

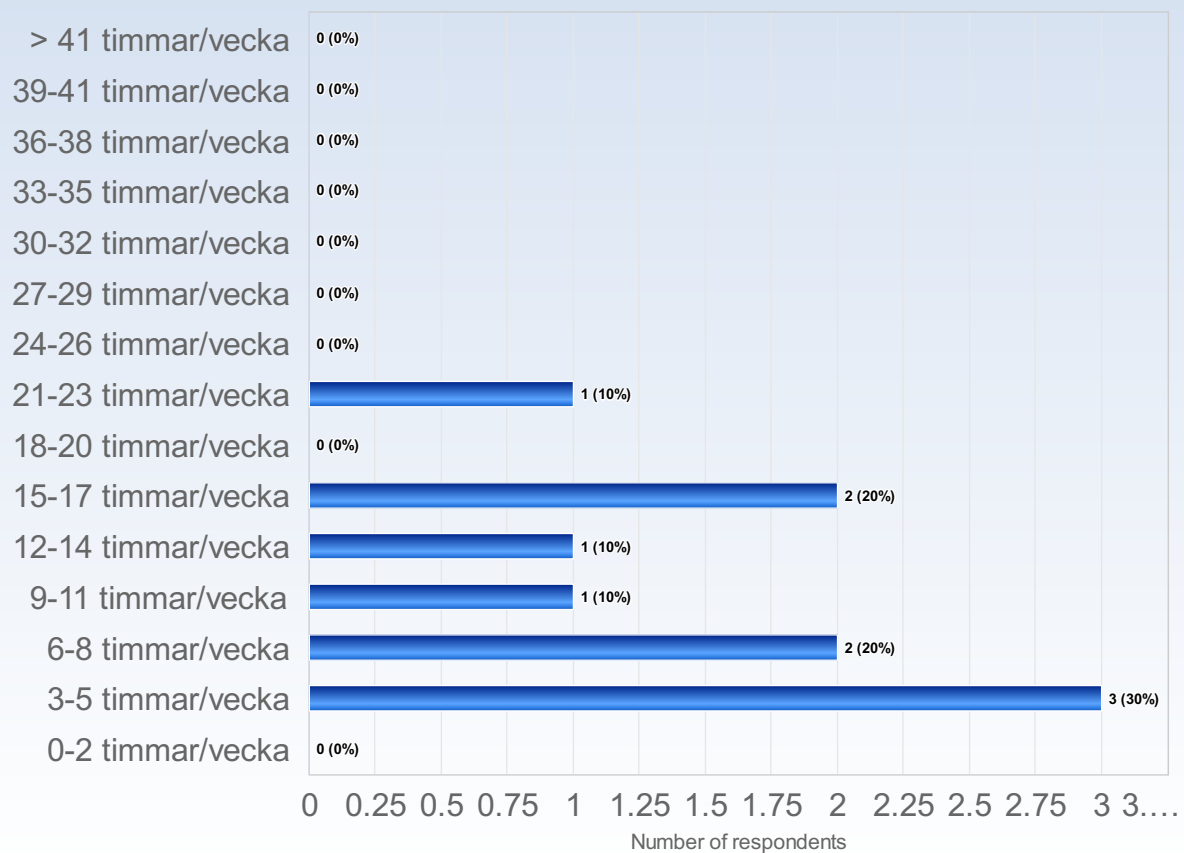


AL2195 - 2022-02-17

Antal respondenter: 42
Antal svar: 10
Svarsfrekvens: 23,81 %

ESTIMATED WORKLOAD

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





Comments

Comments (I worked: 3-5 timmar/vecka)

The course was not very work-intensive, which came in handy, as another course required more work than the ECTS points would normally state. Also the search for a thesis took some.

Comments (I worked: 6-8 timmar/vecka)

The lectures were very interesting and the literature well chosen which I really appreciated, one could tell there was a thought behind every content.

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

I thought that the course was perfectly 'lagom' in regards to how many hours it required weekly. The amount of reading was a lot higher compared to other courses, but the reading was always enticing so it did not feel much like studying.

