# Business course report

## Evaluation

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## Abstract

*This startup for this course was inspired by the lack of communities related to course evaluations at KTH. For this course, we created a prototype for leaving reviews on courses in KTH. The main idea is for students to leave reviews on courses that they had and this in turn would let other students read the review and make a decision if they want to take that course or not.*

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# Introduction

Our idea is simple yet very useful for students. We aim to promote sharing ideas and thoughts about the courses that students have taken over their years at KTH. We are a group of five people and three of us are international students. This has been a huge help for us as this gave us different perspectives as to how other universities do it in regard to course evaluations.

Choosing courses can be quite tricky as the course PMs can be quite hard to understand. You never fully realise what the course is about until you start it. Additional factors such as workload and homework can also affect course selection for students. As the number of credits is not reflected equally among all the courses. As a result, students may find themselves enrolling in courses that they don't particularly like. This often leads to dissatisfaction with the course as it doesn't meet the student's requirements.

We found that there was little to no additional information apart from the course PM. There are however a few cases where some courses have course pages that are available to the public; an example of this is ID2223 (https://id2223kth.github.io ). A course page like this can help the student to understand if the course is right for them. However, we do understand that not all professors want to go through the trouble of creating separate course pages and separate platforms apart from the course PM for example.

This led us to create Evaluate, a new platform for sharing course reviews with each other. We encourage students to write reviews about courses that they had, this could in turn lead to more students taking that specific course. This platform could also help international students who want to go on exchange in KTH, but are unsure of what courses to take. KTH does not have a platform for course reviews as opposed to other top universities such as NUS for example which has https://nusmods.com/. The aim is to make the platform as easy to use as possible and to promote the idea of sharing course experiences.

# Background

Students reviewing courses is not a recent trend. The first publication of a teacher rating scale occurred in 1915, but questionnaires to seek the students' opinions had been given sporadically even before that (Wachtel, 1998). Until the 1970s student evaluations were almost all done voluntarily. However, since the 1970s, student evaluations of teaching (SET) have become more official, better documented and scrutinized concerning their validity and utility (Centra, 1993).

A study by Denson, Loveday and Dalton (2010) at an Australian research-heavy university shows that at least ¾ of the variation in course satisfaction can be attributed to the following three factors: the course evaluation items, the student's reason for enrolling in the course, and the student characteristics. Their study results align with previous research concerning these factors, e.g., mandatory courses tended to score lower than electives in SETs (Scherr & Scherr, 1990). A study by Shevlin et al. (2000) also showed the impact of the students' view of the lecturer on overall course satisfaction. However, the course evaluation items weighed the heaviest in the overall variation, indicating the importance of well-structured SETs.

Furthermore, a study by Borch, Sandvoll and Risør (2022) at a Norwegian university shows a misalignment between what students experience concerning the SETs and what the higher organisational levels experience. The main issue was that the higher the organisational level, the more the focus was on having a good evaluation practice, rather than the contents of these evaluations. Not only this, but with each increase of organisational level, there was a significant tendency to focus more on the positive reviews, or those that required little innovation.
Furthermore, a study by Clayson (2018) tested the SETs on their reliability and validity and discovered that the questions within these reviews were generally more focused on getting information about the students than on getting information about the course quality.

## Interviews

To observe student opinions as well as the current situation at different universities from the student perspective, interviews have been conducted with students from various universities, from both Bachelor's and Master's programmes. The majority of students stemmed from scientific studies.
The interview questions were relatively few, to give as much leeway to discussions as possible.
Question 1: Does your university or study have a feedback point where you can give feedback on a course?
Question 2: Do you think there might be advantages to a feedback system for courses? If so, which and why?
Question 3: Do you think there might be disadvantages to a feedback system for courses? If so, which and why?
Question 4: In what way(s) would you like to give feedback on a course, if possible? How would you envision it?
Question 5: What would be your personal motivation to give feedback on a course?

From these interviews, which can be observed in full in Appendix A, it can be concluded that most universities do employ a feedback system, however, all of them are voluntary.

When it comes to whether there would be advantages and/or disadvantages to a feedback system, most interviewees agreed that the advantages outweigh the disadvantages.

