

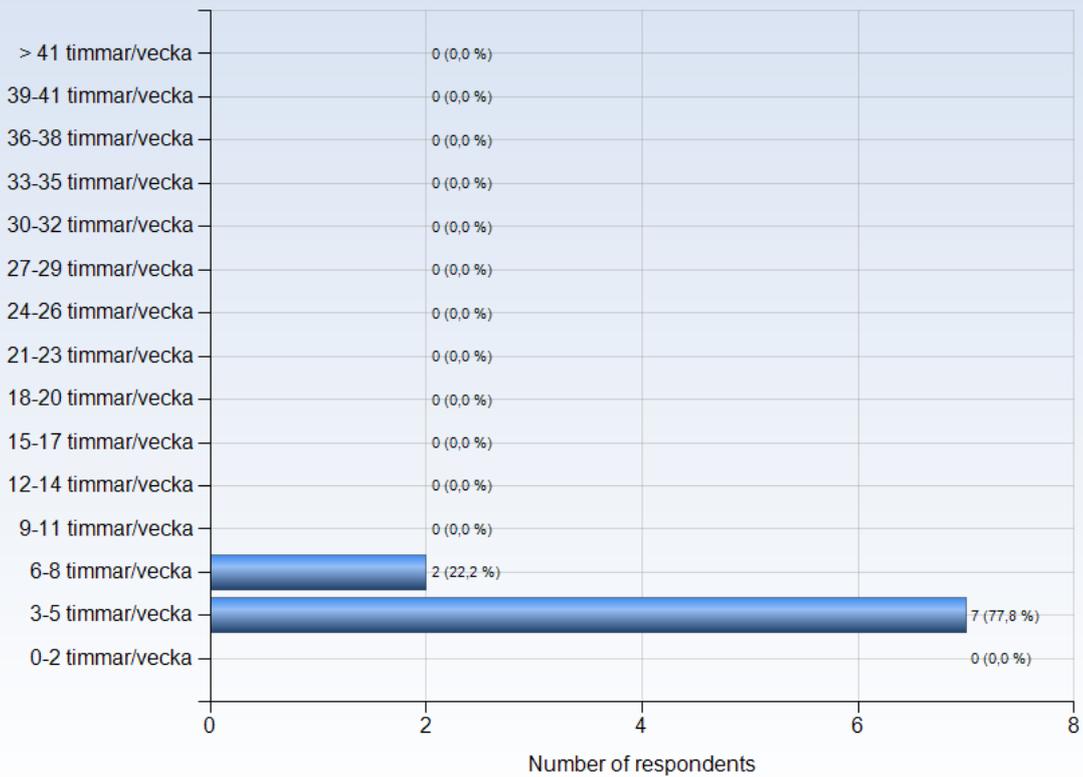


LH216V - 2020-05-27

Antal respondenter: 16
Antal svar: 9
Svarsfrekvens: 56,25 %

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)

While I was in the course it seemed more demanding than I see now in calculating the workload.

I had started working on some of the work covered in the course before it started so the actual time during the course was not weekly.



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:

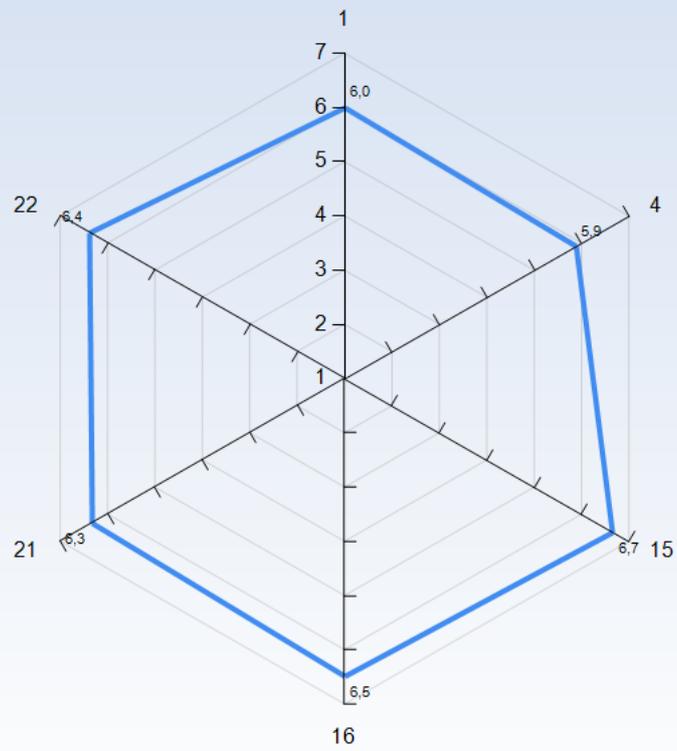
1 = No, I strongly disagree with the statement

