

Report - EQ2461 - 2022-06-01

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):

Ming Xiao, mingx@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 survey was sent to students on May 17 and closed on June 1. All students received email notice. The response students are 5, out of 21 registered students. The survey is anonymous. Thus, it is not clear on the gender or disabled students. But all students got opportunities of giving opinions.

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.)

The meetings were arranged according to schedule.

COURSE DESIGN

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

There is no major change from the last round (2021), except that we have more sources of living seminars, e.g., those from DigitalFuture.

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?

Yes. The workload is fair

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?

There are 14 students passing the course so far. There may be 2-3 students, who will pass later on. 2 students dropped (only attended 1 seminar).

STUDENTS' ANSWERS TO OPEN QUESTIONS

What does students say in response to the open questions?

They in general like living seminars. They also like to attend online since this gives them quite flexibility. Some of them also liked to attend seminars in classroom, which we did not give this year due to COVID19.
A student mentioned he/she learned a lot "I learned alot about network engineering specially because I studied Chemical engineering and this course contained alot of important information that didn't know about."
Some student think the course is very interesting:
"This course is very interesting! The content is arranged in a sophisticated way and the professor is pretty knowledgeable and humorous."

SUMMARY OF STUDENTS' OPINIONS

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

not really

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.

Overall, the course was successful to achieve the learning objectives. The course is quite flexible and knowledgeable. The students in general like the course.

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 weak area of the course may be seminars in classroom, which may increase the interaction between lecturers and students. However, this was not possible in this round due to COVID19. But for 2023, parts of seminars will be given in classroom. Note a speaker also have minor opinion on this (not sufficient interaction with students).

The strong aspect of the course is that the course is flexible in cached or online seminars. Meanwhile, students like live ones.

PRIORITIZED COURSE DEVELOPMENT

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

Based on feedback of students and speakers, it may be better to arrange a part of seminars in classroom. Meanwhile, students will also have sufficient online seminars to fit the need of flexibility.

OTHER INFORMATION

Is there anything else you would like to add?

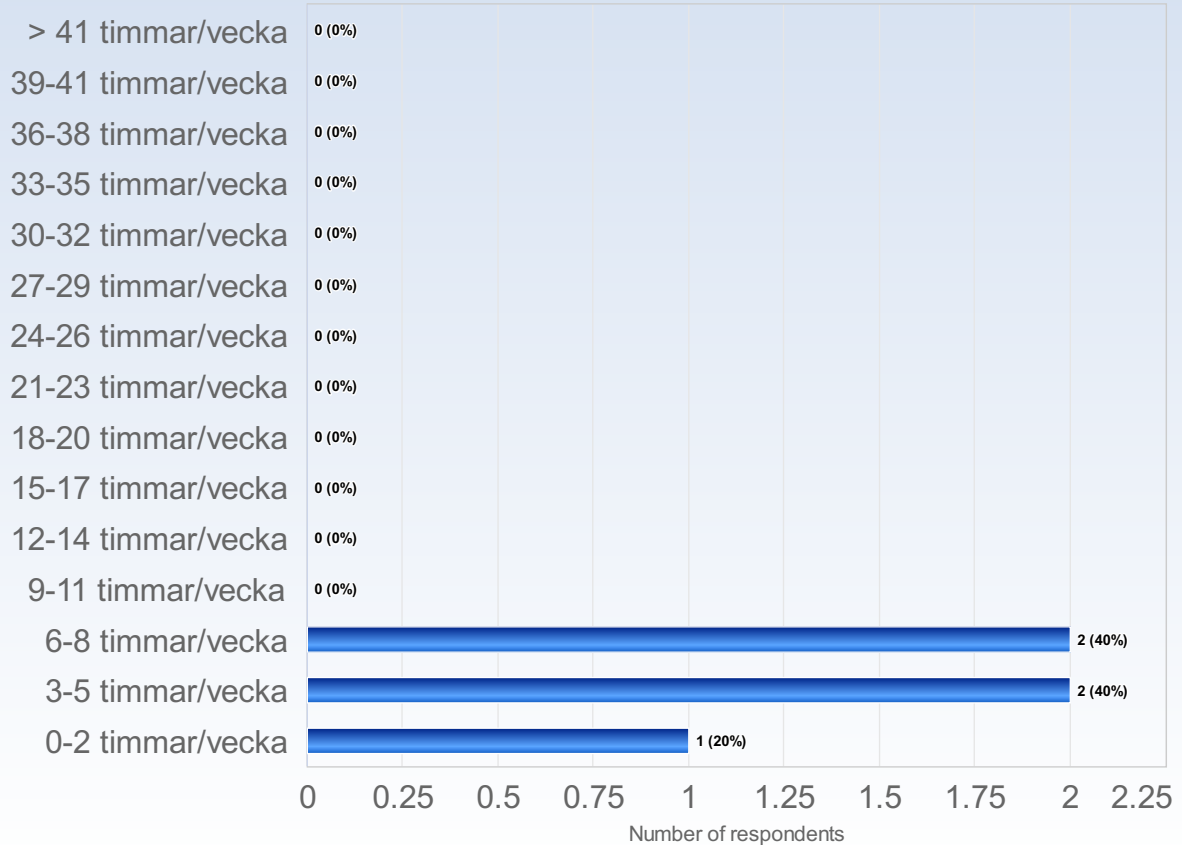
The course has somehow revived. The participating students once dropped to 8. Now there are 21 registered and most likely, around 18 will pass, eventually. One major reason may be the flexibility of the course and the way of teaching. The students are exposed to the newest science and engineering development by leading scientists. From questionnaire feedback and discussion with students, the course is on right track.

