



## Final report

### VT2024\_FLGI50\_FL006\_Barns utveckling och lärande i förskolan

First time registered students: 3

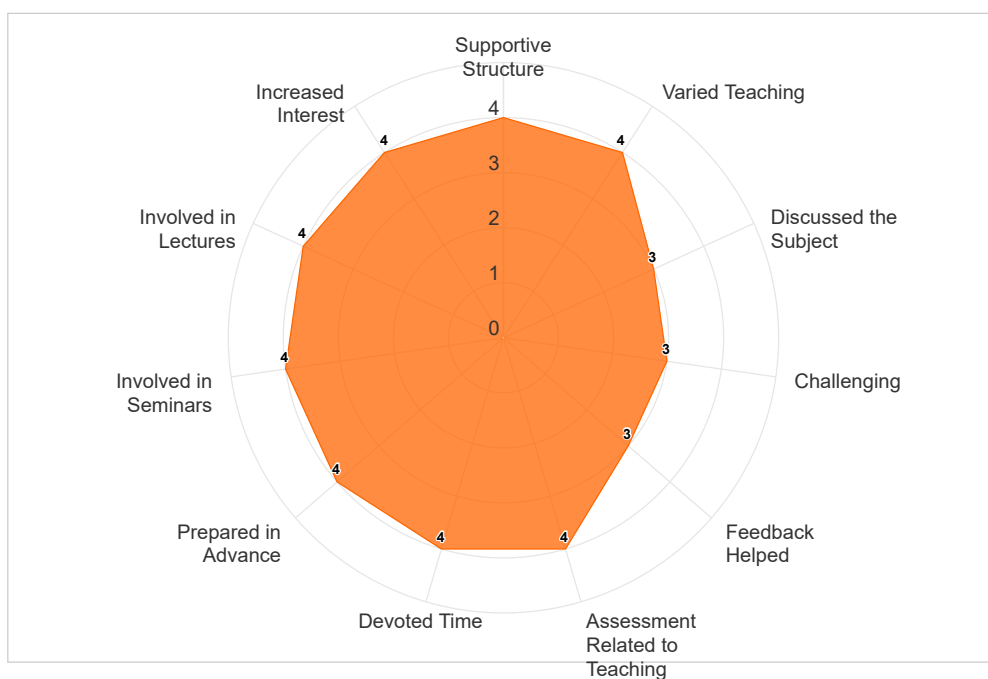
Answer Count: 1

Answer Frequency: 33.33%

The course evaluation could be answered during the period:

23/03/2024 - 06/04/2024

#### FLGI50 Barns utveckling och lärande i förskolan, End date: 2024-03-24





Mean value for each question. Highest value = 4.

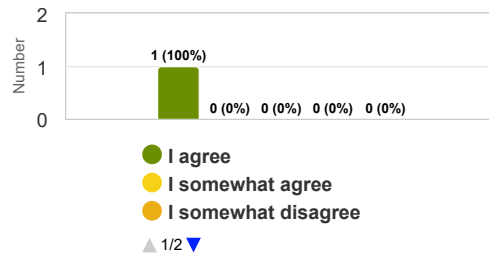
	Mean
Supportive Structure	4.0
Varied Teaching	4.0
Discussed the Subject	3.0
Challenging	3.0
Feedback Helped	3.0
Assessment Related to Teaching	4.0
Workload	1.0
Devoted Time	4.0
Prepared in Advance	4.0
Involved in Seminars	4.0
Involved in Lectures	4.0
Increased Interest	4.0

### Results of learning

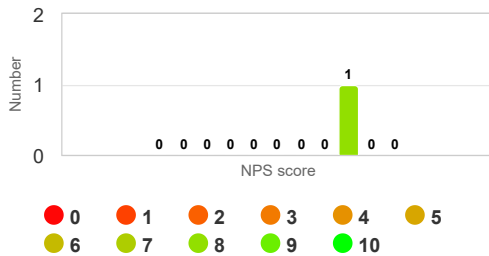
**All in all, the course was valuable for me.**

*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) = 0**

Promoters = 0 (0%)

Passives = 1 (100%)

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**

Three Australian student teachers participated in the course. I really appreciated that semesters 1, 2, 3, 5 and 7 offered opportunities for participation of the international students in various learning moments, workshops etc (unfortunately there was a clash of dates with T7). A strength of the course was the variety of opportunities that the students had to engage in different experiences (drama, maths out in the forest, CPR, digitalisation, music and language workshops, children's rights presentation from Scotland), . A limitation was the feeling of being sent here and there without belonging to any one class (though this would come in a later class). It will be good to revise the readings and to plan more concrete moments for discussion of literature as the quality of this varied in the final written assignment. The presentation assignments involved the student teachers sharing Australian with Swedish students, and this was appreciated. The students also visited various community locations of relevance to preschool children in Sweden (museum, nature spaces, play park, library, etc). If in the future there are more international students from varied contexts then they can also share experiences with each other within the course.