



---

## Report - AF2023 - 2021-02-17

---

Respondents: 1  
Answer Count: 1  
Answer Frequency: 100.00%

---

Please note that there is only one respondent to this form: the person that performs the course analysis.

**Course analysis carried out by (name, e-mail):**

Johan Silfwerbrand, jsilfwer@kth.se

---

**DESCRIPTION OF THE COURSE EVALUATION PROCESS**

Describe the course evaluation process. Describe how all students have been given the possibility to give their opinions on the course. Describe how aspects regarding gender, and disabled students are investigated.

Möte med studentrepresentanter en gång under pågående kurs (period 2, 2020).

Kursenkät genomförd.

Möte med lärare och studenter efter avslutad kurs (15/2 2021).

---

**DESCRIPTION OF MEETINGS WITH STUDENTS**

Describe which meetings that has been arranged with students during the course and after its completion. (The outcomes of these meetings should be reported under 7, below.)

Se ovan och bilaga.

---

**COURSE DESIGN**

Briefly describe the course design (learning activities, examinations) and any changes that have been implemented since the last course offering.

Se kurs-pm.

Stora förändringar pga pandemin.

Kursdelen om TaMos genomfördes med hjälp av videoinspelade föreläsningar.

Kursdelen om Risk & säkerhet genomfördes på Zoom.

Övningar och seminarier på Zoom.

Tentamen på Canvas.

---

**THE STUDENTS' WORKLOAD**

Does the students' workload correspond to the expected level (40 hours/1.5 credits)? If there is a significant deviation from the expected, what can be the reason?

Av enkätsvaren att döma låg en medelstudent ned 20 timmar per vecka på denna kurs. Eftersom två 7,5p-kurser löpte parallellt är detta en normal takt.

---

**THE STUDENTS' RESULTS**

How well have the students succeeded on the course? If there are significant differences compared to previous course offerings, what can be the reason?

Se bilaga.

---



#### **STUDENTS' ANSWERS TO OPEN QUESTIONS**

**What does students say in response to the open questions?**

---

Se kursenkäten & bilaga.

#### **SUMMARY OF STUDENTS' OPINIONS**

**Summarize the outcome of the questionnaire, as well as opinions emerging at meetings with students.**

---

I stort var studenterna nöjda, se kursenkät & bilaga.

#### **OVERALL IMPRESSION**

**Summarize the teachers' overall impressions of the course offering in relation to students' results and their evaluation of the course, as well as in relation to the changes implemented since last course offering.**

---

Se ovan.

#### **ANALYSIS**

**Is it possible to identify stronger and weaker areas in the learning environment based on the information you have gathered during the evaluation and analysis process? What can the reason for these be? Are there significant difference in experience between:**

- students identifying as female and male?
  - international and national students?
  - students with or without disabilities?
- 

Se bilaga.

#### **PRIORITIZED COURSE DEVELOPMENT**

**What aspects of the course should be developed primarily? How can these aspects be developed in short and long term?**

---

Bättre ordning på kursens Canvas-sida.

Fler övningsuppgifter.

Fler förklaringar & förtydliganden av ibland svår engelskspråkig text på TaMoS-delen.

---

AF 2023 – Läsåret 2020/21 – Kursutvärderingsmöte

Dag: 15 feb. 2021  
Klockslag: 16.00  
Plats: Zoom

Deltagare:  
David Jarn Melander  
Fredrik Johansson  
Johan Berg  
Johan Silfwerbrand  
Johan Spross  
Martin Rissler  
Siri Nöjd  
Till Grüne-Yanoff

Mötet utgick från enkäten. 18 studenter av 70 hade besvarat den (26 %). Nedan sammanfattas diskussion och kommentarer i punktform.

- Överlag ganska positivt respons från dem som besvarat enkäten. Bättre än tidigare år.
- Uppdelningen av tentamen i två delar som gavs vid två olika tidpunkter var bra.
- Hög kvalitet på videorna inom TaMoS-delen. Kombinationen med videor, PowerPoint-bilder och kompendiet ger många möjligheter till inläring vilket uppskattas.
- Ge gärna åtminstone första föreläsning live så att studenterna får ett ansikte på föreläsaren.
- Seminarierna var väldigt uppskattade. Kunde seminarierna förlängas något vore det bra – då skulle studenterna få mer tid att ställa frågor.
- En gammal tanke om att byta exemplen för seminariediskussionerna mot mer bygginriktade sådana diskuterades. Fördelen vore naturligtvis större anknytning till studenternas kunskap och inriktning, men det kan även finnas nackdelar. En sådan är risken för att diskussionen kan tröttna mot teknik i stället för kring vetenskaplig metod och teori. Kanske kunde en dubbling av seminarieledarna med en från Filosofi och en från Bygghälsövetenskap vara en lösning.
- Engelskan i TaMoS-delen uppfattas av många som svår och då tänker man inte enbart på begrepp utan även de ordförråd som används för att förklara dessa begrepp. Idéer som översättningar av begrepp till svenska, svenska fotnoter på PowerPointbilder samt svenskspråkiga kompendier vid sidan av de engelskspråkiga har alla olika nackdelar.
- Quizz-frågorna på TaMoS-delen ledde i början av kursen till vissa problem, men dessa löstes under kursens gång.
- Genomgången av förslag till examensarbeten gjordes redan i september detta läsår. Den nyheten var bra och så bör vi fortsätta även om många ändå väntar med att bestämma tema för essän.
- Formatet för essän med en introduktion till examensarbetet är mycket bra.
- Redovisningen av essän bör efter pandemin återgå till att ske i fysiska rum. Nu var det litet rörigt på några av Zoom-seminarierna.
- Övningsuppgifterna på Risk & säkerhet är från detta läsår ej obligatoriska. Deltagandet på övningarna var tämligen lågt vilket kan bero på dels pandemin, dels att några av uppgifterna inte är tillräckligt svåra. Utöka antalet övningsuppgifter till nästa läsår genom att t.ex. lägga till några äldre tentamensuppgifter.
- På föreläsningarna inom Risk & säkerhet förekommer en del överlappning. Repetition kan i och för sig vara bra, men se ändå över detta.
- Canvas-sidan är rörig. Ta bort onödigt material! Slå ihop filer så att alla lösningar i t.ex. en tentamen finns i en och samma fil.

Vid penna & dator

Johan Silfwerbrand

PS. Data om examinationen. Av läsårets studenter deltog 60 stycken i TENA. Av dem fick 54 godkänt betyg (90 %), medan 3 fick FX (5 %) och 3 fick F (5 %). Motsvarande siffror för TENB: 53, 37 (70 %), 3 (6 %), 13 (25 %). DS.



