
Kursrapport för Scientific methods and analysis

Reviderad 2020-05-24

Kursrapporten är ett viktigt instrument för utvecklandet av kurser och utbildningar samt för att säkerställa studenternas inflytande i detta arbete. I *Beslut om modell för systematiskt utbildningsnära kvalitetsarbete vid LS* (UTB 3.1-2017/410) framgår det att kursrapporter utgör underlag för programnämndernas arbete med att systematiskt följa upp kvaliteten i programmet i dess helhet.

I beslutet *Kursutvärderingsprocessen vid Fakulteten för lärande och samhälle* (UTB 3..2.2-2018/479) framgår vad som gäller för kursrapport inklusive återkoppling till studenter.

Kursrapporten ska innehålla bakgrundsinformation/nyckeltal, en sammanfattning av studenternas kursvärderingar samt analys och åtgärdsplan tillsammans med eventuella förslag på revidering av kursplanen.

Kursrapporten publiceras i anslutning till annan information om kursen.

Bakgrundsinformation

Kursens namn: Scientific methods

Termin: HT22

Ladokkod: L3739

Kursansvarig: Christian Tolstrup Jensen

Antal registrerade studenter: 6

Antal studenter som besvarat den summativa kursvärderingen: 3

Genomförande	Sätt X
Föregående kursrapport är kommunicerad i samband med kursstart	X
Tidig dialog om förväntningar på kursen	
Formativ kursvärdering	X
Summativ kursvärdering	X
Återkoppling till studenterna	

Utvärderingsformer

The course had two parts: an introduction consisting of around four lectures/seminars and a main part in which the students would work independently with their research projects and hand-in three part-assignments for feedback.

At the end of the introduction, two students participated in a formative evaluation.
At the end of the course, three students participated in the online survey.

Sammanfattning av studenternas kursvärderingar

Overall the students seem satisfied with the course e.g. in terms of learning outcomes. However the comments also shows some dissatisfaction regarding the content. One asks for more lectures on actual methods (something which a student also brought forward at the formative evaluation) and another complains about the lack of variation in the content of the course (writing three papers on the same subject). Finally, one student at the formative evaluation asked for the titles of the assignments to be changed into more logical titles.

Sammanfattning av lärolagets utvärdering

(Här sammanfattas lärolagets synpunkter på kursens innehåll, läroaktiviteter och examination)

Literature

- The main literature used was the book by Jones. Perhaps because of the lack of skills at the course's main teacher it is difficult to use the book on quantitative methods efficiently.

Teaching

- Generally a good show-up at the lectures and hand-ins throughout the course. Part of the explanation for the high number of hand-ins in the independent phase was probably due to the flexibility allowed for by the course teacher.
- The students participated in the discussions in class.
- The format for the course introduction should be developed further. This year there was a focus on theory of science and general discussions on frontiers in qualitative and quantitative methods. The idea was to inspire the students to take of new approaches.

Assignments

- The titles of assignments are confusing to the students.
- In the first assignment, the students are asked to look in particular for Ph.D.-theses. These are difficult to find for them.
- Most of the students seem happy working independently on their assignments with feedback when they hand-in their drafts. However a few of the students had troubles getting started and grasping the idea of the course.
- The students had difficulties understanding the word limit. Did "max 3000 words" mean exactly 3000 words or just max?

Analys

(Analysen bygger på en sammanfattning av studenters och läroars individuella och gemensamma kursvärderingar. Såväl framgångsfaktorer som problem identifieras)

The course is generally working well, however, the functioning of the course is very much depending on the students' motivation and will to work independently. However especially the introduction could be developed.

Åtgärdsplan

Här anges vilka förändringar som ska genomföras på kort och lång sikt samt tidplan. Om identifierade problem lämnas utan åtgärd ska detta motiveras.

Development of the introduction

- Currently the lectures tries to invite the students to learn to develop their own skills by discussing theory of science and pointing out frontiers in qualitative and quantitative

methodology. This fits well with the general idea of the course that the students work very much independently, but one could develop the lectures even more in the direction of learning how to find and adapt new methods and theories as suggested by a student.

- On a practical note, this would probably including removing the book on quantitative methods. Although it is useful for the lecture and discussion on quantitative approaches to sport studies to have a common starting point, a whole book is too much. Instead the teaching on quantitative methods could be based on a selection on chapter introductions and papers discussing recent developments; that is if there is going to be lectures specifically on quantitative methods.

Development of the assignments

- Make the hand-ins more independent from each other and less repetitive. A suggestion would be:
 - o The literature review focus on a general theme (i.e. be a systematic review of a general theme within research and thus not mainly be a way to qualify a specific research question.
 - o The method portfolio should remain as it is.
 - o In the research report (the third paper) the students would actually develop a research question (which could also be the first paper to include both social and ethical considerations). The first paper would only include research considerations, the portfolio the ethical and the third one both + social considerations
- In the course guide, it should be clear that the word limit is a maximum not something they have to hit spot on.

Other practical issues

- Rename the hand-ins according to their content (new name underlined) in the course guide and elsewhere.
 - o Paper 1: Literature review
 - o Paper 2: Method portfolio
 - o Paper 3: Research report
- The students should be assisted in finding relevant PhD-theses, which they could use as inspiration for their literature reviews
- Perhaps it would be an idea to have an individual supervision session when the main part of the course begins to get to know the student and their topic better and be able to help the student in the best possible way (if there are enough time in the budget).

Förslag till revidering av kursplan

Här lämnas förslag till eventuella revideringar i kursplanen med stöd i ovanstående värdering och åtgärdsplan.