



**KARLSTAD
UNIVERSITY**

Final report

HT2025_DVAD20_47853_Avancerade kommunikationsnät

First time registered students: 69

Answer Count: 11

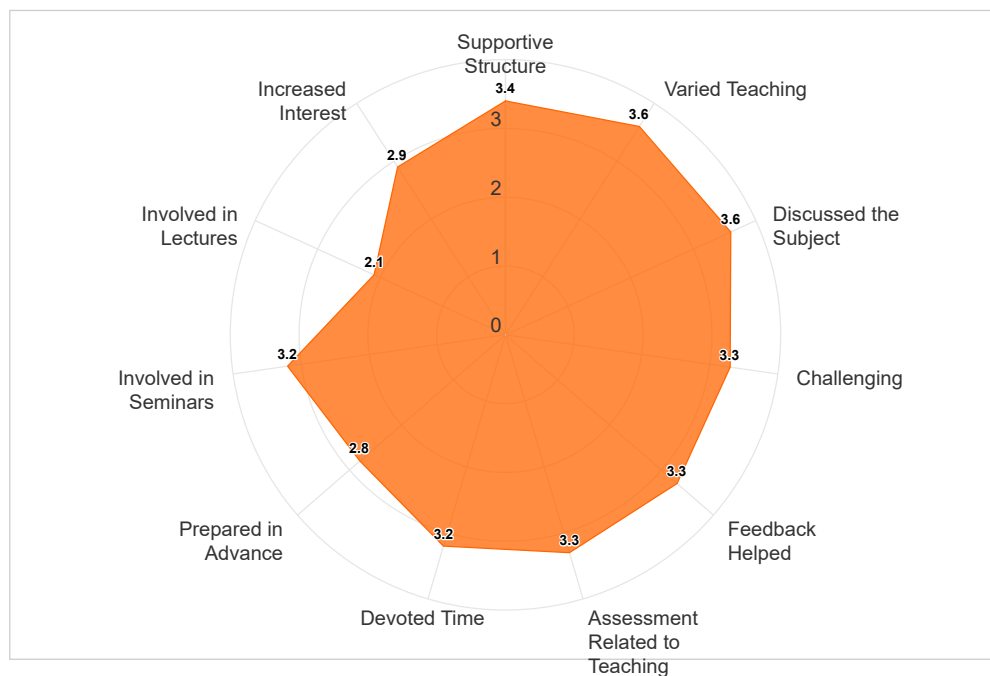
Answer Frequency: 15.94%

The course evaluation could be answered during the period:

08/11/2025 - 22/11/2025

When collaborative courses, several course codes are shown below:

DVAD20 Avancerade kommunikationsnät, End date: 2025-11-09





Mean value for each question. Highest value = 4.

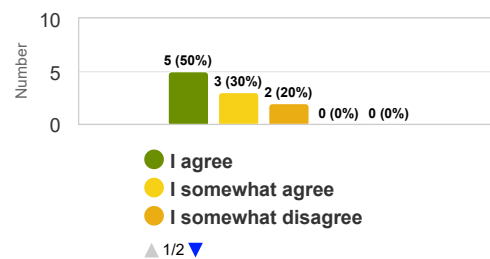
	Mean
Supportive Structure	3.4
Varied Teaching	3.6
Discussed the Subject	3.6
Challenging	3.3
Feedback Helped	3.3
Assessment Related to Teaching	3.3
Workload	2.3
Devoted Time	3.2
Prepared in Advance	2.8
Involved in Seminars	3.2
Involved in Lectures	2.1
Increased Interest	2.9

Results of learning

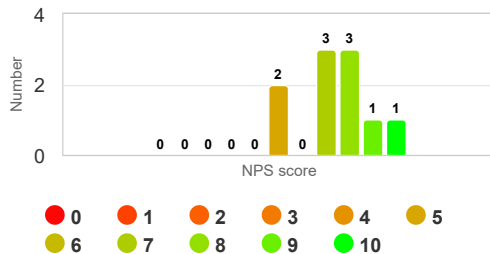
All in all, the course was valuable for me.

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	3



How likely would you be to recommend this course to a friend or colleague?



Net Promoter Score (NPS) = 0

Promoters = 2 (20%)

Passives = 6 (60%)

Detractors = 2 (20%)

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 course Avancerade Kommunikationsnät (DVAD20) was generally well-received, with students rating the course structure, variation in teaching, and opportunities for discussion highly (3.4–3.6). The written exam showed a broad performance distribution, with 35 passing and 18 failing, and a mean of 15.6 points. Laboratory work was the strongest component of the course, reflected in both student comments and strong lab results (only 4 failures and 14 students earning grade 5). Final course outcomes showed that 22 students completed the course, split evenly between grades 3 and 5. According to the lab assistant, most students expressed satisfaction with lectures, labs, and the written exam, although the theoretical assignment—despite a high pass rate—received less positive feedback. The Net Promoter Score was neutral (NPS = 0), indicating mixed but generally positive student sentiment.

Areas for improvement relate mainly to course materials and instructions. Students noted that lecture slides were too large and insufficiently modular, and that explanations of lab-related concepts (e.g., round-robin, minRTT) lacked necessary depth. Lab instructions—especially for Lab 2—were described as unclear, and several students requested better experiment descriptions and more structured announcements. Although labs were appreciated, the process for collecting data was considered slow and sometimes unnecessary. For next year, the primary recommended adjustments are to refine lab specifications, improve clarity and structure of lecture material, and revise the theoretical assignment to better align expectations with provided support.