



Research methods in social sciences FÖ0470, 10204.2223

15 Hp

Pace of study = 100%

Education cycle = Advanced

Course leader = Cecilia Mark-Herbert

Evaluation report

Evaluation period: 2022-10-24 - 2022-11-14

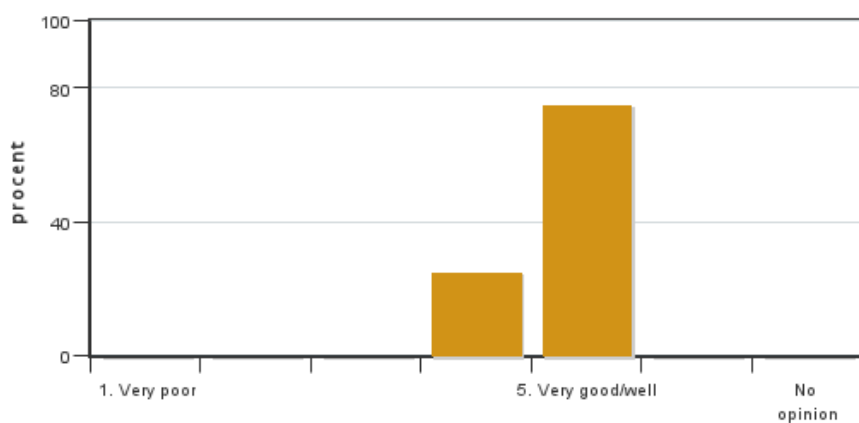
Answers 4

Number of students 11

Answer frequency 36 %

Mandatory standard questions

1. My overall impression of the course is:

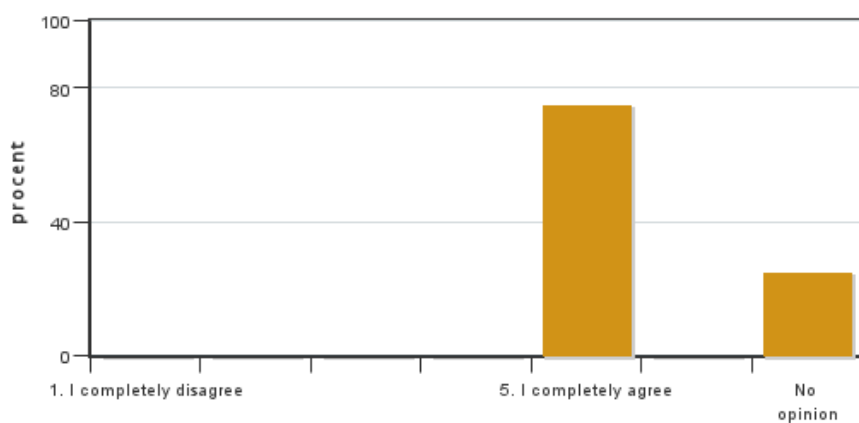


Answers: 4
Medel: 4,8
Median: 5

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

No opinion: 0

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

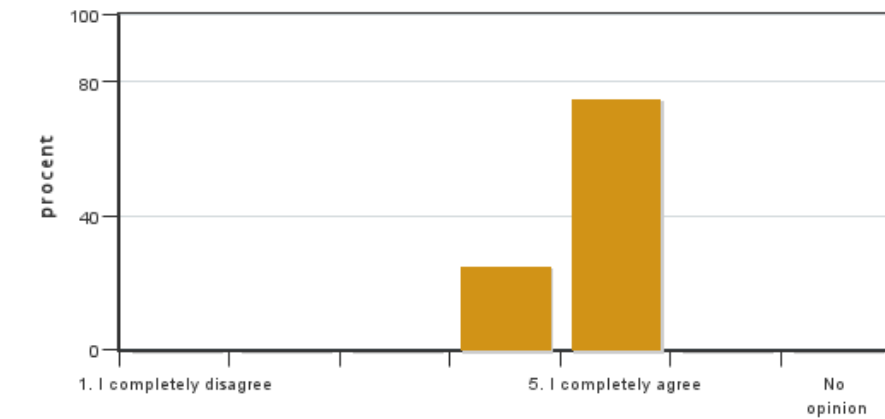


Answers: 4
