Innovation management for sustainable food systems
LV0128, 30098.2526

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

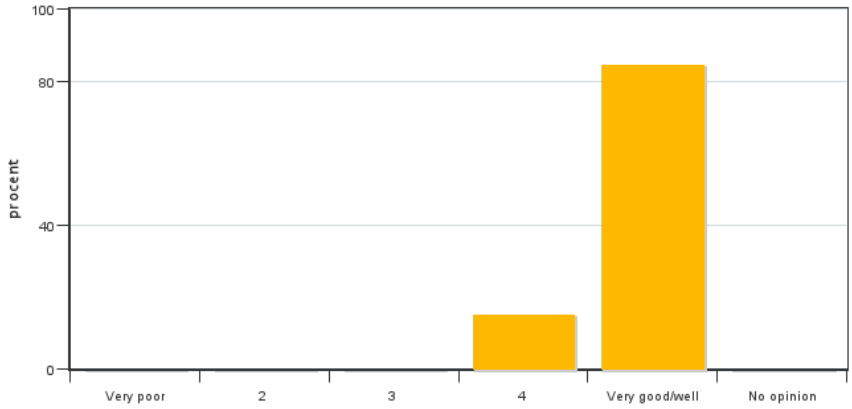
Evaluation report

Evaluation period: 2026-03-16 - 2026-04-06

Answers	13
Number of students	13
Answer frequency	100 %

Mandatory standard questions

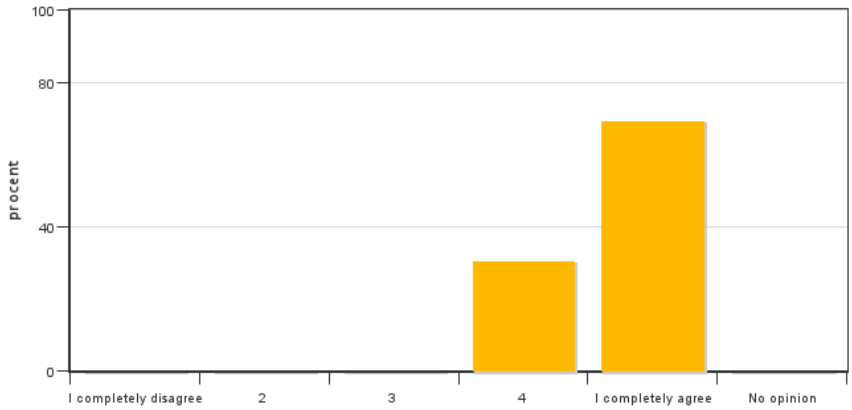
1. My overall impression of the course is:



Number of answers: 13
Average: 4,8
Median: 5

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

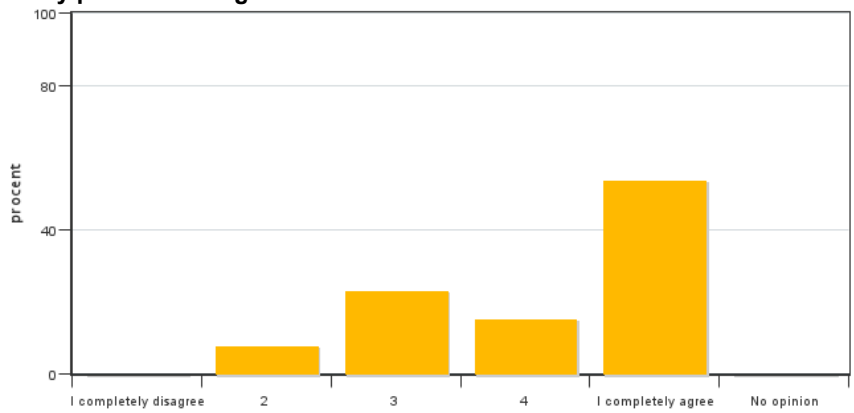
2. I found the course content to have clear links to the learning objectives of the course.



Number of answers: 13
Average: 4,7
Median: 5

I completely disagree: 0
2: 0
3: 0
4: 4
I completely agree: 9
No opinion: 0

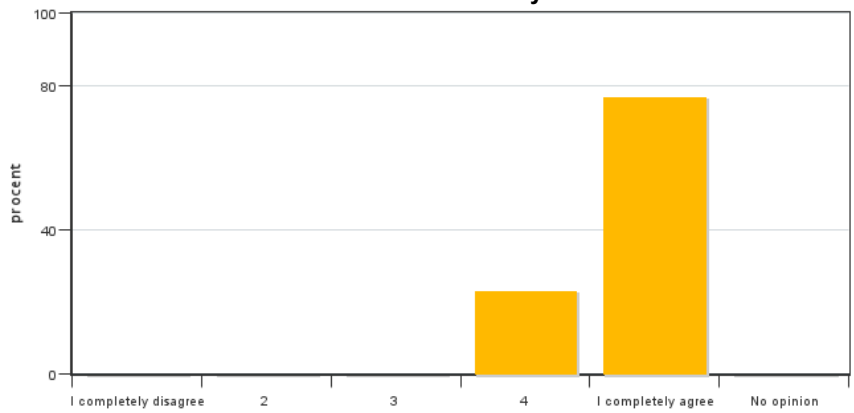
3. My prior knowledge was sufficient for me to benefit from the course.



