



Food ethics LV0139, 10197.2526

7.5 Hp

Pace of study = 100%

Education cycle = Advanced

Course leader = Helena Röcklinsberg, Per Sandin

Evaluation report

Evaluation period: 2025-10-23 - 2025-11-16

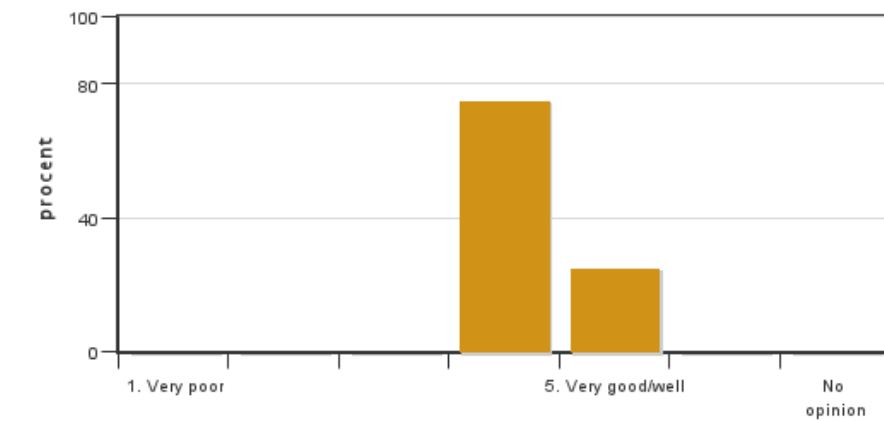
Answers 4

Number of students 28

Answer frequency 14 %

Mandatory standard questions

1. My overall impression of the course is:

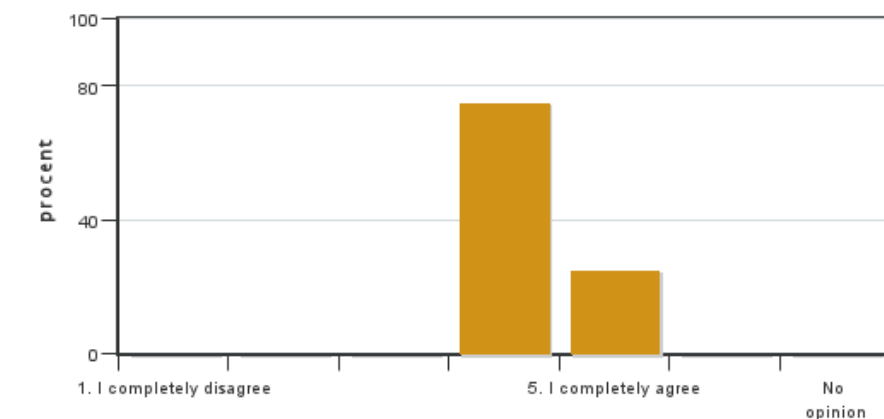


Answers: 4
Medel: 4,3
Median: 4

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: 4,3
Median: 4

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

No opinion: 0

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

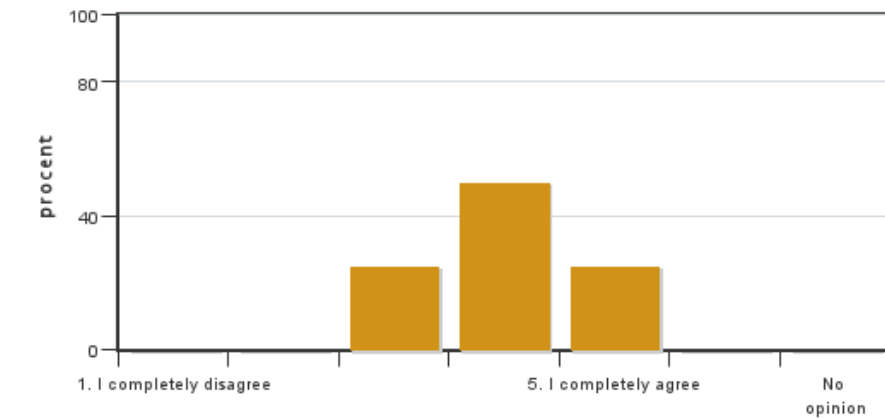


