

# Report - EQ2222 - 2022-09-07

Respondents: 1  
Answer Count: 1  
Answer Frequency: 100.00%

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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 (coordinated with Ragnar Thobaben and Viktoria Fodor)

**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 3 students this year, therefore we didn't send the LEQ to them.

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.

This year, 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). This was different from last year, where most of the seminars were on-line due to the pandemic.

**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 students appreciate this opportunity to discuss different topics and to connect with each other. The last session with writing and peer reviewing CVs was especially appreciated (but it was also the session that was most fresh in mind when the questionnaire was answered).

Some interesting suggestions on how to improve the course by including more peer reviewing of essays and inviting some guest lectures. There were also comments on that the assignments sometimes were announced late and that grading could have been quicker.

**SUMMARY OF STUDENTS' OPINIONS**

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

Overall, the comments are very positive.

**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.**

It's rare to get such a uniformly good score on the different LEQ questions. Even though the response rate was fairly low, the overall impression is that the students really appreciate this opportunity to meet and discuss and to think about issues that are not easily covered on our other more technical courses.

The main change this year was the introduction of the Study Reflections that the students filled in before each seminar. These played 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?

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

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## **PRIORITIZED COURSE DEVELOPMENT**

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

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So far, the study reflections have not been anonymous, partly for technical reasons since we used a Canvas survey. This is something we make clear to the students, but we also make sure to anonymize any comments before they are forwarded to anybody else. The good thing is that we can follow up some comments and questions directly with the individual students, but there is of course a risk of not getting all comments that you would see in an anonymous survey. Therefore, this should be seen as a complement to the LEQs and other evaluations that are done in other courses. We will keep an eye on this aspect and consider changing to a fully anonymous solution if that's considered beneficial.

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

The list of topics will be slightly revised this year, to make room for one seminar related to gender, diversity and equal treatment.

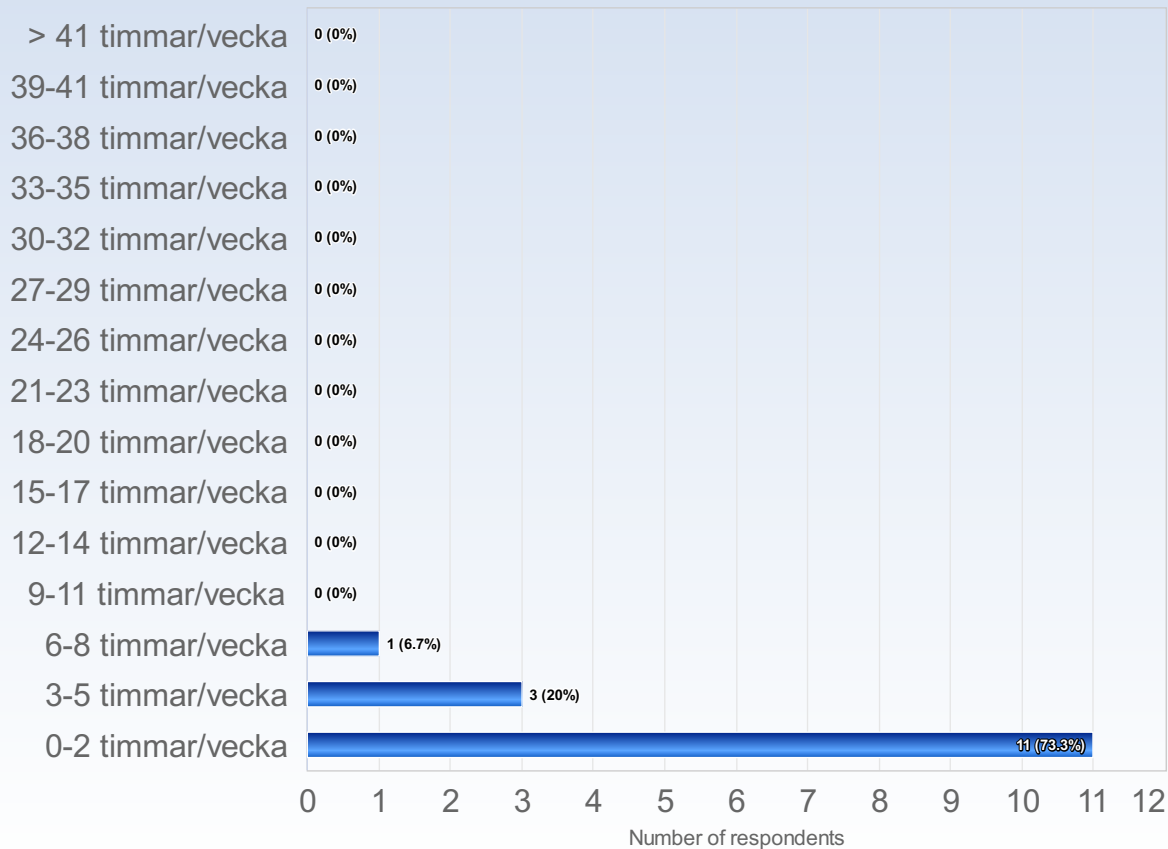
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# EQ2222 - 2022-06-08

Antal respondenter: 58  
Antal svar: 15  
Svarsfrekvens: 25,86 %

## 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)

It was enough time, since we only had an assignment per period

Reasonable

good amount of workload.

