# Course Analysis for IX1500, Data Storage Paradigms, Period 1 2023

September 27, 2024

## 1 Notes from course evaluation board

Unfortunately no one volunteered for the course evaluation board.

## 2 Course evaluation

The LEQ questionnaire unfortunately only got 3 answers, which corresponds to about 2% 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

### 2.2 Analysis of workload

The workload is reasonable according to the course evaluation. The majority worked 12-14 hours per week.

## 3 Changes since previous course round

There was no change from the previous year.

## 4 Pass Rate

- 118 participants were registered.

- The final grades were distributed as follows.

| Betyg | Antal | Percentage of the 118 participants |
|:---:|:---:|:---:|
| A | 2 | 2% |
| B | 4 | 4% |
| C | 19 | 16% |
| D | 36 | 30% |
| E | 20 | 17% |
| F/not done | 37 | 31% |

The pass rate is 69%.

# Appendix 1, Result of LEQ questionnaire

# ESTIMATED WORKLOAD

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

| Category | Value |
|---|---|
| > 41 timmar/vecka | 0 (0%) |
| 39-41 timmar/vecka | 0 (0%) |
| 36-38 timmar/vecka | 0 (0%) |
| 33-35 timmar/vecka | 0 (0%) |
| 30-32 timmar/vecka | 0 (0%) |
| 27-29 timmar/vecka | 0 (0%) |
| 24-26 timmar/vecka | 0 (0%) |
| 21-23 timmar/vecka | 0 (0%) |
| 18-20 timmar/vecka | 0 (0%) |
| 15-17 timmar/vecka | 0 (0%) |
| 12-14 timmar/vecka | 1 (100%) |
| 9-11 timmar/vecka | 0 (0%) |
| 6-8 timmar/vecka | 0 (0%) |
| 3-5 timmar/vecka | 0 (0%) |
| 0-2 timmar/vecka | 0 (0%) |

Number of respondents
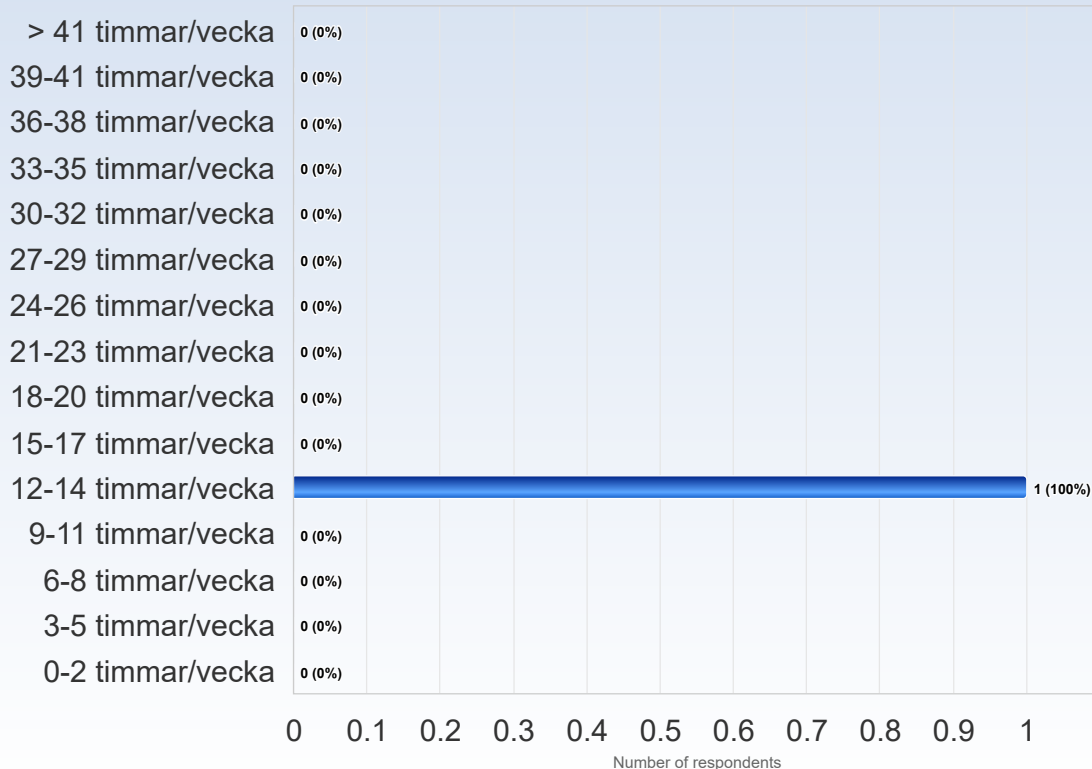
**Comments**

Comments (I worked: 12-14 timmar/vecka)
Jag hade lätt för att lära mig,

# 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



— Medelvärde
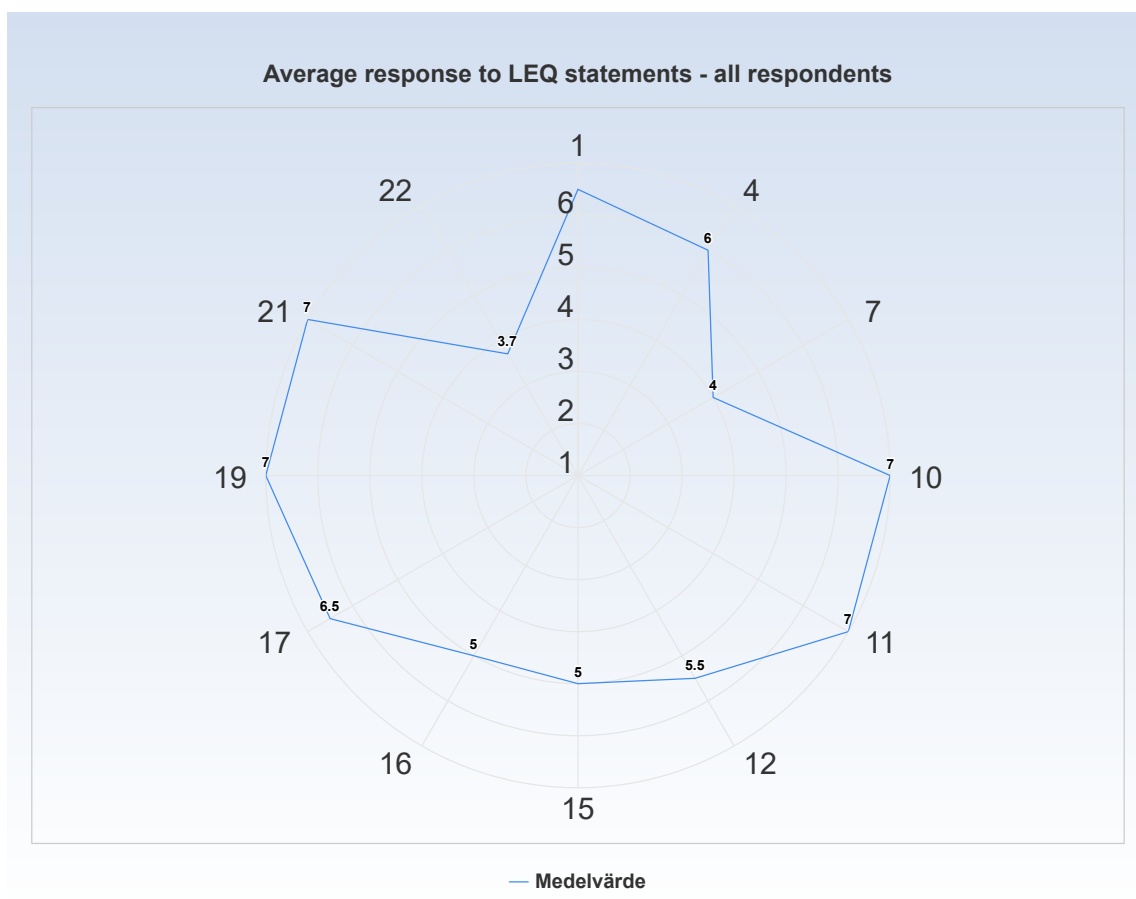
**KTH Learning Experience Questionnaire v3.1.4**


