Forskningsprocessen: kvalitativa metoder, dataanalys och akademiskt skrivande
LU0091, 20029.1718

15 Hp
Studietakt = 100%
Nivå och djup = Avancerad
Kursledare = Opira Otto, Patrik Oskarsson

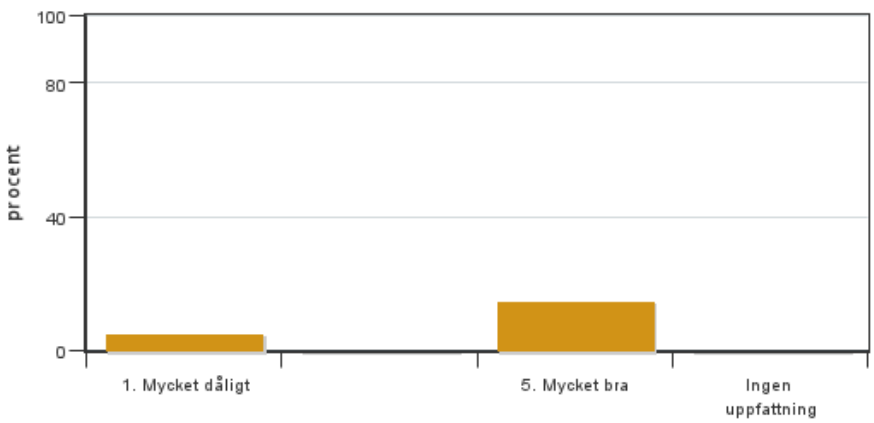
Värderingsresultat

Värderingsperiod: 2017-12-31 - 2018-01-28

Antal svar	20
Studentantal	46
Svarsfrekvens	43 %

Obligatoriska standardfrågor

1. Mitt helhetsintryck av kursen är:

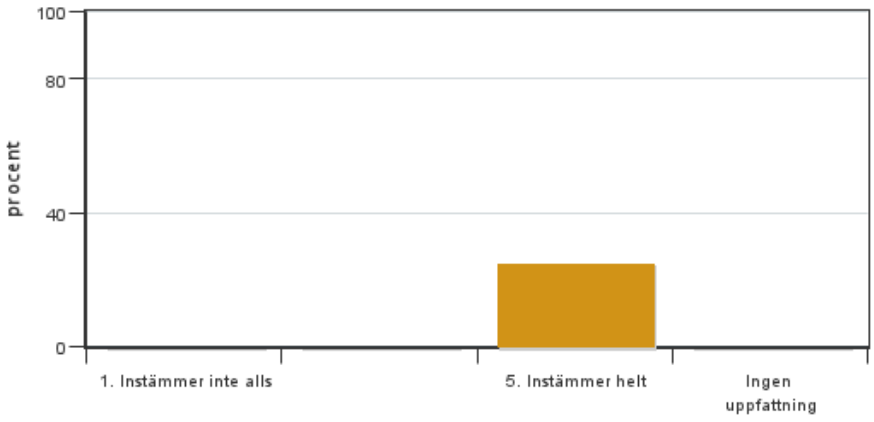


Antal svar: 20
Medel: 3,3
Median: 3

1: 1
2: 3
3: 8
4: 5
5: 3

Har ingen uppfattning: 0

2. Jag anser att kursens innehåll hade en tydlig koppling till kursens lärandemål.

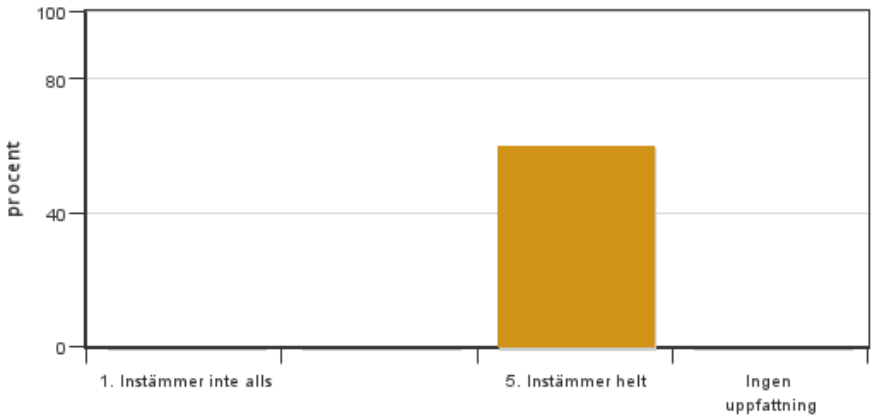


Antal svar: 20
Medel: 3,7
Median: 3

1: 0
2: 1
3: 9
4: 5
5: 5

Har ingen uppfattning: 0

