



# The Process of Research: Qualitative Methods, Data Analysis and Academic Writing

LU0091, 20106.1819

15 Hp

Pace of study = 100%

Education cycle = Advanced -

Course leader = Patrik Oskarsson

## Evaluation report

Evaluation period: 2019-01-13 - 2019-02-03

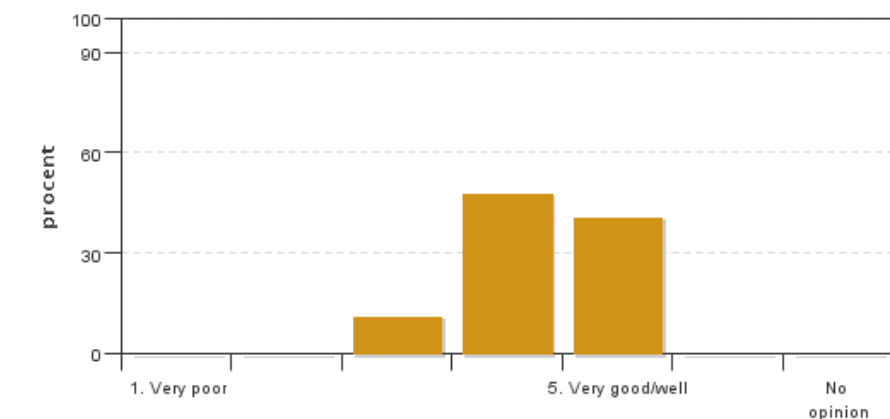
Answers 27

Number of students 52

Answer frequency 51 %

## Mandatory standard questions

### 1. My overall impression of the course is:

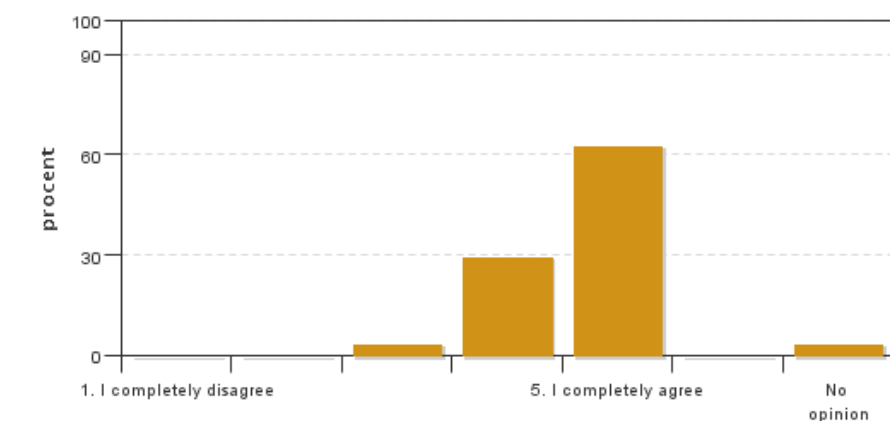


Answers: 27  
Medel: 4,3  
Median: 4

1: 0  
2: 0  
3: 3  
4: 13  
5: 11

No opinion: 0

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

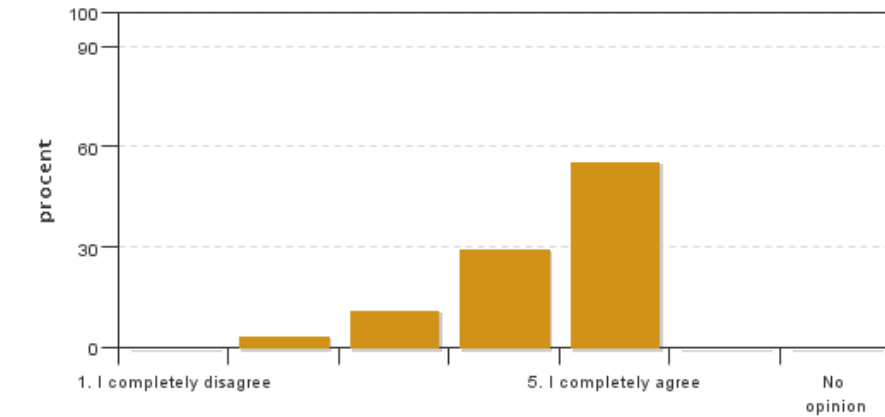


Answers: 27  
