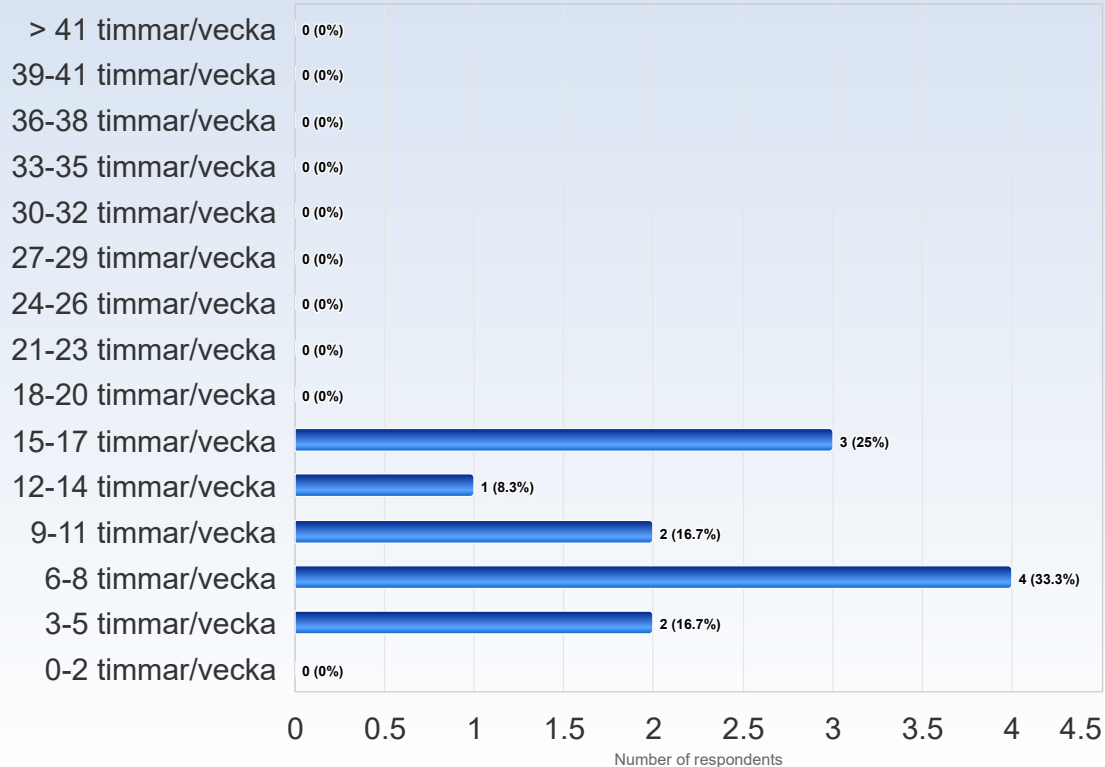


## DD2430 - 2024-01-02

Antal respondenter: 50  
Antal svar: 12  
Svarsfrekvens: 24,00 %

### 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)

I'm not sure I'm representative of the average student as I've worked in the industry for 8 years and am returning to finish my degree so I'm quite a lot more efficient than when I was a student

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

Honestly not sure... seemed reasonable. But as with most courses it changed. Sometimes it was chill and sometimes we did more.

The course load was very manageable as the project scope could be adjusted to include or exclude certain requirements. Other project members spent much less time working on the project.

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

I think that the workload was as high as expected with regards to the credits.

I did everything in my group.

