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: HT23
Ladok code: ET609E
Course coordinators: Johan Dahlbeck & Despina Tzimoula
Number of registered students: 10
Number of students who responded to the summative course evaluation: 8

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. Most 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 4.4; on the second the mean was 4.9; on the third the mean was 4.4; on the fourth the mean was 4.6; on the fifth the mean was 5.7. 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 benefited from the course in terms of helping you prepare for your thesis?"

It's been extremely valuable to finally have the time to dedicate to the thesis, so I think that this preparation course is crucial.

I know thesis is my work but teachers could help me finding some theoretical approaches on my topic.

In response to the question: "To what extent do you think that the working methods / seminars and readings have helped you prepare for work on your thesis and contributed to your ability to achieve the learning objectives?"

I'd say that the seminars were valuable and so was the reading…I think the timing of things made the second half of the course (post Christmas break) a bit tougher to manage.

I know that next year this course will have a different structure…and with that in mind, I think I would have the reading and initial discussions right at the beginning, followed by the first draft of the outline (perhaps making it 3-4 pages). Then after the oral presentation, I would allow for there to be way more time to take into serious consideration that which was given as feedback, to work and have a more in depth and profound outline to hand in. It felt like the time between the draft outline, the oral presentation, and the final outline was too cluttered and immediate.

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?"

On a similar vein to what I mentioned above, I think the time between the oral exam and the written final draft was way too little, which does not allow for a good amount of time to process, reflect, and take into consideration the feedback received.

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

I felt that the thesis is only my work.

In response to the question: "Other comments about the course?"

The course has been very pragmatically and effectively designed to provide a platform against which we could prepare for the upcoming thesis. The literature and follow up seminars have allowed for a step by step guidance into the thesis writing process and they have created an open and safe space for our questions and answers, anxieties and fears. The choice of literature was extremely on point and relevant and the chunking of material was much needed and helpful as it allowed for more time to read, process, reflect and dwell on our concerns or questions. If I could make a suggestion it would be to perhaps consider graduated students participate and either mentor a small group, a pair, or be matched to another second year student as that might be a good way to discuss, exchange ideas and receive feedback. Or, there could be a panel of a few graduates who could talk about their experiences, challenges as well as strategies they had used. Having peer feedback was useful, yet, at times it felt like peers were also

confused and struggling with their own drafts. Having said that, it is definitely a good idea to have initial peer feedback, but also accompanied by a mentor feedback, and certainly, teacher feedback. Lastly, the course has been somewhat short so it would've been nice to have more time as at the end things felt a bit rushed.
Overall, a smart and well targeted course. Last but not least, it's very important to note and commend a particular teacher's level of professionalism, competence, reflective thinking skills, an ability to understand and accommodate students at all times. It made students feel respected and their load easier to carry and bear! I would strongly recommend the course as it was by far the best and most useful research and methodology course we have had so far!!!

I believe if the teachers would help students with some format while writing an outline of their thesis. Also, the teachers can provide some ideas on what students want to talk about in their thesis paper.

I have not attended this course honestly, so its difficult for me to comment about this course.

Summary of the evaluations of the teaching team
Overall, the teachers agree with the students that the course prepared them for writing a thesis despite limitations in terms of time span. There are very many things to cover and just a few weeks to do so (as Christmas and New Year end up in the middle of the course). In spite of this, the students have been committed to the seminars and the discussions have been good and fruitful in terms of figuring out the methodological landscape of educational theory.

Analysis
The teachers and students are reasonably satisfied with the course. Because the course will not be offered again in this version there is no need to make changes to the current course plan.

Action plan
N/A

Proposed revisions to the course syllabus
No suggestions as this course is being replaced.