

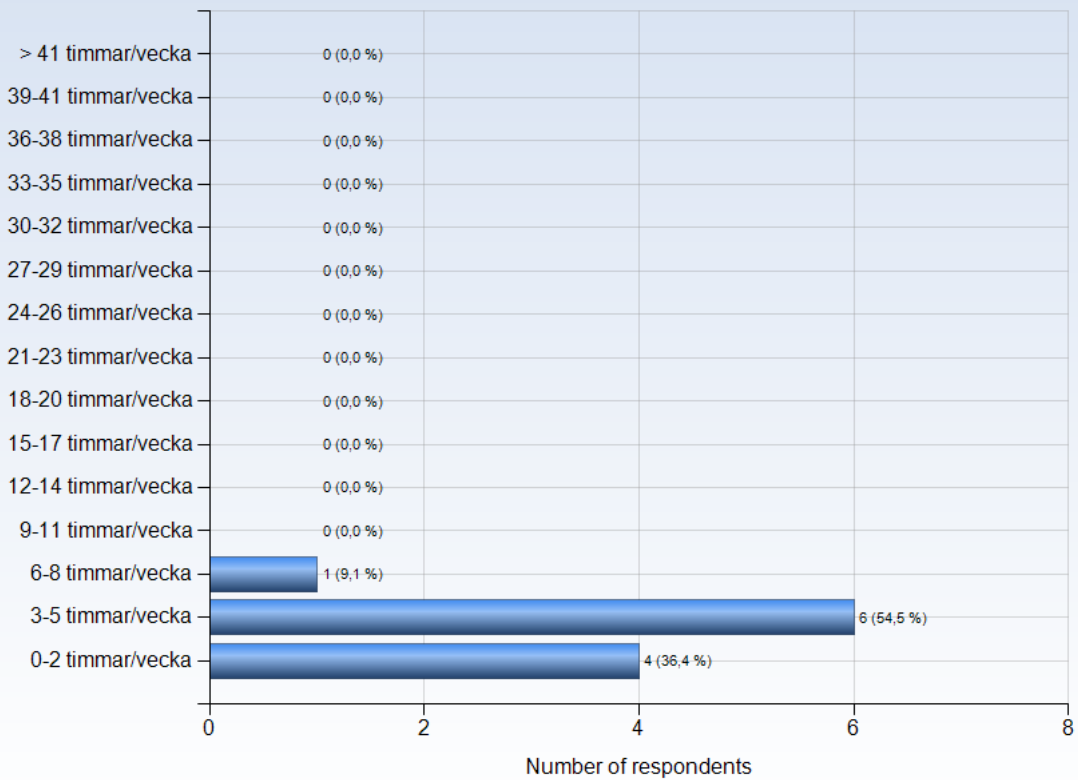


LH216V - 2018-06-11

Antal respondenter: 21
Antal svar: 12
Svarsfrekvens: 57,14 %

ESTIMATED WORKLOAD

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



Comments

Comments (I worked: 0-2 timmar/vecka)

Eftersom antalet kalenderveckor från kursstart till kurslut är så många.

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

Although the course comprises 3 formal TLOs, the required workload is high, since the necessary work per TLO is very high.

Slow and boring. course doesn't mean its own objectives not what it tries to teach.

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

The time was obviously not spent continuously throughout the semester. It was used at selected sessions.



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:

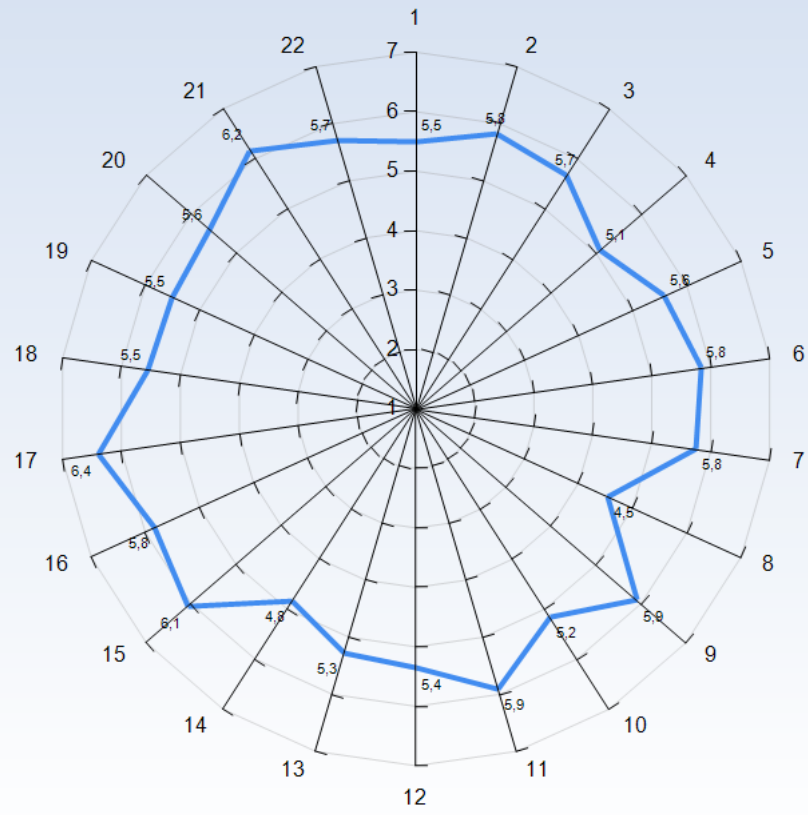
1 = No, I strongly disagree with the statement

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 v3.1.3

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. I understood how the course was organized and what I was expected to do (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 choices

- 19. I was able to learn in a way that suited me (m)
- 20. I had opportunities to choose what to do (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, intriguing or important
- b) We can speculate, try out 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 yet supportive environment
- d) We feel that we are part of a community and believe that other people have faith 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 sufficient background knowledge to manage the present learning situation
- g) We can learn inductively by moving from specific examples and experiences to general principles, rather than the other way around
- h) We are challenged to develop a proper understanding of key concepts and successively create a coherent whole of the content
- i) We believe that the work we are expected to do will help us to reach the intended learning outcomes
- j) We can try, fail, and receive feedback in advance of and separate from any summative judgment of our efforts
- k) We believe that our work will be considered fairly and honestly
- l) We have sufficient time to learn and devote the time necessary to do so



m) We believe that we are in control of our own learning, not manipulated

n) We can work collaboratively 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.

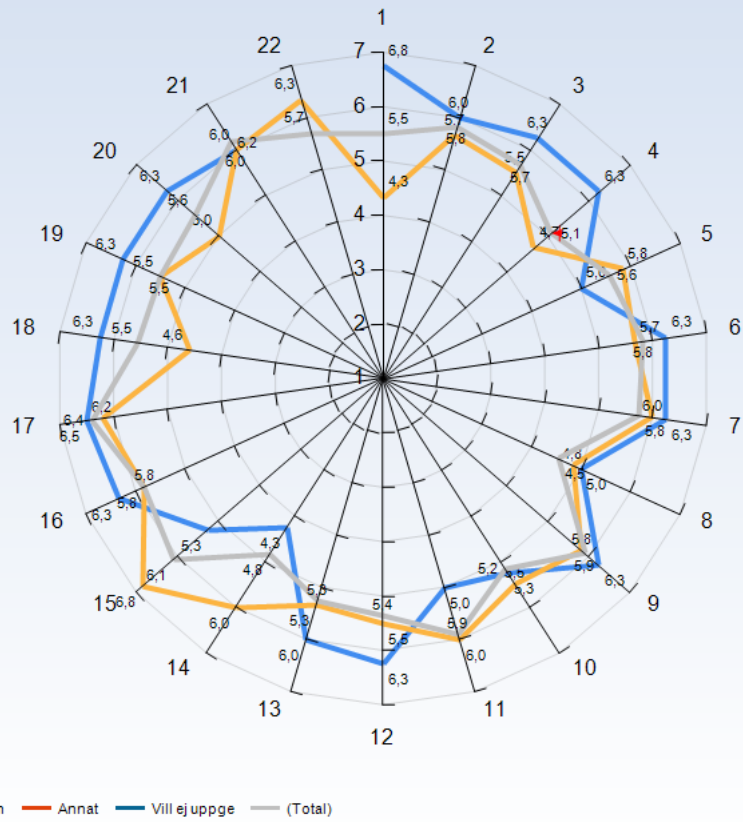
Biggs J. & Tang, C. (2011). *Teaching for Quality Learning at University*, Chapter 6, pp. 95-110. Maidenhead: McGraw Hill.

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

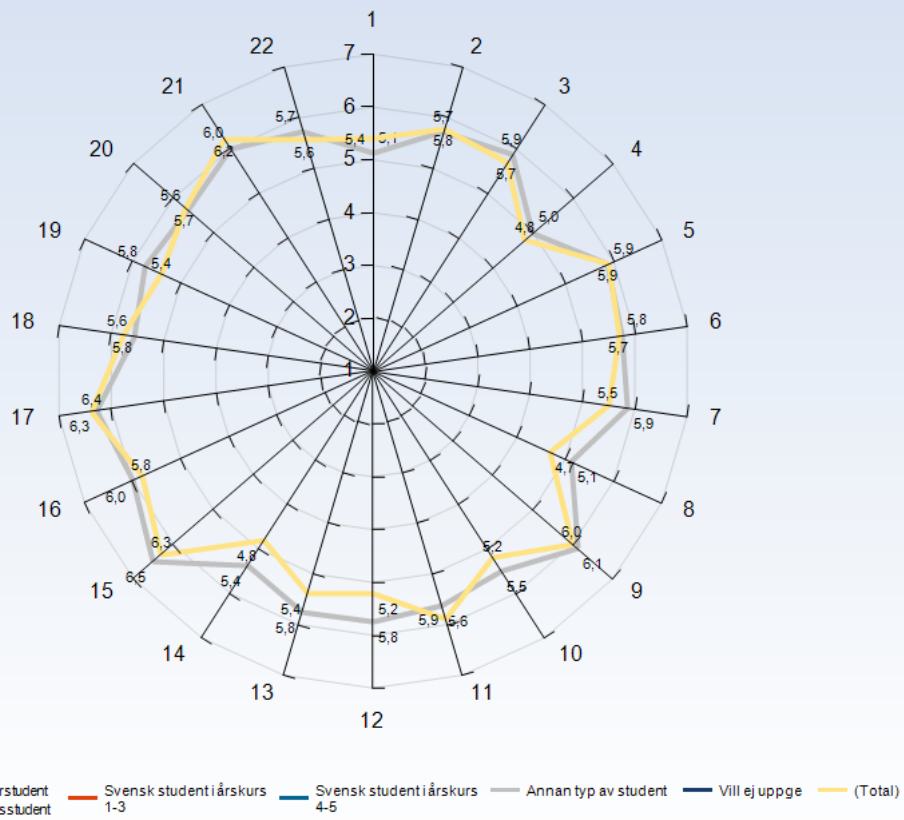


Comments

Comments (I am: Vill ej uppge)

Not relevant for the course layout. It should be good for everyone regardless of gender.

