

#83

Emnekode	AORG332
Emnetittel	Forskningsdesign / Reserach design
Semester	Vår 2021
Institutt	Institutt for administrasjon og organisasjonsvitenskap
Emneansvarlig	Martina Vukasovic
Sist evaluert (semester/år)	var ikke evaluert enda

Emnets undervisnings- og vurderingsform

The course consisted of several elements:

1. Six workshops of three hours each. During these workshops the students were solving 1 or 2 tasks in groups. The solutions were reported back on MittUiB and the course responsible provided written feedback for each solution by each group. Before each workshop sessions a preparatory video (10.-25 minutes long) was made available to students.
2. Six seminars within which the students presented and discussed their draft home exams. Each student attended only one seminar. 2-3 staff members were presented to provide feedback.

A flipped classroom was used for the group work sessions in order to align the content of the course better with the learning outcomes and the final assessment method. The main idea was to have students put in practice knowledge gained from previous courses (primarily AORG321 and AORG323) and to work on solving specific research design related tasks. The flipped classroom approach consisted of:

- students' asynchronous work on preparatory material: reading the assigned literature and checking the introductory videos posted on the MittUiB page
- students synchronous work in pre-assigned groups (students were part of the same group for all group work sessions) on 1 or 2 tasks per session. These sessions were organized via Zoom, and breakout rooms were used for group work. Each exercise was introduced to all the students first, then the groups would work separately in the breakout rooms while the lecturer was available for clarifications etc., and there was also quick oral feedback of the solutions immediately after. The tasks were posted as discussion topics on MittUiB, the groups were reporting back their solutions as responses in each discussion topic, and written feedback was posted by the lecturer after the group work session.

In the final exam the students are expected to develop and present a research design on a given research topic. The students were assigned six different research topics that are linked to organization studies and public policy. They were expected to narrow down these research topics into a research problem and present the following research design elements (each element was part of a group exercise, see above):

- formulated research questions, explanation how they link to the research problem and discussion about the types of research questions (descriptive, exploratory, explanatory);
- developed criteria and approach for selecting literature for review and justification for them;
- brief discussion of possible theoretical approaches that may be suitable for the study in question (not more than 500 words);
- whether the study will be qualitative, quantitative or mixed-methods and justification of that choice;
- how will you go about case selection or selection of your sample, why is that particular approach appropriate for your research problem and what implications this has for bias;
- what data will be collected, how it will be analysed, and why is that the appropriate way for the study in question;
- implications the various choices above have for limitations, different types of validity and reliability of the study in question.

Oppfølging fra tidligere evalueringer

This was the first time a joint research design course was organised for all students from both master programmes.

Evalueringemetode(er)

Studentundersøkelse

Sammendrag av studentene sin evaluering

10 out of 32 students who took the course responded to (most of) the survey.

Overall, most of the students who responded found the various elements of the course - the group workshops and the seminars - satisfactory.

Specifically:

- 4 respondents found the group work very good, 3 somewhat good, while 3 found them not good. The respondents have similar views concerning whether the group work and the introductory videos covered the literature well.
- the respondents were somewhat divided concerning whether they would prefer more or less group work - 5 respondents found that the current division was satisfactory, 3 wanted less group work while 2 wanted more. Similarly, when it comes to amount of student focused activities, 4 were satisfied with the amount of student focused activities, 4 wanted less and 2 wanted more of it.
- With regards to feedback given at the seminars and learning outcomes related to that - nine students responded. 7 of them were satisfied while 2 reported that they learned very little.
- 5 respondents felt that the exam assignment was too hard, while 4 of them felt that it was neither hard nor easy.
- 5 of the respondents reported that they have read all the literature (essential and recommended) while 5 respondents reported that they have read part of the recommended literature.
- Overall, 6 students were satisfied with the course (2 very much, 4 to some extent), while the other 3 respondents were divided between neither, a bit dissatisfied and very dissatisfied.
- Because the students were solving the exercises in groups, they were also asked whether they would prefer that the final exam is also a group assignment. Overwhelmingly, with 8 to 1, those who responded stated that they prefer to be assessed individually.
- The students found the MittUiB page for the course either rather informative and clear (6 respondents) or sufficiently informative and clear (4 respondents).

There was also an opportunity to provide more specific views or suggestions in the form of open answers.

One of the suggestions was to reduce the number of group work sessions or to have more traditional lectures. One student also suggested to have more exercises linked to policy analysis in the group work sessions.

The students were also asked to evaluate their own preparedness and participation in the group sessions. The students who responded to this all claimed that they felt themselves well prepared for the group sessions by reading (most of) the assigned literature and watching the introductory videos. One respondent felt uncomfortable to speak in front of the whole group and stated that it was not necessary to report back group solutions to everyone else because people should take responsibility for their own learning.

