DH2670 - 2020-06-08

Antal respondenter: 33
Antal svar: 3
Svarsfrekvens: 9,09 %

GROUP MEMBERSHIP

Number of respondents from each group

Group	Number of respondents
Grupp 12	1
Grupp 11	
Grupp 10	1
Grupp 9	
Grupp 8	
Grupp 7	
Grupp 6	
Grupp 5	
Grupp 4	
Grupp 3	
Grupp 2	
Grupp 1	1

Number of respondents
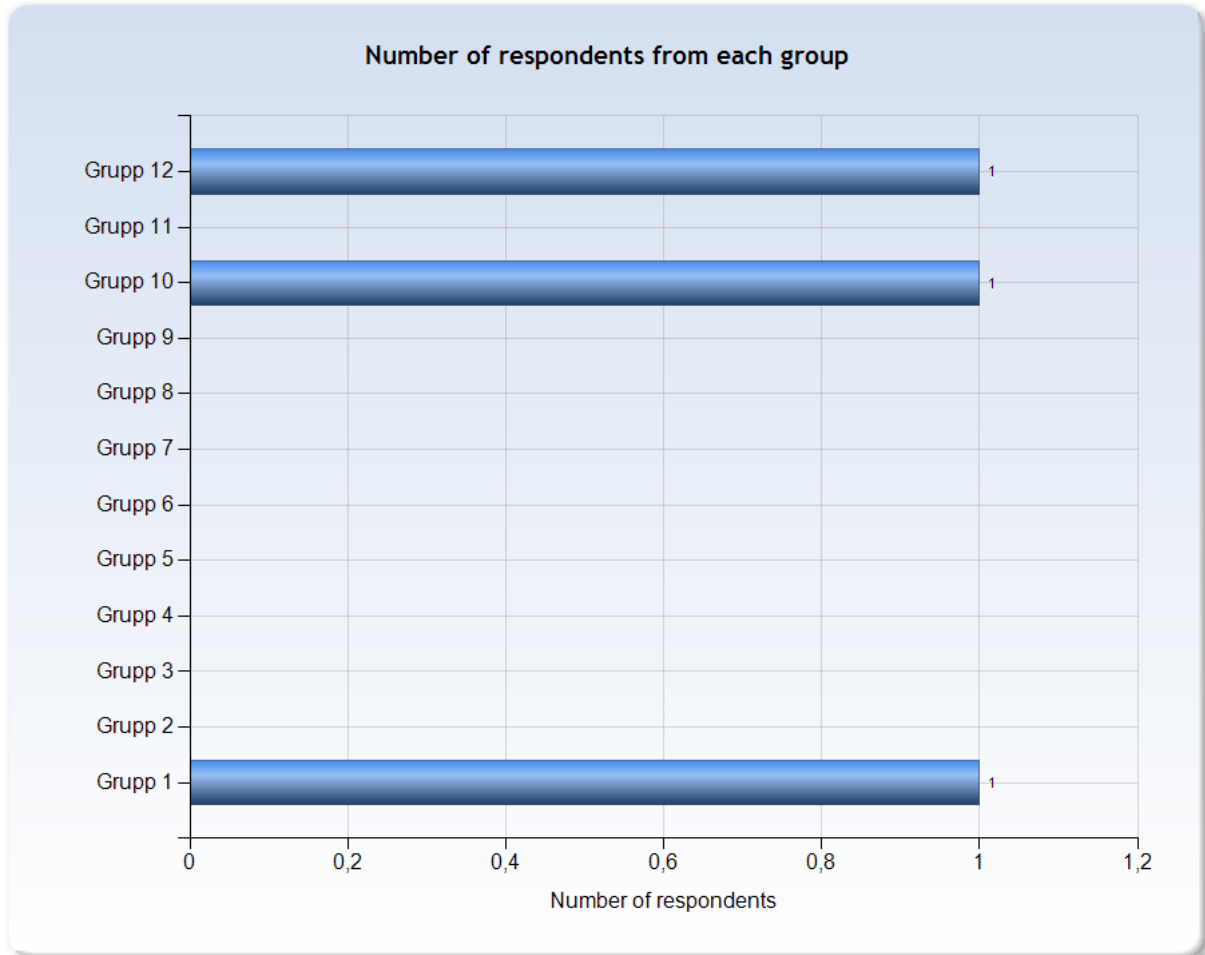
Comments
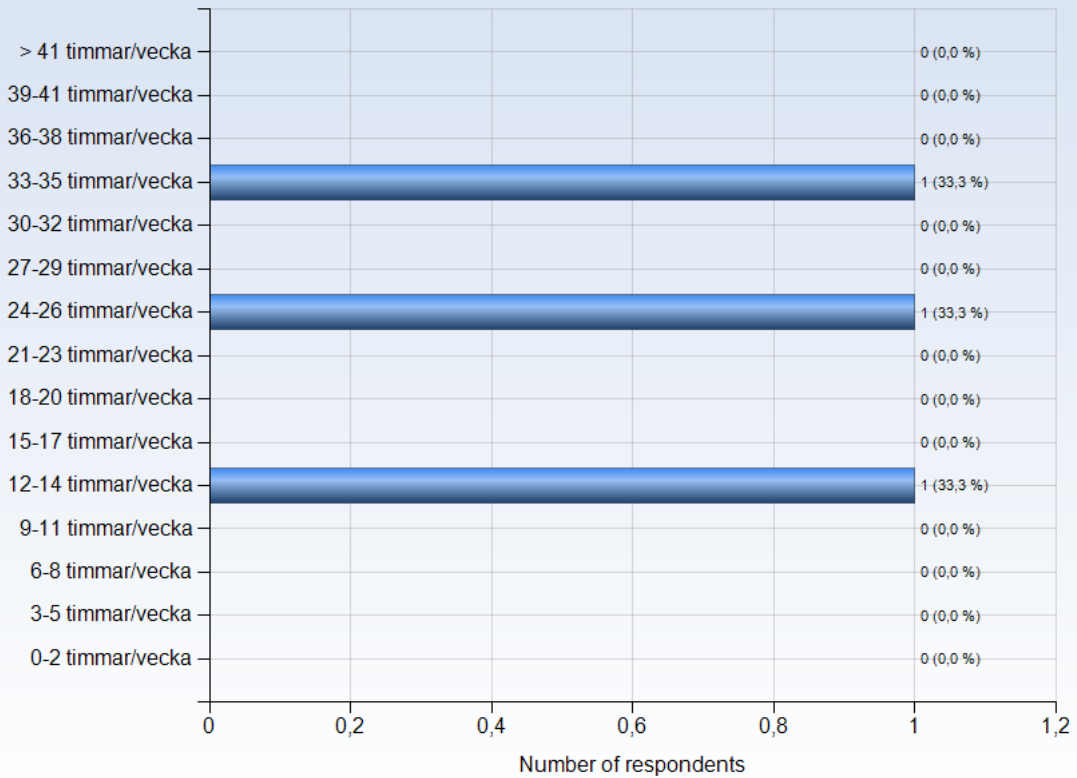
Comments (I belonged to: Grupp 1)
Anonymous

Comments (I belonged to: Grupp 12)
Last group shown at Canvas called Mighty Haptics

ESTIMATED WORKLOAD

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

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

Number of respondents

Comments

Comments (I belonged to: Grupp 12)

Due to the distance learning, some extra hours were needed to prepare for the lectures and coordinating with other courses' schedule.

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 - per group

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 - all respondents
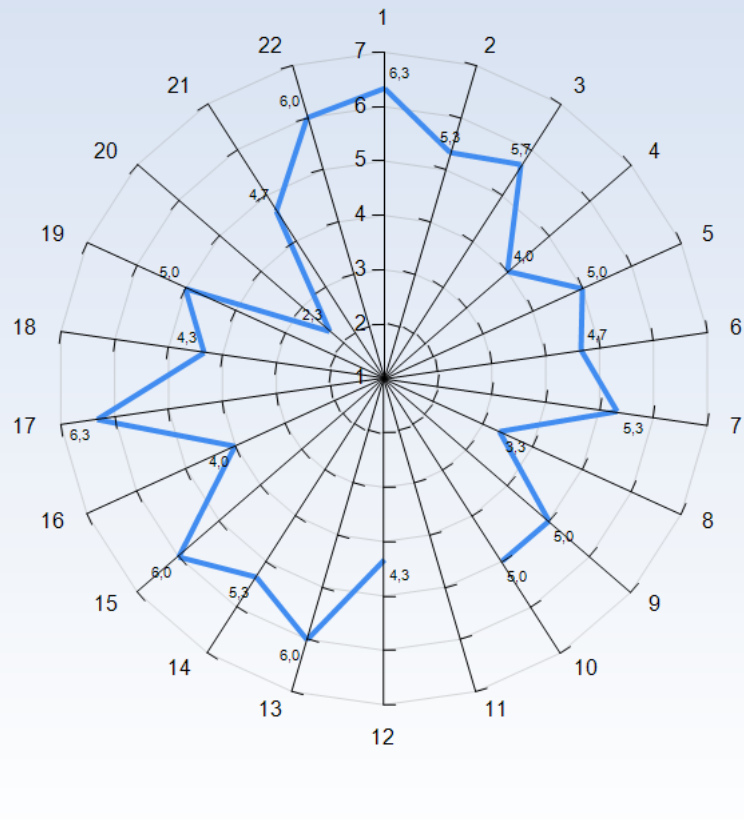
Average response to LEQ statements - all respondents per gender

