

## 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 course administrator)

<b>Course LADOK code:</b> OL652E	<b>Scope (hp):</b> 7.5
<b>Course title:</b> Ledarskap och organisation för hållbarhet - forskningsmetodik	
<b>Course coordinator:</b> Elnaz Sarkheyli	<b>Number of registered students:</b> 54
<b>Semester in which the course is conducted:</b> H22	
<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> SALSU	

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

<p><b>The administration's views:</b></p> <p>We made some modifications this year according to the comments we received from H21. So, two new lectures were added to the course: one by a post doc at the department and one by a group of graduated students about their research in sustainability and leadership that students appreciated. In addition, we think it was a good opportunity for the graduated students to engage in the program.</p> <p>The course went smoothly, and the students could follow the course and do the assignments as it was scheduled.</p>
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### Forms of evaluation and feedback (To be completed by the course coordinator)

<p><b>Formative course evaluation:</b> (Describe the form of course evaluation and when it was completed)</p> <p>Standard questions</p>	<p><b>Number of students who participated in the course evaluation:</b></p> <p>21 out of 51 students (39.62%)</p>
<p><b>Summative course evaluation:</b> (Describe the form of course evaluation and when it was completed)</p>	<p><b>Number of students who participated in the course evaluation:</b></p>
<p><b>Feedback to students:</b> (Describe how and when the feedback will be given to the current student group)</p> <p>The report will be published on the program's page.</p>	

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

**Summary of the students' course evaluations:** (The five university-wide questions should be included. Compilation from digital questionnaires can be appended.)

### About the assignments:

There were at least three students who appreciated the final assignment (research proposal)

"Research proposal was very useful for finally finding the topic of interest/ The Research proposal assignment helped me to start thinking about my theses in a more realistic way."

"the different types of lectures and tasks."

The students demand a template, example for the individual assignment, and clearer instruction. "It would have been nice to have a closer look at concrete studies and analyze them referring their methods."

The students suggest that all peer teaching should be shared with all the students.

There were at least two students who appreciated the peer teaching.

"Working with 6 People on a 2 Page of paper is a Joke! There is just not enough work for everyone. Keep the task the same, but make it an individual assignment and have us choose the method we like so we can learn about the one we want to use in the thesis. Or make it a 10-Page Paper if it's too many presentations otherwise."

Students suggest that we could have some kind of supervision (feedback during the course) on their assignments. "It would be good to have a method to review the Individual Research Proposal and provide a second submission. The iterative process improves learning outcomes.", "I think learning can be improved when there is an iterative process to submitting assignments 1801, 1802, 1803.", "Interim tests, assignment comments from instructors would improve reaching learning objectives."

### About the lectures:

There were at least two students who appreciated the guest speakers. "I enjoyed the course. In addition, I liked the guest lectures that discussed practical points and provided an opportunity to ask about their real-life experiences in conducting research."

There were at least two students who found the lectures helpful. "These lectures have helped me to be more prepared for the coming thesis next semester."

More effort to make the course engaging (2 students).

### General comments about the course and structure:

A comment indicated students' different expectations from the course that do not look relevant as they differ from the course's learning objectives. (Student1. It was clearly designed so we'd start thinking about academic research and PHD's, instead of providing us with skills for the workforce.) and one student thinks that we should have a closer look at the qualitative and quantitative research methods. The students think that there could be more links to sustainability,

"Data processing such as statistical analysis could have been added to the course. Introduction to statistical softwares could also be added.", "I feel we didn't go in a detail especially with the quantitative part. That's why I wouldn't consider it for my theses. As far as I know only people in the class who have previous experience with quantitative research tend to choose it. I think it was explained in a too simplified way."

"I think the course is informative and organized good." "The learning objectives are very clear and well-organized by seminar, group work and individual assignment",

To what extent do you think you have achieved the (above listed) <b>learning objectives</b> of the course?	Number of responses
1. To a very small extent	2 (9.5%)
2.	1 (4.8%)
3.	5 (23.8%)
4.	5 (23.8%)
5.	5 (23.8%)
6. to a very large extent	3 (14.3%)
Total	21 (100.0%)

To what extent do you think that the **working methods/learning activities** on the course have reinforced your learning and your ability to achieve the learning objectives? 1. To a very small extent 2 (9.5%) 2.2 (9.5%) **3.6 (28.6%)** **4.6 (28.6%)** **5.4 (19.0%)** 6. to a very large extent 1 (4.8%)

To what extent do you think that the **methods and forms of assessment** (tests etc.) give you the possibility to demonstrate that you have achieved the learning objectives?

. To a very small extent 2 (9.5%) 2.0 (0.0%) 3.8 (38.1%) 4.3 (14.3%) 5.7 (33.3%) 6. to a very large extent 1 (4.8%) Total 21 (100.0%)

To what extent do you think that the course has given you possibilities to take responsibility for your own learning?	Number of responses
1. To a very small extent	1 (5.0%)
2.	1 (5.0%)
3.	2 (10.0%)
4.	4 (20.0%)
5.	7 (35.0%)
6. to a very large extent	5 (25.0%)
Total	

To what extent do you think that the course has given you possibilities to take <b>responsibility for your own learning</b> ?	Number of responses
1. To a very small extent	1 (5.0%)
2.	1 (5.0%)
3.	2 (10.0%)
4.	4 (20.0%)
5.	7 (35.0%)
6. to a very large extent	5 (25.0%)
Total	20 (100.0%)

### 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).

The course has a better output than last year with including the external and guest lecturers giving speech about their research experiences and methods.

In general, we got better feedback this year about the course' structure and learning objectives.

We should continue with including the external lecturers.

We should discuss the possibility of improving the quantitative methods part.

We should discuss the possibility of improving the peer-teaching part.

The lectures and the literature are good (we made a modification this year by adding a new literature).

### 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.)

The course was in general successful, and the students see the course, the content, and the assignments helpful for their final thesis.

There are still some points around which the course could be improved such as:

- Making sure that the students receive clear instruction and examples of the final assignment.
- Making sure that the students understand the course' learning objectives.
- Finding opportunities to include examples of research methods in the field of sustainability.
- Discussing the opportunity to include more and deeper look at the quantitative methods beside qualitative methods and maybe some workshop and software in relation with those.
- Improving the peer-teaching process (the possibility for the students to choose among the methods, sharing the outputs with all the groups)

- Discussing the possibility of adding some hours to the course for assigning some hours for supervision of the individual task during the course. Or including a related workshop where the students could discuss some research proposals.
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**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.)

- Setting a meeting with the teachers involved to discuss the points listed above.

### **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.