



Report - FEM3210 - 2020-09-03

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):

Magnus Jansson (janssonm@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.

A course evaluation (LEQ) was published 2020-03-23 - 2020-04-07. Only 3 out of 15 responded, unfortunately.

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.)

No particular meetings except for classes.

COURSE DESIGN

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

(The first part of the course coincides with the MSc level course EQ2810 Estimation theory, accelerated program course, 6 cr. We had 3 MSc students and 16 PhD students.)

Six lectures, one per week.

Weekly homework assignments, to be solved and reported individually.

Peer grading of homework assignments.

Two project assignments: First one is to solve and analyse an estimation problem in theory and by simulations, examined by a technical report.

The second project is to give a short presentation about an estimation related topic.

48 hour take-home examination, pen and paper problems, and computer simulations.

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?

I believe it depends quite much on the background of students. In the evaluation you see quite large differences in the students' own response.

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 were 16 PhD students taking the course and all managed to reach the passing level.



STUDENTS' ANSWERS TO OPEN QUESTIONS

What does students say in response to the open questions?

One thought the course load was too high and suggested to remove the exam.

SUMMARY OF STUDENTS' OPINIONS

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

Again, it is unfortunate that we only received three responses to the LEQ. They ratings on the questions were very positive. I have also received some positive comments by email.

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.

I think the course went well overall.

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 question 15 got slightly lower rating but this is natural as it is whether students could practice without being assessed. There is no real such organised ingredients in the course, except for asking questions to teachers and fellow students.

PRIORITIZED COURSE DEVELOPMENT

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

The lectures could be further extended with more meat to the bones. We could develop a new project 1 and new exam questions. In the long run one should reconsider the course content.

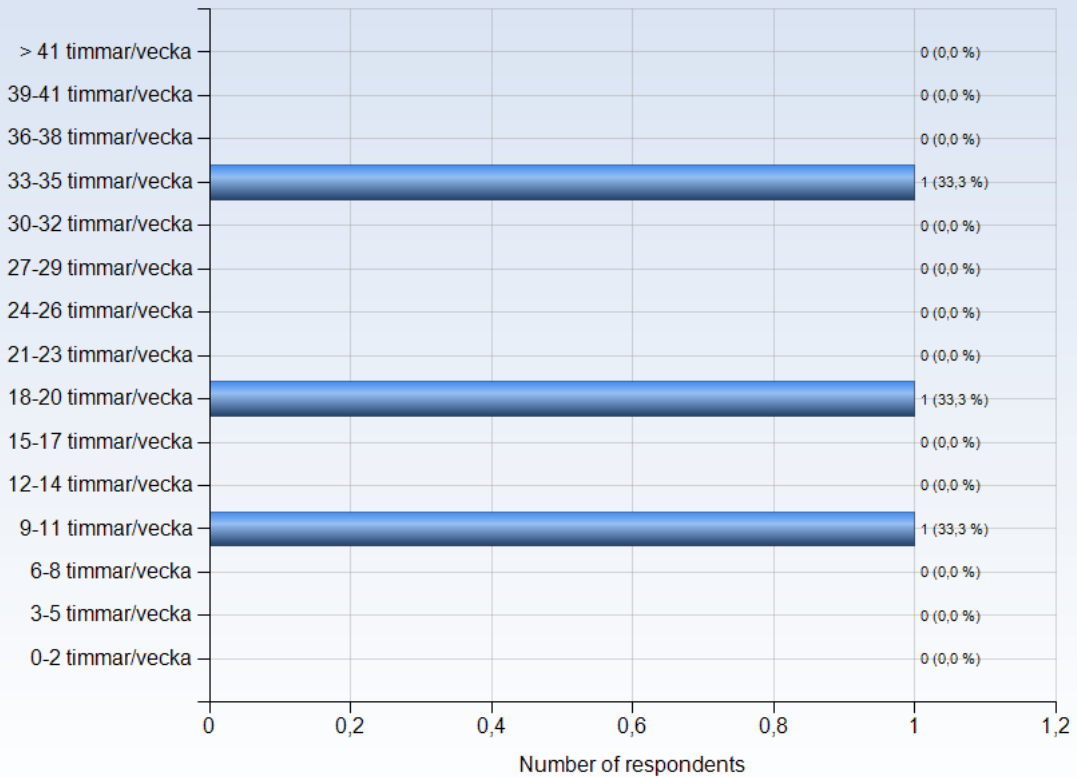


FEM3210 - 2020-03-22

Antal respondenter: 15
Antal svar: 3
Svarsfrekvens: 20,00 %

ESTIMATED WORKLOAD

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



Comments



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:

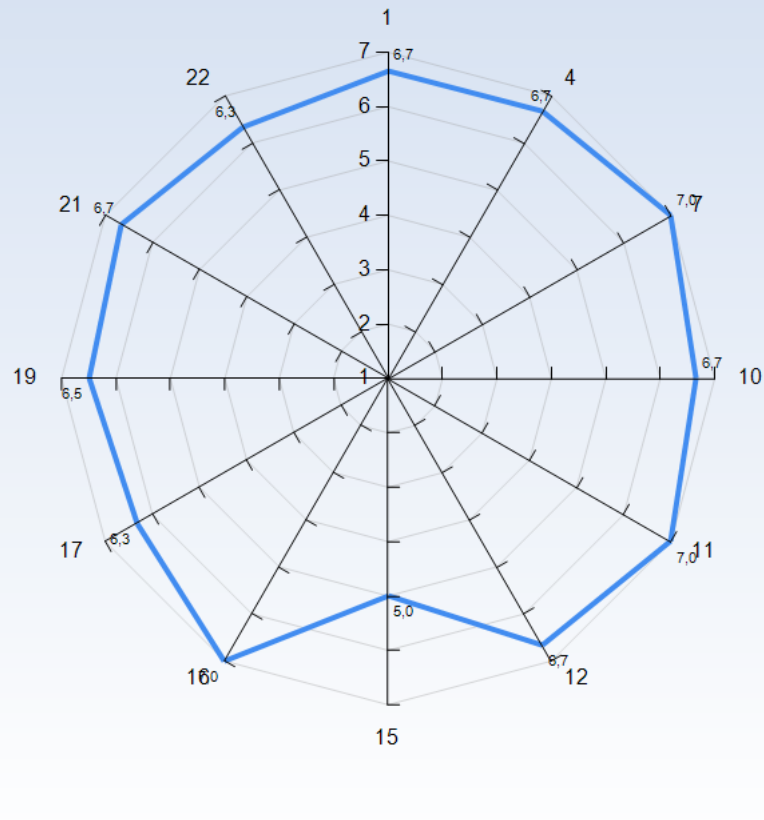
1 = No, I strongly disagree with the statement

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.