3. Mina förkunskaper var tillräckliga för att tillgodogöra mig kursen.

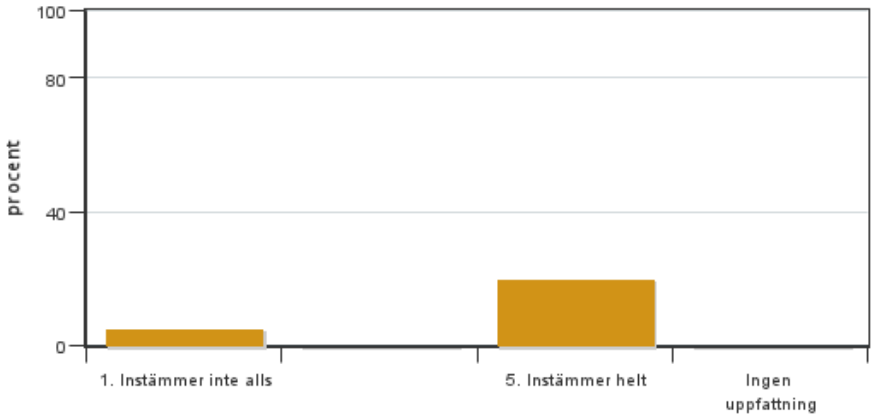


Antal svar: 20
Medel: 4,5
Median: 5

1: 0
2: 0
3: 2
4: 6
5: 12

Har ingen uppfattning: 0

4. Jag anser att kursinformationen var lättillgänglig.

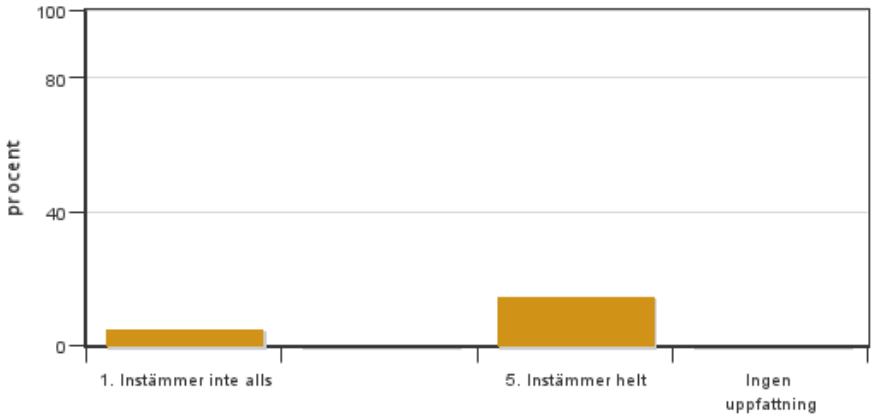


Antal svar: 20
Medel: 3,3
Median: 3

1: 1
2: 5
3: 5
4: 5
5: 4

Har ingen uppfattning: 0

5. Kursens lärandemoment (föreläsningar, litteratur, övningar med mera) har stöttat mitt lärande.

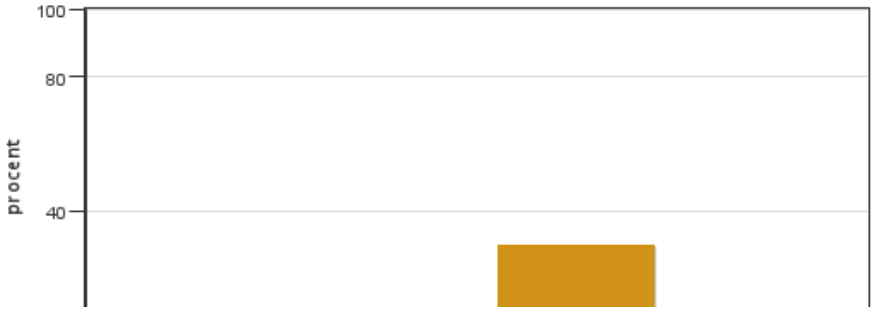


Antal svar: 20
Medel: 3,4
Median: 3

1: 1
2: 2
3: 9
4: 5
5: 3

Har ingen uppfattning: 0

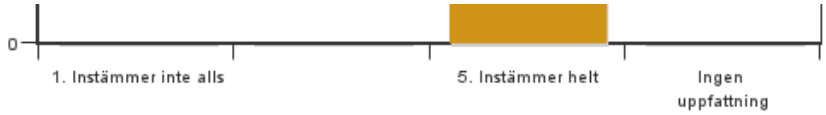
6. Jag anser att den sociala lärmiljön har varit inkluderande där olika tankar respekterades.



