Global food systems and food security
LU0092, 40192.2425

15 Hp
Pace of study = 100%
Education cycle = Advanced
Course leader = Kristina Marquardt

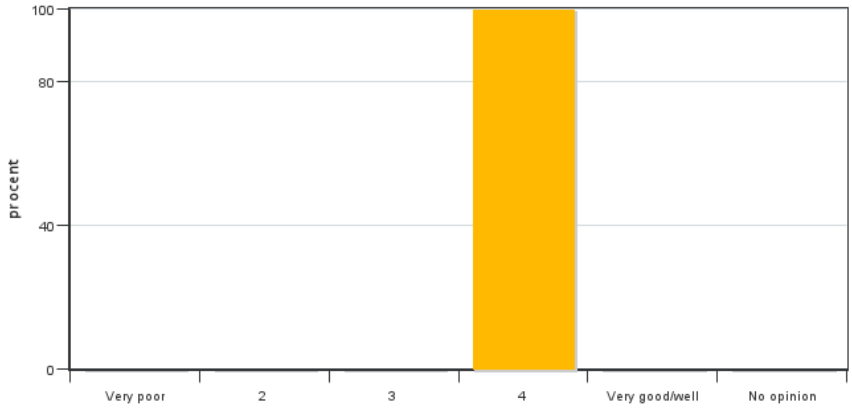
Evaluation report

Evaluation period: 2025-06-01 - 2025-06-22

Answers	2
Number of students	4
Answer frequency	50 %

Mandatory standard questions

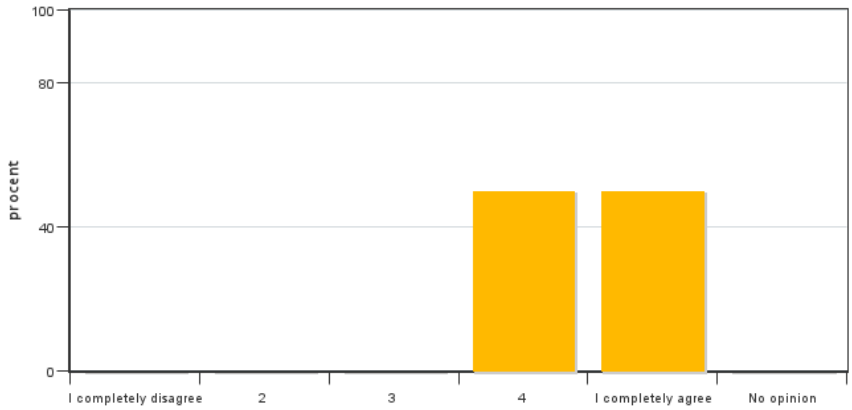
1. My overall impression of the course is:



Number of answers: 2
Average: 4,0
Median: 4

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

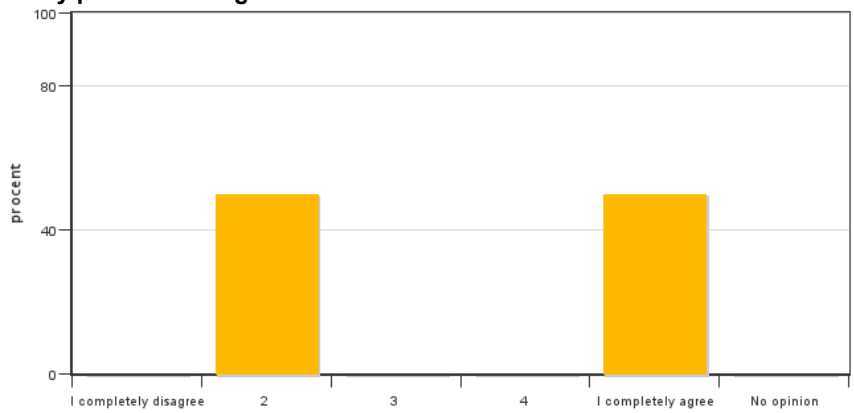
2. I found the course content to have clear links to the learning objectives of the course.



