

Emneevaluering / course evaluation ISV

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Velg kursnivå *

Masterkurs

Bare for Master: velg blokk

Blokk 2

Emnekode / course code *

STV4911

Emnenavn / Course title

Master Thesis - Research Design and Project Management

Semester *

Høst

Course Evaluation Report STV4911 – Master Thesis - Research Design and Project Management
Autumn 2024
Yves Steinebach
16. November 2024

I took over the course from Elin Allen and offered it for the first time this year. Unlike the initial course design, I personally conducted two additional sessions because previous lecturers were unavailable to give their input. Additionally, I revised the examination format. Instead of requiring students to submit two memos that merged into a final exposé, I opted for a three-step process: a first memo (a short presentation of the exposé), a reflection memo (summarizing the feedback received), and the final exposé.

While changing the examination format, I retained the original names (memo 1, memo 2, final exposé). Next year, the names of the assignments should more clearly reflect their respective expectations.

Although the final exposés have not yet been submitted at the time of writing, my overall assessment of the lecture and the submission format is very positive. Throughout the course, students have acquired the key skills needed to successfully conduct their master's thesis, including the development of a research question, the selection of an appropriate theory, and the formulation of a research design. Additionally, students have learned to draft a data management plan that complies with the EU's General Data Protection Regulation (GDPR). This positive sentiment has been echoed by the students who were overall happy with both the lectures and the seminars.

However, there are areas for improvement. Specifically, there needs to be better alignment between the lectures and the individual seminars. I received feedback that having different deadlines for the individual seminar groups caused confusion. Additionally, the seminar leaders varied in how they organized the initial sessions and provided feedback to the students. Next year, I thus plan to implement more central "steering" by setting a unified deadline and providing (even) clearer instructions on structuring the seminar sessions.

Students also expressed some dissatisfaction with some administrative procedures. One issue was that the groups (outside of PECOS) were too diverse, which hindered students' ability to adequately comment on each other's work. To address this, I suggest encouraging students to check the seminar leader's area of expertise in greater detail and self-select into groups accordingly. One venue to do this is at the MA introduction day before the summer. Another concern was the strict attendance policy, which required students to attend all seminars with almost no exemptions. While a broader discussion on this policy is necessary, one immediate fix could be to communicate the presentation weeks early so that students can plan around these events more easily.

Lastly, students were unhappy with having one joint Canvas room, as it caused confusion (e.g., emails being sent to everyone). Moving forward, I recommend the student administration creating (again) separate Canvas rooms to mitigate this problem.

Emneevalueringen bør inneholde:

1. Vurdering av emnet

- Læringsutbytte i emnet
- Undervisningsformer og organisering
- Andre relevante temaer som læringsmiljø, studentenes arbeidsinnsats og eventuelt vurderingsformer

2. Studentens tilbakemelding

- Oppsummering av studentenes viktigste tilbakemeldinger

3. Helhetlig vurdering og videreutvikling

- En samlet vurdering av kvaliteten på emnet
- Justeringer som er foretatt som følge av evalueringen.
- Muligheter for videreutvikling av emnet

The course evaluation should include:

1. Assessment of the course

- Learning outcomes in the course
- Teaching methods and organization
- Other relevant topics such as the learning environment, students' effort and possibly forms of assessment

2. Student's feedback

- Summary of students' most important feedback

3. Overall assessment and further development

- An overall assessment of the quality of the course
- Adjustments made as a result of the evaluation.
- Opportunities for further development of the course