



Course evaluation template

After the course has ended, the course coordinator fills in this template. The head of department/programme decides whether the template should be supplemented with further information/questions.

Course code 3GB001	Course title Research Methodology	Credits 7.5
Semester HT 2020	Period 05/10/2020-06/11/2020	

Course coordinator Gaetano Marrone	Examiner Gaetano Marrone, Carina King, Helle M. Alvesson
Other participating teachers Rosario del Alsina Madelene Barboza Susanne Andermo Kristi Sidney Maike Winters	Other participating teachers

Number of registered students 40	Number who have not completed the course 16	Number passed after regular session 24
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Conclusions from the previous course evaluation

The course has students from very different background and mathematical/epidemiological skills, the big challenge is to have a pace that could fit almost everyone. The students are also changing over time, they are less able to sit and listen for many hours consecutive, more blended learning is necessary, less power point presentations with frontal teaching but more self-study and teaching, mainly software based, going over what they have already learned reading book or papers with example from real datasets.

Description of conducted changes since previous course occasion

I have further reduced the number of statistical topics taught and given to the students more self-study time. Afternoon exercises were done online, with questions and answers replied via zoom. This gave the students more flexibility.



Method(s) for student influence

State:

- *how the students were given the opportunity to participate in the preparation and decisions at course level:* The students have a student representative that can always contact me to discuss any type of problem. During the course, they have been asked many times about what was their opinion about how to proceed with the course and their opinion has always been taken into account and most of the times followed.
- *how the students were given the opportunity to provide feedback on the course and how these forms the basis of the analysis and proposals below:* At the end of the course the students have filled in the anonymous evaluation that I am presenting in this file.
- *response frequency (for example, concluding survey 70 % response frequency, post-it notes – improvement suggestions after the second course week 90 % response frequency, course council 85 % attendance):* 55.0% of students filled in the course evaluation survey.

Summary of the students' response to the course valuation

The 73% of students believe that to a large or very large extent they have developed valuable expertise/skills during the course, while this proportion decreases to 68% for what concerns having achieved all the intended learning outcomes of the course. The course has received quite positive feedback from the students this year for month of the points mentioned in the course evaluation.

The main criticisms regarded the work load, which was judged too much, however I think this has been already diminished. A good recommendation was to split the three exams part (let the students take the statistics part of the exam after the first 3 weeks, then the qualitative part etc) and I think this is theoretically possible, will double check with the master's director.

The course coordinator's reflections on the implementation and results of the course

The course has students from very different background and mathematical/epidemiological skills, the big challenge is to have a pace that could fit almost everyone. The students are also changing over time, they are less able to sit and listen for many hours consecutive. Blended learning is necessary and this year we have experienced a good tradeoff between on-site frontal teaching and online exercises. I would think to propose the same format the next years also without Covid pandemic.

Description of how the course works with quality, research-basis and collaboration with other professions

See, for example, the report, KI – University of Opportunities: Inquiry into the Quality and Research Basis of Education (UKF) and Strategy 2018:Roadmap for Karolinska Institutet 2014-2018.



At the moment, the course has not been aligned to the guidelines mentioned above, but I will try to do it the next year.

Course coordinator's conclusions and suggestions for improvement

Blended learning is necessary and this year we have experienced a good tradeoff between on-site frontal teaching and online exercises. I would think to propose the same format the next years also without Covid pandemic. I will also increase the number of practical exercises

Views on the course and improvement suggestions from others

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Description of how the course valuation has provided feedback internally and to the students

The course evaluation will be published on Drupal/Canvas and it will be presented and discussed at the UN meeting, where the student representative will be present.