



Food Ethics LV0115, 10352.2324

7.5 Hp

Pace of study = 100%

Education cycle = Advanced

Course leader = Helena Röcklinsberg, Per Sandin

Evaluation report

Evaluation period: 2023-10-23 - 2023-11-13

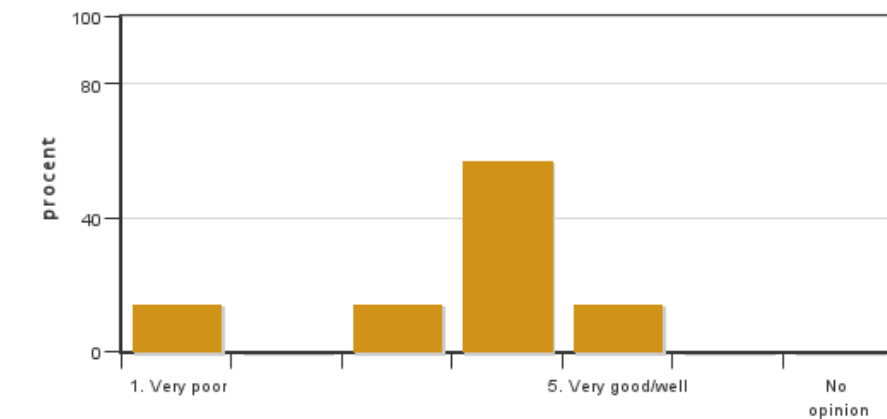
Answers 7

Number of students 22

Answer frequency 31 %

Mandatory standard questions

1. My overall impression of the course is:

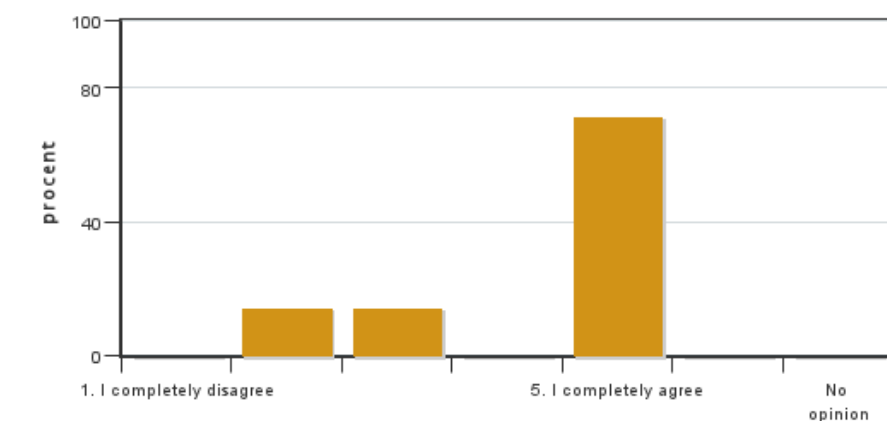


Answers: 7
Medel: 3,6
Median: 4

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

No opinion: 0

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

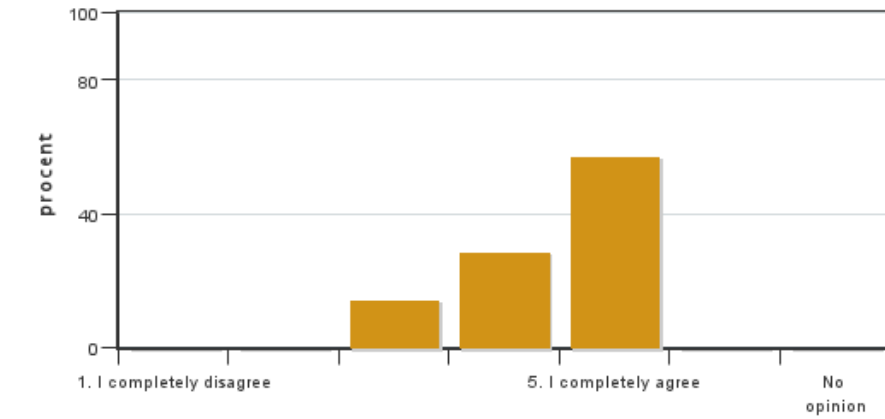


Answers: 7
Medel: 4,3
Median: 5

