

# Course Analysis for IV1351, Data Storage Paradigms, Period 2 2022

February 8, 2023

## 1 Notes from course evaluation board

Unfortunately no one volunteered for the course evaluation board.

## 2 Course evaluation

The LEQ questionnaire unfortunately only got 35 answers, which corresponds to 21% of the participants. It's therefore perhaps not meaningful to draw conclusions based on the evaluation. Below is anyway a summary of the answers, the complete results of the evaluation can be found in appendix 1.

### 2.1 Analysis of learning experience

Those who answered appreciated the course. Of the 22 evaluated points, 21 got five or higher on the seven-graded scale. The only bullet with a grade below five was the statement "I had opportunities to influence the course activities", which got 3.8. It's true that students don't have the possibility to influence what's scheduled, which is most likely the reason for this grade. However, it's possible to influence the content of the tutorials, and also to ask questions and interact with teachers outside the scheduled activities.

The "best aspects" of the course mentioned in the evaluation are the project, the recorded lectures, and the interaction with the teachers. There were also many "suggested improvements" for all course activities, but no particular suggestion dominated.

### 2.2 Analysis of workload

The workload is reasonable according to the course evaluation. The majority worked 18-20 hours per week or slightly less. Only five worked more than 26 hours per week.

### 3 Changes since previous course round

The main change was to replace the oral project report with seminars, where students discussed and evaluated their peer's solutions. Also, since there was one more teacher in the course this year, both oral and written project reports could be split into four different partial reports during the course. Previously the whole project was reported at the end of the course. This change was probably the reason for the improved pass rate, and will be kept.

### 4 Pass Rate

- 146 participants were registered for the first time and 55 participants were re-registered, which makes a total of 201 participants.
- 169 of the 201 registered participants actually participated, the remaining 32 didn't submit anything at all during the entire course.
- 137 participants (81% of the 169 participants) passed the TEN1 sub-course.
- 121 participants (73% of the 169 participants) passed the LAB1 sub-course.
- 113 participants (67% of the 169 participants) completed the course.
- The final grades were distributed as follows.

<b>Betyg</b>	<b>Antal</b>	<b>Percentage of the 169 participants</b>
A	22	13%
B	21	12%
C	37	22%
D	32	19%
E	1	1%
F/not done	56	33%

The pass rate is notably higher than previous years. This is probably due to the fact that the project report was split from one single occasion into four smaller reports. This can however not be known for sure, future course rounds will show if the pass rate remains at this year's level.

### 5 Improvements for next course round

This was the third time the course was given, and the most important problems have now been corrected. There are still many suggestions for smaller improvements, both from students and teachers, but no major change is planned for next year.

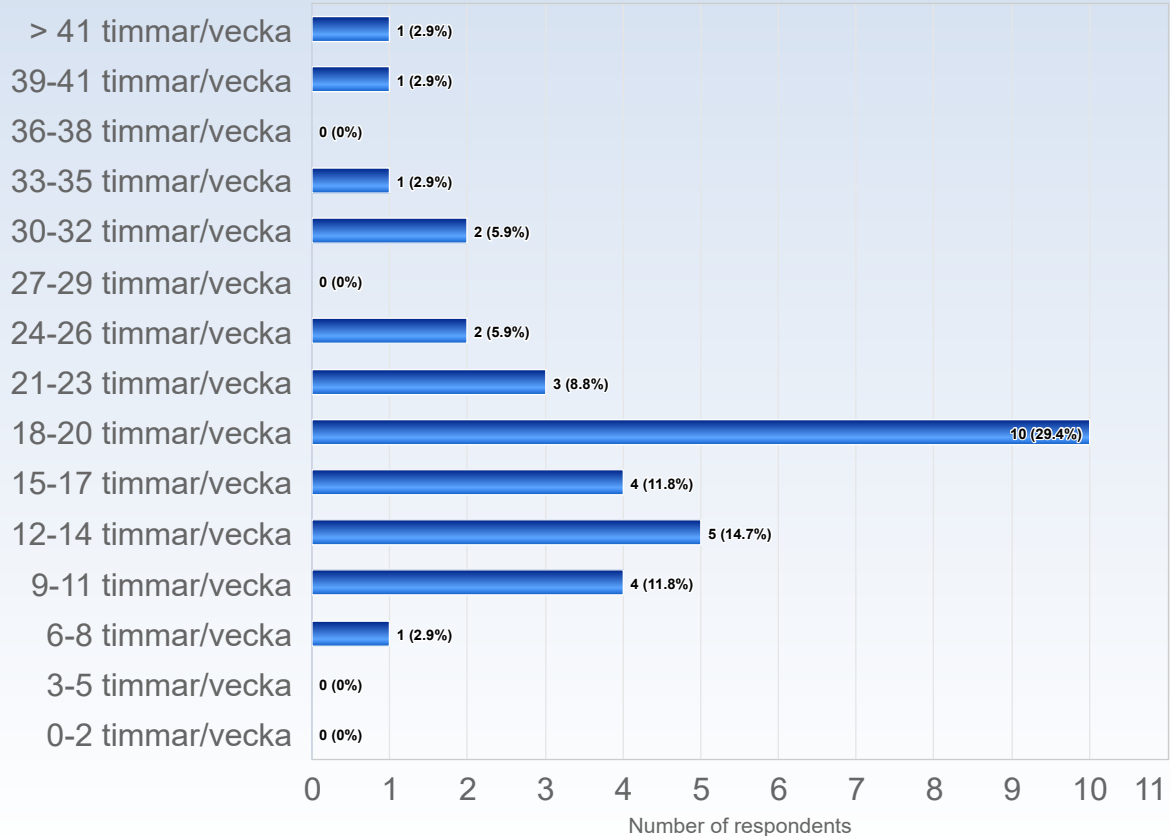
## Appendix 1, Result of LEQ questionnaire

# IV1351 - 2023-01-19

Antal respondenter: 194  
Antal svar: 35  
Svarsfrekvens: 18,04 %

## 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)

gick bara halva kursen denna gång

Comments (I worked: 9-11 timmar/vecka)

Not sure to be honest. Somewhere between 10 and 20 hours a week.

Jag har noga räknat endast effektiv tid

Comments (I worked: 12-14 timmar/vecka)

Lagom tid för obligatoriska uppgifter, finns tid om man vill göra frivilliga uppgifter för högre betyg också.

Comments (I worked: 15-17 timmar/vecka)

I liked that there were more attempts for the quizzes, this made it much less stressful and I would say I have still understood all the concepts even if I did not get a question right on the first attempt. Therefore I had more time to spend on the assignments and I liked that. That's where 90% of my time was spent.

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

Varierar, 5-10h per quiz och lektion sen runt 20h per projekt del

Comments (I worked: 30-32 timmar/vecka)

the projects needed extreme amount of time while the rest of the course needed much less

# LEARNING EXPERIENCE

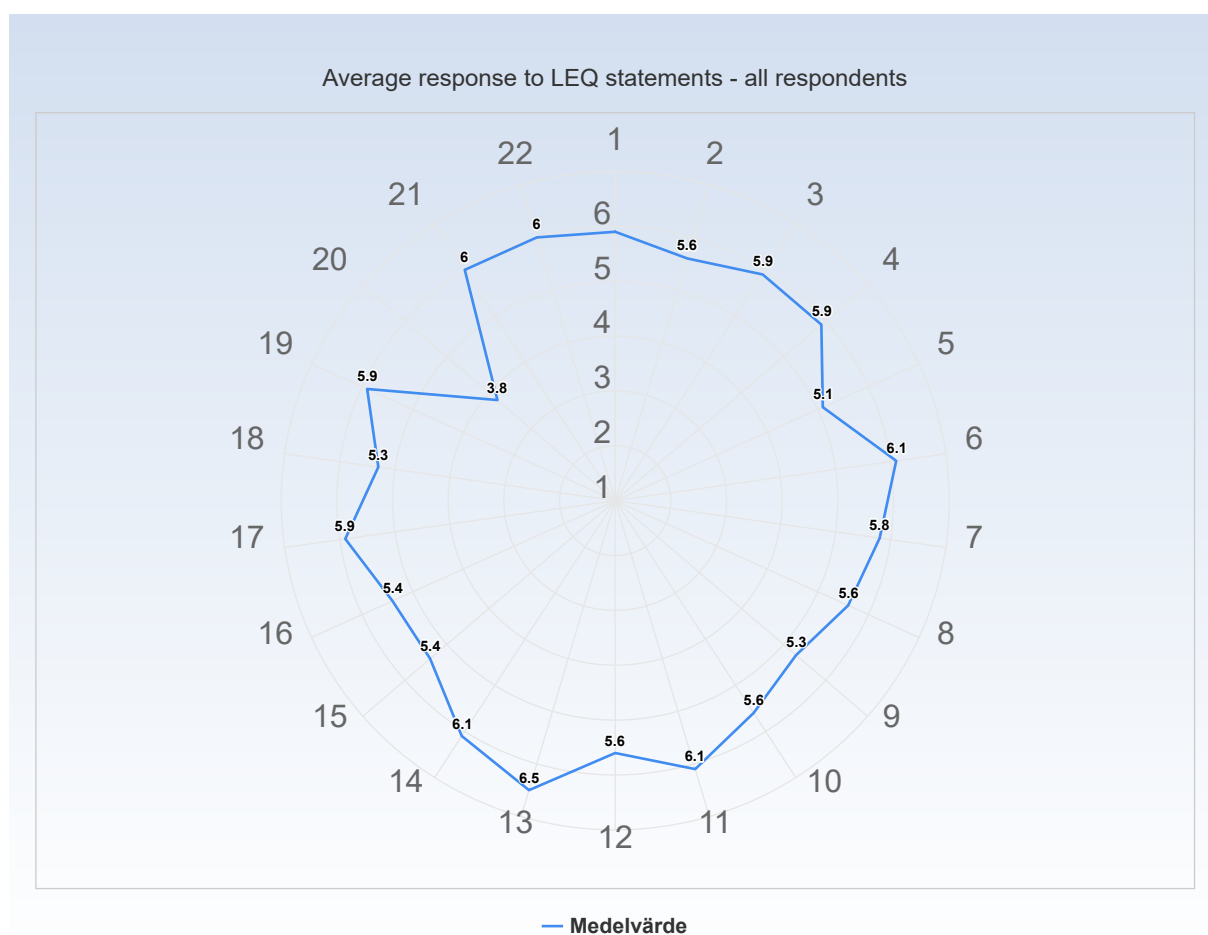
The polar diagrams below show the average response to the LEQ statements for different groups of respondents (only valid responses are included). The scale that is used in the diagrams is defined by:

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.

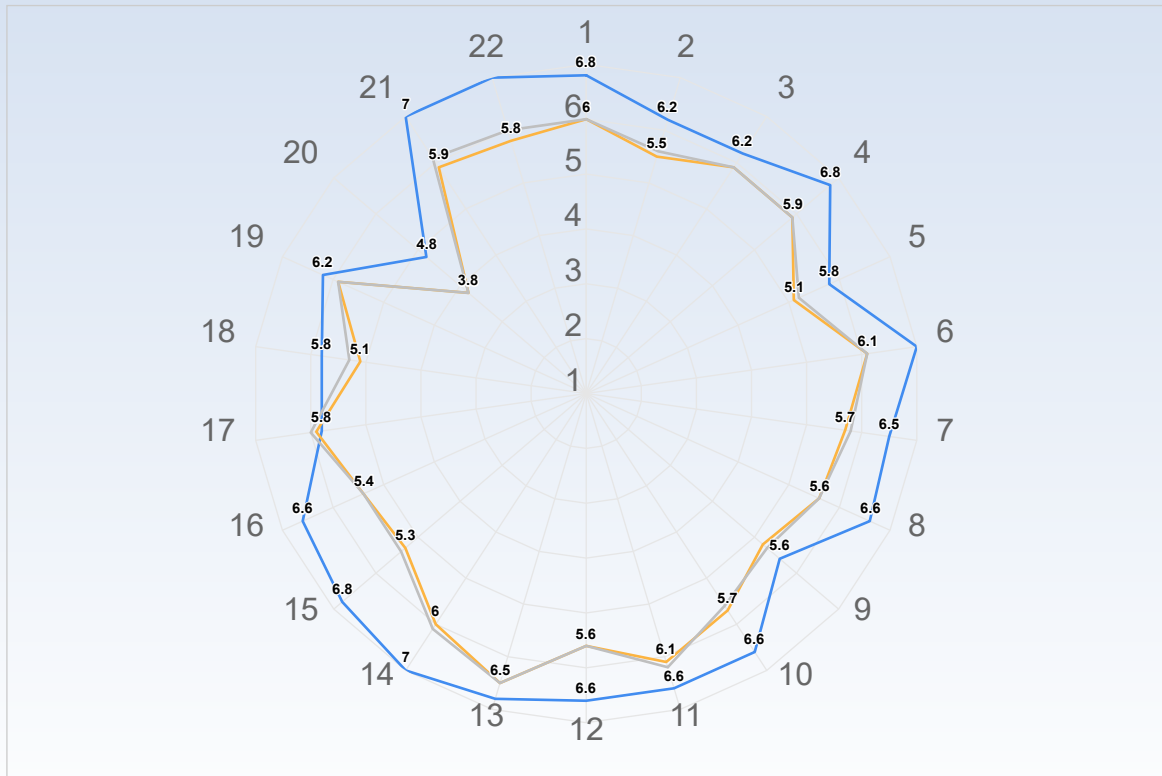
Biggs J. & Tang, C. (2011). *Teaching for Quality Learning at University*, Chapter 6, pp. 95-110. Maidenhead: McGraw Hill.

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.

