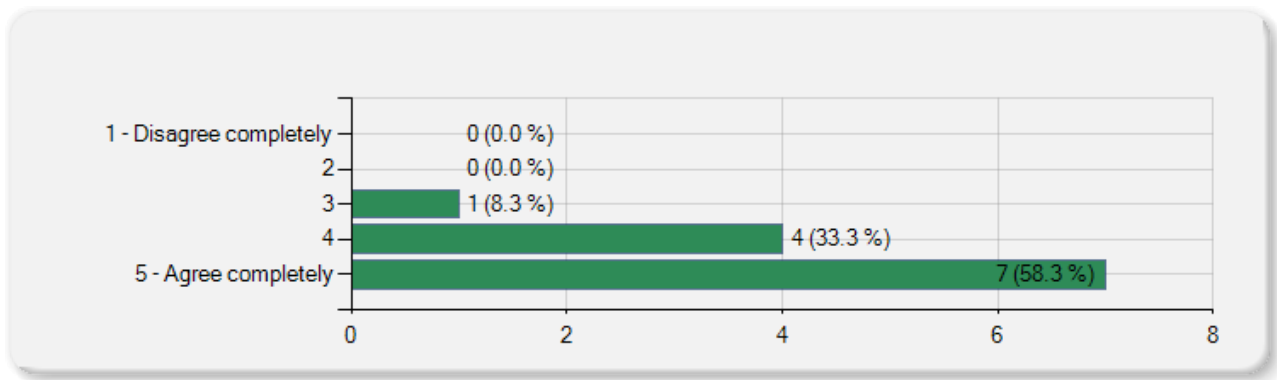


LSP530 Fiction for engineers 2019/2020 LP1-LP2

Respondents: 28
Answer Count: 12
Answer Frequency: 42.86%

1. Prerequisites

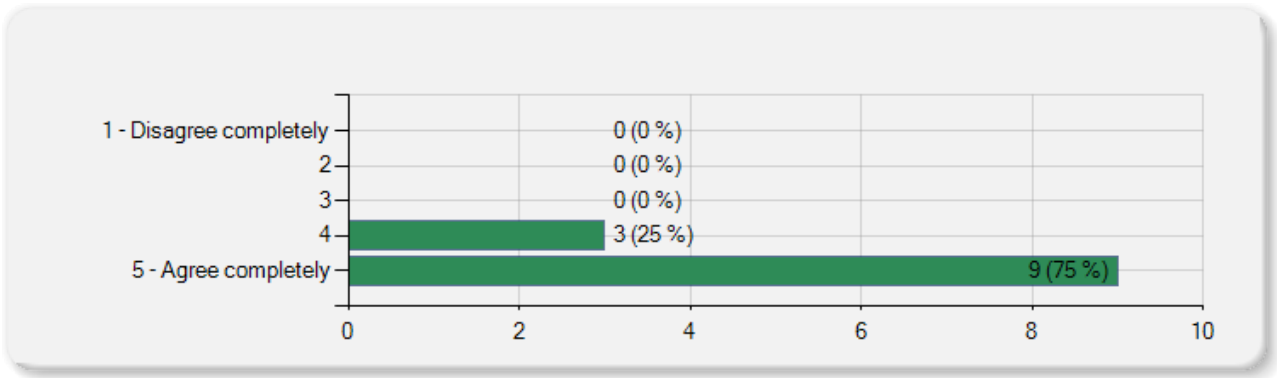
I had enough prior knowledge to be able to follow the course



	Mean	Median
I had enough prior knowledge to be able to follow the course	4.50	5.00

2. Learning outcomes

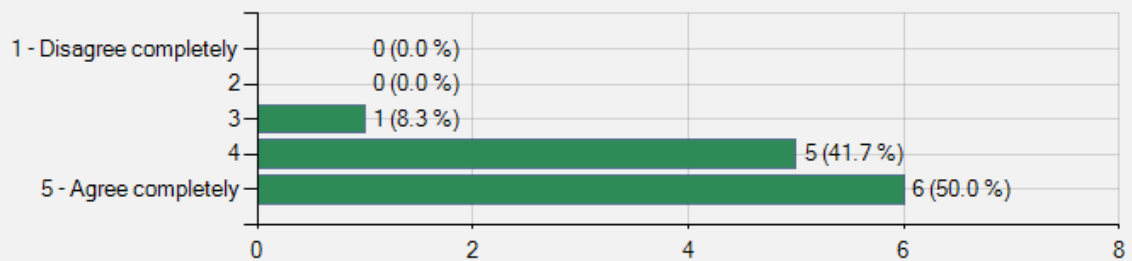
The learning outcomes (see [course syllabus](#)) clearly describe what I was expected to learn in the course



	Mean	Median
The learning outcomes (see course syllabus) clearly describe what I was expected to learn in the course	4.8	5.0

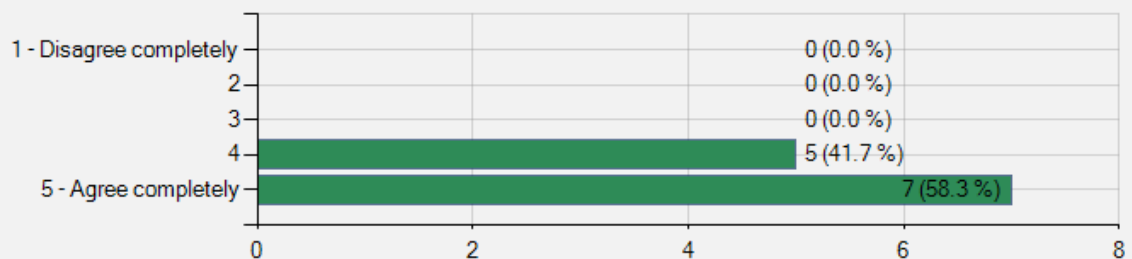
3. Learning

The course structure (as divided into lectures, exercises, lab sessions, simulations etc.) is appropriate in order to reach the intended learning outcome of the course



