



Report - LH216V - 2020-03-25

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):

Viggo Kann viggo@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.

I slutet av första kursträffen gjordes en tvåminuters minitvärdering. Vid den sista kursträffen utvärderade vi kursen tillsammans, vilket utgjorde kursmötet för kursen (som krävs enligt KTH:s anvisningar för kursvärdering och kursanalys). Efter att kursens slut gjordes en utvärdering med hjälp av en Learning Experience Questionnaire (LEQ). 8 av 14 deltagare svarade på LEQ-enkäten, vilket är 57 %.

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.)

Vid den sista kursträffen (dvs kursens slut) utvärderade vi kursen tillsammans, vilket utgjorde kursmötet för kursen.

COURSE DESIGN

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

Kursen har tre träffar. Inför var och en av träffarna finns det förberedelseuppgifter. Under träffarna varvas presentationer, frågestunder, diskussioner och arbete i grupper. Det finns tre obligatoriska examinationsuppgifter i kursen: lärandemål och utkast till betygskriterier, kamratbedömning av mål och kriterier samt slutversion av betygskriterier och examination. Slutversionen bedöms efter strikta kriterier och en längre konstruktiv återkoppling från lärarna ges.

Ändringar sedan föregående kursomgång:

* Hans Havtun medverkar som lärare i kursen.

* Betygskriterierna för LH216V har fått en aningen förändrad ordalydelse för att examinationen ska passa väl till kriterierna. Uppgift om vilket kriterium som examineras var har lagts till i kurs-PM.

* Presentation och diskussion om riktlinjerna för examination av studenter med funktionsnedsättning på tredje träffen togs bort och ersattes av mer tid för kursdeltagarna att berätta om sina kriterier och examination.

* Deadline för eventuella kompletteringar (satt efter KTH:s regelverk) har kommunicerats tydligare.

* Fler exempel på betygskriterier har lagts till på KTH-betygskriteriesidan

THE STUDENTS' WORKLOAD

Does the students' workload correspond to the expected level (40 hours/1.5 credits)? If these is a significant deviation from the expected, what can be the reason?

De flesta har arbetat i genomsnitt 3-5 timmar per vecka med kursen. Eftersom kursen är utsträckt över nästan tre månader innebär det en veckas arbete vilket är rimligt för en kurs på 1,5 hp.



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?

10 av 14 (13 ffg) kursdeltagare var klara med kursen en månad efter kursslut, vilket ger en prestations- och examinationsgrad om 71-77%, vilket är betydligt bättre än förra gången då mindre än hälften var klara. Hårdare och tydligare regler för kompletteringstid gjorde att alla som lämnade in slutuppgiften blev godkända före kompletteringstidens slut.

STUDENTS' ANSWERS TO OPEN QUESTIONS

What does students say in response to the open questions?

Vad var bäst med kursen?

"The best aspect was to work with my own very problematic course so I could solve lots of problems that needed solving. And I learned alot doing this"

"Bra fokus på ämnet"

"The last, not mandatory, meeting. Good discussions and good group size."

"Jag fick möjlighet att jobba med en egen kurs som behövde utvecklas"

Vad kan utvecklas?

"Lite mer tid för frågor"

"The feedback from fellow students, since I did not receive any comments on what to improve. Maybe ask students to be more direct in recommendations, now they seem to be polite only"

"Some parts of lectures seemed like an advertisement of this pedagogical idea. I would prefer more reasoning around the technique. I understand this is how KTH wants courses to be set up, which is okay with me. Do you honestly really claim there are no downsides or dangers?"

Råd till framtida kursdeltagare?

"Använd kursen till att jobba med en egen kurs du verkligen vill och kan förändra"

"To be prepared by thinking through your own course before taking this course"

"Make sure to keep track of deadlines"

SUMMARY OF STUDENTS' OPINIONS

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

Deltagarna var mycket positiva och tycks ha haft stor nytta av kursen för att utveckla sin egen kurs. Medelvärdena för svaren på LEQ-påståendena ligger högt (mellan 5,9 och 6,8) och högst ligger påståendet om att kursens bedömning var ärlig och rättvis.

Vid kursträffarna ägnas mycket tid åt att ta upp svårigheter och utmaningar vid införandet av betygskriterier, och ett dokument om råd och fallgropar delas ut. Den respondent som inte uppfattade att utmaningar eller problem togs upp måste ha missat det. Alla invändningar som kursdeltagare har tagit upp under kursen har bemötts, vilket kanske ger bilden av att kursen är ensidigt positiv. Det skulle gå att problematisera mer och till exempel kritiskt granska utgångspunkterna för konstruktiv länkning, men det är inte denna kurs uppgift och därför ägnas inte tid åt det.

