



## The Context and Process of Research II: Theories and Methods LU0090, 10230.2021

7.5 Hp

Pace of study = 100%

Education cycle = Advanced -

Course leader = Örjan Bartholdson

### Evaluation report

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Evaluation period: 2020-10-25 - 2020-11-15

Answers 2

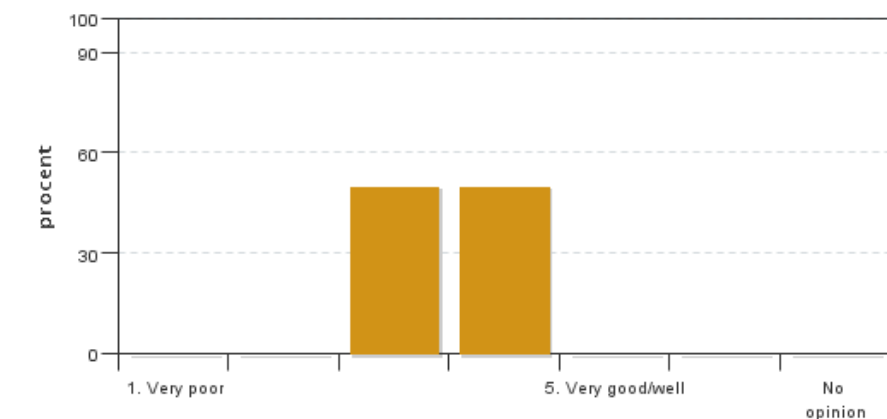
Number of students 24

Answer frequency 8 %

### Mandatory standard questions

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

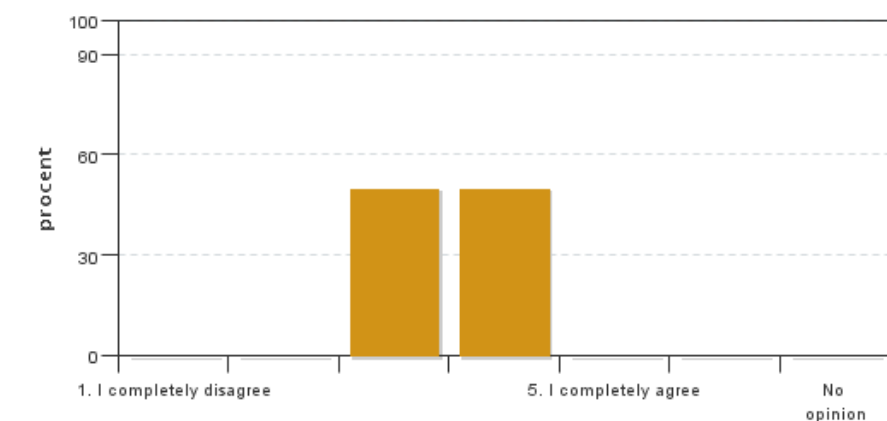


Answers: 2  
Medel: 3,5  
Median: 3

1: 0  
2: 0  
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.

