

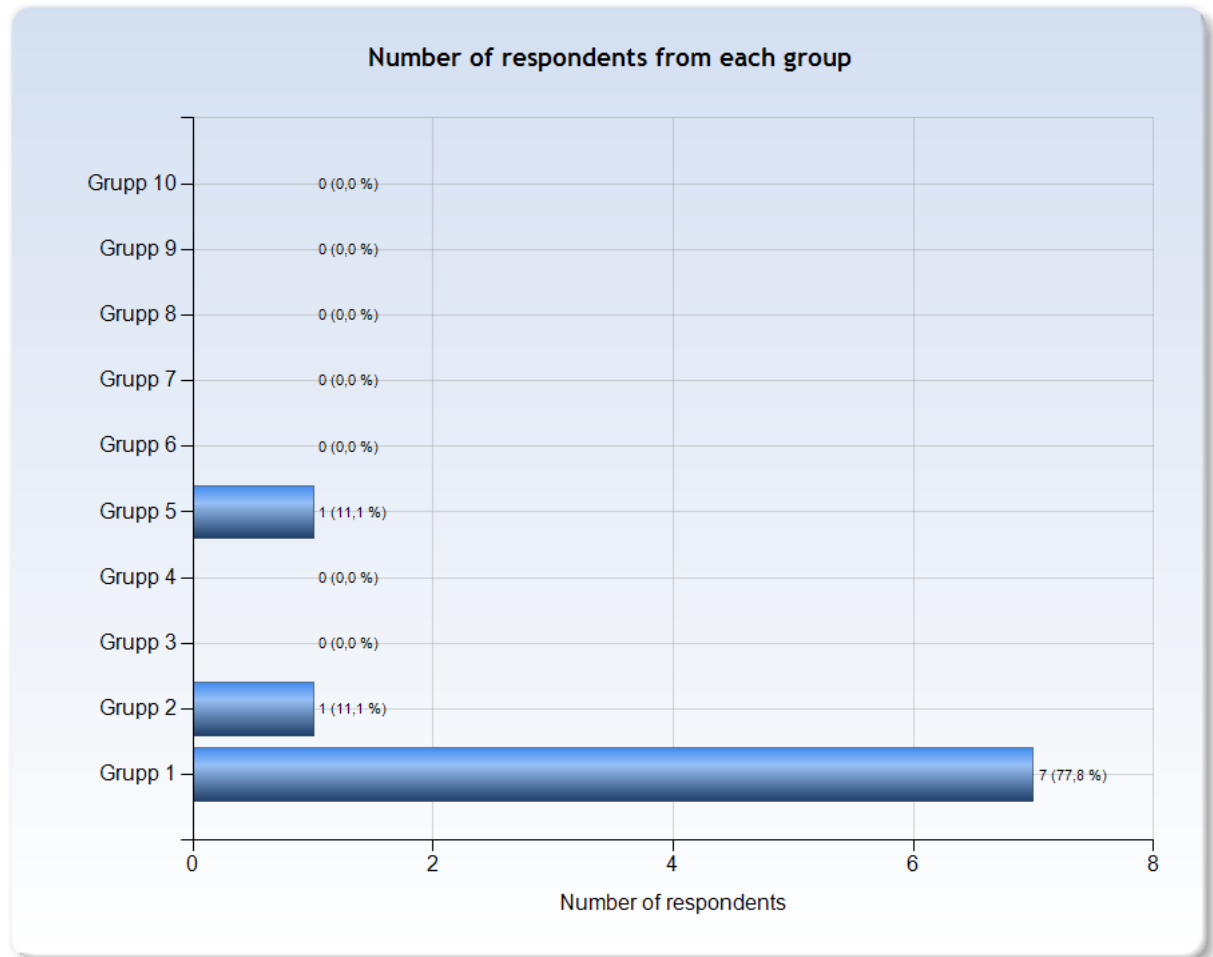


ID1200 - 2018-02-20

Antal respondenter: 210
Antal svar: 24
Svarsfrekvens: 11,43 %



GROUP MEMBERSHIP



Comments

Comments (I belonged to: Grupp 1)

Fick ingen grupp

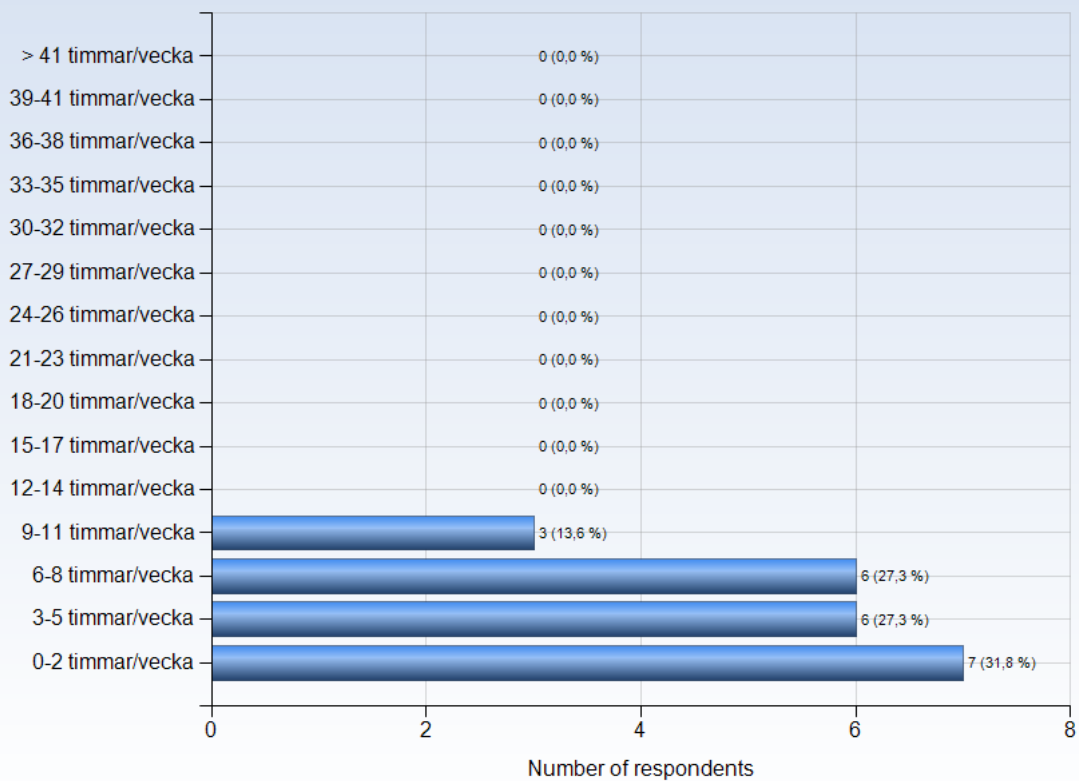
Inte fått någon info?

Ingen aning

Grupp??? Har ingen grupp.

ESTIMATED WORKLOAD

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



Comments

Comments (I belonged to: Grupp 1)

Väldigt lite tid utöver föreläsningarna

Prioriterade kursen "Algoritmer, datastrukturer och komplexitet" över denna eftersom den hade obligatoriska moment.



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:

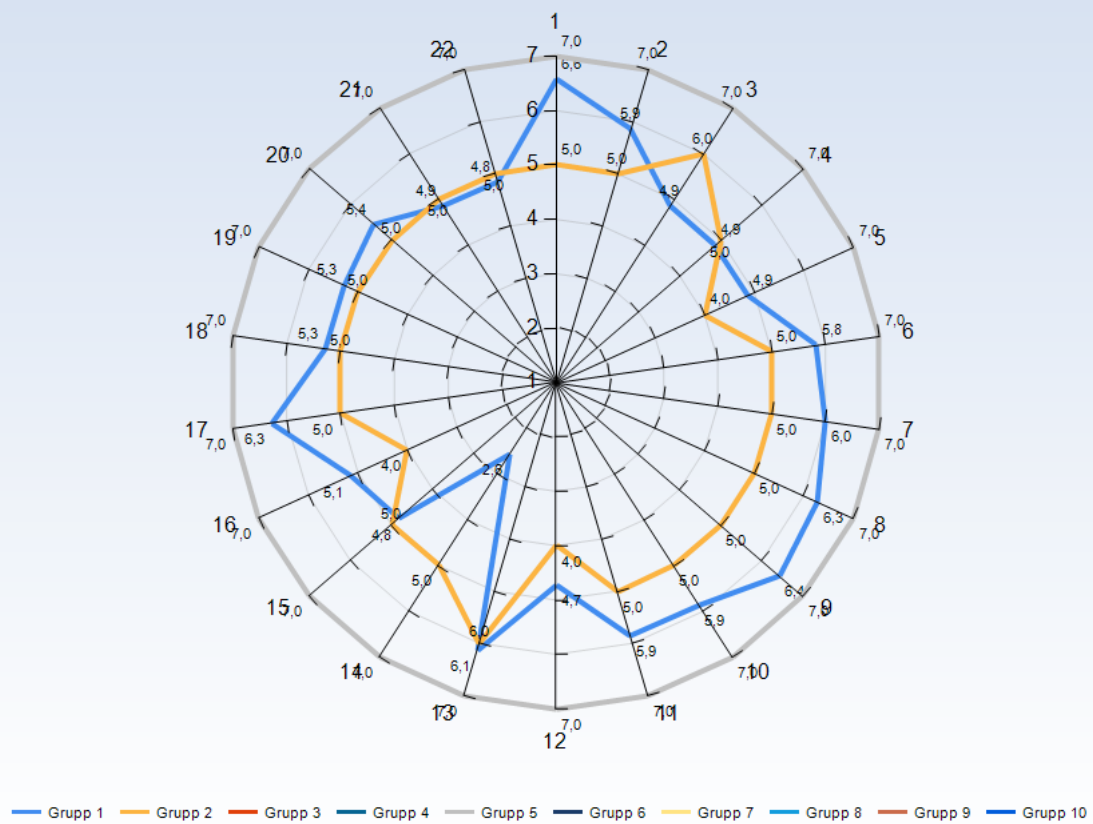
1 = No, I strongly disagree with the statement

4 = I am neutral to the statement

7 = Yes, I strongly agree with the statement

Note! For gender and type of student, a group has to include at least 3 respondents in order to appear in a diagram.

Average response to LEQ statements - per group





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.

