



## Final report

### VT2026\_MKGA92\_48532\_Sociala medier och samhällsteorier

First time registered students: 24

Answer Count: 2

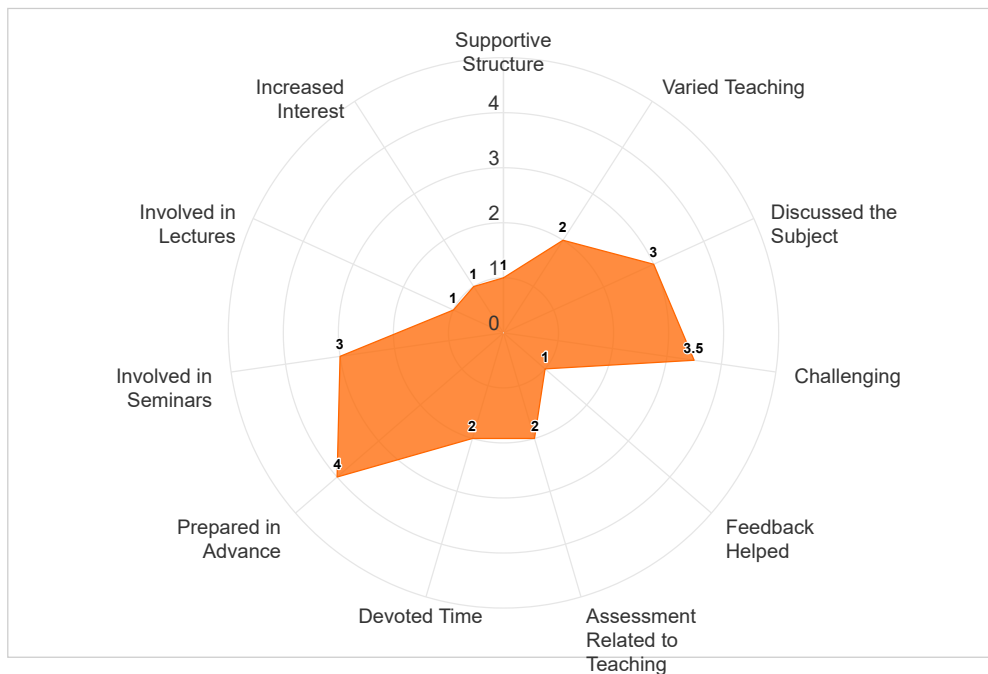
Answer Frequency: 8.33%

The course evaluation could be answered during the period:

28/03/2026 - 11/04/2026

When collaborative courses, several course codes are shown below:

**MKGA92 Sociala medier och samhällsteorier, End date: 2026-03-29**





Mean value for each question. Highest value = 4.

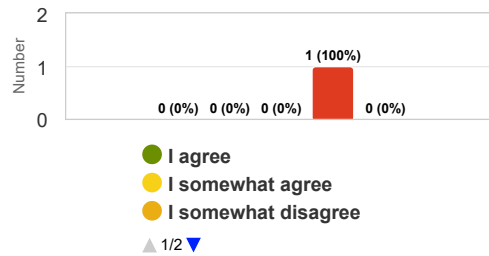
	Mean
Supportive Structure	1.0
Varied Teaching	2.0
Discussed the Subject	3.0
Challenging	3.5
Feedback Helped	1.0
Assessment Related to Teaching	2.0
Workload	2.0
Devoted Time	2.0
Prepared in Advance	4.0
Involved in Seminars	3.0
Involved in Lectures	1.0
Increased Interest	1.0

### Results of learning

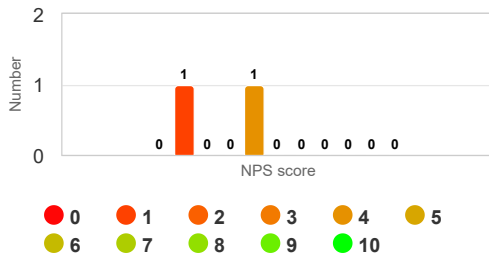
**All in all, the course was valuable for me.**

*Courses that were considered valuable were related to personal development, acquisition of new knowledge and skills, understanding of something. Higher ratings can refer to students' perceived development (learned a lot, and it was useful). Lower ratings can refer to scanty development of knowledge and skills or not understanding certain themes or their parts, not understanding the necessity and significance of the course, problems in the learning environment.*

	Mean
All in all, the course was valuable for me	1



### How likely would you be to recommend this course to a friend or colleague?



**Net Promoter Score (NPS) = -100**

Promoters = 0 (0%)

Passives = 0 (0%)

Detractors = 2 (100%)

The Net Promoter Score (NPS) is a metric that measures student experience and predicts the effectiveness of a course. It calculates an NPS score based on a key question using a 0-10 scale, asking how likely students would recommend the course to others. Respondents are grouped into Promoters, Passives, or Detractors based on their score, and the NPS is calculated by subtracting the percentage of Detractors from the percentage of Promoters. The NPS is a core metric for course evaluation programs and is trusted by educational institutions to engage their students and improve their learning experience performance.



**KARLSTAD  
UNIVERSITY**

## **Kommentarer**

### **Course supervisor's comments**

Based on the discussion in the final session and the course evaluation, the transition from the general Swedish-speaking introduction courses to the DMA courses could be improved. Some students expressed the wish to receive more English writing training and to reduce the number of final-week exams. The scheduling of the Inpera exam was also perceived as inappropriate since it fell on the last Friday of the course, overlapping with the deadline for the group assignment.

The outcomes of the survey-based evaluation are not very representative due to a very low participation rate.

As the first three courses of the DMA programme will soon be restructured, these adjustments should be carried out in alignment with MKGA92 to provide a smoother transition into the DMA programme.