Average response to LEQ statements - per type of student



Comments

Comments (I am: Annan typ av student)

Standardiserade enkätfrågor har sina för- och nackdelar. ;-)

I am a KTH Researcher with a lot of teaching responsibility.

Researcher



GENERAL QUESTIONS

What was the best aspect of the course?

What was the best aspect of the course? (I worked: 0-2 timmar/vecka)

Genomtänkt upplägg, omfattande lista av bakgrundsmaterial.

The group discussion in the last meeting, being able to get direct feedback there from the teachers. Also, the feedback on the last assignment was very valuable. I am actually glad I got an FX because it gave me chance to review the grading criteria with the teachers' feedback. The presentation by Emma from Uppsala was very good.

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

The best part of the course is going through the entire grading process through the specific example -- with explanations on how ILOs, TLOs, assessment and final grading can be made consistent -- that was shown.

Cohesive, short, applicable

Concrete tips about how to assess and why we do it. I think I learned more about teaching from this course than I did from Teaching & Learning!

Overall the course was very good. I really liked the way Viggo presented the design matrices connecting ILOs and grading.

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

Discussion on examination is the most important thing we do at KTH.

What would you suggest to improve?

What would you suggest to improve? (I worked: 0-2 timmar/vecka)

Speciellt vid första träffen, fick jag känslan av att kursen framför allt var utformad för de redan frälsta, vilket kan ha gällt de flesta kursdeltagarna vid tidigare kursomgångar, men nu när det finns beslut på att dessa principer ska införas över hela KTH, kommer det att vara fler och fler kursdeltagare som inte är övertygade om att målrelaterad betygssättning är en toppenidé och vi som går kursen kommer typiskt att få rollen att övertyga de kollegor som inte ens vill gå kursen. Därför skulle jag ha velat se ännu mer tid till att diskutera alla olika aspekter och synpunkter, nu fanns det inte riktigt nog med tid och utrymme i kursupplägget för att göra det. Det måste få finnas plats att vädra och diskutera alla för- och nackdelar på ett öppet sätt.

Utformning av kursmålen är en näraliggande fråga som dock mer eller mindre tas för givet i kursen. Jag som läste LU1 för mer än 10 år sedan känner inte riktigt igen tankegångarna att man bör ha relativt få och övergripande kursmål, utan jag har snarare försökt ha relativt detaljerade mål, som därmed blir större till antalet. Även här har jag saknat tid och utrymme i kursen att diskutera dessa frågor. Samma sak gäller utformning av examinationsaktiviteter.

I första hemuppgiften, var det rätt oklart hur redovisningen skulle vara utformad, även i den andra så är inte instruktionerna, punkt 1-7 helt i linje med det föreslagna upplägget för rapporten, som det beskrivs under punkt 8.

Trots den långa listan av exempel från tidigare kursomgångar, så kändes det som att det var svårt att hitta övertygande exempel som är relevanta för de kurser jag undervisar i. Jag lusläste inte alla exemplen, så det kanske handlar om att göra en översikt som gör det enklare att identifiera olika typer av lösningar för olika typer av kurser.

I would have liked more feedback by the teachers early on. I wrote things, but it was difficult to know if my ideas were reasonable/good.

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

Some more KTH specific rules and regulations in written form would be useful, that would help to carefully exercise grading in practice that complies with the rules of authority act.

More background on the first meeting to set the agenda also for participant that do not work with these issues on a regular basis

The assessment and feedback. I think it was meaningful to discuss assignment, but writing assessment /feedback as well felt like double work

The first lecture was great, but the slides were difficult to follow as I read through them again at home. Maybe some more reading material would be helpful? For example, give us a sheet with the whole grading criteria that you show over several separated slides in the first presentation, so we can see it all together when we're working alone at home.

Everything, from teaches to canvas to general quality of contents and teaching team

Nothing

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

Do not use examples which are obviously not good examples of clear and good pedagogy and examination.



What advice would you like to give to future participants?

What advice would you like to give to future participants? (I worked: 0-2 timmar/vecka)

Ta chansen att testa ideer. Diskutera och ifrågasätt! Även om du själv är övertygad om att dessa ideer är bra, gäller det att ha testat argumenten om du ska kunna övertyga dina kollegor.

Read the course material, a lot of good things there. If possible attend the course with a colleague so that you can continuously discuss with each other.

What advice would you like to give to future participants? (I worked: 3-5 timmar/vecka)

Attend the TLOs and listen carefully.

Try to really engage in discussions and take note of the concrete examples you are given.

Follow first two classes carefully

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

Think twice about the value for spent time.

Is there anything else you would like to add?

Is there anything else you would like to add? (I worked: 0-2 timmar/vecka)

I enjoyed the course!

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

It was not clear in the beginning that the home assignment would be graded this strictly. It would be more fair to warn course participants in advance.

Great course, thanks Viggo! I hope that criterion referenced grading can be implemented KTH-wide, as it is so much more valuable for assessing skills than a points-based grading system.

listen to teachers.

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

No

SPECIFIC QUESTIONS

RESPONSE DATA

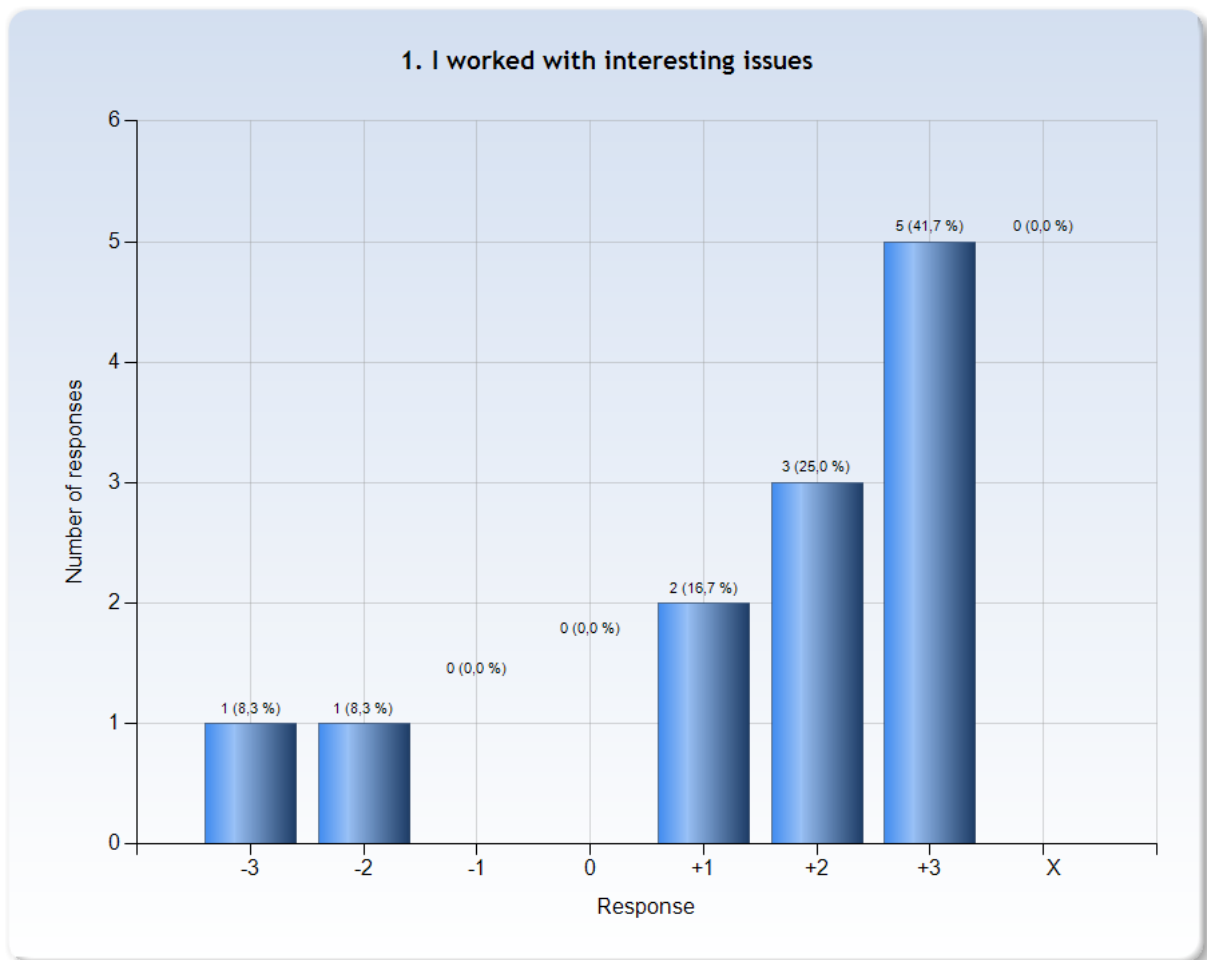
The diagrams below show the detailed response to the LEQ statements. The response scale is defined by:

