

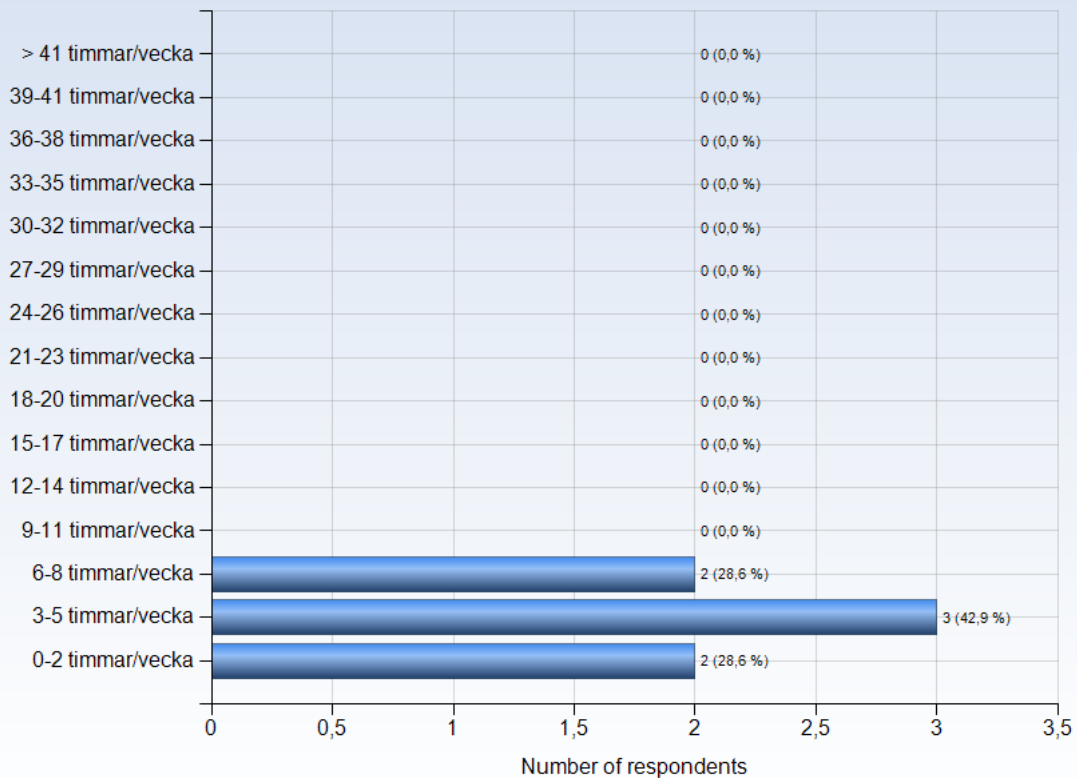


LH216V - 2017-12-19

Antal respondenter: 17
Antal svar: 7
Svarsfrekvens: 41,18 %

ESTIMATED WORKLOAD

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



Comments

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

Svårt att uppskatta men sett över kursperioden som helhet (tre månader) blev det inte många timmar per vecka.

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

Sammanlagt mellan 30 och 40 timmar under de elva veckorna, men mest i samband med den första inlämningen.
very irregular, difficult to assess.

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

OBS Den totala arbetstiden för kursen överstiger en veckas arbete men understiger 2 veckors arbete totalt. Då kursen är utsträckt över en läsperiod om 7 veckor får man ca 7 timmar per vecka som dock fördelats ytterst ojämnt under perioden (mest beroende på när deadlines inträffade).

I have spent a lot of time reading before the course and also thinking "trial and error" about how to bring ILOs in the course. I guess that some of the reading was unnecessary and that I could have focused more during the work. Together it gives probably a higher course load than anticipated for 3HP.



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:

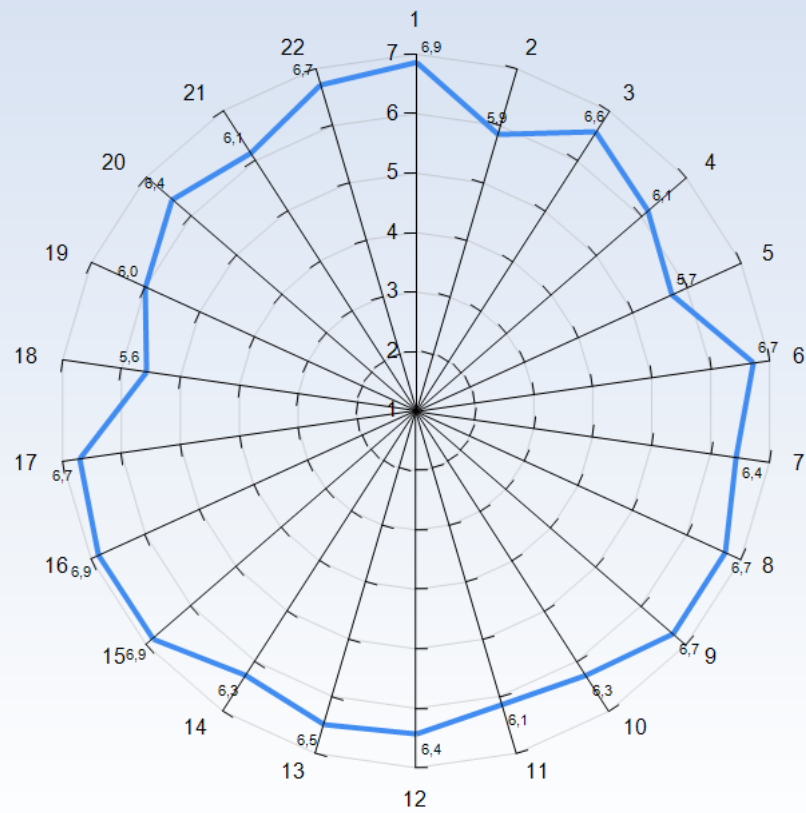
1 = No, I strongly disagree with the statement

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.

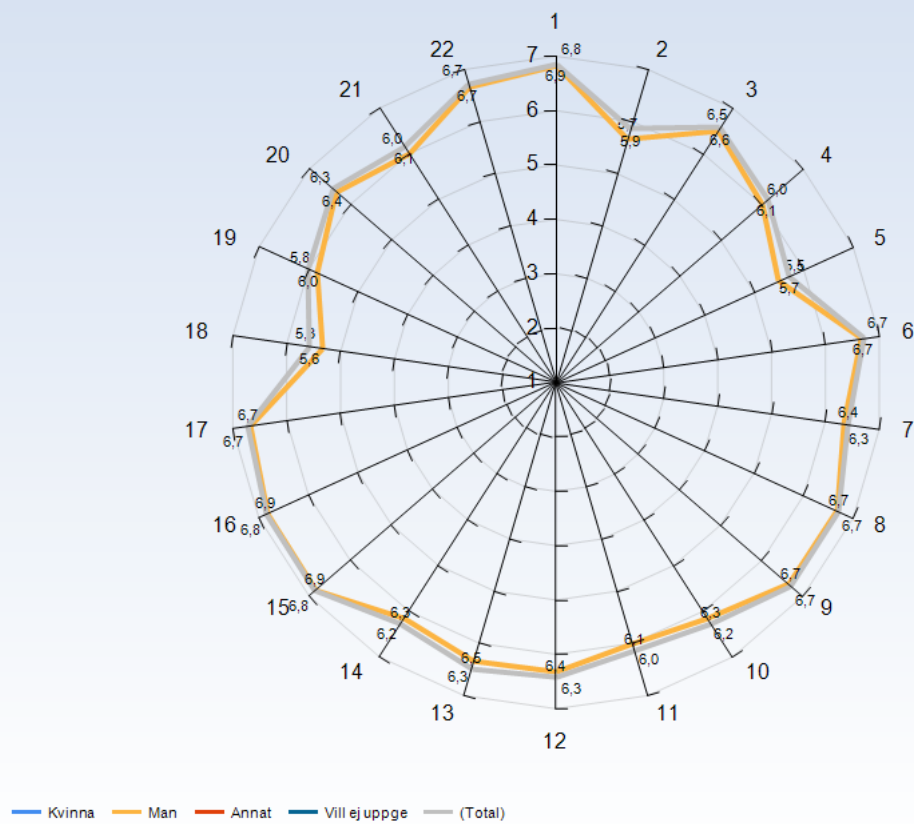
Biggs J. & Tang, C. (2011). *Teaching for Quality Learning at University*, Chapter 6, pp. 95-110. Maidenhead: McGraw Hill.

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.

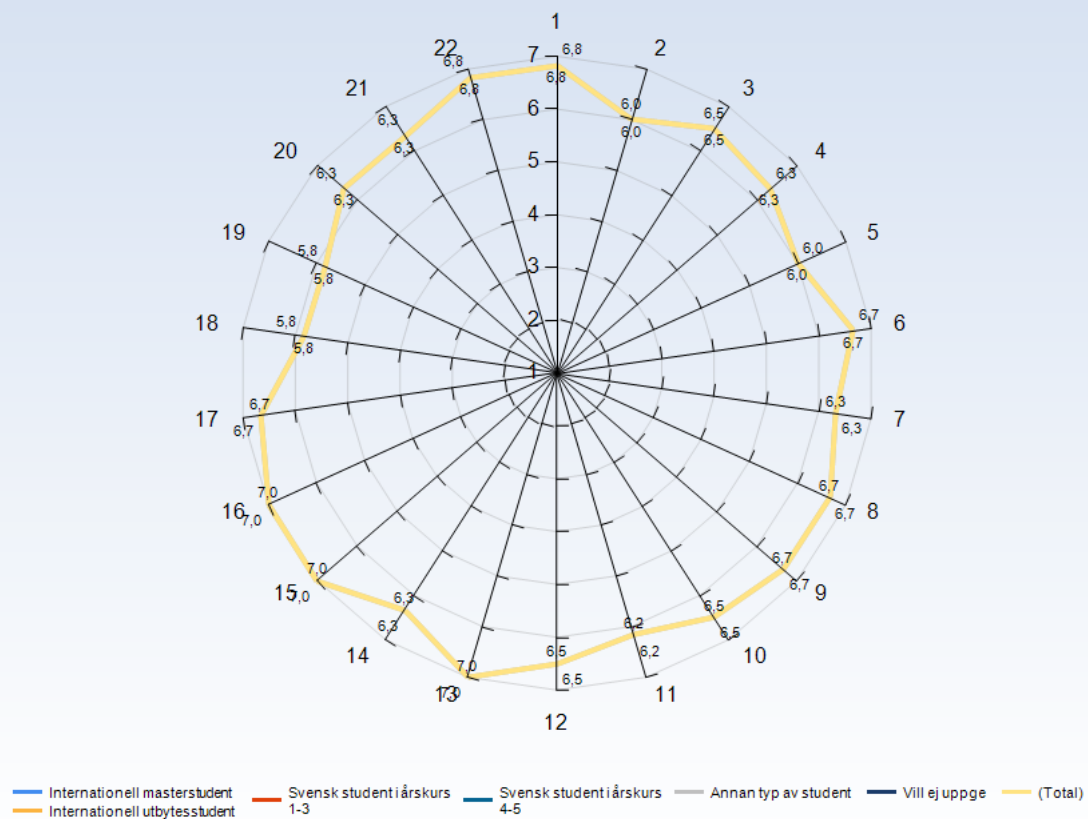
Ramsden, P. (2003). *Learning to Teach in Higher Education*, Chapter 6, pp. 84-105. New York: RoutledgeFalmer.

