

Course evaluation, fall 2025, PSY9250

Summary of the evaluation

1. Course information: PSY9250, Qualitative methods course, Fall 2025, 1 October

Course coordinator: Sigrun Marie Moss

2. Assessment of the course

The course aims to introduce PhD candidates to the qualitative research process: From understanding the rationale and paradigms; planning the work; carrying out data collection; handling the data; ensuring the quality of the data, and lastly writing up the qualitative work. There are several challenges in doing this, as the group of students often span various disciplines with different takes on methods, but more importantly, the class varies from people familiar with qualitative work, to those completely new to qualitative work. It also varies whether people have fully qualitative projects, whether they have mixed methods projects, or if they have quantitative projects, wanting to learn some basics about qualitative approaches. All are very welcome, but it creates a situation where certain elements will be more and less rewarding for those in class.

3. Student's feedback/4. Overall assessment and further development

Only 23 percent of the class filled out the evaluation form (3 people). Next semester, I will propose to go back to having them fill in a piece of paper in class so that I get feedback from more students. The feedback is mostly positive, but with some specific wishes (e.g. wanting to learn more about ethics for example – which is always the case that people wanted more focus on topics they are struggling with at the moment; and wanting to have more of a schedule for each day – which is difficult, as the class discussions decide how far we get each day).

Two key feedback points that we should incorporate/discuss for next time:

- A) There is a question about the guest lecture and its purpose. We can ground that guest lecture more actively in the overall course, so that the students grasp the need for it more. We can also make time in it for practical engagement with the topic (engaging with theory in the research process).
- B) The second is the balancing between lecture format, and more practical exercises overall in the course. I will discuss with colleagues what topics I can shorten or ship, to make more space for such practical exercises (e.g. coding, analysis etc) (It should be taken into consideration as well, that previous evaluations have called for the opposite: Saying it is a benefit that the course, as it is an introduction course, focuses on going through the different topics – so striking a balance here is crucial)