# Report - EQ1220 - 2022-08-23

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):**

Tobias Oechering, oech@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.**

Course feedback was requested at the end of the course using a standard survey with a few questions added. Students were encouraged to respond by providing a link with some hints on the upcoming exam.

**DESCRIPTION OF MEETINGS WITH STUDENTS**
**Describe which meetings that has been arranged with students during the course and after its completion. (The outcomes of these meetings should be reported under 7, below.)**

Students have been met after the lectures and when students asked for a meeting.

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

no significant changes - flipped classroom, online lectures, revised questions in the reflection lecture, tutorials, projects, reflection questions, diagnostic test, quizzes

**THE STUDENTS' WORKLOAD**
**Does the students' workload correspond to the expected level (40 hours/1.5 credits)? If these is a significant deviation from the expected, what can be the reason?**

7.5 credits = 200h; the course is seven weeks plus exam preparation; students answer on this question shows a large spread while the average fits; the large spread is due to the different level of prerequisites

**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?**

The results are as usual. A large spread in the outcome. A few very good results, several students failed but most of them managed in the re-exam.

**STUDENTS´ANSWERS TO OPEN QUESTIONS**
**What does students say in response to the open questions?**

Many positive comments that confirm our experience and tell us what to keep. Here is a selection of comments
- "The flip class is really helpful." we will keep it since it seems to work well
- "Hard to understand some principles, we didn't have the prerequisite." - the spread of the background knowledge is the challenge of this course. We are aware and work on it providing extra material, activities and support but this is a systematic issue. Several exchange students take this course in their third year without having "signals and systems" background.
-"exercices about a chapter after the reflection lecture," "it could have been synchronised better." - scheduling issue which should be avoided - I will keep an eye on this in future
- "Work early in the period," recommendation that we also always communicate
- "Reflection lectures were useful when we prepared for it." I believe this is correct and it is recommended to go them prepared.
- "It cannot be better." a comment on the overall learning experience, which is of course nice to read that our effort is appreciated

**SUMMARY OF STUDENTS' OPINIONS**
**Summarize the outcome of the questionnaire, as well as opinions emerging at meetings with students.**

Overall the students have a good opinion and their answers a constructive and helpful. There are basically no surprises in their answers. The difficulty level and pace are high are considered high for those who do not have the prerequisite.

**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.**

The course has been improved over the last decade. This year was the second year running a flipped classroom. We have improved the reflection lectures this time which the students of course did not notice. Otherwise the teaching was as before building on our previous experience. Also the TAs were experienced. Students were active in the course and participated well. The course was experienced as challenging but also valuable. The scheduling of the tutorials should be improved.

**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 difference in experience between:**
**- students identifying as female and male?**
**- international and national students?**
**- students with or without disabilities?**

Students replied with a low score on
- "I explored parts of the subject on my own," which is correct. There is only the project where they have some freedom. Otherwise it is a tight study program (on intention).
- " I received regular feedback that helped me to see my progress," which I disagree but student might want to have more. There are many items where we provide formative feedback (projects, bonus points). More would require more summative feedback during the course which I think is not good since the course is already very dense.
- "My background knowledge was sufficient to follow the course" - exchange students seem to take the course without having sufficient background. They master the challenge but they have to work hard.
- "I had opportunities to influence the course activities," which is correct. There is little room for bonus point essays and projects but otherwise the course has a very tight study program (on intention).

**PRIORITIZED COURSE DEVELOPMENT**

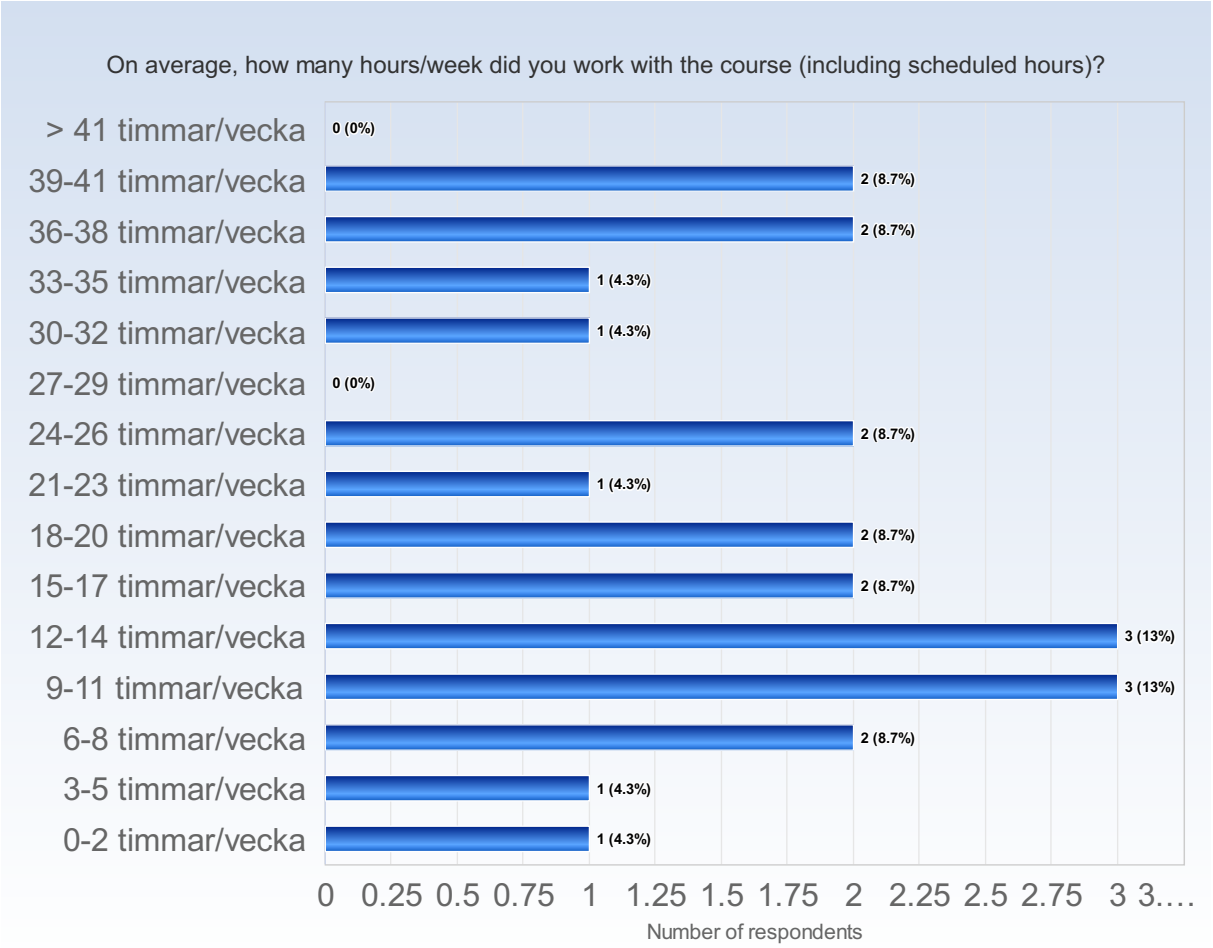
**What aspects of the course should be developed primaily? How can these aspects be developed in short and long term?**

The schedule of the tutorials need to be improved. It needs to be checked when the room allocation is provided and possible revised.

# EQ1220 - 2021-10-12

Antal respondenter: 44
Antal svar: 25
Svarsfrekvens: 56,82 %

## ESTIMATED WORKLOAD



**Comments**

| Comments (I worked: 0-2 timmar/vecka) |
| --- |
| very good |

| Comments (I worked: 3-5 timmar/vecka) |
| --- |
| I didn't go to the lecture. |

| Comments (I worked: 9-11 timmar/vecka) |
| --- |
| Usually, scheduled hours are six hours every week. Besides, every week we need to watch video clips for one or two hours. Plus, I spend about one hour on reflection and some unfinished tutorial exercises. Basically, I think it is reasonable. |
| good |
| I would have preferred more classroom lectures. |

| Comments (I worked: 15-17 timmar/vecka) |
| --- |
| The time schedule (Project -> project -> exam) works pretty good. Maybe a little more prep time for the exam would be a good idea |

| Comments (I worked: 18-20 timmar/vecka) |
| --- |
| I think it’s great. |

| Comments (I worked: 24-26 timmar/vecka) |
| --- |
| Even though the project's resubmission is really suffering, I learn a lot about how to write an official article using latex. And the course's pace is good, except the week where project 1's resubmission and project 2 met together. Really enjoy this way of study. The flip class is really helpful. |

| Comments (I worked: 33-35 timmar/vecka) |
| --- |
| I would say the amount of hours did definitely vary week to week. Some weeks it was certainly stressful due to deadlines being very close to one another. |

| Comments (I worked: 36-38 timmar/vecka) |
| --- |
| There are a lot of different tasks that you need to focus on, with the most time consuming tasks being the projects. |
| Since the pace is so fast and the material is difficult, I have to study longer to comprehend what has been given by the lecturer, TAs, and what's on the book. I really like the material and how the teachers present the materials. I just do not like the pace. |

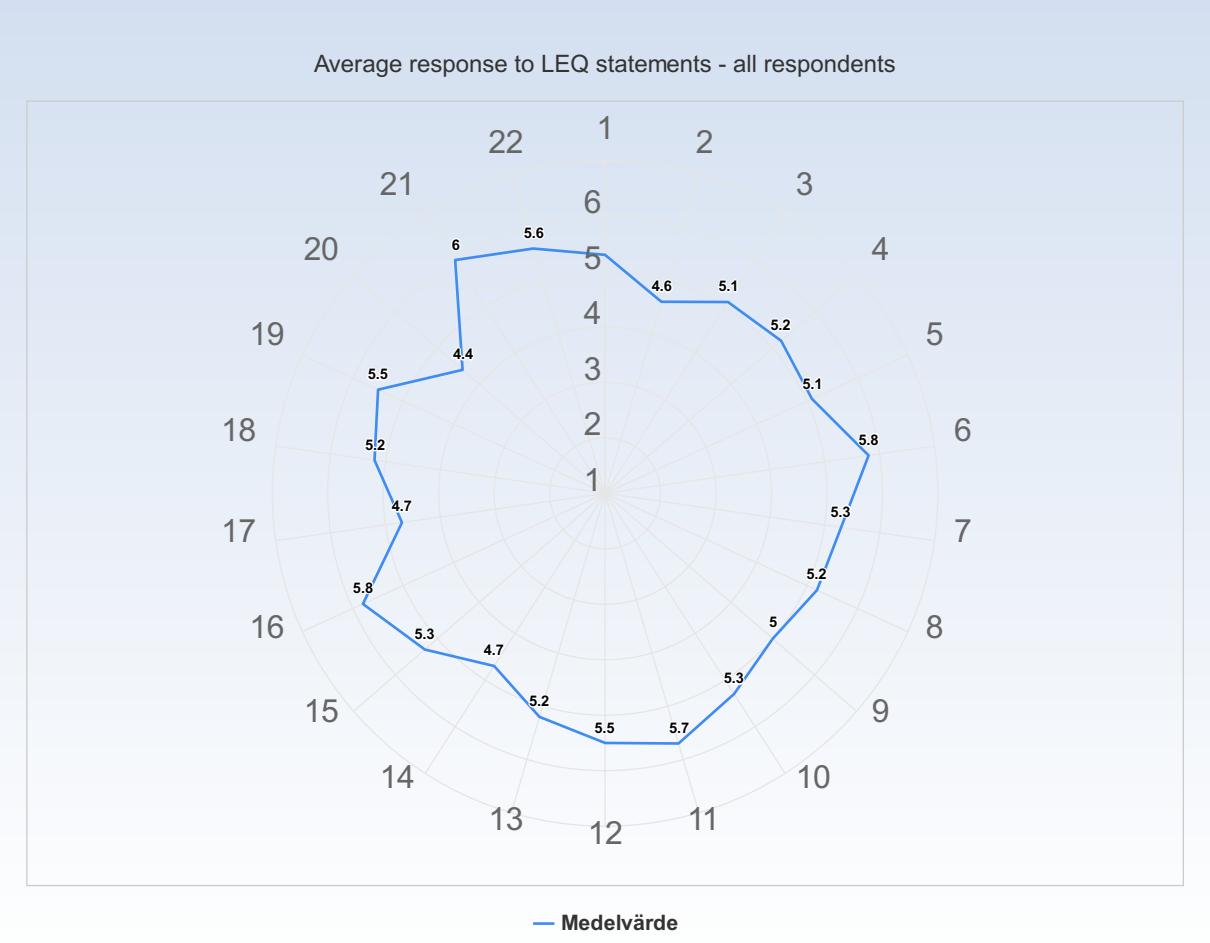
| Comments (I worked: 39-41 timmar/vecka) |
| --- |
| difficult |

# 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**

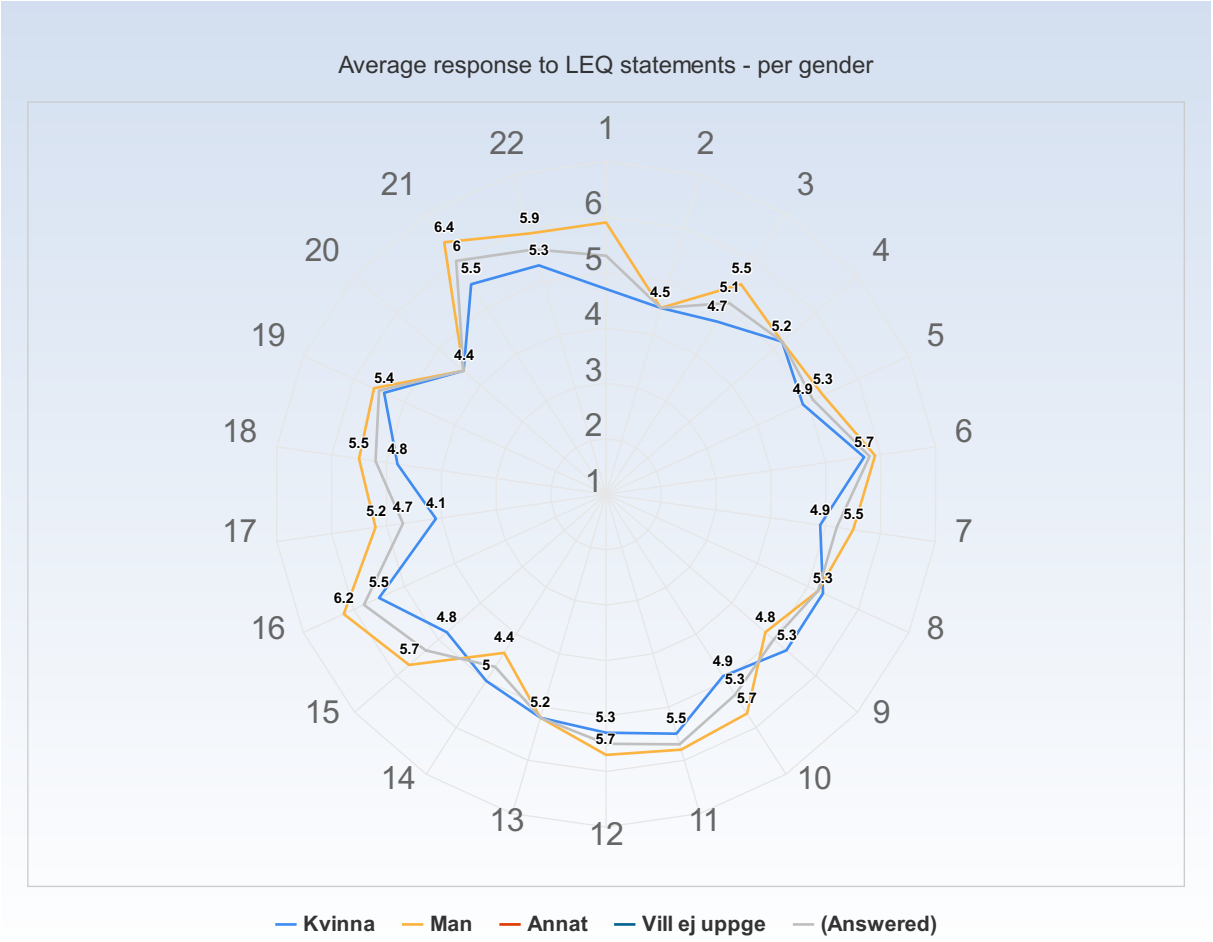

Bain, K. (2004). *What the Best College Teachers Do*, Chapter 5, pp. 98-134. Cambridge: Harvard University Press.

