

Analysis of Quality Control Course (code MG2202, 9ECTS and MG2033, 6 ECTS)
VT18

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1. Description of the course evaluation process:

This course evaluation is conducted based on the input received from the students through course evaluation surveys in the course MG2202 and MG2033 and based on the experiences of the course responsible/teacher gathered during running the course. The main reasons for combining these two courses in the evaluation process are twofold. Firstly, MG2202 is an extended course of MG2033 meaning that the major part of the course contents of both the courses is the same. Secondly, MG2202 usually has about 15 participants and when the course evaluation survey is sent not enough responses are received. For instance, in VT 18 only 5 out of 13 participants in MG2202 have responded, which account for a response rate of 38%. In the case of MG2033 12 out of 35 students have responded to the course evaluation survey making the response rate 34, 29%. This is a combined course evaluation for MG2022 and MG 2033.

2. Description of meetings with students

No meetings with the students were conducted.

3. Course design

The structure of the courses MG2202 and MG2033 are shown in the table below.

	MG2202	MG2033	Estimated lecture hrs	Exam type
Period 3	Statistics	-----	24	2 Exercises- P/F (3 ECTS)
Period 4	Quality Management + Quality Techniques	Quality Management + Quality Techniques	~32	5 Assignments P/F (2ECTS) Exam -A/F (4ECTS)
	= 9 ECTS	= 6 ECTS		

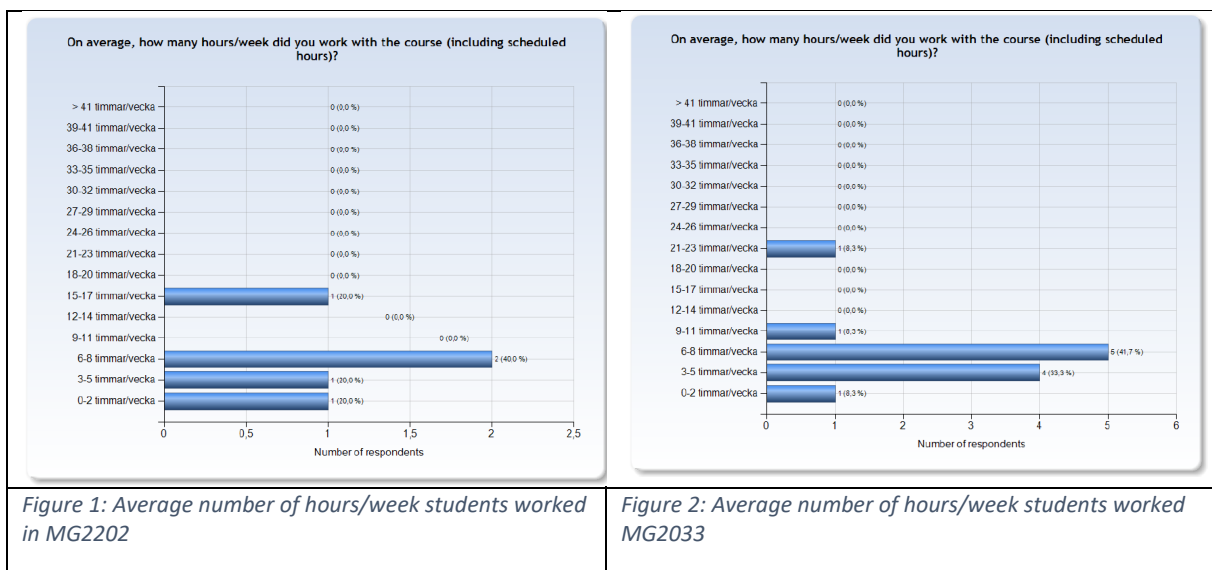
The extended course has a distinct part covering basic engineering statistics equivalent to 3 ECTS, which is run in period 3. In period 4, participants from MG2202 join the course MG2033 that covers quality management and techniques, which is equivalent to 6 ECTS. The basic engineering statistics part is examined through 2 exercises graded as P/F. Quality management and techniques parts are examined through 5 assignments graded as P/F and the final exam graded as A-F. The assignments in quality management and techniques parts are equivalent to 2 ECTS and the exam weight is equivalent to 4 ECTS. Besides these examination activities, most of the lectures contain class tutorials designed to get a deeper understanding of the topics. Tutorials also help in preparing the assignments and for the exam as well as to ensure that all ILOs are met. For MG2202 total of approximately 56 hours and MG2033, approximately 32 hours of lectures are scheduled. The remaining time is expected to be spent in preparing assignments, own studies and preparing for the exam.

Students' workload

The course MG2202 is run between mid of January to the end of May, which is equal to about 18 weeks. As Figure 1 shows, the average number of hours/week students worked in MG2202 is quite spread and therefore, inconclusive. In the case of MG2033, the course is usually run between mid of March to the end of May, which is equal to about 10 weeks.

In the case of MG2202 (shown in Figure 1), the amount of time spent is quite spread. 20 % of respondents spent between 15-17 hours every week, 40% 6-8 hours and the remaining 40% 0-5 hours. Since the number of respondents is 5, 20% corresponds to 1 person. Looking at the grade (see Figure 3) it could be concluded that few students have chosen to spend minimum time in this course and accept low grades to fail.

In the case of course MG2033, as Figure 2 shows, about 50% of students spent 60 hours to 110 hours in the course against the expected 240 hours (6 ECTS course). This time difference is due to the fact that the course has 5 assignments, which are graded as Pass or Fail. There is a significant difference between the time needed to prepare an assignment that will just pass and the time needed to prepare an assignment that will pass with distinction. Students who are less motivated/ambitious for various reasons such as the course is not a mandatory course or the course is just to fulfil the requirements of the exchange program may choose to do a minimum. However, this variation does not impact the ILOs in any way.



Students' results on the course

The grade distributions of both courses in VT 18 are shown below. These distributions are similar to the grade distributions of previous years.

Grades	Count	%
A	1	10
B	3	30
C	2	20
D	0	0
E	1	10
F	3	30
Total	10	100

Figure 3: Results of MG2202 in VT18

Grades	Count	%
A	2	7
B	11	38
C	6	21
D	2	7
E	0	0
F	8	2
Total	29	100

Figure 4: Results of MG2033 in VT18

Students' answers to open questions

Not many students have left comments in the open questions sections. Those who have left comments are listed below by categorizing them as positive and critical comments.

Positive comments:

"The course was so enjoyable it didn't take long to complete the coursework."

"Good to have discussions and tutorials during lectures."

"Some on-class teaching tutorial helped me to understand the concept more and being able to put the concept into practice."

"Home assignment, thats where I lerned the most."

"I believe the first part of the course MG2202 (the statistic part) was really good, with a great teacher and very helpful."

Critical comments:

"It is better if you choose complex subjects so people have to put in some work in things that they don't already know".

"Groupes of 5 is to much, two and two so no-one can just tag along"

"Better material, it was hard to catch up from the slides if I missed a lecture."

"Maybe a bit more informative slides if one miss a lecture sometime and want to catch up"

"The home assignments was to near the exam periods. should be done earlier."

"More focus on ISO 9000, Six sigma, and lean which are the methods that are used in companies."

"The 4th period was too general."

"The second part of the course on the other hand was a little too messy. There are too many informations and new argumnts that are only touched and not deepened."

"In my opinion, at most time, the teacher just read what the slides wrote quickly and without passion, especially for the quality management part. I can follow what the teacher said, but actually sometimes it is more efficient for me to just read materials by myself. The lectures are not very interesting and attractive."

Summary of students' opinions

This year the course has received relatively more critical comments than usual. Most critical comments are about the content of the shorter version of the course (MG2033) as well as the information provided in the slide are being brief. It is perhaps a mismatch between the perceptions of students about what the course will cover and what is the ILO of the course. Although it is made very clear through the communication and the course PM, this course is not intended to go deeper rather give an overview of quality control. Management lectures are a combination of generally accepted theory and expression of the lectures view as well as experience related to the theory. It is, therefore, not practical to elaborate the information on the slides. Inform in the slide cannot replace the need of a teacher.

It is also to be noted that the course this year faced challenges in terms of maintaining the schedule. Last-minute cancellation from the guest lectures has affected the course and the satisfaction of the students.

Overall impression:

The polar diagram below shows the average response to the LEQ statements for all of the 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

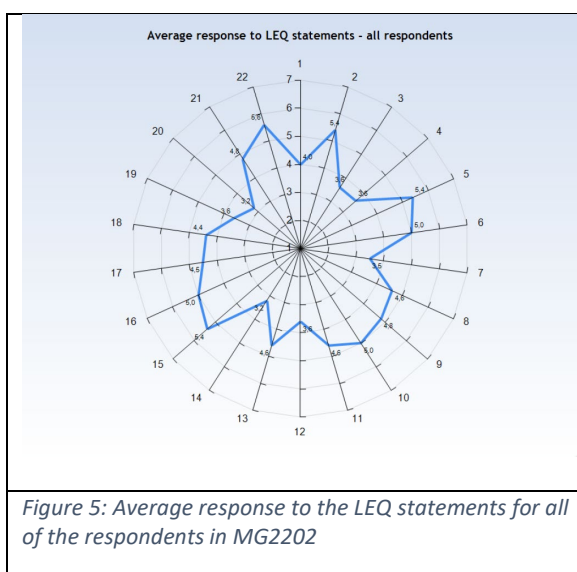


Figure 5: Average response to the LEQ statements for all of the respondents in MG2202

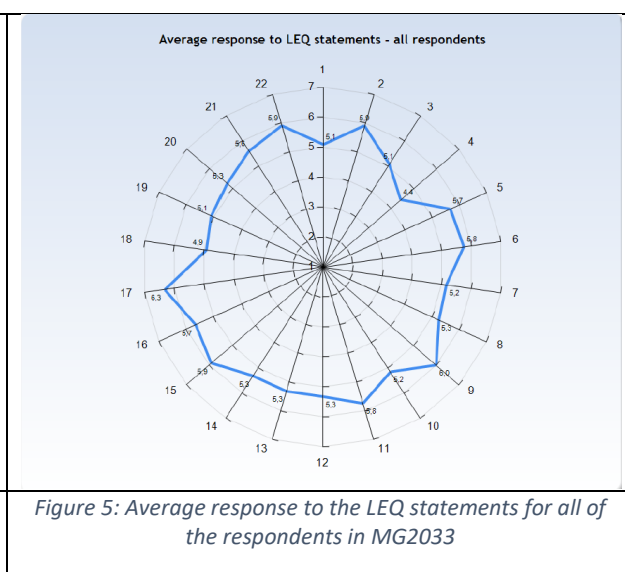


Figure 5: Average response to the LEQ statements for all of the respondents in MG2033

The lowest average score in the polar diagram is 3.2 for statements 14 and 20 in the case of MG2202. In general, the survey result for MG2202 is rather critical and negative. Whereas the survey results in the case of MG2033 are rather positive and follows the same pattern as the previous years. As mentioned earlier except for the statistics part, both courses share the same contents. This deviation is, therefore, challenging to analyze objectively.

Analysis:

Based on the input from students and my own experience it is safe to say that students' perceptions about the course are mixed. Most of the critical comments about the course are inherent to the topic and the way the course is designed. There is less flexibility in drastically change. In terms of average response to the LEQ statements, the students in MG2202 are very critical about the 2nd part of the course, which is the same as the course MG2033. Surprisingly, the students' average response to the LEQ statements in the case of MG2033 was rather positive. It could be concluded that few students (as the number of respondents is only five) in MG2202 did not find the later part of the course useful, which is a pity. One rational explanation could be that these few students have different expectations than what the course intends to offer.

Prioritized course development:

Based on the input and analyses made above, the following activities are prioritized for the course development for the next intake:

1. Clarify further to the students about the course scope and the contents
2. Elaborate the information in the slides where relevant

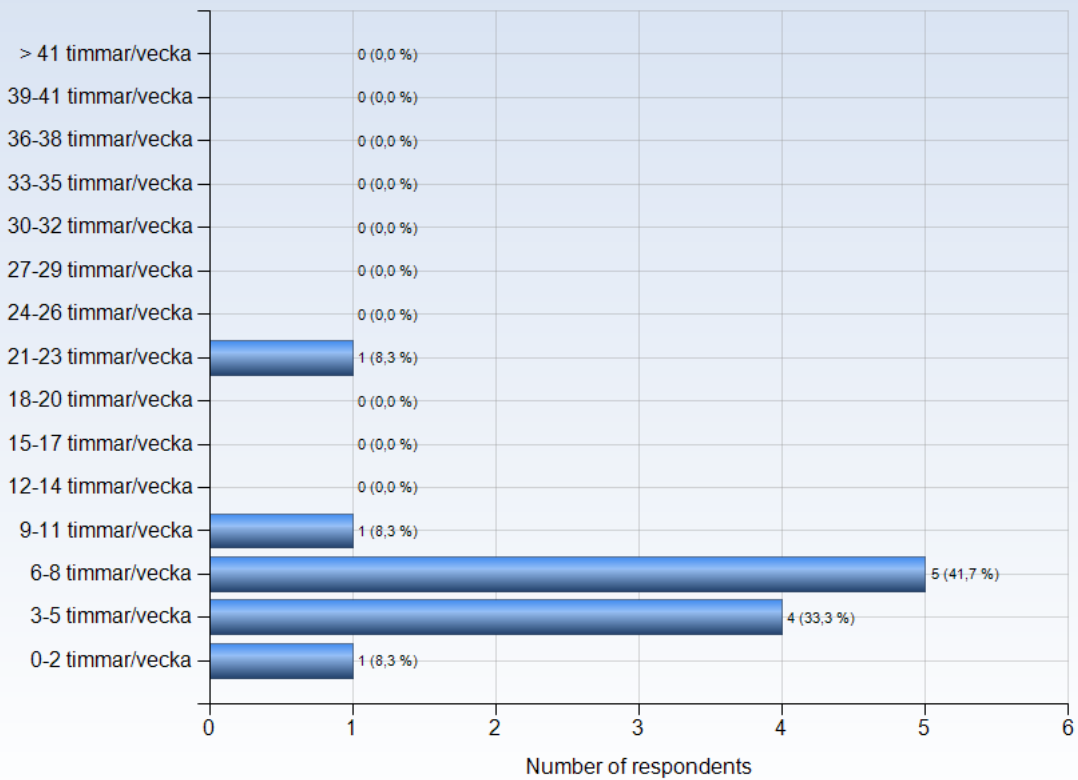


MG2033 - 2018-05-22

Antal respondenter: 35
Antal svar: 12
Svarsfrekvens: 34,29 %

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)

The course was so enjoyable it didn't take long to complete the coursework.

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

In general, we don't spend lots of time on this course.

The time dedication is more for the assignments



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:

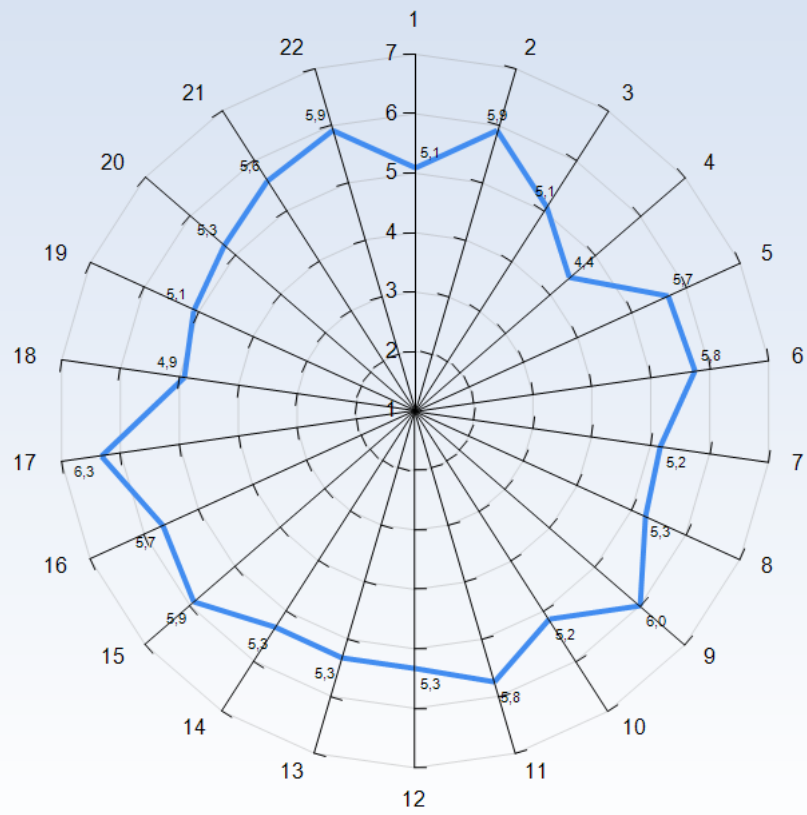
1 = No, I strongly disagree with the statement

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.

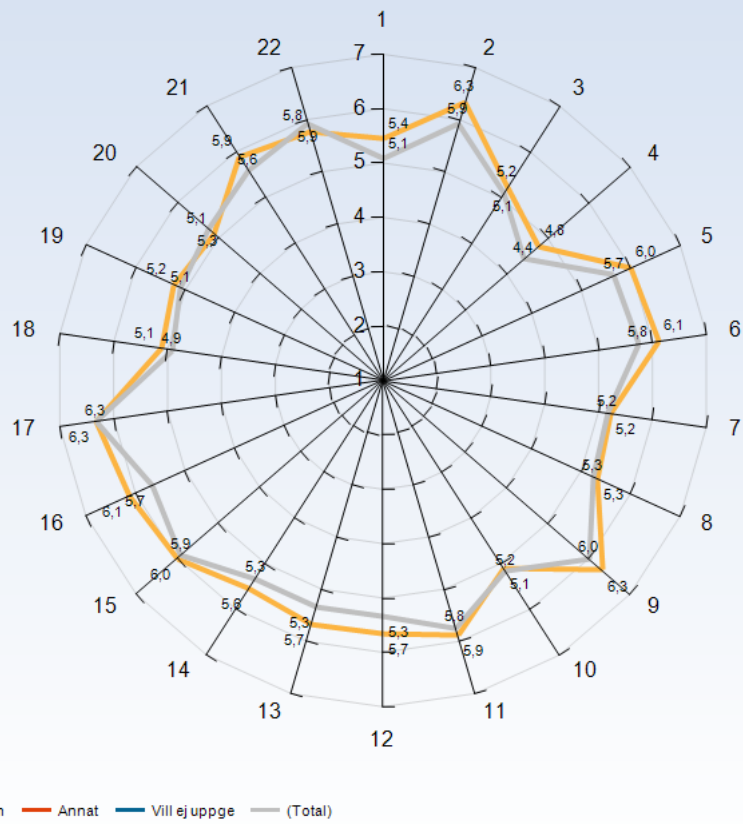
Biggs J. & Tang, C. (2011). *Teaching for Quality Learning at University*, Chapter 6, pp. 95-110. Maidenhead: McGraw Hill.

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

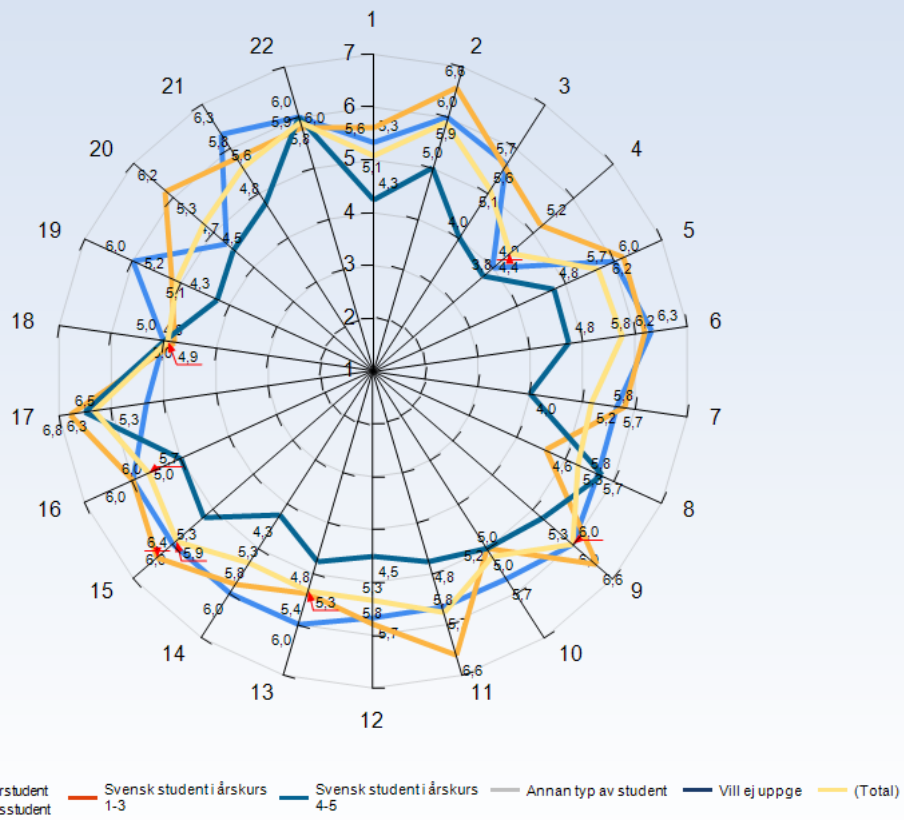


Comments

Comments (I am: Kvinna)

I work for Kimberly-Clark Corporation (global, HQ in US) and go to Purdue University.

