



Management perspectives for sustainable food systems FÖ0440, 20156.2324

15 Hp

Pace of study = 100%

Education cycle = Advanced

Course leader = Cecilia Mark-Herbert

Evaluation report

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

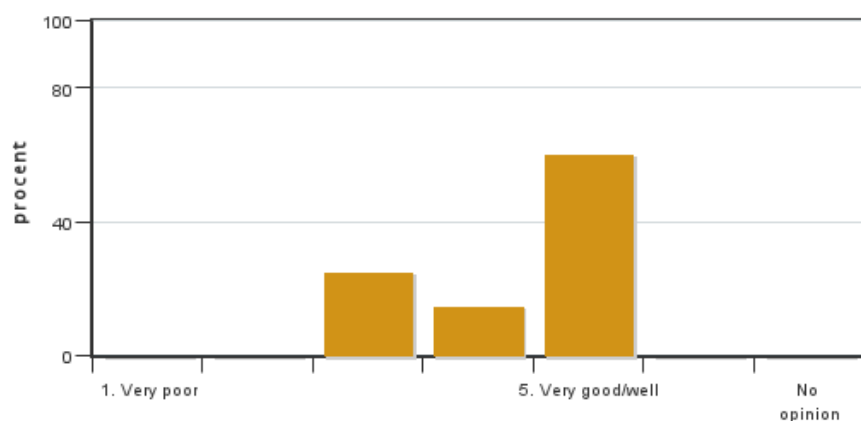
Answers 20

Number of students 35

Answer frequency 57 %

Mandatory standard questions

1. My overall impression of the course is:



Answers: 20

Medel: 4,4

Median: 5

1: 0

2: 0

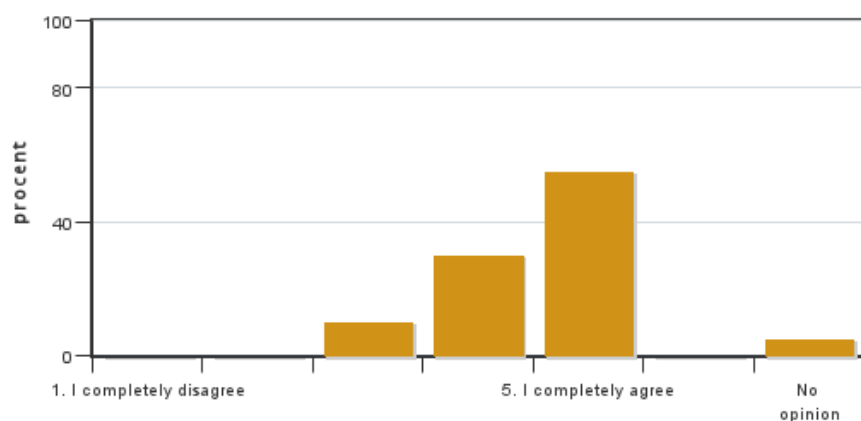
3: 5

4: 3

5: 12

No opinion: 0

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



Answers: 20

Medel: 4,5

Median: 5

1: 0

2: 0

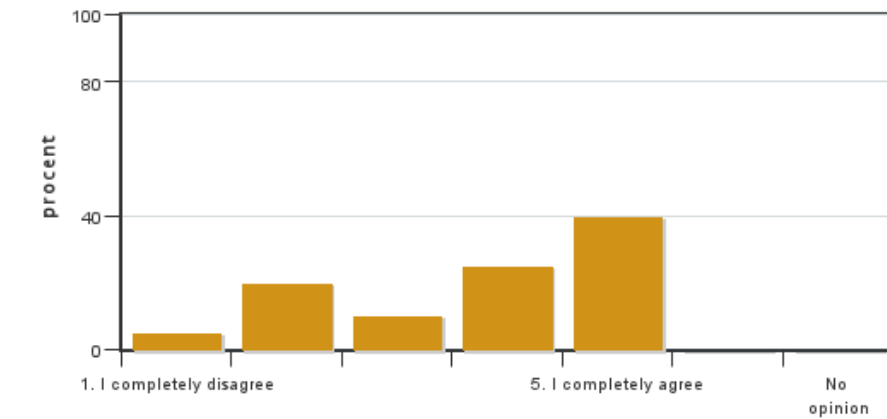