EQ2461 - 2022-05-17

Antal responder: 21
Antal svar: 5
Svarsfrekvens: 23,81 %

ESTIMATED WORKLOAD

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



Comments

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

This course does not take a huge burden on students.

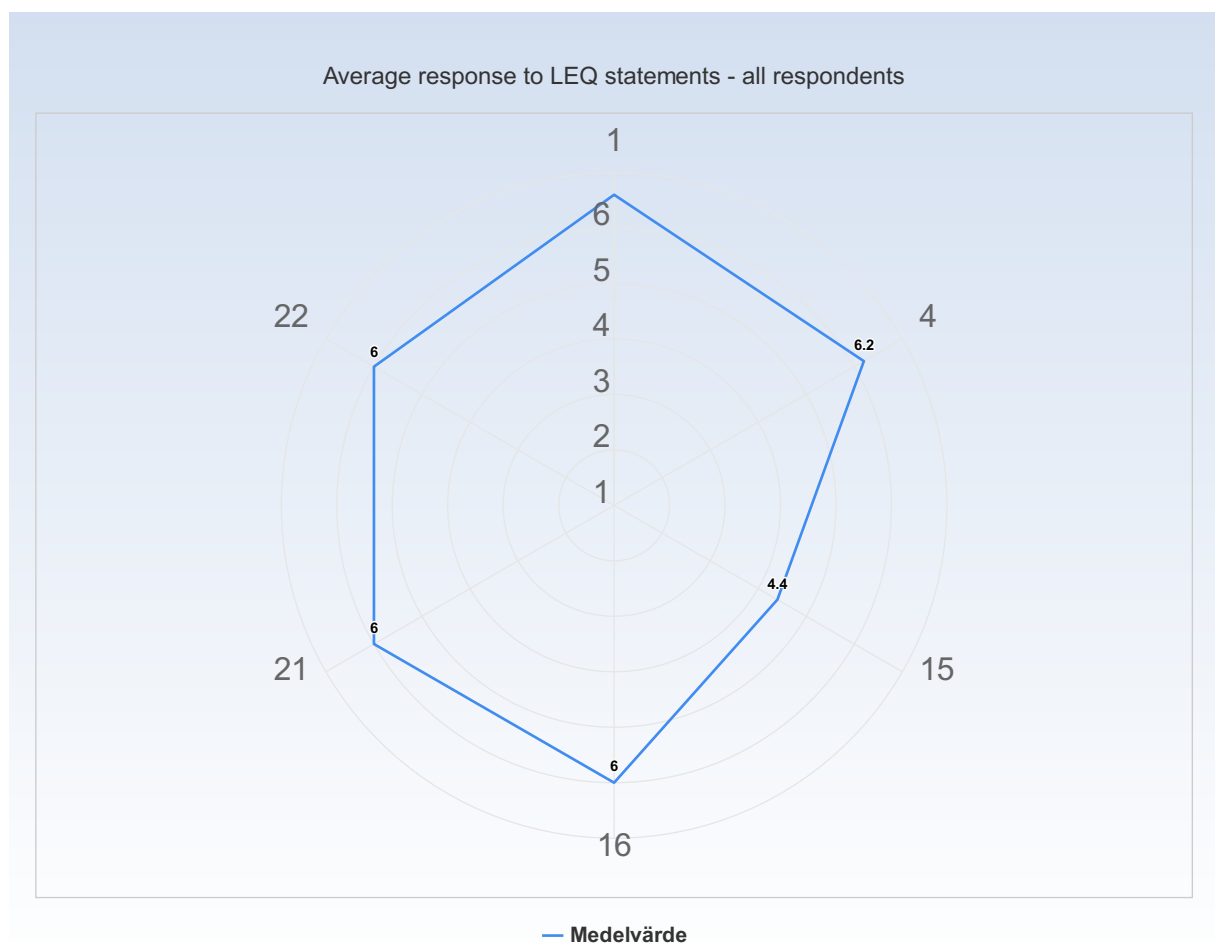
I learned alot about network engineering specially because I studied Chemical engineering and this course contained alot of important information that didn't know about.

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.