Average response to LEQ statements - per type of student



Comments

Comments (I am: Internationell utbytesstudent)

I wish I could say I was Swedish... your country is something else.



GENERAL QUESTIONS

What was the best aspect of the course?

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

The best aspect of the course was the professors and the students.

QFD and customer focus

Good to have discussions and tutorials during lectures

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

Some on-class teaching tutorial helped me to understand the concept more and being able to put the concept into practice.

broad perspective on quality

Home assignment, that's where I learned the most

the group works

What would you suggest to improve?

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

Step up to master level, we all read the Toyota principles 3 times before.

It is better if you choose complex subjects so people have to put in some work in things that they don't already know.

Groups of 5 is too much, two and two so no-one can just tag along

Better material, it was hard to catch up from the slides if I missed a lecture.

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

I would suggest teaching to the newest ISO 9001 standard.

More lectures and less tutorial time.

Maybe a bit more informative slides if one miss a lecture sometime and want to catch up

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

The content of the class, eg. the slides.

In my opinion, at most time, the teacher just read what the slides wrote quickly and without passion, especially for the quality management part.

I can follow what the teacher said, but actually sometimes it is more efficient for me to just read materials by myself. The lectures are not very interesting and attractive.

The assignment structure should be changed. It would be better not to schedule every assignment towards last.

The home assignments were too near the exam periods. should be done earlier.

more clear course structure

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)

I would advise them to speak their mind in class even if they weren't sure about their ideas.

Be prepared to finish off the assignments in a short time!

Do the exercises properly, it will save time during exam studies

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

Pay attention to the class tutorials and ask the teacher questions that you don't understand clearly. It helps for your exam.

Do the assignments well, that helps for the exam. It's an interesting important course, but should have gone deeper in other things than TQM which isn't used in most companies any more.

participate actively in the group assignments

Is there anything else you would like to add?

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

I appreciate the professor's understanding of my personal circumstances during the course.

No

No

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

The lectures about quality management really need to be improved

More focus on ISO 9000, Six sigma, and lean which are the methods that are used in companies..

no



SPECIFIC QUESTIONS

RESPONSE DATA

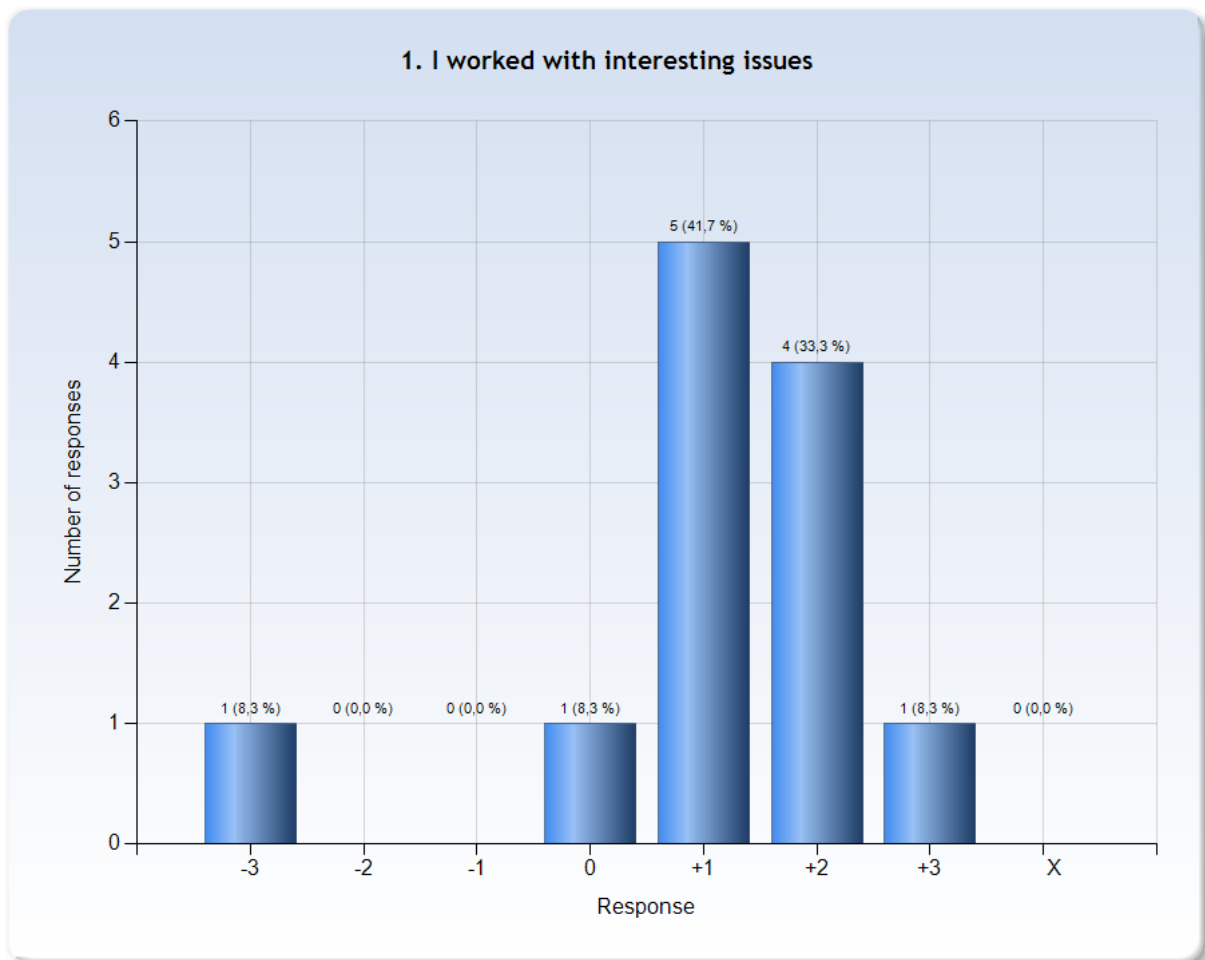
The diagrams below show the detailed response to the LEQ statements. The response scale is defined by:

-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

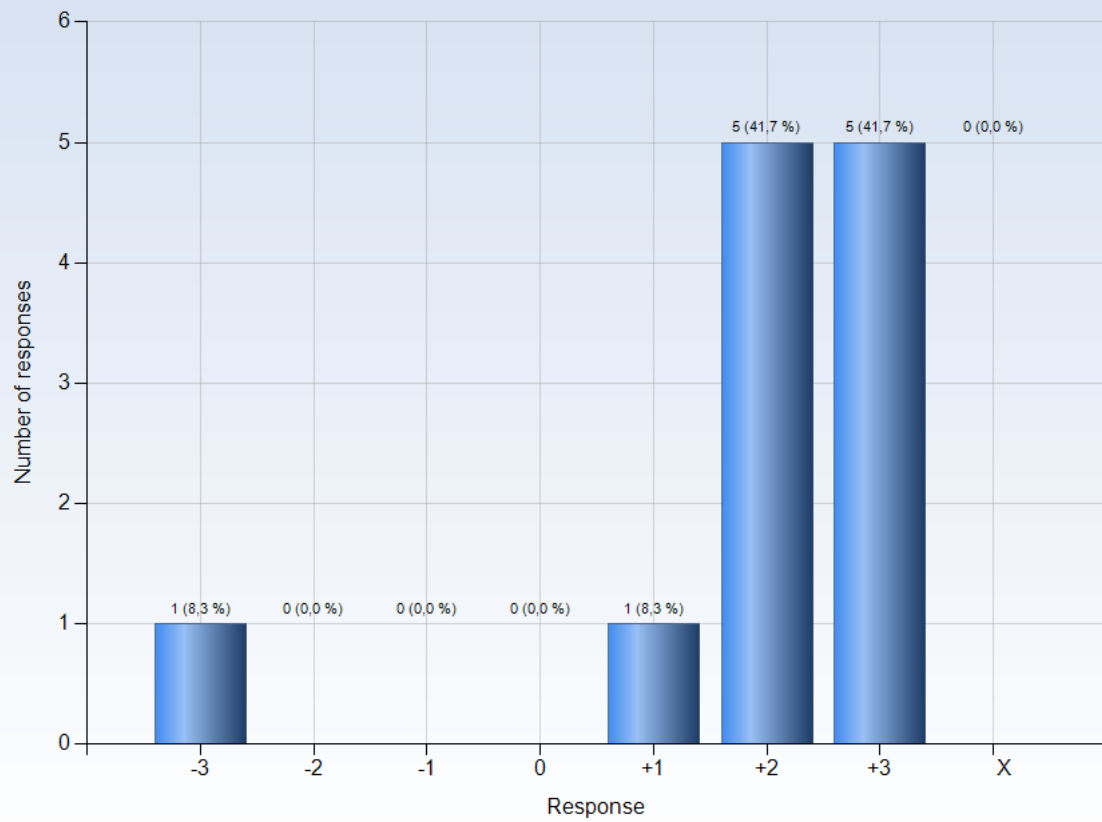


Comments

Comments (My response was: -3)

no real examples accept Apple and scania as everyone else

2. I explored parts of the subject on my own

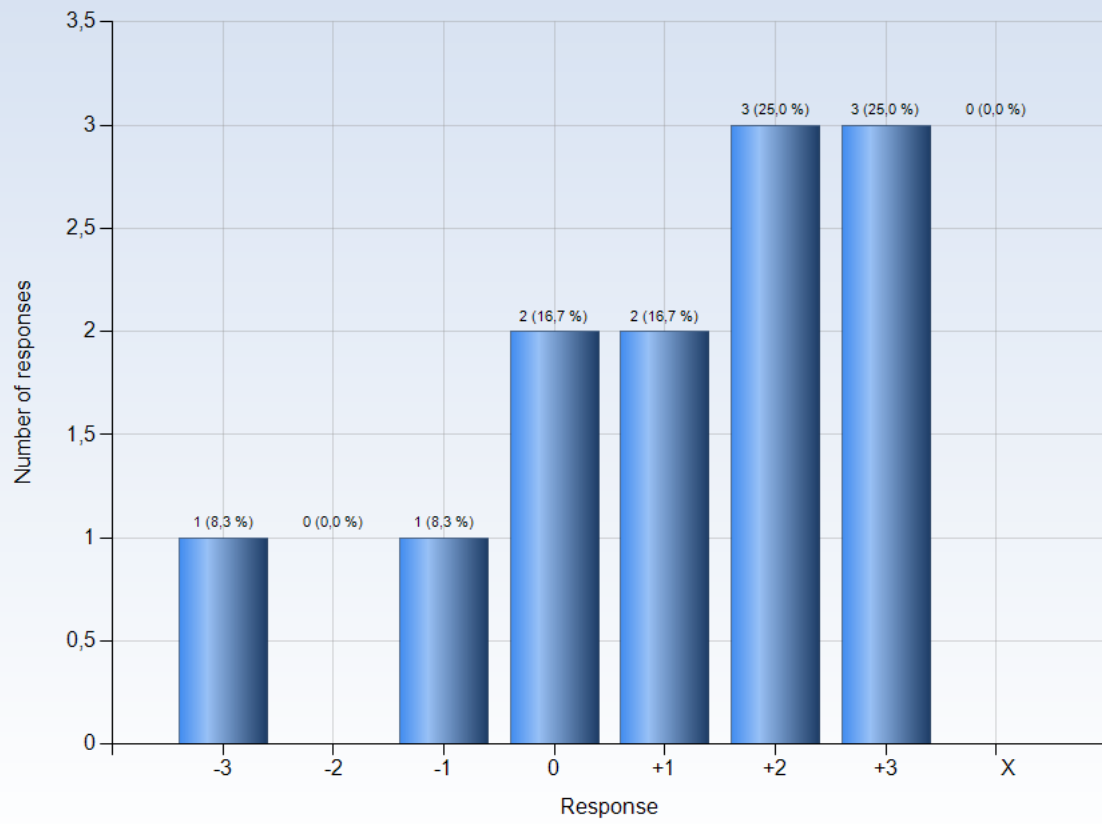


Comments

Comments (My response was: +3)

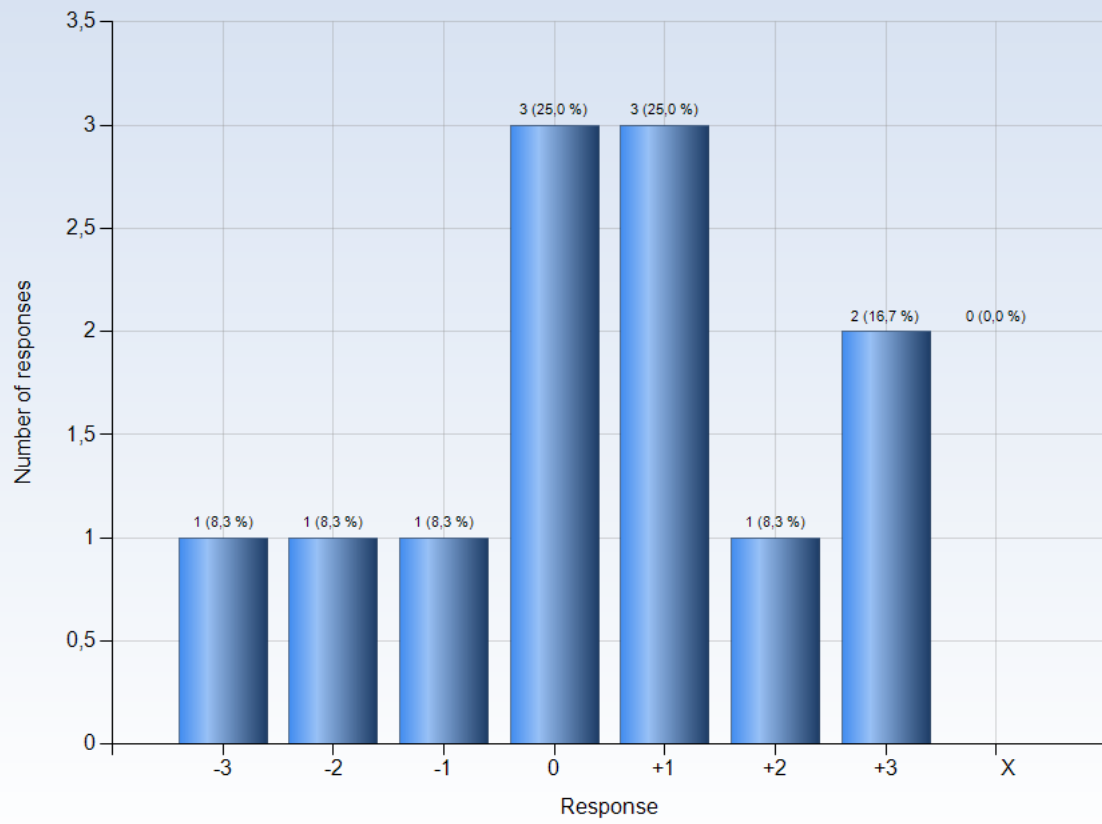
Helped Kimberly-Clark Professional achieve ISO 9001:2015 certification in 2016.

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



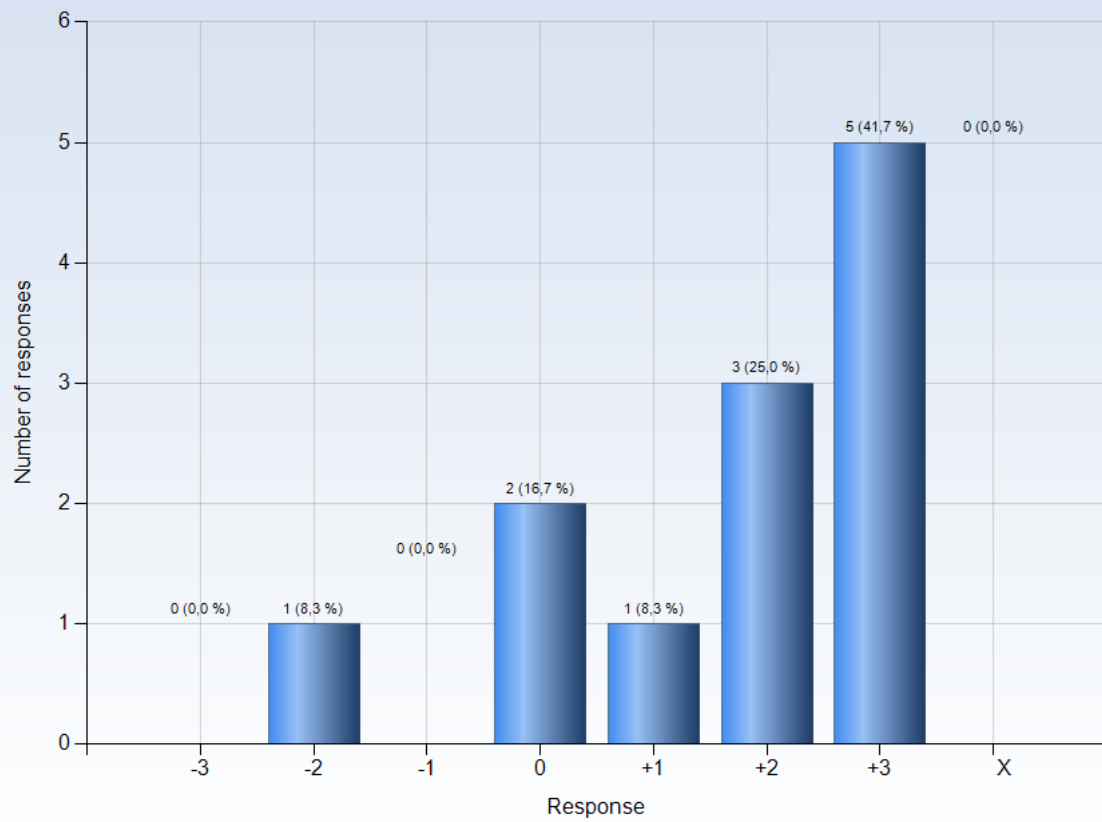
Comments

4. The course was challenging in a stimulating way



Comments

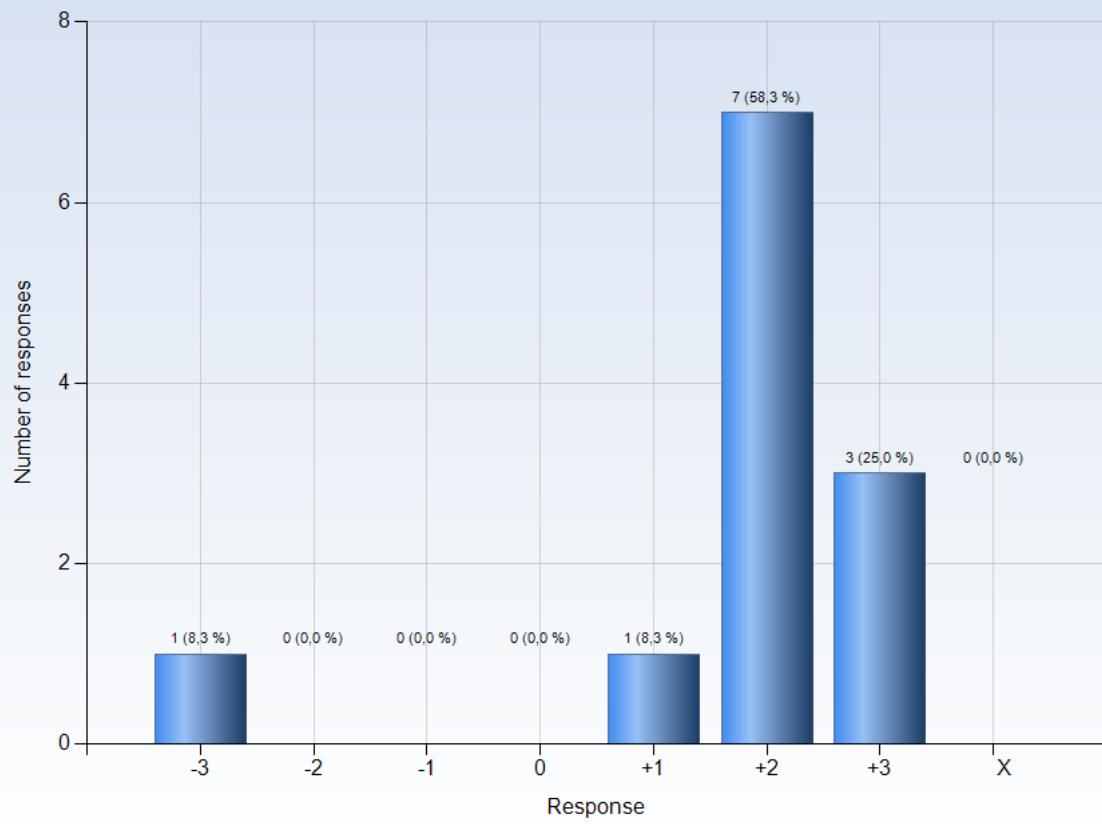
5. I felt togetherness with others on the course