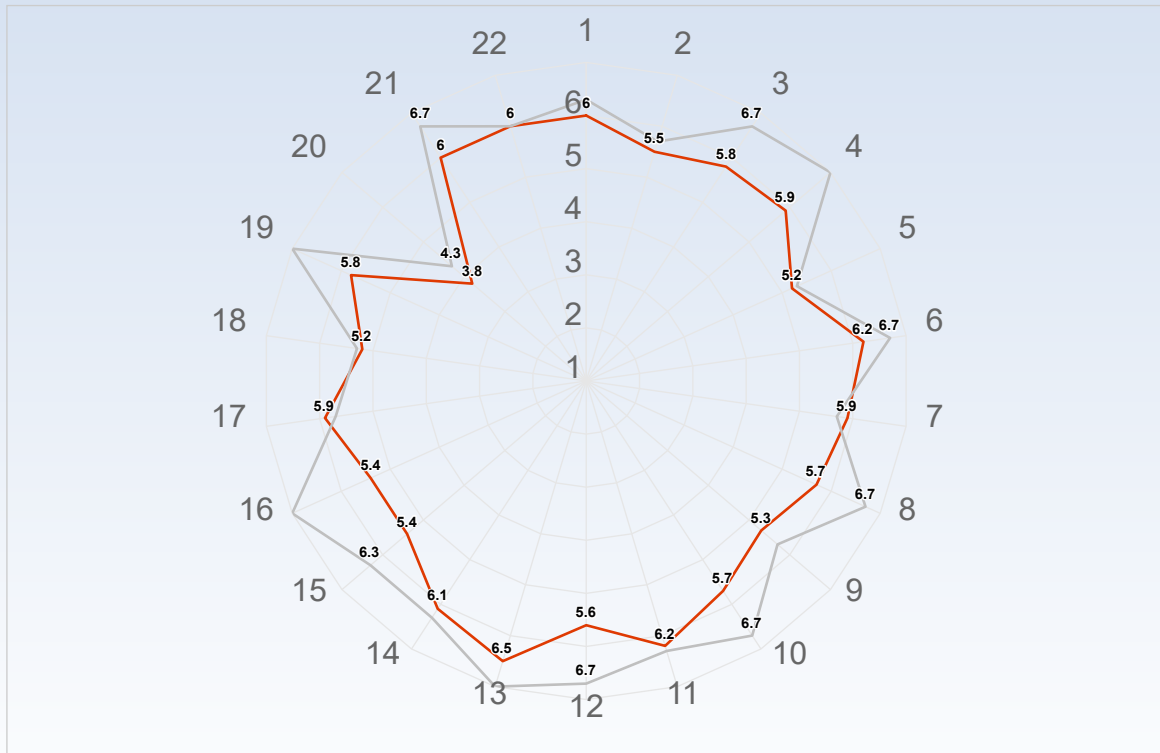
Ramsden, P. (2003). *Learning to Teach in Higher Education*, Chapter 6, pp. 84-105. New York: RoutledgeFalmer.

Average response to LEQ statements - per gender



— Kvinna — Man — Annat — Vill ej uppge — (Answered)

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: Svensk student i årskurs 1-3)

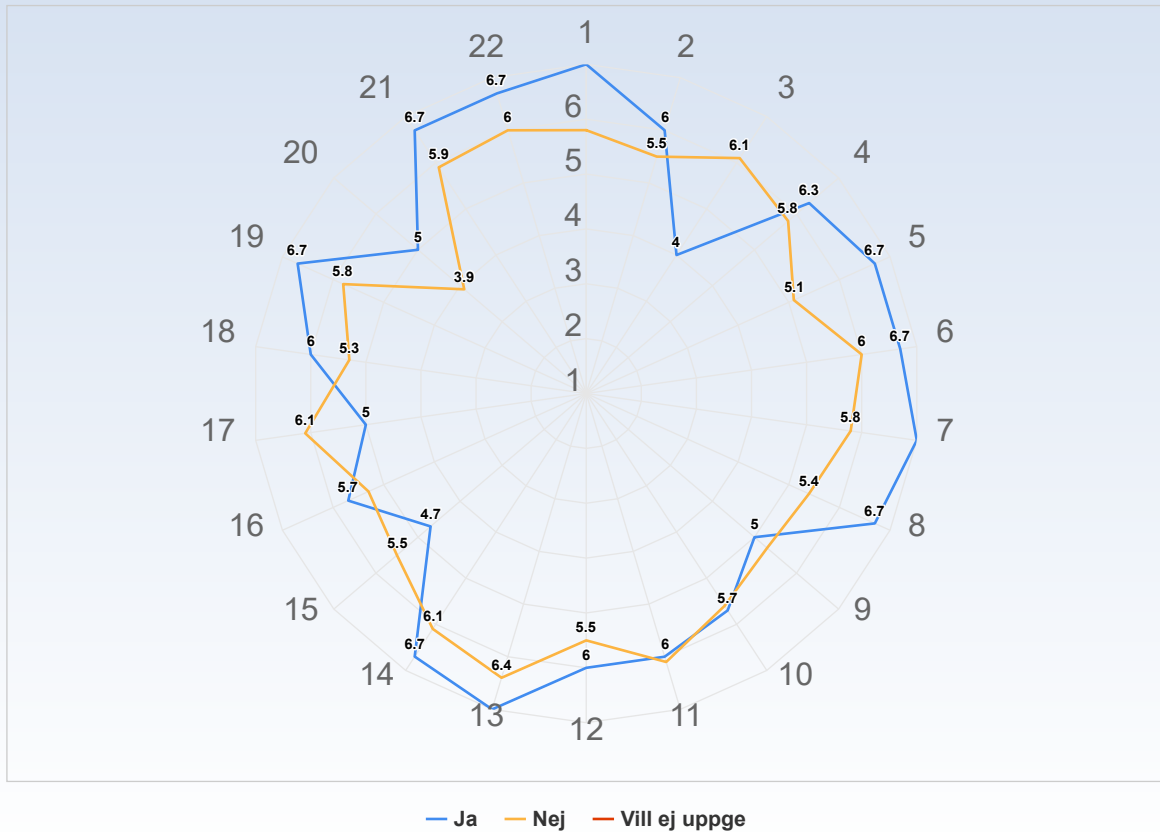
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Comments (I am: Annan typ av student)

International Bachelor Student

International bachelor student - TCOMK

Average response to LEQ statements - per disability



Comments

Comments (My response was: Ja)

Har dyslexi. Fick extratid på examinationen och den gav mig mycket. Tyckte även att själva tentamen var riktigt tidspressad och uppskattade verkligen den extra timmen. Gillade verkligen också att det fanns möjlighet att läsa upp frågorna i datorn.

I appreciate the lectures being uploaded afterwards, in case you were sick or want to watch them again.

# GENERAL QUESTIONS

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What was the best aspect of the course?

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

Leif och den stora variationen i innehåll och aktiviteter

What was the best aspect of the course? (I worked: 9-11 timmar/vecka)

Kvaliteten på innehållet

hjälp från lärare var snabb. Tror piazza var en mycket bra ide att använda

It was fun learning about databases and dealing with concurrent users. Isolation levels and stuff like that.

Projektet, roligt med samma projekt genom kursens alla seminarium

What was the best aspect of the course? (I worked: 12-14 timmar/vecka)

Hela projektet var mycket lärorikt! Bra uppdelning på obligatoriska och betygshöjande uppgifter.

Definitely the project. Especially the 3rd and 4th parts of the project.

What was the best aspect of the course? (I worked: 15-17 timmar/vecka)

Föreläsningarna och projektet

How project based it was. I feel like I have learnt a lot about databases and actually applying my knowledge to create a java application at the end was great!

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

Projektet, eftersom det var ett väldigt bra sätt att lära sig förstå hur man arbetar med databaser

Det praktiska projektet va roligt

Ämnet och dem passionerade och hjälpsamma lärarna

Det bästa var delen som Paris Carbone höll. Det kändes som Paris tyckte om att lära ut ämnet samt att hans föreläsningar och materiel var bra strukturerade.

Tråkigt att mina negativa ställningstaganden faller över hans faktiskt bra utlärande.

Piazza, having the option to upload a question have students/teacher answer it when they have time saves alot of time / frustration of not understanding.

recorded lectures. Online exam was nice

Bra föreläsningar kändes applicerat och förklarande till ämnet. Tyckte övningarna var jättebra, man fick precis hjälp med det man fastnat på och en god hands on inläring.

projektet var rätt roligt att arbeta med och det fanns bra hjälp för att komma vidare när man fastnade

Tydliga krav, bra uppdelning, bra takt

What was the best aspect of the course? (I worked: 21-23 timmar/vecka)

Roligt ämne och kul att göra en egen databas

I really liked the structure of seminars in the LAB1 part of the course. Building step-by-step on one project along covers each component part of the course material while also offering continuity. We (the students) leave with a sense of how it all fits together. We also get to practice the theory in an embodied way, by which I mean that:

1. We actually do the work, practically, making a part of our experience as opposed to just watching someone else do it. The difference between theoretically understanding how juggling is performed and actually trying to throw the balls.

2. We end up with a body of work. The scripts written. The reports of how we managed it. If taken seriously, this is useful to refer back to in years to come. Whatever I understood now I can understand more easily again.

A lot of course leads don't understand this, opting instead to supply scattershot assignments, each designed to teach one single concept. An anthology is fine, but nothing like a well connected complete story. :) With honesty and depth, I want to thank you!

Att alla föreläsningar fanns uppladdade.

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

The project was the best part of the course because it was very helpful in helping the learning process, especially when you are allowed to work with another person.

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

Det var roligt med projektet då man fick lära på riktigt, inte bara teoretiskt. Lärarna kan sina saker och man känner att man faktiskt kan något nu efter kursen.

Quizarna är jag tveksam till som en del av examinationen men de var bra eftersom att man då behövde lära sig teori och inte bara gör det praktiska. Regelbunden examination är bra.

The project.

What was the best aspect of the course? (I worked: 33-35 timmar/vecka)

Projektet var kul så man kunde göra något praktiskt istället för bara teori.

Kontinuerlig examination istället för bara en stor tenta med allt var bra.

What was the best aspect of the course? (I worked: 39-41 timmar/vecka)

Seminarieupplägget. Leifs föreläsningar.



## What would you suggest to improve?

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

Delar av teorin känns onödigt tillkrånglad

What would you suggest to improve? (I worked: 9-11 timmar/vecka)

Fler praktiska uppgifter fokuserat på just SQL, likt första quizzet men kanske inte obligatoriskt. Möjligtvis som del av föreläsning.

osäker

Make the exam harder. It was a bit too easy.

Quiz-frågorna var ibland svåra att tolka vad som menades. Ibland var det dubbelnegationer i frågor och man skulle kunna undvika fel genom att ta bort dem. Föreläsningarna var ganska tunga och lite svåra att hänga med på men det kanske beror på materialet.

What would you suggest to improve? (I worked: 12-14 timmar/vecka)

Jag förstår vissa aspekter till att seminarierna är obligatoriska, men personligen är det ingenting som jag känner främjar min studieteknik / mina studier.

Perhaps less detail on storage devices. Some information felt not so important or interesting.

Övningsquizen representerade i många fall inte vad som faktiskt kom på de betygssatta quizen. Skulle även kunna ha fler föreläsningar som går mer på djupet och kanske integrerar labbarna in i föreläsningarna, istället för nuvarande upplägg där föreläsningarna innehåller så mycket kondenserad information att vissa saker inte hinner bli förklarade ordentligt.

Tycker att när det är seminarium så är det bättre att man sitter kanske 3och3 eller 4och4 i små grupper och redovisar sina lösningar för varandra. Då kan man få in redovisningsbiten fast för mindre grupper än helklass och 2 man kan få peer review direkt av sina klasskamrater som sitter i gruppen. Känns bättre än att man kollar igenom någon helt randoms rapport.

Gav samma förslag till Objekt IV1350 kursen också med ändrat upplägg på seminarierna.

What would you suggest to improve? (I worked: 15-17 timmar/vecka)

examinationen och feedback på handledningarna. Oklar feedback på labbuggifterna, handledaren frågades om det modellen såg bra ut och frågades om specifika saker i modellen, knappt någon feedback och gav intryck av att det såg bra ut men efter inlämning var det 0 poäng pga modellen eftersom det som frågades om behövde åtgärdas enligt feedbacken. Väldigt oklart när det kommer till vad som krävs för godkänd modellering. Problemet är inte med modelleringen utan att det är dålig feedback och den ges inte vid rätt tillfälle och den godtyckliga rättingen som leder till en orättvis rätting. När det bara är förinspelade föreläsningar är det viktigt med tydliga svar på handledningarna.

I had a hard time understanding the databases, also I have read parts of the book and I ended up never using that knowledge, so maybe having closer reading guidelines would be useful.

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

Även om projektet var väldigt bra så var det kanske en lite för stor uppgift

Labbarna va väldigt svåra att hänga med på. Gick väldigt snabbt. Lägg till en labb/övning som endast handlar om att komma igång med all mjukvara där man kan få hjälp och ställa frågor. Första labben gick igenom detta väldigt snabbt och när man inte fick allt att funka så va det svårt att hänga med.

Inget jag kan komma på

Alla seminarier kändes dels väldigt oinspirerande samtidigt som de skapade en rätt dålig atmosfär under redovisningarna.

Leif Lindbäck's föreläsningar skulle behövas göras om eller bara hållas live istället. De på Youtube, där kanalen förresten är felstavad, är nästan gjorda för att det ska vara svårt för studenterna att extrahera information. Det kanske beror på föreläsarens monotona röst eller att de kanske bara är informationsfattiga.

En förbättring skulle vara att designa om kursen helt och hållet där man slipper hålla på med gammal opålitlig mjukvara (Astah) samt göra någon torr modell för en musikskola.

Varför inte introducera lite mer frihet i projektet?

More practice quizzes.

länken mellan projektet och tentan kunde varit tydligare

tydligare struktur på canvas sidan hade varit uppskattat kändes som att mycket information var utspridd

Jag tycker att relational algebra var väldigt svår att förstå och att introducera SQL först hade varit lättare att förstå. T.ex select statements och hur en "table" är uppbyggd hade gjort det enklare att förstå project operatorn. Sen borde det även göras tydligare när orden egentligen betyder samma sak tex tuple=record=row, och attribute=column.

What would you suggest to improve? (I worked: 21-23 timmar/vecka)

It's so important I'll reiterate here my comment on the question "Kursens examination kändes ärlig och rättvis":

The LAB1 was very reasonable; the real problem is with the TEN1 part. On the one hand I found the quiz format really practical. It fairly assessed our level of comprehension in a non-biased way. My issue is the requirement (without enforcement) to not communicate with other students during the final exam. The final result of this requirement is clearly giving an advantage to anyone dishonest enough to say that they're going to do the exam individually but having the intention to collude with other test takers.

