KARLSTAD UNIVERSITY

Final report

HT2026_DVAD20_55014_Avancerade kommunikationsnät

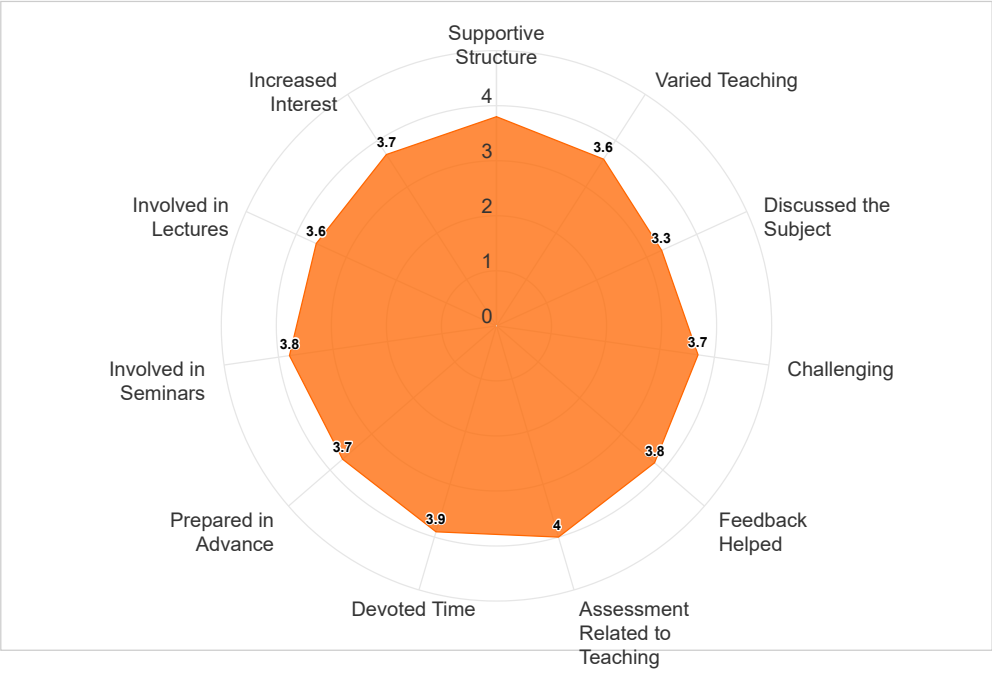
First time registred students: 57
Answer Count: 9
Answer Frequency: 15.79%

The course evaluation could be answered during the period:

07/11/2026 - 21/11/2026

When collaborative courses, several course codes are shown below:

DVAD20 Avancerade kommunikationsnät, End date: 2026-11-08



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Mean value for each question. Highest value = 4.

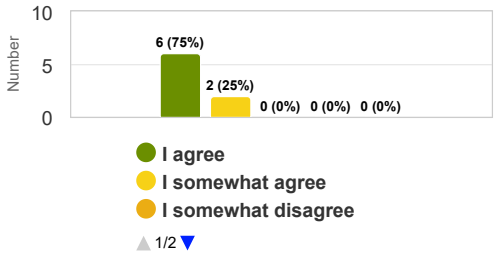
	Mean
Supportive Structure	3.8
Varied Teaching	3.6
Discussed the Subject	3.3
Challenging	3.7
Feedback Helped	3.8
Assessment Related to Teaching	4.0
Workload	2.2
Devoted Time	3.9
Prepared in Advance	3.7
Involved in Seminars	3.8
Involved in Lectures	3.6
Increased Interest	3.7

Results of learning

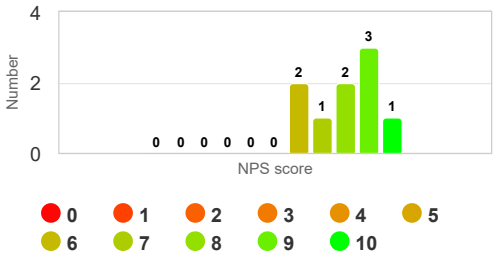
All in all, the course was valuable for me.

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) = 22.2

Promoters = 4 (44.4%)

Passives = 3 (33.3%)

Detractors = 2 (22.2%)

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

Course Results
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Of the 41 students who took the written exam, 37 passed (90.2%) and four failed. In the research paper presentation seminar, 28 students passed, three failed, and 27 had no recorded result. Twenty-six students passed the practical assignment, and 20 passed the full course.

Student Feedback and Course Review
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Nine of the 57 first-time registrants responded to the course evaluation (15.8%). All eight who answered the overall value question agreed or somewhat agreed that the course was valuable. Eight of nine respondents agreed that the labs helped them connect theory with practical network behavior, and eight agreed that instructor support was sufficient. Feedback pointed to a need for clearer instructions and grading criteria for the second practical assignment, particularly the distinction between grades 4 and 5. The low response rate limits how broadly these findings can be applied.

My end-of-course meeting with Jonathan Vestin, the course's lab assistant, focused on the practical assignments. We identified that both assignments use too little network traffic for students to make meaningful comparisons in their results.

Action Items
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As time permits in upcoming course offerings:

- Schedule dedicated sessions for students to demonstrate their work on both practical assignments.
- Clarify the instructions and grading criteria for the second practical assignment, especially what distinguishes grades 4 and 5.
- Revise both assignment specifications based on Vestin's review. He agreed to investigate how to increase traffic volumes so students can make meaningful comparisons.
- In the advanced track of the second practical assignment, require students to compute equal-cost multipath (ECMP) routes dynamically from the network topology and verify this during the demonstration.