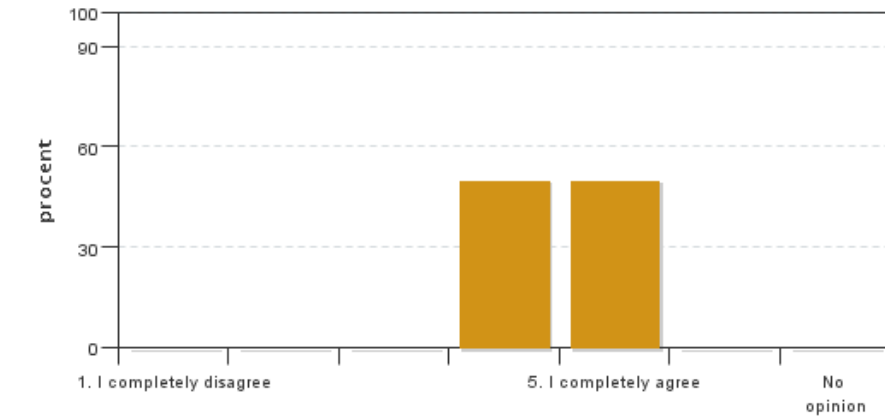


Answers: 2  
Medel: 3,5  
Median: 3

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

No opinion: 0

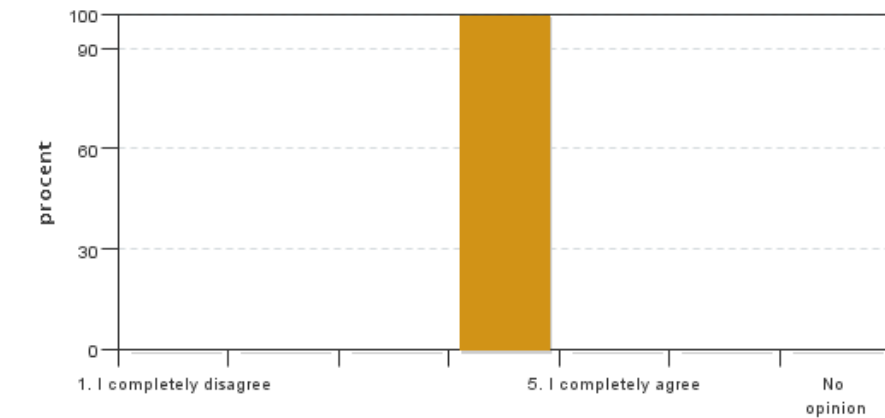
**3. My prior knowledge was sufficient for me to benefit from the course.**



Answers: 2  
 Medel: 4,5  
 Median: 4

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

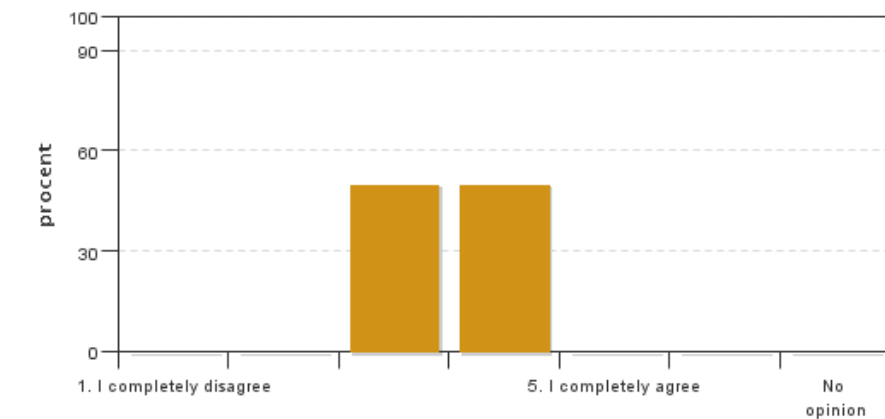
**4. The information about the course was easily accessible.**



Answers: 2  
 Medel: 4,0  
 Median: 4

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

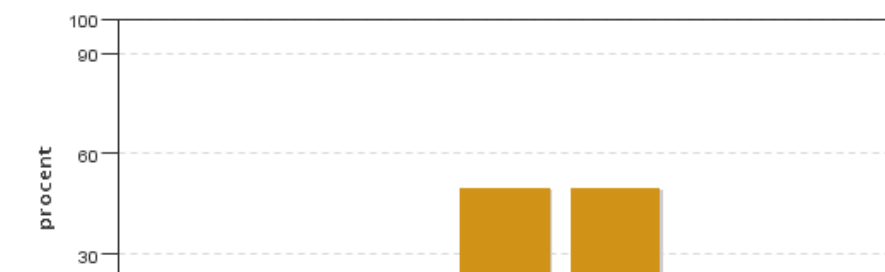
**5. The various course components (lectures, course literature, exercises etc.) have supported my learning.**



