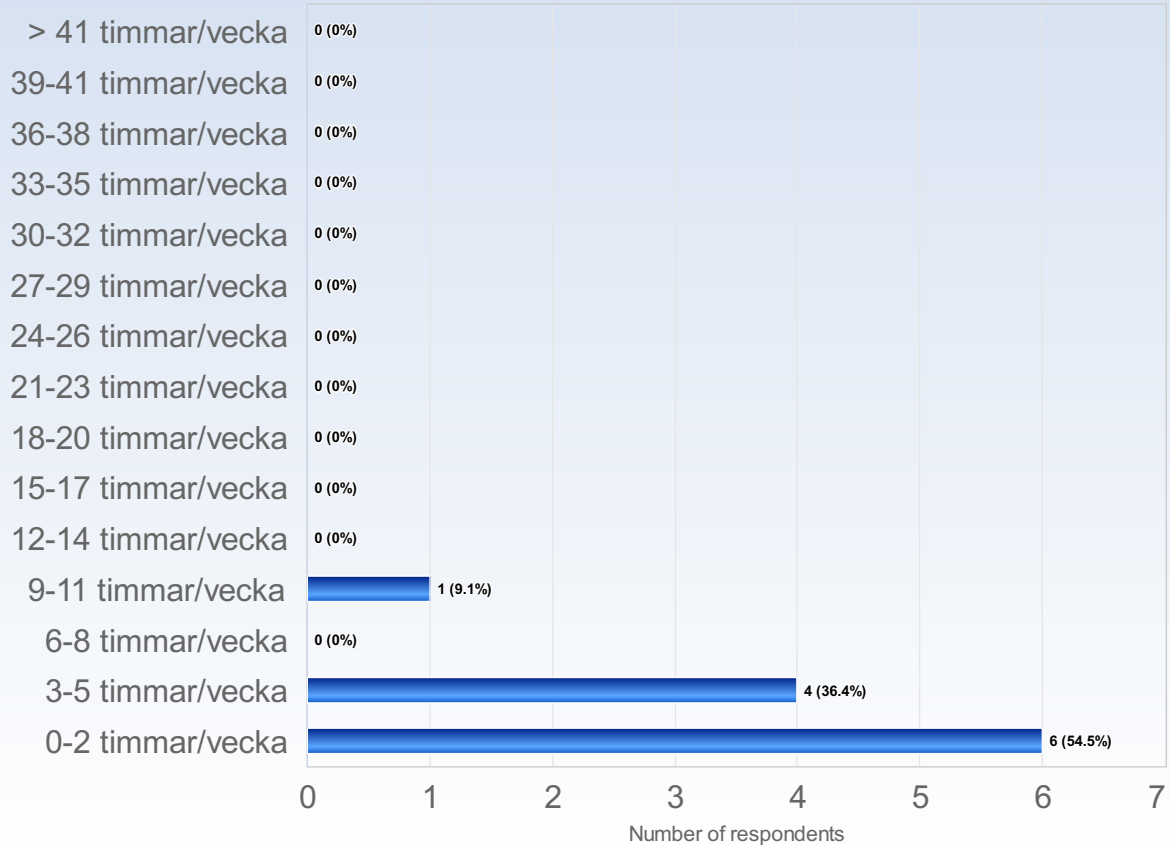


# SD1002 - 2022-05-11

Antal respondenter: 94  
Antal svar: 11  
Svarsfrekvens: 11,70 %

## 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)

Det var ju ganska lång kurs och inte så intensiv. Ibland var det väldigt mycket en vecka men veckan efter var det inget så det var lite periodiskt. Det var okej.

Rolig, intressant och lärorik läsning som emellanåt kunde ta sin tid.

Relativt lite arbete i veckan på denna kurs (främst för att det var en introkurs i guess)