Having such a system allows students to share their experiences, and allows instructors to see what works within their course, and what does not. Not only this, but it will also give students who are interested in enrolling in the course to get a better understanding of what the course is really about, and how it fits into their characteristics and motivations.

Two disadvantages that were mentioned most often were students who don't take the review seriously, or that nothing would be done with the reviews. While the primary is an exception that we cannot account for, the latter is indicative that students who fill out the reviews are intent on improving or applauding the course, and when their feedback is not taken seriously or looked at, it will have a negative impact on the number of students willing to take the time to fill out a review.

The interviewees generally expressed that they would prefer to give feedback through an online form, containing both open and closed questions, the latter mostly consisting of Likert scale questions. Furthermore, some expressed that they would like to see the reviewing to be mandatory, or include an option to discuss the results with the teacher in question.

The last question appears to vary greatly between students. Some are only interested in filling out a questionnaire when they have strong feelings about the course (either positive or negative), while others lean towards not filling them out at all, or filling them out as a standard.

# Product Description

### Idea generation

The idea came about as a way to provide students with a way to easily get information about courses as a means to help with course and program selection. Currently, the main way to get information about courses is to turn to a student councillor or speak with older/more senior students. By providing a way to independently get reviews on courses the students would be able to get more information about the different courses offered at schools throughout the world. Thus, students can get a better understanding of what courses to pick and get a better education.

### Idea testing

After coming up with the idea for a course review service. We started looking into different ways of implementing the service. Should we start by building an independent platform and hope to gain a substantial user base on our own or should we approach an established institution, for example, KTH, which we currently have most contacts within. We came to the conclusion that the safest approach to build this venture was to approach an institution as this partnership would help us get a foothold. Here we could host our service and, hopefully, leverage the student body into becoming our users. In addition, a school like KTH already has course review surveys which we could use to form the body of our product.

### Idea pivots

We quickly learned that this was most likely not something an institution would be interested in. The main points were; There is no incentive for the teacher corps to accept reviews from the course as most reviews are lukewarm or indifferent. If the reviews aren't, then they are to the extreme. Whether these extremes are positive or negative does not matter as either offer any useful insights into the improvement to the course and instead only offer hurt should the reviewed party take offence.

Furthermore, the institutional makeup of a school like KTH is not necessarily inviting to approach as the decentralised nature of the school makes it hard to find any single entry point for discussion or marketing.

So, we took our leave and considered the possibilities. The now apparent path forward was to build an independent service. Or, approach other more de-centralised universities. We chose to proceed independently and got to work. Considering reapproaching institutions at a later stage of development.

### Innovation

The innovative part of this venture ties in large part into the problems presented in a later chapter. However, because of or in spite of these problems the innovative part of this venture is the lack of something similar at the moment. We would be the only platform to provide a service like this. Thus, should we be successful there are a multitude of applications for the implementation of review services. While the main innovation coming from our product is the

way we develop the service. We as the developers have a direct relationship with the use and life cycle of the product. We as students know what it's like to experience the problems this venture is trying to solve. Furthermore, we are approaching this problem from a perspective outside of institutional constraints. We can approach challenges unbound by bias and constraints from either perspective while maintaining unique insights from our experience as students. This allows us to be exceedingly flexible in approaching challenges.

Finally, our way of implementation allows us to provide a reviewing tool for a variety of fields. If we

## Problems

The main problem with this venture, as mentioned in previous chapters, is the challenge of getting users to leave helpful reviews.

A secondary problem is the challenge of attracting users. A large user base means we get more reviews. This in turn fuels the quality of the reports, as a larger sample size means better accuracy. The increased report quality would then help attract new users and the cycle continues. However, we struggle with gaining users in the earlier phases and struggle even harder to get a hold of initial reviews as we are limited by the courses we have taken in relation to the vast number of courses available.

This repeating pattern in combination with the way the review is left, i.e. indifferently and uninformative at best is the biggest hurdle to overcome for this potential venture.

To combat the issue of attracting users the plan is to gather as many resources as possible to establish ourselves as a valid and legitimate platform. These resources can be found by approaching institutions and talking to/interviewing students and alumni.

Another issue is monetisation. Our target demographic, students, is known for frugality and a hesitance to spend money. It then does not make sense to sell access to the platform as a subscription as a source of monetisation. Presenting the wider challenge of sustaining the business aspect of the venture.

