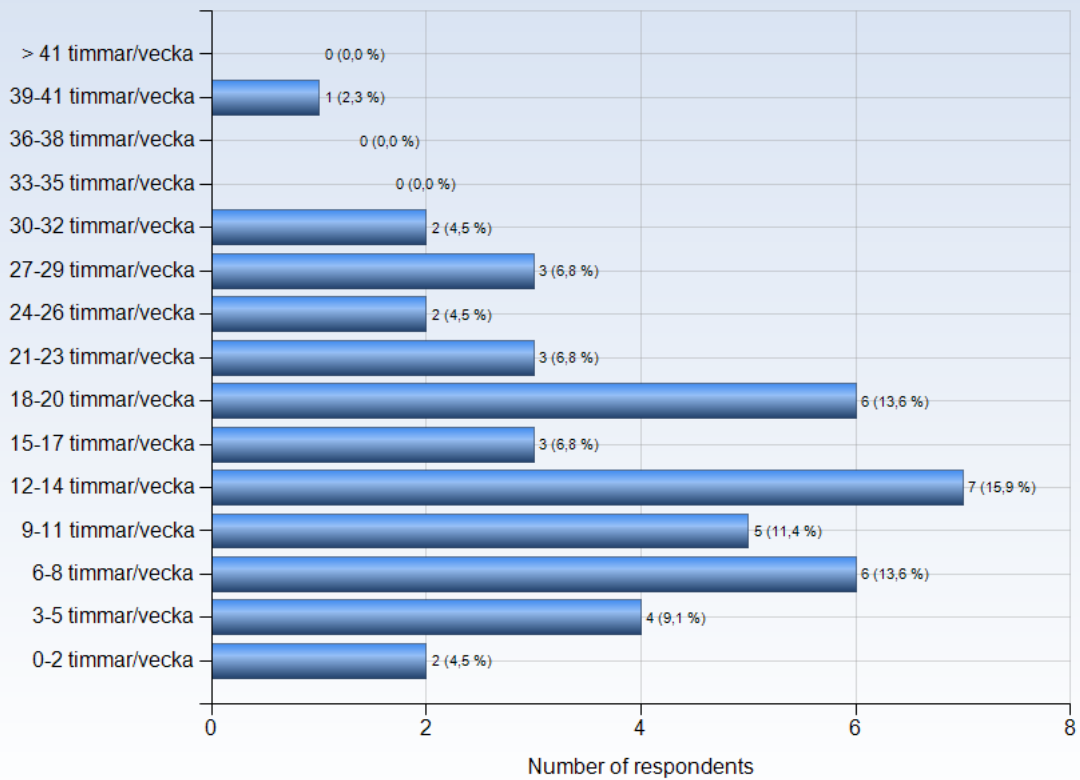# ID1019 - 2017-03-16

Antal respondenter: 152
Antal svar: 46
Svarsfrekvens: 30,26 %

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	1 (2,3 %)
36-38 timmar/vecka	0 (0,0 %)
33-35 timmar/vecka	0 (0,0 %)
30-32 timmar/vecka	2 (4,5 %)
27-29 timmar/vecka	3 (6,8 %)
24-26 timmar/vecka	2 (4,5 %)
21-23 timmar/vecka	3 (6,8 %)
18-20 timmar/vecka	6 (13,6 %)
15-17 timmar/vecka	3 (6,8 %)
12-14 timmar/vecka	7 (15,9 %)
9-11 timmar/vecka	5 (11,4 %)
6-8 timmar/vecka	6 (13,6 %)
3-5 timmar/vecka	4 (9,1 %)
0-2 timmar/vecka	2 (4,5 %)

Number of respondents

Comments

Comments (I worked: 0-2 timmar/vecka)

I did the first intro pdf and then didn't do anything until the exam weeks

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

I wish I would have worked more. At the beginning I was lost, because the we started with abstract theoretical notions (defining our own language etc) that discourage me but as the time was going I devoted more and more time

not include the classes time.

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

another course took too much time to commplete and i had to decide which course to pass

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

Most of the time was on my own

Antalet timmar har kanske varit mindre än det som förväntats. Anledningen till detta är att jag prioriterade parallellkursen då den var mycket mer omfattande.

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

I wish I had had more time to spend...

it make sense! but i do think course should invovle mandatory excercise session and explaination instead Q and A

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

Väldigt osäker på den siffran.

3 av 5 dagar i veckan gick oftast till att programmera , ibland mer

Comments (I worked: 30-32 timmar/vecka)

Uncertain actually of how many hours a week I work with this.. or anything for that matter. I should probably start measuring that. xD

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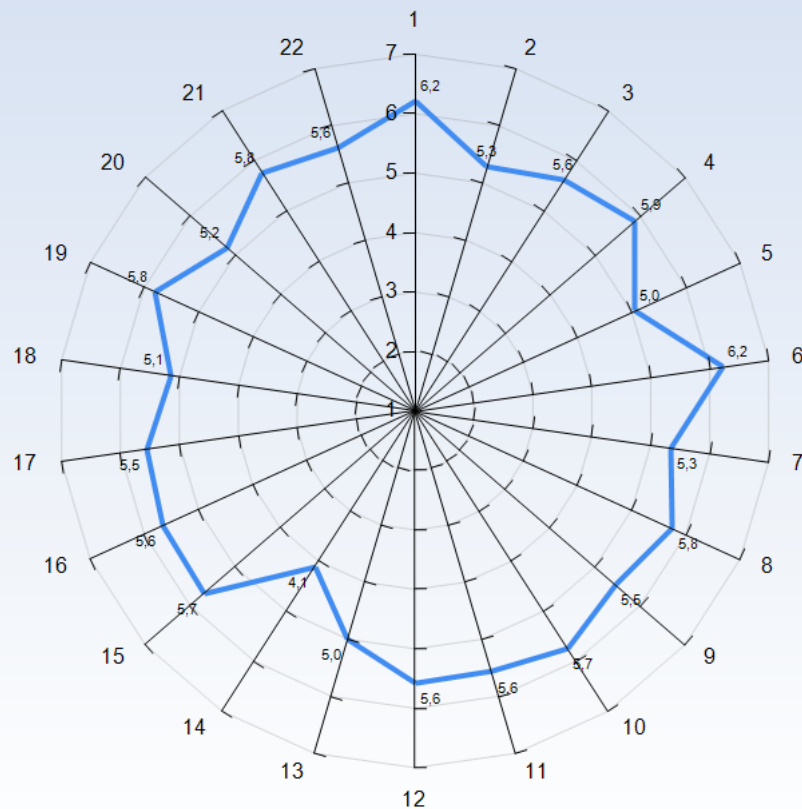
1 = No, I strongly disagree with the statement
4 = I am neutral to the statement
7 = Yes, I strongly agree with the statement

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 v3.1.3

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. I understood how the course was organized and what I was expected to do (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 choices

19. I was able to learn in a way that suited me (m)
20. I had opportunities to choose what to do (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, intriguing or important

b) We can speculate, try out 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 yet supportive environment

d) We feel that we are part of a community and believe that other people have faith 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 sufficient background knowledge to manage the present learning situation

g) We can learn inductively by moving from specific examples and experiences to general principles, rather than the other way around

h) We are challenged to develop a proper understanding of key concepts and successively create a coherent whole of the content

i) We believe that the work we are expected to do will help us to reach the intended learning outcomes

j) We can try, fail, and receive feedback in advance of and separate from any summative judgment of our efforts

k) We believe that our work will be considered fairly and honestly

l) We have sufficient time to learn and devote the time necessary to do so

m) We believe that we are in control of our own learning, not manipulated

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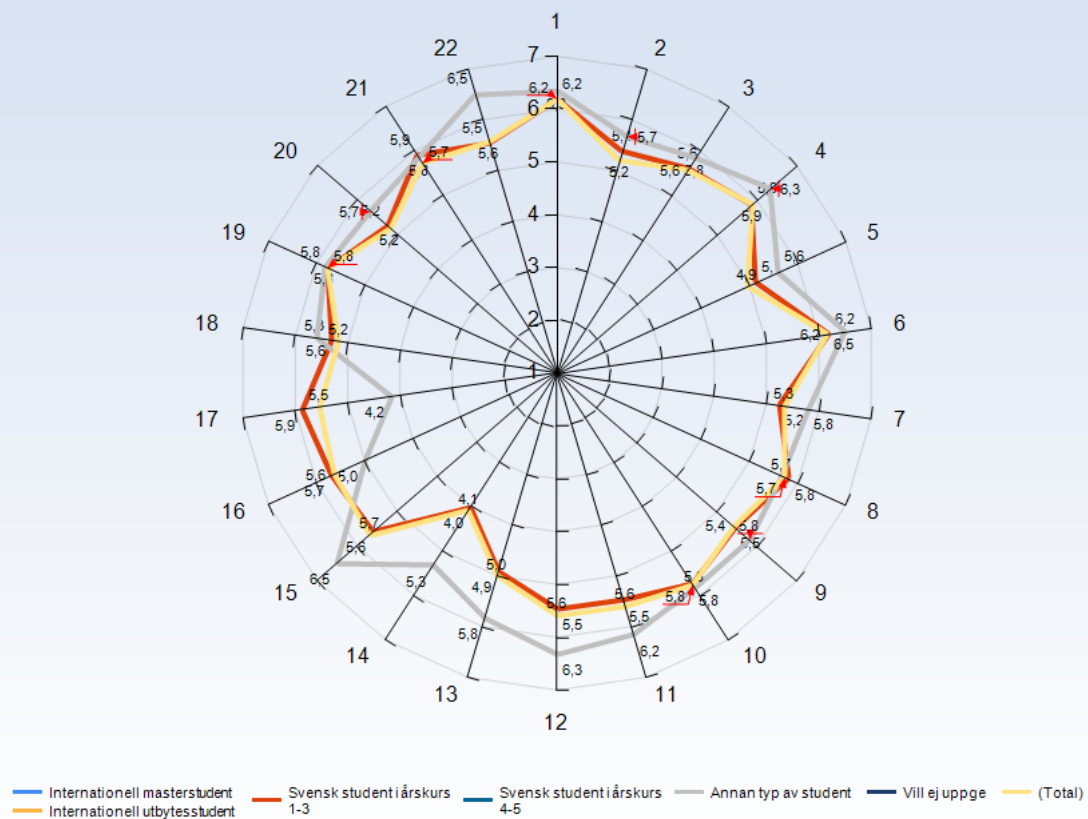
Ramsden, P. (2003). *Learning to Teach in Higher Education*, Chapter 6, pp. 84-105. New York: RoutledgeFalmer.

Average response to LEQ statements - per gender

Kvinna   Man   Annat   Vill ej uppge   (Total)
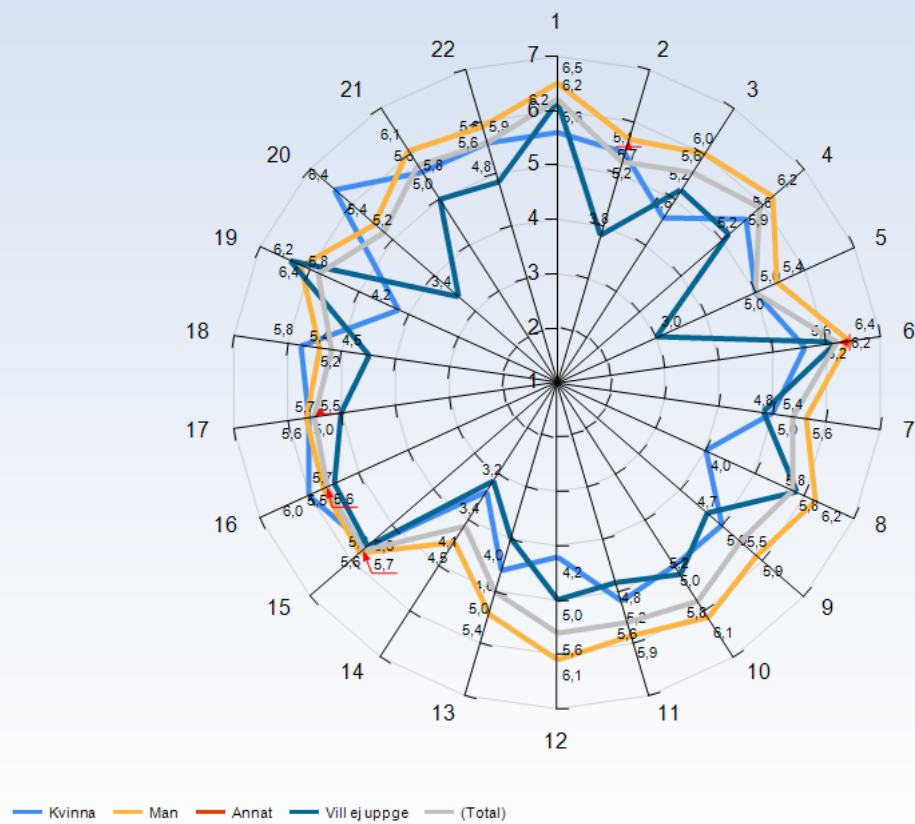
Comments

Average response to LEQ statements - per type of student

Legend: Internationell masterstudent | Svensk student i årskurs 1-3 | Svensk student i årskurs 4-5 | Annan typ av student | Vill ej uppge | (Total) | Internationell utbytesstudent

Comments

Comments (I am: Svensk student i årskurs 4-5)
I wonder if they will have "Swedish student in year 6-7" in the future?...

