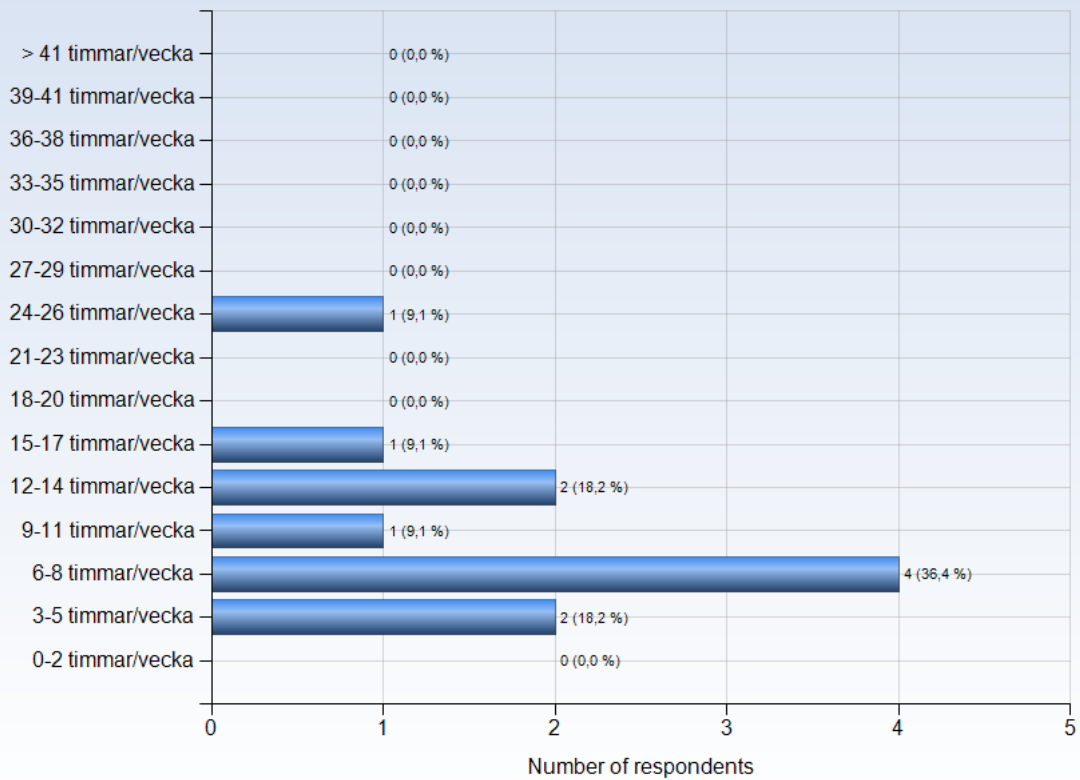# EP2950 - 2019-05-26

Antal respondenter: 21
Antal svar: 11
Svarsfrekvens: 52,38 %

ESTIMATED WORKLOAD

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

Hours/week	Number of 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	1 (9,1 %)
21-23 timmar/vecka	0 (0,0 %)
18-20 timmar/vecka	0 (0,0 %)
15-17 timmar/vecka	1 (9,1 %)
12-14 timmar/vecka	2 (18,2 %)
9-11 timmar/vecka	1 (9,1 %)
6-8 timmar/vecka	4 (36,4 %)
3-5 timmar/vecka	2 (18,2 %)
0-2 timmar/vecka	0 (0,0 %)

Comments

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

The schedule is manageable its not very hectic which is a good thing.

The workload was reasonably distributed.

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

The course is not very demanding considering the amount of time that the students need to spend during the week. In my opinion more exercises or homework assignments can be given without adding more "time pressure".

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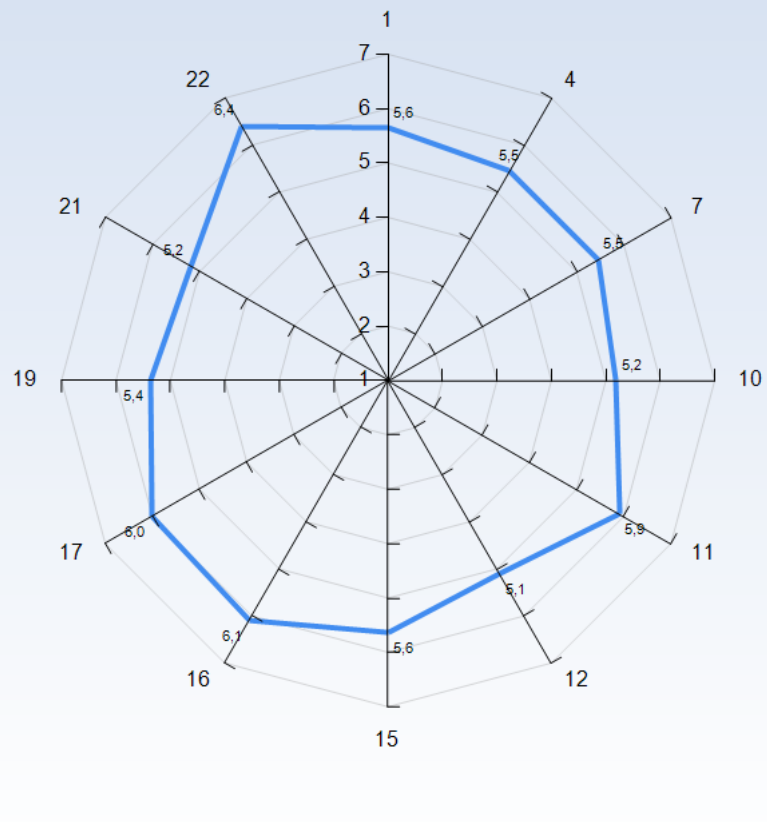
1 = No, I strongly disagree with the statement
4 = I am neutral to the statement
7 = Yes, I strongly agree with the statement

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.