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



— Medelvärde



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.

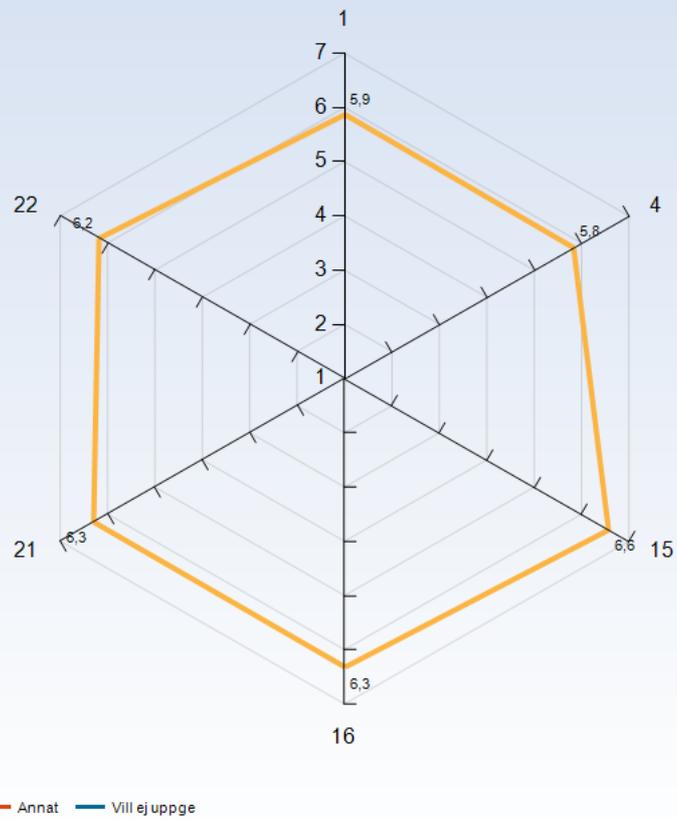
Biggs J. & Tang, C. (2011). *Teaching for Quality Learning at University*, Chapter 6, pp. 95-110. Maidenhead: McGraw Hill.

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.

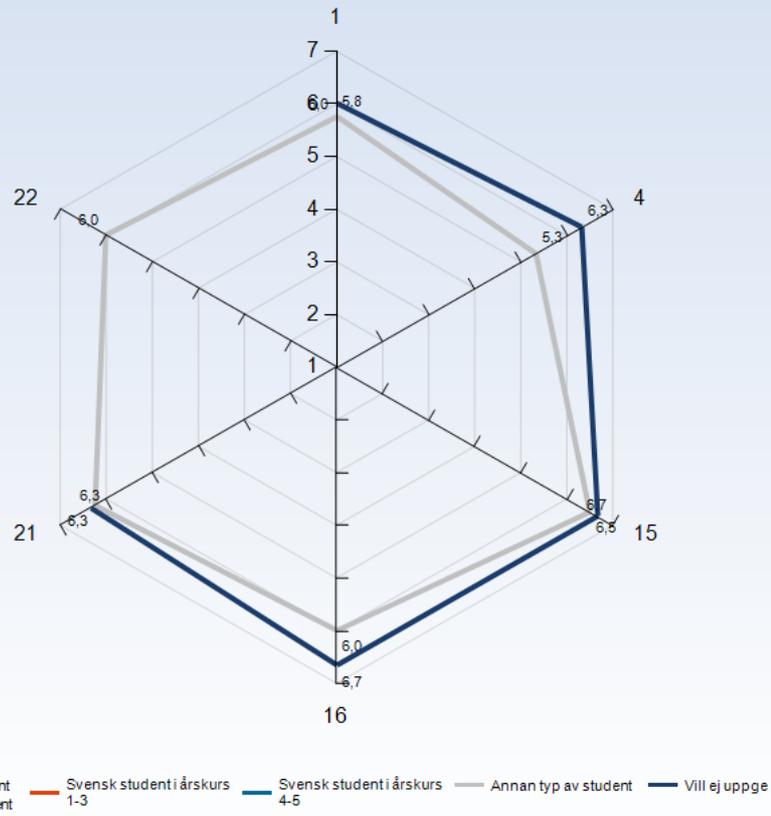
Ramsden, P. (2003). *Learning to Teach in Higher Education*, Chapter 6, pp. 84-105. New York: RoutledgeFalmer.

