

COURSE REPORT – Summary of course evaluation

Background information (To be completed by the course administrator)

Course LADOK code: KK683A	Scope (hp): 15,0
Course title: Integrated Methodologies for Research Design	
Course coordinator: Kozel Susan	Number of registered students: 31
Semester in which the course is conducted: VT25	
Is the course an independent course, programme course or contract course? If the course has been completed within a programme, enter the programme name. HAKIF24	

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

Formative course evaluation, for example dialogue during the course (optional)	Approx. number of students who participated in formative course evaluation(s):
Summative course evaluation (obligatory) <input checked="" type="checkbox"/> Only via Canvas <input type="checkbox"/> Canvas and other form <input type="checkbox"/> Only other form (written and/or oral)	Number of students who participated in the summative course evaluation: 12

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

<p>Summary of the students' oral and written feedback:</p> <p>With a diverse group, the comments are quite diverse.</p> <p>Positive student feedback:</p> <ul style="list-style-type: none"> • Interesting methods, quite a good variety. Nice to have competent teachers that all bring their own expertise. • it has opened my mind to become more knowledgeable at critically evaluating research designs and understanding the interconnections between different research methods, and creating more detailed and refined research frameworks. • We learned about different methods, and fun to have different professors. • It exposes and make me understand different research method and how it works • That we had many teachers and different methods. • I appreciate a formal introduction to the potential methodologies and the flexibility that is available to mix methods (within reason). • The lectures • The varied amount of methodologies provided gives a good framework for future studies. • After studying the course Integrated Methodologies for Research Design , I gained a comprehensive understanding of how to • approach research more holistically and systematically. The course has further enhance my ability to develop a robust research • strategies that integrate multiple perspectives, methodological approaches, and analytical techniques. • The first part about research ethics and John Laws approach to methodology was very interesting and insightful. It was also
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- interesting to get an overview of different methods and the chance to try each of them out.

Weaknesses:

- It just felt as some teacher tried to fill in a 4 week course over the time of 2 weeks. Was a bit much because we had another assignment the same week.
- Interesting and useful methods of research got too little time (like textual method) and other methods felt stretched out. The assignments at the end of each module should be „at the same level of difficulty and commitment” where some needed much more work and we had less time to work on them.
- Longer lectures! It felt a bit rushed, would have wanted more/longer lessons and seminars, since the different modules are very short. Or at least ensure that teachers do not complain about having so little time.
- Perhaps have one less assignment, at least during the hand in of the 1st position paper the work load got quite heavy (and the students are still tired from the hand ins in January from the previous semester).

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

Summary of the teacher's views:

The strength of the course is the number of teachers (6) and the variety of methods. In some respects this is deliberately an over-ambitious course, because it intends to open students eyes to the possibility of methods. However, the course definitely needs to be balanced (better communication among teachers so that readings and activities/assignments are neither excessive nor too limited) and the course responsible could make additional effort clarify expectations with the students.

The multiple submission dates for each position paper results in a too casual attitude towards making effort to meet the first date.

A special seminar devoted to preparing the Thesis Proposal could be scheduled (the second position paper).

A weakness were the delays, both this year and last year, in grading the first position papers. Delay was due to teacher exhaustion and an overwhelming teaching schedule.

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?

Short term, actions by course responsible:

- Grading of papers can be handled better. More teachers must be found to grade both position papers, or at least better communication.
- Better communication among teachers so that readings and activities are neither excessive nor too limited.
- Make sure method assignments do not coincide with PP1 due date.
- Clarification of general expectations with the students (ie. This is a course designed to present many methods, depth may not be provided but can be done by student as a follow up)
- Emphasise importance of submitting papers at first deadline.

- Arrange a special seminar devoted to preparing the Thesis Proposal (PP2)

Longer term:

Revise course literature, and consider removing the 3 credits allocated to seminar attendance, moving these credits to PP1.

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