-3 = No, I strongly disagree with the statement

0 = I am neutral to the statement

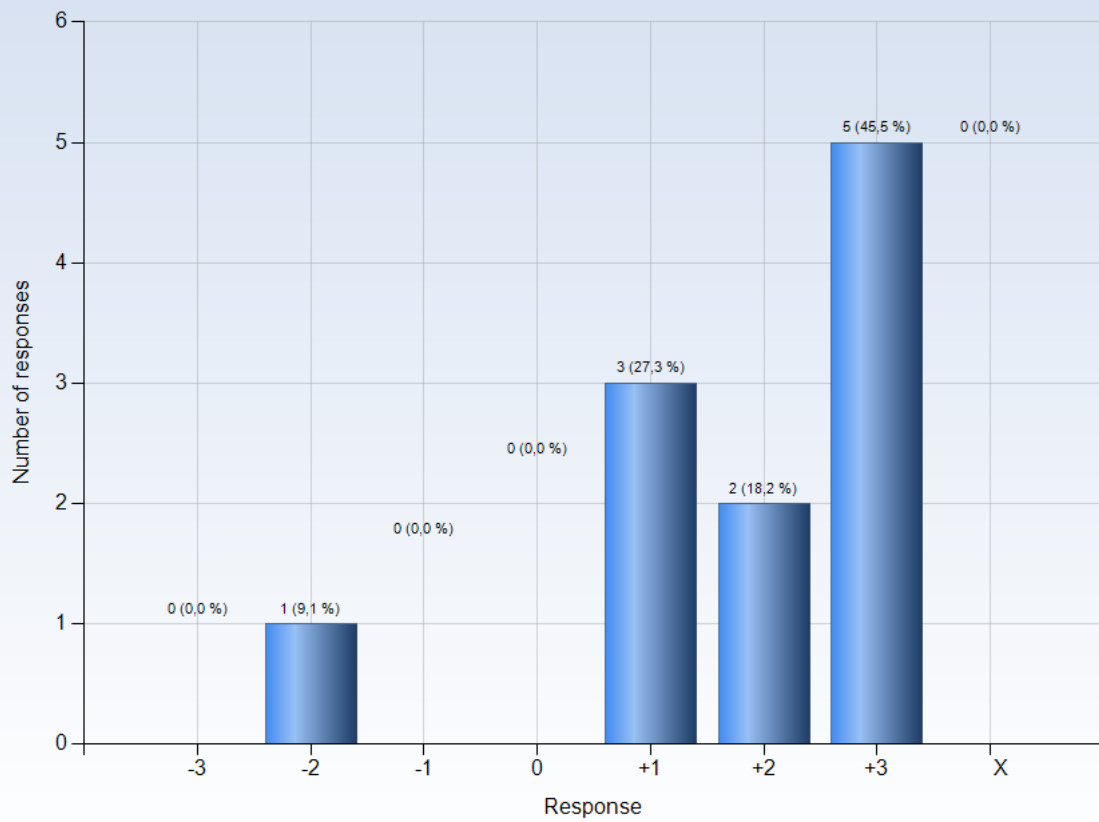
+3 = Yes, I strongly agree with the statement

