

Report - EQ2222 - 2023-08-03

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.

Since the course runs over two study years, the LEQ questionnaire was sent both to students who are in the middle of the course and students who just finished the course. The shorter version of the course, EQ2223, only had a single student this year, therefore we didn't send the LEQ to that course. Unfortunately, the response rate was low, only 19%.

In addition to the LEQ, all students are also asked to fill in a "Study reflection" which is designed as a Canvas quiz with two questions "Mention something that you want to comment about your current courses and your ongoing study situation (be it positive or negative or some question of yours)." and "Mention something that you want to discuss or ask about, related to the next study period." Most comments and questions have been related to other courses in the study programme, but it gives a chance to bring up issues throughout the course. Finally, some time is allocated at the end of each discussion seminar to orally bring up any questions or comments related to courses and studies. In my role as programme director, these study reflections and oral discussions are often much more useful than the course analysis and LEQ.

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.)

As mentioned above, a part of every discussion seminar is devoted to comments on the ongoing courses, including this course.

COURSE DESIGN

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

The design is more or less the same as previous year. In 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 are 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.

Most of the seminars were done in physical form at campus, with the possibility to join remotely (especially for students who study abroad or do the degree project outside Stockholm). Occasionally, some seminar was held on-line for practical reasons.

One seminar topic was new for this year. A previous topic on procrastination was replaced by a seminar related to gender equality, diversity and equal opportunities.

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 high grade. A small number of students have handed in their reflections very late or missed seminars. No significant differences compared to previous years.

STUDENTS' ANSWERS TO OPEN QUESTIONS

What does students say in response to the open questions?

Many positive comments on the format and contents of the course, especially on the possibilities to discuss together with other students and share thoughts and experiences.

SUMMARY OF STUDENTS' OPINIONS

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

The students seem to appreciate the topics and this opportunity to discuss together. Also, as pointed out by a student in the LEQ, this is one of few course where students can practice and get feedback on their English writing skills.

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 runs well and seems very appreciated. Most students get a very high grade, and this is expected for this course design.

The new seminar topic on gender equality, diversity and equal opportunities (JML) lead to interesting discussions, but the example cases provided in the reading material were perhaps a bit too obvious to provide useful input.

The Study Reflections that the students filled in before each seminar were introduced last year. These play several roles, providing input to the study related discussions at the seminars, providing valuable input to me in my role as programme director. Also, some students took this as an opportunity to ask more direct questions, in which case I followed up with a direct reply. Comments on other courses have been anonymized and followed up with the respective course responsible. The overall response rate has been much higher than a typical LEQ and it feels that the students have used this possibility to ask and comment in a very serious way.

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?

It's impossible to draw any such conclusions based on the evaluation.

PRIORITIZED COURSE DEVELOPMENT

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

We may have to reconsider the course design with written reflections, given the availability of ChatGPT and similar technologies, but for the coming year we have to stick to the established course curriculum which limits the possibilities for major revisions.

The assignments are continuously revised, but no major changes are envisioned this year. The JML related assignment will be polished until next round, Spring 2025.

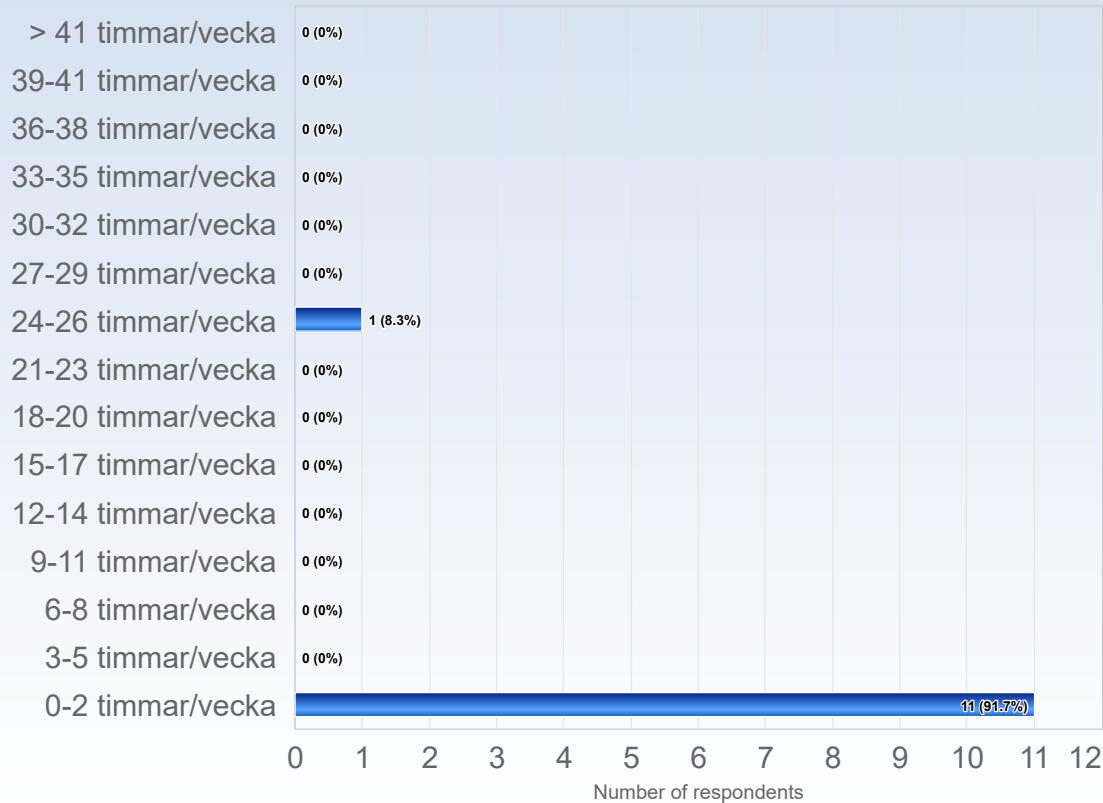
We will do our best to announce the tasks and to grade the submissions in time.

EQ2222 - 2023-06-06

Antal responder: 75
Antal svar: 14
Svarsfrekvens: 18,67 %

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)

once per period is good and topics for seminars are interesting.

Adequate

It only implies work during the wee previous to the seminar and the seminar's week. So on average throughout the semester the h/week are low.

This course is not an exhausting course but a simulating one, so I only study when the task is announced in Canvas.

As a course arranged in each period, it's reasonable to have a workload like this.

Spent on average around 2-3 hours on each text.

Comments (I worked: 24-26 timmar/vecka)

Fairly reasonable.

