

# Report - DH1621 - 2022-10-18

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):**

Jan Gulliksen, gulliksen@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.**

All students were given the opportunity to fill in the course evaluation in LEQ with two weeks response time. During the course frequent questions were asked about the student's experience of the course.

---

**COURSE DESIGN**

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

Students were gathered physically for 7 mandatory lectures and 5 other events to share the results of individual and group work. Digital participation was an opportunity for students who were not able to arrive in Sweden before the start of the course. At the end of the course all students were physically present. Lectures were recorded in case students could not make it.

To pass the course the students were expected to:

- attend all lectures and seminars of the course
- individually conduct assignments on field studies, design and evaluation and orally present it to the rest of the students
- conduct a group project in groups of 3 and present orally to all
- individually write an essay on a topic of their own choice

Given the successful previous courses it was done the same way as last year.

---

**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?**

4 of six respondents said they spent 18-32 hours per week which is reasonable. One student says they spent 6-8 hours per week and one 9-11 hours a week which must mean a misunderstanding as this is less than the scheduled mandatory time. I believe the students have misunderstood the question and saying how much time they spent beyond the mandatory lectures and seminars.

---

**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?**

100%

All students passed all parts of the course.

---

**STUDENTS' ANSWERS TO OPEN QUESTIONS**

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

They are very positive and happy about the course and says this is a great way to be welcomed at KTH.

Some complaints about student activities clashing with course seminars, even though we had the ambition not to. When we were informed about the collisions we changed the schedule.

I would very much like to not collide with student social activities, but I have not been informed about their scheduling.

---

**SUMMARY OF STUDENTS' OPINIONS**

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

Students have been extremely positive and happy about the course

---

**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.**

I am happy about the course and think this is well invested time to welcome our new students in this way. I would advise against digitalizing all or parts of this course, as this will lower the overall impression of the course and their aptitude to stay in Sweden and continue this program.

I have an impression that the students do not invest sufficient time in reading the course literature. I never saw them bringing the book to school and nobody asked questions in relation to the literature. Nor did they relate to the literature in their individual essay. In the future we should consider having literature seminars to force students to read the course.

---

**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 differences in experience between:**

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

The gender distribution among the students were almost 50/50. There is no systematic difference in students experience of the course based on gender according to the course evaluation. All students are by default international students. Some students revealed cognitive disabilities and we tried as much as we can to accommodate that in the course design.

---

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

---

Some updates happen every year to make the course as actual as possible.

Having literature seminars to discuss the course literature would be a good thing, but it would increase the scheduled time and the question is if it would be of greater value to them. To do this I may need a course assistant.

One negative comment in the course evaluation is about providing individual feedback to the essays. I have provided general feedback given that many students make the same mistakes. To be able to provide more substantial feedback I would need support from a course assistant.

I have not maintained a course web, I have never had time to manage that and the value for the students has not been that big as everything is in the slides and e-mails that I have sent to everybody. To be able to maintain a course web I would most likely need the help of a course assistant.

---

**OTHER INFORMATION****Is there anything else you would like to add?**

---

Jarmo told me about thoughts on digitalizing all or parts of the course. I genuinely think it is a bad idea. Having a course that welcomes new students and make this a truly great experience for the students is an excellent way into life at KTH and to their Master studies. I think that this is a way to show value for money for paying students, to minimize the risk of dropouts and generally show the high quality of the teaching we provide.

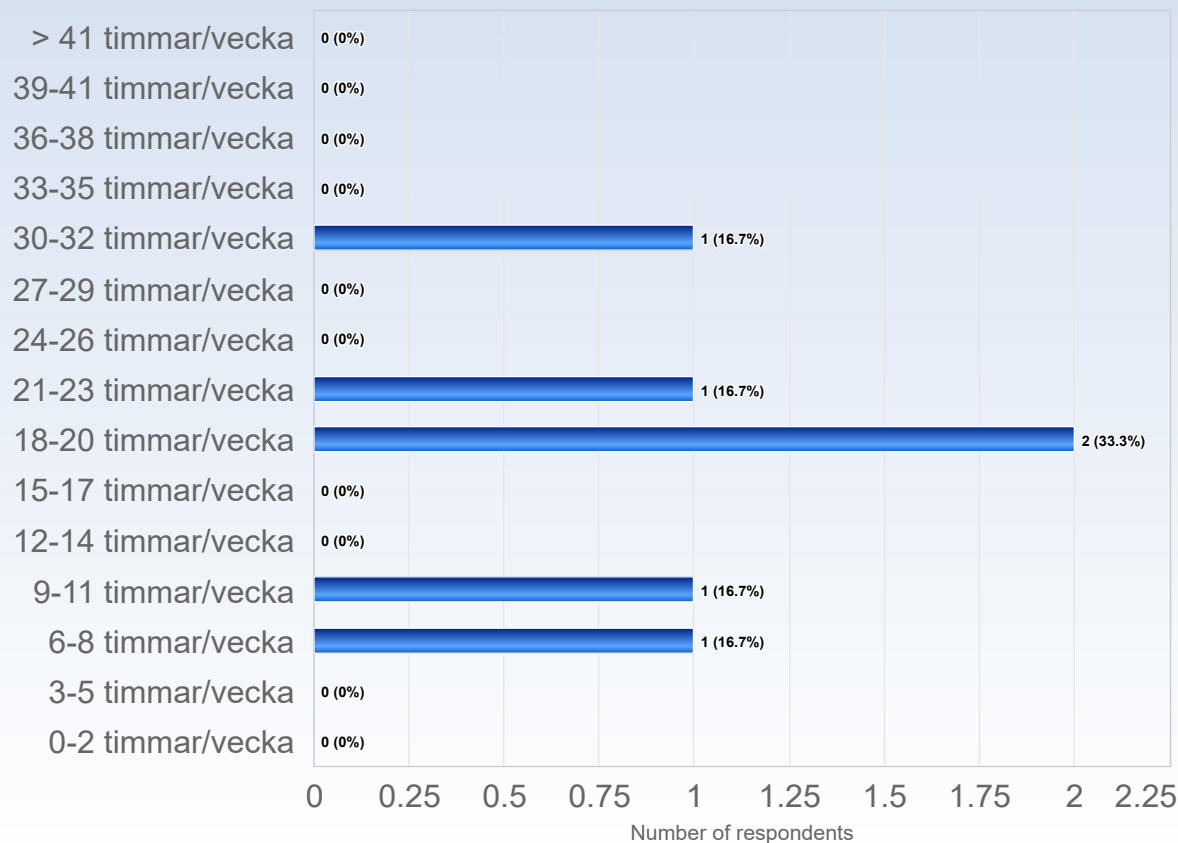
---

# DH1621 - 2022-10-03

Antal responderer: 9  
Antal svar: 6  
Svarsfrekvens: 66,67 %

## ESTIMATED WORKLOAD

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



### Comments

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

The workload is fine

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

I think it's really efficient and i like this kind of plan which can make me keep productive

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

The time allocated for individual work was good

Comments (I worked: 21-23 timmar/vecka)

The course was very intense.

Comments (I worked: 30-32 timmar/vecka)

It was sometimes overwhelming, but that is probably due to the fact that I have just started my Masters and had a lot of other things to do at the same time. Gulan was always there if we needed help or had any questions.

# LEARNING EXPERIENCE

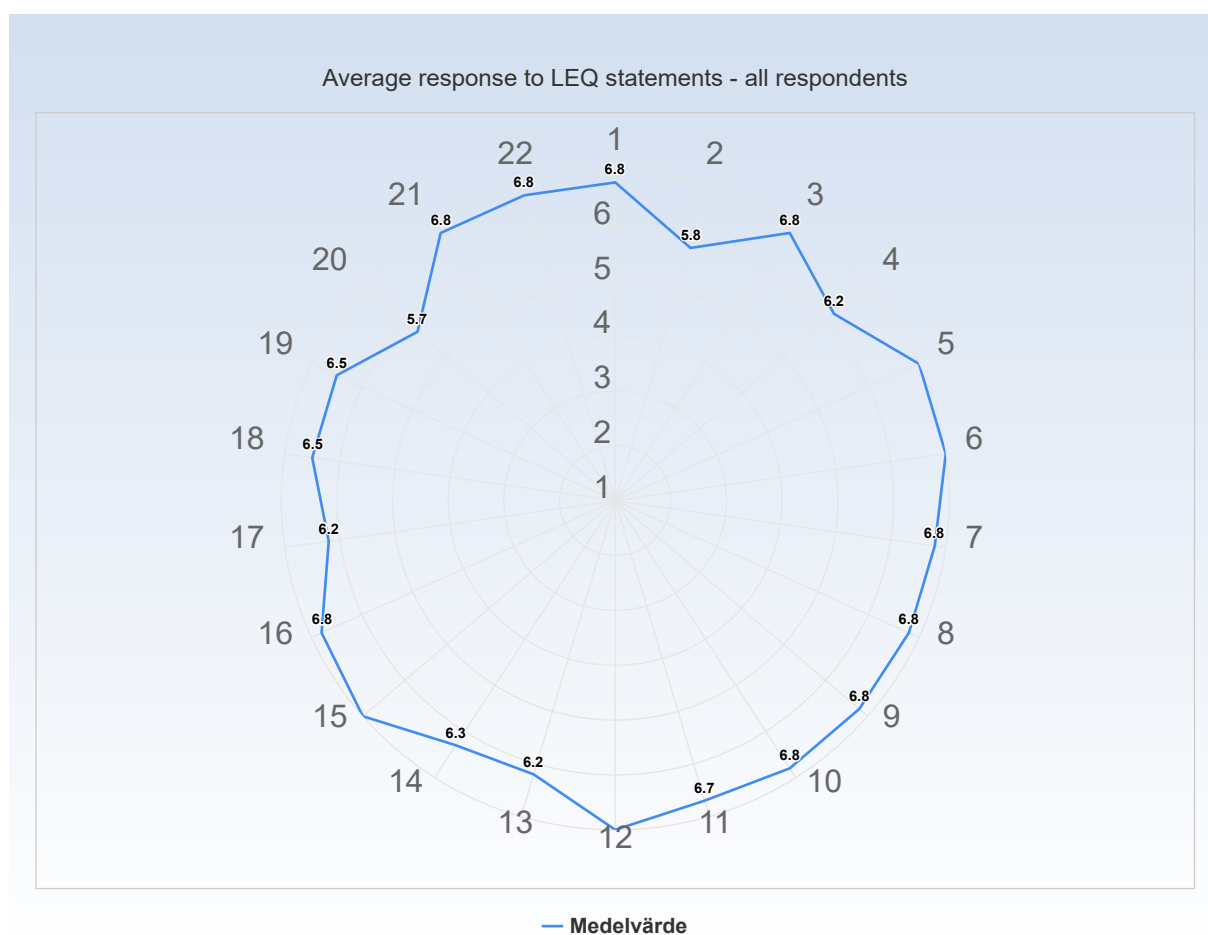
The polar diagrams below show the average response to the LEQ statements for different groups of respondents (only valid responses are included). The scale that is used in the diagrams is defined by:

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.

