



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

LU0091, 20040.1920

15 Hp

Pace of study = 100%

Education cycle = Advanced

Course leader = Opira Otto, Patrik Oskarsson

Evaluation report

Evaluation period: 2020-01-12 - 2020-02-02

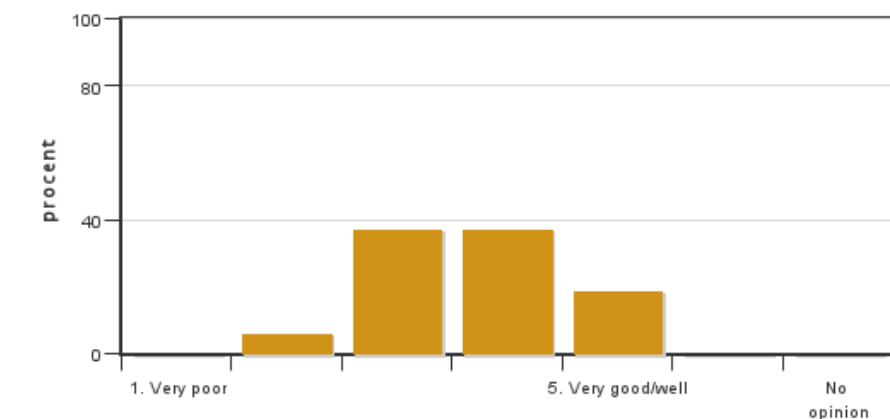
Answers 16

Number of students 42

Answer frequency 38 %

Mandatory standard questions

1. My overall impression of the course is:

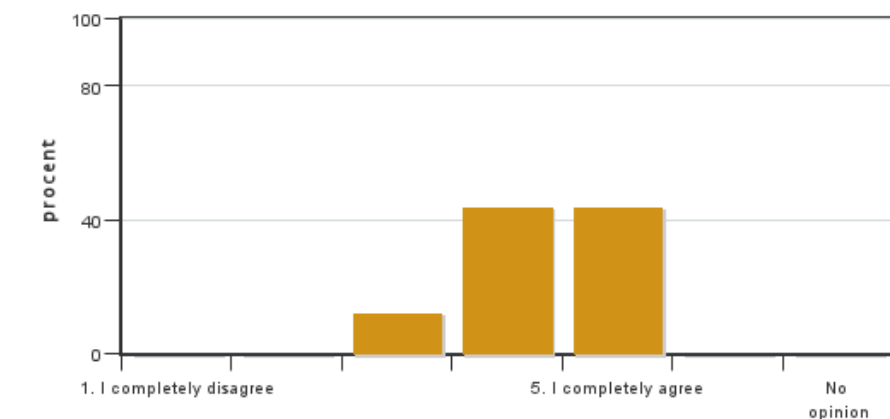


Answers: 16
Medel: 3,7
Median: 4

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

No opinion: 0

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

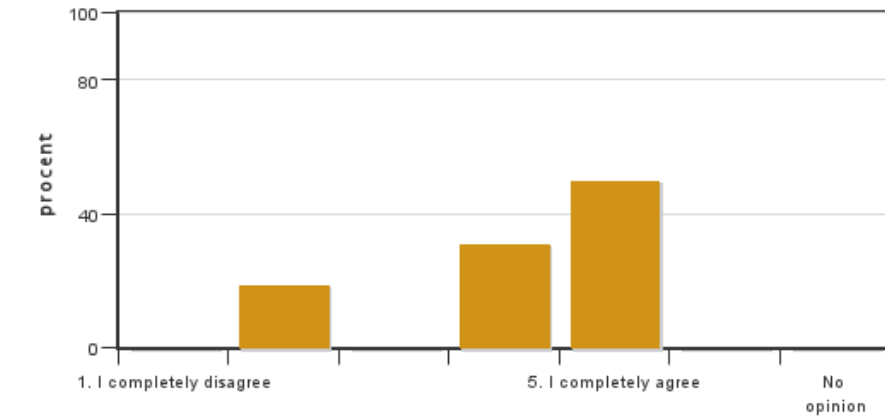