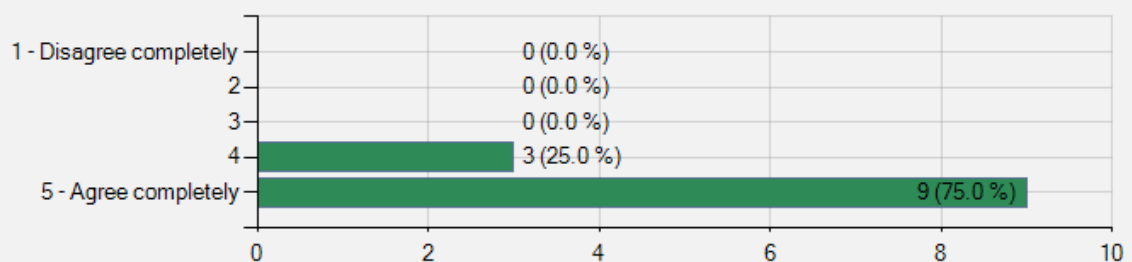
	Mean	Median
The course structure (as divided into lectures, exercises, lab sessions, simulations etc.) is appropriate in order to reach the intended learning outcome of the course	4.42	4.50

The teaching worked well



	Mean	Median
The teaching worked well	4.58	5.00

The course literature (including other course material) supported the learning well



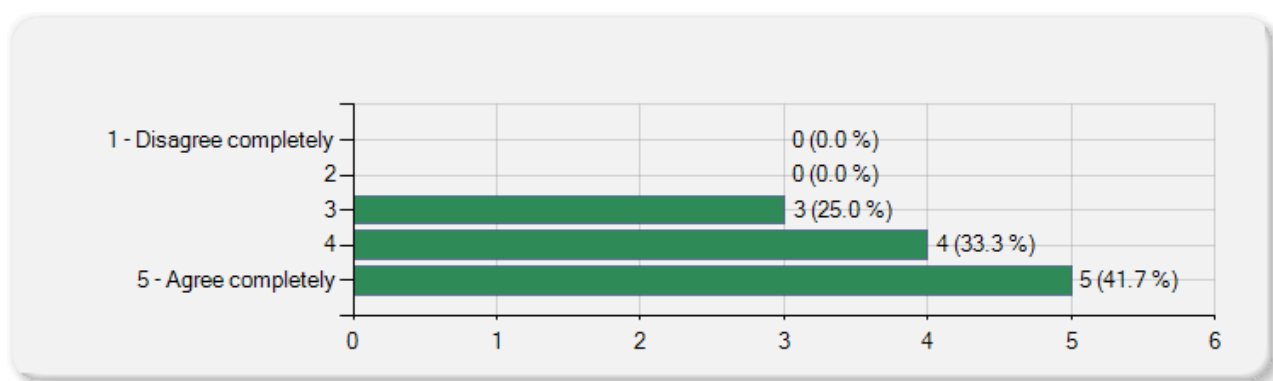
	Mean	Median
The course literature (including other course material) supported the learning well	4.75	5.00

Comments (For example: Do you think that something should be changed in the course structure? What, and in what way? What made the teaching work well or less well? Are there aspects of the teaching in this course which could be high-lighted as a good example for other courses? etc.):

The late hour classes are hard to put into your ordinary day schedule, which makes it hard to attend every time. Difficult to do something about, but just move it an hour forward would be nice

4. Assessment

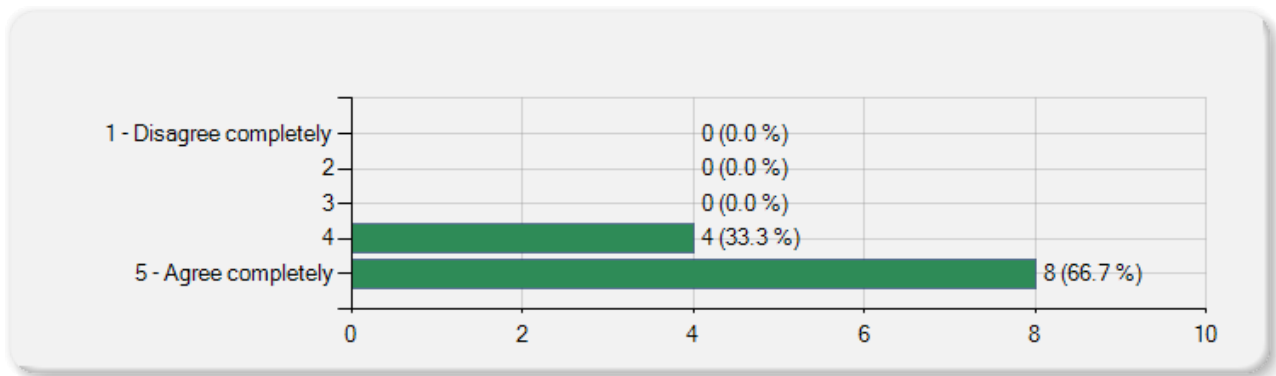
The assessment (including all compulsory elements, exams, assignments etc.) tested whether I had reached the intended learning outcomes of the course