LEARNING EXPERIENCE

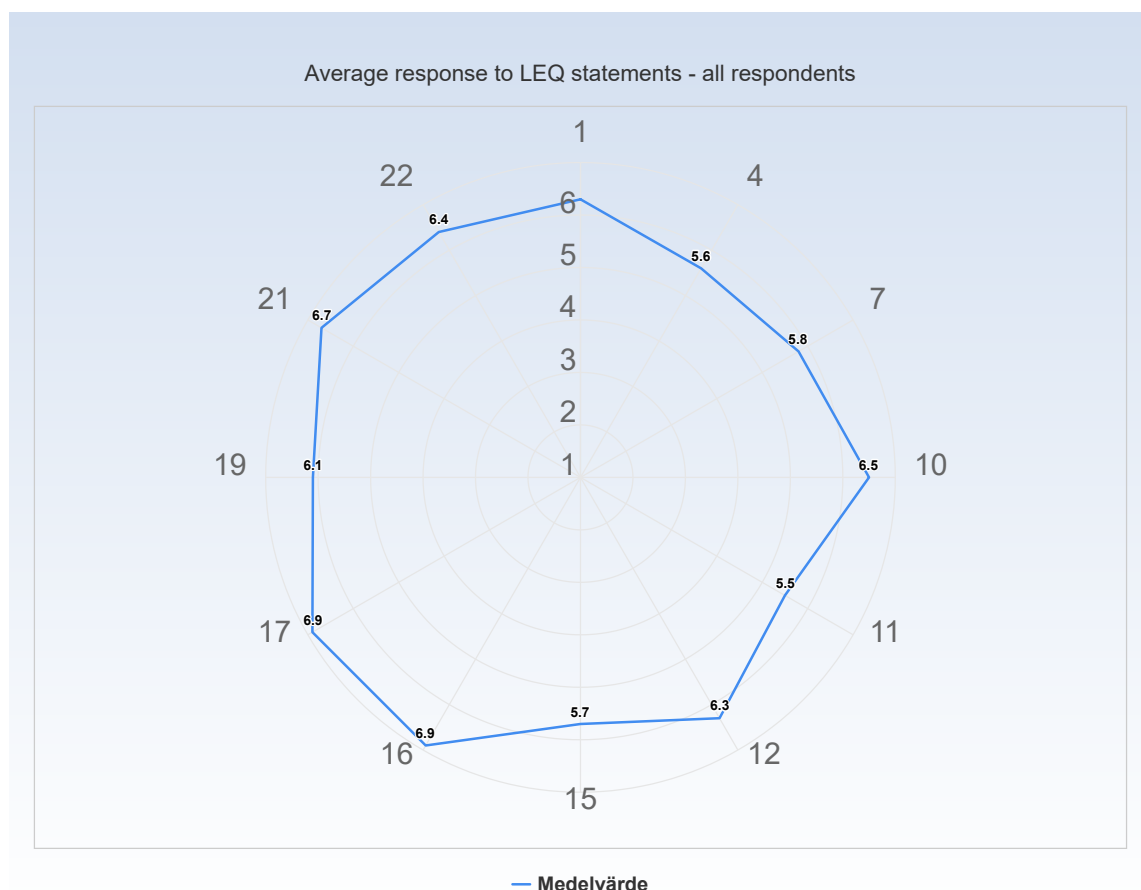
The polar diagrams below show the average response to the LEQ statements for different groups of respondents (only valid responses are included). The scale that is used in the diagrams is defined by:

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.

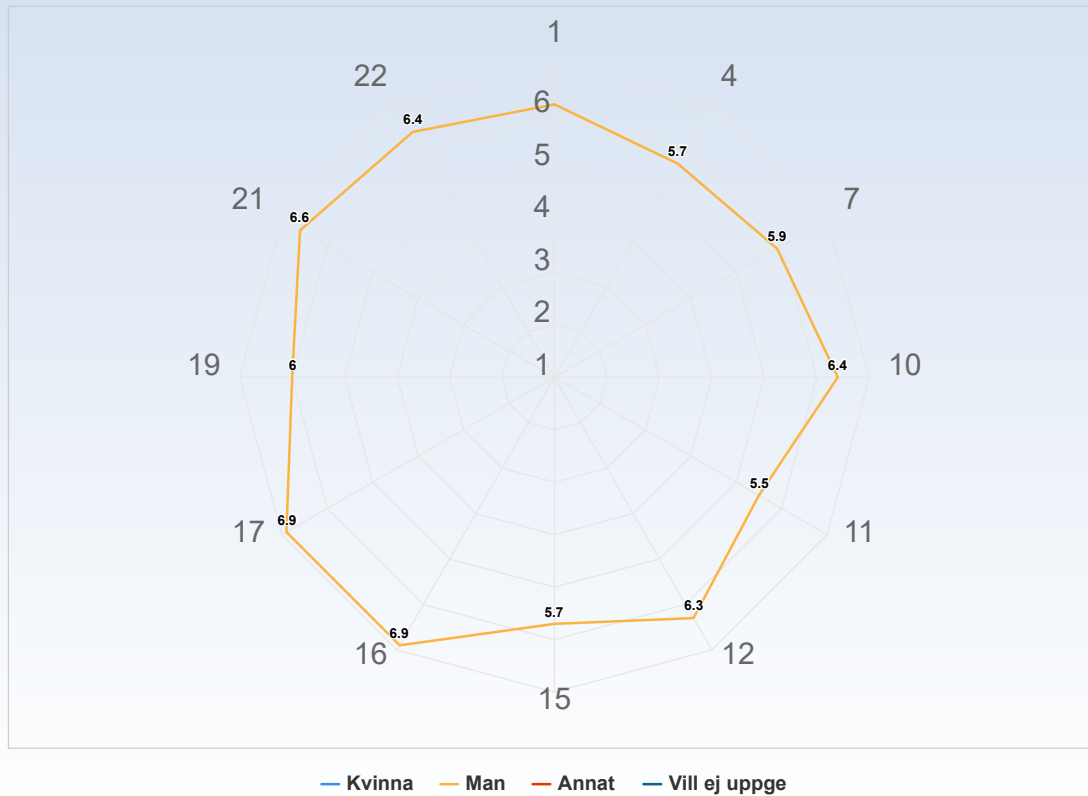
Biggs J. & Tang, C. (2011). *Teaching for Quality Learning at University*, Chapter 6, pp. 95-110. Maidenhead: McGraw Hill.

