



## Final report

### VT2025\_IEAD09\_46708\_Digitalisering

First time registered students: 35

Answer Count: 3

Answer Frequency: 8.57%

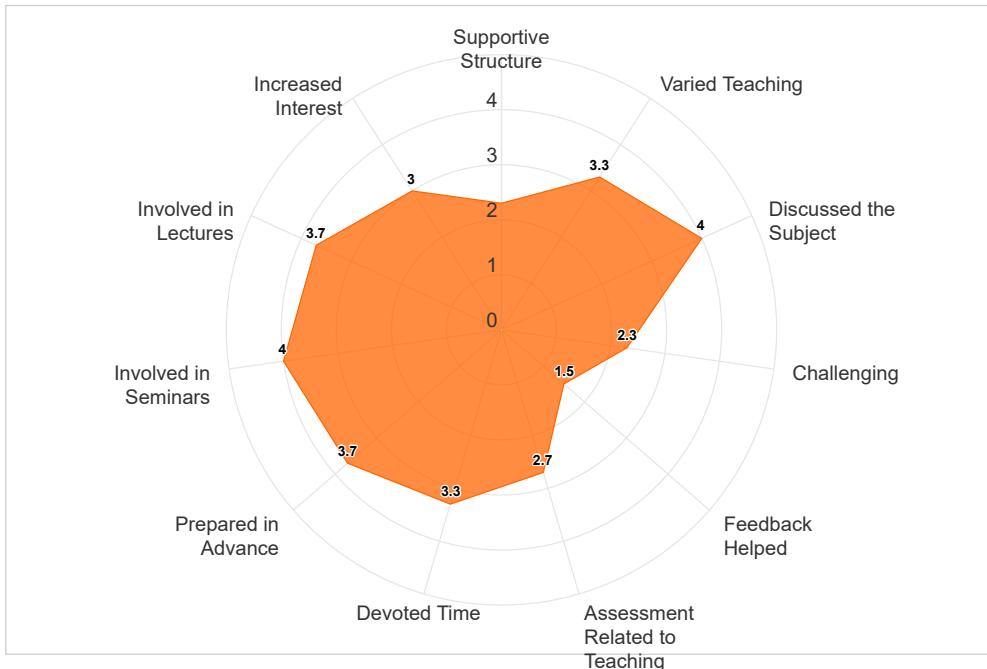
The course evaluation could be answered during the period:

27/05/2025 - 21/06/2025

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When collaborative courses, several course codes are shown below:

**IEAD09 Digitalisering, End date: 2025-06-08**





Mean value for each question. Highest value = 4.

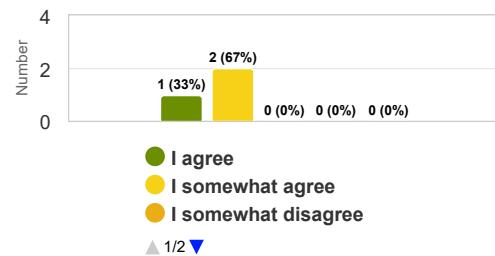
	Mean
Supportive Structure	2.3
Varied Teaching	3.3
Discussed the Subject	4.0
Challenging	2.3
Feedback Helped	1.5
Assessment Related to Teaching	2.7
Workload	2.0
Devoted Time	3.3
Prepared in Advance	3.7
Involved in Seminars	4.0
Involved in Lectures	3.7
Increased Interest	3.0

## Results of learning

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

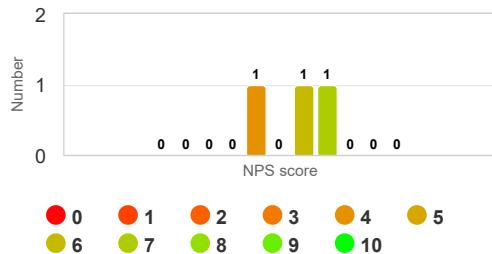
*Courses that were considered valuable were related to personal development, acquisition of new knowledge and skills, understanding of something. Higher ratings can refer to students' perceived development (learned a lot, and it was useful). Lower ratings can refer to scanty development of knowledge 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) = -66.67



Promoters = 0 (0%)

Passives = 1 (33.3%)

Detractors = 2 (66.7%)

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.