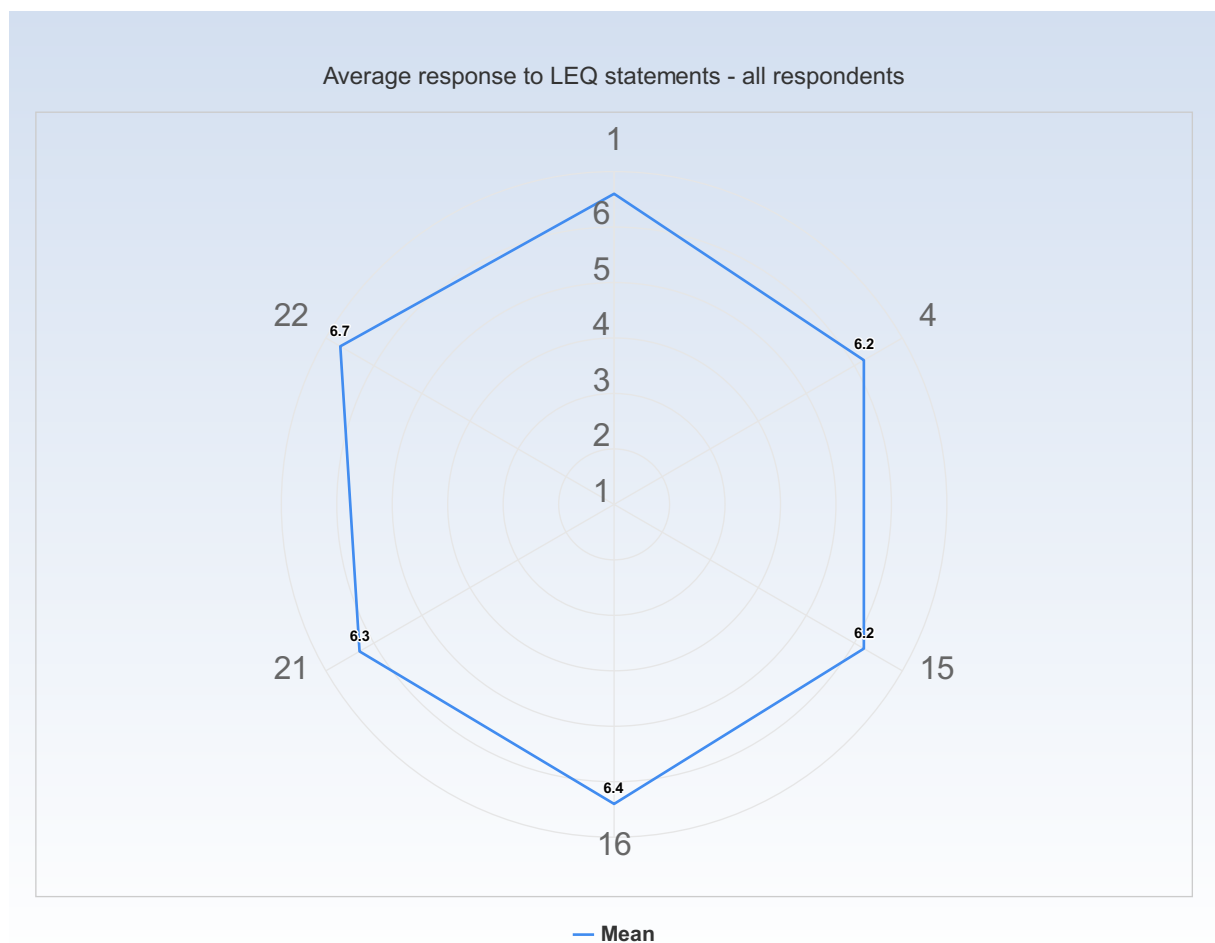
Osäker på antal timmar, men arbetsbördan och läsningen inför föreläsningarna var absolut en rimlig mängd.

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.





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.

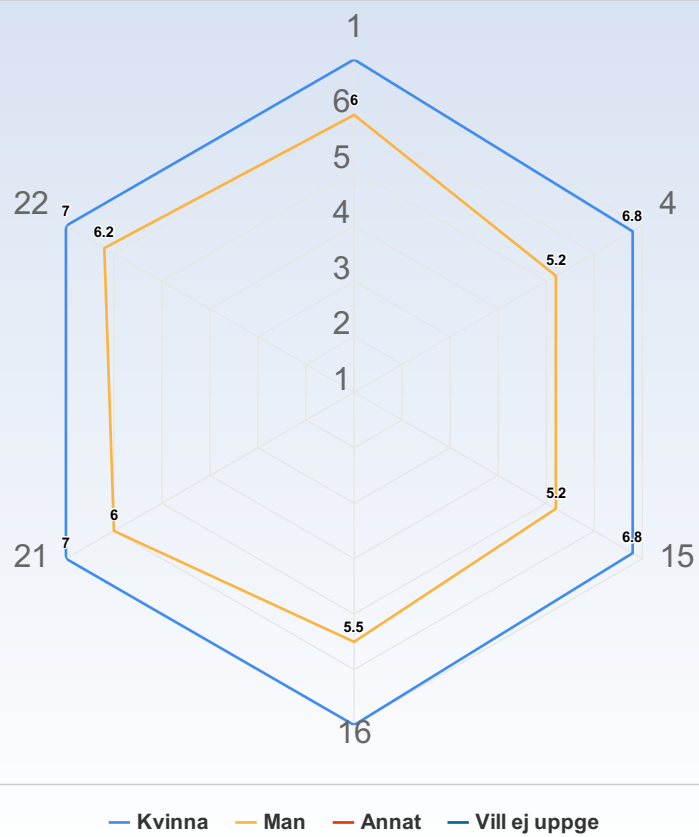
Biggs J. & Tang, C. (2011). *Teaching for Quality Learning at University*, Chapter 6, pp. 95-110. Maidenhead: McGraw Hill.