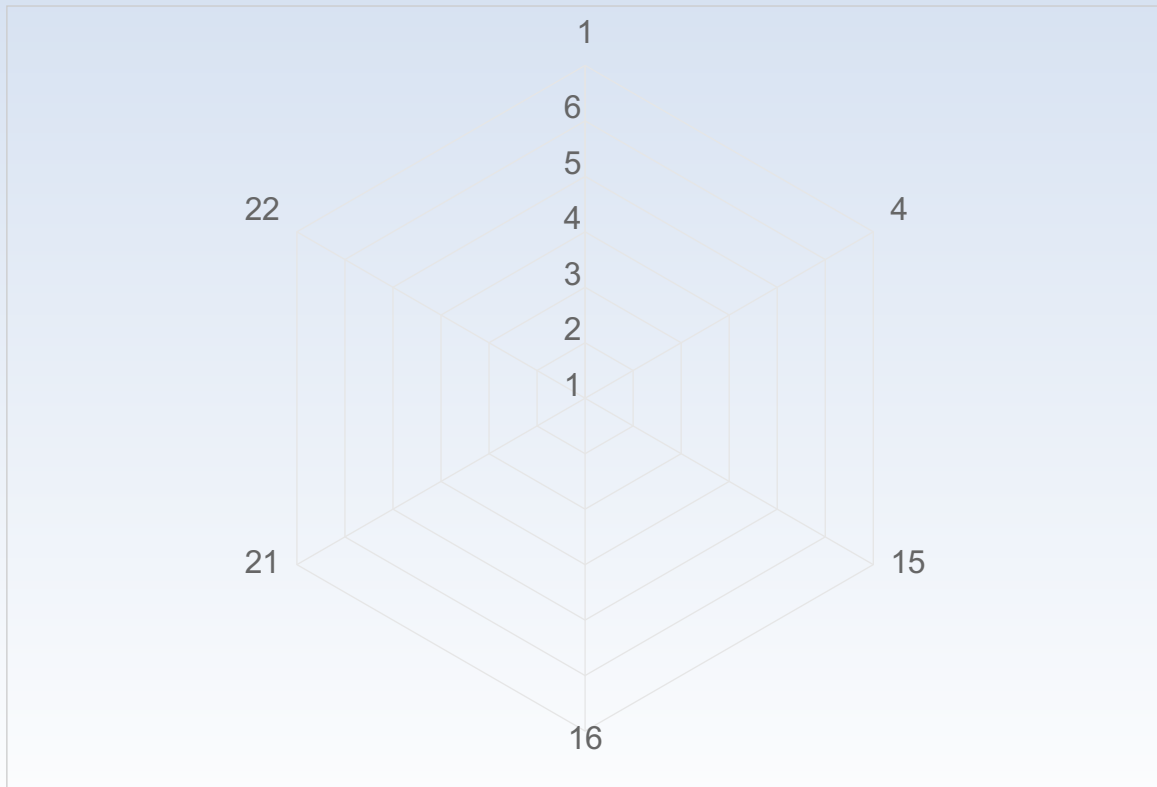
Biggs J. & Tang, C. (2011). *Teaching for Quality Learning at University*, Chapter 6, pp. 95-110. Maidenhead: McGraw Hill.

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.

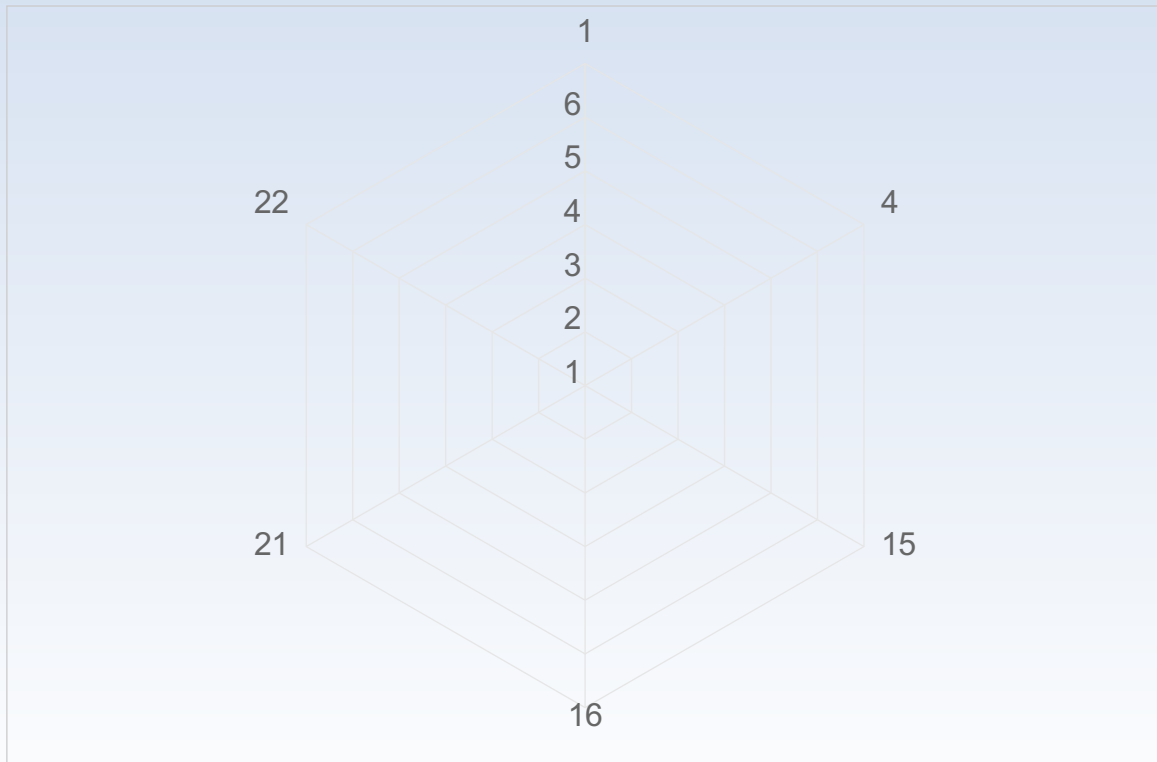
Ramsden, P. (2003). *Learning to Teach in Higher Education*, Chapter 6, pp. 84-105. New York: RoutledgeFalmer.

