KARLSTAD UNIVERSITY

Final report

HT2025_DVAD23_47885_Säkerhet och integritet på internet

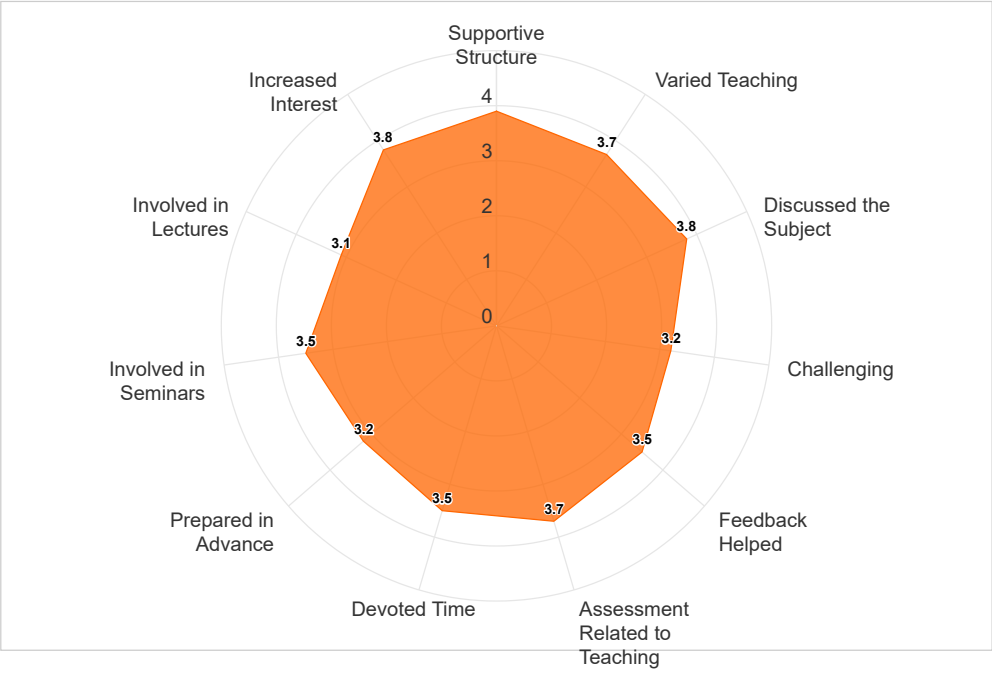
First time registred students: 63
Answer Count: 12
Answer Frequency: 19.05%

The course evaluation could be answered during the period:

17/01/2026 - 31/01/2026

When collaborative courses, several course codes are shown below:

DVAD23 Säkerhet och integritet på internet, End date: 2026-01-18



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Mean value for each question. Highest value = 4.

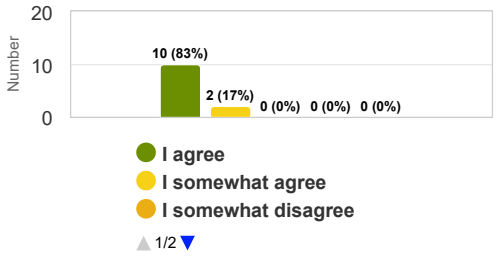
	Mean
Supportive Structure	3.9
Varied Teaching	3.7
Discussed the Subject	3.8
Challenging	3.2
Feedback Helped	3.5
Assessment Related to Teaching	3.7
Workload	2.0
Devoted Time	3.5
Prepared in Advance	3.2
Involved in Seminars	3.5
Involved in Lectures	3.1
Increased Interest	3.8

Results of learning

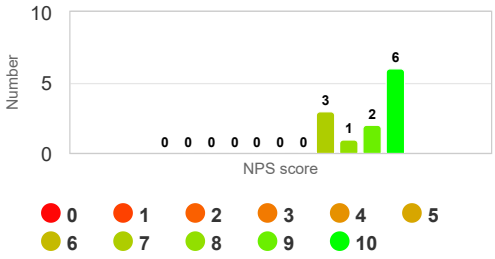
All in all, the course was valuable for me.

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) = 66.7

Promoters = 8 (66.7%)

Passives = 4 (33.3%)

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.

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Comments

Course supervisor's comments

Overall, students seem happy with the course.

Comparing the feedback to that of last year:
- More supportive course structure
- Perceived as less challenging
- Students were less involved and spent less time on the course

We had a new lecturer and new TA this year, and the content and structure were largely the same. We emphasized the labs more, though, which might have made the course appear less challenging and the structure clearer.

A big factor, as in earlier years, is the parallel course that is in the process of being refined. A lot of discussion around deadlines in that course took place before/during/after lectures in this course. This probably explains the self-reported reduction in time spent.

One comment raised that the exam was too hard, but looking at the overall results, it was in line with earlier exams. A significant part of the exam was dedicated to questions around the labs, of all things, so it was definitely on the easier side.

Another comment raised was that examining labs was easier with some staff (seniors) than with others (the new TA). This is probably because the new TA was overzealous. The idea behind the course is that labs should be quick to complete, since labs with generative AI are a questionable form of assessment. We have always been relaxed here. At the time of writing, about 1/3 of the students have not yet completed the labs. Based on the written exam questions around the labs, surprisingly few students scored well on both lab-related questions, indicating shallow learning from completing the labs.

Next year, consider improving the structure of labs 2 and 3 to highlight the different components (lab 2) and the server-side code (lab 3), guiding students toward the main takeaways.