## **AF2023 - 2021-01-09**

---

---

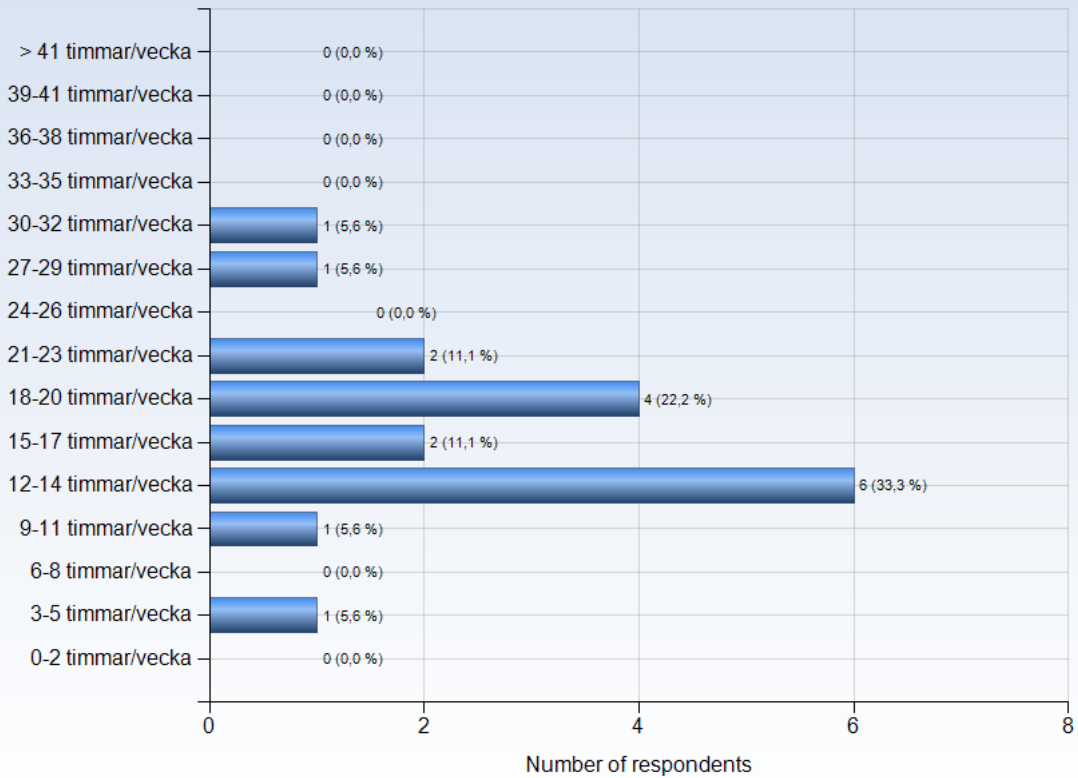
Antal respondenter: 70  
Antal svar: 18  
Svarsfrekvens: 25,71 %

---

---

## ESTIMATED WORKLOAD

On average, how many hours/week did you work with the course (including scheduled hours)?



### Comments

Comments (I worked: 9-11 timmar/vecka)

Mostly viewing and making notes from the lectures

Comments (I worked: 12-14 timmar/vecka)

I put more hours on the tamos part because it was more "newer" things than usually.

Comments (I worked: 15-17 timmar/vecka)

I think it was good to have a schedule to follow for the TaMoS part

Comments (I worked: 18-20 timmar/vecka)

Med tanke på att jag parallellt gick avancerad brokonstruktion (AF2203) samt stålkonstruktioner (AF2130) tycker jag det fungerade hyfsat bra. Att schemalägga video-lektionerna med tillhörande quiz som två timmar är en extrem underdrift då det ofta tog minst den dubbla tiden, så detta var väldigt missvisande och blev således ett störningsmoment i schemat. Tycker i övrigt att tiden kursen tog upp var fullt rimlig.

Comments (I worked: 27-29 timmar/vecka)

I have found too many assignments for this course.



## LEARNING EXPERIENCE

---

---

The polar diagrams below show the average response to the LEQ statements for different groups of respondents (only valid responses are included). The scale that is used in the diagrams is defined by:

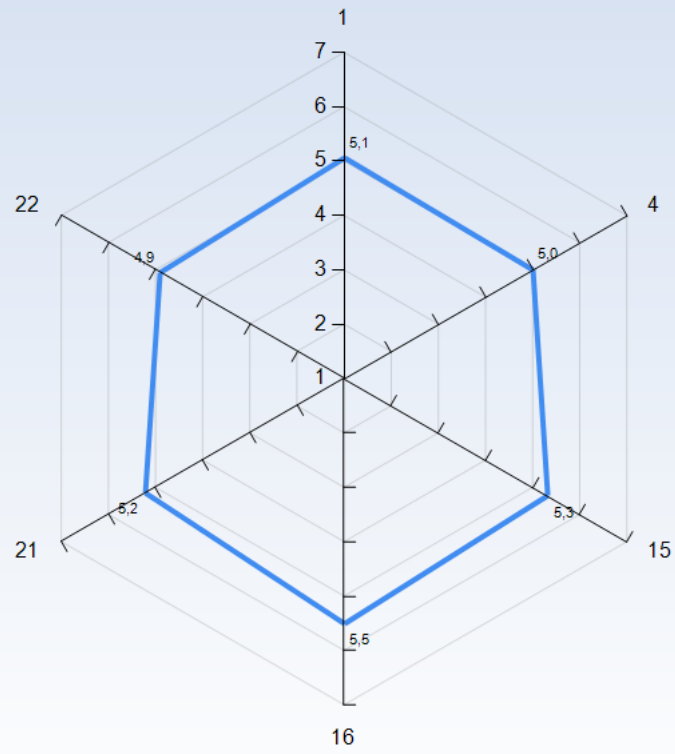
1 = No, I strongly disagree with the statement

4 = I am neutral to the statement

7 = Yes, I strongly agree with the statement

**Note! A group has to include at least 3 respondents in order to appear in a diagram.**

### Average response to LEQ statements - all respondents



— Medelvärde





## **KTH Learning Experience Questionnaire v3.1.4**

### **Meaningfulness - emotional level**

#### *Stimulating tasks*

1. I worked with interesting issues (a)

#### *Exploration and own experience*

2. I explored parts of the subject on my own (a)

3. I was able to learn by trying out my own ideas (b)

#### *Challenge*

4. The course was challenging in a stimulating way (c)

#### *Belonging*

5. I felt togetherness with others on the course (d)

6. The atmosphere on the course was open and inclusive (d)

### **Comprehensibility - cognitive level**

#### *Clear goals and organization*

7. The intended learning outcomes helped me to understand what I was expected to achieve (e)

8. The course was organized in a way that supported my learning (e)

#### *Understanding of subject matter*

9. I understood what the teachers were talking about (f)

10. I was able to learn from concrete examples that I could relate to (g)

11. Understanding of key concepts had high priority (h)



### *Constructive alignment*

- 12. The course activities helped me to achieve the intended learning outcomes efficiently (i)
- 13. I understood what I was expected to learn in order to obtain a certain grade (i)

