ESTIMATED WORKLOAD

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

Category	Respondents
> 41 timmar/vecka	0 (0%)
39-41 timmar/vecka	0 (0%)
36-38 timmar/vecka	1 (16.7%)
33-35 timmar/vecka	0 (0%)
30-32 timmar/vecka	0 (0%)
27-29 timmar/vecka	0 (0%)
24-26 timmar/vecka	0 (0%)
21-23 timmar/vecka	0 (0%)
18-20 timmar/vecka	0 (0%)
15-17 timmar/vecka	0 (0%)
12-14 timmar/vecka	0 (0%)
9-11 timmar/vecka	0 (0%)
6-8 timmar/vecka	3 (50%)
3-5 timmar/vecka	2 (33.3%)
0-2 timmar/vecka	0 (0%)

Number of respondents
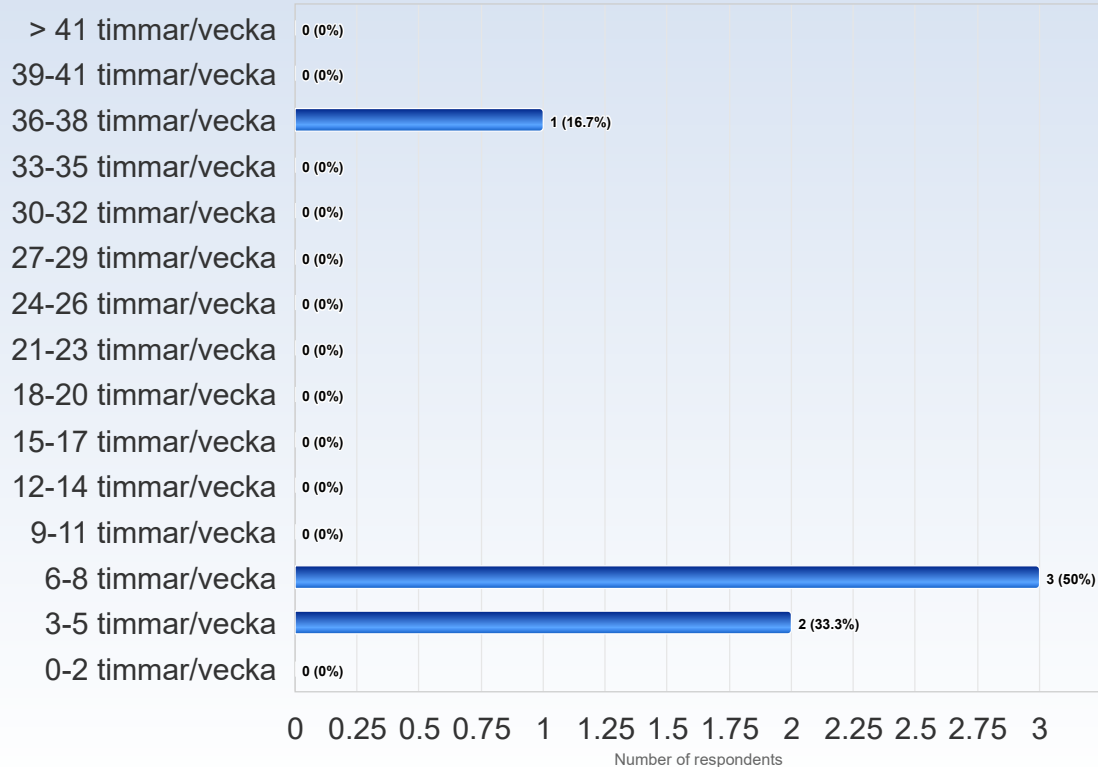
Comments

Comments (I worked: 3-5 timmar/vecka)
The workload is what I expected when I enrolled the course.
Did not work during the weeks without seminars

Comments (I worked: 6-8 timmar/vecka)
In order for me to properly read and comprehend the articles, I had to put a lot of hours into it. First time reading through a 10-page article took 3 hours. I think the workload for this course is way beyond the 3-credits.
a lot for 3 credit course but worth it if you choose to learn
Honestly cannot recall how many hours I spent

