



# 10 requests from students

- 1. Set clear objectives that are relevant to the engineer: “After this course you will be able to...”**  
This will increase motivation.
- 2. Design assessment tasks and teaching that are relevant to the objectives.**  
This will define the course objectives to the students and engage them in the appropriate learning activities. Motivation is strong when students experience a need to know things in order to carry out tasks that matter to them.
- 3. Focus on working knowledge of basic concepts and provide connections to reality. Application is the road to understanding theory.**  
This will encourage a deep approach to learning by increasing intrinsic motivation, giving better understanding and long-term retention.
- 4. Prioritise. Remember: coverage is the enemy of understanding.**  
This will reduce time stress, which is an important reason why students adopt a surface approach to learning.
- 5. Set an assessment task early in the course.**  
This will help students getting started and provide an opportunity for early success, which is a motivation factor. Getting feedback in a timely, effective manner, will help students learn.
- 6. Set assessment tasks regularly during the course.**  
This will help students spend time on tasks and keep up the pace of work. Getting feedback and responding in a timely, effective manner, will help students learn.
- 7. Make sure students know exactly what is expected of them. Produce explicit criteria for assessment.**  
This will take away the hidden curriculum and reduce the cue-seeking game.
- 8. Design tasks and activities with built-in interaction. Use both peer interaction and student-teacher interaction.**  
This will increase social motivation and encourage deeper understanding.
- 9. Make a realistic plan for the time the students spend on the course. Get regular feedback on the actual time spent on tasks. Coordinate deadlines and workload with parallel courses.**  
This will reduce time stress.
- 10. Show with your enthusiasm that the course and its tasks are worth doing.**  
This will promote social motivation.

The requests are based on interviews with students at KTH, Chalmers and Linköping.  
Source: Experiences of Learning; Student accounts linked with theory, CDIO 2003.  
Contact [kristina@kth.se](mailto:kristina@kth.se) for a copy of the full report.