**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.
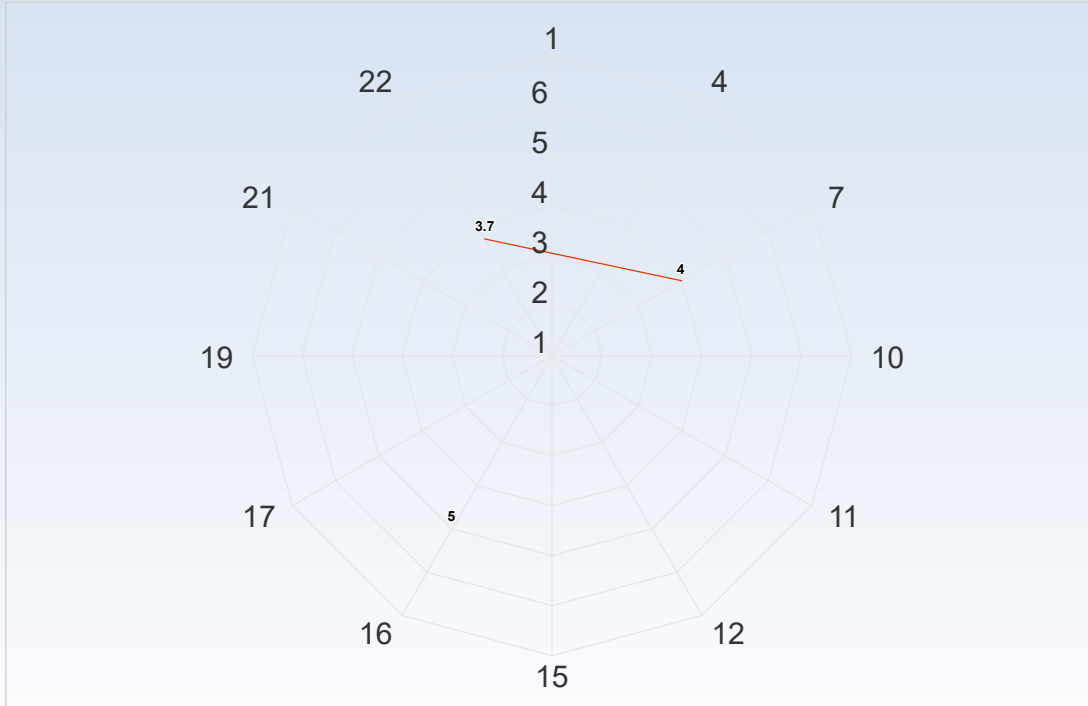

Ramsden, P. (2003). *Learning to Teach in Higher Education*, Chapter 6, pp. 84-105. New York: RoutledgeFalmer.

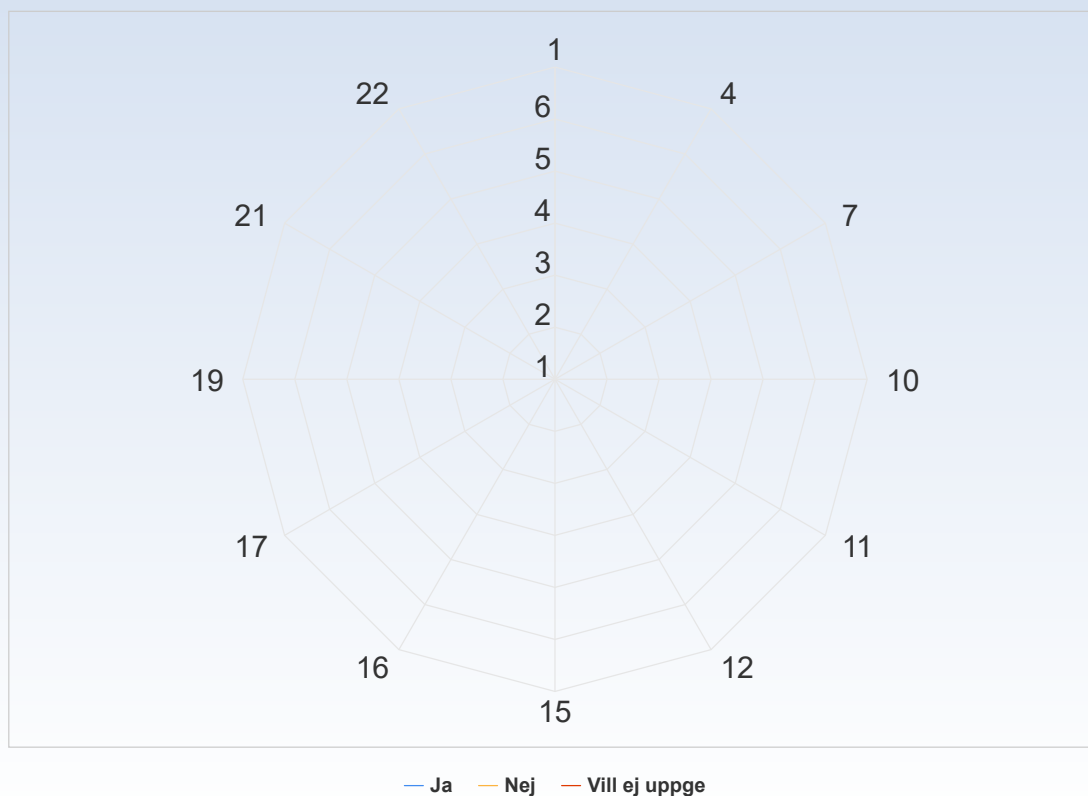# Average response to LEQ statements - per gender
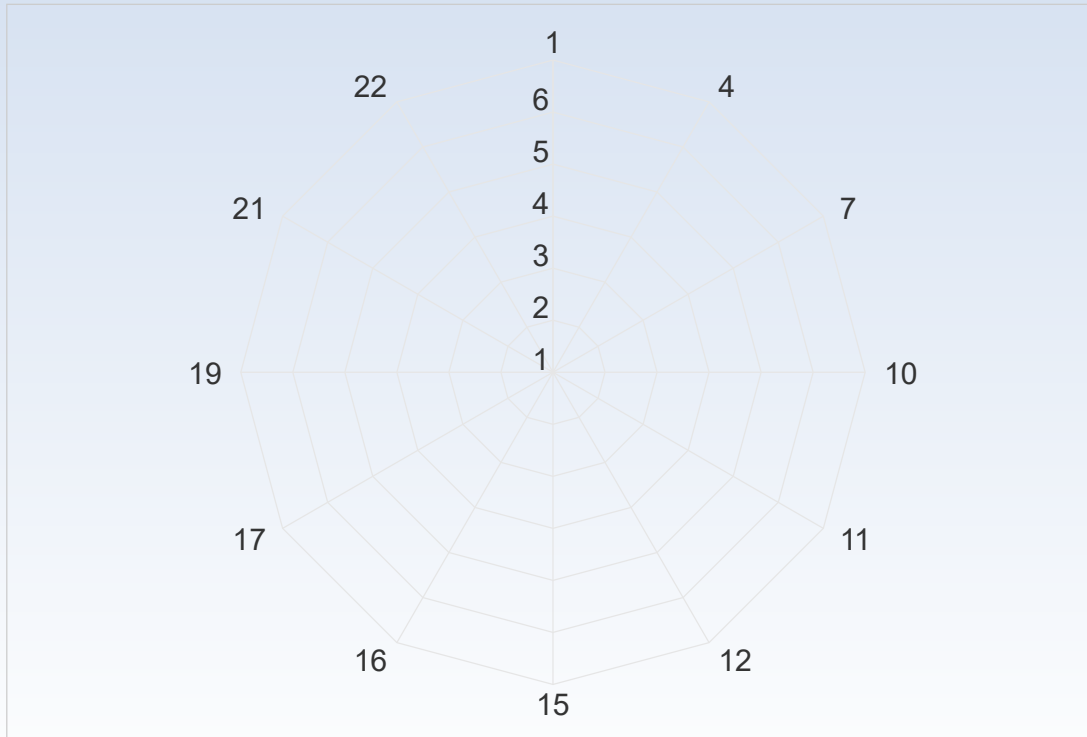