Medel: 5,0
Median: 5

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

No opinion: 1

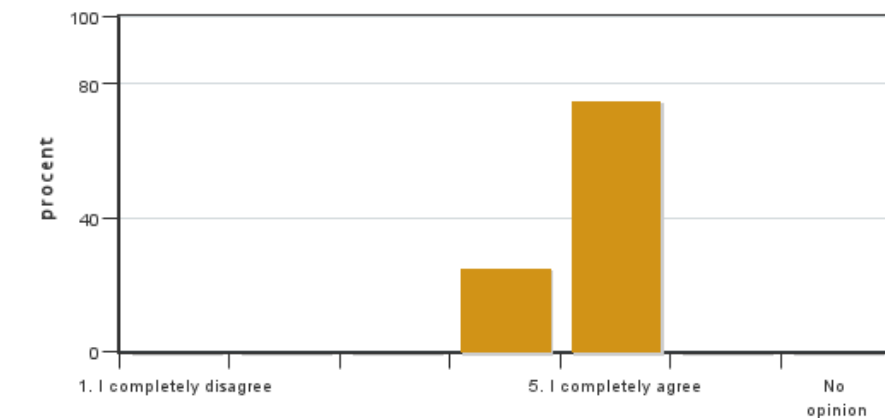
3. My prior knowledge was sufficient for me to benefit from the course.



Answers: 4
Medel: 4,8
Median: 5

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

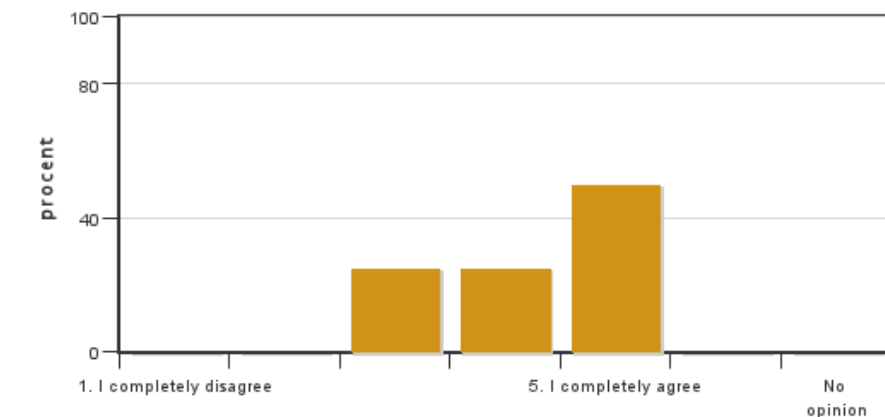
4. The information about the course was easily accessible.



Answers: 4
Medel: 4,8
Median: 5

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

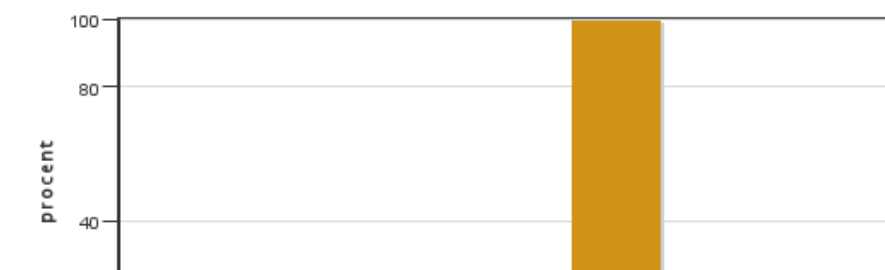
5. The various course components (lectures, course literature, exercises etc.) have supported my learning.



