



Final report

HT2024_FEAD57_45136_Konsumentforskning inom marknadsföring

First time registered students: 12

Answer Count: 5

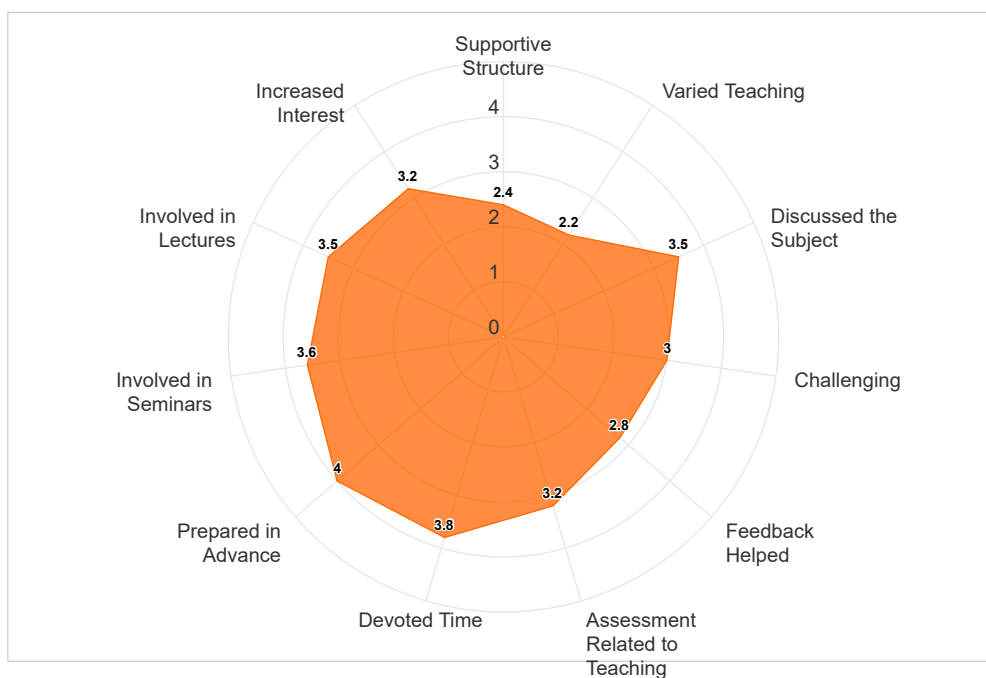
Answer Frequency: 41.67%

The course evaluation could be answered during the period:

05/10/2024 - 19/10/2024

When collaborative courses, several course codes are shown below:

FEAD57, FEAD57 Konsumentforskning inom marknadsföring, End date: 2024-10-06





Mean value for each question. Highest value = 4.

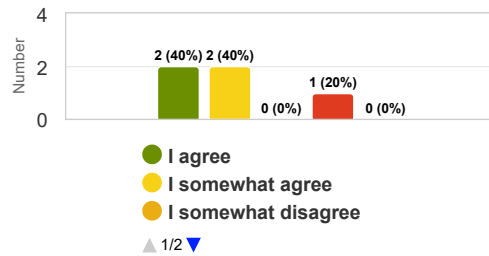
	Mean
Supportive Structure	2.4
Varied Teaching	2.2
Discussed the Subject	3.5
Challenging	3.0
Feedback Helped	2.8
Assessment Related to Teaching	3.2
Workload	2.0
Devoted Time	3.8
Prepared in Advance	4.0
Involved in Seminars	3.6
Involved in Lectures	3.5
Increased Interest	3.2

Results of learning

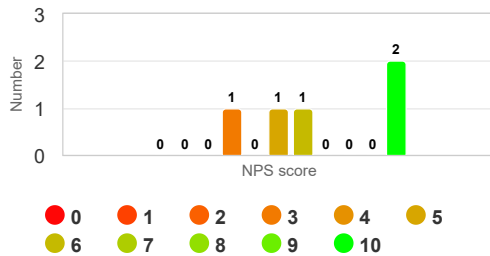
All in all, the course was valuable for me.

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) = -20

Promoters = 2 (40%)

Passives = 0 (0%)

Detractors = 3 (60%)

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
UNIVERSITY**

Comments

Course supervisor's comments

The report consist of about equal parts of negative as positive feedback. The feedback addresses mainly two topics. The teaching style and the format of lectures.

Given the level of the course, being a master course and the constraints of limited resources, we have designed the course to maximize learning outcomes through a structure that supports interactive and self-directed learning. The reliance on article readings, presentations, and discussions aims to foster independent critical thinking and collaborative engagement, crucial skills for advanced academic work. While this approach may differ from traditional lecture-heavy formats, it reflects an emphasis on active learning within our available means. We recognize that our course attracts students from various international educational backgrounds, each with unique expectations for teaching and learning styles. Some may prefer traditional lectures, while others value peer-led discussions and hands-on assignments. Balancing these differing perspectives within the course framework can be challenging, but we strive to create a learning environment that incorporates diverse teaching methods as much as possible within our resource limitations. We understand that more direct instruction from faculty, such as lectures supplementing seminars, could enhance the experience. We will take this into consideration when planning future iterations of the course to ensure that we provide a balanced approach that aligns with both academic expectations and resource capabilities.

In addition there were some comments on the individual assignment being a bit vague. A reflection is that the description doesn't state exactly number of articles required and so forth. Perhaps some sort of minimum requirements could be added for next year.