Vid kursmötet framfördes förslaget att flytta presentationen av studentperspektivet på betygskriterier till träff 3 för att ge mer tid för frågor vid träff 2.

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.

Alla ändringar i kursen har varit positiva och bidragit till nöjda kursdeltagare och höjd examinationsgrad.

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?

Underlaget är för litet för att det ska gå att uttala sig om några generella skillnader.



PRIORITIZED COURSE DEVELOPMENT

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

Presentationen av studentperspektivet på betygskriterier flyttas till träff 3 för att ge mer tid för frågor vid träff 2.

Eftersom nästa kursomgång ges på engelska har jag letat efter bättre kurslitteratur på engelska och kommit fram till att kapitel 11 och 12 i Biggs&Tang Teaching for Quality Learning at University är lämpligast. Den svenska kurslitteraturen är jag och kursdeltagarna nöjda med.

OTHER INFORMATION

Is there anything else you would like to add?

På grund av Coronaviruset kommer nästa kursomgång att behövas ge på distans, vilket innebär en del mindre ändringar i träffarna.

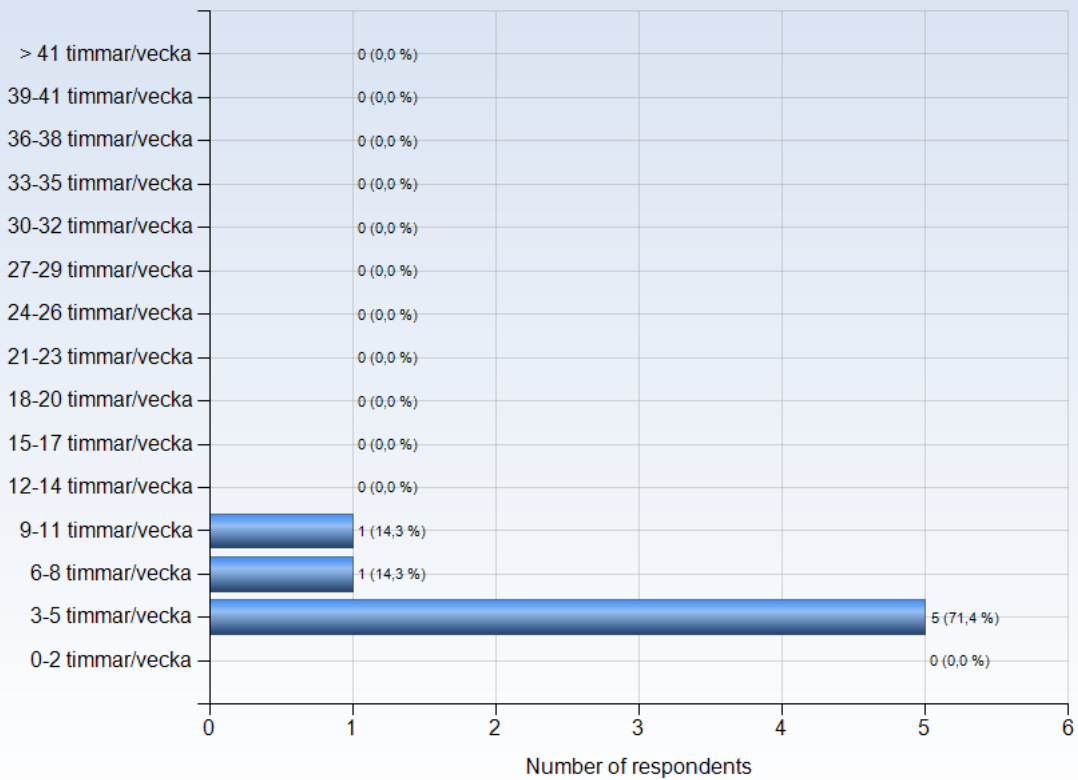


LH216V - 2020-01-15

Antal respondenter: 14
Antal svar: 8
Svarsfrekvens: 57,14 %

ESTIMATED WORKLOAD

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



Comments

Comments (I worked: 3-5 timmar/vecka)

1 week course spread out over time...approx. one week spent in total.

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

Well I spent 1-2 days on each assignmen and then some time for reading before each meating. So not working every week.

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

I think I worked in total about five days plus the seminars, including reading and writing the assignments, but very difficult to assess. Not applicable to write number of hours per week, ask for total hours instead. Maybe ask students in the beginning of the course to measure the time if you want a more accurate answer...



