

# Evaluation AORG321 – English course Fall 2014

## STUDENTMAS

Semester	N	Of those registered	Women	Men	Average Age	Years Of Studies	Background(exchange student or MPA)
Fall 2014	17	80%	53%	47%	31	4-5 (64%)	Exchange 29% MPA 71 %

## Benefits of the course

Average, (1 = low, 2 = fairly low, 3 = either / or , 4= fairly large 5= large)

Semester	Benefits of the lectures	Benefits of the Curriculum	Benefits of essay	Benefits of comments from lecturers (essay)	Benefits of comments from fellow students	Benefits of giving comments to fellow students
Fall 2014	4,06	4,41	4,35	4,29	3,53	3,82

## Assessment of the course

Average, (1 = low, 2 = fairly low, 3 = either / or , 4= fairly large 5= large)

Semester	General Satisfaction	Satisfied with practical information	Satisfied with essay seminars
Fall 2014	4,29	3,88	4,24

## Students own participation

Median – the most chosen option

Semester	Attended lectures	How much of the curriculum was read
Fall 2014	12-14 (100%)	500-750(58%)

## How students prioritize the course:

64 % of the students divided their time equally between the courses. 36% prioritized AORG321 on the expense of other courses.

# Qualitative feedbacks

## About the essay seminars and the lectures:

- it is good if we could have more lectures, based on the reading materials, more discussions about qualitative research and quantitative research
- I am very satisfied with essay seminar rather than from lectures.
- They were very important in understanding the key concepts of the course.
- they were very insightful. they were oriented to check not only theory but also the practical side of research and see what researchers have done and applied research methods knowledge.
- There are good.
- It could be more satisfactory if the no. of classes and review of the classes are more than that of present time.  
Yet it is fantastic in terms of study materials and lecturers we have.
- more time should be given to presenters in seminars
- The course is very practical oriented. I can not imagine a better organization and the way it is being handled more than this one. Essay seminars are followed up by very insightful comments from instructor as well
- It is better to make more interactive allocating particular role for all throughout session.
- promotes self learning

## About the benefits of the course:

- Seminar work designed for MPA student is quite nice and very fruitful for upcoming research.
- It would be better to keep students separately as per their requirements.
- Methodology literature incorporated in the curriculum are up to date and prominent in the field today world wide. I recognized that when reading various papers in the internet and they cite these books (I never used them before)

## About priorities: (Why did you prioritize the course/ Why did you not prioritize this course?) :

- because it helped me to develop my research proposal firmly, and I found interested on work on my research proposal than the other
- I made this course a priority because I will continue to study it in future the assignment given to us which contribute a big percentage towards the final mark also encouraged me to give it priority
- They both have equal significance for full time MPA students.
- Due to the course requirements
- First because I will continue to meet the same concepts throughout my study. Understanding it on the on set will make it easier for me to follow the course literature all throughout my study. I made this course a priority because understanding the primary concepts of the course on the on set, will help me in future as I work on my research proposal and my masters thesis.

- One is methodology and other is organization, i.e., theoretical course.  
For the next semester i need to develop research proposal for what linking of the two courses is inevitable.  
So, i give equal importance on both the courses.
- This course is the core of the program
- The course is the very important in training f how research is done. Yet, one needs those other specilised course to be able to find a focus of research and specialization. So I give both equal weight and attention.
- i Thought that both courses I took at a time are equally important, one the theory and the other the methodology.

**Challenges with the curriculum (Was there articles/books in the curriculum which was hard to understand? Which ones? ) :**

- **NO**
- King et al, Designing social inquiry and Sociological practice: by Layder
- None of the articles was that hard to comprehend. However, reading it twice or thrice was necessary.
- **NO**
- case study research design and methodology by Robert K Y and Creswell Research design qualitative, quantitative and mixed methods approach
- fukuyama's article on the march of equality
- Of coursesome articles are difficult to read. such as Elster 2007 Explanations and Mechanisms, Adcock and Collier 2001 Measurement validity, C. Ragin What is a case? These artcles need some clarifications from instructors to help students grasp the concepts
- **NO**
- the articles have been fairly easy to understand
- king et al concepts and conceptual analysis. descriptions and observations. debates regarding conceptual meanings and the use of contested concepts in the social science
- Olsen's, Institutional Design in Democratic Context
- Designing Social inquiry; Scientific inference in Qualitative research \_\_ Gary King et al 1994
- 1. C. Ragin (1992) "What is a case"
- 2. J. Elster (2007) Explanations and mechanisms  
But the articles are very important, only that they are difficult to understand and I think the lecturers should try to help students understand these papers' ideas.
- Adcock and Collier article about Measurement Validity. that was a bit confusing.
- many but could not really mention

**Comments about the curriculum, is there something missing:**

- I found component of SAMPLE DESIGN lacking in preferred books and articles.
- **NO**
- No. the course was elaborate enough
- Some more lectures
- **NO**
- Yes

- HOPE «NO»
- NO