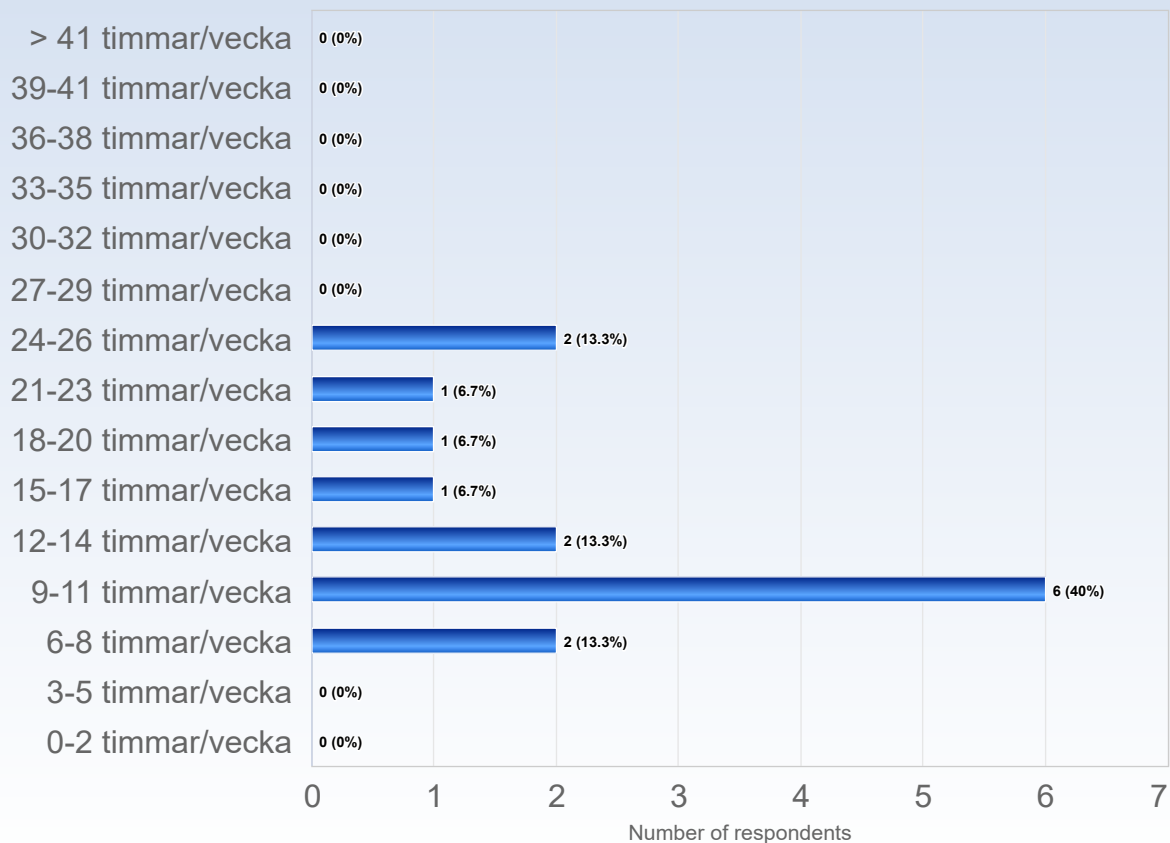


SD2125 - 2023-01-20

Antal respondenter: 81
Antal svar: 15
Svarsfrekvens: 18,52 %

ESTIMATED WORKLOAD

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



Comments

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

Well-balanced.

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

Very balanced and corresponding to number of given credits.

Arbetstimmarna varierade kraftigt beroende på om en laborations uppgift skulle vara klar den veckan eller inte.

Comments (I worked: 12-14 timmar/vecka)

Of course studying for the exams brought up the average, but preparing for the seminars had the lions share of the work load.

Det var en ganska skön kurs att ha. Den var mer praktisk än många andra och då går "pluggtiden" fortare.

Comments (I worked: 15-17 timmar/vecka)

Mycket arbete, men det kändes värt det för man lärde sig det som var tänkt

Comments (I worked: 21-23 timmar/vecka)

Home assignments took an absurd amount of time to complete, but for the wrong reasons. Reasons why I will give below in the coming windows.

Comments (I worked: 24-26 timmar/vecka)

