



Final report

VT2024_ENADL9_42664_Romaner av afrikansk-amerikanska kvinnliga författare

First time registered students: 20

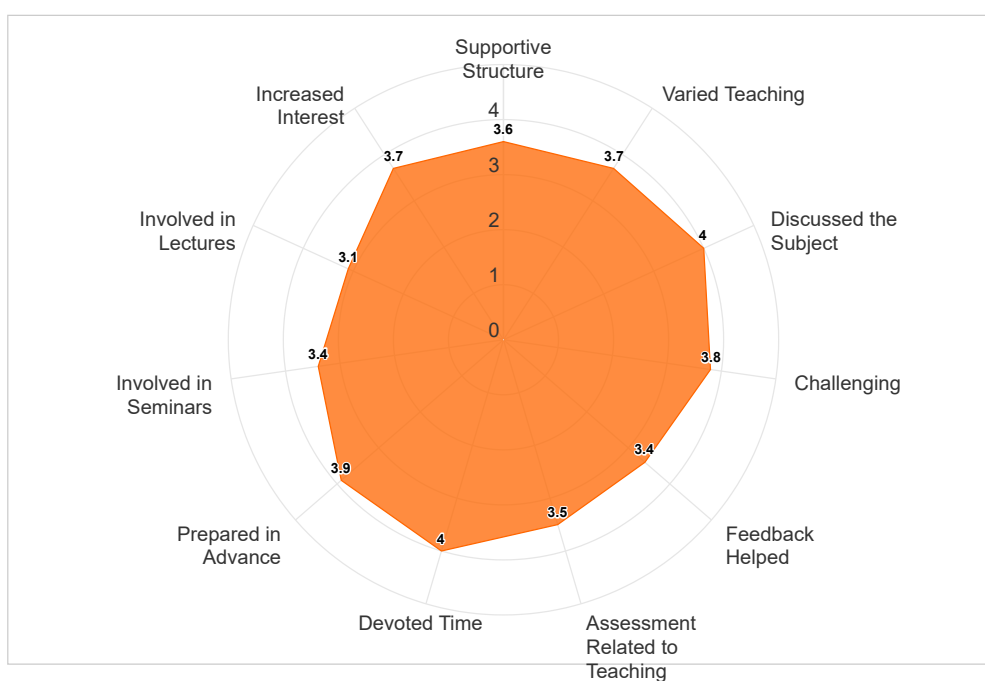
Answer Count: 11

Answer Frequency: 55.00%

The course evaluation could be answered during the period:

01/06/2024 - 15/06/2024

ENADL9 Romaner av afrikansk-amerikanska kvinnliga författare, End date: 2024-06-02





Mean value for each question. Highest value = 4.

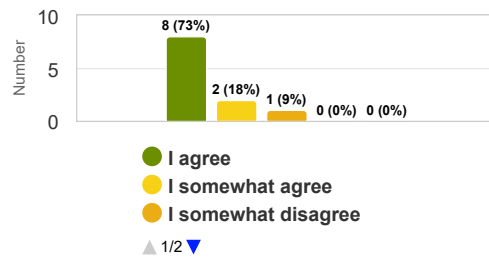
	Mean
Supportive Structure	3.6
Varied Teaching	3.7
Discussed the Subject	4.0
Challenging	3.8
Feedback Helped	3.4
Assessment Related to Teaching	3.5
Workload	2.5
Devoted Time	4.0
Prepared in Advance	3.9
Involved in Seminars	3.4
Involved in Lectures	3.1
Increased Interest	3.7

Results of learning

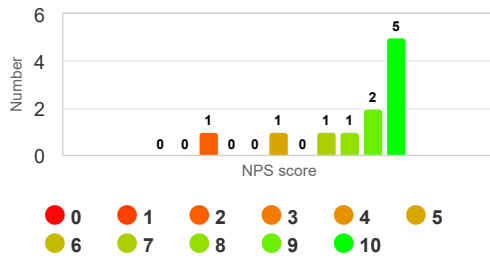
All in all, the course was valuable for me.

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) = 45.5

Promoters = 7 (63.6%)

Passives = 2 (18.2%)

Detractors = 2 (18.2%)

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.



**KARLSTAD
UNIVERSITY**

Comments

Course supervisor's comments

Nine students who registered for the course for the first time have handed in all written assignments and gave an oral presentation, seven of those have passed the course, and four more have completed one or more assignments. This means that thirteen students (rather than 20) did more than register for the course and that 85 % of the active students have answered. Out of the eleven students that filled in the course evaluation eight appear to be very satisfied with the course. Based on the overall report no changes are required.

Among the free text comments, there is this recommendation for learning for future students: "Please, be sure that you have the time to participate in the seminars and follow the timetable, because you shouldn't miss such a thought-provoking experience if you are really interested in the field." Regarding what enhanced the students' learning in the course, the oral presentations by peers, the constructive and continuous feedback on assignments, the secondary sources, and that the course focused on close reading are mentioned. In the comments on whether this course could be recommended, one student writes, "Working with the novels (and not just theory!) at a higher level is a great challenge for a student and I think this course really helped me dig deeper in my ability of conducting literary analysis. I gained a lot of confidence in building an argument. The secondary sources were only a few, but they were extremely helpful. I also generally find seminar format boring and irrelevant, but having keywords helped to make the discussions much more focused, so I actually, for the first time in a loooong time, ended up enjoying the seminars!"