Number of answers: 2
Average: 4,5
Median: 4

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

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

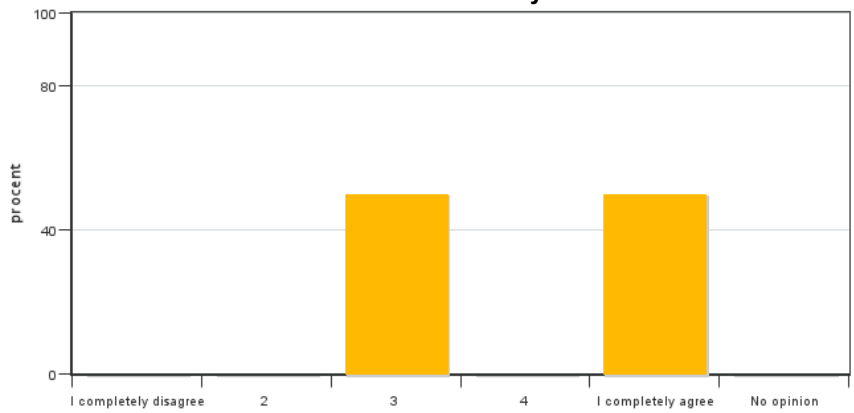


Number of answers: 2
Average: 3,5
Median: 2

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

No opinion: 0

4. The information about the course was easily accessible.

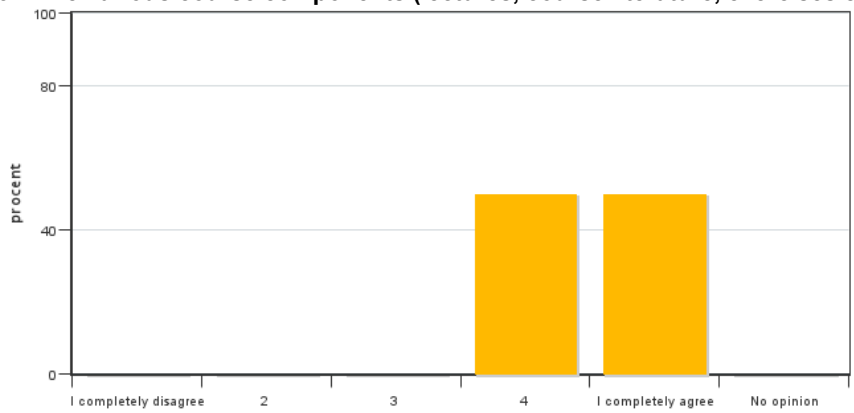


Number of answers: 2
Average: 4,0
Median: 3

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

No opinion: 0

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

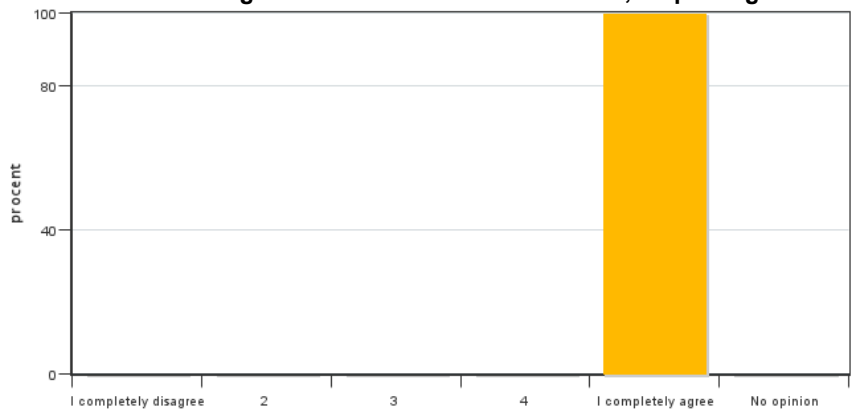


Number of answers: 2
Average: 4,5
Median: 4

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

No opinion: 0

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

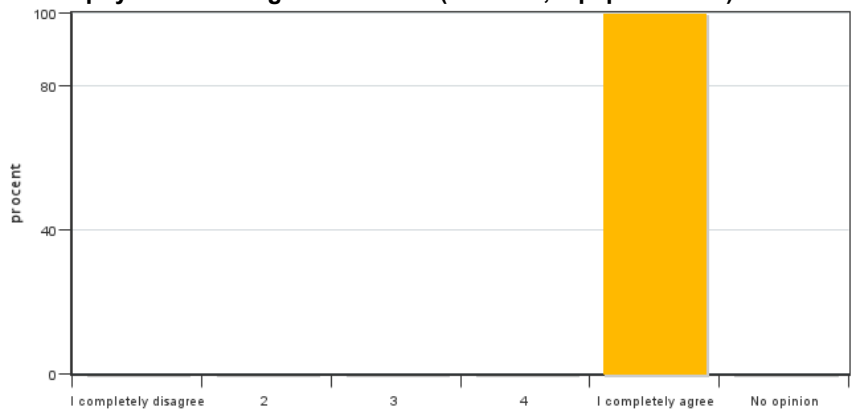