Average response to LEQ statements - all respondents





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.

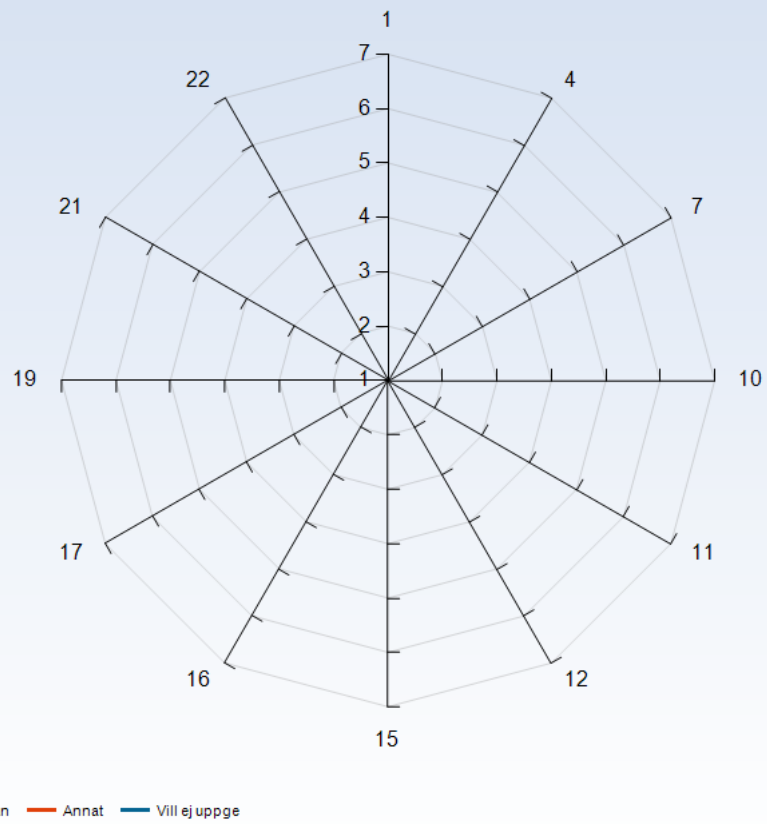
Biggs J. & Tang, C. (2011). *Teaching for Quality Learning at University*, Chapter 6, pp. 95-110. Maidenhead: McGraw Hill.

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.

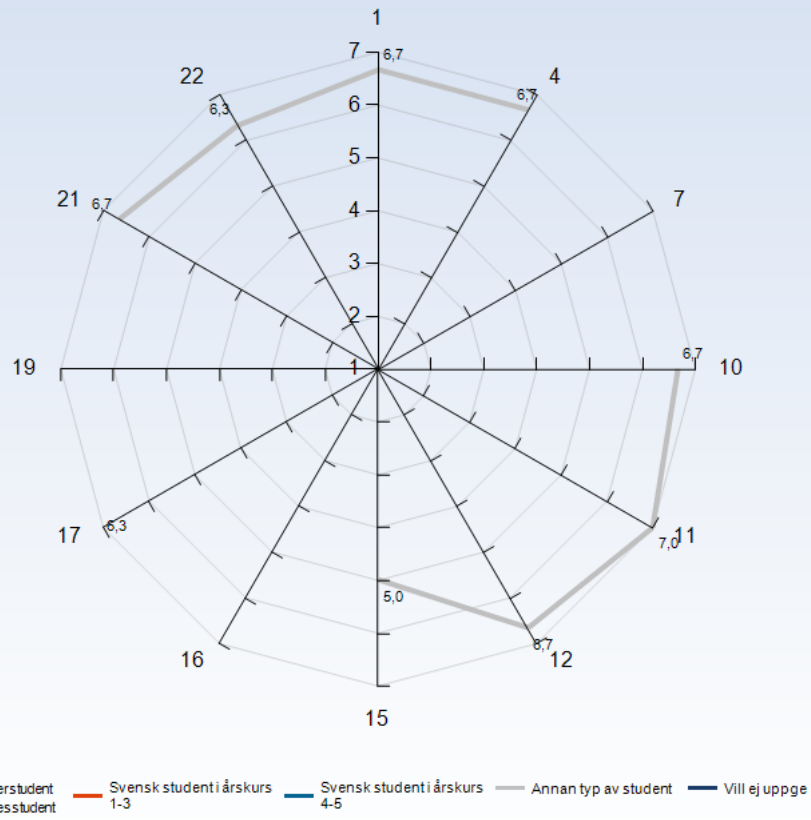
Ramsden, P. (2003). *Learning to Teach in Higher Education*, Chapter 6, pp. 84-105. New York: RoutledgeFalmer.

Average response to LEQ statements - per gender



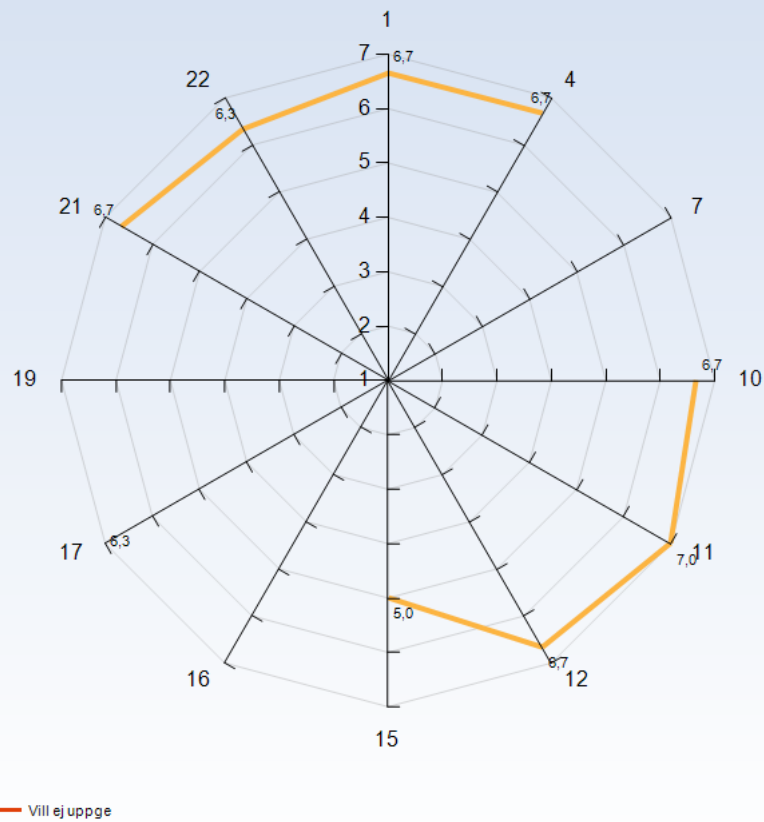
Comments

Average response to LEQ statements - per type of student



Comments

Average response to LEQ statements - per disability



Comments

GENERAL QUESTIONS

What was the best aspect of the course?

