



## Kursanalysmall

Institutionen för kvinnors och barns hälsa, Utbildningsenheten KBH  
Barnmorskeprogrammet, KUB, fristående kurser samt  
uppdragsutbildningar

Efter avslutat kurstillfälle fyller kursansvarig i denna mall. Kom ihåg att ta bort kursiv text inom parentes innan du lämnar in din kursanalys.

<b>Kurskod</b> 2BM030	<b>Kurstitel</b> Vetenskaplig Metod	<b>Högskolepoäng</b> 4,5
<b>Termin (vt/ht år)</b> VT26	<b>Tidsperiod</b> 18/05 – 05/06	

<b>Kursansvarig</b> Michael Wells	<b>Examinator</b> Wibke Jonas
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<b>Övriga medverkande lärare</b> Mia Ahlberg
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<b>Antal registrerade studenter vid 3-veckorskollen</b> 36	<b>Antal godkända vid sista kursdatum</b> 36	<b>Svarsfrekvens kursvärdering vid sista kursdatum</b> 53%
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### Slutsatser vid föregående kursutvärdering

Students in the previous semester enjoyed the course. Students like learning via a hands-on method, in team-based learning environments. Minor elements were criticized, like making sure there were enough breaks and at the appropriate time.

### Beskrivning av genomförda förändringar sedan föregående kurstillfälle

To improve the course based on last semester's feedback, I ensured that we took a break every 45 minutes, with 15 minute breaks. There were also no Zoom sessions this term, as we agreed to not host class via Zoom.

### 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 provided throughout the course to reshape the structure and/or content. Each day I asked if the structure and content were adequate, and made adjustments accordingly. For example, if we needed to spend more time on a subject, then we would. I also made several on-the-spot changes; for example, there were three quite pregnant women who had trouble sitting for the length of a course day. We talked about the idea of standing, moving around, taking additional breaks, and bringing in items from outside, like pillows, to make them more comfortable.



Students also exercised more extensive influence by designing their own qualitative and quantitative mini-studies, including developing aims, interview guides, surveys, data collection and data analyses. This autonomy strengthened their ownership of learning and mirrored real research processes.

In addition, they could contact me privately if they had concerns they did not wish to raise in class—this possibility was highlighted explicitly, although no student used it this term.

### **Kort sammanfattning av studenternas svar på kursvärdering**

*(Grafer och utvalda citat från kursvärdering kan användas).*

The VT25 course evaluation shows very high student satisfaction across all measured areas. Students rated their opportunities for active learning at 5.8 out of 6, with 84% selecting “strongly agree,” and many emphasized that conducting both a qualitative and a quantitative mini-study made the research process far more understandable and relatable. They also reported feeling included and respected, giving this aspect 5.8 out of 6.

Overall satisfaction with the course was similarly high at 5.7 out of 6, and several students commented that they felt unexpectedly inspired to engage in research ahead of their thesis work. Many highlighted the teacher as the primary reason for the courses’ success and inspiring them to do research.

At the same time, a few students mentioned and showed via their work, that they did not need 5 days to write their project plan.

Overall, the evaluation indicates strong learning gains in research methods and that students were highly satisfied.

### **Kursansvarigs reflektioner kring kursens styrkor och svagheter gällande genomförande och resultat**

A major strength continues to be the practical, hands-on approach to learning scientific methods. Students consistently express that conducting their own mini-studies makes the subject meaningful, engaging, and easier to understand. The energy, interactivity, and responsiveness in the classroom also contributed substantially to the positive learning environment.

A recurring challenge is the timing of the course. Many students want to move on to summer break or have other events; thus, several students missed the poster session and complained about being graded when summer started and thus, might have to make corrections to their project plan during the summer. This was already communicated to students though on the first day of class, to mentally prepare themselves for the poster session and editing their project plan accordingly.

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

The course is inherently research-integrated: students design, conduct, and analyze both qualitative and quantitative mini-studies. This active application of methods, combined with structured reflection, ensures deep understanding of the research process.

Quality is further supported by:



- Clear learning goals linked directly to course activities and the final examination
- Continuous formative feedback from both the teacher and peers
- The final presentation where students show methodological development over time
- Multiple examiners reviewing project plans to ensure fairness and rigor

One guest lecturer, Mia, came for a morning session. However, only a handful of students attended, as the lecture isn't mandatory. Students were informed of the benefits of her talk and why it was important to come prior to her lecture. In addition, the librarian's talk was also not well attended, similarly because it's not mandatory.

Consideration will further be given to whether or not these activities will continue in the future.

### **Kursansvarigs slutsatser och förslag till förbättringar**

The course is functioning very well overall, with exceptionally positive evaluations. A main change to the course might be to remove some of the project plan writing days and to add in a qualitative analysis workshop based on qualitative content analysis, as this is an easier process to learn over thematic analysis. Adding in this workshop would give students the insight into what an analysis might look like when they complete their thesis.

### **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))*

Course evaluations are posted on the KBH website and in Canvas modules so that current and future students can access them.

In addition, the evaluation has been discussed:

- In internal teacher meetings
- In preparation for future semesters together with the program director and administrative staff
- Via email communication and verbal updates during the course

This ensures transparency and continuous development based on student perspectives.

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