Research Methods for People and Environment Studies
MP0003, 30014.2526

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

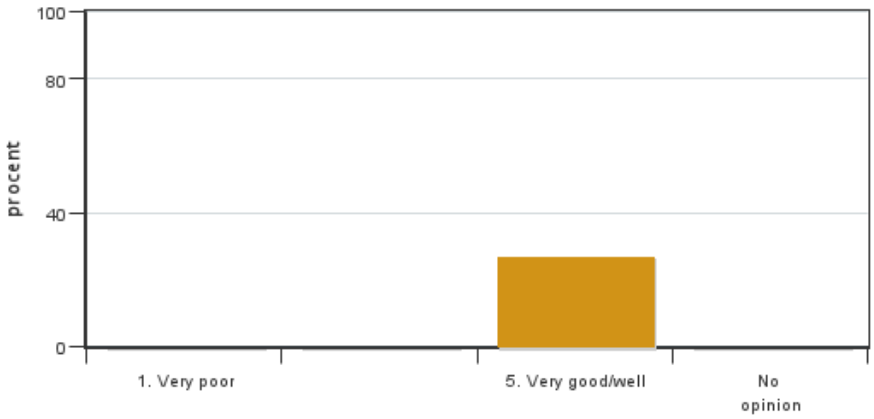
Evaluation report

Evaluation period: 2026-05-17 - 2026-06-21

Answers	11
Number of students	22
Answer frequency	50 %

Mandatory standard questions

1. My overall impression of the course is:

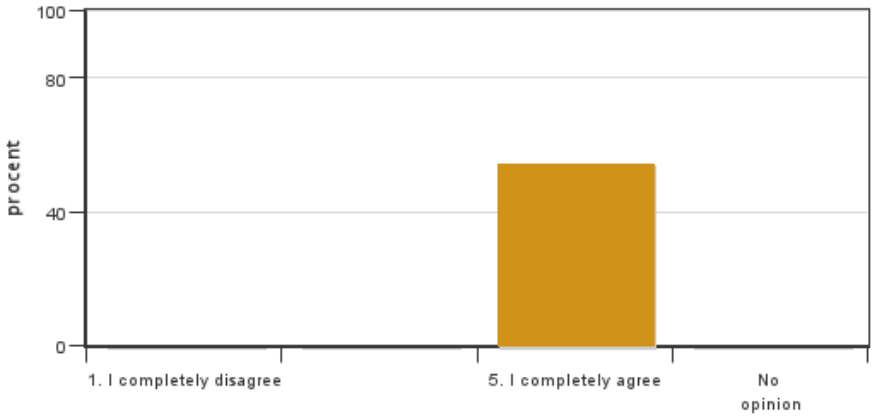


Answers: 11
Medel: 4,0
Median: 4

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

No opinion: 0

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

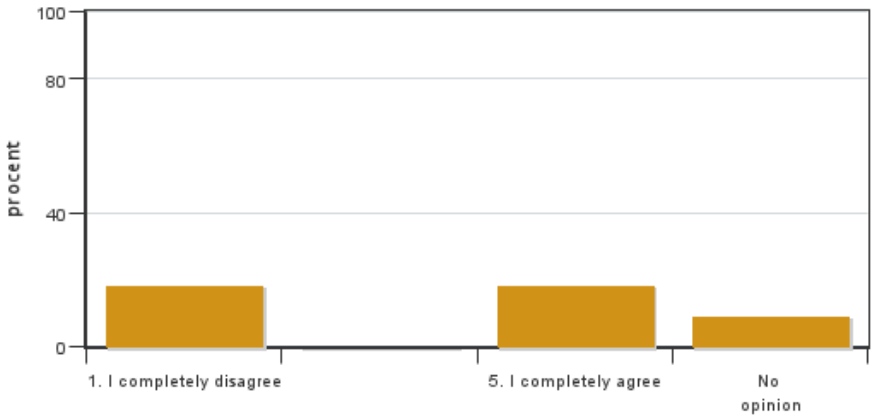


Answers: 11
Medel: 4,5
Median: 5

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

No opinion: 0

