LH216V - 2021-06-08

ESTIMATED WORKLOAD

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

Category	Number of respondents
> 41 timmar/vecka	0 (0%)
39-41 timmar/vecka	0 (0%)
36-38 timmar/vecka	0 (0%)
33-35 timmar/vecka	0 (0%)
30-32 timmar/vecka	0 (0%)
27-29 timmar/vecka	0 (0%)
24-26 timmar/vecka	0 (0%)
21-23 timmar/vecka	0 (0%)
18-20 timmar/vecka	0 (0%)
15-17 timmar/vecka	1 (6.7%)
12-14 timmar/vecka	0 (0%)
9-11 timmar/vecka	0 (0%)
6-8 timmar/vecka	3 (20%)
3-5 timmar/vecka	7 (46.7%)
0-2 timmar/vecka	4 (26.7%)

Comments

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

The work load and given timelines on deadlines were planned well allowing sufficient time in between, to allow us plan the tasks well and deliver in good quality.

The course is 1 week full time studies, but stretched out over one study period. With course meetings included, I worked more than 1 week full time with the course.

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

Det tog lite längre tid än förväntad att få till visa formuleringar särskilt med tanke på möjliga förvirring med olika likartade begrepp

Ok workload.

Workload was as expected, it is good to keep in mind deadlines so as to not invest lot of time days before.

Very difficult however to estimate how many hours that I spend on the course and how many hours I spent on developing a course. Though, around 5 per week should be a fairly good estimation.

I would estimate that I worked in total 40h on the course, including lectures, which seems lagom

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

With a course as spread out as this it is a little bit difficult to say, and also how much of the ongoing course development that I was working with anyway counts into this. I have tried to count those hours fairly. I have also counted on a course period of 13 weeks (including preparation reading before the first meeting).
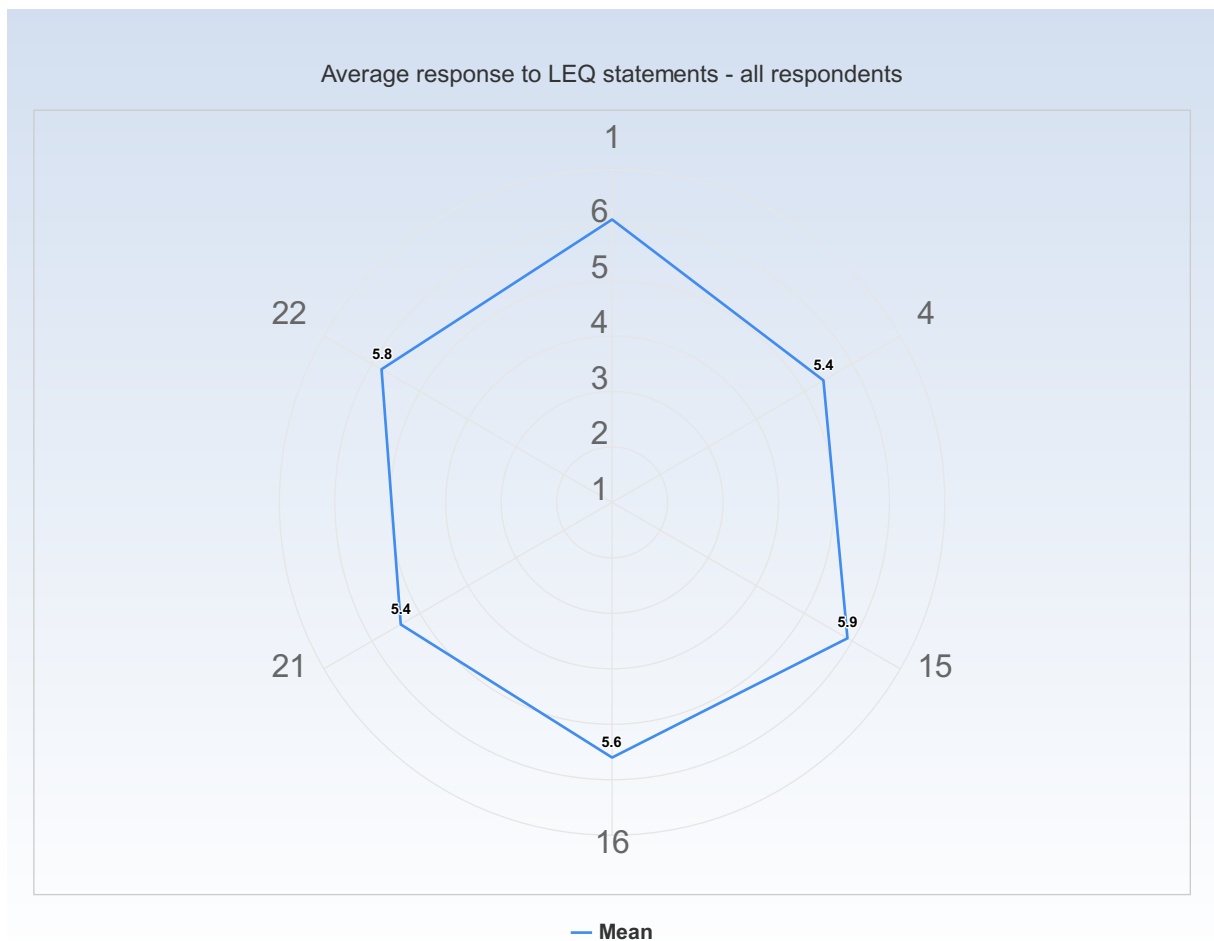
The polar diagrams below show the average response to the LEQ statements for different groups of respondents (only valid responses are included). The scale that is used in the diagrams is defined by:

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

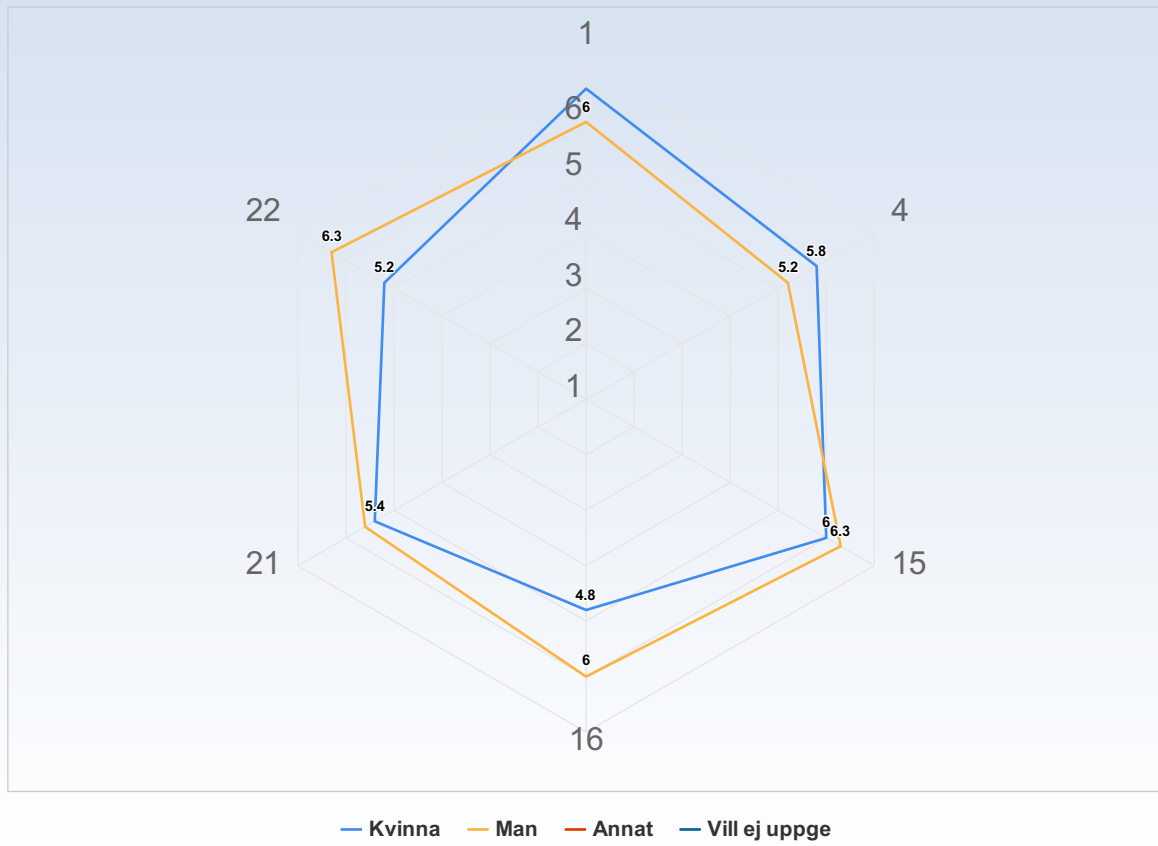Bain, K. (2004). *What the Best College Teachers Do*, Chapter 5, pp. 98-134. Cambridge: Harvard University Press.

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.