Comments

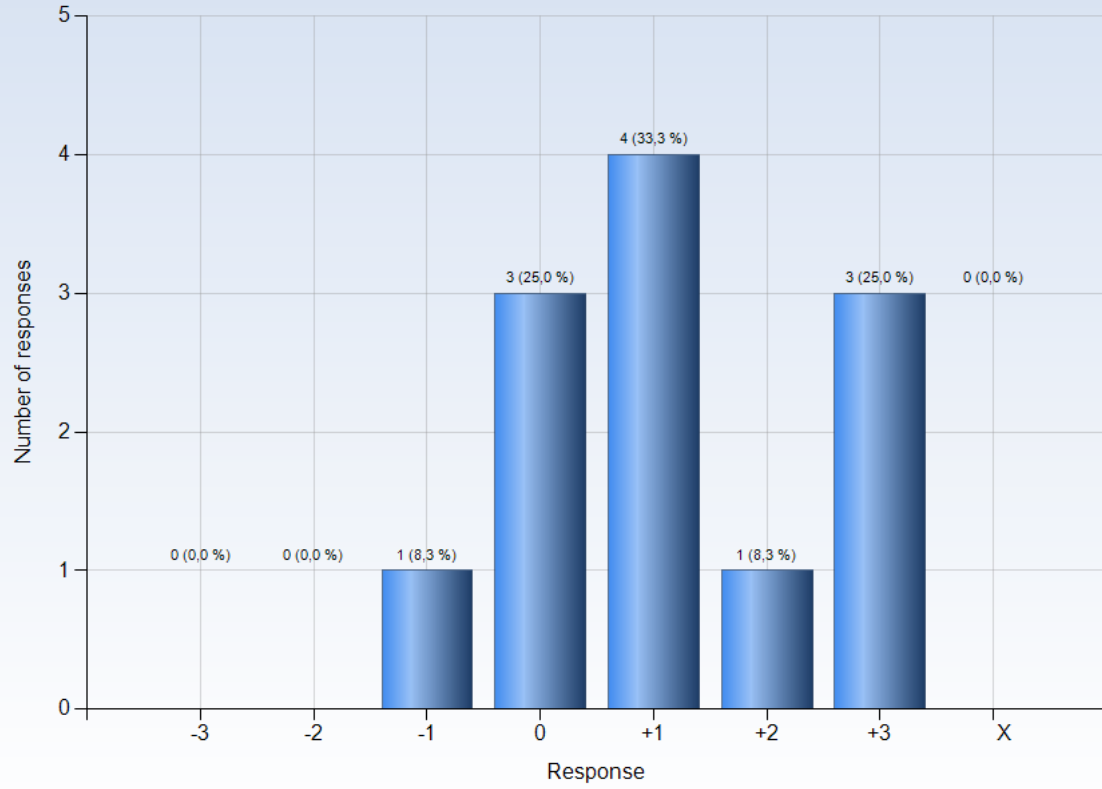
Comments (My response was: +3)
My group members were amazing.