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

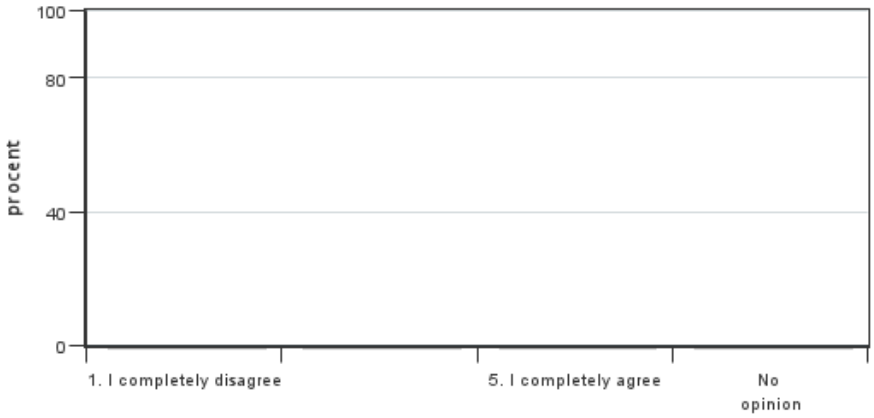


Answers: 11
Medel: 3,4
Median: 4

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

No opinion: 1

4. The information about the course was easily accessible.

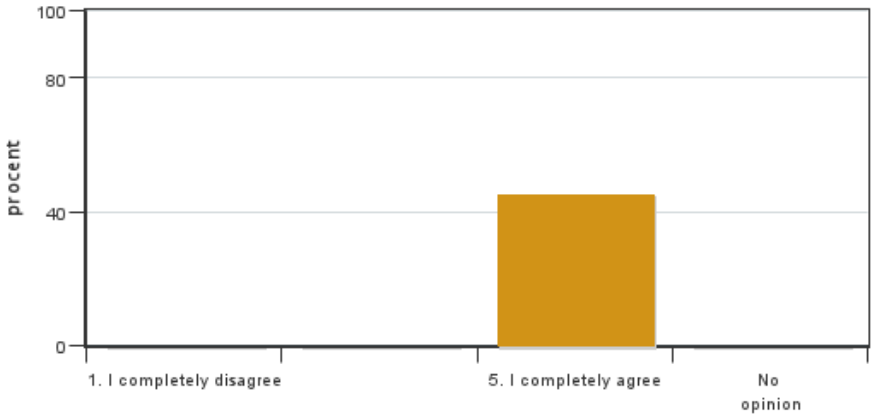


Answers: 11
Medel: 3,6
Median: 4

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

No opinion: 0

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

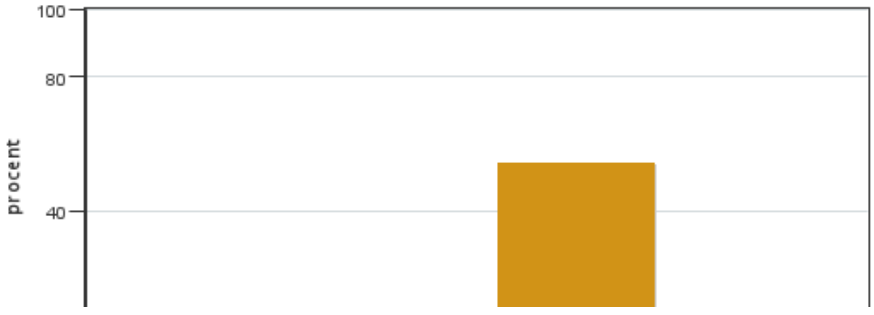


Answers: 11
Medel: 4,2
Median: 4

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

No opinion: 0

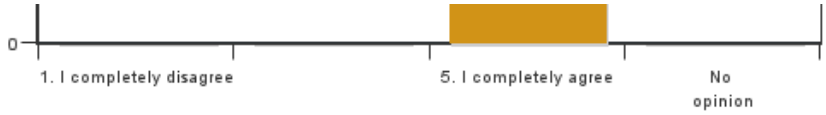
6. The social learning environment has been inclusive, respecting differences of opinion.



