

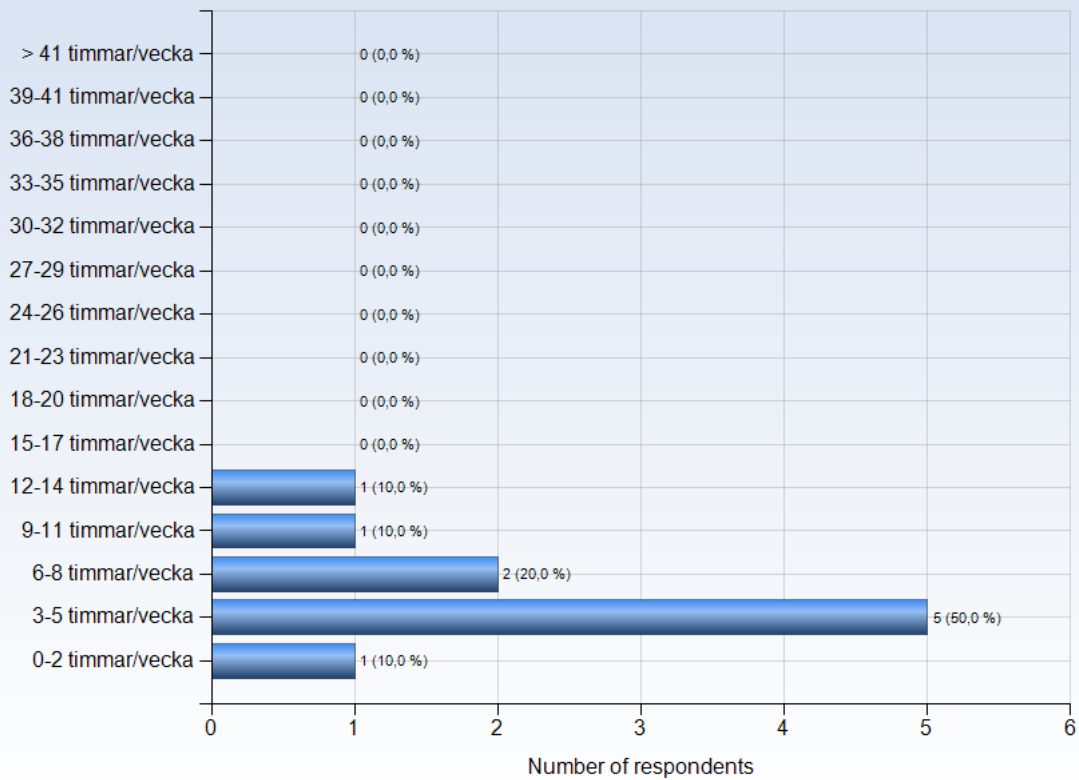


LH216V - 2019-03-26

Antal respondenter: 15
Antal svar: 10
Svarsfrekvens: 66,67 %

ESTIMATED WORKLOAD

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



Comments

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

It is hard to estimate a weekly workload for a course that goes over several weeks with scattered meetings and assignments.

However, comparing the effort for the assignment plus the meeting hours, this 1.5 credits course has a higher workload/credit than other education related courses. The assignment is quite challenging.

This is difficult to asses. I worked several hours for the assignments.

To clarify, around 3-5 hours of work per scheduled course meeting.

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

The workload was OK



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:

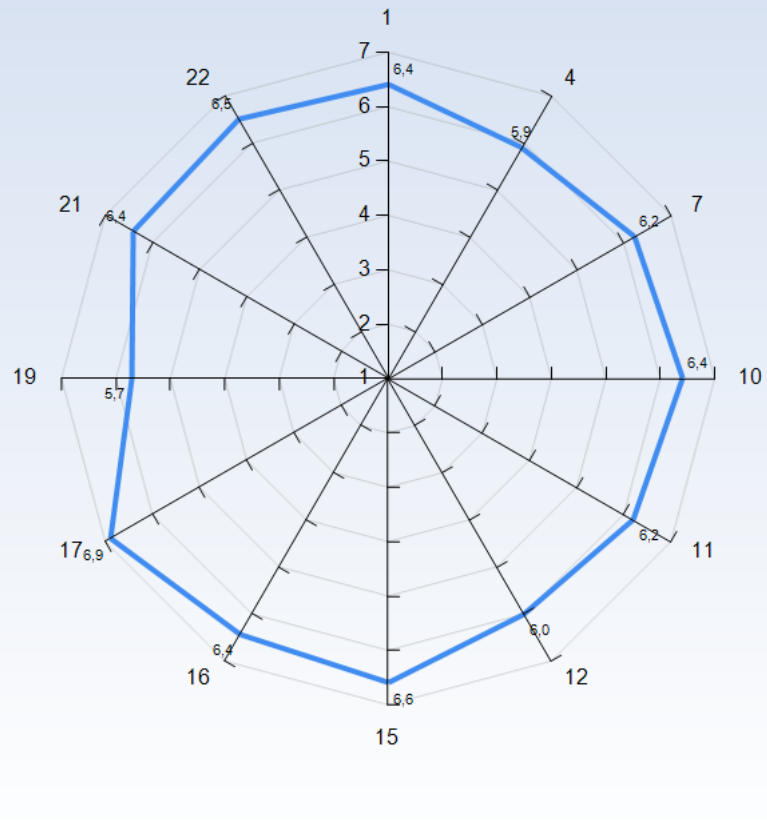
1 = No, I strongly disagree with the statement

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 v3.1.4

Meaningfulness - emotional level

Stimulating tasks

1. I worked with interesting issues (a)

Exploration and own experience

2. I explored parts of the subject on my own (a)

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

Challenge

4. The course was challenging in a stimulating way (c)

Belonging

5. I felt togetherness with others on the course (d)

6. The atmosphere on the course was open and inclusive (d)

Comprehensibility - cognitive level

Clear goals and organization

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

8. The course was organized in a way that supported my learning (e)

Understanding of subject matter

9. I understood what the teachers were talking about (f)

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

11. Understanding of key concepts had high priority (h)



Constructive alignment

- 12. The course activities helped me to achieve the intended learning outcomes efficiently (i)
- 13. I understood what I was expected to learn in order to obtain a certain grade (i)

Feedback and security

- 14. I received regular feedback that helped me to see my progress (j)
- 15. I could practice and receive feedback without being graded (j)
- 16. The assessment on the course was fair and honest (k)

Manageability - instrumental level

Sufficient background knowledge

- 17. My background knowledge was sufficient to follow the course (f)

Time to reflect

- 18. I regularly spent time to reflect on what I learned (l)