What was the best aspect of the course? (I worked: 33-35 timmar/vecka)
 Interesting problems and good book.



What would you suggest to improve?

What would you suggest to improve? (I worked: 33-35 timmar/vecka)

The amount of work required for the course was more than 10 hp, so the course should either give more points or maybe not have the home exam.

What advice would you like to give to future participants?

What advice would you like to give to future participants? (I worked: 33-35 timmar/vecka)

Start reading the book before the course starts, you are basically required to read the whole book because the lectures do not cover all the material.

Is there anything else you would like to add?

SPECIFIC QUESTIONS

RESPONSE DATA

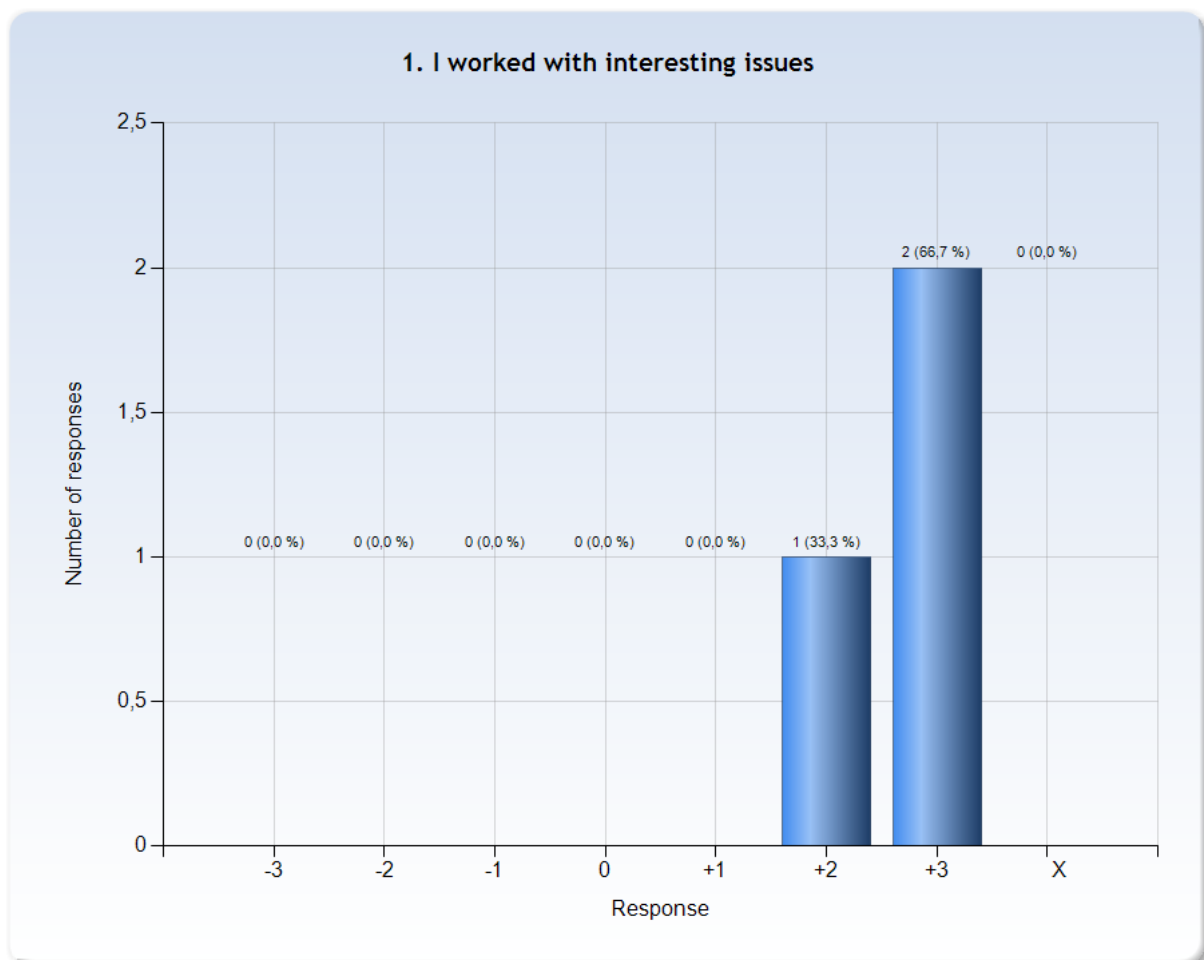
The diagrams below show the detailed response to the LEQ statements. The response scale is defined by:

-3 = No, I strongly disagree with the statement

0 = I am neutral to the statement

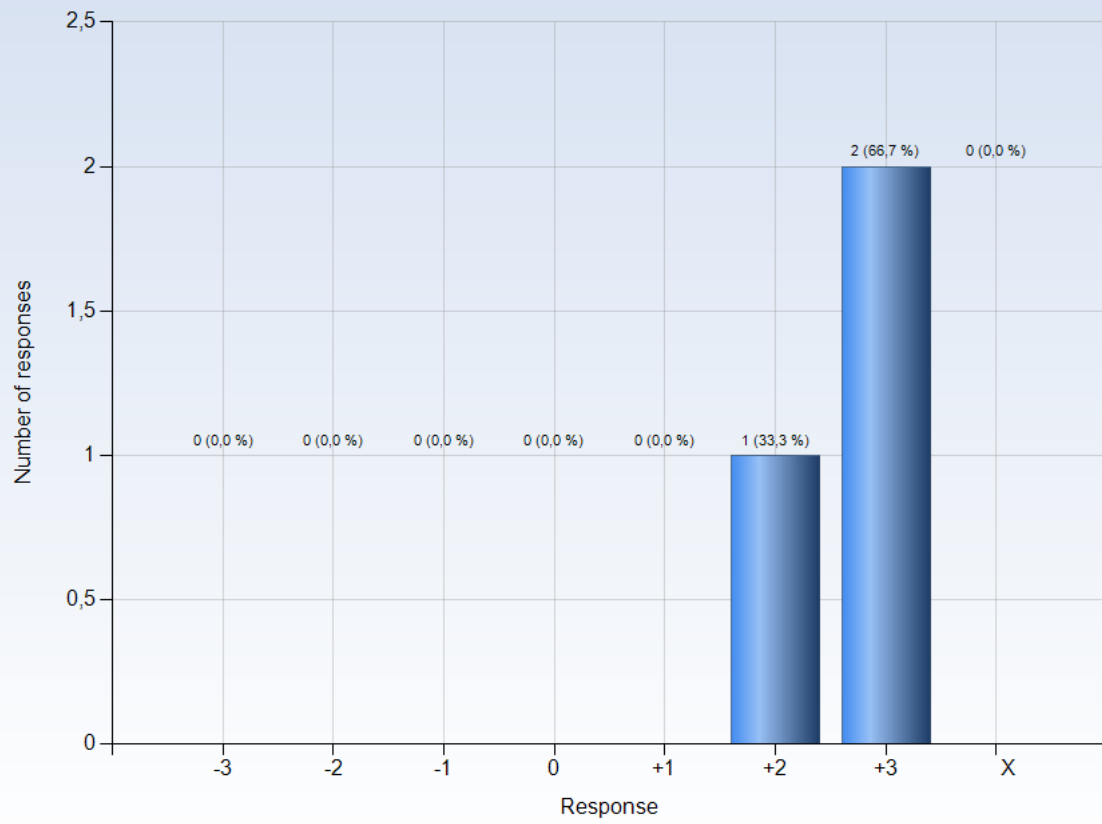
+3 = Yes, I strongly agree with the statement

X = I decline to take a position on the statement



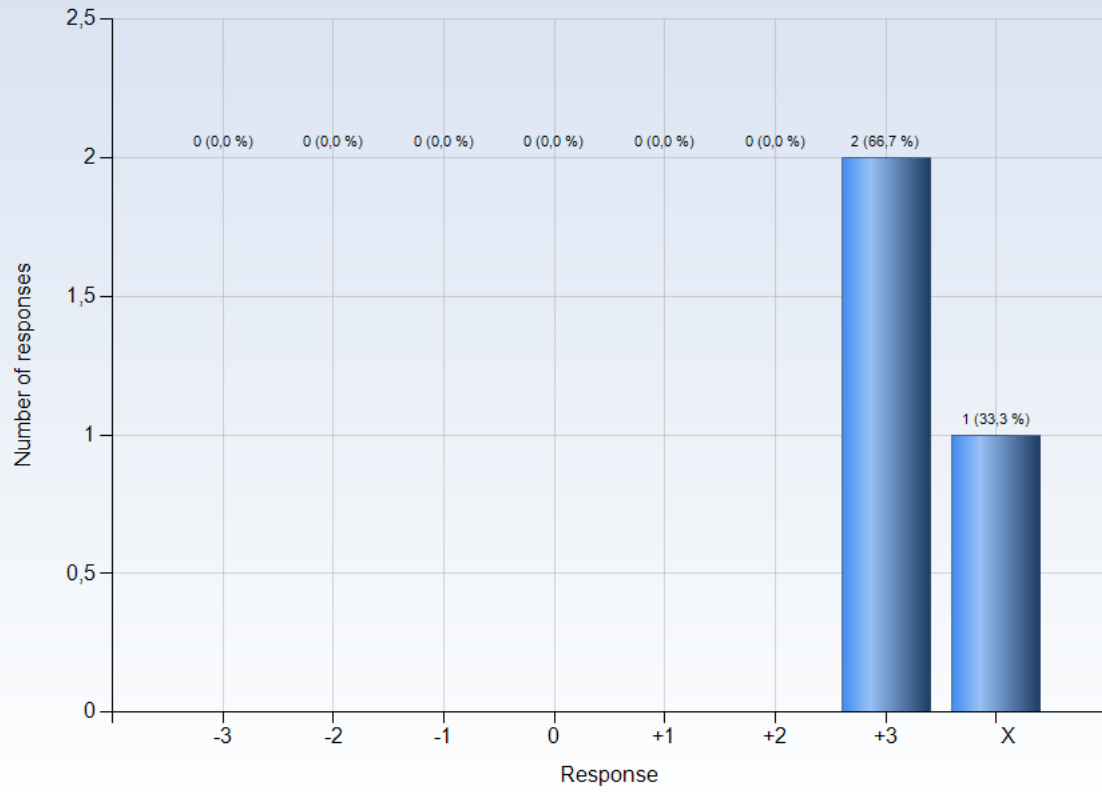
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4. The course was challenging in a stimulating way



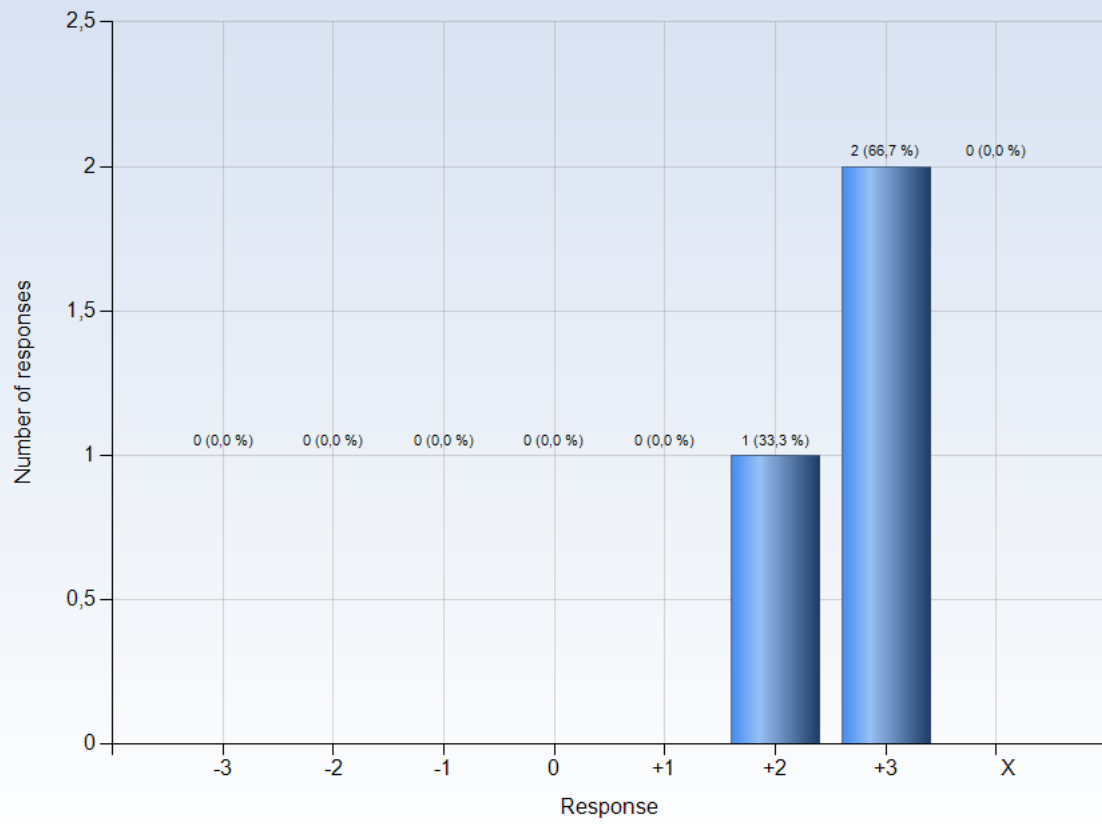
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7. The intended learning outcomes helped me to understand what I was expected to achieve