### *Feedback and security*

- 14. I received regular feedback that helped me to see my progress (j)
- 15. I could practice and receive feedback without being graded (j)
- 16. The assessment on the course was fair and honest (k)

## **Manageability - instrumental level**

### *Sufficient background knowledge*

- 17. My background knowledge was sufficient to follow the course (f)

### *Time to reflect*

- 18. I regularly spent time to reflect on what I learned (l)

### *Variation and participation*

- 19. The course activities enabled me to learn in different ways (m)
- 20. I had opportunities to influence the course activities (m)

### *Collaboration*

- 21. I was able to learn by collaborating and discussing with others (n)

### *Support*

- 22. I was able to get support if I needed it (c)



## **Learning factors from the literature that LEQ intends to examine**

We tend to learn most effectively (in ways that make a sustained, substantial, and positive influence on the way we think, reflect, act or feel) when:

- a) We are trying to answer questions, solve problems or acquire skills that we find interesting, exciting or important
- b) We are able to speculate, test ideas (intellectually or practically) and learn from experience, even before we know much about the subject
- c) We are able to do so in a challenging and at the same time supportive environment
- d) We feel that we are part of a community and believe that other people have confidence in our ability to learn
- e) We understand the meaning of the intended learning outcomes, how the environment is organized, and what is expected of us
- f) We have adequate prior knowledge to deal with the current learning situation
- g) We are able to learn inductively by moving from concrete examples and experiences to general principles, rather than the reverse
- h) We are challenged to develop a true understanding of key concepts and gradually create a coherent whole from the content
- i) We believe that the work we are expected to do will help us to achieve the intended learning outcomes
- j) We are able to try, fail, and receive feedback before, and separate from, each summative assessment of our efforts
- k) We believe that our work will be considered in an honest and fair way
- l) We have sufficient time for learning and devote the time needed to do so



m) We believe that we have control over our own learning, and not that we are being manipulated

n) We are able to collaborate with other learners struggling with the same problems

## Literature

Bain, K. (2004). *What the Best College Teachers Do*, Chapter 5, pp. 98-134. Cambridge: Harvard University Press.

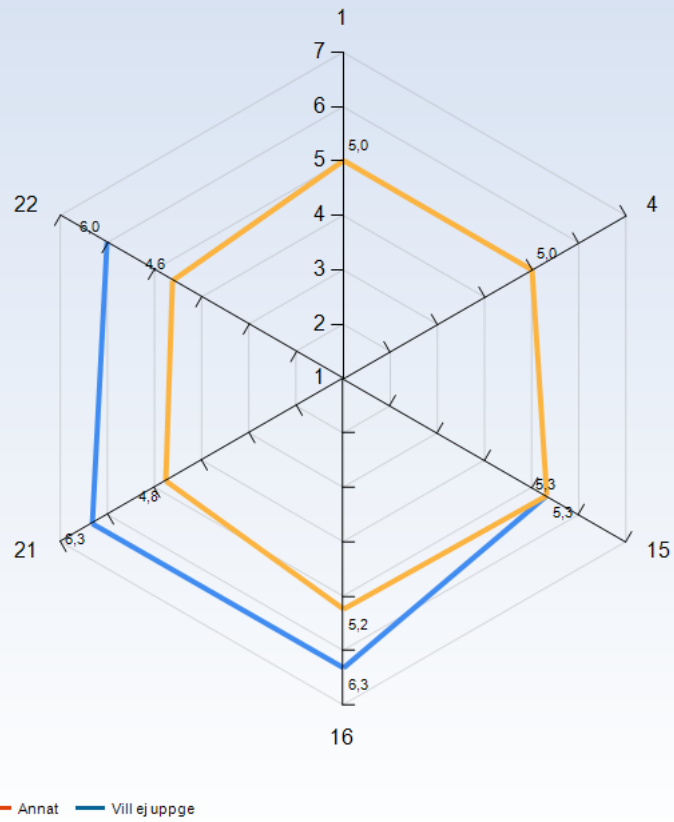
Biggs J. & Tang, C. (2011). *Teaching for Quality Learning at University*, Chapter 6, pp. 95-110. Maidenhead: McGraw Hill.

Elmgren, M. & Henriksson, A-S. (2014). *Academic Teaching*, Chapter 3, pp. 57-72. Lund: Studentlitteratur.

Kember, K. & McNaught, C. (2007). *Enhancing University Teaching: Lessons from Research into Award-Winning Teachers*, Chapter 5, pp. 31-40. Abingdon: Routledge.

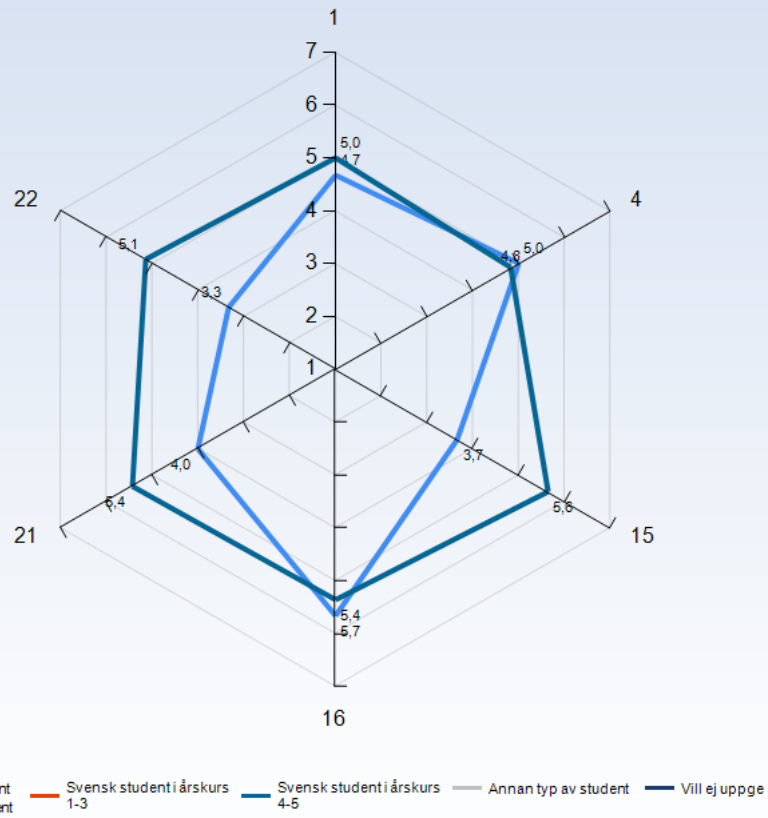
Ramsden, P. (2003). *Learning to Teach in Higher Education*, Chapter 6, pp. 84-105. New York: RoutledgeFalmer.