Answers: 2  
 Medel: 3,5  
 Median: 3

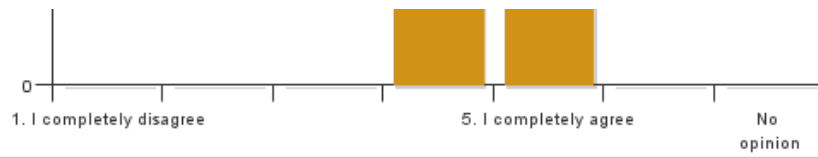
1: 0  
 2: 0  
 3: 1  
 4: 1  
 5: 0  
 No opinion: 0

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



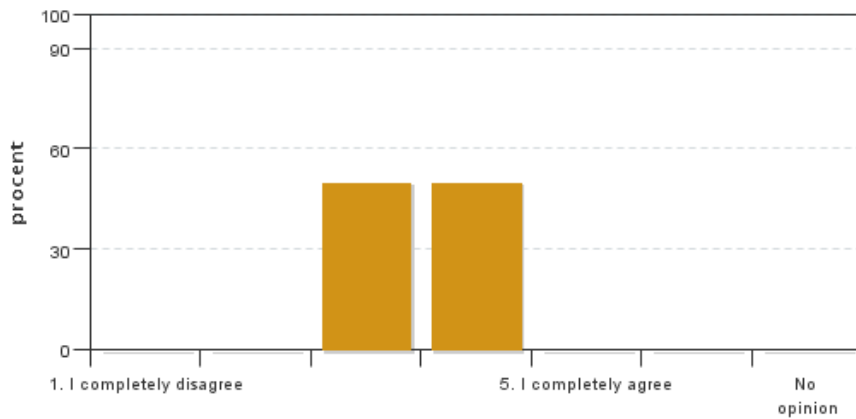
Answers: 2  
 Medel: 4,5  
 Median: 4

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



No opinion: 0

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

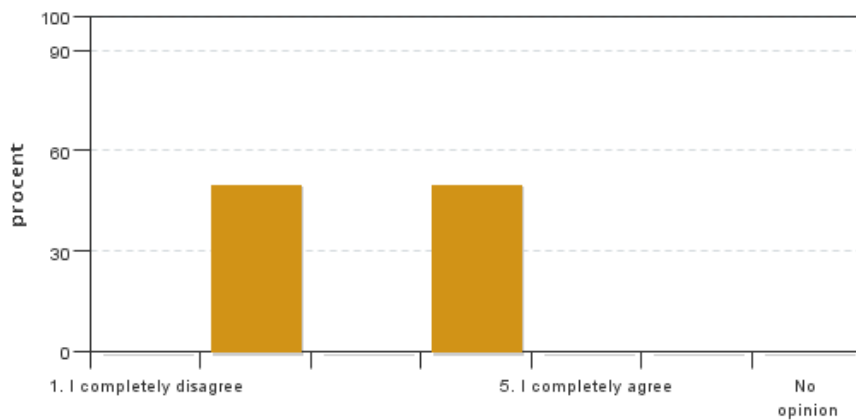


Answers: 2  
Medel: 3,5  
Median: 3

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