Kvinna — Man — Annat — Vill ej uppge
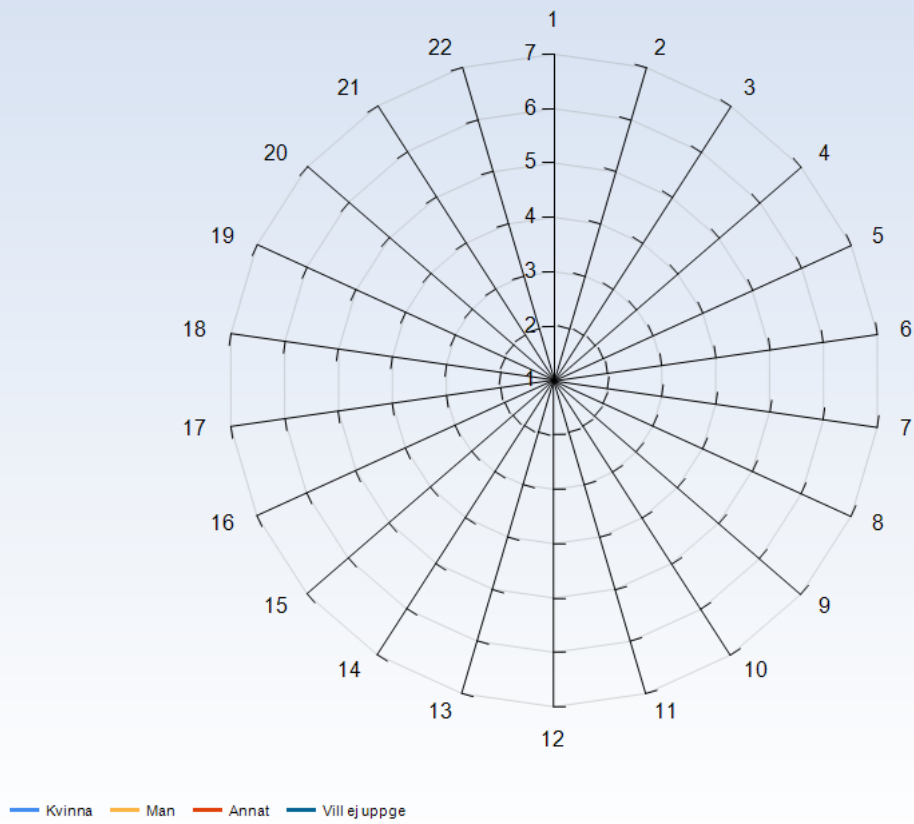
Comments

Average response to LEQ statements - all respondents per type of student

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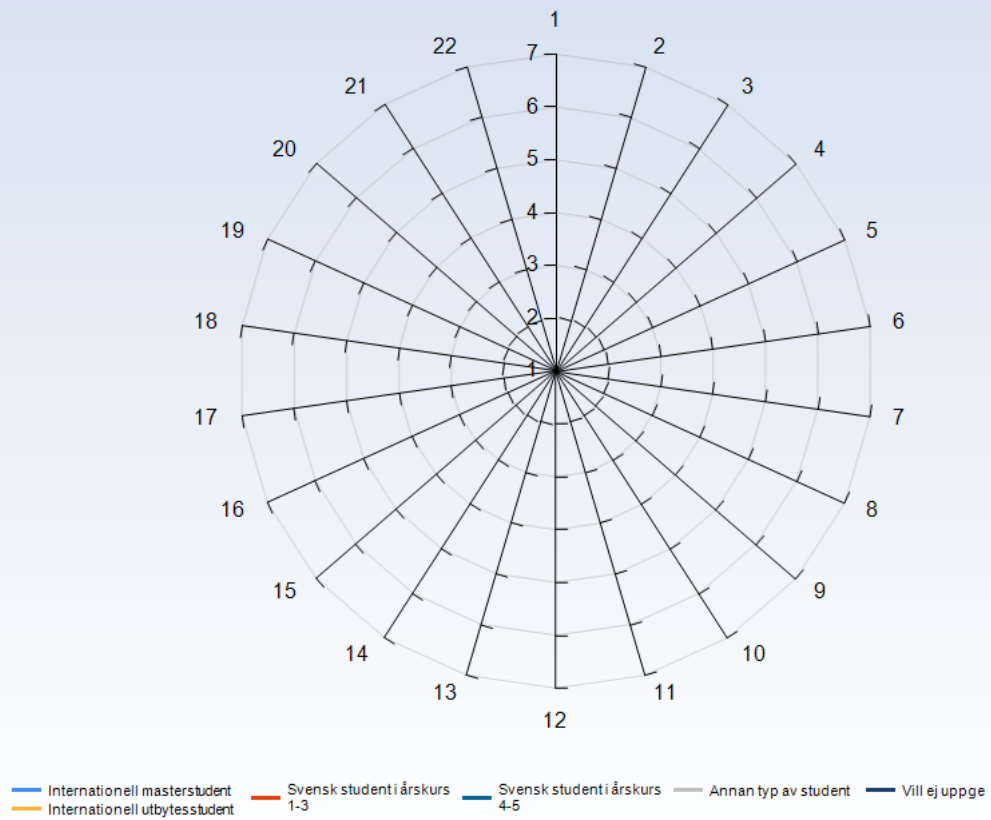
Comments

Average response to LEQ statements - all respondents per disability
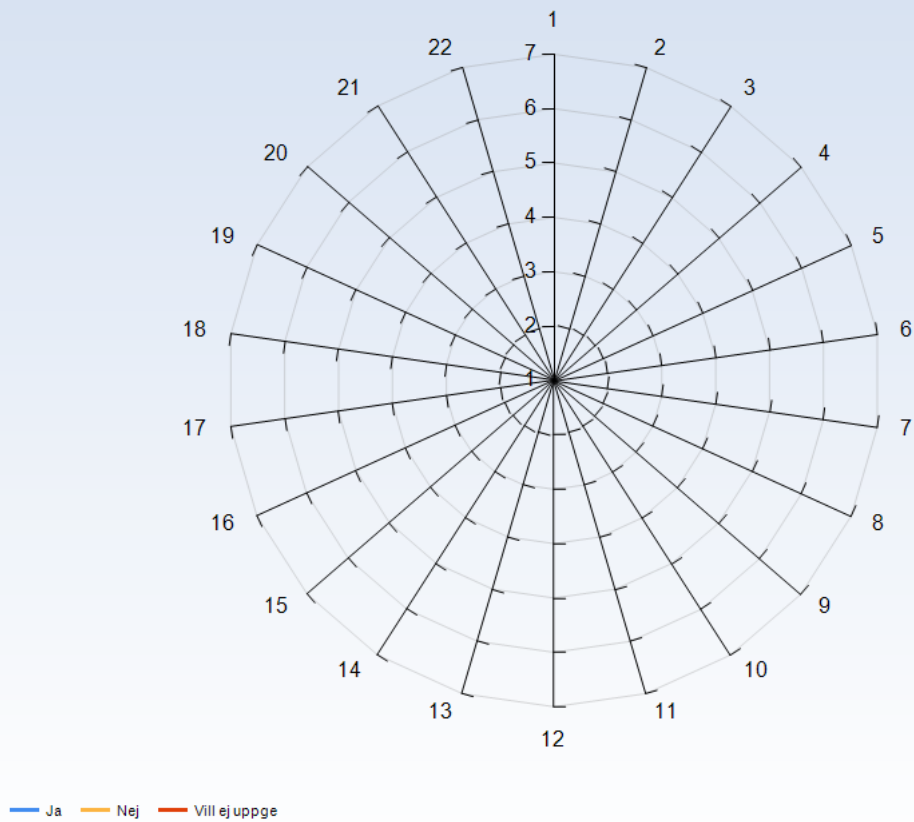
Comments

GENERAL QUESTIONS

What was the best aspect of the course?

What was the best aspect of the course? (I belonged to: Grupp 10)
It was great that one could pick the project so freely

What was the best aspect of the course? (I belonged to: Grupp 12)
despite the covid situation, it was still possible to access all the materials and conduct group project.

What would you suggest to improve?

What would you suggest to improve? (I belonged to: Grupp 10)

I know that this is specific for the covid-19 situation, however I think it's worth mentioning. I do not thing having to watch lectures outside of the scheduled times is a good course structure. It makes it very difficult to plan your time as a student, especially when videos were sometimes uploaded only 1-2 days before. This for me resulted in not looking at almost any of the lectures. I also tried to give feedback on this early on in the course but no adaption were made.

What would you suggest to improve? (I belonged to: Grupp 12)

If the distance learning continues, I would still recommend real time lectures over pre-recorded and a number of supervision meetings for questions or projects.

What advice would you like to give to future participants?

Is there anything else you would like to add?

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

Note! If you want to compare the results between different groups on equal terms, you must normalize the number of responses with the size of the corresponding group. The size of each group is found in the first diagram in this report.