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

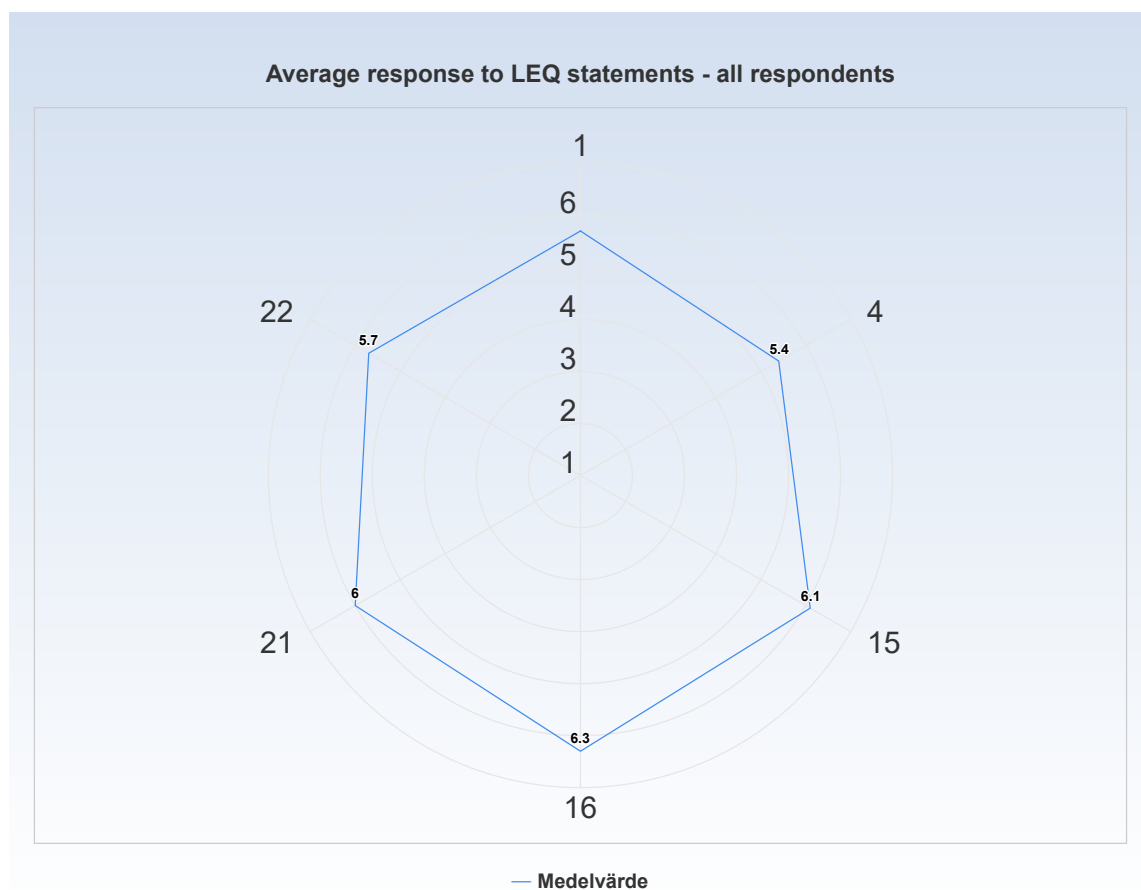
I had too many other courses in the way which is why the amount of hours is relatively low compared to other students

# 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.

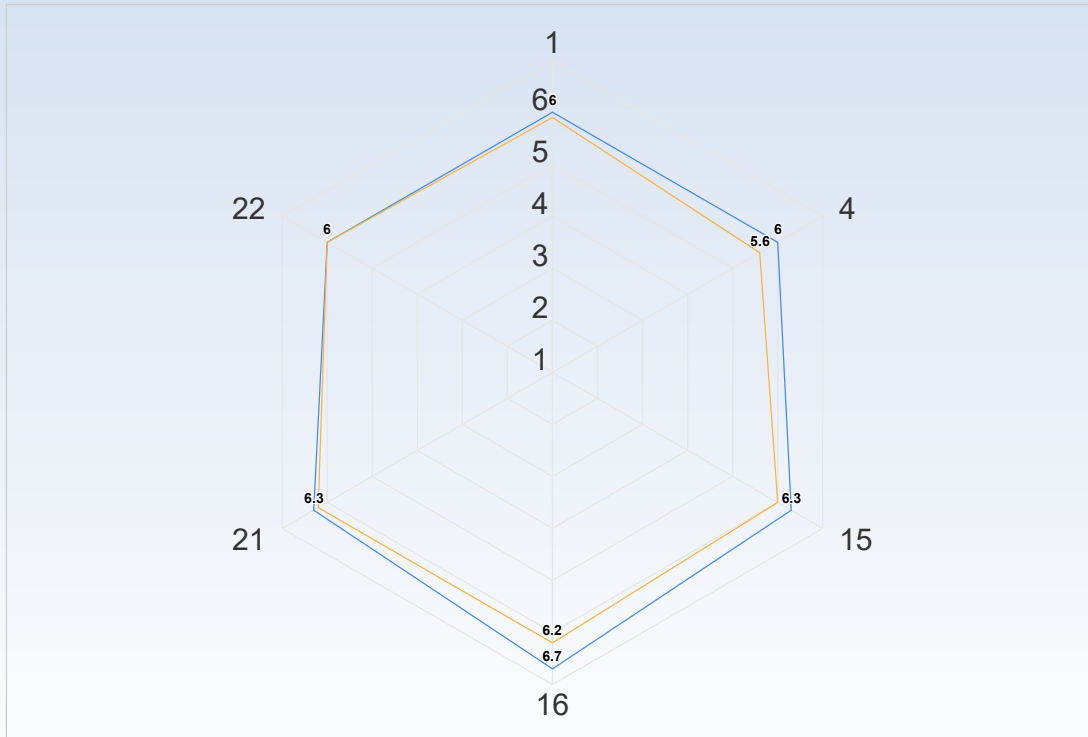
Biggs J. & Tang, C. (2011). *Teaching for Quality Learning at University*, Chapter 6, pp. 95-110. Maidenhead: McGraw Hill.

