



Research methods for business studies FÖ0446, 40089.2021

7.5 Hp

Pace of study = 50%

Education cycle = Advanced

Course leader = Richard Ferguson

Evaluation report

Evaluation period: 2021-05-30 - 2021-06-20

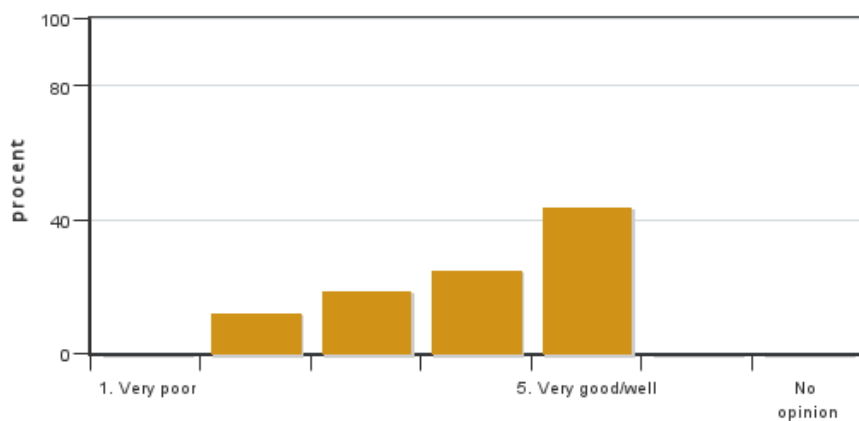
Answers 16

Number of students 55

Answer frequency 29 %

Mandatory standard questions

1. My overall impression of the course is:



Answers: 16

Medel: 4,0

Median: 4

1: 0

2: 2

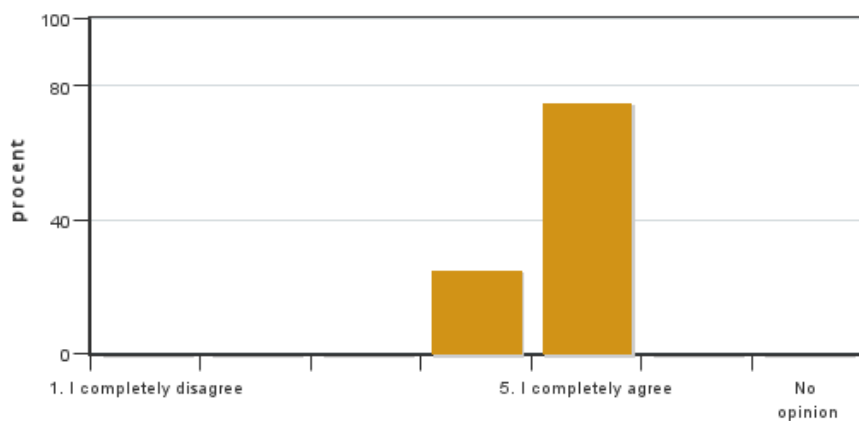
3: 3

4: 4

5: 7

No opinion: 0

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



Answers: 16

Medel: 4,8

Median: 5

1: 0

2: 0

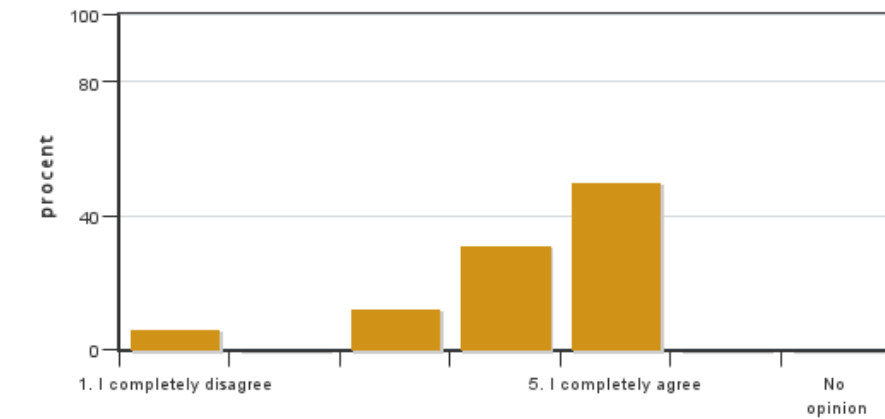
3: 0

