

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: OL652E	Scope (hp): 7,5
Course title: Ledarskap och organisation för hållbarhet - forskningsmetodik	
Course coordinator: Elnaz Sarkheyli	Number of registered students: 61
Semester in which the course is conducted: HT-23	
Is the course an independent course, programme course or contract course? If the course has been completed within a programme, enter the programme name. SALSU	

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

The administration's views:

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) Sunet survey	Number of students who participated in the course evaluation: 28 out of 66 (42.42%)
Summative course evaluation: (Describe the form of course evaluation and when it was completed)	Number of students who participated in the course evaluation:
Feedback to students: (Describe how and when the feedback will be given to the current student group) The report will be placed on the program's page and 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. Compilation from digital questionnaires can be appended.)

[According to the survey results, most of the students think they have achieved the learning objectives in the course.](#)

To what extent do you think you have achieved the (above listed) learning objectives of the course?	Number of responses
1. To a very small extent	0 (0.0%)
2.	0 (0.0%)
3.	5 (17.9%)
4.	11 (39.3%)
5.	8 (28.6%)
6. to a very large extent	4 (14.3%)
Total	28 (100.0%)

There are however a few feedback that could be considered for the course' future development: One of the student states that the LO 8-9-10 should be considered more in the course (assessing the quality of another research work; improving practicing collecting data, and supervision of the assignment 3, more about ethical knowledge).

Most of the students think that the working methods have reinforced their learning and their ability to achieve learning objectives. However, there are some comments indicating that working with quantitative methods could be reinforced; the size of the groups for the peer-teaching has been too large to give everyone in the group the opportunity to perform; working in a team of three person or alone is better than working alone, "because in a pair one person can be unengaged and them all the work falls, on the other person"; a better classroom for the SPSS workshop as it was messy and noisy and the questions had mistakes; "we could get a deeper understanding of the variety of research method if we had less self-studies and more lectures about the different research methods".

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?	Number of responses
1. To a very small extent	0 (0.0%)
2.	1 (3.6%)
3.	7 (25.0%)
4.	12 (42.9%)
5.	7 (25.0%)
6. to a very large extent	1 (3.6%)
Total	28 (100.0%)

Most of the students think that the methods and forms of assessment have given them the possibility to demonstrate they have achieved the learning objectives.

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?	Number of responses
1. To a very small extent	0 (0.0%)
2.	2 (7.1%)
3.	6 (21.4%)
4.	7 (25.0%)
5.	9 (32.1%)
6. to a very large extent	4 (14.3%)
Total	28 (100.0%)

Comments:

It was nice to have several smaller assignments with time set aside in class where we also had access to teachers for guidance if needed. It took a lot of the pressure off. I liked working in pairs because it is very difficult to coordinate in many group projects in this program because the groups are so big.

Individual feedback are missing throughout the entire course, I can't know if I am choosing the correct research method nor if I am thinking in the correct way unless I get feedback. This is one of the major flaws of the course

1801 was a very useful assignment and the work in pairs worked well. 1803 felt like the amount of topics that should be discussed were a lot for 3 pages, including the detailed analysis of previous research added quite some extra work which I don't think contributed too much to the outcome

Are there any aspects of the course that you have particularly appreciated?

The peer works and presentations

The course was well organized with available and clear instructions. It gives me a sense of security when I know what is going to happen and what is expected of me and it relieves a lot of stress. It also showed great planning that the schedule towards the end of the course was almost empty to give us time to focus on the individual assignment. Great incorporation of both theoretical and practical elements. The teachers are very knowledgeable and have satisfying answers also when asked complex questions. The quantitative assignment was a great challenge, as my comfort zone is in qualitative methods. Everything just seemed really thought through.

Peer teaching presentations were good and interesting to deep dive on a specific topic to then present it.

1. Learning the application of qualitative and quantitative research methods
2. Peer Teaching sessions
3. Learning SPSS software

Having learned different methods and how they can be applied was enlightening.

I think the course is very well structured and a very good balance between lectures and assignments. I highly appreciated guest lectures.

The spss workshop was very useful and it was great to have an instructor going through everything together with everyone and to be able to work on the assignment and ask questions as well

The working in pairs was a very fruitful engagement

The individual written assignment (research proposal) gave the opportunity to practice all steps of the process formulating and planning a research. This assignment gave me a deeper understanding for how all the steps in the process are interconnected.

Assignments on qualitative and quantitative methods were very useful and help to get practical knowledge on the topic.

I really like workshops about SPSS

input into qualitative and quantitative methods, the possibility to work on an individual proposal about a topic that interests me

Getting an overview of the different methods through well prepared peer presentations. Learning how to use SPSS

It was really nice to do the research proposal. Although, it might have been beneficial to get a "supervision" opportunity some time throughout the last week, so that you knew you are the right track, and so you learn from the process by getting comments. Maybe 1/3 of the class could have Jonas, 1/3 Elnaz, 1/3 Hope, so the workload would be divided.

working with data and SPSS

Are there any aspects of the course you think can be improved?

I would prefer more field works with actual companies

I usually have A LOT to say about improvements, but in this case, I do not. The only thing, in my opinion, is that it seemed a little unnecessary/forced to have to include an illustration of the method in the research proposal. I do not quite understand why it is a necessity if the text is clear. Maybe if it was more clear what the purpose is to have it included, I would accept it more willingly.

