



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

LU0091, 20131.2021

15 Hp
Pace of study = 100%
Education cycle = Advanced
Course leader = Patrik Oskarsson

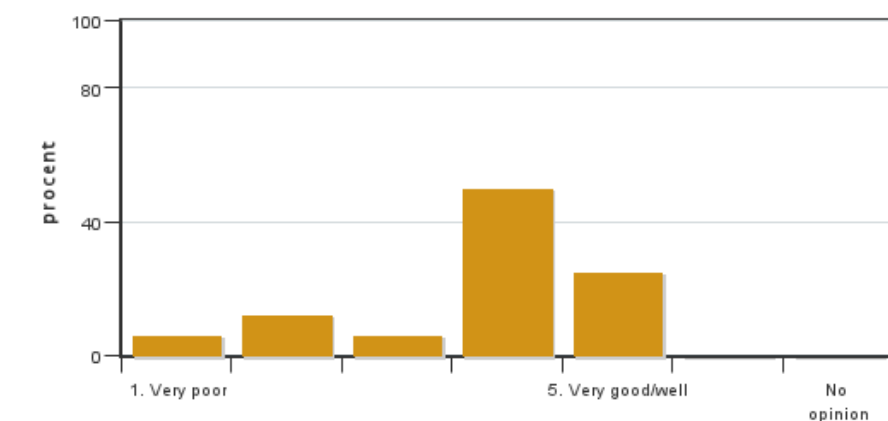
Evaluation report

Evaluation period: 2021-01-10 - 2021-01-31

Answers 16
Number of students 46
Answer frequency 34 %

Mandatory standard questions

1. My overall impression of the course is:

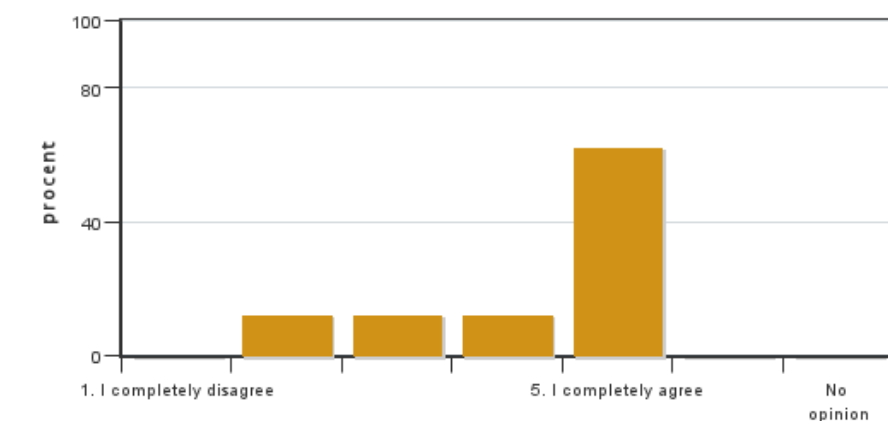


Answers: 16
Medel: 3,8
Median: 4

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

No opinion: 0

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

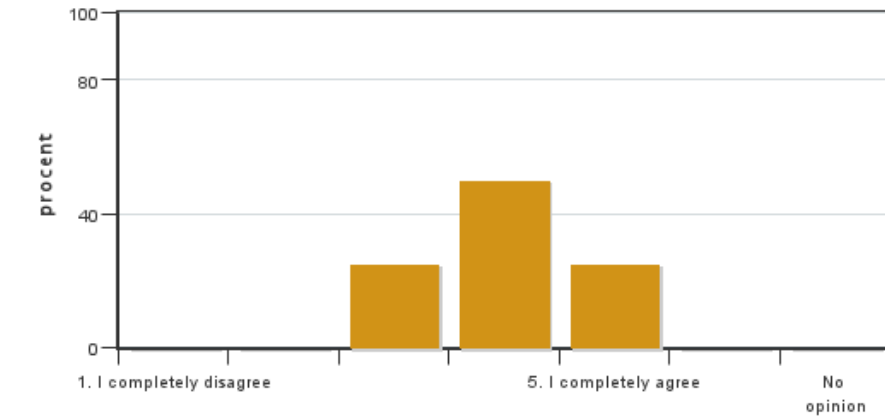


Answers: 16
Medel: 4,3
Median: 5

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

