



Report - EQ2222 - 2022-02-21

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):

Mats Bengtsson, matben@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.

The course runs over two years and includes a mix of students who study in their first and second year of masters. The LEQ questionnaire was therefore sent to all 42 students that were enrolled during the study year 2020/21, whereof 19 finished the course at the time of the questionnaire and 23 were half-way through the course. In addition to the LEQ questionnaire, some time is devoted in every discussion seminar during the course for discussing the current study situation and the ongoing course work, which gives opportunities to continuously discuss the course.

Looking at the responses of the questionnaire, it's clear that one or two students mistakenly have mixed up courses and answered about some completely different course.

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.)

None on top of the discussion seminars (see above and below).

COURSE DESIGN

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

This is a programme integrating course runs over 2 years. Every study period, the following activities take place,

- The students obtain background material (texts, possibly videos or other material) on a given topic
- The students write a reflection (about one page) on the topic, based on given instructions
- The reflection documents are distributed within the group of students and the group meets for to discuss together.
- The last 15-30 minutes of each seminar is devoted to general discussions on the study situation and ongoing courses.

As far as possible, the same groups are kept throughout the study year and each seminar group involves a mix of first year, second year, internationally recruited and Swedish engineering students.

Examination is based on the written reflections and active participation in the seminars.

A few details of the grading scheme were updated for the course round starting HT20 (i.e. half of the involved students), putting more weight onto content and English writing abilities.

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?

The workload should correspond to about 10 hours per study period, which agrees well with the 0-2h/week reported by most students.

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?

As usual, most students follow the course without any problems and obtain a good grade. A small number of students have handed in their reflections very late or missed seminars. The number of such cases is a bit higher than normal, perhaps due to the pandemic situation, where you don't get reminded by your study friends if you don't meet physically.

SUMMARY OF STUDENTS' OPINIONS

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

Most student appreciate this opportunity to discuss different topics and to connect with each other. The last session with interviews with alumni was especially appreciated (but it was also the session that was most fresh in mind when the questionnaire was answered).

There are suggestions to use more varying format between the different study periods.

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.

This course might have filled an even more important social role this year, due to the pandemic situation. At the same time, the discussions have been less lively than normal when they had to be done online compared to physical meetings.



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?**

The national students have graded a few aspects somewhat lower than the international students. A challenge in this course is to make the topics and the assignments interesting and relevant for all students and Swedish students may in some cases have more previous experience of similar discussions, both from secondary school and from the programme integrating course within the bachelors part of the 5 year engineering programme (CELTE). This difference in background and perhaps also difference in cultural background and language abilities can in some cases limit the possibilities to deepen the analysis and the discussions.

PRIORITIZED COURSE DEVELOPMENT

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

The course PM was clarified and moved into the new course PM platform before the fall 2021.

We try to keep a regular round robin schedule of 8 different topics so that all students experience each topic once during the two years. However, we continuously revise instructions and background material for each topic. We are also trying to find material to include a new topic on gender, diversity and equal treatment in the course.

We will think of possibilities to introduce more variations in the course format, but still avoid unnecessary confusion for the students.

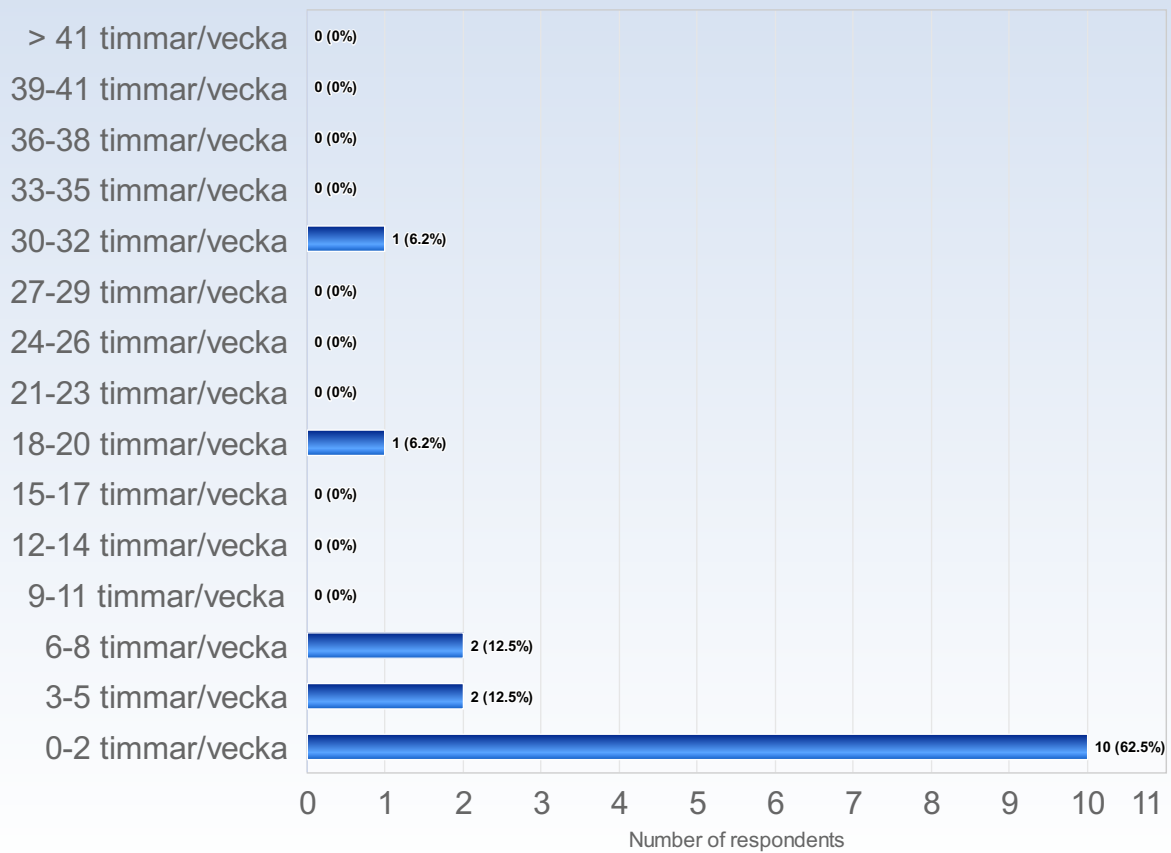


EQ2222 - 2021-06-18

Antal respondenter: 42
Antal svar: 16
Svarsfrekvens: 38,10 %

ESTIMATED WORKLOAD

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





Comments

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

The course does not have a heavy load on students.

10-15 hours a semester

Comments (I worked: 3-5 timmar/vecka)

good

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

It is a fair amount of hours

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

The pace of the lectures was good in general. I would wish for one or more lectures allocated for the first module because it seemed that we were rushing it a little.