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

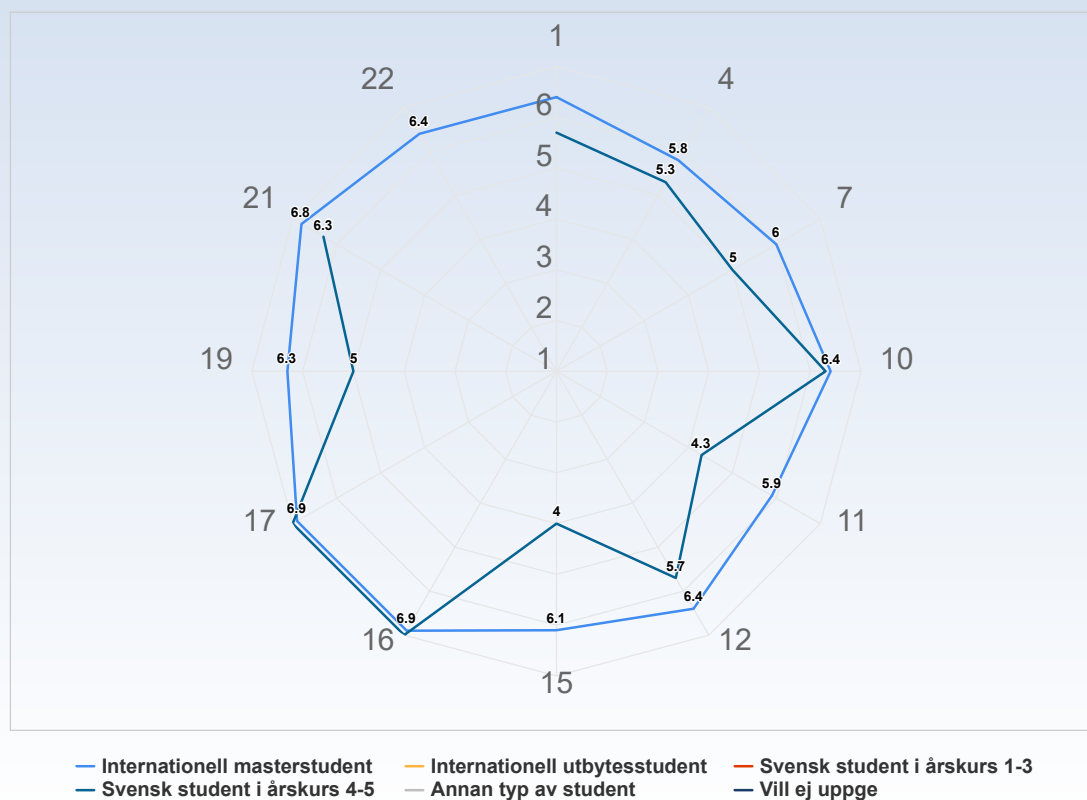
Comments (I am: Man)

I think everything is good from this perspective.

Totally okay

Okay.

Average response to LEQ statements - per type of student



Comments

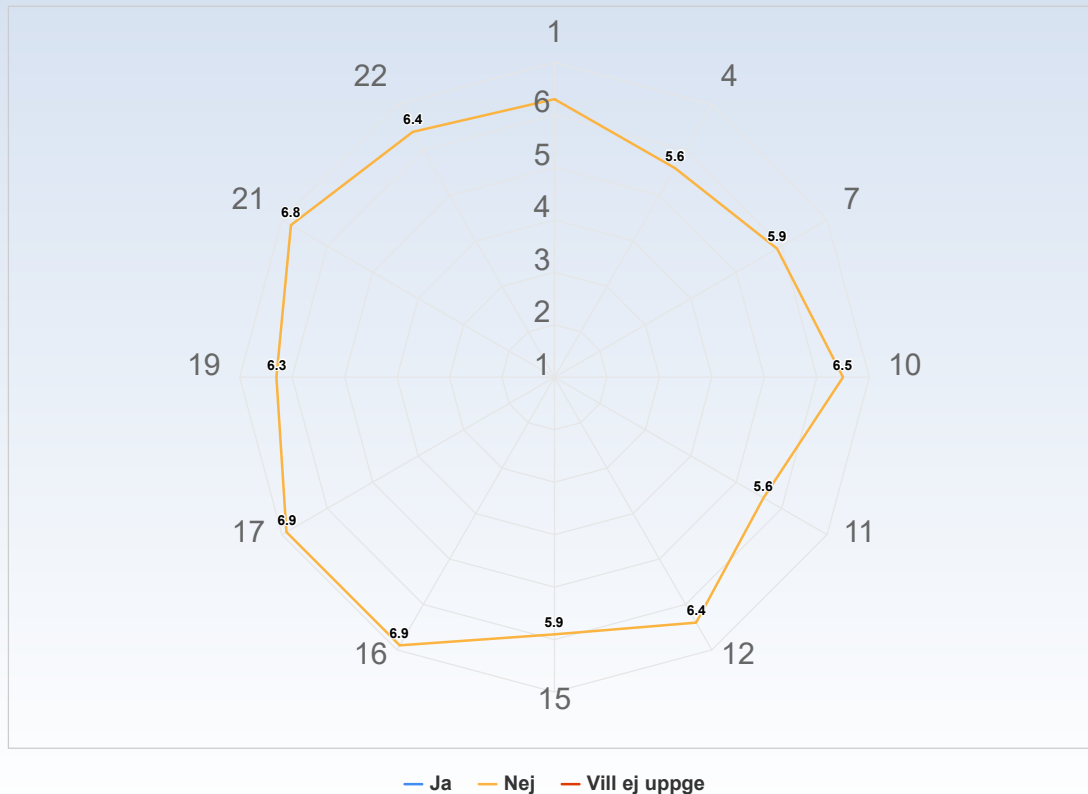
Comments (I am: Internationell masterstudent)

I really have a good experience in this course to get various opinions from different international students.

Totally okay

Okay.

Average response to LEQ statements - per disability



Comments

Comments (My response was: Nej)

Nothing more, thanks.

Totally okay

Okay. Seminar can be hold in campus or zoom. It's convenient for students to attend the corresponding seminars.

GENERAL QUESTIONS

What was the best aspect of the course?

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

The seminars

Topics of each seminar are really attractive to me, I like this opportunities to discuss with peers. Different students from different culture provide me with various perspectives, which makes me think open and wisely.

Discussion of different topics with classmates

The seminars

Having seminar with classmates and professor

What I love the most is no weekly class required, only seminar day. However, the topics are interesting and timely, except the CV assignment that I consider it not so much related to sustainability thinking.

Appropriate workload, interesting topics and relaxed atmosphere for each seminar.

Writing about issues that one would otherwise not touch upon as much during the education, but also being able to discuss them with other students.

What was the best aspect of the course? (I worked: 24-26 timmar/vecka)

Gives me an overall understand of the sustainable engineer

What would you suggest to improve?

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

More time to write the reflections

Everything is good.

To receive notifications when the new assignments are posted

I suggest replacing the CV assignment to an industrial visit and have discussion about it.

Nothing.

Can't think of anything special to improve upon.

What would you suggest to improve? (I worked: 24-26 timmar/vecka)

No

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)

Don't wait till the last minute to write the reflections

Ask more questions and be more active in seminars, participating makes it more fun.

To take active part in the discussions

Useful and having fun topics

This is the only mandatory course in the programme that students can focus to improve their writing skill.

Please prepare well for each seminar!

