KARLSTAD UNIVERSITY

Final report

HT2025_DVGA12_47841_Programmering och datastrukturer

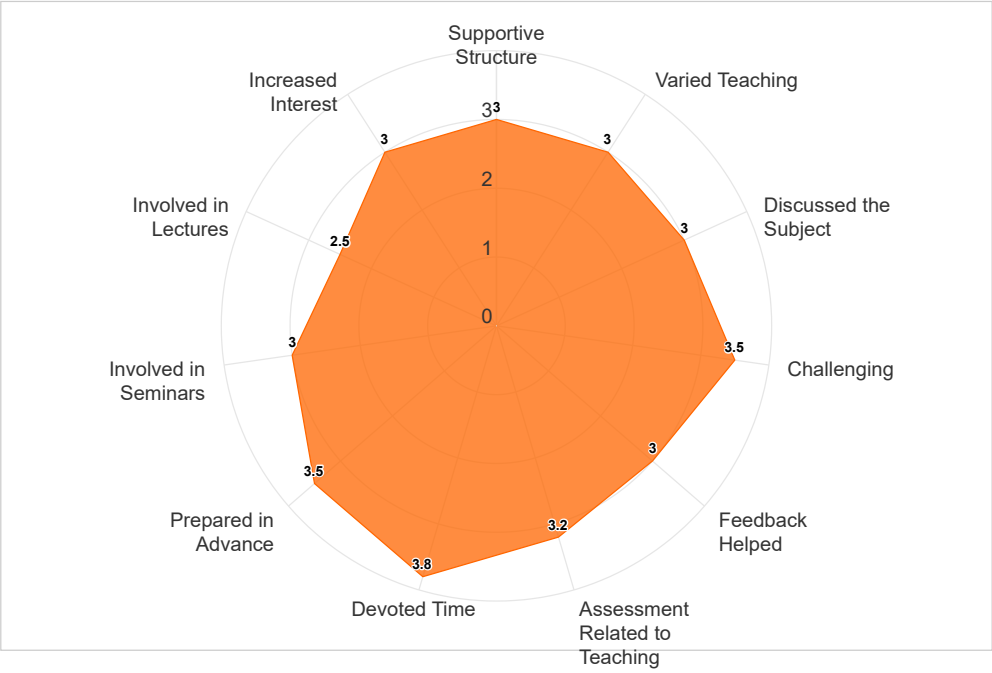
First time registred students: 40
Answer Count: 4
Answer Frequency: 10.00%

The course evaluation could be answered during the period:

17/01/2026 - 31/01/2026

When collaborative courses, several course codes are shown below:

DVGA12 Programmering och datastrukturer, End date: 2026-01-18



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Mean value for each question. Highest value = 4.

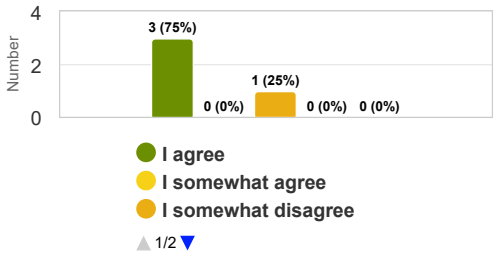
	Mean
Supportive Structure	3.0
Varied Teaching	3.0
Discussed the Subject	3.0
Challenging	3.5
Feedback Helped	3.0
Assessment Related to Teaching	3.2
Workload	2.2
Devoted Time	3.8
Prepared in Advance	3.5
Involved in Seminars	3.0
Involved in Lectures	2.5
Increased Interest	3.0

Results of learning

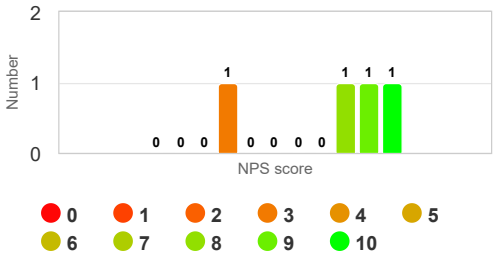
All in all, the course was valuable for me.

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) = 25

Promoters = 2 (50%)

Passives = 1 (25%)

Detractors = 1 (25%)

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

The answer frequency was only 10% (4 out of 40 eligible) so the answers cannot be generalised to the total population, but some points of interest can be found anyways. Language is the key word for most of the complaints. The exam environment is primarily Swedish and the exam people are also Swedish, so even though the exam is in English the framework is not. We will see if this can be improved somehow. One further comment regarding language relates to the programming languages used in the course. The first module is using C, the second Python and the third both C and Python. Examples in the book and slides are often expressed using pseudo code. According to the comment, it was a bit unclear where and how each language should be used. We will try to make this more clear in the future.

One other comment also needs to be addressed, that stated that it is possible to learn the course contents with just the slides and own online studies. That is true, but that is also true of everything. There is nothing being taught at university that cannot also be taught outside of university. What university studies bring is order, control, personal tutoring and hopefully pedagogy.