There was also an open question about which aspects were most helpful for the final exam. Here those who responded mentioned the feedback given to the exercise solutions (this was written feedback within dedicated discussion forums on MittUiB), feedback to the draft home exam as well as the systematic review of each topic.

To the open question about what was good or bad about the course and what should be changed, those who responded highlighted:

- good: well structured, clear information, good teacher.
- not good / should be improved: make the course (including course description), the exercises and the final assessment closer to the master thesis work so that the students could be better prepared to work on their thesis; the group exercise sessions should be more spread out in time to allow for better preparation; there should be more guidance during the group work sessions and that care should be taken to ensure that everyone comes well prepared and there is no free-riding in group exercises; there should be more time between the previous course and its final exam and the beginning of this one so that the students could prepare well; more (physical) lectures instead of (zoom) group work sessions; make it clearer what is important in the final exam; have more freedom to choose the topic for

the final exam between several topics offered.

Emneansvarlig sin evaluering

When it comes to the relationship of AORG332 to the master thesis - it was decided earlier that AORG332 should be more of a self-standing course and that the link to the master thesis should be weakened. However, the emnebeskrivelse still had some formulations that signalled a linkage to the thesis and, also based on communication with students from previous cohorts, some of the students expected that the course will be directly relevant for their master thesis.

Some of the challenges the students mentioned - sessions too close to each other and too close to the previous course - are a consequence of the block teaching implemented in Spring 2021. This will be taken into account when planning the schedule for Spring 2022 (see below).

The division of students into groups was done to a large extent randomly, though one group was composed of mostly MPA students for language reasons. It seems that there was some free-riding in the groups and measures will be taken to minimize this in Spring 2022 (see below).

Based on oral feedback from the students and quick Zoom quizzes after some of the sessions - it seems that the tasks for the group exercises were appropriate with regards to complexity and time given. That said, based on the student survey and the quality of the final exams - it seems that some topics should be given more focus (formulation of research questions and validity).

The allocation of topics for the final exam can be improved. Some students clearly found the task more difficult than others. The suggestion to allow students to choose from a set of given topics will be considered.

When it comes to clarity of expectations concerning the final exam: the instructions concerning the exam were given in several ways:

- one module in MittUiB was dedicated to this and it included a discussion topic where students could ask questions. None did.

- the final group work session also included a part about the exam, expectations etc.

- after the seminars, a video presentation summarizing key challenges identified in the students' drafts as well as offering suggestions for finalizing the drafts into the final exam, was posted on MittUiB.

That said, as can be seen from the comments concerning grade distribution, some aspects of the exam were challenging for most students.

The modular structure of the MittUiB page, comprising introductory material, discussion topics dedicated to specific tasks and Q&A topics seems to have worked rather well.

**Last opp karakterfordeling her
(Du finner den i Inspira, alternativt kan
du ta kontakt med administrativ
kontaktperson)**

[AORG332 V2021 vurderingprotokoll.pdf](#)
[AORG332 V2021 karakterfordelling.xlsx](#)

Evt. kommentar til karakterfordeling

The grade distribution is somewhat worse than usual (a high number of Ds, compared to As and Bs).

The evaluation of the final exams shows that the most students found the following aspects particularly challenging:

- formulating research questions
- using assigned literature to support their methodological choices,
- discussing validity issues specifically linked to the research design they chose
- choosing a feasible research design
- overall coherence of the research design.

Mål for neste evalueringsperiode- Forbedringstiltak

To minimize confusion concerning the main focus of the course and its relationship to the master thesis, the course description was changed in EpN. Care will be taken that a clearer message is given to the students in the information sessions as well.

In cooperation with emneansvarlig for other courses in the 2nd semester, the scheduling of courses and exams in

Spring 2022 will be done so that the students have more time to prepare for the course as such and the sessions with group exercises.