Comments (I worked: 36-38 timmar/vecka)
I think the arrangement of this course is pretty well.
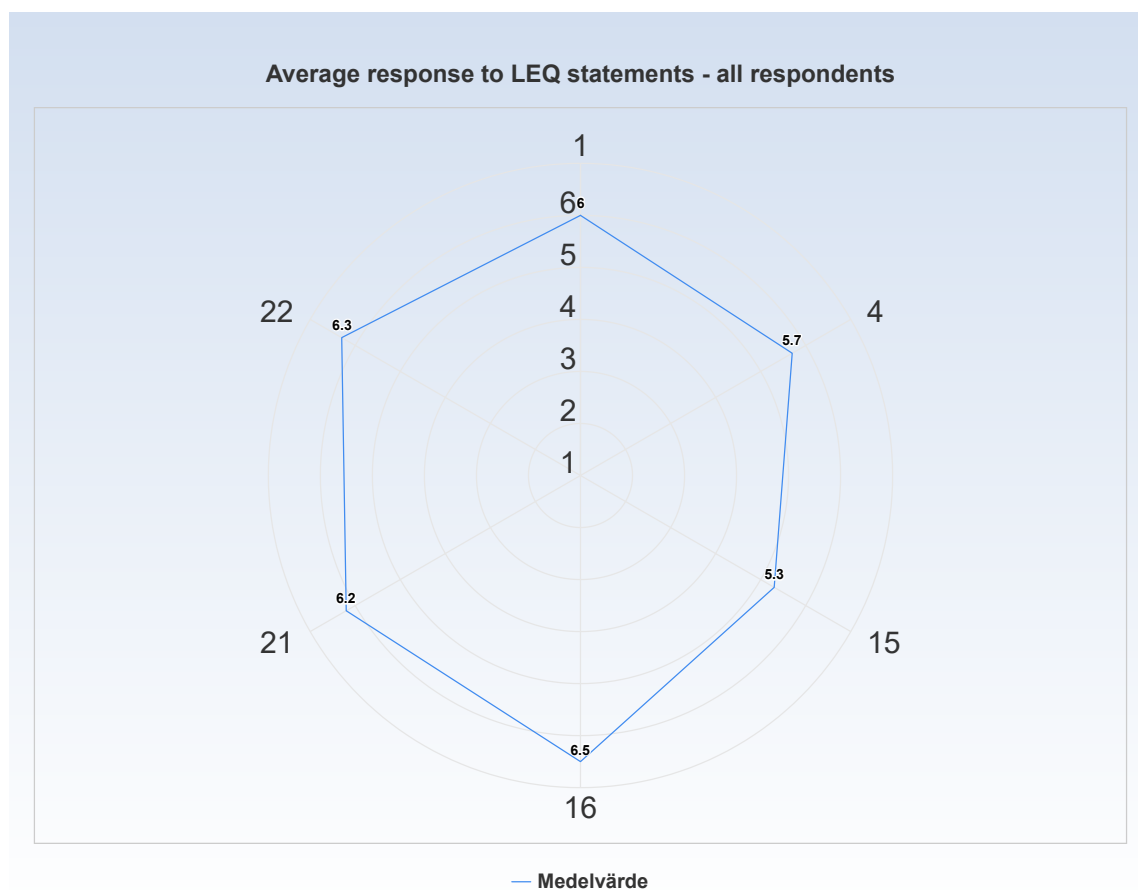
LEARNING EXPERIENCE