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.

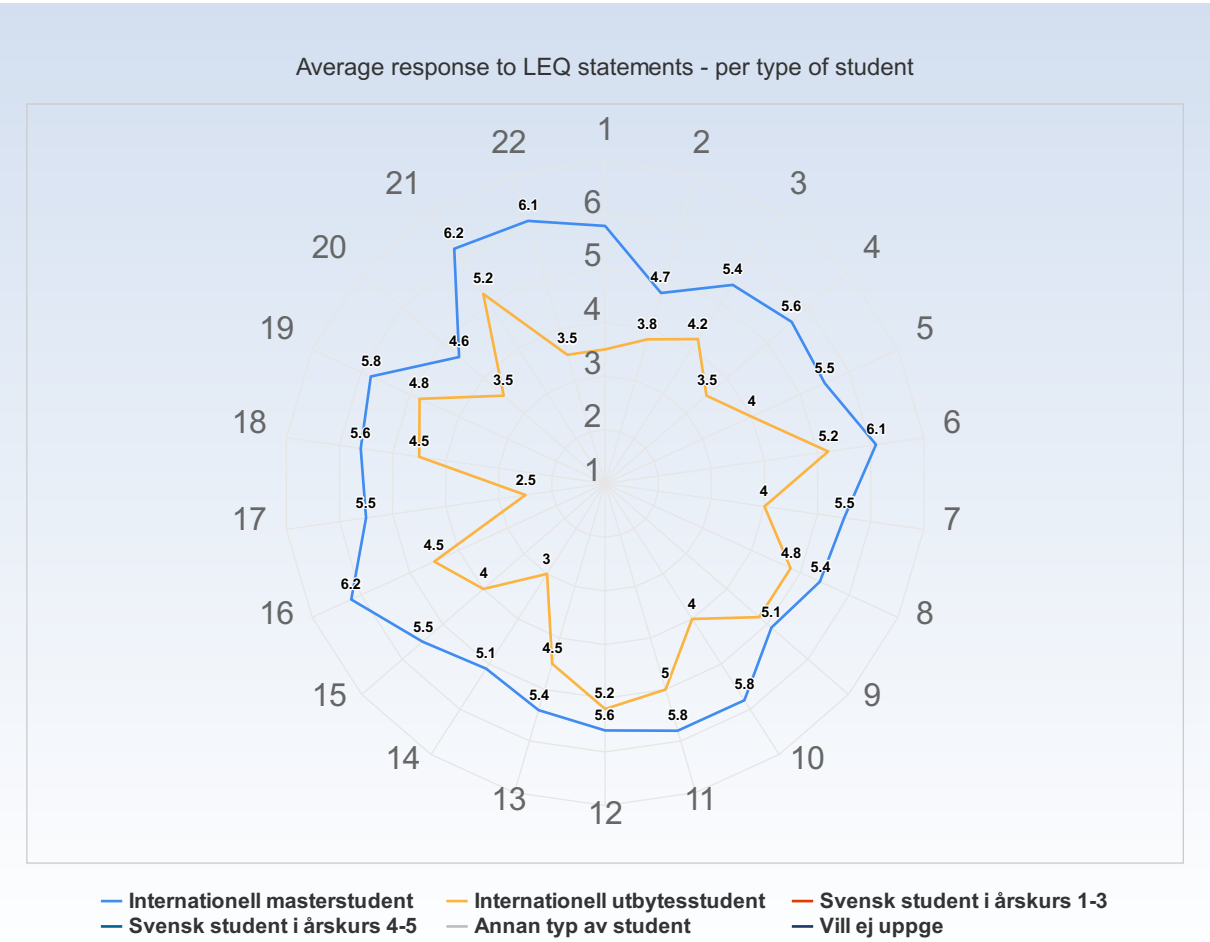
Ramsden, P. (2003). *Learning to Teach in Higher Education*, Chapter 6, pp. 84-105. New York: RoutledgeFalmer.




**Comments**

| Comments (I am: Kvinna) |
|---|
| I didn't see any issue regarding my gender. |
| I did not ever feel different in any tutorial/reflection for being a woman. Equality and respect is given to all. |
| Great. |

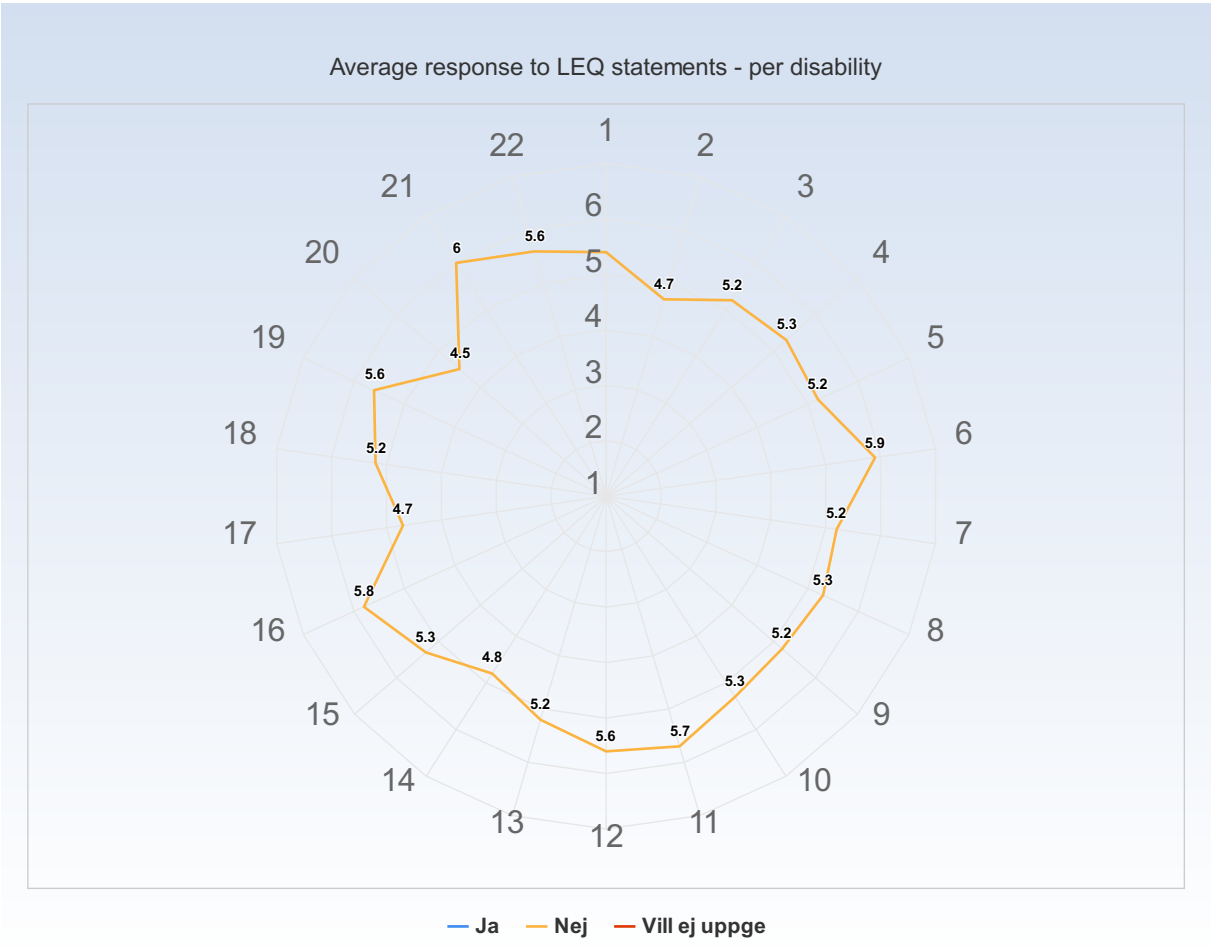
| Comments (I am: Man) |
|---|
| nothing |
| I encountered no issues from this perspective |
| I feel gender equality on this course. We are seen based on our capability regardless the gender |
| good |
| I wasn't the only male, there were other males also. |
| An International masters student from India. |




**Comments**

| Comments (I am: Internationell masterstudent) |
|---|
| I think I have learnt 1/2 of this course during my bachelor study. |
| I encountered no issues from this perspective |
| Everything is different from the teaching style in my country |
| Good. |
| I am, indeed, an International master student. |
| Good course but requires proper prior knowledge. |
| It was nice to see people from different parts of the world and understand their approach to problem solving. |
| Great. |

| Comments (I am: Internationell utbytesstudent) |
|---|
| The all course was in English, so no problem. |
| Hard to understand some principles, we didn't have the prerequisite. |




**Comments**

| Comments (My response was: Nej) |
|---|
| no |
| I encountered no issues from this perspective |
| Good. |
| I guess most doctors would agree, but I didn't have the chance to ask all of them. |
| NA |
| Jag tror att jag har vag ADD, men är odiagnostiserad. Har svårt att fokusera och lösa stora problem med många steg, mina tankar vandrar iväg ibland. |
| Great. |

# GENERAL QUESTIONS

**What was the best aspect of the course?**

| What was the best aspect of the course? (I worked: 3-5 timmar/vecka) |
| --- |
| I don't know |

| What was the best aspect of the course? (I worked: 6-8 timmar/vecka) |
| --- |
| i liked the inverted format of the course |

| What was the best aspect of the course? (I worked: 9-11 timmar/vecka) |
| --- |
| The tutorial part! Sara is really patient and helps me a lot. |
| I really like the course project, especially the second one. |
| I really liked the course strucutre but I would want it to be an elongated course P1-P2 so we get ample time to understand the subject. |

| What was the best aspect of the course? (I worked: 12-14 timmar/vecka) |
| --- |
| The professor is funny. |
| The tutorials. I think they were really useful. |

| What was the best aspect of the course? (I worked: 15-17 timmar/vecka) |
| --- |
| The second project was very interesting. The assessments of the Projects also helped imporve my scientific writing skills, which I appreciated a lot. |

| What was the best aspect of the course? (I worked: 18-20 timmar/vecka) |
| --- |
| Tutorials, I love them. |

| What was the best aspect of the course? (I worked: 21-23 timmar/vecka) |
| --- |
| many reflection and tutorials |

| What was the best aspect of the course? (I worked: 24-26 timmar/vecka) |
| --- |
| Help me recall the knowledge learnt before and add on to analysis with the second-order theory. |

| What was the best aspect of the course? (I worked: 33-35 timmar/vecka) |
| --- |
| The best aspect of this course was getting to meet different students and understand their thought process to problem solving. |

| What was the best aspect of the course? (I worked: 36-38 timmar/vecka) |
| --- |
| In my opinion it was having many different assignments on the same subject, making you gain a fundamental understanding of the concepts introduced, which I would consider to be very important for this course.<br>I also liked the reflection lectures, because they were so interactive and forced me to think and learn in class. |
| How the lecturers and the TAs explain |

**What would you suggest to improve?**

| What would you suggest to improve? (I worked: 3-5 timmar/vecka) |
| --- |
| maybe we can have exercises (not graded) to be sure that we understand the concepts. |

| What would you suggest to improve? (I worked: 6-8 timmar/vecka) |
| --- |
| i think it would have been better to have the exercices about a chapter after the reflection lecture, or at least not one week earlier. Because this year we did the exercices without knowing anything but the quick introduction given by the TAs. |

| What would you suggest to improve? (I worked: 9-11 timmar/vecka) |
| --- |
| The discussion part in class. Sometimes we are really confused and none of us can convince the other. |
| I hope the teacher can teach us how to better solve specific question in online courses and reflection lectures, rather than just talking about the defination. I don't think understand all the defination can help me pass the exam. |
| As I mentioned above, more classroom lectures and spread across 2 periods. |

| What would you suggest to improve? (I worked: 12-14 timmar/vecka) |
| --- |
| No suggestions. |
| Taking a break in the reflection lectures. I found it difficult to concentrate 100% on the highlighted concepts after an hour of lecture. |

| What would you suggest to improve? (I worked: 15-17 timmar/vecka) |
| --- |
| Real lectures would be great. We've been watching video recordings of lectures for long enough now, I feel like I'm way better at following the content of a lecture (especially if it's a theoretical course) if the teacher is teaching in person. |

| What would you suggest to improve? (I worked: 18-20 timmar/vecka) |
| --- |
| I think everything is great. |

| What would you suggest to improve? (I worked: 21-23 timmar/vecka) |
| --- |
| Students can have a file of reflection questions. |

| What would you suggest to improve? (I worked: 24-26 timmar/vecka) |
| --- |
| The grading rule should not depend totally on the final exam. It's really stressful. |

| What would you suggest to improve? (I worked: 33-35 timmar/vecka) |
| --- |
| The course as a whole is definitely on the harder side.<br>A suggestion that I would strongly suggest would be to let the examination be on the easier side so that as students we give the examination with confidence on what we have learnt rather than with the fear of not doing well.<br><br>In fact this would largely boost the students to prepare in a better manner. |

| What would you suggest to improve? (I worked: 36-38 timmar/vecka) |
| --- |
| I would have liked a little more in person lectures. I was not very motivated to watch the prerecorded lectures, instead I usually just scrolled through the slides or read the book.<br>I would also have liked a little more emphasis on problem solving as well, since the final exam is just problem solving. The only problem solving I have done is in the tutorials. Also the tutorials were usually one step ahead of the lectures, I don't know if that was intentional but I think it could have been synchronised better. |
| Talking to neighbor in the reflection lecture when I don't understand anything is painful. What should I talk about if I have nothing in mind. We were only ended up talking no sense and laughing together. I prefer I and neighbor do exercise together on the spot after you teach us some new formulas. |

**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) |
|---|
| Have fun |

| What advice would you like to give to future participants? (I worked: 6-8 timmar/vecka) |
|---|
| Det lönar sig att öva mycket. |
| To go to the tutorials as they are helpful |

| What advice would you like to give to future participants? (I worked: 9-11 timmar/vecka) |
|---|
| Spend more time reading the textbook. |
| Have their basic math skills such as probability, integration and trigonometry strong. |

| What advice would you like to give to future participants? (I worked: 12-14 timmar/vecka) |
|---|
| Spend more time. |
| Attend all the tutorials and always watch the prerecorded lessons before de reflection lecture. |

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

| What advice would you like to give to future participants? (I worked: 18-20 timmar/vecka) |
|---|
| Keep up with the schedule. |

| What advice would you like to give to future participants? (I worked: 21-23 timmar/vecka) |
|---|
| Reading book before and after the classes |

| What advice would you like to give to future participants? (I worked: 24-26 timmar/vecka) |
|---|
| Enjoy this course, a really friendly introduction course to make up your background knowledge. |

| What advice would you like to give to future participants? (I worked: 33-35 timmar/vecka) |
|---|
| I would say, try to keep up with the tutorial problems as much as possible, since they really help understand the concept. |

| What advice would you like to give to future participants? (I worked: 36-38 timmar/vecka) |
|---|
| Read the book, the book is very good and understandable.<br>Prepare for the tutorials.<br>Start early on the projects. |
| Study every day although only 1 hour day. It can be a flashback material or upcoming one. |

| What advice would you like to give to future participants? (I worked: 39-41 timmar/vecka) |
|---|
| Work early in the period |