— Kvinna  — Man  — Annat  — Vill ej uppge

# Average response to LEQ statements - per type of student



Legend:
- 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

1
22          6          4
            5
21          4          7
            3
            2
19          1          10

17                     11

16          15          12

— 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: 12-14 timmar/vecka)
Niharika var väldigt duktig på att lära ut, hjälpa till.

**What would you suggest to improve?**

What would you suggest to improve? (I worked: 12-14 timmar/vecka)
Betygsättningen på labbarna kändes flummig.

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

What advice would you like to give to future participants? (I worked: 12-14 timmar/vecka)
gå på föreläsningarna, kursboken är inte tillräckligt bra alltid
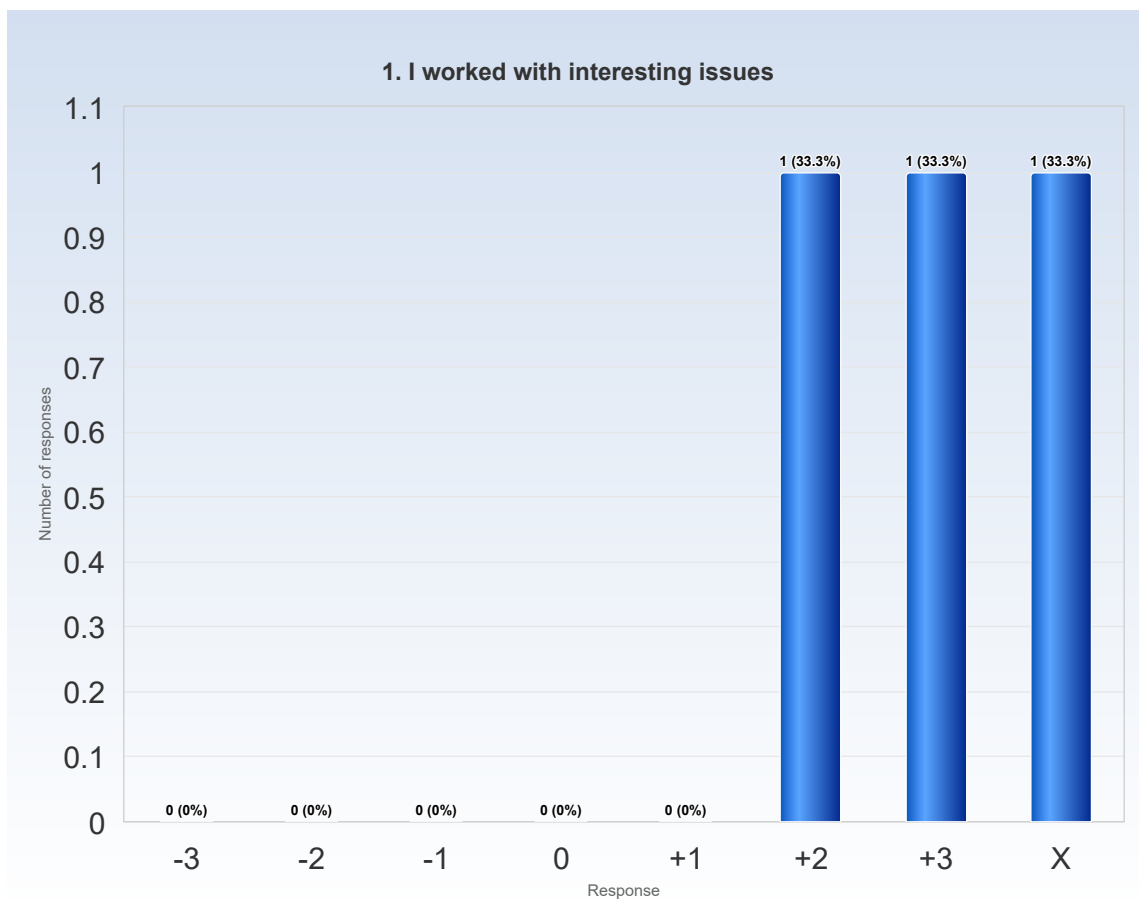
# SPECIFIC QUESTIONS