Comments (I am: Annan typ av student)
where is the international bachelor student?
TCOMP student - international bachelor student year 1-3
International student in year 1-3

GENERAL QUESTIONS

What was the best aspect of the course?

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

The teacher was really good, fun lectures, fun exercises, and the teacher had a fun personality

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

Trots att jag inte gjorde alla seminarier tycker jag att uppgifterna var genomtänkta och väldesignade. De jag gjorde var väldigt roliga. Föreläsningarna var också trevliga och jag giller Johans sätt att beskriva saker, han är en bra föreläsare.

New content

Great Seminars!

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

It was the seminars. Unfortunately I didn't attend them regularly and I didn't work on them thoroughly when I should had done it but they were very interested and they should be mandatory

Challenging students with interesting problems and then leaving freedom to explore.

the teacher gave me a good explanation on the knowledge in details. So it's easier to understand.

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

Johan Montelius and the structure of the assignments, perhaps a bit too much give-away on the skeleton code...

Best aspect was the overall challenge of the course. It was difficult enough to make you think, but still possible to solve all the questions. Also, functional and some concurrent programming was very interesting and new!

cool to try functional programming! less so when other courses take too much time from being able to work.

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

Some of the exercises and seminars were really interesting and fun to do.

Many interesting assignments

Probably the best course I have attended in two years at KTH. The Prof. Johan Montelius has been extremely good at communicating the main concepts of the course. More than that it was the first time that we got introduced to certain practices in software development (separation of concerns, gradual development etc) that are very important when working on real projects. A great balance between theory and practice. The lecture on the ray tracer and most of the seminars have been the highlights of the course.

Seminars and programming exercises as learning oppurtunities

Det bästa med kursen var atmosfären och läraren. Det märktes att läraren var engagerad och verkligen ville undervisa i ämnet. Alla föreläsningar var mycket informativa och roliga. Läraren gjorde _inte_ misstaget om att högläsa all text som stod presentationsprogrammets "slides" (som många andra gör), utan talade mer fritt och använde "slides:en" som stöd (för att t.ex illustrera något). Föreläsningarna höll sig till ämnet och var relevanta.

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

A teacher who seems to have a real passion about the subject and would take the time to answer questions if any were raised.

Seminars and the involving with another parallel course.

The exercises were fun and some of the "seminars".

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

That Johan was a great teacher, and inspired me to learn more about the subject, the seminars were a very good way to learn as well.

Learning how to program with Erlang and understanding the functionality of it. It was also great that (at the end) we were able to combine the knowledge we learned in "ID1019 Programmering 2" with the "IK1203 Nätverk och Kommunikation" course, it was interesting to see how we could apply our programming skills to the stack layer.

Johan and the Seminars

Johan.

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

The lectures and interactions with the teachers were rewarding and made it easy to learn the concepts.

Programming

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

Bra föreläsare som själv visade intresse för kursen.
Bra seminarier där man kunde arbeta med uppgifter som träning, även fast man inte fick bonuspoäng.

Seminarie uppgifterna, kunde funnits ännu mer uppgifter att göra, bästa sättet att lära sig

What was the best aspect of the course? (I worked: 27-29 timmar/vecka)

Plenty of resources. A teacher who seems to care and interesting subject.

Bra seminarier med kul uppgifter

What was the best aspect of the course? (I worked: 30-32 timmar/vecka)

The programming assignments and erlang express.

The teacher, hands down. Easy to talk to, always willing to help clarify and explain.

What was the best aspect of the course? (I worked: 39-41 timmar/vecka)

Good teacher, interesting subject

What would you suggest to improve?

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

not much really, the course was really good overall

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

Gör seminarierna till labbar i stället och gör dem obligatoriska. Låt dessa bli ett examinationsmoment så att man möts och får feedback. Det hade sparat mig enormt mycket stress om det funnits sådana checkpoints. Stressen med deadlines är enormt mycket mindre än den som kommer när man inte har några hållpunkter alls, i alla fall för min del. Jag hade känt att jag hängt med bättre om jag tvingats göra uppgifterna. Det är bra att få regelbunden återkoppling och jag saknade det verkligen i den här kursen. Det handlade inte om att jag tyckte ämnet var tråkigt, har man ingångsättningssvårigheter behöver man en knuff för att sätta igång och det saknade jag verkligen i den här kursen. Sedan behövs det också bli tydligare vad vi ska kunna och varför, hur allt innehåll hänger samman. Varje föreläsning behöver knytas tydligare till det stora hela.

Provide solutions after the seminars, fix typos in the exam, provide us with a good copy of the English exam to begin with

Make Seminars mandatory or give some motivation, such as extra points for successfully competing it.

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

Dela upp kursen i flera examinitionstillfällen eller ta bort uppgifter på tentan på det blir väldigt ont om tid om man fastnar på en uppgift eller behöver gå på toa.

Seminars to be mandatory because during the exam questions regarding the seminars give many points.

That's a bit unfair because since they are not mandatory, even though they are highly recommended, someone could choose to skip them but then during the exam fall short because seminar questions make 50% of the basic part. The answers for the seminar questions are not online so if someone missed a seminar is doomed to miss points.

Clearly state how things fit into the course. For example what we're trying to achieve with operational semantics. Or that the seminars are supposed to be a "kickstart" for your own experimentation, not that "you'll pass if you'll do the seminars". One smaller thing would be to provide actual pictures and a description of the poker card set at the beginning. To my surprise, a lot of students didn't know about it.

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

Give less of the skeleton code for free and instead add explanatory text on how to accomplish the same solution.

unclear if it is a bad course, one thing could be have help more often, like plan in on having practice every daythat there isn't a lecture.

hello anonymous assessment still not happend on KTH really?!

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

The instructions to many of the seminars are almost impossible to understand/follow because of spelling mistakes/incoherency/ambiguities. They could use some proof reading.

It is very good to hade some sort of response on your work during the course. (E.g. lab or seminars with bonus points)

Very little to change in this course. Probably I would have liked to explore a little bit more OTP but that would have at the expense (in terms of time) of the theoretical foundation of functional programming.

Schedule time at 8 was too often

Jag är supernöjd med kursen och har ingenting att tillägga.

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

There should really be some sort of assignment or a session where one gets to practice the lambda calculus and how to define a functional programming language, these areas are the knd of things you learn by doing and seeing how it is done. They are quite quickly passed by in a lecture or two.

Strongly suggest to involve raspberry pi during seminar. especially the server and distribution computing. also involve more network programming and application stuff.

Wish Exam paper issue wish wont be happens again. 1 hour delay is a huge effect for student in both psychological and physical way. if i have one extra hour in exam i will be even able to finish the advance part for A and B mark. also strongly suggest to extend the examination to 5 hours.

also suggest to involve the course with the project IT course for further application. practice is always the key to learn programming.

I did not like how the exam format, for example: 1. There was little space to write code 2. The basic and the advanced question were mixed up 3. The amount of points given on some basic questions were not evenly distributed (some gave 2 points, some gave 6 etc.), I would much rather see that maybe every question gave 2 points or every question gave 6 points.

The seminars were fun to attend, but it would have more rewarding if it gave 1 point on the exam (I know they are easy, but at the same time you could raise the pass level on the exam by the amount of points gotten from the seminars +-0)

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

Focus a bit more on the time complexity module, perhaps put in an exercise on it.

I was never able to figure out what the Mandelbrot actually was...

Inte mycket.

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

The interactivity between students and teachers outside of the scheduled time in school.

Liked the seminar classes, when the teacher presented cool things one could do.

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

Tentamen hade kunnat vara bättre skriven. Själv slösade jag bort stora delar av tiden på missförstånd om under vilka förhållanden man skulle skriva uppgifterna.

(T.ex. vad man kunde förvänta sig att det finns i en viss lista eller mer om listan skulle byggas upp i sorterad ordning eller ej).

Svenskan i tentamen var också lite slarvig, detta stör mig en del då man fastnar på vissa meningar. T.ex. kunde det stå "vi" istället för "i" eller "representerar" istället för "representera". Dessa misstag skapar även tvetydigheter i om vad som ska göras i en uppgift och vad som är givet, åtm behövs det att man läser stycket felera gånger, vilket är synd då tid definitivt är en bristvara på denna tentamen.

Lite tydligare föreläsningsslides att kolla på i efterhand och friska upp minnet

What would you suggest to improve? (I worked: 27-29 timmar/vecka)

More excersises in general. Especially some covering the lambda calculus, complexity and the "small functional language".

All in all, for those who prefer to not use the lectures, but study on their own, there is little resources to turn to concerning those three. It's easy to only practice Erlang and forget some of the other course goals. Adding some additional excersises should help. Both practice excersises and TA led excersises.

Mer information på föreläsningsslidsen, om man missar en föreläsning så är det svårt att försöka ta igen den på egen hand.

Tex om en kodsnutt är ineffektiv, kommentera gärna detta då vid koden.

What would you suggest to improve? (I worked: 30-32 timmar/vecka)

The slides. It would be better if they had good code instead of bad code that the teacher would correct during the lecture.

The lecture slides, since the lectures will not teach us how to program in Erlang but rather how to "Meta program?" it would be nice to have access to some text or dialogue related to the slide, since it is very difficult to remember everything that has been said. Maybe record the lectures in the future?

What would you suggest to improve? (I worked: 39-41 timmar/vecka)

Maybe make the course structure a bit clearer? And definitely the task descriptions, they were confusing at times

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)

keep the course like this

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

Do the exercises and seminars

Work hard, its worth it. Check out: http://learnyousomeerlang.com for a good Erlang guide.

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

Gör seminarierna.

Follow the instructions of KTH social (Canvas in the future) as they are written from the professor and attend the seminars

Explore and experiment.

To do more practices outside the classes.

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

Make sure to start programming in Erlang early, and do as much of the course assignments as humanly possible.

Let yourself be interested.

its like math practice practice practice

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

Go on the lectures if you want to use lecture slides to study (you won't understand without Montelius explaining each and every slide).

You must erlang by yourself. The course does not teach erlang as much as it teaches general concepts (and a lot of them). Erlang is on the other hand what most of the exam is about.

Get the most out of the seminars by experimenting by yourself beyond the tasks on the instruction papers. It is the best way to learn.

Try coding yourself

Alla kommer säkert att skriva det här, men ta verkligen tiden att sitta och skriva koden. Även om vissa färdiga kodstycken ges i vissa uppgifter, kan det vara bra att skriva av koden istället för att kopiera och klistra in. Som det nämns hela tiden, är programmering ingenting som man kan bli bra på genom att enbart läsa.

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

Do spend a little extra time on the programming part, learning the language and do some tutorials (the learn you some Erlang one is really quite good) it will help to, at least, get a pass. For a higher grade you'd, apart from more programming, probably need to look into the lambda calculus and how to define a functional language a bit on your own, the lessons will probably not be enough.

Practice!! stop reading!! focus on the lecture and than practice them on your computer. if you met problem than google and find answer from book.I

Work with the exercise, go on the seminars they are important. Read the book and go to the lectures.

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

If possible, do both the exercises and seminar assignments as it helps a lot to prepare your for the exam.

Read the book thoroughly, attend the seminars and make your own code.

