Final report

VT2024_IEAD09_44178_Digitalisering

First time registred students: 41
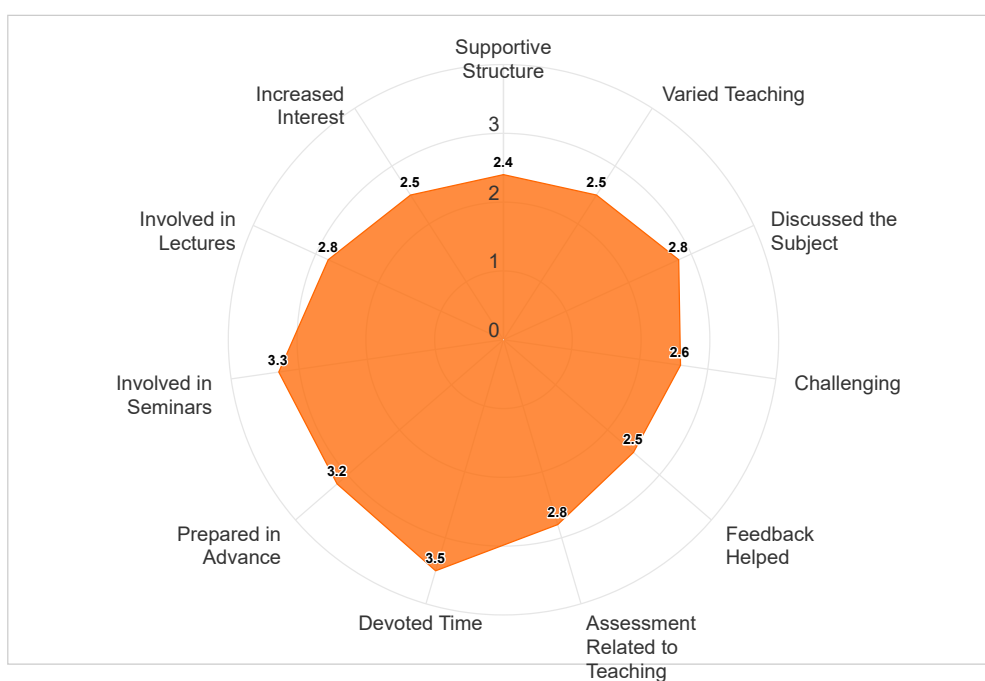**Answer Count: 13**
Answer Frequency: 31.71%

The course evaluation could be answered during the period:

29/05/2024 - 15/06/2024

IEAD09 Digitalisering, End date: 2024-06-02

Mean value for each question. Highest value = 4.

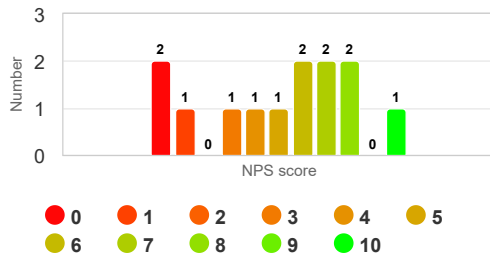|	Mean
Supportive Structure	2.4
Varied Teaching	2.5
Discussed the Subject	2.8
Challenging	2.6
Feedback Helped	2.5
Assessment Related to Teaching	2.8
Workload	2.2
Devoted Time	3.5
Prepared in Advance	3.2
Involved in Seminars	3.3
Involved in Lectures	2.8
Increased Interest	2.5

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	3

● **I agree**
● **I somewhat agree**
● **I somewhat disagree**
▲ 1/2 ▼
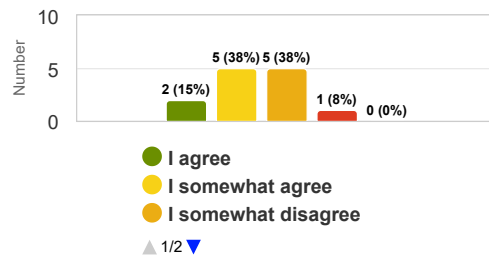
How likely would you be to recommend this course to a friend or colleague?

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

Net Promoter Score (NPS) = -53.85

Promoters = 1 (7.7%)

Passives = 4 (30.8%)

Detractors = 8 (61.5%)

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

Course changes implemented include, for example, an increased number of (mandatory) interactive course seminars, for the presentation seminar the project teams were divided into two groups, mainly to enable more time for discussions, partly changed course literature, and a new seminar introducing business process modelling and the tool used for business process modelling.

Thirteen (13) out of 40 active course participants (41 first time registered students) answered the course evaluation. Through students' free text comments and the student reflections in the individual assignment some patterns of course strengths and course improvements emerged. The course strengths include the practical parts, particularly the group assignment, to learn and use a licensed tool for business process modelling, and the practitioner panel. In addition, strengths include the course book with digitalisation cases from industry and the mixture between theory and practice, e.g., analysis of digitalisation cases through applying theoretical concepts and models. The comments also show suggestions for course improvement regarding (mandatory) course seminars (their structure and content) and course literature/articles where some were perceived as supporting the course assignments to a low degree. Also, the comments indicate room for improvement regarding the number of practical examples/cases on theoretical concepts and digital technologies. From some of the student comments it could be perceived that some of the changes for this year's course instance were less supportive in acquiring the learning outcomes. Therefore, for next year's course, we will look through the structure, content and instructions for the course seminars and more clearly communicate their respective purpose in connection to learning outcomes (why mandatory) during the course introduction and in the written seminar instructions. We will also go through the required course literature (as part of the continuous course development). From the high pass rate (95%; 38 of 40 active students passed the course, the pass rate for the course instances 2023 and 2022 was 85% respectively 67%) it could however be perceived that the course content, structure and learning activities overall have supported goal-fulfilment.

In the individual assignment, the students should reflect upon what they have learned in the course. Several students express the combination of theory and practice as a course strength. The practical parts are perceived as having supported the students' learning to a high degree, as exemplified in the following student reflections:

"Out of all the courses I have studied, this is one of the most practically useful courses. […]. This course seems […] to have been designed by someone with a practitioner's mind. For instance, many of the articles were not filled with abstract concepts with no applicability, they were instead filled with case examples or were only about cases, which I very much appreciated. The most useful part of the literature is perhaps the inclusion of several different models and frameworks."

"I also want to highlight that I thoroughly enjoyed the course project. It provided practical experience that helped me better integrate and apply theoretical concepts. Additionally, using the 2C8 modelling tool was particularly valuable, as it offered insights into process creation, a skill highly relevant and frequently utilized in the "real world" and in my current position."

"One of the most valuable parts of the course was learning how to apply theoretical models in real-life situations."

"The practitioners' panel was a unique and appreciated part of the course. It made me feel pleased that I took this course as it highlighted how important understanding digitalization is for companies."