Marketing for Sustainable Development in Fibre and Food Systems BM0005, 20129.2526

15 Hp
Pace of study = 100%
Education cycle = Advanced
Course leader = Cecilia Mark Herbert

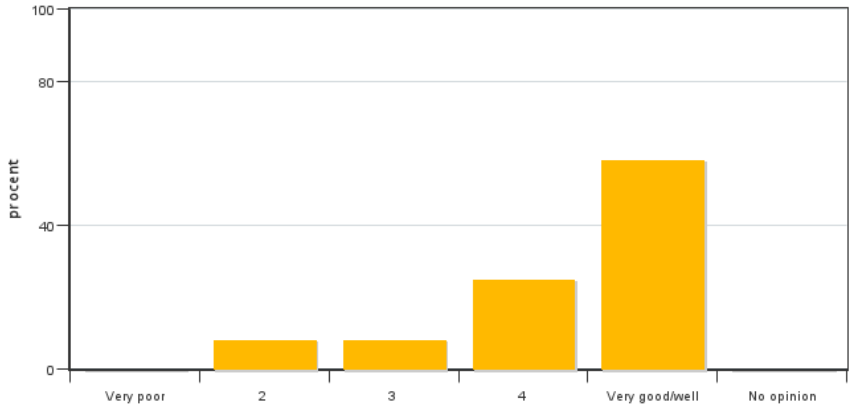
Evaluation report

Evaluation period: 2026-01-11 - 2026-02-01

Answers	12
Number of students	26
Answer frequency	46 %

Mandatory standard questions

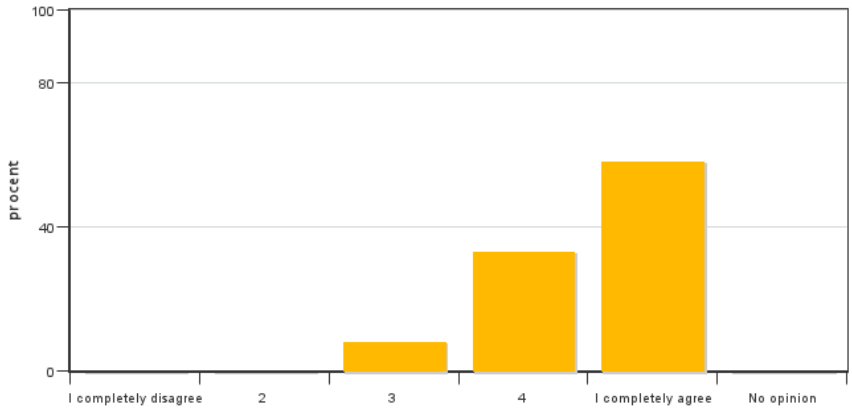
1. My overall impression of the course is:



Number of answers: 12
Average: 4,3
Median: 5

Very poor : 0
2: 1
3: 1
4: 3
Very good/well: 7
No opinion: 0

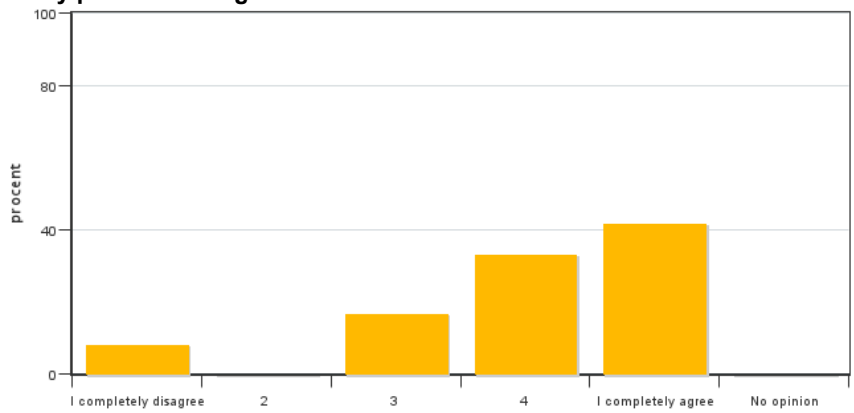
2. I found the course content to have clear links to the learning objectives of the course.



