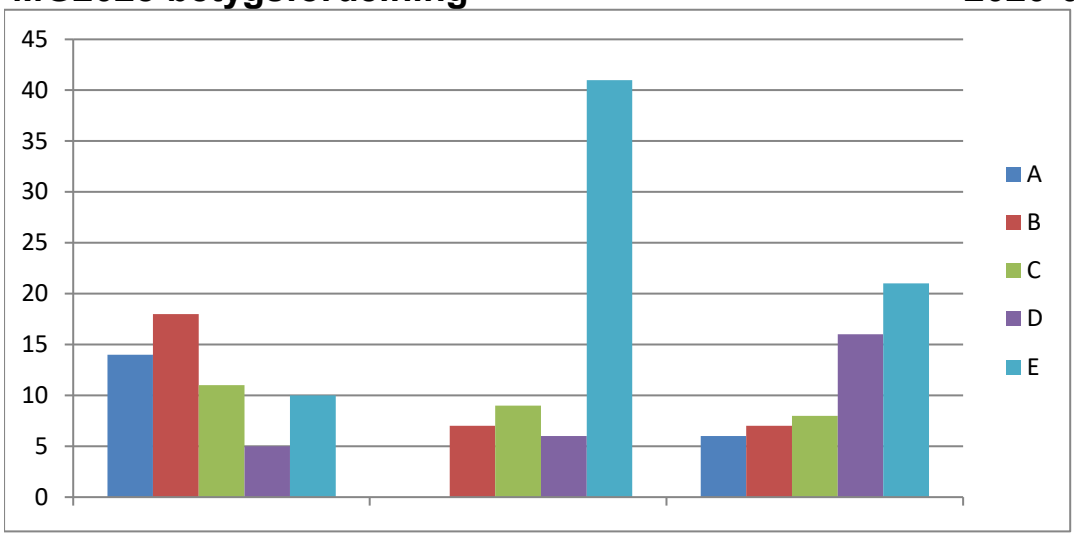
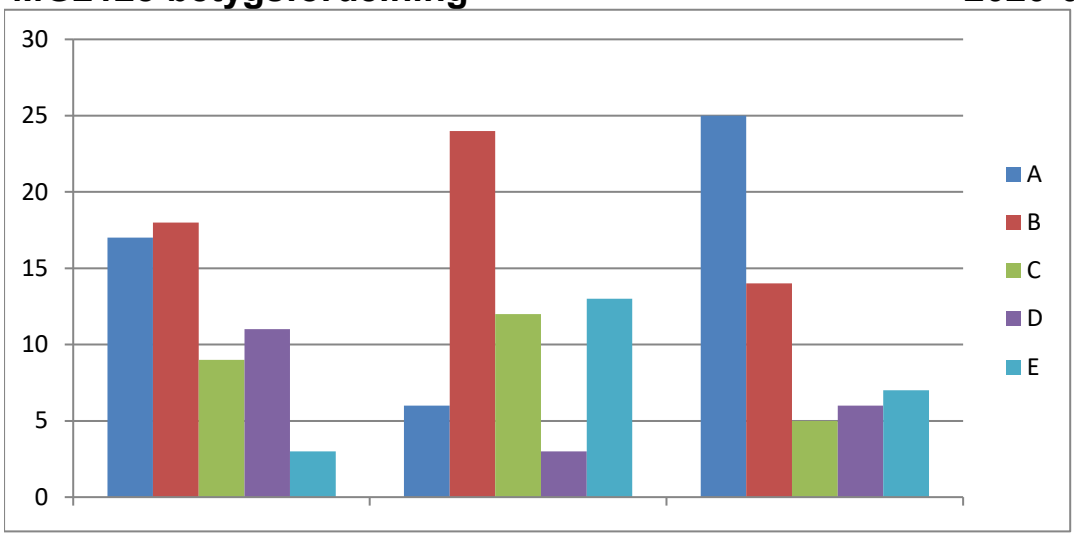
MG2028 betygsfördelning 2020-04-30



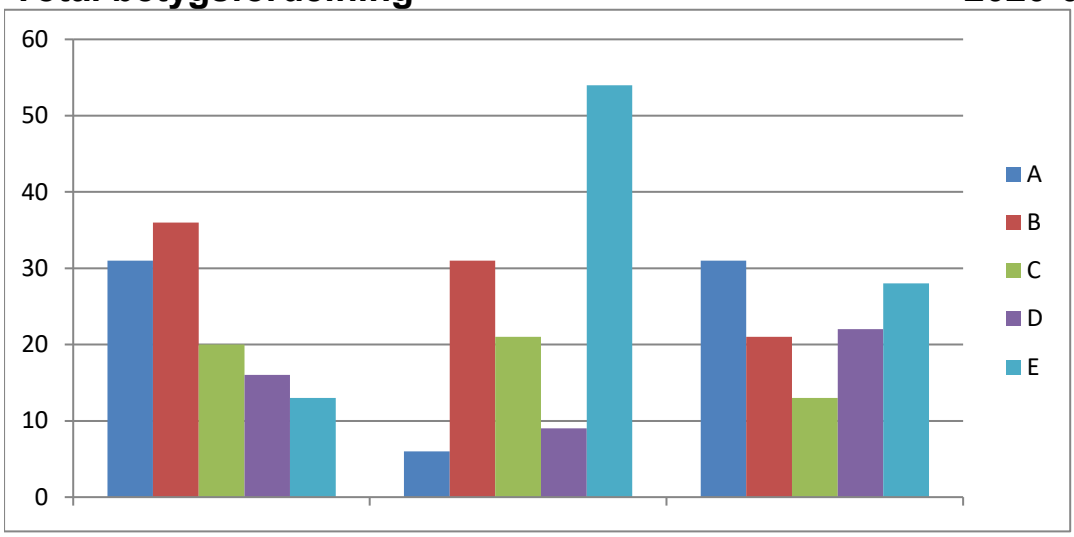
		REG	LAB1	LAB2	LABA	INL1	INL2	Slutbetyg	
Antal stud		63			62	58	63	58	
	A					14	0	6	10,3%
	B					18	7	7	12,1%
	C					11	9	8	13,8%
	D					5	6	16	27,6%
	E					10	41	21	36,2%
	P				62				
Poäng					93	87	189	369	
Prestation					98,4%	92,1%	100,0%		**97,6%**
Examination								**92,1%**	

MG2128 betygsfördelning 2020-04-30



		REG	LAB1	LAB2	LABA	INL1	INL2	Slutbetyg	
Antal stud		60	59	58		58	58	57	
	A					17	6	25	43,9%
	B					18	24	14	24,6%
	C					9	12	5	8,8%
	D					11	3	6	10,5%
	E					3	13	7	12,3%
	P		59	58					
Poäng			88,5	87		87	174	436,5	
Prestationsgrad			98,3%	96,7%		96,7%	96,7%		**97,0%**
Examinationsgrad								**95,0%**	

Total betygsfördelning 2020-04-30

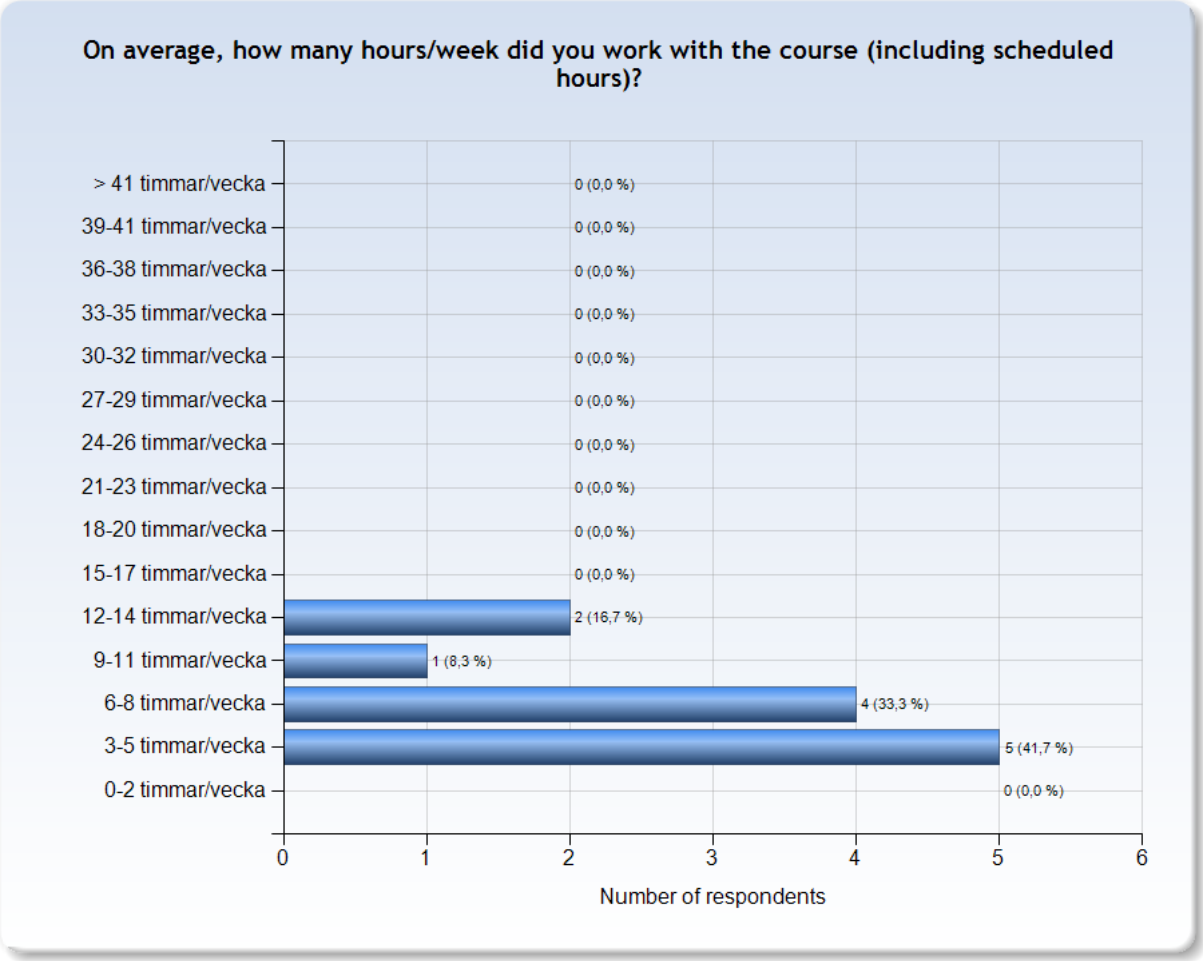


		REG	LAB1	LAB2	LABA	INL1	INL2	Slutbetyg	
Antal stud		123	59	58	62	116	121	115	
	A					31	6	31	27,0%
	B					36	31	21	18,3%
	C					20	21	13	11,3%
	D					16	9	22	19,1%
	E					13	54	28	24,3%
	P								
Poäng			88,5	87	93	174	363	805,5	
Prestationsgrad						94,3%	98,4%		**97,3%**
Examinationsgrad								**93,5%**	

MG2028 - 2019-12-06

Antal respondenter: 64
Antal svar: 12
Svarsfrekvens: 18,75 %

ESTIMATED WORKLOAD



Comments

Comments (I worked: 3-5 timmar/vecka)
Attending the scheduled activities was sufficient to complete the work.
The assignments were unevenly given throughout the course, which contributed to stress during some weeks and others were very calm instead. A solution to the problem would be to distribute the assignments more even throughtout the course.

Comments (I worked: 6-8 timmar/vecka)
More when we had the mandatory assignments

Comments (I worked: 9-11 timmar/vecka)
Jag tycker att kursplanen är genomtänkt och rätt anpassningsbar eftersom man kan välja själv hur många av de frivilliga uppgifterna som man vill göra. Inlämningsuppgifterna tog en del tid, men det var ändå skönt att raska av dessa i början, trots att vi hade mycket i andra kurser samma period.

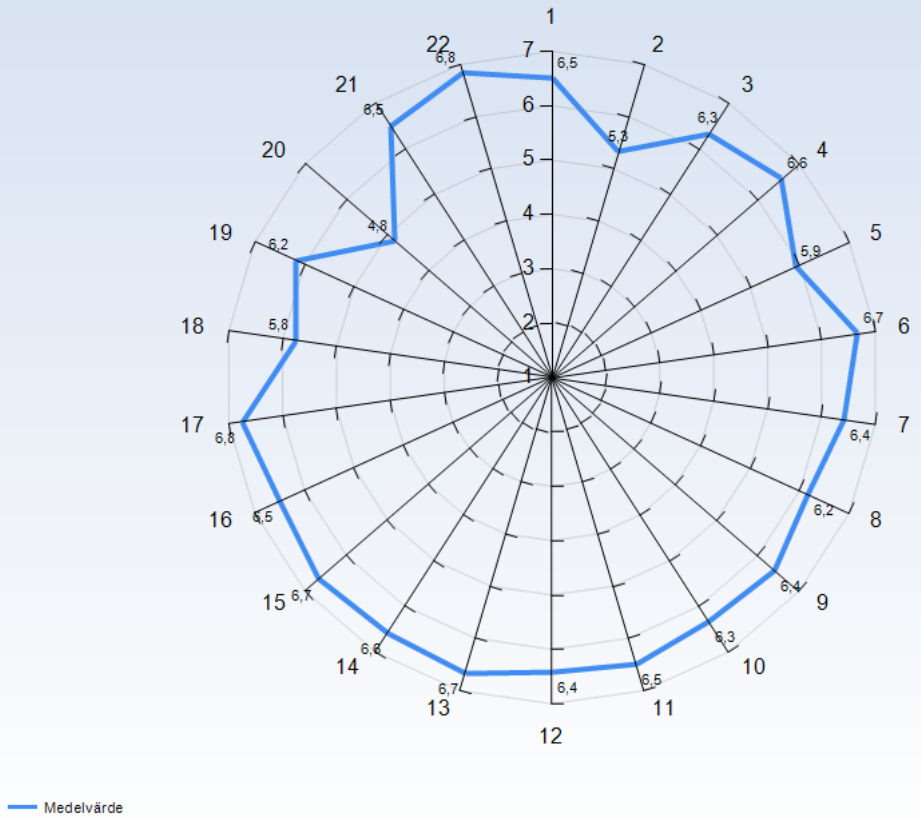
LEARNING EXPERIENCE

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

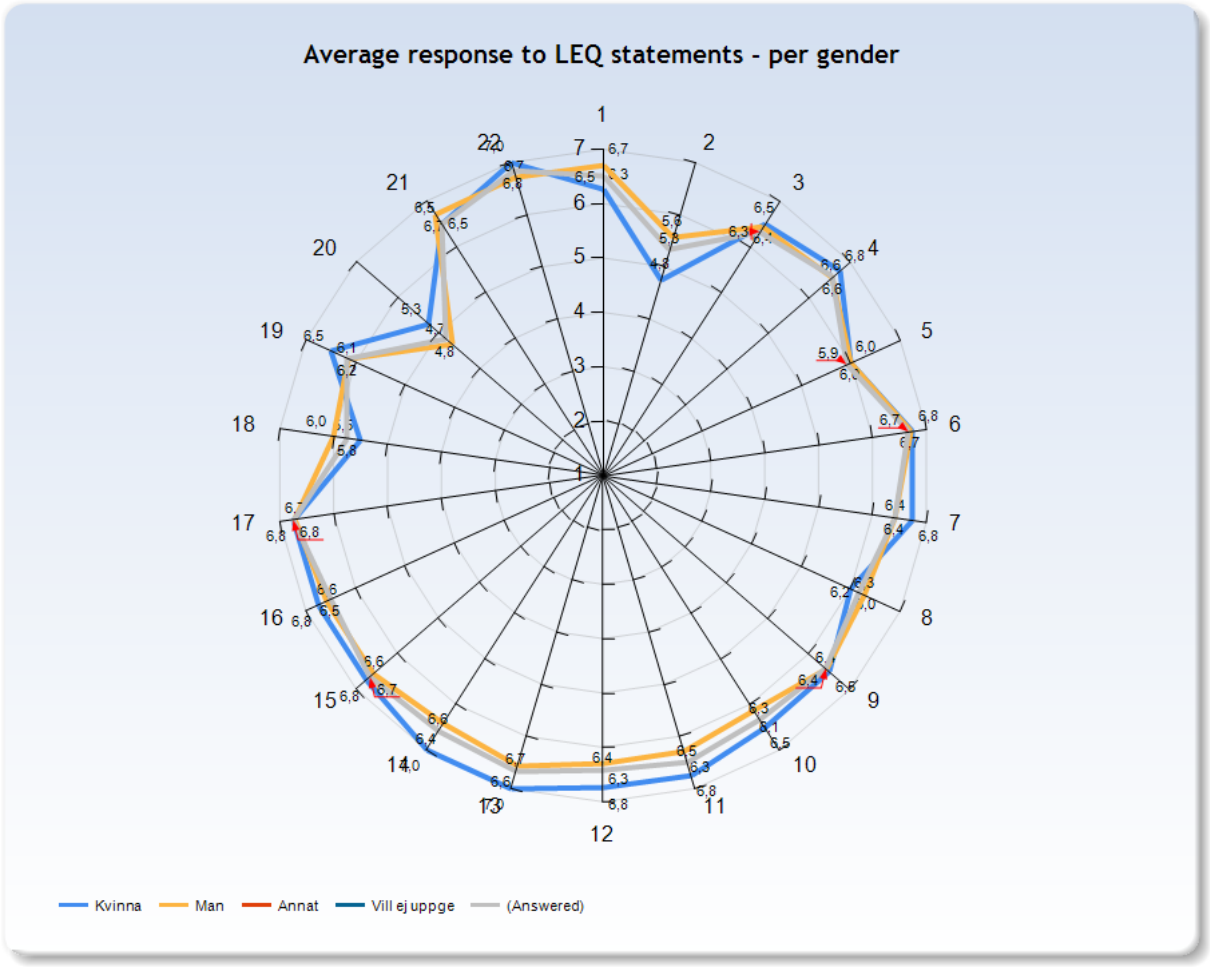
Bain, K. (2004). *What the Best College Teachers Do*, Chapter 5, pp. 98-134. Cambridge: Harvard University Press.

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.

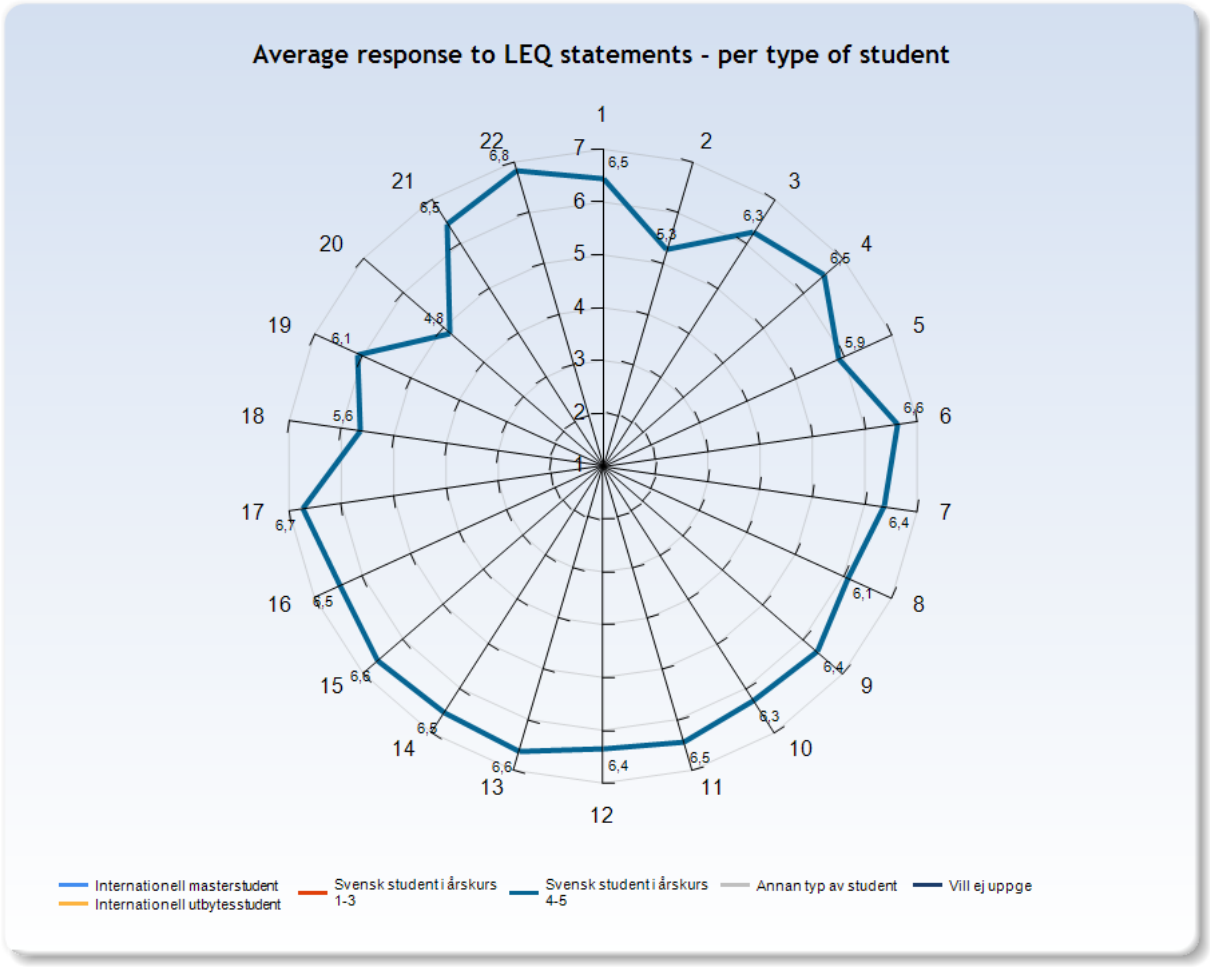
Kember, K. & McNaught, C. (2007). *Enhancing University Teaching: Lessons from Research into Award-Winning Teachers*, Chapter 5, pp. 31-40. Abingdon: Routledge.

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



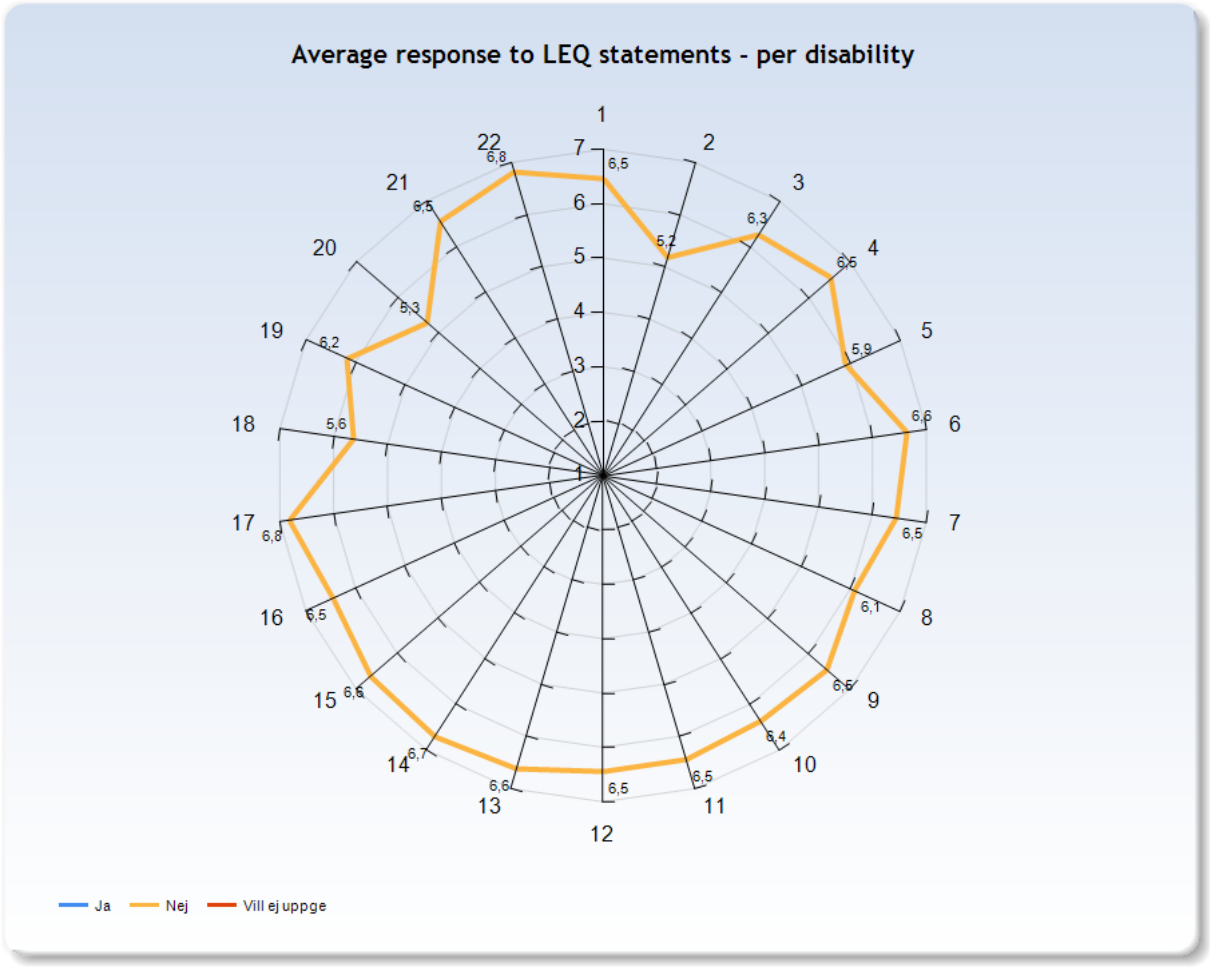
Comments

Comments (I am: Kvinna)
Inom kurser där det är ganska få kvinnor tidigare har jag ibland känt att jag blivit behandlad på ett annat sätt än andra kursdeltagare, men i denna kursen tyckte jag att atmosfären var öppen och trevlig. Det uppskattade jag verkligen.
Even if it's a low amount of females in the course, it is highly appreciated that you invite female engineers to guest lectures. I didn't find it a problem to be a minority.



Comments

Comments (I am: Svensk student i årskurs 4-5)
Very easy to pass, but getting higher grades is time demanding
Om man läser mastern i industriell ekonomi och teknikprofil produktion så är denna kurs väl värd att läsa.
No comments



Comments

Comments (My response was: Ja)
Jag har en adhd-diagnos vilket gör det väldigt svårt för mig att tolka instruktioner ifall de är tvetydiga, otydliga eller inte tillräckligt detaljerade, men i denna kurs var det sällan några frågetecken på vad som skulle göras och i de fall dessa fanns så kunde hjälp fås väldigt snabbt och på ett sätt så att man förstod vad som var fel och därav lärde sig av felen man hade gjort.

Comments (My response was: Nej)
Nej, jag har ingen funktionsnedsättning men jag blir väldigt lätt uttråkad och jag är glad att jag slapp bli det i denna kurs.

GENERAL QUESTIONS

What was the best aspect of the course?

What was the best aspect of the course? (I worked: 3-5 timmar/vecka)
Fun and interesting laborations.
Very interesting course! I learned very much from the laborations and the excercises.
I like that we had many computer labs. Altough, if following the instructions you passed but that didn't mean you understood the deeper learning aspect of the lab. I would want some more background information about the computer labs, such as CAM modeling, to understand why we did as the instructions said. Maybe include some "info box" in the instructions or some readings to do before the lab.

What was the best aspect of the course? (I worked: 6-8 timmar/vecka)
Per and Lasse are great teachers, helpful and understanding
Det var en rolig kurs som var väldigt bra planerad och genomförd. Märks att det har lagts ner mycket tid i kursen samt att de kursansvariga lärarna har hållt kursen några gånger.
The labs, fun and giving

What was the best aspect of the course? (I worked: 9-11 timmar/vecka)
- Det var skönt att man fick jobba i sitt eget tempo och utefter sina egna ambitioner. T.ex. på labbarna, om man blev klar snabbt kunde man redovisa och gå hem, istället för att sitta av tiden. Samma sak med de frivilliga uppgifterna för högre betyg, man fick välja hur mycket man ville göra själv. För mig som är en person som tycker om eget arbete i eget tempo så var upplägget perfekt. - Jag uppskattar att det gick att få hjälp på labbarna när man körde fast, och att man valde labbpartner själv. - Snabba svar på mejl (specifikt från Per) uppskattas

What would you suggest to improve?