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

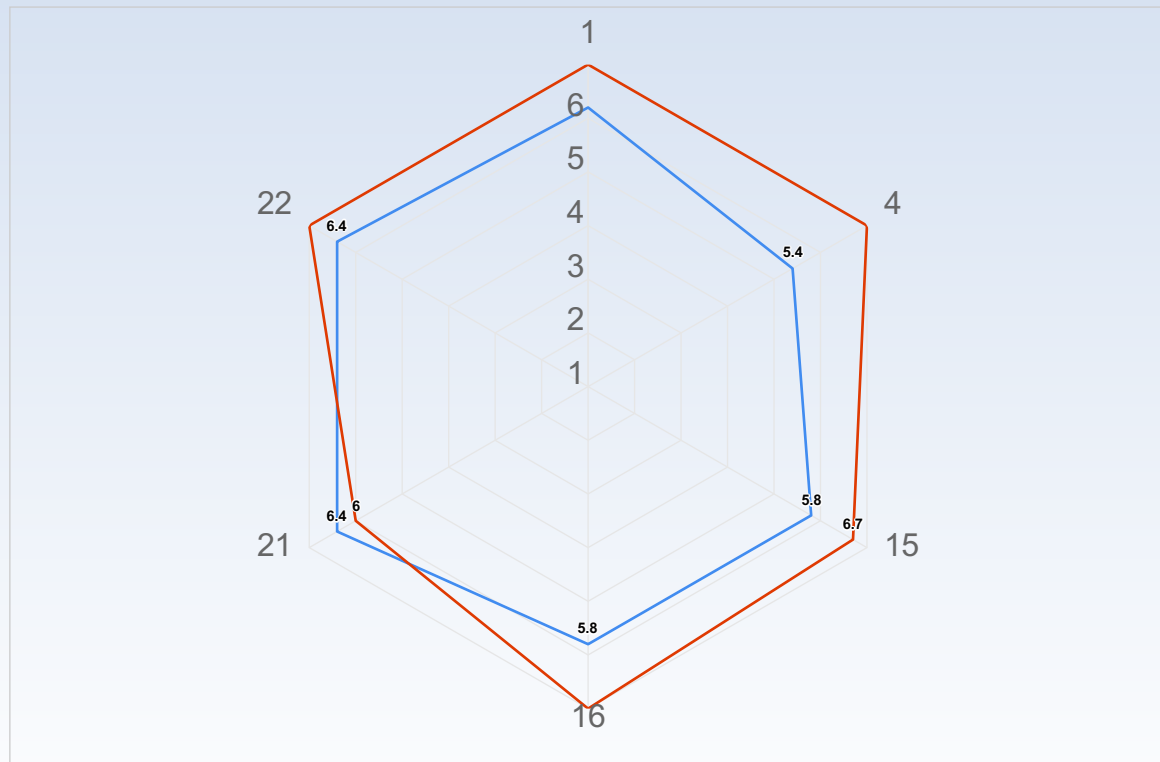


Comments

Comments (I am: Kvinna)

Nothing to comment, everyone was of course treated fairly.

Average response to LEQ statements - per type of student



— Internationell masterstudent — Internationell utbytesstudent — Svensk student i årskurs 1-3
 — Svensk student i årskurs 4-5 — Annan typ av student — Vill ej uppge

Comments

Comments (I am: Internationell masterstudent)

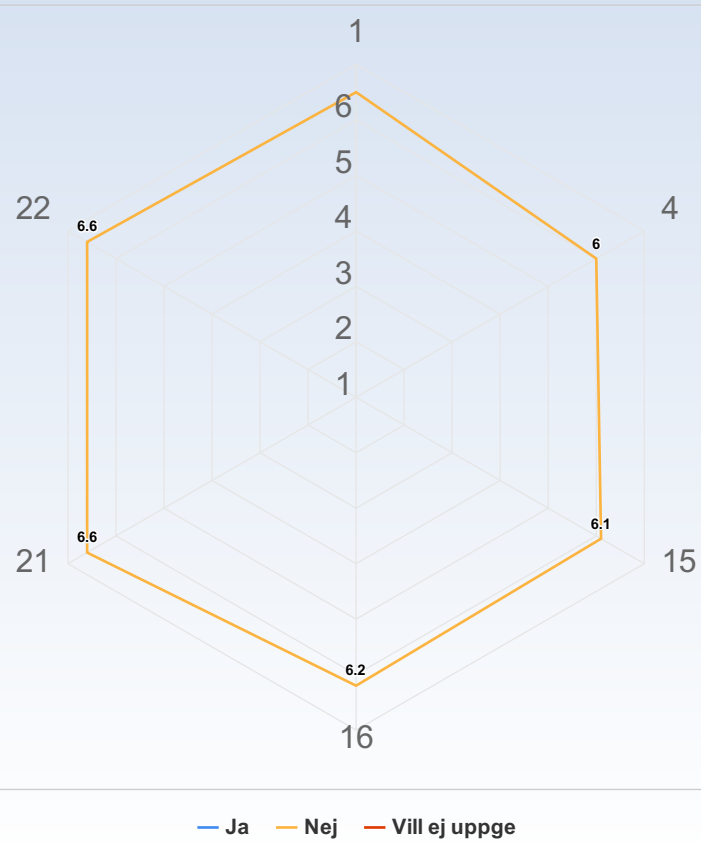
no issues being an international student in this course as the majority seems to be international students

Comments (I am: Svensk student i årskurs 1-3)

Loved having the course in English!

