Kursanalys för SK2711, HT18

Datum för kursanalysen	2020-01-27

Sida 1: **Kvantitativ analys**

Läsår:	2019
Läsperiod(er):	HT

Kursansvarig:	Vladislav Korenivski
Lärare: Föreläsare	Vladislav Korenivski
Övningsassistenter	Vladislav Korenivski
Labbassistenter	-
Övriga inblandade lärare	-

Antal registrerade studenter	26 st
Prestationsgrad,* % (t.o.m. ovan datum)	88 %
Examinationsgrad, %** (t.o.m. ovan datum)	88 %

* Antalet presterade poäng hittills på kursen dividerat med antalet möjliga poäng för de registrerade studenterna vid gällande datum.

** Andel studenter av de registrerade som klarat samtliga kurskrav vid gällande datum.

Course home: www.kth.se/student/kurser/kurs/SK2711; www.kth.se/social/course/SK2711

Sida 2: **Kvalitativ analys**

Kursens pedagogiska utveckling

Redogör för eventuella förändringar införda utifrån förra årets kursanalys.

This was the second time the course was given. There was certain flexibility in the choice of topics at the start of the course, which solidified during the course with the help of the students, who via their in-class feedback helped the teacher focus some of the topics. The textbook generally worked well, although some of the chapters and sections required additional attention and were re-worked through the lecture notes. Overall, the course layout is judged to have been appropriate. Continuous formative feedback was implemented with weekly quizzes eligible for bonus points.

Studenternas syn på kursen

Redogör för studenternas syn på kursen (dokumenterad genom kursenkät, kursnämndsmöten, intervjuer och/eller annan lämplig metod).

An online form gave 8 evaluations (pdf enclosed). The responses overall are good toward excellent, which does not motivate major changes for the next year. All parts of the course average between about 5.5 and 7 on the scale of max 7. Verbal feedback from students during the course, collected continuously, was generally positive, with minor criticism that often was statistically balanced (other students actually liked the 'criticized' parts).

Kursansvarigs syn på kursen

Sammanfatta hur utförandet och resultatet av kursen gått, samt tolka/analysera studenternas syn på kursen.

The course has proceeded as planned. Generally, the number of students enrolled and actually active in the course and those who successfully completed the tasks were as expected (this year 23/26 or 88%).

The students gave generally positive feedback. The specific topics and tasks mentioned as 'pros' and 'cons' in the course vary from student to student, approximately equally distributed between the various elements of the course. Nothing sticks out in particular (the LEQ pie-chart is essentially circular). The distribution appears normal, dictated primarily by individual preferences (description vs. explanation, practical versus theory, etc.).

Really enjoyed the class and the in-class discussions. Had some really motivated students who were open-minded to discuss some pretty diverse topics.

Förändringar inför nästa år

Föreslå vilka förändringar du planerar att göra för att främja kursens pedagogiska utveckling och kvalitet.

Even though the course is new, it appears to have been reasonably optimized from the start and was rather well received. No alarms observed in the feedback. No major changes are expected for 2020, except for perhaps adding some more seminar topics.

Longer term, we will consider enhancing the seminars, seemingly liked by some of the very motivated students, and perhaps even the workshop part. For this, we will likely aim to upgrade the course to 7.5 hp toward HT2020.

Will continue with formative feedback via quizzes during the course, which was well received this and last year, and attempt to adjust the material and lecturing to the class specifics as much as possible.