Variation and participation

- 19. The course activities enabled me to learn in different ways (m)
- 20. I had opportunities to influence the course activities (m)

Collaboration

- 21. I was able to learn by collaborating and discussing with others (n)

Support

- 22. I was able to get support if I needed it (c)



Learning factors from the literature that LEQ intends to examine

We tend to learn most effectively (in ways that make a sustained, substantial, and positive influence on the way we think, reflect, act or feel) when:

- a) We are trying to answer questions, solve problems or acquire skills that we find interesting, exciting or important
- b) We are able to speculate, test ideas (intellectually or practically) and learn from experience, even before we know much about the subject
- c) We are able to do so in a challenging and at the same time supportive environment
- d) We feel that we are part of a community and believe that other people have confidence in our ability to learn
- e) We understand the meaning of the intended learning outcomes, how the environment is organized, and what is expected of us
- f) We have adequate prior knowledge to deal with the current learning situation
- g) We are able to learn inductively by moving from concrete examples and experiences to general principles, rather than the reverse
- h) We are challenged to develop a true understanding of key concepts and gradually create a coherent whole from the content
- i) We believe that the work we are expected to do will help us to achieve the intended learning outcomes
- j) We are able to try, fail, and receive feedback before, and separate from, each summative assessment of our efforts
- k) We believe that our work will be considered in an honest and fair way
- l) We have sufficient time for learning and devote the time needed to do so



m) We believe that we have control over our own learning, and not that we are being manipulated

n) We are able to collaborate with other learners struggling with the same problems

Literature

Bain, K. (2004). *What the Best College Teachers Do*, Chapter 5, pp. 98-134. Cambridge: Harvard University Press.

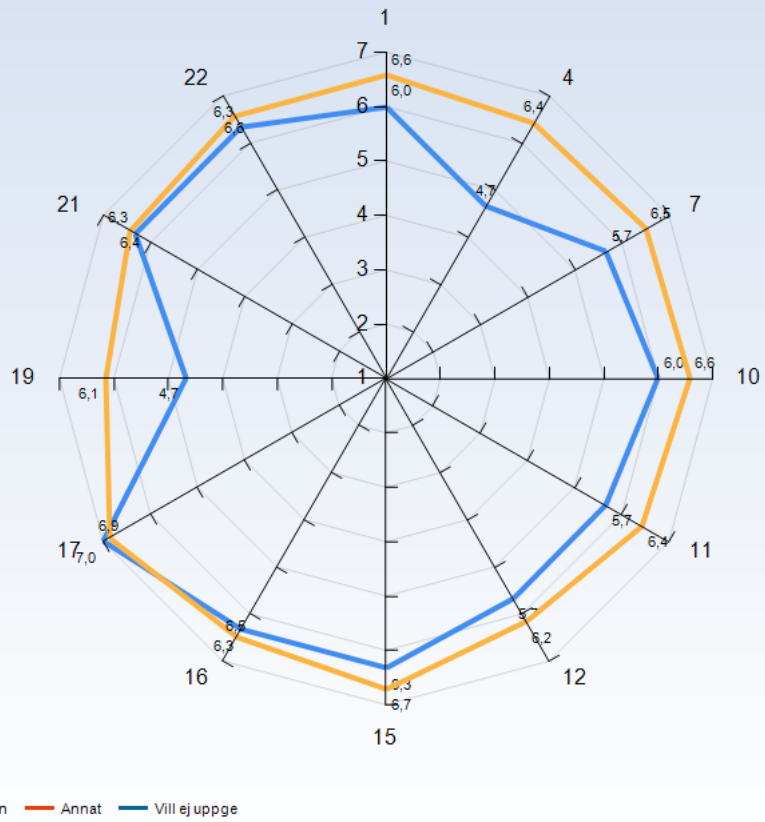
Biggs J. & Tang, C. (2011). *Teaching for Quality Learning at University*, Chapter 6, pp. 95-110. Maidenhead: McGraw Hill.

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

Kember, K. & McNaught, C. (2007). *Enhancing University Teaching: Lessons from Research into Award-Winning Teachers*, Chapter 5, pp. 31-40. Abingdon: Routledge.

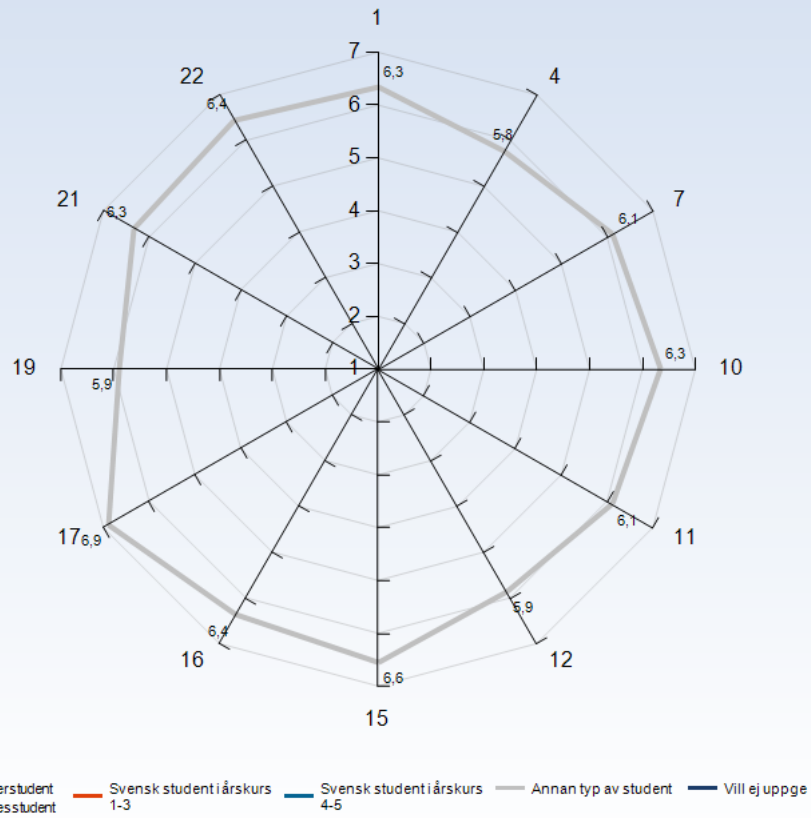
Ramsden, P. (2003). *Learning to Teach in Higher Education*, Chapter 6, pp. 84-105. New York: RoutledgeFalmer.