Gå på alla seminarier, även om du kanske inte hann klart med koden eller så. Det är mycket givande.

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

Participate in the seminars!

Be calm

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

Gör seminarierna

Gå på föreläsningarna och programmera mycket!

What advice would you like to give to future participants? (I worked: 27-29 timmar/vecka)

Take part of ALL the resources listed. But also go looking for yourself. And keep the coursegoals in mind as you study.

And don't fuck around. Procrastination is Satan.

Gör seminarieuppgifterna även om de inte är obligatoriska.

What advice would you like to give to future participants? (I worked: 30-32 timmar/vecka)

The exercises and Seminars are good, you should try doing them!

Practice with patterns since it is a core part of erlang programming, it will also help you program in other languages!

What advice would you like to give to future participants? (I worked: 39-41 timmar/vecka)

Don't spend too much time reading the book

Is there anything else you would like to add?

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

no

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

Tycker att det ska läggas fokus på att lära sig programmera i Erlang under föreläsningarna också!

During the exam there was a mistake with the English exam paper, the even pages were missing and we missed time until they finally solved this problem. It was a bit frustrating all this mess and I suppose we missed some precious time from the exam.
But nevertheless the course was great, the professor very professional with a lot of knowledge and the course in total very well organised!

Not to have a 7,5 hp tenta. Instead a project because the exam was a bit too much in four hours and it was hard to keep up since it was large assignments each week.

Excellent course and teaching, thank you.

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

Perhaps some sort of bonus system that aids in lessening the course load on the exam. The details of the solution evades me for the moment.

-

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

Make the course work a part of the grading.

The material we learnt was very interesting

Jag vill bara säga att den här kursen har varit en av de bästa jag någonsin studerat på KTH. Aldrig har jag känt sån motivation att studera. Läraren gjorde allt för att göra ämnet intressant och underhållande, vilket fick effekten av att man faktiskt ville studera.

Supporten har även varit fenomenal. Om man hade en fråga kunde man bara skicka ett mejl till läraren och på en väldigt kort tid senare få tillbaka ett detaljerat svar på frågan.

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

While being an excellent teacher, he has the (unintentional I believe) bad habit of sometimes making students feel singled out an a bit stupid if the solution the present is not "smart" enough. There is nothing wrong with asking students question during the lectures, in fact I think that is rather good, but some times there would be a remark indicating that the solution is not smart enough. I don't think happened very often but I did notice it a few times. Over all though an excellent and interesting course and the few gripes I've described does not take anything away from that!

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

Bra föreläsningar, kul att lyssna på även om man tappade bort sig i vissa stunder

Is there anything else you would like to add? (I worked: 30-32 timmar/vecka)

Long live Pattern Matching!

SPECIFIC QUESTIONS

RESPONSE DATA

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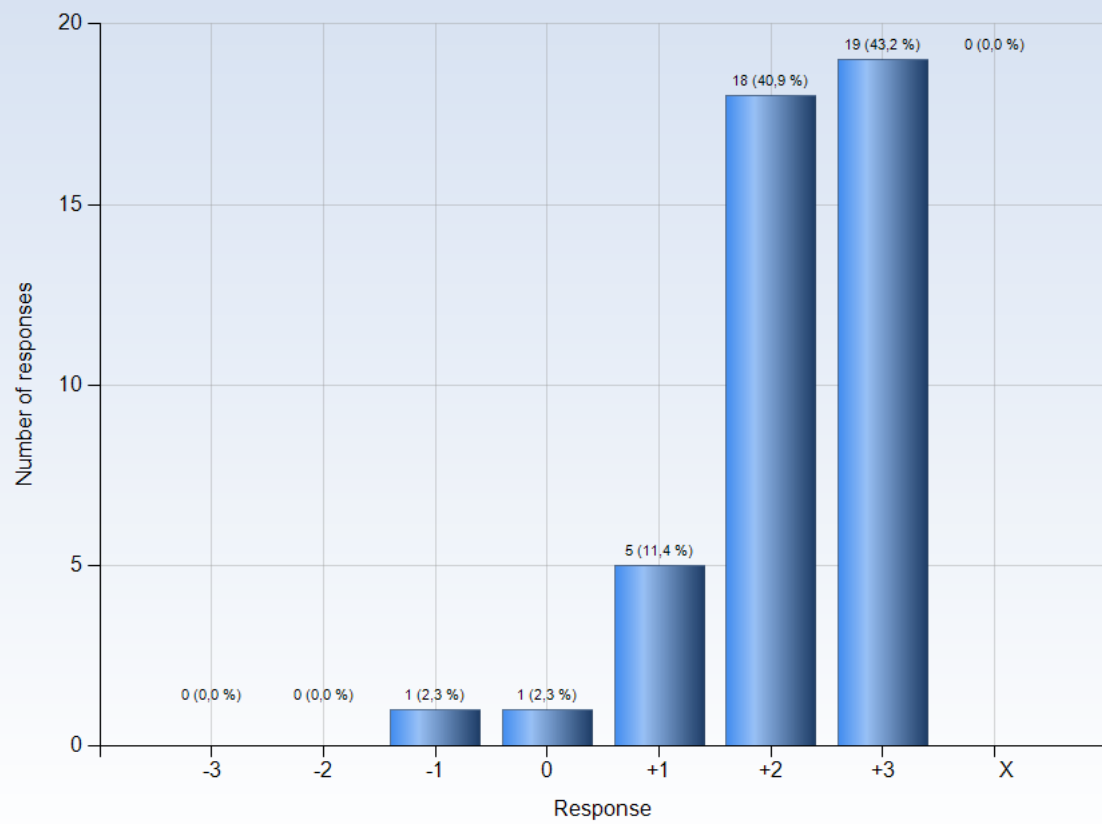
-3 = No, I strongly disagree with the statement
0 = I am neutral to the statement
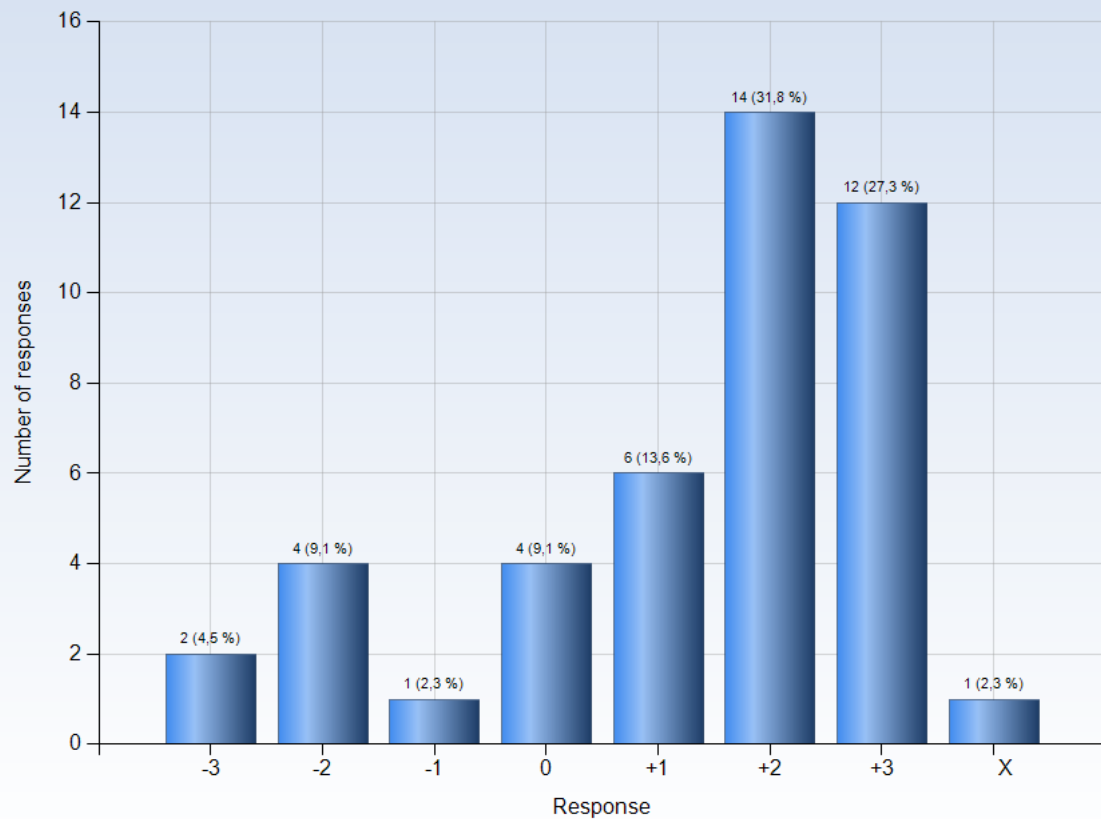+3 = Yes, I strongly agree with the statement

X = I decline to take a position on the statement

1. I worked with interesting issues

Comments

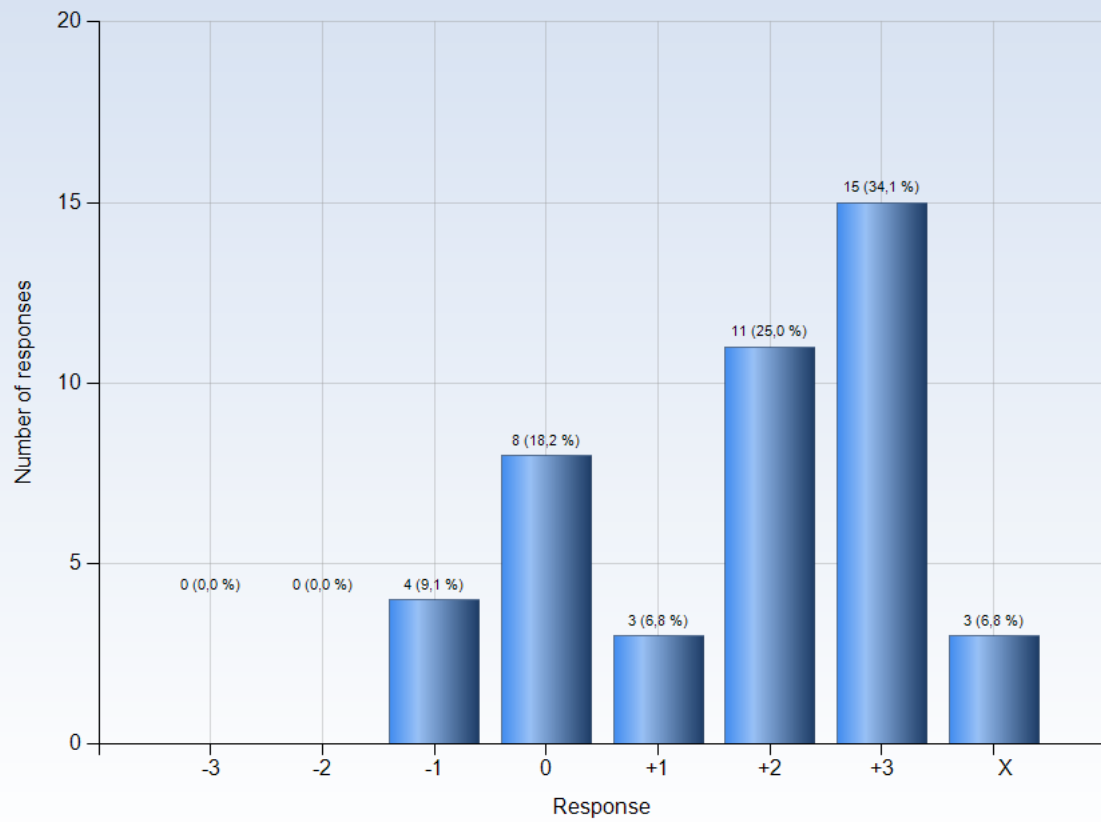## 2. I explored parts of the subject on my own

Comments

Comments (My response was: -3)

This answer is for this question and the one above it. Due to the study pace here at KTH any form of reflection on any subject is next to impossible, therefore I strongly disagree.