Very light course work on average, fitting to the amount of credits

# LEARNING EXPERIENCE

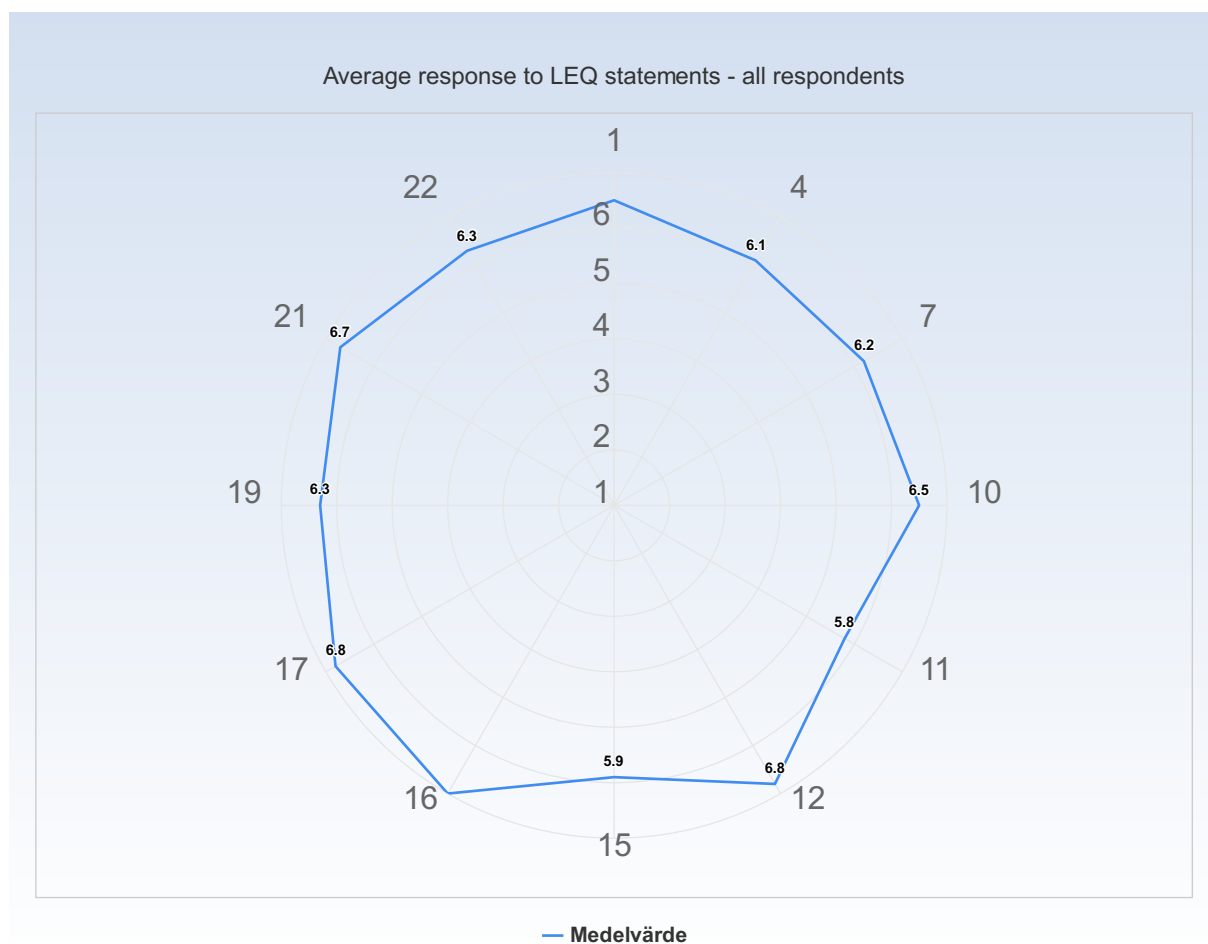
The polar diagrams below show the average response to the LEQ statements for different groups of respondents (only valid responses are included). The scale that is used in the diagrams is defined by:

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.

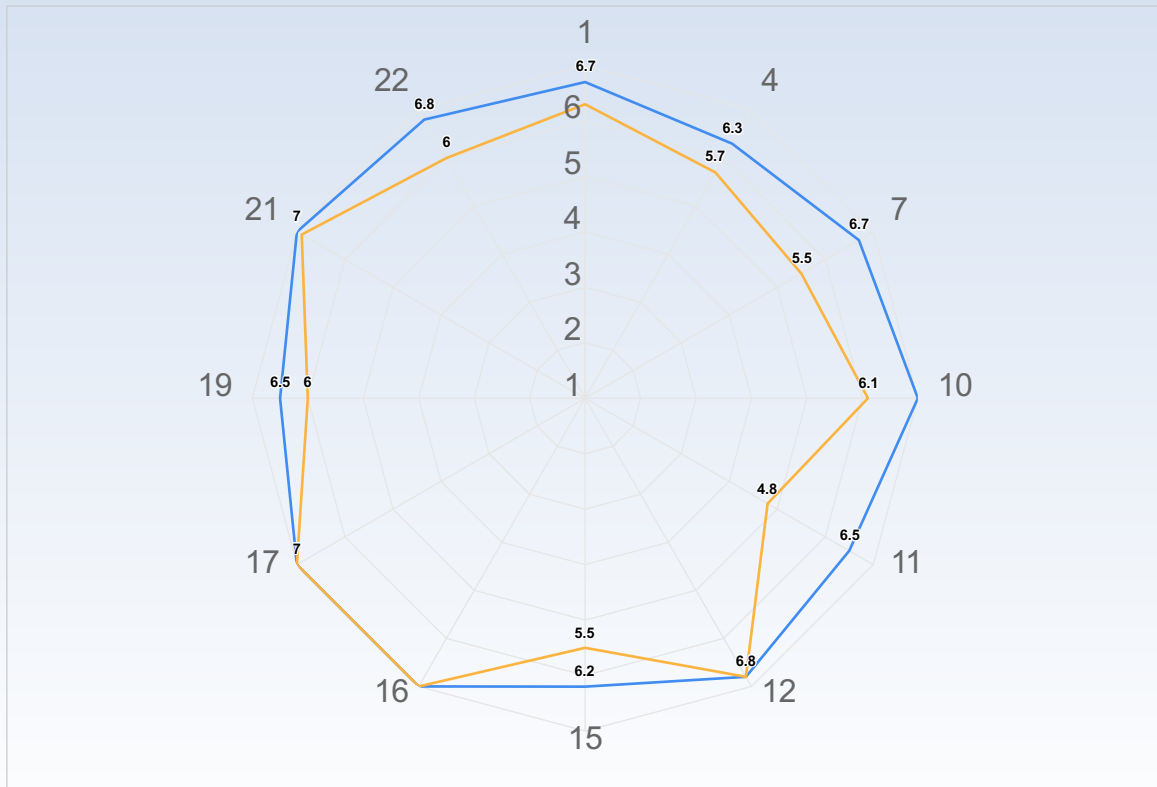
Biggs J. & Tang, C. (2011). *Teaching for Quality Learning at University*, Chapter 6, pp. 95-110. Maidenhead: McGraw Hill.

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



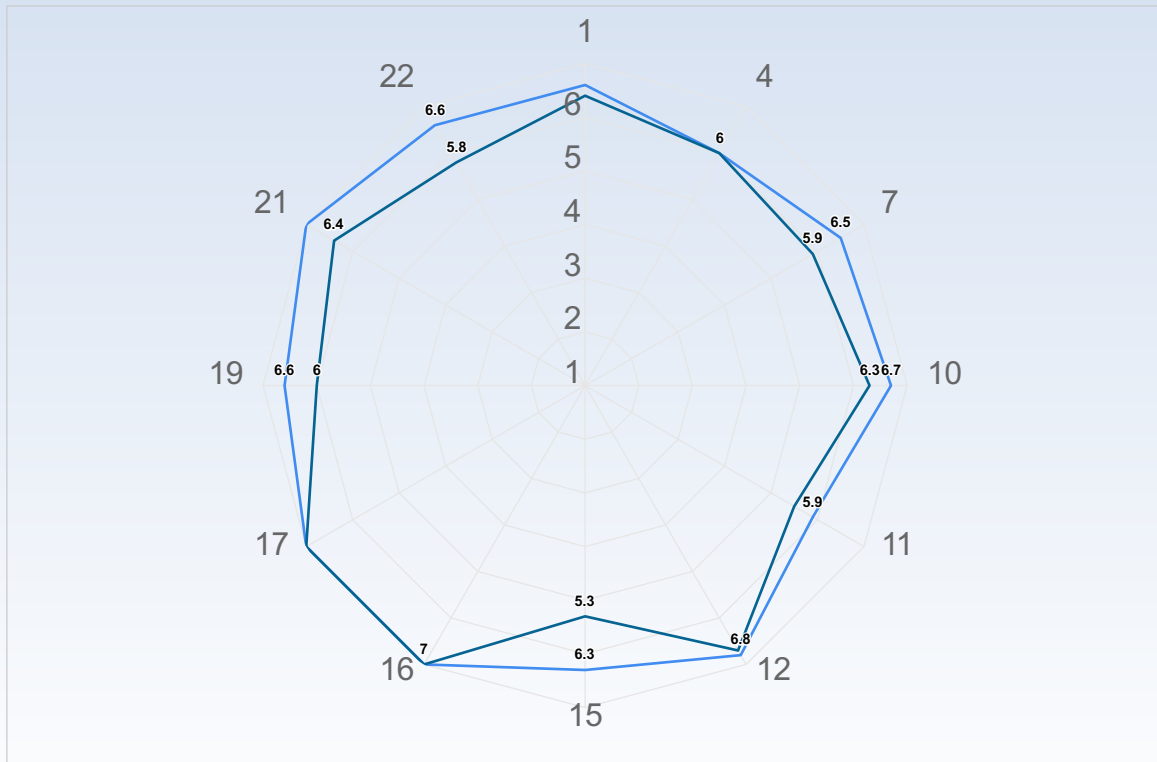
— Kvinna — Man — Annat — Vill ej uppge

Comments

Comments (I am: Man)

