



### Final report

### VT2024\_DVGB02\_43853\_Datakommunikation I

First time registered students: 145

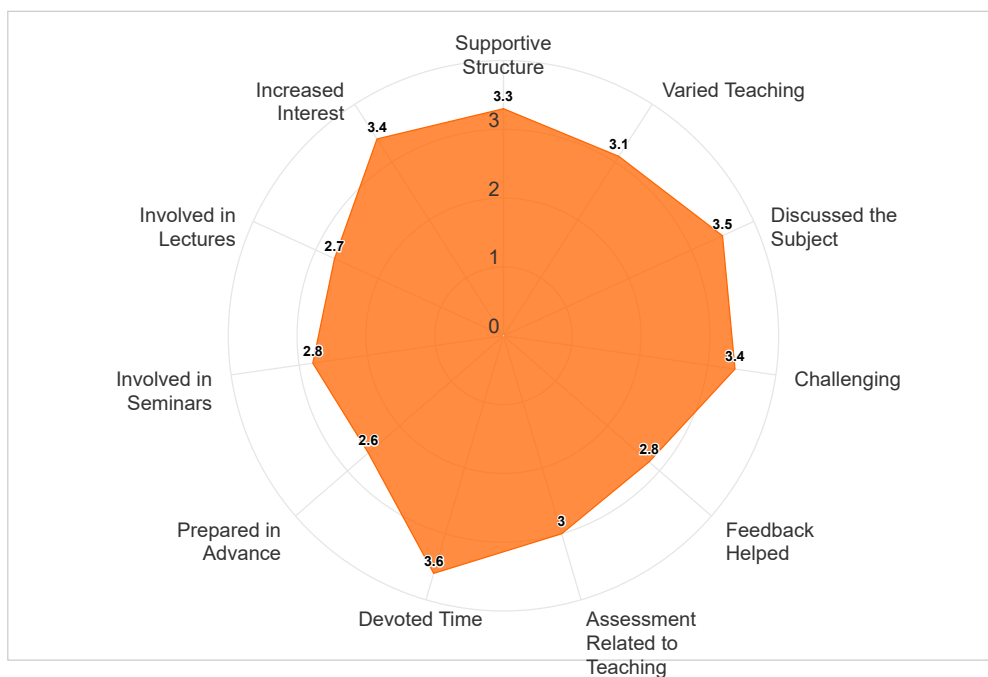
Answer Count: 14

Answer Frequency: 9.66%

The course evaluation could be answered during the period:

23/03/2024 - 06/04/2024

### DVGB02 Datakommunikation I, End date: 2024-03-24





Mean value for each question. Highest value = 4.

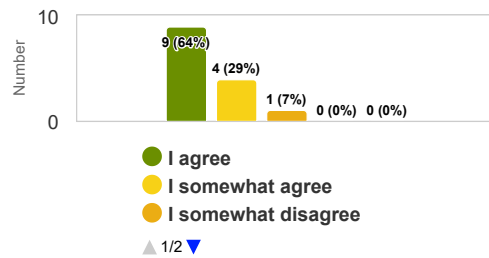
	Mean
Supportive Structure	3.3
Varied Teaching	3.1
Discussed the Subject	3.5
Challenging	3.4
Feedback Helped	2.8
Assessment Related to Teaching	3.0
Workload	2.2
Devoted Time	3.6
Prepared in Advance	2.6
Involved in Seminars	2.8
Involved in Lectures	2.7
Increased Interest	3.4

### Results of learning

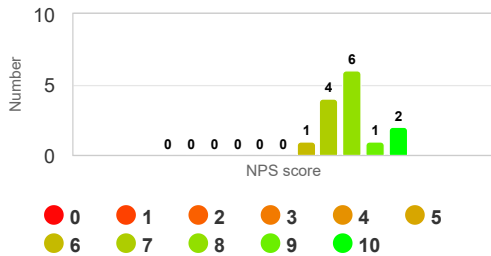
**All in all, the course was valuable for me.**

*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) = 14.3**

Promoters = 3 (21.4%)

Passives = 10 (71.4%)

Detractors = 1 (7.1%)

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

There were 157 students enrolled in the course, out of which 126 registered for the Inpera exam. Among those who took the exam, 55 students failed, 31 received a grade of 3, 12 received a grade of 4, and only 2 received a grade of 5. Overall, the students expressed satisfaction with the course. Some students raised concerns about the workload, but it was found to be fairly reasonable upon investigation. Other complaints were related to the broad and shallow coverage of topics in the course. There were also some complaints about the availability of lab assistants, but it was discovered that the workload was skewed, which was causing the problem. We held an end-of-course meeting and decided to make changes before the next course offering:

1. Replace all theoretical questions in labs with Canvas dittos.
2. Replace the order of subassignments in lab 1.
3. Replace lab 3 with a different lab; Bellman-Ford has been tested in the discrete math course.
4. Take away the finite state machine from lab 2.
5. Develop test programs for labs 1 and 2 that run on Linux and Windows. A time server should be available for testing in lab 1, particularly.
6. Explain the concept of bandwidth-delay product in a better way.
7. Promote the recorded lessons by Jim Kurose as a complement to the course lectures.