

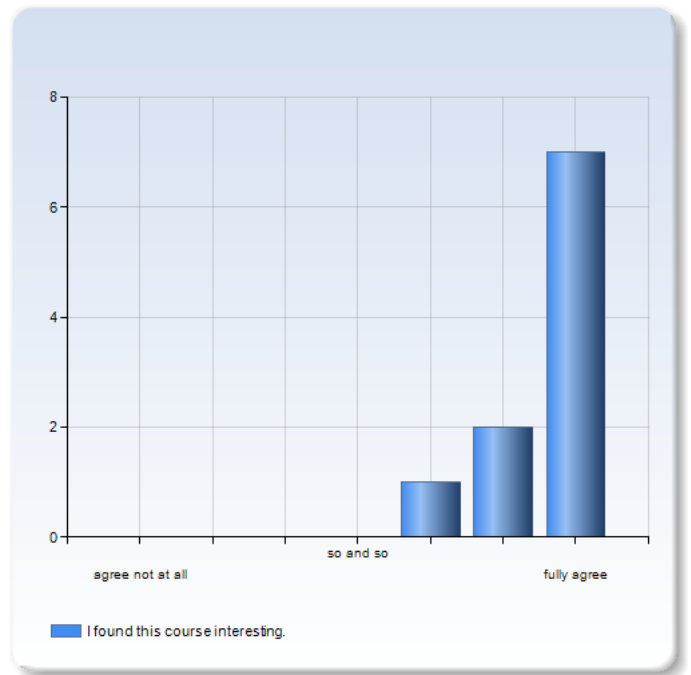
## Student Feedback on course EO3120 From Research to Impact (HT 2017)

Respondents: 15  
Answer Count: 10  
Answer Frequency: 66.67 %

### A. Overall course assessment:

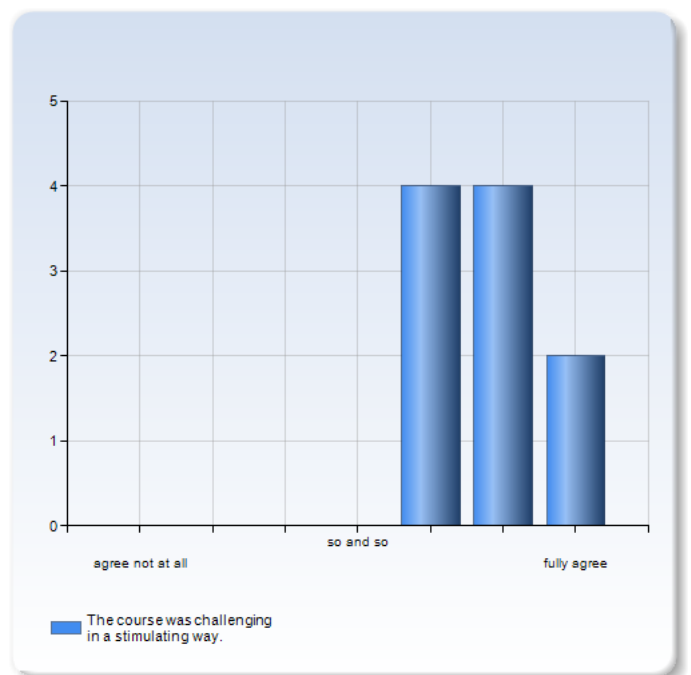
#### I found this course interesting.

I found this course interesting.	Number of Responses
agree not at all	0 (0.0%)
	0 (0.0%)
	0 (0.0%)
so and so	0 (0.0%)
	1 (10.0%)
	2 (20.0%)
fully agree	7 (70.0%)
Total	10 (100.0%)



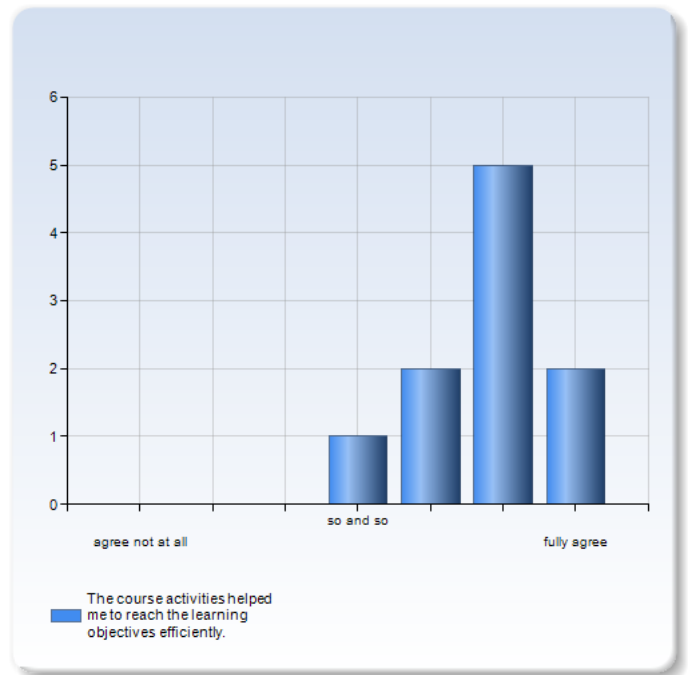
#### The course was challenging in a stimulating way.