## Market Analysis

The market is quite cold due to the lack of competitors. As there is no one providing the same service in the same niche as we do. The untapped potential for success is big. We simply need to establish ourselves and attract users and the issues presented in the previous chapter should turn around and instead work for us. Attracting students will cause more reviews. This will in turn cause the quality to go up and in turn, attract more users.

As it stands there are approximately 440 thousand students in Sweden. This is not an insignificant user base and can provide the entry point to growing outside of the Swedish academic scene and growing internationally.

## Value Creation

 The value created here in this venture. There is substantial value to be had. Not only is the convenience in finding courses for students. There should be some value for the universities/institutions too. Suppose this venture takes off and we grow a substantial user base. The volume of reviews should prove to be helpful for the institution that is being reviewed. This creation of value on multiple fronts can present itself in the shape of monetizable audiences. By creating this market we can provide solutions to problems we didn't start off trying to solve.

## Industry and Competitors

Currently, there is little in terms of competition in the field. The main problem is the lack of integration with institutions. As such, there is not any real foothold to launch successfully.

As it stands the current market climate is quite cold. There is not really much competition, if any. Mainly due to the problems described above. While there has been some success in established brands like Google reviews, yelp and similar these are targeted towards a wider audience and thus do not share the lack of volume especially when the target demographic is so niched. Students looking for a specific course at a specific faculty at a specific school are most likely not going to be able to find relevant reviews. These problems make the market challenging to break into and create a sustainable business.

## Pricing and Financials

The financial extraction plan is challenging, to say the least. As mentioned in the problems chapter. There is a marked challenge in value extraction from the platform's user base. Thus we have to look into other ways of creating value. Mainly we want to present advertisements on the site as a source of value. In the value creation chapter, we briefly discuss the ability to provide value for other audiences than our primary target group of students. This puts us in the unique spot of extracting monetary value from these alternative audiences. These audiences would take the shape of educational institutions. We presented earlier in this paper that we were not targeting universities and learning institutions as customers. However, the conditional effects of the establishment of the venture provide the undeniable creation of value for these institutions. As such we would be foolish not to approach or negotiate with these institutions.

# Business model canvas

[A brief description of the bmc mentioning highlights and general comments, while referencing for further details to the appendix]

# Prototype introduction

## Introduction

Our idea behind this prototype was to create an MVP (minimal viable product) which could be used to showcase a general idea of our project. In the following paragraphs, we explain some design choices we made in order to limit the resource consumption and complexity of the project. However, it should be noted that the project was made using production-ready technologies (using Next.js for the code and PostgreSQL alongside Prisma for the database for the core of the project). Therefore this is a solid base which can be expanded upon, and not only some sort of graphical tool to showcase our ideas.

The code will be available on Git Hub at https://github.com/RemiGardette/ME2073 in public at least until June 2024. We do not exclude making minor bug fixes and improvements during the month of May, however, it is always possible to check the version which was delivered on the 24th of April using the commit history.

## Landing page

The landing page is a simple static page leading mainly to the demo (which is the MVP) and gives out some miscellaneous information. It would not be included on a real product as is, as it would probably be a simpler version mainly aiming for users to connect/register and search for courses.

## User Authentication

In order to keep things simple, we used a pre-built solution called Clerk (https://clerk.com/) in order to manage user authentication, as they provide a free tier which is largely enough for the scope of an MVP/ project at launch (up to 10,000 monthly users), which leaves room for expansion before having to reconsider a new solution.

In order to scale, a choice would need to be made between paying Clerk for added users (depending on how it would affect the margin of the site, the price being 25$+0.02$ per monthly active user after 10,000), or integrating our own system in order to manage credentials (which is doable, but one of the critical technical part as there are of course important security concerns to consider)

## KTH courses API

In order to collect course data efficiently without having to rely on web scraping (which also poses some questions regarding our legal rights to use the data afterwards), we used the KTH API (Application Programmable Interface, https://api.kth.se/api/kopps/v1/), in particular, the v1 which is the stable version.

It allows us to collect data on the courses, some of which is collected and stored in our database (for example, we collect all active course names and IDs in order to serve requests faster through the database), but also to make dynamic requests (instead of storing all the information about each course, which would take a lot of space, most of the information displayed on courses pages come directly from the Kth API). This also gives us more reliability, as we do not have to perform a lot of web scraping often to ensure our information is up to date.

