



## Research methods for business studies FÖ0446, 40074.1920

7.5 Hp

Pace of study = 50%

Education cycle = Advanced

### Evaluation report

---

**Evaluation period: 2020-05-31 - 2020-06-21**

Answers 4

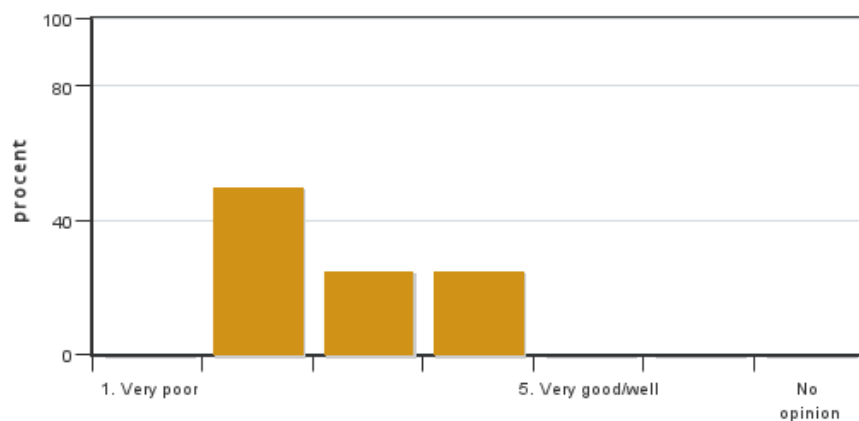
Number of students 32

Answer frequency 12 %

### Mandatory standard questions

---

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

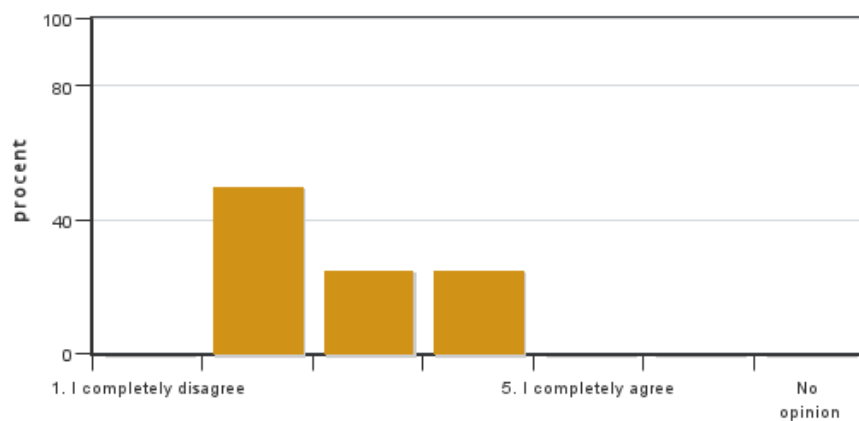


Answers: 4  
Medel: 2,8  
Median: 2

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

No opinion: 0

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

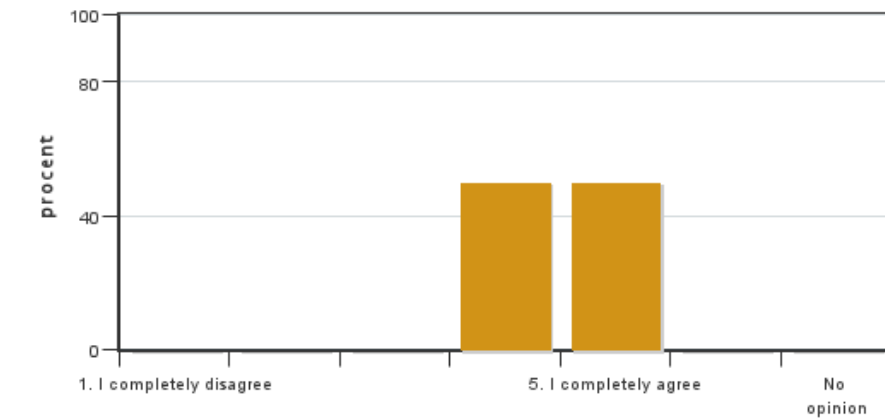


Answers: 4  