The course was definitely harder when you were not a master-student and used to discuss and think in a way that was needed for this course. I learned alot, but it was really hard at times to understand the concept when you were not used to it.

Average response to LEQ statements - per disability



Comments



GENERAL QUESTIONS

What was the best aspect of the course?

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

broadened my understanding of how Europe and "the west" are pushing its views and solutions on the world.
being able to speak and engage freely with the teacher as well as students in class

What was the best aspect of the course? (I worked: 6-8 timmar/vecka)

The critical perspective, the guest lectures and the discussions the topics provoked. I also appreciated that there was an atmosphere in the classroom where people were able to express their thoughts even sometime controversial ones. This was very well moderated!

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

I think the topics were all very relevant and up to date. For being a student coming from an engineering program, many of the topics and concepts were new and very interesting to me.

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

I learned a lot during this course and found the topics covered very interesting

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

I really loved the somewhat Socratic way in which the classes were held. Having obligatory reading and class discussions made the course much more enjoyable and really allowed one to learn in a critical way. My absolute favourite thing about the course was that we learnt about how to think about sustainable development in a different way than we have previously been taught.

Kan inte välja, men tyckte att uppsatserna var väldigt roliga att skriva.

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

I learned new perspectives and ways to see certain things, and in another way use critical thinking when reading texts, articles and such.

What would you suggest to improve?

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

Very socially-focused course. As an environmentalist, this was difficult for me as some of the papers we read in the course seem very unscientific and subjective compared to the cold, unemotional way natural science papers are written.
the reading was heavy since the reading articles were quite heavy

What would you suggest to improve? (I worked: 6-8 timmar/vecka)

Since this course handles topics which some might not be very used talking about, I think it could be good to have even more discussions in small groups, or make people "practice" their thoughts to a greater extent.

The name of the course does not really mirror the content I would say. A better name would be African urban development as the focus was mainly Africa and as the teacher mainly talked about urban development. I thought the course would have a more technological focus and considering it is KTH, it could have been made more clear the different concepts as we are not used to social studies. I still don't feel I understand what political ecology is, I don't recall it being explicitly explained in a lecture. Therefore I think the different concepts could have been more structured introduced.

In this course evaluation 2 different ILOs are stated, the ones that are as a message from the teacher and the ones that come first, before the message from the teacher. I believe it is not the teacher's ILOs that were public when we were able to choose the course, but the old ILOs. The teacher's ILOs are not found on the course website on KTH.se, but the first ones that are mentioned in this site. So I feel like I chose this course on other premises (the old ILOs). And then the teacher turned into something else (new ILOs). I understand that happens when there are new teachers, but I am quite disappointed about it.

"Technology development and its connection to, poverty reduction, natural resources, the economy and business opportunities are discussed." (taken from <https://www.kth.se/student/kurser/kurs/AL2195?l=en>) I really cannot agree with that we ever did this. Also discussing Millenium goals, do not think we did that?

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

I would have like to read more all the material before lectures, sometimes it was a too short notice.

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

I feel more contact hours would be useful as there is a lot to cover and lectures often ended as discussions were still flaring

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

There are very few things that I would recommend changing about this course. I believe, however, that I sometimes found it a little hard to navigate the canvas site. Perhaps having one place where all of the course reading is would simplify this problem? It could be a part of the kursPM?

Namnet på kursen kanske? Har dock inget bättre förslag. Känns som att många inte känner till begreppet "globala syd", så lika många hade kanske inte hittat till kursen om den hette något sånt.

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

This is not a way to improve but more of a thought. The course was politically towards the left, which is not a problem when the one reading the course has the same views. However, if someone had for example political views towards the right, would this course work for them as well? Or would that create problems in some ways?



What advice would you like to give to future participants?

What advice would you like to give to future participants? (I worked: 6-8 timmar/vecka)

Read! This course is so much more fun if you actively engage with the literature provided! It will give you so much more!

Don't take this course unless you are really interested in urban studies and urban development.

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

Take the time to prepare and read all the articles and information available in the related topics. it makes the lectures and seminars much more interesting.

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

Engage as much as possible

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

Read the obligatory reading. It is immensely interesting and will challenge what you think you may know about sustainable development.

Läs texterna inför föreläsningarna!

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

Ask alot of question and talk discuss with the others reading the course!

Is there anything else you would like to add?

Is there anything else you would like to add? (I worked: 6-8 timmar/vecka)

I am surprised this course isn't compulsory in more programmes, this course offers vital insights to the global north/south divide which I believe KTH should value more.

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

N/A

Is there anything else you would like to add? (I worked: 15-17 timmar/vecka)

Thank you for an awesome course! It has by far been my favorite course thus far at KTH and I think it will play a large roll in how I think in the future. I would love if there was a sustainable development in developing countries 2 that I could attend.