4: 4

5: 12

No opinion: 0

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



Answers: 16

Medel: 4,2

Median: 4

1: 1

2: 0

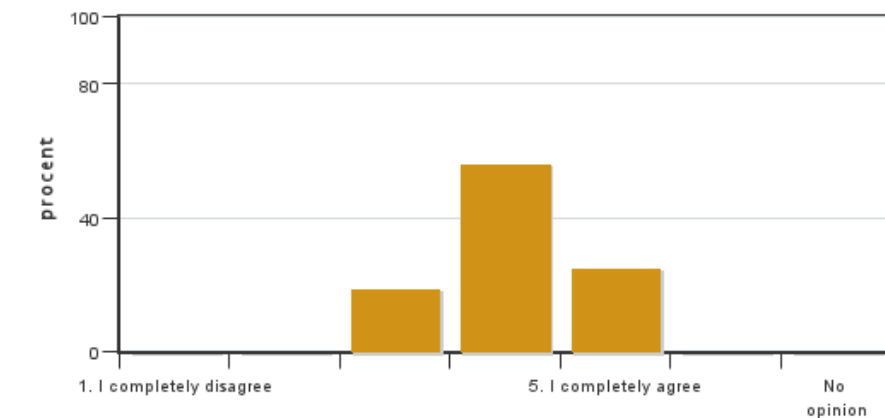
3: 2

4: 5

5: 8

No opinion: 0

4. The information about the course was easily accessible.



Answers: 16

Medel: 4,1

Median: 4

1: 0

2: 0

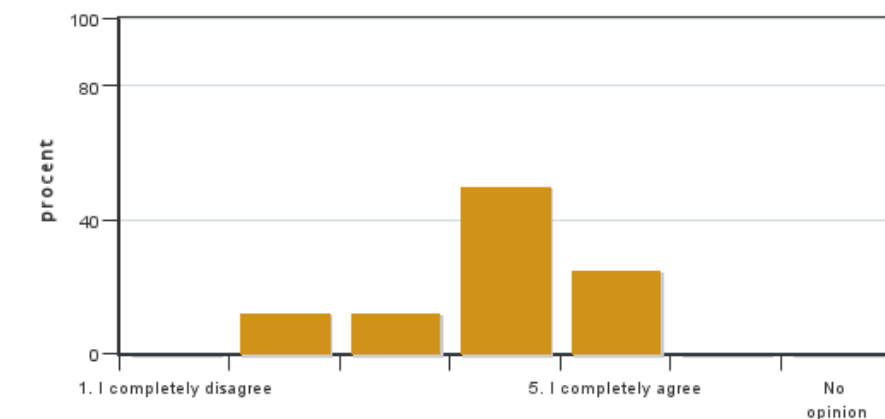
3: 3

4: 9

5: 4

No opinion: 0

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



Answers: 16

Medel: 3,9

Median: 4

1: 0

2: 2

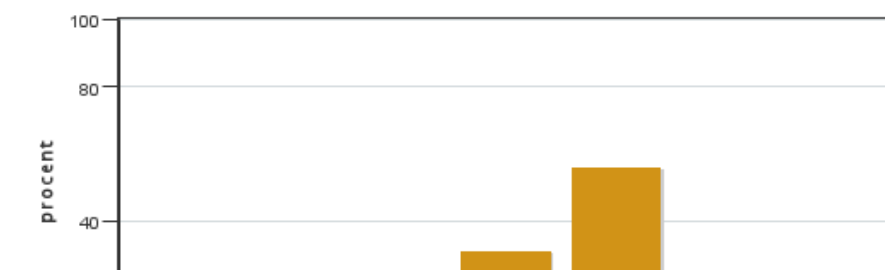
3: 2

4: 8

5: 4

No opinion: 0

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



Answers: 16

Medel: 4,5

Median: 5

