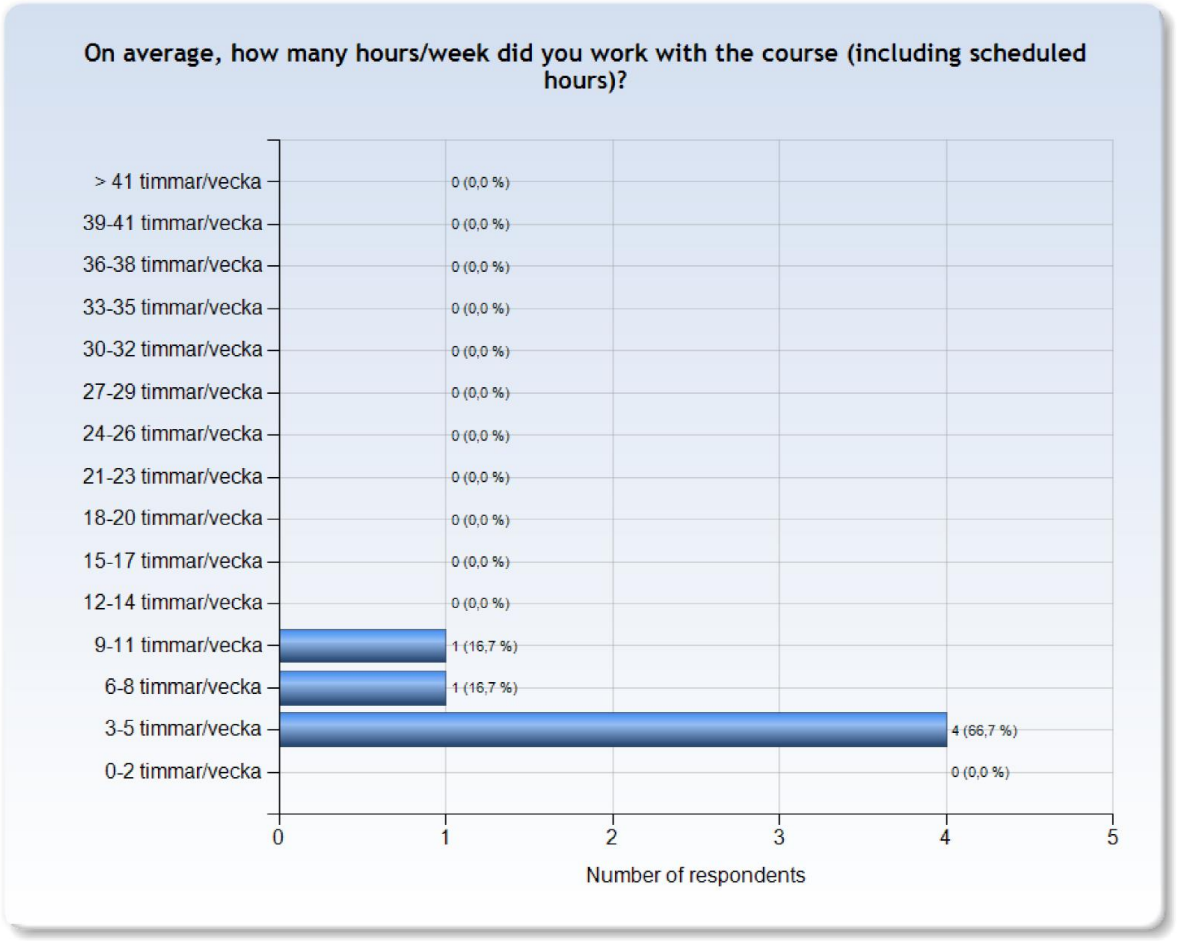
ESTIMATED WORKLOAD



KTH Learning Experience Questionnaire v3.1.3

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. I understood how the course was organized and what I was expected to do (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 choices

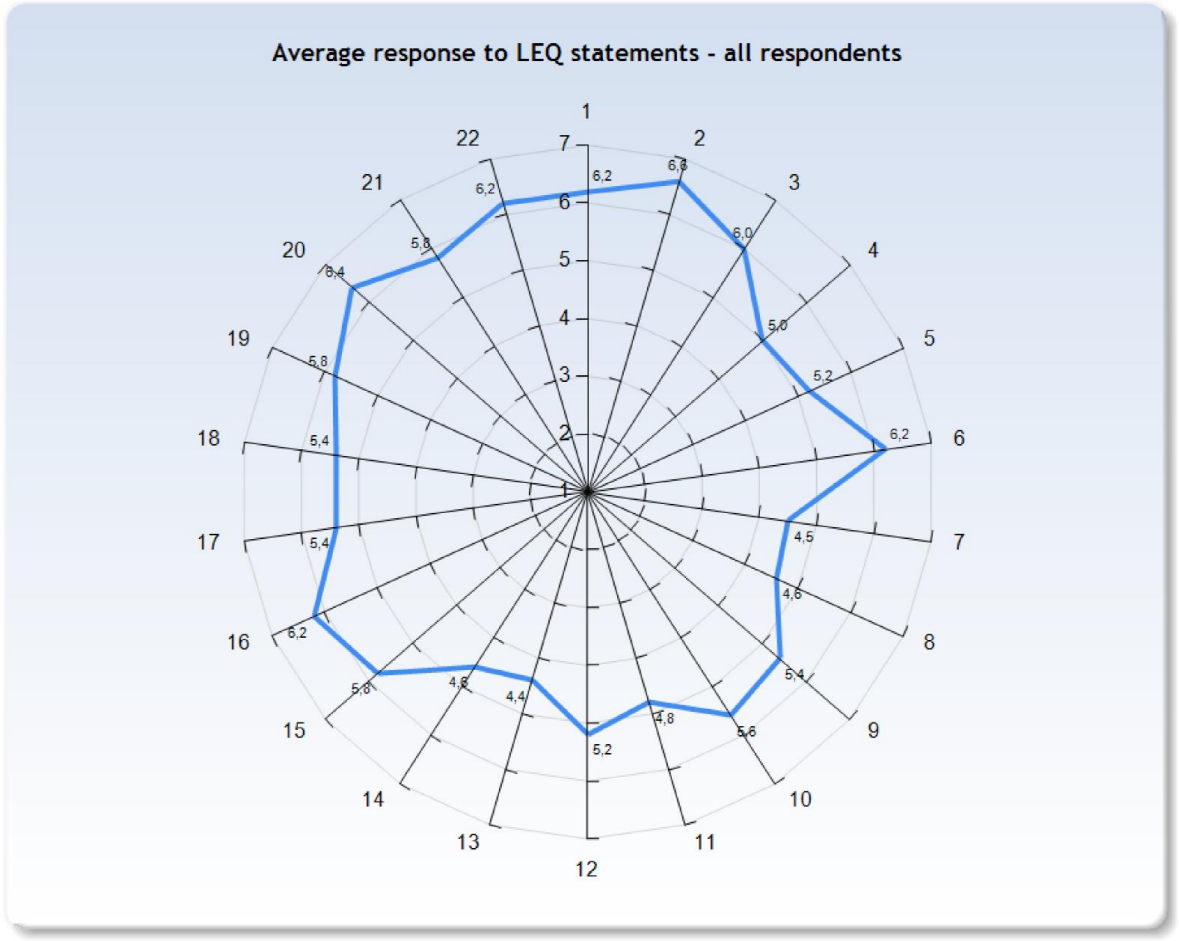
19. I was able to learn in a way that suited me (m)
20. I had opportunities to choose what to do (m)

Collaboration

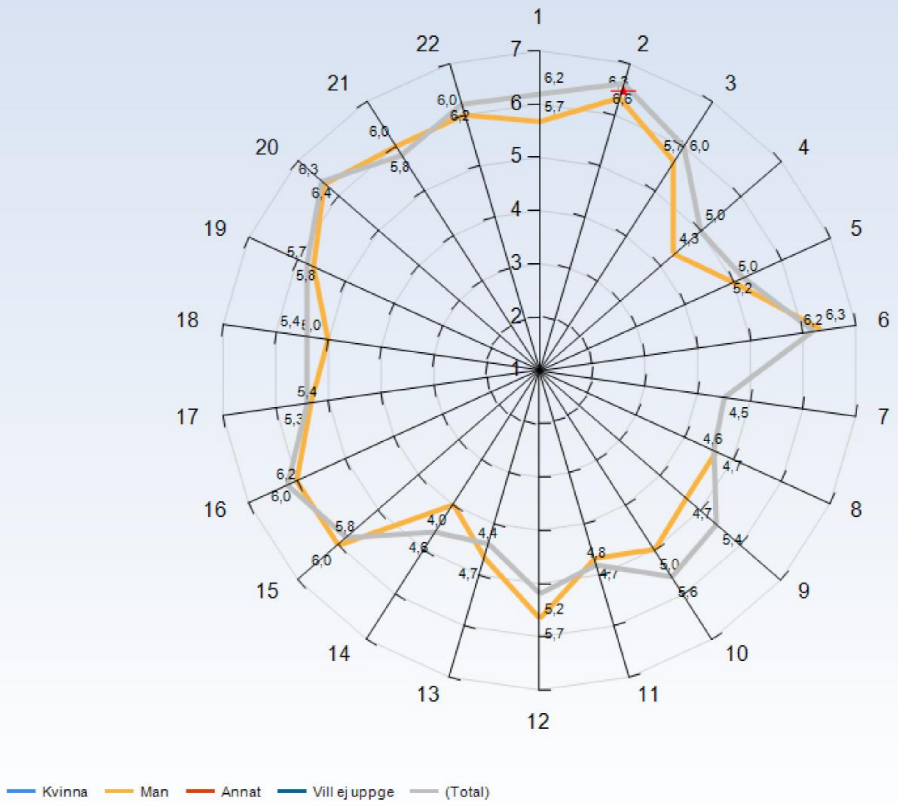
21. I was able to learn by collaborating and discussing with others (n)

Support

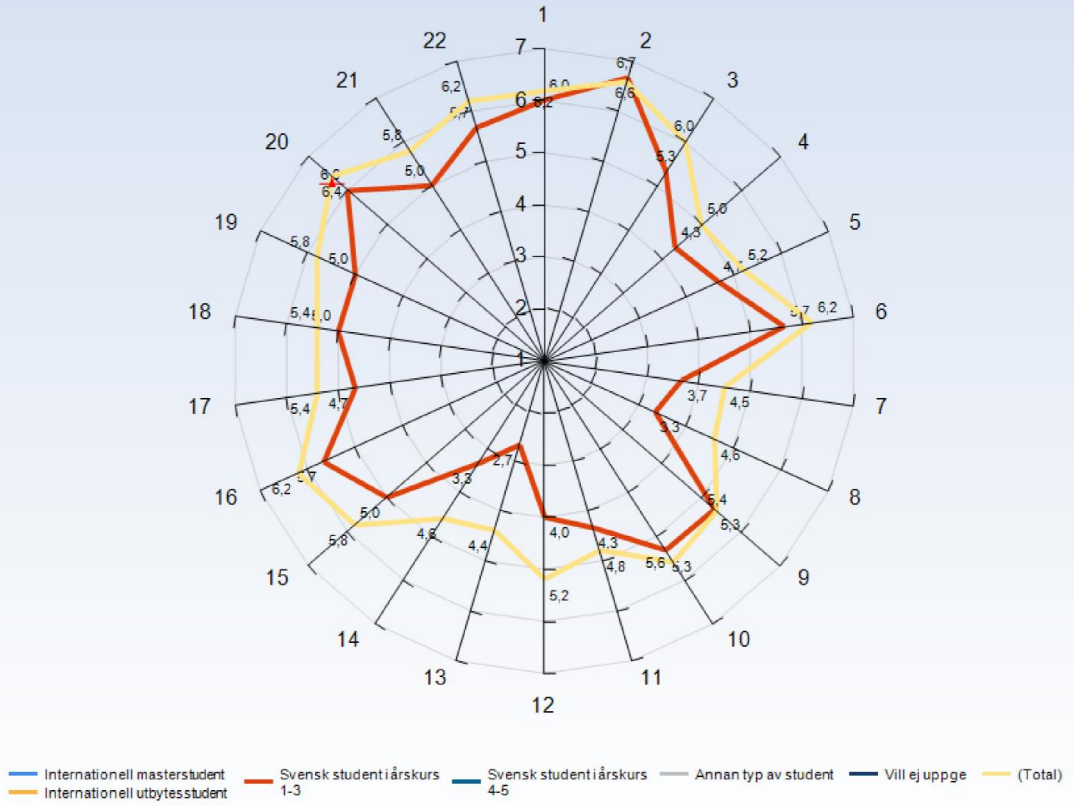
22. I was able to get support if I needed it (c)