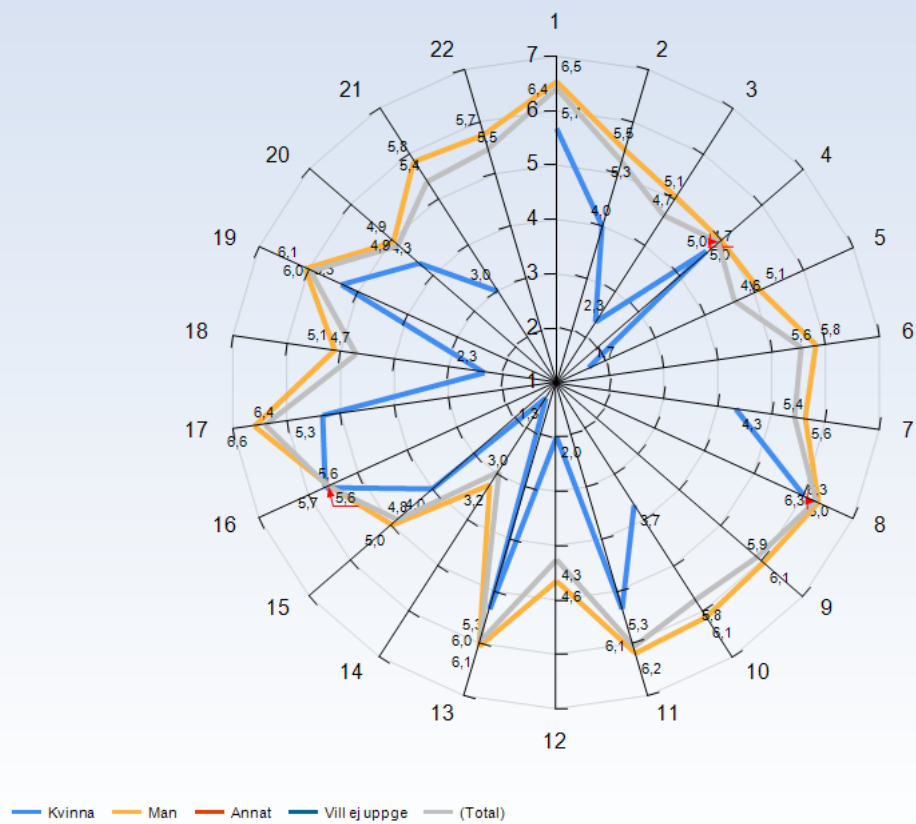
Biggs J. & Tang, C. (2011). *Teaching for Quality Learning at University*, Chapter 6, pp. 95-110. Maidenhead: McGraw Hill.

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.

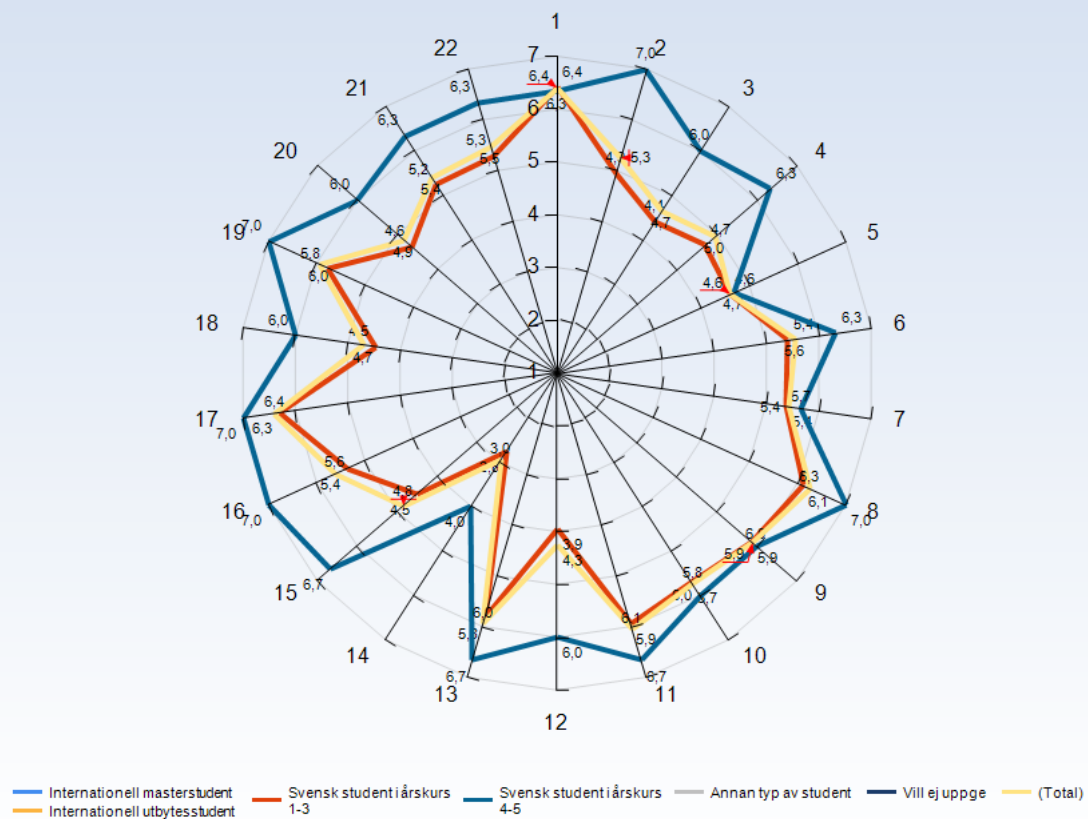
Average response to LEQ statements - per gender



Comments

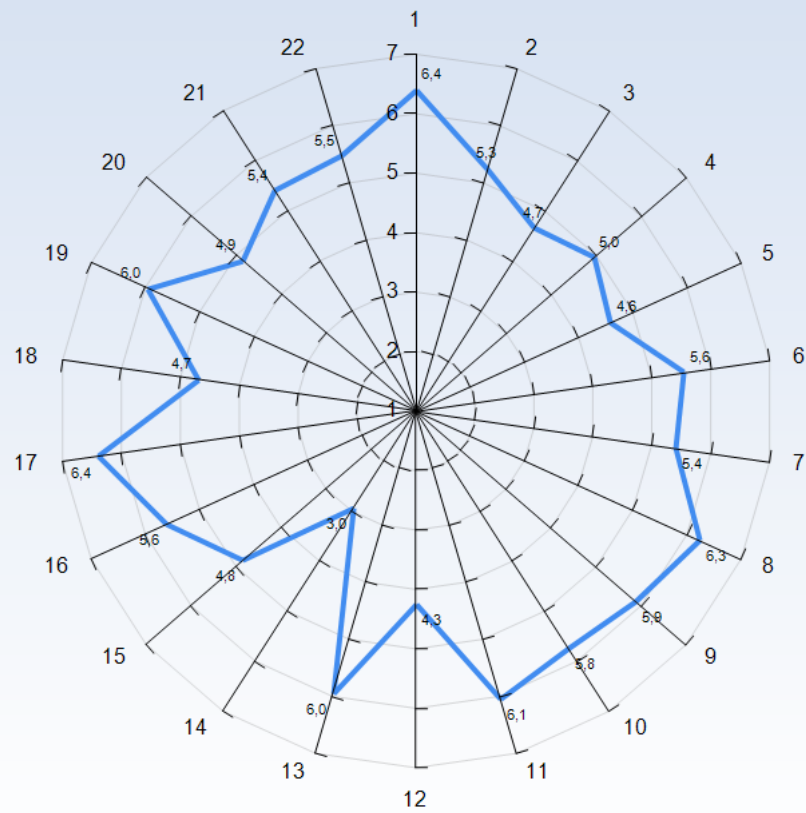
Comments (I belonged to: Grupp 1)
annat?

Average response to LEQ statements - per type of student



Comments

Average response to LEQ statements - all respondents





GENERAL QUESTIONS

What was the best aspect of the course?

What was the best aspect of the course? (I belonged to: Grupp 1)

Mycket mer pragmatisk än förra kursen

Roliga föreläsningar

Boken och föreläsaren

Att få lära sig OS på detaljnivå. Intressant bok.

Bra intressant kursbok,

Bra innehåll på föreläsningarna

Roliga och lärorika övningsuppgifter

What was the best aspect of the course? (I belonged to: Grupp 5)

Linux

What would you suggest to improve?

What would you suggest to improve? (I belonged to: Grupp 1)

Kommer inte på något just nu, kanske spela in föreläsningarna och erbjud dem online.(inte nödvändigtvis publikt)

Labbarna borde examineras med redovisning och inte på tentan. Håll den teoretiska tentan separat från de praktiska uppgifterna.

1. Labbarna är bra men det är svårt att få tag på sätt att utvärdera sig själv utan att titta på tentorna. Det är bra med frågor med exakta svar som man kan ta sig an för att se till att man faktiskt fattar. Det är för lätt att lura sig själv att saker och ting går bra.

2. Det är svårt att veta hur ens svar kommer att rättas på tentan eftersom att svaren är skrivna i "fri form" (till skillnad från ett formellt bevis i matte eller logik t ex). Ett seminarie med en "test-tenta" på 3 till 5 uppgifter inklusive en avancerad uppgift skulle göra det lättare att förstå hur ens svar kommer att rättas.

3. Att dela upp tentor i grundläggande och avancerade poäng är det sämsta sen smält glass. Speciellt när kraven är så höga för de grundläggande frågorna. Det är ofta lättare för mig att besvara de avancerade frågorna än de grundläggande frågorna så det svider extra.

4. För mycket med återvinning i tentan

Tentapoängen var orimligt högt satta. Att missa ett enkelt poäng men ha överflöd av svåra poäng borde ge ett B. Att råka missa att skriva ned någon petitesse på sitt cheat sheet borde inte få så stora konsekvenser. Föreläsningarna var lite för irrelevanta i början (information om linux /operativsystem som inte hade med kursmålen att göra).

Ge någon form av feedback på övningsuppgifter

eller lägg in någon form av bonus poäng under kursen.

What would you suggest to improve? (I belonged to: Grupp 5)

Inget

What advice would you like to give to future participants?

What advice would you like to give to future participants? (I belonged to: Grupp 1)

Gör labbarna, läs boken

Skriv svar till gamla tentafrågor på kladdpappret man får ta med

Boken är bra, läs den. Montelius labbar är bra, gör dem.

Skriv ner så mycket som möjligt till tentan.

Gör övningsuppgifterna men lär sig mycket av dem

What advice would you like to give to future participants? (I belonged to: Grupp 5)

Plugga hårt

Is there anything else you would like to add?

Is there anything else you would like to add? (I belonged to: Grupp 1)

Extremt dåligt skriven tenta. Pinsamt att bara copy-pastea frågor utan att ens fixa felstavningarna...

Det här är en kurs med en bra bok och föreläsare som ibland hamnar i skiten men det är inga oöverkomliga hinder.