I am indeed male, I think

Average response to LEQ statements - per type of student

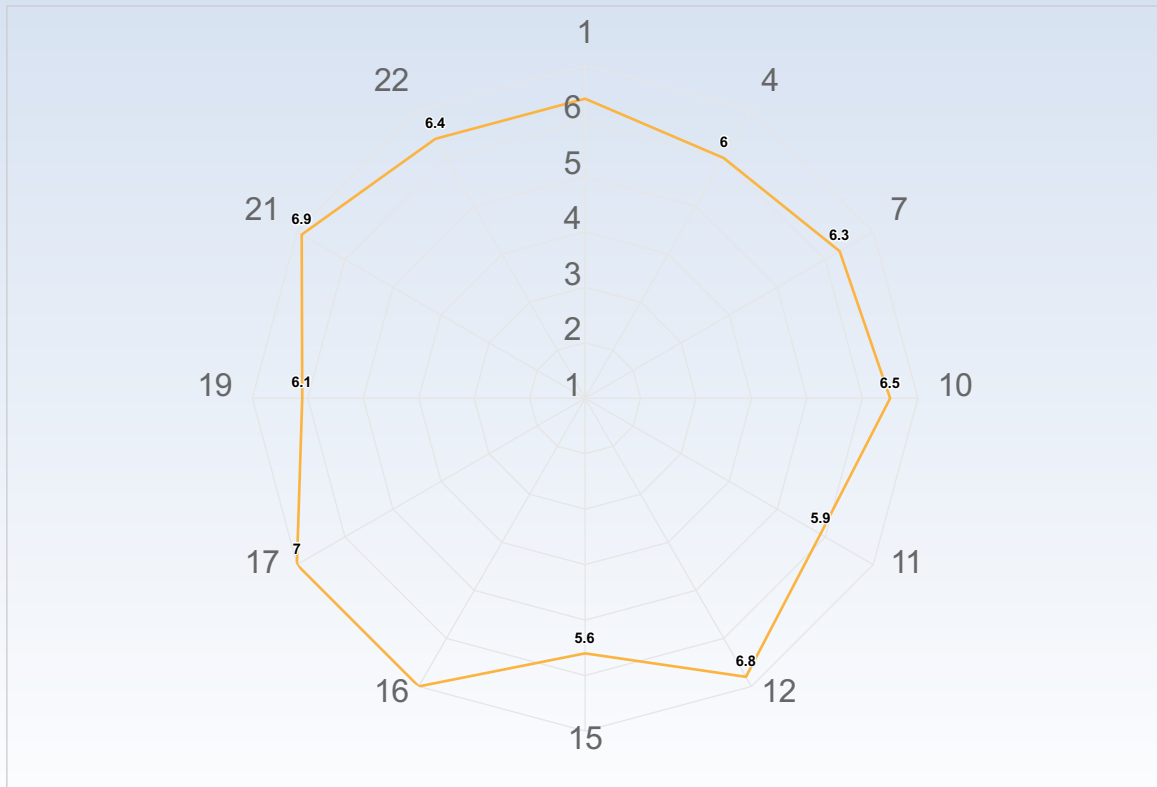


- Internationell masterstudent
- Svensk student i årskurs 4-5
- Internationell utbytesstudent
- Annan typ av student
- Svensk student i årskurs 1-3
- Vill ej uppge

Comments

Comments (I am: Internationell masterstudent)  
 this also is true

Average response to LEQ statements - per disability



— Ja — Nej — Vill ej uppge

Comments

Comments (My response was: Nej)

Not to my knowledge

## 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 CV seminar

Meeting other students and discuss both essays and other school and course related aspects.

There are a variety of topics from different aspects, e.g., programme study and planning, sustainability, job application, etc. It's beneficial to learn and discuss these topics.

The pacing

Mats is very interested and cares about our assignments and gives great feedback.

Learning different aspect of being an engineer.

course load was manageable and most of the topics were more or less interesting to research

interesting topics to reflect on, related to my engineering degree and to sustainability issues.

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

The discussions with other students.

What would you suggest to improve?

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

It would be better with everyone on site and not with hybrid meetings

Maybe have some peer-reviewing to get into other students essays more and give feedback to one student each.

As many reading materials are provided via hyperlinks, it's better to tell how to cite them...

Nothing, it is good as it is

The discussions can have a better flow.

An additional seminar section before writing section where the topic is discuss and explain by the guest lecturers.

faster feedback for the essays would be great

having for example 1-2 peer reviews of other student reflections as an alternative for seminars could be interesting i think. Reading through all other student essays

and finding interesting things on each was ok, but it was more like reading through them all and finding small things on a few. In this peer review way, we could

have time to dig into essays more deeply and give more thoughtful feedback. However, the seminars was super good and I have nothing to complain about really

...only thing is that it can perhaps feel more uncomfortable giving feedback in front of a group rather than writing online.

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

To have the task available with more time before the submission deadline.

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)

Use the time to get to know and learn from each other.

Start the reflection paper earlier so that you would learn more from the subject.

Have in mind all of the deadlines

Write and say what you think rather than trying to be perfect.

pick the topic that you find it interesting, it'd be easier to write.

What advice would you like to give to future participants? (I worked: 3-5 timmar/vecka)

To listen to the opinions and thoughts of the other students during the discussions.