# RESPONSE DATA

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

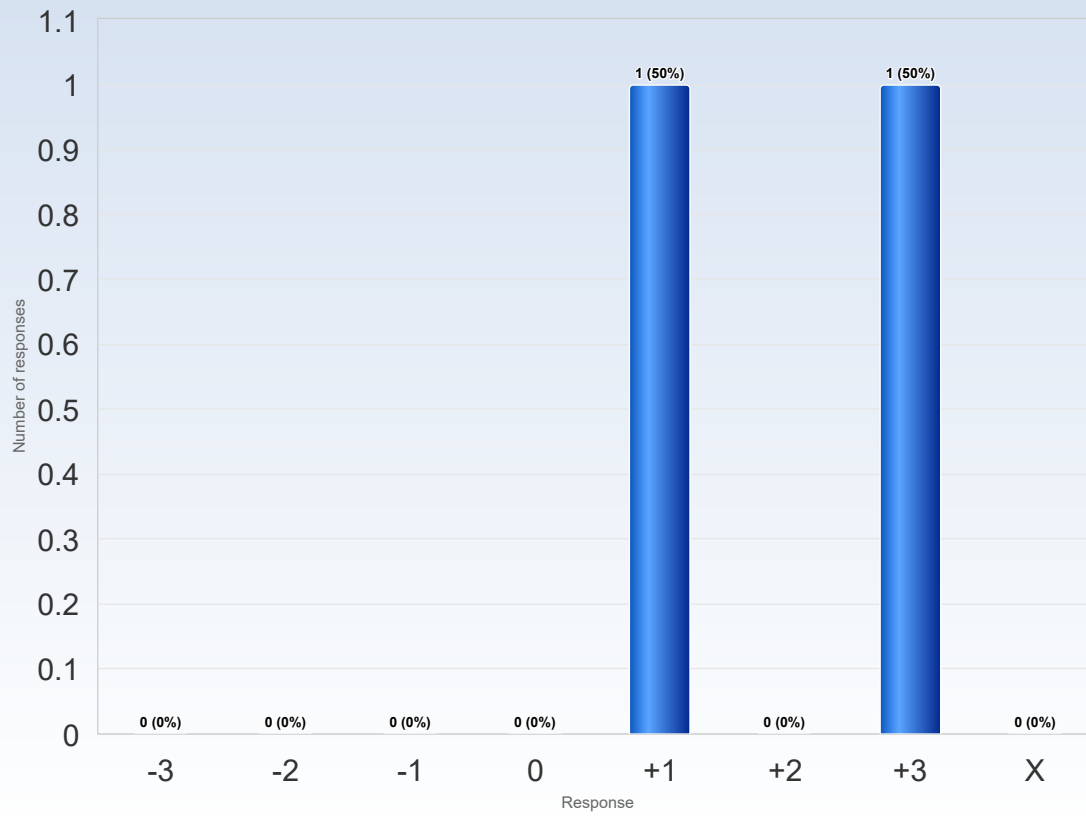-3 = No, I strongly disagree with the statement
0 = I am neutral to the statement
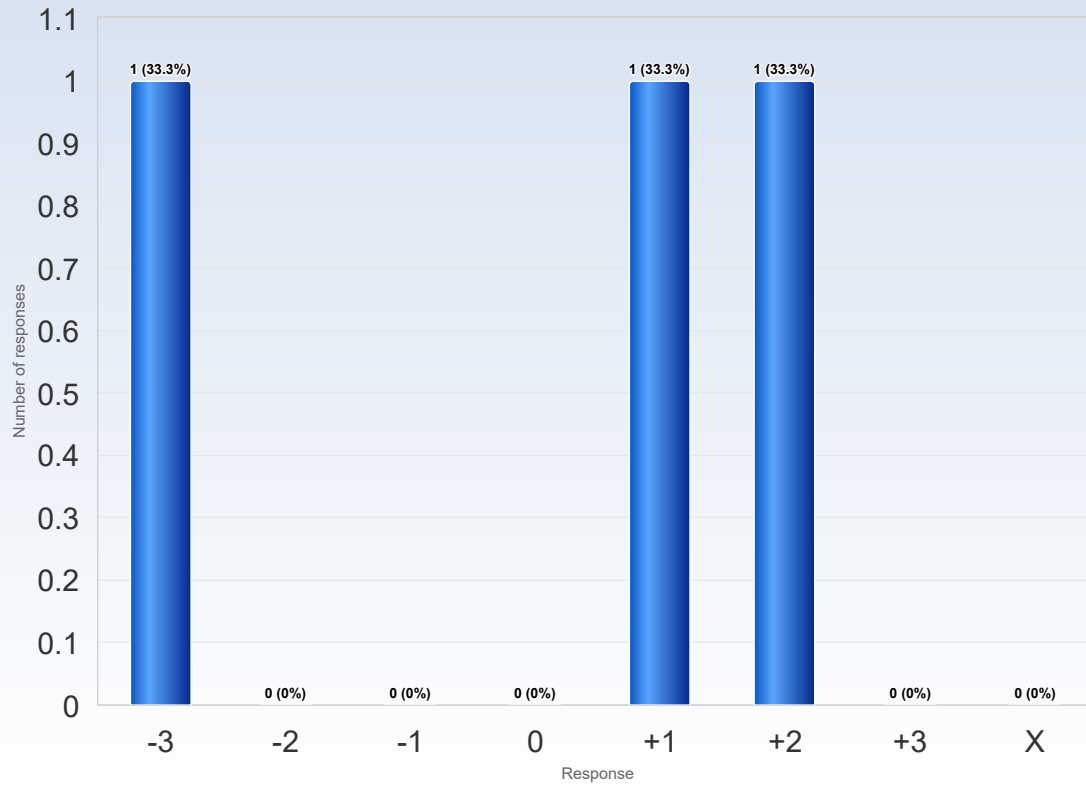+3 = Yes, I strongly agree with the statement

X = I decline to take a position on the statement

**1. I worked with interesting issues**

# 4. The course was challenging in a stimulating way

Number of responses

| Response | Count |
|----------|-------|
| -3 | 0 (0%) |
| -2 | 0 (0%) |
| -1 | 0 (0%) |
| 0 | 0 (0%) |
| +1 | 1 (50%) |
| +2 | 0 (0%) |
| +3 | 1 (50%) |
| X | 0 (0%) |