Answers: 4
 Medel: 4,5
 Median: 4

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

No opinion: 0

4. The information about the course was easily accessible.

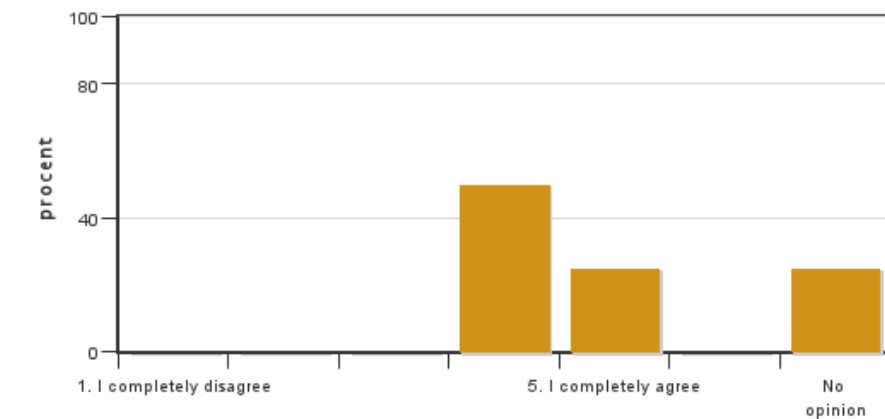


Answers: 4
 Medel: 4,0
 Median: 4

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

No opinion: 0

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

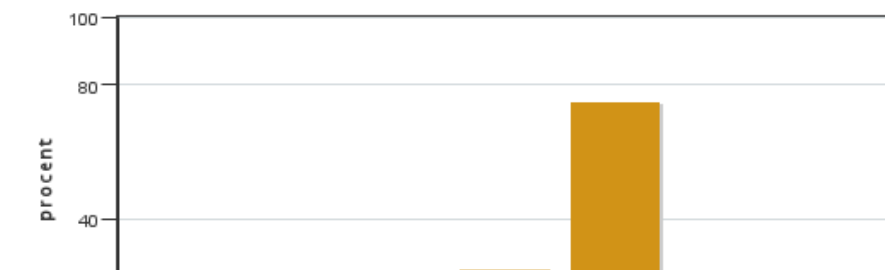


Answers: 4
 Medel: 4,3
 Median: 4

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

No opinion: 1

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



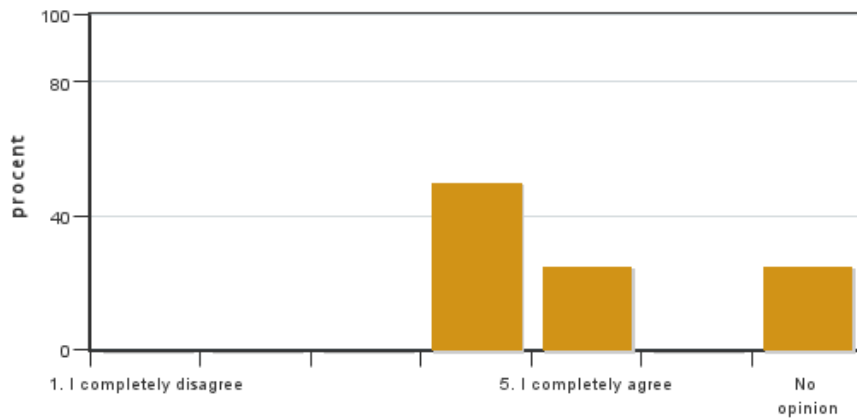
Answers: 4
 Medel: 4,8
 Median: 5

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



