Course report for the Faculty of Education and Society at Malmö University

Course name:
"Teaching and Learning in Higher Education: Research Methodologies and Research Design"

Background information

- Semester: HT22
- Ladok code: HP706E
- Number of registered students: 8
- 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	
Early dialogue on expectations for the course	X
Formative course evaluation	X
Summative course evaluation	X
Feedback to students	X

Forms of evaluation
Formative dialogue during the course and summative evaluation in Reflex.

Summary of the students' course evaluations

71,5% (5 of 7) answered that they have achieved the learning objectives to a very large extent (level six) (42,9%, 3 of 7) or to a large extent (level 5) (28,6%, 2 of 7). 28,6% (2 of 7) answered that they've not achieved the learning objectives as they would have liked (level four). One respondent mentioned personal time constraint as the main reason. 85,7% answered that the learning methods reinforced their learning, where 71,4% (5 of 7) answered to a very large extent (level 6) and 14,3% (1 of 7) answered to a large extent (level 5). Wether examination on the course gave the opportunity to show how well they had achieved the learning goals, 85,7% (6 of 7) answered that they did, where 71,4% (5 of 7) answered to a very large extent (level 6) and 14,3% (1 of 7) answered to a large extent (level 5).

85,7% thought that the course as a whole was good, where 42,9% (3 of 7) answered to a very large extent (level 6) and 42,9% (1 of 7) answered to a large extent (level 5). One student did not appreciate the course as a whole (answer: level 3). No reason for this lower judgement was given.

Other mentionable comments from students:

- Since we worked with the learning goals from day one, it was unavoidable to achieve them without failing the course. A very satisfying course design. Authentic and fair.
- A reflection on learning and discussion of how we as students handled the problems of the exam assignement could further learning. After having done and written the assignement it would have been nice with an open discussion faced problems and how to deal with them
- Jag tycker att det var väldigt tydligt och konkret redan från början. När kursen gick över i att vi studenter skulle presentera våra texter varje vecka blir det tydligt hur examinationen växer fram med hjälp av Fredriks kommentarer men mycket också med kamratgranskningen.
- I wish there had been lectures/workshops on NVIVO, Sunet Survey and SPSS for all as if you chose either qual ot quant you didn't get to face the problems with designing the other type in the assignement
- Excellent teacher, teaching method, course structure and information Friendly and helpful teacher with academic hight. Positive atmosphere. One of the best courses on the program so far.
- Keep on going, its is a helpful and empowering course, for everyone, I think, regardless of academic background.
- The first examination was worth almost as much as the second in terms of credits, but it was much less work. Perhaps consider a distribution 2.5 vs.5 credits instead of 3.5 vs. 4?

Analysis

Overall, the course has been appreciated. Students particularly mention the course design, where the learning activities had a clear link to the examination format. Challenges identified were lack of time to attend the meetings, and time to complete the written examination. One shortcoming identified was that they received little or no training in NVIVO, Sunet Survey and SPSS.

Action plan

Building on the successful course design, the students should get the opportunity to train in using NVIVO, Sunet Survey and SPSS. As there are considerable time constraints with this course, it is recommended that online lectures and tasks are developed that the students can go through in their own time and revisit if they need.

Proposed revisions to the course syllabus

The fifth learning objective is the ability to "conduct research into ethical reasoning". This phrasing is vague and misleading. The objective is to be able to identify the ethical concerns that is related to different methodological approaches. I therefore suggest that the fifth learning objective is changed to "identify ethical concerns to different methodological approaches".