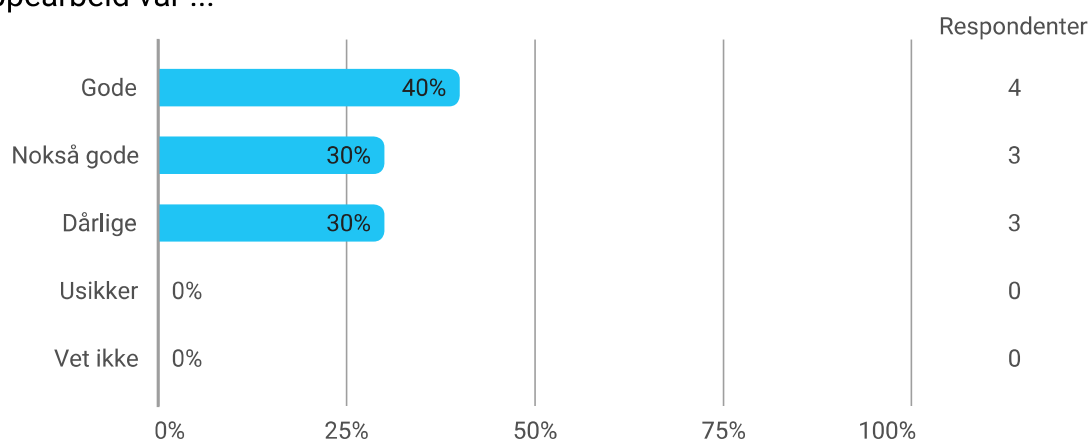
The allocation of students in groups for group work sessions will be done differently. The groups will change for each session and information will be given in advance about responsibilities related to group work and how to address any problems concerning free-riding etc.

The content of the exercises in the group work sessions will be revisited, based on the final exam results, the student evaluations as well as feedback from master thesis supervisors. This will be done in October and November in cooperation with the new emneansvarlig. It is most likely that formulation of research questions, and issues of validity, coherence and feasibility will be given more focus. We will also consider using exams of the previous cohort as examples (provided privacy issues can be addressed) and providing more information about expectations for the final exam and what will be the focus of the assessment.

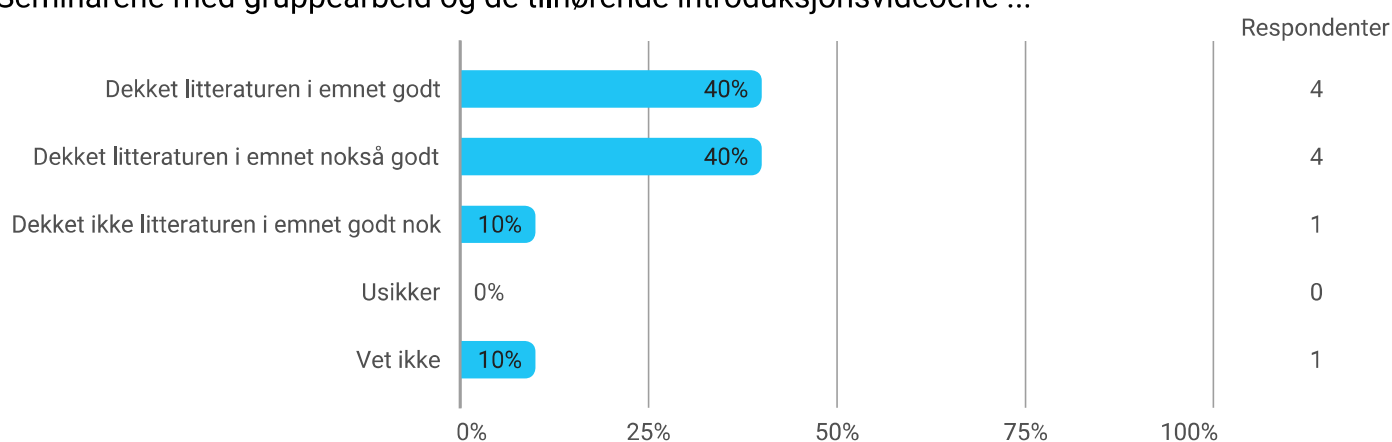
The exam topic and its allocation will be revisited. Students' proposal to have a set of topics within which the students can choose, possibly on a "first come, first served" basis is being considered.

The modular structure of the MittUiB page is likely to be maintained.

