

LH216V - 2023-06-08

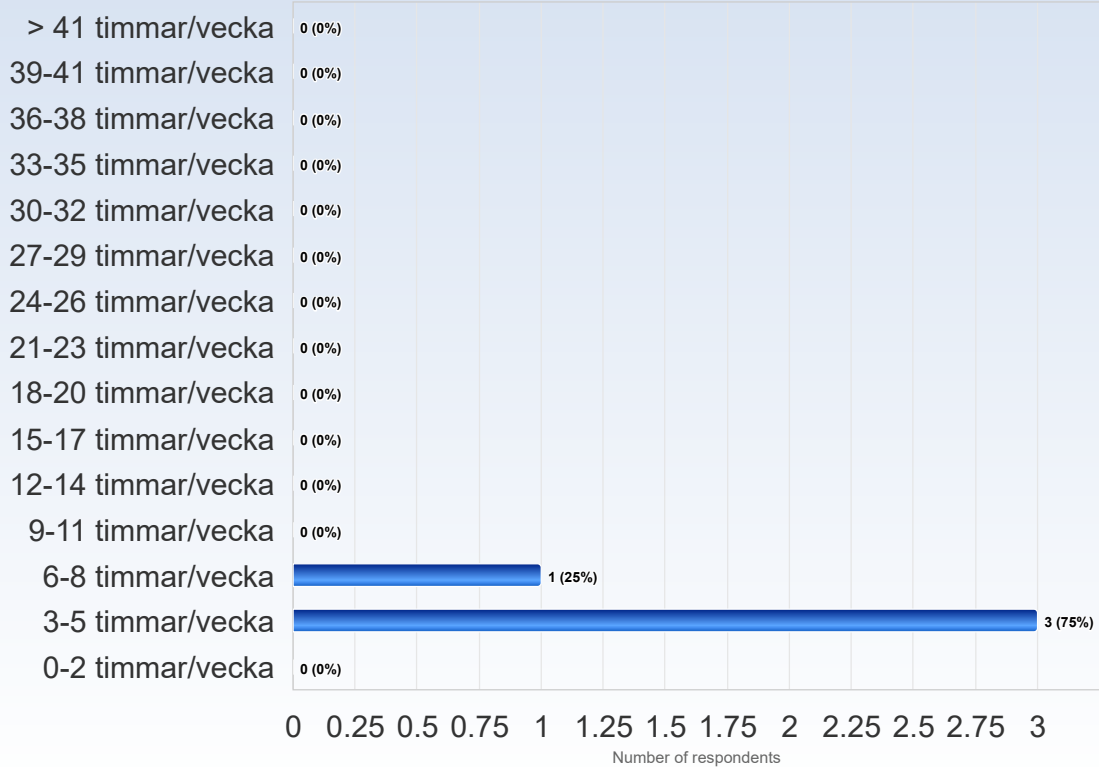
Antal respondenter: 16

Antal svar: 4

Svarsfrekvens: 25,00 %

ESTIMATED WORKLOAD

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



LEARNING EXPERIENCE

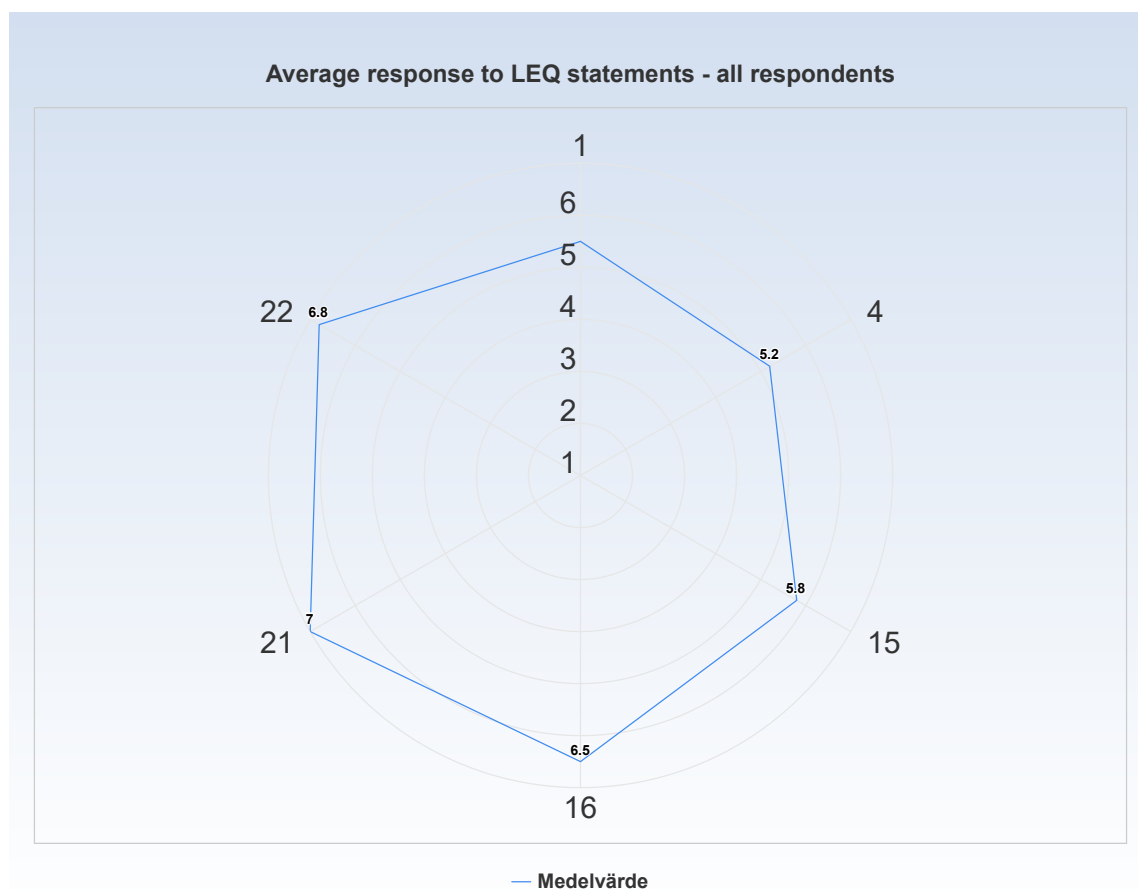
The polar diagrams below show the average response to the LEQ statements for different groups of respondents (only valid responses are