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

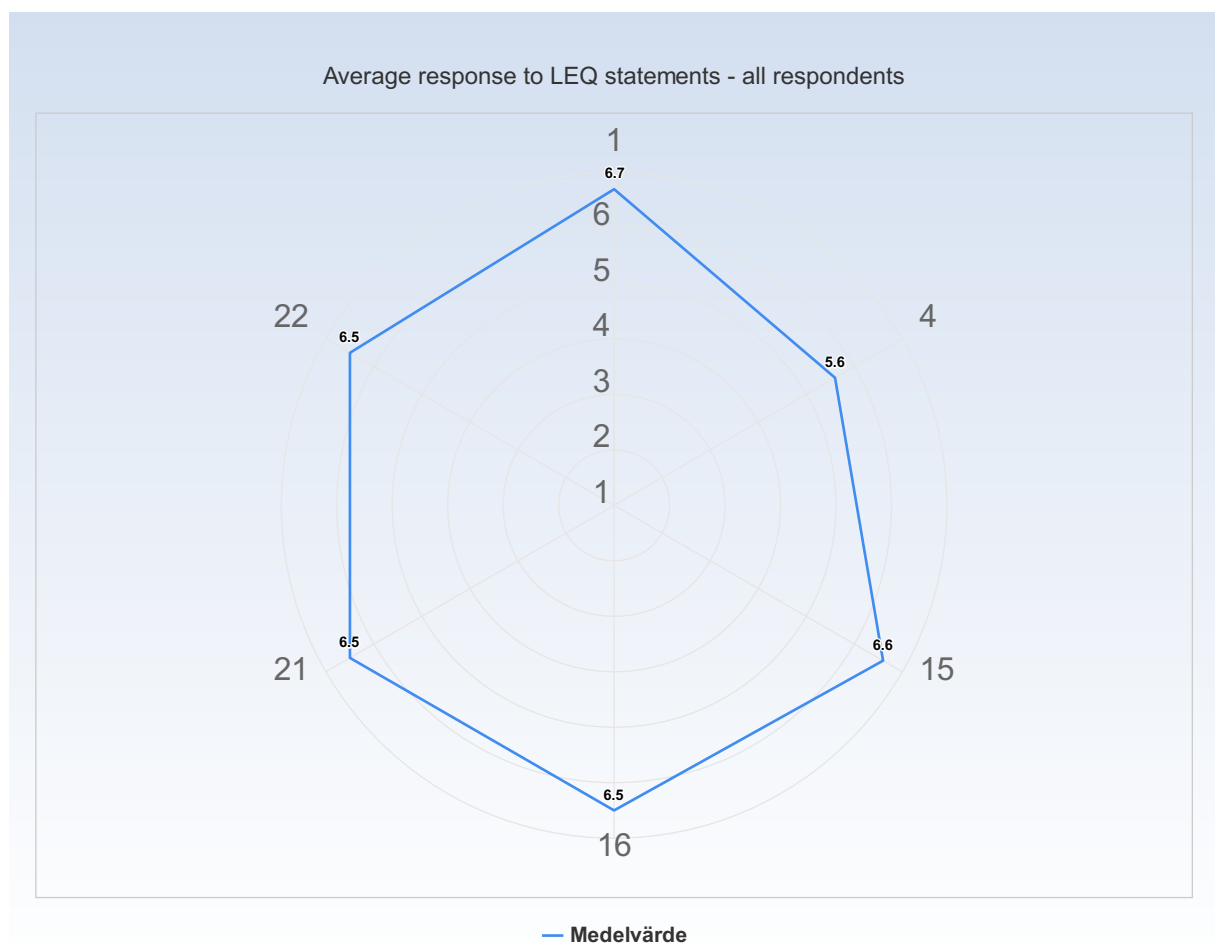
Beroende på vilken del i kursen var det mer eller mindre.

# 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.

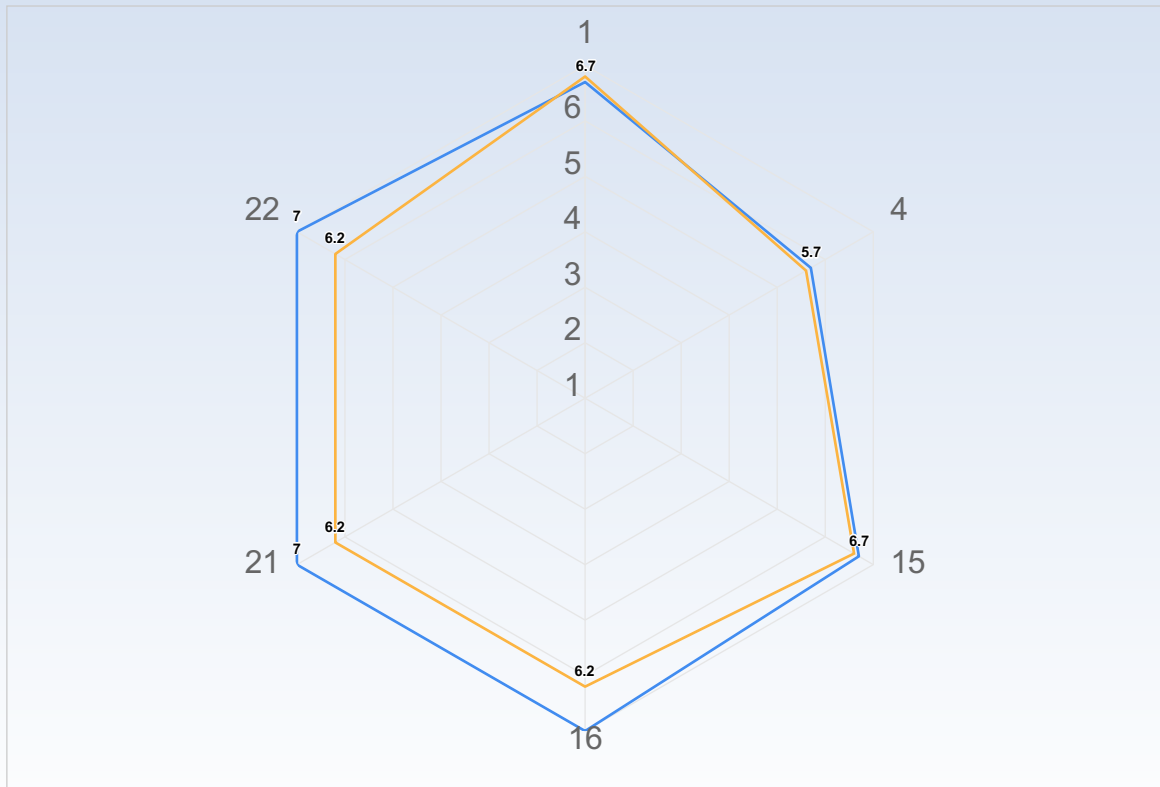
Biggs J. & Tang, C. (2011). *Teaching for Quality Learning at University*, Chapter 6, pp. 95-110. Maidenhead: McGraw Hill.