Is there anything else you would like to add? (I belonged to: Grupp 5)

Nej



SPECIFIC QUESTIONS

RESPONSE DATA

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

-3 = No, I strongly disagree with the statement

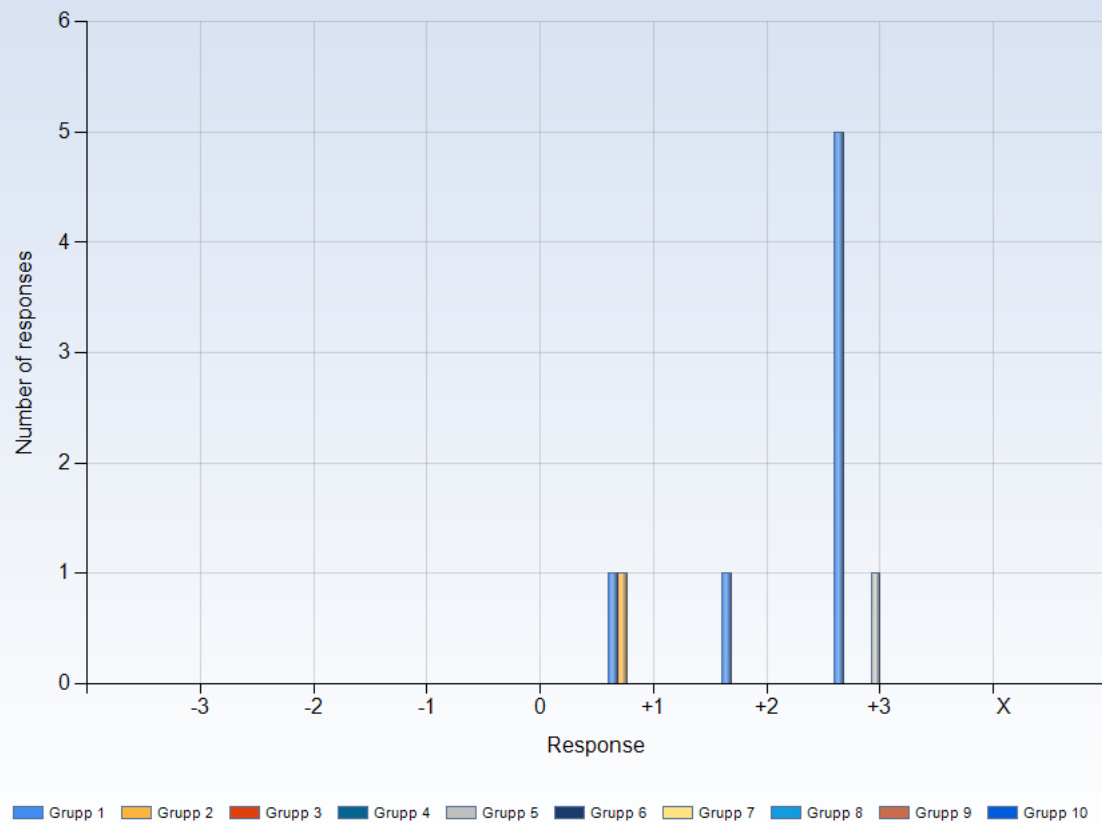
0 = I am neutral to the statement

+3 = Yes, I strongly agree with the statement

X = I decline to take a position on the statement

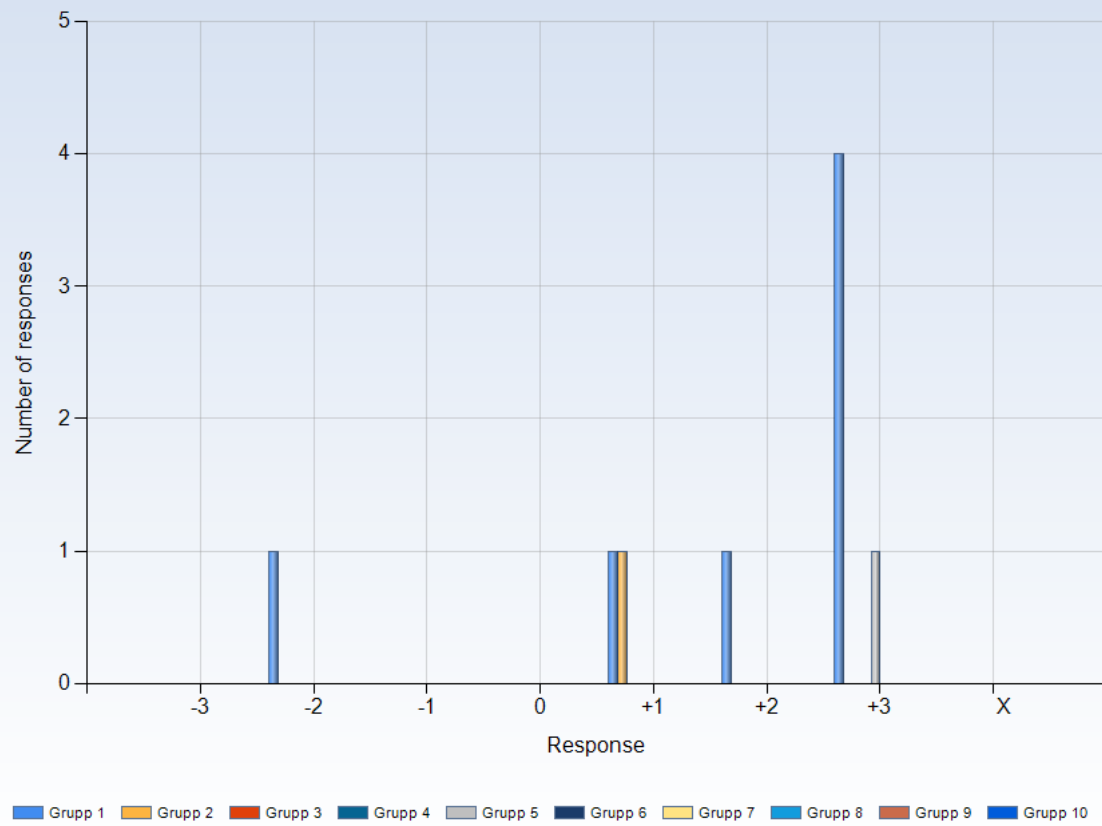
Note! If you want to compare the results between different groups on equal terms, you must normalize the number of responses with the size of the corresponding group. The size of each group is found in the first diagram in this report.