6. The atmosphere on the course was open and inclusive



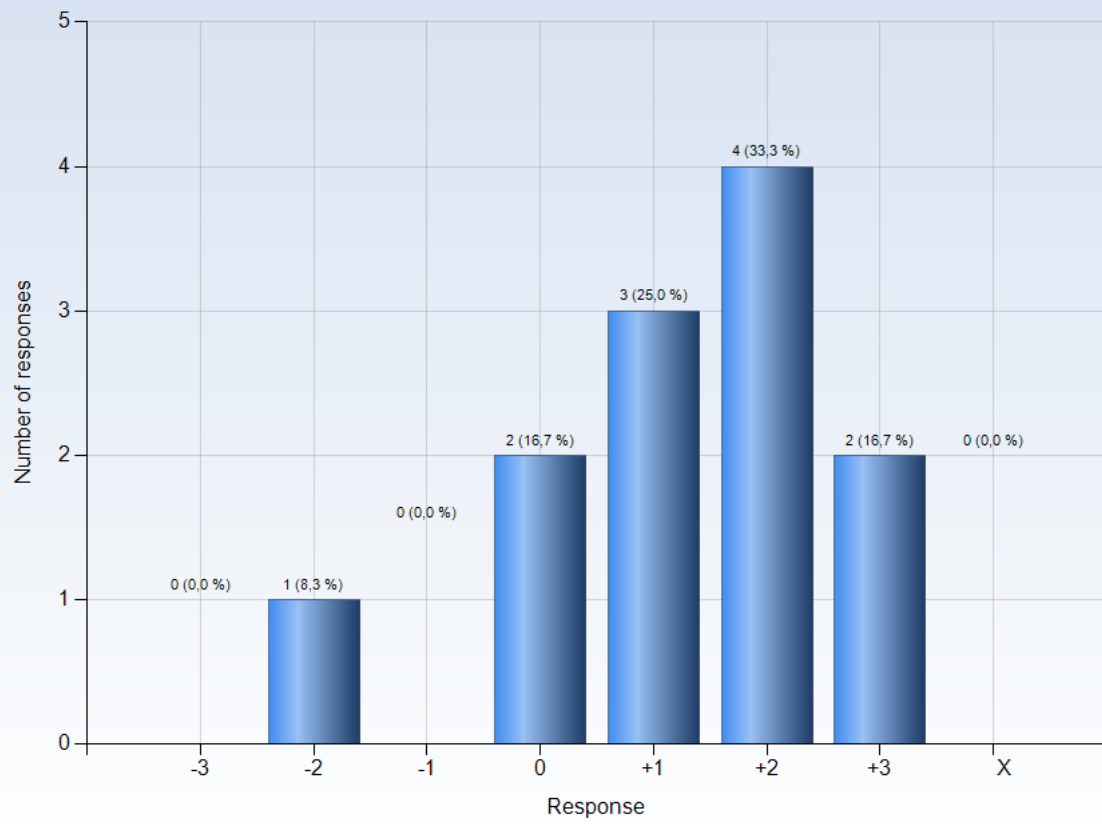
Comments

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



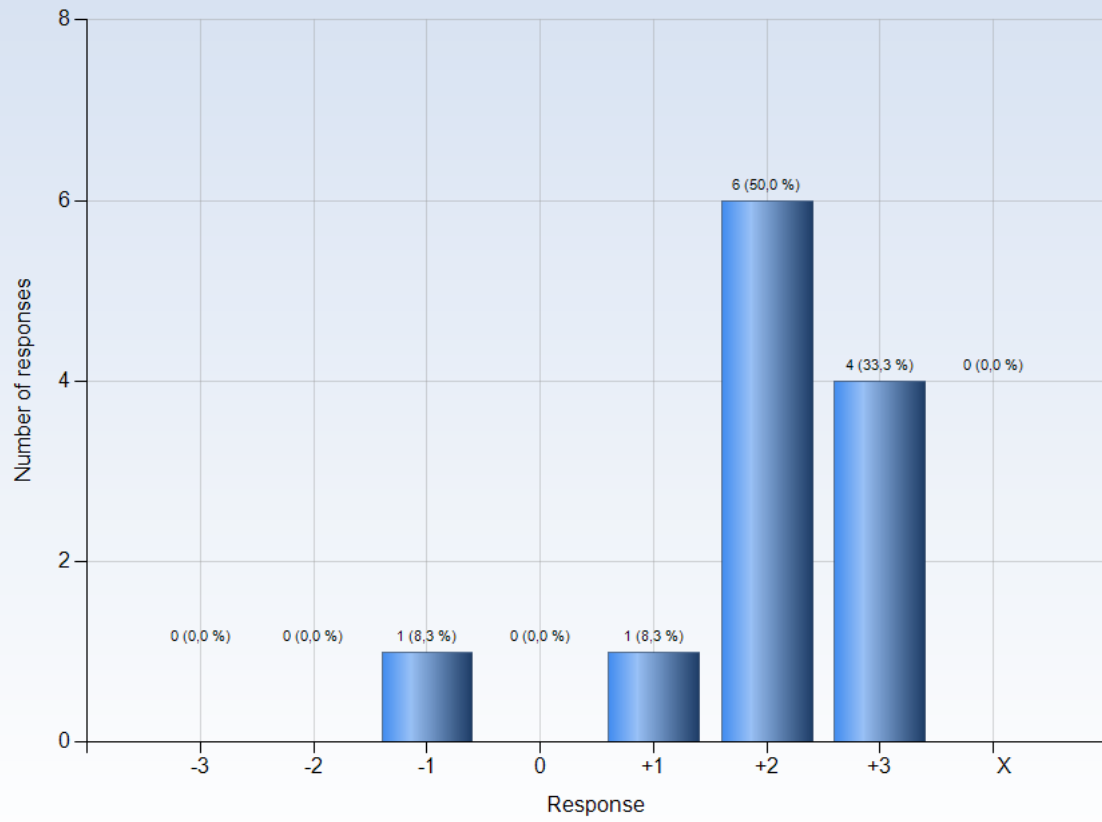
Comments

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



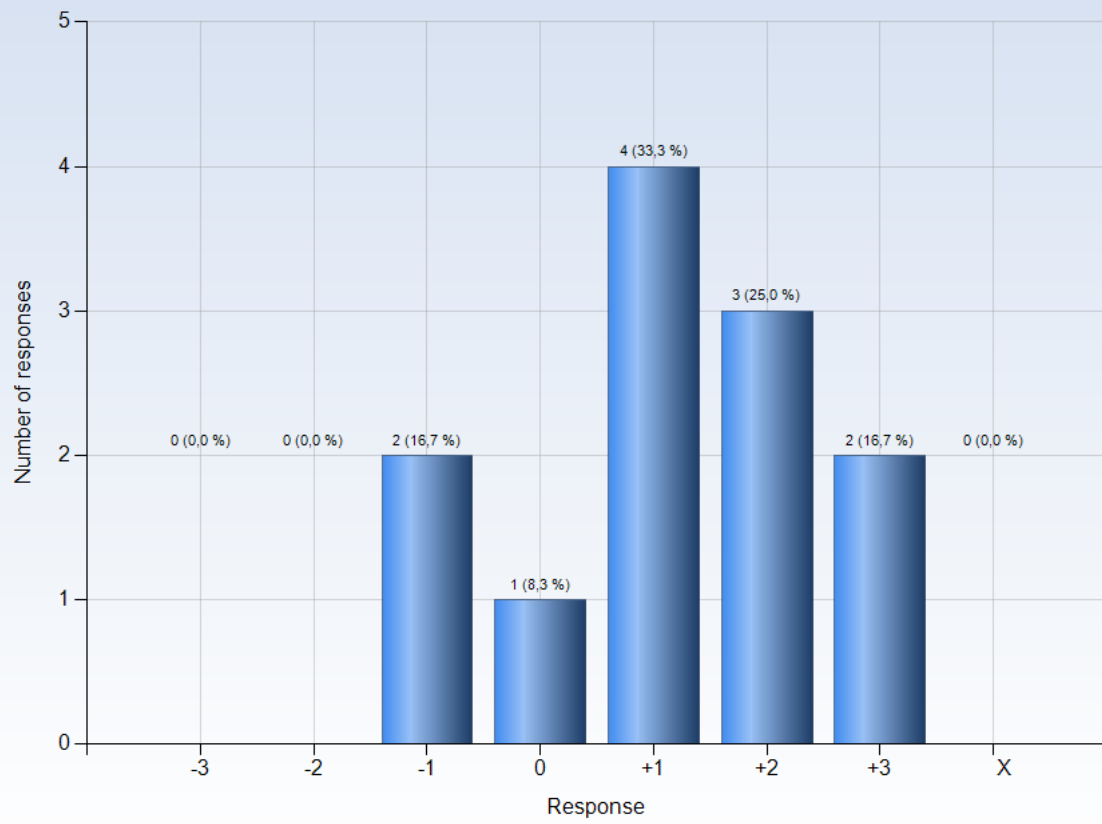
Comments

9. I understood what the teachers were talking about



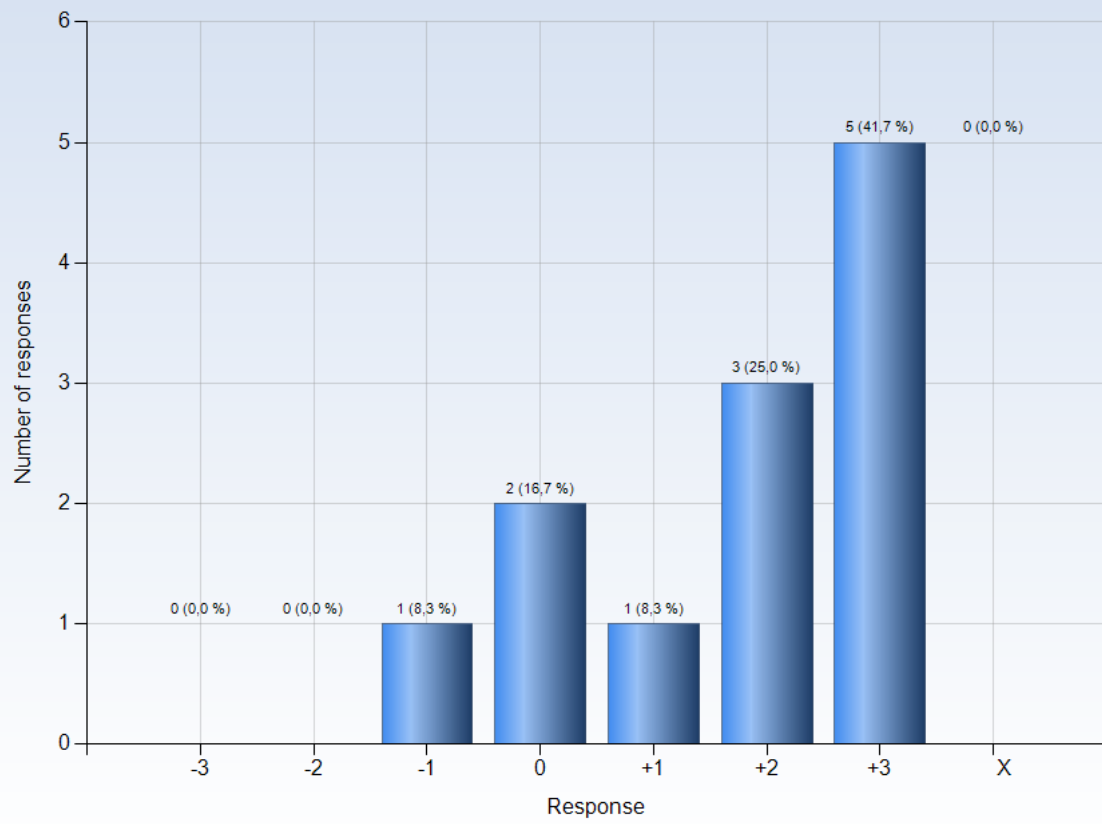
Comments

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



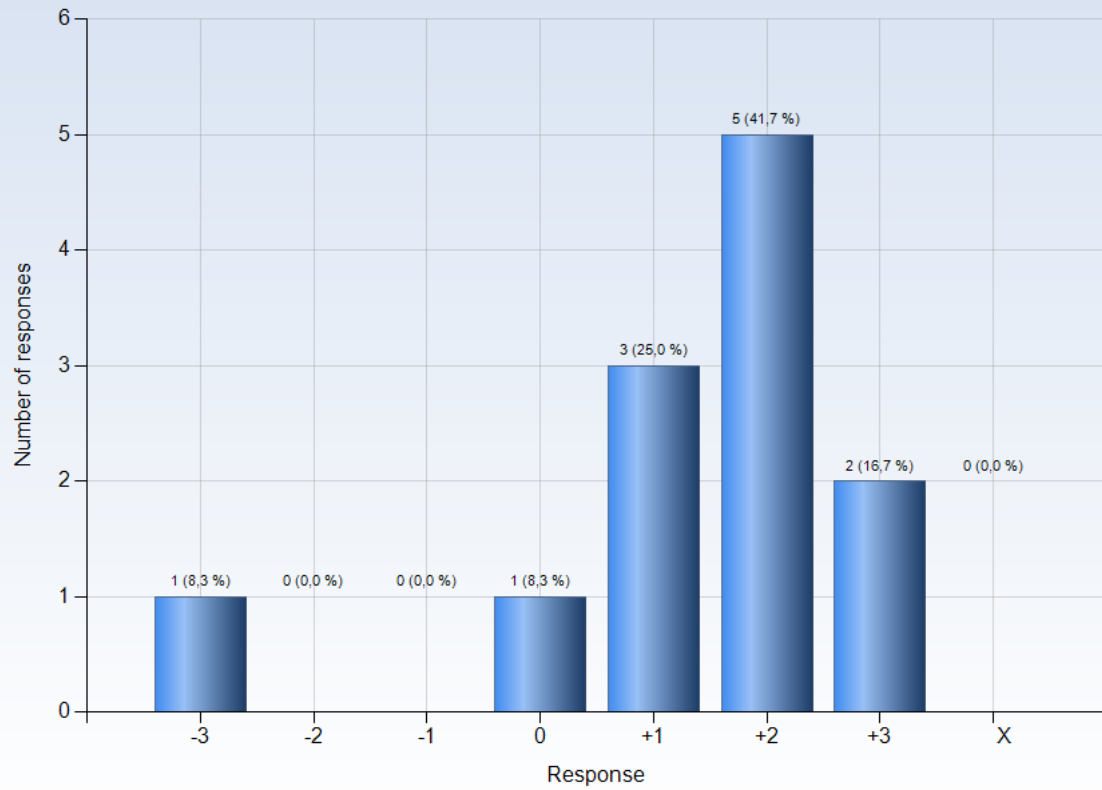
Comments

11. Understanding of key concepts had high priority



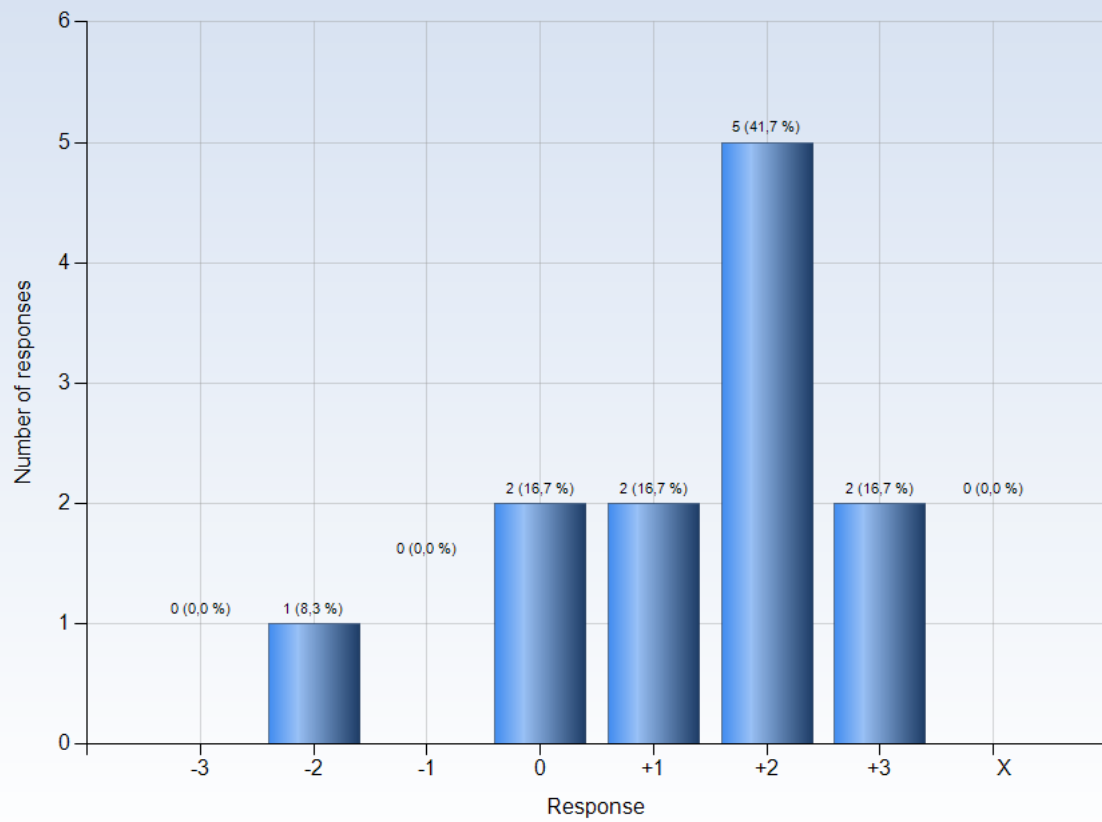
Comments

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



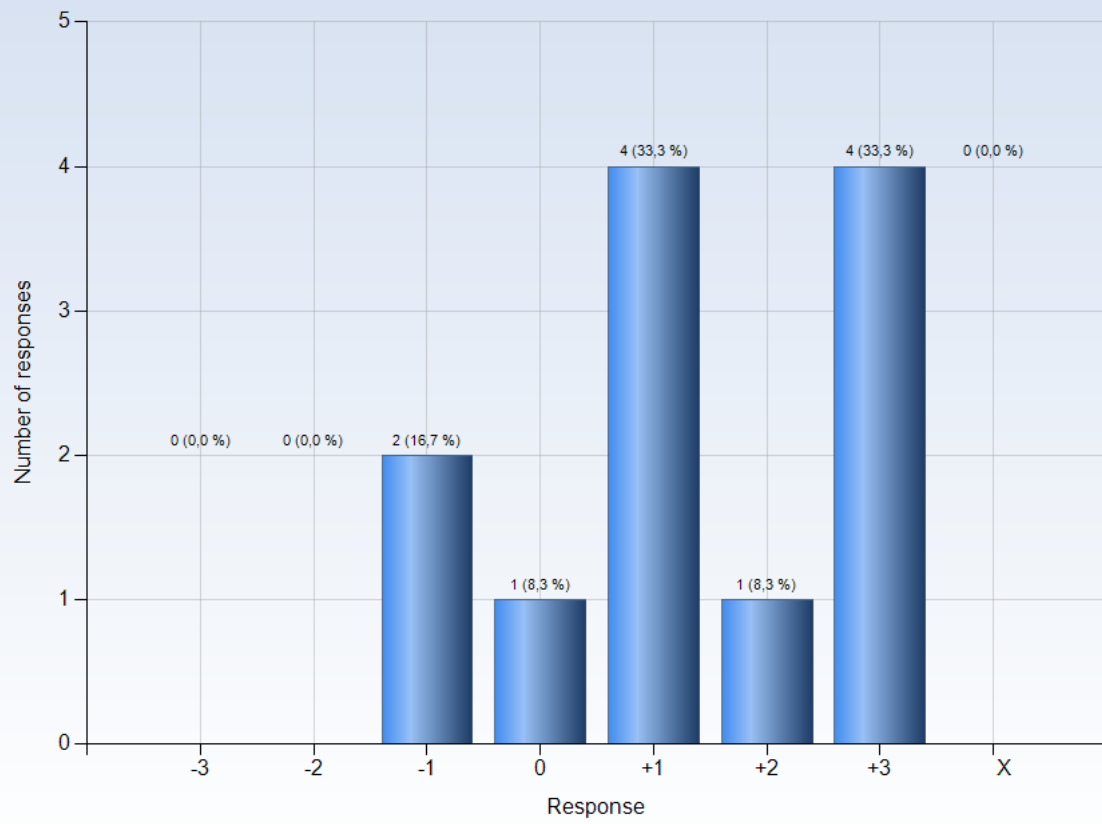
Comments

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



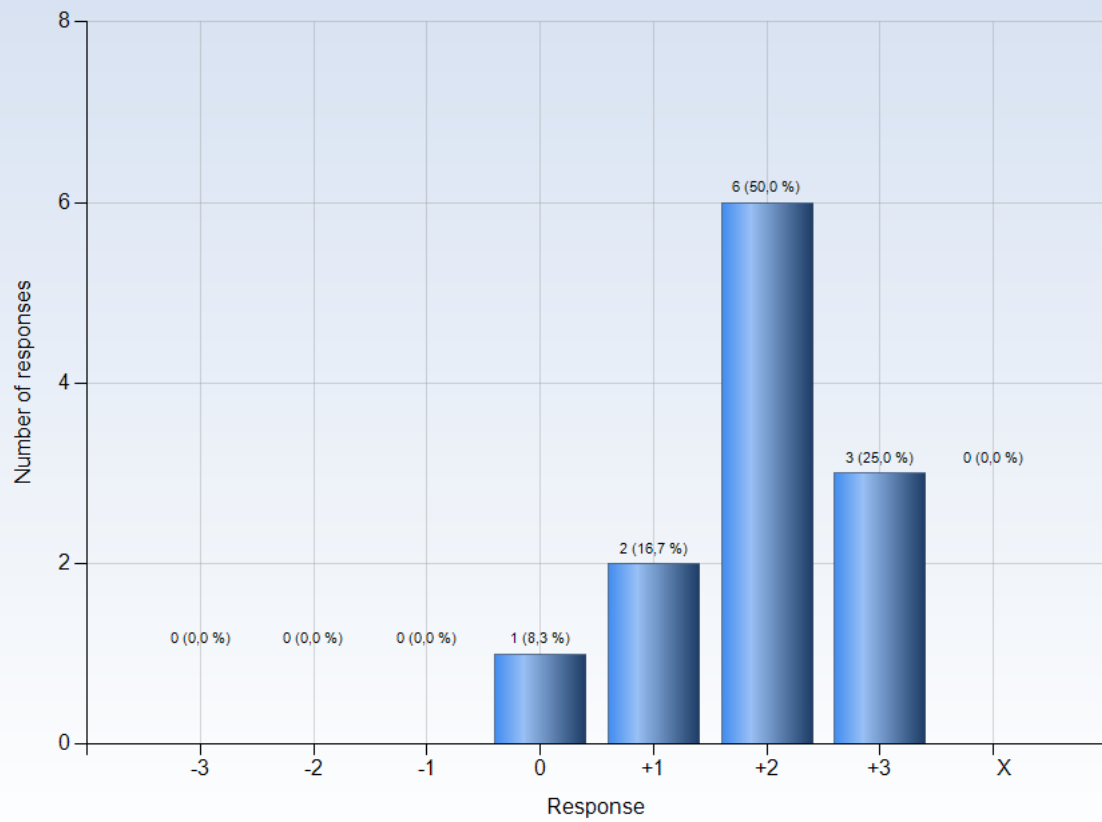
Comments

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



Comments

15. I could practice and receive feedback without being graded

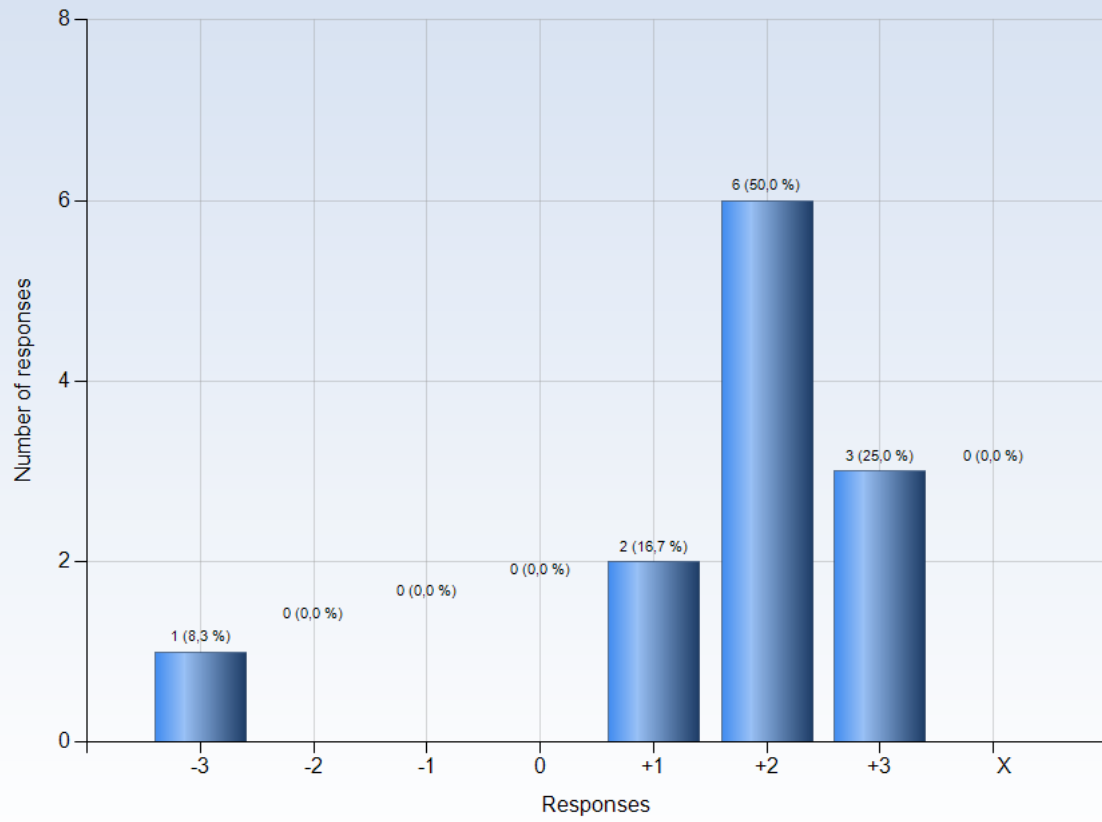


Comments

Comments (My response was: 0)

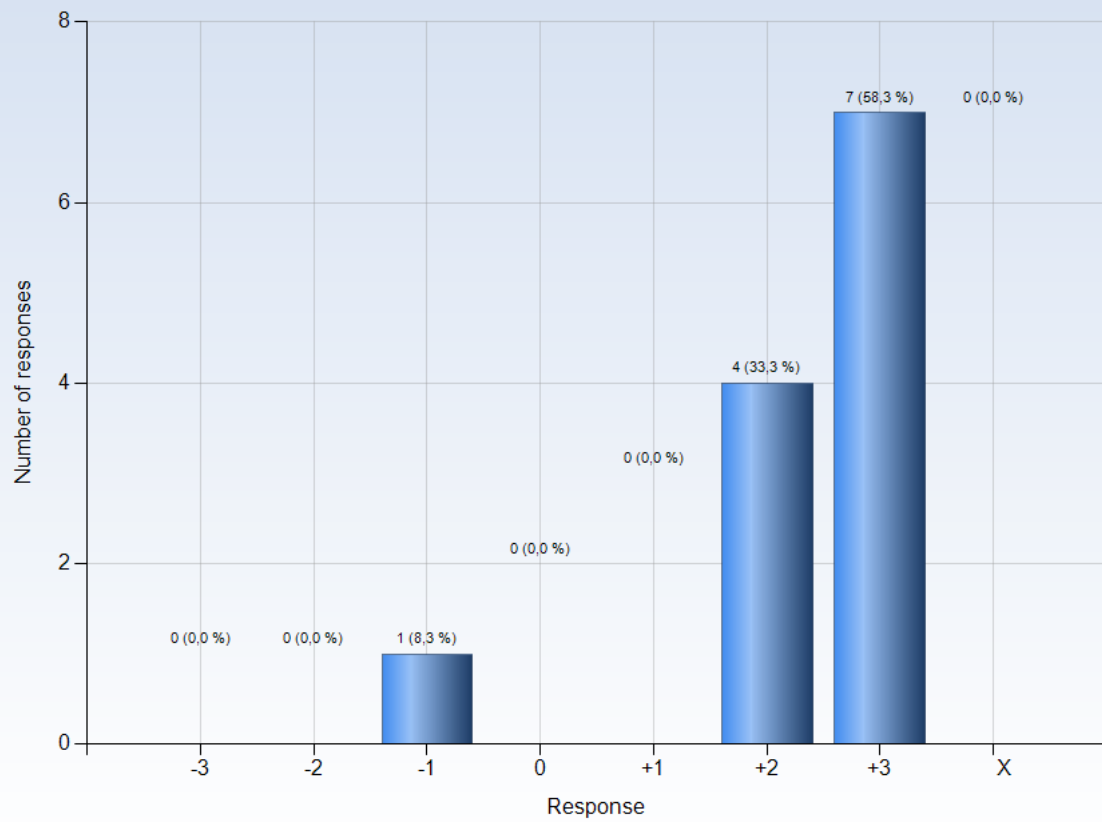
I was placed in a group with low ambitions, and our assignment 1 and 2 was a complete joke and it did pass and the learning outcome was close to 0

16. The assessment on the course was fair and honest



Comments

17. My background knowledge was sufficient to follow the course

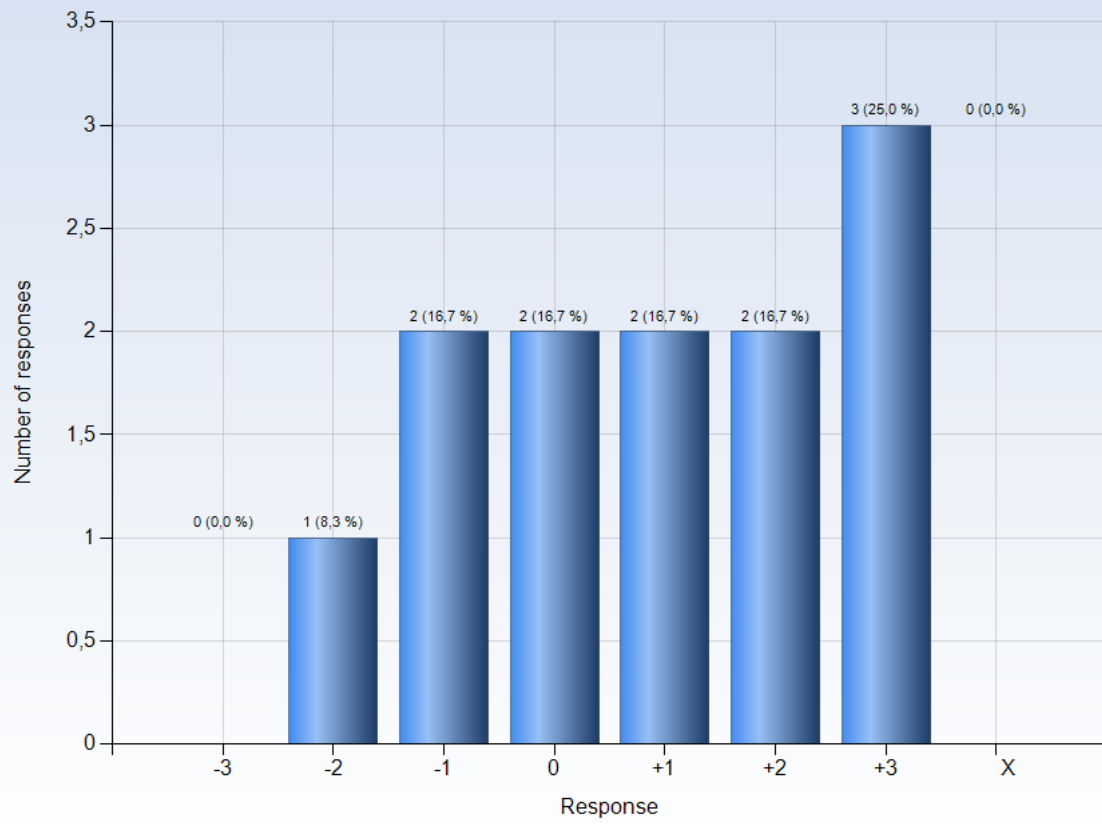


Comments

Comments (My response was: +2)

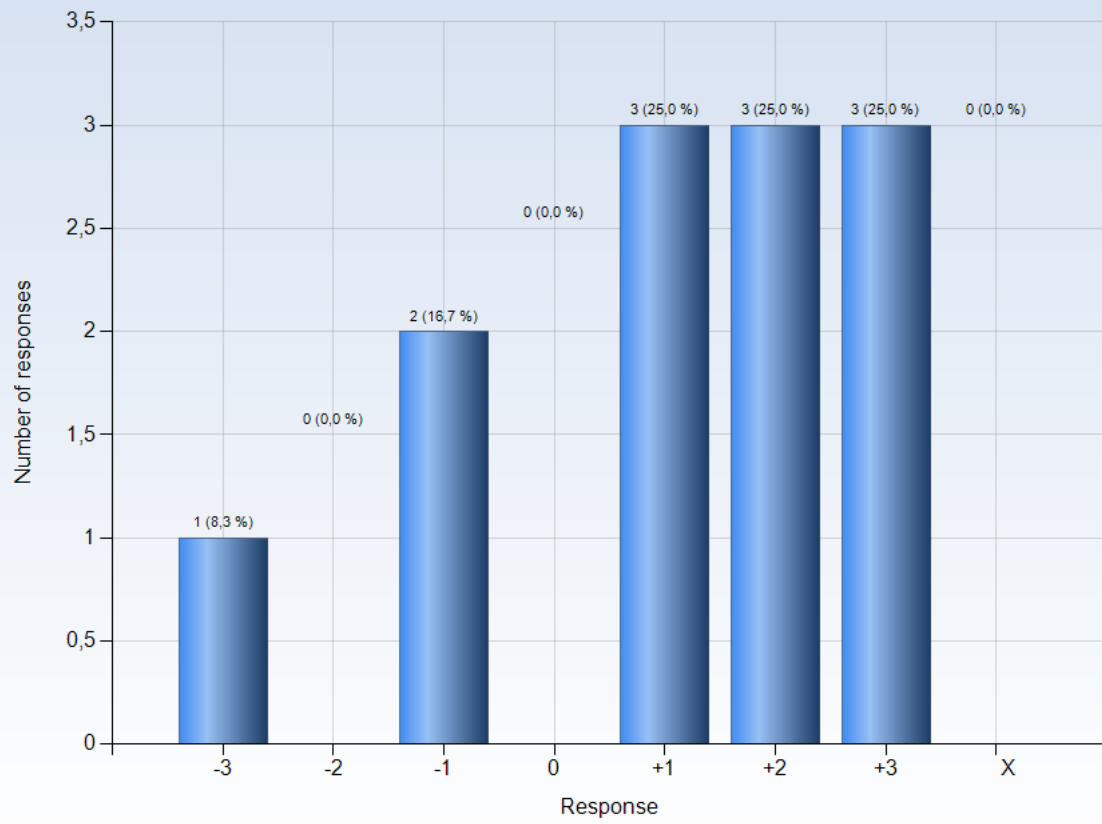
yes, a lot of thing where the same as in previous courses