Overall, the fact that the number of students went from 16 last years to 26 this year is positive. It will be interesting to observe this dynamic next year as it reflect a significant aspect of students' feedback ('voting with their feet').
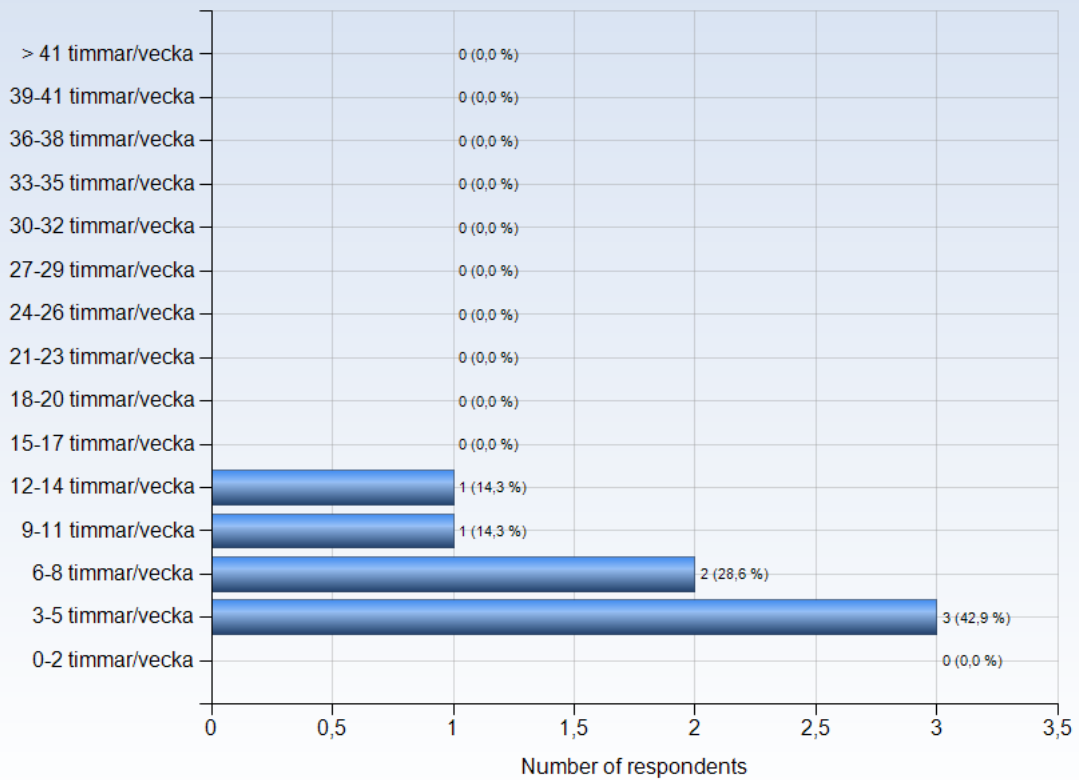
SK2711 - 2020-01-10

Antal respondenter: 27
Antal svar: 8
Svarsfrekvens: 29,63 %

ESTIMATED WORKLOAD

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

Hours/week	Respondents
> 41 timmar/vecka	0 (0,0 %)
39-41 timmar/vecka	0 (0,0 %)
36-38 timmar/vecka	0 (0,0 %)
33-35 timmar/vecka	0 (0,0 %)
30-32 timmar/vecka	0 (0,0 %)
27-29 timmar/vecka	0 (0,0 %)
24-26 timmar/vecka	0 (0,0 %)
21-23 timmar/vecka	0 (0,0 %)
18-20 timmar/vecka	0 (0,0 %)
15-17 timmar/vecka	0 (0,0 %)
12-14 timmar/vecka	1 (14,3 %)
9-11 timmar/vecka	1 (14,3 %)
6-8 timmar/vecka	2 (28,6 %)
3-5 timmar/vecka	3 (42,9 %)
0-2 timmar/vecka	0 (0,0 %)

Number of respondents

Comments

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

This course doesn't take too much time, however, I've learnt a lot of things !

Good

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

Appropriate amount of work, interesting additional "Seminars", easy to follow the chapters of the book, before doing the online quizzes

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:
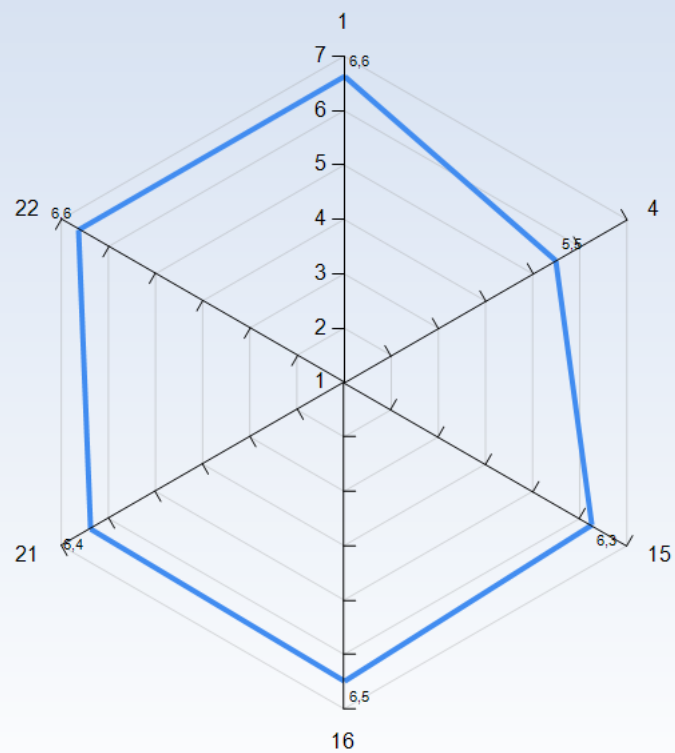
1 = No, I strongly disagree with the statement
4 = I am neutral to the statement
7 = Yes, I strongly agree with the statement

