

COURSE REPORT

Background information (To be completed by course administrator)

Course LADOK code: KK643B	Scope (hp): 7,5
Course title: Media and Communication Studies: Research Methodology	
Course coordinator: Bojana Romic	Number of registered students: 45
Semester in which the course is conducted: VT23	
Is the course an independent course, programme course or contract course? If the course has been completed within a programme, enter the programme name. HAMKE	

Administration's perspective (To be completed by course administrator)

The administration's views:

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

Formative course evaluation: (Describe the form of course evaluation and when it was completed)	Number of students who participated in the course evaluation:
Summative course evaluation: (Describe the form of course evaluation and when it was completed) <i>4 April</i>	Number of students who participated in the course evaluation: <i>53 (answer count: 13)</i>
Feedback to students: (Describe how and when the feedback was given to the current student group) <i>The report will be shared with the students in June 2023.</i>	

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

Summary of the students' course evaluations: (The five university-wide questions should be included:

1. To what extent do you feel you have achieved the course's intended learning outcomes?
2. 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?
3. 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?
4. To what extent do you feel the course has met your expectations in general?
5. To what extent has the course given you the opportunity to take responsibility for your own learning?

Compilation from digital questionnaires can be appended.)

The students appreciated the course, which received the median grade 4,5 (out of 6). Many of them found lectures and seminars helpful and interesting. Some students expressed satisfaction with the structure of the course.

As expected, it was also noted that the second part of the course is rather intense in relation to the thesis work. We have received mixed responses regarding the amount of help that students received: one person noted that they wished for a more hands-on approach during the lectures, whereas another student preferred to have a choice to choose a method for the assignment that was not formally taught in class (which would demand more independent work).

The course seems to have met students' expectation in general, and the median grade is 4,4. 42% of respondents indicated that the course has met their expectations to a large extent.

Regarding the learning outcomes, the median grade is 4.0. 69% of students indicated that the expected learning outcomes were met.

67% of students wrote that the methods/learning activities on the course have reinforced their learning to a large or a very large extent. The median grade in this section is 4,8.

The students were satisfied with the examination forms, and the median grade is 4,3.

The students indicated that the course provided a very good opportunity to take responsibility of their own learning; the median grade is 5,0.

Most students spent between 11 and 30 hours per week on the course. We cannot find the pattern in this section, since their responses vary (11-15 hours: 17%, 16-20 hours: 17%, 21-25 hours: 17 %, 26-30 hours: 17%).

There were no other comments about the course, or suggestions for improvements.

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

Summary of the teacher's views/Results: (The comments on the course's implementation and the results based on an assessment of the students' actual learning outcomes in relation to the intended learning outcomes, are summarised here. Both success factors and problems are identified).

I enjoy teaching this course. I like working with a hybrid group of students (both on-campus and online), notwithstanding the limitations of hybrid teaching.

The course was affected by the sudden leave of one teacher who went on sick leave. However, we were lucky that Linda Paxling could take over his share of teaching and communication responsibilities.

We taught 3 methods on this course: Ethnography, Discourse Analysis, and Visual Analysis. It is important that teachers have some practical experience in using these methods in their respective research. Qualitative Content Analysis was added as an additional method of choice.

However, judging from this and previous year, students seem more confident in using methods that were taught in class and engaged with during seminars.

Analysis and action plan (To be completed by the course coordinator)

Analysis: (The course coordinator is responsible for ensuring that the analysis is based on a summary of the students' individual course evaluations, views from relevant teachers and course administrators, knowledge development in the field of research and that this analysis is done in collaboration with the teaching team.)

As presented earlier, the students appreciated the course structure and teaching activities. The main point of critique stands in regard to the intense second half of the semester, when many students were working on their final assignment and their thesis in parallel. The students who used the first submission opportunity were able to avoid the "bottleneck" in May – but many students could not submit in April due to work of family commitments.

We were pleased that many students approached the tasks strategically and have chosen the same theme for their RM assignment, as well as their thesis.

Action plan: (The changes planned to be made in the short and long term are stated here, as well as the timetable for when the actions are planned be carried out and who is responsible

for the implementation. If identified problems are left without action, this should be justified. The follow- up of proposed measures according to the previous course report(s) is presented here.)

Some students suggested to place RM in the first semester. Erin and I agree, which is why we submitted the proposal for a revised study program, with a plan to teach RM alongside The Key Themes course.

One student indicated that some lectures were a bit abstract – the teaching team will discuss this and will plan for more practical exercises during class.

Publishing and archiving (To be handled by the course administrator)

- The course report is published, and the students have been informed about the publication,
- The course report is archived according to the university's archiving rules,
- The course report is shared with the programme coordinator (if applicable),
- The course report is saved according to any additional requests on behalf of the department.