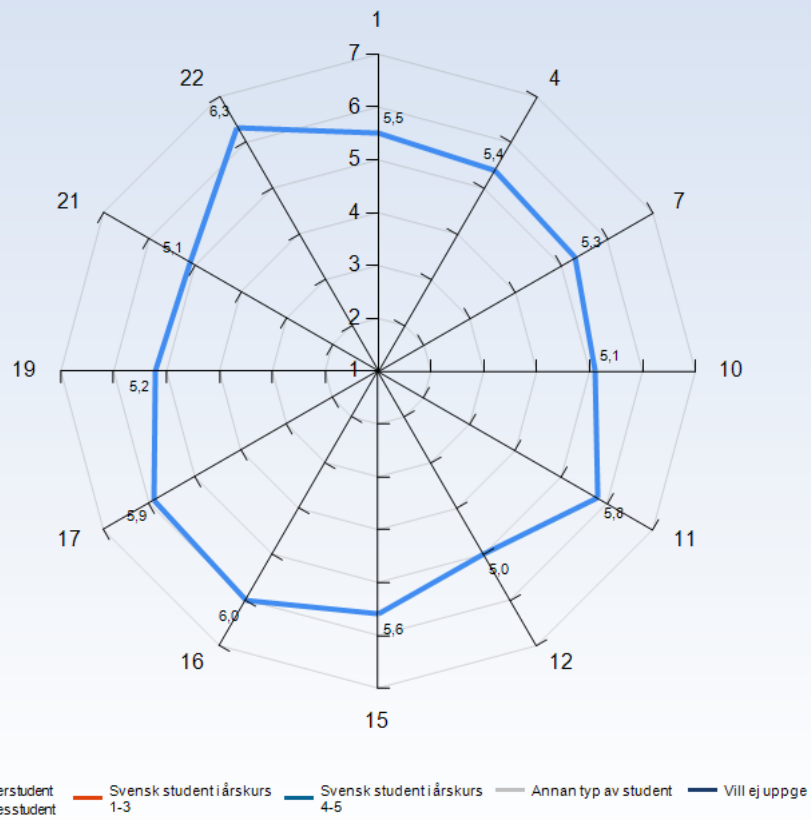# Average response to LEQ statements - per gender

Legend: Kvinna — Man — Annat — Vill ej uppge
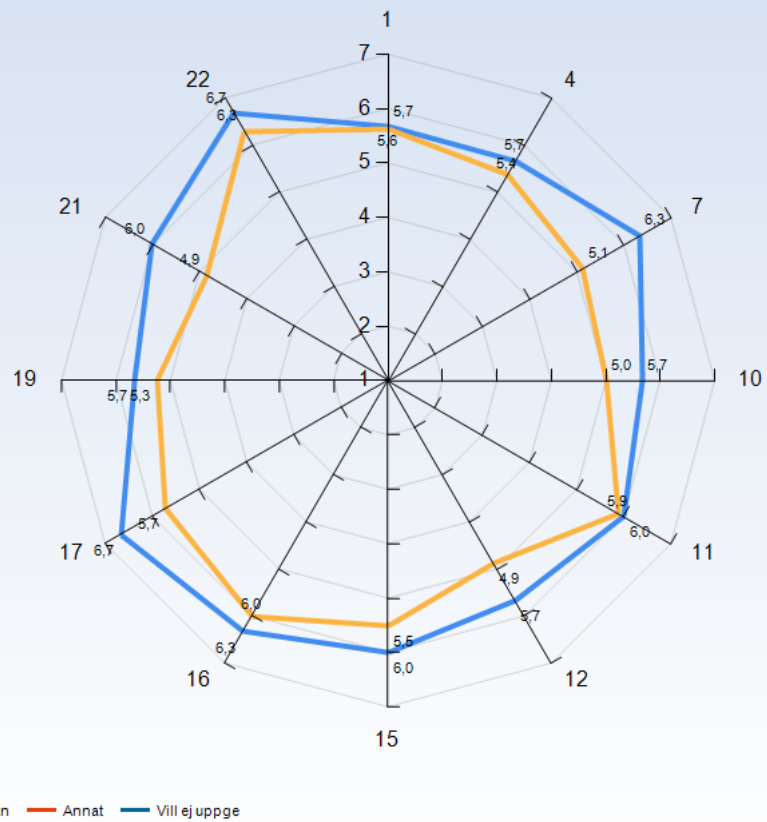
Comments

Comments (I am: Kvinna)
I did not feel I received any discrimination because of my gender.

## Average response to LEQ statements - per type of student

Legend:
- 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: Internationell masterstudent)

The course environment was very friendly for international students.

Average response to LEQ statements - per disability

Ja ——— Nej ——— Vill ej uppge
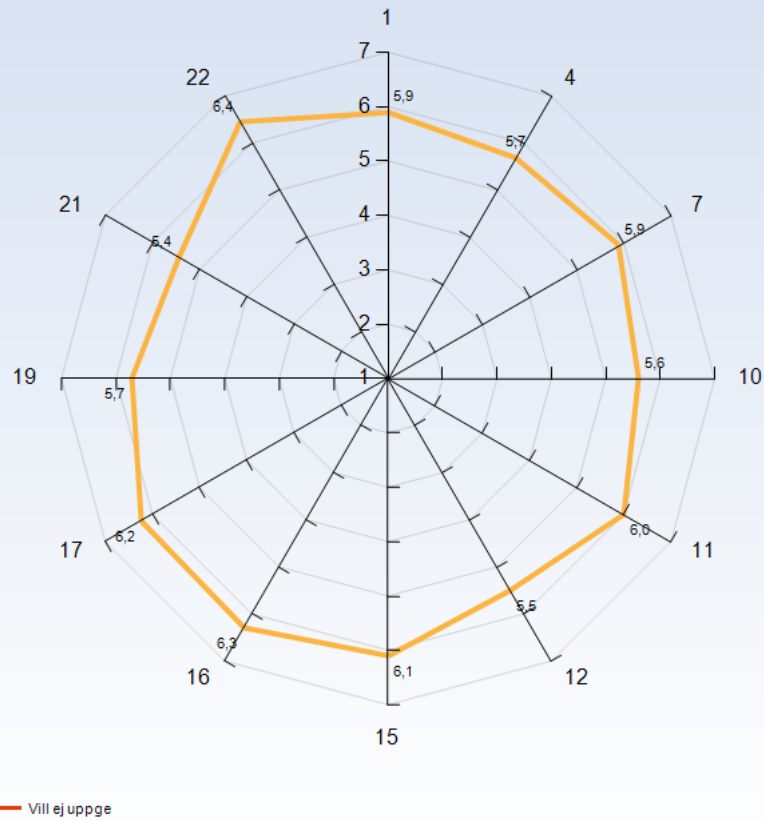
Comments

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 labs

The labs. I only those part were clear and understandable.

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

The professors and the lab conductor were very cooperative and were always there to clarify doubts.

Interesting topics, Direct application of the knowledge in lab sessions

The teachers are in constant friction with the latest industrial advances, and therefore are in position to explain to us how telecom industry is at the moment, as well as what technologies are being used and are likely to be used in the future. They were also always very keen on answering all questions and help the students, which is highly appreciated.

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

The lab part is the most intriguing for me

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

Labs

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

The best aspect was the fact that the course addressed interesting topics, related to the basics of the current technologies.
I also think that the fact that the teachers are experienced and work with their respective topics, (Ericsson research by prof. Fodor and Research projects by prof. Fischione) is a huge bonus.

