

# COURSE REPORT

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

<b>Course LADOK code:</b> KK684B	<b>Scope (hp):</b> 15
<b>Course title:</b> Socially Engaged Research	
<b>Course coordinator:</b> Sara Bjärstorp	<b>Number of registered students:</b> 18
<b>Semester in which the course is conducted:</b> VT23	
<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> HAKIF	

## 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)

<b>Formative course evaluation:</b> Based on interactive seminars, supervision and group sessions, the course integrated formative evaluation throughout. Students were regularly asked to voice concerns and suggestions about the course. Students contacted the course coordinator throughout the course, both individually and as groups, to address challenges with the projects and these were resolved in dialogue.	<b>Number of students who participated in the course evaluation:</b>  18
<b>Summative course evaluation:</b> A written course evaluation was conducted in connection with the final seminar on 31 May.	<b>Number of students who participated in the course evaluation:</b> 16
<b>Feedback to students:</b> Continuously throughout the course, at the final seminar on 31 May and through this course report which will be published on Canvas.	

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

**Summary of the students' course evaluations:**

GENERAL FEEDBACK ON THE COURSE:

- Engaging and interesting
- Very challenging
- Well-structured
- A good introduction to collaboration between academia and other stakeholders
- Rewarding to work with the practical and interactive aspects of research

- The group process including group dynamics have posed some problems
- The openness of the course can be challenging but seminars and supervision provided useful help along the way
- Good opportunity to apply knowledge gained in other courses in a practical context
- Great idea for a course, good support from teacher but in practice the course is “rough”

#### WHAT WAS GOOD ABOUT THE COURSE?

- The seminars
- Supervision
- The practical approach
- Opportunity to develop practical knowledge
- Sharing knowledge
- Opportunity to learn about what is going on in the city and the region
- Getting to know the stakeholder
- Freedom to create the projects
- Continuous assignments
- Choice of stakeholders

#### HOW CAN THE COURSE BE IMPROVED?

- More information/communication from course coordinator is needed at the beginning of the course
- More time is needed for the project work, specifically between the projects being assigned and meeting the stakeholder
- The organization of the groups should be more of a co-creation process, the way it was done gave created some bad feelings
- More preparation and check-ins on the group process needed
- Students should have more opportunities to participate and interact
- Prepare stakeholders better
- More meetings with the entire class to give better guidance
- Include team building activities
- More time between presentation and report deadline
- More emphasis on peer-to-peer feedback in the seminars
- Include a full-day workshop to support the group process to make expectations clear
- More seminars with Pille

#### LEARNING OUTCOMES: HAVE THEY BEEN ACHIEVED AND HOW DID THE METHODS, LEARNING ACTIVITIES AND FORMS OF EXAMINATION SUPPORT YOUR LEARNING?

##### **1. To what extent do you feel you have achieved the course’s intended learning outcomes?**

- Learning outcomes have generally been achieved

##### **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?**

- The learning activities were very helpful and instrumental to the learning outcomes
- Well-coordinated
- Seminars were sometimes too long and not timed well in relation to the progression of the project work. However, this was not necessarily felt to be a bad thing, as it gave opportunity for reflection and taking stock of the project progression.
- More support for the research process was needed

##### **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?**

- The combination of doing a presentation, report and individual reflection is useful
- Good with a pass/fail grading scale as it allows for experimentation and freedom to learn without risking too much (1 response)
- The pass/fail is bad (1 response)
- Individual examination needs to be clarified

#### **4. To what extent do you feel the course has met your expectations in general?**

- The course mainly met or exceeded students' expectations
- There was some confusion about the course before it started, which in some cases meant that expectations were not very clear

#### **5. To what extent has the course given you the opportunity to take responsibility for your own learning?**

- To a great extent
- Developing research questions, the design of the projects etc requires students to take a lot of responsibility for their learning
- Time management is essential

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

#### **Summary of the teacher's views/Results:**

On the whole, students have worked according to plan, met deadlines and all groups presented final reports in time. Even though this was the second time I was responsible for the course, it remained challenging and very time-consuming to plan the course, particularly when it came to engaging relevant stakeholders for the student projects. At the same time, the course provides excellent opportunities to develop relations with external partners, both for students and for the university. The seminars were planned differently this time, and were more focused on the research process, research ethics and group work. Most students reported that the seminars were useful, and although there were some exceptions to this, I feel that the seminars were more relevant and purposeful this semester. Collaboration between course coordinator and supervisors worked well and students were generally very appreciative of the supervision they were given. The supervisors play a very important role in the course. There were some challenges involving communication with stakeholders, as well as between group members, issues that were addressed throughout the course. In the end, all groups successfully completed the projects.

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

#### **Analysis:**

The course fills an important function in the programme, providing students an opportunity to apply knowledge and skills gained in other courses on a practical challenge. They enhance their collaborative skills, both in the group work and with the stakeholder involved and get the chance to expand their network in the local cultural sector.

This semester, we tried introducing the projects already in the Integrated Methodologies course, which had several benefits. Students were given slightly more time to think about the projects and there was a more natural progression from the methods course to the engaged research course. There was also a more structured plan for the students' engagement with stakeholders (meetings planned etc), something which can be enhanced further.

Another change from last semester was the introduction of the pass/fail grading scale. One student specifically mentioned this as beneficial, one student specifically mentioned this as negative. From my perspective, pass/fail grading scale proved to be wholly appropriate for this kind of course, allowing room for experimentation as well as mitigating the risk of negative effects of factors beyond the students' control, such as unforeseen circumstances that might affect stakeholder engagement.

The group process can sometimes be a challenge. We tried a more collaborative group organization process, which can be further improved be next time. More check-ins and peer feedback can also help support the process.

Evaluative interviews with the stakeholders will be conducted during/after the summer. This will provide important input to the continued development of the course.

**Action plan:**

- Present the course to students already early on in the spring semester
- Keep the seminar on action research/introduction of the projects in the Integrated Methodologies course and make the connection between the courses even clearer
- More and better communication about the course to students and stakeholders
- Firm up the schedule even more
- Clarify how individual contributions to the different stages of the project should be described and assessed

**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.