



Research Methods for People and Environment Studies MP0003, 30176.2324

15 Hp
Pace of study = 50%
Education cycle = Advanced
Course leader = Amanda Gabriel, Elizabeth Marcheschi

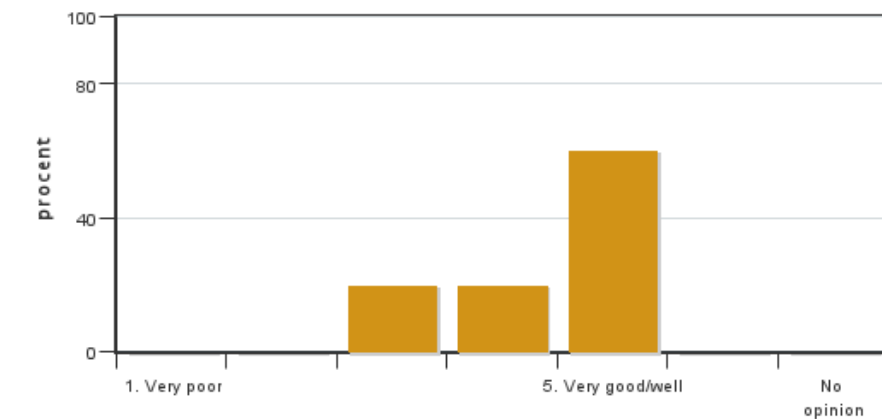
Evaluation report

Evaluation period: 2024-05-21 - 2024-06-16

Answers 5
Number of students 18
Answer frequency 27 %

Mandatory standard questions

1. My overall impression of the course is:

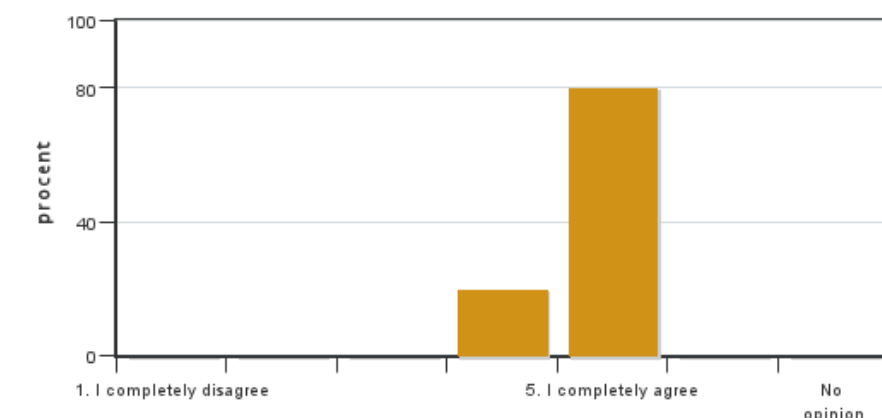


Answers: 5
Medel: 4,4
Median: 5

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

No opinion: 0

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

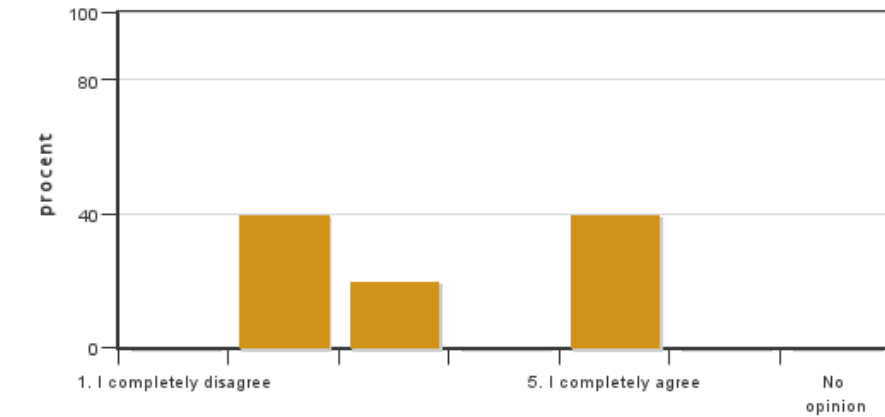


Answers: 5
Medel: 4,8
Median: 5

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

