

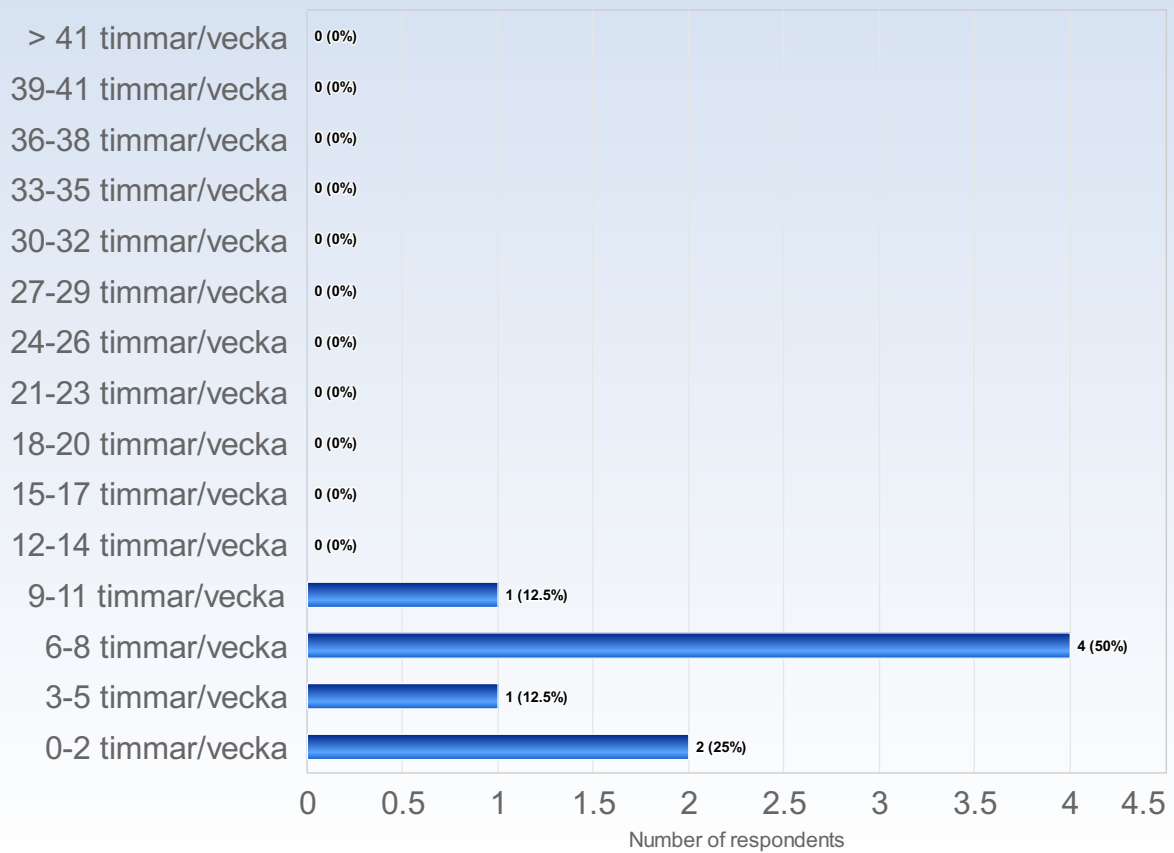


LH219V - 2022-01-31

Antal respondenter: 18
Antal svar: 8
Svarsfrekvens: 44,44 %

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)

Rimlig belastning. Kursen går i lågt tempo under en lång period.

According to my time sheets I spent 30 hours in total on the course. But I should only do the final essay since I did everything else before.

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

the preparation probably took me up to 1 hour before each session, because I had read some of the papers;
what took long for me was the assignment, I probably worked 2 days on it

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

Course was fine level and what I imagined it would be. Not too much pre reading required which I have found very heavy in previous courses

It is a bit hard to say how much exactly but overall the amount of worked seemed quite appropriate.

The workload was quite well balanced and in coherence with other courses.