Number of answers: 2
Average: 5,0
Median: 5

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

No opinion: 0

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

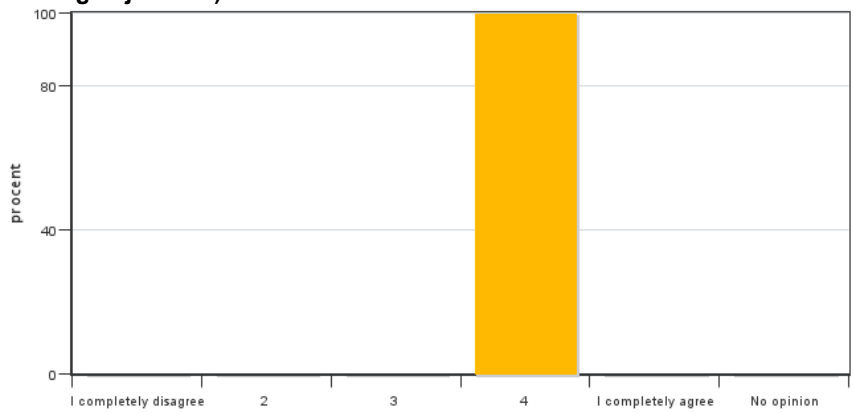


Number of answers: 2
Average: 5,0
Median: 5

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

No opinion: 0

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

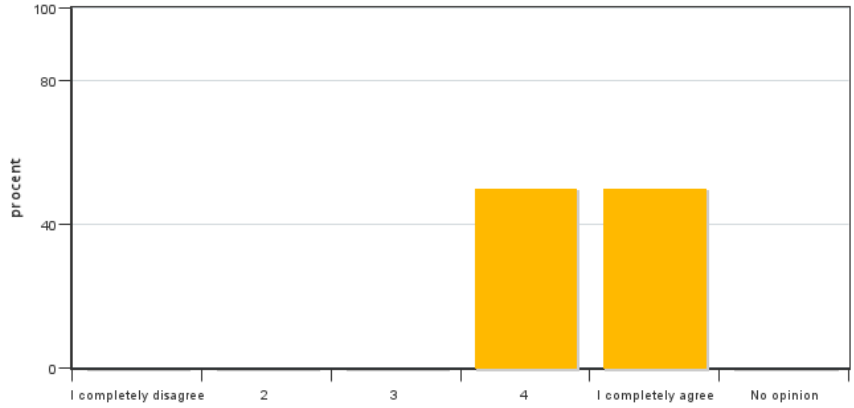


Number of answers: 2
Average: 4,0
Median: 4

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

No opinion: 0

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

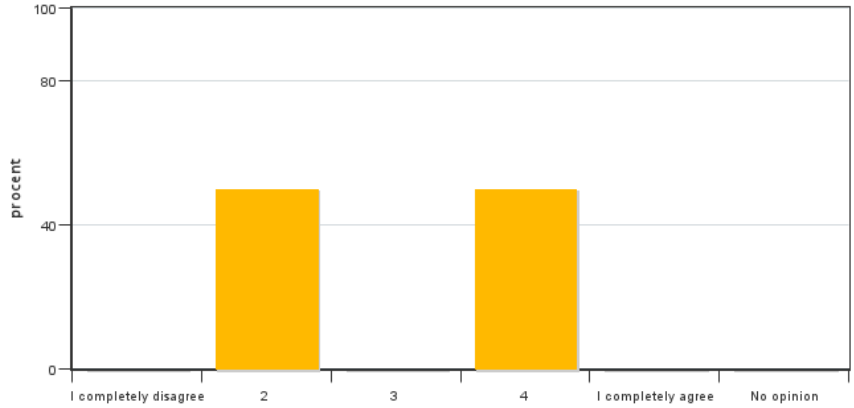


Number of answers: 2
Average: 4,5
Median: 4

I completely disagree: 0
2: 0
3: 0
4: 1
I completely agree: 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).