Medel: 2,8  
Median: 2

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

No opinion: 0

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

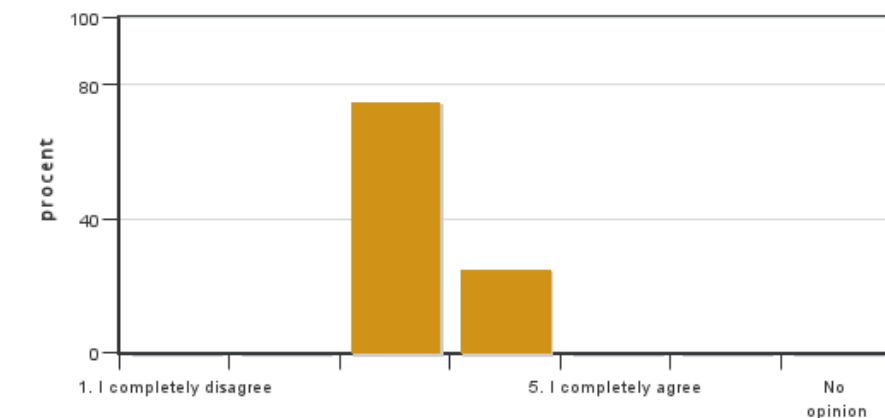


Answers: 4  
Medel: 4,5  
Median: 4

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

No opinion: 0

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

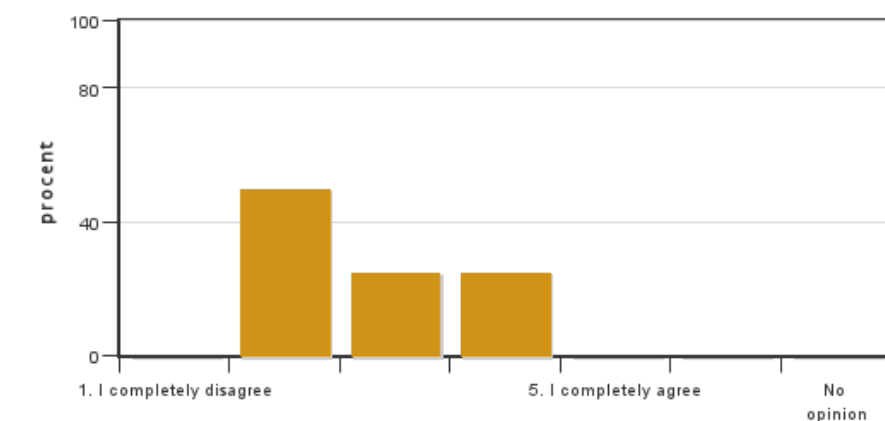


Answers: 4  
Medel: 3,3  
Median: 3

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

No opinion: 0

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

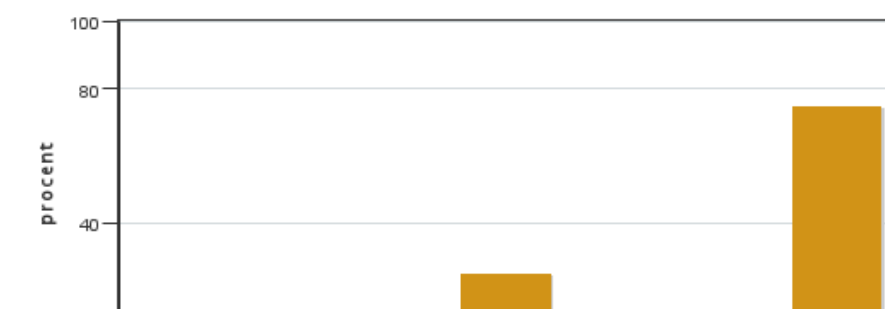


Answers: 4  
Medel: 2,8  
Median: 2