No opinion: 0

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

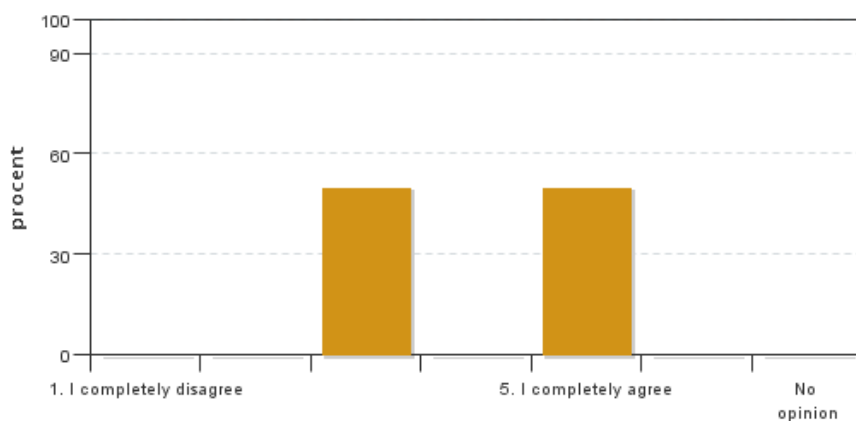


Answers: 2  
Medel: 3,0  
Median: 2

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

No opinion: 0

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

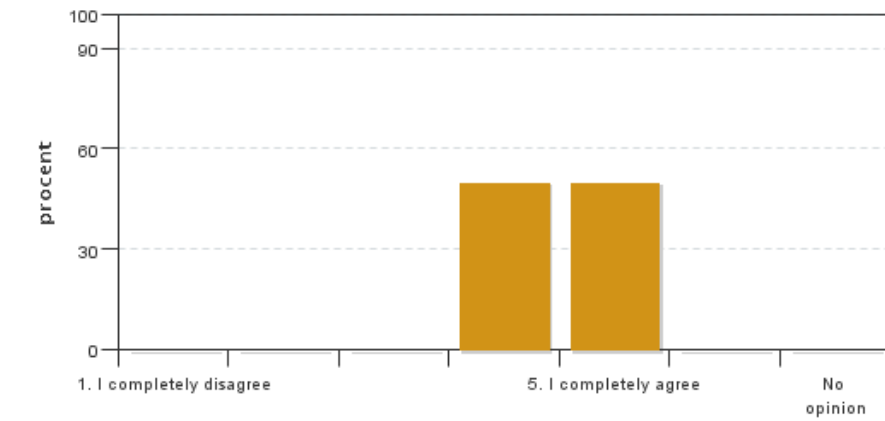


Answers: 2  
Medel: 4,0  
Median: 3

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

No opinion: 0

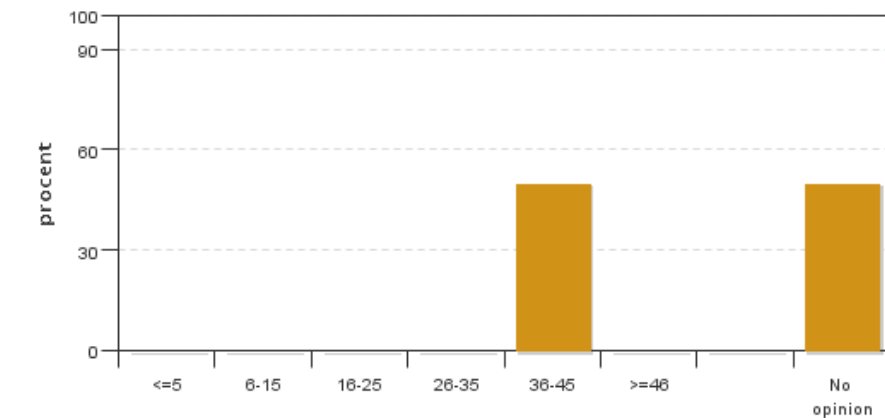
**10. The course covered international perspectives.**