	Mean	Median
The assessment (including all compulsory elements, exams, assignments etc.) tested whether I had reached the intended learning outcomes of the course	4.17	4.00

5. Course administration

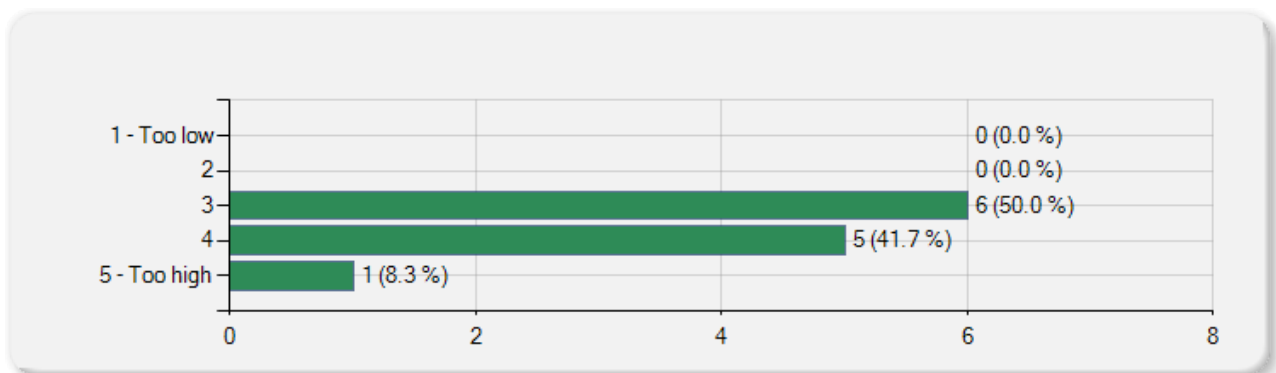
The course administration (information during the course, course memo, course homepage etc.) worked well



	Mean	Median
The course administration (information during the course, course memo, course homepage etc.) worked well	4.67	5.00

6. Workload

The course workload as related to the number of credits was...



	Mean	Median
The course workload as related to the number of credits was...	3.58	3.50

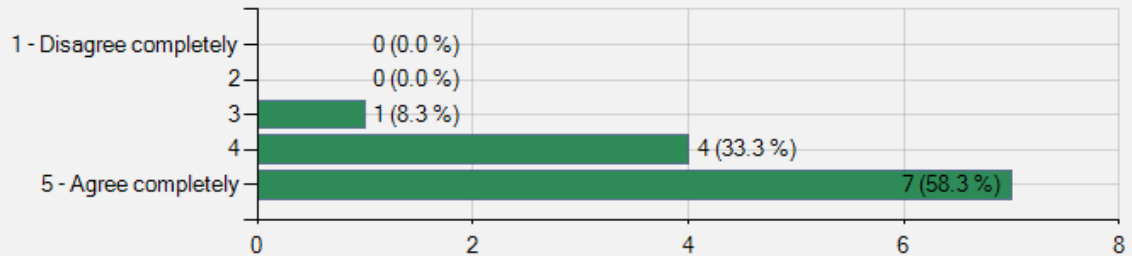
Comments (For example: What is the main reason behind your rating of the workload? Would the perceived workload have been lower if deadlines in the course would have been distributed in a different way? How many hours have you on average spent on the course per week? etc.):

Took a lot of time to read the literature. Think I spent more time in SP1 than SP2, when SP2 was supposed to have a higher workload.

This is probably the MTS course with the highest workload, due to amount of hours reading, and the big final assignments.

7. Working environment

The organization, content and teaching of this course have been designed and executed so that everyone can feel included, welcome and seen



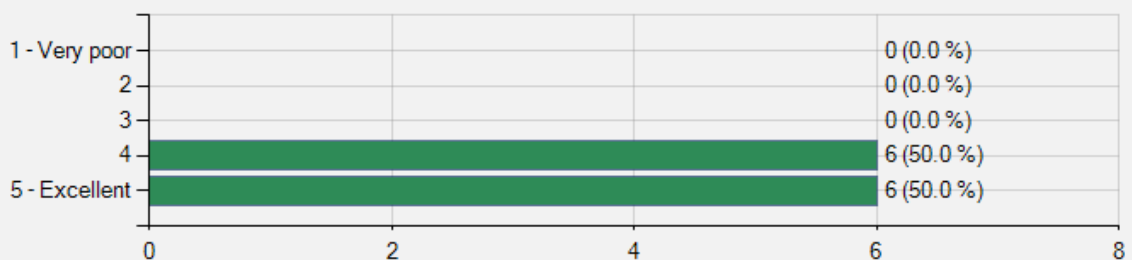
	Mean	Median
The organization, content and teaching of this course have been designed and executed so that everyone can feel included, welcome and seen	4.50	5.00

Comments:

The assigned seating worked well for me since i didnt know anyone in the class

8. Overall impression

What is your overall impression of the course?



	Mean	Median
What is your overall impression of the course?	4.50	4.50

Comments (For example: What are the main reasons for your overall impression of the course?):

The group discussions increased my impression of the course. I'd maybe have liked one or two more hand-ins in order to make the grading a bit more on going.

9. How has the interaction between students and teachers worked in this course?

How has the interaction between students and teachers worked in this course?