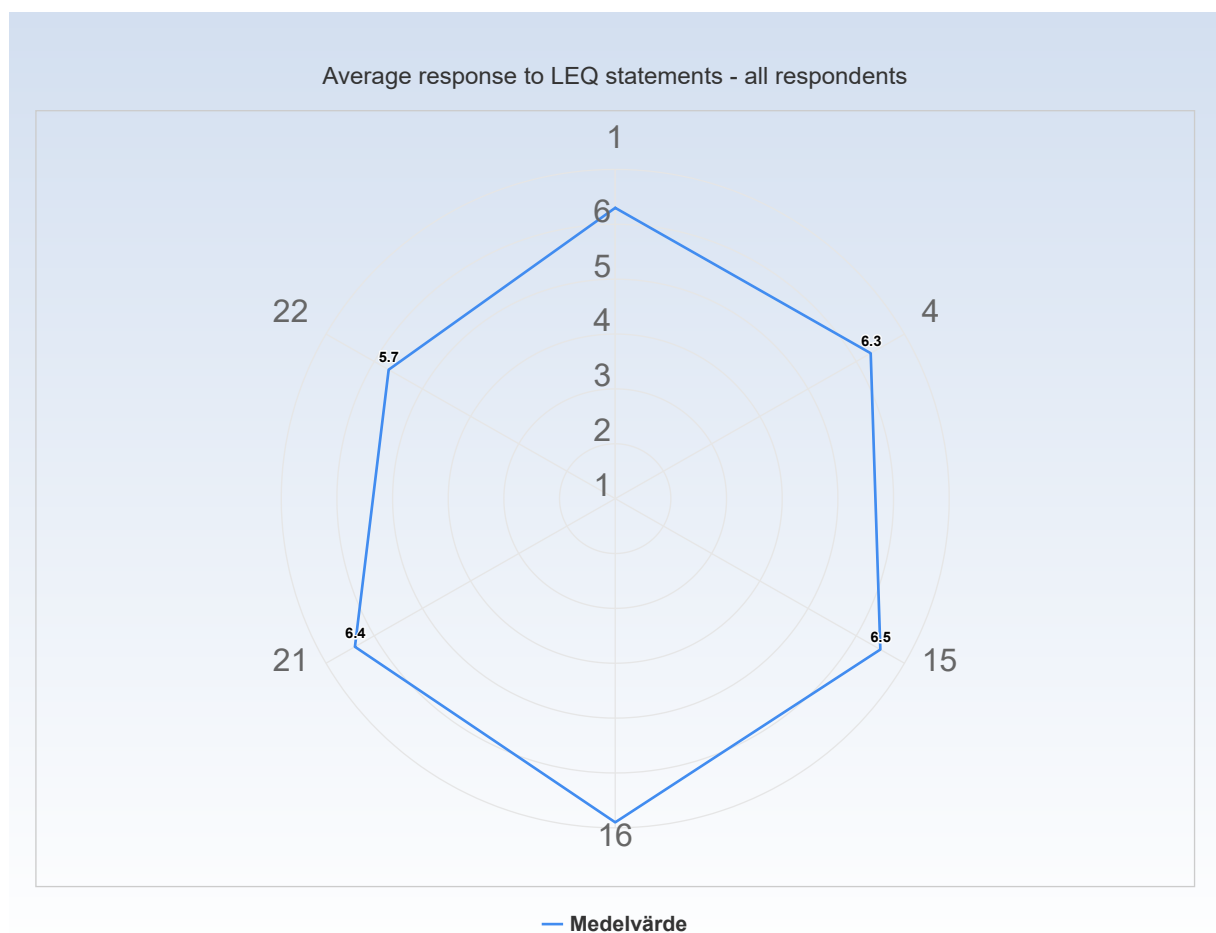
Some lab assignments took a lot of time to complete. I read and took notes from the course literature.

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.

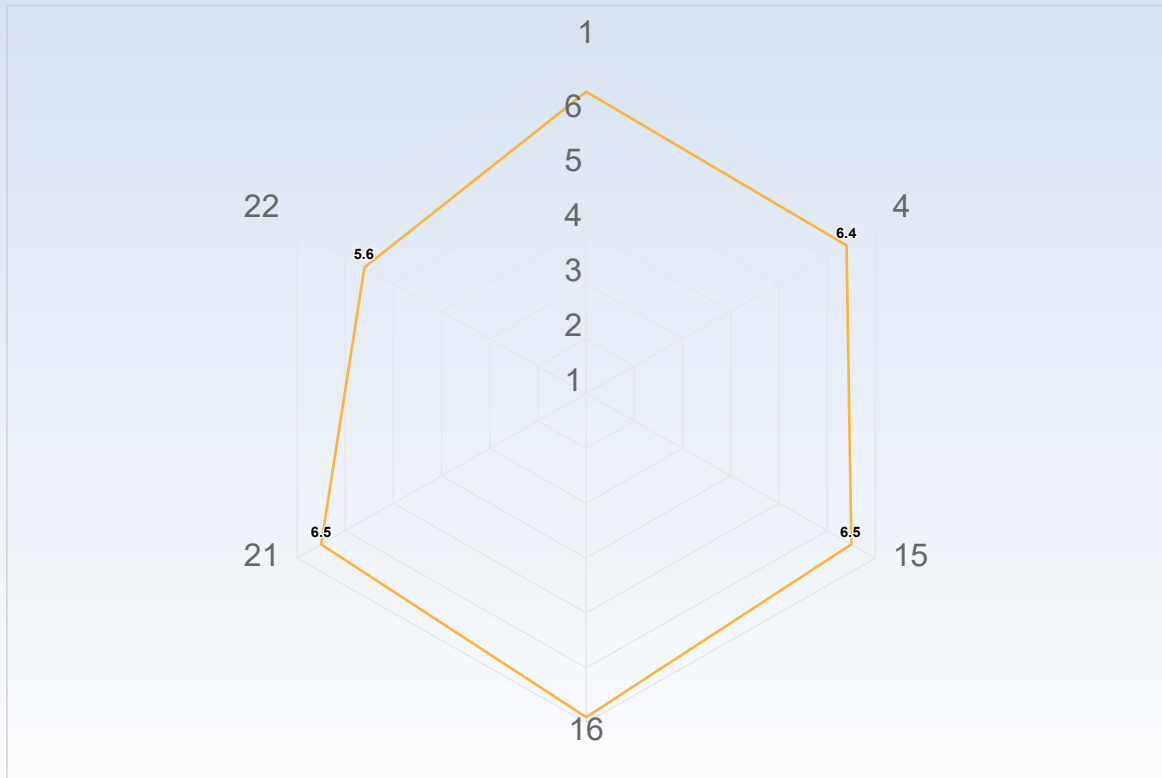
Biggs J. & Tang, C. (2011). *Teaching for Quality Learning at University*, Chapter 6, pp. 95-110. Maidenhead: McGraw Hill.

