

## Course evaluation comments and report 2021

The course is perceived as very positive and the students are generally happy. The course is given very high marks for contribution to "development of a researcher" and for "reaching its goals", each with a 6p average (7 maximum). The course is also given a 6p average for "I am pleased with the course". Students work quite a lot, the majority evenly split between 21-30 hours and 30-40 hours per week.

Among the positive features of the course were frequently mentioned the good discussions and the practical and hands-on exercises that yielded experience with practical research work. Readings are commented as relevant and good, and the students enjoyed the variety in modes of teaching applied in the course (pre-recorded lectures, live lectures, videos, discussions in smaller groups, etc.).

Among the features mentioned as less good were that discussions could have been even more structured, and that it is challenging to discuss when other students have not properly prepared for the sessions. It was also noted that some more time could have been spent on lecturing rather than discussion, and that the course could have covered more aspects of qualitative methods. There was also a note that it was perhaps too much content for the length of the course, it was perceived as quite intense. Some comments about the organizing of the information on Studium, that could be simplified.

### Teacher comments:

Generally, the comments reflect the ambitions of the course to provide both an overview of qualitative methods for those new to the field, and in-depth, and rather hands-on experience working with qualitative methods for those with more prior knowledge. The choice to be interactive and engage the students in discussions and helping to answer their own questions has some drawbacks, but I think in general there is a balance between lecturing and discussion that is beneficial for learning.

We had some extra challenges this year (similar to last year) due to the pandemic and the need to run the entire course online. This restricted, most significantly I believe, the ability to hold informed and engaging discussions around the readings and on the ability of groups to "report back" after having discussions in smaller break-out sessions during seminars. For this reason, such discussions were cut back slightly this year compared to previous courses. On the positive side, though, the coding exercise worked really well in this format, and made presentation and sharing of results between groups actually easier and more clear than in regular class situation. I was also able to use pre-recorded lectures from last year to add to the live sessions, allowing us to spend more time in discussion for the scheduled seminars.

New for this year was a short introduction to research diary writing, included in the introductory session. This was appreciated, but could be enhanced further next year by including an assignment linked to writing. Another featured developed this year was the work with ethical concerns, with a new guest lecturer and an enhanced emphasis on discussing the movie "The Raft". This was well received by the students, some even suggesting even more time to discuss and work with this case. /Linda