# PUBLISHED COURSE ANALYSIS

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.

*Advanced Course in Qualitative and Quantitative analysis, 7.5 ECTS cr. (SOAE20)*
*Course convener: Anna Pechurina*

Basic LADOK data

| | |
|---|---|
| Course Code: | SOAE20 |
| Application Code: | 37422 |
| Semester: | VT-21 |
| Start Week: | 202113 |
| End Week: | 202122 |
| Pace of Study: | 50% |
| Form of Study: | Campus |

Course Data

Number of questionnaires answered: 1

Number of first registrations[1]:      7

**Changes suggested in the course analysis of the previous course date:**
--

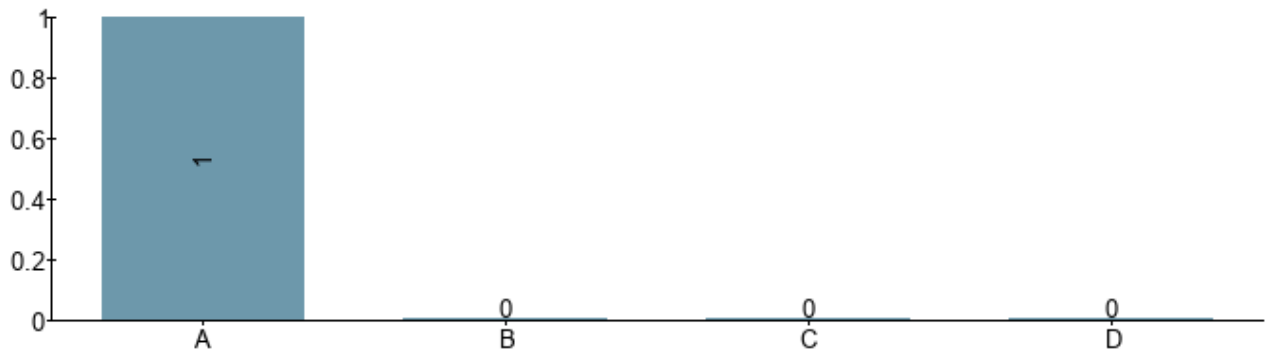1. The contents and structure of the course has supported the achievement of the learning outcomes



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
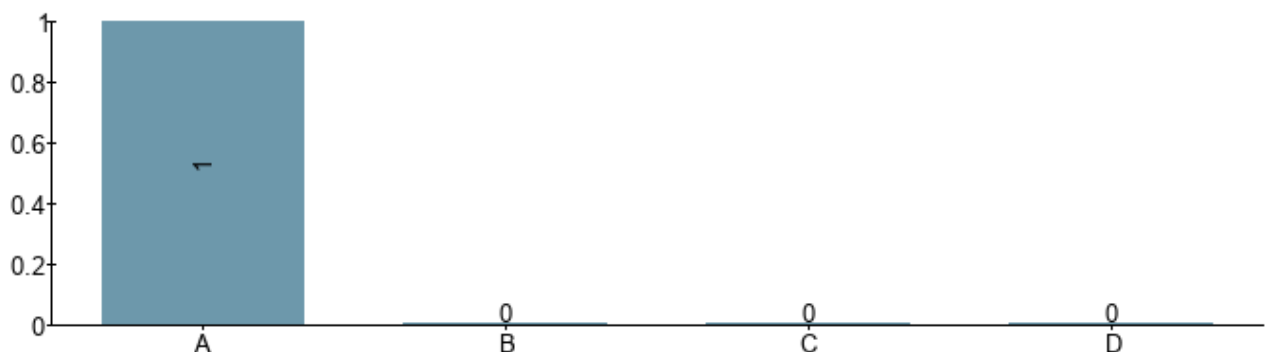of the learning outcomes



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 cour
B) Between 30 and 39 hours per week (or between 15 and 19 hours for courses given as half-time studies, or between 8
C) Between 20 and 29 hours per week (or between 10 and 14 hours for courses given as half-time studies, or between 5
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 h

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.**

Overall, the feedback shows positive perception of the course by the students. There had been several challenging factors this year that may have affected the delivery of the course and students' independent work for the assignments which, for instance, included conducting their own interviews. Some of the comments reflect these pressures. The course this year has been extended to include extra two sessions (one to the qualitative and one to the quantitative part) to make sure that students get extra support and contact time with the lecturers that would allow them to deliver material in a more in-depth way. The perception that the course was more focused on qualitative data can be explained by the fact that students had to collect their own data for the analysis, but they did not have to do it for the quantitative part.

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

One of the suggestions that came from the students during the course was to enable the use of the sample transcripts for the assignment rather than collecting their own data. In one of the sessions I used anonymised sample transcripts adapted for the teacing purposes by the UK Data Service https://www.ukdataservice.ac.uk/teaching-resources/interview/feminist/schedule.aspx which were perceived positively by the students. The experience of formulating research questions, designing the interview schedule, conducting and transcribing the interview are important stages that inform subsequent analysis, however, these activities may also shift the focus of the module from the actual analytical work and writing up the results - something that was expressed by some students. As a result, the suggestion to change the course would be using sample qualitative interview transcripts as the main source for undertaking the analysis in the assignment, which would also help to balance the qualitative and quantitative parts of the course.

---

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