Innovation management for sustainable food systems
LV0128, 30291.2324

15 Hp
Pace of study = 100%
Education cycle = Advanced
Course leader = Fredrik Fernqvist

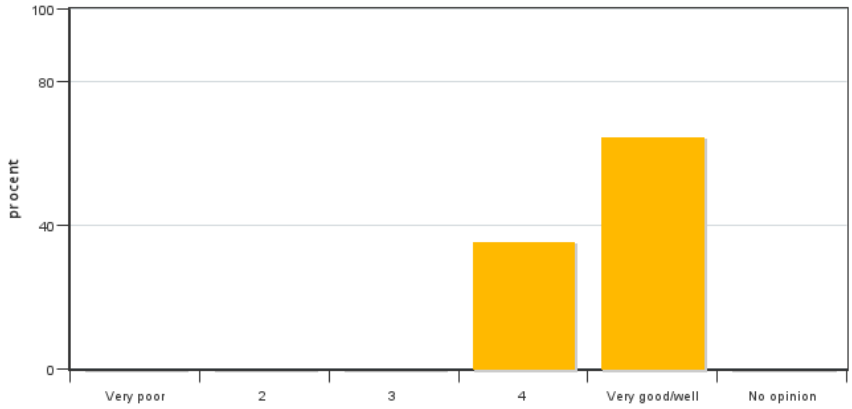
Evaluation report

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

Answers	17
Number of students	19
Answer frequency	89 %

Mandatory standard questions

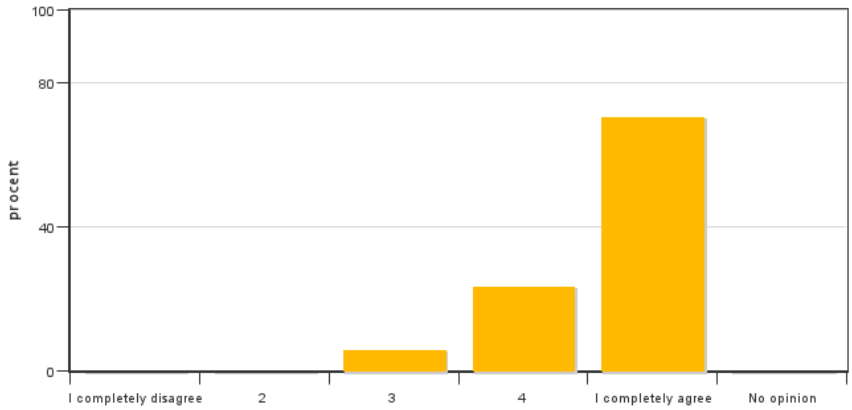
1. My overall impression of the course is:



Number of answers: 17
Average: 4,6
Median: 5

Very poor : 0
2: 0
3: 0
4: 6
Very good/well: 11
No opinion: 0

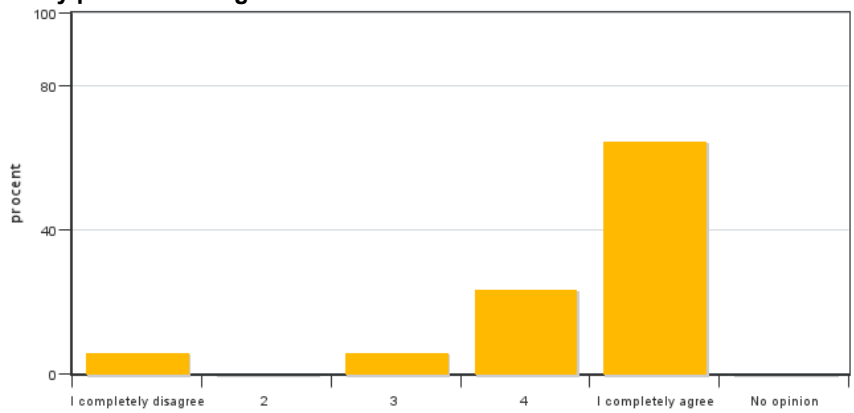
2. I found the course content to have clear links to the learning objectives of the course.