Average response to LEQ statements - per gender



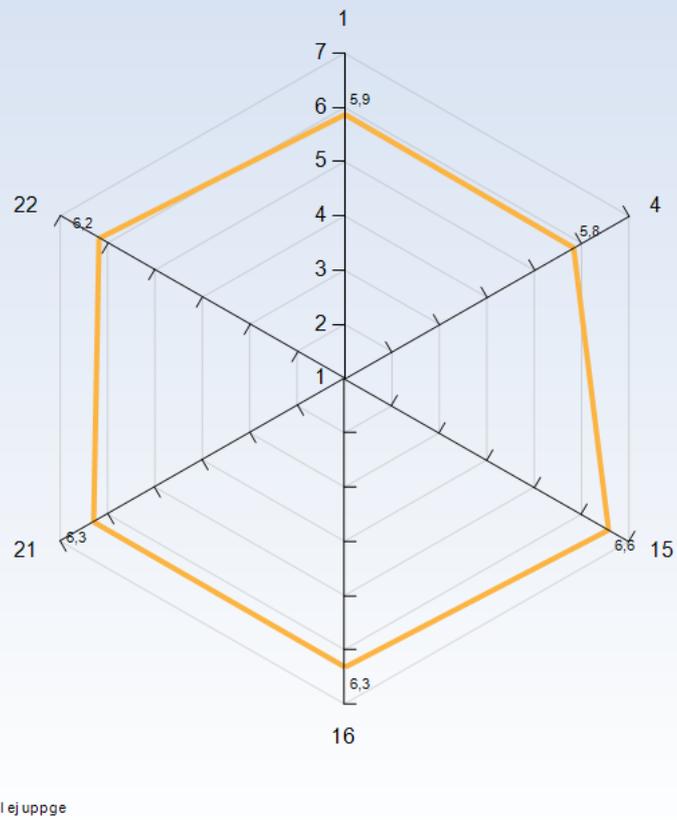
Comments

Average response to LEQ statements - per type of student



Comments

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: 3-5 timmar/vecka)

That this potentially boring subject was made interesting through your engagement and reflections. It inspired many thoughts about how we teach and how we might improve (also in other areas than learning outcomes/assessment).

Me realizing the difficulty of setting grading criteria; and how much my colleagues don't really do it.

Accessibility

The chance to develop my own course with guidance from experts with lots of experience for how to design ILOs and grading criteria.

Reasoning about grading criteria and connecting them to the intended learning outcome is an intellectually rewarding exercise about our teaching practices

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

Like in most of these pedagogical courses, one of the best aspects is what we learn from discussions with others.

The assignment of developing grading criteria

What would you suggest to improve?

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

What did you want to achieve with the last session? If it is not mandatory it sends a signal that it is not important.

Relax a bit deadlines, they were very serious.

It would be good to have a specific discussion for qualitative and quantitative courses. Also, it would be nice to add grading of group assignments in the course.

