

COURSE REPORT – Summary of course evaluation

Background information (To be completed by the course administrator)

Course LADOK code: IM300L	Scope (hp): 30
Course title: IMER III: Research Methodology and Bachelor Thesis	
Course coordinator: Henrik Emilsson	Number of registered students: 33
Semester in which the course is conducted: VT25	
Is the course an independent course, programme course or contract course? If the course has been completed within a programme, enter the programme name. International Migration and Ethnic Relations bachelor's programme	

Forms of evaluation and feedback (To be completed by the course coordinator)

Formative course evaluation, for example dialogue during the course (optional)	Approx. number of students who participated in formative course evaluation(s):
Summative course evaluation (obligatory) <input type="checkbox"/> Only via Canvas <input type="checkbox"/> Canvas and other form <input type="checkbox"/> Only other form (written and/or oral)	Number of students who participated in the summative course evaluation: 9

Student's perspective (To be completed by the course coordinator)

<p>Summary of the students' oral and written feedback:</p> <ol style="list-style-type: none"> To what extent do you feel you have achieved the course's intended learning outcomes? Mean 5.3 To what extent do you feel the course's working methods/learning activities have been a support in your learning to achieve the intended learning outcomes? Mean: 5.4 To what extent do you feel the course's examination forms have given you the opportunity to show how well you have achieved the intended learning outcomes? Mean: 5.2 To what extent do you feel the course has met your expectations in general? Mean: 5.4 To what extent has the course given you the opportunity to take responsibility for your own learning? Mean: 5.6 <p>The student are satisfied with the course, giving an average of over 5 out of 6 for all questions.</p> <p>There is not a lot of written feedback. Most comments are saying the course was very good and the teachers and supervisors helpful. The learning infrastructure is very appreciated. Some students acknowledge the challenges that AI poses, and want to make sure that the examinations are fair and not encourage cheating. Sit in exams are suggested as one alternative.</p>
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Teacher's perspective (To be completed by the course coordinator)

Summary of the teacher's views:
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Overall, I am satisfied with the course. The students demonstrated a strong willingness to learn and actively worked to develop their academic skills. The course structure and content were well-designed and effectively supported the intended learning outcomes.

Suggestions for Improvement:

This year marked the first time the methodology course and the thesis course were combined into a single course. One challenge that emerged from this integration concerns grading. For example, if a student receives a grade of C for the methodology module and an A for the thesis module, the final grade is averaged to a B. This grading approach is unfortunate, as the primary purpose of the methodology module is to support the students' bachelor theses, not to be weighted equally in the final evaluation. It may be worth reconsidering how final grades are calculated to better reflect the intended learning outcomes.

Another area for improvement involves the methodology re-examinations. Currently, students are allowed to submit the methodology chapter from their thesis as a re-exam, which may give them an undue advantage, since they can reuse work already developed for their thesis. Starting next year, we plan to require a new topic and an independent methodology project plan for all re-examinations. This change will ensure a more accurate assessment of students' understanding and application of methodological concepts.

Action plan (To be completed by the course coordinator)

As mentioned in the teacher's perspective we plan to:

- a) Discuss the structure of the grading system in the course.
- b) Re-design the re-examinations for the methodology exam, starting from spring semester 2026.

In the last evaluation, our ambition was to replace the methodology book. We are still on the lookout for a better alternative.