Average response to LEQ statements - per gender



Comments

Average response to LEQ statements - per type of student



Comments

Comments (I am: Annan typ av student)

Postdoktor, kurs i högskolepedagogik.



GENERAL QUESTIONS

What was the best aspect of the course?

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

Focused meeting times. Good teachers!

Intressant och viktigt ämne som behandlades på ett bra sätt. Extra bra att man fick chansen att bedriva utvecklingsarbete för sin egen kurs.

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

Möjligheten att arbeta med en faktisk kurs så att arbetet kan komma till omedelbar nytta

To work on a meaningful and well needed task, in cooperation with colleagues

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

Möjligheten till diskussion med andra och att vi genom aktiviteterna tvingades reflektera över både lärandemål och betygskriterier.

getting feedback and the presentation by the lady from Uppsala University

What would you suggest to improve?

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

Maybe a bit clarity as regard the grading in Canvas. Maybe that is a "mishap" in the new learning platform...

Tretimmarspass är alltid lite motiga och det kändes inte som om tiden var optimalt utnyttjad. Skulle det gå att undervisa i tvåtimmarpass - antingen två eller tre obligatoriska möten - istället?

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

Det vore bra att få ut inlämningarna som man ska ge återkoppling på innan andra träffen.

Invite those who have completed the course to workshops similar to meetings 2 and 3.

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

Placeringen av deadlines. Jag tyckte deadlines var lite för snäva för inlämning 1b. Jag hade hellre haft en tidigare deadline för inlämning 1a och därefter mer tid till 1b. Jag hade också uppskattat att få de rapporter som jag skulle peer-granska innan andra mötet. Det hade gjort andra mötet mer effektivt.

2 obligatory occurrences make it rather short - maybe having a small pre-assignment prior to start could help to guide better at an early stage.

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)

Put effort into working with your own courses

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

Do a thorough work regarding the ILO:s. Don't be afraid to do the changes that you think will be beneficial.

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

Ta dig tid att reflektera över dina lärandemål. Se utformandet av betygskriterier som en anledning till att tänka igenom kursen. Börja med inlämningsuppgifterna i tid. De ser enkla ut, men tar mer tid än vad man tror.

Find a way to get as much feedback as possible.

Is there anything else you would like to add?

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

Thanks for a very good course!

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

En bra kurs som alla lärare borde läsa. Jag tycker att det tredje tillfället borde varit obligatoriskt också. Jag lärde mig mycket vid detta tillfälle. Kanske mer och tidigare reklam för de goda tårterna hade ökat närvaron :).

Jag tycker också att kursen på ett bra sätt visar hur man kan ge deltagarna mycket återkoppling utan att man som lärare måste leverera den. Peer-granskning (finns det något bra svenskt ord för "peer", Viggo?) är ett effektivt sätt att "framtinga" reflektion.

SPECIFIC QUESTIONS



RESPONSE DATA

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

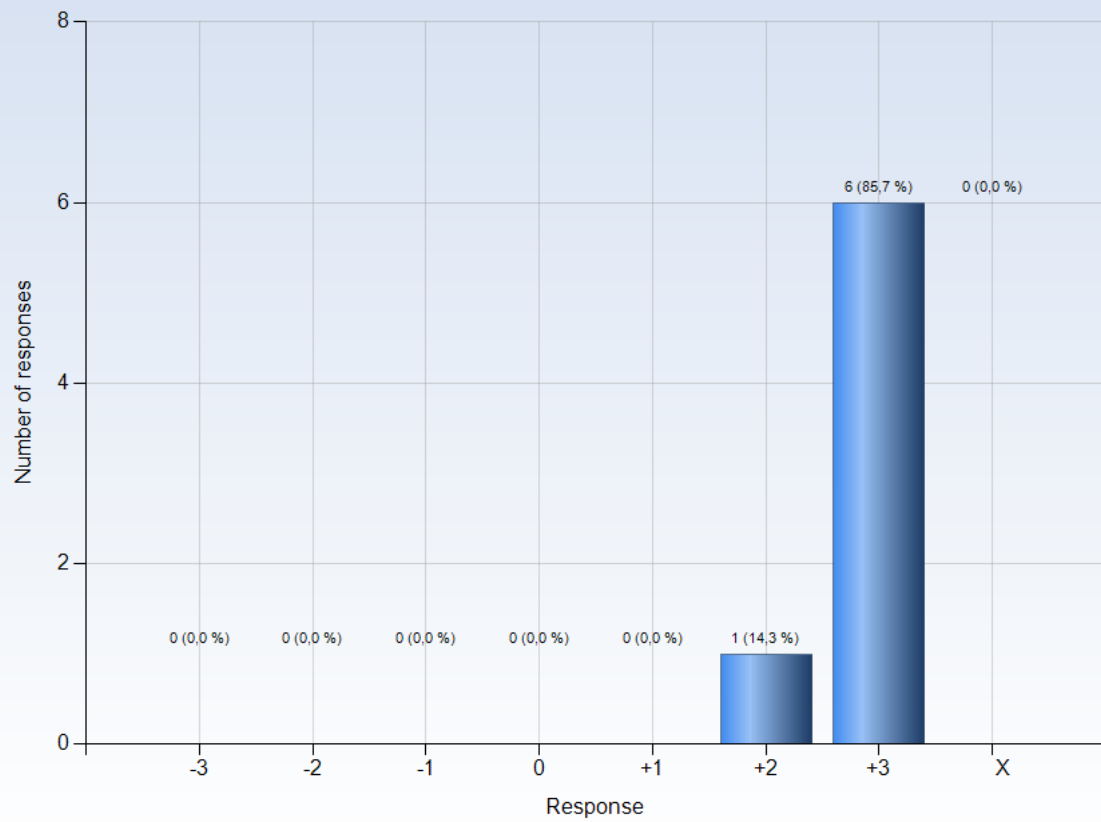
-3 = No, I strongly disagree with the statement

0 = I am neutral to the statement

+3 = Yes, I strongly agree with the statement

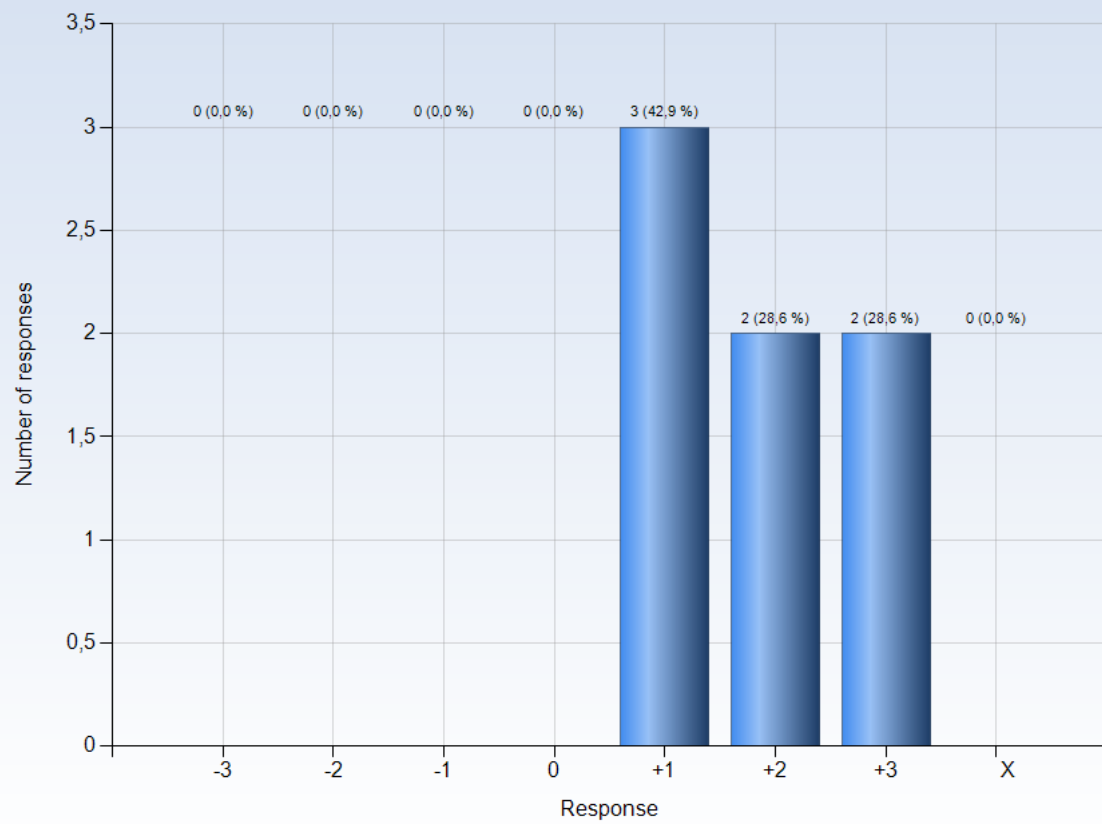
X = I decline to take a position on the statement

