

# 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: *Susanne Almgren*

## Basic LADOK data

Course Code: MKGB91  
Application Code: 36010  
Semester: HT-20  
Start Week: 202046  
End Week: 202102  
Pace of Study: 100%  
Form of Study: Campus

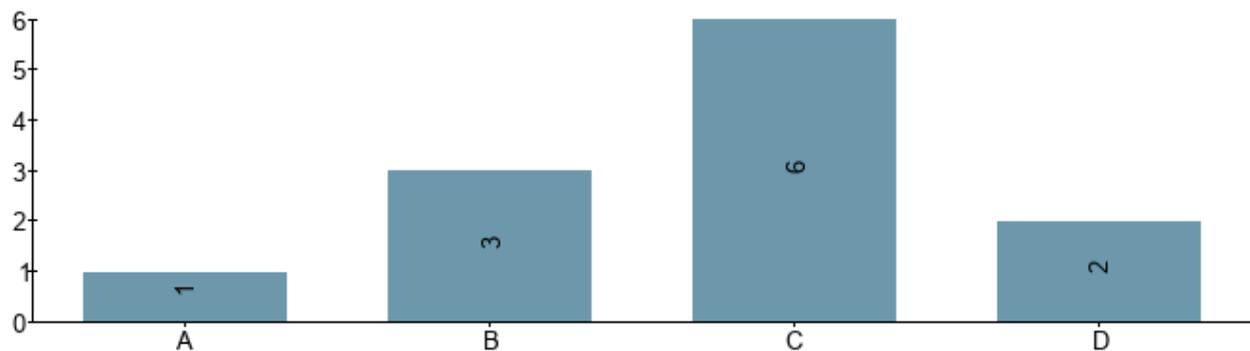
## Course Data

Number of questionnaires answered: 12  
Number of first registrations<sup>[1]</sup>: 24

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

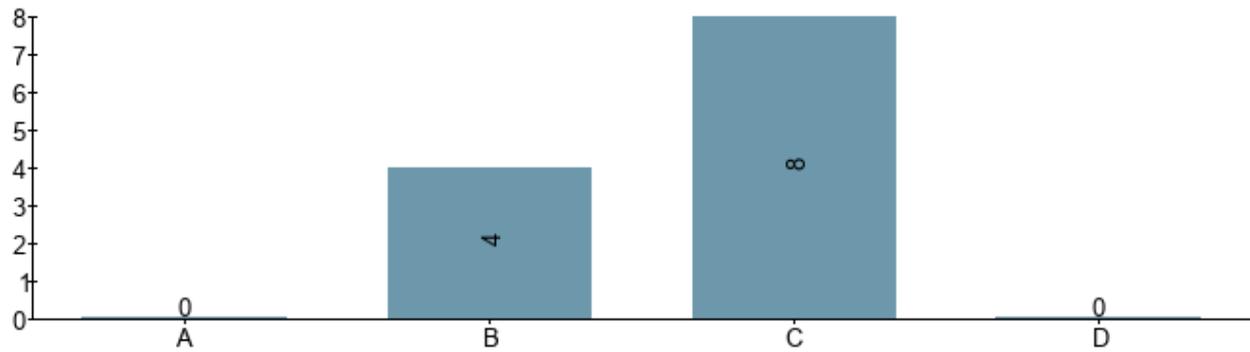
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1. The contents and structure of the course has supported the achievement of the learning outcomes



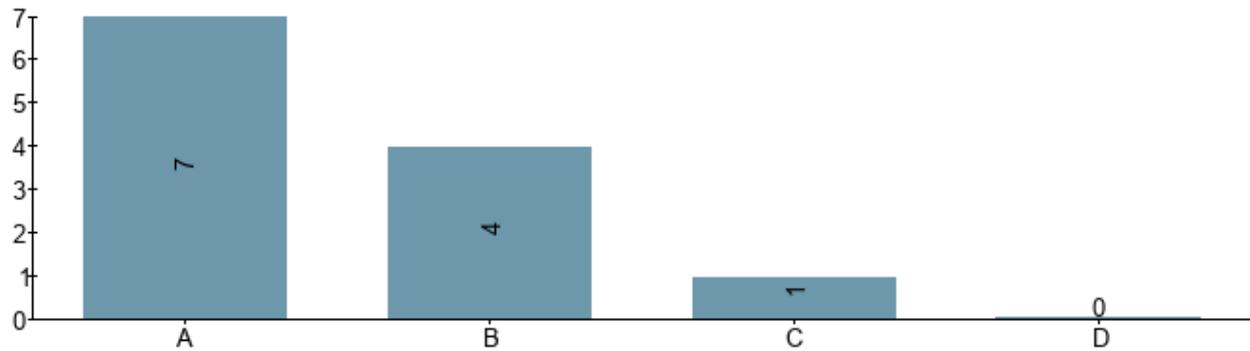
- A) To a very large extent
- B) To a large extent
- C) To some extent
- D) To a little extent or not at all