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

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

1	
22	4
21	15
	16

Legend: — Kvinna — Man — Annat — Vill ej uppge

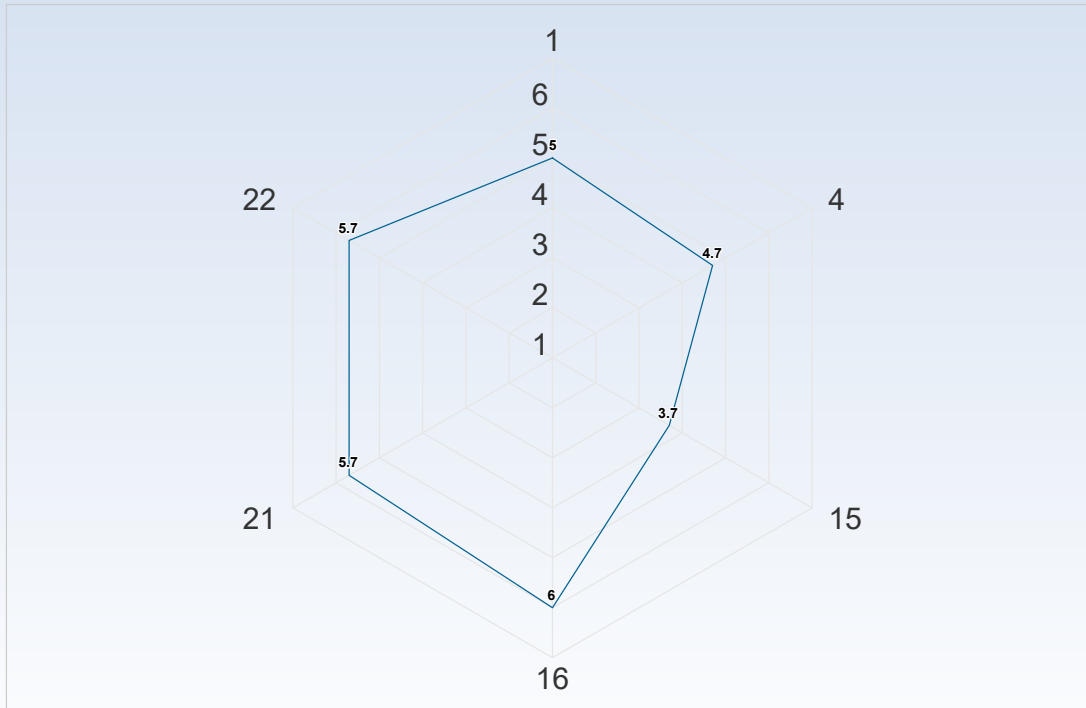Values shown: 6.4, 5.8, 5.8, 6.4, 6.2
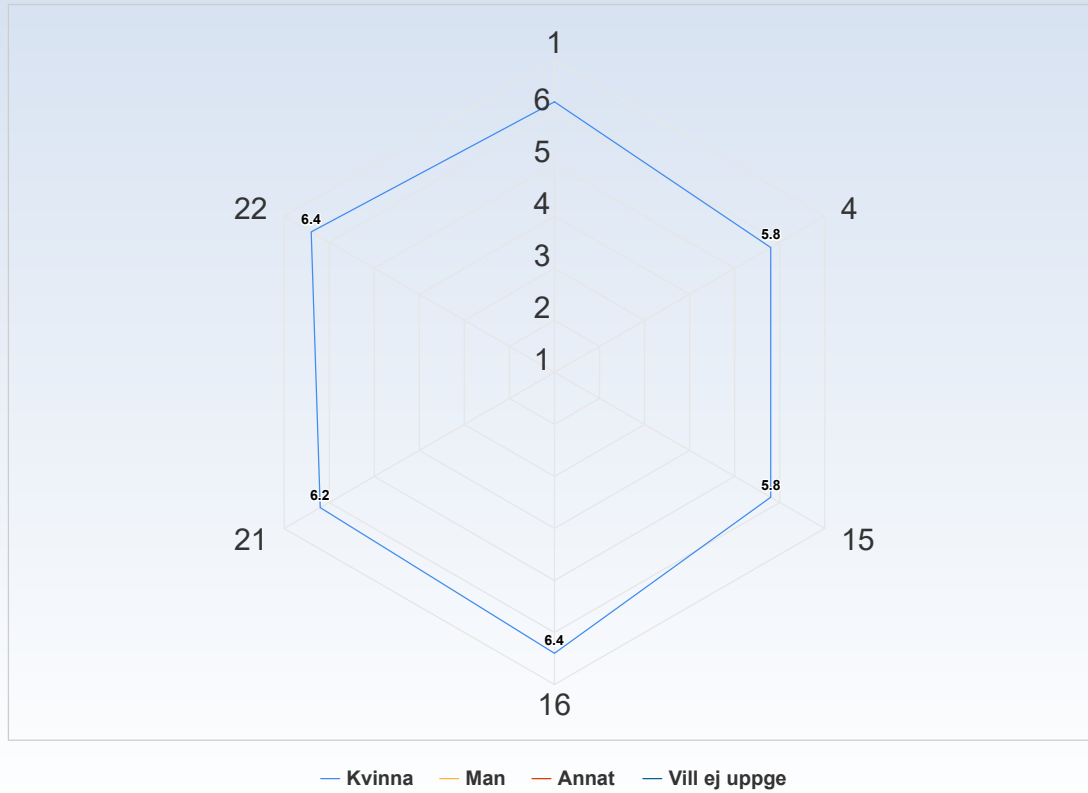
**Comments**

Comments (I am: Kvinna)

I do not think the gender affected the course

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

Average response to LEQ statements - per disability

Legend: — Ja   — Nej   — Vill ej uppge
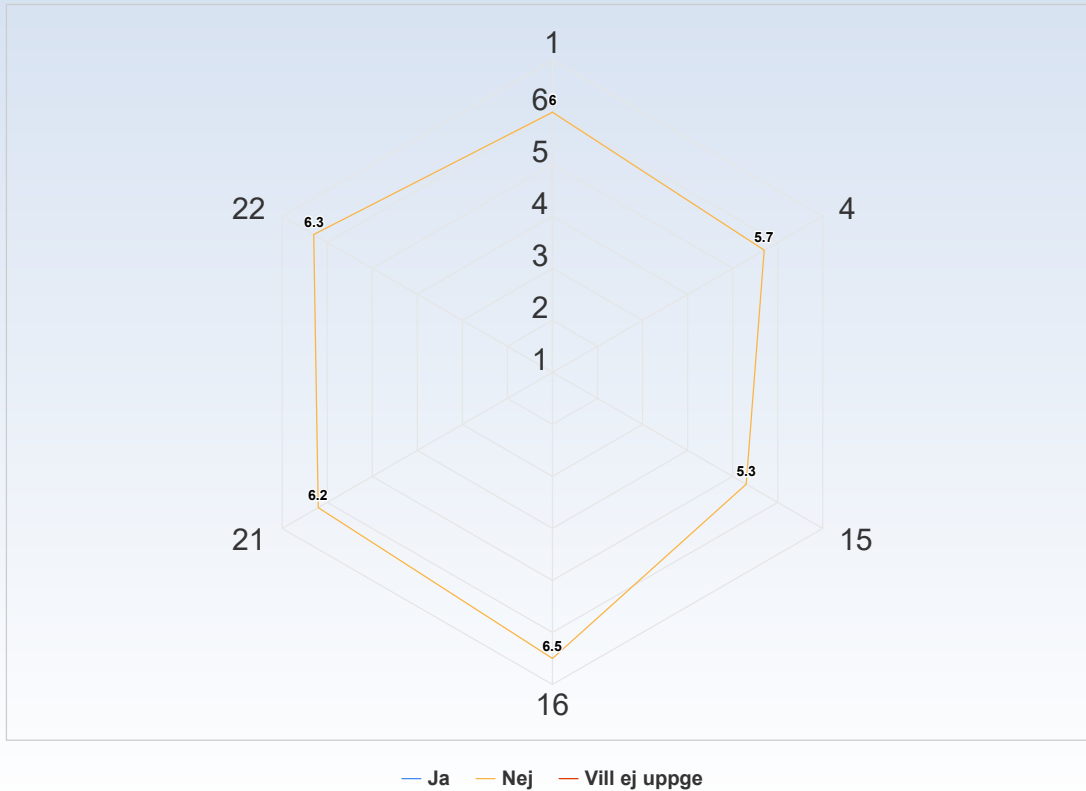
GENERAL QUESTIONS

