KARLSTAD UNIVERSITY

Final report

HT2026_GVGJ11_55123_Introduktion till globala genusstudier

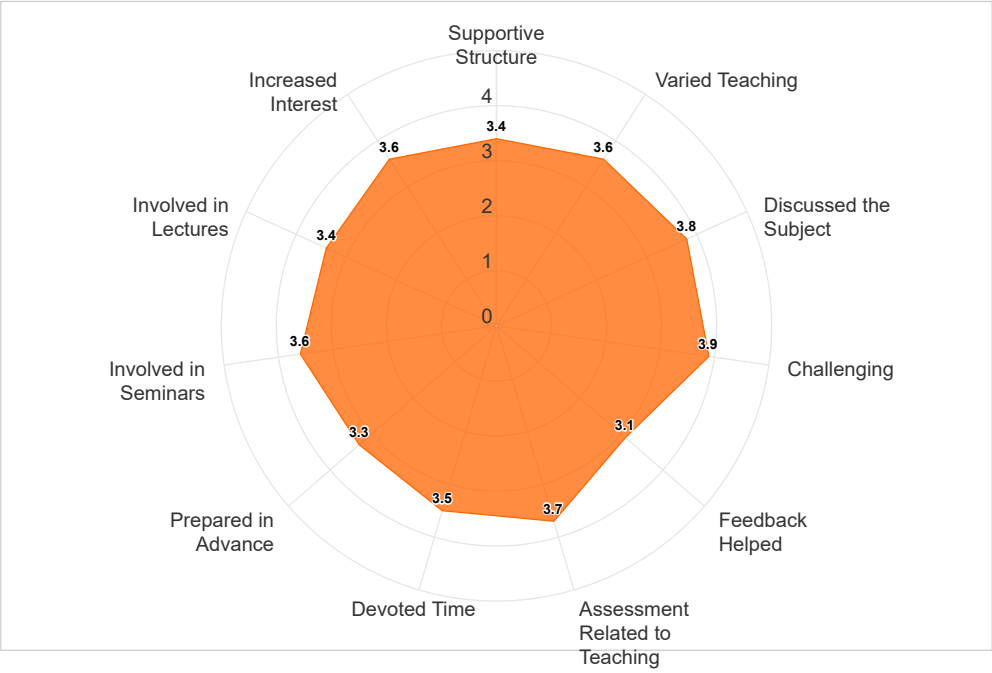
First time registred students: 39
Answer Count: 19
Answer Frequency: 48.72%

The course evaluation could be answered during the period:

03/10/2026 - 17/10/2026

When collaborative courses, several course codes are shown below:

GVGJ11 Introduktion till globala genusstudier, End date: 2026-10-04



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Mean value for each question. Highest value = 4.

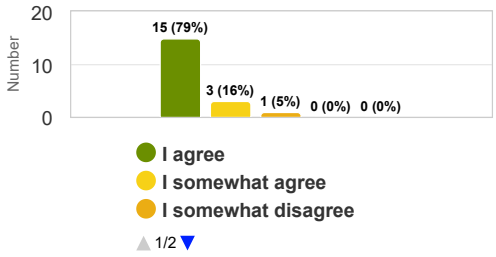
	Mean
Supportive Structure	3.4
Varied Teaching	3.6
Discussed the Subject	3.8
Challenging	3.9
Feedback Helped	3.1
Assessment Related to Teaching	3.7
Workload	2.2
Devoted Time	3.5
Prepared in Advance	3.3
Involved in Seminars	3.6
Involved in Lectures	3.4
Increased Interest	3.6

Results of learning

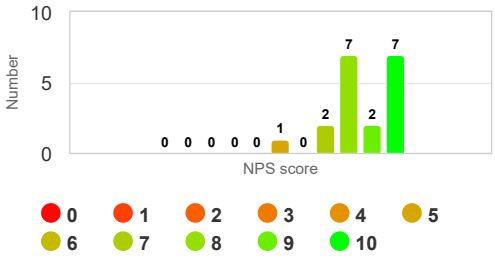
All in all, the course was valuable for me.

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) = 42.1

Promoters = 9 (47.4%)

Passives = 9 (47.4%)

Detractors = 1 (5.3%)

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.

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Comments

Course supervisor's comments

We are thrilled to see that the students were overwhelmingly positive about the course and its teaching. The highest-rated aspects were that the course was intellectually challenging (3.9/4), provided ample opportunities for discussion (3.8/4), and that teaching and assessment were well aligned (3.7/4). Students particularly valued the seminars, group discussions, and interactive learning activities, which helped them engage with complex concepts, connect theory to literature, and learn from the diverse experiences and perspectives of their classmates. Many students also highlighted that the varied teaching methods, well-designed presentations, repetitions during lectures, glossaries, and sample exam questions supported their learning and understanding.

A recurring strength was the teaching team. Students described the lecturers as passionate, knowledgeable, supportive, responsive, and genuinely engaged in helping students succeed. They appreciated the open and inclusive classroom atmosphere, opportunities for dialogue, and the relevance and importance of the course content. Several students noted that the course broadened their perspectives, increased their interest in gender studies, motivated them to continue learning, and helped them better understand issues affecting marginalized groups. Many also expressed enthusiasm for continuing in the programme and confidence that the course provides a strong foundation for future studies in the field.

Simultaneously, based on the comments and evaluation report, as well as the course coordinator and teachers experience of the course, the following change could be made to the course to strengthen it further:

The first week will be devoted more explicitly to helping students develop study skills and become familiar with university learning. This will include guidance on how to approach academic reading, take notes, engage with Canvas, prepare for seminars, and navigate university studies more generally. To make room for this, the lecture schedule will be moved forward by one week and Week 4 will be removed. Relevant content from Week 4 will be incorporated into earlier lectures, while less essential topics will be omitted.

Lecture sessions will be extended by one hour to create space for shorter discussion exercises, reflection activities, and opportunities to consolidate key concepts throughout the lectures.

The reading requirements will remain unchanged. Removing Week 4 will automatically reduce the overall reading load, while maintaining the course standard of approximately 100-150 pages of reading per week. However, the first week training on reading academic text should make it more manageable for the students to read the material despite of the number of pages.
The sample exam questions will be retained but revised and reduced in number to make them more manageable and easier to use as a study resource.

The use of AI-generated materials will be reviewed with a focus on pedagogical value. AI-generated resources will be used only where they make a clear contribution to student learning and understanding. Where suitable alternatives are available, these will be prioritized. Diagrams and charts that support the explanation of complex concepts will continue to be used where necessary.