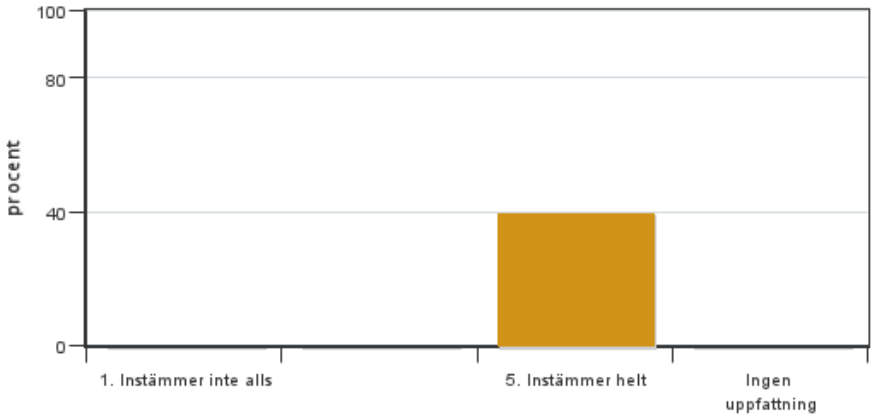
Antal svar: 20
Medel: 4,1
Median: 4

1: 0
2: 1
3: 2
4: 11
5: 6

Har ingen uppfattning: 0



7. Jag anser att den fysiska lärmiljön (exempelvis lokaler och utrustning) var tillfredställande.

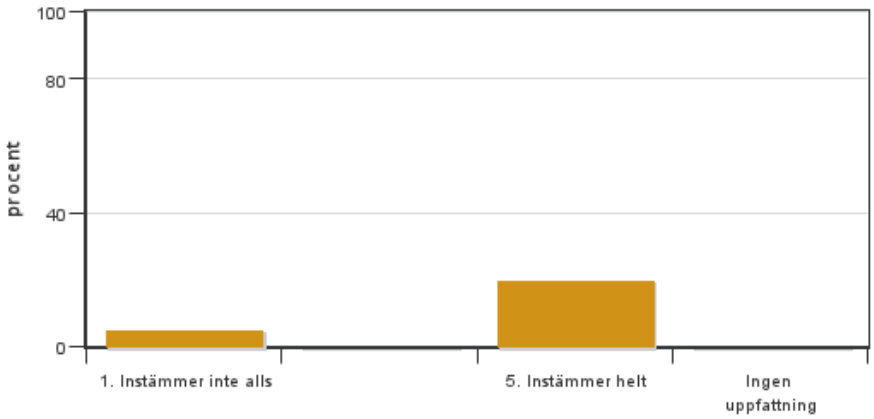


Antal svar: 20
Medel: 4,0
Median: 4

1: 0
2: 2
3: 5
4: 5
5: 8

Har ingen uppfattning: 0

8. Examinationen/-erna gav mig möjlighet att visa vad jag lärt mig under kursen, se lärandemål.

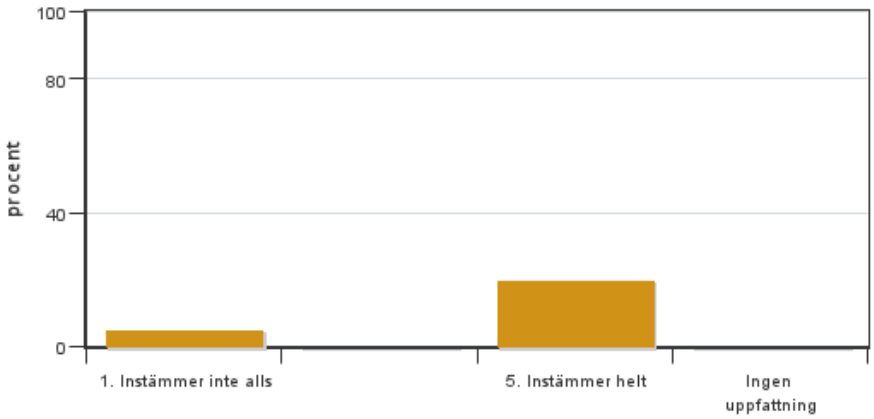


Antal svar: 20