Average response to LEQ statements - all respondents
1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
6,2
6,8
6,0
5,0
5,2
6,2
4,5
4,6
5,4
5,6
4,8
5,2
4,4
4,6
5,8
6,2
5,4
5,4
5,8
6,4
5,8
6,2

Average response to LEQ statements - per gender



Average response to LEQ statements - per type of student

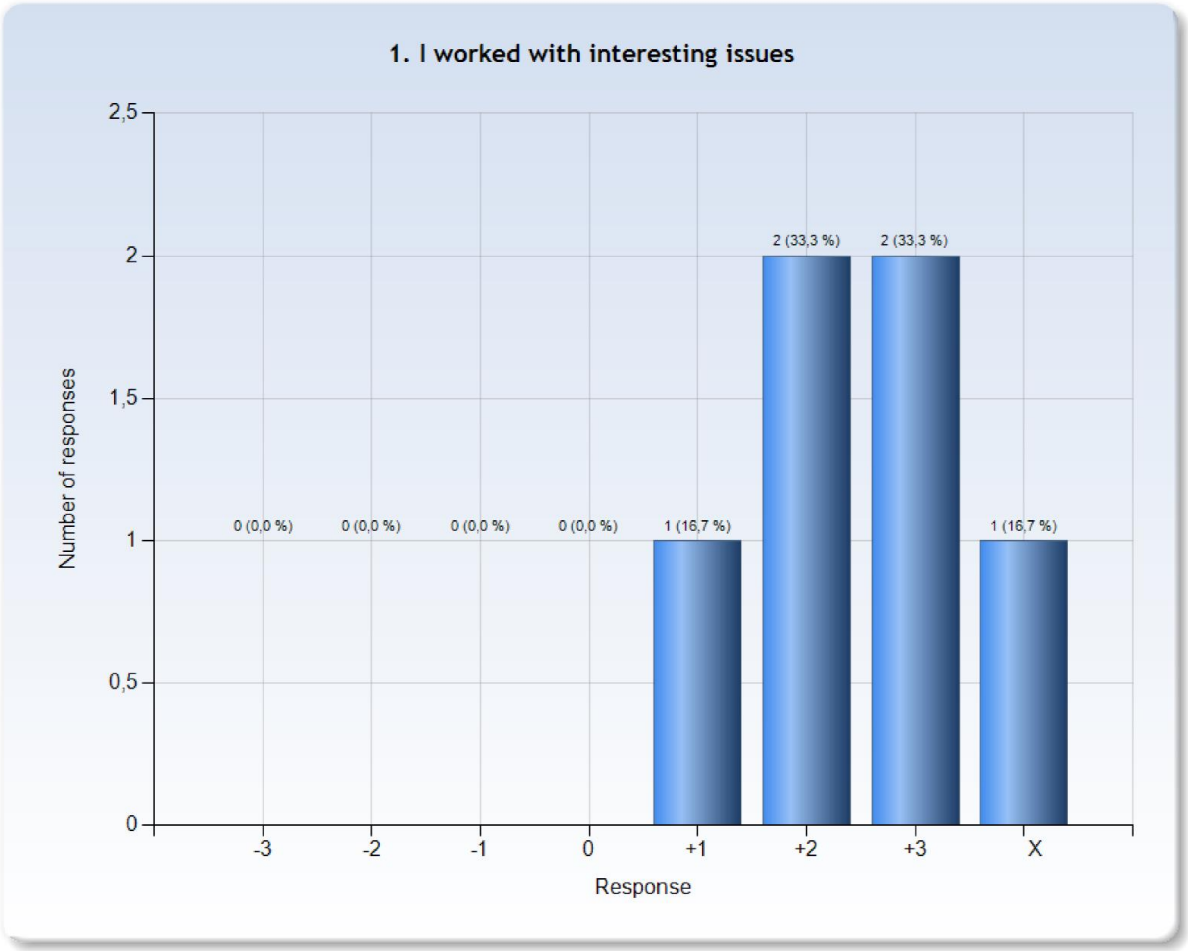


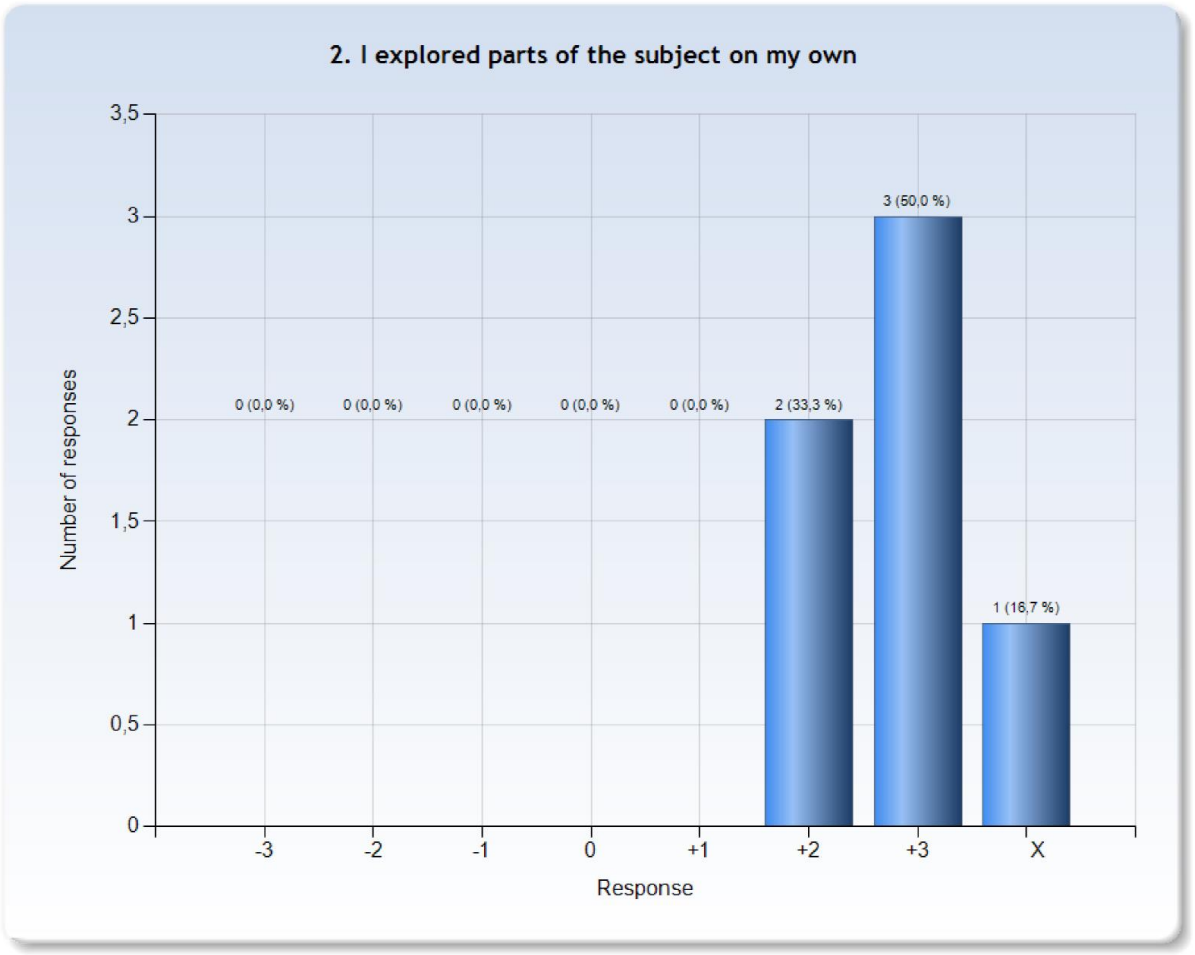
RESPONSE DATA

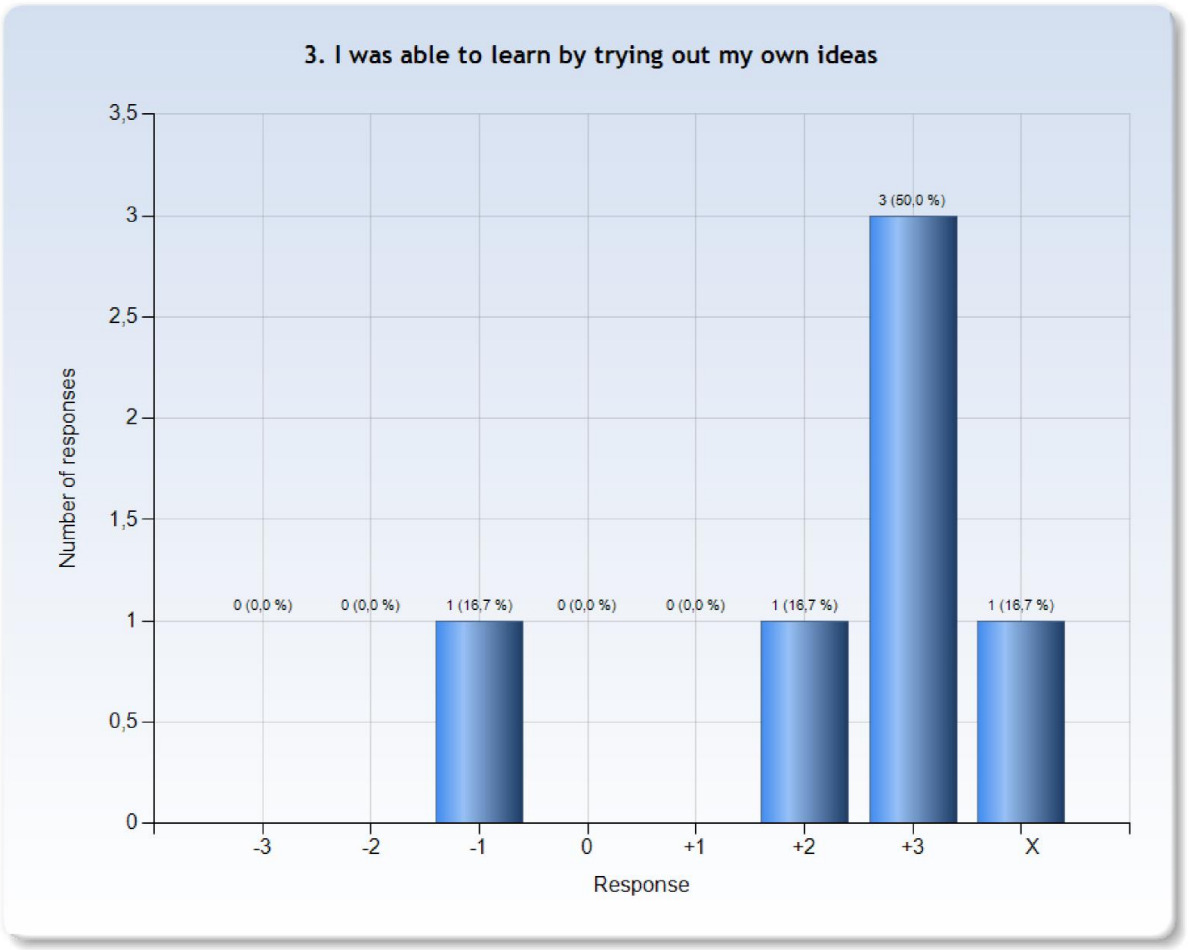
The diagrams below show the detailed response to the LEQ statements. The response scale is defined by:

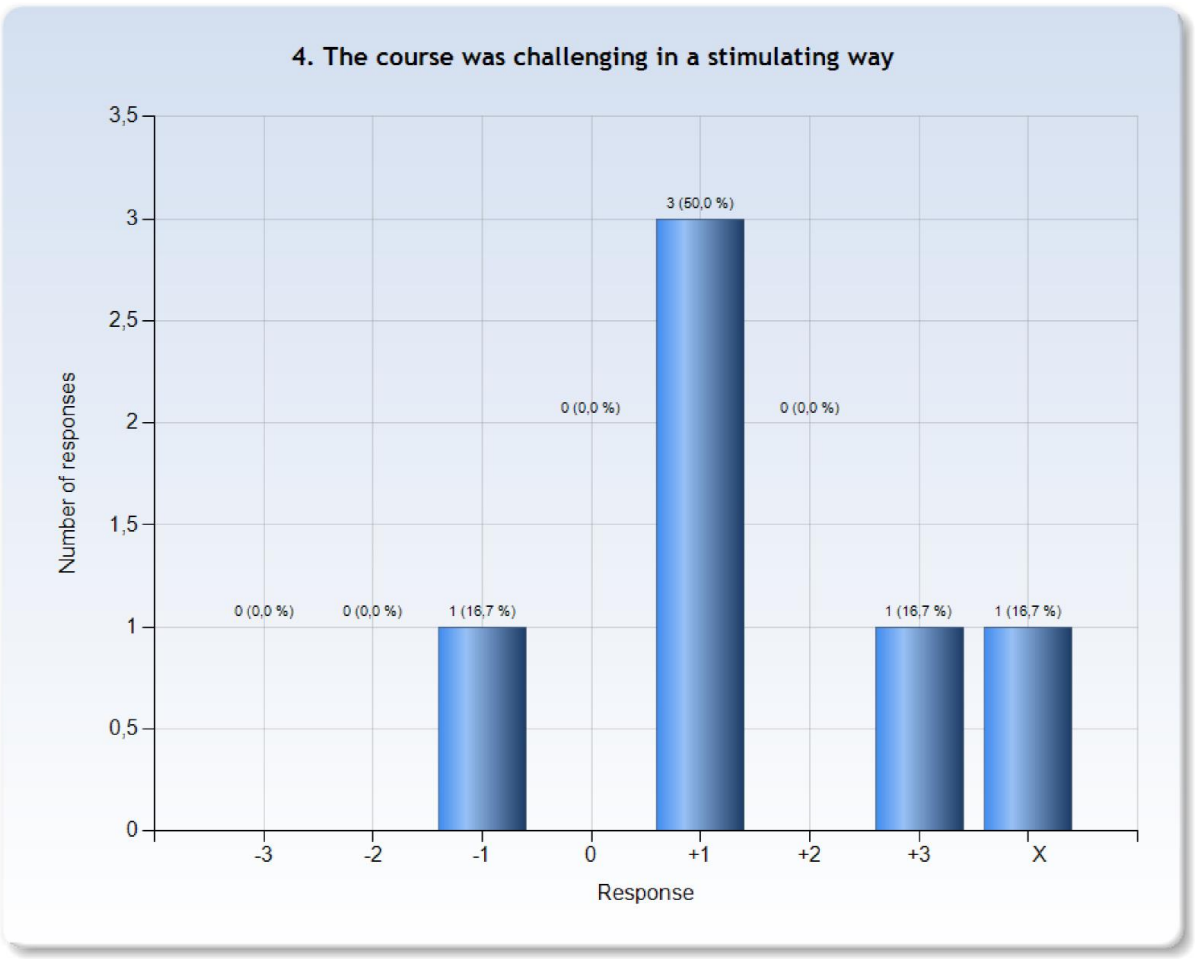
-3 = No, I strongly disagree with the statement
0 = I am neutral to the statement
+3 = Yes, I strongly agree with the statement

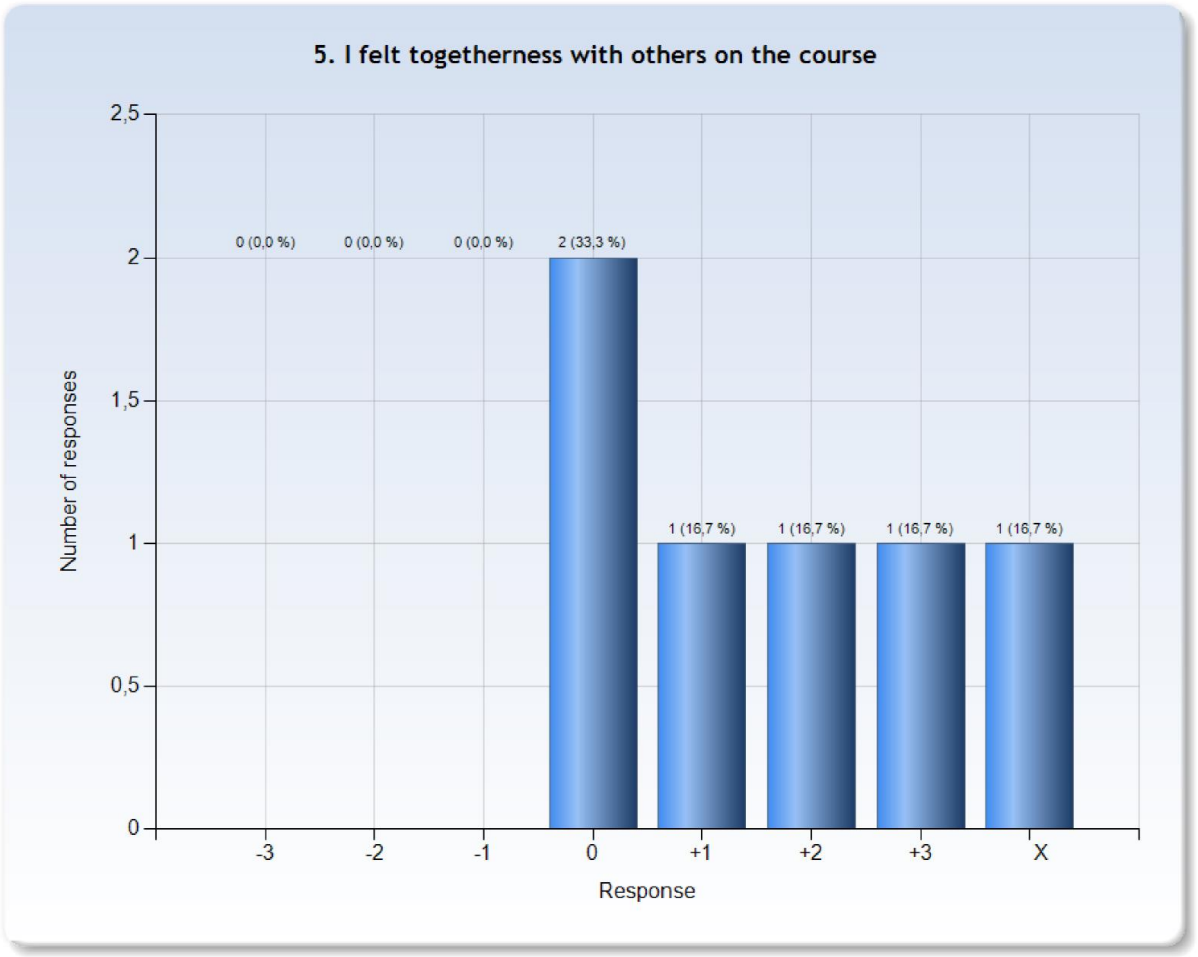
X = I decline to take a position on the statement

