



## Final report

### VT2025\_MKGB95\_45968\_Data, makt och etik

First time registered students: 17

Answer Count: 1

Answer Frequency: 5.88%

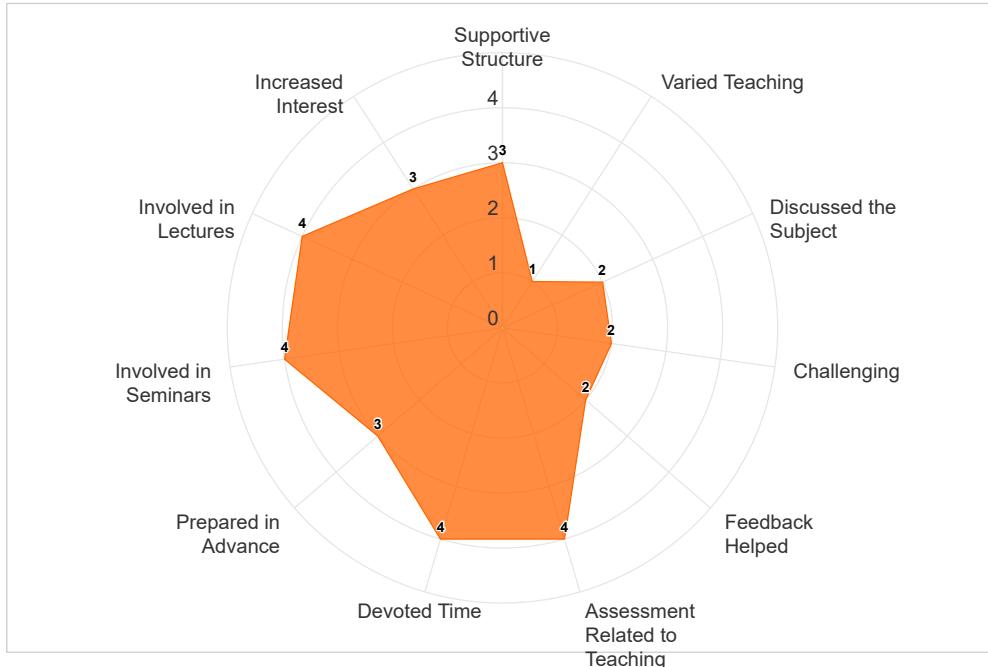
The course evaluation could be answered during the period:

07/06/2025 - 21/06/2025

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When collaborative courses, several course codes are shown below:

**MKGB95 Data, makt och etik, End date: 2025-06-08**





Mean value for each question. Highest value = 4.

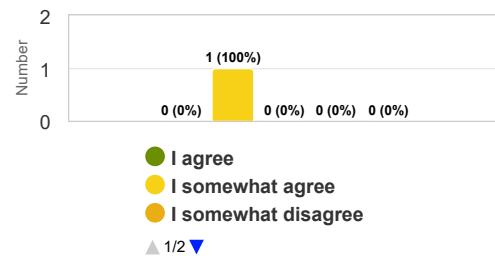
	Mean
Supportive Structure	3.0
Varied Teaching	1.0
Discussed the Subject	2.0
Challenging	2.0
Feedback Helped	2.0
Assessment Related to Teaching	4.0
Workload	2.0
Devoted Time	4.0
Prepared in Advance	3.0
Involved in Seminars	4.0
Involved in Lectures	4.0
Increased Interest	3.0

## Results of learning

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

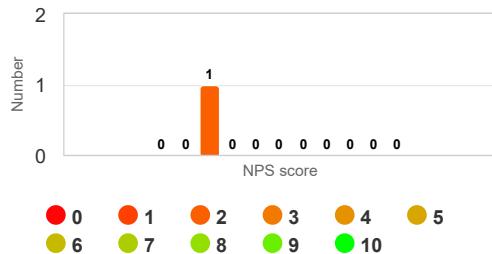
*Courses that were considered valuable were related to personal development, acquisition of new knowledge and skills, understanding of something. Higher ratings can refer to students' perceived development (learned a lot, and it was useful). Lower ratings can refer to scanty development of knowledge 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.

## Comments

### Course supervisor's comments

This was the first time the course ran as a shortened version. The workshop where students gave each other peer-feedback on a draft version of their group assignment was productive. Attendance to the lectures was overall not satisfactorily high, but teachers reported some good discussions. Maybe some lectures can be transformed to another workshop to make teaching more varied. The Inspera exam covering all lectures yielded a "bell curve" distribution, indicating that the level of difficulty is about right. Unfortunately, only limited insight can be gained from 1 response.