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.

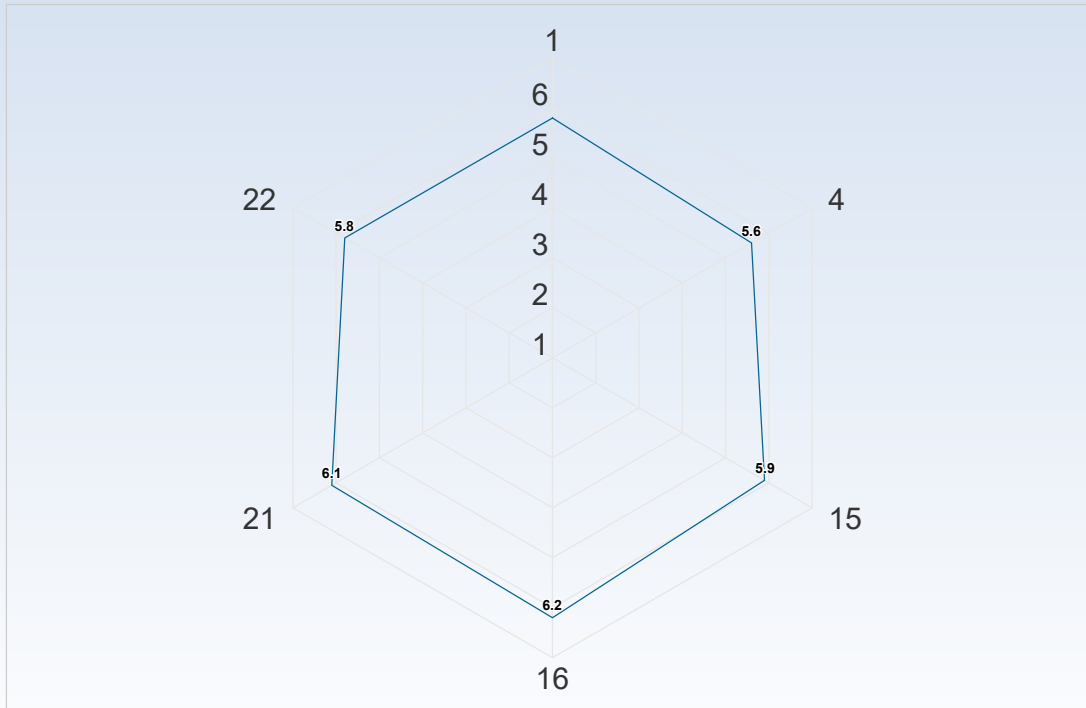
Ramsden, P. (2003). *Learning to Teach in Higher Education*, Chapter 6, pp. 84-105. New York: RoutledgeFalmer.

Average response to LEQ statements - per gender



— Kvinna — Man — Annat — Vill ej uppge

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



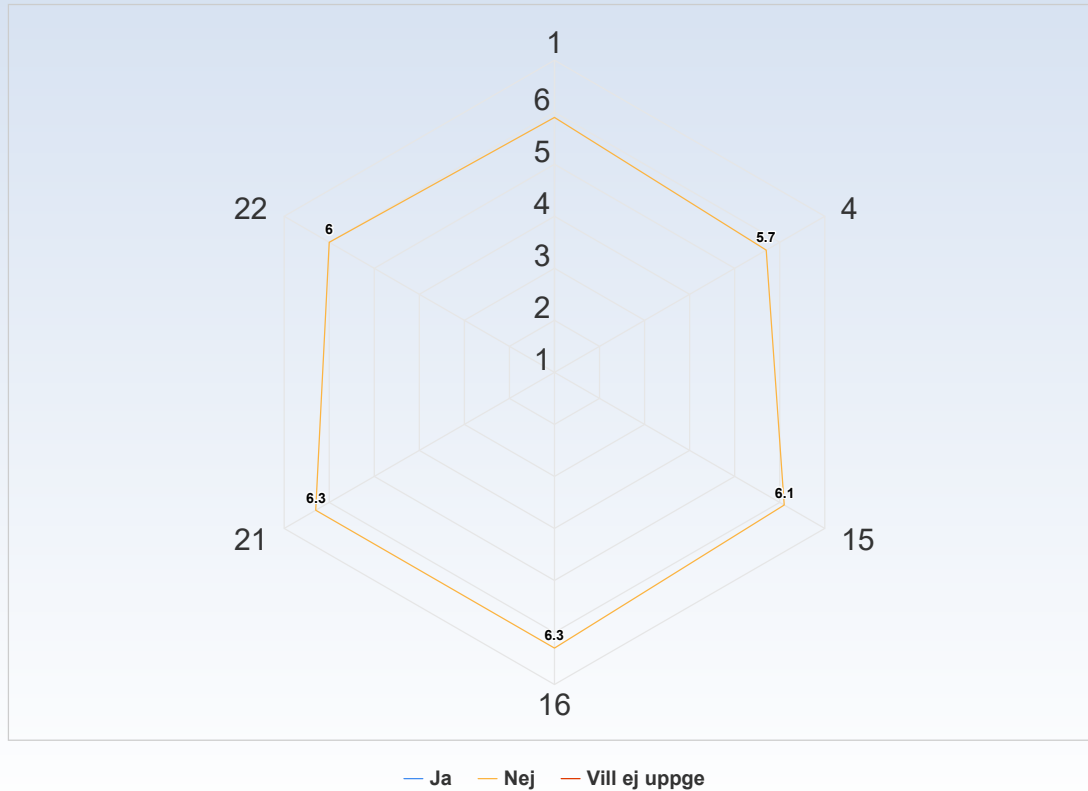
— Internationell masterstudent — Internationell utbytesstudent — Svensk student i årskurs 1-3  
— Svensk student i årskurs 4-5 — Annan typ av student — Vill ej uppge