Response

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

Number of responses

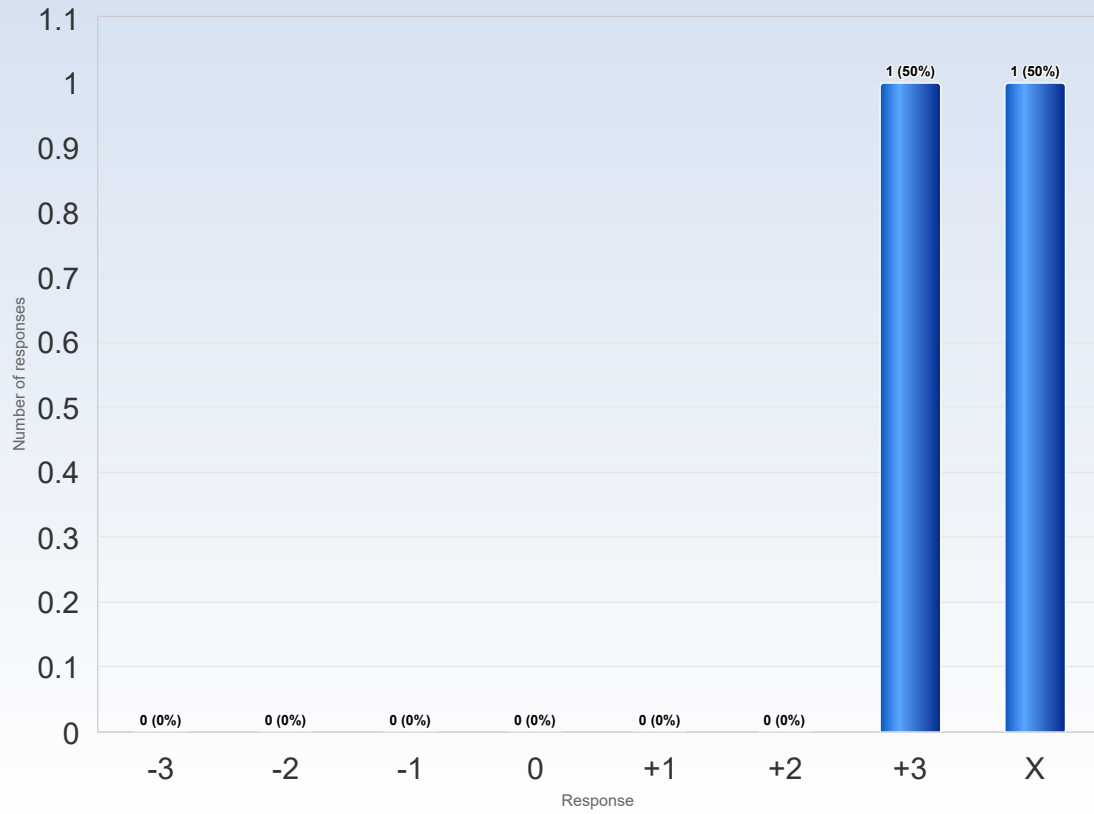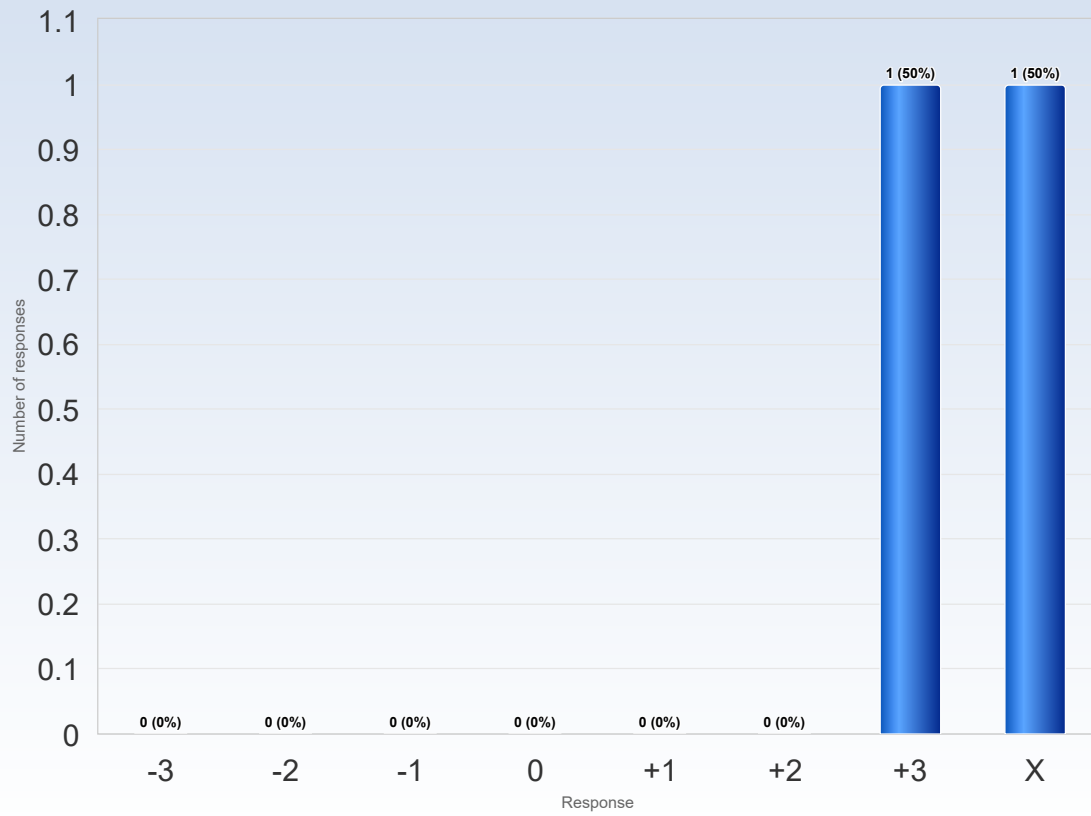| Response | Value |
|---|---|
| -3 | 1 (33.3%) |
| -2 | 0 (0%) |
| -1 | 0 (0%) |
| 0 | 0 (0%) |
| +1 | 1 (33.3%) |
| +2 | 1 (33.3%) |
| +3 | 0 (0%) |
| X | 0 (0%) |

**Comments**

Comments (My response was: -3)