Average response to LEQ statements - per gender



Comments

Average response to LEQ statements - per type of student

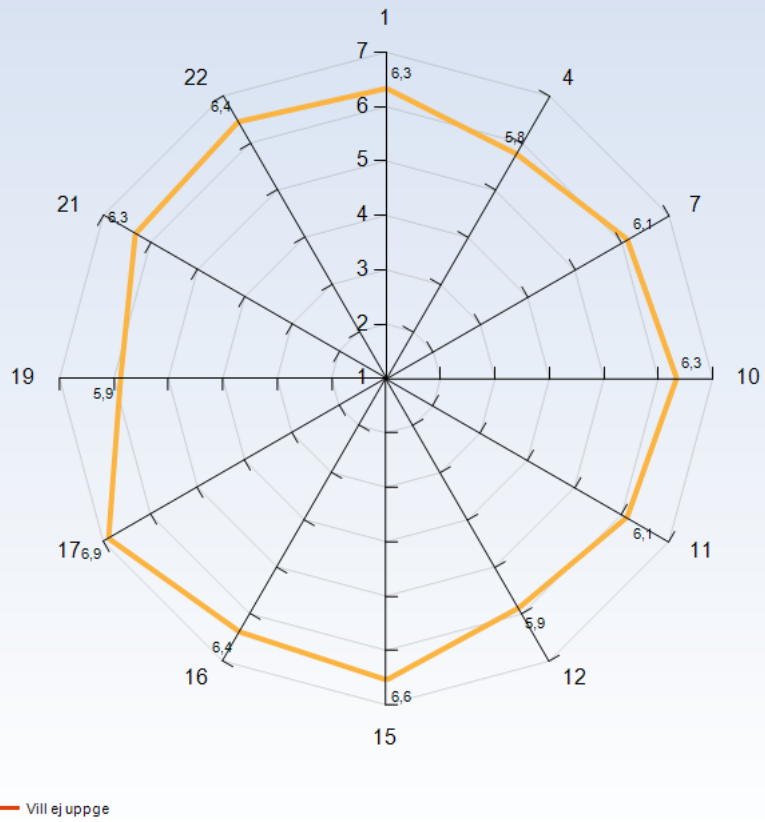


Comments

Comments (I am: Annan typ av student)

I am a teacher.

Average response to LEQ statements - per disability



Comments



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 concrete examples such as the Uppsala case

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

The concrete assignment of making new course-PM for an actual course.

help to make the Betygskriterier for my courses

Ability to receive feedback multiple times on grading criteria attempts that would later be used in actual course plans.

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

Discussing with others and figuring things out together.

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

I think it is a really important course and I learnt a lot that hopefully make me a better teacher

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

Concrete examples, good lecturers, in particular Viggo and the Uppsala professor.

What would you suggest to improve?

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

More dense lectures: it sometimes felt like a waste of time to attend due to low information content.

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

That the teachers discuss more good examples of assessments and grading criteria in different courses. Really give many examples, which people can take ideas from for their own course. Nobody needs to invent new stuff. Or, in other words, new inventions by the participants won't be better.

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

I believe a case (fictive or real) that we went through together with the teachers from start to finish would be helpful. It would help pinpoint difficulties or challenges that you might run into.

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

Having peer-review in the beginning is not very suitable since the other students were not able to give valuable comments. I would be better if the teachers could comment on the intended learning goals since they are important then deciding the grading criteria

What advice would you like to give to future participants?

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

Make sure you have a course that you teach yourself and know really well, before you participate.

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

Work with a course PM that need a lot of improvements in order to learn more. I got the feeling that some students used course PMs that were already "finished" in order to get easy credits.

Is there anything else you would like to add?

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

The third meeting should be mandatory as well. Maybe just be generous to people that can not attend, but don't let them just stay away. :-)

SPECIFIC QUESTIONS



RESPONSE DATA

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

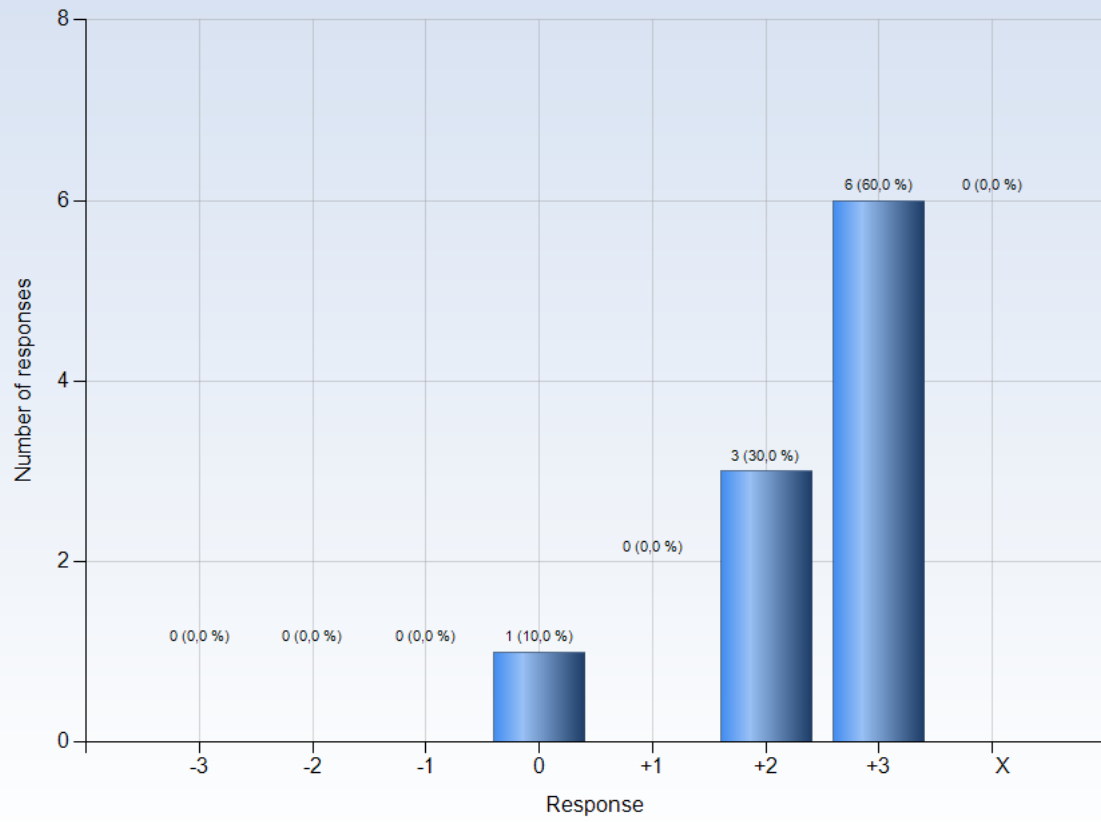
-3 = No, I strongly disagree with the statement

