



The Context and Process of Research I: Theories and Methods LU0085, 10157.1819

7.5 Hp

Pace of study = 100%

Education cycle = Advanced -

Course leader = Örjan Bartholdson

Evaluation report

Evaluation period: 2018-09-26 - 2018-10-17

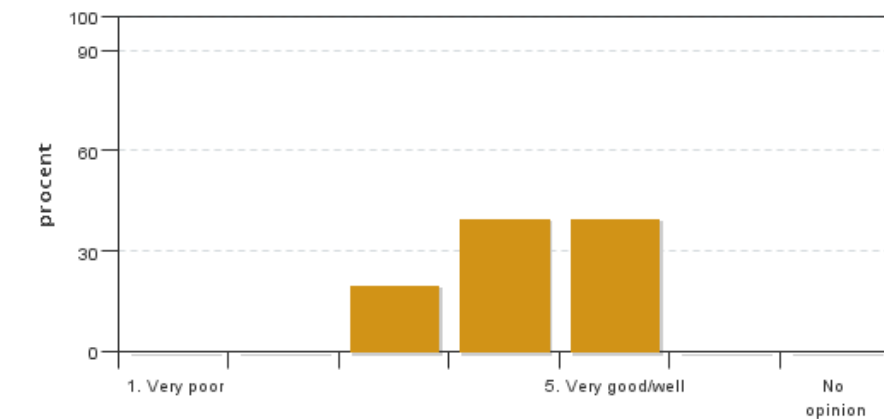
Answers 10

Number of students 35

Answer frequency 28 %

Mandatory standard questions

1. My overall impression of the course is:

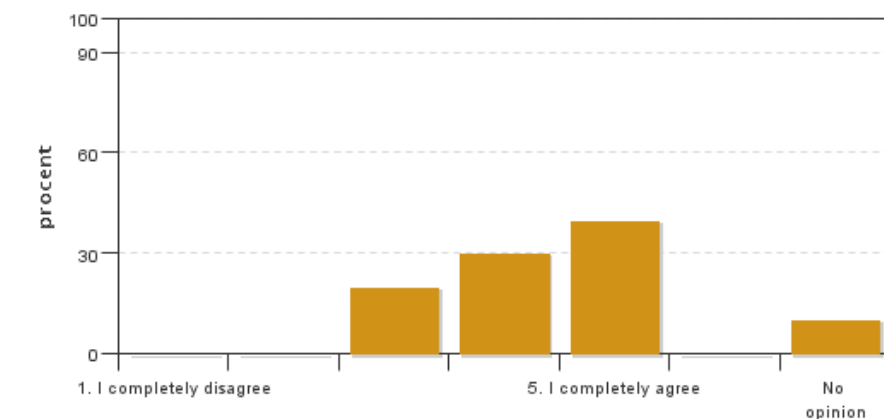


Answers: 10
Medel: 4,2
Median: 4

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

No opinion: 0

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

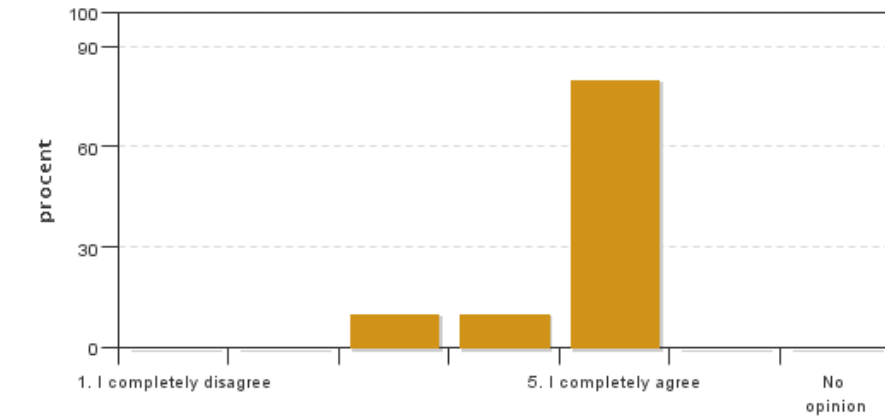


