



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

LU0091, 20064.2223

15 Hp

Pace of study = 100%

Education cycle = Advanced

Course leader = Klara Fischer

Evaluation report

Evaluation period: 2023-01-09 - 2023-01-29

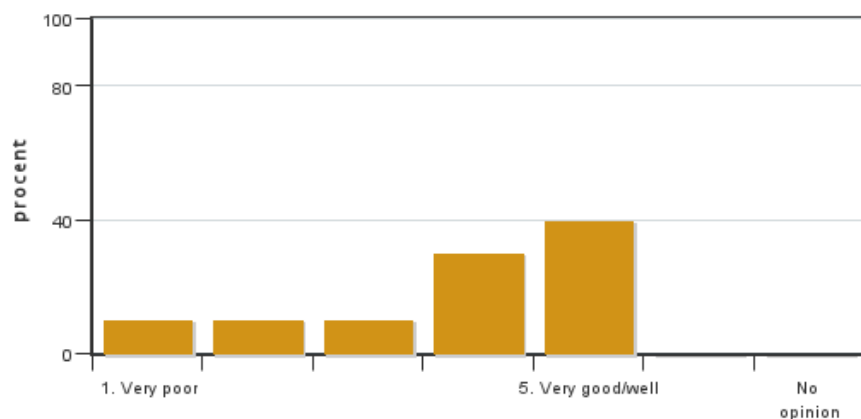
Answers 10

Number of students 34

Answer frequency 29 %

Mandatory standard questions

1. My overall impression of the course is:

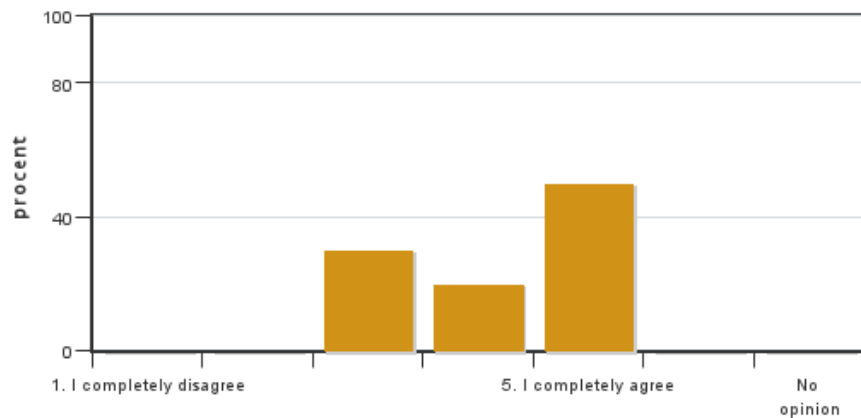


Answers: 10
Medel: 3,8
Median: 4

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

No opinion: 0

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

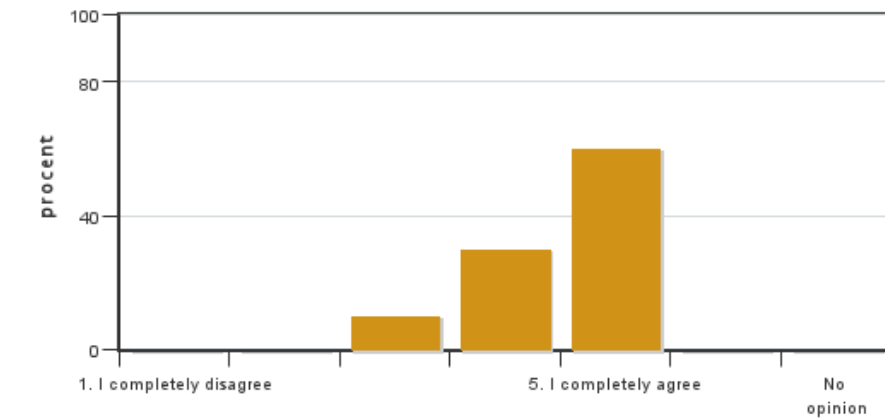


Answers: 10
Medel: 4,2
Median: 4

