

---

## Course report 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 *Course 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: Research methods in sport science,

Semester: Spring 2024

Ladok code: IV606G

Course coordinator: Sepandarmaz Mashreghi

Number of registered students: 11 (3 of which were not active)

Number of students who responded to the summative course evaluation: 5

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**

Describe the method(s) and implementation for both the formative and the summative course evaluation.

Formative course evaluation was held throughout the course within the concept supervision time and in relation to course activities. Questions of what students thought about the course were asked continuously. The course provided 2 summative evaluations, one in form of an online meeting (7 students were present) and one a digital survey (5 responses).

## **Summary of the students' course evaluations**

The students' views are objectively summarised here based on the various course evaluations for the course (see above). Individuals may not be named in the course report.

As a whole students evaluate the course as well structured, and well guided and appreciated supervision of the teachers. On average, they experienced that they achieved the learning objectives of the course and appreciated the "*The flow of the course, the combination of the lectures and the workshops*". One student commented that: "*I learnt lot of new things and had practical experiences from both workshops*".

This time, the examinations were viewed as very effective by the students. The students appreciated that the examination forms were a direct link to the following course One year thesis, they could use assignments in the thesis and as such the thesis's work started already in this course.

Overall, the contents were in line with what students expected, one student wrote: *I really liked the hands-on workshops/seminars.*

The students also felt that the course has helped them become responsible for their own learning process.

## **Summary of the evaluations of the teaching team**

The views of the teaching team regarding the content, learning activities and summative assessment of the course are summarised here.

The teaching team consisted of 3 teachers, of which 2 taught and examined about 90% of the course's learning activities and examinations. The whole course was conducted in a hybrid way with some of the supervisions as well as the course evaluation happened on Zoom. The rest of the lectures and workshops were done on campus.

The teaching team had a continuous contact to update each other on how the weeks went, how the students experienced one week's content, questions that arose, and worked with a focus to relate the course weeks' contents together to create a red line. Our focus was also to put this methods course in relation to the upcoming one-year thesis course, and to prepare students who were to write the two-year master in spring 2025 for methodological choices and a critical approach to their topic, purpose and research questions.

We summarize the course as a good overall, in the sense that there was in general a high student presence in lectures and seminars. We worked close to the students, providing open offices and also enabled regular question-time after a lecture or seminar. In that sense, we had the possibility to clarify uncertainties and also alter learning activities if needed.

Nearly all the active students passed the course with an average high quality of assignments, one student decided to finish the course in the following year due to personal issues. We perceive this as a good result, since the course have 4 hand-in assignments in 5 weeks. Most students handed in their assignments on the different due times, some students handed in at the re-exam date.

## **Analysis**

The analysis is based on a summary of the students' and teachers' individual and joint course evaluations. Both success factors and problems are identified.

Overall, the students' evaluations and teachers' evaluations comply, regarding success factors and problems.

We wanted to provide a structured course that was easy to follow and that teachers were available to support the students throughout the course: it is an intense course with many assignments and individual reading and writing is required, and students have different experiences of research methods from their bachelor programs. According to the various evaluations and feedback that we have received, the students have felt that the structure and guidance provided a good base to fulfil the learning outcomes. As teachers, we wanted to challenge the students' way to work with methods and how to critically scrutinize research, and to introduce new perspectives and ways to justify methodological choices. We perceive that this approach was appreciated and new to many of the students. This is an important approach that we shall continue to work with. One way to support the students in this development, was that we provided feedback when returning assessed assignments in order for the students to improve their writing for the next paper throughout the course, which was appreciated.

Another success factor was – this year – the small teaching team of three teachers (of which 2 worked close together 4 weeks). We could follow each other's work closely throughout the course and add small adjustments to the next week depending on what the students needed to deepen, focus or clarify. Being "close" to the students through open offices and available after lectures and seminars also enabled this. Students felt taken care of, listened to and guided.

One challenge was the course literature. One book in the course literature is only available in print form at the library. In addition, we feel that this particular edition can be updated to address the course's content more accurately. During the course we solved this issue by offering another book that is available online. In addition, the teachers were flexible in which literature was used as long as students asked in beforehand if another methods literature was reasonable.

Another confusing issue for the students has been the order in which the course's examinations appear on the syllabus. Since this order does not reflect the way, these examinations are conducted in the course and therefore many have become rather confused. To address this, we highlighted the issue during the course introduction and underlined the order of exam delivery for the students.

One problem for the teaching staff and also the students is the ambiguity in the grading criteria, and we feel that this material needs to be updated to reflect the course's outcome better. In addition, we feel that this rubric has to be clearer so that students can follow it easier.

### **Action plan**

The short-term and long-term changes that are to be implemented are specified here, along with a timeline. If no action is planned to address a specified problem, this decision must be justified.

Short-term changes:

- Offer alternate course literature as well as change the syllabus to reflect this
- Change the order of examinations on the syllabus
- Change the grading rubric for this course.

Long-term changes:

- Alter the assessments to have a more critical discussion-part included (especially the project plan).
- Introduce interview methodology if needed.

### **Proposed revisions to the course syllabus**

Suggestions for possible revisions to the syllabus are proposed here, supported by the above evaluation and the action plan.

- Add alternatives of course literature to enable more editions and other handbooks of qualitative methods (online and in print)
- Revise the order of the assessment to reflect the order they appear during the course