For each assignment, write a first draft of the text and then come back a few days later to finish it off. Going through the text a bit later makes you reflect on what you written (sleep on it), potentially resulting in significant improvements to the quality of the text and its content.

What advice would you like to give to future participants? (I worked: 24-26 timmar/vecka)

Prepare more sufficiently before coming to the course

Is there anything else you would like to add?

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

Nothing more, thanks.

No.

Is there anything else you would like to add? (I worked: 24-26 timmar/vecka)

No

SPECIFIC QUESTIONS

RESPONSE DATA

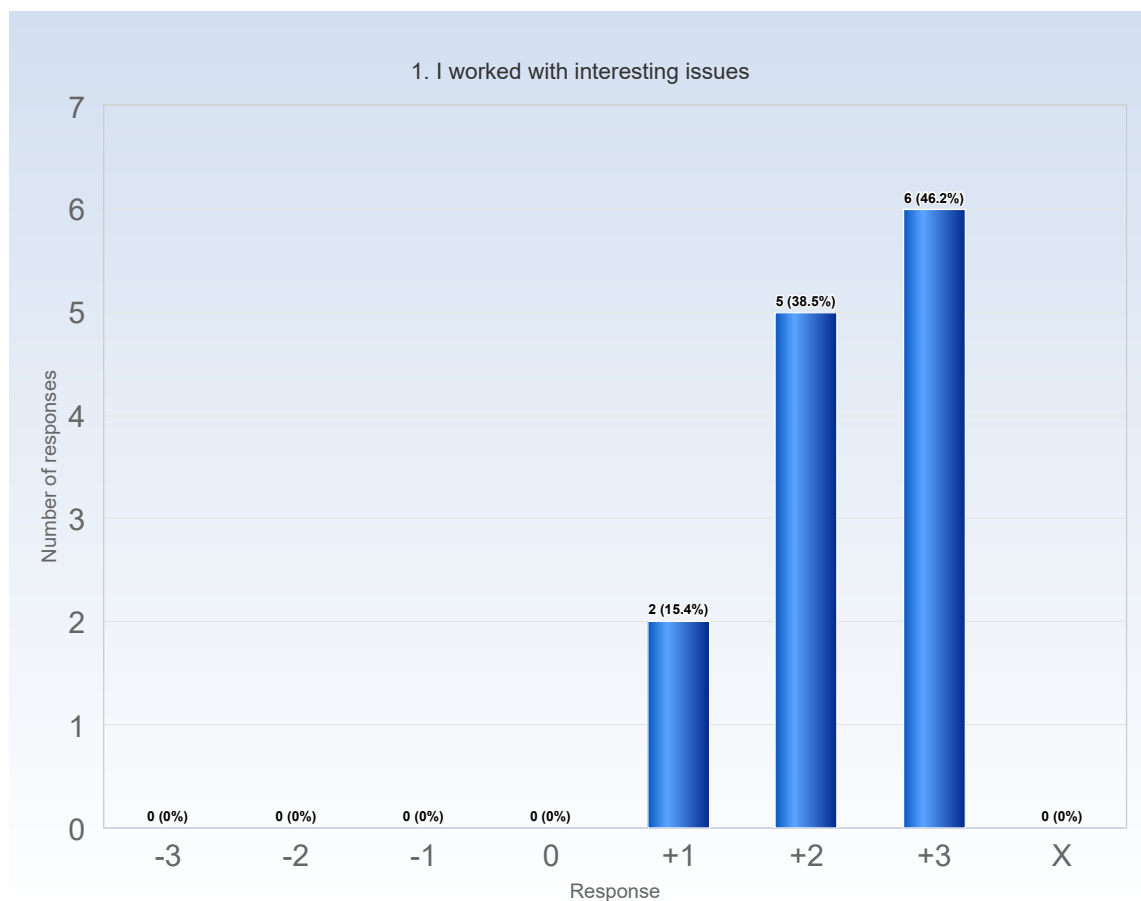
The diagrams below show the detailed response to the LEQ statements.
The response scale is defined by:

