

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 hp
Course title: Leadership and Organisation for Sustainability - Research Methods	
Course coordinator: Gustav Hägg	Number of registered students: 40
Semester in which the course is conducted: Spring Term 2026	
Is the course an independent course, programme course or contract course? If the course has been completed within a programme, enter the programme name. SALSU25h	

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)	Number of students who participated in the course evaluation: N/A
Summative course evaluation: (Describe the form of course evaluation and when it was completed)	Number of students who participated in the course evaluation: 5
Feedback to students: (Describe how and when the feedback will be given to the current student group): On canvas under course reports tab	

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

<p>Summary of the students' course evaluations: (The five university-wide questions should be included. Compilation from digital questionnaires can be appended.):</p> <p>The feedback seems to circle around more practical tasks during the different parts of the course and comments around stress level due to long days as the course kicked off earlier to make room for developing research proposals for the thesis course.</p> <p>The overall view of the course is that the material seems relevant but it could be more focused on details regarding how to practice certain methods of analysis and then that the quantitative part was a bit too advanced and the examination took a lot of resources in time for the students.</p>
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The five questions has an average of 3.7.

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).

This was the first time that the course was run just before the thesis course begin and we also started the course already in week 5 to provide time for forming thesis teams and develop research proposals as well as providing opportunities to explore different methodological approaches as the course is based on three parts. 1. A general introduction, 2. Quantitative methods, and 3. Qualitative methods.

Overall, the main aim of the course is to refresh the students understanding around different methods and how to make choices when conducting research. Although the feedback points to more practical parts the course is not intended to be a practice-based workshop but a method course that gives the students a general understanding about methods that then help in making decisions how to proceed when conducting a scientific work. Here I think there are some miscommunications that needs to be developed for the coming year to address that the course is a way to understand the plethora of methods available and not being an instructional manual how to do analytical work. Given the short duration of the course, it would not be possible to reach such development, and it would not be feasible given how many different methods of analysis that exists.

Given how low the answer frequency is it is very difficult to draw any real conclusions how to proceed in the coming year. One thing that we realize is the timing of the course, and then to figure out how to address the examinations that are currently unbalanced in time spent from the student perspective.

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 main analysis based on the responses is that the course could be made a bit more practical and hands-on from the student perspective and that the examinations need to be a bit more harmonized so that the effort investment is more equal between the quantitative and qualitative parts.

The move from autumn to spring seems to be good and have provided the students more time to work on the research proposals directly in relation to the thesis course. However, there has been a very low attendance during classes (especially in the first part and in the quantitative part), which might reflect that the quantitative examination was seen as more time consuming. During the course there has been three seminars (one voluntary and two mandatory) and two workshops (voluntary).

Given the plan and the different activities, the feedback on more practical activities are a bit problematic as the attendance has been rather low and not all have taken courses on method before nor written a thesis.

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.)

- 1. Harmonize the examination tasks between quantitative and qualitative to be more even in time spent by the students.**
- 2. Consider adding one more workshop for each part (quant and qual) to work more hands-on with methods for analyzing data.**
- 3. Maybe develop a reference library for methodological articles that the students can use to engage more thoroughly with method literature. However, this is also one aspect that students should know how to do to show abilities in developing scientific work.**

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.