Number of answers: 13
Average: 4,2
Median: 5

I completely disagree: 0
2: 1
3: 3
4: 2
I completely agree: 7
No opinion: 0

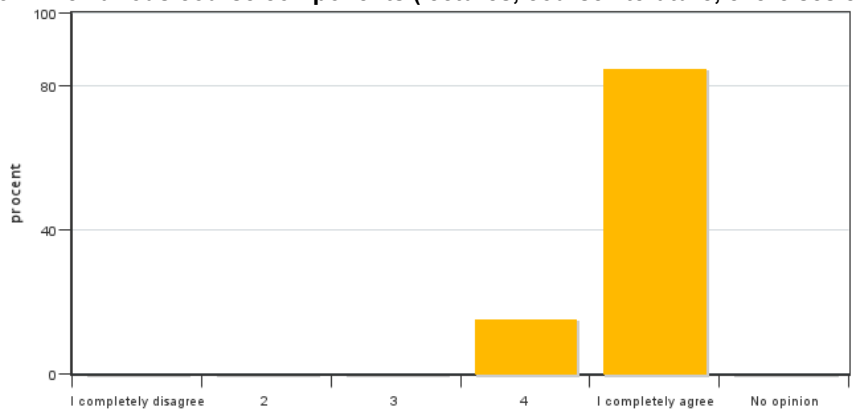
4. The information about the course was easily accessible.



Number of answers: 13
Average: 4,8
Median: 5

I completely disagree: 0
2: 0
3: 0
4: 3
I completely agree: 10
No opinion: 0

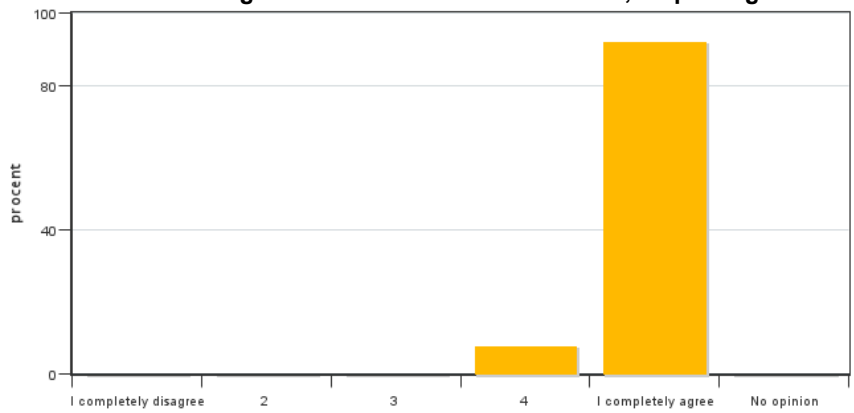
5. The various course components (lectures, course literature, exercises etc.) have supported my learning.