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

| Is there anything else you would like to add? (I worked: 3-5 timmar/vecka) |
|---|
| I wish we could have more than 30 minutes sessions with the assistants to ask our questions. We basically did the Labs alone whereas the previous students told me they had 4 hours sessions where they can freely ask as many questions as they want. I understand that we have to do the lab on our own but some help is sometimes needed to unlock an issue. |

| Is there anything else you would like to add? (I worked: 6-8 timmar/vecka) |
|---|
| Jag har haft svårt för denna kurs. Mina förkunskaper har inte varit tillräckligt bra vilket har gjort att<br>jag tappat motivation att jobba hårt. Generellt tycker jag kursen är en bra bas för min master, mitt mål<br>är att en dag klara tentan. |

| Is there anything else you would like to add? (I worked: 9-11 timmar/vecka) |
|---|
| I don't understand why the content in tutorial or course projects is always ahead of the teaching process(reflection lecture). |
| No. |

| Is there anything else you would like to add? (I worked: 12-14 timmar/vecka) |
|---|
| Nope. |
| A 10min recap on the concepts we are going to focus on during the reflection lecture would be really useful. |

| Is there anything else you would like to add? (I worked: 18-20 timmar/vecka) |
|---|
| No. |

| Is there anything else you would like to add? (I worked: 21-23 timmar/vecka) |
|---|
| None |

| Is there anything else you would like to add? (I worked: 33-35 timmar/vecka) |
|---|
| -NA- |

| Is there anything else you would like to add? (I worked: 36-38 timmar/vecka) |
|---|
| In general I was happy with the course, the content can be hard to grasp, but the professor and the TA's do a very good job of helping you understand it. |
| No |

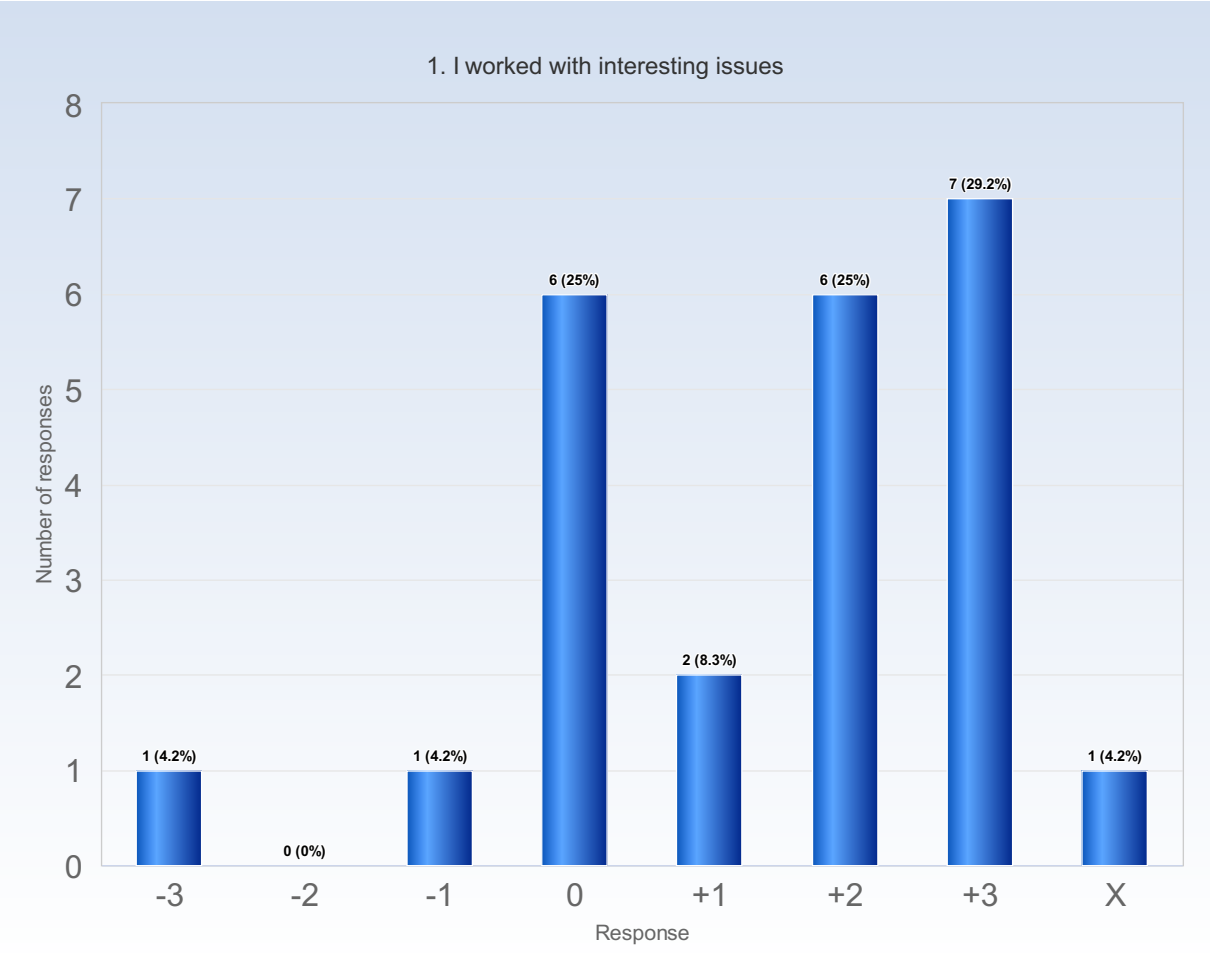
# SPECIFIC QUESTIONS

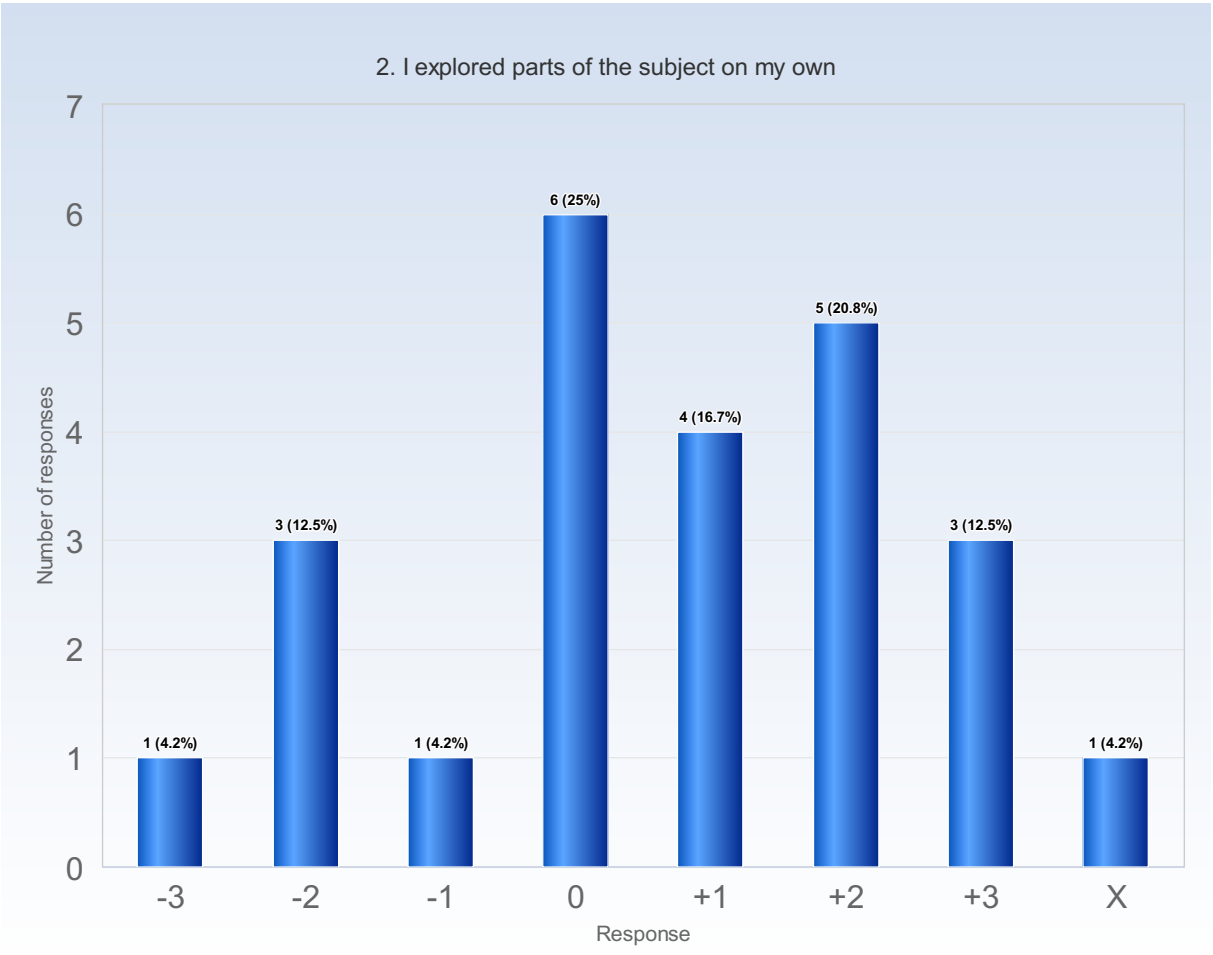
# RESPONSE DATA

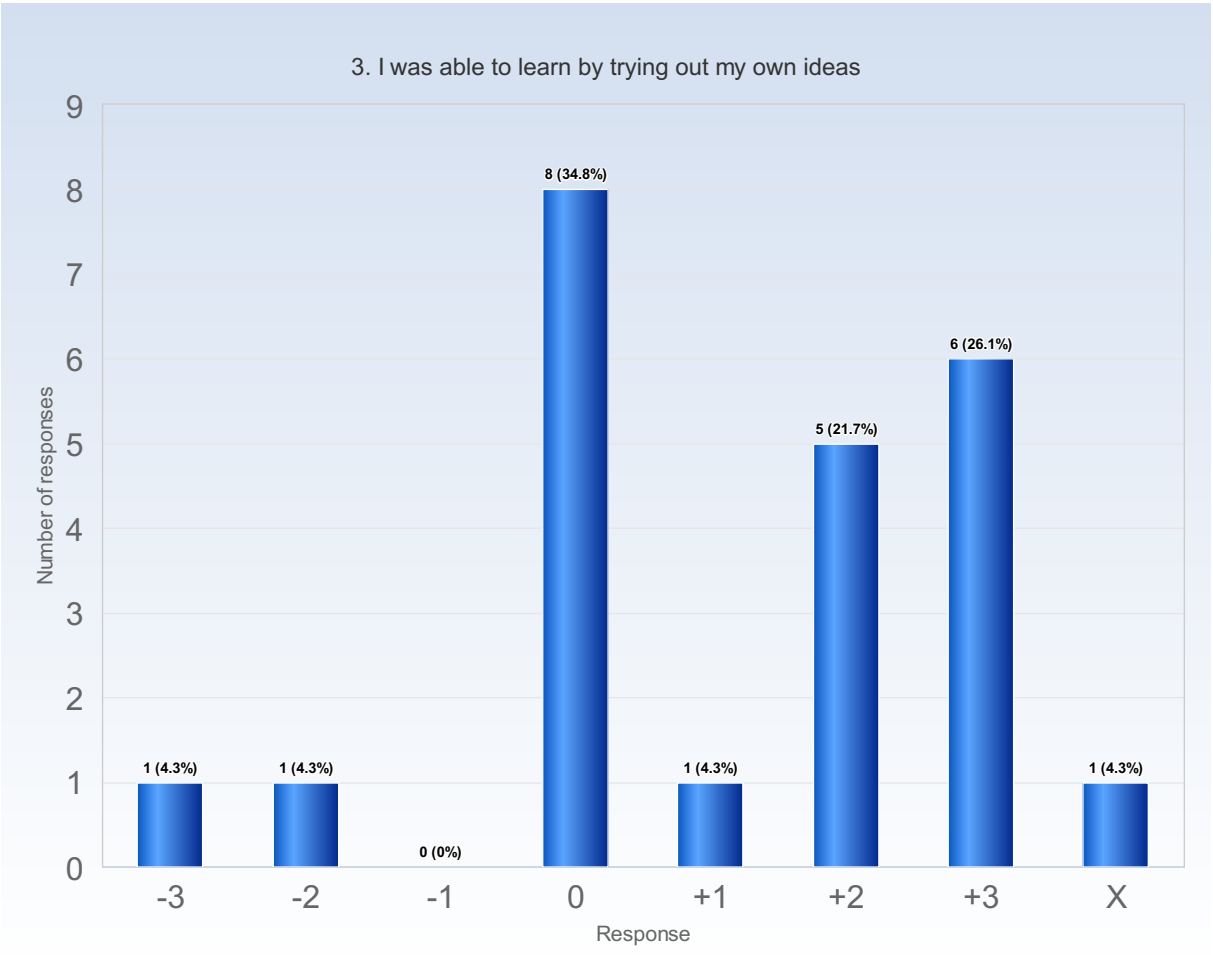
The diagrams below show the detailed response to the LEQ statements. The response scale is defined by:

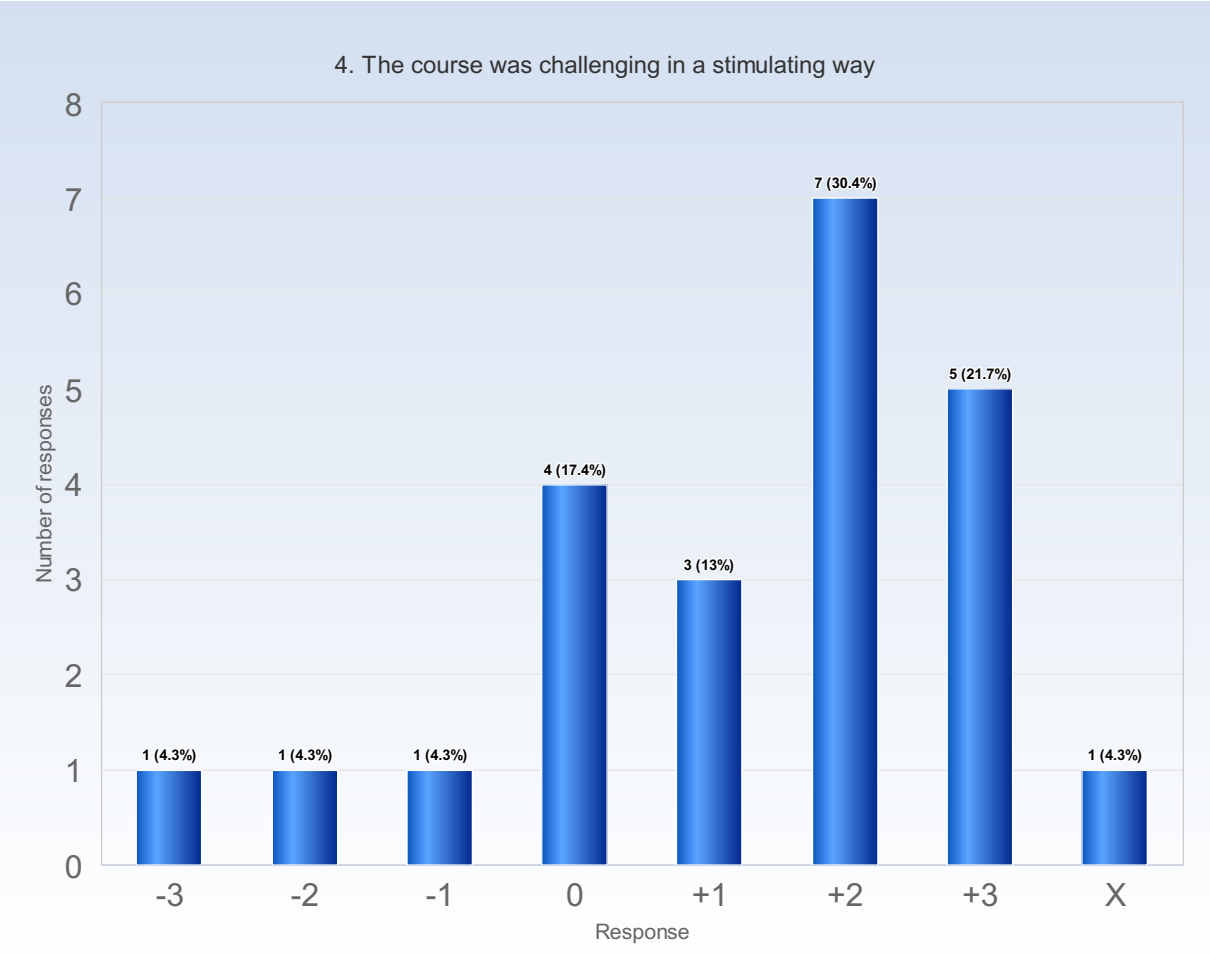
-3 = No, I strongly disagree with the statement
0 = I am neutral to the statement
+3 = Yes, I strongly agree with the statement