Average response to LEQ statements - per gender



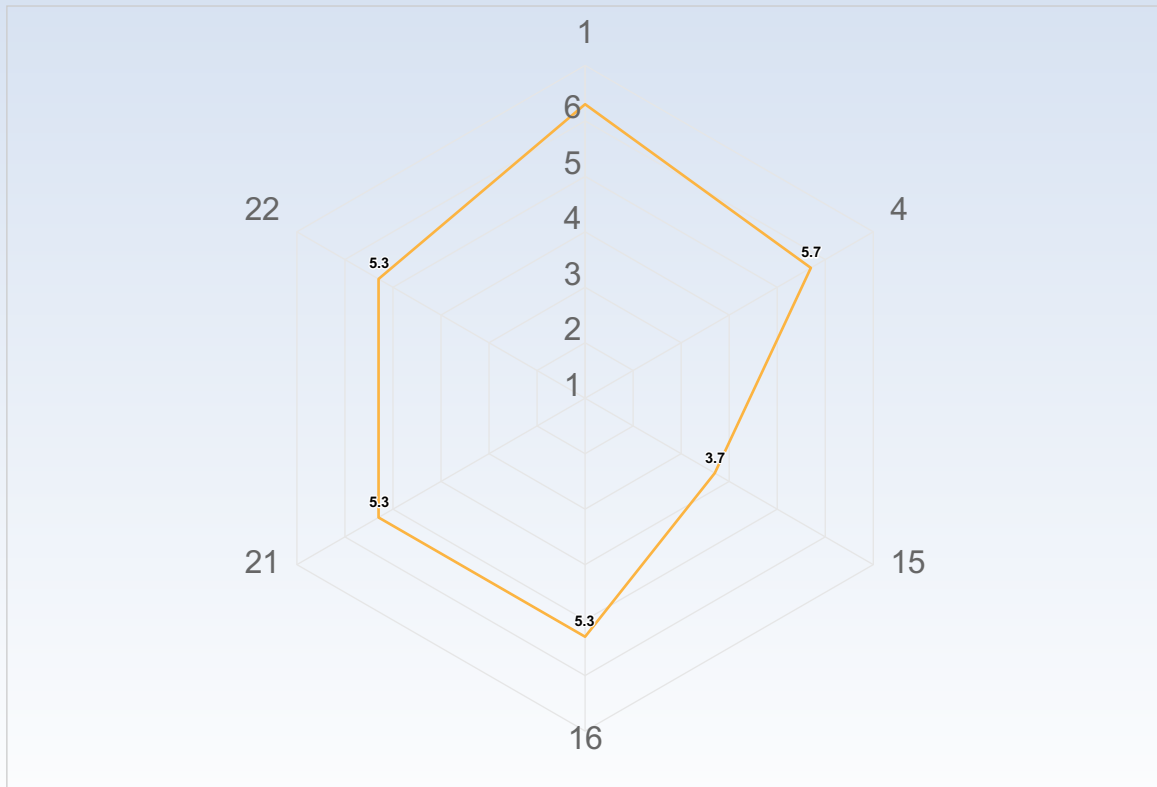
— Kvinna — Man — Annat — Vill ej uppge

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

Average response to LEQ statements - per disability



— Ja — Nej — Vill ej uppge

GENERAL QUESTIONS

What was the best aspect of the course?

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

The live seminars

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

This course is very interesting! The content is arranged in a sophisticated way and the professor is pretty knowledgeable and humorous.
I liked that most of the seminars was online and I could attend to from anywhere.

What would you suggest to improve?

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

To add more live seminars

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

The only thing I want to say is more about coding examples, maybe better with actual coding through VS during classes.
A little specification about the assessment.

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)

To attend all the live seminars or watch a seminar per week.

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

Try to attend to as many seminars as you can

Is there anything else you would like to add?

Is there anything else you would like to add? (I worked: 3-5 timmar/vecka)

It would be helpful to have more detailed information about how the final report has to be.

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

Thank you for this course.

