

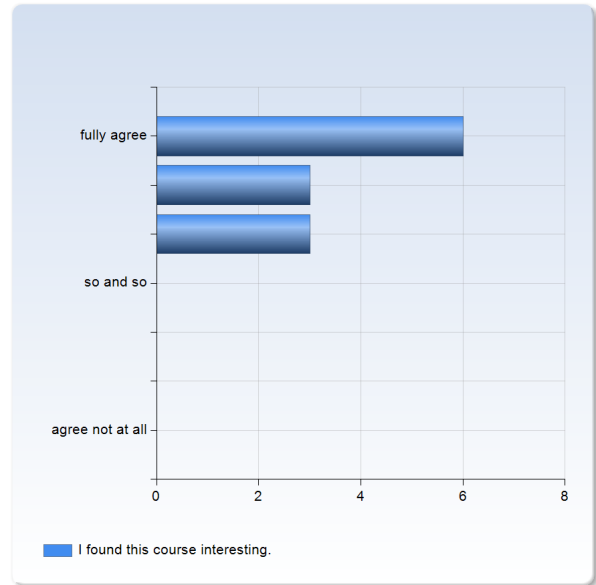
## Feedback EO3120 H18

Respondents: 22  
Answer Count: 13  
Answer Frequency: 59.09 %

### A. Overall course assessment:

I found this course interesting.

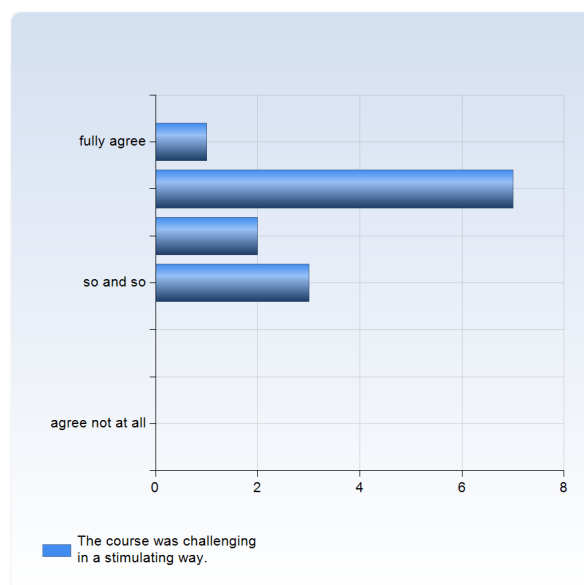
I found this course interesting.	Number of Responses	Cumulated Responses
agree not at all	0 (0.0%)	0 (0.0%)
	0 (0.0%)	0 (0.0%)
	0 (0.0%)	0 (0.0%)
so and so	0 (0.0%)	0 (0.0%)
	3 (25.0%)	3 (25.0%)
	3 (25.0%)	6 (50.0%)
fully agree	6 (50.0%)	12 (100.0%)
Total	12 (100.0%)	12 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
I found this course interesting.	2.3	0.9	38.5 %	1.0	1.5	2.5	3.0	3.0

The course was challenging in a stimulating way.

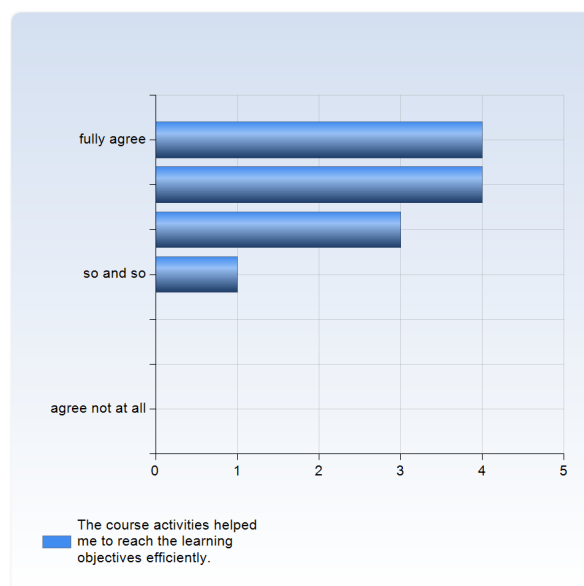
The course was challenging in a stimulating way.	Number of Responses	Cumulated Responses
agree not at all	0 (0.0%)	0 (0.0%)
	0 (0.0%)	0 (0.0%)
so and so	3 (23.1%)	3 (23.1%)
	2 (15.4%)	5 (38.5%)
	7 (53.8%)	12 (92.3%)
fully agree	1 (7.7%)	13 (100.0%)
Total	13 (100.0%)	13 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
The course was challenging in a stimulating way.	1.5	1.0	66.2 %	0.0	1.0	2.0	2.0	3.0

The course activities helped me to reach the learning objectives efficiently.