-3 = No, I strongly disagree with the statement

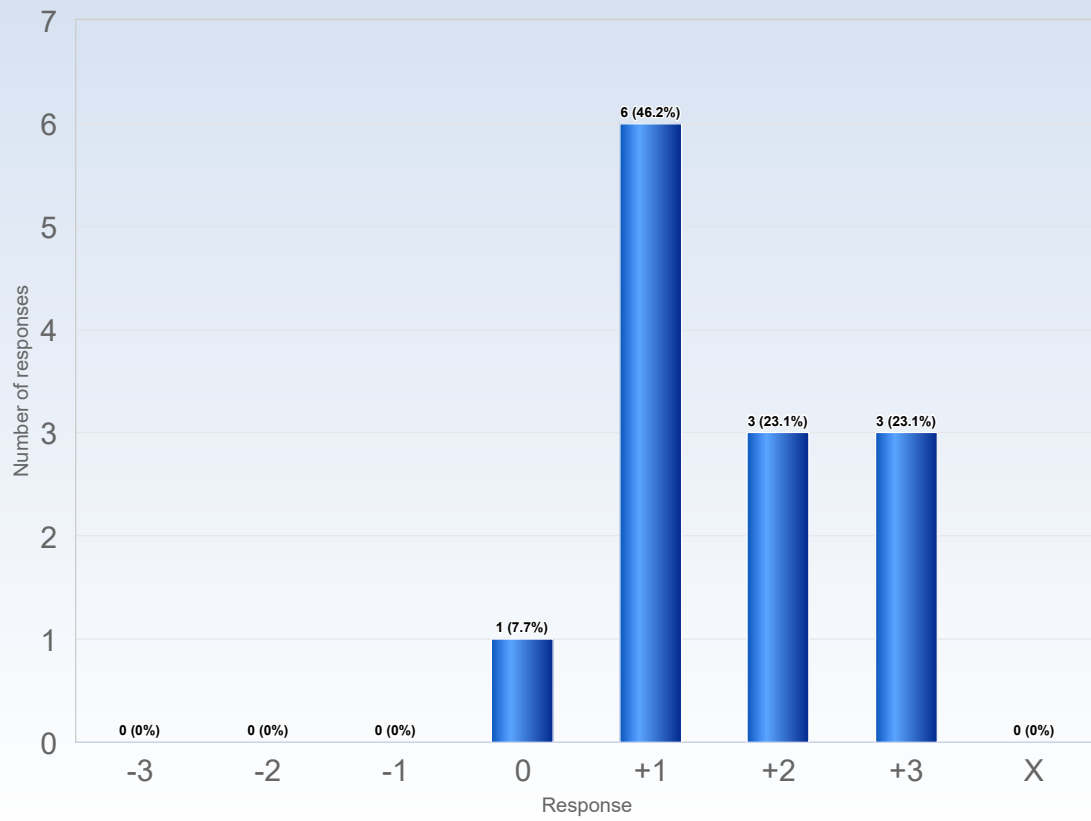
0 = I am neutral to the statement

+3 = Yes, I strongly agree with the statement

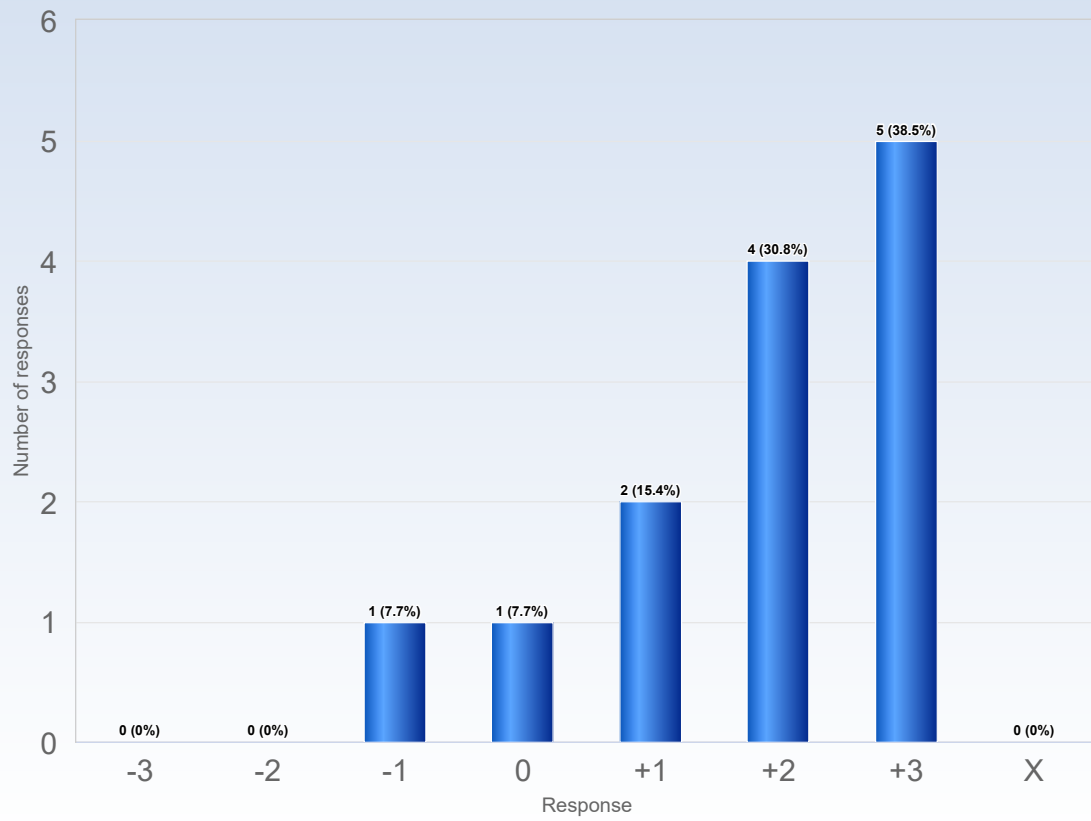
X = I decline to take a position on the statement



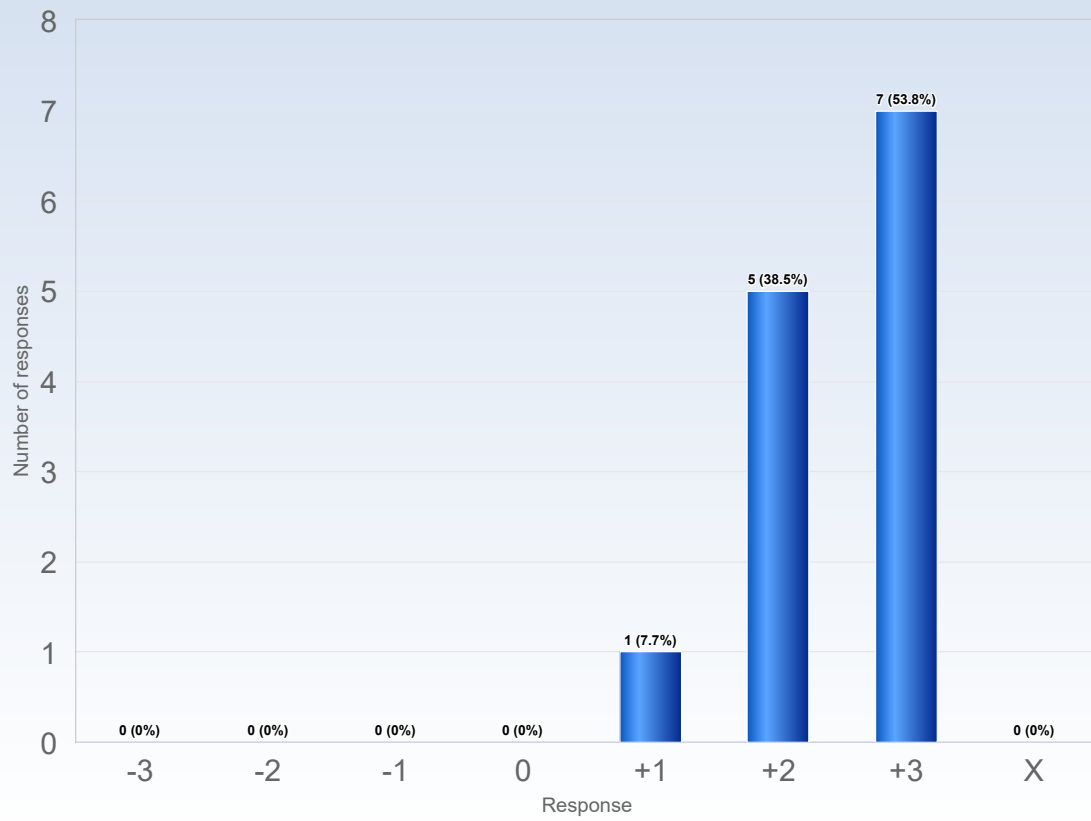
4. The course was challenging in a stimulating way