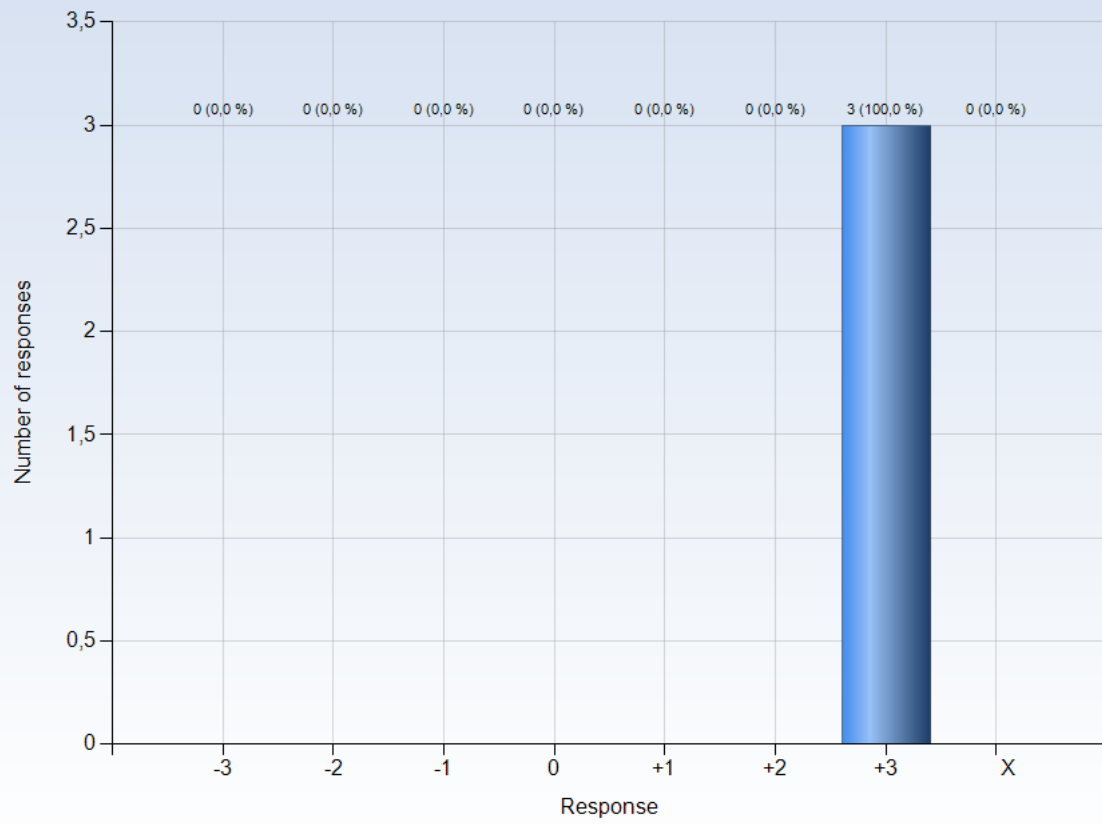
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10. I was able to learn from concrete examples that I could to relate to



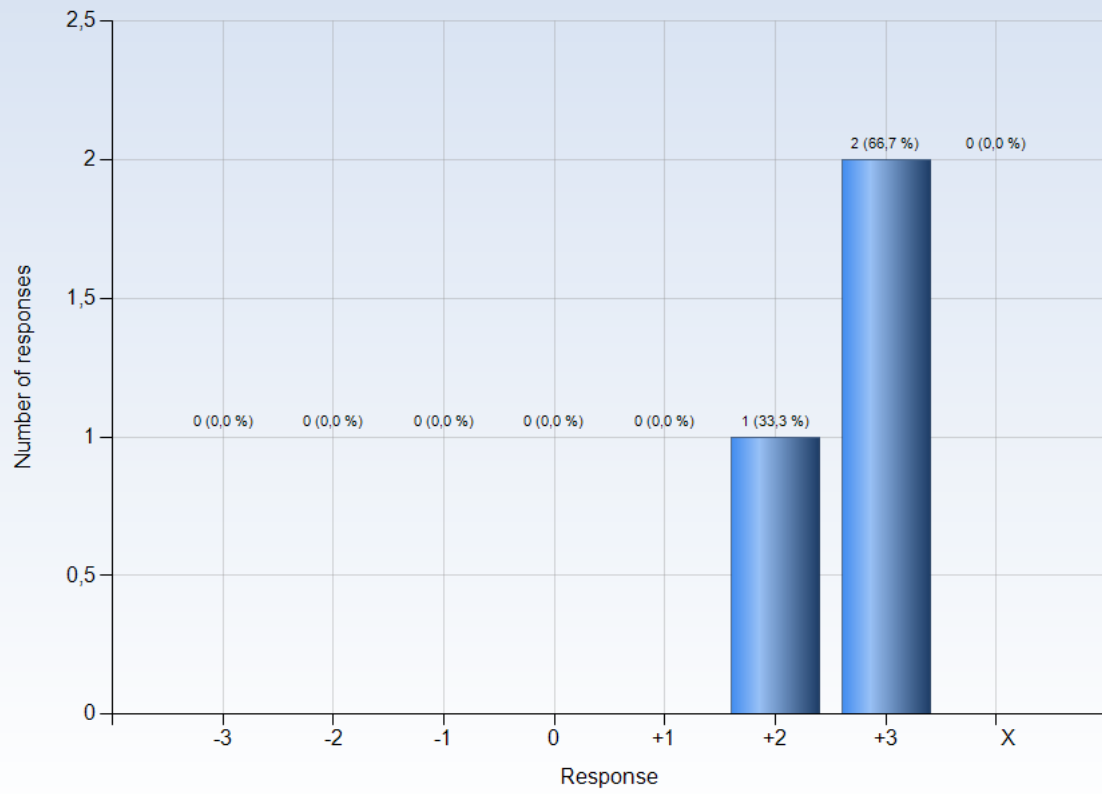
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11. Understanding of key concepts had high priority