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, good job

No

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## SPECIFIC QUESTIONS

## RESPONSE DATA

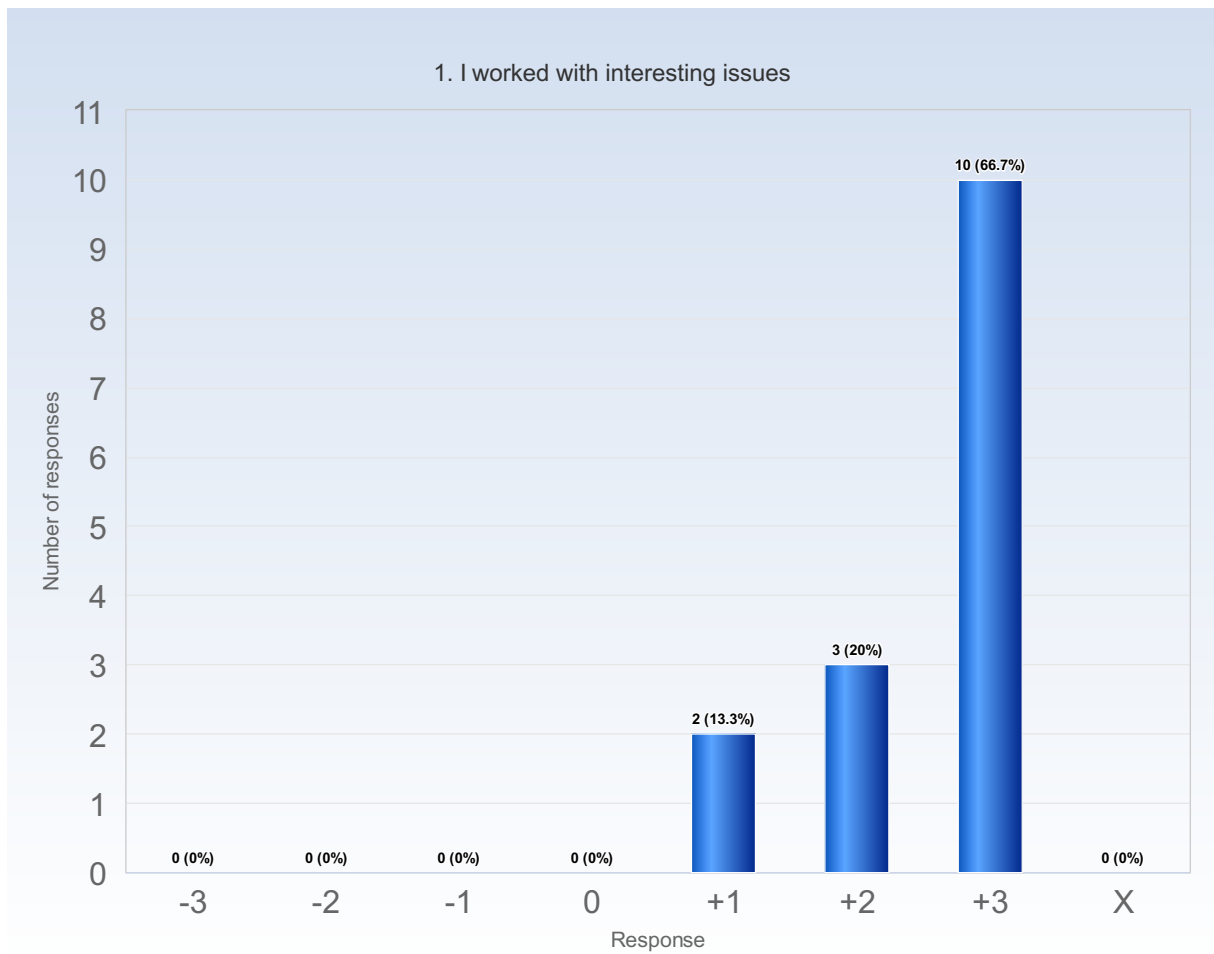
The diagrams below show the detailed response to the LEQ statements. The response scale is defined by:

-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

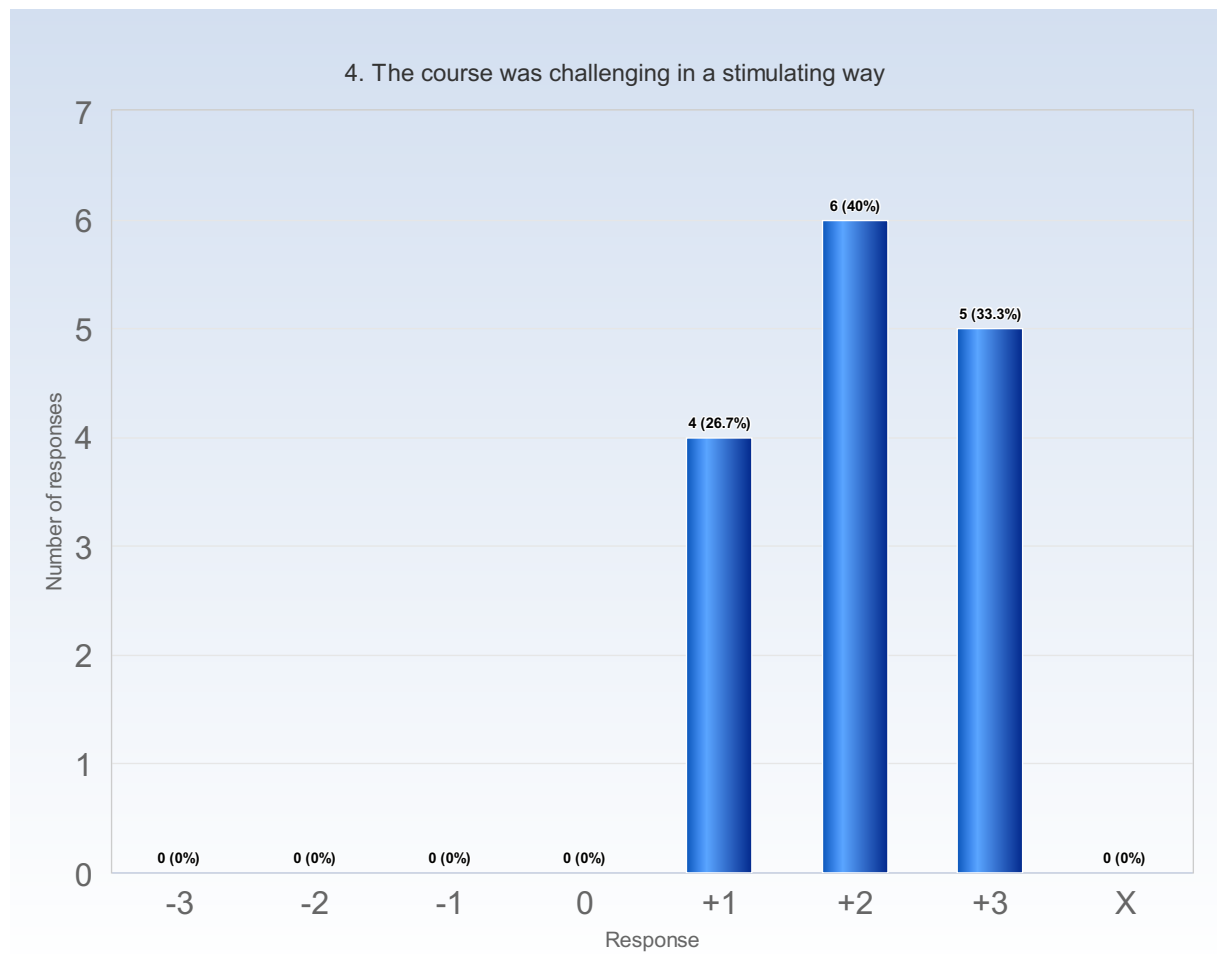




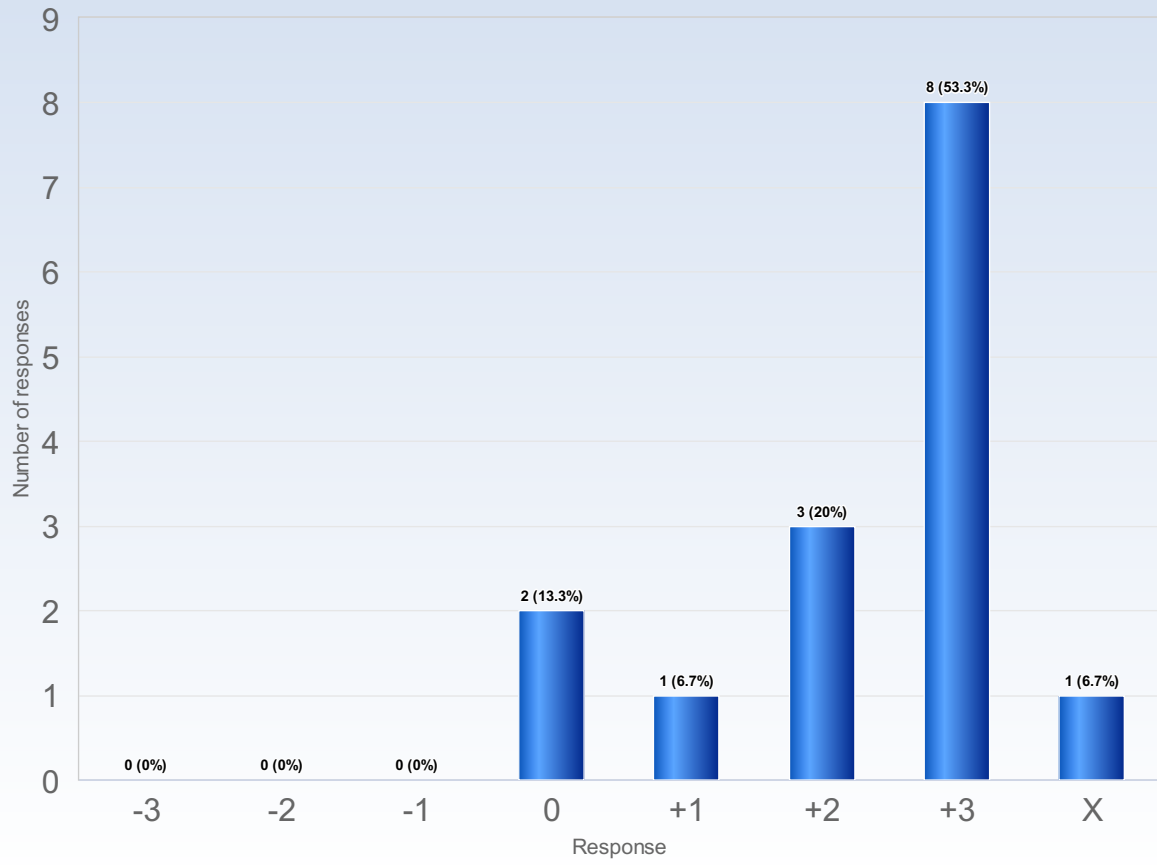
Comments

Comments (My response was: +3)

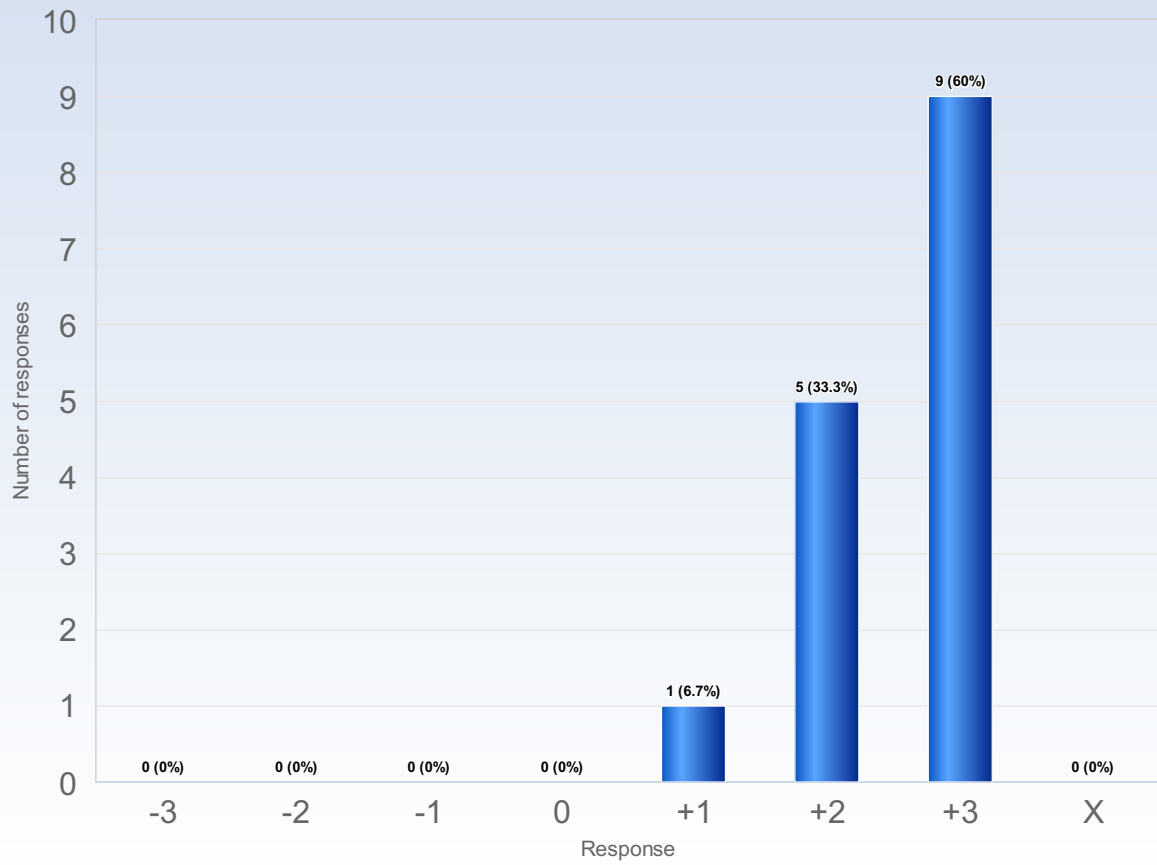
There's a wide range of topics you can choose from the given subject.



