



## FDH3011 - 2021-03-23

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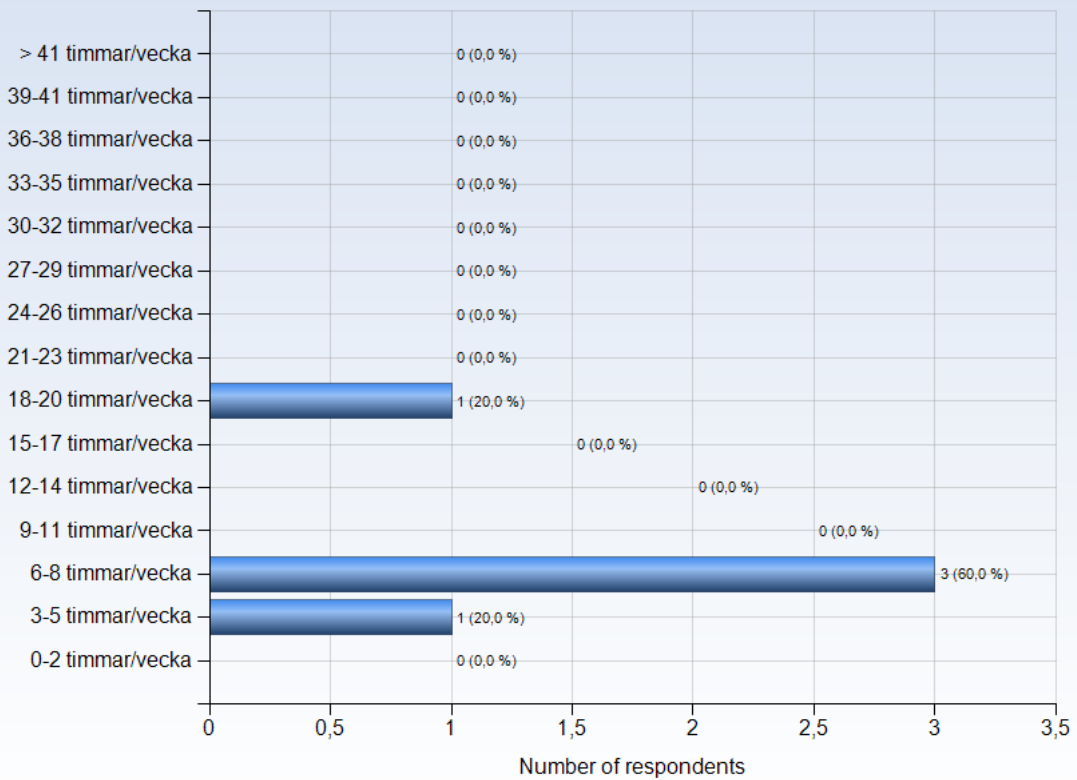
Antal respondenter: 12  
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## ESTIMATED WORKLOAD

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



### Comments

Comments (I worked: 18-20 timmar/vecka)

The hours spent for research and studying were fairly shared. The content was extremely interesting and important for my studies. If it wasn't for this course I would have missed some of the most important literature in my field historically and semantically.



## LEARNING EXPERIENCE

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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:

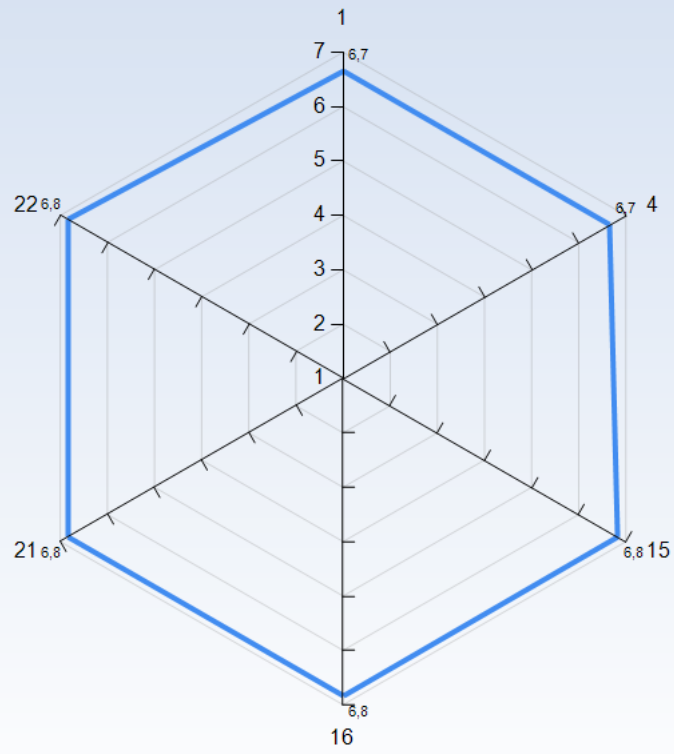
1 = No, I strongly disagree with the statement