Answers: 4
Medel: 4,3
Median: 4

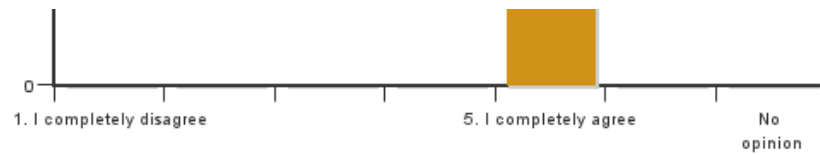
1: 0
2: 0
3: 1
4: 1
5: 2
No opinion: 0

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



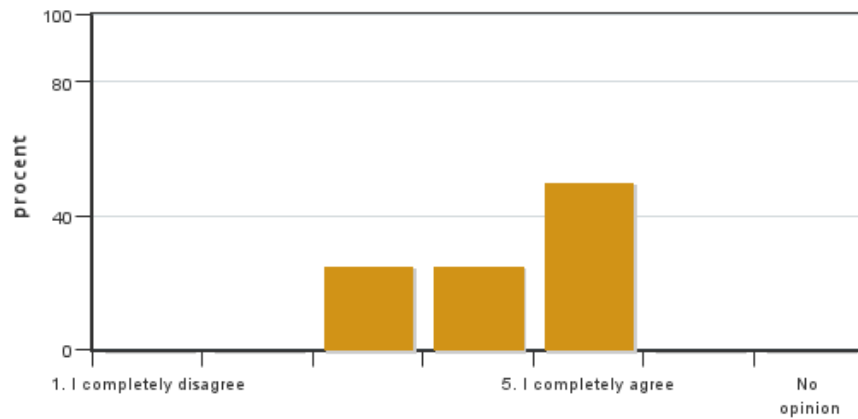
Answers: 4
Medel: 5,0
Median: 5

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



No opinion: 0

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



Answers: 4

Medel: 4,3

Median: 4

1: 0

2: 0

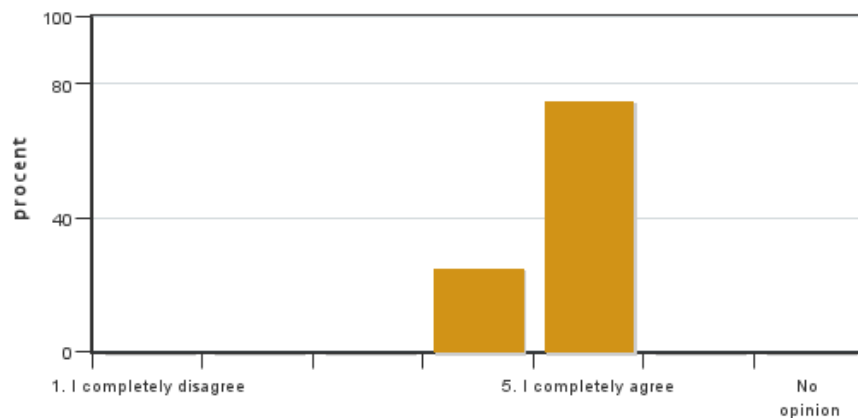
3: 1

4: 1

5: 2

No opinion: 0

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



Answers: 4

Medel: 4,8

Median: 5

1: 0

2: 0

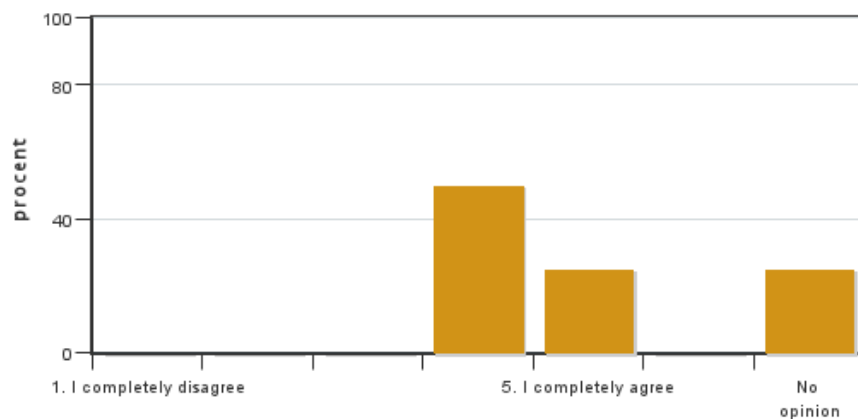
3: 0

4: 1

5: 3

No opinion: 0

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



Answers: 4

Medel: 4,3

Median: 4

1: 0

2: 0

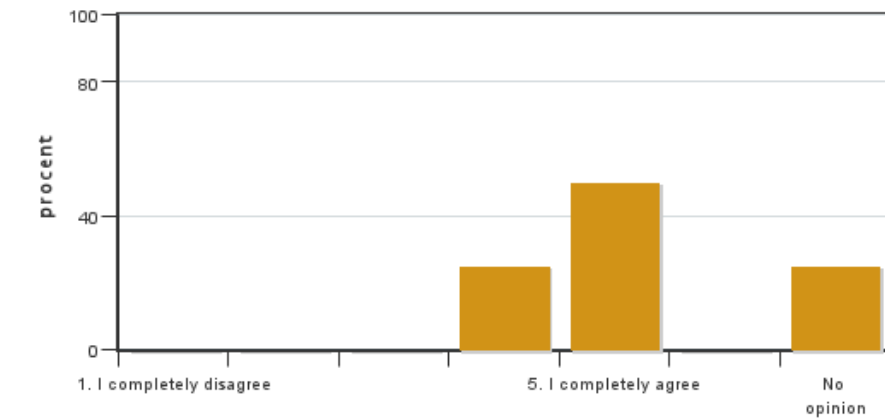
3: 0

4: 2

5: 1

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).

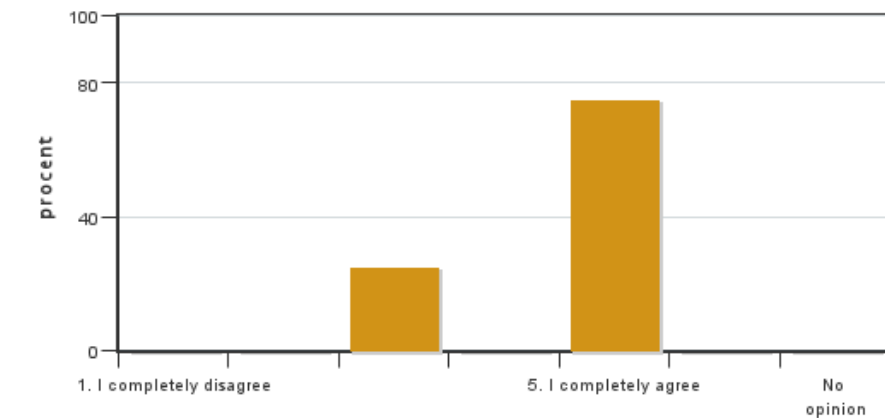


Answers: 4
Medel: 4,7
Median: 5

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

No opinion: 1

11. The course covered international perspectives.

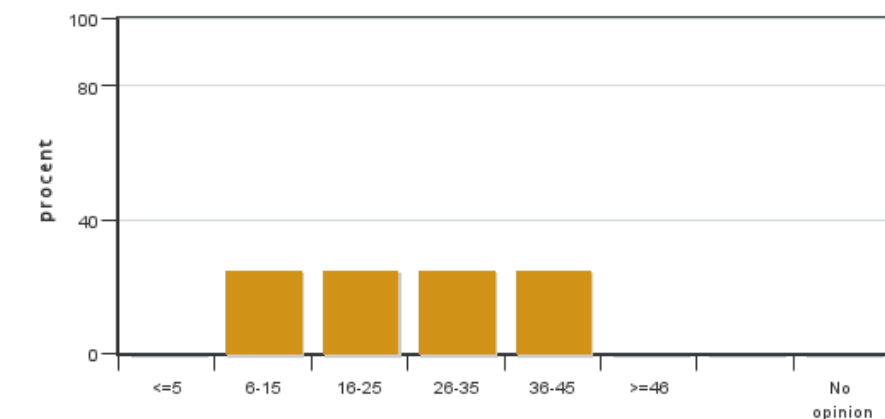


Answers: 4
Medel: 4,5
Median: 5