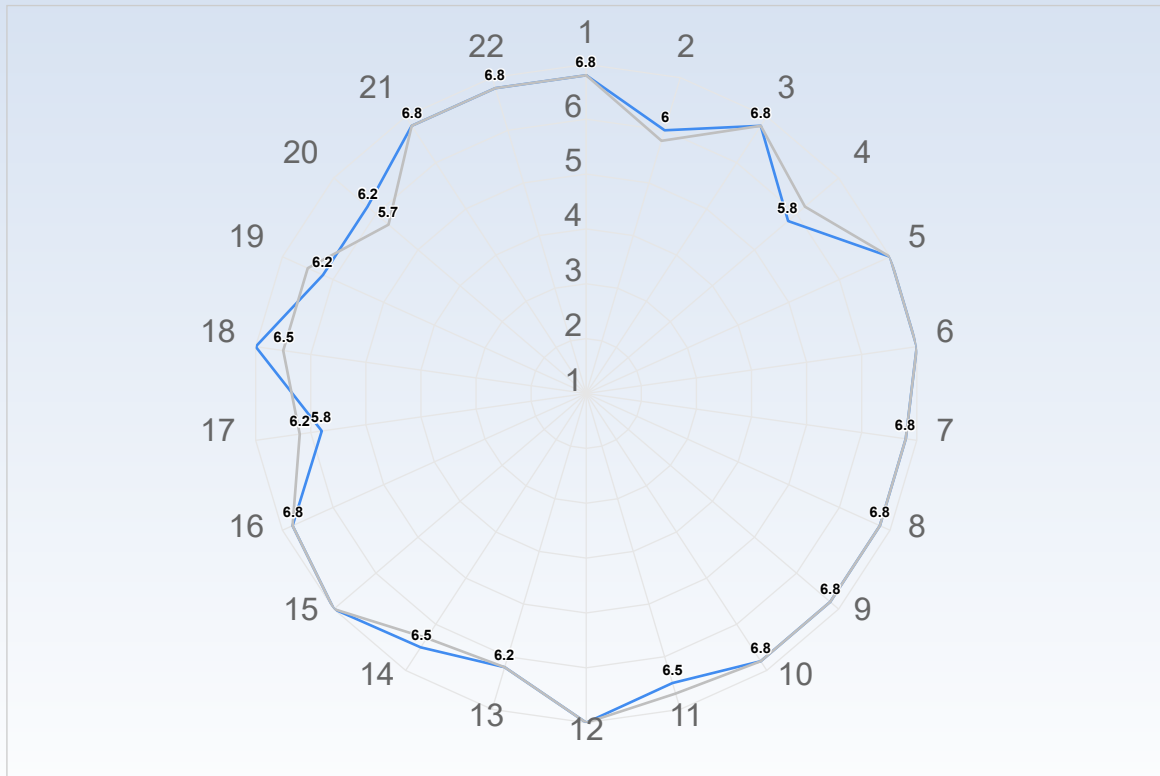
Biggs J. & Tang, C. (2011). *Teaching for Quality Learning at University*, Chapter 6, pp. 95-110. Maidenhead: McGraw Hill.

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



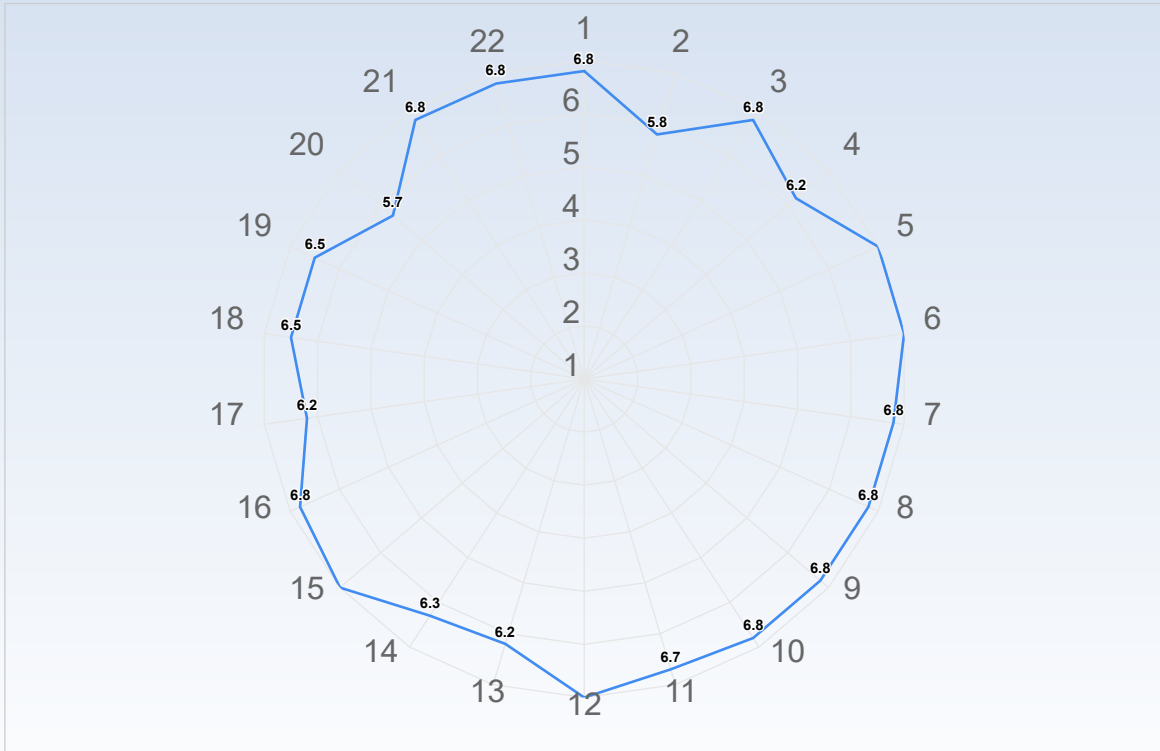
— Kvinna — Man — Annat — Vill ej uppge — (Answered)

Comments

Comments (I am: Kvinna)

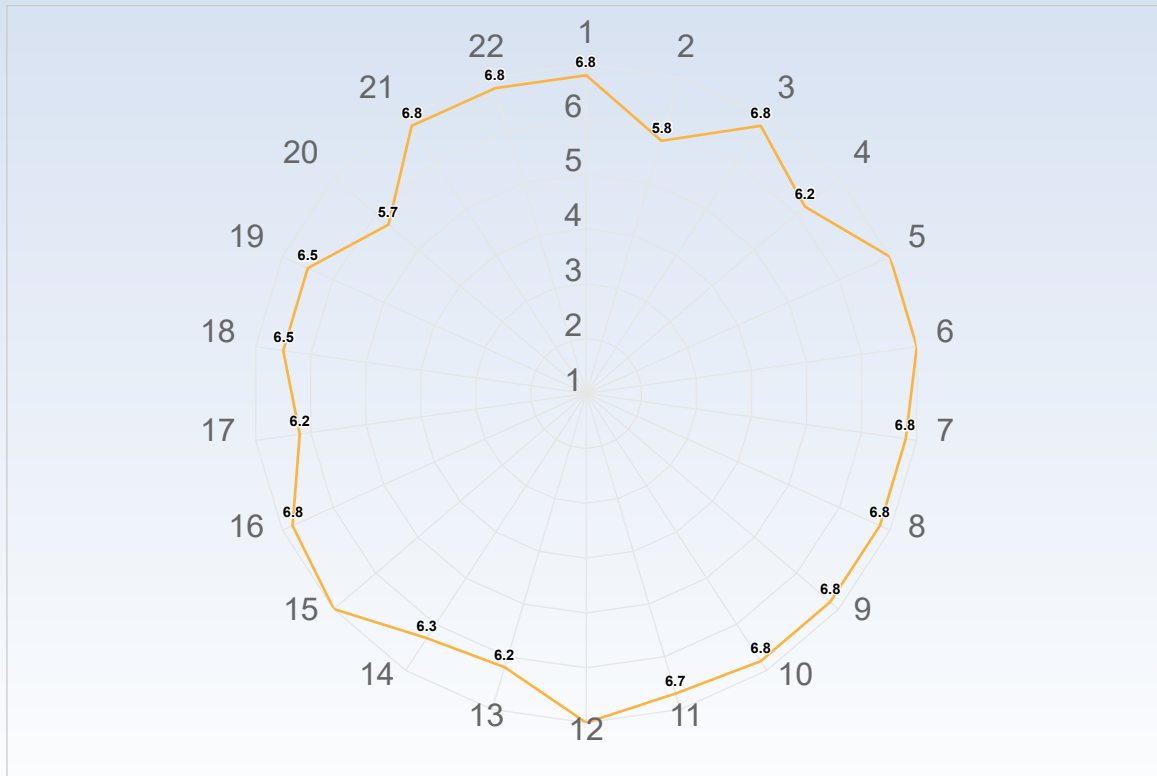
NICE! I love the atmosphere here.

Average response to LEQ statements - per type of student



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

Average response to LEQ statements - per disability



— Ja — Nej — Vill ej uppge

## GENERAL QUESTIONS

What was the best aspect of the course?

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

A good start course of IMT program

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

Teacher is nice and i learn a lot of things about HCI and that's what i want.

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

Learning about specific examples of the knowledge being applied in real life

The weekly presentations, because there you can get your work reviewed by your colleagues and get new ideas of how you could have done an activity. And also because we could see how our colleagues solved problems, which is actually inspiring.

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

Besides presenting new knowledge that I started using right away, the course also served as a way to get familiar with the academic environment in KTH and Sweden, to bond with some of my future colleagues, and to feel more confident and prepared for the start of my studies.

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

It was really an open and friendly environment. I really like that we had a lot of practical exercises to do, because I think you learn faster that way. Gulan was just really kind.

What would you suggest to improve?

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

The schedule is a little bit of too tight, but the professor helped solve the problem

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

For me,that's what i want

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

More individual feedback for students on their assignments

I would have liked to get my reflection paper reviewed or something similar before submitting. Just to know if I was in the right track or not, because I think that the reflection paper is the most difficult task of the course.

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

Maybe it could have the same content but last a week longer? The course is very intense and happens when we are arriving and settling at a new city, a new country.

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

Maybe have a bit more time to do the exercises, because sometimes it was hard to do them in such a short time span.

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)

Enjoy the course

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

To arrange the study time reasonably, the course is still very compact and tight.

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

Allocate full time to take the course but don't miss out on the welcome activities that take place simultaneously!

Have fun and learn as much as you can!

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

To start working on the assignments early on.

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

Do not worry too much and if you need help with anything ask Gulan.

Is there anything else you would like to add?

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

Maybe add something about how to write a research essay, just a little bit. Paper is also ok.

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

Nothing

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

I am just thankful for the opportunity of taking this course.

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

I am really glad to have had this course as my first, because it showed me what I can do and that everything will be fine, so I just need to relax and do my best. It made me think about things that I was not even aware of before and I really like that.