What would you suggest to improve? (I worked: 3-5 timmar/vecka)
Maybe a few more assistants on "critical" labs.
I like that we had many computer labs. Altough, if following the instructions you passed but that didn't mean you understood the deeper learning aspect of the lab. I would want some more background information about the computer labs, such as CAM modeling, to understand why we did as the instructions said. Maybe include some "info box" in the instructions or some readings to do before the lab.

What would you suggest to improve? (I worked: 6-8 timmar/vecka)
Release the voluntary assignments earlier

What would you suggest to improve? (I worked: 9-11 timmar/vecka)
Jag tycker det är ovanligt med en såhär väl genomtänkt och planerad kurs, så jag har inte så mycket klagomål.

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)
Try to keep up with all assignments.
Do the assignments on time, it will be stressful to leave them until the last week. Follow closely what's being expected at the computer labs and don't just do them - understand them as well!

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

What advice would you like to give to future participants? (I worked: 9-11 timmar/vecka)
- Börja med inlämningsuppgifterna i tid kan vara bra. - Ibland är det skönt att komma kanske 20-30 min tidigare till labbarna för att komma igång snabbt. Ta med en egen dator till labbarna och läs instruktionerna på den, så slipper du byta fönster hela tiden. Stanna kvar på introduktionsföreläsningen om labben och skumma igenom instruktionerna kvällen innan, det ger mer än man tror att ha en viss aning om vad som ska hända. - Du kan gå kursen även om du inte tycker att CAD är det roligaste i världen, kursen ger möjligheten att prova på flera olika program på ett lärorikt sätt.

Is there anything else you would like to add?

Is there anything else you would like to add? (I worked: 3-5 timmar/vecka)
I appreciate the collaborations between the teachers during the lectures. It is clear that you like this course and are well prepared together!

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

Is there anything else you would like to add? (I worked: 9-11 timmar/vecka)
Ja, jag blev positivt förvånad av kursen. Det var lärorikt utan stress och press.

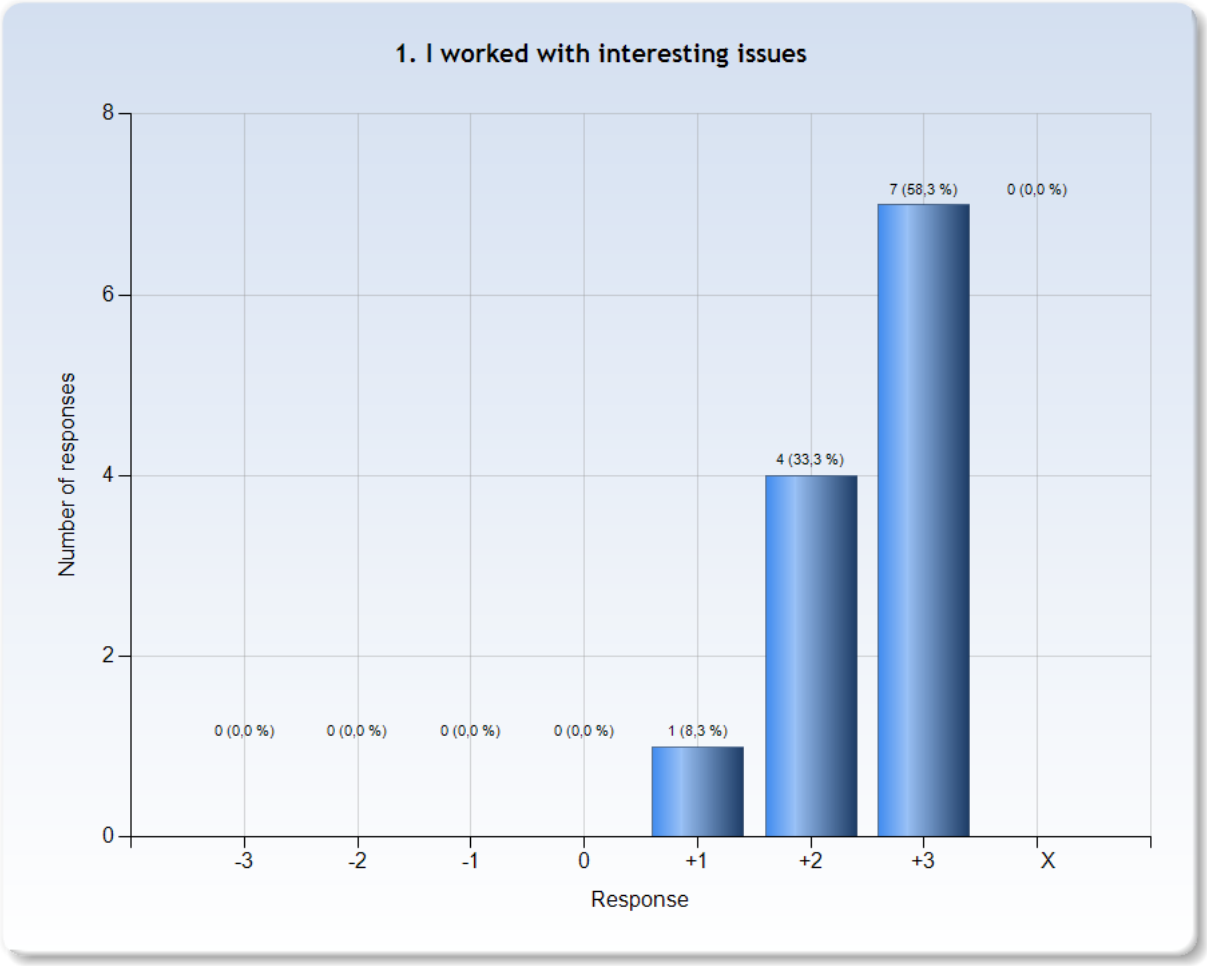
SPECIFIC QUESTIONS

RESPONSE DATA

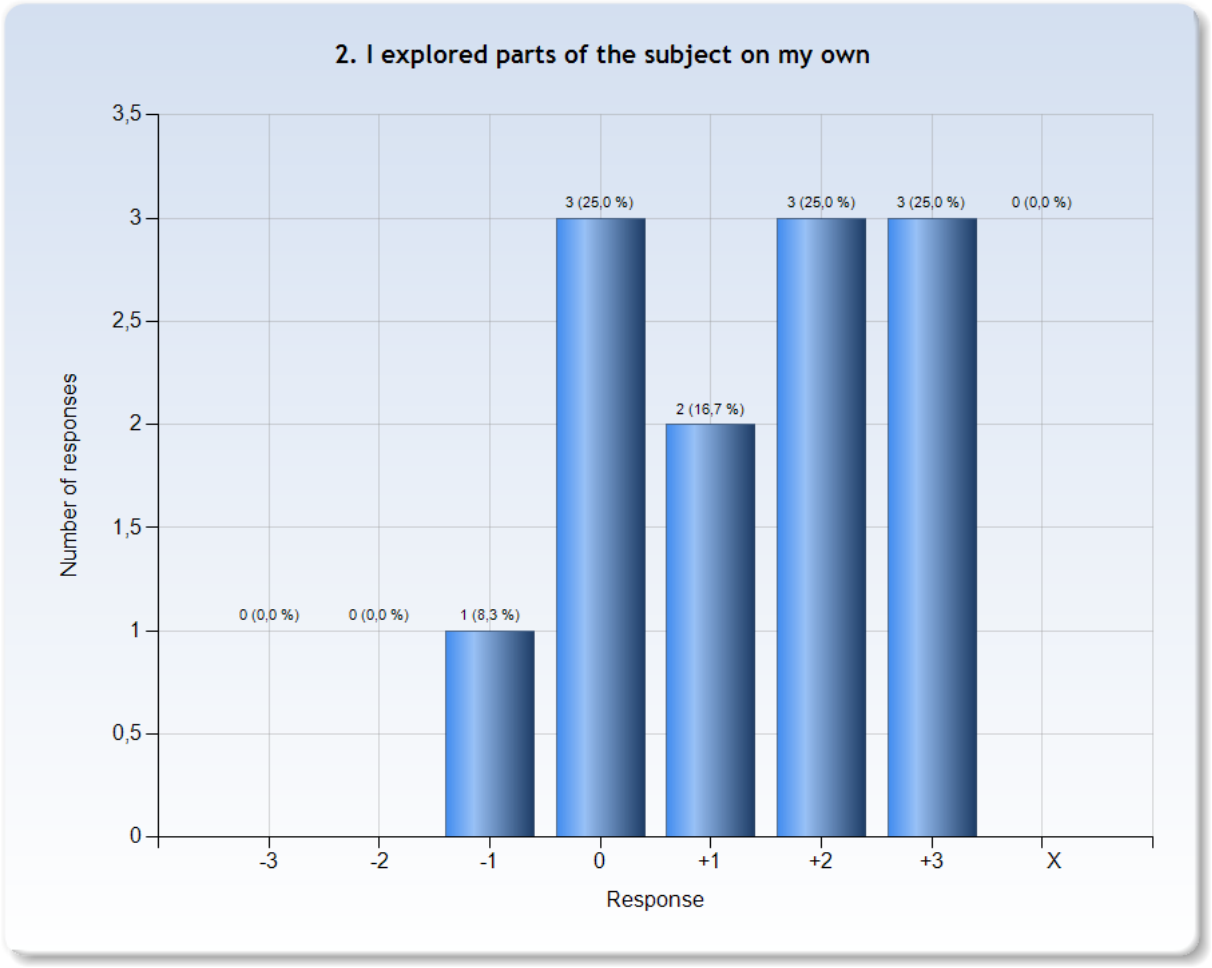
The diagrams below show the detailed response to the LEQ statements. The response scale is defined by:

-3 = No, I strongly disagree with the statement
0 = I am neutral to the statement
+3 = Yes, I strongly agree with the statement

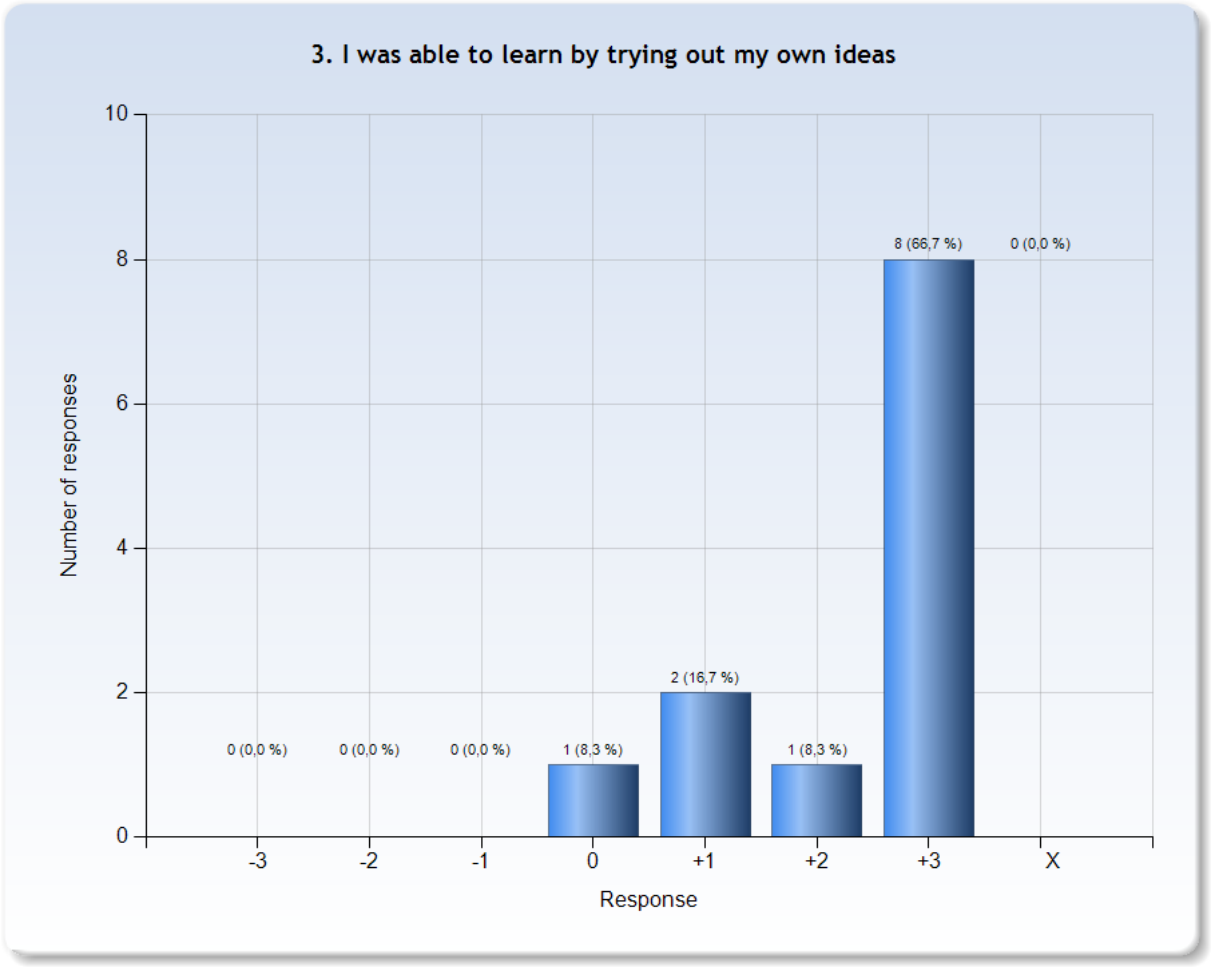
X = I decline to take a position on the statement



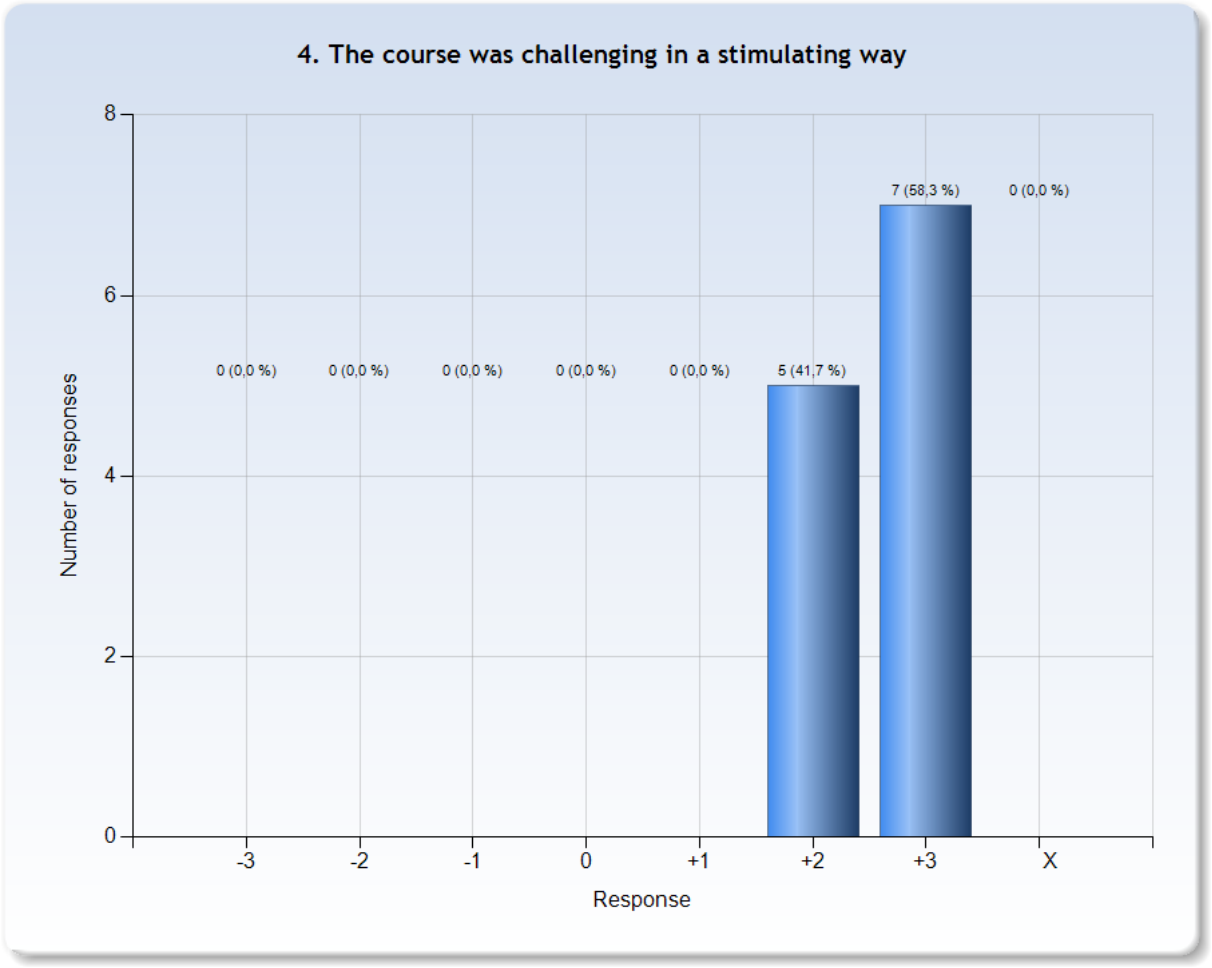
Comments


2. I explored parts of the subject on my own
Number of responses
3,5
3
2,5
2
1,5
1
0,5
0
0 (0,0 %)
0 (0,0 %)
1 (8,3 %)
3 (25,0 %)
2 (16,7 %)
3 (25,0 %)
3 (25,0 %)
0 (0,0 %)
-3
-2
-1
0
+1
+2
+3
X
Response

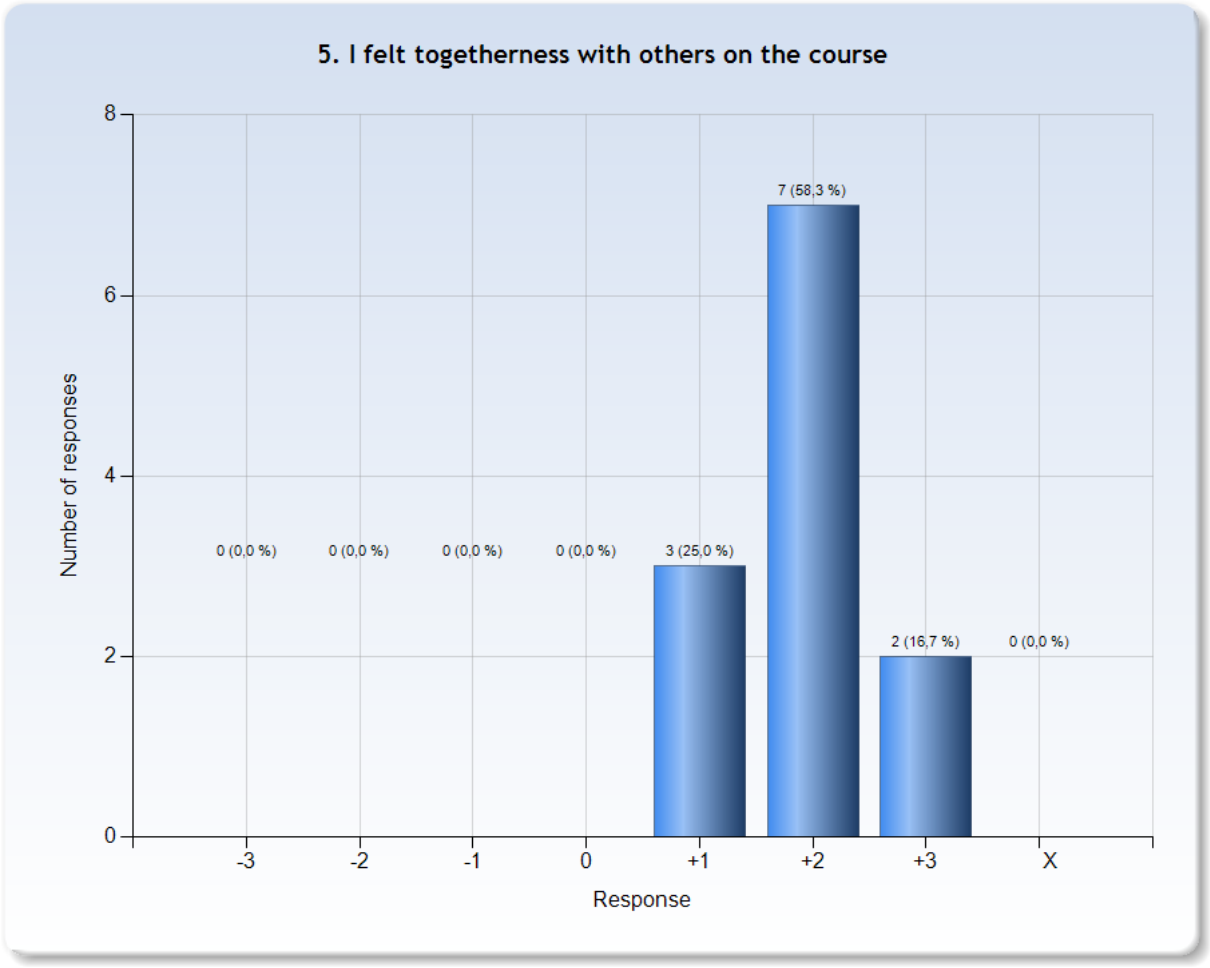
Comments


3. I was able to learn by trying out my own ideas
Number of responses
10
8
6
4
2
0
0 (0,0 %)
0 (0,0 %)
0 (0,0 %)
1 (8,3 %)
2 (16,7 %)
1 (8,3 %)
8 (66,7 %)
0 (0,0 %)
-3
-2
-1
0
+1
+2
+3
X
Response

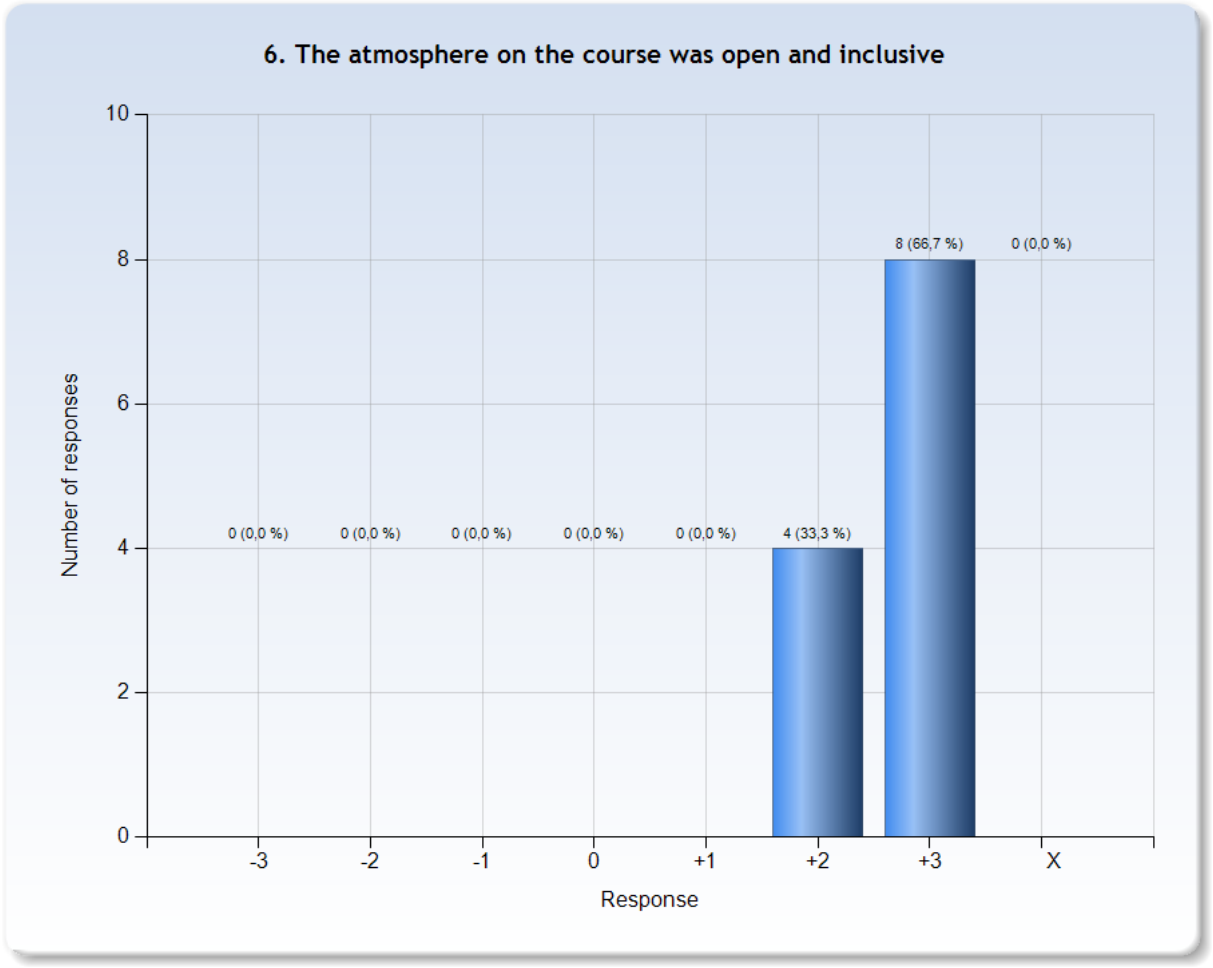
Comments


4. The course was challenging in a stimulating way
Number of responses
Response
0
2
4
6
8
-3
-2
-1
0
+1
+2
+3
X
0 (0,0 %)
0 (0,0 %)
0 (0,0 %)
0 (0,0 %)
0 (0,0 %)
5 (41,7 %)
7 (58,3 %)
0 (0,0 %)

Comments

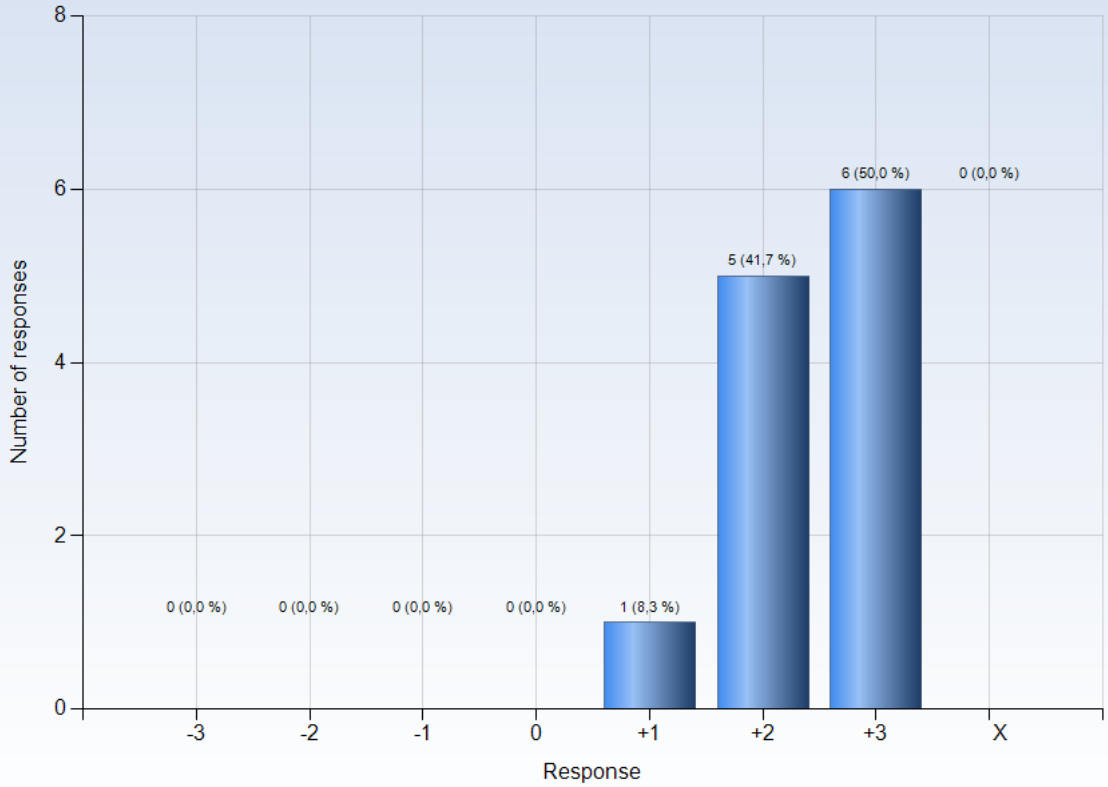

5. I felt togetherness with others on the course
Number of responses
Response
0 (0,0 %)
0 (0,0 %)
0 (0,0 %)
0 (0,0 %)
3 (25,0 %)
7 (58,3 %)
2 (16,7 %)
0 (0,0 %)
-3
-2
-1
0
+1
+2
+3
X