X = I decline to take a position on the statement



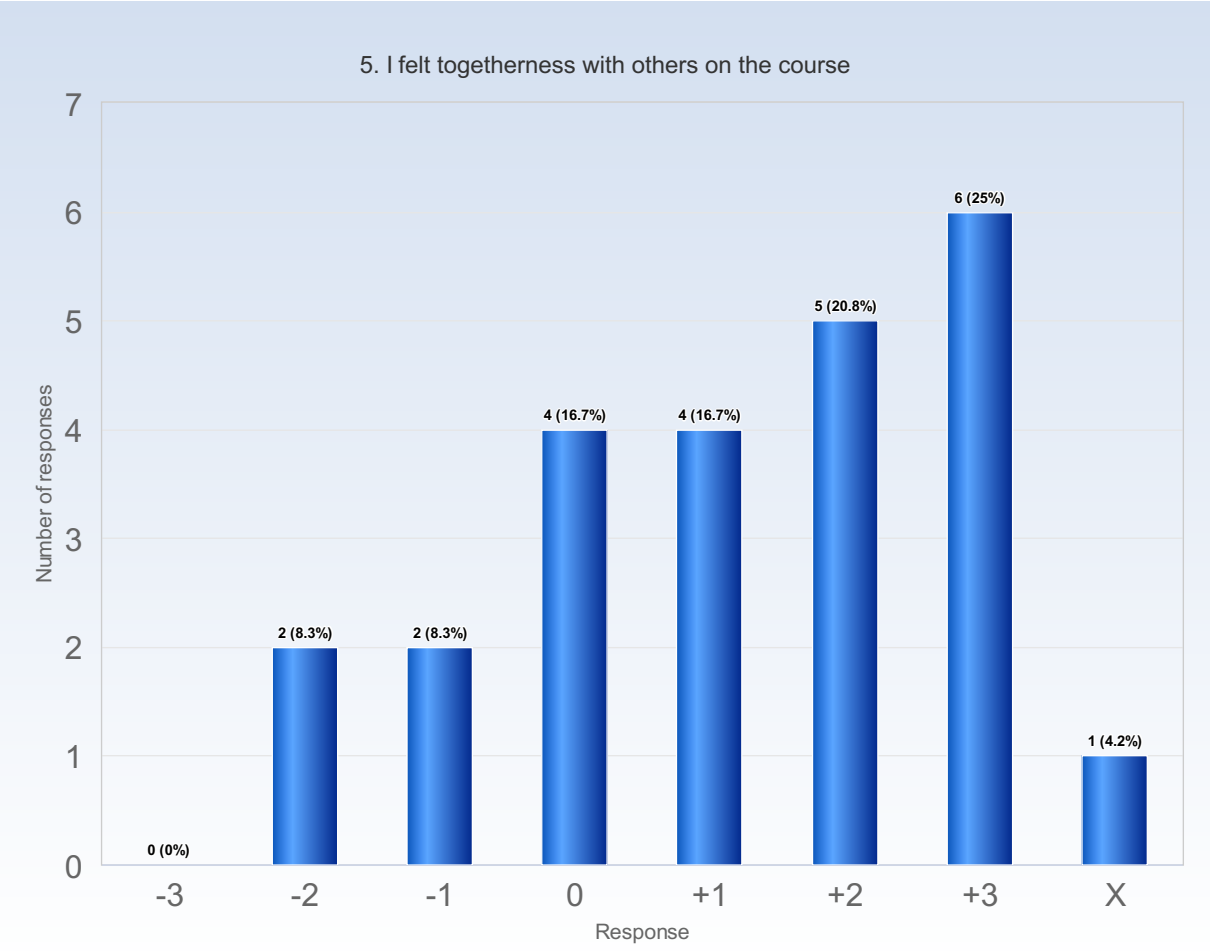

2. I explored parts of the subject on my own
Number of responses
7
6
5
4
3
2
1
0
1 (4.2%)
3 (12.5%)
1 (4.2%)
6 (25%)
4 (16.7%)
5 (20.8%)
3 (12.5%)
1 (4.2%)
-3
-2
-1
0
+1
+2
+3
X
Response


3. I was able to learn by trying out my own ideas
Number of responses
9
8
7
6
5
4
3
2
1
0
1 (4.3%)
1 (4.3%)
0 (0%)
8 (34.8%)
1 (4.3%)
5 (21.7%)
6 (26.1%)
1 (4.3%)
-3
-2
-1
0
+1
+2
+3
X
Response



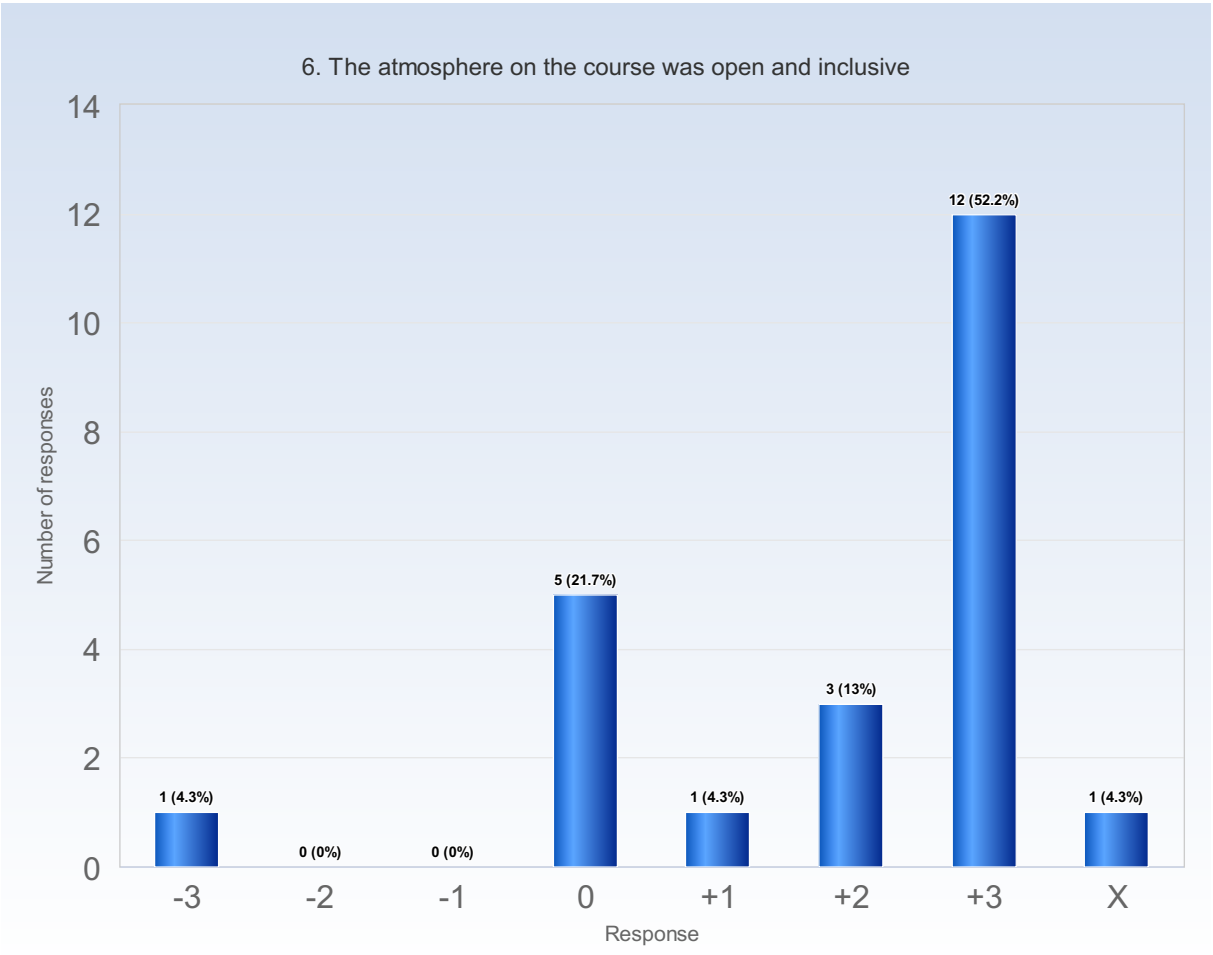

**Comments**

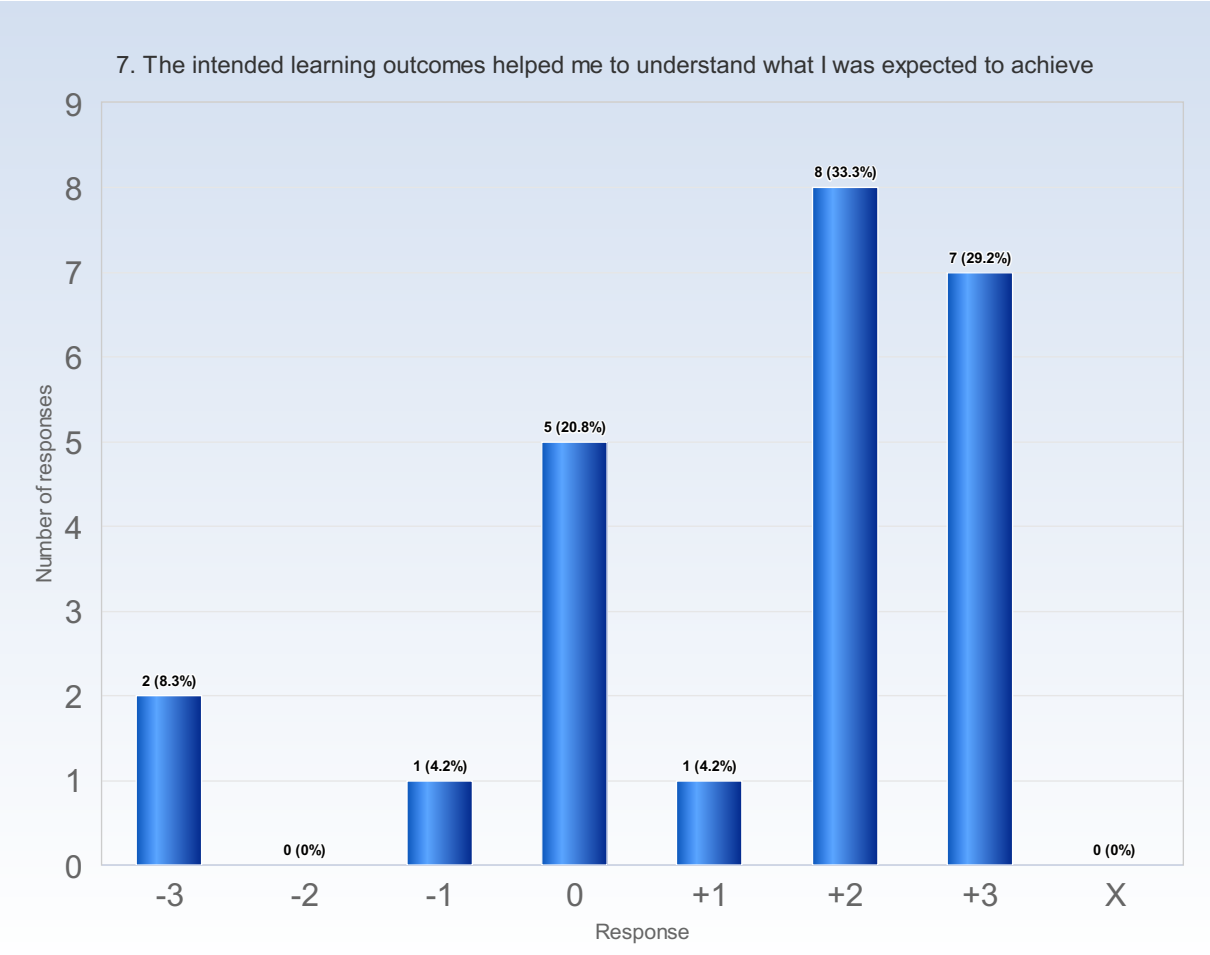
| Comments (My response was: +2) |
| --- |
| Very intensive. |




**Comments**

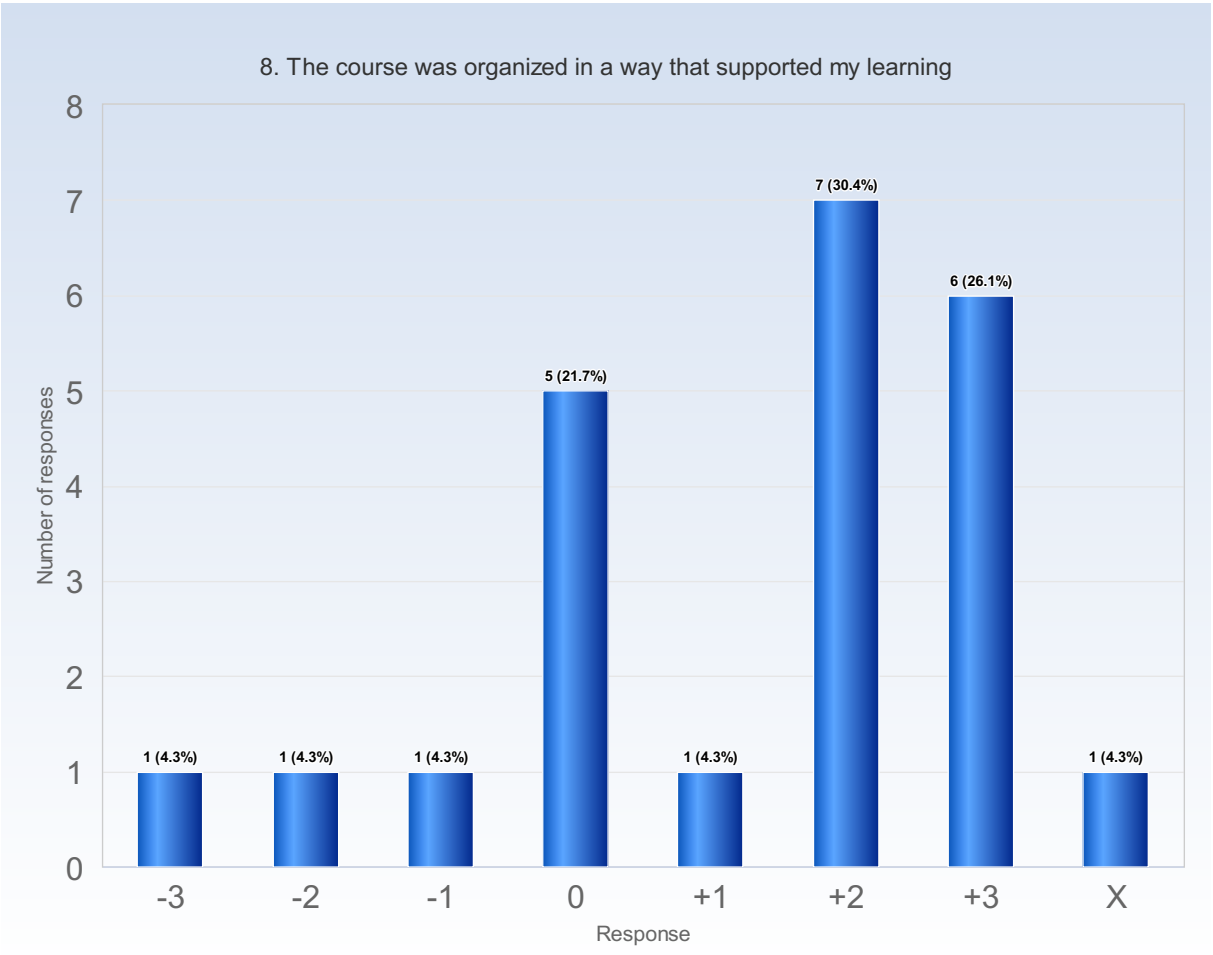
| Comments (My response was: +3) |
| --- |
| I know my friends because of this course. We are together in difficult material |

