



Forskningsprocessens kontext och process I: teorier och metoder LU0085, 10157.1819

7.5 Hp
Studietakt = 100%
Nivå och djup = Avancerad

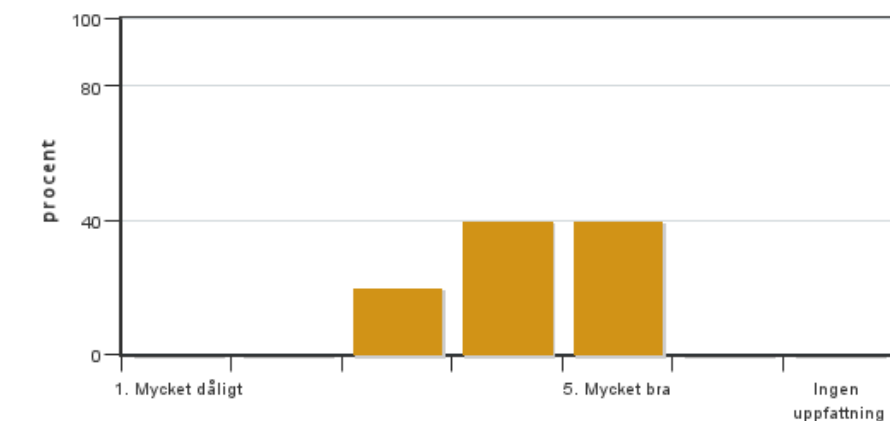
Värderingsresultat

Värderingsperiod: 2018-09-26 - 2018-10-17

Antal svar 10
Studentantal 35
Svarsfrekvens 28 %

Obligatoriska standardfrågor

1. Mitt helhetsintryck av kursen är:

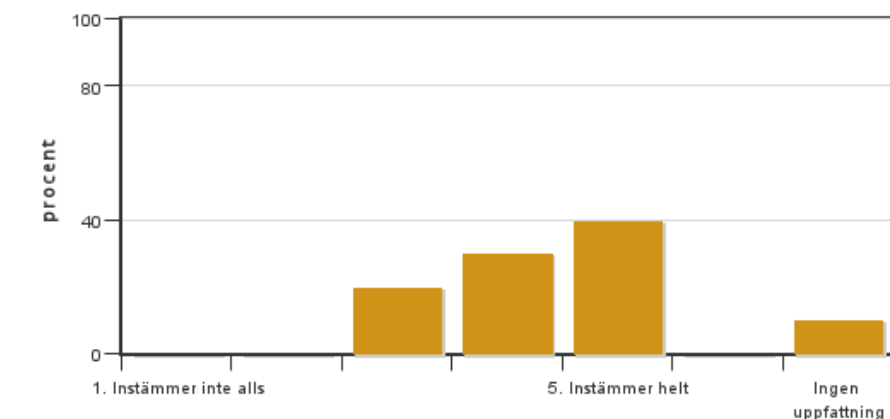


Antal svar: 10
Medel: 4,2
Median: 4

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

Har ingen uppfattning: 0

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

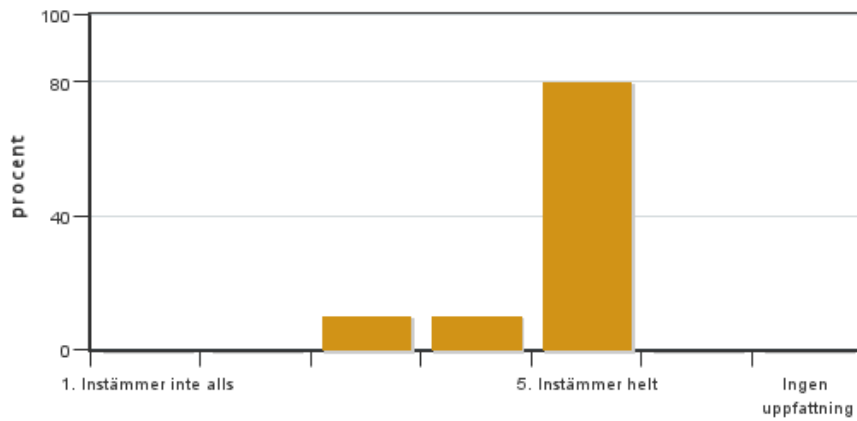


Antal svar: 10
Medel: 4,2
Median: 4

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

Har ingen uppfattning: 1

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