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

No opinion: 0

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



Answers: 10

Medel: 4,5

Median: 5

1: 0

2: 0

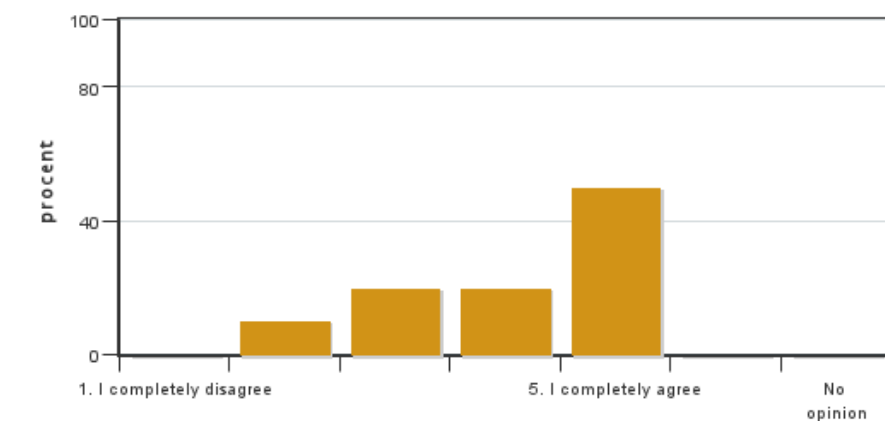
3: 1

4: 3

5: 6

No opinion: 0

4. The information about the course was easily accessible.



Answers: 10

Medel: 4,1

Median: 4

1: 0

2: 1

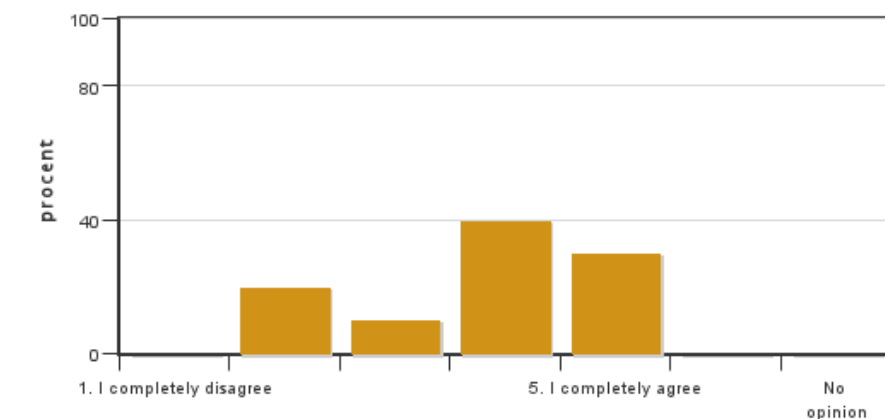
3: 2

4: 2

5: 5

No opinion: 0

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



Answers: 10

Medel: 3,8

Median: 4

1: 0

2: 2

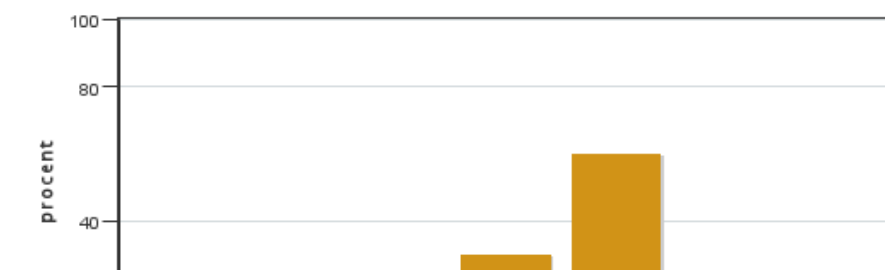
3: 1

4: 4

5: 3

No opinion: 0

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



Answers: 10

Medel: 4,7

Median: 5

