



Sustainable Marketing in the Biobased Sector SG0275, 20142.2324

15 Hp

Pace of study = 100%

Education cycle = Advanced

Course leader = Cecilia Mark-Herbert

Evaluation report

Evaluation period: 2024-01-07 - 2024-01-28

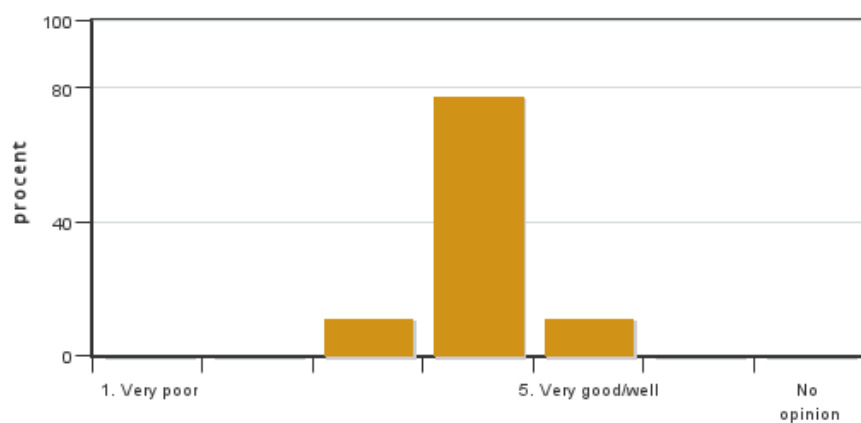
Answers 9

Number of students 15

Answer frequency 60 %

Mandatory standard questions

1. My overall impression of the course is:

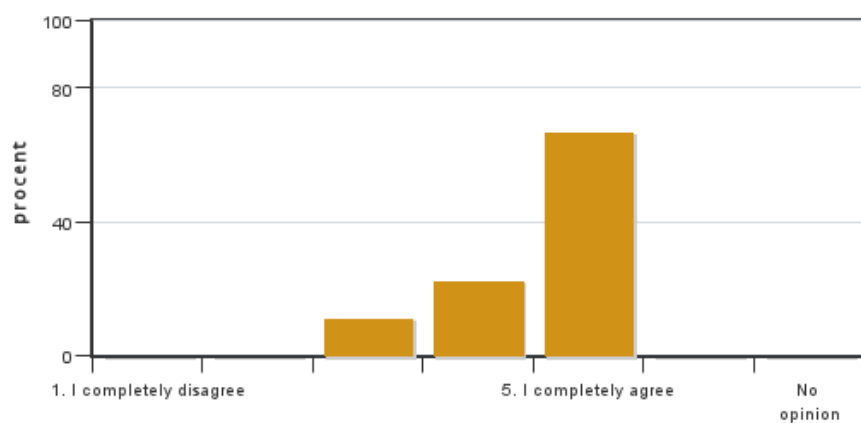


Answers: 9
Medel: 4,0
Median: 4

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

No opinion: 0

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

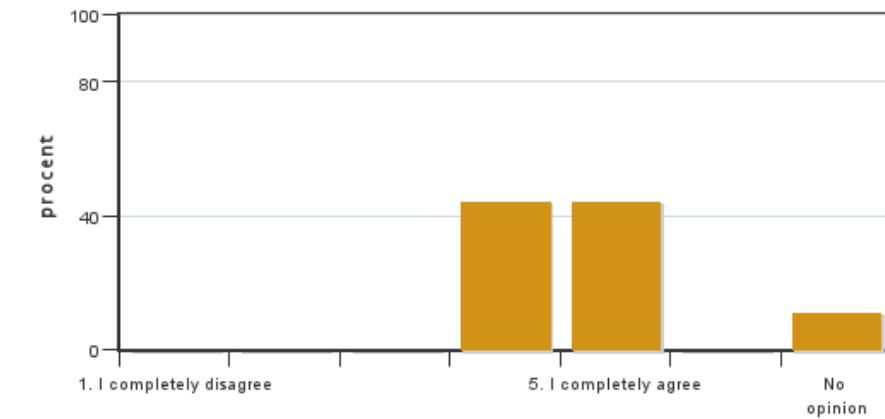


Answers: 9
Medel: 4,6
Median: 5

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.