3: 2

4: 6

5: 11

No opinion: 1

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

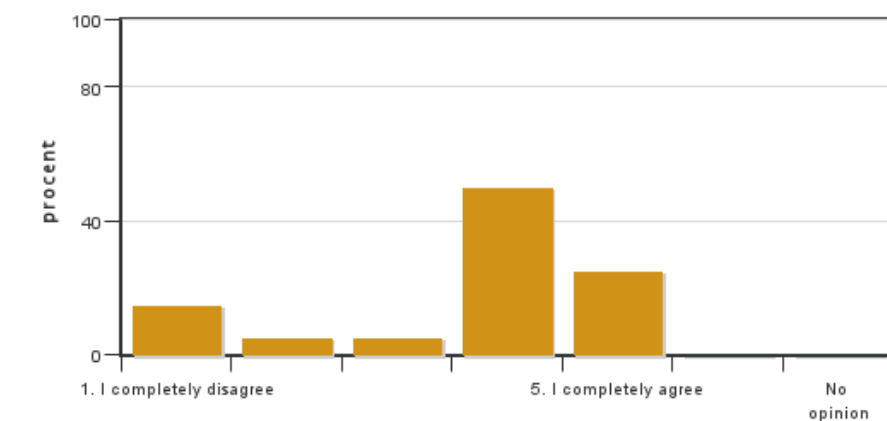


Answers: 20
Medel: 3,8
Median: 4

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

No opinion: 0

4. The information about the course was easily accessible.

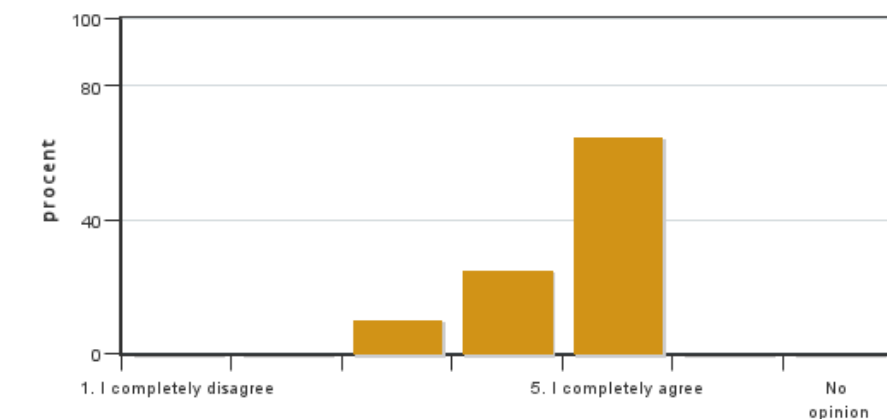


Answers: 20
Medel: 3,7
Median: 4

1: 3
2: 1
3: 1
4: 10
5: 5

No opinion: 0

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

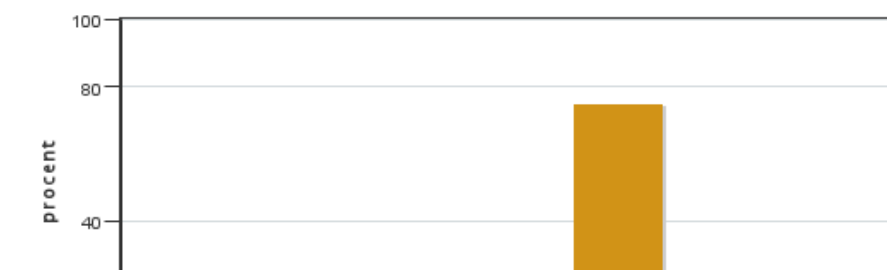


Answers: 20
Medel: 4,6
Median: 5

1: 0
2: 0
3: 2
4: 5
5: 13

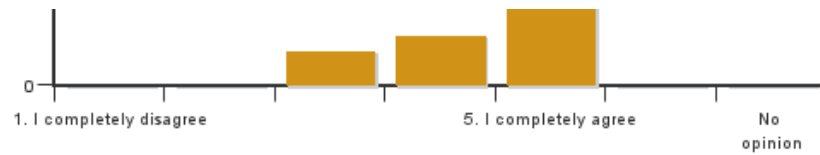
No opinion: 0

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