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



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

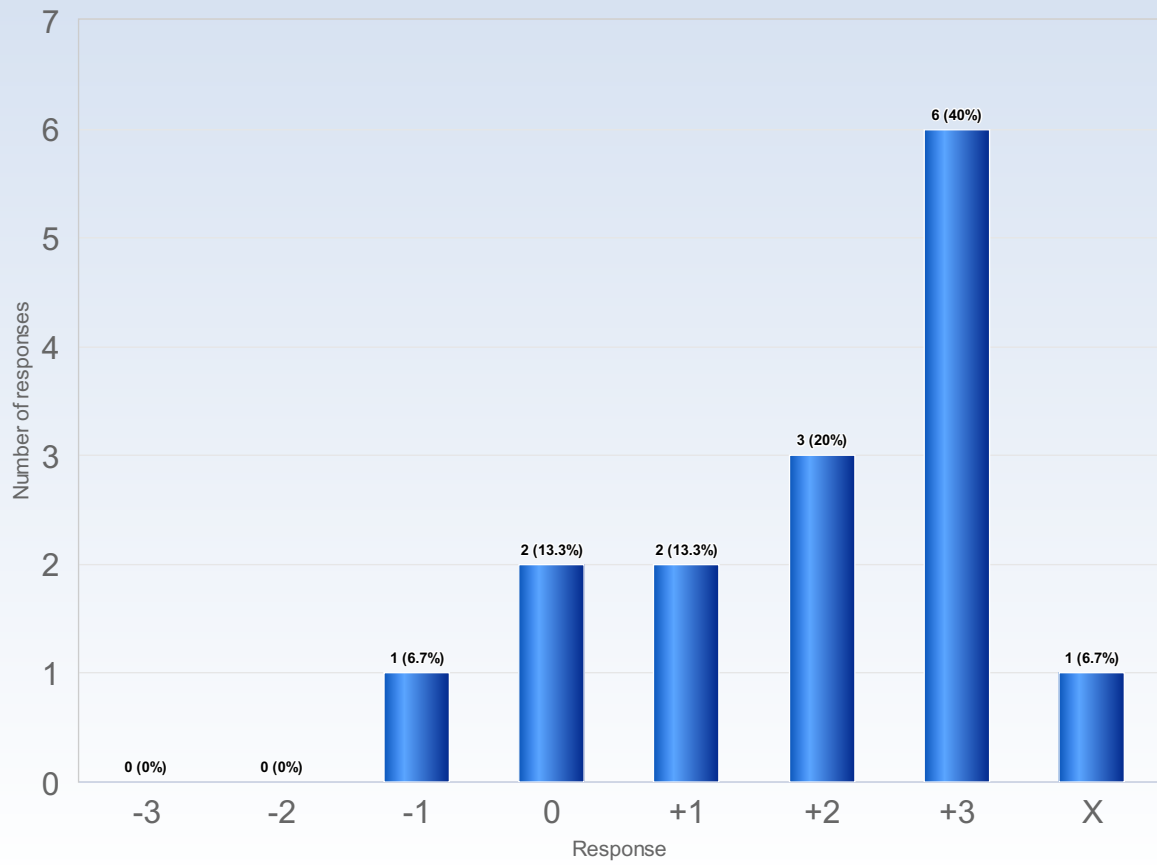


Comments

Comments (My response was: +3)

We are provided lots of materials for each reflection paper and seminar.

11. Understanding of key concepts had high priority

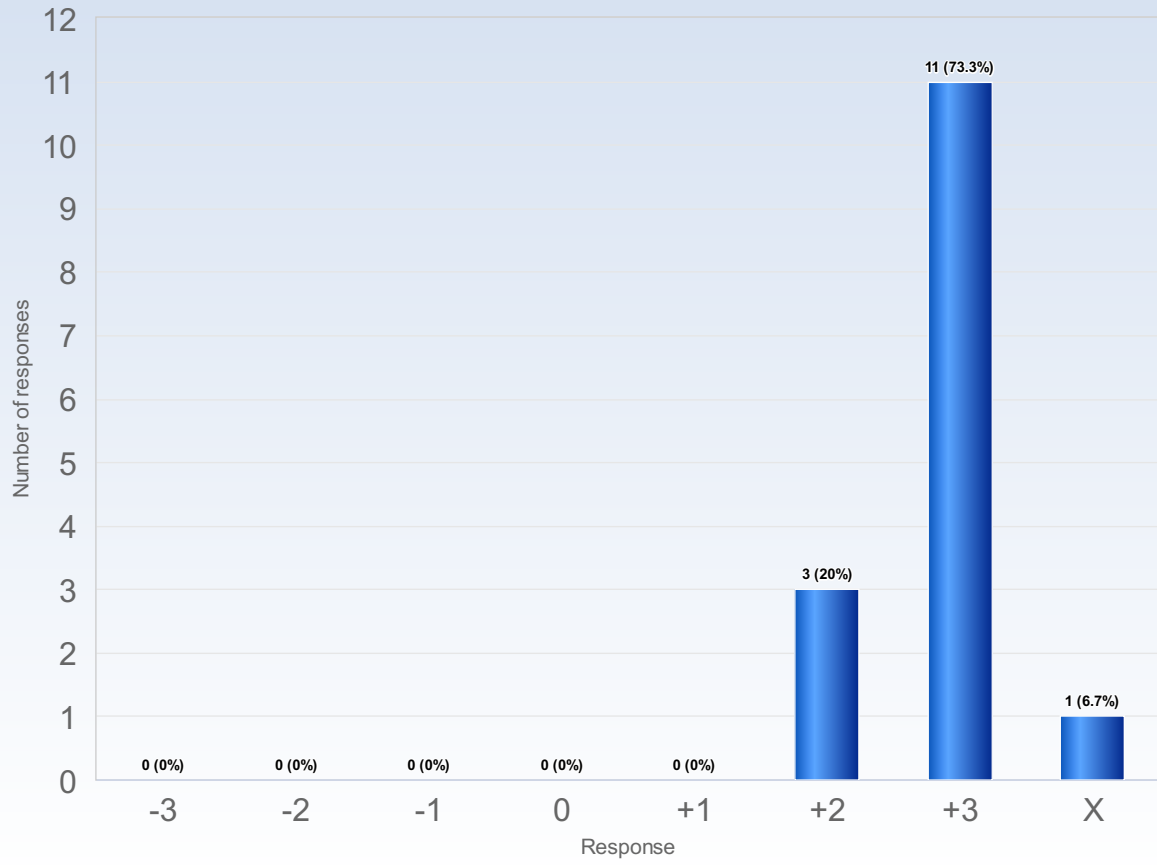


Comments

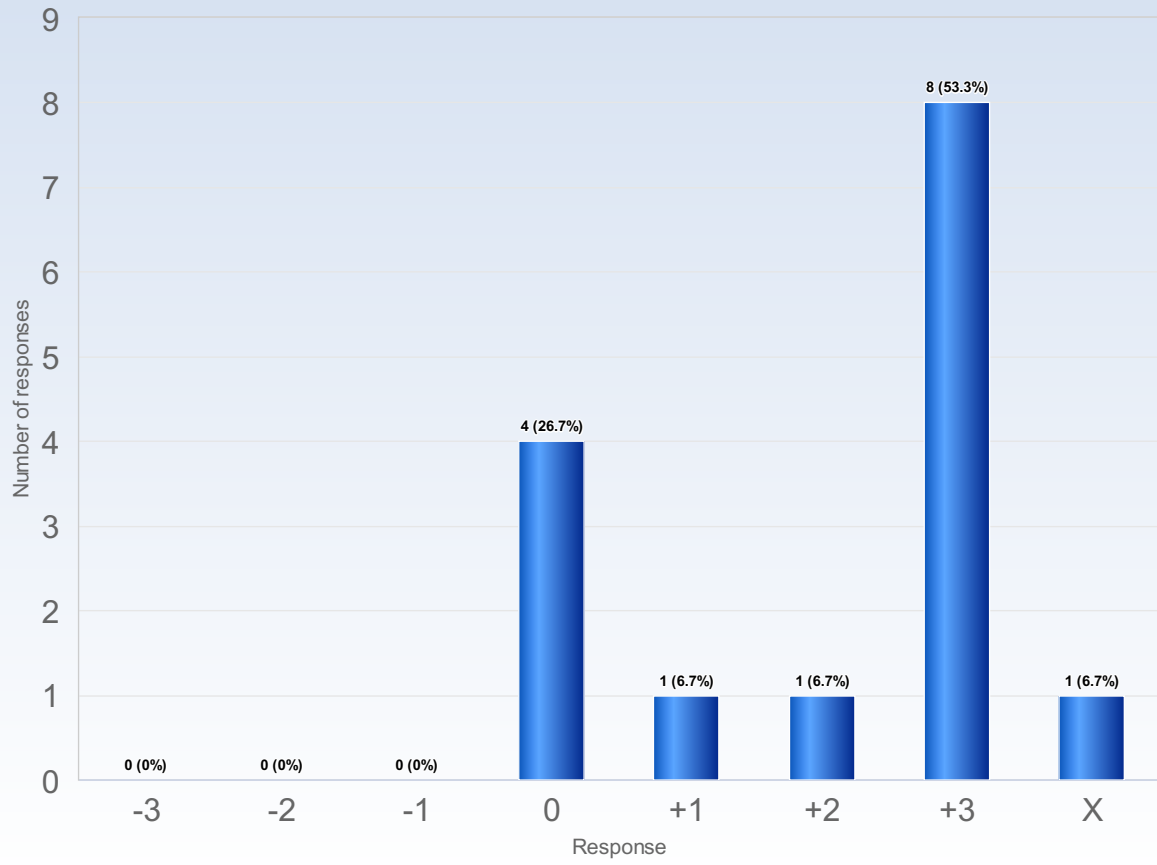
Comments (My response was: 0)