What was the best aspect of the course?

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

The in-person discussion was definitely where I felt I learned the most. I don't think I ever had the opportunity in all my academic career of delving into such interesting subjects and discussing them with people who are also eager to learn and excited to listen to other perspectives. I think the fact that the seminars are not graded also help with this - by not having the pressure I got to enjoy each paper much more!

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

You can hear from the authors that wrote well written hci papers, learn from them directly, ask questions and discuss it critically.

The topics! It was very interesting to listen to the authors talking about their papers, especially the one about diversity in ML labelling.

What was the best aspect of the course? (I worked: 36-38 timmar/vecka)

The oral presentation part is really good. Compared with writing reflection, I think it is a nice thing to be able to discuss papers with classmates in class. I can know what others think and gain new perspectives. And the feedback about six-page paper is so detailed that i could know how to improve my paper.

What would you suggest to improve?

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

Workshops for the six page paper where students can discuss how things are going and it becomes clear what is expected. Maybe clearer guidelines and sub-deadlines? Although every paper will be different so not everyone can have it fit into such a structure... Maybe a deadline for a mini-proposal of what one will be writing about.

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

Maybe one less seminar to make the workload a bit easier. Also improve the description for the seminars. The instructions for the seminar (one person presents strengths, etc) did not align with how the seminars actually was constructed. (I do, however, prefer the structure we had over the instructions in canvas)

n/a

I think it's good as it is.

What would you suggest to improve? (I worked: 36-38 timmar/vecka)

I think the oral presentation is better than the reflection. 15 minutes is not enough if it's a group discussion, i think maybe 30 minutes could be better. All students could have enough time to discuss their opinions if they need.

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)

I would advice future participants to see this course as a very important tool, and to not get overwhelmed in the beginning - You will see that by the end of it your critical sense will be much more refined!

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

First time reading through the paper, read it SLOWLY and try to comprehend as much as possible
Second time, read it slowly and take notes of weaknesses and strengths
Third time, read it and check if your weaknesses and strenght actually are true
Fourth time, skim through it

If you push yourself to learn in this course, the teachers fully help you to do that, and you'll be well equipped to write your thesis.

Start reading in time, it takes longer than you think to really understand a paper.

What advice would you like to give to future participants? (I worked: 36-38 timmar/vecka)

Read paper carefully and arrange the time properly(the ddl of the six-page paper may together with many other things if you take other courses at the same time)!!!!

Is there anything else you would like to add?

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

Not really

Is there anything else you would like to add? (I worked: 36-38 timmar/vecka)