The course activities helped me to reach the learning objectives efficiently.	Number of Responses	Cumulated Responses
agree not at all	0 (0.0%)	0 (0.0%)
	0 (0.0%)	0 (0.0%)
so and so	1 (8.3%)	1 (8.3%)
	3 (25.0%)	4 (33.3%)
	4 (33.3%)	8 (66.7%)
fully agree	4 (33.3%)	12 (100.0%)
Total	12 (100.0%)	12 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
The course activities helped me to reach the learning objectives efficiently.	1.9	1.0	52.0 %	0.0	1.0	2.0	3.0	3.0

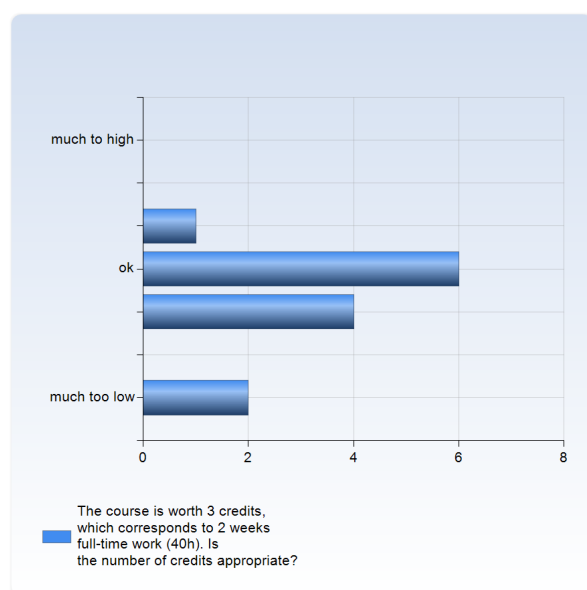
What was the best aspect of the course?

What was the best aspect of the course?
The design online activity part really helps.
Lots of good practice to set up your own research impact.
The encouraging feedback and support of the teachers.
Be able to find communicate my research, My KTH website and networking
To listen to experienced researchers strategies to get impact. How they actually do and what they do.
The fact that you had to take action in communicating your research - not just think of ways of how to do it.
To structure the research proposal and to make your research known to the public
That it addresses impact.
The project/activity based assignments
Seeing how other students spread information about their projects and getting inspired by their work
The fact that you are pushed to make your research more visible using methods described in the course
The last practical assignment where we had to do an action: to promote our research
All assignments were interactive which increased my interest in the course.

What would you suggest to improve?

What would you suggest to improve?
Good online examples can be shown in lectures.
Invite some very good researcher to talk about how she improves her impact.
More of the above
Communicate in the beginning clearly that this course is what the student makes of it: the course gives you tips and tricks, but the result comes from the student's own actions.
For those in 3 year or final year, additional task to make an Introduction chapter
The ILOs and tasks (deliverables) are focused on commercialisation aspects. Since this is the only course I know that addresses impact, it'd be nice if other aspects of impacts in education and research are considered.
Course duration should be reduced
Better guideliens in terms of what feedback should be given from other students. Some students did not take the time to give feedback, other gave feedback that was completely useless.
I would prefer to have it as an intense one week course
Less time on comercialization and more on the research outreach. But that's probably personal.
Keep a more thorough check on the course participants, such that if they are not participating in the peer-review tasks, the instructors should invoke them appropriately.

The course is worth 3 credits, which corresponds to 2 weeks full-time work (40h). Is the number of credits appropriate?	Number of Responses	Cumulated Responses
much too low	2 (15.4%)	2 (15.4%)
	0 (0.0%)	2 (15.4%)
	4 (30.8%)	6 (46.2%)
ok	6 (46.2%)	12 (92.3%)
	1 (7.7%)	13 (100.0%)
	0 (0.0%)	13 (100.0%)
much to high	0 (0.0%)	13 (100.0%)
Total	13 (100.0%)	13 (100.0%)

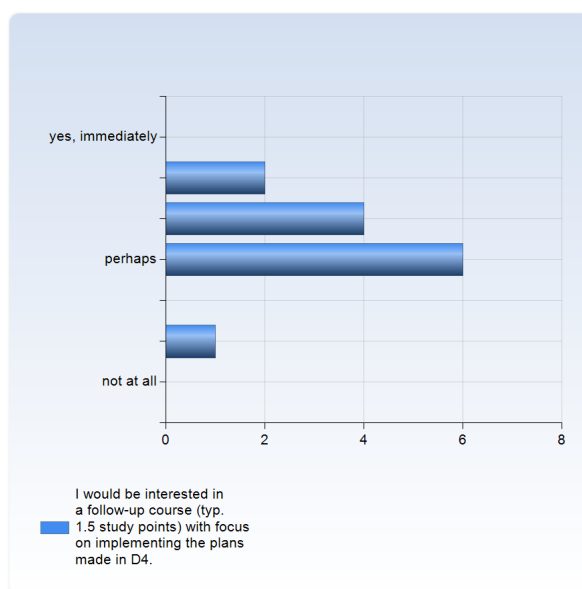


	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
The course is worth 3 credits, which corresponds to 2 weeks full-time work (40h). Is the number of credits appropriate?	-0.7	1.2	NaN %	-3.0	-1.0	0.0	0.0	1.0

# A. Overall course assessment:

I would be interested in a follow-up course (typ. 1.5 study points) with focus on implementing the plans made in D4.