Tack!

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

This course is the most interesting course I've read on KTH. I think it gives an alternative approach that is very important as a way of thinking and also as a compliment for everything else that we have been learning.

SPECIFIC QUESTIONS



RESPONSE DATA

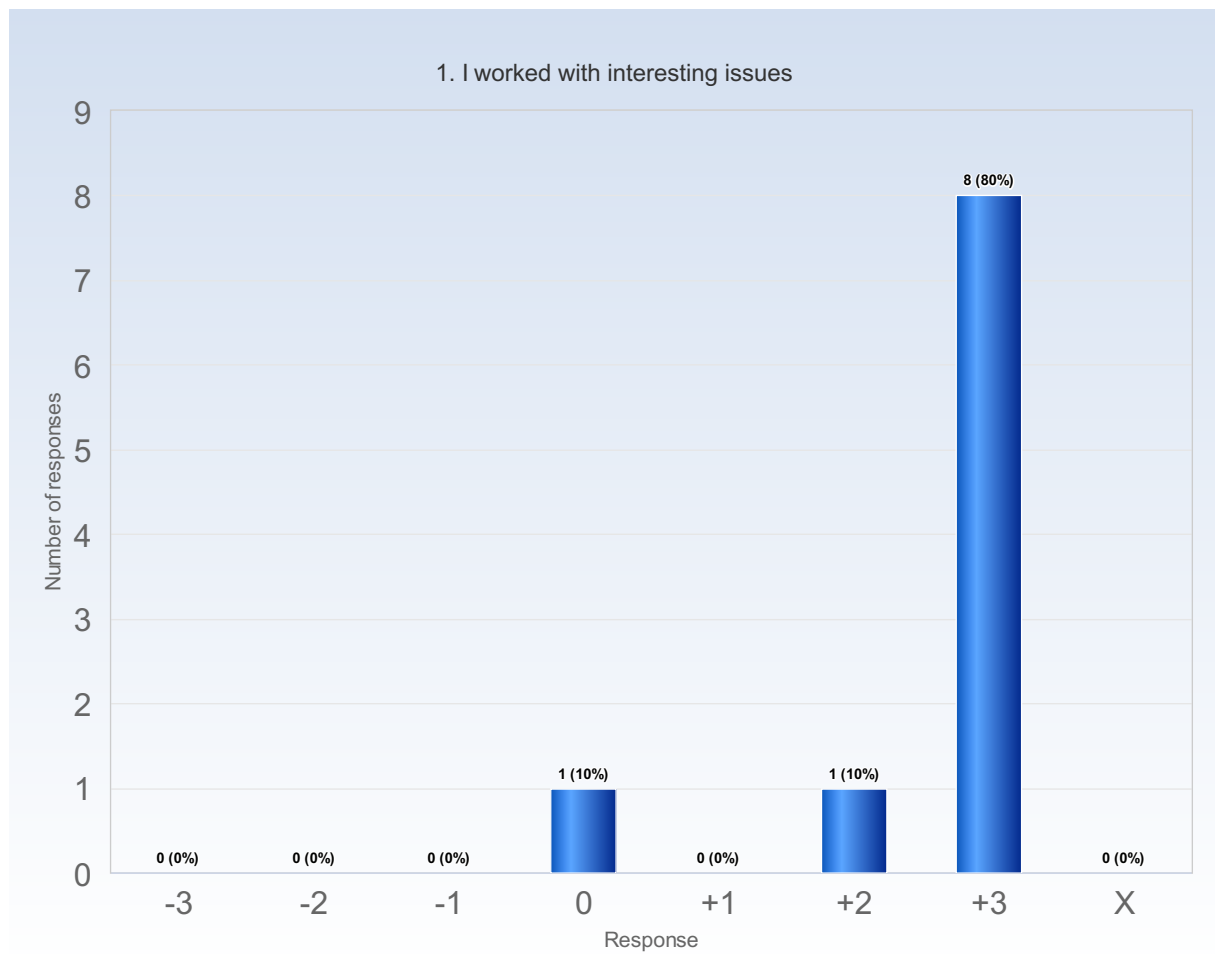
The diagrams below show the detailed response to the LEQ statements.
The response scale is defined by:

-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



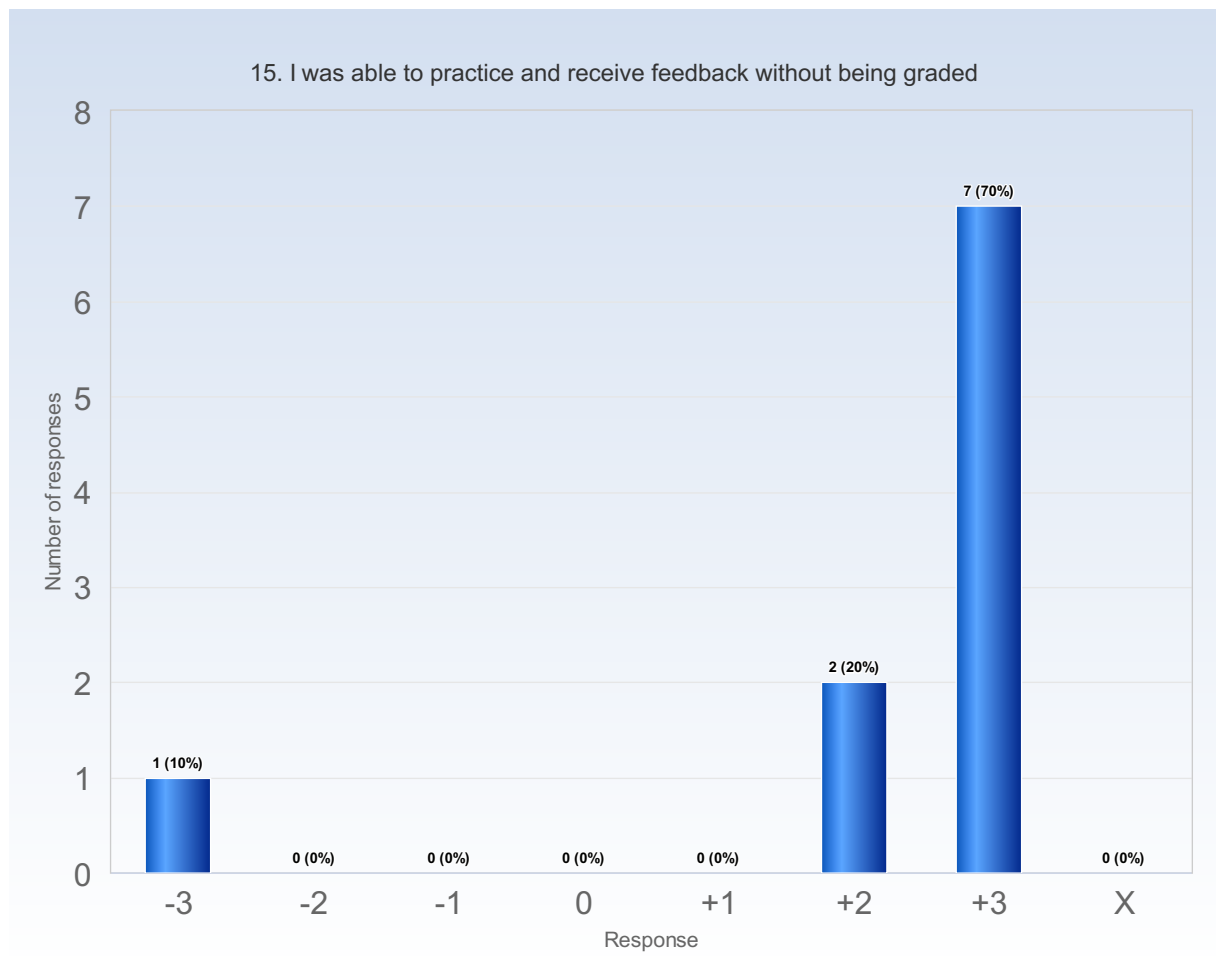
Comments

Comments (My response was: +3)

