



**KARLSTAD  
UNIVERSITY**

## Final report

### HT2025\_FEAD35\_47985\_Innovation genom tjänstedesign

First time registered students: 11

Answer Count: 5

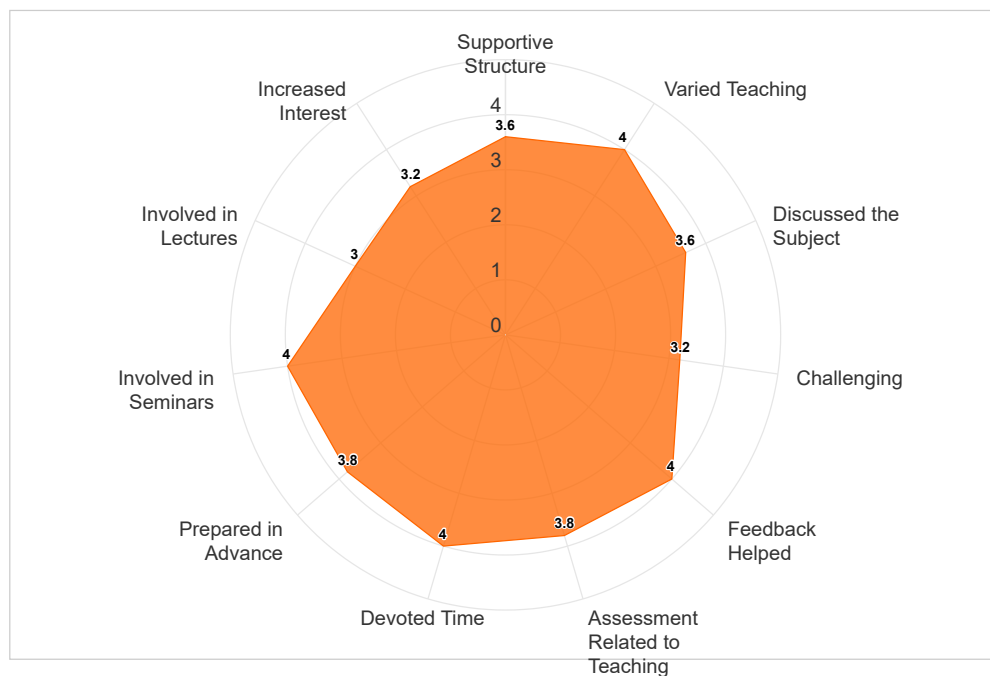
Answer Frequency: 45.45%

The course evaluation could be answered during the period:

18/10/2025 - 01/11/2025

When collaborative courses, several course codes are shown below:

**FEAD35 Innovation genom tjänstedesign, End date: 2025-10-19**





Mean value for each question. Highest value = 4.

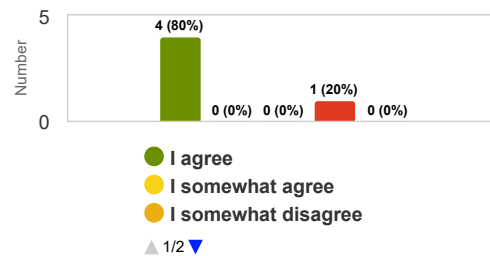
	Mean
Supportive Structure	3.6
Varied Teaching	4.0
Discussed the Subject	3.6
Challenging	3.2
Feedback Helped	4.0
Assessment Related to Teaching	3.8
Workload	2.6
Devoted Time	4.0
Prepared in Advance	3.8
Involved in Seminars	4.0
Involved in Lectures	3.0
Increased Interest	3.2

## Results of learning

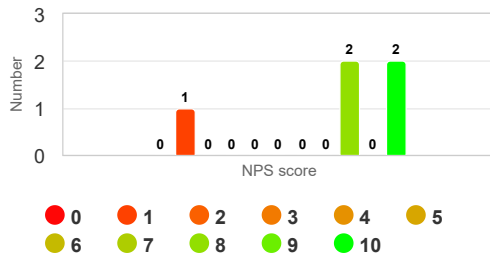
**All in all, the course was valuable for me.**

*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	3



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



**Net Promoter Score (NPS) = 20**

Promoters = 2 (40%)

Passives = 2 (40%)

Detractors = 1 (20%)

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.



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## **Comments**

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

Overall, the course received positive feedback, with several strengths worth maintaining. Students particularly appreciated the variety in teaching methods, where different approaches and tasks were used, as well as the opportunity to work practically with real companies. Seminars were perceived as engaging and provided space for discussion, which supported learning. Feedback also received top ratings and was described as clear and helpful for understanding which skills needed further development. The course structure was considered logical and well aligned with assignments and theory. In total, 80% of students agreed that the course was valuable.

However, there are areas for improvement. Several students found the reading load heavy. One suggestion is to prioritize core literature and provide recommendations for supplementary articles. Lectures scored lower on engagement, and some students felt they were too long or less inspiring. Shorter, more interactive lectures with a clearer link to assignments could improve this. Finally, students requested a better overview of service design and a clearer rationale for why servitization was chosen as the innovation perspective. Starting the course with a conceptual framework could help students better understand its focus.