included). The scale that is used in the diagrams is defined by:

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.



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.

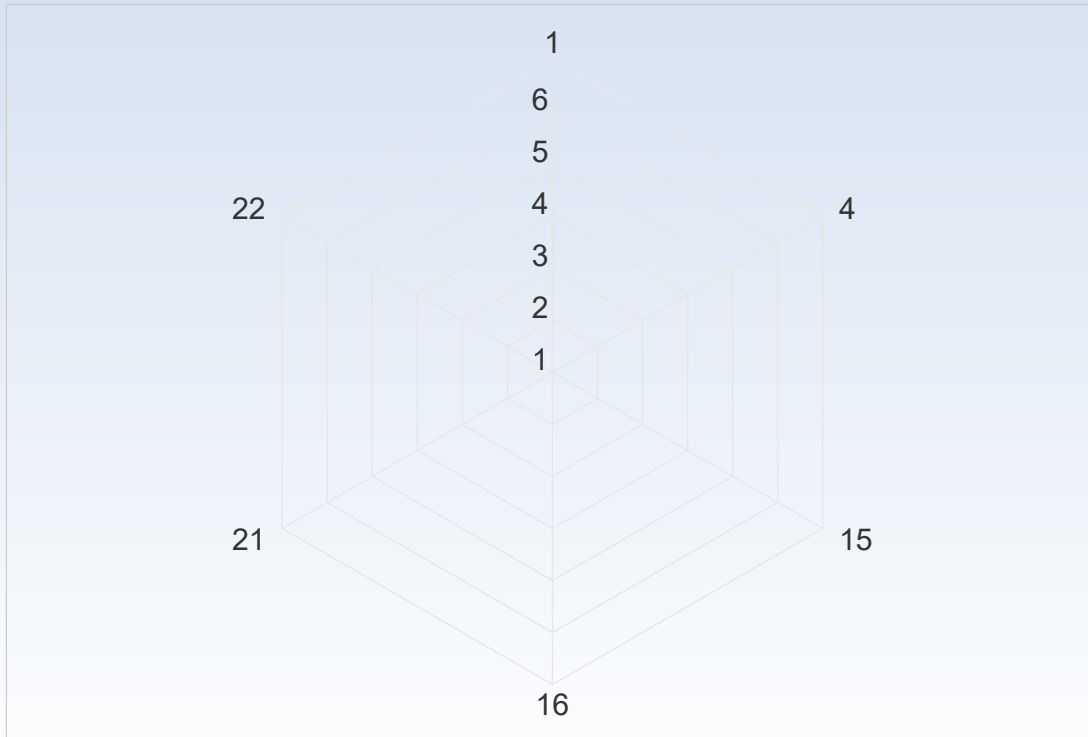
Biggs J. & Tang, C. (2011). *Teaching for Quality Learning at University*, Chapter 6, pp. 95-110. Maidenhead: McGraw Hill.

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.