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.

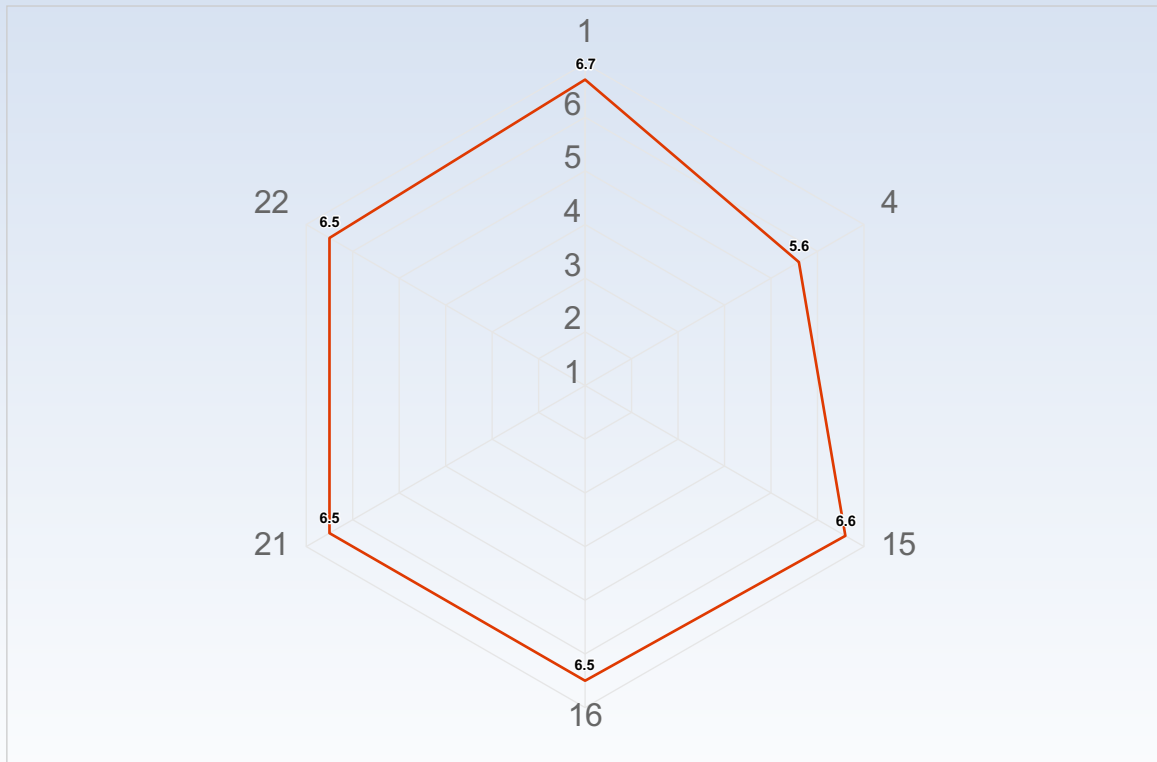
Ramsden, P. (2003). *Learning to Teach in Higher Education*, Chapter 6, pp. 84-105. New York: RoutledgeFalmer.

