

## COURSE REPORT – Summary of course evaluation

The course report is a summary of the course evaluation. The course evaluation takes into account the students' course evaluations, the study administration's views, the teachers' views, and the course outcome - ie the students' actual results, course completion, and conditions for course implementation such as teaching and supervision time, premises and support functions. The course report also contains an analysis and development/action plan for the course.

The course report forms the basis for feedback to students and follow-up in quality dialogues both in the education-centered and in the university-wide quality work.

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

Course LADOK code: OL646E	Scope (hp): 15
Course title: Master Thesis with a focus on Leadership and Organisation for Sustainability	
Course coordinator: Gustav Hägg	Number of registered students: 57
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. SALSU24h+SALSU24h1	

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

The administration's views:
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### 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)	Number of students who participated in the course evaluation: 20 (35%)
Feedback to students: (Describe how and when the feedback will be given to the current student group) Will be announced on canvas before end of June	

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

<p><b>Summary of the students' course evaluations:</b> (The five university-wide questions should be included. Compilation from digital questionnaires can be appended.)</p> <p>Overall, the students are quite split in their view of the course and there is a rather low response rate to make too much analysis of what the general viewpoint is about the course. However, there is both praise and critique on the role of the supervisor and the instructions in general about the course.</p> <p><i>Comments (optional)</i>  <i>The whole thesis process was a bit stressful with only two months for the entire thesis work, and not as much information given about how to conduct a good these, besides the general</i></p>
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*information. Everything I achieved on this course was DESPITE the circumstances. Due to a very intensive Bachelor programme in Germany, I was already quite experienced when starting the Masters. I still learned new perspectives and ways of researching and working on an academic paper. Nevertheless I want to mention that I felt the differences between overall science-expectations across the programme was quite big. Some of us were really experienced and others weren't at all - I appreciate the different perspectives but felt sometimes a bit in the wrong place when very easy/simple questions/science-manners were discussed.*

**Comments (optional)**

*I personally think that the group seminars were not well structured and did not really help us that much. The 1-1 meetings were helpful.*

*The supervisions helped me the most through the whole thesis work, besides that not that much. I got the best supervision I could ask for. My supervisor offered the perfect balance between guiding through the process but also allowing for our own way of researching and working on the thesis. I learned a lot of new perspectives and efficient ways of working during the supervision.*

*People can't learn academic writing while also starting up on a thesis. Prior papers have hardly been commented on and feedback has been scarce. we therefore lacked sufficient guidance from the outset. And, unfortunately Seminars and supervision were not only unstructured but also confusing for us to know what to discuss. The peer-learning should take place during lectures and not during a ten-week thesis process.*

*Had perhaps been better if the supervisor was up to speed on instructions and also showed interest in our work.*

*This has been the most frustrating experience of my 17+ years of education. I am truly appalled by the lack of interest and effort my supervisor put into this course. If I already didn't have one master's degree and experience in research from before I would definitely not be able to finish my thesis.*

**Research Methods**

*I believe the Research Methods course needs a revision of its structure. We had too many different teachers, and many of them repeated the same topics and described the same methods at the beginning of their sections. This made the course feel fragmented and repetitive.*

*Additionally, the course lacked content on qualitative analysis, which is critical. Without this, I felt completely unprepared and unsupported during the thesis course, especially since my supervisor neither helped, explained, encouraged, nor even showed interest in my qualitative analysis.*

*There has not really been any learning activities except for supervision.*

## **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).

**Overall,** it is a stressful course, and this year is no exception. For the coming year we have already made a change by having the method course just before the thesis course and that will create more time for the students and better alignment and recognition of how to write the thesis, which was very obvious this year that much of the method was way too early for the students and created much insecurity on how to write.

**But we can understand both critique and praise from the evaluation of the students that responded.**

## **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.)

There is work to be done and I take some of the issues on myself regarding the information as it was changed from last year to make it slightly easier but not sure if that goal was fully reached among all students. However, there seems to be more students that have little objections regarding the course and then there seems to be a bit work to be done to ensure that all students understand that the thesis course is an independent work that is mainly done by the students and that it is not to be seen as a normal course with its lectures and tasks as that seems to be a bit of misunderstanding here and there in the comments on what the thesis course actually is all about.

**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.)

**For the coming year we have changed the order of the courses so that the method course is attached to the thesis course to aid in the thesis process and be more of a help than it has been in the past program plan. We hope that this will solve some of the issues that have come up during the evaluation reports and also work much more with informing the students what the thesis course is all about (especially those that never have written a thesis before and those that are not accustomed with the Swedish system). Hopefully this will solve many of the issues that have come up. However, there also seem to be many that are happy with the course and the supervision. But here we need to become more even so that all students get similar processes and, in the end, feel happy when they graduate. The current year was a bit special as we had a very uneven split of teaching resources which has shown in the evaluation and for the coming year the number of groups will be more evenly distributed among the supervisors.**

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

The course report is published and archived according to the university's instructions.

The students are informed about the publication.

The course report is shared with the programme coordinator (if applicable) and saved according to any additional requests on behalf of the department.