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



— Medelvärde



## **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.

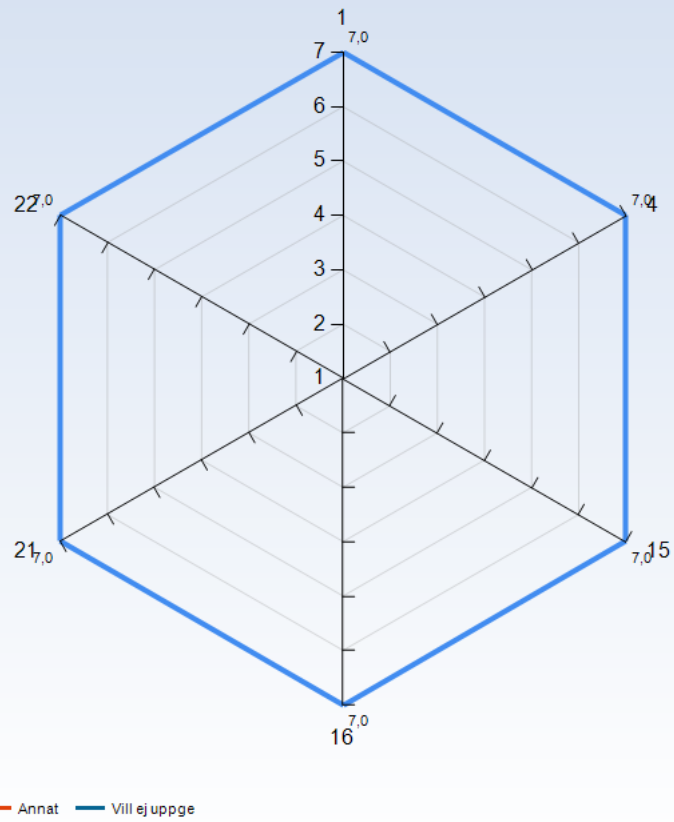
Elmgren, M. & Henriksson, A-S. (2014). *Academic Teaching*, Chapter 3, pp. 57-72. Lund: Studentlitteratur.

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.



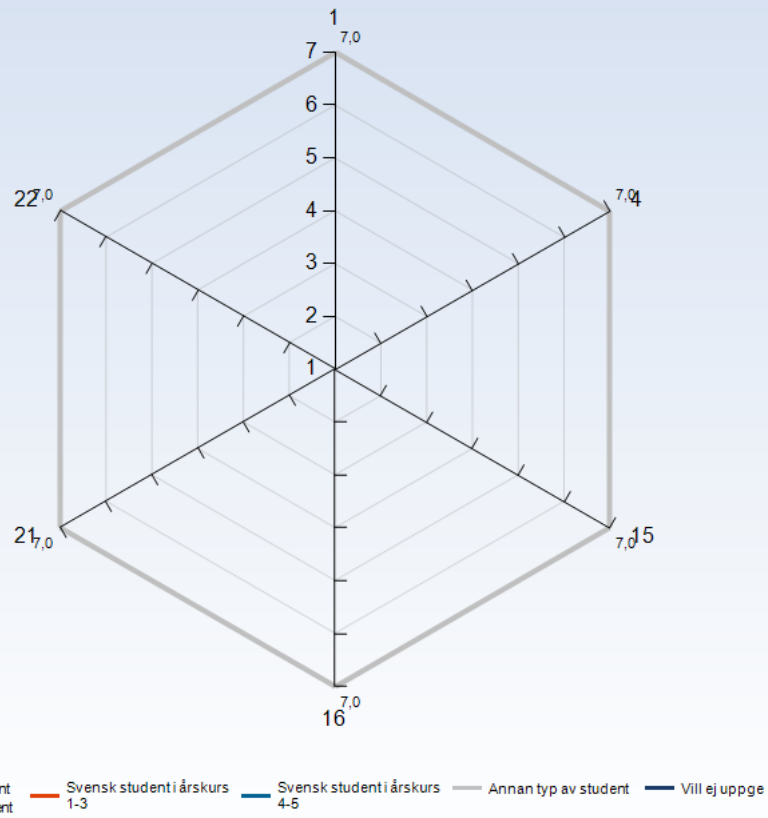
### Average response to LEQ statements - per gender



#### Comments

Comments (I am: Kvinna)  
I like this course very much.