Answers: 16
Medel: 4,3
Median: 4

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

No opinion: 0

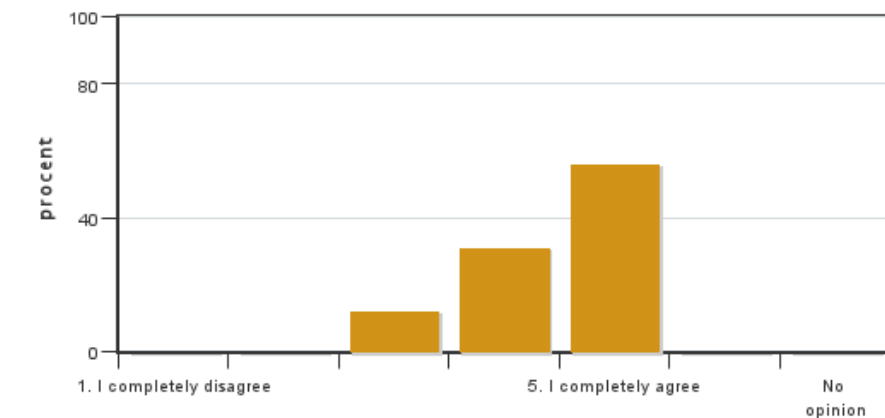
3. My prior knowledge was sufficient for me to benefit from the course.



Answers: 16
 Medel: 4,1
 Median: 4

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

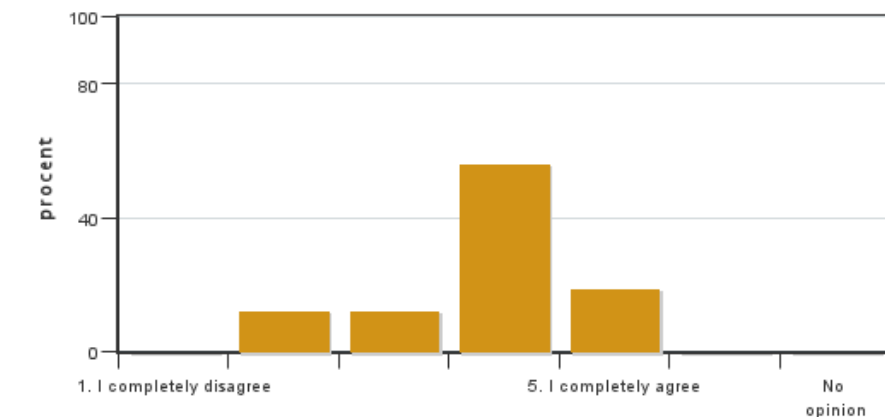
4. The information about the course was easily accessible.



Answers: 16
 Medel: 4,4
 Median: 5

1: 0
 2: 0
 3: 2
 4: 5
 5: 9
 No opinion: 0

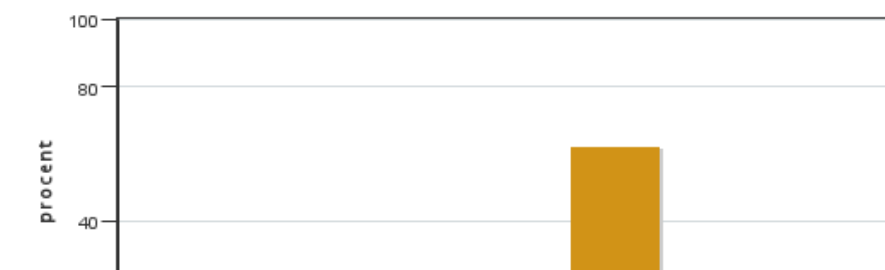
5. The various course components (lectures, course literature, exercises etc.) have supported my learning.