Either the examiners are naive enough to believe no more than one student is willing to cheat, or they don't think the given promise is worth enforcing (and so has no value). The former case seems unlikely. No one is that naive. The latter case implies that the examiners don't really value the requirement to be assessed individually. That in itself is fine. What isn't fine is separating the students into two different test conditions based on whether they are willing to lie about their moral character or not. I find that reprehensible. To me, a promise given is no light thing. "Just check the box, it doesn't mean anything."

As an institution of science I find it unacceptable for KTH to facilitate dishonesty as a means of passing tests. You need to either lose the requirement, standing up for the fact (if indeed it is a fact) that it's arbitrary, or make it enforceable in some manner. Thank you for taking the time to read this.

I would also want to mention the lectures given by Mr. Carbone. I seldom went away from them with a sense that I'd learnt something deeply. I do not wish to be a mean critic or to demoralize so I won't go into a list of reasons I've thought up of why that could be. Rather I'll focus on a simple thing that might improve them immensely.

When Mr. Carbone speaks, it is in bursts. He speaks quickly, delivering his words in compressed packages interspersed with a series of "ahms" and "uhms" while he mentally composes his next phrase. I often found myself using these uhm-pauses to figure out what had just been said, as the blurted message needed to be parsed. I would like to suggest that he tries speaking more slowly, enunciating more clearly. I believe this would give him the time to think of the entire sentence while speaking, instead of retreating into "uhm." A result of this would hopefully be for the listener; the sense of a melody of thought rather than staccato sentences.

Schemaläggningen. Ibland så var handläggningstiden planerade väldigt långt ifrån eller aldeles för tätt in på ett seminarium, tyckte jag.

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

The difficulty of the project could be adjusted a tiny bit. Most of the parts were fine but the third one (SQL queries) felt like it took a big jump in difficulty.

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

Första labben var värdelös. Alla hade installerat Postgres via hemsidan men när vi kommer till övningen så ska man tydligen använda Docker. Det stod inget om detta på canvas och följden blev att ingen fick det att fungera. Man kunde alltså inte hänga med och skriva egna queries. Assarna körde också queries direkt från ett "facit" utan någon vidare förklaring. Detta ledde till att jag inte gick på fler labbar eftersom att första tillfället var kaos. Lägg mer fokus på installation nästa kursomgång så att det fungerar för alla eller se till att assarna kan köra Postgres från terminalen (det är inte svårt).

Det vore bra även om det är svårt, att publicera någon typ av förklaring till frågorna på quizarna. En person ställde en fråga på Piazza om en

fråga och fick som svar "Var fastnar du?". Det är ju omöjligt att veta när man inte vet svaret och bokens algoritm inte verkar ge rätt svar.

Det behöver finnas mer konkret material att plugga på till tentan. Att lära sig hela boken är inte rimligt. Det kändes också som att vissa saker på quizarna inte fanns i kursboken vilket var förvirrande.

Some of the lectures seemed to theoretical.

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

Labbarna var inte till hjälp. Första två var bara helt kaos. Alla hade installerat PostgreSQL som det stod på Canvas men sen var alla tvungna att använda Docker istället vilket tog halva labbtiden och de kopierade bara färdiga saker utan att förklara något. Det går att köra via terminalen lätt, bara att man behöver skriva hela filens sökväg. Gick därför inte på fler labbar för jag kände att de bara var slöseri med tid.

Det fanns inget att plugga på inför tentan förutom de få quizarna vi hade gjort vilket var lite lite.

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What would you suggest to improve? (I worked: 39-41 timmar/vecka)

Formuleringarna av frågor i Quiz:ar och tentan. Oftast fick man fel för att frågan formulerats på ett sätt som gör det onödigt komplicerat. Upplevde att fokuset låg mer på att försöka tyda frågorna än att visa att man fattat koncepten.

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## What advice would you like to give to future participants?

### What advice would you like to give to future participants? (I worked: 9-11 timmar/vecka)

Ta in information från olika källor, utöver föreläsningar och kursbok, för att helt förstå vad olika koncept innebär. Exempelvis genom att gå på labbar, eller både lyssna till föreläsning live och inspelat.

aktivt diskutera ämnet genom att ställa frågor till varandra kände som det bästa sättet att lära mig. Exempelvis NF1-NF3, sätt att fixa deadlocks t.ex wait-die

Discuss a lot with your classmates, you learn the most from that.

Läs boken som komplement till föreläsningar om det finns tid till det

### What advice would you like to give to future participants? (I worked: 12-14 timmar/vecka)

Mängden saker att göra kan kännas mycket i början av kursen. (quiz, projekt, seminarier, tenta) men det är inte så farligt som det ser ut.

Start the project early. From my experience, after finishing each project assignment, I thought of things to improve every day, which ended up in a better final version.

### What advice would you like to give to future participants? (I worked: 15-17 timmar/vecka)

Förstå teorin och försök lösa allt veckovis

1. Focus on understanding key concepts

2. Do not underestimate the time it takes to finish some of the assignments.

3. Use DBEaver / PGAdmin instead of terminal - makes it a lot easier in the later tasks

### What advice would you like to give to future participants? (I worked: 18-20 timmar/vecka)

Börja med projektuppgifterna så fort som möjligt

Börja med projektet i tid. Se till att hänga med i teorin och läsa boken, annars är det svårt att klara quizzarna och tentan.

Börja tidigt med arbetet så du kan få mycket hjälp och feedback

Att strunta i torra föreläsningar och läsa på egen hand istället. Alternativt strunta i kursen helt för att tillgodoräkna från något annat universitet.

Go to the tutorials, then the assistants/teachers can check if you're way off or not with the project.

Börja med allting i tid och nyttja övningsstillfällena

Kolla på lektionerna, gör quizen i tid

### What advice would you like to give to future participants? (I worked: 21-23 timmar/vecka)

Take this course seriously. And yourself not too seriously :)

Börja så fort så möjligt och jobba hårt så kommer det gå bra.

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

It is not too hard to get an A in this course which means it is even easier to get a pass. I think that the lower pass rates for earlier years are a consequence of students overestimating the project. Start early with the project and look at the lectures provided and the tips and tricks document, this will ensure you at least pass each project part. We did not have any prior exams to look at but even so, we had graded quizzes to look at which together with the ungraded quizzes were more than enough to get close to max points on the final exam. Do not underestimate the ungraded quizzes as I found them to sometimes be harder than the graded quizzes which was very good for studying. I would recommend learning why the answer to a question is correct or not when studying the quizzes. Good luck!

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

Börja direkt med modellen. Skriv inte 10 sidor rapport när vissa blir godkända på 2 sidor. Testa queries och fokusera på relational algebran.

Do all of the higher grade seminars so you need less points on the exam.

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

Ligg i fas från början och ha mest fokus på projektet.

### What advice would you like to give to future participants? (I worked: 39-41 timmar/vecka)

Plugga regelbundet! Anteckna regelbundet. Det hjälper inför quiz:ar och tentan.

## Is there anything else you would like to add?

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

Jag går år tre på TIDAB och detta är en av de bästa kurserna på hela utbildningen :)

### Is there anything else you would like to add? (I worked: 9-11 timmar/vecka)

Nah

### Is there anything else you would like to add? (I worked: 12-14 timmar/vecka)

Observera att inget av följande är personligt, utan har bara att göra med min upplevelse av kursen och jag tycker att det är viktigt att ni tar del av den.

Det är tråkigt att ge negativ feedback men jag kan inte säga annat än att jag hade förväntat mig en högre nivå på en kurs som går på KTH. Delen av kursen som hade med UML/skapa modeller att göra är inte ens innebördes sammanhängande, det känns inte alls som ett rigoröst eller ens effektivt sätt att göra saker på utan snarare ett onödigt teoretiserande av ett väldigt praktiskt problem. Oavsett så är UML är såklart ett användbart verktyg och viktigt att lära sig men är det rimligt att år 2023 lägga två kurser (15 HP!) i ex. TIDAB där det centrala innehållet är att göra 100% perfekta UML-modeller och analysera dem i detalj? UML-approachen kan säkert passa några i deras metod av problemlösning, men inte för alla och inte alltid. Det stora problemet är väl ändå att det känns som vi lär oss Leifs egna problemlösningsmetod som kanske fungerar för honom, men jag ser i alla fall inte hur man skulle kunna hävda att den är universell/standard eller tar avstamp i något annat än hans egna övertygelse om det fantastiska UML. UTGIVEN kurslitteratur om UML (gärna från detta årtionde) skulle vara uppskattas som referens, men snälla, behöver vi verkligen så här mycket fokus på UML? Jag tror säkert att man KAN motivera att det är en så stor del av utbildningen, frågan är om man bör...

### Is there anything else you would like to add? (I worked: 21-23 timmar/vecka)

Thank you!

Tack för kursen! Den var väldigt intressant.

### Is there anything else you would like to add? (I worked: 33-35 timmar/vecka)

Hade varit bra med facit och lite förklaring till quizzarna innan tentan så man visste vad som var rätt/fel.

## SPECIFIC QUESTIONS

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## RESPONSE DATA

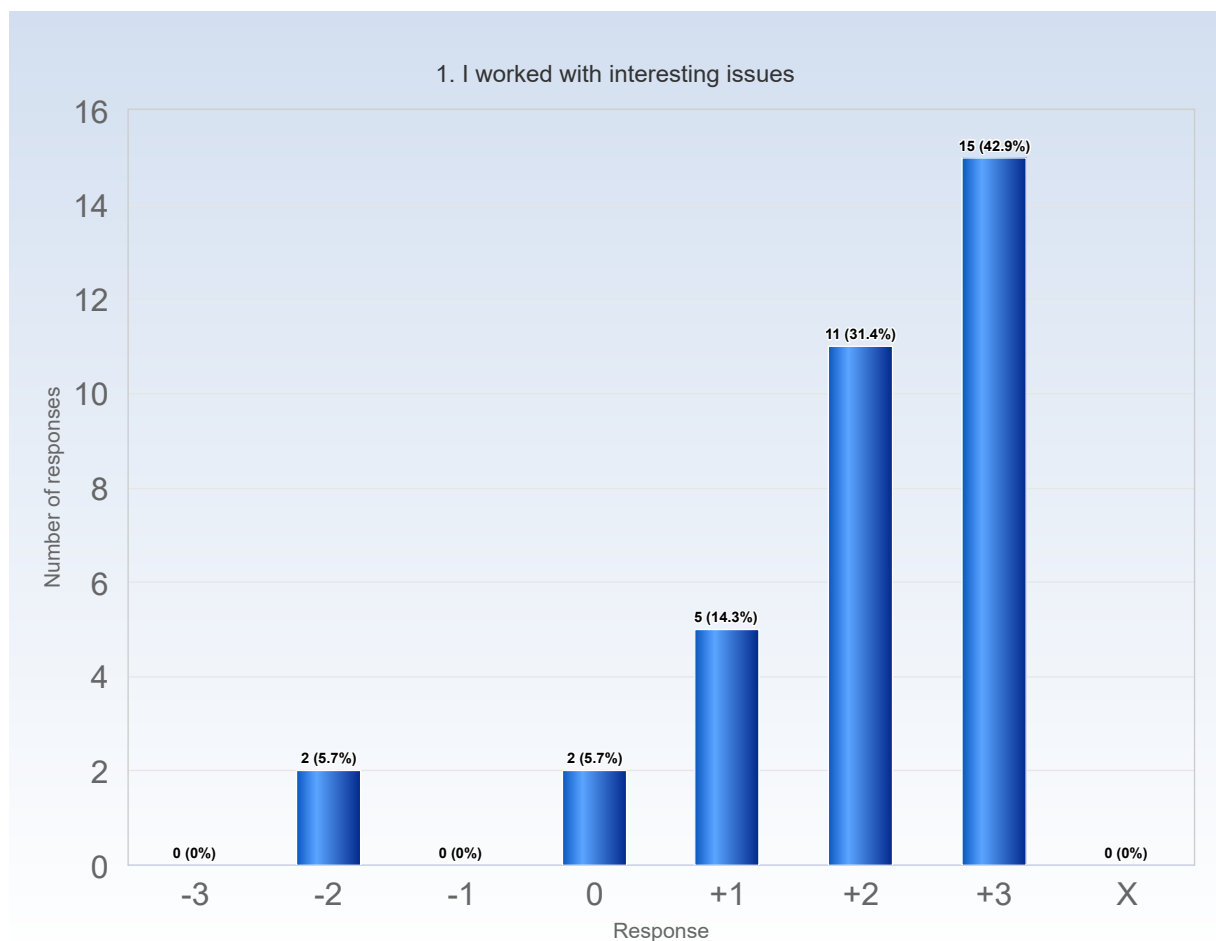
The diagrams below show the detailed response to the LEQ statements. The response scale is defined by:

-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

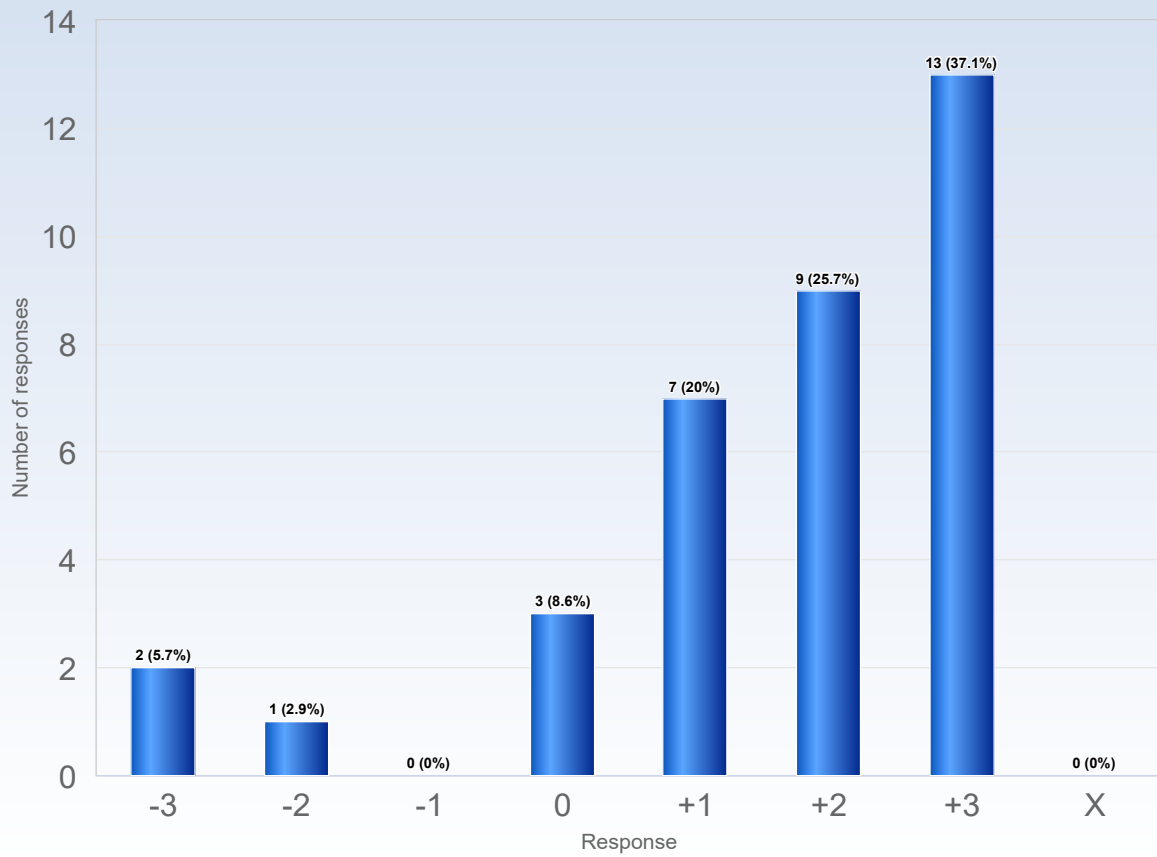


### Comments

Comments (My response was: +3)

Väldigt intressant kurs både för lärande och applikation i arbetslivet

## 2. I explored parts of the subject on my own



### Comments

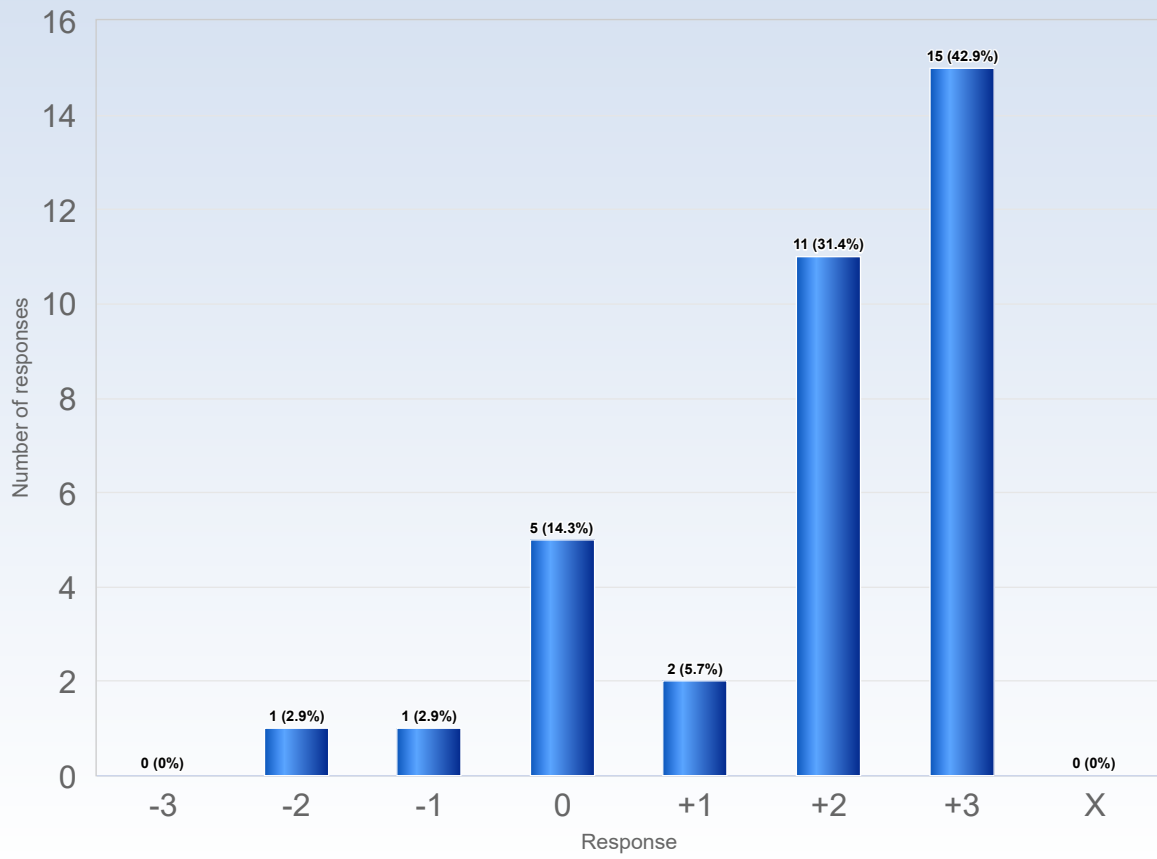
Comments (My response was: -3)

If you mean only learning that what was covered in lectures then i didnt stray from that

Comments (My response was: +1)

Enbart queries.

### 3. I was able to learn by trying out my own ideas

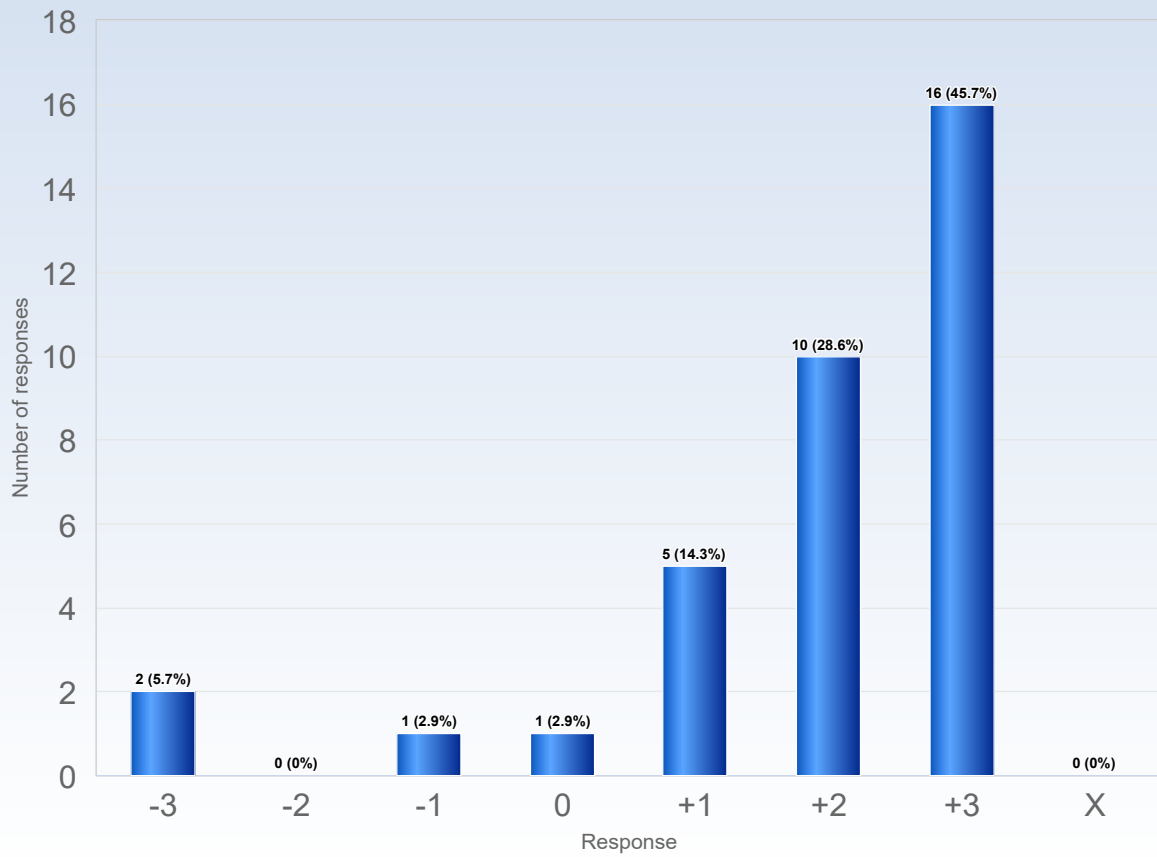


#### Comments

Comments (My response was: +2)

Project was basically all our own ideas which didn't turn out very well lol

#### 4. The course was challenging in a stimulating way



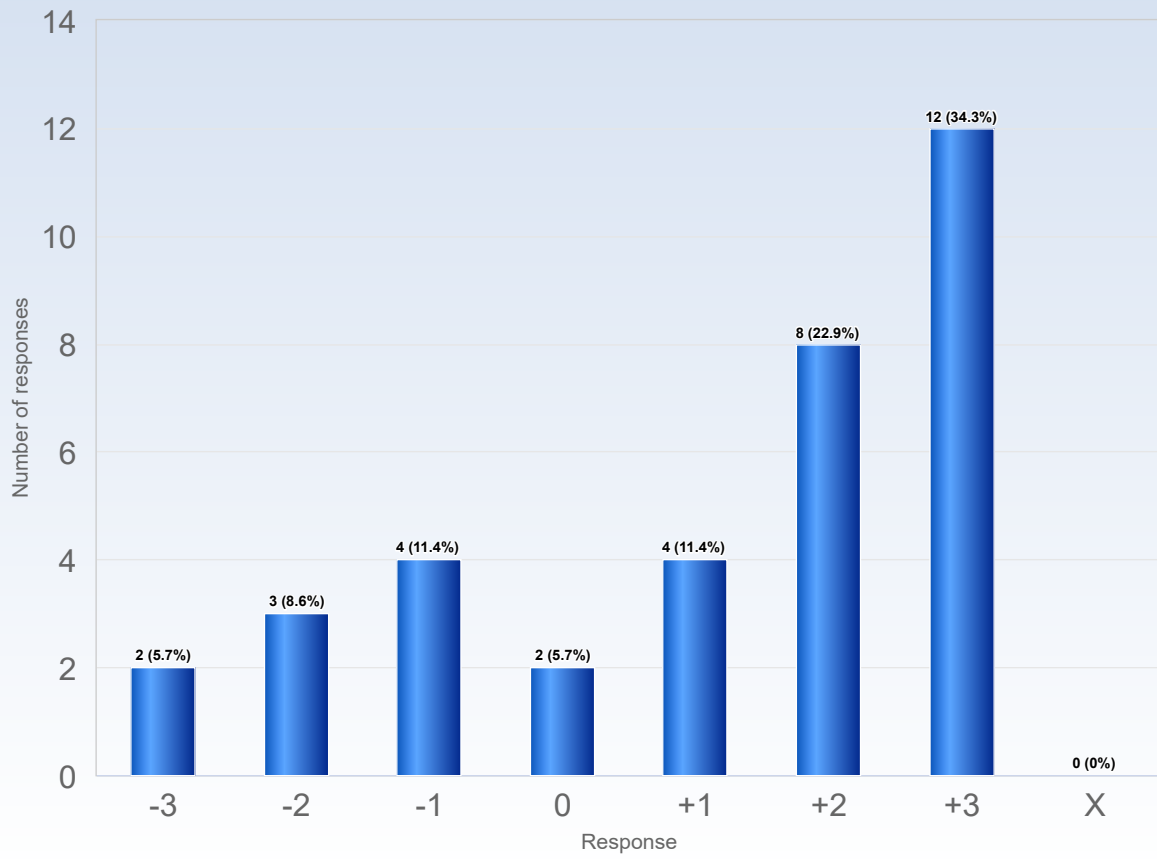
#### Comments

Comments (My response was: +2)

The project felt like you were just thrown into the deep end immediately. Smaller practice questions or something would have been nice



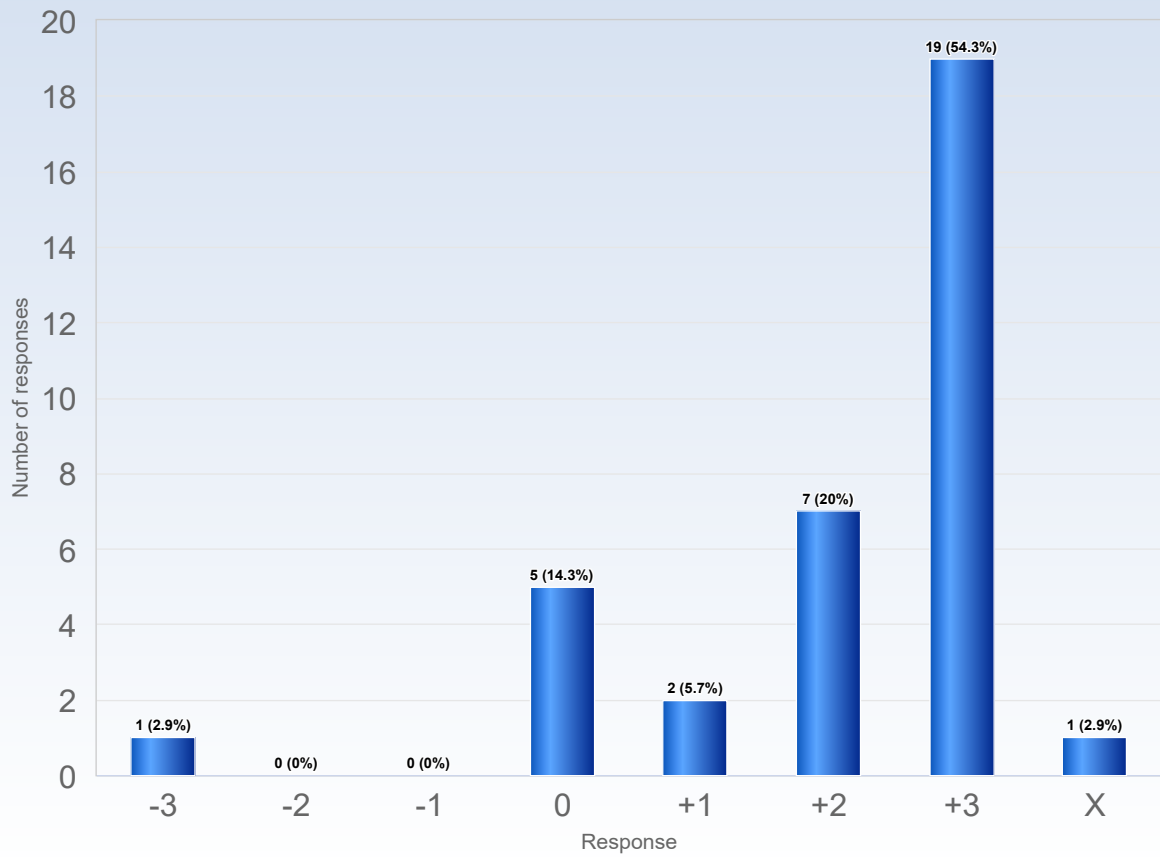
5. I felt togetherness with others on the course