1. I worked with interesting issues
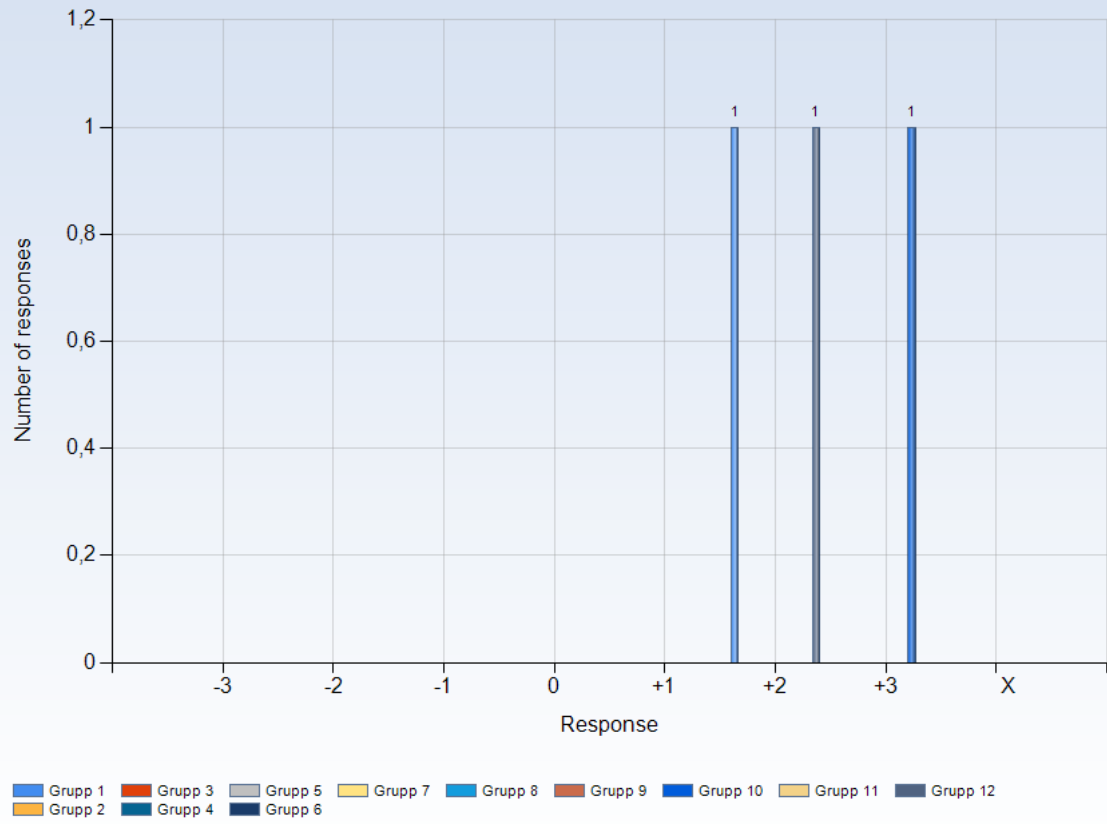
Comments

2. I explored parts of the subject on my own
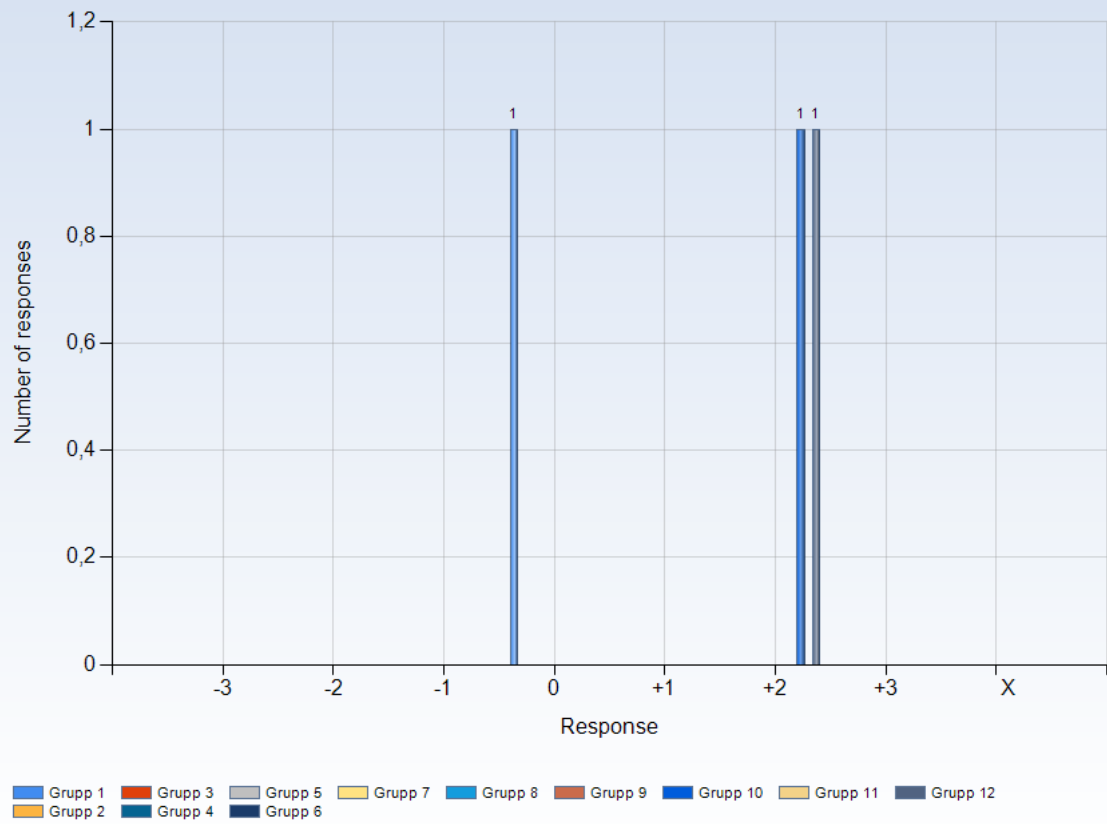
Comments

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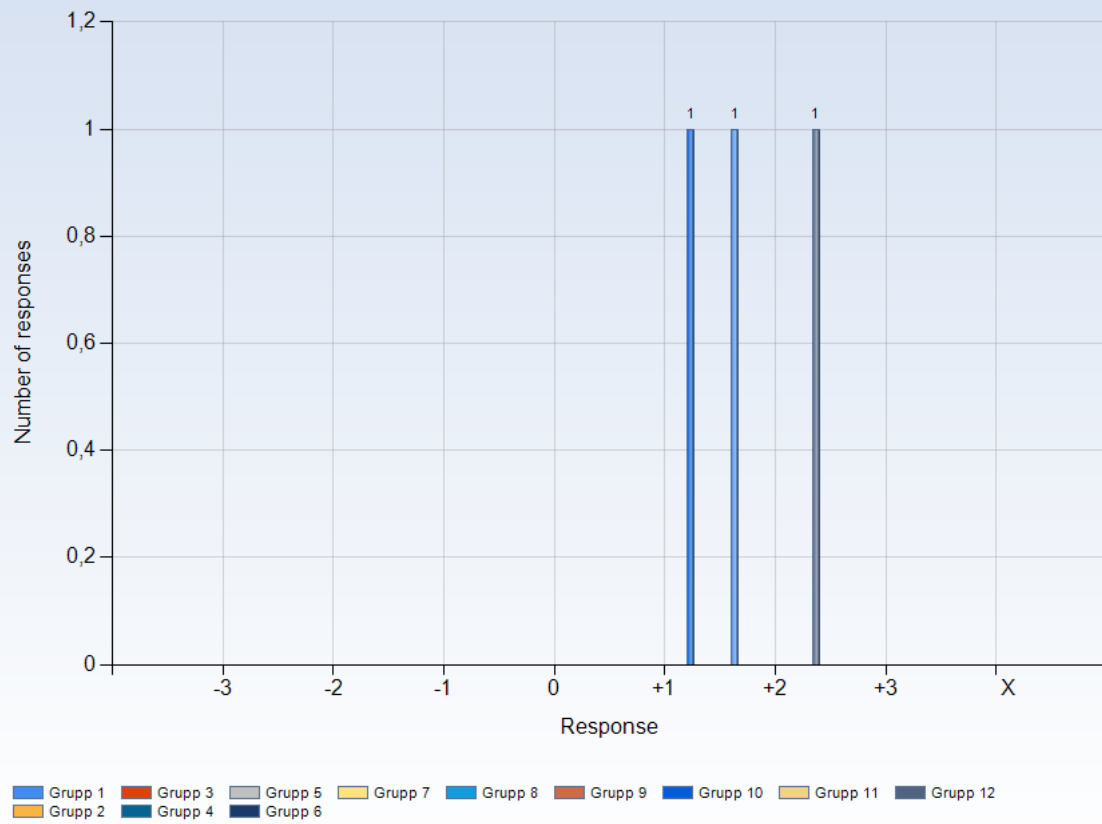
Comments

4. The course was challenging in a stimulating way
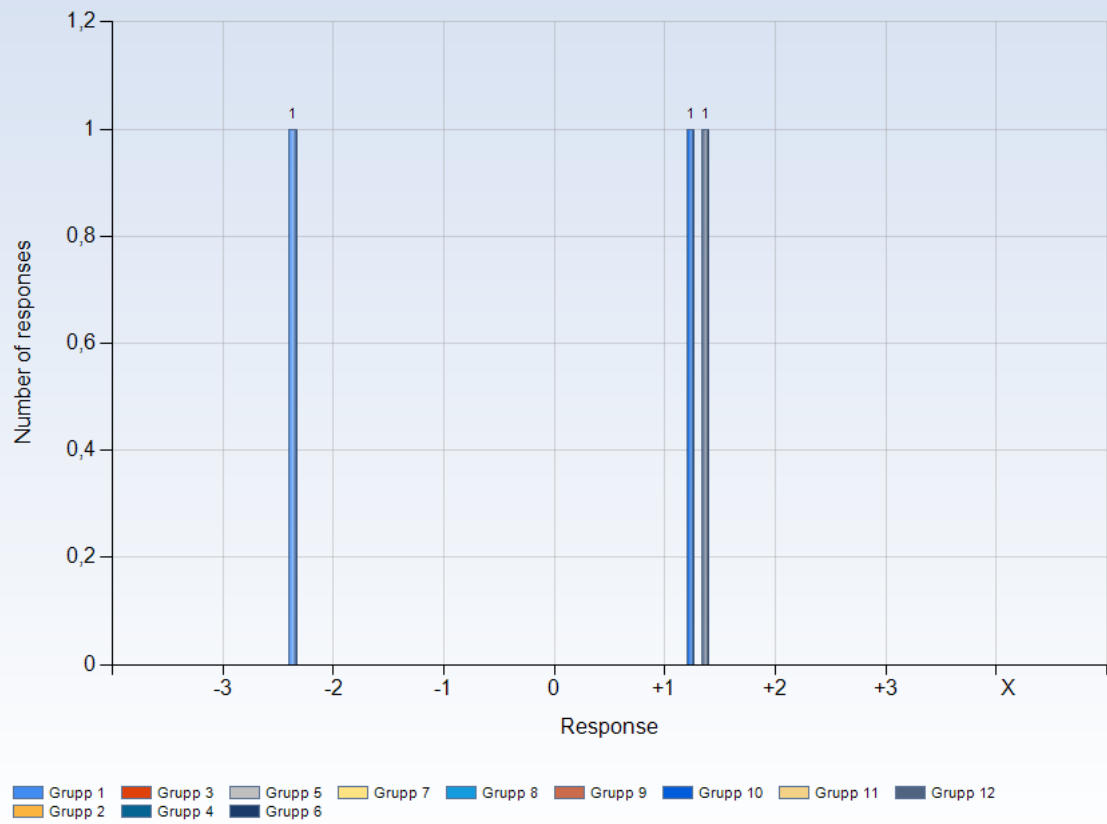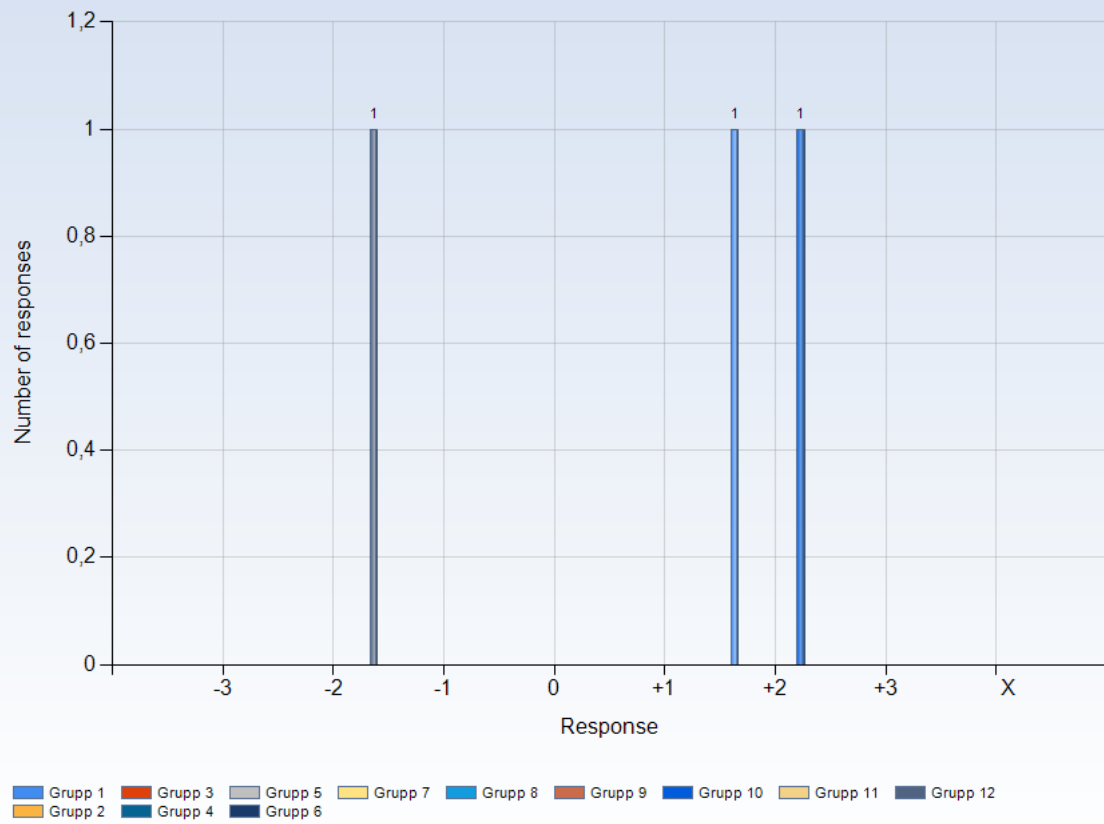