Answers: 10
Medel: 4,2
Median: 4

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

No opinion: 1

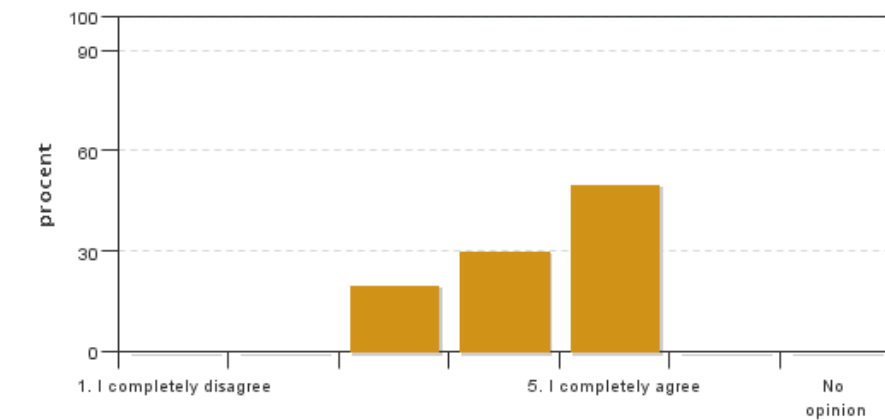
3. My prior knowledge was sufficient for me to benefit from the course.



Answers: 10
 Medel: 4,7
 Median: 5

1: 0
 2: 0
 3: 1
 4: 1
 5: 8
 No opinion: 0

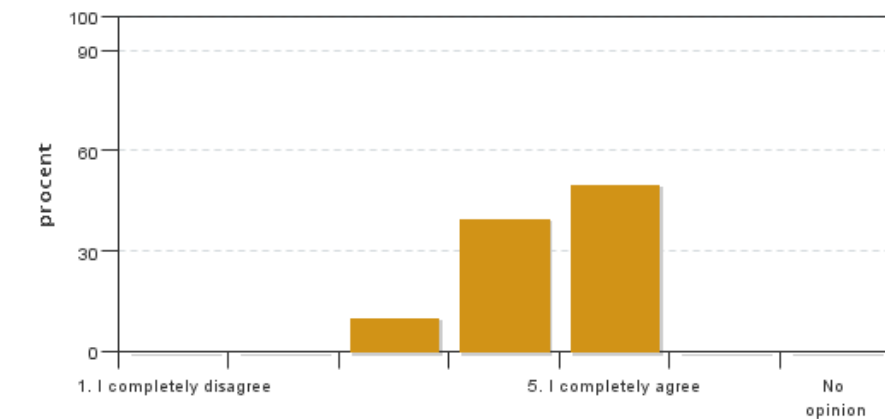
4. The information about the course was easily accessible.



Answers: 10
 Medel: 4,3
 Median: 4

1: 0
 2: 0
 3: 2
 4: 3
 5: 5
 No opinion: 0

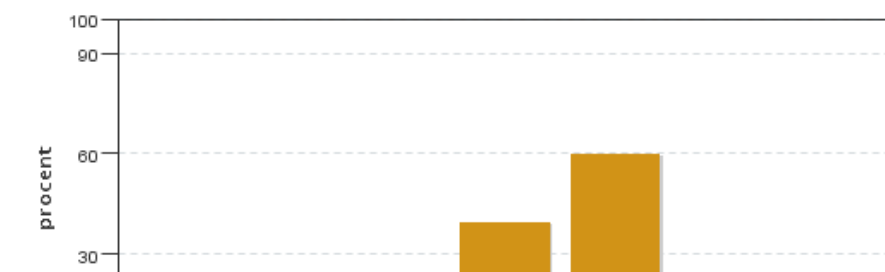
5. The various course components (lectures, course literature, exercises etc.) have supported my learning.