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 v3.1.4

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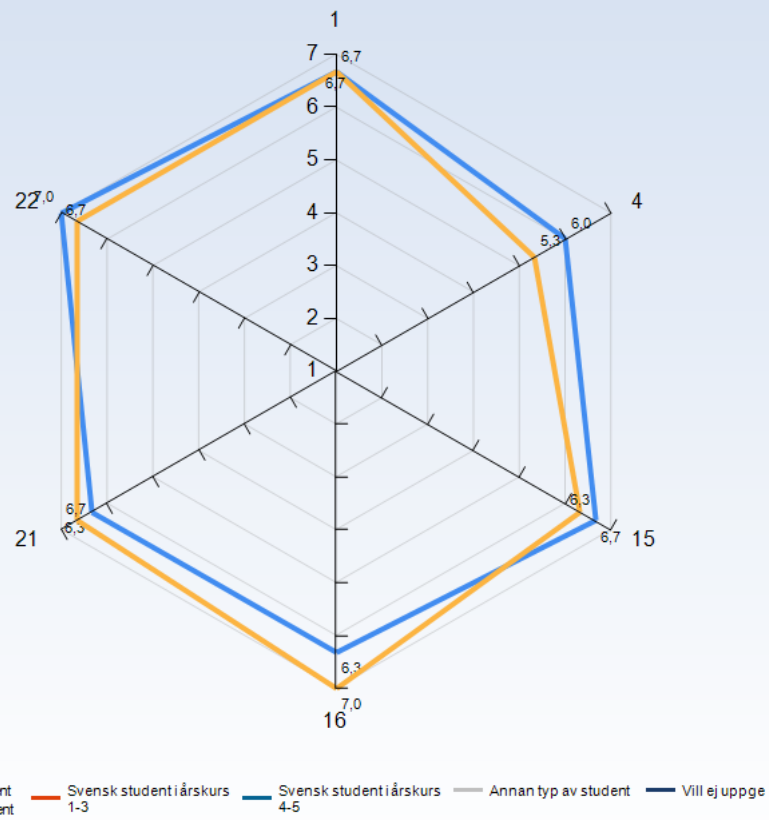
Ramsden, P. (2003). *Learning to Teach in Higher Education*, Chapter 6, pp. 84-105. New York: RoutledgeFalmer.

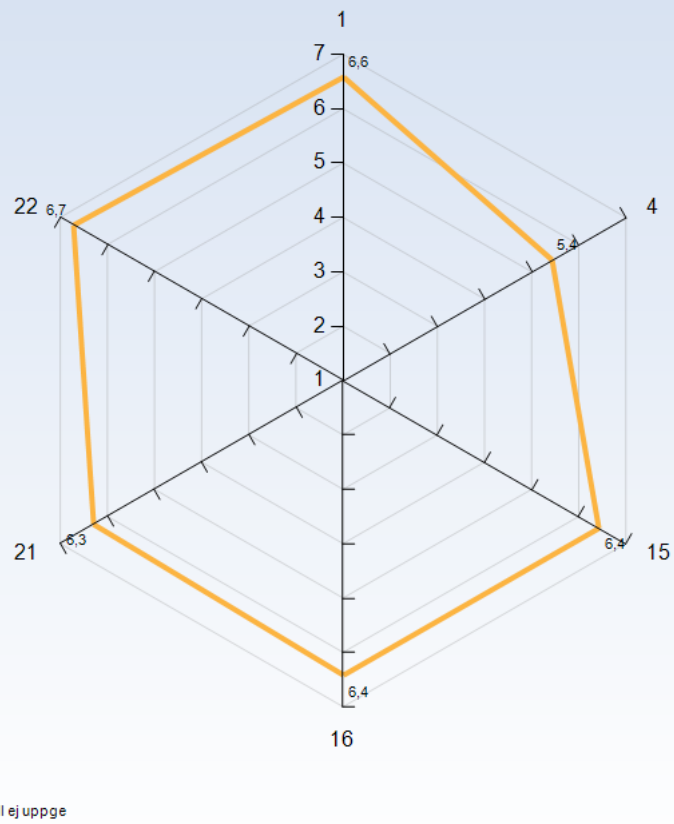Average response to LEQ statements - per gender
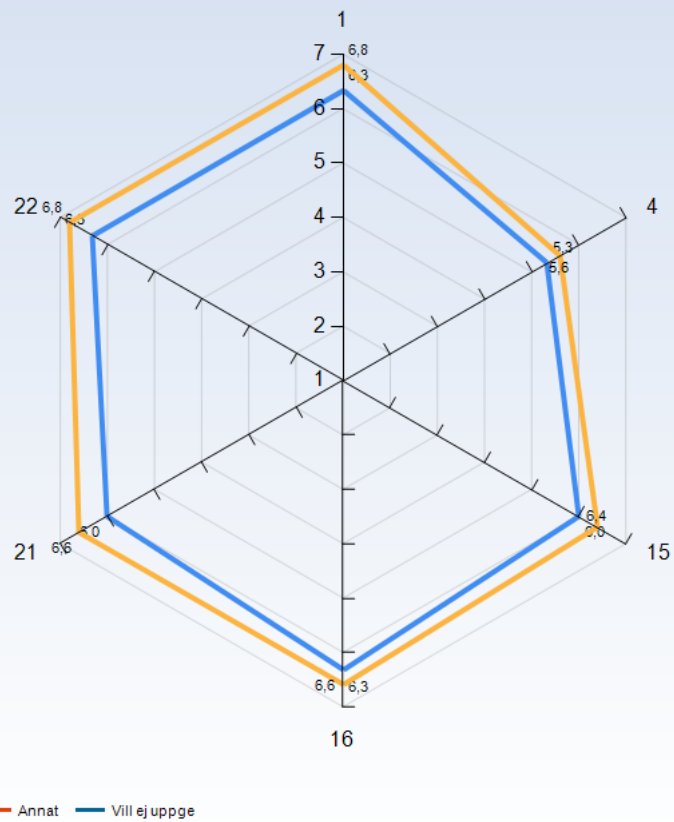
Comments