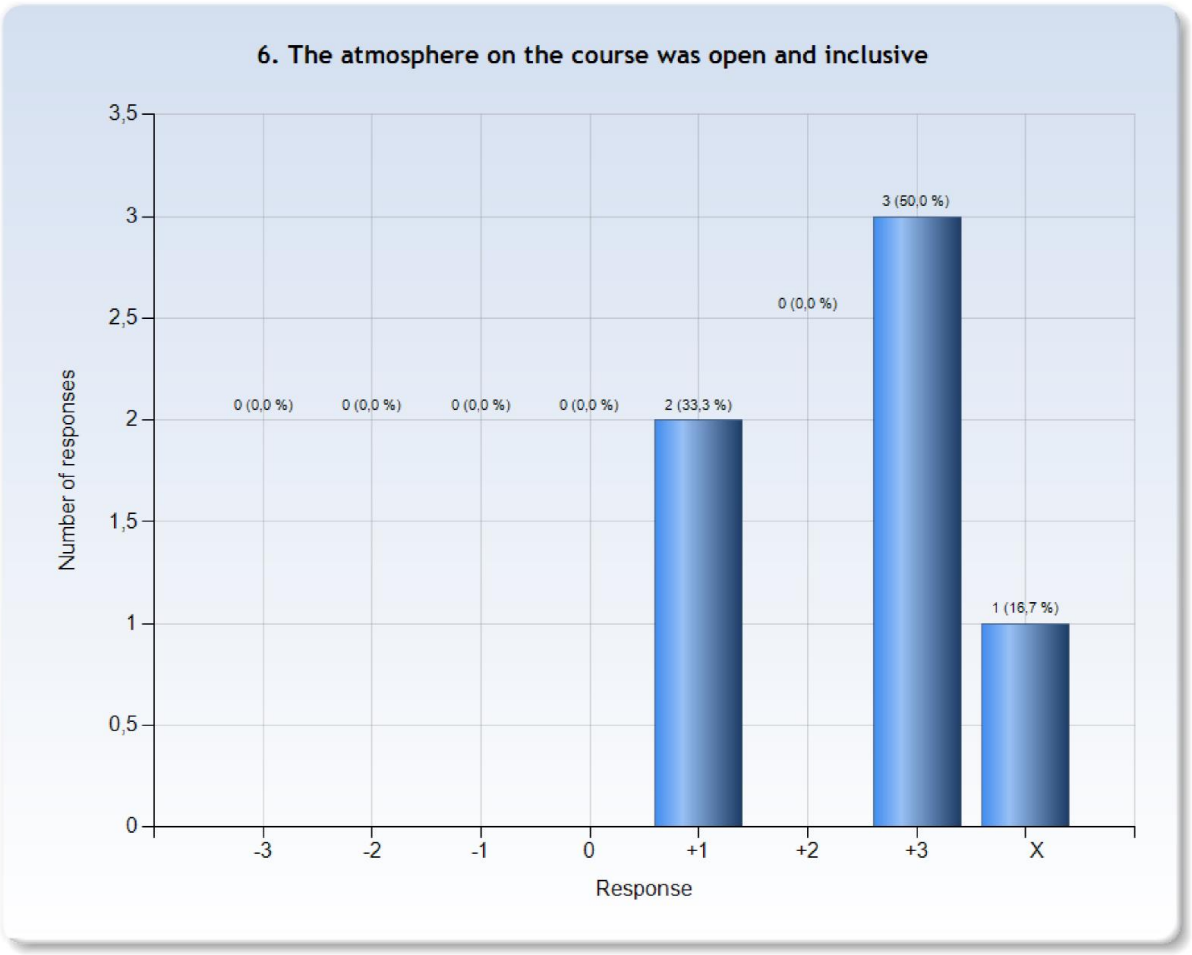



2. I explored parts of the subject on my own
Number of responses
3,5
3
2,5
2
1,5
1
0,5
0
0 (0,0 %)
0 (0,0 %)
0 (0,0 %)
0 (0,0 %)
0 (0,0 %)
2 (33,3 %)
3 (50,0 %)
1 (16,7 %)
-3
-2
-1
0
+1
+2
+3
X
Response


3. I was able to learn by trying out my own ideas
Number of responses
3,5
3
2,5
2
1,5
1
0,5
0
0 (0,0 %)
0 (0,0 %)
1 (16,7 %)
0 (0,0 %)
0 (0,0 %)
1 (16,7 %)
3 (50,0 %)
1 (16,7 %)
-3
-2
-1
0
+1
+2
+3
X
Response

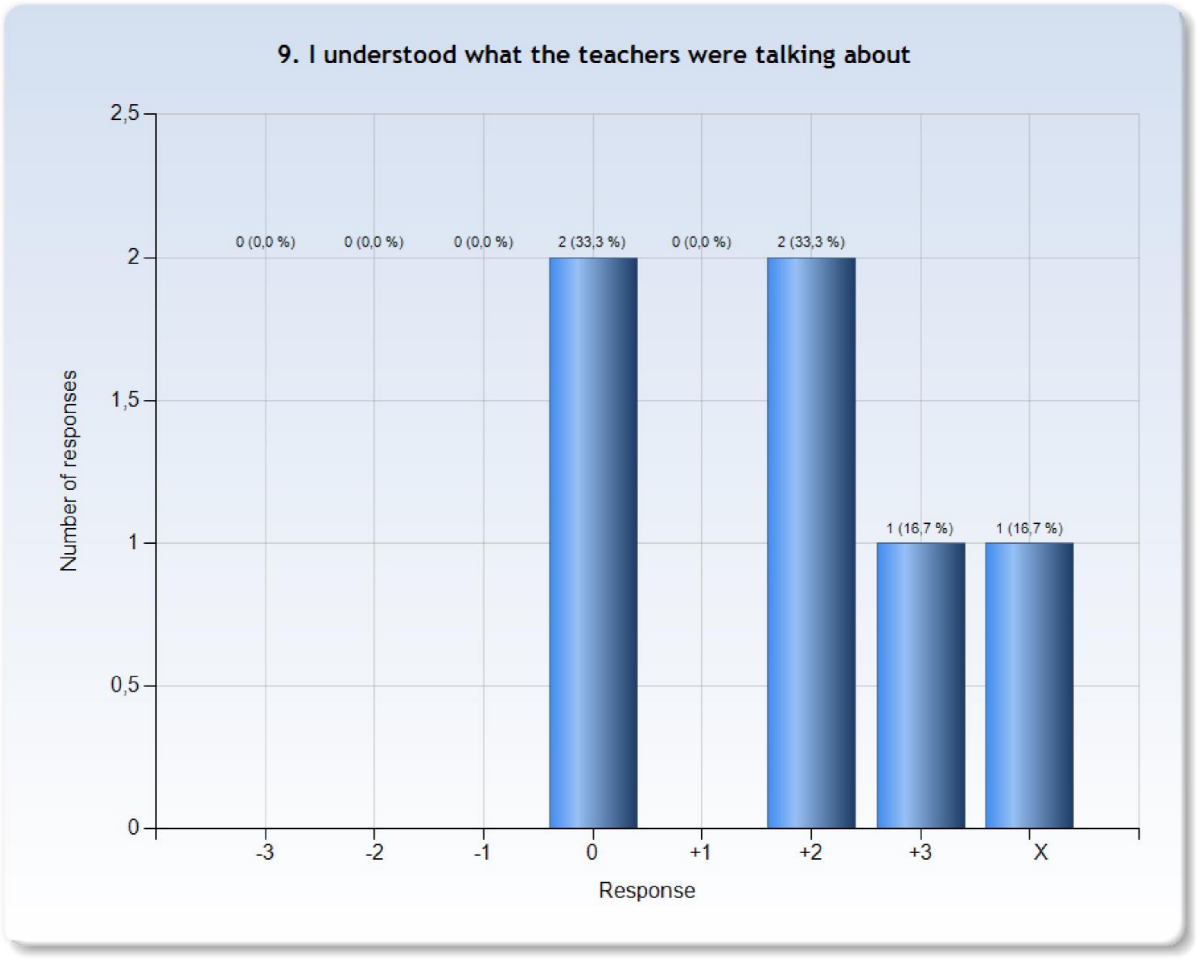

4. The course was challenging in a stimulating way
Number of responses
3,5
3
2,5
2
1,5
1
0,5
0
0 (0,0 %)
0 (0,0 %)
1 (16,7 %)
0 (0,0 %)
3 (50,0 %)
0 (0,0 %)
1 (16,7 %)
1 (16,7 %)
-3
-2
-1
0
+1
+2
+3
X
Response

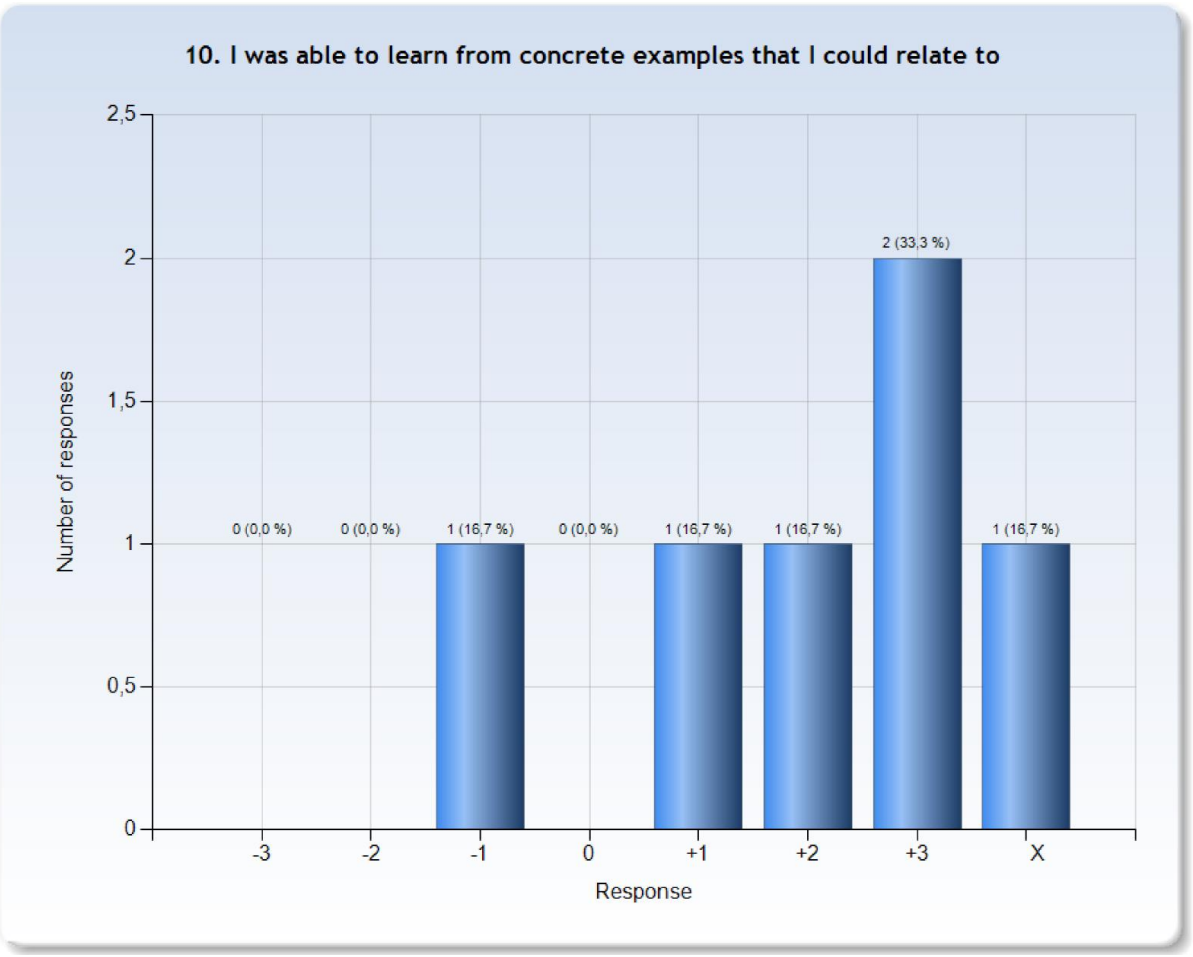

5. I felt togetherness with others on the course
Number of responses
2,5
2
1,5
1
0,5
0
0 (0,0 %)
0 (0,0 %)
0 (0,0 %)
2 (33,3 %)
1 (16,7 %)
1 (16,7 %)
1 (16,7 %)
1 (16,7 %)
-3
-2
-1
0
+1
+2
+3
X
Response