Comments

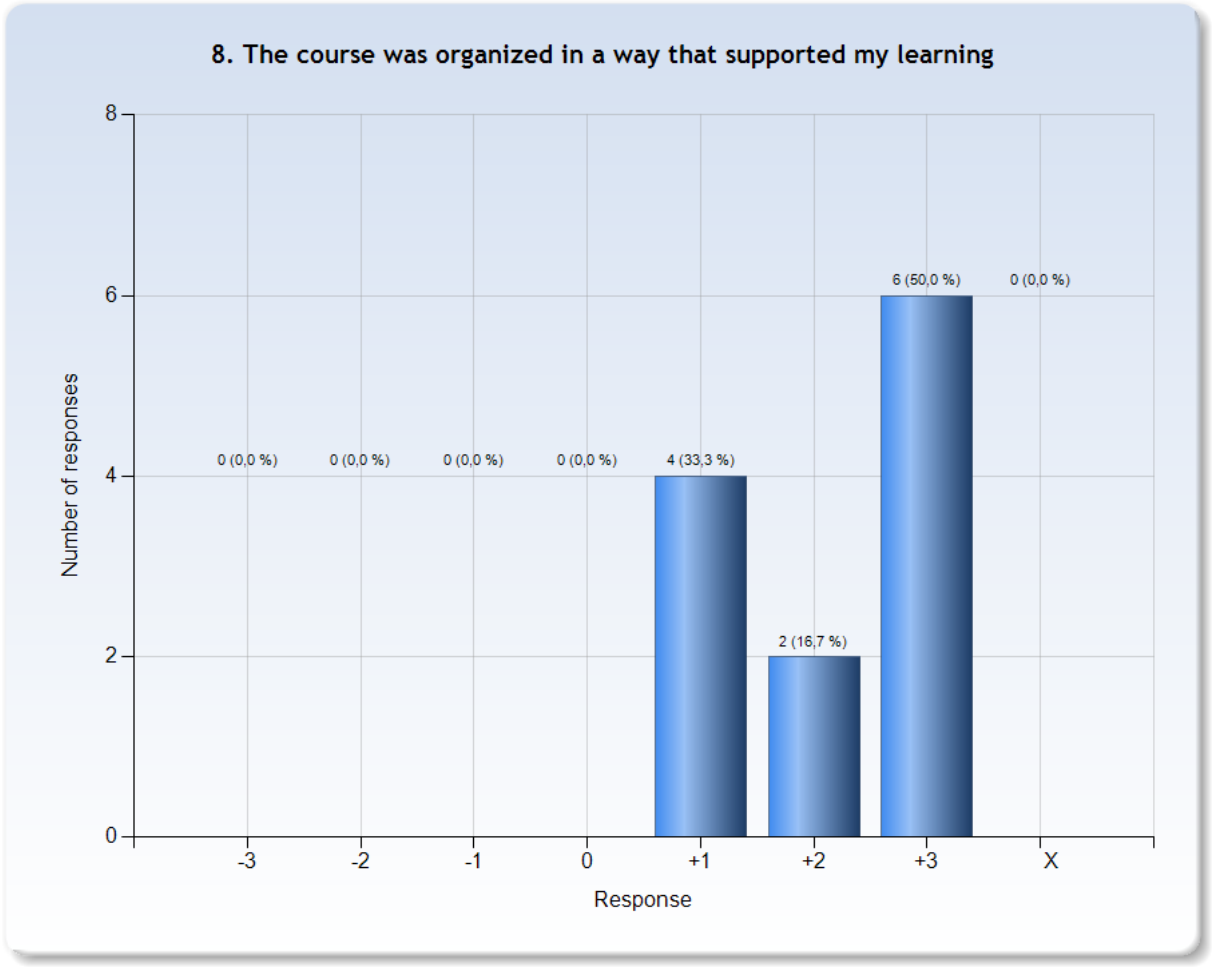

6. The atmosphere on the course was open and inclusive
Number of responses
10
8
6
4
2
0
0 (0,0 %)
0 (0,0 %)
0 (0,0 %)
0 (0,0 %)
0 (0,0 %)
4 (33,3 %)
8 (66,7 %)
0 (0,0 %)
-3
-2
-1
0
+1
+2
+3
X
Response

Comments

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

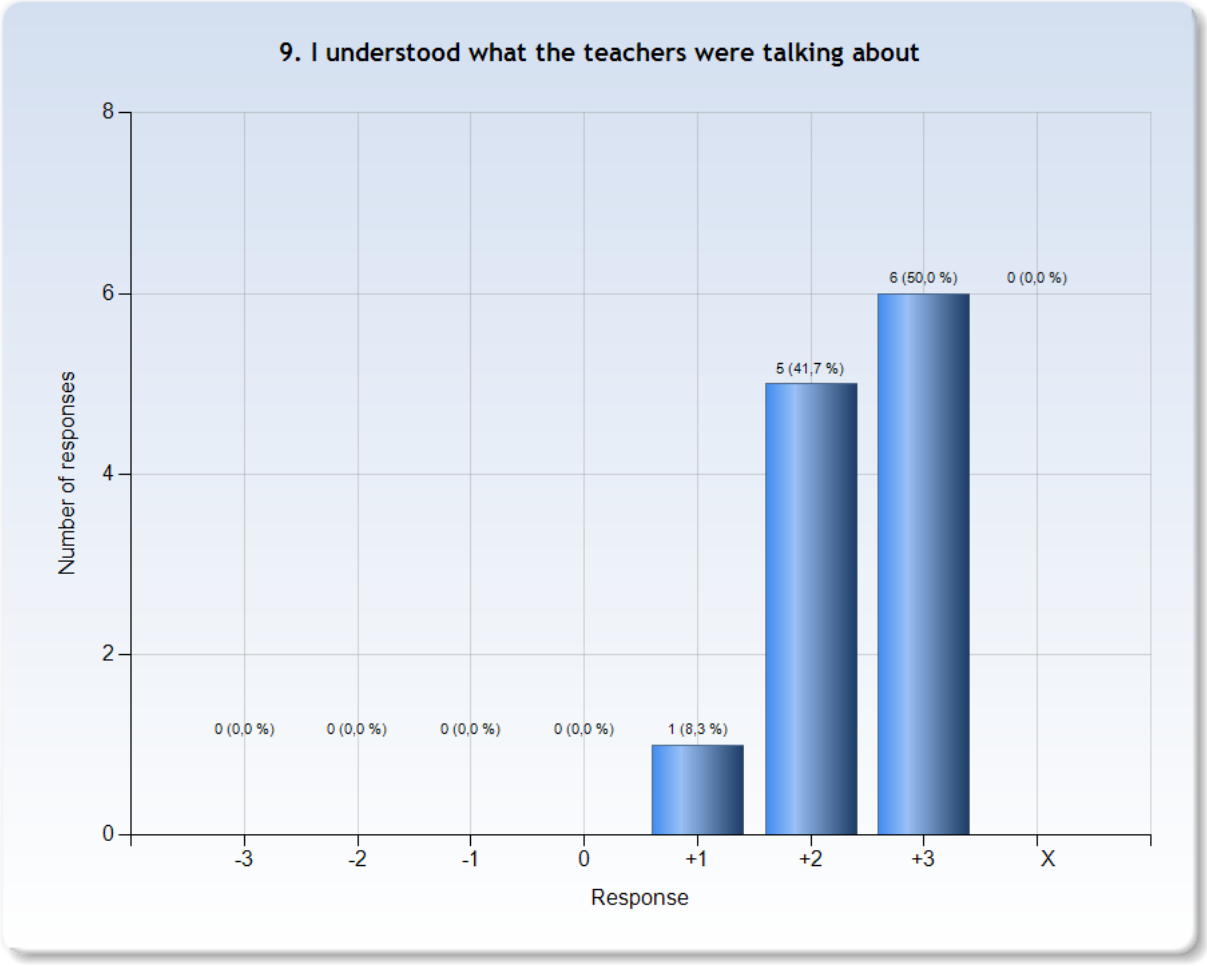


Comments

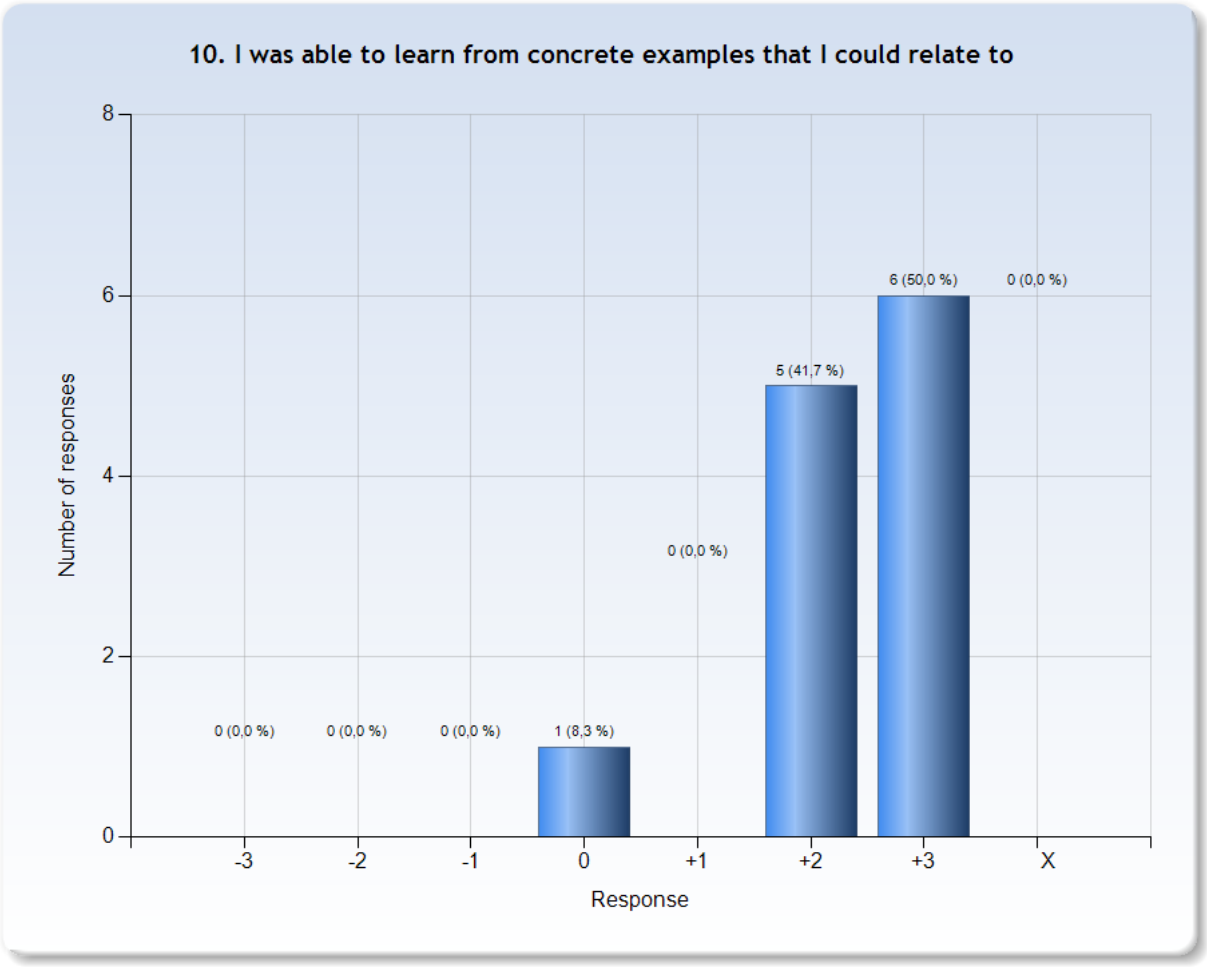


Comments

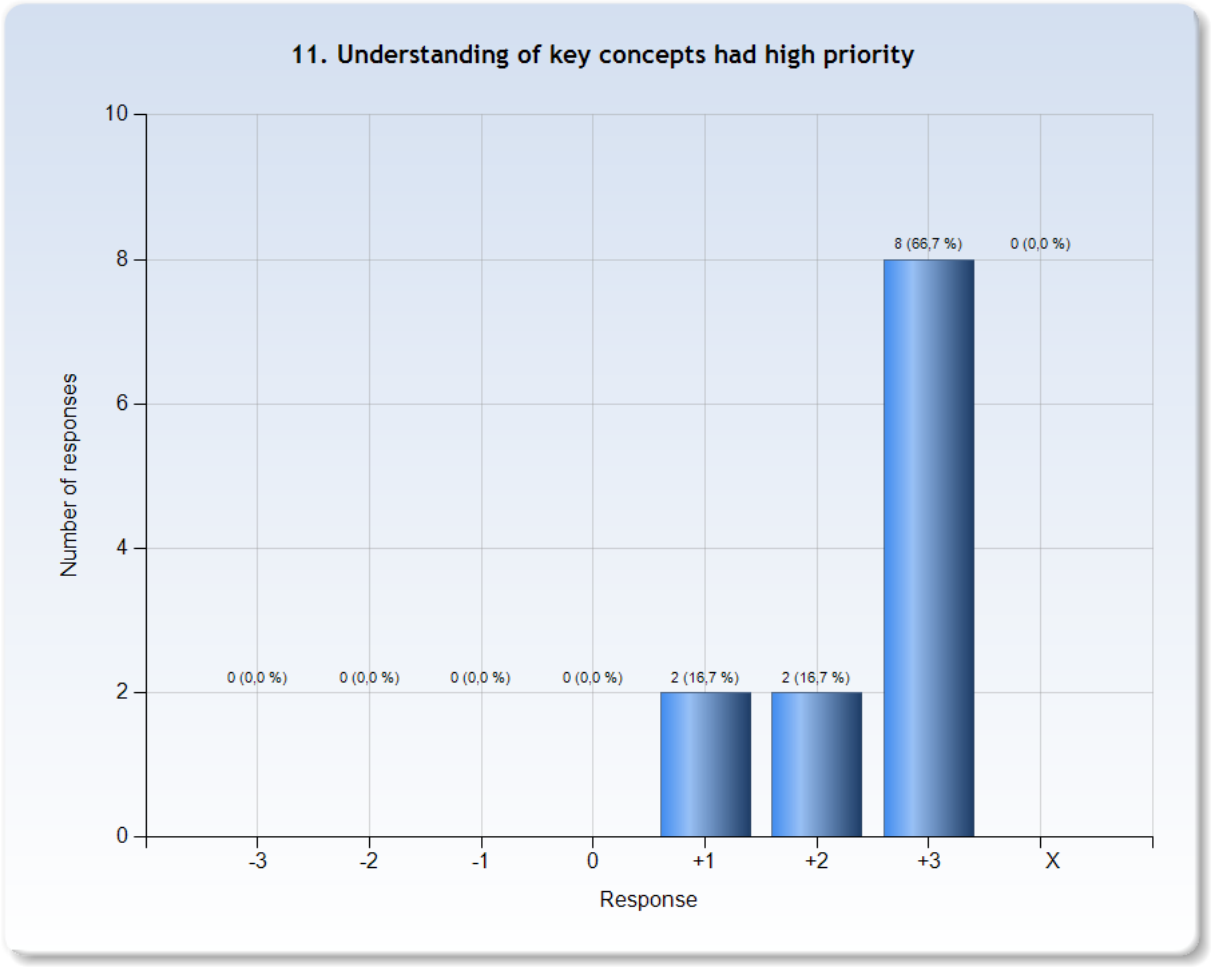
Comments (My response was: +3)
Väldigt bra strukturerat, både kurssidan på canvas och de olika uppgifterna


9. I understood what the teachers were talking about
Number of responses
Response
0
2
4
6
8
-3
-2
-1
0
+1
+2
+3
X
0 (0,0 %)
0 (0,0 %)
0 (0,0 %)
0 (0,0 %)
1 (8,3 %)
5 (41,7 %)
6 (50,0 %)
0 (0,0 %)

Comments

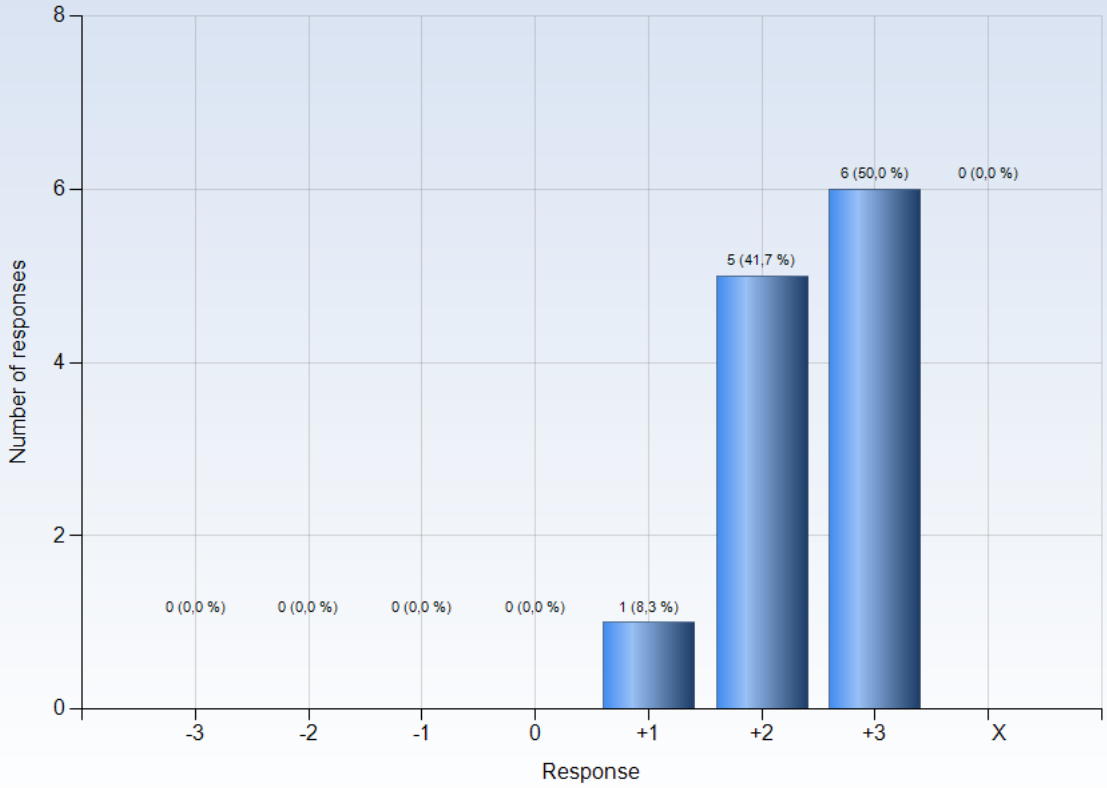

10. I was able to learn from concrete examples that I could relate to
Number of responses
Response
0 (0,0 %)
0 (0,0 %)
0 (0,0 %)
1 (8,3 %)
0 (0,0 %)
5 (41,7 %)
6 (50,0 %)
0 (0,0 %)
-3
-2
-1
0
+1
+2
+3
X

Comments

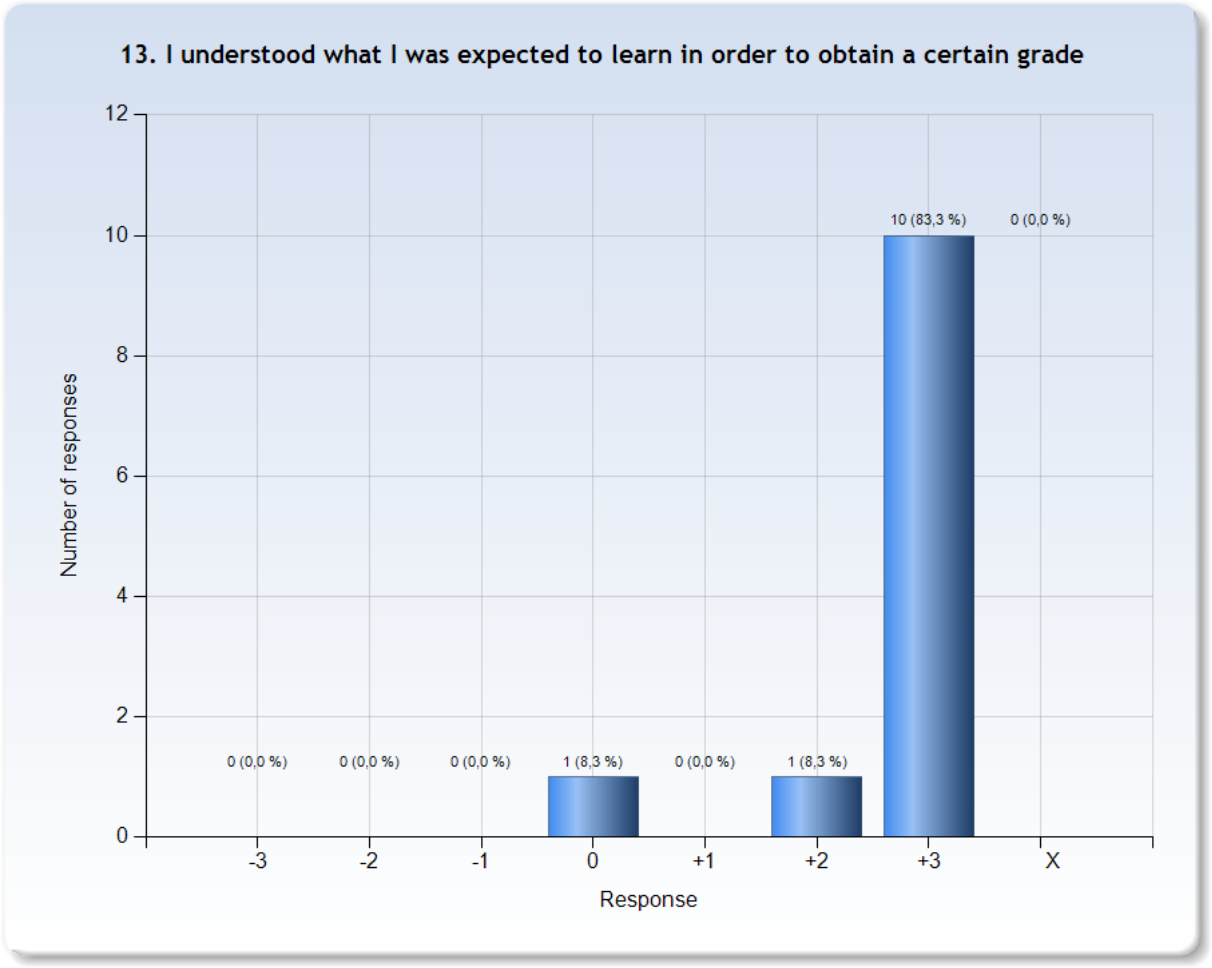

11. Understanding of key concepts had high priority
Number of responses
10
8
6
4
2
0
0 (0,0 %)
0 (0,0 %)
0 (0,0 %)
0 (0,0 %)
2 (16,7 %)
2 (16,7 %)
8 (66,7 %)
0 (0,0 %)
-3
-2
-1
0
+1
+2
+3
X
Response

Comments

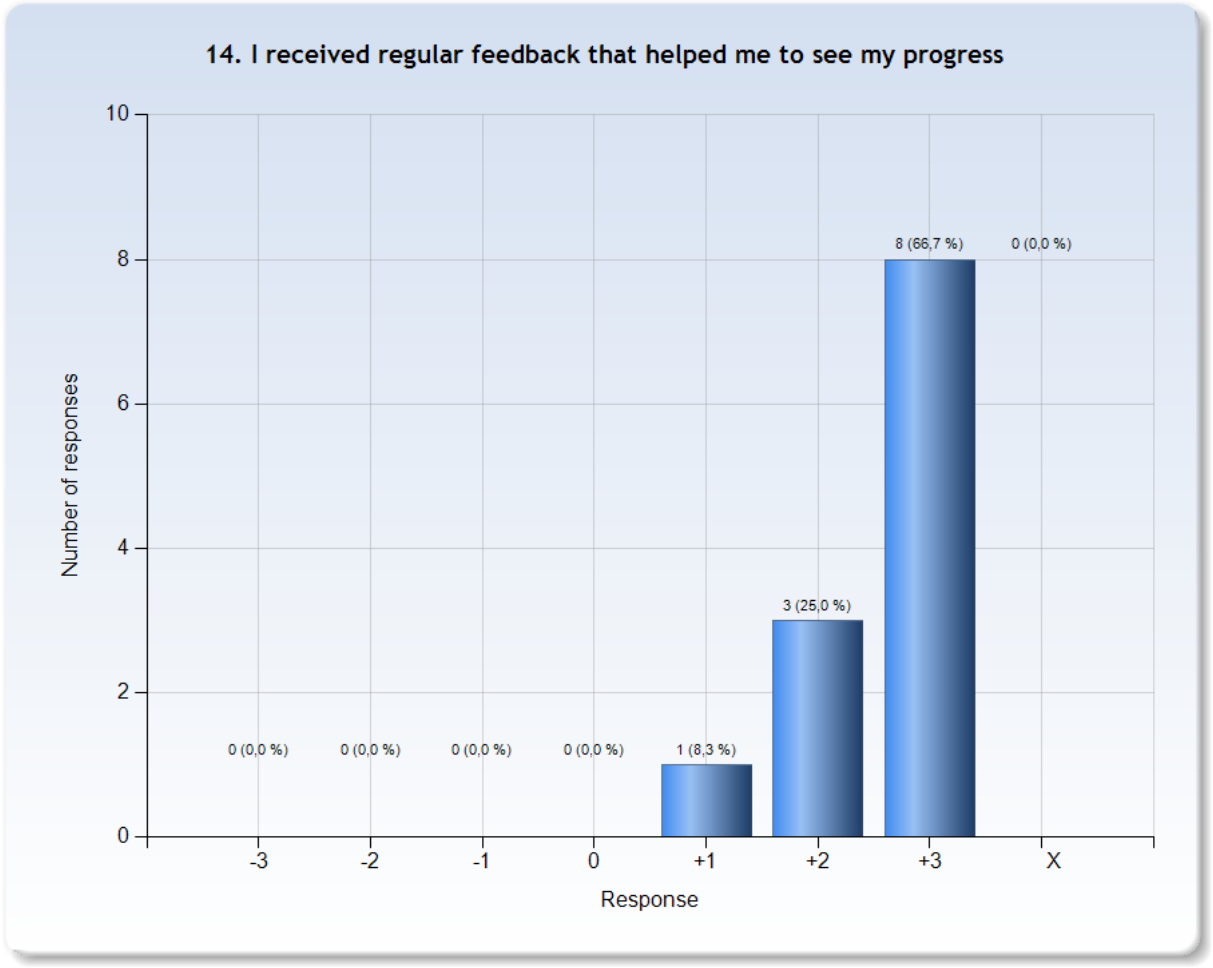
12. The course activities helped me to achieve the intended learning outcomes efficiently



