



**KARLSTAD
UNIVERSITY**

Final report

VT2025_MTAD13_46587_Simulering och modellering

First time registered students: 36

Answer Count: 6

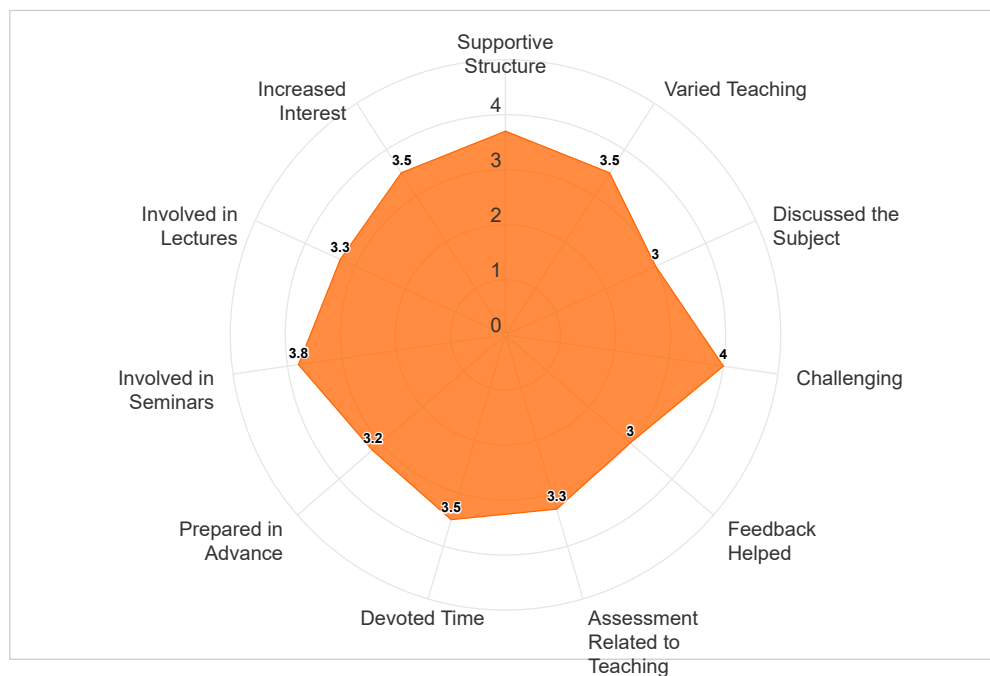
Answer Frequency: 16.67%

The course evaluation could be answered during the period:

07/06/2025 - 21/06/2025

When collaborative courses, several course codes are shown below:

MTAD13 Simulering och modellering, End date: 2025-06-08





Mean value for each question. Highest value = 4.

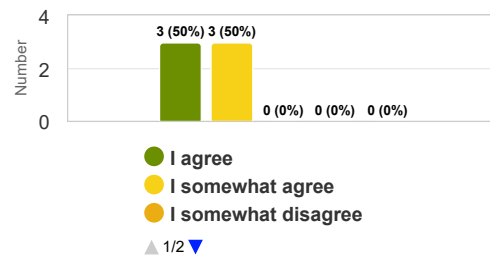
	Mean
Supportive Structure	3.7
Varied Teaching	3.5
Discussed the Subject	3.0
Challenging	4.0
Feedback Helped	3.0
Assessment Related to Teaching	3.3
Workload	2.3
Devoted Time	3.5
Prepared in Advance	3.2
Involved in Seminars	3.8
Involved in Lectures	3.3
Increased Interest	3.5

Results of learning

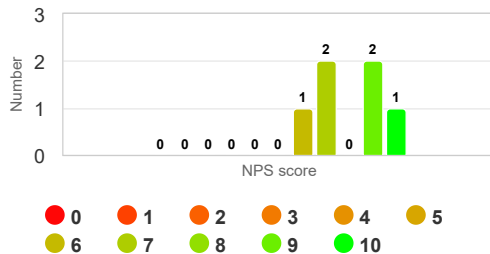
All in all, the course was valuable for me.

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) = 33.3

Promoters = 3 (50%)

Passives = 2 (33.3%)

Detractors = 1 (16.7%)

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

The lecture needs several improvements in structure, organization, and content. First, the front-heavy theory leaves enough time before the exam for self-learning. Second, add material on parameter and model identification, e.g., in plasticity and hyperelasticity. Third, change the dynamics and contact topic to workshop style. Finally, the teaching of Abaqus should be more consistent throughout the programme.