The Process of Research: Qualitative Methods, Data Analysis and Academic Writing
LU0091, 20110.2425

15 Hp
Pace of study = 100%
Education cycle = Advanced
Course leader = Klara Fischer

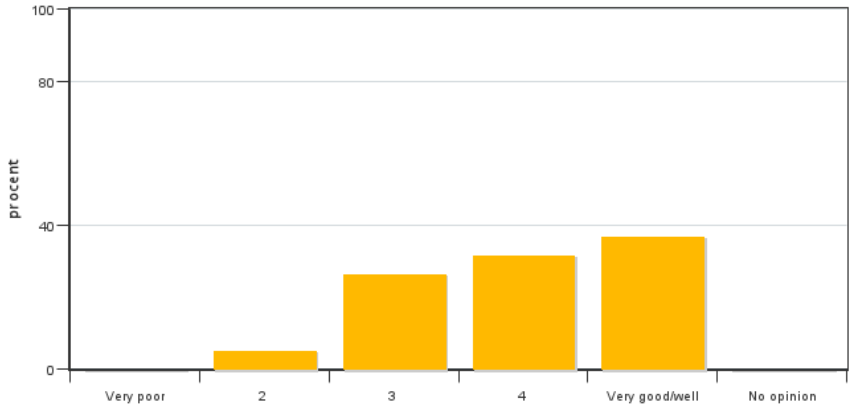
Evaluation report

Evaluation period: 2025-01-12 - 2025-02-02

Answers	19
Number of students	39
Answer frequency	48 %

Mandatory standard questions

1. My overall impression of the course is:

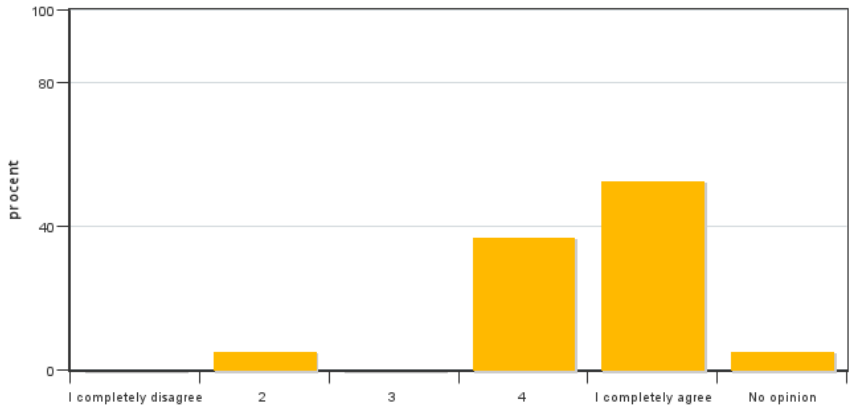


Number of answers: 19
Average: 4,0
Median: 4

Very poor : 0
2: 1
3: 5
4: 6
Very good/well: 7

No opinion: 0

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