Answers: 16
 Medel: 3,8
 Median: 4

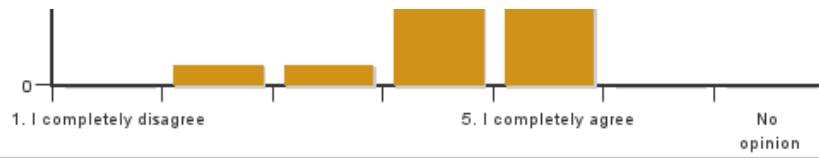
1: 0
 2: 2
 3: 2
 4: 9
 5: 3
 No opinion: 0

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



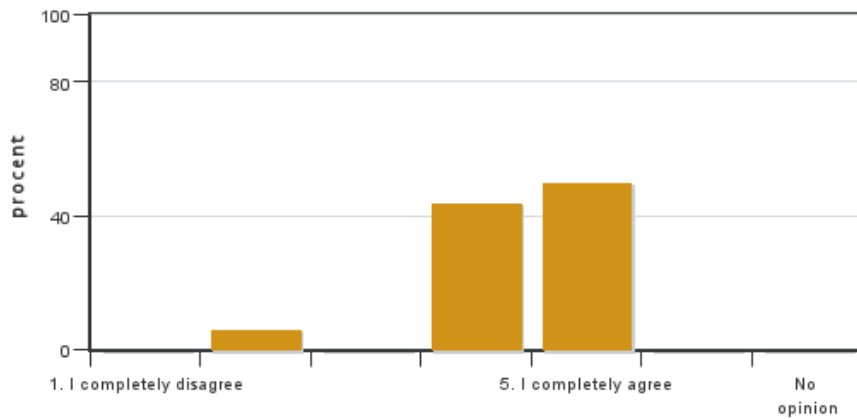
Answers: 16
 Medel: 4,4
 Median: 5

1: 0
 2: 1
 3: 1
 4: 4
 5: 10



No opinion: 0

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



Answers: 16

Medel: 4,4

Median: 4

1: 0

2: 1

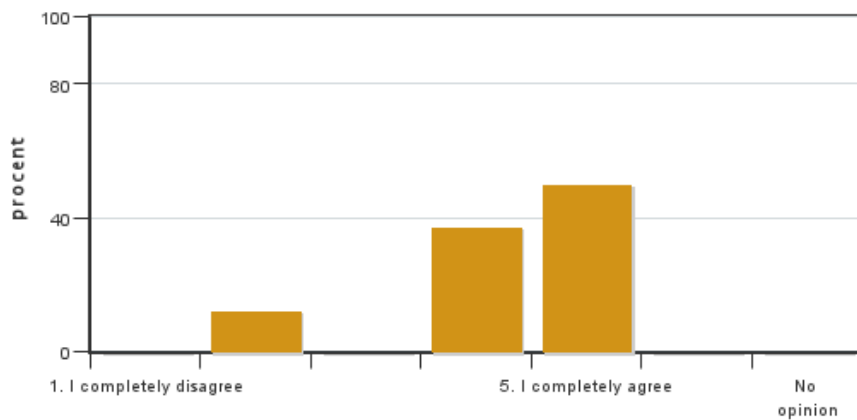
3: 0

4: 7

5: 8

No opinion: 0

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



Answers: 16

Medel: 4,3

Median: 4

1: 0

2: 2

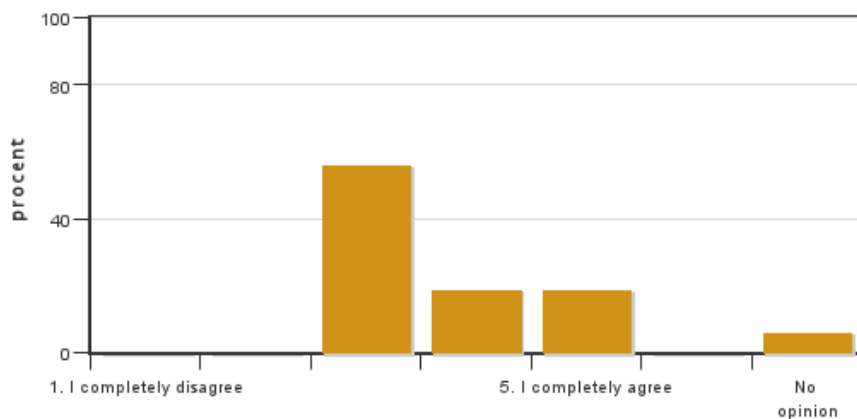
3: 0

4: 6

5: 8

No opinion: 0

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



Answers: 16

Medel: 3,6

Median: 3

1: 0

2: 0

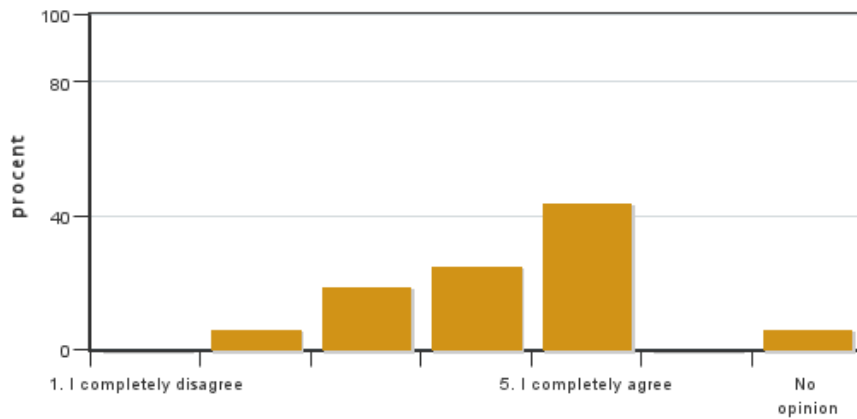
3: 9

4: 3

5: 3

No opinion: 1

10. 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).