Number of answers: 13
Average: 4,8
Median: 5

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

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

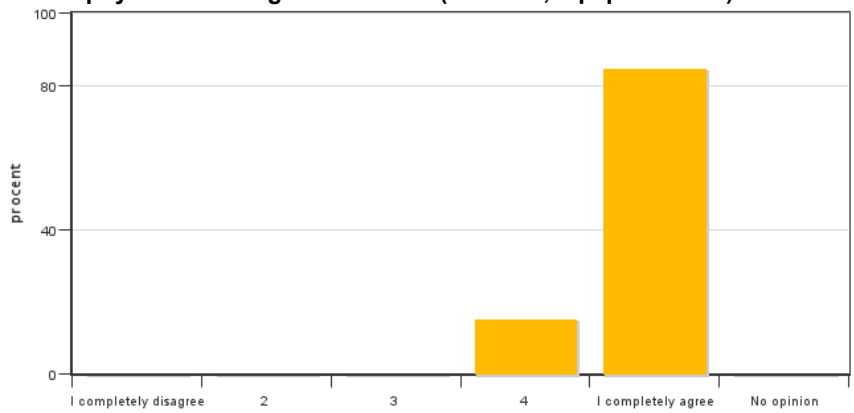


Number of answers: 13
Average: 4,9
Median: 5

I completely disagree: 0
2: 0
3: 0
4: 1
I completely agree: 12

No opinion: 0

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

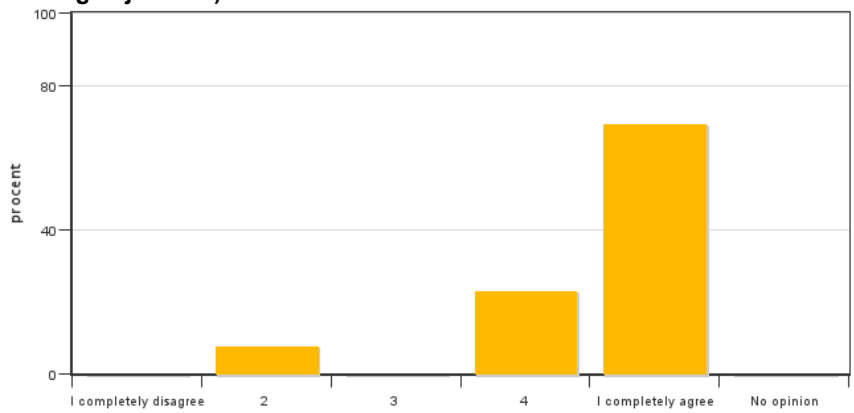


Number of answers: 13
Average: 4,8
Median: 5

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

No opinion: 0

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

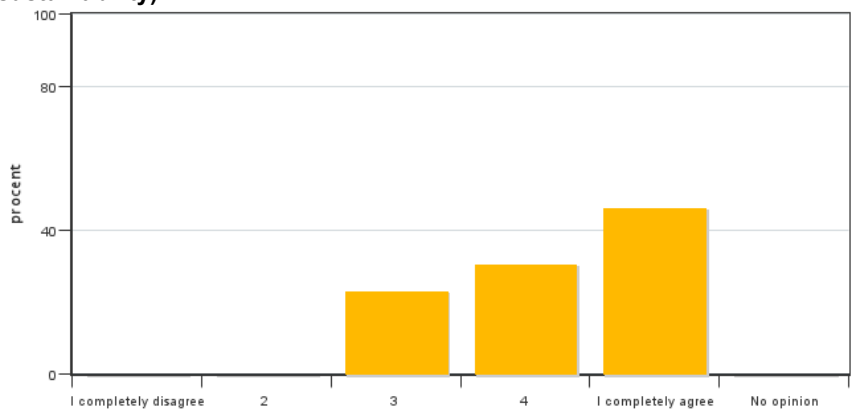


Number of answers: 13
Average: 4,5
Median: 5

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

No opinion: 0

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

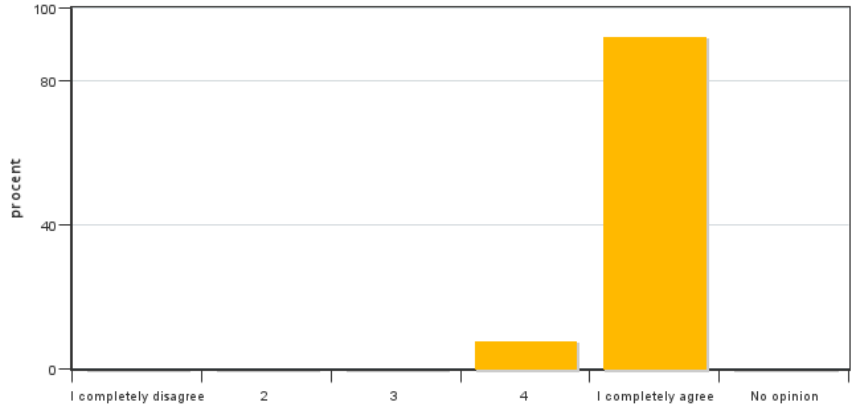


Number of answers: 13
Average: 4,2
Median: 4

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

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).