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:

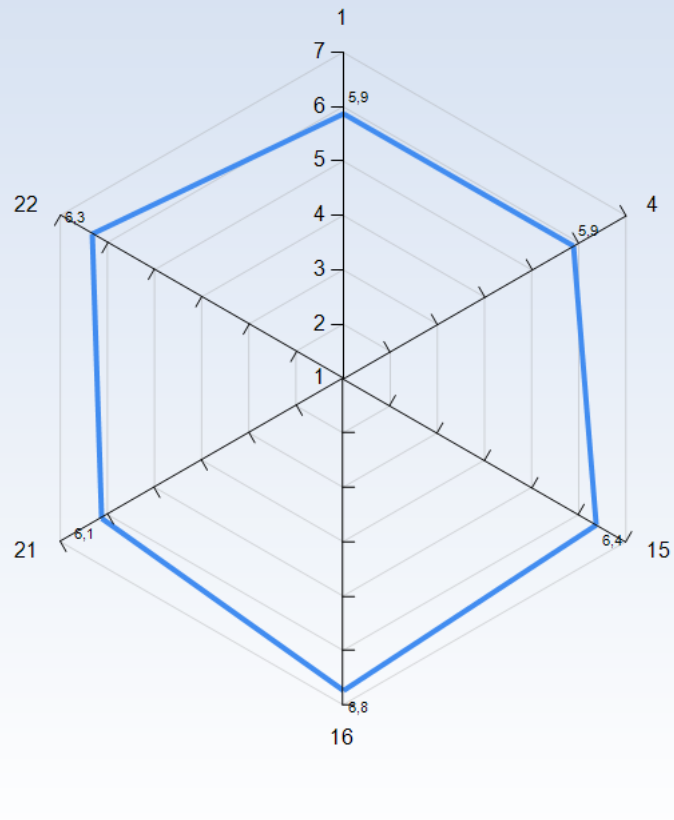
1 = No, I strongly disagree with the statement

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.

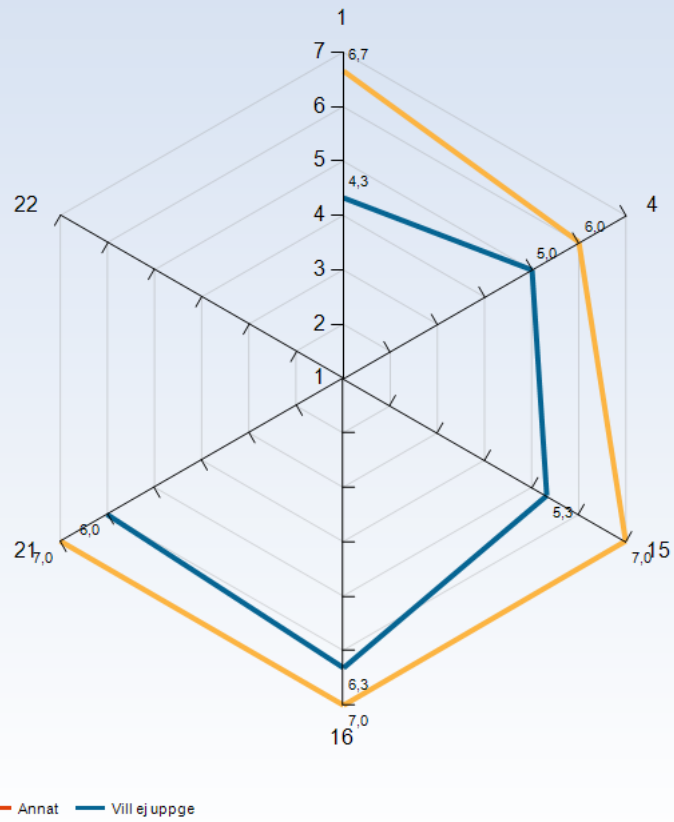
Biggs J. & Tang, C. (2011). *Teaching for Quality Learning at University*, Chapter 6, pp. 95-110. Maidenhead: McGraw Hill.

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.