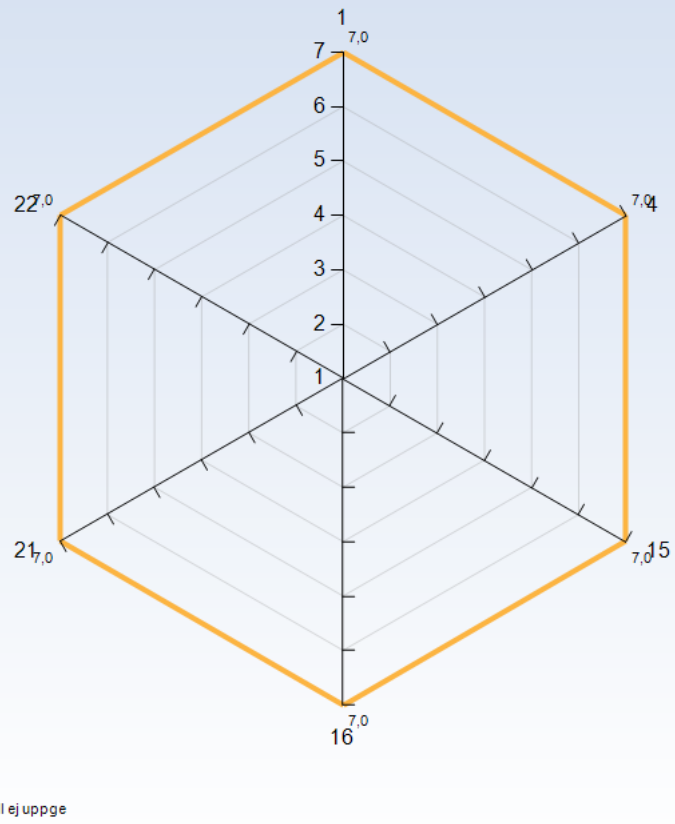
### Average response to LEQ statements - per type of student



#### Comments

Comments (I am: Annan typ av student)  
 PhD candidate

### Average response to LEQ statements - per disability



Comments



## GENERAL QUESTIONS

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### What was the best aspect of the course?

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

The professor is an amazing and nice person!!!! She is very charming!!!

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

The variety of participants' background. There's always a new perspective comes every session, mostly during the breakout room

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

Literature list, all the information and knowledge the tutor and the course members shared.

### What would you suggest to improve?

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

Nothing came to mind for improvements, all good!

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

I can't think of anything at the moment.

### 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)

To be more active in the discussion. This is a safe space to discuss many issues on doing design as your PhD

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

Study carefully all the literature given, they are all very precious pieces.

### Is there anything else you would like to add?

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

No

Is there anything else you would like to add? (I worked: 18-20 timmar/vecka)

A big thank you to the Professor and the University!!!!