X = I decline to take a position on the statement



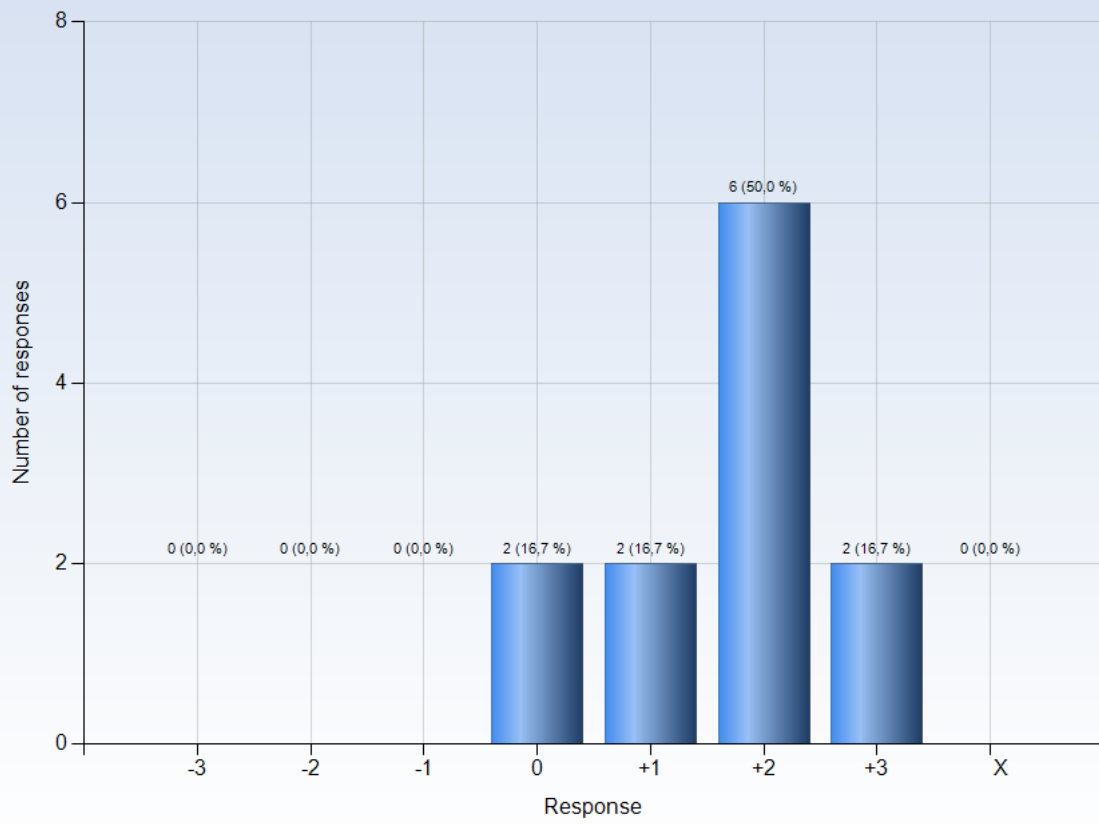
Comments

2. I explored parts of the subject on my own



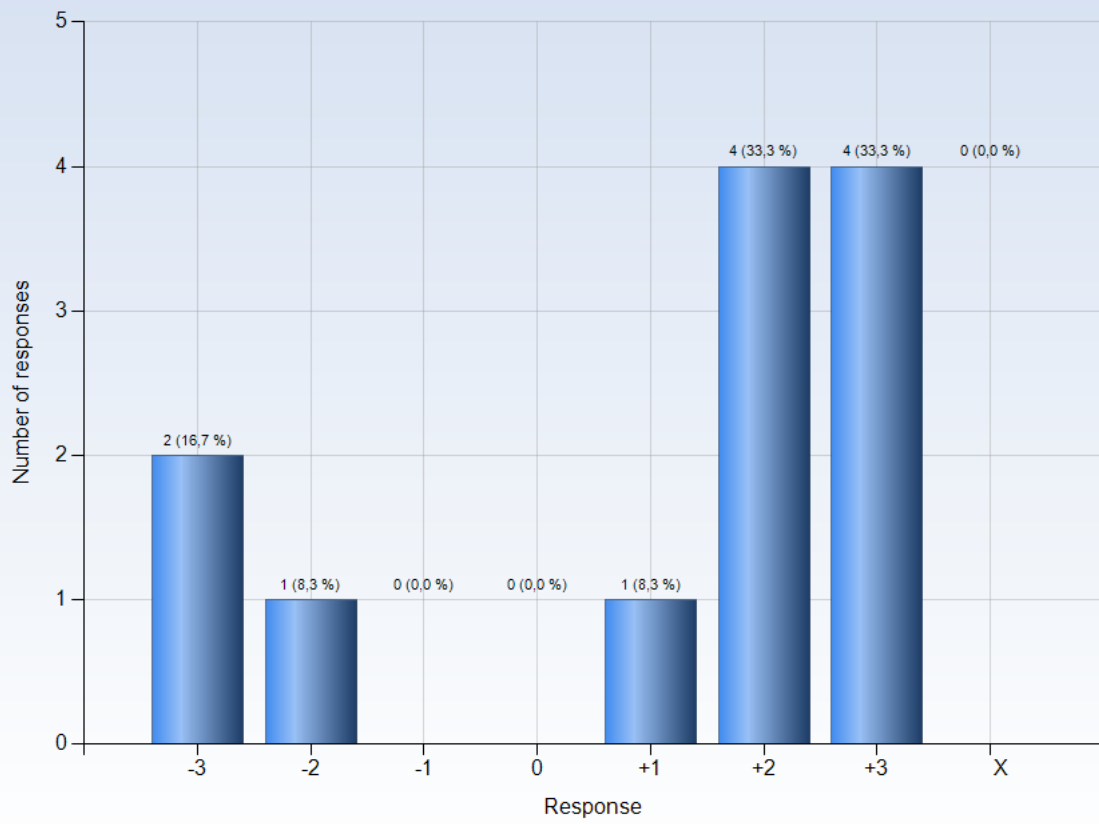
Comments

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



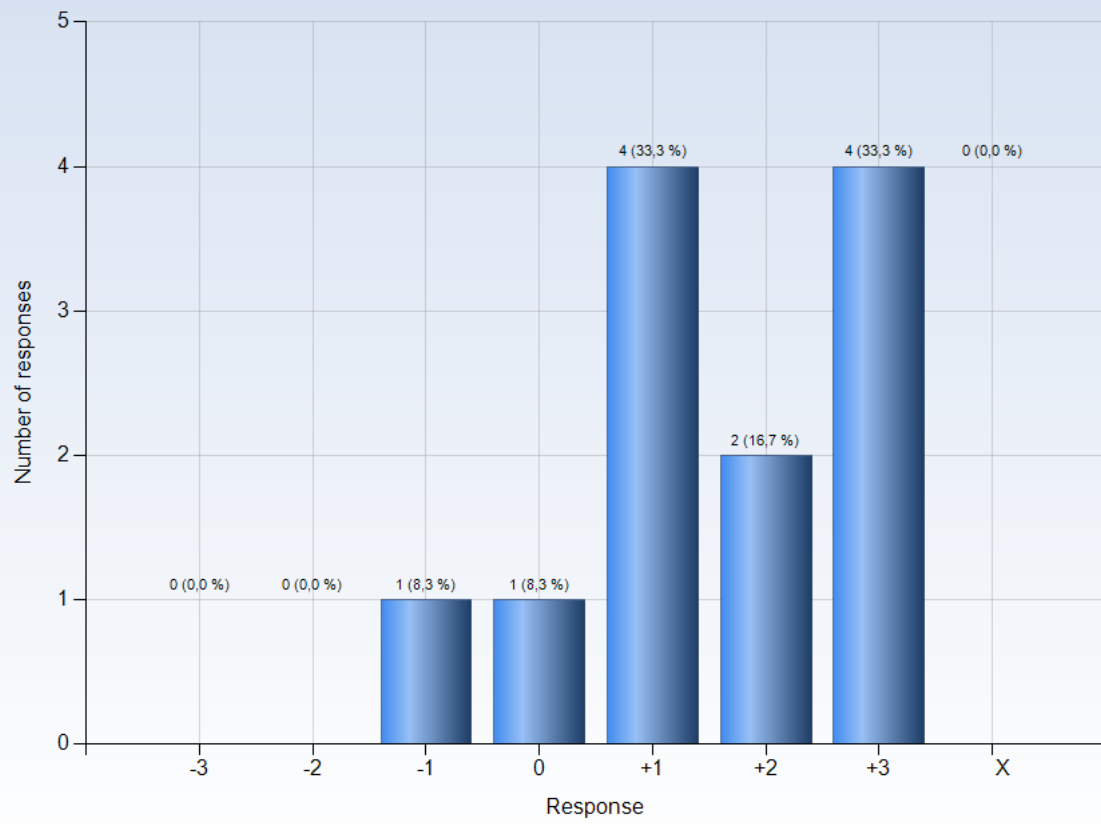
Comments

4. The course was challenging in a stimulating way



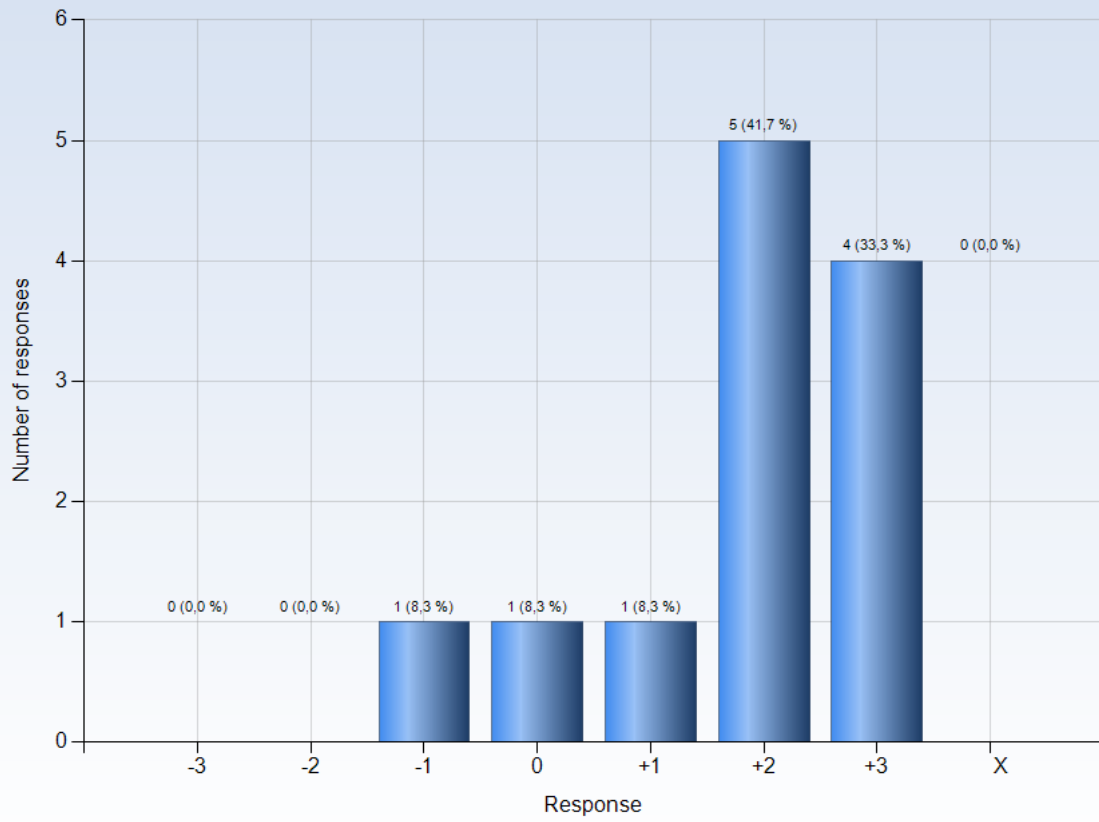
Comments

5. I felt togetherness with others on the course



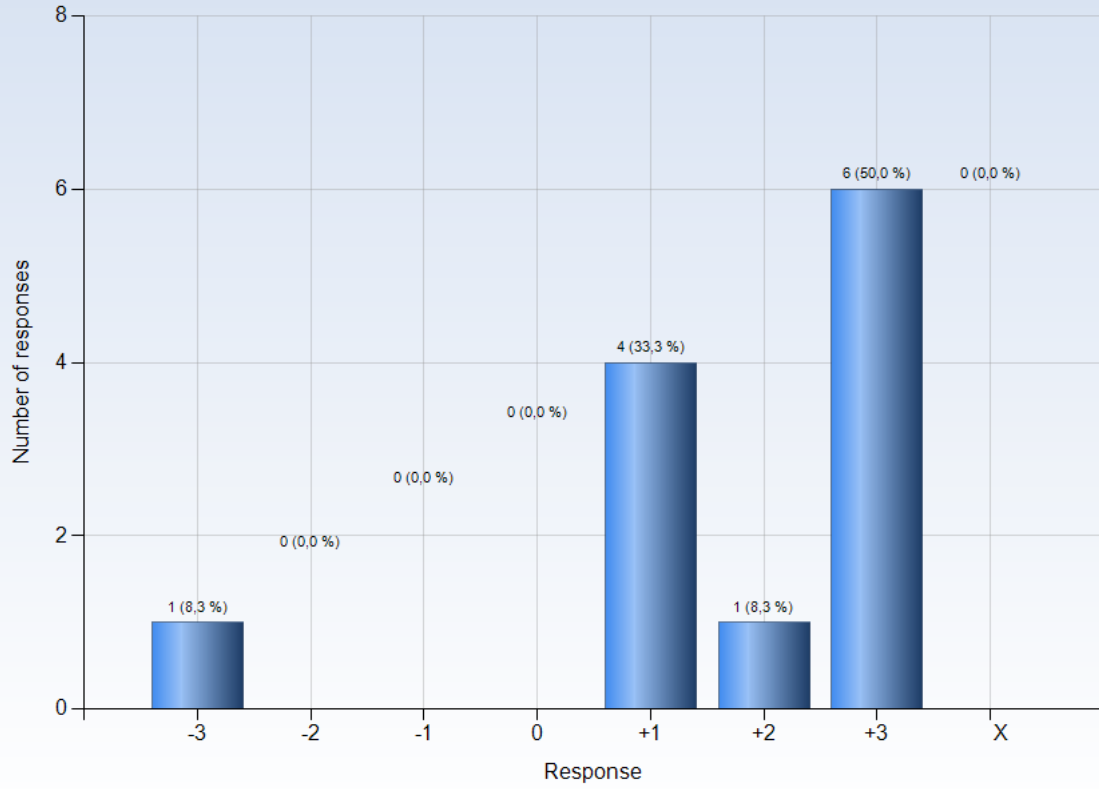
Comments