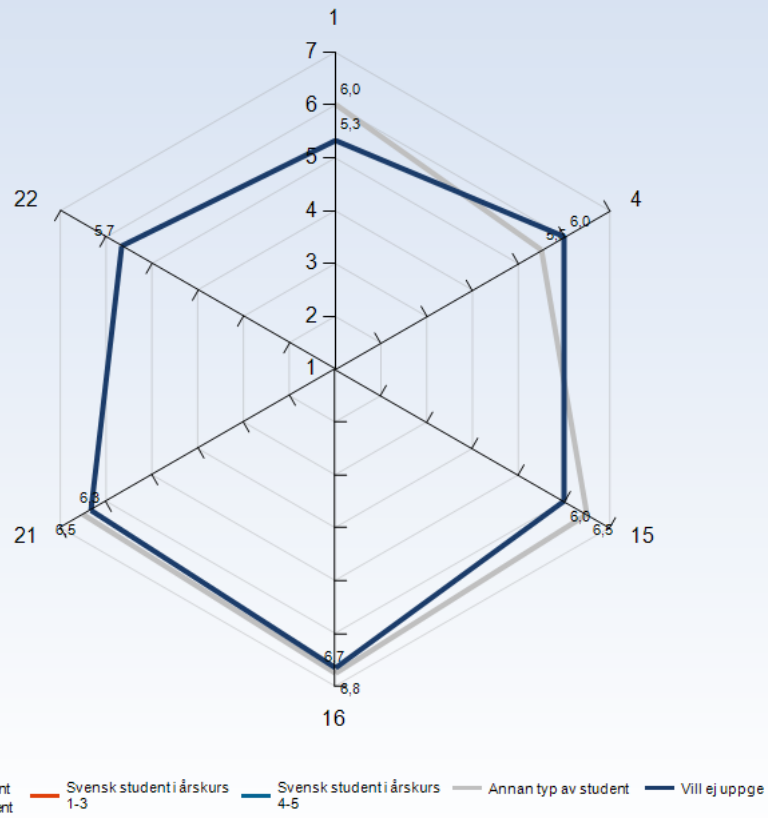
Ramsden, P. (2003). *Learning to Teach in Higher Education*, Chapter 6, pp. 84-105. New York: RoutledgeFalmer.

Average response to LEQ statements - per gender



Comments

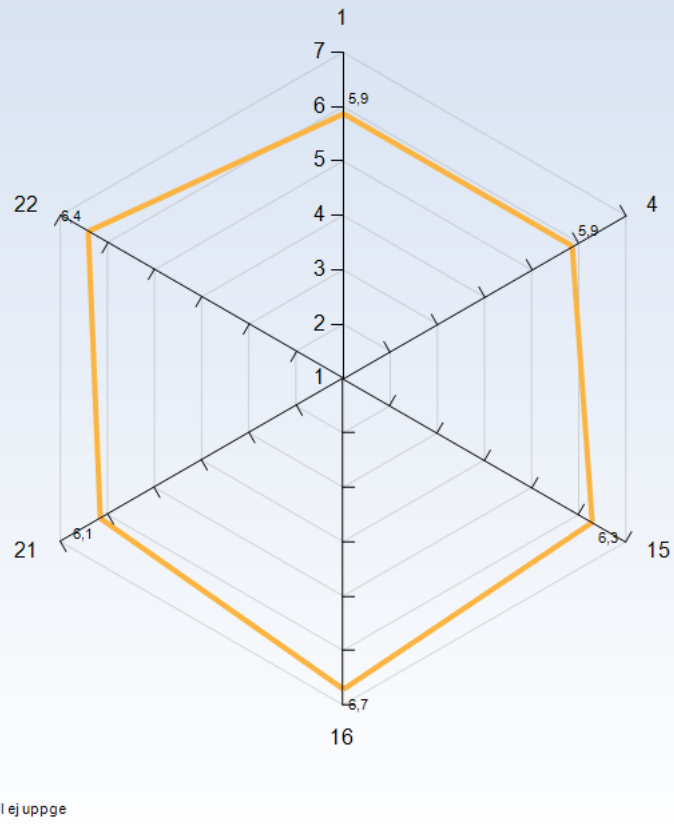
Average response to LEQ statements - per type of student



Comments

Comments (I am: Annan typ av student)
 Consultant teacher

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: 3-5 timmar/vecka)

Bra fokus på ämnet

Some parts of lectures seemed like an advertisement of this pedagogical idea. I would prefer more reasoning around the technique. I understand this is how KTH wants courses to be set up, which is okay with me. Do you honestly really claim there are no downsides or dangers?

The last, not mandatory, meeting. Good discussions and good group size.

Jag fick möjlighet att jobba med en egen kurs som behövde utvecklas

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

The best aspect was to work with my own very problematic course so I could solve lots of problems that needed solving. And I learned alot doing this.

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

The possibility to work with improving your own course

What would you suggest to improve?

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

Lite mer tid för frågor

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

The feedback from fellow students, since I did not receive any comments on what to improve. Maybe ask students to be more direct in recommendations, now they seem to be polite only

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)

Använd kursen till att jobba med en egen kurs du verkligen vill och kan förändra

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

Make sure to keep track of deadlines :)

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

To be prepared by thinking through your own course before taking this course

Is there anything else you would like to add?