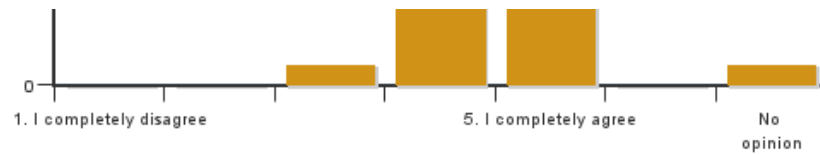
1: 0

2: 0

3: 1

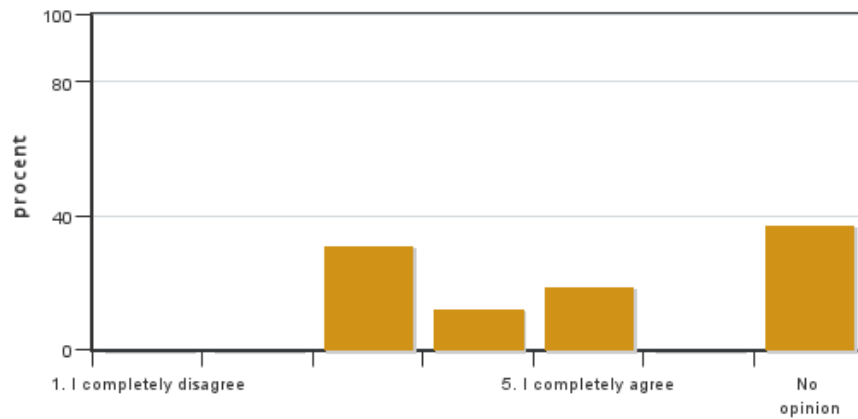
4: 5

5: 9



No opinion: 1

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



Answers: 16

Medel: 3,8

Median: 3

1: 0

2: 0

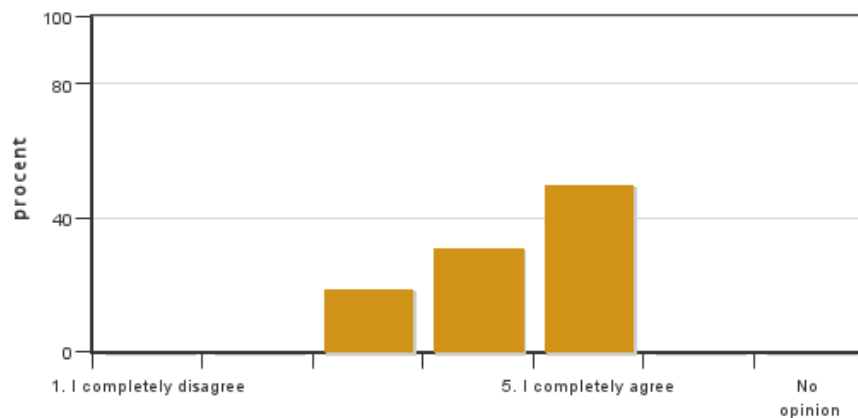
3: 5

4: 2

5: 3

No opinion: 6

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: 0

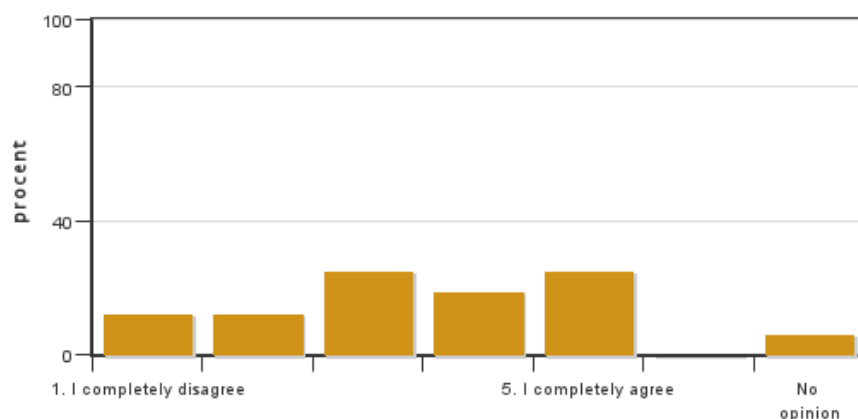
3: 3

4: 5

5: 8

No opinion: 0

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



Answers: 16

Medel: 3,3

Median: 3

1: 2

2: 2

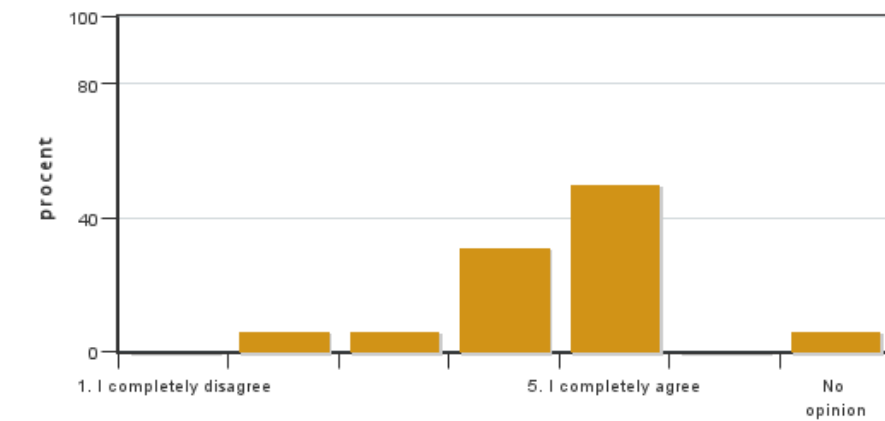
3: 4

4: 3

5: 4

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).