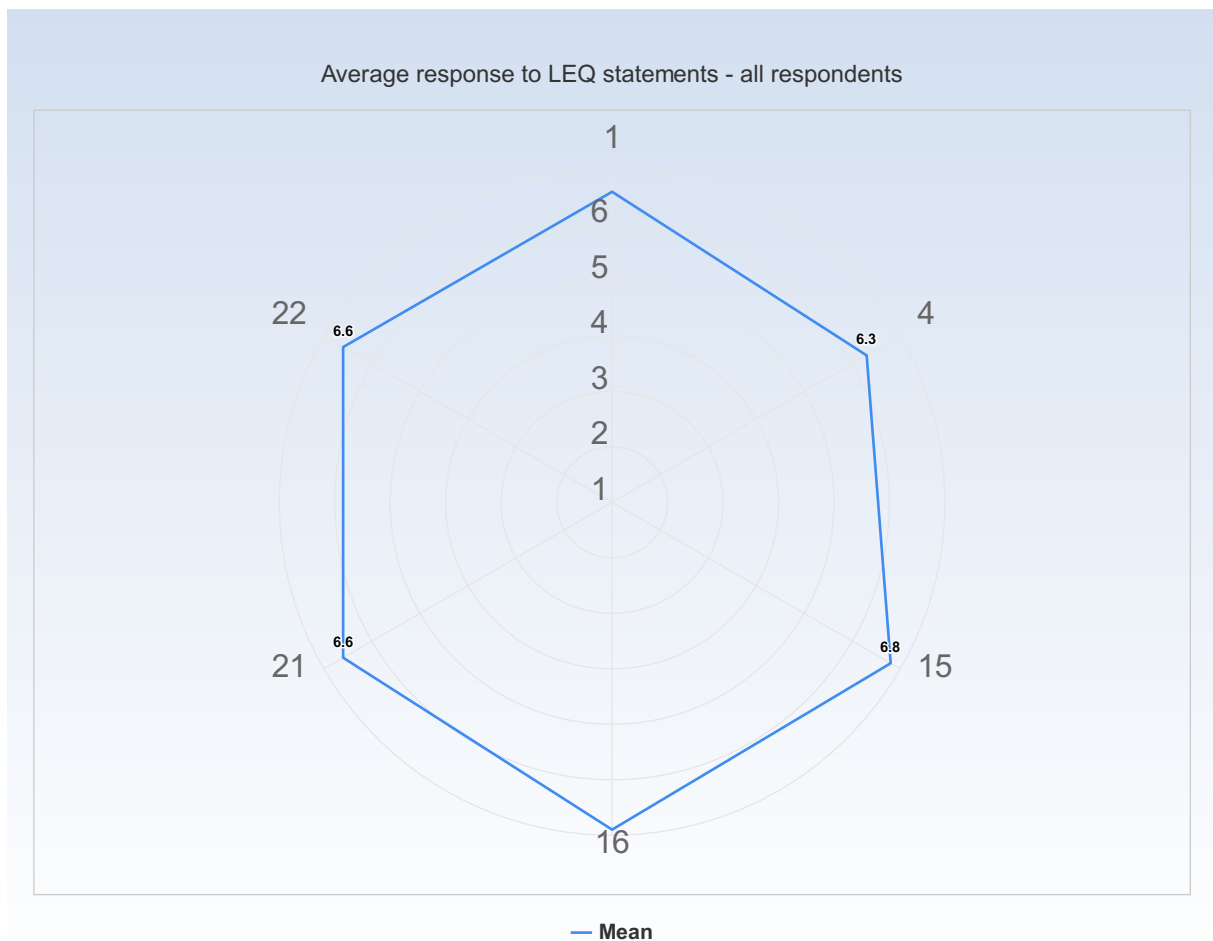


LEARNING EXPERIENCE

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.

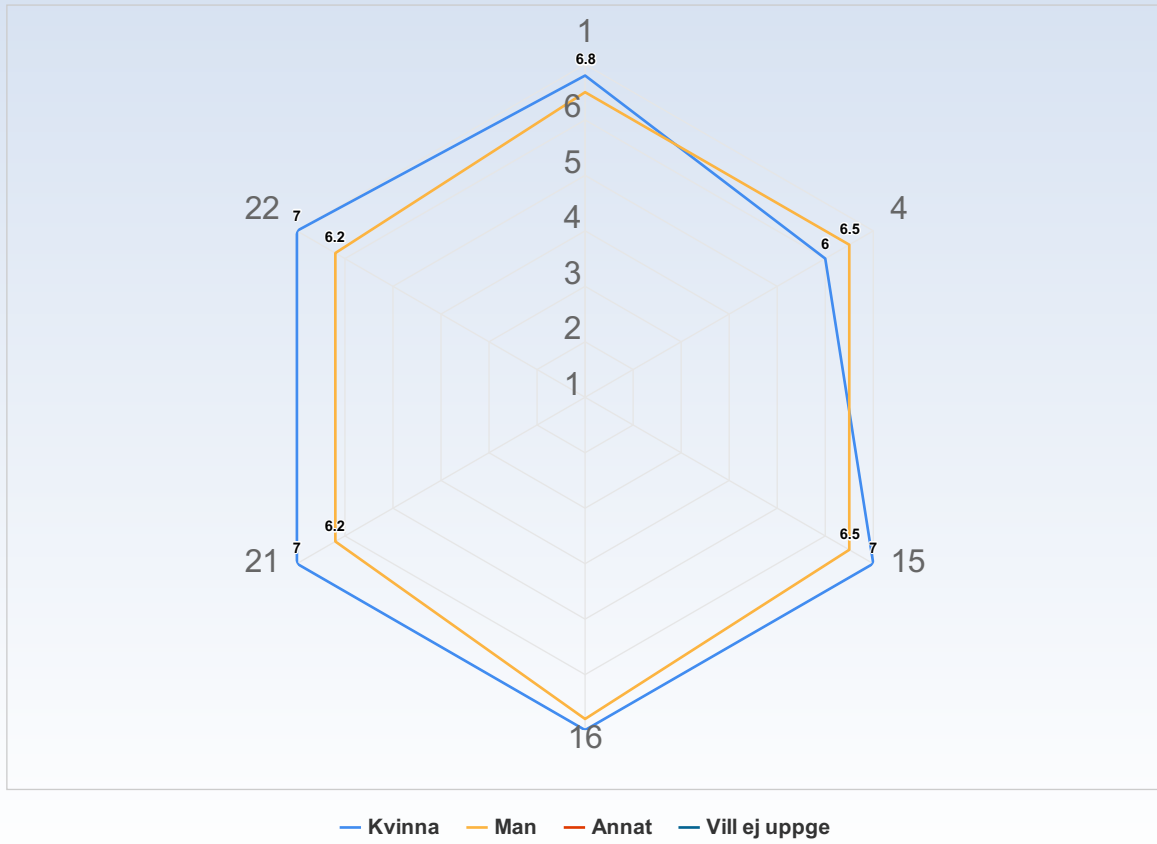
Biggs J. & Tang, C. (2011). *Teaching for Quality Learning at University*, Chapter 6, pp. 95-110. Maidenhead: McGraw Hill.