The course was challenging in a stimulating way.	Number of Responses
agree not at all	0 (0.0%)
	0 (0.0%)
	0 (0.0%)
so and so	0 (0.0%)
	4 (40.0%)
	4 (40.0%)
fully agree	2 (20.0%)
Total	10 (100.0%)



## The course activities helped me to reach the learning objectives efficiently.

The course activities helped me to reach the learning objectives efficiently.	Number of Responses
agree not at all	0 (0.0%)
	0 (0.0%)
	0 (0.0%)
so and so	1 (10.0%)
	2 (20.0%)
	5 (50.0%)
fully agree	2 (20.0%)
Total	10 (100.0%)



## What was the best aspect of the course?

What was the best aspect of the course?

The aim

The lectures are given by teachers from different background.

Working on the outreach of your own project.

The fact that it forced us to DO things that promote the impact of our research, and that it taught us how to PLAN ahead to promote this impact. thinking about own research impact

The course provides students knowledge on evaluating the value of the research as well as how to bring the research closer to users.

Informative, Guest lecturer, open and neutral and student supportive discussion (thanks Wouter!)

Hands-on activities

listen to several invited lectures!

Inviting experts (e.g., from KTH innovation) to give feedback to the course attendees.

## What would you suggest to improve?

What would you suggest to improve?

More good examples to be inspired from

N.A.

The clarity of the assignment descriptions must be improved. Deeper studies on how different kind of research results can be publicised, both to the broader public and our community would help a lot (possibly experienced researchers, instead of professionals, for this last one?)

balanced focus on both commercializable and non commercializable research outputs

The course should require more team work.

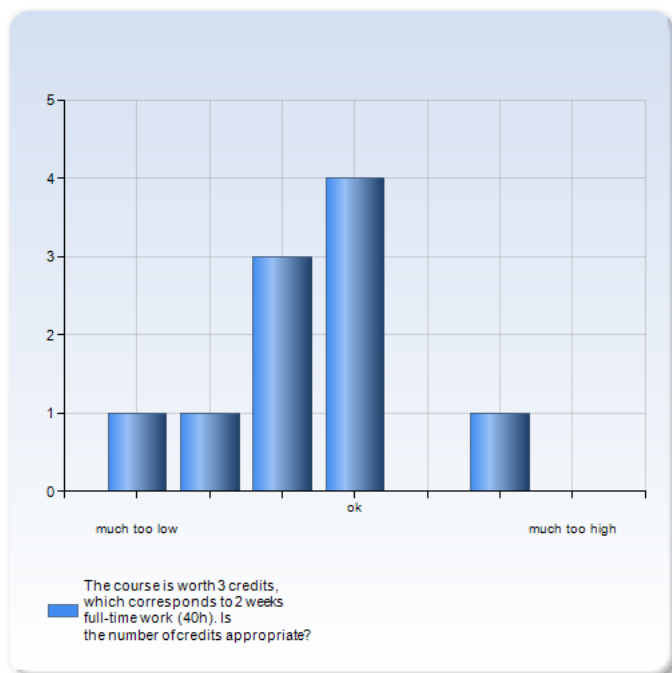
Planning, schedule, clarifying course requirements, time managing

Expectations for deliverables, clarify with examples

more practical visit or discuss with industry

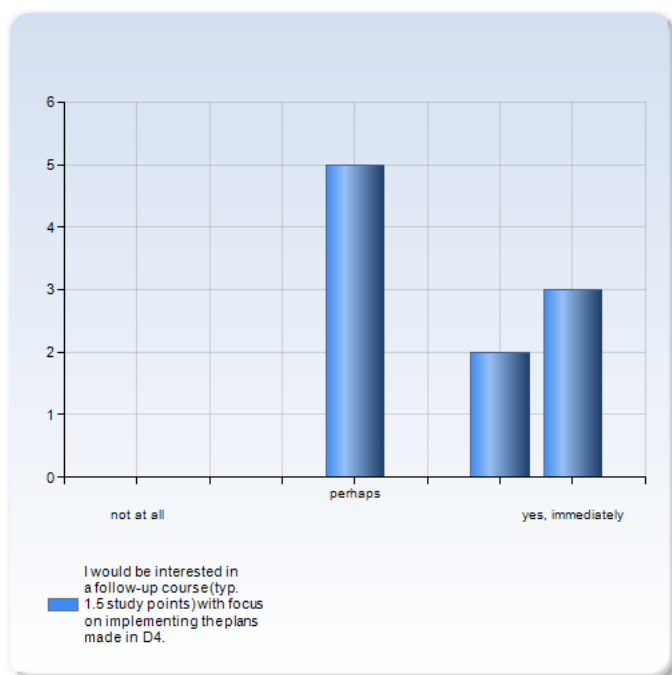
It would be interesting to have, in addition to this course EO3120 (let us call it "basic course"), an advanced version of it, in which some of the same students could take part in. In the advanced one, which will take place around 1 year after the basic one, students could analyze how the learnt and applied research communication skills (e.g., after implementing D4) have improved their research visibility and analyze different impact factors. This way might be a strong strategy to get feedback for the basic course as well.

