



## Final report

### VT2025\_GVGMM1\_46794\_Män och maskuliniteter

First time registered students: 25

Answer Count: 13

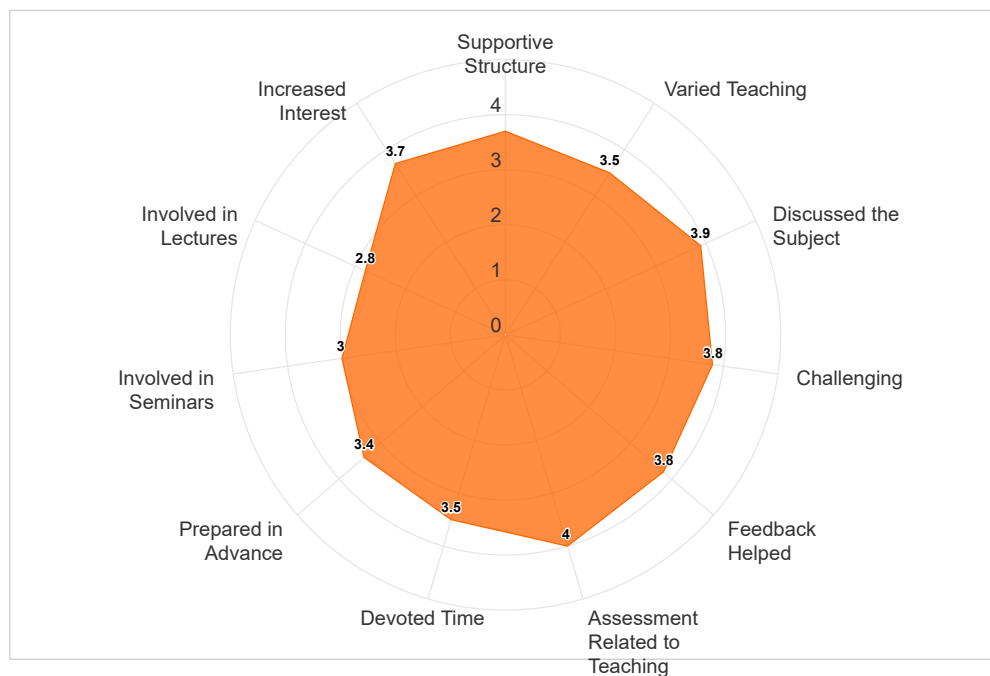
Answer Frequency: 52.00%

The course evaluation could be answered during the period:

20/03/2025 - 08/04/2025

When collaborative courses, several course codes are shown below:

**GVGMM1 Män och maskuliniteter, End date: 2025-03-30**





Mean value for each question. Highest value = 4.

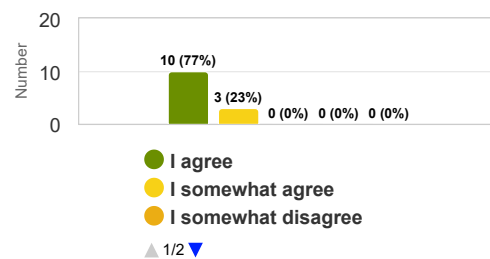
	Mean
Supportive Structure	3.7
Varied Teaching	3.5
Discussed the Subject	3.9
Challenging	3.8
Feedback Helped	3.8
Assessment Related to Teaching	4.0
Workload	2.0
Devoted Time	3.5
Prepared in Advance	3.4
Involved in Seminars	3.0
Involved in Lectures	2.8
Increased Interest	3.7

## Results of learning

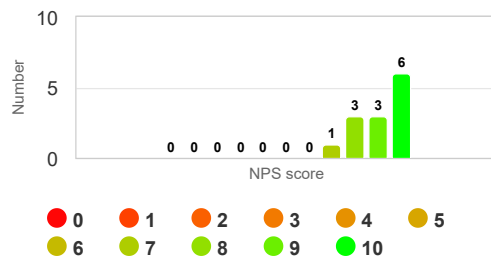
**All in all, the course was valuable for me.**

*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) = 69.2**

Promoters = 9 (69.2%)

Passives = 4 (30.8%)

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.



**KARLSTAD  
UNIVERSITY**

## **Comments**

### **Course supervisor's comments**

First, thank you for your feedback on and participation in the course Men and masculinities (7,5 hp)! I am happy that so many seem to have enjoyed the course, the literature, the discussions and the final assignment. It is indicated that the workload did not match the number of ECTS credits, but these numbers are difficult to evaluate as it is not indicated in which direction (ie too high or too low). There are a few comments on the seminars: one student suggests including more lecture-like presentations to give overview, one comments that the seminar discussions might need more direction. One respondent suggests a reading buddy system, others suggest 1) brainstorming sessions and 2) 200-word preparatory assignments before each seminar. Thanks for these really helpful suggestions; taken together I think they speak to the need for some help with preparing for seminars and getting through the readings. I will think about the best way of doing this in future courses. Thank you all for a good course, interesting discussions and good feedback, and best of luck with you future academic and non-academic endeavours! Best regards //

Klara