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

Course touched fundamental topics, which i like the most,

What would you suggest to improve?

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

The course was too broad to actually learn anything useful

More labs connected to the material. If you ask computations on the exam add tutorials because showing equations on the slides does not equal to teaching and understanding what we do.

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

In lab sessions: Make them more challenging or if you don't want to you may provide some optional extra tasks for those who are faster

I felt that I could possibly learn more from the Homeworks. Especially for HW2 and HW3, I felt that they were very stiff exercises and could be made more interesting and be designed to be more interactive.

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

The course Canvas site is kind of chaotic, less ordered

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

More labs with more depth

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

I think that the teachers may consider adding some tutorials over the period or solve exercises during the lectures.

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

It is my opinion, the course doesn't give much emphasis on cultivating the thinking process. Everything was good in the course, teacher syallbus etc. I mean to say when slides are presented in the course we get biased with the slides, at that point of time, not much emphasis is given on thinking, may be time is a limiting factor. Whatever is presented on the slides we consumed that directly without giving a second thought. If we need to build a entirely new system, or analyse a new problem, where there are no slides available we won't be able to do that properly, because we haven't trained in such a way. In my sense, it should be more of starting from a blank slide instead of a full slide, getting the things from the requirements point of view, we need this, how we do go for this, what tools we already have etx... Something like this.

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)

Even though the basics are provided in the lecture, for in depth knowledge one has to put in efforts.

The course is very interesting and helps you understand the basic consept of wireless communications that are applied both in cellular communications, as well as the WSNs.

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

Try your best to follow

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

Be blank, good to have no understanding of the course aprior.

Is there anything else you would like to add?

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

In the WSN part, the actual exam exercises seemed partially quite different from the lecture slides and the content of the lectures

I really appreciate the interest and effort put by the teachers, so as to cover all our questions, as well as their support for the Homeworks. I also think the exam problems were fair, according to what we were taught. My only comment is regarding the load of the final exam, which I believe was too much for the 4 hours that we had. Personally, I did not have enough time to address all the problems.

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

No

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

In my opinion the exercises on the exam were too many for a 4-hour examination. In order to solve them all in time, we should have had experience with tutorials or more homework assignments.
The labs were interesting, especially the last one (WSNs). Maybe the teachers should consider adding more labs on this topic and remove others. For example we all had wireshark labs as part of the mandatory course Internetworking. Also the "network planning" lab using OpNet could be avoided, since I suppose the majority of the students have experience with other tools (NS-2, NS-3).

Is there anything else you would like to add? (I worked: 24-26 timmar/vecka)

Remove exams, testscores are ok, but unnecessary push towards learning for scoring testscore, or just pass, because it may happen this way students prepare for exams and then they tend to forget. Better we focus on learning, creating knowledge so that it stays with us. I guess Learning leads to information and some thing more to be convert into knowledge.

SPECIFIC QUESTIONS

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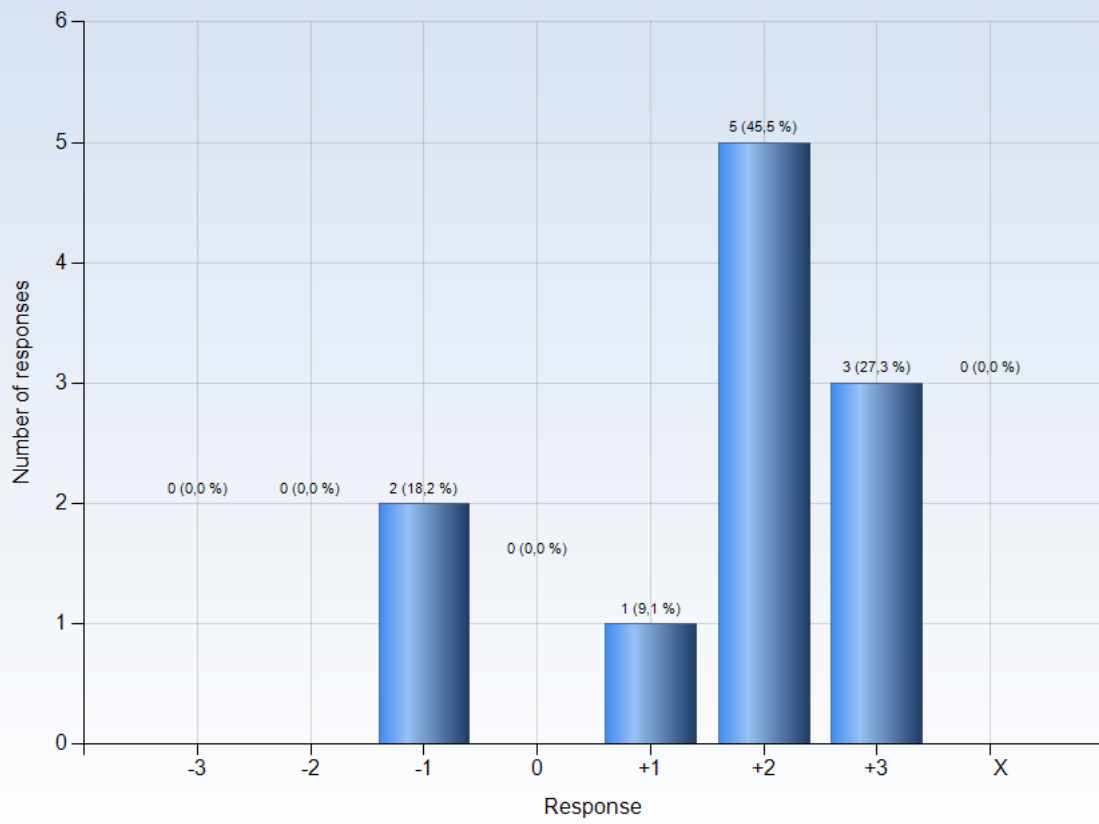
-3 = No, I strongly disagree with the statement
0 = I am neutral to the statement
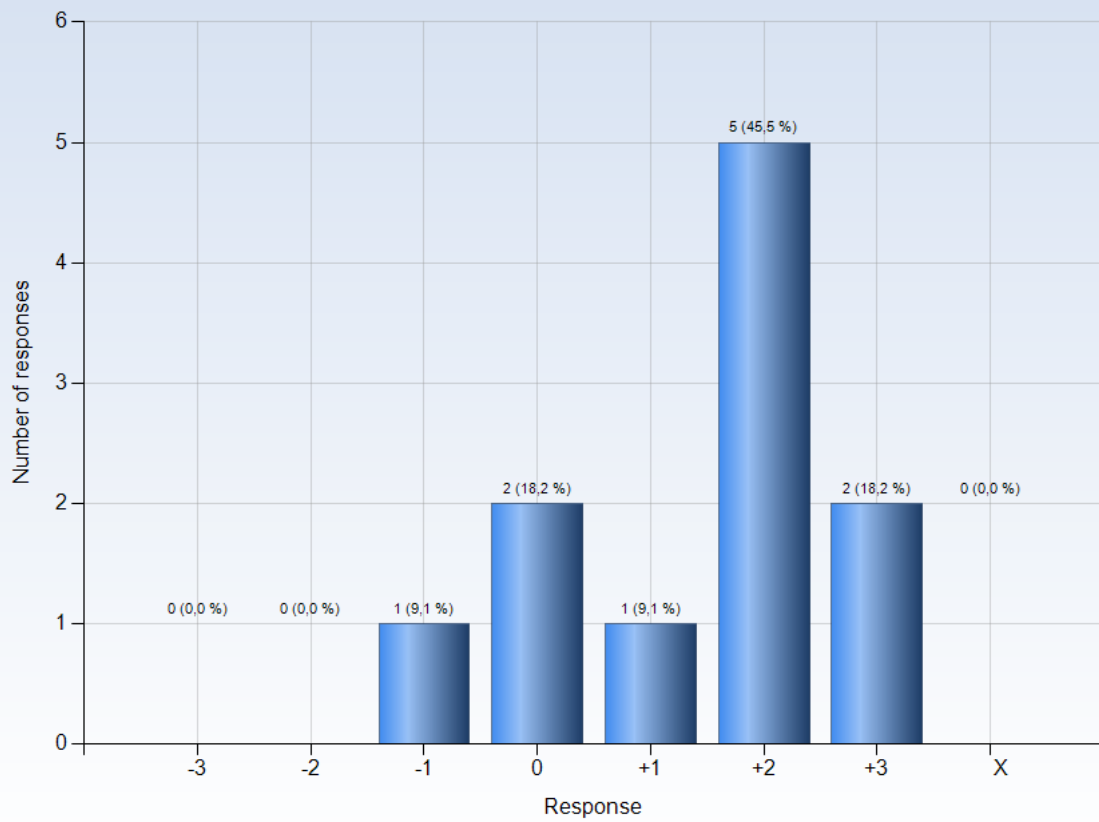+3 = Yes, I strongly agree with the statement

