



Research Methods for People and Environment Studies MP0003, 30013.2223

15 Hp

Pace of study = 50%

Education cycle = Advanced

Course leader = Amanda Gabriel, Elizabeth Marcheschi

Evaluation report

Evaluation period: 2023-05-28 - 2023-06-18

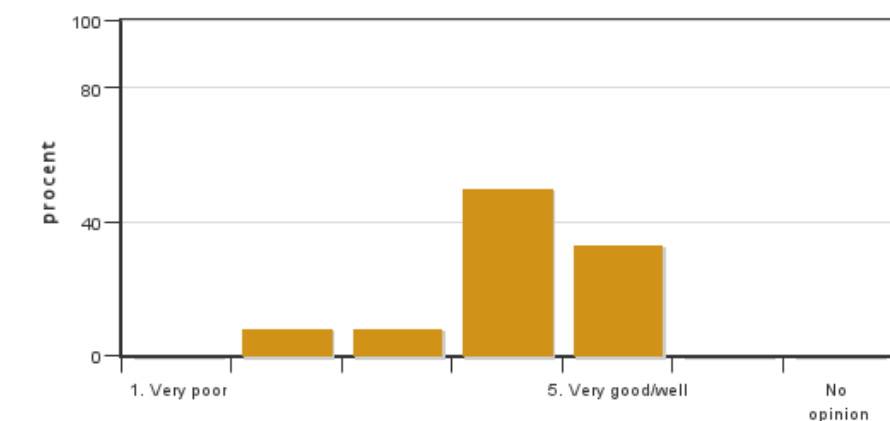
Answers 12

Number of students 30

Answer frequency 40 %

Mandatory standard questions

1. My overall impression of the course is:



Answers: 12

Medel: 4,1

Median: 4

1: 0

2: 1

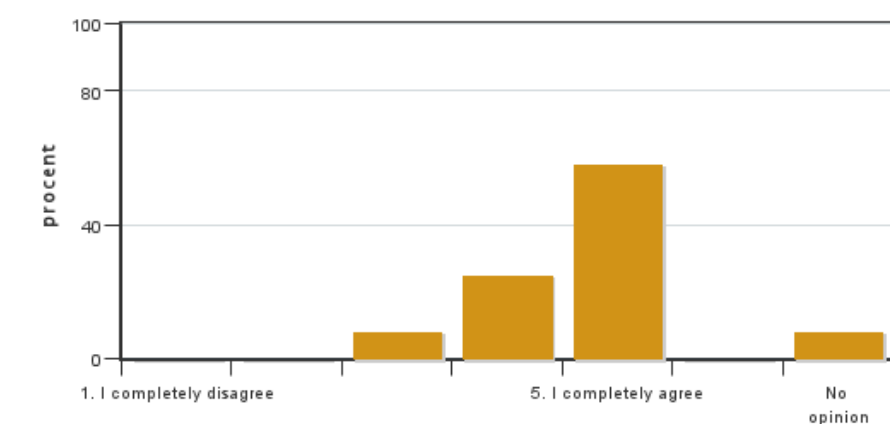
3: 1

4: 6

5: 4

No opinion: 0

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



Answers: 12

Medel: 4,5

Median: 5

1: 0

2: 0

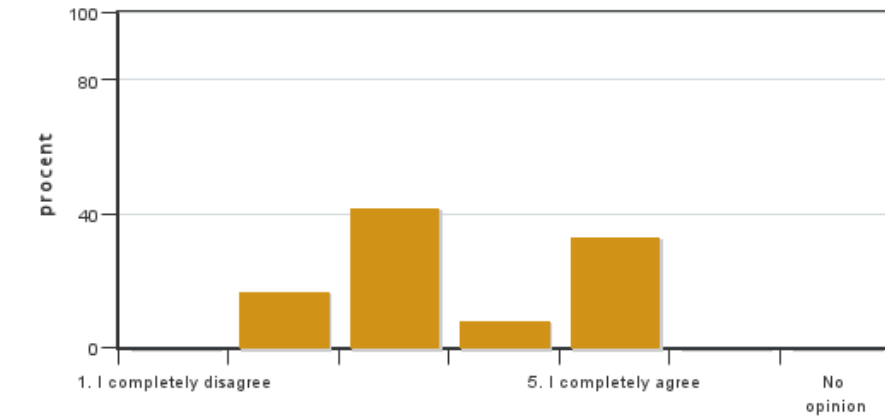
3: 1

4: 3

5: 7

No opinion: 1

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

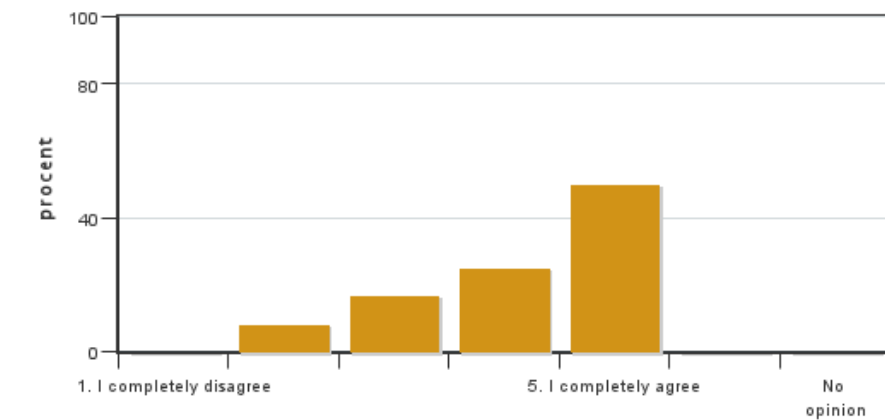


Answers: 12
 Medel: 3,6
 Median: 3

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