1. I worked with interesting issues



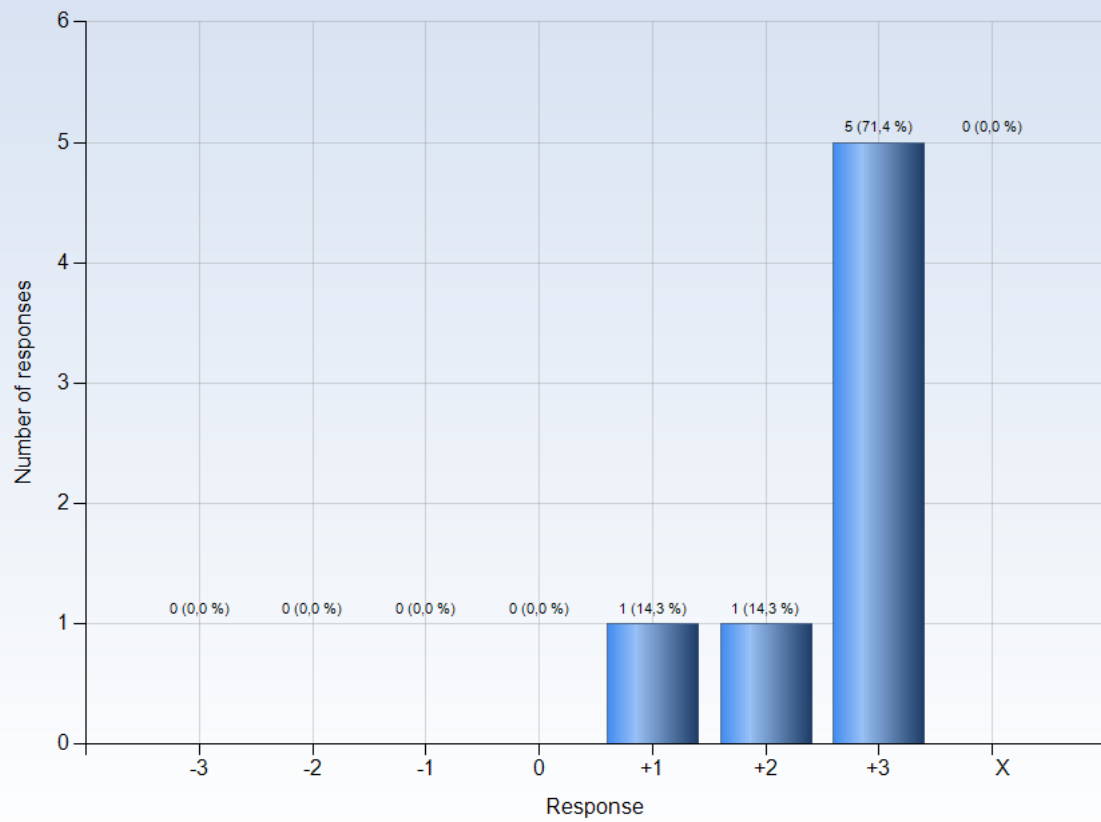
Comments

2. I explored parts of the subject on my own



Comments

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

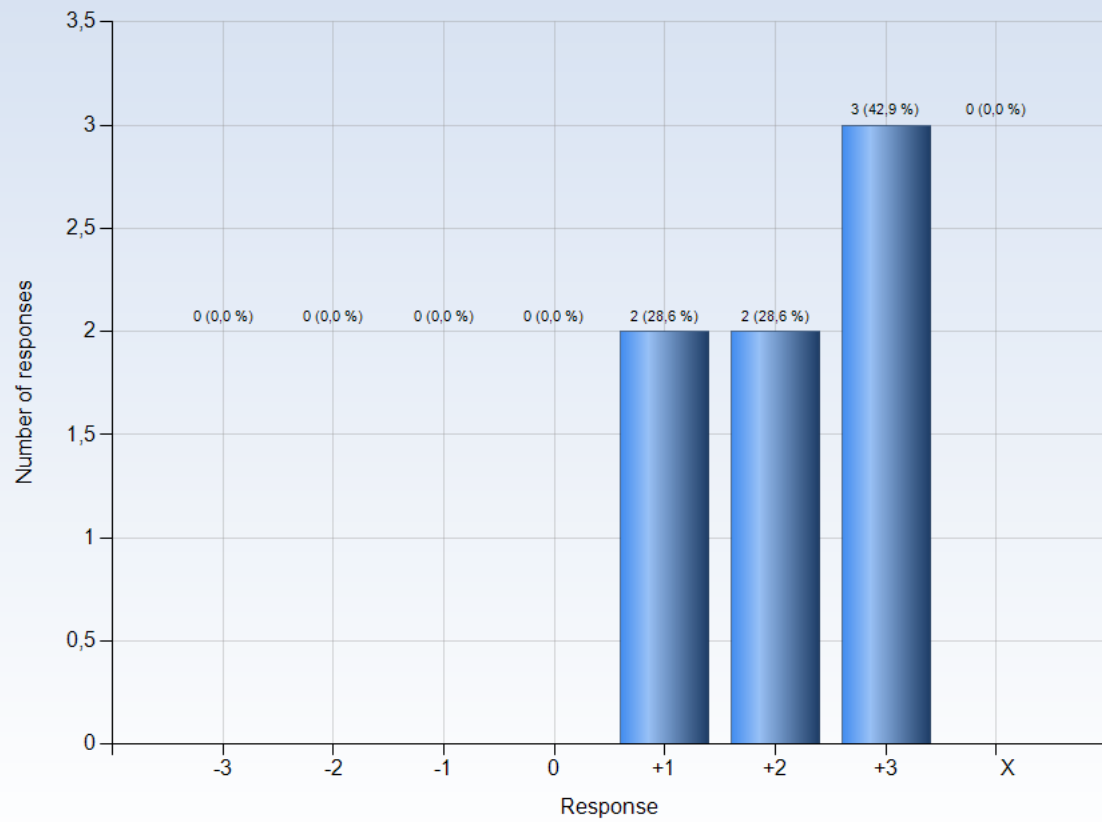


Comments

Comments (My response was: +3)

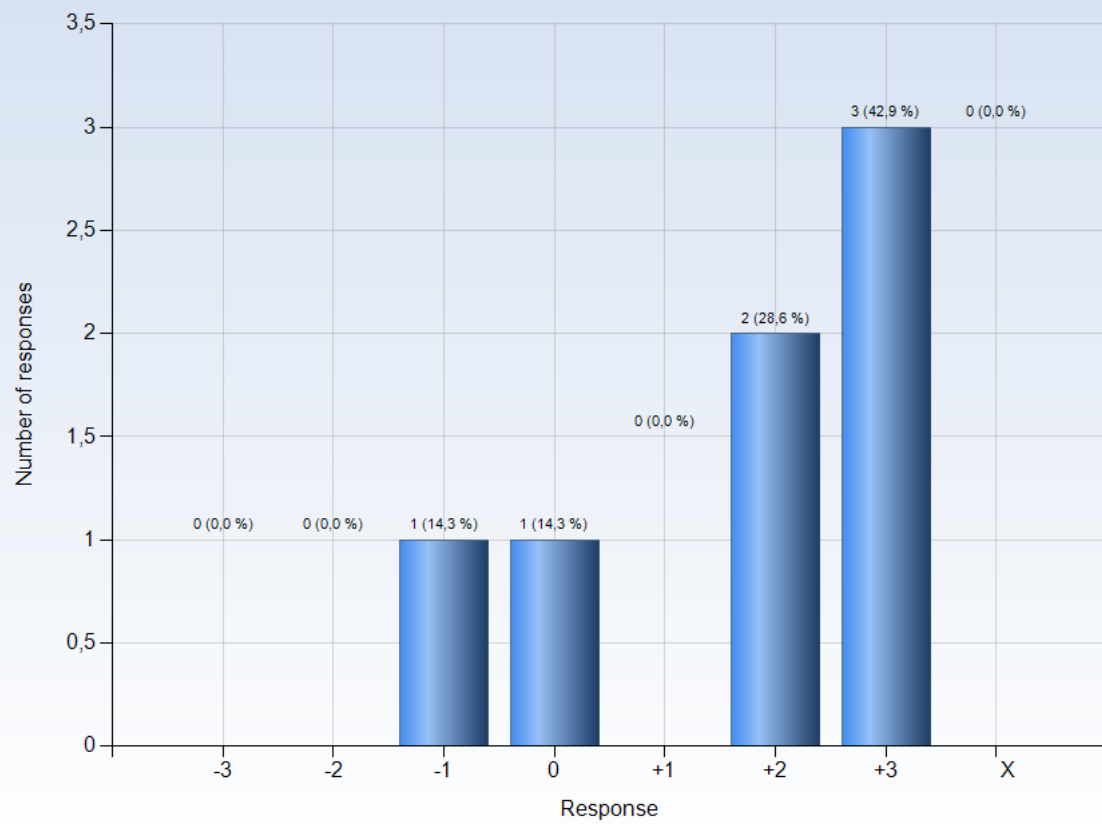
certainly - I spent a lot of time though on trial and error