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

No opinion: 0

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

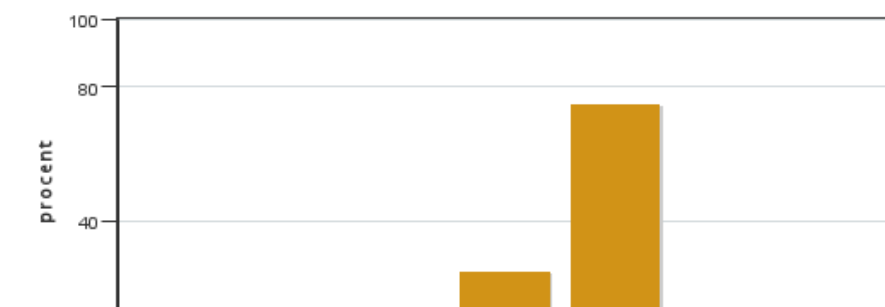


Answers: 4
Medel: 25,0
Median: 16-25

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

No opinion: 0

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



Answers: 4
Medel: 4,8
Median: 5

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

Research methods in social sciences (FÖ0470, fall 2022)

This was the second time this course was offered. The course had about twice as many students as it did when it was offered last year. Some eight students were enrolled in the course, and of these four have replied to the course evaluation (50%) – Thank you so much!!!! Your replies to the course evaluation are very important for us in our continued development of the course. The relatively small class (seven active students) became a very intimate and helpful class, eager to contribute to everyone's learning. I am very pleased to see good impressions of the course (4.8). It reflects the contributions in lectures and seminars – which shows a high engagement in the course.

