KARLSTAD UNIVERSITY

Final report

VT2026_ISAD25_48902_Co-design och användarcentrerad systemutveckling

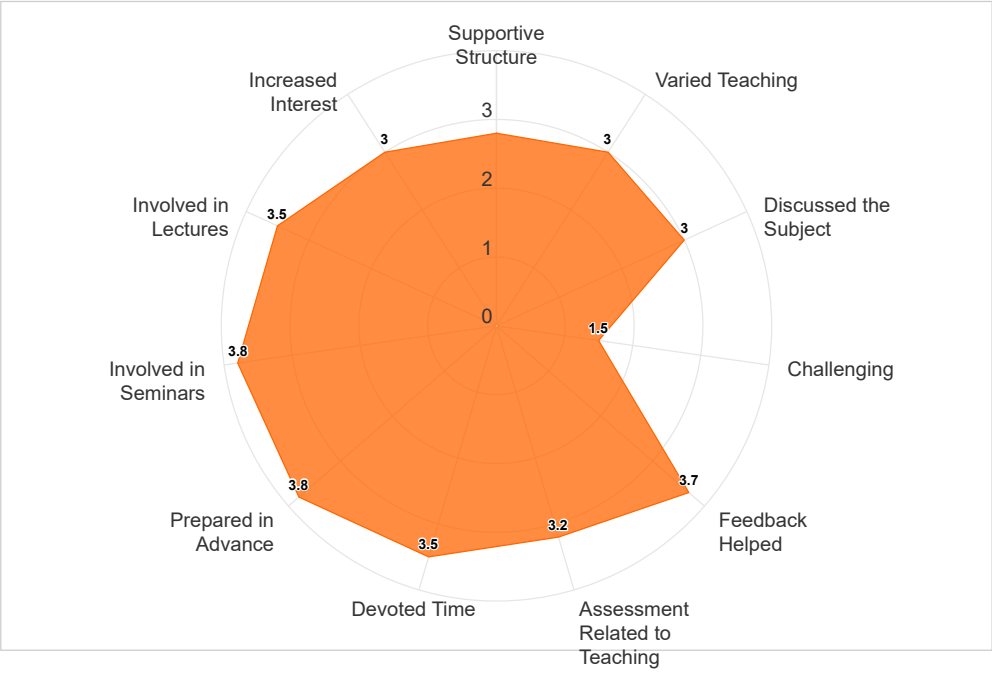
First time registred students: 13
Answer Count: 4
Answer Frequency: 30.77%

The course evaluation could be answered during the period:

28/03/2026 - 11/04/2026

When collaborative courses, several course codes are shown below:

ISAD25 Co-design och användarcentrerad systemutveckling, End date: 2026-03-29



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Mean value for each question. Highest value = 4.

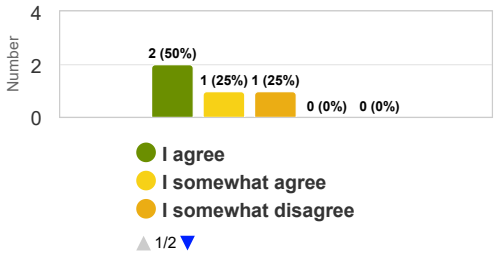
	Mean
Supportive Structure	2.8
Varied Teaching	3.0
Discussed the Subject	3.0
Challenging	1.5
Feedback Helped	3.7
Assessment Related to Teaching	3.2
Workload	2.0
Devoted Time	3.5
Prepared in Advance	3.8
Involved in Seminars	3.8
Involved in Lectures	3.5
Increased Interest	3.0

Results of learning

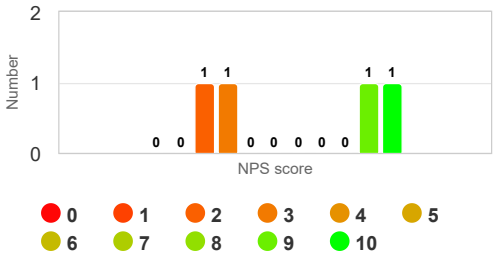
All in all, the course was valuable for me.

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	3



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



Net Promoter Score (NPS) = 0

Promoters = 2 (50%)

Passives = 0 (0%)

Detractors = 2 (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.

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Comments

Course supervisor's comments

Four of twelve active students answered the university's course valuation poll. Two of these express great satisfaction, but there were some suggestions for improvements.
The three initial weeks were experience as too theoretical. Possibly this remark concerns the literature, rather than the lectures. Teachers will try to find a book with less overlapping chapters.

One student is critical to the fact that it was allowed to use Figma's AI function to create prototypes containing high-polished screens. Teachers do not see this as a problem as the main task is to get feedback from possible users and re-design accordingly.
"Students were not explicitly informed that creating high-fidelity prototypes in the first iteration was unnecessary." Well, in fact they were encouraged to begin with low-fidelity prototypes or simple sketches to focus on core ideas and interaction design, but students without design experience will naturally use available tools. For upcoming instances of this course, more discussion on the manufacturing side of prototypes can be made before this assignment, while the assignment itself will remain focused on co-design and user-centred systems development.