



Final report

HT2025_DVGA12_47838_Programmering och datastrukturer

First time registered students: 62

Answer Count: 9

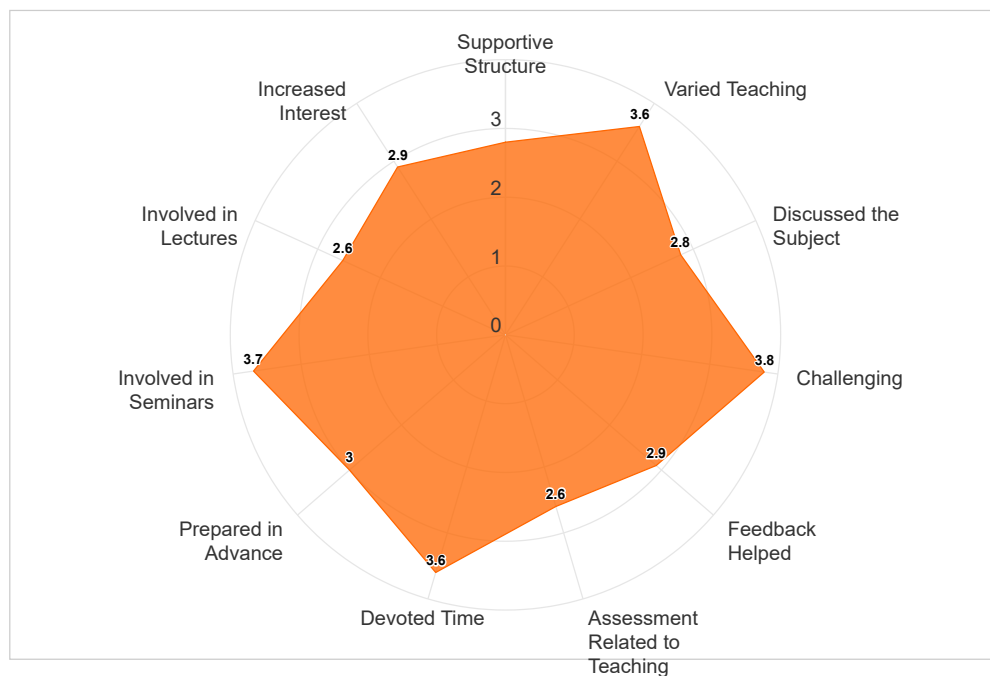
Answer Frequency: 14.52%

The course evaluation could be answered during the period:

17/01/2026 - 31/01/2026

When collaborative courses, several course codes are shown below:

DVGA12 Programmering och datastrukturer, End date: 2026-01-18





Mean value for each question. Highest value = 4.

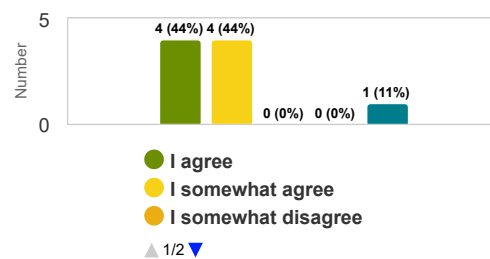
	Mean
Supportive Structure	2.8
Varied Teaching	3.6
Discussed the Subject	2.8
Challenging	3.8
Feedback Helped	2.9
Assessment Related to Teaching	2.6
Workload	2.9
Devoted Time	3.6
Prepared in Advance	3.0
Involved in Seminars	3.7
Involved in Lectures	2.6
Increased Interest	2.9

Results of learning

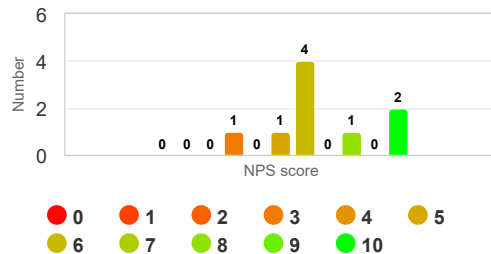
All in all, the course was valuable for me.

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	4



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



Net Promoter Score (NPS) = -44.44

Promoters = 2 (22.2%)

Passives = 1 (11.1%)

Detractors = 6 (66.7%)

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

The answer frequency was 15% (9 out of 62), slightly higher than the other group, but still quite low. Many good and informative comments though that I will address below.

The number one problem with the course according to the answers is the tempo, speed, progression, i.e. how fast the course moves. This is not surprising as the course moves quickly from basics to more advanced material with no breaks, no time for contemplation and in competition with what seems a very difficult math course. We have tried to remove material to make the contents fit its structure, but there is only so much that can be done, if the course plan goals are to be met. We will, of course nevertheless do a revision of the material and see if we can trim away more, and make what remains better.

If the tempo is the largest problem, the exams are probably the second largest problem. All three exams were done in the span of just two days, and there was also a math exam on the day before that. This is not optimal at all, but was decided anyways to cater for the international students to avoid them having to travel to Karlstad too often. The obvious downside to this is that it is difficult and hard to perform all this work in such a short period of time. We will try to make the examination less horrible. Perhaps we can offer exams at the end of each module for campus students and those distance students who are willing to travel, as a service while retaining all exams at the end.

There were also some comments on language, there is still some Swedish left here and there in the material, and some students had difficulty following the lecturers speaking. The Swedish remains will be removed so hopefully all material will be 100% in English. As for the lecturers, I (Martin) know I sometimes speak too fast and I will try to slow it down. Some students also seemed to lack a bit of English training too, but this is unfortunately not anything I can change. It is difficult to learn programming (languages) using pseudo languages explained in a foreign language. Good knowledge of English is needed.

To summarise the evaluation in bullets:

- * Teachers were mostly appreciated
- * The course tempo was too high
- * The exam structure was horrible.

Something that is worth noting is that attendance in lectures and lab sessions was very low. For a course like this, I would strongly recommend attending all that is offered. The teachers were not used maximally either, so I recommend future students on this course to use the expertise more. We are here to help, but we cannot help if we don't know what you need. I know videos were made of the lectures, which explains some of the low attendance in the lectures, but lab sessions can still be utilised much more. We will record more short videos that summarise each lecture and publish them for repetition, which hopefully removes the need for recording the live sessions.