## SPECIFIC QUESTIONS

---

---

## RESPONSE DATA

---

---

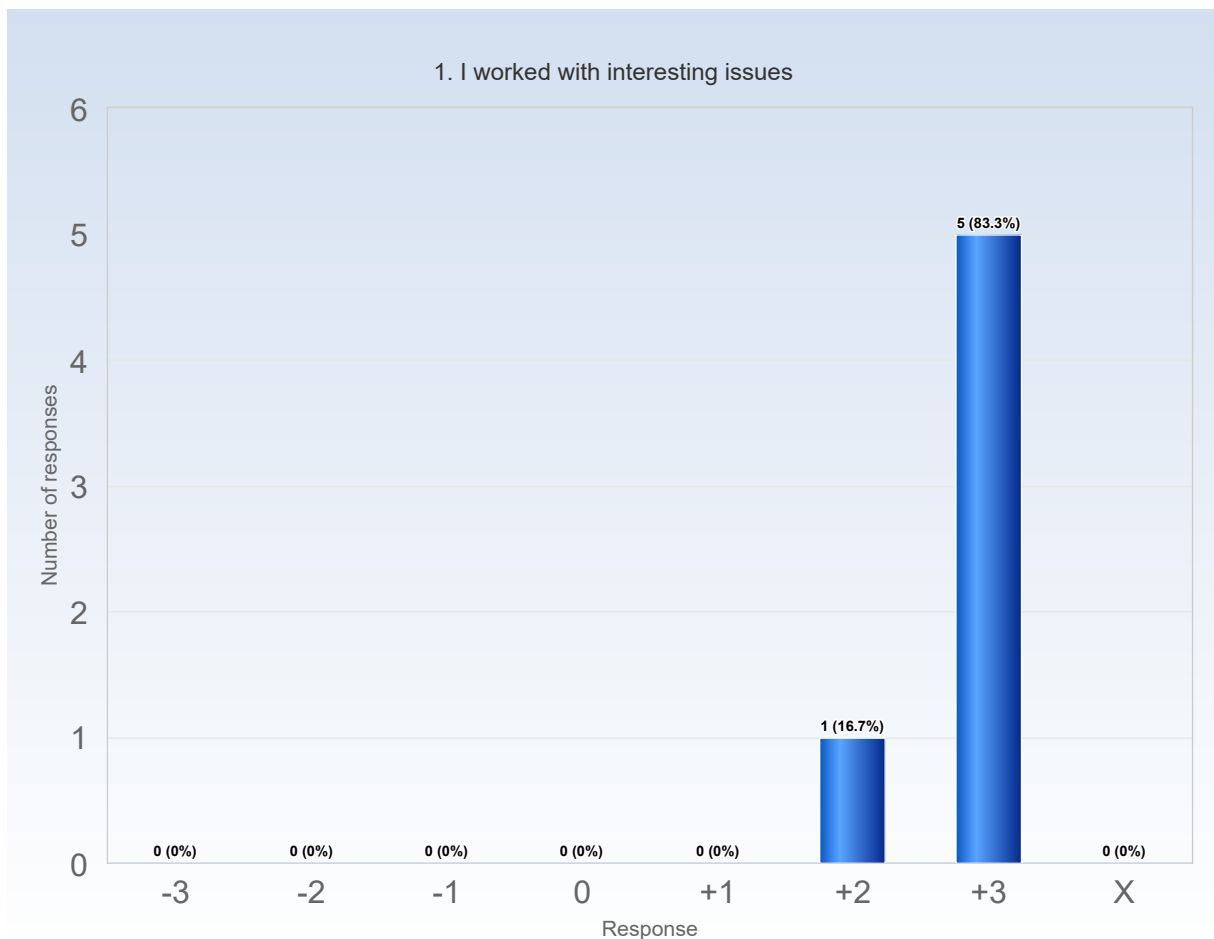
The diagrams below show the detailed response to the LEQ statements. The response scale is defined by:

-3 = No, I strongly disagree with the statement

0 = I am neutral to the statement

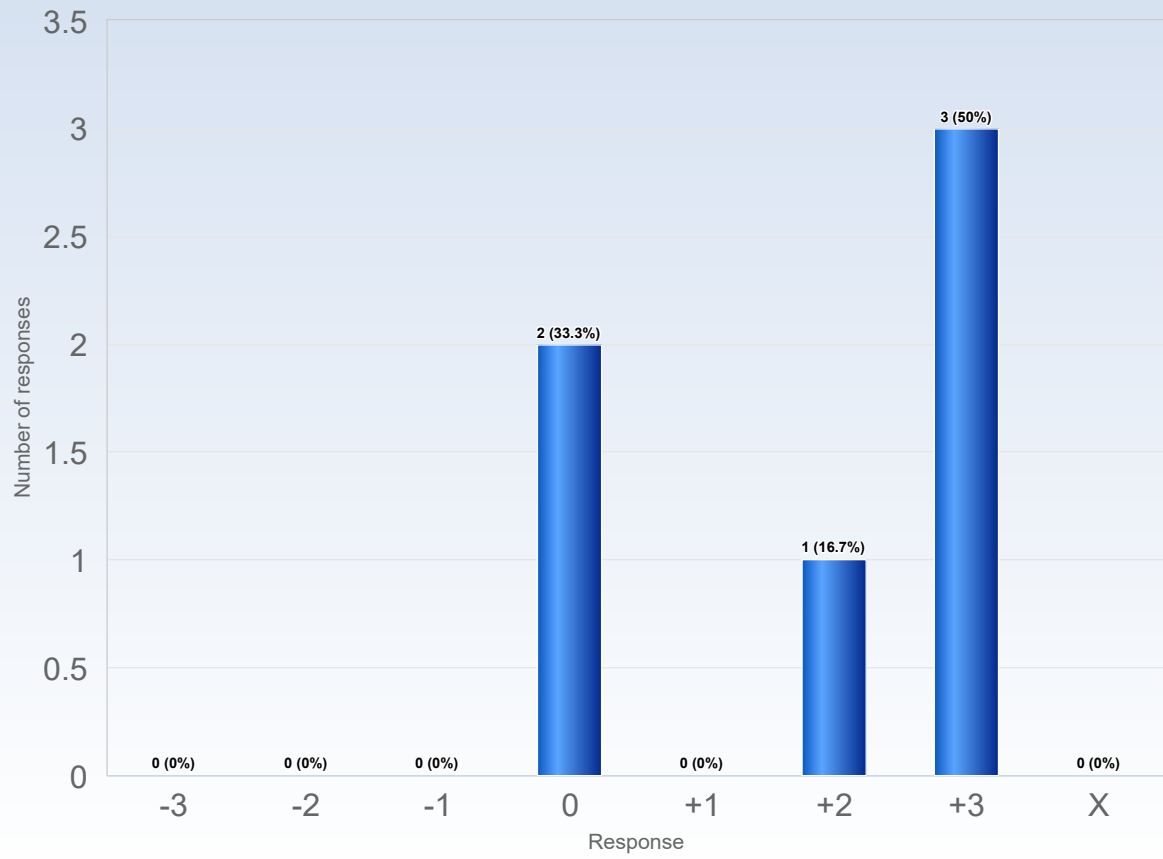
+3 = Yes, I strongly agree with the statement

X = I decline to take a position on the statement

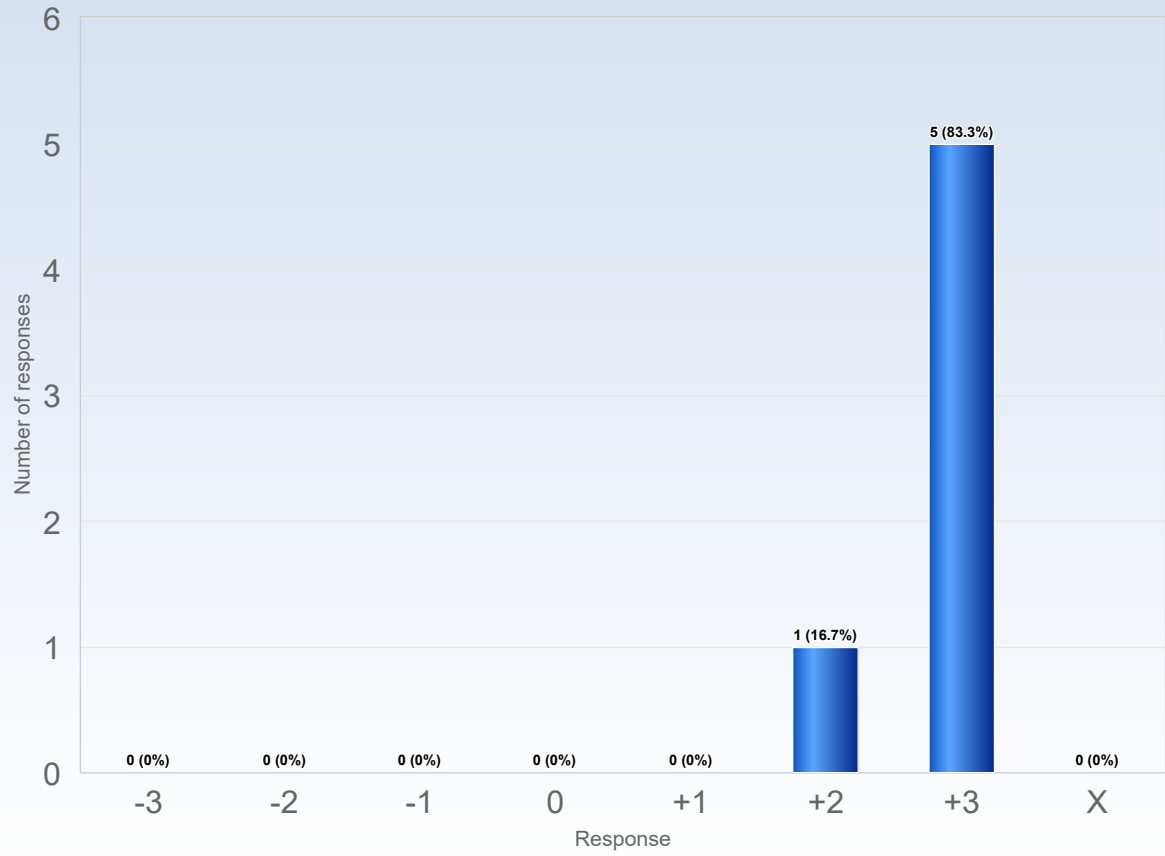




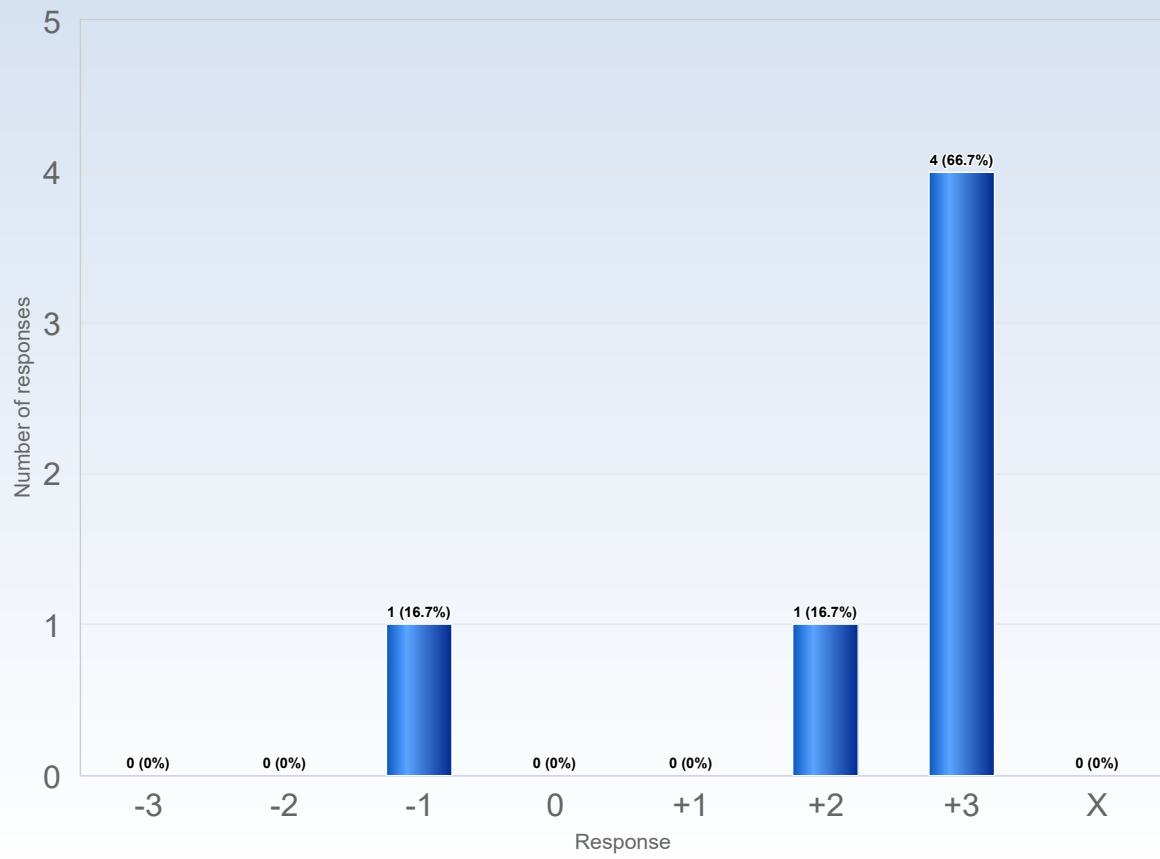
2. I explored parts of the subject on my own