## Comments

### Course supervisor's comments

The course has undergone several updates aimed at improving alignment with the intended learning outcomes and enhancing the overall learning experience. One key change was the redesign of the interactive course seminars to better support and reflect the learning objectives. Additionally, the course literature has been partially revised and is continuously updated to ensure relevance and quality. The individual examination has also been refined, with updated questions and topics. Module 2 received a partial update in its focus, introducing new angles and content. An addition to the course is the inclusion of a new perspective on responsible and sustainable digitalisation, broadening the scope and encouraging critical reflection on the impact of digital technologies.

Three (3) out of 35 course participants (35 first-time registered students) answered the course evaluation. To draw any conclusions from such a low number of responses is highly uncertain. In addition to the course evaluation, the teachers conducted an oral evaluation of the course in connection with the concluding compulsory seminar. The students (n=35) had the opportunity to provide feedback on what has worked well, what has worked less well, suggestions for improvement/things to change and advice to future course participants. In these two course evaluations, some common views and ideas emerged.

The course received several positive comments on the practical parts of the course. Students appreciated the practitioner panel, project work together with organisations, guest lecture, and the use of real-world cases. They found the practical application of conceptual concepts and models, and process mapping to be beneficial, as well as the critical analysis of digital tools, such as AI. The pedagogical approach was also well-received. The seminar format, where everyone reads and presents an article, was highlighted as effective and was suggested to be included in all modules, not just the first one. On-site lectures, well-executed supervision and Q&A sessions, and group work with process mapping were all positively noted.

There were also suggestions for improvement. The individual examination, Learning Diary, was perceived as unclear in expectations and assessment criteria. It was suggested to replace it with a submission or a small exam. Time management was another area for improvement, with too little time before the first seminar and too many articles. The students suggested having fewer articles that better align with the examinations and learning objectives.

Advice for future students included starting writing on the Learning Diary early, reading the articles in good time, and working on process modelling before supervision to be able to get valuable feedback.

In the individual assignment, the students should reflect upon what they have learned in the course. From the student reflections, it can be perceived that the course content and structure have supported the achievement of learning outcomes. Below is a selection of reflections:

"Därför ser jag ett stort värde i den kunskap som jag har fått kring nyckelverktyg såsom 2c8, nuläges-bilder och digital maturity. Dessa verktyg bidrar med praktiska och konkreta möjligheter att analysera, strukturera och driva förändringsarbetet på ett framgångsrikt sätt."

"Sammanfattningsvis har Digitalisation IEAD09 gett mig ett robust teoretiskt fundament och en praktisk verktygslåda för att inte bara förstå den digitala eran, utan också för att aktivt bidra till och leda digitala transformation insatser på ett systematiskt och medvetet sätt."

"För min framtida karriär, oavsett om jag jobbar som konsult eller i någon utvecklingsroll, så tar jag med mig att digitalisering inte är bara ett IT-projekt. Det kräver även en djup förståelse kring olika strategier och hur tekniken interagerar med mäniskor, processer och affärsmodeller."

"Till arbetslivet tar jag med mig mognadsmodeller, drivkrafter/möjliggörare och konceptuella ramverk från kursen som kan användas för att identifiera ett nuläge i en organisation och planera en strategisk handlingsplan för en digital transformation, samt att samtidigt hantera de kulturella och sociotekniska barriärer som kan uppstå."

"I förlängningen har kursen gett mig en djupare respekt för förändringsledning som socialt hantverk. Det handlar inte bara om att införa teknik, utan om att skapa mening, bygga tillit och leda mäniskor genom osäkerhet, något jag ser som avgörande i mitt framtida yrkesliv."

"Jag har också tagit med mig vikten av att tänka långsiktigt och hållbart. Perspektiv som responsible digital transformation har utmanat mig att se digitalisering som något som måste vägas mot etiska, sociala och miljömässiga värden. Digitala lösningar skapar inte bara effektivitet, de formar också samhället, maktförhållanden och individens handlingsutrymme. Denna insikt har fått mig att tänka bredare kring teknikens roll och ansvar i en framtid där innovationstakten fortsätter att öka."

"The course has also highlighted the importance of process thinking and visualisation tools, such as business process modelling, which I now see as essential for bridging the gap between technical systems and human operations."

The feedback on course strengths and suggestions for improvement provides useful input for ongoing course development.