Average response to LEQ statements - per gender



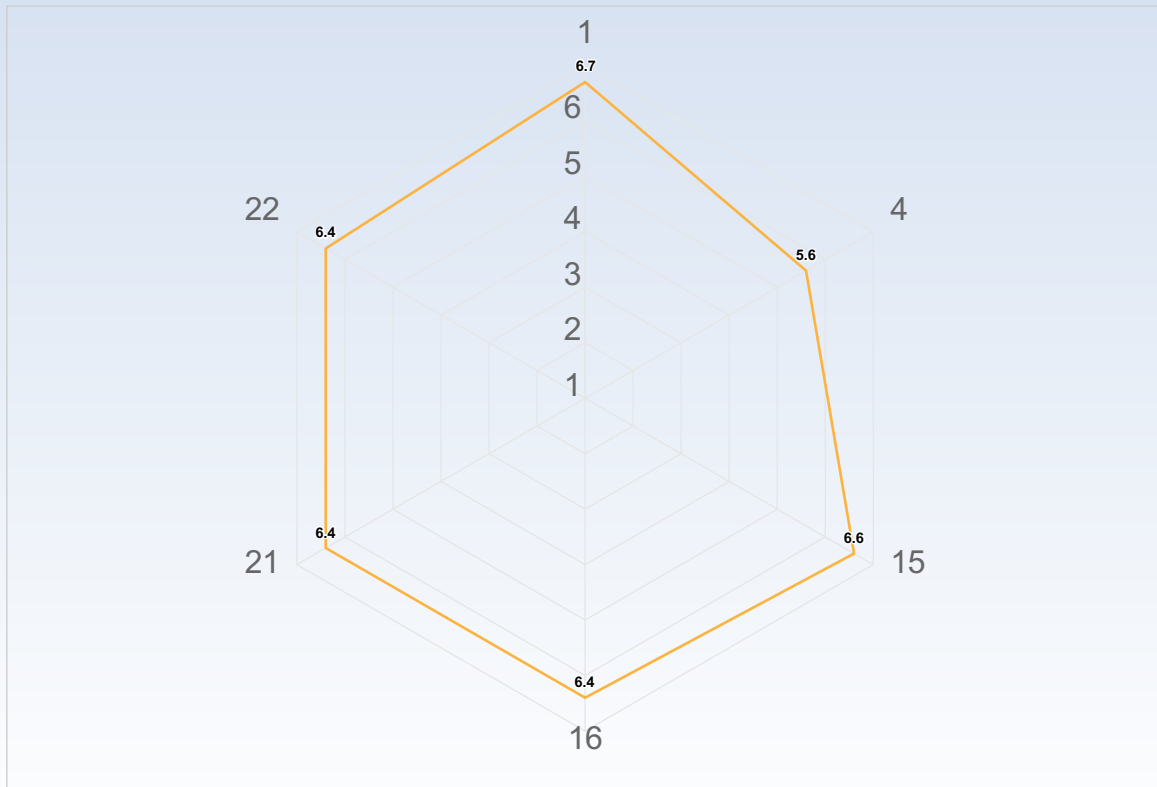
— Kvinna — Man — Annat — Vill ej uppge

Average response to LEQ statements - per type of student



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

Average response to LEQ statements - per disability



— Ja — Nej — Vill ej uppge

#### Comments

Comments (My response was: Ja)

Dyslexi men det spelade ingen roll, lite jobbigt med alla texter så ibland läste man inte allt.

## GENERAL QUESTIONS

What was the best aspect of the course?

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

Studiebesöket, föreläsningarna i början och teknikprojektet.

Att få tillämpa teorin i verkligheten.

Den var bred, inte för specifik på en sak.

Roliga frågeställningar, roliga och intressanta ingenjörsaspekter gick igenom.

Intressanta föreläsningar och studiebesöket.

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

Föreläsningarna om de olika farkost-slagen m.m var intressanta. Väldigt intressant studiebesök, kul med något lite annorlunda som fortfarande är relevant för det vi jobbar med.

Att det fanns en stor bredd på innehållet, känns nyttigt och relevant.

Teknikprojektet

What would you suggest to improve?

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

Fler studiebesök, eller representanter från företag

Projektarbetena var väldigt dålig schemalagda. Informationsflödet från handledarna till eleverna fanns praktiskt taget inte. Jobbigt att planera när informationen inte ges.

Mer djupgående undervisning vad gäller JML.

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

Tydligare på de de uppgifter, som tex etiken, där man ska läsa mycket. Hade varit bra om det stått innan hur mycket text det är, blir lättare att planera sin vecka då.

Tydligare planering av ramarna för projektarbetet (sista inlämningsdaum, dag för muntlig rdv etc).

Upplägget på teknikprojektet. Personligen tycker jag det bör vara ett projekt där eleverna lär sig att hantera projekt överlag. Den tekniska aspekten bör vara en positiv bi-produkt eftersom vi ej sitter på särskild djup teknisk förståelse vid det laget.

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)

Ha roligt.

Läs mycket och var disciplinerade.

Bli godkänd

Maila projekt-handläggarna konstant och fråga om tider för inlämningar etcetc.

Se det som en möjlighet att upptäcka vilka potentiella områden som man kan jobba med i framtiden. Gå på föreläsningarna och njut av en undervisningsform där man kan fokusera på lära sig istället för på prestation.

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

Gå även på det som inte är obligatoriskt, det mesta är väldigt intressant och hjälper en hitta nya perspektiv till andra kurser.

Gå på föreläsningarna! Roliga och intressanta!

Teknik-projektet blir vad man gör det till. Gör det engagerat, då blir det riktigt kul!

Is there anything else you would like to add?

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

Det har varit ett nöje att få gå denna kurs.

Nej

Tack för kursen!