Comments

Comments (My response was: +1)  
Det är väl mer på grund av mig

6. The atmosphere on the course was open and inclusive

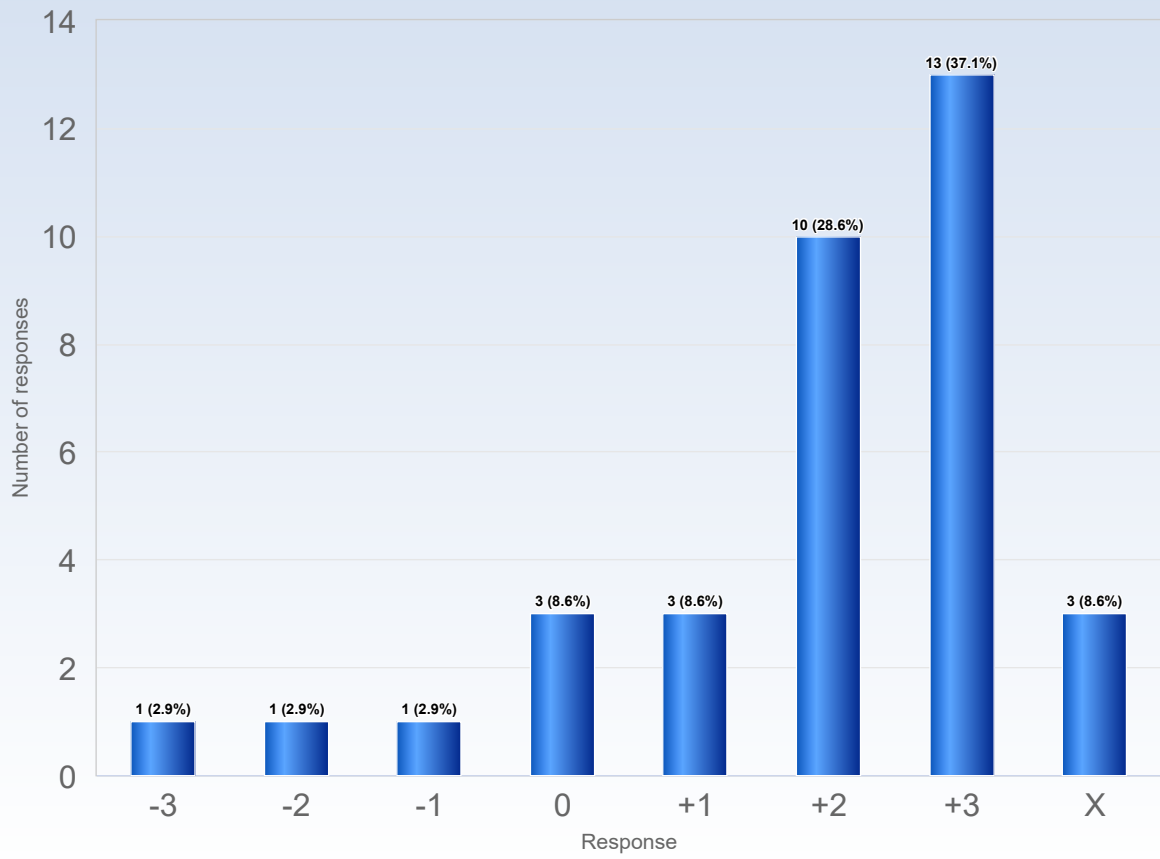


Comments

Comments (My response was: 0)  
No idea barely talked to anyone

Comments (My response was: +3)  
Yes, I liked that

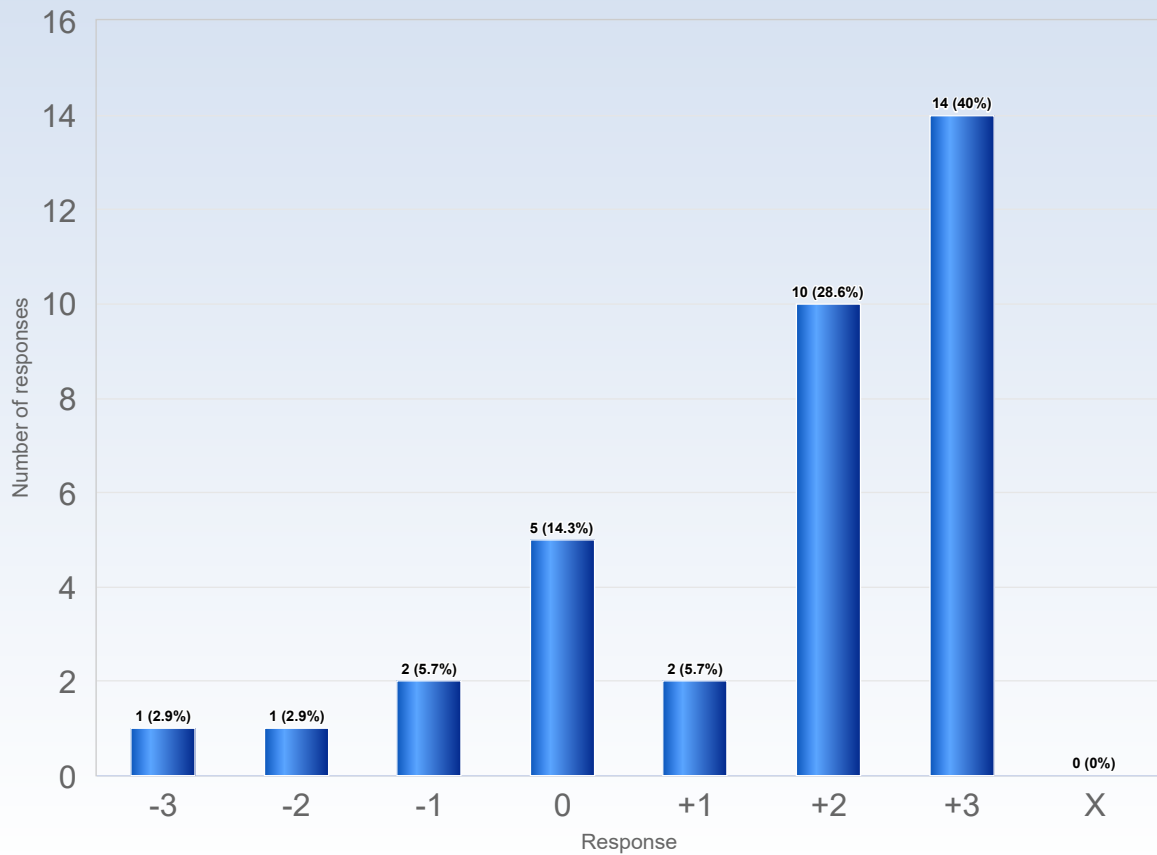
7. The intended learning outcomes helped me to understand what I was expected to achieve



Comments

Comments (My response was: -3)  
hittar ej lärandemål

8. The course was organized in a way that supported my learning



Comments

Comments (My response was: -2)

The labs felt like they were too disconnected from the course and many skipped them because of this. Have More project related labs for next year. Additionally, I don't see the point of seminars where we grade each other. It honestly felt like a waste of time. I got a lot of feedback which was factually incorrect or poor advice as this topic is complicated and students yet don't know how to create a database. A better option is to have exercises to maybe discuss some quiz questions or do the quizzes in a room at KTH for 1 hour and discuss the answers for ~1 hour. Lectures were good!

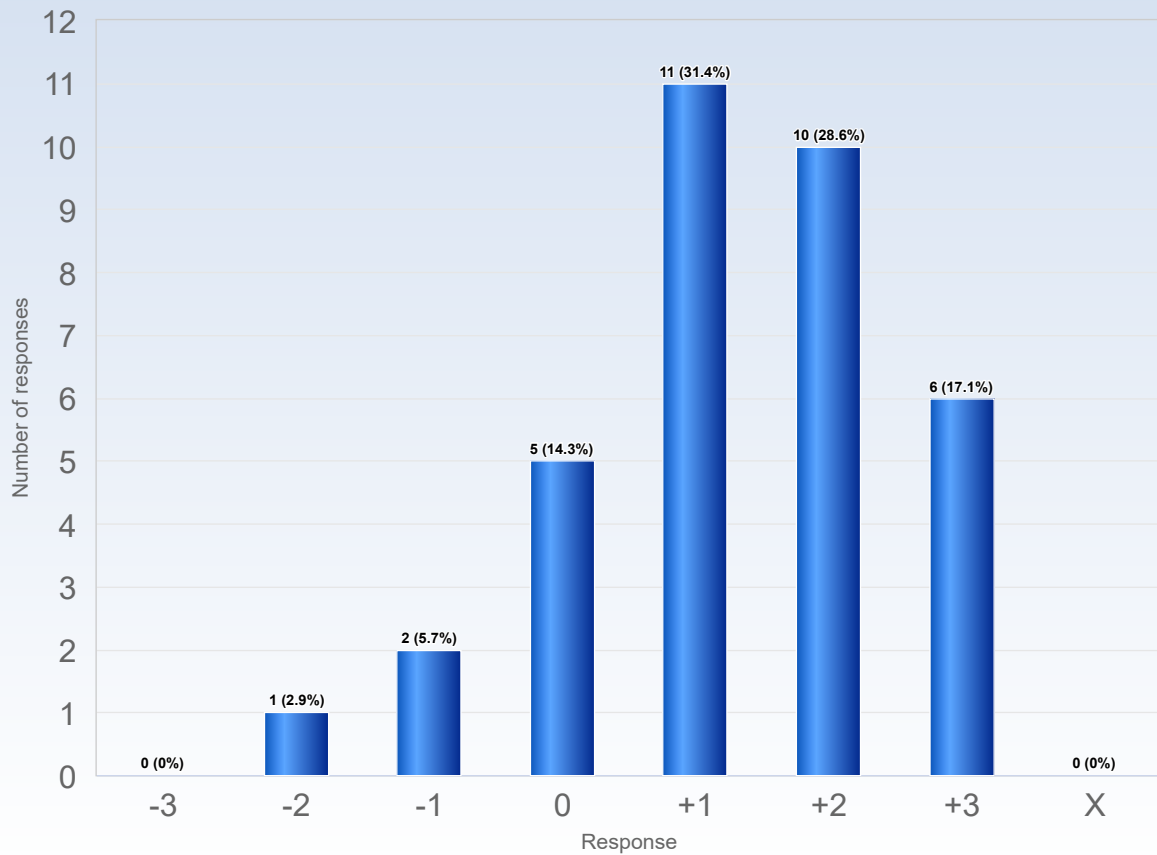
Comments (My response was: 0)

The assignments and seminars, and their pre-recorded material was top notch. Remaining lectures were often opaque to the level of uselessness.

Comments (My response was: +3)

Väldigt bra uppdelning av kursen, lagom takt och den rullande betygsättningen var väldigt bra

### 9. I understood what the teachers were talking about



#### Comments

##### Comments (My response was: -1)

Paris föreläsningar var lite luddiga. För mycket information och oklart vad man skulle ha den till.

##### Comments (My response was: 0)

Fastnade i början på vissa lektioner vilket gjorde att jag spenderade hela lektionen genom att försöka förstå, men detta var inget problem på de inspelade lektionerna eftersom jag kunde kolla om och pausa

+3 for some of the teachers, -2 for one of the others

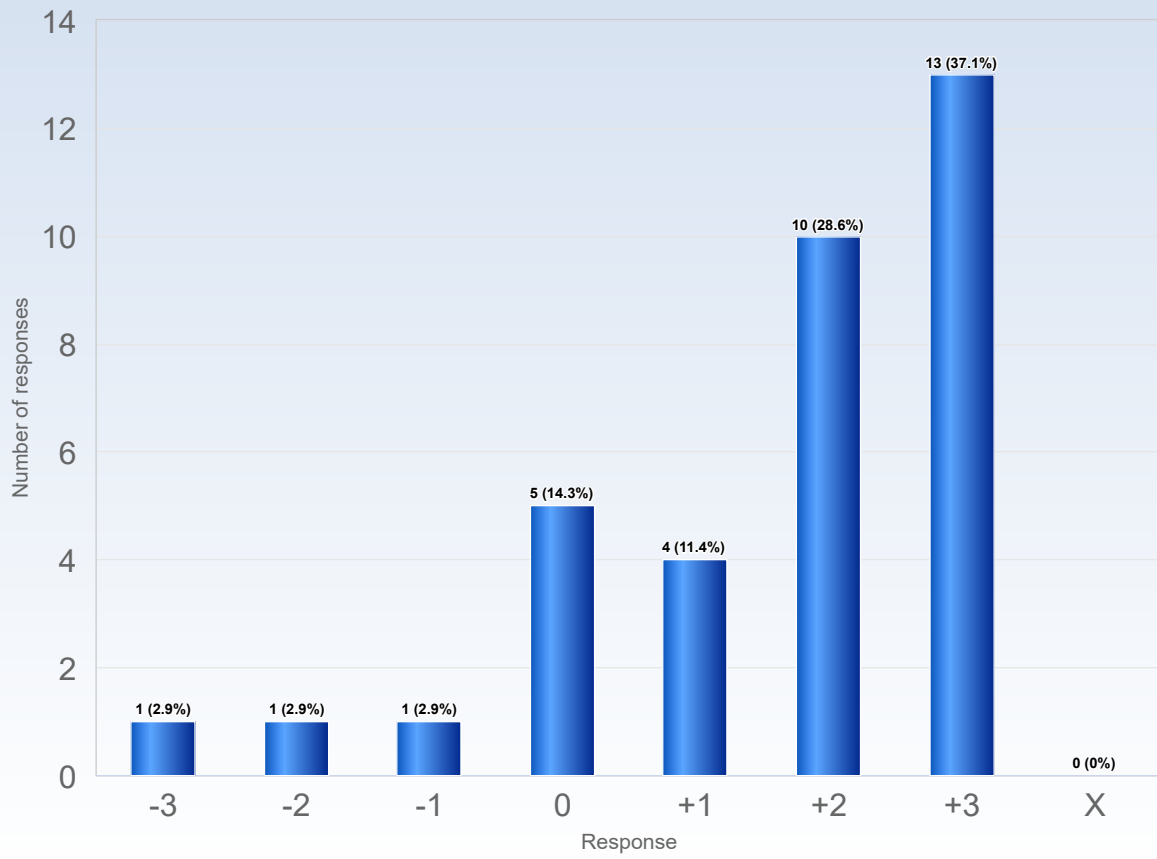
##### Comments (My response was: +1)

Snabbt tempo och mycket info på föreläsningarna

Some things were explained too fast and would have been nice with slower more detailed steps to really explain what's going on.