## SPECIFIC QUESTIONS

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## RESPONSE DATA

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

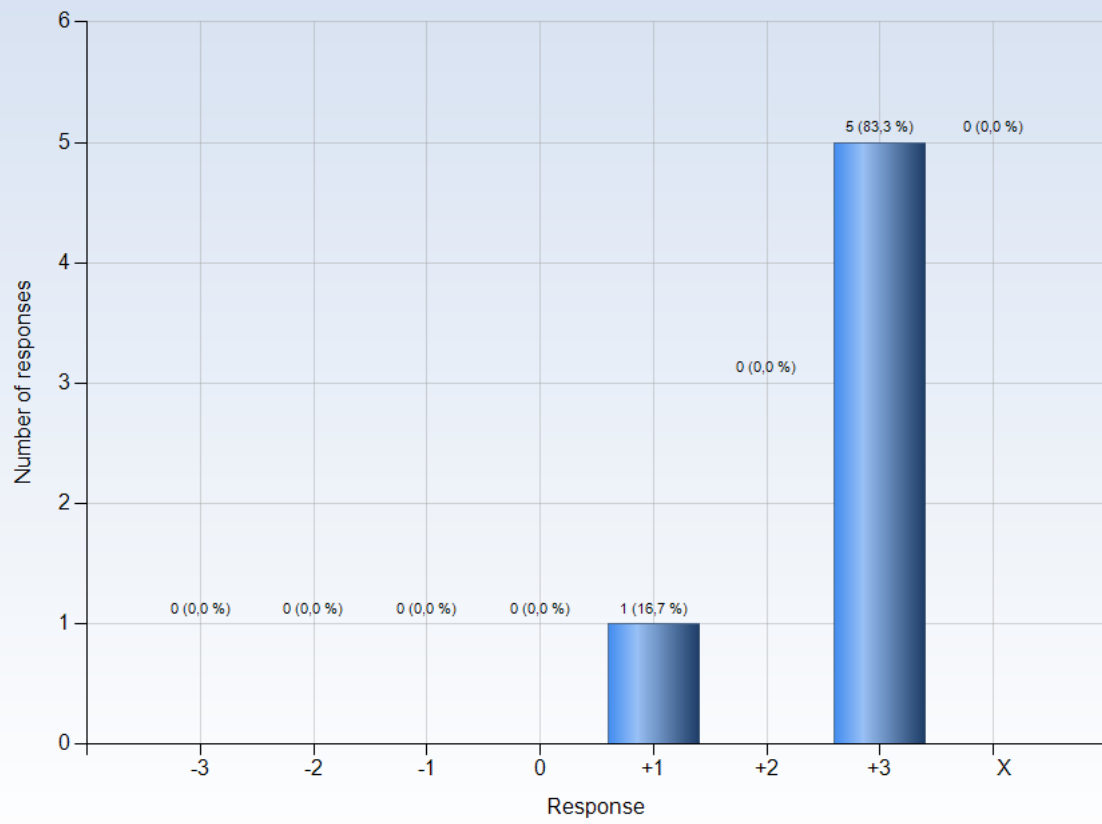