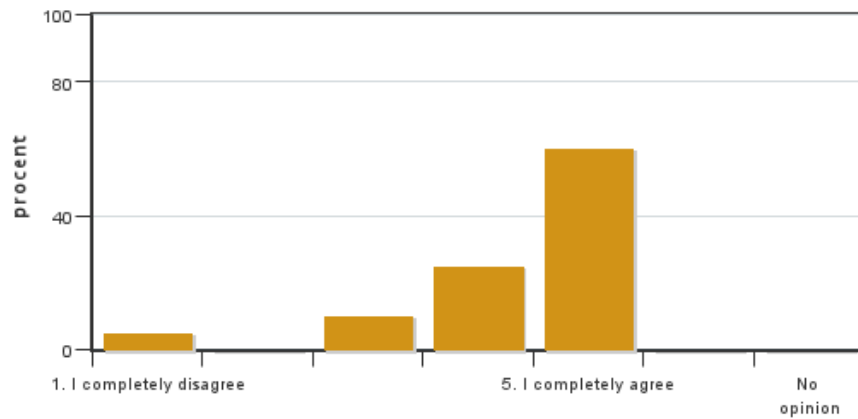
Answers: 20
Medel: 4,7
Median: 5

1: 0
2: 0
3: 2
4: 3
5: 15



No opinion: 0

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



Answers: 20

Medel: 4,4

Median: 5

1: 1

2: 0

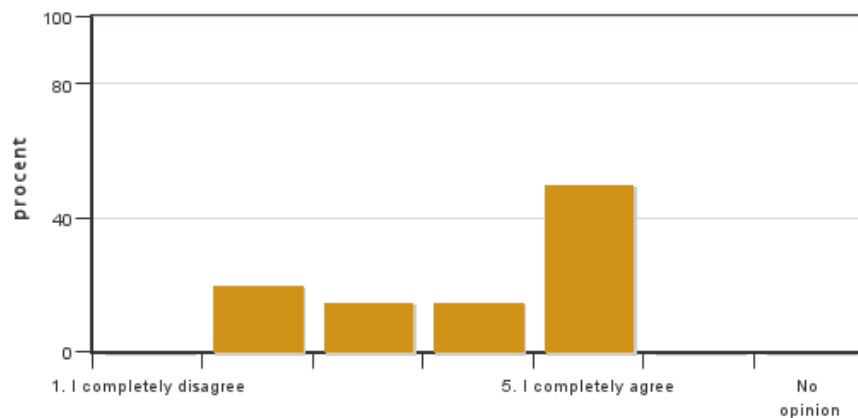
3: 2

4: 5

5: 12

No opinion: 0

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



Answers: 20

Medel: 4,0

Median: 4

1: 0

2: 4

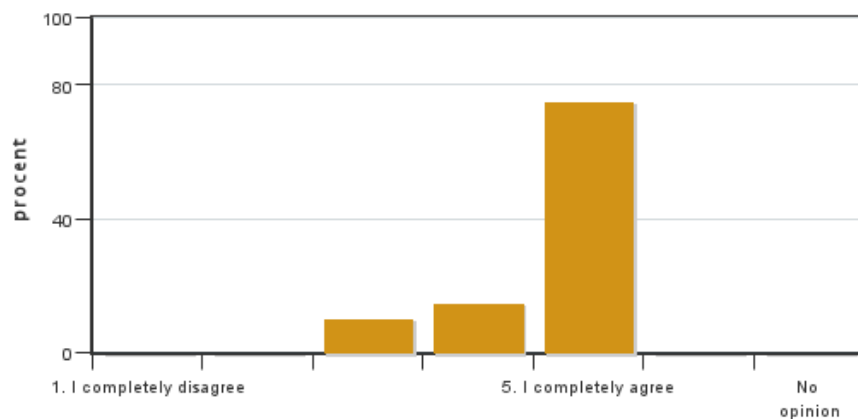
3: 3

4: 3

5: 10

No opinion: 0

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



Answers: 20

Medel: 4,7

Median: 5

1: 0

2: 0

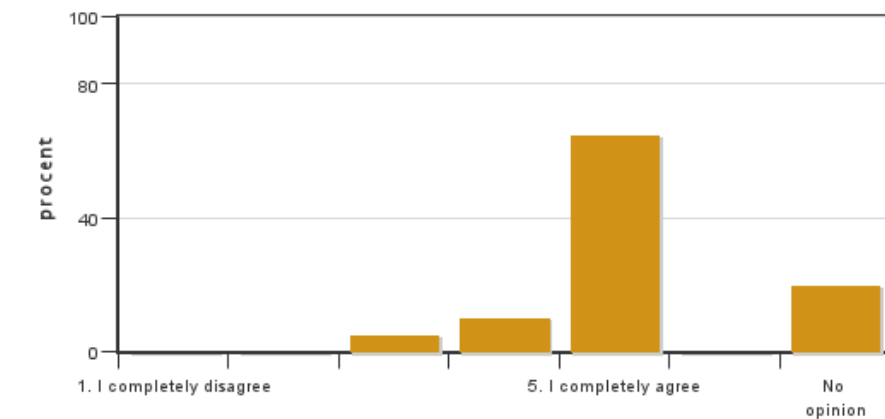
3: 2

4: 3

5: 15

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).