SPECIFIC QUESTIONS

RESPONSE DATA

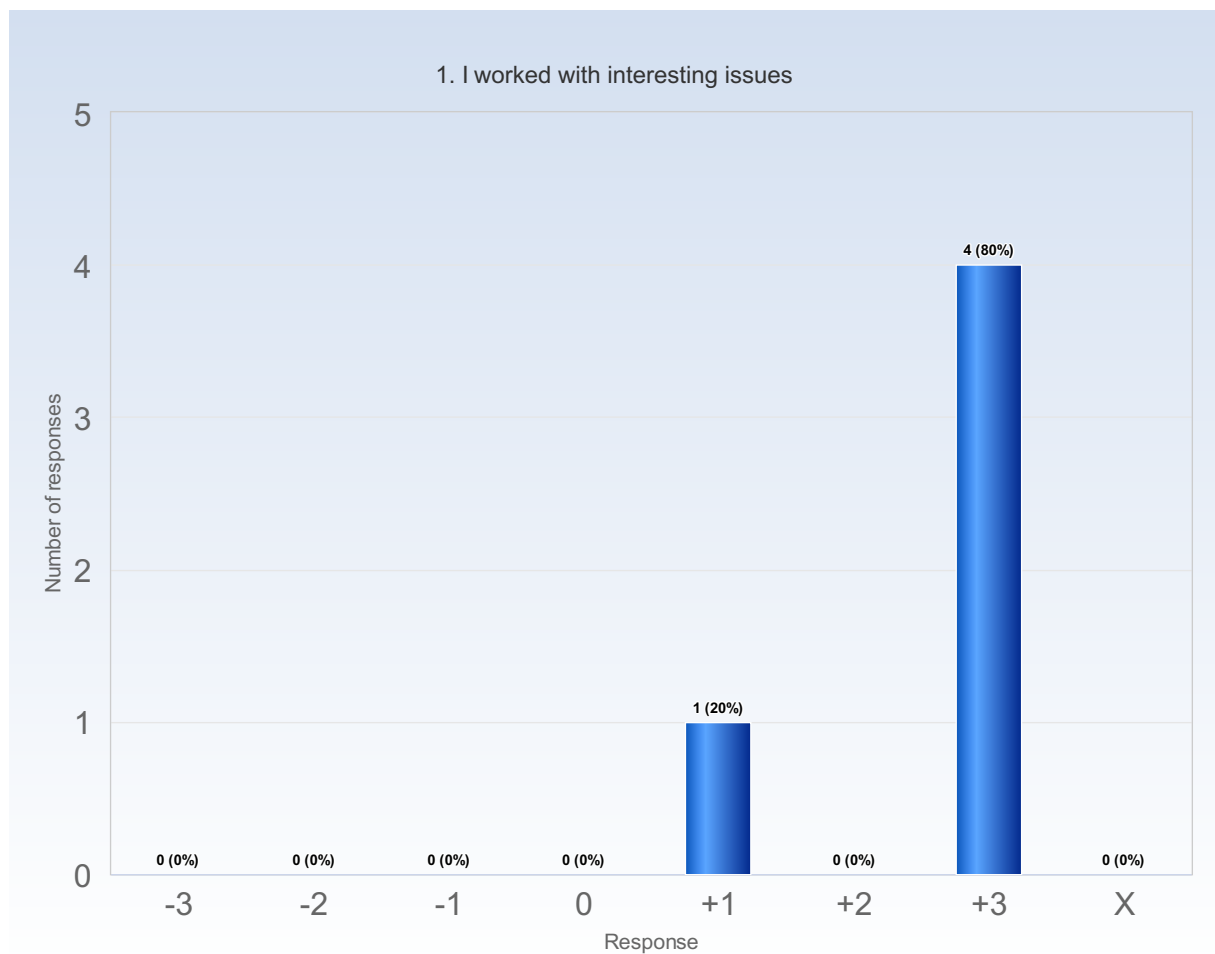
The diagrams below show the detailed response to the LEQ statements. The response scale is defined by:

-3 = No, I strongly disagree with the statement

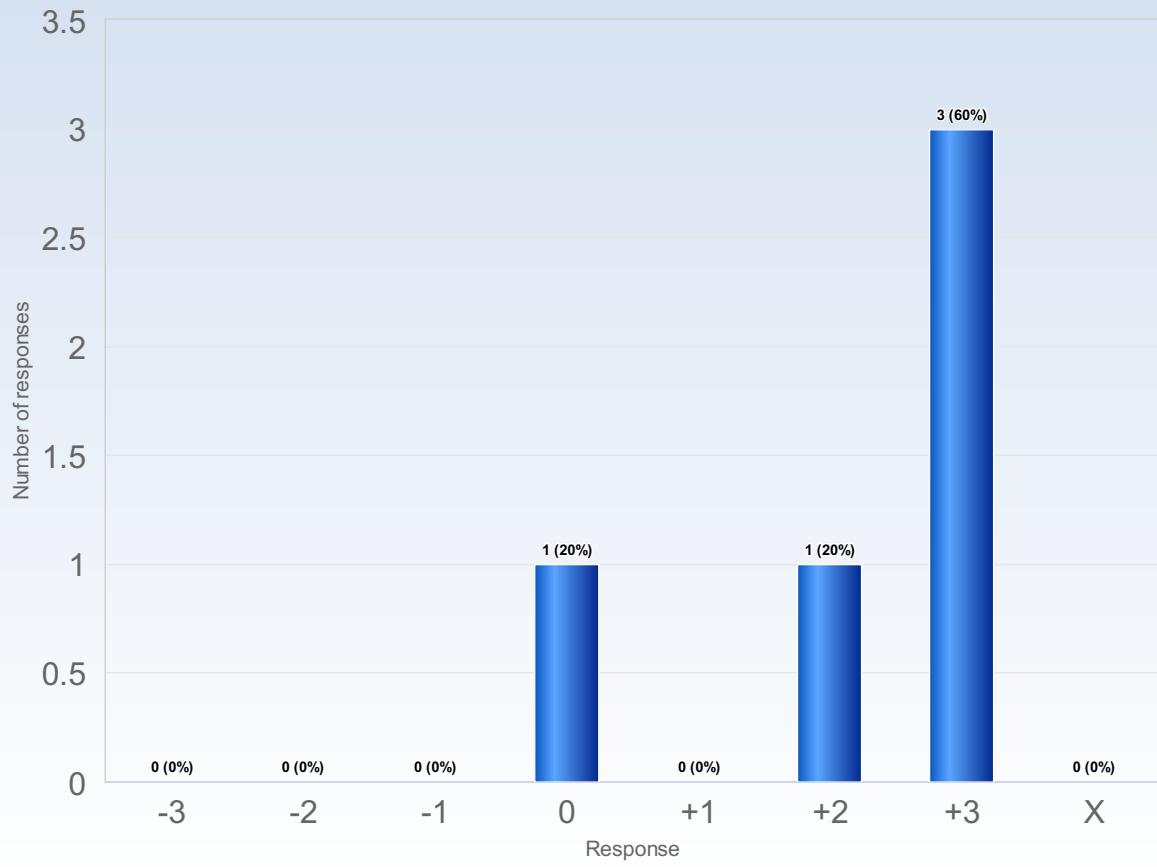
0 = I am neutral to the statement

+3 = Yes, I strongly agree with the statement

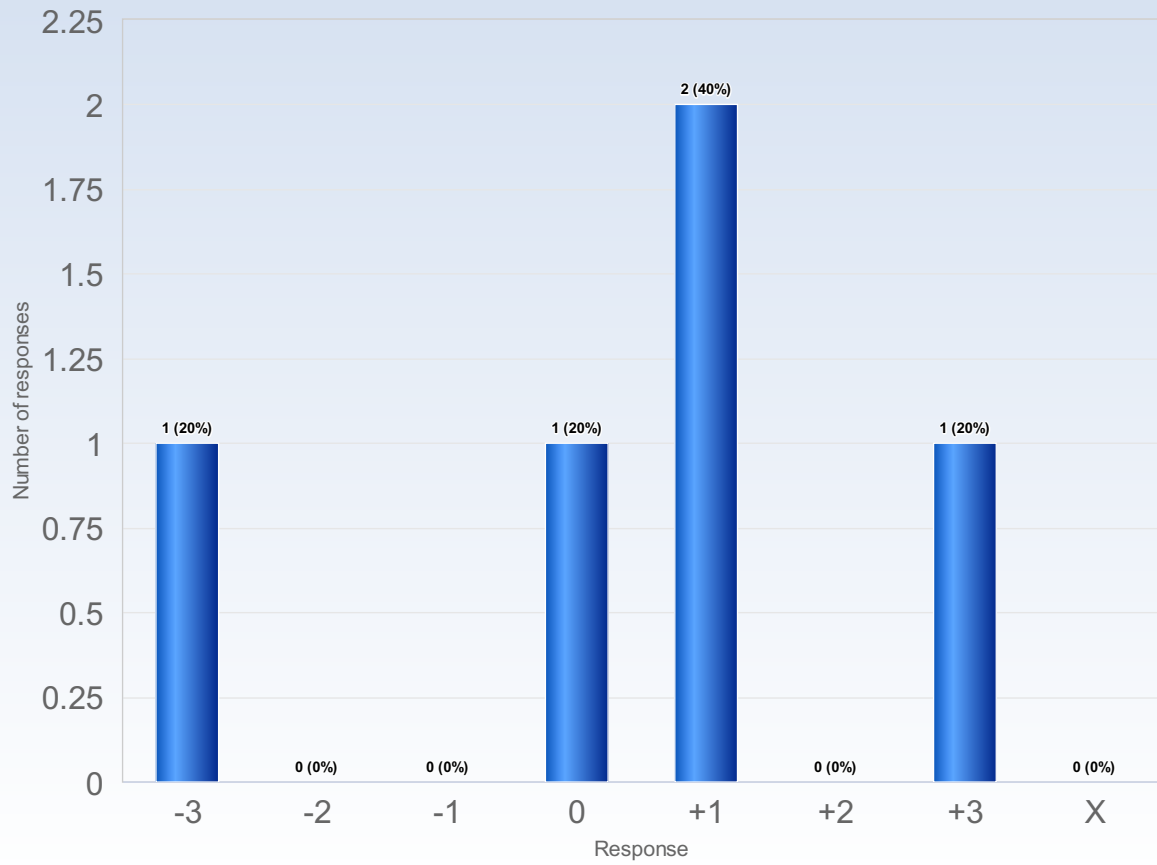
X = I decline to take a position on the statement