### Average response to LEQ statements - per gender



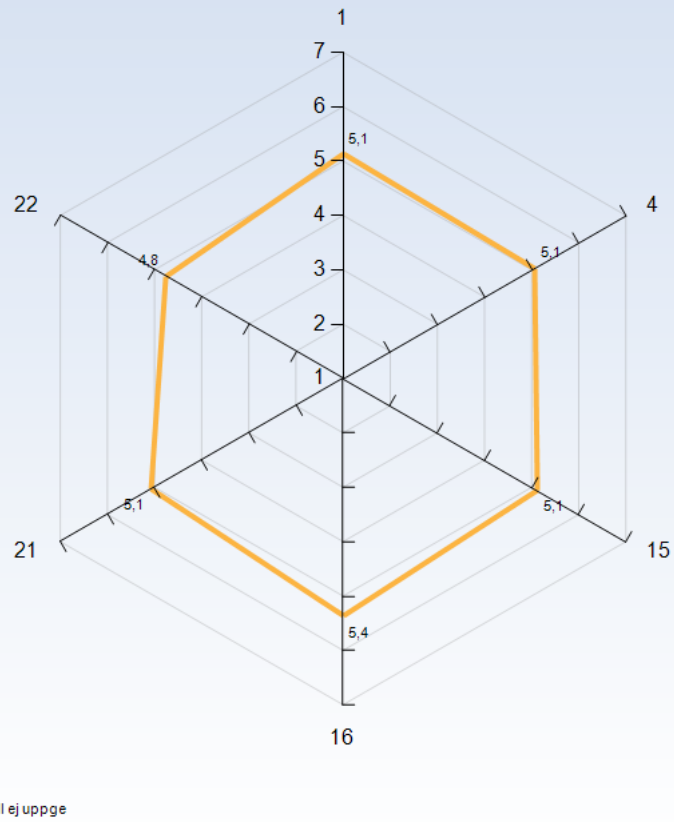
Comments

### Average response to LEQ statements - per type of student



Comments

### Average response to LEQ statements - per disability



#### Comments

Comments (My response was: Ja)  
dyslexia



## GENERAL QUESTIONS

---

---

### What was the best aspect of the course?

What was the best aspect of the course? (I worked: 3-5 timmar/vecka)

video lectures and quizzes.

What was the best aspect of the course? (I worked: 9-11 timmar/vecka)

Being able to learn how to justify methods which I have learned about during my previous studies. Feels like I will be able to make better choices for which methods to use in the future with the information from this course.

I also really liked that the TaMoS part of the course was given with online lectures. It was VERY nice to be able to have the lectures on a video so that i could pause the video to be able to take better notes. It does also help that the lecture videos are of a high quality! Even when it is possible to have on-campus education back, I would highly suggest that the videos are still given to the students! And then maybe more time can be given for discussions as in the seminar. The discussions with the seminar teachers were very informative and it felt like the teachers there had a focus on teaching the concepts and not just checking if you have studied.

I liked that the exams were divided into two different exams. It is really helpful since these two exams do not overlap all that much and it was nice for the brain to be able to "switch" to the other course.

What was the best aspect of the course? (I worked: 12-14 timmar/vecka)

Risk and safety part

It is useful also in the life generally.

It encouraged me to start listening to a really good Philosophy podcast.

What was the best aspect of the course? (I worked: 15-17 timmar/vecka)

I think the course was really interesting and quite different from the other courses that I am used to take. The issues discussed are applicable in a variety of situations outside my field of study.

I enjoyed the fact that we applied new ways of thinking and new types of problems that we havent really seen before. I also think that many of the video lectures were really good and i like the possibility of watching a lecture multiple times. Dividing the exam into two parts i think is also a plus.

What was the best aspect of the course? (I worked: 18-20 timmar/vecka)

Seminarium i tamos. Bra för att lyfta saker man inte förstätt ordentligt

The pre recorded video lectures in the TaMoS part was really good

Få större förståelse för experiment. Det känns som att man kan ha nytta utav det.

Risk and safety

What was the best aspect of the course? (I worked: 21-23 timmar/vecka)

Det var bra att få en grundlig genomgång på metod och metodik (methodology) och vad man behöver tänka på. I r&s var det trevligt att damma av sannolikheteorin och använda den i mer anpassade former till vår inriktning!

What was the best aspect of the course? (I worked: 27-29 timmar/vecka)

The best aspect of the course has been the failure probability estimation with FORM, series and parallel systems and the Monte Carlo method.

I studied a lot at master level and this is a part that I never saw and really increased my knowledge. It seems both interesting and useful.

Congratulations to Silfwerbrand and it's tricky (sometimes very tricky) exercises.

The geotechnical part has added some interesting theoretical concepts, even if sometimes was too specific for "geotechnical students", instead of being general.

What was the best aspect of the course? (I worked: 30-32 timmar/vecka)

RoS delen. TaMoS är svår att greppa och inte lätt att förstå vad vi ska ha till.

Att det var två olika tentor vara jätte bra!!!





### What would you suggest to improve?

What would you suggest to improve? (I worked: 3-5 timmar/vecka)

Increase seminars with sufficient hours work in order the discussion be more broadly.

What would you suggest to improve? (I worked: 9-11 timmar/vecka)

I would have liked the Canvas page for Risk And Science part of the course to have been a bit more organized. It was not easy to find everything since it was very noticable that Geo part and Structural part uploaded and organized their files in very different ways. (The Geo way would have been the preferable way)

I would also have liked a more organized way for the old exams. It was very difficult to find questions and solutions that were linked with eachother. Both for the TaMoS part and for the Risk And Science part. It would be better to compile the problems and solutions for each exam in a respective file for each respective exam.

What would you suggest to improve? (I worked: 12-14 timmar/vecka)

put out the solutions on all exercise! there was one exercise that everyone was struggling with.  
Exercise 2 part c!

Less historical backgrounds during structural risk and safety lectures.

I think that it is better to have the exercises in Risk and safety as mandatory with specific deadlines for each exercise.

The interesting topics arrive later in the course, after most of the students are not interested anymore because they were bored a little by science theory. Maybe the first 4 or 5 lectures could be compressed into less.

What would you suggest to improve? (I worked: 15-17 timmar/vecka)

I think that it would be useful to provide complete solutions for the workshops (maybe after the workshops or after the course before the holidays) because due to the digital workshops it is very easy to misunderstand a concept and still get results approximately equal to the solution.

Some of the video lectures could be improved a bit. For example qualitative methods, engineering design. The text/scripts for those also needs some revision. Also i think that the R&S lectures were to long considering their content and it was almost only repetition of the same problems. Maybe provide more examples/exercices for the R&S part.

Also - there was a lot of confusion since the introduction lecture of the methodology part introduced an assignment that wasnt a part of our course. However, I think that given the circumstances the information was good.