I was not aware of what the key concepts were

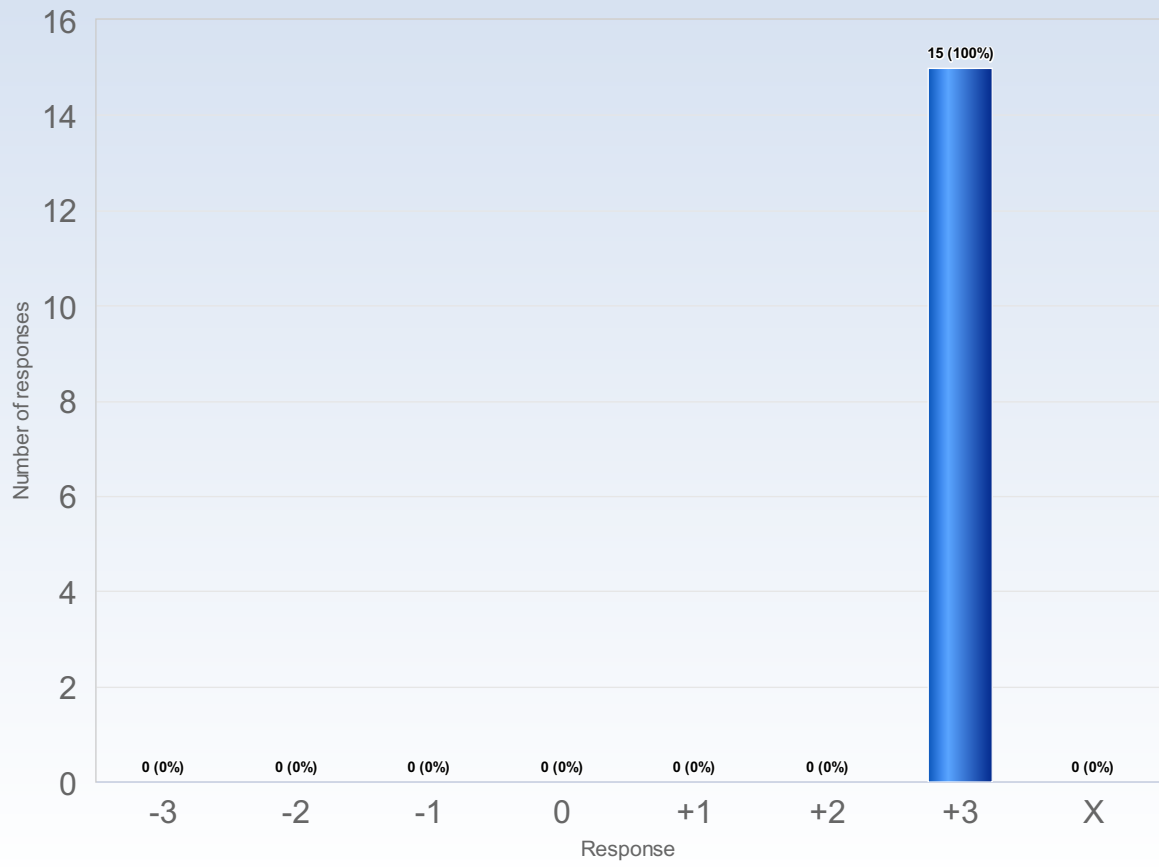
12. The course activities helped me to achieve the intended learning outcomes efficiently



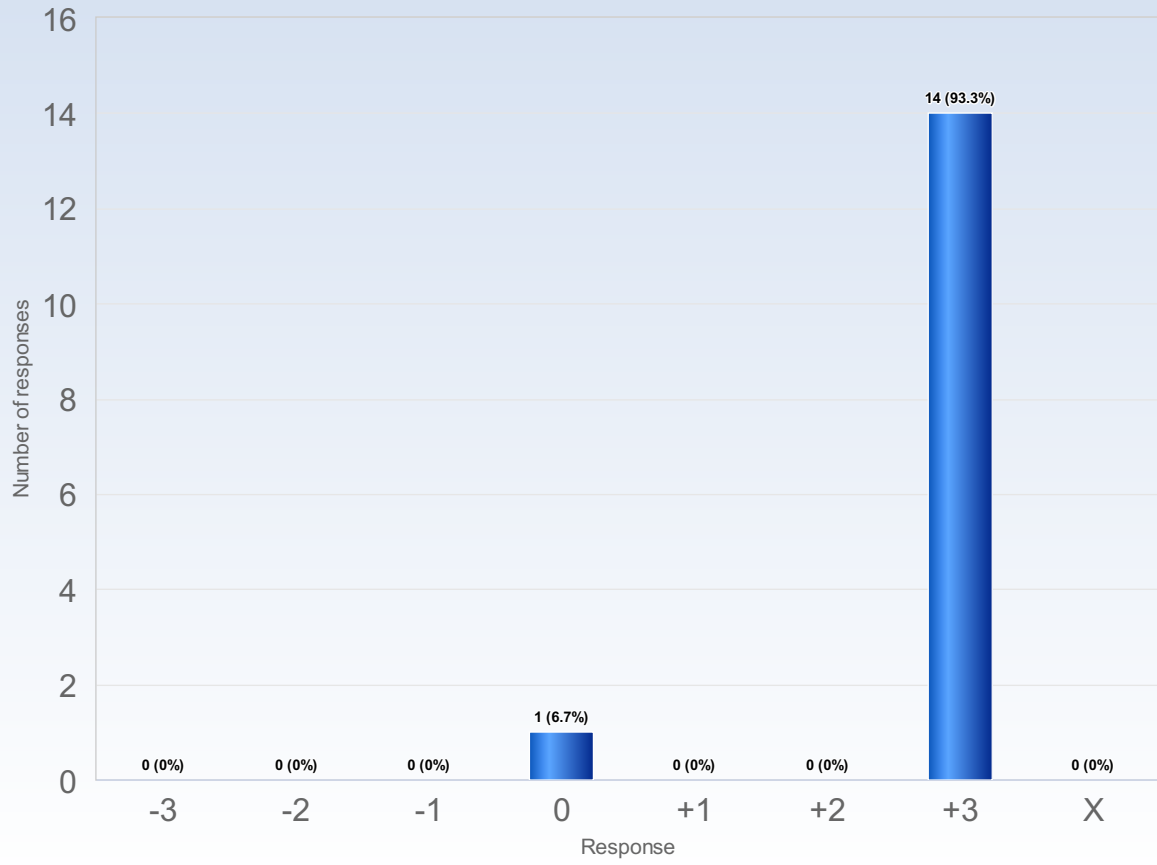
15. I was able to practice and receive feedback without being graded