Very open which was good. Since the course was several conversation where both students and the teacher were present we could ask anything to him at any point.

good

Good! There was constant interaction during the seminars and the teacher encouraged us to develop our thoughts and helped us on the right path when we were lost.

Good

I think it has been really good. The teacher has been very good at including the students and asking what we would like to do or which options we like more.

No complaints.

10. If the course has contained group activities (lab sessions, simulations, group work, projects, or other types of cooperation between students): How have group roles and cooperation between students worked in this course?

If the course has contained group activities (lab sessions, simulations, group work, projects, or other types of cooperation between students): How have group roles and cooperation between students worked in this course?

Very good. Sometimes some students talked over some others but thats just a personality trait i guess.

there were a lot of discussion in group. Some have contributed more to the discussions, other less. But consider the format I think everyone contributed to the best of their abilities and it never felt like it lacked something.

It worked well.

Good

I think it has been great

Sometimes better, sometimes worse depending on the group. Overall good.

Difficult to participate if you're not the most talkative person

11. What should be kept for the next round of this course?

What should be kept for the next round of this course?

I like the diversity in litterature we read.

The discussions!

Everything.

The fika breaks, the poster making for Alice in wonderland.

The in-class discussions.

Seminars

12. Is there anything that should be changed for the next round of this course, and if so: How?**Is there anything that should be changed for the next round of this course, and if so: How?**

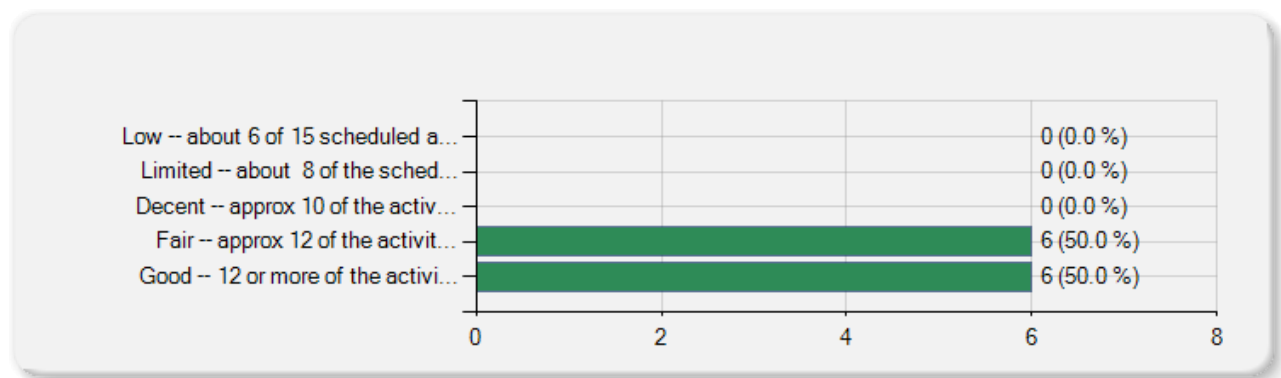
I wish i would have known about this course way earlier. Now i found it during my last year and took it on top of a full course load.

I think Alderman could be skipped.

Start off the course with a quick and simple intro to some literary terms for people to use in their discussions. There was quite a difference in levels in the course.

Maybe one more online-seminar and push the students a little extra to use the forum und discussion threads during the week before the next seminar.

Some of the books could be exchanged for better/more interesting books. Maybe with a clearer connection to MTS to help establish that connection a bit.

13 Attendance

	Mean	Median
Attendance	4.5	4.5

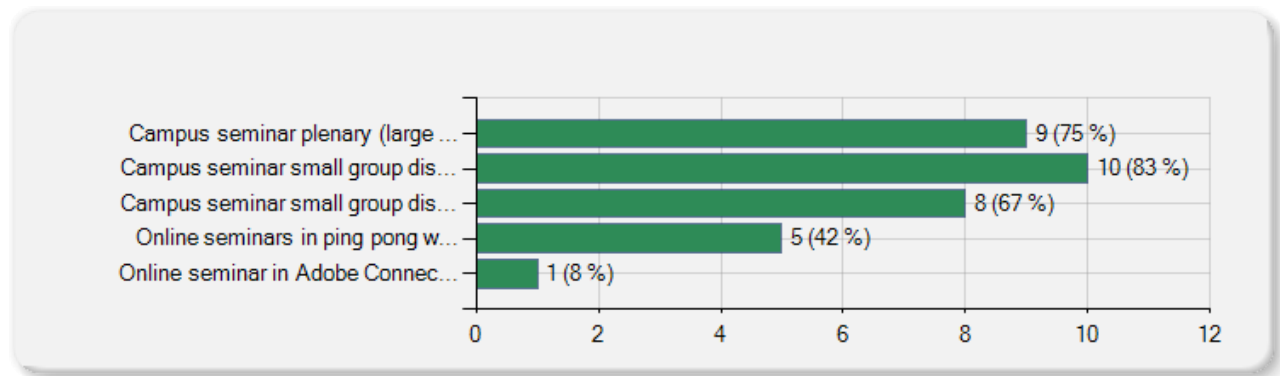
Comments

I don't remember how many there were, but I think I missed about 3.

