

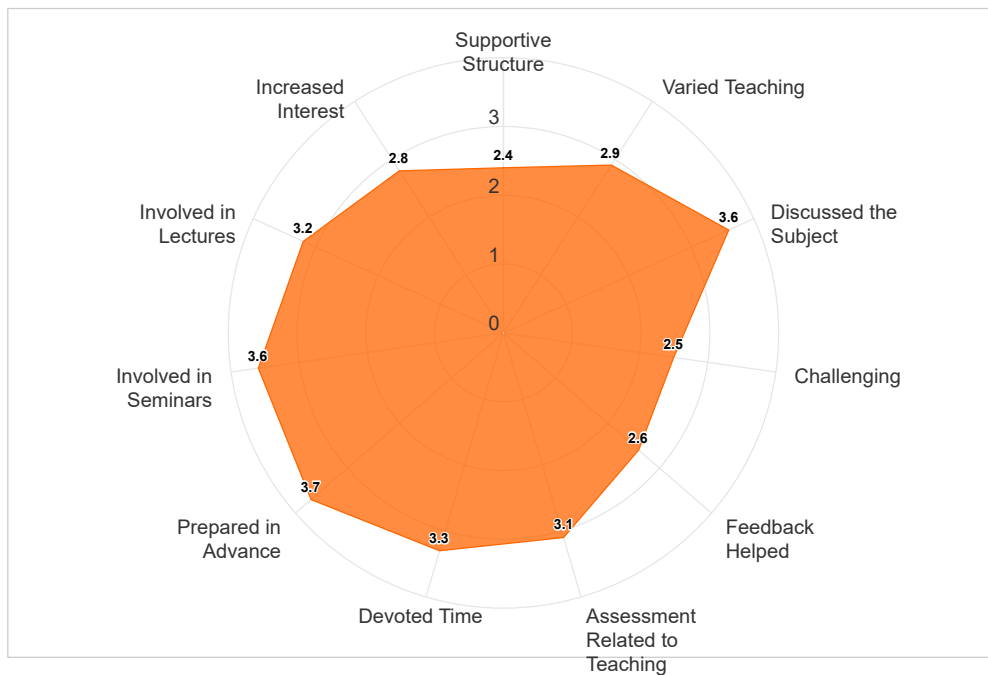
Final report HT2023_FEGC02_43186_Marketing Strategies

First time registered students: 37

Answer Count: 19

Answer Frequency: 51.35%

FEGC02 Marketing Strategies, End date: 2023-11-05



Mean value for each question. Highest value = 4.

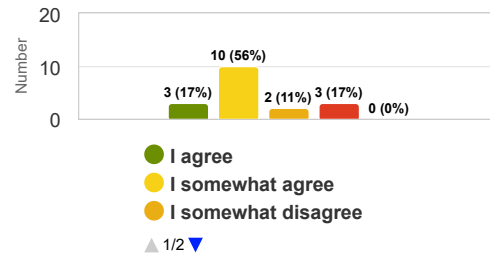
	Mean
Supportive Structure	2.4
Varied Teaching	2.9
Discussed the Subject	3.6
Challenging	2.5
Feedback Helped	2.6
Assessment Related to Teaching	3.1
Workload	2.0
Devoted Time	3.3
Prepared in Advance	3.7
Involved in Seminars	3.6
Involved in Lectures	3.2
Increased Interest	2.8

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



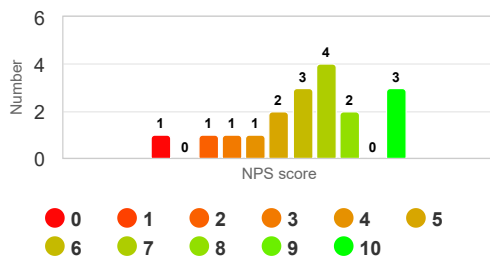
How likely would you be to recommend this course to a friend or colleague?

Net Promoter Score (NPS) = -33.33

Promoters = 3 (16.7%)

Passives = 6 (33.3%)

Detractors = 9 (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.

Comments

Course supervisor's comments

After reading and analyzing the course evaluation, a few things stand out. First, there seem to be a bit of ambiguous ratings and comments regarding the teaching style. The course has multiple literature seminars, where the students are supposed to come prepared and present and discuss a set of articles in cross-groups. The comments indicate that this is something that they don't learn anything from. However, this is not my general observation from participating in these discussions. The students seem to be grasping for normative "white papers" for how to do things in different settings. Given that a number of students come from business schools around Europe this makes sense, but it is not compliant with the Swedish university tradition. On the contrary, I rate these discussions as really good for the students learning and development - especially in regards to setting them up to write their bachelor thesis. Since this was feedback from the students last year as well, we also included small lectures during these seminars to wrap up the literature in overarching themes. In addition the course works with a real-life case organization, where the students, indeed, can apply the theories learned - which makes me wonder how we could apply a more practical approach to satisfy the students? My interpretation of this is that the students are forced to read more complicated literature in a higher pace than before, which is hard and tiresome - but at the same time important for future studies. Second, the students seem to experience a lack of feedback - I can only guess that this is in relation to their individual assignment. I think this can be helped to not only having peer opposition on the written assignment before handing it in but also try to cut back on a seminar or two in order to give more hours to provide written feedback from teachers to their drafts for this assignment.