0 = I am neutral to the statement

+3 = Yes, I strongly agree with the statement

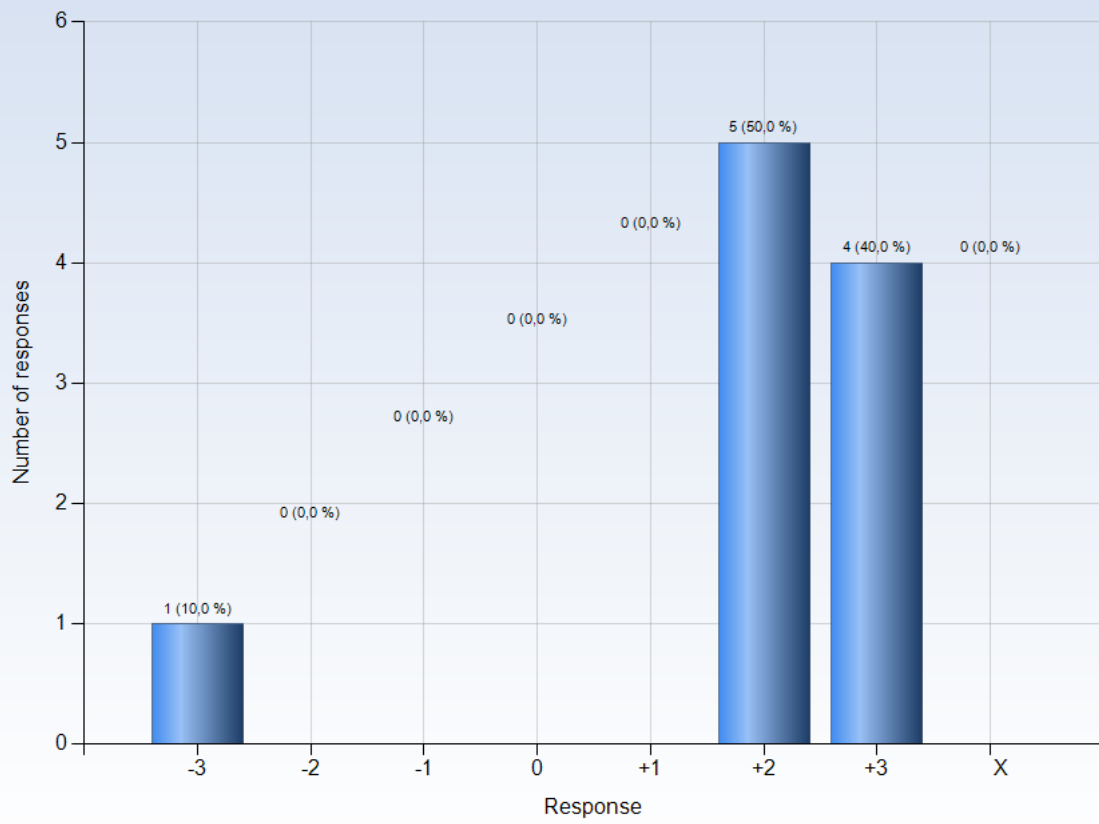
X = I decline to take a position on the statement