Not the best lectures. Lecturer seems extremely knowledgeable but lectures could use some work. Felt a bit like he reading off a sheet at time.

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

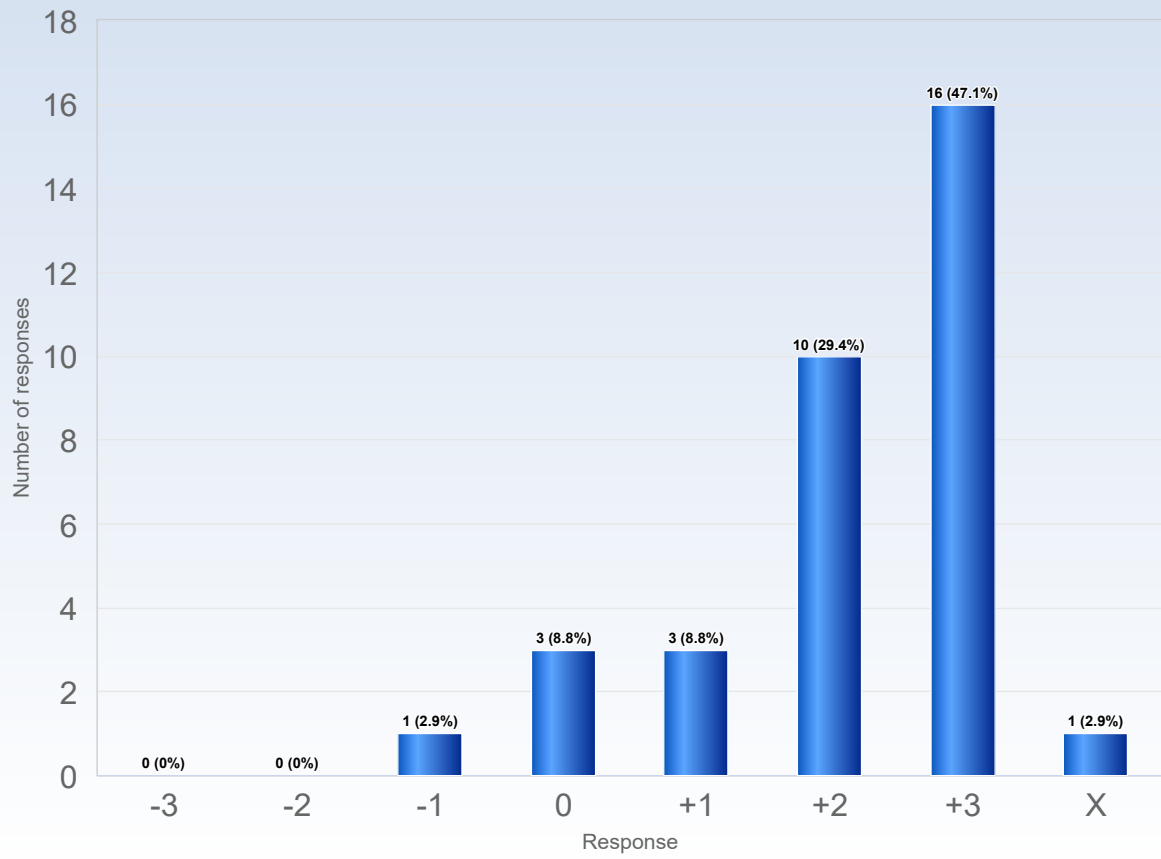


Comments

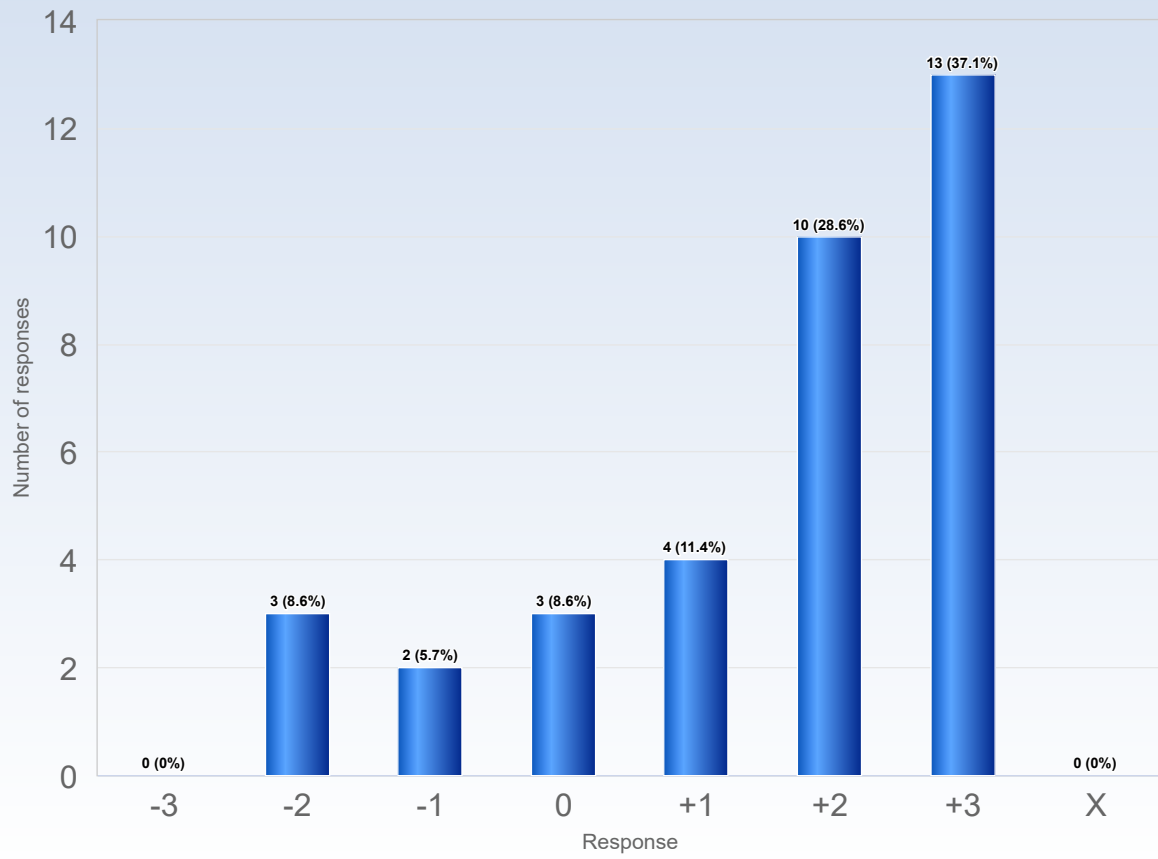
Comments (My response was: +3)

The project let us practice the tools we were learning about in an embodied way.

11. Understanding of key concepts had high priority

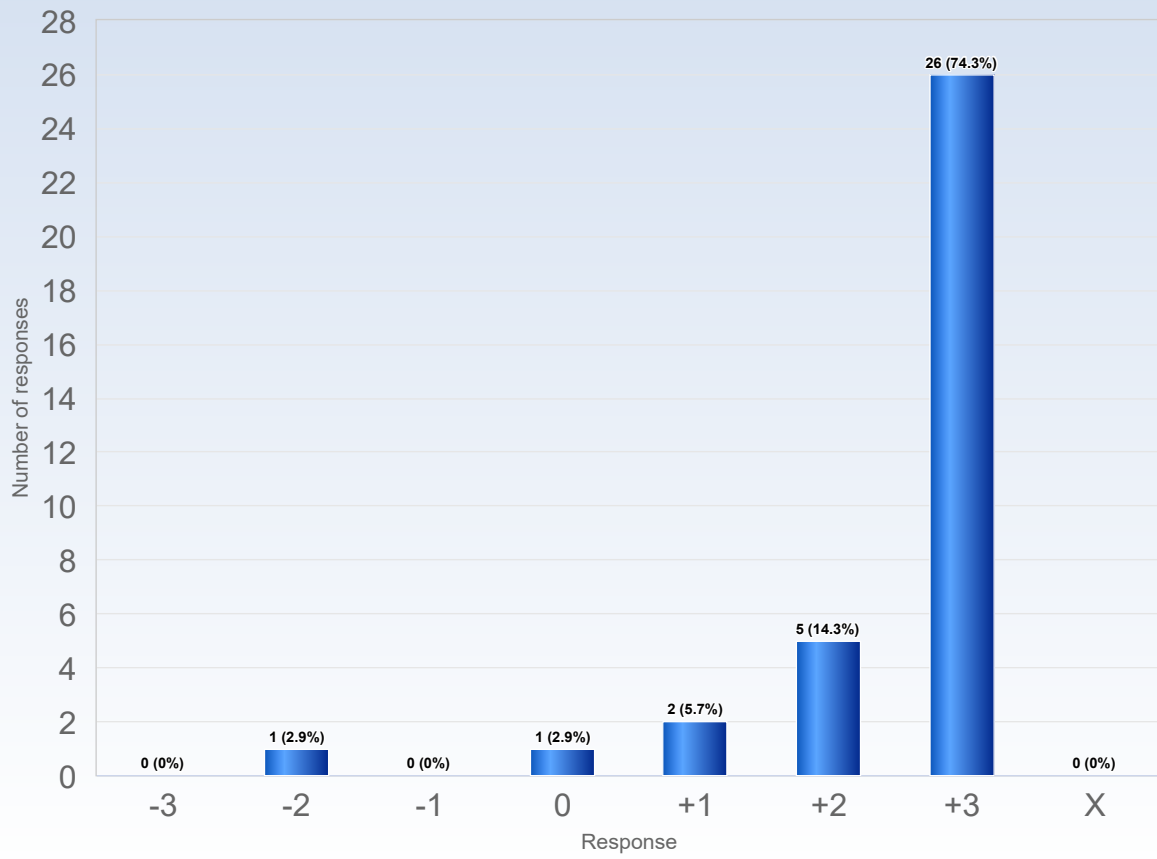


12. The course activities helped me to achieve the intended learning outcomes efficiently





13. I understood what I was expected to learn in order to obtain a certain grade



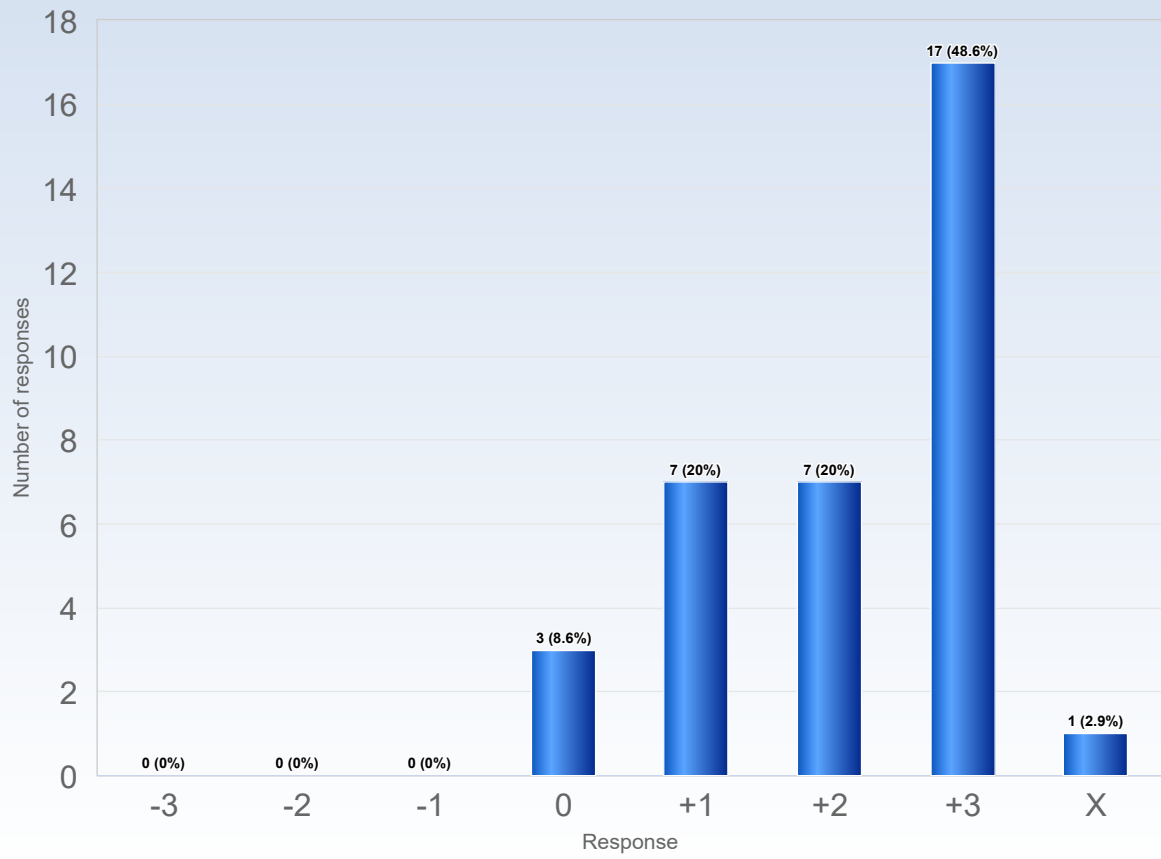
Comments

Comments (My response was: +3)