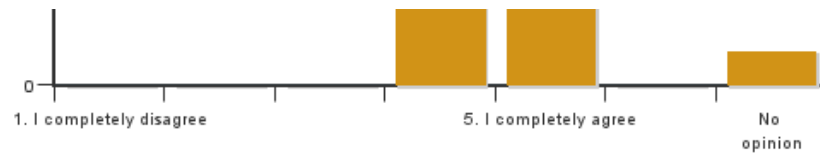
1: 0

2: 0

3: 0

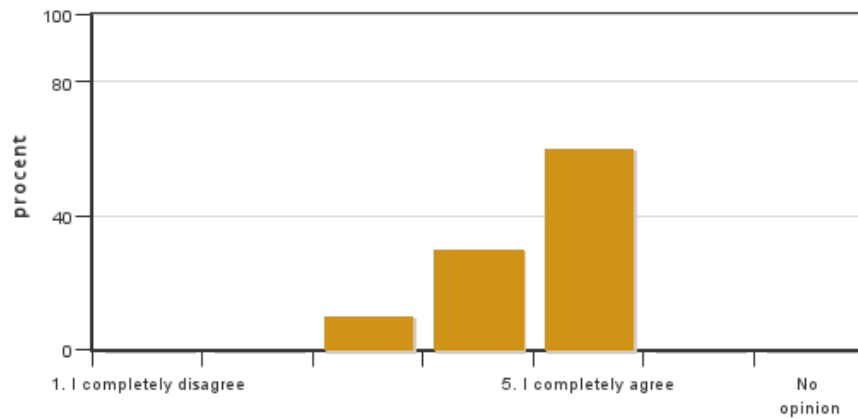
4: 3

5: 6



No opinion: 1

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



Answers: 10

Medel: 4,5

Median: 5

1: 0

2: 0

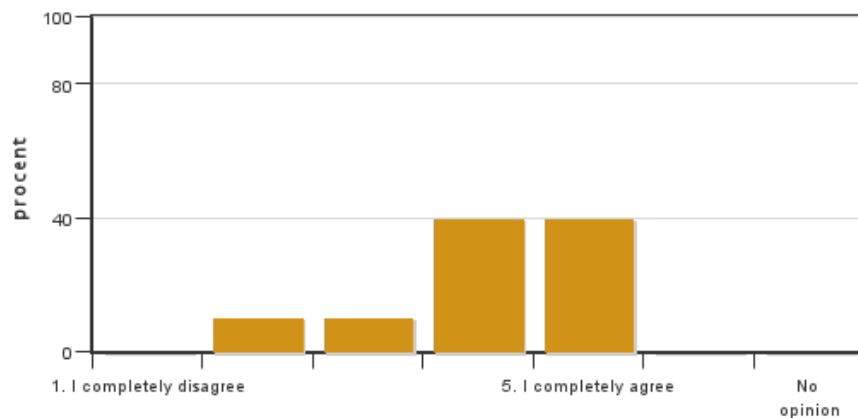
3: 1

4: 3

5: 6

No opinion: 0

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



Answers: 10

Medel: 4,1

Median: 4

1: 0

2: 1

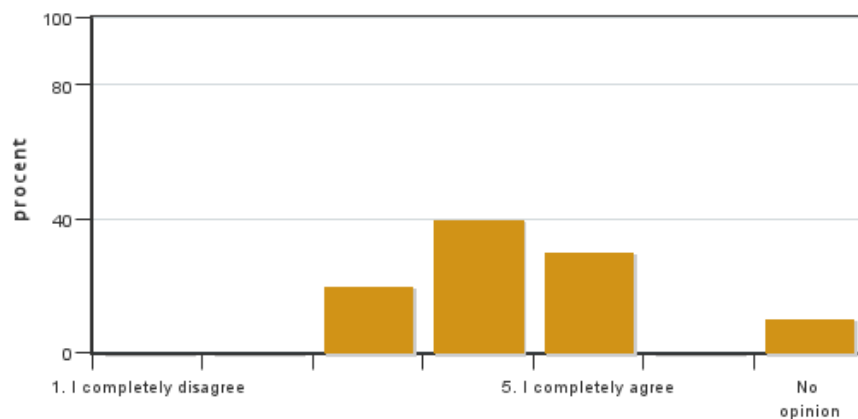
3: 1

4: 4

5: 4

No opinion: 0

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



Answers: 10

Medel: 4,1

Median: 4

1: 0

2: 0

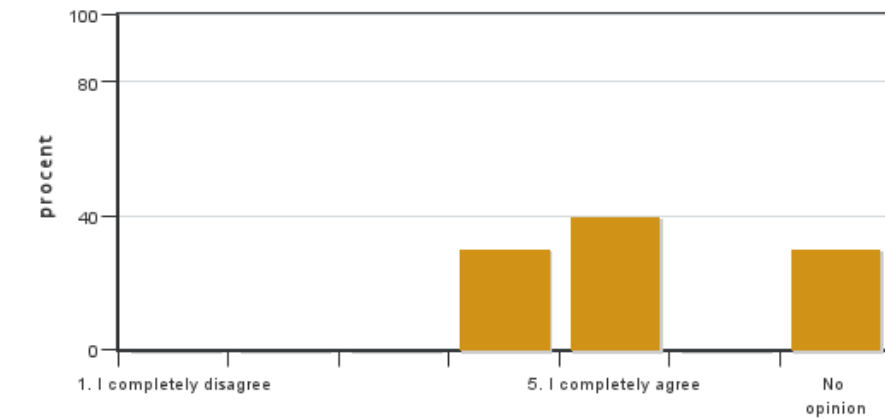
3: 2

4: 4

5: 3

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).