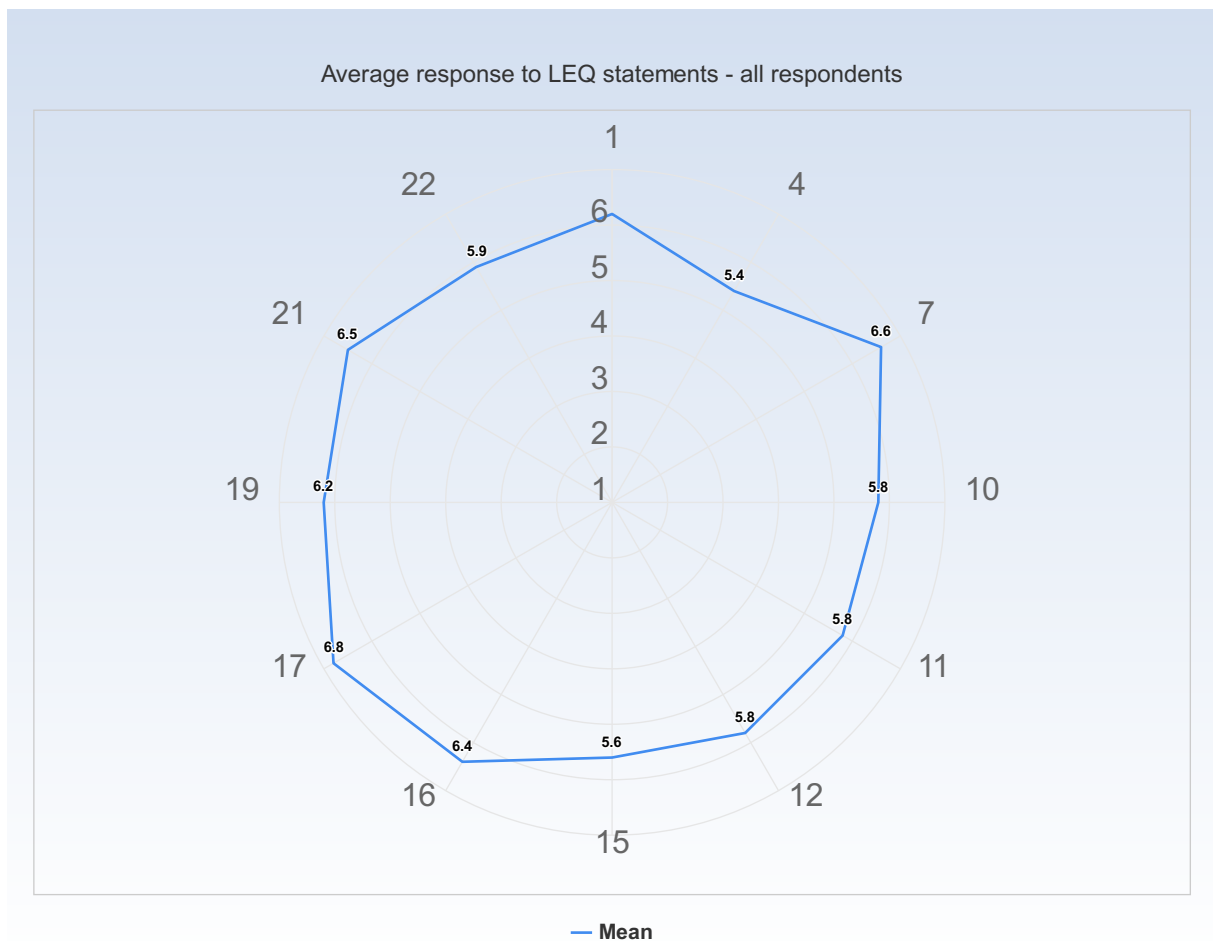


LEARNING EXPERIENCE

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.

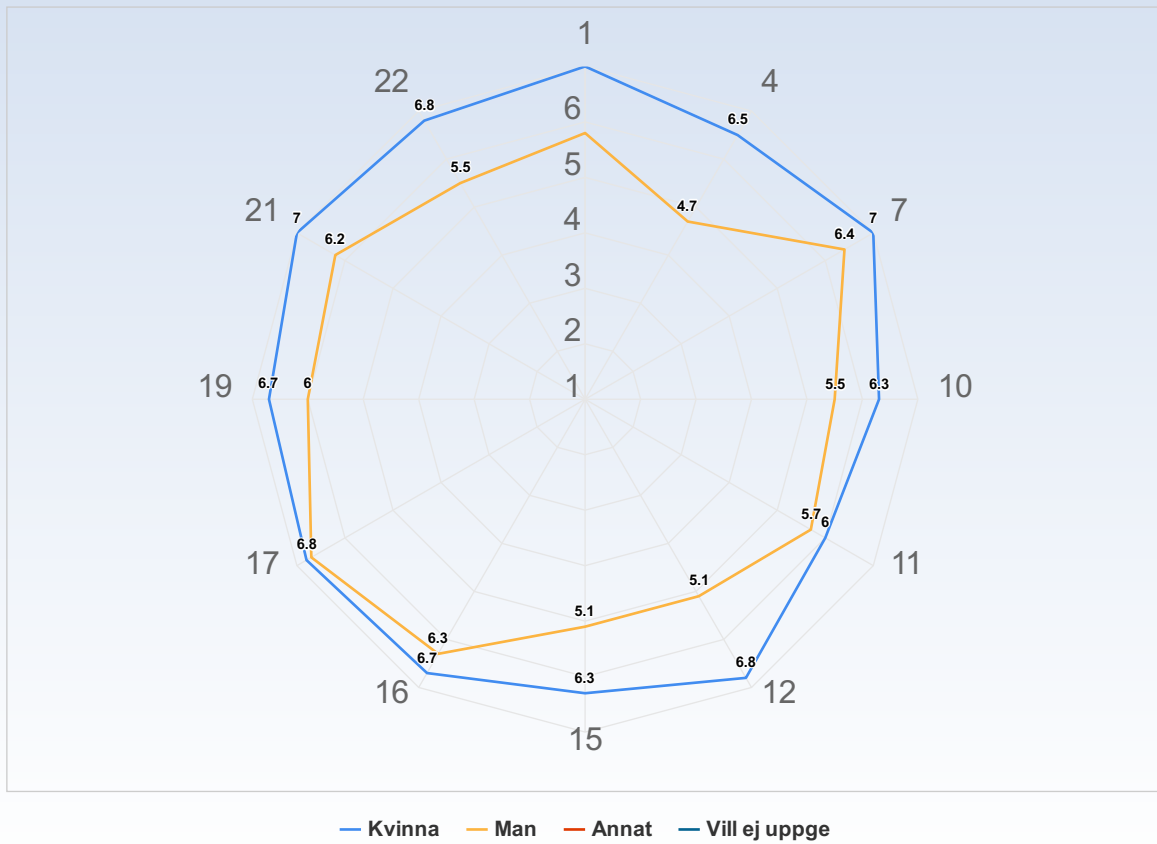
Biggs J. & Tang, C. (2011). *Teaching for Quality Learning at University*, Chapter 6, pp. 95-110. Maidenhead: McGraw Hill.

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

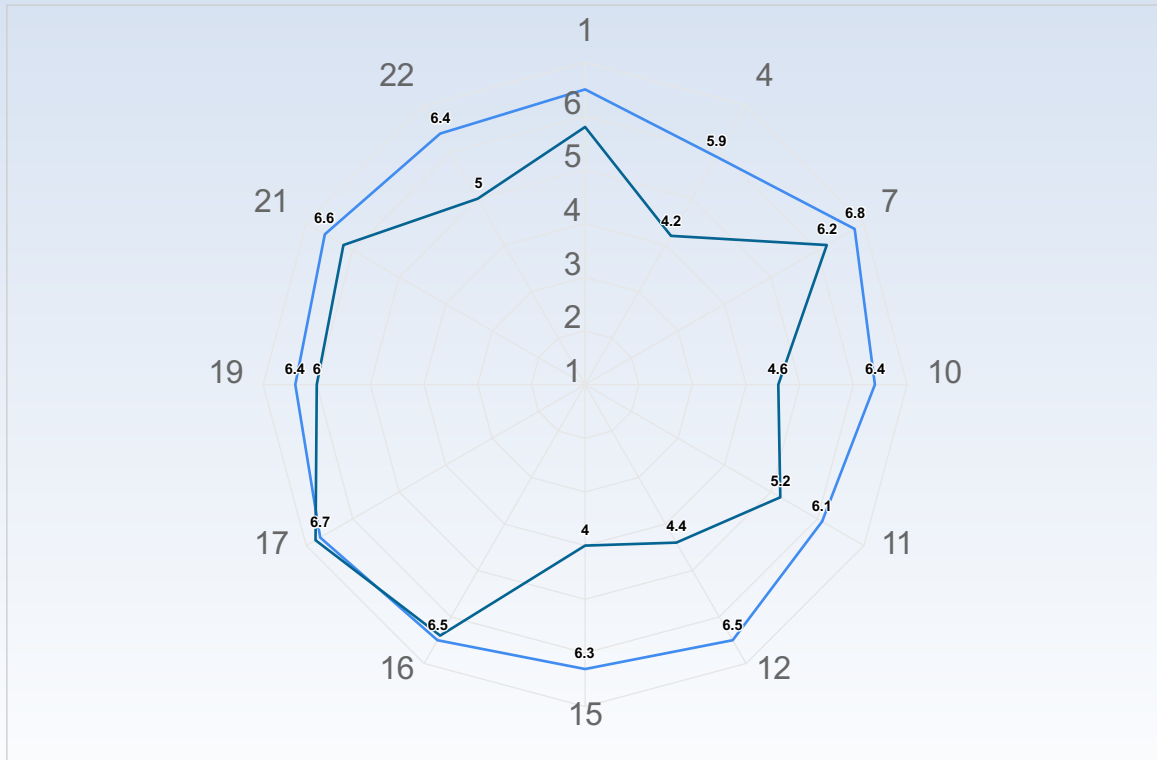


Comments

Comments (I am: Man)