## SPECIFIC QUESTIONS

## RESPONSE DATA

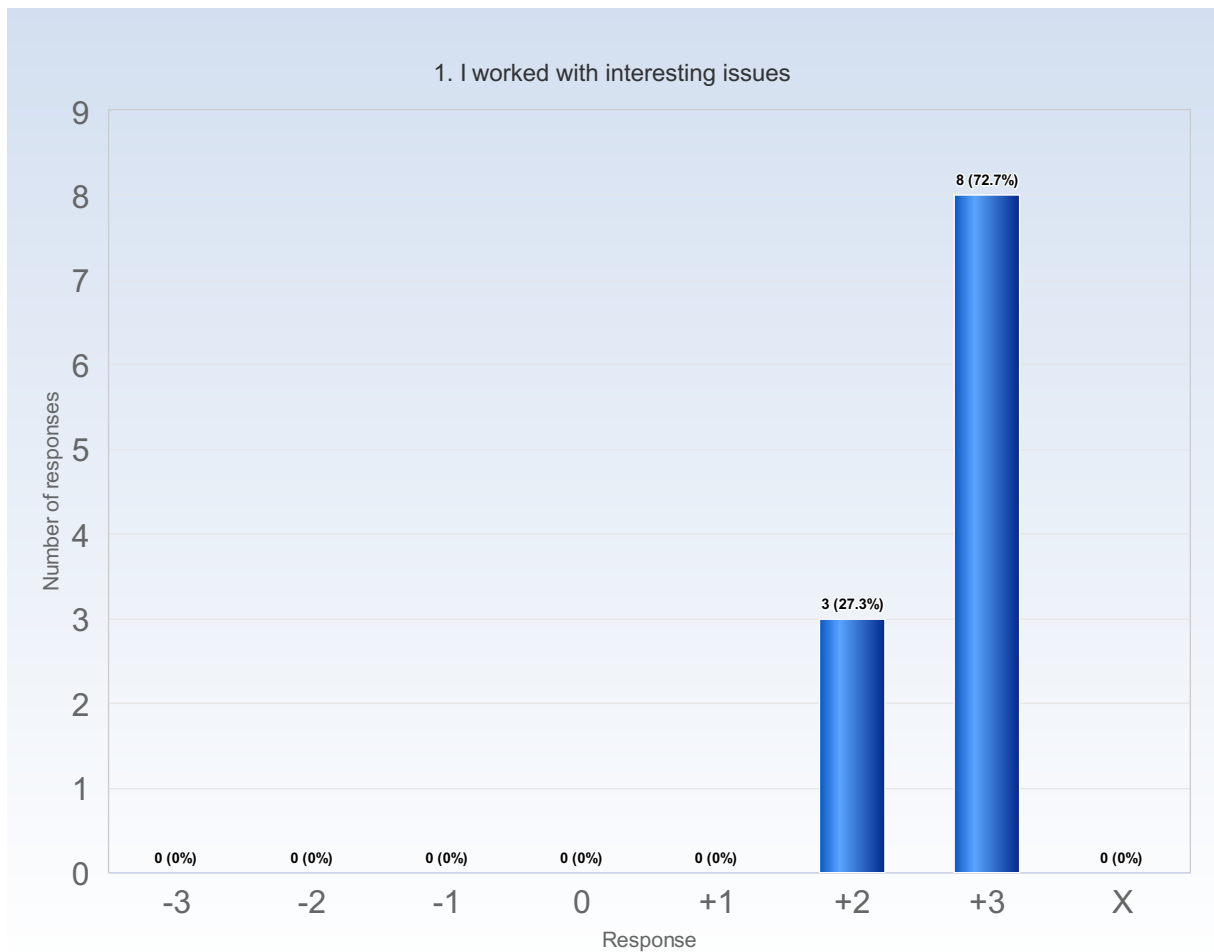
The diagrams below show the detailed response to the LEQ statements. The response scale is defined by:

-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



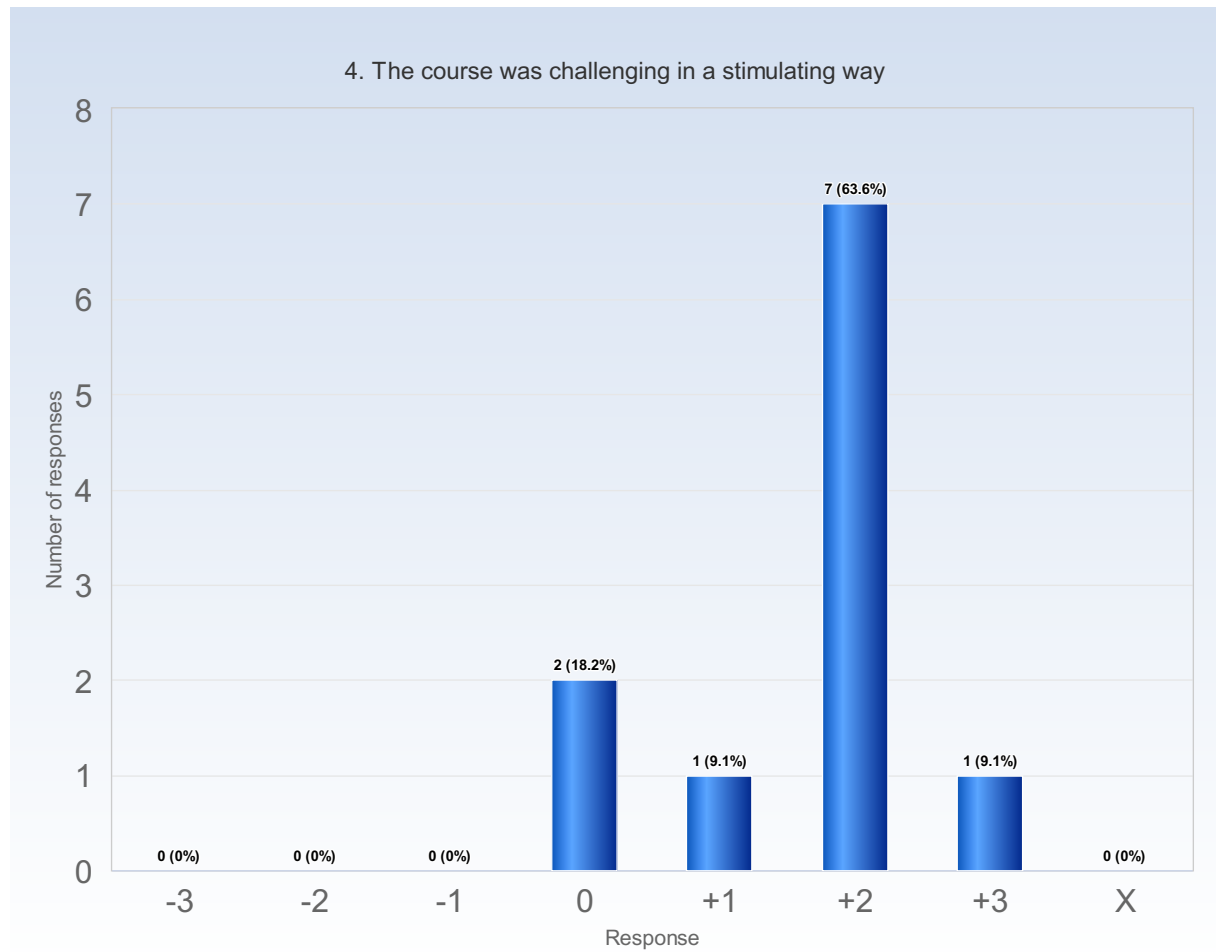
## Comments

Comments (My response was: +2)

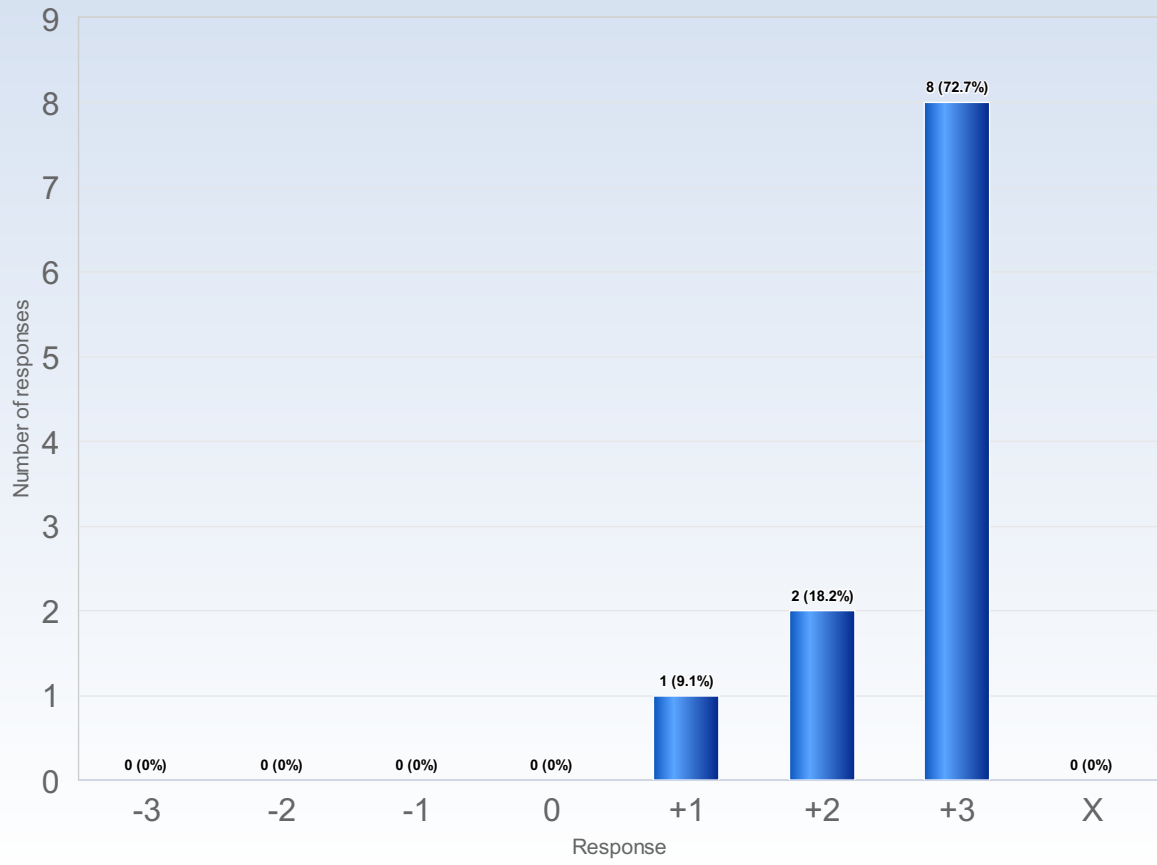
Ibland blev det lite för generella frågeställningar

Comments (My response was: +3)

Frågeställningarna ligger i fas med samtiden.