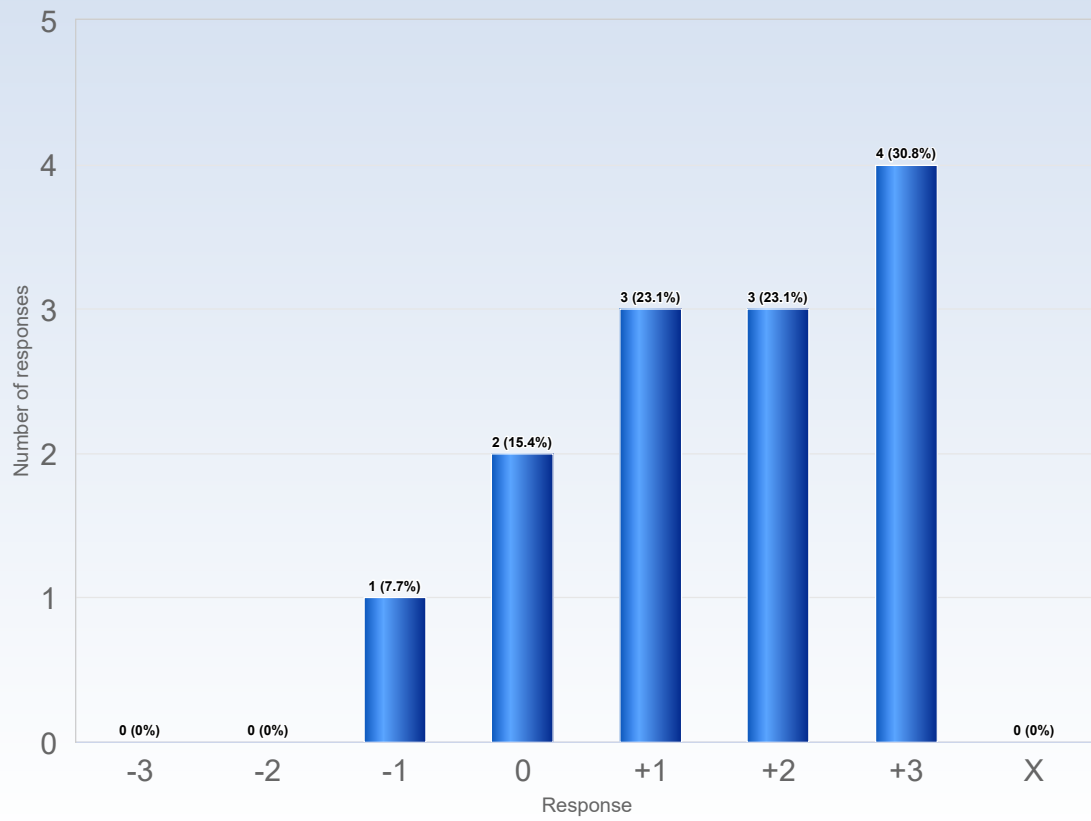
7. The intended learning outcomes helped me to understand what I was expected to achieve