I had no problem in this aspect.
good

Average response to LEQ statements - per type of student



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

Comments

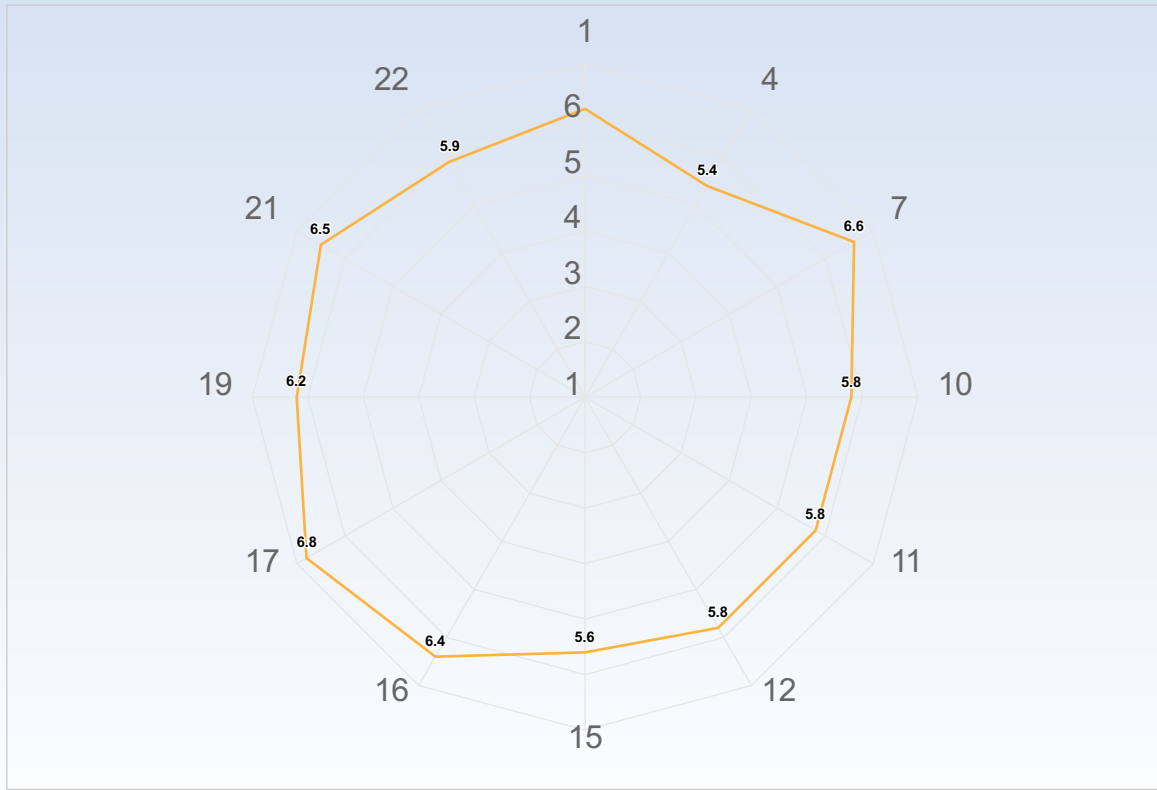
Comments (I am: Internationell masterstudent)

Really good course for gaining perspective on what people from other parts of the world think.

I had no problem in this aspect.

good

Average response to LEQ statements - per disability



— Ja — Nej — Vill ej uppge

Comments

Comments (My response was: Nej)
good



GENERAL QUESTIONS

What was the best aspect of the course?

What was the best aspect of the course? (I worked: 0-2 timmar/vecka)

Great and honest interactions with Prof. Fodor covering various facets of our master's life.

We have a chance to talk to people in the same program.

Considering the current situation due to Covid-19, the interactive communication throughout the related sessions of the course was really useful for me to think about the decisions that will shape my future.

The meetings with all students in the program are well needed sources of connection.

the discussions

Discuss on a certain topic every semester.

In this course, we can discuss with other classmates and teachers.

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

communication

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

It allowed to meet other students in the programme

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

The modern and now exciting issues and methods discussed in the course. First two labs were really fun and helpful.

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

We need to do the whole project by ourselves.

What would you suggest to improve?

What would you suggest to improve? (I worked: 0-2 timmar/vecka)

To use more various forms of the meeting

After the assignment, maybe some documents from previous years' student can be uploaded since their experience can also contribute us and increase the knowledge on the variety of paths we can follow after graduation.

I dont know if essays are the best way to learn the material

some other incentive for people to participate, because it felt sometimes like the same people everytime were discussing and the others were silent

I think the course fails to provide students with the tools to analyse various aspects. Instead, the course assumes that students have the necessary tools to analyse sustainability issues. If that is the case, then the course is not needed.

An example: A Chinese student discussed the sustainability of Huawei, and was impressed by their commitment to ecological sustainability.

However, nothing was mentioned about the close ties to the Chinese communist party, or its ties to facial recognition software used to identify Uighur Muslims. To me, that example highlights a flaw in the course: I think it should be made to challenge students' views and ideas, not build on their existing knowledge and perspective.

Let students select the topics.

Everything is great.

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

This course would be better in person but I understand that the current situation does not allow that.

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

More exercises to train with. improving the lab 3 and 4 so that it touches upon more key aspects of the course.

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

Give more feedback after every meeting.



What advice would you like to give to future participants?

What advice would you like to give to future participants? (I worked: 0-2 timmar/vecka)

Enjoy listening to others' opinions and share yours!

I would recommend them to finish their period assignments as early as possible when it is ready on canvas. Otherwise, it maybe hard to complete it in last minute especially while working on assignmments of other courses.

Talk during the seminars!

it's only boring if you don't put interest on it

Start looking for an interview subject early on, preferably before the task is announced. It is difficult to find an interview subject that fits the very narrow criteria put forth in the task, so the search takes time.

Feel free to talk.

Talk with other people and do not be shy~

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

Put some alarms for the tasks at least a week in advance, so that you don't forget them.

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

Start early. Make plan.

Is there anything else you would like to add?

Is there anything else you would like to add? (I worked: 0-2 timmar/vecka)

No, thank you.

The last assignment about having interviews with old graduates were really helpful. I think more assignments should be done regarding the possible career path options or about advantages of working in academia or working in the market.

Nothing

No :)

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

Good job.

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

Nothing else.