No opinion: 0

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

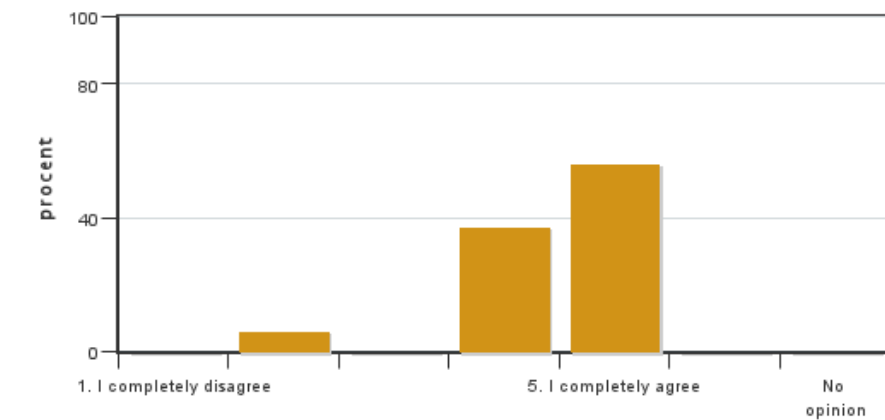


Answers: 16
 Medel: 4,0
 Median: 4

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

No opinion: 0

4. The information about the course was easily accessible.

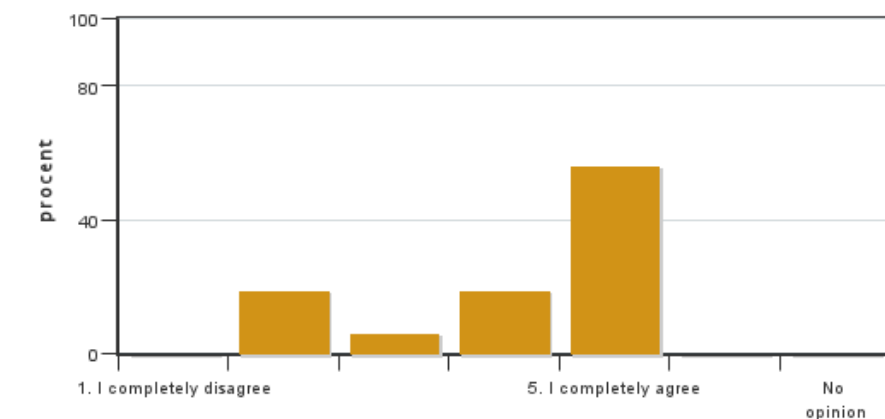


Answers: 16
 Medel: 4,4
 Median: 5

1: 0
 2: 1
 3: 0
 4: 6
 5: 9

No opinion: 0

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

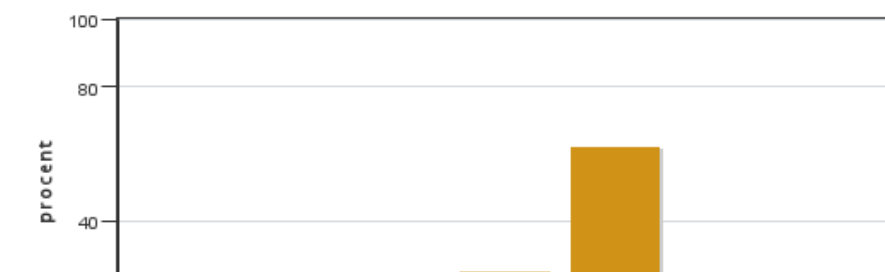


Answers: 16
 Medel: 4,1
 Median: 5

1: 0
 2: 3
 3: 1
 4: 3
 5: 9

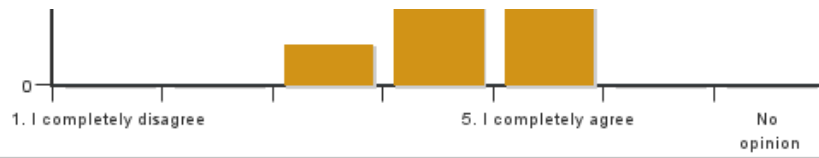
No opinion: 0

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