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.

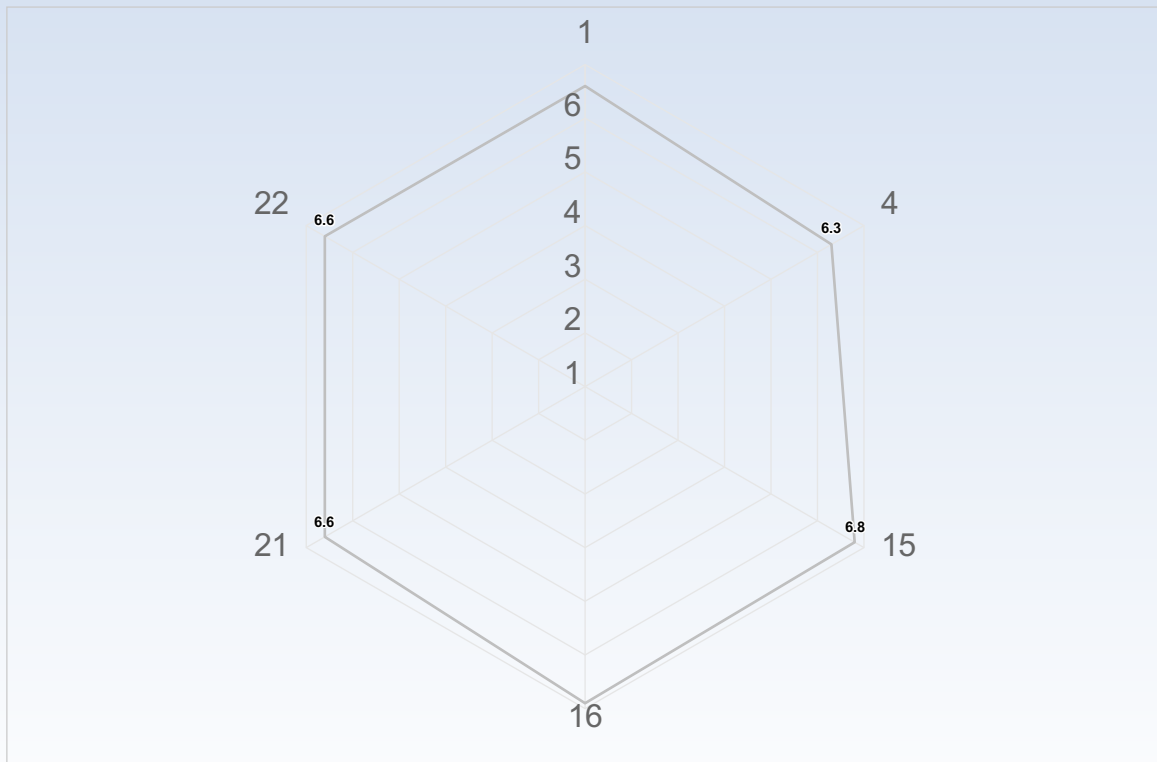
Ramsden, P. (2003). *Learning to Teach in Higher Education*, Chapter 6, pp. 84-105. New York: RoutledgeFalmer.

Average response to LEQ statements - per gender



Comments

Average response to LEQ statements - per type of student



— Internationell masterstudent
 — Internationell utbytesstudent
 — Svensk student i årskurs 1-3
— Svensk student i årskurs 4-5
 — Annan typ av student
 — Vill ej uppge

Comments

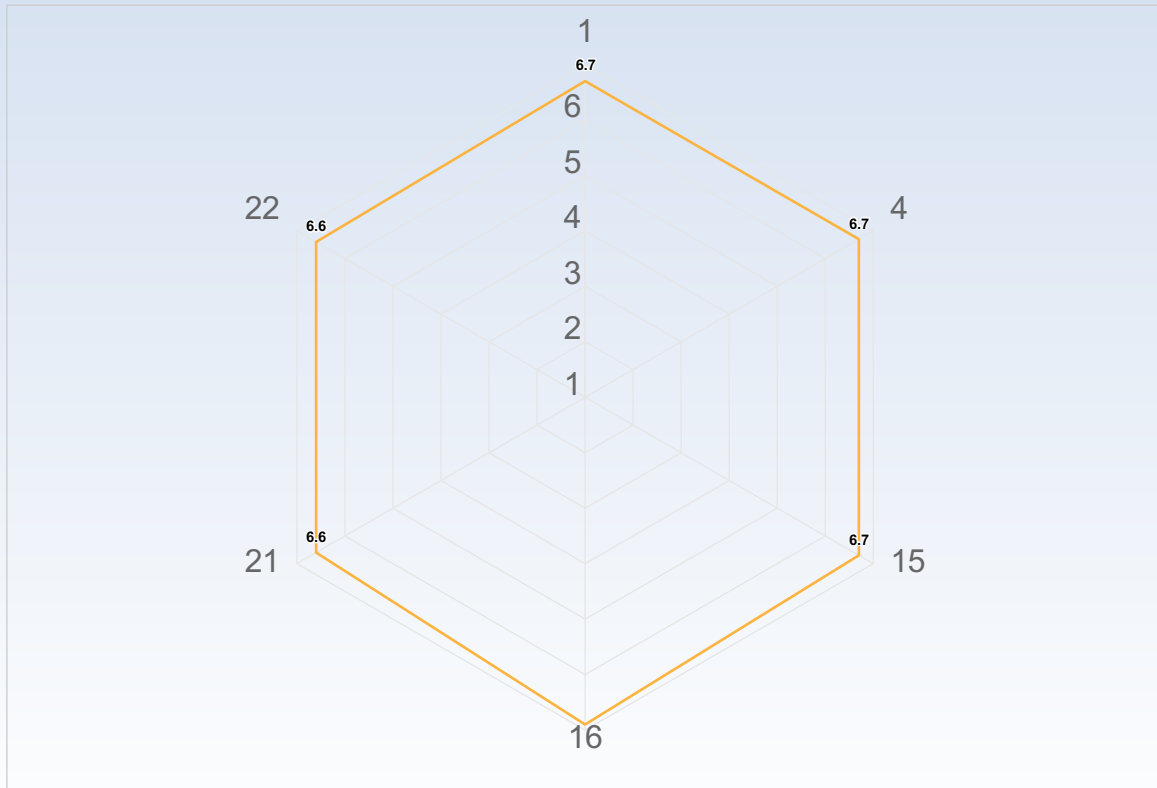
Comments (I am: Annan typ av student)