Average response to LEQ statements - per type of student

Comments

Average response to LEQ statements – per disability

Legend: Ja — Nej — Vill ej uppge

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 topics were interesting and lectures were good.

I think that the group presentations about environmental topics were the most interesting aspect of the course, because we learn a lot of various things, that we wouln't have necessarily known about otherwise. Especially working on a presentation with other students was very enriching.

Interesting seminars

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

Broad variety of topics concerning sustainable energy and climate change

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

Good lectures, interesting topic that were covered, interactive classrooms that made it possible to exchange ideas

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

The course discussed really interesting issues, and especially the discussion topics at the seminars were very interesting and really good to make you think in new ways!

What would you suggest to improve?

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

Although the topics are interesting they are discussed too generally. Personally, I would prefer study fewer of them but in more detalj.

It could be nice to study more in depth some positive feedbacks on the temperature of climate change like :
- Slowing down of the Gulf Stream (or AMOC)
- Impact on the polar jet stream
- Melting of the permafrost in the North but also in the mountains
- Massive forest fires like in Brazil or in Australia

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

one could implement a little more content about renewable energies and lessen the content about combustions engines (this topic was introduced very broad and since most of the physics student already knew most of this content, one could shorten this specific part). This is a suggestion of how to make small improvements on the content
Another thing could be to discuss the topics of the seminars in the first lecture, to increase the interest in students attending the seminars (I thought most of them were very interesting, but it's good to ask beforehand what people would like)

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)

Do your quizzes online, and you won't have any surprises at the final exam. It is also a good way to rehearse for the exam.
Read the book

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

Go to the seminars

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

start reading the book early and do all the exercises from the online quizzes, including the theory questions

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

Attend the seminars, they are the most interesting part of the course!

Is there anything else you would like to add?

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

What I liked about this course, is that we could learn a lot of things without being graded, this course proves that it is not always a necessity. However, the written exam could be a little bit more difficult or longer (20 questions instead of 10 would have been OK, maybe even 30).