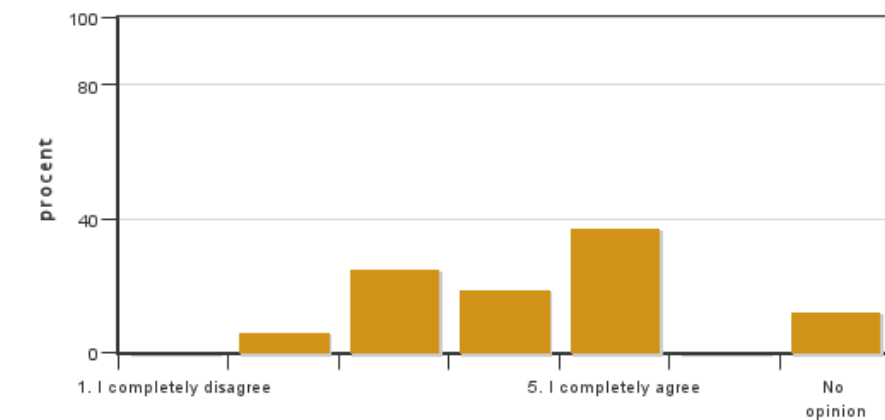


Answers: 16
Medel: 4,3
Median: 5

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

No opinion: 1

11. The course covered international perspectives.

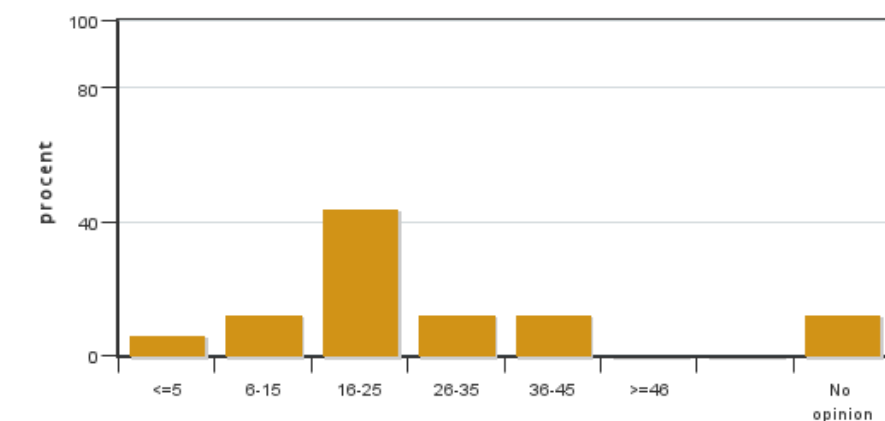


Answers: 16
Medel: 4,0
Median: 4

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

No opinion: 2

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

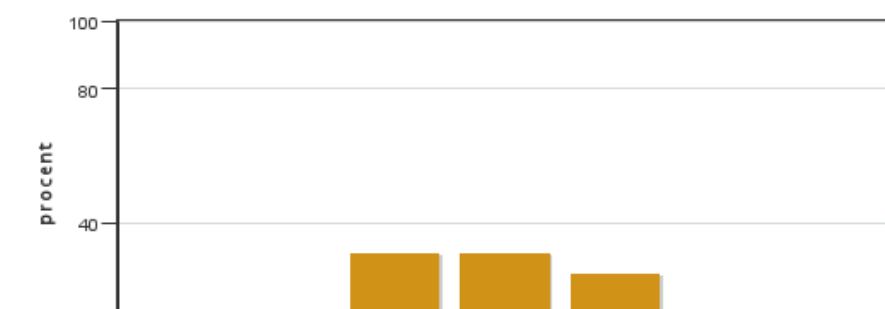


Answers: 16
Medel: 21,6
Median: 16-25

≤5: 1
6-15: 2
16-25: 7
26-35: 2
36-45: 2
≥46: 0

No opinion: 2

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



Answers: 16
Medel: 3,6
Median: 4

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

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 students' overall impression of the course is mainly good to very good. A few, however, also replied that it is rather poor to neutral. Most students think that the course was helpful and provided lots of new insights on research methods which are important for writing a master's thesis. One student mentioned that he/she doesn't understand why the course is compulsory for everyone as that person had the same course during the bachelor's already and didn't gain new insights.

Further, most of the students participating in the course evaluation think that the course was quite intense. The course literature is perceived as supportive to the lectures and seminars but too much for a 50% course. However, it's important to mention that the teachers said we should read as much as we want and need.

Moreover, Hina and Richard (the course's teachers) are perceived as highly engaged and open to answer questions and help students with whatever issue.

Even though the assignments are perceived as an opportunity to demonstrate what students learned during the course, they are criticized for being a bit unclear at times. Also, many students complain about the feedback on assignments coming late. Further, some students mentioned that it could have been clearer on how to improve.