Number of answers: 17
Average: 4,6
Median: 5

I completely disagree: 0
2: 0
3: 1
4: 4
I completely agree: 12
No opinion: 0

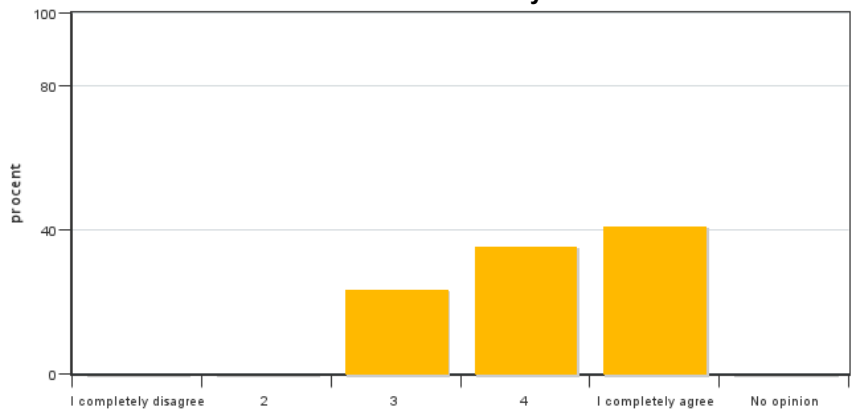
3. My prior knowledge was sufficient for me to benefit from the course.



Number of answers: 17
Average: 4,4
Median: 5

I completely disagree: 1
2: 0
3: 1
4: 4
I completely agree: 11
No opinion: 0

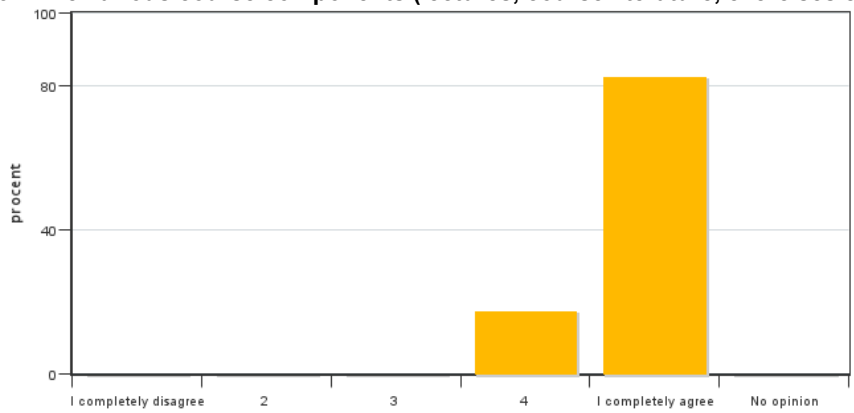
4. The information about the course was easily accessible.



Number of answers: 17
Average: 4,2
Median: 4

I completely disagree: 0
2: 0
3: 4
4: 6
I completely agree: 7
No opinion: 0

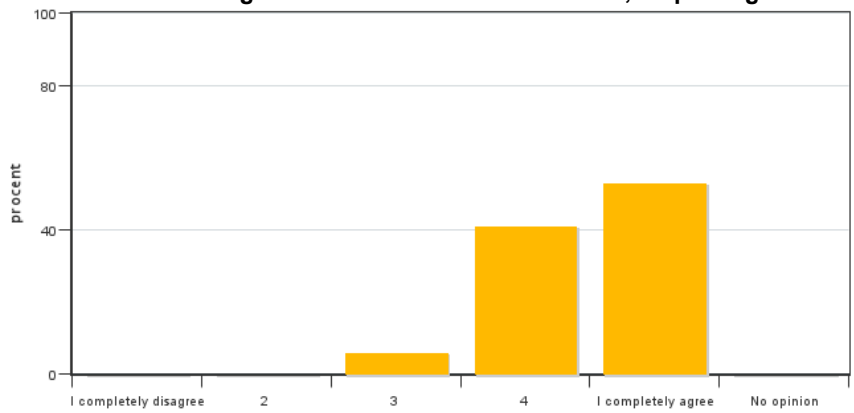
5. The various course components (lectures, course literature, exercises etc.) have supported my learning.