1. I worked with interesting issues



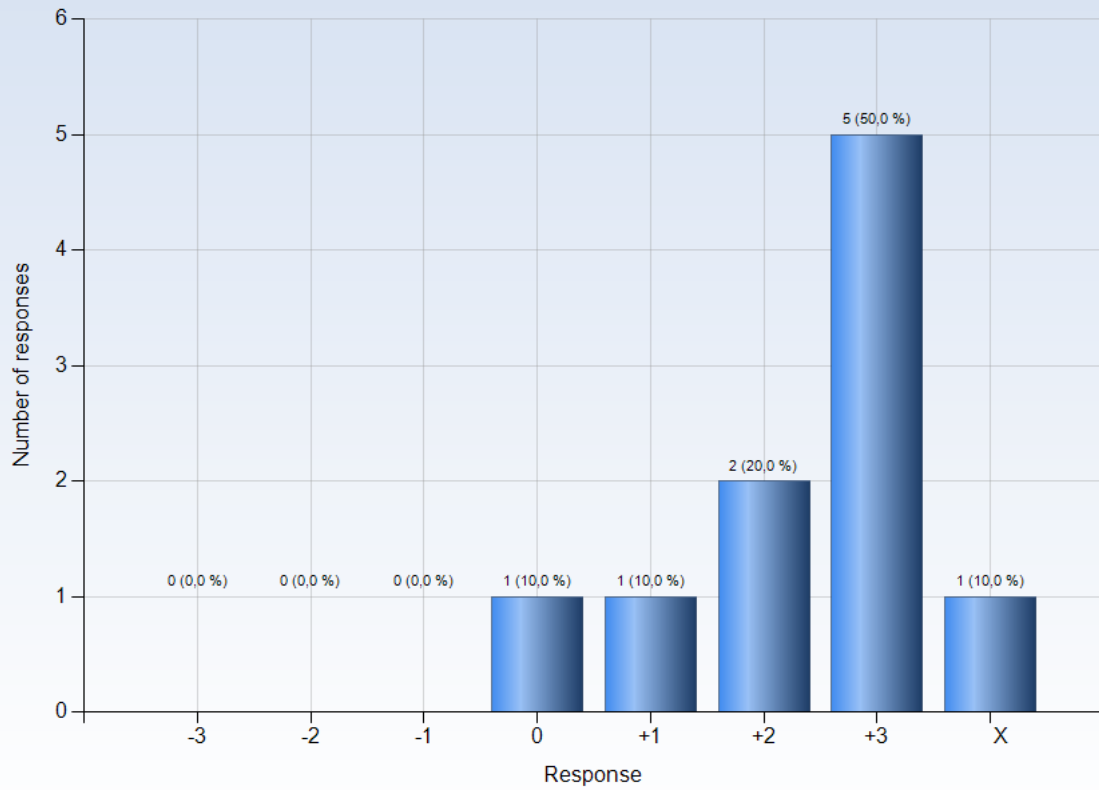
Comments

4. The course was challenging in a stimulating way



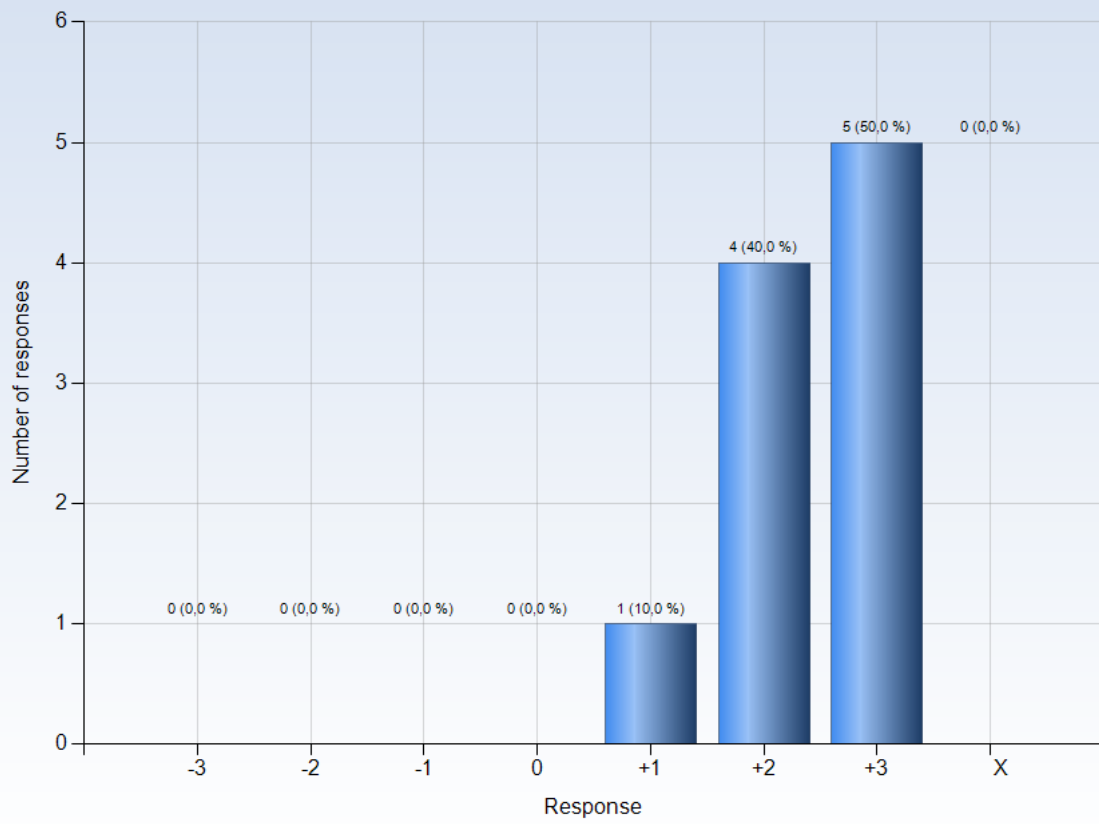
Comments

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



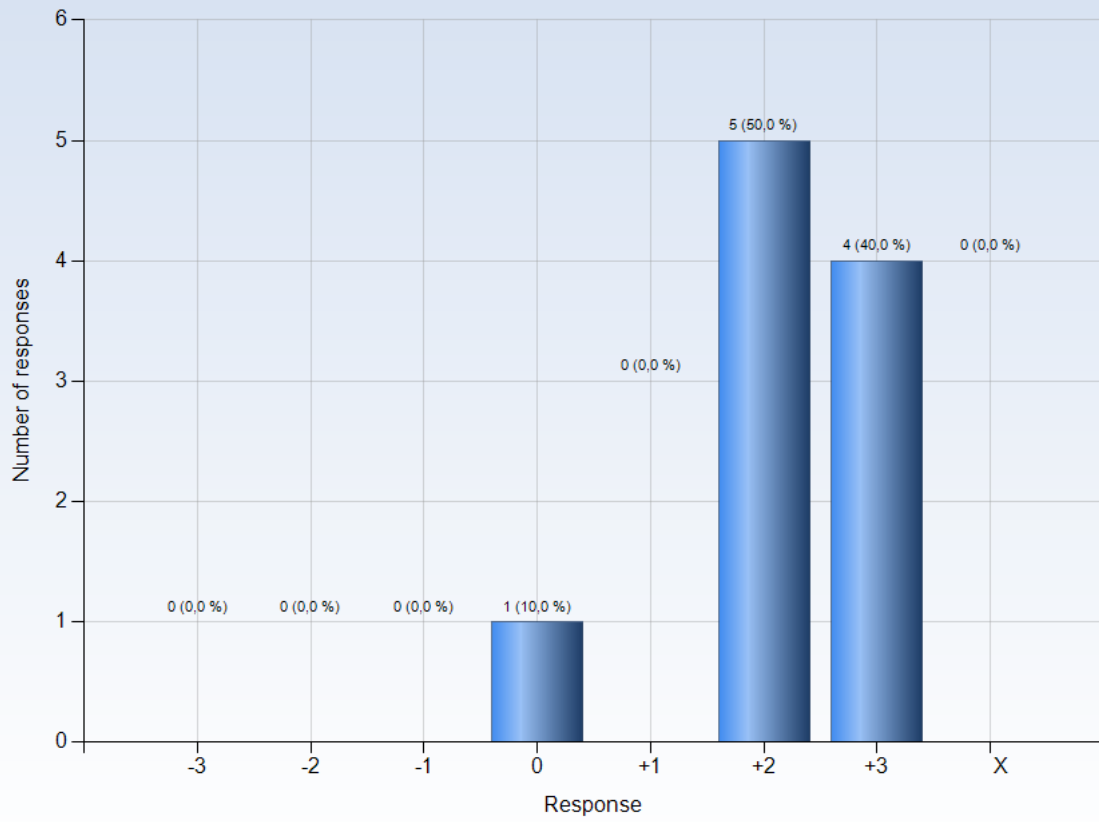