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

No opinion: 0

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



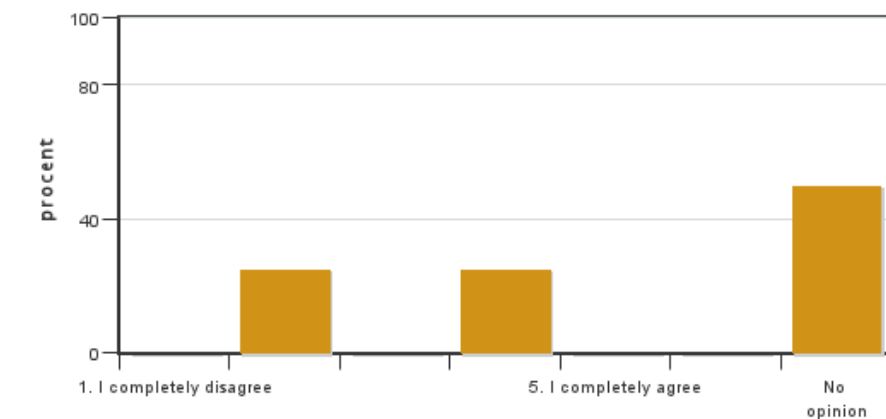
Answers: 4  
Medel: 4,0  
Median: 4

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

No opinion: 3



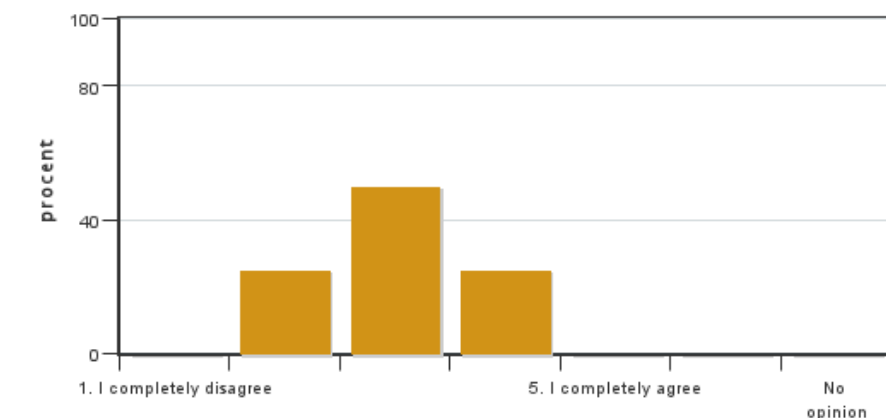
**7. The physical learning environment (facilities, equipment etc.) has been satisfactory.**



Answers: 4  
Medel: 3,0  
Median: 2

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

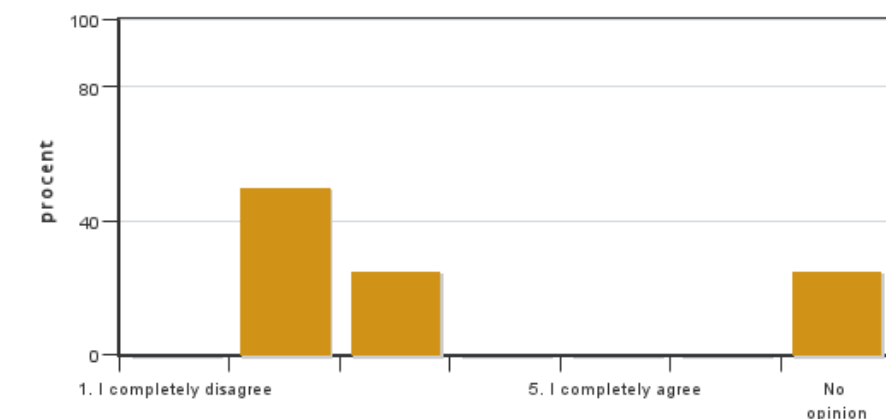
**8. The examination(s) provided opportunity to demonstrate what I had learnt during the course (see the learning objectives).**



