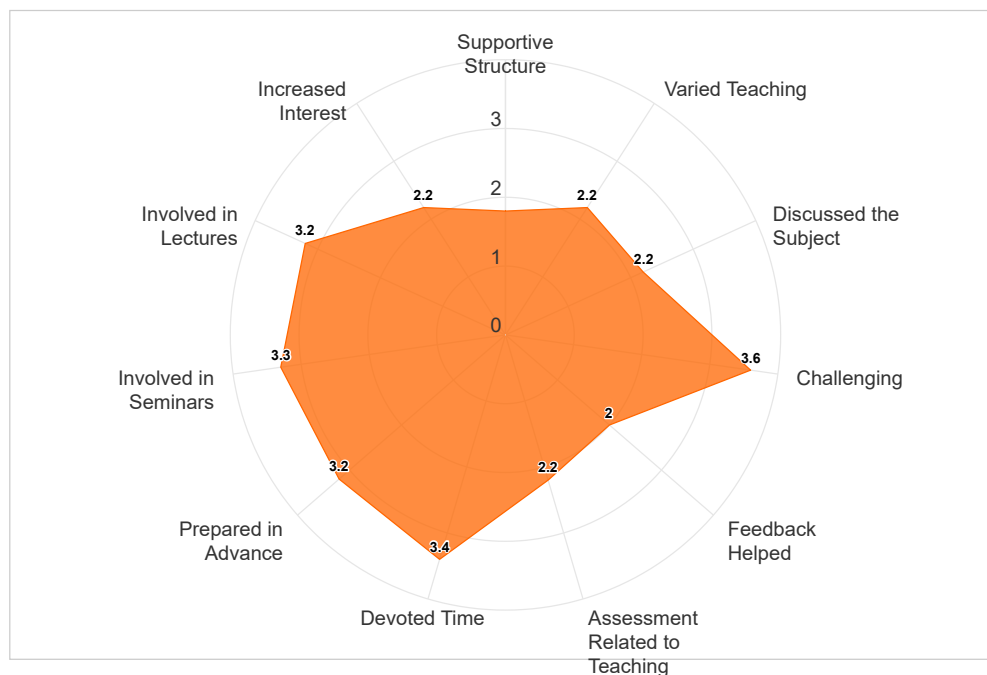


Final report HT2023_MAGA47_41711_Matematik för ingenjörer III

First time registered students: 17
Answer Count: 5
Answer Frequency: 29.41%

MAGA47 Matematik för ingenjörer III, End date: 2023-11-05



Mean value for each question. Highest value = 4.

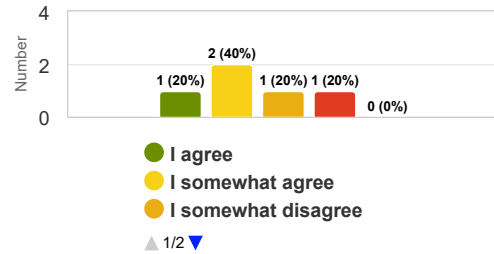
	Mean
Supportive Structure	1.8
Varied Teaching	2.2
Discussed the Subject	2.2
Challenging	3.6
Feedback Helped	2.0
Assessment Related to Teaching	2.2
Workload	2.6
Devoted Time	3.4
Prepared in Advance	3.2
Involved in Seminars	3.3
Involved in Lectures	3.2
Increased Interest	2.2

Results of learning

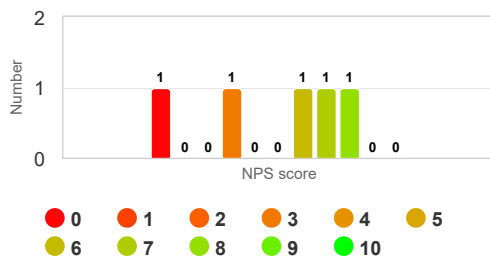
All in all, the course was valuable for me.

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) = -60

Promoters = 0 (0%)

Passives = 2 (40%)

Detractors = 3 (60%)

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

Five students responded to the evaluation. I write a summary of what stood out to me: The students are voicing their concerns for the context of the course. Namely it is mixing two topics (transform theory and statistics) that normally should be taught in entirely different courses. They also felt the course is a bit rushed due to the amount of material that we need to cover. Also, they request more lecture hours than the ones allocated each week. I basically agree with the students and I would like to add that we changed the course book for a book with more exercises but the students did not seem to like it as they found it very hard to understand. Perhaps we switch back to the old one.