6. The atmosphere on the course was open and inclusive



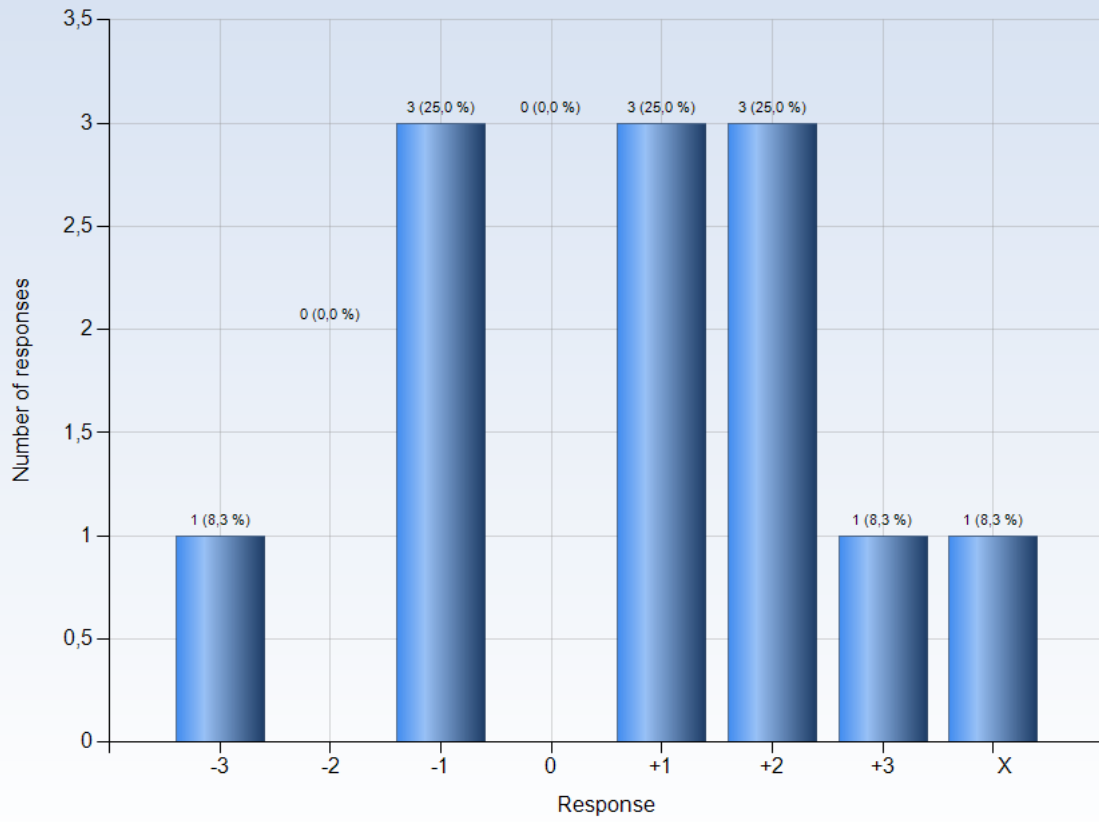
Comments

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



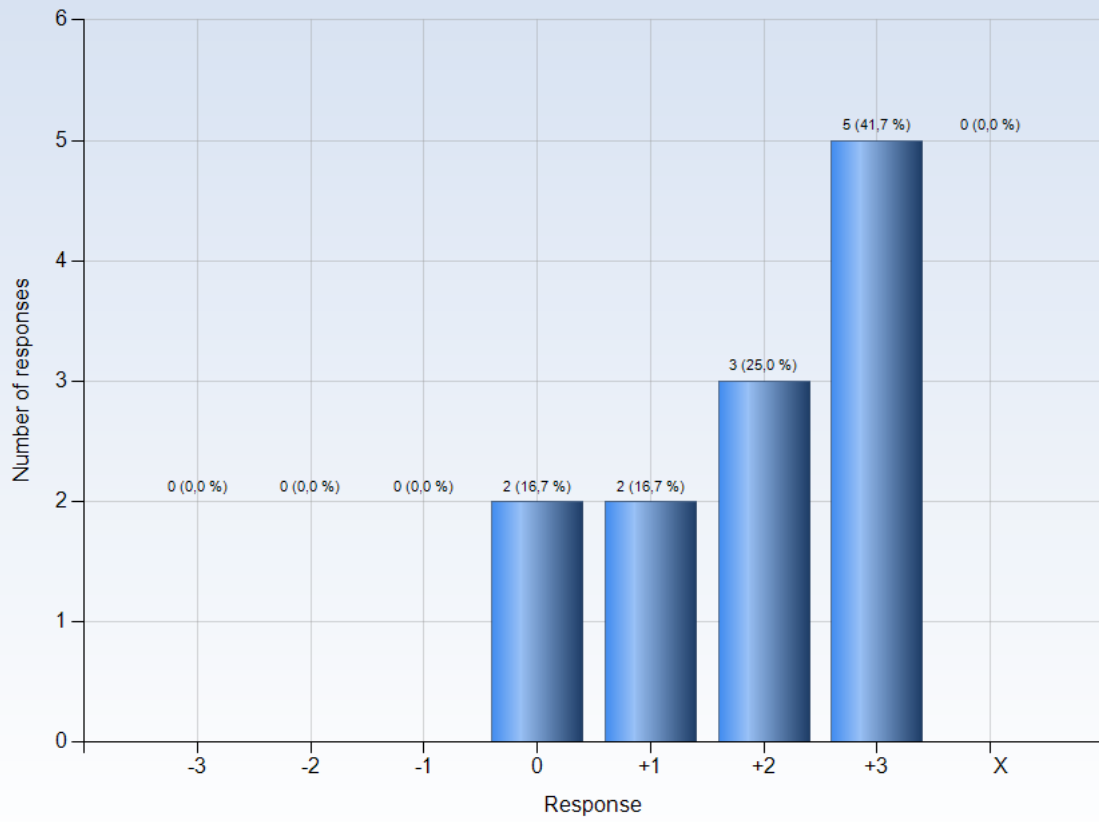
Comments

8. I understood how the course was organized and what I was expected to do



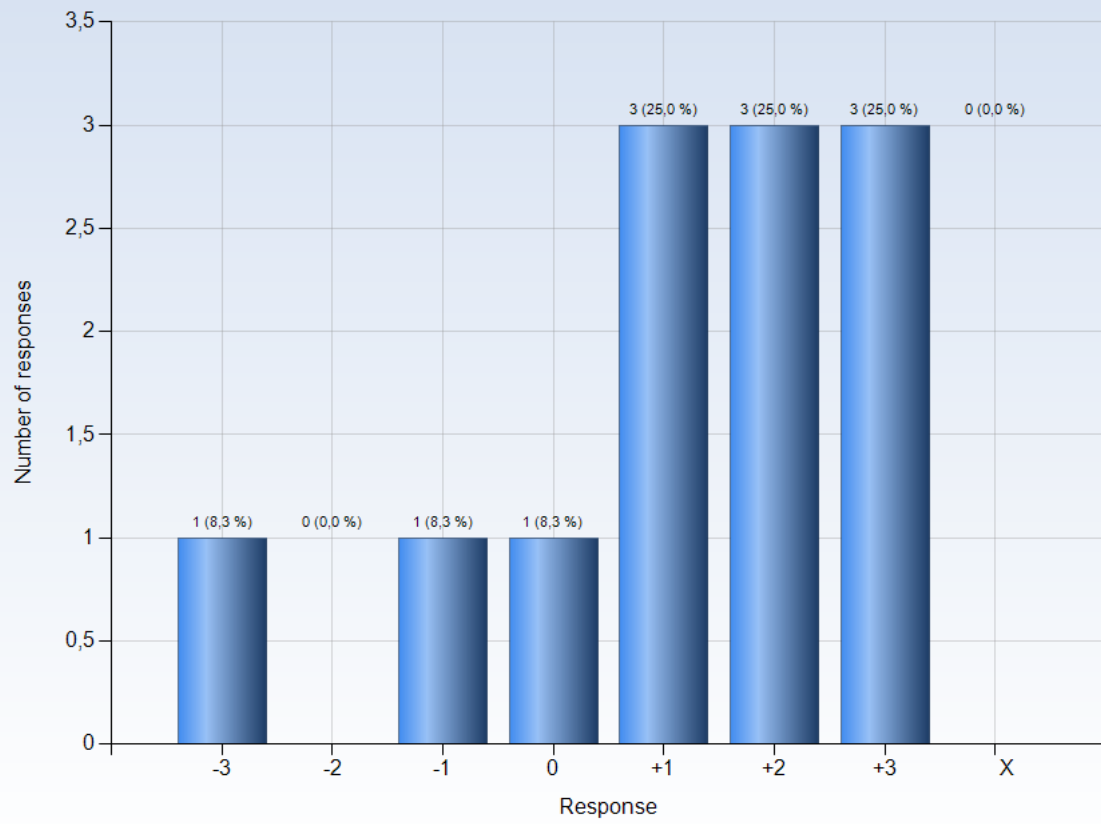
Comments

9. I understood what the teachers were talking about



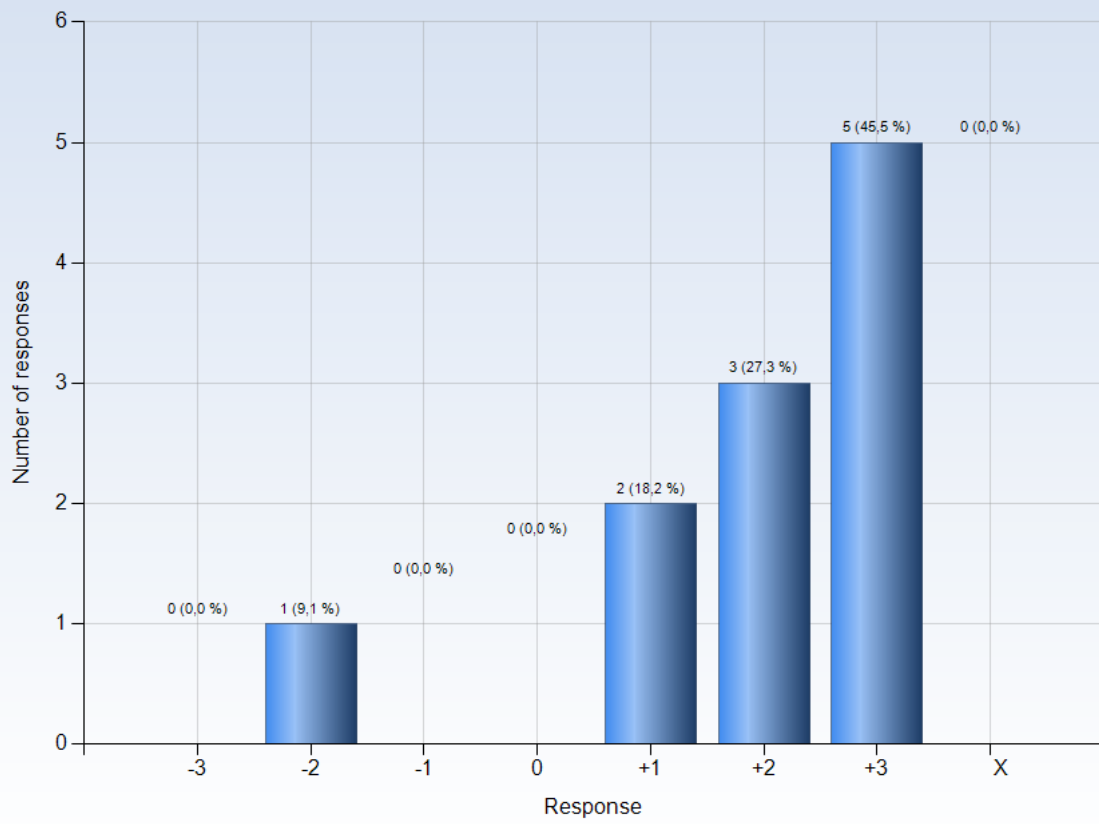
Comments

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