Medel: 3,5
Median: 4

1: 1
2: 3
3: 5
4: 7
5: 4

Har ingen uppfattning: 0

9. Jag anser att kursen har berört hållbar utveckling (miljömässig, social och/eller ekonomisk hållbarhet).

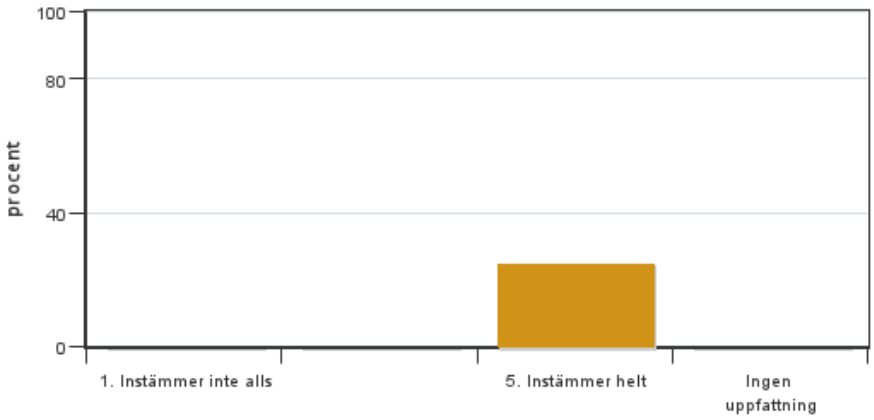


Antal svar: 20
Medel: 3,3
Median: 3

1: 1
2: 5
3: 6
4: 4
5: 4

Har ingen uppfattning: 0

10. Jag anser att kursen har berört ett genus- och jämställdhetsperspektiv i innehåll och praktik (t. ex. perspektiv på ämnet, kurslitteratur, fördelning av taltid och förekomst av härskartekniker).