SPECIFIC QUESTIONS

RESPONSE DATA

The diagrams below show the detailed response to the LEQ statements. The response scale is defined by:
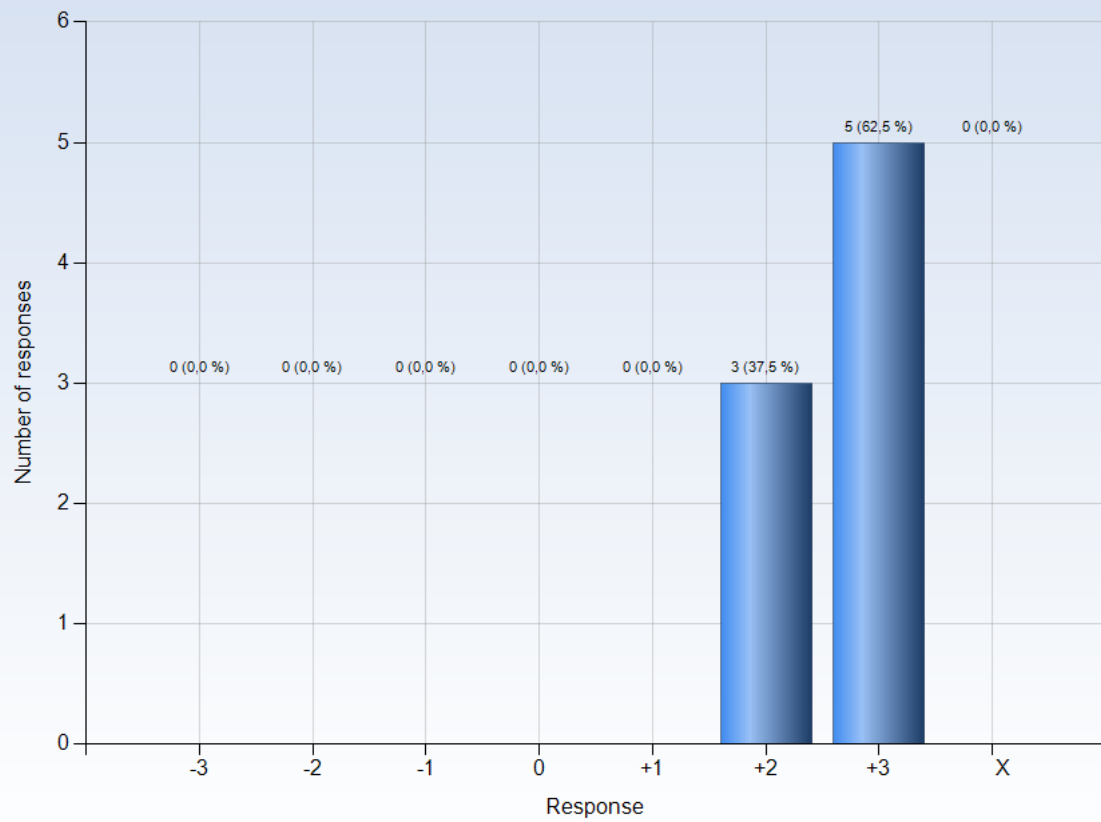
-3 = No, I strongly disagree with the statement
0 = I am neutral to the statement
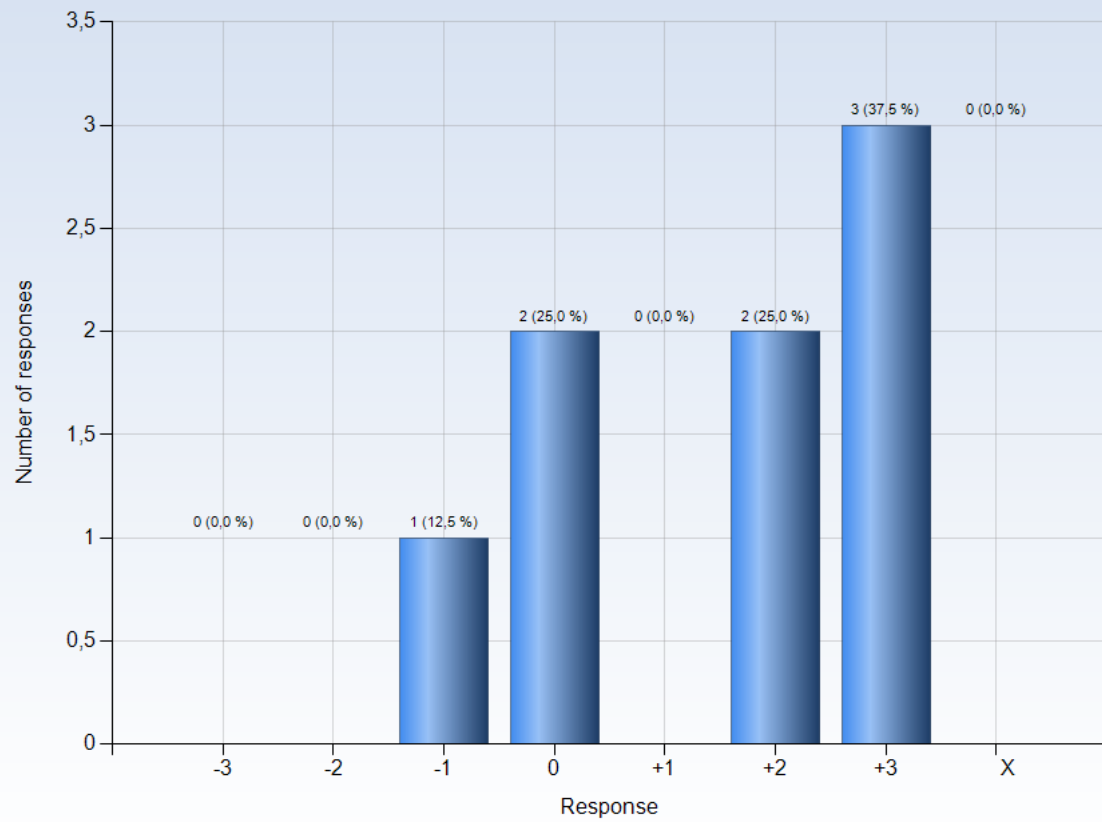+3 = Yes, I strongly agree with the statement