I think for the topic of the papers, maybe could have specific research areas within the HCI areas.
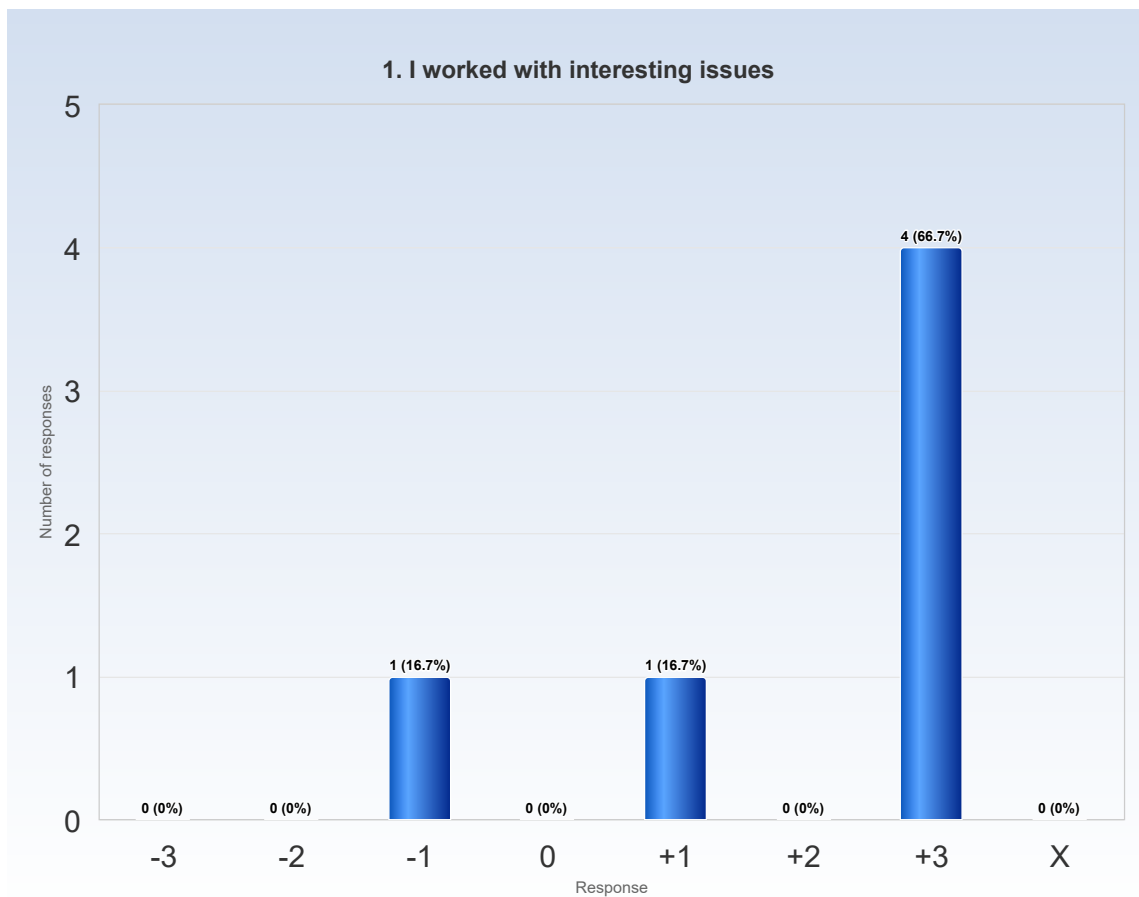
SPECIFIC QUESTIONS

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: +3)

Of course I enjoyed some papers more than others, but the discussion in the class made every single one of them very interesting and I always left the class with new perspectives I could have not think of by myself,

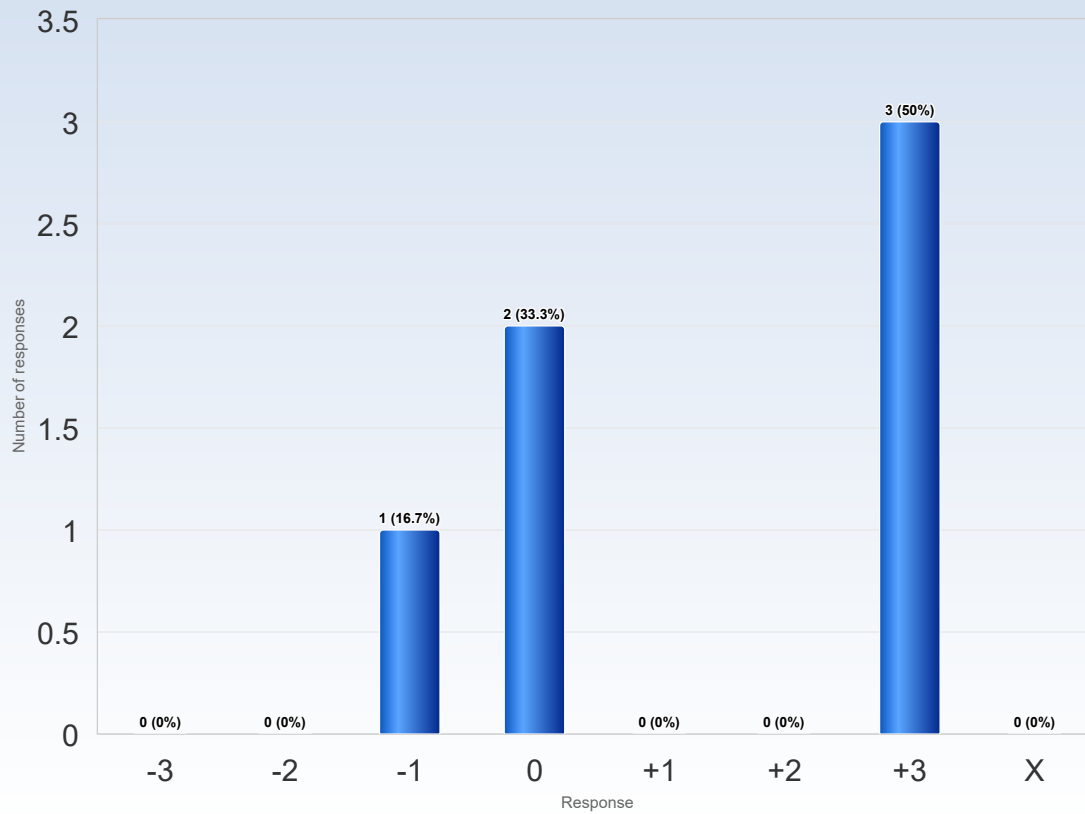I like those papers so much and I think they reflected many cutting edge technology