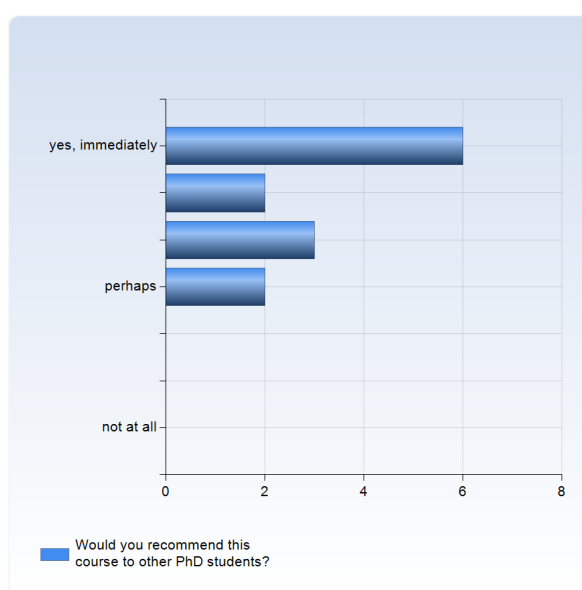
I would be interested in a follow-up course (typ. 1.5 study points) with focus on implementing the plans made in D4.	Number of Responses	Cumulated Responses
not at all	0 (0.0%)	0 (0.0%)
	1 (7.7%)	1 (7.7%)
	0 (0.0%)	1 (7.7%)
perhaps	6 (46.2%)	7 (53.8%)
	4 (30.8%)	11 (84.6%)
	2 (15.4%)	13 (100.0%)
yes, immediately	0 (0.0%)	13 (100.0%)
	13 (100.0%)	13 (100.0%)
Total		



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
I would be interested in a follow-up course (typ. 1.5 study points) with focus on implementing the plans made in D4.	0.5	1.1	NaN %	-2.0	0.0	0.0	1.0	2.0

Would you recommend this course to other PhD students?

Would you recommend this course to other PhD students?	Number of Responses	Cumulated Responses
not at all	0 (0.0%)	0 (0.0%)
	0 (0.0%)	0 (0.0%)
	0 (0.0%)	0 (0.0%)
perhaps	2 (15.4%)	2 (15.4%)
	3 (23.1%)	5 (38.5%)
	2 (15.4%)	7 (53.8%)
yes, immediately	6 (46.2%)	13 (100.0%)
Total	13 (100.0%)	13 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
Would you recommend this course to other PhD students?	1.9	1.2	61.8 %	0.0	1.0	2.0	3.0	3.0

What advice would you like to give to potential future course participants?

What advice would you like to give to potential future course participants?
Prepare online activities in advance.
Learn all you can.
To be motivated to give feedback to yours peers
To take this course about a year into the PhD-process
Make the most of this course, by actively participating in the parts. Maybe, not everything seems relevant for you directly, but in hindsight you will learn as much as you put in it yourself and it will be useful - whether it is now or in the future.
Take it and start to work immediately and continue to use it to outreach your research
To participate and put full effort in the assignments
You get out what you put in, so put in the work early on
Do your homework :)
Participate actively and make yourselves grow professionally by taking this course.

Feel free to provide any other comment.

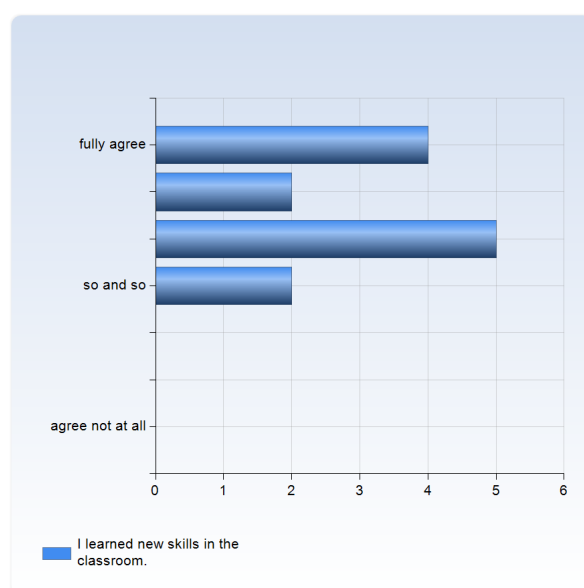
Feel free to provide any other comment.
Good course.
Time frame of the course is too long
The course is really interesting and I think KTH should provide more this type of courses that help PhD students to grow beyond academia and expand your target audience

## B. Lecture content and deliverables part 1:

In the first part and assignment D1 we wanted that you learn how to identify the value of your own research and identify steps what is needed to move it up on the TRL ladder.

I learned new skills in the classroom.

