



Final report

HT2024_ENAS06_44388_Teorier och metoder inom språkvetenskaplig forskning

First time registered students: 20

Answer Count: 6

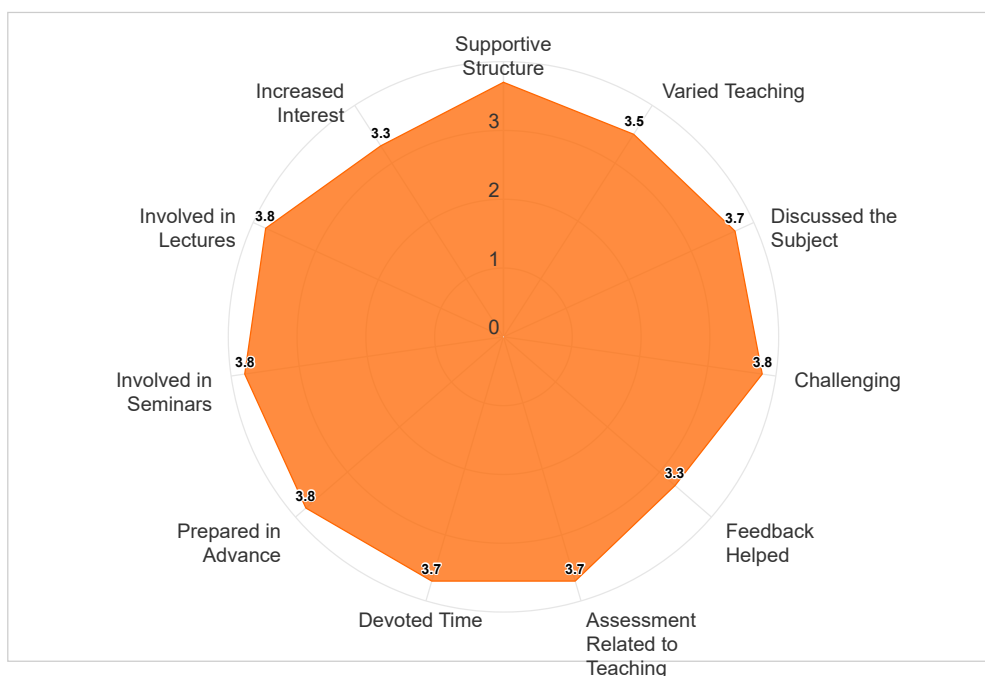
Answer Frequency: 30.00%

The course evaluation could be answered during the period:

18/01/2025 - 01/02/2025

When collaborative courses, several course codes are shown below:

ENAS06 Teorier och metoder inom språkvetenskaplig forskning, End date: 2025-01-19





Mean value for each question. Highest value = 4.

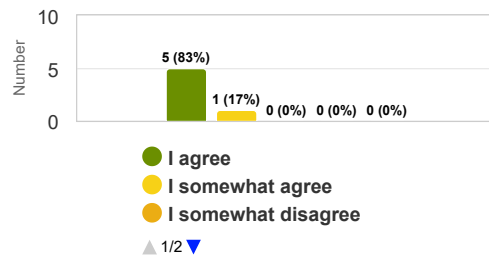
	Mean
Supportive Structure	3.7
Varied Teaching	3.5
Discussed the Subject	3.7
Challenging	3.8
Feedback Helped	3.3
Assessment Related to Teaching	3.7
Workload	2.0
Devoted Time	3.7
Prepared in Advance	3.8
Involved in Seminars	3.8
Involved in Lectures	3.8
Increased Interest	3.3

Results of learning

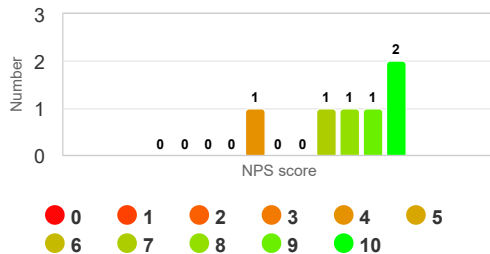
All in all, the course was valuable for me.

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) = 33.3

Promoters = 3 (50%)

Passives = 2 (33.3%)

Detractors = 1 (16.7%)

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

Overall, students were satisfied with the course and everyone agreed that the course was valuable to them. It was seen as a challenging course (as appropriate at advanced level), which offered a supportive structure, excellent lesson layout and assessments that were well connected to the teaching. Students were highly active in all teaching sessions, making the course a stimulating experience for all involved. They prepared well in advance and devoted time to their study.

In terms of suggestions for improvement, students mentioned the assignment instructions at times to be somewhat vague and the amount of reading to be very high. The latter might be related to the schedule of the course, as its sessions were weekly in the beginning (to leave time for assignment work towards the end) and hence high weekly reading loads resulted. The interplay of schedule and reading load may need to be reconsidered. The assignment instructions will be reviewed for the next offering. A further comment included a general frustration that AI appears to be included in courses across the university. While the AI assignment included in this course was deemed to be the most thought through the student had encountered and was assessed as integrating well with the course, overall the respondent felt that the presence of AI across the courses was not improving student experience.