A refresher part of the course i.e for review of designs that have been in place a while

It would have been great to know early on how much one is allowed to change ILOs and grading criteria, and *when* the updated course memos need to be submitted to be effective for the spring and fall semesters. Probably half of the students in this course worked on improving a course that is in the fall semester, and then the resulting improvements can't be used right away. Because of this, it would be great if the course instead ran in p1 or p3?

I found it still hard to create the grading criteria and interconnecting the ILOs, operative criteria, and grading criteria.

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

Probably more activities in between lectures. For instance, in Canvas we could be asked to reflect or discuss a question linked to some of the material we are expected to read during the course. To facilitate discussions, we could be required to provide feedback to at least two inputs made by other course participants.

I think this will help reduce the disconnect I found in between the scheduled lectures.

I didn't get proper feedback on my first assignment which affected my next assignment as well

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)

See to that you reserve the time needed to really reflect on the course content. There is a lot to learn here.

Prepare your ILOs in advance of this course.

It is important to take this course. It is quite short and important.

Start working on improving the ILOs right away, and ask for help if you get stuck. I left much of the work until last minute, and then I found that I didn't have a chance to discuss before submitting - and I would have loved to do that to improve my course even more already within the course!

Think deeply about the final assignment because it won't be trivial to coming up with them.

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

Keep track of deadlines.

Is there anything else you would like to add?

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

Great course. I learned that working in a structured way with the ILOs and grading criteria helped to shape my thinking about the course contents, and make both the design of the examination and the grading easier. I'm also convinced this will benefit the students who will get a clearer picture of what's required and what they're expected to learn.

SPECIFIC QUESTIONS



RESPONSE DATA

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

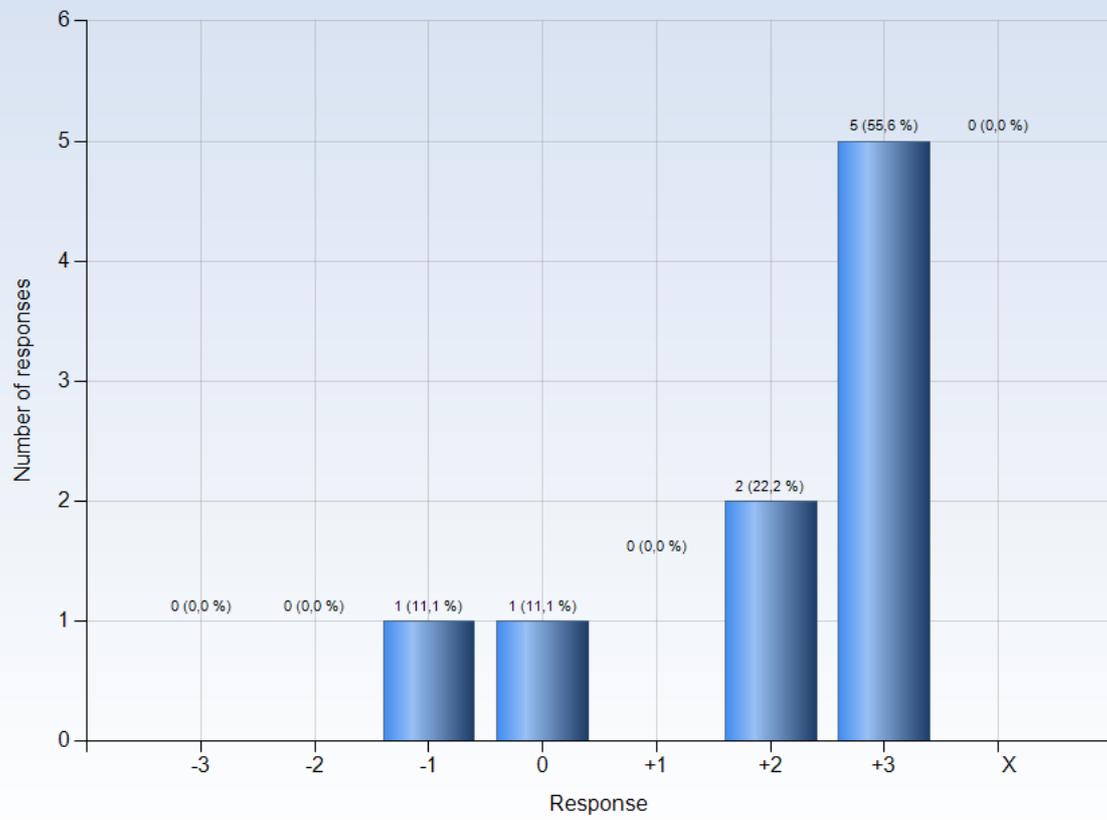
-3 = No, I strongly disagree with the statement