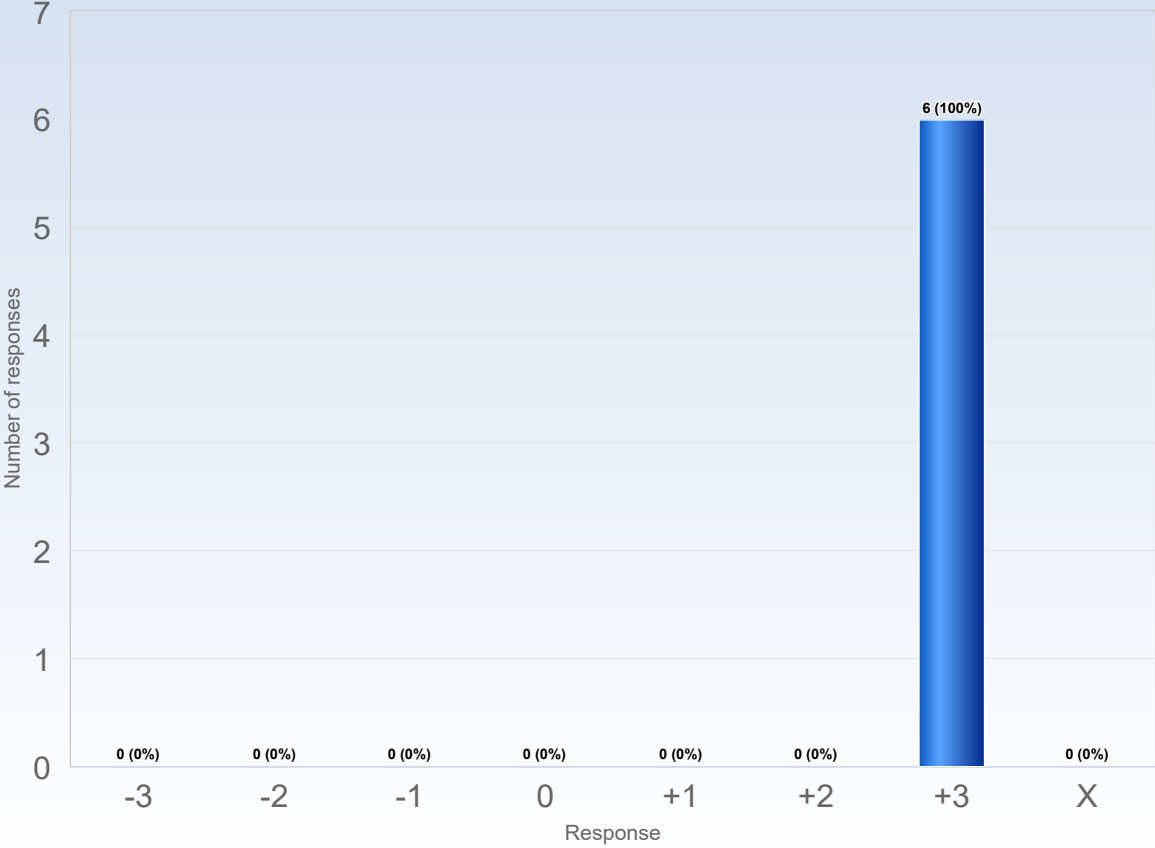
3. I was able to learn by trying out my own ideas



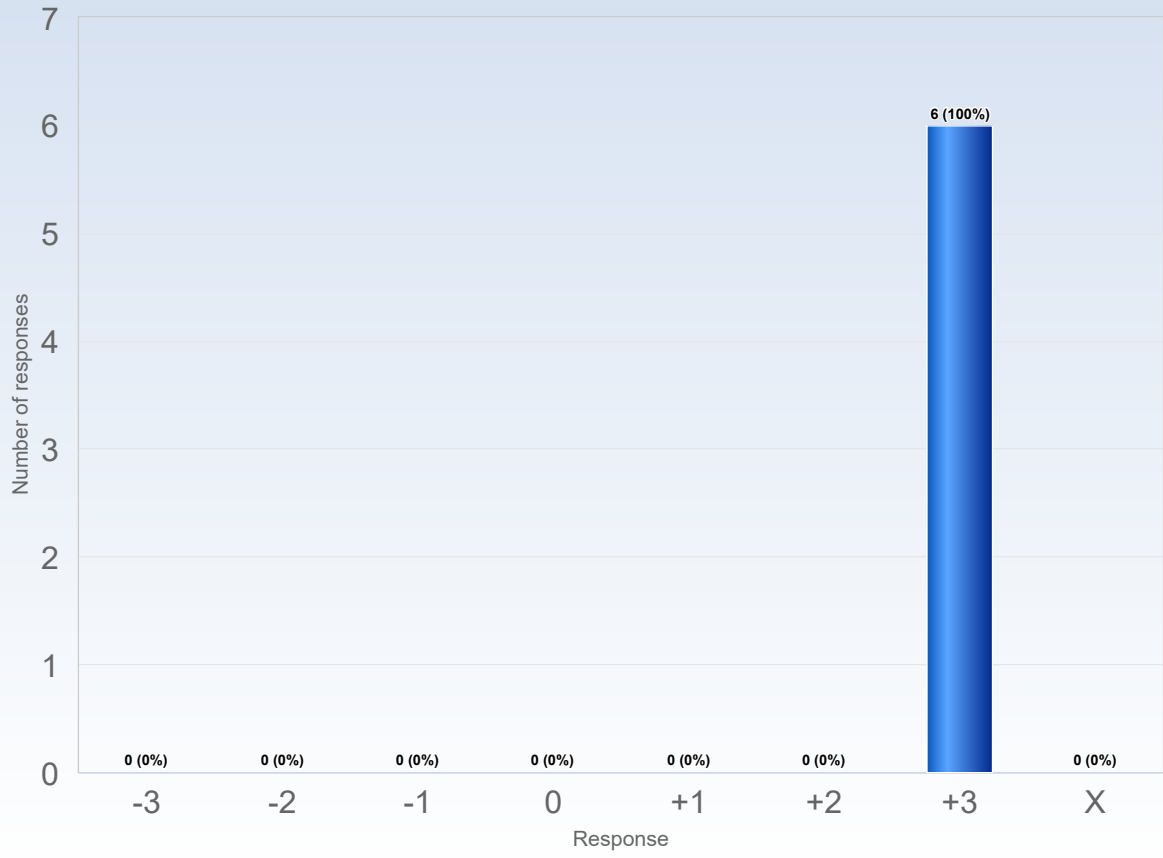
#### 4. The course was challenging in a stimulating way



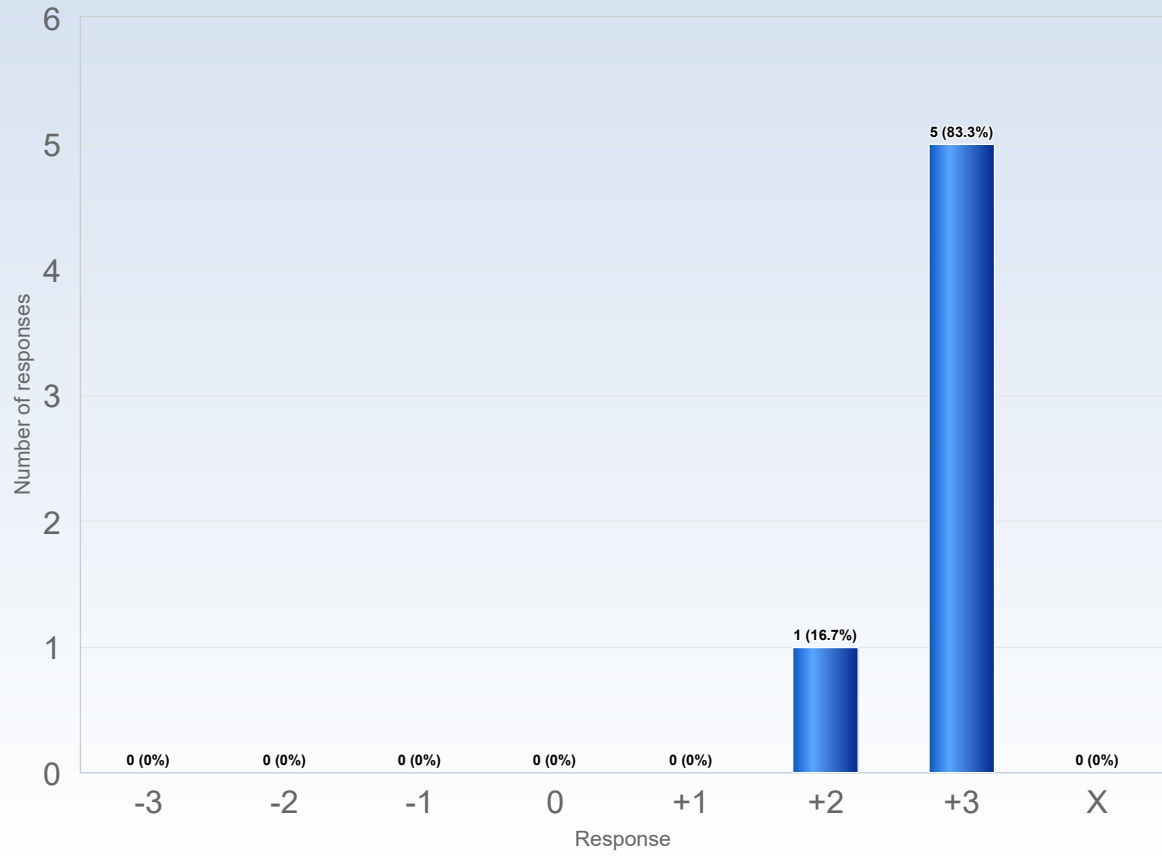
5. I felt togetherness with others on the course



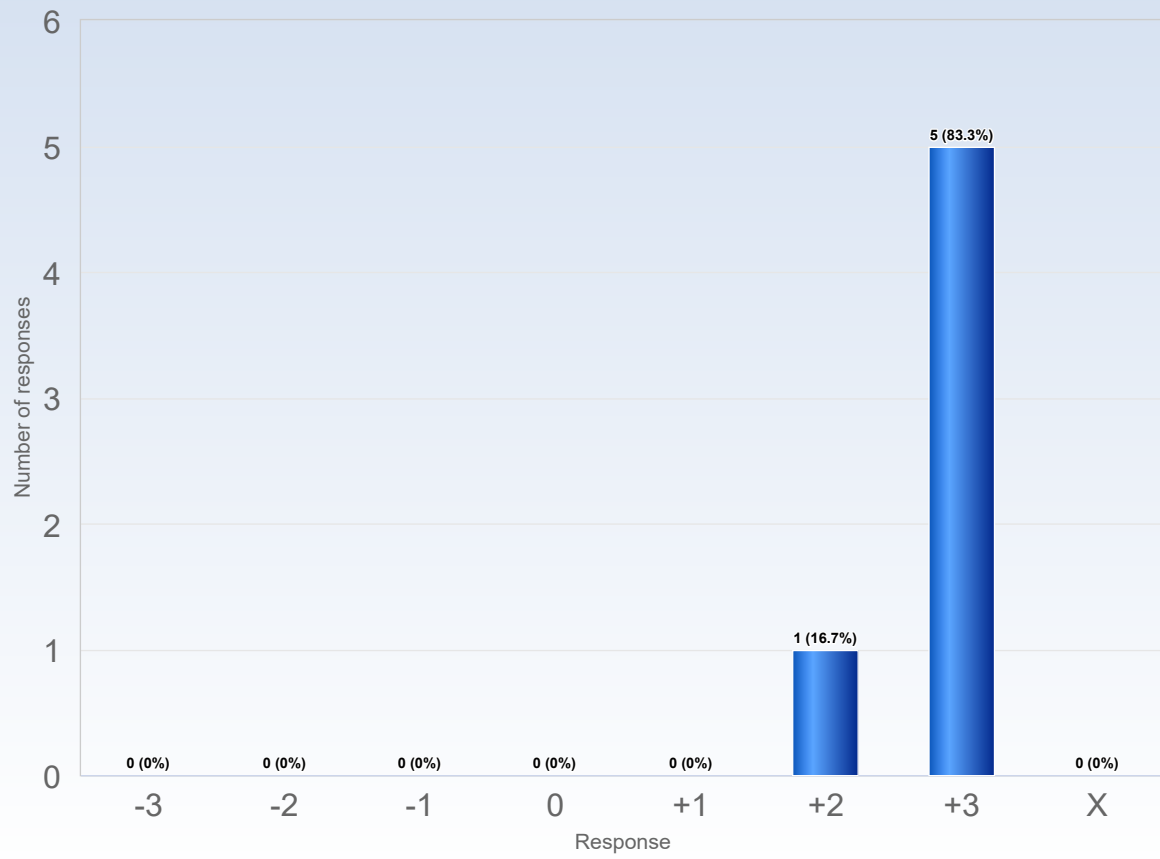
6. The atmosphere on the course was open and inclusive