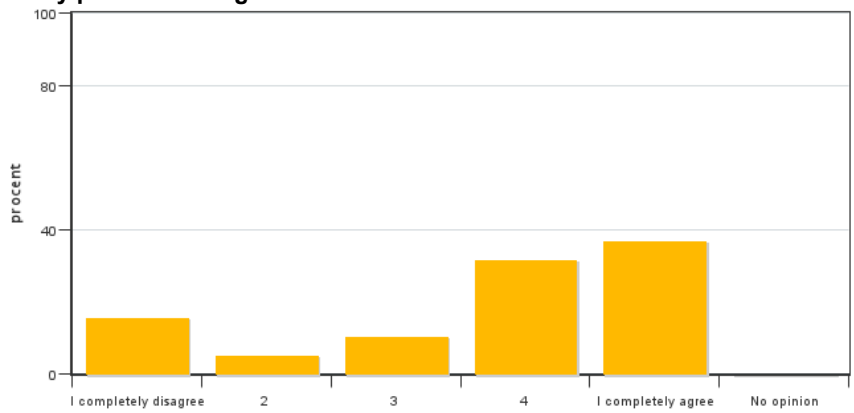


Number of answers: 19
Average: 4,4
Median: 5

I completely disagree: 0
2: 1
3: 0
4: 7
I completely agree: 10

No opinion: 1

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

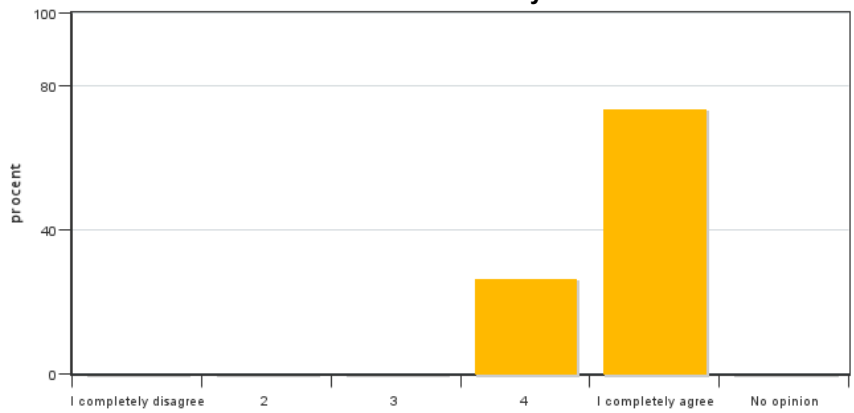


Number of answers: 19
Average: 3,7
Median: 4

I completely disagree: 3
2: 1
3: 2
4: 6
I completely agree: 7

No opinion: 0

4. The information about the course was easily accessible.

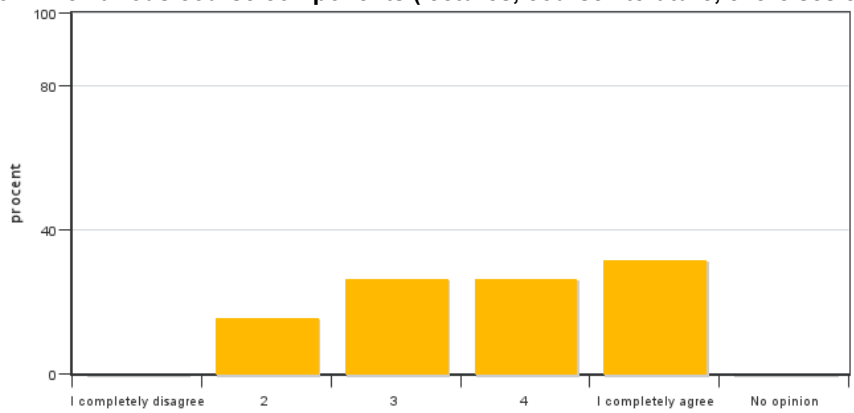


Number of answers: 19
Average: 4,7
Median: 5

I completely disagree: 0
2: 0
3: 0