1. I worked with interesting issues



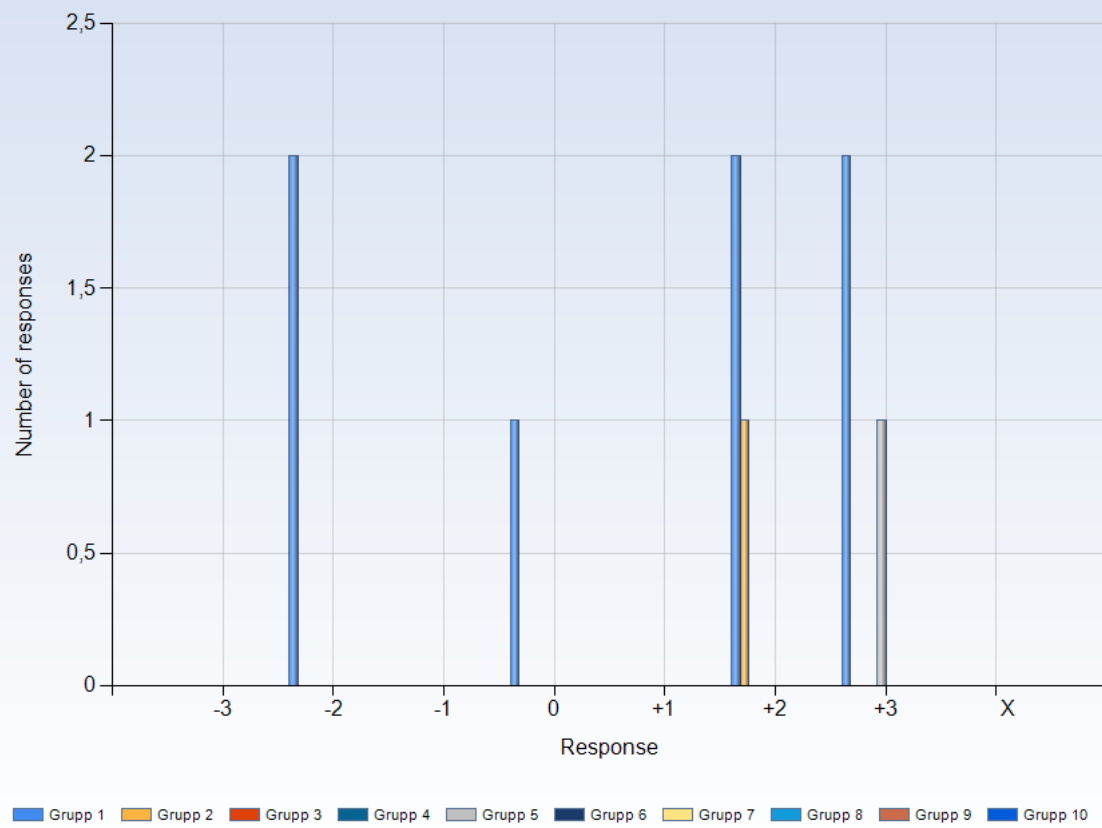
Comments

2. I explored parts of the subject on my own



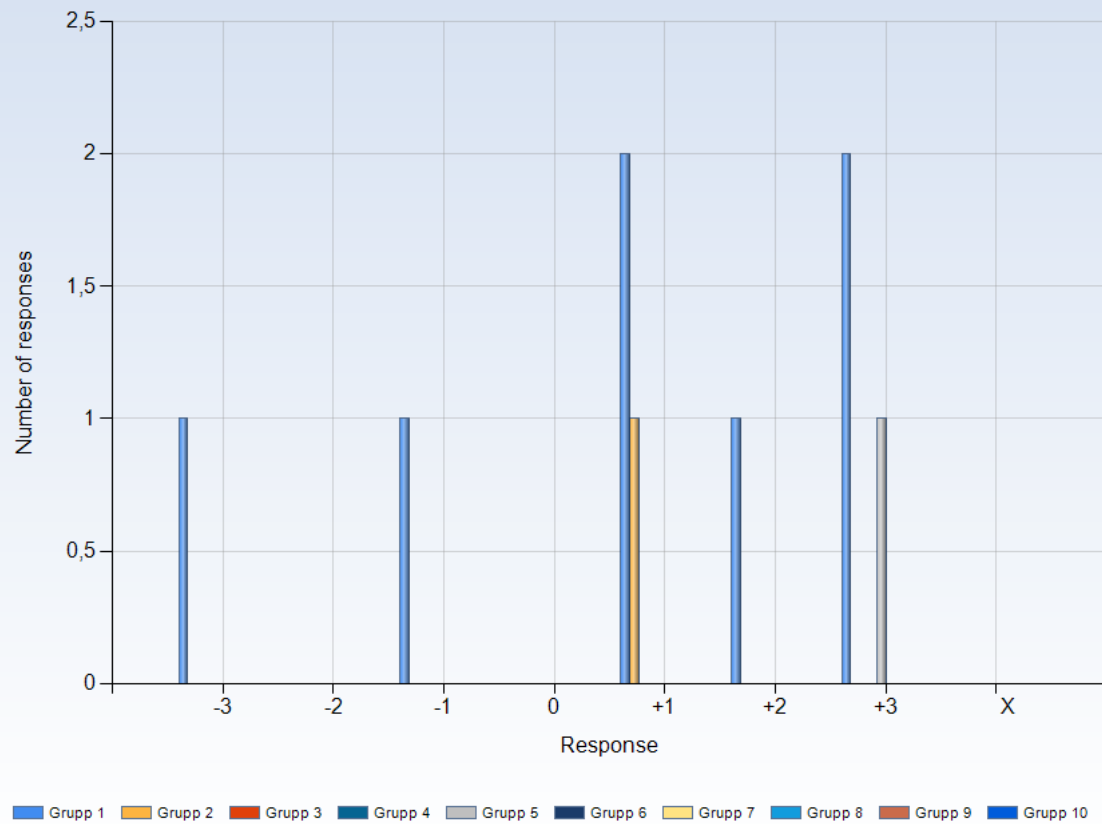
Comments

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



Comments

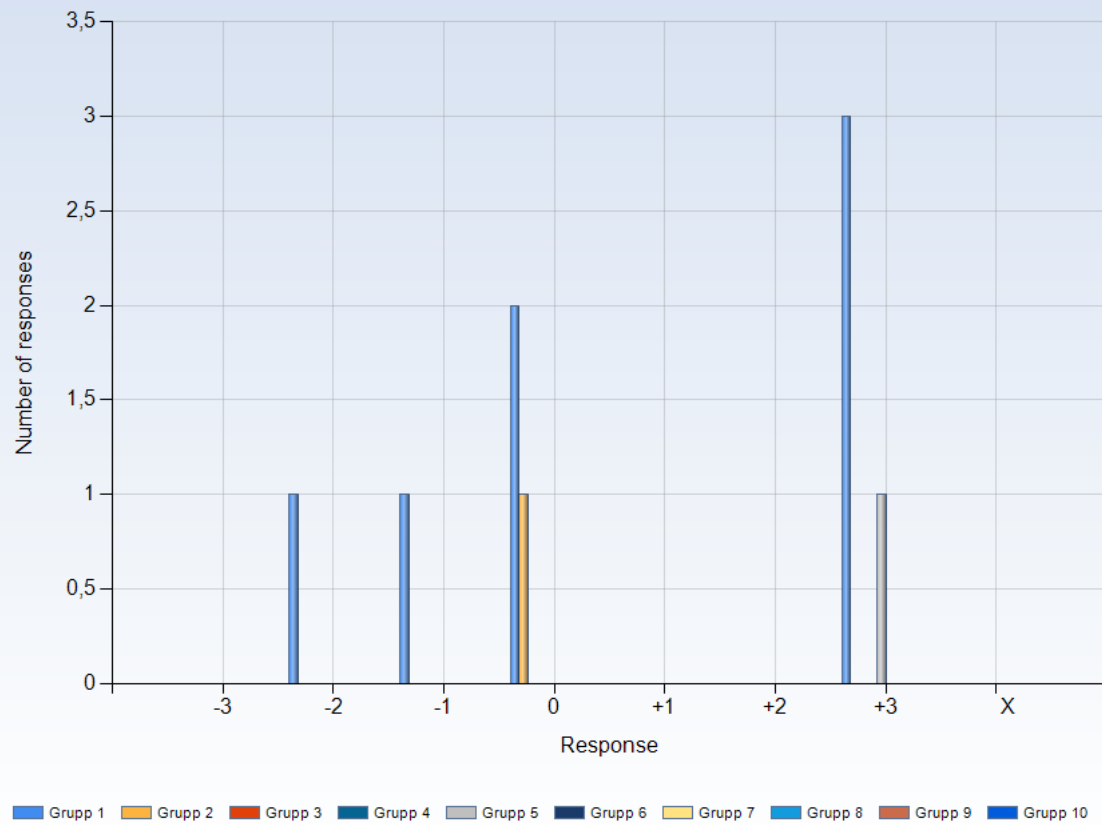
4. The course was challenging in a stimulating way



Comments

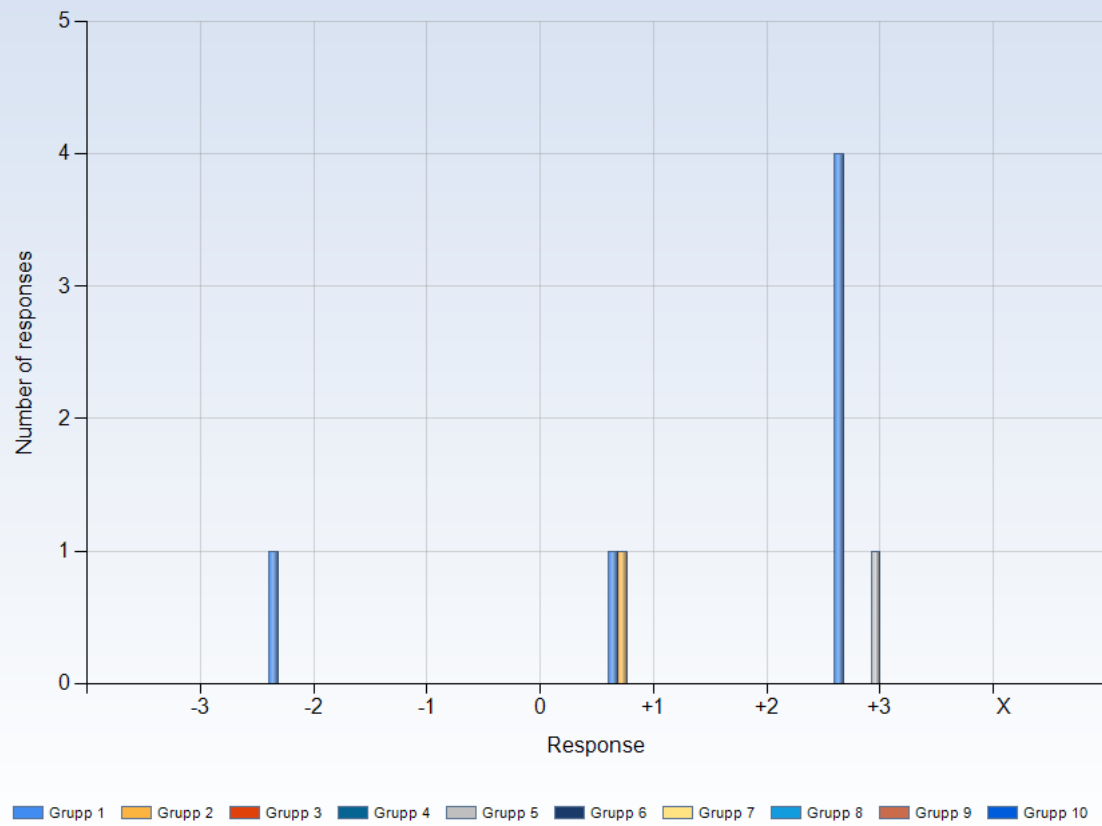
Comments (I belonged to: Grupp 1)
Inga utmaningar förrän tentan