Answers: 4  
Medel: 3,0  
Median: 3

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

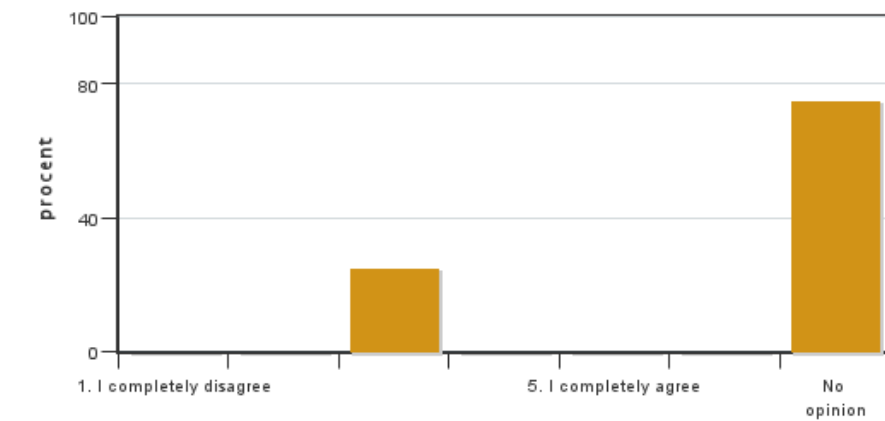
**9. The course covered the sustainable development aspect (environmental, social and/or financial sustainability).**



Answers: 4  
Medel: 2,3  
Median: 2

1: 0  
2: 2  
3: 1  
4: 0  
5: 0  
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).**