What would you suggest to improve? (I worked: 18-20 timmar/vecka)

Mindre avancerade quiz efter tamosföreläsningarna. De tog extremt mycket tid och i slutändan gick det ut på att nån person lyckades och sen skickade alla svar till alla andra.

Det är kanske lite väl mycket information att knöka in i huvudet. Vi är vara vid att räkna, och att prätta in all denna filosofiska teori och samtidigt försöka förstå den är i princip omöjligt om man inte har vanan inne. Tycker många delar av kursen är bra, men vissa delar/teorier skulle kunna få en mycket mindre roll. Tycker att man snarare bör fokusera på helheten och inte på jättespecifika begrepp/teorier.

The quizzes.

I think that many multi choice answers are misleading and sometime bad formulated. Even the correct ones!

What would you suggest to improve? (I worked: 21-23 timmar/vecka)

Vet faktiskt inte. Båda kurserna har anpassat innehållet efter corona och det har ju säklart gjorts med mer eller mindre framgång, men vet inte om det är pga coronan eller kursen. Vi kanske fick det, men hade varit trevligt att få reda på att man ska ha valt exjobb innan kursstart.

What would you suggest to improve? (I worked: 27-29 timmar/vecka)

The TaMoS part needs to be deeply improved. The topic is interesting, but the framework of teaching is really bad. The lectures were all confused because basically the teaching was not clear, lost between long and useless enumerations instead of explaining the concepts. Some important aspects were missing and emerged through the quizzes, some examples were hard, unclear and unsuitable. Some topics were too difficult. The best lecture of TaMoS has been the one with the comparison between science and engineering.

The ignorance of the philosophy teachers regarding the technical things of the Essay is something that needs to be improved in a course of civil engineering of KTH. It's not their main task, but still a certain background knowledge is good when speaking about those topics.

I have found the Seminars almost useless, just a further commitment. Some chat with the class mates doesn't increase your learning.

The table with the probabilitites could be improved and enriched with numbers.

What would you suggest to improve? (I worked: 30-32 timmar/vecka)

Av de 6 RoS lektioner som hölls var det repetition av samma info större delen av tiden. Varför ha 6 lektioner när det sägs samma sak?

Ha alltid tamos tentan på distans



### What advice would you like to give to future participants?

What advice would you like to give to future participants? (I worked: 3-5 timmar/vecka)

follow up lectures and ask the teachers if something is not clear.

What advice would you like to give to future participants? (I worked: 9-11 timmar/vecka)

Study the lectures as they are released and do the quizzes and problems on time. Make notes from the lectures as the course literature is very large.

What advice would you like to give to future participants? (I worked: 12-14 timmar/vecka)

Even if the exercise are not mandatory anymore its good to them and learn from them!

Make notes on the tamos part after each quiz!

Start with essay early

To do the quizzes in time.

What advice would you like to give to future participants? (I worked: 15-17 timmar/vecka)

For the TaMoS part, it is very helpful to take extensive notes on the video lectures as it will help you a lot for the seminars, the essay and to be able to easily manipulate the concepts for the exams.

Participate actively in the seminars and ask questions to the teacher because it can really help a lot.

For the exams, practice with as many MCQ as you can because the questions are often the same. Then practice on a few part II and part III questions and look at the solution because it will help you understand what is expected.

For the Risk and Safety part, do the workshops thoroughly and ask the teachers to look at your solution because it is easy to misunderstand a concept and still get an approximate results that seems right. Do the past exams as well.

What advice would you like to give to future participants? (I worked: 18-20 timmar/vecka)

Ligg i från början till slut. Satsa på att lära er mycket under seminarierna

Make sure to get all bonus points, the exam is hard

Gå absolut ingen annan tung kurs samtidigt, speciellt inte om kursen i fråga har en tenta belägen i januari. Tamos-delen kräver VÄLDIGT mycket tid.

Read everything and begin early

What advice would you like to give to future participants? (I worked: 21-23 timmar/vecka)

Ta tag i att hitta exjobb

What advice would you like to give to future participants? (I worked: 30-32 timmar/vecka)

Lägg ner mycket tid på TaMoS delen för att den är jätte svår, hur ska man kunna skriva tentan utan skriptet? TaMoS var även jätte tråkigt



### Is there anything else you would like to add?

Is there anything else you would like to add? (I worked: 3-5 timmar/vecka)

No

Is there anything else you would like to add? (I worked: 9-11 timmar/vecka)

Thank you for being able to change the course structure due to that pandemic. This was probably the course that i have taken that has handled it the best. It hardly felt as if studying off-campus for this course was worse than on-campus for this course compared to other courses.

Is there anything else you would like to add? (I worked: 12-14 timmar/vecka)

was really good that the exam was split in to 2 days and the exercise was not mandatory and you have more time to them and not stress to hand them in on right time.

To have two seperate exams was really good

I liked the fact that the TaMoS and Risk and safety exam were seperated into two exams on different days.

I feel I wasted my time studying hard and completing all of the quizzes for the extra points because I got 14/15 in the first part of the test and these hard earned points do not count for the second part.

Is there anything else you would like to add? (I worked: 18-20 timmar/vecka)

Det var okej att göra tamos-delen som en onlinetenta. Den kändes rättvis med liknande frågor som tidigare år men med högre krav för de olika betygen.

Risk-tentan kändes väldigt tuff. Den var extremt mycket svårare än tidigare år, en helt annan nivå.

Jag tycker att tentan i risk och säkerhet (framförallt geo-delen) var väldigt svår i förhållande till tidigare tentor. Visst att vi fick ha hjälpmedel, men generellt hjälper inte det så mycket när det kommer nya, svåra saker då det absolut inte finns tid till att kolla upp dessa saker under en 2,5 timme kort tenta. Jämför man med väldigt många andra geo-uppgifter på tidigare tentor var dom betydligt enklare. Tycker också att quiz-delen på tamosen var lite märklig. Dels felet med två försök (det vet ni redan om), men sen att alla fick olika frågor som jag förstår det som, där också nivån på frågorna verkade skilja sig åt väldigt mycket. Någon fick bara gamla frågor, någon fick i princip bara nya frågor. Det blir lite missvisande i resultaten när någon får frågor som kommit på 6 andra tentor innan och någon får frågor som aldrig tidigare (vad vi vet) kommit. Som tidigare skrivet så tar det väldigt lång tid att söka upp information samt att tolka den informationen så hjälpmedel är inte till någon större hjälp.

Is there anything else you would like to add? (I worked: 21-23 timmar/vecka)

Nope

Is there anything else you would like to add? (I worked: 27-29 timmar/vecka)

I have found the course quite dispersive, divided between the structural and geotechnical part, TaMoS, the Essay etc... I would have preferred to have closer similar lectures, to improve the learning of the concepts.

I have found too many commitments for this course.

I have found the multiple choice quizzes to be unsuitable, too tricky and interpretable. Assessing the knowledge of a student is something different. Good the Part 2 and 3 of the TaMoS exam.