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

Thank you

SPECIFIC QUESTIONS



RESPONSE DATA

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

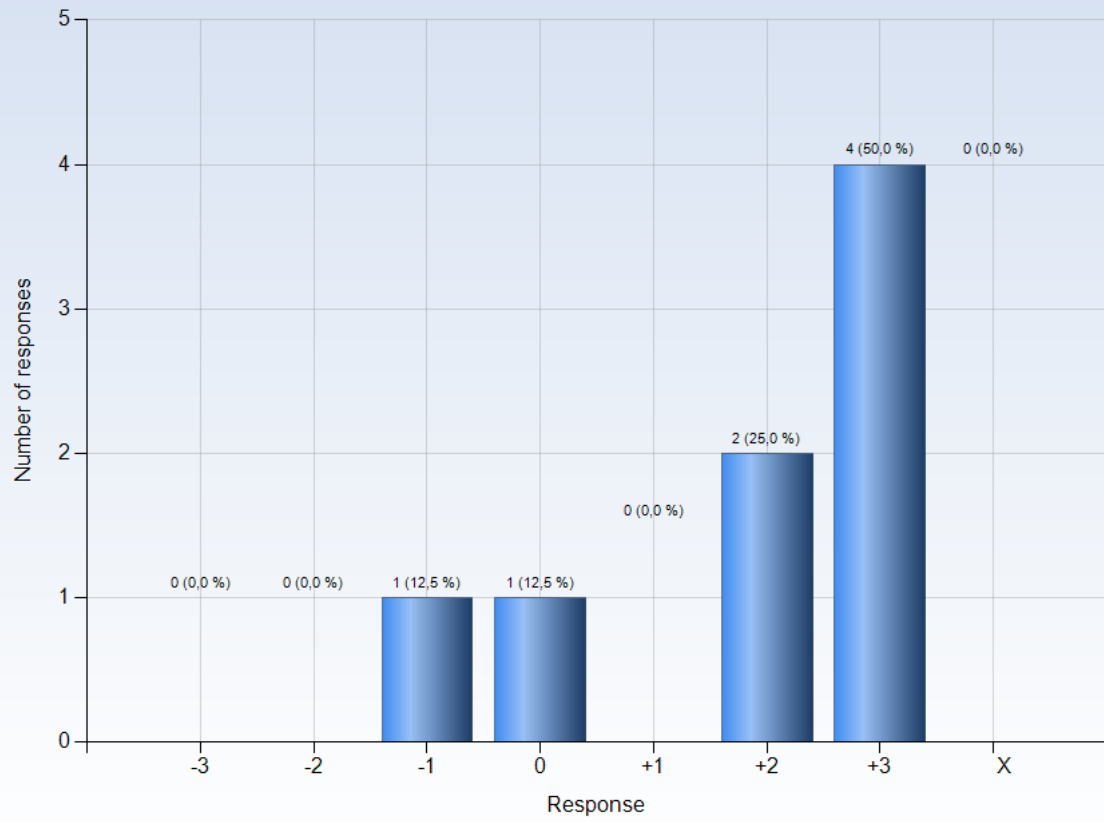
-3 = No, I strongly disagree with the statement