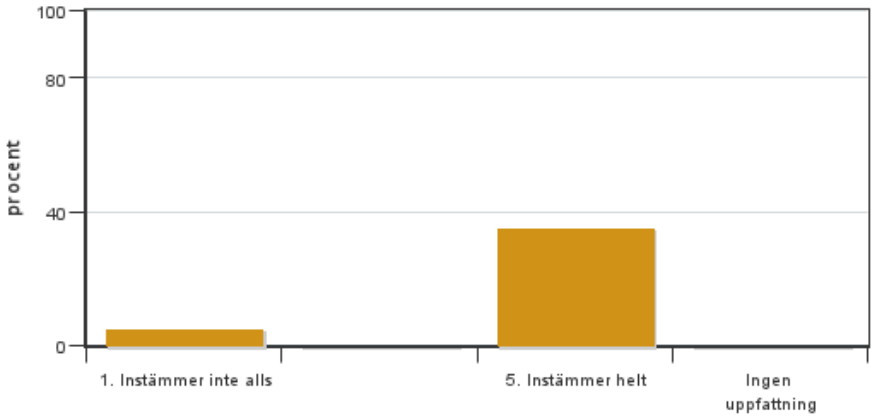


Antal svar: 20
Medel: 3,6
Median: 3

1: 0
2: 3
3: 8
4: 4
5: 5

Har ingen uppfattning: 0

11. Jag anser att kursen har berört internationella perspektiv.

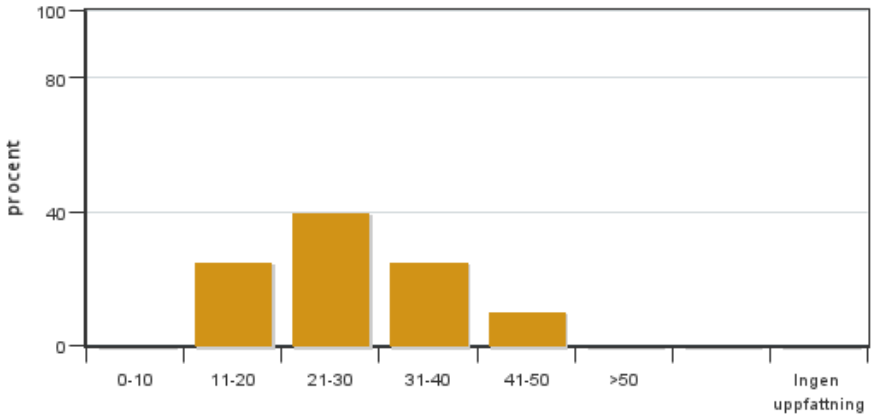


Antal svar: 20
Medel: 4,0
Median: 4

1: 1
2: 0
3: 4
4: 8
5: 7

Har ingen uppfattning: 0

12. Jag har i genomsnitt lagt … timmar per vecka på kursen (inklusive schemalagd tid).



Antal svar: 20
Medel: 27,0
Median: 21-30

0-10: 0
11-20: 5
21-30: 8
31-40: 5
41-50: 2
>50: 0

Har ingen uppfattning: 0

Kursledarens kommentarer

This course evaluation to my mind represents significant improvement compared to earlier years. To start with we managed to get many more students to respond compared to earlier. I am not sure why but perhaps the new Evald evaluation system is seen as easier to work with or giving more notifications to get student responses. Or the reason was simply that the students felt that the course was interesting and wanted to contribute. Responses are overall more positive compared to earlier (although with wide variations in indiviudal responses) and we have clearly been better able to cater to the Environmental Communication students even if rightful complaints still exist. There is more we can attempt to do but ultimately we will need teachers from the Environmental Communication division to participate more to fully cater to student needs. A core challenge with this course is the diverse group in terms of backgrounds and disciplinary interest. For some students responding to the evaluation the lack of specific focus to their needs is a concern while others see the strength of the diverse classroom and the learning about multiple methods and different research designs as part of a more broad-based education even if not strictly relevant for the

thesis. I think this course will have to continue to be broad-based as long as the student group continues to be similar to this year. If Environmental Communication students get a methods course specifically to cater to their methodological training needs then a rural development methods course can be made more focused with no problem I think (although international and Swedish students might have somewhat different interests and approaches).