Post-doc

Postdoctoral scholar

This question is not relevant for teacher courses.

Average response to LEQ statements - per disability



— Ja — Nej — Vill ej uppge

Comments

Comments (My response was: Ja)

ADHD, but no comments here. Maybe don't let me talk too much.



GENERAL QUESTIONS

What was the best aspect of the course?

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

Diskussioner med andra om gemensamma erfarenheter och utmaningar. Litteratursökningspasset var också intressant och ledde till att jag tog hjälp av biblioteket för att göra en systematisk litteraturstudie!

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

getting to discuss with others about our own supervision strategies, refining skills to recognise different attitudes in supervisors, which help further defining how I *don't* want to be, as well as to be inspired by those implementing good strategies; getting a better glimpse of where the myriad of documentation is in the intranet, and knowing more about the library support for master theses' writing

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

That we got to choose an issue relevant for us and our interests to dive deeper into.

The aspects of the different seminars / workshops

The issues discussed were well picked and I think it was great that there was so much room for group discussions. Talking to others in similar positions was very inspiring.

Meeting other supervisors and hearing the practice in other schools of KTH. Gaining new contacts.

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

The team assignment, and learning how degree project supervision works throughout KTH. The academic writing workshop also stood out.

What would you suggest to improve?

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

Det var en bra ambition att träffas fysiskt; tråkigt att pandemin slog till igen. Det ger mer än man tror att träffas på plats.

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

perhaps a bit less overlap of the literature with other mandatory courses for teachers at KTH such as LH231V, or alternative readings for those who have taken that one? it's not a big deal anyway, and one can also look for other sources

maybe an extra role play exercise where one participant is the examiner and another is the supervisor, and another is the student, and see how it plays out in different scenarios? (e.g. the specification is very vague, or very oriented to the supervisor's interest and not the students' skills and this shows, etc.)

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

I think it would be nicer to have more diverse range of literature and also discuss opposing positions. I felt that in class, some groups took it on themselves to show up controversies or more critical questions. I feel that this is something that the teachers should work with more. Another thing: In the literature I can see that there is a lot of studies on the personal relationship between supervisor and student with a very general overview over the whole process. But what I am really missing is material on different stages of the process and concrete interactions. This is something I would have liked to be picked up during the course.

It is good to have some of the workshops online and some physical. Online definitely helps if one participates in several courses.

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

Workshop E: Sustainable development, equality, diversity and equal rights has a bit of overlap between the corresponding session in LH231V, so felt a bit repetitive.

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 diskutera med andra deltagare!

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

having seen that the final assignments spanned a big variety of depths, try to find a middle ground that satisfies you as a teacher (and the ILOs, since you are a student), without overshooting and without underestimating it

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

To share their experiences and thoughts openly, I found the discussions very fruitful.

Do the final project with someone else (ideally from your department)

Be open-minded and ready to learn. Collaborate with others. You will gain a lot of experience.

Is there anything else you would like to add?

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

thanks for the course!

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

THanks you for the great course!