Grading system was extremely confusing. In Canvas there is a rubric but I'm not sure how to read it, and I have no idea if and how it was actually used, since both the exams and assignments seemed to be scored with a points system instead. This was worsened by a lack of comments in Canvas explaining the scores on exams and assignments.
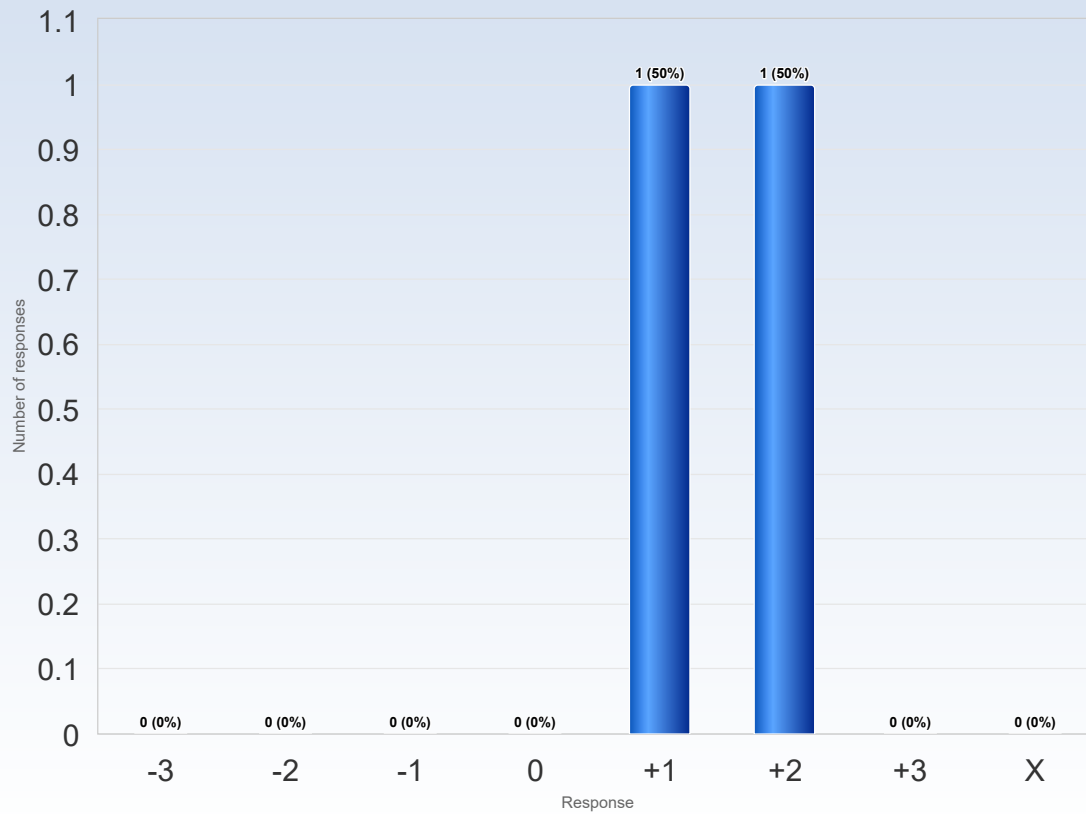
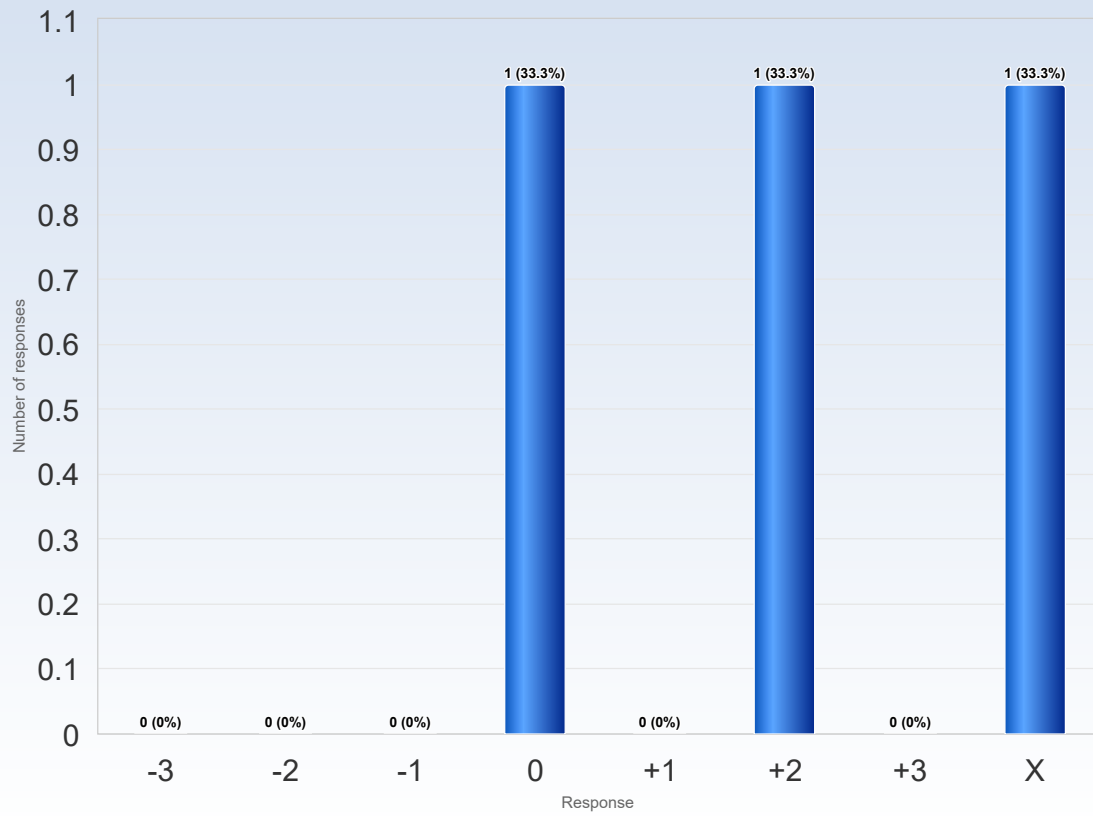## 10. I was able to learn from concrete examples that I could to relate to



Number of responses

| Response | | | | | | | |
|---|---|---|---|---|---|---|---|
| -3 | -2 | -1 | 0 | +1 | +2 | +3 | X |
| 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) | 0 (0%) | 1 (50%) | 1 (50%) |

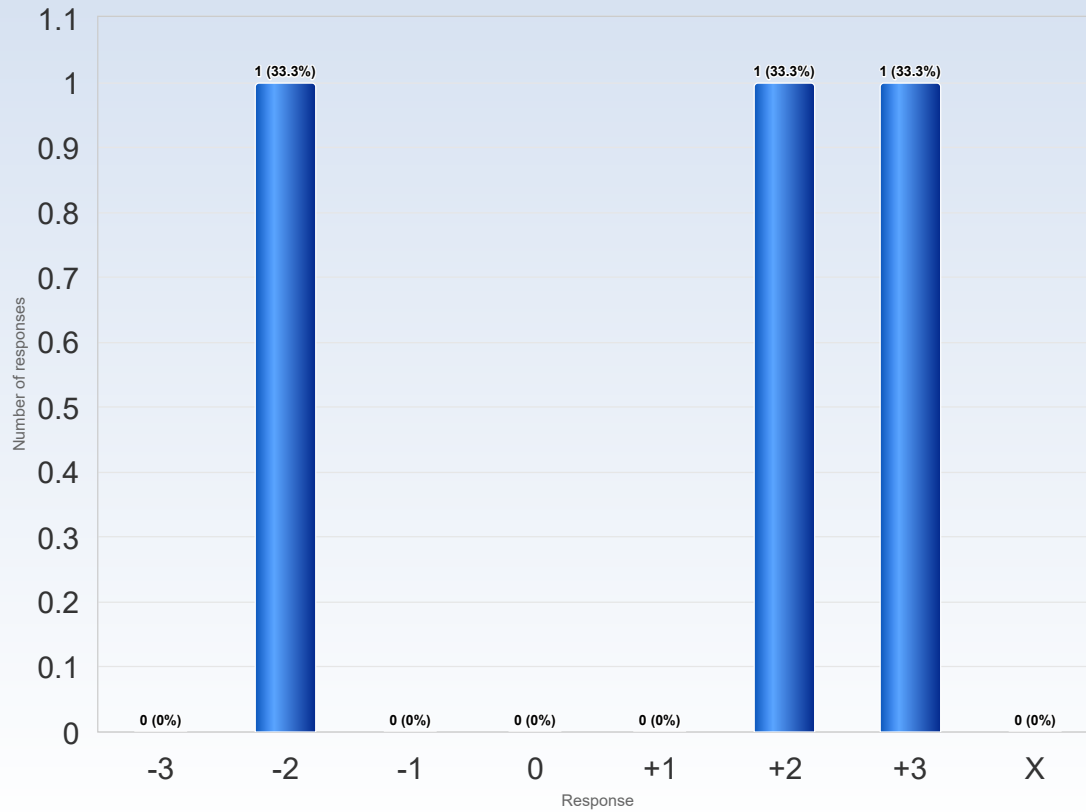## 11. Understanding of key concepts had high priority

