



Kurskod 2BM024	Kurstitel Vetenskaplig Metod	Högskolepoäng 3
Termin (vt/ht år) HT 2023	Tidsperiod 23rd Oct to 3rd Nov	

Kursansvarig Michael Wells	Examinator Marie Klingberg-Allvin
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Övriga medverkande lärare

Antal registrerade studenter vid 3-veckorskontrollen	Svarsfrekvens kursvärdering 83% (35 av 42 studenter)
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Slutsatser och förslag till förbättringar vid föregående kursutvärdering

Punkterna från utvärderingen som fick lägsta poäng:

- Kursen har bidragit till att utveckla min förmåga att samarbeta – (medelvärde 3.8).
- Kursen stimulerade mig till att självständigt söka efter information (medelvärde 3.9).

Det finns utrymme för förbättringar i kursen med avseende till dessa två aspekter ovan.

- Ev. undervisning i statistiska metoder – dvs högre nivå än enbart undervisning av introducerande karaktär (som det äger rum i nuläget)
- Skriftlig tentamen i statistiska och andra analytiska grundbegrepp?! Alt quizz, självrättande tenta.
- Ännu mer förberedande aktiviteter inför examensarbete i termin 3, tex praktisk övning i projektplanskrivning eller t o m att skriva en projektplan.
- En ytterligare omfattande genomgång av kursinnehållet med arbetsgrupp / kollegiet. Detta är på gång.

Beskrivning av genomförda förändringar sedan föregående kurstillfälle

I tried to adjust the course accordingly. For example, students were well aware of what tasks they should complete when performing their own studies and how to work collaboratively. On the first day of class, students were divided into small groups, based on their personal choice, of 4-6 students per group. For all course activities, students collaborated within these groups, focusing on their mini-research projects. This allowed for strong collaborations to be built, and to share knowledge with each other, especially because some students may have stronger/weaker research methods skills.

As the course is two weeks, but students only met with the course leader for half of that time, students needed to search for information independently. This was shown in several activities, such as recruiting, interviewing, and transcribing a qualitative interview, as well as designing and creating a quantitative survey, and recruiting at least 20 participants to complete their survey. Furthermore,



they needed to create their own oral presentation discussing what they had learned, showing how they had improved their research methods skills from a first draft to their final product; which completely aligns with independent learning, as well as developing critical thinking skills and creative learning.

The course is too short to get into depth with quantitative methods, but we went over making a survey, downloading and entering data into SPSS, and then running frequencies, chi-square tests and independent sample t-tests. We also went over what a p-value is, focusing on significance at > 0.05 . Furthermore, other areas of research methods have been embedded into other courses. For example, students then read articles in other courses outside of Research Methods, and learn more about interpreting quantitative data.

The idea of how to write a project plan was not integrated into the current course, as it will be part of the course in the Spring 2024, when students have an extra week for Research Methods.

Metod(er) för studentinflytande

Students were given a lot of authority and decision making in the current course. While I taught the methodology of research methods, students chose their own small groups, where they then came up with and conducted two mini-studies, one qualitative and one quantitative. As such, they developed their own aim, their own interview guide, conducted their own interview and transcribed it, and developed, implemented, and collected data on their own quantitative survey, and then analyzed their own data. This was then finalized via a powerpoint presentation at the end of the course to pass the course. All students therefore had a lot of autonomy and could make their own decisions on what mini-studies to conduct, so long as they related to SRHR topics.

Students gave feedback throughout the course, as the course leader asked the students on five different days in class, how the course was going. In addition, I stressed that if they did not want to report something publicly, they could talk to me in private or email me. Students gave suggestions throughout the course to strengthen it and these adaptations were made, normally on the spot, when they were suggested.

Kort sammanfattning av studenternas svar på kursvärdering

Students very much enjoy the course. In the spring 2023, 40% of students responded to the course evaluation, while now, in the fall 2023, 83% responded. This might be due to the timing of the course evaluation or might be due to students enjoying the course—it's hard to say, as it can often be difficult to get the majority of students to complete the survey.