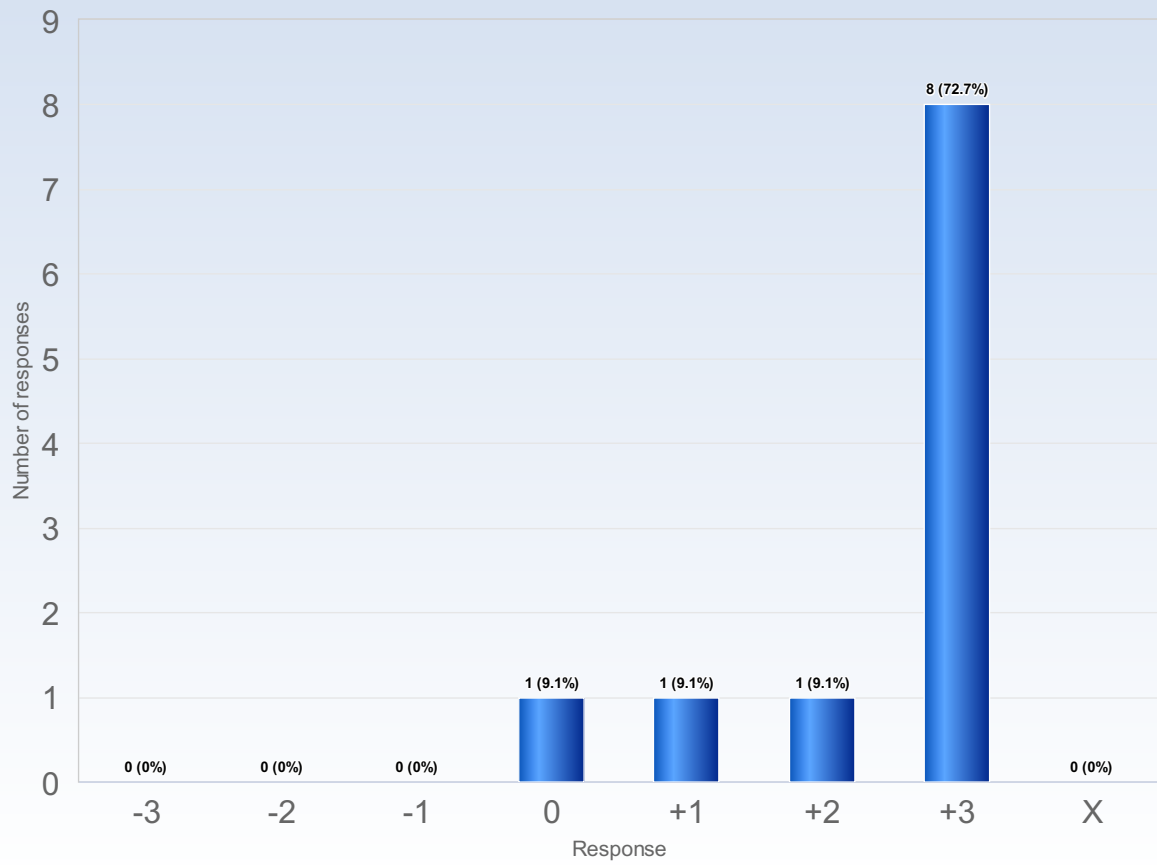


15. I was able to practice and receive feedback without being graded





16. The assessment on the course was fair and honest

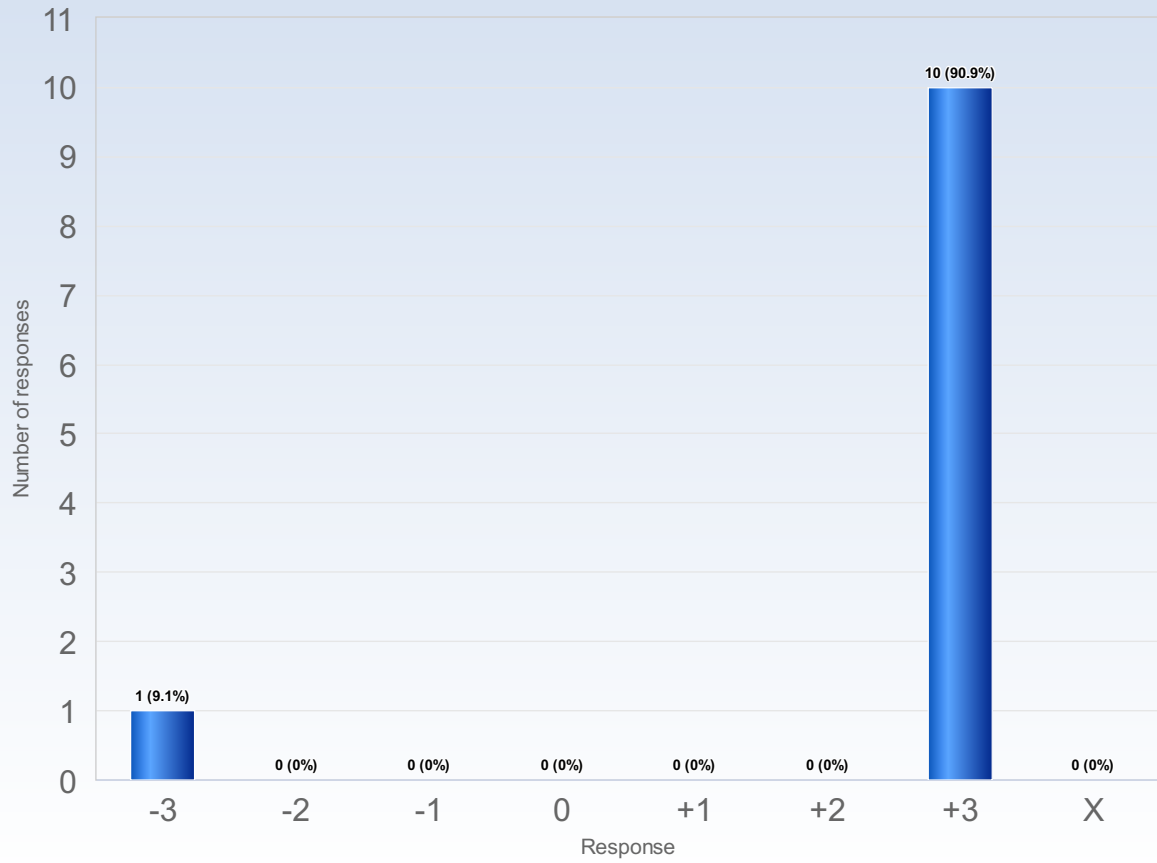


Comments

Comments (My response was: +1)

Projektet kändes inte rättvist, vissa projekt verkade lättare och vissa svårare