X = I decline to take a position on the statement
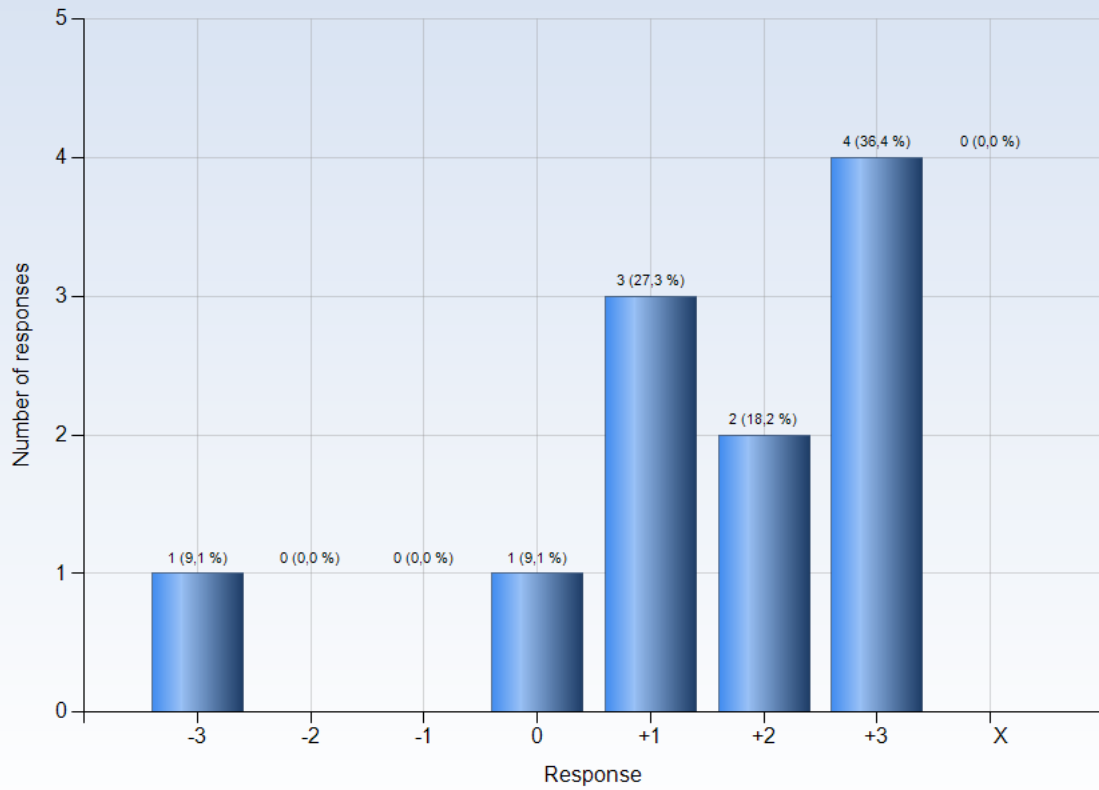
1. I worked with interesting issues