No opinion: 0

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

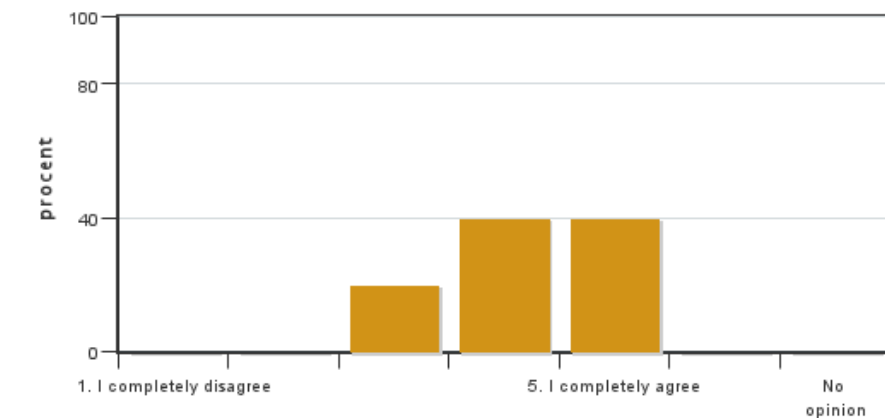


Answers: 5
 Medel: 3,4
 Median: 3

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

No opinion: 0

4. The information about the course was easily accessible.

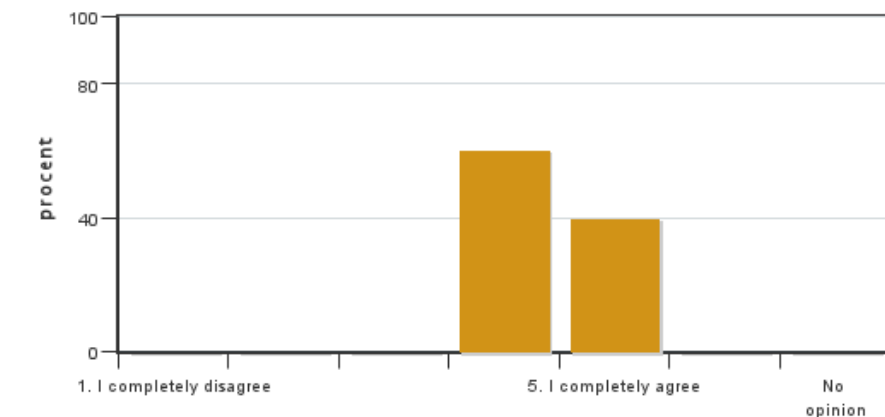


Answers: 5
 Medel: 4,2
 Median: 4

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

No opinion: 0

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



Answers: 5
 Medel: 4,4
 Median: 4

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

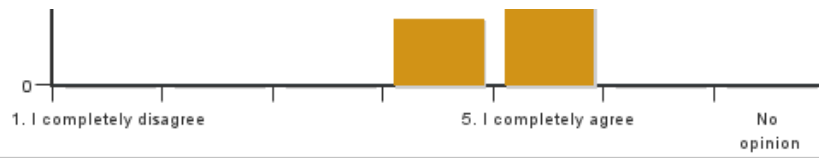
No opinion: 0

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



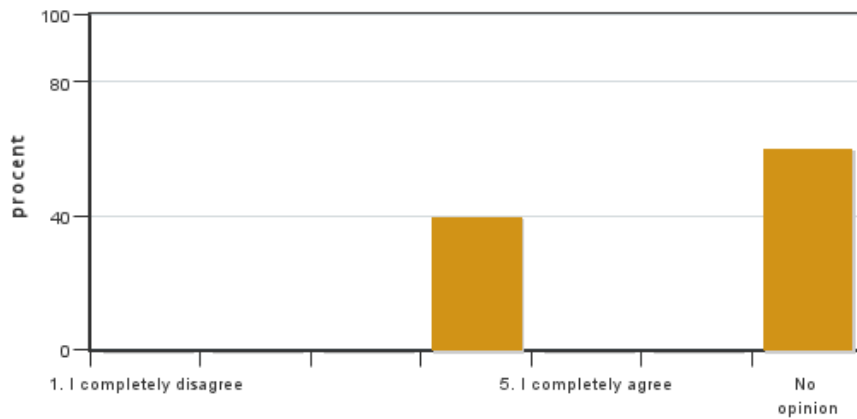
