

The work with course evaluations and course reports constitutes a part of the faculty's quality assurance work in education at first-cycle and second-cycle education. The course report is a comprehensive documentation of the course evaluation and is an important instrument for the development of courses and programmes as well as for guaranteeing the students' influence on these. The course report takes into account the students' course evaluations, the teachers' views on the course's implementation and the results based on an assessment of the students' achieved learning outcomes in relation to the intended learning outcomes of the course. Key figures, an analysis and a development plan for the course are also included in the course report.

It is of the utmost importance that students are given the opportunity to participate throughout the course evaluation process and that they make use of the opportunity to give constructive criticism. In this way, the results can serve as a relevant and specific foundation for improvement.

The structure for course evaluation is described in the "Course evaluation process for first- cycle and second-cycle education at Malmö University" (in Swedish *Kursvärderingsprocessen för utbildning på grundnivå och avancerad nivå vid Malmö universitet*), Ref. no. LED 1.3-2018/123) and in the "Routines for course evaluations and course reports at the Faculty of Health and Society" (in Swedish *Rutiner för kursvärderingar och kursrapporter vid Fakulteten för hälsa och samhälle*), Ref. no. LED 1.3-2016/187.

The course report compiled after each completed (full) course forms the basis for feedback to students and is followed up at quality dialogues at faculty- and university-wide level.

Background information (to be completed by the course administrator)

Course name		
Criminology, Advanced Research Methodology and statistical analysis		
Course code	Scope (credits)	Semester in which the course is completed
KA913E	15	Autumn 2023
Specify the freestanding course or contract education (if the course has been completed within a programme, specify the name of the programme)		
Master's Programme in Criminology		
Course coordinator		Number of registered students
Zoran Vasiljevic		41

Students' perspective (to be completed, if possible, by the course administrator or in some cases by the course coordinator)

Formative course evaluation/Momentary study climate assessment form for course evaluation (oral or questionnaire) and when it has been carried out	
Number of students who have completed the formative course evaluation/momentary study climate assessment	Percentage response rate (the response rate should be indicated as a percentage when the formative course evaluation has been carried out via questionnaire, for example when conducting a momentary study climate assessment.)

Summative course evaluation (oral or questionnaire) and when it was completed	
Questionnaire 2024-01-11 - 2024-01-19	
Number of students who have completed the summative course evaluation (please indicate both the number of registered and the number of active students on the course)	Response rate as a percentage (please indicate, without decimals, response rate both based on the number of registered students and the number of active students on the course)
26	63

Feedback to students who have completed the course: describe how and when the feedback has been given
<input type="checkbox"/> By email (will be send automatically, with or without the course coordinator's comments, by the survey system 7 days after the survey is closed) <input type="checkbox"/> By email (otherwise than above), how: <input checked="" type="checkbox"/> In Canvas, how: <input type="checkbox"/> Through a discussion in class, how: <input type="checkbox"/> In other way, how: Other comments about the feedback:

Feedback to new students on the upcoming course: describe how feedback will be implemented
<input checked="" type="checkbox"/> Presented at the start of the course, how: <input type="checkbox"/> In other way, how:

Teacher's perspective (to be completed by the course coordinator)

<p>Results: Comments on the course implementation and the results based on an assessment of the students' achieved learning outcomes in relation to the course intended learning outcomes are summarised here (incl. information regarding the result of the examination). Both success factors and problems are identified</p>
<p>Success factors</p> <ul style="list-style-type: none"> • A large portion of students (88.5%) reported that the course allowed them to take responsibility for their own learning, with many rating this aspect highly (mean score of 5.1 out of 6). • Research-Based Content: The course was perceived as research-based, with a mean rating of 4.3. Many students appreciated the opportunity to engage with research, especially from the lecturers themselves. • Examinations: The majority of students felt that the forms of examination allowed them to demonstrate their knowledge, with a mean score of 3.9, indicating a fair balance between expectations and the assessment structure.

Problems

- A frequent complaint was the lack of consistent communication, particularly regarding exams, assignments, and responses from the instructor. Some students noted that Zoran was unresponsive, which affected their learning and preparation.
- Many students felt that the course lacked structure, with unclear instructions and delayed assignments. Several recommended splitting the course back into two separate ones or restructuring it to improve clarity.
- Students expressed frustration over not receiving adequate support during seminars. There was a desire for more interactive learning and clearer explanations about why they were conducting specific analyses.
- Difficulty with SPSS: Several students, especially those with less experience, found SPSS overwhelming. They suggested additional support or more pedagogical approaches to teaching the software.
- Uneven Learning Levels: Some students with prior experience in SPSS or research felt that the course did not add enough new learning, while beginners struggled to keep up. This led to calls for differentiated learning tracks.

Analysis: Analysis based on a summary of the students' individual course evaluations – both formative (if any), and summative evaluations. Produced in collaboration with the teachers involved in the course, alternatively by taking their views into account.

Overall, while the course provided strong opportunities for independent learning and research engagement, issues around communication, course structure, and support during seminars impacted student satisfaction. There is a clear demand for more interactive and timely support, particularly for students less familiar with advanced research methods and statistical software.

Course development and action plan: Course coordinator's suggestions for changes, comments and actions. Describe the relevant and possible changes to be implemented in the short and long term and when they are planned to be put into action. Specify who is responsible for the implementation: the course coordinator or another teacher. If a problem was identified, explain why nonetheless no consequent changes are warranted. Follow-up of measures proposed based on previous course report(s) should also be presented here.

- Enhance Communication: Set clear guidelines for assignment deadlines and ensure timely responses to student inquiries. Provide detailed assignment instructions early to.
- Improve Structure: Restructuring the course with clearer learning objectives and better integration of topics. Explain the rationale behind methods used in each session.
- Increase SPSS Support: Use more step-by-step tutorials and weekly ungraded exercises for gradual learning.

Publishing and archiving (arranged by course administrator)

Archiving and publication of the course report: where and when archiving and publication were completed
--

Share + Valen

Course administrator

Name	Date
Åsa Nilsson	2024-02-01