

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: OL674E	Scope (hp): 15
Course title: Leadership and Organisation: Research Methods in Leadership and Organisation	
Course coordinator: Kristoffer Holm	Number of registered students: 37
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. SASCO23h+SASCO23h1	

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: Discussions about the course content were held continuously during the teaching occasions at the course. At one session, students were given the opportunity to provide anonymous feedback via post-it notes about the course.	Number of students who participated in the course evaluation: Ranging from 10-30 depending on occasion
Summative course evaluation: A survey was distributed via Canvas to the students. Reminders were sent out via Canvas.	Number of students who participated in the course evaluation: A total of 11 students completed the survey (response rate: 29.73%).
Feedback to students: Feedback is provided to students continuously throughout the program, but is also provided in the course report.	

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

Summary of the students' course evaluations: Means and standard deviations of the five obligatory questions are provided below. The response options range from 1 = To a very small extent, to 6 = to a very large extent.
--

Question (To what extent do you...)	Mean	Standard Deviation
have achieved the (above listed) learning objectives of the course?	4.6	1.0
think that the working methods / learning activities on the course have reinforced your learning and your ability to achieve the learning objectives?	4.1	0.7
think that the methods and forms of assessment (tests etc.) give you the possibility to demonstrate that you have achieved the learning objectives?	4.1	1.2
think that the course in its entirety has fulfilled your expectations?	4.7	0.8
think that the course has given you possibilities to take responsibility for your own learning?	5.0	0.9

The results of the survey should be interpreted with caution, due to the low response rate. Taken together, the survey indicates that the course provides opportunity to achieve the learning outcomes, contains appropriate learning activities, and to a high extent provides opportunity for independence in the studies.

Other points from the open question in the survey can be grouped accordingly:

- Some students found the oral presentation repetitive and would have wished for more variation.
- Several students liked the opportunity to learn about different types of methods (e.g., both qualitative and quantitative), and the practicing them in workshops.
- A few comments touched upon different aspects of the same issue: that it can be difficult to process different research methods and paradigms in parallel. For one student, it was expressed as the different parts of the course were disconnected. Another student suggested running the methods sequentially rather than in parallel (e.g., first quantitative methods then qualitative). Another aspect of this is a wish for clearer communication of what is demanded for the research project, since this can be difficult to overview from the lens of different research approaches.
- There were several positive mentions of the final assignment, which was described as enjoyable, autonomy promoting, and good practice for future work. Some students also described the instructions as clear.

The points from the survey are largely consistent with the comments received at the formative evaluations.

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

Summary of the teacher's views/Results:

The students and teachers have been engaged in a dialogue continuously throughout the course. The end results of the examinations are generally good.

The course comprises 15 ECTS and consists of lectures, seminars, and workshops focused on epistemology, research methods (qualitative and quantitative), and related aspects. The learning outcomes are examined via two assessments, 1) an oral presentation conducted in groups, 2) an individual written assignment in the form of a mini-research project.

Both assignments are introduced at the start of the course, allowing the students to work with the mini-research project throughout the entire study period. The work is supported through supervision seminars and peer readings.

A strength of the course is that it utilizes varied examination methods (both oral exams and an individual written assessment) as well as both group and individual work. This contributes to both autonomy, independence and depth, but also collaborative learning and broadness of perspectives. The course is a very good preparation for a future thesis project, since the mini-research project contains the same practical elements, albeit on a smaller scale.

A challenge of the course is that there are a lot of possible perspectives to cover when it comes to research methods in an interdisciplinary research area. A selection has to be made accordingly. Currently, the teaching focus is on interviews, survey methods, and observations. However, the literature has been selected to present a great deal of perspectives so that the students can dig deeper into approaches that interest them further. During the course introduction, this is mentioned to the students, but it could be highlighted even further throughout the course.

Overall, the course is considered to function well and has an important role in the program. But there are areas to develop further (see analysis).

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

Analysis:

A collective analysis based on the student evaluation and teacher observations give the following:

- The communication to students about the course structure can be clarified even more in the introduction to the course. Specifically, that the course is covering a wide range of interdisciplinary methods and methodologies, very different from each other, and that this has both strengths and limitations. Some may find this challenging. On the other hand, students also highlighted the benefits of taking part of many different perspectives. The important aspect here is to be clear about the possible tensions this can cause from the start, to minimize the risk that students feel confused and/or overwhelmed and can plan their studies according to the structure.
- Expectations regarding the assignments can be clarified even further during the course introduction and throughout the course.
- Considering the limited time frame of the course, and that the students are recommended to commence their work on the mini project immediately, it is not recommended to teach the methods sequentially. By the parallel structure, both qualitative and quantitative approaches are given equal emphasis and being introduced to different perspectives early on can be helpful in the formative parts of the student's mini-project work.

Action plan:

The following measures are planned:

- The rationale behind having a broad repertoire of research methodology/methods, and how this is intended to promote independence, can be clarified further during the introduction and continuously during teaching occasions.
- Expectations concerning both assessments, as well as the importance of attending the supervision sessions, will be clarified further during the course introduction.

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.