0 = I am neutral to the statement

+3 = Yes, I strongly agree with the statement

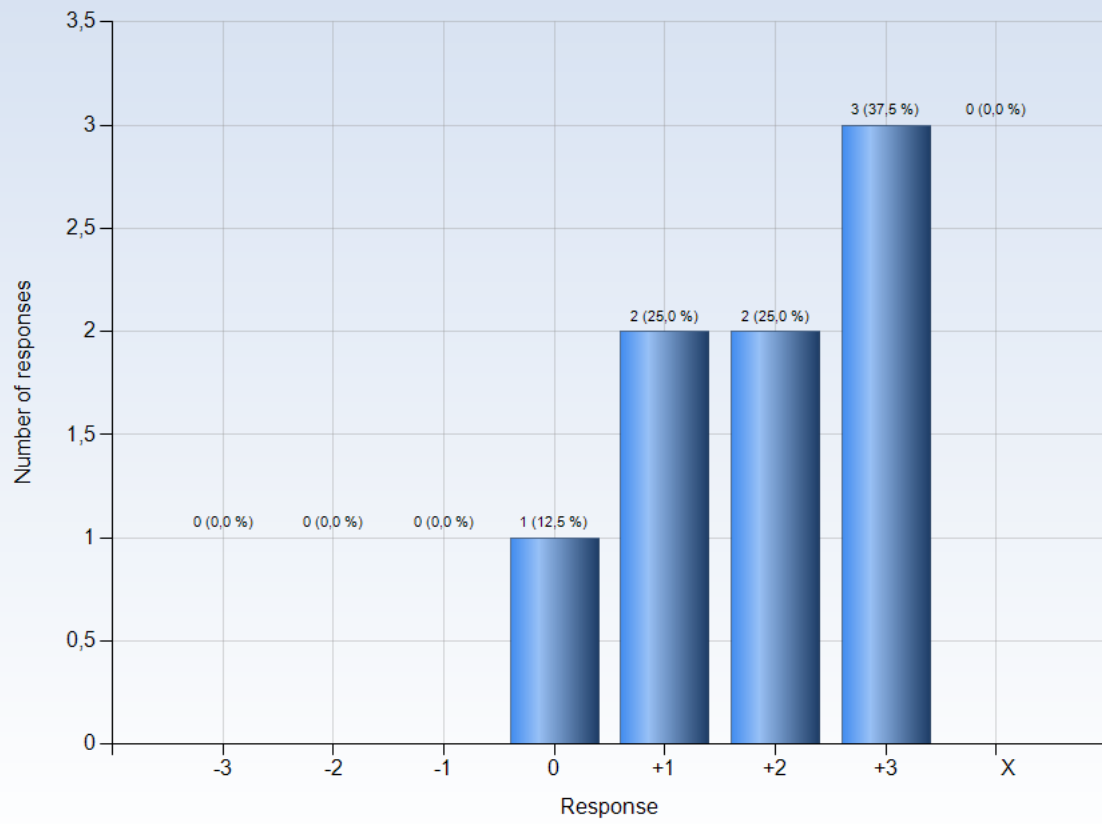
X = I decline to take a position on the statement

1. I worked with interesting issues



Comments

4. The course was challenging in a stimulating way

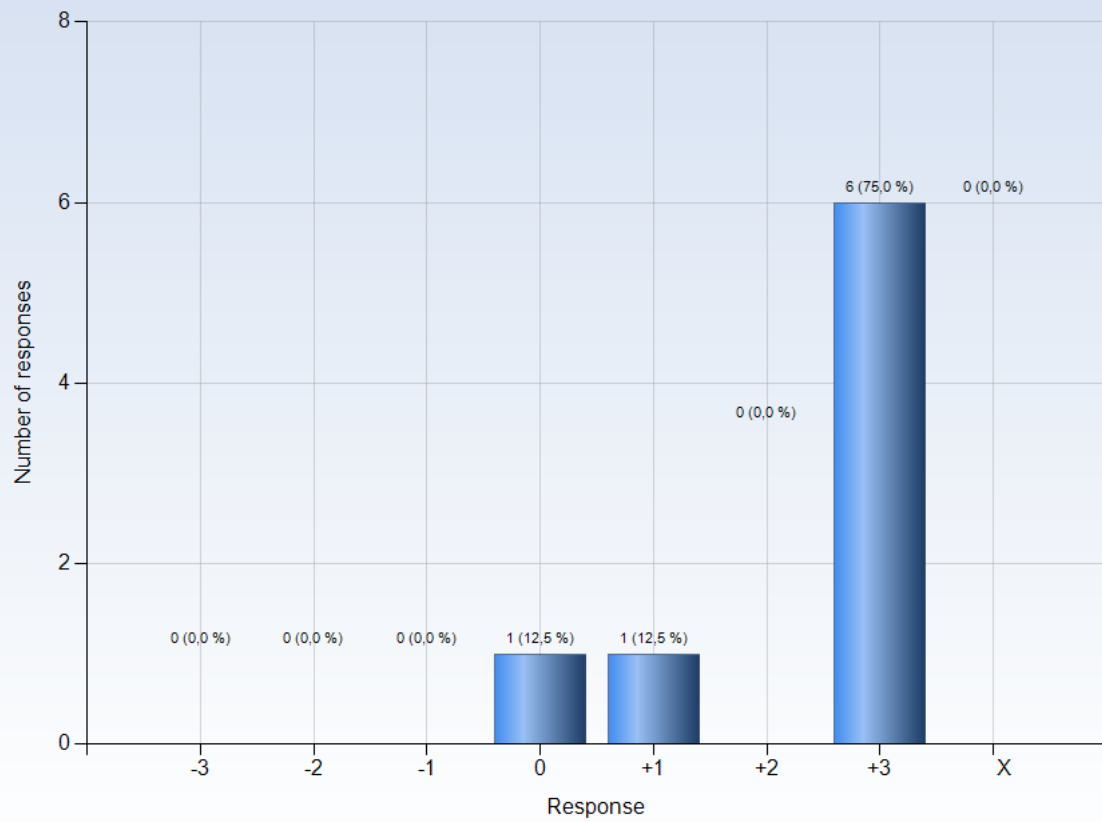


Comments

Comments (My response was: +2)

