Kursrapport

Information om kurstillfälle

<table>
<thead>
<tr>
<th>Kurs</th>
<th>Poäng</th>
<th>Kurskod</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human-Computer Interaction, advanced course</td>
<td>7.5</td>
<td>5Dv048</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Kursdatum</th>
<th>Institution</th>
<th>Antal registrerade män</th>
<th>Antal registrerade kvinnor</th>
<th>Antal aktiva studenter</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-01-22 to 2013-03-25</td>
<td>Datavetenskap</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

Genomströmning och betygssutfall totalt efter första tillfälle för examination
<INFORMATION FYLLS I AV STUDIEREKTOR NÄR SAMMANSTÄLLNING I ÖVRIGT ÄR KLAR>

Genomströmning och betygssutfall aktiva efter första tillfälle för examination
<INFORMATION FYLLS I AV STUDIEREKTOR NÄR SAMMANSTÄLLNING I ÖVRIGT ÄR KLAR>

Förändringsförslag från föregående kursrapport:

- Lecture slides were improved to include latest advancements in the field.
- Some topics (e.g. design rationale) were removed from the course to make the course more focused.
- Include real projects with complex situations for applying the theories as part of the project work.
- Written exam questions were adapted to the 4-hour format from the previous year’s 6-hour format.
- Additional support for helping the students with their project work. Like personal discussion sessions with the teacher to help the students to choose the right theories and tools for analysis.

Information om inblandade lärate

Kursansvarig:                           Antal övriga föreläsare:
Helena Lindgren                      Dipak Surie
Information om kursutvärderingen

<table>
<thead>
<tr>
<th>Sammanställningsdatum</th>
<th>Totalt antal svarande</th>
<th>Kursens kursplan bör ändras</th>
</tr>
</thead>
<tbody>
<tr>
<td>29th April 2013</td>
<td>14 students</td>
<td>Nej</td>
</tr>
</tbody>
</table>

För varje program för in resultaten på de obligatoriska frågorna nedan:

<table>
<thead>
<tr>
<th>Programkod</th>
<th>Antal svar</th>
<th>Antal registrerade</th>
<th>Medelvärde på frågan om kursens kvalitet</th>
<th>Medelvärde på frågan om nedlagd tid</th>
<th>Medelvärde på frågan om bemötande</th>
</tr>
</thead>
<tbody>
<tr>
<td>TADAM</td>
<td>2</td>
<td></td>
<td>4.00 out of 5</td>
<td>11.00 hours per week</td>
<td>4.50 out of 5</td>
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<tr>
<td>TYCID</td>
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<td></td>
<td>3.33 out of 5</td>
<td>17.00 hours per week</td>
<td>4.00 out of 5</td>
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<tr>
<td>TABEM</td>
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<td></td>
<td>4.00 out of 5</td>
<td>8.00 hours per week</td>
<td>5.00 out of 5</td>
</tr>
<tr>
<td>PhD at CS</td>
<td>1</td>
<td></td>
<td>5.00 out of 5</td>
<td></td>
<td>5.00 out of 5</td>
</tr>
<tr>
<td>SAMDM</td>
<td>7</td>
<td></td>
<td>3.58 out of 5</td>
<td>24.72 hours per week</td>
<td>4.29 out of 5</td>
</tr>
</tbody>
</table>

För varje lärmål på kursen ange hur stor andel av de svarande som uppgjer att de har behandlats:

Lärmål (Expected learning outcomes): FSR

- Analyze a complex user situation for the purpose to identify potentials for and requirements on an existing or envisioned user interface: means among other things to apply knowledge about advanced cognitive functions in humans and social aspects in a use situation.  
  Yes (92.86%)  
  No (7.15%)

- Design user interface for complex use situations that fulfill identified needs and requirements.  
  Yes (57.2%)  
  No (42.8%)

- Plan, prepare and conduct evaluation studies of complex use situations.  
  Yes (92.86%)  
  No (7.15%)

- Choose appropriate theories, methods and tools for the above mentioned based on the current conditions, and motivate the choice based on applicability and usability.  
  Yes (78.6%)  
  Don’t know (21.5%)

- Apply and use theories, methods and tools for analysis, design and evaluation of use situations.  
  Yes (92.86%)  
  Don’t know (7.15%)

- Critically review applications of theories, methods and tools in evaluation studies of use situations, and be able to identify scientifically founded results.  
  Yes (71.5%)  
  Don’t know (28.6%)

Sammanfattning av äsikterna i kursutvärderingen

Overall there were many positive from this course. All the 14 students liked the practical part of this course that focuses on applying theoretical concepts to real world situations. There are of course a few aspects to improve upon next year.

Positives:

- The project gave us real-time experience on using some of the HCI theories and models, helping us to understand more about the concepts. Liked real projects with real users to interview (14).
- The lectures were really good, and precise (2).
- Good course (2).
- Project helped improve analytical skills. Real life situations like hospitals and smart homes useful (2).
- Course had good structure (1).
- Project work reviewed by students (1).
- Work in a project group and enhance our knowledge on the current HCI theories (1).