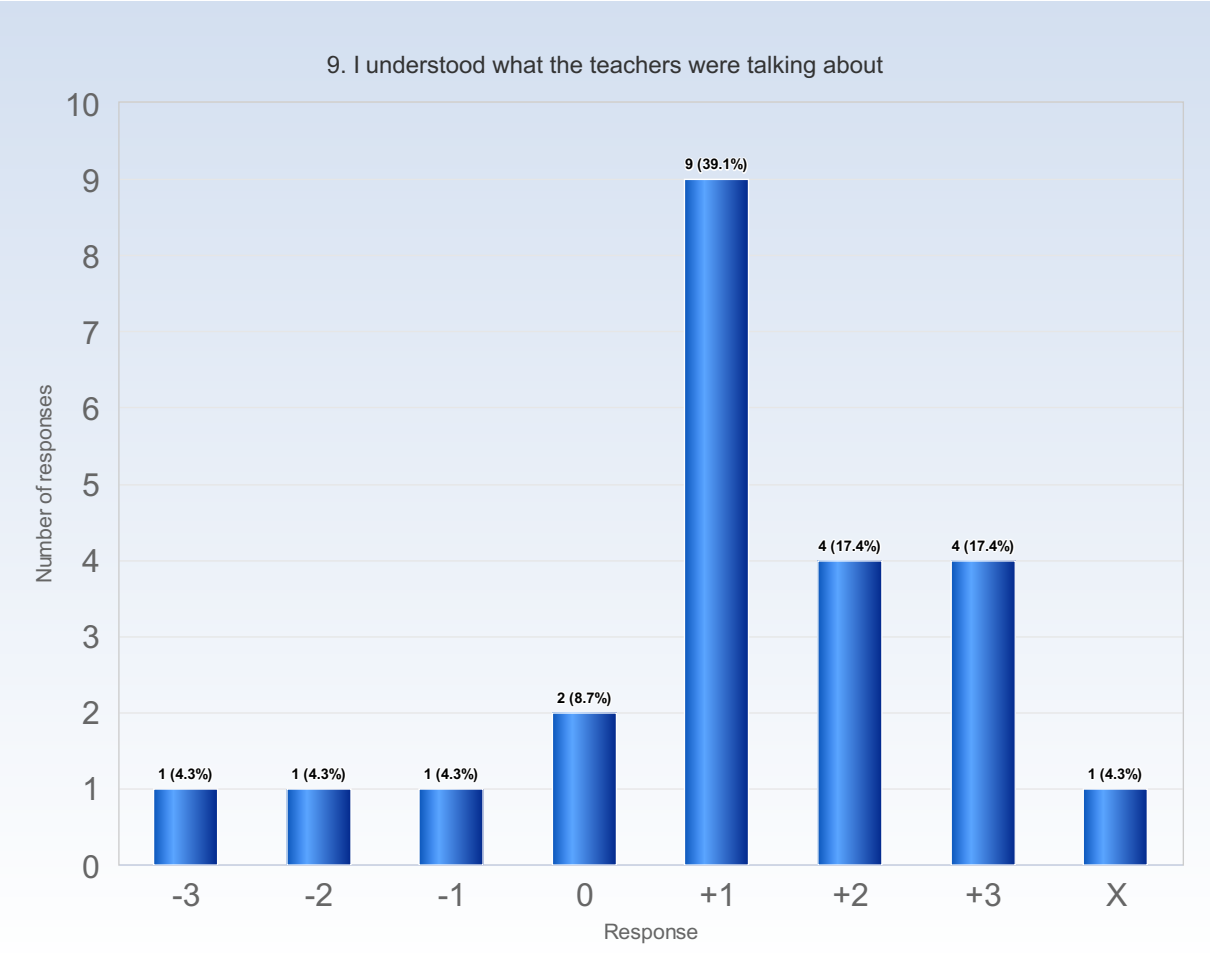

6. The atmosphere on the course was open and inclusive
Number of responses
14
12
10
8
6
4
2
0
1 (4.3%)
0 (0%)
0 (0%)
5 (21.7%)
1 (4.3%)
3 (13%)
12 (52.2%)
1 (4.3%)
-3
-2
-1
0
+1
+2
+3
X
Response




**Comments**

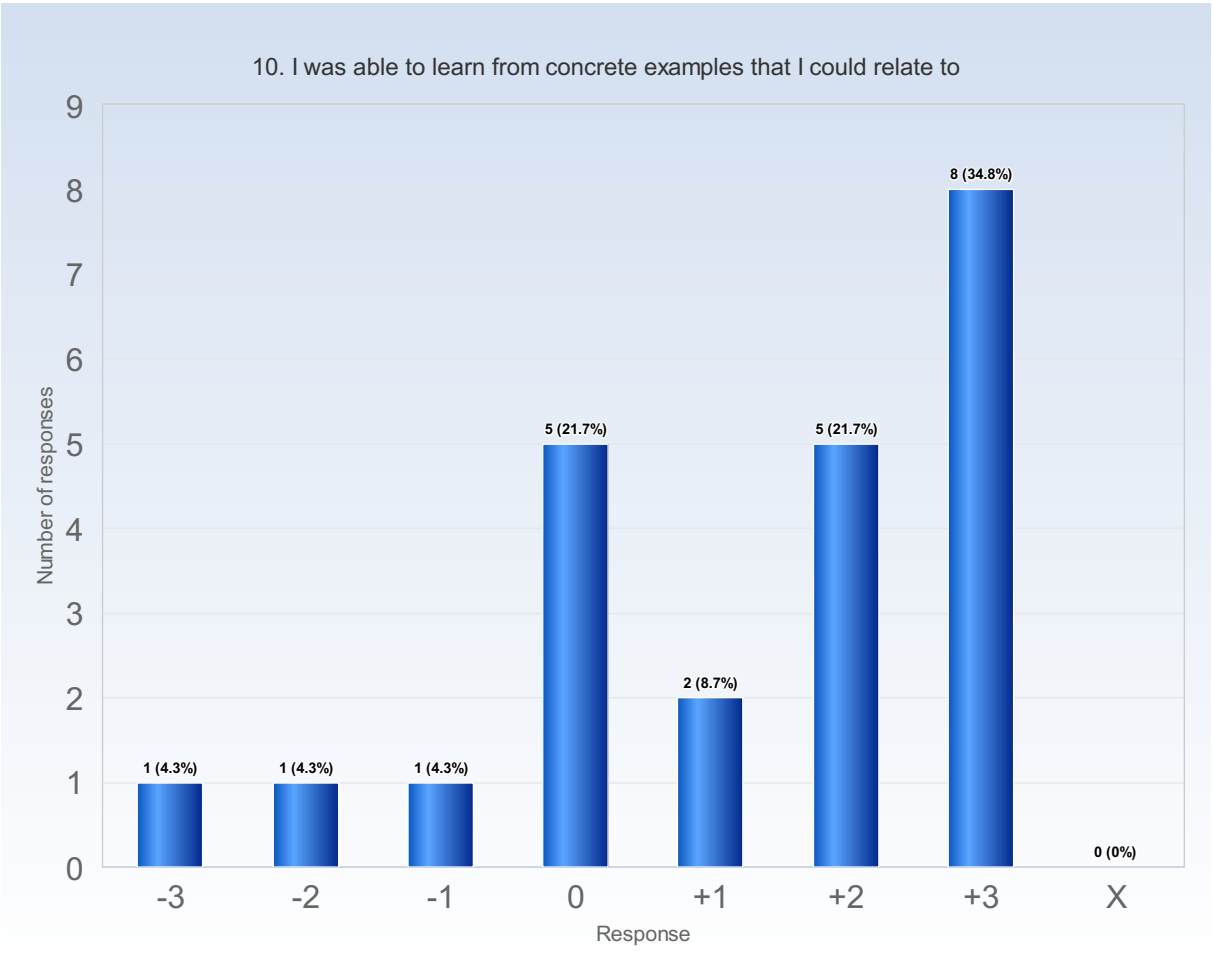
| Comments (My response was: +2) |
| --- |
| I thought this course might be a little easy comparing to other top university's stochastic process course. Things like martingale Brown motion might need to be included. |

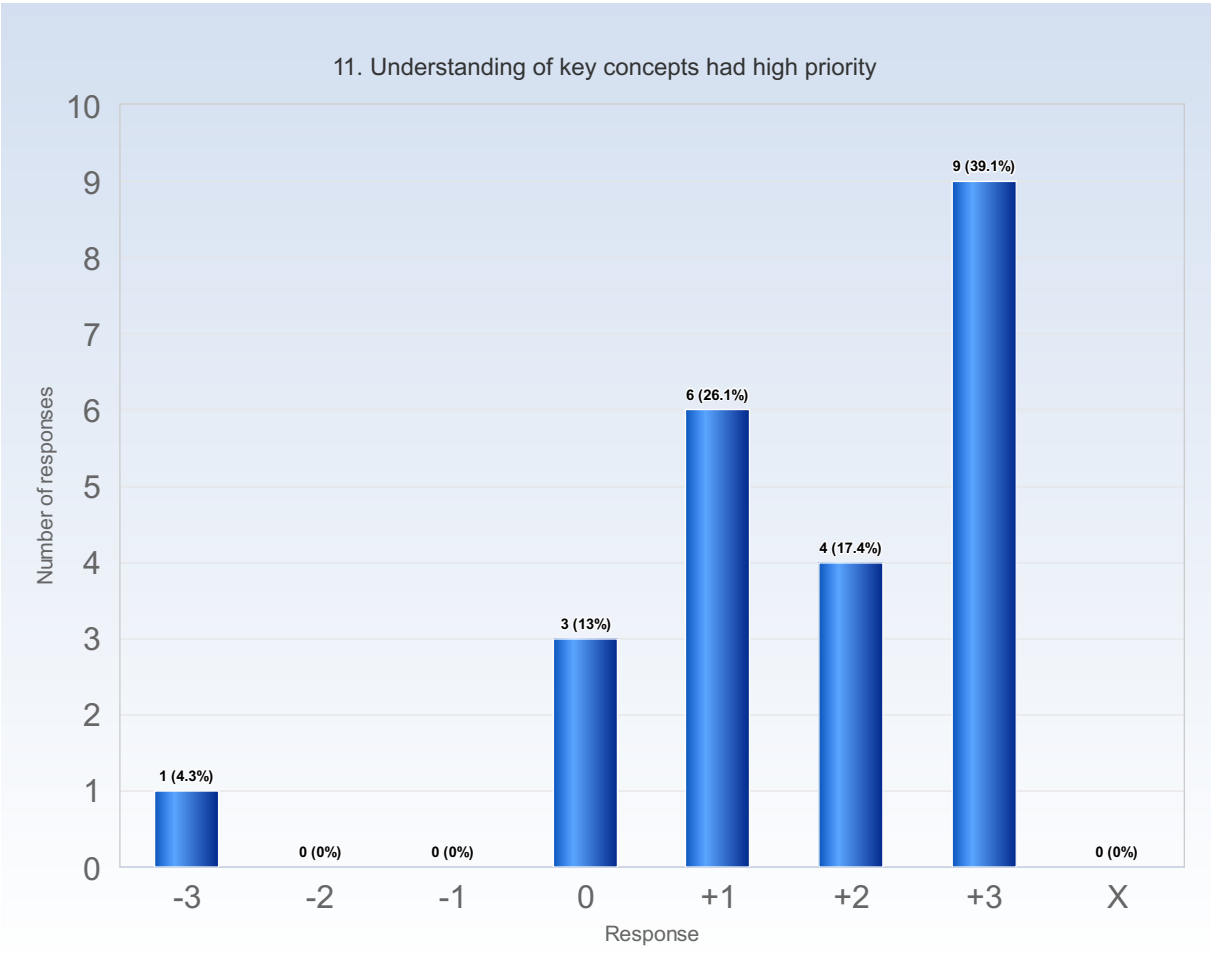

8. The course was organized in a way that supported my learning
Number of responses
0
1
2
3
4
5
6
7
8
1 (4.3%)
1 (4.3%)
1 (4.3%)
5 (21.7%)
1 (4.3%)
7 (30.4%)
6 (26.1%)
1 (4.3%)
-3
-2
-1
0
+1
+2
+3
X
Response