4. The course was challenging in a stimulating way
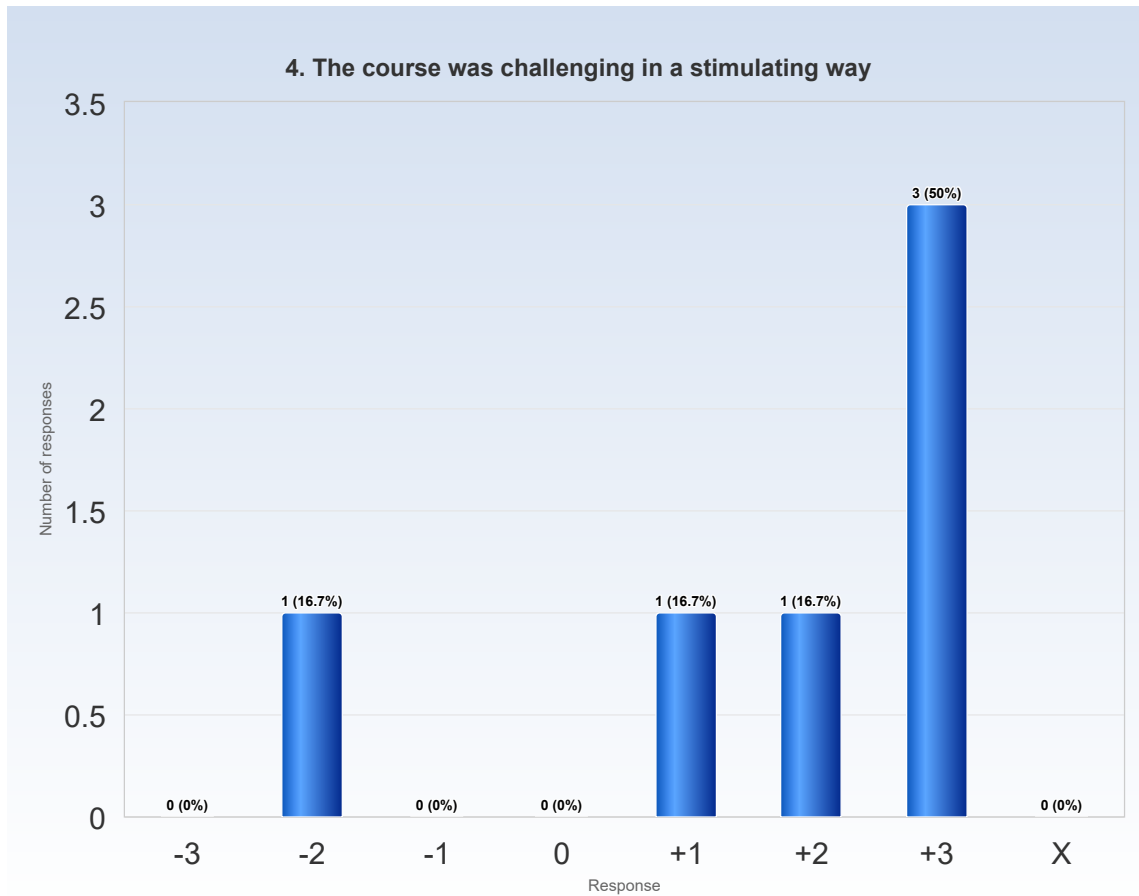
Comments

Comments (My response was: -2)