Comments (My response was: X   )

förstår inte frågan

3. I was able to learn by trying out my own ideas

Comments

Comments (My response was: X)

I don't think this is relevant

4. The course was challenging in a stimulating way
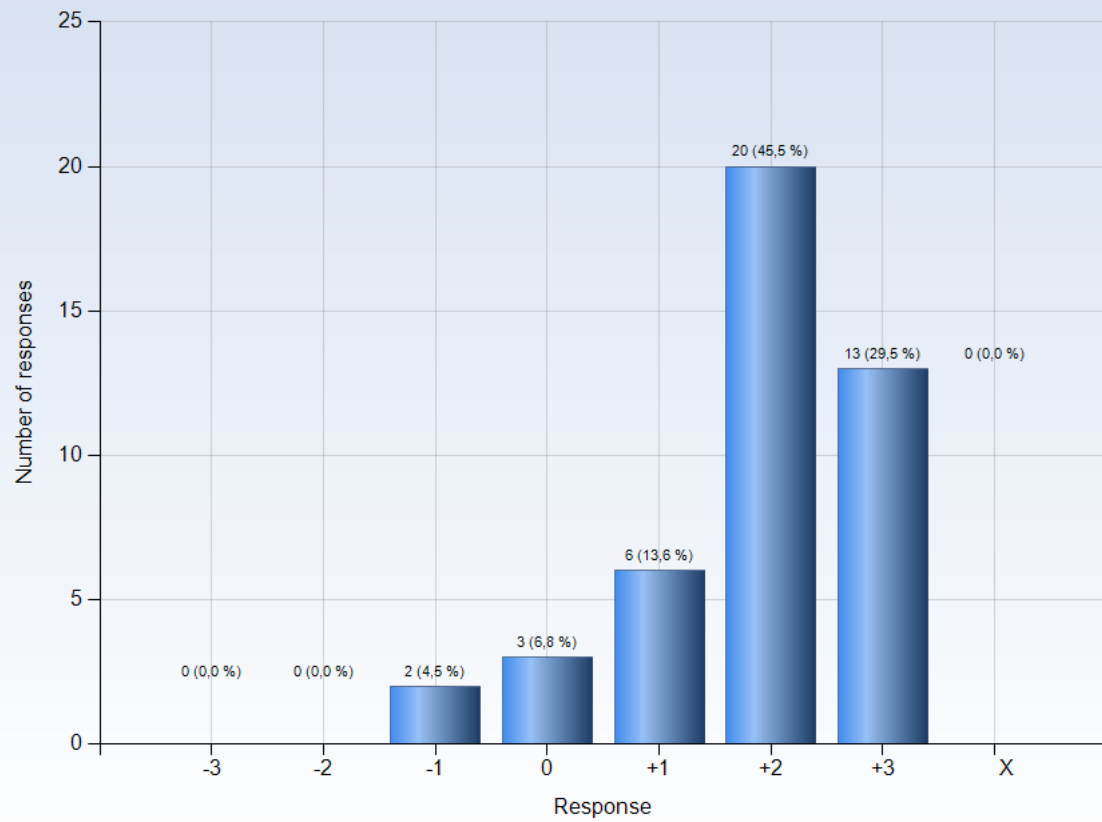
Comments

Comments (My response was: +1)
It was very challenging

5. I felt togetherness with others on the course
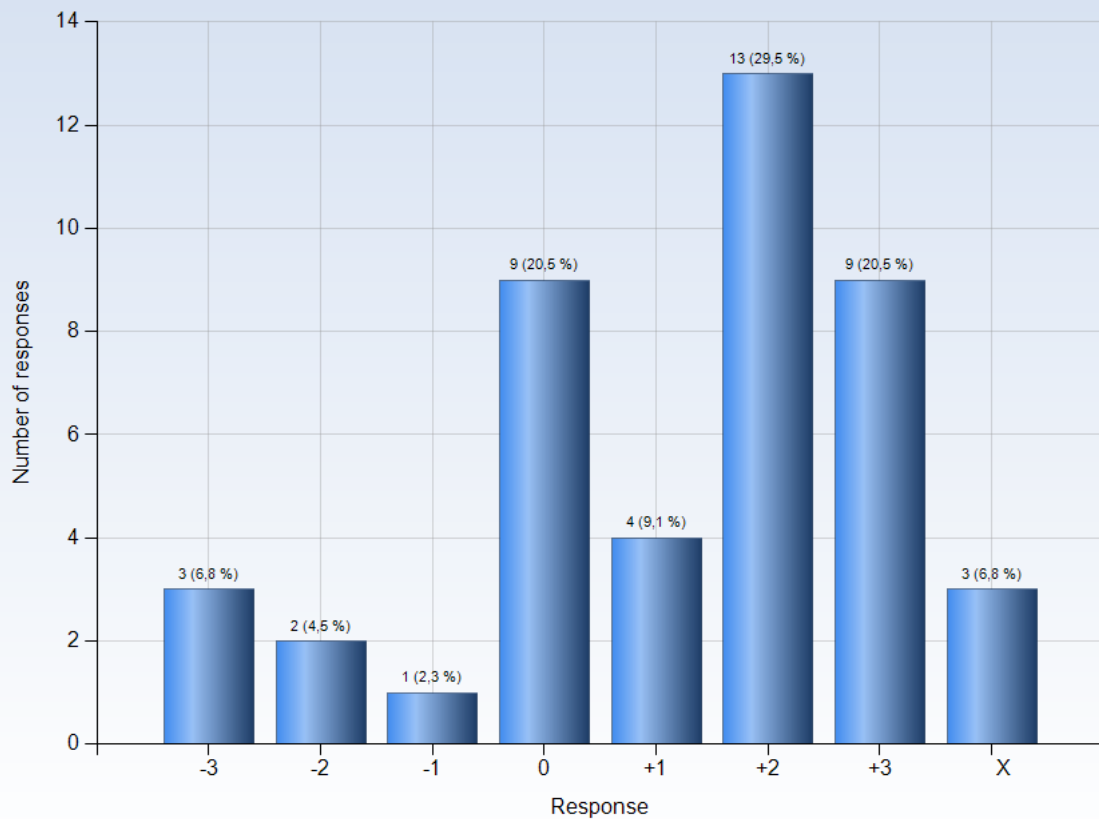
Comments

Comments (My response was: -3)

Didn't know anyone before taking the class and there weren't really any opportunities realted to the class to get to know anyone

Comments (My response was: -2)

Jag kände mig väldigt ensam med den här kursen. Det fanns inget som höll oss deltagare samman eftersom det var fritt upplägg på hur man tog till sig innehållet och inga obligatoriska moment som vi alla hade gemensamt

Comments (My response was: X   )

I don't want to

what do you even ask about? if i had friends during the course?

6. The atmosphere on the course was open and inclusive
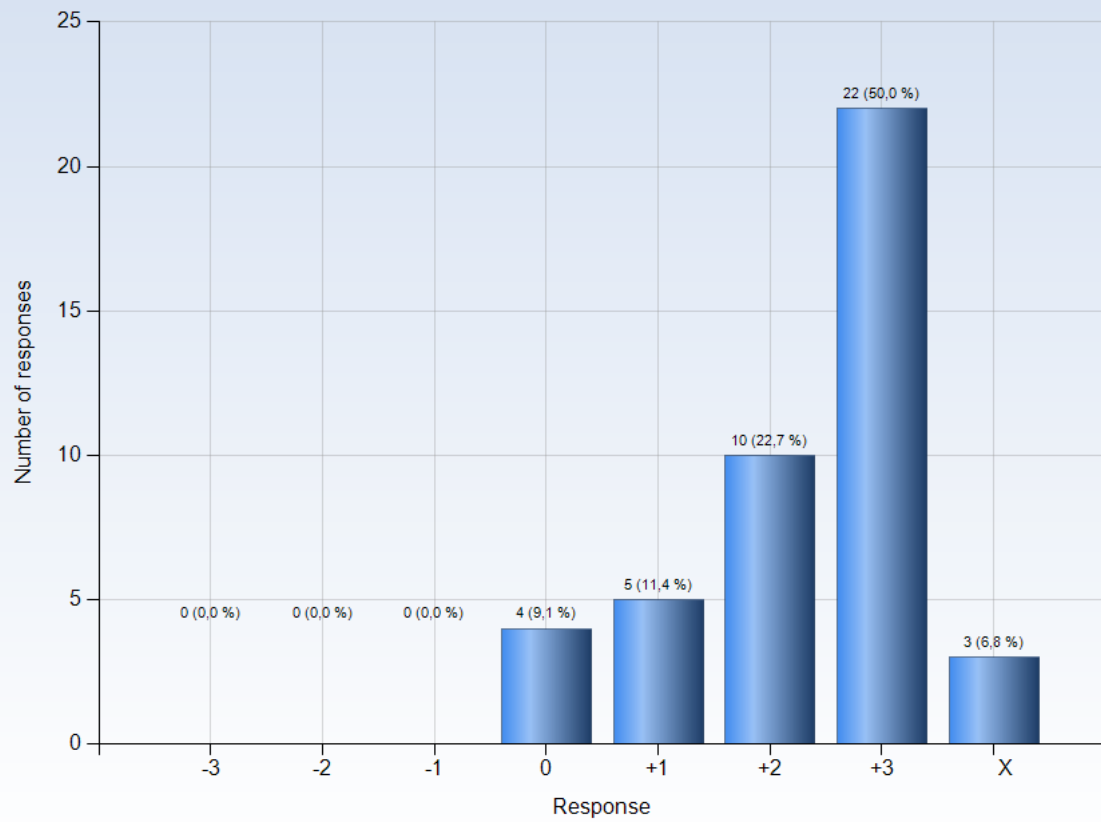
Comments

Comments (My response was: X   )
I don't know

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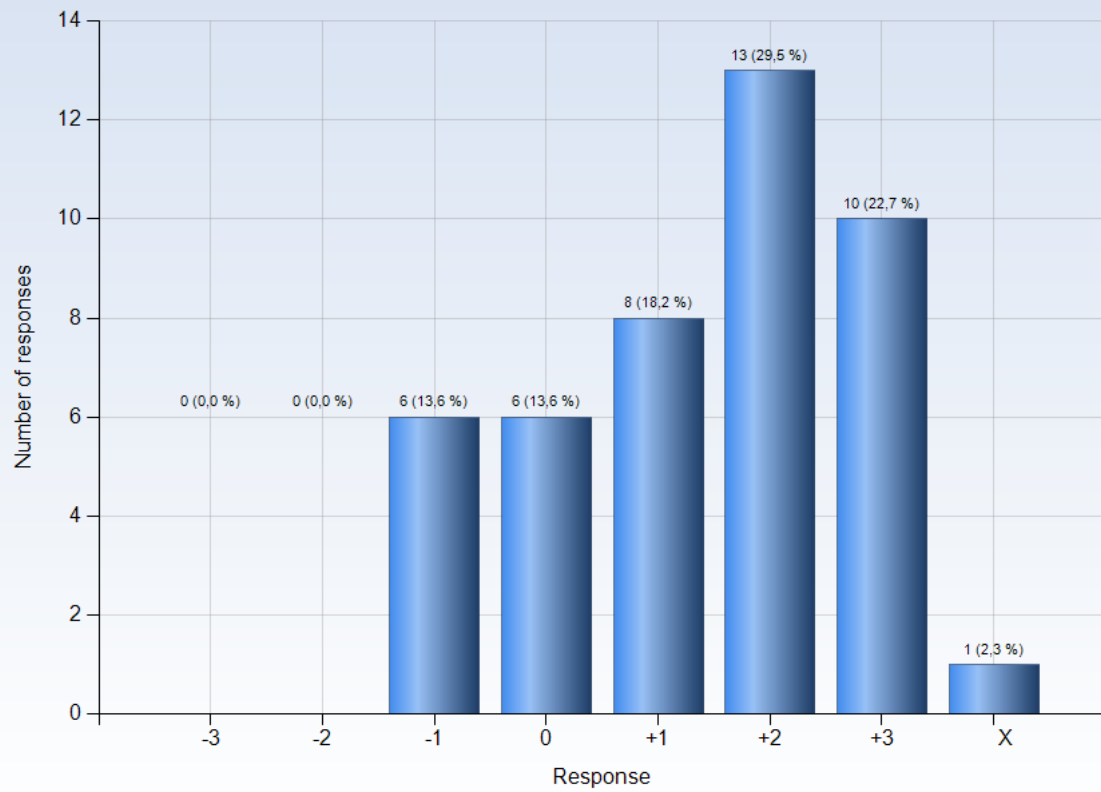
Comments