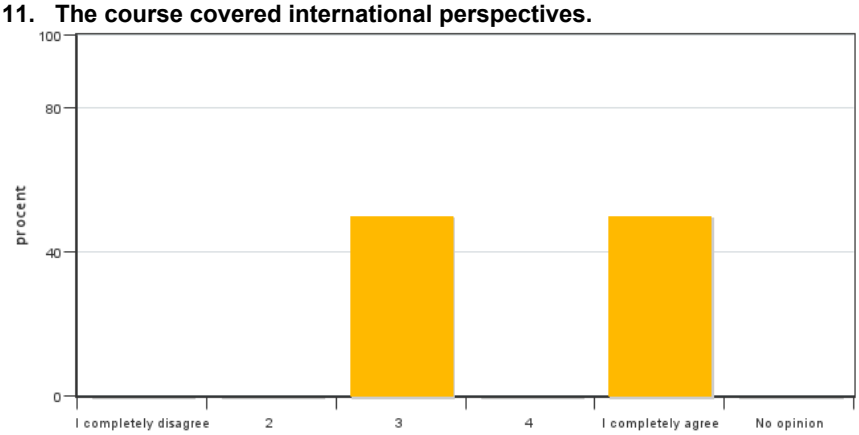


Number of answers: 2
Average: 3,0
Median: 2

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

No opinion: 0

11. The course covered international perspectives.

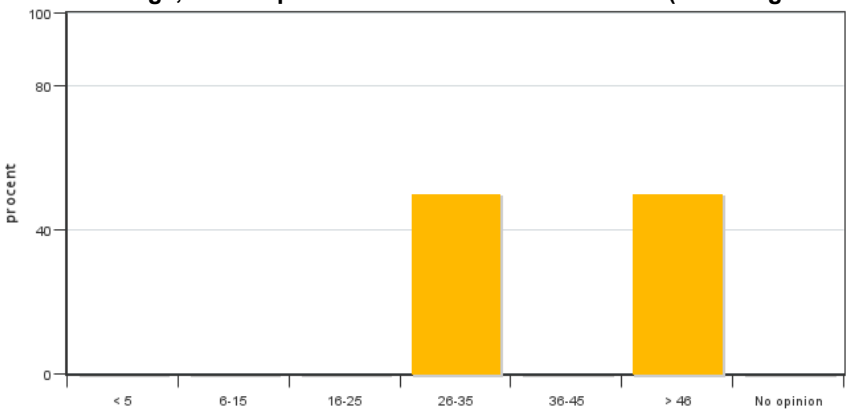


Number of answers: 2
Average: 4,0
Median: 3

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

No opinion: 0

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



Number of answers: 2
Average: 38,0
Median: 26-35

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

No opinion: 0

Course leaders comments

Teacher's comments

Themes: The course is currently divided into several themes. We have added and modified themes over the years to be in tune with the students' interests, as well as trying to give as comprehensive overview and analysis of the global food system as possible. For example, there is an increased focus on meat and fish production compared to the situation a couple of years ago. This year we changed the order of the themes ss well to improve the logical flow and order.

Lectures: The lectures seemed to be good or at least satisfactory on the whole. It is tricky to balance the number of lectures, so the students have time to read the literature and at the same time there are always wishes on new themes to enter the course. So, if we enter new lectures – which ones should be removed?

Seminars: In the exercise where the students had to read and analyze interviews made by research teams in Peru and Nepal, we provided a bit more context facts to this exercise this year (which was a suggestion the previous year). However, some students provided the feedback that it has moved the focus away from the interviews. So, we might need to consider to limit the background context a bit next year. One suggestion was to make this exercise into a graded part of the course, so we might test that the do a short individual reflection after the exercise which we grade.

Exercises when the students work with specific cases and debate exercises were appreciated. Group discussions about specific questions were less appreciated and we will have to rework these seminars slightly differently.

Exams: To avoid the possibilities that students rely on AI for writing the home exam, we tried a combination of hall (classroom) and home exam this year. Though it was administratively a bit challenging, it worked relatively well, and we will continue with this model but trying to improve it further.

Administration: Most admin stuffs seem to have worked quite well on CANVAS, however we can make further clear in the beginning of the course about how the CANVAS page is organized .

Issues to consider and discuss: Should we have an increased focus on agriculture in Europe and food security and food sovereignty debates across the globe? In this case, we need to decide which other themes should be reduced? We are considering start each theme with a theory entrance to the theme instead of having most theory in the beginning of the course. With many external teachers it is however not always easy and possible to get the lecturers on the date that would be best for the course.

Aligning with the needs and interests of natural science students:
Some of the students who have not studied social sciences stated that they had some difficulties to grasp some of the literature and lectures. We want to continue to admit natural science students to the course (and the program as well). A strategy to mitigate the difficulties the natural science students can be to ask them to read some background literature on rural development.

Internal comments

Student representatives comments

No comments from the student representatives