No opinion: 0

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

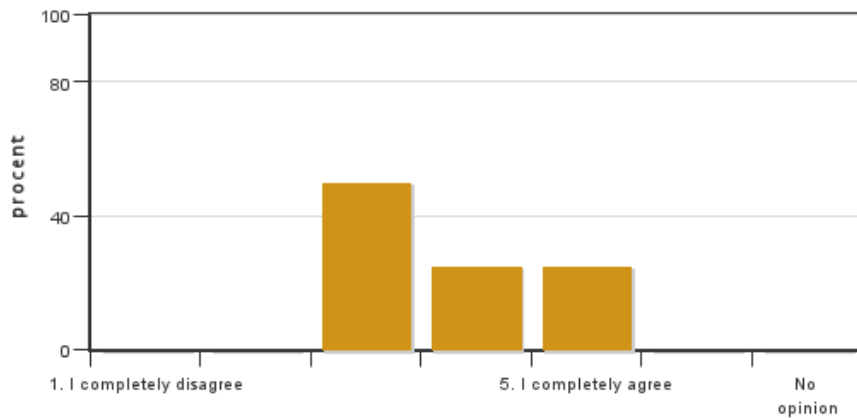


Answers: 4
Medel: 4,3
Median: 4

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

No opinion: 1

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

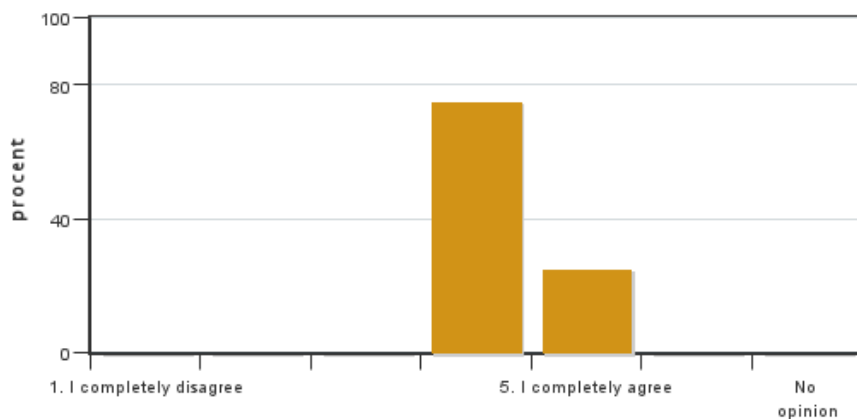


Answers: 4
Medel: 3,8
Median: 3

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

No opinion: 0

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

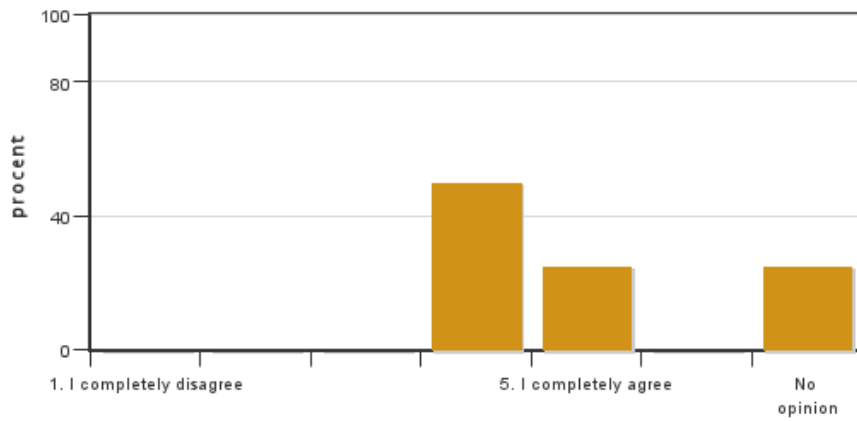


Answers: 4
Medel: 4,3
Median: 4

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

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).