Further, students agree that the course content has clear links to the learning objectives and lots of students also think that their prior knowledge was sufficient for the course. Someone commented to not have had prior knowledge but also thinks that it wasn't necessary because the knowledge was gained during the course.

Moreover, most students think that the various course components contributed to their learning but some rather disagree. There is criticism about assignment 4a (the first assignment) being too early and that seminars on certain topics were held after handing in assignments on those topics. Further, there is a critique that it was quite a lot of assignments in general.

The social learning environment is perceived as good to very good but students have a hard time accessing the physical learning environment due to online teaching because of the Corona pandemic.

Opinions of whether sustainable development aspects are covered are split but that's probably due to the course content being about how to write a master's thesis and sustainability aspects are hard to cover in that. The same counts for international perspectives but here, students rather think that they have been covered within the course. Furthermore, most students think that gender and equality aspects have been covered.

The opinions of students regarding participating in the course online are split: Some think it was good, others would have preferred offline classes.

Pros with teaching on distance: no need to come to campus, more flexibility, all info available on Canvas, communication between teachers and students worked well, teachers knew how to catch the students' attention even in online lectures and seminars

Cons with teaching on distance: no real-life social interactions with teachers and fellow students, students are generally tiered of online lectures and seminars, harder to participate in online lectures and seminars, difficult to get into real and interesting discussions

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