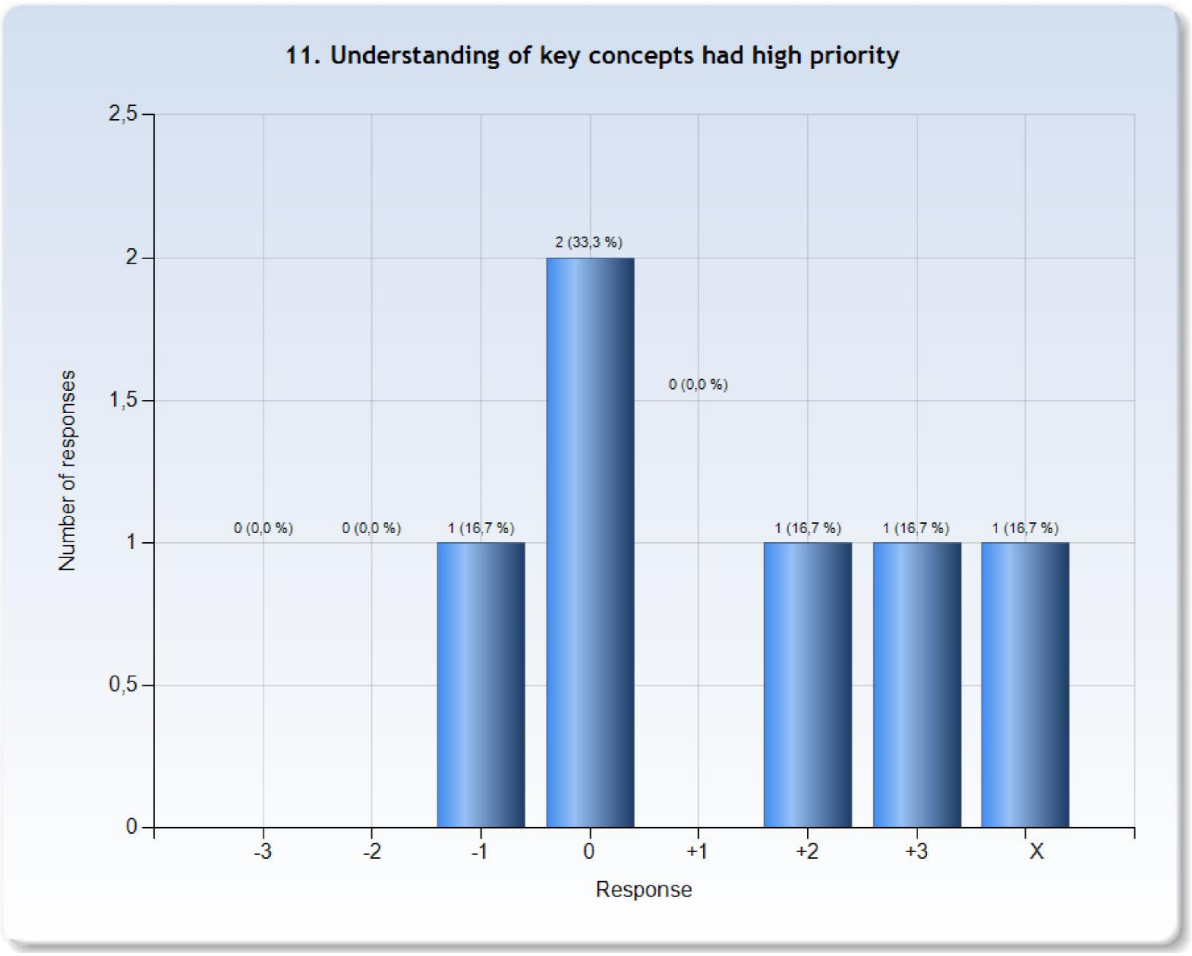

6. The atmosphere on the course was open and inclusive
Number of responses
3,5
3
2,5
2
1,5
1
0,5
0
0 (0,0 %)
0 (0,0 %)
0 (0,0 %)
0 (0,0 %)
2 (33,3 %)
0 (0,0 %)
3 (50,0 %)
1 (16,7 %)
-3
-2
-1
0
+1
+2
+3
X
Response


7. The intended learning outcomes helped me to understand what I was expected to achieve
Number of responses
2,5
2
1,5
1
0,5
0
0 (0,0 %)
0 (0,0 %)
1 (20,0 %)
2 (40,0 %)
0 (0,0 %)
0 (0,0 %)
1 (20,0 %)
1 (20,0 %)
-3
-2
-1
0
+1
+2
+3
X
Response

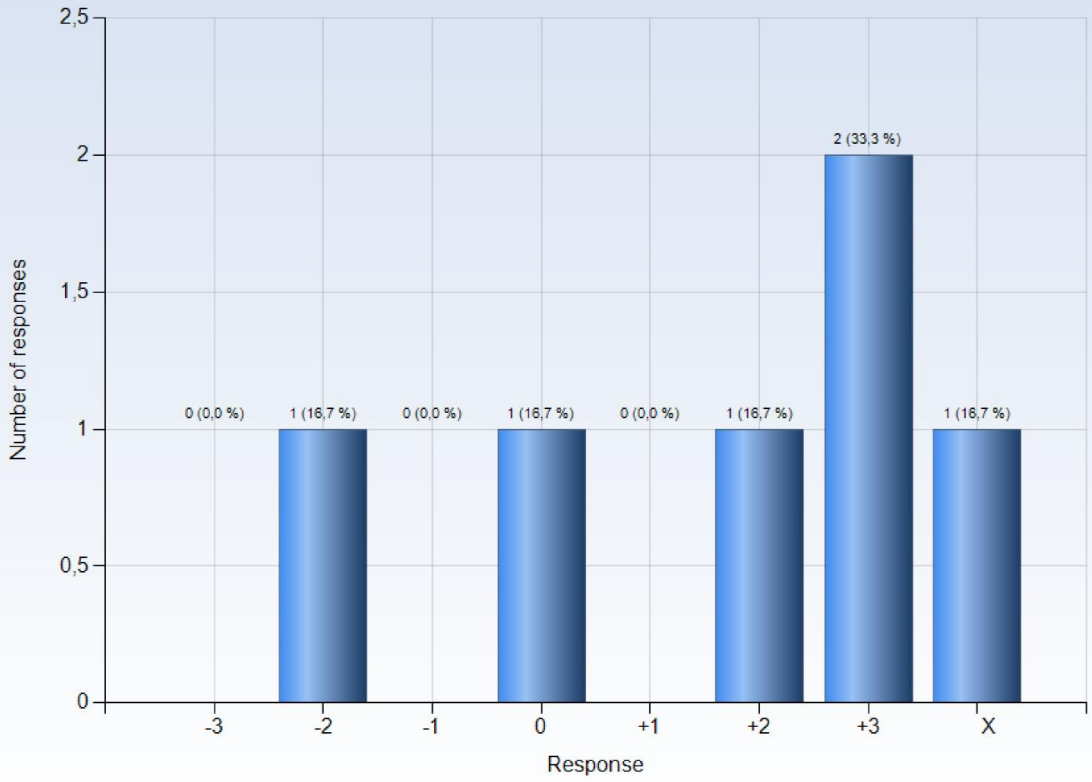

8. I understood how the course was organized and what I was expected to do
2,5
2
1,5
1
0,5
0
Number of responses
0 (0,0 %)
2 (33,3 %)
0 (0,0 %)
0 (0,0 %)
0 (0,0 %)
2 (33,3 %)
1 (16,7 %)
1 (16,7 %)
-3
-2
-1
0
+1
+2
+3
X
Response


9. I understood what the teachers were talking about
2,5
2
1,5
1
0,5
0
Number of responses
0 (0,0 %)
0 (0,0 %)
0 (0,0 %)
2 (33,3 %)
0 (0,0 %)
2 (33,3 %)
1 (16,7 %)
1 (16,7 %)
-3
-2
-1
0
+1
+2
+3
X
Response

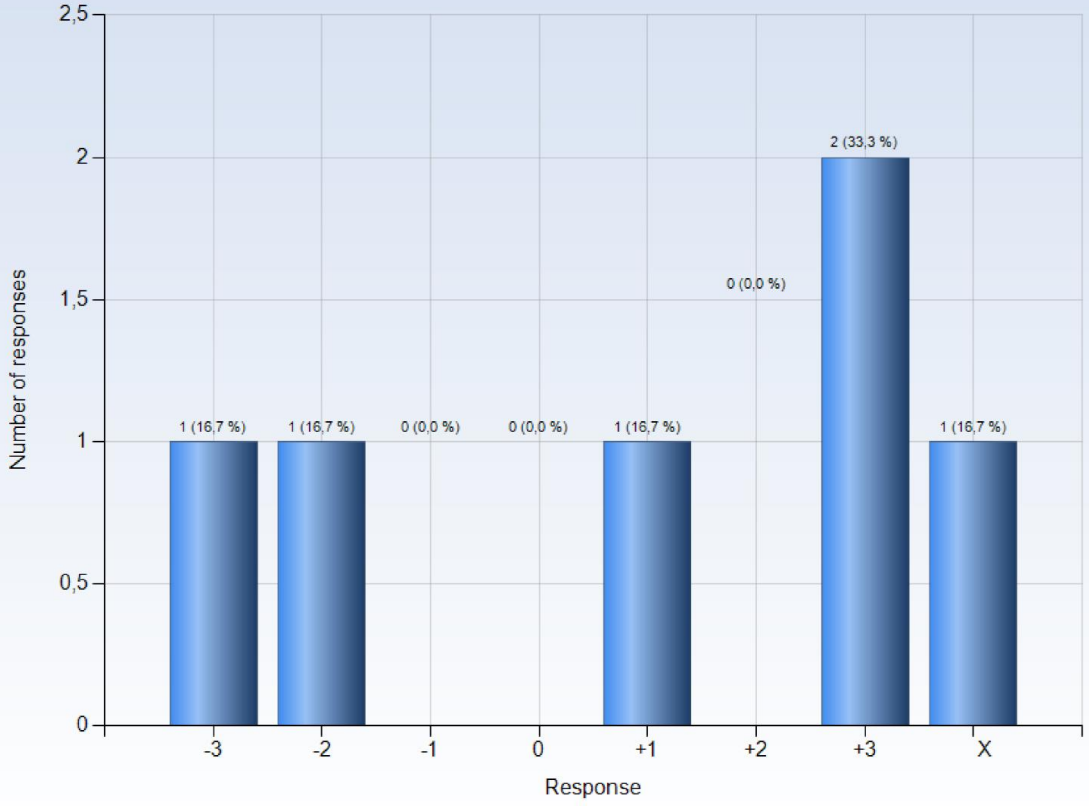

10. I was able to learn from concrete examples that I could relate to
Number of responses
2,5
2
1,5
1
0,5
0
0 (0,0 %)
0 (0,0 %)
1 (16,7 %)
0 (0,0 %)
1 (16,7 %)
1 (16,7 %)
2 (33,3 %)
1 (16,7 %)
-3
-2
-1
0
+1
+2
+3
X
Response