SPECIFIC QUESTIONS

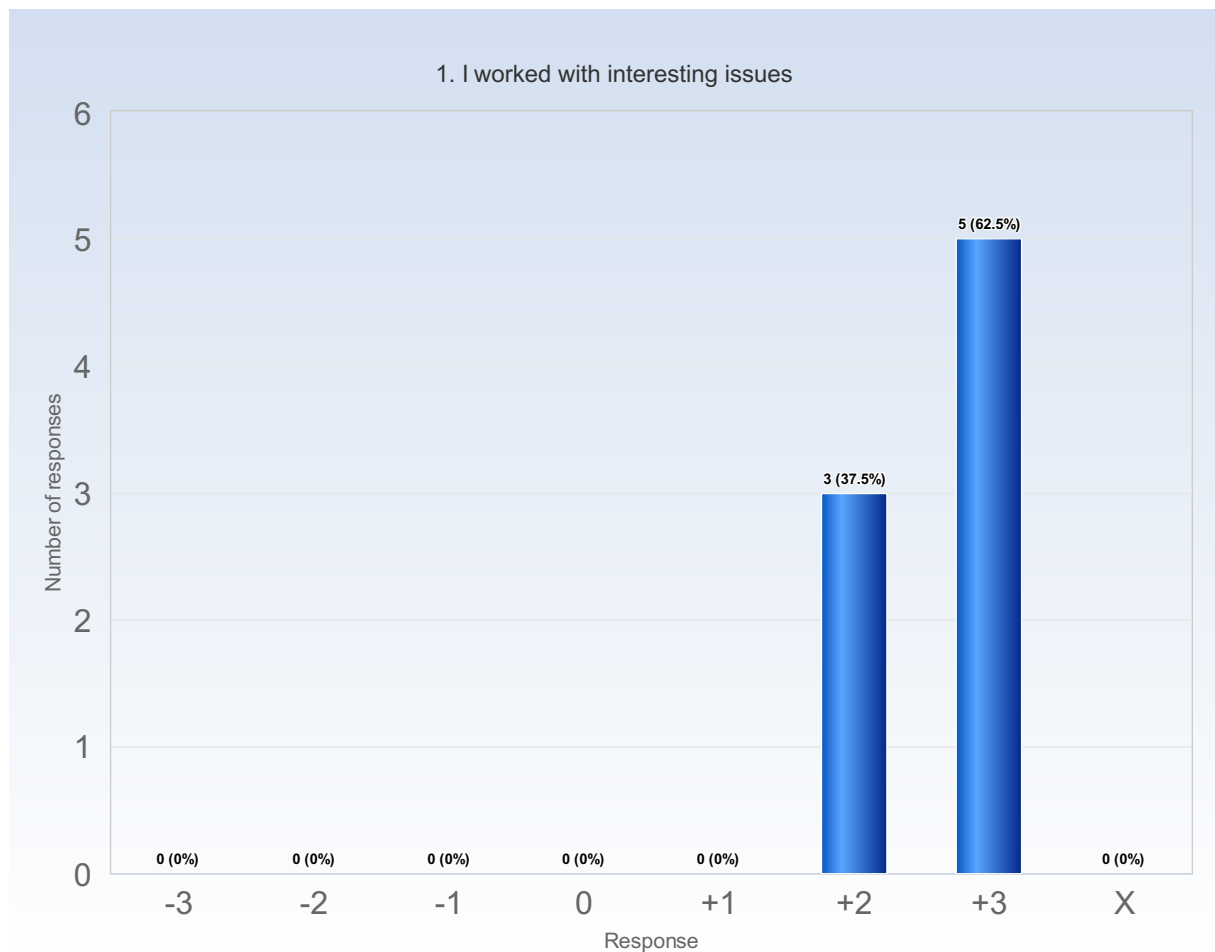


RESPONSE DATA

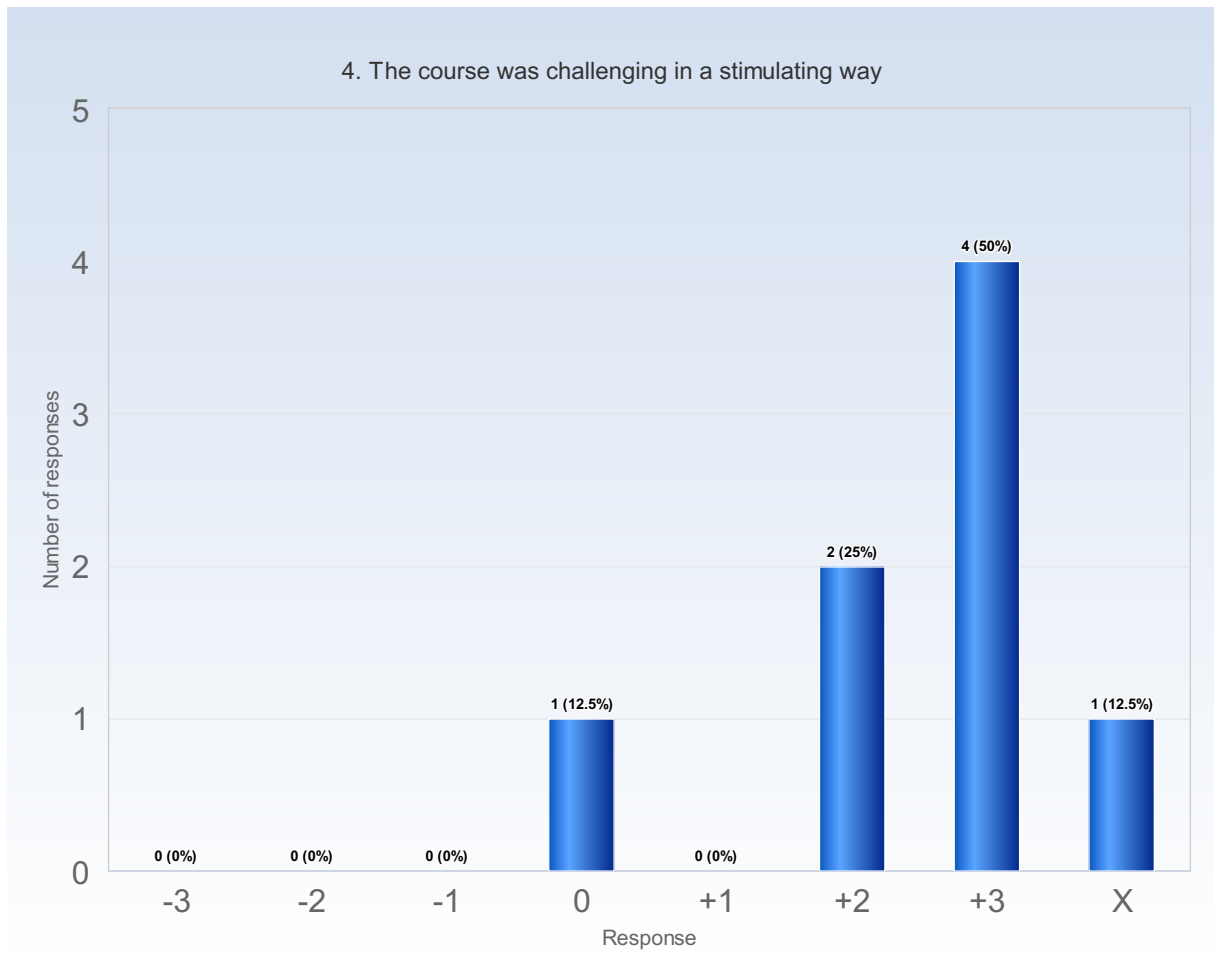
The diagrams below show the detailed response to the LEQ statements. The response scale is defined by:

- 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



Comments

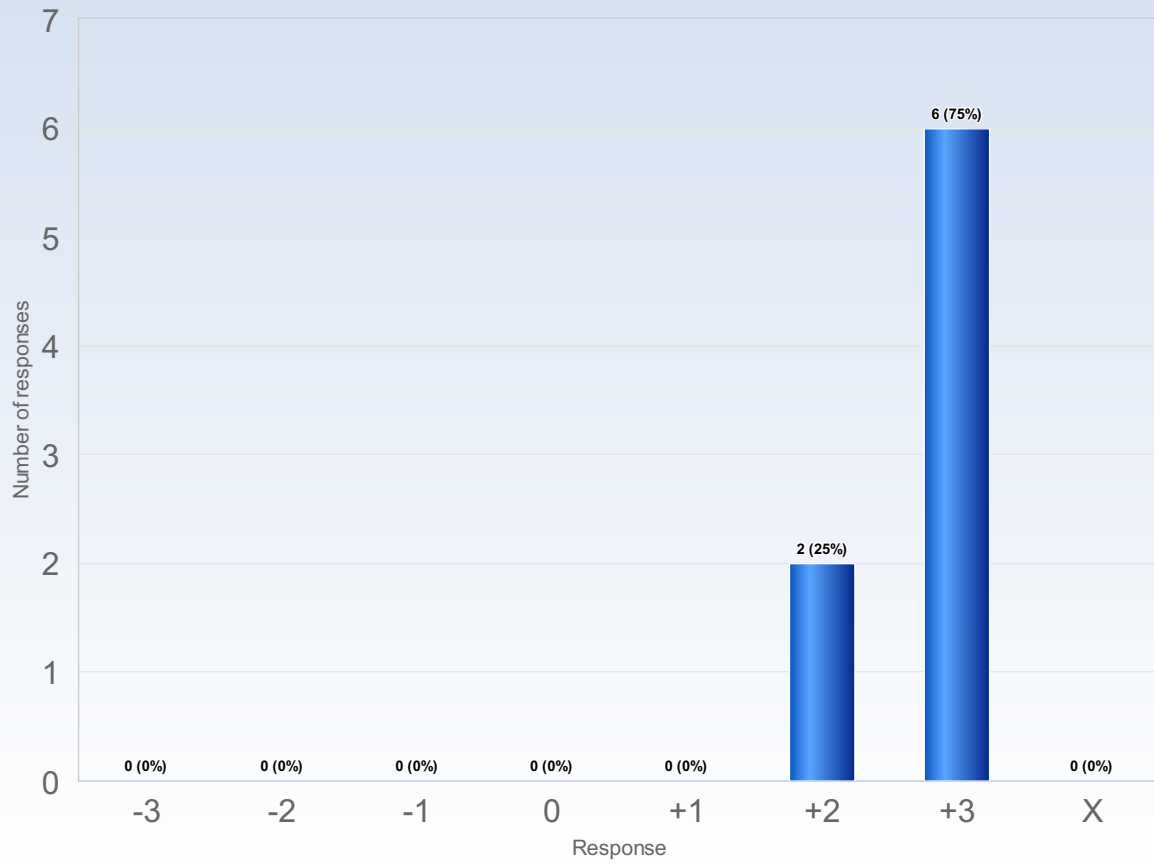
Comments (My response was: 0)

I thought the discussions were interesting but the materials/course contents were not.

