



## Final report

### VT2026\_ENGA33\_L6943\_Akademisk engelska

First time registered students: 3

Answer Count: 0

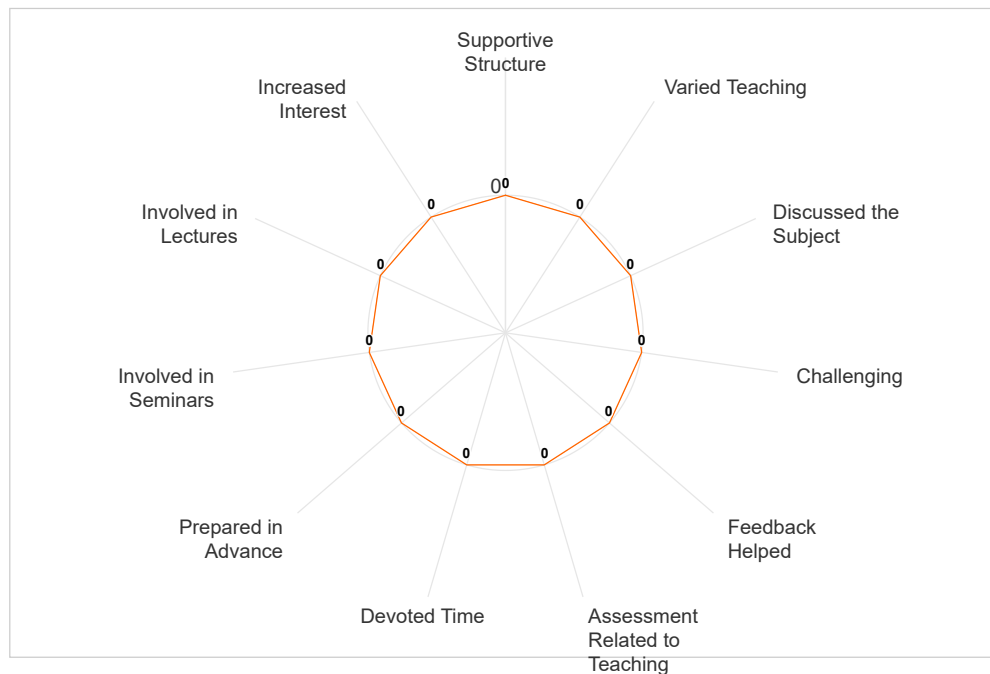
Answer Frequency: 0.00%

The course evaluation could be answered during the period:

28/03/2026 - 11/04/2026

When collaborative courses, several course codes are shown below:

**ENGA33 Akademisk engelska, End date: 2026-03-29**





Mean value for each question. Highest value = 4.

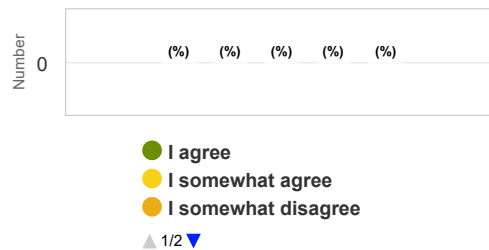
	Mean
Supportive Structure	0.0
Varied Teaching	0.0
Discussed the Subject	0.0
Challenging	0.0
Feedback Helped	0.0
Assessment Related to Teaching	0.0
Workload	0.0
Devoted Time	0.0
Prepared in Advance	0.0
Involved in Seminars	0.0
Involved in Lectures	0.0
Increased Interest	0.0

### Results of learning

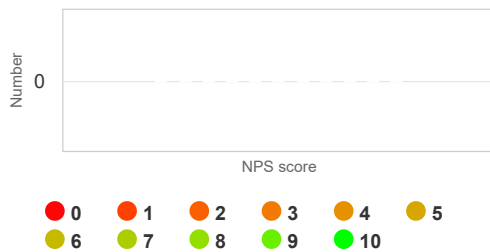
**All in all, the course was valuable for me.**

*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	0



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



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

Promoters = 0 (NaN%)

Passives = 0 (NaN%)

Detractors = 0 (NaN%)

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.



## Comments

### Course supervisor's comments

[Since there was no survey response from this category of ENG A33 campus students, the analysis below is based on our overall impressions and student input in class and via Menti.]

- Oral Proficiency (OP) part: the workshops went according to plan (including the freshly created exercises and activities) and were well received by those who chose to participate, but I would like to add to the record that \*none\* of the ENG A33 campus students who got in touch to ask for back-up OP workshop solutions for various reasons and who were offered to join the ENG A33 distance OP workshops instead actually did. To my mind, that's the academic equivalent of booking a train journey, then asking for a replacement bus service at a more convenient time instead only to show up for neither.

- Written Proficiency (WP) part: In brief, the writing team will extend each of the three WP workshops by an hour to make room for more in-class feedback and practice.

In their own words: "Eftersom vi har lagt märke till att feedbackmöjligheterna har varit underutnyttjade genomförde vi i slutet av terminen en liten Menti-enkät om hur studenterna själva helst vill få feedback. Inför nästa termin kommer vi med stöd av Menti-resultaten att lägga in fler och mer varierade feedbackaktiviteter för att locka fler att delta. I övrigt har inga specifika kommentarer om kursens innehåll eller upplägg uttryckts till oss, men vår bedömning är att studenterna behöver lägga mer tid på att faktiskt skriva själva. Därför kommer vi att koncentrera det teoretiska ämnesinnehållet till den första träffen för att kunna ägna oss åt praktiskt skrivande under resterande tillfällen."

Also, despite ramped up efforts (both in class and in Canvas) to inform and remind all ENG A33 students to sign up for the written exam in due time, at least two failed to do so this term. Onwards & upwards!