The course is worth 3 credits, which corresponds to 2 weeks full-time work (40h). Is the number of credits appropriate?	Number of Responses
much too low	1 (10.0%)
	1 (10.0%)
	3 (30.0%)
ok	4 (40.0%)
	0 (0.0%)
	1 (10.0%)
much too high	0 (0.0%)
Total	10 (100.0%)



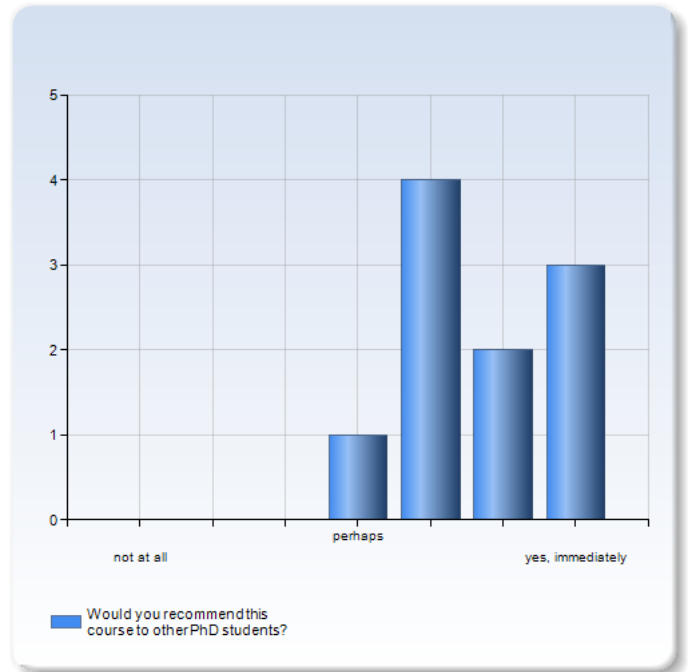
**I would be interested in a follow-up course (typ. 1.5 study points) with focus on implementing the plans made in D4.**

I would be interested in a follow-up course (typ. 1.5 study points) with focus on implementing the plans made in D4.	Number of Responses
not at all	0 (0.0%)
	0 (0.0%)
	0 (0.0%)
perhaps	5 (50.0%)
	0 (0.0%)
	2 (20.0%)
yes, immediately	3 (30.0%)
Total	10 (100.0%)



## Would you recommend this course to other PhD students?

Would you recommend this course to other PhD students?	Number of Responses
not at all	0 (0.0%)
	0 (0.0%)
	0 (0.0%)
perhaps	1 (10.0%)
	4 (40.0%)
	2 (20.0%)
yes, immediately	3 (30.0%)
Total	10 (100.0%)



## What advice would you like to give to potential future course participants?

What advice would you like to give to potential future course participants?

If you want to learn more, invest more time on this course.

Use the opportunity and invest the time in your outreach - it's worth it.

Try to understand what people mean, not what they say. Best advice for cross-disciplinary ever

Take the opportunity to get feedback from other PhD students and the experts guests

Take the course at the midth of your phd

Take the course at the beginning of your second year

They could learn a lot from implementing D4. It is true that some of the research topics are toooooo theoretical, but it is their art to find a smart way to make it understandable and attractive for more general audiences, and working on D4 could help them a lot in this way.

## Feel free to provide any other comment.

Feel free to provide any other comment.

N.A.

I think courses like this one can greatly improve KTH's image abroad in new population sectors.

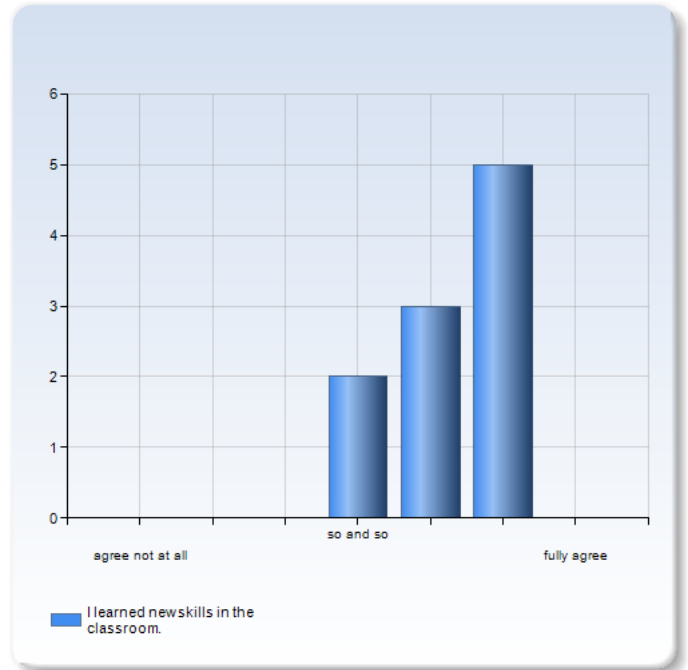
Peer to peer feedbacks were not much constructive /useful

## B. Lecture content and deliverables part 1

In the first part and assignment D1 we wanted that you learn how to identify the value of your own research and identify steps what is needed to move it up on the TRL ladder.