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



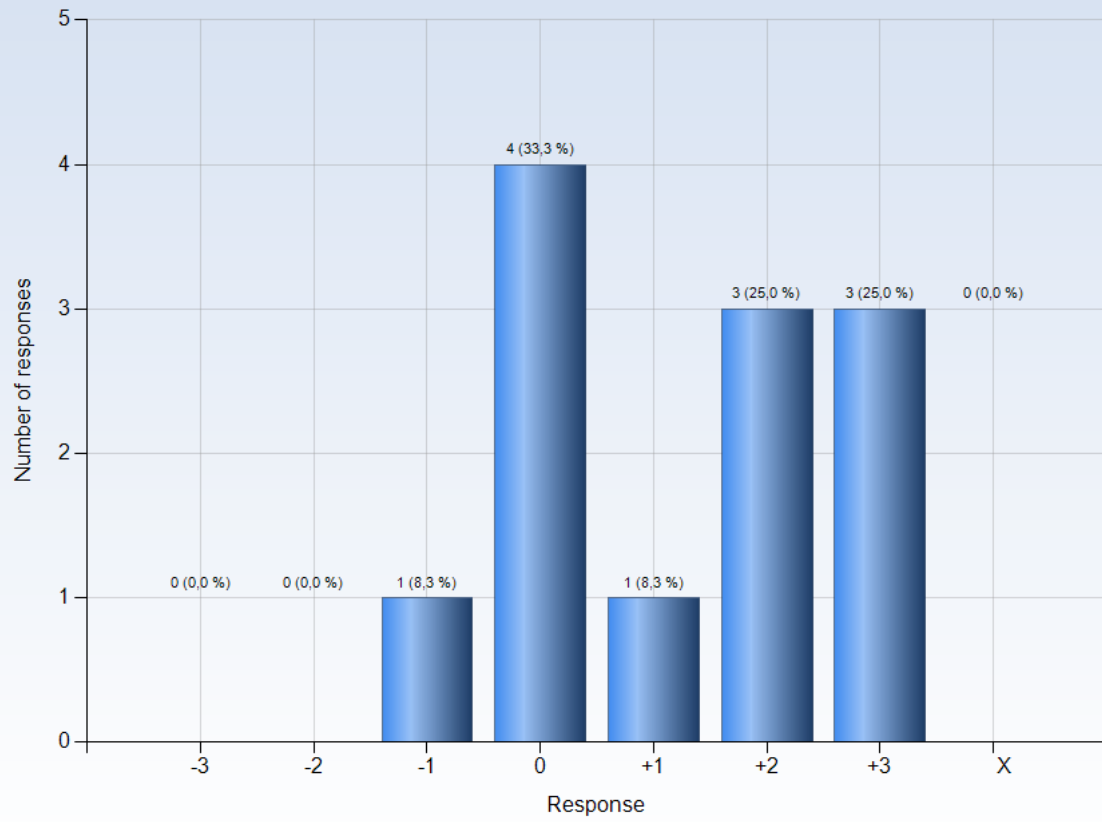
Comments

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



Comments

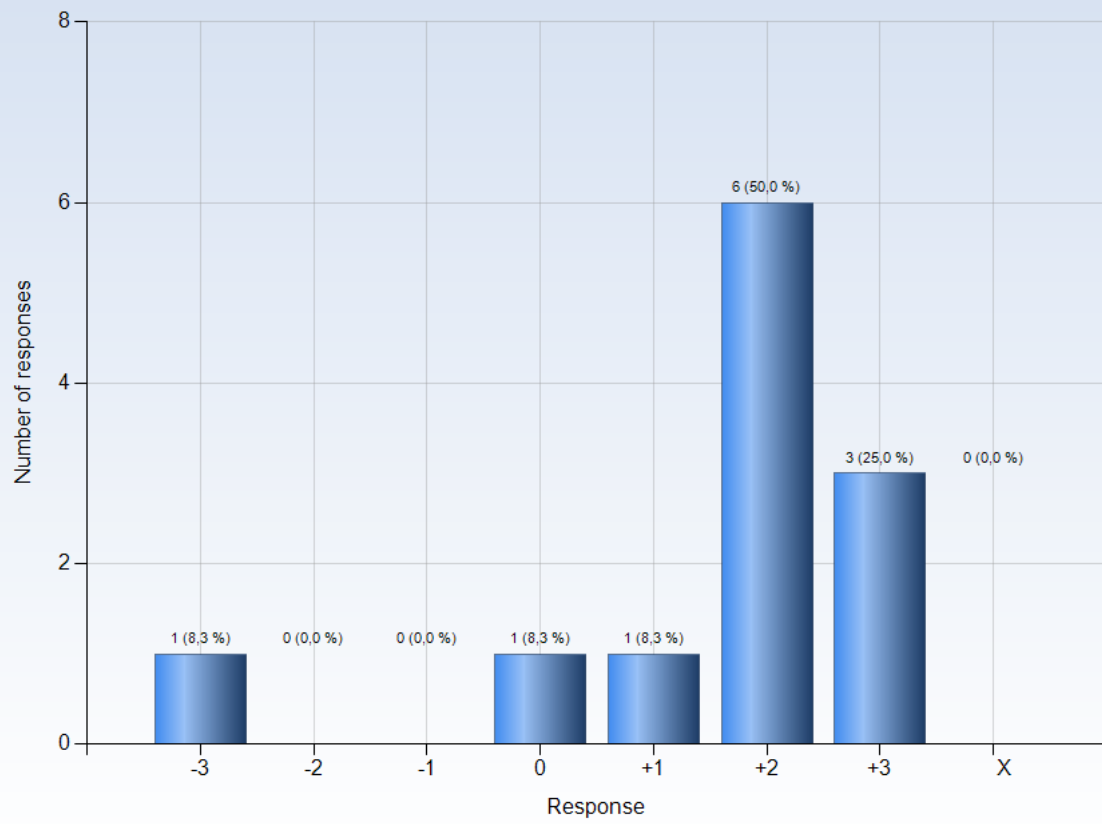
20. I had opportunities to choose what to do



Comments

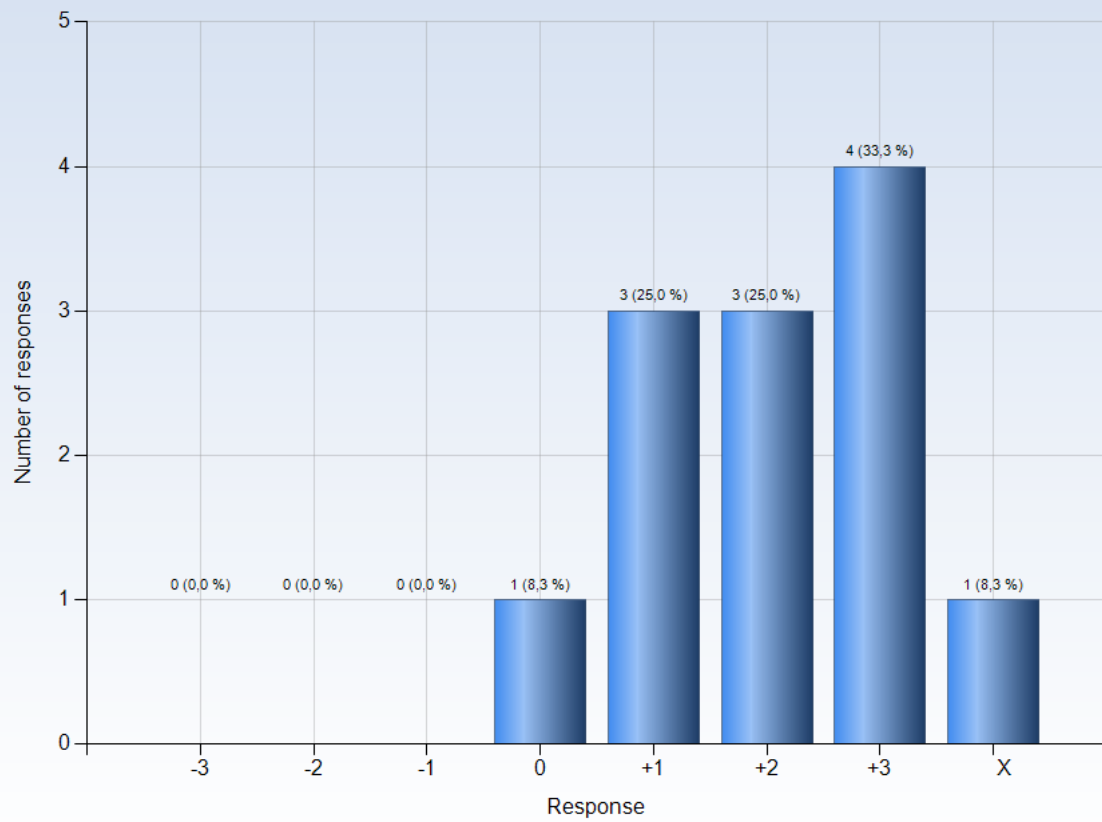
Comments (My response was: +2)
everyone wrote about thing they already knew

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: +3)
The professor was very professional.

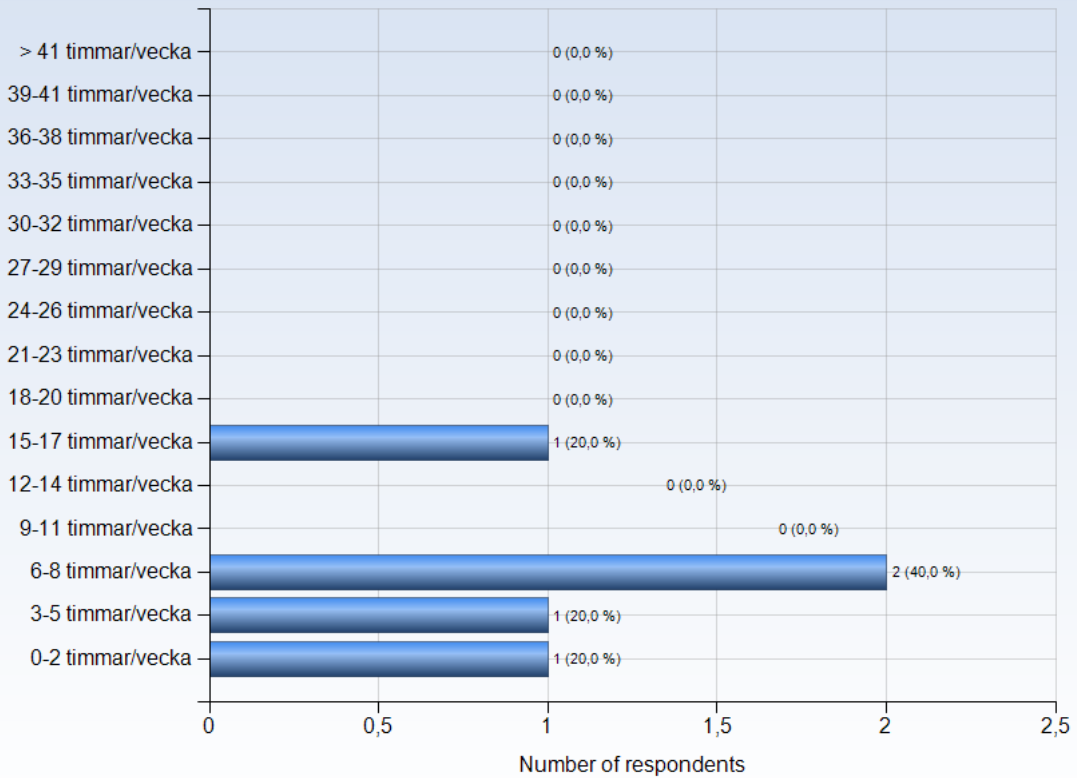


MG2202 - 2018-05-22

Antal respondenter: 13
Antal svar: 5
Svarsfrekvens: 38,46 %

ESTIMATED WORKLOAD

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



Comments



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:

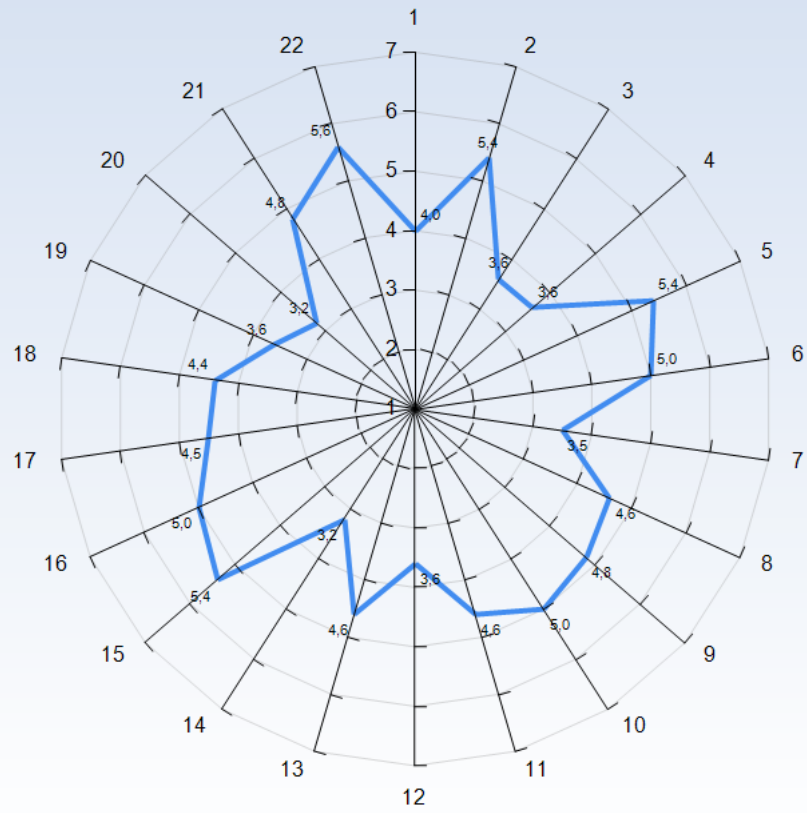
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Note! A group has to include at least 3 respondents in order to appear in a diagram.

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.

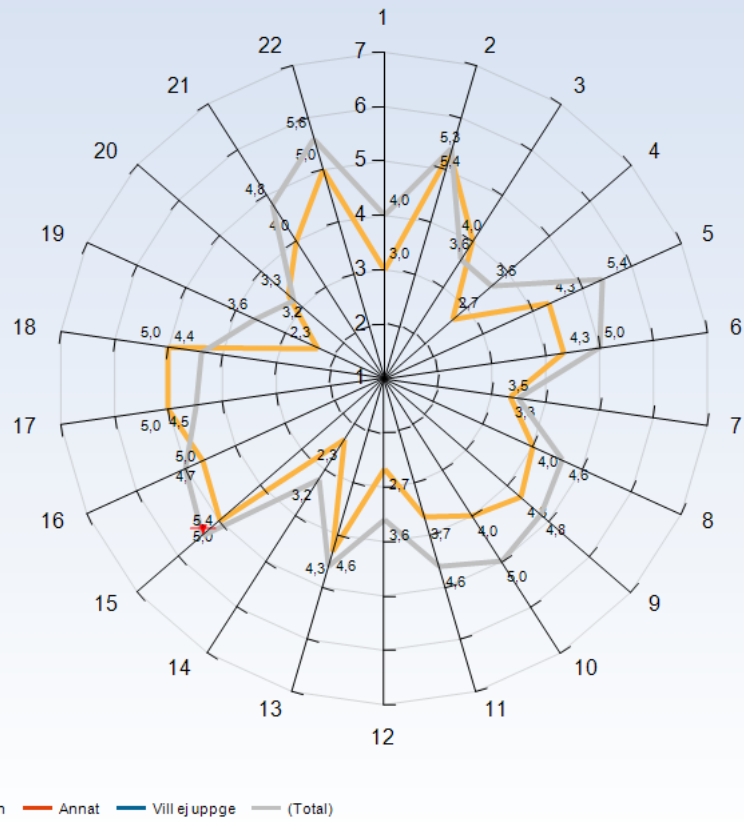
Biggs J. & Tang, C. (2011). *Teaching for Quality Learning at University*, Chapter 6, pp. 95-110. Maidenhead: McGraw Hill.

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.

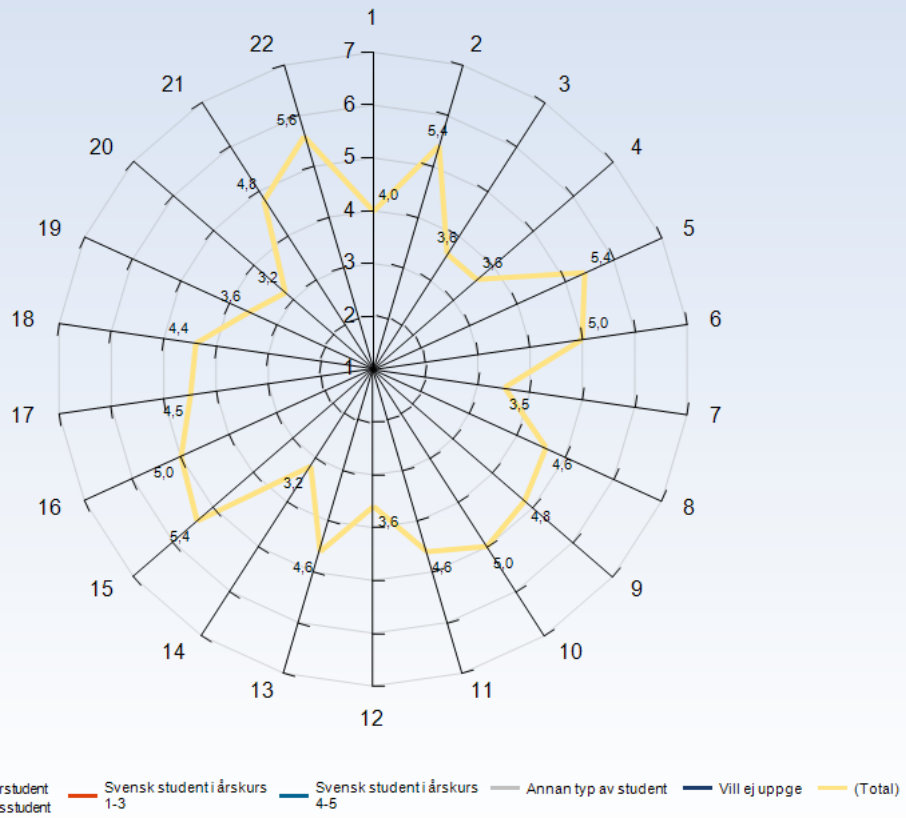
Ramsden, P. (2003). *Learning to Teach in Higher Education*, Chapter 6, pp. 84-105. New York: RoutledgeFalmer.

Average response to LEQ statements - per gender



Comments

Average response to LEQ statements - per type of student



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)

The statistical part!

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

I believe the first part of the course MG2202 (the statistic part) was really good, with a great teacher and very helpful.

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

The statistic pre course as the first part

What would you suggest to improve?

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

The 4th period was too general.

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

The second part of the course on the other hand was a little too messy. There are too many informations and new arguments that are only touched and not deepened.

I believe the management part is too extensive and little importance is given to the exercise and technical part.

I would suggest to scale up the number of exercises in preparation to the exam and to give a deeper knowledge of how in reality the quality tools are used.

Also, it would've been nice to go to a company visit and see how organisations work with quality.

The course was very abstract. The subject could've been brought interesting by showing examples and making students solve cases. Instead, it was very theoretical and abstract. This can be improved.

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

The course needs to be more structured.

Student assignments should have a reasons and feedback should be part of them.

Providing the majority assignments in the last 3 weeks of the course just provides conflict with other courses.

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)

To take the complete course with the statistical part!

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

Be aware that lectures and assignments are unhelpful and the best way for learning for the exam is reading a quality book.

Is there anything else you would like to add?

Is there anything else you would like to add? (I worked: 15-17 timmar/vecka)

I was looking forward to this course and after the first part in period 3 I was enthusiastic for the rest of the course.

After the second half I am disappointed and doubting that this course was helpful at all.

SPECIFIC QUESTIONS



RESPONSE DATA

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

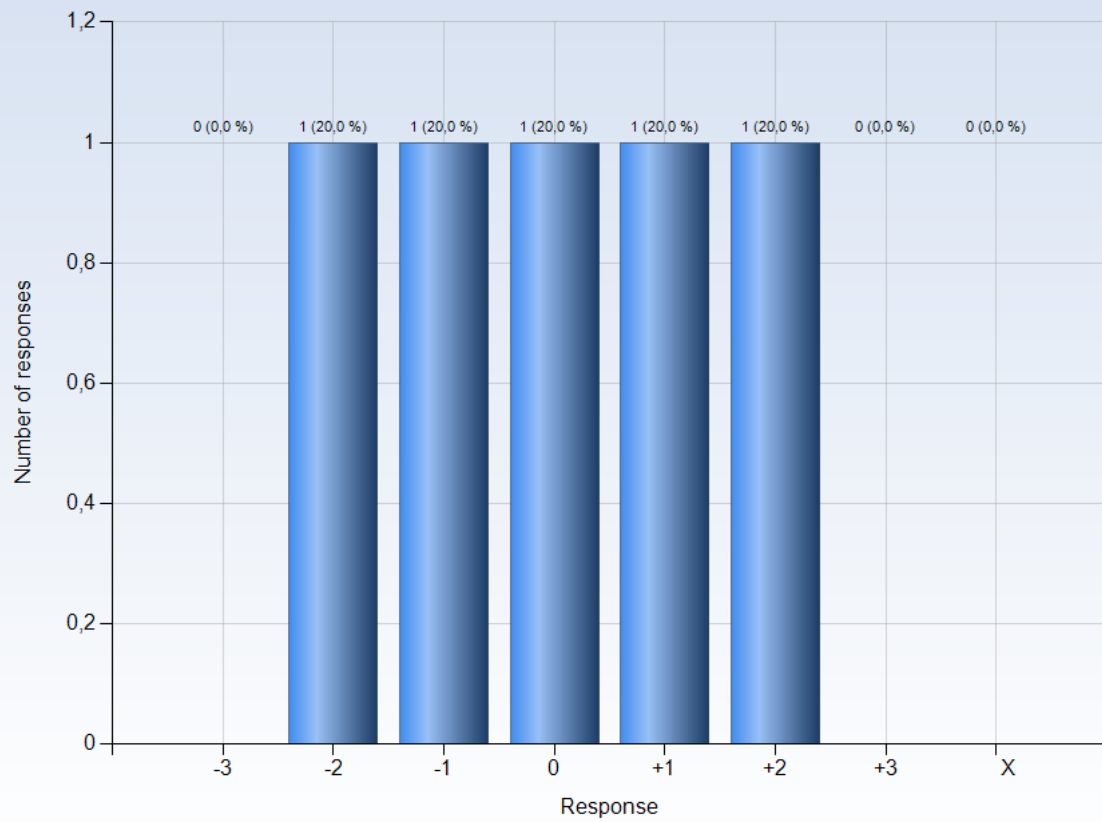
-3 = No, I strongly disagree with the statement