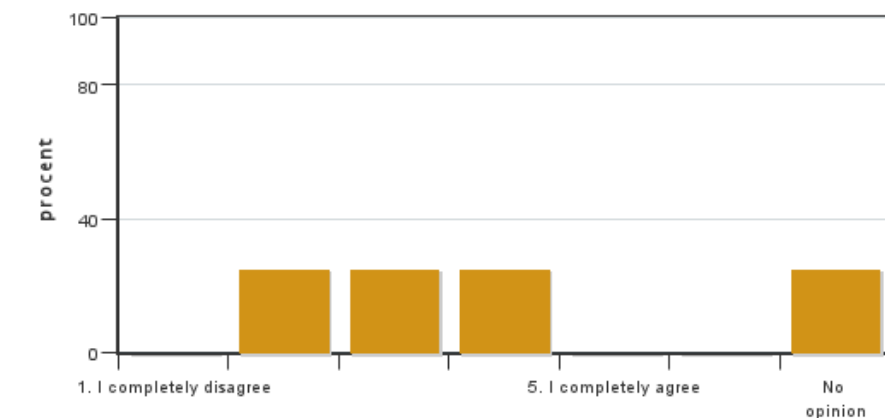


Answers: 4  
Medel: 3,0  
Median: 3

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

No opinion: 3

**11. The course covered international perspectives.**

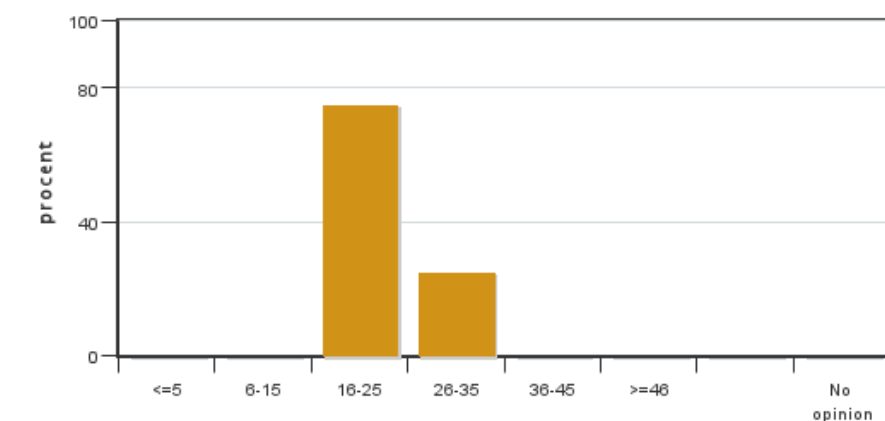


Answers: 4  
Medel: 3,0  
Median: 3

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

No opinion: 1

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

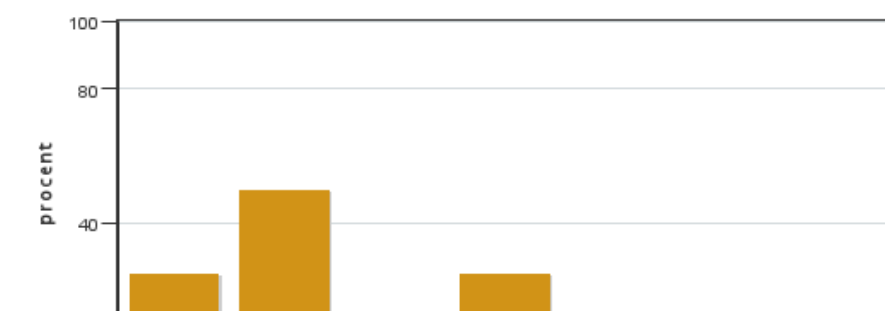


Answers: 4  
Medel: 22,5  
Median: 16-25

≤5: 0  
6-15: 0  
16-25: 3  
26-35: 1  
36-45: 0  
≥46: 0

No opinion: 0

**13. If relevant, what is your overall experience of participating in all or part of your course online?**



Answers: 4  
Medel: 2,3  
Median: 2

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

No opinion: 0



**14. If relevant, please share what worked well when participating in teaching on distance**

**15. If relevant, please share what worked less well when participating in teaching on distance**

## Course leaders comments

No comments from the teacher

## Student representatives comments

The weekly zoom meetings have worked well according to the students. The group discussions have also been good. However, it was expressed that the discussions did not hold the same quality as if they would have been held in a physical environment. Moreover, it was commented that the teacher provided an excellent support to the students in answering questions in emails and discussions in a prompt and effective way.

Some expressed having a negative experience of the way the course was conducted by online teaching. Some students were critical towards the lack of guidance provided in the course with, for example, the absence of lectures. This puts a lot of responsibility on the student to be able to understand important themes, tasks, the setup of the course and the grading criteria in the correct way.

One the question of whether the content of the course could be increased, it was commented that the four assignments together with the four steps of the research proposal were a sufficient amount of work for the course considering that it is 7.5 hp. Therefore, additional workload could be a burden for the students. If the teachers would like to add additional content to the course, it was suggested that the mandatory discussions could be reduced to make room for the extra workload.

There were several other suggestions for improvements on the course. One suggestion is to include examples of how a proposal or parts of a research proposal can be written. Then the students could get as a task to analyse the examples of a proposal and figure out or discuss was good or not in those cases. In relation to this, it could be beneficial for the students to receive more inputs on questions such as what type of method of methodology could be more suitable for different research topics and where to put more focus to develop an appropriate research design.

A second suggestion was to have brainstorming sessions for choosing the topic of the proposal and how it should be developed. In the online teaching setup of this course, there were very few opportunities to discuss the proposal the other students and the teachers.

A third suggestion put forward is to have more guided discussions. This could for example be done by having breakout rooms in Zoom, with the teacher showing which questions that should be discussed and then one student can present the ideas of the group to the class and the teacher. This would give the opportunity for the groups to get feedback on the discussions straight away, hear the conclusions of the other groups and understand how the discussions could be applied to the proposal development. Additionally, it would be helpful to try to align the content of the discussions more with the work with the proposal. It is important for the students to in a concrete way be able to see the connections between the theory of the different parts a of the proposal and how they can apply this knowledge for writing the proposal about their specific topics.