

# PUBLISHED COURSE ANALYSIS



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A course analysis has been carried out and published by the course convener.

The Karlstad University evaluation tool is owned by the Professional Development Unit and is managed by the systems group for educational administration.

*Digital Analysis Methods, 15.0 ETCS cr. (MKGB91)*

*Course convener: Theo Röhle*

## Basic LADOK data

Course Code: MKGB91

Application Code: 31635

Semester: HT-18

Start Week: 201845

End Week: 201903

Pace of Study: 100%

Form of Study: Campus

## Course Data

Number of questionnaires answered: 5

Number of first registrations<sup>[1]</sup>: 18

## Changes suggested in the course analysis of the previous course date:

Allmänna kommentarer/förslag till förändringar:

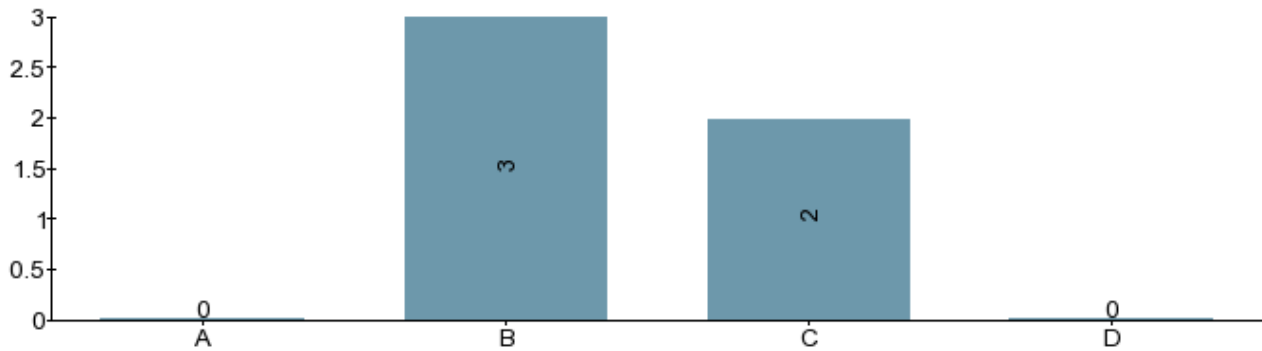
- Bättre urval av programvaror
- Instruktioner för uppgifter bör tydliggöras tidigare
- Kurslitteraturen ska kopplas bättre till innehållet

Revidering av kursplanen:

Uppdelningen i en kvalitativ och en kvantitativ delkurs överges, istället finns det en kortare delkurs där allmänna medie- och kommunikationsvetenskapliga metoder introduceras och en längre delkurs som specifikt behandlar metoder i digitala miljöer. För att skapa en tydligare progression inom kursen börjar vi med en kortare (5hp) delkurs som introducerar de fyra grundläggande metoder kvalitativ och kvantitativ innehållsanalys samt intervju och enkät. Det är en förkortad variant av den metodintroduktion som vi har haft goda erfarenheter med i "Visuell kommunikation och design" och "Kommunikation och PR". I den längre (10hp) andra delkursen kan vi sedan fokusera tydligare på de metodologiska utmaningar och möjligheter som forskning i digitala miljöer innebär. Med det nya upplägget kan uppgifter och undervisningsformer anpassas på ett mycket bättre sätt till kursens tidsramar.

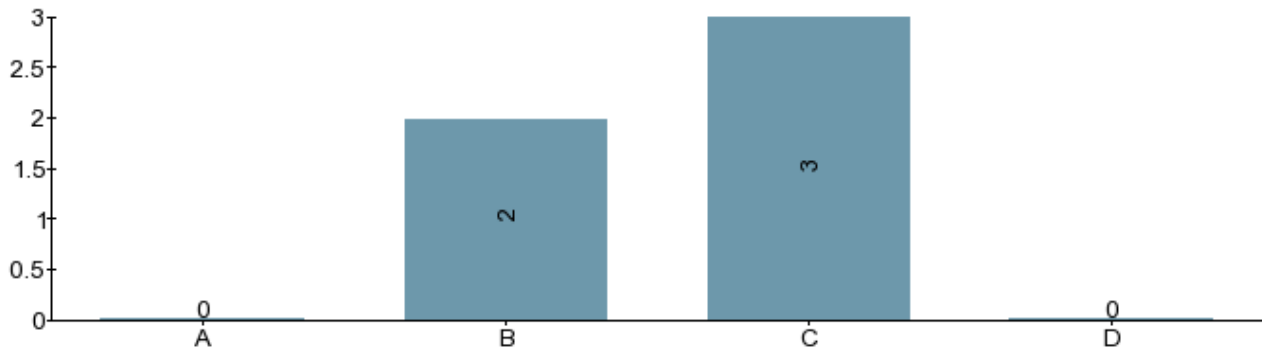
Delkurs 1 byter namn från "Kvalitativa analysmetoder för digitala medier" till "Metodintroduktion", delkurs 2 byter namn från "Kvantitativa analysmetoder för digitala medier" till "Digitala forskningsmetoder".