SPECIFIC QUESTIONS



RESPONSE DATA

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

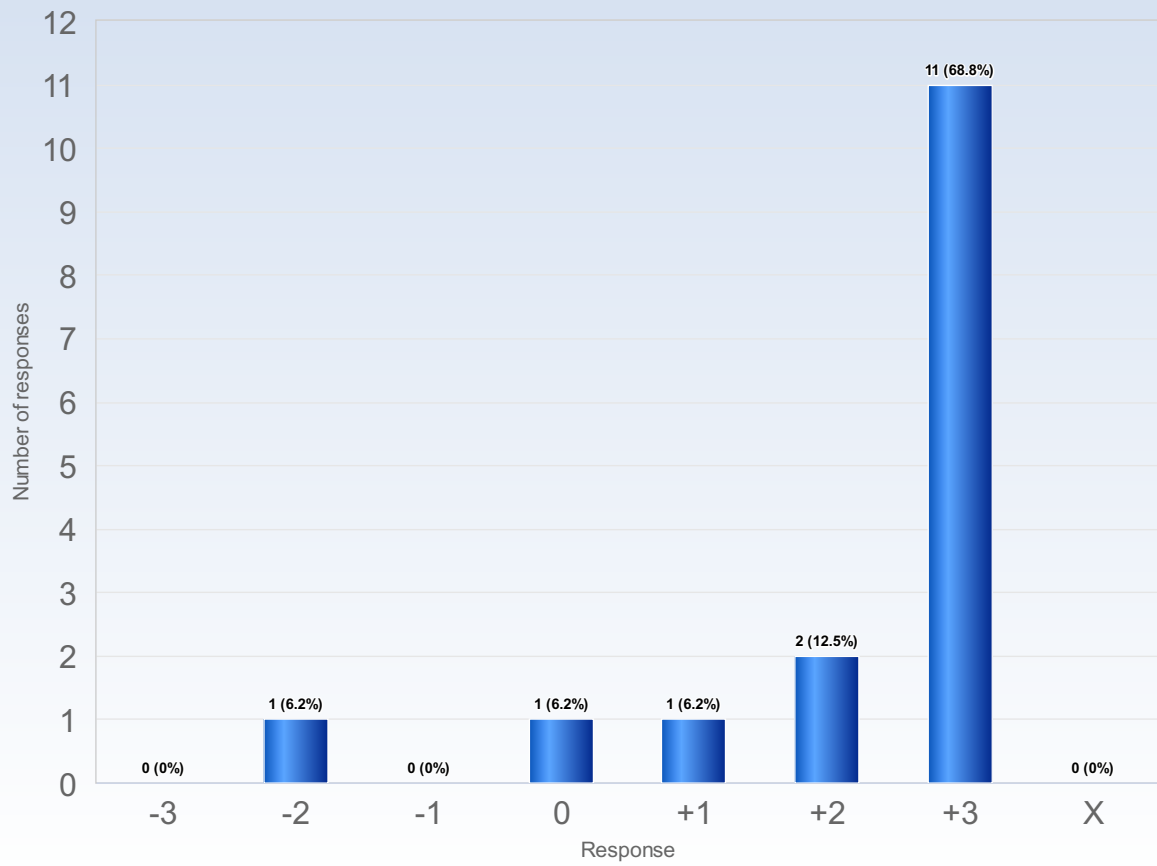
-3 = No, I strongly disagree with the statement

0 = I am neutral to the statement

+3 = Yes, I strongly agree with the statement

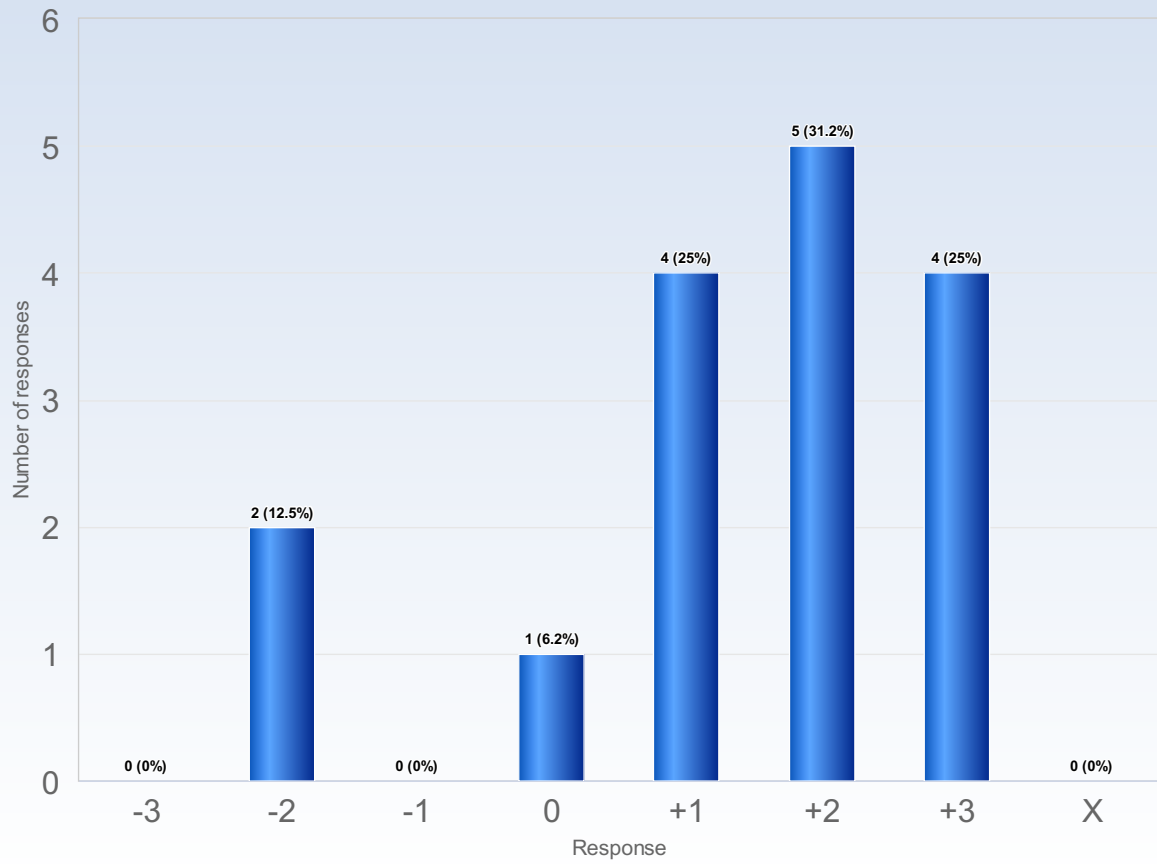
X = I decline to take a position on the statement