Comments
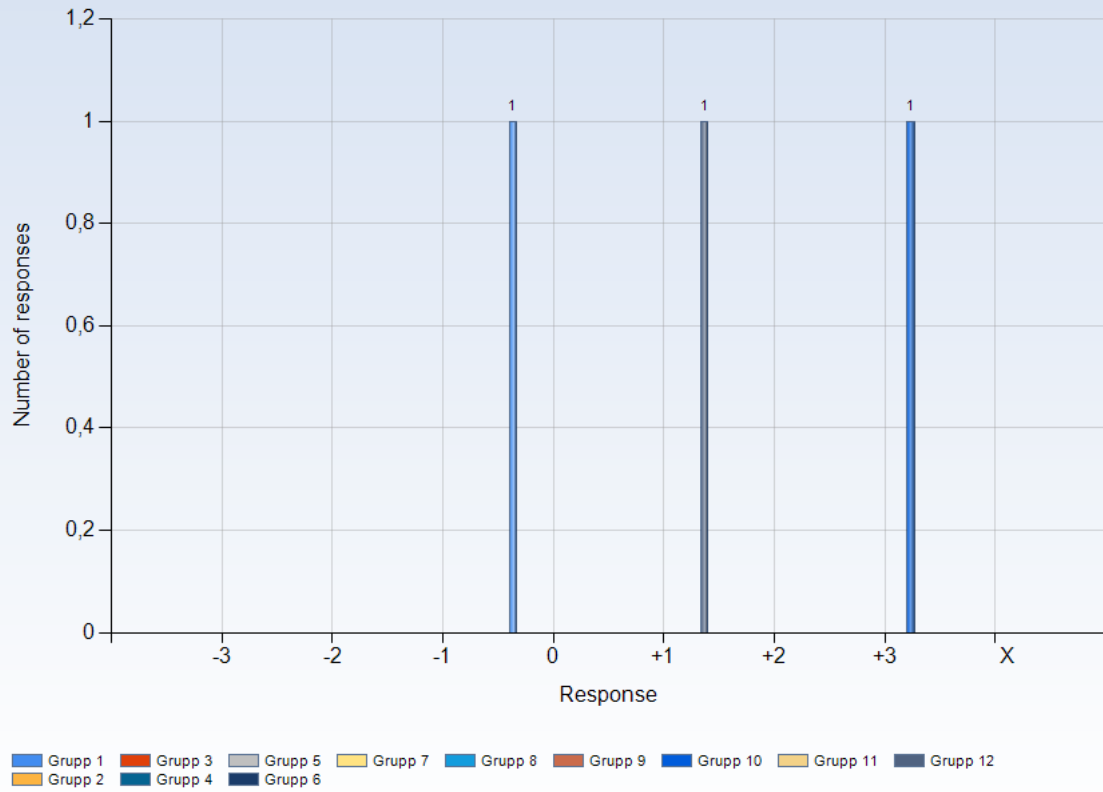
5. I felt togetherness with others on the course
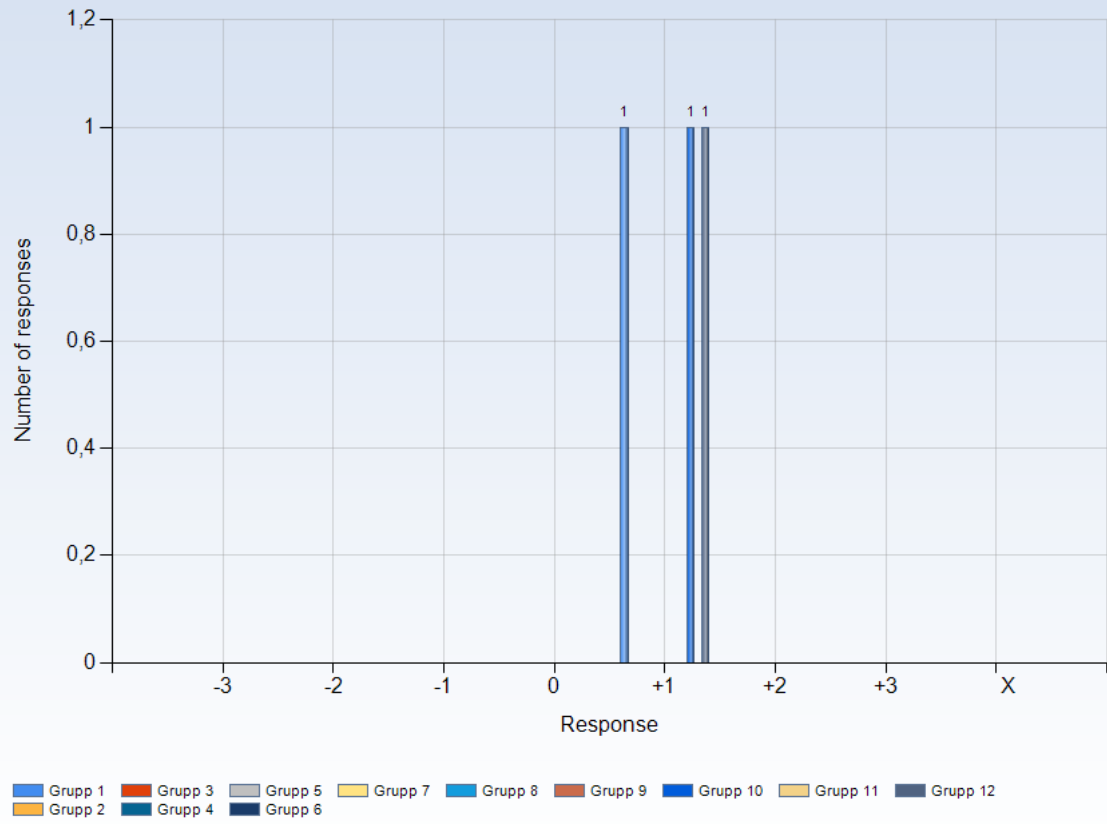
Comments

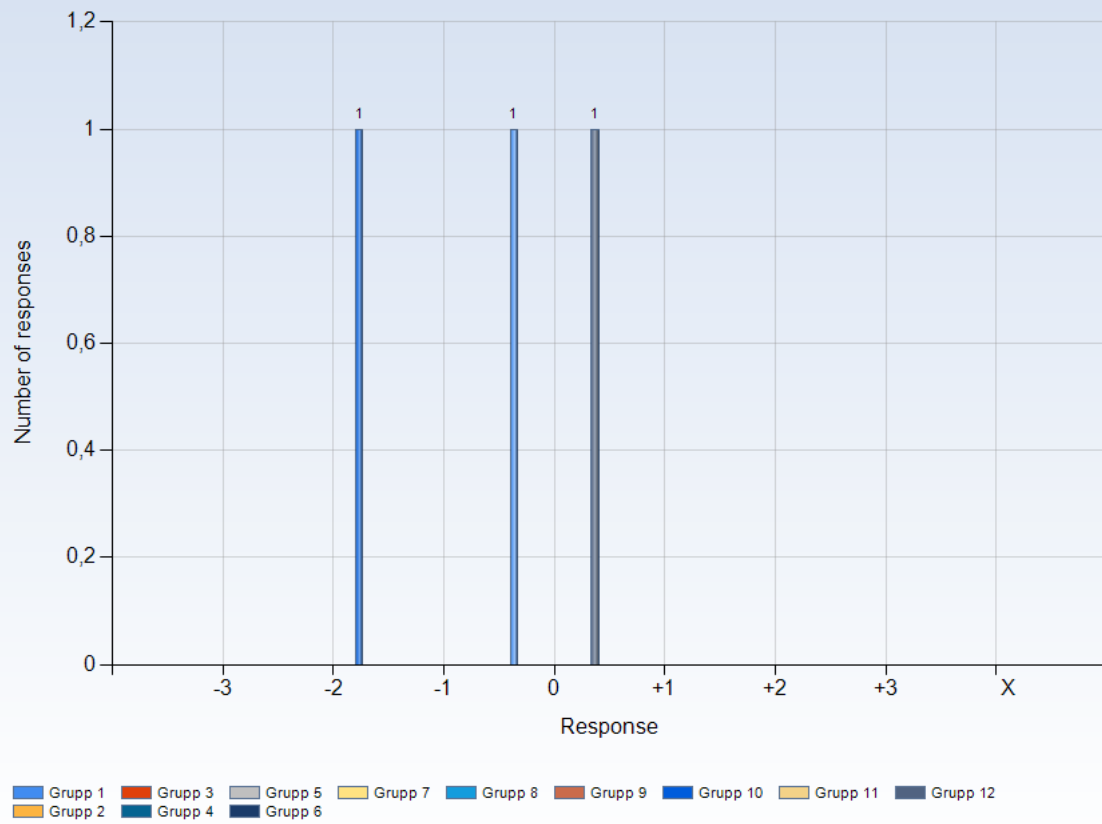# 6. The atmosphere on the course was open and inclusive