Medel: 4,6  
Median: 5

1: 0  
2: 0  
3: 1  
4: 8  
5: 17

No opinion: 1

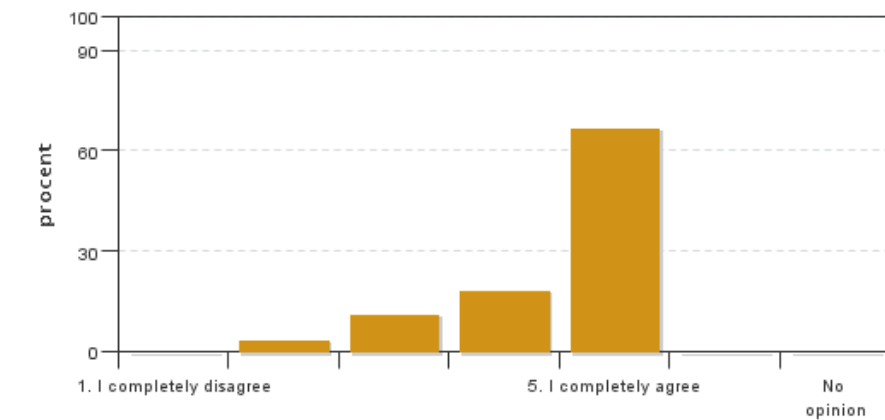
**3. My prior knowledge was sufficient for me to benefit from the course.**



Answers: 27  
 Medel: 4,4  
 Median: 5

1: 0  
 2: 1  
 3: 3  
 4: 8  
 5: 15  
 No opinion: 0

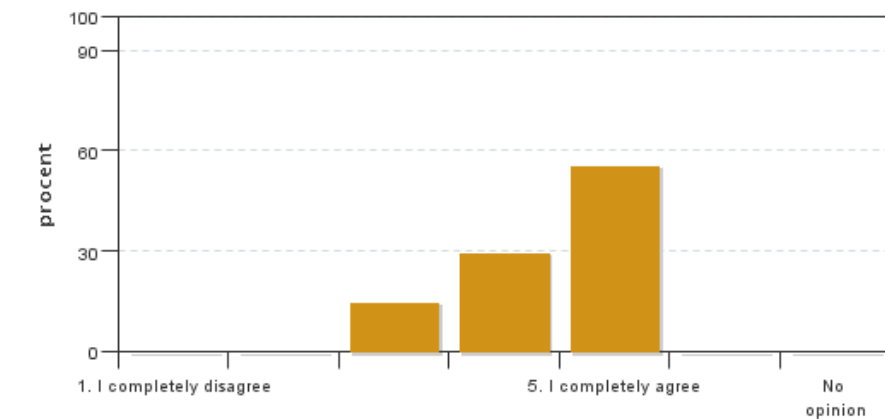
**4. The information about the course was easily accessible.**



Answers: 27  
 Medel: 4,5  
 Median: 5

1: 0  
 2: 1  
 3: 3  
 4: 5  
 5: 18  
 No opinion: 0

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



Answers: 27  
 Medel: 4,4  
 Median: 5

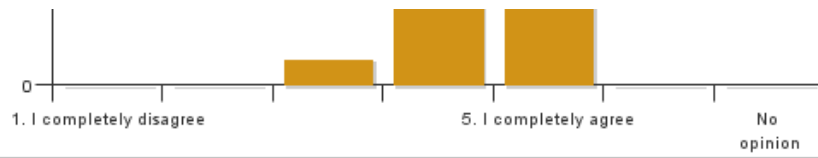
1: 0  
 2: 0  
 3: 4  
 4: 8  
 5: 15  
 No opinion: 0