1. I worked with interesting issues



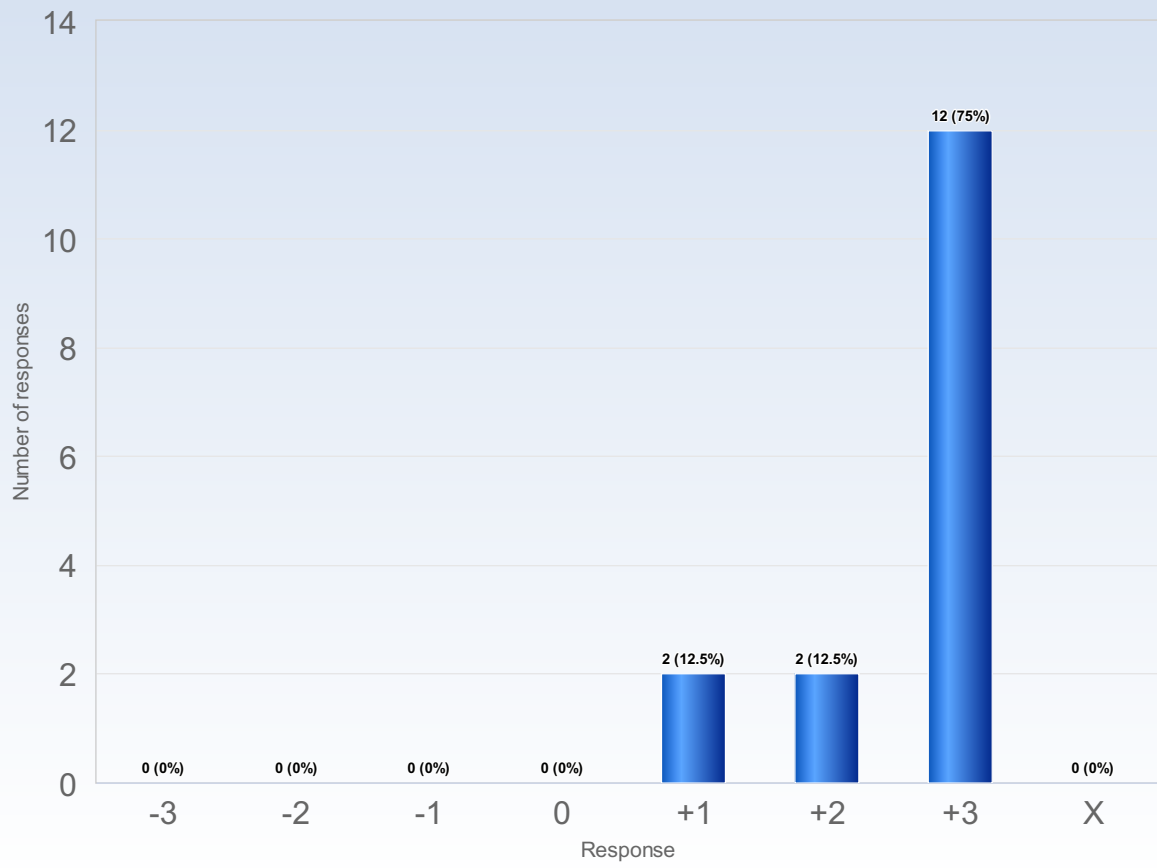
Comments

4. The course was challenging in a stimulating way



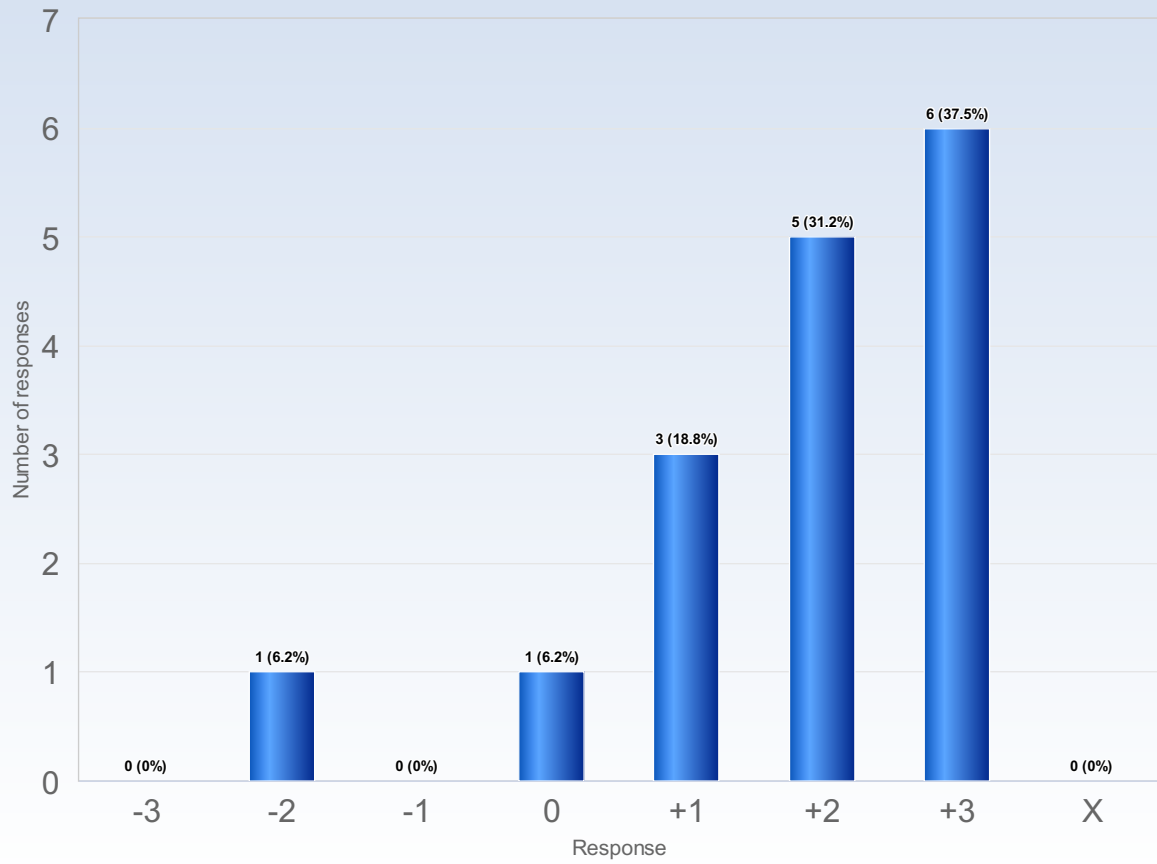
Comments

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



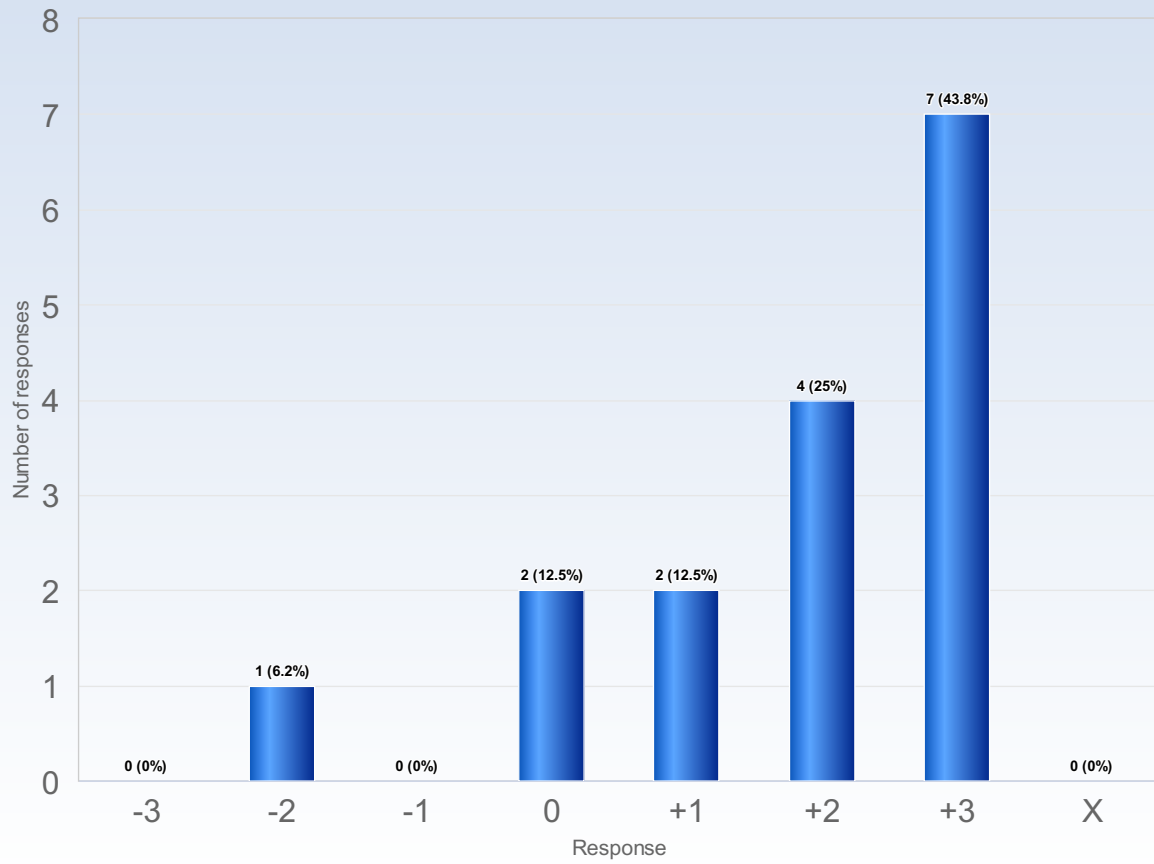
Comments

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