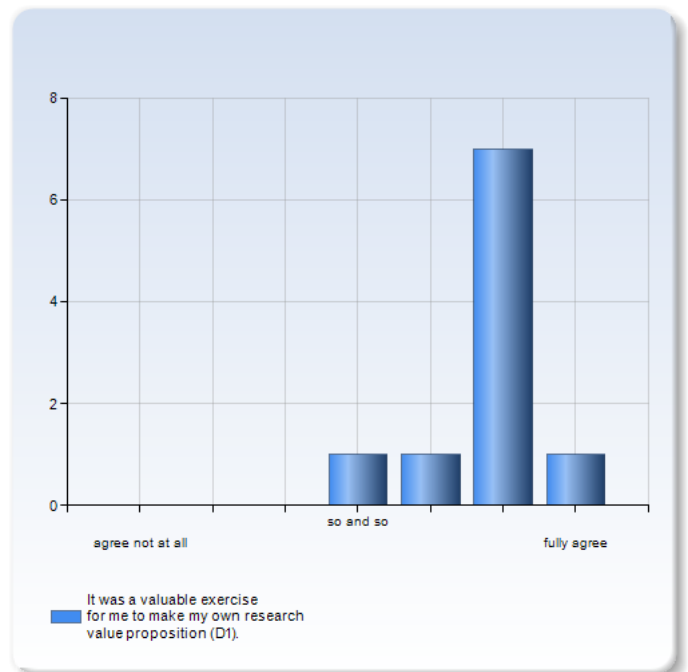
**I learned new skills in the classroom.**

I learned new skills in the classroom.	Number of Responses
agree not at all	0 (0.0%)
	0 (0.0%)
	0 (0.0%)
so and so	2 (20.0%)
	3 (30.0%)
	5 (50.0%)
fully agree	0 (0.0%)
Total	10 (100.0%)



**It was a valuable exercise for me to make my own research value proposition (D1).**

It was a valuable exercise for me to make my own research value proposition (D1).	Number of Responses
agree not at all	0 (0.0%)
	0 (0.0%)
	0 (0.0%)
so and so	1 (10.0%)
	1 (10.0%)
	7 (70.0%)
fully agree	1 (10.0%)
Total	10 (100.0%)



## What was good with the first part and should be kept next time the course is given?

What was good with the first part and should be kept next time the course is given?

NABC and TRL presentation

The first part is very good, but the teachers should give more instructions considering the different background of the students.

External lectures and talks.

The TRL knowledge was very good.

the impact seminar

Writing proposition and estimating TRL ladder are good parts.

Wouter's and Gusstav's feedbacks

Invite someone as experienced as Gustav

## What can be improved in the first part?

What can be improved in the first part?

Again, some excellent examples.

N.A.

NABC only has real meaning for commercialization. Either state it plainly or drop it for some other exercise to identify impact paths. Or maybe keep it for commercialization and add some exercise to discover impact paths? Maybe someone from literature research to find lead users?

I think it is better if audience targets are precisely defined in the value proposition. Should have value proposition forms for theoretical works and practical works separately.

Clarify exercises

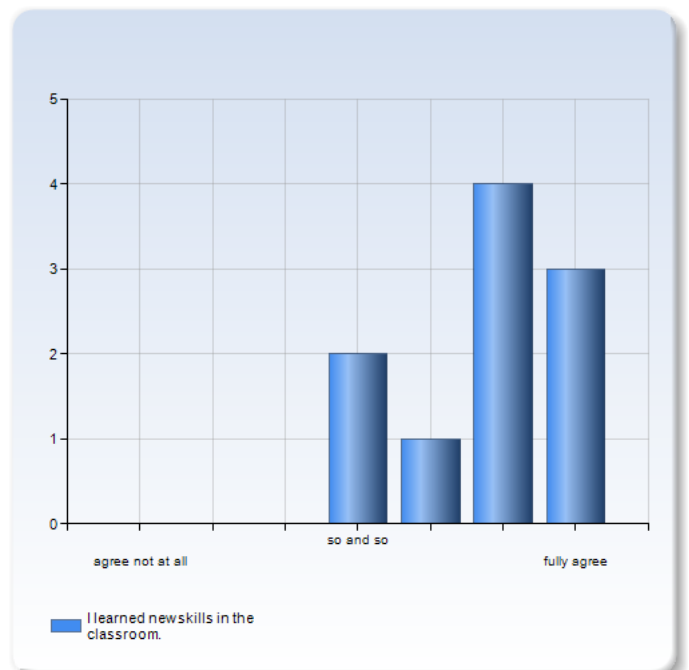
Make it relevant for phd students with less hands-on projects

## C. Lecture content and deliverables part 2

In the second part and assignments D2-4 we wanted that you learn the basics on how to communicate your own research and push you to do some basic communication activities.