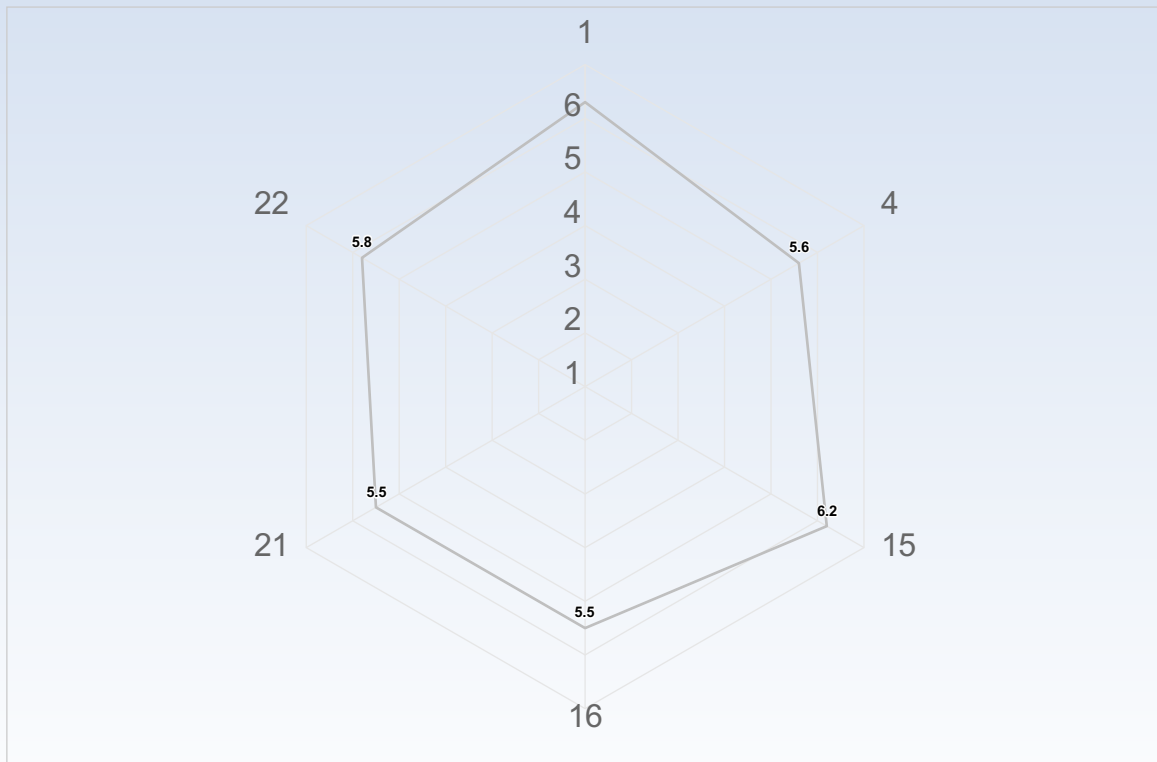Average response to LEQ statements - per gender

Kvinna — Man — Annat — Vill ej uppge

Comments

Comments (I am: Kvinna)

It was positive, or even better: neutral.

Average response to LEQ statements - per type of student

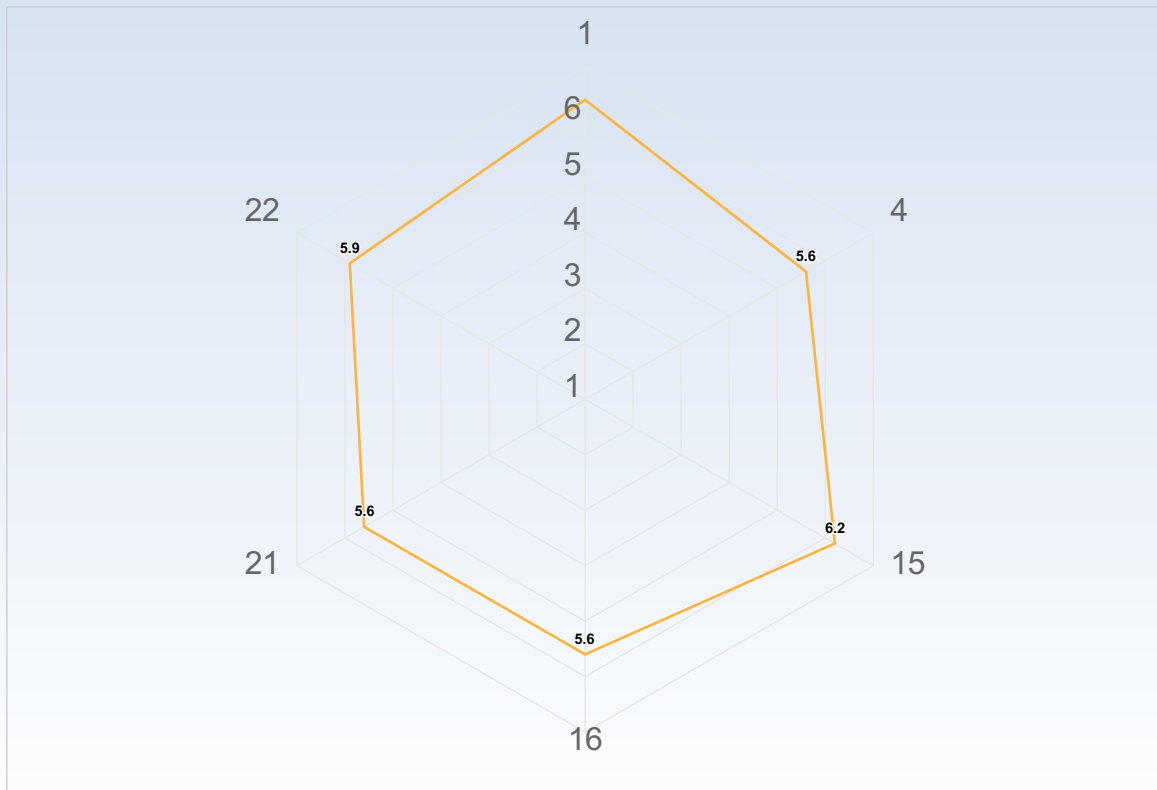|	
— Internationell masterstudent	— Internationell utbytesstudent	— Svensk student i årskurs 1-3
— Svensk student i årskurs 4-5	— Annan typ av student	— Vill ej uppge

Comments

Comments (I am: Annan typ av student)

I know it's not in your hands, but (parts of) KTH treats pedagogical courses as something employees should do at their spare time (or gives a few token hours to take them). This really is not how it should be.