Comments

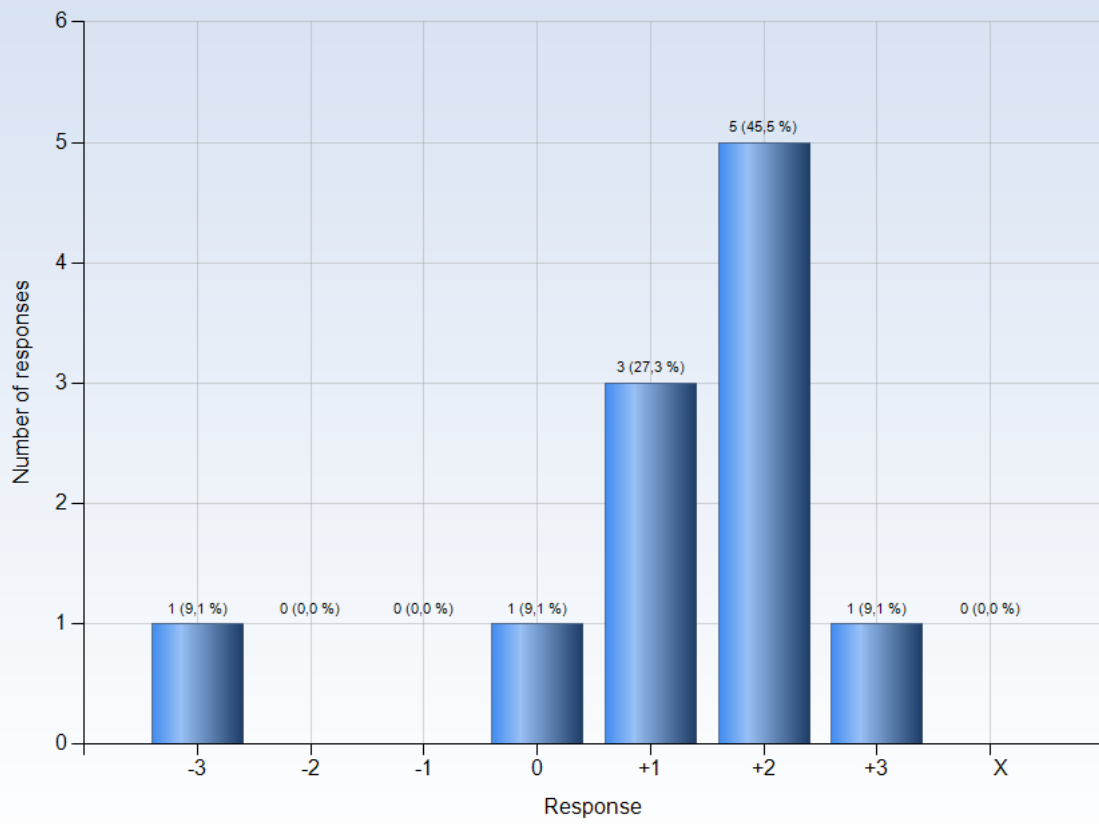## 4. The course was challenging in a stimulating way