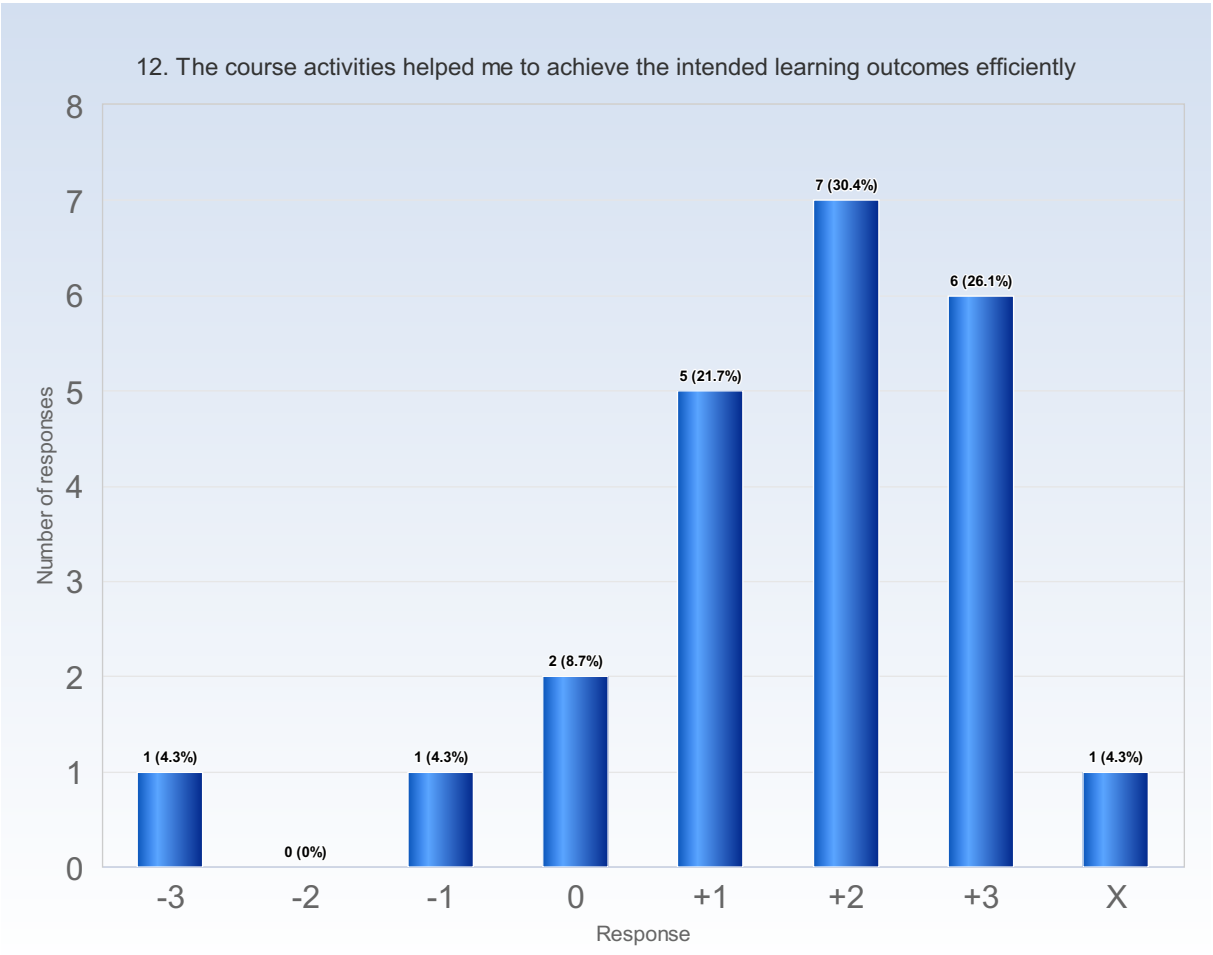


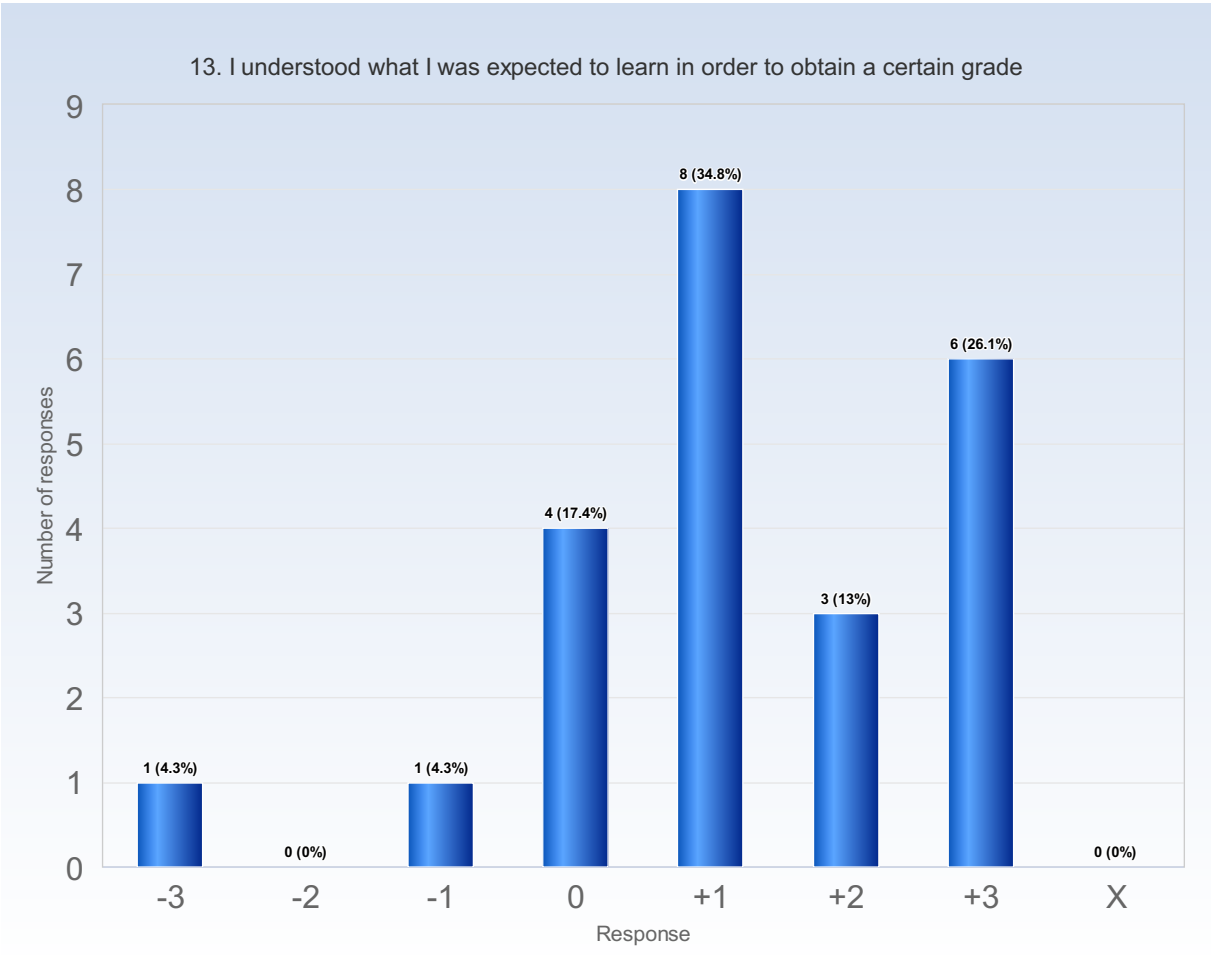

**Comments**

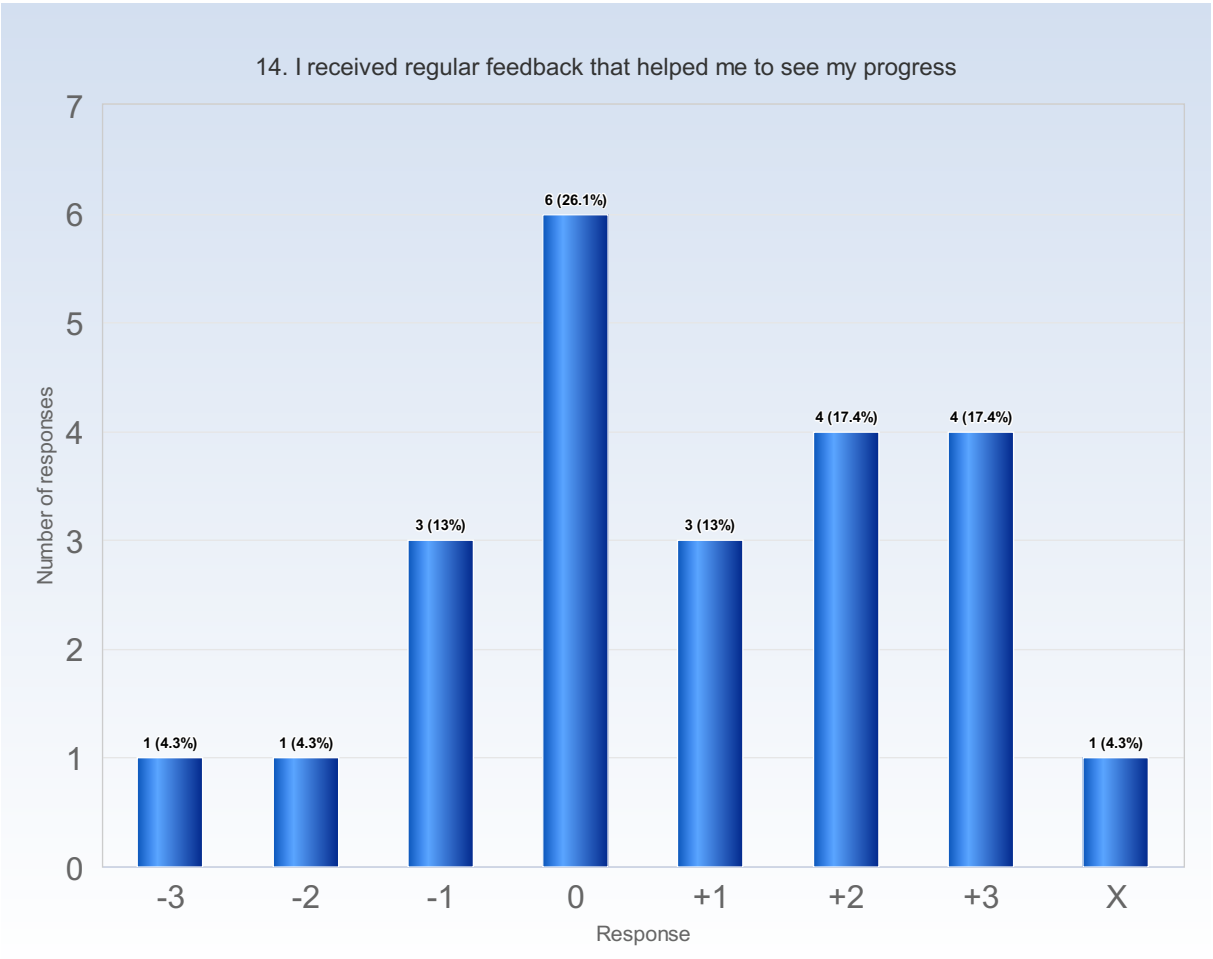
| Comments (My response was: +1) |
| --- |
| I understood to some extent |


10. I was able to learn from concrete examples that I could relate to
Number of responses
0
1
2
3
4
5
6
7
8
9
1 (4.3%)
1 (4.3%)
1 (4.3%)
5 (21.7%)
2 (8.7%)
5 (21.7%)
8 (34.8%)
0 (0%)
-3
-2
-1
0
+1
+2
+3
X
Response


11. Understanding of key concepts had high priority
Number of responses
10
9
8
7
6
5
4
3
2
1
0
1 (4.3%)
0 (0%)
0 (0%)
3 (13%)
6 (26.1%)
4 (17.4%)
9 (39.1%)
0 (0%)
-3
-2
-1
0
+1
+2
+3
X
Response

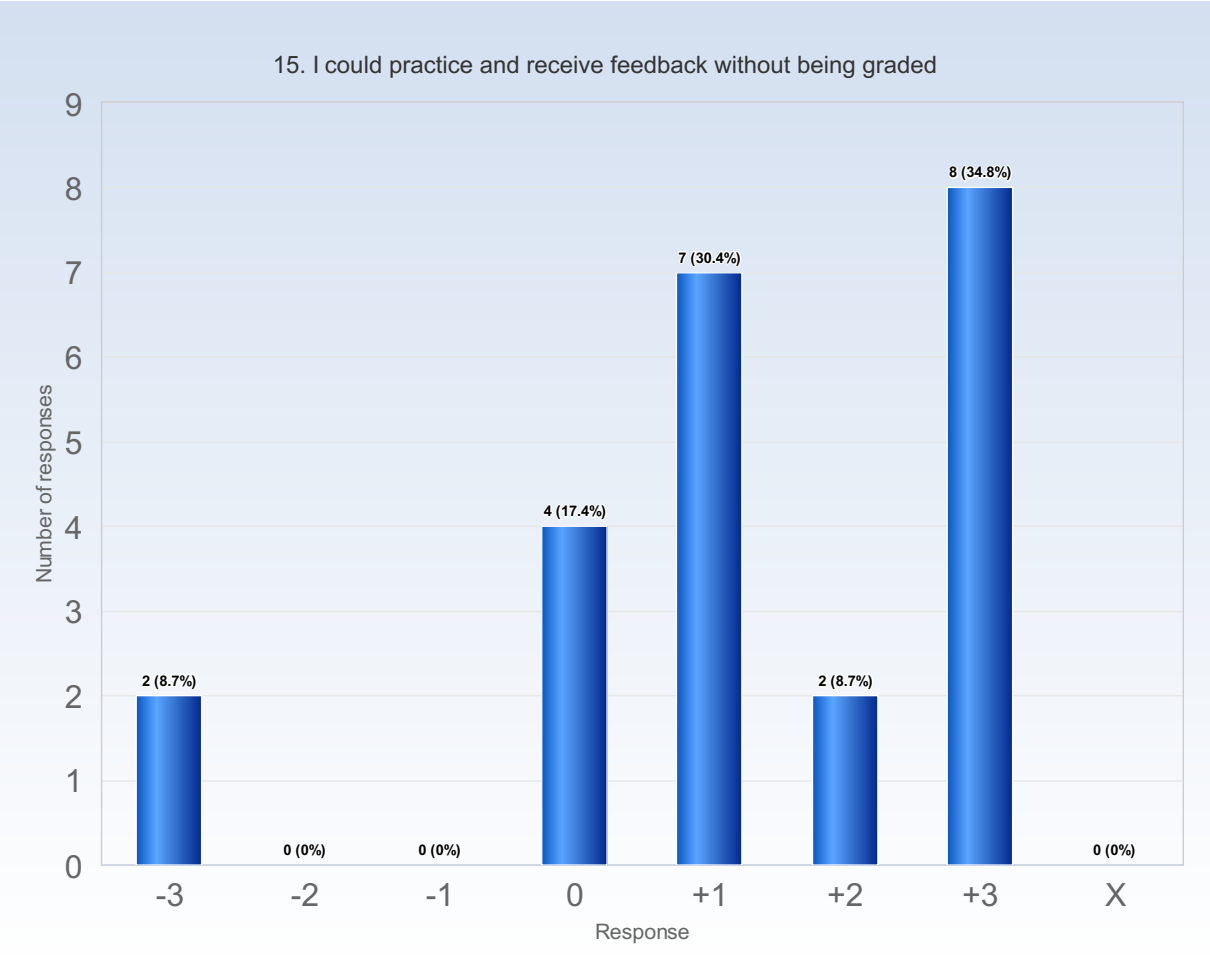

12. The course activities helped me to achieve the intended learning outcomes efficiently
Number of responses
0
1
2
3
4
5
6
7
8
1 (4.3%)
0 (0%)
1 (4.3%)
2 (8.7%)
5 (21.7%)
7 (30.4%)
6 (26.1%)
1 (4.3%)
-3
-2
-1
0
+1
+2
+3
X
Response


13. I understood what I was expected to learn in order to obtain a certain grade
Number of responses
9
8
7
6
5
4
3
2
1
0
1 (4.3%)
0 (0%)
1 (4.3%)
4 (17.4%)
8 (34.8%)
3 (13%)
6 (26.1%)
0 (0%)
-3
-2
-1
0
+1
+2
+3
X
Response