Answers: 5
 Medel: 4,8
 Median: 5

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



No opinion: 0

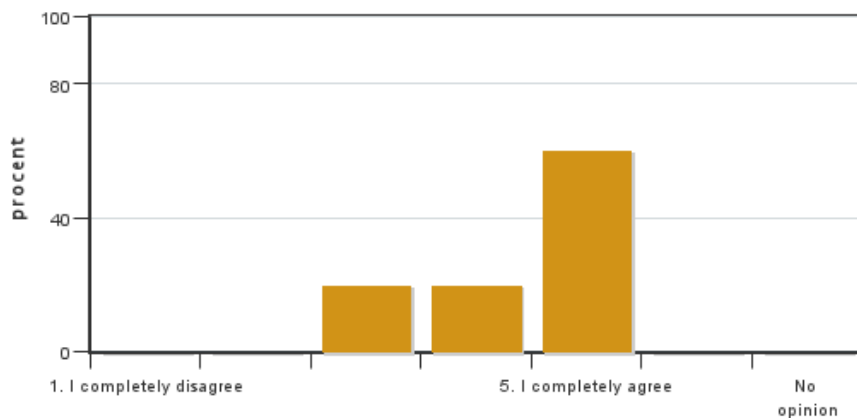
7. The physical learning environment (facilities, equipment etc.) has been satisfactory.



Answers: 5
Medel: 4,0
Median: 4

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

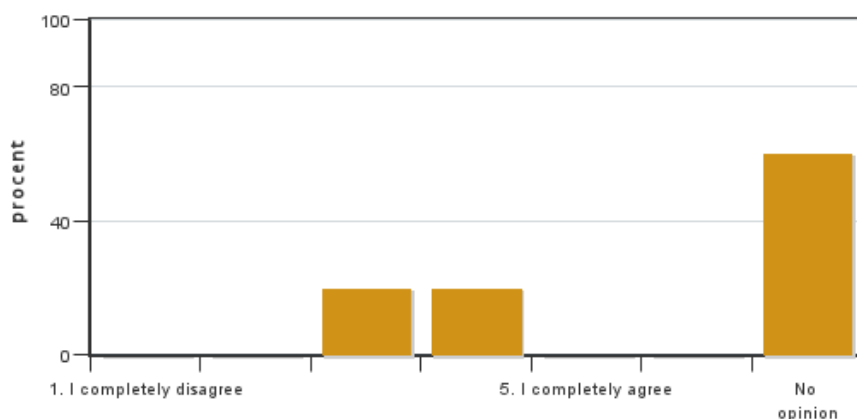
8. The examination(s) provided opportunity to demonstrate what I had learnt during the course (see the learning objectives).



Answers: 5
Medel: 4,4
Median: 5

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

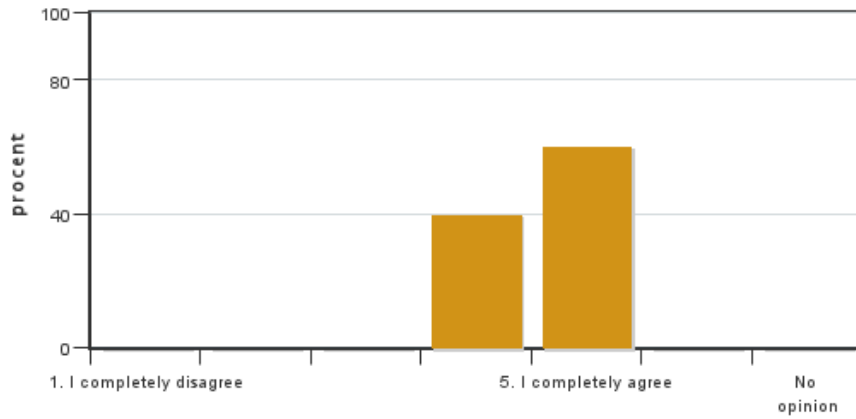
9. The course covered the sustainable development aspect (environmental, social and/or financial sustainability).