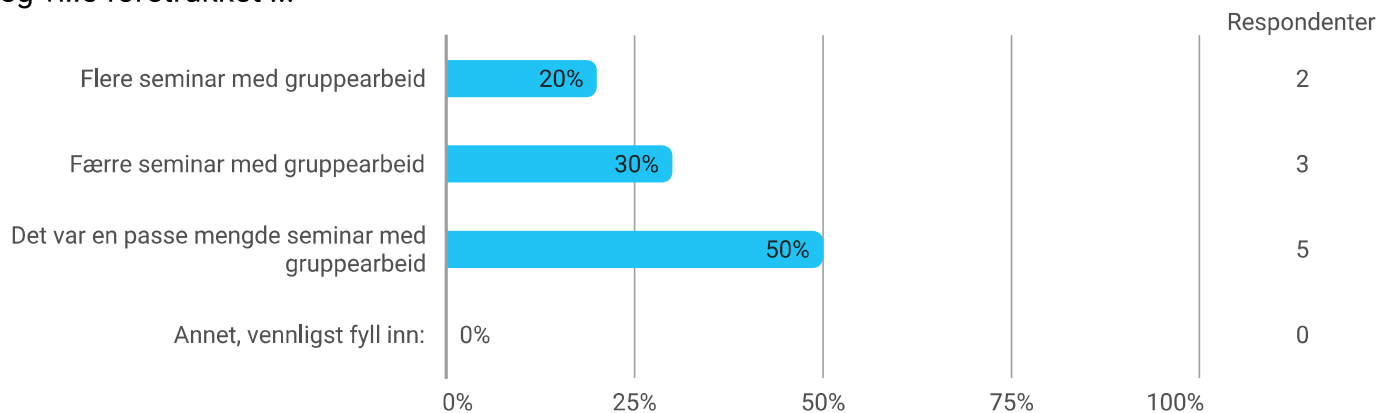
Seminarene med gruppearbeid var ...



Seminarene med gruppearbeid og de tilhørende introduksjonsvideoene ...

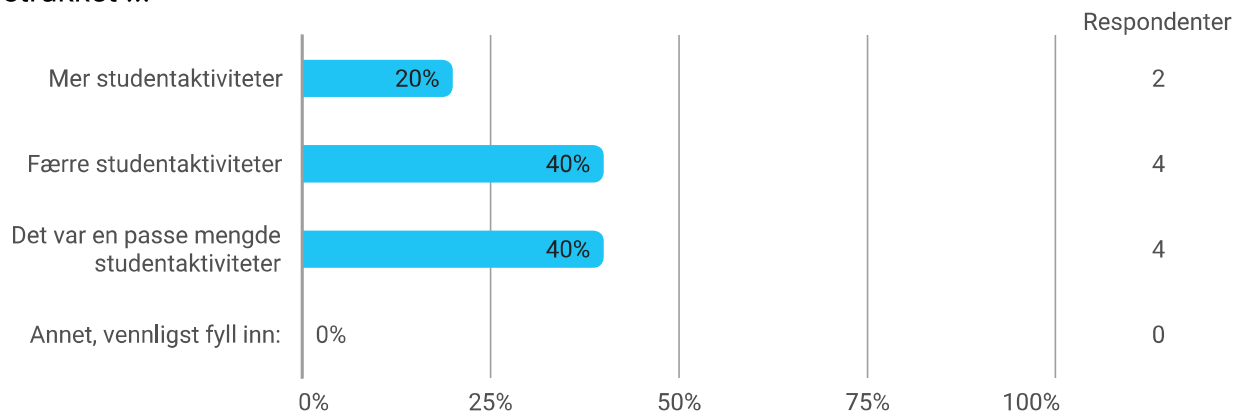


Jeg ville foretrukket ...



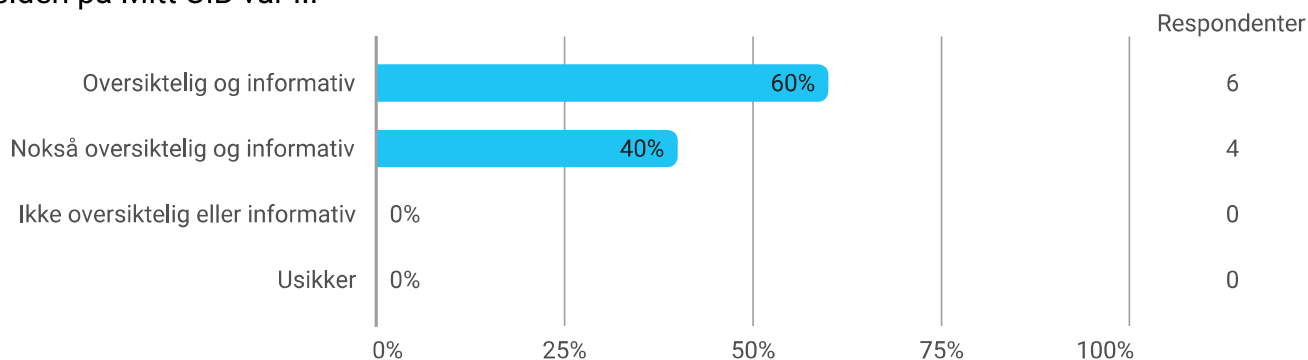
Jeg ville foretrukket ... - Annet, vennligst fyll inn:

Jeg ville foretrukket ...