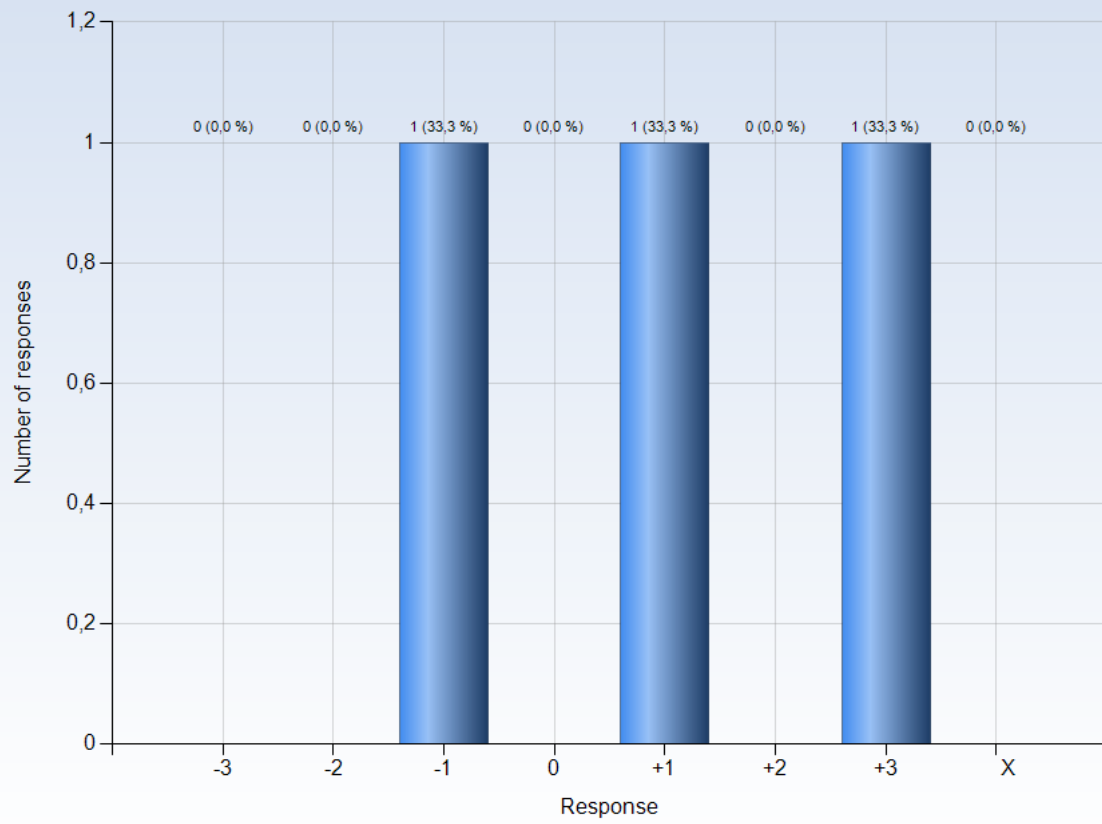
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12. The course activities helped me to achieve the intended learning outcomes efficiently



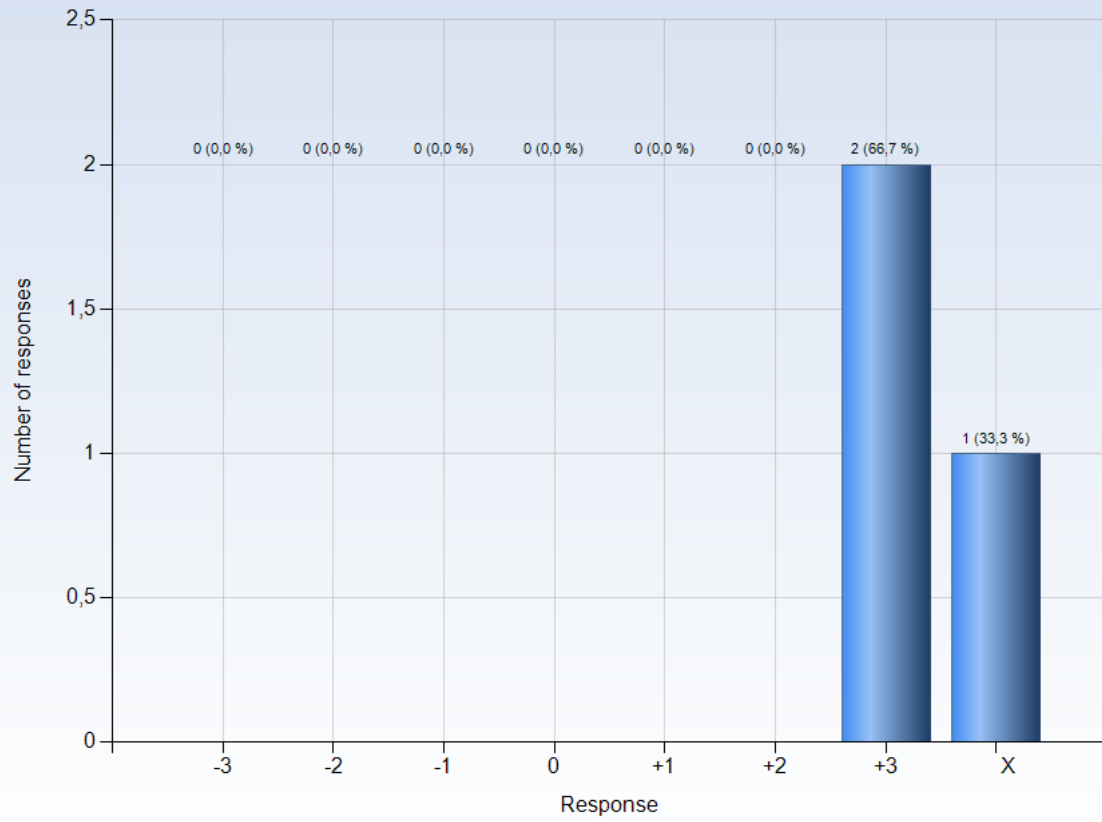
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15. I was able to practice and receive feedback without being graded



