KARLSTAD UNIVERSITY

Final report

VT2024_BIAD16_L4715_Landskapsekologi

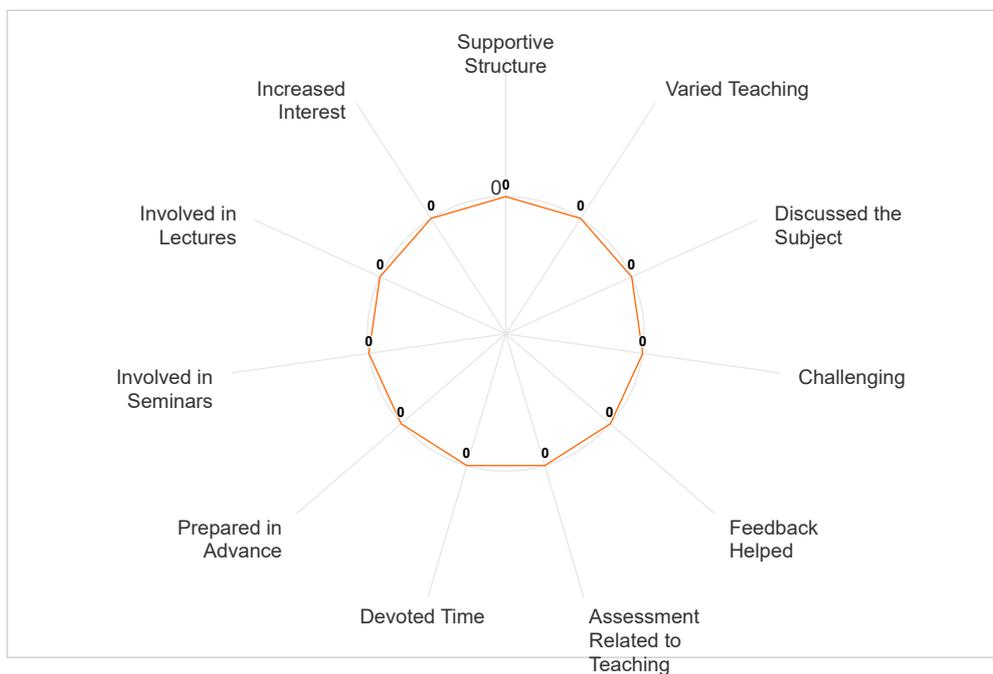**First time registred students: 5**
Answer Count: 0
Answer Frequency: 0.00%

The course evaluation could be answered during the period:

23/03/2024 - 06/04/2024

BIAD16 Landskapsekologi, End date: 2024-03-24
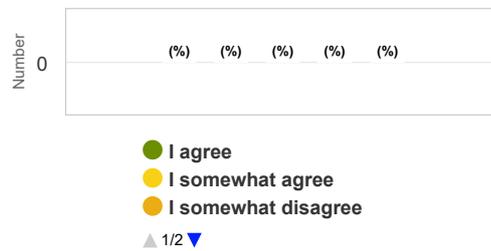
Mean value for each question. Highest value = 4.

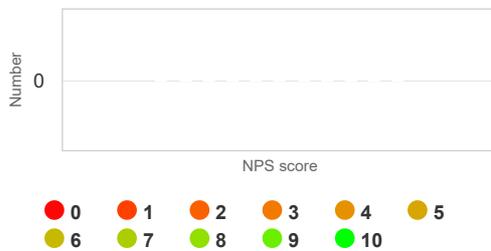|	Mean
Supportive Structure	0.0
Varied Teaching	0.0
Discussed the Subject	0.0
Challenging	0.0
Feedback Helped	0.0
Assessment Related to Teaching	0.0
Workload	0.0
Devoted Time	0.0
Prepared in Advance	0.0
Involved in Seminars	0.0
Involved in Lectures	0.0
Increased Interest	0.0

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	0

(%) (%) (%) (%) (%)

● I agree
● I somewhat agree
● I somewhat disagree

▲ 1/2 ▼

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

NPS score

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

Net Promoter Score (NPS) = NaN

Promoters = 0 (NaN%)

Passives = 0 (NaN%)

Detractors = 0 (NaN%)

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

Proposed changes before the current term:
Shorten the drone part during the GIS week to give more time for preparation of group work
Exchange or move some of the seminar literature
Be more clear about the criteria for obtain a VG grade

Course analysis VT 2024
Answer frequency: campus 40%, distance 69%, exchange students 0%
What has been appreciated by students:
-Mixture of different activities
-Prerecorded lectures, seminars, practical work
-Many comments mentioned also that the GIS week enhanced their learning

What has gone less well:
-A recurrent topic in the comments was the GIS week
-Students were stressed and felt that the schedule was too tight or that there were too many/partly too large assignments, given that also the group project should be discussed during this week
Our interpretation is that this is largely also related to an exceptionally high number of students this year. This made it difficult to find a suitable computer room and created a generally more stressful atmosphere also for the teachers.

Proposed changes for next year:
-Number of students should be reduced, alternatively more teachers and more rooms for the GIS week
-We will try to generally improve course structure and communication:
-Each course part/assignment will be explained: goals, expectations, formal requirements
-The log-book for the group project will be explained better
-GIS week:
-Initial GIS lecture will be prerecorded
-Each GIS assignment will be explained in more detail
-More teaching/showing examples/going through the assignments during the GIS week
-We will see over assignment 5 to make it less time-consuming