(Teacher Response) Thanks for your comments!
Things to improve:

**Lecture/Seminar/Workshop**
- Concrete comparative studies utilizing the techniques. Examples for using methods - how, when, why? (2). Lack of explanation on how to apply the theory. e.g. Activity theory and design rationale. How to analyze based on these? (1). *(Teacher Response)* design rationale is a topic removed from this year's course and was informed at least a couple of times in class. We did try to explain how, and when to use the theories, but maybe a more improved lecture or workshop session will be conducted next year to help students with more examples.
- More real and explaining examples of theories, not just text as theories (2). *(Teacher Response)* will provide more examples on how to apply the theory next year.
- Workshop instead of lectures for the use of the theories (1). Short movie about the theories and make the lectures more interactive (1). *(Teacher Response)* good suggestions, will think about it.
- Lena’s slides feel outdated (1). *(Teacher Response)* Lena’s slides are not a part of this year’s course so if you have read from previous years it can well feel outdated. Anyway, we will try to update the slides for the coming year.
- No lectures to 5 pm on Fridays, students will lose focus on Fridays (1). *(Teacher Response)* not sure if even one lecture was beyond 16:00 hours except for the final presentation.
- Some guidelines on what are most important. Focus on activity theory is a little too much (1). *(Teacher Response)* well activity theory is a well-established theory in comparison to distributed cognition or situated action. Of course your groups were allowed to be free on choosing the theory that best suit your group. It is difficult to reduce the focus on activity theory but will try to highlight other theories as well in the coming year.

**Project**
- More group meetings with the teacher for general feedback, feedback on project (2) *(Teacher Response)* will improve the teacher meeting schedules and feedback mechanisms so that your project work gets timely feedback.
- Apply most of the concepts in the project (1). *(Teacher Response)* that is impossible with the short duration allowed for project work.
- Clear goals on what should be done at every deadline (1). *(Teacher Response)* we thought that was made clear on the course webpage, but will take it as an important goal next year so that the students are well informed.
- Highlight methods and theories the students are going to use in the project with examples (1). *(Teacher Response)* well that depends on the group and its up to the group members to decide on the theories.
- Provide information on time- e.g. how long should the final presentation be (1). *(Teacher Response)* try to inform the students well on time.
- Increase the number of student seminars (1). *(Teacher Response)* not sure if that is possible since it will increase the student load. But we will think about it.

**Literature**
- More practically descriptive literature and less theoretical part (1). *(Teacher Response)*
- Lots to learn, I mean the literature is massive (1).
- Course literature was a disappointment. More focus on the reading literature than the practical part (1), less and more concrete literature (1). *(Teacher Response)* the literature was mainly scientific articles that are expected to be used to get into the habit of reading scientific articles instead of Google searching for web contents. Next year the literature will be updated with more precise topics and to include latest research articles.

**Notes/Compendium**
- Impossible to remember all the theories. Use a manual so that the theories don’t have to be memorized (1). *(Teacher Response)* I understand that it would be good to have a manual for quick reference, but it takes time to prepare one. Maybe a quick and dirty manual could be prepared for next year. But overall the aim is that you can still remember the important concepts from the different theories.
- Compendium with all the theories without the need to read scientific articles (1). *(Teacher Response)* well we want you to read scientific articles.
- Provide teacher notes apart from lecture notes (1). *(Teacher Response)* well the idea is that you start studying from the lecture notes and then use the literature articles for further reference. The quality of lecture slides will be improved, but not sure if separate teacher notes are required.

**Group**
- Mix Swedish and International students in the group (1). *(Teacher Response)* we can attempt to do that next year to have a mixed background.
- Did not like the group work - suggest brainstorming as a group and then individual work for the project part similar to a thesis (1). *(Teacher Response)* group work is important to learn the aspects of social communication and collaborative work completion. Not sure if we will change it next year.
- Co-operative people in the group (1). *(Teacher Response)* well that depends on your group and you as a member play an important to have cooperative members in your group.

**Exam**
- Remove exam (1). The exam is unnecessary; we already have other phases for grading (1). *(Teacher Response)* I am not sure it is a good option since there are several theories and analysis techniques that are often ignored while doing the practical parts are included in the written exam.
- Questions from previous exams could not be answered due to missing info (1). *(Teacher Response)* as discussed in the class, this year we did remove some topics, especially the design rationale part. Questions from last year that did include such topics were out of syllabus this year.
**Förslag till nästa kurstillfälle**

- Lectures will include more examples on how, why and when to apply the different theories. If possible there will be a workshop where the students can discuss about the theories before using it during their project work.
- Update the literature with more current research articles and if possible reduce the literature study part with concise articles.
- Timely feedback on the project work and if possible to include one more student seminar.
- Mix groups with International and Swedish students. Inform the students about cooperation and role-play in a group.
- Quick and dirty manual with all the theories and analysis tools for helping the students.

| Ansvarig för kursrapporten – lärare | Ansvarig för kursrapporten - student |