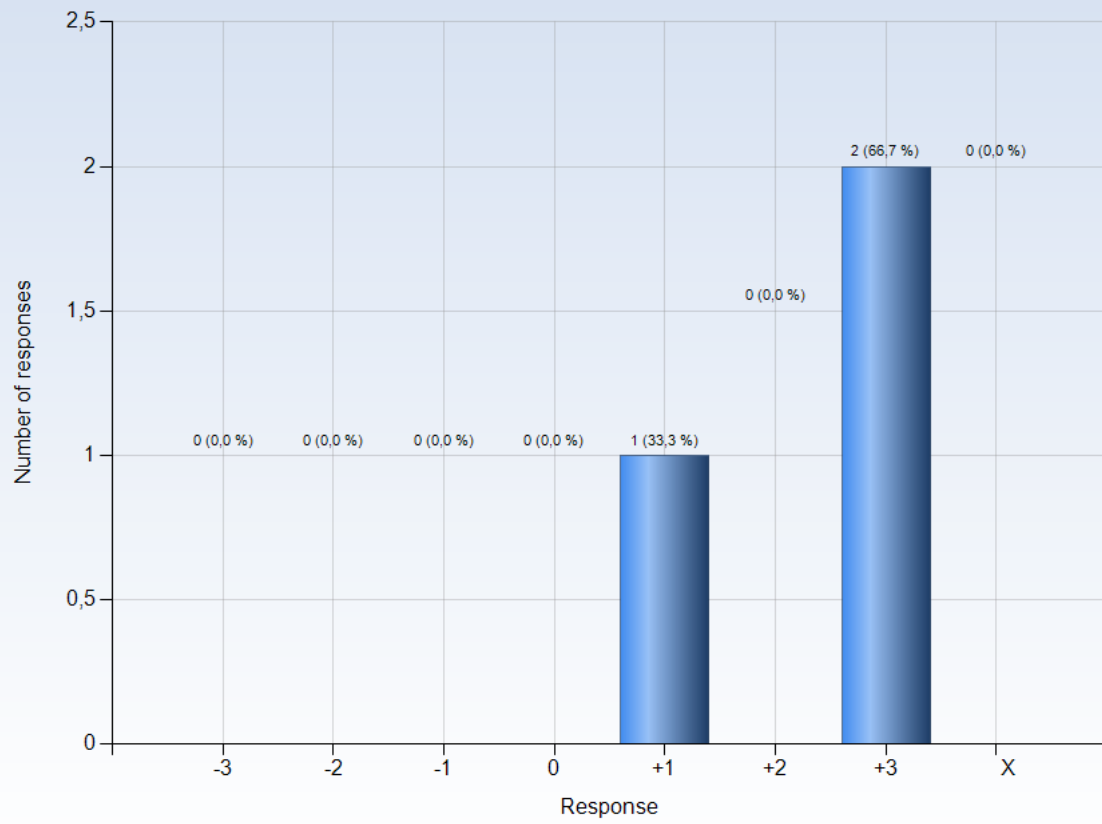
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16. The assessment on the course was fair and honest



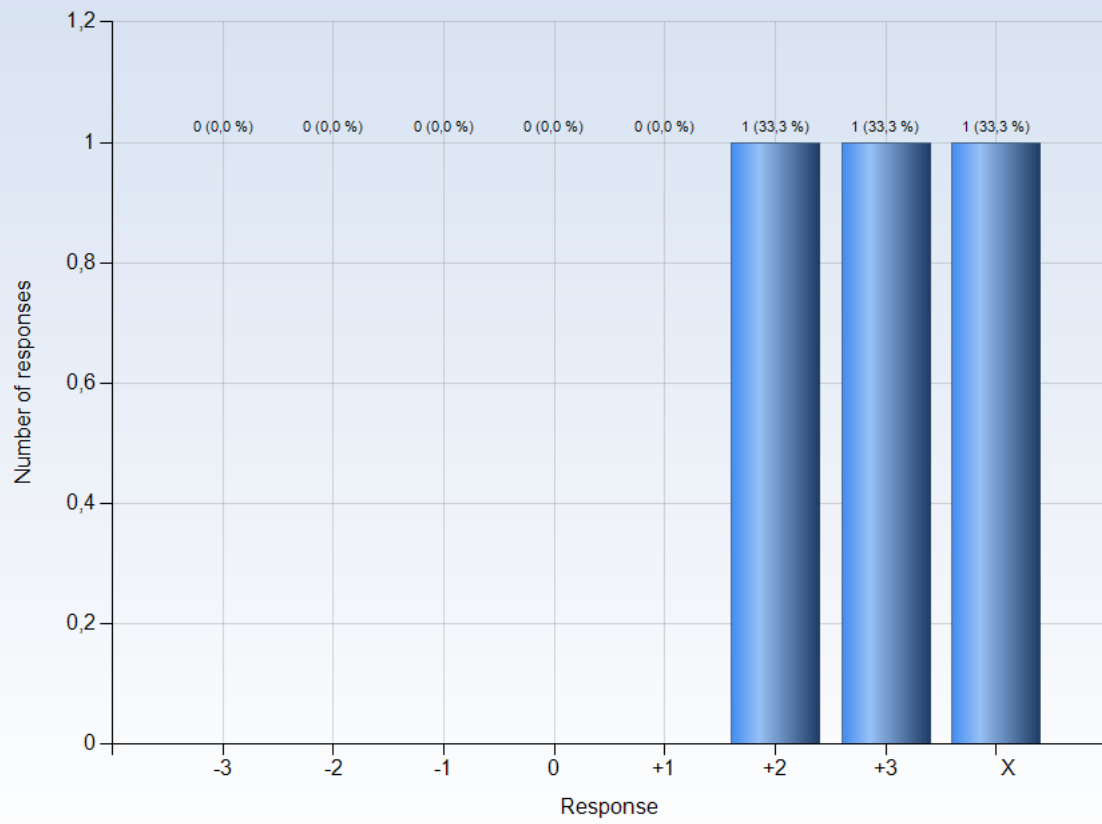
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17. My background knowledge was sufficient to follow the course