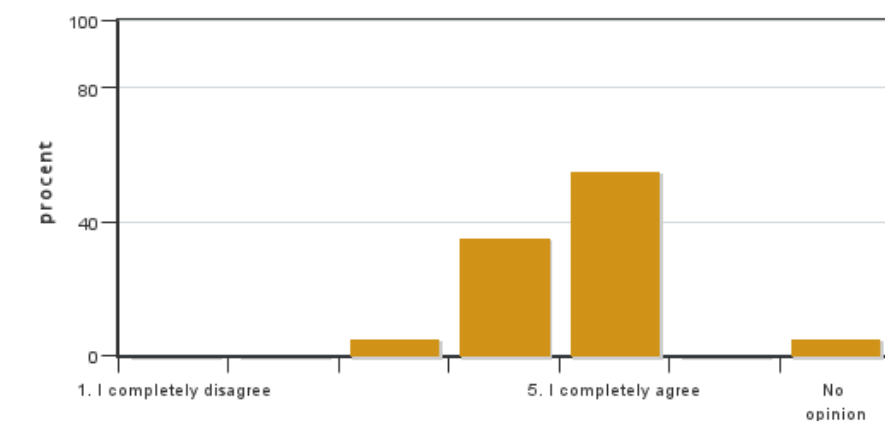


Answers: 20
Medel: 4,8
Median: 5

1: 0
2: 0
3: 1
4: 2
5: 13

No opinion: 4

11. The course covered international perspectives.

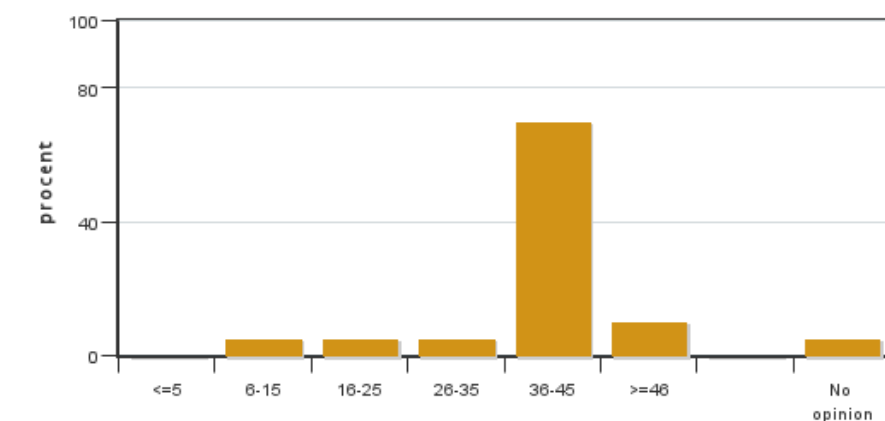


Answers: 20
Medel: 4,5
Median: 5

1: 0
2: 0
3: 1
4: 7
5: 11

No opinion: 1

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



Answers: 20
Medel: 37,5
Median: 36-45

≤5: 0
6-15: 1
16-25: 1
26-35: 1
36-45: 14
≥46: 2

No opinion: 1

Course leaders comments

The course, *Management perspectives for sustainable food systems (FÖ0440)*, 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 quizz). 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 (35 students) consisted SFS-program students, exchange students and SLU-program students in other master programs. That means that the course had a relatively big share of non- SFS program students, with a

variety in backgrounds (level and subject). The admissions process for the SFS program also influenced the degree of international participation in the program as a whole and this course.

Of the 35 students, 20 students (57%) replied to the opportunity to provide feedback 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 overall impression of the course is good (4.4). Students have provided feedback with wishes for: a lighter work-load and less material in Canvas. This is a full time class, and for students with a non-social-science background the first weeks require breaking new grounds in terms of vocabularies, which is time consuming. Canvas is a problem for some students, 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). A comment pertaining to the use of time in lectures reflects the difficulties in planning for lectures. For lecturers that have a “dialogue-format” for their lectures, the time needed is significantly shorter if the students don't contribute in the dialogue. Some classes need three hours for a material that another class only needs two hours for covering. It varies much depending on how talkative the class is.

I am glad to see that the connection between learning objectives and content in the course is high (4.5). 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. 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 4.6).

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 (4.7) – 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).

The examinations received 4.0 in the course evaluation (question 8) and quite a few suggestions, such as: expectations of an examination that reflected more analytical capacity and a question of why only one of the analytical notes was graded. I will reply to both these suggestions since there is a thought behind the format for each of these. 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. However, the group project offers grounds to train analytical and rhetorical skills. The second suggestion, relating to grading all the submitted analytical notes, is appreciated, for students put work in to all of the notes (get individual feedback on one, and a collective feedback on the second) – but there is simply not enough resources to provide feedback or grade more than one individual analytical note. The grading in the course is based on: an individual quizz, active attendance in external lecturers, analytical note for seminars and a group project. The seminars are focusing on theoretical concepts and a chance to penetrate the key objectives in the course book. This is an appreciated part of the course! 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 find comments about an including and respectful learning environment (4.8) in the dialogue in these seminars. Thank you all!

Student representatives comments

No comments from the student representatives