Comments

Comments (My response was: -1)
except the labs

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

Comments

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

Comments

11. Understanding of key concepts had high priority
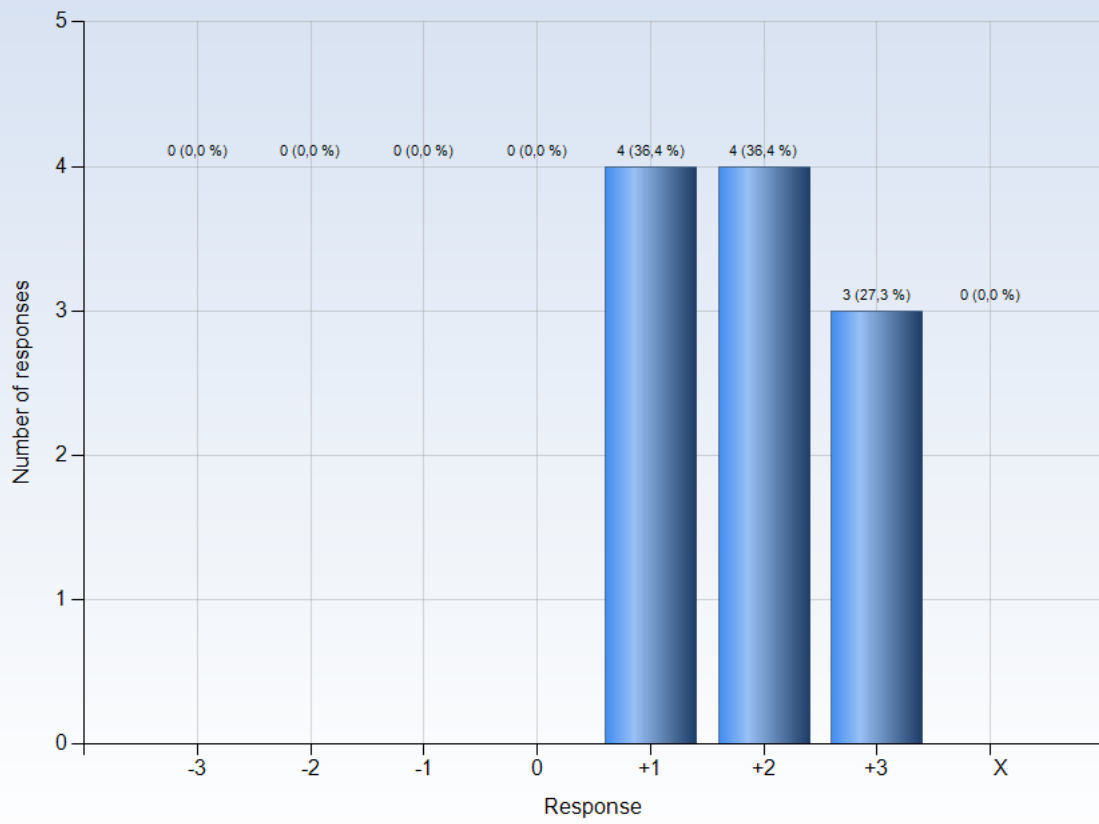
Comments

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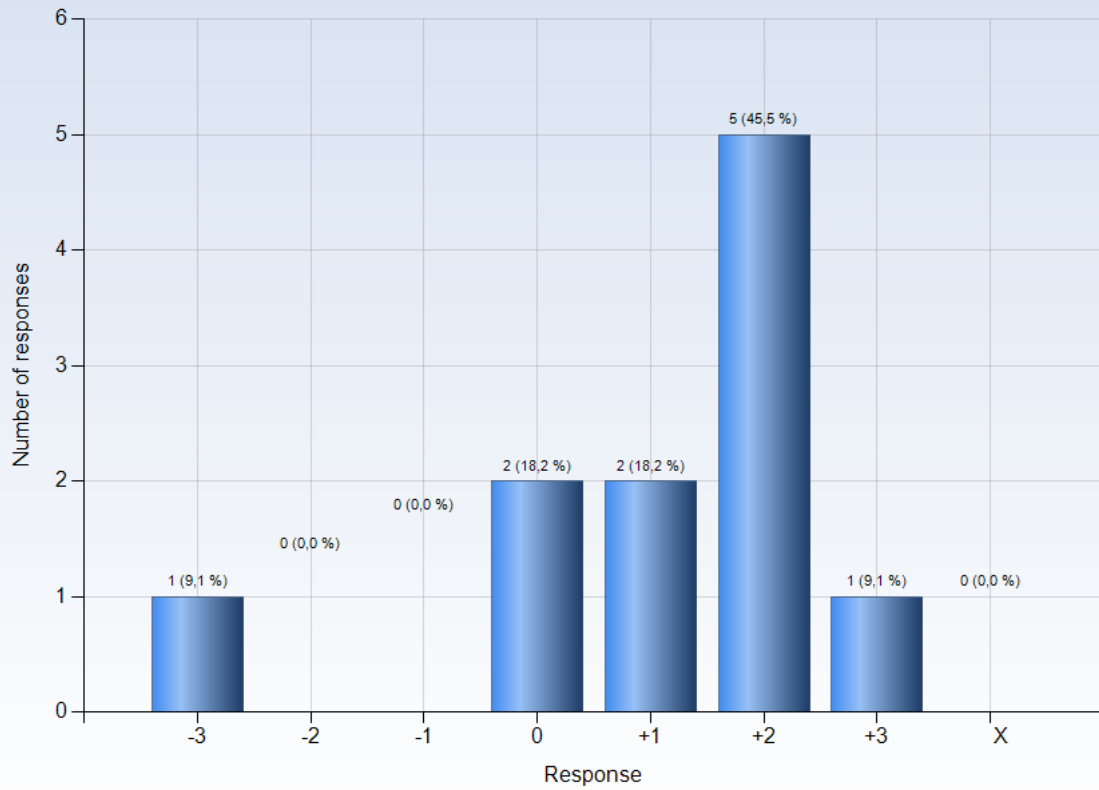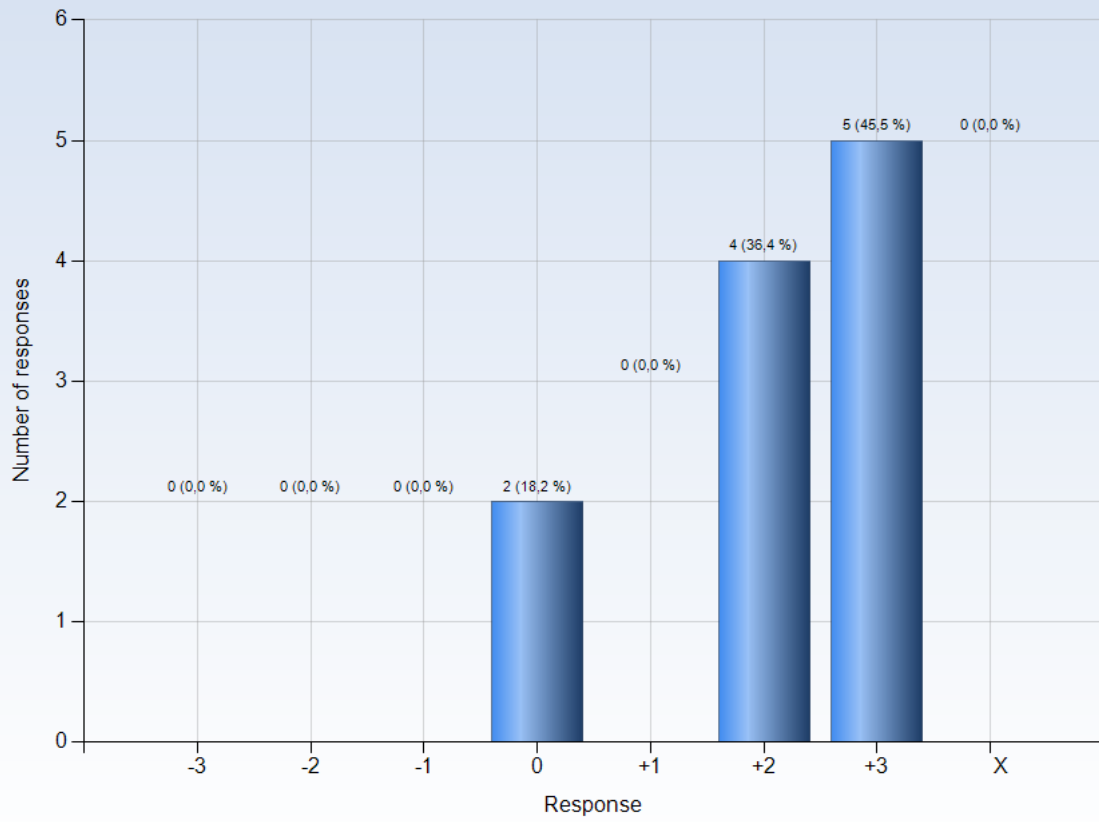

Comments

Comments (My response was: +1)

I dont know how much i have achieved but got to learn concept

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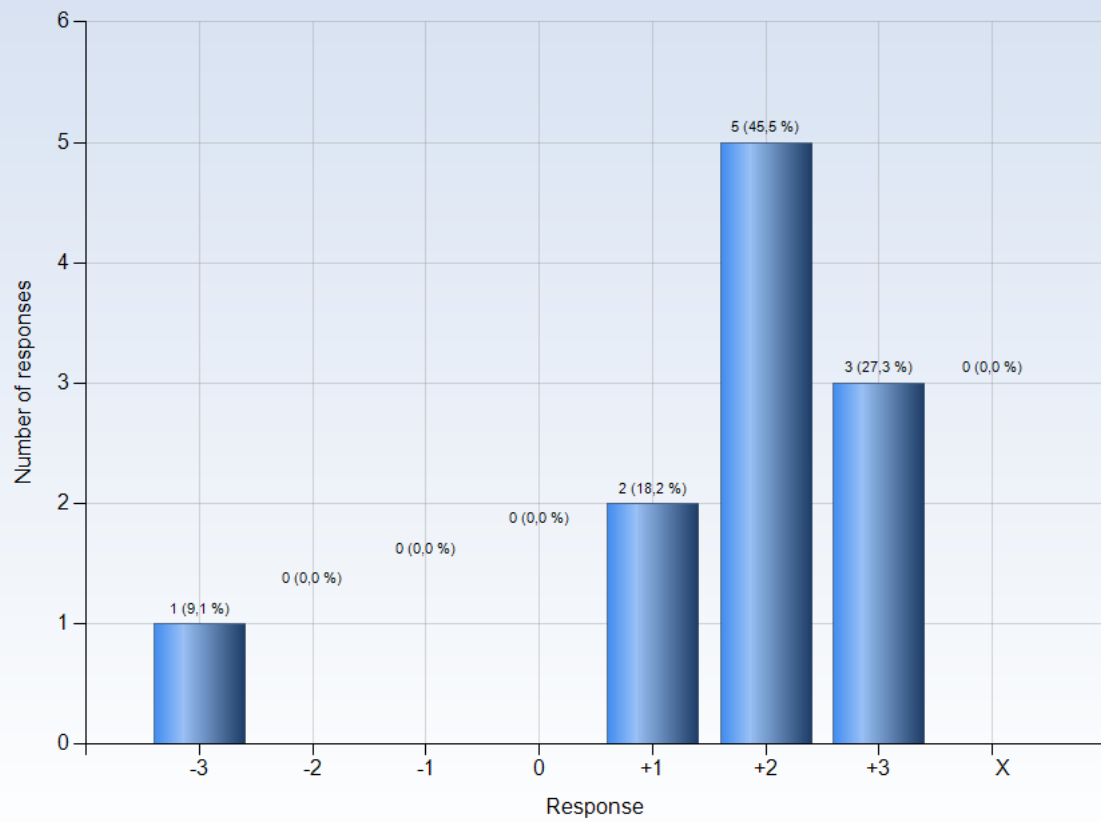
Comments