4. The course was challenging in a stimulating way



Comments

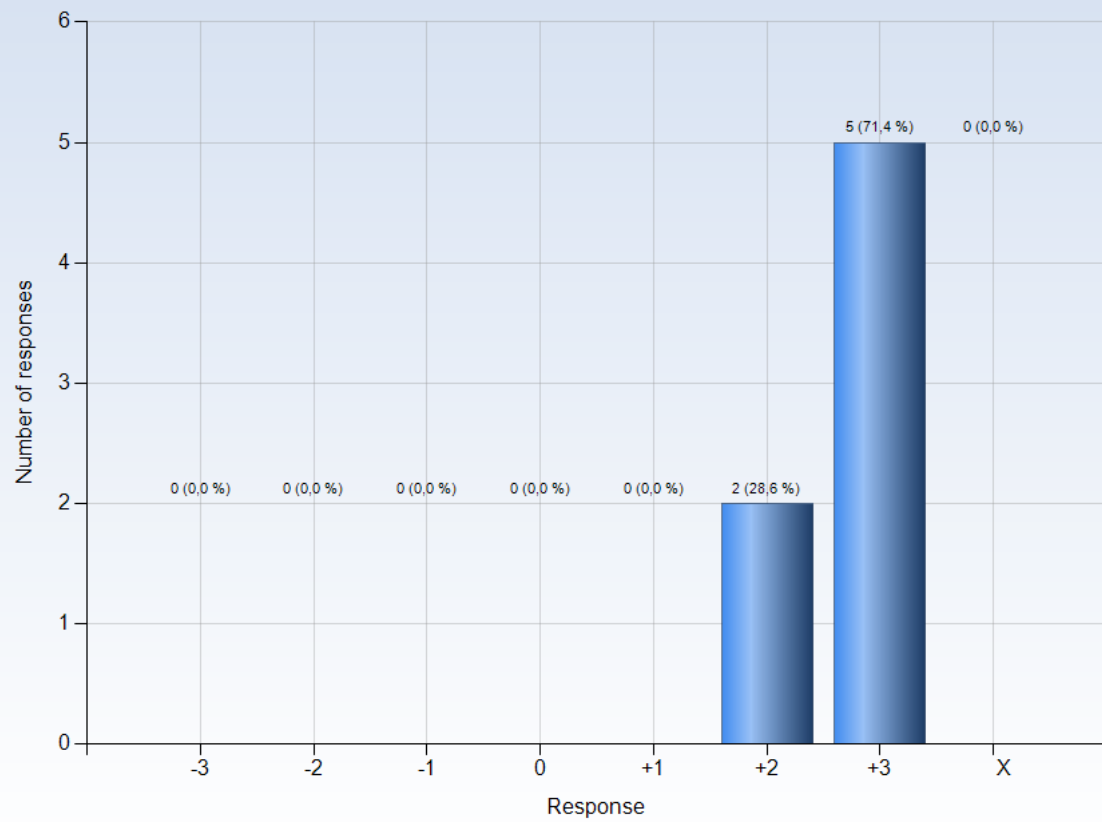
5. I felt togetherness with others on the course



Comments

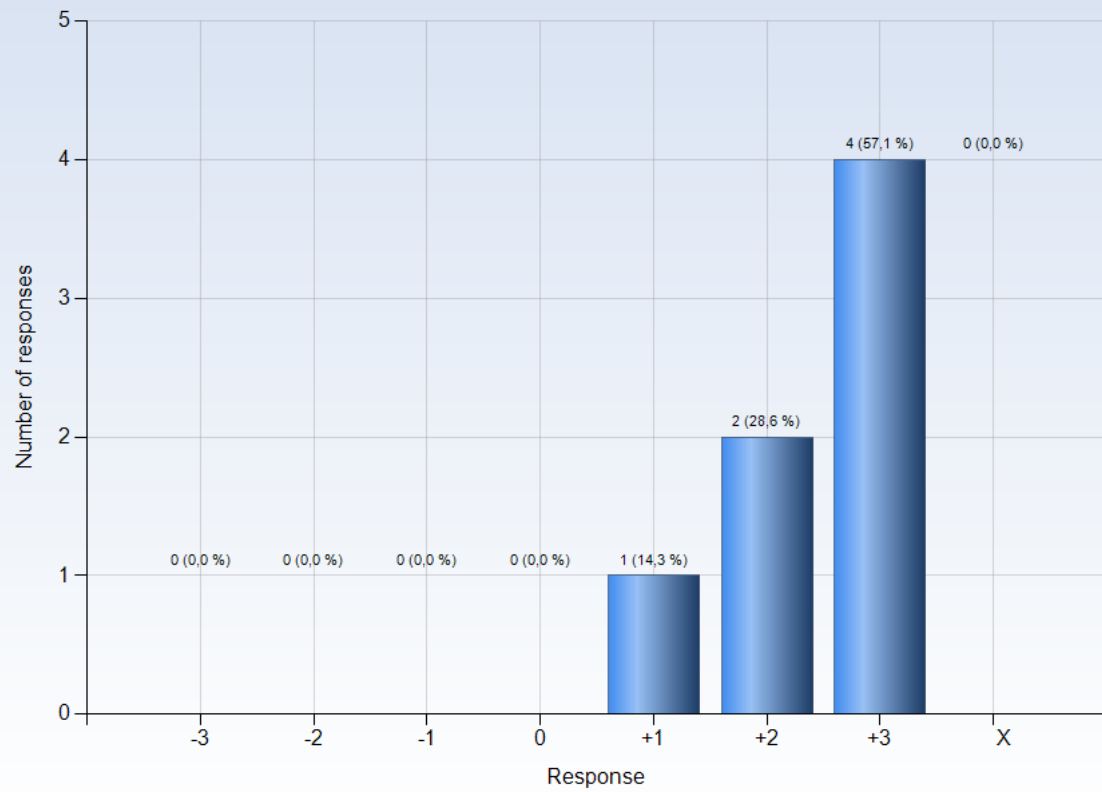
Comments (My response was: +3)
good feedback