Number of answers: 17
Average: 4,8
Median: 5

I completely disagree: 0
2: 0
3: 0
4: 3
I completely agree: 14
No opinion: 0

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

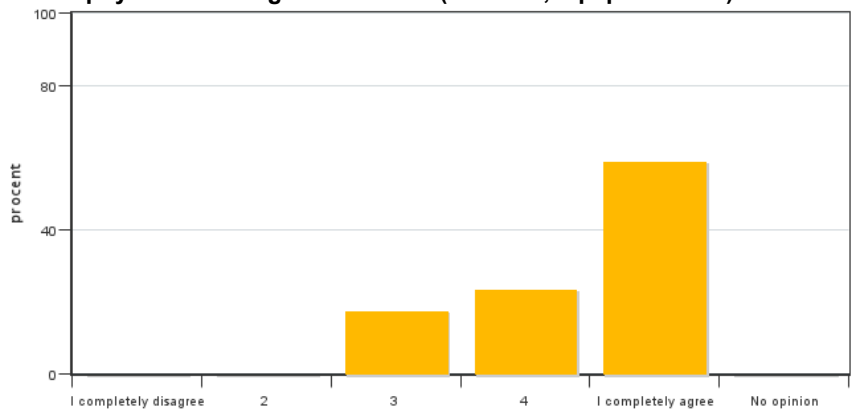


Number of answers: 17
Average: 4,5
Median: 5

I completely disagree: 0
2: 0
3: 1
4: 7
I completely agree: 9

No opinion: 0

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

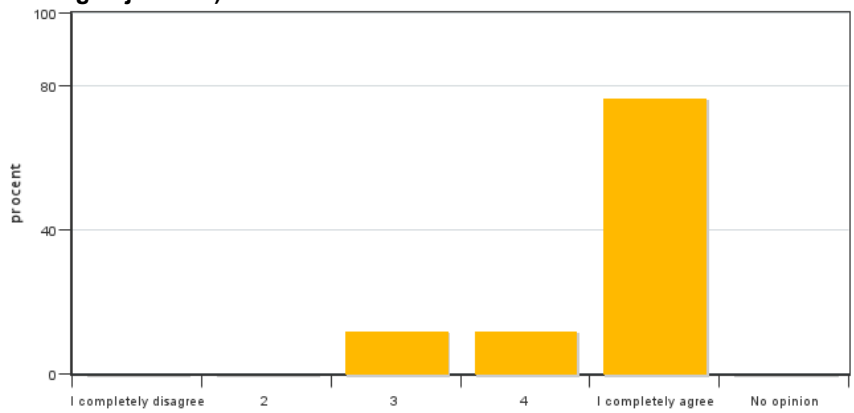


Number of answers: 17
Average: 4,4
Median: 5

I completely disagree: 0
2: 0
3: 3
4: 4
I completely agree: 10

No opinion: 0

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

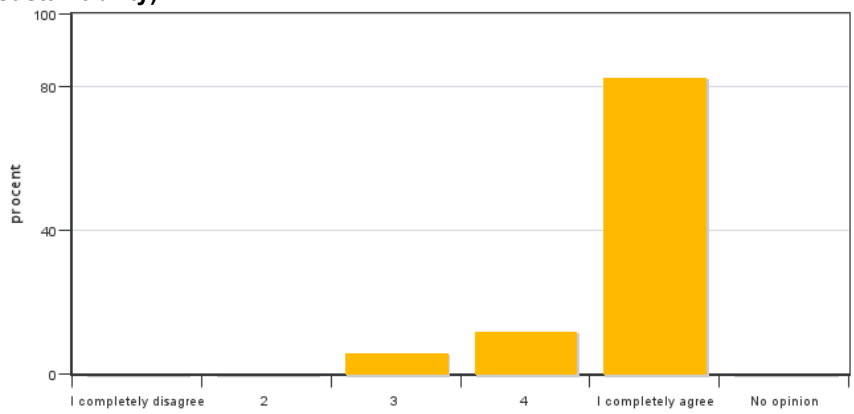


Number of answers: 17
Average: 4,6
Median: 5

I completely disagree: 0
2: 0
3: 2
4: 2
I completely agree: 13

No opinion: 0

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

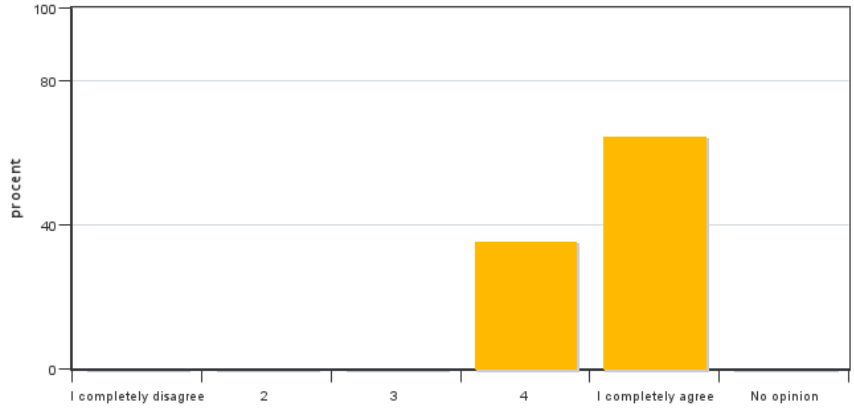


Number of answers: 17
Average: 4,8
Median: 5

I completely disagree: 0
2: 0
3: 1
4: 2
I completely agree: 14

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).