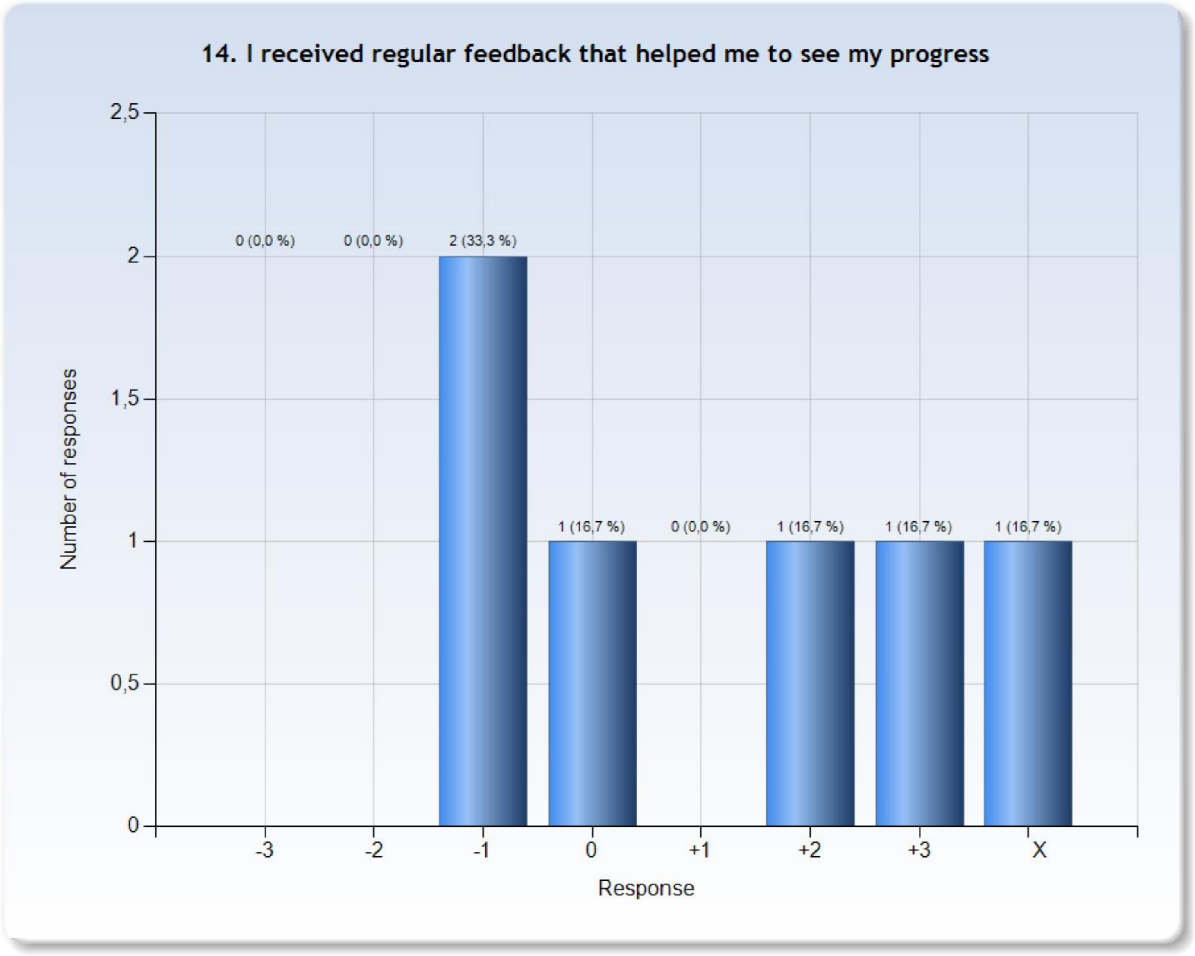

11. Understanding of key concepts had high priority
2,5
2
1,5
1
0,5
0
Number of responses
0 (0,0 %)
0 (0,0 %)
1 (16,7 %)
2 (33,3 %)
0 (0,0 %)
1 (16,7 %)
1 (16,7 %)
1 (16,7 %)
-3
-2
-1
0
+1
+2
+3
X
Response

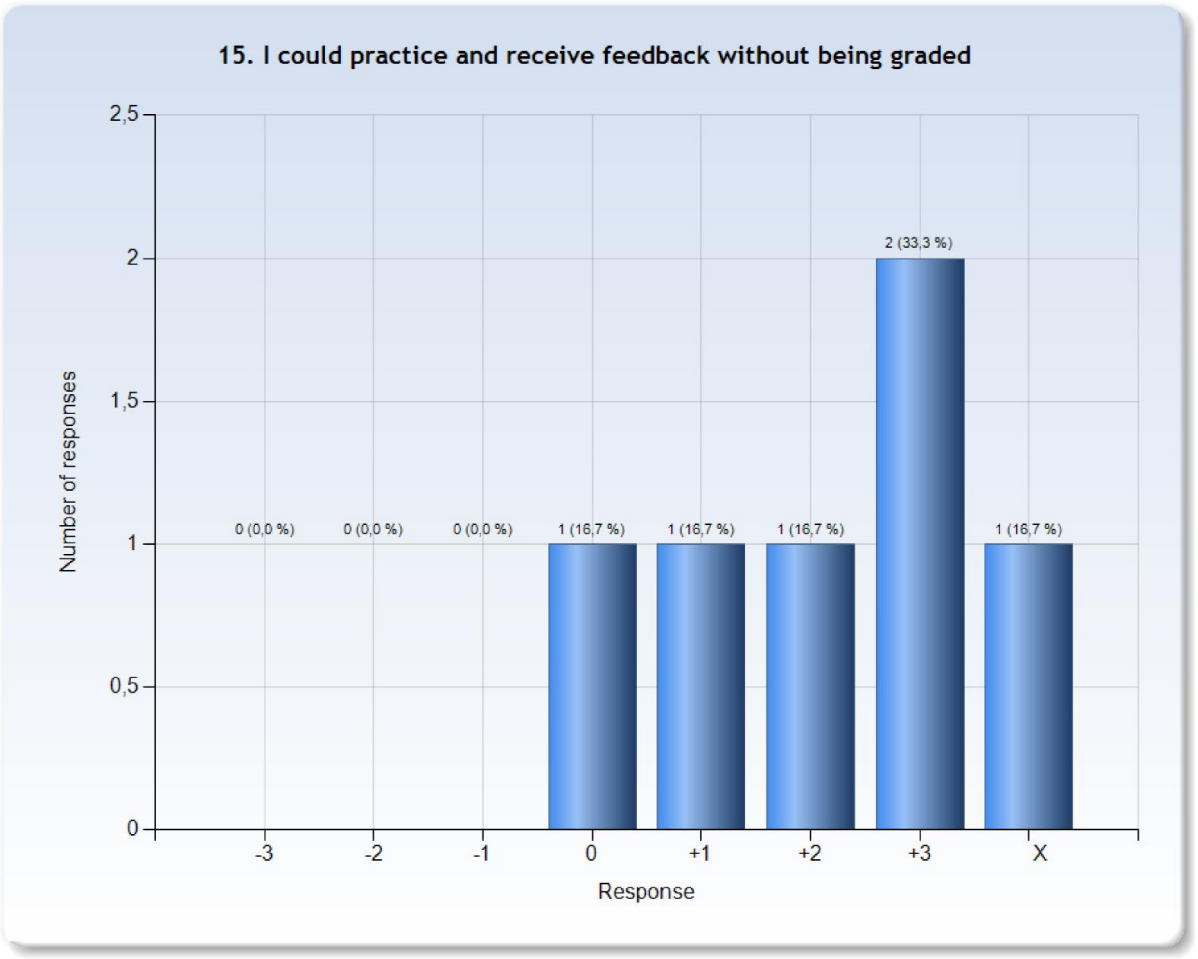
12. The course activities helped me to achieve the intended learning outcomes efficiently