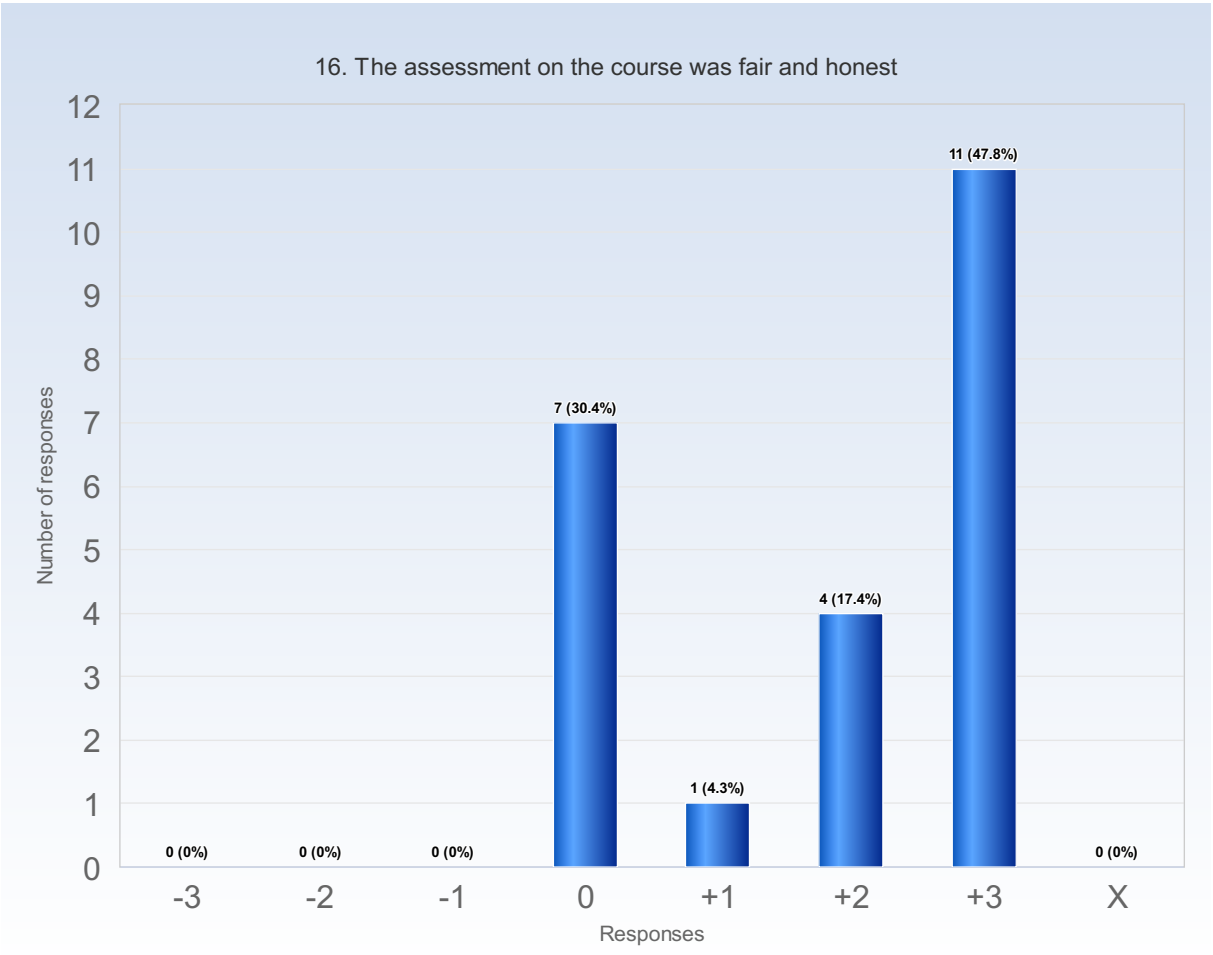

**Comments**

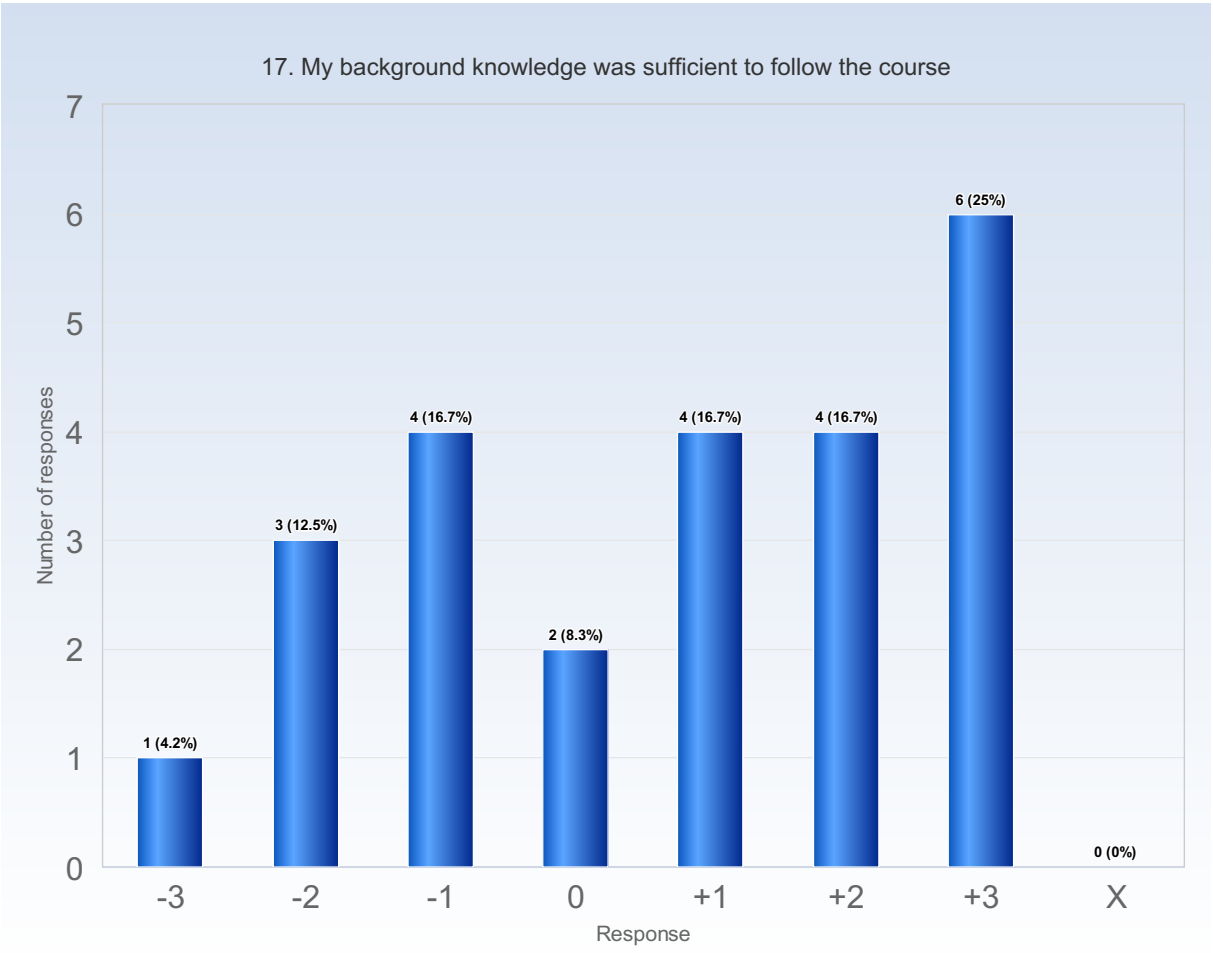
| Comments (My response was: -1) |
| --- |
| I only receive feedback from TAs, since tutorial is more personal, but it is not regularly |

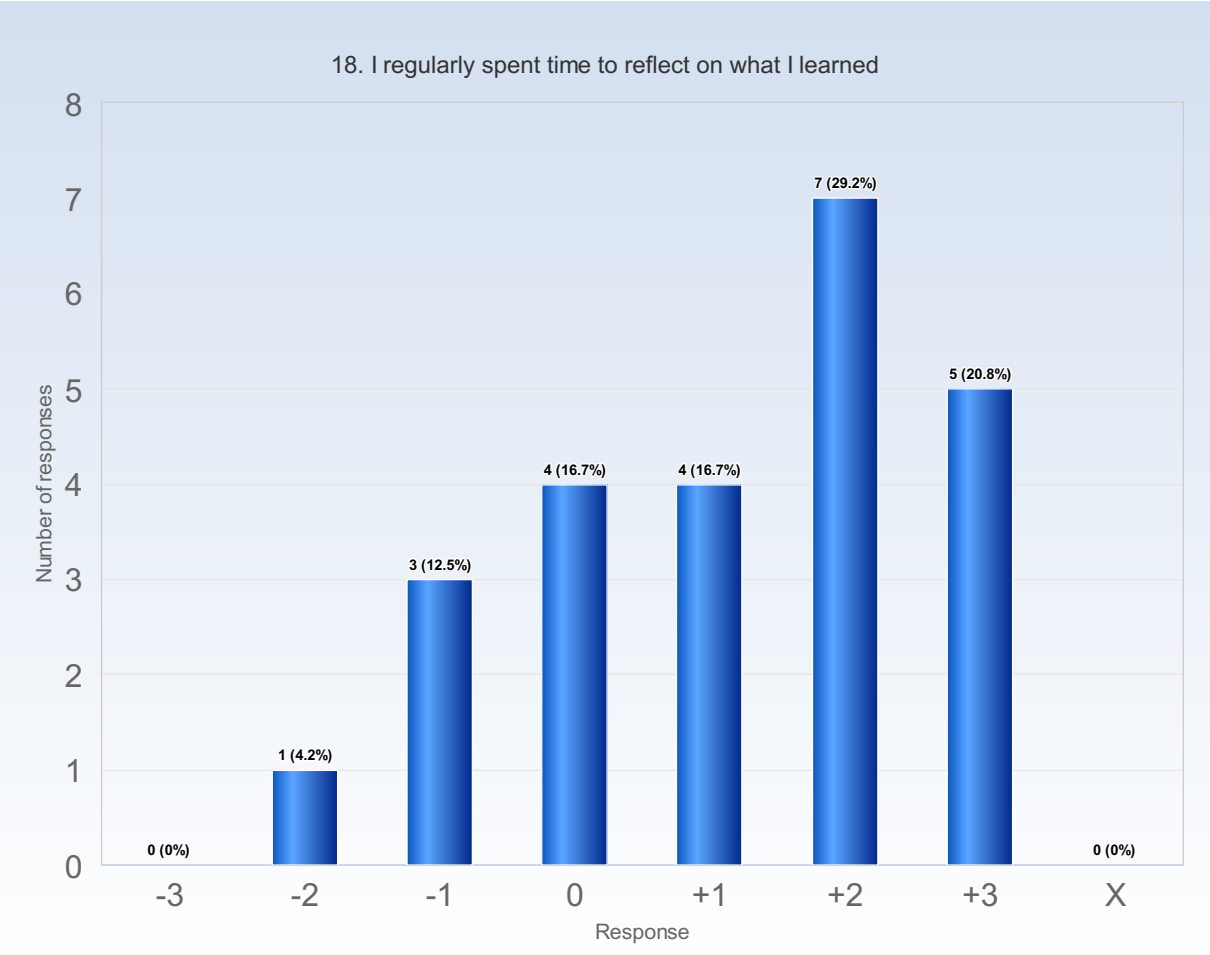



**Comments**

| Comments (My response was: +3) |
| --- |
| I love to learn and to understand, but inevitably grading is what stressed me out |

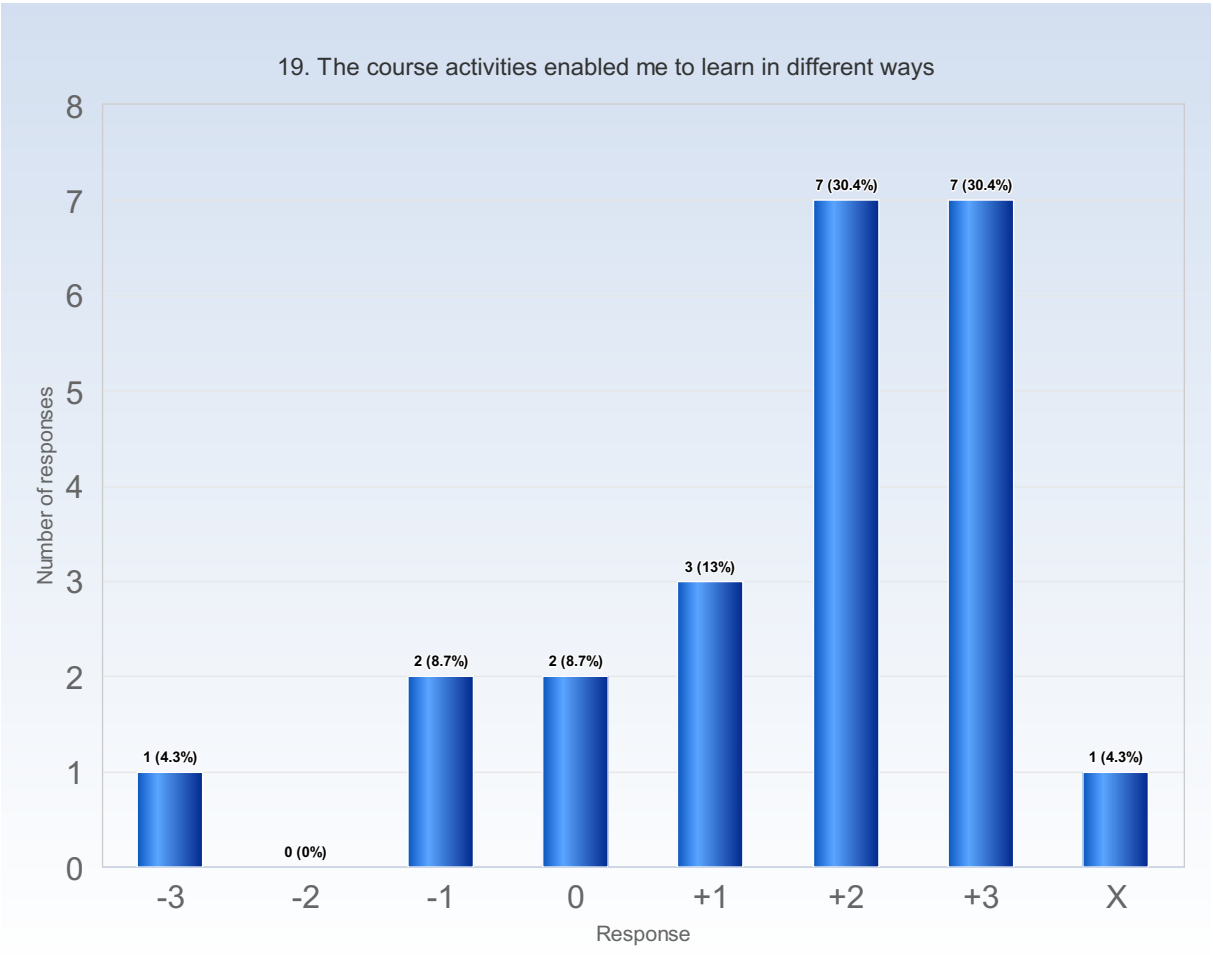

16. The assessment on the course was fair and honest
Number of responses
12
11
10
9
8
7
6
5
4
3
2
1
0
0 (0%)
0 (0%)
0 (0%)
7 (30.4%)
1 (4.3%)
4 (17.4%)
11 (47.8%)
0 (0%)
-3
-2
-1
0
+1
+2
+3
X
Responses

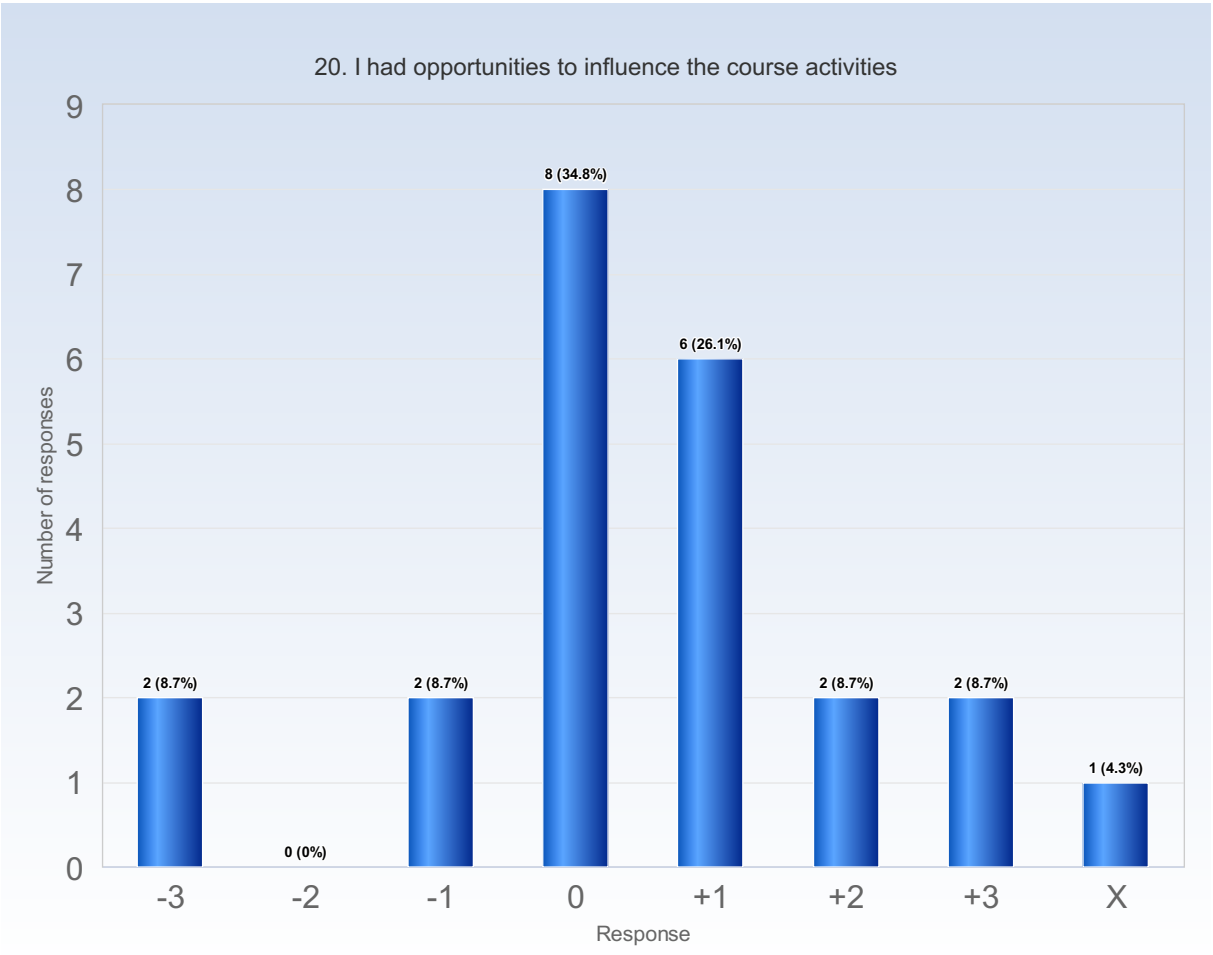

17. My background knowledge was sufficient to follow the course
Number of responses
Response
0
1
2
3
4
5
6
7
-3
-2
-1
0
+1
+2
+3
X
1 (4.2%)
3 (12.5%)
4 (16.7%)
2 (8.3%)
4 (16.7%)
4 (16.7%)
6 (25%)
0 (0%)

