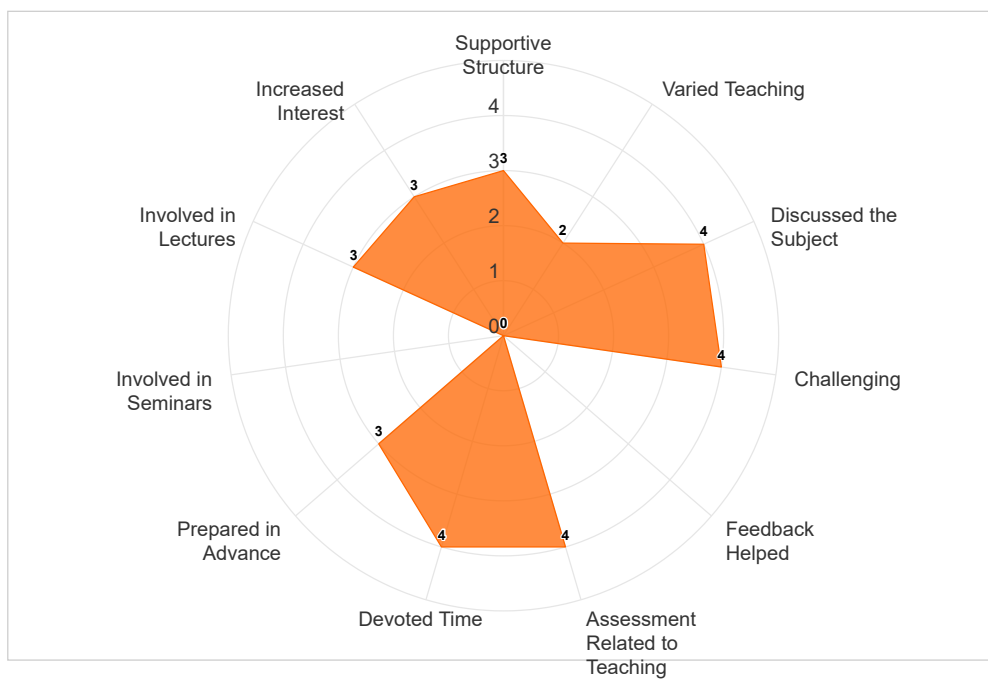


# Final report HT2023\_ENAS06\_42648\_Teorier och metoder inom språkvetenskaplig forskning

First time registered students: 18  
Answer Count: 1  
Answer Frequency: 5.56%

The course evaluation could be answered during the period:  
13/01/2024 - 27/01/2024

ENAS06 Teorier och metoder inom språkvetenskaplig forskning, End date: 2024-01-14



Mean value for each question. Highest value = 4.

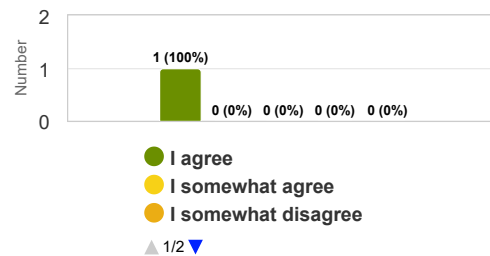
	Mean
Supportive Structure	3.0
Varied Teaching	2.0
Discussed the Subject	4.0
Challenging	4.0
Feedback Helped	0.0
Assessment Related to Teaching	4.0
Workload	2.0
Devoted Time	4.0
Prepared in Advance	3.0
Involved in Seminars	0.0
Involved in Lectures	3.0
Increased Interest	3.0

## Results of learning

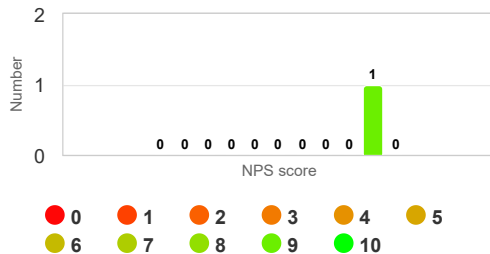
**All in all, the course was valuable for me.**

*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	4



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



**Net Promoter Score (NPS) = 100**

Promoters = 1 (100%)

Passives = 0 (0%)

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.

## Comments

### Course supervisor's comments

ENAS06 was offered in Fall 2023 to both program and freestanding students. Out of 18 registered students, around 8 had any real activity during the course, most of whom submitted most examinations. Students were encouraged to participate in the course evaluation, but only one opted to do so. Beyond this, the active students engaged in feedback discussions in class, and the program students were invited to participate in a program council in early January. Combining the impression from the course evaluation and these other sources of student feedback, the overall impression is that students were satisfied with the course but that some struggled with the level of some theoretical content. Further, several students seemed to find the examinations to be relevant and useful but challenging to pass. However, in discussions, both program and freestanding students frequently describe problems stemming from working while studying, with some students both working and studying at 100% pace. My analysis as course convener is that issues with low attendance and low pass rate on the course stem mainly from the fact that students cannot manage the combined obligations of work and studies. However, the course could possibly be improved through increased coherence between its content components as well as through an evening out of the examination load which currently falls mainly in the last week of the course.