



*Efter avslutat kurstillfälle fyller kursansvarig i denna mall.*

<b>Kurskod</b> 2BM030	<b>Kurstitel</b> Vetenskaplig Metod	<b>Högskolepoäng</b> 4,5
<b>Termin (vt/ht år)</b> HT 2024	<b>Tidsperiod</b> 30/12 – 17/01	

<b>Kursansvarig</b> Michael Wells	<b>Examinator</b> Marie Klingberg-Allvin
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<b>Övriga medverkande lärare</b>
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<b>Antal registrerade studenter vid 3-veckorskollen</b> 41	<b>Antal godkända vid sista kursdatum</b> 0 st, men under perioden 31jan t.o.m. 3 feb blev 39 godkända	<b>Svarsfrekvens kursvärdering vid sista kursdatum</b> 63,41%
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#### **Slutsatser vid föregående kursutvärdering**

Overall, the students enjoyed the course and especially the course leader. However, they found it difficult to manage two main aims at once: 1) learn research methods and 2) complete a project plan for their thesis project.

#### **Beskrivning av genomförda förändringar sedan föregående kurstillfälle**

I re-adjusted the course, so that all research methods course materials go first, and then the project plan goes second. So, about 1.5 weeks on research methods and 1.5 weeks on the project plan.

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

Students who attended class very much enjoyed learning research methods and learning how to conduct studies, which they noted as helping prepare them for the project plan. So in that sense, it was good to restructure the course in this way.

#### **Metod(er) för studentinflytande**

Ange:

- Hur studenterna gets möjlighet att vara med i beredning och beslut på kursnivå
- Hur studenterna gets 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 methods 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 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. 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.

We also voted on changes, like when to take breaks or to pick supervisors earlier than the planned date.

### **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. = 3,6

Jag uppfattar att kursen har stimulerat mig till ett vetenskapligt förhållningssätt

(till exempel analytiskt och kritiskt tänkande, eget sökande och värdering av information). = 3,9

Jag uppfattar att lärarna varit tillmötesgående under kursens gång för idéer och synpunkter på kursens utformning och innehåll. = 4,3

Overall, the average score in the fall 2024 was a 4,0 out of 5.0.

### **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.

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. An emphasis will therefore be placed on attending the course, as all course information builds on each other, and there is a lot of student-led group work, where the group may suffer if several students are missing from the group.

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**

I will make minor changes to the course, after having discussions with the teacher group.

For example, I will stress the importance of students' attendance during the course meeting days. I will also have them select their thesis supervisor and topic two days before they actually start working with that supervisor, so that there is less stress around working with that supervisor. I also added one more day of writing the project plan before turning it in, so hopefully that helps in completing that task.

We will remove the project plan seminar, so that students will have more time to write their project plan and also so supervisors will have more time to provide feedback and grade their project plan.

**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.*