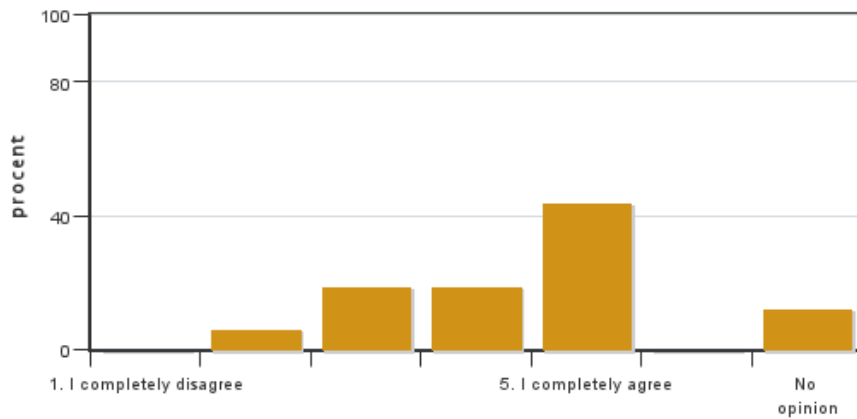
Answers: 16
 Medel: 4,5
 Median: 5

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



No opinion: 0

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



Answers: 16

Medel: 4,1

Median: 4

1: 0

2: 1

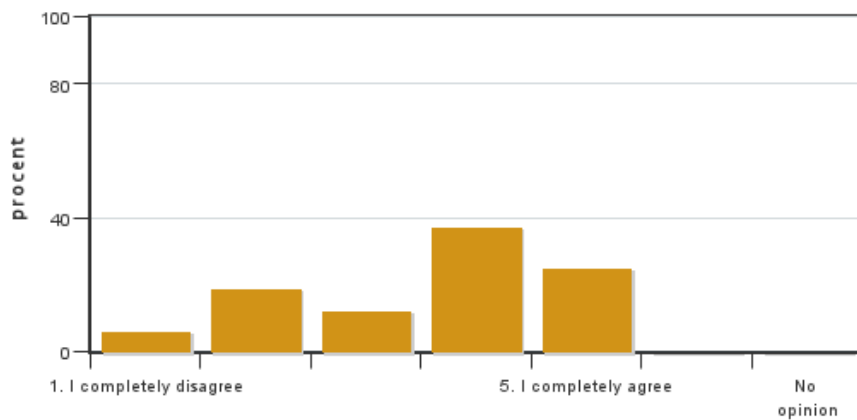
3: 3

4: 3

5: 7

No opinion: 2

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



Answers: 16

Medel: 3,6

Median: 4

1: 1

2: 3

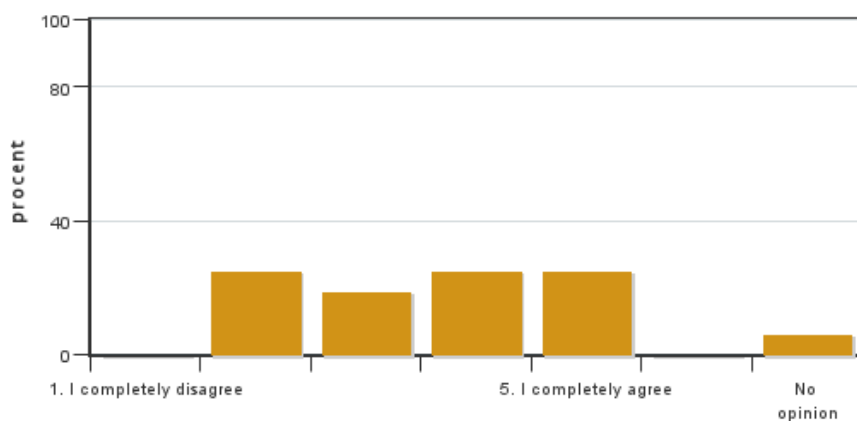
3: 2

4: 6

5: 4

No opinion: 0

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



Answers: 16

Medel: 3,5

Median: 4

1: 0

2: 4

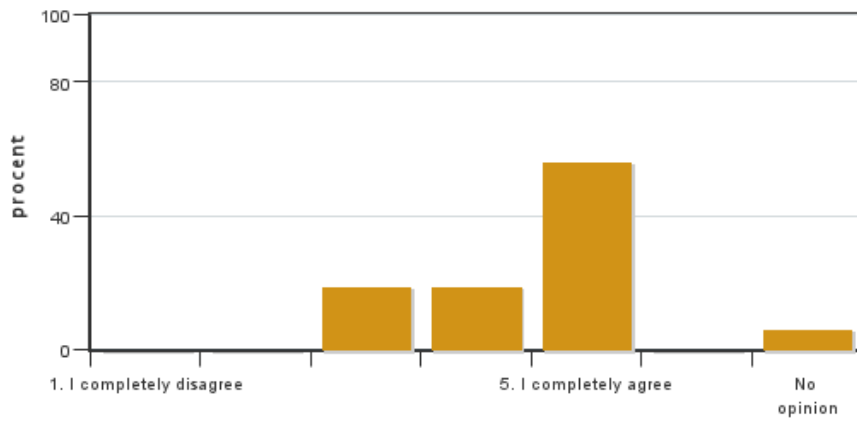
3: 3

4: 4

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).