Comments

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



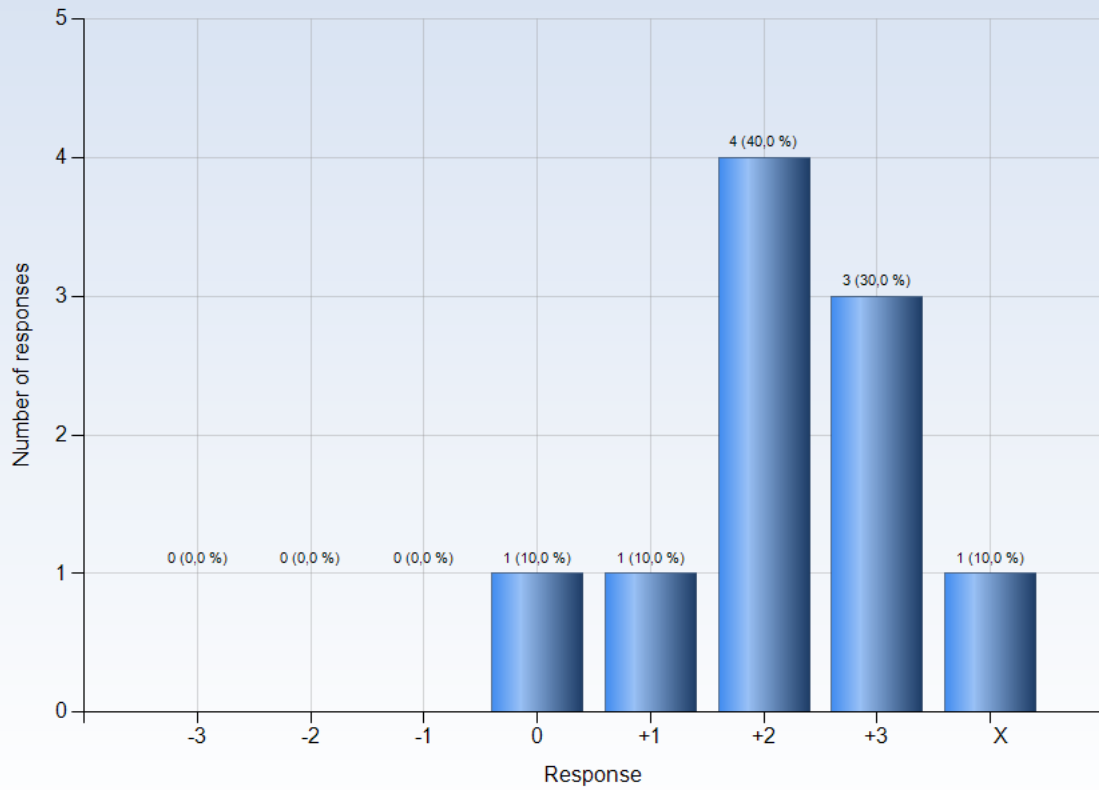
Comments

11. Understanding of key concepts had high priority



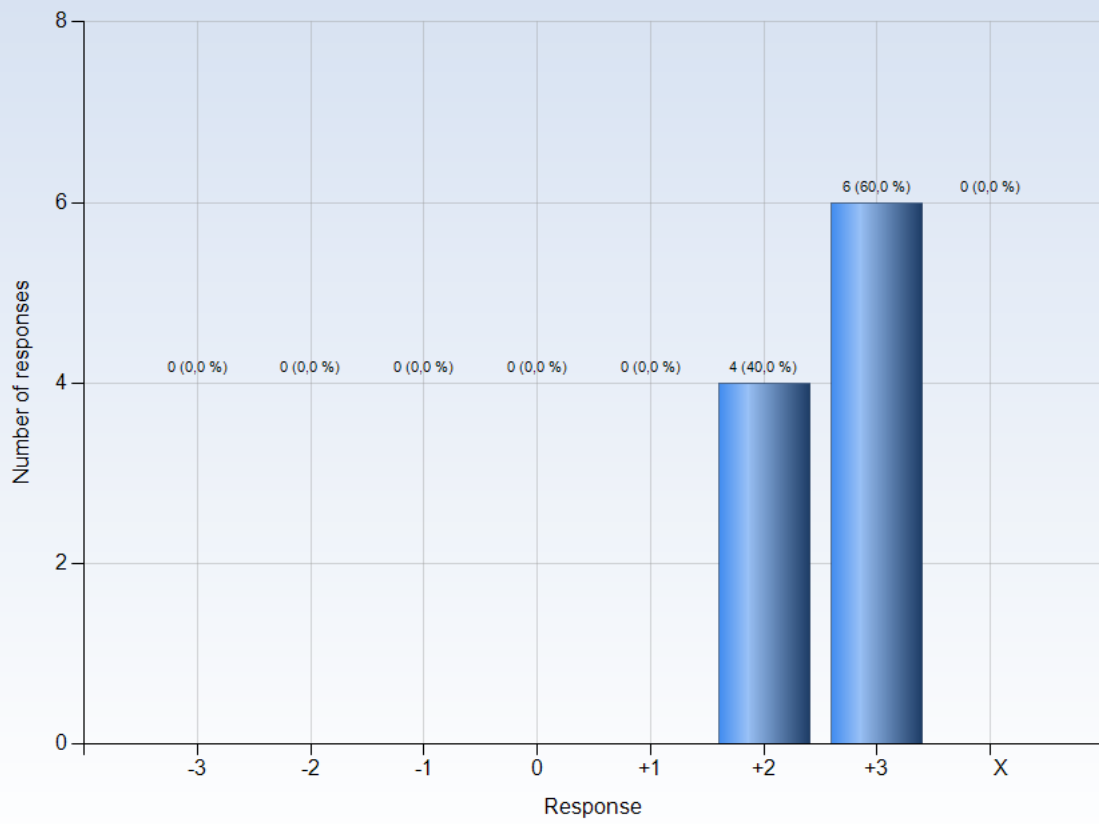
Comments

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