Jeg ville foretrukket ... - Annet, vennligst fyll inn:

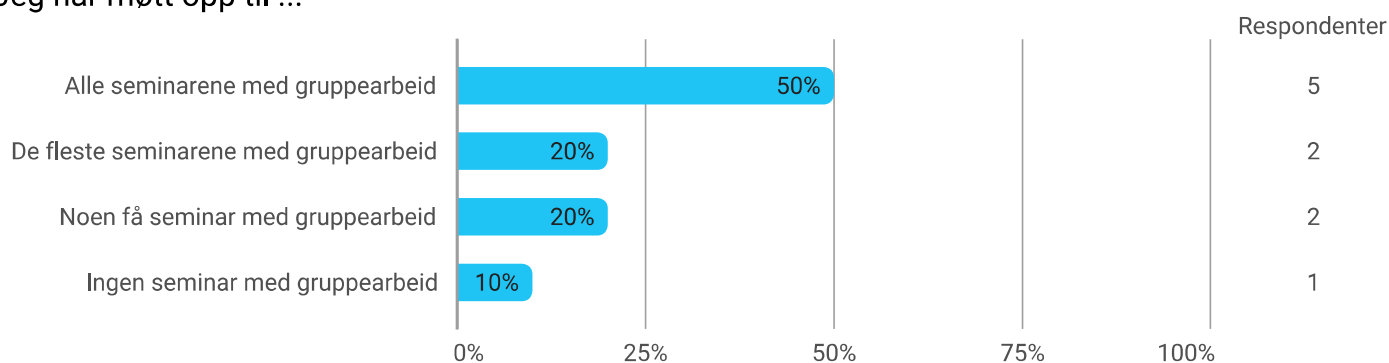
Emnesiden på Mitt UiB var ...



Ville du endret noe ved seminarene med gruppearbeid?

- Fysisk, selvfølgelig, men satser på at det er planen for neste år
- Some policy case analysis in Groups.
- Ville redusert antall seminarer med gruppearbeid.
- Mindre fokus på gruppearbeid, mer til ordinære forelesninger

Jeg har møtt opp til ...



Hvordan vurderer du egen deltakelse på seminarene med gruppearbeid?

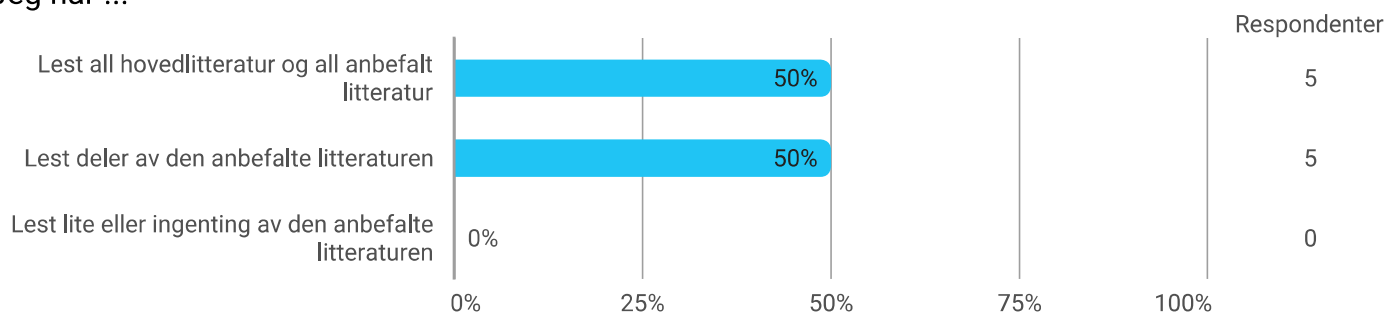
Evaluer i hvilken grad du forberedte deg gjennom å lese den tildelte litteraturen og å se på introduksjonsvideoene, om du aktivt deltok i gruppearbeidet og om du leste gjennom løsningene på de forskjellige oppgavene og tilbakmeldingene som ble gitt.

- Forberedte meg greit, rakk ikke alltid lese i forkant grunnet hyppigheten, men følte ikke at jeg ikke fikk bidratt i gruppa av den grunn.