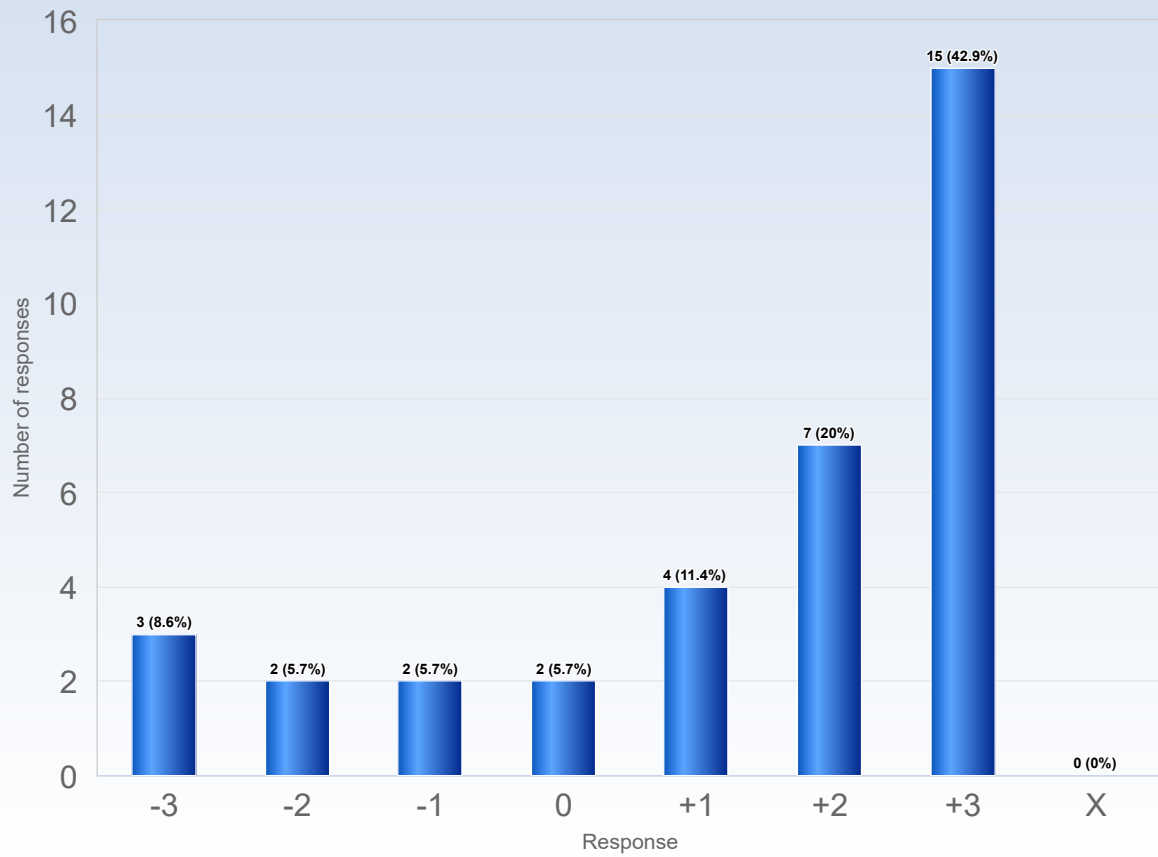
Tydliga poänggränser.

Very clear system

14. I received regular feedback that helped me to see my progress



15. I could practice and receive feedback without being graded



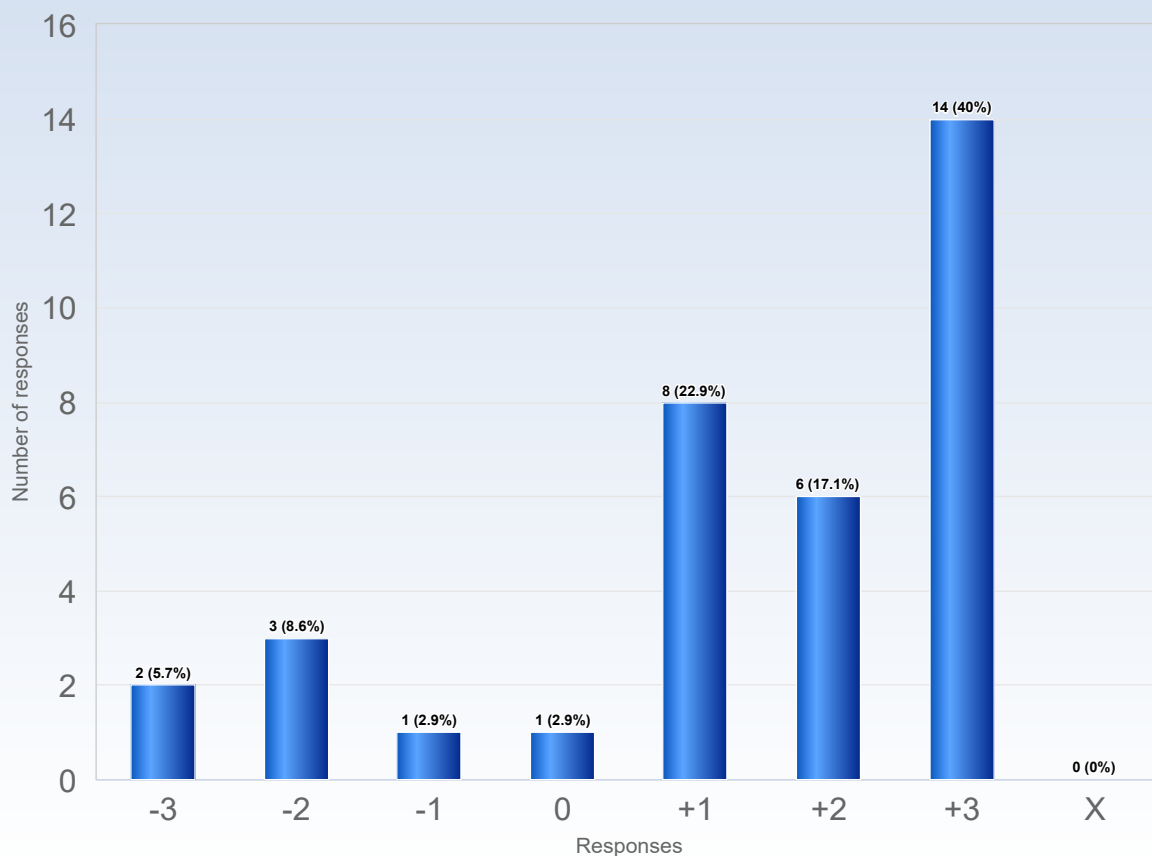
Comments

Comments (My response was: +1)

Övningsquizarna var okej träning.

Yeah practice questions were available but only 1 quiz per module felt way to little to test if you actually understood the module. Made the exam feel abit unfair because you couldn't really practice except for going through lectures

16. The assessment on the course was fair and honest



Comments

Comments (My response was: -3)

The LAB1 was very reasonable; the real problem is with the TEN1 part. On the one hand I found the quiz format really practical. It fairly assessed our level of comprehension in a non-biased way. My issue is the requirement (without enforcement) to not communicate with other students during the final exam. The final result of this requirement is clearly giving an advantage to anyone dishonest enough to say that they're going to do the exam individually but with the intention to collude with other test takers. Either the examiners are naive enough to believe no more than one student is willing to cheat, or they don't think the given promise is worth enforcing (and so has no value). The former case seems unlikely. No one is that naive. The latter case implies that the examiners don't really value the requirement to be assessed individually. That in itself is fine. What isn't fine is separating the students into two different test conditions based on whether they are willing to lie about their moral character or not. I find that reprehensible. To me, a promise given is no light thing. "Just check the box, it doesn't mean anything." As an institution of science I find it unacceptable for KTH to facilitate dishonesty as a means of passing tests. You need to either lose the requirement, standing up for the fact that it's arbitrary, or make it enforceable in some manner. Thank you for taking the time to read this.

Comments (My response was: -2)

Väldigt stor variation i vad som godkändes av examinator gällande labbarna.

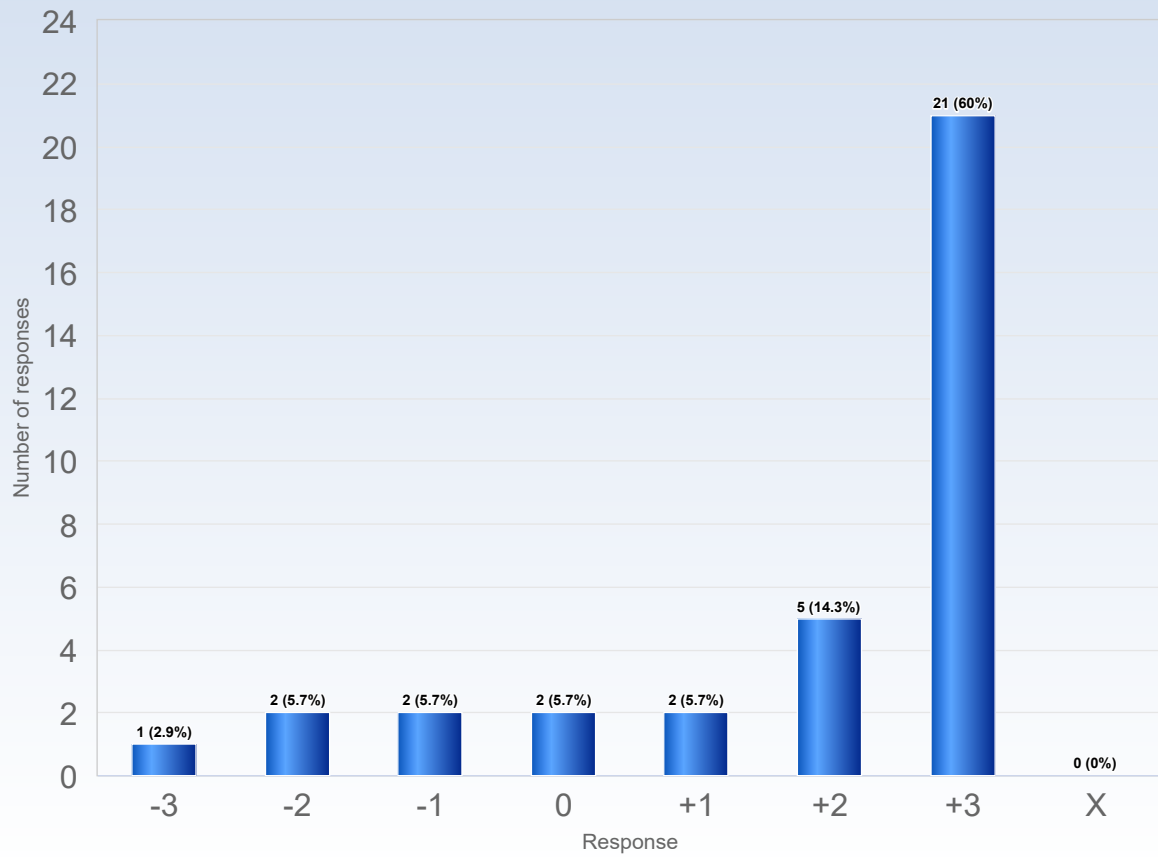
Comments (My response was: -1)

För kort tid på tentamen

Comments (My response was: +3)

Alla hade samma möjlighet att få bra betyg.

17. My background knowledge was sufficient to follow the course



Comments

Comments (My response was: -1)

Det var avancerade koncept i början vilket gjorde att jag kände att jag hade behövt lite mer förkunskap

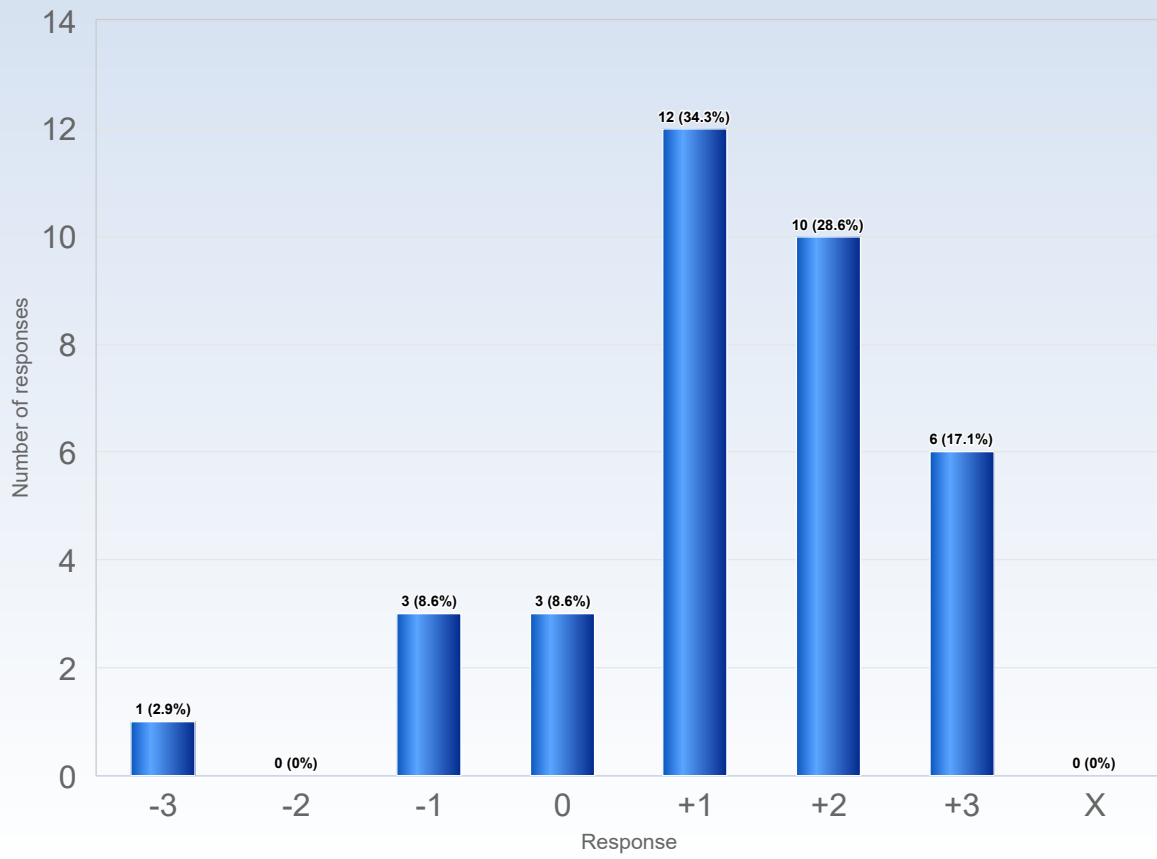
Comments (My response was: +1)