## Database

The database is based on Prisma (for the integration of the database into the code, https://www.prisma.io/) and it's a system compatible with a lot of database systems. We used it alongside a local PostgreSQL database at first (which could be a solution for a production deployment) and then we moved on to Supabase (https://supabase.com/) since it allows us to share the same database configuration. However, as for the identification, if we intend to truly scale the application it would require either to pay for the Supabase premium tier or to use for example a local instance of a database on a web server.

## Courses Toolbar

The user has access to a toolbar, which takes course code input (for example ME2073). Those codes are deemed better than course names, as it is easier not to make mistakes using them, and they are also lighter to process, which is perfect for an MVP. Later on including a research capability directly on course names would be an interesting feature. If a course code is correct, the user is redirected to the relevant course page, else an error is displayed.

## Course pages

Each active course has its own course page, but without too much storage expense, as those pages are dynamically generated from the data which come from the KTH API, and only the comments and grades from users for each course are stored by ourselves. We chose to only add active courses as of 2024 for now, in order to limit the load. Also, if older courses were to be added, they would probably not have a lot of viewers (who would want to rate/check on a course which does not exist anymore) and thus would use a lot of resources for little added value.

## Adding more content

Possible content which could be added in the future, and the issues related to adding them:

- Adding content from other schools would of course be desirable, but starting with KTH had several advantages, both in terms of regulation (we will most probably not have issues with KTH, while another school might be concerned as to why we are collecting its data), ease-of-use (since we are all from KTH, it is easier for us to understand the courses layout and informations), and especially, from a technical point of view, the presence of the API which greatly eases the data collection process (as it was discussed earlier). Therefore, we believed focusing on KTH for the prototype was the most logical option.

- We also tried to integrate programs alongside courses, as we believe it would be interesting for students, especially international students, to be able to compare the

program's rankings and the rankings of the mandatory courses they contain. However, again it is quite difficult to do so as as of now the API only contains detailed information about courses, and not about programs. Therefore the prototype was focused around courses, but programs were considered to be added later if we are able to gather more data from KTH.

- Features such as replying to comments, private messaging authors (for example in order to get more information in private about a course) or making a centralised dashboard in order to moderate comments were not included in the prototype, but they are all desirable features to implement in the future

# Discussion

Reflecting on our project, it's clear that there are several key areas that need further attention and development. Going forward, our focus will be on refining our platform to better meet the needs of both students and professors in educational institutions. We'll prioritise enhancing user engagement and exploring innovative methods to encourage meaningful contributions aimed at providing more information for students' decision-making regarding course selection and improving teacher instructional strategies based on feedback.

Our platform provides a valuable foundation for future researchers in the field of educational technology and user-generated content platforms. There's plenty of room to explore how online communities function and what motivates students to get involved. And looking into how our platform affects students' academic journeys, in the long run, could reveal some really interesting stuff.

During the conceptualization and prototyping phases, we experienced both successes and challenges. While opting for an independent platform gave us more freedom and control, navigating institutional complexities presented significant obstacles. Moving forward, we aim to establish collaborative partnerships with educational institutions to streamline integration and broaden our impact.

# Conclusion

Our project, focused on creating a platform for course evaluations at KTH, is concisely summarised in the abstract, emphasising our goal of providing students with peer feedback for informed decision-making. The introduction section highlights the challenges of course selection at KTH due to limited information about the course, leading to the creation of Evaluate, a platform aimed at facilitating course reviews and enhancing student decision-making processes. Delving into the project's context, the background section offers historical insights and perspectives gathered from student interviews. Meanwhile, the product description traces the project's evolution, from conception to the adaptation of strategies. As we navigate industry challenges and competitors, the section on industry and competitors sheds light on the complexities we face. Discussing monetization strategies and financial considerations, the pricing and financials section outlines our approach to sustainability, while the business model canvas provides a comprehensive overview, laying the groundwork for our venture's viability.

Transitioning to the prototype introduction, we introduce the MVP and delve into its design intricacies, providing insights into technical considerations and future scalability options. Lastly, the discussion section reflects on our journey, highlighting lessons learned and strategies devised for future optimization, while envisioning the path forward for our project's success.