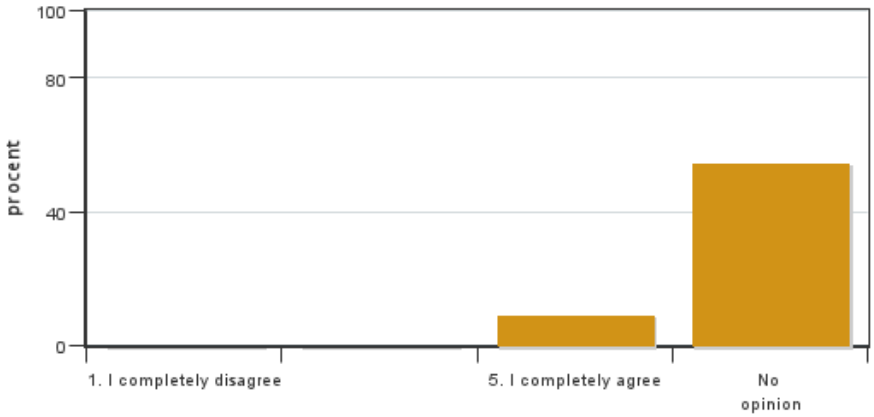
Answers: 11
Medel: 4,5
Median: 5

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

No opinion: 0



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

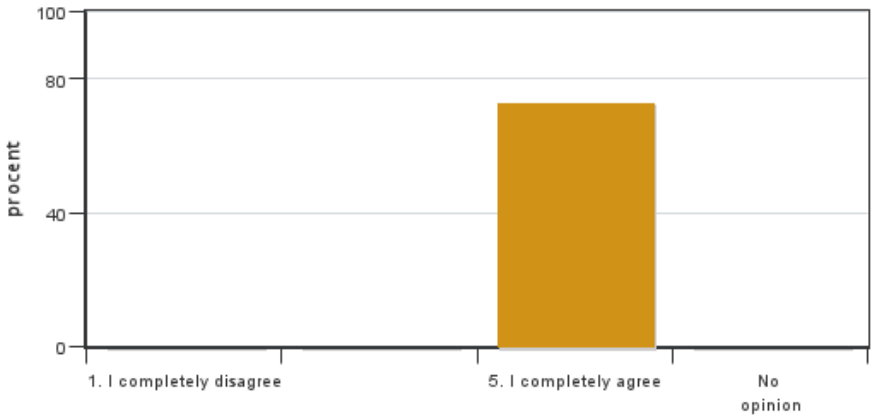


Answers: 11
Medel: 4,2
Median: 4

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

No opinion: 6

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

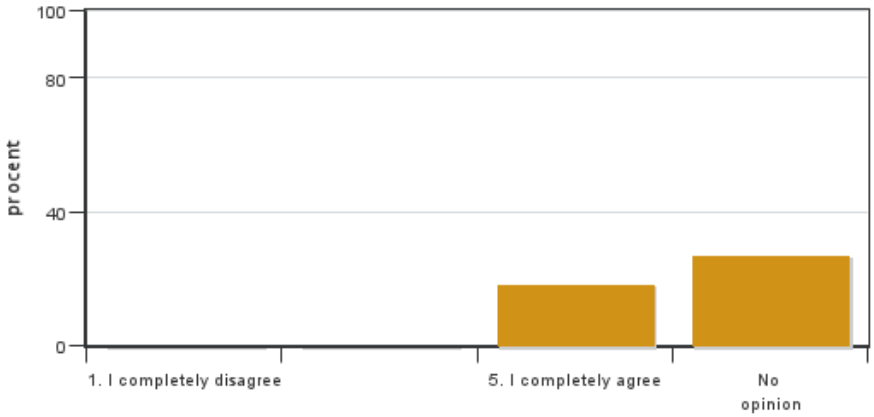


Answers: 11
Medel: 4,5
Median: 5

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

No opinion: 0

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

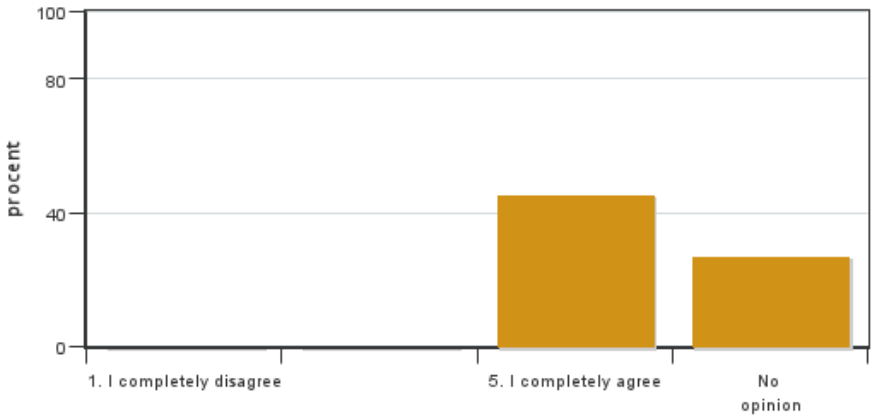


Answers: 11
Medel: 3,8
Median: 4

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

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).

