



## Final report

### VT2026\_IEAD09\_48701\_Digitalisering

First time registered students: 35

Answer Count: 0

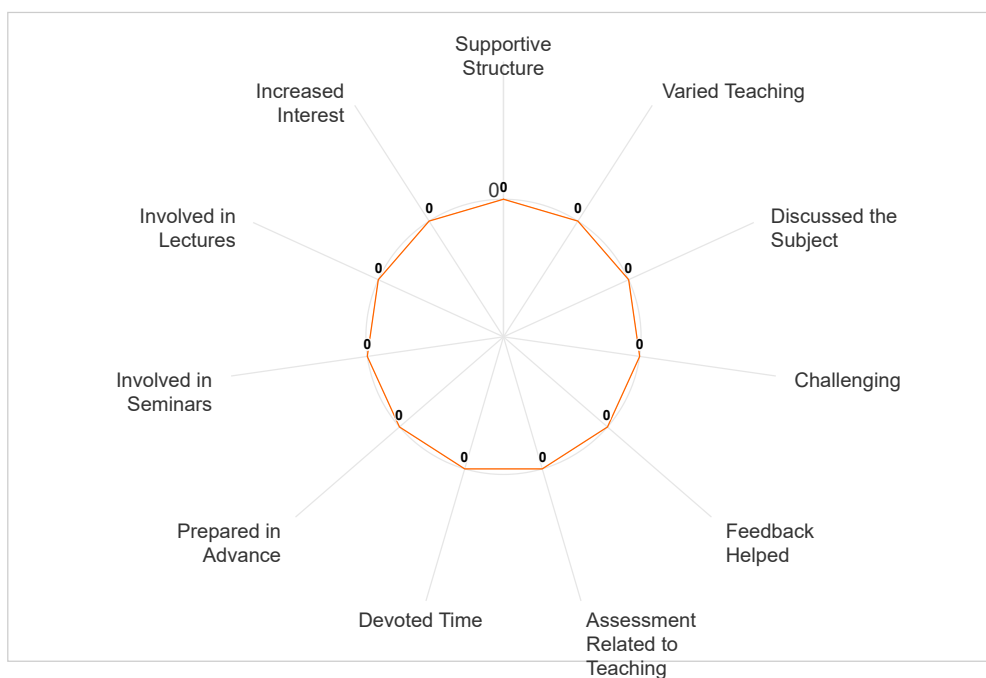
Answer Frequency: 0.00%

The course evaluation could be answered during the period:

06/06/2026 - 20/06/2026

When collaborative courses, several course codes are shown below:

**IEAD09 Digitalisering, End date: 2026-06-07**





Mean value for each question. Highest value = 4.

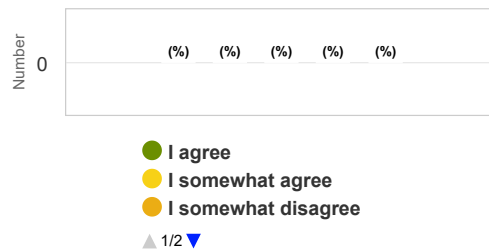
	Mean
Supportive Structure	0.0
Varied Teaching	0.0
Discussed the Subject	0.0
Challenging	0.0
Feedback Helped	0.0
Assessment Related to Teaching	0.0
Workload	0.0
Devoted Time	0.0
Prepared in Advance	0.0
Involved in Seminars	0.0
Involved in Lectures	0.0
Increased Interest	0.0

## 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	0



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



**Net Promoter Score (NPS) = NaN**

Promoters = 0 (NaN%)

Passives = 0 (NaN%)

Detractors = 0 (NaN%)

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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## **Kommentarer**

### **Course supervisor's comments**

The course has undergone some updates aimed at improving alignment with the intended learning outcomes and enhancing the overall learning experience. The individual examination assignment has been changed from a learning diary to a written digital on-campus examination, and the format of the final seminar has been revised from a presentation seminar to a poster presentation seminar. Additionally, the course literature has been partially revised and is continuously reviewed to ensure relevance and quality.

None of the 35 first-time registered students (including one exchange student) responded to the course evaluation. In addition to the formal course evaluation, the teachers conducted a written course evaluation in connection with the concluding compulsory poster seminar. The students (n=34) were given the opportunity to provide feedback on what has worked well, what has worked less well, suggestions for improvement or change, and advice for future course participants.

The course received positive feedback on several aspects, including the project work conducted in collaboration with organisations and the opportunity to use a licensed tool for process modelling. Students appreciated the chance to apply theories and concepts to real-world cases, as well as the interactive seminar format, although some comments indicated that the level of interaction could be further improved. Other appreciated elements included well-executed and valuable supervision sessions and the poster seminar.

There were also suggestions for improvement. Some respondents commented that there were too many articles, with a degree of overlap, and suggested reducing the number while ensuring that they address different perspectives on digitalisation. There was also feedback on the poster seminar, with a suggestion to divide the project teams into two parallel groups. While the work with real-world cases was positively viewed, it was noted that they could have been explored in greater depth.

Advice for future students included starting work on the group project early and securing an organisation to collaborate with as soon as possible. Students are also encouraged to read the articles well in advance, come well prepared to seminars and lectures, and reflect after each session on what they have learned.

The feedback on course strengths and suggestions for course improvement provide useful input to the continual course development.