Comments

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

Comments

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

Comments

Comments (I belonged to: Grupp 10)

I do not think the set up with the lectures was good, see comment further down

9. I understood what the teachers were talking about
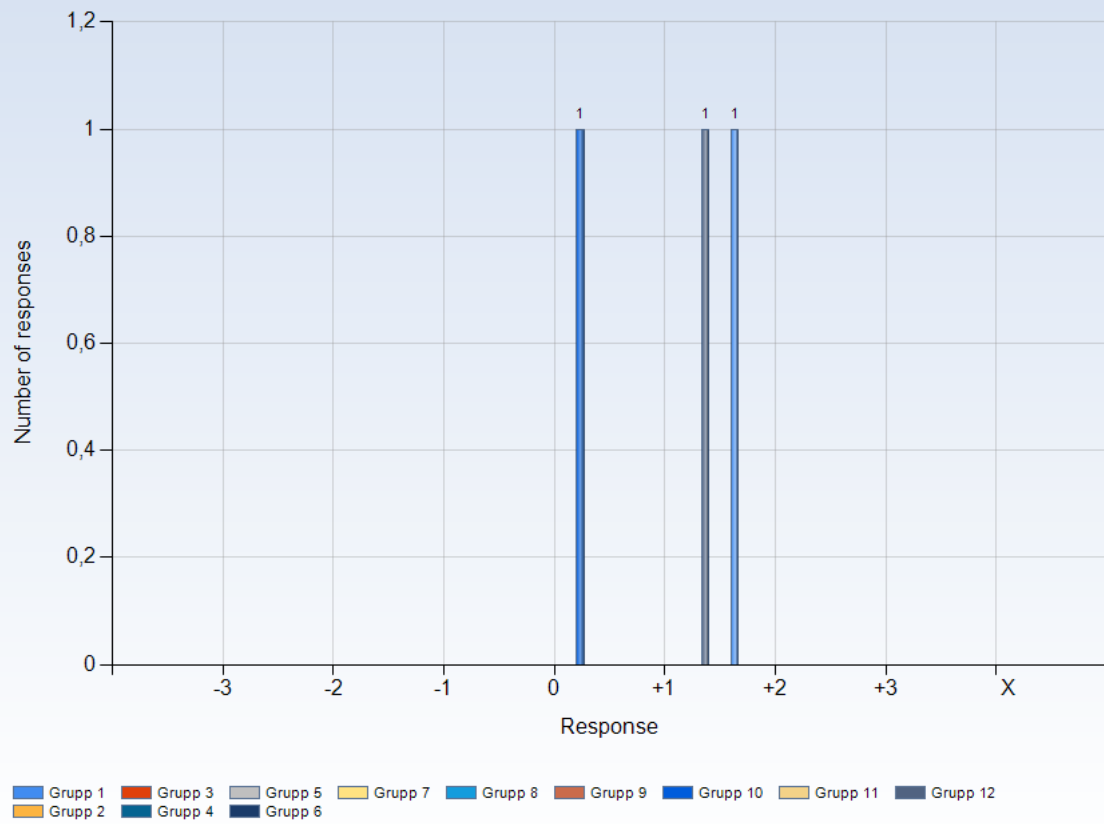
Comments

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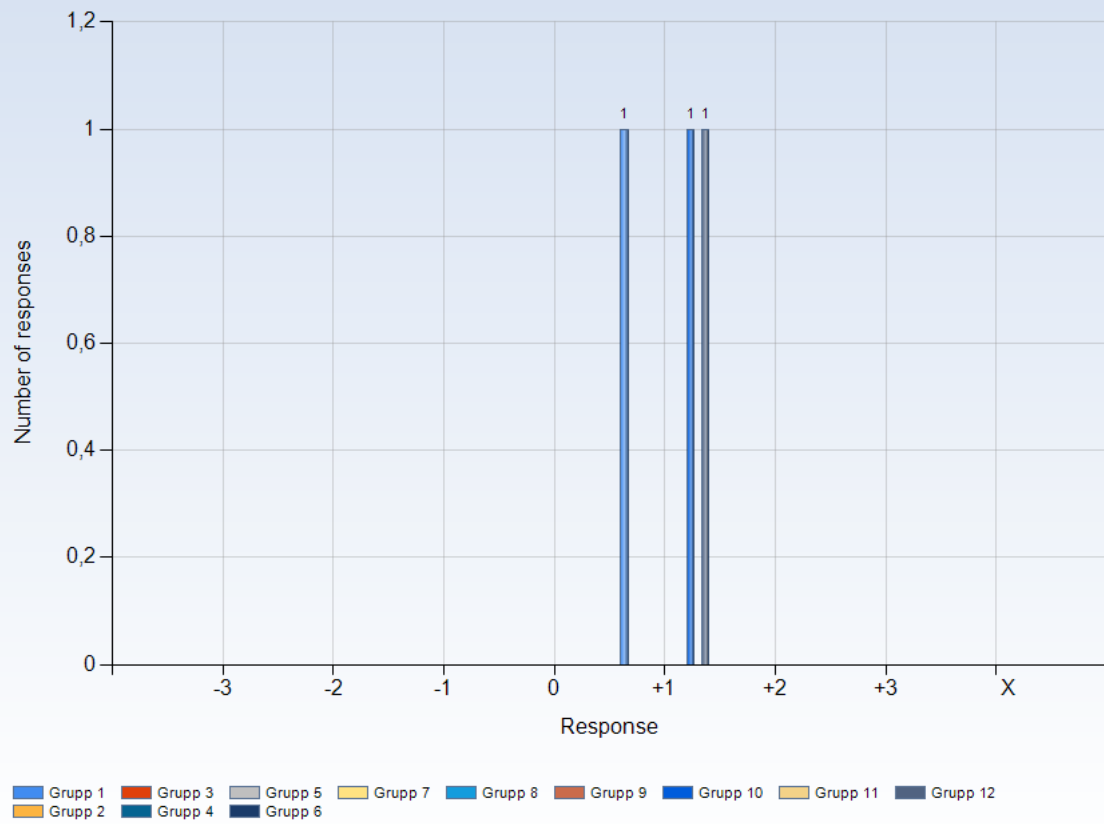
Comments