Is there anything else you would like to add? (I worked: 30-32 timmar/vecka)

Glad att det är över, tråkigt att den enda obligatoriska kursen ska vara så tråkig och ge så mycket ångest för alla

## SPECIFIC QUESTIONS



## RESPONSE DATA

---

---

The diagrams below show the detailed response to the LEQ statements.  
The response scale is defined by:

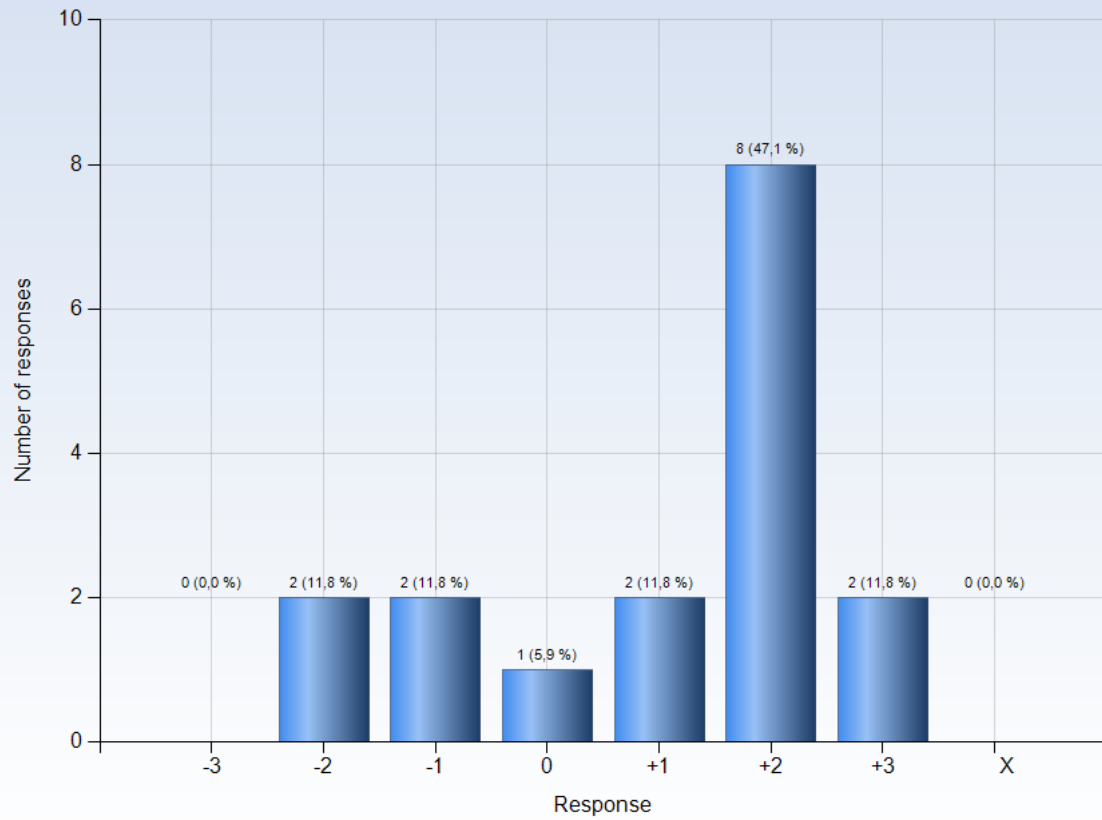
-3 = No, I strongly disagree with the statement

0 = I am neutral to the statement

+3 = Yes, I strongly agree with the statement

X = I decline to take a position on the statement

### 1. I worked with interesting issues



#### Comments

Comments (My response was: -1)

Bättre frågeställningar i RoS jmf med TaMoS

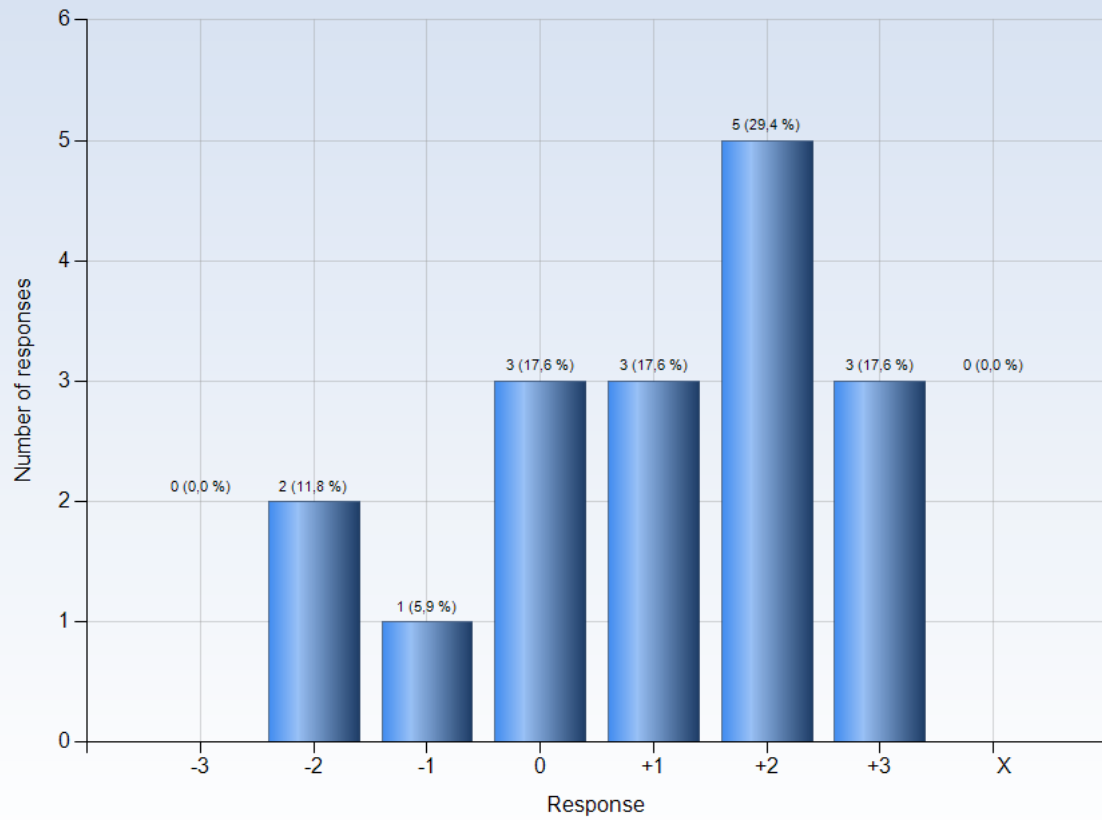
Comments (My response was: +1)

Filosofi var inte riktigt anledningen till att jag sökte till KTH, men förstår att det är nyttigt att kunna.