I tried to attend all I could, but sickness and other night activities came in the way

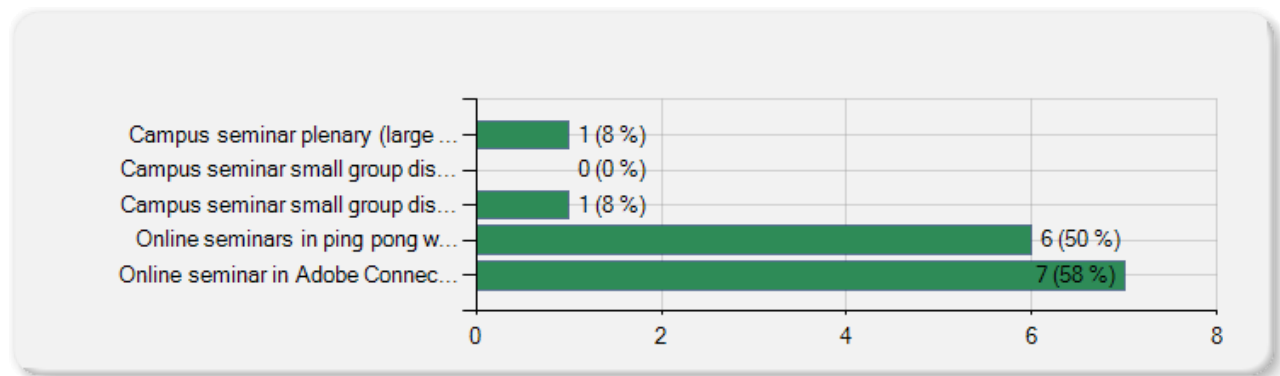
14. Rank seminar formats

Which seminar formats were effective for your learning?



	Mean	Median
Which seminar formats were effective for your learning?	2.4	2.0

Which seminar formats were not effective for your learning?



	Mean	Median
Which seminar formats were not effective for your learning?	4.2	4.0

What are your comments on formats? What formats are missing for instance? Or perhaps you want to comment on part of a format.



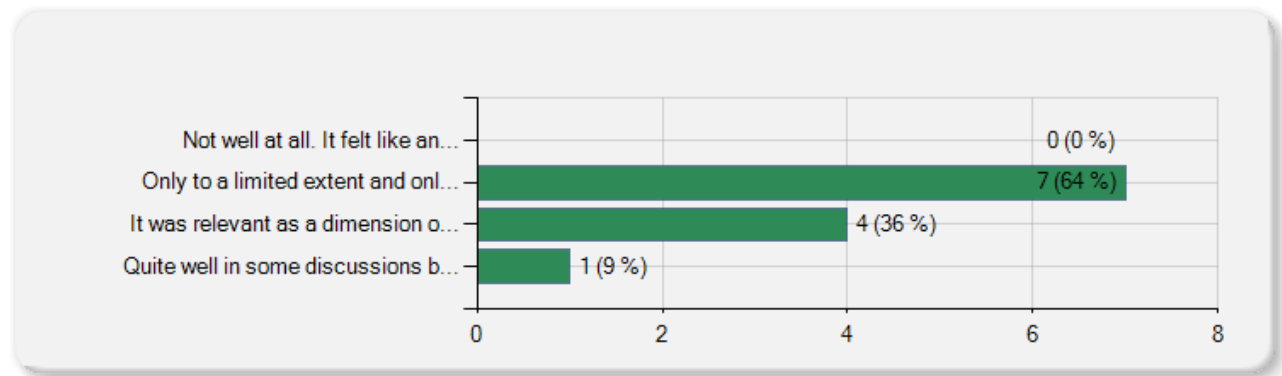
The online seminar worked, but I think i preferred real life meetings.

I don't remember the online seminar in Adobe Connect.

The canvas discussions weren't bad per se but the website didn't allow for the discussions to flow in a good way. If another platform was used for those seminars I think the seminars would have been better.

15. To what extent does the course course meet MTS-objectives?

To what extent does the course course meet MTS-objectives?



	Mean	Median
To what extent does the course course meet MTS-objectives?	2.5	2.0

Comment

I have completed a total of 3 MTS course's and I think this one met the objectives very well. As more smartphone native generations of studnets come though Chalmers, this MTS connection will only become more relevant. The technology discussion we had have definitely stayed with me. Especially, once conversation we had during a break. Where we talked about the future of language, tik tok and conecevenses of technnnological evolution.

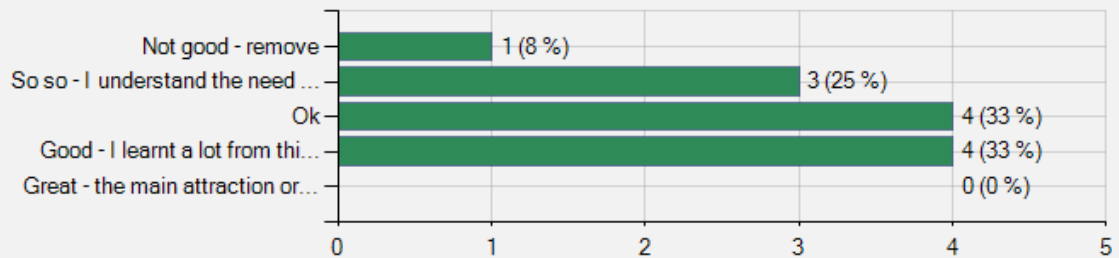
I thought it was very relevant in the book The Stone Gods, but overall in the course, it was not so present. Perhaps one of the books can be exchanged for a more MTS related book.

The technology aspect is somewhat missing. Maybe picking some books with a clearer MTS connection and adding a smaller discussion regarding aspects of that book and how to avoid it could help establish a connection.

