Template for course reports at the Faculty of Education and Society at Malmö University

Revised 2020-05-24

The course report is an important instrument for the development of courses and programmes, as well as for guaranteeing student influence in this work. The *Decision on the model for systematic education-related quality work at the Faculty of Education and Society* (UTB 3.1-2017/410) indicates that course reports constitute the basis for the programme boards' efforts to systematically monitor the quality of the programme as a whole.

The C*ourse evaluation process at the Faculty of Education and Society* (UTB 3..2.2-2018/479) specifies what applies for the course report, including feedback to students.

The course report should include background information/key figures and a summary of the students' course evaluations, as well as analysis and an action plan together with any suggestions for revision of the course syllabus.

The course report is to be published in connection with other information about the course.

Background information

Course name: Education: Research Methodology, Research Ethics and Academic Writing III
Semester: HT22
Ladok code: ET609E
Course coordinators: Hanna Sjögren & Johan Dahlbeck
Number of registered students: 7
Number of students who responded to the summative course evaluation: 7

Implementation	**Mark with an X**
The previous course report is communicated in connection with the start of the course	X
Early dialogue on expectations for the course	X
Formative course evaluation	X
Summative course evaluation	X
Feedback to students	X

Forms of evaluation

The course has been evaluated through both oral and written assessments. The written assessment was based on six standardized questions (see below) and the oral assessment was conducted continuously throughout the course in the form of discussions with teachers and students.

Summary of the students' course evaluations

Overall, the students expressed mostly positive opinions about the course in the summative course evaluation. All responses span from 3-6 on a scale from 1-6 (1 being "to a very small extent" and 6 being "to a very large extent"). On the first question the mean of the assessment was 5; on the second the mean was 4.7; on the third the mean was 4.6; on the fourth the mean was 4.7; on the fifth the mean was 5. Question number 6 invited other comments and so was not summative. Below follow some quotes from the student evaluation:

In response to the question: "To what extent do you consider you have achieved the learning objectives of the course?"

I think it's a very helpful course for those that haven't written a proposal before.

I think a Q&A would have been good, perhaps even one we prepared for in our study group prior to class.

I have a few questions about more analytic than empirical research options. I think I get it, but it might have helped to talk about it a bit more

In response to the question: "To what extent do you think that the working methods / learning activities on the course have reinforced your learning and your ability to achieve the learning objectives?"

I think there could have been more guidance in developing the proposal, because during the last seminar it turned out that many weren't able to write a proposal according to the standards. Especially the actual assignment on comparing methodological approaches was underdeveloped by almost everyone.

In response to the question: "To what extent do you consider that the types of examination on the course gave you the opportunity to show how well you had achieved the learning goals?"

It's very helpful to write a thesis proposal and a good practice to present someone else's. It was set up a bit like a 'phd defence', which is nice.

I think the assignment to compare possible methods for our research project was a good idea but it somehow fell through. I think that might have been more the fault of us, the students, but I wonder if we could have had a more specific assignment about research method options for our field of interest. Maybe the assignment to write an outline was too general. perhaps smaller assignments throughout the course, preparing us for the outline in smaller steps, would have been more useful?

In response to the question: "To what extent do you consider that the course as a whole has met your expectations?"

I only was present at the final seminar, but I guess it has been useful for the other students :)

I have to admit that I preferred the courses in the past, when we didn't have such a long christmas break. I preferred it when the course was more condensed and the conversations continued throughout the course. I wonder if it wouldnt be possible to have two or so sessions after new years instead of just one.

In response to the question: "To what extent has the course given you the opportunity to take responsibility for your own learning?"

Lots of own learning, so there could perhaps be a bit more guidance from the teachers.

I think I didn't live up to it, but that was difficult because it went through the break, when extracurricular responsibilities become allconsuming... As mentioned above, perhaps some little kick, an earlier seminar in january, would have helped...

In response to the question: "Other comments about the course and suggestions for improvements?"

A really interesting and engaging course which helped in many ways with my preparation for research.

More time to discuss our topics and maybe office hours with all the supervisors.

It is a good idea to summarize the key points by powerpoint for every section.

It was good.

Summary of the evaluations of the teaching team
Overall, the teachers agree with the students that the structure and scope of the course is limited by the short time span. In five weeks (including Christmas and New Year's holidays) the students are expected to understand what a research problem is, have a workshop on academic writing, as well as gain knowledge about the connection between research problem, methodology, and research ethics. This is obviously a challenge. To cope with this challenge, less focus was placed on method which is evident from the student responses. Overall, the students have shown an improved ability to construct research problems, but their understanding of method and ethics could be strengthened.

Analysis
The teachers and students are reasonably satisfied with the course. Because the course will only be offered one more time (before a new and extended course will be offered) in this version, there is no need to make changes to the current course plan.

Action plan
We will add another seminar on method following the New Year's holiday.

Proposed revisions to the course syllabus
No suggestions at this time.