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



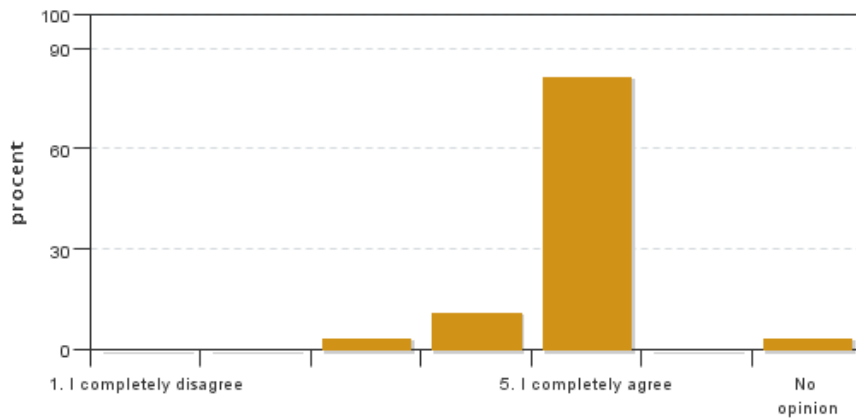
Answers: 27  
 Medel: 4,6  
 Median: 5

1: 0  
 2: 0  
 3: 2  
 4: 7  
 5: 18



No opinion: 0

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



Answers: 27

Medel: 4,8

Median: 5

1: 0

2: 0

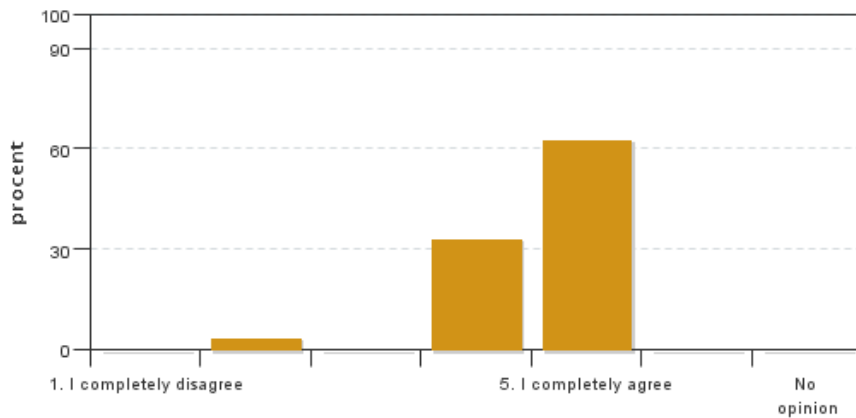
3: 1

4: 3

5: 22

No opinion: 1

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



Answers: 27

Medel: 4,6

Median: 5

1: 0

2: 1

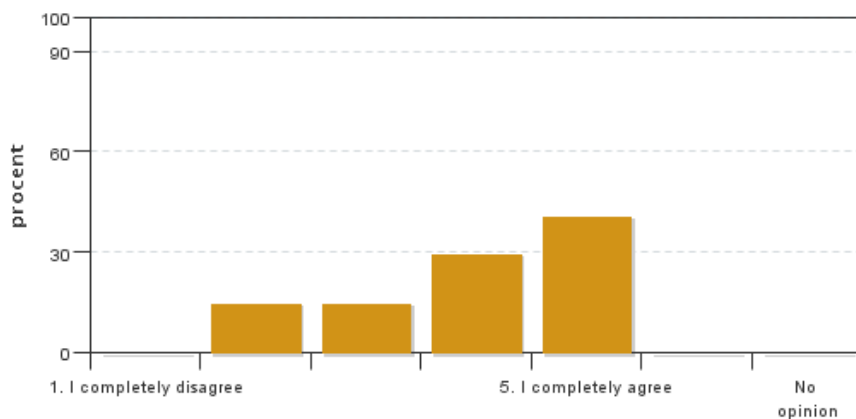
3: 0

4: 9

5: 17

No opinion: 0

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