Comments (My response was: X   )

My wrong I didn't read them before the course started

8. I understood how the course was organized and what I was expected to do
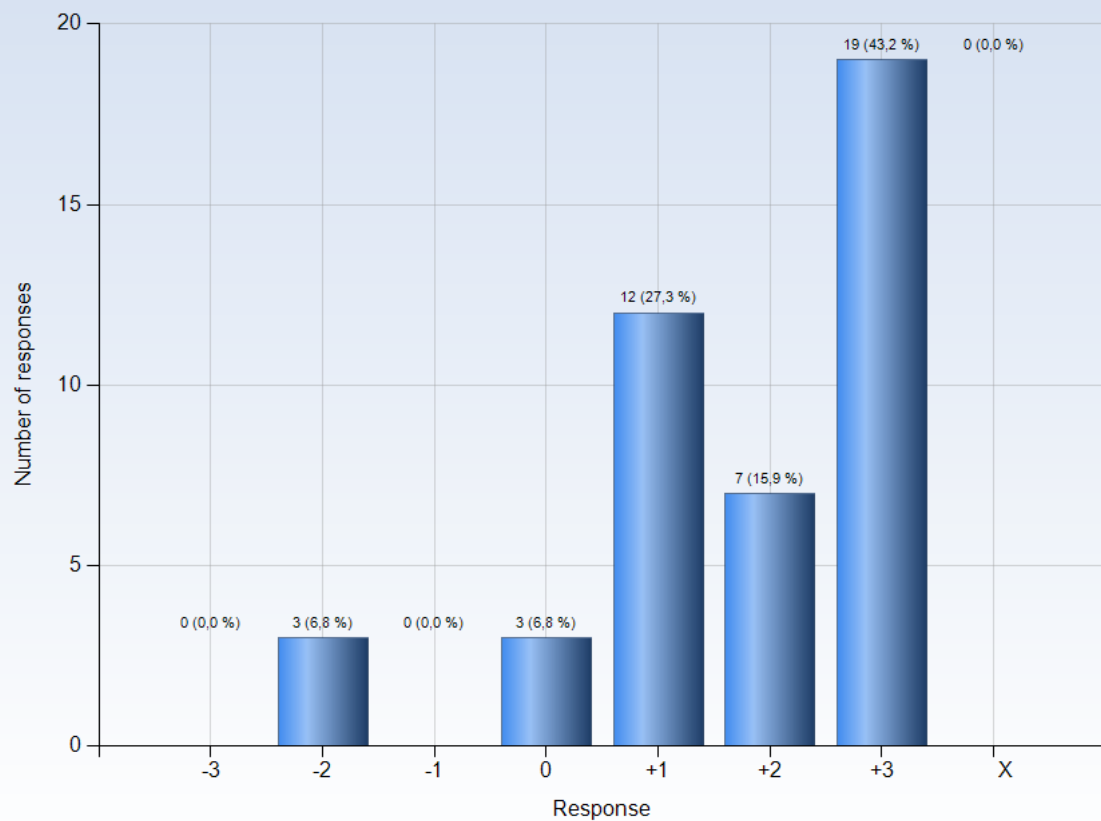
Comments

Comments (My response was: -2)
Skulle behövas bli tydligare. Återkoppla gärna under förelösningarna till lärande målen. Ofta kändes det som om föreläsningarna var isolerade ämnen istället för sammanhängande. Gör det tydligare vad och varför vi lär oss detta.

Comments (My response was: 0)
At times, yes at others no. For example, I didn't understand what I was expected to do with the Interpreter, I did not understand what I was supposed to do.

9. I understood what the teachers were talking about
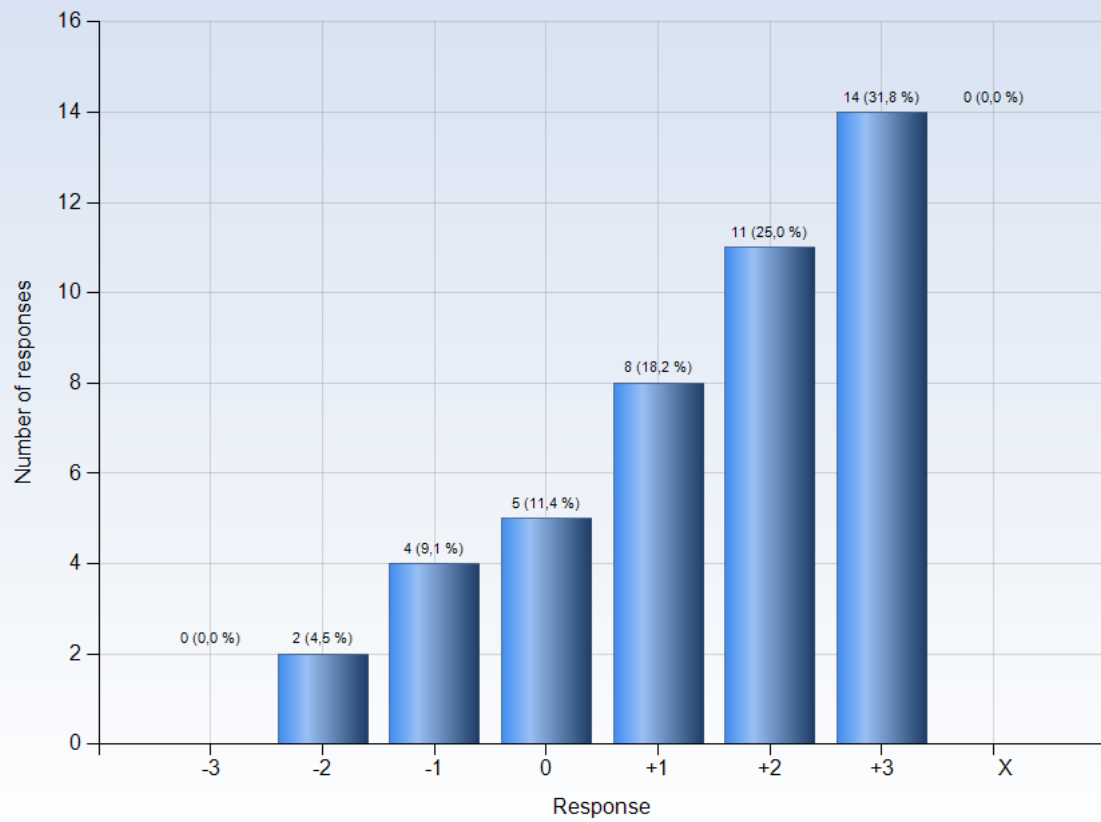
Comments

Comments (My response was: 0)

Kusens upplägg var inte tydligt nog. Hade varit bra att från början klargöra vad vi ska kunna när kursen är slut. Föreläsningarna var bra men det var svårt att förstå hur de anknöt till den stora bilden och lärandemålen. Kunskap med mer perspektiv är bra!

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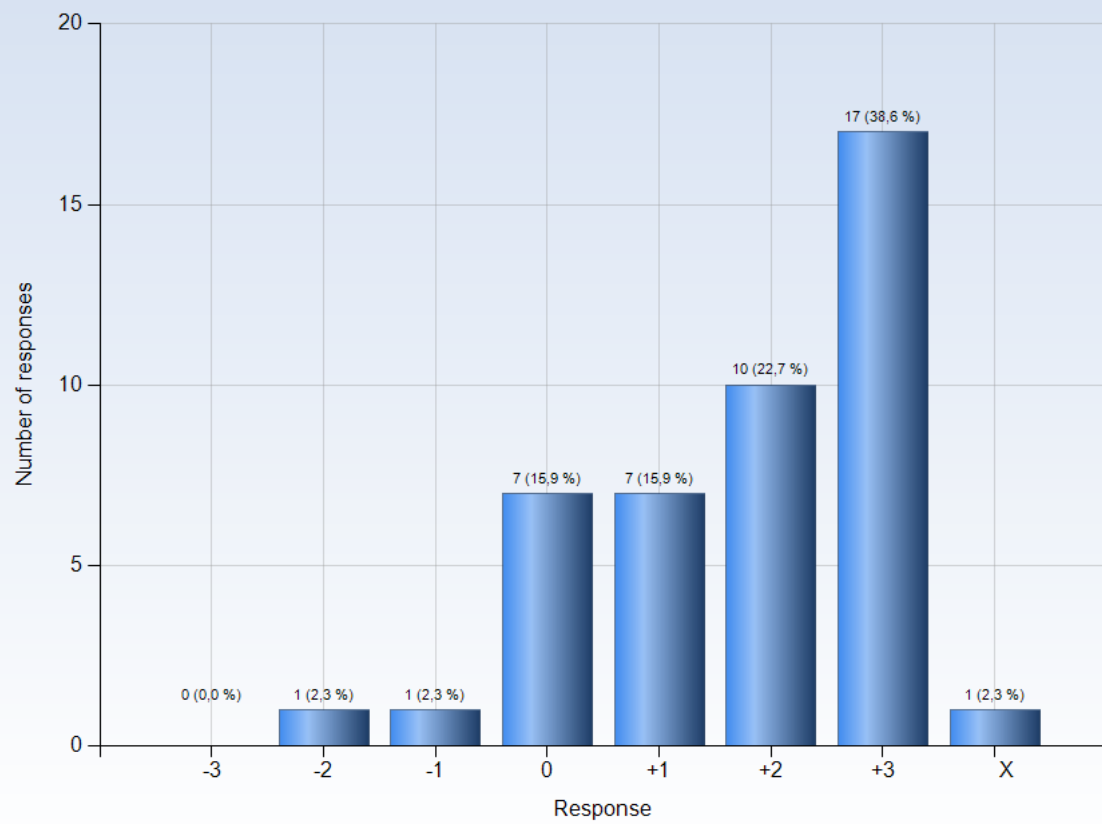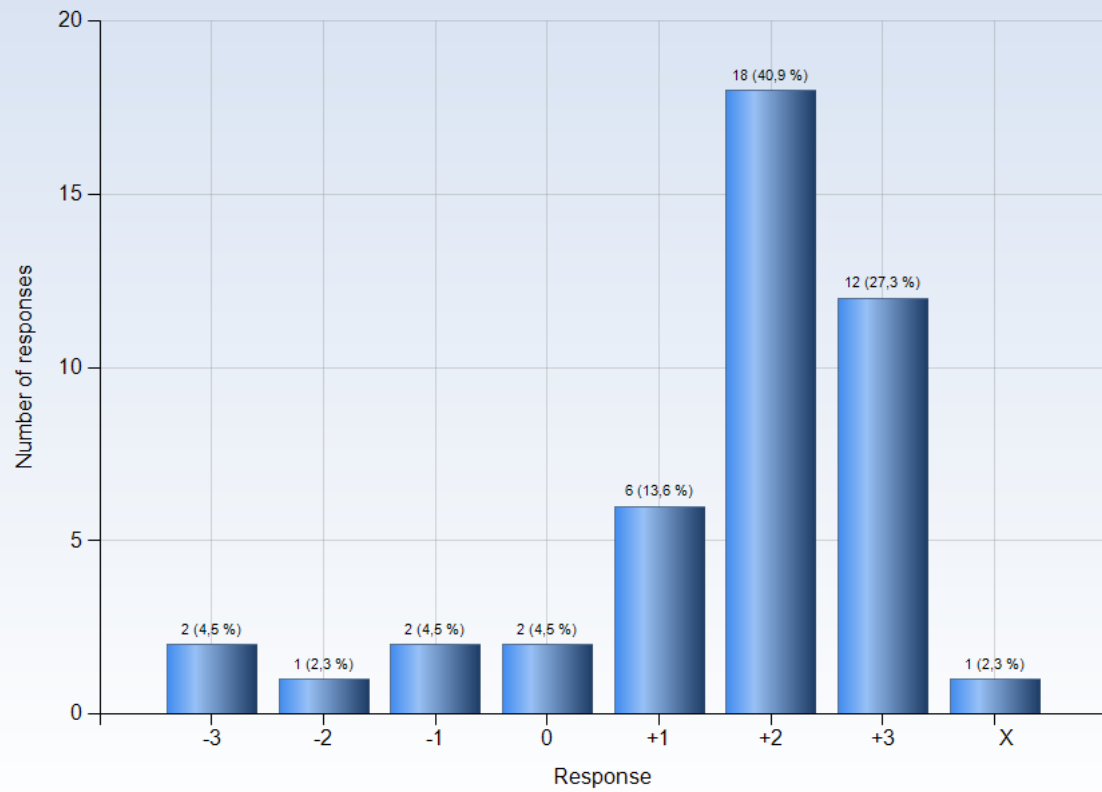
Comments