-3 = No, I strongly disagree with the statement

0 = I am neutral to the statement

+3 = Yes, I strongly agree with the statement

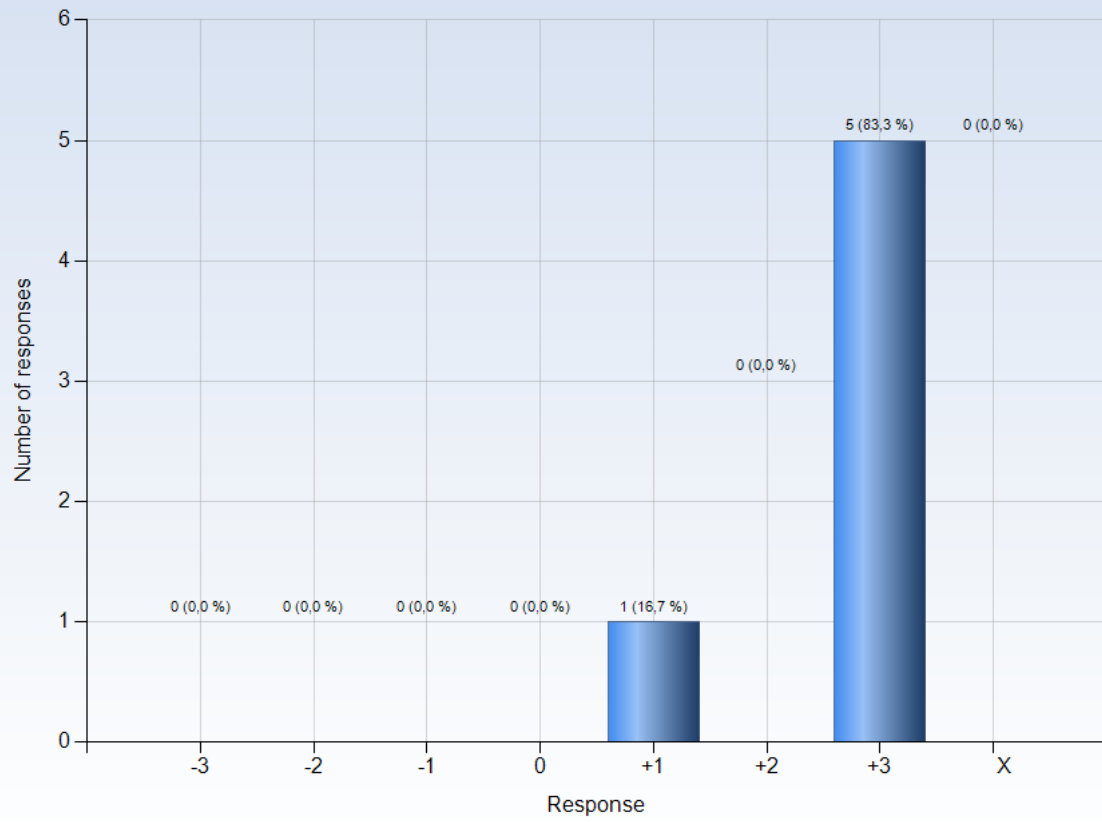
X = I decline to take a position on the statement