Answers: 5
Medel: 3,5
Median: 3

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

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).

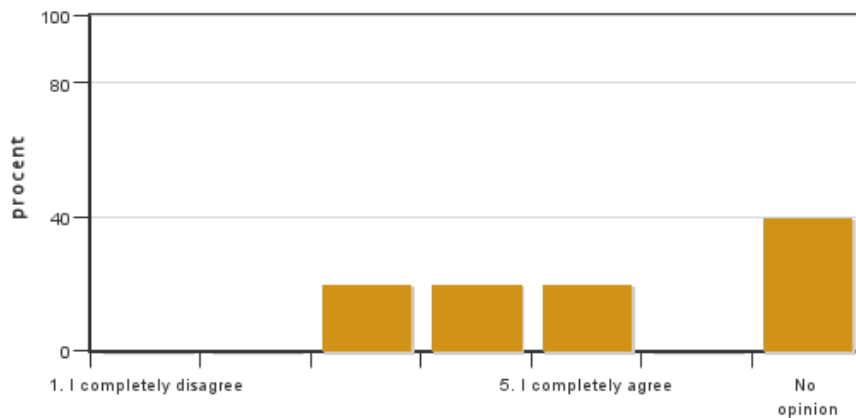


Answers: 5
 Medel: 4,6
 Median: 5

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

No opinion: 0

11. The course covered international perspectives.

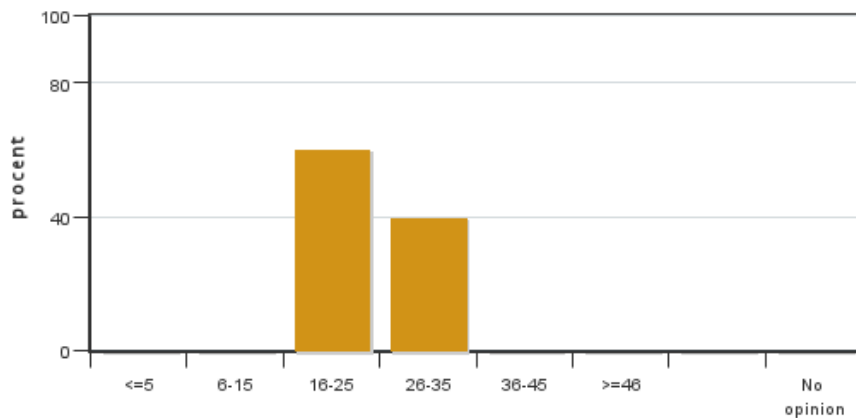


Answers: 5
 Medel: 4,0
 Median: 4

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

No opinion: 2

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

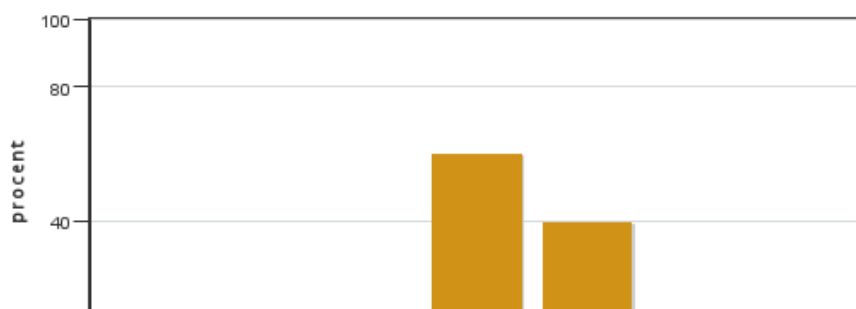


Answers: 5
 Medel: 24,0
 Median: 16-25

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

No opinion: 0

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



Answers: 5
 Medel: 4,4
 Median: 4

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

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 Research methods for people and environment studies MP003 VT2024

This report connects both the oral course evaluation from the last lecture in 20240520 and the written course evaluation from Evald. The written evaluation has the answer frequency of 27 %, 5 students of 18 have answered the evaluation questionnaire and all questions in the survey uses scale from 1-5 with possibility to further comment. The report will be divided in three parts, 1. Overall impressions of the course, 2. Qualitative module and 3. Quantitative module.