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

No opinion: 0

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

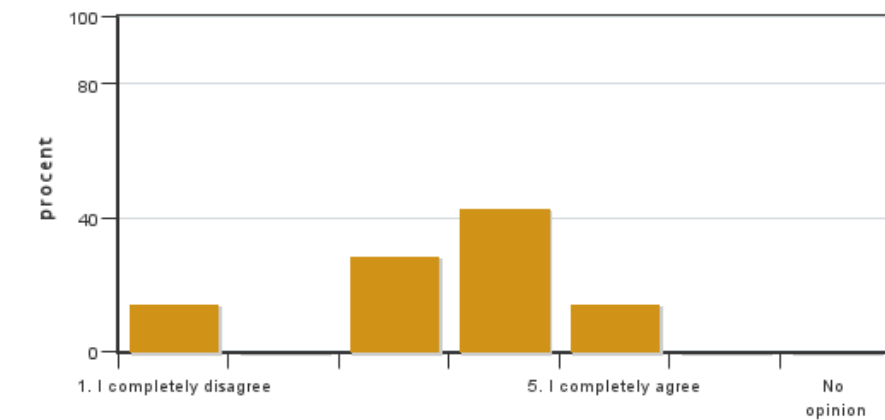


Answers: 7
 Medel: 4,4
 Median: 5

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

No opinion: 0

4. The information about the course was easily accessible.

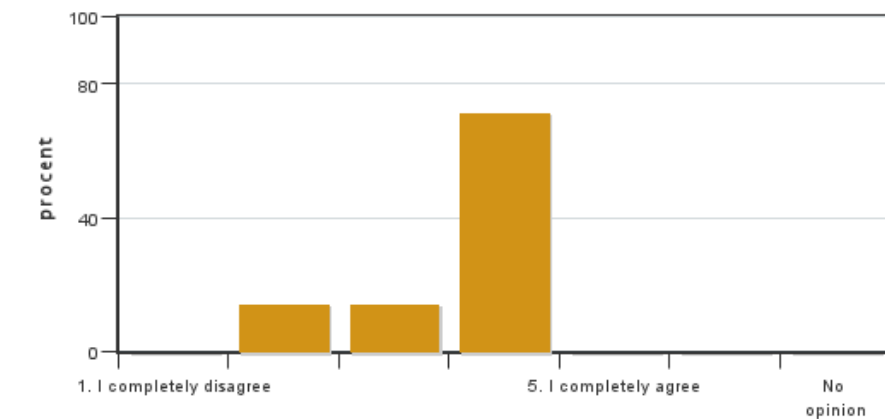


Answers: 7
 Medel: 3,4
 Median: 4

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

No opinion: 0

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

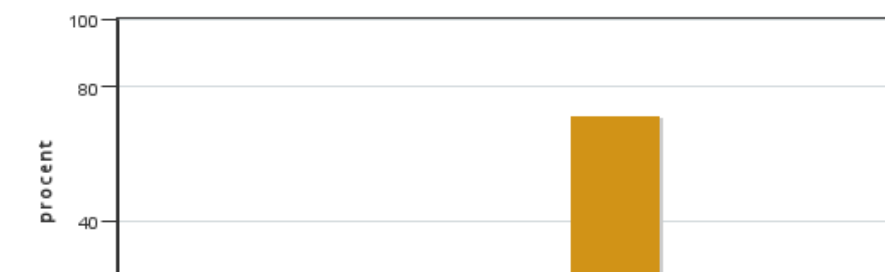


Answers: 7
 Medel: 3,6
 Median: 4

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