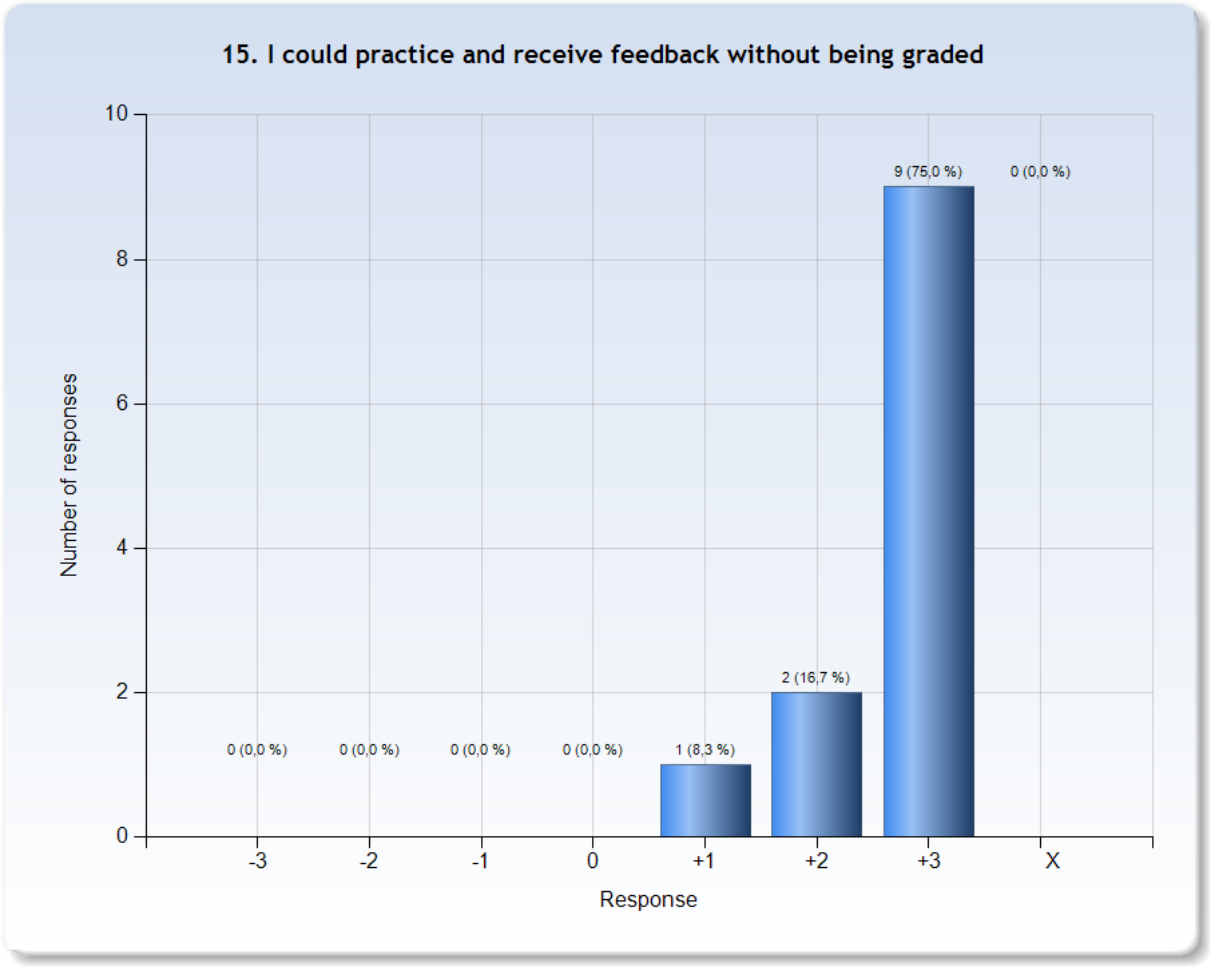
Comments


13. I understood what I was expected to learn in order to obtain a certain grade
Number of responses
Response
0 (0,0 %)
0 (0,0 %)
0 (0,0 %)
1 (8,3 %)
0 (0,0 %)
1 (8,3 %)
10 (83,3 %)
0 (0,0 %)
-3
-2
-1
0
+1
+2
+3
X

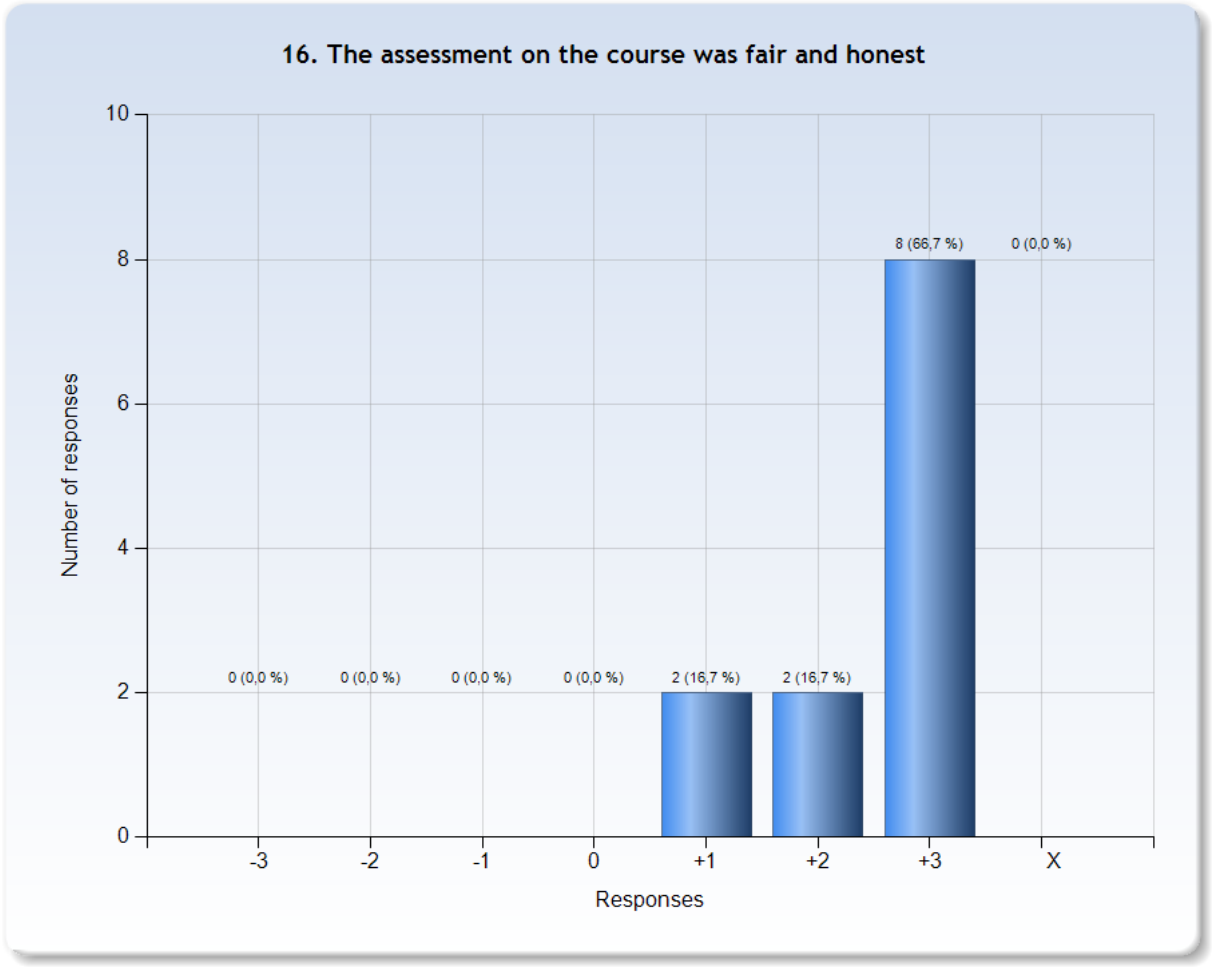
Comments


14. I received regular feedback that helped me to see my progress
Number of responses
10
8
6
4
2
0
0 (0,0 %)
0 (0,0 %)
0 (0,0 %)
0 (0,0 %)
1 (8,3 %)
3 (25,0 %)
8 (66,7 %)
0 (0,0 %)
-3
-2
-1
0
+1
+2
+3
X
Response

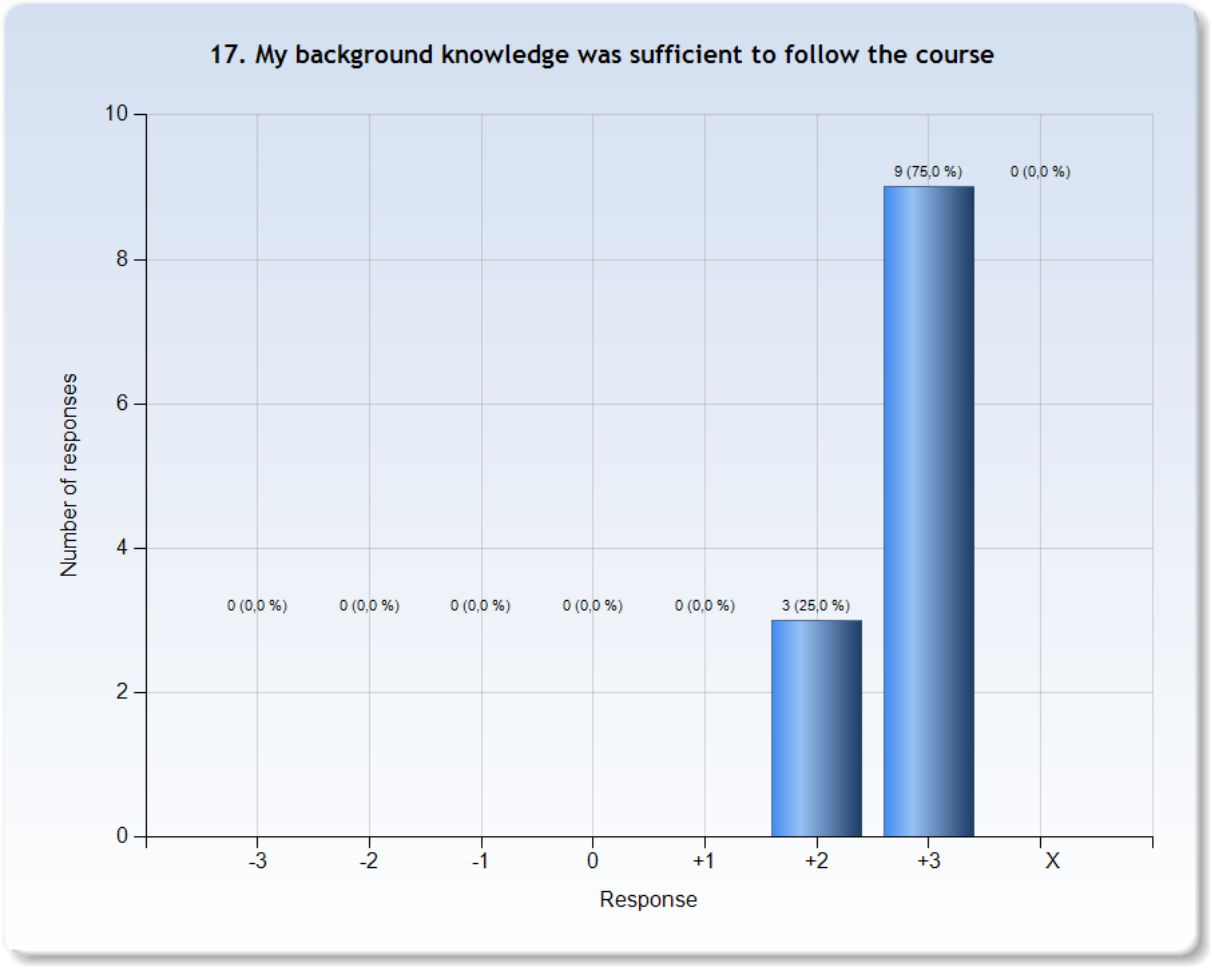
Comments


15. I could practice and receive feedback without being graded
Number of responses
10
8
6
4
2
0
0 (0,0 %)
0 (0,0 %)
0 (0,0 %)
0 (0,0 %)
1 (8,3 %)
2 (16,7 %)
9 (75,0 %)
0 (0,0 %)
-3
-2
-1
0
+1
+2
+3
X
Response

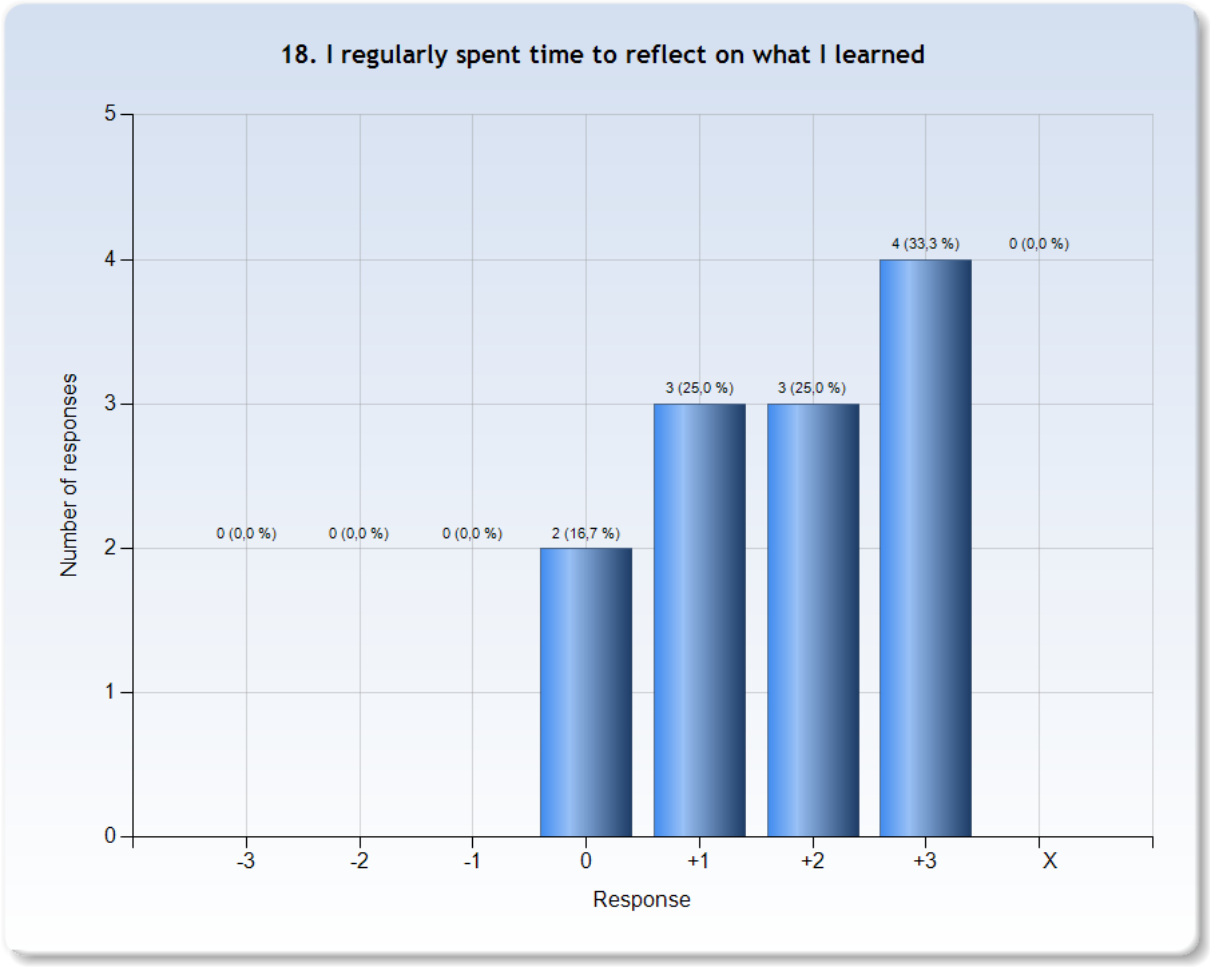
Comments


16. The assessment on the course was fair and honest
Number of responses
10
8
6
4
2
0
0 (0,0 %)
0 (0,0 %)
0 (0,0 %)
0 (0,0 %)
2 (16,7 %)
2 (16,7 %)
8 (66,7 %)
0 (0,0 %)
-3
-2
-1
0
+1
+2
+3
X
Responses

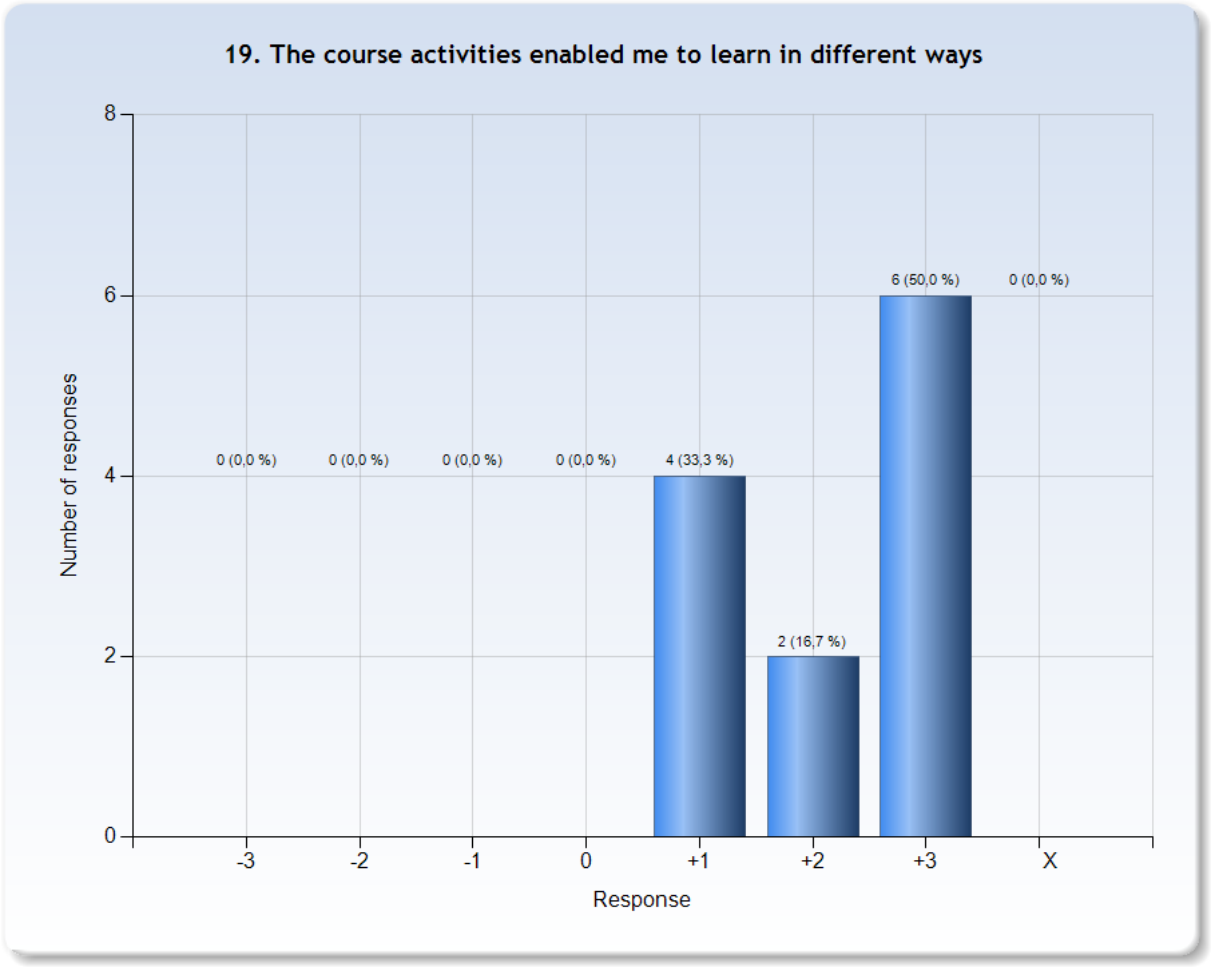
Comments


17. My background knowledge was sufficient to follow the course
Number of responses
10
8
6
4
2
0
0 (0,0 %)
0 (0,0 %)
0 (0,0 %)
0 (0,0 %)
0 (0,0 %)
3 (25,0 %)
9 (75,0 %)
0 (0,0 %)
-3
-2
-1
0
+1
+2
+3
X
Response

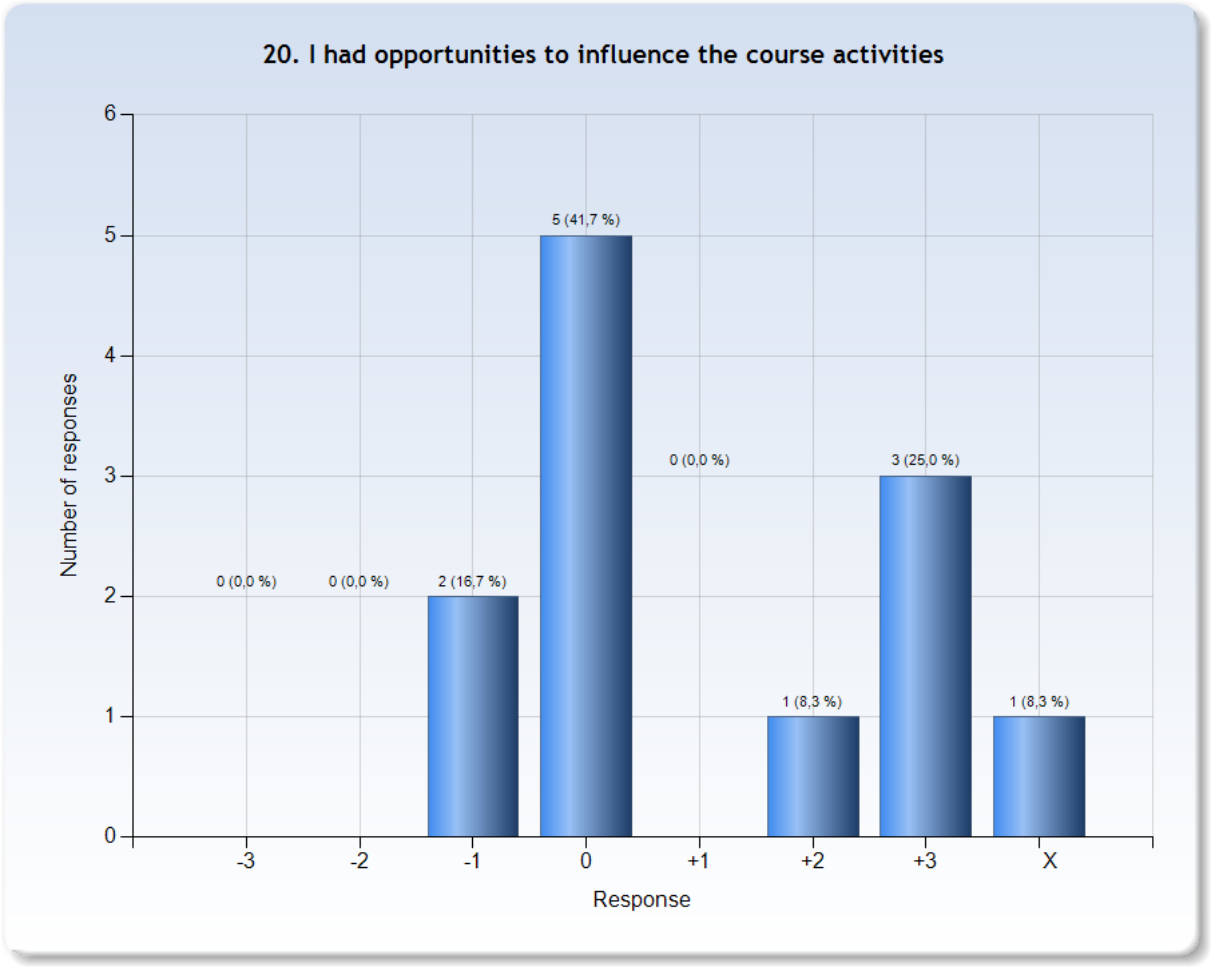
Comments


18. I regularly spent time to reflect on what I learned
Number of responses
Response
0
1
2
3
4
5
-3
-2
-1
0
+1
+2
+3
X
0 (0,0 %)
0 (0,0 %)
0 (0,0 %)
2 (16,7 %)
3 (25,0 %)
3 (25,0 %)
4 (33,3 %)
0 (0,0 %)

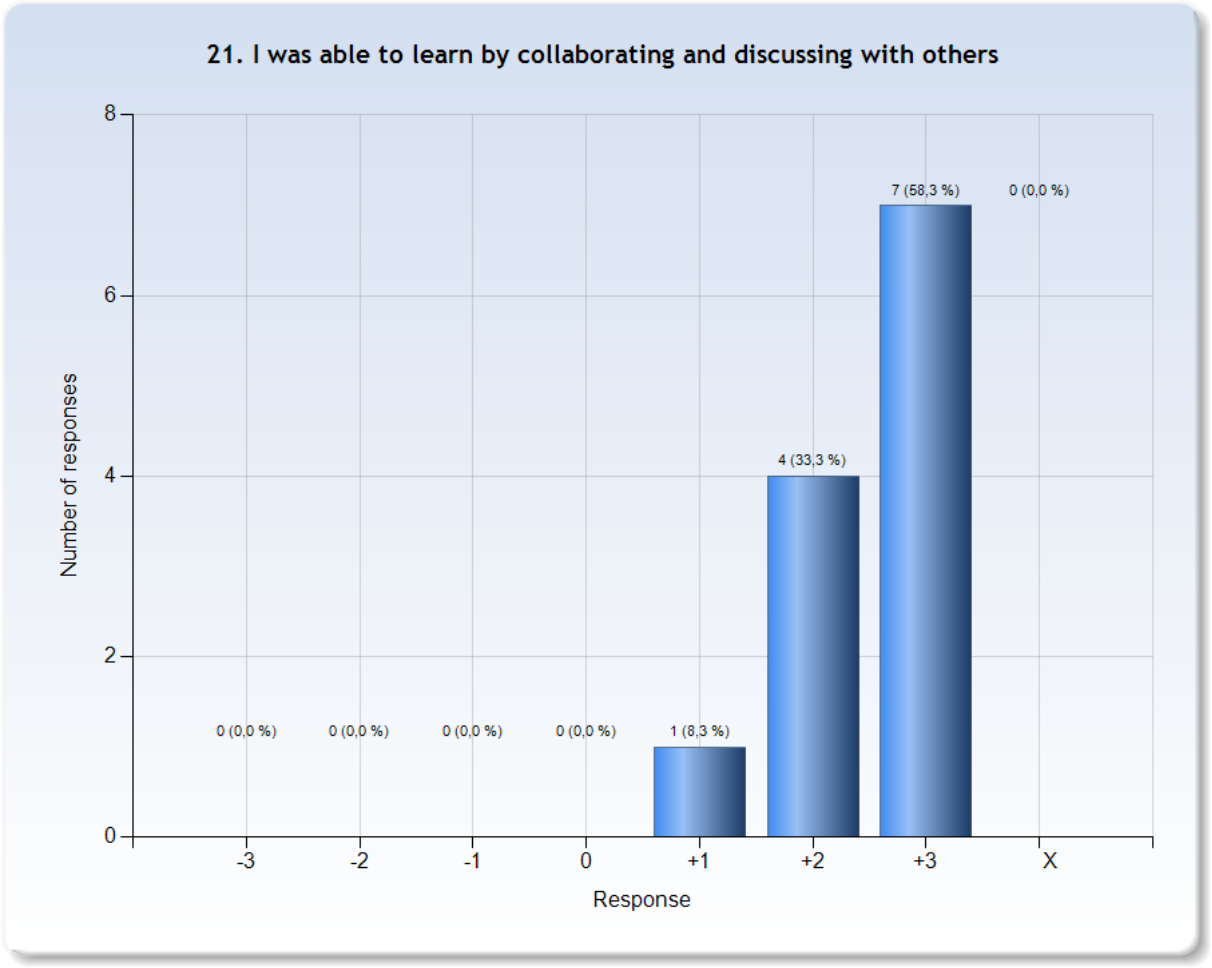
Comments


19. The course activities enabled me to learn in different ways
Number of responses
Response
0 (0,0 %)
0 (0,0 %)
0 (0,0 %)
0 (0,0 %)
4 (33,3 %)
2 (16,7 %)
6 (50,0 %)
0 (0,0 %)
-3
-2
-1
0
+1
+2
+3
X