2. The assessments included in the course have given me the opportunity to demonstrate my achievement of the learning outcomes



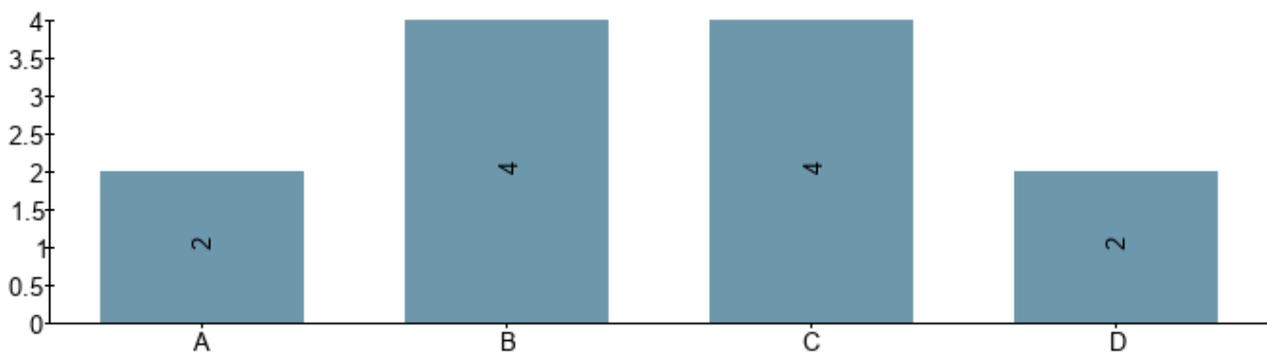
- A) To a very large extent
- B) To a large extent
- C) To some extent
- D) To a little extent or not at all

3. My workload (including scheduled activities and independent work) during the course has been



- A) 40 hours per week or more (or 20 per week or more for courses given as half-time studies, 10 hours or more for courses given as part-time studies)
- B) Between 30 and 39 hours per week (or between 15 and 19 hours for courses given as half-time studies, or between 10 and 14 hours for courses given as part-time studies)
- C) Between 20 and 29 hours per week (or between 10 and 14 hours for courses given as half-time studies, or between 5 and 9 hours for courses given as part-time studies)
- D) Less than 20 hours per week (or less than 10 hours per week for courses given as half-time studies, or less than 5 hours for courses given as part-time studies)

4. During the course, I have experienced the reception from teachers and other staff as professional



- A) To a very large extent
- B) To a large extent
- C) To some extent
- D) To a little extent or not at all

**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.**

Response rate: 50,0%

Percentage of student that have completed the course (three weeks after completion): 83.3%

There are different views on whether course information was clear on Canvas. Some students say module 1 worked best, some say module 2 did.

+The assignments are good. Social network analysis (NodeXL), SPSS and RStudio are mentioned explicitly. In addition: "The exam was also good and could show what you knew", " interesting to learn new tools. Write a pilot study using one of them".

+The students found especially the essays useful (pilot study/research design)I, as preparation for the forthcoming B and C essays.

+The options to make individual selections (methods/workshops/groups).

-Heavy workload and fast pace.

-The Zoom-lectures (used extensively during the Corona-epidemic), can be exhausting, there is a call for more practical examples and interactivity.

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

The last two examination assignments (the pilot study and the research design) will be comprised into one examination assignment onwards, in order decrease workload.

If Zoom-lectures are used extensively next year as well, then more practical examples and interactivity will be inserted in the sessions.

See if info about the course can be simplified in Canvas.

See if more time can be allocated to slow down and extend the time used for instructions on software.

If possible (due to the schedule): Separate qualitative and quantitative methods into different weeks.

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