Researcher at KTH.

international PhD and then researcher. From this point, it would be good to know more about Learning and Grading Criteria from an international point of view and historical point of view.

Average response to LEQ statements - per disability

Legend: Ja — Nej — Vill ej uppge

Comments

Comments (My response was: Nej)
none

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 assignments.

The topic was interesting

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

Att kunskap kan användas direkt

To be able to learn, and be aware of, this concept that was entirely new to me. And also to be able to work with a course that you are actually engaged in.

It was illuminating to see how easy it becomes to grade with respect to the learning outcomes and assessments

It really provides me a chance to re-examine the design of my course.

It is professional and has good examples.

To reflect about grading and a course syllabus.

its practical content that for sure will come in useful for me

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

Working in-depth with formulating grading criteria, hearing and seeing how others have done it, and feedback from teachers.

The readings and some of the lectures.

There were several things good with the course:
1. The teachers exemplified theoretical aspects of the course frequently, and did so during each presentation and for every ILO
2. It was great that the course was online and not onsite. Granted you miss out on the social part, but our schedules are already packed with things to do, and commuting to the main campus if you work in any of other campi is just a waste of time, money, and not sustainability friendly at all.
3. I liked the online activities, continuous feedback, and opportunity to improve our assignments throughout the course.
4. I enjoyed the class diversity with students from different departments, research backgrounds, etc.

What would you suggest to improve?

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

More time for face to face feedback from the teachers on the final assignment.

It was a bit hard to learn the topic, I think the way the material was presented was focused too much on examples from other's courses. Yes, examples are good but you can't build a general understanding/knowledge based on only examples. Since my course did not resemble any of the examples, it was hard to link the knowledge to one's own course, and what was expected on the assignments, especially the second one. The feedback we received on the assignments was good though, but I wish I had understood more during the actual classes.

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

Att jämföra hur några som har gått kursen i omgången direkt innan har i sina kurser just nu

There was no feedback from the responsible teachers on the assignment until after submission of the final assignment version. Would have been good with some minor feedback from the teachers already after submission of the first draft (in addition to the peer student feedback).

I cannot think of anything right now

maybe give some instructions for the assignments during meetings 1 and 2.

Having less lectures (we can read the literature) and instead more feedback earlier in the course. Perhaps also develop how to communicate what is expected.

The first lecture felt a bit packed with material. After reading having read the slides a second time, it all made absolutely sense, but during the class I felt a bit overwhelmed. Maybe one could consider showing a little bit simpler examples of grading criteria in the first lecture. The other two course sessions were very good.

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

I think the idea of having a full PM as final hand-in is interesting, but seems to me it could be clarified how it relates to the ILOs. Maybe an ILO can be updated or added to more clearly include something like "after the course, the students should be able to formulate a comprehensive course description/course-PM that links course structure, ILOs, and grading criteria". Alternatively, more focus can be put on discussing the grading criteria-ILO relation in the final hand-in.

To be clear, I think the course-PM idea is good! It is quite helpful in many ways in our daily work, but to me it doesn't fully match assessment of current ILOs.

Communicate more clearly that the course may take a lot of time. I don't mind that pedagogical courses take time, the challenge comes when they take noticeably more time than expected, which for me, it did.

I think perhaps a seminar to discuss the readings could help as well, although I realise it may be difficult to fit into the schedule.

I wished that we can get feedback from the instructors before the final submission of the assignment. Learning that more than one-half of the class didn't pass (Fx) the assignment illustrates that the expectation was higher than presented. The peer-review might be useful if you are lucky to have reviewers that can give you valuable feedback. However, some were also new and have little experience like me.

Something needs to be done about the Canvas page. Plain and simple it's confusing. The starting page contains very little information. I was not aware that the course syllabus, which is not the opening page, contained all relevant information until the second session, and that was only because I sent the teacher an email. I'm taking another teaching/learning course (LH233). I suggest the teacher benchmark on their Canvas page design. Very clear what is happening in the course each week, when are assignments due, where to upload things, etc.

What would you suggest to improve? (I worked: 15-17 timmar/vecka)

Based on the description of the course PM, I thought that this course was more a general introduction on how to grade a course. The course was very hard to follow for me since I had no class or courses while I found that other students had an easier job since they had just to recheck the grading of their course.

What advice would you like to give to future participants?

What advice would you like to give to future participants? (I worked: 0-2 timmar/vecka)
Take time and try to deliver a good outcome in the assignments and also try to follow the suggested reading before each seminar.

What advice would you like to give to future participants? (I worked: 3-5 timmar/vecka)
Ha också en exempel tentamen klar under arbetet
1. As usual, devote appropriate time for the course in order to actually learn something. 2. Really think carefully before you choose what course to work with in this course. If you are engaged as a teacher in a course using grading A-F (rather than P/F), my advice would be to choose the A-F course in order to get most out of this grading course.
Keep track of deadlines, and invest the right amount of time to get the most out of the course
It is a good course.
Read the literature, pay attention, be careful
The course deals with an interesting subject that is of practical use. Look at the many interesting examples of previous participants that are provided on the course website. This can definitely help when preparing the own final assignment.