No opinion: 0

4. The information about the course was easily accessible.

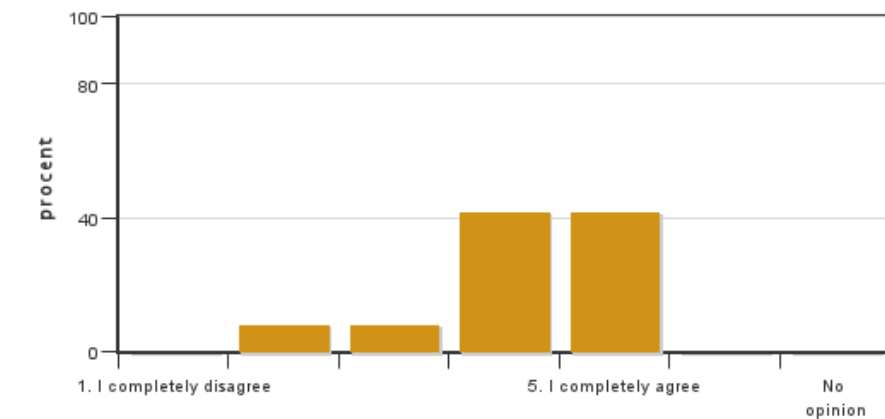


Answers: 12
 Medel: 4,2
 Median: 4

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

No opinion: 0

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



Answers: 12
 Medel: 4,2
 Median: 4

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

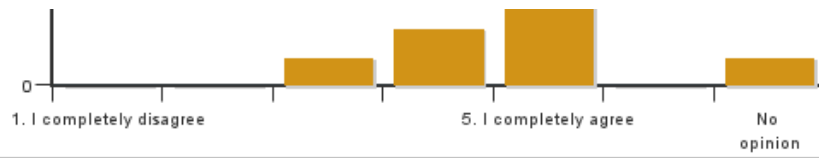
No opinion: 0

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



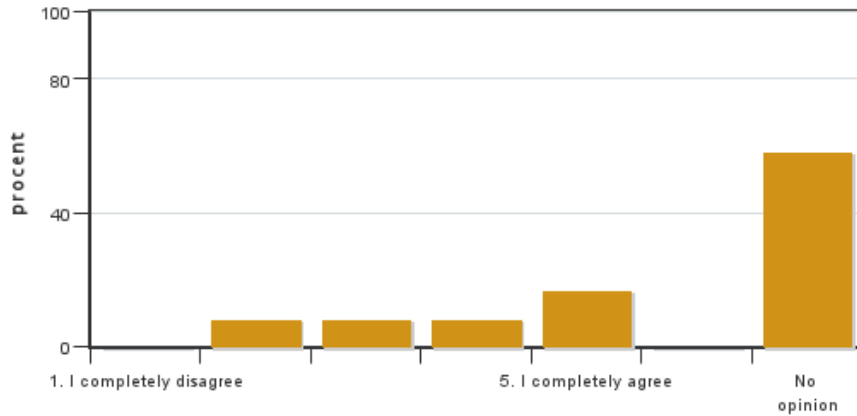
Answers: 12
 Medel: 4,6
 Median: 5

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



No opinion: 1

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



Answers: 12

Medel: 3,8

Median: 4

1: 0

2: 1

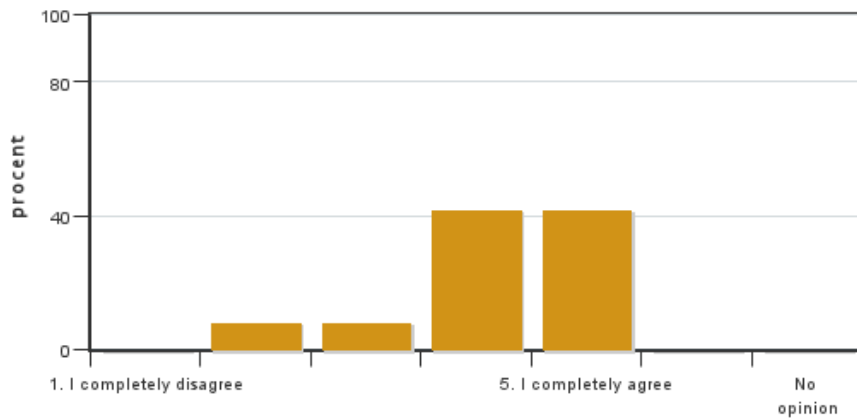
3: 1

4: 1

5: 2

No opinion: 7

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



Answers: 12

Medel: 4,2