Comments (My response was: X)

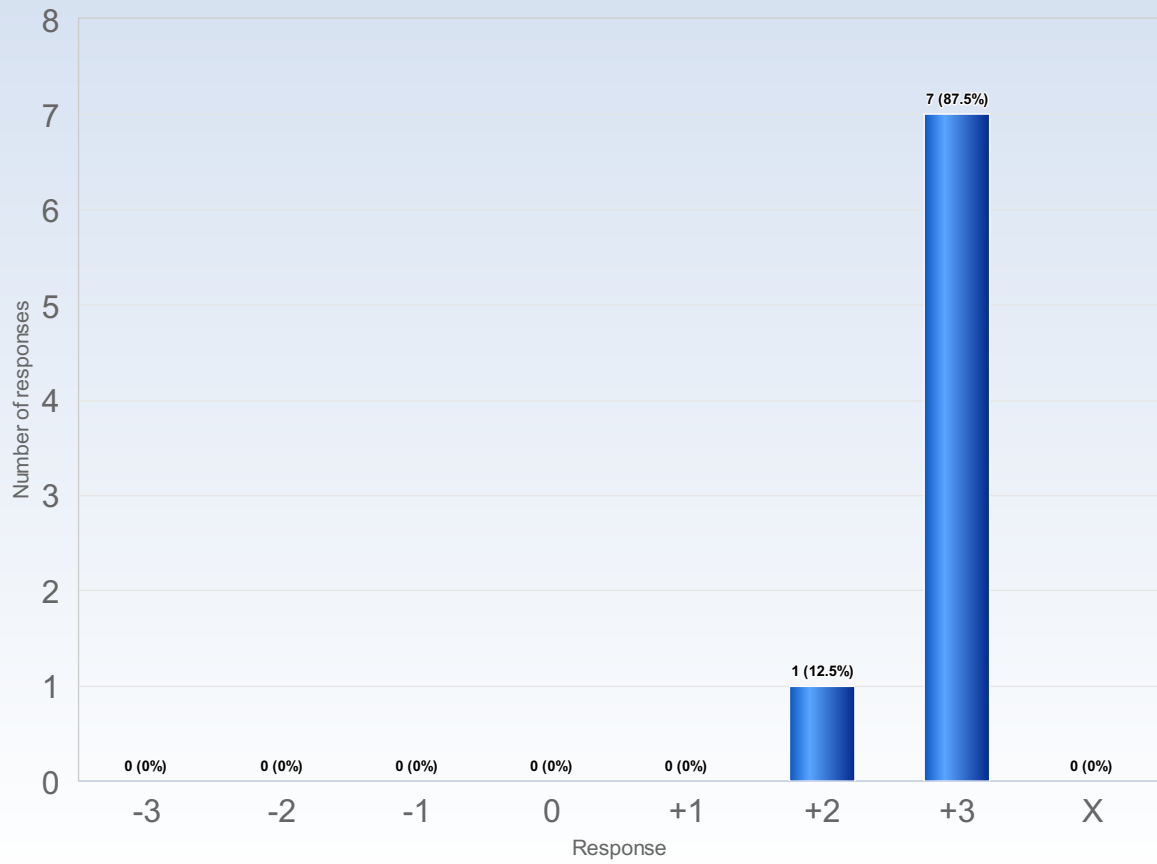
a course at this level doesn't need to be challenging