6. The atmosphere on the course was open and inclusive



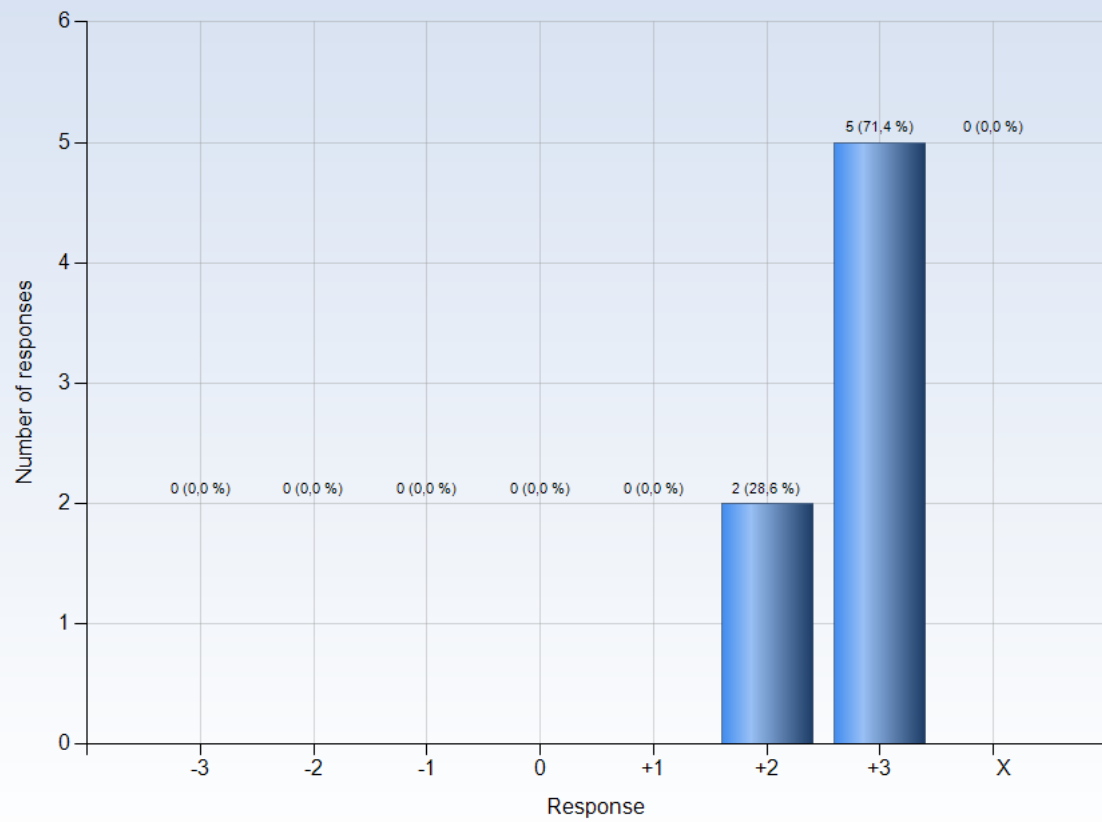
Comments

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



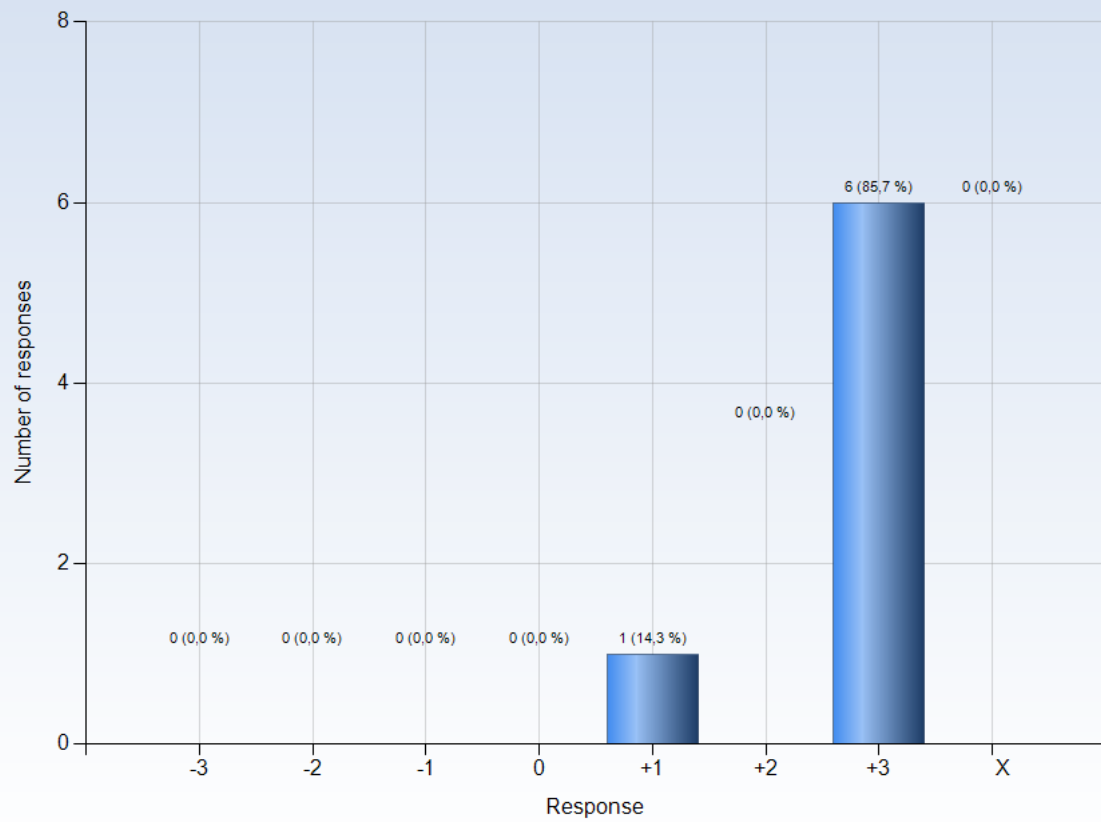
Comments

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

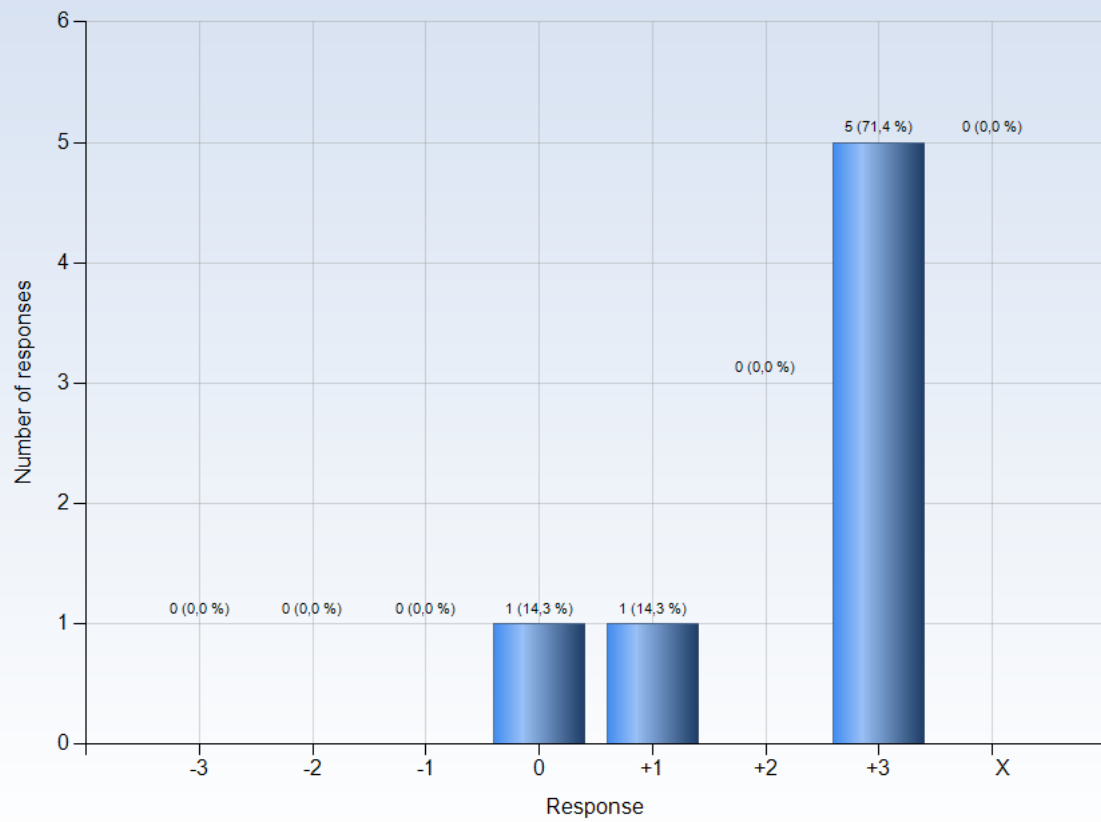


Comments

Comments (My response was: +1)

well, not at first but now it makes sense to me :-)

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

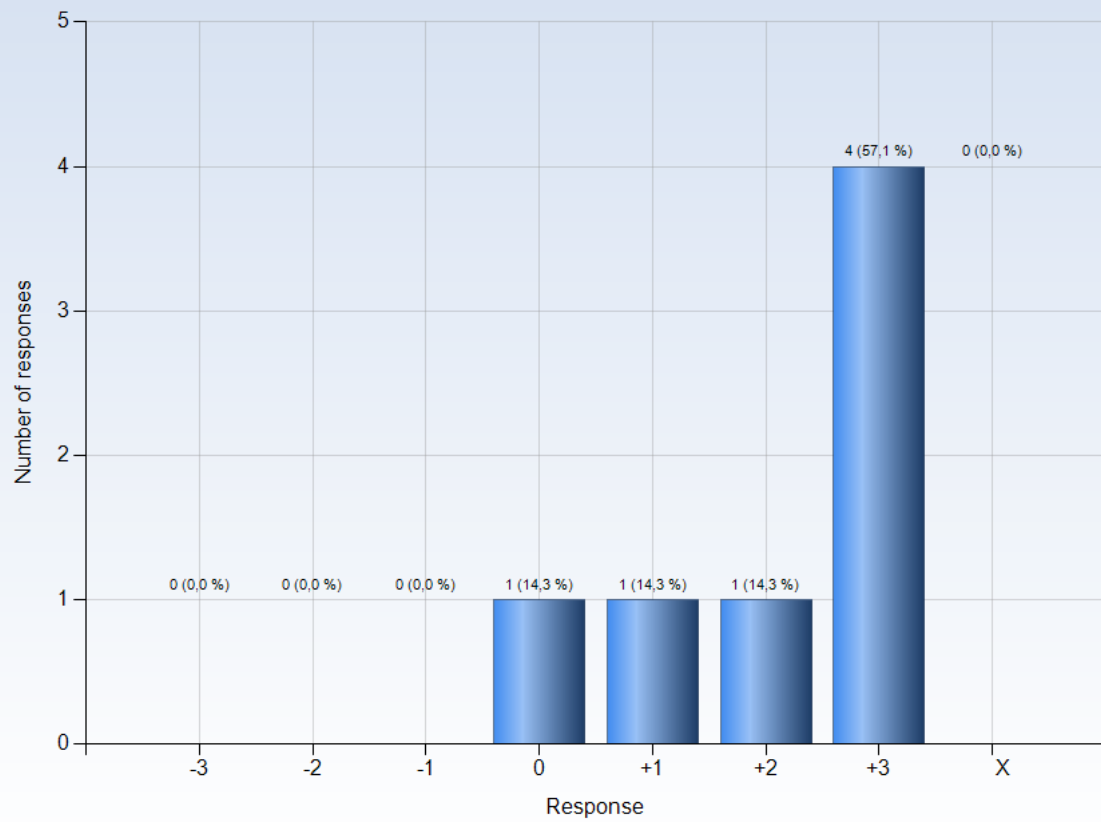


Comments

Comments (My response was: 0)

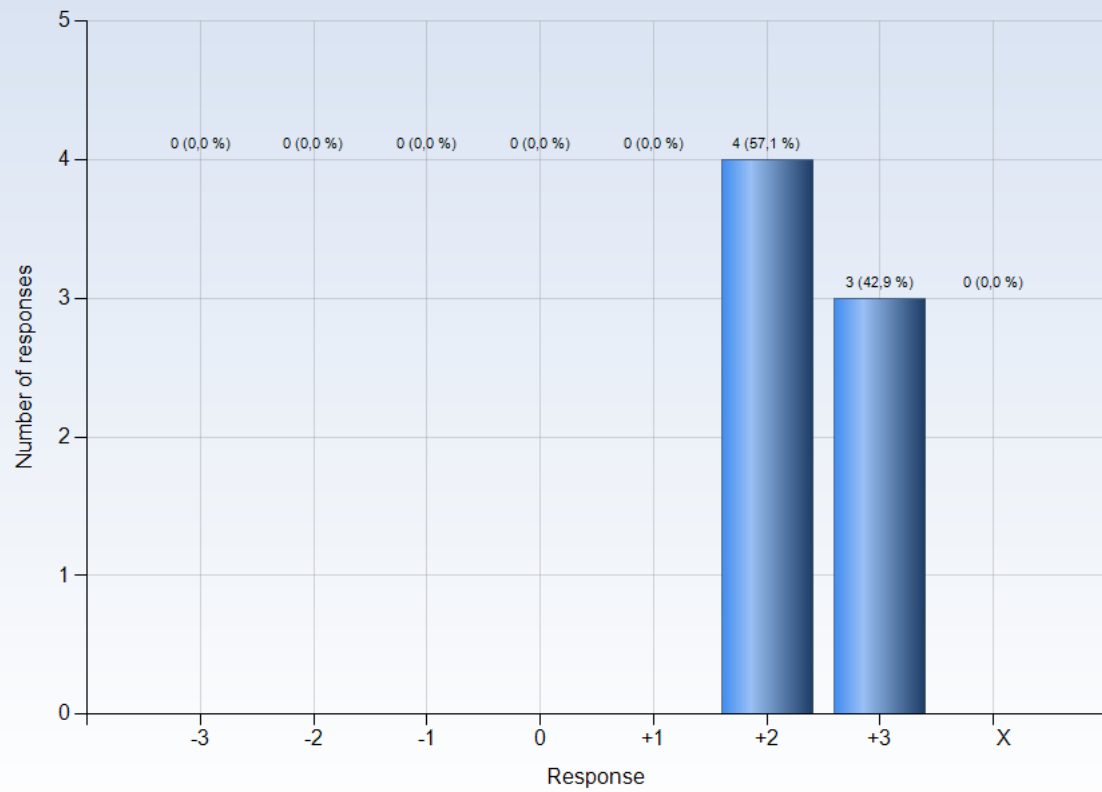
not really but I don't see how it could be done