Median: 4

1: 0

2: 1

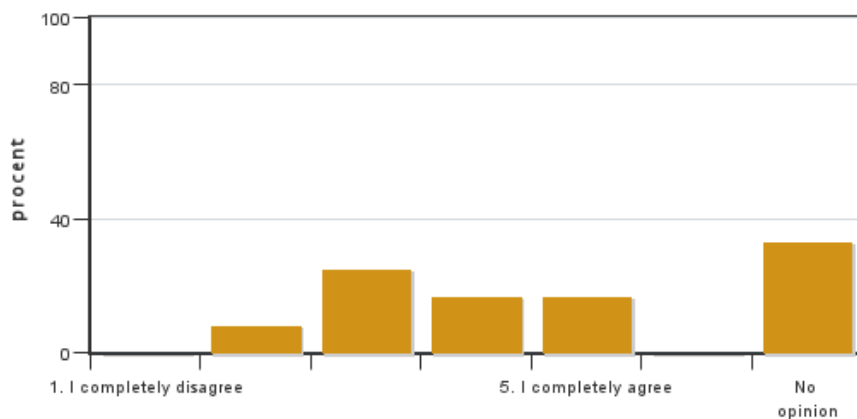
3: 1

4: 5

5: 5

No opinion: 0

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



Answers: 12

Medel: 3,6

Median: 3

1: 0

2: 1

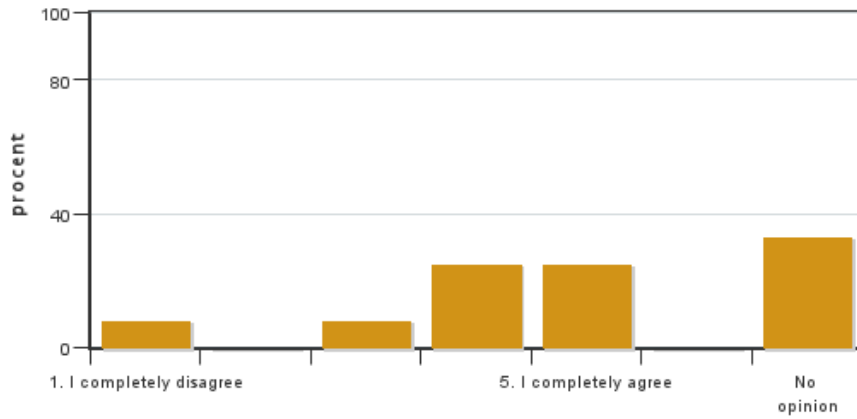
3: 3

4: 2

5: 2

No opinion: 4

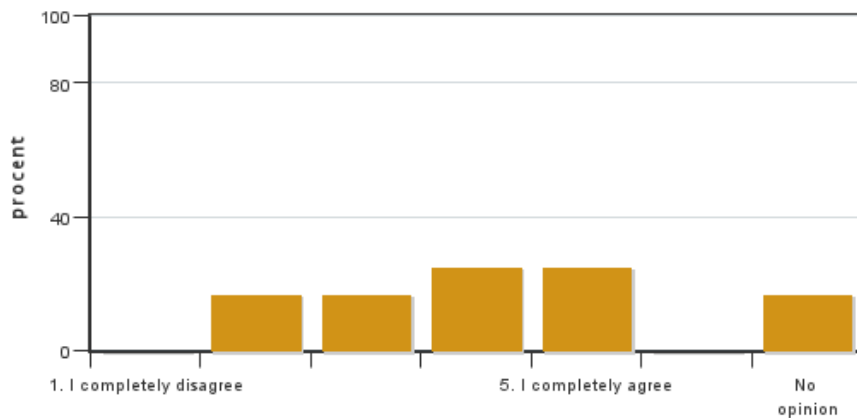
10. I believe the course has included a gender and equality aspect, regarding content as well as teaching practices (e.g. perspective on the subject, reading list, allocation of speaking time and the use of master suppression techniques).



Answers: 12
 Medel: 3,9
 Median: 4

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

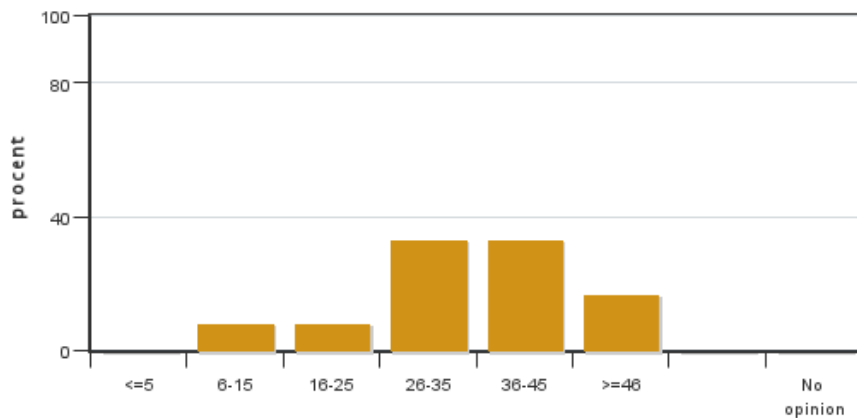
11. The course covered international perspectives.



Answers: 12
 Medel: 3,7
 Median: 4

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

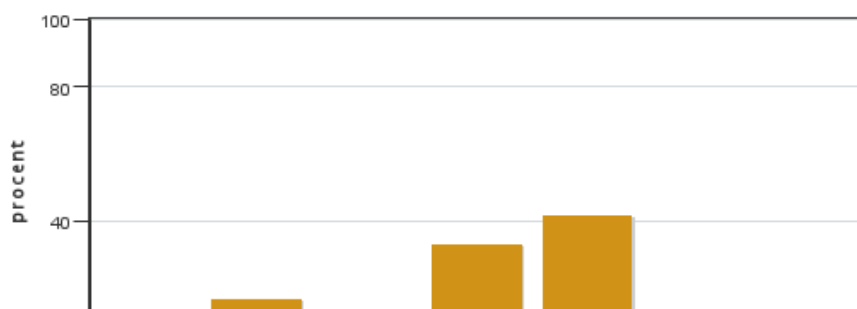
12. On average, I have spent ... hours/week on the course (including timetabled hours).



Answers: 12
 Medel: 33,5
 Median: 26-35

≤5: 0
 6-15: 1
 16-25: 1
 26-35: 4
 36-45: 4
 ≥46: 2
 No opinion: 0

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



Answers: 12
 Medel: 4,0
 Median: 4

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

Course evaluation of Research Methods for People and Environment Studies, MP0003

Course leader = Amanda Gabriel, Elizabeth Marcheschi

Evaluation period: 2023-05-28 - 2023-06-18

In the Evald evaluation 12 of 30 students answered the evaluation (answer frequency 40 %). For this course evaluation results were also added from evaluation discussions during the course as well as through a Padlet in the end of the course where the students reflected their experience, knowledge development in the course, positive aspects and what could be constructively different in the course.