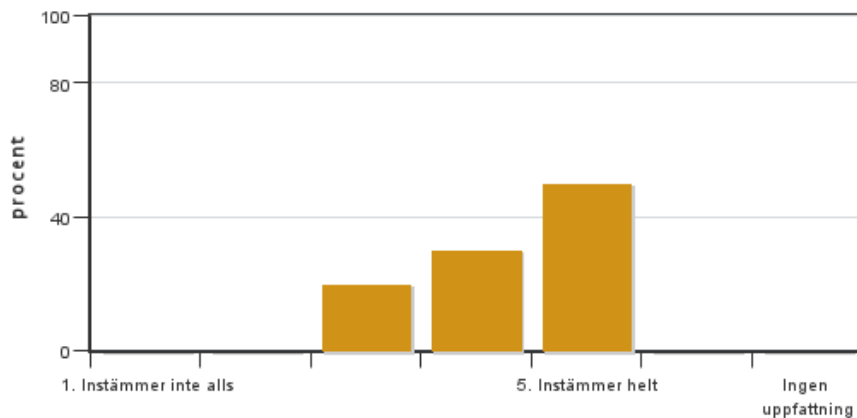


Antal svar: 10
 Medel: 4,7
 Median: 5

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

Har ingen uppfattning: 0

4. Jag anser att kursinformationen var lättillgänglig.

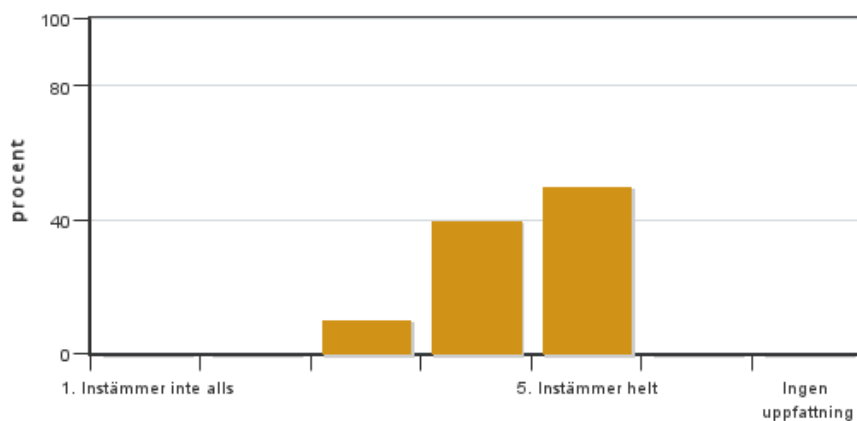


Antal svar: 10
 Medel: 4,3
 Median: 4

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

Har ingen uppfattning: 0

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

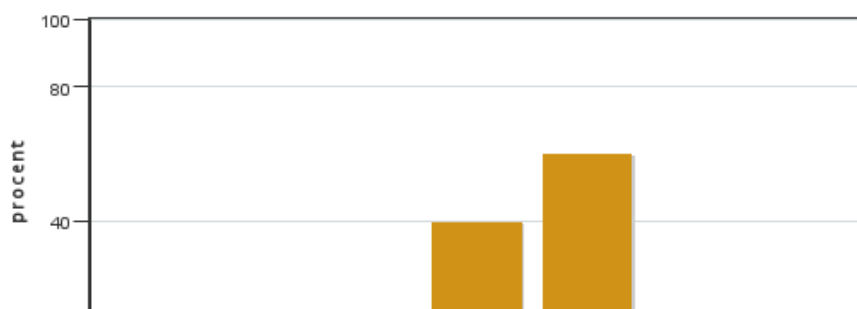


Antal svar: 10
 Medel: 4,4
 Median: 4

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

Har ingen uppfattning: 0

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



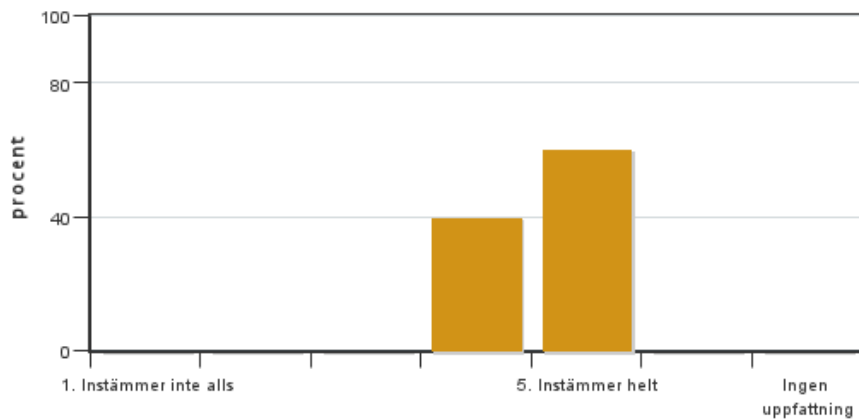
Antal svar: 10
 Medel: 4,6
 Median: 5

