KARLSTAD UNIVERSITY

Final report

HT2025_ENADL7_47349_Dystopi och apokalyps

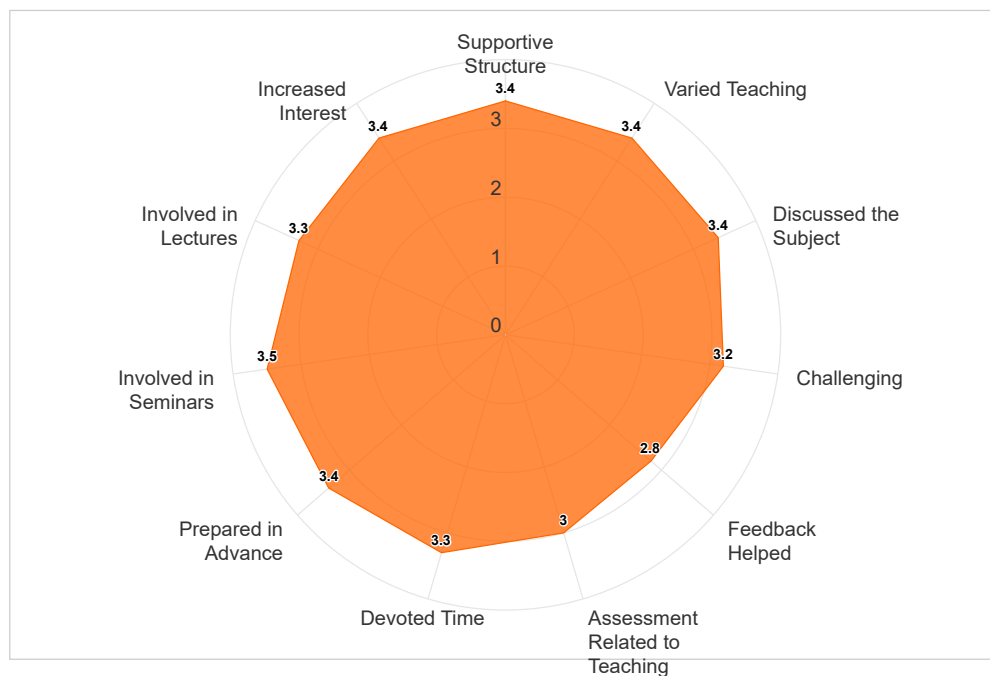**First time registred students: 29**
Answer Count: 6
Answer Frequency: 20.69%

The course evaluation could be answered during the period:

17/01/2026 - 31/01/2026

When collaborative courses, several course codes are shown below:

ENADL7 Dystopi och apokalyps, End date: 2026-01-18

Mean value for each question. Highest value = 4.

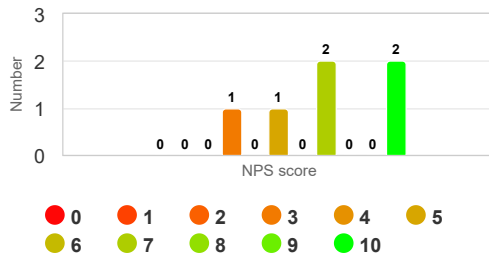|	Mean
Supportive Structure	3.4
Varied Teaching	3.4
Discussed the Subject	3.4
Challenging	3.2
Feedback Helped	2.8
Assessment Related to Teaching	3.0
Workload	2.0
Devoted Time	3.3
Prepared in Advance	3.4
Involved in Seminars	3.5
Involved in Lectures	3.3
Increased Interest	3.4

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	3

- ● I agree
- ● I somewhat agree
- ● I somewhat disagree

△ 1/2 ▽
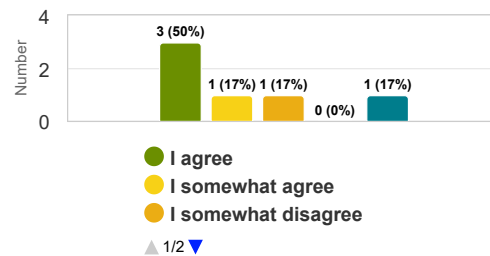
How likely would you be to recommend this course to a friend or colleague?

- ● 0 ● 1 ● 2 ● 3 ● 4 ● 5
- ● 6 ● 7 ● 8 ● 9 ● 10

Net Promoter Score (NPS) = 0

Promoters = 2 (33.3%)

Passives = 2 (33.3%)

Detractors = 2 (33.3%)

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

Fifteen students who registered for the course for the first time have handed in all written assignments, gave an oral presentation, attended at least 60 % of the seminars, and passed the
course. Four more have completed one or more assignments. This means that nineteen students (rather than 29) did more than register for the course and that 32 % of the active students have answered. Three of the six students who filled in the evaluation appear to be very satisfied with the course, and two somewhat/very dissatisfied.

An indication of the students' interest in the course is that 16 students attended and actively participated in four or five seminars, instead of only the mandatory three out of five seminars.

Among the free text comments, there is this recommendation for learning for future students: "Read the primary texts in the summer so you will have more time to read secondary texts and do assignments. Communicate with the lecturers if you need clarity they are there to guide you." Regarding what enhanced the students' learning in the course, one student writes, "My interest in the subject. But I did not learn much of relevance that I did not know from courses on the lower level. One thing that was good was the variation of literature," while another student writes about enjoying the oral presentations, the immediate feedback on those presentations as well as "The distance format really allowed my fullest engagement in the course. The assignments were clearly outlined. I didn't feel confused about what to do."

There were also a couple suggestions for changes regarding the teaching of the course that I will convey to my colleagues, so they can consider them next time the course is offered.