Comments (My response was: +3)

Theory and methodology of science was particularly interesting

#### 4. The course was challenging in a stimulating way



#### Comments

Comments (My response was: -2)

Väldigt mycket tid lades ner på föreläsningarna och quizen. Kändes som det var för lite fokus på riskdelen.

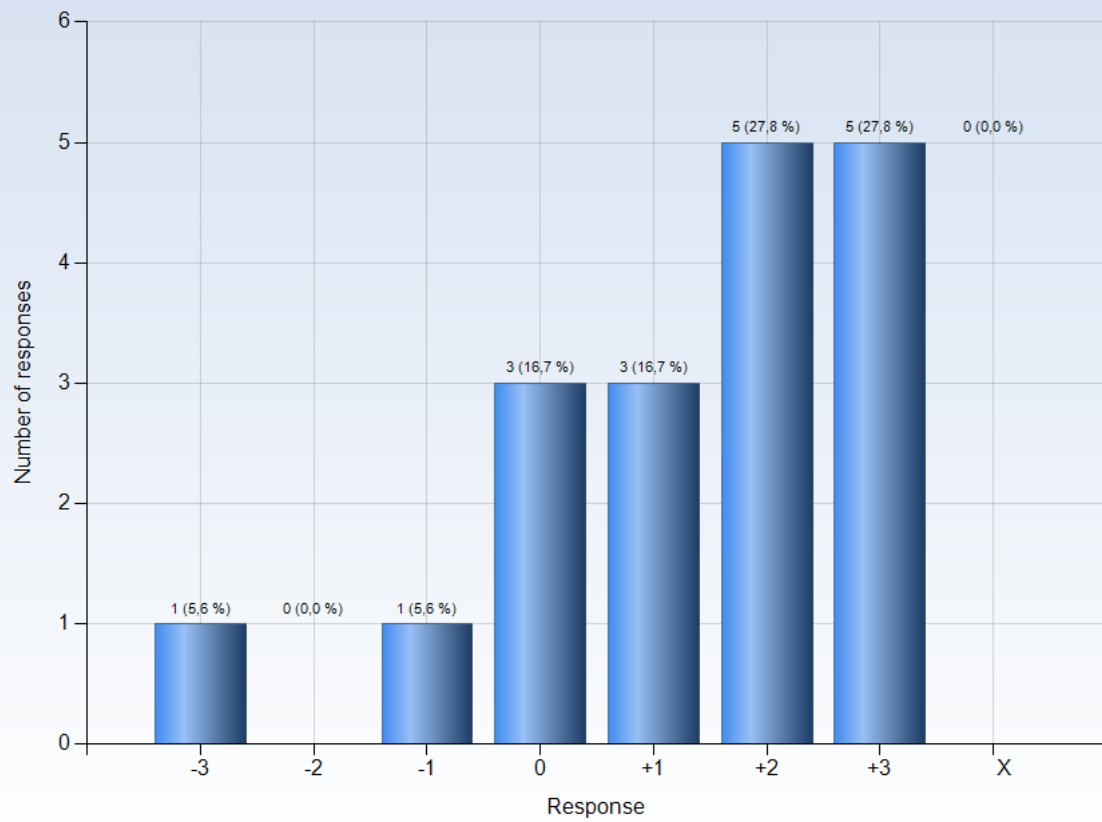
Comments (My response was: 0)

Challenging R6S boring TaMoS

Comments (My response was: +3)

The issues were not simple but very interesting and we had to dig into the topics to really understand and be able to answer questions

### 15. I was able to practice and receive feedback without being graded



#### Comments

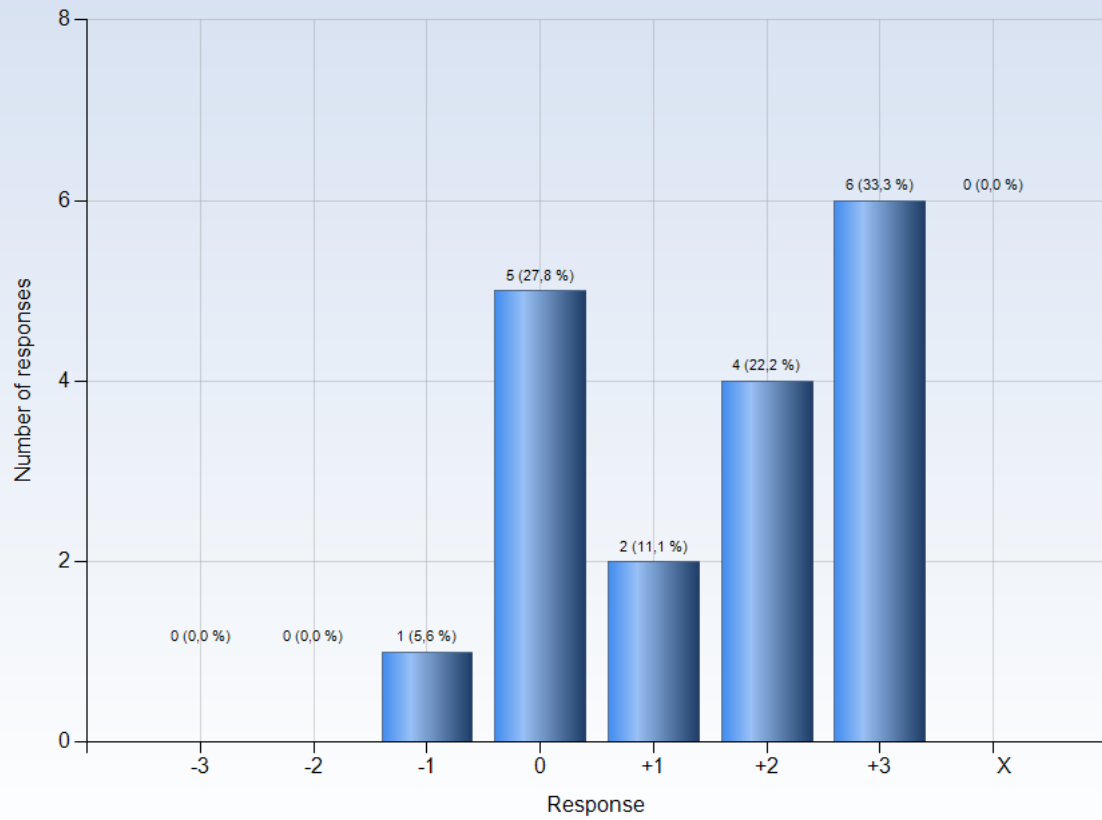
Comments (My response was: 0)

Vet ej

Comments (My response was: +2)

It was not easy to have digital workshops

### 16. The assessment on the course was fair and honest



#### Comments

Comments (My response was: +1)

Tamos - rättvis! Risk - ej rättvis

Comments (My response was: +2)

Förutom felet att det stod två försök. Oacceptabelt att upptäcka ett sånt fel mer än en timme in i tentan.

