Final report HT2023_MKGB91_42430_Digitala analysmetoder

First time registred students: 20
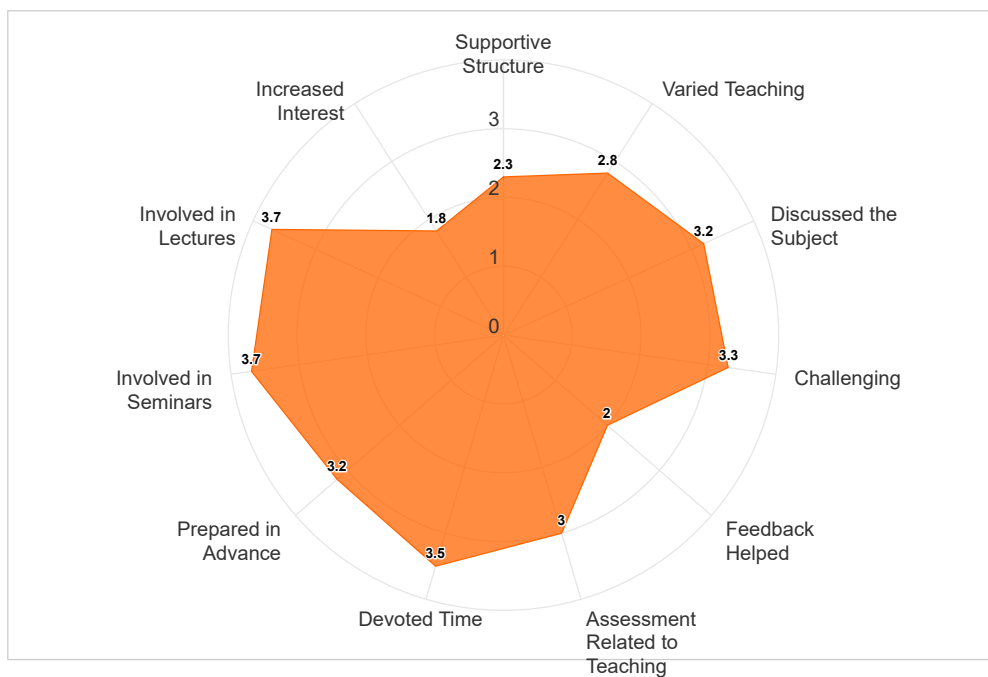**Answer Count: 6**
Answer Frequency: 30.00%

The course evaluation could be answered during the period:

13/01/2024 - 27/01/2024

MKGB91 Digitala analysmetoder, End date: 2024-01-14

Mean value for each question. Highest value = 4.

|	Mean
Supportive Structure	2.3
Varied Teaching	2.8
Discussed the Subject	3.2
Challenging	3.3
Feedback Helped	2.0
Assessment Related to Teaching	3.0
Workload	2.3
Devoted Time	3.5
Prepared in Advance	3.2
Involved in Seminars	3.7
Involved in Lectures	3.7
Increased Interest	1.8

Results of learning

All in all, the course was valuable for me.

Courses that were considered valuable were related to personal development, acquisition of new knowledge and skills, understanding of something. Higher ratings can refer to students' perceived development (learned a lot, and it was useful). Lower ratings can refer to scanty development of knowledge and skills or not understanding certain themes or their parts, not understanding the necessity and significance of the course, problems in the learning environment.

	Mean
All in all, the course was valuable for me	2

- **● I agree**
- **● I somewhat agree**
- **● I somewhat disagree**

▲ 1/2 ▼
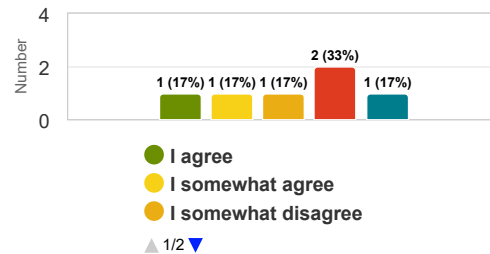
How likely would you be to recommend this course to a friend or colleague?

- ● 0   ● 1   ● 2   ● 3   ● 4   ● 5
- ● 6   ● 7   ● 8   ● 9   ● 10
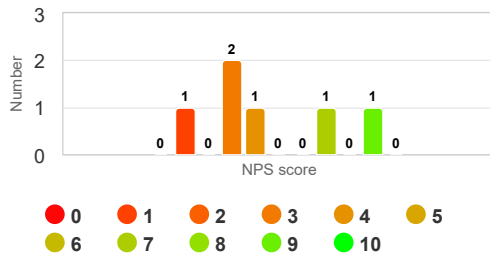
Net Promoter Score (NPS) = -50

Promoters = 1 (16.7%)

Passives = 1 (16.7%)

Detractors = 4 (66.7%)

The Net Promoter Score (NPS) is a metric that measures student experience and predicts the effectiveness of a course. It calculates an NPS score based on a key question using a 0-10 scale, asking how likely students would recommend the course to others. Respondents are grouped into Promoters, Passives, or Detractors based on their score, and the NPS is calculated by subtracting the percentage of Detractors from the percentage of Promoters. The NPS is a core metric for course evaluation programs and is trusted by educational institutions to engage their students and improve their learning experience performance.

Comments

Course supervisor's comments

Some problems have been raised:
A part of the problems mentioned are due to the fact that the course is currently under revision. Additionally, one teacher who was supposed to teach in the course had to be replaced one week before the start. Another problem was that the instructions regarding the assignments were inherited from last year and they were not functional in all details. It meant that the teachers had to adjust the descriptions for the assignments "on the fly" without the time necessary to check everything for consistency. The assignments as such including the criteria of evaluation should be completely revised before next year. All in all, the course is very full with different methods, and it is nearly impossible to really learn all of them for undergraduate students in so short time. It would be better to split the course in at least two method courses each focusing on specific methods (quali vs. quanti OR survey/interview vs. text analysis).
Regarding R: Students are right in that it is a very useful and up-to-date tool for data analysis (and collection, visualization etc.) and that it is very advisable to acquire knowledge with it in the field of media analysis. That said, it is more complicated to learn than older click and point programs like SPSS and it might be too challenging for undergraduate students, especially as there is barely enough class time even for a quick introduction. Also, there a re practical problems with installation, error messages etc. Students were given a lot of resources on Canvas (links to Online-tutorials and books for R) but they must invest quite a lot of their time for self-studying outside class to get started with R so that they are able to use it without supervision. There will be a strategic choice to be made for the teaching staff: Either to continue with R and change the course accordingly (more lab time, less lectures) or to circle back to SPSS which is a bit easier to handle.

We had two seminars with presentations which were both held in a sincere, friendly atmosphere. Some of the feedback given in the supervision sessions was brilliantly taken into account by some students. I will nevertheless talk with all teachers and we will see how we can formulate feedback given in class after the presentations even more constructively. However, students should also realize that learning completely new methods and research logics has a steep learning curve. It involves making mistakes, being told what was wrong in the design, and learning from this for the next paper.
Regarding the dates of the exams: The course goes until mid-January and it is sheer impossible to have all examinations before Christmas, that would also not be in the students' interest.
Regarding inconsistent instructions about the research paper: We will work to avoid it. To be fair, a message clarifying the assignment was sent to all students in due time via Canvas.