COURSE REPORT

Background information (To be completed by course administrator)

Course LADOK code: KK684B	**Scope (hp): 15**
Course title: Socialt engagerad forskning	
Course coordinator: Bjärstorp Sara	**Number of registered students: 26**
Semester in which the course is conducted: VT24	
Is the course an independent course, programme course or contract course? If the course has been completed within a programme, enter the programme name. HAKIF23h	

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: 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.	**Number of students who participated in the course evaluation:** 26
Summative course evaluation: A written course evaluation was conducted in connection with the final seminar on 2 June (24 respondents). The web-based survey was sent out to students at the end of the course, but there was only one respondent and has not been taken into consideration in the analysis. The individual reflection (an assignment where students reflect on the project the group process and their own contributions) also provided very valuable, qualitative input from the students, which has been used in the analysis.	**Number of students who participated in the course evaluation:** 24
Feedback to students: Continuously throughout the course, at the final seminar on 2 June 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: (The five university-wide questions should be included:

GENERAL FEEDBACK ON THE COURSE:
- The course actively connects theory and practice, academia and the working world, gives experience in project management and research process
- Well-organized but the timeframe is felt to be too limited
- Challenging but beneficial
- Students are encouraged to think as researchers
- Good opportunity to grow professional networks
- Group work can be overwhelming but also beneficial

WHAT WAS GOOD ABOUT THE COURSE?
- Opportunity to work with cultural institutions and real-life issues
- Interesting selection of projects
- Useful tools for stakeholder engagement
- Guidance and help from teachers and supervisors
- A lot of autonomy for the students
- Opportunity to grow networks
- The seminars and workshops on getting started
- The setup with the group agreement and timeline for submissions
- Pass/fail system

HOW CAN THE COURSE BE IMPROVED?
- More introductory lectures on action research
- More time to introduce students to the concepts
- Fewer assignments and submissions along the way
- If possible, starting earlier, even when the previous course is still running
- Clarify the emphasis on action research, and whether it is a required method or not
- Form the groups in a more thoughtful way, perhaps include more group activities and team-building
- Smaller groups

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?
- All respondents state that they have achieved the learning outcomes to a large extent

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?
- All respondents state that the learning activities supported their achievement of learning outcomes. Some specific comments are included below:
- Learning activities Introductory lectures could be improved to provide more structure, guidance and confidence for the students
- Freedom in combination with the guidance of teachers and supervisors was beneficial
- It was not entirely clear what action research entails, therefore we had to spend a lot of time discussion and finding possible actions +1
- More instructions on how to write a good report needed
- The feedback sessions helped keeping groups on track
- Discussions with the other groups were felt to be fruitful
- The ethics seminar was felt by some students to be very helpful, a few did not see its use

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?
- All respondents state that the examination forms work well. Some specific comments are included below:
- Presentations, report, submissions work well

- The examinations were well-structured
- The 1000 word individual reflection felt excessive and too long

4. To what extent do you feel the course has met your expectations in general?
- The course generally met students' expectations
- Some students expected more action than the scope of the projects allowed in practice
- Some students found the group process rewarding, exceeding their expectations
- Some students found the group process challenging

5. To what extent has the course given you the opportunity to take responsibility for your own learning?
- The course gives students a lot of autonomy, and therefore a great opportunity for students to take responsibility for their learning
- "This was one of the best parts. We had freedom, but structure. We were able to explore without the fear of failure"
- Good opportunity, but your voice also gets lost in the group work
- Group process taught us to take responsibility
- Slightly negatively affected by the group process
- The learning and accountability within the group helped me take responsibility for my learning

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

Summary of the teacher's views/Results:

Throughout the course, students have worked according to plan, met deadlines and all groups presented final reports in time. Even though this was the third 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. Some changes had been made since last year, most significantly including lectures and seminars on action research, project management and group process, making them more integrated parts of the course. This improved the course significantly and could be further developed next time. Co-teaching with Pille Pruulmann-Vengerfeldt made the course more dynamic. We tried a new way of organizing the groups through a collaborative process, which was very successful (although some small improvements can be made next time). Communication with stakeholders worked well, and their engagement in the projects and the course was greater than previous semesters. Finally, the assignment where students individually reflect on the course, their learning and their contribution to the projects and group process, while felt to be excessive by some students, provided very rich insights into the students' experiences for me as a course coordinator, something which will contribute significantly to the further development of the course.

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

Analysis:

As was clear from the responses in the course evaluation, as well as in student input throughout the course, it 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.

The use of the pass/fail grading scale remains suitable for this type of course, allowing students the

scope to experiment and accept challenges without risking a lower grade.

The integration of action research and co-teaching was successful but the purpose needs to be more clearly communicated.

The role of action research needs to be further discussed and explained, and the possibility for students to adopt other methodological approaches should be clarified

A majority of students feel that there were too many deadlines and submissions throughout the process. This will be revised next semester.

Group work always entails some challenges. Some students found the group formation inclusive and purposeful, others thought it could be improved. Similarly, some students expressed that workshops on project management and group process were useful, others would have preferred to have more time with their specific projects and stakeholders. When planning the course next semester, how to maintain this balance will be considered.

The timeframe is always too narrow for this course, and even more so this semester because of Easter week etc. Next semester, I will try to introduce the projects to students earlier on in the semester.

Improvements resulting from last year's course report include clarification of how individual contributions are assessed, and this worked well this time around.

The peer-to-peer feedback sessions were further developed this semester, and worked very well. This element will be enhanced next time.

Action plan:
- Present the course to students already early on in the spring semester
- Continue to develop the group organization process and introductory workshops on collaboration and project management
- Have fewer deadlines and submissions throughout the process but keep important milestones to support the groups
- Integrate the action research lectures and seminars more, making clear how action research is expected to be used in the projects
- Consider including more lectures on what socially engaged research is and can be
- Continue to develop the peer-to-peer feedback sessions

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.