In wrapping up, our project stands as a response to the pressing need for transparent and accessible course evaluations at KTH, aiming to empower students to make well-informed decisions regarding their course selections. Throughout our journey from brainstorming to

prototyping, we've strived to develop a platform that not only offers convenience and transparency to students but also delivers valuable insights to course professors and educational institutions. Despite grappling with challenges like competition, we remain optimistic about the considerable potential for success and expansion within both the Swedish institutions and beyond. Looking ahead, our focus is on refining our prototype, forging strategic partnerships, and engaging with stakeholders to ensure the lasting success and sustainability of our platform.

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# Appendix A: Interviews

## Interview 1

### Vraag 1: Had jouw uni/studie een feedback punt waar je feedback op het vak kon geven?

Ik weet niet of er een standaard, speciaal feedback punt was (volgensmij niet) maar er werd, door inelkgeval sommige docenten, wel een enquete aan het van de periode gestuurd waar je je mening in kon vullen. Ik denk dat je het, als er echt wat was, ook wel direct aan de docent of misschien leerlingbegeleider (hoe heette dat nou op de uni, van die mensen die op een studie als punt waren voor leerlingen waar je dan heen kon) kon vertellen. Maar over het algemeen was er geloof ik niet echt een officieel feedbackpunt en stuurden docenten alleen zo'n enquete als ze er belang van inzagen of interesse erin hadden.

### Vraag 2: Denk je dat er voordelen aan een feedbacksysteem voor vakken zouden zitten?

Zeker, als bepaalde methoden bijvoorbeeld verouderd zijn, zijn leerlingen vaak de eersten die dat doorhebben omdat docenten al zolang het vak geven en gewend zijn aan die systemen. Ook valt elke methode of manier waarop het vak gegeven wordt bij iedereen anders, sommige leeftijden en/of mensen vinden een manier beter, fjiner, handiger etc terwijl de volgende groep weer iets anders vind. Als je wil dat de leerlingen op een zo'n goed mogelijke manier vakken kunnen volgen is het zeker belangrijk om naar hun meningen te luisteren. Zo blijven leerlingen, studenten ook langer hangen en zijn sneller geneigd om een studie af te maken als ze de manier van lesgeven van een vak ook fijn vinden. Ook is het, zeker als student omdat je dan al (bijna) volwassen bent, altijd fijn als er een plek is waar naar je geluisterd wordt en je serieus genomen wordt. Dat zorgt ook weer voor een fijne sfeer in de school.

### Vraag 3: denk je dat er nadelen aan een feedbacksysteem voor vakken zou zitten?

Ook dat. Met een feedbacksysteem krijg je waarschijnlijk veel meningen binnen en dan wordt het moeilijk om er een rode draad uit te halen voor wat een goede methode voor het vak geven is. De een zou dit willen, de ander dat en de volgende weer iets heel anders. Wel denk ik dat een feedbacksysteem goed is, wil je je eigen lesgeven verbeteren.

### Vraag 4: op wat voor manier zou je feedback willen geven op een vak, als dat zou kunnen?

Met de enquêtes die ik toegestuurd gekregen heb konden we bolletjes invullen, met 'erg ontevreden tot erg tevreden' bijvoorbeeld. Dat was wel fijn, ook was er soms een vakje waar je je uitleg kon geven. Zo'n manier vind ik wel goed. Als je bolletjes in kunt vullen en daaronder, als je wil, een uitleg bij je keuze zodat er meer duidelijkheid komt voor de docent. Ook zou ik het fijn vinden als een docent, als het nodig is, er voor open staat om enquêtes te bespreken met degenen die willen. Zo creëer je meer duidelijkheid qua communicatie en kan de docent samen met studenten misschien tot een oplossing komen, als dat nodig is.

