



Final report

VT2026_AVGB91_L8396_Kommunikation och samarbetsförmåga för yrkeslivet

First time registered students: 48

Answer Count: 10

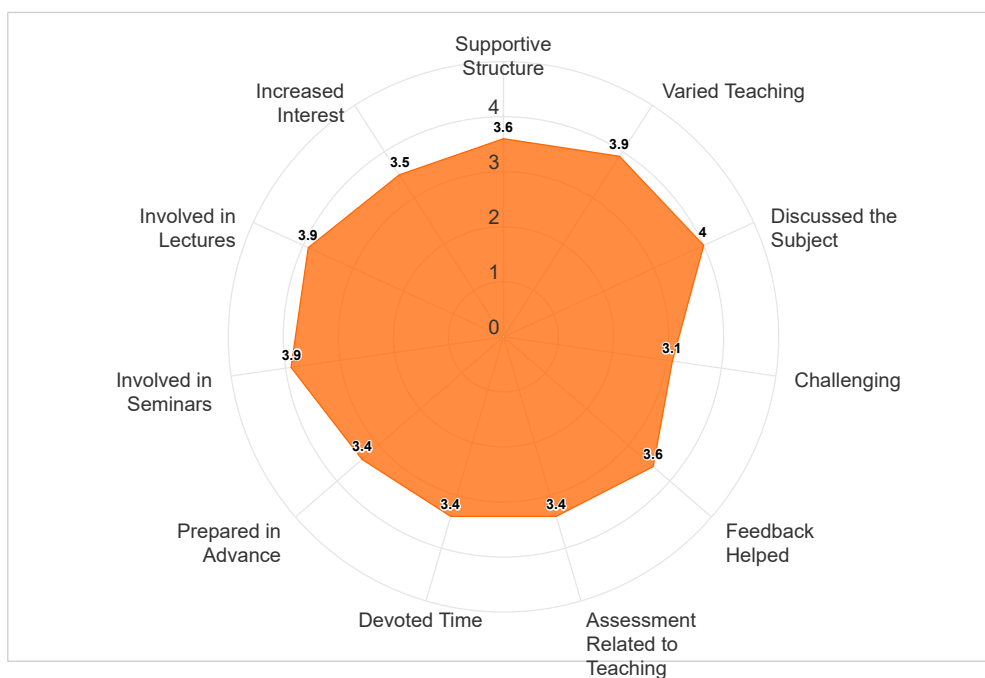
Answer Frequency: 20.83%

The course evaluation could be answered during the period:

28/03/2026 - 11/04/2026

When collaborative courses, several course codes are shown below:

AVGB91 Kommunikation och samarbetsförmåga för yrkeslivet, End date: 2026-03-29





Mean value for each question. Highest value = 4.

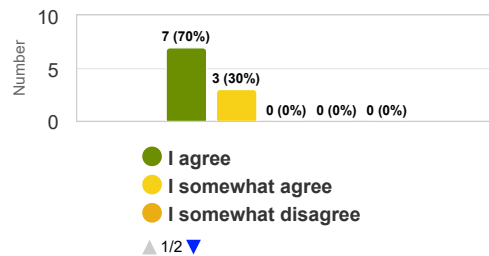
	Mean
Supportive Structure	3.6
Varied Teaching	3.9
Discussed the Subject	4.0
Challenging	3.1
Feedback Helped	3.6
Assessment Related to Teaching	3.4
Workload	2.0
Devoted Time	3.4
Prepared in Advance	3.4
Involved in Seminars	3.9
Involved in Lectures	3.9
Increased Interest	3.5

Results of learning

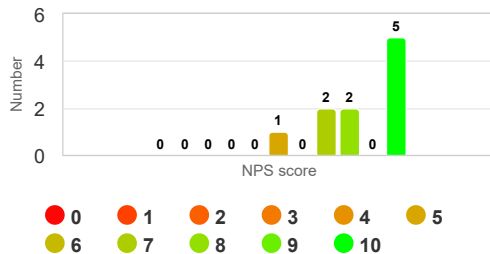
All in all, the course was valuable for me.

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) = 40

Promoters = 5 (50%)

Passives = 4 (40%)

Detractors = 1 (10%)

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

This is the second year the course is given, and this time with the majority of the students from the second year of a Swedish speaking bachelor programme in BA, and then some exchange students where most are on a master level. Thus, quite different students on different levels. We have made a point of always speaking English, and to have them also always speaking English, and that we helped each other out when we cannot find the word.

This version of the course was then different than last year, since the students were so many more. But we continued to focus on communication in practice with a lot of interaction and scenarios and talking and doing.

The examination worked well, even though we can split them in more groups, so the day does not turn out so long.

We complemented this evaluation with one seminar where we discussed the structure, content and examination in class with students. This gave us the same idea as this written one. Students are overall pleased with the course. They have appreciated the interactive and reflective and doing-approach to communication in many themes; the thematical structure of the course; the readings and summaries; and us being two people co-teaching which creates dynamic and energy. It makes us really happy to hear and read about how some students experience that they have become better in their communication!

Overall, we are very happy with the course, that it was possible to do such a reflective and interactive and action-oriented course with the large amount of students from different backgrounds.