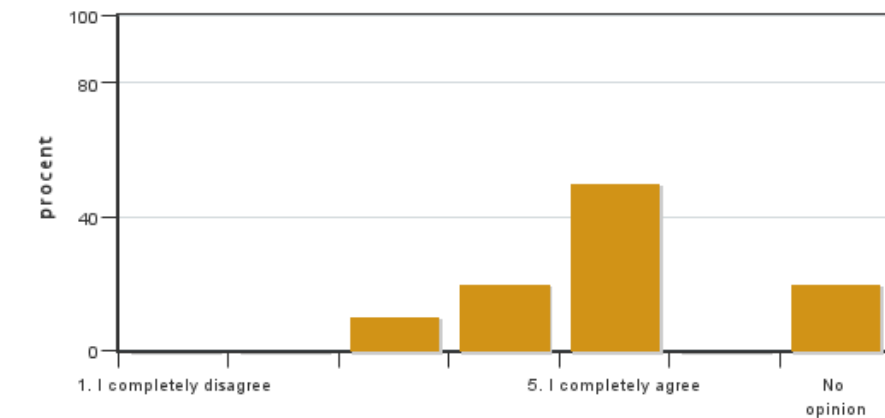


Answers: 10
Medel: 4,6
Median: 5

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

No opinion: 3

11. The course covered international perspectives.

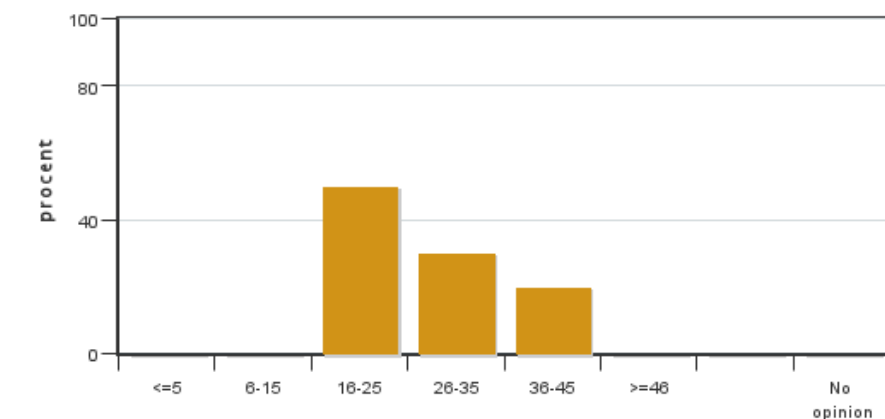


Answers: 10
Medel: 4,5
Median: 5

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

No opinion: 2

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

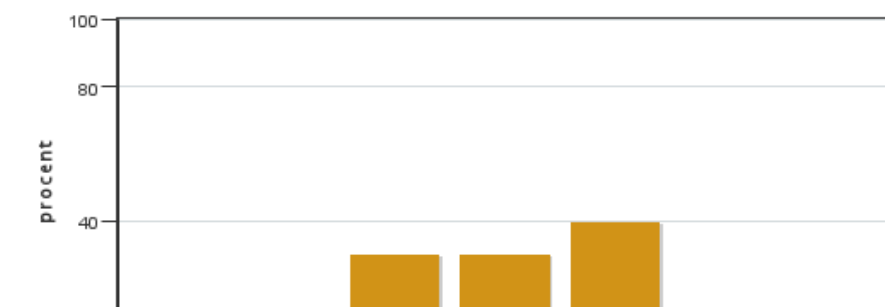


Answers: 10
Medel: 27,0
Median: 16-25

≤5: 0
6-15: 0
16-25: 5
26-35: 3
36-45: 2
≥46: 0

No opinion: 0

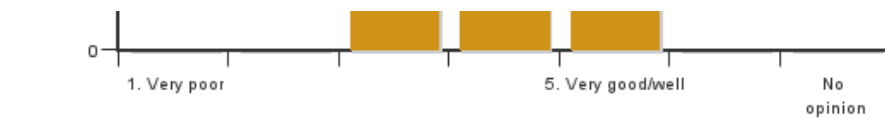
13. If relevant, what is your overall experience of participating in all or part of your course online?



Answers: 10
Medel: 4,1
Median: 4

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

Last time we ran the course we only demanded that students take a minimum of two lectures in each of the data collection, data analysis modules. That year we experienced that many students focused very narrowly on only participating in lectures that were clearly directly relevant for their thesis, which limited their learning and broader understanding of research methods. Therefore, this year we tested to have five lectures as mandatory within each of these modules. Some responses in the evaluation indicate that this was not appreciated by all students. Also it meant additional bureaucracy for us, so I am thinking for next year to try to keep lecture voluntary but still encourage students to attend them.