Below are the averages in relate to the five core questions:

- Jag uppfattar att jag genom denna kurs utvecklat värdefulla kunskaper/färdigheter = 4,5
- Jag bedömer att jag har uppnått kursens alla lärandemål. = 4,5
- Jag uppfattar att det fanns en röd tråd genom kursen – från lärandemål till examination. = 4,7
- Jag uppfattar att kursen har stimulerat mig till ett vetenskapligt förhållningssätt (till exempel analytiskt och kritiskt tänkande, eget sökande och värdering av information). = 4,5
- Jag uppfattar att lärarna varit tillmötesgående under kursens gång för idéer och synpunkter på kursens utformning och innehåll. = 4,9



Overall, the average score in the fall 2023 was a 4,62 out of 5.0.

In the spring 2023, the scores were 3,9, 4,2, 4,4, 4,1 and 4,7; therefore, on all five core questions, the average score increased in the fall 2023. The average score for the spring 2023 = 4,26.

There can be lots of reasons for these discrepancies however, where the students evaluations might have increased as a result of the new course structure or course leader, or could be a one-off that is hard to replicate. Student evaluations may decrease in the spring 2023 as well, as a result of the course dramatically changing to include one more week of studies and having the focus be on their project plan, rather than on their mini-research projects.

Kursansvarigs reflektioner kring kursens styrkor och svagheter gällande genomförande och resultat

The course went very well and students understood what they should work on within their small groups during the own study time. Working in small groups further helped their learning in a number of ways, because they asked each other questions to help in their learning. This helped solve a problem that was faced by previous courses, as students do have different levels of knowledge and understanding when it comes to research methods.

However, there were days when only half the class was present, such as during the ethics seminar. Students may believe that if they do not have a direct assignment on a task, that they do not need to attend class or might be that just many were sick, as the flu and other illnesses were very much making their rounds. Making classes obligatory poses other issues, such as students who had valid reasons for not being present, such as being sick or family death, and make-up assignments are naturally made up in this course via the group work.

Teaching in English was never a problem, although this potential concern was raised several times throughout the course and students were consistently asked if there were any language barriers. Should a phrase or similar need to be translated, then another student would help. Students also asked questions in Swedish to the course leader who responded in English, and this was seen as very helpful.

Overall, the course is working extremely well, with students being quite engaged and learning at a high level.

Beskrivning av hur kursen arbetar med kvalitet, forskningsanknytning och samverkan med andra professioner.

Regular evaluation of teaching to be able to take measures regarding the quality of the course.

Every research method that was used is connected to research, and we used the most common forms of qualitative and quantitative analyses in the course. In addition, students also practiced using theory, and needed to integrate common research ethics into their project; as such, they were shown ethical approval forms regarding information letters and consent forms that have already been approved by the ethical review board.

Students were given access to various research-related resources.



Kursansvarigs slutsatser och förslag till förbättringar

If Research Methods is viewed as its own course, where midwifery students learn how to conduct a study and what goes into conducting a study, then the course is highly successful and well-received. Students have learned dramatically, which is clearly demonstrated in their oral presentation, where they share where they started (e.g. their original aim or their original survey) and what changed and why it changed over time (e.g. the flaws in the survey or how their aim could be better worded or tips for transcribing interviews). This shows creative, as well as critical thinking skills, where students need to do a lot of problem solving, such as how to collect data and from who?

If the course is seen as helping with the thesis course, then it does a good theoretical job, but of course they are not applying anything from their thesis into this course. Rather they are preparing what types of methods go into a thesis. In the spring, when they will write their project plan within research methods, this will then have a clearer connection with the thesis and propel them in the right direction. I do have concerns about this though, as some students may write a project plan, but later drop out of the program or put the program on hold (e.g. going on parental leave). Similarly, supervisors may change jobs or otherwise not supervise students by the time the thesis comes about (e.g. sick leave). This will then translate into a minority of students needing to potentially start a new project plan while their peers move forward with their thesis—since students will have written their project plan one year before they complete their thesis project.

Beskrivning av hur kursvärderingen har återkopplats internt och till studenterna

Students are made aware of the course evaluation as it is posted on KBH websites and within Canvas modules, so that they, and future students, can see the course evaluation.

The evaluations are also talked about via emails and within teacher meetings and in preparing for future semester meetings with other teachers, the program director, and our boss being present.

*Kursanalys ska vara klar senast 4 veckor efter kursslut.
Kursanalysen skickas till PD, programhandläggare, enhetschef och utbildningsadministratör.*