#### Comments

Comments (I am: Annan typ av student)

I'm an old student returning to finish my last few points to get my degree

### Average response to LEQ statements - per disability



## GENERAL QUESTIONS

What was the best aspect of the course?

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

Lots of interesting projects to choose from!

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

It is interesting to work with a bigger project for a while instead of many small assignments. It also felt like it kind of prepared you for the thesis work in a good way.

Great working on a real life application.

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

That you learned a lot of things that will be useful in the future, especially when writing the degree project.

You are free to do whatever you want. For the scientifically inclined students it's a dream come true.

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

Doing the projects.

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

I think projects are very good way or apply things I've previously learned

Got to work with interesting subjects

## What would you suggest to improve?

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

Please be more clear with what the scheduled "lessons" are so that people don't have to worry about seeing them in their schedules.

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

Update the information about how to use GCP.

I would suggest group sizes of 3 instead of 4. What happened in our case was that our fourth member could escape all work and just show up to meetings without doing anything, as the work of three was enough (with a hard time parallelizing the work).

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

Smaller groups perhaps. We had two piggy backers in a group of four.

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

TOO MANY NLP PROJECTS! Yes I understand that NLP currently is a popular domain which is why this year a lot of the projects were NLP related almost all of them felt like NLP related. I would have loved to have other domains such as computer vision, RL or other stuff as well

- Try to include more industries. I know Karolinska need more people who are interested in Computer Vision, that would have been cool to have

- Financial Companies such as Lynx Asset management would have cool to add. They work a lot of with ML

- More KTH projects would have also been cool to include. Johan Boye has a lot of ideas

ALSO PLEASE INFORM COMPANIES THAT IF THEY ALLOW THESE TYPES OF PROJECTS --> Allow students to put the code publicly on github. If they say no then at least allow students to put on their linkedin that they work at that company. Just something so that it's beneficial for the student as well.

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

Better selection of projects, more serious companies

More accountability on each individual group members, maybe everyone should present what they contributed to the project individually at the end of the course

## 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)

Try to find a good group with people who have time for the project. In my case, all other project members were busy with other courses and part-time jobs and could not spend much time on the course.

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

Try to get going with the project as fast as possible, and work on it continuously. Also try to schedule regular meetings with your supervisor so that you can get help and tips.

Aim for ArXiv!

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

Choose projects you are interested in, not projects in topics you are good at. You will learn more but struggle a lot more as well.

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

Be really careful of which company you choose

Pick group members with care, some are more of a burden than a contribution to the project

Get started early on because you never know when you encounter problems and get stuck.

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

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

Weird to have an assignment in Canvas where you can hand in an assignment, but then after winter say everyone should hand it by email.

Danica has been a great support throughout the project, and the course requirements were always easy to understand.

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

Loved the course, loved the content. We should have more of these courses, courses where you learn some theory then go out and do a project. Super fun and cool to do.