4: 5
I completely agree: 14

No opinion: 0

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

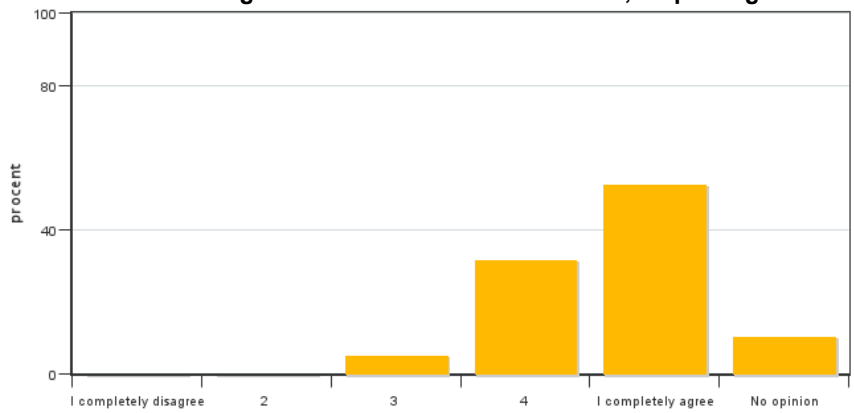


Number of answers: 19
Average: 3,7
Median: 4

I completely disagree: 0
2: 3
3: 5
4: 5
I completely agree: 6

No opinion: 0

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

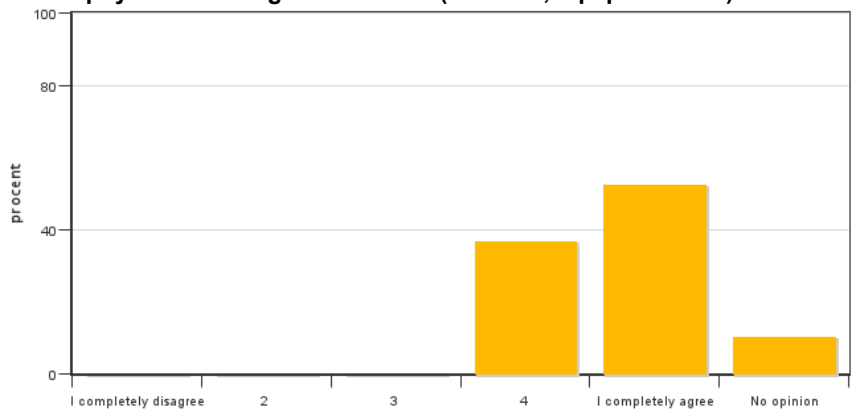


Number of answers: 19
Average: 4,5
Median: 5

I completely disagree: 0
2: 0
3: 1
4: 6
I completely agree: 10

No opinion: 2

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

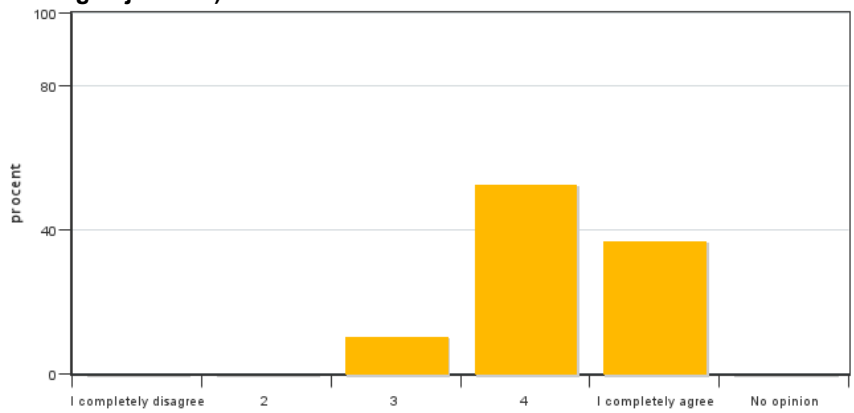


Number of answers: 19