11. Understanding of key concepts had high priority
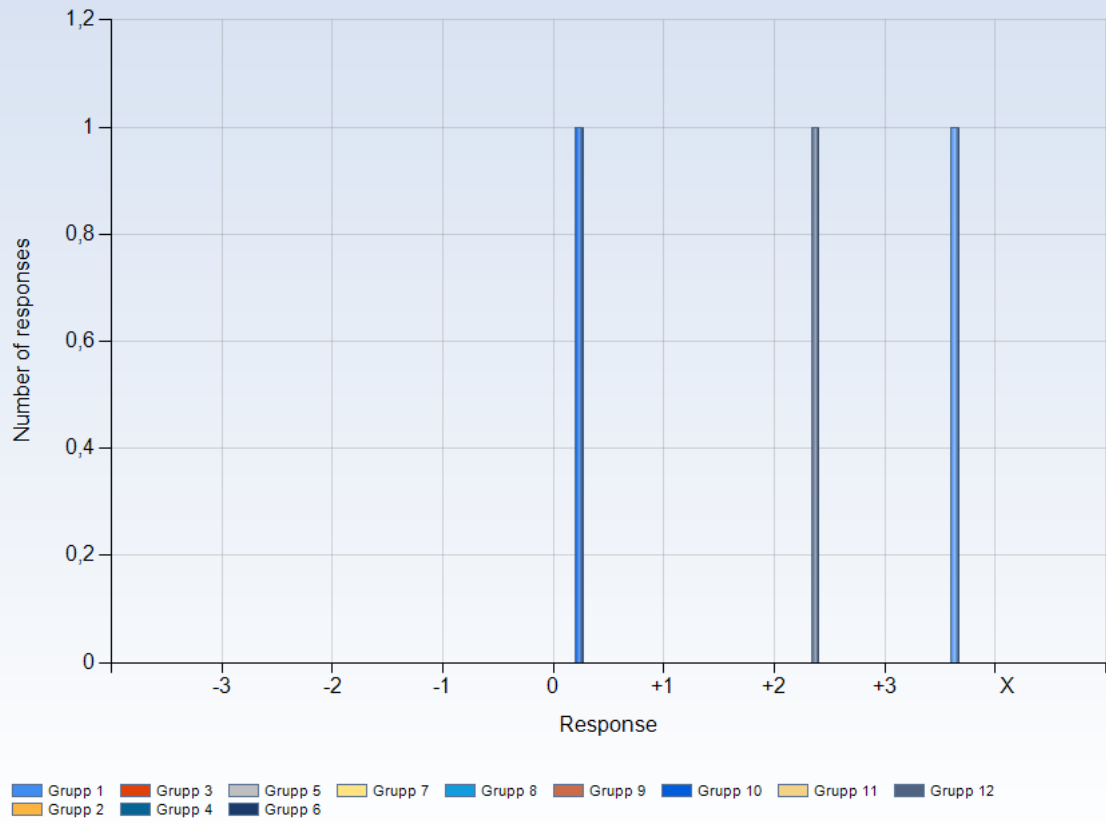
Comments

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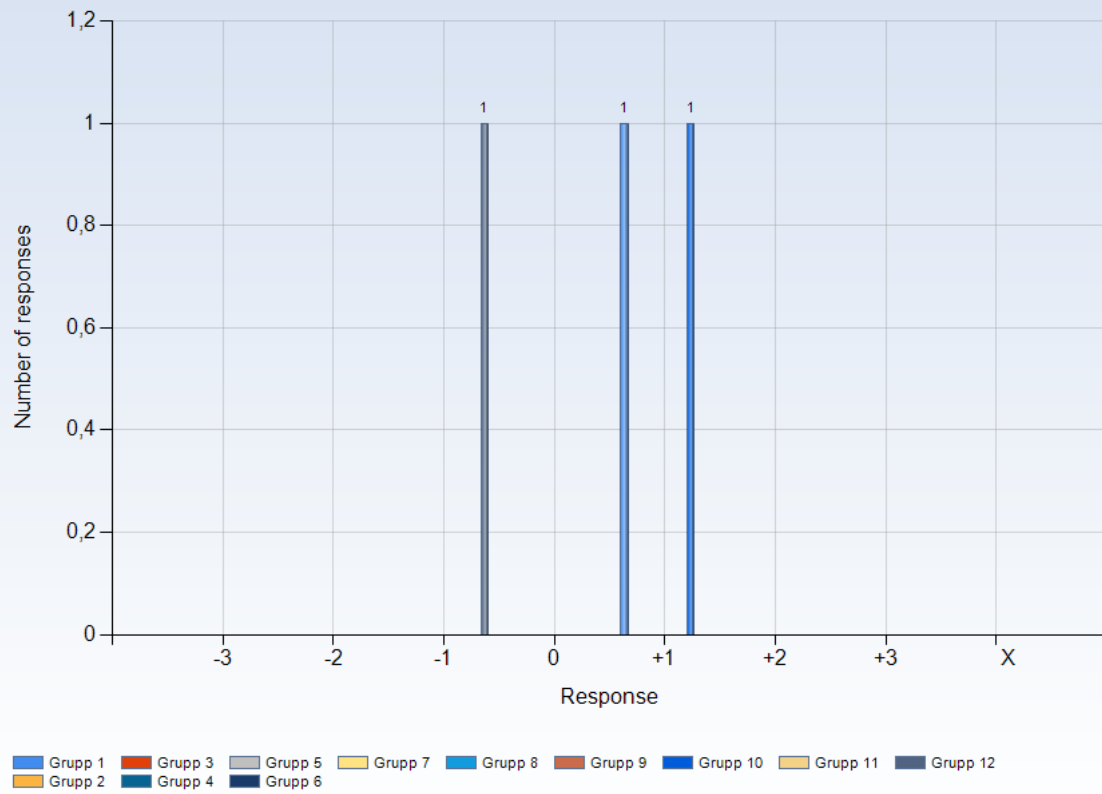
Comments

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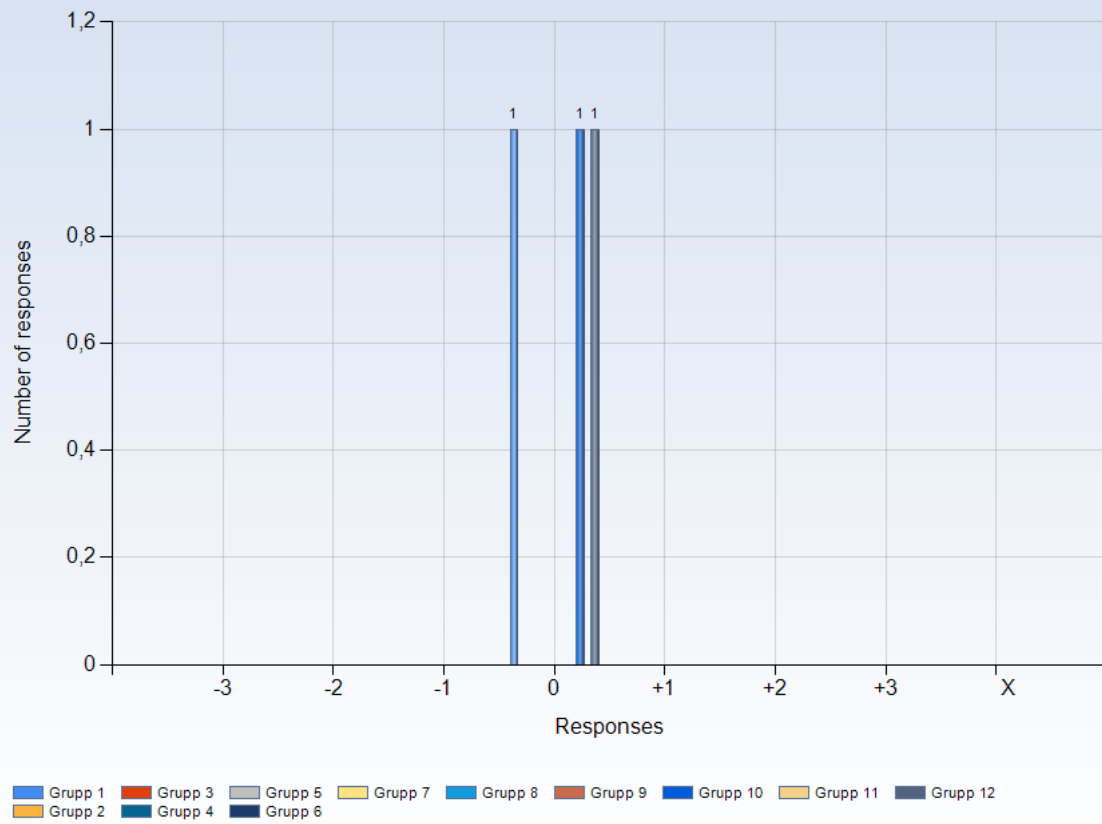
Comments

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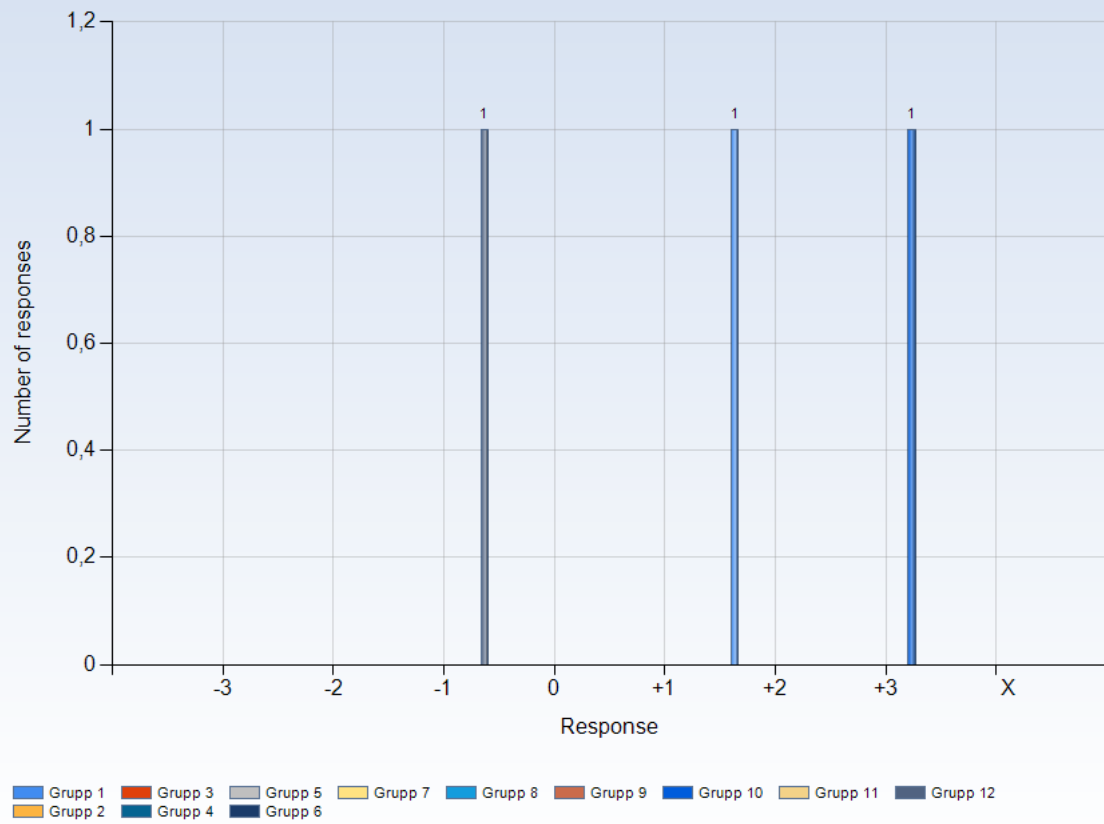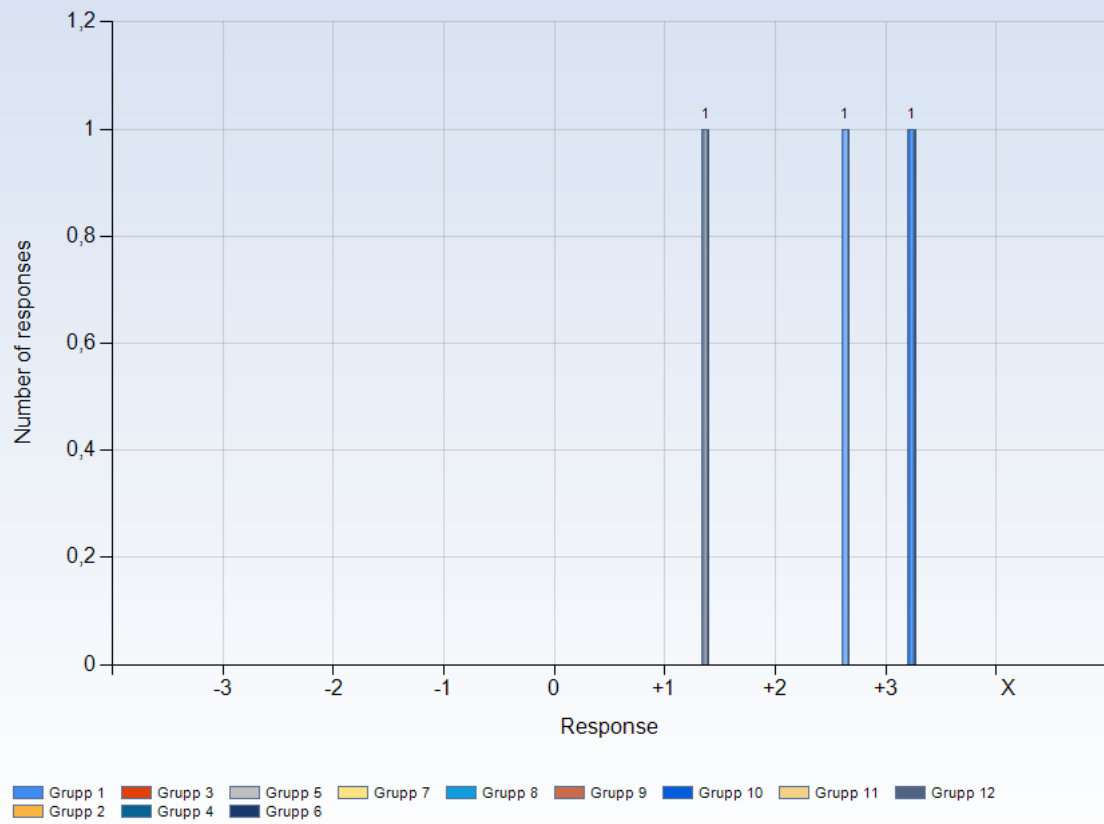
Comments