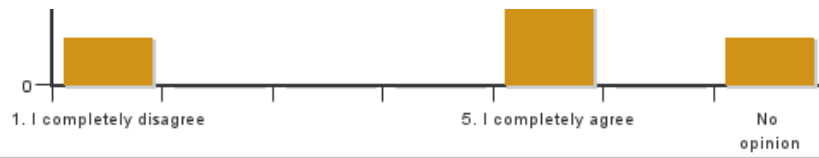
No opinion: 0

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



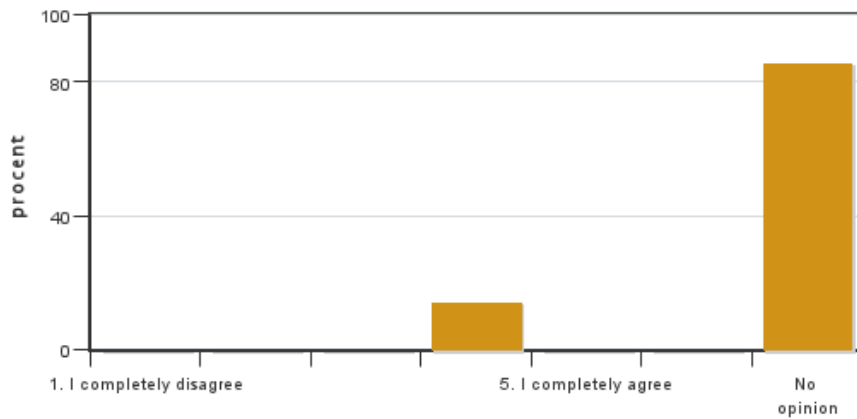
Answers: 7
 Medel: 4,3
 Median: 5

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



No opinion: 1

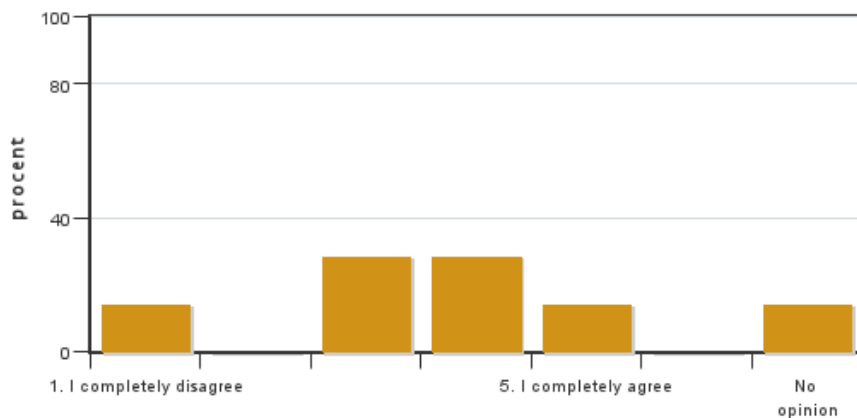
7. The physical learning environment (facilities, equipment etc.) has been satisfactory.



Answers: 7
Medel: 4,0
Median: 4

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

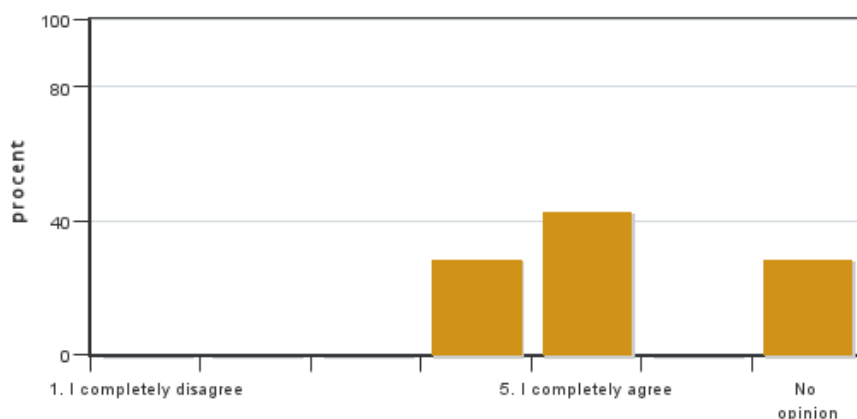
8. The examination(s) provided opportunity to demonstrate what I had learnt during the course (see the learning objectives).