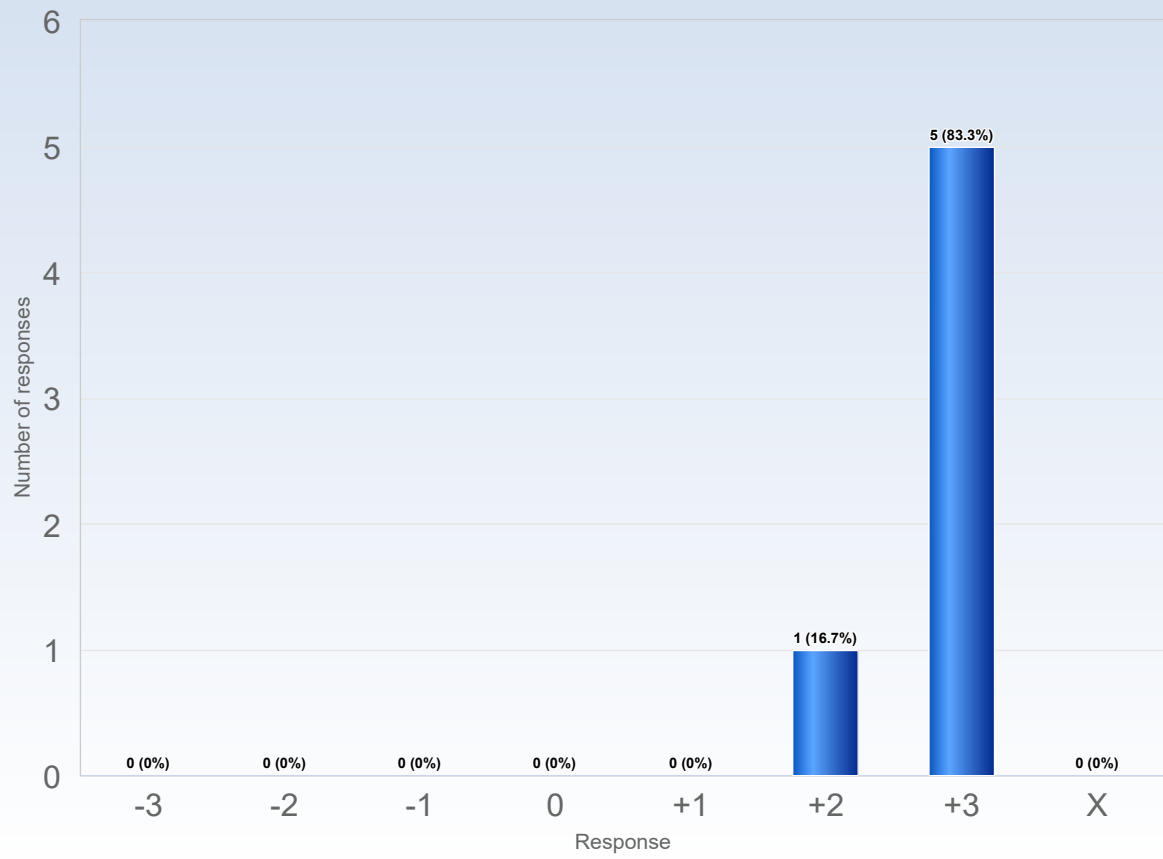
7. The intended learning outcomes helped me to understand what I was expected to achieve