Average: 4,6
Median: 5

I completely disagree: 0
2: 0
3: 0
4: 7
I completely agree: 10

No opinion: 2

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

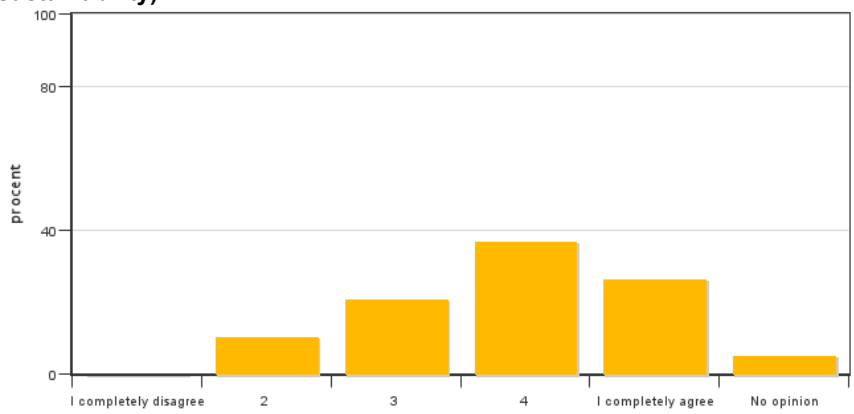


Number of answers: 19
Average: 4,3
Median: 4

I completely disagree: 0
2: 0
3: 2
4: 10
I completely agree: 7

No opinion: 0

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

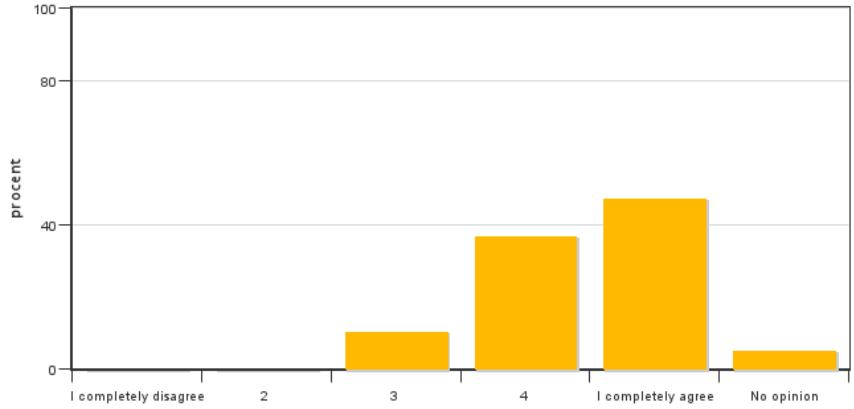


Number of answers: 19
Average: 3,8
Median: 4

I completely disagree: 0
2: 2
3: 4
4: 7
I completely agree: 5

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).