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



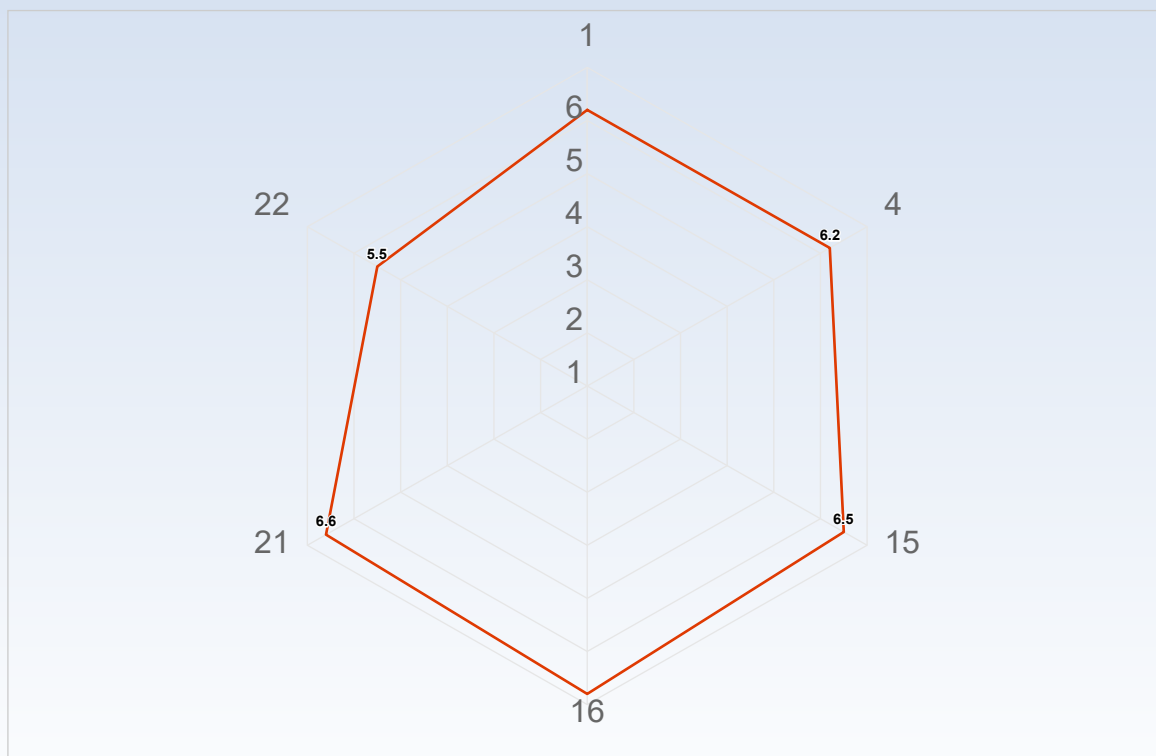
— Kvinna — Man — Annat — Vill ej uppge

Comments

Comments (I am: Man)

No influence

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

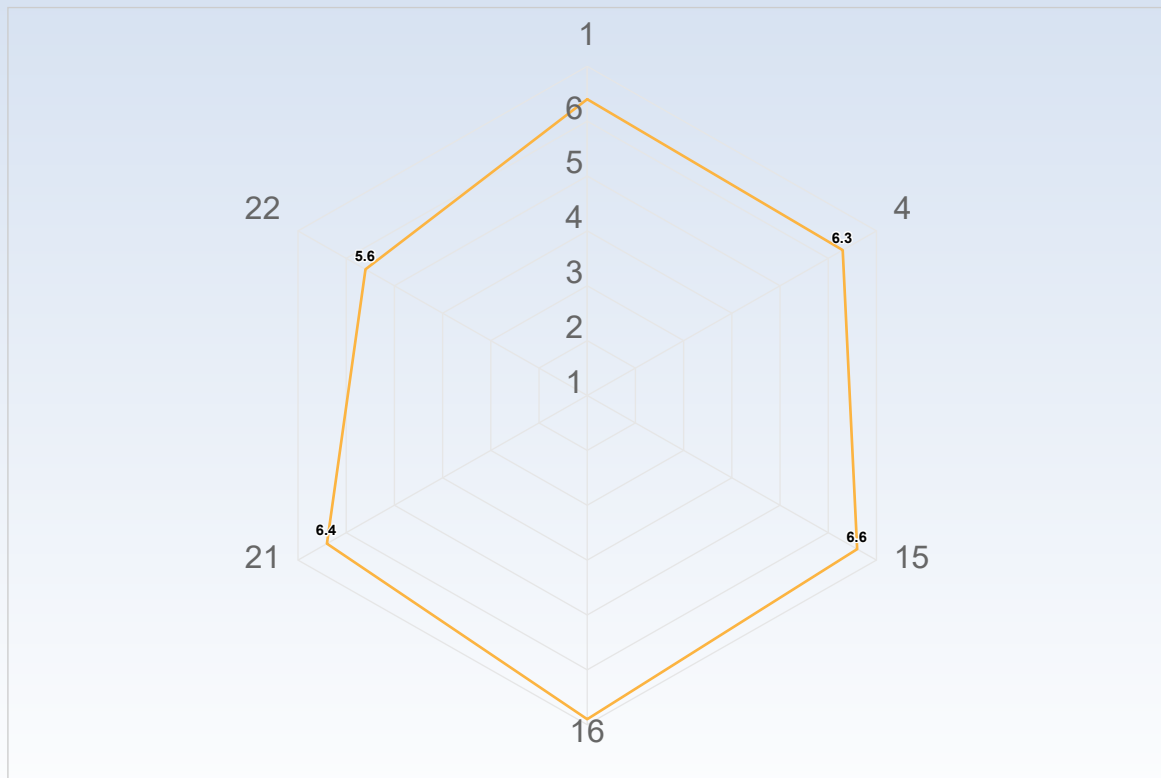
Comments (I am: Svensk student i årskurs 1-3)

Detta är den första helt engelskspråkiga kurs som flera av oss läser och i kombination med det något annorlunda kursupplägget kan det vara lite ovant i början.

Comments (I am: Annan typ av student)

Single - course student

Average response to LEQ statements - per disability



— Ja — Nej — Vill ej uppge

Comments

Comments (My response was: Ja)

The course worked well from a dyslectic point of view.