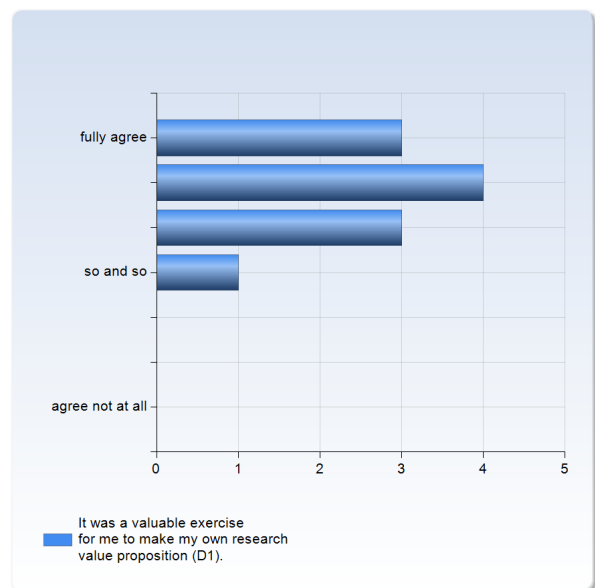
I learned new skills in the classroom.	Number of Responses	Cumulated Responses
agree not at all	0 (0.0%)	0 (0.0%)
	0 (0.0%)	0 (0.0%)
	0 (0.0%)	0 (0.0%)
so and so	2 (15.4%)	2 (15.4%)
	5 (38.5%)	7 (53.8%)
	2 (15.4%)	9 (69.2%)
fully agree	4 (30.8%)	13 (100.0%)
Total	13 (100.0%)	13 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
I learned new skills in the classroom.	1.6	1.1	69.4 %	0.0	1.0	1.0	3.0	3.0

It was a valuable exercise for me to make my own research value proposition (D1).

It was a valuable exercise for me to make my own research value proposition (D1).	Number of Responses	Cumulated Responses
agree not at all	0 (0.0%)	0 (0.0%)
	0 (0.0%)	0 (0.0%)
	0 (0.0%)	0 (0.0%)
so and so	1 (9.1%)	1 (9.1%)
	3 (27.3%)	4 (36.4%)
	4 (36.4%)	8 (72.7%)
		11
fully agree	3 (27.3%)	(100.0%)
	11	11
Total	(100.0%)	(100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
It was a valuable exercise for me to make my own research value proposition (D1).	1.8	1.0	54.0 %	0.0	1.0	2.0	2.5	3.0

What was good with the first part and should be kept next time the course is given?

What was good with the first part and should be kept next time the course is given?
The discussion and comments of D1-D4.
This is very important, it is very easy to remain inside your own little bubble and not think about the consequences and benefits from one's research concretely. The exercises in the lecture by Gustav were very helpful.
It is fine
TRL tools, value proposition and commercialisation were good and can be kept
The constructive feedback that was given
The exercise should be kept
It was an interesting and usefull concept to learn about
The guidelines for doing assignment 1 were well-defined.

What can be improved in the first part?

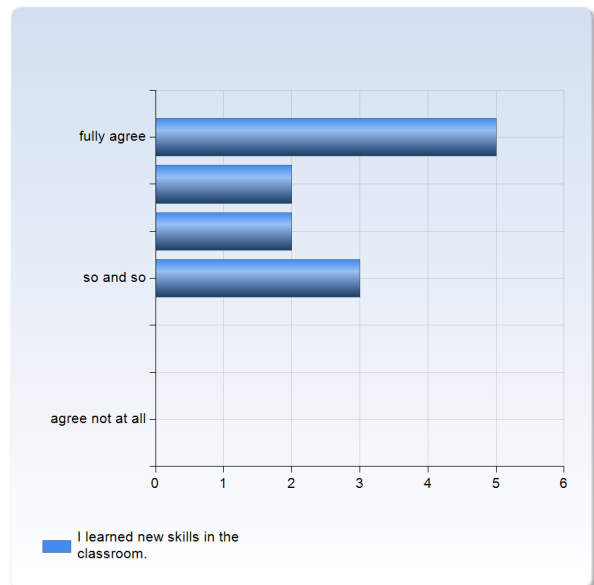
What can be improved in the first part?
The "short seminars of given books" part.
It is fine
Id love to see more tools and working frames similar to TRL to provide guidance when it comes to impact within research (ground breaking theories or new research projects and initiatives) and education (teaching materials/educational modules).
More examples of good and bad value propositions descriptions
ilf you've taken other courses where KTH innovation has been present the information is quite similar...
To motivate us better why this part is important
The description of all assignments in the course should be clarified further.

### C. Lecture content and deliverables part 2

In the second part and assignments D2-4 we wanted that you learn the basics on how to communicate your own research and push you to do some basic communication activities.

I learned new skills in the classroom.

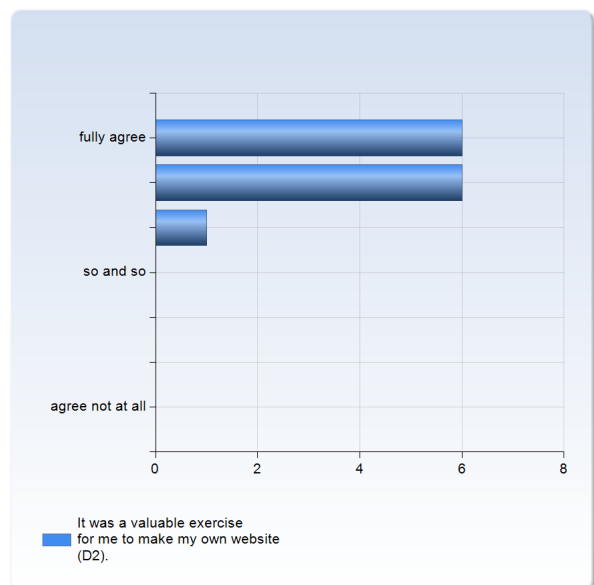
I learned new skills in the classroom.	Number of Responses	Cumulated Responses
agree not at all	0 (0.0%)	0 (0.0%)
	0 (0.0%)	0 (0.0%)
	0 (0.0%)	0 (0.0%)
so and so	3 (25.0%)	3 (25.0%)
	2 (16.7%)	5 (41.7%)
	2 (16.7%)	7 (58.3%)
fully agree	5 (41.7%)	12 (100.0%)
Total	12 (100.0%)	12 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
I learned new skills in the classroom.	1.8	1.3	73.6 %	0.0	0.5	2.0	3.0	3.0

It was a valuable exercise for me to make my own website (D2).