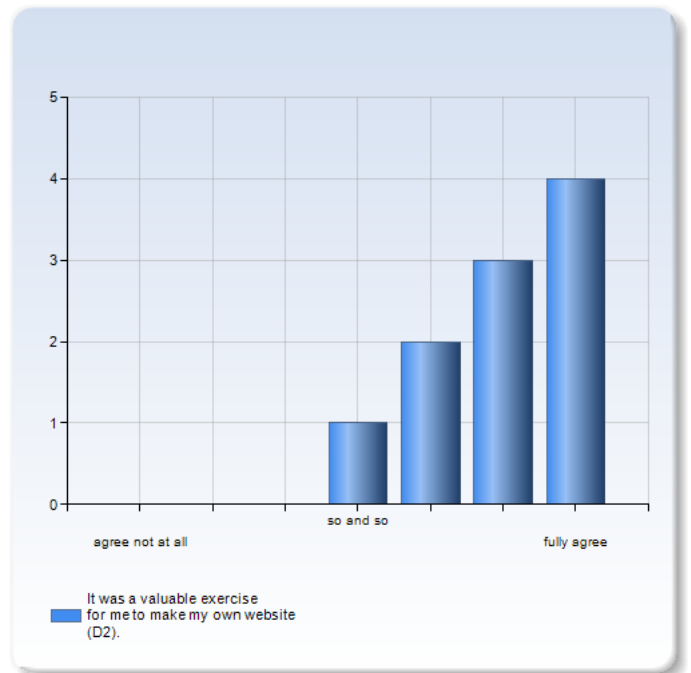
### I learned new skills in the classroom.

I learned new skills in the classroom.	Number of Responses
agree not at all	0 (0.0%)
	0 (0.0%)
	0 (0.0%)
so and so	2 (20.0%)
	1 (10.0%)
	4 (40.0%)
fully agree	3 (30.0%)
Total	10 (100.0%)



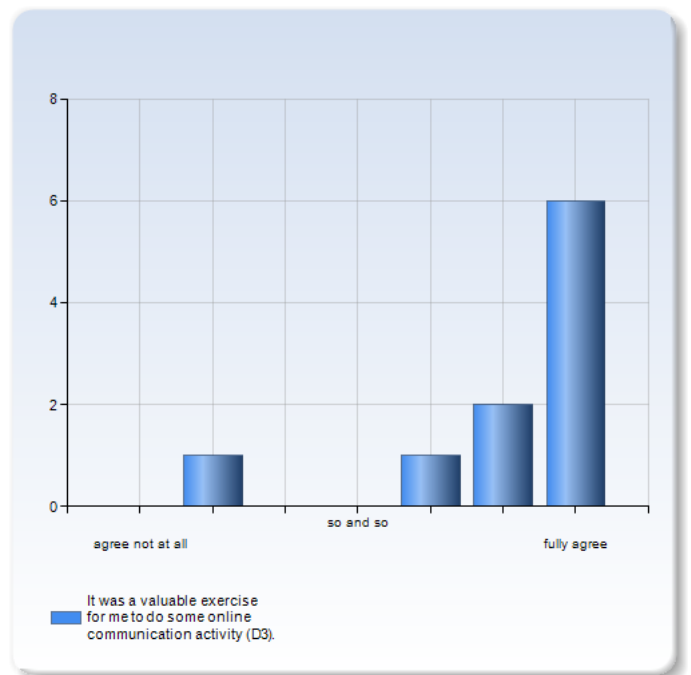
### It was a valuable exercise for me to make my own website (D2).

It was a valuable exercise for me to make my own website (D2).	Number of Responses
agree not at all	0 (0.0%)
	0 (0.0%)
	0 (0.0%)
so and so	1 (10.0%)
	2 (20.0%)
	3 (30.0%)
fully agree	4 (40.0%)
Total	10 (100.0%)



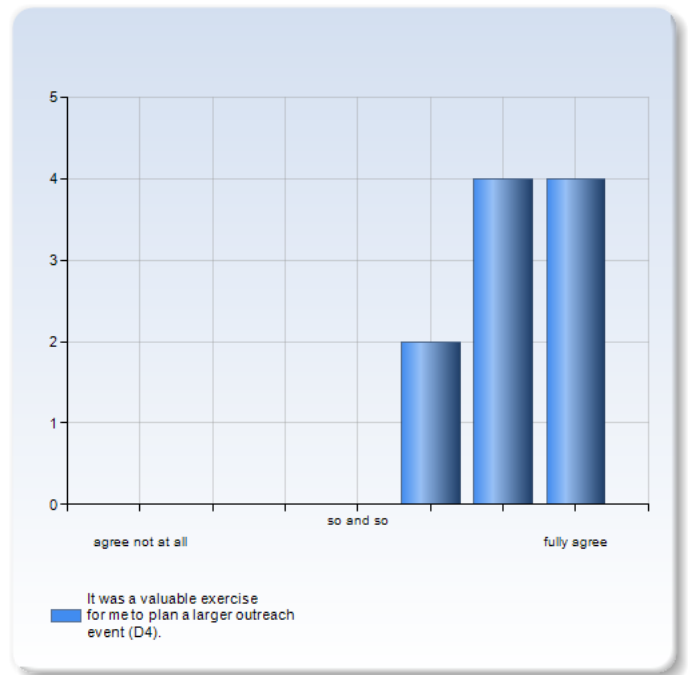
### It was a valuable exercise for me to do some online communication activity (D3).