0 = I am neutral to the statement

+3 = Yes, I strongly agree with the statement

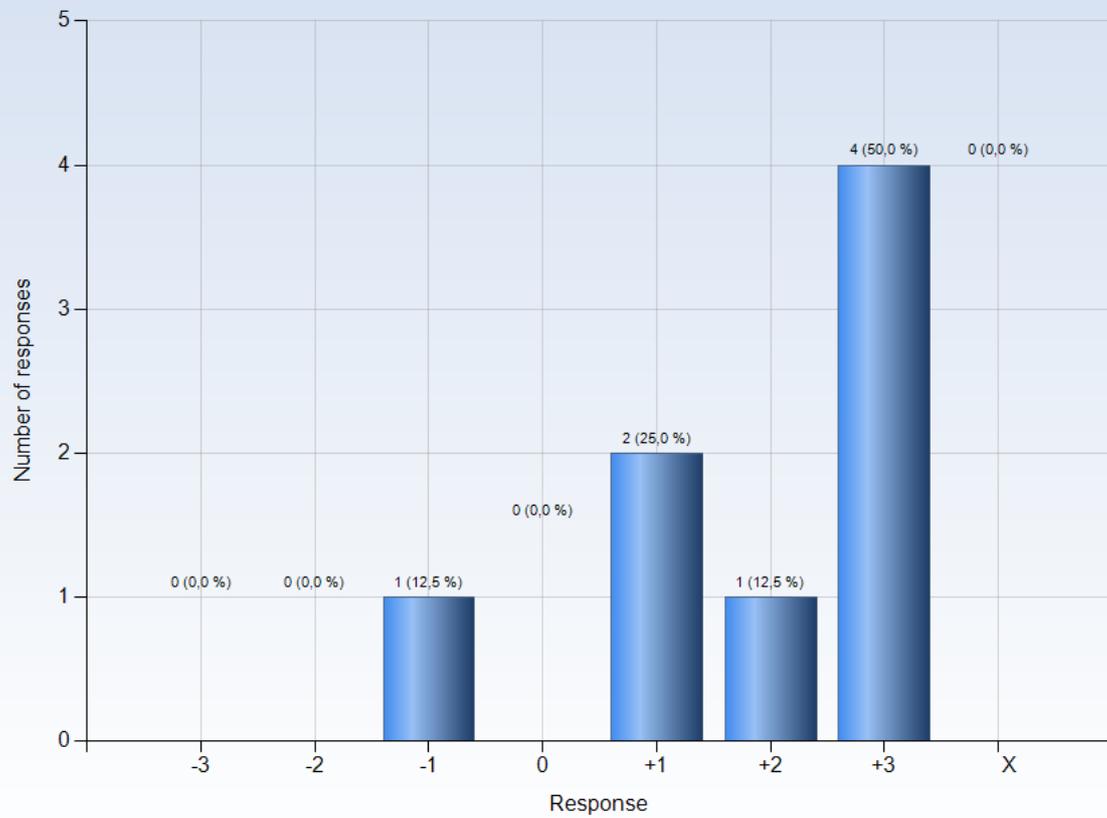
X = I decline to take a position on the statement