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

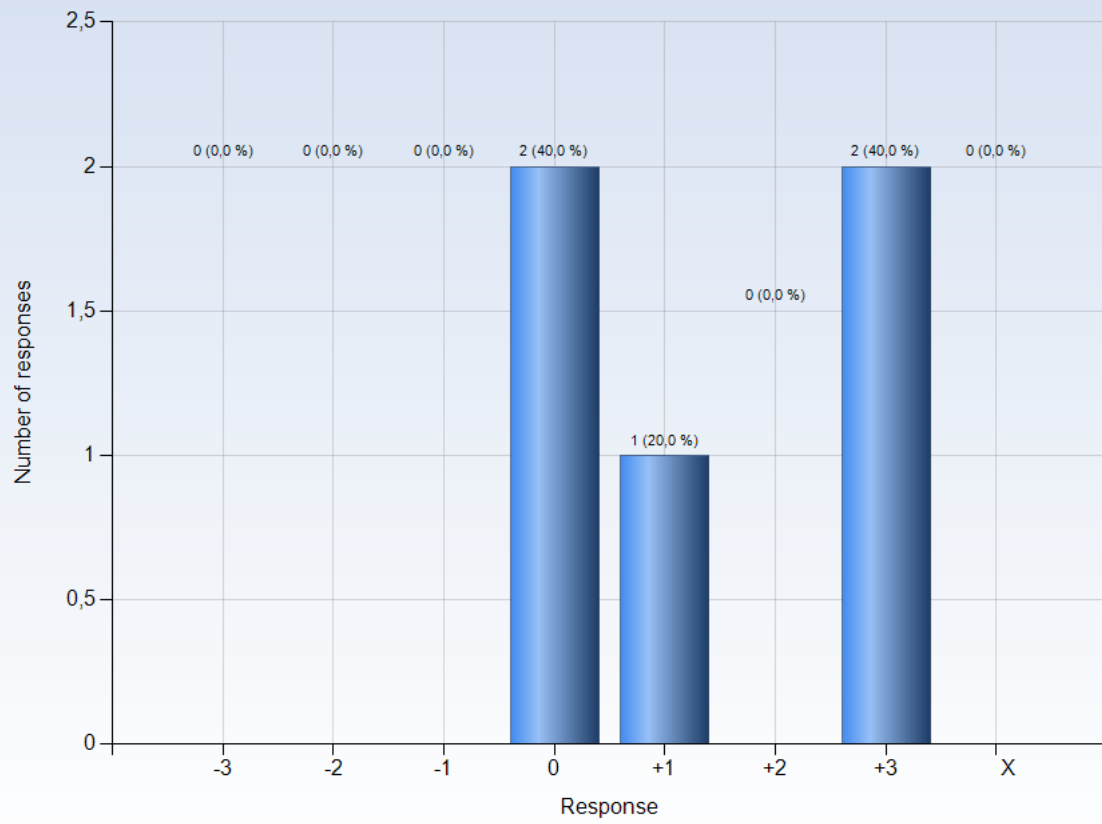


Comments

Comments (My response was: -2)

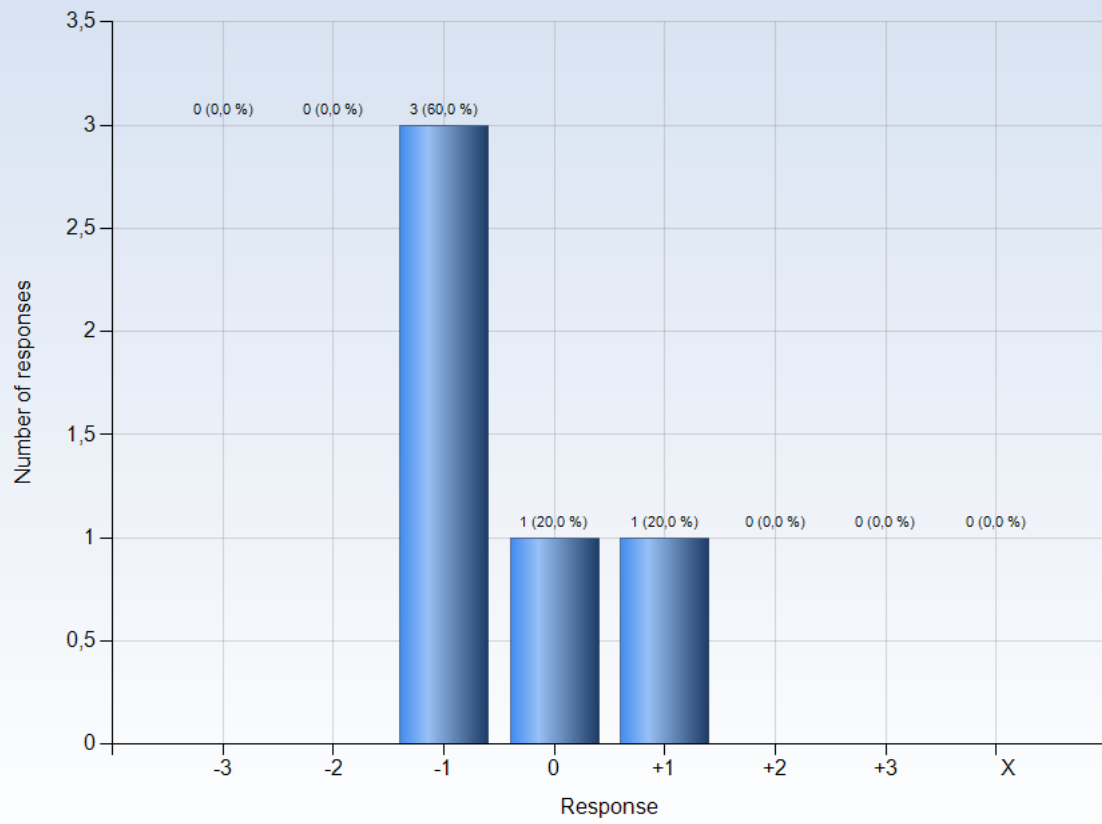
The assignment fehlt often like task to keep the student busy rather than helpful to understand anything

2. I explored parts of the subject on my own



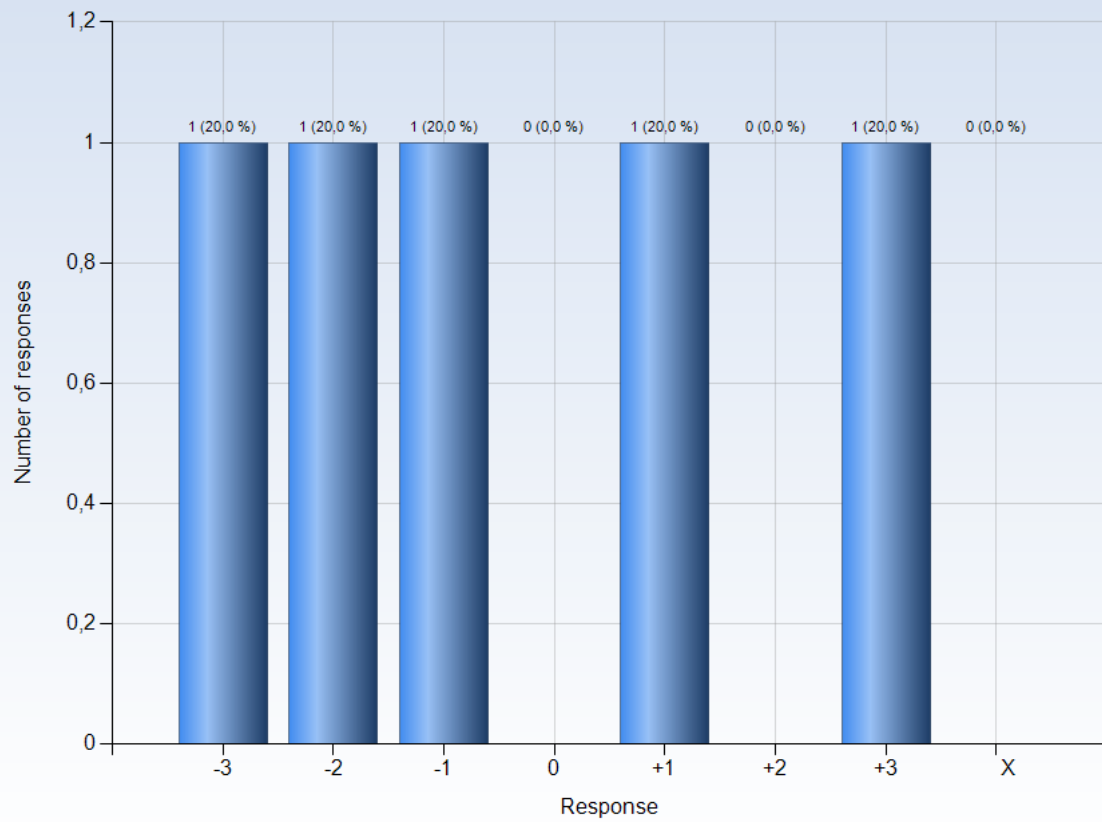
Comments

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



Comments

4. The course was challenging in a stimulating way

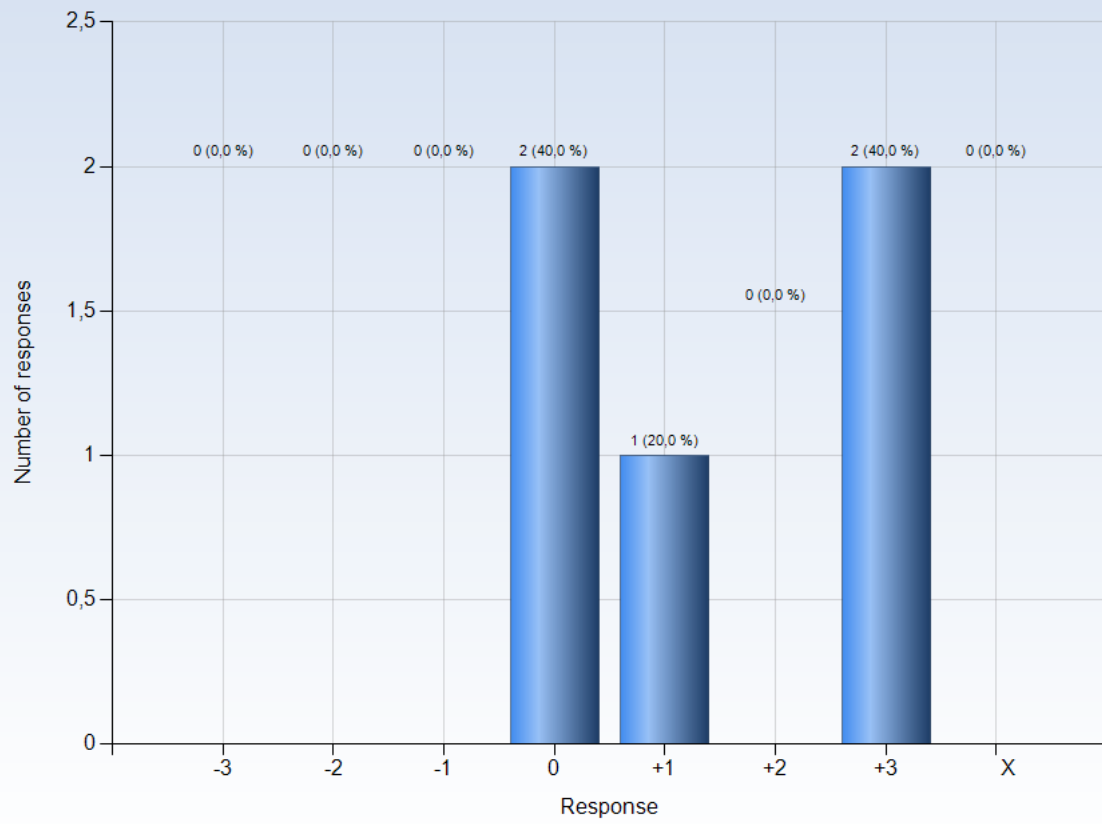


Comments

Comments (My response was: -2)

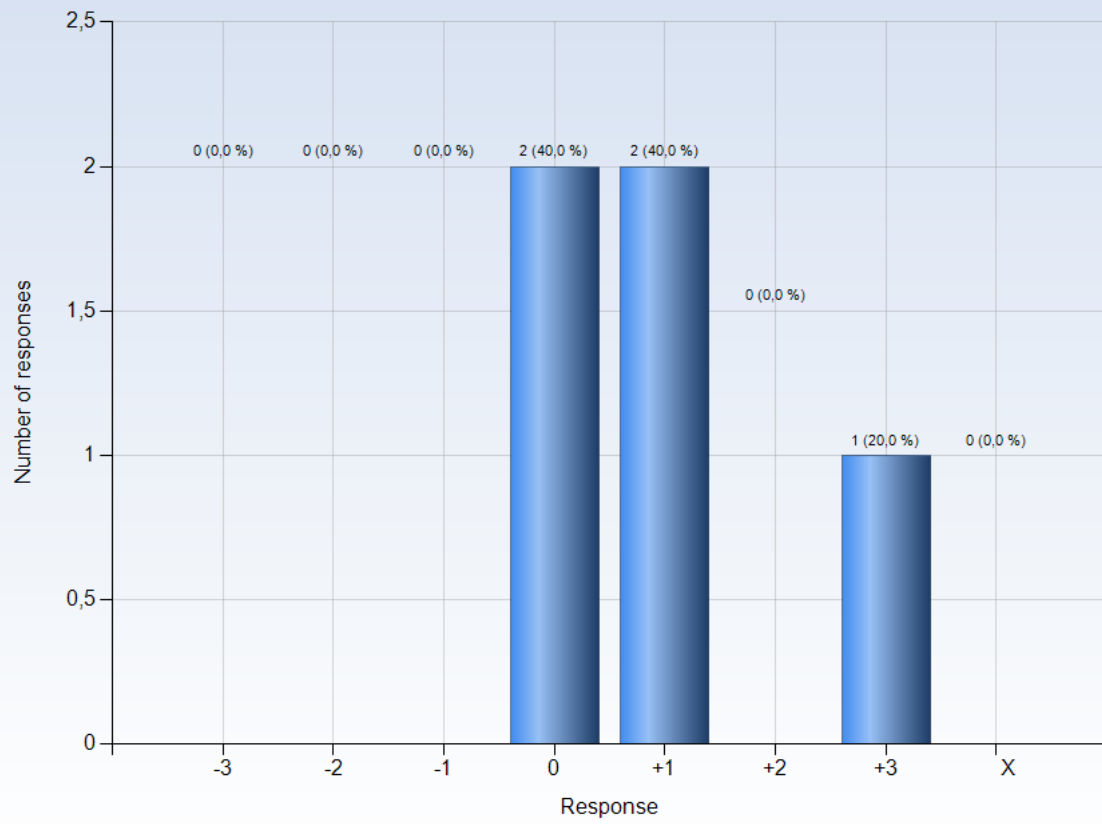
The lectures were in majority just read outs of the slides without any attempts to relate it to practical examples

5. I felt togetherness with others on the course



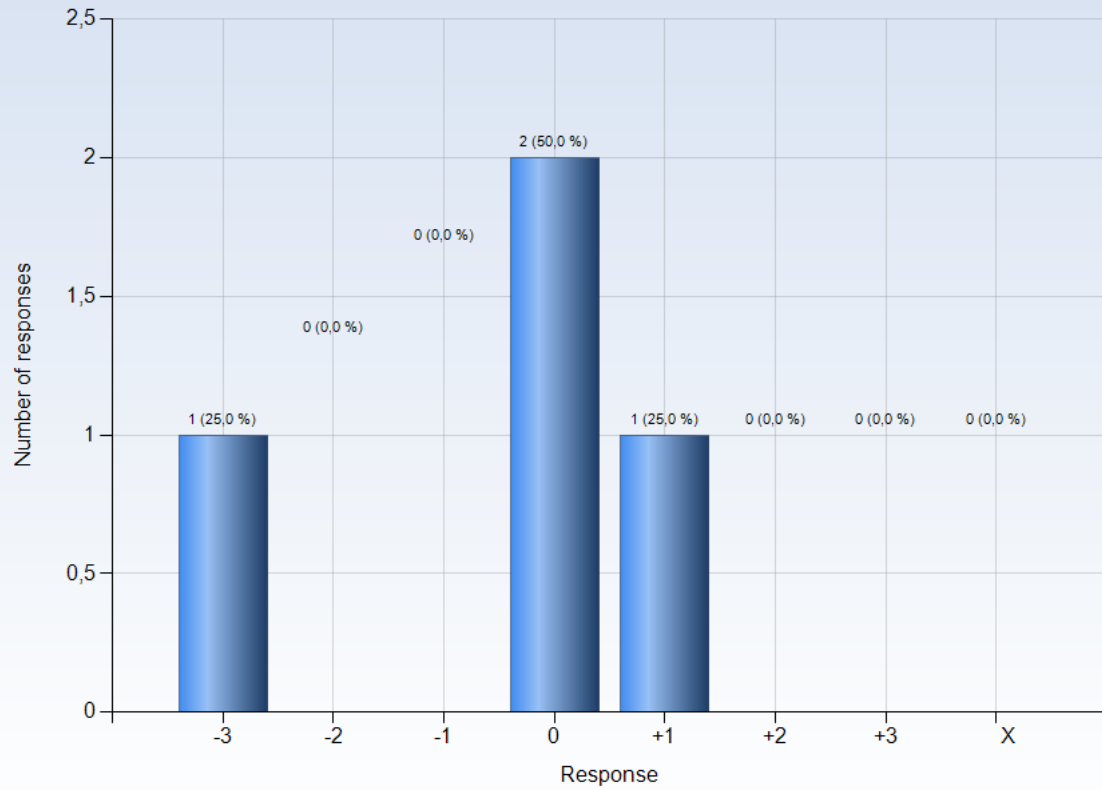
Comments

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

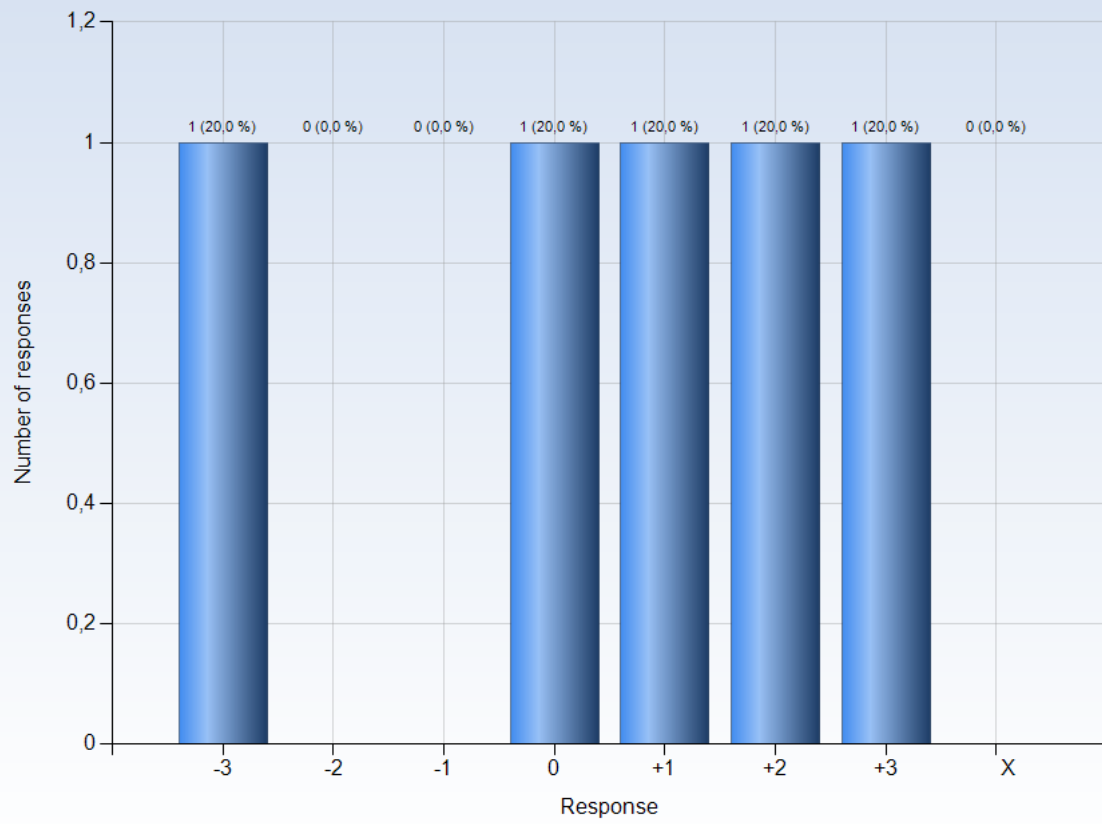


Comments

Comments (My response was: -3)