MTS was the hardest part to pinpoint during the course

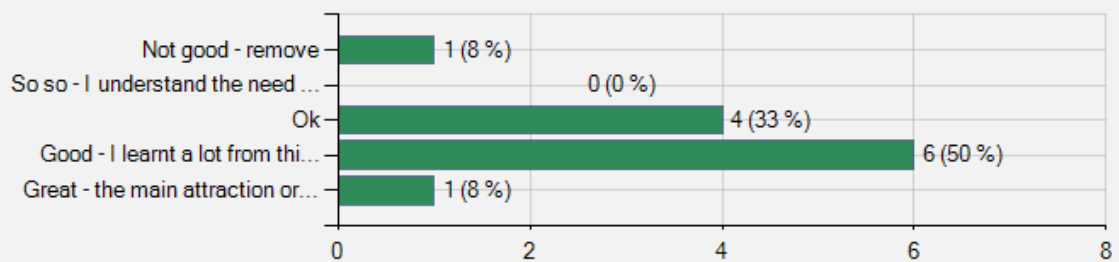
16. Assess course components

Intro (Elliot)



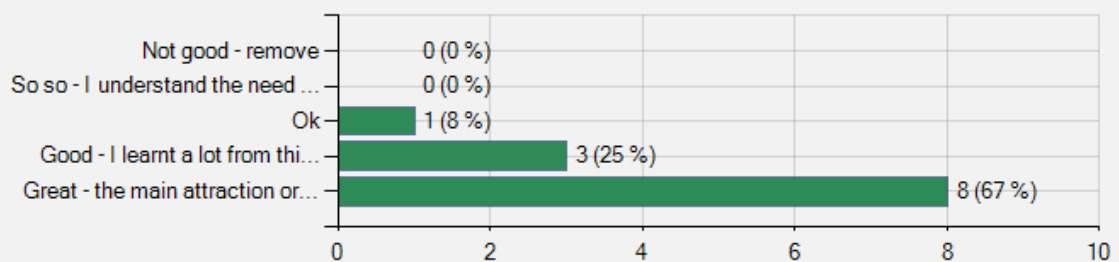
	Mean	Median
Intro (Elliot)	2.9	3.0

Short-stories (Barthelme / Poe)



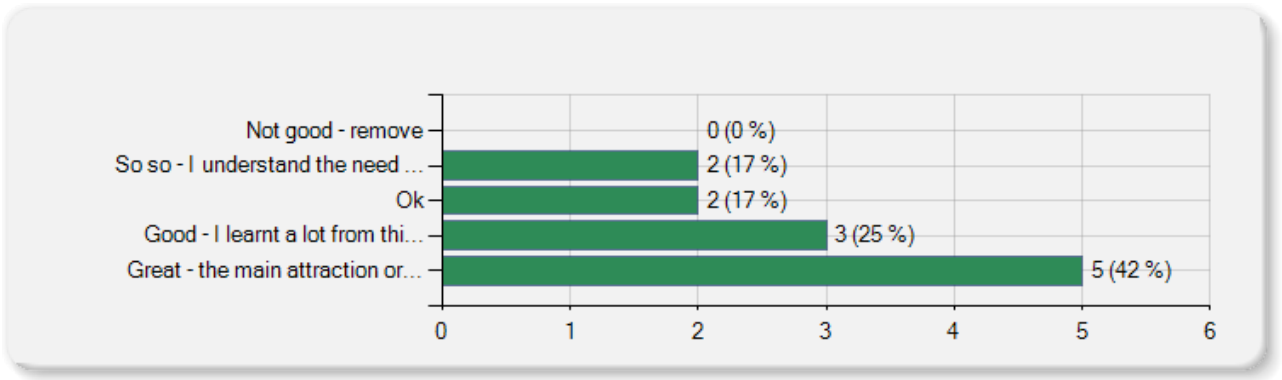
	Mean	Median
Short-stories (Barthelme / Poe)	3.5	4.0

Saturday (McEwan)



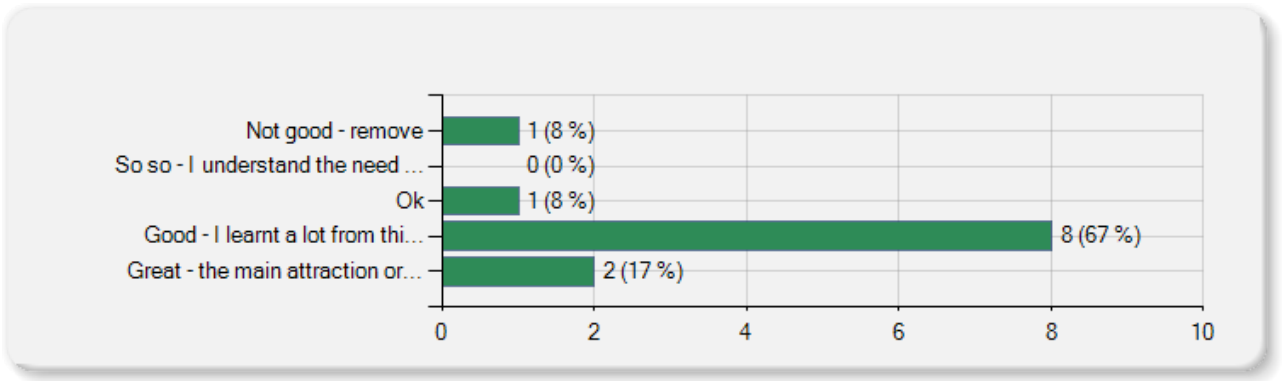
	Mean	Median
Saturday (McEwan)	4.6	5.0

Stone Gods (Winterson)