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

Har ingen uppfattning: 0



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

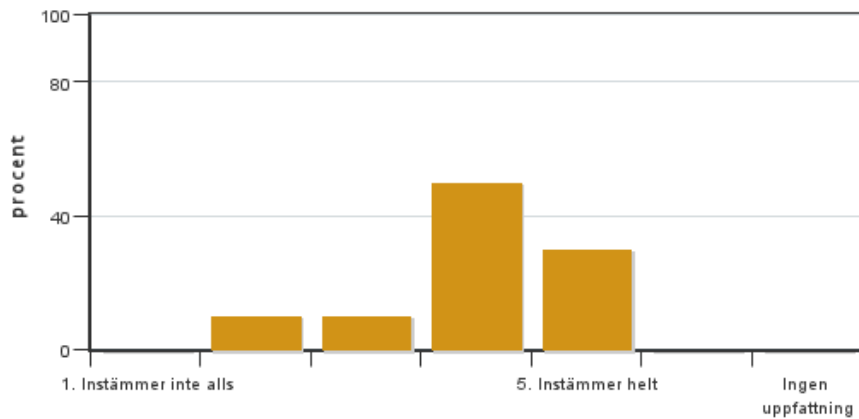


Antal svar: 10
Medel: 4,6
Median: 5

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

Har ingen uppfattning: 0

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

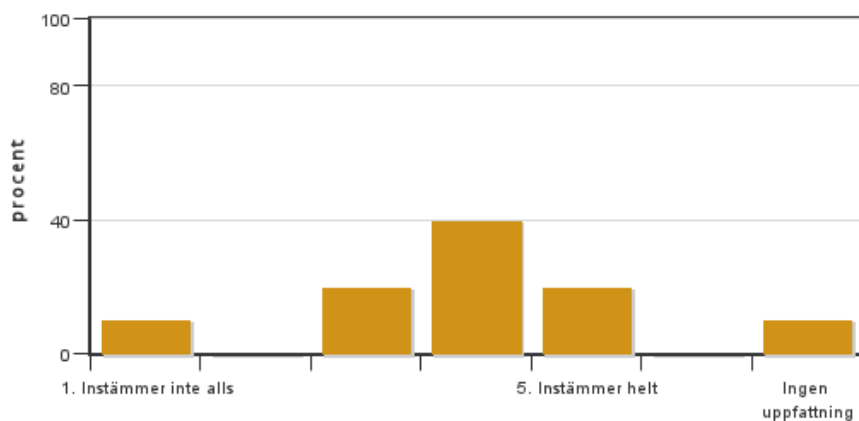


Antal svar: 10
Medel: 4,0
Median: 4

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

Har ingen uppfattning: 0

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

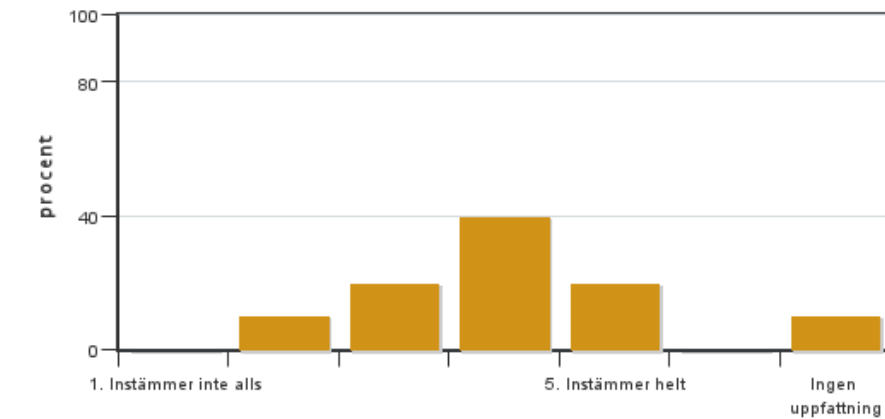


Antal svar: 10
Medel: 3,7
Median: 4

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

Har ingen uppfattning: 1

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).