15. I could practice and receive feedback without being graded
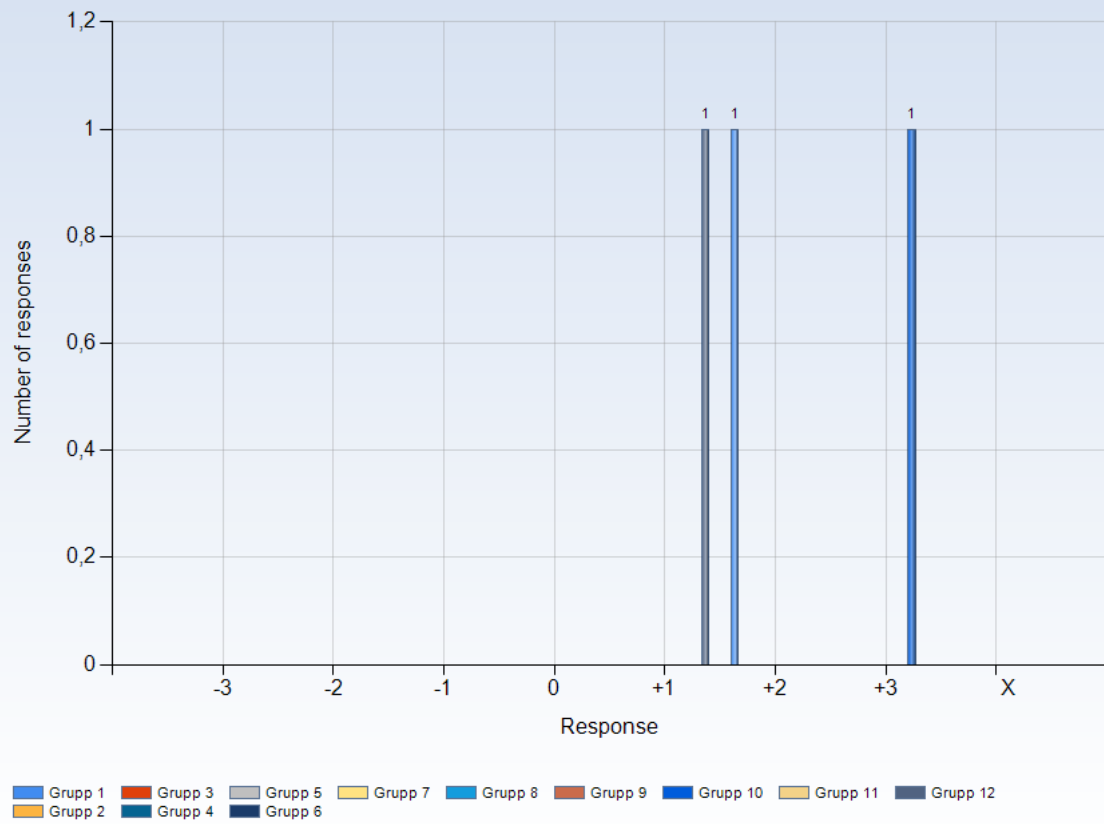
Comments

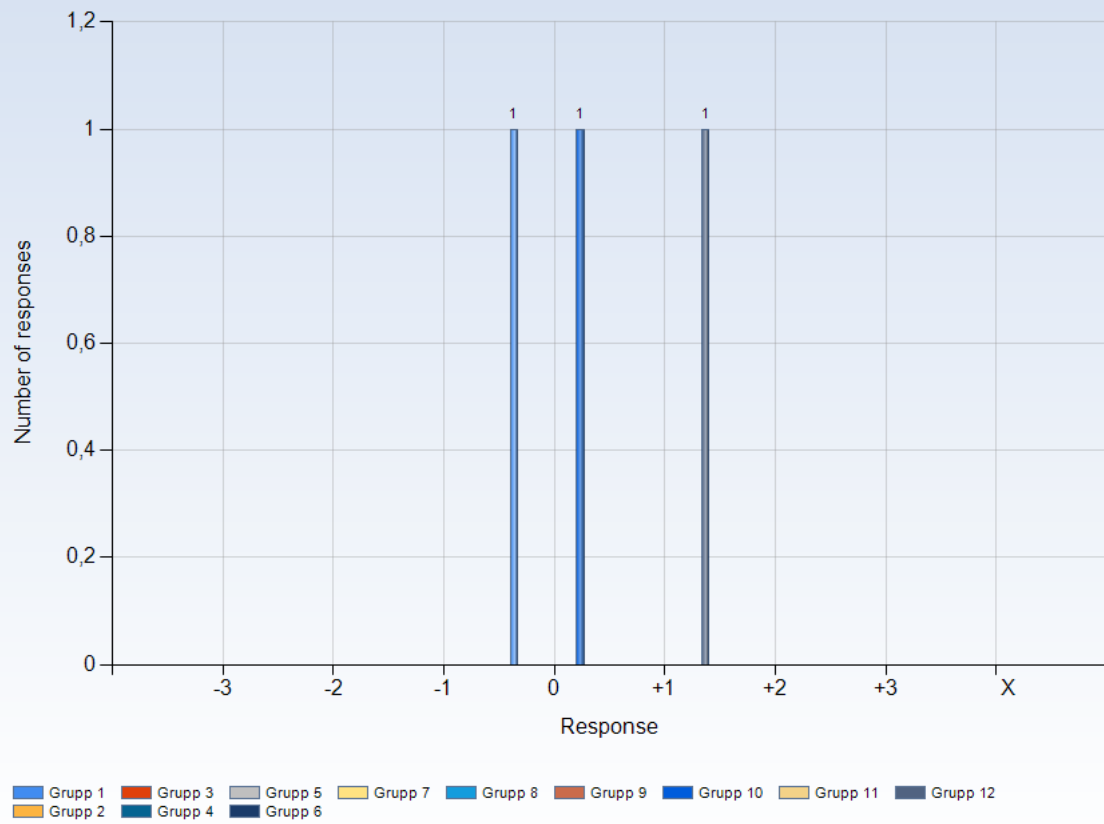## 16. The assessment on the course was fair and honest

Comments

Comments (I belonged to: Grupp 10)
Haven't gotten the final grade yet

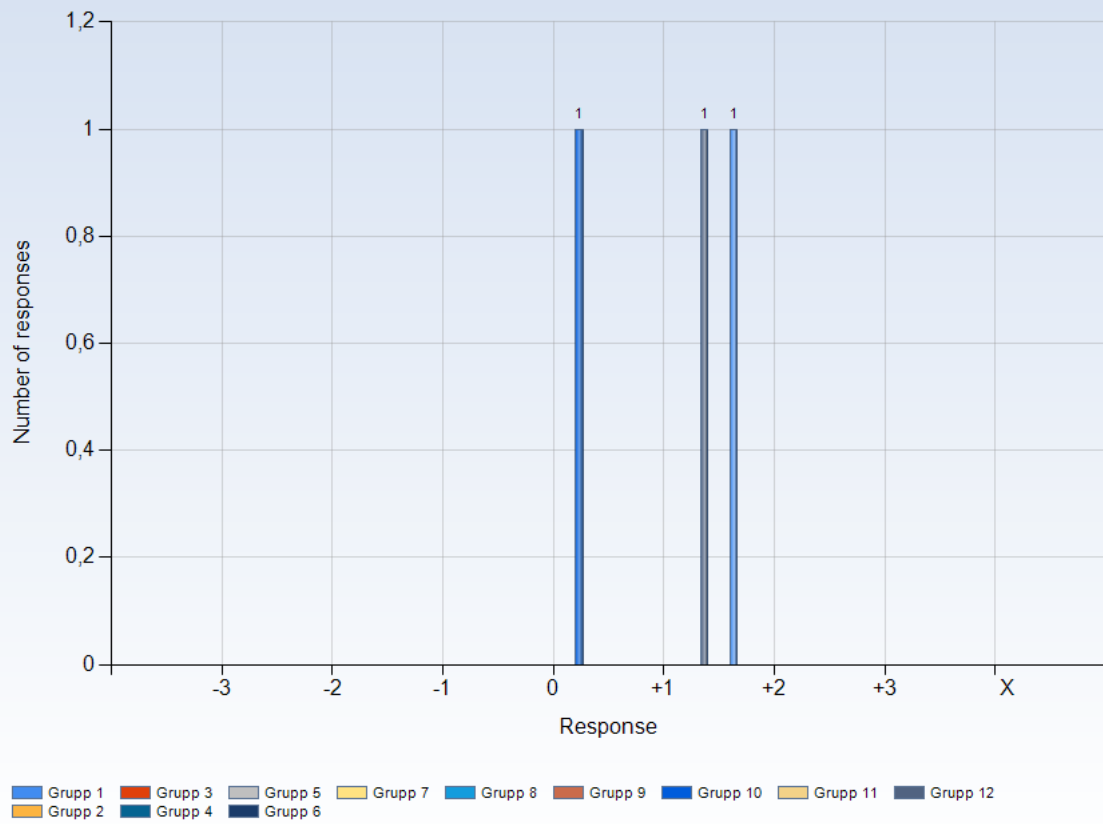## 17. My background knowledge was sufficient to follow the course