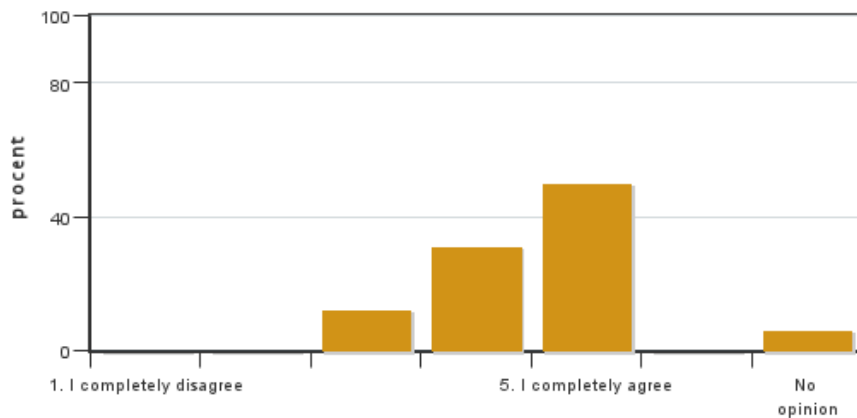


Answers: 16
 Medel: 4,1
 Median: 4

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

No opinion: 1

11. The course covered international perspectives.

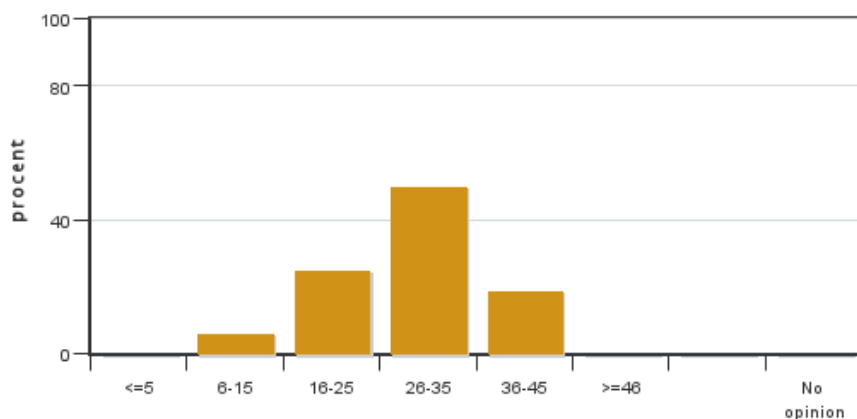


Answers: 16
 Medel: 4,4
 Median: 5

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

No opinion: 1

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



Answers: 16
 Medel: 28,1
 Median: 26-35

<=5: 0
 6-15: 1
 16-25: 4
 26-35: 8
 36-45: 3
 >=46: 0

No opinion: 0

Course leaders comments

The same course team has been in place for this course over the past 4 years by now and we feel we have been able to improve the course each year to cater to a wider set of interests, add new and relevant lectures and seminars, overall provide a quite good mix between lectures and seminars. New this year was one lecture on Netnography mainly catering to the interests of the Environmental Communication students but with relevance to most students, a lecture on PhD research, and a workshop in finding literature held by the library. The overall impression of the course appears to be generally favourable with a 3.7 rating. Unfortunately we were not able to receive a substantial number of evaluations this year with a somewhat low response frequency of 38% (or 16 out of a total of 42 students) and not many detailed comments inserted either.

We continue to face the challenge of making the course relevant to students from many different programs. This year saw the new master program in Food Systems being included for the first time with 5 students from mainly a

natural sciences background. This group of students have been quite engaged during lectures and seminars and appear to have done relatively well. At this point I do not have much details to go on in terms of what this group of students identified as useful with the course and what might be possible to do to better support them in coming years. As for earlier years the plan is to continue to try to engage with different teachers across Divisions and research interests to better cater to needs, and this goes of course especially for the Environmental Communication students. At the same time I don't have any indications that teaching resources are going to become more available from faculty in the Env Comm Division leading me to believe that next year's course will be relatively similar to the present year in terms of participation. I will however try to reach out and encourage increased participation.