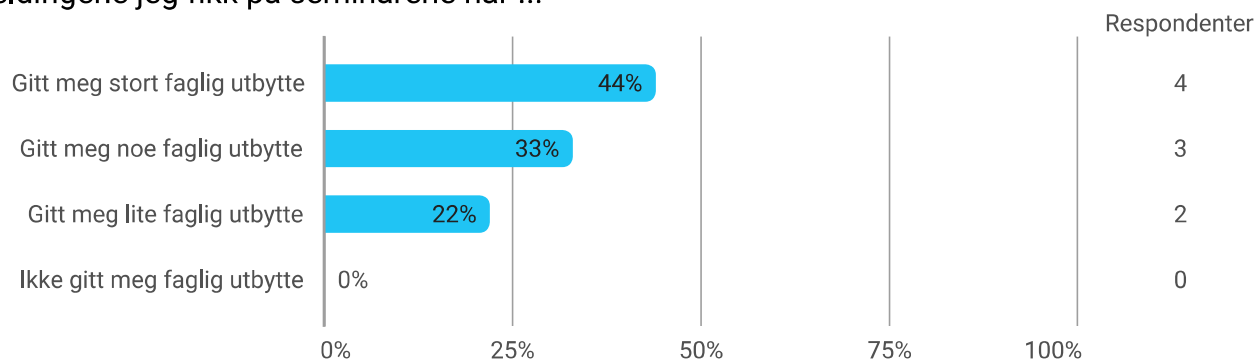
Under bør det være et alternativ som heter "all hovedlitteratur", for leste all hoved- og noe anbefalt

- could have been more participation
- Jeg synes at den var bra. Det hadde selvfølgelig vært enklere å ta ordet oftere ved fysiske seminar, men etter forholdene gikk det veldig fint.
- Til de seminarene jeg deltok møtte jeg forberedt. Leste gjennom alt av tildelt litteratur, så introduksjonsvideoen og deltok aktivt i gruppearbeidet.
- Jeg så video og leste alt av pensumlitteratur. Men det å tvinge oss til å presentere våre "funn" for klassen synes jeg er unødvendig på et universitet. Man bør ta ansvar for egen læring og jeg er ikke komfortabel med å snakke foran klassen

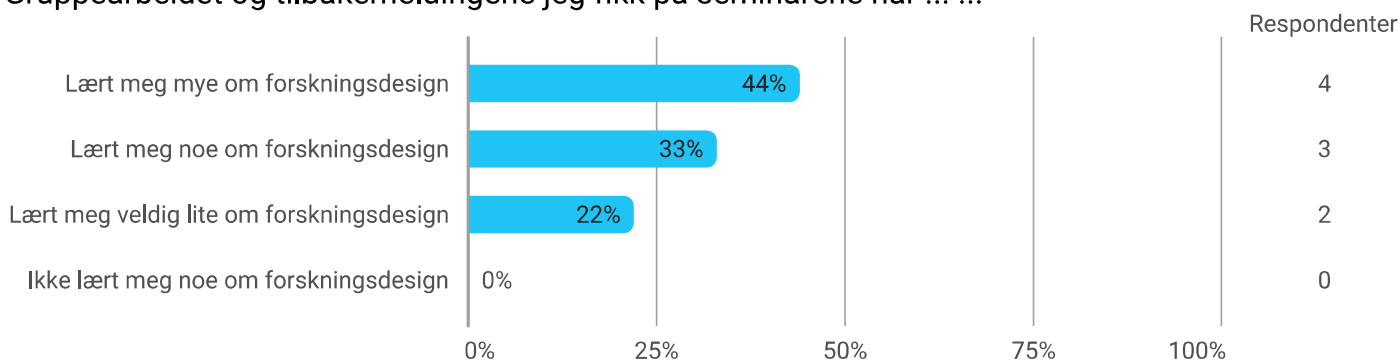
Jeg har ...



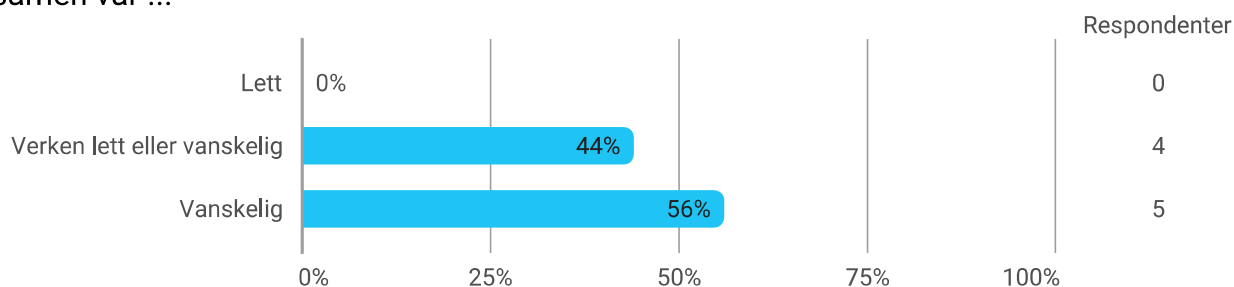
Tilbakemeldingene jeg fikk på seminarene har ...



Gruppearbeidet og tilbakemeldingene jeg fikk på seminarene har ...



