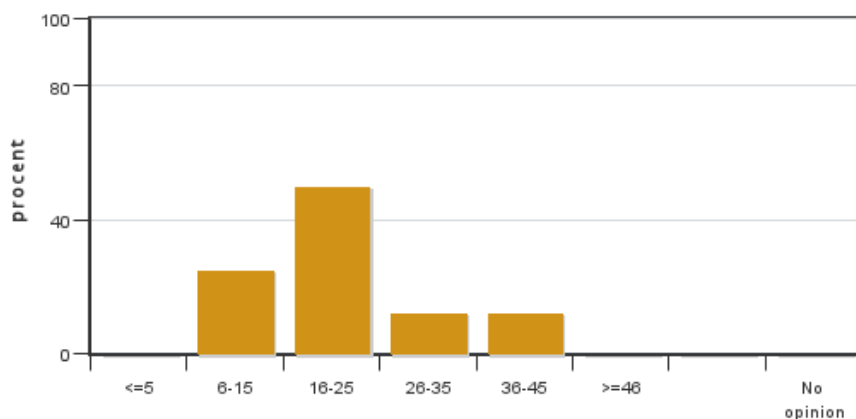


Answers: 8  
 Medel: 5,0  
 Median: 5

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

No opinion: 0

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



Answers: 8  
 Medel: 21,3  
 Median: 16-25

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

No opinion: 0

## Course leaders comments

### Summary from the oral course evaluation

In the oral course evaluation, the students commented on several aspects of the course. As specifically positive, the following topics were raised:

- The FAOSTAT/Gap-Minder exercise was mentioned as a good preparation for the work in the course and helpful in general
- Most lectures were found very interesting, the lecture on animal production was highlighted specifically.
- The examination 7 (individual essay) was highlighted as a way to work in depth with the skills acquired in the course
- The course was experienced as having a strong focus on sustainability issues, much more than what the students had come in contact with in their programs before (Tring-odling).

- The course was experienced as well-structured and well-organised, which was found to be helpful for the learning process. Also the weekly schedule updates were appreciated.
- The international scope of the course was received very positively
- The planetary boundary seminar and the Living Planet seminar were found to be new topics for many participants and discussions were much appreciated.
- The PhD presentation day was much appreciated.
- The use of assignments instead of a final exam were regarded as preferable.
- The course literature was seen as a good complement to lectures, specifically the book on Agricultural Economics by Martin was regarded as helpful.

#### General comments

- There was some more heavy workload when examination tasks overlapped, but that was seen as manageable
- The students criticized that there many different ways of how Canvas pages for courses are organized (i.e. individually for each teacher). The courses by Boel Rönnblom were mentioned as good examples of a structure that works very well. The structure includes one module per week (but with one assignment per week as well). Comment by the course leader: I have contacted Boel to learn more about her Canvas structure and I will raise this issue to our teacher team for discussion of possible solutions.

The students expressed the following suggestions for improvements of the course:

- An excursion would have been a good complement. Comment by the course leader: In earlier course opportunities, an excursion was included. However, since the pandemic, such visits are not as easy to book anymore and this year it was not possible.
- Some students suggested to reduce the number of students per work group to two, in order to better be involve in all parts of the examination tasks. With 3 or more students, it was partly seen as more difficult to distribute the work between the group members. Comment by the course leader: I will allow group sizes of 2-3 instead of 3-4 in VT2025.
- Some students suggested not to change groups for every assignment in order to better get to know the co-workers instead of meeting all, but only very shortly. Others like fact that they met all course participants at some point. Comment by the course leader: There was support for the solution to keep groups for two assignments and then change them once and keep them for another two assignments, which will be tested in VT2025.
- More practical examples of sustainability assessment (e.g. as part of the *Sustainability assessment of cropping systems* lecture) would be appreciated. Also a simple example on how to structure an assessment (e.g. *paper cup vs ceramic cup* example). Comment by the course leader: I intend to include such an example to the lecture in VT2025.

#### Comments on the online evaluation

The online course evaluation confirmed that the students appreciated the course very much with an average of 4.9 for the overall course impression and high to very high averages for the remaining questions.

## Student representatives comments

No comments from the student representatives