11. Understanding of key concepts had high priority



Comments

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

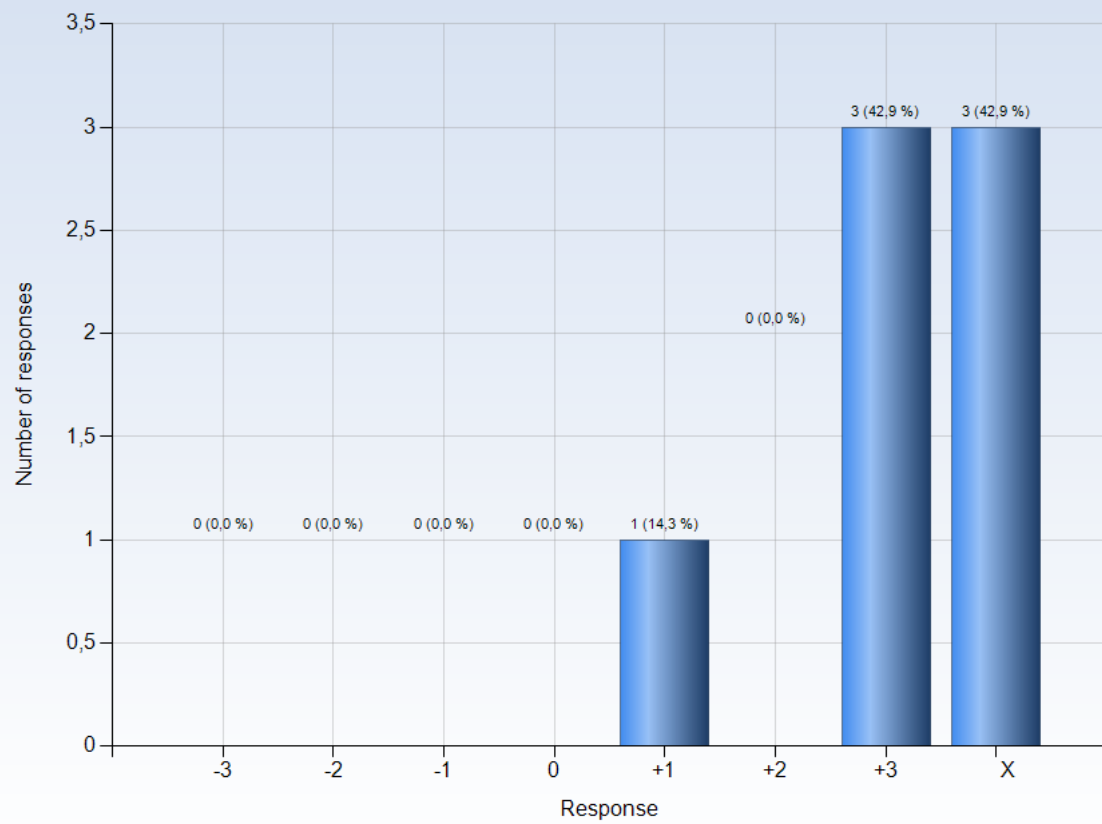


Comments

(My response was: +2)

Efficiently... it requires hard work to revise grading criteria.

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



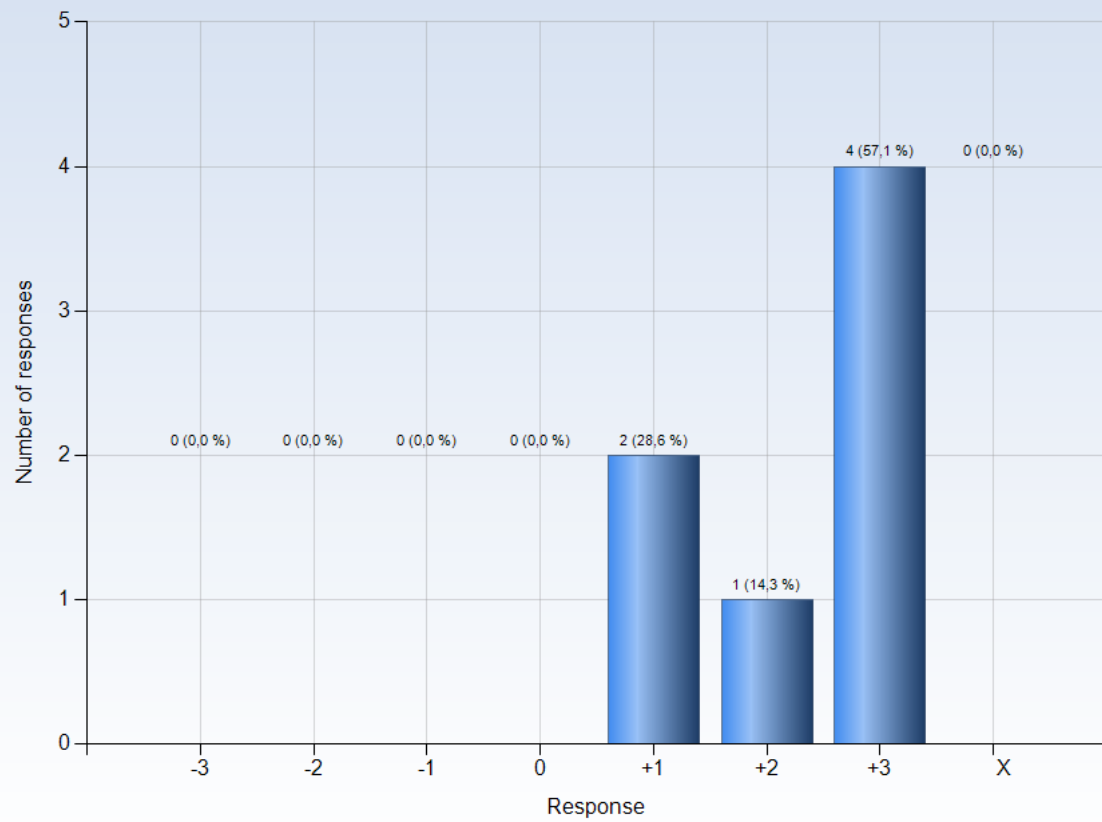
Comments

Comments (My response was: X)

Ingen betygssättning gjordes, men det var tydligt vad som krävdes för att bli godkänd.

no grade

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

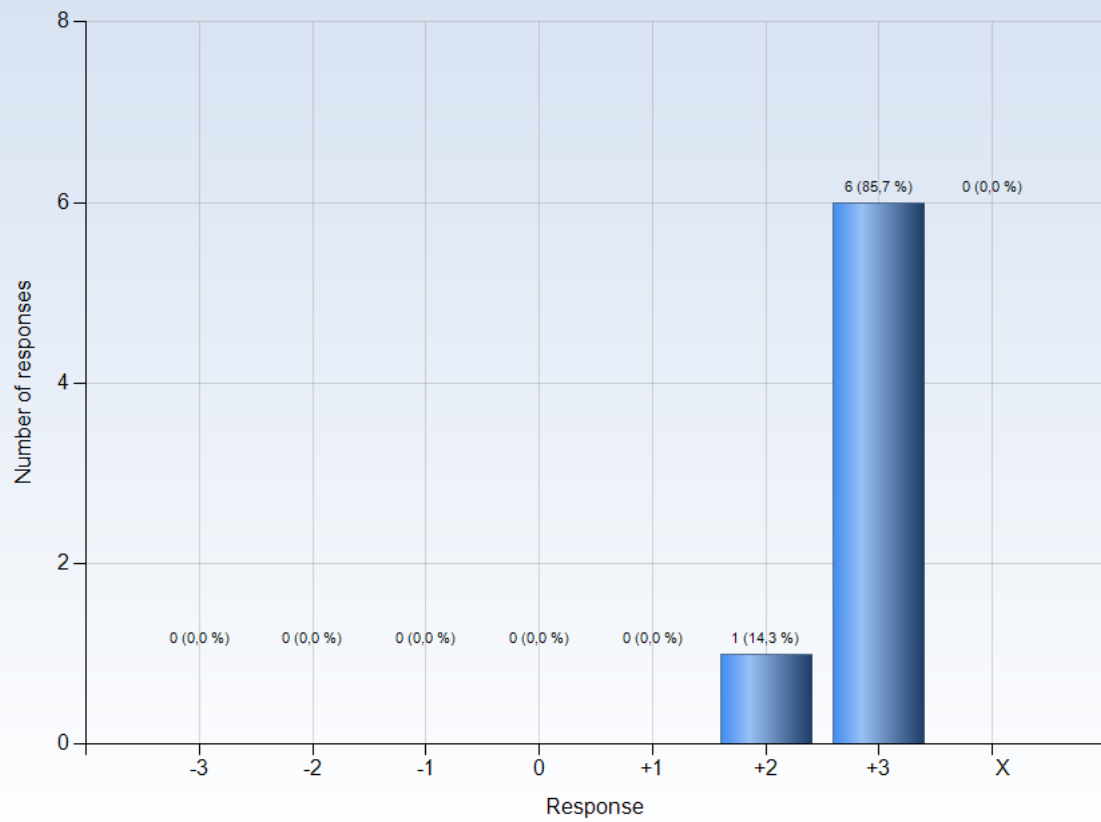


Comments

Comments (My response was: +1)

