KARLSTAD UNIVERSITY

Final report

HT2026_FEAD35_54908_Innovation genom tjänstedesign

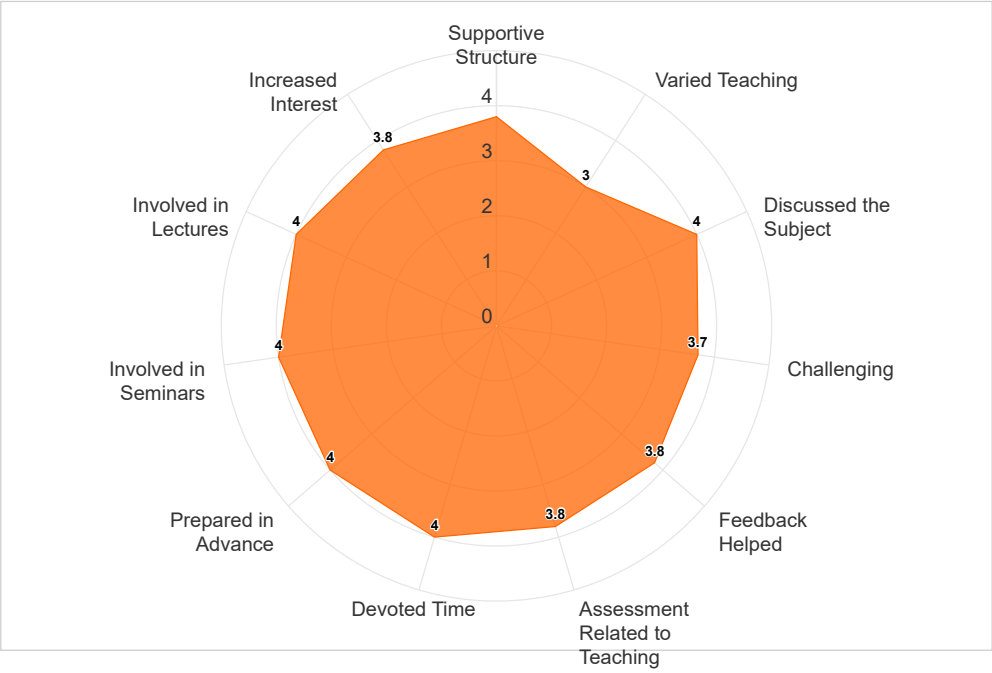
First time registred students: 12
Answer Count: 6
Answer Frequency: 50.00%

The course evaluation could be answered during the period:

17/10/2026 - 31/10/2026

When collaborative courses, several course codes are shown below:

FEAD35 Innovation genom tjänstedesign, End date: 2026-10-18



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Mean value for each question. Highest value = 4.

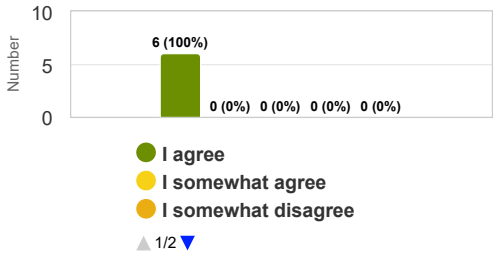
	Mean
Supportive Structure	3.8
Varied Teaching	3.0
Discussed the Subject	4.0
Challenging	3.7
Feedback Helped	3.8
Assessment Related to Teaching	3.8
Workload	2.2
Devoted Time	4.0
Prepared in Advance	4.0
Involved in Seminars	4.0
Involved in Lectures	4.0
Increased Interest	3.8

Results of learning

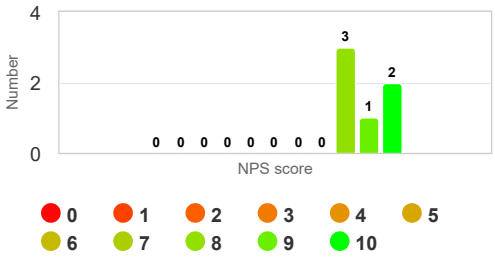
All in all, the course was valuable for me.

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) = 50

Promoters = 3 (50%)

Passives = 3 (50%)

Detractors = 0 (0%)

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 evaluation indicates a very positive overall student experience. All respondents agreed that the course was valuable, and no negative overall evaluations were reported. Students particularly appreciated the opportunities for discussion, the constructive alignment between teaching activities and assessment, the feedback provided during the course, and the overall course structure. Several comments highlight that lectures, seminars, readings, and assignments complemented each other well and supported the development of understanding of service design concepts and methods.
The evaluation results suggest that the course successfully supported the intended learning outcomes, including students' ability to understand and apply service design methods, analyse user needs, develop innovative service solutions, and reflect on implementation challenges within service ecosystems and value networks. Students emphasized the practical relevance of the course content, the combination of academic literature and applied assignments, and the opportunities to discuss and reflect on real-world innovation challenges.
Students also reported high levels of engagement, preparation, and participation in both lectures and seminars. In addition, the course increased students' interest in the field of service design and innovation.
Suggestions for improvement primarily concerned increasing the practical orientation of the course through additional workshops, stronger collaboration with companies, and more opportunities to work with real service design challenges. Some students also indicated that the workload could be increased to better reflect expectations at the master's level. These suggestions will be considered in the continued development of the course. In particular, future iterations of the course will explore possibilities for incorporating additional practical exercises, industry-based examples, and enhanced opportunities for applied service design work while maintaining the strong theoretical foundation of the course.
Overall, the evaluation indicates that the course provides a valuable learning experience and successfully supports students in developing knowledge and skills related to innovation through service design.