It was a bit too challenging

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

Number of responses

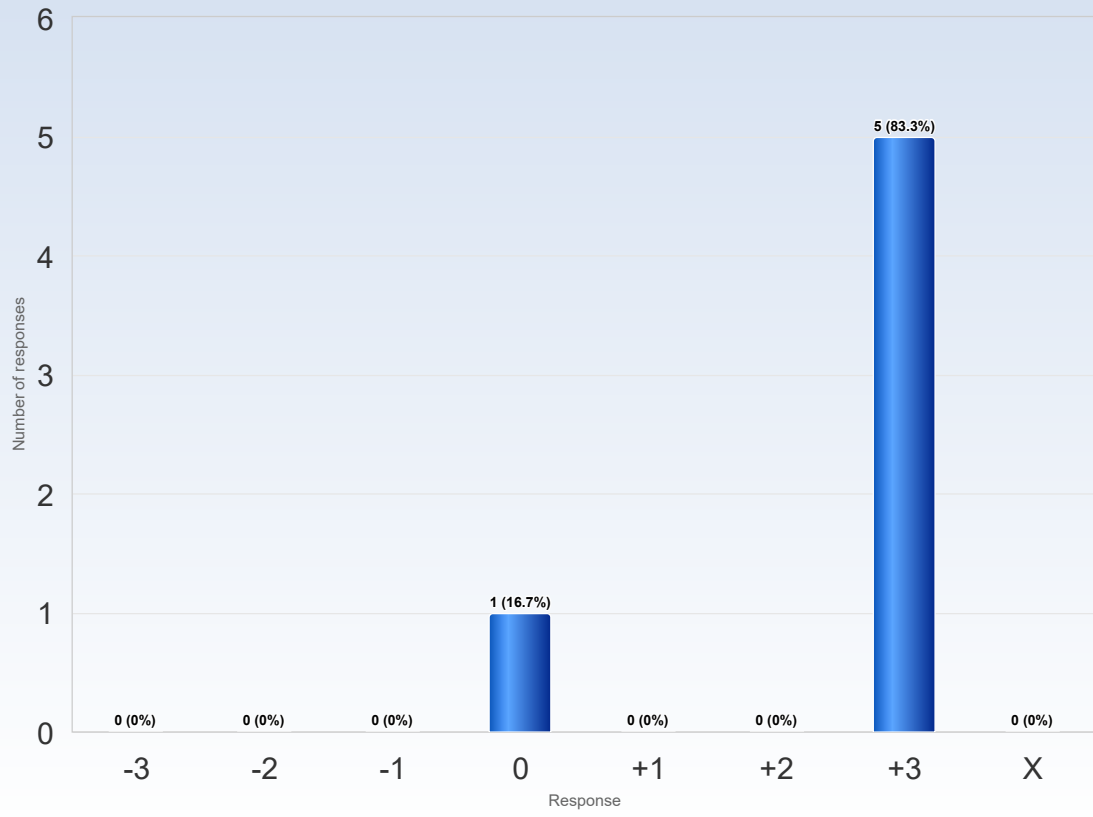| Response	Count
-3	0 (0%)
-2	0 (0%)
-1	1 (16.7%)
0	2 (33.3%)
+1	0 (0%)
+2	0 (0%)
+3	3 (50%)
X	0 (0%)

Response

Comments

Comments (My response was: -1)
For the seminars, the oral examination is when you get feedback.

Comments (My response was: 0)
Not sure

16. The assessment on the course was fair and honest

Number of responses

0 (0%)	0 (0%)	0 (0%)	1 (16.7%)	0 (0%)	0 (0%)	5 (83.3%)	0 (0%)
-3	-2	-1	0	+1	+2	+3	X

Response

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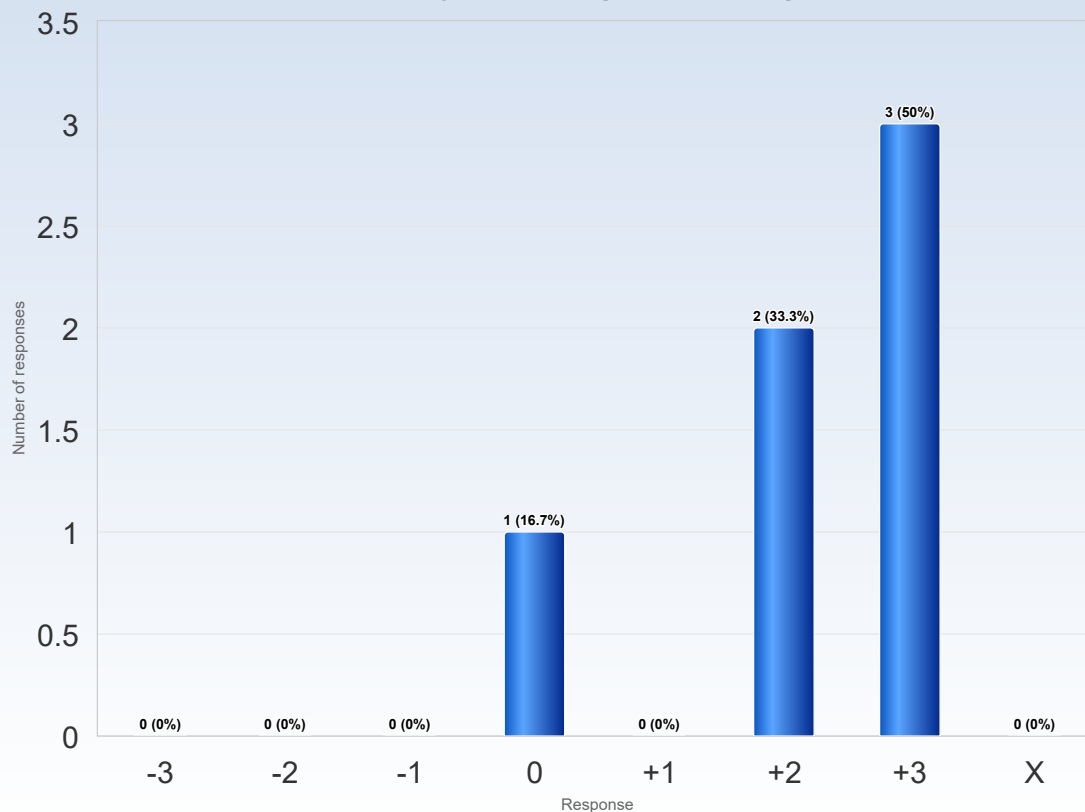
Comments