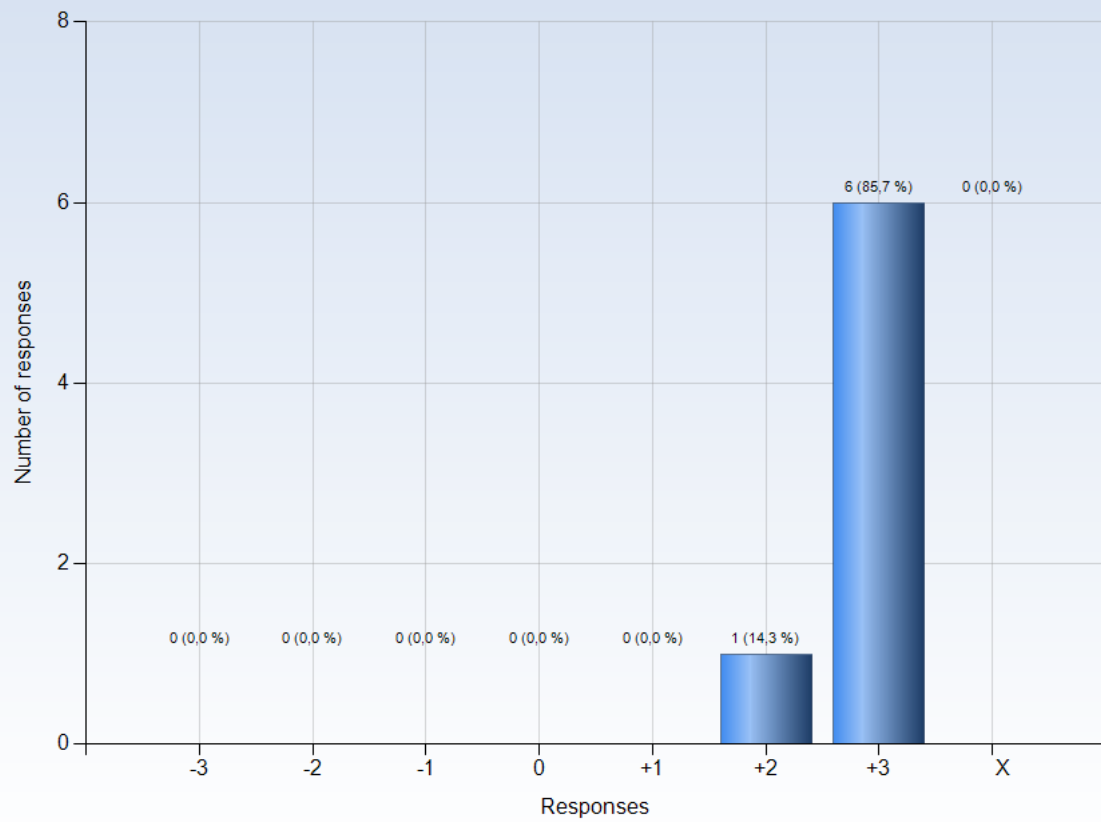
Focus of the feedback was not my progress

15. I could practice and receive feedback without being graded



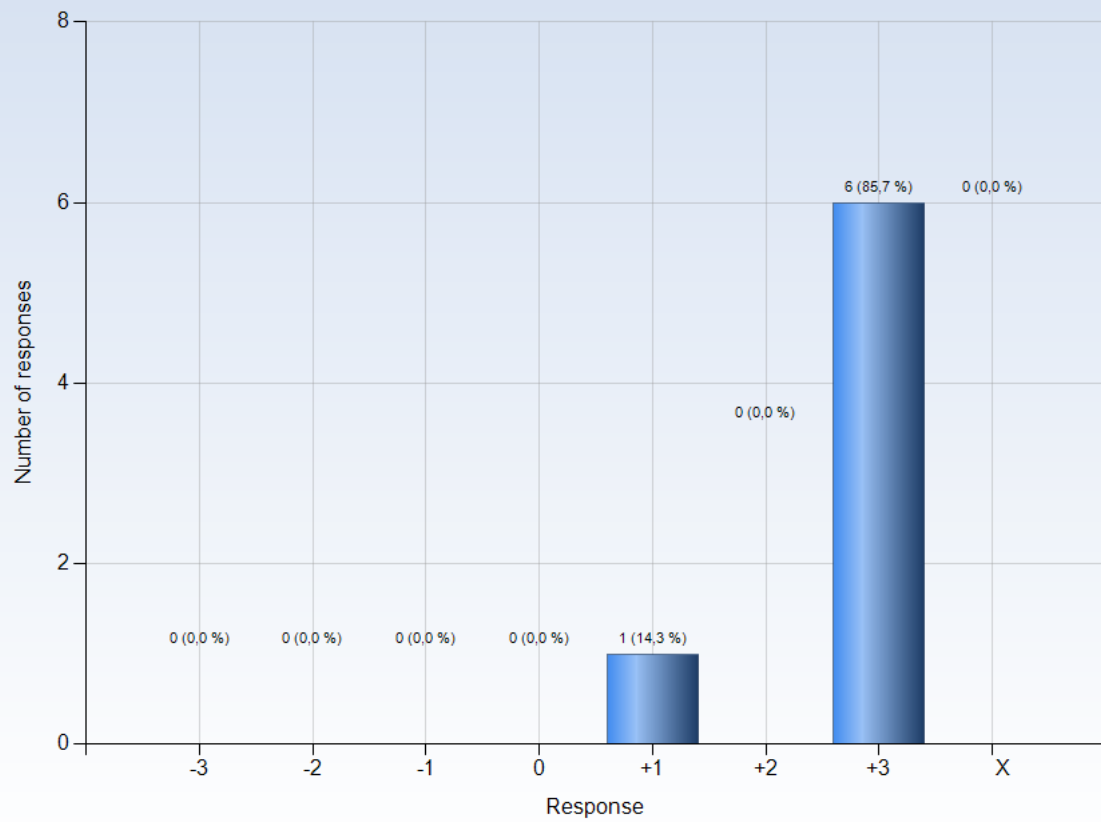
Comments

16. The assessment on the course was fair and honest



Comments

17. My background knowledge was sufficient to follow the course

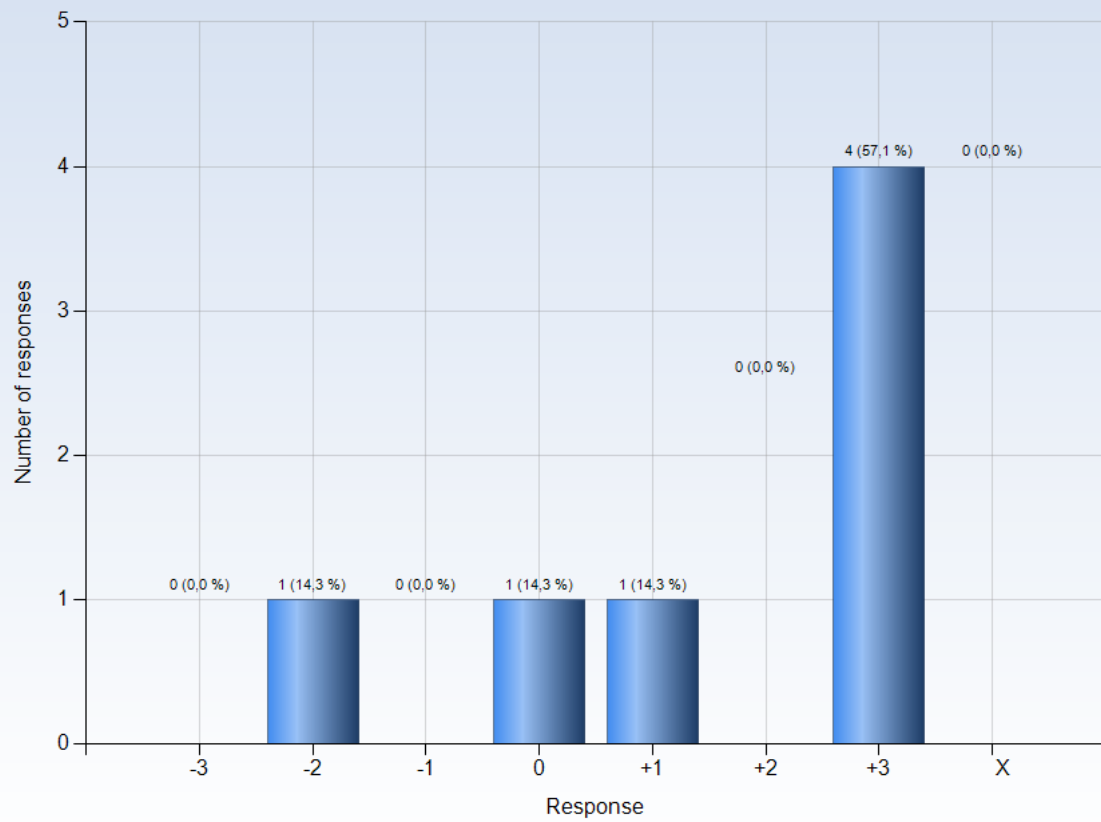


Comments

Comments (My response was: +1)

I read much before

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

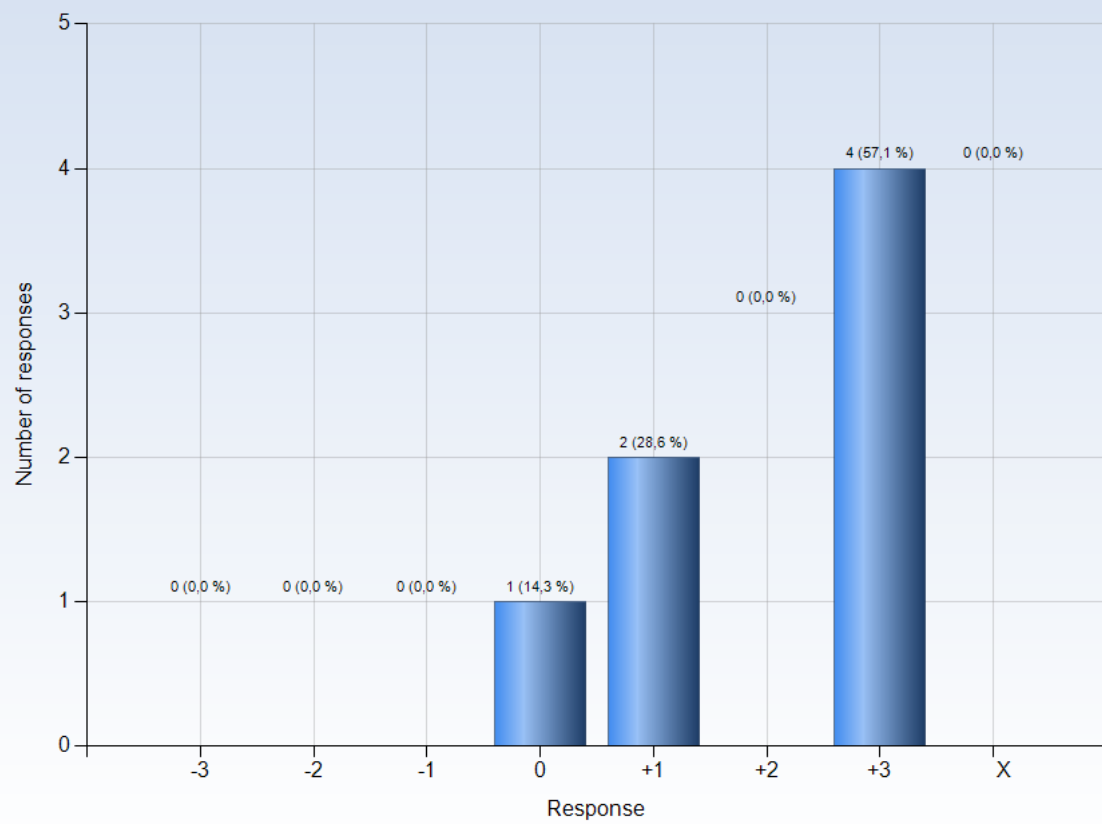


Comments

Comments (My response was: -2)

