



Course evaluation template

Course name: Master's Thesis Course, 15 cr

Semester: spring 2021

Number of registered students: 57

Number of "active" students: 51

Number that participated in the valuation: 21

- 1. Describe the implementation of the course in relation to the content and prerequisites of the course (e.g., level of course, number of teachers, type of learning methods, special pedagogic methods used, presence of students, etc.):**

The course is carried out as individual and independent student research tasks, selected by students and performed under guidance by a supervising teacher. Completed tasks are presented in written form as a Master's thesis, and presented to other students during seminar sessions at the end of the course. Students are introduced to thesis writing and types during the first few course days (attendance is compulsory), but, starting already during the previous semester, support for the selection, definition, and writing of theses is offered (attendance voluntary).

- 2. Describe how learning activities and examining elements ensure that students are given the conditions to achieve the expected learning outcomes:**

During courses preceding the thesis course, different research methods are taught which provides students with tools to carry out their work of choice. The course introduction and the student's exchange with the supervisor guarantee that learning outcomes related to the planning, performance, understanding and critical analysis of research are achieved. Information made available during the course support students' preparation of their seminar as well as of their opposition on another student's work. Feedback provided during seminars (by teachers and listeners) advise students toward the completion of the final thesis version, which is examined together with the student's efforts as presenter and opponent.



3. Describe the analysis from student valuations and teachers experiences with conclusions and possible suggestions for changes:

The student valuation contained one section of pre-select questions, and another with open questions. Pre-select questions mainly concerned how students had opportunity to achieve the learning outcomes, with a couple of questions asking how students experienced equality and opportunity during the course. Answers were given on a 4-grade (2 questions) and a 5-grade (4 questions) scale where the two top grades were almost entirely dominating, the average weighted rates being rate being 3.67 and 3.71 (4-grade) and 4.24 – 4.71 (5-grade). Only in one case has a student indicated that not all students have been given the same opportunity to achieve the learning outcomes.

In the second part of the valuations, students were asked to describe how they felt that preparations before and during the course supported their work, how they rated their interaction with their supervisors, how they experienced the seminar sessions, what they regards as the most useful aspects of the course, and, finally, to suggest improvements for future. All answers indicated satisfaction with preparations and information, although one student was dissatisfied with the “brainstorming” sessions. Interaction with supervisors was universally described as very good to excellent, and “most useful aspect” varied but was for most students the seminars, together with working with the supervisor. The seminars themselves were regarded by all as a very good learning experience although tiresome for some towards the end. The fact that seminars were held online were note by several students as being a negative part of the total experience.

Several students commented that the sessions on academic writing need to come early in the program since it would be valuable during other courses besides the thesis course. Even a separate course on academic writing was suggested. Also, differences between students in the efforts of opposition was noted by some, and extra information on roles and methods in seminar opposition was requested.

It is encouraging to see that there is a positive development in the valuations, compared with previous year(s). In preparation for the course valued here, more detailed – and effective, it seems - information for teachers (supervisors and seminar moderator) was developed. The same was done for the opposition task during the seminars, but here, more work is necessary in order to clarify what is expected from as opponent. A more difficult point is the academic writing sessions – having those early on in the program may have its advantages, but so does having it within the thesis course. It will need to be checked whether it will be practically possible to deliver all sessions already during the autumn semester.