KARLSTAD UNIVERSITY

Final report

HT2026_DVAE23_55018_Grunderna inom AI och optimeringstekniker

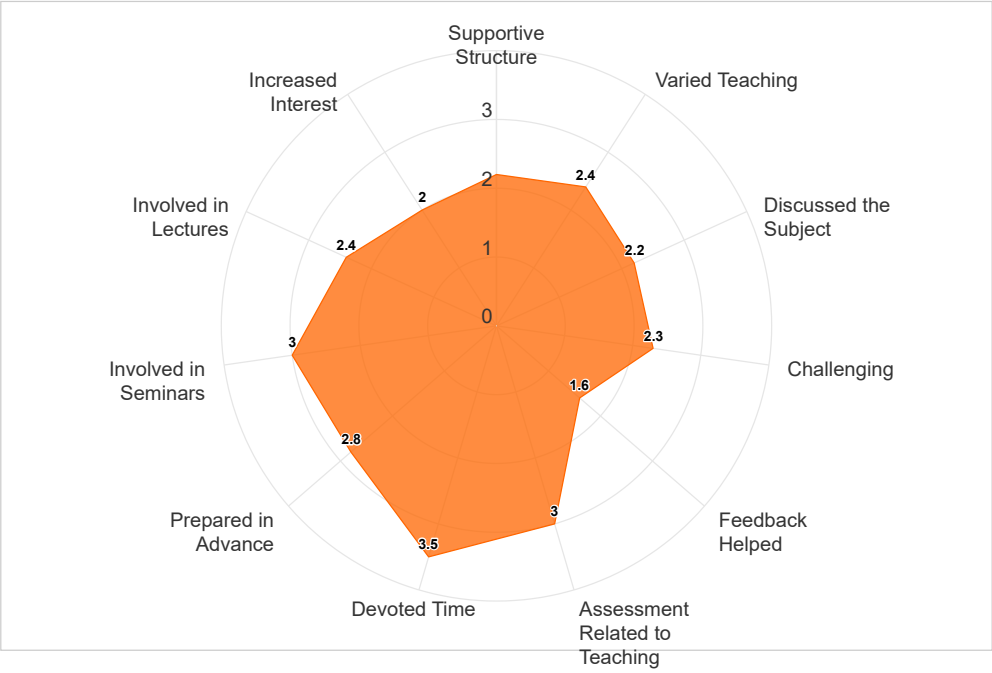
First time registred students: 43
Answer Count: 11
Answer Frequency: 25.58%

The course evaluation could be answered during the period:

07/11/2026 - 21/11/2026

When collaborative courses, several course codes are shown below:

DVAE23 Grunderna inom AI och optimeringstekniker, End date: 2026-11-08



KARLSTAD UNIVERSITY

Mean value for each question. Highest value = 4.

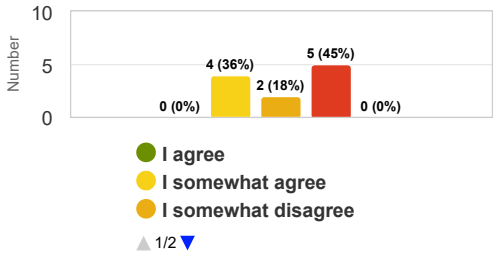
	Mean
Supportive Structure	2.2
Varied Teaching	2.4
Discussed the Subject	2.2
Challenging	2.3
Feedback Helped	1.6
Assessment Related to Teaching	3.0
Workload	1.9
Devoted Time	3.5
Prepared in Advance	2.8
Involved in Seminars	3.0
Involved in Lectures	2.4
Increased Interest	2.0

Results of learning

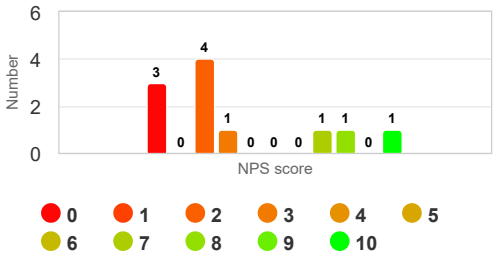
All in all, the course was valuable for me.

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	2



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



Net Promoter Score (NPS) = -63.64

Promoters = 1 (9.1%)

Passives = 2 (18.2%)

Detractors = 8 (72.7%)

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.

KARLSTAD UNIVERSITY

Comments

Course supervisor's comments

Thank you for the feedback.

The feedback is from 11 students out of 43, which does not necessarily represent the majority of the students. However, there are a few points worth considering.
-,I can see that the majority of the feedback is about the slides generated by AI, where students may feel that the instructor did not spend time preparing the slides. I have to clarify that the content of the course was fully generated by the instructor and was fully guided by the provided syllabus and learning outcomes. So, the aim was to cover the learning outcomes provided in the syllabus. However, the slide graphics were generated using AI tools for better understanding and visualization, which is very helpful and provides students with a better understanding. The slides contain a lot of graphics illustrating industrial examples and real-world applications of ML and AI, which are very useful for practical and real-life understanding. However, the content of the slides was fully developed by the instructor, based on well-known books, including the textbooks and the instructor's experience. So, using AI to generate the graphics for the slides was an added value rather than a negative aspect of the course.

- A student mentioned in the feedback that he/she sent 30 pages of feedback about mistakes in the course and did not receive any response. However, in fact, the instructor did not receive any feedback like this, either through Canvas or via email.

- Some feedback from the students was about the level of depth in the course. However, the syllabus and the name of the course do not allow us to go to an advanced level, as it is a fundamental course and is not named an Advanced course. So, I understand that the expectations might be high, but that does not match the expectations set by the course name and the syllabus.

- The expectation regarding the level of mathematics is another comment. That might be due to the previous run of the course last year, which was taught with a very heavy level of mathematics, without covering the actual content of the syllabus, but rather focusing on deriving all the equations of ML, which is not the aim here. The aim is to teach students the foundational level of the content and enable them to run real projects and formulate problems. Teaching heavy mathematics is not part of the syllabus or the learning outcomes. Also, that is part of an Advanced course. I think students who already have prior knowledge of ML should not register for this course.

- One student claimed that he/she had studied these topics before in other courses, which is a problem related to registration and expectations of the course. As I said, the course name itself and the syllabus indicate that it is a foundational course, not an advanced course.

- A student mentioned that the instructor was reading from the slides, but I do not think this is true because my videos show a lot of human interaction, and I was doing that intentionally to give the feeling of a classroom.

- Some students claimed that some slides contain mistakes, which might be true, and I will check them. As far as I know, I checked everything, but I will check again.