### Vraag 5: wat zou voor jou persoonlijk een motivatie zijn om zo'n feedbackenquete of iets in te vullen?

Voor mij zou ik enquêtes invullen als ik zo tevreden ben over iets dat ik het zou willen vertellen. Ook zou ik een enquete invullen als ik absoluut niet tevreden over iets ben. Dit zou vooral slaan op hoe een docent lesgeeft denk ik, of ze bijvoorbeeld open en respectvol voor de klas staan of juist niet. Of ze geduldig vragen beantwoorden of niet, of ze duidelijk uitleggen of niet. Het slaat dus vooral op of ze een fijne sfeer in de klas brengen, of juist niet. Ook is het materiaal waarmee het vak gegeven wordt belangrijk, zoals de boeken en teksten. Je kan niet altijd het zo fijn mogelijk maken, maar er zijn zeker opties om het die kant op te sturen. Verouderde taal, als voorbeeld, kan ervoor zorgen dat studenten afhaken of gefrustreerd raken, ook dat zou motivatie zijn om feedback te geven.

**Translation:**
**Question 1: Did your university/study have a feedback point where you can give feedback on a course?**
I don't know if there was a standard, special feedback point (I don't think so), but there was, at least by some teachers, sent out a survey at the end of the period where you could give your opinion. I think that , if there really was something, you could also maybe directly go to the teacher or the study advisor. But in general I don't believe there was an official feedback point and teachers would only send a survey if they saw the use of it or were interested.

**Question 2: Do you think there can be advantages to a feedback system for courses?**
Definitely, if certain methods for example have become outdated, students are often the first to notice because teachers have given the course for a longer period of time and are more used to the systems. Each method or way of teaching also works differently for everyone, some age groups and/or individuals prefer a certain method, while another group might prefer another method because it's easier, more pleasant, more useful etc. to them. If you want the students to follow a course in the best way possible, it's definitely important to listen to their opinions. This way, students stay longer and are more likely to finish a study when they enjoy the way of teaching within a course. Next to this, it is nice if there is a place where you get heard and taken seriously, definitely as a student since you are (generally) an adult. This also creates a more positive atmosphere at the university.

**Question 3: Do you think there can be disadvantages to a feedback system for courses?**
This too. With a feedback system, you probably will collect a lot of opinions, and that makes it harder to find a red thread about which way of teaching or method for a course is a good one. One person might want this, but another might want that. I do think that a feedback system would be good, if you want to improve your own teaching.

**Question 4: Hypothetically, in what way would you want to give feedback on a course?**
With surveys that I've been sent, we could fill in the circles, ranging from 'very dissatisfied' to 'very satisfied' for example. That was nice, there was also sometimes a space to give an explanation. I think a method like this is good. If you can fill in circles and below, if you want to, can give an explanation on your choice so it's clearer for the teacher. I would also like it if a teacher, if necessary, is open to discuss surveys with those who want to. In this way you create more clarity regarding communication and the teacher can maybe come with the students together to a solution, if necessary.

**Question 5: What would, for you personally, be a motivator to fill in a feedback survey or likewise?**

For me, I'd fill in a feedback survey if I was so satisfied with the course that I would like to tell it. I would also fill in a feedback survey if I was absolutely dissatisfied with something. This would mainly be regarding the way a teacher teaches I think, whether they for example are open and respectful in front of the class or not. Whether they patiently answer questions or not, whether they explain clearly or not. It mainly encompasses whether they bring a nice atmosphere to the classroom, or not. Also the materials with which the course is taught would become important, such as books and texts. You can't always make it as pleasant as possible, but there are definitely options to steer it that way. Outdated language, for example, can cause students to quit class or become frustrated, this would also be a motivator to give feedback.

# Interview 2

**Question 1: Does your university/study have a feedback point where you can give feedback on a course?**
Yes, "Course Survey" at KTH. To fill out. Gives reviews on all the courses and is one of the few people that does so.

**Question 2: Do you think there might be advantages to a feedback system for courses? If so, which and why?**
I don't think most teachers take in the feedback and make a change. But some teachers may take in the feedback and actually make changes to the courses. Sometimes it can be useful for students to read course feedback to know what to focus on in the course.

**Question 3: Do you think there might be disadvantages to a feedback system for courses? If so, which and why?**
The only thing that I can see is that teachers might not take in the feedback, but this is more of a problem for the teachers.

**Question 4: In what way(s) would you like to give feedback on a course, if possible? How would you envision it?**
An application where you can go in and fill out the form where you can see the result instantly. Instead of having the teachers publishing the reviews themselves as this can lead to biases towards course feedback.