X = I decline to take a position on the statement

1. I worked with interesting issues

Comments

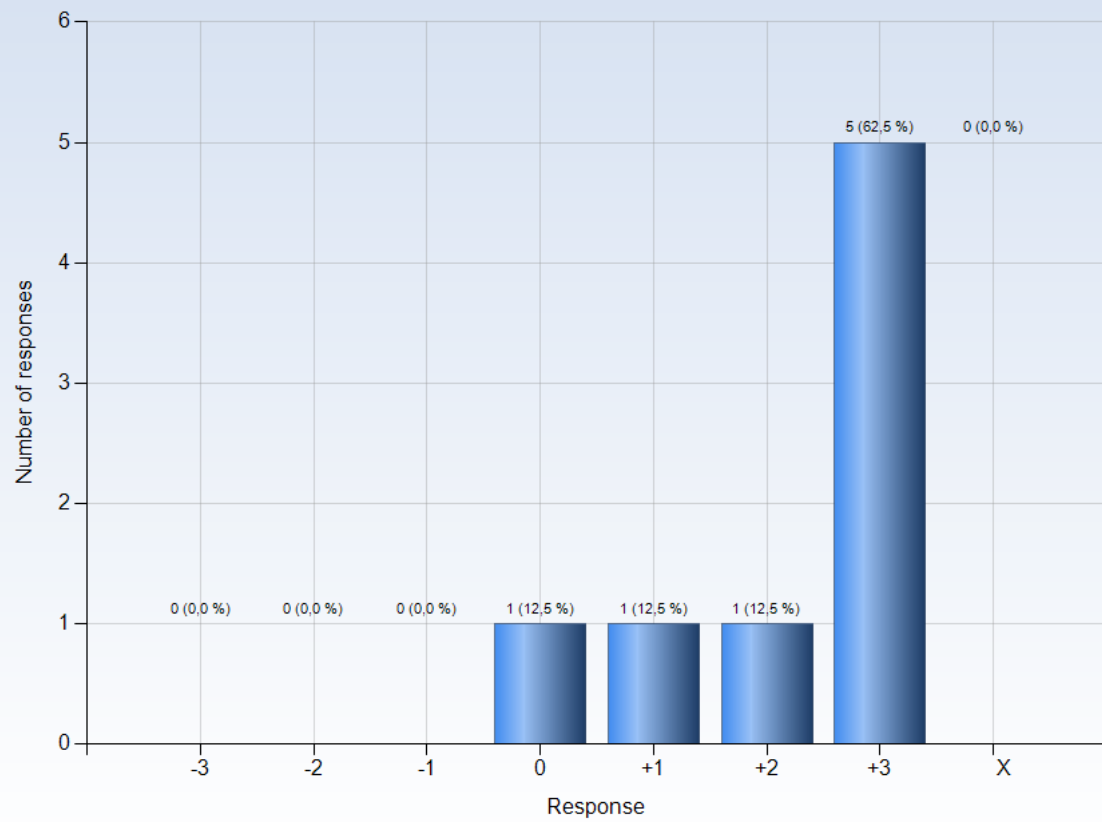## 4. The course was challenging in a stimulating way
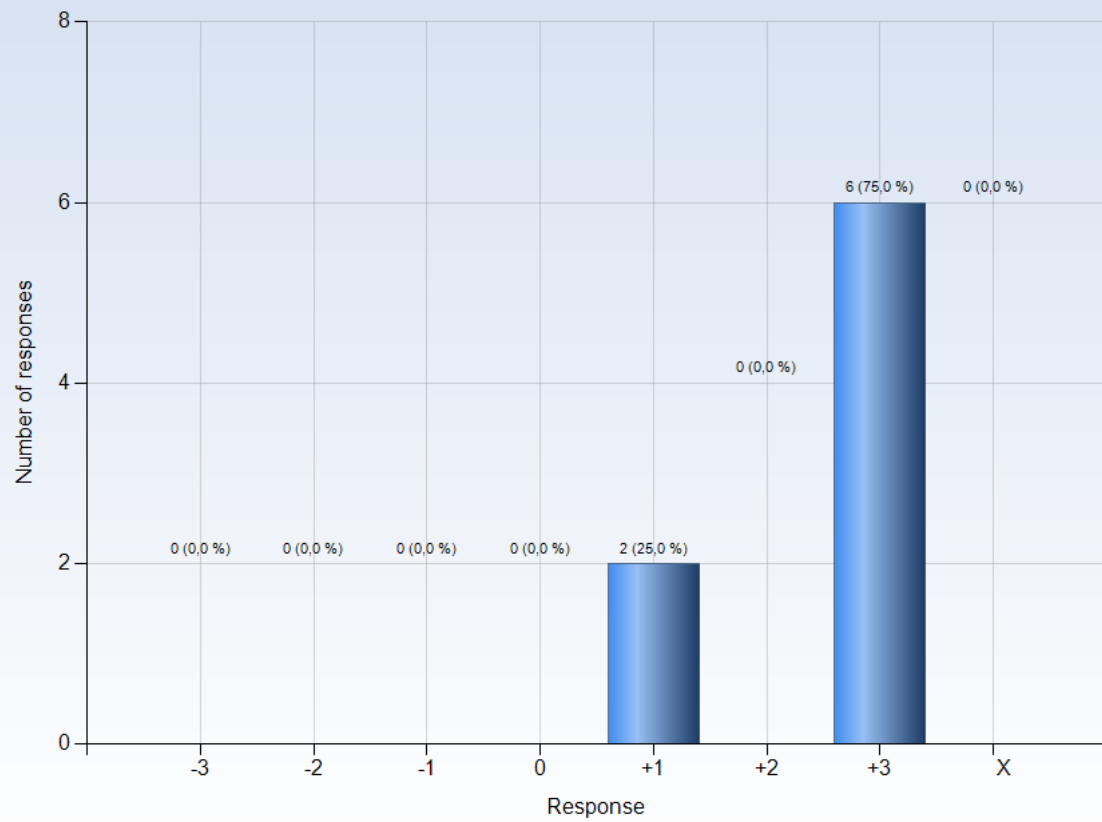
Comments