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

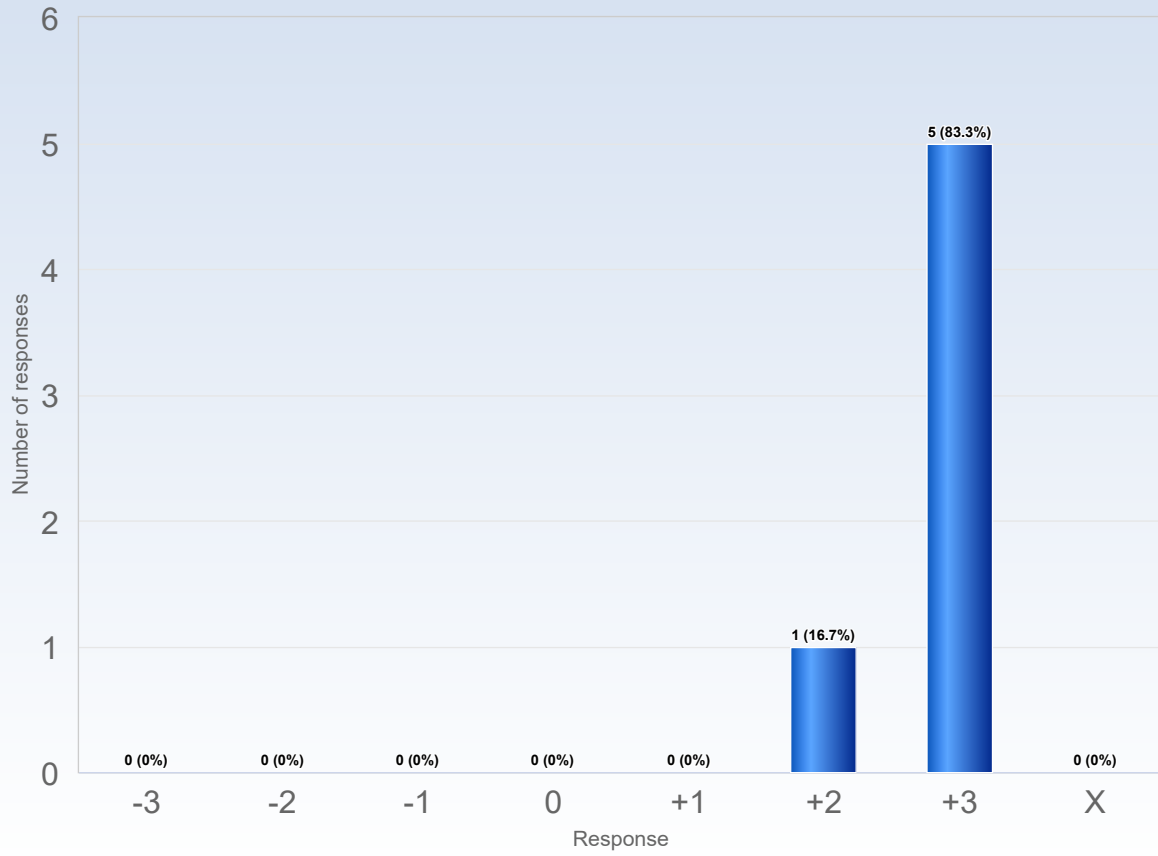


9. I understood what the teachers were talking about





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

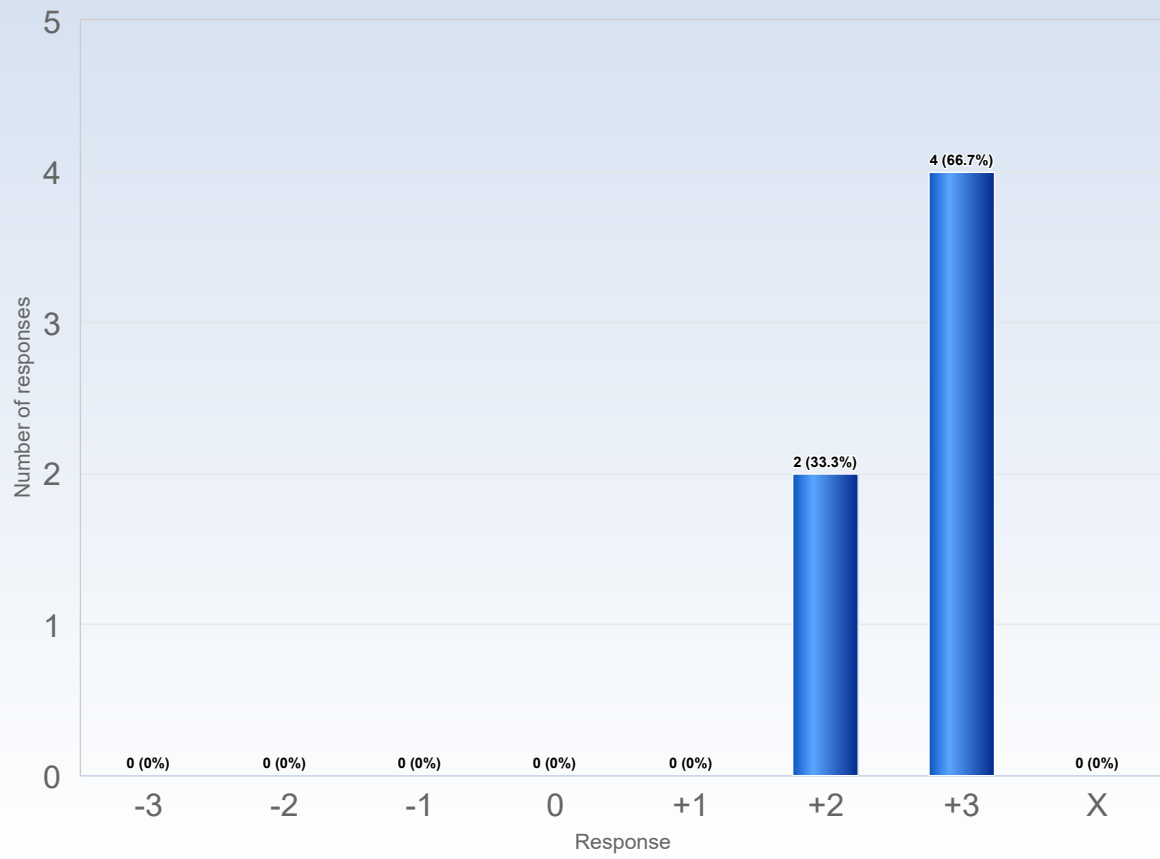


Comments

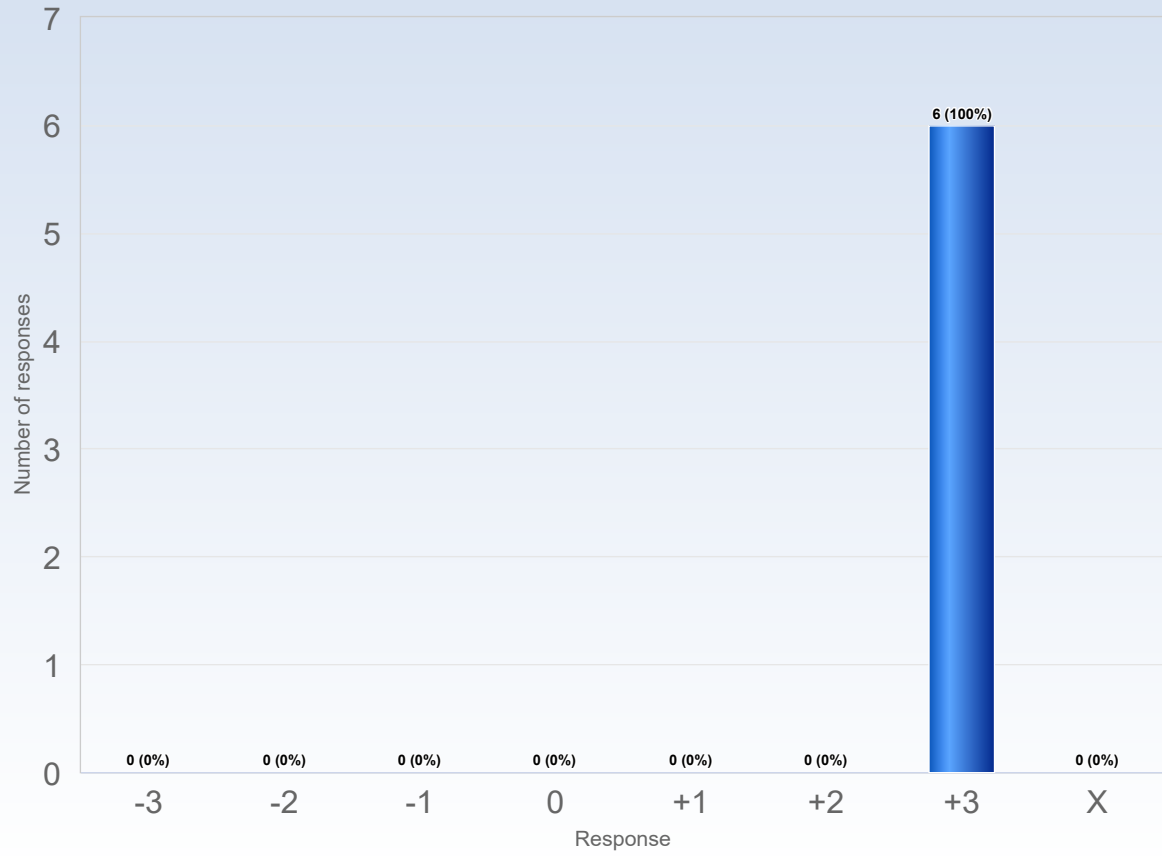
Comments (My response was: +2)

I think there could be more examples

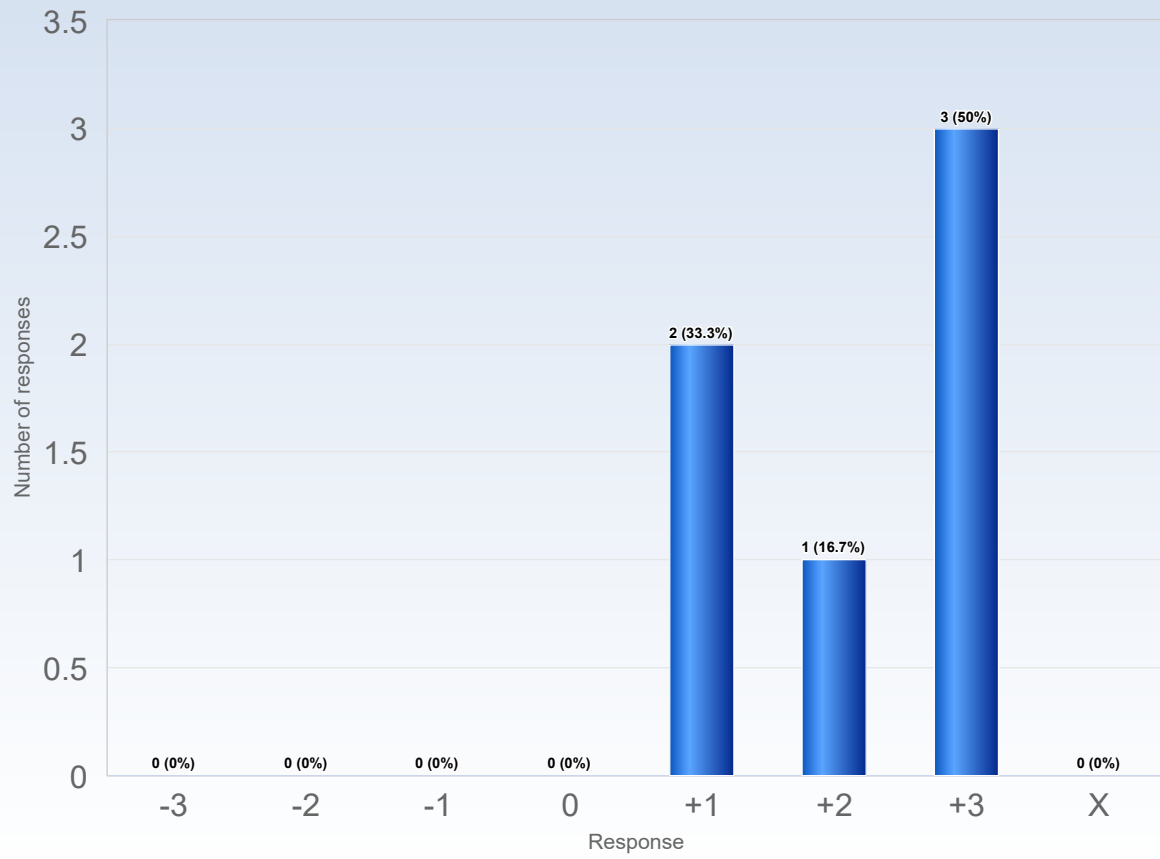
### 11. Understanding of key concepts had high priority



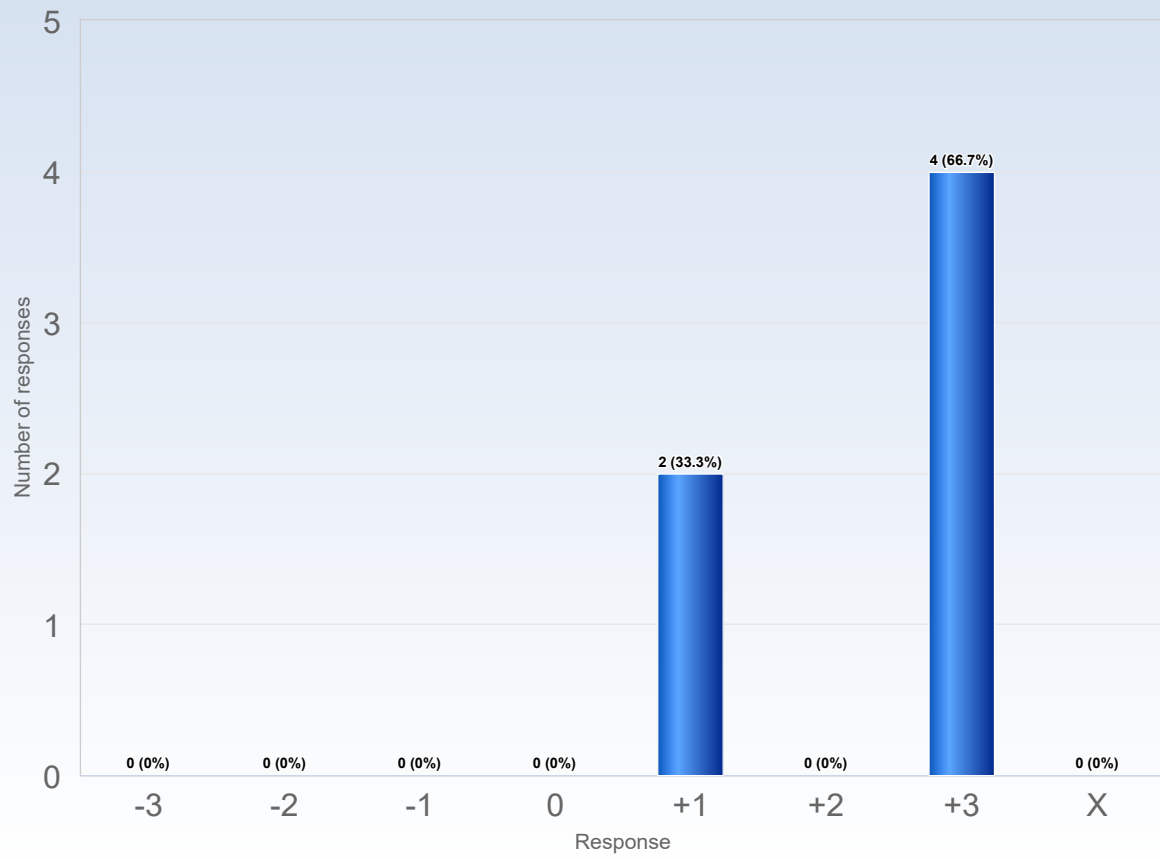
12. The course activities helped me to achieve the intended learning outcomes efficiently



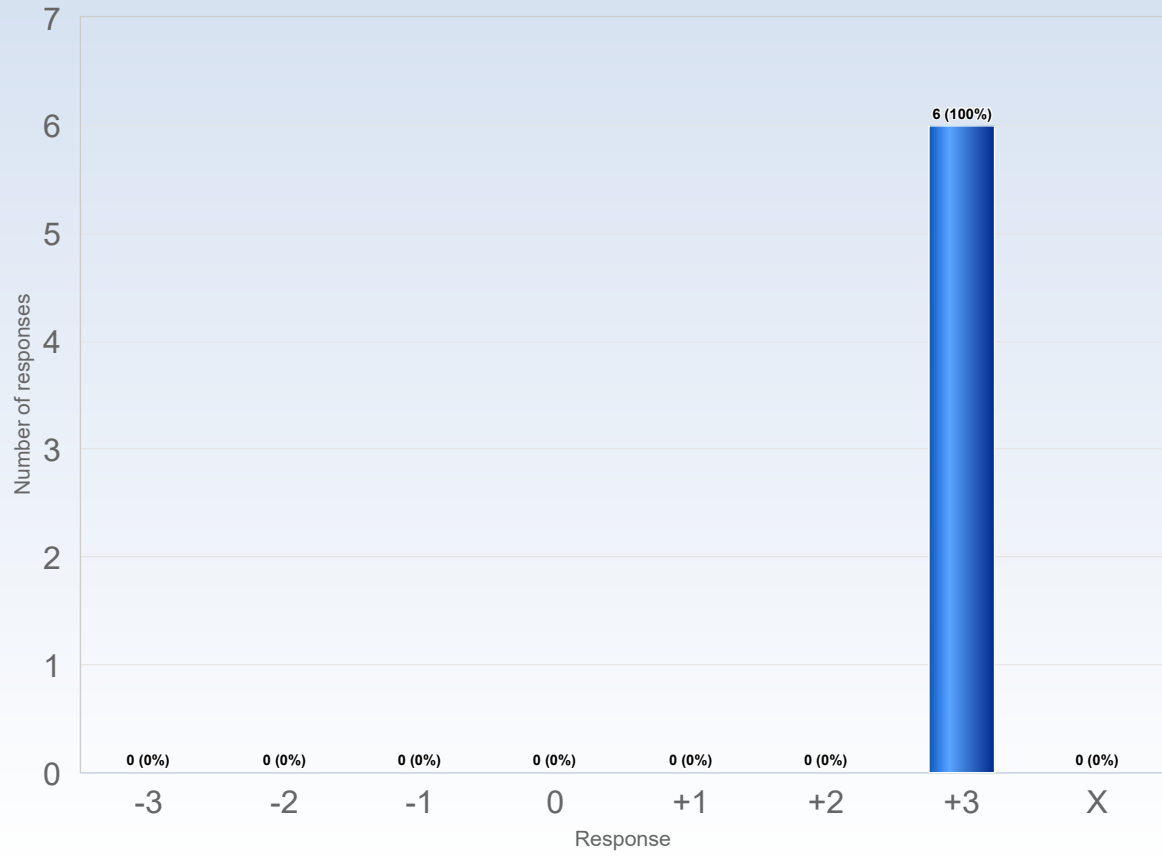
13. I understood what I was expected to learn in order to obtain a certain grade