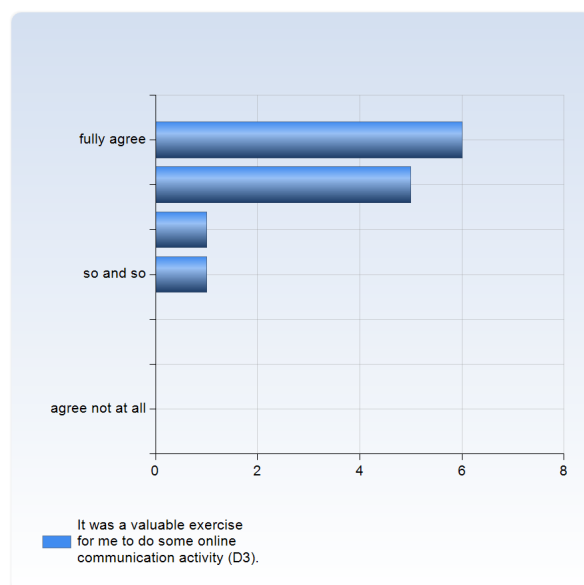
It was a valuable exercise for me to make my own website (D2).	Number of Responses	Cumulated Responses
agree not at all	0 (0.0%)	0 (0.0%)
	0 (0.0%)	0 (0.0%)
	0 (0.0%)	0 (0.0%)
so and so	0 (0.0%)	0 (0.0%)
	1 (7.7%)	1 (7.7%)
	6 (46.2%)	7 (53.8%)
fully agree	6 (46.2%)	13 (100.0%)
Total	13 (100.0%)	13 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
It was a valuable exercise for me to make my own website (D2).	2.4	0.7	27.3 %	1.0	2.0	2.0	3.0	3.0

It was a valuable exercise for me to do some online communication activity (D3).

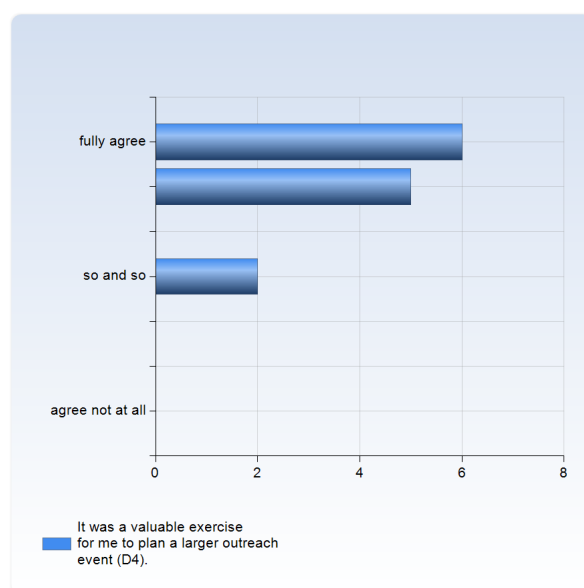
It was a valuable exercise for me to do some online communication activity (D3).	Number of Responses	Cumulated Responses
agree not at all	0 (0.0%)	0 (0.0%)
	0 (0.0%)	0 (0.0%)
	0 (0.0%)	0 (0.0%)
so and so	1 (7.7%)	1 (7.7%)
	1 (7.7%)	2 (15.4%)
	5 (38.5%)	7 (53.8%)
fully agree	6 (46.2%)	13 (100.0%)
Total	13 (100.0%)	13 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
It was a valuable exercise for me to do some online communication activity (D3).	2.2	0.9	41.5 %	0.0	2.0	2.0	3.0	3.0

It was a valuable exercise for me to plan a larger outreach event (D4).

It was a valuable exercise for me to plan a larger outreach event (D4).	Number of Responses	Cumulated Responses
agree not at all	0 (0.0%)	0 (0.0%)
	0 (0.0%)	0 (0.0%)
	0 (0.0%)	0 (0.0%)
so and so	2 (15.4%)	2 (15.4%)
	0 (0.0%)	2 (15.4%)
	5 (38.5%)	7 (53.8%)
fully agree	6 (46.2%)	13 (100.0%)
Total	13 (100.0%)	13 (100.0%)





	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
It was a valuable exercise for me to plan a larger outreach event (D4).	2.2	1.1	49.6 %	0.0	2.0	2.0	3.0	3.0

What was good with the second part and should be kept next time the course is given?

What was good with the second part and should be kept next time the course is given?

Good communication of your research is not a requirement of a PhD degree, but it helps you in building a network, spreading your ideas across a larger audience, and initiating helpful discussions. Therefore, it was good that we got to spend time on this in this course and get advice on how to best communicate your work.

it was okay

The practical nature of the assignments

All the exercises were good and should be kept

Was great to get detailed feedback on my D2-4

Outreach through social media is a valuable tool for senior PhD students, and should be emphasized more.