One might see this course as a pilot class were a number of teachers with different areas of expertise (representing the Library, method understandings of various sorts and ethical aspects of research methods). Each week can be seen as a module with a lecture or two which was followed by a task that was presented and discussed at the end of the week. This structure appears to be appreciated by the class (too). The course did not have a concluding classical examination. Instead, the examination was carried out continuously to ensure development of method related insights and skills (reflections, tasks and a research proposal). Students found a very clear connection between learning objectives and course content (5.0), which is very reassuring.

We realize that there is room for improvement in terms of:

- Quick and clear feedback on all tasks
- The connection to sustainable development was not very clear
- *“Information about the course was accessible all right but WHAT was available about the course is an other story. As this is offered to international students, it would be better if there was a sample timetable put on the course website (where the description is, open web page). A sample time table could consist of one week at-a glance chapter(s) to read, number of lectures/ seminars (with time and lengths) and anything else to read during that week*

The last comment may also resolve the problem that a student that was not able to take the course raised about expectations for this to be a completely on-line, non-synchronous course, which it is not. We do meet in lectures and seminars at given times.

The course evaluation points to an inclusive environment (question 6, rated 5.0 !!) and I am especially happy for this, since meeting at a distance (in zoom) is hard. Thank you so much for making the efforts, for helping each other when the tasks were challenging – and for the constructive feedback you provided for each other in task 8 – much appreciated!!!

A distance education class requires technical skills, how to handle Zoom and Canvas in addition to methodological and pedagogical insights. It raises expectations on teachers as well as students – of capabilities as well as social skills. The group of teachers that contributed in the course are happy to take the suggestions given during the course to heart in continued development of the course modules. We will also continue to “befriend” Canvas techniques that makes it easy to access material, and information (the use of the calendar, for example). All of us are very happy to have had the opportunity to offer this course in a small class setting, allowing for excessive learning for both students and teachers. We hope that these insights and skills will come in handy for thesis projects and future professional tasks for the students.

Student representatives comments

Students' overall impression of this course has been rated at 4.8 out of 5 – and this says a lot about the course construction, its quality and Zoom-based delivery.

Students have found that live lectures & one-per-week written tasks along with the discussions that followed were interesting and stimulating. Also noticed and appreciated were a clear timetable and engaged teachers who often

replied to emails even outside normal working hours.

It is interesting to see that the time students spent during each week on learning has ranged between 6-15 hours to 36-45 hours – while the previous year's course evaluation recommends allocating on average 20 hours per week for learning. It is unclear, however, whether such divergent range is down to individual preferences and/or abilities, personal time management or the course workload.

The final course assignment – a mock research proposal – has been described as a task that comprehensively reflected the course contents, although some students felt that there could be more time devoted to teaching of how to approach this type of assignment properly.

Being a non-native English speaker (i.e. not using English as a first language) was never a problem, neither in following materials to read for a given week nor during seminars. In fact, seminars' participants felt they were 'given' enough time to find the right words to express themselves. In a similar manner, not being taught some research methodologies in the past (for example, during past courses) was not penalised, as long as students were willing to do their best in the relevant assignments.

However, students felt there could be more flexibility in submitting the weekly assignments, although it wasn't specified whether this is related to submissions deadlines or their order within the course, for example. Furthermore, it has been indicated that the communication between students via Canvas learning platform was not effectively utilised and that lectures' timings had not always worked for everyone, as this year's students were located in a few different time zones. Likewise, students noted that some assignment topics were not published until a given week already started; they might have felt like having to rush to 'get things done' within only days before the assignment deadline. Finally, some assignments or lectures could approach research data analysis in more practical ways, although again students offered no suggestions as to how it could be done.

Nevertheless, students have experienced this course positively, to the point of seeing it as a success and as something to be missed, as one student put it.