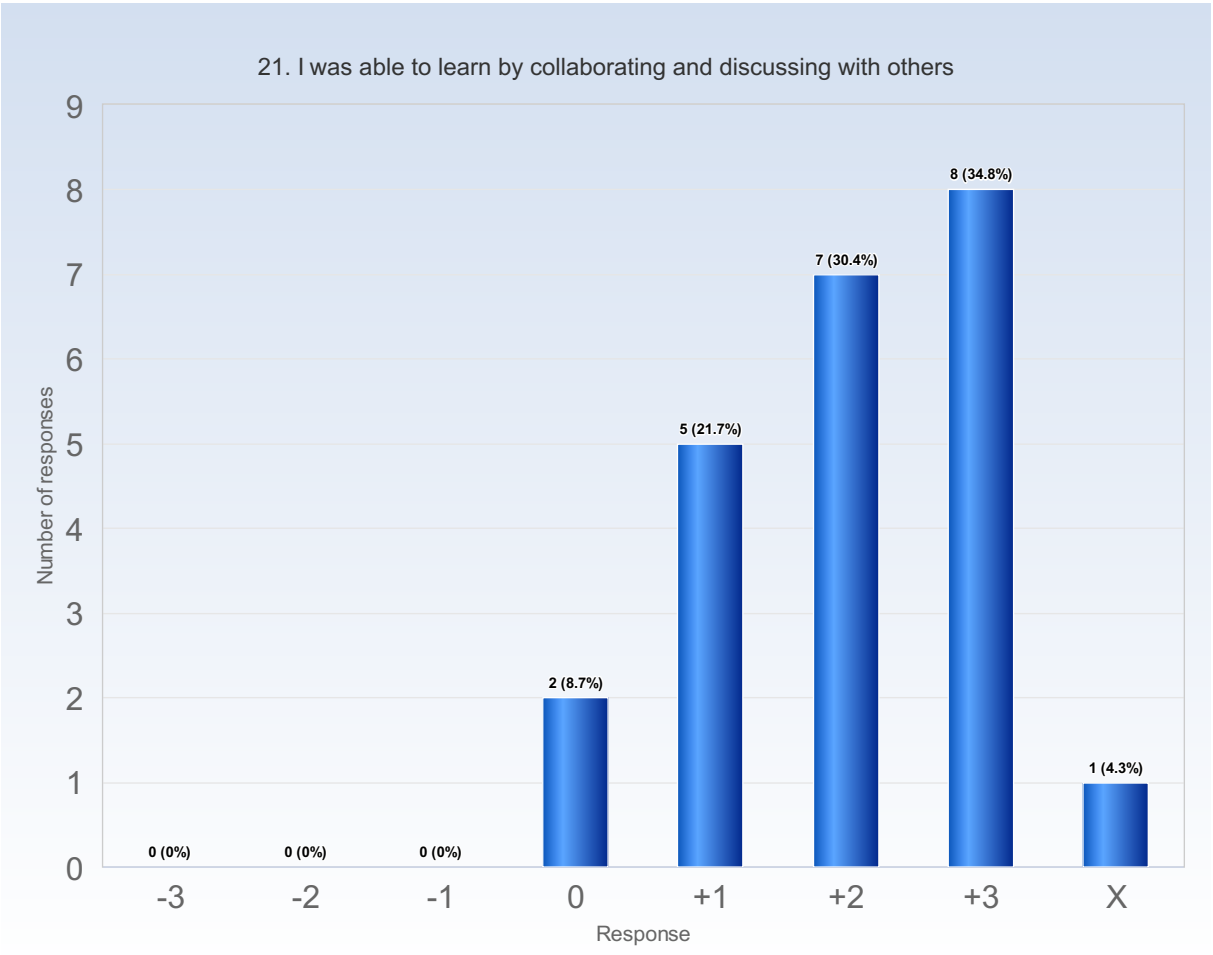


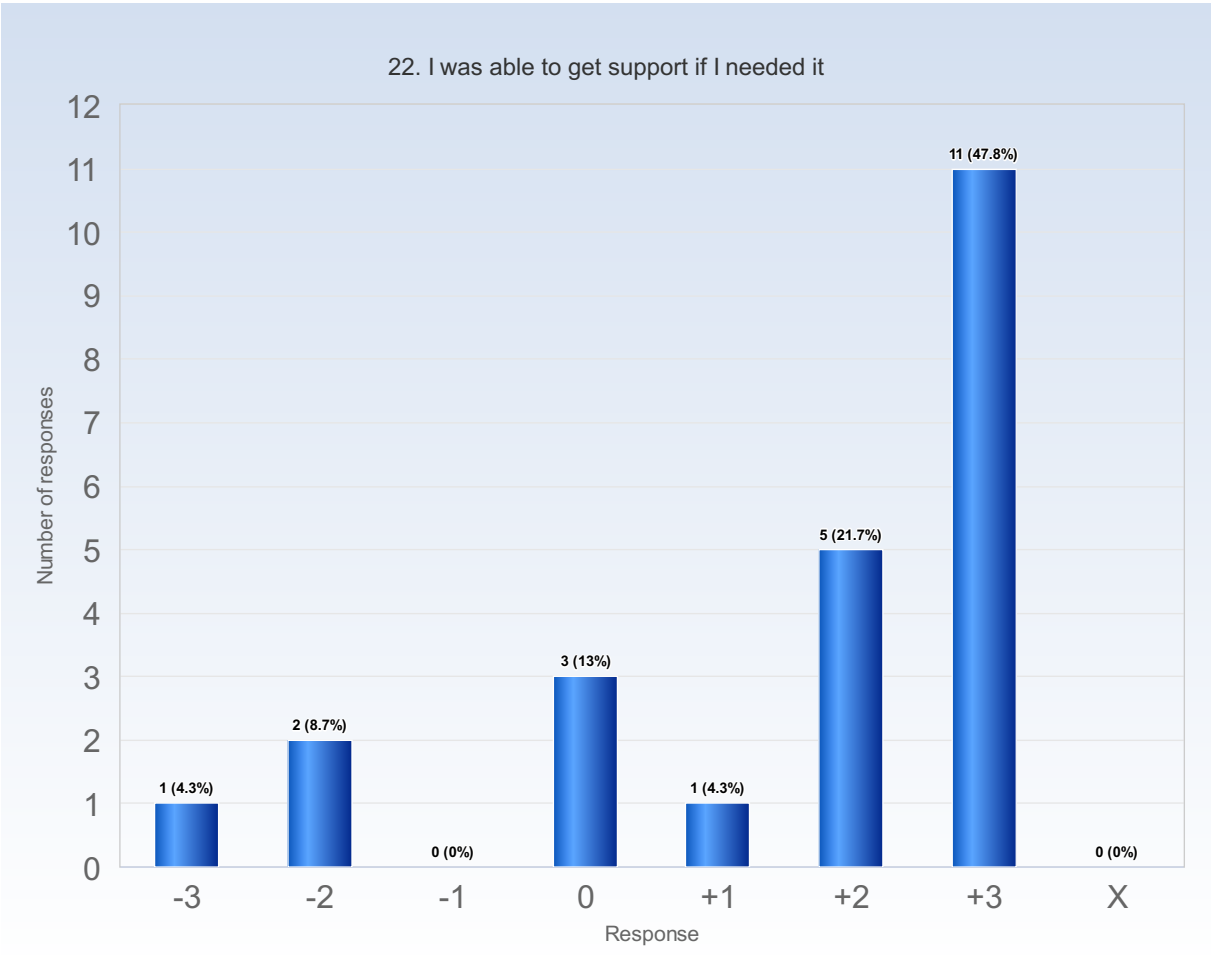

**Comments**

| Comments (My response was: +3) |
| --- |
| The reading assignment is useful. |


19. The course activities enabled me to learn in different ways
Number of responses
0
1
2
3
4
5
6
7
8
1 (4.3%)
0 (0%)
2 (8.7%)
2 (8.7%)
3 (13%)
7 (30.4%)
7 (30.4%)
1 (4.3%)
-3
-2
-1
0
+1
+2
+3
X
Response


20. I had opportunities to influence the course activities
Number of responses
9
8
7
6
5
4
3
2
1
0
2 (8.7%)
0 (0%)
2 (8.7%)
8 (34.8%)
6 (26.1%)
2 (8.7%)
2 (8.7%)
1 (4.3%)
-3
-2
-1
0
+1
+2
+3
X
Response


21. I was able to learn by collaborating and discussing with others
Number of responses
9
8
7
6
5
4
3
2
1
0
0 (0%)
0 (0%)
0 (0%)
2 (8.7%)
5 (21.7%)
7 (30.4%)
8 (34.8%)
1 (4.3%)
-3
-2
-1
0
+1
+2
+3
X
Response




**Comments**

| Comments (My response was: +2) |
|---|
| I was able to get supporrt in every aspect but not about the project. |

**How was your learning experience with the recorded online lectures?**

| How was your learning experience with the recorded online lectures? |
|---|
| GOOOOOD ! Thanks god they were there ! |
| Good! Actually, it takes me much longer time than the video length to learn each lecture, which allows me to learn everything well. |
| Awesome. |
| I found it useful to have the lectures recorded so I could pause and go back to some concept at any time. |
| I barely watched any lecture, I'm not particularly fond of watching lectures on my computer, especially prerecorded ones. I instead just read the book. |
| I prefer offline so that I can ask on the spot. Recorded one is hurt for someone who is forgetful. |
| It was bad, I would prefer to read the textbook directly. |
| It was ok, but I still learned the theory best when reading the book. Live lectures on campus would be a better alternative in my opinion. |
| They were good but not all topics were covered. |
| The online recorded classes were quite good , though I do feel if the professor would solve numericals/go through proofs live in class - would be so much better ! |
| De var hjälpsamma. Kollade på de förra året. Detta året har jag inte kollat alls då jag har andra kurser parallellt och är bara med för att plugga för min omtenta. |
| Great |
| Really cool, but sometimes some formulas could be better explained |
| Great.  I think they help me a lot. |
| Good |

**How was your learning experience with the new reflection lectures?**

| How was your learning experience with the new reflection lectures? |
|---|
| - |
| The teacher should use the blackboard more offen. It is hard to understand some questions without written-down mathematical formula. |
| Not bad. |
| I found them hard to follow by the end of the lecture, I would have liked to have a break. However, I think they were important in the sense that we could really focus on the important concepts. |
| I found them very good, they pressed you to think about the material. However not as helpful if you weren't able to prepare for them well enough. |
| It is good to evaluate my knowledge. |
| Good. |
| Some of the questions improved my understanding, some didn't, since they felt more like puropsly confusing multiple choice questions which are framed to make you misunderstand them. I think I'd have liked to see more things like e.g. concrete examples, interesting applications or deeper reasoning for stuff. |
| Reflection lectures were useful when we prepared for it. But most time due to other course activities, this did not happen. |
| It was quite interesting to talk to people around us, get a perspective and answer the questions. |
| Great, helped better to understand |
| Good |
| Great. |
| Good |

**How as your learning experience during the tutorials?**

| How as your learning experience during the tutorials? |
|---|
| - |
| Great! |
| Good. |
| I think the tutorials helped a lot in order to apply the concepts learned in the videos and reflection lectures. However, I would say that more than 3 problems are impossible to solve in a 2h slot. |
| The only problem I have with the tutorials is that the problems are covered so fast and sometimes you don't get a chance to fully understand the solutions. Otherwise I thought the tutorials were very good. |
| Averagely great. I like their teaching style. Sara is fast. Ramana is detail. |
| I don't like the idea of solving questions in the tutorial, I always finish all the questions before the tutorial. The reason why I attend the tutorial is to earn the bonus point. |
| Very good. Sarah is extremly good at explaining things and helping us to learn how to solve the problems! |
| Tutorials was a great platform to study and practice problems. |
| The tutorials are really interesting though sometimes quite overwhelming as well. |
| Great, but the fact that we were not aware of when we add to give our responses made us a little bit stressful and all we wanted was to give an answer, not really to understand... |
| Good but hard because of what I explained before |
| I love tutorials. |

**How was your learning experience during the project work?**

| How was your learning experience during the project work? |
|---|
| - |
| Stressful, but I learn the most from the project. Good! |
| Good. |
| I found the projects interesting but I would prefer to do them in groups of 3 or 4 students. |
| I didn't find a partner for the first project so ended up doing both projects alone, which was not optimal. The projects were very time consuming but fun and helped me gain deeper understanding of the concepts, by being able to apply the theory. |
| Since the project is always ahead of the lecture, many confusion was arouse. |
| I like it. |
| Good. It was a good way to get a closer look at some parts of the theory, and also helped me improve my scientific writing skills, which I really apreciate |
| First project was really intensive as we were new here, and received a lot of feedback. But the second was very good. |
| The project work really helped to dig deeper and look at concepts from another point of view and working with a partner really helped as well. |
| Great |
| I learned a lot, but was not easy |
| Great. |

**How was your learning experience in the industry lecture?**

| How was your learning experience in the industry lecture? |
|---|
| - |
| not take this lecture yet. |
| Good. |
| I found it useful to get to know a company in which I could work in the future. |
| It was great to get an industry lecture, providing a practical viewpoint of the course content. Unfortunately the lecture material was not in within my field of interest. Also the lecturer could have used a mic or something so people in the back could hear properly. |
| Great. I knew what the course is about in real industry |
| Good. |
| He could have been a little more enthusiastic and talk less about ericsson as a company, and more about signal theory. Just when it started to get interesting, he skipped the application part and talked about ericsson again... I can check the website if I want to know about their company values and plans. |
| It was good. It could have been more interactive. |
| It was interesting though I feel more one-to-one experience would have been given. |
| Great |
| Good |
| Great. |

**How was your learning experience overall?**

| How was your learning experience overall? |
| --- |
| - |
| Good but expect more difficult knowledge( it can be several tougher lectures that are not included in the final exam) |
| Good. |
| I would say the teaching pace was really fast. I could follow it because I had seen most of the concepts on my bachelors but I would have found it really hard to follow if the concepts were new. |
| Overall my experience was positive. What I found most valuable was when in person teaching with the TA's and the professor. |
| Great but I really want to taught by Tobias, not by recorded lecture. |
| Good. |
| Good, although challenging |
| Good. |
| It was good.<br>I do feel in the short amount of time we had, its quite overwhelming.<br>Would have been better with lesser content so the lesser concepts could be understood more thoroughly. |
| Great but I think there is too much work to do, we are a little bit lost on what to do and when... |
| Good but some prerequisites were missing for me (signal and systems) |
| It cannot be better. |

**Please find the exam info at https://people.kth.se/~oech/examinfo21.pdf**

| Please find the exam info at https://people.kth.se/~oech/examinfo21.pdf |
| --- |
| Okay. |
| Thanks |
| OK. |
| thnx :) |
| Thank You |
| Okay. |