KARLSTAD UNIVERSITY

Final report

HT2026_ISAD11_49864_Aktuell informationssystemforskning

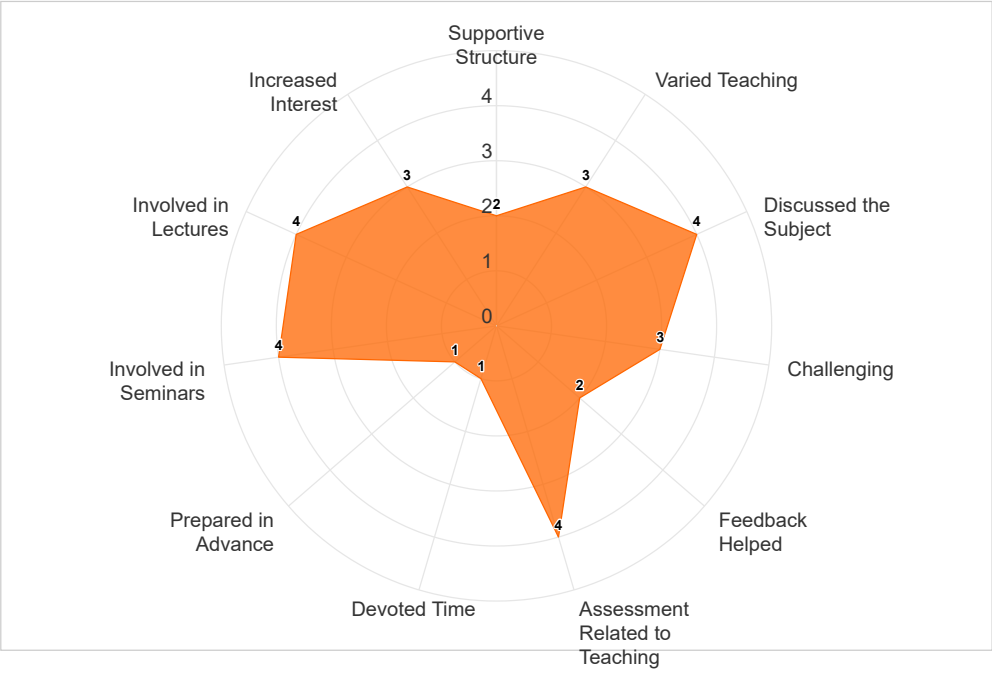
First time registred students: 7
Answer Count: 1
Answer Frequency: 14.29%

The course evaluation could be answered during the period:

07/11/2026 - 21/11/2026

When collaborative courses, several course codes are shown below:

ISAD11 Aktuell informationssystemforskning, End date: 2026-11-08



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Mean value for each question. Highest value = 4.

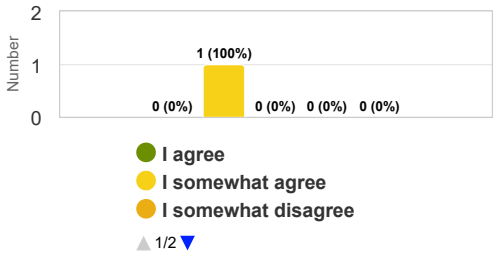
	Mean
Supportive Structure	2.0
Varied Teaching	3.0
Discussed the Subject	4.0
Challenging	3.0
Feedback Helped	2.0
Assessment Related to Teaching	4.0
Workload	2.0
Devoted Time	1.0
Prepared in Advance	1.0
Involved in Seminars	4.0
Involved in Lectures	4.0
Increased Interest	3.0

Results of learning

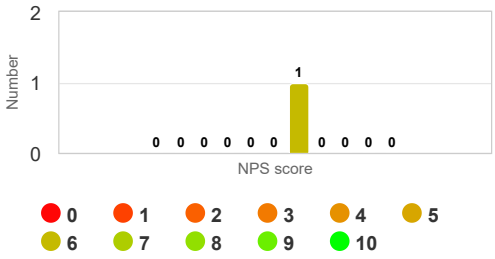
All in all, the course was valuable for me.

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	3



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



Net Promoter Score (NPS) = -100

Promoters = 0 (0%)

Passives = 0 (0%)

Detractors = 1 (100%)

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 one student answered, and unfortunately this student is discussing ISAD20 and ISAD21 and does not seem to be aware that he/she is in the ISAD11 valuation form. Possibly, the similar looking design of the automatically generated surveys which are emailed to students at the end of every course is the major cause for this confusion.

This course consists of reviewing and discussion assignments. Two article are to be reviewed to each of five seminars. It is always a bit difficult to update the reading list. Should well-cited articles be replaced by newer ones? GenAI should be included but at the exepence of what other articles (and topics)? This year the problem was solved by not letting the fifth seminar consists of two articles of the each student's own choice. Instead, a Teaching Tip and one Editorial was chosen to show four things: the two article types, GenAI in building teaching facilities for university students, and the debate on the use of GenAI in scientific article writing.
The course was followed by 7 master student and 1 doctoral student. Previous years this course have been at first year of our master programme, but now it has been replaced by ISAD28 and become an elective on second year. The results this year bear evidence of more mature readers of scientific literature when students start their second year of master level studies compared to beginners of master level studies.