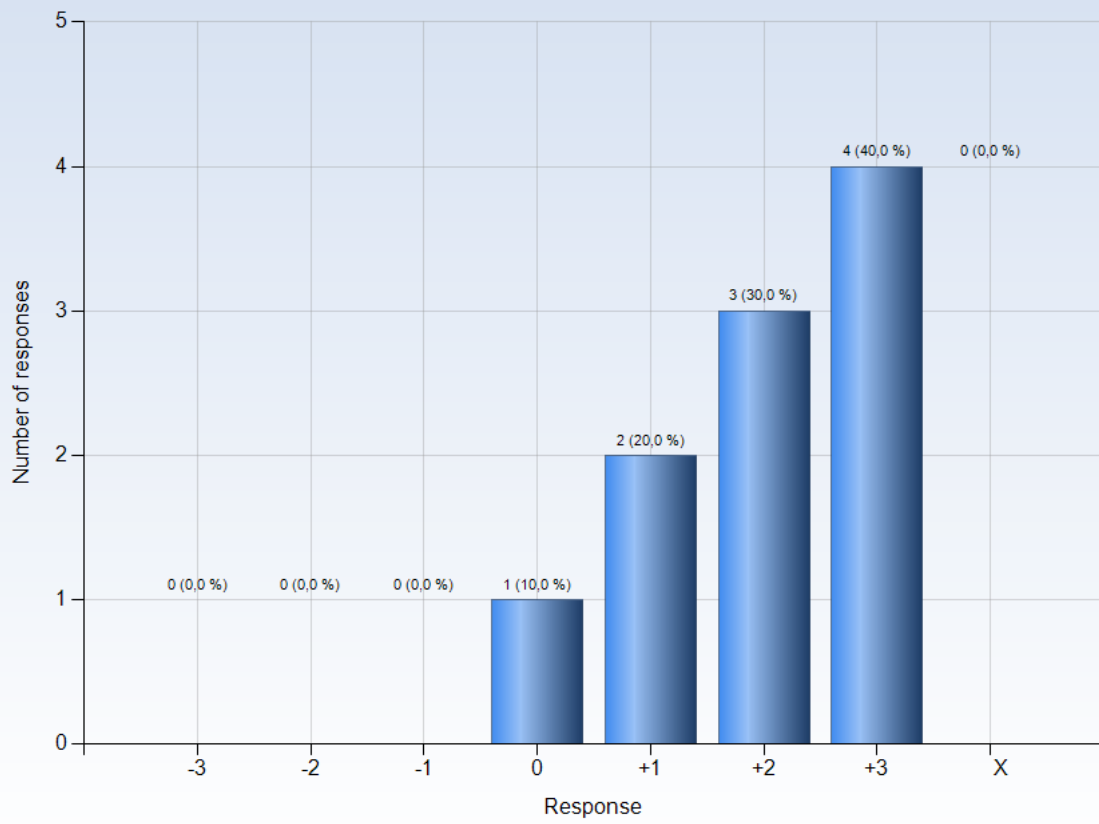## 16. The assessment on the course was fair and honest
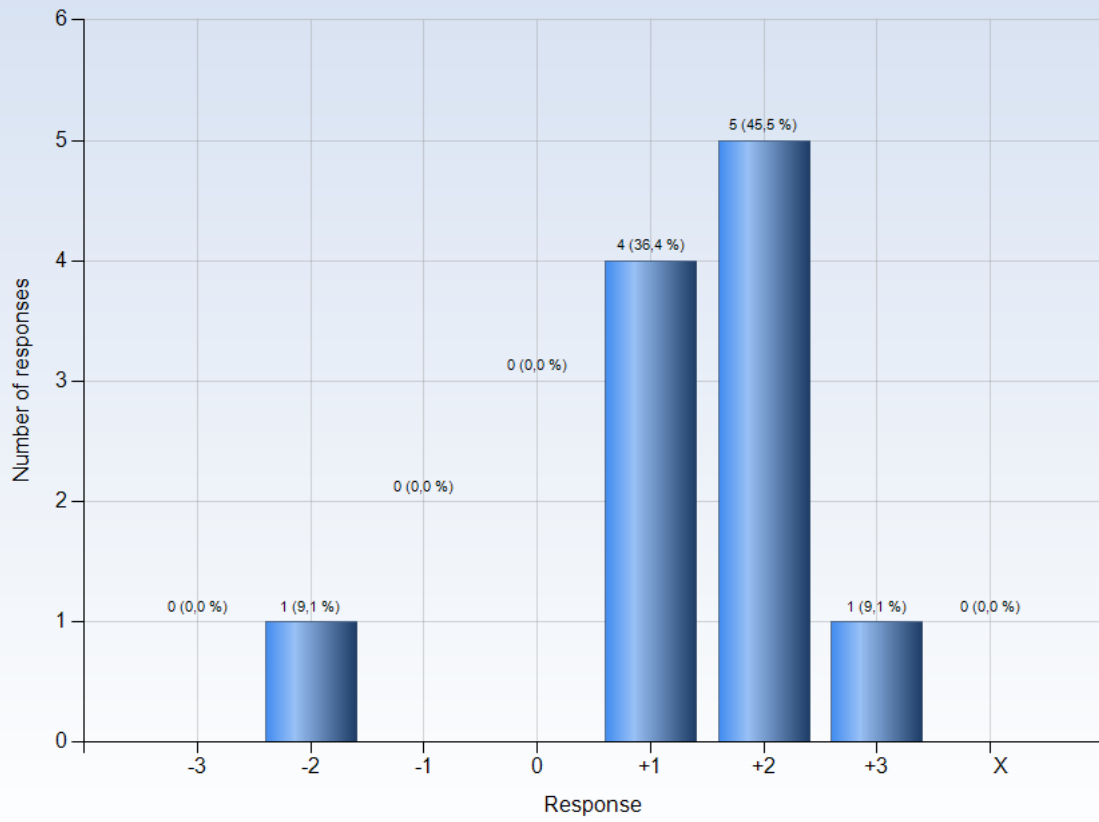
Comments

Comments (My response was: +2)

The load of the final exam was too much for the time we were given.