What can be improved in the first part?

What can be improved in the first part?

It was fine

The activities timeline should be more condensed

Feedback form other students, needs to be mandatory/pair students that are interested in giving and receiving feedback.

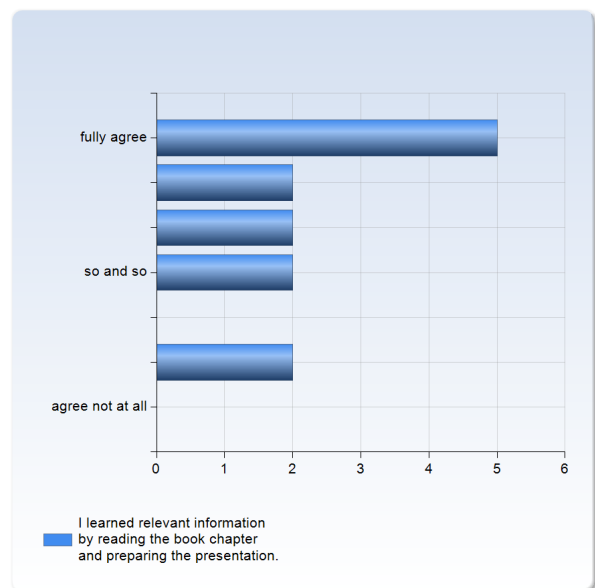
Maybe to give a bit more tips on those tasks

#### D. Book chapter study and student presentations

The idea of the student presentations was to complement the material provided in the seminars.

I learned relevant information by reading the book chapter and preparing the presentation.

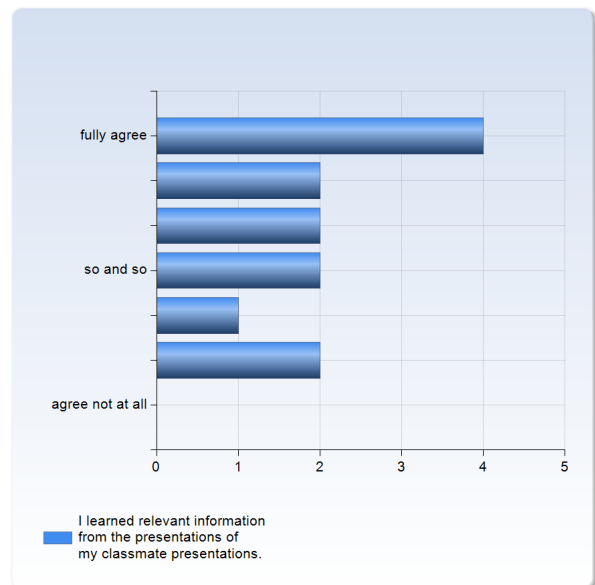
I learned relevant information by reading the book chapter and preparing the presentation.	Number of Responses	Cumulated Responses
agree not at all	0 (0.0%)	0 (0.0%)
	2 (15.4%)	2 (15.4%)
	0 (0.0%)	2 (15.4%)
so and so	2 (15.4%)	4 (30.8%)
	2 (15.4%)	6 (46.2%)
	2 (15.4%)	8 (61.5%)
		13
fully agree	5 (38.5%)	13 (100.0%)
	13	13
Total	(100.0%)	(100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
I learned relevant information by reading the book chapter and preparing the presentation.	1.3	1.8	NaN %	-2.0	0.0	2.0	3.0	3.0

I learned relevant information from the presentations of my classmate presentations.

I learned relevant information from the presentations of my classmate presentations.	Number of Responses	Cumulated Responses
agree not at all	0 (0.0%)	0 (0.0%)
	2 (15.4%)	2 (15.4%)
	1 (7.7%)	3 (23.1%)
so and so	2 (15.4%)	5 (38.5%)
	2 (15.4%)	7 (53.8%)
	2 (15.4%)	9 (69.2%)
		13
fully agree	4 (30.8%)	(100.0%)
	13	13
Total	(100.0%)	(100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
I learned relevant information from the presentations of my classmate presentations.	1.0	1.9	NaN %	-2.0	0.0	1.0	3.0	3.0

What was best with the book chapter study and student presentations?

What was best with the book chapter study and student presentations?
The fact that I got to practice another presentation
It was fine
Was a good way to think critically about the different topics
The books were really interesting
To practice presentation
Interactive discussions after the presentations.

What can be improved with the book chapter study and student presentations?

What can be improved with the book chapter study and student presentations?

Can be students freely chose books that they think it's valuable.

I'm not sure, but this seemed the most irrelevant part of the course. Maybe, instead of predefined book chapters, students can find an example of "science communication" that is either really well or failed - and analyze why this happened. In order to do this assignment, a short lecture could be given about communication of research to different stakeholders. I think this may be very relevant, because often times we forget how easily we are being misunderstood (because we forget that we are experts and not everyone knows as much as we do about this particular research topic).

make all students to participant in the presentation rather than splitting so that all can get the learning output

More guideline on presentations would be helpful

Most of the student presentations were a bit long and had too much text. It felt almost like reading the chapter instead of getting the highlights.