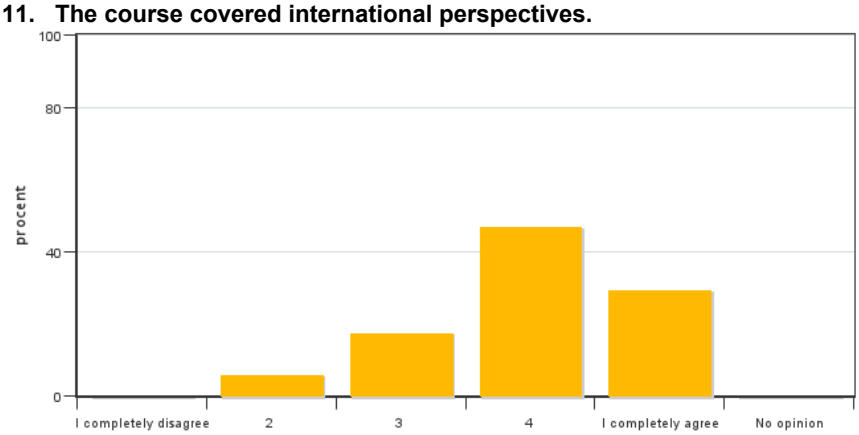


Number of answers: 17
Average: 4,6
Median: 5

I completely disagree: 0
2: 0
3: 0
4: 6
I completely agree: 11

No opinion: 0

11. The course covered international perspectives.

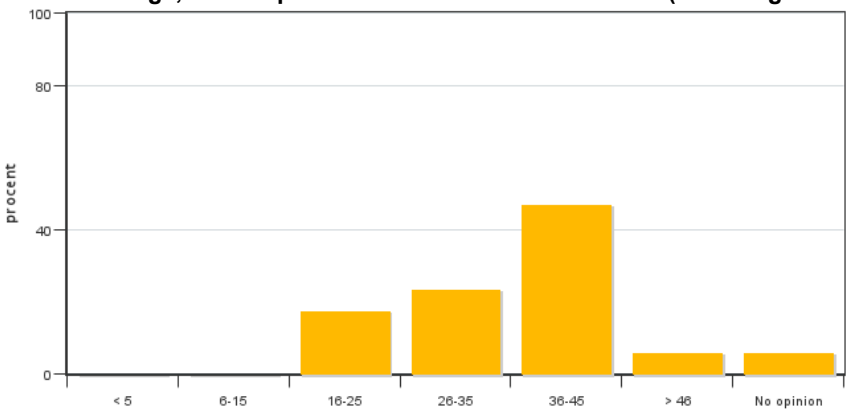


Number of answers: 17
Average: 4,0
Median: 4

I completely disagree: 0
2: 1
3: 3
4: 8
I completely agree: 5

No opinion: 0

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



Number of answers: 17
Average: 34,1
Median: 36-45

< 5: 0
6-15: 0
16-25: 3
26-35: 4
36-45: 8
> 46: 1

No opinion: 1

Course leaders comments

The course received high grades on average (4-6 on the 5-graded scale), which was very positive. In the common discussions it was agreed that the learning goals were reached and that there was a good variety of activities. It was appreciated the features of “learning by doing” and “collaboration in groups”. These features are also part of the course philosophy as a way to gain deeper learning and skills in innovation management.