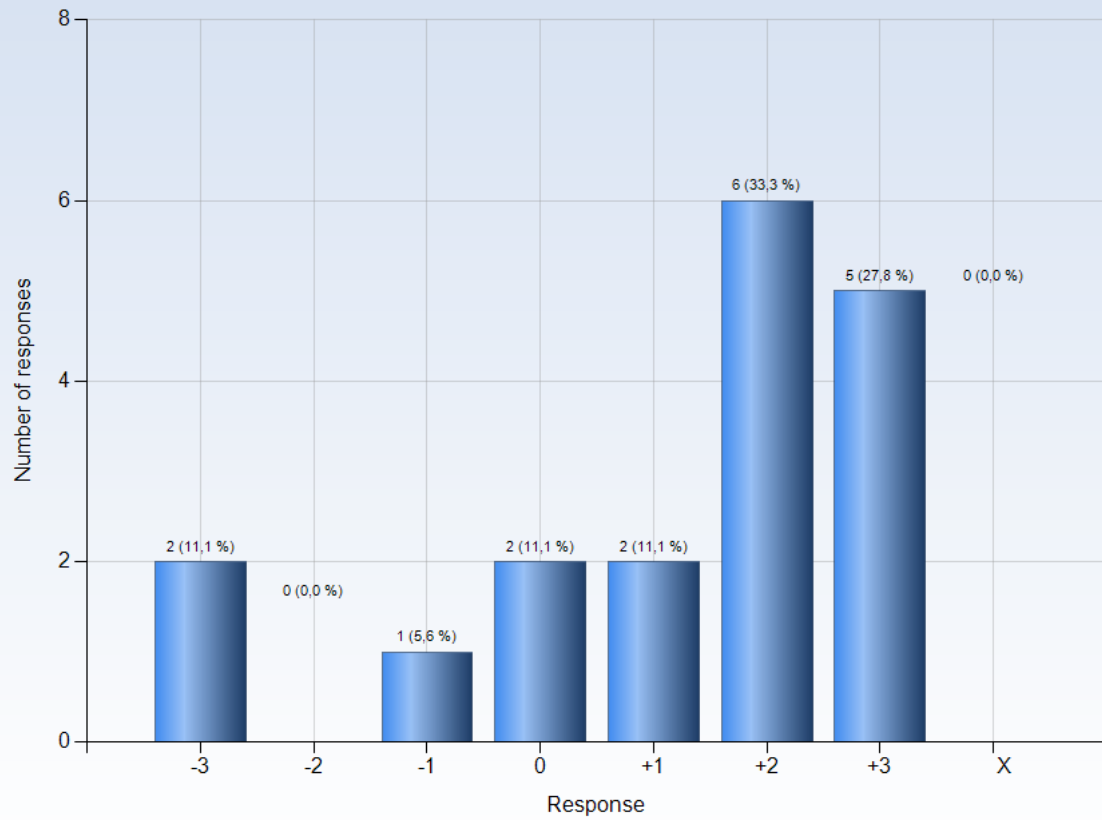
TaMoS tentan var svår

Comments (My response was: +3)

It was very clear what was expected of us



### 21. I was able to learn by collaborating and discussing with others



#### Comments

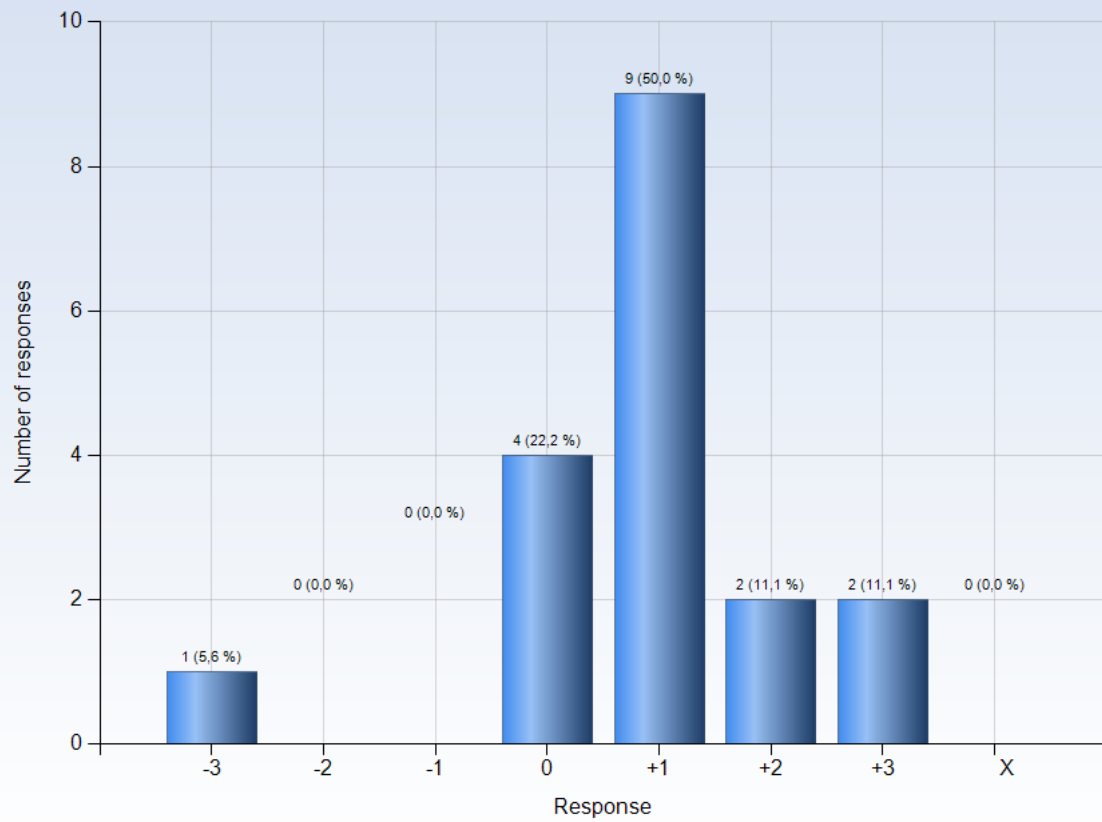
Comments (My response was: -3)

The ability to discuss and work together is hindered by covid

Comments (My response was: +2)

Due to the course being digital it was not easy but one could still communicate and practice during the seminars

## 22. I was able to get support if I needed it



### Comments

Comments (My response was: +1)

teachers were great at answering, but had issues with the email adress: tamos.courses@kth.se, it did not work to send emails to this email adrees. I do not know if it was just for me though.

Johan Bergs seminarium var guld!

Jag tror det

Svårt att få hjälp med essay från TaMoS lärarna

Comments (My response was: +2)

Not easy due to the current situation