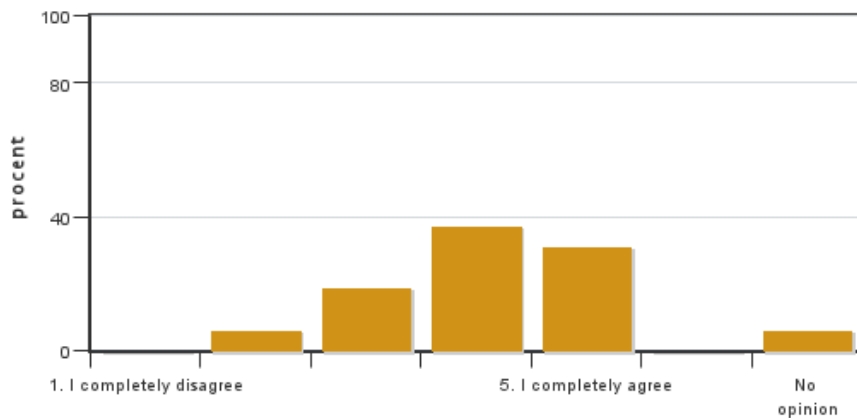


Answers: 16
 Medel: 4,4
 Median: 5

1: 0
 2: 0
 3: 3
 4: 3
 5: 9

No opinion: 1

11. The course covered international perspectives.

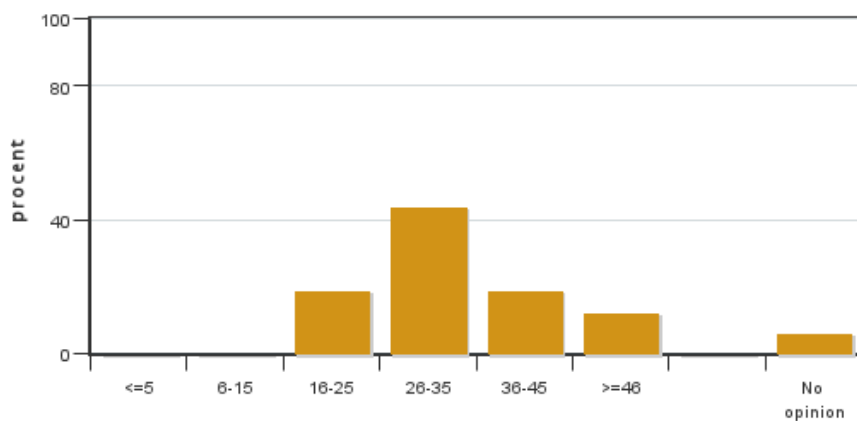


Answers: 16
 Medel: 4,0
 Median: 4

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

No opinion: 1

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

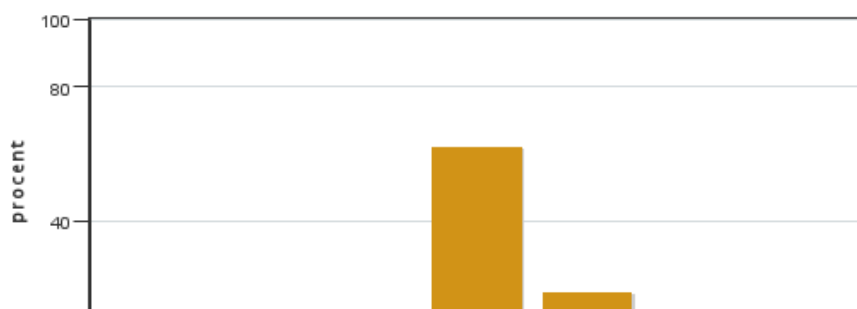


Answers: 16
 Medel: 32,1
 Median: 26-35

<=5: 0
 6-15: 0
 16-25: 3
 26-35: 7
 36-45: 3
 >=46: 2

No opinion: 1

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



Answers: 16
 Medel: 3,8
 Median: 4

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

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

Running the course this year has certainly been a challenge given the extreme uncertainty which faced the course coordination team and teachers due to the pandemic. We were not provided with any clear guidelines from SLU in respect to whether or not to plan this course on campus or online, in fact one could say that we had very contradictory instructions since some students on scholarship were required to receive on campus tuition or else their visas were not valid while other students were not even able to travel to Sweden, or commute on a daily basis from Stockholm or other places outside of Uppsala. Needless to say our preparations were not perfect for the course with this poor level of support from SLU leadership and wider Swedish authorities leading to a lot of extra work and more uncertainty than the situation really called for. In addition the course grew to its largest size to date with 46 students enrolled.

But such has of course been the situation for all during the pandemic and once the course started I have been very impressed by the way that all students kept a positive view of what we were trying to do and the initial changes to the schedule that we had to do once it became clear that we had to run the entire course online. Teachers have also stayed in communication and held their lectures online in a timely manner and with good quality as far as I can ascertain without having been able to tune in myself.

In hindsight this course could of course have benefited from improved treatment of online methods as it became clear that thesis writing will be almost exclusively from a distance during the spring. We also missed a very interesting opportunity to talk in the course about the highly uncertain and evolving knowledge claims that were made by authorities and experts in relation to the ongoing Covid pandemic. Who knows about the present and future state of this uncertain pandemic and what should be the policy responses could have been discussed in class as an example of the uncertain, everyday life policymaking challenges that we encounter in relation to the environment. There was however barely any time to reorganise the basic things on the course to online and we could thus not manage also these changes in classes, seminars, reading material etc. I do believe however that the work in recent years on more online research methods in the course should continue to find greater space in the future. Unfortunately we are lacking teachers with insights in this new area.