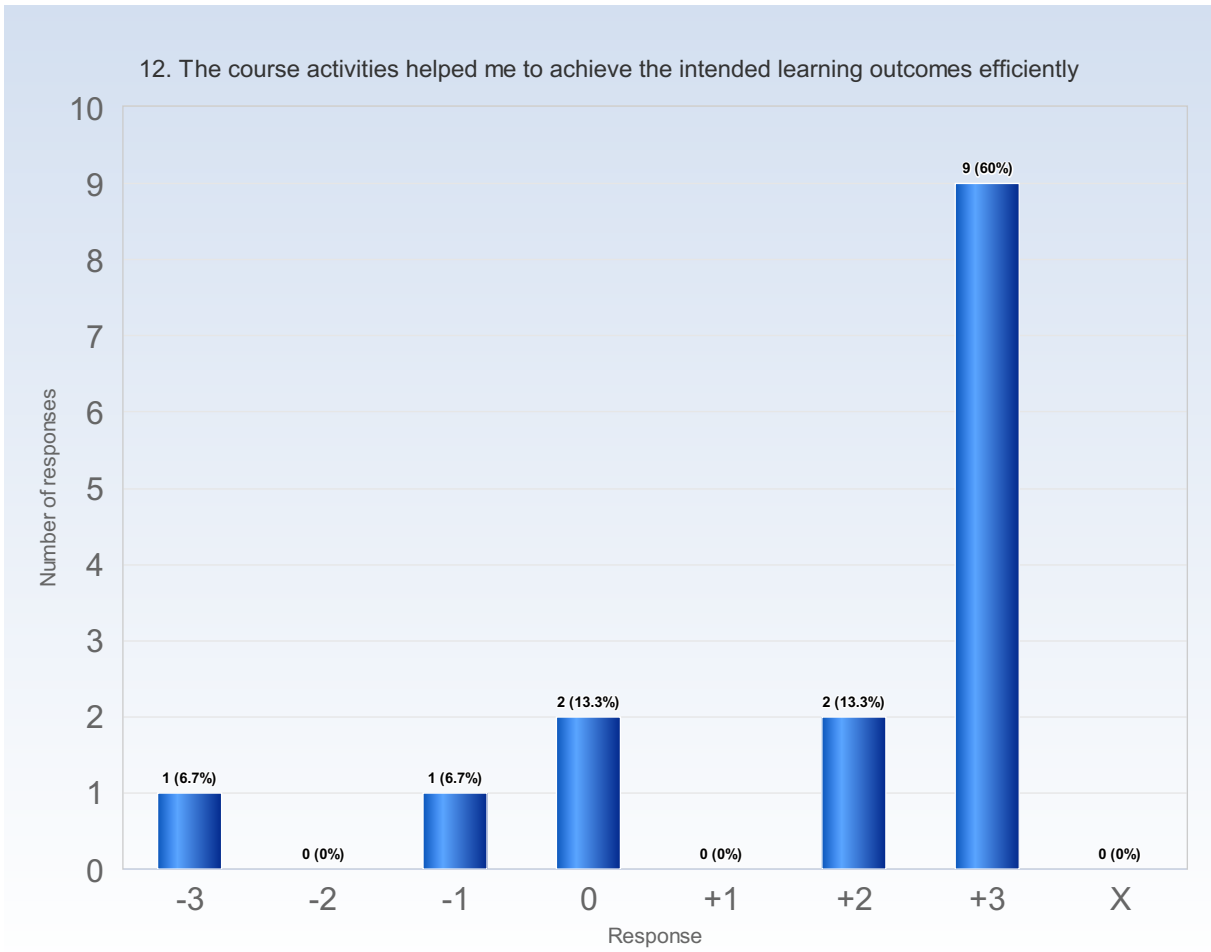


Comments

11. Understanding of key concepts had high priority



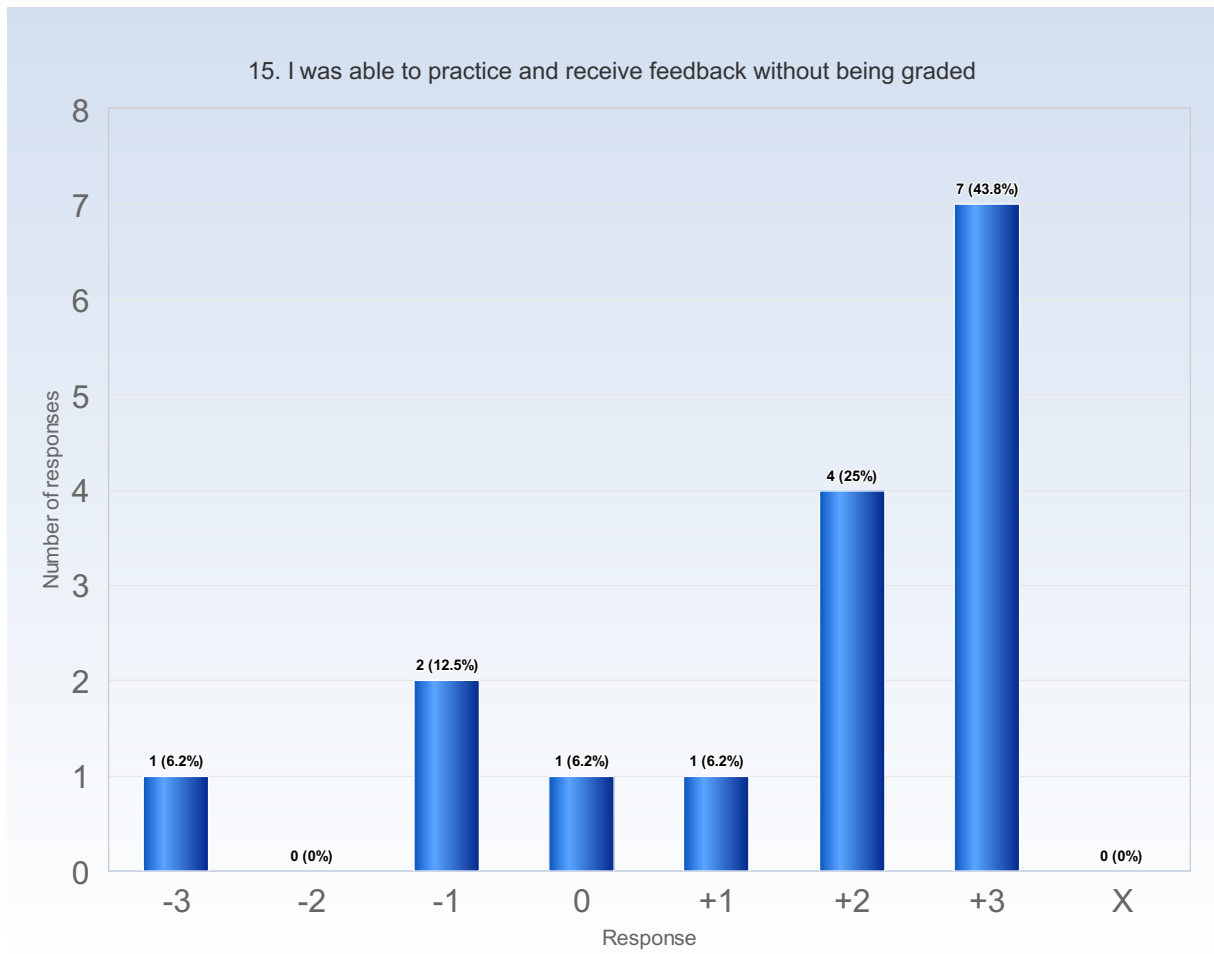
Comments



Comments

Comments (My response was: -1)

The third HW was not graded before the exam which made it difficult to know how well prepared we were for the exam.