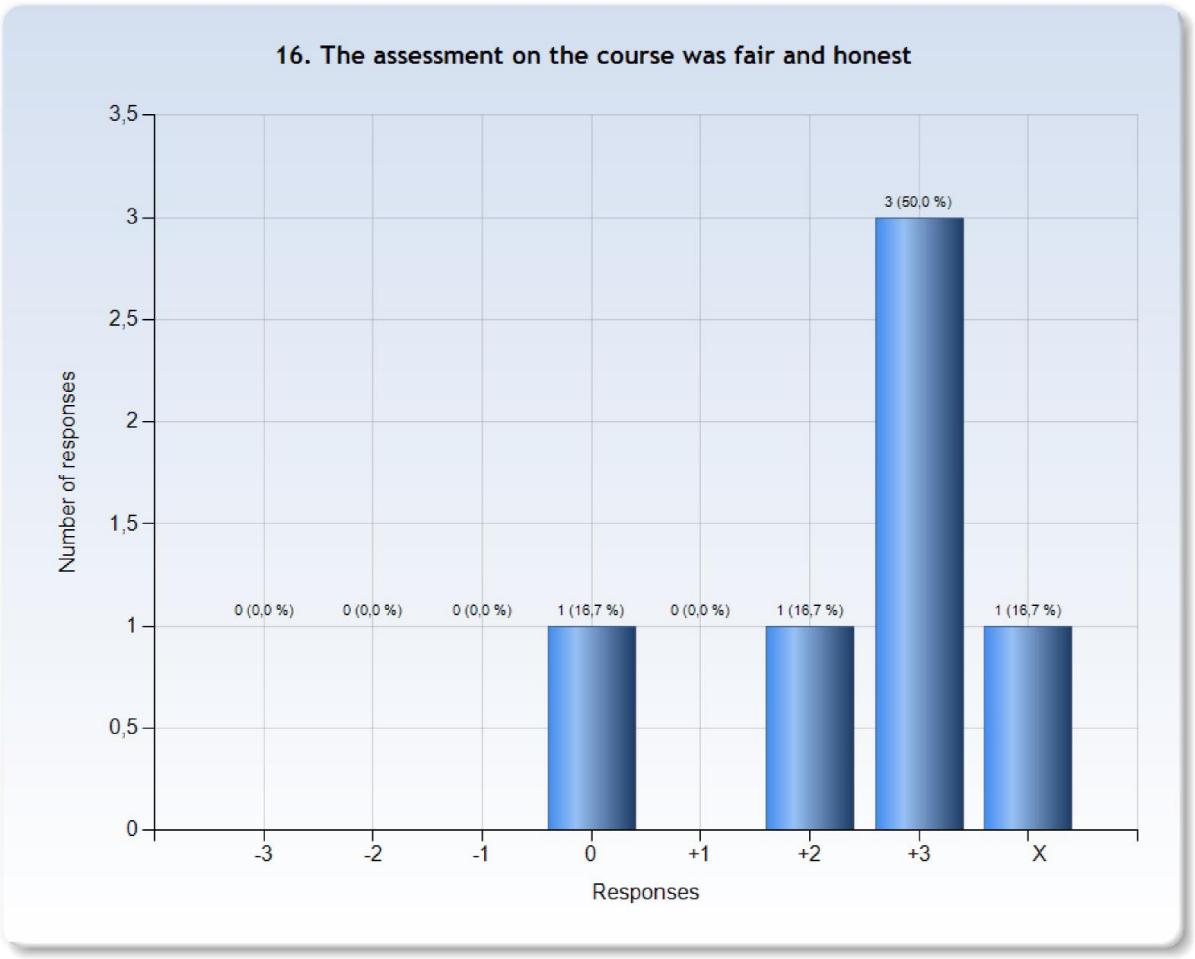


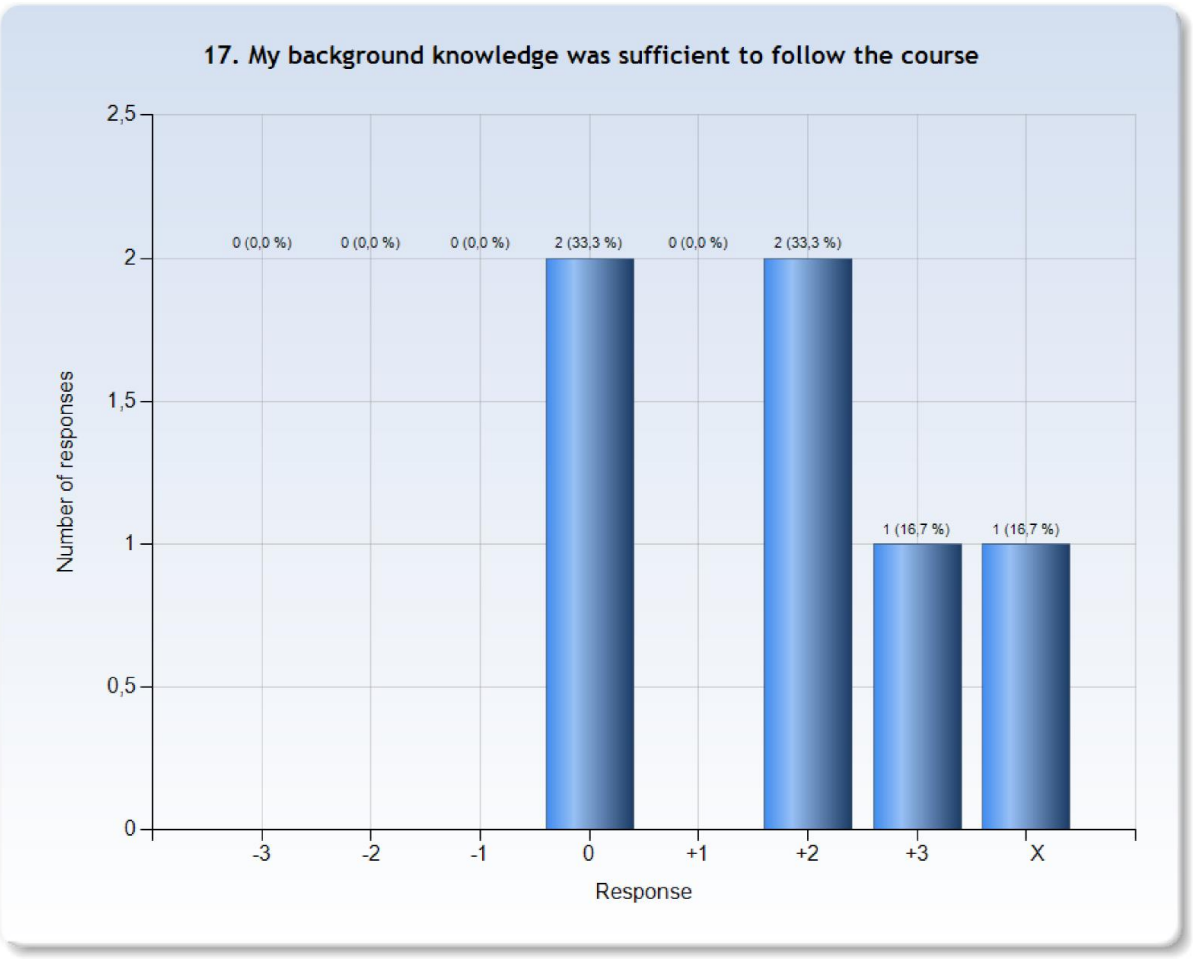
13. I understood what I was expected to learn in order to obtain a certain grade

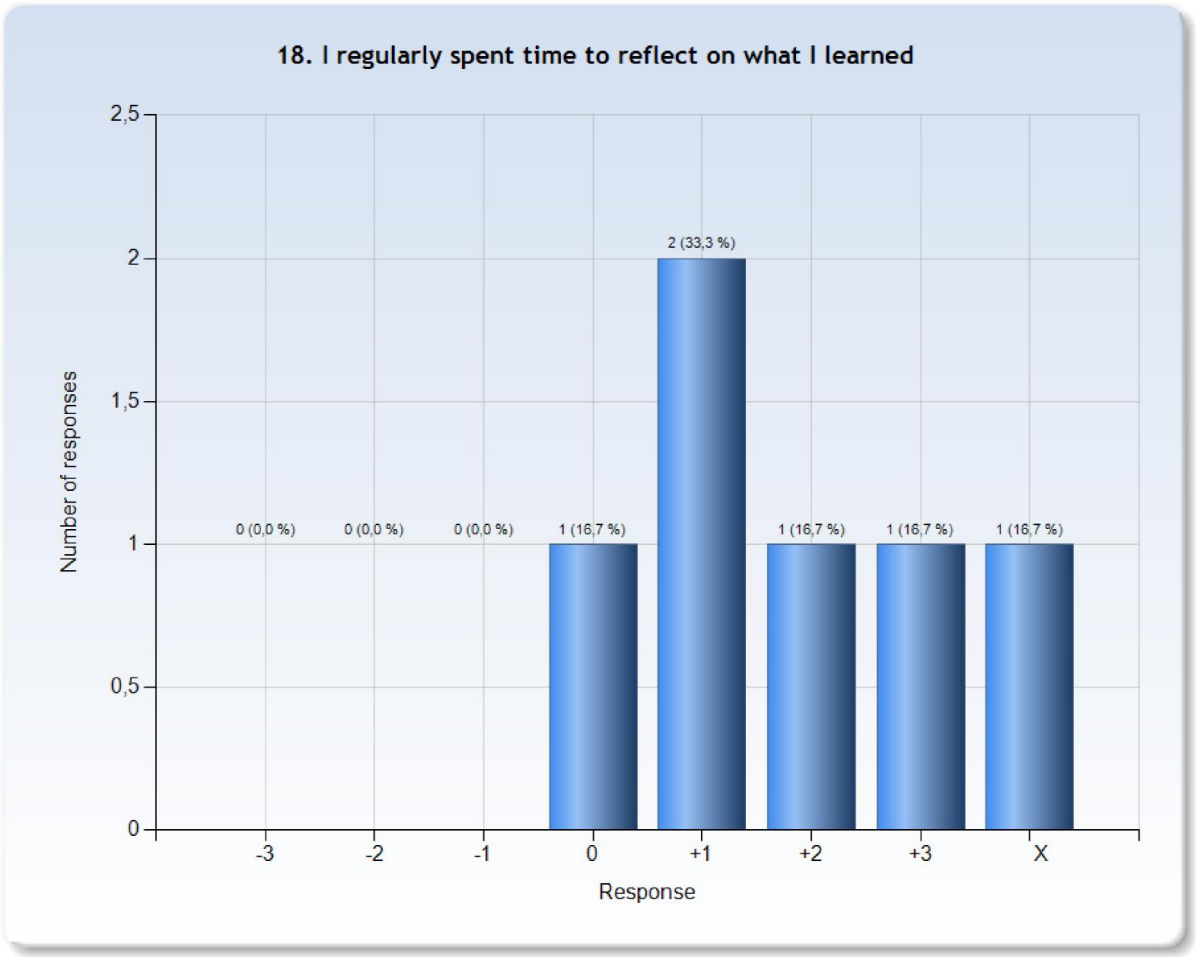


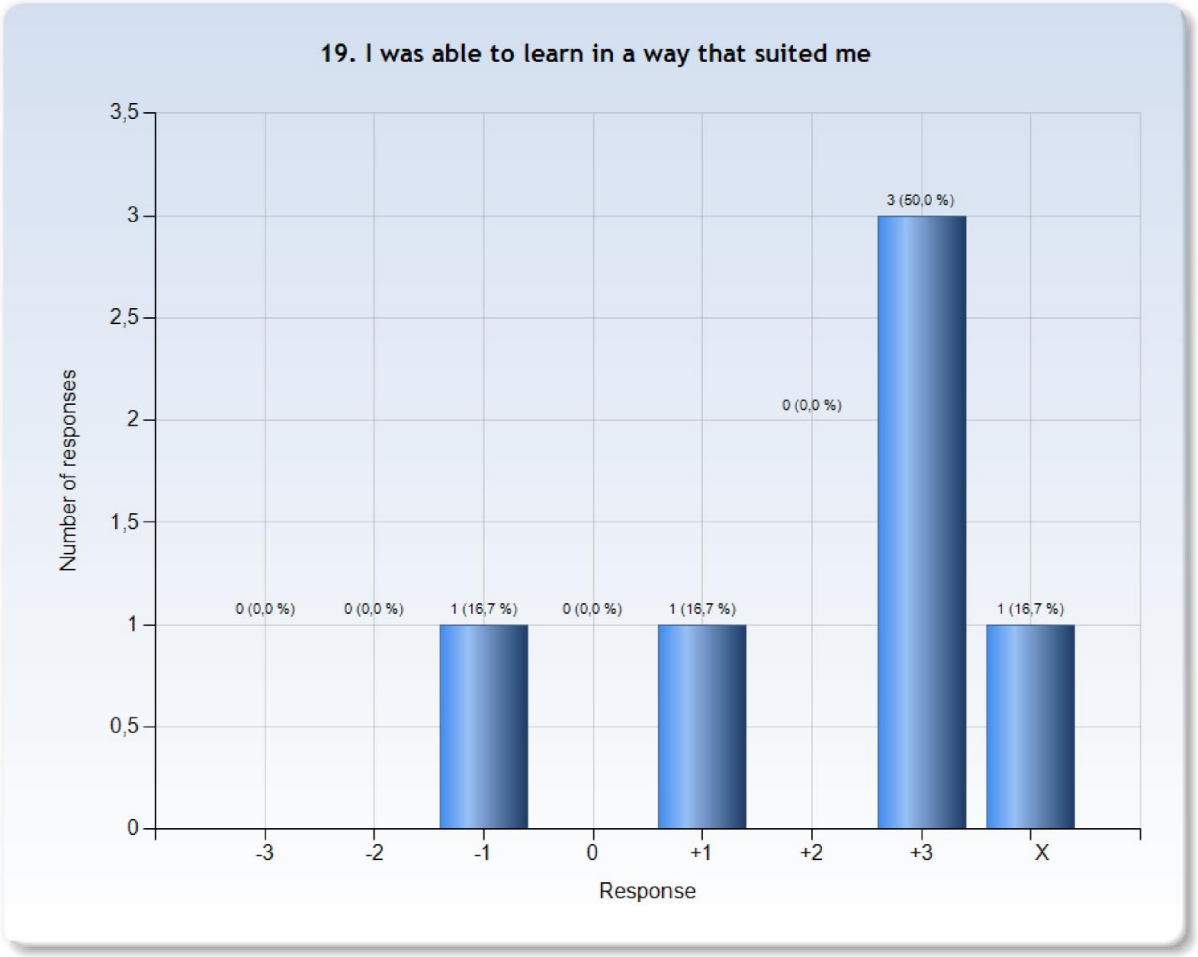

14. I received regular feedback that helped me to see my progress
Number of responses
2,5
2
1,5
1
0,5
0
0 (0,0 %)
0 (0,0 %)
2 (33,3 %)
1 (16,7 %)
0 (0,0 %)
1 (16,7 %)
1 (16,7 %)
1 (16,7 %)
-3
-2
-1
0
+1
+2
+3
X
Response

