

## COURSE REPORT – Summary of course evaluation

### Background information (To be completed by the course administrator)

<b>Course LADOK code:</b> KK650A	<b>Scope (hp):</b> 15
<b>Course title:</b> Media and Communication Studies: Research Methods & Methodology	
<b>Course coordinator:</b> Bojana Romic	<b>Number of registered students:</b> 64
<b>Semester in which the course is conducted:</b> HT24	
<b>Is the course an independent course, programme course or contract course? If the course has been completed within a programme, enter the programme name.</b> HAMKE+HAMKV24h Programme course, Media and Communication Studies Master	

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

<b>Formative course evaluation, for example dialogue during the course (optional)</b> Conducted on 5 November 2024	<b>Approx. number of students who participated in formative course evaluation(s):</b> 9
<b>Summative course evaluation (obligatory)</b> <input checked="" type="checkbox"/> Only via Canvas <input type="checkbox"/> Canvas and other form <input type="checkbox"/> Only other form (written and/or oral)	<b>Number of students who participated in the summative course evaluation:</b> 14

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

<b>Summary of the students' oral and written feedback:</b> <ul style="list-style-type: none"> <li><i>The students appreciated the course, which received the median grade 4,3 (out of 6). Many of them found the lectures and seminars helpful and interesting. They appreciated the variety of methods taught. Several students indicated that they enjoyed the field note exercises and the creative applications of the methods.</i></li> <li><i>The students would prefer working on a single field note for the Classic portfolio, and likewise a single fieldnote for the Creative Portfolio.</i></li> <li><i>The students suggested allocating separate deadlines for the submission of the Classic and Creative Portfolio, respectively.</i></li> <li><i>The main points of critique were: a) the number of teachers on the course, which may lead to different approaches to grading b) the pacing of the course, which starts slowly, but becomes very labour-intensive in November and December.</i></li> <li><i>Some students felt that the grading of the field notes was too harsh.</i></li> <li><i>The students suggested adding smaller weekly and seminar exercises to compensate for the inclusion of only one field note per Portfolio.</i></li> </ul>
---

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

<b>Summary of the teacher's views:</b> <ul style="list-style-type: none"> <li><i>Given the nature of our Master programme, we have students coming from different academic backgrounds. The students who completed an MKV Bachelor's degree may find some of our lectures redundant. However, those who are new to the field may feel</i></li> </ul>
--

*overwhelmed at the beginning. This is why we start the course at a slower pace. That said, I acknowledge that our schedule has room for improvement. Introducing the assignments earlier, adding extra lectures focused on the formalities of academic writing, and scheduling one of the assignments in November are all good suggestions.*

- *It is not possible to have only one teacher on the course, for two reasons: a) All of us teach on several courses, often across different units - this is how the Master's programme is structured at Malmö university b) There is value in having a teacher present a method they have used in their own research. As a result, students are exposed to different approaches, which may even conflict. This reflects the academic landscape, where contestation is a part of every research field.*
- *I love the idea of adding weekly or seminar exercises. However, based on my experience, very few students attend seminars that require preparation in advance.*

## **Action plan (To be completed by the course coordinator)**

The underlying analysis and the action plan should be based on a summary of the students' individual course evaluations, views from teachers in the course and the knowledge development in the research field. If identified problems are left without action, this should be motivated.

### **The following changes are planned in the short and long term:**

WHAT should be done, WHO should do it and WHEN should it be done?

- *First submission opportunity - portfolio exercises: Instead of a single deadline for both portfolio exercises in early December, I will implement two separate deadlines - one for the Classic Portfolio and the other one for the Creative Portfolio. The Classic Portfolio deadline will be in mid-November and the Creative one in early December. This will hopefully reduce stress and provide more structure in the second part of the semester. The deadlines for the two courses in the autumn semester (KT and RM) will be coordinated and set at least seven days apart.*
- *As the course coordinator, I will revisit the grading instructions and ensure that the criteria are clearly explained and that feedback is more precise. I will also organise several meetings with the teaching team in August and September to discuss this. Since some of the teachers involved in this course will not be available in autumn 2025, other colleagues will join instead.*
- *Many students expressed a preference for covering only one method in a larger field note, instead of submitting two fieldnotes within the same portfolio. This can be accommodated with some adjustments.*
- *One student suggested that a lecture providing an overview of all the methods covered in the course would be helpful. I will arrange this lecture for late September.*
- *The teachers will revisit the reading materials.*

Remember to orally feedback the results of the course evaluation to

- the students who have completed the course evaluation
- the students of the next course round, i.e. the next time the course is given