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

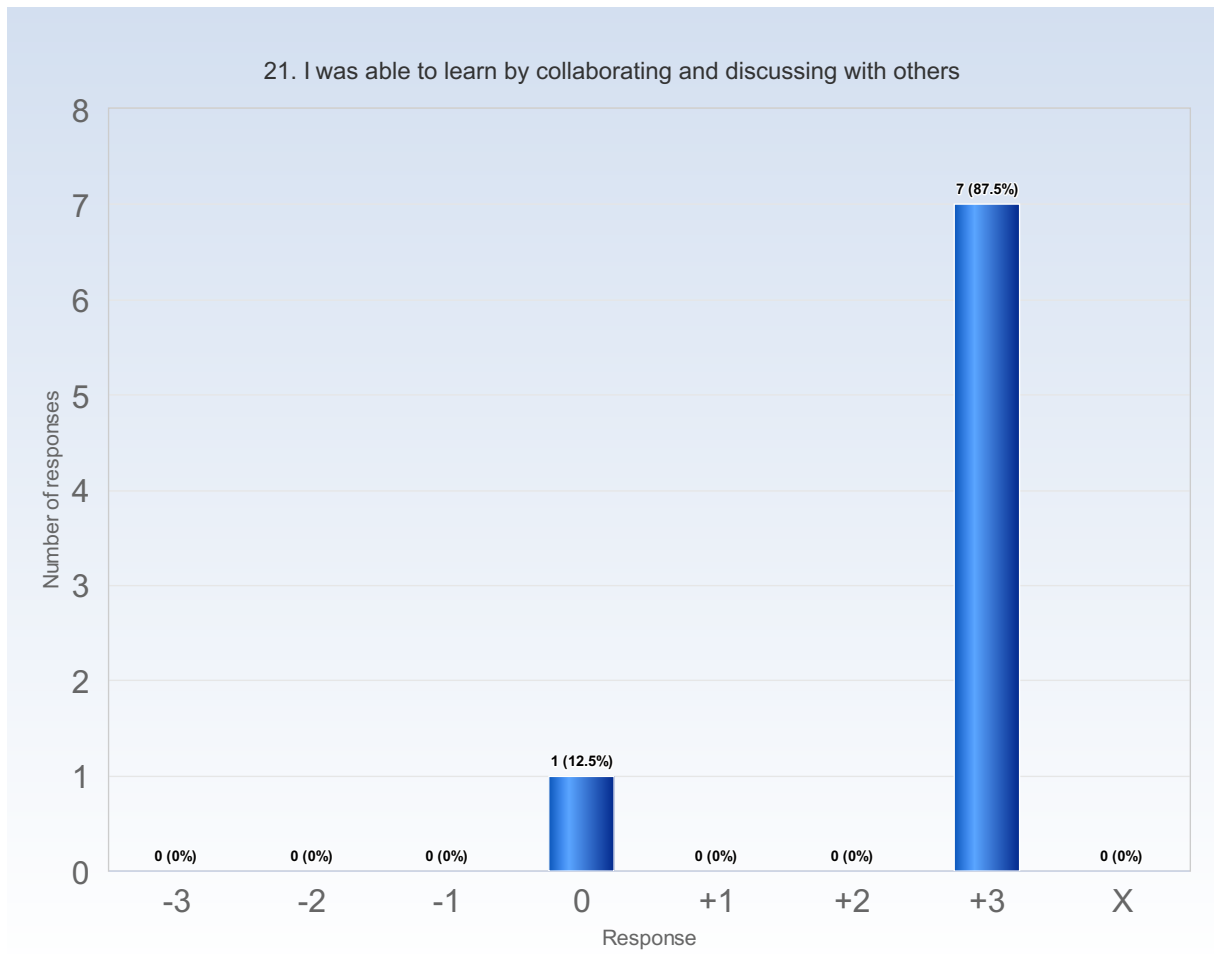


Comments

16. The assessment on the course was fair and honest



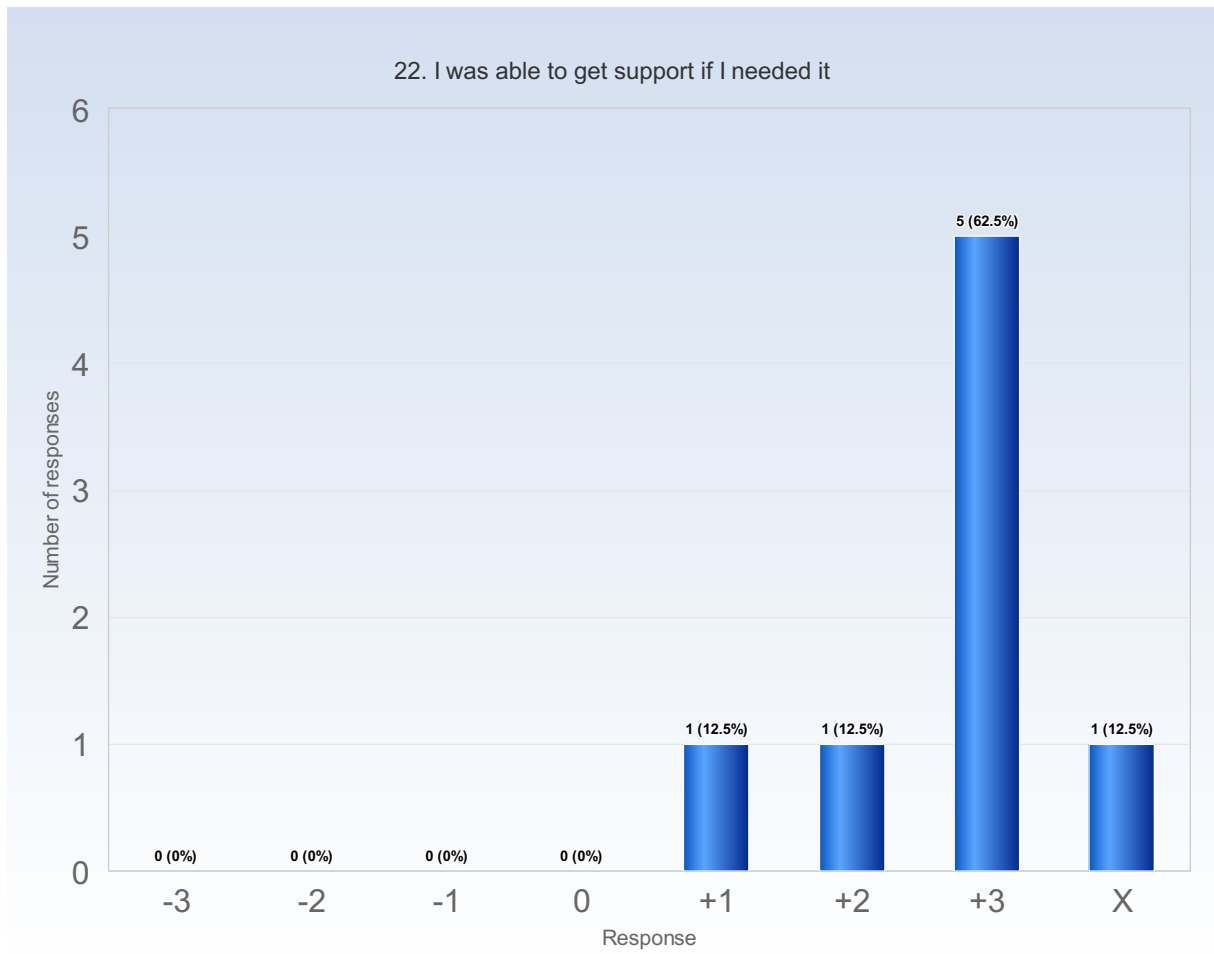
Comments



Comments

Comments (My response was: +3)

Bra att slutuppgiften gick att göra i grupp!



Comments

Comments (My response was: X)
Didn't need support