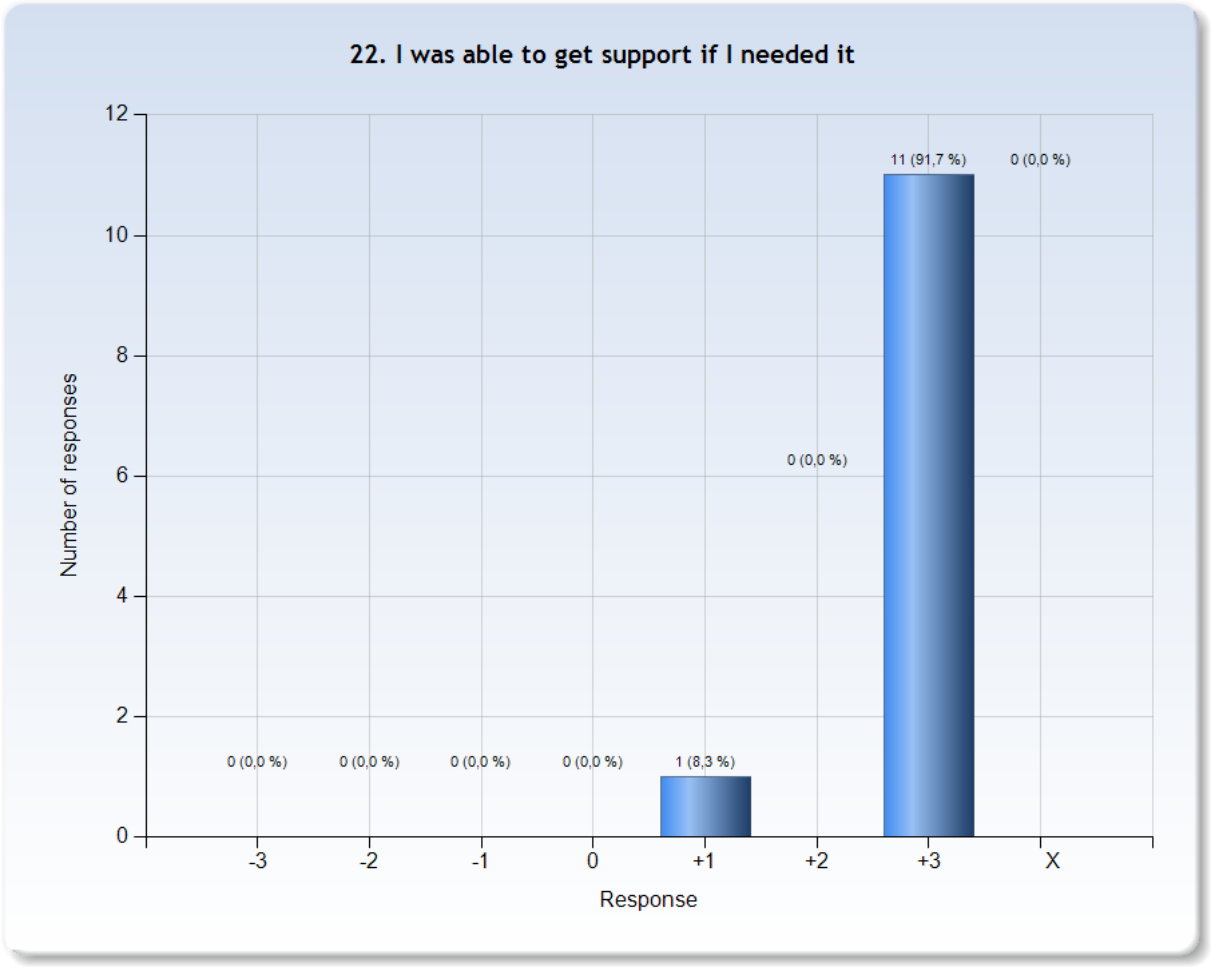
Comments


20. I had opportunities to influence the course activities
Number of responses
Response
0 (0,0 %)
0 (0,0 %)
2 (16,7 %)
5 (41,7 %)
0 (0,0 %)
1 (8,3 %)
3 (25,0 %)
1 (8,3 %)
-3
-2
-1
0
+1
+2
+3
X

Comments


21. I was able to learn by collaborating and discussing with others
Number of responses
8
6
4
2
0
0 (0,0 %)
0 (0,0 %)
0 (0,0 %)
0 (0,0 %)
1 (8,3 %)
4 (33,3 %)
7 (58,3 %)
0 (0,0 %)
-3
-2
-1
0
+1
+2
+3
X
Response

Comments

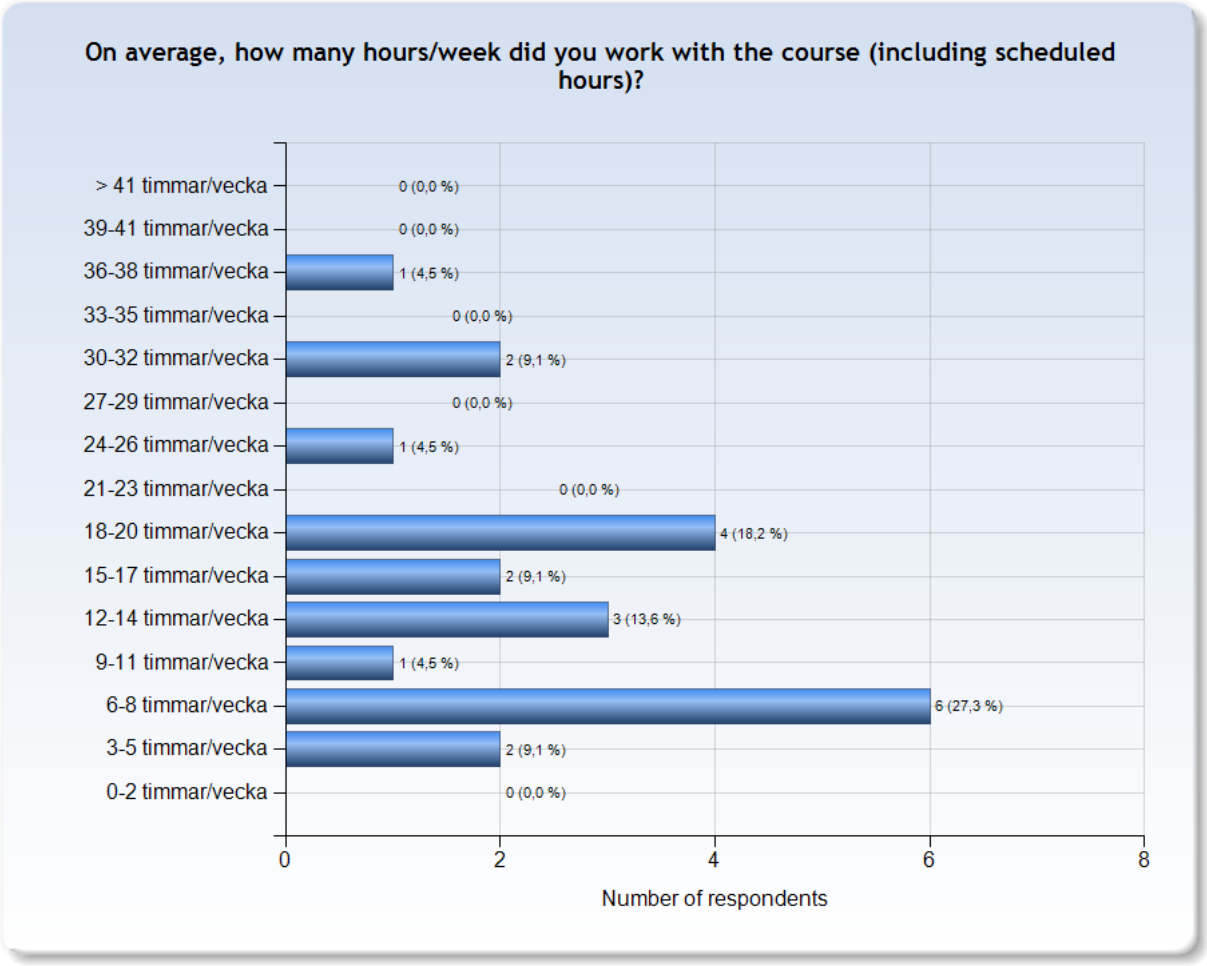

22. I was able to get support if I needed it
Number of responses
Response
12
10
8
6
4
2
0
-3
-2
-1
0
+1
+2
+3
X
0 (0,0 %)
0 (0,0 %)
0 (0,0 %)
0 (0,0 %)
1 (8,3 %)
0 (0,0 %)
11 (91,7 %)
0 (0,0 %)

Comments

MG2128 - 2019-12-06

Antal respondenter: 60
Antal svar: 23
Svarsfrekvens: 38,33 %

ESTIMATED WORKLOAD



Comments

Comments (I worked: 6-8 timmar/vecka)
Good workload distribution through out the course

Comments (I worked: 12-14 timmar/vecka)
Helpful programme in application, Clearly structured in theory lecture and exercise. Kindly help from Professoers.
The workload wasn't very high and was adequately spread across the entire course duration.

Comments (I worked: 15-17 timmar/vecka)
The workload was bigger at the end of the semester when we had to send the non-compulsory assignments.

Comments (I worked: 18-20 timmar/vecka)
Really time taking for the voluntary assignments, but enjoyed doing them!

Comments (I worked: 30-32 timmar/vecka)
It took a lot of time to finish the voluntary assignments.

Comments (I worked: 36-38 timmar/vecka)
The course structure is not a stereotypical design course which made this course really interesting one. I had so many opportunities to establish myself from the production to the design field.

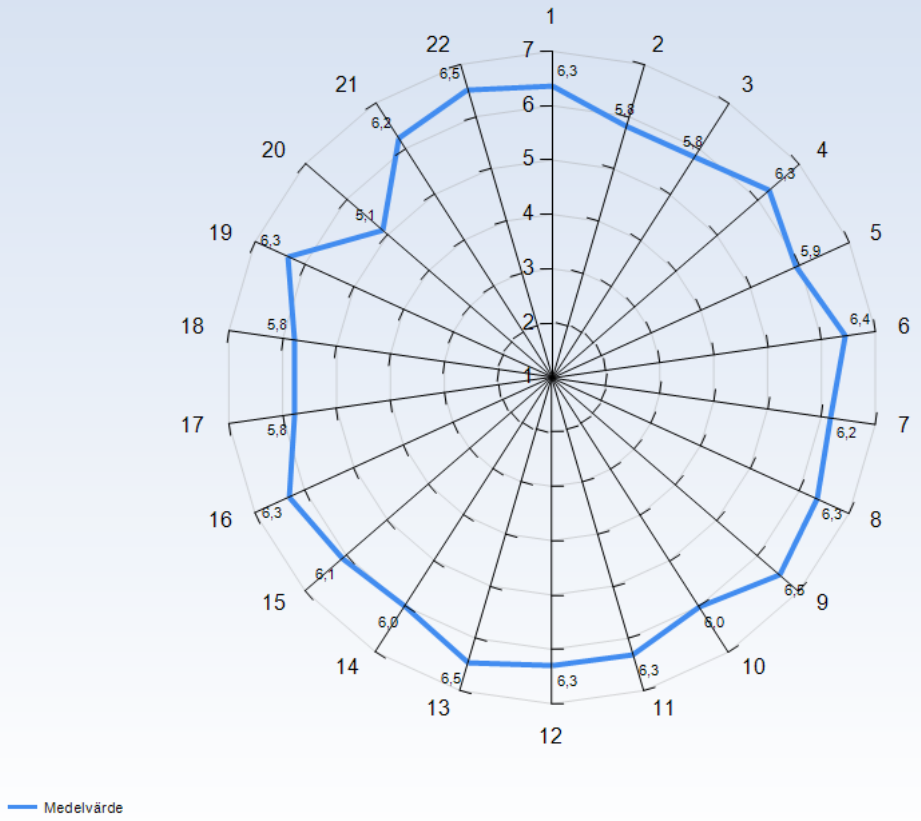
LEARNING EXPERIENCE

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

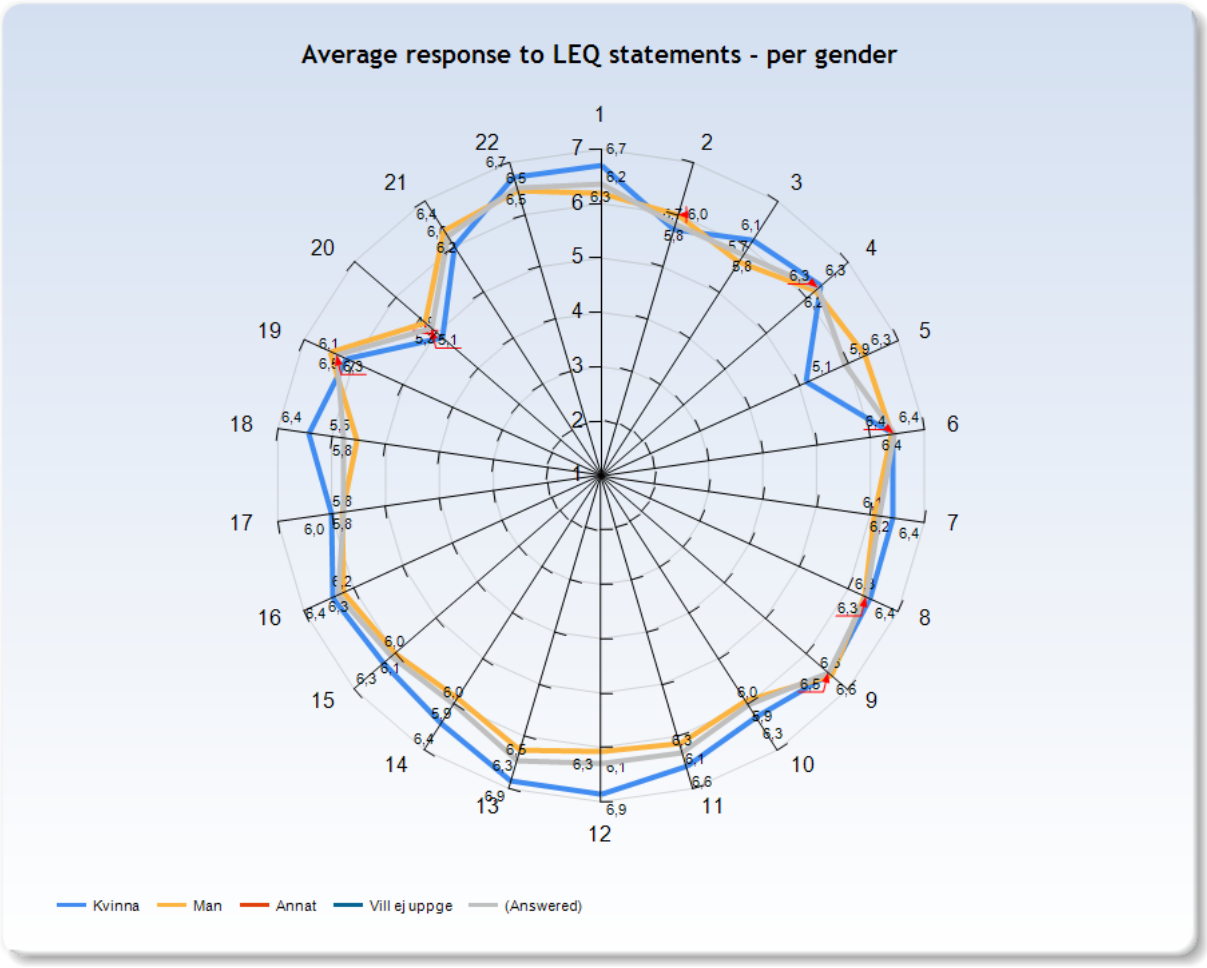
Bain, K. (2004). *What the Best College Teachers Do*, Chapter 5, pp. 98-134. Cambridge: Harvard University Press.

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.

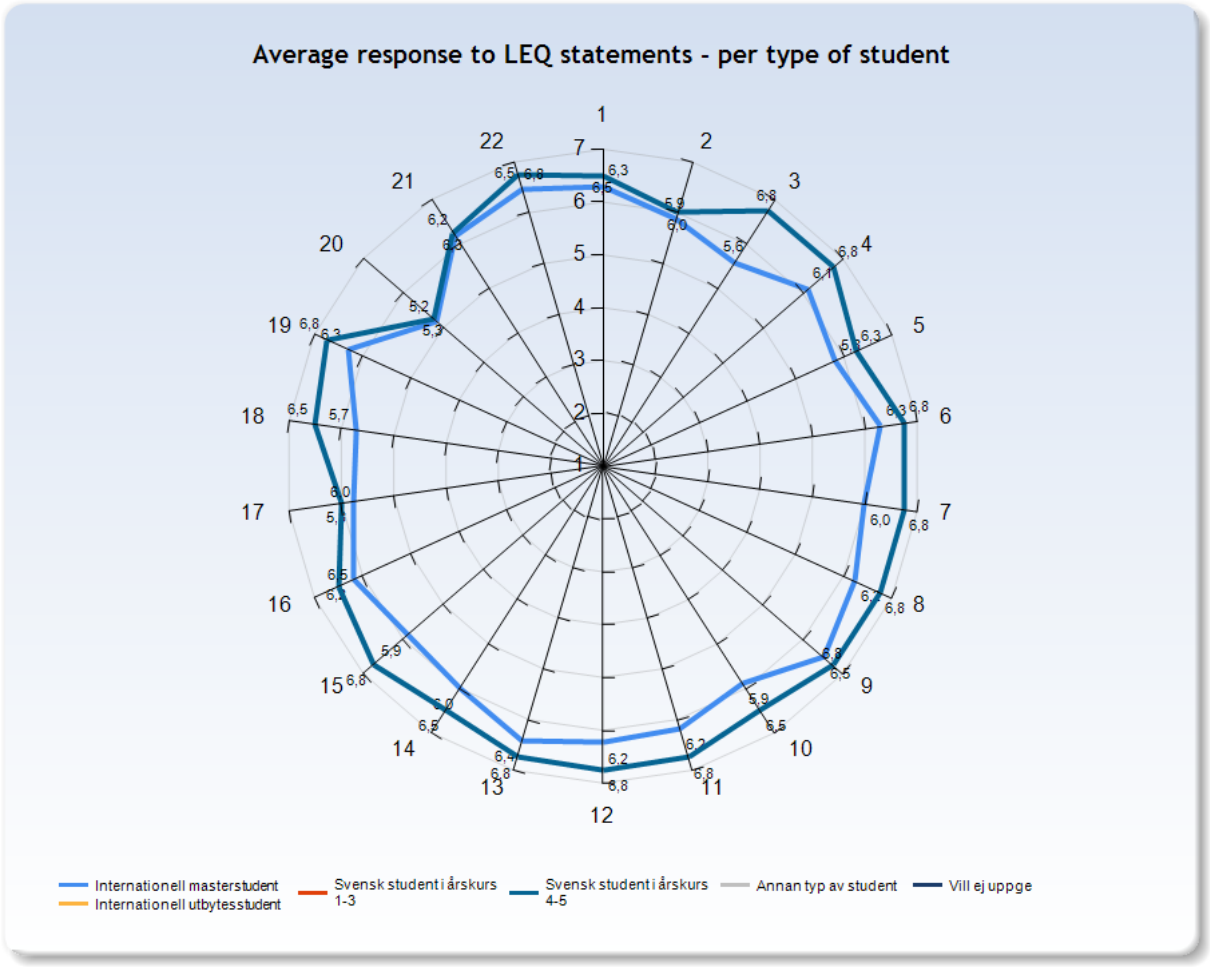
Ramsden, P. (2003). *Learning to Teach in Higher Education*, Chapter 6, pp. 84-105. New York: RoutledgeFalmer.



Comments

Comments (I am: Kvinna)
Nothing

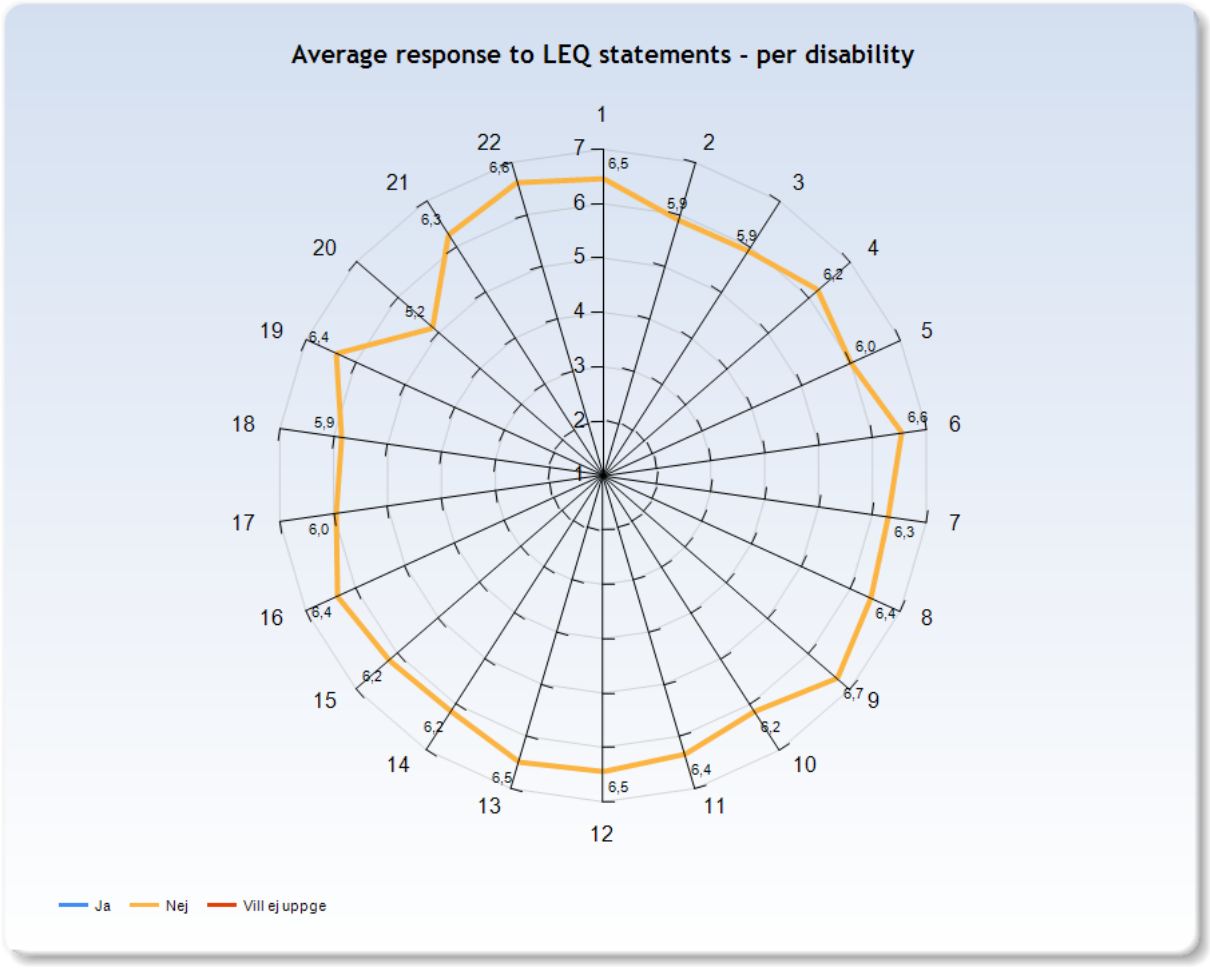
Comments (I am: Man)
Märkte ingen skillnad.



Comments

Comments (I am: Internationell masterstudent)
perfect
For me, it was really satisfactory. I have gained a lot.

Comments (I am: Svensk student i årskurs 4-5)
Jag hade inga problem med att följa kursen på engelska. Om det var något jag inte förstod kunde jag fråga på svenska så var det löst.



Comments

Comments (My response was: Nej)
perfect

GENERAL QUESTIONS

What was the best aspect of the course?

What was the best aspect of the course? (I worked: 6-8 timmar/vecka)
This was probably the best course at KTH that I had in five years that I have been studying here. Really happy that I had a chance to experience that. Great supporting teachers and TAs that help you to understand and grow in your knowledge. Well done!
The practical tasks we were able to try on our own. The good descriptions for each example.
Course materials are really organized
The assignments that helped us to be familiar with the learning subject
Compulsory labs

What was the best aspect of the course? (I worked: 12-14 timmar/vecka)
Instruction on each exercise is quite clear and it helps a lot for people who is not familiar with the software.
Using a technical tool for creative solutions!
The lab sessions in the beginning of the course helped immensely to understand the SolidEdge software since I hadn't worked with it before. Also the guest lectures were very enriching.

What was the best aspect of the course? (I worked: 15-17 timmar/vecka)
The availability of the teachers
Had a chance to learn a lot of new softwares

What was the best aspect of the course? (I worked: 18-20 timmar/vecka)
Covers all the aspects apart from CAD
You learn a very useful skill by doing it and not by listening to lectures.

What was the best aspect of the course? (I worked: 30-32 timmar/vecka)
The knowledge is necessary for students.

What was the best aspect of the course? (I worked: 36-38 timmar/vecka)
The assignments, in fact, are the best aspect I would say.

What would you suggest to improve?

What would you suggest to improve? (I worked: 6-8 timmar/vecka)
The only thing could be is to somehow encourage people to work in pairs during labs.
The voluntary assignments (especially the CAM assignment) need more background information. In case of GibbsCAM it is try and error without deeper understanding of what each value in the MDD-file will change within the CAM assignment.
maybe one more assignment in the 1st period
Non compulsory lab in GibbsCam

What would you suggest to improve? (I worked: 12-14 timmar/vecka)
Nothing to improve, thanks.
Not much honestly.
The tacton lab activity could be improved by having a more complex exercise which will help while doing the voluntary assignment.

What would you suggest to improve? (I worked: 18-20 timmar/vecka)
Less number of voluntary assignments would be nice
It is the best course I had at KTH so far. Nothing to complain.

What would you suggest to improve? (I worked: 30-32 timmar/vecka)
I have no comment about it.

What would you suggest to improve? (I worked: 36-38 timmar/vecka)
It will be better if some software (Gibbscam) student version is available.

What advice would you like to give to future participants?

What advice would you like to give to future participants? (I worked: 6-8 timmar/vecka)
Enjoy the course and don't hesitate if you need help :)
Start early with the voluntary assignments
to practice on their owns in the lab exercises

What advice would you like to give to future participants? (I worked: 12-14 timmar/vecka)
Nothing
Make some coffee in the lunch room, your gonna be here for a while. And you will need coffee.
This is a great course for everyone whether you have prior CAD experience or not, since it starts from the basics and slowly increases the level where you can be comfortable in working with CAD and other IT software.

What advice would you like to give to future participants? (I worked: 18-20 timmar/vecka)
Understand and study the course :p

What advice would you like to give to future participants? (I worked: 30-32 timmar/vecka)
I have no comment about it.

What advice would you like to give to future participants? (I worked: 36-38 timmar/vecka)
Tardiness in the assignment will make feel stressed at the bay.

Is there anything else you would like to add?

Is there anything else you would like to add? (I worked: 6-8 timmar/vecka)
It was amazing that you've learned all the names of the students! So impressive. Thank you for this course, hope that you will remain it similarly for the years to come.

Is there anything else you would like to add? (I worked: 12-14 timmar/vecka)
Nothing
No

Is there anything else you would like to add? (I worked: 15-17 timmar/vecka)
Guest lectures are good to see different applications of CAD

Is there anything else you would like to add? (I worked: 30-32 timmar/vecka)
Nothing at this moment.