One major change for next year is the likely change of the course team with Opira retiring. While we lose Opira's experience and reliability which will be missed a new teacher will bring in new ideas and could provide new impetus for a revised set of lectures. I will try to identify a new vice coordinator in coming months among teachers potentially interested in taking over main course leadership in the future. I think there is a lot of potential in the methods part of the course to invite a wider team of researchers to talk more in-depth about the specific methods they use in their projects. There is an ongoing challenge with the course to be able to provide both width (many different research methods discussed to provide a broader understanding of data collection) and depth (a more in-depth discussion of specific methods) in the course. As part of the revised course coordinator team I think I will seek to have a new teacher who can provide 2-4 introductory lectures on methods and then invite specialists to do the remaining lectures.

Unfortunately the physical learning environment (Question 7) was not as good this year as it usually is. At one point more than 50 students were registered on the course which made me think that we could no longer use the usual 40 student classrooms. Already last year we were a bit stretched on a few occasions. But then more students than expected deregistered last minute leading to the use of unnecessarily large classrooms (and no alternatives could be found last minute). Due to this communication and interactions between teachers and students in the classroom suffered somewhat which is unfortunate. In spite of these mishaps in the course planning I note that the students did find that the social learning environment was pleasant and inclusive (Question 6).

Student representatives comments

This course was well organized and had a good mixture of lectures, seminars and workshops, which is appreciated. Especially the variety of lecturers and insights to several fields and methods was very interesting, if not always immediately relevant to all students. While the challenge of catering to the needs of students from diverse academic backgrounds is substantial, the course organizers were always invested to provide relevant content for everyone. Further, I felt they were always open to requests and questions and did their best to accommodate unforeseen demands.

Personally, I am in favour of Patriks idea of including a even wider team of researchers for more in-depth lectures and seminars, so that students can perhaps choose to best meet their background specific interests and needs in methods. If more workshops could be included to give students an insight on how to apply some of the methods (as Mayuri Kumari did for example), I feel that would be widely appreciated.