11. Understanding of key concepts had high priority
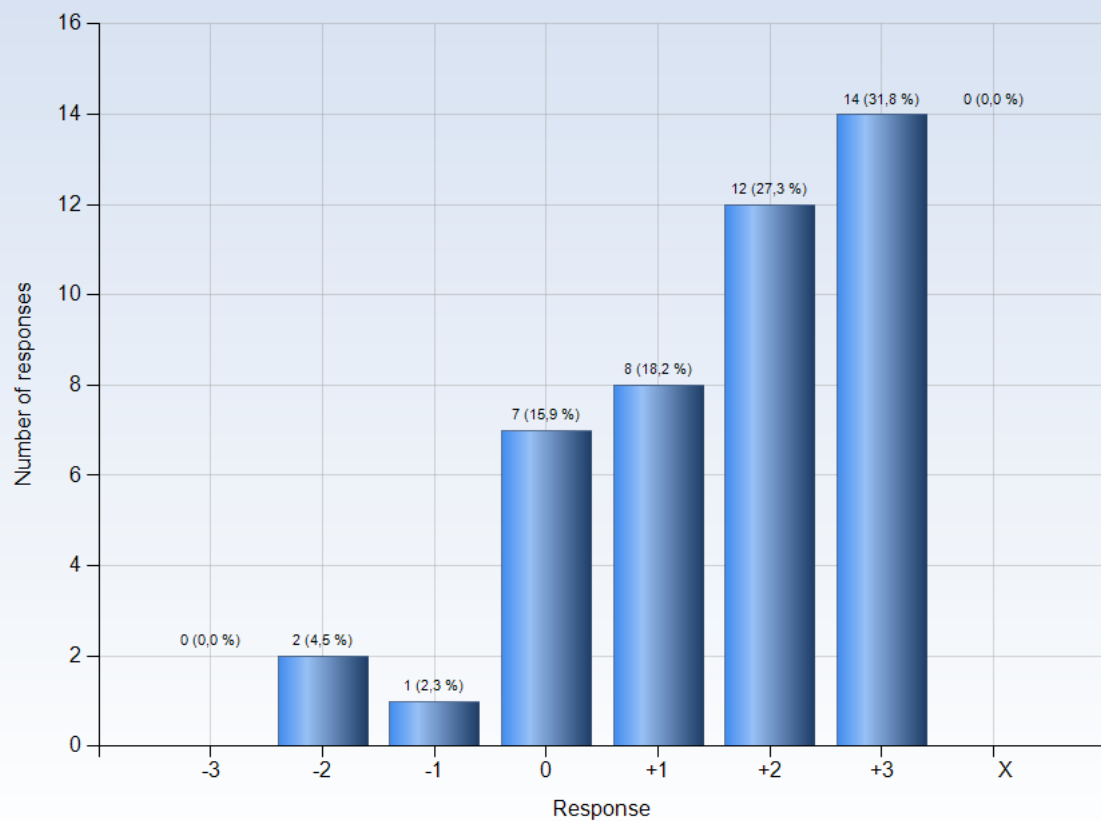
Comments

Comments (My response was: -2)

Det var svårt att avgöra vad som var viktigt att kunna genom att bara utgå från undervisningen.

Much time was spent on understanding and explaining a subset of erlang developed during the course, that was meant to work as a tool for understanding functional programming, and it ended up taking too much focus. It may be a better idea to campare how the key parts work in general in functional languages, and compare erlang to other languages such as Lisp and/or Haskell perhaps?

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

Comments

(My response was: -3)

Jag hade verkligen behövt ha obligatoriiska moment så som labbar för att tvinga mig att blrja med uppgifter och sätta mig in i kursen!

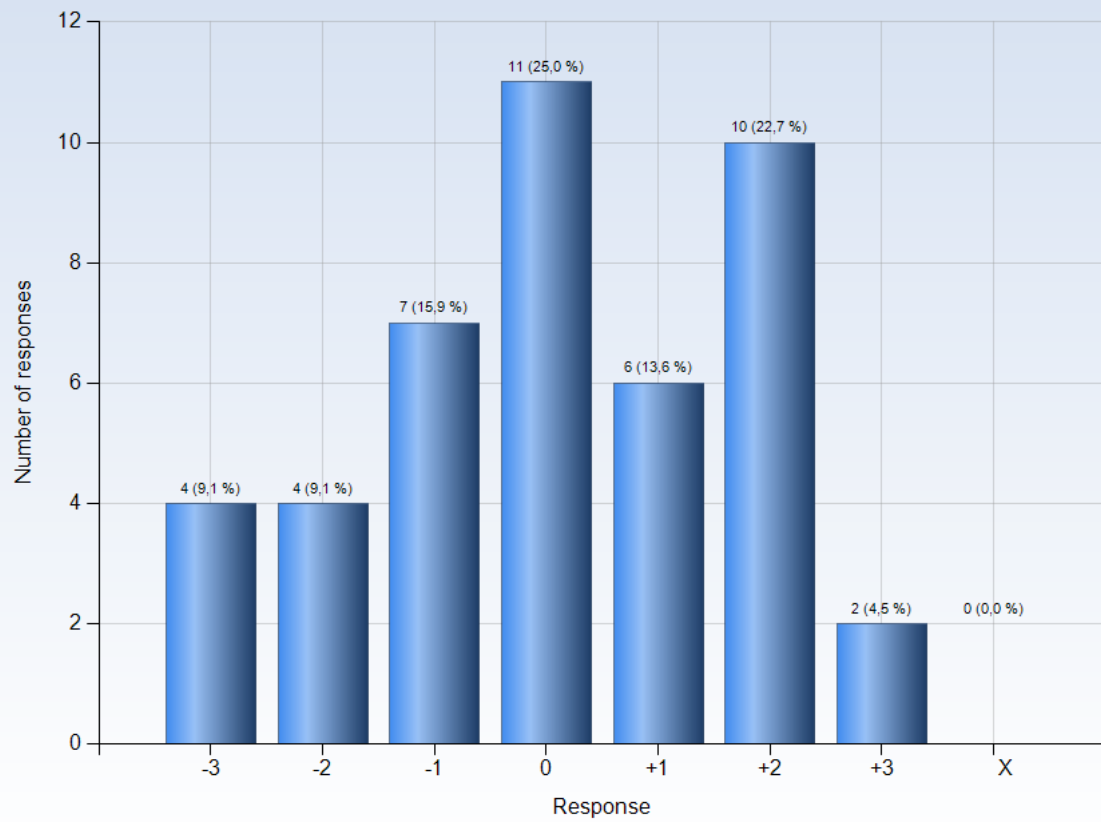## 13. I understood what I was expected to learn in order to obtain a certain grade
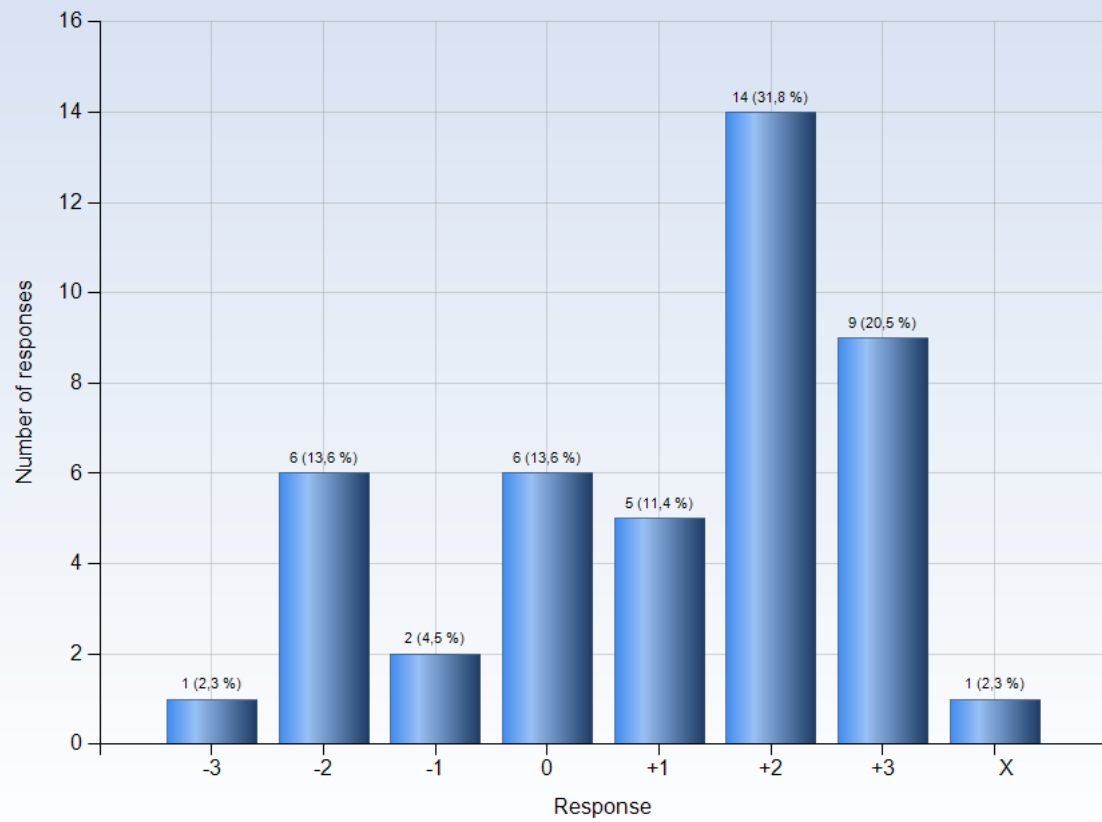
Comments

Comments (My response was: -2)

Nah there was no list of tasks or areas of knowledge directly connected to a grade, but does there have to be?

14. I received regular feedback that helped me to see my progress

Comments

Comments (My response was: -3)
Brist på feedback och checkpoints
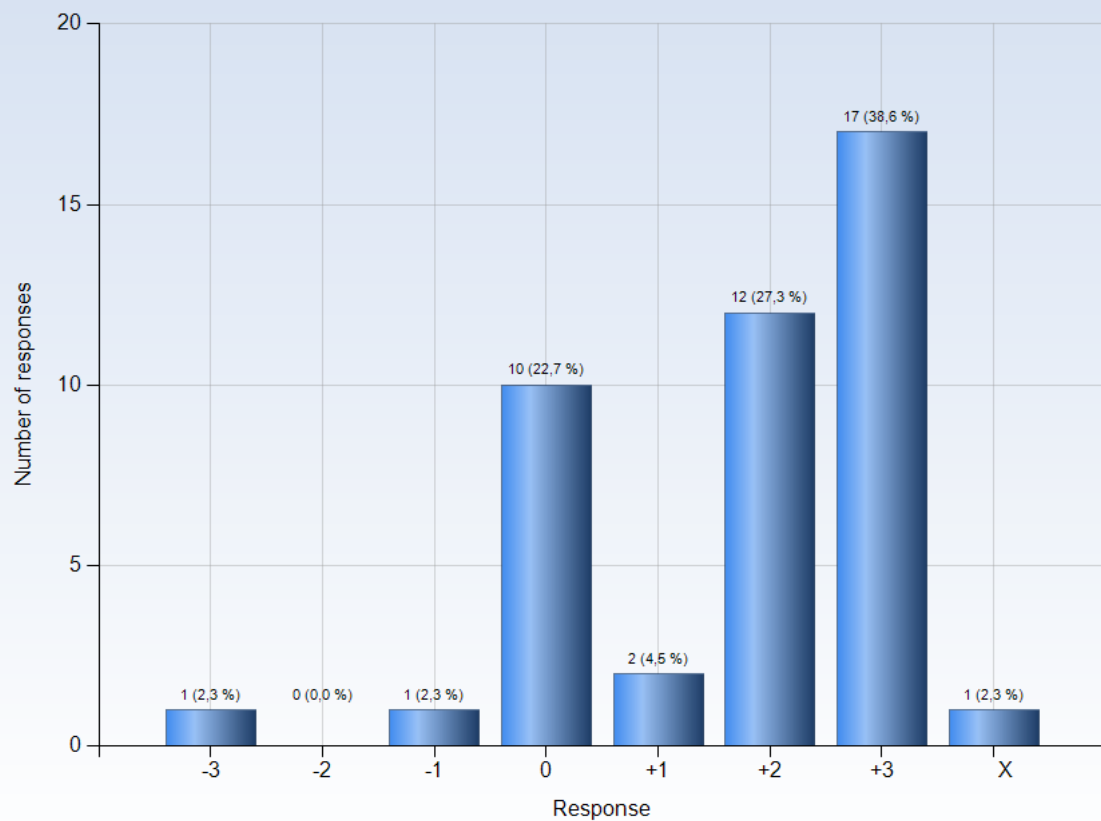
Comments (My response was: -2)
Not much personal feedback was given.