What advice would you like to give to future participants? (I worked: 6-8 timmar/vecka)
Put aside more time than you think you need for the course. The more seriously you take the course, the better it gets.

Try to challenge yourself. Similar to amount of time, you will learn more if you go outside of your comfort zone. Even though it may be more pragmatic to use a course that is mostly in need of some adjustments, using a course where you wish to try something new is very valuable.
Seek feedback from instructors.
This is a highly relevant course. As a junior researcher with little teaching experience I found the learning of this course invaluable to improve my teaching skills

What advice would you like to give to future participants? (I worked: 15-17 timmar/vecka)
I would strongly recommend to follow the course only if one has a course already and needs to improve it. There are homework and quite some heard work to do every week.

Is there anything else you would like to add?

Is there anything else you would like to add? (I worked: 0-2 timmar/vecka)
Thanks for the nice course with new things to learn :)

Is there anything else you would like to add? (I worked: 3-5 timmar/vecka)
Thanks for a very nice and "matnyttig" course!
none
I think the teachers did an excellent job and they seemed committed and eager to do a good job. Thank you fora nice course!
Thank you for this interesting course! Well done :-)

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

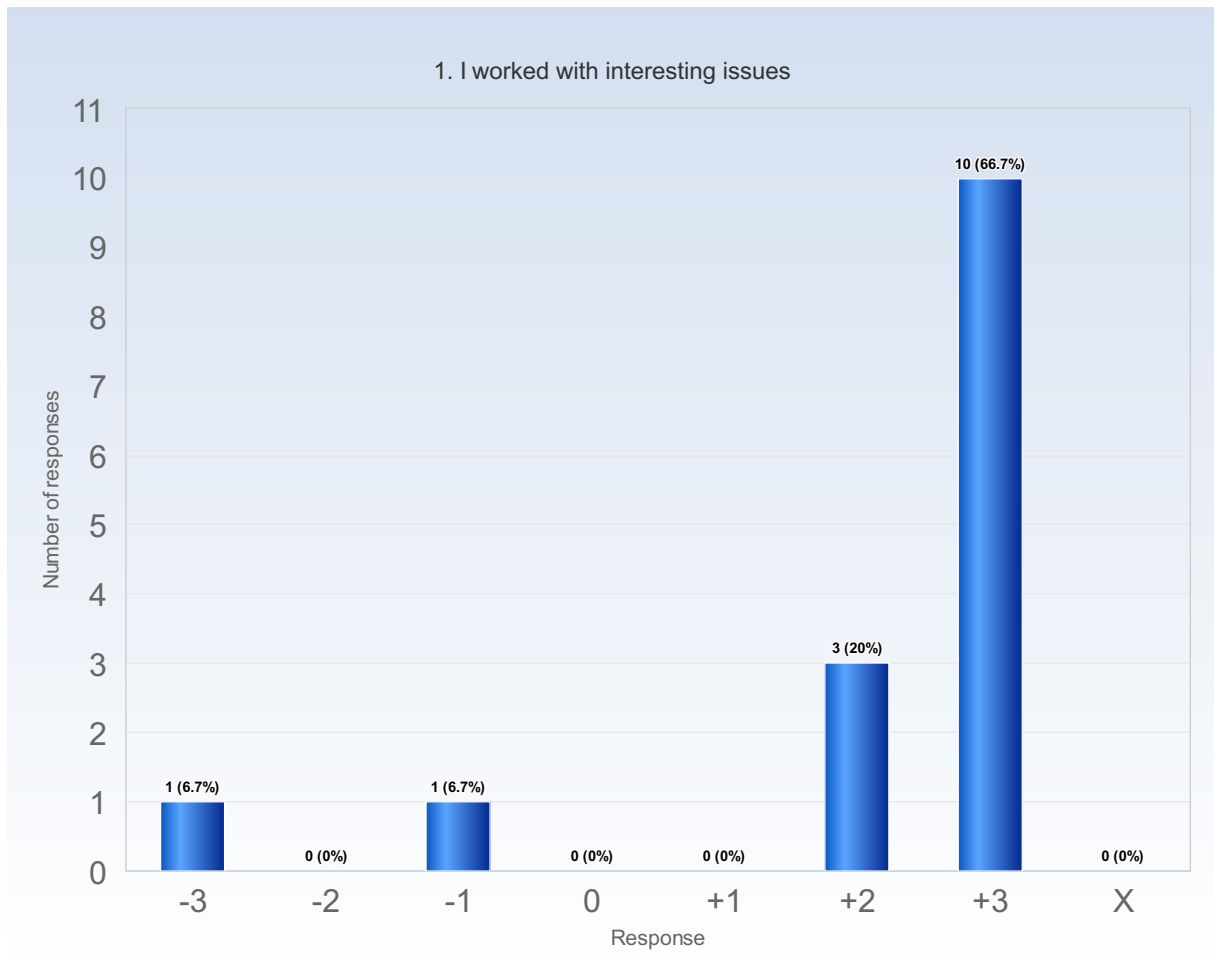# SPECIFIC QUESTIONS

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
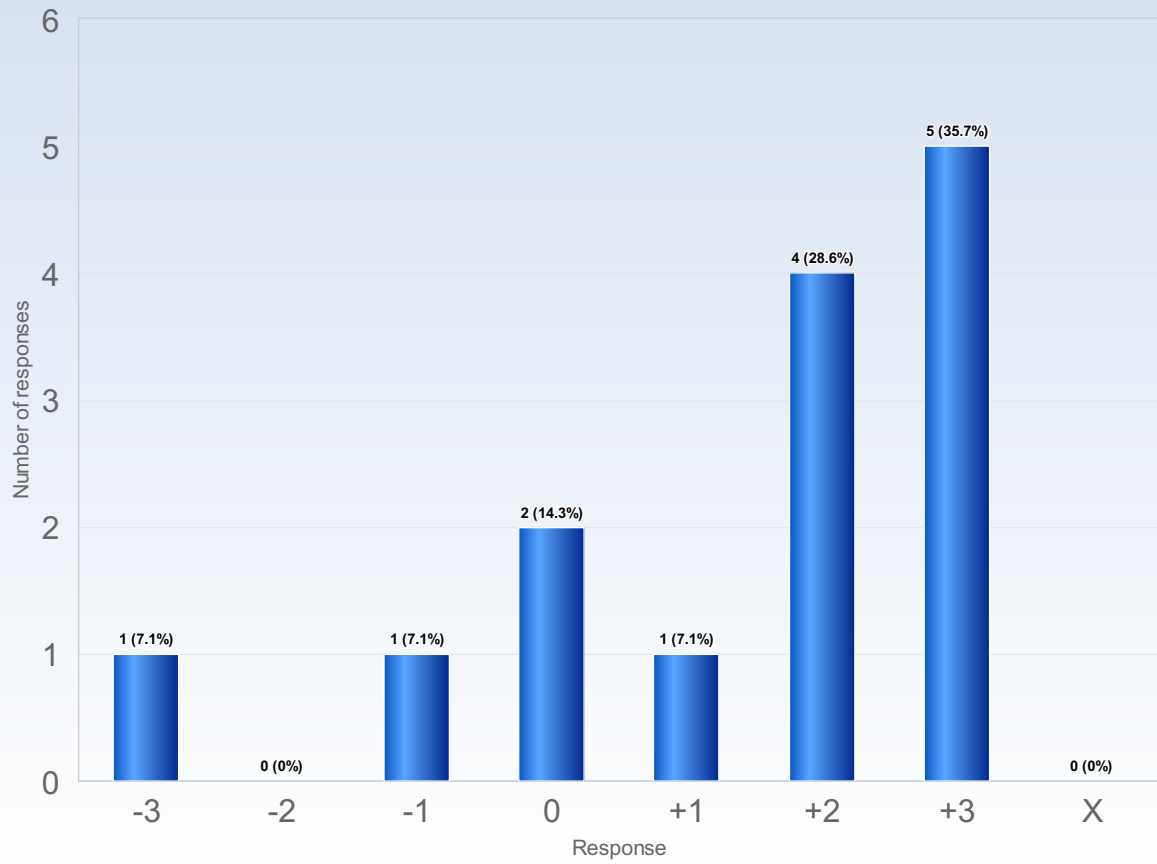0 = I am neutral to the statement
+3 = Yes, I strongly agree with the statement