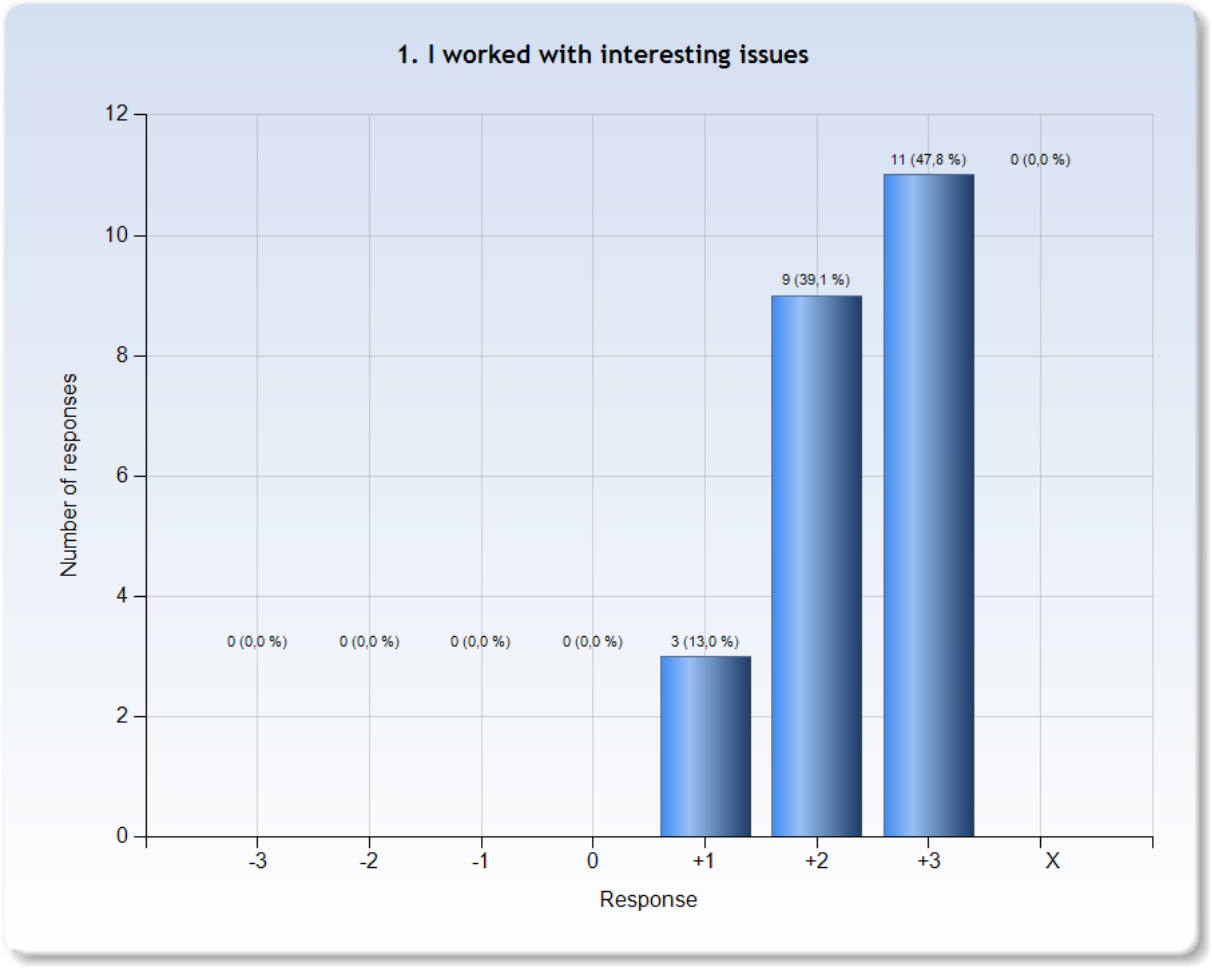
SPECIFIC QUESTIONS

RESPONSE DATA

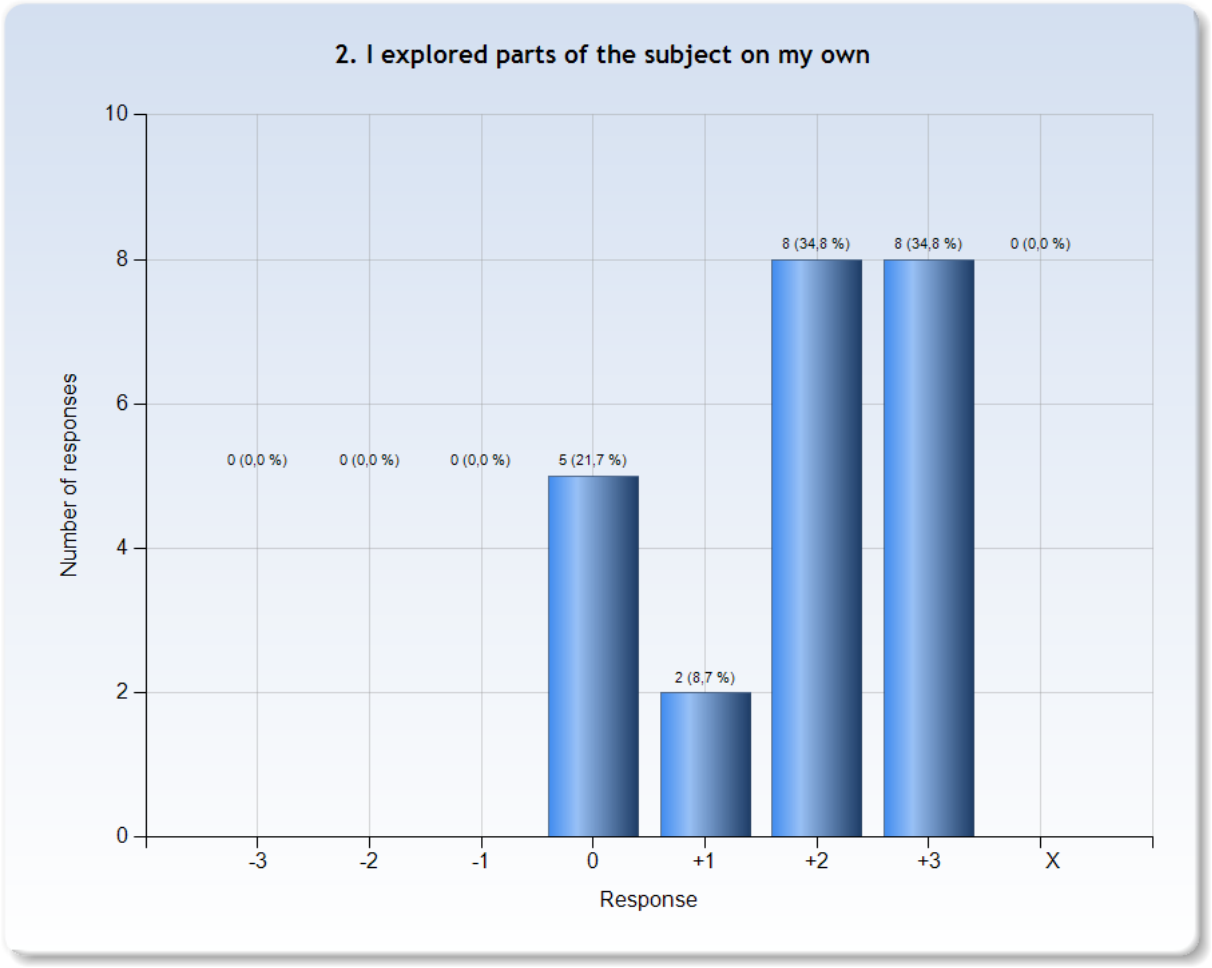
The diagrams below show the detailed response to the LEQ statements. The response scale is defined by:

-3 = No, I strongly disagree with the statement
0 = I am neutral to the statement
+3 = Yes, I strongly agree with the statement

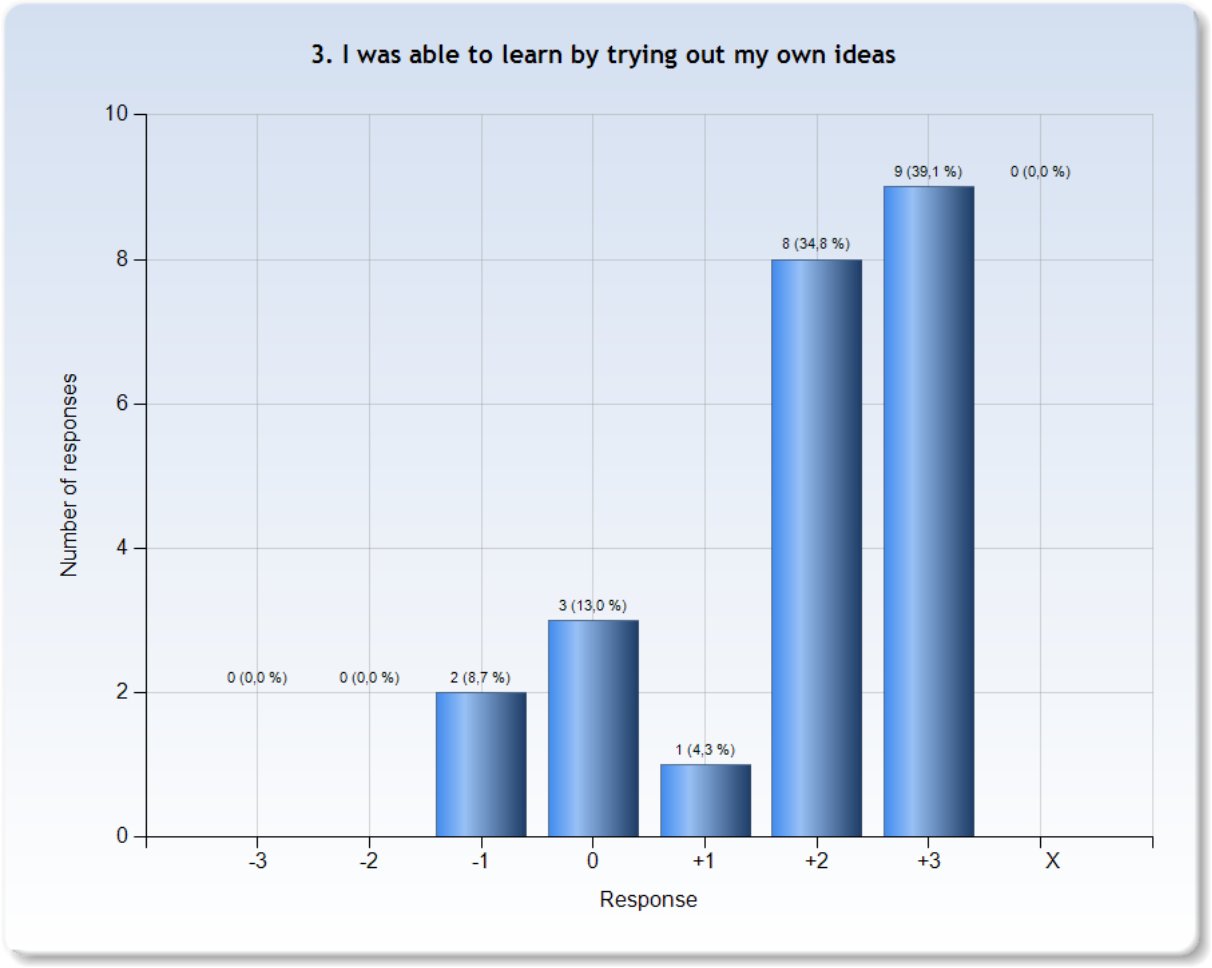
X = I decline to take a position on the statement


1. I worked with interesting issues
Number of responses
Response
0
2
4
6
8
10
12
-3
-2
-1
0
+1
+2
+3
X
0 (0,0 %)
0 (0,0 %)
0 (0,0 %)
0 (0,0 %)
3 (13,0 %)
9 (39,1 %)
11 (47,8 %)
0 (0,0 %)

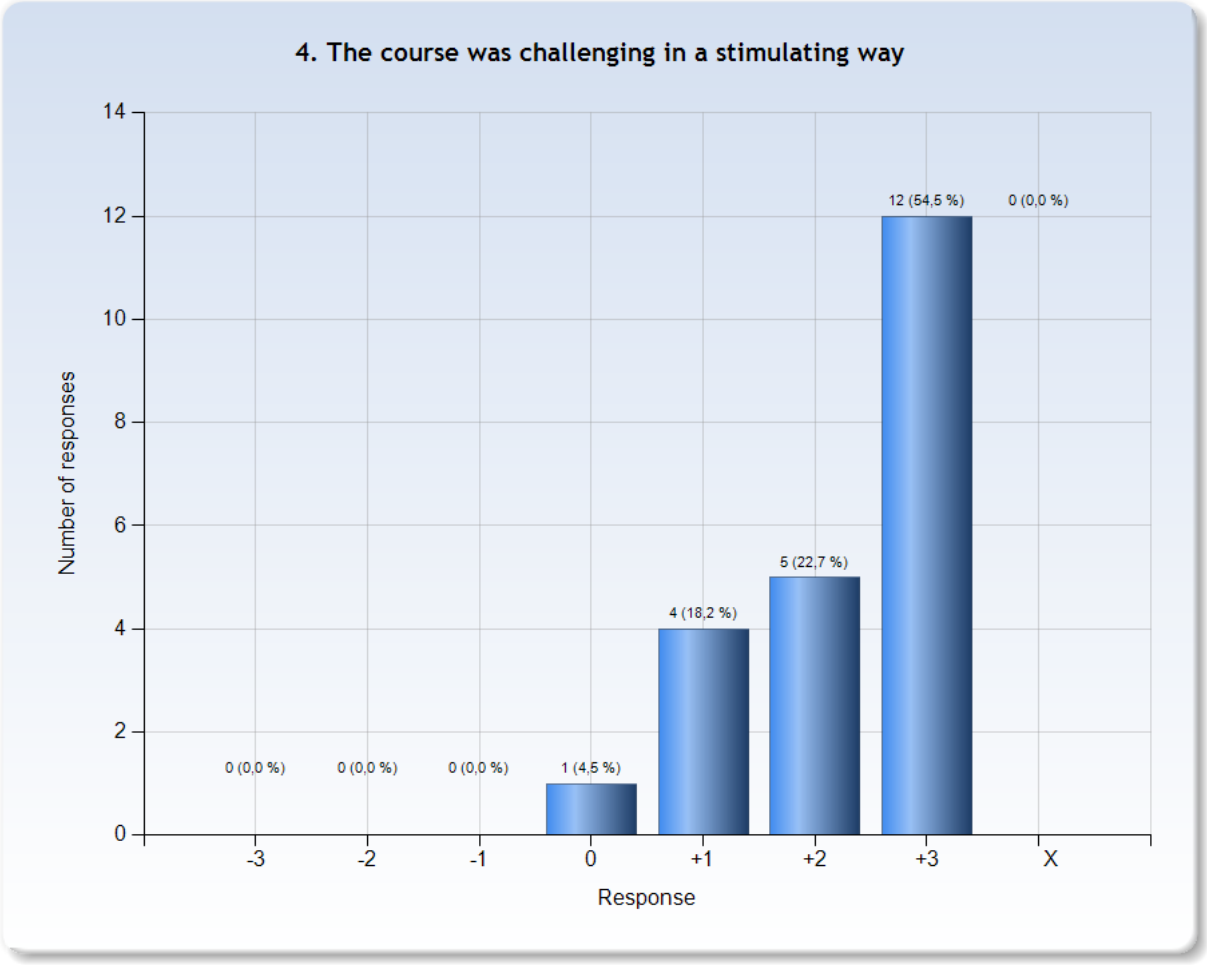
Comments


2. I explored parts of the subject on my own
Number of responses
10
8
6
4
2
0
0 (0,0 %)
0 (0,0 %)
0 (0,0 %)
5 (21,7 %)
2 (8,7 %)
8 (34,8 %)
8 (34,8 %)
0 (0,0 %)
-3
-2
-1
0
+1
+2
+3
X
Response

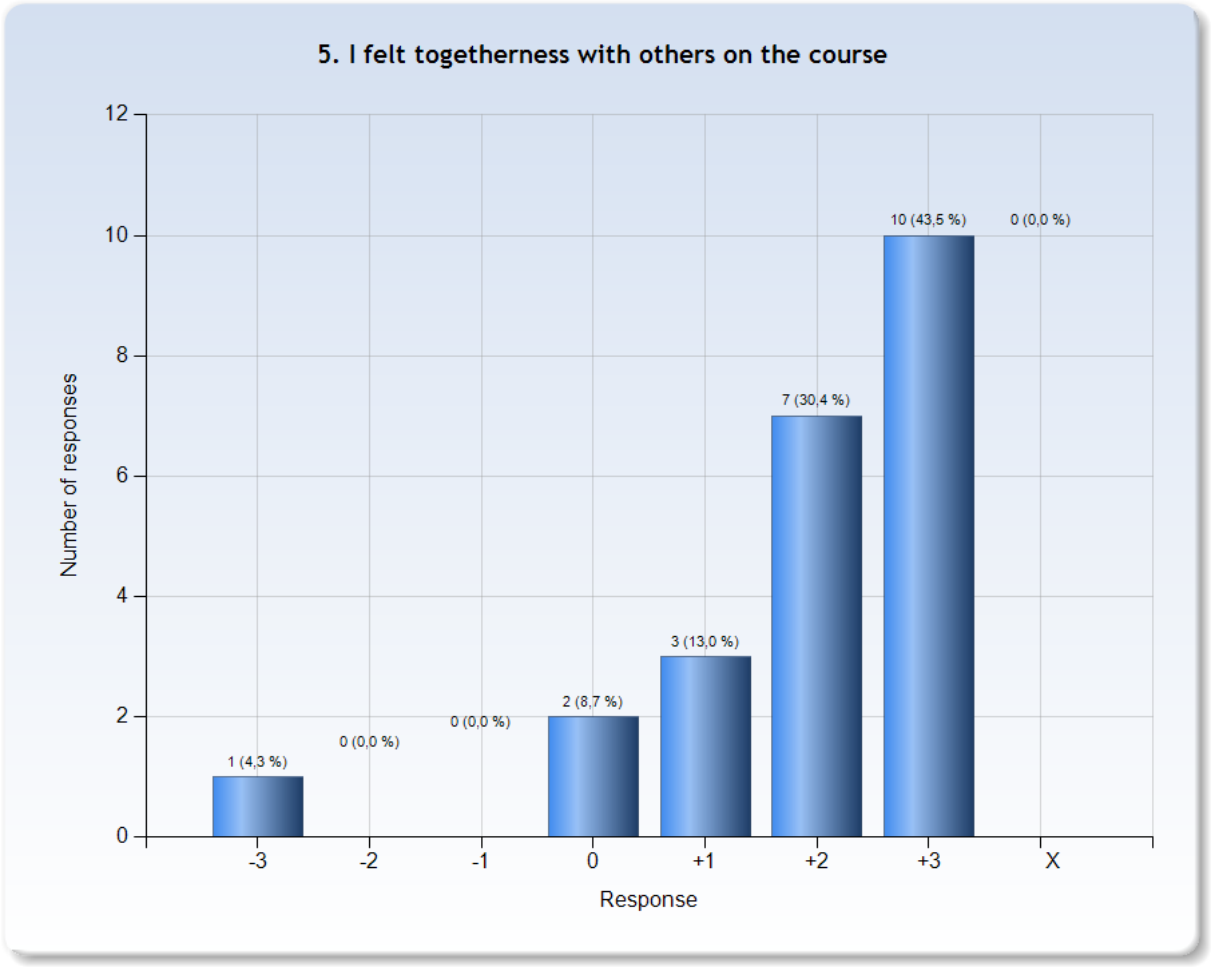
Comments


3. I was able to learn by trying out my own ideas
Number of responses
10
8
6
4
2
0
0 (0,0 %)
0 (0,0 %)
2 (8,7 %)
3 (13,0 %)
1 (4,3 %)
8 (34,8 %)
9 (39,1 %)
0 (0,0 %)
-3
-2
-1
0
+1
+2
+3
X
Response

Comments

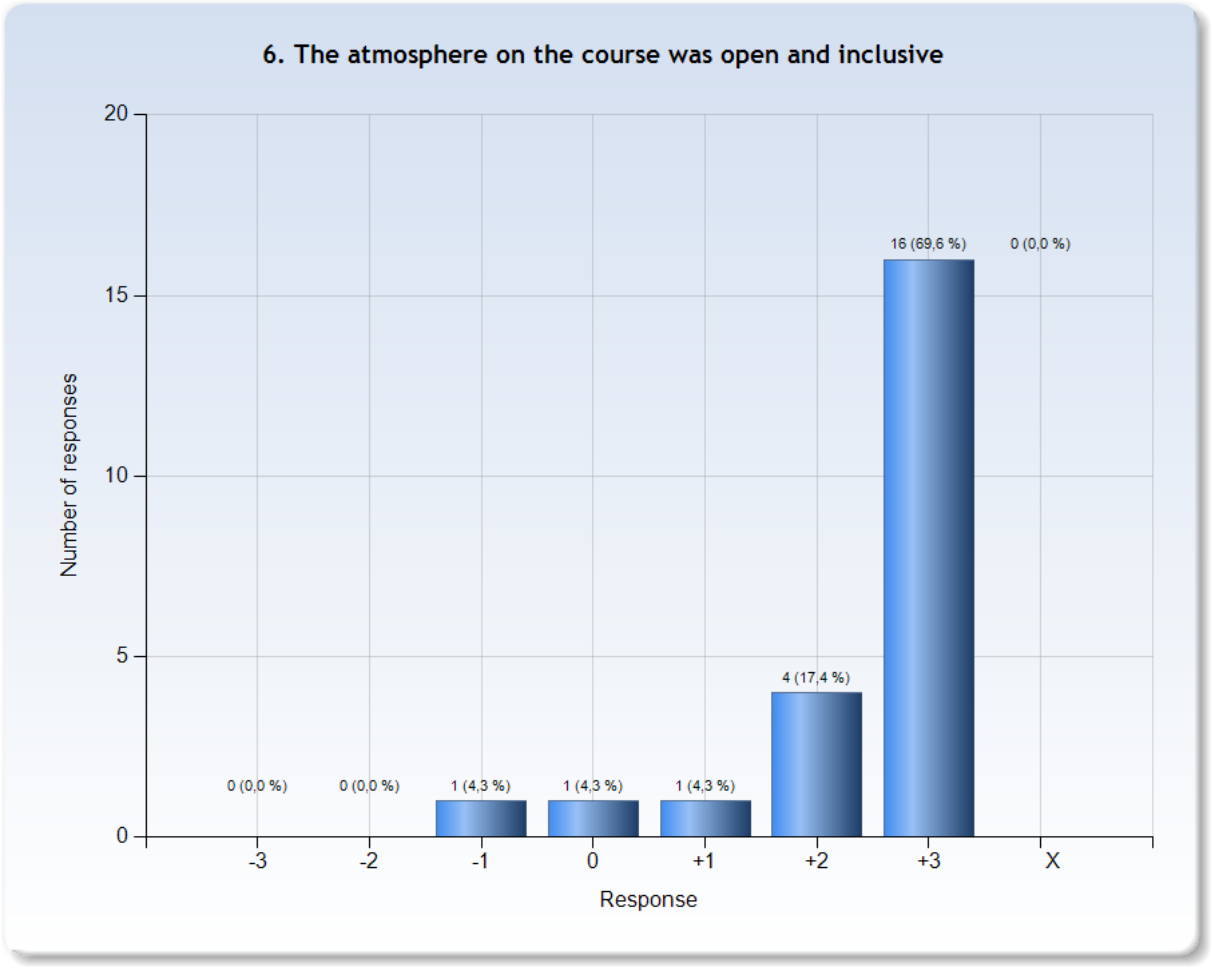

4. The course was challenging in a stimulating way
Number of responses
Response
0
2
4
6
8
10
12
14
-3
-2
-1
0
+1
+2
+3
X
0 (0,0 %)
0 (0,0 %)
0 (0,0 %)
1 (4,5 %)
4 (18,2 %)
5 (22,7 %)
12 (54,5 %)
0 (0,0 %)

Comments



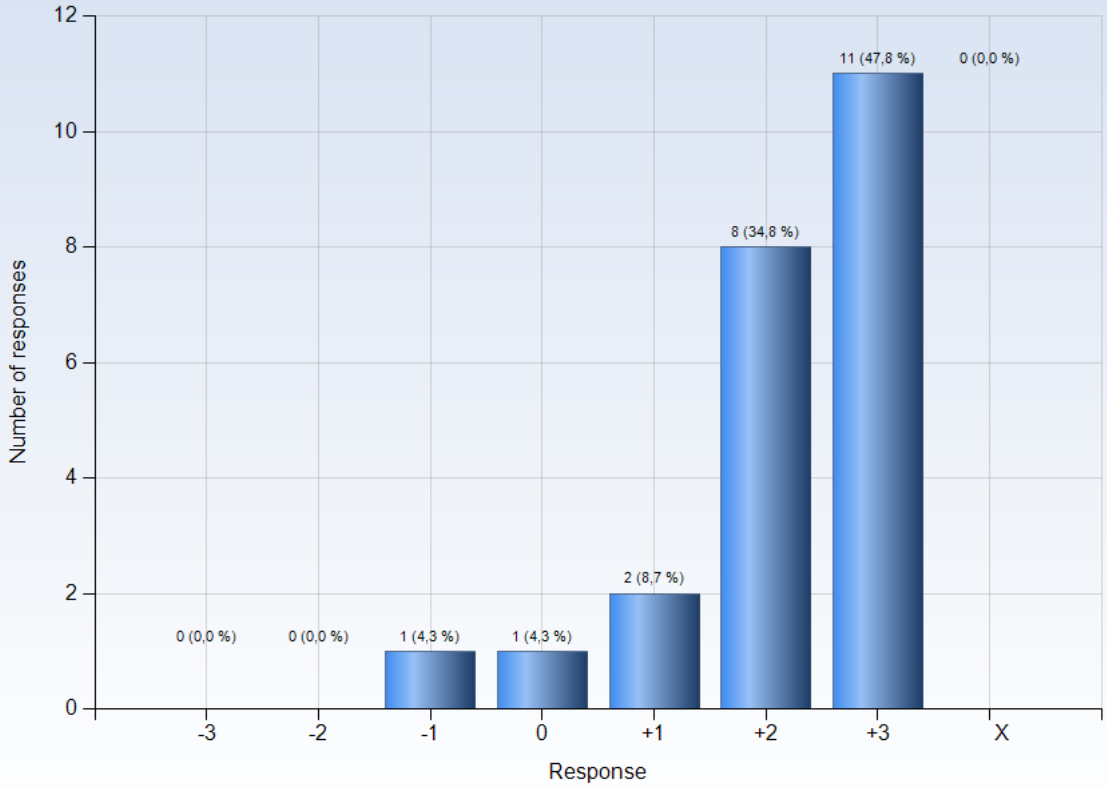
Comments

Comments (My response was: +2)
Especially at the voluntary assignments due to lack of information abut MDD

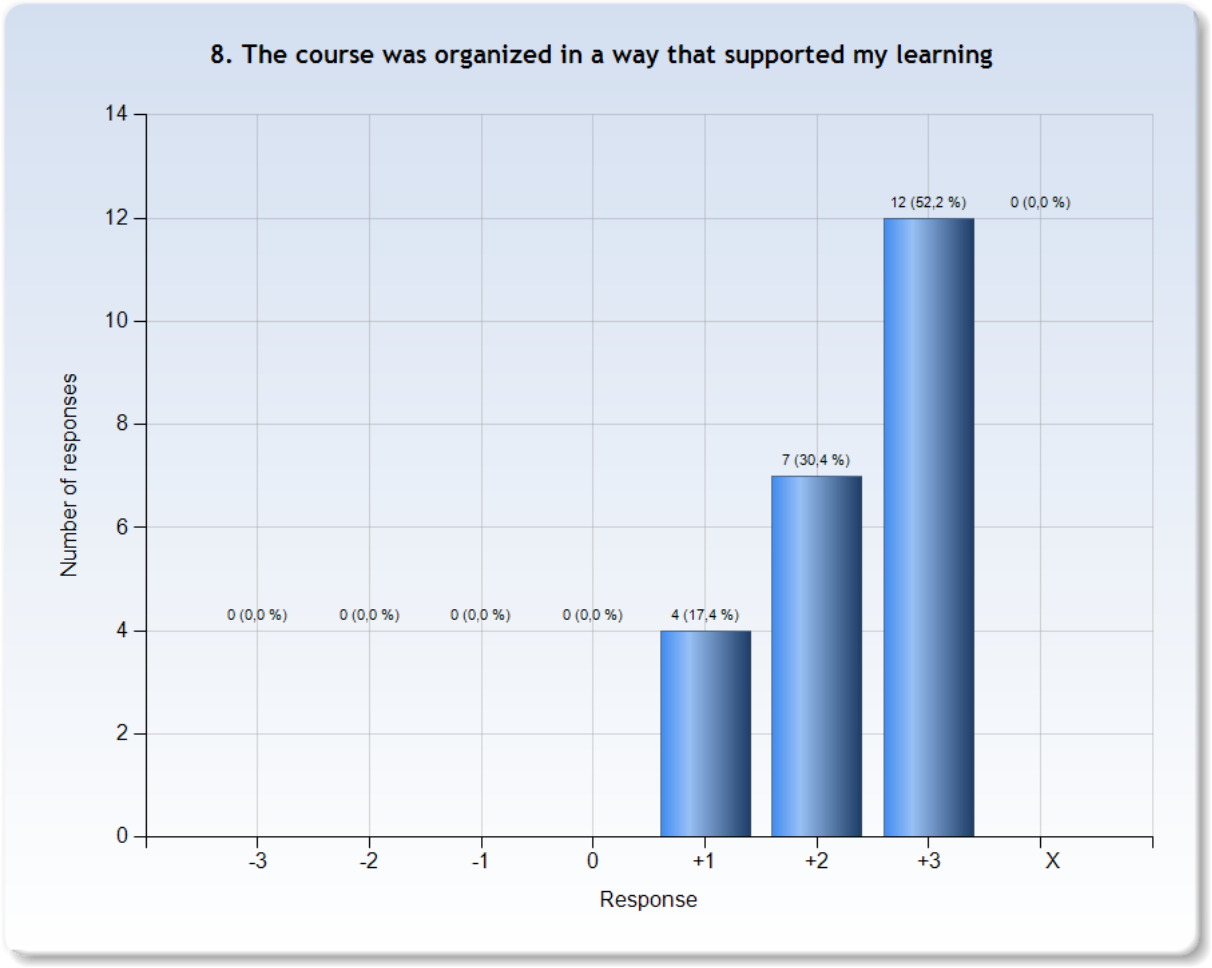

6. The atmosphere on the course was open and inclusive
20
15
10
5
0
Number of responses
0 (0,0 %)
0 (0,0 %)
1 (4,3 %)
1 (4,3 %)
1 (4,3 %)
4 (17,4 %)
16 (69,6 %)
0 (0,0 %)
-3
-2
-1
0
+1
+2
+3
X
Response

