



Efter avslutat kurstillfälle fyller kursansvarig i denna mall.

Kurskod 2BM030	Kurstitel Vetenskaplig Metod	Högskolepoäng 4,5
Termin (vt/ht år) VT 2025	Tidsperiod 19/05 – 06/06	

Kursansvarig Michael Wells	Examinator Eva Elvin
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Övriga medverkande lärare

Antal registrerade studenter vid 3-veckorskollen 39	Antal godkända vid sista kursdatum	Svarsfrekvens kursvärdering vid sista kursdatum 28%
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Slutsatser vid föregående kursutvärdering

Overall, the students enjoyed the course and especially the course leader. However, some students failed to come to class, and so we made a plan to require students to attend all class sessions, as they are always seminars involved on each day we meet.

Beskrivning av genomförda förändringar sedan föregående kurstillfälle

The course days that we meet were all made mandatory, with make-up assignments given to those who cannot attend.

Like last semester, students are further encouraged to only write a 4-5 page project plan, so that it is manageable in the given time.

We also took away the project plan seminar, and therefore, students have 2 more days to write their project plan.

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 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 paid 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. Students gave suggestions throughout the course to strengthen it and these adaptations were made, normally on the spot, when they were suggested. This included smaller things, like when to take breaks and clarifying statements, both regarding the lectures, as well as updating guidelines for the project plan or clarifying language on tasks that were due. In addition, I stressed that if they did not want to report something publicly, they could talk to me in private or email me. No one sent private emails about things they wanted to change in the course.

We also ranked supervisors earlier than when they would start working with their supervisor, to help ease tensions and know which supervisor they would have for their project plan.

Kort sammanfattning av studenternas svar på kursvärdering

Grafer och utvalda citat från kursvärdering kan användas.

Students very much 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 = 4,7

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). = 4,7

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



på kursens utformning och innehåll. = 5,0

Overall, the average score in the spring 2025 was a 4,7 out of 5.0.

Additional questions were asked about the course to further clarify how it was run including:

Jag upplevde att kursansvarig hjälpte till att besvara mina frågor på ett bra sätt. = 4.9

Jag fick all hjälp jag behövde av min handledare med projektplanen. = 4.9

Jag hade tillräckligt med tid för att slutföra projektplanen. = 3.9

Jag är mer informerad om forskningsmetoder än innan jag gick den här kursen. = 4.4

These scores mostly represent how well the project plan aspect of the course went, where the students, in general, received enough time and support from their supervisors regarding their project plan. Despite adding in two extra writing days compared to last term, students gave a 3.9/5.0 regarding how much time they had on their project plan. There is little that can be done to give more time, as half of the class (so more than 1 week) is given for time to write the project plan. In addition, over half of the students submitted their project plan the day before it was due, and no one submitted their project plan late, suggesting that there was enough time to complete the assignment.

While the response rate is 28%, I did check in with the students throughout the course, as well as had a final meeting day to hear about how the course went, especially the project plan. Students only had glowing things to say about the course, with only minor comments that were argued between the students (e.g. one person brought up that a particular module might have too many words on it, while acknowledging that those details helped clarify the assignment; others argued back that modules were stated well. I asked if I should make a recording of myself explaining what to do for an assignment, instead of reading directions, but that had mixed reviews from the students. In the end, they all agreed the class was very well run.

Kursansvarigs reflektioner kring kursens styrkor och svagheter gällande genomförande och resultat

A particular strength to the course though is that students are exposed to actually conducting studies, from both a qualitative and quantitative angle. This helps students better understand how to conduct studies, since they are actually doing them, rather than only learning about them theoretically. They even apply theory as an in-class exercise, and some then choose to take theory into their quantitative study and/or thesis.



The course unfortunately falls during holiday breaks, when many people want to be away. However, within our program, we stress to students that we meet in person, and that there is a lot of valuable learning that occurs from meeting in person and peer learning that occurs via collaborations, while the teacher provides directed learning to each group. For the fall semester, I will continue stressing the importance of attending sessions, while also trying to hold online or pre-recorded sessions when they meet during what students consider a holiday, such as New Years Eve day (31st of December), to try to accommodate students who cannot travel to KI on that day.

Based on these peer learning exercises, applying real-life, but scaled down, research projects, is a particular strength and the students really enjoy learning from me (Michael), leading many of them to be quite inspired to do research, including qualitative and quantitative data collection.

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 course is running quite well in its current form. However, because of holidays, sometimes students can find it hard to attend on particular days. In the fall 2025, I will start making some pre-recorded lectures and/or hold a lecture on Zoom, so that we can still meet with face time, but allow people to more easily enjoy their holiday, such as on the 31st of December.

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