Summary of evaluation

The results from the evaluations shows that the course provided both theoretical and practical knowledge of conducting different qualitative and quantitative research methods and also preparing the students for the master thesis. The course gave an overview of different research that can be conducted in the field of Environmental Psychology. This is confirmed by the high score on the question regarding the overall impression of the course in the Evald evaluation (mean 4,1) as well as the question regarding that the course content have clear links to the learning objectives of the course (mean 4,5).

The structure of the course has been lifted as beneficial for learning and pedagogic where assignments are built on each other during the course with continuous feedback. This is also shown in the Evald evaluation where the question in the Evald evaluation concerning if the various course components (lecture, course literature, exercises etc.) have supported the students learning had a high value (mean 4,2) whereas 10 of 12 respondents either agreed or completely agreed. As well as the question about if the information about the course was easily accessible had a high value (mean 4,2).

The course evaluations shows that the course was experienced as inspiring, interesting and the student's enjoyed taking the course. Students have lifted that they easier read and understand method sections in scientific articles and evaluating the validity and limitations in a specific study. According to the respondent students in the Evald evaluation there were differences in if the student's prior knowledge was sufficient to benefit from the course. Some student's disagreed in this statement whereas some completely agreed (mean 3,6). Students with previous knowledge in the topics have stated that they increased their knowledge in qualitative and quantitative research design and critically review scientific studies.

Several students have lifted the experienced heavy workload and in particularly for the student's that take the course as a full-time student at the Master programme. In the Evald evaluations the respondent students had to estimate, on average, the hours/week spent on the course (including timetabled hours) which showed an average of 33,5 hours per week. Both the recommended two courses (MP0002 and MP0003) in the OHW Master program are experienced as courses with heavy workload. Students have thereby felt that the quality unwillingly of both the submitted assignments have been lower as well as a deepened knowledge due to the lack of time.

Positive feedback

- The course provided both theoretical and practical knowledge of conducting both qualitative and quantitative research methods.
- Good preparation for the master thesis.
- Inspiring, interesting and the student's enjoyed the course.

- After the course students have felt they easier read and understand method sections in scientific articles and evaluate the validity and limitations in a specific study.
- Students with previous knowledge in the topics have stated that they increased their knowledge in research design and critically reviewing scientific studies.
- The structure of the course has been lifted as beneficial for learning and pedagogic where assignments are built on each other during the course with continuous feedback.
- The extra and flexible supervision offered by the committed course leaders was very much appreciated.
- The literature seminars and work/discussions in smaller groups were appreciated and increased the understanding of the literature and an opportunity to exchange thoughts.
- The workshop for qualitative method was valued since this gave an opportunity to learn different methods and practical apply them; especially since the same text was analysed.
- The other students' presentations gave an important addition in the learning.
- The presenting of proposals and SPSS was appreciated and instructive to hear the feedback afterwards.

Suggestions of improvements

- To reduce the experienced workload and in particularly for the student's that take the course as a full-time student at the Master programme suggestions are to space out the two courses and especially the deadlines of the assignments that have been within similar timeframes. A coordination between the courses would be beneficial for both sides and is suggested to avoid overload and to give enough time to prepare and work on one assignment. Maybe even build the assignments in a way that they complement each other.
- Earlier feedback on assignments has been lifted for improving the student's work; both feedback before presenting the assignments and constructive feedback before going too far with the final submission to see that you are on the right track.
- To have the complete instructions to all assignments in the assignment on Canvas and not having some additional instructions in lectures or in other documents in order for the students to easy make sure that they include all the mandatory information in the assignments.
- An earlier introduction to SPSS and Netigate in order to building up confidence and start with descriptive statistical analyses.
- Maybe having the SPSS statistic assignment deadline first of the two last quantitative assignments so that the presentation and feedback give further knowledge about statistical tests before applying to our own work in the other assignment.
- More seminar/group work in order to both get support as well as increasing the learning of for example SPSS by learning from each other.