**Question 5: What would be your personal motivation to give feedback on a course?**
If I really liked the course or if I have a very strong negative opinion about the teacher.

# Interview 3

**Question 1: Does your university/study have a feedback point where you can give feedback on a course?**
No, currently my university/study does not provide a designated feedback mechanism for courses. (Sorbonne University)

**Question 2: Do you think there might be advantages to a feedback system for courses? If so, which and why?**
Yes, I believe there are significant advantages to implementing a feedback system for courses. Such a system allows students to express their opinions and provide constructive criticism on the pedagogy employed in the course. This feedback can be invaluable for instructors to understand areas of improvement and refine their teaching methods for future iterations of the course. Ultimately, it fosters a culture of continuous improvement and enhances the overall quality of education provided.

**Question 3: Do you think there might be disadvantages to a feedback system for courses? If so, which and why?**
No, I don't see inherent disadvantages to having a feedback system for courses. While some may argue that teachers must accept criticism, a well-implemented feedback system is designed to offer constructive feedback in a respectful manner, facilitating professional growth for instructors. It's essential that feedback is viewed as an opportunity for improvement rather than as a critique.

**Question 4: In what way(s) would you like to give feedback on a course, if possible? How would you envision it?**
I believe feedback should be provided anonymously to encourage honest and candid responses. Additionally, I prefer having a free-text zone where students can express their thoughts openly and provide specific details about their experiences. This format allows for more comprehensive feedback and ensures that all aspects of the course can be addressed effectively.

**Question 5: What would be your personal motivation to give feedback on a course?**
My motivation to give feedback on a course stems from my desire to see improvements in the educational experience. Often, I find myself compelled to provide feedback when I encounter teaching methods that I believe could be enhanced. For example, if a course consists of rapid-fire slide presentations without opportunities for exercises or interactive sessions, I feel it's important to express my perspective. By providing feedback, I hope to contribute to the enhancement of the learning environment for myself and future students.

# Interview 4

**Question 1: Does your university/study have a feedback point where you can give feedback on a course?**
Yes (Polytechnique Montreal)

**Question 2: Do you think there might be advantages to a feedback system for courses? If so, which and why?**
Certainly, this practice serves as a valuable tool for educators to gain insight into the strengths and weaknesses prevalent within the class dynamics. However, in my personal assessment, there seems to be a common tendency for them to misinterpret or overlook these aspects.

**Question 3: Do you think there might be disadvantages to a feedback system for courses? If so, which and why?**
One drawback that emerges from this approach is the additional workload burdened upon the students.

**Question 4: In what way(s) would you like to give feedback on a course, if possible? How would you envision it?**
Typically, I find myself inclined towards employing a format that encompasses a blend of unrestricted written expression coupled with the inclusion of specific notations denoting pivotal aspects such as the learning material, course content, evaluations, and homework assignments.

**Question 5: What would be your personal motivation to give feedback on a course?**
My profound sense of altruism extends towards the welfare of future generations, compelling me to harbor a fervent desire for their educational experiences to transcend beyond the conventional boundaries. I am driven by an unwavering commitment to cultivate an environment conducive to enhanced learning, with the ultimate goal of fostering a more enriching and fulfilling educational journey for generations yet to come.

# Interview 5

**Question 1: Does your university/study have a feedback point where you can give feedback on a course?**
Yeah, definitely. At my university, they have this system where we can give feedback on the courses we take. It's usually done through online surveys.

**Question 2: Do you think there might be advantages to a feedback system for courses? If so, which and why?**
 I think there are a bunch of advantages to having a feedback system. For one, it gives us students a chance to share our thoughts and experiences with the courses we're taking. Like, if something's not clear or if we're struggling with the material, we can let the instructors know. Also, it helps the university understand what's working well and what needs improvement, so they can make changes to benefit everyone.

**Question 3: Do you think there might be disadvantages to a feedback system for courses? If so, which and why?**
Well, one downside could be if the feedback doesn't lead to any real changes. Like, if students take the time to give their opinions but nothing really happens afterward, it can feel kind of pointless. And I guess there's always a risk of some students not taking it seriously and just messing around with the feedback.