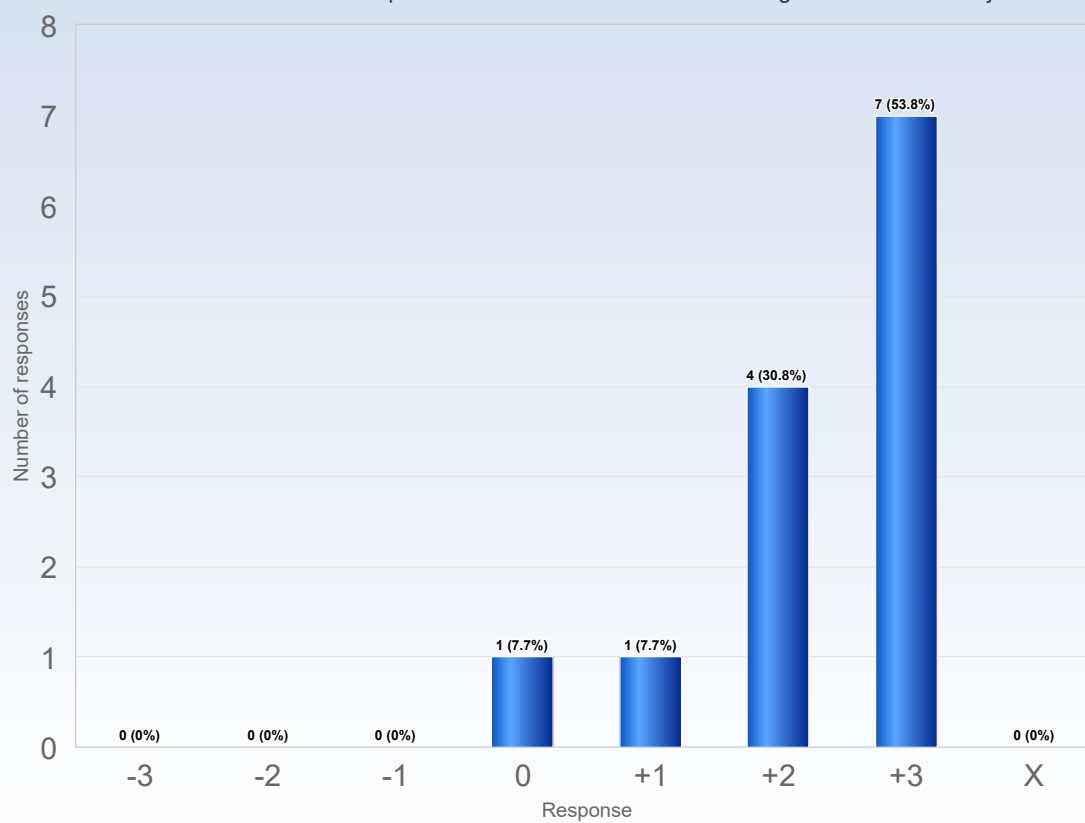
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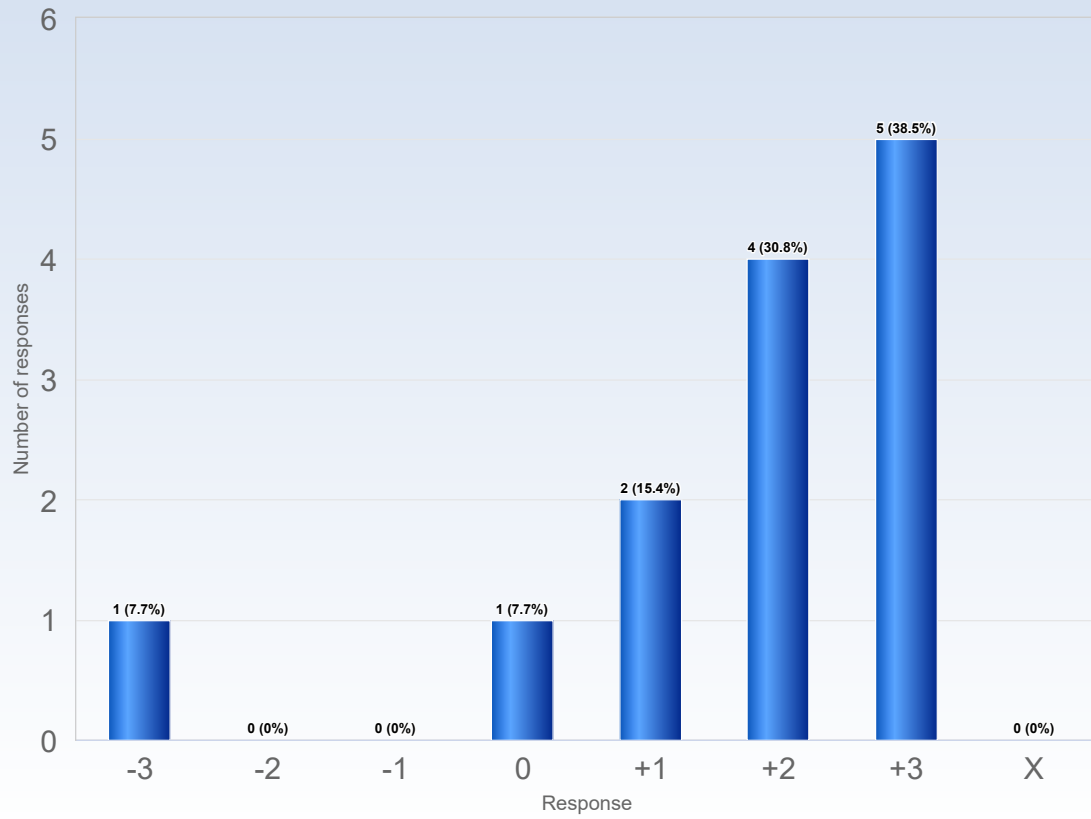
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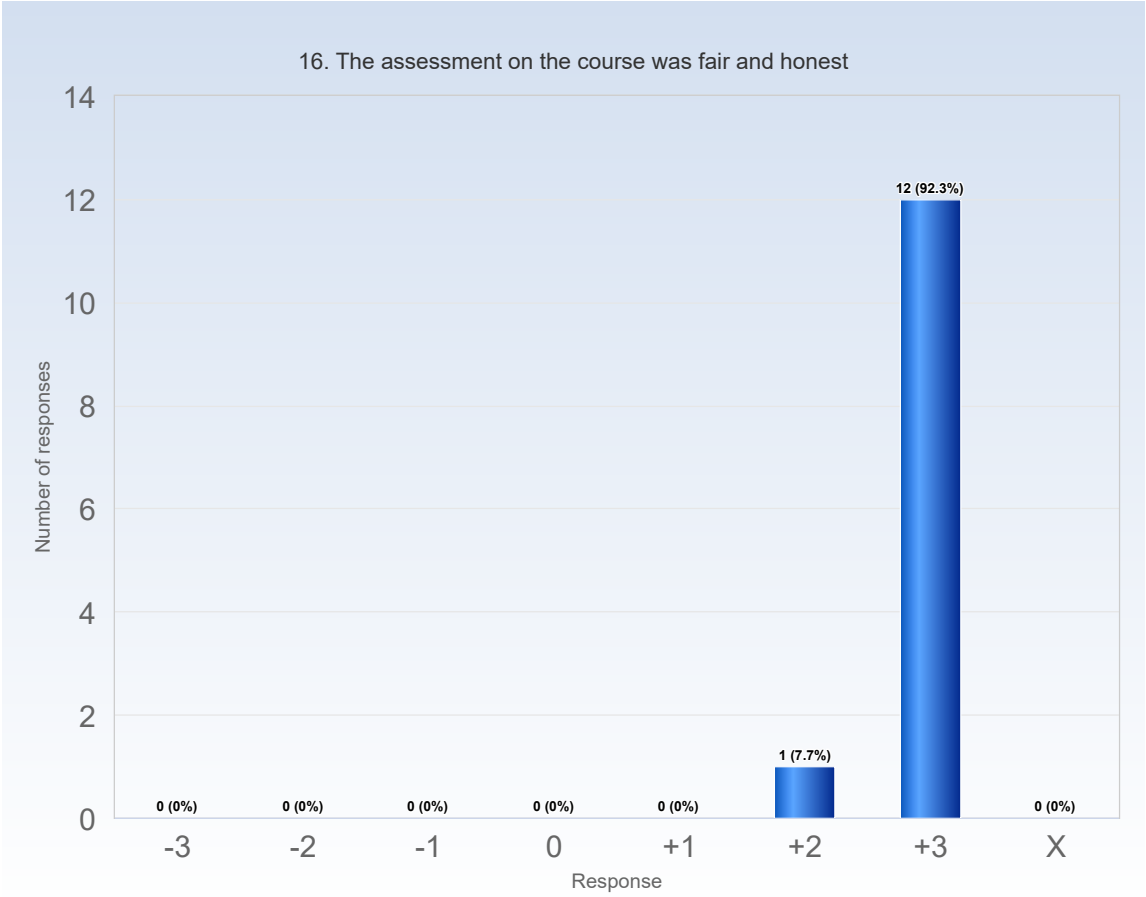