5. I felt togetherness with others on the course



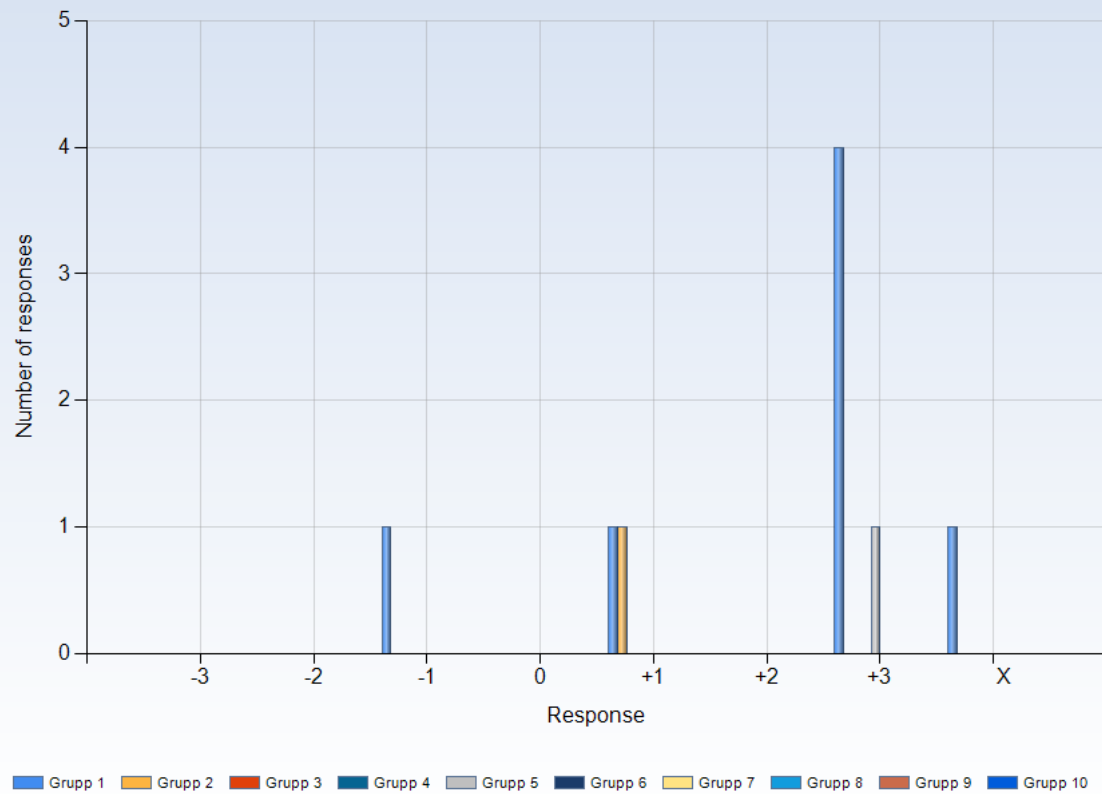
Comments

6. The atmosphere on the course was open and inclusive



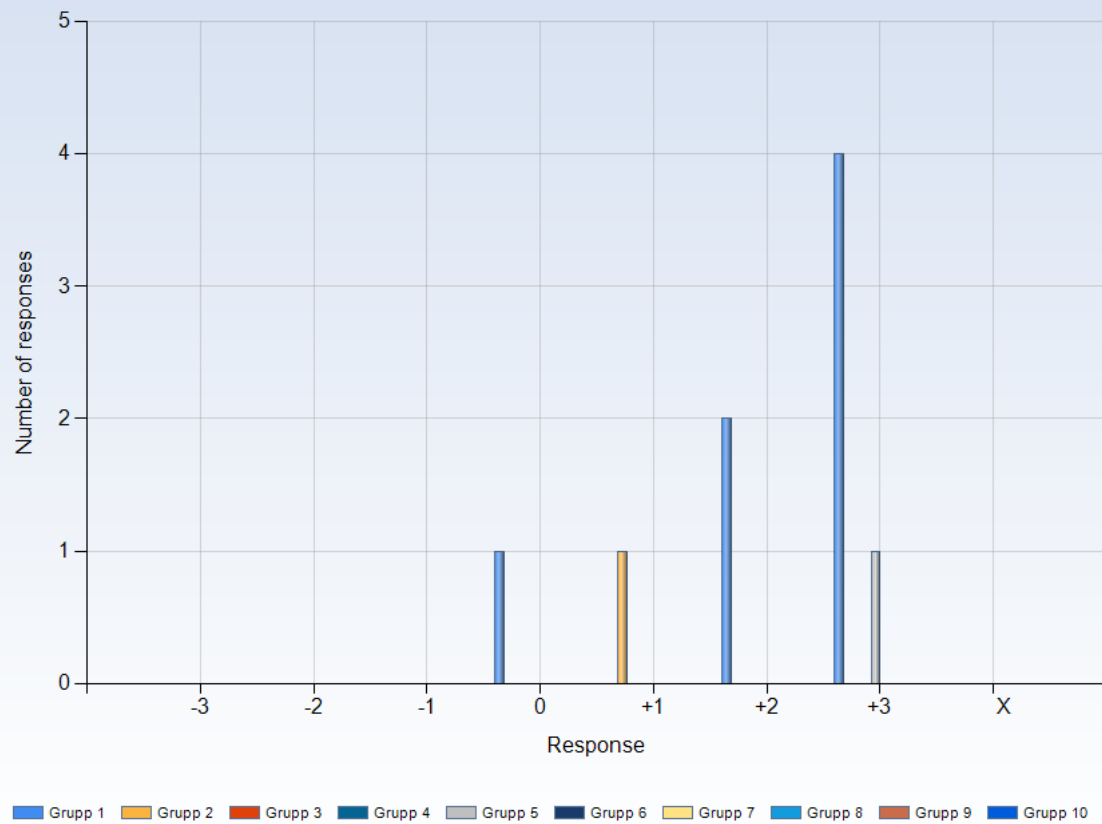
Comments

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



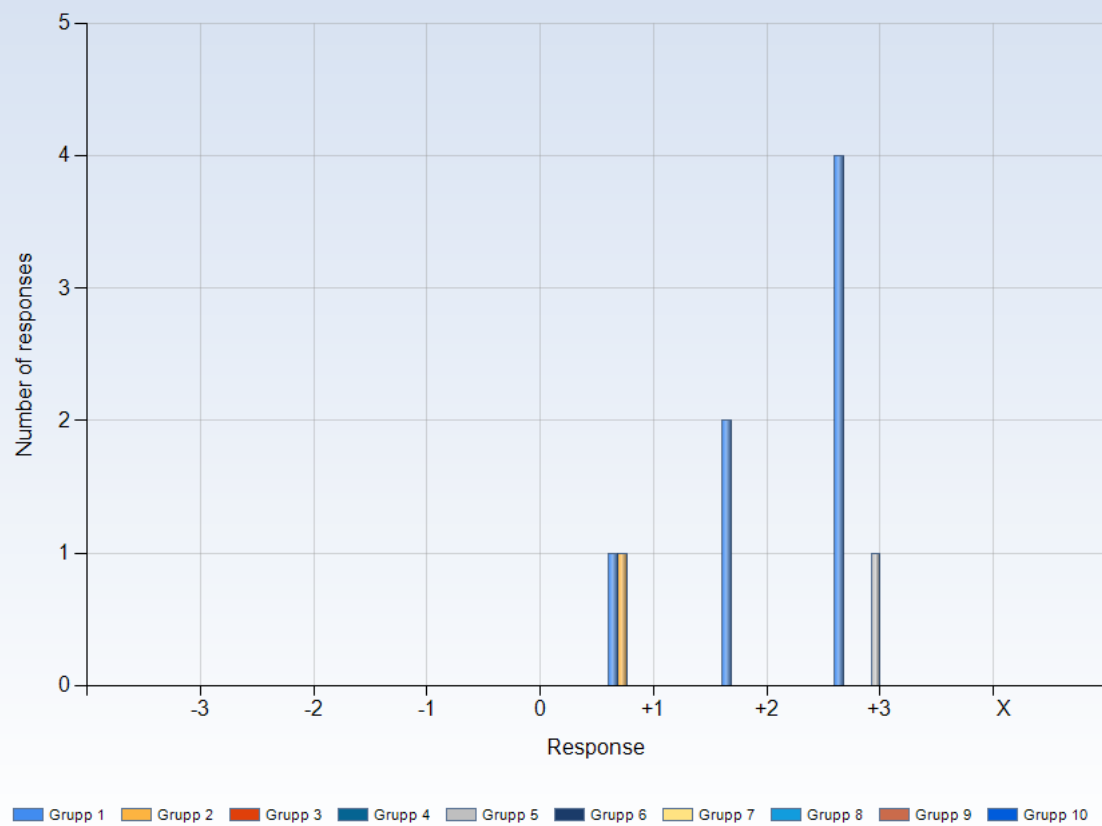
Comments

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



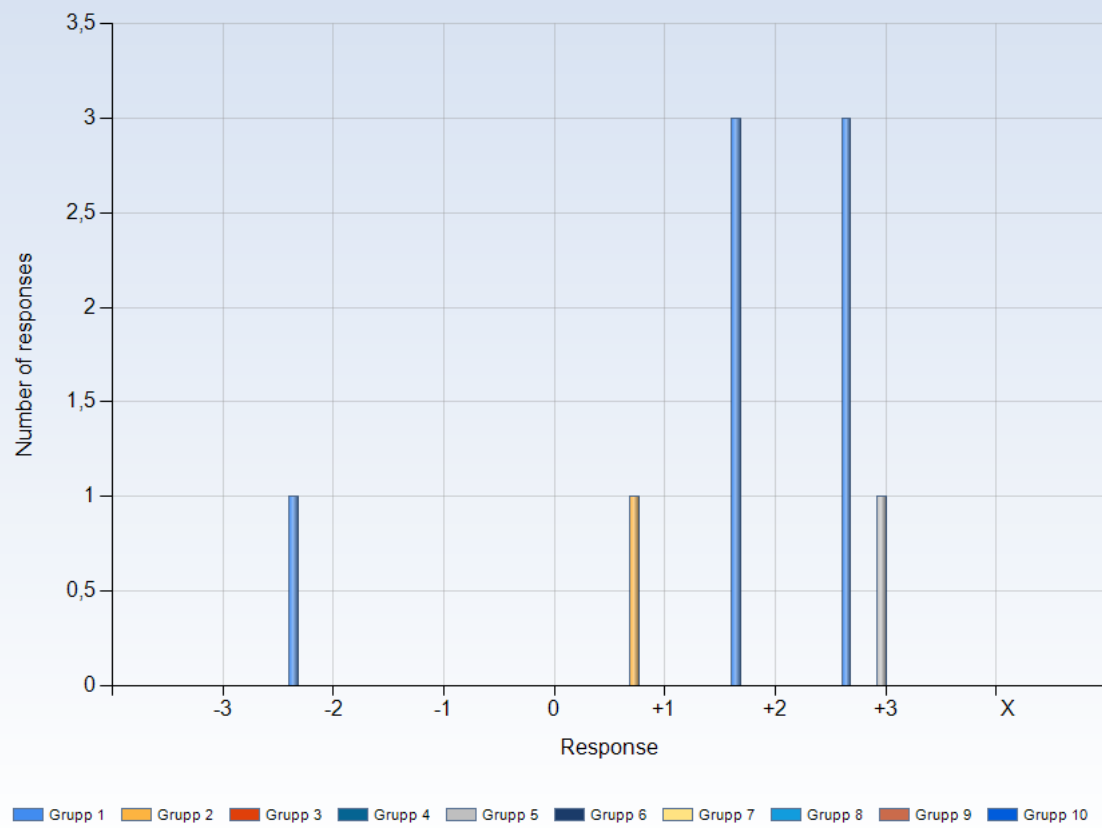
Comments

9. I understood what the teachers were talking about



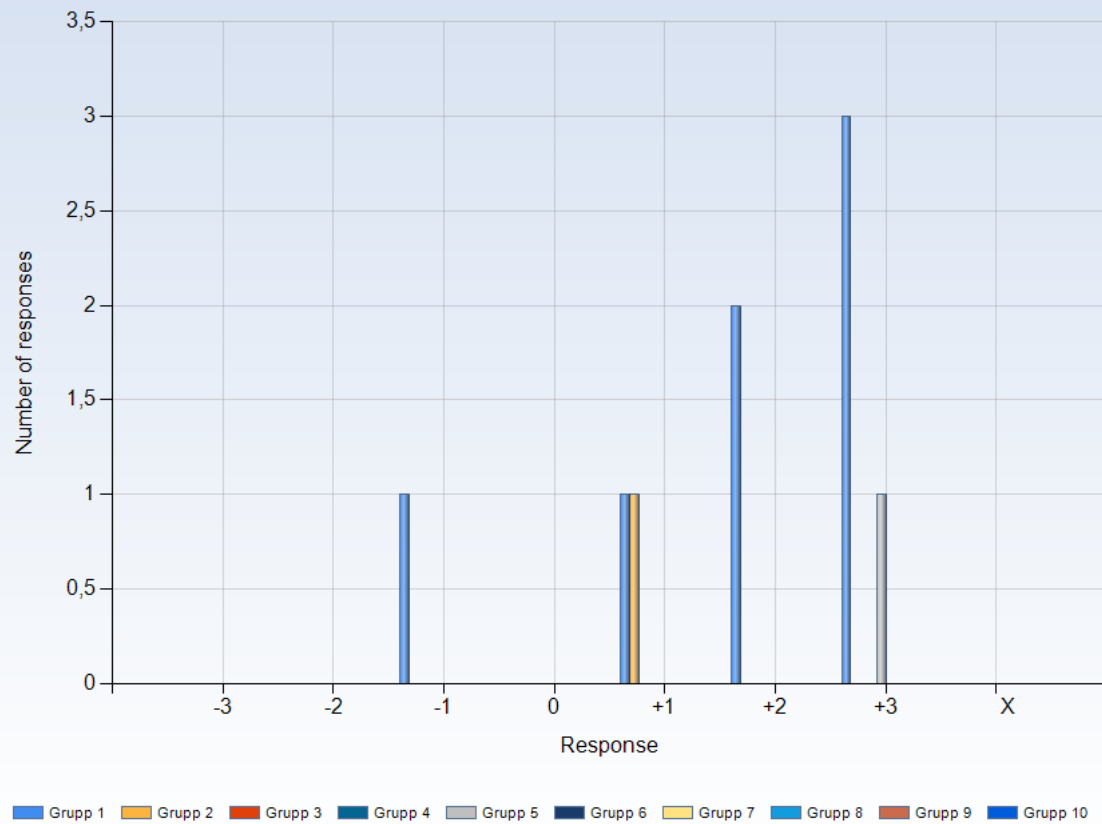
Comments

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



Comments