Answers: 7
Medel: 3,3
Median: 3

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

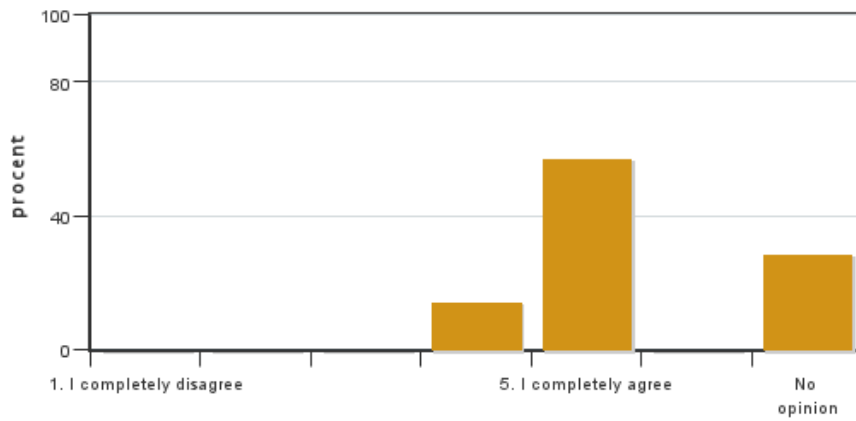
9. The course covered the sustainable development aspect (environmental, social and/or financial sustainability).



Answers: 7
Medel: 4,6
Median: 5

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

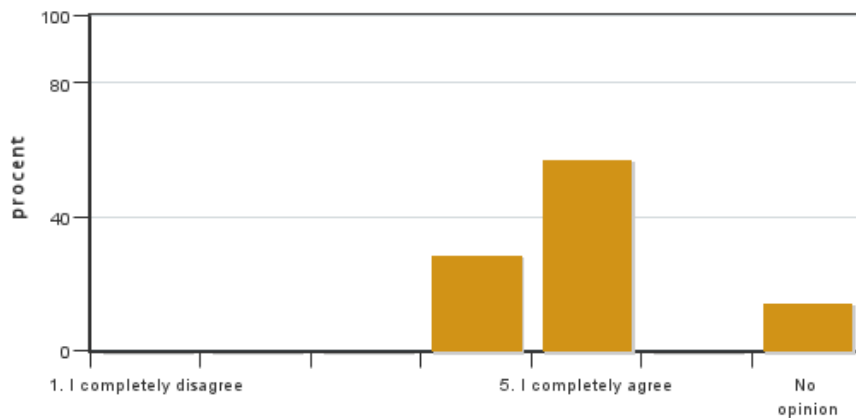
10. I believe the course has included a gender and equality aspect, regarding content as well as teaching practices (e.g. perspective on the subject, reading list, allocation of speaking time and the use of master suppression techniques).