Ej från tidigare kunskaper från utbildningen

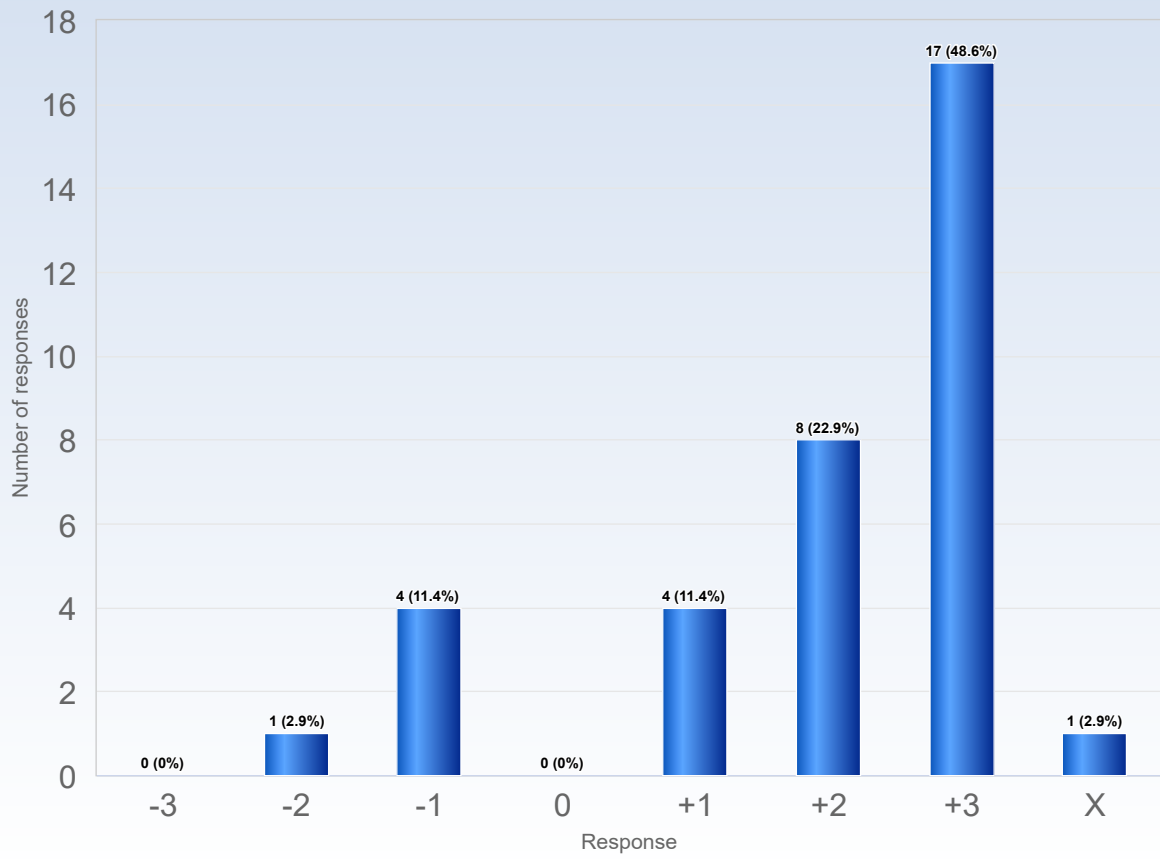
Comments (My response was: +3)

Kunde inte något om databaser innan kursen.

18. I regularly spent time to reflect on what I learned



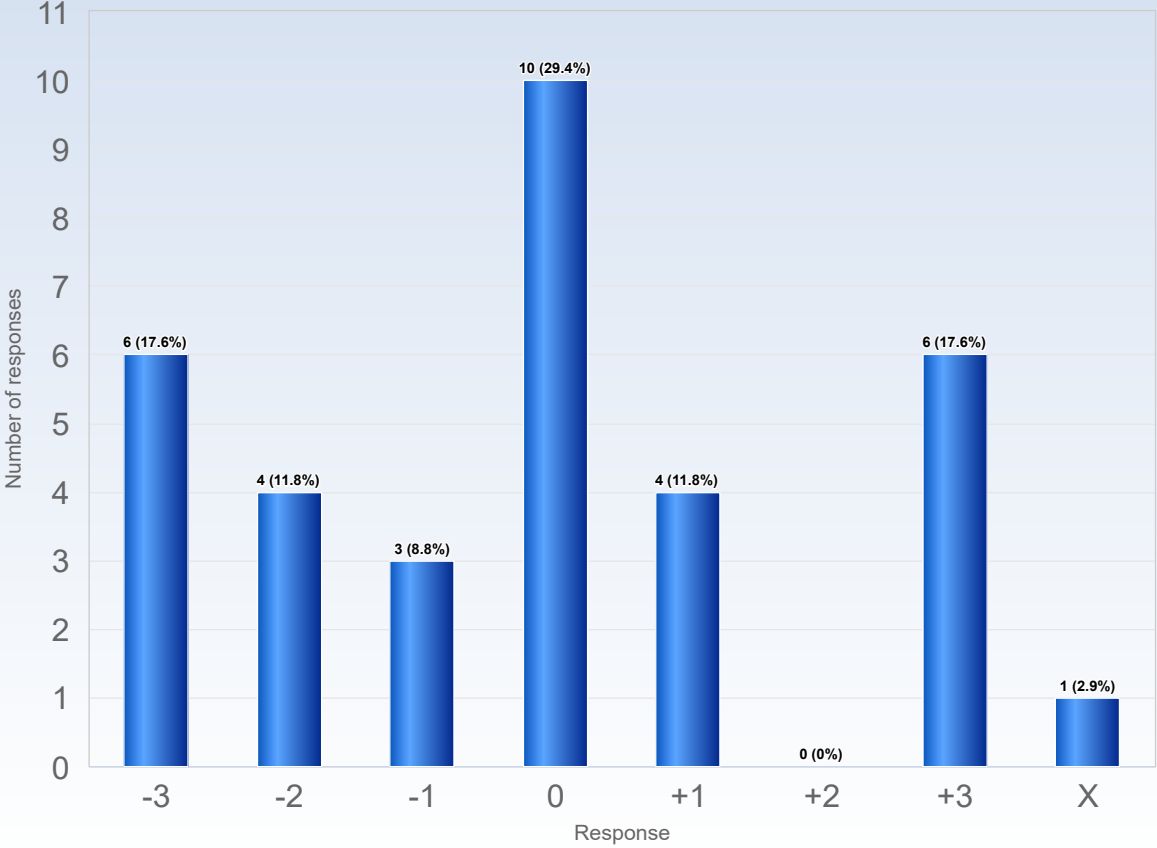
19. The course activities enabled me to learn in different ways



Comments

Comments (My response was: +3)  
Projekt, tenta, quiz, lab.

20. I had opportunities to influence the course activities

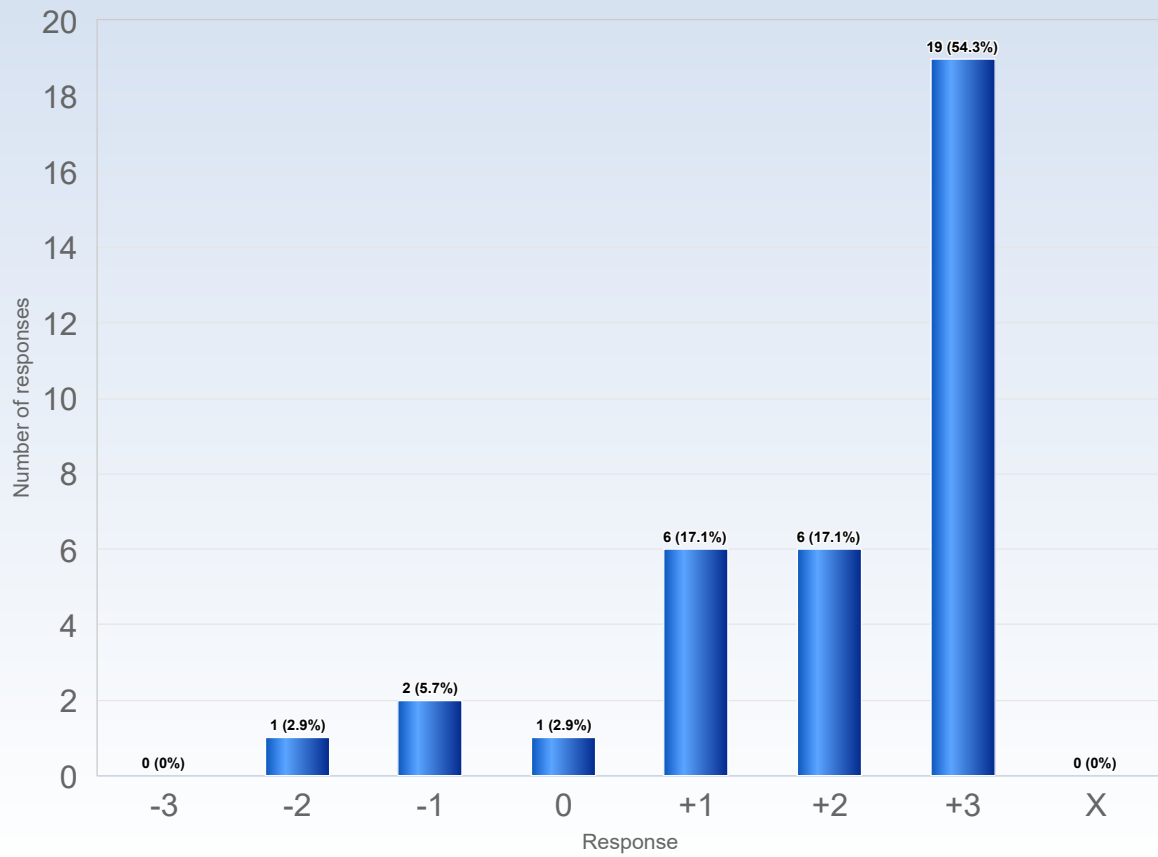


Comments

Comments (My response was: -2)  
technically incorrect, but don't care to much



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

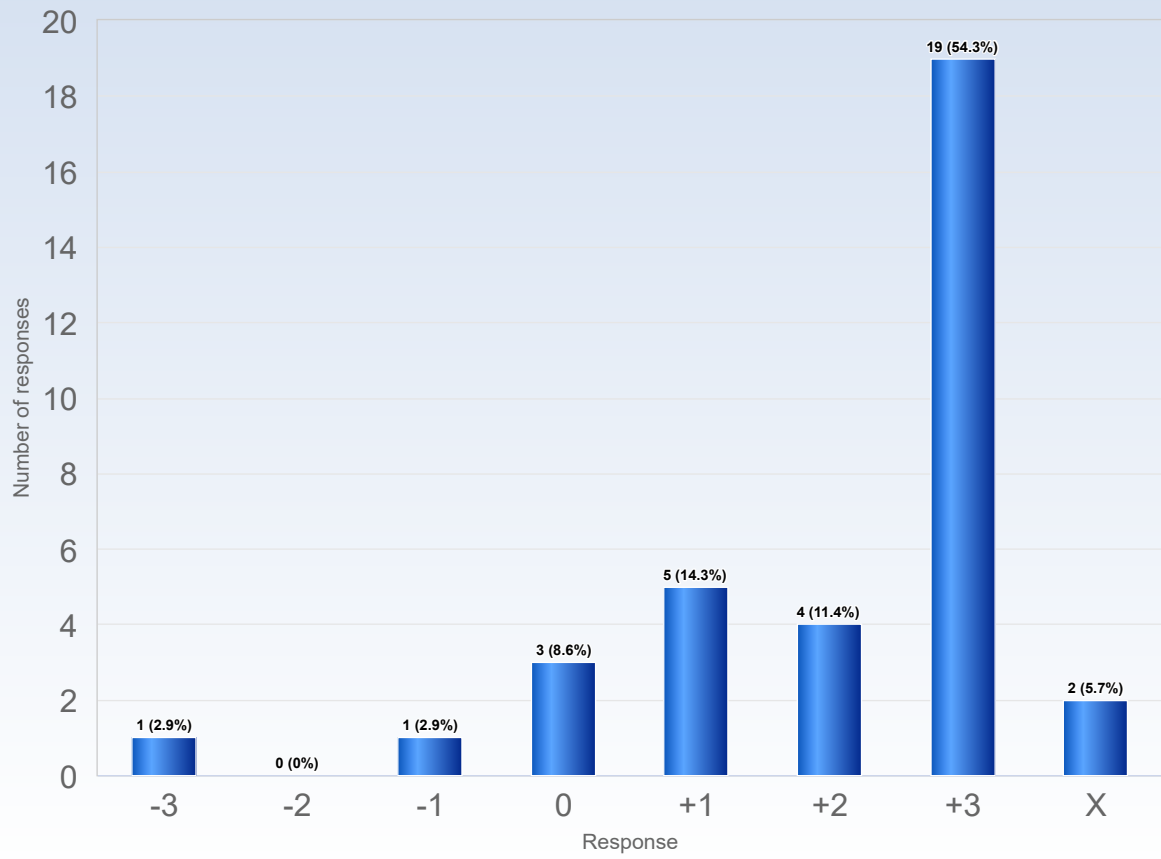


Comments

Comments (My response was: +3)

Piazza is great, wish more courses used it

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



Comments

Comments (My response was: +3)

Hjälp på övningarna.