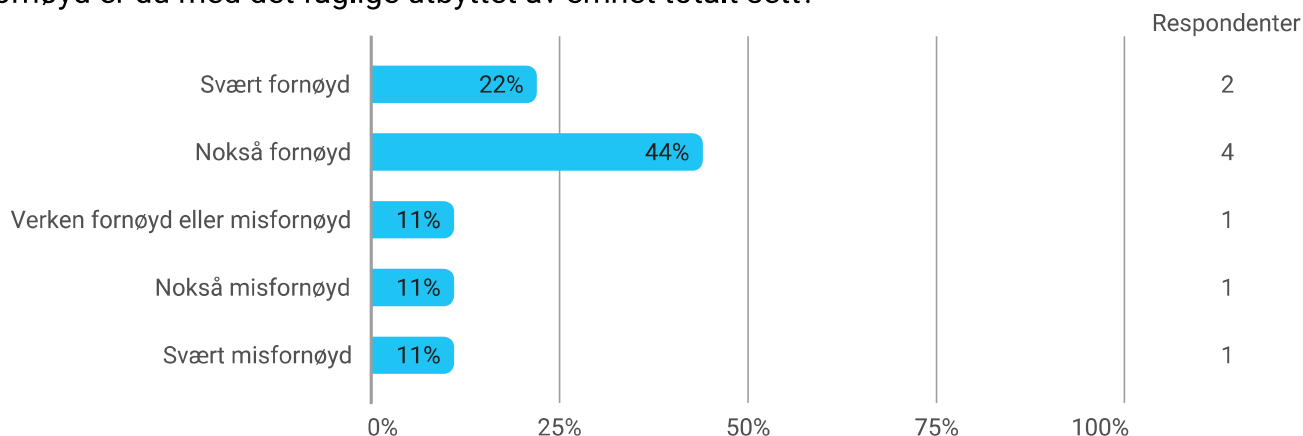
Hjemmeeksamen var ...



Hvilke aspekter ved kurset hjalp deg mest på hjemmeeksamen?

- Hele sammensetningen var behjelpelig, men det å gå tilbake i diskusjonsforumet og se tilbakemeldinger på ulike scenarier var hjelpsomt
- Jeg synes det var tilbakemeldingene fra seminarene som hjalp mest på eksamen.
- Kun tilbakemelding fra emneansvarlig på eksamensutkastet mitt.
- Tilbakemeldinger fra alle professorene var veldig nyttig
- Den systematiske gjennomgangen av tema for tema

Hvor fornøyd er du med det faglige utbyttet av emnet totalt sett?



Hva synes du var bra og dårlig med emnet, og har du råd du vil gi til faglærere og instituttet?

- Forstår at temaet for hjemmeeksamen ikke kan være helt likt masteroppgaven, men det bør være litt mer valgfrihet for å sikre relevans til masteroppgaven senere. Egentlig det eneste "dårlige", resten var fint.

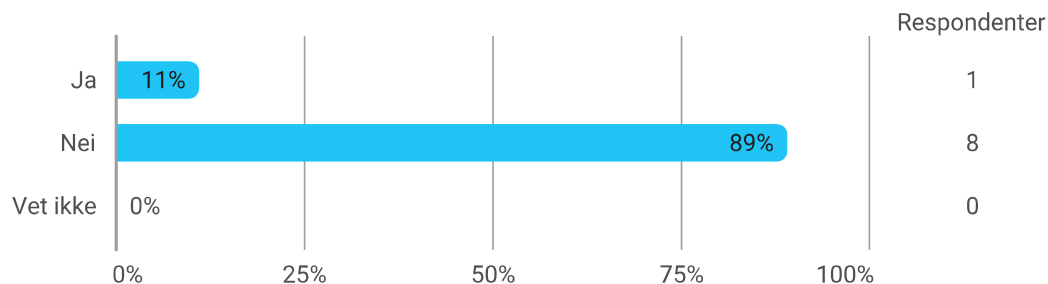
- Veldig god oversikt. Ryddig oppsett. Informativt. Et av de bedre kursene jeg har tatt. Mye pga god faglærer.
- Helt grei gjennomgang av de forskjellige aspektene ved et forskningsdesign.

Syns det er svært synd at emnet er endret fra forrige modell. Dette har heller ikke kommet i stor nok grad frem før kursstart og samsvarer også dårlig med emnebeskrivelsen på UiB.no (mulig denne har blitt endret i ettertid).