1. I worked with interesting issues



Comments

4. The course was challenging in a stimulating way

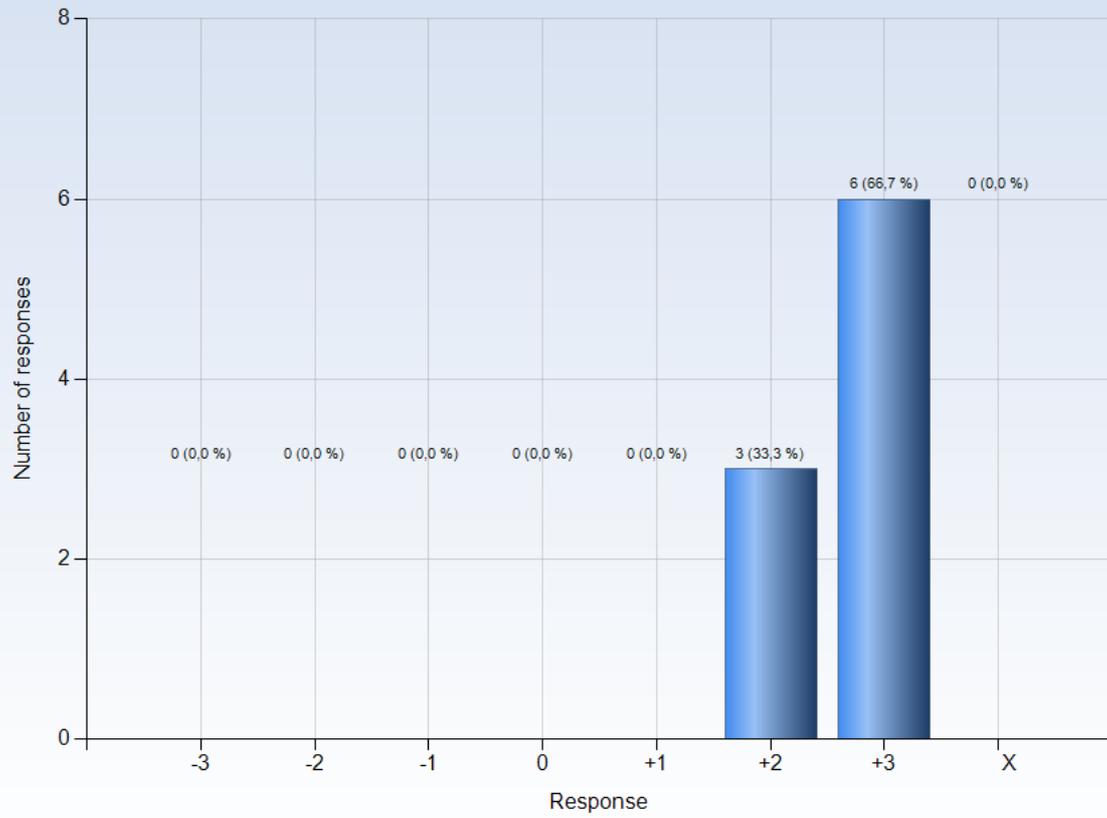


Comments

Comments (My response was: +1)

