KARLSTAD UNIVERSITY

Final report

HT2025_DVGC27_47883_Tillämpad maskininlärning

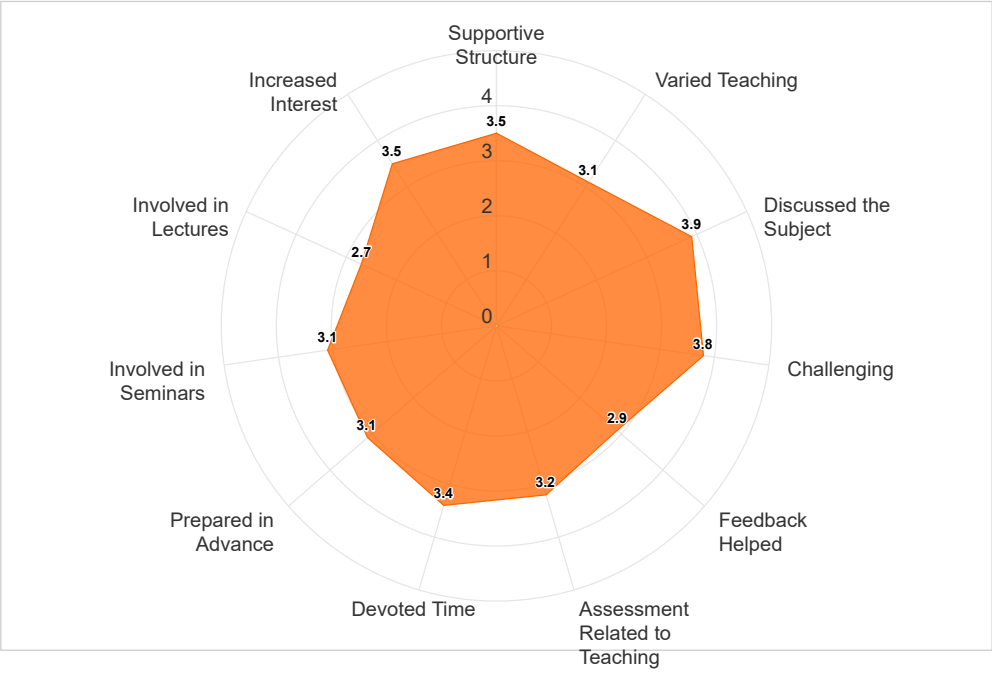
First time registred students: 58
Answer Count: 11
Answer Frequency: 18.97%

The course evaluation could be answered during the period:

17/01/2026 - 31/01/2026

When collaborative courses, several course codes are shown below:

DVGC27 Tillämpad maskininlärning, End date: 2026-01-18



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Mean value for each question. Highest value = 4.

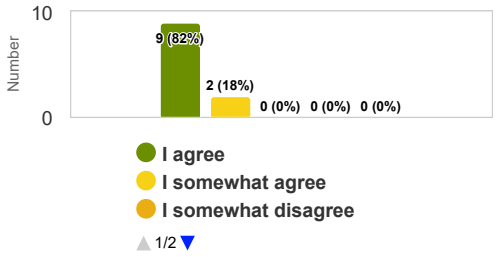
	Mean
Supportive Structure	3.5
Varied Teaching	3.1
Discussed the Subject	3.9
Challenging	3.8
Feedback Helped	2.9
Assessment Related to Teaching	3.2
Workload	2.2
Devoted Time	3.4
Prepared in Advance	3.1
Involved in Seminars	3.1
Involved in Lectures	2.7
Increased Interest	3.5

Results of learning

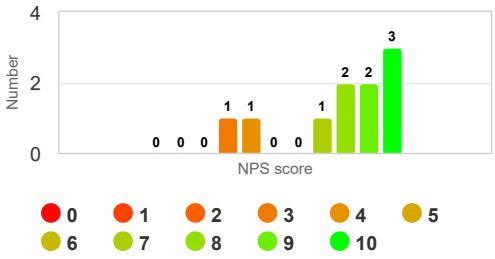
All in all, the course was valuable for me.

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) = 30

Promoters = 5 (50%)

Passives = 3 (30%)

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

I am generally happy with how the course Applied Machine Learning has been developing, and I continue to enjoy teaching it. One of the most rewarding aspects is engaging with students and exploring both the technical foundations and societal implications of AI.

To ensure continuous improvement, I conduct informal in-semester feedback sessions and adjust the course in real time. Below are aggregated responses from two key questions asked during these evaluations:

How is the amount of content?
Far too little: 0 | Could be a bit more: 3 | About right: 14 | A bit too much: 6 | Way too much: 0

How was the pacing of the lectures?
Much too slow: 1 | A bit too slow: 1 | About right: 12 | A bit too fast: 9 | Much too fast: 0

These results suggest that the overall amount of content is well-balanced for most students, though the pacing leans slightly toward being fast. I recognize that striking the right balance between depth, breadth, and pace is challenging, especially within the constraints of Study Period 5.

I aim to keep the course current by integrating modern topics such as generative AI, but time limitations make it difficult to cover everything in sufficient detail. As some students express interest in more content, others indicate feeling overwhelmed. This might be unavoidable in a fast-moving field like machine learning.

With the recent availability of local hardware resources, I see an opportunity to enhance the practical component of the course. In future iterations, I plan to redesign assignments to include more engaging, hands-on tasks, such as working with generative models, provided time and infrastructure allow.

I value student feedback and remain committed to refining the course while maintaining its rigor and relevance.