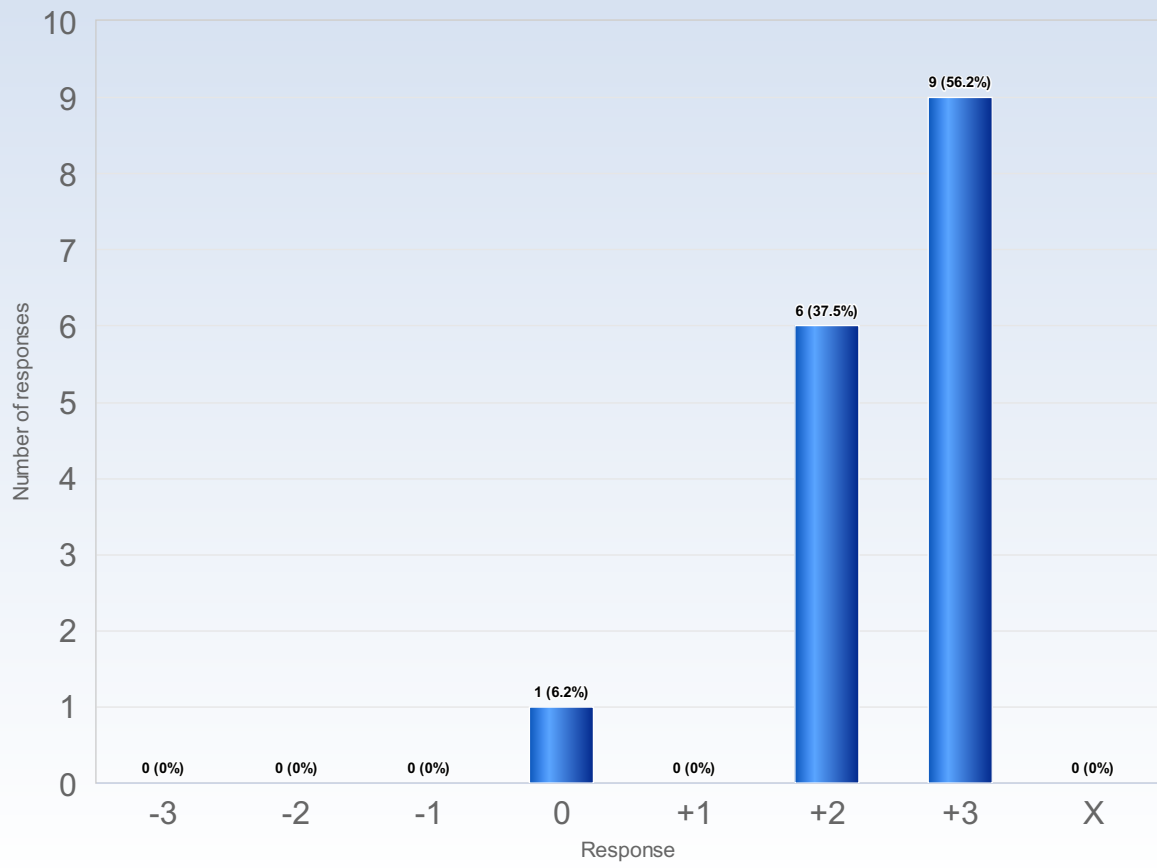


Comments

Comments (My response was: -1)

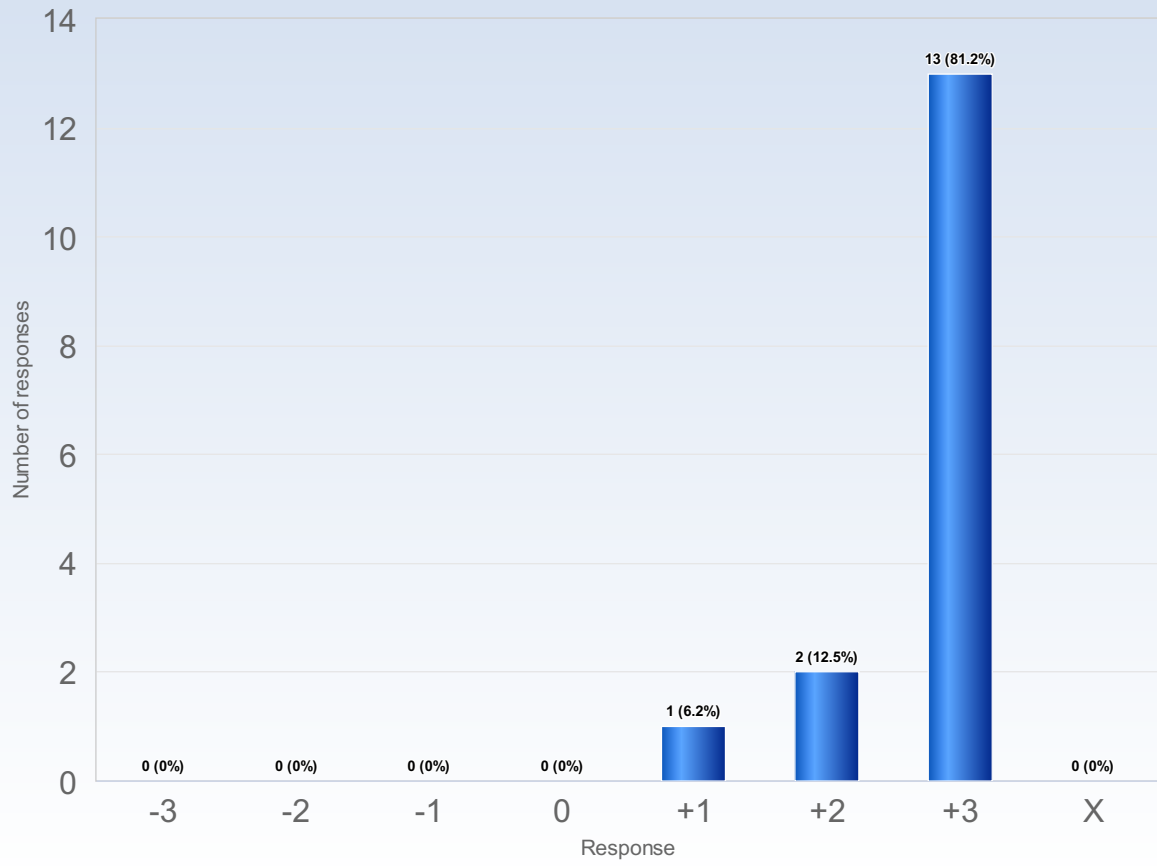
more exerciss can be adde. It felt that we were missing questions to train with and not only HW.