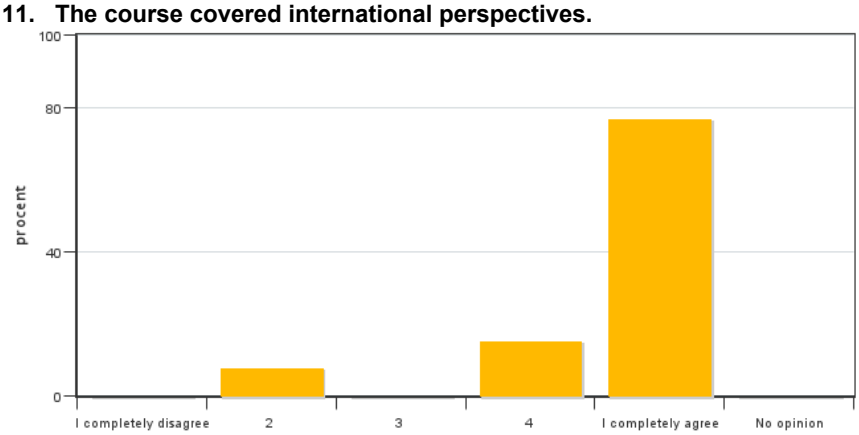


Number of answers: 13
Average: 4,9
Median: 5

I completely disagree: 0
2: 0
3: 0
4: 1
I completely agree: 12

No opinion: 0

11. The course covered international perspectives.

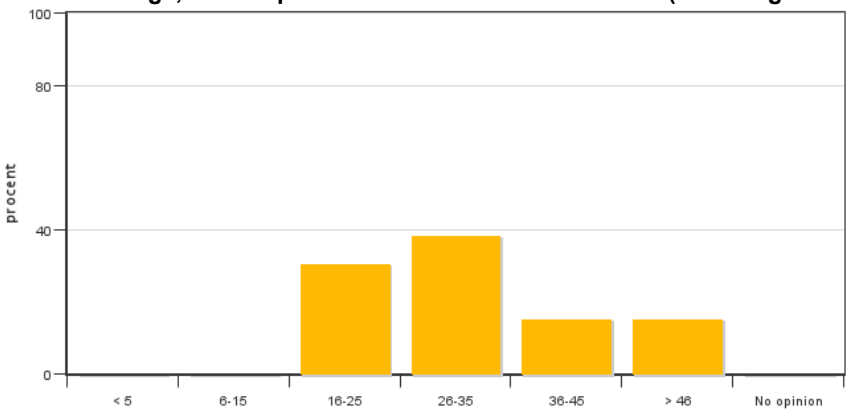


Number of answers: 13
Average: 4,6
Median: 5

I completely disagree: 0
2: 1
3: 0
4: 2
I completely agree: 10

No opinion: 0

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



Number of answers: 13
Average: 30,9
Median: 26-35

< 5: 0
6-15: 0
16-25: 4
26-35: 5
36-45: 2
> 46: 2

No opinion: 0

Course leaders comments

The course overall received good evaluations (4.8) on the 5-graded scale, and all students responded to the course evaluation..

Mainly the work with New Product Development was much appreciated. Recommendations to improve this part is however to better integrate other assignments/activities to be more clear with how they are related to the NPD project.

Activities overall were percieved as functional for learning. There can be a reason to even better align them with stated learning outcomes, but nevertheless the mix was perceived as good (4.8). The two weeks focusing on group dynamics and project management received very good comments.

The physical and social learning environments were perceived well. A challlenge is the "hybrid format" where many lessons are either online, or in specially designed course rooms for distant teaching at campus. Regrettably there are not enough with distance teaching facilities at Campus, which somethimes mean that we have received bad equipped rooms, not optimal for the dynamic activities we have in the course. This is an infrastructure problem, that SLU preferably could better work with. Otherwise, students would prefer to have more activites at campus, and this is a highly relevant comment.

Examinations were generally perceived as good, but with some divergent evaluations. There is a challenge on the written formats and the wider use of AI. We had a special examination that involved the use of AI and it was generally percieved very positive and learning. There could be a possibility to extend the examination to an alternative form, for example oral, or in the form of structured discussions. There are goor opportunities to continue exploring aternative forms of examination in this course.

The course book (again) received mixed reviews. There could be a reason to look for alternative course literature, but this has proven difficult as mainstream course books often either aligned towards for exampl engineering or social sciences, and not the interdisciplinary approach we use in this course.

the course is perceived to be well aligned with the MSc sustainable food systems programme. This year, the course received very good evaluation points in general, the group dynamics worked very well and students were very much engaged in course activities.

Internal comments

Student representatives comments

The course evaluation shows a high level of student satisfaction, with an average rating of 4.8 out of 5 points. The students described the course as engaging, relevant and well-designed, and appreciated the variety of teaching formats.

A main strenght of this course has been the good integration of practical elements. Workshops, seminars, and collaborations, especially with external partners, were seen as highly valuable for deepening understanding and applying concepts in realistic contexts.The new product development (NPD) project, has been listed as a key learning experience that was both enjoyable and highly educational.

The examination formats were generally considered effective, with students particularly appreciating the opportunity to apply their knowledge, the broad questioning, and the inclusion of multiple graded assignments throughout the course.

The teachers and lecturers were described as professional, supportive, and successful in creating an inclusive and respectful learning environment. The course structure and organization were also rated very positively. Information was easily accessible, and the Canvas platform was perceived as clear and well-structured.

Next to the overall positive feedback, some areas were identified for improvement: the most important suggestion was to strengthen the integration of sustainability throughout the course, as several students had expected a stronger focus on sustainable innovation. In addition, the course book was found to be partially difficult to understand and not always well aligned with the lectures. While online teaching was generally accepted, some students expressed a preference for more sessions on campus to encourage interaction and engagement.