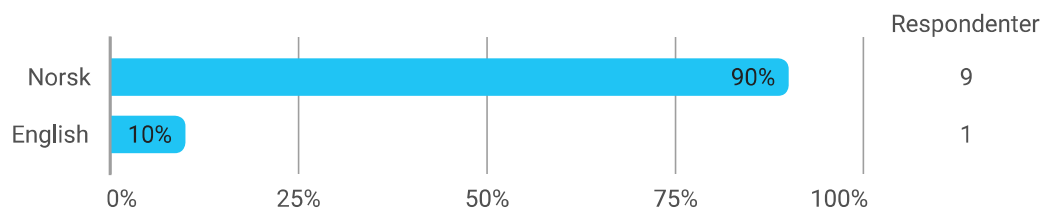
Jeg sitter igjen med følelsen av et relativt dårlig faglig utbytte, til dels fordi jeg på forhånd hadde forventet at dette emnet var mer rettet mot selve masteroppgaven, noe som jeg personlig hadde funnet mye mer hensiktsmessig. Jeg har en viss forståelse for begrunnelsen om at man i arbeidslivet får oppgaver som ikke alltid er blant ens favoritter og at dette er en trening i andre metoder o.l., men ser likevel på det som et stort handikap å ikke ha fått utarbeidet et skikkelig forskningsdesign for den kommende masteroppgaven.

- Jeg synes det var et veldig ryddig og ordentlig opplegg. Det eneste var timene med gruppene var litt for raskt etterhverandre. Det var vanskelig å få med seg alle seminarene siden alle var på en uke. Det kom også litt fort etter den første eksamen så det var vanskelig å lese til research design før den begynte.
- Jeg synes vi i altfor stor grad var overlatt til oss selv med gruppeseminarer, i grupper der ikke alle møtte forberedt og der jeg vurderer kvaliteten på samarbeidet og det faglige utbyttet som særdeles lavt. Jeg ville foretrukket mer tradisjonell undervisning med faktiske forelesninger fremfor disse gruppeseminarene.
- Bra: at vi fikk jobbe med tema som ikke var vår egen masteroppgave. Dårlig: skulle ønsket mer ordinære forelesninger og mye mindre gruppearbeid. Det fungerer dårlig - spesielt over Zoom
- Litt forvirrende om hva som skulle/ikke skulle vektlegges under eksamen

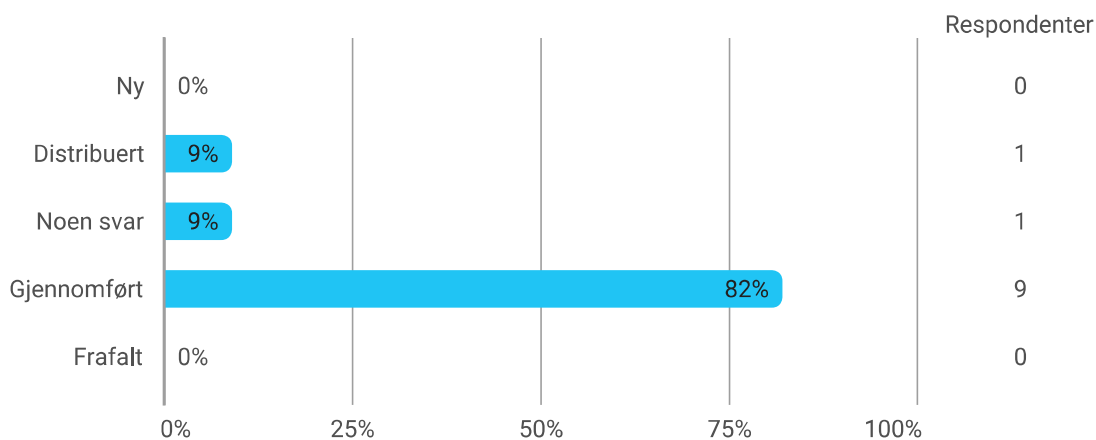
Hadde du foretrukket å ha eksamen som en gruppeoppgave sammen med noen få studenter på kurset?



Språk



Samlet status



**FS580.001 Resultatfordeling**

Eksamen: AORG332 0 O 2021 VÅR

Forskningsdesign - Innlevering av paper

Karakterregel: A-F

10,0sp

	Totalt	Kvinner	Menn
Antall kandidater (oppmeldt):	31	18	13
Antall møtt til eksamen:	30	18	12
Antall bestått (B):	29	18	11
Antall stryk (S):	1 3%	0 0%	1 8%
Antall avbrutt (A):	0	0	0
Gjennomsnittskarakter:	C	C	C
Antall med legeattest (L):	0	0	0
Antall trekk før eksamen (T):	0	0	0

Karakter	Antall	Kvinner	Menn
E	0	0	0
D	7	5	2
C	17	9	8
B	4	3	1
A	1	1	0

