



Report - AL2110 - 2019-11-28

Respondents: 1
Answer Count: 1
Answer Frequency: 100.00 %

Please note that there is only one respondent to this form: the person that performs the course analysis.

Course analysis carried out by (name, e-mail):

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COURSE DESIGN

Briefly describe the course design (learning activities, examinations) and any changes that have been implemented since the last course offering.

The course design has not changed since the last offering. It is based on lectures, two debates, project group work and a home exam. The home exam period, between release of questions and submission of answers, was shortened to 10 days (instead of one month).

THE STUDENT'S WORKLOAD

Does the students' workload correspond to the expected level (40 hours/1.5 credits)? If there is a significant deviation from the expected, what can be the reason?

7.5 credits equal 200 hours. All students answering the survey reported less time than that. Students are supposed to spend time on their own and dedicated to the group work, as well as reading literature and doing the home exam.

THE STUDENTS' RESULTS

How well have the students succeeded on the course? If there are significant differences compared to previous course offerings, what can be the reason?

Like last year, they have succeeded very well.

OVERALL IMPRESSION OF THE LEARNING ENVIRONMENT

What is your overall impression of the learning environment in the polar diagrams, for example in terms of the students' experience of meaningfulness, comprehensibility and manageability? If there are significant differences between different groups of students, what can be the reason?

The students have rated the course highly, some even saying it was the best course they took at KTH. The scores ranged from 5 to 7, indicating an overall agreement with the statements (20). The only two statements scoring lower than 5 were 14 and 15 on comprehensibility (related to feedback). No significant differences exist between genders.

ANALYSIS OF THE LEARNING ENVIRONMENT

Can you identify some stronger or weaker areas of the learning environment in the polar diagram - or in the response to each statement - respectively? Do they have an explanation?

Students seem to have enjoyed the lectures a lot.

As is not uncommon, it was pointed out that the group work is not distributed evenly among group participants, which appears to be inevitable. It is fair to say that there are not many occasions where feedback can be expressed.



ANSWERS TO OPEN QUESTIONS

What emerges in the students' answers to the open questions? Is there any good advice to future course participants that you want to pass on?

Students seem to have enjoyed considerably the general topic of the course, as well as the debates. The home exam was also identified as one of the best aspects of the course.

Suggestions from students:

- some figures in the slides could be made more visible
- more feedback
- more lectures would be welcomed
- less overlap with other courses
- slower lectures
- more on land use, less on biofuels
- reduce the number of group members
- clearer instructions and grading scheme, and help with the formation of the groups
- only have one debate obligatory, not both

Students advised future students to

- listen to other's views
 - start the home exam in due time
 - not abandon the group they belong to
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PRIORITY COURSE DEVELOPMENT

What aspects of the course should primarily be developed? How could these aspects be developed in the short or long term?

The course was a success, indicated by the general satisfaction from students, and only minor changes need taking place.

One or two more lectures are planned for the following run, and improvements in the course materials (including slides) is to take place. The existence of an assistant next year will also address the issue of feedback.



OTHER INFORMATION

Is there anything else you would like to add?

Feedback course Sustainable Food Production and Consumption

Combined feedback comments from several students:

- Overall very positive

For me the topic was super interesting but too much text on the slides. It could be cool to have slides for us in canvas but during the course he should use only hot spots topic and key words. Because It's a wide Subject and I was a bit confused during class. I preferred the way he did during our first class. Only lecture with discussion and question with response on the board.

- Interesting subject

- Too much text on the slide - during lectures only key words. Like it was in the first lecture.

She wants feedback on debates, on report and on home exams. Maybe add a moment at the end of the seminar to have his point of view after the debates.

- More information about his view on the debates

Very positive overall, was interesting and a good structure in the lectures. The debate was chaotic sometimes also because everyone could just speak whenever. It could be an idea to structure the debate so that everyone has for example 1 minute after each other (more an official debate structure). Instead of the presentation first.

- Debate could have a clearer structure: maybe giving everyone 1 min pitch on their arguments or 1 person each group can discuss every subject.

One thing I want to add is that instead of debating for just one agricultural system, it could also be interesting to look at how it would be if two agricultural systems are combined. Like what if conventional farming would be combined with organic farming, taking the positive impacts of both the farming systems and mix them together? Is this possible? And what would it look like?

- Could be interesting to debate on the option of both the systems.

I think the course was super all the way through. I especially liked the lecture revolving around what people think they know, and that it is mostly very simplified. And the way he pointed that out with examples. Then I agree with that more direct feedback would be nice.

I agree that it would have been nice to hear what his thoughts were after the debate!

Nonetheless, this has been one of my favorite courses at kth. Great structure, good lectures and also really interesting topics for the debate /group work.

- Great structure

- Good lectures