It was a valuable exercise for me to do some online communication activity (D3).	Number of Responses
agree not at all	0 (0.0%)
	1 (10.0%)
	0 (0.0%)
so and so	0 (0.0%)
	1 (10.0%)
	2 (20.0%)
fully agree	6 (60.0%)
Total	10 (100.0%)



## It was a valuable exercise for me to plan a larger outreach event (D4).

It was a valuable exercise for me to plan a larger outreach event (D4).	Number of Responses
agree not at all	0 (0.0%)
	0 (0.0%)
	0 (0.0%)
so and so	0 (0.0%)
	2 (20.0%)
	4 (40.0%)
fully agree	4 (40.0%)
Total	10 (100.0%)



## What was good with the second part and should be kept next time the course is given?

What was good with the second part and should be kept next time the course is given?

It is very good, and should be kept the same next time.

The assignments were a very good way to practice and get a practical output from the time we dedicated.

I enjoyed most of the activities/meetings

Encouraging students promote their works and interact with potential users are good idea.

Lectures

Webpage and Outreach plan

Everything was designed wisely and should be kept as it is.

## What can be improved in the first part?

What can be improved in the first part?

N.A.

External presentation could be improved.

The quality of the communication seminar must be improved. A nice improvement would be to organize these assignment in group, e.g. a group of PhD students is responsible for developing D2-D4 for all of them. This way, we would smooth over personal opinions and all get better results.

Exercises

Clarify expectations for deliverables

## D. Book chapter study and student presentations

The idea of the student presentations was to complement the material provided in the seminars.

## What was best with the book chapter study and student presentations?

What was best with the book chapter study and student presentations?

Presentations in different style given by students from different background.

Broad overview by presentation with different topics

pointing out good topics to read

Book chapter study and student presentations bring new understanding and suggestions on how and which way the research can be reach the users. I think it is good to keep these activities.

Learned quite a bit when I prepared my own presentation



# What can be improved with the book chapter study and student presentations?

What can be improved with the book chapter study and student presentations?

Some chapters are not coherent with lectures. Quality ends up being low.

The presentation time should be kept around the same, now the presentation time ranges from around 7 min to 20 min approximately.

The selection should be improved. It may be the case the whole field of books on impact is to blame, high-quality readings on the topic are scarce.

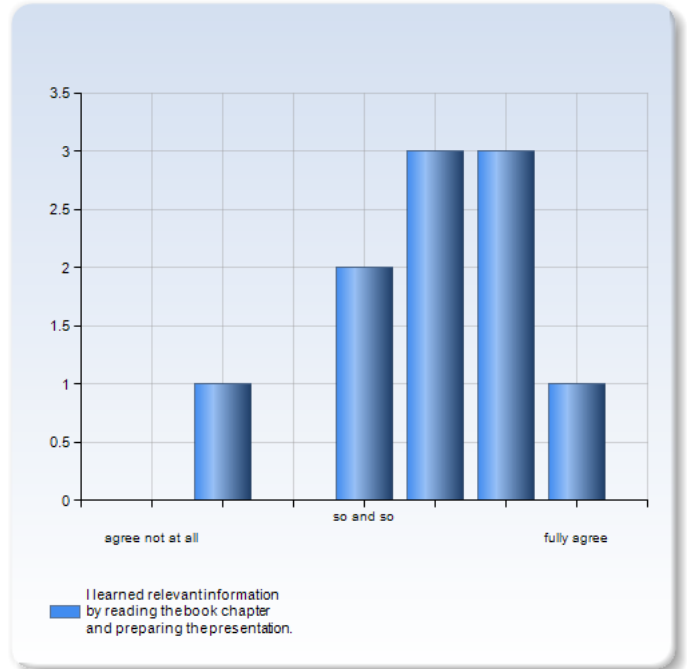
meeting were too long, slow and sometimes boring

Personally, I think it is better to encourage students to learn not only from book chapter but also from other media means such as youtube, hot news.

Limit time for presentations

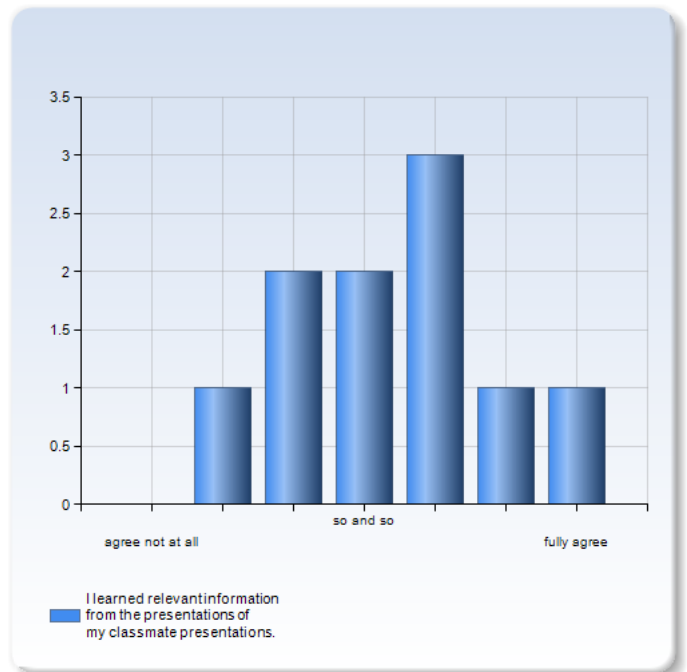
## I learned relevant information by reading the book chapter and preparing the presentation.