ADD- hard to read books in the format of the course book

Comments (My response was: Nej)

Ingen riktig diagnos, men lutar mycket mot ADHD i flera sammanhang och tycker att det är ett bra upplägg. Strukturerat och man "tvingas" arbeta varje vecka med kursen.

GENERAL QUESTIONS

What was the best aspect of the course?

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

How much we actually got to use the methods we were learning.

The seminars and related tasks.

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

That I was able to participate in it even though I am a full time working person.

Seminars after each homework were a very good opportunity to clarify every misunderstanding that I could have.

Karl Bolin

That we got a good understanding of different things we previously had learned a bit about before, for example how Fourier transforms is used.

The seminars were good for learning

All theory was very directly linked to interesting application that we got to engage with. The assignments and associated seminars worked really well for me and my friends and would be a course layout that I would like to see in other courses

What was the best aspect of the course? (I worked: 12-14 timmar/vecka)

The fact that you'd have to google and find much information on your own for the labs was a good thing.

Att vi fick ha en tillämpad kurs där vi verkligen får använda det vi lär oss, det gillar jag starkt. Jag lär mig väldigt bra när jag får klura ut hur jag ska använda en metod och sedan analysera resultatet. Nu har jag äntligen lärt mig om fourierserier och transformen, något som släpade i diffkursen tyckte jag.

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

Det uppmuntrade till ett sätt att lära sig som passar mig. Genom att försöka lösa inlämningsuppgifterna kunde jag varva programmering med att läsa och fundera vilket gjorde att jag kunde fokusera längre än om jag bara läste

What was the best aspect of the course? (I worked: 18-20 timmar/vecka)

Great course, the best so far at KTH

What was the best aspect of the course? (I worked: 21-23 timmar/vecka)

Probably that most work was done in Matlab which I prefer over writing. Another positive was that one didn't have to waste a lot of time on writing a nice/structured report, but could focus on the important parts, that is the actual result.

I respect that partial exams and final exams were corrected at an incredible pace compared to most courses.

What was the best aspect of the course? (I worked: 24-26 timmar/vecka)

To apply theory on real problems and learn matlab.

What would you suggest to improve?

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

Coming from an environment of bachelors courses, it would be helpful to make it clearer that the student has more personal responsibility than usual. It was also a bit difficult to know where to look for course material and which of it was relevant at the time.

More exercises to train on, the older exams were too few to properly train on and grasp what you needed to know.

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

It would be nice to be able to participate in seminars also in online form.

More lectures

A bit more opportunities to ask people that have knowledge in the programming aspect of the course, one easily gets stuck.

Access to more previous exams

Parts of the course literature was a bit disappointing in regards to layout and typesetting. Additionally, some topics like filter-banks and interoperation of skewness+kurtosis were also too vague.

What would you suggest to improve? (I worked: 12-14 timmar/vecka)

The exam felt that it tested the ability to cite the course book rather than really understanding the content (whether there is a difference is another question).

Jag hade gärna sett en svenskspråkig asse

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

Det är lite konstigt att datorövningarna sker i vanliga klassrum eftersom detta förutsätter att alla studenter har en egen laptop. Det följer inte tanken om breddad rekrytering.

What would you suggest to improve? (I worked: 18-20 timmar/vecka)

The lab workshops could include a walkthrough with hints on how to get started.

What would you suggest to improve? (I worked: 21-23 timmar/vecka)

A lotttttttt more instructions in the home assignments. You absolutely need to have some form of matlab appendix. Alternatively have pre-recorded video instructions/examples on similar problems. Also it would be better to have online help with break-out rooms. My most frustrating recurring theme in this course is that I get stuck on some small matlab implementation, something really really easy, but it takes 2-4 hours of googling, watching youtube videos, basically looking everywhere outside the course before I could find a simple solution. The Home assignment instructions are super basic and almost assume you already understand how to do everything. With a matlab appendix included in each home assignment with some basic instruction on useful methods one could easily cut the time required to do the home assignment in half. With then some more extensive instructions or example one could cut it in half again. Even after one has spend an absurd amount of time to try and understand something which is in fact quite simple, you still don't even know if it is correct. There are so many times I got stuck on something, where just one additional sentence of instruction could have saved me hours. All that extra time could have gone to learn more, rather than wasted searching half the internet. This course felt more an exercise in information gathering.

The course book itself is also like most books in KTH almost useless. It's not until after you've done the entire course you even begin to understand half of what you are reading. A lot of questions from the exams had some super short answer in the book with almost no explanation. It felt like you just had to memorize certain answers without any real understanding of it. Which ties in to my next point.

I feel like every teacher at KTH completely underestimates how much students use old exam answers to learn. As the course books in general rarely provide insight unless you are already at professor level, suggested answers to old exams is the primary method of learning and understanding, which is why I don't understand why so many of them (not all of course) were so lazily created and had tons of missing information? Don't just say "graph of correct answer", make and show the graph, explain. On any question where the answer is just a simple sentence, explain further. On any example solution, don't assume the student understands everything already, explain in detail what steps were taken, what assumptions were made, why and how.

Regarding the correcting of home assignments, the people correcting them often missed multiple important things, also having the first HA corrected by the time we were already supposed to be done with the third, is useless. Feedback should be given either right before the seminar for that HA, or right after, with the ability to ask questions if necessary.

What would you suggest to improve? (I worked: 24-26 timmar/vecka)

Add excercises sessions and a compendium of tasks to the course.

What advice would you like to give to future participants?

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

Most of the learning happens while doing the home assignments, so take your time and do them properly.

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

Be active on seminars and ask questions even if you think it might be stupid. That's the best way to understand the subject.

Gör HA noggrant

Do all the assignments and be involved in the discussions, in that way one hardly has to study for the exam.