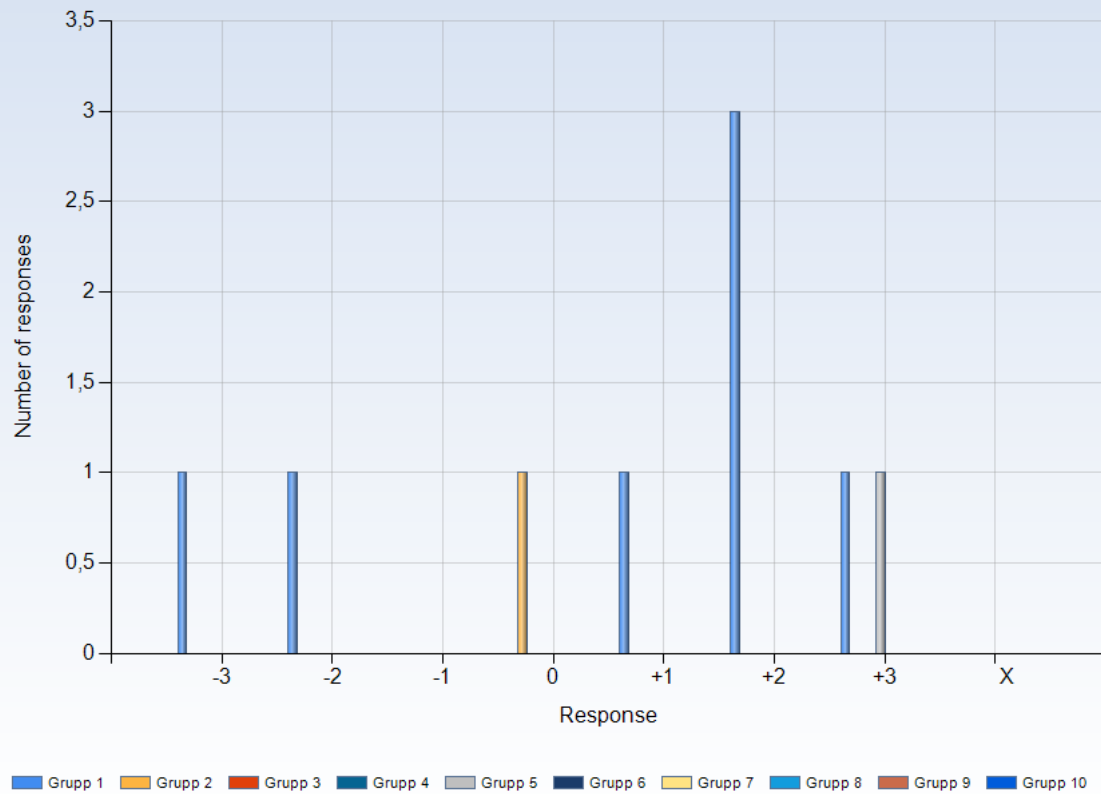
11. Understanding of key concepts had high priority



Comments

Comments (I belonged to: Grupp 1)
Konstigt med väldigt praktiska frågor på tentan

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

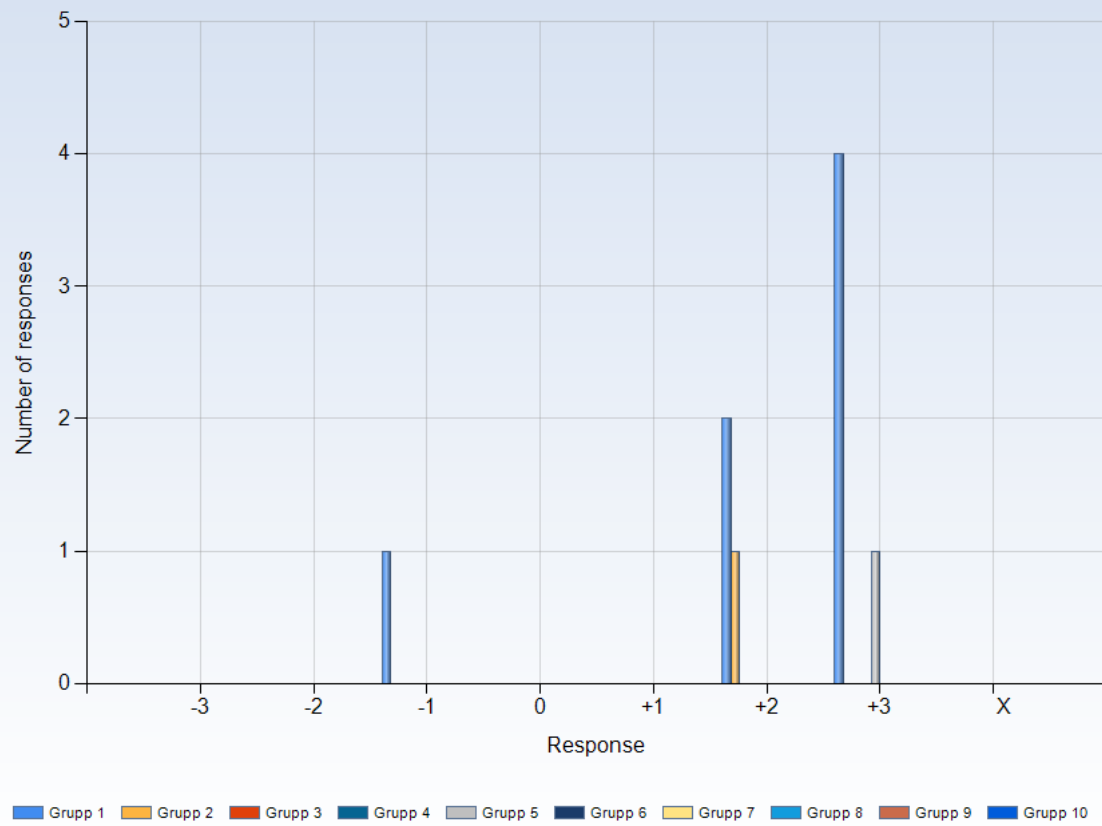


Comments

Comments (I belonged to: Grupp 1)

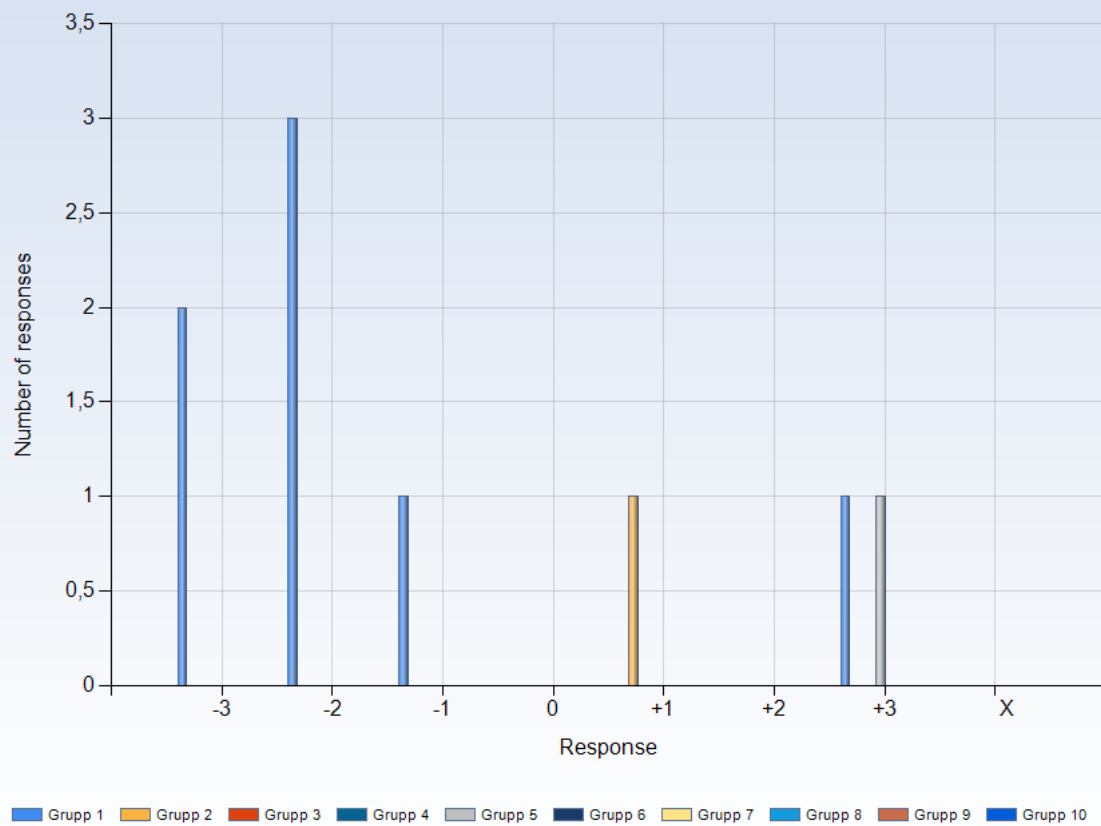
Vilka aktiviteter?

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



Comments

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



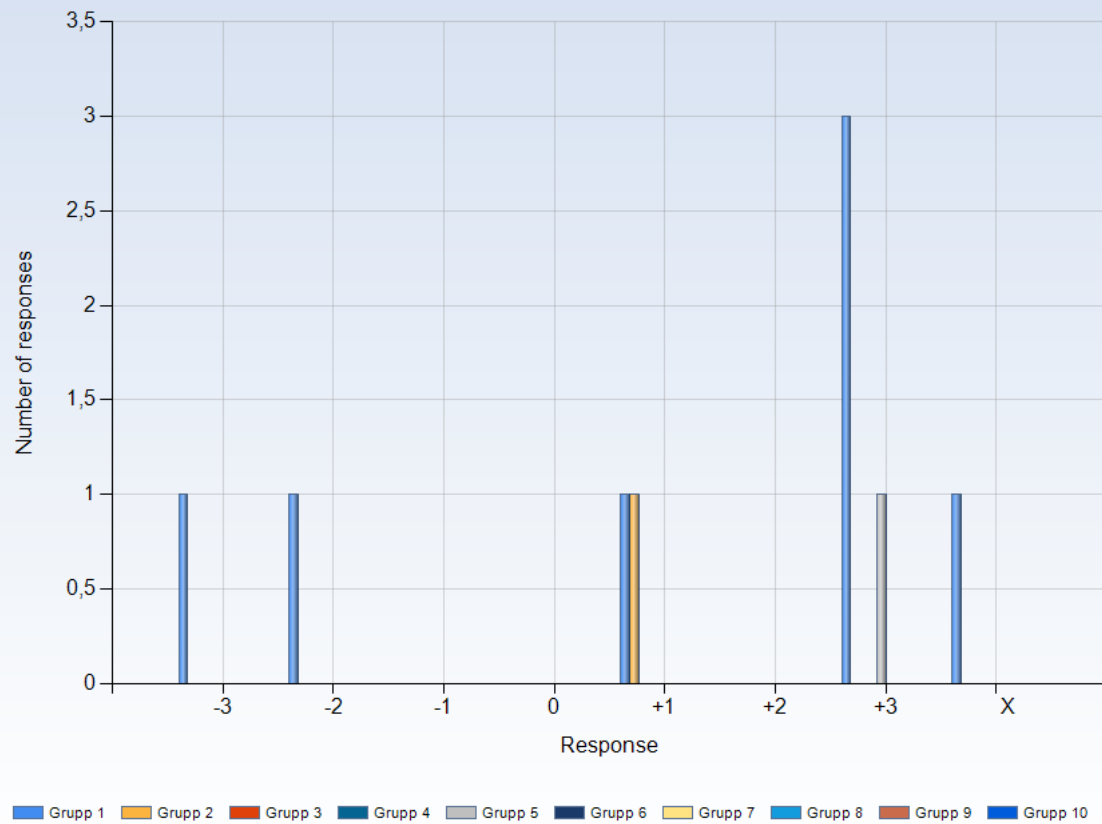
Comments

Comments (I belonged to: Grupp 1)