Number of answers: 12
Average: 4,5
Median: 5

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

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

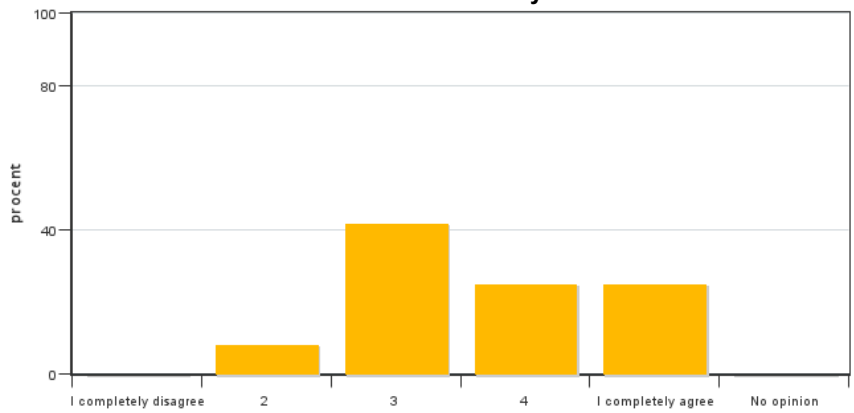


Number of answers: 12
Average: 4,0
Median: 4

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

No opinion: 0

4. The information about the course was easily accessible.

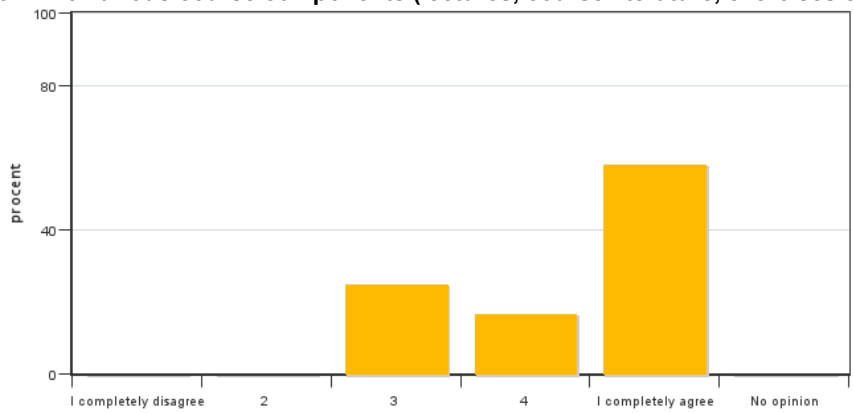


Number of answers: 12
Average: 3,7
Median: 3

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

No opinion: 0

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

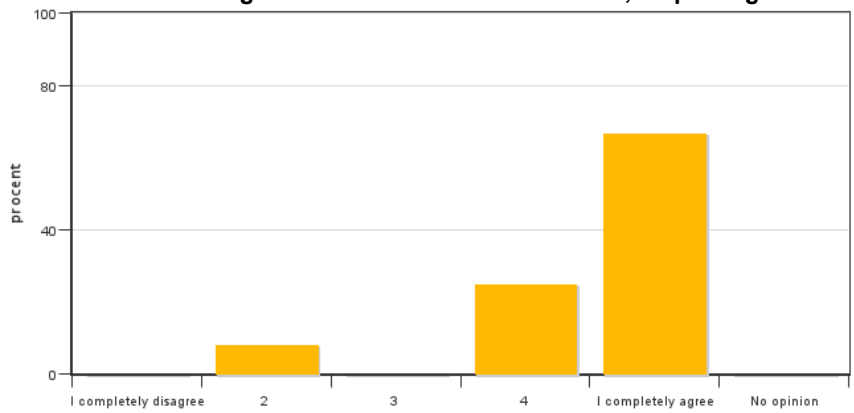


Number of answers: 12
Average: 4,3
Median: 5

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

No opinion: 0

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