Answers: 27

Medel: 4,0

Median: 4

1: 0

2: 4

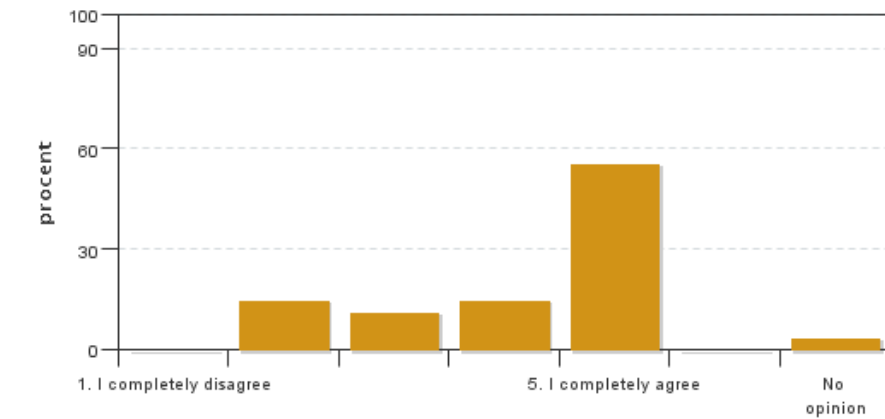
3: 4

4: 8

5: 11

No opinion: 0

**10. The course covered international perspectives.**

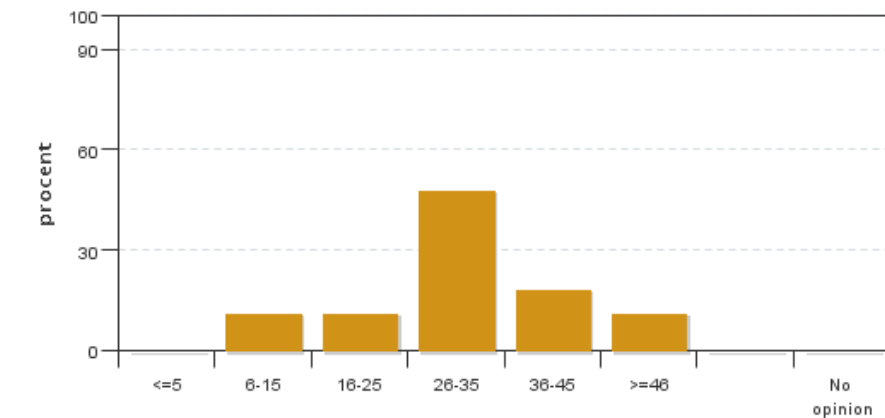


Answers: 27  
 Medel: 4,2  
 Median: 5

1: 0  
 2: 4  
 3: 3  
 4: 4  
 5: 15

No opinion: 1

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

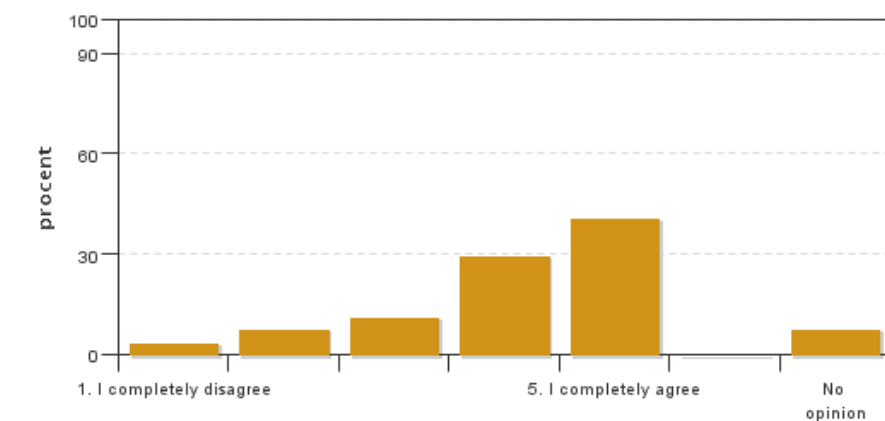


Answers: 27  
 Medel: 30,3  
 Median: 26-35

<=5: 0  
 6-15: 3  
 16-25: 3  
 26-35: 13  
 36-45: 5  
 >=46: 3

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: 27  
 Medel: 4,0  
 Median: 4