Inga inlämningar under kursens gång

Uppgifterna var bra men man fick ingen feedback av att göra dem

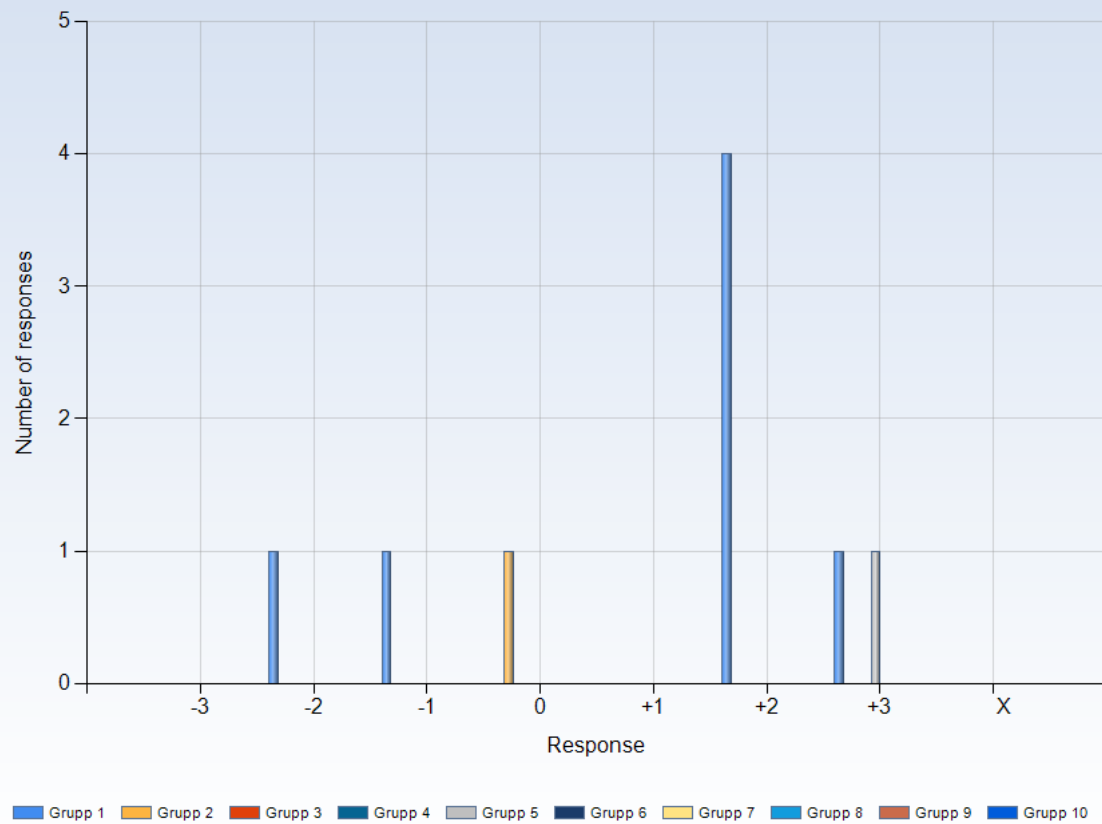
15. I could practice and receive feedback without being graded



Comments

Comments (I belonged to: Grupp 1)
Ingen feedback innan tentan

16. The assessment on the course was fair and honest

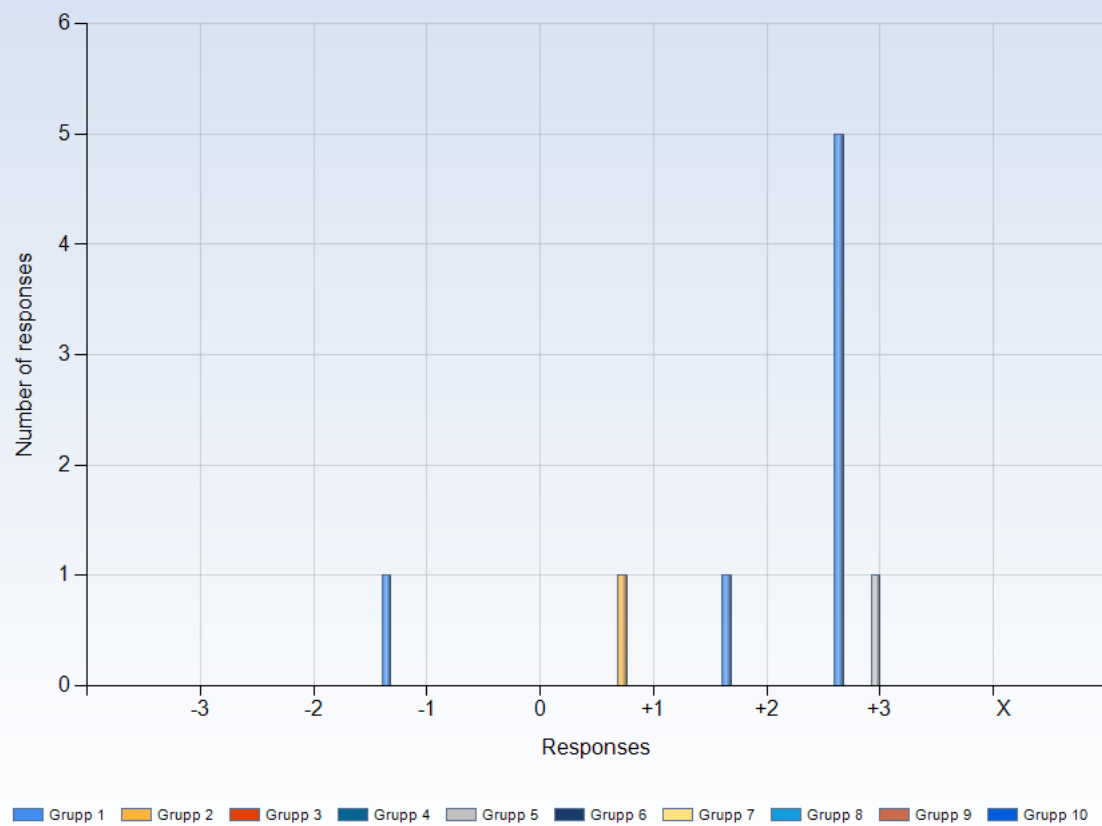


Comments

Comments (I belonged to: Grupp 1)

Tentan var dåligt skriven, konstigt poängsatt, och hade för många praktiska frågor som borde gått på labbredovisningar

17. My background knowledge was sufficient to follow the course

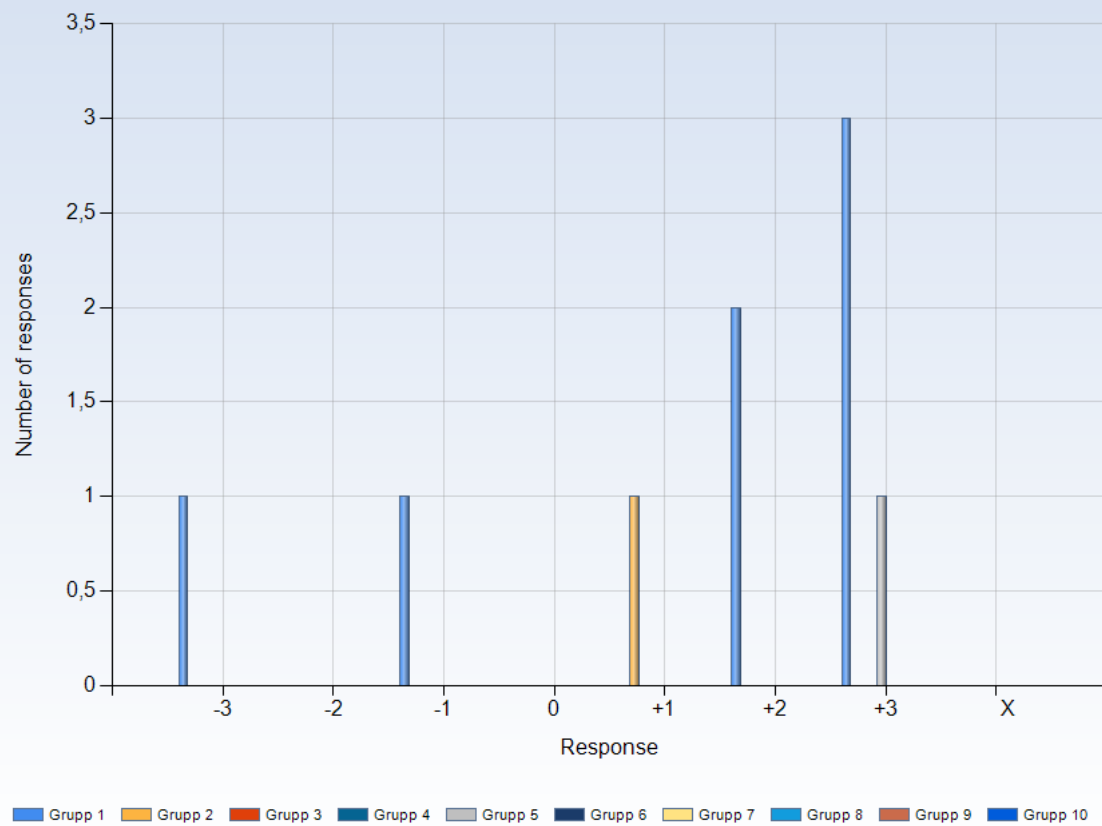


Comments

Comments (I belonged to: Grupp 1)