Comments (My response was: 0)
It depended on which supervisor I had during the seminar. With some supervisors it felt like we discussed the paper and together tried to figure out the content. While with other it felt like an oral exam
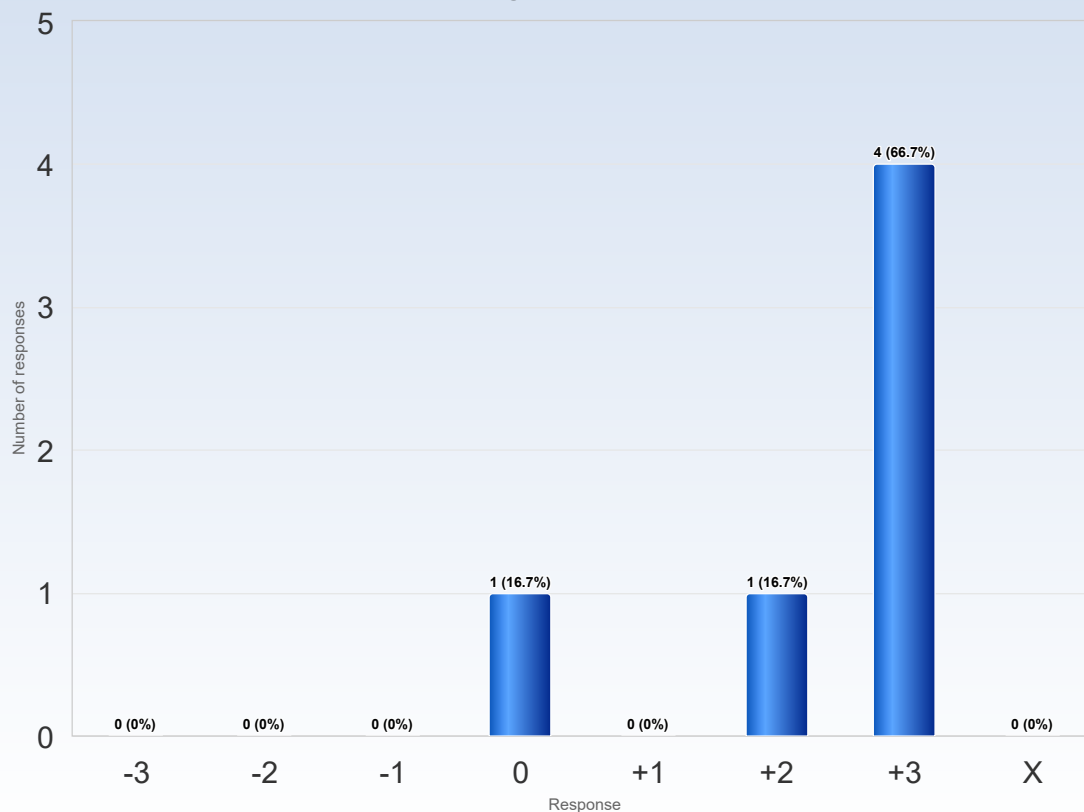
Comments (My response was: +2)
Sometimes I wished there was a seminar before the seminars, where we could discuss the papers without pressure

Comments (My response was: +3)
I like the group discussion part so much!!!

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

Number of responses

0 (0%)   0 (0%)   0 (0%)   1 (16.7%)   0 (0%)   1 (16.7%)   4 (66.7%)   0 (0%)

-3   -2   -1   0   +1   +2   +3   X

Response

SPECIFIKA FRÅGOR

Hur fungerade muntlig examination av de fem seminarierna?

SPECIFIKA FRÅGOR

Hur fungerade muntlig examination av de fem seminarierna?

The supervision style differed between the supervisors, I prefered the ones where the supervisors did not participate as much in the seminars. It felt more like an interesting discussion where you could discuss the content with your peers rather than an oral exam,

I think it worked well. I think hearing fellow students' opinions helped broaden thoughts and perspectives as well.

I really liked that we did not have to hand in any assignments for each seminar, I liked that we only had oral examinations for those. Personally I feel very stressed when having to write things as it takes long time for me to formulate "perfect" sentences.

It's pretty well. I love this form since i like to exchange ideas with my classmates to know the differences between different cultures.

If you are going to have examination on the papers, I think this is the best way to do it. I think that the preparation process for written texts and oral exams are the same: organizing what you think of the paper. For oral exam, that's basically it - you just go and present it. But for paper examination it would mean that you still have to write the paper!

I liked the oral exams, but sometimes it felt like the discussions strayed away from critiquing the paper to whatever the subject of the paper was. Which I guess is interesting but the focus should be on how to analyze the paper, it is the intended learning outcome.