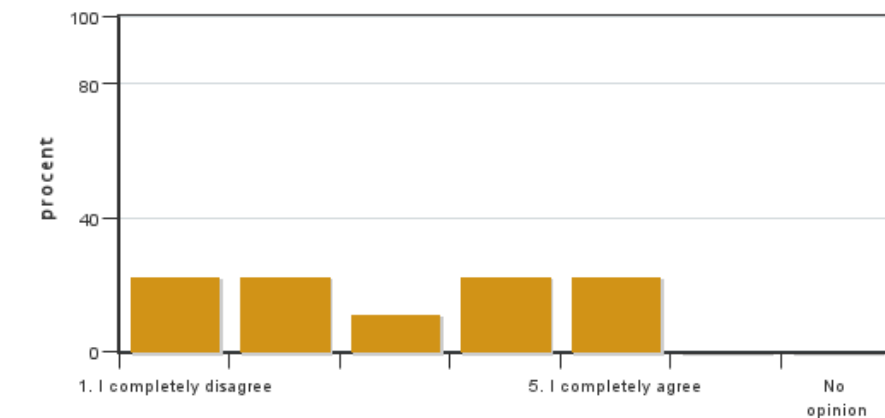


Answers: 9
Medel: 4,5
Median: 4

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

No opinion: 1

4. The information about the course was easily accessible.

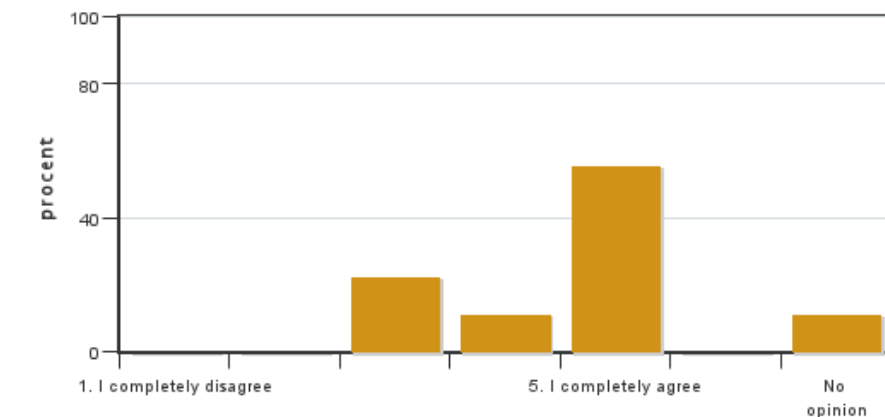


Answers: 9
Medel: 3,0
Median: 3

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

No opinion: 0

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



Answers: 9
Medel: 4,4
Median: 5

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

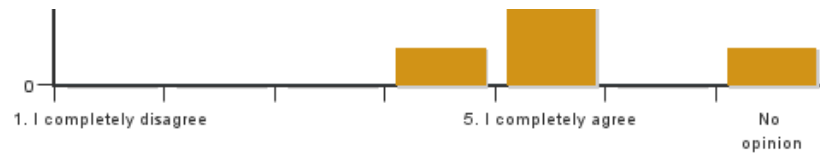
No opinion: 1

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



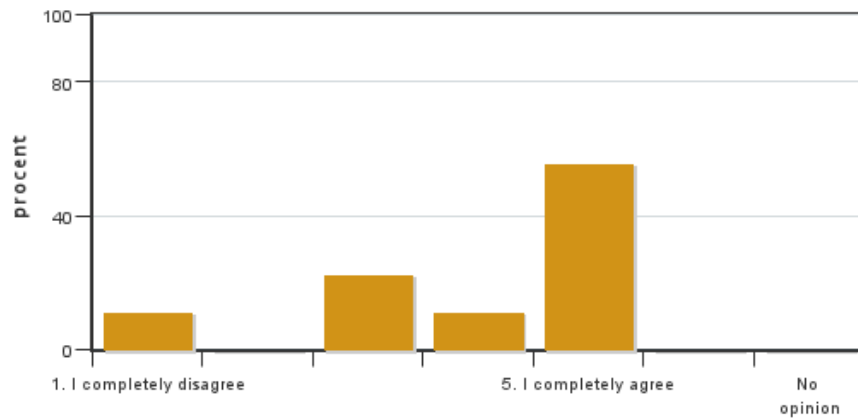