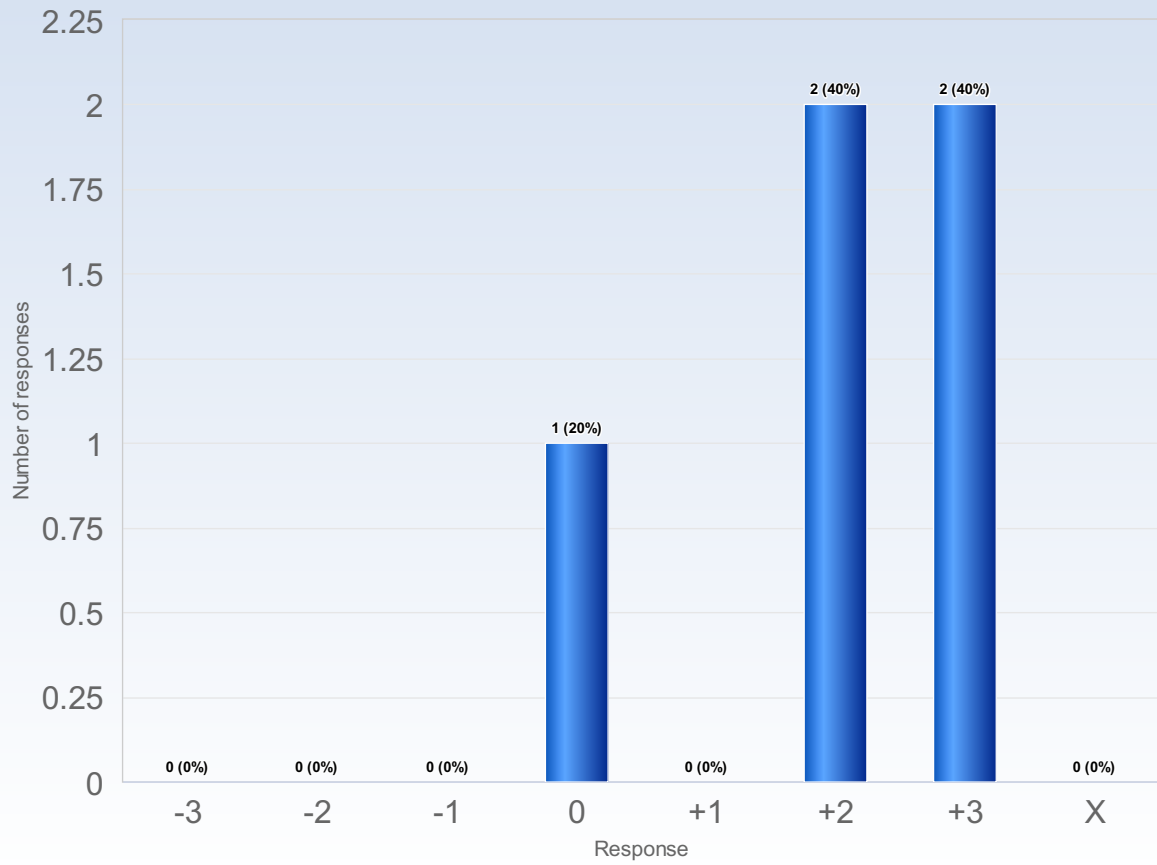
4. The course was challenging in a stimulating way



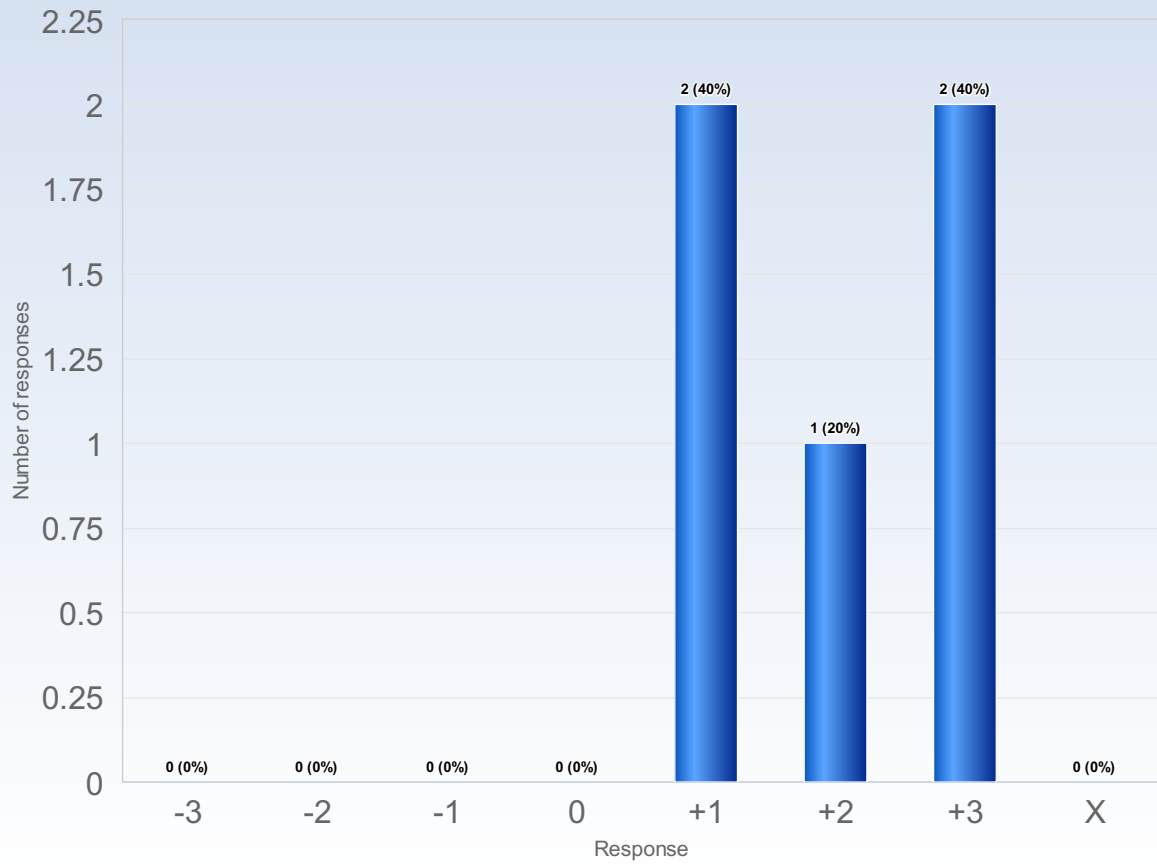
15. I was able to practice and receive feedback without being graded