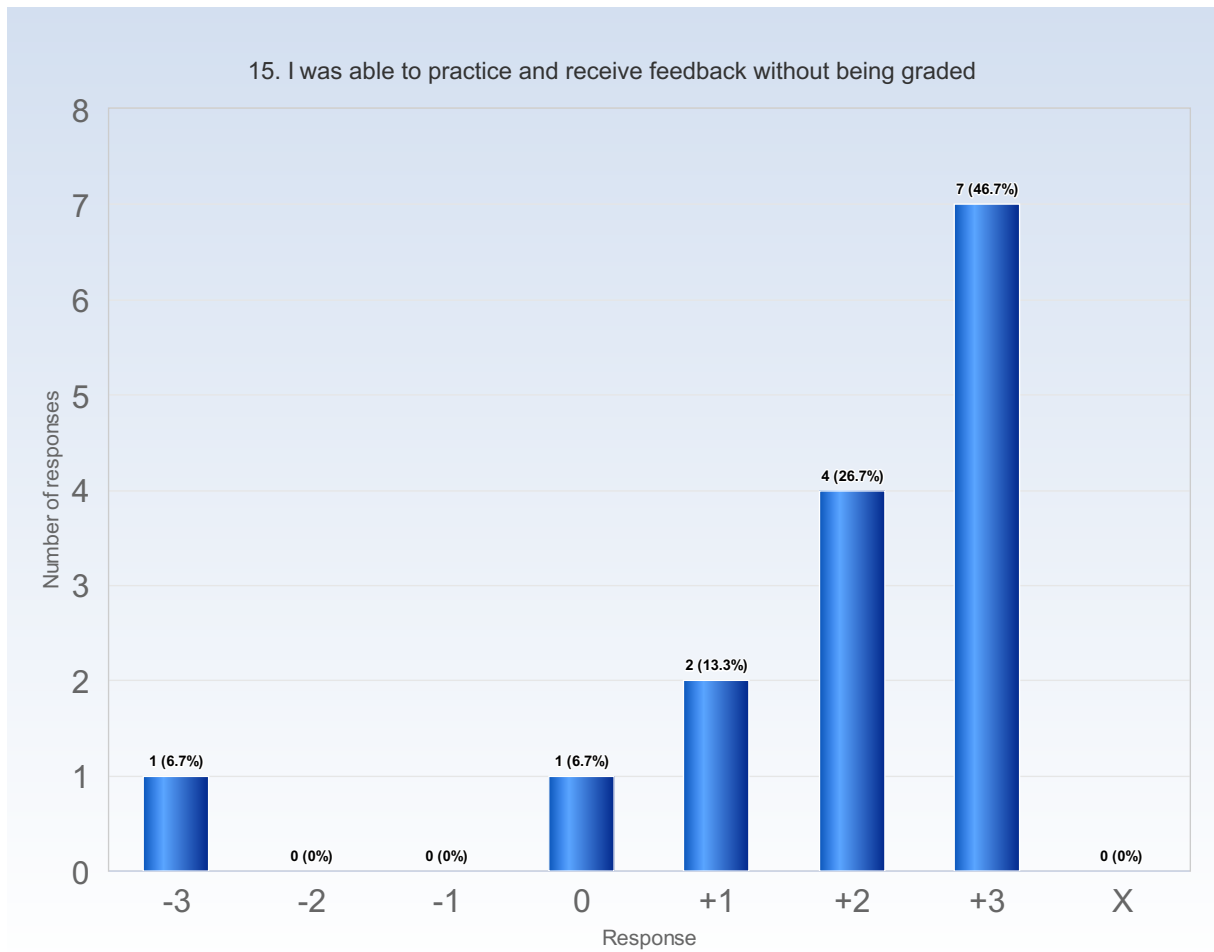X = I decline to take a position on the statement

1. I worked with interesting issues

- -3: 1 (6.7%)
- -2: 0 (0%)
- -1: 1 (6.7%)
- 0: 0 (0%)
- +1: 0 (0%)
- +2: 3 (20%)
- +3: 10 (66.7%)
- X: 0 (0%)

Number of responses

Response

Comments

4. The course was challenging in a stimulating way

Comments

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

Comments

Comments (My response was: +2)

Only one peer student gave feedback on my assignment draft.