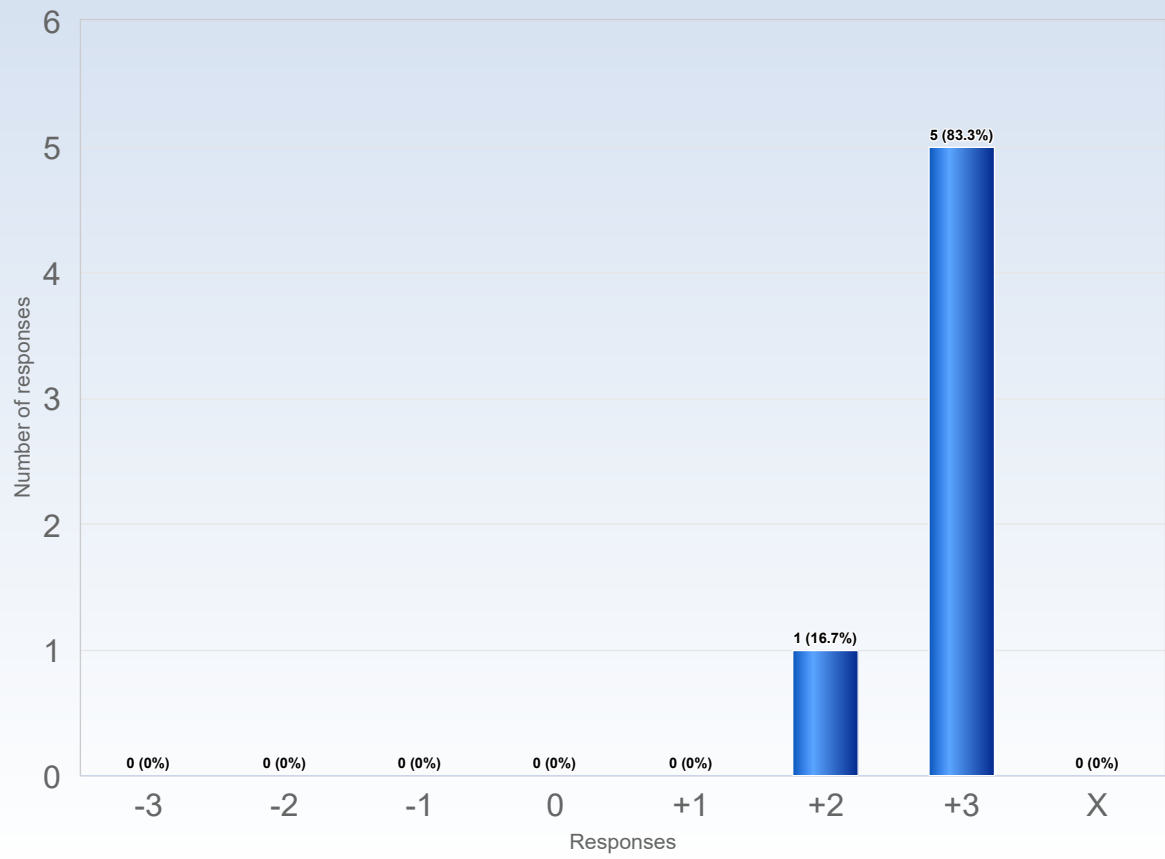
14. I received regular feedback that helped me to see my progress



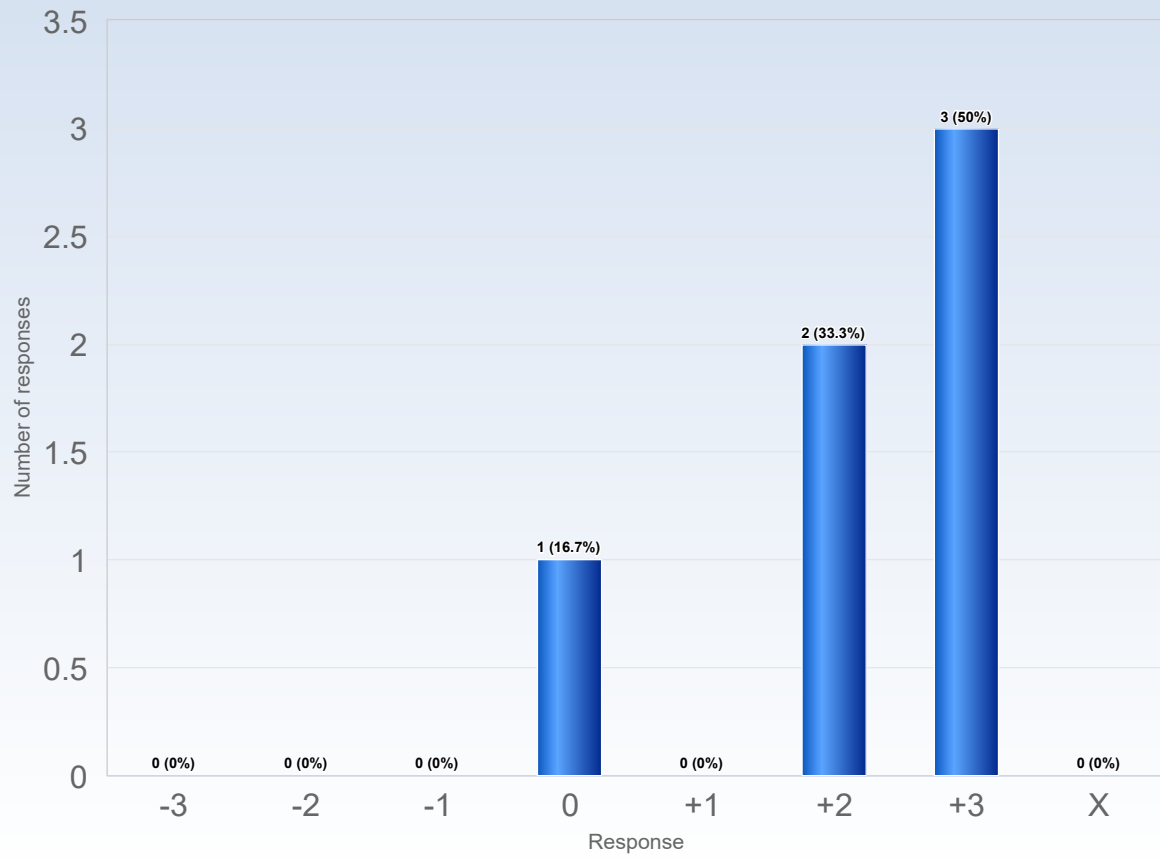
15. I could practice and receive feedback without being graded