Overall I note that the course has received overwhelmingly positive views with a slightly higher score than last year with only 1 student voicing serious concerns. Of course it would have been good to get more students to respond but unfortunately it remains a problem in the course every year to get more than about 30% to respond. This in spite of my frequent reminders and the support from the student representative.

One point I note is the confusing scheduling. This is a valid point which we have struggled with for years in the course. At the moment SLU does not have a system which allows us to show room/Zoom bookings, seminars and assignment due dates in one calendar. There has been talk of such a system being worked on but I do not know when it will be available. It would improve things since it is difficult for teachers and students alike to have multiple calendars in Canvas and in a Word document especially when changes occur.

I believe there will be a new course leader next autumn who can hopefully freshen up this course that I have been managing for the past 6 years. I should remain as vice course coordinator for continuity but believe a fresh pair of eyes should provide some new ideas. Otherwise I think the course is working to provide a wide set of students some basic methods and overall research design and planning. If we could do quantitative methods better that would be a real improvement but also for this we lack teachers, and it is not easy to find sufficient time in the schedule to give this topic significant weight.

Student representatives comments

While the pandemic has brought increased difficulties with remote learning, the teachers managed to adapt the course quite well to online learning, and overall the course was well received by students. One of the most difficult parts of the online learning environment, from a student perspective, has been the loss of "offline" collaboration opportunities. As student representative, I tried to foster some discussions through canvas, our student chat group and "zoom drinks," but it seemed to be quite difficult to foster a sense of online collaboration. Unfortunately I believe

this lead to a bit of self-reinforcing isolation, as people seemed to be afraid to ask questions or ask for help (with assignments, etc). I know some students were able to meet and work together with small groups on campus, and I hope everyone has been able to find the support they need. Losing these opportunities for "hallway chatter" means clear communication and instruction from the course leaders is extra important. I believe this was reflected in some of the student feedback around finding schedule information, and instructions / expectations for assignments.

Otherwise, the course content with blocks focusing on research design, methods and analysis/writing, has been well received. As we are all coming from different backgrounds / levels of experience, and some students seemed to be much farther along than others in their thesis preparation, there were a wide range of experiences in the course. Potential areas for improvement include more balance of content (examples, relevant methods, etc) for ECM students, and ensuring assignments have clear instructions, description of expectations and link to course content (especially relevant in the online course environment).

Thanks to the course leaders for managing this course!

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