Maybe give more freedom on the topics and content

The different topics can be evenly distributed across all groups, e.g. each group should have presentations including the topics of one-to-one meeting, verbal interaction, publishing your work in editorials, etc., so that students in each group become aware of the different outreach media and their effective usage.

## E. Teacher skills

Please provide feedback for/about each of the teachers by stating:

- 1) what you appreciated most with their teaching;
- 2) make suggestions about how they could improve.

Feedback on Tobias Oechtering

### E. Teacher skills

Please provide feedback for/about each of the teachers by stating:

- 1) what you appreciated most with their teaching;
- 2) make suggestions about how they could improve.

Feedback on Tobias Oechtering

I think it was very nice that Tobias was relaxed about the course, flexible when it came to accommodating student's requests and such.

Proper arrangement, good feedback

Encouraging, supportive and understanding

1) I like the ability of Tobias to see things from other perspective, it helped me a lot when I received feedback. 2) course syllabus can be improved and more clear.

1) Usefull feedbacks

The presentation details for course assignments can be done in a better way. Overall, I was happy with the teaching way.

Feedback on Wouter van der Wijngaart

Feedback on Wouter van der Wijngaart

He had great input and was very clear about his vision for the course, this was very nice and helpful.

Provides good feedback and more active all the time

Very energetic, fun, and knowledgeable

1) Fairly honest and straightforward

1) Soft leadership: there was never too much stress, but knew what we needed to do; 2)

He is full of ideas and encourages all students to think out of the box. My only suggestion for him would be to speak a little slowly so that all students can understand him well.

Feedback on Zuheir Barsoum

Feedback on Zuheir Barsoum

I was in his group for the student seminars, and I think he provides really useful and valuable feedback.

Good

Provides good information

The presentation was really well put together/could focus less on the research and more on what is relevant for the course

He has a very nice research background, though I lost interest in his lecture because his line of research was quite unrelated to mine.

Feedback on Karin Larsdotter (KTH Sustainability)

Feedback on Karin Larsdotter (KTH Sustainability)

Nice presentation and good for people who haven't heard about KTH sustainability yet; it is important!

Good

I like that she helped me personally when I requested.

Engaging speaker

A good lecture on sustainable research.

Feedback on Gustav Notander (KTH Innovation)

Feedback on Gustav Notander (KTH Innovation)

Very nice lecture and especially the exercises kept everybody active and engaged, while at the same time it helped us later on with the assignments.

Provides good feedback and more active all the time

I like his part.

Full of ideas

1) great, as always. Good to know more about KTH innovation and how a student can make his/her research into a company

Well-defined guidelines to execute assignment 1.

Feedback on Annika Engström (KTH Communications)

Feedback on Annika Engström (KTH Communications)

Good presentation :)

Good presentation

Nice speaker

The presentation slides had quite a lot of typos, which can be fixed for better presentation. Also, please try to speak a little faster, so it is easier to follow the flow of the discussion.

Feedback on Sjoerd HaasI (EECS alumni entrepreneur)

Feedback on Sjoerd HaasI (EECS alumni entrepreneur)

Very nice presentation about his experiences, thanks for sharing!

Nice presentation

I liked his experience sharing...

Knowledgeable and inspiring

Really well developed and interesting presentation/

The best presentation in the course, and I enjoyed it very much.

Feedback on Louise, Maria, and Sofia (EECS & SCI communicators)

Feedback on Louise, Maria, and Sofia (EECS & SCI communicators)

Nice feedback on the communication part!

Good

Very good at the jobs with good feedback

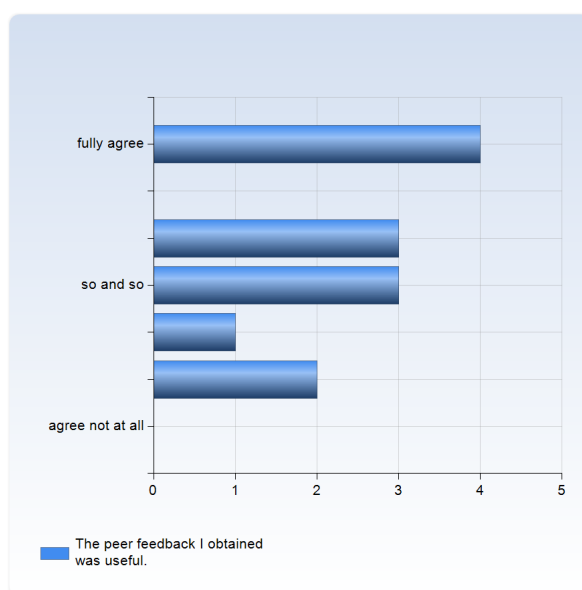
Thank you for your feedback on our assignments. It was great to interact with you during this course.

## F. Course format – teacher and peer feedback on deliverables

The goal of the feedback sessions was to provide you feedback on your material, but also to get to know about the material and ideas of your peers. How well did this activity achieve this goal?

The peer feedback I obtained was useful.