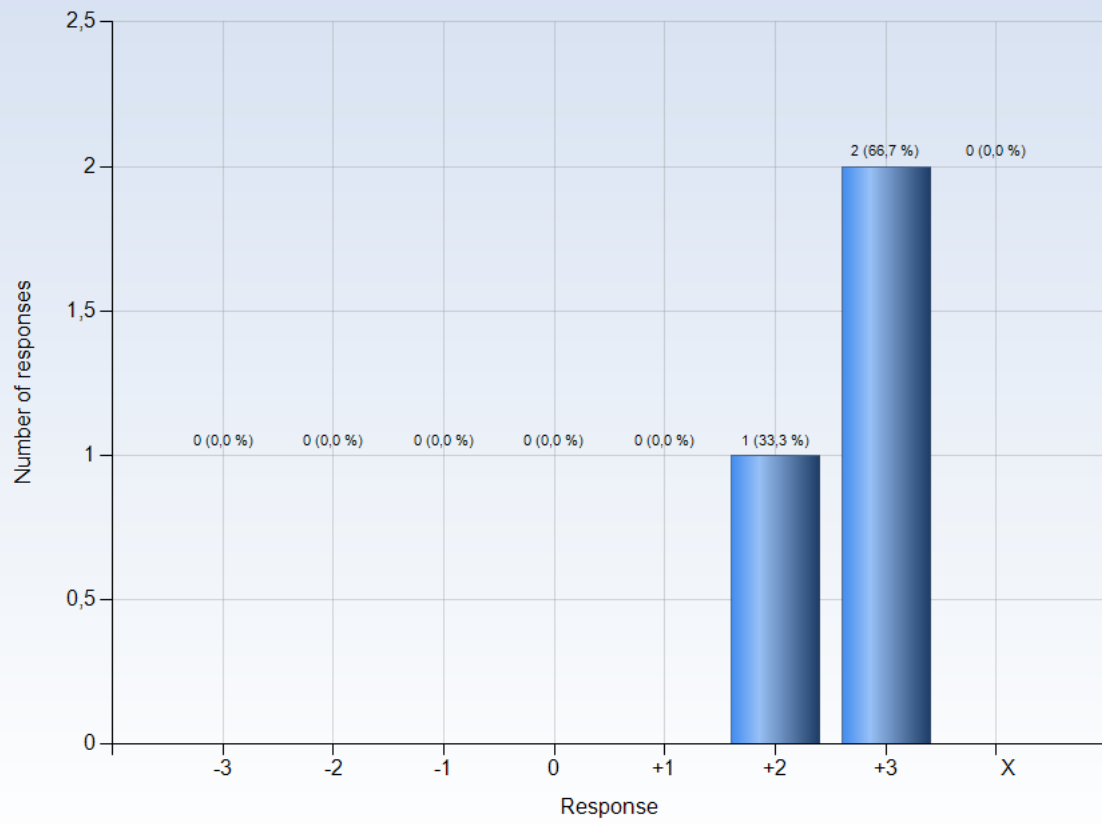
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19. The course activities enabled me to learn in different ways



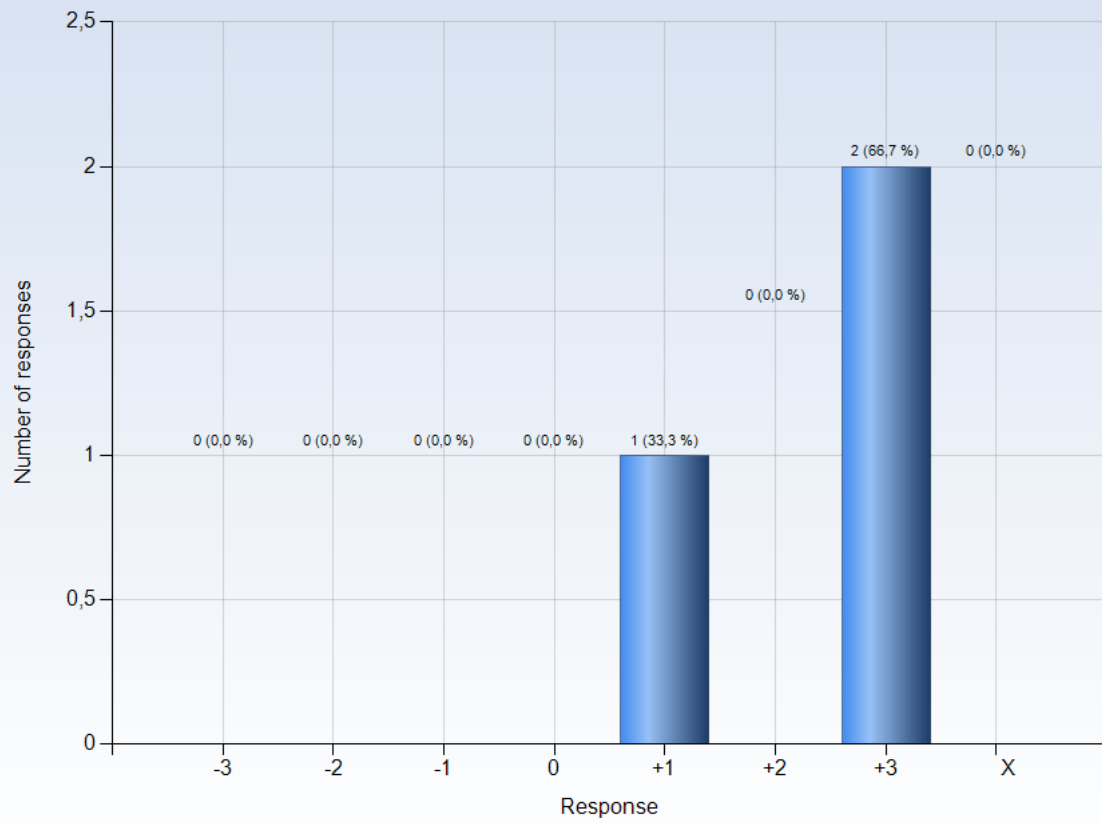
Comments

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