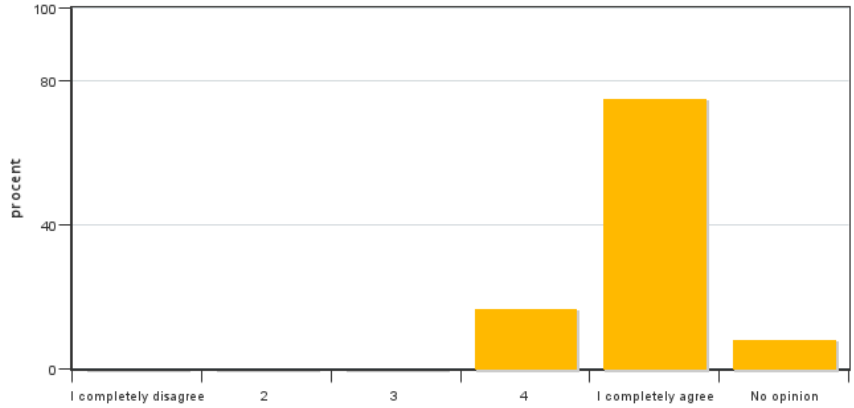


Number of answers: 12
Average: 4,5
Median: 5

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

No opinion: 0

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

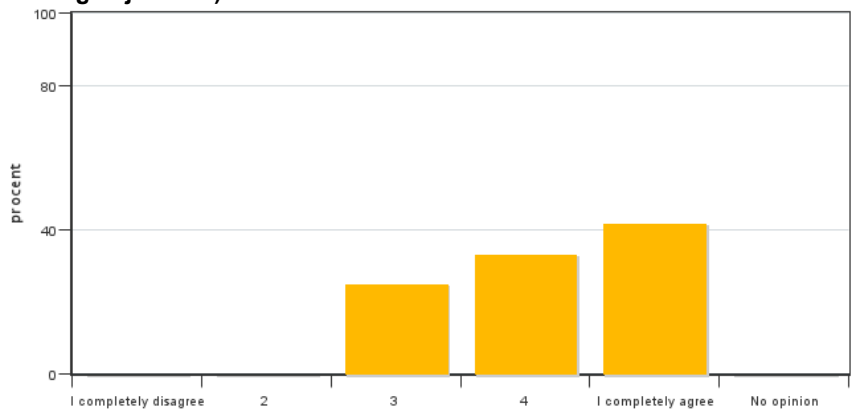


Number of answers: 12
Average: 4,8
Median: 5

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

No opinion: 1

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

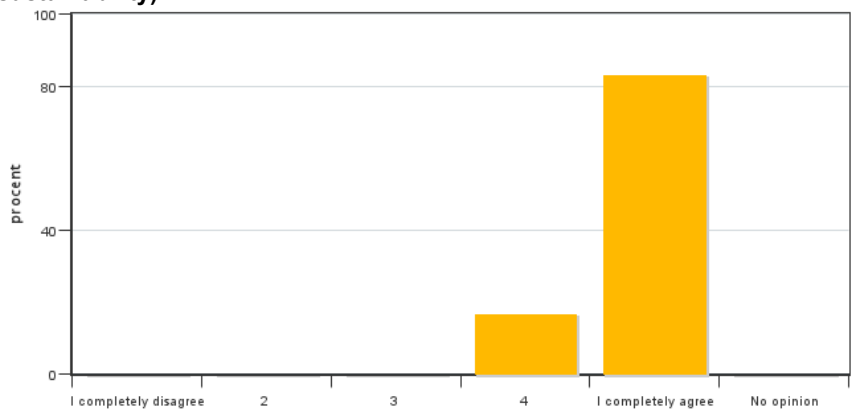


Number of answers: 12
Average: 4,2
Median: 4

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

No opinion: 0

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

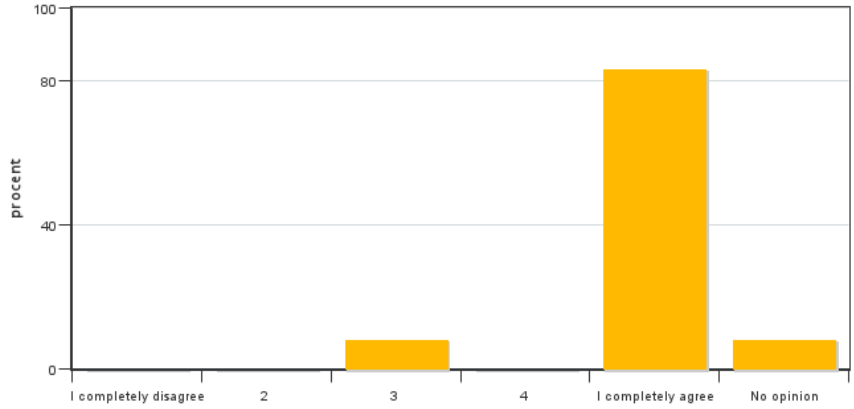


Number of answers: 12
Average: 4,8
Median: 5

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

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).