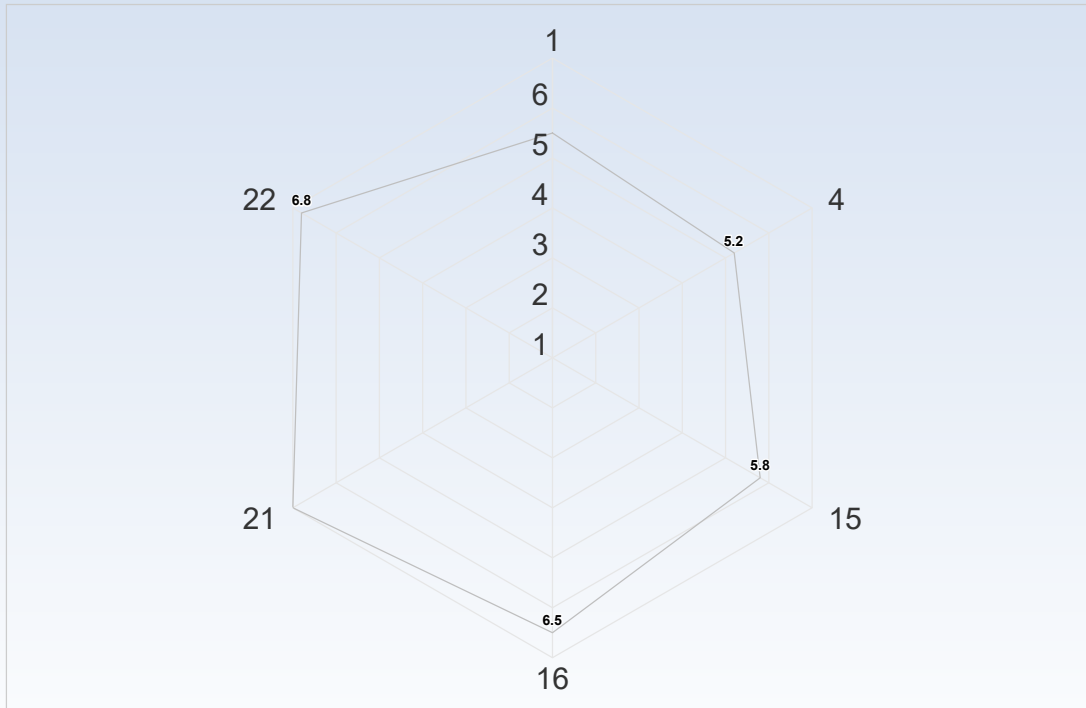
Ramsden, P. (2003). *Learning to Teach in Higher Education*, Chapter 6, pp. 84-105. New York: RoutledgeFalmer.