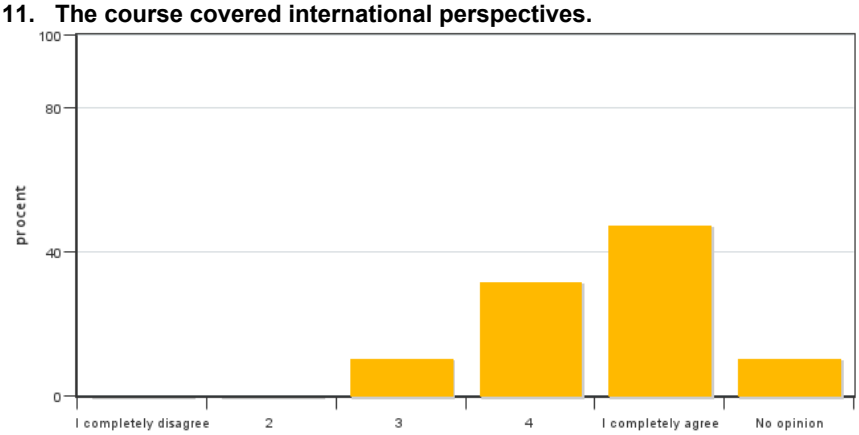


Number of answers: 19
Average: 4,4
Median: 4

I completely disagree: 0
2: 0
3: 2
4: 7
I completely agree: 9

No opinion: 1

11. The course covered international perspectives.

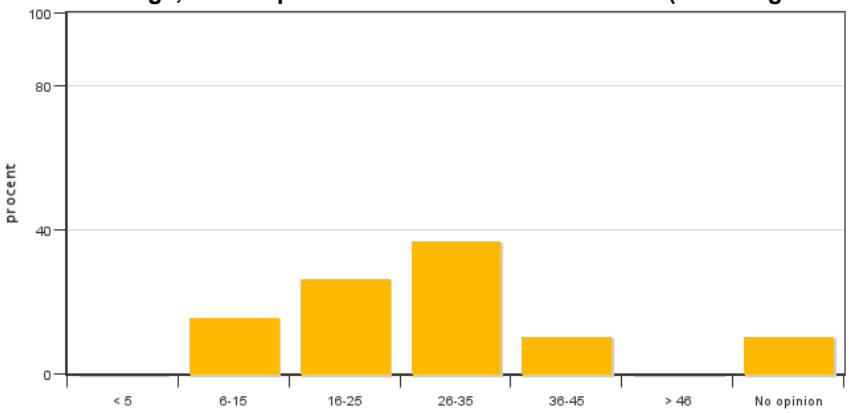


Number of answers: 19
Average: 4,4
Median: 5

I completely disagree: 0
2: 0
3: 2
4: 6
I completely agree: 9

No opinion: 2

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



Number of answers: 19
Average: 24,7
Median: 26-35

< 5: 0
6-15: 3
16-25: 5
26-35: 7
36-45: 2
> 46: 0

No opinion: 2

Additional own questions

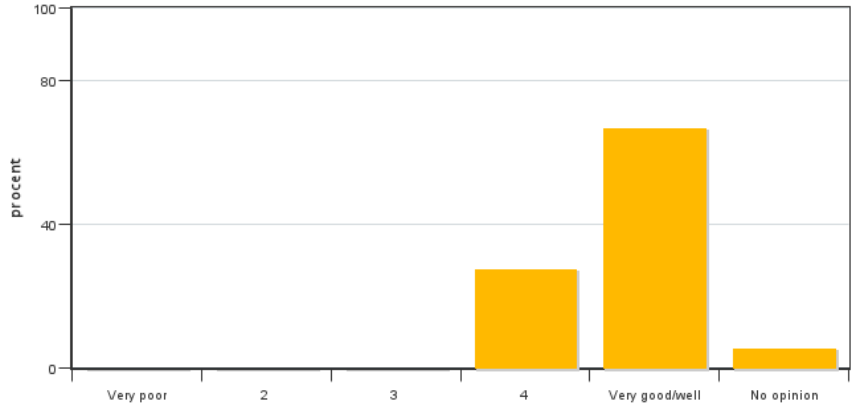
13. Name 1-3 mandatory activities that you thought were particularly good/ useful to you, and if you can also please mention why

13. Name 1-3 mandatory activities that you think were less useful or in particular need of improvement (and if you can please also describe why)

13. Name 1-3 lectures that you found particularly useful, and if you can, please describe why

13. Name 1-3 lectures (that you attended) that were less useful and if you can describe if you think we should drop them or how they could be improved

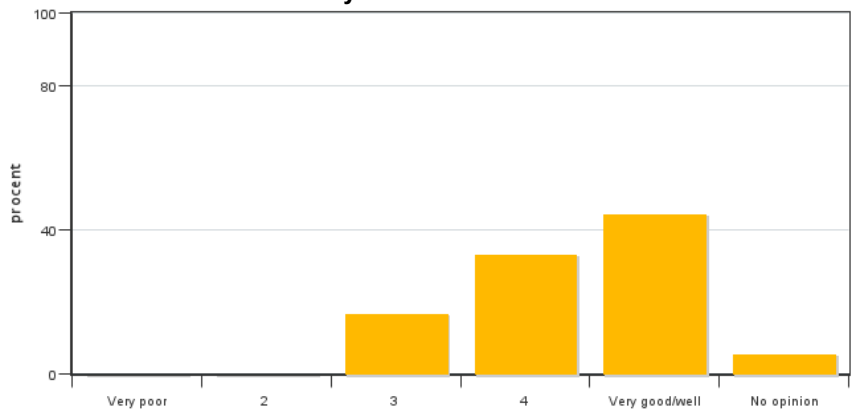
13. I found the course book by Creswell and Creswell