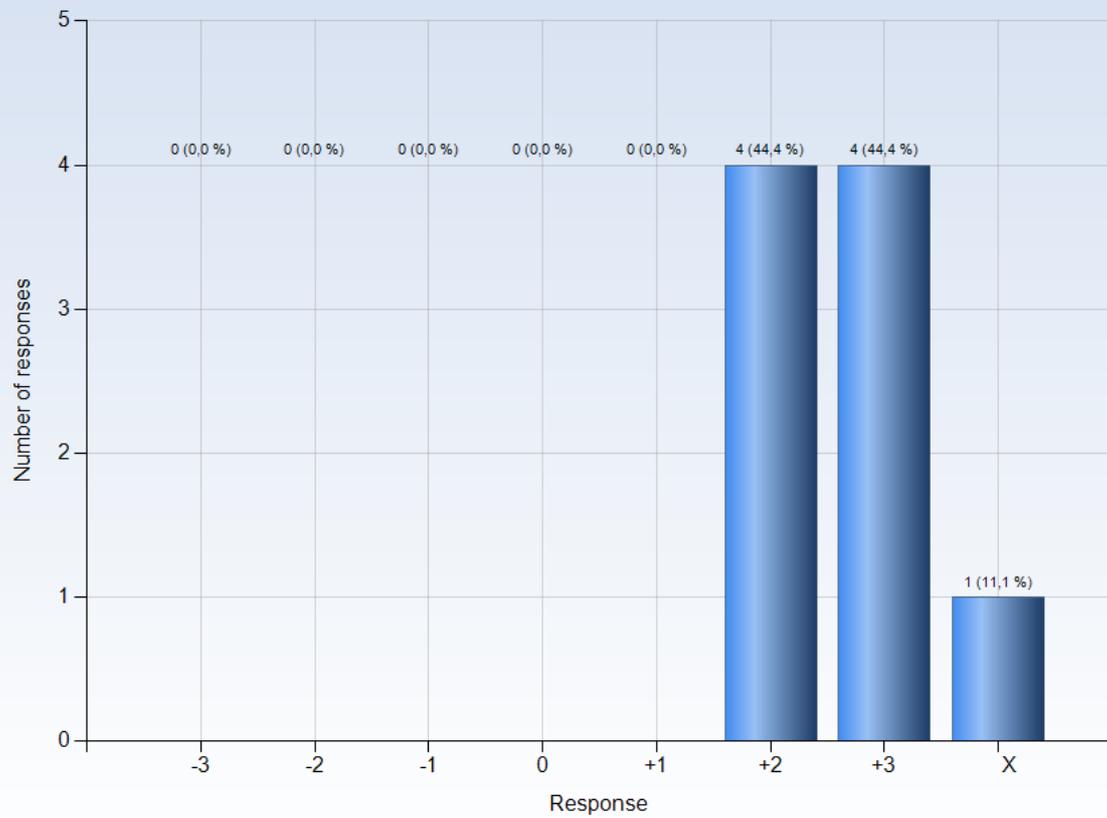
The subject as such is not challenging/difficult, but you taught the subject in a stimulating way.

