KARLSTAD UNIVERSITY

Final report

HT2026_FEAD54_54920_Bedriva forskning i företagsekonomi

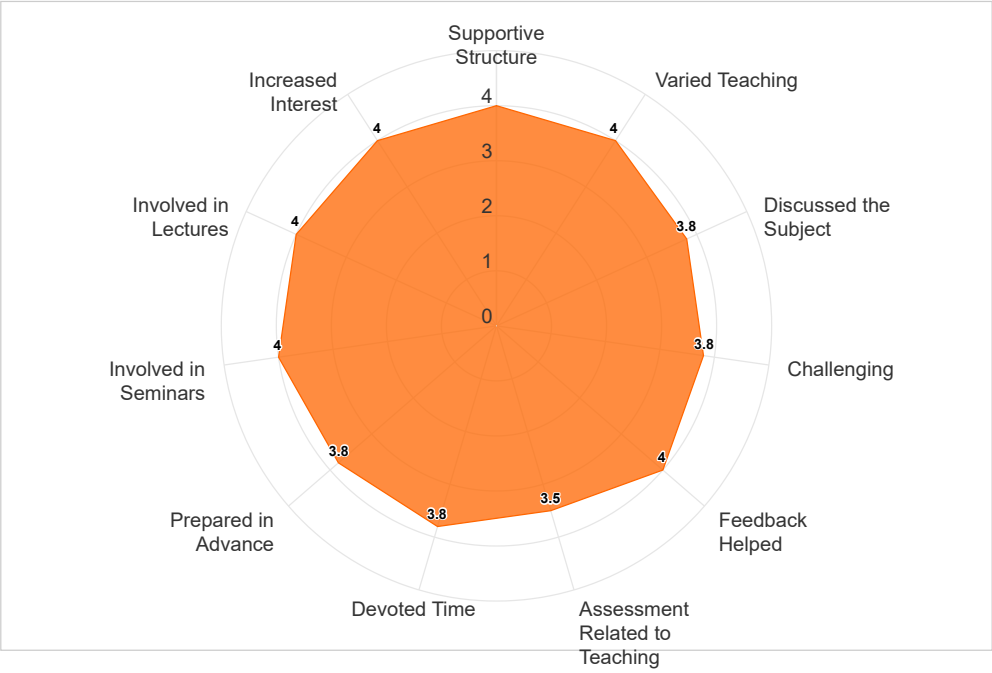
First time registred students: 21
Answer Count: 5
Answer Frequency: 23.81%

The course evaluation could be answered during the period:

07/11/2026 - 21/11/2026

When collaborative courses, several course codes are shown below:

FEAD54, FEAD53 Bedriva forskning i företagsekonomi, End date: 2026-11-08



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Mean value for each question. Highest value = 4.

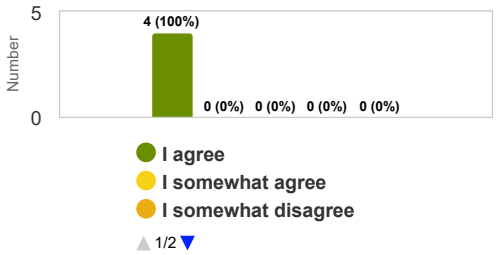
	Mean
Supportive Structure	4.0
Varied Teaching	4.0
Discussed the Subject	3.8
Challenging	3.8
Feedback Helped	4.0
Assessment Related to Teaching	3.5
Workload	2.0
Devoted Time	3.8
Prepared in Advance	3.8
Involved in Seminars	4.0
Involved in Lectures	4.0
Increased Interest	4.0

Results of learning

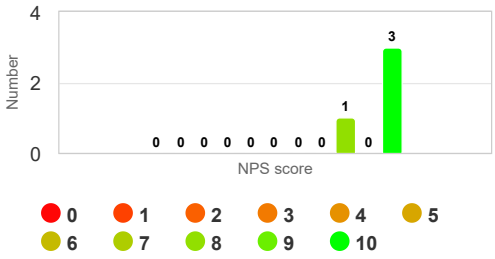
All in all, the course was valuable for me.

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	4



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



Net Promoter Score (NPS) = 75

Promoters = 3 (75%)

Passives = 1 (25%)

Detractors = 0 (0%)

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

Only five students responded to the course evaluation, so no far-reaching conclusions can be drawn. However, the average scores for all dimensions were at or close to the maximum (4 points). The only exception was workload, which received an average score of 2.0.

The course will be redesigned next year. Unlike the current format, there will no longer be a graded assignment and seminar every week, which may reduce the perceived workload.

Another concrete suggestion for improvement was that too much emphasis was placed on qualitative methods. This will be addressed next year by giving equal attention to qualitative and quantitative methods.

A further suggestion was to hold all lectures on campus, which we will take into account.