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

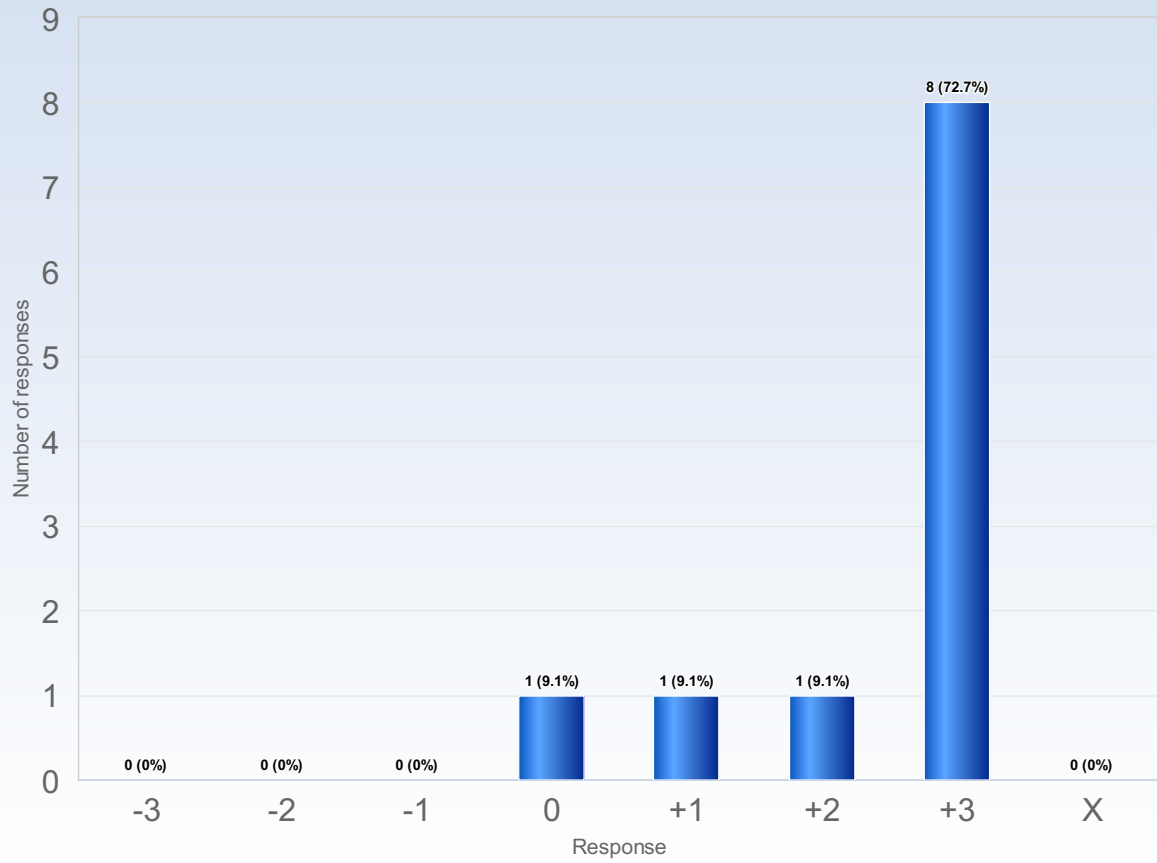


Comments

Comments (My response was: +3)

Det var roligt att få resonera kring aktuella frågor med mina klasskamrater.

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



Comments

Comments (My response was: +3)

Bra kontakt med lärarna. Lätt att få återkoppling samt svar på funderingar.