I learned relevant information by reading the book chapter and preparing the presentation.	Number of Responses
agree not at all	0 (0.0%)
	1 (10.0%)
	0 (0.0%)
so and so	2 (20.0%)
	3 (30.0%)
	3 (30.0%)
fully agree	1 (10.0%)
Total	10 (100.0%)



## I learned relevant information from the presentations of my classmate presentations.

I learned relevant information from the presentations of my classmate presentations.	Number of Responses
agree not at all	0 (0.0%)
	1 (10.0%)
	2 (20.0%)
so and so	2 (20.0%)
	3 (30.0%)
	1 (10.0%)
fully agree	1 (10.0%)
Total	10 (100.0%)



## E. Teacher skills

Please provide feedback for/about each of the teachers by stating:

- 1) what you appreciated most with their teaching;
- 2) make suggestions about how they could improve.

### Feedback on Tobias Oechtering

E. Teacher skills

Please provide feedback for/about each of the teachers by stating:

- 1) what you appreciated most with their teaching;
- 2) make suggestions about how they could improve.

Feedback on Tobias Oechtering

I appreciate the time investment he spent on this course

Good planning and organization. Tasks and deadlines could be communicate better in some cases

His effort and clarity are very appreciated. He could be more open to debate and embrace conflict in academic discussions.

The seminar on impact by Tobias was very nice! It helped me to understand how 'impact' can be defined.

Tobias provides good lectures, especially in the pathways of impact. He also gave useful advises on how to improve the impact plan and reach the lead users of our research.

Thanks for organising and spending so much time on the course! You could be more strict with limiting time of e.g. presentations.

### Feedback on Wouter van der Wijngaart

Feedback on Wouter van der Wijngaart

I appreciate the suggestions given by him after the presentations

Energetic and convincing. Might be interesting to hear more details of own experiences.

His experience in research communication and commercialization is definitely useful. He could be more empathic and more precise when expressing himself.

Comments and feedback from Wouter on the deliverable were really helpful!

Wouter gave us useful comments in improving the impact of research.

Out speaking

Thanks for the shared insight into real-life examples. You could be more strict with limiting time of e.g. presentations.

### Feedback on Sjoerd Haas (alumni entrepreneur)

Feedback on Sjoerd Haas (alumni entrepreneur)

Good experience in start-ups.

Interesting story, should be given again next time

He told a nice story, but it did not have a clear point.

it was okay, but I cannot say that I got any knowledge that I can apply to my research/future career

The lecture from Sjoerd provides students overviews of basic steps from forming idea to startup companies. His experiences on how to commercialize research products are good examples for us.

Useful experiences

### Feedback on Gustav Notander

Feedback on Gustav Notander

Good presentation on value proposition and NABC.

Good.

He is very good at commercialization, but he should not be involved in "value" assessment when it does not involve commercialization. Not his fault, though.

The presentation was good but not equally relevant to all the students. Not everyone is going to sell his research.

Gustav with lectures on values propositions and TRL provides good examples on how to evaluate the value of research as well as steps from theoretical work to a complete product. However, he focus more on a complete product that might be commercialized.

Constructive Feedbacks

Very nice and clear introduction to value propositions.

Could you give us more information about the whole process how to apply fund from your center, who has the qualification and how to do after receiving your fund, et al, and let Tobias send to us, thanks.

### Feedback on Annika Engström

Feedback on Annika Engström

Good presentation on the online communication.

Interesting content. Presentation could be given with a bit more concrete examples and exercises

She is clear and nice, but her seminar was poorly prepared and the same time would have allowed for many more concepts.

Lectures were good.. maybe it could be helpful to be more to the point with more examples.

Annika introduce us media tools that we can use to reach out the users and promote our works.

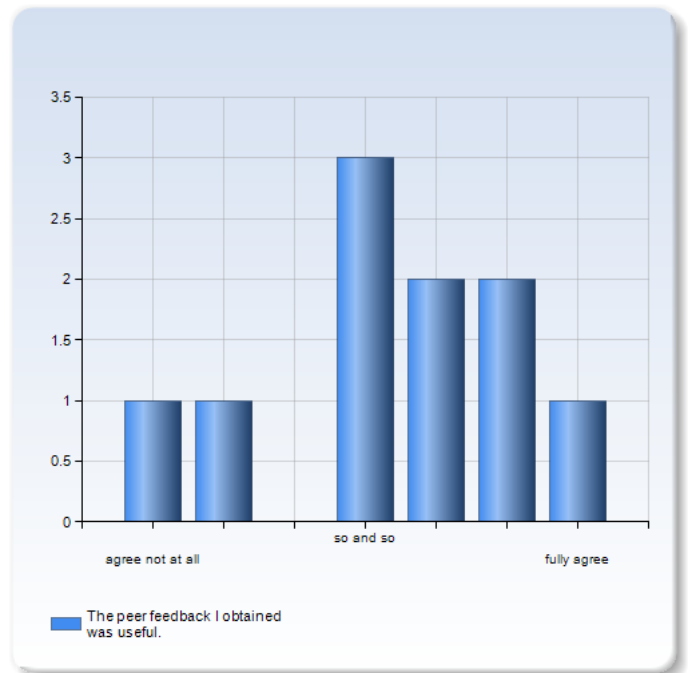
Informative presentation

## F. Course format – teacher and peer feedback on deliverables

The goal of the feedback sessions was to provide you feedback on your material, but also to get to know about the material and ideas of your peers. How well did this activity achieve this goal?