16. The assessment on the course was fair and honest



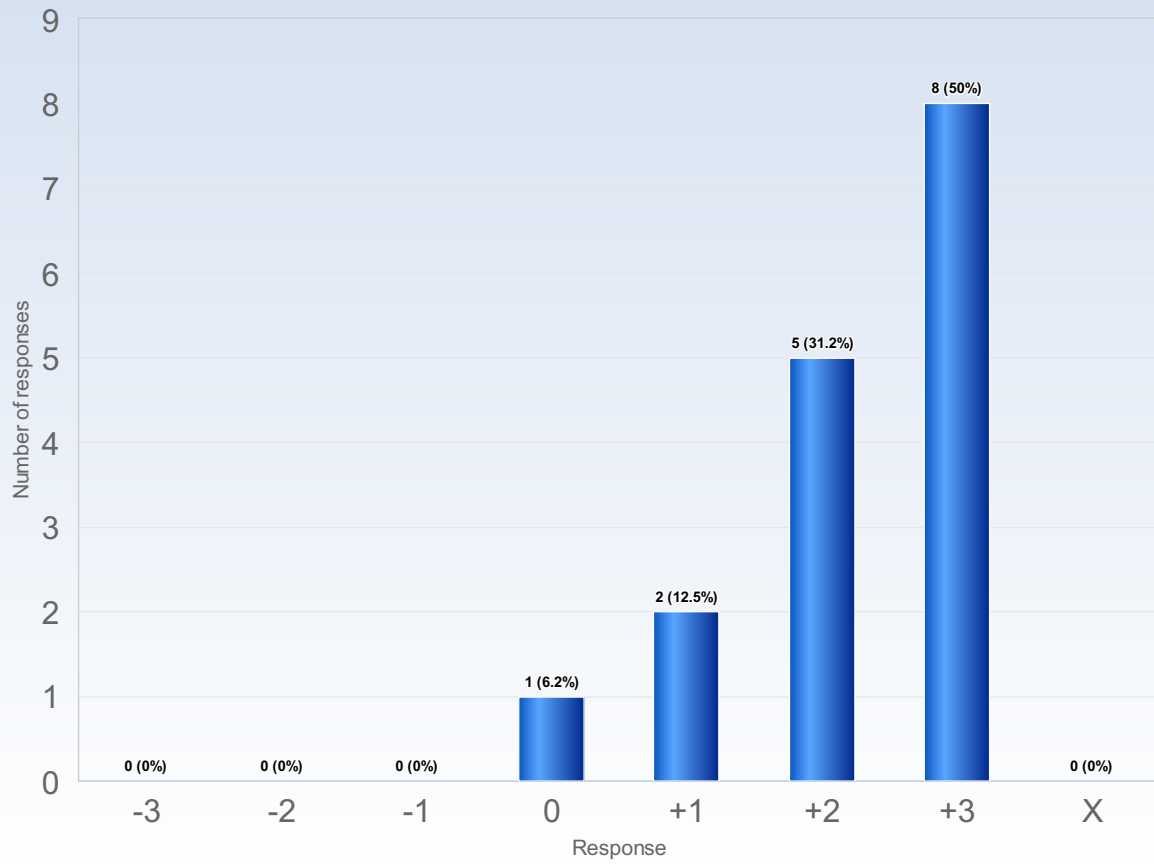
Comments

17. My background knowledge was sufficient to follow the course



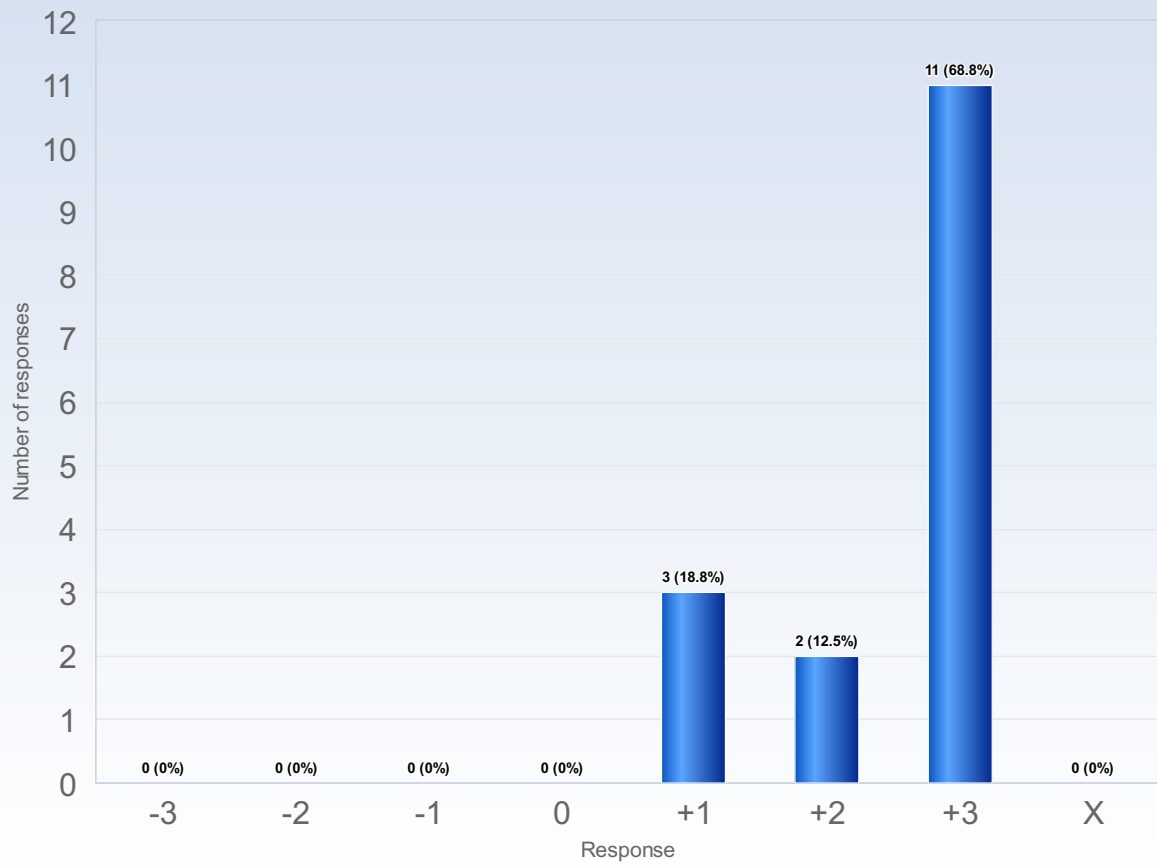
Comments

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



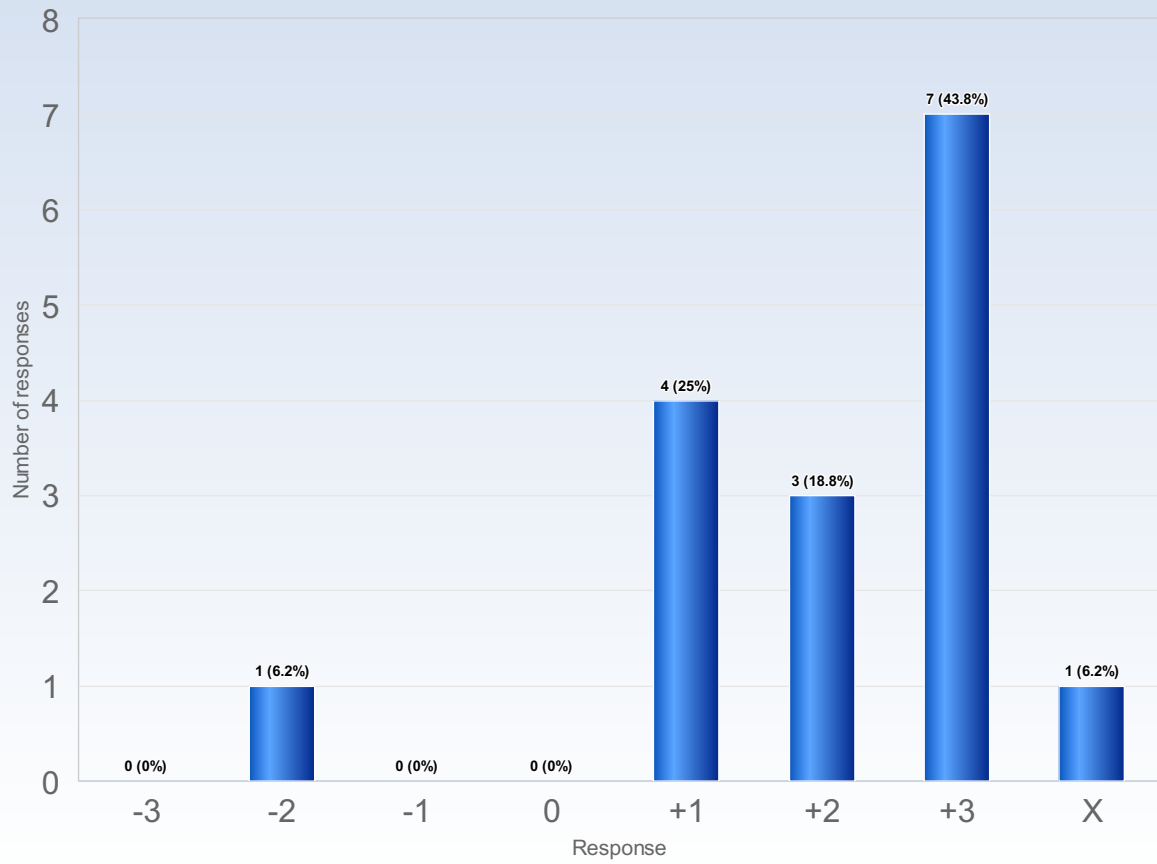
Comments

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