**Question 4: In what way(s) would you like to give feedback on a course, if possible? How would you envision it?**
 I think having an online form would be the most convenient. It could have different sections for rating things like the instructor's teaching style, the course materials, and the workload. And then maybe a section where we can write more detailed comments or suggestions. That way, we can give specific feedback that's actually helpful.

**Question 5: What would be your personal motivation to give feedback on a course?**
I'd want to give feedback because I think it's important for the university to know what's working well and what's not. Plus, if I'm paying for these courses, I want to make sure I'm getting the best education possible. So if there's something that could be improved next year, I'd definitely want to speak up about it.

## Interview 6

**Question 1: Does your university/study have a feedback point where you can give feedback on a course?**
It comes in the form of a survey that students fill out at the end of the course.

**Question 2: Do you think there might be advantages to a feedback system for courses? If so, which and why?**
Yes there are advantages, the CA can change the structure of the course depending on what the students feel. They can also help new students that will be taking the course.

**Question 3: Do you think there might be disadvantages to a feedback system for courses? If so, which and why?**
There is a slight chance that examiners might make the course too easy depending on the course reviews. This can negatively affect the intended learning outcome of the course.

**Question 4: In what way(s) would you like to give feedback on a course, if possible? How would you envision it?**
The course evaluation should be mandatory as the current system does not emphasize giving reviews that much.

**Question 5: What would be your personal motivation to give feedback on a course?**
If the course was fun or I liked the course examiner. I empathize with the new students and want to help them in the best way possible by providing them with the most amount of material.

Interview 7

**Conducted as a group interview with 5 students**

**Question 1: Does your university have a feedback system?**
Course evaluation surveys but they are not public and kind of a hassle to fill out.

**Question 2: Would you benefit from a system for course feedback?**
Ig, would be useful when we are looking for courses.
Wouldnt have to talk to the older students.

**Question 3: What would be the drawbacks?**
Hard to say right?
I would just ask the upperclass people what is good and what isnt. The survey is just for teachers right, not like they are going to share?

**Question 4: What are you looking for when selecting a course?**
Challenge, i'm usually looking for the easiest course so i can graduate.
Most fun, am i going to be bored out of my mind, overworked or have fun?
is the topic relevant for me and my degree.
How are the examiner and professor?
I'm forced to take it.

**Question 5: What do you wish others to know about a course, what is the most important to convey?**
Was it hard?

**Question 6: What would get you to leave a review on a course?**
Idk money (jokingly)
Easy and fast to leave a review maybe a thumbs up or something
Hate
If something really stood out about the course

# Business Model Canvas

## Business Model Canvas

**Designed for:** Startup Name
**Designed by:** Click to add text
**Date:** DD/MM/YYYY
**Version:** X.Y

### Key Partners

**students:**
-grants us the information/revies our platform is built on
-our primary users and targets
**universities:**
-outreach to students
-incentivize interaction
-infrastructure(?)
**Third party course administrations:**
- i.e antagning.se
- similar role as universities

### Key Activities

User relations and interaction (KEY)
Better relations with users -> better product

### Key Resources

USERS!!!!
No users -> no data -> no value -> no product
Good user Volume -> good data Volume -> better product

### Value Propositions

**students:**
-get valuable information on courses prior to selection (workload, difficulty, etc.)
-provide fellow students with this information
**universities:**
-delaod councilors workloads
-get feedback on courses, teachers, etc.
-get information on student satisfaction
-get information on student satisfaction
-outreach
-incentivize for students to interact
CHARACTERISTICS:
-students -> get valuable information on courses prior to selection
 -universities -> get insights into student opinions on courses
-both get -> no bias

### Customer Relationships

**students:**
-get valuable information on courses prior to selection (workload, difficulty, etc.)
-negligible cost, core to the model
**universities:**
-get volume reviews from courses
-help students plan and choose courses -> deload administration

### Channels

-Word of mouth
-Institutional collaboration
-3rd party sites (like antagning.se or similar)
-advertisements

### Customer Segments

Our partners!

Students and Universities

### Cost Structure

The most important costs:
-platform maintenance
-server upkeep

-User outreach/ grow the userbase

### Revenue Streams

Target demographic is not the most financially well off, we would do well to look for alternative sources of revenue:
-Advertisements
-Partnerships, for example partnering with universities or similar institutions, this would lose us our independence and affect our unbiased standpoint
-Donations