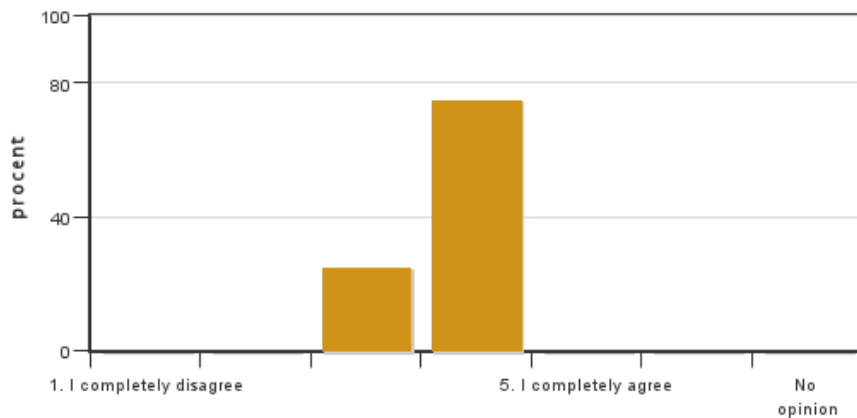


Answers: 4
 Medel: 4,3
 Median: 4

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

No opinion: 1

11. The course covered international perspectives.

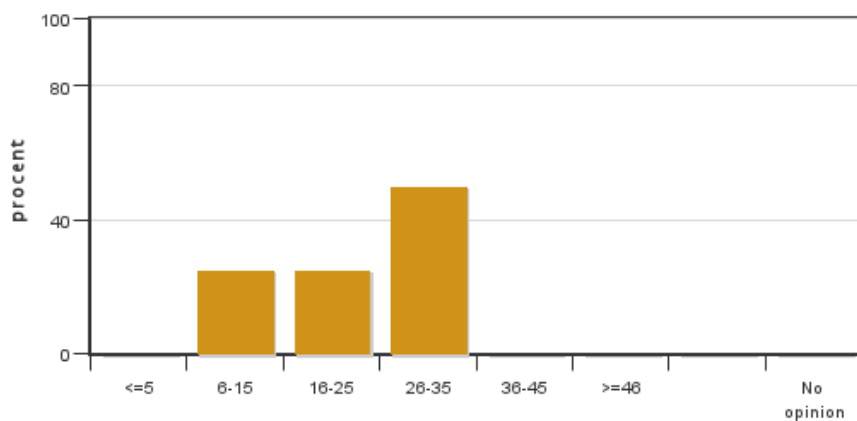


Answers: 4
 Medel: 3,8
 Median: 4

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

No opinion: 0

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

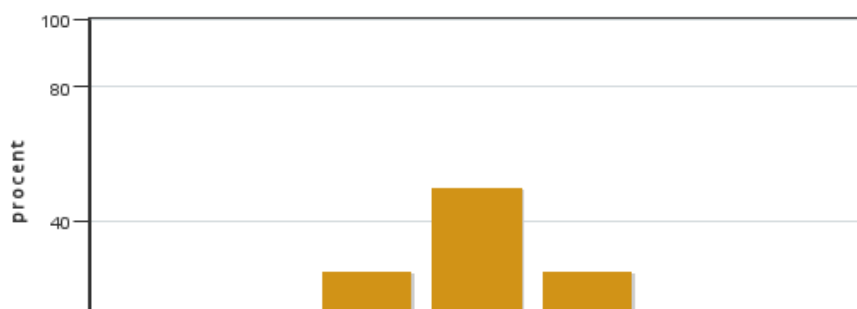


Answers: 4
 Medel: 22,5
 Median: 16-25

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

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

No opinion: 0



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

Additional own questions

16. How did you perceive the work with the individual assignment in normative ethics?

16. How did you perceive the mix of individual and group assignments?

**16. How did you perceive the group discussions in terms of learning:
Did the discussions contribute to your learning and training in ethical reflection?**

Course leaders comments

Only 4 students filled out the evaluation form, which is a very low response rate, given the 30+ active students.

