

Evaluation of the PhD course UV9120 – Design Based Research and Case Studies. Fall 2022.

The PhD group consisted of 14 students, with approximately 50% internal students from UV and the other 50% from various institutions across Norway and Scandinavia. Additionally, there was a waiting list of approximately seven students, indicating the course's importance in education at a national level. The Faculty of Educational Sciences has a proven track record of conducting high-quality design-based research and case studies over the last 25 years, and the professors involved in the course continue to engage in DBR/case studies in their current research.

The course evaluation was based on a conversation during the last part of the course, and students were asked to provide feedback while uploading their course paper. This evaluation approach provided valuable insight for improvement, especially in a course with few participants. In previous courses, the two-day model was used, which was successful, but the course leaders wanted to try a new approach by distributing the two teaching days with a week in between. This method allowed for increased involvement of PhD students in reading, presentations, and work with a design task, which helped anchor the course literature to the students' research projects.

Overall, the feedback from students on the PhD course “UV9120 – Design Based Research and Case Studies” (Fall 2022) was positive. Many students found the course inspiring and stimulating in their PhD projects and appreciated the opportunities for active participation. They were able to try out arguments about the literature and connect it to their own research projects.

The course leaders, Professor Furberg, Rasmussen, and Ludvigsen, all agree that distributing the course over a longer period has advantages, and the course worked well. However, it was noted that the literature could be updated with the newest conceptual and empirical contributions for future iterations of the course.

In summary, this course is an important part of the PhD program, combining elements of research design, theory, instructional design, and analysis of data. It focuses on the lifecycle of a research study as the unit of analysis that provide students with valuable new insights. To improve the course further, the feedback suggests that more specific details about what students found inspiring and stimulating could be included, as well as more guidance on data analysis, and potential adjustments to the course structure should be explored. By making some adjustments, the course could become even more valuable for future students.