### 1. I worked with interesting issues



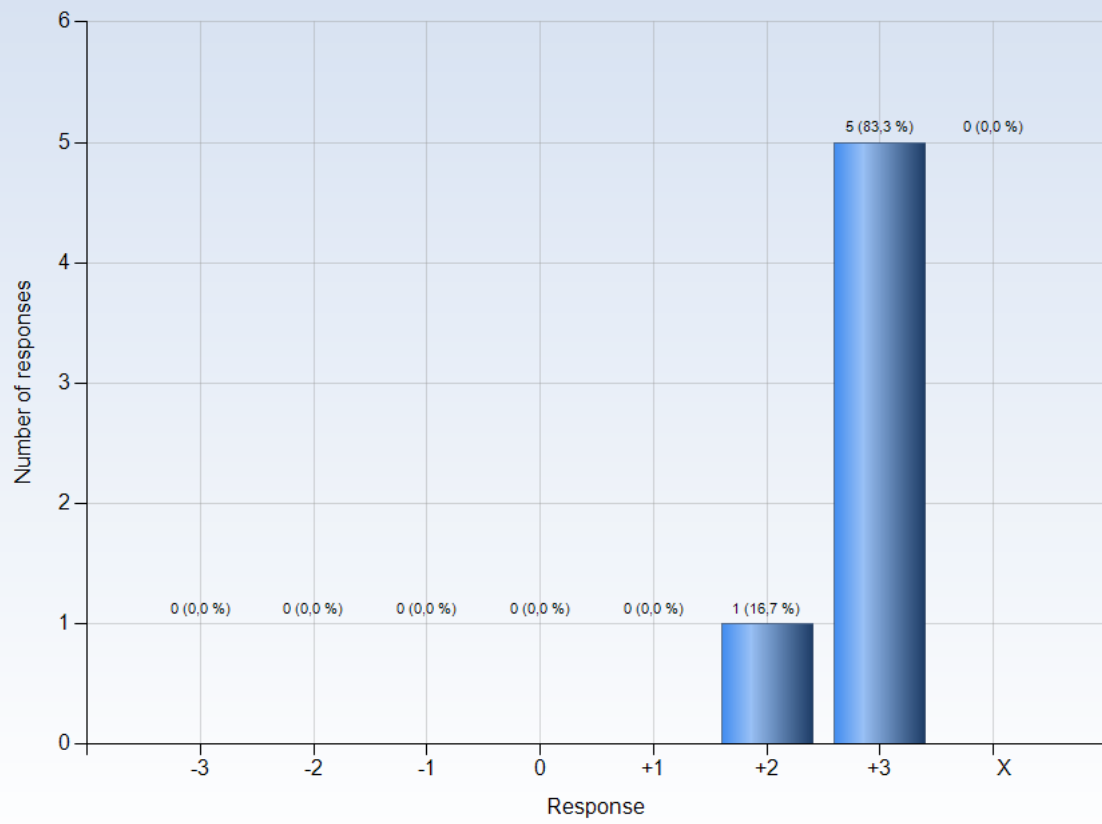
Comments

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



Comments

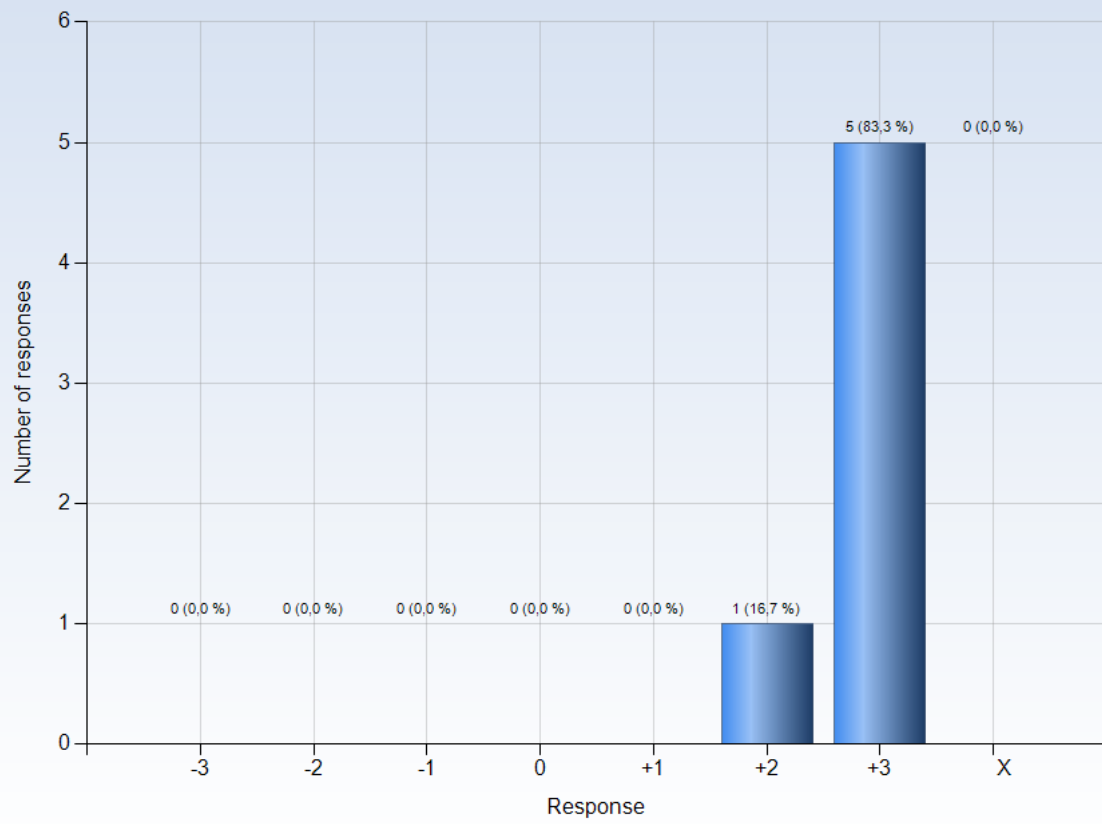
### 15. I was able to practice and receive feedback without being graded