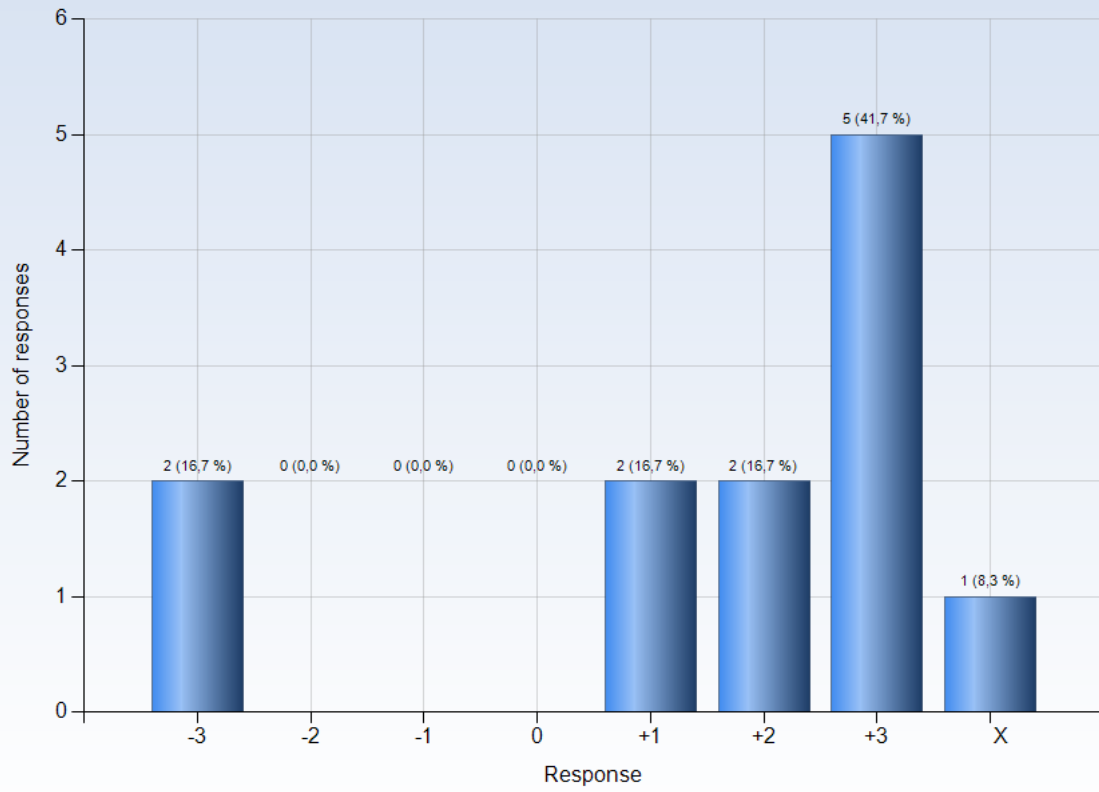
Comments

11. Understanding of key concepts had high priority



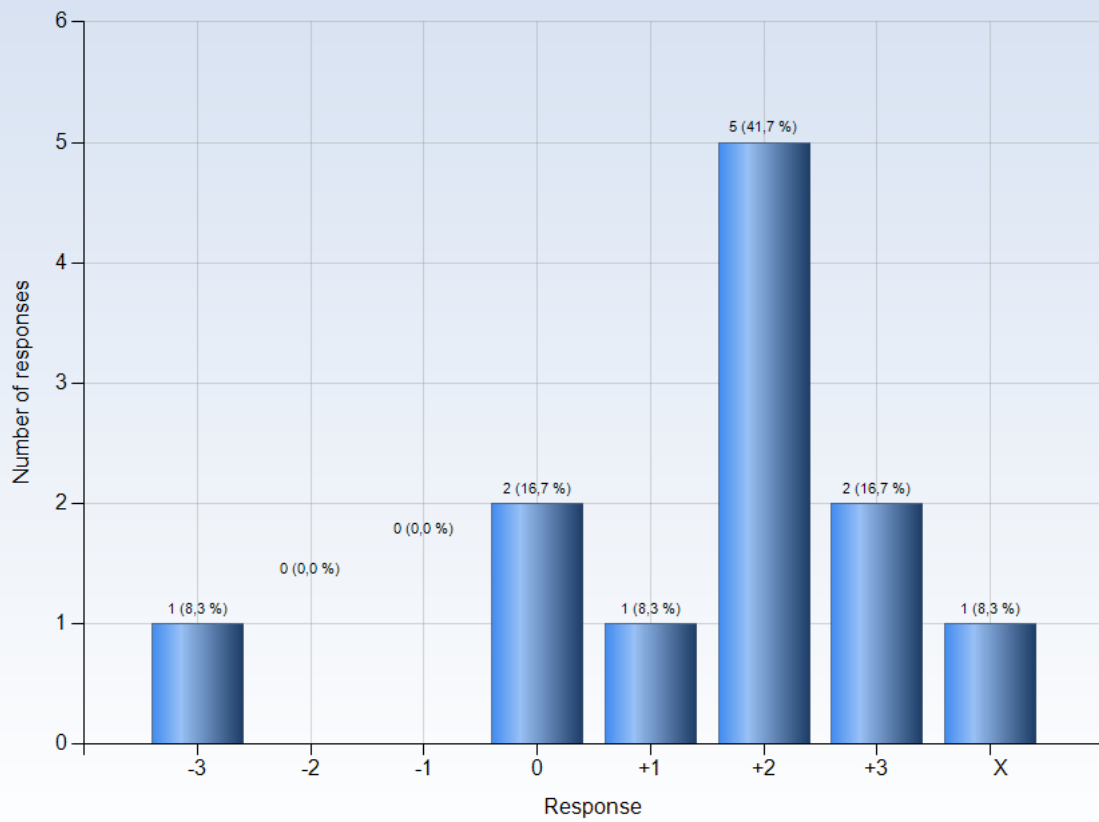
Comments

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



Comments

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

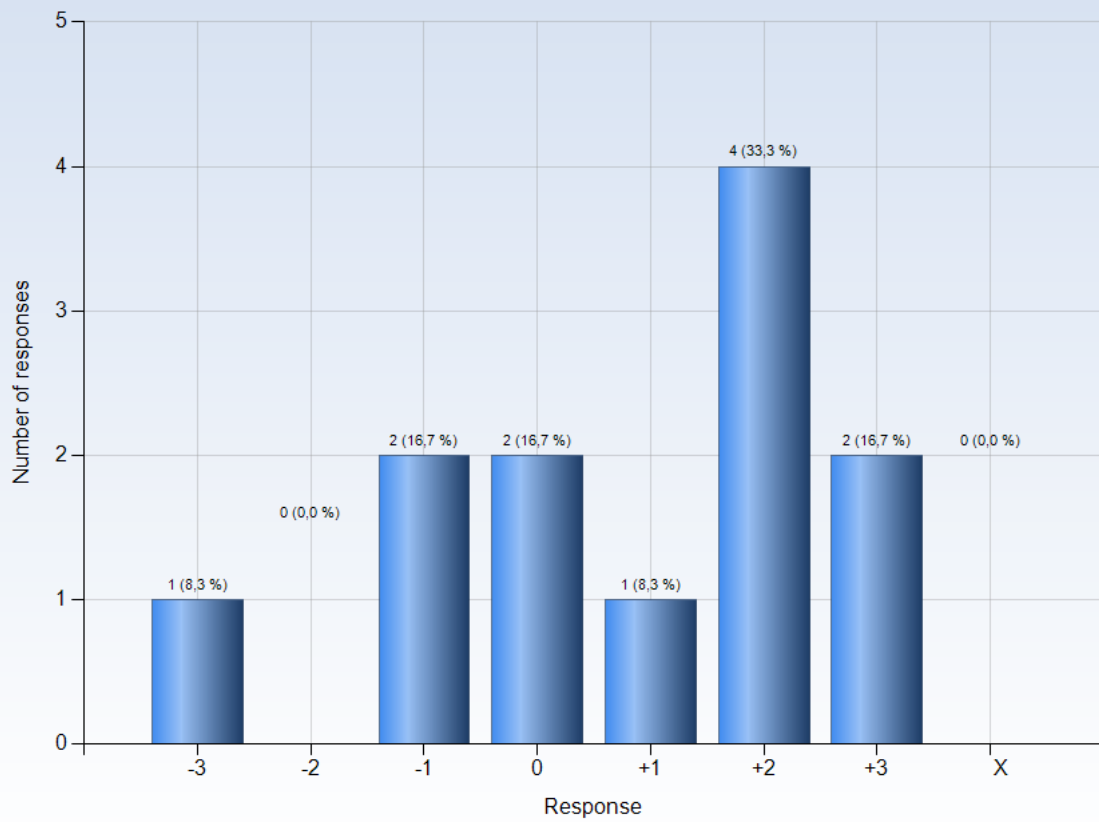


Comments

Comments (My response was: X)

This is really not applicable, or have I missed something?

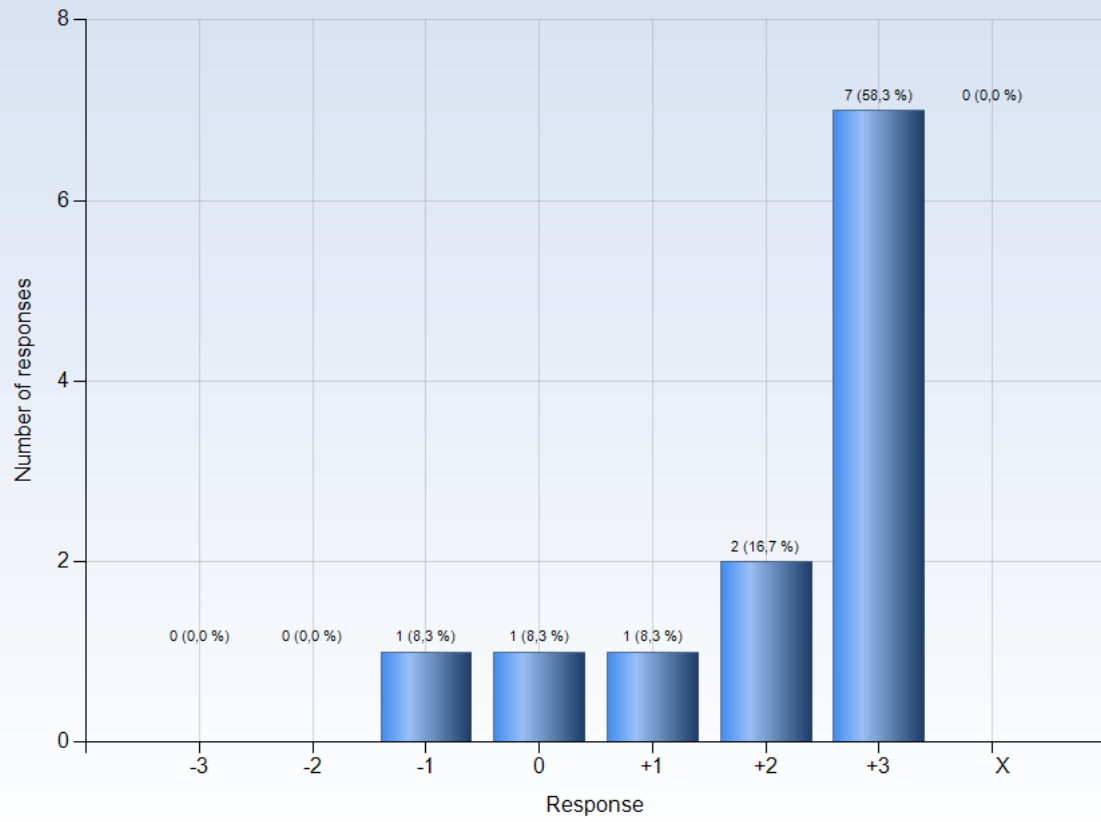
14. I received regular feedback that helped me to see my progress