Answers: 10
 Medel: 4,4
 Median: 4

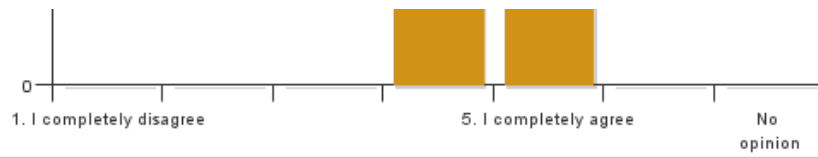
1: 0
 2: 0
 3: 1
 4: 4
 5: 5
 No opinion: 0

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



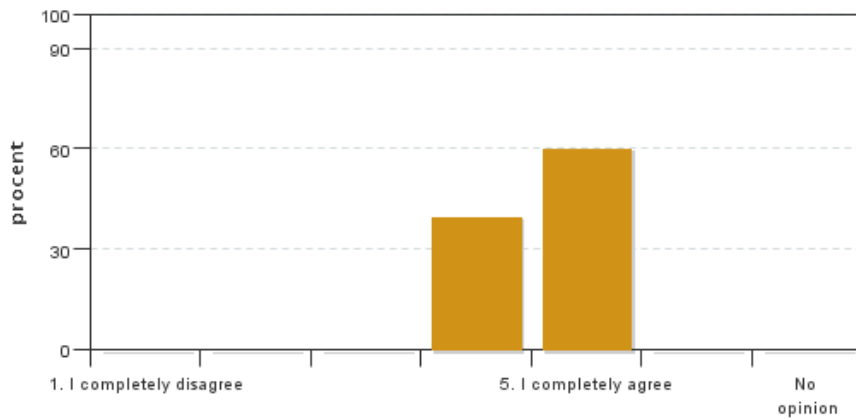
Answers: 10
 Medel: 4,6
 Median: 5

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



No opinion: 0

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

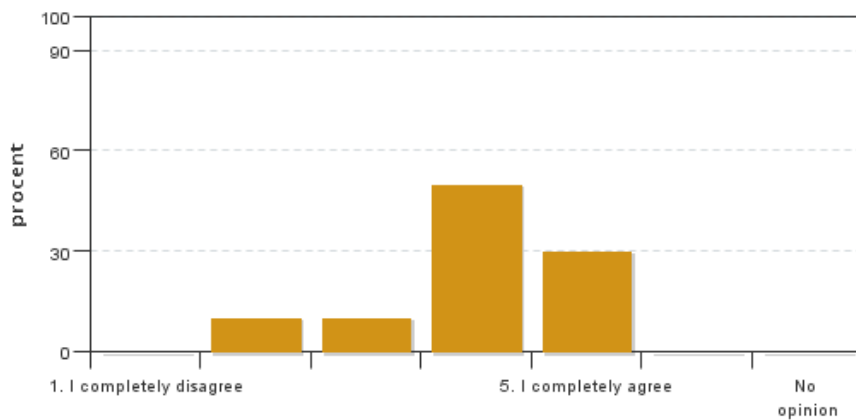


Answers: 10
Medel: 4,6
Median: 5

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

No opinion: 0

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

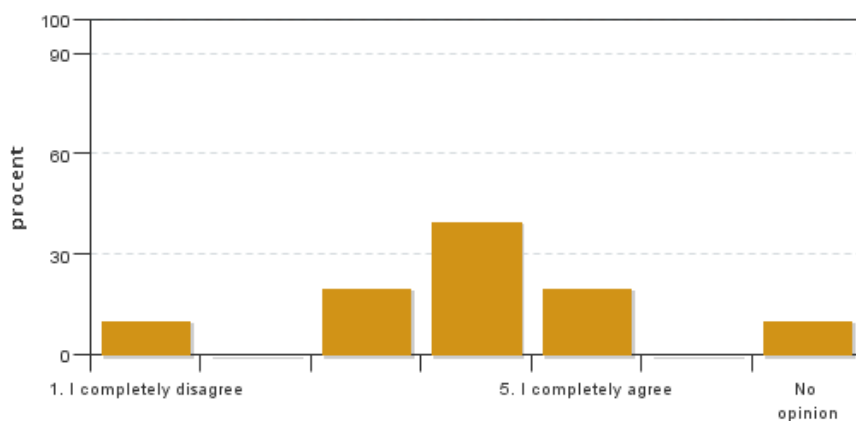


Answers: 10
Medel: 4,0
Median: 4

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

No opinion: 0

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

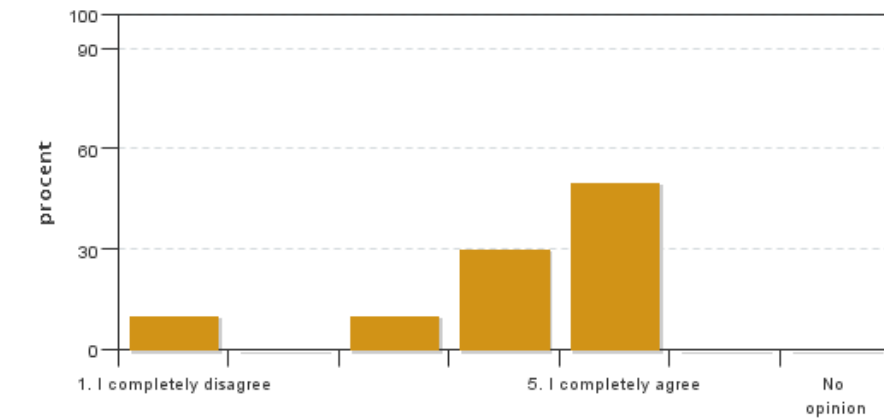


Answers: 10
Medel: 3,7
Median: 4