1. Overall impressions of the course and accessibility

The overall impression of the course from the written and oral evaluation is that it gives a clear insight into scientific writing and offers well explained lectures that are interesting. The student's impression is also that there were clear instructions and information about the course at Canvas and that the course was very well explained. The students found the course content to have clear links to the learning objectives of the course with a mean value of 4,8 on a scale between 1-5. Regarding if the students felt that their prior knowledge was sufficient to benefit from the course gained a mean value of 3,4 out of 5, and some students exemplify that they found the tasks to be difficult for their level of prior knowledge but at the same time very useful to gain insight into how to design a research project. The social learning environment is experienced as inclusive, respecting differences of opinion with a mean value of 4,8. Regarding how the various course components (lectures, course literature, exercises etc.) have supported the learning process gained a mean value of 4,4 and the students exemplify that it was great to have exercises in smaller groups to discuss and wished to have more of that, that it was too much information in little time and that overall more hands on practice is needed to understand how to perform some of the methods and theories.

Regarding if the course covered aspects of sustainable development gained the mean value of 3,5 but only included answers from 2 students. Regarding if the course has included gender and equality aspects the mean value was 4,6 including answers from all 5 students. Regarding if the course covered an international perspective average value was 4 and out of 5 students 2 had no opinion. On average the Median value shows that the students (5 of 18) spent 16-25 hours per week on the course and the mean value was 24 hours.

Regarding the experiences of participating in an online course the mean value was 4,4. The overall impression is that the course works well online, is accessible and gives the opportunity to participate on distance. Students lifts that they have appreciated that it has been possible to book individual meetings for supervision and several students address the feed-back and comments from the teachers as helpful and supportive. Suggestions are addressed both in the written and oral evaluation of creating a discussion forum for students to interact more with each other during the course, to have discussions and contact in between the lectures. Students experienced lonely periods in between scheduled classes and would like to have more contact among the classmates and discuss the learning process. One student address that more interaction among the students in between the modules could encourage more students to actively participate during the lectures. Several students suggest that more lectures could be uploaded online to be able to watch them at any time. Several students shared the opinion that the course covers many different methods, theories and subjects that not all are thoroughly explained due to the short amount of time.

Suggested improvements

- A lot of assignments were required throughout the course and maybe a more compact way of assessment could be thought of instead of many smaller assignments, but the submission of the same assignment in several steps is adressed as very helpful by the students.
- Some lectures could be pre-recorded for example the lecture in ethics and more of the lectures in statistics, and the scheduled lecture could be used to have more discussions and group work that can support the students learning process of different methods.

- More hands- on practice to understand how to perform different methods like, interviews, observations, narrative analysis, IPA and grounded theory.
- More group-exercises around statistical analysis and SPSS.
- More focus on quantitative methods and suggestions to have more lectures in the quantitative module.
- Create a discussion forum for the students to attend in-between the modules, if possible with involvement of the teachers.

1. Qualitative module

What was good with the qualitative module?

Summary of the oral evaluation regarding the qualitative module, great feed-back and comments from the teachers, great discussions during the lectures, support from breakout rooms, many students experience that they learned a lot and that it was a challenging but interesting course.

Many students expressed during the oral evaluation that the course provided a learning process that was very positive. One part of the learning process addressed in the evaluation was the feed-back and comments provided by the teachers that were experienced as positive and helpful by several students. The process to submit an assignment in several steps and receive feed-back to clarify and improve has been very helpful for several students.

Another important part of the learning process was the group presentations, and some students lift examples of how the group presentations can provide a less stressful possibility to practice doing presentations, without the presence of the teachers, that are valuable since we do many presentations throughout the master program. The group presentations also provided discussions, insights and feed-back from colleague students that have been helpful and useful.

Another important aspect that supported the learning process was the possibility to select a topic that one is passionate about and this could be more explained in the beginning of the course that one can have the same topic during both the qualitative and quantitative module.