Comments

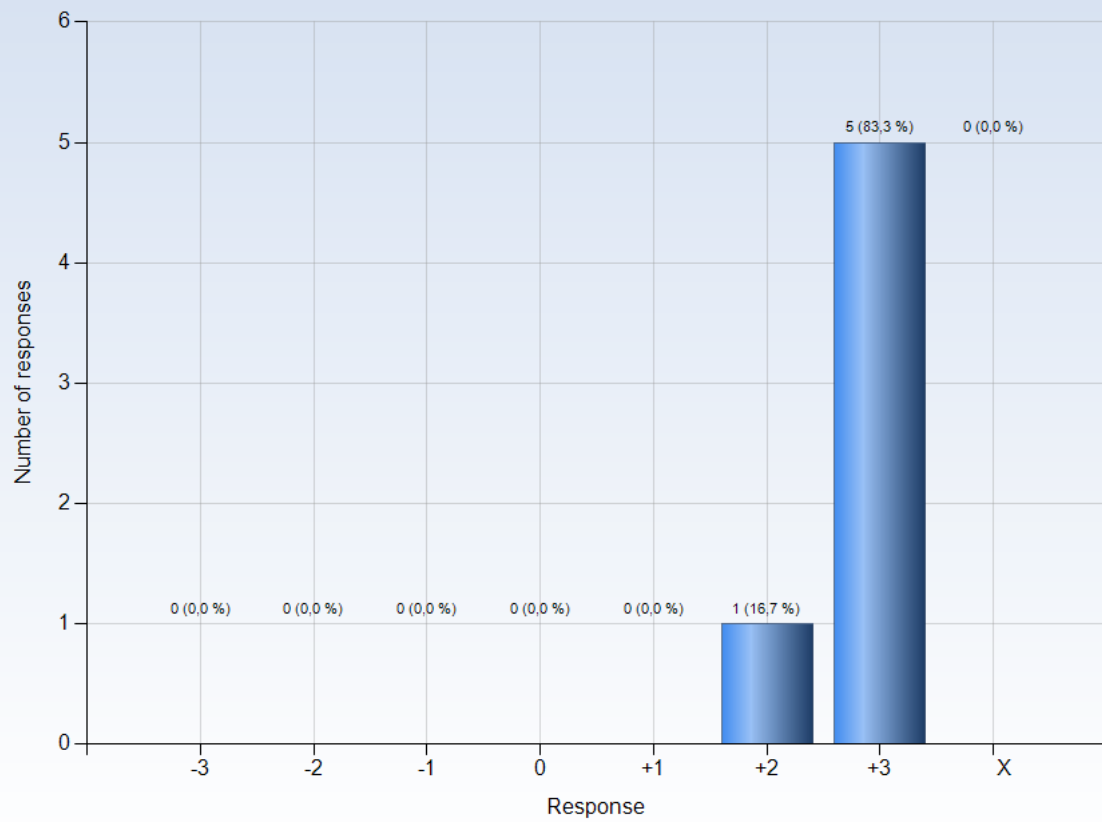


### 16. The assessment on the course was fair and honest



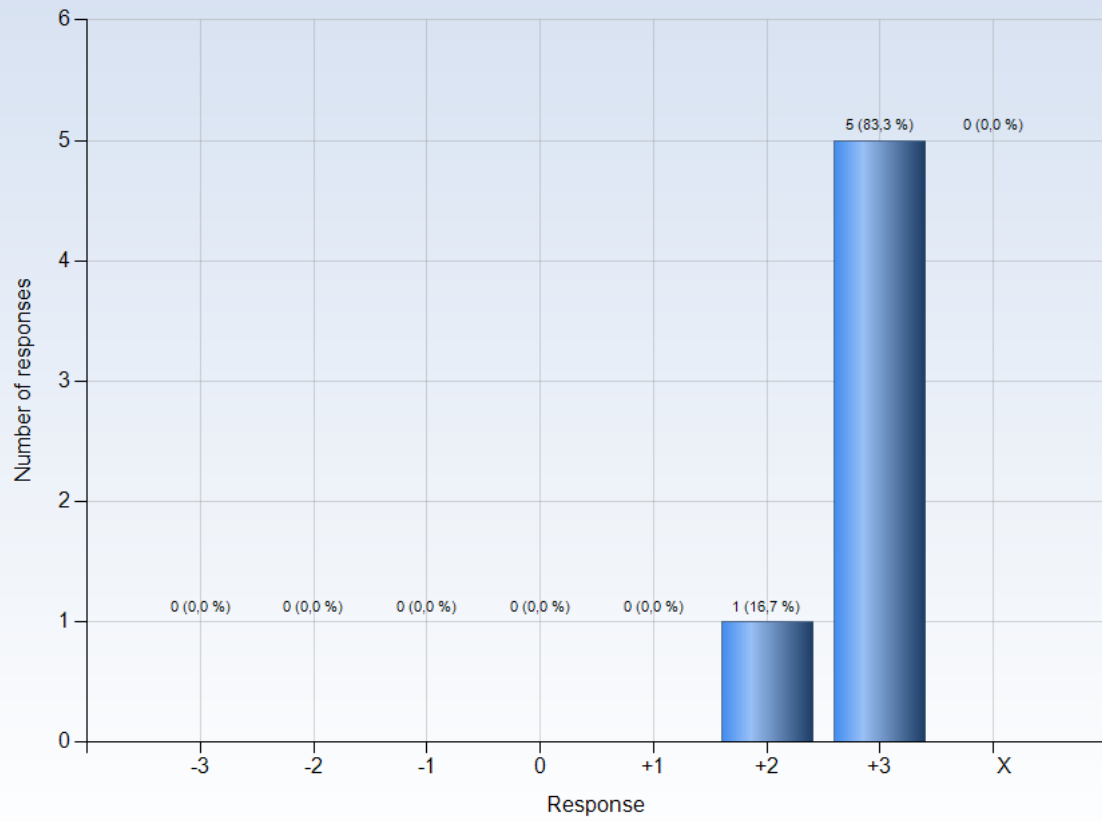
Comments

### 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