Number of answers: 18

Very poor : 0
2: 0
3: 0
4: 5
Very good/well: 12
No opinion: 1

14. I found the course book by Robson



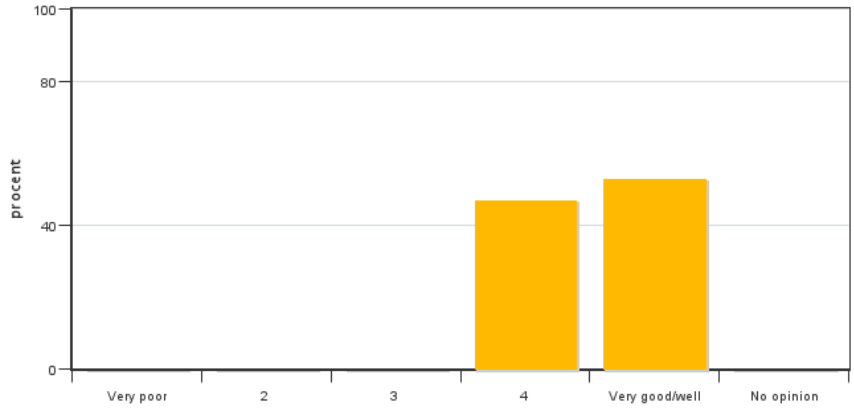
Number of answers: 18

Very poor : 0
2: 0
3: 3
4: 6
Very good/well: 8

No opinion: 1

15. Is there anything you would have liked to know more about that you think we should include in the course in future?

15. The interaction with the course leaders/ coordinators was



Number of answers: 17

Very poor : 0
2: 0
3: 0
4: 8
Very good/well: 9

No opinion: 0

16. What did you think about the canvas page, (the information found there, the structure, and how we made use of the discussion threads, for example?)

16. Overall there were few students attending the lectures and we wonder how we should deal with this. (this is a general trend and does not only regard this course). If we would reduce the course to only containing the mandatory activities we would save a lot of money, but we think that the lectures add value and we hope that people would attend them even if they are not mandatory. What are your personal reasons for not attending some of the lectures? (your response is anonymous, we really want to understand how to deal with this)

16. Regarding the low lecture attendance: what do you think would be a functional solution to this problem? please also motivate

16. Do you have any additional comments (both regarding what you appreciated and what you think maybe did not work as well) that can give us guidance in what to keep and what to change for next year?

Course leaders comments

De nya literaturseminarierna som vi nuy hade för andra gången funkar bra. De gör att studenterna bättre lär sig grunderna i metod för datainsamling och analys. Även i år hade vi få studenter som inte klarade tentan. vi behöver dock fortsätta att jobba på balansen mellan obligatoriska och frivilliga moment. I år var det ofta ganska få studenter på de frivilliga föreläsningarna, mellan 6 och 16 stycken. en del gästlärare blev irriterade av att det var så få som kom på redas föreläsning. De som var på plats var engagerade. vi den muntliga utvärderingen så förstod jag att de studenter som försöker vara på plats på alla frivilliga moment får svårt att hinna läsa all obligatorisk litteratur. för nästa år har vi därför valt att dra ner på de frivilliga föreläsningarna. i stället har vi lagt mer tid på momentet där studenterna testar att göra en egen datainsamling och analys, och de kommer få mer lärarfeedback på den. Under 2024/25 hade vi fortfarande hemtenta på kursen. Över lag funkar det bra, men det är alltid några studenter som vi misstänker har fuskat och det är svårt att bevisa, ofta är detta de svagaste studenterna. För nästa år gör vi därför om examineringen till en salstenta och en muntlig opponering som de betygsatta momenten. Vi hoppas att detta ska göra det mer rättvist och minimera fusk, samtidigt som studenterna fortfarande kommer få chansen att skriva en längre text och få kommentarer från oss (men de blir inte examinerade på den texten utan på sin muntliga opponering på en kollegas text).

Internal comments

Student representatives comments

No comments from the student representatives