Comments

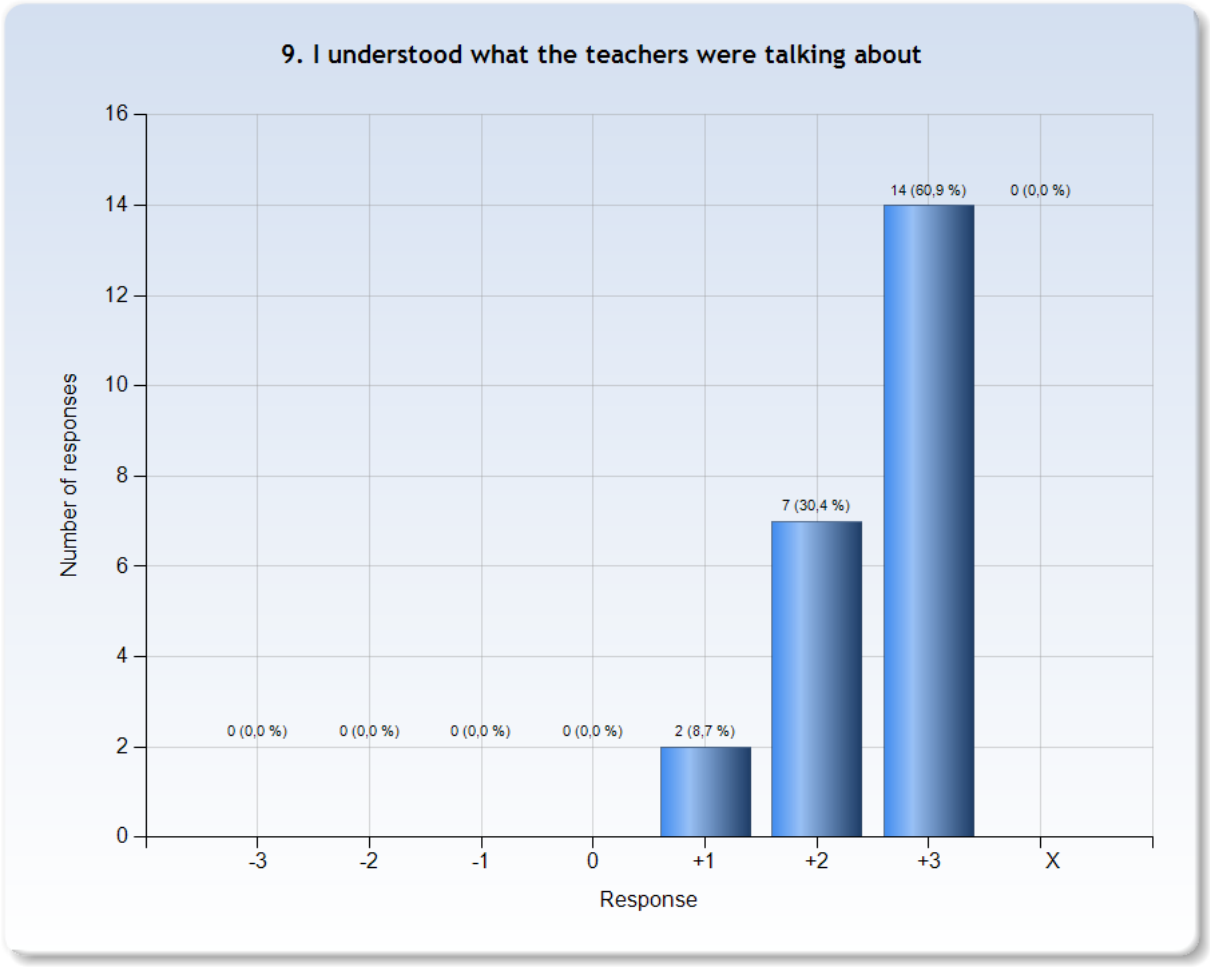
7. The intended learning outcomes helped me to understand what I was expected to achieve



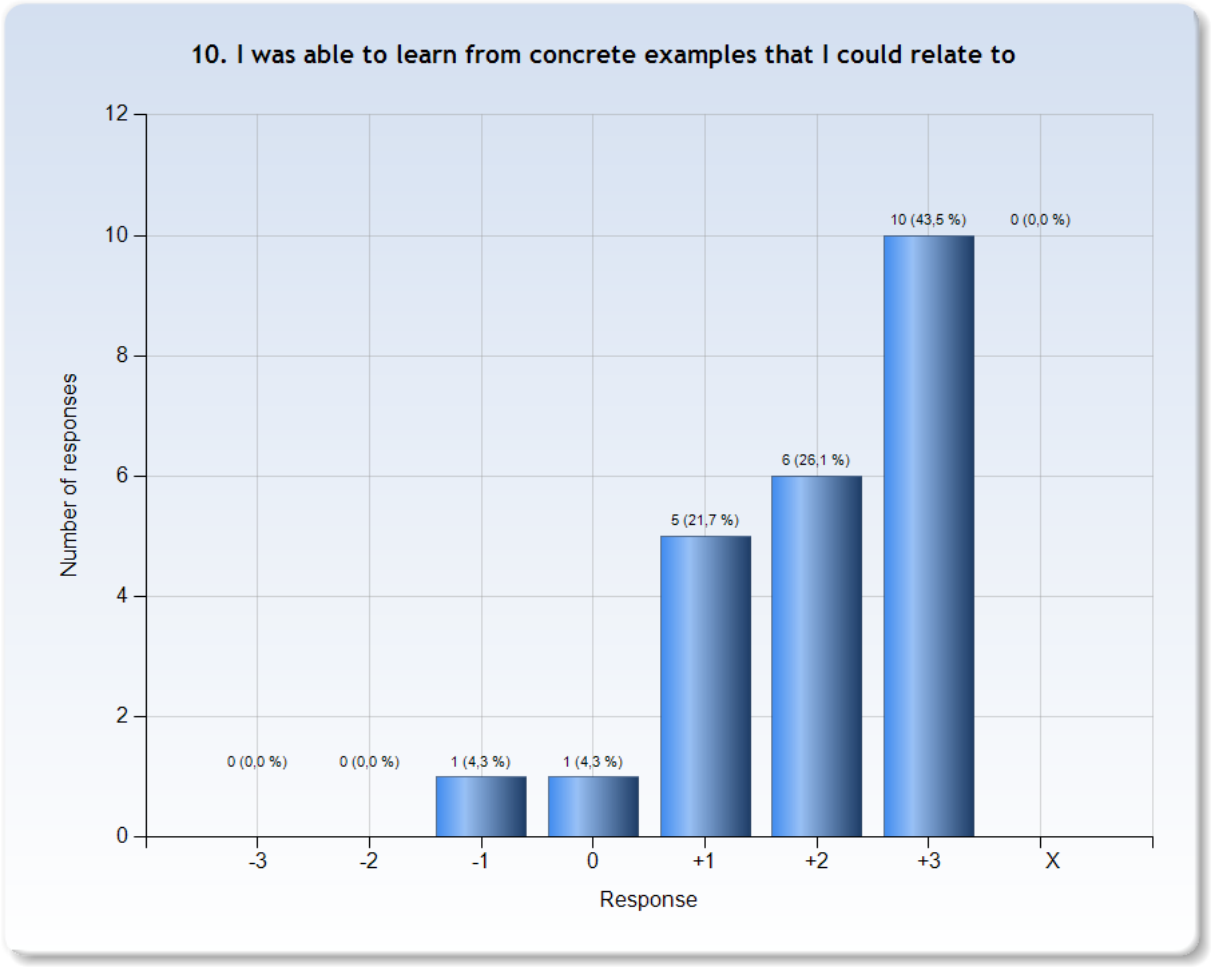
Comments


8. The course was organized in a way that supported my learning
Number of responses
Response
0 (0,0 %)
0 (0,0 %)
0 (0,0 %)
0 (0,0 %)
4 (17,4 %)
7 (30,4 %)
12 (52,2 %)
0 (0,0 %)
-3
-2
-1
0
+1
+2
+3
X

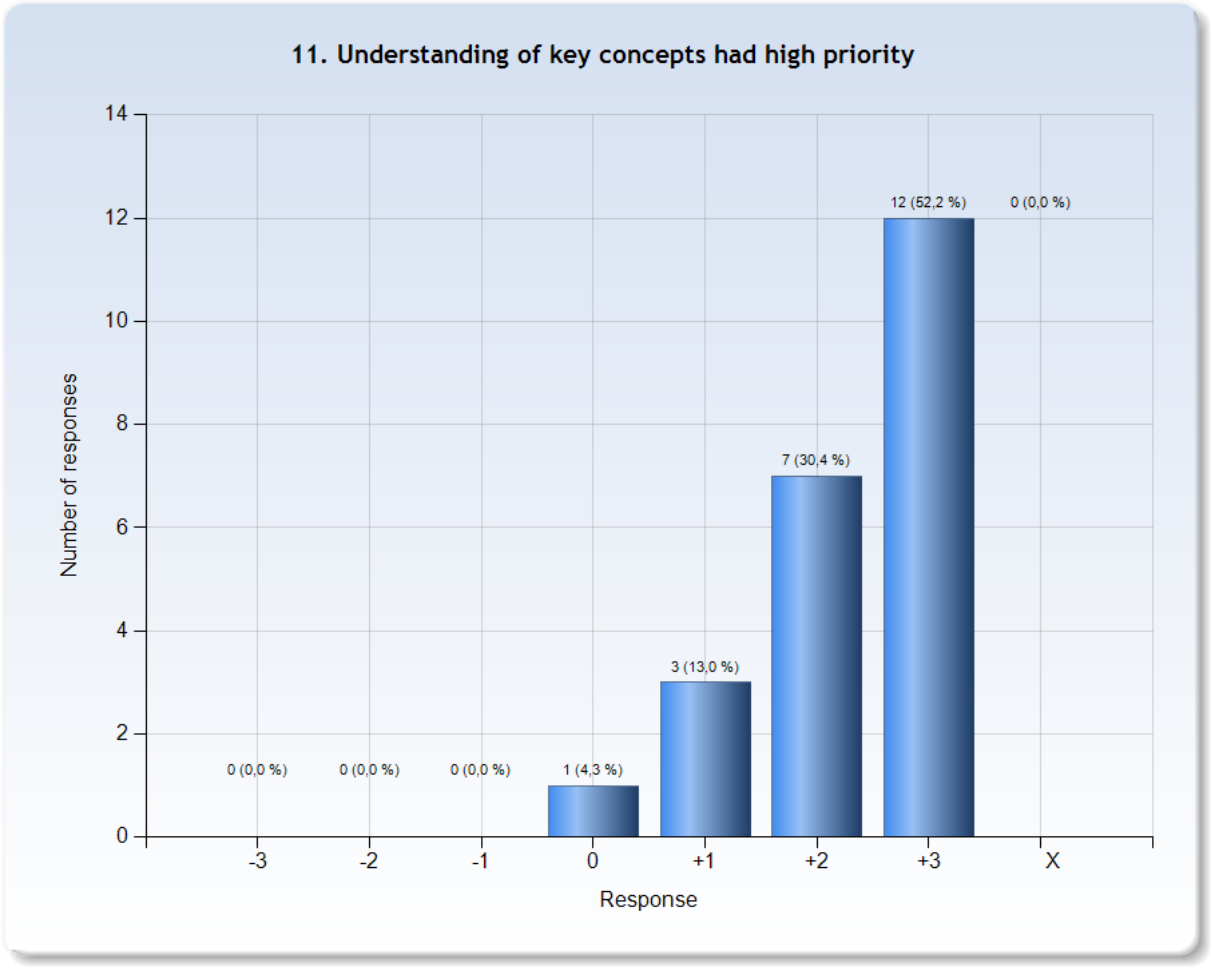
Comments


9. I understood what the teachers were talking about
Number of responses
16
14
12
10
8
6
4
2
0
0 (0,0 %)
0 (0,0 %)
0 (0,0 %)
0 (0,0 %)
2 (8,7 %)
7 (30,4 %)
14 (60,9 %)
0 (0,0 %)
-3
-2
-1
0
+1
+2
+3
X
Response

Comments

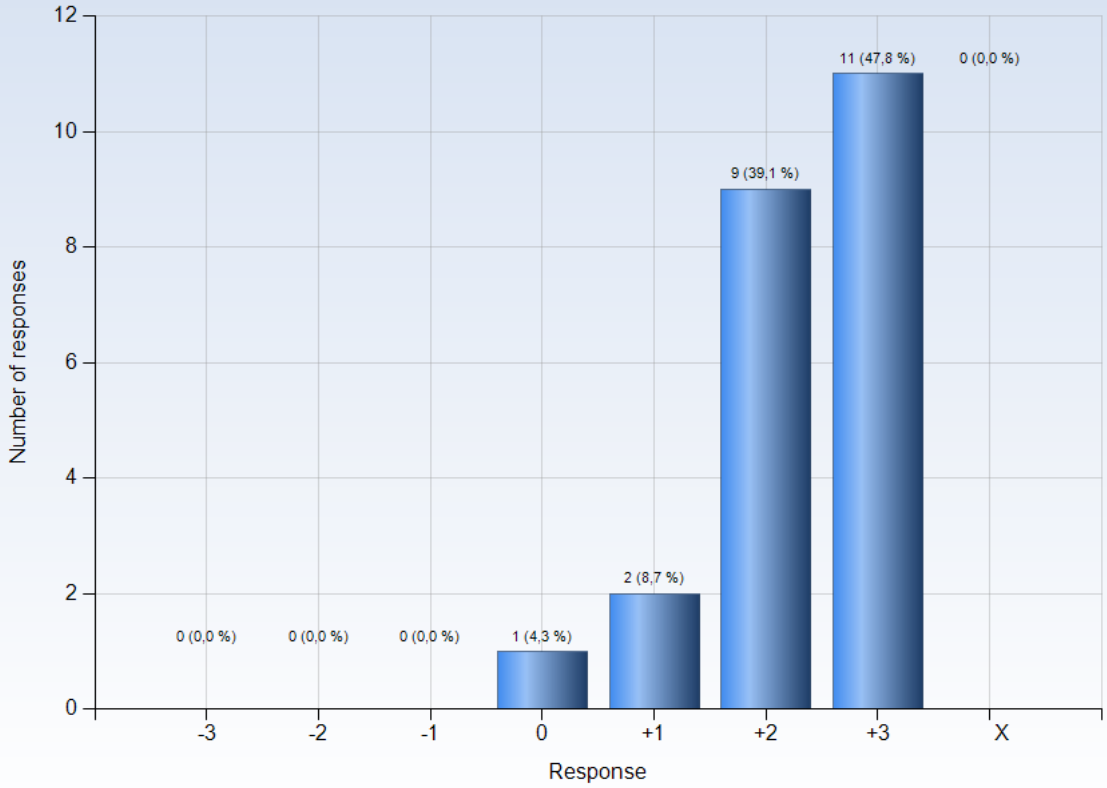

10. I was able to learn from concrete examples that I could relate to
Number of responses
12
10
8
6
4
2
0
0 (0,0 %)
0 (0,0 %)
1 (4,3 %)
1 (4,3 %)
5 (21,7 %)
6 (26,1 %)
10 (43,5 %)
0 (0,0 %)
-3
-2
-1
0
+1
+2
+3
X
Response

Comments

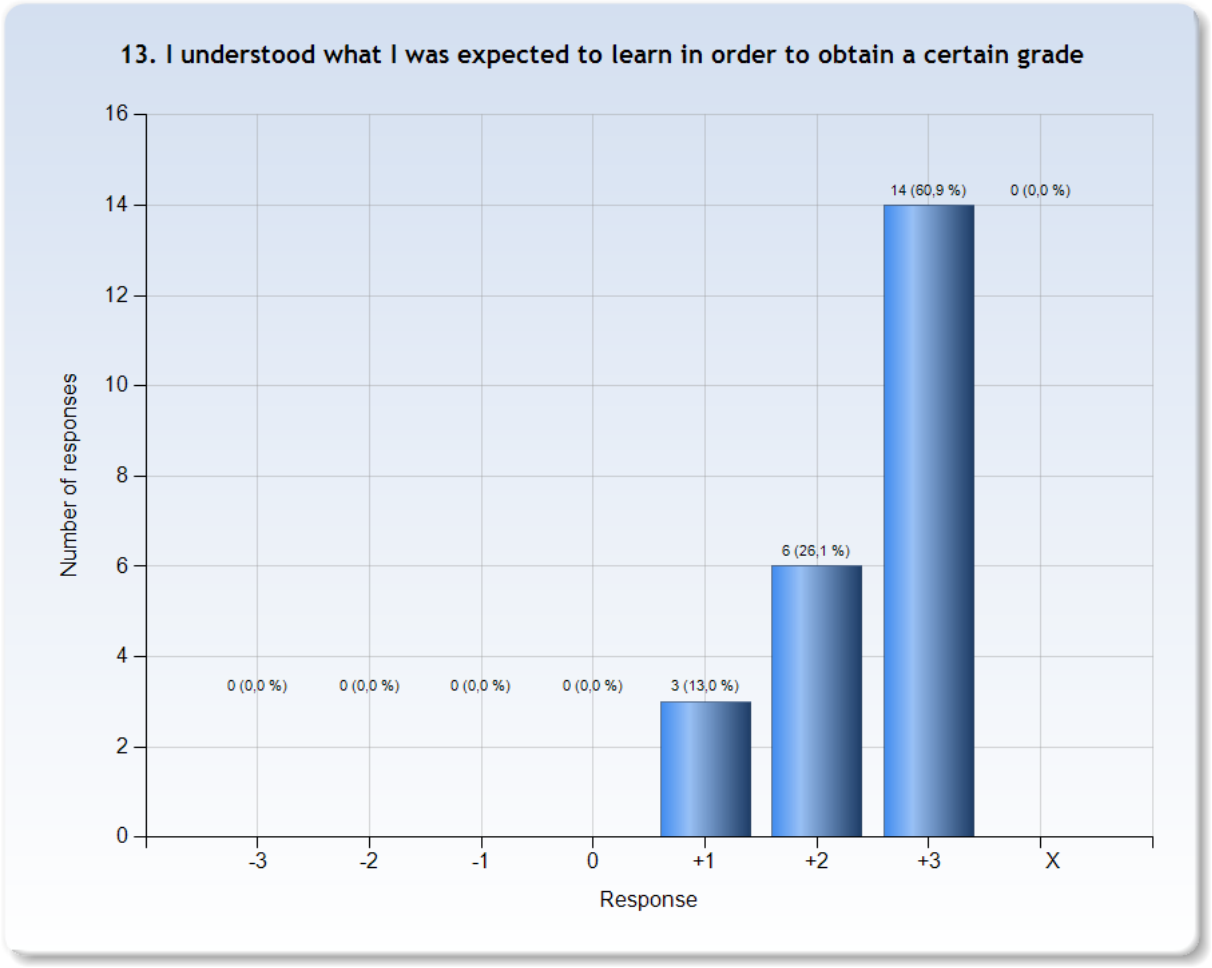

11. Understanding of key concepts had high priority
Number of responses
Response
0
2
4
6
8
10
12
14
-3
-2
-1
0
+1
+2
+3
X
0 (0,0 %)
0 (0,0 %)
0 (0,0 %)
1 (4,3 %)
3 (13,0 %)
7 (30,4 %)
12 (52,2 %)
0 (0,0 %)

Comments

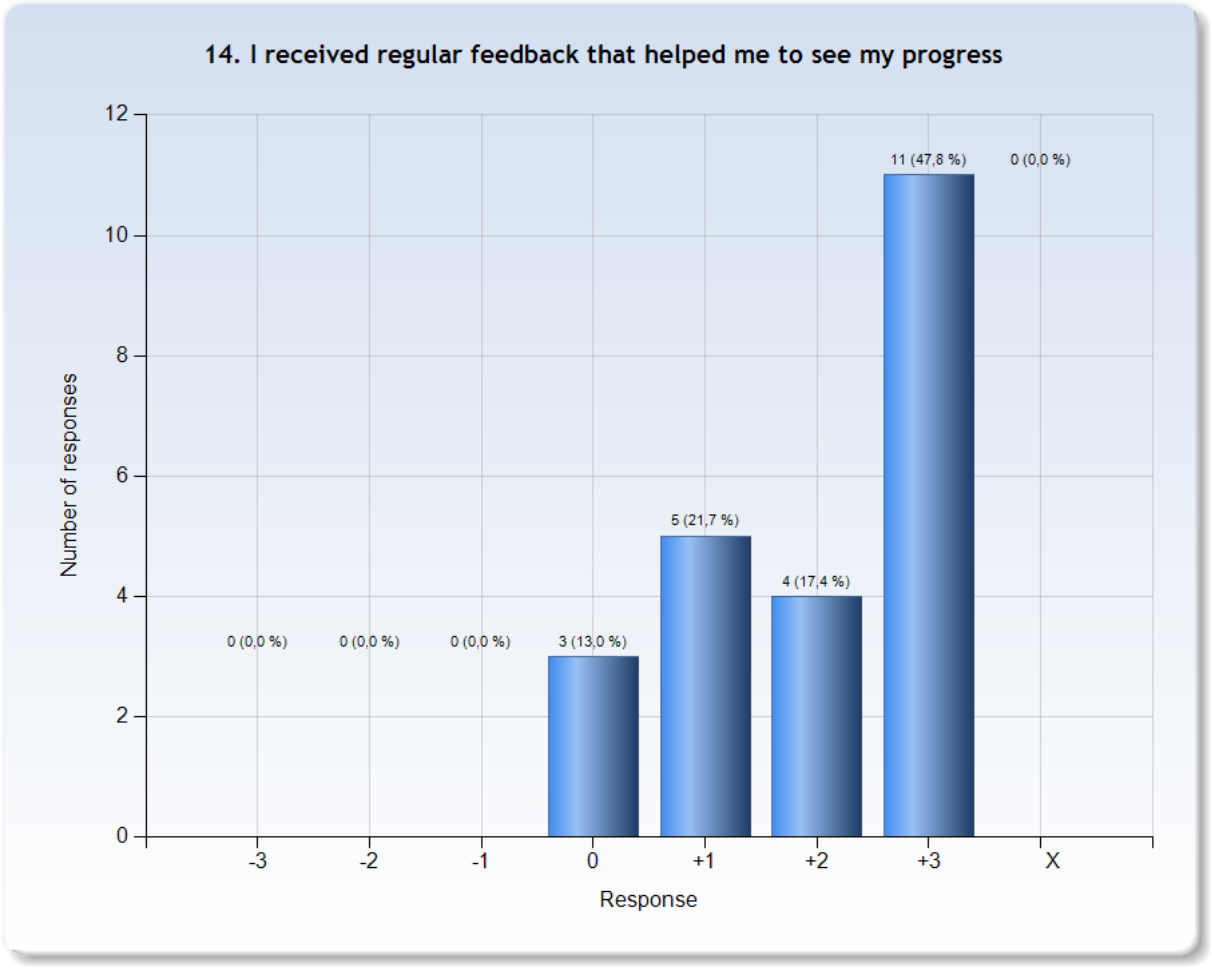
12. The course activities helped me to achieve the intended learning outcomes efficiently



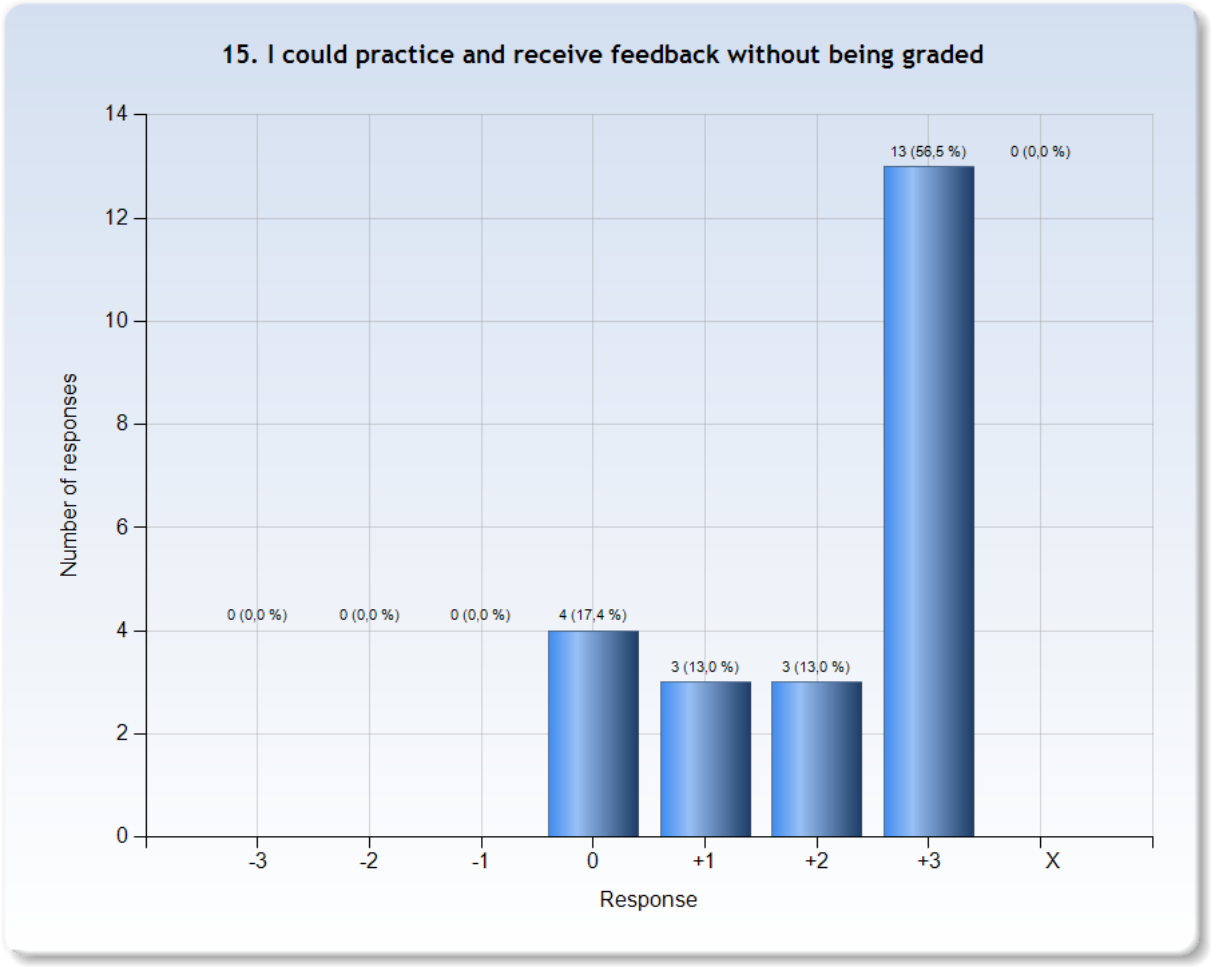
Comments


13. I understood what I was expected to learn in order to obtain a certain grade
Number of responses
16
14
12
10
8
6
4
2
0
0 (0,0 %)
0 (0,0 %)
0 (0,0 %)
0 (0,0 %)
3 (13,0 %)
6 (26,1 %)
14 (60,9 %)
0 (0,0 %)
-3
-2
-1
0
+1
+2
+3
X
Response