Answers: 2  
 Medel: 4,5  
 Median: 4

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

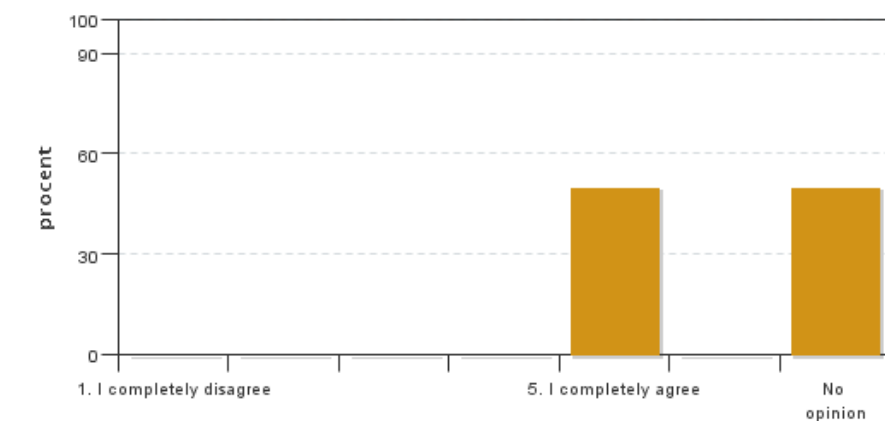
**11. On average, I have spent ... hours/week on the course (including timetabled hours).**



Answers: 2  
 Medel: 40,0  
 Median: 36-45

<=5: 0  
 6-15: 0  
 16-25: 0  
 26-35: 0  
 36-45: 1  
 >=46: 0  
 No opinion: 1

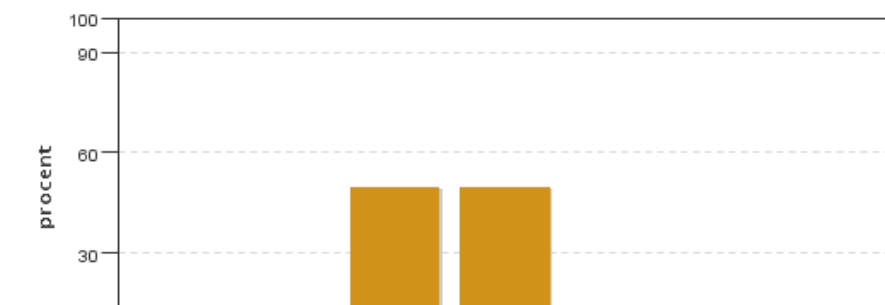
**12. I believe the course has included a gender and equality aspect, regarding content as well as teaching practices (e.g. perspective on the subject, reading list, allocation of speaking time and the use of master suppression techniques).**



Answers: 2  
 Medel: 5,0  
 Median: 5

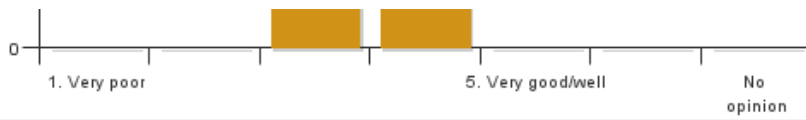
1: 0  
 2: 0  
 3: 0  
 4: 0  
 5: 1  
 No opinion: 1

**13. Please rate how you experienced participating in teaching on distance**



Answers: 2  
 Medel: 3,5  
 Median: 3

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



**14. Please share what worked well when participating in teaching on distance**

**15. Please share what worked less well when participating in teaching on distance**

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## Course leaders comments

Endast två studenter har fyllt i utvärderingen trots att de ombetts att göra detta. En av orsakerna kan vara att jag och min lärarkollega använt det sista seminarietillfället till att dela in studenterna i smågrupper i så kallade "break-out rooms" i Zoom. Här uppnådde vi 100-procentig feedback. Risken kan vara att studenterna upplevt att de redan lämnat feedback på kursen, trots att vi bett dem fylla i kursutvärderingen.

Studenterna ansåg att det ofta var en fördel när de först kunnat lyssna på en inspelad föreläsning i förhand och att själva föreläsningstillfället "live" därefter användes till fördjupningar och frågor. Detta är något att ta till oss även efter det att pandemin upphört.

Det är svårare att uppmärksamma studenter individuellt när man föreläser på Zoom än live. Däremot fungerar break-out rooms via Zoom nästan bättre än när man delar in studenterna i grupper när seminarierna organiseras live.

Detta år har vi lyckats förstärka genusedelen av föreläsningarna.

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## Student representatives comments

No comments from the student representatives