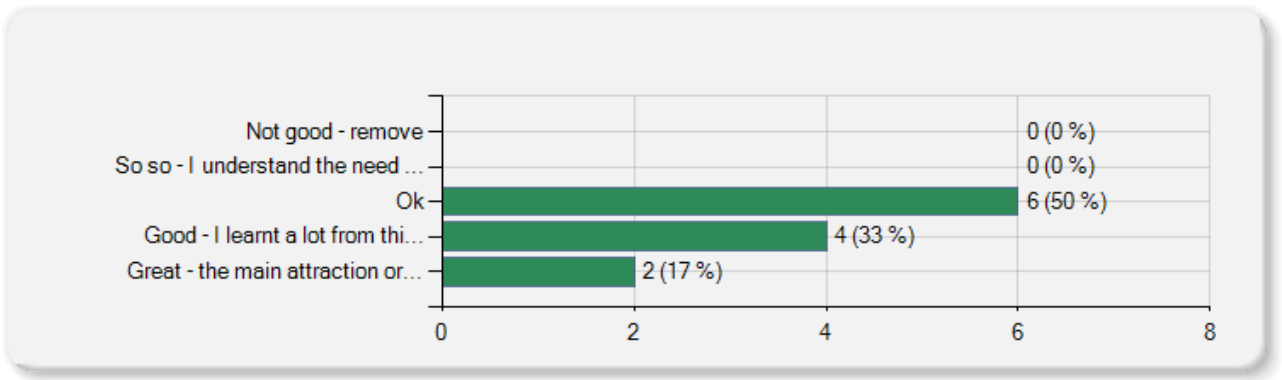
	Mean	Median
Stone Gods (Winterson)	3.9	4.0

Only Human (Diski)



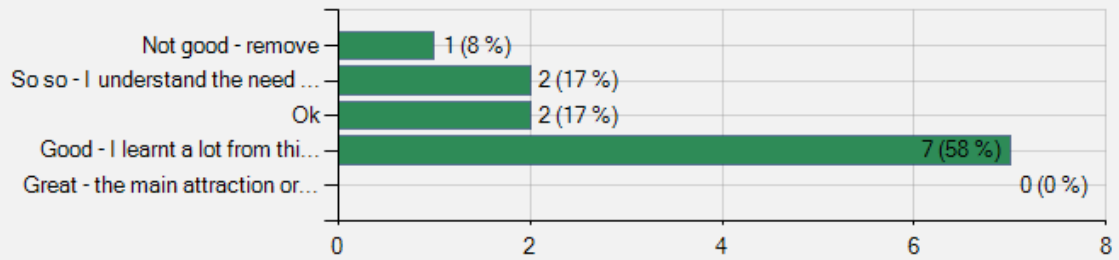
	Mean	Median
Only Human (Diski)	3.8	4.0

Alices (Caroll)



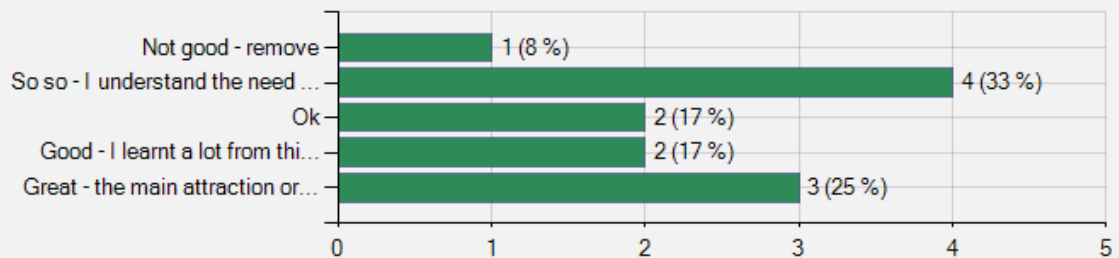
	Mean	Median
Alices (Caroll)	3.7	3.5

R&G are dead (Stoppard)



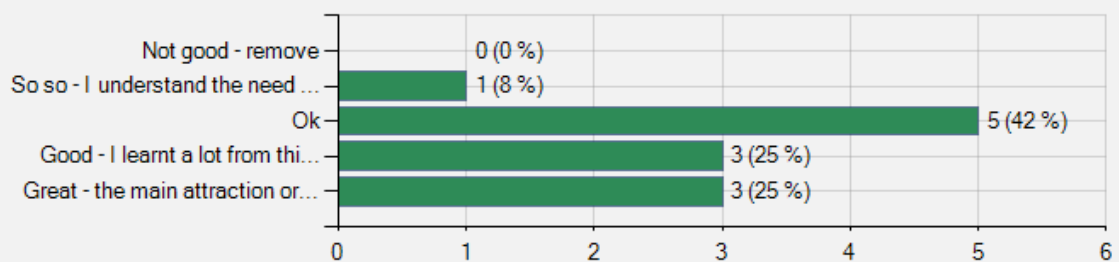
	Mean	Median
R&G are dead (Stoppard)	3.3	4.0

The Power (Alderman)