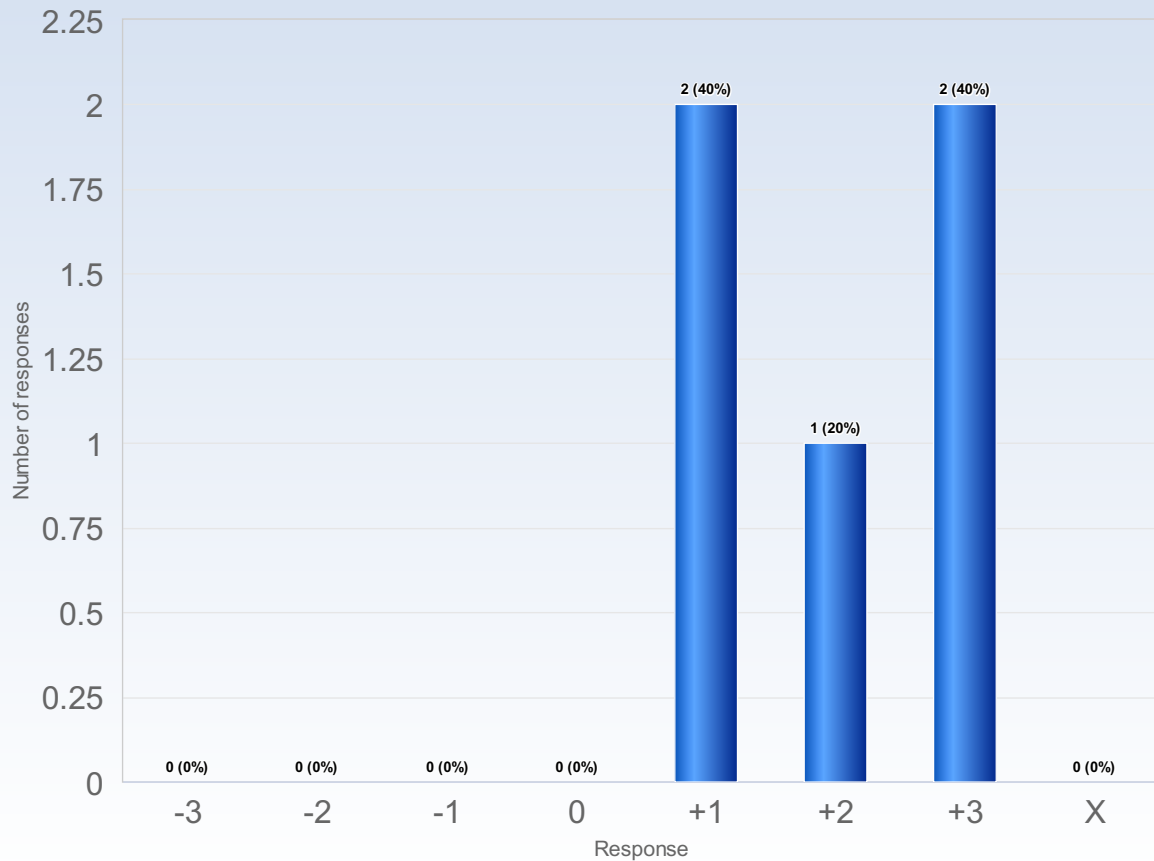
16. The assessment on the course was fair and honest



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



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



SPECIFIKA FRÅGOR

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It is more appealing to have live seminars, it motivates more to attend.

Perfect.

Good! I enjoyed that we were able to watch the digital futures talks.

Only on the email, the feedback through canvas is slow.

Yes

Did not ask questions

The live seminars

The variety of the seminars

Learning about recent advances in this area

There is not much information about how to write the report.

Nothing that I think about

I would like it if attendance on live seminars were registered in Canvas "with appropriate timing". Whenever possible by the examiner, but perhaps within 3 weeks of the seminar?

I like the online seminars because they are more flexible but maybe a hybrid lecture could also work well.

Online seminars are easier to attend and asking questions

I like online seminars, but would be good with classroom seminars as well. I think the audience would be more engaged in a classroom setting

If the audience is a bit shy about asking questions to the speaker, perhaps the teacher could ask some questions to the speaker warm up the audience