The grade to standard questions varied between 3,8 (international perspectives) and 4,8 (social environment), with most responses on 4,3-4,5. Since the entire topic of food ethics and the literature is international that low grade is a bit difficult to grasp.

It seems these 4 students were content with the division between one individual assignment and the rest based on group work, also with regard to the final assignment being individually presented but prepared for as a group. The working groups were perceived helpful for formulating own thoughts and reflecting on literature and theories.

The food ethics themes of the course, the variation of assignments, feedback from teachers, group discussions as learning modus, as well as the literature seemed well perceived. We had a new textbook in ethics, to meet the request for an e-book. It seems not to have been used very much outside the normative ethics assignment, ie not referred to in the other assignments, and might need to be changed again.

Given the short time for the course, 7.5 ECTS in one month, and that master students from all over the world attracted by the course vary in their ethics skills the structure of the course has to be a mix of more intensive lecturing phase on theoretical ethics, to simultaneously introduce some of them and offer deepened ethics learning to others at the same time, in order to leave room for elaboration on the food ethics themes following weeks.

Hence the first individual assignment in ethics might be a challenge and first-time contact with ethical theories, and more familiar to others. It was commented as 'a bit overwhelming' by one, and that an example would be beneficial, and another student found it nice, and easier than first expected. Also, the feedback was clear and helpful for improving.

Comments on 'worked well' regard group discussion in full class and in break out groups, and that there were various tools to use for learning. Comments on 'worked less well' regard distance courses like limiting social engagement, technical issues, students not working at laptop and 'no verbal communication' (again a bit difficult to grasp, given the structure of seminars, lectures, chat time slots above the group work).

The final exam in format of a presentation of an ethical topic of their own choice seems unfortunately to have been perceived by some students as the sole basis for course grade, who were disappointed when presentation went well but grade didn't mirror that. We have tried to clarify this both at course start, and by revising this year's grading criteria to ensure all can see the grade is based on more components, such as active participation by contributing to the seminar discussions with ethically relevant input, but even more clarification might be needed.

Meeting with course representative on Dec 10th 2025, who contributed with comments in line with what he submitted, and further relevant insights to the perception among students. One such suggestion was the request for

an example of an ethics elaboration for assignment 1. We have heard this before but find it difficult to find relevant examples without limiting the perception of what is possible, given the task to pick or formulate an ethical issue and ethical theory of special interest. Instead, we have chosen to refer to the examples in the course literature, thoroughly present the task at the seminar, offer chat time slot for questions, and have a list of potential topics. However, also this might be possible to revise for next course

Student representatives comments

The course was received as well structured with an reasonable amount of workload

Some literature wasn't really perceived as necessary and a wish came up to cut down on "unused" literature (no examples mentioned). The Seminars generally allowed us to demonstrate our learnings, even if group work sometimes was limited to the amount work put in by the other students .

Even though it's not directly connected to the content, the online format was perceived to offer flexibility and effective discussions, but for some students reduced natural engagement, posed occasional technical issues, and limited non-verbal communication. But the students were glad that the course has been offered online in comparison to not have it at all.

The individual assignment in normative ethics was perceived by the majority as clear and manageable, though the wish was for an example, that would have been helpful. The mix of individual and group work was described as well balanced and it supported the ethical reflection.

Group discussions were seen as valuable for learning and sharing perspectives, though it was perceived that the focus was heavily on utilitarianism and deontology at the expense of other theories.

Informal feedback not included in the evaluation:

When I was talking to other students, some wished for a more transparent feedback on how the grades were created. Some students felt like they did a good presentation and worked well in the seminars and felt like they deserved a better grade.