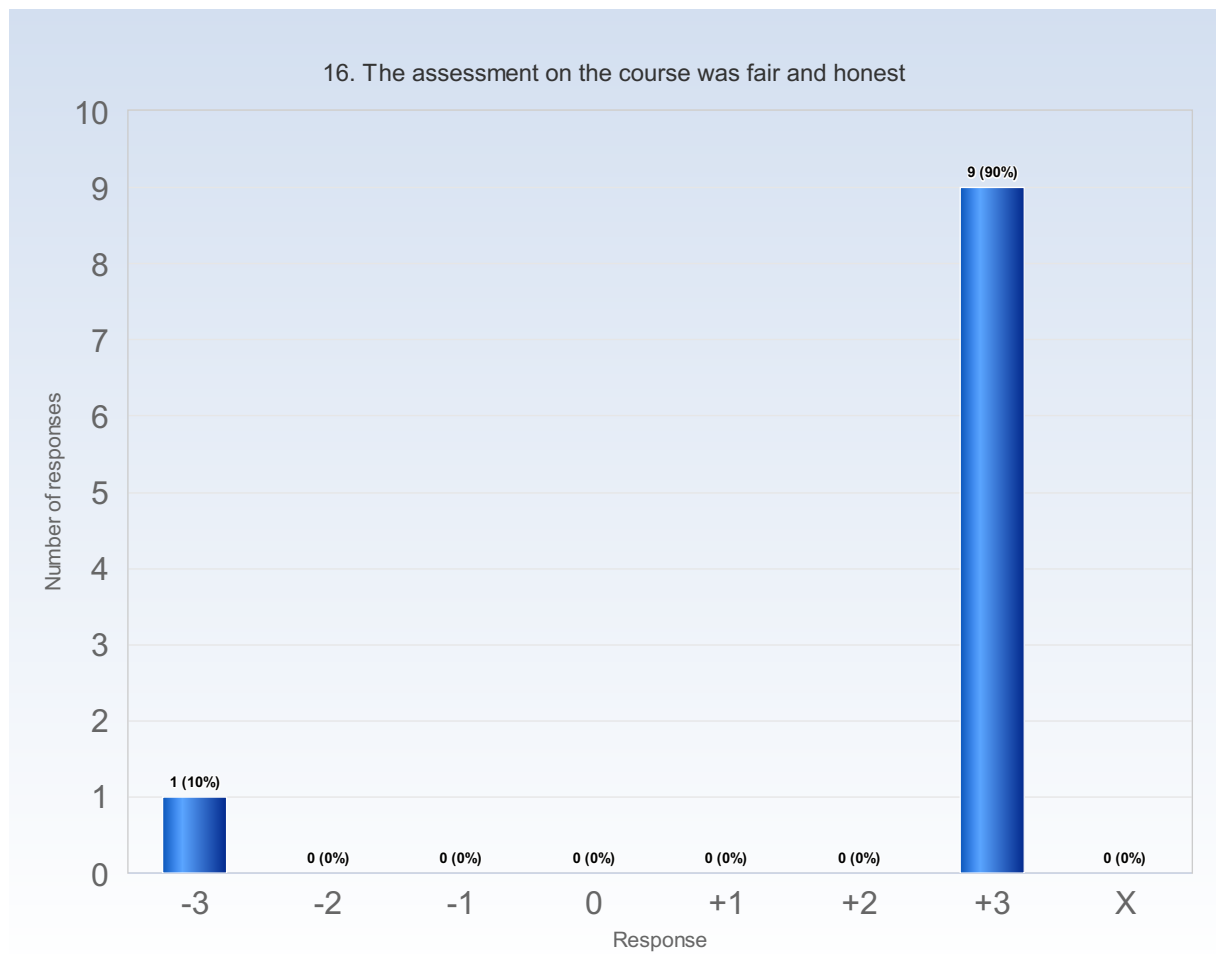
Väldigt intressanta teman, lärde mig mycket nya saker som man liksom "känt av" men inte kunnat sätta ord på.