## SPECIFIC QUESTIONS

## RESPONSE DATA

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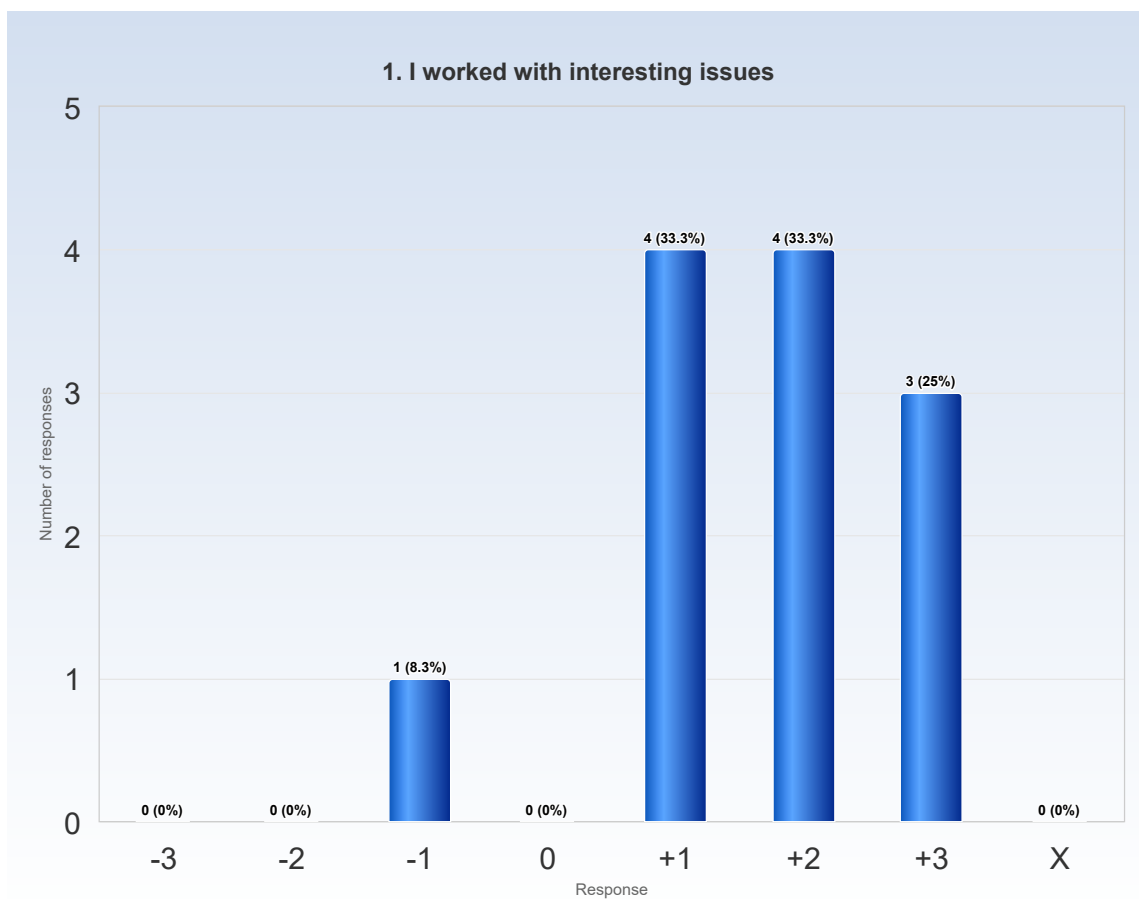
The diagrams below show the detailed response to the LEQ statements. The response scale is defined by:

-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



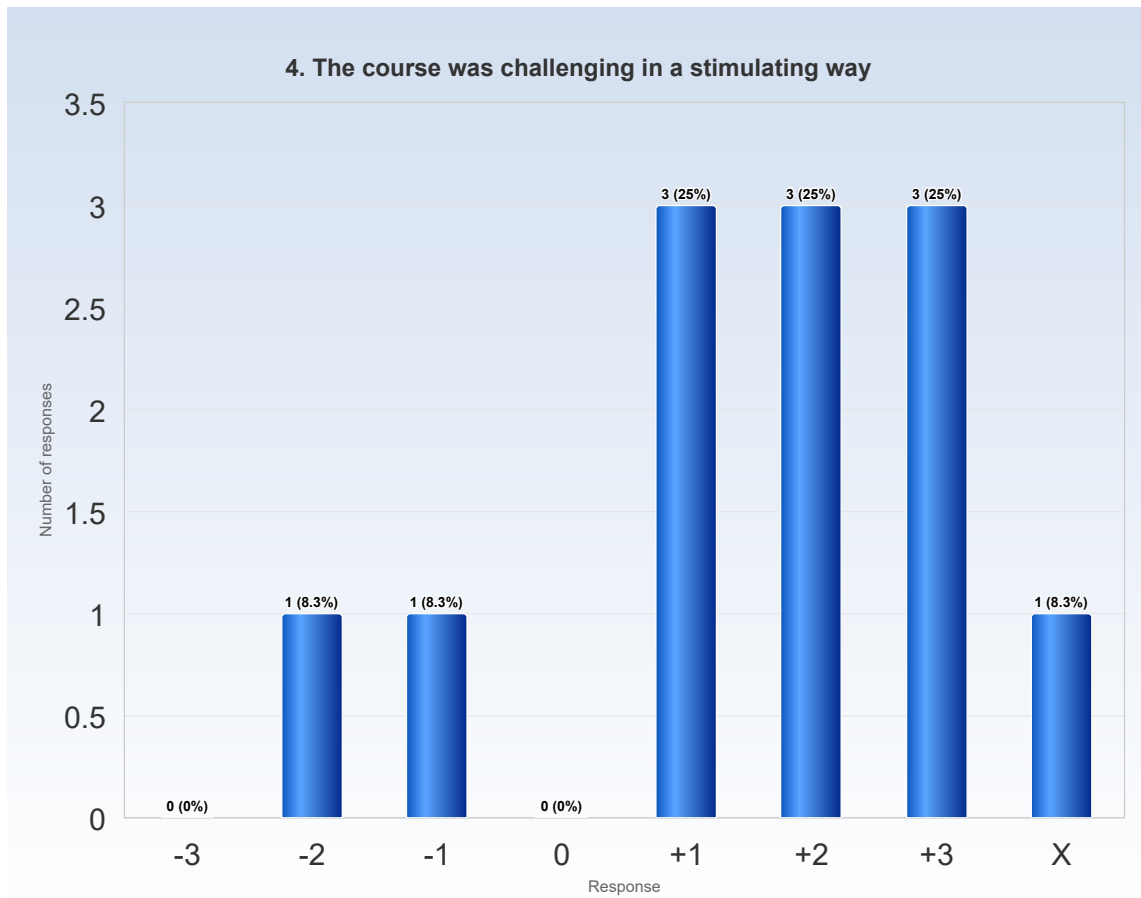
Comments

Comments (My response was: +1)

I got the wrong company, and therefore I am a little sad.

Comments (My response was: +2)

Dependent entirely on the projects



Comments

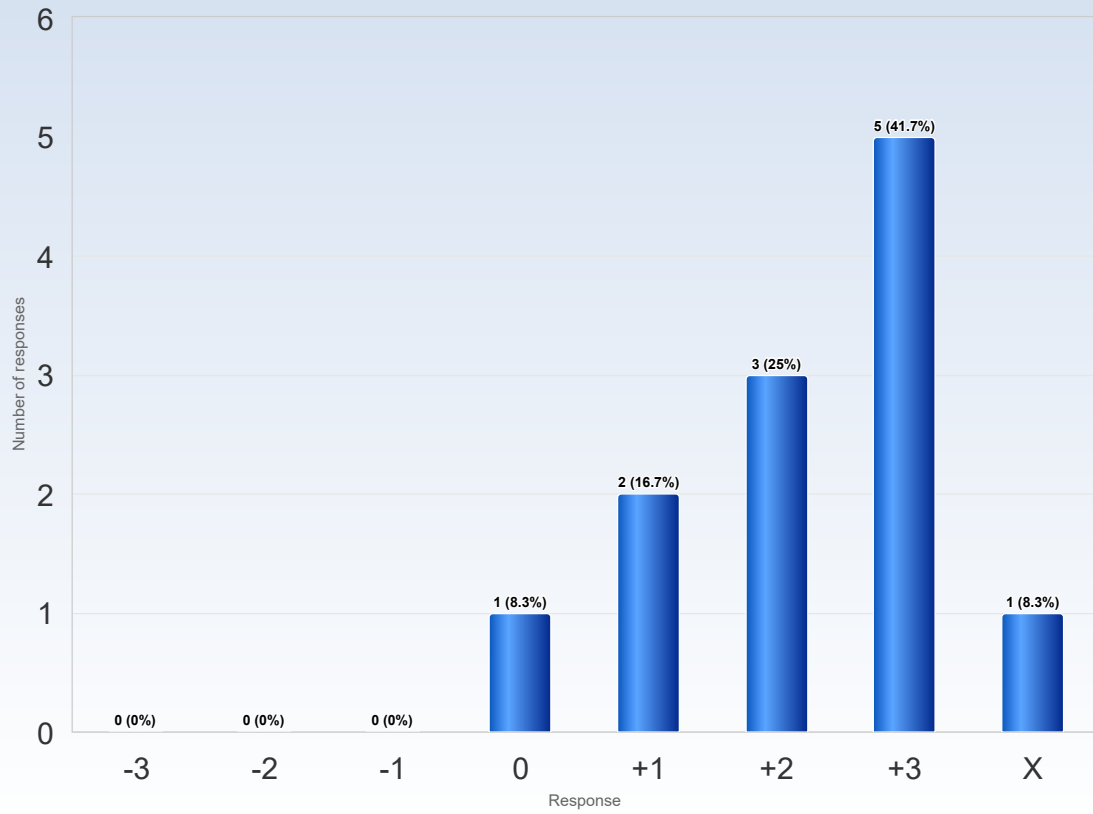
Comments (My response was: +3)

100%

Comments (My response was: X )

Our project didn't really work out, otherwise it would have been.