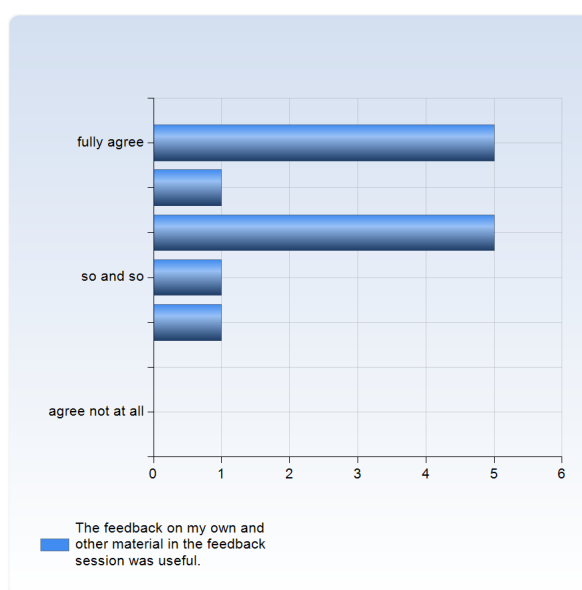
The peer feedback I obtained was useful.	Number of Responses	Cumulated Responses
agree not at all	0 (0.0%)	0 (0.0%)
	2 (15.4%)	2 (15.4%)
	1 (7.7%)	3 (23.1%)
so and so	3 (23.1%)	6 (46.2%)
	3 (23.1%)	9 (69.2%)
	0 (0.0%)	9 (69.2%)
fully agree	4 (30.8%)	13 (100.0%)
Total	13 (100.0%)	13 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
The peer feedback I obtained was useful.	0.8	1.8	NaN %	-2.0	0.0	1.0	3.0	3.0

The feedback on my own and other material in the feedback session was useful.

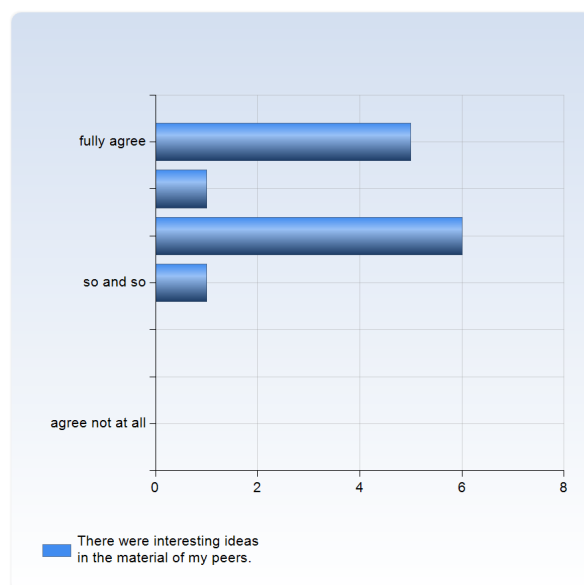
The feedback on my own and other material in the feedback session was useful.	Number of Responses	Cumulated Responses
agree not at all	0 (0.0%)	0 (0.0%)
	0 (0.0%)	0 (0.0%)
	1 (7.7%)	1 (7.7%)
so and so	1 (7.7%)	2 (15.4%)
	5 (38.5%)	7 (53.8%)
	1 (7.7%)	8 (61.5%)
fully agree	5 (38.5%)	13 (100.0%)
Total	13 (100.0%)	13 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
The feedback on my own and other material in the feedback session was useful.	1.6	1.3	NaN %	-1.0	1.0	1.0	3.0	3.0

There were interesting ideas in the material of my peers.

There were interesting ideas in the material of my peers.	Number of Responses	Cumulated Responses
agree not at all	0 (0.0%)	0 (0.0%)
	0 (0.0%)	0 (0.0%)
	0 (0.0%)	0 (0.0%)
so and so	1 (7.7%)	1 (7.7%)
	6 (46.2%)	7 (53.8%)
	1 (7.7%)	8 (61.5%)
fully agree	5 (38.5%)	13 (100.0%)
Total	13 (100.0%)	13 (100.0%)



	Mean	Standard Deviation	Coefficient of Variation	Min	Lower Quartile	Median	Upper Quartile	Max
There were interesting ideas in the material of my peers.	1.8	1.1	61.7 %	0.0	1.0	1.0	3.0	3.0

What was best with teacher and peer feedback on deliverables?

What was best with teacher and peer feedback on deliverables?
The face-to-face feedback after student presentations was very nice, interactive, and helpful.
Availability of materials and engagement with students
Getting different perspectives from people in other research areas
It is nice to see how others see your work.
teachers feedback
Peer-feedback provides you with an idea about how to make your research more readable by your fellow researchers working in different fields of research. Teacher feedback encourages you to push yourself further and excel in your capabilities.

What can be improved with the teacher and peer feedback on deliverables?

What can be improved with the teacher and peer feedback on deliverables?
I haven't received any feedback on my D2-D4, so the feedback form can be improved.
I didn't get any peer feedback because of inactive participants, and this was a little disappointing. Maybe, this could be more strict: no passing the course without giving peer feedback.
Provide marks for each students who submit feedback
Encourage more peer feedback
Peer feedback: was not always done and needs enforcement/guidelines
clear framework for the feedback
As mentioned earlier, students should be invoked appropriately if they are non-responsive during peer-feedback activities.

How can we improve the course feedback questionnaire?

How can we improve the course feedback questionnaire?

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It is okay

Maybe a bit shorter

less questions

The questionnaire is quite good as it is.