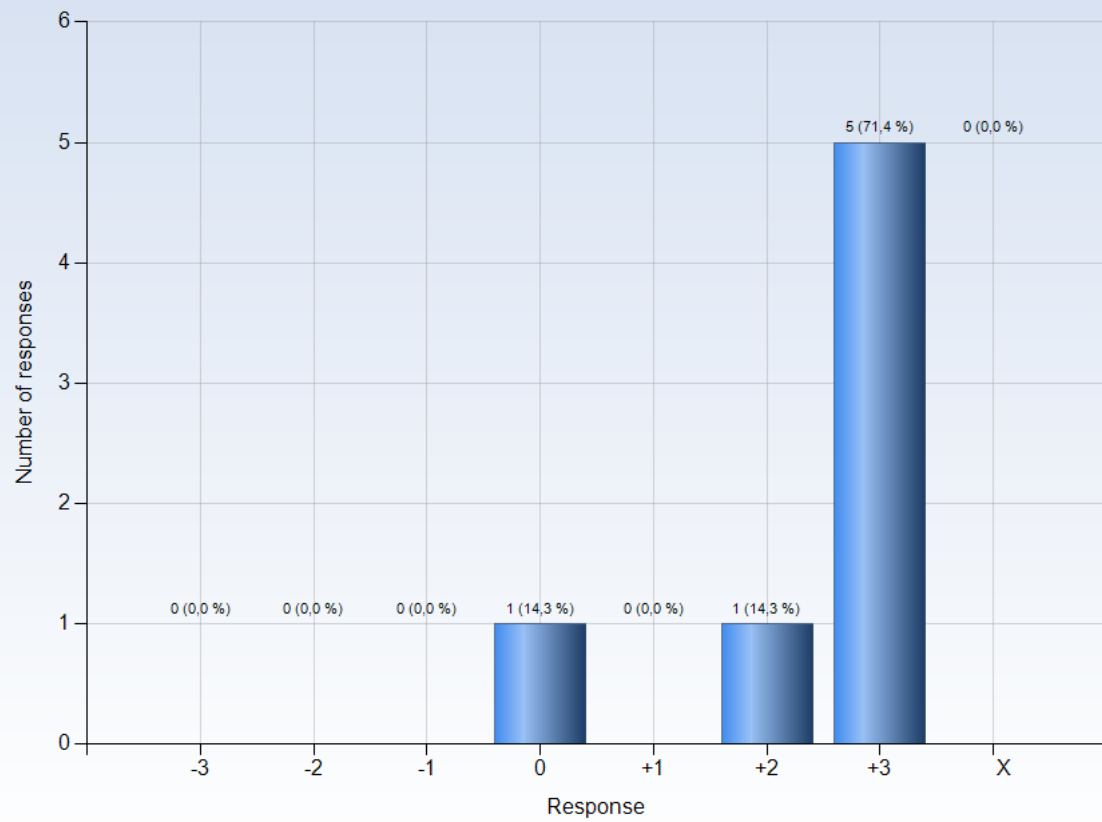
Focus of the reflection was rather on the work and results, than on what I learnt myself.

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



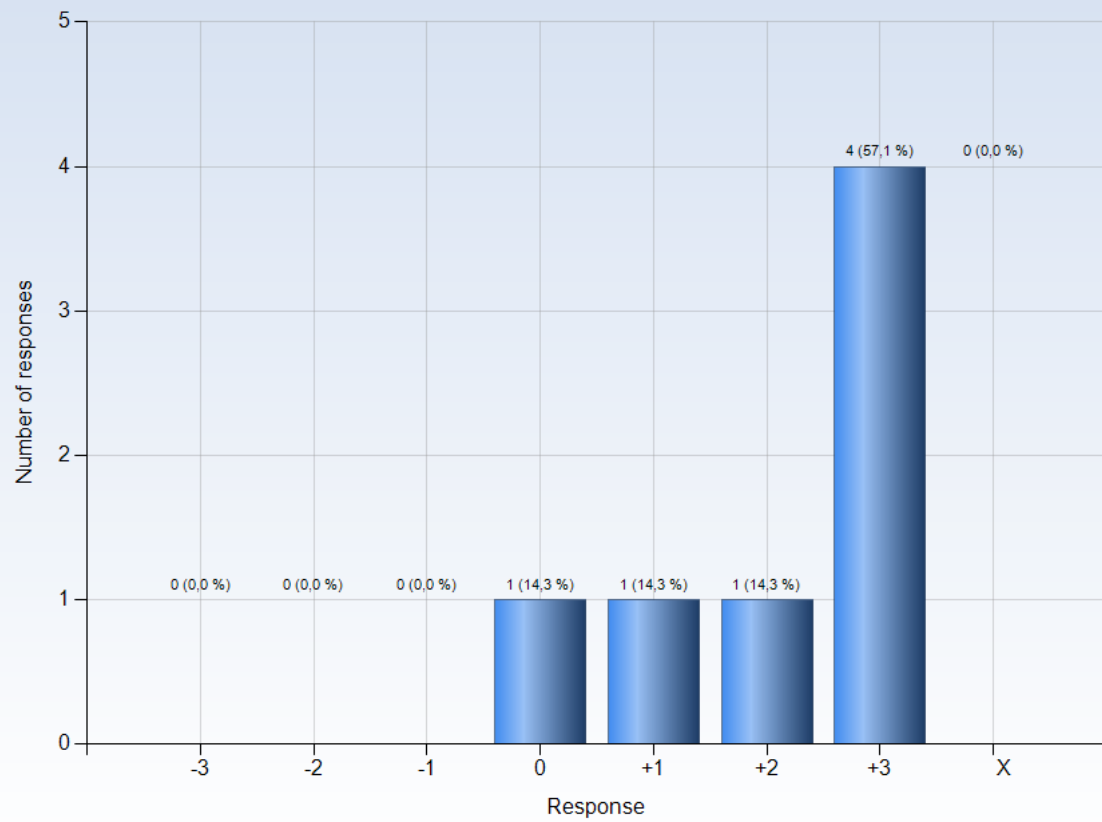
Comments

20. I had opportunities to choose what to do



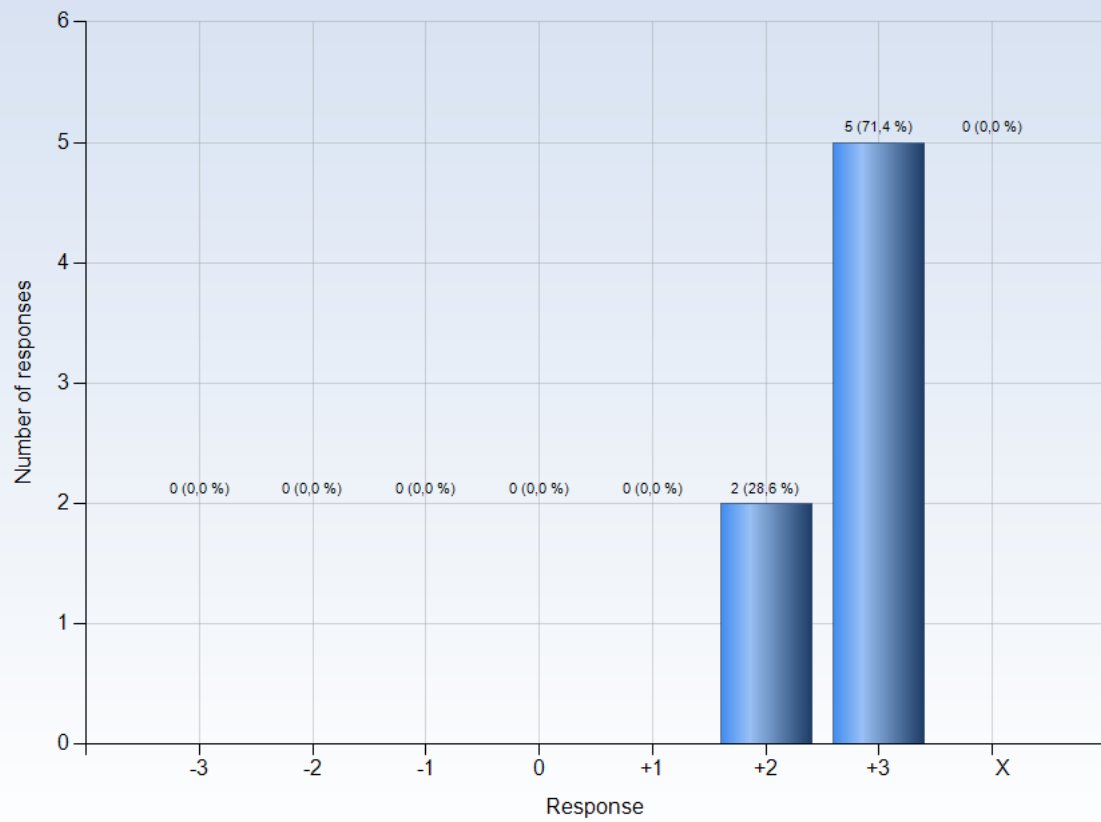
Comments

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