Average response to LEQ statements - per gender



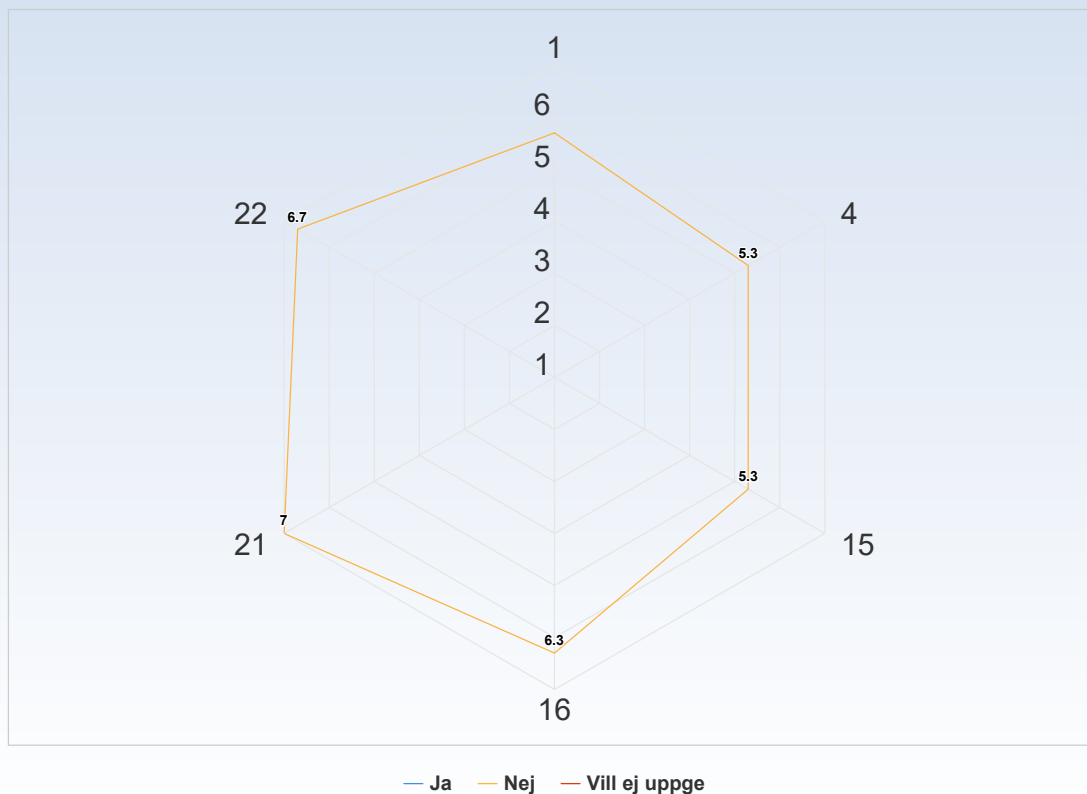
— Kvinna — Man — Annat — Vill ej uppge

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

Average response to LEQ statements - per disability



GENERAL QUESTIONS

What was the best aspect of the course?

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

Completion of the assignment becomes the actual document that I can use as my course syllabus. I think this is very practical and motivated me.

Discussing with peers and get feedback

Att den gick att passa in med övrig 100% aktivitet (inte helt enkelt, men det gick). Bra med lärare och gästföreläsare som visade på lite olika sätt att närma sig och införliva kursens stoff i sina kurser. Trevligt och lärorikt att diskutera med andra kursdeltagare. Många var erfarna lärare som hade bra synpunkter och kloka tankar.

What would you suggest to improve?

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

Show us already some completed samples at the beginning of the course. If we get know how the final product looks like, it is easier to work toward.

A more clear explanation of the assignment, if feels you must learn a lot more from the examples that from the sessions in the classroom.

En del grejer som togs upp var jag först ganska stark motståndare till. Det kändes krångligt och onödigt byråkratiserat utan att fördelarna var uppenbara för mig. Till stor del antar jag att det berodde på att det lades fram som väldigt olikt vad jag är van vid (alltså någon slags motstånd pga konservatism). Ett förslag är att på något sätt påpeka att detta kan upplevas annorlunda från tidigare system. Även ännu mer peka på hur detta kan vara till hjälp både för mig som lärare men också för studenterna. Som det är idag så läser de flesta studenter endast lärandemålen när de är missnöjda och vill försöka hitta något formellt att klaga på. Ni tog upp allt detta men det skulle inte vara onödigt att ytterligare trycka på det.

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

-Bra om man får peer-feedback skriftligt dagen innan möte.

-Svårt att läsa rubrics i Canvas pga formatering. Använd textkommentar i stället?

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)

I will strongly recommend to attend all the sessions not just learning about course syllabus but also opening yourself to the other department's people. You will learn quite a lot from them.

Check the course material before hand.

Börja knåda din kurs och släpp osäkerheten kring att det till synes kan bli väldigt stora (och därmed jobbiga) förändringar. Jag fastnade först i problemet att försöka passa in lärandemål och examination så jag skulle kunna ha kvar exakt samma kursmoment och struktur som innan.

När jag släppte det och började jobba friare först så visade det sig sen att det inte var speciellt svårt att matcha mot redan befintlig kurs och endast ett antal mindre justeringar krävdes för att få det hela att gå ihop.

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

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Is there anything else you would like to add?

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

Hybrid session was very difficult because all the people in the classroom need to shout in order to communicate with the people in the screen. It reduced the value of physical meetings.

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

Tack för kursen!