Comments

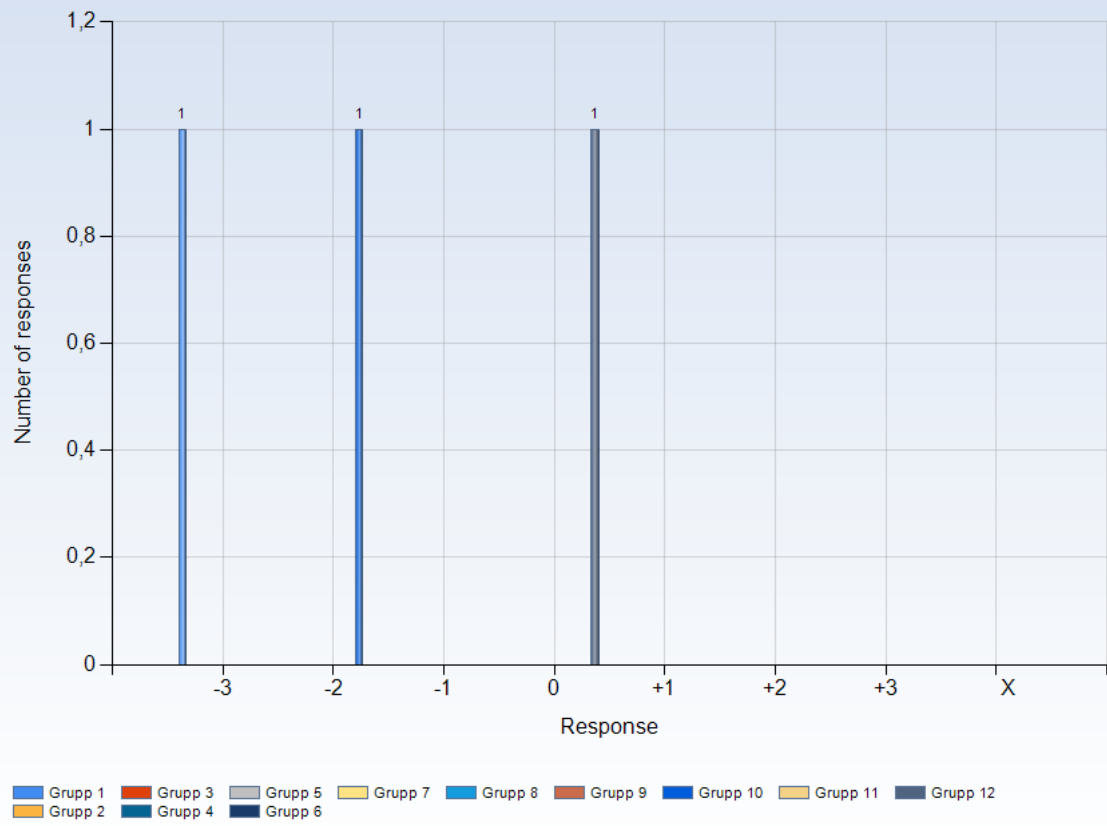**18. I regularly spent time to reflect on what I learned**

Comments

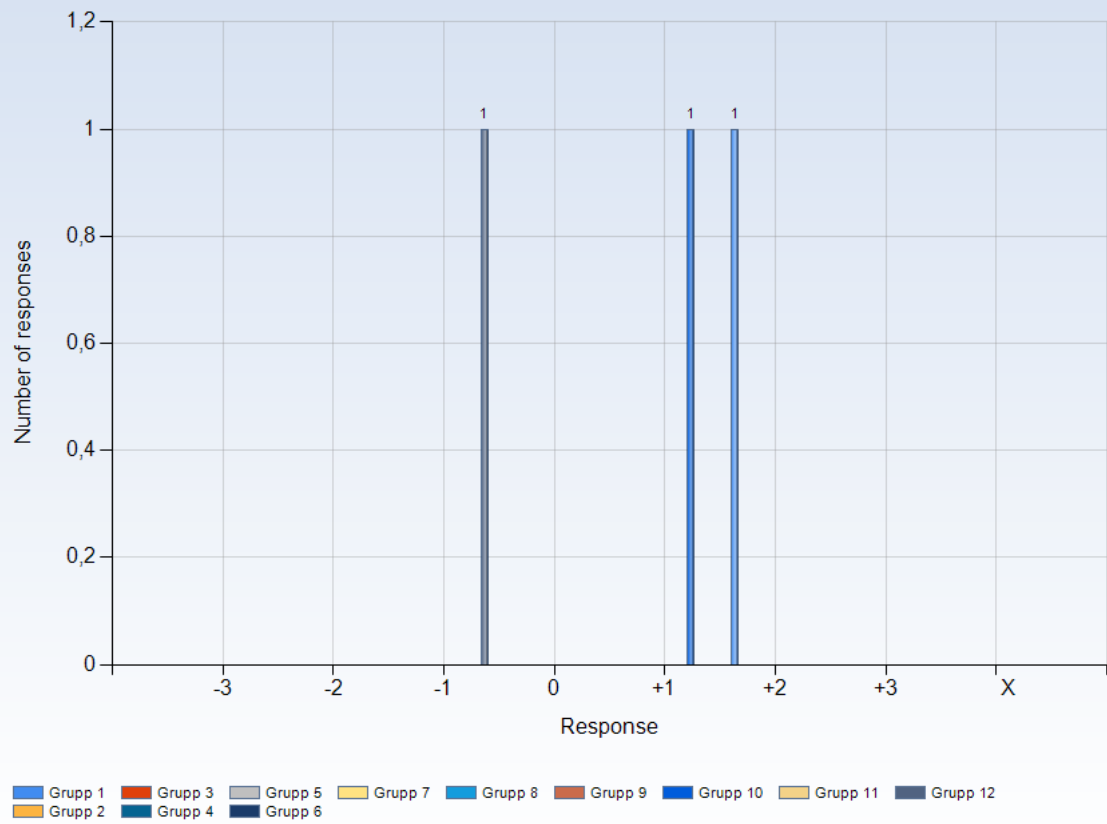# 19. The course activities enabled me to learn in different ways

Comments

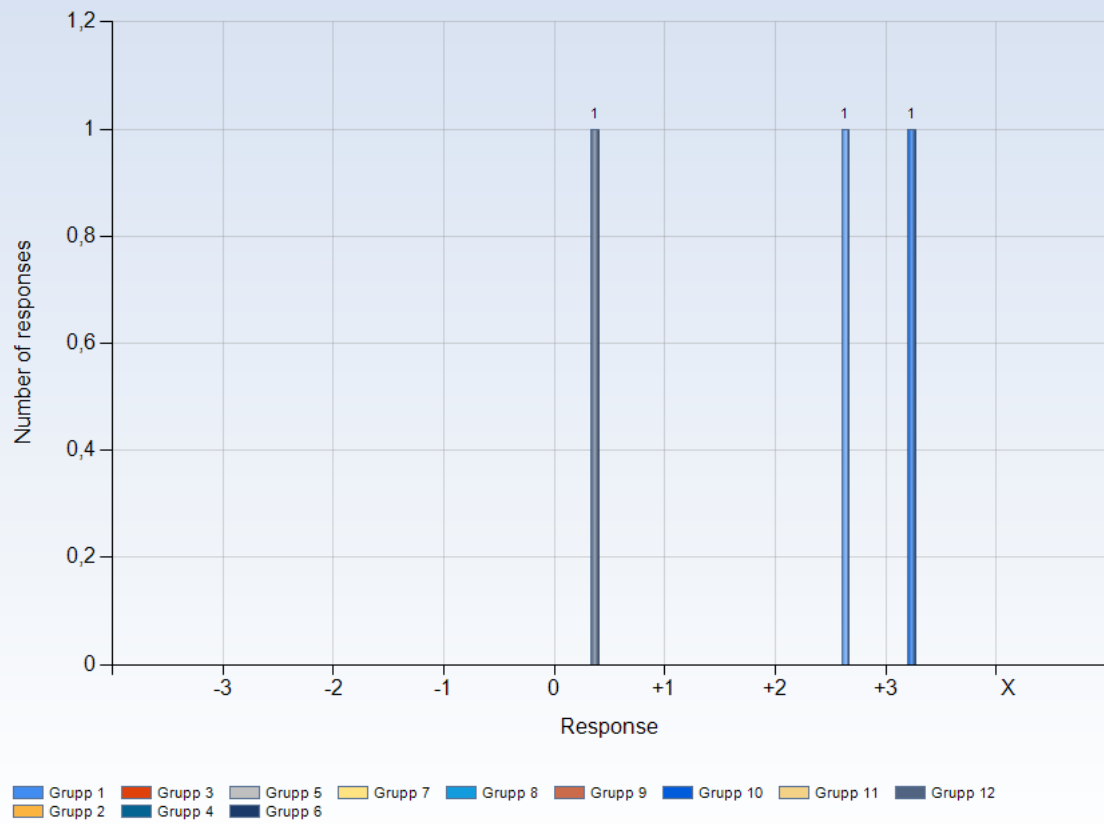**20. I had opportunities to influence the course activities**

Comments

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

Comments

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

Comments