Answers: 9
Medel: 4,9
Median: 5

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



No opinion: 1

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



Answers: 9

Medel: 4,0

Median: 5

1: 1

2: 0

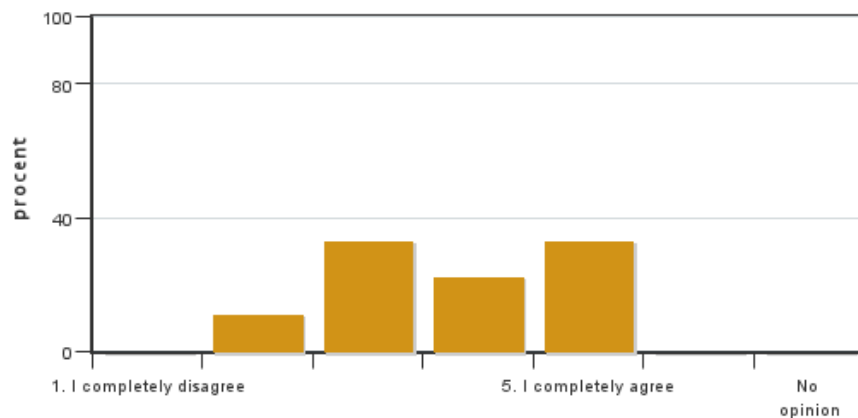
3: 2

4: 1

5: 5

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: 3,8

Median: 4

1: 0

2: 1

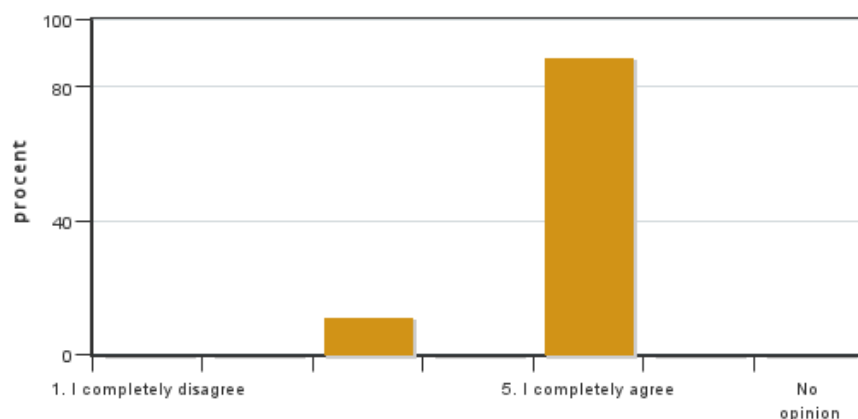
3: 3

4: 2

5: 3

No opinion: 0

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



Answers: 9

Medel: 4,8

Median: 5

1: 0

2: 0

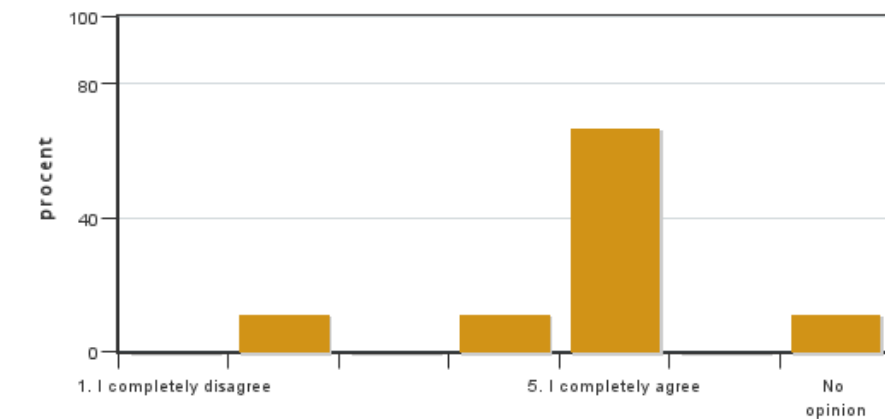
3: 1

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).