16. The assessment on the course was fair and honest

Bar chart — Number of responses vs Response:
- -3: 1 (6.7%)
- -2: 1 (6.7%)
- -1: 1 (6.7%)
- 0: 0 (0%)
- +1: 1 (6.7%)
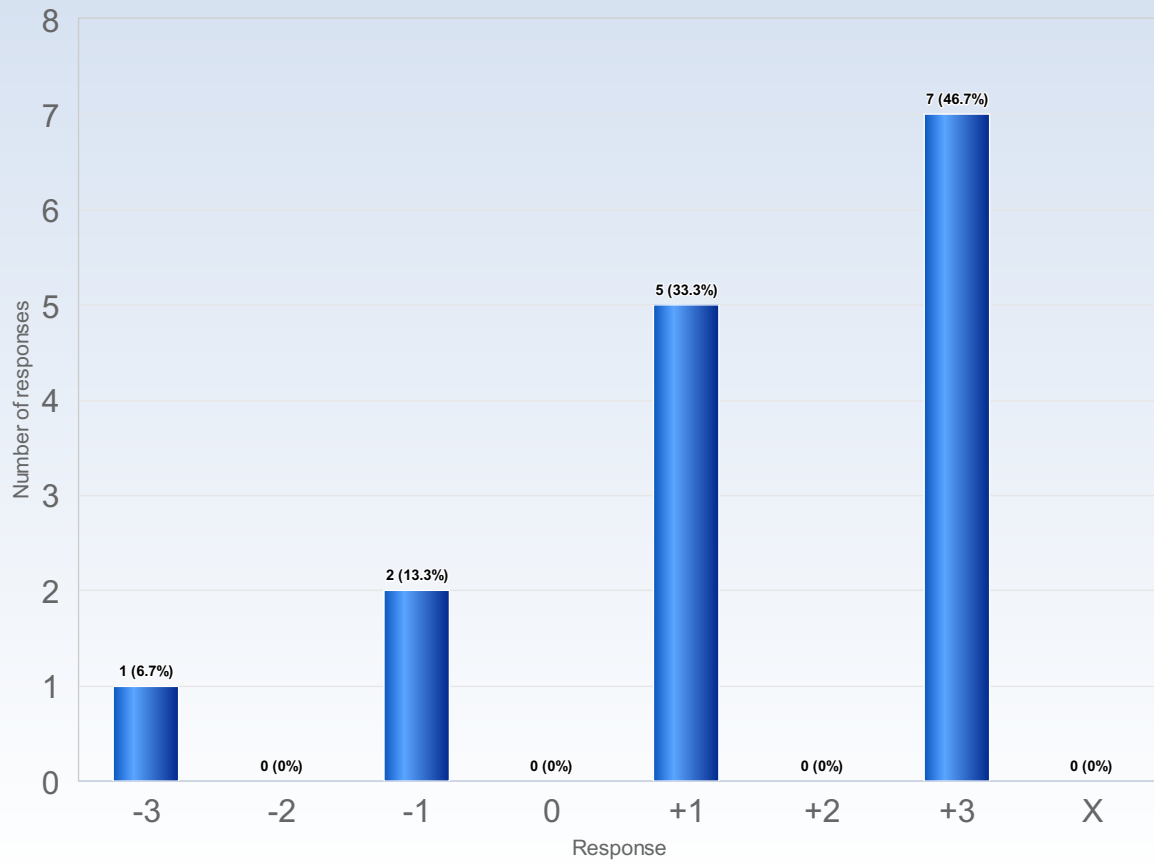- +2: 3 (20%)
- +3: 7 (46.7%)
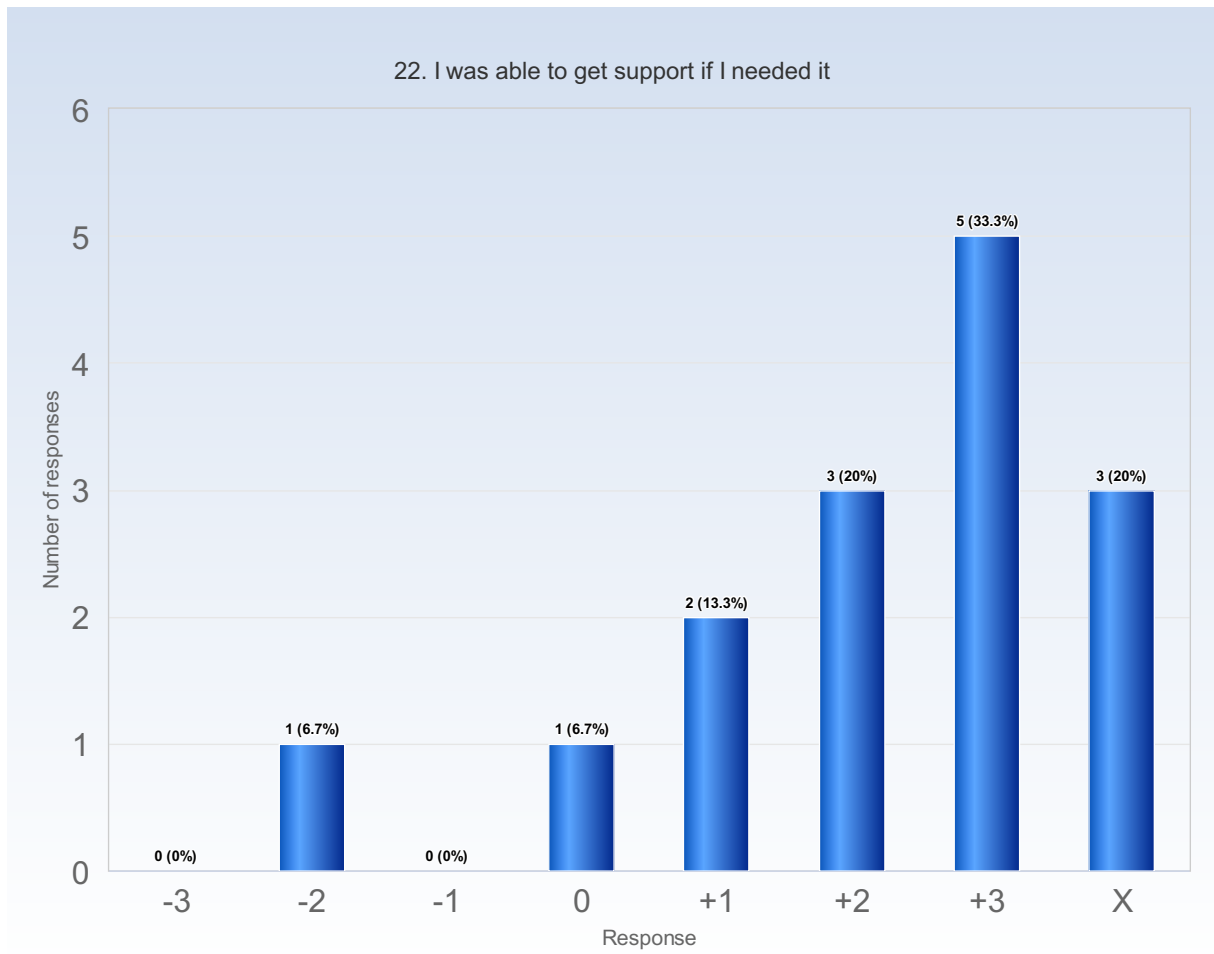- X: 1 (6.7%)

Comments

Comments (My response was: -1)

Since our assignments had different levels of difficulties, and we had fairly few occasions with feedback, I would not exactly say it was fair and honest. But is was ok since I guess most of us did not attend for the credits.

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   )
   I did not need support beyond the scheduled times.