



**KARLSTAD
UNIVERSITY**

Final report

HT2025_ISGC01_47826_Interaktionsdesign

First time registered students: 61

Answer Count: 14

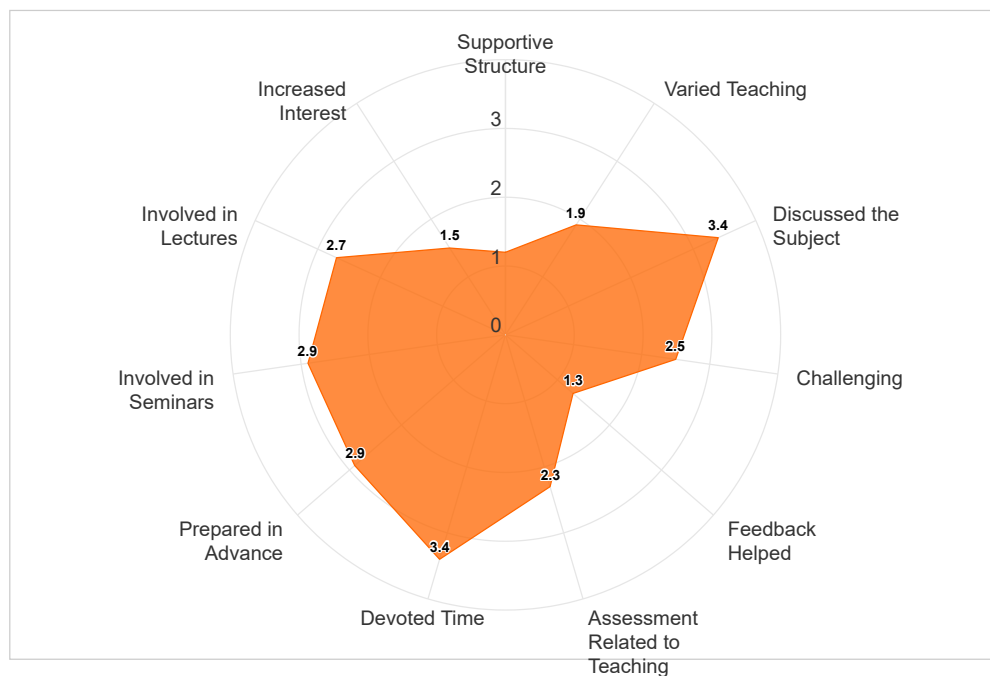
Answer Frequency: 22.95%

The course evaluation could be answered during the period:

17/01/2026 - 31/01/2026

When collaborative courses, several course codes are shown below:

ISGC01 Interaktionsdesign, End date: 2026-01-18





Mean value for each question. Highest value = 4.

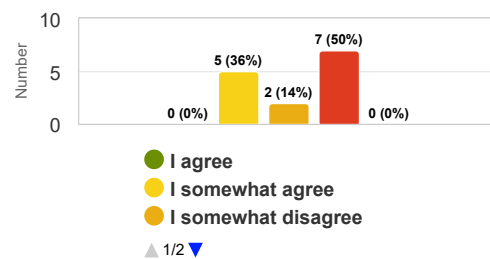
	Mean
Supportive Structure	1.2
Varied Teaching	1.9
Discussed the Subject	3.4
Challenging	2.5
Feedback Helped	1.3
Assessment Related to Teaching	2.3
Workload	2.3
Devoted Time	3.4
Prepared in Advance	2.9
Involved in Seminars	2.9
Involved in Lectures	2.7
Increased Interest	1.5

Results of learning

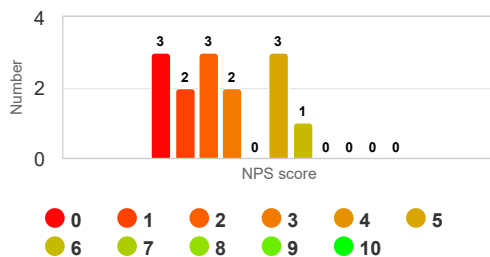
All in all, the course was valuable for me.

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	2



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



Net Promoter Score (NPS) = -100

Promoters = 0 (0%)

Passives = 0 (0%)

Detractors = 14 (100%)

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

Kursen (både på campus och distans) genomgick en omstöpning där upplägget förändrades i grunden, från föreläsningar till workshops. För distansstudenterna innebar det mer uppgifter där de ombads producera olika presentationer av begrepp och koncept för varandra, istället för att merparten av arbetet var att individuellt följa läsanvisningar till en kursbok. För campusstudenterna var tanken att kursen skulle genomföras i ett flipped classroom-format, där studenterna förberedde sig innan en workshop och arbetade med kursens innehåll tillsammans med varandra och lärare under workshops. Deltagandet i workshops var lågt, vilket gjorde att det inte gick att genomföra dem på det sätt det var tänkt. Här behöver upplägget skruvas lite på för att dels minska antalet begrepp och teorier studenterna behöver bekanta sig med, dels skapa klara incitament för studenterna att delta i workshops, dels öka den praktiska kopplingen mellan kursens lärandemål, workshops, tentamen och gruppuppgift. Studenterna efterfrågar också mer styrning och mer återkoppling från lärare.