Really try to pass the partial exams

Take an hour or two for getting used to how matlab does its FFT and what scaling you need to use and why for rms and amplitude

What advice would you like to give to future participants? (I worked: 12-14 timmar/vecka)

This is a course where you have to find out stuff alone! Use google and read the course book thoroughly, the information given in the labpek is bit enough.

Lägg mycket tid på att förstå varje del av HA, för det är det innehållet som kommer på KSarna.

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

Det är värt att lägga ner tid på seminarieuppgifterna, för de hjälper även till KSarna

What advice would you like to give to future participants? (I worked: 18-20 timmar/vecka)

Enjoy the course!

What advice would you like to give to future participants? (I worked: 21-23 timmar/vecka)

Strap in and get ready for a frustrating learning experience. Save at least 3 full days, morning to night of studying, for each home assignment.

What advice would you like to give to future participants? (I worked: 24-26 timmar/vecka)

Remember that this doesn't only apply to sound vibrations.

Is there anything else you would like to add?

Is there anything else you would like to add? (I worked: 9-11 timmar/vecka)

In overall learning experience it was one of the best courses that I took at KTH.

Is there anything else you would like to add? (I worked: 12-14 timmar/vecka)

Bra gjort av Karl att rätta så fort! Det uppskattas

Is there anything else you would like to add? (I worked: 21-23 timmar/vecka)

I passed the home assignments and exams with more than satisfactory results considering my goals. One could argue that in the end, all went well but in my opinion it is unnecessary for a course to take up a factor of 2-3 times as much time as it actually would need. I even only studied 12/15HP this period, and I still felt stressed for each home assignment. It is absolutely crazy to me that a few hours of a teachers' /course-responsibles' time in course-improvements (mentioned above) could save a few dozen hours PER student over the span of a course. It did not have to be anywhere near as frustrating as it was, and I could've learnt a lot more in the time I spent, or used that extra time to do other things in my life.

Lastly, don't take any of this personally. Almost all KTH courses are incredibly inefficiently structured.

SPECIFIC QUESTIONS

RESPONSE DATA

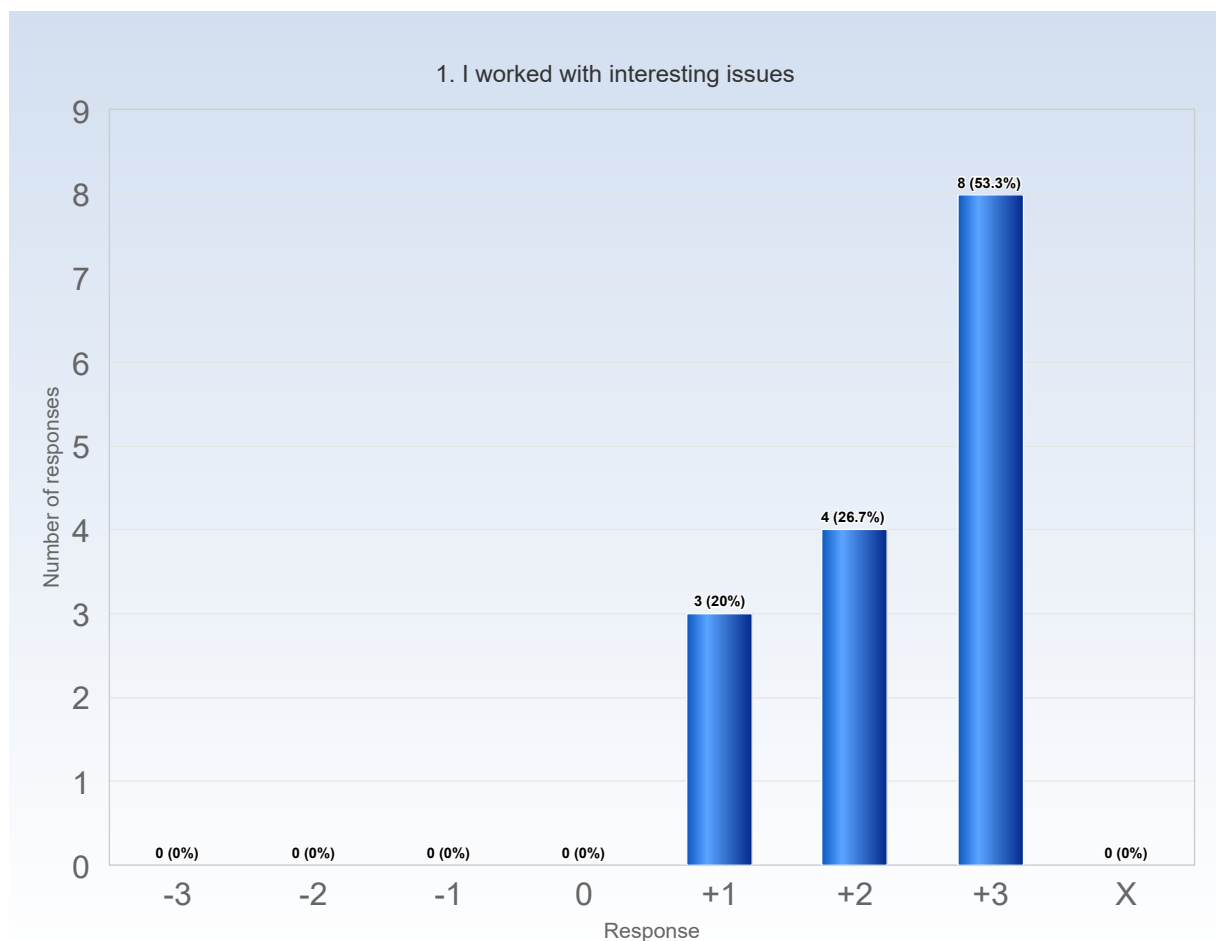
The diagrams below show the detailed response to the LEQ statements. The response scale is defined by:

-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

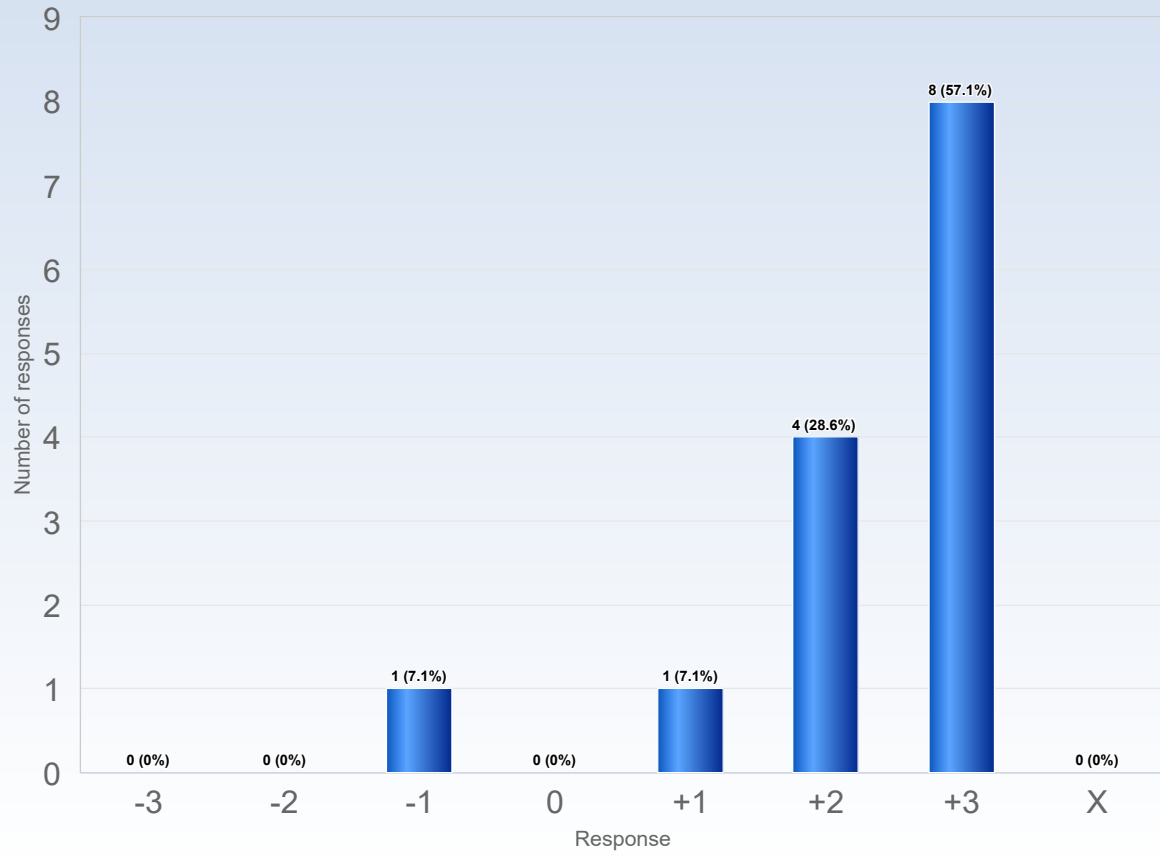


Comments

Comments (My response was: +2)

Remember to tell the students that this does'nt only apply to sound and vibrations. The theory from this course can be applied to other areas.