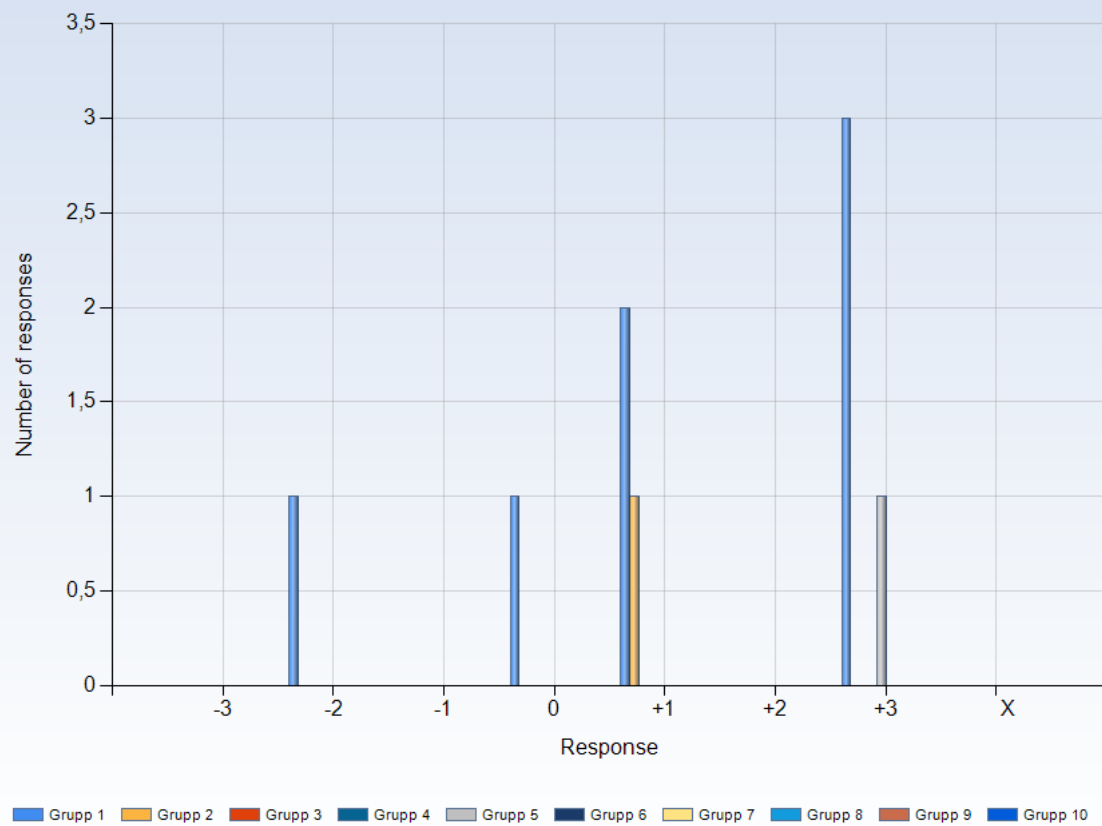
Föreläsningarna verkade ibland riktade till folk som tidigare hade byggt en egen dator etc

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



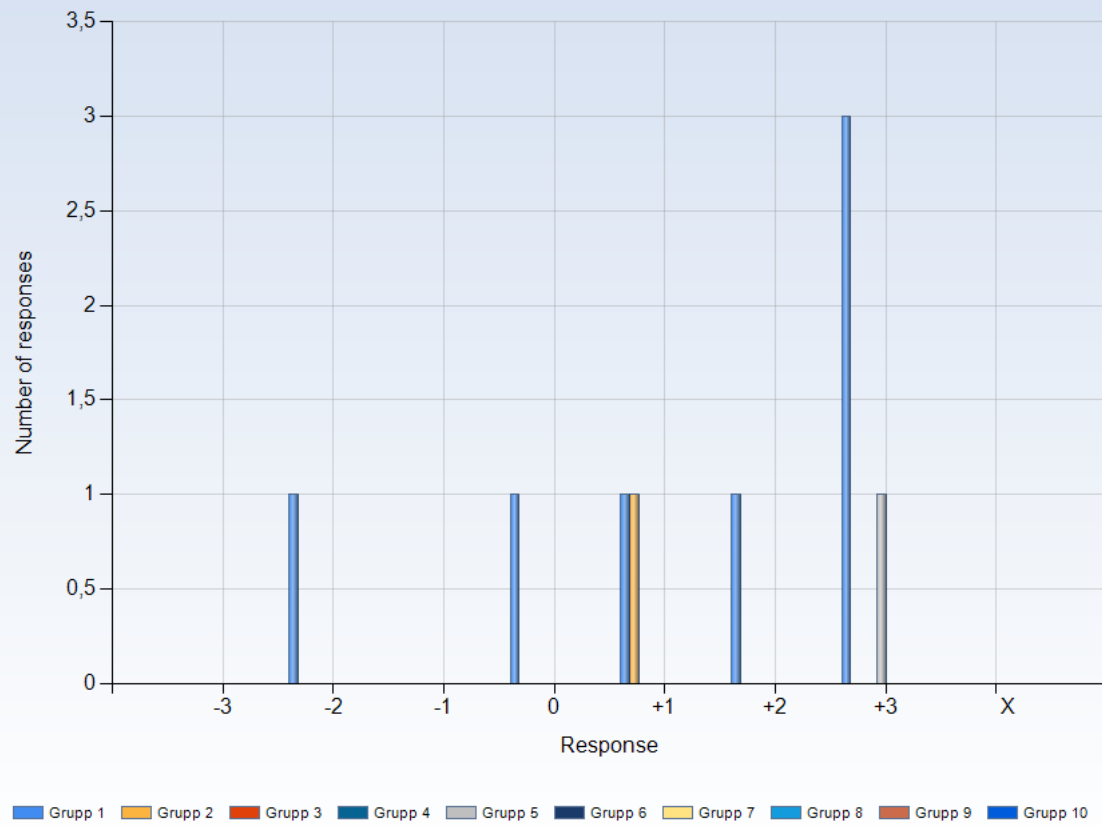
Comments

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



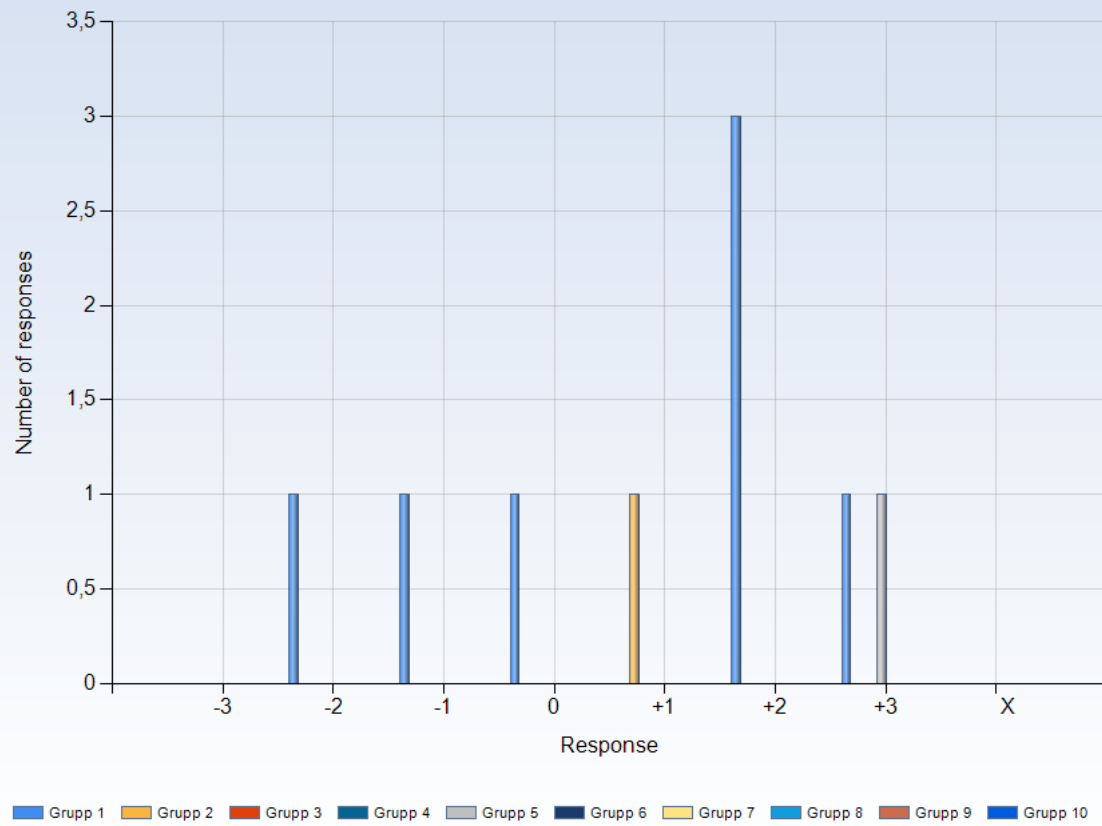
Comments

20. I had opportunities to choose what to do



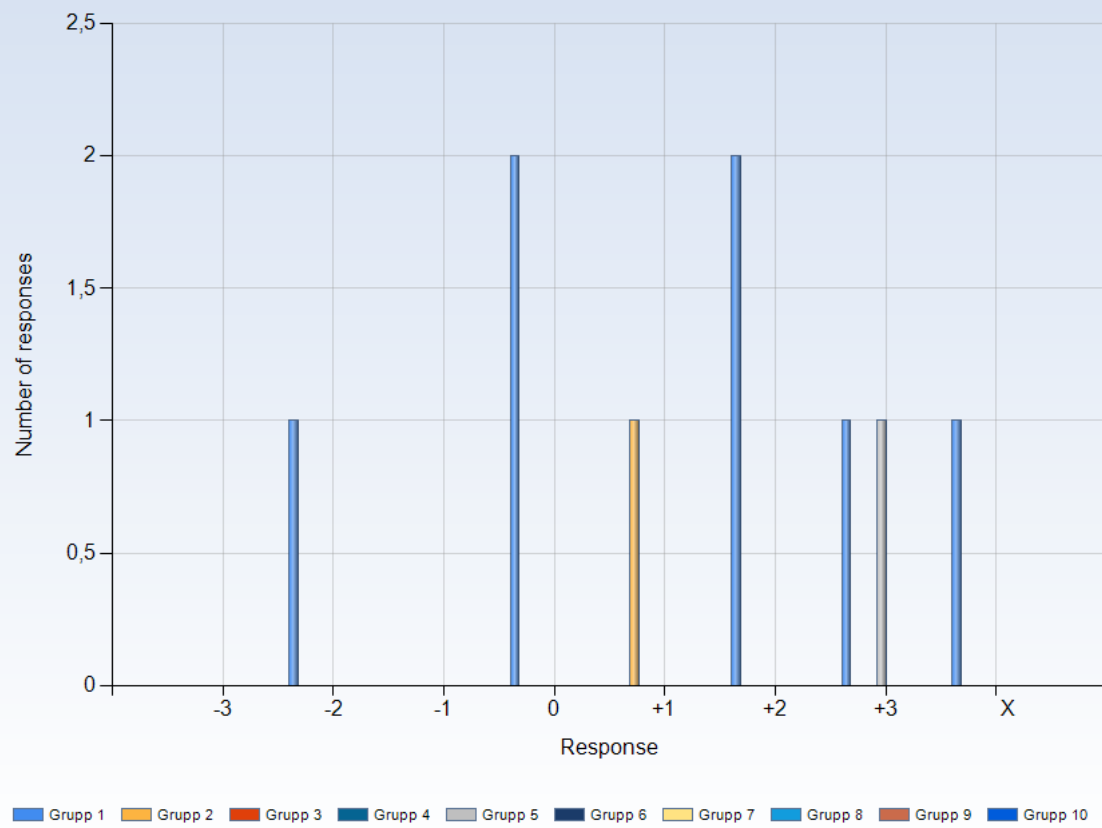
Comments

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