



## Course evaluation template

After the course has ended, the course leader must fill in this template. The program director and education management will use your reflections to make adaptations to the program and/or the next time the course is given. The reflections will also be posted on the program web for students to read.

<b>Course code</b> 3GB001	<b>Course title</b> Research methodology	<b>Credits</b> 7,5 Hp
<b>Semester</b> Fall 2021	<b>Period</b> 4 October - 5 November	

<b>Course leader</b> Carina King	<b>Examiner</b> Carina King
<b>Other participating teachers:</b> Helle Molsted Alvesson, Davide Valentini, Mariano Salazar, Kelly Elimian, Francesca Zanni, Olivia Ernstsson, Rosario Alsina, Madelene Barboza, Kristi Sydney Andersson, Susanne Andermo	<b>Other participating teachers:</b> Helle Molsted Alvesson

<b>Number of registered students</b> 34 (2 students from previous batches, in batch 2021-2022 there are 32 students)	<b>Number who have not completed the course<sup>1</sup></b> 7	<b>Number passed after regular session<sup>2</sup></b> 27
<b>Methods for student influence other than course survey<sup>3</sup></b>  We had a group class discussion after they had completed the course and given their written feedback, so go over their comments and discuss different approaches for improvement to the course.		

<sup>1</sup> At the time of completed grading and mandatory assignments/revisions.

<sup>2</sup> After first summative examination.

<sup>3</sup> State: how the students were given the opportunity to participate in the preparation and decisions at course level, how the students were given the opportunity to provide feedback on the course and how this forms the basis of the analysis and proposals below, 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).

## Conclusions from the previous course evaluation

Reflecting on previous course evaluations, the students struggled with the way the timetable related to the examination, with a long delay between learning biostatistics and then sitting the exam on this section of the course.

## Description of conducted changes since previous course occasion

The timetable for the course was re-arranged, changing from distinct weeks on biostatistics, epidemiology and qualitative methods, to instead have modules on study design, sampling, data collection and analysis. The exam was then split into two 2-hour exams, instead of having one 3-hour exam at the end of the module.



### **Summary of the students' response to the course valuation**

Overall, 26/34 students completed the written feedback, and scored a mean of 3.8/5 for whether they developed valuable expertise, and 3.7/5 for achieving the intended learning outcomes. The course scored worse for questions around workload and examination approach, but the comments given by students were positive towards the teachers and the use of examples and group work in turning theory into practice. Key issues raised in the comments, and suggestions for improvement, related to some clashes in the timetable meaning the workload was too high for some periods, and the need for more structure overall.

### **The course leader's reflections on the implementation and results of the course**

The strengths of this course is that it takes a very pragmatic approach to research methods, being designed more with the idea of students needing to be able to complete a thesis using primary data, rather than focusing solely on the theory of methodology. However, the examination doesn't necessarily align with this approach (as a timed written examination), and this I think was clearly reflected in the students feedback. The limitation we have in this course is attempting to balance the workload for students, while covering enough methods to prepare them for both a qualitative or a quantitative thesis, and giving space for reflection, reading and independent learning.

### **Course leader's conclusions and suggestions for improvement**

Based on the feedback and to align the intended learning outcomes and pedagogical approaches to learning to the assessment better, we plan an amendment to the course syllabus. This will change the assessment from a written exam, to be a written assignment, with the intention to stagger submission over the 6 weeks. This means the assignment can align more closely to the practical exercises and group work examples, and assess students more on understanding of concepts, than knowledge of theory. I have also drafted a revised timetable, to deal with some of the scheduling conflicts that happened this year.

### **Other comments**