12. The course activities helped me to achieve the intended learning outcomes efficiently

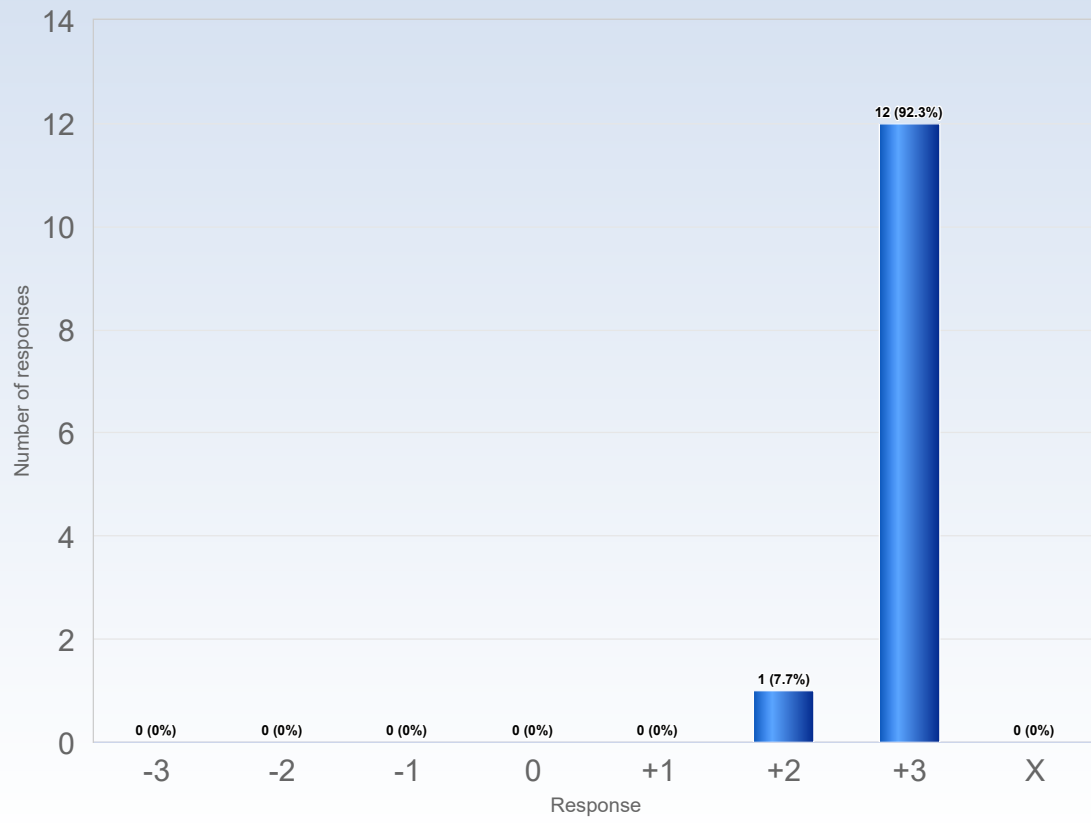


15. I was able to practice and receive feedback without being graded

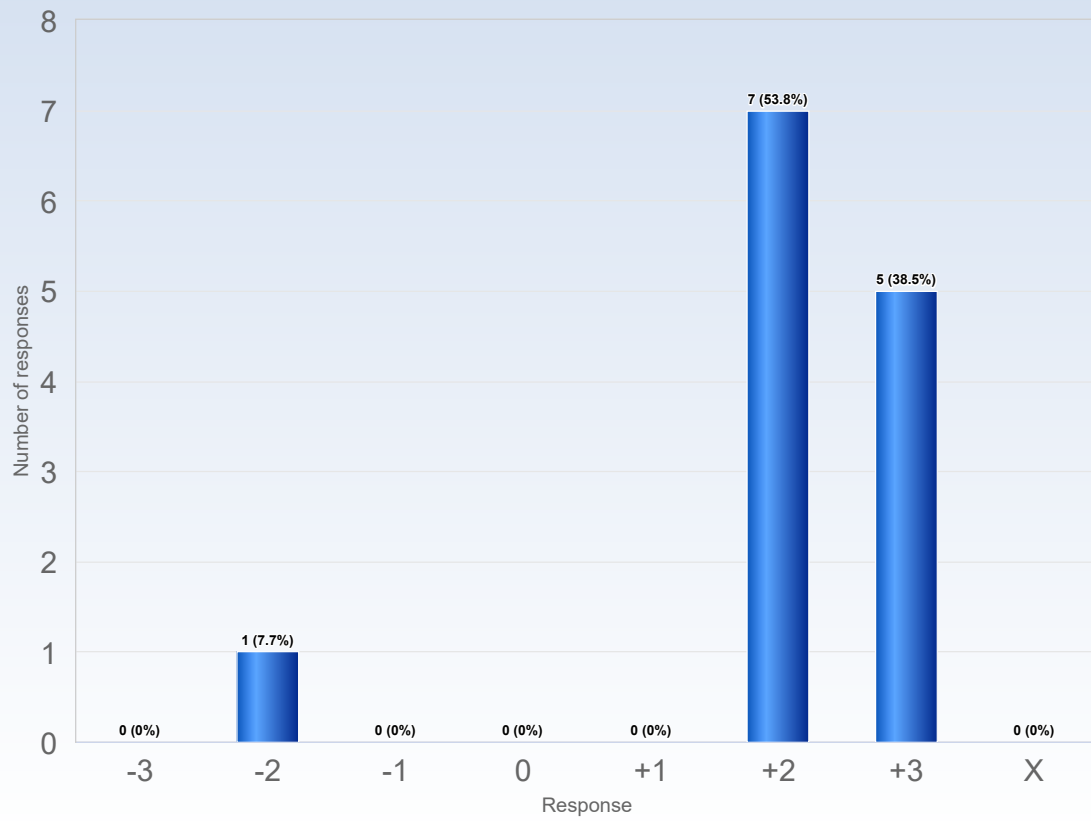




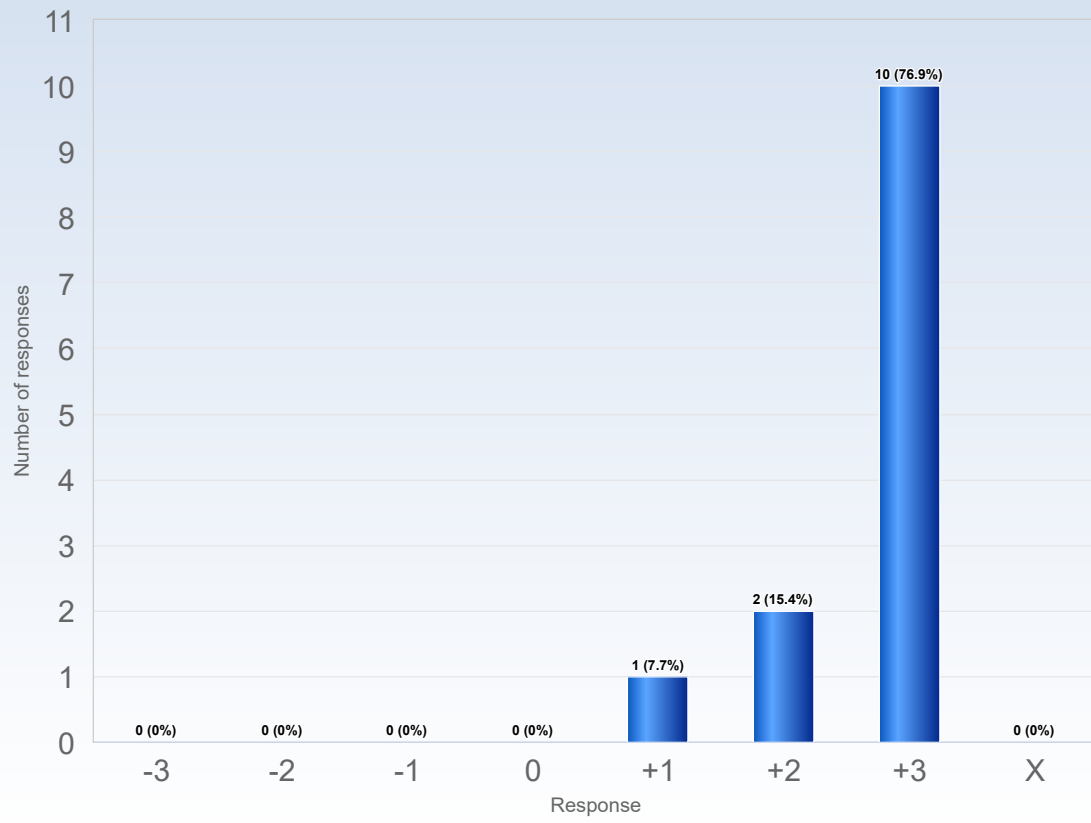
17. My background knowledge was sufficient to follow the course



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



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



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

