



**KARLSTAD
UNIVERSITY**

Final report

VT2025_DVGB17_46009_Grunderna inom mjukvarutestning

First time registered students: 165

Answer Count: 13

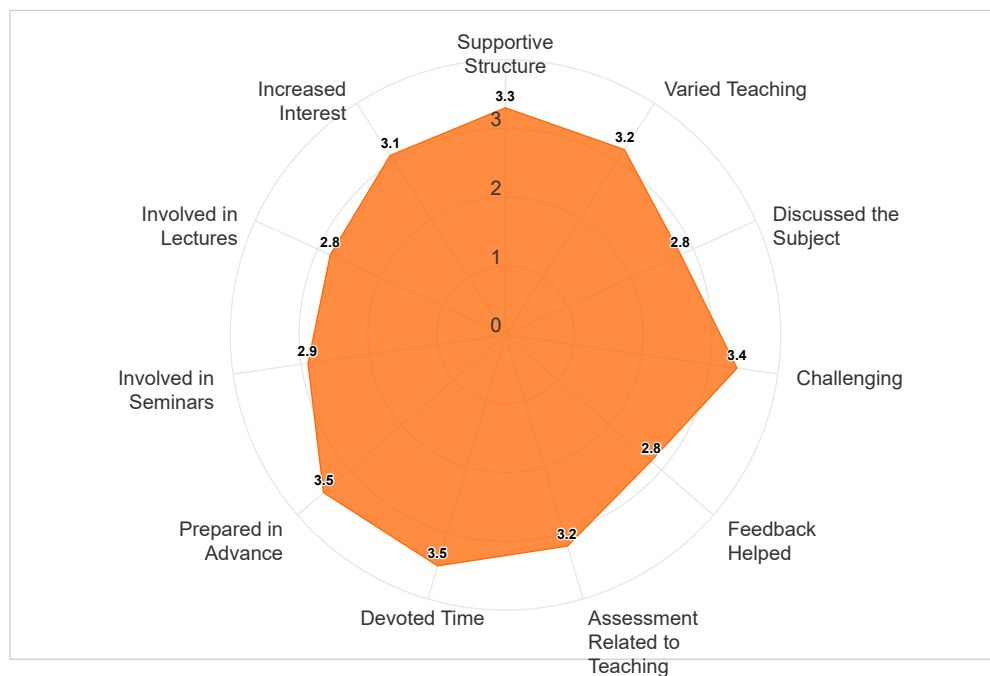
Answer Frequency: 7.88%

The course evaluation could be answered during the period:

07/06/2025 - 21/06/2025

When collaborative courses, several course codes are shown below:

DVGB17 Grunderna inom mjukvarutestning, End date: 2025-06-08





Mean value for each question. Highest value = 4.

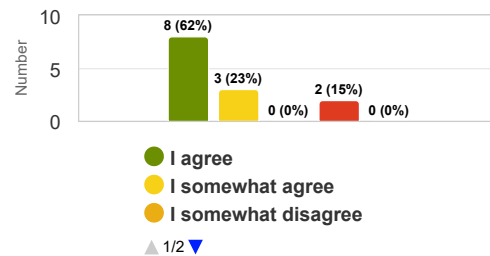
	Mean
Supportive Structure	3.3
Varied Teaching	3.2
Discussed the Subject	2.8
Challenging	3.4
Feedback Helped	2.8
Assessment Related to Teaching	3.2
Workload	2.1
Devoted Time	3.5
Prepared in Advance	3.5
Involved in Seminars	2.9
Involved in Lectures	2.8
Increased Interest	3.1

Results of learning

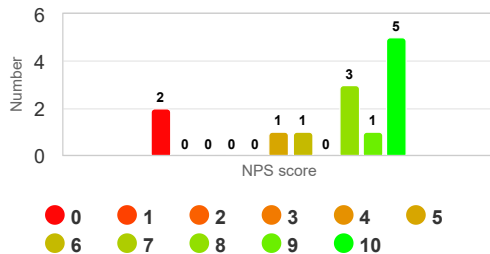
All in all, the course was valuable for me.

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) = 15.4

Promoters = 6 (46.2%)

Passives = 3 (23.1%)

Detractors = 4 (30.8%)

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

First, I want to thank the students who took the time to give feedback on the course. While the response rate was relatively low, the comments shared provide useful insight into what worked well and where there's room to improve.

I'm glad to see that most students found the course valuable and appreciated the structure and challenge. The comments about the practical labs, especially the Python exercises, were encouraging. It's clear that many students found these parts engaging and helpful for connecting theory with practice. I also noted that many students invested time and effort in the course, which I really appreciate.

At the same time, the feedback highlighted some important areas to work on. One recurring theme was the need for better and more detailed feedback on assignments and quizzes. I completely understand this point, and I agree that knowing what went wrong and why is essential for learning. I'll make this a clear priority next time the course runs.

There were also some comments about the quizzes, particularly the sorting questions, being too strict—where one small mistake could result in zero points. That's a fair critique, and I'll look into adjusting the grading logic to be a bit more forgiving and to reflect partial understanding.

Some students mentioned that they didn't always feel involved in discussions or lectures. I recognize this can be a challenge in an online and self-paced format, but I'll explore ways to increase interaction—maybe through discussion prompts, short check-in videos, or more opportunities to ask questions.

There were also a few technical and clarity issues, especially around lab instructions and tool setup (like Eclipse and BugSniffer). I'll make sure these are explained better and with clearer support materials going forward.

Finally, a few students felt that the weekly pace could be a bit intense, especially in combination with the self-paced design. However, this is the only way to keep the students working on the course and let them engaged. Also, the course is 7.5 ECTS, so, the workload is expected to meeting this ECTS work, which is like 200 hours over the course time.

In summary, I'm happy that many students appreciated the structure and content of the course, but I'm also aware of the parts that didn't land as well. I'll take these insights with me as I revise the course for next time. Thank you again for the honest feedback—it really helps.