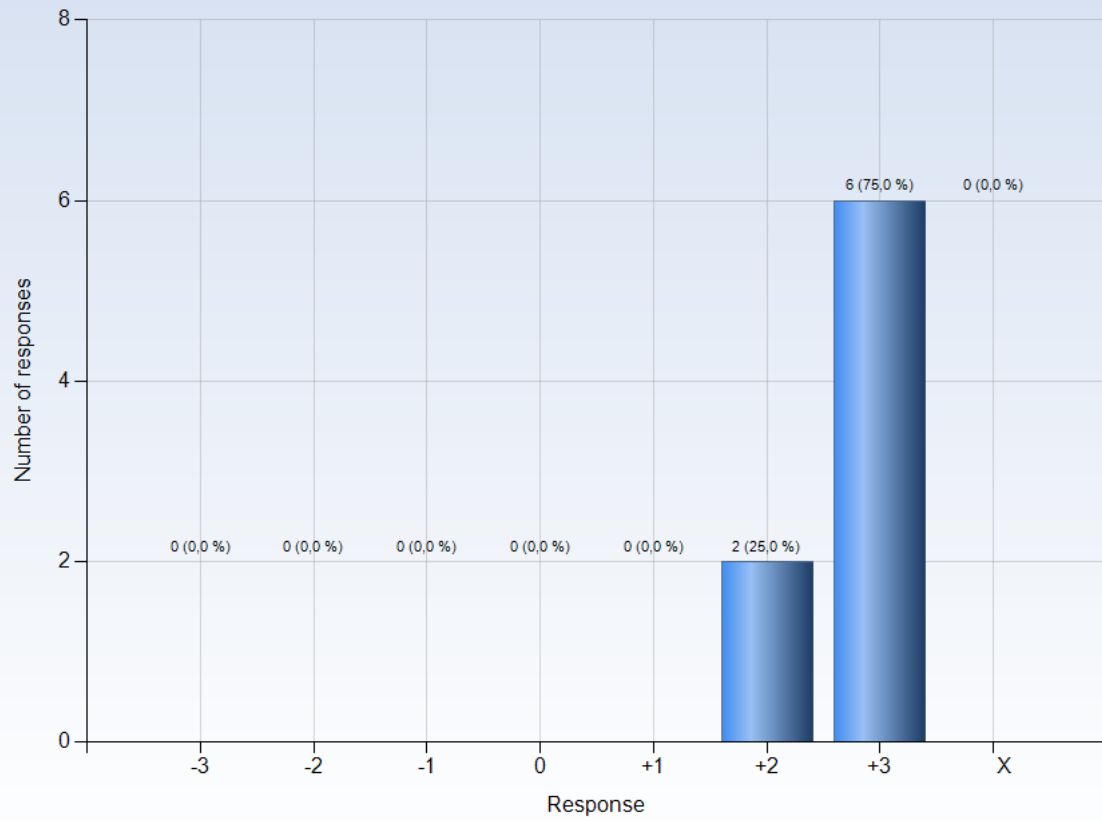
Good balance

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



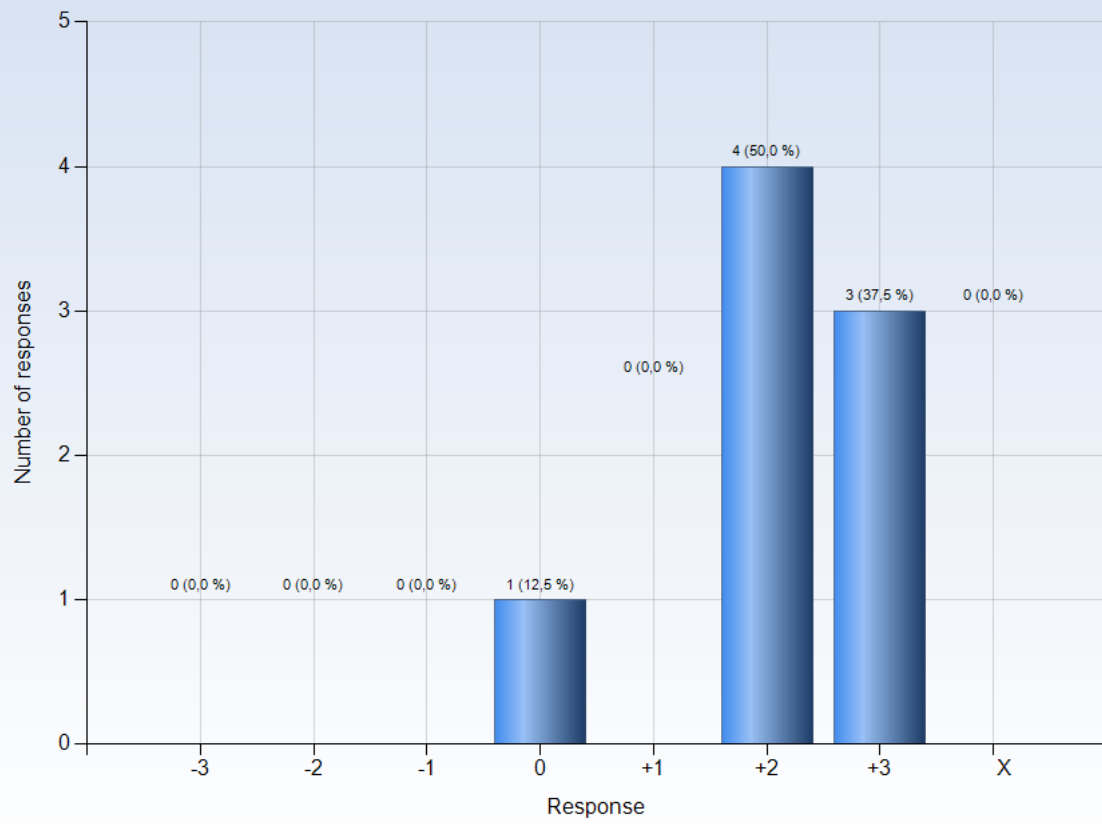
Comments

