



**KARLSTAD
UNIVERSITY**

Final report

VT2025_ENGA1E_44432_Engelska för ekonomer I

First time registered students: 9

Answer Count: 1

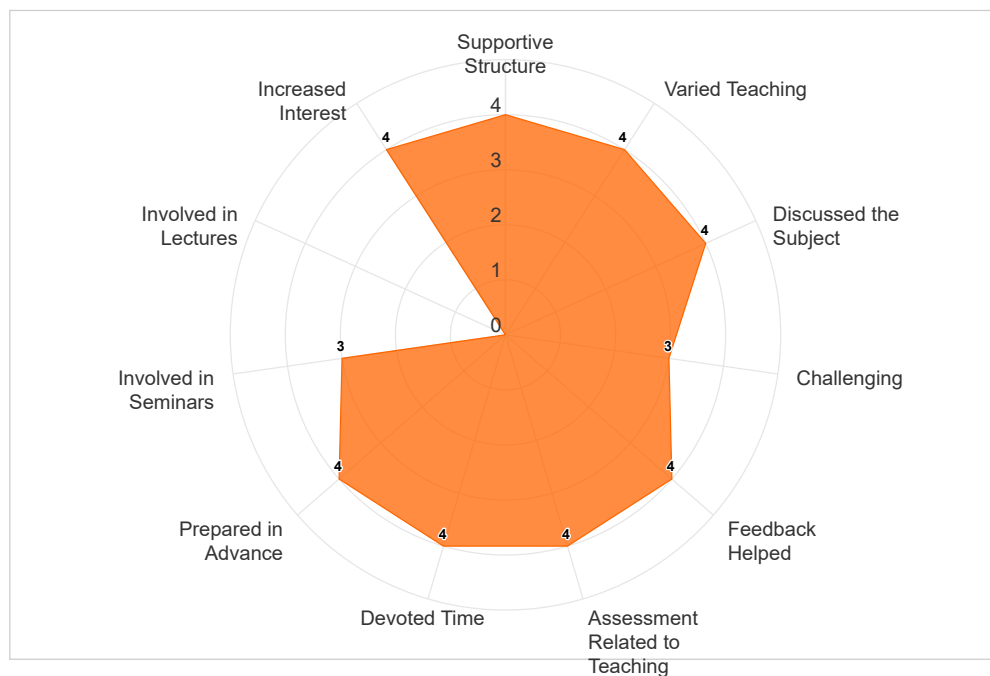
Answer Frequency: 11.11%

The course evaluation could be answered during the period:

07/06/2025 - 21/06/2025

When collaborative courses, several course codes are shown below:

ENGA1E Engelska för ekonomer I, End date: 2025-06-08





Mean value for each question. Highest value = 4.

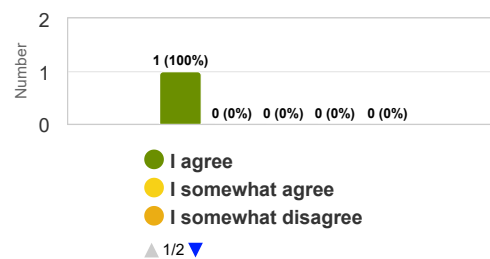
	Mean
Supportive Structure	4.0
Varied Teaching	4.0
Discussed the Subject	4.0
Challenging	3.0
Feedback Helped	4.0
Assessment Related to Teaching	4.0
Workload	2.0
Devoted Time	4.0
Prepared in Advance	4.0
Involved in Seminars	3.0
Involved in Lectures	0.0
Increased Interest	4.0

Results of learning

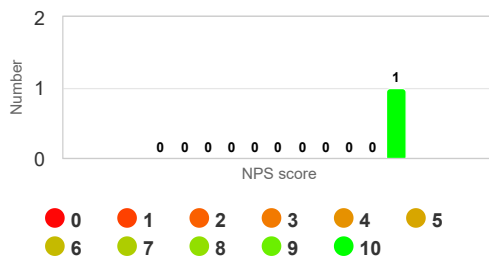
All in all, the course was valuable for me.

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	4



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



Net Promoter Score (NPS) = 100

Promoters = 1 (100%)

Passives = 0 (0%)

Detractors = 0 (0%)

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.



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Comments

Course supervisor's comments

Course-specific note: a low attendance rate (especially mid-term) but a high level of appreciation (expressed in class, via Canvas and e-mail) for the respective meetings the students participated in and for the course as a whole.

General note: since the Autumn term of 2023, I have only used ChatGPT and Microsoft Copilot sporadically to support or follow up on in-class or in-Zoom discussions on various topics. Inspired and empowered by the crash course ChatGPT & AI: Academic Integration, however, I expect to gradually implement the following AI-related updates and additions to my on-campus and distance courses in English from the 2025/2026 academic year onwards (in brief):

- More elaborate guidelines on the use of AI resources and AI-assisted coursework.
- More tips and demonstrations of the current possibilities and limitations of various AI-based or AI-assisted tools that can be used in language learning (whether or not they are developed specifically for this purpose).
- More collaborative exploration of the potential strengths and drawbacks of AI resources in students' future studies and careers, both generally and specifically.
- More in-class or in-Zoom activities and discussions on various topics actually initiated by AI resources.
- A standing 'Prompt of the day/week/month' feature depending on the duration and study pace of a particular course.