We should definitely think about separating assignments 6 and 7 more in time next year to give more time for each of them. I also think that it could be good to introduce 1-2 seminars before/ during these assignments where the students get a chance to prepare more and discuss the assignments together.

The Q&A were regularly attended by at least about 10 students and seem to have been appreciated by those attending, and helped clear out unclear issues. We will keep these also next year.

Both the lecture on interviews and the one on taking field notes were new during this year and seemingly highly appreciated but a bit short for time. It seems like a good idea to divide both these into two lectures each next year. We also noticed that some lectures took shorter than scheduled for so we should make sure to adapt the schedule. Some students would prefer lectures 10-12 rather than 9-11. This is something that we can consider.

I (Klara) as course leader was absent during the first week of the course due to a since long scheduled leave. This resulted in some unnecessary confusions amongst some students early on when assistant course leaders were not as familiarised with the course schedule and assignments as I was. Next year I will make sure to be present from the start.

During the end of the course period we faced some illness in the course leadership which led a couple of lectures to be cancelled. It also led to that we did not remind and nudge students to fill in the course evaluation which I think is a reason for the particularly low response rate this year. It is always a bit difficult for this course as it ends just after Christmas and we have no formal meeting time after Christmas where we can easily remind students of the evaluation.

Student representatives comments

After discussing with my classmates and reading the course evaluations (they were only ten though), I conclude that the overall impression of the course was good especially because it gave us the opportunity to prepare ourselves for the upcoming thesis. However, some people said that they had different expectations of how practical the course would be. The responses also varied through the different programs as for some programs it felt more relevant and the students were better prepared for this course.

As far as the content is concerned, we found it good that the course touched upon a lot of themes as we all have different backgrounds, interests, and thesis subjects. On the other hand, this means that many things weren't covered in depth. Moreover, we felt that the main focus was on the global south, missing some more cases from the global north and Sweden. Some other suggestions would include that the PRA workshop could be held IRL as it would be a totally different learning experience, and the lectures about "observational methods and taking research notes" and "Interviewing" could be extended as they were both very helpful and interesting, but time was a limitation.

The social and physical learning environments seem to be good and quite helpful for us. But it seems that there were some issues with the schedule. The lectures that started at 9:15 and lasted till 11:00 were quite an issue for most of us, especially the days that we had afternoon lectures too. One hour is already enough time for a lunch break and many felt tired. Another suggestion would be to have the schedule on the Canvas calendar where every change is automatically updated and there is no chance of missing any new information because you forgot to check the updated word schedule. However, we appreciate the flexibility of changing classes to zoom or making them

hybrid when it was necessary but without overdoing it. Another related comment from some students was that they felt a bit forced by the mandatory participation, but I think that there weren't that many.

Online classes, although comfortable on some occasions, made it a bit hard for most of us to focus and we needed a few more breaks and a bit more often.

The book by Robson seems to be more appreciated than the one by Creswell and Creswell, but overall we think it's good that we have them in our library and that they gave us some good insights. But sometimes we felt that the additional course literature was more relevant and more interesting. This comment came up through different assignments (and especially in assignments 1,2 and 5) as we sometimes felt that we have to use the books as literature and many of us thought that we had to change what we write in order to fit in the literature, rather than using the literature to support our writing.

Furthermore, there was generally positive feedback on the fact that we got the opportunity to listen to the experiences of people who went through the same process of writing their thesis, but some people think it would be very helpful or even necessary to have some help, generating ideas for our thesis subject, before we get in the actual research design and analysis. Also, many people felt a bit lost or confused in the second half of the course, the analysis part.

Seminars and workshops were helpful and most of us had some really good discussions. But we think it would be beneficial to structure the schedule in a way where assignments 6 and 7 are not taking place simultaneously as they are both interesting and helpful for the upcoming thesis, but it was hard to put equal effort into both.

Lastly, the exam was a good opportunity to demonstrate what we learned and a good motivation to work on our thesis proposal. However, it brought up a few things that were confusing, which can be both overwhelming but also a chance to figure things out. The two Q&As before the final submission were helpful and we had the opportunity to talk about whatever troubled us. We generally had the impression that we could always reach someone from the course and ask questions, which is great. We are also happy with the way and the speed we got our feedback, especially through the seminars.