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

No opinion: 1

10. The course covered international perspectives.

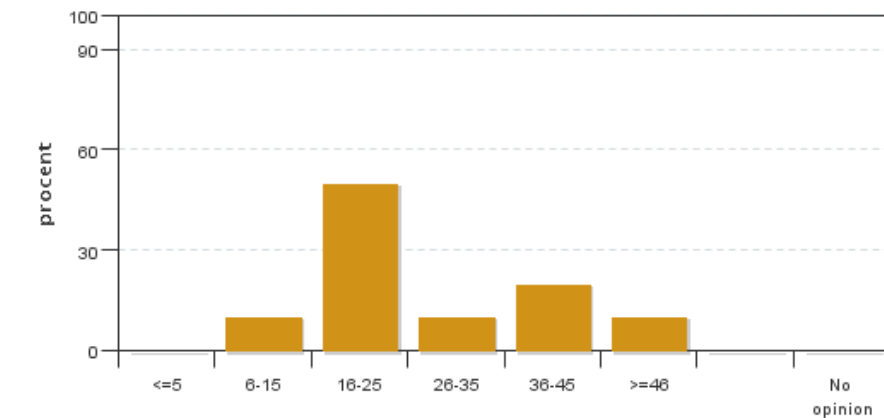


Answers: 10
 Medel: 4,1
 Median: 4

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

No opinion: 0

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

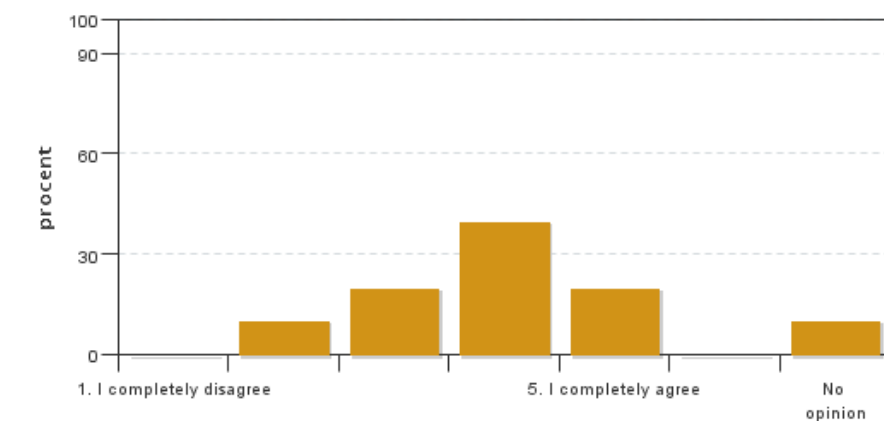


Answers: 10
 Medel: 26,6
 Median: 16-25

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

No opinion: 0

12. 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).



Answers: 10
 Medel: 3,8
 Median: 4

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

No opinion: 1

Course leaders comments

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.

Student representatives comments

No comments from the student representatives

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