**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



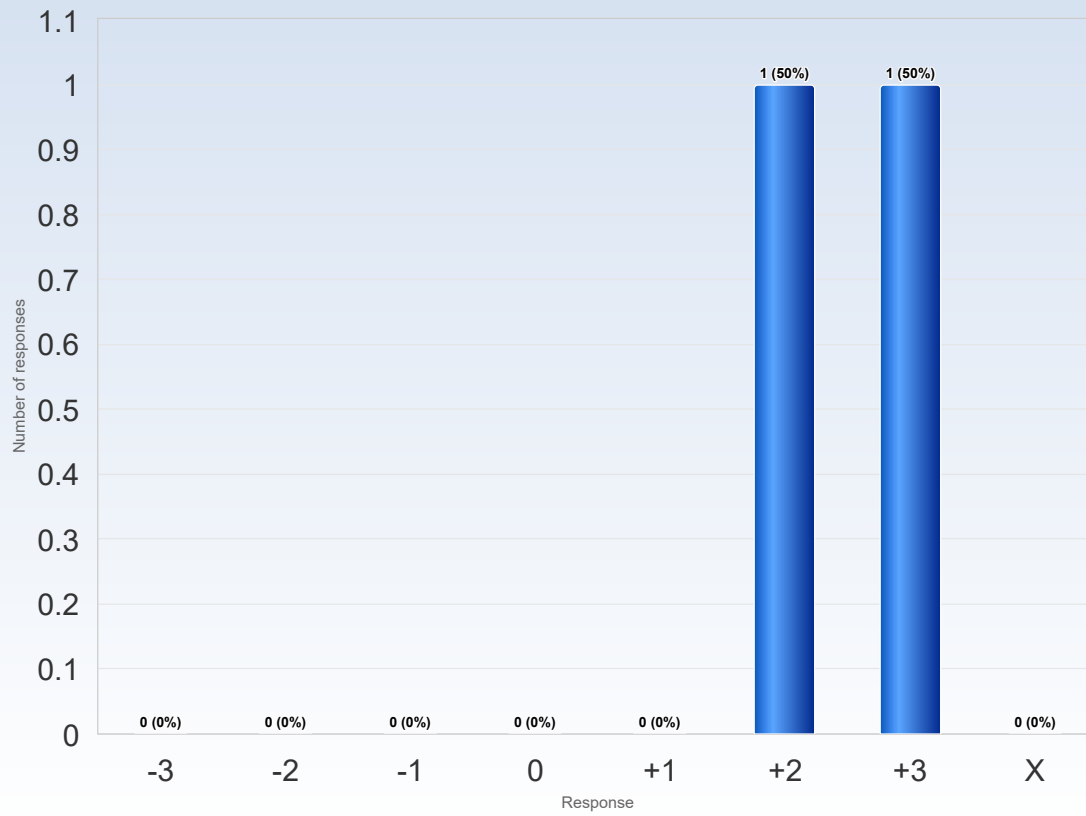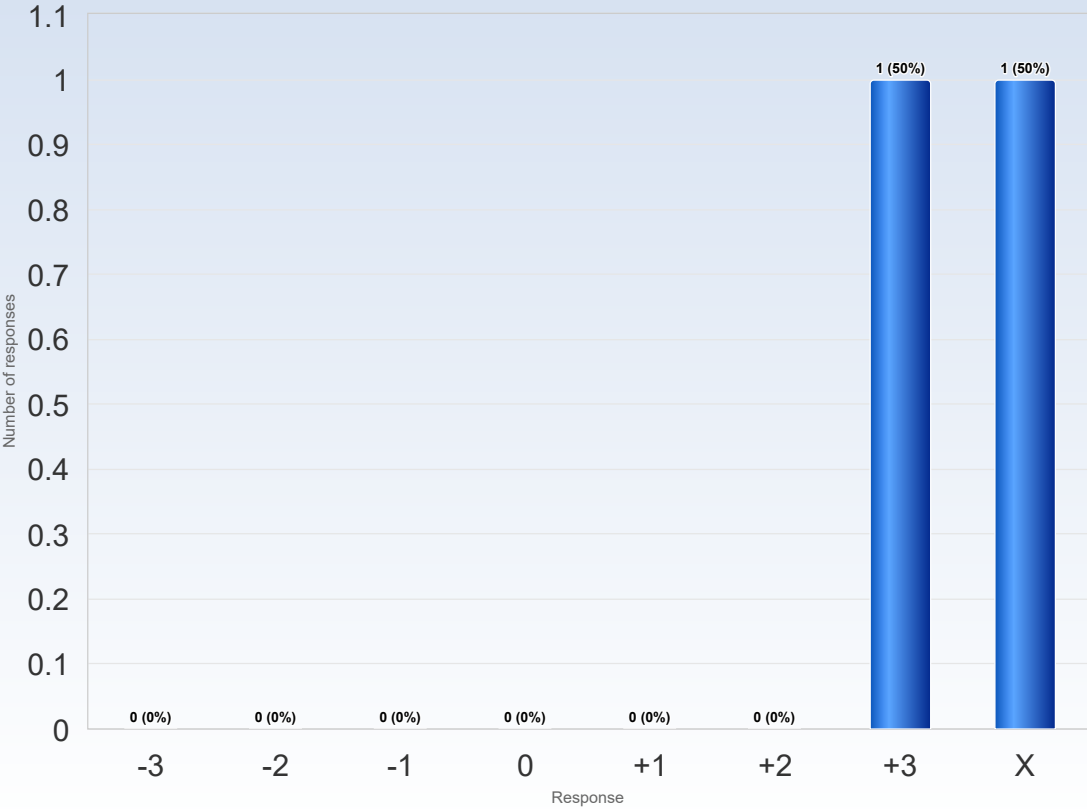| Response | -3 | -2 | -1 | 0 | +1 | +2 | +3 | X |
|---|---|---|---|---|---|---|---|---|
| Number of responses | 0 (0%) | 1 (33.3%) | 0 (0%) | 0 (0%) | 0 (0%) | 1 (33.3%) | 1 (33.3%) | 0 (0%) |

**Comments**

Comments (My response was: -2)