The practical moments within the qualitative module were appreciated and experienced as; - lowering stress levels regarding assignment 4 by trying out the analysis together. One student mentioned that the workshop helped to understand thematic analysis more before trying it out in the individual assignment.

Suggested improvements

- Give suggestions about possible topics and questions in the beginning of the course that the students can select from if they do not have an own idea.
- More practical exercises doing methods, short exercises where all do interviews and /or observations in public places before we decide what method to work with.
- Timeline- it was experienced as a short amount of time to collect the qualitative data, 3 weeks, especially for the students that were late admitted to the course.
- Resubmissions of Assignment 4 collided with the quantitative tasks and became a stressor having 3 assignment parallely.
- Several students wished for more practical exercises like the workshop in analysis, regarding other methods like e.g observation, interviews, but also other forms of analysis like narrative analysis, IPA. This exercise in analysis was appreciated among several of the students
- To have a discussion forum that is led by one of the teachers to be able to discuss questions concerning methods in between the modules.
- Clearer instructions in the beginning of the course that one could use the same topic and then apply both qualitative and quantitative methods to be able to focus more on the methodology and not so much on the pre-study and literature review on several topics.

1. Quantitative module

What was good with the quantitative module?

Generally, many students experience that they have learned a lot and that the quantitative module hade interesting lectures with a lot of examples that helped the learning process in how to use quantitative methods in Environmental psychology. The already pre-recorded lectures in statistics and SPSS was very helpful and appreciated among the students. The feed-back and comments on assignment 5 task 3 that made the students able to re-write some aspects before the presentation and was experienced as very helpful from a learning perspective. Not as many students contacted the teachers for supervision or questions in between the modules in the quantitative part of the course as in the qualitative part. Important to highlight this in the beginning of the course that the possibility to supervision exists. One student proposed that it would have been good to have a time for supervision when we had been working on assignment 5 task 3 and 4 for a while to be able to ask concrete questions.

Several students wished to have the same approach of using a bit of theory and practice like in the qualitative part of the course. Working in smaller groups could help the students to feel more comfortable with statistics. Another aspect lifted in the oral evaluation is how we can learn statistics in a more practical way, how it can be applied in what we do and want to research. When you start seeing results and understand it one can start to see how it can be used and how important it can be in Environmental psychology and it was clear how the teachers tried to clarify the research process through different examples.

Regarding the quantitative literature seminar, the students both thought it was good to read some different quantitative studies to get examples before starting to learn more about statistics at the same time as they experienced it as difficult to understand the result part of the selected articles. This made the quantitative literature seminar a bit harder to perform. The students experienced that it was difficult to grasp the result part of the articles but expressed that it also gave the opportunity to go back to and read the papers after the lecture in statistics and suddenly understand more. When you read more papers, you get an understanding of how you can use the tools, a balance of time and understanding.

Suggested improvements

- Have scheduled supervision for assignment 5 task 3 and 4 when the students have been working on the tasks for a while and not directly after the lesson in SPSS.

- Group-work to practice SPSS, do some analysis together in smaller groups after the lecture in statistics, select few statistical tests to have some examples in the beginning and work together in breakout rooms to be able to try out statistical analysis. After the breakout room one can then be able to continue individually to try out more types of analysis. More practice would benefit the learning process.

- That the statistical lectures were given all in one go was experienced as a bit hard to digest and more interactive parts among students are suggested in between lectures in statistics.

- Another focus in the quantitative literature seminar; start to discuss statistics, but maybe start instead with more practical issues, more descriptions of different cases with some examples from reality in each case.

- If possible pre-record some of the theory lessons around statistics that the students could look at before the lectures and then be able to discuss them during the lecture and try out the statistical tools provided in SPSS together.

- Add some instructions on how to fill in SPSS and how to fill in new material in SPSS.

- One student lifts in the written evaluation that they felt that the qualitative part was 90 % of the whole course and the quantitative part felt like 10% of the course and states that it would be interesting to learn more about quantitative methods and perhaps have lessons until the 2 of June.

Both in the written and oral evaluation several students address the need of more practical exercises during the quantitative module regarding SPSS, statistical analysis and understanding of how to apply quantitative methods in practice.