I think **resources** could be shared on what to look at regarding specific methods (for the peer teaching).

more practices on data analysis

Had there been an opportunity to spread it throughout the semester, it would have supported our learning process by giving us the chance to apply all the methods individually. In this way, we can ameliorate our understanding.

May be concentrate more on schedule planning and written examination

This is a general comment to the programme, so more for the programme director: I think that in a 1-year Master's programme there is no time for research method: it takes away very precious time from topics that we actually wanna learn. For me RM is something we learn at the Bachelor level, no need to repeat this in a one year programme, again because of time. It could be a requirement for the programme, to have previous knowledge in research method. Otherwise you squeeze in a huge topic in a 7.5 credit course, where there risk of being very superficial in all aspects of RM is high. For example very often we had questions about specific RM and the answer was "we don't have time to go deep into that". Then what's the point? I think the course leader did a good job in exposing us to many different method, but in a superficial way - not her fault, but time contain. I would have taken another course on leadership for sustainability instead of this one - for example.

The SPSS session presumed most of us had prior engagement and familiarity with the software, probably for the next class have more time for it

I found the readings for the course too comprehensive for the period of time. I would suggest a more prioritised list of literature.

Instructions for the research assignment could be more specific. I'd like to have more descriptions on what each part of the paper should include.

Are there any aspects of the course you think can be improved?

I didn't like the size of the groups for the assignments because with buddy teaching the groups were too big and not everyone had the opportunity to perform. On the other hand, about working in pairs I think sometimes it is better to work alone or in 3 people, because in a pair one person can be unengaged and then all the work falls, on the other person.

The first lecture was held right after the exam for the first module which was a very bad timing as I wasn't able to focus at all and I got the same feedback from all other students I talked to.

A supervision for the individual assignment would be really helpful to me!

better structured presentations

Adding a tool for the analysis of qualitative data (as sustainability topics will mostly be analysed using qualitative methods)

The overlap of the previous course badly influenced this course. It felt like RM was one week shorter, since the focus needed to be on the graded assignment of the last course. It would be better to finish one course before entering the next.

Giving more detailed instructions about the assignments at the beginning of the course, sometimes it felt like having way too short time to work on the assignments. Also, more time should be invested in the quantitative methods since they provide validity and data to base and explain the theories and research. Include some examples how to start formulating the research proposal and spend more time going into the process.

To what extent do you think that the course in its entirety has fulfilled your expectations?

	Number of responses
1. To a very small extent	0 (0.0%)
2.	3 (10.7%)
3.	4 (14.3%)
4.	3 (10.7%)
5.	15 (53.6%)
6. to a very large extent	3 (10.7%)
Total	28 (100.0%)

If there was an option that said "exceeded my expectations", I would have chosen that one :)

As said I already learned about research methods in my bachelor's so I didn't really learn anything new but I think the course was helpful for others who didn't know anything about research methods yet.

I realise it might be a matter of time. The emphasis was on qualitative methods, which I can understand. Although, I would've liked to have more knowledge/lectures about quantitative methods and statistics.

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	0 (0.0%)
2.	1 (3.6%)
3.	1 (3.6%)
4.	6 (21.4%)
5.	7 (25.0%)
6. to a very large extent	13 (46.4%)
Total	28 (100.0%)

Peer teaching presentations, pairing assignment and individual assignment helped me to learn a lot on research methods and the application

Peer teachings have enabled us to work together and gain different understandings in how to apply every learning. Thank you!

See answer 3. More feedback during the course would have allowed me to reflect and improve my own skills on RM.

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).

Based on feedback from last year, we incorporated a SPSS workshop into the course curriculum. Additionally, we arranged for guest lectures to share their experiences in the form of "research in practice", and included a session addressing ethical considerations in research. The guest lectures, workshop, and ethical lecture were all highly valued by students. Furthermore, the qualitative workshop, a key aspect of the course, received praise from students as previous years.

As per Ladok records, 59 out of 61 students have successfully completed the course (the majority in the first opportunity but some in the second opportunity) with the majority achieving scores higher than a C. The quality of the final papers was in average more than satisfying.

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.)

Students have expressed a desire for more guidance and supervision in writing their research proposals (the third assignment). However, due to time constraints, the course cannot accommodate additional hours without an extension to its allotted timeframe. However, in one of the lectures, we had a QA part about writing the research proposal. Additionally, before and after the lectures, and via email, some of the students could ask their questions about their research proposal.

Students think that the group size for the peer-teaching (6-7 students) is too large. Also, they think that instead of pairs working on the first assignment, the groups could be made up of three persons or single person.

The guest lectures and the SPSS workshop were appreciated by the students.

Also, there were one student suggested that the program and that it should not include a research method course, but rather make it a requirement for admission to the program.

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.)

The action plan for the improvement of the course, could be:

- Including one lecture on the ethical considerations in research.
- Holding one or two lectures about "research in practice" by inviting researchers in the field.
- Creating groups/seminar sessions where the students could give feedback to each other on their individual assignments.
- Choosing a better and bigger space for the SPSS workshop.

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.