Comments

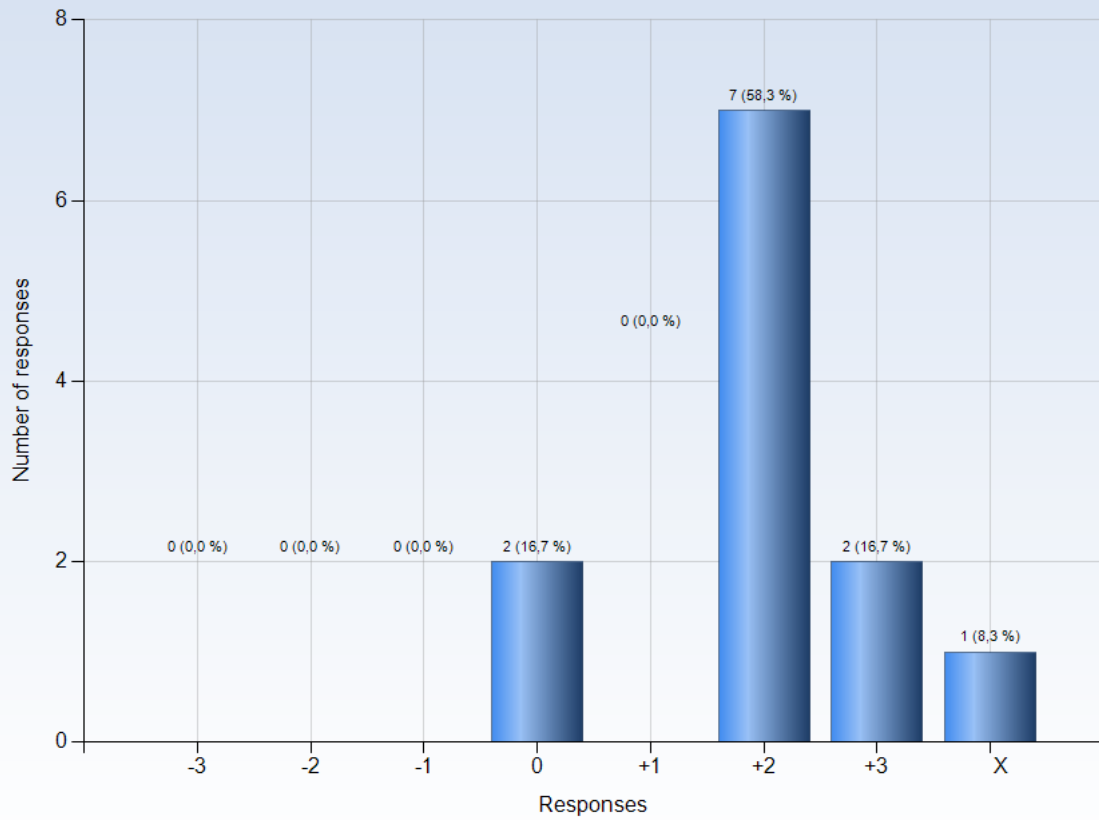
Comments (My response was: -1)
Difficult to answer since it was a short course

15. I could practice and receive feedback without being graded



Comments

16. The assessment on the course was fair and honest

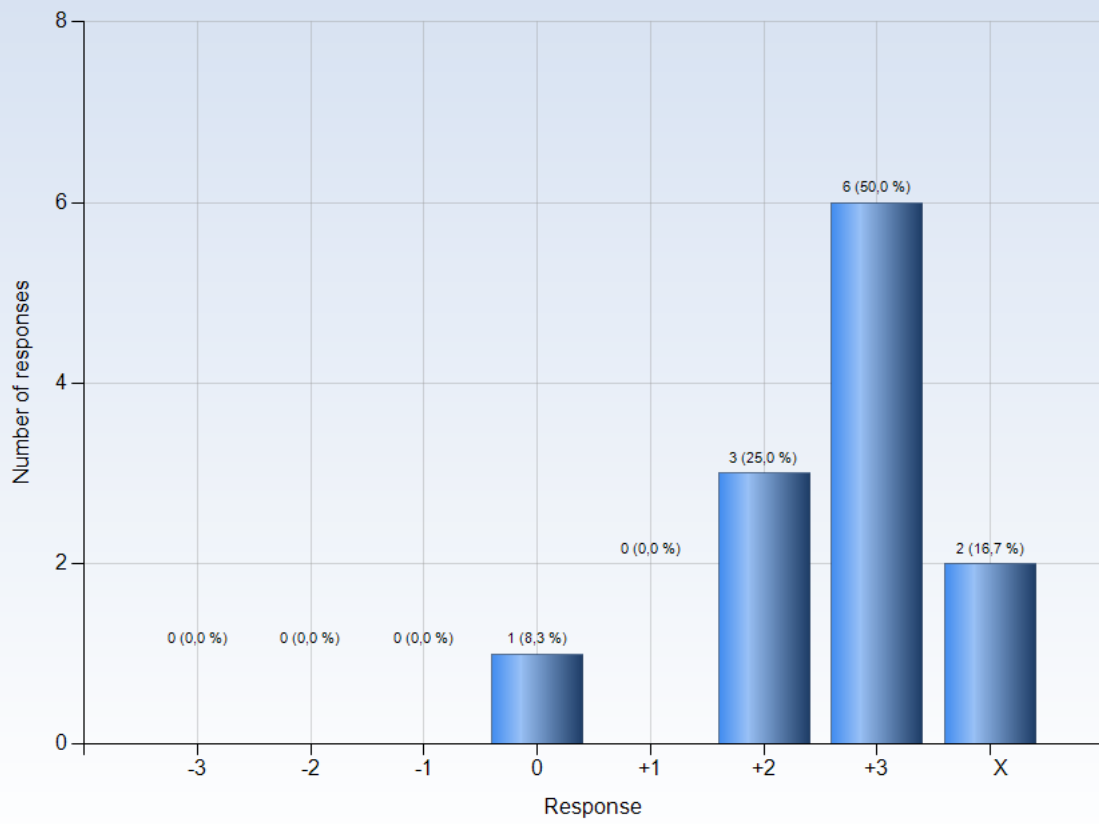


Comments

Comments (My response was: X)

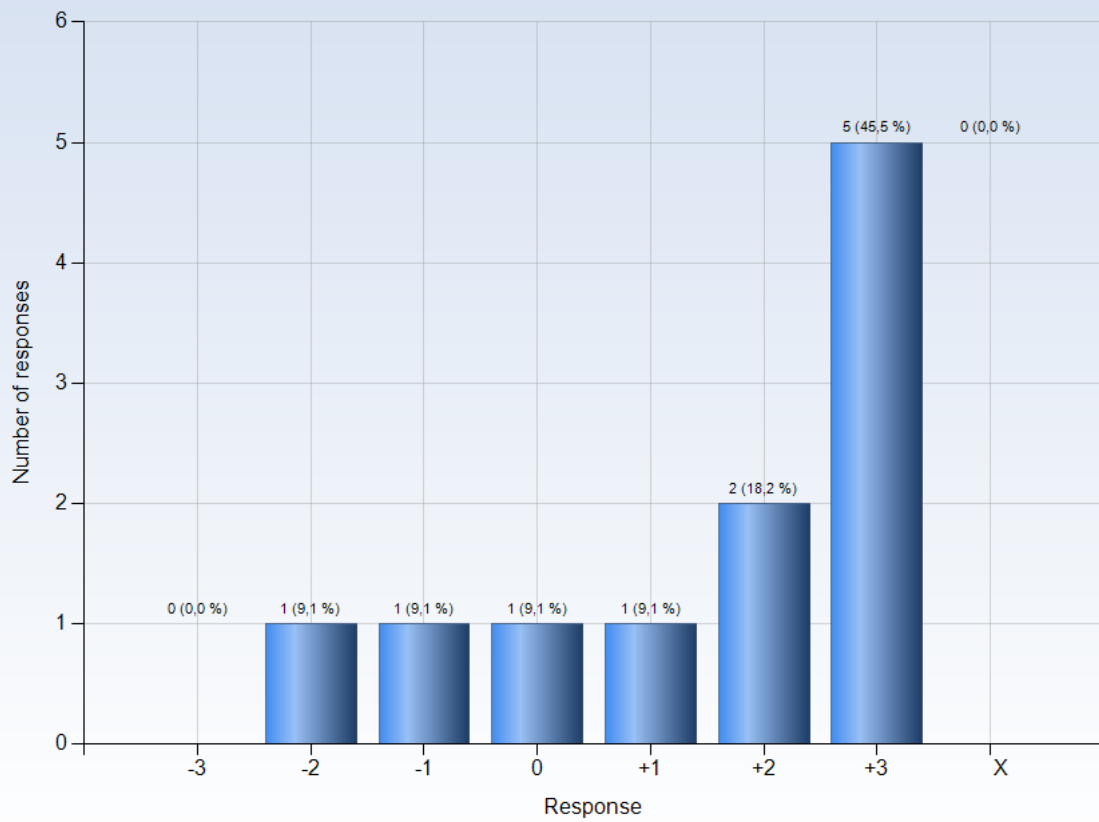
This is difficult to answer. I do not think that feedback from colleagues counts here and any other assessment did not take place (yet)

17. My background knowledge was sufficient to follow the course



Comments

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

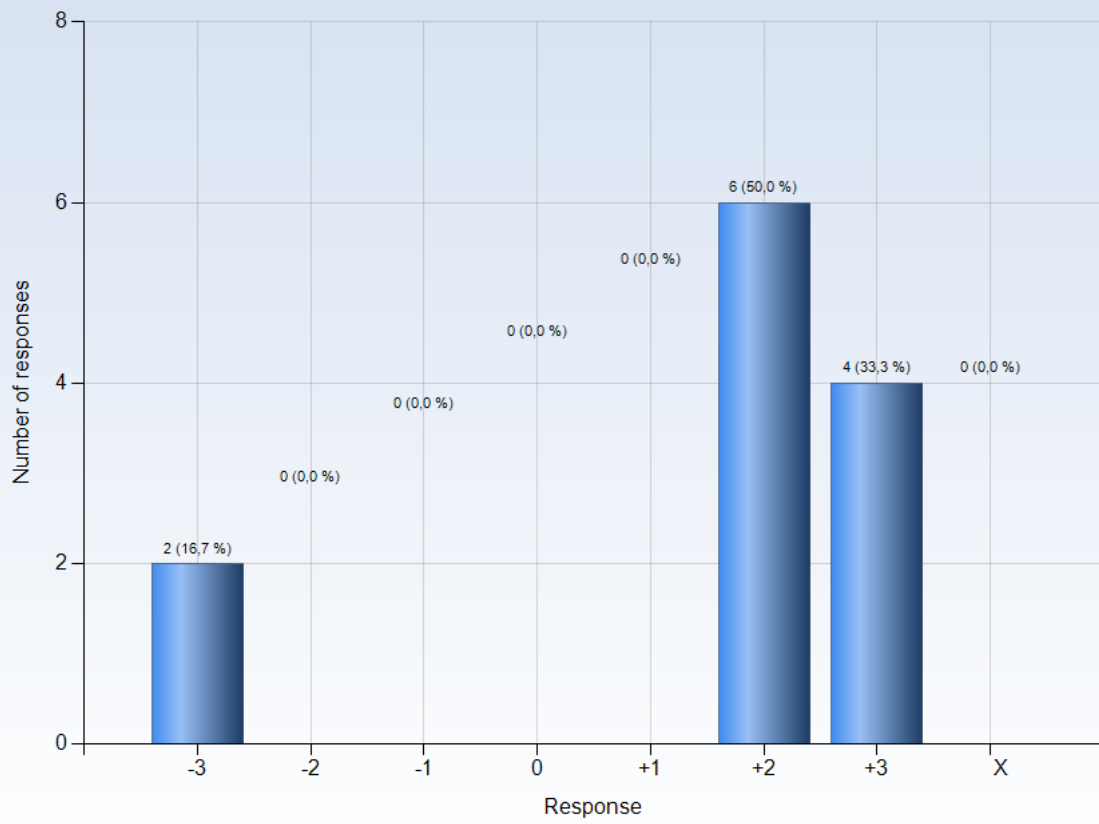


Comments

Comments (My response was: -2)

