



**KARLSTAD
UNIVERSITY**

Final report

HT2025_ENATS9_47358_Tal och social interaktion

First time registered students: 17

Answer Count: 2

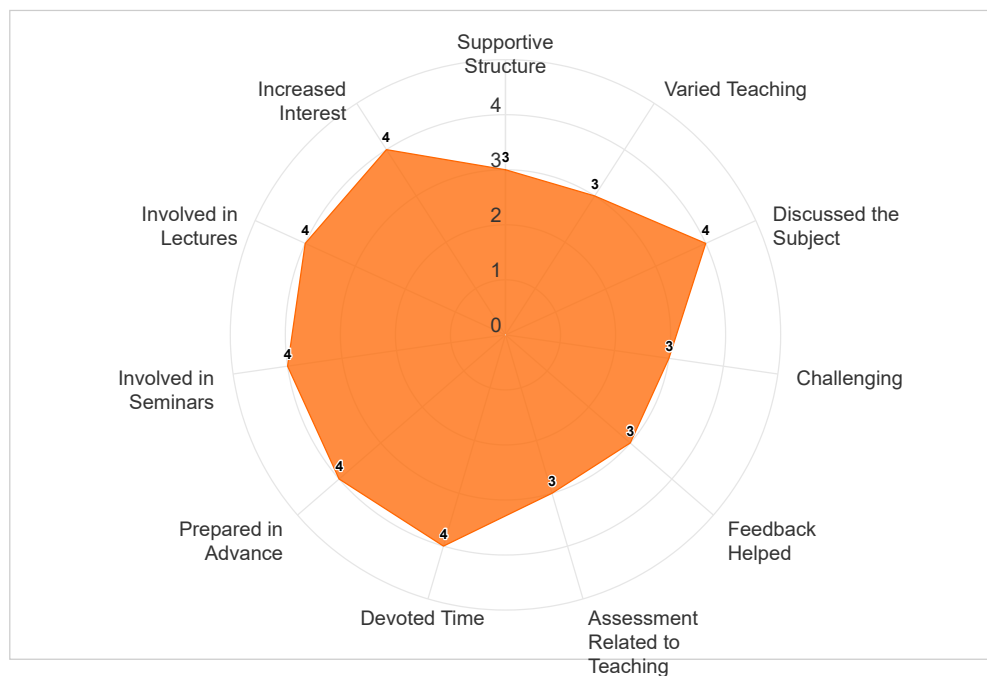
Answer Frequency: 11.76%

The course evaluation could be answered during the period:

08/11/2025 - 22/11/2025

When collaborative courses, several course codes are shown below:

ENATS9 Tal och social interaktion, End date: 2025-11-09





Mean value for each question. Highest value = 4.

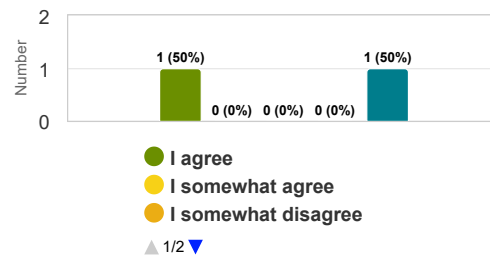
	Mean
Supportive Structure	3.0
Varied Teaching	3.0
Discussed the Subject	4.0
Challenging	3.0
Feedback Helped	3.0
Assessment Related to Teaching	3.0
Workload	2.0
Devoted Time	4.0
Prepared in Advance	4.0
Involved in Seminars	4.0
Involved in Lectures	4.0
Increased Interest	4.0

Results of learning

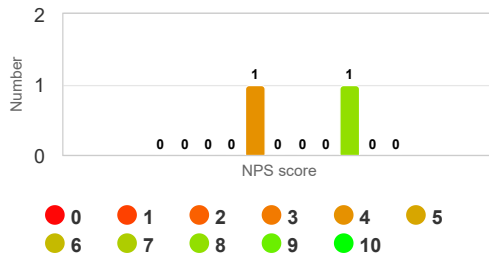
All in all, the course was valuable for me.

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	4



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



Net Promoter Score (NPS) = -50

Promoters = 0 (0%)

Passives = 1 (50%)

Detractors = 1 (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.



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Comments

Course supervisor's comments

The course ENATS9 has now run for a third time according to the current syllabus. 17 students had registered for the course and 2 have filled out the course evaluation (but only one student has filled out all fields). Therefore, it is difficult to base an analysis on the evaluation results alone. In addition to the students at the advanced level, two PhD students participated via the corresponding syllabus for PhD education. Since the course started, about half of the registered students have been active in class or Canvas. From the last time the course ran, we took into consideration primarily two aspects from the teachers' experience and the course evaluations: 1) editing the reading list and 2) address the achievement of learning outcomes through changes in the teaching and examination structure. Some of the readings were removed in order to be able to devote more time to the chapters in the textbook. Also, instead of individual oral presentations on a journal article each, we examine the course literature orally in each of the eight seminars in the form of a joint discussion where all students are expected to prepare and contribute. Out of eight seminars, students can miss up to two, and hand in a small assignment for those. In essence, this requires students to participate actively in most seminars. While a respondent to the survey had asked to have the mandatory attendance removed because of other professional obligations, the teachers feel strengthened in the change, as the course involves quite a lot of hands-on data analysis, and active participation secures understanding of the learning materials. As teachers, we can also spot when students need more explanations, and adapt the seminars accordingly. Finally, given the outcome of the first exam opportunity, it is evident that students who have prepared for the seminar discussions participated actively also meet the learning objectives and pass the examinations. This particular course content is not suitable for self-study only, and we plan on keeping the current setup. The only open comment was about the participation requirement, but we believe that for a course running at 50% speed, participation for three hours a week for 8 weeks is not unreasonable (and it is possible to make up for two of eight seminars in the event of illness or other obligations), and we see the positive effects on learning as compared to previous iterations of the course. Some additional, minor changes are planned for the next time the course runs, such as the oral examination of the theoretical chapters (one seminar). The course is co-taught by two teachers who both participate in all teaching sessions, and we plan on continuing this setup. In sum, minor changes will be made based on experience, but for the most part, the students who responded to the survey do not seem to have any major suggestions for change.