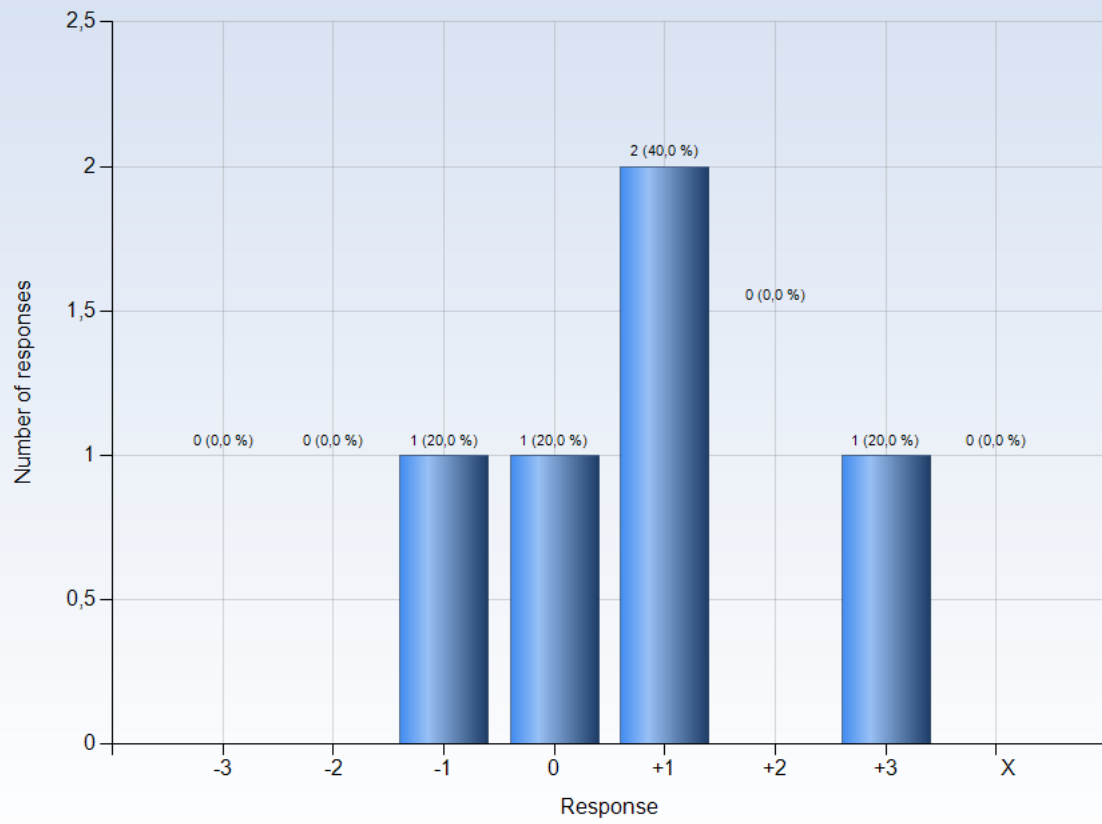
Until the end some lectures remain completely unrelated to what should be learned out of them

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



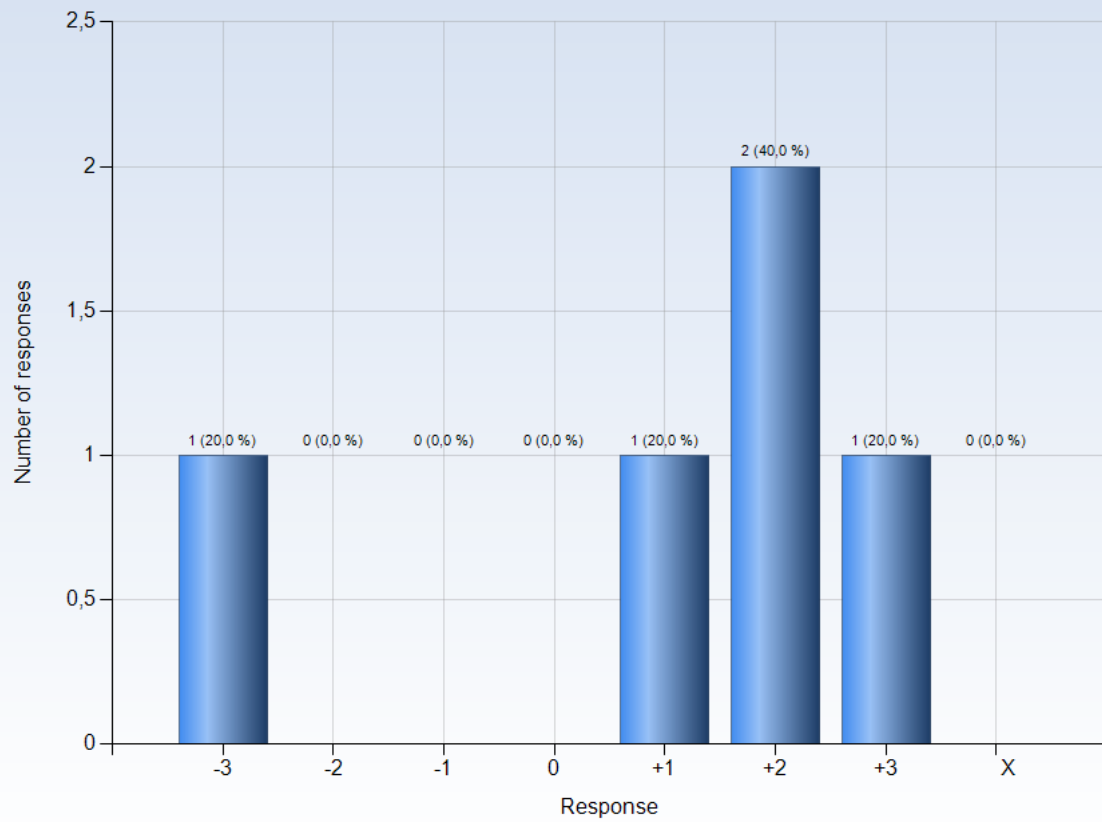
Comments

9. I understood what the teachers were talking about



Comments

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

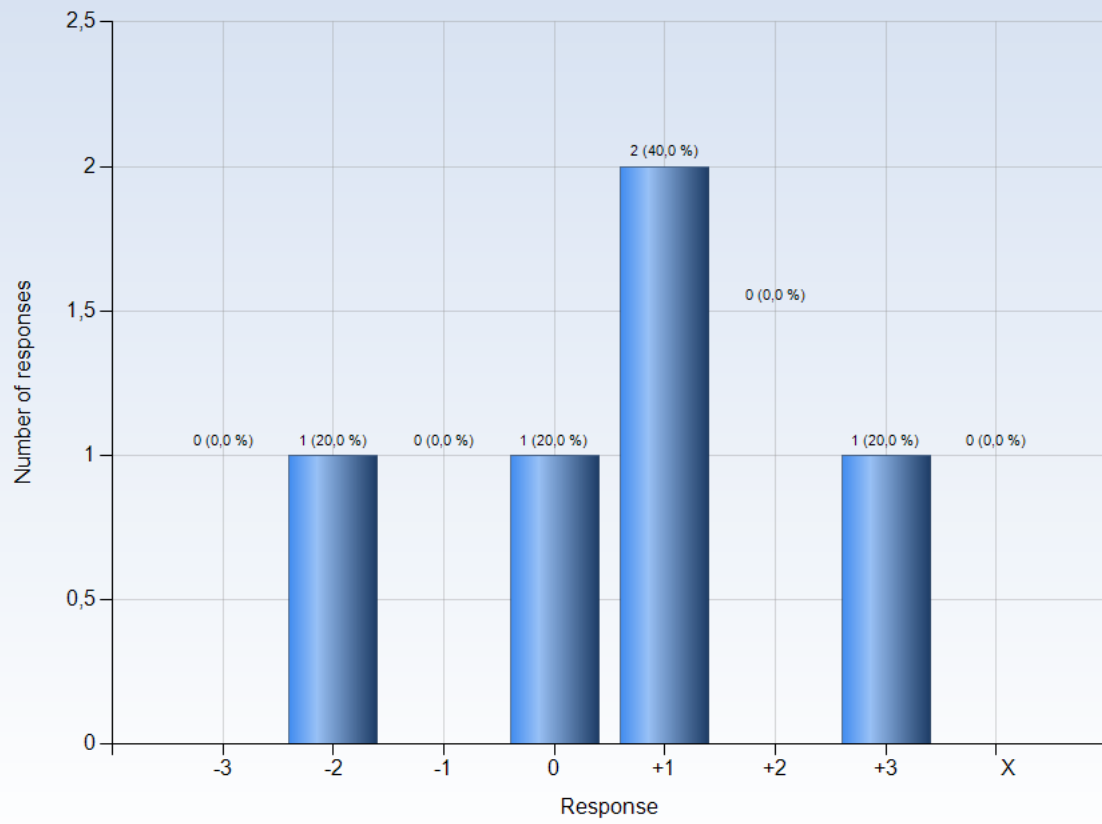


Comments

Comments (My response was: -3)

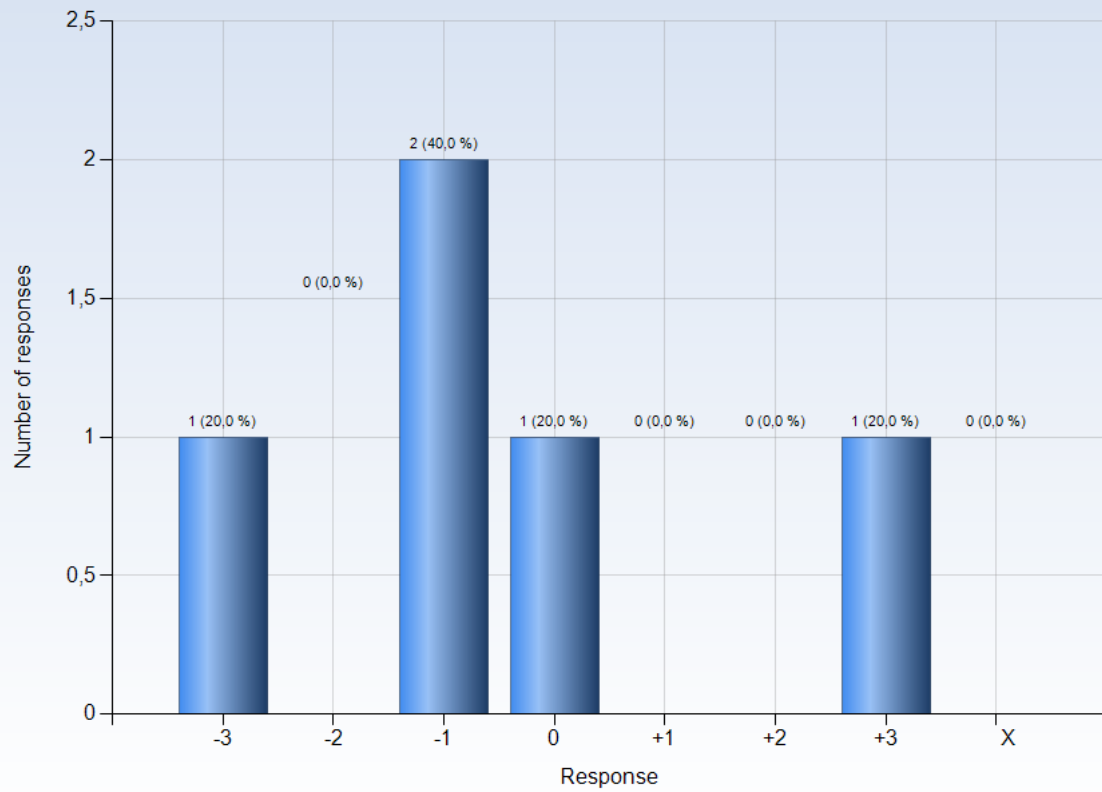
Due the frequent canceling and resheduling of lectures there was often barely any time to go in deeper detail. Lecturers rushed through their lectures in order to give all the canceled lectures.

11. Understanding of key concepts had high priority



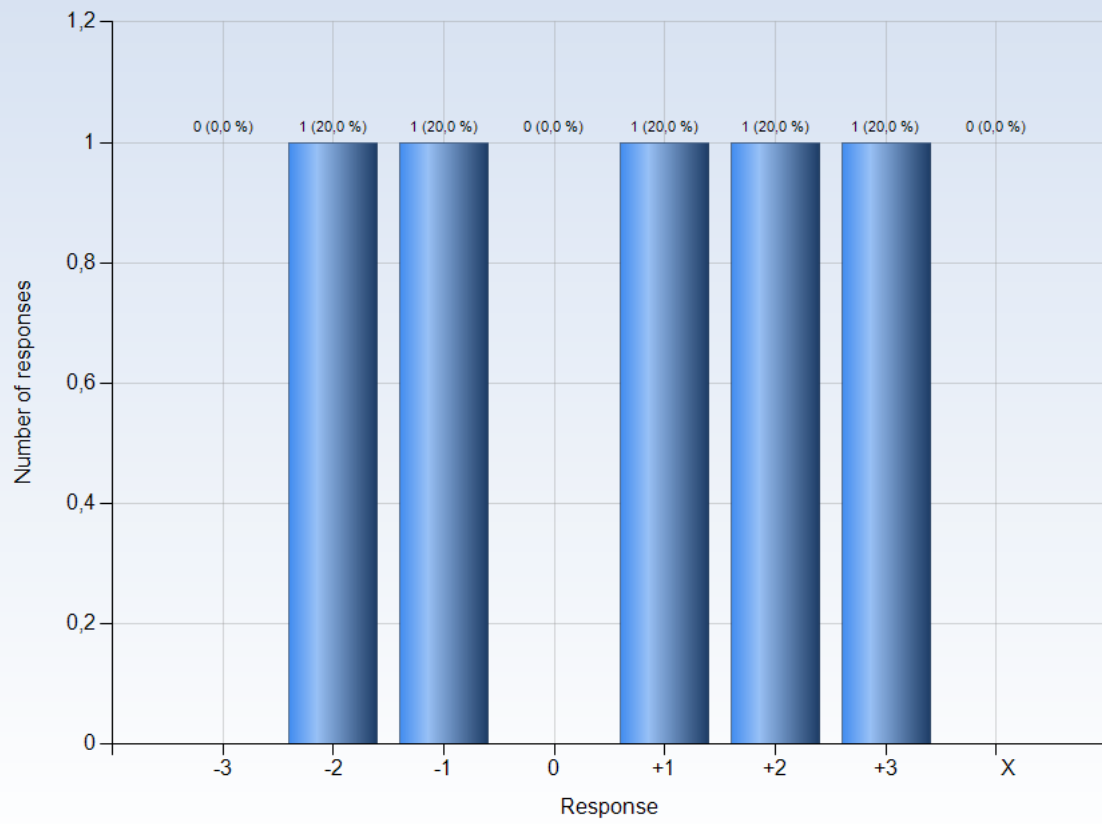
Comments

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



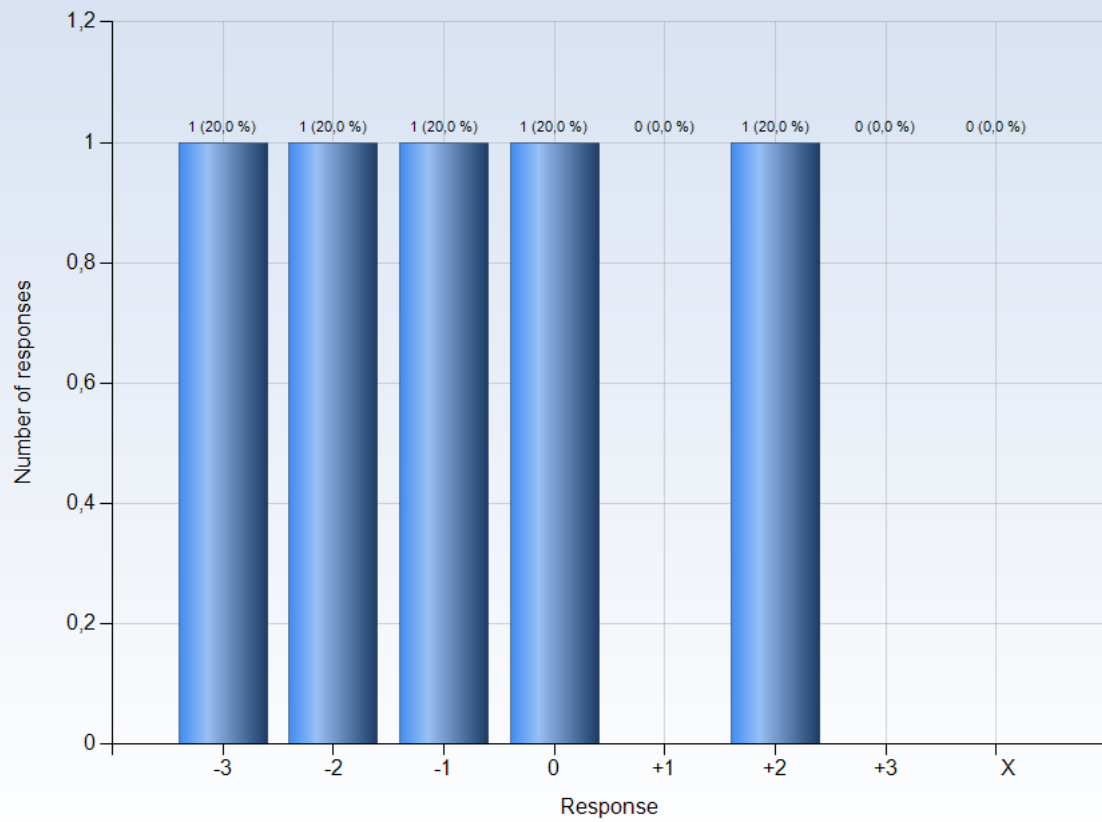
Comments

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



Comments

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

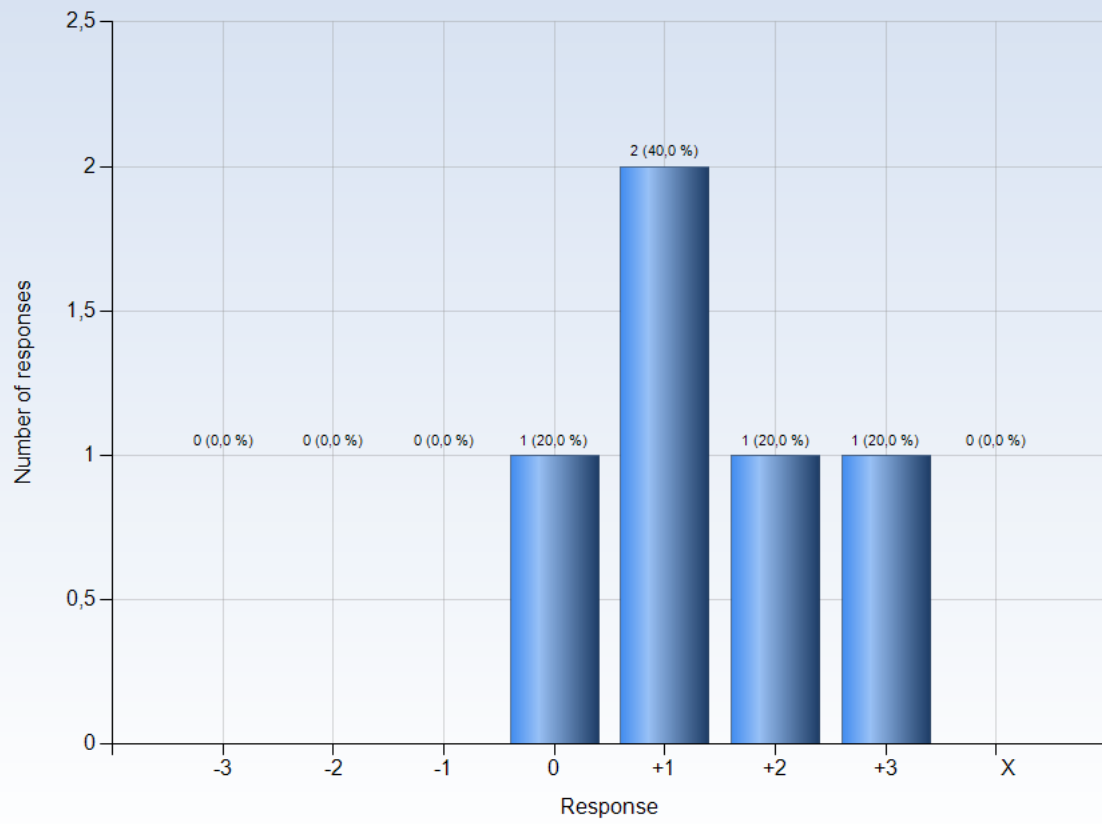


Comments

Comments (My response was: -3)