Comments (My response was: 0)
my fault for not seeking it
there were seminars

15. I could practice and receive feedback without being graded

Comments

Comments (My response was: 0)

Ja, men tycker kursens upplägg saknade möjligheter att få feedback som till exempel labbredovisning och andra typer av checkpoints där man stämmer av att men hänger med i kursen

There were the seminars which was a very good opportunity, but I would have liked to have something similar for the non-programming aspect of the course
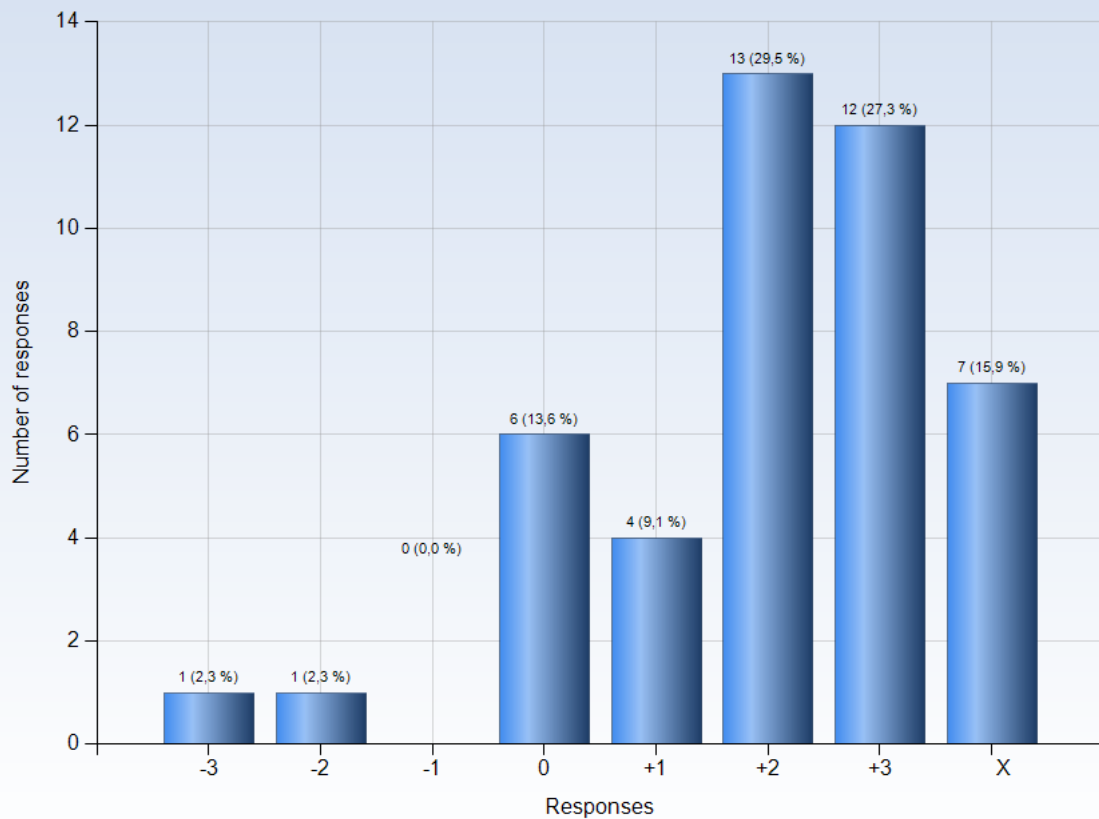
Comments (My response was: +3)

Practice, yes! Feedback.. Nonexistent.

Comments (My response was: X   )

what does this even refer to??

16. The assessment on the course was fair and honest

Comments

Comments (My response was: -3)
the English exam was very disorganised

Comments (My response was: +2)
Not gotten any assessment yet, but im sure it will be fair and honest
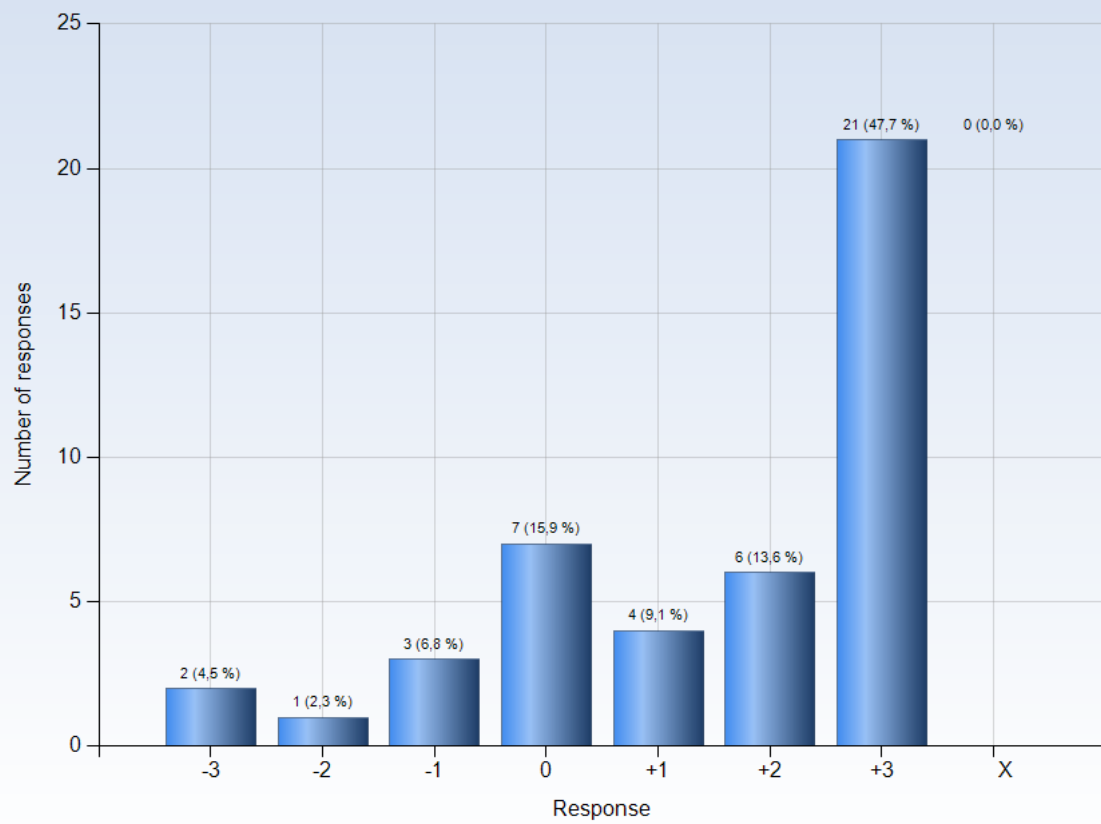
Comments (My response was: X   )
Don't know yet
I have not gotten any assessment or grading yet
The exam is not out yet and it was the only form of assessment we get in this course
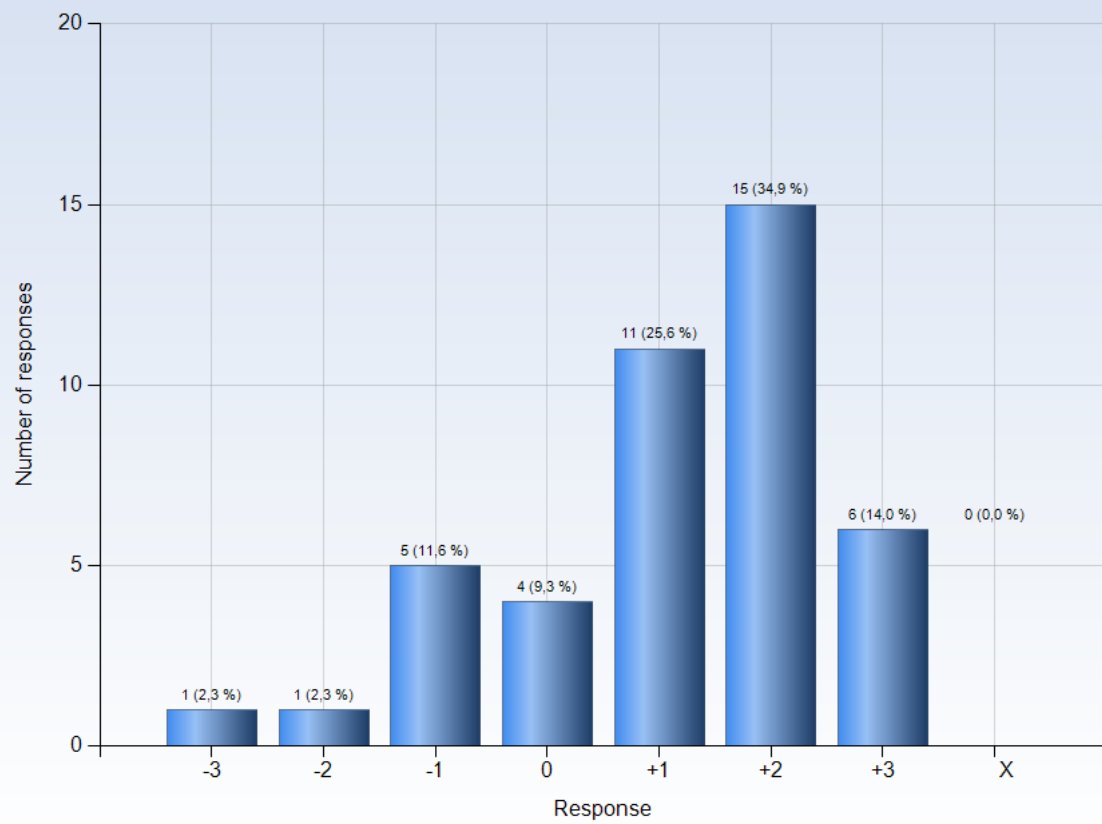We have not received grades yet
stil need to wait for the results of the exam, but there was some problems with the exam, since only every other page was handed out so it came to dependencies, which made it hard to answer all questions prior to receiving the full exam.