16. The assessment on the course was fair and honest

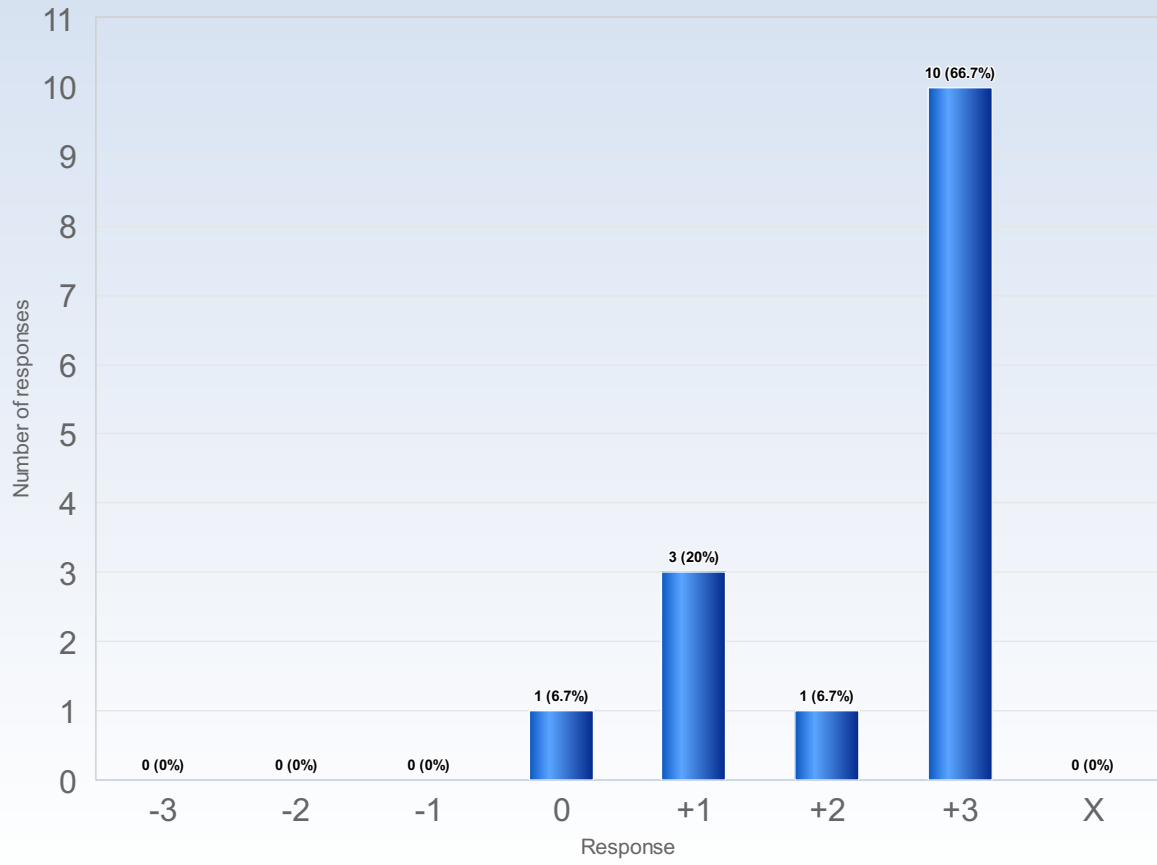


17. My background knowledge was sufficient to follow the course

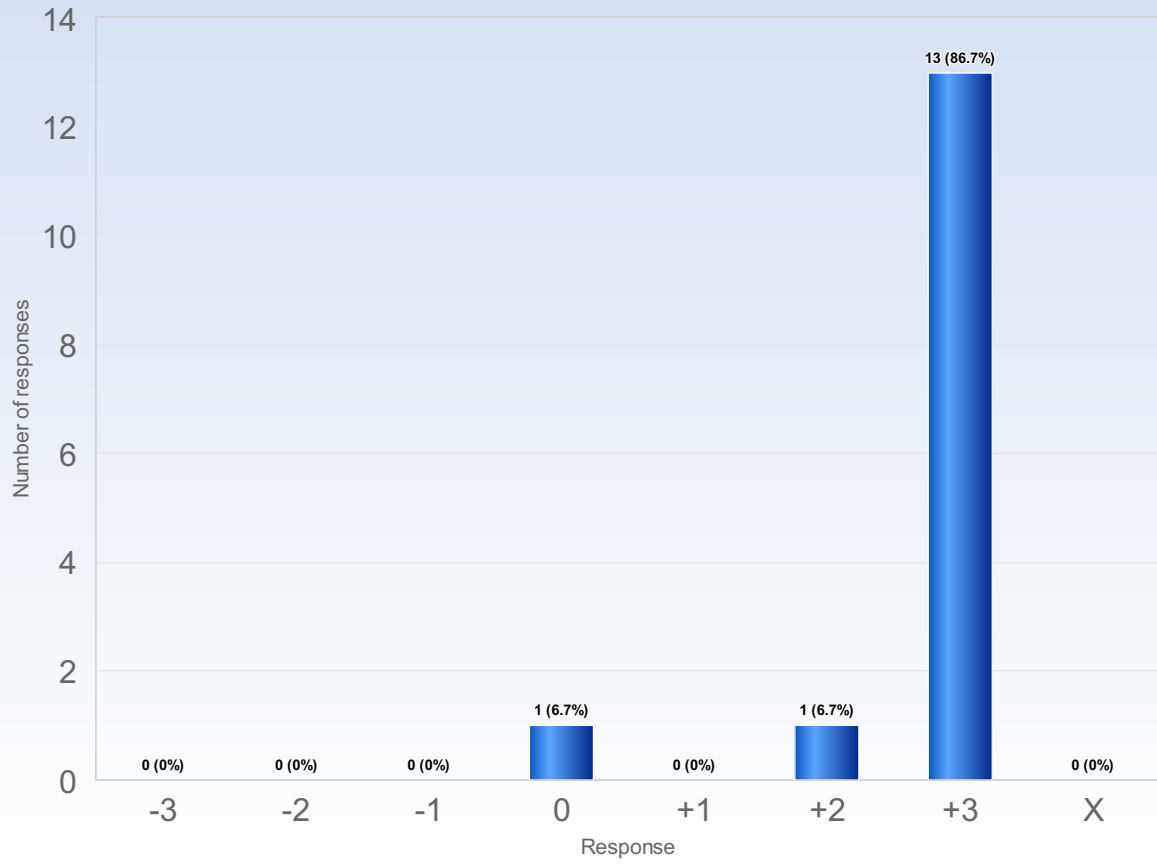




19. The course activities enabled me to learn in different ways



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



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