I answer this way not because I have any reason to believe the assessment was unfair, but because the opaque grading system made it hard to understand the reasoning behind it. An example: For one assignment I did both the pass grade and higher grade parts but originally only got 1 of 2 possible points (whatever that means, I haven't found anywhere that this is explained). I wanted to know what would have been needed for 2 points and there was no comment in Canvas, so I e-mailed the examiner asking for rationale. I never got a response to this, but several weeks later my grade was changed to 2 points (again, with no explanation). I can only assume that the first score was a mistake, but I would have liked to get some kind of explanation as otherwise the grading system feels arbitrary.
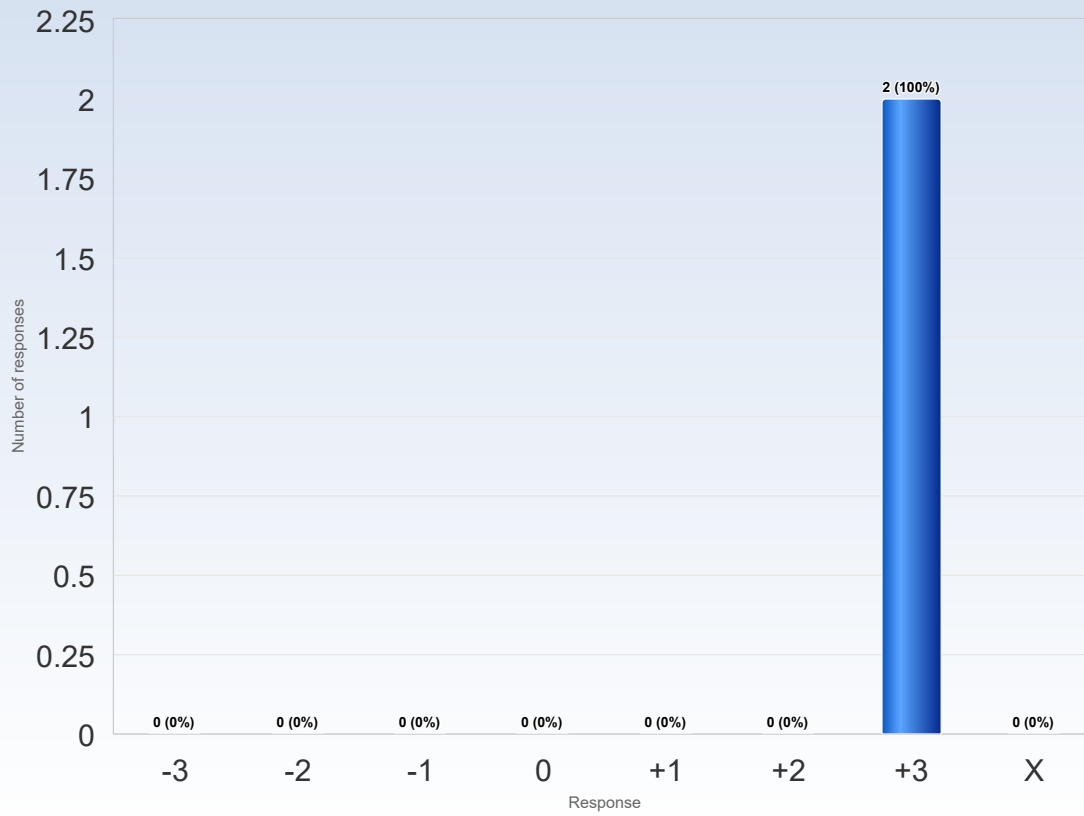
## 17. My background knowledge was sufficient to follow the course

Number of responses

| Response | |
|---|---|
| -3 | 0 (0%) |
| -2 | 0 (0%) |
| -1 | 0 (0%) |
| 0 | 0 (0%) |
| +1 | 0 (0%) |
| +2 | 1 (50%) |
| +3 | 1 (50%) |
| X | 0 (0%) |

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



| Response | Number of responses |
|---|---|
| -3 | 0 (0%) |
| -2 | 0 (0%) |
| -1 | 0 (0%) |
| 0 | 0 (0%) |
| +1 | 0 (0%) |
| +2 | 0 (0%) |
| +3 | 1 (50%) |
| X | 1 (50%) |

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

| | |
|---|---|
| Number of responses | |

2.25

2          2 (100%)

1.75

1.5

1.25

1

0.75

0.5

0.25

0    0 (0%)    0 (0%)    0 (0%)    0 (0%)    0 (0%)    0 (0%)              0 (0%)

    -3        -2        -1        0        +1        +2        +3        X

Response

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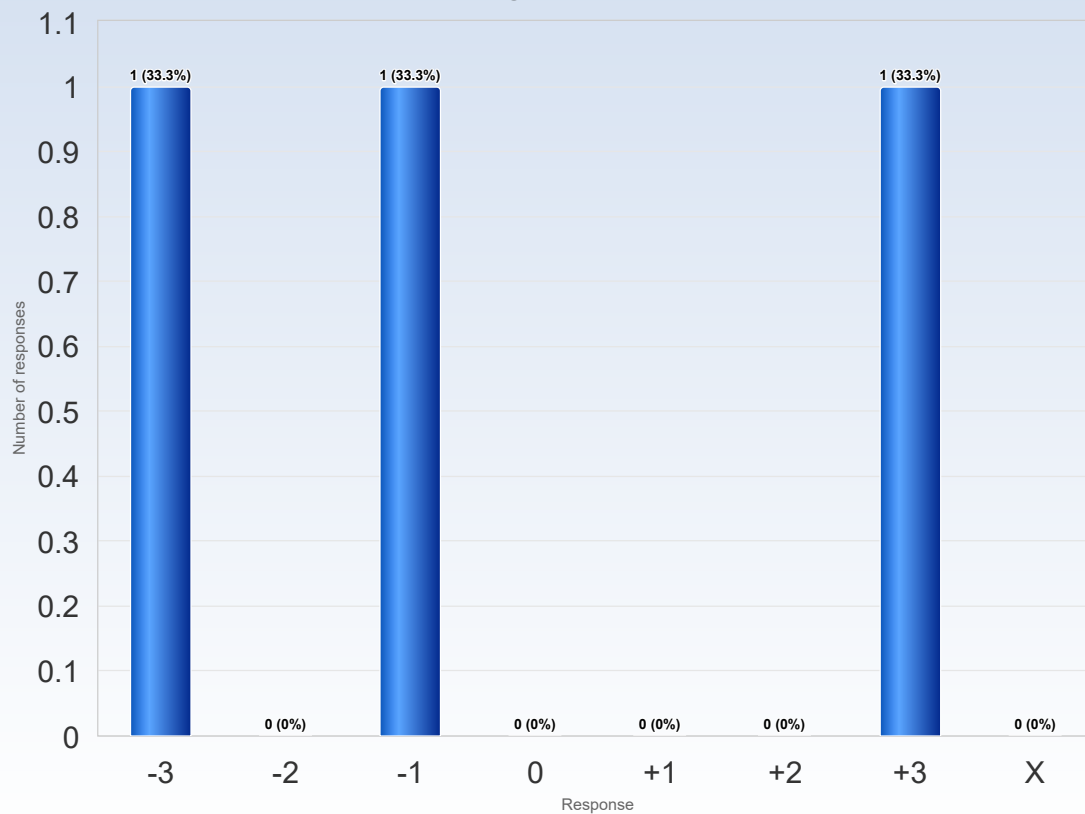


**Comments**

Comments (My response was: -1)
Anders didn't reply to two of my e-mails