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



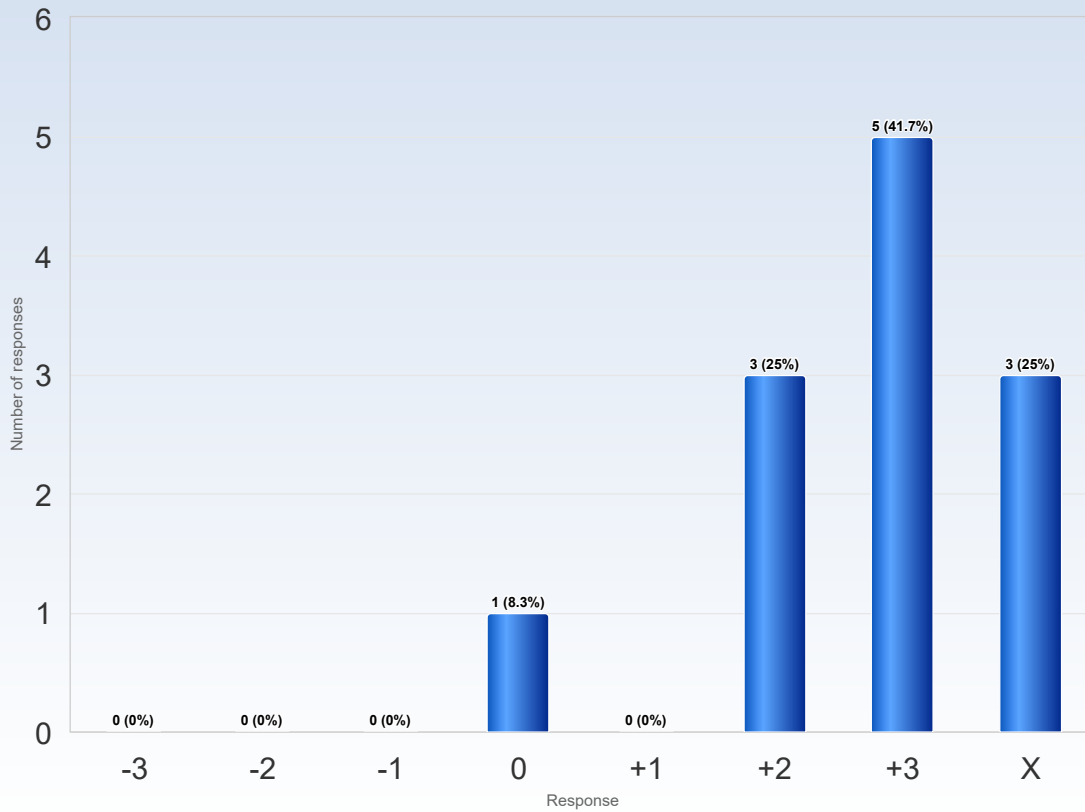
Comments

Comments (My response was: +3)

110%



16. The assessment on the course was fair and honest



Comments

Comments (My response was: 0)

Group grading really isn't the best system half of our group definitively did not deserve to pass since the other half did 95% percent of the work

Comments (My response was: +2)