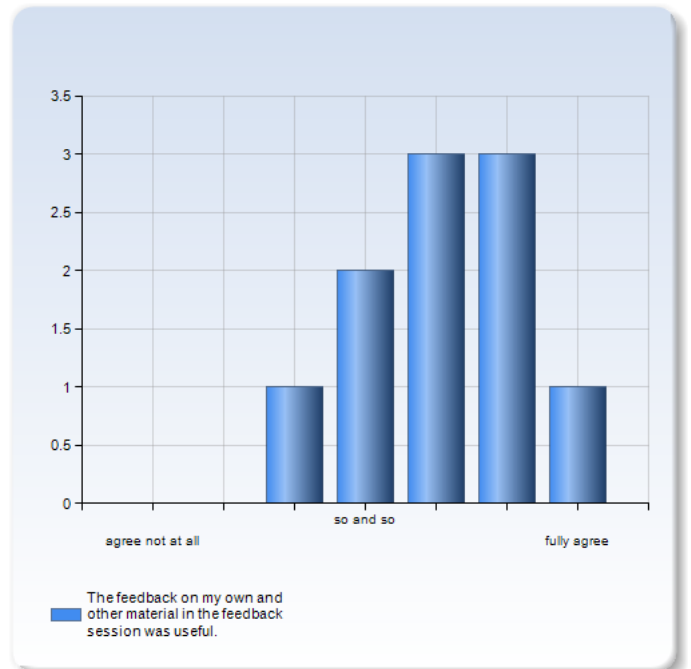
The peer feedback I obtained was useful.

The peer feedback I obtained was useful.	Number of Responses
agree not at all	1 (10.0%)
	1 (10.0%)
	0 (0.0%)
so and so	3 (30.0%)
	2 (20.0%)
	2 (20.0%)
fully agree	1 (10.0%)
Total	10 (100.0%)



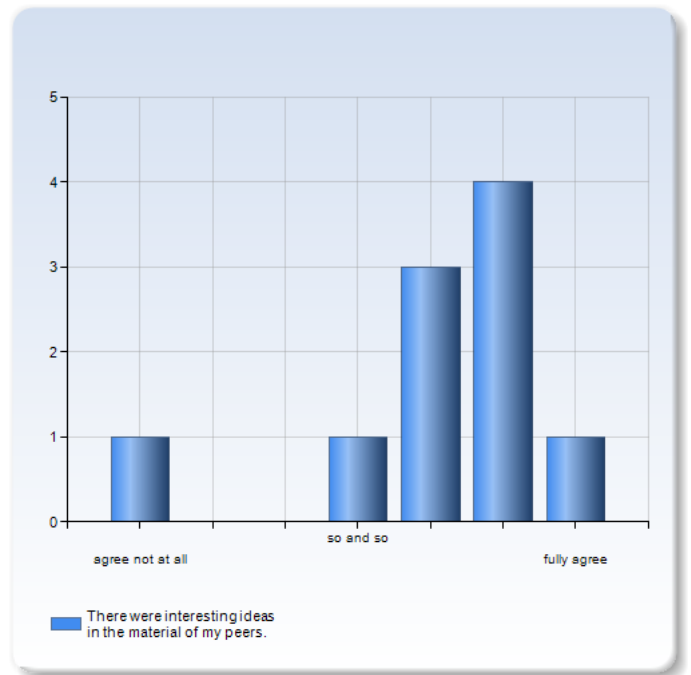
The feedback on my own and other material in the feedback session was useful.

The feedback on my own and other material in the feedback session was useful.	Number of Responses
agree not at all	0 (0.0%)
	0 (0.0%)
	1 (10.0%)
so and so	2 (20.0%)
	3 (30.0%)
	3 (30.0%)
fully agree	1 (10.0%)
Total	10 (100.0%)



## There were interesting ideas in the material of my peers.

There were interesting ideas in the material of my peers.	Number of Responses
agree not at all	1 (10.0%)
	0 (0.0%)
so and so	1 (10.0%)
	3 (30.0%)
	4 (40.0%)
fully agree	1 (10.0%)
Total	10 (100.0%)



## What was best with teacher and peer feedback on deliverables?

What was best with teacher and peer feedback on deliverables?

Suggestions from people in different research field.

The short discussions in class.

other students and teachers usually had an outsider point of view, which I found very helpful

Teachers feedbacks were very good most of the time

practice giving feedback

## What can be improved with the teacher and peer feedback on deliverables?

What can be improved with the teacher and peer feedback on deliverables?

No need for peers review on d2,3,4 before the presentation

Maybe the teacher can give some feedback.

More discussions should be encouraged, but also, an authoritative view should be provided in some topics once in a while. Documented response to feedback should be compulsory.

give feedback on feedback (e.g. teachers who are more experienced)

## How can we improve the course feedback questionnaire?

How can we improve the course feedback questionnaire?

N.A.

Meta-feedback is not the answer :-D it depends on what you want to know

I think using multiple choices questions with one free field can improve the feedback questionnaire.

make it anonymous so that you don't know who hasn't filled it out, yet ;)