



## Final report

### HT2024\_MTAD10\_45029\_Årskurs 3 Material i industriella tillämpningar

First time registered students: 63

Answer Count: 6

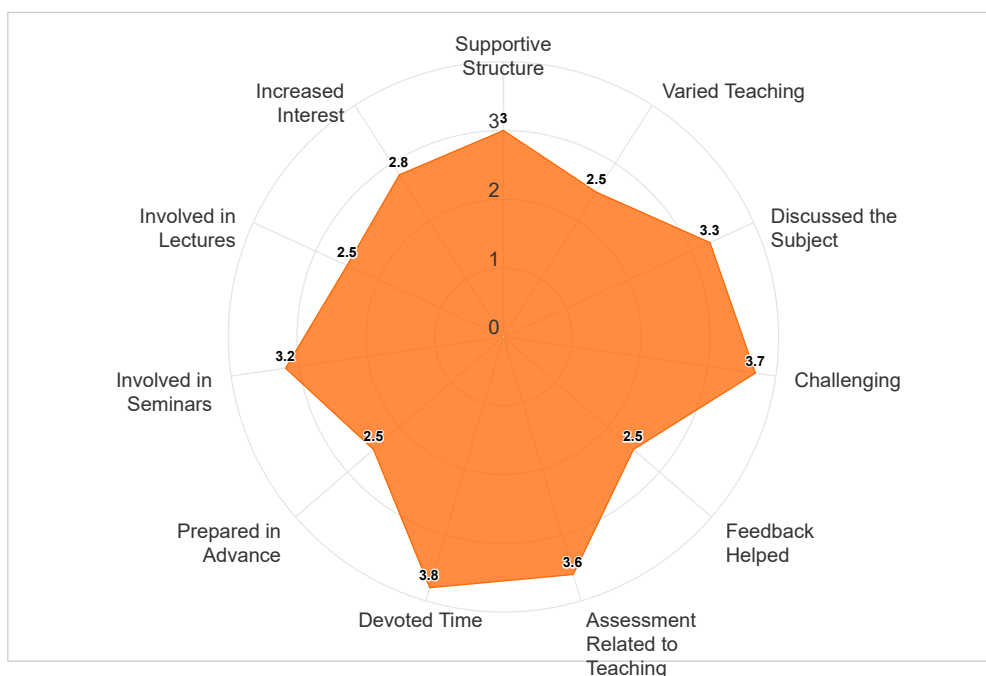
Answer Frequency: 9.52%

The course evaluation could be answered during the period:

09/11/2024 - 23/11/2024

When collaborative courses, several course codes are shown below:

**MTAD10 Årskurs 3 Material i industriella tillämpningar, End date: 2024-11-10**





Mean value for each question. Highest value = 4.

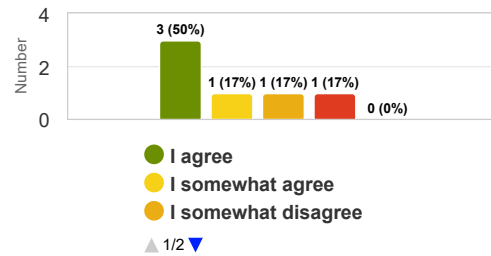
	Mean
Supportive Structure	3.0
Varied Teaching	2.5
Discussed the Subject	3.3
Challenging	3.7
Feedback Helped	2.5
Assessment Related to Teaching	3.6
Workload	2.2
Devoted Time	3.8
Prepared in Advance	2.5
Involved in Seminars	3.2
Involved in Lectures	2.5
Increased Interest	2.8

## Results of learning

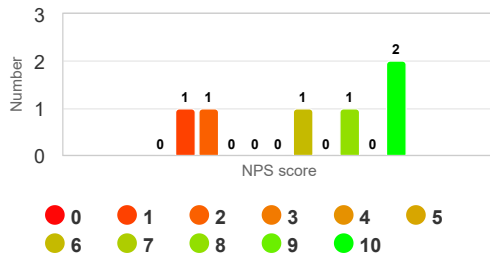
**All in all, the course was valuable for me.**

*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) = -16.67**

Promoters = 2 (33.3%)

Passives = 1 (16.7%)

Detractors = 3 (50%)

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**

## Comments

### Course supervisor's comments

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Totally 6 answered questions. Among answered 3 agreed that the course was valuable and 2 somewhat disagreed/agreed, one disagreed.

Overall answers varied between 2.5 and 3.8 with the highest 4.0 grade. There were 2 "red" answers to suggested questions, unfortunately these red comments were not specified in the comments.

Overall, the students positively reflected on compendium, mentioned that the compendium and related discussions enhanced learning. There were some negative and positive personal comments on learning style. Discussion within groups was appreciated. Students suggested a decrease in a number of questions in compendium, and decrease a number of students in a group.

For future students, students suggested – "Go to the lectures, engage in discussions with the teachers and ask questions about the topics that you find difficult" which is appreciated by teachers.

The course was designed with (i) lectures where students get main background in the subject, (ii) compendium questions distributed right after each lecture where students get additional information and discuss it in groups, and (iii) after 1 week after advertisement of compendium questions students have a seminar where all questions shall be discussed to know right/wrong answers and get all final comments.

Unfortunately, some students prioritized either lectures or compendium and postponed compendium to last weeks. This resulted in disbalanced learning. Teachers will discuss and correct compendium questions for next year. The whole course structure will be the same.