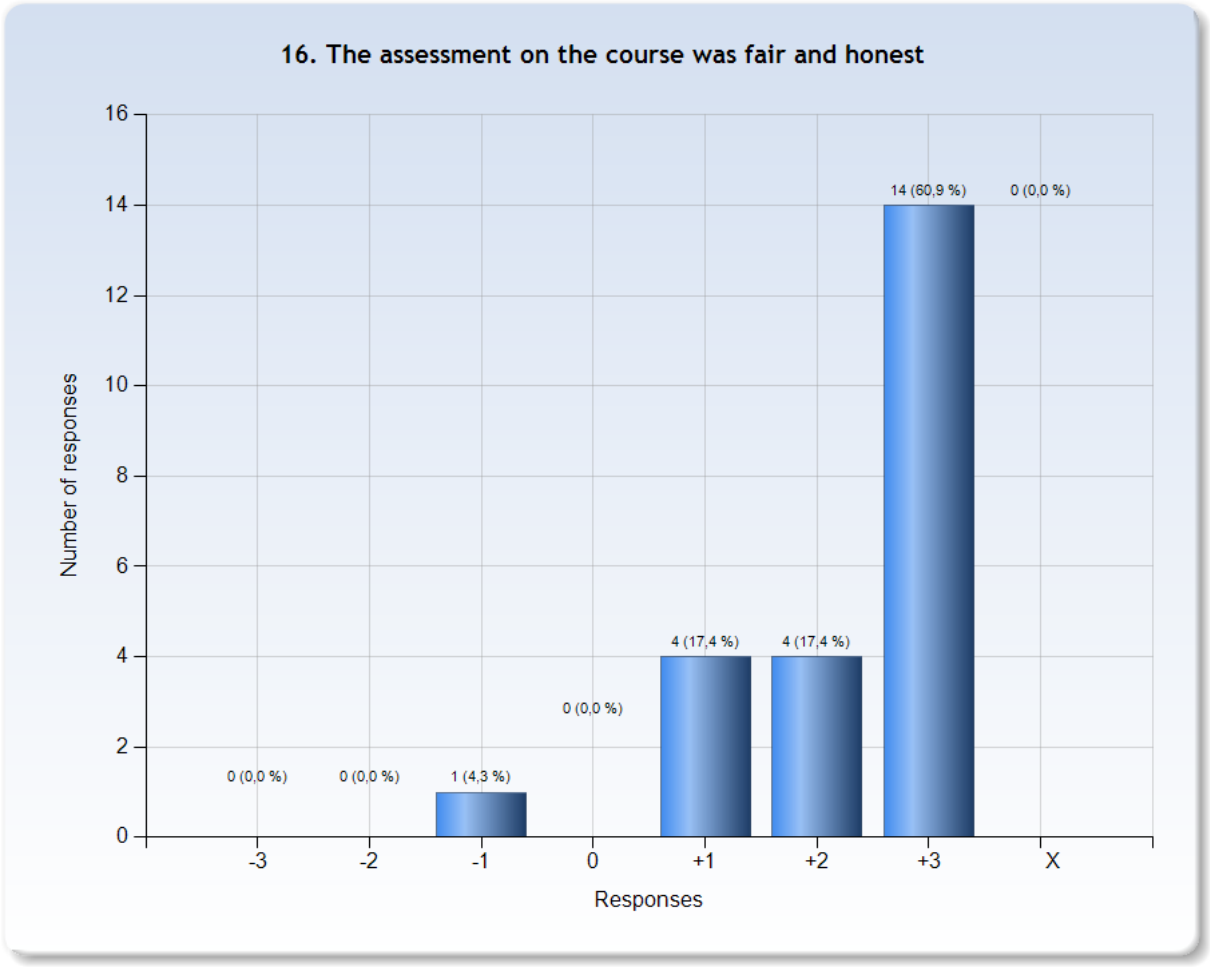
Comments


14. I received regular feedback that helped me to see my progress
Number of responses
12
10
8
6
4
2
0
0 (0,0 %)
0 (0,0 %)
0 (0,0 %)
3 (13,0 %)
5 (21,7 %)
4 (17,4 %)
11 (47,8 %)
0 (0,0 %)
-3
-2
-1
0
+1
+2
+3
X
Response

Comments

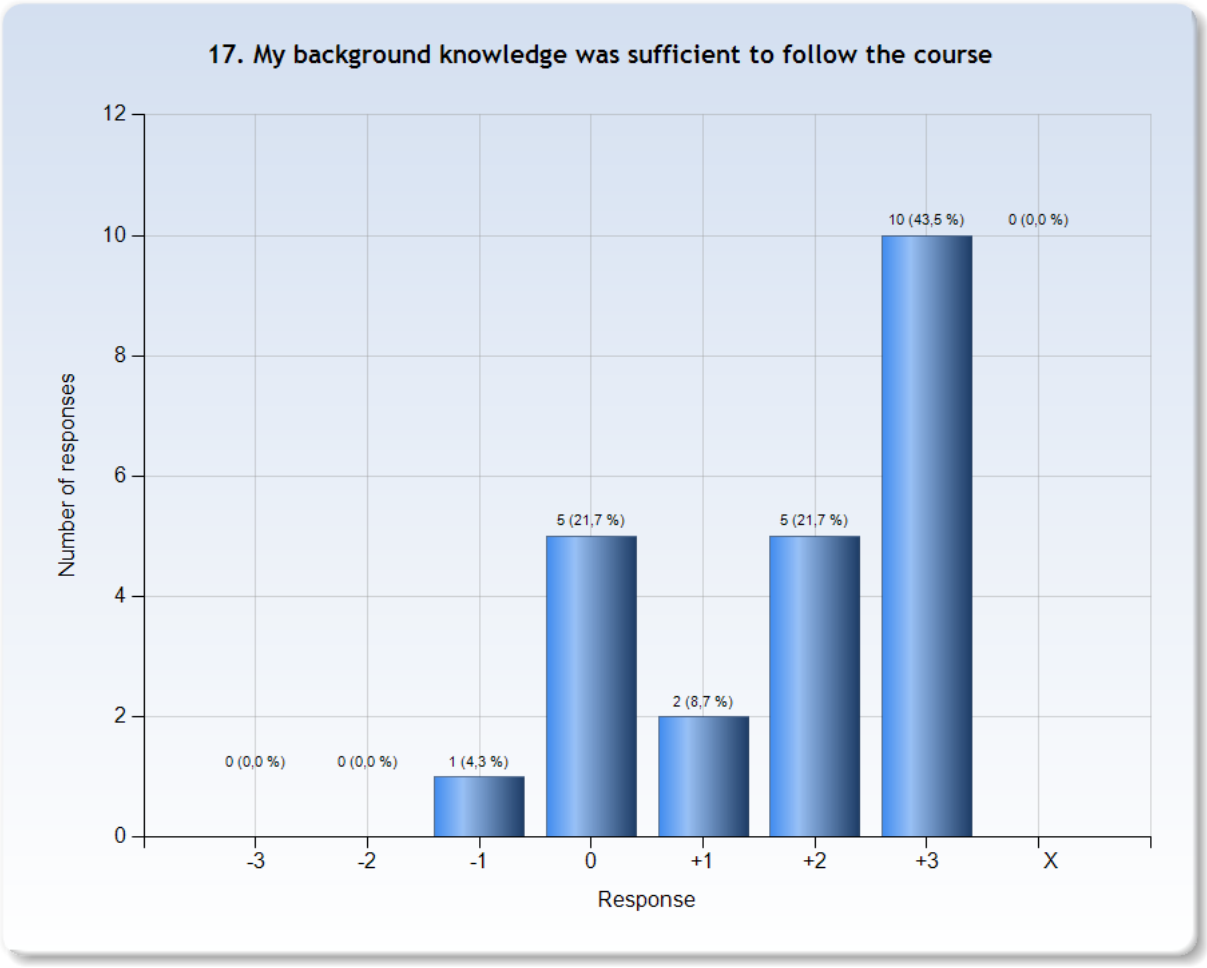

15. I could practice and receive feedback without being graded
Number of responses
Response
0
2
4
6
8
10
12
14
-3
-2
-1
0
+1
+2
+3
X
0 (0,0 %)
0 (0,0 %)
0 (0,0 %)
4 (17,4 %)
3 (13,0 %)
3 (13,0 %)
13 (56,5 %)
0 (0,0 %)

Comments

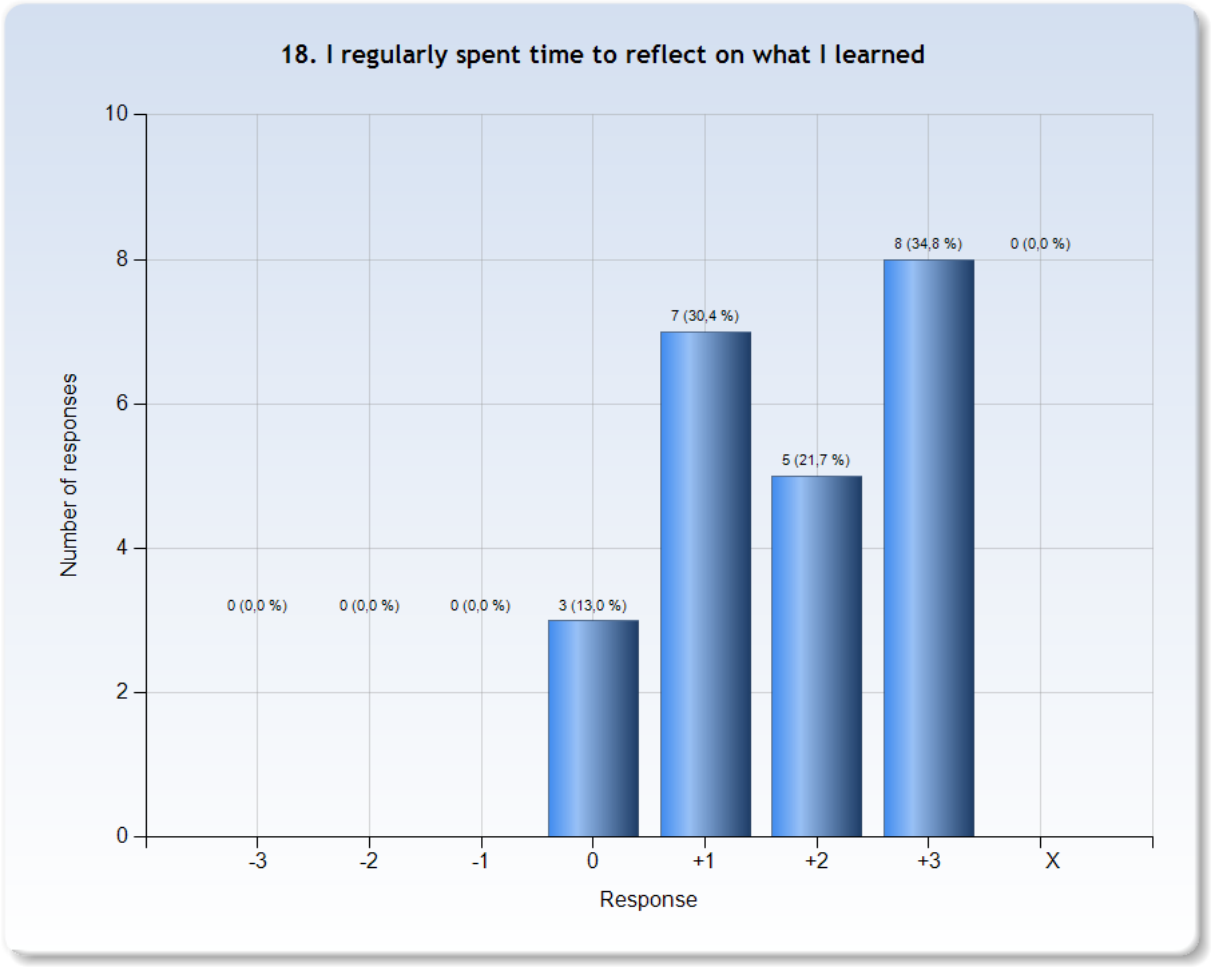


Comments

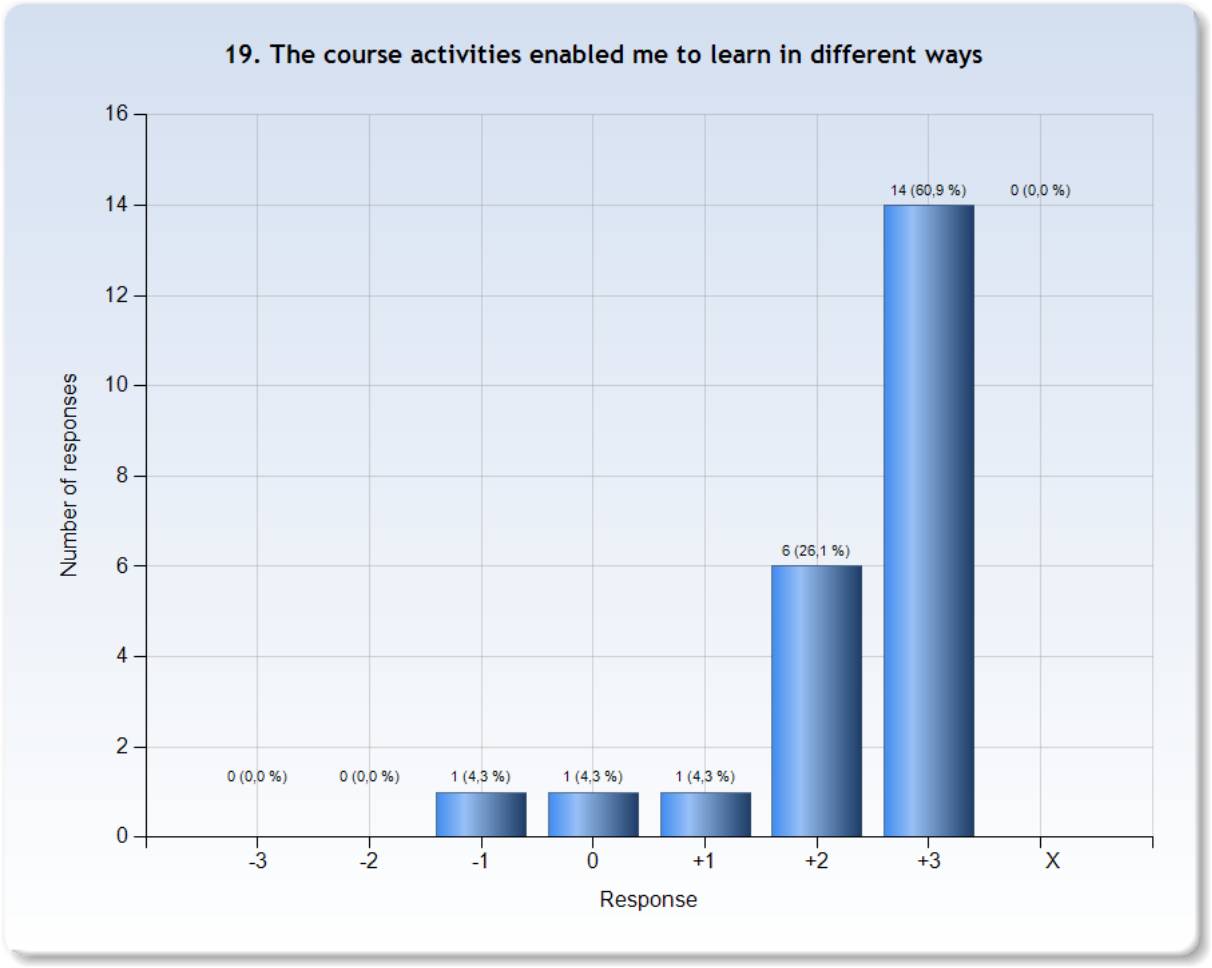
Comments (My response was: +1)
Not all assesment has been completed


17. My background knowledge was sufficient to follow the course
Number of responses
Response
0
2
4
6
8
10
12
-3
-2
-1
0
+1
+2
+3
X
0 (0,0 %)
0 (0,0 %)
1 (4,3 %)
5 (21,7 %)
2 (8,7 %)
5 (21,7 %)
10 (43,5 %)
0 (0,0 %)

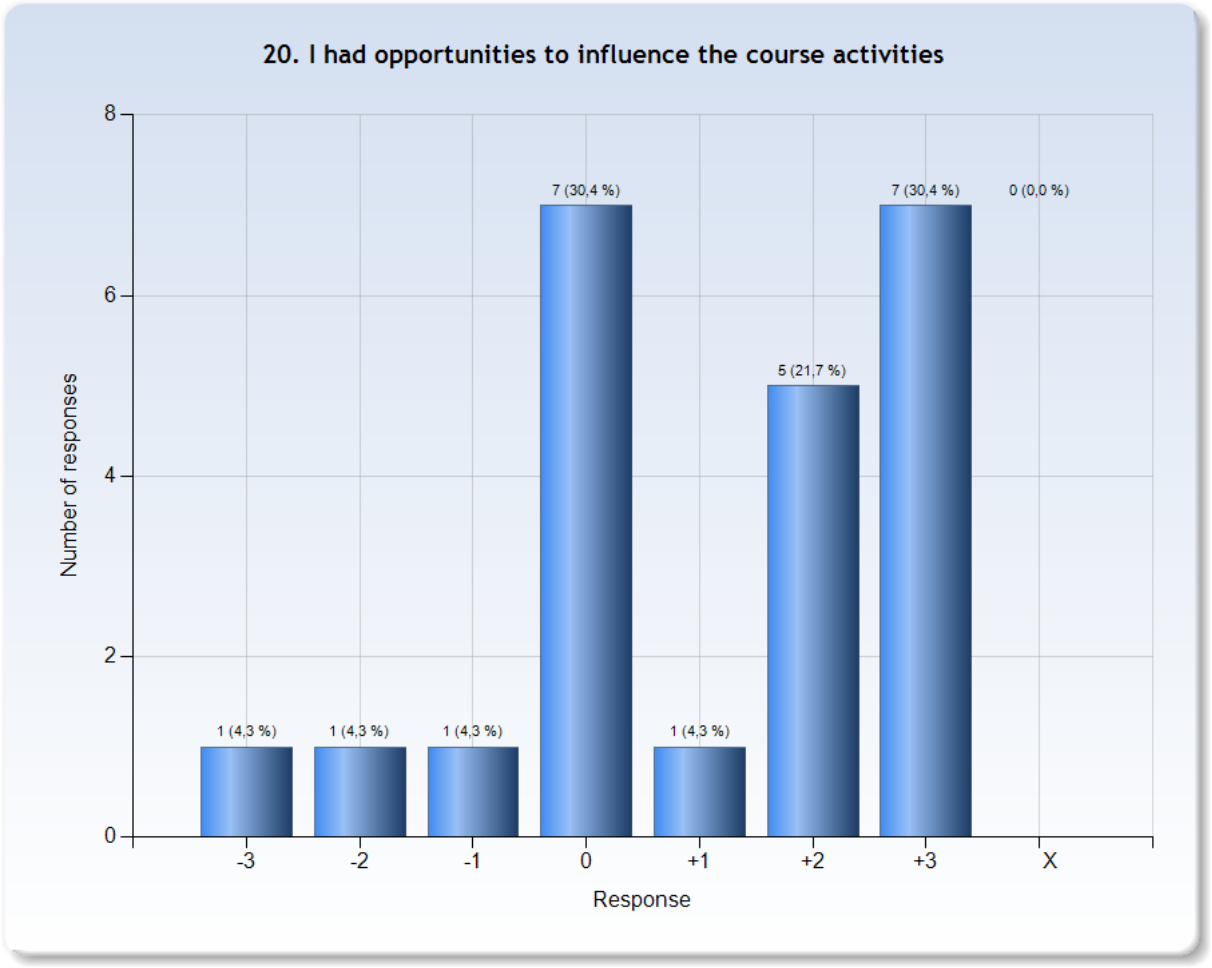
Comments


18. I regularly spent time to reflect on what I learned
Number of responses
Response
0
2
4
6
8
10
-3
-2
-1
0
+1
+2
+3
X
0 (0,0 %)
0 (0,0 %)
0 (0,0 %)
3 (13,0 %)
7 (30,4 %)
5 (21,7 %)
8 (34,8 %)
0 (0,0 %)

Comments

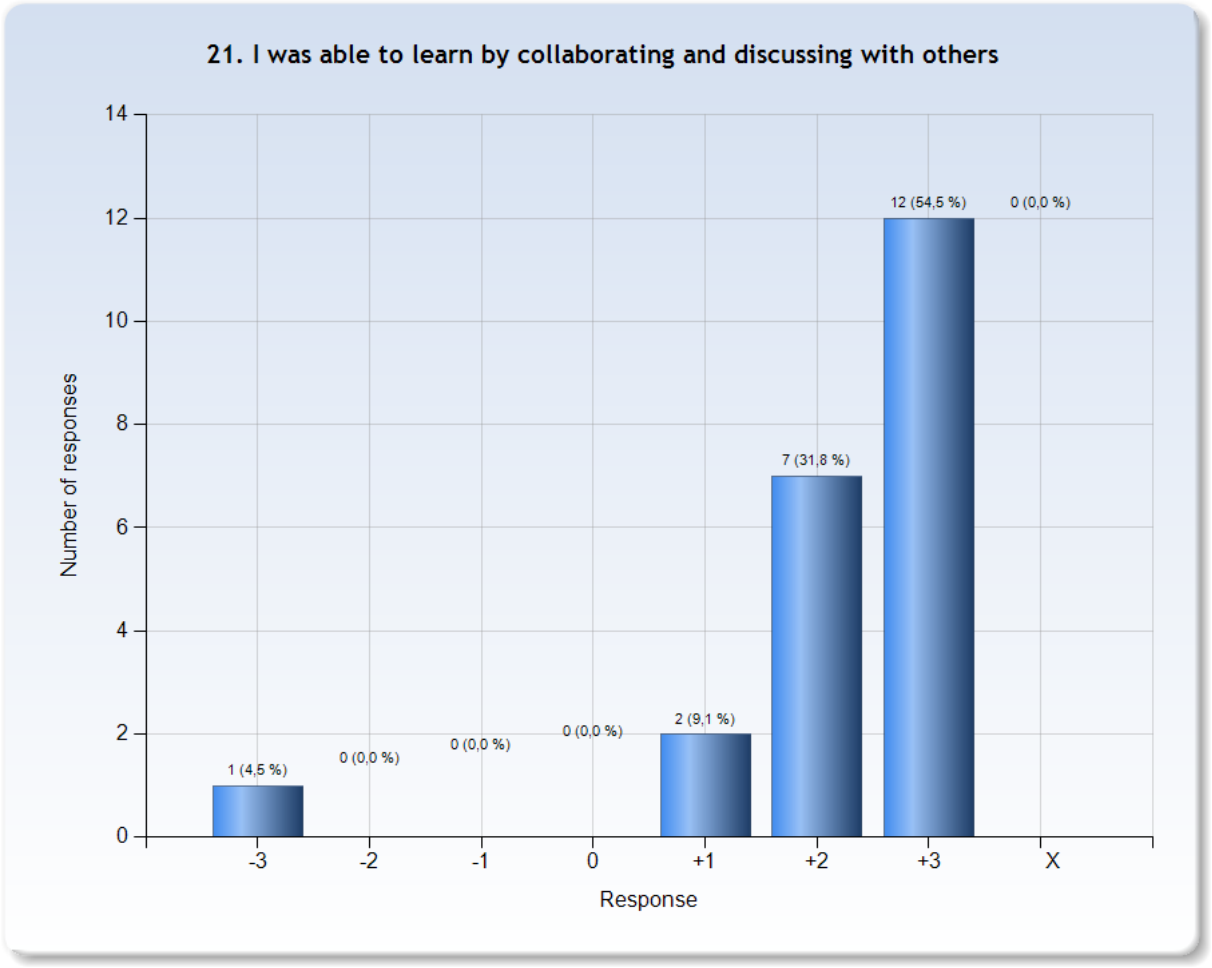

19. The course activities enabled me to learn in different ways
Number of responses
16
14
12
10
8
6
4
2
0
0 (0,0 %)
0 (0,0 %)
1 (4,3 %)
1 (4,3 %)
1 (4,3 %)
6 (26,1 %)
14 (60,9 %)
0 (0,0 %)
-3
-2
-1
0
+1
+2
+3
X
Response

Comments

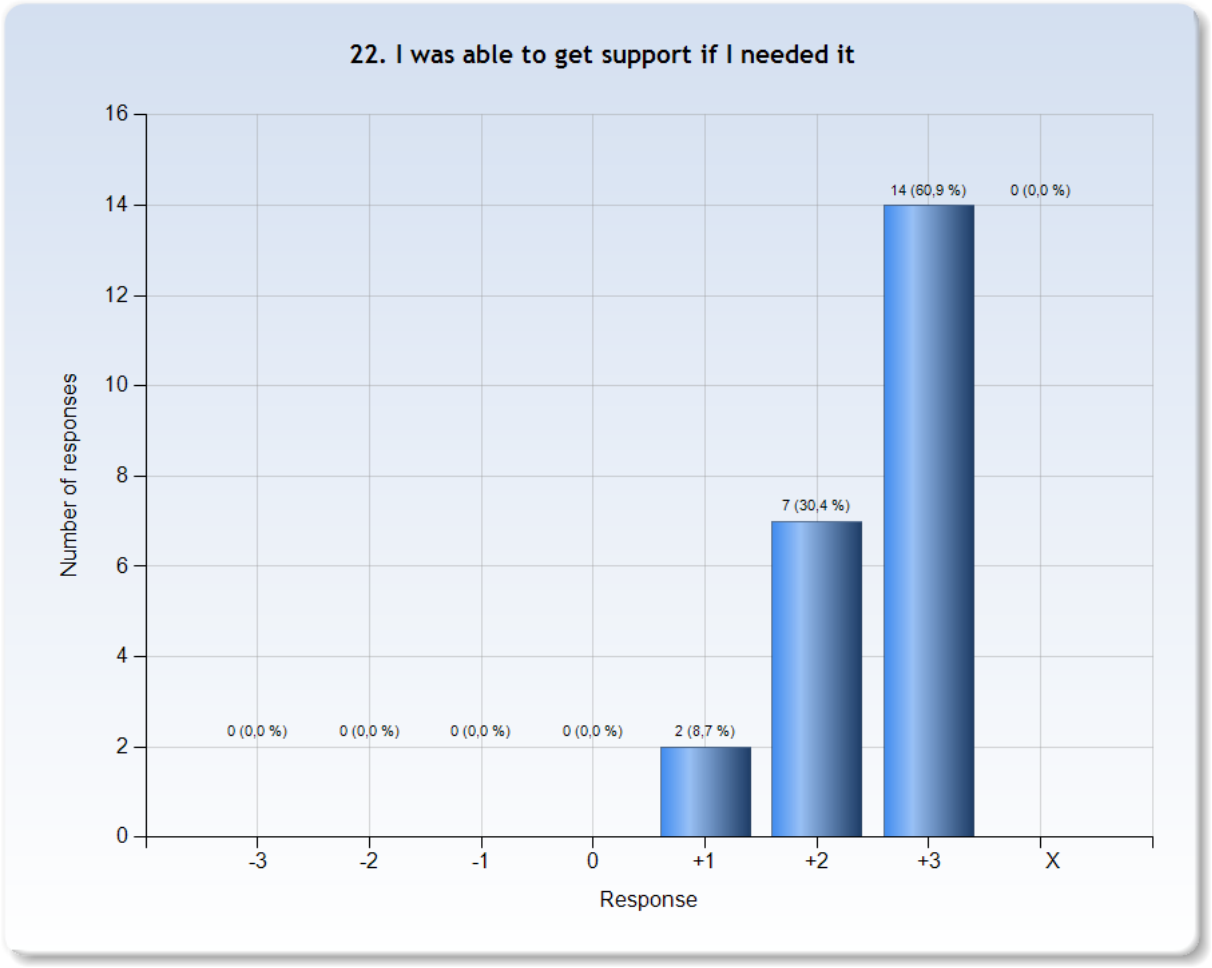


Comments

Comments (My response was: -3)
We had no opportunities to influence the activities


21. I was able to learn by collaborating and discussing with others
Number of responses
14
12
10
8
6
4
2
0
1 (4,5 %)
0 (0,0 %)
0 (0,0 %)
0 (0,0 %)
2 (9,1 %)
7 (31,8 %)
12 (54,5 %)
0 (0,0 %)
-3
-2
-1
0
+1
+2
+3
X
Response

Comments


22. I was able to get support if I needed it
Number of responses
16
14
12
10
8
6
4
2
0
0 (0,0 %)
0 (0,0 %)
0 (0,0 %)
0 (0,0 %)
2 (8,7 %)
7 (30,4 %)
14 (60,9 %)
0 (0,0 %)
-3
-2
-1
0
+1
+2
+3
X
Response

Comments