1: 1  
 2: 2  
 3: 3  
 4: 8  
 5: 11

No opinion: 2

## Course leaders comments

I take the overall evaluation grade of 4.3 to indicate that the students are relatively pleased with the course. The same course coordinators have been running the course for a few years now and I suppose that we have been able to improve it little by little each year. I also do not see any dramatically critical comments that I need to comment on specifically. There is of course always room for improvement however.

We are well aware of the fact that we are not able to cater as well to the needs of the Environmental Communication students optimally. These are in fact recurring comments which I would say have become much more positive in recent years possibly indicating some improvements on our part while overall more could and should be done. In close discussions with faculty of Environmental Communication we have done a number of improvements in recent

years especially by talking more about discourse as a method and by bringing in more Environmental Communication faculty to the course. We would certainly like to have even more participation from faculty but to date staff shortages have made this impossible. I will certainly continue to try to get greater participation on the course in coming years if I continue to be the course coordinator.

It is worth considering whether we should reduce the focus on the thesis in assignments and discussions given that some students experience a lot of stress. I do believe however that many students need the challenge to start thinking about the thesis early or else they will complete it very late. And if they did more general assignments not connected to the thesis then the overall work load would be higher for the students. Finding a balance between those who would benefit from more general assignments and those who need the early pressure to start thinking about the thesis is not easy in such a large and varied group. Overall I do however believe that the assignments are quite good. The overall grade of 4.6 on examination is to me a very good one. To me one of the main messages for next year is that the assignments need to be worked on for better clarity.

The introduction of new teacher portal Canvas appears to have been quite successful given that students say that information was easily accessible. We will consider whether the assignments can be a bit more explicit in the requirements next year. They might be a little too brief. At the same time I am not quite sure why the students are not asking more questions.

## Student representatives comments

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Patrik's comments above address many of the feedback given throughout the course by other students. I did not receive a lot of more formal feedback from students however in general conversations there was a very positive view of the course and content given. As Patrik says many found it stressful to begin work on the thesis proposal so early however this has also been helpful for the thesis course following it and it remained possible for people to apply the assignments to a hypothetical thesis, to trial ideas if they were not yet sure of (or preparing to complete it yet) their actual thesis. Perhaps it may have helped to make this clearer to students who were not yet writing their thesis so that they felt less pressured, however in many ways to feel a little stressed or scared about the process is fairly natural and can be considered a good thing if it can drive us to be more prepared earlier. There remains time to improve or change things for the final thesis and now having thought about the proposal so early we are in a far better place to begin our thesis course.

The lack of environmental communication and management linkages was a problem for many students however I also agree with Patrik that it is difficult to ensure both courses are well considered where resources are scarce. There were a number of attempts to bring environmental communication theories and topics into lectures which were very much appreciated. Some of the compulsory activities were not as relevant to environmental communication and management students as they were for those studying rural development, however there were a lot of points we could still gain from these activities. It may have helped to brief lecturers to start a discussion or draw out some of these relevancies within sessions run by rural development researchers to create more inclusion/cohesion across the courses. As students responsible for our own learning we tended to do this on our own merit, however it can be helpful to start the conversation or encourage us to do so. It was good to have a fairly flexible literature list from which we could draw what was relevant to our own work and also having the thesis in mind was helpful in allowing us to tailor the course provided to our own learning goals. This may be a good point to highlight more explicitly to future students at the beginning of the course.

The Canvas system has been a great success and though there are always some challenges in learning to use a new IT system it has been a great relief and help to have it. The assignments were often well explained however sometimes there was confusion as to grading following the assignment submission and marking. Possibly more explicit grading tables outlining more specifically what markers are looking for could help clear some of this confusion, particularly where the two different courses sometimes present different grading expectations.

Thank-you for a great course and introduction to research methods.