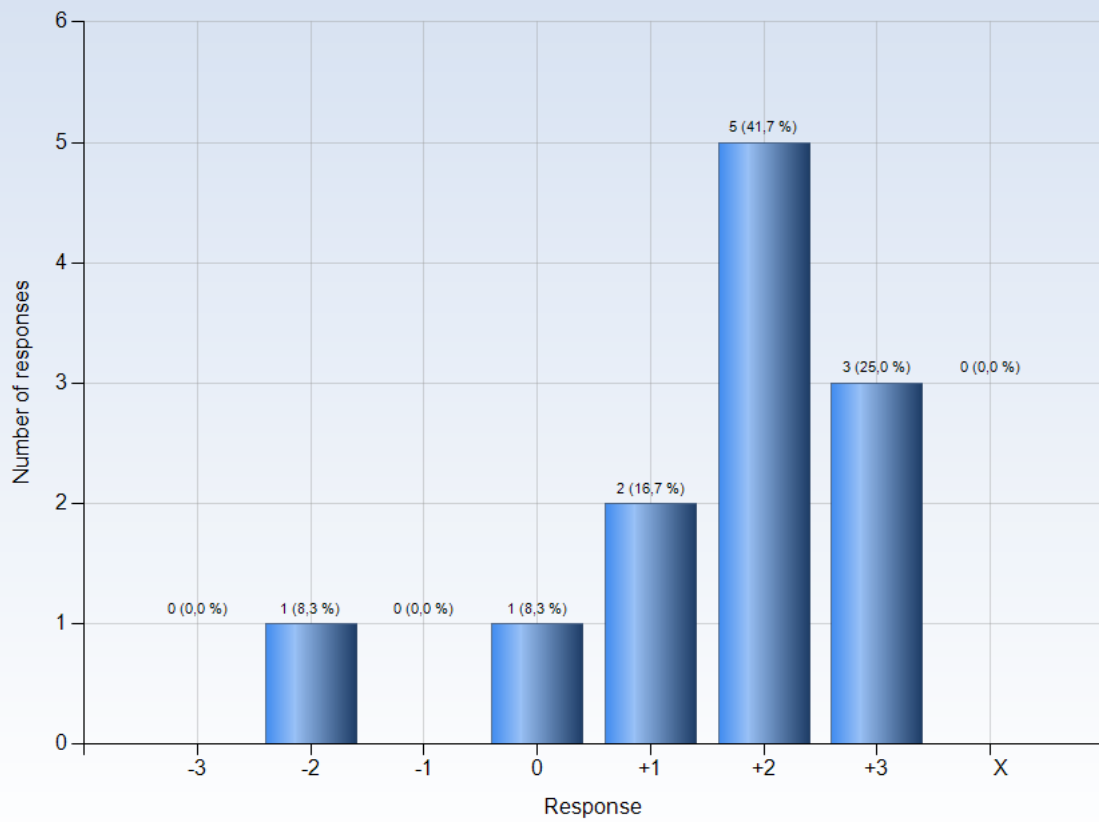
Regelbundet är ett meningslöst ord. Byt ut "regelbundet tid" mot "tillräckligt med tid" eller liknande.

19. I was able to learn in a way that suited me



Comments

20. I had opportunities to choose what to do

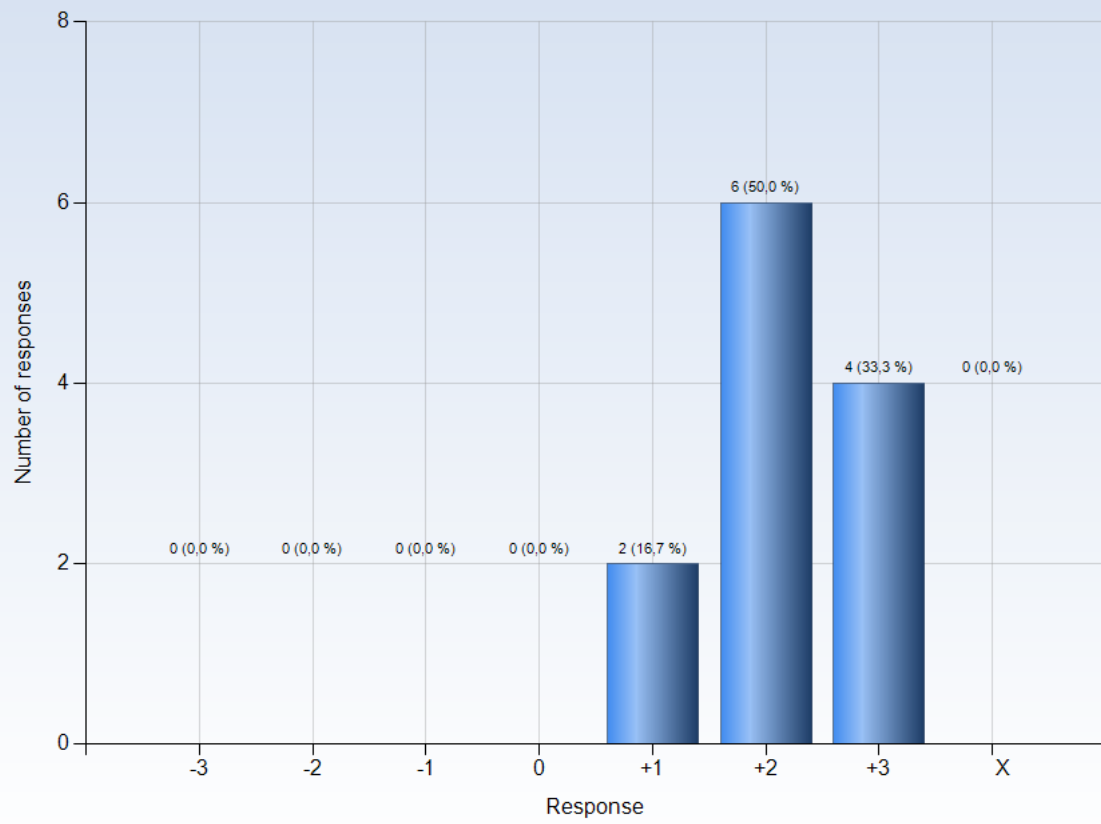


Comments

Comments (My response was: -2)

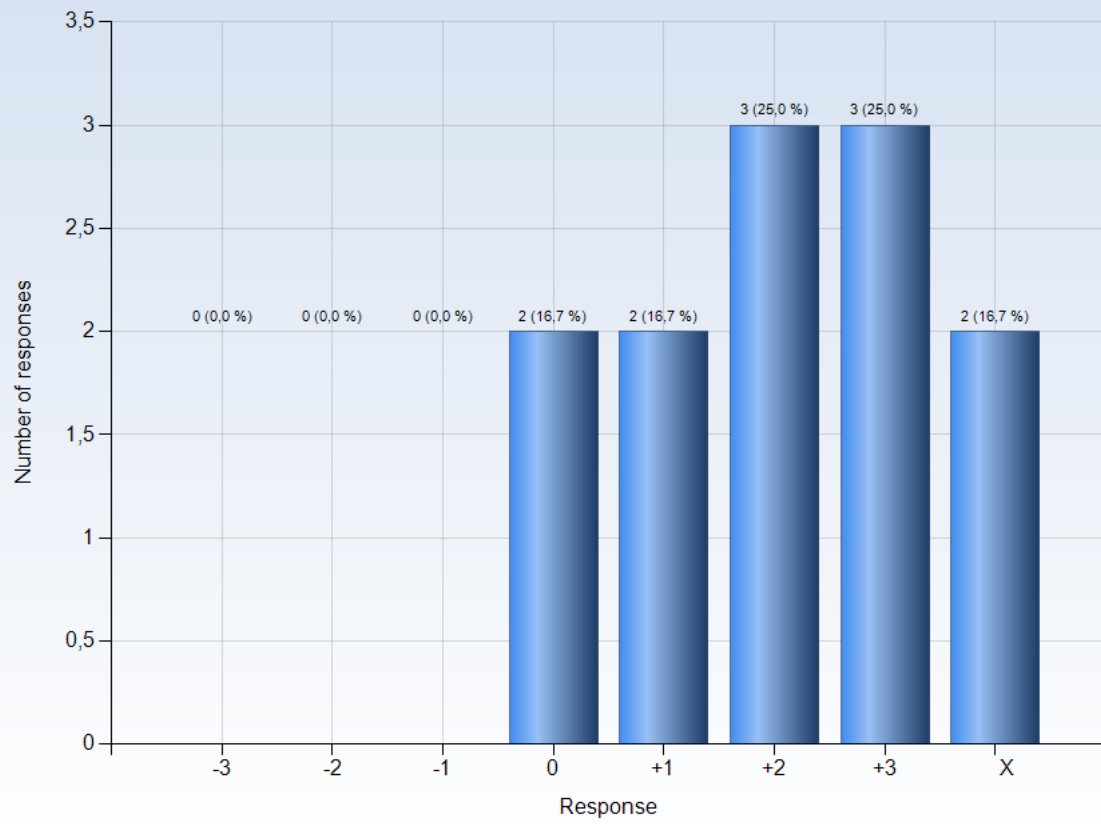
Att välja är inte alltid bra. Risk finns att man väljer något som inte är tillräckligt utmanande.

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