Comments



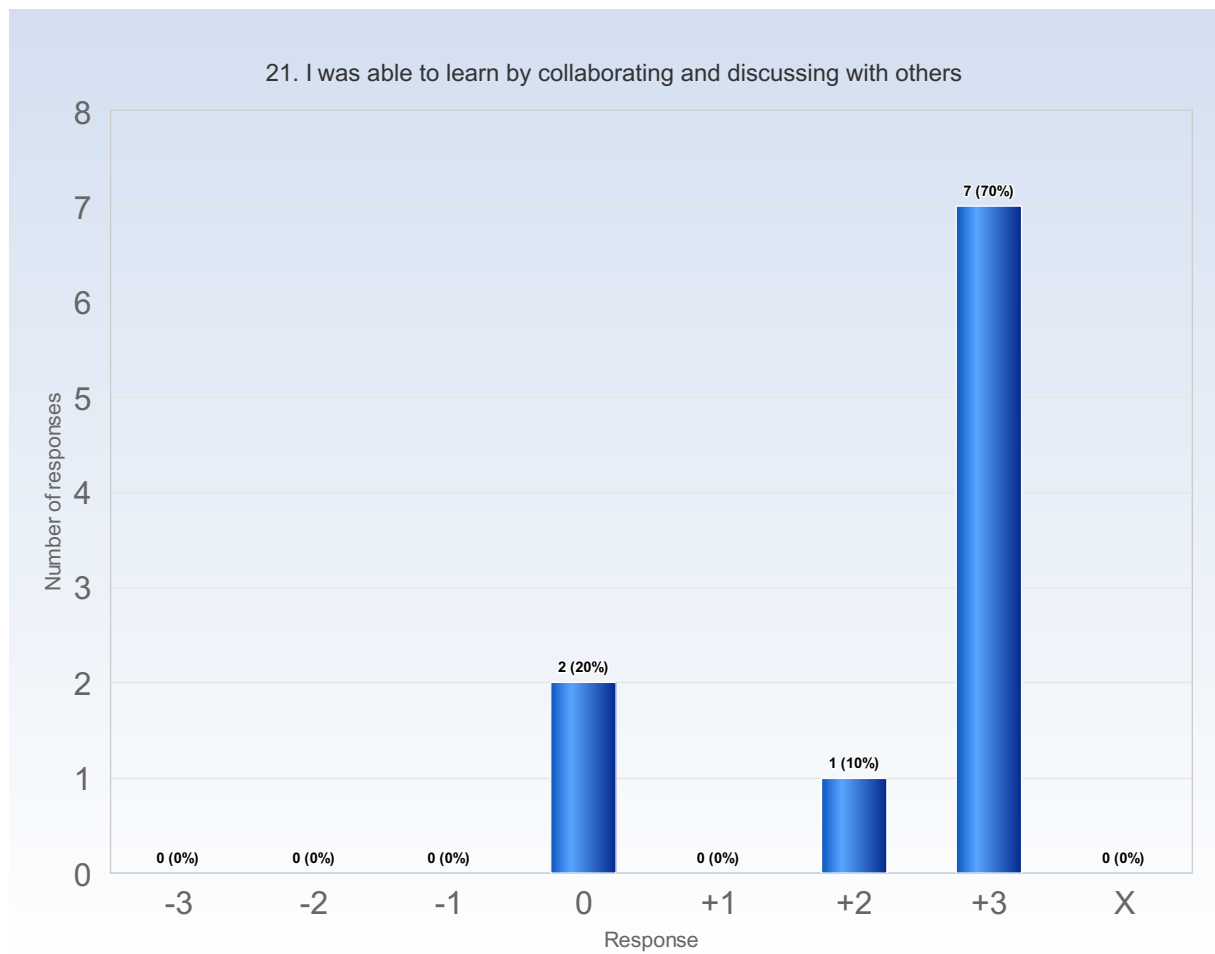
Comments



Comments

Comments (My response was: -3)

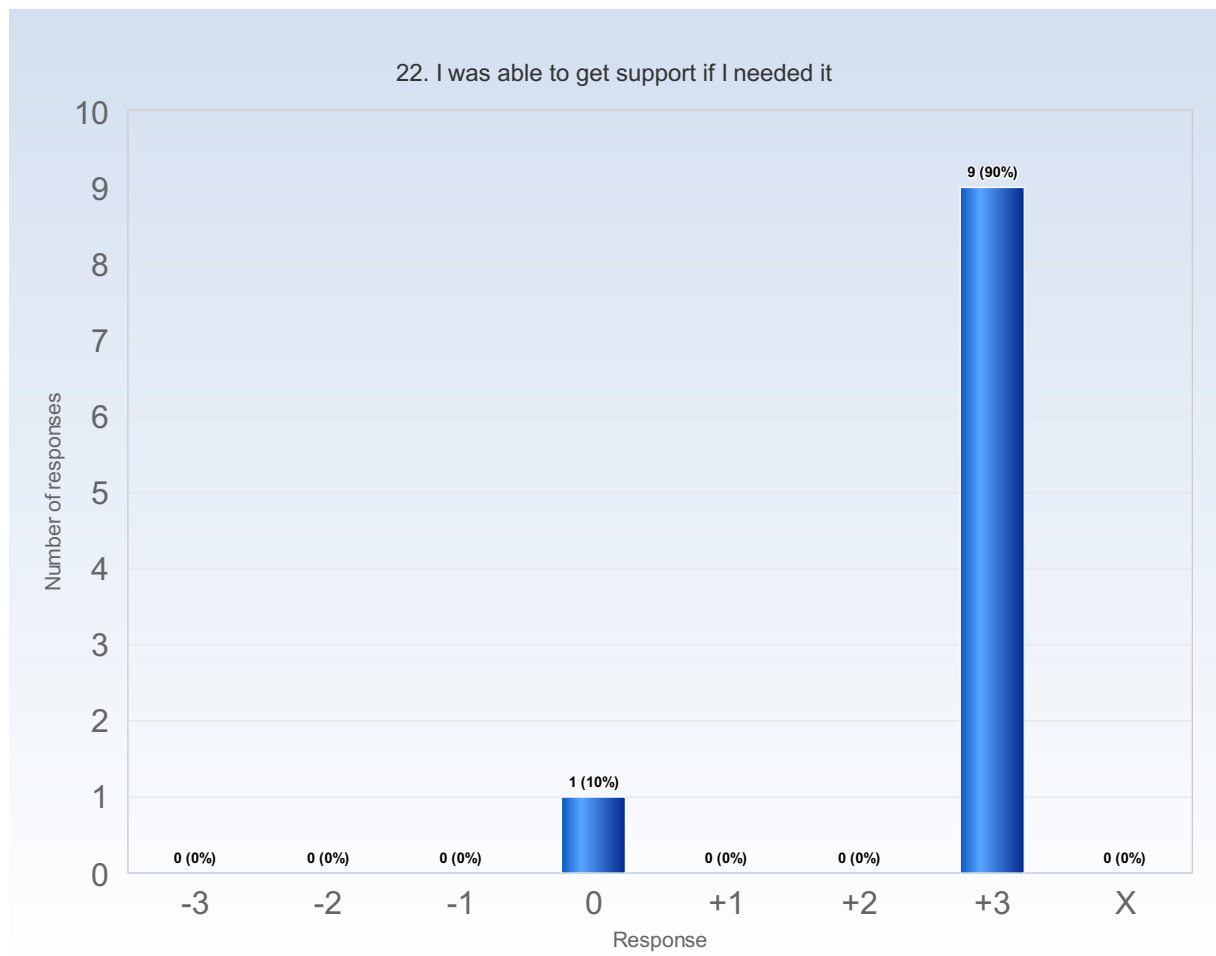
The assessment is made with our names visible, so I don't believe it can be fair and honest. Teachers are also humans :)



Comments

Comments (My response was: 0)

Pluggade nästan aldrig med andra i denna kurs (förutom i fallstudien, där vi ändå också gjorde ganska mycket på varsitt håll)



Comments