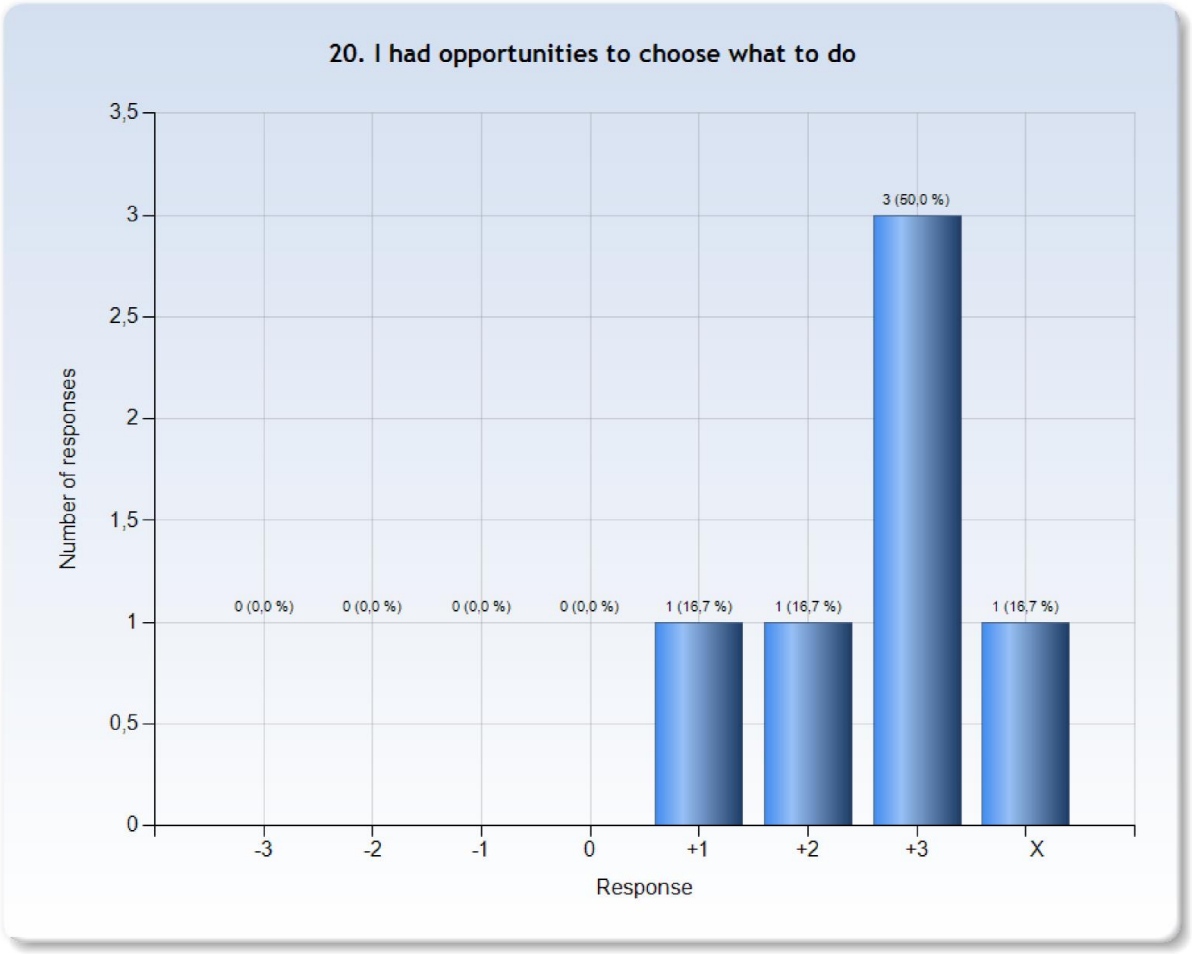

15. I could practice and receive feedback without being graded
Number of responses
2,5
2
1,5
1
0,5
0
0 (0,0 %)
0 (0,0 %)
0 (0,0 %)
1 (16,7 %)
1 (16,7 %)
1 (16,7 %)
2 (33,3 %)
1 (16,7 %)
-3
-2
-1
0
+1
+2
+3
X
Response

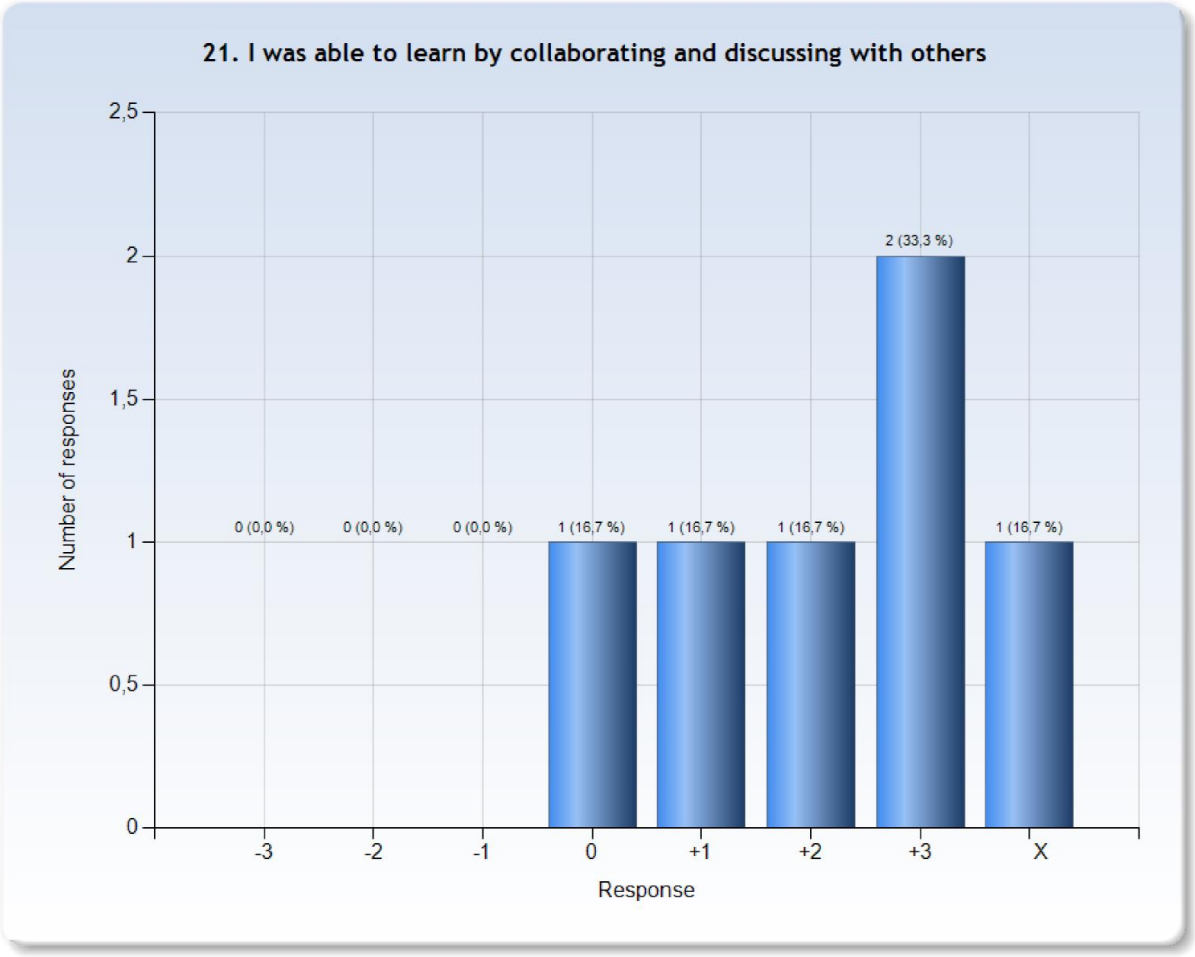

16. The assessment on the course was fair and honest
Number of responses
3,5
3
2,5
2
1,5
1
0,5
0
0 (0,0 %)
0 (0,0 %)
0 (0,0 %)
1 (16,7 %)
0 (0,0 %)
1 (16,7 %)
3 (50,0 %)
1 (16,7 %)
-3
-2
-1
0
+1
+2
+3
X
Responses


17. My background knowledge was sufficient to follow the course
Number of responses
2,5
2
1,5
1
0,5
0
0 (0,0 %)
0 (0,0 %)
0 (0,0 %)
2 (33,3 %)
0 (0,0 %)
2 (33,3 %)
1 (16,7 %)
1 (16,7 %)
-3
-2
-1
0
+1
+2
+3
X
Response


18. I regularly spent time to reflect on what I learned
Number of responses
2,5
2
1,5
1
0,5
0
0 (0,0 %)
0 (0,0 %)
0 (0,0 %)
1 (16,7 %)
2 (33,3 %)
1 (16,7 %)
1 (16,7 %)
1 (16,7 %)
-3
-2
-1
0
+1
+2
+3
X
Response


19. I was able to learn in a way that suited me
Number of responses
3,5
3
2,5
2
1,5
1
0,5
0
0 (0,0 %)
0 (0,0 %)
1 (16,7 %)
0 (0,0 %)
1 (16,7 %)
0 (0,0 %)
3 (50,0 %)
1 (16,7 %)
-3
-2
-1
0
+1
+2
+3
X
Response


20. I had opportunities to choose what to do
Number of responses
3,5
3
2,5
2
1,5
1
0,5
0
0 (0,0 %)
0 (0,0 %)
0 (0,0 %)
0 (0,0 %)
1 (16,7 %)
1 (16,7 %)
3 (50,0 %)
1 (16,7 %)
-3
-2
-1
0
+1
+2
+3
X
Response



BEST ASPECTS OF THE COURSE	
Your comments	*Our feedback*
Gain insights on how physical simulations are created	Game physics simulations offer good potential to be a gentle introduction to more details simulation methods for serious applications.
Learn about modelling in games	We suggest game modelling as a good introduction to more advanced modelling possibilities. Visualisation possibilities afforded by modelling applications are also important in the area of simulation.
The project is fun: can decide what to investigate ourselves	The project is both a popular aspect in the course, but also challenging i.e. finding an area of interest and creating a specification of what will be done.

SUGGESTED IMPROVEMENTS	
Your comments	*Our feedback*
Labs should have deadlines in order to get feedback/no feedback at all at the labs, think you should submit	The teaching assistants on the course have been instructed to provide lab feedback upon request. They can also be sent questions or examples via email. Please do ask them for help! Even though this is mentioned during

them one at a time during the course so you can get feedback	the lectures, we will ask the teaching assistants to make this clearer during the actual lab sessions. We will also consider opening Canvas earlier for early submissions and grades.
Why is there an exam – why under strict rules and not do it at home? There does not appear to be a need for the exam. Really just an evaluation of the project.	The purpose of the exam is to ensure that individual reflection takes place regarding the project (i.e. what went right and what could be improved). Our experience is that this issue is often not taken sufficiently seriously by many students. It also ensures that each member of a project group has an incentive to participate seriously in the project work.
Make it clearer exactly which parts of the MOOC/maths part of the course are optional	We are going to simplify the grading scheme to make the optional questions more apparent.
In the page about the project, write a bit more info about what you expect from an advanced project or a pass grade project, and write this in the homepage.	While we already provide exemplars of previous projects, we will try to improve the description of the requirements for higher versus pass project grades, especially involving the math/technical requirement. We always encourage you to present your project specification to the teaching assistants or teacher in order to get feedback on likely project grades.

ADVICE TO FUTURE PARTICIPANTS	
Your comments	*Our feedback*
Think about project ideas early in the course	We strongly encourage this. We note that since it is difficult to formulate feasible ideas for a subject that you are new to, you should follow our recommended method: iterative, incremental development of a project specification with feedback from the course team. Start off by talking to the teacher about your general project idea!
Don't be afraid to ask for help, very friendly and helpful assistants.	We also strongly encourage this. The development and feedback cycle is vital to defining/conducting a successful project and being successful in this course. There are a lot of opportunities to do this during the lab sessions, etc. The course has been set up to reward those who seek feedback iteratively, since this is a vital skill.