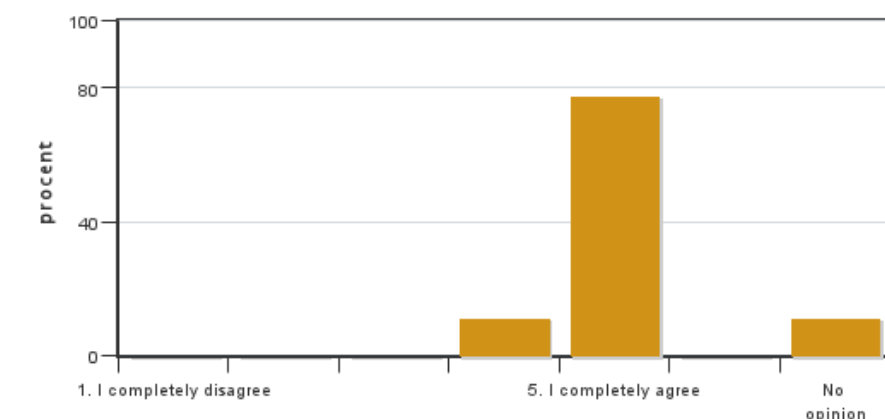


Answers: 9
 Medel: 4,5
 Median: 5

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

No opinion: 1

11. The course covered international perspectives.

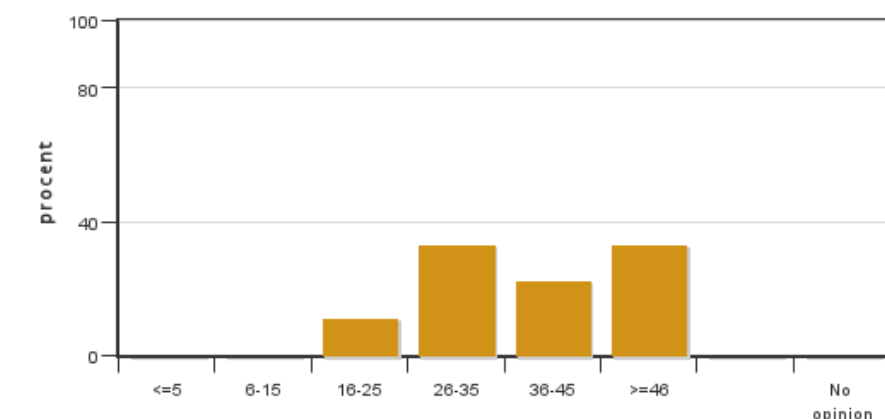


Answers: 9
 Medel: 4,9
 Median: 5

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

No opinion: 1

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



Answers: 9
 Medel: 36,4
 Median: 36-45

≤5: 0
 6-15: 0
 16-25: 1
 26-35: 3
 36-45: 2
 ≥46: 3

No opinion: 0

Course leaders comments

The course, *Sustainable Marketing in the Biobased Sector(SG0275)*, 2023, was carried out as an on-campus course, but some lectures were held I zoom for practical reasons. Mandatory parts of the course were spread out over the duration of the course to ensure that the work load was spread out. The first half of the course (November) is intense with lectures and seminars. Concepts, perspectives and models serve as the basis for the written individual examination (a qvizz). Parallel with lectures students are asked to do readings and prepare in an analytical note for seminars (5 + one workshop). Most of December represents group-project work where conceptual frameworks are used in analysis of a small empirical study. It also gives a flexibility around the Christmas holidays, which is practical.

The course (15 students) consisted forestry major-program students (jägmästare), exchange students and SLU-program students in other master programs with a variety in backgrounds (level and subject). Of the 15 students, 9 students (60%) replied to the opportunity to provided feed-back 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! These suggestions will serve as inspiration for continued course development.

The over all impression of the course is good (4.0). Students have provided feedback with wishes for more clarity in Canvas, despite my efforts to consult with a Canvas guru (Claes), having an outline on the first page and modules with materials that exactly follows the time order in the schedule document (with readings in each module for each lecture).

I am glad to see that the connection between learning objectives and content in the course is high (4.6). It is worth noting that this does not only pertain to the readings, but also to the *skills* that different parts in the course offers. It is worth noting that one student did not see the links between learning objectives and the project – so I will clarify this in the future. This course has a bit of both in lectures and seminars, because the two are integrated. The course book is supplemented with classical and contemporary academic articles – selected by the course leader as well as by students (course components supported my learning 4.4).

A spread in question 3 (sufficient prior knowledge) is to be expected given a course at an advanced level where students with very different backgrounds meet. Very happy to see a positive verdict on social learning environment in the course (4.9 !!) – this is all your work, in including each other in the work. The average work load (37 h/ week) also supports hard work (question 12).

Question 7 concerns the physical learning environment (4.0) – and it is worth noting that one students wrote a 1 (low grade) with a strong motivation “SLU's wifi is horribly bad. I will continue to give a 1 on this question in every class until this is taken care of” (transl.). This is beyond me, as a course leader but yes, I agree, it is a problem.

The examinations received 3.8 in the course evaluation (question 8) with a suggestion of having a larger exam instead of a quiz, and a statement of preparedness for being assessed in weekly submissions in the course. The quizz is essentially a way to ensure that students have captured the vocabulary of the subject with a critical understanding of how concepts and models develop over time. 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 a clear connection to sustainable development (4.8) and find comments about an including and respectful learning environment (4.5) in the dialogue in these seminars. Thank you all!

Student representatives comments

The course “Sustainable marketing in the biobased sector” has received a high score in many of the aspects of the course evaluation. Among those are:

- The course contents link to learning objectives
- Social learning environment
- Sustainability aspect
- Equality aspect
- International perspective
- The physical learning facilities (Except the Wi-fi which has not been functioning well at SLU overall).

The exam has received a mixed response from students, with some stating that a smaller exam is great since there are a lot of other tasks to do. Others felt that you couldn't showcase all your knowledge on the exam since it was too small.

? of the students stated that they spent over 46 hours a week (including lectures) on this course and stated that the course has been very stressful, especially in November since there were a lot of obligatory lessons combined with hand-ins.

In conclusion “Sustainable marketing in the biobased sector” has received positive feedback on many of the different aspects, the international perspective and the equal+social learning environment among others. However feedback has been mixed regarding the exam and time spent on the course.