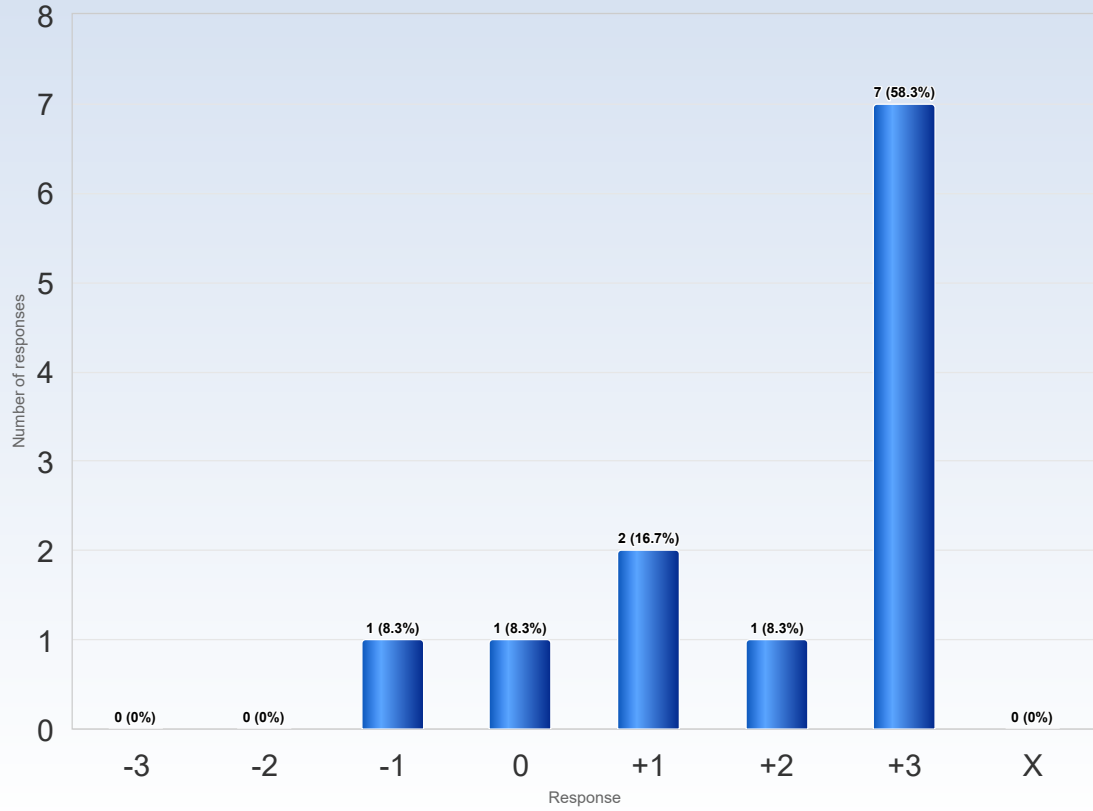
Danica was SUPER QUICK with grading, supervisors were brutal with our reports but it helped. A few times too picky with the stuff but still honest grading, maybe a bit too picky.

Comments (My response was: X )

havent received my grade yet

Don't know.

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



Comments

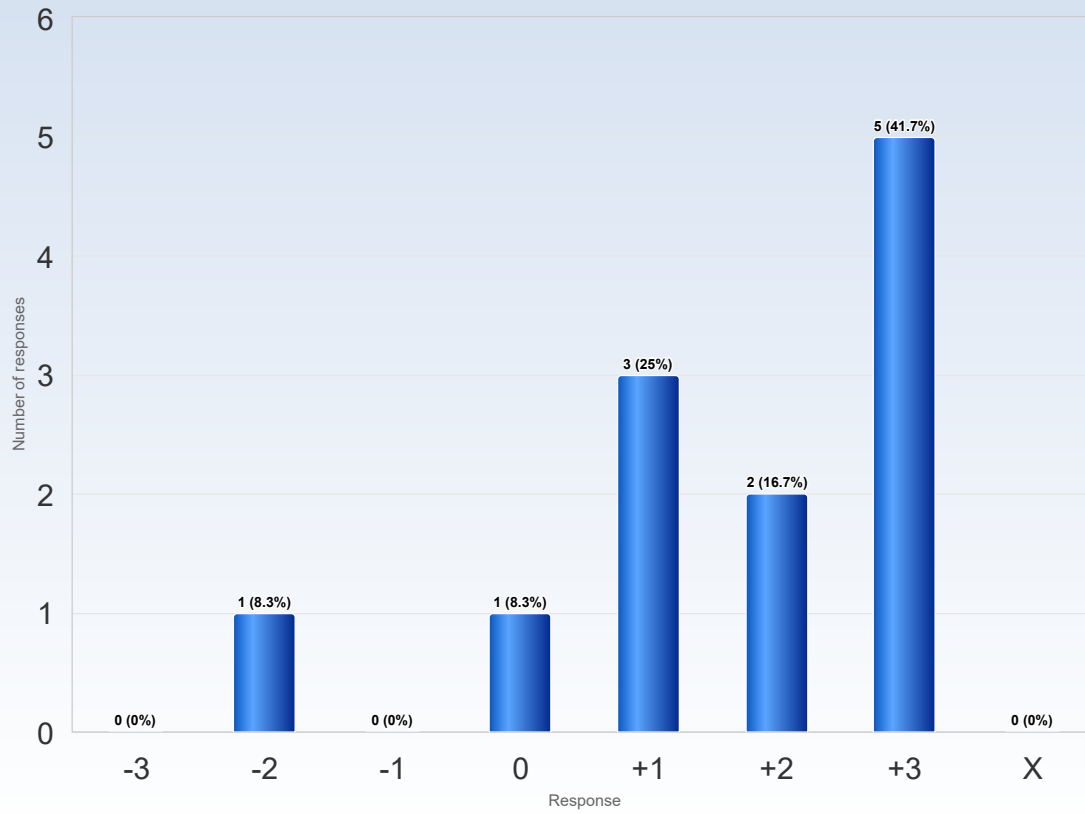
Comments (My response was: 0)

With some but not all

Comments (My response was: +3)

100%%

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



#### Comments

Comments (My response was: +2)  
Dependent on the supervisors

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