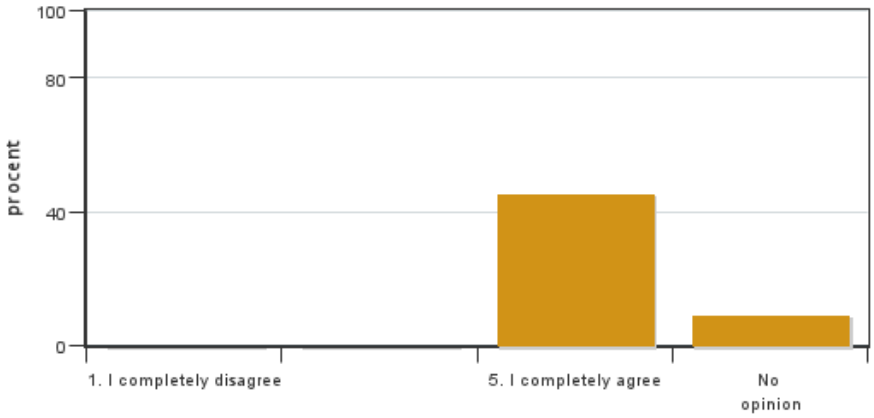


Answers: 11
Medel: 4,4
Median: 5

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

No opinion: 3

11. The course covered international perspectives.

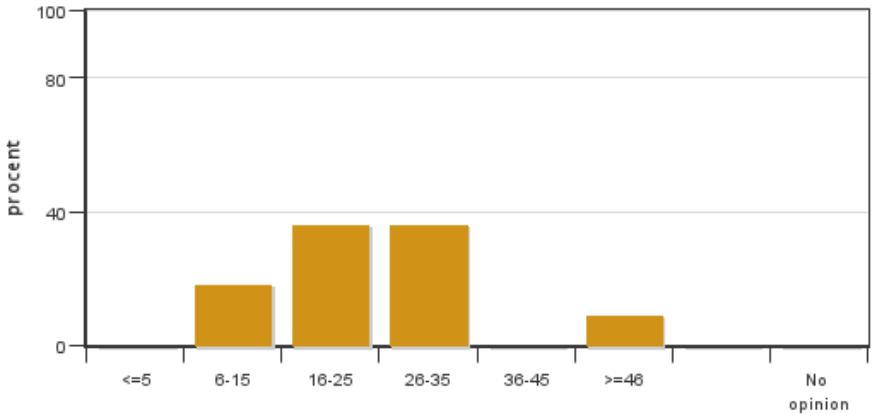


Answers: 11
Medel: 4,2
Median: 4

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

No opinion: 1

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



Answers: 11
Medel: 24,2
Median: 16-25

≤5: 0
6-15: 2
16-25: 4
26-35: 4
36-45: 0
≥46: 1

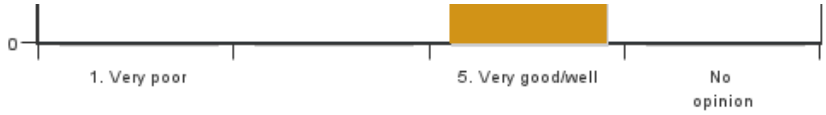
No opinion: 0

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

Answers: 11
Medel: 4,1
Median: 4

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

No comments from the teacher

Student representatives comments

This course was valuable for developing an understanding of the research methodologies utilized within environmental psychology. The feedback from the course leaders was valuable, constructive and supportive. The lectures and assignments were helpful in understanding the course content, including the lectures on research ethics and research writing. However, navigating the logistical and instructional elements of the course proved to be a challenge.

Key structural and logistical recommendations:

- Streamline, simplify and condense the assignment descriptions. Currently, the instructions are overly dense and difficult to unpack. Making them direct, clear, and concise will reduce unnecessary confusion.
- Consolidate all assignments and their respective due dates directly into the primary schedule document so students have a single, easily accessible reference point.
- Avoid grouping multiple distinct tasks into a single document. Keeping assignment tasks separate will improve organization and tracking.
- Rename both the quantitative and qualitative assignments to clearly reflect what is being submitted, making the Canvas portals more intuitive.
- Keep the qualitative and quantitative sections of the course explicitly distinct throughout the semester to avoid conceptual and organizational overlap.
- Optimize the reading lists by distinguishing between mandatory and optional course readings.
- Having a short introduction to the PRISMA methodology on systemative literature review would be helpful to some students interested in this research method.
- This course could benefit from being divided up into two separate courses to allow more focus on the different methodologies.

Student Support & Flexibility

- Offer more frequent drop-in supervision sessions throughout the semester to provide ongoing guidance and academic support as students develop their projects.
- Create a dedicated social space on Canvas to help student collaboration. Additionally, introducing student-led, scheduled drop-in meetings would greatly support peer-to-peer learning.