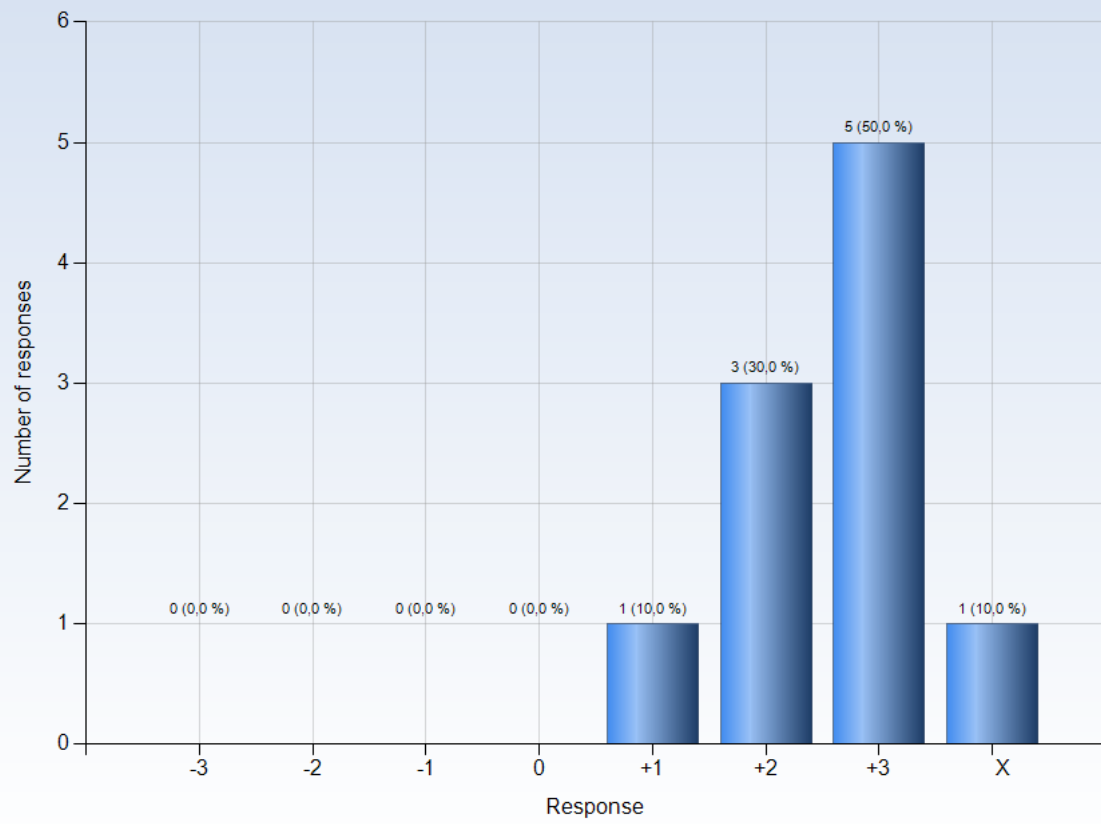
Comments

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



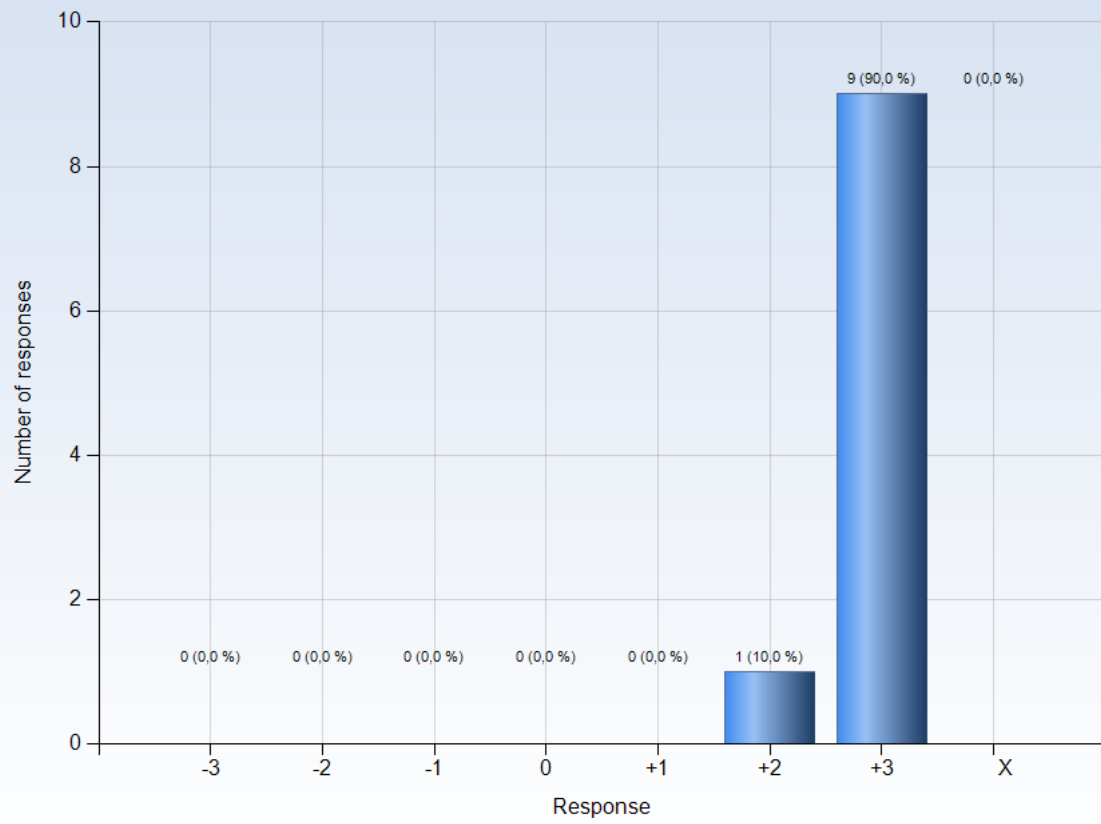
Comments

16. The assessment on the course was fair and honest



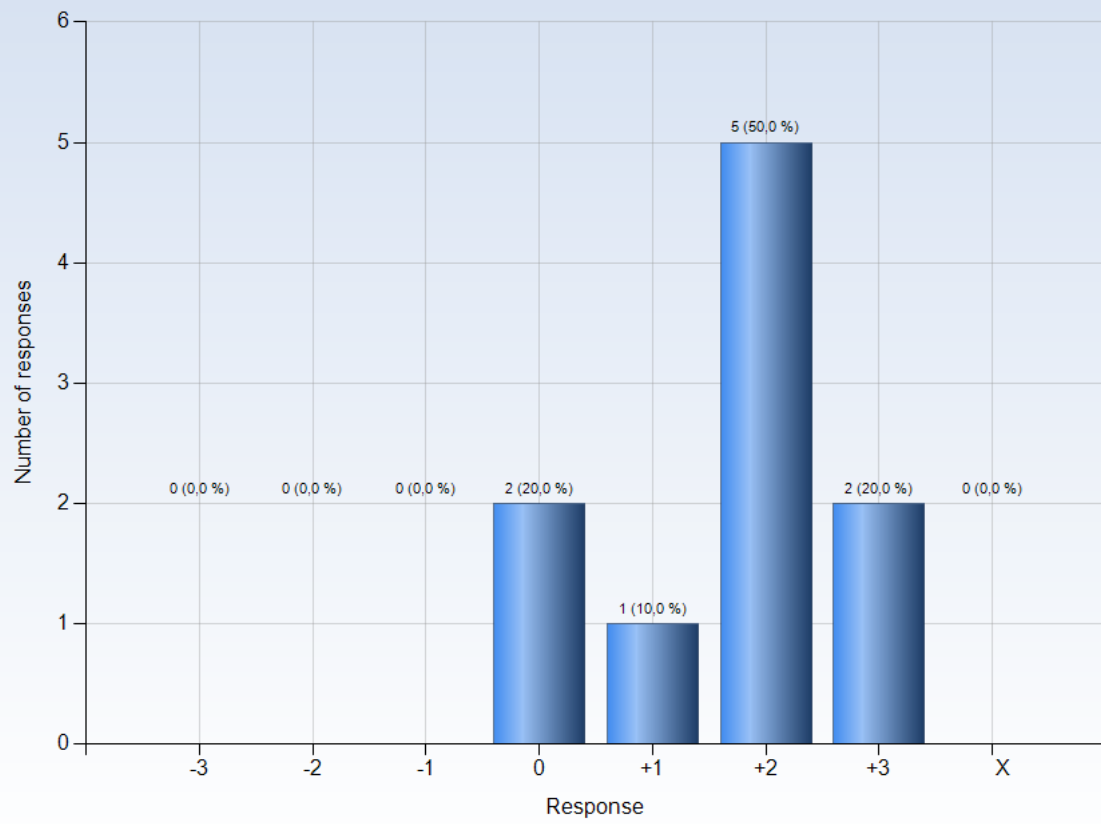
Comments