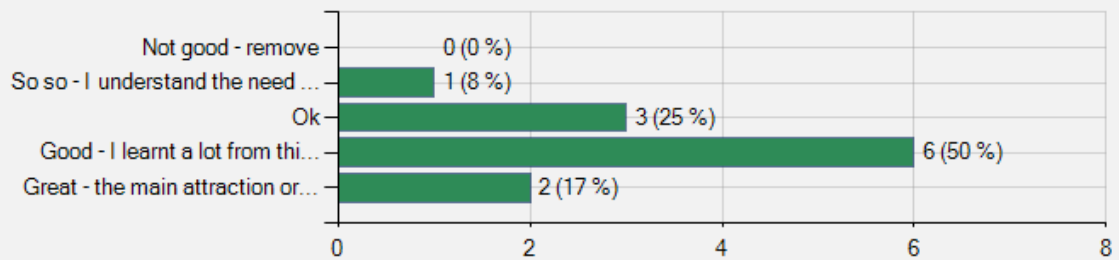
	Mean	Median
The Power (Alderman)	3.2	3.0

Tranströmer poetry



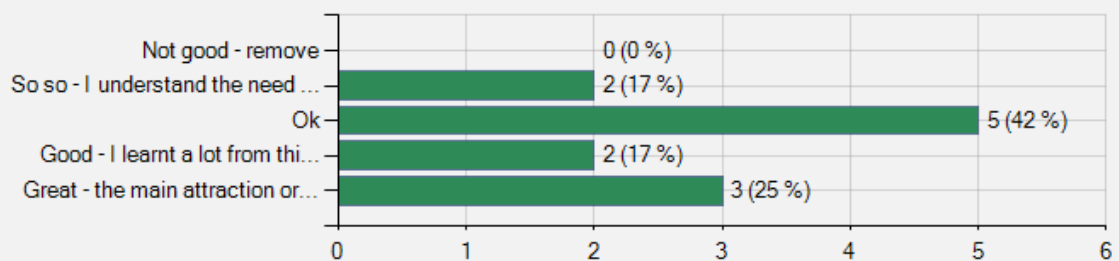
	Mean	Median
Tranströmer poetry	3.7	3.5

Keywording



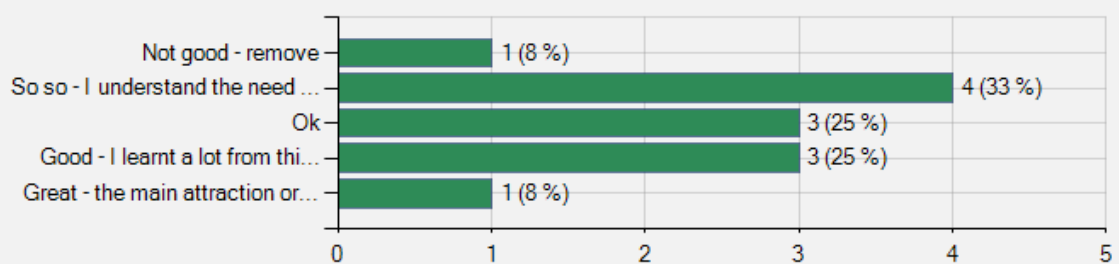
	Mean	Median
Keywording	3.8	4.0

Speed writing



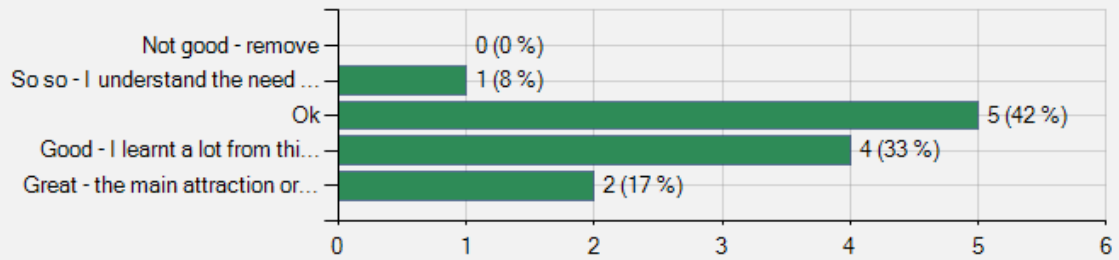
	Mean	Median
Speed writing	3.5	3.0

Online seminars



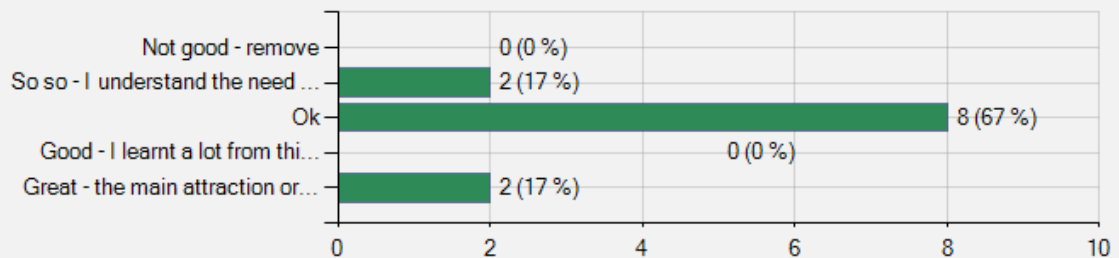
	Mean	Median
Online seminars	2.9	3.0

Portfolio assessment



	Mean	Median
Portfolio assessment	3.6	3.5

Term paper assessment



	Mean	Median
Term paper assessment	3.2	3.0

Any additional comments?

Did not do the term paper.

Elliot kind of scared me in the beginning as the way we read it didn't made any sense.
Maybe Elliot can stay, but to read it in another way.