I note that the students like the course overall somewhat more than earlier years while also saying they have spent more time on it. Both these are things we have attempted to accomplish. Since very few have spent 40 h per week there is still space for increasing the level of difficulty and the amount of content we provide. At the same time we know we are facing a budget cut next year and we can not offer more lectures and especially not more seminars. I think student-led tasks and perhaps increased use of video material rather than lectures can allow us to have more time available in the classroom for discussions. A large student group of more than 40 is expected also next year and clearly this poses challenges for individual interactions in the classroom and direct contact between students and teachers.

I do think that course information was readily available on Fronter but I need to think about how to organise it better. All examination and seminar information in one document might be easier since at least this way there is only one document to look in. In terms of expensive course books I really can not see how one single course book is too much. I used to pay way more for books when I was doing my master. And scanning and uploading other articles is actually a lot of work for us which should be appreciated rather than complained about. I am fine not uploading anything letting the students find their own material via various libraries.

Student representative comments:

Thanks for bringing in a different perspective about the lack of methods and academic writing you feel students have received so far during studies. This course evaluation and previous ones usually mainly mention that this course is repetitive on methods which is why we have strived over consecutive years to make the course more advanced. Perhaps we have reached a certain level where we need to ensure that there is a bit of repetition from earlier courses to allow those with little qualtiative research experiences catch up. Let me also consider ways of including even more on academic writing in the course. I feel there is a lot which could be done on this, perhaps as a workshop or seminar, but at the same time we are facing a shortage of teachers used to teaching on this topic. Other than this our idea has been that both methods and writing are things which are learned by doing rather than by lectures. We thus have the Field Day and 3 written individual assignments as core components of the course.

Both course coordinators will have to admit to being too busy, and then also struggling over the holiday period with catching a bit of time off and recoving from illness, to respond in time with assignments. The plan has definitely been to provide results from Assignment 1 before 2 etc but we failed multiple times this year. Earlier we have been able to provide timely feedback and will need to ensure in coming years that sufficient time is set aside to ensure that course tasks are completed.

Literature: There could be a point to slim down the reading list to make it more focused. Our idea with the course has been to have a small set of common articles and chapters and then additional readings where students can pick up material relevant for them whether they are proposing to do a certain kind of study, use certain methods, or forms of analysis. I continue to think that trying to cater to a broad set of interests is better than slimming down but will consider this point. In any case it is surely a good thing to make it clearer what mandatory and additional readings mean in the reading list.

Studentrepresentantens kommentarer

Content:

- I got the impression that some students, that do not have a background in qualitative social sciences felt a little bit lost. Students seem to have the feeling things were expected (knowledge of methods and how to use them, academic writing in a thesis) but this did not match with some students' experience. We do not really learn (at least in the rural development master program) how academic writing works (we have to write a lot but we do not receive any instructions on how good writing looks like) and nothing about methods. Students that have a background in qualitative social science have therefore an advantage. Even though we had assignments to test methods, people did not get sufficient feedback on if they understand and used the method correctly. I guess a lot of people would have liked a more practical way of learning how interviews or observation are actually conducted in reality. Maybe more lectures in the style of the workshop would be appreciated. Also, how to analyse the data is probably an issue for those with no experience in the field.

- Seems like there was a wish from students, that were lost with finding a concrete topic, to have more support. One comment said that it felt like the course was made for people that go abroad with MFS. Maybe it is good to take into consideration, that international students can not apply for MFS and usually also cannot access other funding from home, since they study abroad, and many people cannot afford to fund their field trip them selves.

- maybe it makes sense to separate the class sometimes based on the programs, since some lectures were not useful for more than one of the programs.

Fronter & Assignments:

- better structured: all information on one assignment for instance in one document.

- one overview document with assignments and deadline, lectures, seminars etc.

- more concrete instructions for the assignment. Many people felt especially assignment 2 to be unnecessary or bad timed, and that four articles were too much for in depth analysis.

- feedback on assignments came too late

Literature:

- Some students commented, that they felt the literature was too much for not being really helpful. Maybe it makes sense to revise the mandatory and secondary literature