Edu 4251 (Qualitative part)

Students' feedback

Based on the feedback collected by the class representative, the students generally enjoyed the course, especially the group work (e.g., leading a discussion of the required readings on a certain theme and designing a qualitative research project). They also felt that the group work linked well with the readings. But they also said it was challenging to do the group work because everyone had been on vacation. It was difficult for some students to get back from the vacation. They wondered whether there is a way to start the course one week later**.**

Some would prefer to be assigned readings based on their individual interests.

Some would also like to work in more varied groups to get to interact with different people each time.

Some would like to have the professor's powerpoints uploaded onto the Fronter.

Responses and conclusions

Whether we can start the semester later is an issue that should be passed on to the program leader and the other staff as well. My impression is that starting the course later will affect all the courses in the program. Besides, it is the student's duty to get back to school in time from vacation except in extreme cases.

It is usually no problem for me to vary the group members for group tasks. However, it depends on the task at hand. Sometimes it is better to work with the same people, other times the other way round. Moreover, the students may not agree with each other about this either (On another occasion, some in the same class said that they wished to stay in the same group all the time).

With regard to some students' preference to be assigned only readings in line with their individual interests, I do not agree with the students in this case. One needs to learn about all the major methods in qualitative research. I therefore have required each of the students to read all the required readings and have randomly assigned the thematic readings to the groups. I believe that this will 'push' them to read more extensively so as to get a more comprehensive understanding of the different methods.

Concerning uploading powerpoints onto the Fronter, I have explained to them that I do not feel comfortable to 'publish' my lectures in that way. The students are supposed to do extensive

reading on the topics covered in the course rather than relying on the lecture powerpoints. Moreover, they were given printouts of the powerpoints in class, which should be sufficient.