Answers: 7
 Medel: 4,8
 Median: 5

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

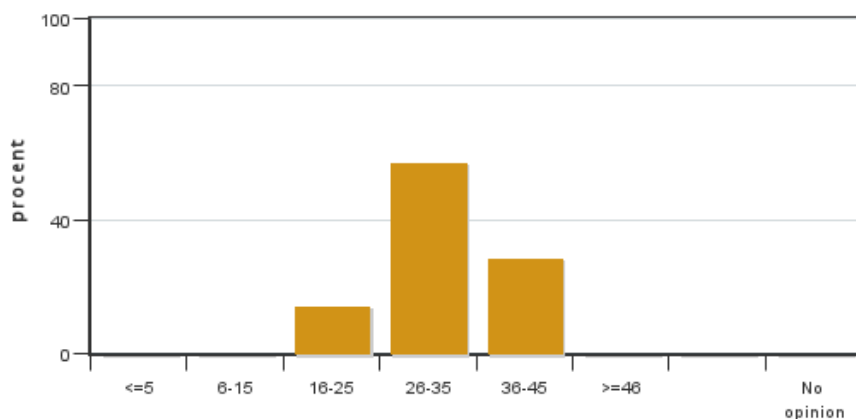
11. The course covered international perspectives.



Answers: 7
 Medel: 4,7
 Median: 5

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

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



Answers: 7
 Medel: 31,4
 Median: 26-35

≤5: 0
 6-15: 0
 16-25: 1
 26-35: 4
 36-45: 2
 ≥46: 0
 No opinion: 0

Course leaders comments

No comments from the teacher

Student representatives comments

Seven people participated in a survey about the course. There are some core positive aspects of this course, and some things that would be good to take in consideration to fix for future students. The summary below is divided in 4 sections: positive aspects of the course, negative aspects, things to improve, suggestions.

Positive aspects of the course

- Overall impression: content of the course fits with the agronomist and food science program enriching the students with ethical concerns of food and how different values / viewpoints impact decisions.
- Literature: good literature selection
- Group Study: a very nice idea and useful throughout the whole course.

Negative aspects of the course

- Some students would prefer the course not online, but some others would not attend the course if not online

Things to improve for making the online course better for future students

The structure presents some lacks and some fixes to make the course delivered better for future students mainly connected to the fact that the course is an online course (see below)

1. **Literature:** link to the literature in canvas was not updated, some students outside the campus felt lost in searching how to get the literature
2. **Lectures:** few recorded lectures to see. The course would benefit by more weekly recorded lectures available
3. **Misunderstandings.** The majority of students complained about an overall misunderstanding about the relevance of mandatory assignments for the final grade.
The above point is very important: the last day of the course was still not clear if and how much the quiz was going to be considered for the final grade. Less important, still a misunderstanding in the pdf available ([link here](#)), week 23-27 october, it says take the quiz that week, not that the deadline was the 23. Furthermore the majority of students understood it was a learning tool that would not count in the final grade.
4. **Lack of cohesiveness.** Canvas lacks cohesiveness and makes it difficult to follow all the information. The majority of students complain about this aspect, which is also connected to point 3

Practical suggestions

- **Literature:** Having a pdf with just all the literature divided per week would make it easier to start the searching. For people outside the campus it would have been nice in the same pdf have a note in which refer to this link [Access to databases and e-journals requires VPN | Studentwebben \(slu.se\)](#)” to help them to be directed in the right direction in the quest to download literature from slU library.
- **Lectures:** Some students would have liked more recorded lectures to dive a bit deeper into specific issues and to cases where ethics are highly relevant and/or where ethics and different values can lead to different viewpoints and the consequent discussion
- **Misunderstandings.** It is necessary to let the students know from the beginning if the weekly assignments are part of the grades or not. In addition the course would benefit to insert 4 already prepared email, one to send every week to the students with the deadlines and what is required
- **Cohesiveness.** Canvas would benefit from a makeover, especially for the section course information and overview: instead of having a pdf with a table with all the information [here](#) about literature, assignments and schedule, it would work better to have few pdf divided but very clear and without mistakes. For example one pdf with just all the course literature divided by week to put in the information and overall section. In addition for every module a pdf with all the assignments for that week with a clear deadline and be clear if it is for us as a tool for learning or it will contribute to the final grade, clarifying in which way exactly. For every module it would be also nice to have a page with the list of literature for that week and some possibility of downloading (compact and easy to follow).