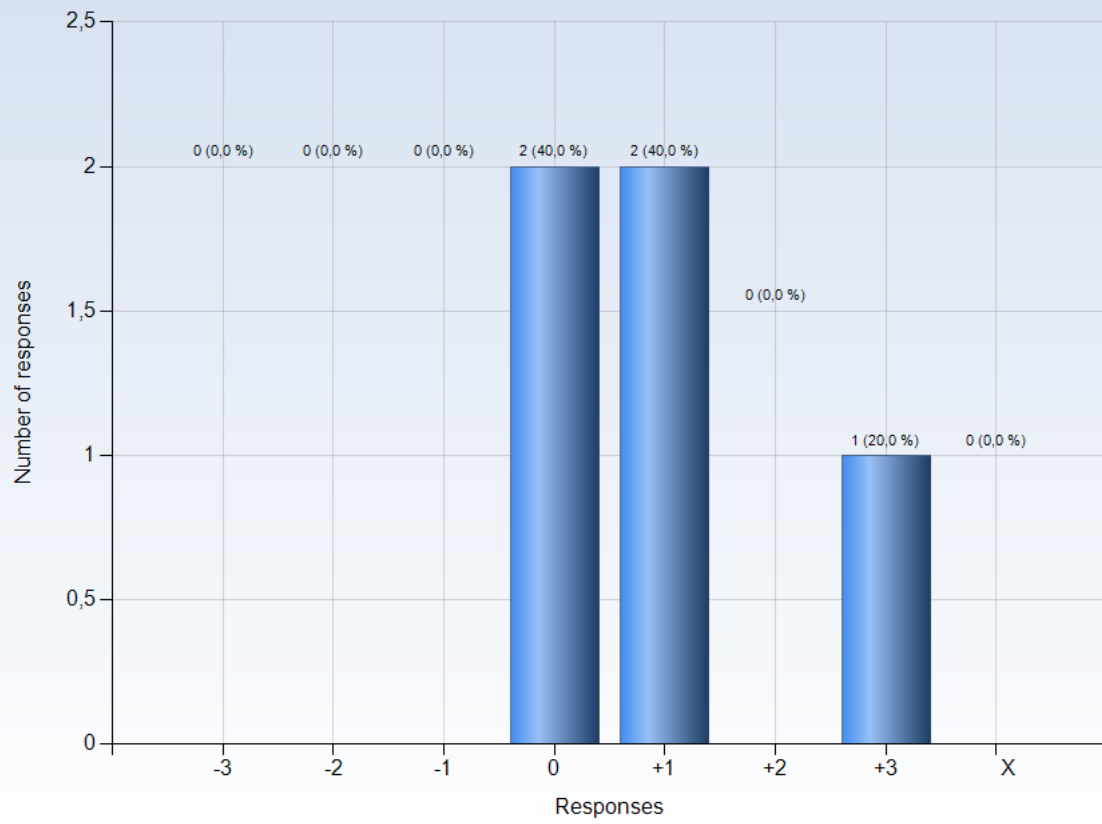
The last assignment will not even be commented unless failed. The provided on other assignments was often unspecific, unclear and needed clarification with the person providing it

15. I could practice and receive feedback without being graded



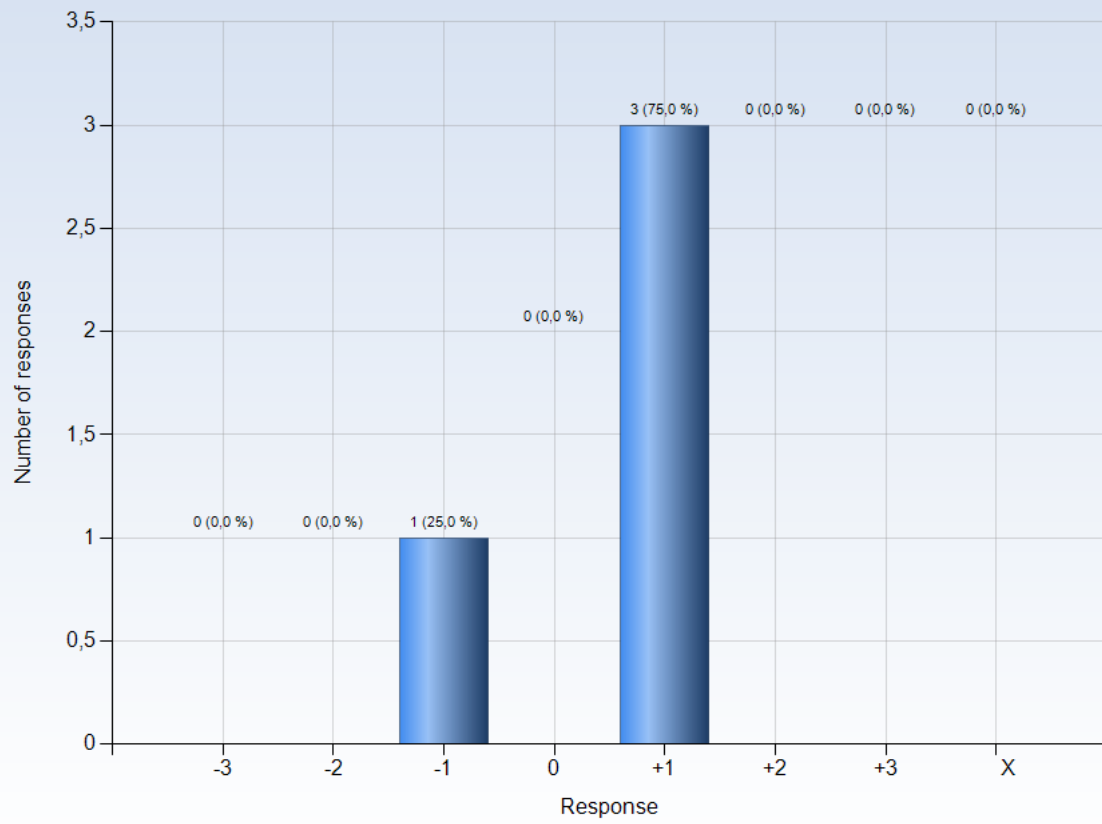
Comments

16. The assessment on the course was fair and honest



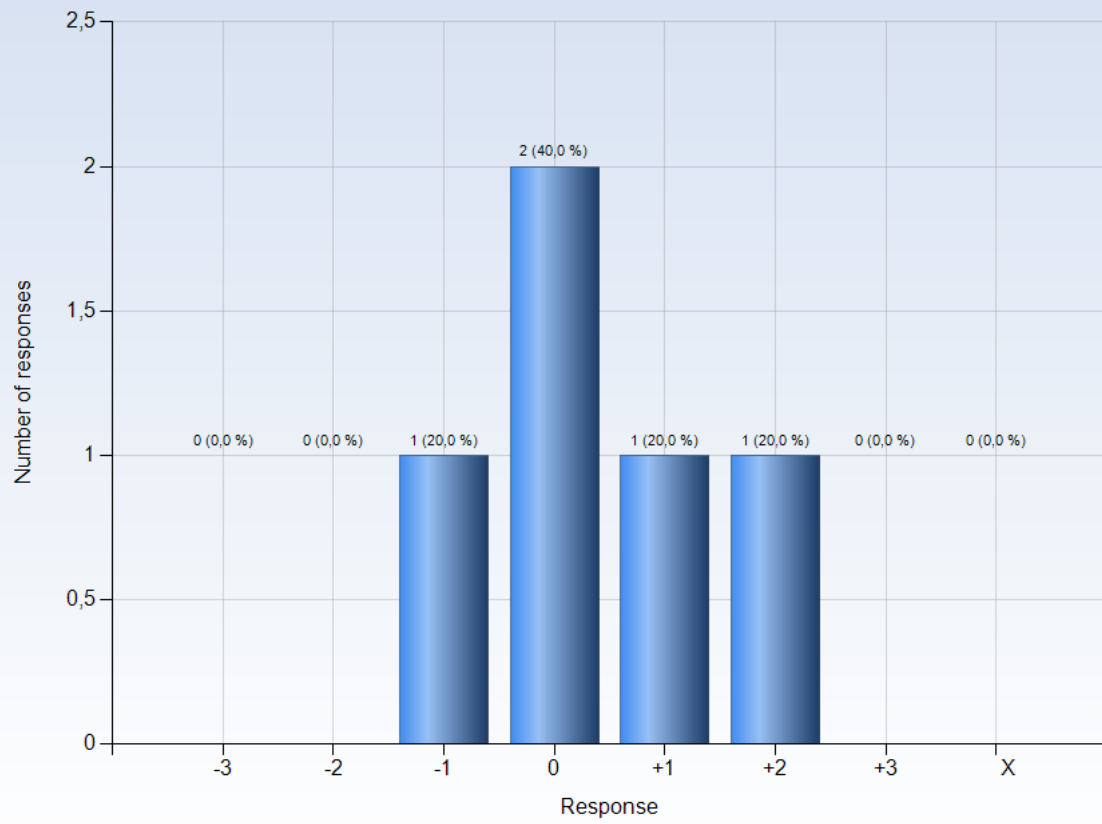
Comments

17. My background knowledge was sufficient to follow the course



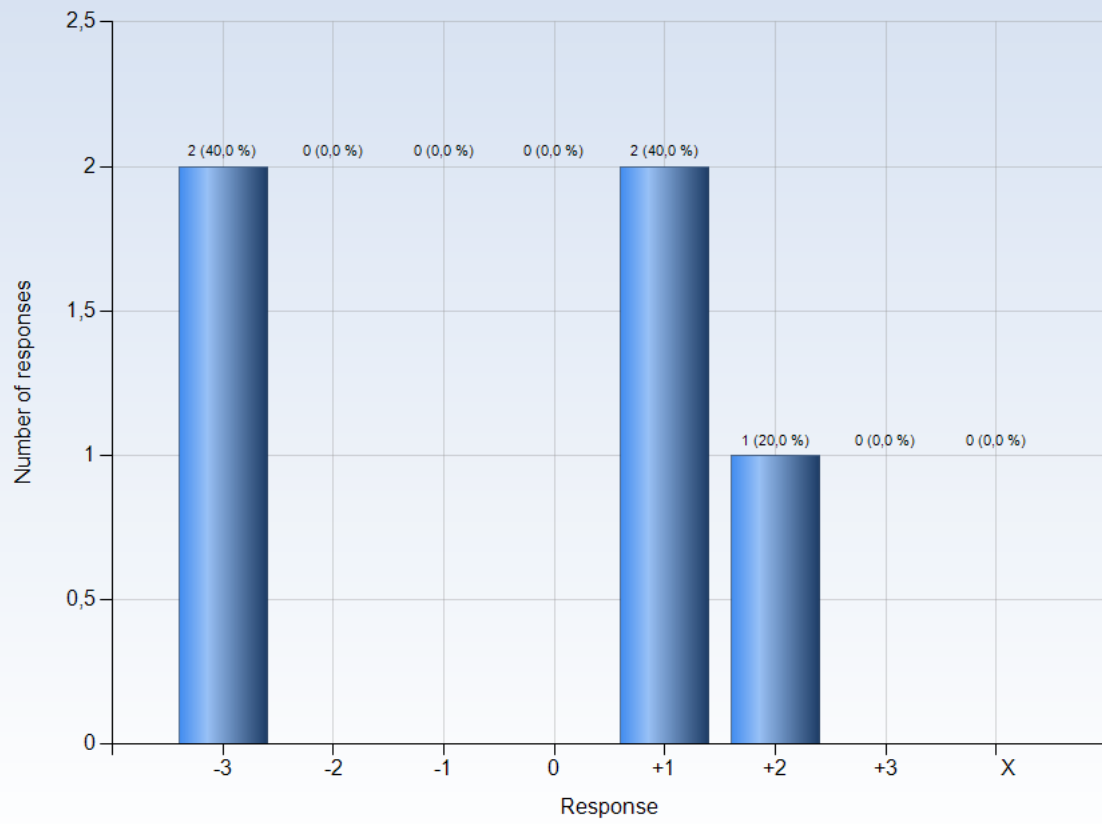
Comments

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



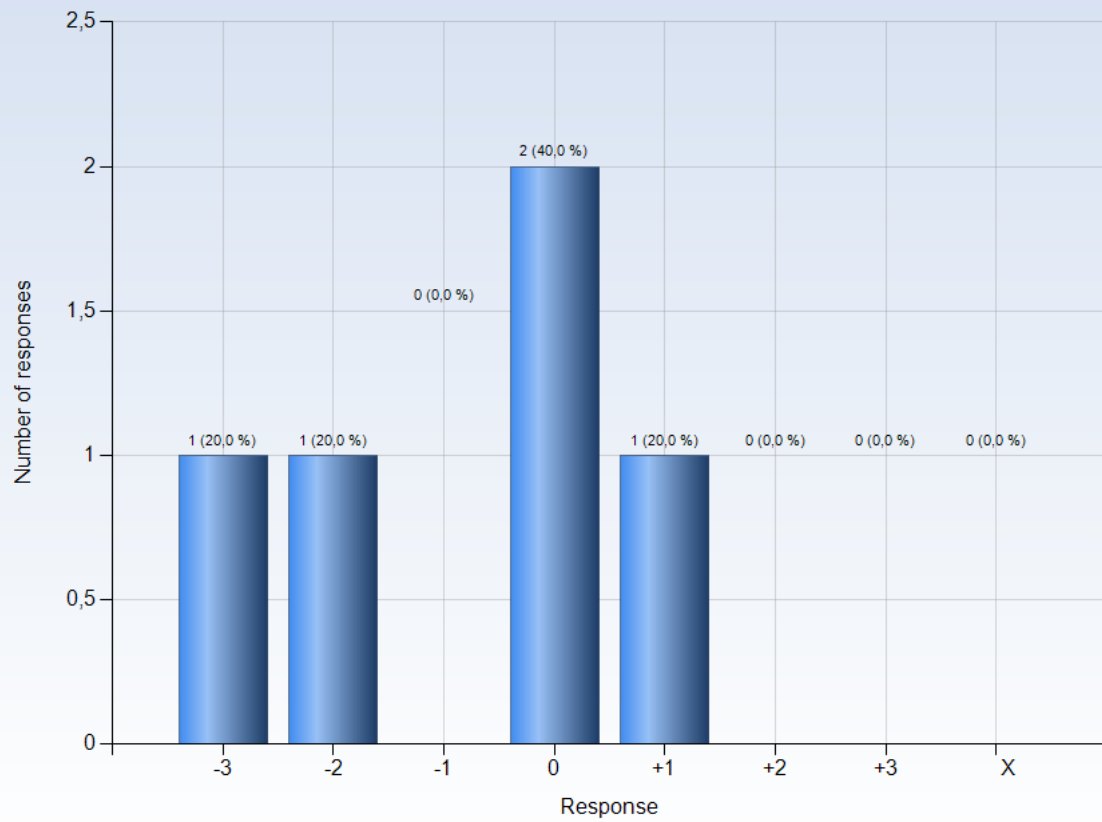
Comments

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



Comments

20. I had opportunities to choose what to do

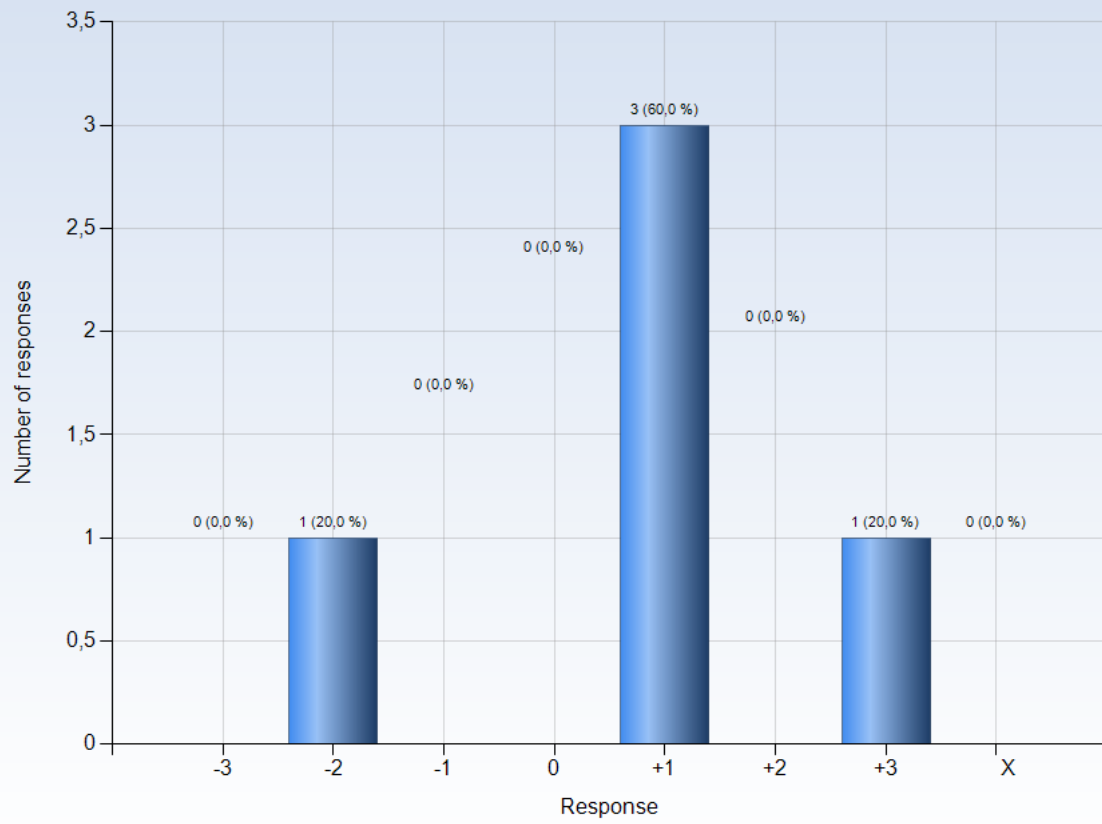


Comments

Comments (My response was: -3)

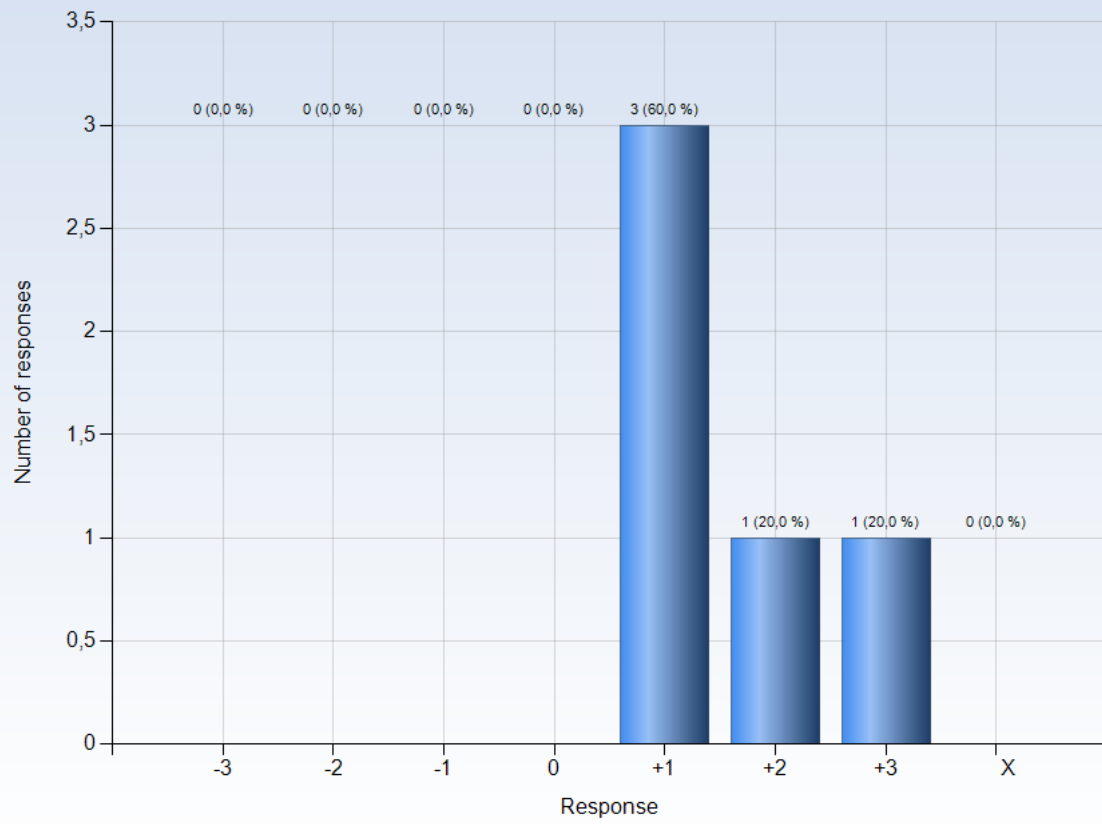
With all the assignments there Was basically no time to explore the course material Individual. These assignments were only tasks to complete with no feedback and rarely any learning outcomes

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