**ODO-FORSK/06 – Spring 2025**
**Research Methods and Tools, Evaluation Report**
**Kamal Mustafa**

1. Assessment of the Implementation of Teaching

The course was delivered as scheduled, with all planned lectures and supervision sessions conducted by qualified instructors and supervisors. The course content was covered in full, and teaching materials were prepared in advance and made accessible to students in a timely manner. Lecturers and supervisors were well-received by students, who appreciated their competence and preparation.

2. Assessment of the Framework Conditions

The framework conditions of the course are generally adequate, though there are some areas for improvement. The course is currently scheduled during evening hours (after 4 PM), which poses challenges for some students. While changing the overall course timing may not be feasible due to logistical constraints, adjustments to the structure of lecture sessions may alleviate some of the burden.

According to the comments by the students, the course has a demanding workload and an extensive syllabus, both of which were noted by the students and are considered in our improvement strategy.

3. Comments on Student Evaluation

Student participation in the evaluation survey was moderate, with 50% of the cohort responding. The feedback reflects a diverse set of experiences and opinions:

- Outcomes Benefits: 36% of respondents found the course outcomes beneficial. However, 45% were unsure of the benefit, which suggests a need for clearer alignment between course outcomes and student expectations.

- Workload and Demands: Over half of respondents indicated that the workload is high, and 64% found the course demanding. This indicates a need to reassess the scope and the syllabus.

- Teaching Quality: Students expressed satisfaction with both lecturers and supervisors. Lectures were described as well-prepared, and instructors were praised for their support.

- Scheduling: A significant portion of the feedback indicated a preference for holding the course during working hours. While this may not be easily adjusted, students suggested shortening evening lectures from **3** hours to **2** hours.

- Assessment Method: Students expressed a preference for presentations over MCQ exams, indicating a desire for more applied assessment formats.

- Exam Preparation: Some students requested more time between the final lecture and the exam to better prepare and consolidate their learning.

## Measures to improve the course

Based on both my own assessment and student feedback, the following measures are proposed to enhance the course:

1. While maintaining the current time slot, consider reducing evening lecture duration from 3 hours to 2 hours to improve concentration and reduce fatigue.

2. Review and streamline the syllabus, potentially reducing the volume of content to better match available time and workload capacity.

3. Explore the feasibility of replacing or supplementing the current MCQ exam with student presentations or reflective assignments, in line with feedback and pedagogical goals.

4. Ensure that the course schedule provides a buffer period between the final lecture and the exam to allow students sufficient preparation time.

5. Encourage Higher Survey Participation: Implement strategies to increase student participation in course evaluations, such as providing reminders or explaining how feedback leads to course improvements.

In summary:

The course continues to meet its educational objectives with satisfactory implementation and high-quality instruction. However, the feedback from students has highlighted areas where adjustments can be made to improve the learning experience and reduce pressure. The proposed measures will be reviewed and, where feasible, implemented in the next course.


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