There are some things that might need improvement, that also were discussed in the final day of the course.

- More study visits would be appreciated, like a practical visit
- There were some struggles with understanding the product development process. What was expected. This information should be even clearer, so that students don't need to assume or guess what to do. This could be developed for the next year. One way to do this is to inform ahead, what the type of product is, so that students can familiarize themselves with it if they never saw it before.
- It was mentioned that the instruction for the project report was a bit unclear, this could be developed for the next year.
- If it is possible to increase the physical class, that would be appreciated. Sometimes there could be questions that are not asked, due to reluctance, when the teacher is online and all the others are in classroom. But there are of course practical questions
- The schedule could be clearer on canvas, as everything is accessed in canvas – a digital calendar in canvas, If possible.
- More of International perspectives are asked for, in particular as regards the Global South. Add a case on innovation in development projects (e.g. in the context of developing economies in Africa or SE Asia).
- The physical environment, room H is not optimal (no daylight, not so good air quality)
- There are some improvement areas as regards communication and canvas. In particular it was recommended a more “streamlined” communication and not use several different documents, but limit the different sources of, for example, instructions.

In a summarizing final workshop in the course, course participants discussed in groups their experiences from the various course activities and pointed out areas for improvement. Here is some repetition from the abovementioned comments.

Further, different perspectives on innovation, from “small (local)” to “big (global)” was also perceived as good, as well as there was a feeling to have received in-depth knowledge about innovation and understanding challenges with product development. The new product development project and visit to Axfoundation was seen as a nice opportunity and experience. However, the instructions and communication around the project could be improved, which is a thing that will be worked through until next course occasion. Also the study visit at Drivhuset was experienced as nice and productive (giving new ways on how to approach innovation and think as an entrepreneur).

In the evaluation about the international perspectives. Most of the case studies were centered around Sweden and Europe. Even more on the international perspectives would be good. For example, in the Granola project, more of an introduction could be good, because food context is different in different countries. For example we could have looked at a granola product together in the beginning of the project period.

The project management part was appreciated as it did not resemble “the classical lectures”

Areas for improvement includes to have a more equal distribution of time as regards the different reports that were to be delivered, and in some occasions: better instructions/descriptions of questions for reports. In some cases, it was asked for even more constructive feedback.

Things that would benefit the course in the future were pointed out. For example, to increase practical sessions such

as field visits, and some wanted more room to write longer reports. It was also noted that working effort devoted to group work varied between group members, this is natural and it's understood that people have different restrictions and priorities. We need to dedicated some more time after seminars to discuss how the group dynamics worked.

It is recommended to have a section/page on Canvas with all literature together so it's easier to access instead of having it section by sections (now organised as course weeks).

It could be possible to bind the different parts of the course better. This is something to think about.

Although the “hybrid format” of the course, where some parts are online, and some in special distance teaching rooms, worked well in general, there are still a want to have even more lectures with physical presence. If that is not possible, we need to find a suitable way to manage group discussions and students' questions so that no one would hesitate to ask questions during lectures. It was generally commented that it was better to have the activities in place.

Internal comments

Student representatives comments

Generally speaking, the students were impressed with the course, starting from the first day when we were asked to write down individual definitions of innovation up until the final day. We reflected on our definition of innovation, which we wrote down on the first day of the course, and our definition of innovation on the last day. Comparing the two definitions showed a significant shift in what we thought innovation was and what innovation truly entails, further exemplifying the essence and impact of the course.

Additionally, the field visit in between the lectures was inspiring and fun; everyone enjoyed the practical experience with Axfoundation, Drivhuset, and Green Innovation, although many of us wanted more of a field visit to companies and/or organizations that would require us to apply the concepts learned in the class.

However, despite the overall positive impression of the course, we had a few complaints that needed adjustment and/or possibly a change, all of which have been clearly listed by the course leader in his report.

Regards

Tahir Alasinrin