4. The course was challenging in a stimulating way

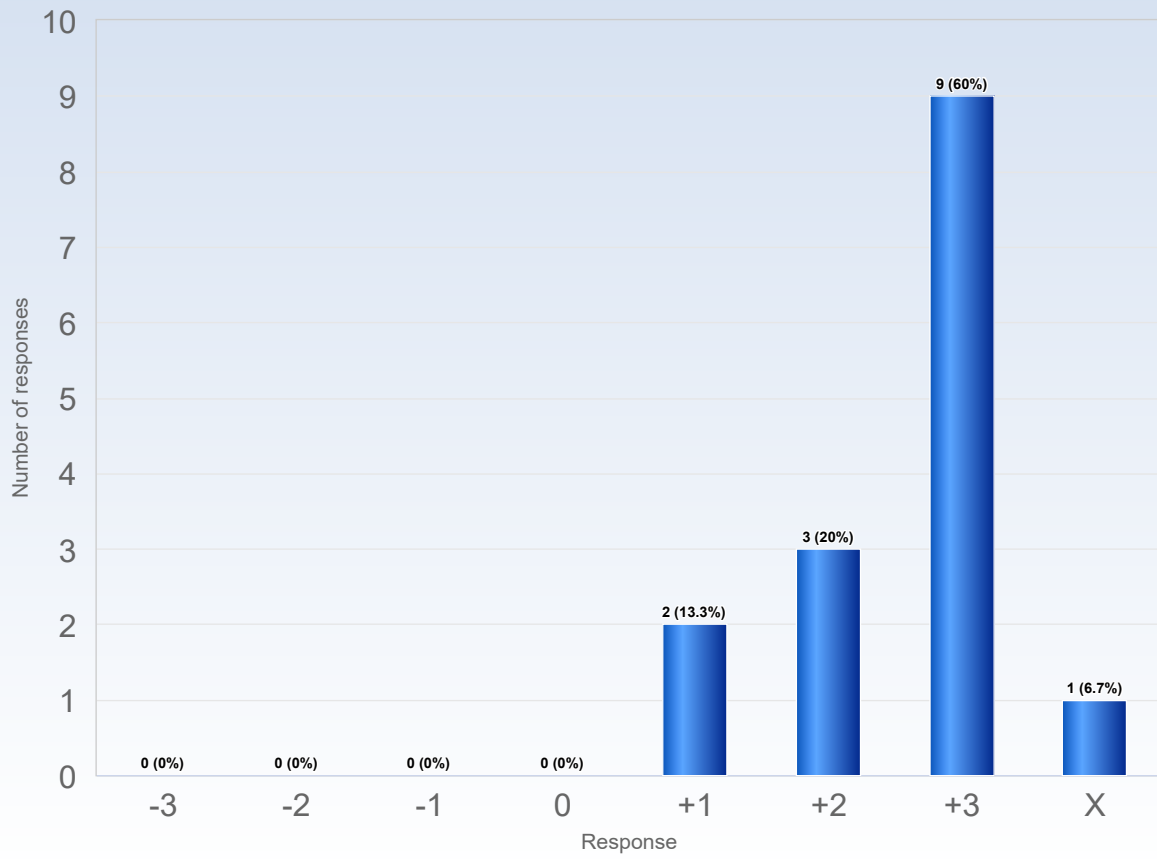


Comments

Comments (My response was: -1)

Most time was wasted figuring out something basic, mostly because lack of instruction and help

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

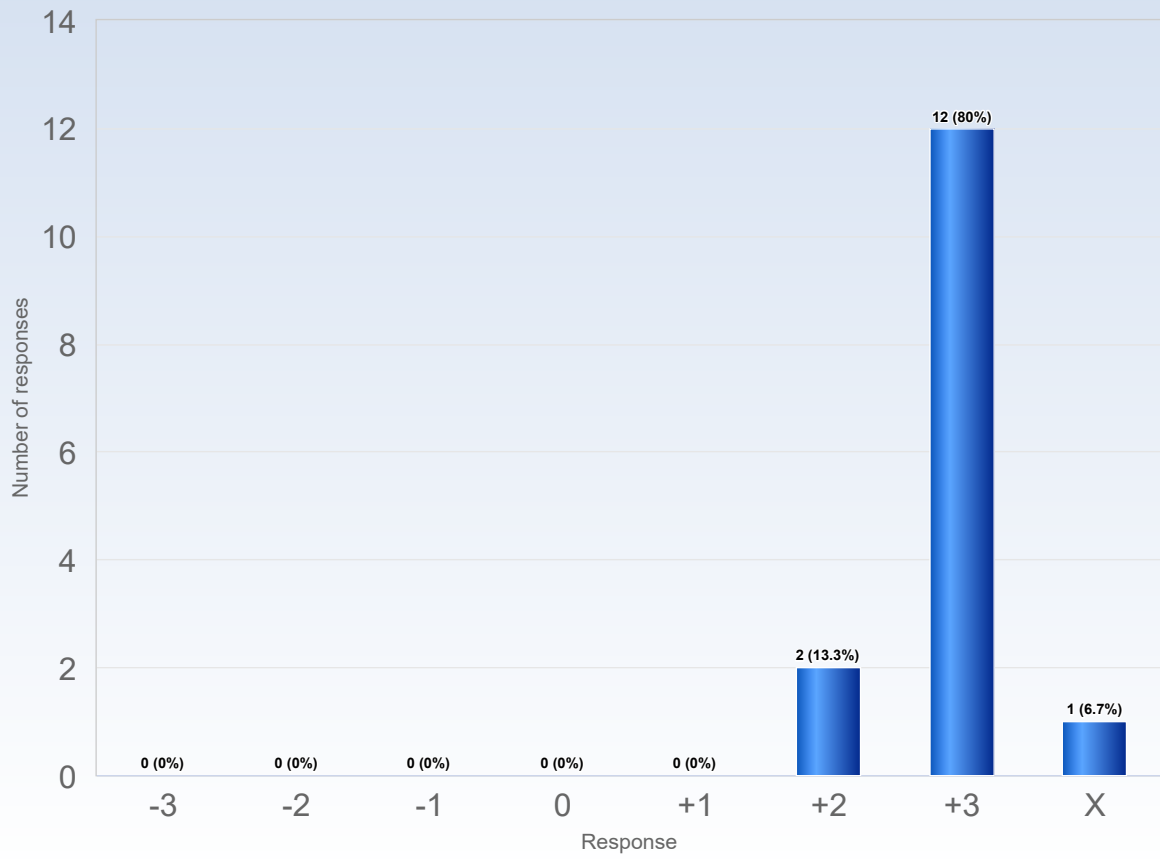


Comments

Comments (My response was: X)

I wish it was reverse, we needed our Home assignments graded to understand what was wrong and what wasn't but they were graded so insanely late that it barely helped.