- Give students the option to use the same research topic over from their qualitative work into their final research proposal assignment to make the assignments easier.
- Offer a list of pre-approved, optional research questions for assignments to help students who struggle to narrow down a topic.
- Given how demanding and fast-paced this course is, building more flexibility into the tasks and due dates would significantly alleviate pressure and improve the quality of student work.

Quantitative Section & SPSS Learning

- The group presentations on chapters from Andy Field's SPSS book are not an effective use of course time. It would be far more beneficial for students to read these chapters independently and reallocate that seminar

time to hands-on learning within the SPSS program.

- Implement a library of targeted SPSS instructional videos on Canvas that guide students step-by-step through the specific analytical requirements of the assignments. Utilizing a user-friendly screen-recording platform, like Loom, would allow instructors to easily produce these short, highly focused visual walk-throughs, providing students with an invaluable resource they can reference at their own pace.
- Incorporate small group workshop assignments for SPSS so students can problem-solve and master the data analysis software together.
- It would be immensely valuable to be provided with examples of research proposals, which would help clarify the actual application process and ground the theoretical concepts in practice.

Qualitative Section

- The feedback was helpful, long and deliberate. However, it could feel discouraging to some, and would benefit from being shorter and sharper.
- Could be beneficial to have more clarity on the material.
- Assignment III: "Learning actively about methods used in environmental psychology" was valuable, but time demanding. It could be beneficial to have a lecture and dedicated seminar time to collectively unpack peer-reviewed research papers within environmental psychology. Deconstructing existing literature as a class would help students closely analyze how the theoretical concepts are operationalized, how methodologies are applied in practice, and how results sections are structured.

Summary

Given the intensive nature of this course, structural clarity and transparent organization are vital for student success. By clarifying assignment requirements, expanding asynchronous video support, allowing for research topic continuity, and introducing greater flexibility with due dates, the course leaders can significantly minimize unnecessary confusion. Ultimately, this will allow students to navigate the material more effectively and focus their energy on mastering the course content. Overall, this course was extremely valuable and important in the field of environmental psychology.