17. My background knowledge was sufficient to follow the course



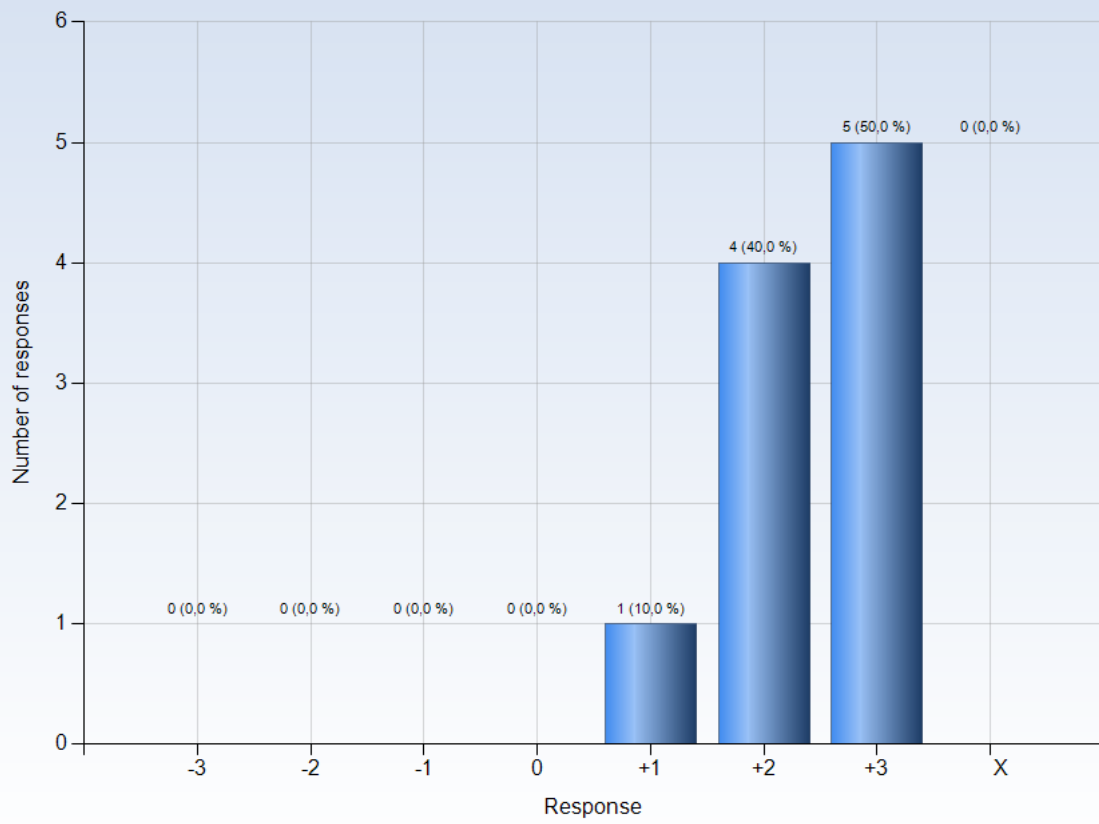
Comments

19. The course activities enabled me to learn in different ways



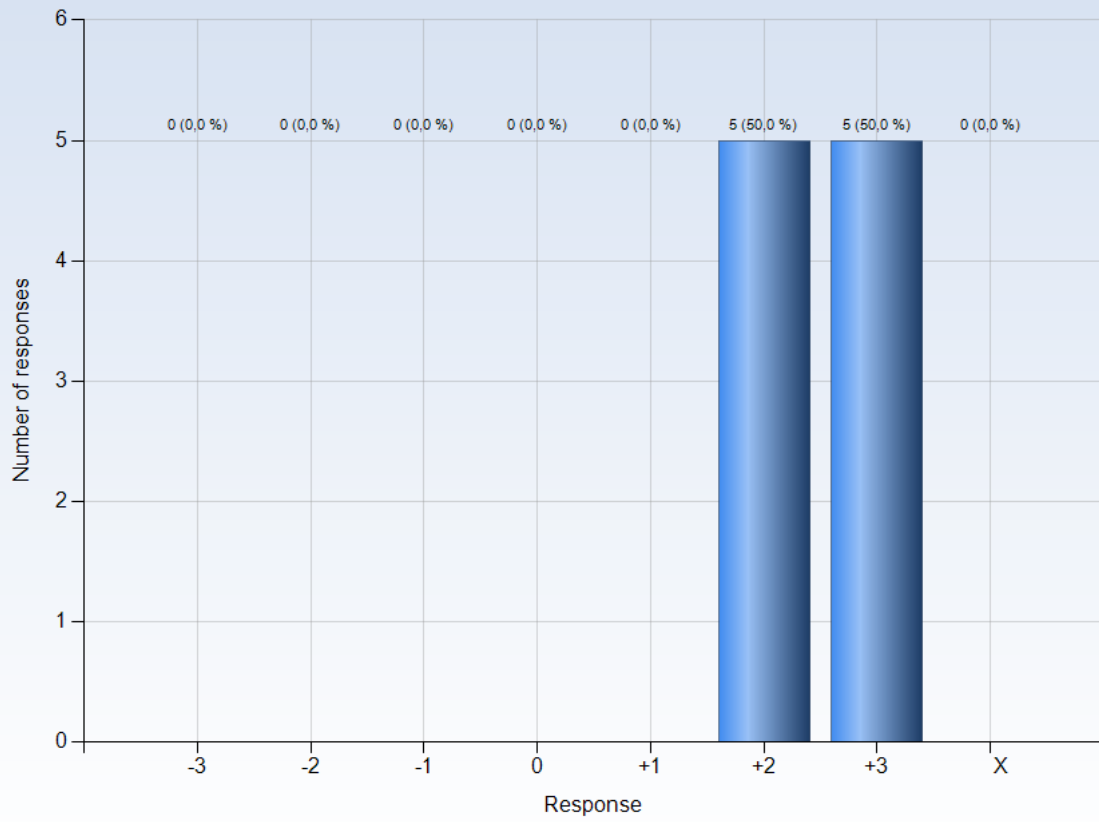
Comments

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