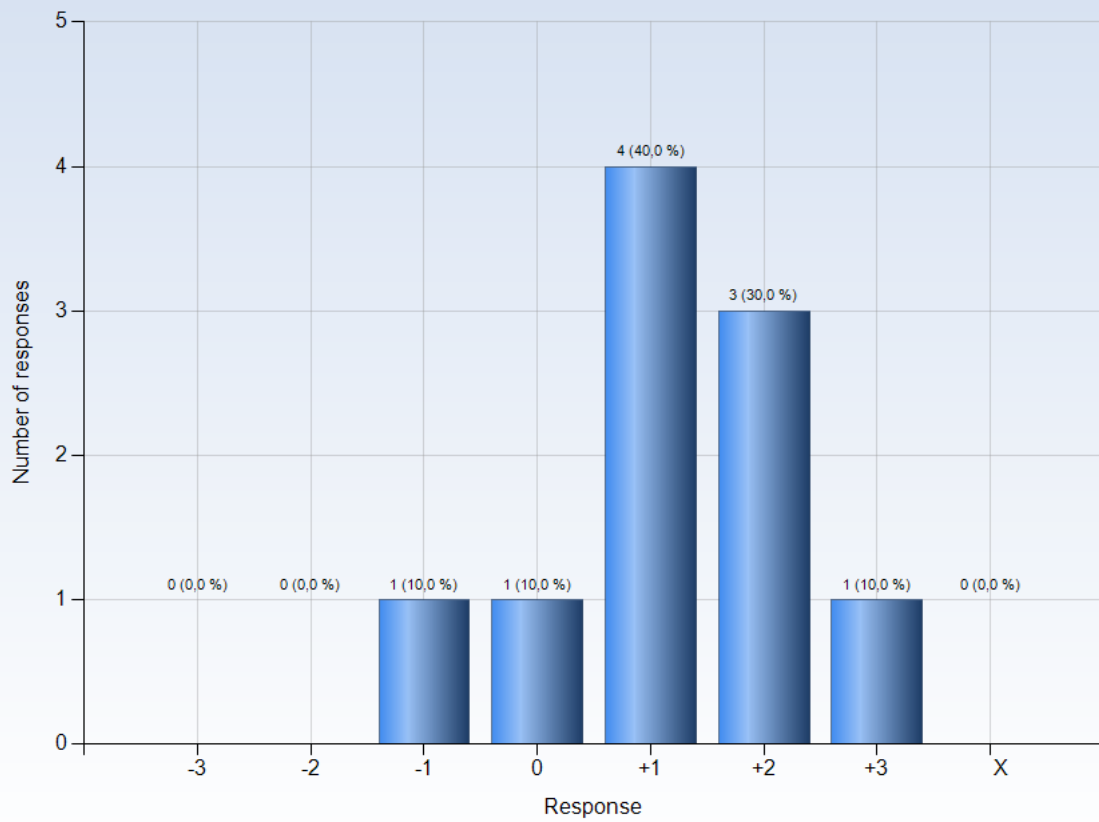## 17. My background knowledge was sufficient to follow the course

Comments

19. The course activities enabled me to learn in different ways
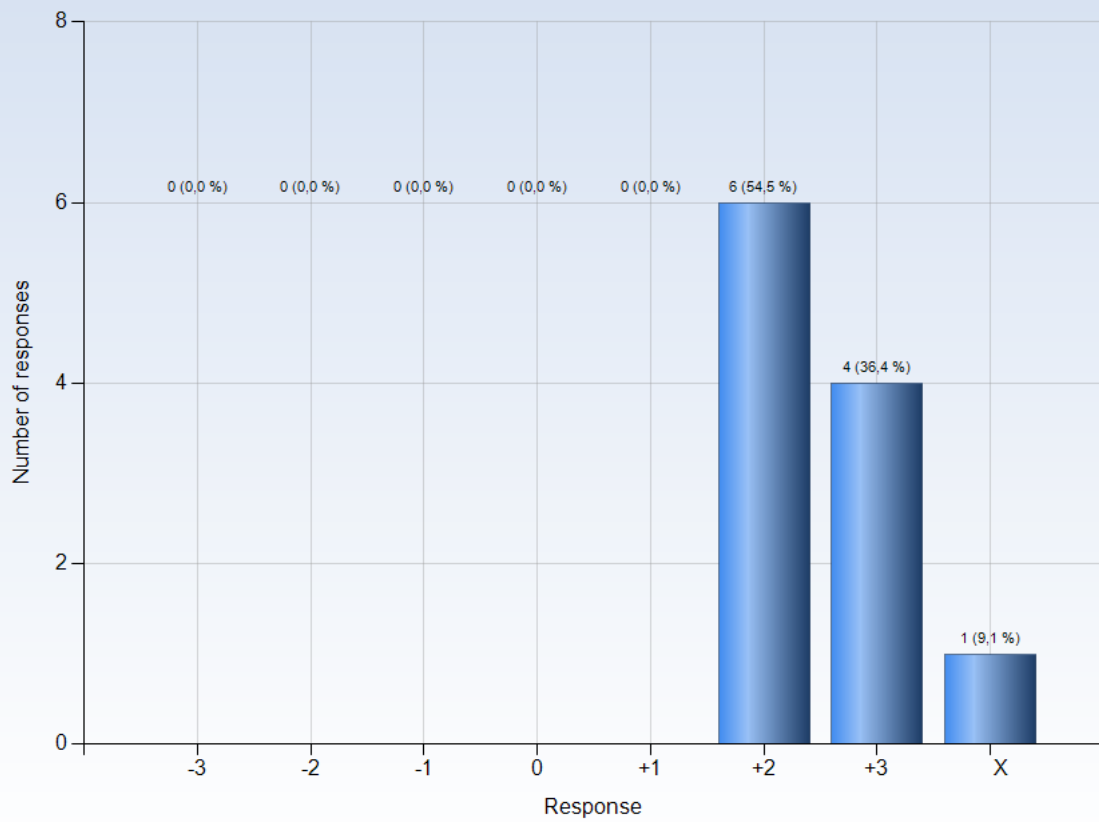

Comments

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

Comments

Comments (My response was: -1)

except the labs

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

Number of responses

Response	-3	-2	-1	0	+1	+2	+3	X
	0 (0,0 %)	0 (0,0 %)	0 (0,0 %)	0 (0,0 %)	0 (0,0 %)	6 (54,5 %)	4 (36,4 %)	1 (9,1 %)

Comments

Comments (My response was: X   )

Always, X is perfect rating, its way beyond than rating