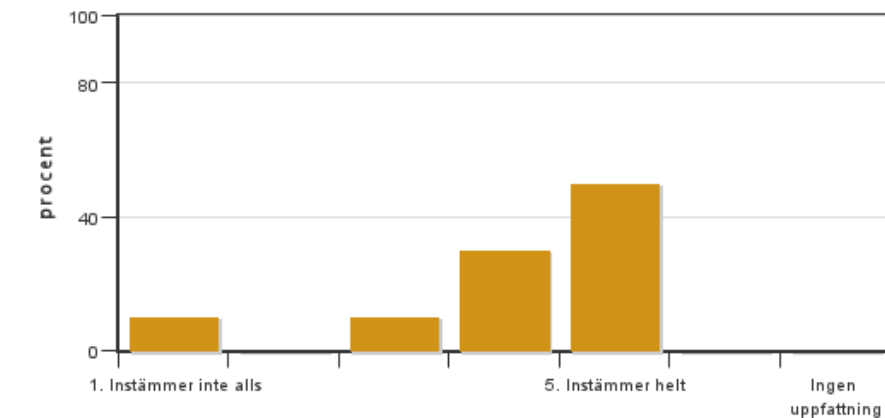


Antal svar: 10
 Medel: 3,8
 Median: 4

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

Har ingen uppfattning: 1

11. Jag anser att kursen har berört internationella perspektiv.

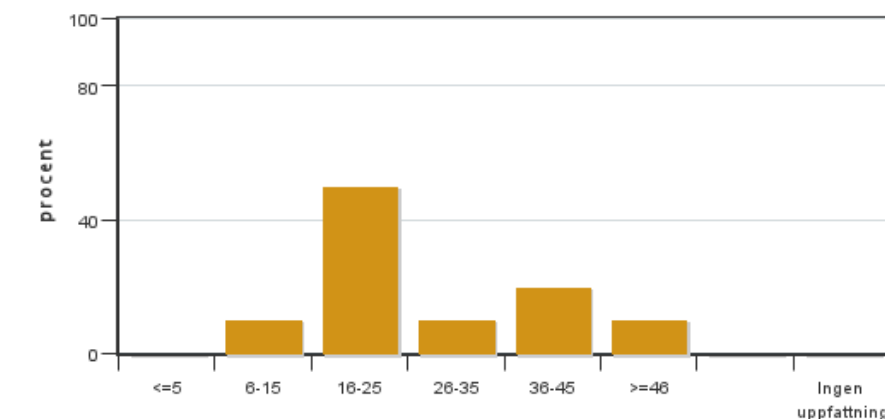


Antal svar: 10
 Medel: 4,1
 Median: 4

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

Har ingen uppfattning: 0

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



Antal svar: 10
 Medel: 26,6
 Median: 16-25

≤5: 0
 6-15: 1
 16-25: 5
 26-35: 1
 36-45: 2
 ≥46: 1

Har ingen uppfattning: 0

Kursledarens kommentarer

The teachers of the course have two main comments in relation to the course evaluation. The first comment is about how well gender relations and perspectives have been integrated in the course. The course receives a relatively low mark on this question. However, this course, 'The Process of Research I: Theories and Methods', forms a joint block on social theory, together with the next course 'The Process of Research II: Theories and Methods'. During the later course gender and feminist theories constitute one of the theoretical paradigms. In order to understand gender and feminist theories it is important to at least have superficial knowledge of other paradigms, such as Marxism, structuration theory and post-structuralism, since gender and feminist theories varies, depending on the theoretical paradigm and vantage point. This, however, could be better explained to the students; something we will see to next autumn, when the course is given again.

The second comments concerns the integration of sustainability perspectives in the course. As soon as the condition

and role of humans within the environment is concerned there is a need to apply social theory. Social theoretical paradigms and theorizing is essential to be able to explore and analyze the condition and role of humans within the environment; that is the human component of sustainability. This must apparently be better emphasized in the future. The specific form of sustainability that concerns so called social sustainability is perhaps the hardest of the forms of sustainability to define. There is often a normative component of social and gender equality and equity presumed when social sustainability is mentioned. A society may, however, be utterly economically and socially asymmetrical and still be able to reproduce itself over time. The Indian caste system society is an example of such a society. Social sustainability is seldom used as a concept among social scientists; instead you mostly find the term 'social stability'. In the future we can of course, however, present the concept and discuss its pros and cons in relation to the lecture and seminar on social organization, social structures and social systems, given on the course.

Studentrepresentantens kommentarer

Studentrepresentanten har inte lämnat några kommentarer

Kontakta support: support@slu.se - 018-67 6600