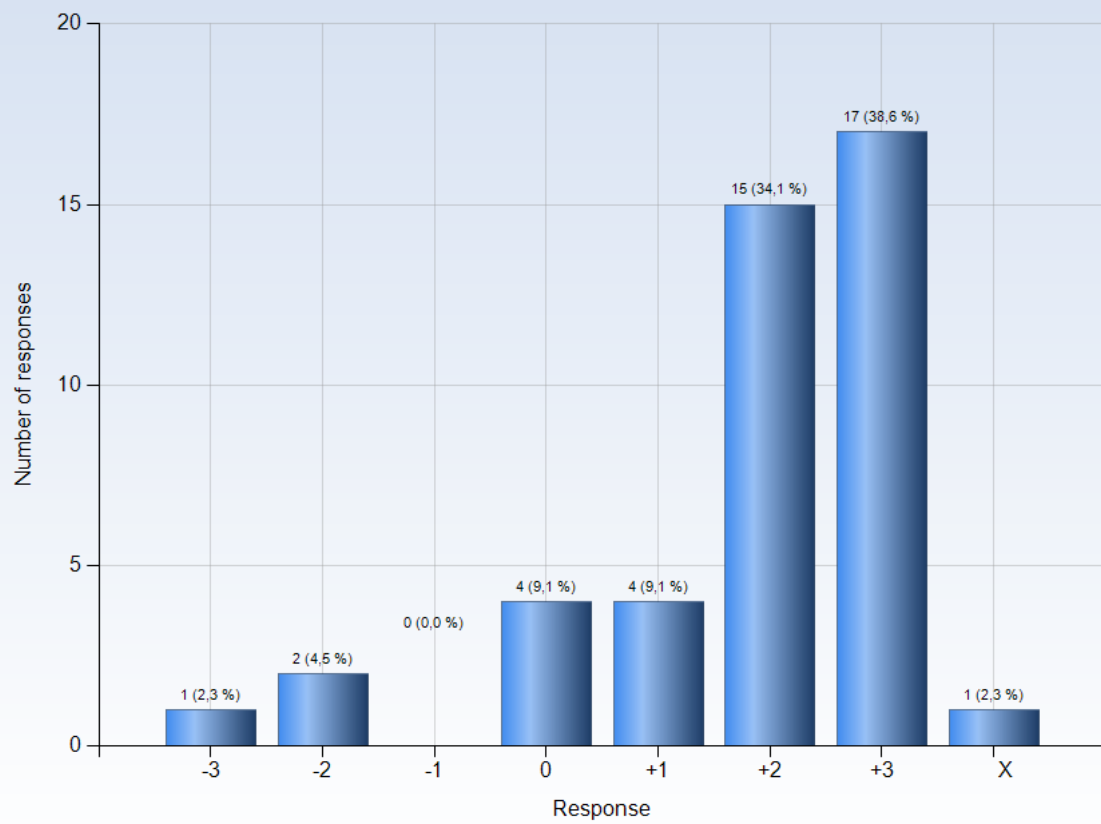## 17. My background knowledge was sufficient to follow the course

Number of responses / Response

2 (4,5 %) at -3
1 (2,3 %) at -2
3 (6,8 %) at -1
7 (15,9 %) at 0
4 (9,1 %) at +1
6 (13,6 %) at +2
21 (47,7 %) at +3
0 (0,0 %) at X

Comments

18. I regularly spent time to reflect on what I learned

Comments

19. I was able to learn in a way that suited me

Number of responses vs Response

- -3: 1 (2,3 %)
- -2: 2 (4,5 %)
- -1: 0 (0,0 %)
- 0: 4 (9,1 %)
- +1: 4 (9,1 %)
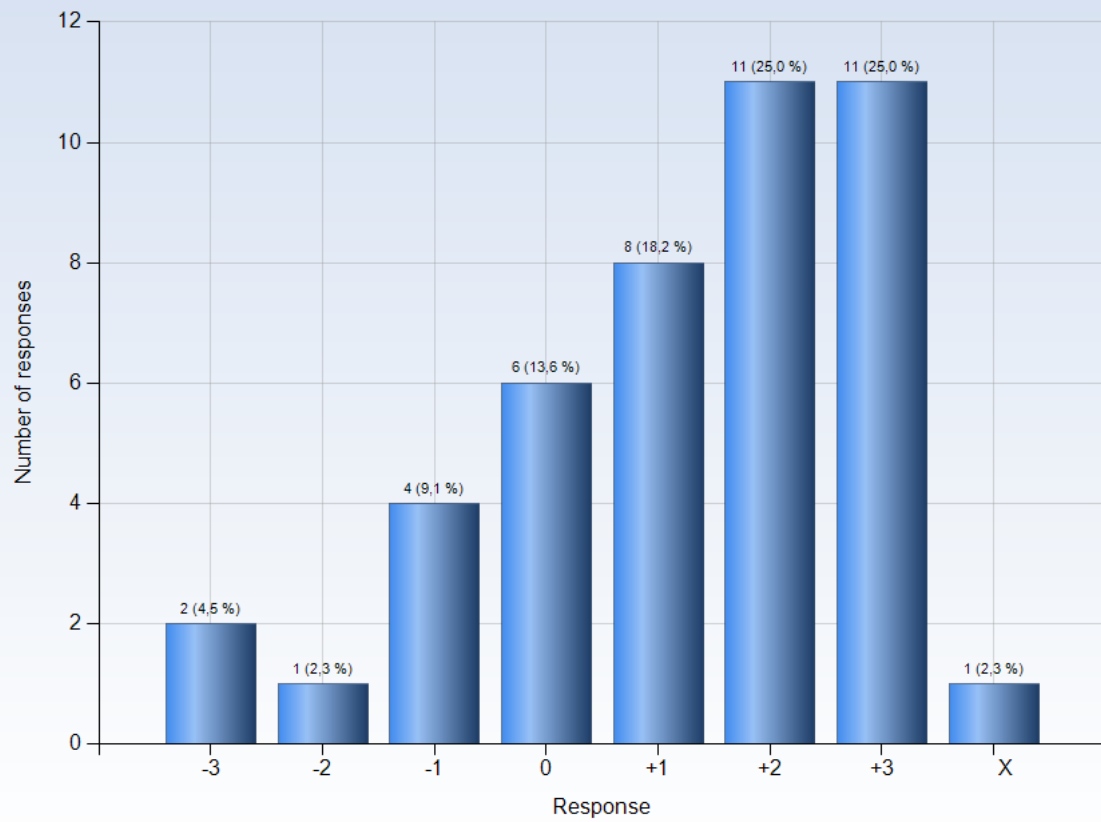- +2: 15 (34,1 %)
- +3: 17 (38,6 %)
- X: 1 (2,3 %)

Comments

Comments (My response was: -3)

Upplägget kändes en aning rörigt och jag fick ingen struktur i mina studier efter som det saknades obligatoriska moment i kursen. Det passade mig verkligen inte

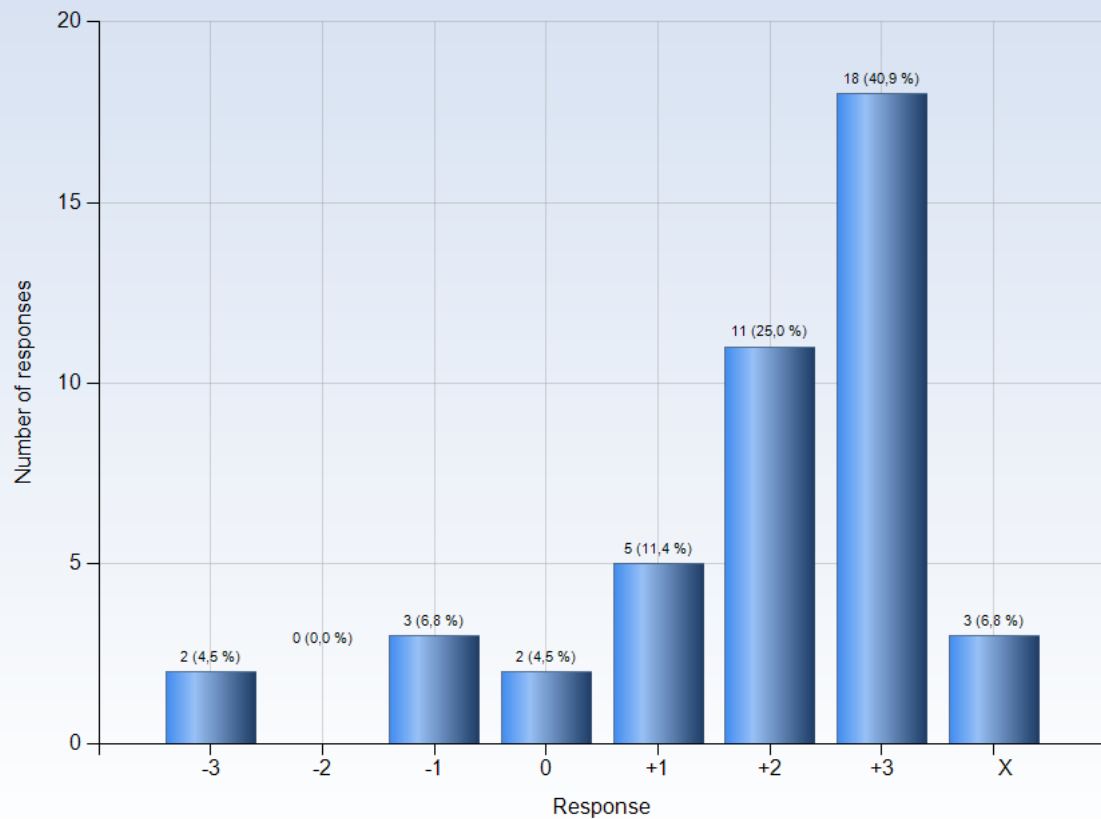## 20. I had opportunities to choose what to do

Comments

Comments (My response was: -3)
Not actively as part of the course.

Comments (My response was: X   )
I do not understand what the question is saying in the relation to the course.

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

Comments

Comments (My response was: -3)

Kursens upplägg uppmuntrade inte sammarbete. Hade annars passat det här ämnet bra med samarbete

Had I known any of the classmates before the course I probably would have, there were time for short discussions during the lessons, but no real groupwork.
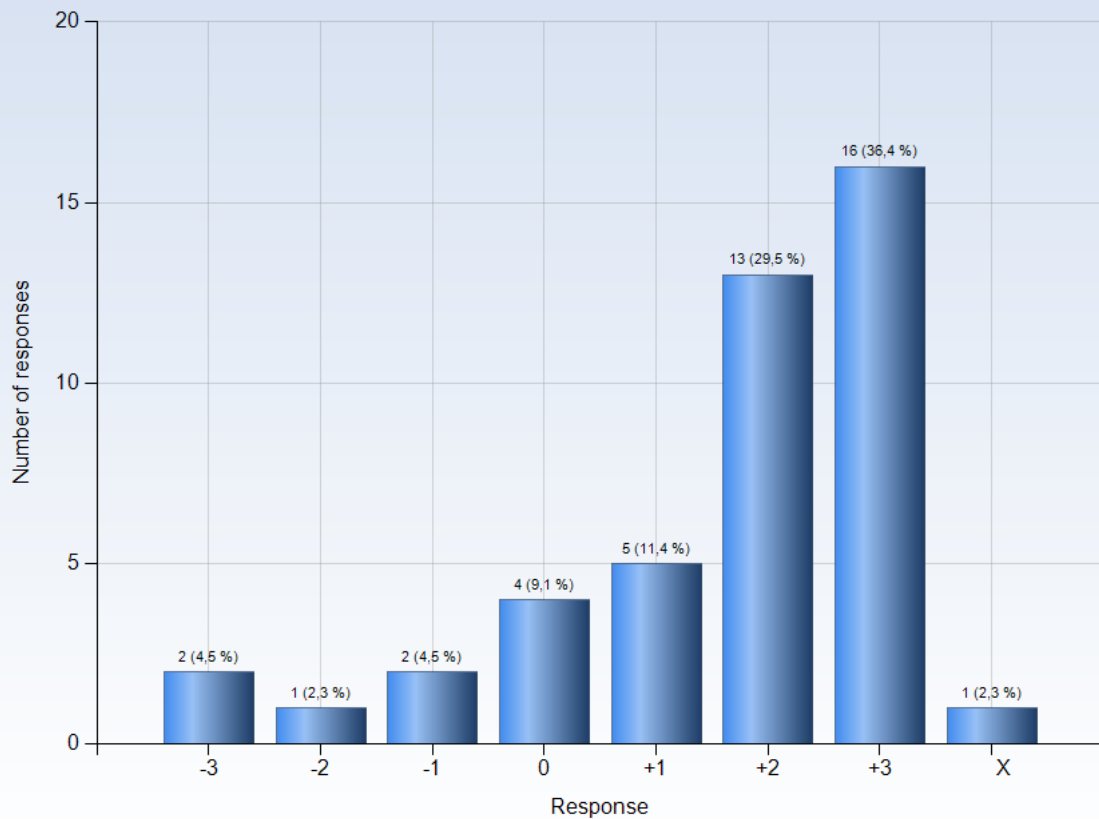
Comments (My response was: +2)

as always at KTH its by talking with others that yo ulearn anything.

Comments (My response was: X   )

I work alone.

I don't want to

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

Comments

Comments (My response was: -3)

Support has always been hard to come by at KTH, understandable since there is only one Professor for virtually every course.

Exercises were not so helpful

Comments (My response was: -1)

Kände inte att enbart övningarna som fanns schemalagda passade mitt lärabdw. Hade varit bra att få direkt feedback på seminarierna istället för enbart diskussion

Comments (My response was: +3)

I felt the teacher was very open to answering questions

Comments (My response was: X   )

Did not try to get support