SPECIFIC QUESTIONS

RESPONSE DATA

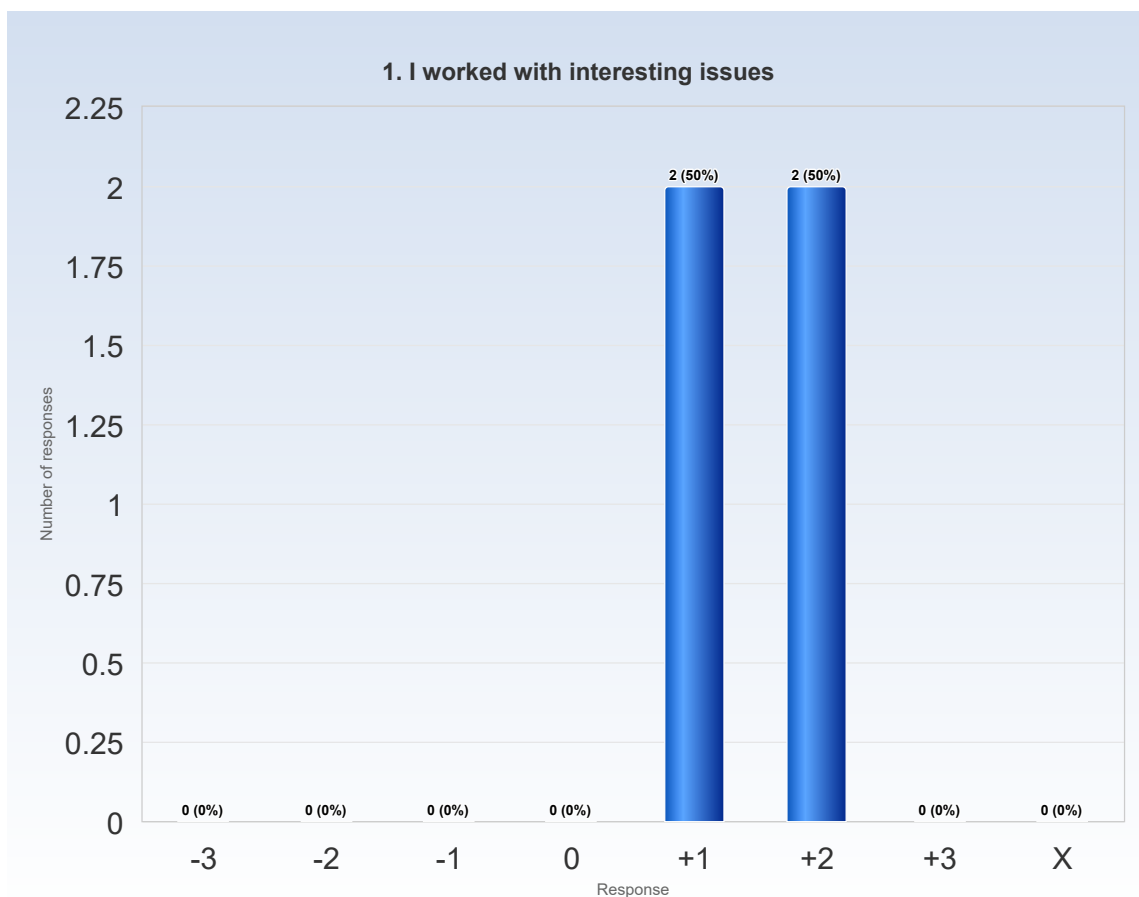
The diagrams below show the detailed response to the LEQ statements. The response scale is defined by:

-3 = No, I strongly disagree with the statement

0 = I am neutral to the statement

+3 = Yes, I strongly agree with the statement

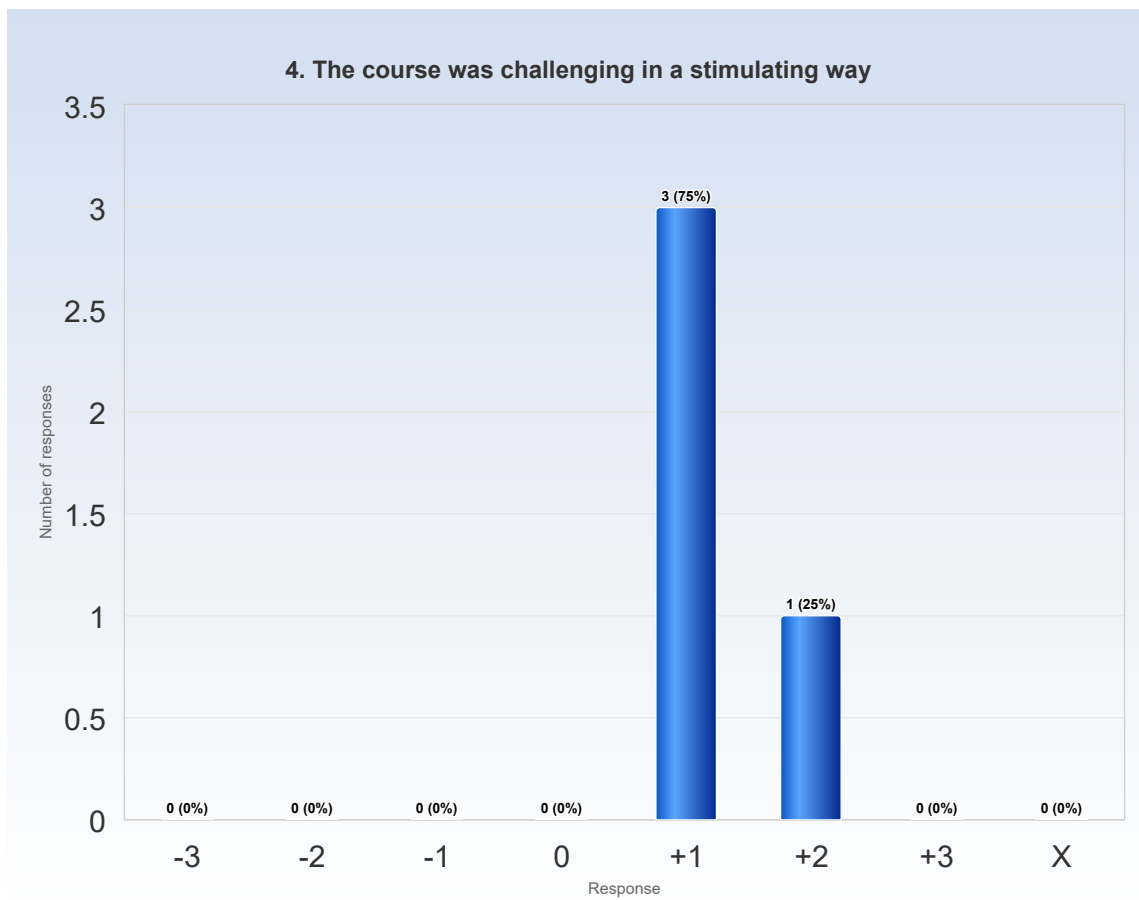
X = I decline to take a position on the statement