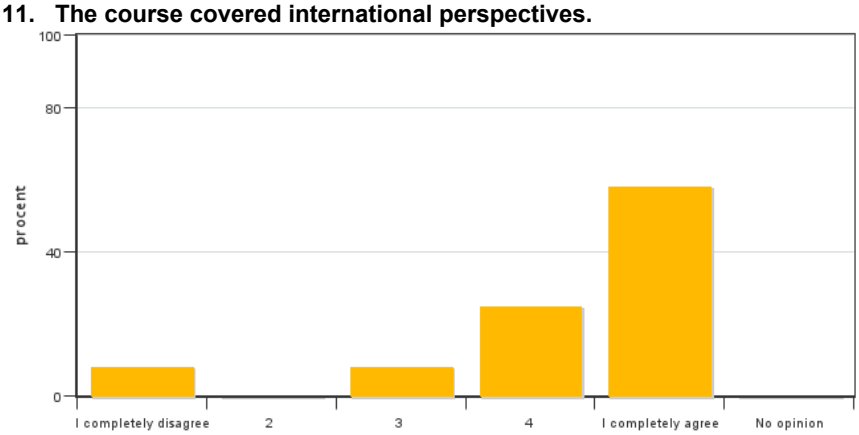


Number of answers: 12
Average: 4,8
Median: 5

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

No opinion: 1

11. The course covered international perspectives.

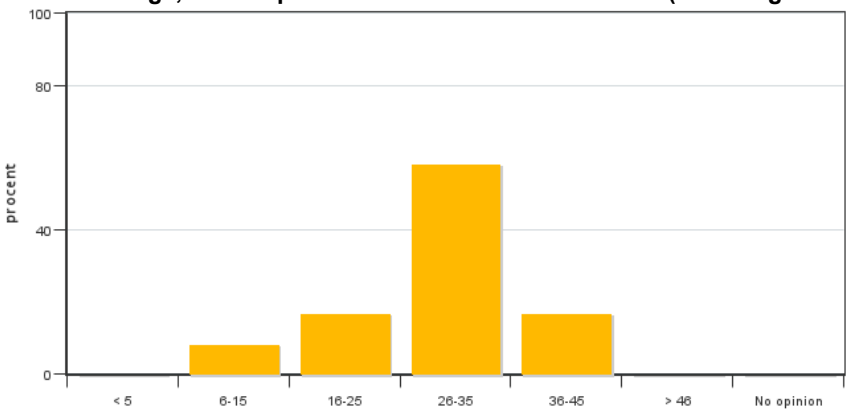


Number of answers: 12
Average: 4,3
Median: 5

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

No opinion: 0

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



Number of answers: 12
Average: 28,3
Median: 26-35

< 5: 0
6-15: 1
16-25: 2
26-35: 7
36-45: 2
> 46: 0

No opinion: 0

Course leaders comments

The course **BM0005** and FÖ0500 are offered as integrated courses sharing the same external lecturers, and for the most part theoretical lectures. They have separate seminars and project processes. Both the courses are advanced marketing classes – with empirical examples from the biobased industries including services providers.

Of the 26 registered students 12 filled out the course evaluation (46%). Over-all impressions of the course (4,3). However, the question received some comments about challenges related to the course structure and expectations to do the readings. Yet, question 12 reflects self-reported time spent to do the course work (average 28 h) which is relatively little time considering that this is a full-time course (40 h/ week).

External lecturers receive mixed comments – and some of that may relate to the fact that they are mandatory. The positive side, however, is that many of these external lecturers may provide valuable insights and contacts for courses to come, and for attaining a job after the program. My plan is to decrease the number of external lecturers for coming courses. However, I will not increase the number of lectures that I offer (9 x 2 or 3 h) in the course.

Suggestions have been made about altering the quiz to a regular “examination” (tenta) format. That can very well be done, and I will consider that option. Thank you so much to the 12 students that provided valuable feedback in the course evaluation!

Internal comments

Qvizz - tenta

Färre external lecturers

Ta bort mappen med "extra litteratur"+ inga "additional reading artiklar för föreläsningar

Student representatives comments

Overall, students describe the course as engaging, relevant, and well delivered, with strong appreciation for the course leader's enthusiasm, subject knowledge, and commitment to an inclusive and respectful learning environment. Many students felt they gained valuable insights, particularly from the core lectures, analytical notes, literature, and the strong emphasis on sustainability and international perspectives.

At the same time, several students experienced the workload as very intensive, especially in the first half of the course, with many mandatory activities and extensive compulsory reading. A common suggestion was to narrow the scope, reduce the number of mandatory components, and provide clearer guidance on what material is essential versus supplementary, in order to support deeper learning.

There is mixed feedback regarding the alignment between course activities, learning objectives and the final assessment. While core lectures, seminars, and literature were often described as well aligned with the objectives, several students questioned how guest lectures, seminars, and the large final project contributed to the stated aims of the course or the examination. Some students felt that seminars suffered from low participation and became ineffective, with discussion dominated by a few individuals and limited consequences for non-participation. Suggestions included redesigning seminars into more flexible workshops or reducing their mandatory nature.

Course information was generally available but often described as difficult to navigate or overloaded and could benefit from a clearer and more streamlined structure in Canvas. Some students, particularly from forestry backgrounds, felt the course had weak links to their field.

Nevertheless, students in general agreed the course addressed sustainability, equality, and international perspectives well, and that the overall learning environment was positive.