Comments (My response was: 0)

The course was not challenging at all, yet very interesting

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

Comments

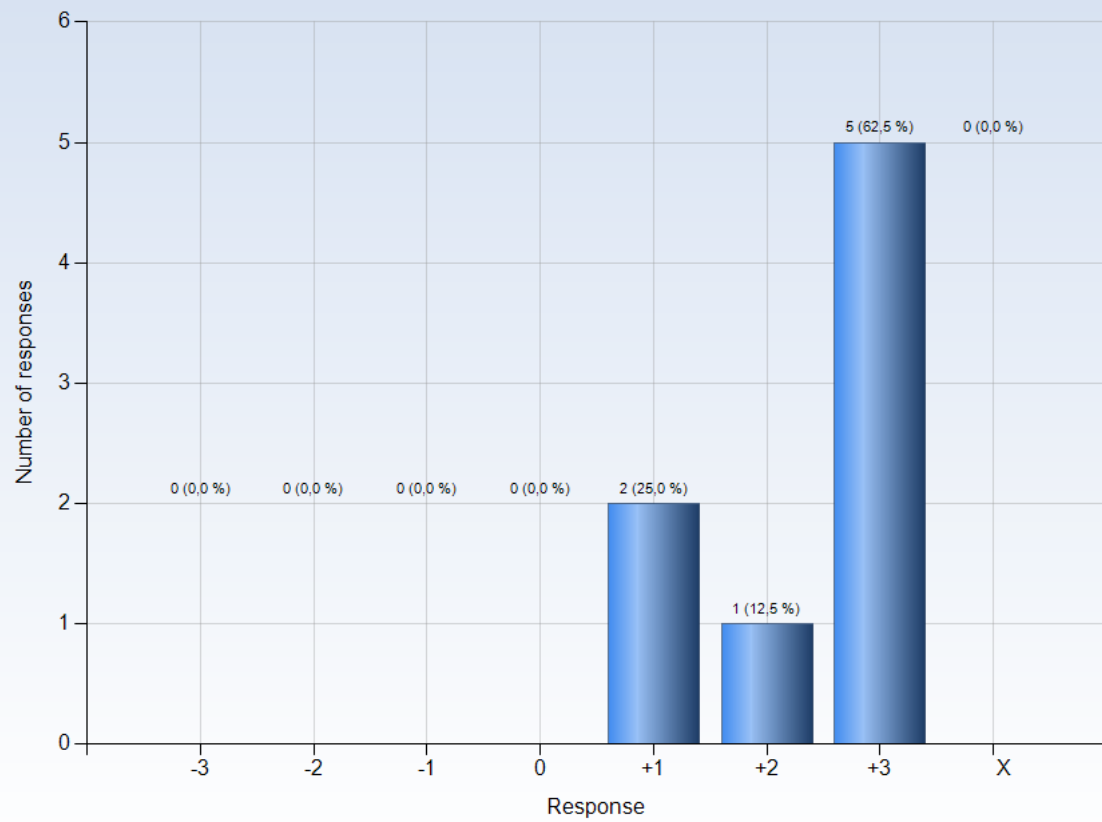**16. The assessment on the course was fair and honest**
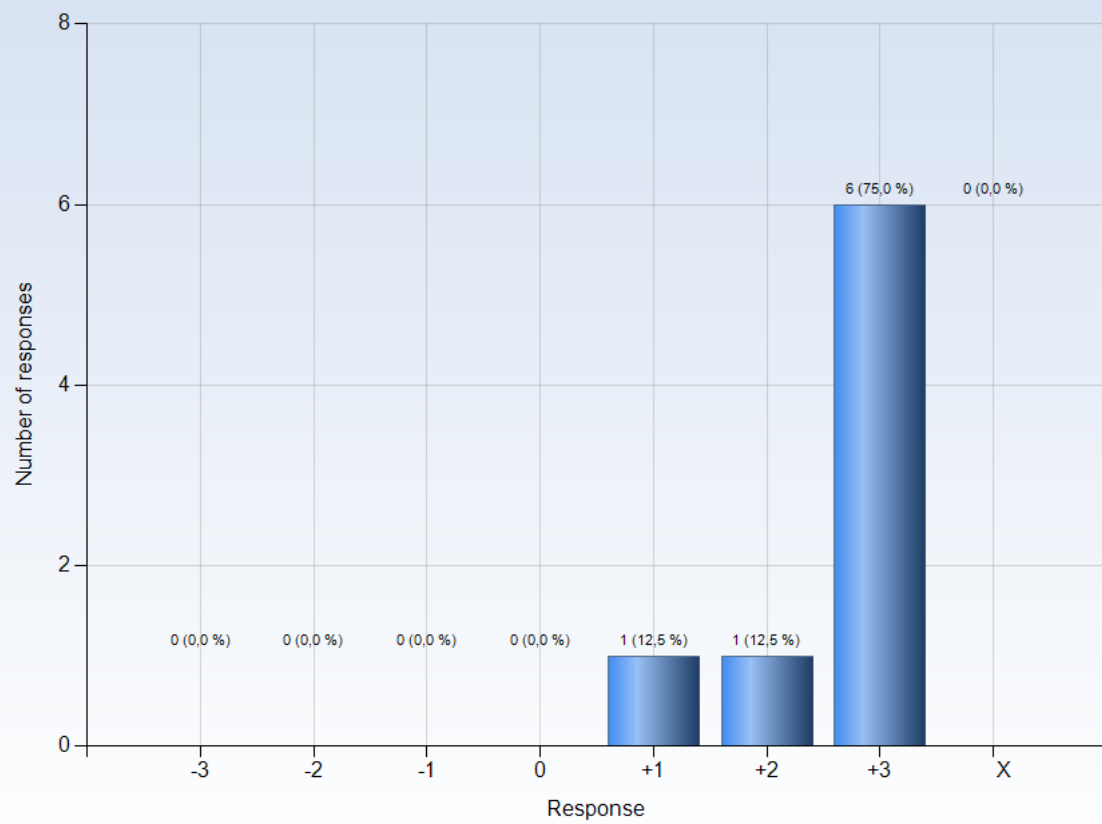
Comments

Comments (My response was: +1)

Minus points in survey questions weighted too much

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

Number of responses (y-axis): 0 to 6

Response (x-axis): -3, -2, -1, 0, +1, +2, +3, X

- -3: 0 (0,0 %)
- -2: 0 (0,0 %)
- -1: 0 (0,0 %)
- 0: 0 (0,0 %)
- +1: 2 (25,0 %)
- +2: 1 (12,5 %)
- +3: 5 (62,5 %)
- X: 0 (0,0 %)

Comments

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

Comments