Comments

Comments (My response was: +1)

Kände redan till mycket av kursinnehållet.

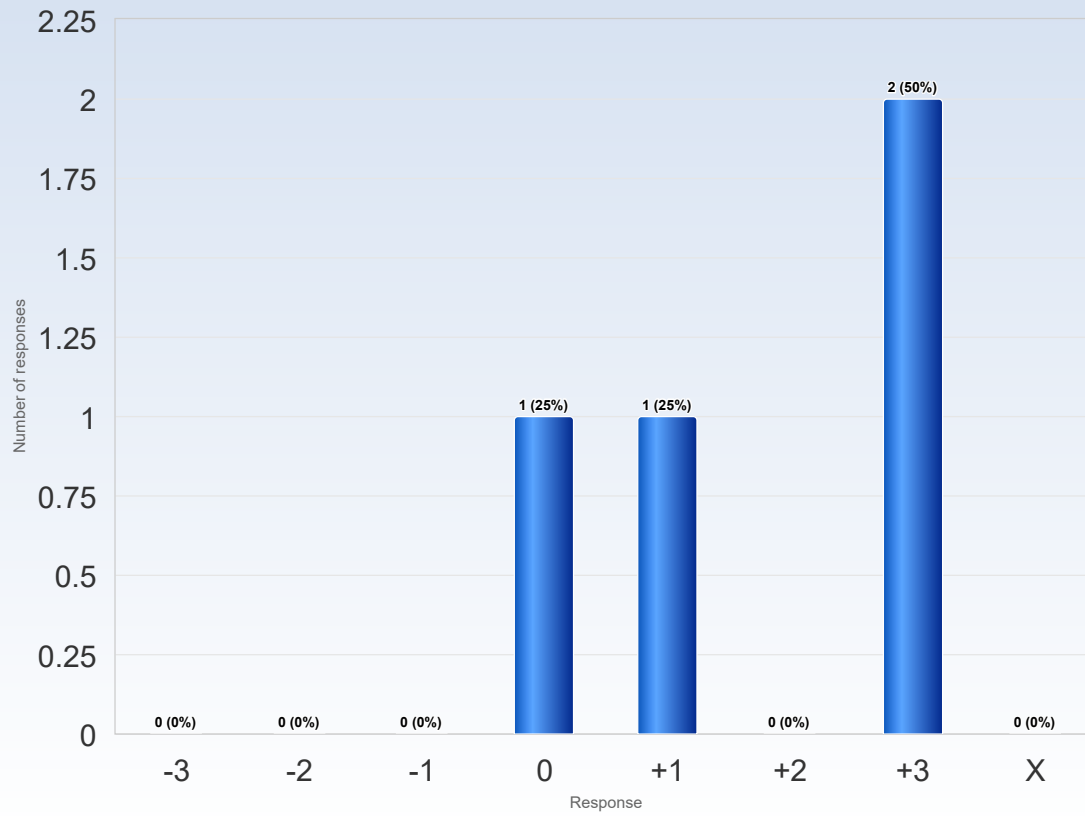


Comments

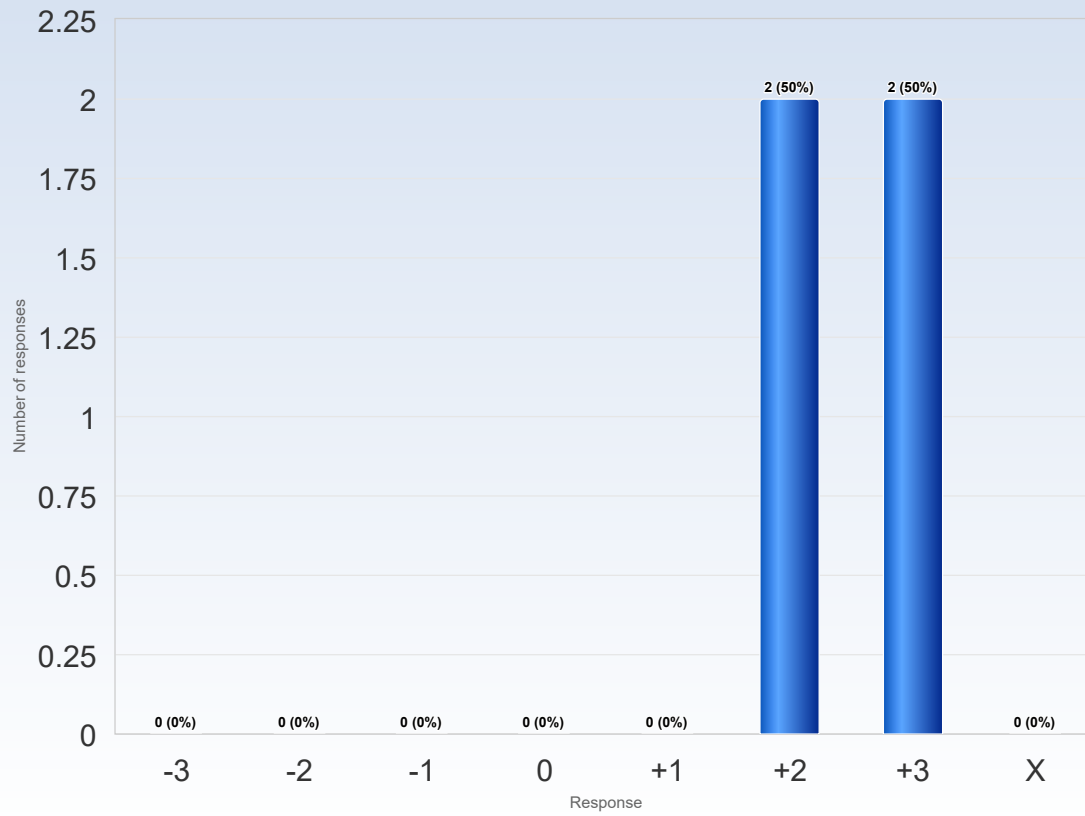
Comments (My response was: +1)

