



## Final report

### VT2026\_DVAD26\_49020\_Distribuerade system och molntjänster

First time registered students: 66

Answer Count: 16

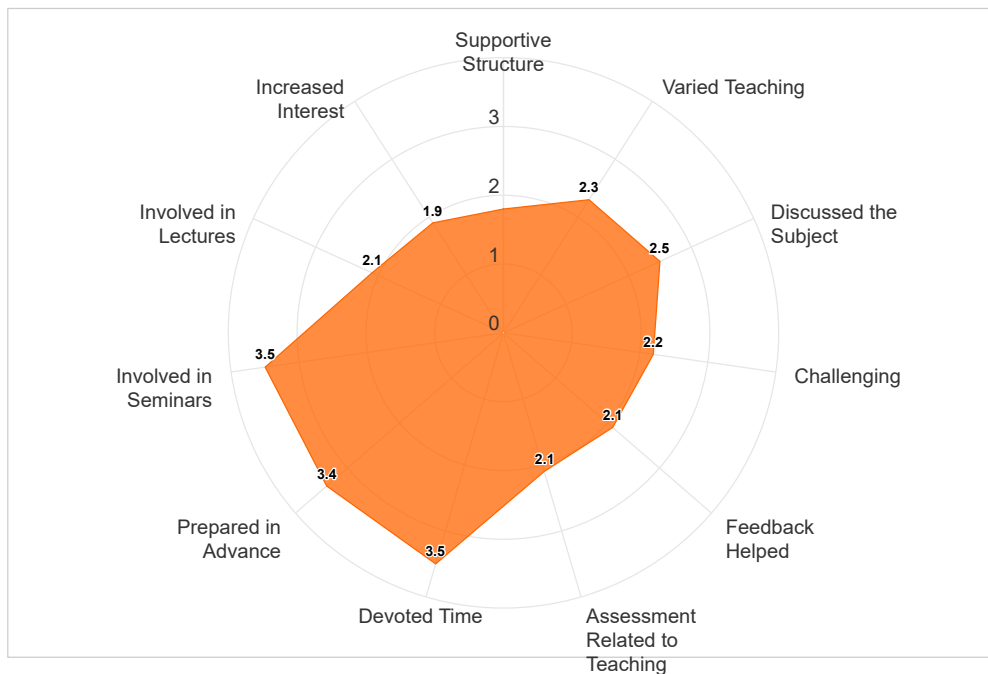
Answer Frequency: 24.24%

The course evaluation could be answered during the period:

28/03/2026 - 11/04/2026

When collaborative courses, several course codes are shown below:

**DVAD26 Distribuerade system och molntjänster, End date: 2026-03-29**





Mean value for each question. Highest value = 4.

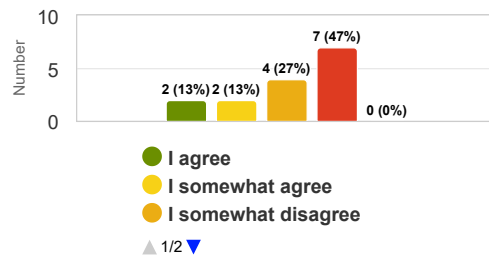
	Mean
Supportive Structure	1.8
Varied Teaching	2.3
Discussed the Subject	2.5
Challenging	2.2
Feedback Helped	2.1
Assessment Related to Teaching	2.1
Workload	2.5
Devoted Time	3.5
Prepared in Advance	3.4
Involved in Seminars	3.5
Involved in Lectures	2.1
Increased Interest	1.9

### Results of learning

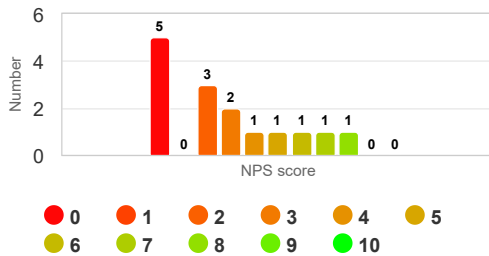
**All in all, the course was valuable for me.**

*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	2



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



**Net Promoter Score (NPS) = -86.67**

Promoters = 0 (0%)

Passives = 2 (13.3%)

Detractors = 13 (86.7%)

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.



**KARLSTAD  
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## Comments

### Course supervisor's comments

Based on the provided feedback, here are our comments and suggestions for future iterations of the course:

We acknowledge the feedback regarding audibility in the larger classrooms. This was the first iteration of the course with a group of this size; for future sessions, we will ensure that appropriate volume or microphones are used to ensure clarity for all students.

The lab and project assignments are intentionally designed to meet certain standards, ensuring a balance of challenge for all students. This year, we went beyond the standard curriculum to provide advanced Google Cloud Platform (GCP) materials for self-study. While some students found assignments easy, there was very little engagement with the supplemental resources for further learning and development (31 out of 66 did not even complete a single task). While we will continue to refine assignment tasks, the responsibility for engaging with the provided advanced support materials rests with the student.

While some feedback suggested that lectures were less interesting, our observations show a direct correlation between consistent attendance and higher performance on the final exam. We have already significantly revised the content to be student-oriented (we will continue to revise it further), but the course's theoretical components require dedicated focus.

At the Master's level, students are expected to exhibit a high degree of professional accountability and self-learning. Course schedules and presentations are fixed to ensure smooth course execution. Students should avoid requesting extensions due to their personal travel or leisure activities.