16. The assessment on the course was fair and honest

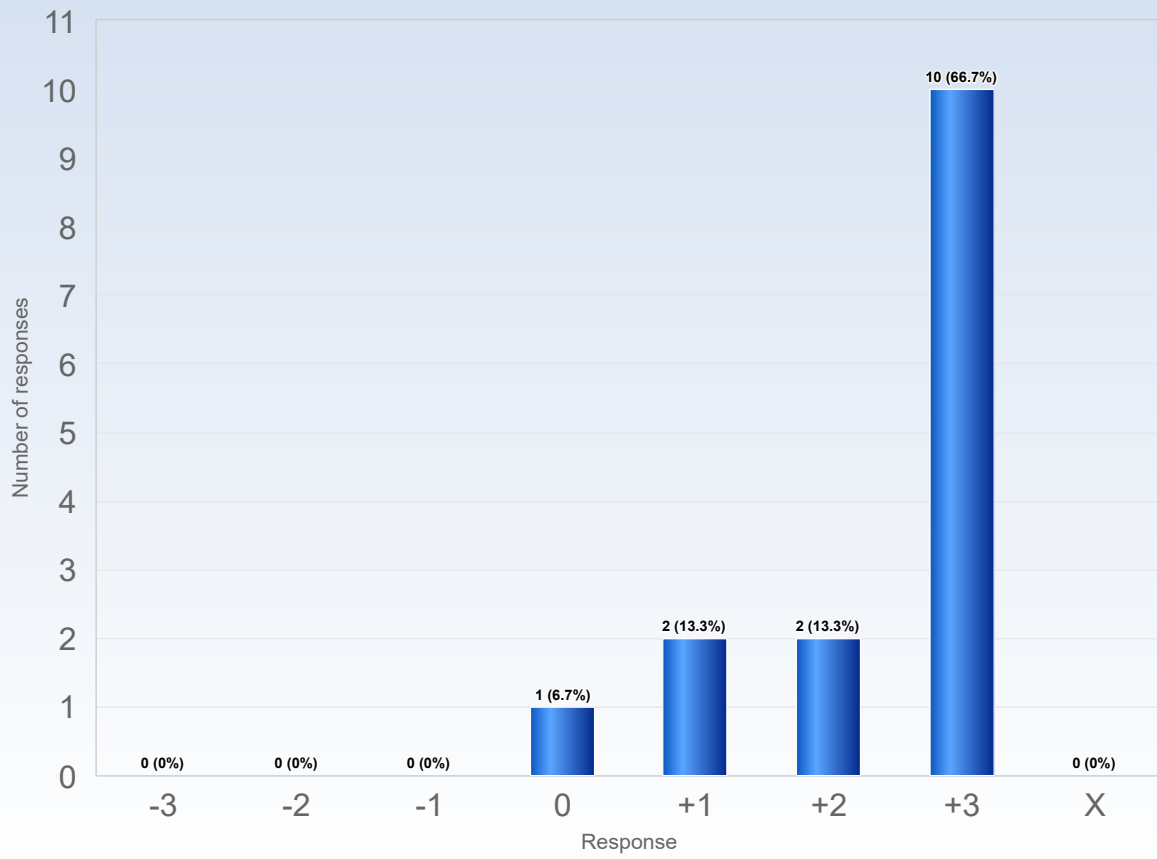


Comments

Comments (My response was: +2)

The correction of the labb assignments depends alot on who is correcting it.

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



Comments

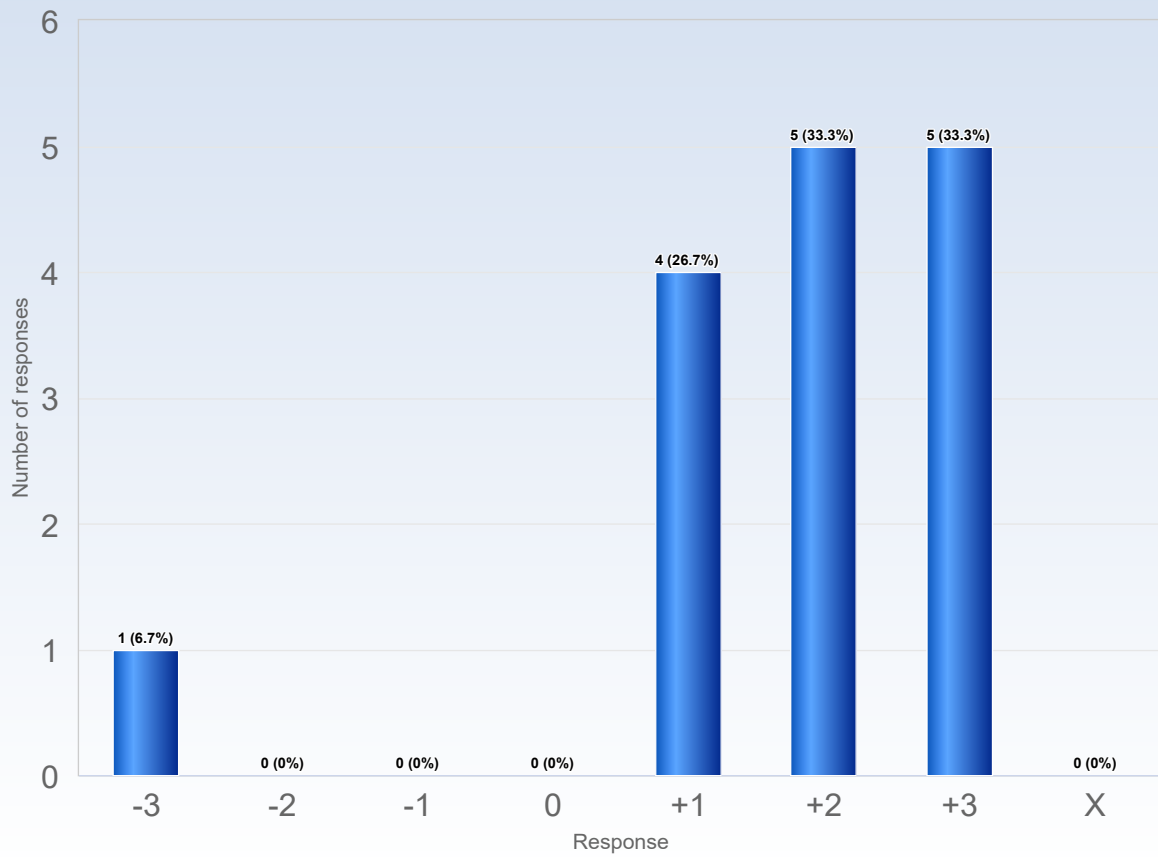
Comments (My response was: 0)

You had to seek partners by yourself

Comments (My response was: +3)

You learn alot from each other.

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



Comments

Comments (My response was: -3)

Close to non-existent

Comments (My response was: +1)

Det kunde vara svårt att få tag i en labasse under frågetillfällena och jag är lite missnöjd med vissa förklaringar också. Vi saknar dessutom feedback på en uppgift vi kompletterade