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



Comments

16. The assessment on the course was fair and honest

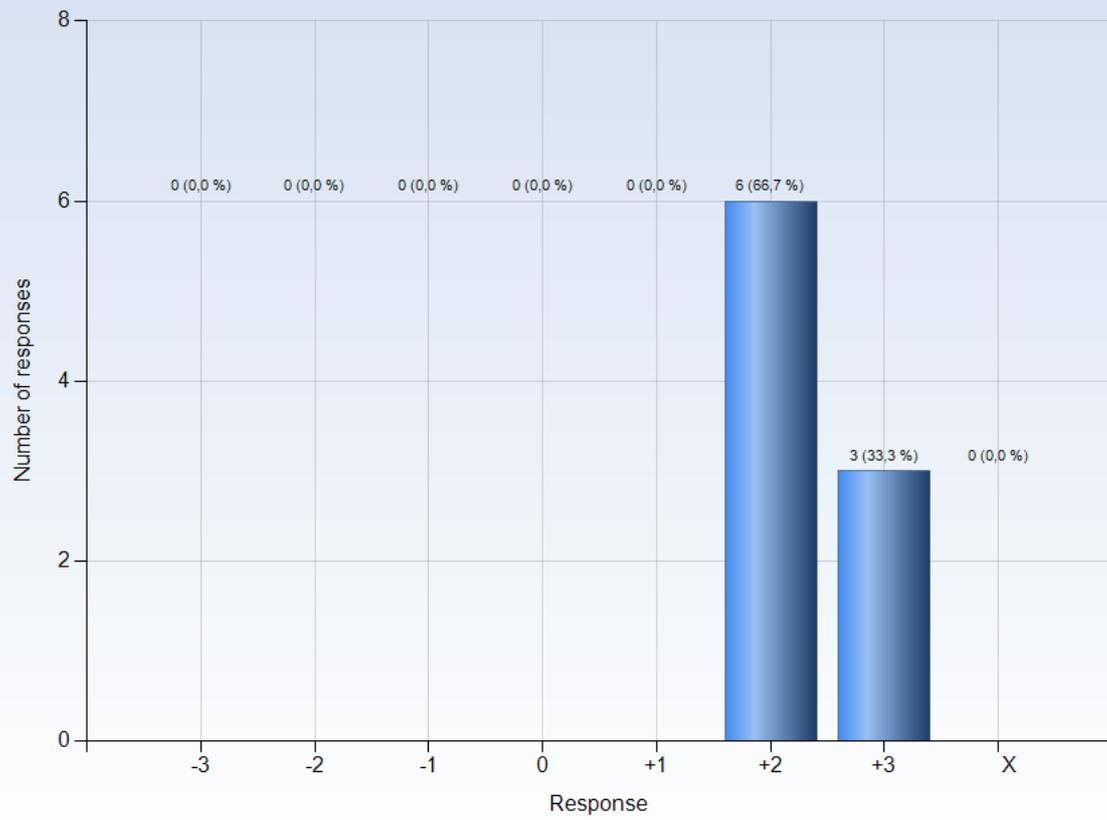


Comments

Comments (My response was: +3)

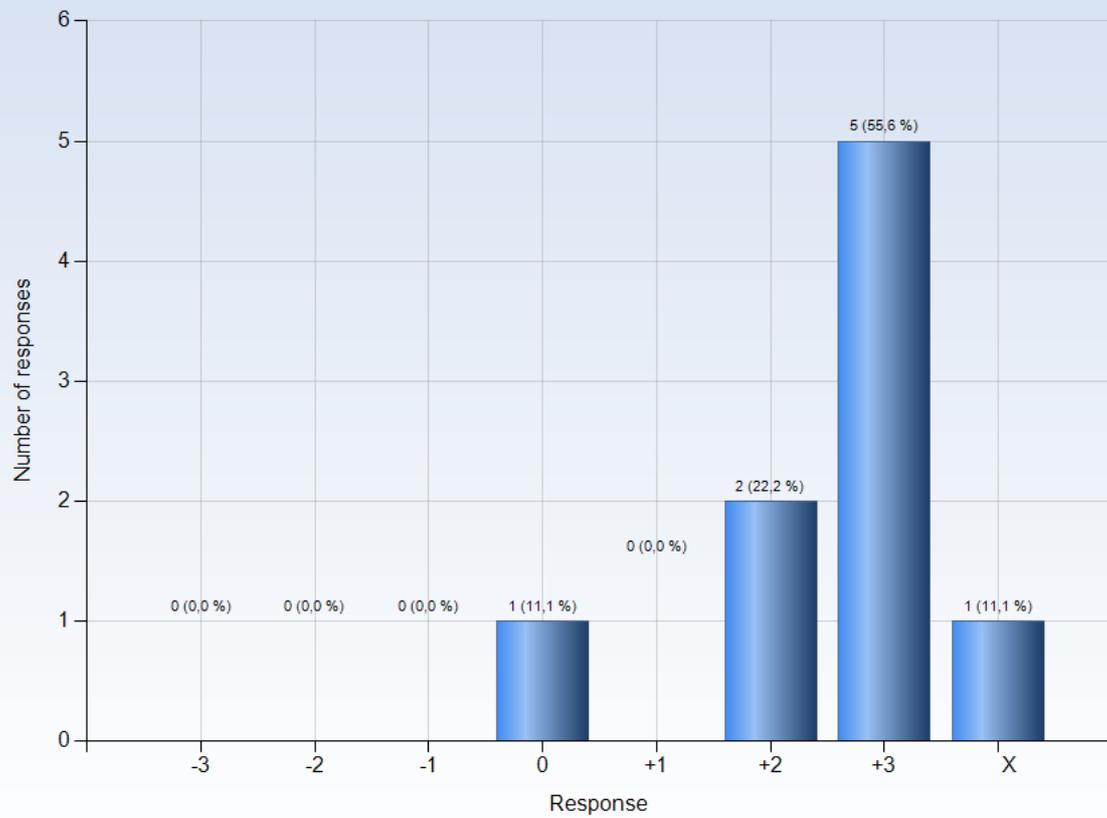
Great that you commented not only on what was assessed, but also shared your reflections.

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

Comments (My response was: X)

Maybe have a discussions tab on canvas and encourage people to ask questions there.