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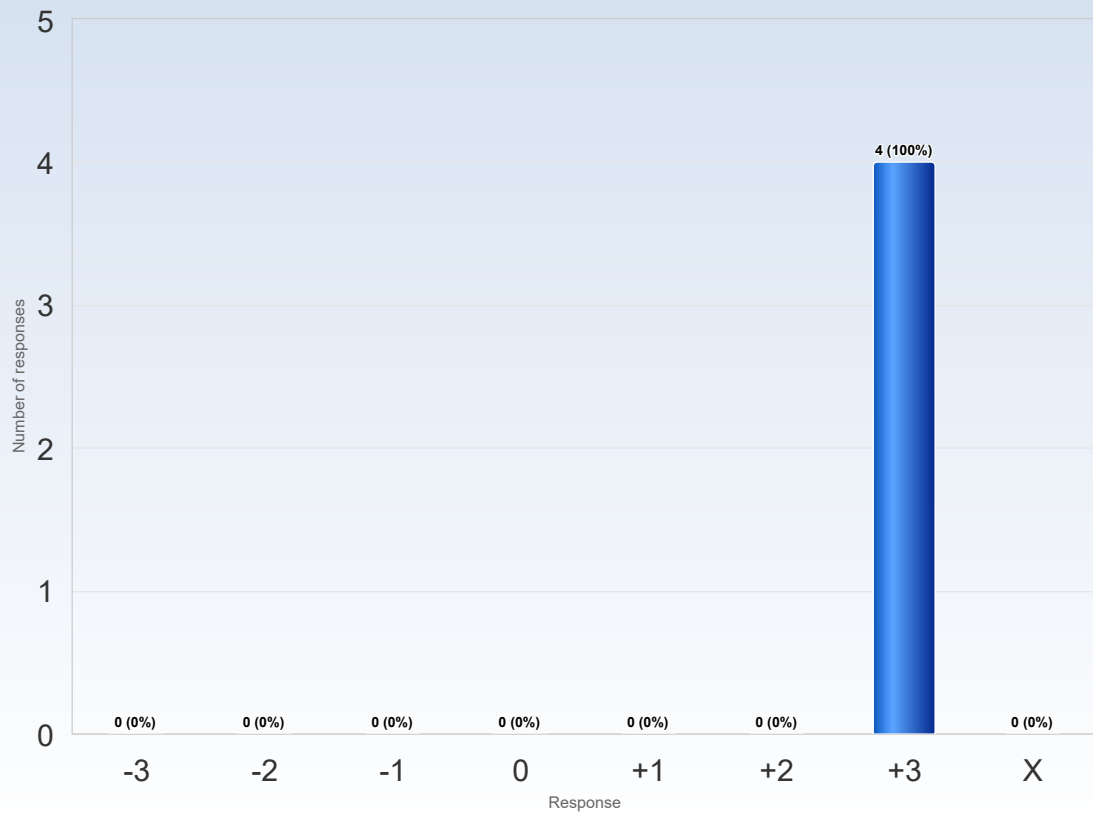
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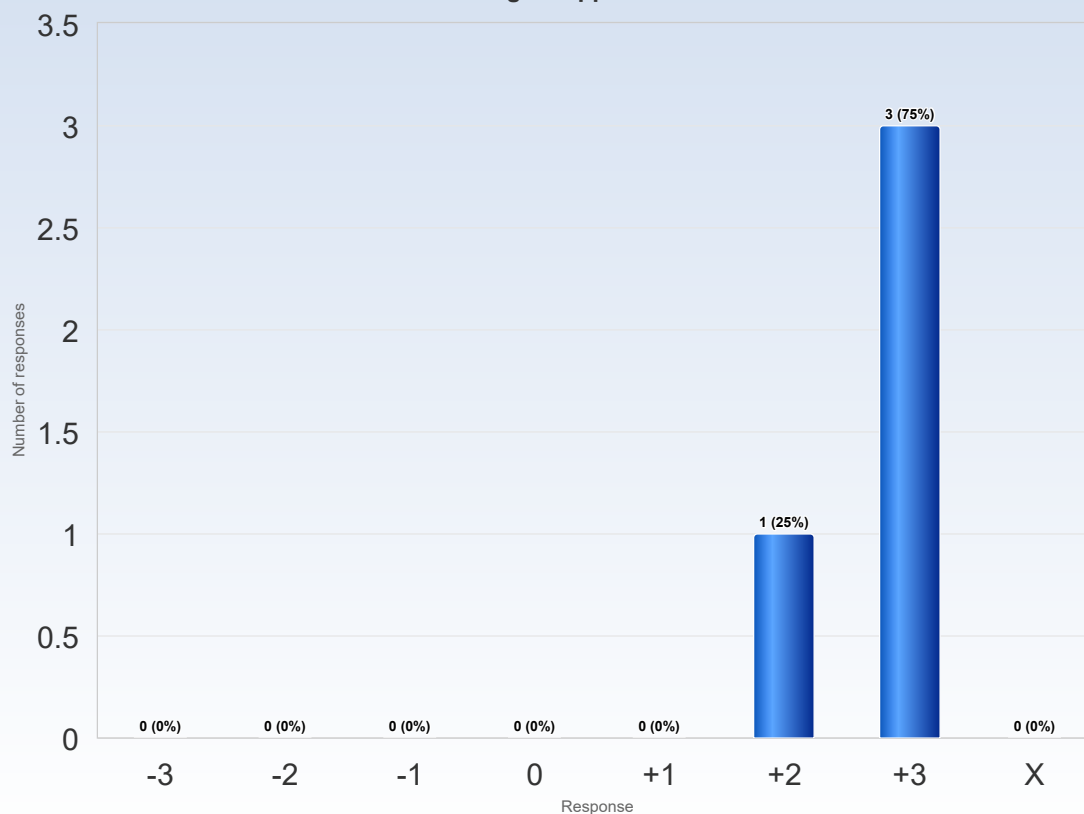
16. The assessment on the course was fair and honest



21. I was able to learn by collaborating and discussing with others



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SPECIFIKA FRÅGOR

This course offering, a preliminary submission of assignment 2 and feedback session (meeting 3) were added. Do you think that this addition was useful or a wasted resources?

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This course offering, a preliminary submission of assignment 2 and feedback session (meeting 3) were added. Do you think that this addition was useful or a wasted resources?

It was useful.

The feedback session was useful but I still feel the level of detail is not enough for what is expected to produce as final assignment. it would be good to go over the criteria in the classroom and explain what the expectations are.

No