



Efter avslutat kurstillfälle fyller kursansvarig i denna mall.

Kurskod 2BM030	Kurstitel Vetenskaplig Metod	Högskolepoäng 4,5
Termin (vt/ht år) VT 2024	Tidsperiod 13 May to 31 st May	

Kursansvarig Michael Wells	Examinator Marie Klingberg-Allvin
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Övriga medverkande lärare

Antal registrerade studenter vid 3-veckorskollen 37	Svarsfrekvens kursvärdering vid sista kursdatum 54,05%
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Slutsatser vid föregående kursutvärdering

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

Ange:

- Hur studenterna getts möjlighet att vara med i beredning och beslut på kursnivå
- Hur studenterna getts möjlighet att ge återkoppling på kursen och hur detta ligger till grund för analysen och förslagen nedan

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, created a survey, and collected data on their own quantitative survey, and then analyzed their own data in SPSS. This was then finalized via a powerpoint presentation at the end of the course to pass the course, where they pay particular attention to the research process (e.g. showing their initial aim compared to their final aim, showing tips and tricks they learned to accomplish their tasks, reflecting on difficulties and obstacles, as well as success in data collection procedures). 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 provided 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

Grafer och utvalda citat från kursvärdering kan användas.

Students enjoyed the course.

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

Jag uppfattar att jag genom denna kurs utvecklat värdefulla kunskaper/färdigheter = 4,0

Jag bedömer att jag har uppnått kursens alla lärandemål. = 4,2

Jag uppfattar att det fanns en röd tråd genom kursen – från lärandemål till examination. = 3,8

Jag uppfattar att kursen har stimulerat mig till ett vetenskapligt förhållningssätt

(till exempel analytiskt och kritiskt tänkande, eget sökande och värdering av information). = 4,4

Jag uppfattar att lärarna varit tillmötesgående under kursens gång för idéer och synpunkter

på kursens utformning och innehåll. = 4,8

Overall, the average score in the spring 2024 was a 4,24 out of 5.0.

There was a huge shift on the third question, where students reported a 3.8 regarding having a common thread. Last semester, this score was a 4.7. The introduction of the project plan made it difficult for students to understand the common thread, as now there were two primary aims to the course: one focusing on the project plan and a second on learning research methods.

Kursansvarigs reflektioner kring kursens styrkor och svagheter gällande genomförande och resultat

Overall, the course went 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.

Additionally, the project plans went relatively smoothly, where students connected with their supervisor, came up with a thesis project idea, and wrote their project plan.

There were however complications and complaints when it came to overlapping research



methods with the project plan. Students very much want to learn research methods first and then complete their project plan in the final week of the course.

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

By having students apply what they have learned in research methods helps to establish a high quality level, as they are not learning the information passively or theoretically, but rather need to apply it. Moreover, they need to show, on their final presentation day, what they have learned—demonstrating where they started with their projects and where they ended.

Additionally, all students were assessed by various examiners on their project plan and received feedback to strengthen their project plan. Having additional eyes read through their project plan helps to ensure quality.

Kursansvarigs slutsatser och förslag till förbättringar

The biggest thing that needs to change is that students have a very hard time juggling both the project plan and research methods simultaneously. The reason this was done was because the project plan takes 2.5 weeks out of the 3 weeks (1 week to write the project plan, a couple of days for supervisors to read it, project plan seminar, a few days to revise the project plan).

Students wished to have research methods first, so they could apply what they learned to their project plan at the end of the course. This is a change that needs to happen according to the vast majority of the students.

Beskrivning av hur kursvärderingen har återkopplats internt och till studenterna

Ange:

- Vilka forum som kursvärderingen diskuterats i (t ex programträffar, programmöten med kursansvariga lärare och där studentrepresentanter finns närvarande)
- Hur kursvärderingen återkopplats till studenterna (t ex på kurswebb och lärplattform)

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 kurslut.
Kursanalysen skickas till PD, programhandläggare, enhetschef och utbildningsadministratör.*