16. The assessment on the course was fair and honest

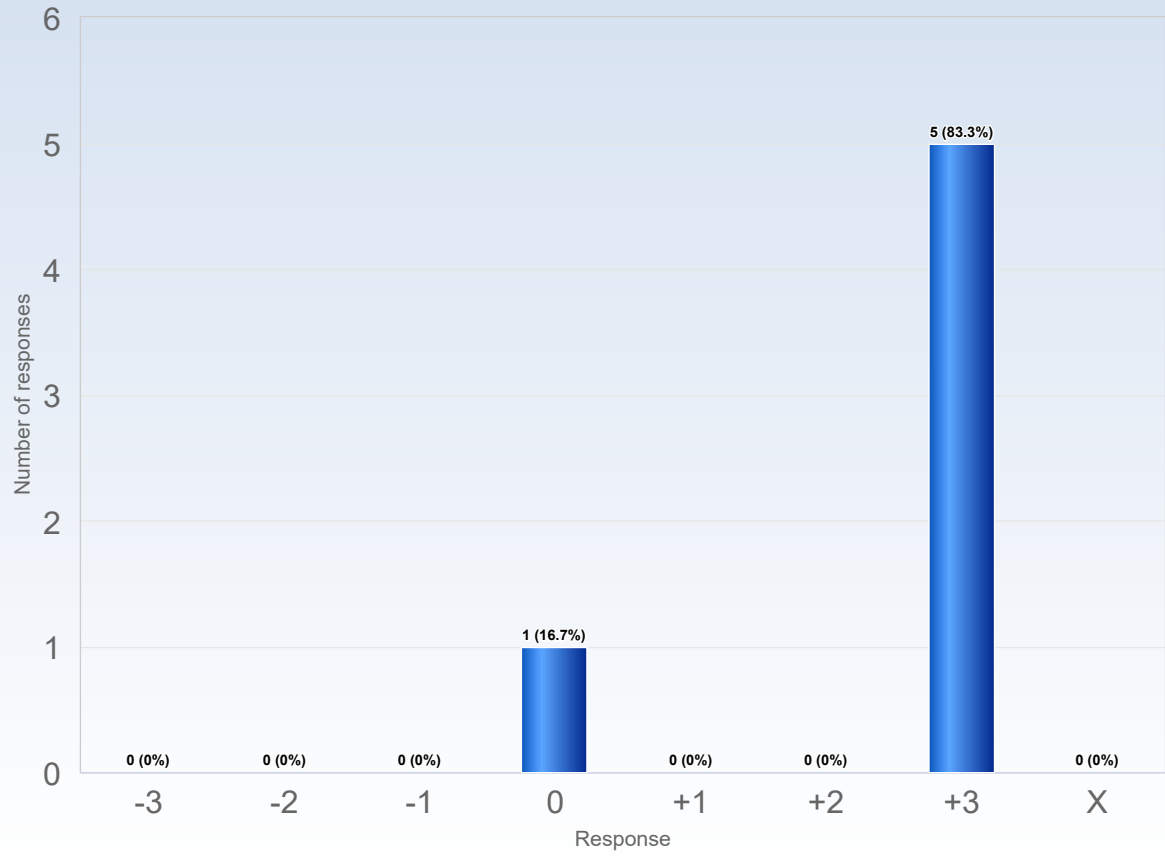


17. My background knowledge was sufficient to follow the course

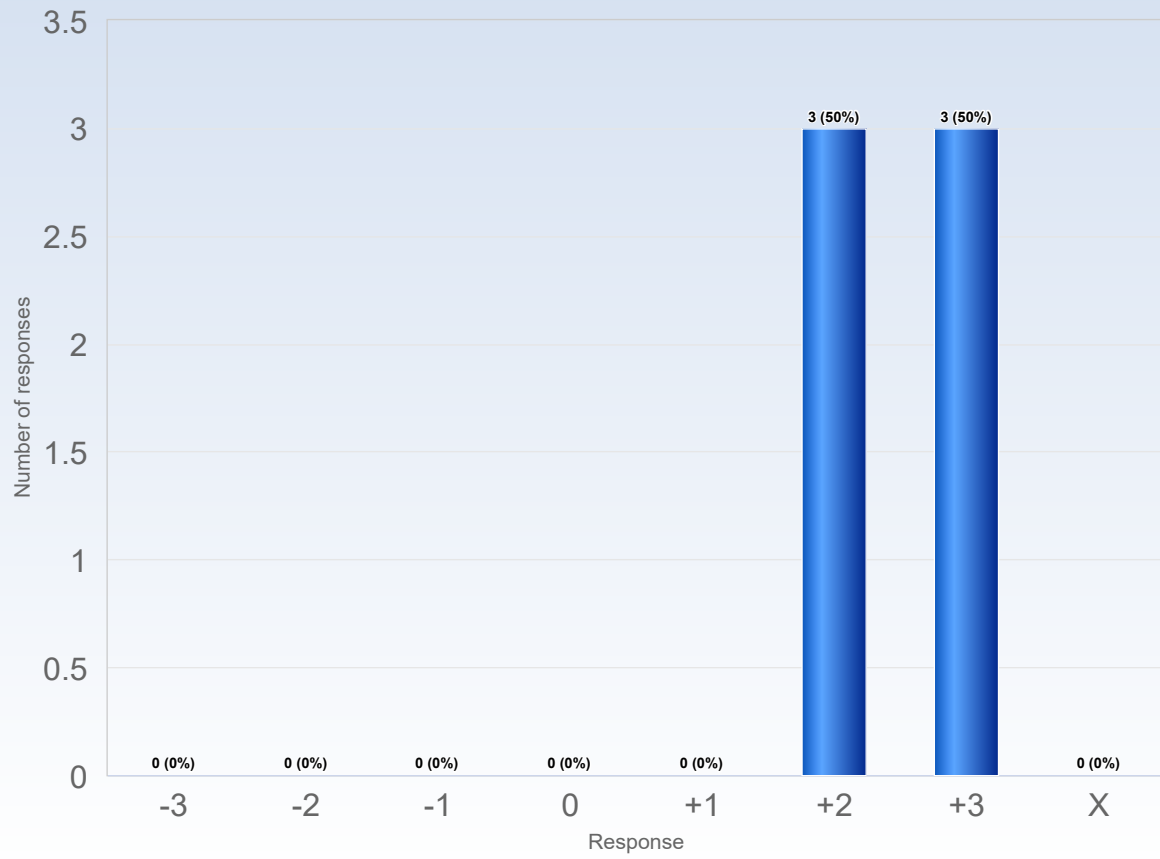




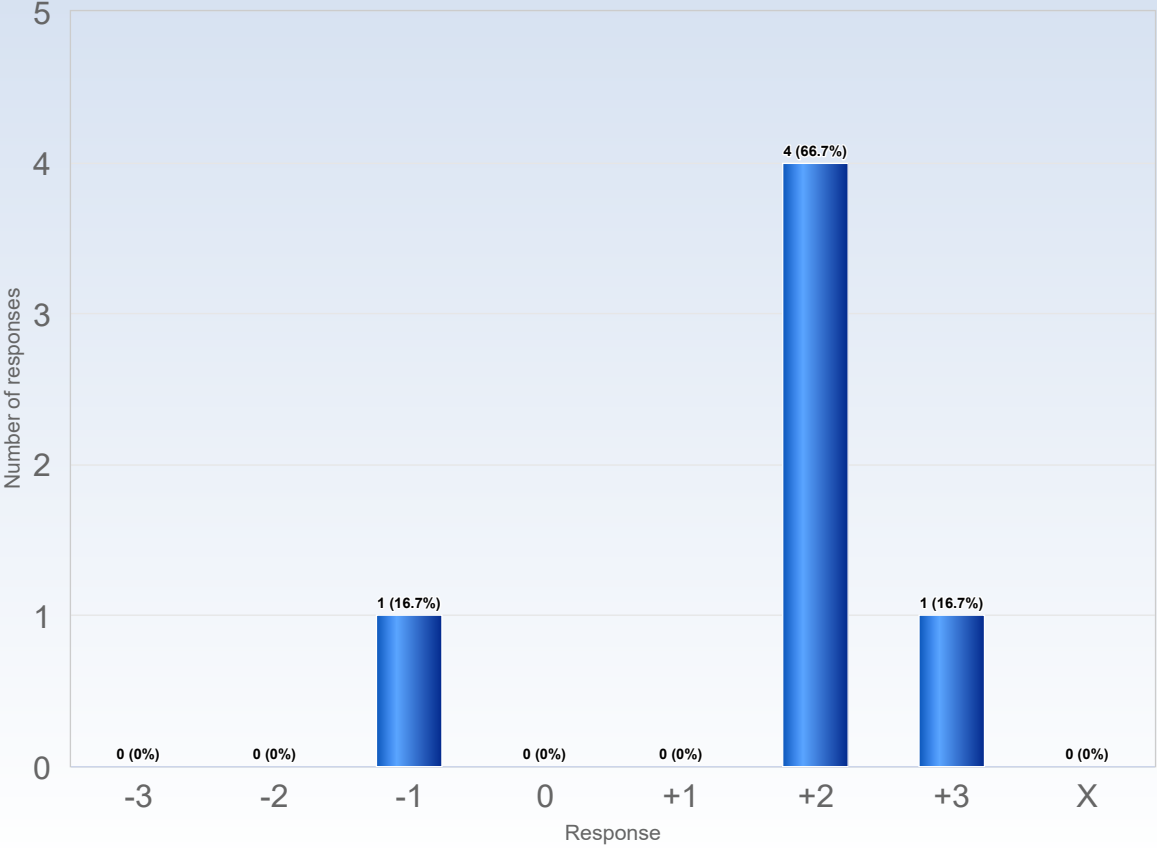
18. I regularly spent time to reflect on what I learned



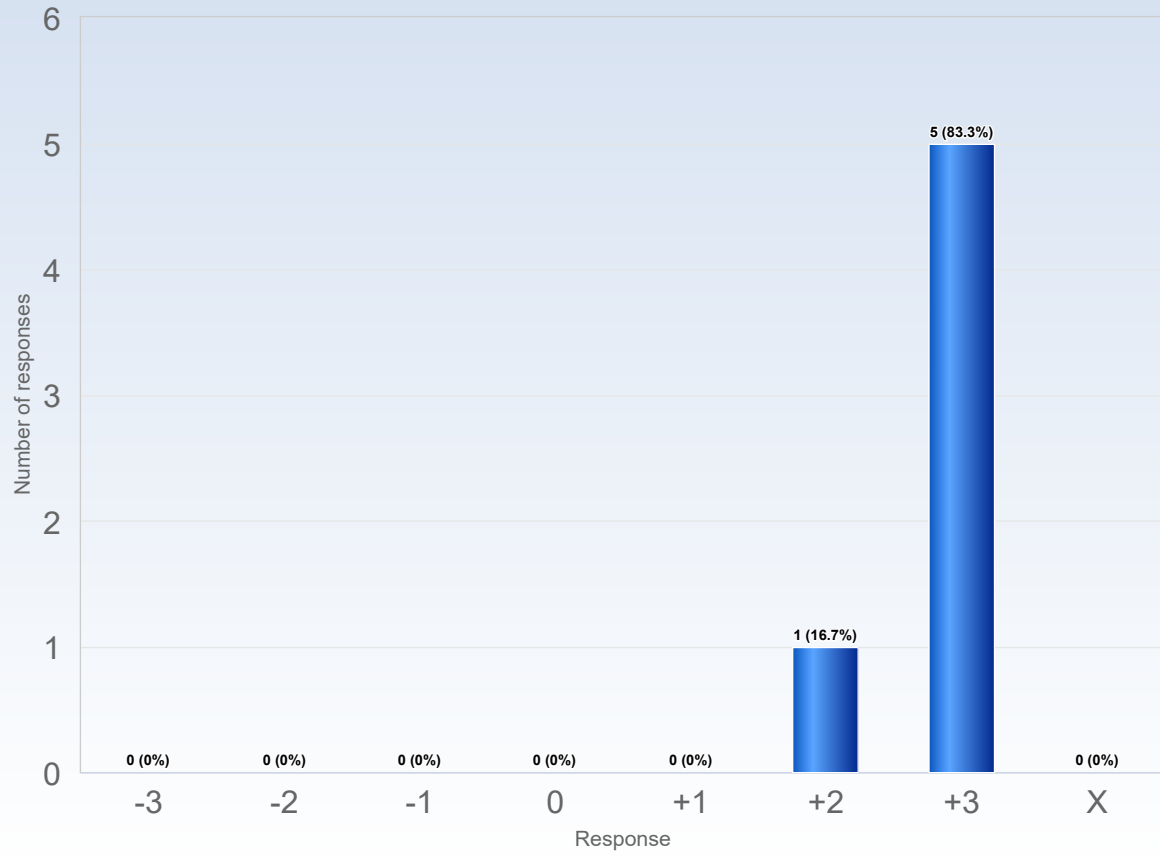
19. The course activities enabled me to learn in different ways



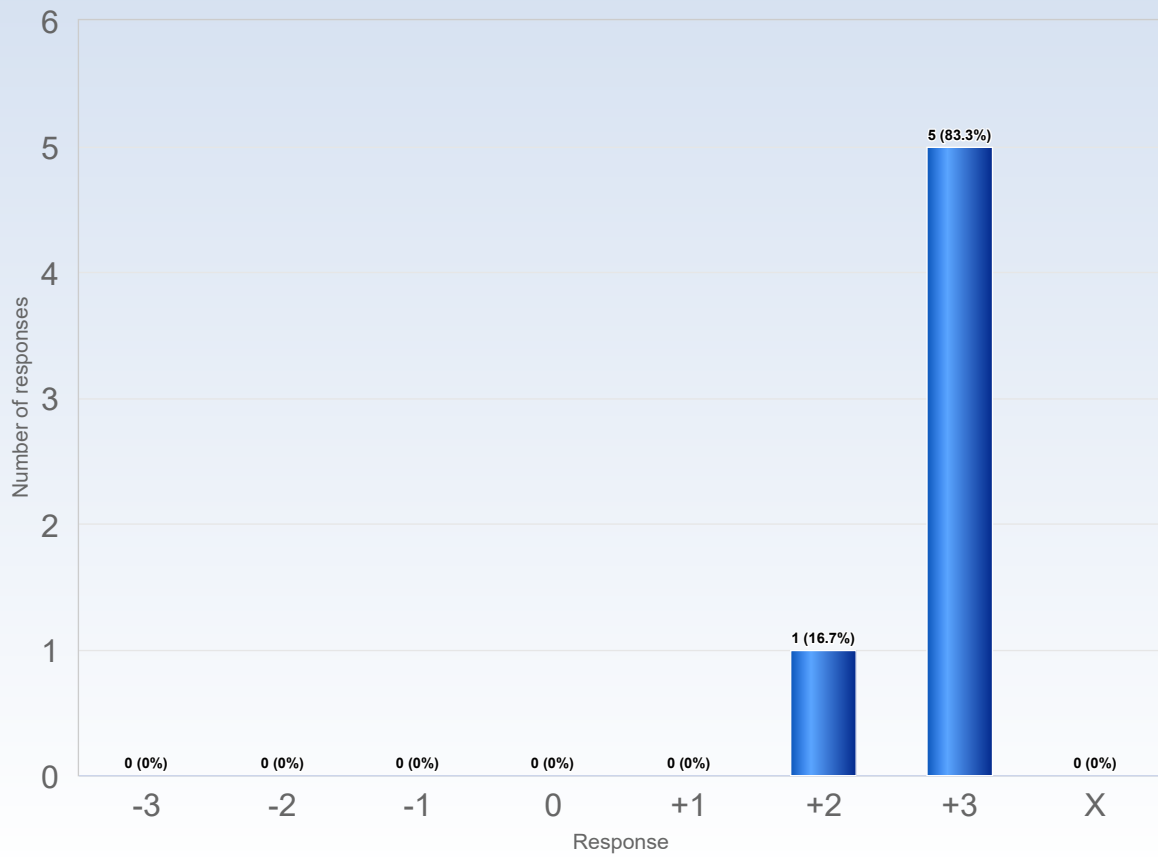
20. I had opportunities to influence the course activities



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



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



**SPECIFIKA FRÅGOR**

**SPECIFIKA FRÅGOR**

He made the course really interesting, by giving a lot of real world examples.

perfect

The teacher is very knowledgeable in this subject and it was amazing to have an expert be our teacher in our first course at KTH.

Jan did a great job during the course. He was always very helpful and his classes really interesting.

The professor is very knowledgeable in the subject and has some interesting examples from his own experience. Thus a perfect one for this course.

The teacher was fantastic, I don't think we could have a better academic reception at KTH.