16. The assessment on the course was fair and honest



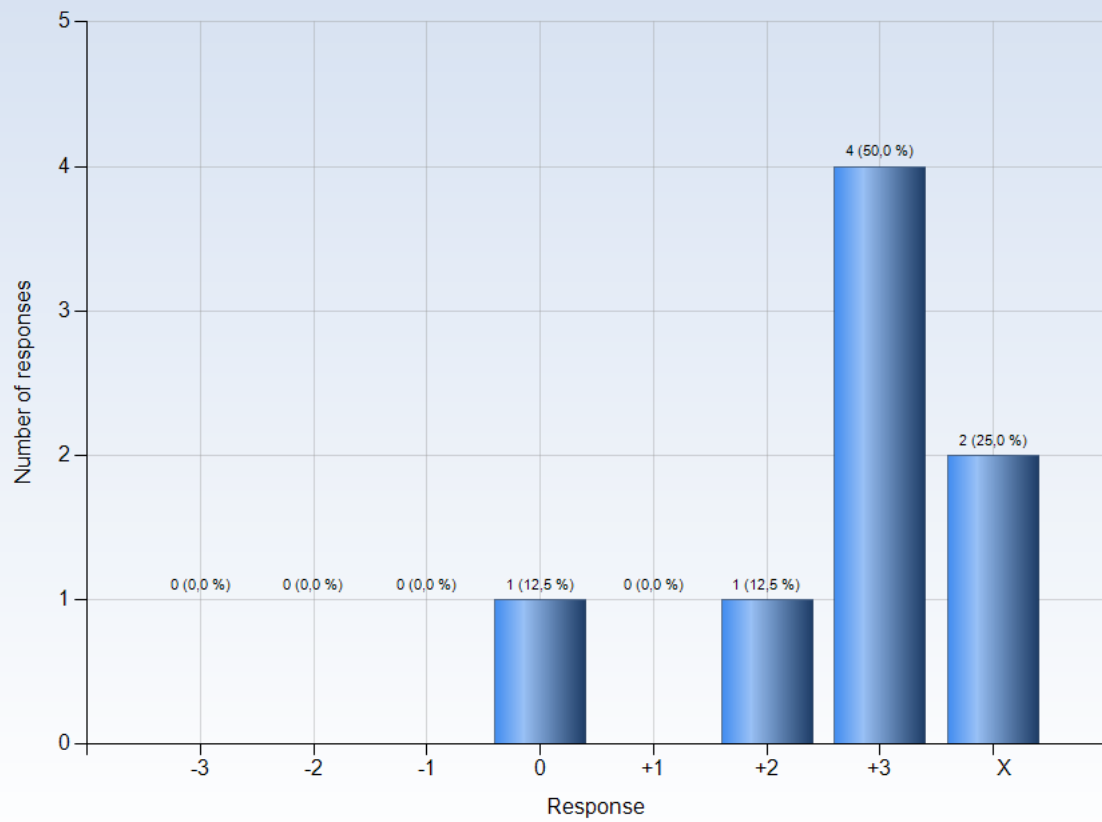
Comments

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

Comments (My response was: X)

Not needed so I dont know