1. During the course I developed the knowledge, skills and other competencies described in the learning outcomes.



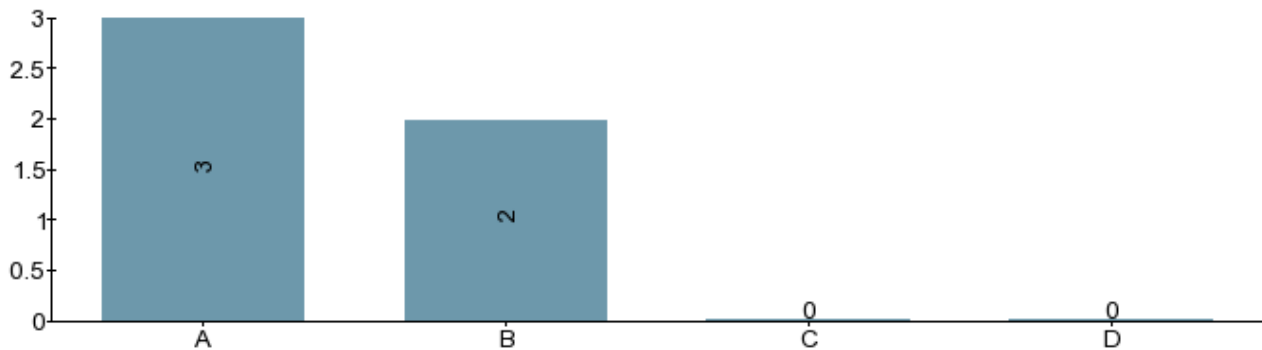
- A) To a very great extent
- B) To a great extent
- C) To a certain extent
- D) To a very little extent/Not at all

2. In the examinations, I had the opportunity to demonstrate if I have acquired the knowledge, skills and other competencies described in the learning outcomes.



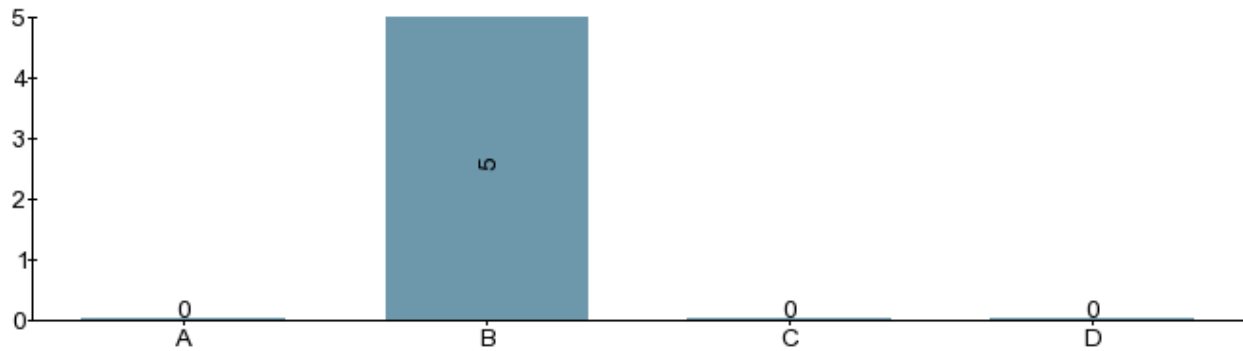
- A) To a very great extent
- B) To a great extent
- C) To a certain extent
- D) To a very little extent/Not at all

3. On average, I spent the following number of hours on coursework per week:



- A) More than 40 hours (or more than 20 hrs at 50% study pace, more than 10 hrs at 25% study pace)
- B) Between 30-39 hours (or between 15-19 at 50% study pace, between 8-10 at 25% study pace)
- C) Between 20-29 hours (or between 10-14 at 50% study pace, between 5-7 at 25% study pace)
- D) Less than 20 hours (or less than 10 at 50% study pace, less than 5 at 25% study pace)

4. During the course, I have found that teachers and other staff have been:



- A) Professional and very accommodating
- B) Professional and accommodating
- C) Professional
- D) Deficient

**Analysis based on course evaluation, including comments fields. If information has been collected in other ways, it should also be analysed here. Any effect of joint courses should be commented on.**

There were too few responses in order to draw definite conclusions from the evaluation. What is clear both from the comments and a short oral evaluation during the course is that group assignments are not always ideal because of the different levels of motivations within the groups. The new structure of the course, with a shorter traditional methods introduction and a longer digital methods part with clear focus on Network analysis, Text mining and Research Design worked well. But the scheduling of assignments over the Christmas break remains a challenge. Course literature and choice of tools were more focused and worked well.

**Suggestions for changes to the next course date.**

In the next iteration we should make sure that students can show their level of ambition also in group assignments, e.g. by adding an individual reflection part to a group assignment. But we also have to make sure that there are no overlaps between the assignments and that scheduling over Christmas is done in a way so that the students do not become reliant on each others' presence.

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1. **Number of first registrations for a course:** First registration = the first time a student registers for a specific course.